30TH OCT
2026

Dubai International Academy

EMIRATES HILLS

PARENT NEWSLETTER

Your bi-weekly update from DIA Emirates Hills

REMINDERS

CELEBRATIONS

TEAM SPOTLIGHTS

UPCOMING EVENTS



DREAM • INSPIRE • ACHIEVE

A Message from the Head of Secondary

A big thank you to the parents who took part in and supported the PADIA Garage Sale. It was a wonderful example of our community coming together, and it was fantastic to see so many people involved. Events like this remind us of the strength of our school community and the positive impact we can make when we work together.

It is now Year 12 and Year 10 options time, and we hope that families found the options evenings supportive and informative. If you would like any further support, you can still book in with the team using the links in the email.

As I write this, the Career Fair is taking place. A huge thank you to all the parents who are giving their valuable time and expertise to support it. We look forward to sharing more information about the Career Fair in our next newsletter.

> *Thank you for helping us build a strong and connected school community.*

Michelle Puxty

Head of Secondary

MYP

MIDDLE YEARS PROGRAMME

INQUIRY | CREATIVITY | CHALLENGE

GLOBAL THINKING | GROWTH

LEARN • BELONG • MAKE A DIFFERENCE

A guide for Year 11 MYP parents

Understanding your child's CA1 report

CA1

What the first Current Attainment report shows, how to read it, and what to do next.

On Thursday 29 October, Year 11 families received the first **Current Attainment (CA1) report** of the year. It gives one grade per subject, set alongside your child's target grade, and it is the first point at which you can see how their MYP attainment has developed since the end of Year 10.

CA1 is not a fresh start. It continues your child's MYP attainment from Year 10.

Year 10 and Year 11 are the final two years of the MYP, and summative evidence from both years counts towards the grade.

How CA1 builds on Year 10

Teachers grade holistically. For each criterion, they look across all of your child's summative assessments in Year 10 and Year 11 and judge the level that best reflects their attainment overall.

- Where a criterion has been assessed again in Year 11, the new evidence is considered alongside the Year 10 evidence.
- Where a criterion has not yet been assessed in Year 11, the Year 10 level is brought forward.
- Most subjects have completed one Year 11 summative assessment so far, so grades will continue to develop as further assessments are completed.

What the report looks like

Subject Name	Teacher Name	CA1, October	Term 1, December	Exam report, February	Term 2, March	TG
BIOLOGY	Mrs Saraswathy Ramswamy	5				6
BUSINESS STUDIES	Ms Mukta Mundhra	5				6
ENGLISH	Ms Nagina Chaudry	7				6
FRENCH	Saloua Bensaad	6				6
MATHEMATICS	Mr Edgar Edwin Hambly	5				6
PRODUCT DESIGN	Mr Stephen David Duffy	6				5
VISUAL ARTS	Ms Zeinab Koaik	6				6

The CA1 column

An overall MYP grade from 1 to 7 for each subject, based on summative evidence fromYear10and Year11.

The empty columns

These fill in with reports in December, February and March, building a clear picture of progress across the year.

The TG column

Your child's target grade. It stays the same on each report so that every new grade can be compared against it.

Two comparisons to make

Against the target grade

Compare each CA1 grade with the TG column.

Above · At · Below

In the example, English and Product Design are above target, French and Visual Arts are at target, and Biology, Business Studies and Mathematics are one grade below.

Against the end of Year 10

Compare each CA1 grade with the same subject on your child's end of Year 10 report.

Increased · Stable · Decreased

This shows the direction of travel. A grade below target that has increased since Year 10 is moving the right way; a grade at target that has decreased is worth a conversation.

How the MYP grade is built

In every MYP subject, students are assessed against four criteria, labelled A to D. Each criterion is marked on a scale from 0 to 8. The four criterion levels are added together to give a total out of 32, which is converted into an MYP grade from 1 to 7.

A	B	C	D
5	6	5	6
Year 10 and 11	Year 10 and 11	Year 10, brought forward	Year 10, brought forward

5 + 6 + 5 + 6 = **22 out of 32**, which gives an **MYP grade of 5**

Criterion total	1–5	6–9	10–14	15–18	19–23	24–27	28–32
MYP grade	1	2	3	4	**5**	6	7

In this example, criteria A and B have been assessed in both years, so the teacher judges each level across all of that evidence. Criteria C and D have not yet been assessed in Year 11, so the Year 10 levels are brought forward.

Target grades and CAT4

All students sit the CAT4 (Cognitive Abilities Test). Rather than testing what has been taught, it looks at how students reason with words, numbers, shapes and space, and gives an indication of the grades a student with a similar profile would be likely to achieve.

Target grades are informed by CAT4, alongside your child's previous attainment and their teachers' knowledge of them. In practice, this means:

- A target grade is ambitious but realistic. It is a reference point, not a ceiling, and many students go on to exceed it.
- Working at or above target suggests your child is on track in that subject.
- Working below target is a signal to find out why, not a cause for alarm on its own.

Summative and formative work

Only summative assessments count towards the grade, and their criterion levels are published on ManageBac. Classwork, homework and practice tasks are formative: they help your child prepare and receive feedback, but they do not count towards the reported grade.

What should I do now?

Start by going through the report with your child, using both comparisons together. What you do next depends on the overall pict ure .

At or above target, and stable or increased

Recognise the effort behind it. Ask your child what is working well so they can keep doing it, and where they could aim higher.

Below target, or decreased in one subject

Ask your child which criterion they find hardest and what feedback they have been given. If the reason is still unclear, contact the subject teacher.

Decreased, or below target, in several subjects

Contact the subject teachers concerned and book appointments at the Parent Teacher Consultations so that a clear plan can be agreed.

10 Nov – 20 Nov

Parent Teacher Consultations. Online consultations take place on Tuesday 10 November, followed by in-person consultations on Friday 20 November. There is no school for Secondary students on either day. This is the best opportunity to talk through CA1 with your child's teachers, so please bring the report and your child's end of Year 10 report with you.

Questions to ask your child

Which subject are you most pleased with, and why?

Where your grade has changed since Year 10, what do you think made the difference?

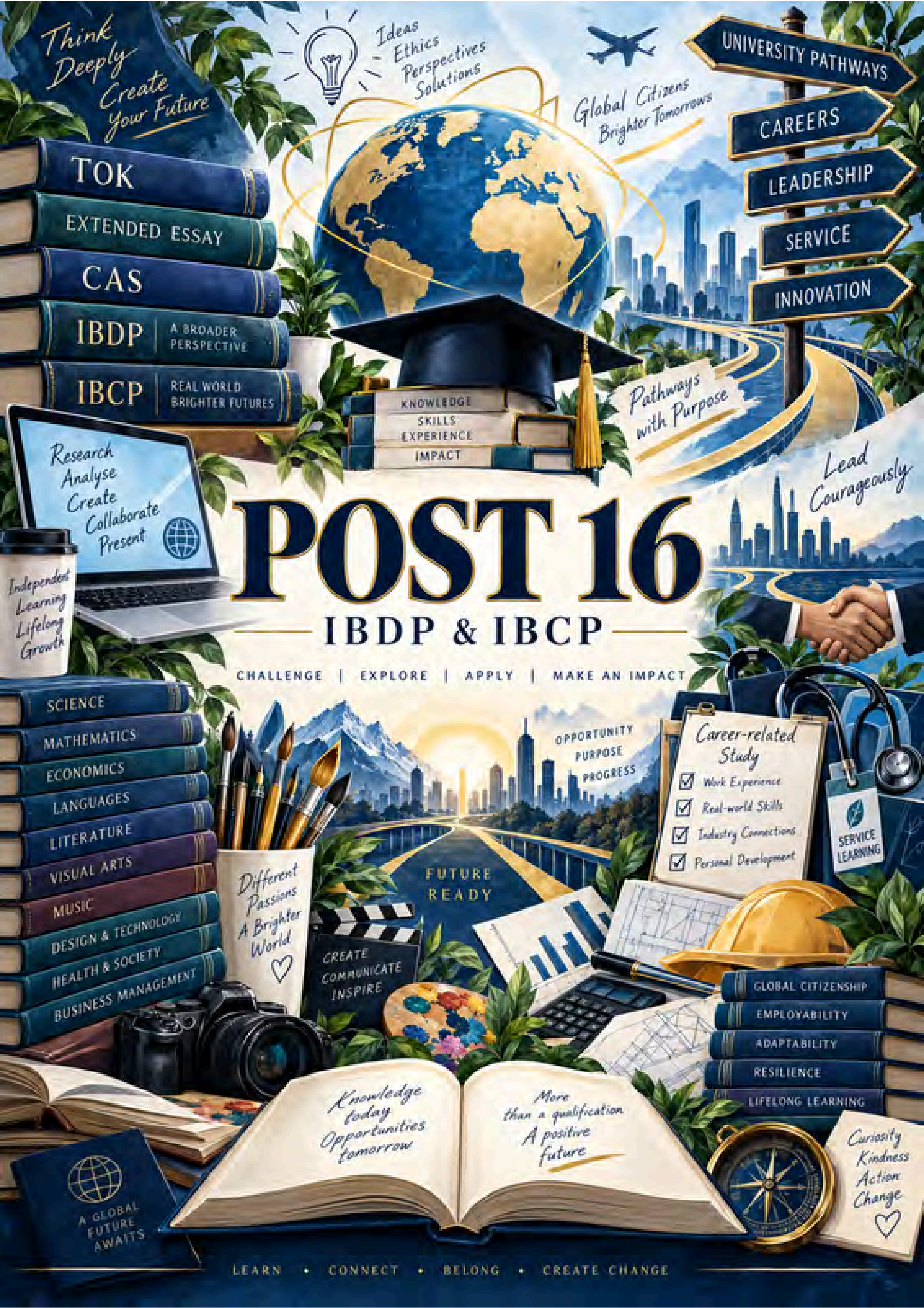
Which criterion is your strongest in this subject, and which is your weakest?

What is one thing your teacher has asked you to improve?

Where to go with questions

Your child's subject teacher is always the best first point of contact. Teacher email addresses follow the format first name plus the first letter of the surname, @diadubai.com.

If your question is about	Contact	Email
The Middle Years Programme	Renda Kayali	rendak@diadubai.com
Assessment, including e Asse ssme nt	Ruba Jeshi	rubaj@diadubai.com
Your child's wellbeing	Donna Campbell	donnac@diadubai.com


Think Deeply
Create Your Future
Ideas
Ethics
Perspectives
Solutions
Global Citizens
Brighter Tomorrows
UNIVERSITY PATHWAYS
CAREERS
LEADERSHIP
SERVICE
INNOVATION
TOK
EXTENDED ESSAY
CAS
IBDP
A BROADER PERSPECTIVE
IBCP
REAL WORLD BRIGHTER FUTURES
KNOWLEDGE
SKILLS
EXPERIENCE
IMPACT
Pathways with Purpose
Research
Analyse
Create
Collaborate
Present
Independent Learning
Lifelong Growth
Lead Courageously
POST 16
IBDP & IBCP
CHALLENGE | EXPLORE | APPLY | MAKE AN IMPACT
SCIENCE
MATHEMATICS
ECONOMICS
LANGUAGES
LITERATURE
VISUAL ARTS
MUSIC
DESIGN & TECHNOLOGY
HEALTH & SOCIETY
BUSINESS MANAGEMENT
OPPORTUNITY
PURPOSE
PROGRESS
Career-related Study
Work Experience
Real-world Skills
Industry Connections
Personal Development
SERVICE LEARNING
Different Passions A Brighter World
FUTURE READY
CREATE
COMMUNICATE
INSPIRE
GLOBAL CITIZENSHIP
EMPLOYABILITY
ADAPTABILITY
RESILIENCE
LIFELONG LEARNING
Knowledge today Opportunities tomorrow
More than a qualification A positive future
Curiosity
Kindness
Action
Change
A GLOBAL FUTURE AWAITS
LEARN • CONNECT • BELONG • CREATE CHANGE

Year 12 SUBJECT OPTIONS · 2027–2028

Your Next Chapter *Starts Here*

Year 12 subjects — the Diploma Programme & the Career-related Programme

POST-16 NEWSLETTER
YEAR 11 FAMILIES
OCTOBER 2026

This is the moment your child's studies begin to shape who they want to become. Over the coming weeks, every family will help their child choose the subjects that will carry them into university and beyond.

Subject Options Interviews begin next week, from Monday, 2 November, and run until Friday, 27 November. You will meet our College Counselling team or a senior member of the Post-16 team to find the pathway and subject combination that fit your child's ambitions.

After the online interview, students confirm their choices on the **Subject Option Form**, closing **Sunday, 29 November.**

> "
> **Pick the career first. The right subjects follow.**
> Start with where your child wants to go — then choose the subjects that open the door.

INTERVIEWS
2 – 27 Nov
Book your slot — interviews run until Fri. 27 November

YOUR INTERVIEW
Guidance
Find the right pathway & combination together

FORM CLOSES
Sun · 29 Nov
Final selections must be submitted

TALK IT THROUGH AT HOME

1. What does your child love, and where does he/she already shine?
2. What career or field excites them, and what does it ask for?
3. DP (six academic subjects) or CP (academics plus a BTEC in Business or IT)?
4. Which Higher Level subjects play to their strengths?

FIVE STEPS TO A CONFIDENT CHOICE

- ✓ Explore the Subject Options Booklet together.
- ✓ Start with a career, then work back to its subjects.
- ✓ Bring your questions to the Subject Options Interview.
- ✓ Weigh workload honestly — depth at HL matters.
- ✓ Submit the form by 29 November.

Aspiration → Subjects

ASPIRATION **Doctor** — Chemistry & Biology	ASPIRATION **Engineer** — Maths AA & Physics	ASPIRATION **Tech & AI** — Computer Science, with Maths or BTEC IT	ASPIRATION **Economist** — Economics & Maths	ASPIRATION **Entrepreneur** — Business or BTEC
ASPIRATION **Lawyer** — English & History	ASPIRATION **Psychologist** — Psychology, with Biology	ASPIRATION **Architect & Designer** — Visual Arts or Design Tech, with Physics	ASPIRATION **Environmental Scientist** — Biology & ESS	ASPIRATION **Media & Journalism** — English



Find it all in the Subject Options Booklet

The full DP and CP pathways, every subject, the choices for each block, entry requirements and a wider careers guide. University requirements vary by country — your **Subject Options Interview** is where we provide further insight for the exact combination for your child.

EXTENDED ESSAY (EE)

EXPLORE | RESEARCH | WRITE | REFLECT | SUCCEED

Big Questions Brighter Futures

A 4,000-word independent research project, supported by a supervisor, that develops your skills in inquiry, critical thinking and academic writing.

1 CHOOSE A TOPIC



- Explore your interests
- Discuss with your subject teacher
- Make sure the topic is appropriate for EE

2 DEVELOP A RESEARCH QUESTION



- Focused and researchable
- Not too broad or too narrow
- Approved by your supervisor

3 RESEARCH



- Use credible sources
- Take organised notes
- Keep track of references
- Be critical and evaluate information

4 WRITE



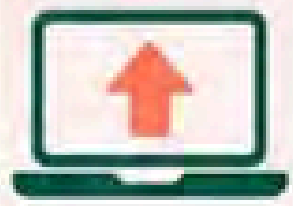
- Clear structure
- Logical argument
- Use subject-specific terminology
- Follow the formatting rules

5 REFLECT



- Complete your RPPF
- Reflect on your learning journey
- Show how your thinking has developed

6 SUBMIT



- Submit on ManageBac
- Word and PDF files
- Check Turnitin similarity and AI %
- Meet all deadlines

KEY REQUIREMENTS

- Maximum 4,000 words
- Word + PDF submission
- Arial or Times New Roman, size 12
- Double spacing
- Standard margins
- Page numbers
- Cover page (Title – RQ – Subject – Word count)
- Table of contents (auto)
- Works Cited (hanging indent)
- RPPF (no student name)

IMPORTANT NOTES

- Use MLA 9 referencing (APA only for Psychology)
- AI % must be 0% for DP2
- Check Turnitin – black triangle means not processed
- EE can be written at SL or HL
- Follow your supervisor's feedback and meet all deadlines
- This is your independent work – be academic and ethical

WHY EE MATTERS

- Builds research and critical thinking skills
- Prepares you for university and beyond
- Develops independence, resilience and confidence
- Lets you explore a topic you are passionate about



YEAR 12

EE INTRODUCTION

MONDAY, 26 OCTOBER

Your EE journey starts here!

A deeper inquiry. A brighter you.

IB EXTENDED ESSAY
DIAEH



Extended Essay Spotlight

A huge congratulations to Mihir, Soham, Riddhi, Julia, and Esabella for their outstanding commitment to the Extended Essay and their dedication to academic research! Their intellectual curiosity, thoughtful exploration of complex topics, and ability to critically evaluate ideas demonstrate impressive research, analytical, and independent thinking skills. Well done!

CAS *in numbers*

Creativity, Activity, Service is a core part of the IB Diploma, running across roughly eighteen months. It isn't graded, but it must be completed to earn the Diploma. It is also students' best opportunity to really show who they are beyond their results.

3

STRANDS

CREATIVITY
Making something new (e.g. art, music, design, writing, film).

ACTIVITY
Physical effort towards a healthy lifestyle.

SERVICE
Unpaid work that meets a real need in a community.

9

EXPERIENCES

STUDENTS MUST HAVE THREE IN EACH STRAND
An experience is something you plan, that genuinely challenges you, with a goal, a supervisor, evidence and honest reflection.

1

PER EXPERIENCE

LEARNING OUTCOME
Every experience links to one specific learning outcome.

7

BY THE END

LEARNING OUTCOMES
All seven shown across the programme.

1

TOGETHER

CAS PROJECT
A group of three or more students, taking at least a month, something ambitious.

DOING IT — FIRST STEPS

01 **Choose & plan your first experience** — pick something that stretches you, and write a SMART goal for it.

02 **Log the SMART target** for your experience on ManageBac.

03 **Find a supervisor before you start** — an adult who sees you do it. Not family, not another student.

04 **Collect evidence and reflect as you go,** logging it on ManageBac.

A NOTE FOR PARENTS

Ask what they're planning — and what's hard about it. You can help them build a really standout portfolio of experiences.

DATES THAT MATTER

DEADLINE 01

1 OCT

One experience fully complete on ManageBac.

DEADLINE 02

11 DEC

Three experiences complete before the winter break.

Remember that "complete" means evidence, reflection, a supervisor review and your CAS advisor's approval (your homeroom teacher).

CAS
Spotlight

OCTOBER 2026

TWO STUDENTS WITH SIGNIFICANT IMPACT

CAS celebrates students who show initiative, commitment and meaningful engagement with the world around them. Each month, our homeroom teachers nominate the Year 13 students whose experiences stand out.

Creativity, Activity, Service: Making a difference beyond the classroom.

CAS EXPERIENCE

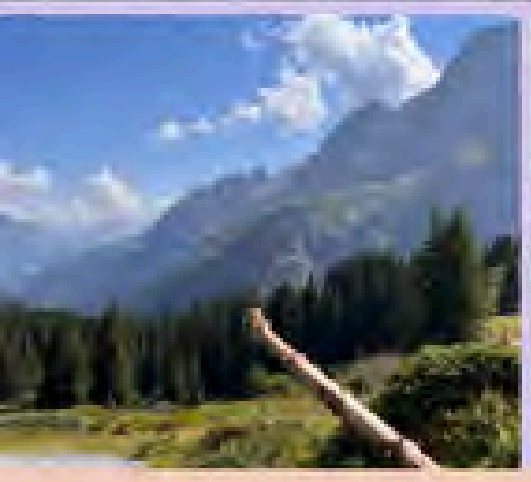
NOAH ASCH

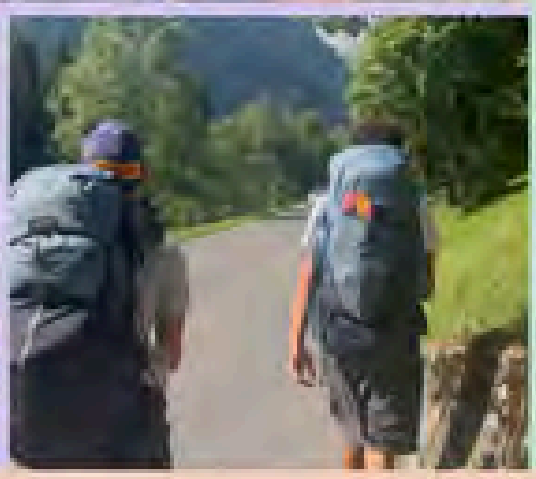
Nine days across the Swiss Alps, planned entirely by him.

Noah and his friends hiked the Swiss Alps for nine days, planning the route, daily distances, legal wild-camping spots and food, with no paid transport. He organised and funded the trip independently, taking responsibility for every decision.

NOMINATED BY MR. BALLACCHINO (13E)









CAS EXPERIENCE

ARNAV BIPIN

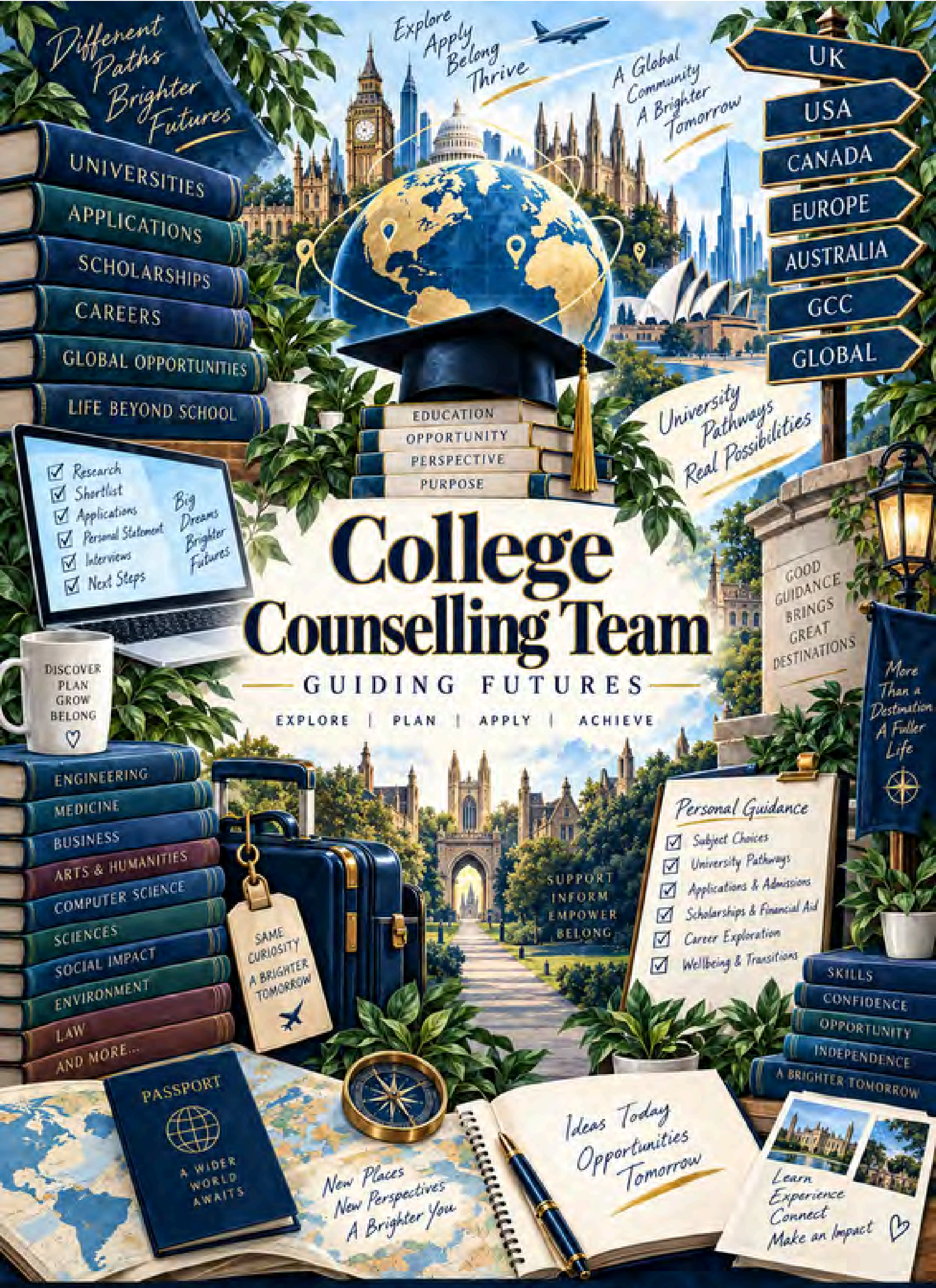
Making the science of Alzheimer's disease clear to everyone.

Arnav researched how GLP-1 receptor agonists, medicines first developed for type 2 diabetes, may help protect the brain against Alzheimer's disease. He wrote a research abstract and turned it into an awareness poster that makes complex science accessible.

NOMINATED BY MS. TRS (13H)

WHY DO THESE STAND OUT?

Noah and Arnav each set themselves a real challenge and saw it through. One tested his planning and resilience across nine days in the mountains; the other took on complex science and made it accessible to others. That initiative and perseverance is exactly what CAS is about – congratulations to both!


Different Paths Brighter Futures
UNIVERSITIES
APPLICATIONS
SCHOLARSHIPS
CAREERS
GLOBAL OPPORTUNITIES
LIFE BEYOND SCHOOL
Explore Apply Belong Thrive
A Global Community A Brighter Tomorrow
UK
USA
CANADA
EUROPE
AUSTRALIA
GCC
GLOBAL
EDUCATION
OPPORTUNITY
PERSPECTIVE
PURPOSE
University Pathways Real Possibilities
Research
Shortlist
Applications
Personal Statement
Interviews
Next Steps
Big Dreams Brighter Futures
DISCOVER PLAN GROW BELONG
GOOD GUIDANCE BRINGS GREAT DESTINATIONS
College Counselling Team
GUIDING FUTURES
EXPLORE | PLAN | APPLY | ACHIEVE
More Than a Destination A Fuller Life
ENGINEERING
MEDICINE
BUSINESS
ARTS & HUMANITIES
COMPUTER SCIENCE
SCIENCES
SOCIAL IMPACT
ENVIRONMENT
LAW
AND MORE...
SAME CURIOSITY A BRIGHTER TOMORROW
SUPPORT INFORM EMPOWER BELONG
Personal Guidance
Subject Choices
University Pathways
Applications & Admissions
Scholarships & Financial Aid
Career Exploration
Wellbeing & Transitions
SKILLS
CONFIDENCE
OPPORTUNITY
INDEPENDENCE
A BRIGHTER TOMORROW
PASSPORT
A WIDER WORLD AWAITS
New Places New Perspectives A Brighter You
Ideas Today Opportunities Tomorrow
Learn Experience Connect Make an Impact
PEOPLE • OPPORTUNITIES • PERSPECTIVES • BRIGHTER FUTURES

Advanced Placement (AP) Exams

A guide for Year 11 and Year 12 parents



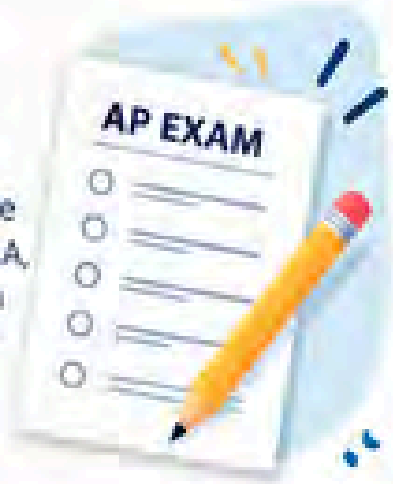
Our key message

A student should only consider an AP exam if it will not negatively affect their school performance or wellbeing.

Preparation for an AP exam should not come at the expense of MYP or IB coursework, internal assessments, predicted grades, mock or final examinations, or overall balance and wellbeing.

Should my child consider an AP exam?

Advanced Placement (AP) exams are subject-based assessments developed in the United States. They are recognised by many universities, particularly in the USA, and can help students demonstrate academic strength in a particular subject area. For some students, an AP exam can be a useful additional qualification. For others, it may not be necessary.



Why might a student consider an AP exam?

- To support applications to US universities
- To show strength in a specific subject
- To access possible university credit or placement
- To study beyond the school curriculum

It is important to know

Students studying the IB Diploma Programme are already following a highly respected and academically rigorous pathway.

AP exams are not required for university admission.

They should only be considered if they add genuine value for that individual student.

What should parents think about before deciding?

- Does it support the student's future university plans?
- Is the student genuinely strong in, and interested in, that subject?
- Do they have the time and motivation to prepare properly?
- Can they take on this extra commitment without affecting their current studies?

Who might an AP exam suit?

- A student considering applying to the USA
- A student with clear academic strength in one subject
- A student who is secure in their current studies
- A student who is organised, independent, and able to manage additional preparation



Final thought

An AP exam should be a thoughtful academic choice — not an added pressure.

For the right student, it may provide an extra opportunity. For many others, focusing fully on their school programme will be the best decision.



LEARN • BELONG • THRIVE

Brighter Futures Together

EXPLORE • PLAN • BELONG

Great Conversations Shape Bright Futures

College Counselling Parent Sessions

Key Dates for Parents

INFORMATION • GUIDANCE • OPPORTUNITIES

Supporting every student's next chapter

Year 9 & 10 Career Path Coffee Morning

EXPLORE OPTIONS • DISCOVER POSSIBILITIES

29th September

Study in UK & Europe Coffee Morning

TOP UNIVERSITIES • PATHWAYS • Q&A

1st October

Study in USA & Canada Coffee Morning

OPPORTUNITIES • APPLICATIONS • STUDENT LIFE

7th October

Study in Australia & GCC Coffee Morning

PATHWAYS • SCHOLARSHIPS • GLOBAL PERSPECTIVES

5th November

Year 7 - 8 Student Support Through MYP Presentation

WELLBEING • LEARNING • A SMOOTH TRANSITION

11th November

We look forward to welcoming you.

SAME COMMUNITY • BRIGHTER TOMORROWS

7:45AM START

PADIA

PARENT ASSOCIATION

DUBAI INTERNATIONAL ACADEMY
EMIRATES HILLS

Parents Community Together

IN THIS SECTION

PADIA *News*

Catch up on the latest updates, events and initiatives from our Parent Association (PADIA) – celebrating our strong and supportive school community.



PADIA

PASSIONATE ABOUT DIA

BORBONE PIZZERIA & CAFFÉ | PADIA PASSIONATE ABOUT DIA | SUGAHOLIC SINCE 2010

Little Pizza Makers & Cake Decorators for a Day!



Pizza Making by Borbone



Cake Decorating by Sugaholic

AED 70 per child

AED 175 per adult (Double Challenge)

AED 100 Bento Box

AED 60 Cupcakes & Cookies

13 November

60 min sessions

Max 20 kids per session

All equipment included

Sign up via email sent to you

PADIA

PASSIONATE ABOUT DIA

INVITES YOU TO OUR 2026

WINTER SOUK

27TH NOVEMBER
10:00 AM TO 2:00 PM

JOIN US FOR A FESTIVE FILLED WITH HOLIDAY CHEER, SHOPPING, ACTIVITIES, AND WONDERFUL MOMENTS WITH OUR DIA COMMUNITY.



COME SHOP, CONNECT & CELEBRATE THE SEASON WITH US! ❤

Every child known

A stronger community

BELONG
SUPPORT
WELLBEING
RESPECT
GUIDANCE
KINDNESS
GROWTH

A KINDER BRIGHTER BRAVER YOU

KIND PEOPLE · BRIGHTER FUTURES

Safe, seen, valued

PASTORAL

Care, Guidance and Belonging

PEOPLE · OPPORTUNITIES · BRIGHTER TOMORROWS

ATTENDANCE
CHARACTER
STUDENT VOICE
SAFEGUARDING
PARTNERSHIP
COMMUNITY

Listening guiding supporting

A brighter chapter together

CONFIDENCE
KINDNESS
RESILIENCE
OPPORTUNITY
BELONGING

GUIDANCE
PEOPLE
POSSIBILITIES
PURPOSE

SAFE
SUPPORTED
EMPOWERED
ALWAYS

Brighter futures together

BELONG
ACHIEVE
BE YOU

WELLBEING
RELATIONSHIPS
OPPORTUNITIES
A STRONGER TOMORROW

Together we make a difference

DUBAI 30×30

MOVE MORE • STRESS LESS • FEEL BETTER

30 minutes a day can make a difference

As assessments and mock examinations approach, looking after our wellbeing is just as important as preparing academically.

Why movement matters during exam season

REDUCES STRESS

A chance to reset and manage exam pressure.

IMPROVES CONCENTRATION

Return to revision feeling refreshed and focused.

SUPPORTS BETTER SLEEP

Rest helps memory and learning.

BOOSTS MOOD

Movement can lift your energy and motivation.

CREATES BALANCE

Make time for life beyond study.

Revision breaks are not wasted time!

When exams approach, students can feel guilty about taking time away from books. However, effective revision is about studying for as long as you can concentrate — and knowing when to take a break.

- ✓ Take regular breaks during revision sessions.
- ✓ Get outside for a walk, swim, cycle or game with friends.
- ✓ Continue participating in sport and activities you enjoy.
- ✓ Make sleep a priority rather than sacrificing it for extra revision.

A message to our parents

Encourage your child to keep doing activities they enjoy. Looking after themselves is part of preparing for success.

Healthy bodies. Healthy minds. Better balance.

UNDERSTAND
SUPPORT
INCLUDE
EMPOWER

DIFFERENT PATHWAYS BRIGHTER FUTURES

Every Learner Matters

INCLUSION

BELONG | ACHIEVE | THRIVE

An inclusive community where every individual is valued, supported and empowered to reach their potential.

EQUITY
OPPORTUNITY
ACCESS
SUCCESS

KINDNESS
UNDERSTANDING
ACCEPTANCE
RESPECT
BELONGING

DIFFERENT TOGETHER STRONGER

SUPPORT
GUIDANCE
RESOURCES
OPPORTUNITIES

Potential has no limits

Inclusion@DIA

Issue # 1

Identity, Belonging & Inclusive practice



Navigating Inclusion & Belonging in the Secondary Years

As our children transition through secondary school, their social worlds expand rapidly and their need for independence grows. During these years, "belonging" becomes central to their mental health and academic success. True inclusion at school and at home means recognizing that no two teenagers process learning, social dynamics, or stress in the exact same way. Whether your teen is neurodivergent, navigating learning in English as an Additional Language (EAL), or managing high academic pressures, feeling understood is key. As parents, supporting inclusion means encouraging self-advocacy while helping our teens appreciate difference in others. When we normalize asking for support whether that's extra exam time, sensory adjustments, or academic help, we teach our children that seeking accommodations is a mark of self-awareness, not a shortcoming.

Parent Action Corner

3 Ways to Foster Belonging at Home

Normalize Different Learning Styles
Talk openly about how everyone's brain works differently. Avoid comparing your teen's study habits or social style to sibling or peers.

Reframe Accommodation as Equity
If your child uses learning adjustments (e.g extra time, speech-to-text tools, quiet spaces), frame these as standard tools for success, just like wearing glasses to read.

Encourage Inclusive Peer Connections
Support your teen in forming connections based on shared interests (clubs, sports, creative projects) rather than pressure to conform to specific social groups.

Conversation Starter

Parent Book Pick: The Self-Driven Child by William Stixrud, Ph.D. & Ned Johnson (Fostering autonomy and resilience in teens).

Big Question to Discuss

Why does equality mean giving everyone the same thing, but equity means giving everyone what they actually need?

UNDERSTANDING ADHD: BEYOND THE LABEL

Practical insights and strategies for families - whether ADHD is diagnosed, suspected, or simply part of the conversation.



Fri, 6 Nov
7:45 am

DIA Emirates Hills
Venue-KG Gym

Angela & Nadia
ADHD360

VALUABLE INSIGHTS | **REAL-LIFE STRATEGIES** | **MANAGEMENT OF SYMPTOMS**

info@adhd360.ae

ADHD360

www.adhd360.ae
@adhd360.ae

WHO ARE WE?



Angela Marson

- Masters in Psychology (Distinction)
- PGCE & 25+ years teaching experience in UK, USA, Dubai
- Inclusion experience at Outstanding British School, Dubai
- Qualified ADHD Coach
- Mum of teenagers
- Member of British Psychology Society



Nadia Mankani

- Masters in Special Education(Distinction)
- Inclusion experience at Outstanding British school, Dubai
- CCET Qualification (Educational Testing)
- Qualified ADHD Coach
- Children (& spouse) with ADHD
- Member of British Psychology Society

Kindly confirm your attendance by clicking on the form and submitting your response, as this will help us make the necessary arrangements for the session.
https://forms.cloud.microsoft/r/L99n9Q2dEv

Parent Session Attendance Confirmation

Play
Learn
Lead
Belong

MORE THAN A CLASSROOM

SPORTS & CCAs

EXPLORE | DEVELOP | BELONG

LEADERSHIP
COMMUNITY
CREATIVITY
WELLBEING
SERVICE

Discover Your Passions

BE ACTIVE | BE CREATIVE | BE CURIOUS | BE A PART OF SOMETHING

FRIDAY, 9 OCTOBER 2026

SPORT NEWS

CLUTCH PERFORMANCES



DIA EH U19 BASKETBALL TEAMS CELEBRATE DOUBLE SUCCESS AT GIS

Our U19 Boys' and Girls' Basketball teams enjoyed an excellent start to the season, with both teams winning their respective events at the pre-season tournament organised by GIS. The players demonstrated impressive skills, determination and teamwork, delivering fantastic performances against competitive opposition. This double success provides an encouraging foundation for the season ahead and reflects the effort invested by our students and coaches in their preparation. The tournament also offered valuable match experience, allowing both squads to put their training into practice and develop their understanding as a team. Congratulations to all our players and coaches for their contribution to these achievements and for representing DIA Emirates Hills with pride. We look forward to seeing both teams carry this confidence and commitment into their upcoming fixtures, building on a start that our whole school community can celebrate.

Congratulations to every player, and a special thank you to Fiona and John for their coaching, guidance and continued commitment to the teams. Our appreciation also goes to GIS for hosting such an enjoyable tournament and to all participating teams for the quality of competition and sportsmanship. We look forward to seeing our players build on this achievement as the season progresses. Well done to everyone involved; you have made our school community proud!





DIA EH U16 GIRLS DELIVER A STRONG TEAM PERFORMANCE AGAINST NORD ANGLIA

Our U16 Girls' Basketball team secured an impressive 48–24 victory against Nord Anglia School this week, with all nine players enjoying valuable court time and contributing to a strong team performance. Yas earned Most Valuable Player honours, scoring 20 points while showing outstanding vision and passing to create opportunities for her teammates. Farida impressed in defence, applying consistent pressure to the opposition, while Tabby made an important contribution through her rebounding and ability to turn those opportunities into baskets. Nicola, Aavika, Farida and Pratyusha also added to the score, reflecting the shared effort behind the result. The match gave the whole squad an opportunity to gain experience and build confidence together. Congratulations to the players and coaches on an encouraging performance, with teamwork at the heart of their success. We look forward to following their progress throughout the season.

DIA EH U14 B FOOTBALL TEAM MAKE A WINNING START

Our U14 B Football team enjoyed a successful opening to the season, securing a victory in their first match with a strong collective performance. Controlled possession and positive attacking play were central to the team's approach, complemented by encouraging attitudes across the squad. Dani found the net with a well-placed toe poke past the goalkeeper, providing a memorable moment in an impressive first outing. Alongside the result, the players' commitment and willingness to work together offered plenty to celebrate. This opening performance provides a positive foundation as the team build confidence and develop their understanding on the pitch. Congratulations to the players and coaches on a rewarding start. We look forward to seeing the squad carry this enthusiasm and teamwork into their upcoming fixtures.





Dubai International Academy

CALENDAR OUTLINE

2026 - 2027

Key dates: August - December 2026

AUG 19	SMT return to School for Orientation and Training
AUG 20	HODs, Subject leaders, HOYs and Year level leaders return to School for Orientation and Training
AUG 24	Teachers return to School for Orientation and Training
AUG 25	Prophet Mohammad's birthday* (No school for students and staff)
AUG 31	Primary School 'Hopes & Dreams'
AUG 31	Secondary School new students' orientation All Year 7, 11 and 13 students orientation and all new students.
SEP 1	Lessons start for KG2 – Year 13 students
AUG-SEP 31–4	KG1 settling in programme
OCT 12–16	Mid-term Break
OCT 29	Innoventures Education PD Day (Early dismissal for all students)
NOV 3	Parent Teacher Consultations KG1 – Year 6 (No school for PS students)
NOV 10	Parent Teacher Online Consultations Year 7 – 13 (No school for SS students)
NOV 20	Parent Teacher Consultations Year 7 – 13 (No school for SS students)
DEC 2–4	UAE National Day* (No school for students and staff)
DEC-JAN 14–3	Winter Break

Dubai International Academy
Emirates Hills

CALENDAR OUTLINE

2026 - 2027

JAN 4	Lessons start for KG1 – Year 13 students
FEB 2	Innoventures Education PD Day (Early dismissal for all students)
FEB 5	Parent Teacher Consultations Year 11 – 13 (No school for SS students)
FEB 8	Ramadan begins*
MAR 8–12	Eid Al Fitr* (No school for students and staff)
MAR 25	Innoventures Education PD Day (Early dismissal for all students)
MAR 31	Parent Teacher Consultations KG1 – Year 6 (No school for PS students)
APR 5–9	Spring Break
APR 22	Parent Teacher Consultations Year 7 – 10 (No school for SS students)
MAY 15–18	Eid Al Adha* (No school for students and staff)
MAY 24	Parent Teacher Consultations KG1 – Year 6 (No school for PS students)
JUN 6	Hijri New Year* (No school for students and staff)
JUL 2	End of Year for Students and Teachers

IMPORTANT NOTE

Please note that all dates are correct at the time of writing and could be subject to change owing to the lunar calendar and government announcements for public holidays.

Who should I contact?

A guide to help streamline Year 7 communication.

DUBAI INTERNATIONAL ACADEMY
Emirates Hills

REASON TO CONTACT	STAFF NAME / TITLE	EMAIL
Absence, late, or leave early.	Evelyn Pakatan	evelynp@diadubai.com
Bus transportation, travel, canteen/meals. or facilities.	Jayya Mainni	csr.diaeh@arabfalcondubai.ae
PHE, competitive sport, CCAs, or an after-school club.	Mihail Kouzev Edgar Hambly	mihailk@diadubai.com edgarh@diadubai.com
School uniform concerns.	Jasmin Thomas	jasmint@diadubai.com
The Middle Years Programme.	Renda Kayali	rendak@diadubai.com
Lack of detail/clarity regarding a school event.	Jasmin Thomas	jasmint@diadubai.com
I want to contact a teacher of a specific subject.	Identify your child's subject teacher on his/her timetable.	first name + first letter of surname @diadubai.com
Inclusion / EAL / Alpha	Faridah Merchant	faridahm@diadubai.com
Assessment questions, including standardized tests.	Ruba Jeshi	rubaj@diadubai.com
University / Careers Counselling.	Shahrina Faiz	shahrinaf@diadubai.com
My child's physical, social, or emotional wellbeing.	Jasmin Thomas	jasmint@diadubai.com
Transition from Year 7 - Year 8	Jasmin Thomas	jasmint@diadubai.com
IT issues.	IT Support	helpdesk@diadubai.com
DIA Parent Association	PADIA Team	padiadubai@gmail.com
Urgent/serious concerns	Michelle Puxty	michellep@diadubai.com

Who should I contact?

A guide to help streamline Year 8 communication.

DUBAI INTERNATIONAL ACADEMY
Emirates Hills

REASON TO CONTACT	STAFF NAME / TITLE	EMAIL
Absence, late, or leave early.	Evelyn Pakatan	evelynp@diadubai.com
Bus transportation, travel, canteen/meals. or facilities.	Jayya Mainni	csr.diaeh@arabfalcondubai.ae
PHE, competitive sport, CCAs, or an after-school club.	Mihail Kouzev Edgar Hambly	mihailk@diadubai.com edgarh@diadubai.com
School uniform concerns.	Katy Dolan	katyd@diadubai.com
The Middle Years Programme.	Renda Kayali	rendak@diadubai.com
Lack of detail/clarity regarding a school event.	Alicen Inker	aliceni@diadubai.com
I want to contact a teacher of a specific subject.	Identify your child's subject teacher on his/her timetable.	first name + first letter of surname @diadubai.com
Inclusion / EAL / Alpha	Faridah Merchant	faridahm@diadubai.com
Assessment questions, including standardized tests.	Ruba Jeshi	rubaj@diadubai.com
University / Careers Counselling.	Shahrina Faiz	Shahrinaf@diadubai.com
My child's physical, social, or emotional wellbeing.	Alicen Inker	aliceni@diadubai.com
Transition from Year 7 - Year 8	Alicen Inker	aliceni@diadubai.com
IT issues.	IT Support	helpdesk@diadubai.com
DIA Parent Association	PADIA Team	padiadubai@gmail.com
Urgent/serious concerns	Michelle Puxty	michellep@diadubai.com

Who should I contact?

A guide to help streamline Year 9 communication.

DUBAI INTERNATIONAL ACADEMY
Emirates Hills

REASON TO CONTACT	STAFF NAME / TITLE	EMAIL
Absence, late, or leave early.	Evelyn Pakatan	evelynp@diadubai.com
Bus transportation, travel, canteen/meals. or facilities.	Jayya Mainni	csr.diaeh@arabfalcondubai.ae
PHE, competitive sport, CCAs, or an after-school club.	Mihail Kouzev Edgar Hambly	mihailk@diadubai.com edgarh@diadubai.com
School uniform concerns.	Katy Dolan	katyd@diadubai.com
The Middle Years Programme.	Ruba Jeshi	rubaj@diadubai.com
Year 10 Subject Options	Ruba Jeshi	rubaj@diadubai.com
I want to contact a teacher of a specific subject.	Identify your child's subject teacher on his/her timetable.	first name + first letter of surname @diadubai.com
Inclusion / EAL / Alpha	Faridah Merchant	faridahm@diadubai.com
Assessment questions, including standardized tests.	Ruba Jeshi	rubaj@diadubai.com
University / Careers Counselling.	Shahrina Faiz	Shahrinaf@diadubai.com
My child's physical, social, or emotional wellbeing.	Katy Dolan	paulc@diadubai.com
Future transition into Year 10	Ruba Jeshi	rubaj@diadubai.com
IT issues.	IT Support	helpdesk@diadubai.com
DIA Parent Association	PADIA Team	padiadubai@gmail.com
Urgent/serious concerns	Michelle Puxty	michellep@diadubai.com

Who should I contact?

A guide to help streamline Year 10 communication.

DUBAI INTERNATIONAL ACADEMY
Emirates Hills

REASON TO CONTACT	STAFF NAME / TITLE	EMAIL
Absence, late, or leave early.	Evelyn Pakatan	evelynp@diadubai.com
Bus transportation, travel, canteen/meals. or facilities.	Jayya Mainni	csr.diaeh@arabfalcondubai.ae
PHE, competitive sport, CCAs, or an after-school club.	Mihail Kouzev Edgar Hambly	mihailk@diadubai.com edgarh@diadubai.com
School uniform concerns.	Paul McCabe	paulc@diadubai.com
The Middle Years Programme.	Renda Kayali	Rendak@diadubai.com
University / Careers Counselling.	Shahrina Faiz	Shahrinaf@diadubai.com
I want to contact a teacher of a specific subject.	Identify your child's subject teacher on his/her timetable.	first name + first letter of surname @diadubai.com
Inclusion / EAL / Alpha	Faridah Merchant	faridahm@diadubai.com
Assessment questions, including eAssessment	Ruba Jeshi	rubaj@diadubai.com
Lack of detail/clarity regarding a school event.	Paul McCabe	paulc@diadubai.com
My child's physical, social, or emotional wellbeing.	Paul McCabe	paulc@diadubai.com
Future transition into Year 11	Paul McCabe	paulc@diadubai.com
IT issues.	IT Support	helpdesk@diadubai.com
DIA Parent Association	PADIA Team	padiadubai@gmail.com
Urgent/serious concerns	Michelle Puxty	michellep@diadubai.com

Who should I contact?

A guide to help streamline Year 11 communication.

DUBAI INTERNATIONAL ACADEMY
Emirates Hills

REASON TO CONTACT	STAFF NAME / TITLE	EMAIL
Absence, late, or leave early.	Evelyn Pakatan	evelynp@diadubai.com
Bus transportation, travel, canteen/meals. or facilities.	Jayya Mainni	csr.diaeh@arabfalcondubai.ae
PHE, competitive sport, CCAs, or an after-school club.	Mihail Kouzev Edgar Hambly	mihailk@diadubai.com edgarh@diadubai.com
School uniform concerns.	Donna Campbell	donnac@diadubai.com
The Diploma Programme.	Nemanja Dordevic	nemanja@diadubai.com
The Career-related Programme / BTEC.	John Aboaja	johna@diadubai.com
I want to contact a teacher of a specific subject.	Identify your child's subject teacher on his/her timetable.	first name + first letter of surname @diadubai.com
Inclusion / EAL / Alpha.	Faridah Merchant	faridahm@diadubai.com
Assessment questions, including eAssessment.	Ruba Jeshi	rubaj@diadubai.com
University / Careers Counselling.	Shahrina Faiz	Shahrinaf@diadubai.com
My child's physical, social, or emotional wellbeing.	Donna Campbell	donnac@diadubai.com
Subject Options.	Jonathon Dunn	jonathond@diadubai.com
IT issues.	IT Support	helpdesk@diadubai.com
DIA Parent Association	PADIA Team	padiadubai@gmail.com
Urgent/serious concerns	Michelle Puxty	michellep@diadubai.com

Who should I contact?

A guide to help streamline Year 12 communication.

DUBAI INTERNATIONAL ACADEMY
Emirates Hills

REASON TO CONTACT	STAFF NAME / TITLE	EMAIL
Absence, late, or leave early.	Evelyn Pakatan	evelynp@diadubai.com
Bus transportation, travel, canteen/meals or facilities.	Jayya Mainni	csr.diaeh@arabfalcondubai.ae
PHE, competitive sport, CCAs, or an after-school club.	Mihail Kouzev Edgar Hambly	mihailk@diadubai.com edgarh@diadubai.com
School uniform concerns.	Jamie O'Sullivan	jamieo@diadubai.com
The Diploma Programme.	Mahua Paul	mahuap@diadubai.com
The Career-related Programme / BTEC.	John Aboaja	johna@diadubai.com
I want to contact a teacher of a specific subject.	Identify your child's subject teacher on his/her timetable.	first name + first letter of surname @diadubai.com
Inclusion / EAL / Alpha	Faridah Merchant	faridahm@diadubai.com
Assessment questions, either internal or IB.	Mona Khreis	monak@diadubai.com
University Counselling.	Rachana Sippy	rachanas@diadubai.com
My child's physical, social, or emotional wellbeing.	Jamie O'Sullivan	jamieo@diadubai.com
Aim High Programme	Clare Boyes	clareb@diadubai.com
IT issues.	IT Support	helpdesk@diadubai.com
DIA Parent Association	PADIA Team	padiadubai@gmail.com
Urgent/serious concerns	Michelle Puxty	michellep@diadubai.com

Who should I contact?

A guide to help streamline Year 13 communication.

DUBAI INTERNATIONAL ACADEMY
Emirates Hills

REASON TO CONTACT	STAFF NAME / TITLE	EMAIL
Absence, late, or leave early.	Evelyn Pakatan	evelynp@diadubai.com
Bus transportation, travel, canteen/meals. or facilities.	Jayya Mainni	csr.diaeh@arabfalcondubai.ae
PHE, competitive sport, CCAs, or an after-school club.	Mihail Kouzev Edgar Hambly	mihailk@diadubai.com edgarh@diadubai.com
School uniform concerns.	Andrew Hanlon	andrewh@diadubai.com
The Diploma Programme.	Mahua Paul	mahuap@diadubai.com
The Career-related Programme / BTEC	John Aboaja	johna@diadubai.com
I want to contact a teacher of a specific subject.	Identify your child's subject teacher on his/her timetable.	first name + first letter of surname @diadubai.com
Inclusion / EAL / Alpha	Faridah Merchant	faridahm@diadubai.com
Assessment questions, either internal or IB.	Mona Khreis	monak@diadubai.com
University Counselling.	Rachana Sippy	rachanas@diadubai.com
My child's physical, social, or emotional wellbeing.	Andrew Hanlon	andrewh@diadubai.com
Aim High Programme	Clare Boyes	clareb@diadubai.com
IT issues.	IT Support	helpdesk@diadubai.com
DIA Parent Association	PADIA Team	padiadubai@gmail.com
Urgent/serious concerns	Michelle Puxty	michellep@diadubai.com