

*Celebrating 5 Years of
Life in All its Fullness!*
2014 - 2018



Newsletter

Issue: 2017 / October



Cover:

A school parent kindly drove a Tesla to school so that our Year 3s could see up close just how clean energy works. This year, they have been assigned UN Sustainable Development Goal #3: Affordable and Clean Energy.

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Message from the Principal



Having begun our 5th academic year, we are noting a landmark in our school's history - almost half a decade old! We are almost at capacity and we are thriving.

This new academic year sees a strong commitment to professional learning and development. This term alone, as a school, we have hosted Duke of Edinburgh's Trainers' Training, IPC/IEYC and Cambridge professional learning events. Our staff continue to develop and gain qualification. Our own in-house CICTL course (Cambridge International Certificate for Teaching and Learning), begins this month and will run over the next 6 months and we are welcoming Ms Nisha Suchak, our former assistant principal, back to help launch this programme.

Many of our staff have embarked upon professional learning to become examiners with the Cambridge Board and have completed online courses with them.

The reason I am sharing this with parents is because I firmly believe well-trained professionals have a deeper impact on teaching and learning in the classroom and our students' day-to-day experience at school.

Our accreditation process for IPC is also impacting on teaching and learning and on our staff's professionalism. Learning conversations and lesson observations are underway this term and our staff are sharing great expertise and experience. We are very fortunate to have such dedicated teachers and academic support staff. The best schools create a community which encourages learning from one another and our professional learning environment is a real attraction when it comes to recruitment of new staff. Later this year, HIS will also host the AIMS teacher conference. Five of our teachers attended the

Kuala Lumpur Summit, a professional technology learning event hosted at IGB with over 100 educators from the region. With Google for Education, our commitment to professional learning and innovation continues.

Student life continues to be busy, vibrant and exciting, as you can see from our weekly bulletins, class reports and Facebook pages. Our prefects have been appointed and have attended their first leadership training camp. They will be involved in the annual Mid Valley Education Fair on November 4th and 5th (please do let friends and family know about HIS). Many visitors to the school comment on how friendly, well-informed and enthusiastic they are at school. Prefects will play an active role in the upcoming events next half term, like Anti-Bullying Week, Week of Kindness and Gratitude, Swim Gala etc.

We are very fortunate to have such dedicated teachers and academic support staff. The best schools create a community which encourages learning from one another and our professional learning environment is a real attraction when it comes to recruitment of new staff.

While the prefects have become a very popular (and over-subscribed) student body, another context for student leadership would be our uniform body, the Boys' Brigade. We run this as a CCA and it was one of Dr Gerard's (our Founding Principal) dearest wishes that we have a traditional Malaysian uniform body at HIS. Ms Pauline Mok, along with our new Assistant Principal, Mr Paul Lau, is very interested in promoting student leadership experiences through all aspects of school life, CCA and academic.

We were very fortunate to have some members of our Board of Governors visit the school to meet our new teachers and enjoy lunch with them. They also took the opportunity to tour the school and review all the changes and adaptations we have made to the building over the break. They visited our new A-Level Lounge and classrooms, our library and our new reception area. They were very complimentary regarding the changes and are excited about this new academic year.

We are also continuing to offer parent classes and workshops and we look forward to working with our parents. Our weekly bulletins are the first source of information for parents and it is important that, along with the weekly homework emails, parents continue to read these important documents. Very often there are safety messages, for instance, and it is essential that parents are 'on board' with the expectations of the school in the interest of all our students and our community. In this spirit, I would also say that most issues and problems can be resolved with good communication.



Celebrating Deepavali at school

I am confident that our 5th academic year will be as exciting and momentous as our previous four and that students, parents and staff enjoy the coming months at HIS. As we break for half-term holiday, around the Deepavali festival, I wish all of you a special celebration and an enjoyable rest.

Vita Ad Plenitudinem.
Ms Davina McCarthy



Ms Evelyn, an appointed Fieldwork (IEYC and IPC) presenter, conducting a workshop for teachers from various regional schools.



Ms Nisha introducing our teachers to the CICTL Teacher Training workshop.

The International Primary Curriculum (IPC) Programme 2017/18

by Ms Celine MacArthur, Deputy Principal

The IPC distinguishes between Personal, International and Subject learning goals. While the same 8 Personal Learning Goals transcend not only IPC but IEYC and IMYC, the International and Subject learning goals are age/subject related and span two year groups, focusing on **Knowledge, Skills and Understanding**. This means that our learners will be assessed against the same learning goals for two years, allowing them to progress from Beginning, Developing to Mastering by the end of the Milepost.

Although for logistical purposes we will keep the Key Stage structure, for planning, teaching and assessment, we have regrouped the Primary School into three developmental Mileposts.

- ★ Milepost 1 : Year 1 and 2
- ★ Milepost 2 : Year 3 and 4
- ★ Milepost 3 : Year 5 and 6

Prior to mapping out the year, the Primary team spent a great deal of time reviewing all the required learning goals and decided when and how often to teach these goals, across each milepost. Once this was completed, the Teachers/TAs then reviewed which IPC thematic units would best allow for the development of the required Knowledge, Skills and Understanding.

To allow the children to make greater connections in their learning, we have introduction 3 common themed units this year:

IPC Unit	Topic	Year Group
Unit 1	Sound and light	Year 1, 3 & 5
	Human body	Year 2, 4 & 6
Unit 3	Changing and separating materials	Year 1, 3 & 5
	Habitats	Year 2, 4 & 6
Unit 6	History, Geography, Society	Year 1-6

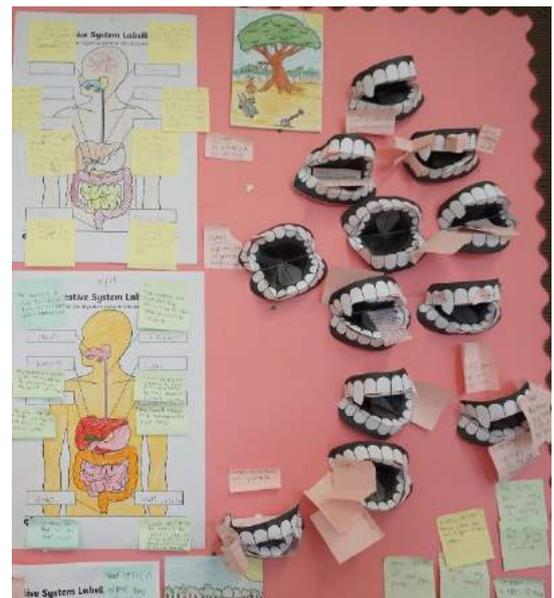
For a full list of this academic year's IPC thematic units by year groups, please click on this link. http://bit.ly/2017_2018IPCThemes

Additionally, all Entry and Exit points will occur in the same week this year across all Mileposts. This will allow for greater parental engagement in these important elements of learning but also allow for vertical presentations, whereby children from different mileposts can share their learning with younger or older learners, to deepen their understanding.

Finally, we have built in reflection time between each unit, to allow children to reflect on their learning and capture this reflection using tools such as Seesaw, Class Dojo and Book Creator. This will enable them to share this with other children, as well as their teachers and parents.



Year 6 learners using the personal goals of communication to develop their understanding of 'pause' within Drama.



Year 4s learning all about 'How Humans Work' with visual diagrams, often using post-it notes to jot down work reflections.

HOW SUBJECTS ARE INTEGRATED?

The IPC encompasses many different subjects: History, Geography, Science, ICT, Technology, Art, Society, International, Music and PE. Each subject has its own subject learning goals and teachers use these goals to guide their planning, teaching and assessment.



Year 3s learning about Beat and Rhythm

As we use an integrated approach to learning, a 'subject wheel' has been designed to outline which 'lens' the children will be learning through for specific lessons. Personal Learning goals and International Mindedness (IM) are at the core of the wheel, with the HIS Masteries around the edge, emphasising how these three elements of IPC allows for our Masteries development.



To ensure we cover all the required goals, we have developed a new programme this year. Instead of KS2 Spanish, we now offer an 'International Language and Culture (ILC)' course, which will help our learners develop an understanding of the language and culture of French and Spanish speaking countries through the medium of Spanish and French.

To further integrate Art and Technology, this year our Homeroom teachers will teach this subject with the expert support and guidance from our Design & Technology department.

To allow for flexibility, IPC does not require all subjects be integrated into the thematic unit. These include Maths, English, Mandarin, BM, Agama and Drama. However, while teachers do not have to follow IPC subject goals, they will still focus on Knowledge, Skills and Understanding as well as the Personal and International goals.



Year 5s researched Spanish speaking countries to create a passport.

IPC ASSESSMENT

To ensure our learners achieve their full potential, our teachers plan assessments prior to commencing each unit. We use various continuous assessments methods to assess our learners, depending on whether we are assessing knowledge, skill or understanding.

We follow an Assessment for Learning approach, whereby our teachers are constantly assessing the children to help further their learning. Teachers will ask children to write answers on a mini whiteboard, use 'Show Me' or 'Kahoot' app to check knowledge. For skills, observation is usually the main form of assessment, while reflections, questioning, presentations are some methods used to assess understanding.

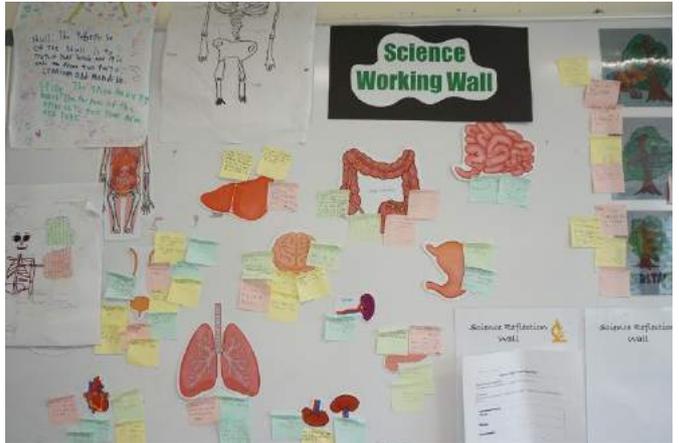
Self assessment is an invaluable tool for a teacher to assess a child's understanding and we use a 'traffic light tray' system, whereby learners choose a coloured tray to put their completed work in, depending on how they feel they have understood the work. E.g. green = fully understood.

Feedback is an essential part of assessment and our teachers use various oral and written forms to ensure the children understand where they are and how they can improve.

Finally, this year, Rubrics and Next Steps will be shared with the children and parents either on 'Google Classroom' or 'Seesaw' app at the beginning of each new unit.

As with last year, we will continue to use the 'Classroom Monitor' programme to track and report the learner's skill development.

Working walls in our classrooms and along the Primary corridors.



SINGAPORE MATHS

Our Singapore Maths Coaches, Ms Jasmeen and Ms Anu have had a busy start to the year working with our new homeroom teachers, exploring our new resources and different approaches to problem solving.

In order to deepen our learners understanding of Maths, we have invested in a wide range of new Maths resources this year, specially designed to enhance the SMaths programme. Our teachers are very encouraged by these new resources, as it allows them to enhance the Concrete-Pictorial-Abstract approach of SMaths.

Another focus of the beginning of the year is with our new students, who find language a barrier to their Maths development. We have been working with them to help them learn the key vocabulary needed and enhance their understanding of Singapore Maths methods.





Preschool IEYC : Weather Wonders

Preschoolers have been learning all about the weather through their IEYC unit 'Weather Wonders'. They use the weather symbols to make a forecast of the weather each week. They also know what the weather is like in their adopted countries. Our preschoolers are experts on cloud formation and where rain comes from.



Year 1 IPC : Look and Listen

During our Entry Point, we experimented with different musical instruments, listened to various environmental sounds in our 'Class Den' and had lots of fun creating our very own musical instruments using recycled bottles!

We also had an interesting time carrying out many interesting investigations including; exploring sound by using our sense of hearing, identifying various light sources and finding out how sounds are made!



Year 2 IPC : Super Human

“The highlight about this IPC topic ‘Super Human’ was learning about how babies learn with their senses of hearing, sight and touch.

A baby only starts to see very small details like a nose on his bear when he is 6 months old.”

Nicholas Toh
2 Shakespeare



Year 3 IPC : Turn it up!

“I learned that when the sound waves get bigger, the sound is louder and when they get smaller, the sound is softer. I really enjoyed teaching the Year 1s about this.”

Ethan Jay-ern Jeevaraj
3 Gandhi





Year 4 IPC : How Humans Work

"I understand that even though we are not thinking about it, our heart is constantly pumping blood.
I have been using my personal goal, 'Co-operation' to work well in group projects."

Liam Hussain Ishan
4 Hypatia



Year 5 IPC : Look Hear!

"After this unit, I can name the different parts of the human ear. I remember the 3 important bones in the ear by memorising the initial letter."

Lim Hui Wern
5 Yamanaka



Year 6 IPC : Being Human

"We are doing the IPC unit on 'Being Human' and with the knowledge I am able to make posters to raise awareness on the effects of smoking."

Oliver Oh
6 Bell



Year 7 IMYC : Adaptability

IMYC is specifically designed around the critical needs of the adolescent brain. It inspires and engages students, enriching their learning experience and at the same time provides a rigorous academic platform preparing students well for their next stage of learning. IMYC aims to support the whole student; the development of personal dispositions and international mindedness are an intrinsic part of every unit.

We started the year with the entry point 'Adaptability'. The concept was for students to adapt to new and different scenarios that have been designed to encourage critical thinking and collaboration. Students completed three workshops (a language task, a physical task, and an app-based task) and had the opportunity to reflect on their experience.



Reinventing Mathematics Education for Secondary Students

by Ms Siti Zaleha and Ms Sarah Dowling, Heads of Mathematics

As part of our continuous efforts in making sure that mathematics is fun and accessible to all secondary students, the Maths Department has incorporated a lot of active learning strategies supported by the school's main apps such as 'Seesaw', 'Book Creator' and 'Explain Everything'.

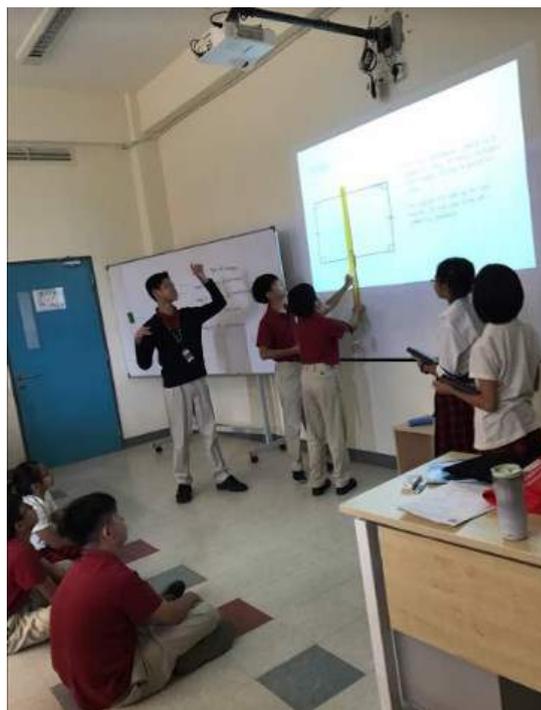
Students now have more avenues to become a confident speaker, a reflective learner and a cooperative member of the lesson by sharing ideas openly, draw/sketch to express their understanding about real life application of mathematics as well as of course linking the concepts learned with their surroundings.

It is our hope to continue and improvise our approach in making our students feel empowered and responsible for their own learning so that mathematics can be a subject that they cherish with an open mind and an open heart.

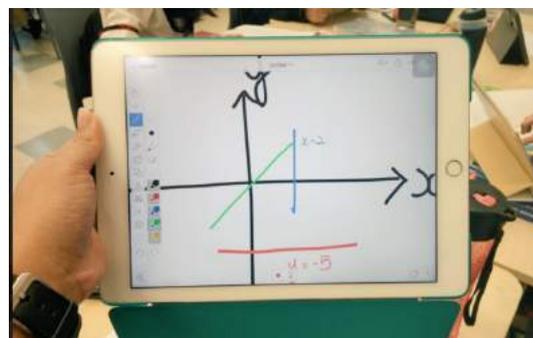
As part of our initiative to further support students who need help in Mathematics, we are offering lunch break booster sessions for Secondary & A-Levels students this academic year. Please refer to HIS Bulletin #96 for a full list of Intervention Sessions as well as Year 10 and Year 11 Booster CCAs.

Lastly, HIS is taking part in the 2017/2018 cycle for Puzzle of The Week global mathematics competition again. Last year, we managed to get to the second place overall! A massive congratulations goes to our students who consistently worked hard in solving the puzzles throughout the entire year. This year, the questions will be posted on Maths Notice Board weekly or can be assessed via www.puzzleoftheweek.com. Students from Year 5 to A-Levels can participate and for the first time, the organiser also opens the competition to teachers and parents! Let's keep calm and do maths as a community!

Perseverance, Hard Work and Creativity - These are the qualities we celebrate as mathematicians.



Collaboration and group work



Using the 'Explain Everything' and 'Seesaw' app for work or their reflective journal

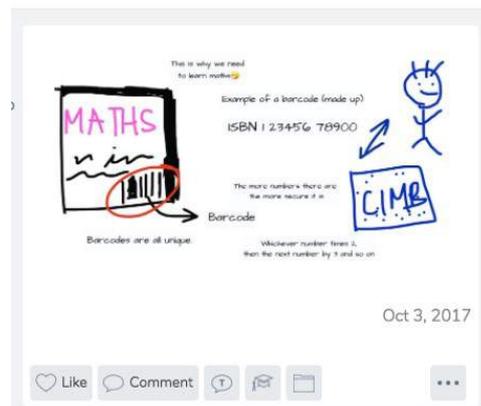
Clockwise from left:

Mr Steven Ovenden, Mr Simon Hamilton, Ms Sarah Dowling, Mr Ananthan Seluerajah, Mr Kanesan Kannaparan, Ms Pauline Mok, Ms Siti Zaleha, Mr Tong Wen Hong and Ms Crystlyn Hng

Absent: Ms Ruth Norman-Jones, Mr Chai Min Hiung



Seesaw Drawing





MANDARIN PROGRAMME: TAIWAN CULTURAL AND LANGUAGE TOUR

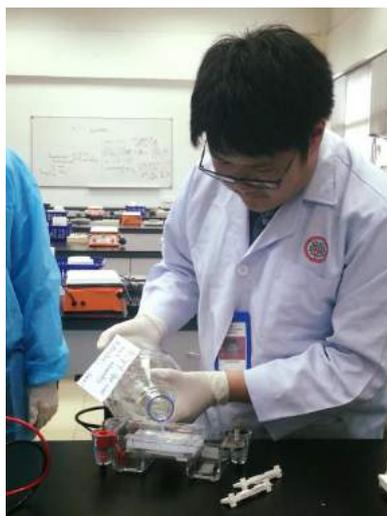
October 12-17

Organised by the Mandarin Department, our Year 10 and 11 students and teachers are currently in Taiwan for a cultural and language immersion tour. While they be visiting the sights to learn about the rich culture and history of Taiwan, they started off their trip with a visit to some of the Taiwanese local and international schools to share and understand each other's learning journeys. More updates on the HIS Facebook page!



SCIENCE: YEAR 13 BIOLOGY STUDENTS VISIT IMU

October 2



Year 13 Biology students visited a medical teaching lab in International Medical University, Bukit Jalil.

The students gained hands-on experience in gel electrophoresis and learned basic laboratory skills such as how to use micropipettes, load DNA samples into wells and perform the electrophoresis to separate DNA fragments by size. They were also exposed to a common molecular technique known as polymerase chain reaction (PCR).



IGCSE ART TRIP TO INTERNATIONAL ART EXPO

October 13



HIS Art Department took a group of 40 students to the Art Expo Malaysia Plus where they soaked in the creativity and artistic inspiration of the art work around them. They even took time out to sit and sketch.



What's Up A-Levels?

by Mr Paul Lau, Assistant Principal (Secondary and A-Levels)

Our A-Levels students really shot off the blocks at the start of the academic year, very quickly realising that they are required to up their game from their IGCSE exploits from just a few months back. As we approach the end of the first half term, we see the atmosphere buzzing with activities, expectations and deadlines.

The students have shown great initiative and leadership with several discussions, proposals and suggestions pushed through this year. They contributed to the design of the A-Levels Lounge and its rules, dress code guidelines, proposals for new CCAs and Model United Nations. Several plans are in the pipeline, including a community project called Street Shop which we hope to launch in the second half term.

Academics aside, another key aspect to A-Levels is working towards building one's character, broadening perspectives, and gaining experiences across a wide variety of activities. Students have done this by joining CCAs, volunteering their support as student leaders and getting active in the HIS community.

The Year 13 students are busy finishing off their Personal Statements to be submitted to the Universities and Colleges Admissions Service (UCAS) and other universities, by working with their Personal Statement Coaches, Ms Laura and Ms Chan. The advice though, has been coming from many more sources, as teachers, coordinators and principals have also shared their views and experiences to help students craft a statement that best reflects the wonderful young men and women that they are.

Over the course of this term, all the Year 12 and 13 students have or are making appointments to meet their experienced academic tutors to discuss their targets, progress, aspirations and challenges with one-to-one sessions that have helped them refocus and reframe their thoughts to better prepare them for the course, academically, socially and psychologically.

We wish them all the best for the academic year ahead!



Success isn't something that just happens - success is learned, success is practiced and then it is shared.

~ Sparky Anderson





AMERICAN EDUCATION TOUR

September 28

Our Year 11, 12 and 13 students and families got the opportunity to meet and get advice from the various education institutions that were represented at the recent Study USA - The American Education Tour.

It was a very helpful time for those who attended, speaking to Directors of Admissions from a wide range of universities and colleges, and getting on-the-spot advice on the various aspects of education in the US.

Exposure to universities from other countries will be organised throughout the year.





HIS LAUNCHES THE ECO-SCHOOLS PROGRAMME

TIMELINE	
★ Bronze Award	December 2017
★ Silver Award	June 2018
★ Green Flag	December 2018

An international programme started by the Foundation for Environmental Education (FEE) in 1994, the Eco-Schools Programme aims to empower students to be the change our sustainable world needs by engaging them in fun, action-orientated and socially responsible learning.

Eco-Schools is a global programme engaging millions of children across 13,000 schools in 64 countries, making it the largest schools programme in the world.

The Eco-Schools Seven Step Process

This programme will provide our students with the opportunity to be one of the key stakeholders in improving the quality of life of the school environment. They get to play an active role as curriculum work gets integrated into day-to-day realities of school community. They are able to design and implement a plan to achieve set targets, network and share experiences and expertise with other schools, both locally and internationally.



The environmental review

Our prefects conducted an environmental review, which included doing an observational survey to collect evidence as well as conducting interviews.



Contact celine.macarthur@kl.his.edu.my if you would like to get involved with our Eco-Schools Programme or to share your ideas.

ACTION PLANNING

Following the environmental review, our prefects met with parent volunteers and staff to review the findings and start plotting the action plan, focusing on 3 main areas – Waste, Water and Energy.



Actions so far:

- ★ We were very pleased to be able to improve our physical environment with the new surface on the playground and tennis court.
- ★ We started our recycling programme by collecting 600kg of paper recycled in June.
- ★ We continue with our car pooling initiative.

We would like to thank our Gardening Parent Volunteers for their help in setting up of the school gardens and sharing their passion and know-how with our students.





CELEBRATING 5 YEARS OF LIFE IN ALL ITS FULLNESS

As we celebrate this milestone in the school's history, we speak to our Founding Principal, Dr Gerard Louis, to understand the foundation and ethos behind the success of HELP International School.

What was the initial vision and mission behind the HELP Education Group venturing into the international school arena?

The initial vision was to provide a quality affordable education to as many Malaysians as possible. The Chairperson of our Board of Governors and CEO of the HELP Group, Datin Low-Chan Kam Yoke was very concerned with the decline in educational standards in our national and mission schools and being a product of the Malaysian education system, felt a strong sense of responsibility to do her part in uplifting the educational standards in the country. We also wanted to build a school where children looked forward to coming to school every day, hence the school motto of "Life in All its Fullness".

What is the story behind the tree of life?

If you look at the symbol of the tree in our school logo, you will see the trunk and branches of the tree looking very similar to a Chinese character "仁 (ren)", translated loosely as "the complete person". For the Chinese, the complete person has the following virtues: "benevolence" (manifested as an attitude of kindness), "virtue" (expressed as values of honesty and integrity) and "goodness" (simply being a good person).

The tree in the courtyard is meant to symbolise all those very important virtues of life, which if practised well, will lead to a person who lives not only for himself/herself but for others as well. That is very much part of our collectivist nature as Asians.

What would be the key lesson you wish for HIS students to learn during their time at this school?

My wish when they have finished with HIS is to remember the wonderful teachers and friends who have journeyed with them during these formative years. I certainly hope that this would have been a journey filled with happy memories, even when things have been challenging. In fact, it is in those difficult moments that people discover who they really are. I hope that they would have come to realise that they have teachers and staff who care deeply for them, friends who would have gone the extra mile to help and support them when they've needed it and parents who sacrifice so much so that they have better opportunities to succeed in life.



Learn more about our humble beginnings to how we are recognised as an Apple Distinguished School for 2017-2018 for innovation, leadership, and educational excellence.

Browse through our Multi-Touch Book at:

<http://bit.ly/HISMulti-TouchBook2017>

In the last 5 years, what do you see as the key HIS milestones?

One of them would have to be the 5-star SKIPS accreditation which we received in just our 2nd year of operation. The recognition from Apple, giving us the status of an Apple Distinguished School, something many schools take years to achieve, if at all. The numbers accolades from our curriculum providers such as Cambridge and Fieldworks Education (for the way we run the IPC). The unbelievable growth in our student population in such a short period of time, something we are told is unprecedented for any new international school in Malaysia. All of this is testament to the strong leadership both in the Board and the school and the quality of teachers and staff that we have. I have always been a strong believer in the notion that a school is only as good as the quality of its leaders and teachers. These achievements in such a short period of time reinforce that belief.

What would you like to say to HIS students, staff and parents?

Thank you for sharing in our vision for the school. That is the driving force in all that we do. We may not always do everything right or even get everything right all the time (and I do not know of any school that ever does) but the commitment of the Board and the leadership of the school to give the best of themselves to achieve our highest ideals is unwavering. We look forward to the next 5 years of our evolution as an institution of learning par excellence and hope that by then, we will also be able to have our alumni, many of whom will already be in their twenties and working, share with the next generation of students, how HIS impacted on their lives when they were with us.
Vita ad plenitudinem.

"It has been an absolute joy to see how our students have celebrated life in all its fullness in HIS these 5 years. Though we are still a young school, HIS has achieved some remarkable accomplishments and my desire is to see us continue to be innovative and outstanding in everything we do as a school. I would like to thank all our students, families and staff for making HIS extraordinary. I hope HIS has blessed you as much as you have blessed it.

Moving forward, we continue to explore new ways to enhance the learning experience for our students and I welcome any ideas you have on how we can better do this: please feel free to contact me at 017-3757700 (gohcl@help.edu.my)."

~ Dr Goh Chee Leong
CEO of HELP International School and Vice President of HELP University



Our Crest, Our Philosophy

The School Motto

Life in All its Fullness

The school motto reflects our mission to help students celebrate life in all its fullness. This means enjoying a FULL school life which will prepare them to live FULL and significant lives as adults.



The School Emblem

The Tree of Abundance and Virtue

The branches of the tree are shaped to resemble the Chinese character “仁 (ren)”, which is a highly significant and meaningful character in the Chinese language and culture. It refers to the virtue of “benevolence”, “goodness”, “kindness” and “integrity”. This reinforces our belief that to live a full life and be a complete person, involves us in remembering that we are part of a community and we need to be a blessing to others.



DEEPAVALI ASSEMBLY

October 11

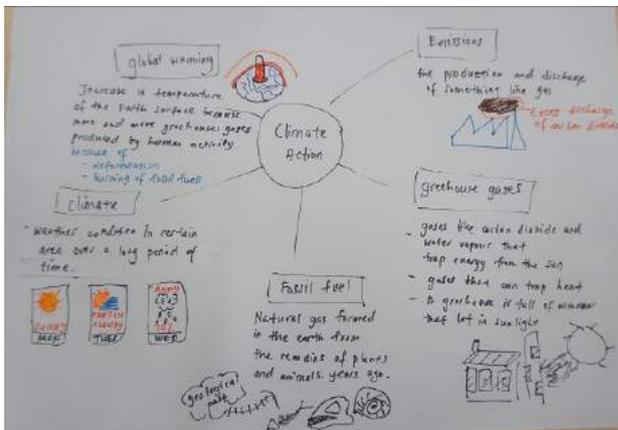




INTERNATIONAL DAY

September 29

At HIS, our students celebrated International Day a little differently. When each class adopted a country, they learnt not only about that country's people, history, culture and traditions but also about how their assigned UN Sustainable Goal has affected that specific country. In developing International Mindedness as a global citizen, the students are also tasked with understanding what their assigned Sustainable Development Goal is and what measures can be taken to improve matters.





PREFECT LEADERSHIP CAMP

October 6, Bentong

54 students were newly appointed as Academic, Sports, Community, and Arts prefects and had their first leadership camp.



“We found the Prefect Camp to be very engaging with interesting teambuilding activities. It is important to get to know the other prefects well so that we could work better in our own teams. We look forward to serving our peers and the HIS community this year.”

Tio Li Yen & Caitlin Tan
Year 10 prefects





DUKE OF EDINBURGH'S AWARD ADVENTUROUS JOURNEY

September 29, Hulu Langat



“The DOE trip was a very enjoyable and eye-opening experience for all the participants. We helped to conserve the local environment in Hulu Langat by restoring and collecting quantitative and qualitative data for further analysis. It was a great experience to boost our teamwork and leadership skills. Most of all, we learned that even the little things matter and that it does make a difference to the environment.”

Miki Aizawa & Emily Chew
Year 11

HOUSE UPDATES



While student House events will begin after the mid-term break with the Swimming Gala, what many do not know is that the House competitions have already begun with the teachers and staff during their orientation at the start of this academic year.

Competition amongst the teachers and staff was fierce and we now hand over the reins to students to carry their respective House to victory!

CURRENT STANDINGS

- ★ 1st Pegasus 150 points
- ★ 2nd Phoenix 125 points
- Griffin 125 points
- ★ 4th Dragon 100 points



CCA UPDATES

With a total of 200 CCAs started from 2 October, the School has been buzzing with activities after school. Here are some snapshots of the CCAs:





PRIMARY PARENTS' MEET-&-GREET

September 26





PARENT WORKSHOPS AND PARENT VOLUNTEERING



At HIS, we practise a culture of continuous learning, not just for our students and teachers, but also our parents. We strive to offer parents a wide variety of workshops — both academic as well as informative, with the aim of giving parents tips and tools to support their children at home. This half term has seen a numerous number of technology workshops run by EdTech, a basic understanding of IPC, and an IGCSE English Paper workshop. Many more workshops are lined up after the mid-term break.

Many more workshops are lined up after the mid-term break. Please sign up here:

http://bit.ly/HISParentWorkshop2017_2018



At HIS, we are so thankful to have a wonderful group of parent volunteers who contributed their time, efforts and talent generously to the school. They work tirelessly in the library in storytelling and circulation duties, tending to the plants at the garden etc. Later in the year, we will also invite parents to volunteer at sports carnival, charity events and production preparation.



STUDENT CORNER

EXTERNAL STUDENT ACHIEVEMENTS

If you would like to share any external student achievements with us, please fill up the form found in the Google link: <http://bit.ly/HISExternalAchievements>



CHEW YU XUAN (Year 8)
SINGAPORE AND ASIAN SCHOOLS MATH OLYMPIAD 2017
 5 April, Malaysia
 ★ Year 7 - Gold Award



BEVERLY TEOH (Year 5)
2017 ADVANCED AQUATICS SWIM GALA
 22 July, Malaysia

- ★ 25m Backstroke Girls (9-10 yrs) - Gold



SEAN CONNOR NG (Year 2)
SCOPE GYM STAR INTER-CLUB GYMNASTICS MEET
 8 October, Malaysia

- Overall First (Level 1 boy)
- ★ Handstand - Gold
 - ★ Vault - Gold
 - ★ Floor - Silver
 - ★ Bar - Silver



U15/O15 GIRLS NETBALL
KLSL FIXTURE WITH FAIRVIEW SUBANG
 10 October, Malaysia

- ★ O15 : Won 8-5
- ★ U15 : Lost 1-9



U11 BOYS BASKETBALL
KLISS PLATE FINAL
 11 October, Malaysia

- Won the Plate final
- ★ HIS 9 - Taylor's Puchong 4
 - ★ HIS 12 - KTJ 6
 - ★ HIS 13 - ISP 10



U11 GIRLS BASKETBALL
KLISS PLATE FINAL
 11 October, Malaysia

- ★ Won the Plate final
- ★ HIS 10 - ISP 6
- ★ HIS 2 - Nexus 0
- ★ HIS 12 - Taylor's Puchong 0



O15 BADMINTON
FRIENDLY AGAINST TAYLOR'S PUCHONG
 12 October, Malaysia

- ★ We won majority of the matches.
- ★ Thanks to U11 badminton team for their support and assistance with umpiring.

WILLIAM MORRIS
TEXTILE DESIGNER

An English textile designer, artist, and writer, WILLIAM MORRIS (24th MARCH 1834 - 3 OCTOBER 1896) was also a socialist (a person who practises socialism) associated with the Pre-Raphaelite Brotherhood and the international ENGLISH ARTS AND CRAFTS MOVEMENT.

BORN: 24 MARCH 1834, WALTHAMSTOW, EAST LONDON, ENGLAND
DIED: 3 OCTOBER, KELMSCOTT HOUSE, ENGLAND, 1896.

He abandoned his underdeveloped career in architecture to become an artist.

IN 1861, WILLIAM MORRIS, WITH FRIENDS FROM THE PRE-RAPHAELITES, ESTABLISHED THEIR COMPANY - MORRIS, MARSHALL, FAULKNER AND CO. (1861 - 1875), AT 8 RED LION SQUARE IN LONDON. EVERYTHING THE COMPANY PRODUCED WAS HANDCRAFTED, WITH ITEMS LIKE TILES, STAINED GLASS, WALLPAPER, TABLEWARE, EMBROIDERY & FURNITURE.

"Have nothing in your house that you do not know to be useful, or believe to be beautiful." - WILLIAM MORRIS.
(A famous William Morris quote.)

IN THE MID-60S, WILLIAM MORRIS CONCENTRATED ON DESIGNING WALL-PAPER. HIS DESIGNS WERE MOSTLY INSPIRED BY THE *natural world*.

→ HE WAS FRIENDS WITH PAINTERS SUCH AS EDWARD BURNE-JONES, AND DANTE GABRIEL ROSSETTI.

Jane modelled for William's painting of Queen Guinevere and it was during that period that Morris fell in love with Jane.

WILLIAM MORRIS MODELLED AND MUSE JANE BURDEN IN 1859. SHE WAS THE IMAGE OF THE PRE-RAPHAELITE IDEA OF **BEAUTY**.

MORRIS MARRIED JANE BURDEN IN 1862. SHE WAS THE IMAGE OF THE PRE-RAPHAELITE IDEA OF **BEAUTY**.

ST MICHAEL, NORTHGATE, OXFORD.

The couple had a daughter, **MAY MORRIS**, in 1862.

When William Morris died in 1896, THE DOCTORS SAID THAT THIS INCREDIBLE MAN HAD CARRIED OUT THE WORK OF **TEN MEN** DURING HIS WHOLE LIFETIME.

May Morris soon grew up to become a jewellery designer, embroidery designer, socialist, editor, and artisan.

Jane Burden was a favourite muse to Rossetti, and the both of them shared a deep and emotional relationship. They stayed in touch until he died in 1882.

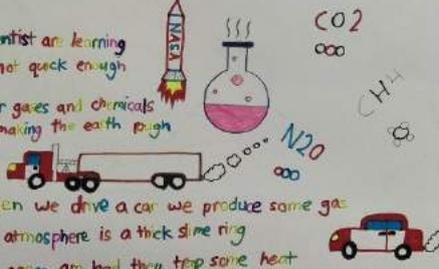
This exquisite piece of research on William Morris by **Teoh Yu-En (Year 8)** demonstrates a strong, sensitive understanding of his style along with beautiful craftsmanship, skill and design.

Zhenning poem

The earth was covered
in beautiful trees
Now it's a city
Caused by gas and me



Scientists are learning
but not quick enough
Their gases and chemicals
are making the earth rough



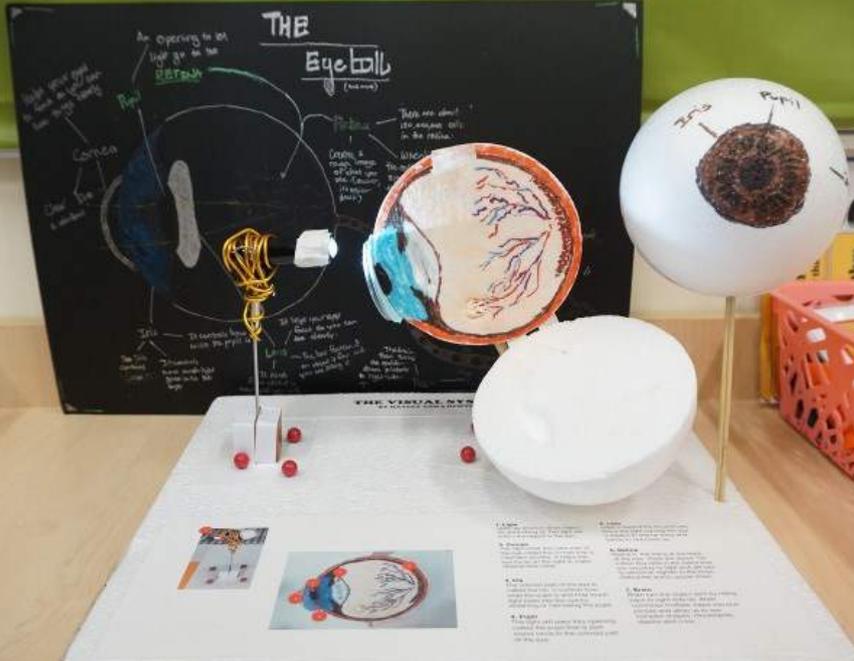
When we drive a car we produce some gas
The atmosphere is a thick slime ring
The gases are bad they trap some heat
and when the heat gets too much it kills living beings.

We can help mother nature today
By recycling all our waste,
By not littering, burning or driving
We can make the earth as cool as space

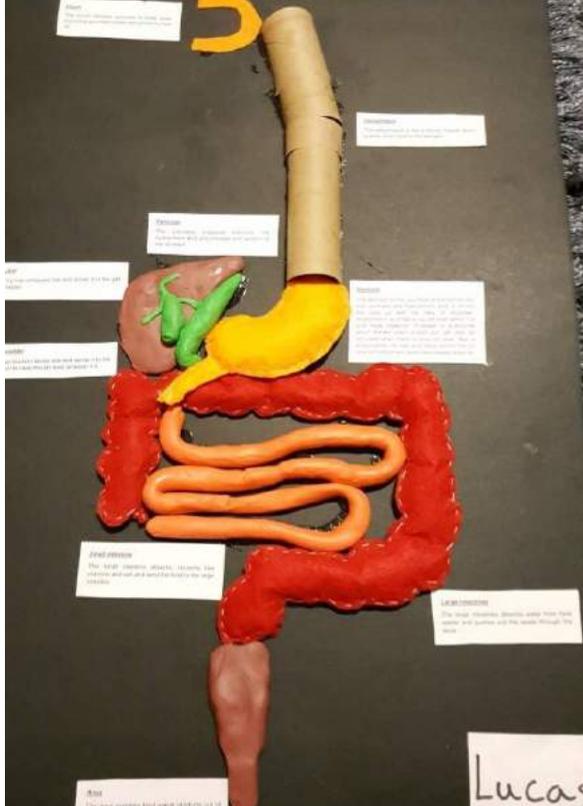


GLOBAL WARMING AND IT'S EFFECTS

THE Eyeball



Labels include: Cornea, Iris, Lens, Retina, Optic Nerve, Sclera, Vitreous Body, Aqueous Humor, Ciliary Muscles, and Pupil.



Labels include: Mouth, Salivary Glands, Stomach, Liver, Gallbladder, Pancreas, Small Intestine, Large Intestine, and Anus.

Lucas



When I work my brain gets hungry some times so we should give healthy brain food to it.



Labels include: Lungs, Rib Cage, Stomach, Liver, Pancreas, Small Intestine, and Large Intestine.

Some of the amazing work put in by primary students for their IPC learning.

When students take full responsibility for their learning, taking time and effort to research, replicate and share their knowledge, the results are both incredible and rewarding for both the student and their peers.

Aaqil leaped off the top of a tall tree and turned into a majestic eagle as his feet touched the ground. His hands turned into brown feathery wings and his legs were talons. His back arched forward and feathers sprouted everywhere around him. He was an eagle. Flapping his wings, he soared higher and higher into the sky, then dove past a fast-flowing river. He felt the air rush past his head as he sliced through the air. This is the thrill of being an eagle, he thought, just as he did every day.

Aaqil was an extraordinary kid. Not only could he transform into eagles, he was also a direct descendant of Mahsuri; the seventh generation after her death, the last generation of the curse. And for those reasons, an ordinary kid became extraordinary. Aaqil knew that the magic from Mahsuri ran in his veins, and that if anyone knew about his ancestor, they would stop at nothing to find him.

Aaqil awoke as an eagle, lying in a large aviary. For a split second, he thought he was in a dream, then he turned back into a human. He dusted his hands on his jeans and took a look around him. Where was he?

"Finally, you are awake," said a voice from the other end of the aviary. The voice had an icy touch to it, and made chills sail down Aaqil's spine. Plastering on a confident face, Aaqil turned to look at the voice. The man's eyes looked nervous-almost scared, and had heavy bags under them.

Aaqil broke out in cold sweat as his heart pumped faster and faster.

"Good evening," greeted the man in mock politeness. "I am Farish, and you are Aaqil. You know what I want, don't you?"

From the back came three burly men, gagging and tying him onto a chair. Farish pointed a long knife at him. "Tomorrow, I will draw your blood. Be prepared." Then he and the other men left the aviary.

Aaqil's face remained blank as Farish held out the knife to draw his blood.

But when he reached out, all he hit was the chair, for Aaqil had unknowingly turned into a graceful Malayan tiger and growled at him angrily. Even Aaqil was shocked. Never in his life had he turned into a tiger, and he couldn't think of a better time than then. His amber eyes glowed with pain, doubled with anger. He had a burning desire to leap on the men and reduce them to bloody ribbons, but he needed to escape first. He leaped through a door into the open sky. The sun had set and the only sources of light were the faint glow of the occasional street lights.

He bounded towards an empty space of land as he saw the men running after him. They held guns in their hands and shot at him, but he dodged it by jumping. In the process, he turned into an eagle and soared into the sky. The men, not wanting to be defeated, shot blindly at the grand eagle swooping in the sky.

Aaqil fell to the ground and he felt his life flickering away. The bullet had shot right through his eagle chest and death was knocking on the door. The Mahsuri bloodline would die with him.

As he slowly faded away, white blood spilled from his wound, proving that he was indeed, a descendant of Mahsuri. He tried returning to human form, but his mind was clouded with pain and he couldn't do as much as raise a feather, and that was when he knew he had come to a dead end. Bit by bit, his body became rigid as he stood upright. He grew larger and larger, until he almost towered over all of Langkawi. Every feather in his body turned into stone, and soon, he was a large statue.

From that day on, he was known as the eagle statue of Eagle Square. It now stands grandly as the symbol of Langkawi, as well as the last legacy of Mahsuri.

Note: The legend of Mahsuri is about a woman who was wrongly accused of adultery. She was tied to a pole and stabbed to death. With her dying breath, she cursed Langkawi to seven generations of bad luck.

This is an abridged version of Nuan Ning's final essay submitted for the Borders Writing Competition which took place over the summer holidays.

Category: Age: 10 - 12

Topic: Write a story about a child who has the ability to transform into different animals.

