



SCHLOSS KRUMBACH
INTERNATIONAL SCHOOL



IS SKIS RIGHT FOR YOUR CHILD?

A Right Fit Guide for Families

A candid guide to the environment, expectations and opportunities that shape daily life at Schloss Krumbach.

STRONG ACADEMICS · CLOSE ATTENTION · STRUCTURE · CULTURE · CARE

CHOOSING A SCHOOL IS ALSO CHOOSING AN ENVIRONMENT

Choosing a boarding school is not only about comparing programmes, fees and university results.

EVERYDAY LIFE

What kind of environment will your child live in? Who will surround them? What will be expected of them?

THE PERSON THEY BECOME

What kind of habits, judgement, confidence and character is the school trying to help them develop?

Schloss Krumbach International School is a small, structured full boarding school with strong academics, close personal attention, a bilingual and international environment, and a particular emphasis on responsibility, culture and independent thinking.

SKIS suits some students extremely well. This guide helps families decide whether it is the right environment for their child.

YOUR CHILD ENJOYS LEARNING AND WANTS TO GO FURTHER

Not every family comes to SKIS because their child is struggling.

Some students are already doing very well. They read, ask questions, enjoy particular subjects and become frustrated when lessons move too slowly or remain too superficial.

SPACE FOR DEPTH

With a maximum of 10 students per class, teachers can spend more time discussing ideas, answering questions and giving work appropriate to each student's level.

ENTHUSIASM IS VISIBLE

A student who wants to discuss a book, investigate a scientific question or challenge an argument does not have to remain quiet while a large class catches up.

A motivated student has space to go further.

YOU WANT BREADTH BEFORE YOUR CHILD SPECIALISES

Families may understand the final qualification, but feel less certain about what happens before the IB Diploma or A Levels.

Languages and Literature

Mathematics

History and Geography

Biology, Chemistry and Physics

Art and Music

Theatre and Dance

GRADES 7-9

A broad bilingual curriculum. Biology, Chemistry and Physics are taught separately so students build real subject knowledge.

GRADE 10

The broad academic foundation continues while students prepare for more specialised study in Grades 11 and 12.

Students should have time to discover what they are good at, what interests them and where their strengths lie.

YOUR CHILD IS CAPABLE, BUT NEEDS TO BE SEEN MORE CLOSELY

A student does not have to be failing to need more attention.

QUIET GAPS

Acceptable grades can hide misunderstandings that have not yet become visible.

PASSIVITY

A capable student may stop asking questions when there is little space to do so.

UNTAPPED ABILITY

Some students need greater challenge, not only support.

In a class of maximum 10 students, it is difficult to become invisible. Teachers know how students work, where they hesitate, where they are confident and where something has started to go wrong.

Close attention allows support to begin early - and strong students to be challenged.

YOU WANT YOUR CHILD TO LEARN HOW TO STUDY

Many capable teenagers reach secondary school without knowing how to learn independently.

- Plan ahead and manage deadlines
- Revise properly rather than reread passively
- Organise long assignments
- Read with concentration
- Know what to do when something is not understood
- Prepare for examinations steadily

SUPERVISED HOMEWORK

Structured study is part of the daily routine. Guidance is available, but the thinking and the work remain the student's own.

The objective is not permanent supervision. It is to build habits that eventually make supervision less necessary.

YOU CARE ABOUT WHO SURROUNDS YOUR CHILD

For a boarding student, peers are not simply classmates.

They are the people your child eats with, studies beside, talks to in the evening, travels with and spends a large part of adolescence around.

PROUD TO LEARN

A strong student should not feel embarrassed about caring about school.

READY TO CONTRIBUTE

We look for young people willing to participate and respect others.

EXAMPLES TO FOLLOW

Younger students should see responsibility, curiosity and effort in older students.

The peer environment is part of the education.

YOUR CHILD WOULD BENEFIT FROM MORE STRUCTURE

Some young people organise themselves naturally. Others are capable of doing so, but have not yet developed the habits.

Lessons

Supervised homework

Meals

Sport

Reading

Activities

Responsibilities

Friends

Evening routines

FROM EXTERNAL STRUCTURE TO SELF-MANAGEMENT

For many families, the structure also changes the relationship at home. Parents no longer need to spend every evening checking homework, forgotten deadlines or preparation for tomorrow's test. The student gradually learns to carry more responsibility.

YOU WANT INDEPENDENCE, BUT NOT NEGLECT

Boarding should not mean that a child is simply left to cope alone.

RESPONSIBILITY GROWS

Students take increasing responsibility for their work, time, behaviour and surroundings.

ADULTS REMAIN CLOSE

Teachers and boarding staff remain close enough to notice when support is needed.

The aim is not to make life effortless. It is to provide a safe environment in which students can learn to manage difficulty.

YOU WANT YOUR CHILD TO THINK FOR THEMSELVES

PHONE-FREE

Students live and learn without personal phones or social media during school life.

AI-FREE ACADEMIC WORK

Students do not use AI services to replace their own reading, writing and reasoning.

This is not a rejection of technology.

School-provided laptops, computers and digital resources are used when they serve a genuine academic purpose. What we protect is the part of education that requires students to read, remember, write, calculate, argue, make mistakes, reconsider and solve problems for themselves.

These abilities take years to develop.

YOU WANT MORE THAN AN INTERNATIONAL DIPLOMA

Academic qualifications matter. They are not the whole purpose of education.

- Theatre and performance
- Music and art
- Ballroom dancing
- Historical games
- Museums and concerts
- European study trips
- Student leadership
- Support for younger peers

Students can leave with strong academic preparation, cultural confidence, experience of responsibility and a better understanding of how to live and work with others.

YOU WANT YOUR CHILD TO BE CARED FOR

For many parents, this is ultimately more important than any curriculum description.

A SMALL COMMUNITY NOTICES

Teachers and boarding staff know students personally. They notice when a child is doing well, losing confidence, working particularly hard or when something does not seem quite right.

CARE

Students should feel known, supported and loved.

EXPECTATION

Adults should also believe that students are capable of effort, responsibility and growth.

Children need both warmth and expectation.

SKIS MAY BE A GOOD FIT IF YOUR CHILD...

- Enjoys learning or has the potential to become more academically engaged
- Would benefit from very small classes and close teacher contact
- Wants a broad education before specialising
- Is curious about languages, culture, science, humanities or the arts
- Benefits from clear routines and expectations
- Is ready to live without a personal smartphone during school life
- Can accept that academic work must be genuinely their own
- Is willing to contribute to a community
- Is ready to become increasingly independent
- Would benefit from peers who also take learning seriously

WHEN SKIS MAY NOT BE THE RIGHT FIT

SKIS is deliberately structured.

It may not suit a student or family looking for:

- Unrestricted personal device use
- Very little adult guidance
- A day-school experience
- Minimal academic expectations
- A boarding environment where community participation is largely optional

THE STUDENT'S OWN WILLINGNESS MATTERS

A family may recognise that SKIS could be good for their child, but a successful boarding experience still requires the young person to understand the environment and be prepared to take part in it.

FINDING THE RIGHT SCHOOL IS ABOUT FIT

We do not expect students to arrive already perfectly organised, independent, confident or academically mature.

Helping young people develop these qualities is part of our work. What matters is potential, willingness and the ability to respond to the opportunities around them.

THE COMBINATION

- Strong academics
- Close attention
- Clear structure
- An ambitious peer community
- Cultural breadth
- Genuine care
- Enough responsibility to grow

The question is not whether SKIS is right for every child.

It is whether it is the right environment for yours.



LET'S TALK ABOUT THE RIGHT FIT FOR YOUR CHILD.

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**ADMISSIONS
ARE OPEN
THROUGHOUT
THE YEAR**