

# Newsletter

Issue: 2017 / February-March



## Cover

Bian Lian (变脸) or “Face-Changing” is an ancient Chinese dramatic art that is part of the more general Sichuan opera. Performers wear brightly colored costumes and vividly colored masks, which they change from one face to another almost instantaneously with the swipe of a fan, a movement of the head, or wave of the hand. Three talented HIS students performed a mesmerising face-changing performance at our recent Chinese New Year assembly and we were all in awe!

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## *Message from the Principal*



People born in the year of the rooster are very observant. Hardworking, resourceful, courageous, and talented. Roosters are very confident in themselves. Of course, these are characteristics that all of us would be blessed to have. But what characterises a school? As we approach the half-way point of our fourth academic year, we see HIS developing traditions and anticipating change. Schools are, at their best, dynamic places where there is always something happening, something new around the corner or systems and traditions finding their place and becoming the bedrock for a hardworking, confident and creative school community. As 2017 begins to roll away, we have already enjoyed our public speaking competition, a spectacular Chinese New Year assembly, fantastic sports days, mock exams, revision classes, a pre-accreditation visit from the IPC and the opening of our sister school Crescendo-HELP International School in Johor Bahru (CHIS). We also had a Safer Internet Day where students and parents were engaged in awareness activities around the theme of “Being the change, Uniting for a better Internet”, amongst other topics.

Just last month, we celebrated Thaipusam, held our Career Week featuring some prestigious and inspirational speakers, undergone an Apple Distinguished Schools accreditation visit and teachers have had more training for Singapore Maths. We enjoyed a visit from the Spanish Ambassador for the launch of our DELE and DELF language examinations, and will soon be holding our Open Day, our Charity Bazaar and performance by the Watoto Children’s Choir as part of our Week of Kindness (this year’s theme is Kindness Knows No Borders). At the end of term we will be celebrating World Autism Awareness Day.

Our school performance of Disney’s High School Musical was a resounding success. I was amazed by the students’ musical, drama and dance talents! The large cast and student crew, along with arts and community prefects, created a sensational show. Our performing arts and design and technology teams, parent volunteers, including our guest producer, Ms Jamie, all worked together to astound us once again with a spectacular song and dance extravaganza! I would like to make a special thank you to all involved for their dedication and commitment. As for our student cast and crew, they will have learned many new skills, found confidence they didn’t realise they had and forged special relationships to take forward into school life. Facilitating all of this, we have wonderful performing arts teachers and I always marvel at the magic they manage to create. A very big thank you to staff and parent volunteers for their wonderful work with our talented students.

I am so excited to be able to say that, after only three years since opening our doors, we are a dynamic, thriving school with great teachers who make a difference in the classroom.

We are developing traditions, building our ethos and finding the necessary balance between academic rigour and creative energy, to make our school thrive.

I am so excited to be able to say that, after only three years since opening our doors, we are a dynamic, thriving school with great teachers who make a difference in the classroom. Inspirational arts leaders, sports specialists, scientists and technicians, a supportive board of governors, committed parents and talented students. Dynamism always means being able to deal with change, to adapt and prosper. It takes effort and determination on everyone's part. But, most importantly, we are establishing the solid foundations that will serve HIS for many years. We are developing traditions, building our ethos and finding the necessary balance between academic rigour and creative energy, to make our school thrive. Very soon, we will be approaching the point where we are able to welcome accreditation, something that not only offers validation for the work we do but a process which helps us to understand what we do well and what we can make better. As noted above, Apple and IPC accreditors are working with us to this end and we will be seeking more validation from other organisations in the future. We are a dynamic school with academic ambitions and a holistic ethos and we are here to stay!

This super-busy and thriving community is supported by our dedicated administration team and a cohort of supplementary staff who ensure our security is strong, our systems work and the school operates safely and securely. One thing I must bring to your attention is the issue of safety when arriving and leaving. We do notice that a minority group of parents are neglecting to ensure children are using safety belts in cars arriving at and leaving the premises. I urge these parents to take the time to see that their children are buckled up. Also, with regard to dropping off and, in particular, collecting your children, could I please reiterate

that before and after the school opens / closes, all students should be with parents and guardians. A number of students have been left at school uncollected for long periods without adequate supervision. Please collect your child on time or no later than within a 15 minutes buffer zone following the end of the school day. For those of you who are not collecting your children in a timely fashion, I am sure you understand that it is important that our hard-working staff are able to leave for home without too much delay.

This term, teachers are working hard, preparing trips linked to the curriculum and there is an exciting development with overseas trips for the older students at HIS currently in the planning stages. This year, we are keeping an ASEAN focus, and later on widening to Asia Pacific, we are looking at a visit to Bali in July and one to Taiwan in the new academic year.

I would also like to acknowledge Mr Ling, who is a HELP University staff but has helped us with our A-Level physics teaching since the start of the school. He retires this term. A big thank you to you Mr Ling and the very best for your future!

Our Open Day is on Saturday, March 11. We have always been blessed with kind recommendations from parents to other prospective families who might look to join us at HIS and if you know of anyone who is interested in looking at the school, please let them know. We look forward to welcoming them to the school.

*Vita Ad Plenitudinem,*

Ms Davina McCarthy

With the HIS Language Department and H.E. Carlos Dominguez, Ambassador of Spain, Ms Mireia Morena Maillo from the Instituto Cervantes and Dr Choong Yeow Wei, President and CEO of HELP College of Arts and Technology.





Update by Ms Celine MacArthur, Primary Deputy Principal

## Singapore Maths at HIS

Once again HIS welcomed our most valued Singapore Math's expert, Ms Liu Yueh Mei, through our doors. You may be aware that Singapore yet again topped the world standard in Maths for the 3rd time in the international PISA tests and we as a school are very excited by the development of this model in our school.

Ms Mei (as she is fondly known as) has been working intensively with our teachers, running practical training sessions on the Singapore model and how to effectively link the concrete, pictorial and abstract approaches to our teaching. The teachers had the opportunity to plan and co-teach with Ms Mei. These are just some of the ongoing initiatives to raise the standard of Singapore Maths in our school.



### Ms Liu Yueh Mei

BSc with Dip Ed, MEd (National Institute of Education/Nanyang Technological University), MA (Stanford)

Ms Mei served almost 15 years with the Singapore Ministry Of Education (MOE) as Head of the Mathematics Department in schools as well as in MOE HQ as a Curriculum Planner and Developer. She was involved in curriculum designs and reviews, pedagogy and assessment policies, worked alongside the pioneers and developers of the Singapore Mathematics Framework and Curriculum, and trained teachers and department heads in mathematics syllabus, pedagogy, mathematics problem solving and assessment.

Ms Mei trains teachers in Singapore and internationally including Asia, Chile, Middle East, Australia and the USA; reviews and writes educational materials; provides consultancy services and advice, and serves as a part-time lecturer to the National Institute of Education, Singapore, and adjunct lecturer to Marshall Cavendish Institute.

She has published a professional development book "Mathematical Problem Solving – The Bar Model Method" with Scholastic International. Ms Mei was also our SMaths Challenge 2016 guest speaker and judge, a role she will assume once again in the upcoming SMaths Challenge 2017.

# IPC NEWS

In our bid to ensure rigorous learning in our primary curriculum, we have decided to begin the process of IPC Accreditation for the primary school. Such an accreditation is an international standard of excellence in primary education and a measure of success and progress.

This process commenced with a 'Pre Accreditation' visit in January by a very experienced headteacher from the UK, Ms Helen O'Donoghue, who has been an educational leader across many countries for over 2 decades.

Ms Helen visited every class, spoke with teachers, teaching assistants, parents and our learners.

She was very impressed with the way our children could articulate their learning and tell her how they reflect on their learning in school. She met with children from Milepost 1 (Years 1 and 2), followed by a larger group meeting with Milepost 2 (Years 3 & 4) and Milepost 3 (Years 5 & 6).

In addition, she was very pleased by the quality of interactive displays around the school, especially the displays for IPC learning processes and personal goals.

Our main area for development relates to the teaching and assessment of knowledge, skills and understanding (KSU).

- ★ **Knowledge** - what we know
- ★ **Skills** - what we can do and improve with practice
- ★ **Understanding** - deeper thinking skills, developed from knowledge and skills

With this in mind, our assistant principals have been conducting training and creating awareness on KSU. Ms Evelyn ran a KSU professional development training for the staff and Mr Dan held a Key Stage 2 assembly on KSU.

Our new reporting system, *Classroom Monitor* will help us keep track of how our learners develop their skills. We will also use this software to report on our children's skill development across all subjects in future.

To facilitate this transition, the primary team has worked diligently, exploring our curriculum and aligning it with our skill assessments. We have developed an assessment for learning programme, which will present both teacher and child rubrics against every learning goal for each subject, as well as offering advice on how the children's skills can improve. This information will be available for parents to view and explain to the children, to help them understand where they are with their skills (beginning, developing or mastering) and how they can improve.

At the primary level, skill development is a major assessment consideration but we will also assess and report on knowledge and understanding in other forms. We are very excited about this new development and will keep you posted.



## Preschool IEYC

### The Brilliant Bug Ball

Our preschoolers just love creepy crawlies! There are so many minibeasts to discover, and they can't seem to get enough! Daily, they bring in little critters that they have found in their homes, in their gardens and on the way to school to share with their friends. Engaging conversations happen between students about classification, habitats and abilities. Playtime is spent wetting soil and digging for worms because through exploration and experimentation, they know that worms come out when the soil is moist.

Our next adventure on our 'minibeasts' journey is a ball. Minibeasts attire and bug like food—it's sure to be delicious!



IPC PERSONAL  
GOAL

ENQUIRY

IPC PERSONAL  
GOAL

RESILIENCE

## Year 1 IPC I'm Alive

Year 1s have been learning about the differences between living and non-living, and what we need to grow and survive. We also looked at different habitats around the world and the different animals that live there. We used our iPads to research and record lots of information!



## Year 2 IPC

### A day in the life of ... (things people do)

The students started off this unit by making up their own South American mini village. After learning about many different jobs and practicing the skills needed for some of these jobs, they chose their own roles in their own made-up mini village based on their interests. They then enjoyed taking on the role of an architect and designed their own maps and building before taking on the role of a builder to build four of their own chosen buildings. This was a big project and the students had tremendous fun.

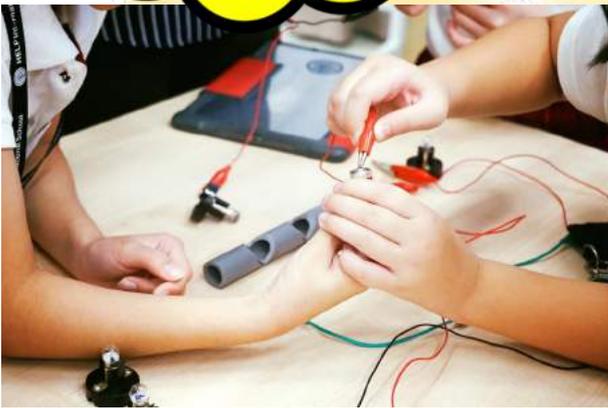


IPC PERSONAL GOAL  
**ADAPTABILITY**

IPC PERSONAL GOAL  
**COOPERATION**

## Year 3 IPC Bright Sparks

Each Year 3 class was set up as a laboratory of a pioneer scientist and the students got to follow the journey of electrical pioneers as they moved through each classroom. There was a bit of Benjamin Franklin and his thoughts about charges, a tad of Tesla (high voltage there) and some illuminating Edison. The students also made electrical fans, motivated by electrical pioneer Michael Faraday!



## Year 4 IPC

### Land, Sea and Sky

As a conclusion to this IPC unit, our Year 4 students were tasked to create a garden in the school grounds to encourage wild life and habitats to flourish. By doing so, we hope it will instill in our students a sense of love and responsibility to the environment and ensure that the earth they will grow up and live in will be one that is well taken care of and not abused. Each class were given specific tasks to do. They created bird feeding stations and nesting boxes, wormeries, bug hotels, and also prepared the land for the planting of trees and shrubs.



IPC PERSONAL  
GOAL  
**RESPECT**



## Year 5 IPC

### The Holiday Show!

Our Year 5 students designed eco-villages collaboratively as part of their "Holiday Show" IPC Unit. The students learnt how to create an eco-friendly sustainable holiday resort, how to create marketing brochures, learnt about music from different countries, and many more aspects of being a global traveller. The big idea was to find out about their responsibilities as tourists, and the impact their choice of holiday and travel destination has on the human and physical environment.

IPC PERSONAL  
GOAL

**THOUGHTFULNESS**



## Year 6 IPC

### The Great, The Bold and the Brave!

In this IPC unit, the Year 6s learnt about the rich history, art, food, literature, science, politics and many other aspects of the Greeks and the Romans. They studied about the life of a farmer and the challenges they faced. They also had a quiz on Greek and Roman emperors. In addition, they were shown what a day in the life of a slave is like, and also all about being a soldier and battle formation.



## Year 7 IMYC Celebration

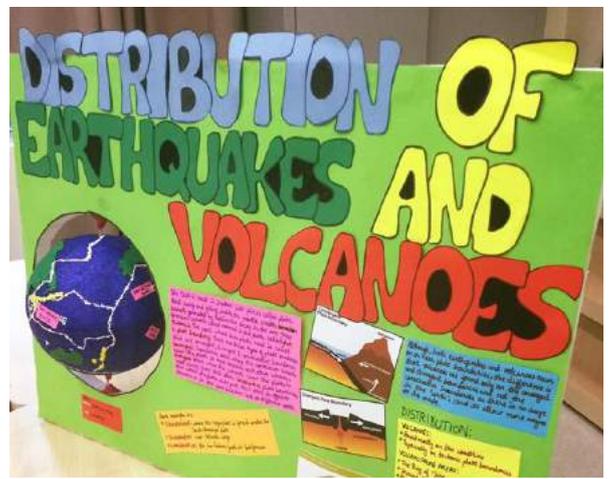
Recognising the diverse cultures celebrated in school, students worked in teams to present a news report video based on the topic of celebration. The news reports were recorded using their iPads and green screens. Students edited the videos in iMovie and created their own Celebration News Report. Some of the reports are currently featured on the school's digital signage.



# Year 10 Geography

## Volcanoes & Earthquakes

There were some amazing works on display as independent and creative students used traditional and modern technology and techniques to illustrate their research. There was a strong focus on self-learning and innovation. They were using everything from modelling clay and stop motion animation to Minecraft, Green Screen and iMovie to showcase their findings!



## Modern Foreign Languages

### Visit from H.E. Carlos Dominguez, Ambassador of Spain

We were honoured to welcome H.E. Carlos Dominguez, Ambassador of Spain, accompanied by Ms Mireia Morena Maillo from the Instituto Cervantes and our own Dr Choong Yeow Wei, President and CEO of HELP College of Arts and Technology, for a visit to our school.

We were able to show some of the amazing work being done in the Languages Departments, particularly in Primary and Secondary Spanish and Primary Mandarin.

Our students were wonderful, both as guides showing the visitors around the school, and in the classrooms making presentations and demonstrating their work.





A design translated into a mural beautifully painted by artist Shmita Sivamohan.

The mural, titled 'Life in All It's Fullness', was drawn by **Loh Nicole, Year 10**. Nicole was one of the winners of the mural design competition held in November 2016, where we invited students to submit entries for the design of flexible learning spaces around the school. Stay tuned for more larger than life murals.

### Year 9 Surrealism

Our Year 9 students explored their 'subconscious' minds while studying the topic of Surrealism. Out of that came some incredible pieces of art work that are now displayed proudly in the library.



**BEMADS**

**Nur Batrisyia, Edmund Wong, Khor Min Hui, Aleisha Mazrani, Dawn Koh, Nur Mohammad Syazwan**



**BLIZZARD**

**Lee Zhi Yi, Goh Liang Gin, Vanessa Lai, Gan Rong Qing, Keshav Daran Kumar**



**FANATICUS**

**Aidan Paul, Sharvin Thevar Selvaraja, Woo Hong Pin, Chiu Yii Jou**



**NYMERIA**

**Emma Choo, Joey Chee, Hannah Sufia Zuraimi, Melissa Lim, Elaine Chin**



**THE MISTAKE**

**Ng Shin Yee, Ng Jun Yang, Amaraysh Lai, Muhamad Iqbal Raziq, Marcus Ng**



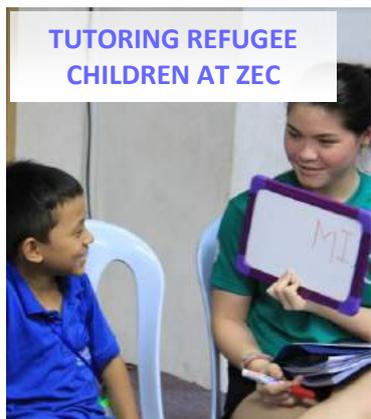
**MUSIXX MAUSS**

**Carmen Lee, Shirlyn Ng, Phoebe Ng, Rozanne Lim**

## A-LEVELS AT HIS

Take a closer look at our A-Levels programme and find out why it is garnering such interest as more and more students are paving their way to future success with HIS as a starting point.

Let's listen to what current students, teachers and leaders have to say.....



### Mr James DeGazio A-Levels Coordinator

HELP International School's A-Levels programme is unique from other institutions in a variety of ways through its small class sizes and one-on-one mentorship by senior leadership, the high calibre of experienced international and local staff, our Asian Scholars' Leadership Programme which helps prepare students for the rigours of university and life as a young adult, the Duke of Edinburgh Silver Awards which give students a global and international perspective widening their understanding of socio-political and environmental issues and by the numerous extra curricular programmes available for our students. Our students also have numerous opportunities to take on leadership roles both within and outside the school through internships and job placements as well as acting as Head Prefects or

driving one of our Arts, Academic, Sports or Community prefect bodies.

Our HIS A-Level students are challenged on the Leadership Programme through a variety of workshops, projects and ongoing community commitments: volunteering in public service, being exposed to and engaging with organisations and individuals from all socioeconomic strata. The students have also had a variety of visiting lecturers and speakers; entrepreneurs, academics, NGOs and business owners who challenge their conception of the world and environment. Key developmental workshops in critical thinking, mock interviews and public speaking all help to hone their ability to communicate and think in a more reasoned way. I have watched many a self-absorbed pampered student face working in a kampong or refugee school and discover both humility and personal perspective.

**Mr Mark Jones**  
**Deputy Principal**

It has always been our vision that HIS should be an “all through” school with students from preschool to A-Levels. This complete vertical progression supports our holistic ethos and promotes our strong sense of community and family at HIS. Currently our A-Level programme is small but growing and has the distinct advantage of affording our A-Level students one-to-one attention, mentoring and support. Our personalised programmes emphasises academic success as well as leadership opportunities through the world-renowned Duke of Edinburgh International Award. Here students can enhance their personal portfolios through commitment to physical activity, community service, skill development and a final character-building expedition or exploration. A-Level students also have full access to the *BridgeU* software package which guides students through every step of finding an undergraduate course, to writing their personal statements and ultimately applying to the university of their choice. We feel this will undoubtedly give our graduates the edge when applying to some of the best universities in Malaysia and beyond.

**Tell us a little more about the A-Levels staff team that HIS has recruited and developed.**

Over the last 3 years the school has actively recruited high quality local and expatriate IGCSE and A-Level teachers, all of whom have a minimum of 5 years’ experience delivering their specialist subjects. Many have Masters degrees and a few even have Doctorates, but all have a proven track record in helping students to reach their potential and achieve the top grades. As with all staff at HIS, the A-Level teachers have regular opportunities for professional development including specialist A-Level training and seminars by the Cambridge exam board.

**Do you have new plans in the pipeline for the A-Levels programme?**

From September 2017, the range of 10 A-Level subjects currently available will be increased to 15 with the addition of Computer Science, Global Perspectives and Research, Music, Psychology and Design and Technology. We hope that that this increased range of subjects available will allow students to choose a wider variety of subjects or a combination that more closely matches their future aspirations and plans for university. In the future, we have plans to grow our A-Levels programme further by introducing foundation courses in Science and Business with a partner university in the UK.



**What our A-Levels teachers have to say ...**

**Do share with us your teaching experience with the A-Levels programme?**

**Ms Laura Hale, Lecturer in English Literature**

I have a small, but lovely, class this year. All of my students were new to HIS this year but knew each other previously. It has been wonderful getting to know them. Working in such a small group has meant that we can spend a lot of time analysing the texts and our interpretations of them. We can spend time going over practice essays closely, working on exam technique and style and developing effective personal responses to texts.

**Dr Felicia Simone Paulraj, Lecturer in Biology**

The group that is currently enrolled in the A-level Biology programme is small and therefore we have an excellent opportunity for a high level of teacher-student interaction. In this way there are more opportunities for me to engage with every individual in my classroom and find ways to help every student, both by nurturing their strengths and supporting their weaknesses. While Biology can be content heavy, I do experiment with different forms of teaching and learning in the classroom and try to switch between lectures, tutorials, hands-on practical investigations, videos, modelling, student-led presentations and so on.



## What are some innovative teaching and learning strategies implemented in your classes?

**Ms Laura:** All course content is delivered through *iTunes U* courses and the students are able to access material such as my analysis notes of texts, sample essays, past year papers and critical thinking questions. I also use a Google bookshelf to share my further reading with students. This means that they are able to read all of the critical theory I have read to prepare the course for them. This gives students the opportunity to read around the subject as much as they can.

A lot of the lessons are discussion based, which is really important in Literature as it helps the students to develop their individual personal responses (one of the key assessment objectives for the course). We talk a lot in class and, as the course continues, it is always wonderful to see the students take over the discussions and lead them without me!

**Dr Felicia:** This differs between topics and gives the students good opportunities to be creative in the classroom and develop higher order thinking skills. Simple yet effective activities can be good accompaniments to achieving the learning outcomes laid out in the scheme of work. For instance when we were learning about mitosis, the students engaged in role play to simulate the movement of chromosomes through the different stages of cell division. Students learned about cell structure by the hands-on experimental preparation of living tissue as well as *iCell*, an easily navigable app that provides a 3D look into animal, plant and bacterial cells.

In another lesson, the students were asked to design a molecule that could act as the genetic material in living things and present the design as a sales pitch. This led to an exploration of the properties of DNA as the carrier of genetic information. The students also conduct regular practical investigations so that it teaches them sound experimental skills and puts scientific theories to the test. Lessons are always complemented with regular exam question practice, so that the students will be trained in the skill of answering exam questions confidently.

All of this is done with the hope that the student graduates, not just with the practical and theoretical knowledge of the subject, but is also kindled with a curiosity and thirst for knowledge, both of which are ideal traits for a budding young scientist!

## What current HIS A-Levels students have to say ...

### Why did you choose to do A-Levels?

**Sidney Lim:** I chose to do A-Levels because it is the most widely accepted pre-university course. In addition, I feel that obtaining A-Level qualifications will give me more opportunities internationally compared to other programmes like the American degree programme or the Canadian pre-university programme.

**Adithya Lakshmi Puzhakkadavil:** The A-Level programme offers a wide range of subjects that are recognised by universities and companies all around the world. I didn't want to limit myself with foundation courses. I'm still not sure where I want to go but as A-Levels are internationally recognised, it won't be a problem where I go.

**Lim Qing Ling:** From my understanding, the CIE A-Level programme is a very well known curriculum that is recognised across the globe. The subjects in A-Levels are quite general but its content is sufficient to act as a foundation for further studies. I chose A-Levels as I have yet to decide on my future career path at this point, and with this course, I still have some freedom to choose whatever career I want.

**Derric Gan:** I chose to do A-Levels because it is recognised all around the world. Also, both universities and employers value A-Levels. Getting A-Levels would allow me to choose a wide range of courses at universities, as I am still exploring the kind of career I would like to pursue.

### Why did you choose to do A-Levels at HIS?

**Chook Hou Wei:** A main reason I chose to stay at HIS for my A-Levels is the learning environment here. I also feel that I would thrive more in a school setting compared to a college setting as there are more learning opportunities that are presented to us outside the classroom. At HIS, there is a relatively low student to teacher ratio, which means there's more interaction between the student and teacher. The teachers are able to teach in a way they feel would benefit us the most. Furthermore, since it is a small community, we all got to know each other pretty quickly and that gives me a sense of belonging to the school.



NAOMI



RINCEN



SIDNEY

**Adithya:** Colleges offer a more flexible environment to study and they sound quite exciting. However, I prefer the structured school environment so I decided to go for a school that provides A-Levels. HIS has smaller student numbers in each class which means that every student will receive more attention and guidance from the teachers. The school also offers student scholarships and the fees are very reasonable too. When I asked around, I was told that the teachers are highly qualified and the school has really great facilities.

**Rinchen Teoh:** HIS is the only school that is offering the subjects that I am interested in. This is the main reason I decided to further my studies here.

**Derric:** I chose HIS because the whole course allows us a longer period of time to study and prepare for A-Levels sufficiently. Most colleges offer a shorter time. HIS also offers a wide variety of extra co-curricular activities such as the Duke of Edinburgh programme, and the mentors help us with our university applications.

**Sidney:** I particularly chose to do A-Levels at HIS because I heard through friends that HIS has great teachers. Teachers that truly care about giving us the best educational experience but at the same time, care about our well-being too. Moreover, the bursaries and scholarships that HIS offer are incomparable to other colleges and value for money, considering the amount of programmes lined up for us, like the Duke of Edinburgh Silver Awards.

### How would you describe your learning experience in the A-Levels programme so far?

**Hou Wei:** So far, everything's been great! I had many opportunities to participate in activities I would not be able to in other places, such as teaching at a Myanmar refugee centre and performing in a music concert earlier this year. The A-Level curriculum is a demanding one, plus the competition from my friends is really tough. So, I find myself working harder than I did during my IGCSEs! I find my teachers extremely hardworking, and also very attentive to our needs. They often go above and beyond what's expected of them in order to help us.

**Naomi Joo Ee Bessant:** The learning experience in the A-Level programme has been uplifting and enjoyable. The

teachers are engaging and meticulous in all aspects of our learning. As a student, I really appreciate the enthusiasm my teachers bring to the job and this elevates my learning.

**Rinchen:** The teachers here are very knowledgeable. In addition, they are extremely enthusiastic to provide us with additional academic support should we need it. The main benefit of having my A-Levels course within a school, as opposed to a college, are the leadership training opportunities that are offered. As part of the course, we are required to hold a position of responsibility in the school. Some of us are prefects or House captains, and some of us are taking part in the Duke of Edinburgh Award programme which has allowed us to gain a better understanding of our community and social responsibility through volunteering, learning a new skill and taking part in an expedition.

**Adithya:** So far, the school has provided many opportunities to develop my leadership and interpersonal skills. I was given the opportunity to become a prefect; participate in co-curricular school clubs; participate in music concerts and sports day; and with public speaking. The school also offers the Duke of Edinburgh programme, in which we get to do some community volunteer work at a Myanmar refugee centre. HELP University is just next door to HIS so we have easy access to the university at any time and attend the classes there for free! Each week, we have five free periods which we use to review our topics and do fun activities within the school. I think HIS has planned a well-thought-out A-level programme.

**Qing Ling:** It was quite a tough ride at the beginning, which we are slowly getting used to now. We had to juggle not only our studies, but also other responsibilities we were given such as the Duke of Edinburgh Awards assignment to volunteer at the Zomi Education Centre for Myanmar refugees (ZEC). The trip to Johor where we helped a local community and their environment was another unforgettable experience for me.

From time to time, there are some talks about different things that help to guide us in our future career path and university life. Sometimes, what they teach us challenges our minds and beliefs! We also have opportunities such as visiting the HELP University next door to HIS, and going in to listen to lectures if we wish, in order to gain some understanding of how university life would be like.



**ADITHYA**



**HOU WEI**



**DERRIC**

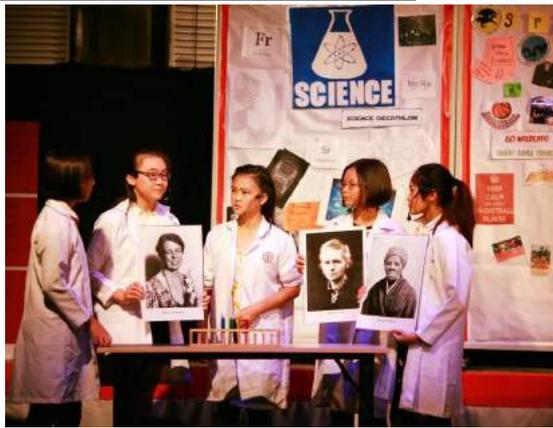


**QING LING**



# HIS HIGH SCHOOL MUSICAL PRODUCTION

February 24–25







# CAREER WEEK

February 15—17





Careers in Psychology

Coaching	Academia	Research
Management	Mental Health	Design
Education	Sports	Marketing Advertising
Social Work	Forensics	PR Politics

A man in a purple shirt is speaking into a microphone on a stage. He is looking towards the audience.A woman in a black dress is speaking into a microphone on a stage. Behind her is a large projection screen displaying a slide.

Growth Mindset  
CAREER WEEK 2017  
at Raffles  
Empowering the future with *g21*

YANTE ISMAIL  
Humanitarian worker & Artis



# HOUSE PUBLIC SPEAKING COMPETITION

February 8



YEAR 9



YEAR 7



YEAR 8



YEAR 10



## SECONDARY HOUSE PUBLIC SPEAKING COMPETITION RESULTS

### Year 7

- 2nd Runner Up: Rachel Yee (7 Renoir)
- 1st Runner Up: Ray Wong (7 Picasso)
- Winner: Arjun Gunalan (7 Da Vinci)

### Year 8

- 2nd Runner Up: Lee Jye Yi (8 Morrison)
- 1st Runner Up: Sean Woo (8 Lee)
- Winner: Aliya Hafiz (8 Lee)



### Year 9

- 2nd Runner Up: Dhineswaran Raj (9 Beethoven)
- 1st Runner Up: Valentino Tew (9 Mozart)
- Winner: Joey Chee (9 Mozart)

### Year 10

- 2nd Runner Up: Dhurgashiny Anantharajah (10 Zhang Xin)
- 1st Runner Up: Emily Chew (10 Buffett)
- Winner: Bharggavi Shanmuganathan (10 Winfrey)

### A-Levels

- 2nd Runner Up: Matteus Leong (12 Sagan)
- 1st Runner Up: Adithya Lakshmi (12 Mukai)
- Winner: Bhumika Bhatia (12 Mukai)



# CHINESE NEW YEAR FESTIVITIES

February 3







# KEY STAGE 2 SPORTS DAY

January 23





### KS2 Sports Day

Overall results:

- |            |     |
|------------|-----|
| 1. Pegasus | 418 |
| 2. Dragon  | 363 |
| 3. Phoenix | 362 |
| 4. Griffin | 357 |

Fairplay Award:

- |            |
|------------|
| 1. Phoenix |
| 2. Dragon  |
| 3. Griffin |
| 4. Pegasus |





# SECONDARY & A-LEVELS SPORTS DAY

January 24





**Secondary & A-Levels Sports Day**

Overall results:

- 1. Phoenix 959
- 2. Pegasus 849
- 3. Griffin 787
- 4. Dragon 755



# STUDENT CORNER



**Ikmal Ilya Ikmal Nizam (Year 3)**  
**TENNIS MALAYSIA JUNIOR TOUR 2017 - LEG 1**  
**January 14, 2017**

Category : 8 & Under Mini Tennis  
 ★ Semi-Finals



**Marcus Lee Wei Zhen (Year 7)**  
**SUNWAY UNIVERSITY TAEKWONDO POOMSAE CHAMPIONSHIP 2017**  
**January 14, 2017**

Category : 12-14 years old  
 ★ Individual group: Gold medalist  
 ★ Individual Best of the Best Challenge: Winner  
 ★ Mix Pair group: Gold medalist  
 ★ Mix Pair Best of the Best Challenge: Winner  
 ★ Team: Bronze



**Linus Theo Dengah (Year 9)**  
**MSSS SWIMMING 2017**  
**February 14 –17, 2017**

★ 50M Breaststroke: Silver



**Linus Theo Dengah (Year 9)**  
**Adam Abdul Karim (Year 8)**  
**Nicholas Chan Zhe Yan (Year 9)**  
**Hong Chee Chuan (Year 8)**  
**MSSS SWIMMING 2017**  
**February 14 –17, 2017**

★ 4x100M U15 Boys Medley Relay: Gold



**Jerriel Lau (Year 10)**  
**MSSS SWIMMING 2017**  
**February 14 –17, 2017**

★ 400IM U18 Girls : Bronze  
 ★ 200M Butterfly U18 Girls : Bronze



**Tan Regine (Year 4)**  
**Lee Yin Hui (Year 4)**  
**Enya Low Yi-Ann (Year 4)**  
**Christie Oh Yunseo (Year 4)**  
**MSSS SWIMMING 2017**  
**February 14 –17, 2017**

- ★ 4x50M U10 Girls Freestyle Relay: Bronze



**Teoh Yu-Xuan**  
**(Year 6)**

**MSSD PP (PETALING PERDANA AND PETALING UTAMA) RHYTHMIC GYMNASTICS 2017**  
**February 6, 2017**

- Grade 4
- ★ 3 golds
  - ★ overall champion over 9 girls

**MSSS RHYTHMIC GYMNASTICS 2017**  
**March 2, 2017**

- Grade 4
- ★ 1 gold, 3 silver and 1 bronze
  - ★ 2<sup>nd</sup> overall champion



**Sophie Chew Liyan (Year 3)**  
**MSSD PP (PETALING PERDANA AND PETALING UTAMA) RHYTHMIC GYMNASTICS 2017**  
**February 6, 2017**

- Little Gymnast
- ★ 6<sup>th</sup> overall over 12 girls



**Goh Jit Wern (Year 4)**  
**MSSD PP (PETALING PERDANA AND PETALING UTAMA) RHYTHMIC GYMNASTICS 2017**  
**February 6, 2017**

- Grade 1
- ★ 2 gold, 1 bronze
  - ★ overall champion over 19 girls

**MSSS RHYTHMIC GYMNASTICS 2017**  
**February 28, 2017**

- Grade 1
- ★ 2 gold, 2 silver
  - ★ 2<sup>nd</sup> overall champion



**Katerina Lee Jia Jing (Year 6)**  
**MSSD PP (PETALING PERDANA AND PETALING UTAMA) RHYTHMIC GYMNASTICS 2017**  
**February 6, 2017**

- Grade 3
- ★ 1 gold, 1 silver
  - ★ 2<sup>nd</sup> overall champion over 13 girls

**MSSS RHYTHMIC GYMNASTICS 2017**  
**March 2, 2017**

- Grade 3
- ★ 3 bronze