



KAOHSIUNG AMERICAN SCHOOL

ANNUAL REPORT
2021 - 2022



As Board Chair of KAS 2021–2022, I am pleased to thank all for your long-term support of our beloved KAS.

身為 KAS 2021-2022 學年的董事會主席，我衷心感謝大家對我們所愛的 KAS 的長期支持。

During the past year, we have gone through many challenges, such as the COVID Pandemic and a school leadership transition. The Board is dedicated to providing students with a vibrant educational experience in a highly collaborative, inclusive and supportive environment. With the teamwork of the Board and cooperation with the Head of School, PTA, and school faculty, we overcame the difficulties and challenged our students to act with courage, integrity and leadership.

在過去的一年，我們經歷了許多挑戰，例如 COVID 疫情爆發和學校總校長的轉換。董事會致力於高度的合作、包容和支持的環境中為學生提供充滿活力的教育體驗。在董事會的團隊運作以及與總校長、家長會和學校教職員工的合作下，我們克服了困難，並激發我們的學生以勇氣、正直和領導力行事。

In 2021 we hired a long-term Head of School who is the best fit for our school. When there were delays, we lobbied government officials for quicker work permits and dependent visas for teachers, and vaccinations for our students and staff. The Board approved major renovations for the summer of 2022, including high school labs, a third G5 classroom, and an ES Makerspace. We approved additional hiring to support better scheduling and electives for students in 2022. One of our priorities was to accelerate salary & benefit changes for the faculty in 2022. The Board also supported the administration with critical decision-making during phases of the pandemic and online learning when required. As a part of our internal work, we also created a new Board policy manual and asked the association to approve two potential changes to our charter. 在2021年，我們聘請了一位最適合我們學校的長期的總校長。當文件出現延誤時，我們陳情政府官員，拜託他們加快為教師發放工作許可和家屬簽證的流程，並為我們的學生和員工接種疫苗。董事會批准了2022年夏季的校舍重大改建，包括高中實驗室、第三間 G5 教室和一間小學的創客空間。我們核准了額外的教師招聘，以利支持在2022年為學生規劃更好的課表和選修課的安排。我們的首要任務之一就是在2022年加快教職員工的薪資和福利的改變。董事會還在疫情嚴峻時和被要求學生需要線上上課的階段，透過關鍵決策來支持學校行政部門。作為我們內部工作的一部分，我們還制定了一份新的董事會政策手冊，並要求學校家長成員批准對我們章程的條文做兩項潛在修改。

We place immense value on our positive, compassionate and student-focused relationships. Our mission statement highlights our belief in empowering and equipping our students to become Balanced individuals, Independent learners, and Global citizens who can thrive in and contribute to an ever-changing world.

我們非常重視我們積極、富有同情心和以學生為中心的關係。我們學校的使命宣言強調了我們的信念，也就是賦予和培養我們的學生成為平衡的個人、獨立的學習者和全球公民，他們可以在不斷變化的世界中茁壯成長並做出貢獻。

Board Chair of 2021/2022 Denny Ko
2021/2022 董事會主席 Denny Ko

The 2021-22 school year was filled with transition and change for the KAS community. Dragons are brave and resourceful, and we faced many challenges from the pandemic that continued to dominate life around the globe. The rough spots didn't slow us down and we focused on learning and teaching, and on setting the stage for major program improvements and physical renovations for the next school year.

2021-22學年對於KAS學校社區來說充滿轉換和改變。龍是勇敢而足智多謀的，我們面臨著繼續主宰全球生活的疫情流行所帶來的許多挑戰。困難並沒有讓我們放慢腳步，我們專注於學習和教學，並為下一學年的主要課綱項目改進和實體教室改造奠定基礎。

We started the school year in a hybrid fashion, with twelve teachers and administrators teaching and working from time zones across the world, waiting for visas. With the support of our Board, the Mayor and other officials, we finally got all our teachers into the country in early October.

我們以混合線上和實體上課方式開始新學年，十二名教師和校長在世界各地的不同時區教學和工作，等待簽證。在我們的董事會、市長和其他官員的支持之下，我們終於在 10 月初讓所有教師都進入了這個國家。

Sadly, that wasn't the only impact on our community. Pandemic regulations restricted parents from being on campus. Many of our concerts, assemblies, and other gatherings or celebrations were held online. Sports competitions, field trips, and trips to schools in other cities were limited or canceled. We ate behind plastic partitions all year. Then in May we had to learn and teach online at short notice. Although graduation was held in the auditorium, we had to finish the school year without our normal celebrations and goodbyes.

令人傷心的是，這並不是對我們社區的唯一影響。疫情的規定限制家長進入到校園內。我們的許多音樂會、集會和其他聚會或慶祝活動都是在線上舉行的。體育賽事、校外教學和到其他城市的學校做交流等活動都遭到限制或取消。學生整年都在隔板後面吃午餐。五月，我們不得不在短時間內轉為線上學習和教學。雖然畢業典禮是在禮堂舉行的，但我們不得不在沒有正常的慶祝及道別活動的情況下結束學年。

We faced these challenges as brave Dragons, together. Although it was difficult, we still kept our focus on our mission to provide excellent academic programs promoting student balance, independence and global citizenship.

作為勇敢的龍兒們，我們一起面對這些挑戰。儘管困難重重，但我們仍然專注於我們的使命，就是為學生提供優秀的學術課程，促進學生的身心平衡、擁有獨立和全球公民意識。



Jim Laney Jr., Head of School

總校長 **Jim Laney Jr.**

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OUR MISSION AND LEARNING OUTCOMES

我們的使命和學習成果

Kaohsiung American School challenges students to achieve academic excellence and prepares them to be

Balanced Individuals - Academics, Arts, Athletics

Independent Thinkers - Passionate, Curious, Critical Thinkers

Global Citizens - Aware, Ethical, Cooperative

高雄美國學校要求學生實現學習成效斐然，並讓學生做好準備以便成為
三育並重的個體-學術、藝術、體育
具備獨立思考能力-熱情、好奇、批判性的思想家
全球公民-有自覺、有道德觀、有合作精神

KAS fosters a life-long love of learning through a collaborative, caring culture of excellence. Our highly qualified and diverse teaching faculty inspire students as active learners in and out of the classroom, and prepare them with the 21st century skills necessary to become the next generation of leaders.

高雄美國學校以團隊協作、卓越的關愛文化培養學生終生對學習的熱愛。本校高素質和多元化的教師陣容激勵學生在課堂及課外均能積極學習，並為學生提供成為下一代領導者所需的21世紀技能。

KAS LEARNING OUTCOMES

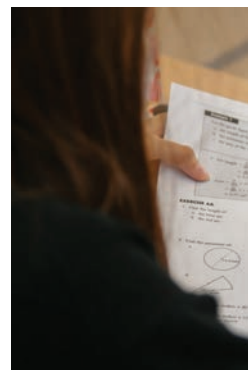
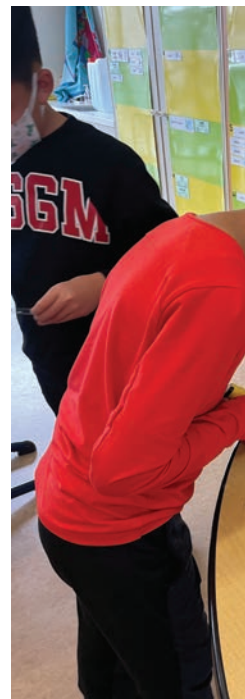
Critical Thinkers and Problem Solvers

Effective Communicators

Active Learners

Ethical Global Citizens

高雄美國學校的學習成果
批判性思想家和問題解決者
有效的溝通者
主動學習者
有道德觀的全球公民





MISSION IN ACTION

行動中的使命



“The Elementary School at Kaohsiung American School is a place filled with joy, happiness, and learning with a diverse, kind, and caring group of students”

「高雄美國學校的小學部是一個充滿歡樂、幸福和學習的教育化，這裡有一群多元文化背景、善良、有愛心的學生」-小學部校長

- *Jessie Coyle, Elementary School Principal*

“Every day I am inspired by the hard work of our students and by their commitment to the ideals of “Think BIG” in the classroom, on the athletic fields and performance stages, and in the Kaohsiung community.”

「每一天，我都被我們學生的辛勤努力以及他們在課堂上、運動場上、表演舞台上以及高雄社區中對「志向遠大」理想的承諾所鼓舞。」-中學部校長

- *Barnaby Payne, Middle School Principal*





“Although the 2021-2022 school year had a less than traditional start due to the pandemic, our high school students continued to take advantage of all KAS has to offer. They accepted the challenges they faced with courage, confidence, and resiliency.”

「雖然2021-2022學年的起始因疫情而不同以往，但本校的高中生善用高雄美國學校提供的所有教育資源。他們秉持勇氣、信心和韌性面對迎面而來的挑戰。」-高中部校長

- Kimberly Clark, High School Principal



MEASURING STUDENT ACHIEVEMENT

衡量學生成績

KAS is uniquely positioned as an American preparatory school and an International Baccalaureate World School. We offer our students challenging curricula and programs that give them the flexibility to pursue the academic path and diploma(s) that best suit their higher education and post-high school goals. All our graduates receive an American high school diploma and have the options of taking the full International Baccalaureate Diploma Programme (IBDP) or combining IBDP courses with other offerings.

高雄美國學校是一所美國課程預備學校和一所國際文憑世界學校，具有獨特的定位。本校為學生提供具有挑戰性的課程和學程，使學生能夠靈活地追求最適合他們的高等教育和高中後目標的學術道路和文憑。本校所有畢業生都會取得美國高中文憑，並可以選擇參加完整的國際文憑課程或將國際文憑課程與其他課程結合。

IB PROGRAMMES

國際文憑課程

KAS offers the International Baccalaureate's Middle Years and Diploma programmes. Both programmes emphasize the content and skills that students need for academic and career success. The IBDP, which is an internationally recognized college-standard curriculum, is in its 12th year at KAS.

Each year, a majority of KAS Grade 12 students take IB exams and a good proportion of graduates are IB Diploma candidates. In the 2021-2022 school year, 71 percent of KAS graduates were IB Diploma candidates and 85.7 percent of those students were awarded the Diploma. Each year student results surpass or are on par with global averages in most areas, including the average diploma score.

高雄美國學校提供國際文憑課程的中學課程和文憑課程。這兩個課程都強調學生獲得學業和職業成功所需的內容和技能。國際文憑課程是國際公認的大學標準課程，今年是高雄美國學校開辦國際文憑課程以來的第12年了。

每年，大多數高雄美國學校12年級學生都會參加國際文憑考試，絕大多數畢業生是國際文憑候選學生。在2021-2022學年，71%的高雄美國學校畢業生是國際文憑候選學生，其中85.7%的學生獲得了文憑。每年學生的成績在大多數領域都超過全球平均水準或與全球平均水準不相上下，包括平均文憑分數在內。

IB RESULTS: 2018-2022

國際文憑成果：2018-2022

	2018	2019	2020	2021	2022	5-Year Average 5年平均値
Total Number of Candidates (Certificate & Diploma) 候選學生總數： (證書及文憑)	53	50	37	58	65	-
Percentage of Students registered for IB exams 報名國際文憑考試的學生 百分比	65%	77%	60%	84%	94%	-
IB Diploma Candidates 國際文憑候選學生	36	33	16	41	49	-
IB Diplomas Awarded 頒發的國際文憑	32	28	13	38	42	-
KAS Pass Rate 高雄美國學校通過率	88.9%	84.8%	81.3%	92.7%	85.7%	84.4%
Global Pass Rate 全球通過率	78.16%	77.83%	85.16%	88.93%	85.85%	81.70%
KAS Bilingual Diplomas 高雄美國學校雙語文憑	53.1%	28.6%	30.8%	24.4%	24.49%	34.2%
Global Bilingual Diplomas 全球雙語文憑	22.82%	23.76%	25.86%	27.01%	27.64%	24.41%

“The IB Diploma tells a college that a student is thoughtful, idea-driven, interested in brainstorming solutions to global issues in the world, and not content to let someone tell them what or how to think. It ensures that students will get a well-rounded, balanced education, and not one that plays only to their strong subjects, but to creating a whole person. It forces students to move outside of their comfort zone, and what they already know, and makes them take charge of their education by letting them choose an area for in-depth study (in the Extended Essay) that they will explore and learn more about. Finally, an IB Diploma allows students to find their own voice, as they will often be forced to articulate their ideas, in both speaking and writing, in ways that show the world that they have something to say and are willing to share it.”

- Douglas Pishkur, DP Literature & Theory of Knowledge Teacher

「國際文憑顯示大學生有思想，受想法驅使，願意集思廣益解決存在於世上的全球性問題，而不滿足於讓別人告訴他們思考什麼或如何思考。國際文憑確保學生獲得全面、均衡的教育，不是只發揮他們擅長的學科，而是培養全人。國際文憑驅使學生走出他們的舒適圈和他們已經知道的東西，並讓學生選擇他們將探索和學習更多的深入研究領域（在擴展論文中）來掌控學生的教育。最後，國際文憑可以讓學生找到自己的聲音，因為學生經常會被迫以口語和寫作的方式表達自己的想法，向世界展示他們有話要說並願意分享。」

-預科文憑文學與知識理論教師Douglas Pishkur

SAT SCORES (CLASS OF 2022)
學術能力評估測試成績（2022年畢業班）

	Middle 50% 中間50%	Mean 平均	U.S. National Mean 美國全國平均水準
Evidence-based reading & writing 循證閱讀和寫作	540-680	632	529
Math 數學	610-750	675	521
Composite 綜合	1210-1430	1305	1050

MYP PERSONAL PROJECTS

國際文憑中學課程個人研究



The Personal Project is an individual exploration in the final year of MYP (Grade 10). For the projects, students create a product or learning goal and apply the Approaches to Learning Skills throughout the duration of their projects to maximize learning. In the spring semester, students will host an exhibition that is attended by parents and lower grade level students to showcase their products and research. They also submit a report for an internal and external evaluation. Students receive an MYP certificate for their personal projects in the fall semester of Grade 11. For the past three years our MYP students' project grades have surpassed the global averages, with more than 80% earning a four or higher.

個人研究是國際文憑中學課程最後一年（10 年級）的個人探究。對於研究，學生創建一個產品或學習目標，並在整個研究期間應用學習技能方法，充份地提高學習成效。在春季學期，學生舉辦一個展覽，家長和低年級學生都會參加，展示學生的產品和研究成果。學生還提交一份內部和外部評估報告。學生在11年級秋季學期的個人研究中獲得國際文憑中學課程證書。在過去的三年中，我們的國際文憑中學課程學生的研究成績超過了全球平均水準，超過80%的學生獲得了4分或更高的成績。

MYP PROJECTS RESULTS: 2019-2022
國際文憑中學課程成果：2019-2022

	2019	2020	2021	2022
Year 5 (G10) Candidates 第5年（10年級）候選學生	74	70	72	77
Candidates Earned a 4 or higher 候選學生獲得 4 分或更高分	50%	86%	96%	81%
Average Grade 平均成績	3.6	4.5	4.7	4.4*
Global Average 全球平均水準	3.8	3.9	3.9	4.2

*Our 2022 cohort was the first to be evaluated using new Personal Project Assessment Criteria designed by the International Baccalaureate Organization, which may explain the dip in grades compared to 2021.

*本校的團隊在2022年是第一個使用由國際文憑組織設計的新式個人研究評估標準進行評估的團隊，這就是與 2021年相比成績下降的原因。



SPOTLIGHT ON APPROACHES TO LEARNING SKILLS

聚焦於學習技能的方法

During the 2021–2022 school year, our MYP teachers focused on embedding the IB Approaches to Learning (ATLs) framework into the classroom. The ATLs, which include Thinking, Communication, Social, Self-Management, and Research skills, help students develop effective learning strategies that further their skills development and subject-specific knowledge, and prepare them for success in high school and beyond.

在2021–2022學年，我們的國際文憑中學課程教師專注於將國際文憑學習方法架構融入課堂。學習方法包括思考、溝通、社交、自我管理和研究技能，幫助學生制定有效的學習策略，進一步發展他們的技能和特定學科的知識，並為他們在高中及往後的成功做好準備。

“ATLs is our approach to guiding students to learn how to learn. Through ATLs students have further opportunities within the taught curriculum to develop skills that enable them to be more thoughtful, independent, and confident critical thinkers of the world around them. ATL frameworks provide a common ground for teachers and empower them to be more intentional about the skills they wish to impart on their students across grade levels.”

「學習方法是我們指導學生如何學習的方法。經由學習方法，學生在教學課程中有更多機會發展技能，使他們成為對周遭世界更加體貼、更獨立和更自信的批判性思想家。學習方法架構為教師提供了一個共同點，並使教師能夠更有意識地了解他們希望跨年級向學生傳授的技能。」

—個人與社團和國際文憑中學課程語言與文學教師Kolas Yang

Kolas Yang, MYP Individuals & Societies and MYP Language & Literature Teacher

CELEBRATING THE CLASS OF 2022

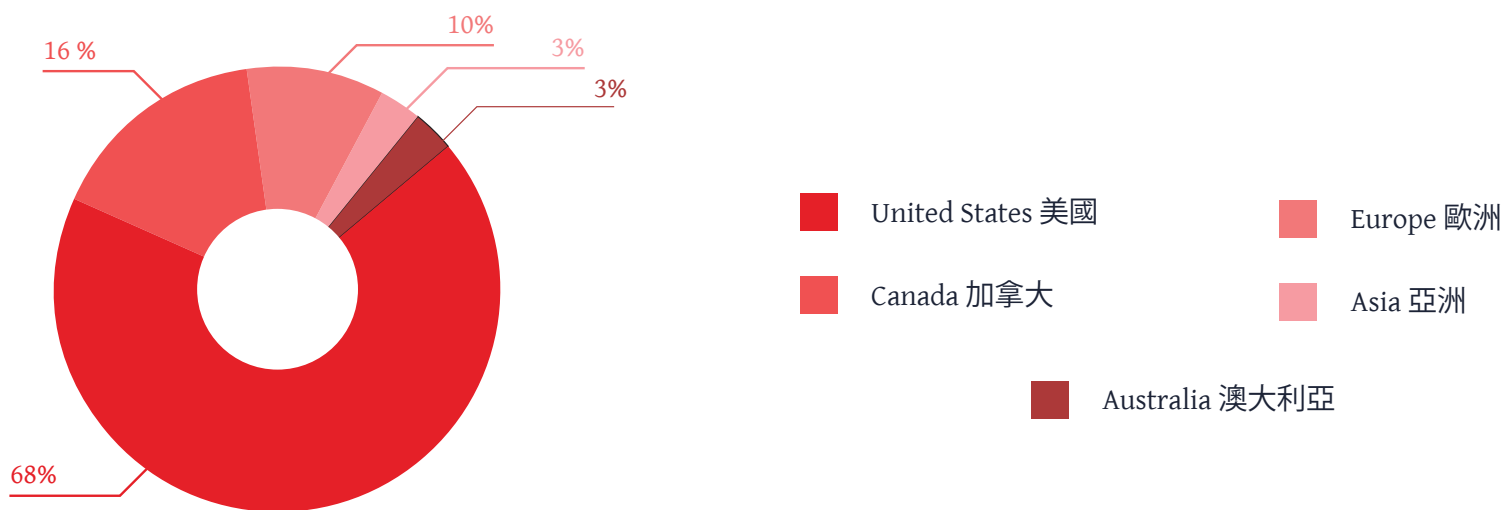
為2022屆畢業生慶祝

CONGRATULATIONS
TO OUR CLASS OF 2022!
祝賀我們的2022屆畢業生！





REGIONS WHERE 2022 GRADUATES MATRICULATED:
2022年畢業生錄取入學的地區：



2022 UNIVERSITY ACCEPTANCES & MATRICULATIONS

2022年大學錄取和入學

Listed are all institutions to which at least one member of the Class of 2022 was admitted. Students matriculated to institutions in bold. The number in parentheses indicates the number of matriculants if there was more than one. 所列出的是至少有一位2022屆畢業生被錄取的所有學校。以粗體字顯示學校錄取的學生。如果有多於一位錄取的學生，括號中的數字表示錄取學生的人數。

UNITED STATES (42)

American University
Arizona State University
Baylor University
Bentley University

BOSTON UNIVERSITY (3)

Brandeis University
Butler University
California College of the Arts

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, SAN LUIS OBISPO

California State University, Long Beach
Carleton College
Case Western Reserve University
Chapman University
College for Creative Studies
Colorado State University
Creighton University
Denison University
Drexel University
Emerson University

FORDHAM UNIVERSITY

GEORGE WASHINGTON UNIVERSITY

Hofstra University
Indiana University-Bloomington

JOHNS HOPKINS UNIVERSITY

Loyola Marymount University
Loyola University Chicago
Massachusetts College of Art and Design
Marquette University
Michigan State University

NEW YORK UNIVERSITY (2)

NORTHEASTERN UNIVERSITY

Oberlin College
Occidental College
Ohio State University
Oregon State University

PARSONS SCHOOL OF DESIGN

PENNSYLVANIA STATE UNIVERSITY

Pepperdine University

PITZER COLLEGE

Pratt Institute
Purdue University

RENSSELAER POLYTECHNIC INSTITUTE

Rose-Hulman Institute of Technology

RUTGERS UNIVERSITY-NEW BRUNSWICK

SAN DIEGO STATE UNIVERSITY

San Jose State University
San Francisco State University
Santa Clara University
Savannah College of Art and Design
School of the Art Institute of Chicago
SUNY Stony Brook
Syracuse University
Temple University

University of Arizona

UNIVERSITY OF CALIFORNIA, BERKELEY (3)

UNIVERSITY OF CALIFORNIA, DAVIS (2)

University of California, Irvine

UNIVERSITY OF CALIFORNIA, LOS ANGELES (2)

UNIVERSITY OF CALIFORNIA, RIVERSIDE

University of California, Santa Barbara
University of California, Santa Cruz

UNIVERSITY OF CALIFORNIA, SAN DIEGO

University of Colorado Boulder
University of Connecticut

University of Florida

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN (9)

University of La Verne

University of Maryland, College Park

UNIVERSITY OF MASSACHUSETTS AMHERST

UNIVERSITY OF MICHIGAN-ANN ARBOR

University of Minnesota-Twin Cities

University of Oregon

University of San Diego

University of San Francisco

University of Southern California

UNIVERSITY OF PITTSBURGH (2)

University of Rochester

University of Toledo

UNIVERSITY OF WASHINGTON-SEATTLE (3)

University of Wisconsin-Madison

Virginia Tech

WAKE FOREST UNIVERSITY

Wesleyan University

UNITED KINGDOM (1)

Glasgow School of Art

Goldsmiths, University of London

GREATER BRIGHTON METROPOLITAN COLLEGE

Hult International Business School

King's College London

Leeds Arts University

Loughborough University

University of Birmingham

University of Edinburgh

University of Manchester

University of Sheffield

University of Surrey

CANADA (10)

British Columbia Institute of Technology

FRASER INTERNATIONAL COLLEGE

Kwantlen Polytechnic University

LASALLE COLLEGE

Langara College

McGill University

McMaster University

Queen's University

Toronto Metropolitan University

UNIVERSITY OF BRITISH COLUMBIA (3)

University of Calgary

UNIVERSITY OF TORONTO (4)

University of Victoria

University of Waterloo

WESTERN UNIVERSITY

York University

ASIA (2)

City University of Hong Kong

UNIVERSITY OF HONG KONG

TEMPLE UNIVERSITY JAPAN

AUSTRALIA (2)

Monash University

UNIVERSITY OF NEW SOUTH WALES

UNIVERSITY OF QUEENSLAND

University of South Australia

University of Sydney

EUROPE (5)

CARL BENZ SCHOOL OF ENGINEERING (2)

ECOLE HÔTELIÈRE DE LAUSANNE

Fontys University of Applied Sciences

HAN UNIVERSITY OF APPLIED SCIENCES

Jacobs University

Leiden University

UNIVERSITY COLLEGE MAASTRICHT

University of Groningen

ACCREDITATION VISIT

評鑑訪問

In the Spring of 2022, KAS had a special visit by the Western Association for Schools and Colleges (WASC) Accrediting Commission for Schools. The special visit came two years after the full self-study committee visit in 2020. The visiting team in the spring verified and confirmed that KAS is making improvements in curriculum, child protection policies and systems, social and emotional learning and support for students, faculty compensation, and staffing.

KAS is planning to host an accreditation team in the Spring of 2023 for a planned visit for two days since this is the third school year of our six-year accreditation cycle.

2022年春季，高雄美國學校接受了西部學校和學院協會校務評鑑委員會的特別訪問。這次特別訪問是在2020年全面自學委員會訪問兩年後進行的。春季訪問團驗證並確認高雄美國學校改進了課程、學童保護政策和制度、社交學習和情感學習以及對學生、教師薪資和人員配置的支持。

因為這是我們六年評鑑週期的第三個學年，高雄美國學校計劃在2023年春季接待一個評鑑團隊，評鑑團隊計劃進行為期兩天的訪問。

PROGRESS TOWARD SCHOOL WIDE GOALS

實現全校目標的進展

KAS has made significant progress on the following four goals that were identified as priorities in 2020 as part of our Schoolwide Action Plan. Additional work is planned for the 2022-2023 school year and we are on track to meet these goals by 2025.

高雄美國學校在以下四個目標方面獲得了重大進展，我們確定這些目標為2020年的優先事項，是我們全校行動計劃中的一部分。我們計劃在2022-2023學年開展更多工作，我們有望在2025年實現這些目標。

**GOAL 1:**

Ensure a written curriculum that is current and accessible, which addresses the needs of a diverse population and which is delivered through appropriate instructional practices.

目標1：

確保書面課程是最新且易懂的，書面課程滿足多元人群的需求，並以適當的教學法傳授。

**GOAL 2:**

Develop a program for Social-Emotional Learning and Wellness to support student growth.

目標2：

制定社交情感學習和健康計劃，以支持學生成長。

**GOAL 3:**

The Child Protection policy is in its nascency; ensure that it is implemented consistently and accurately in coming years. Create a process for its regular review.

目標3：

學童保護政策處於初期階段；確保學童保護政策在未來歲月中一致和正確的實施。創建定期審閱學童保護政策的流程。

**GOAL 4:**

The Board adjusts faculty compensation and salary to be competitive with the regional average within 5 years, and strategically addresses additional staffing needs.

目標4：

董事會在5年內調整教職員工福利和薪資，使其在地區平均水準中具有競爭力，並成功的解決額外人員配置的需求。

EXPERIENCED FACULTY

經驗豐富的教師

Every day our highly qualified teachers engage students in the rich and diverse learning that is at the core of the KAS experience. Our teachers bring with them experience and perspective from teaching overseas and in their home countries of Australia, Canada, France, Ireland, Japan, South Africa, Spain, Taiwan, the United States, the United Kingdom, Venezuela, and Zambia. In addition to our classroom teachers, our professional faculty consists of four administrators, three counselors, one Director of Learning Technology, two Inclusion Coordinators/Literacy Specialists, and one Librarian.

每天，本校高素質的教師團隊都會讓學生參與豐富多樣的學習，這是高雄美國學校經驗的核心。我們的教師帶來了在海外和他們母國-澳大利亞、加拿大、法國、愛爾蘭、日本、南非、西班牙、台灣、美國、英國、委內瑞拉和尚比亞的教學經驗和觀點。除了課堂教師外，我們的專業教職員還包括四位行政管理職主管、三位輔導老師、一位電腦科技部主管、兩位共融協調員/專業知識專家和一位圖書館管理員。



NUMBER OF
TEACHERS
教師

76



NUMBER OF SUPPORT AND
ADMINISTRATIVE STAFF
支援和行政人員

39



STUDENT TO
TEACHER
RATIO

10:1



TEACHERS WITH
ADVANCED DEGREES
具有研究所學位的教師

70%



OVERSEAS
TEACHERS
來自海外的教師

75%



ATHLETICS

體育

KAS encourages students to balance their minds and bodies through fun, healthy, and competitive athletic programs. Our youngest Dragons explore being active through physical education and club sports, while older students have access to competitive league sports. KAS teams typically compete in the Association of International Schools in Asia (AISA) and the Taiwan International School Sports Association (TISSA). Unfortunately, due to COVID, KAS teams did not participate in AISA competitions during the 2021–2022 school year and several tournaments were canceled during the second semester.

高雄美國學校鼓勵學生以有趣、健康和有競爭力的體育課程來平衡他們的身心。本校年輕的莘莘學子經由體育和社團運動探索運動，而高年級的學生則可以參加競技聯賽運動。高雄美國學校團隊向來都會參加亞洲國際學校協會(AIS)和台灣國際學校體育協會(TISSA)的比賽。遺憾的是，由於新型冠狀病毒肺炎，高雄美國學校團隊在2021-2022學年沒有參加亞洲國際學校協會比賽，更在第二學期取消了幾場比賽。



BADMINTON
羽毛球隊



CROSS COUNTRY
越野隊



BASKETBALL
籃球隊



SOCCER
足球隊



VOLLEYBALL
排球隊



SWIMMING
游泳隊

6 ATHLETIC TEAMS

6個運動隊

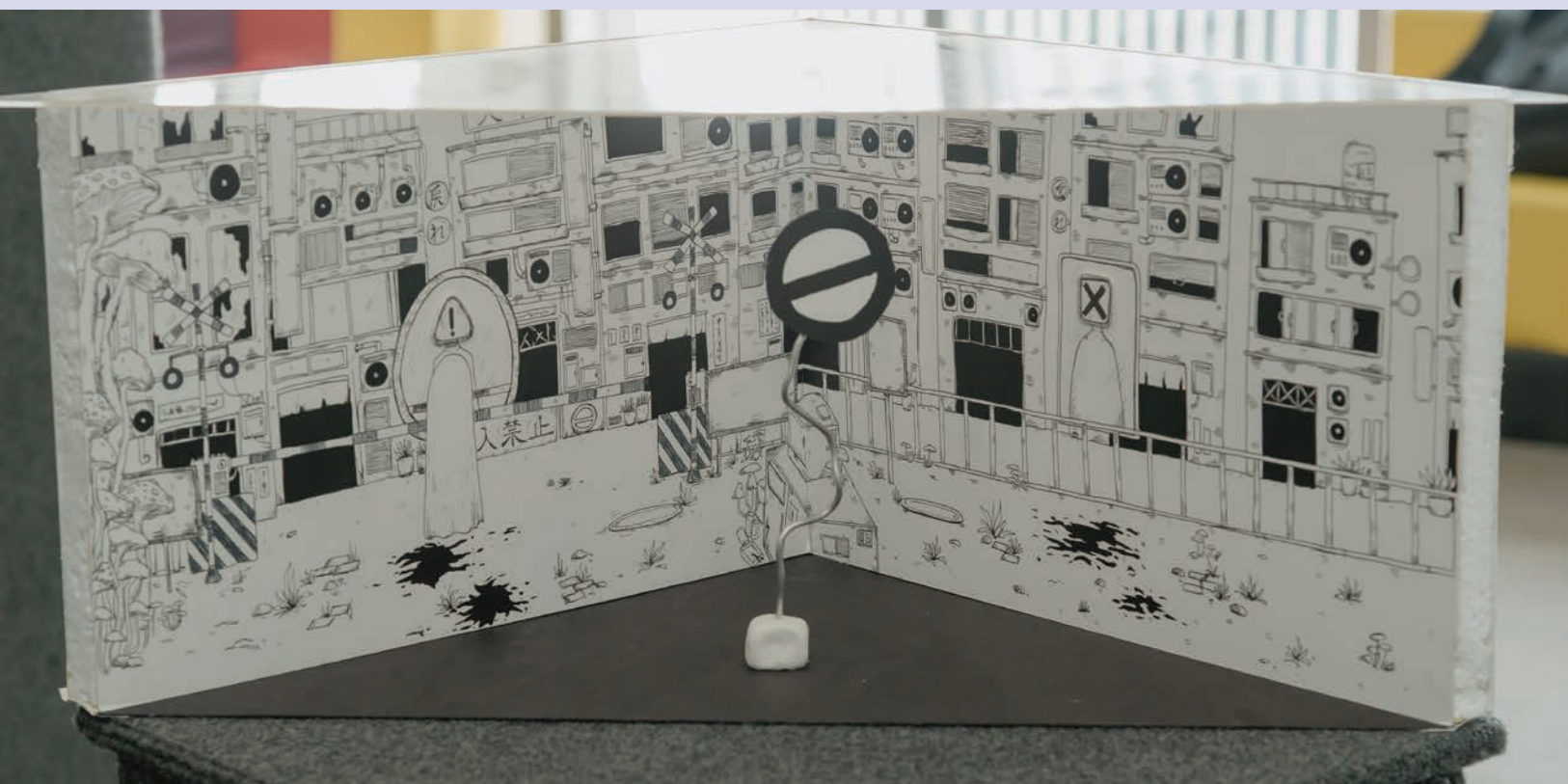


VISUAL ARTS

視覺藝術

Our strong and growing Visual Arts program expanded during the 2021–2022 school year to include an additional Grade 5 MYP Visual Arts class. The program also underwent key staffing changes with the addition of a dedicated Middle School/High School Art and Design teacher. The high school art department hosts several artist visits and field trips every year, and welcomed thangka artist Dipa Yonzom for a virtual artist visit, as well as KAS alumni artists Kat Kuo and Brian Hsieh in person.

我們卓越的且不斷發展的視覺藝術課程在2021–2022學年進行了擴展，增加了一個5年級國際文憑中學視覺藝術課程。該課程還進行了關鍵的人員配置變動，增加了一位專職初中/高中藝術與設計教師。高中藝術系每年舉辦數次藝術家參觀和實地考察，並迎來唐卡藝術家Dipa Yonzom進行線上藝術家訪問，以及高雄美國學校校友藝術家Kat Kuo和Brian Hsieh親自到訪。



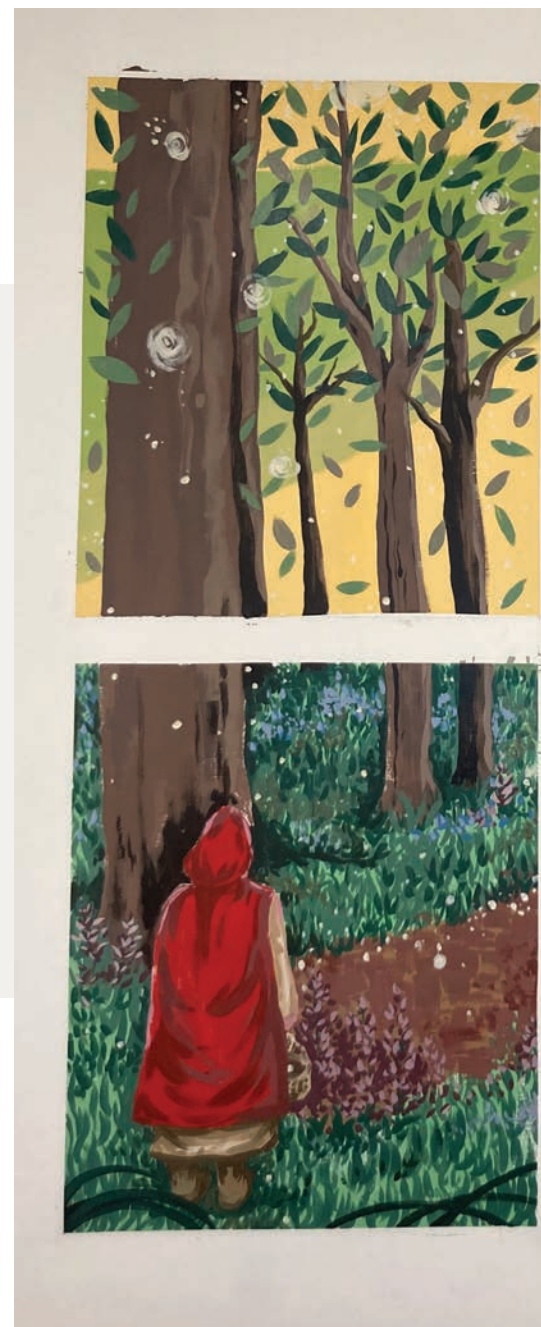


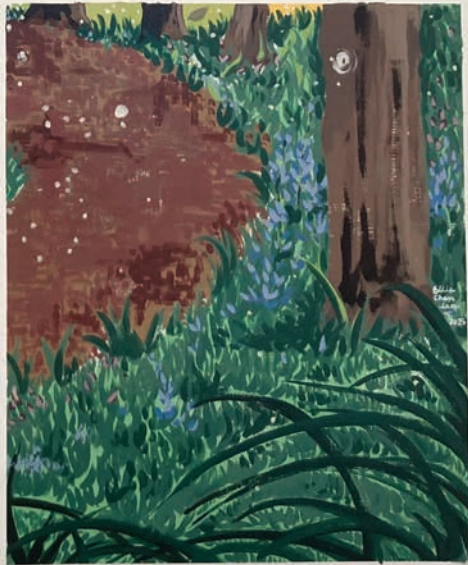
SHOWCASING STUDENT ART

展示學生的藝術

A Winter Art Exhibition that coincided with the Winter Concert, featured a work of art from each Middle School and High School art student. In the spring, our DP Visual Arts students had the opportunity to showcase their works in the DP Art Exhibition. In addition to these major displays, students' art was featured in small exhibitions over the course of the school year.

與冬季音樂會同時舉行的冬季藝術展展出了每位初中和高中藝術學生的藝術作品。在春季，我們預科文憑視覺藝術的學生有機會在預科文憑藝術展上展示他們的作品。除了這些主要展覽外，學生的藝術作品在學年期間還參加了小型展覽。





LIBRARY MURAL PROJECT

圖書館壁畫專案

The Library Mural Project gives students the chance to bring their artistic talents to the library. Every academic year, a student will complete a wall mural in the library's study rooms. Ellie C. (class of 2025) completed the first mural in the Spring of 2022.

圖書館壁畫專案讓學生有機會把他們的藝術才華帶到圖書館。每學年，一位學生將在圖書館的自習室完成一幅壁畫。Ellie C. (2025年畢業班) 在2022年春季完成了第一幅壁畫。

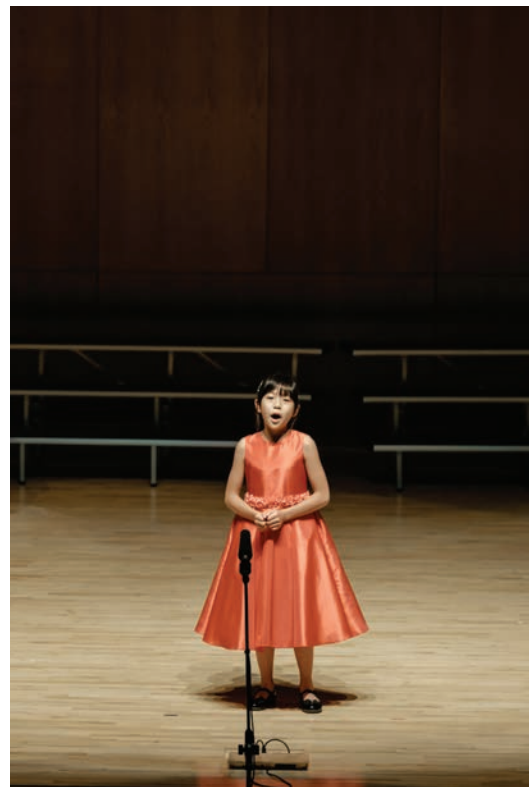
PERFORMING ARTS

表演藝術

Music is a highly valued program at KAS that begins in Elementary School. Our music curriculum is aligned vertically, preparing students with the foundation to further develop their musical skills and knowledge at each grade level. We have a long history of hosting and participating in performing arts exchange activities with artists from all over the world. Due to COVID, these exchanges have been limited over the past two years, however, we were able to return to in-person performances for our High School BIG Time Concert in October and Winter Concert in December.

音樂是高雄美國學校非常重視的課程，從小學開始就教授音樂課程。我們的音樂課程是縱向排列的，為學生打下基礎，以進一步發展學生在每個年級的音樂技能和知識。我們與世界各地的藝術家一起舉辦和參與表演藝術交流活動由來已久。由於新型冠狀病毒肺炎，這些交流在過去兩年中受到限制，但是，我們能夠在10月的高中成功的音樂會和12月的冬季音樂會上恢復現場表演。





KAS IN THE COMMUNITY

社區中的高雄美國學校

KAS experiential and service learning programs have a positive and lasting impact on our students. These experiences that extend beyond the classroom are key to student learning, skills development, self-discovery, and community connection.

高雄美國學校體驗式和服務式學習課程對我們的學生產生了積極而持久的影響。這些超越課堂的體驗是學生學習、技能發展、自我發現和社區聯繫的關鍵。

FUTURE LEADERS PROGRAM

未來領袖計劃

The Future Leaders Program is an opportunity for students in Grades 10 through 12 to explore their career interests through hands-on internships and with the guidance of professionals working in the field. After passing a rigorous application and selection process, students are matched with a mentor at a Kaohsiung-based sponsoring organization or business according to their interests and skills. In addition to the 40-hour internship, students are expected to complete written and video reflections and evaluations on their learning and experience.

未來領袖計劃為10年級至12年級的學生提供了機會，讓他們經由親身實踐的實習和在該領域工作的專業人士指導下探索自己的職業興趣。通過嚴格的申請和甄選程序後，學生會根據他們的興趣和技能與高雄贊助機構或企業的導師相匹配。除了40小時的實習外，學生還應完成對學習和經驗的書面以及影音感想和評估。

The mission of the Future Leaders Program is to support the growth, development, and maturation of current KAS students in 3 major areas:

Mentorship Career Exploration Connections, Networking, and References

未來領袖計劃的使命是在3個主要領域支持當前高雄美國學校學生的成長、發展和成熟：

導師制

職業探索

連接、網絡和參考

“I have gained a new appreciation towards the work that goes into making everything that gives me my quality of life. Now, when I look at everyday objects [such as pastries]...I value them much more.”

「我對一些工作有了新的認識，這些工作製作能給我生活品質的東西。現在，我看到日常物品 [例如糕點] 時.....我更看重這些物品。」 Tagg L.，2022年畢業班

- Tagg L., Class of 2022

“Insights that I gained from this internship did not only pertain to dentistry. It was intriguing to witness the lasting respect and trust between [doctors and patients].”

「我從這次實習中獲得的見解不僅與牙科有關。見證 [醫生和患者] 之間持久的尊重和信任很有趣。」 Claire C.，2022 年畢業班

- Claire C., Class of 2022



WE ARE GRATEFUL TO OUR 2021-2022 COMMUNITY SPONSORS WHOSE DEDICATION AND MENTORSHIP PROVIDED MEANINGFUL EXPERIENCES AND OPPORTUNITIES FOR OUR STUDENTS:

BROGENT
TECHNOLOGIES
智歲資訊科技
股份有限公司

JENN LIANG
MEDICAL CLINIC
醫療診所

JIU ZHEN NAN FOODS
CO. LTD.
舊振南食品股份有
限公司

KAOHSIUNG
AQUAS
高雄全家海神
籃球隊

KAOHSIUNG
ASSOCIATION OF
CERTIFIED PUBLIC
ACCOUNTANTS
高雄市會計師
公會

NATIONAL SUN YAT-
SEN UNIVERSITY ASRC
國立中山大學氣膠
科學研究中心

SOUTHERN TAIWAN
ASSOCIATION OF
IMPLANT DENTISTRY
南台灣植牙醫學會

SUMMERSHINE
CAMPS
閃耀夏日營

VERTEX SPORTS
丸鐵運動股份
有限公司

WEIWUYING NATIONAL
KAOHSIUNG CENTER
FOR THE ARTS
衛武營國家藝術文
化中心

“Our KAS intern’s work ethic was second to none and they were always willing to help, no matter the situation. It’s evident that they enjoyed working with kids, and we recommend that they continue to do so as the kids also loved their company.”

「高雄美國學校實習生的職業道德是首屈一指的，無論情況如何，他們總是樂於提供幫助。很明顯的，高雄美國學校實習生喜歡與孩子們一起工作，我們建議高雄美國學校實習生繼續這樣做，因為孩子們也喜歡他們的公司。」- Elia Yaremchuk，閃耀夏日營共同創始人

- Elia Yaremchuk, Summershine Camps Co-creator

“Our intern’s English skills are exceptional, and their decisive manner was very appreciated by all, especially by Camp management when they were tasked with leading an activity, which were always handled with professionalism and diligence.”

「本校實習生的英語水準非常出色，當分配實習生負責主導一項活動時，實習生總是以專業和勤奮的態度處理這些活動，他們果斷的態度得到了大家的讚賞，尤其是閃耀夏日營管理階層的讚賞。」- Paul Taylor，閃耀夏日營共同創始人

- Paul Taylor, Summershine Camps Co-creator

SERVICE LEARNING

服務學習

Service as action is a foundational component of the MYP program and provides opportunities for students in Grade 6 through Grade 10 to engage with the local community and develop as caring and compassionate leaders. At the high school level, all students must complete 40 hours of community service to graduate. IB Diploma candidates must also fulfill the Creativity, Activity, Service (CAS) requirement, which includes undertaking a project that incorporates these three areas.

服務的實踐是國際文憑中學課程的基礎組成要件，為6年級至10年級的學生提供了參與當地社區的機會，並發展成為有愛心和富有同情心的領導者。在高中階段，所有學生必須完成40小時的社區服務才能畢業。國際文憑候選人還必須履行創意、活力、服務的要求，其中包括開展包含這三個領域的專案。

Students often create and lead service projects based on their interests. During the first semester, Grade 10 student Nana spearheaded a project with the Nazih Child Development Center. After completing research on child development and developmental disabilities, Nana recruited 10 of her peers to join her at the Center, where they made cookies and engaged in other meaningful and fun activities with the children.

學生經常根據自己的興趣開創和領導服務專案。在第一個學期，10年級學生娜娜率先與楠梓兒童發展中心開展了一個專案。在完成對兒童發展和發育障礙的研究後，娜娜招募了10位同學加入中心，他們在那裡製作餅乾並與孩子們一起參與其他有意義和有趣的活動。

For their CAS projects, Grade 11 students Nico and Yvonne organized a three-day camp with children at a local orphanage. In total, 15 KAS students participated in the camp, teaching English, running sports activities, and providing one-on-one companionship and support for the children.

對於他們的創意、活力、服務專案，11年級的學生Nico和Yvonne在當地一家孤兒院舉辦了為期三天的兒童營。共有15位高雄美國學校學生參加了兒童營，教授英語，推展體育活動，並為孩子們提供一對一的陪伴和支持。



In partnership with Volunteering Taiwan, rising Grade 9 through Grade 12 students learned about tea agriculture, and worked alongside and visited with seniors in a rural Liouguei District community. These four-day, three-night service trips took place during the winter and summer breaks.

9年級到12年級的新生與台灣志願服務國際交流協會合作，學習茶農知識，並與六龜區農村社區的老年人一起工作和參訪。這些為期四天三夜的服務旅行是在寒假和暑假期間進行的。

CLUBS 社團

Student-led clubs are a valued and vital part of the KAS community. From Robotics and Chess, to Spectrum LGBTQ/Allyship to Art for charity, students create their own opportunities to curate their passions and organize their peers.

學生主導的社團是高雄美國學校群體中受重視的、重要的組成部分。從機器人和國際象棋，到性別範圍和女同性戀者、男同性戀者、雙性戀者、跨性別者與對其性別認同感到疑惑者/盟友關係，再到慈善藝術，學生們創造了自己的機會來激發熱情並組織同學。



HIGH SCHOOL CLUBS 高中社團

80%

STUDENT
PARTICIPATION IN
CLUBS
的學生參加社團

54%

PARTICIPATION IN
STUDENT-LED SERVICE
ACTIVITIES
的學生參與學生主導的
服務活動

64%

OF CLUB LEADERS ARE
FEMALE
的社團領袖是女性

35 CLUBS
35 個社團



10

SERVICE CLUBS
個服務社團



8

ACADEMIC CLUBS
個學術社團



3

SPORTS CLUBS
個體育社團



8

ARTS CLUBS
個藝術社團



2

IDENTITY CLUBS
個特性社團



4

STEM CLUBS
個科學、科技、工
程、以及數學社團

MIDDLE SCHOOL CLUBS

初中社團

85%

STUDENT
PARTICIPATION IN
CLUBS
的學生參加社團

50%

OF CLUB LEADERS ARE
FEMALE
的社團領袖是女性

23 CLUBS
23 個社團



4

ACADEMIC CLUBS
個學術社團



8

ATHLETIC CLUB
個體育社團



6

ARTS CLUBS
個藝術社團



5

ACTIVITIES/HOBBIES
CLUBS
個活動/業餘愛好
社團

THE KAS LIBRARY

高雄美國學校圖書館

Our library and professional library staff support student learning on a daily basis and are a key resource for the entire KAS community.

我們的圖書館和專業圖書館工作人員每天為學生的學習提供支援，是整個高雄美國學校群體的關鍵資源。

2021-2022 BY THE NUMBERS:

2021-2022年的數字：

26

BOOKS PER STUDENT
每個學生26本書

42,832

BOOK CHECKOUTS
借出42,832本書

1,559

BOOKS ADDED
增加了1,559本書

126

READ-ALOUDS
126本有聲書

112

LESSONS CO-TAUGHT BY OUR LIBRARIAN AND CLASSROOM TEACHERS
112節課由我們的圖書管理員和任課教師共同授課



CELEBRATING THE KAS COMMUNITY

高雄美國學校慶祝集會

Every year, KAS holds assemblies and events on campus to celebrate student learning, our community, and culture. While we were unable to invite parents to join in person for most events this year due to COVID, students, faculty and staff welcomed the opportunity to come together for events and celebrations on campus.

Our monthly Elementary School assemblies bring our young students together on the stage for fun and educational performances. Similarly, a December Middle School assembly, led by Student Council, featured impressive performances by our older Dragons.

The 2022 Lantern Festival Celebration was held in the secondary courtyard and was organized by our Chinese students in February. The event showcased festive dance and musical performances by our talented Middle School and High School students, as well as professional guest

performance artists.

每年，高雄美國學校都會在校園內舉行集會和活動，以慶祝學生的學習、本校的群體和文化。由於新型冠狀病毒肺炎肆虐，很遺憾無法邀請家長親自參加今年舉辦的活動，但學生、教職員都能愉快聚在一起參加校園活動和各項慶祝活動。

本校每個月的小學部集會讓這群活潑可愛的小學生們得以聚集在舞台上，進行有趣和富教育啟發的表演。同樣的，在學生會領導下的12月中學部集會上，年齡較長的中學生帶來的表演令人印象深刻。

2022年元宵節慶祝活動在靠近中學部的木板中庭舉行，由我們的華裔學生於2月舉辦。該活動展示了我們才華橫溢的中學部學生和高中部學生以及專業客座表演藝術家的節慶舞蹈和音樂表演。





FINANCIALS

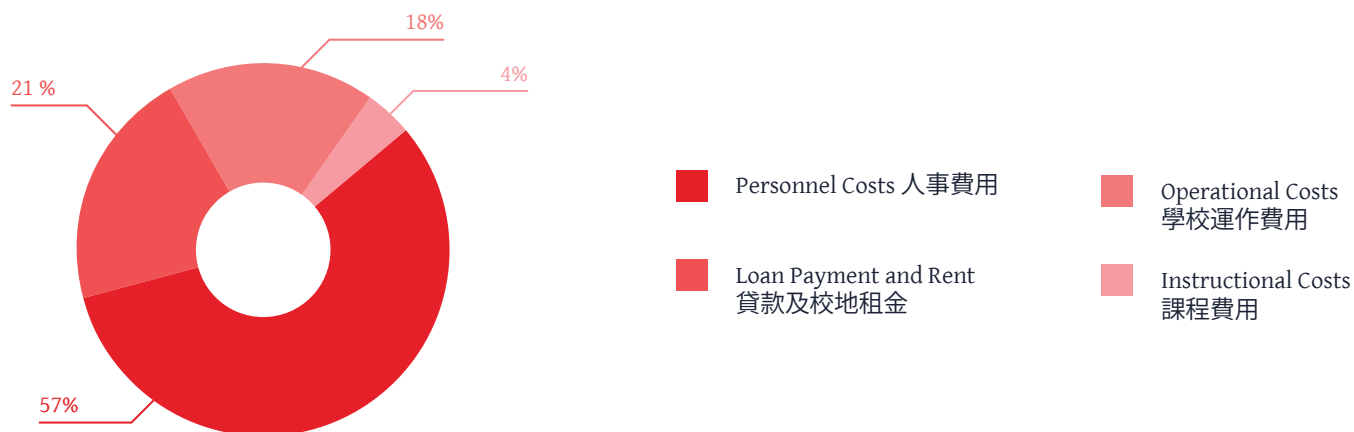
財務

Kaohsiung American School is an independent nonprofit school. As such, all finances directly serve for the benefit of student learning. Every dollar in our budget is planned strategically around our school mission so that we support our educational programs thoughtfully and efficiently.

高雄美國學校是一所獨立的非營利學校。因此，所有財務直接使用於學生學習的福祉。我們預算中的每一塊錢都是圍繞著我們的學校使命進行策略性規劃的，以便能全面且有效的支持我們的課程教育計劃。

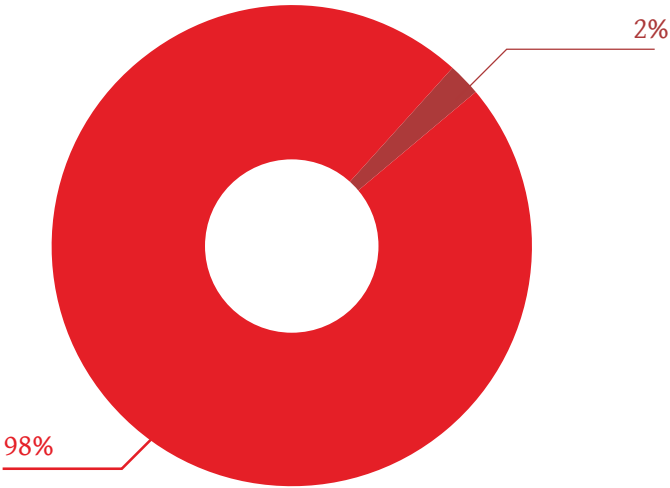
EXPENSES

支出



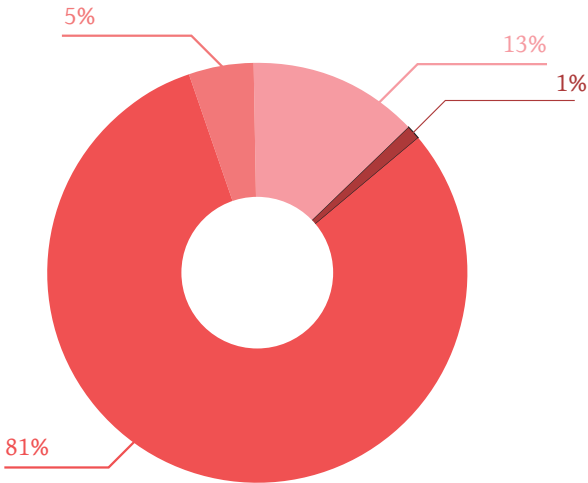
INCOME
收入

- Tuition Income
學費收入
- Grant from Taiwan and US Government
來自台灣和美國政府的補助款



BREAKDOWN OF TUITION INCOME

- Tuition 學費
- Registration & Admissions
註冊費及新生入學收入
- Capital Fees 學校建設資本
- ELL Fees 英語學習費



THANK YOU

致謝

THANK YOU TO OUR BOARD OF DIRECTORS, LEADERSHIP, FACULTY, STAFF, PTA, PARENTS, AND
MOST IMPORTANTLY, TO OUR STUDENTS, FOR ANOTHER GREAT YEAR AT KAOHSIUNG
AMERICAN SCHOOL!

感謝本校董事會、領導階層、全體教職員、家長教師聯誼會、家長，以及最重要的，本校
的學生，高雄美國學校又度過美好的一年！



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