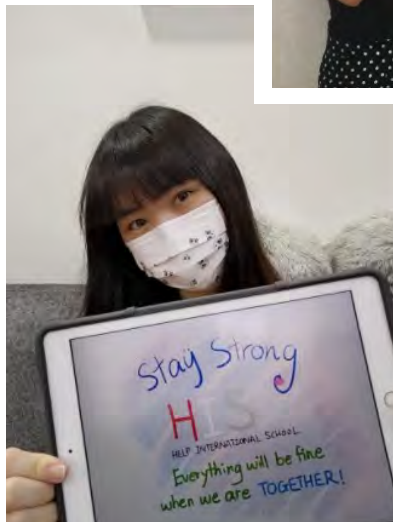




Newsletter

HELP INTERNATIONAL SCHOOL

Issue: 2020 / October



It has been a challenging year for many of us. Yet, every challenge and adversity contains within it seeds of opportunity and growth, and we are proud to see our community unite together to help each other thrive.



Bersama kita harungi cabaran Covid 19. Oleh itu, duduk di rumah & lakukan sesuatu yang berfaedah. Fikir positif & laksanakan norma baharu. Kita JaGa KiTa & See You Soon!

Love,
HIS B/M Dept

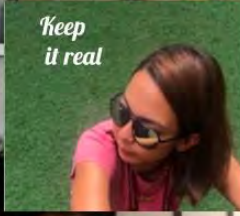


Stronger Together

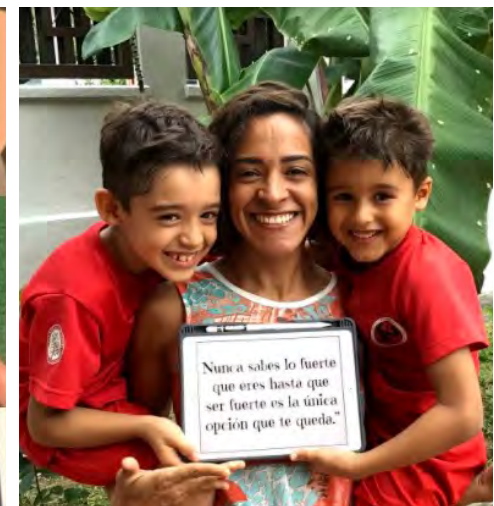
#HISunited



Think LIKE A PROTON AND STAY POSITIVE



We need to CONSERVE ENERGY for this battle!



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Support our A-Level Project Purpose group 'littlemakans' as they fundraise to help small local food vendors during this trying time.

LITTEMAKANS
CUSTOM MADE FACE MASKS

100% profit goes to helping local food businesses

original, iron on patches, custom embroidery available

ARE NOW OPEN FOR PREORDER

ORDER VIA GOOGLE FORM LINK PROVIDED

PRINCIPAL'S MESSAGE

MR MARTIN VAN RIJSWIJK



Dear Parents / Guardians, Students, Teachers & Staff,

After what proved to be a particularly good start to the academic year, we find ourselves once again in a partial lockdown. I know staff are just as disappointed and frustrated by this development as students and parents are. It had been so nice to see students back in school and enjoying their lessons, particularly as things started to approach a level of normality. Our hope is that the CMCO will not be prolonged, so that we can get back to normal lessons in school.

We were definitely well prepared for this latest school closure, having had contingency plans in place for this eventuality. This worked well as all of the staff were able to move lessons back online so seamlessly. We have received some very positive feedback about the improvements that we have made to our online learning, particularly for the primary school. Teachers, students and parents are to be commended for the ease with which they moved to virtual lessons. This is something that we as a learning community, can feel justifiably proud of.



Mr Martin presenting the three-year Strategic Plan to parents at the coffee morning.

One of the things that we have been very conscious about has been the lack of opportunity for parents to be in school. It is for this reason that we thoroughly enjoyed being able to host the coffee morning for parents last month, providing them with an opportunity to meet Shane Campbell, the new Deputy Principal and Head of Primary, and Clive Keevil, the new Deputy Principal and Head of Secondary.

This past week we had to move our primary and secondary school parent-teacher meetings (PTMs) to online meetings. While nothing can fully replace face-to-face meetings, I have received some very positive reports about the quality of the online PTMs.

I would like to take this opportunity to welcome Bronwyn Jones (Assistant Principal, Primary), James Marwick (Year 3 teacher), Alice Backhouse (English teacher), Kate Bennet (History teacher) and Helen Salvage (History teacher) to the school. The five of them landed in Malaysia two weeks ago and have just completed their quarantine period. Our team of teachers is now finally at full strength!

As we look ahead, the second half of the term will be particularly busy. Work has started on the new extension block, as the school adds facilities to better accommodate the growth that we have experienced in recent years. A covered area is also being constructed on the sports field to provide better shade for students, and shelter in case of a sudden storm.

We are also pressing ahead with the various initiatives identified in the three-year Strategic Plan, particularly in the areas of science, technology, engineering, the arts and mathematics (STEAM). During this first week of CMCO, the school leadership team has taken advantage of the time to meet and begin the process of planning for Phase 2 of the Strategic Plan that will be implemented next academic year. More information will be shared about these plans in the coming weeks.

As we enter the mid-term break, I wish everyone and safe and relaxing holiday break. We look forward to welcoming everyone back to school very soon.

Vita ad Plenitudinem

Martin Van Rijswijk
Principal



Students receiving their Cambridge Upper Secondary Science Competition certificates from Mr Martin, with Ms Prianka and Ms Manmeet in attendance

Download an overview to the three-year Strategic Plan here:

https://bit.ly/HIS_ThreeYearStrategyPlan_August2020_July2023

Pastoral Positivity



from Heads of Year, Key Stage Coordinator and Assistant Principal

MEET OUR DEPUTY PRINCIPALS

This term, we welcome two new key members of the Senior Leadership Team, and both whom are our Deputy Principals. Mr Clive Keevil will head up the Secondary school, while Mr Shane Campbell will oversee the Primary school.

With the current health pandemic, we have not been able to welcome parents into school much, but our Marketing and Communications interns, **Aletheia Goh** (Y13) and **Calvin Lim** (Y13) took the opportunity to meet with both Mr Clive and Mr Shane to try and capture the men behind the titles.

Mr Clive Keevil begins a busy schedule at HIS with the overseeing of morning traffic when parents arrive to drop their children off at school. He greets all the incoming students with a friendly smile and an enthusiastic, *"Good morning! How are you today?"*.

His cheerful demeanour may convey an easy-going personality, but his openhanded concern for the students is shown when he makes quiet observations during morning traffic duty. Mr Clive reckons that it is a teacher's social responsibility to be concerned and make sure a student is well physically, mentally and emotionally. *"I watch the kids: I look at their hair, at how they look generally in the morning; Have they had enough sleep in the last couple of days? Do they look stressed? Do they look happy to be coming to school?"*

It would not be unusual to conclude that Mr Clive cares deeply for the students, placing great importance on a child's overall well-being rather than sole aspects such as intellectual ability or athletic prowess. He advocates that every student should aim to achieve and more critically, maintain a 'balance' both at home and at school. A 'balance' referring to a well rounded way of living; a mastered amalgamation of intellectual, social, physical, moral, emotional, and creative aspects in life. *"Not only should they have the academic know-hows but they know how to look after themselves."*

MR CLIVE KEEVIL
Deputy Principal &
Head of Secondary



Mr Clive is currently working with parents to narrow in on helping their children achieve that balance and ultimately, get them “world ready” for when they step into roles that require them to act independently, such as living abroad and going to university. This is just one of the initiatives Mr Clive has taken. It is also one of many the leadership team hopes to put in place, in order to reform a school culture at HIS that better represents ‘Life in all its Fullness’.

Mr Clive has over 25 years of experience in the education industry. Throughout his career, he has worked in both the academic and corporate side of school management, as well as consultancy work which included the restructuring of an international school for its expansion in Southeast Asia.

Mr Clive also enjoys playing (but mostly watching) sports, being outside on a sunny day, and the occasional binge session on Netflix. He’s a fan of ‘Stranger Things’. He and other leadership team members relish the on-and-off competition, *“This weekend, Australia are playing New Zealand in rugby. They’re all New Zealanders out there, but I’m Australian so I’m going to be supporting Australia. If Australia wins on Sunday, I am gonna make their life hell. But if they win, I’m going to be sick on Monday.”*

On October 12, it was pronounced a draw.

Mr Clive’s passion for sport stemmed from a young age, and stayed true in the years he attended university where he trained to be a Physical Education teacher. As he once could as a teacher, Mr Clive yearns to reconnect with the student body. Stepping down from a corporate management position, our secondary principal intends to spend more time with teachers and with students.

“What happens is, the further you get promoted, the further you move away from the students. With this job, I’m coming back to the students.”

Before being recruited to HIS, Mr Clive was managing schools in the Middle East, the UK, India, Africa, and in America. Most recently, Mr Clive was working in Vietnam, building and opening a bilingual school. He recounts the excitement he felt when filling an empty plot of land with resources, teachers, students, and parents. *“It was creating something completely different because before it had no history the school comes to life and it builds its own culture.”* Mr Clive looks forward to embracing and building on HIS’ unique culture.



Aletheia and Calvin interviewing Mr Clive for this article, as part of their internship work.

From an educator’s perspective, he views ‘life in all its fullness’ with a sense of duty. He believes that in order for an educational institution to uphold such a motto, it should provide a multitude of possibilities and choices that any child can access. *“Mr Paul is doing a fantastic job in preparing our students and putting programmes in place so when our students go to university or apply to university, they’ve got all these other stuff which the universities and the job employers find interesting.”* Mr Clive has expressed his enthusiasm in working towards achieving ‘life in all its fullness’ at HIS. He envisions his future initiatives to open doors for students so they can realise their choices and their privilege.

Mr Clive has great aspirations for the future of HIS, with plans for significant developments involving the academic school curriculum as well as the selection of extracurriculars. He aims to implement new and exclusive programmes not commonly offered in other schools, in addition to HIS’ existing programmes including the Duke of Edinburgh’s International Award and in-house internships for the upper secondary and A-Level students. One of which is for the primary children as well. *“We’re looking at putting science, DT and computer studies into Year 5 and Year 6. So that when they come to Year 7 in secondary, they would have already done some chemistry, biology and physics. They would have already experienced some higher level maths and design technology and the STEAM programmes so that they begin to link things.”* Mr Clive’s passion and excitement for the school comes from putting new things in place for students to experience and enjoy, by working and gaining support from the Board to get approval to make significant changes that he is sure will help the students in a positive manner.

Opportunities such as internships allow students to offer something different to showcase when they apply to universities, along with their academic achievements. *"You don't come as a school kid, you come as someone who's seen the world"*. Moreover, they plan to give students the opportunity to take field trips to universities and let students get to know the courses offered better. *"I want this school to be known as a school where kids get to try many things: to take a risk because sometimes the easy way is easy."*

Mr Clive reiterates the message that although academic excellence is important, what matters to universities is that "extra something" besides an A, be it a Duke of Edinburgh's International Award or an internship experience. As mentioned, Mr Clive desires to provide more of such opportunities for students. *"What we have to do is, not forget the A because the A is important, but what we have to do is look at value added. What else can we add to the daily lives of students here to give them something different"*.

Regarding HIS' House point system, Mr Clive envisions a reward scheme whereby the school incentivises good behaviour and/or excellence by compensating students with meaningful accolades rather than meaningless material objects. *"I can't give them RM100 and say nice math work. But if I give them a House point or a merit point, it's good but what does it mean? You accumulate all of these points but what do we do with all of that accumulation?"* Mr Clive also envisages a House system that is deeply integrated into the everyday lives of students, and 'not just an event like a swimming gala and we just say you're representing your house.' He believes the merit system would become more effective if HIS takes steps toward emboldening house spirit through the addition of decorative displays and banners, that imply what the houses in HIS are and what they stand for. He hopes this will add an extra depth of meaning and consequence to the merit system, encouraging positive behaviour.

Furthermore, Mr Clive would also like to shift the focus on awards given for academic excellence or sport-related competency towards awarding students for good moral ethics and behaviour. *"I also hope to see a reward system that not only rewards people for good work but also for being nice. It is good to see that when students get out of the car, the older sibling would hold the younger sibling's hands, being such good support for the little ones, as well as other kids in the school."* Mr Clive hopes to encourage students to be kinder and more compassionate towards fellow students, setting these kids as an example for other students to follow.



Mr Clive addressing the A-Level students on the first day of school.

Mr Clive considers a model student, a student that prioritises and is 'selfish' about their learning, yet has the capacity to show empathy and concern for the people around them. *"While you need to think about yourself because at the end of the day, you need to sit for the exam, but you also need to be aware of how tough it is for other kids."*

However, he doesn't believe a model student is necessarily a student who always excels academically, but rather a student who tries one's best and always puts in the effort to show improvement and challenge oneself. *"I don't care if a student is an A grade student or an E grade student. Your model student can be an E grade student who manages to get a D."* In Mr Clive's eyes, it's not about how well you do compared to others, but rather how well you do compared to yourself. *"C grade students need equal respect because that C grade might be the best that they can do"*.

On the other end of the spectrum, Mr Clive believes that unacceptable behaviour is *"when someone is doing something or treating you in a way that you wouldn't want to be treated yourself."* It revolves around one's attitude and social interactions with other people; how one treats people and how people reciprocate. School rules are just terms set in place to maintain school order. Mild cases of disobeying school rules, such as running down the corridor, may be inconveniences but can't be considered unacceptable behaviour unless it is done with the intention of hurting others. *"We want to have a harmonious school and a school that is really happy. If you treat people well, then they'll treat you the same."*

With more severe cases of disobedience, such as skipping classes or 'skiving', Mr Clive believes that, although behaviour of such is inappropriate, it isn't as harmful as bullying or abuse. *"A bully's behaviour is unacceptable because they are badly treating the people in the school. A student who cuts class, only impacts themselves. I don't call that unacceptable behaviour, I call that stupidity. They've gained nothing."* But regardless of the offense's severity, Mr Clive makes it a point to 'manage' these cases reasonably, mostly with persuasion, rather than detention sessions.

Mr Clive seeks to cultivate future generations of HIS Alumni through the generous provision of programmes that aim to develop them in all aspects of their potential, and we look forward to seeing more changes he makes.

"I want universities to know that when they take a student from HIS, they are taking a particular type of student. A student who will work hard, play hard, think about others, and think about themselves. They're selfish but selfish in a way that they are developing themselves all the time, and because they are developing themselves, they will impact other people."



Mr Clive shares his vision for the Secondary school with parents at a Parent Coffee Morning.



MR SHANE CAMPBELL

Deputy Principal & Head of Primary



Mr Shane is an avid sportsman. Here he is with the trophies the senior rugby team he played for last year won.

Growing up as a student, Mr Shane was supported and inspired by various different teachers throughout his years of schooling, particularly in secondary school. This enheartened Mr Shane to pursue a career as an educator and follow in the footsteps of his former teachers, motivating and influencing young people. Mr Shane's daily duties around the school, including the monitoring of students and teachers alike, bring him joy and reaffirm his gratitude for his position as HIS' Head of Primary. *"You can see people achieve their goals and succeed, whether it be students in the classroom or teachers whom I've been a principal for, it's highly enjoyable and highly rewarding. I like having the opportunity to maximise the potential in people, whether it be students or teachers."*

Mr Shane has over 22 years of experience in the education sector under his belt. He was the principal of Bohally Intermediate in Blenheim, New Zealand, which is a specialist Year 7 & 8 school that has a particularly strong reputation in the areas for mathematics, science and technology. Mr Shane has also successfully led a number of multicultural primary schools (Year 1 - 6), and was also recently the President of the Marlborough Principals' Association in New Zealand.

Mr Shane enjoys playing rugby, fishing, being outdoors, and snorkelling with his family. Since arriving in Malaysia, he has developed a strong liking towards local dishes and thinks he can handle spice. *"I don't mind spicy food, I quite like spicy food. That's not a challenge for me."* He is currently seeking out the best local food places around. Readers are encouraged to recommend.

"I see my role not just as just the Head of Primary, but I see my role as the Director of Continuous Improvement. If we always do what we've always done, we'll always get what we've always had."

Mr Shane is close to his family, figuratively and literally. His wife teaches in Year 2, and two of his daughters attend secondary school at HIS. He remarks that having his family working and studying in the same school is no new concept to him, as his daughters have always been attending the schools he has worked in. *"In some ways, it makes things easier in terms of how we organise ourselves as a family in the morning and by the end of the day."*

Since relocating from New Zealand and arriving in Malaysia, he and his family have spent most of their time settling into a new country. *"We're taking time to get used to the time zone and the climate. We'd hope to spend more time exploring KL and Malaysia."* Unfortunately, amidst the Covid-19 pandemic, their sight-seeing plans were delayed due to the restrictive repercussions of Malaysia's Conditional Movement Control Order. However, Mr Shane looks forward to visiting terrific spots in Malaysia for snorkelling (particularly with sea turtles) when the situation allows it.

Although he and his family miss seeing their friends and family back in New Zealand, *"We also left our family cat behind [Leila], who was quite a character in our family"*, he remains enthusiastic about living and working in Malaysia. Mr Shane recounts his first impression of HIS. He held great respect for the staff members and admiration of the students' commitment to learning. He is excited for the years to come, where he hopes to work more closely with the staff and the students.

Mr Shane believes that instead of just focusing on the academic progress and achievements by students, we *"need to focus on developing the whole child"*, and he believes HIS can achieve this effectively through our learning and design processes for our school curriculum. Mr Shane believes that students at HIS need to be given opportunities to develop and maximise their potential in various different fields, like their creative and thinking skills. Students should also be given chances to build their confidence and



Mr Shane and his family on holiday in Thailand.

communication skills. *"They need to be able to further develop their personal character through understanding our school values"*. Mr Shane believes that one important part of this development is allowing opportunities for collaboration between students and teachers. *"In today's world, you certainly need the academic component but jobs are changing and being invented everyday and a lot of the success of these new jobs rely on just on academic ability but also rely on your ability to collaborate, your ability to problem solve, and your ability to add creativity to the tasks related to the job. I think all of that is really important."*

Mr Shane understands that the transition from primary to secondary students can be very daunting and challenging for some students, and therefore understands the importance of a successful transition halfway from primary into secondary school. So Mr Shane is taking the opportunity to communicate more with the secondary leadership team, as this year the primary leadership and secondary leadership will be working in the same office. *"We're working together to understand what's happening across the entire school rather than it being seen as 'there's the primary school and there's the secondary school, good luck going from one to the other'."*

He believes this will allow the team to focus on ensuring that there's a continuous coherent learning pathway throughout the education of the students of HIS. *"I think that the work we're starting to do is going to help create that for students, staff and parents."* The biggest change that Mr Shane wishes to make in our school system is the drastic leap between the different education levels felt by students. *"The mindset is that HELP is one school, we don't have a separate preschool, we don't have a separate primary and we don't have a separate secondary and A-Level. The learning journey in HIS is one big learning journey, we don't have stop points along the way."*

Mr Shane has plans to implement tried and tested strategies designed to the maximise student and staff potential; strategies he has utilised in his previous successful institutions. He advocates that in order for HIS to take steps toward an ideal curriculum design, the weight of student input needs to be reconsidered and the school culture needs to promote strong layers of collaboration with a focus on continuous improvement. *"I see my role not just as just the Head of Primary, but I see my role as the Director of Continuous Improvement. If we always do what we've always done, we'll always get what we've always had."* He believes progress is equally as important as achievement, and he hopes to work with parents to widen the scope of what should be considered successful. *"We shouldn't just focus on whether they're getting an A. What we need to focus on is what achievement has the child made throughout the year, so we can show that to the students and we can celebrate that with their parents."*

CS

"The mindset is that HELP is one school, we don't have a separate preschool, we don't have a separate primary and we don't have a separate secondary and A-Level. The learning journey in HIS is one big learning journey, we don't have stop points along the way."



Mr Shane conducts his first virtual HIS Open Day address to potential parents.



This poster done by Year 5 Yamanaka students during their PSHE class is a good reminder to the whole HIS community to keep each other safe.

"It's not about me, it's not about you, it's about US."

Let's look out for each other. Stay healthy and safe.

#HISunited

HIS **in the** NEW NORMAL



Since the start of this academic year in August, we have slowly learnt to adapt to the new normal in school. Here is a glimpse of how 'life in all its fullness' still continues at HIS with our new normal.



We have a morning routine of temperature checks and sanitisation before entering school. Students were taught how to keep their distance.

Teaching and learning continued in the new normal at school, allowing our students as much in-class and out-of-class learning experience.

Lesson Aims: (why are we learning this topic)

1. Develop the skill to apply Electrochemistry.

Lesson Objectives: (What are we learning today in this topic)

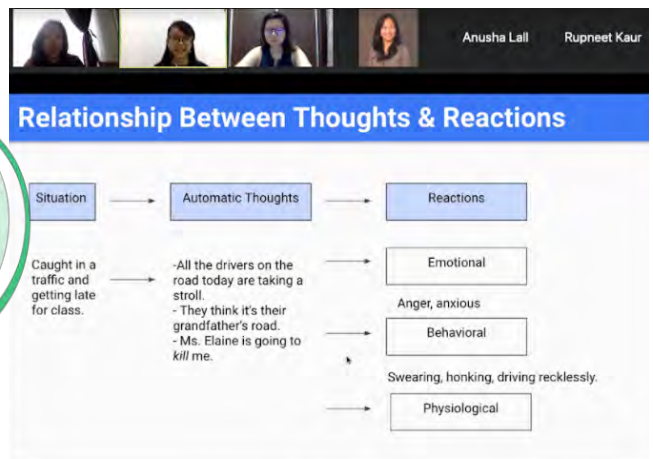
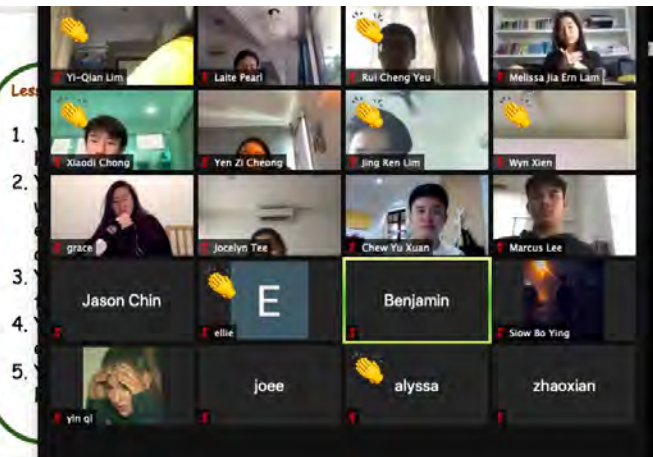
1. Describe electroplating.
2. Describe Extraction of Aluminium.

Extension: Economic and environmental implications

Achievements at the end of Lesson: What are we able to do now?

I am able to...

1. Describe Electroplating.
 2. Write and apply how aluminium is extracted
- Extension:
Discuss how extraction of aluminium is affecting us economically and environmentally.



Virtual teaching and learning is back in full swing with the implementation of the CMCO these last two weeks. It has been seamless with all lessons on as per timetable ... even work in the kitchen with Ms Gurpreet!



Analysis- splitting up ionic compounds into ions using electricity

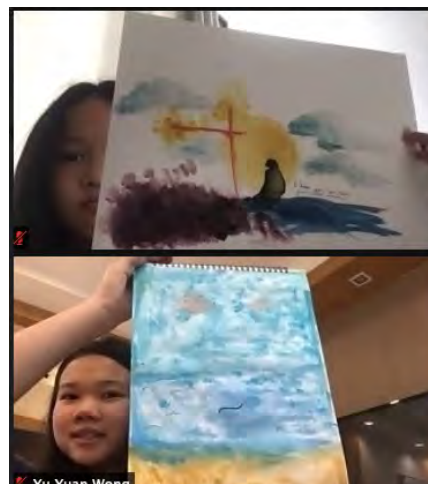
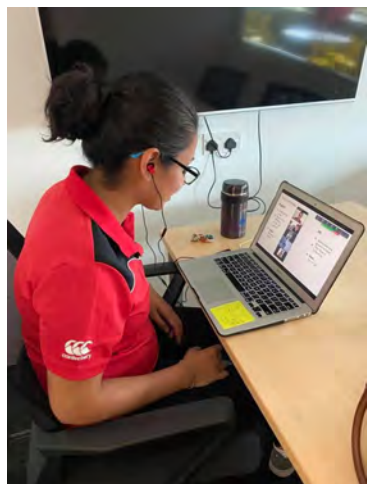
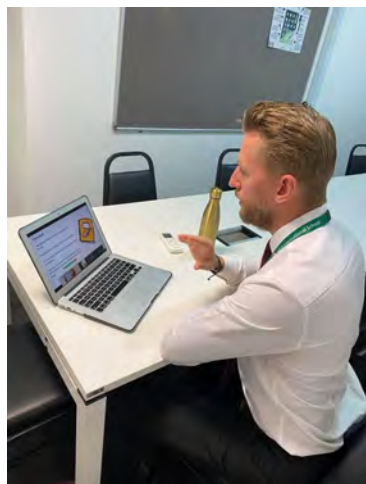
sent in aqueous copper sulfate: $Cu^{2+}, SO_4^{2-}, H^+, OH^-$

sent in aqueous sodium chloride: Na^+, Cl^-, H^+, OH^-

reduction of copper sulfate:

$$Cu^{2+} + 2e^- \rightarrow Cu$$

oxidation of sodium chloride:

$$2Cl^- \rightarrow Cl_2 + 2e^- \quad \text{At cathode- } 2H^+ + 2e^- \rightarrow H_2$$


Not only did our teachers switch across to virtual teaching immediately, they also took on the virtual Parent-Teacher Meetings. Our counsellors conducted weekly LunChats with students, often doing interesting activities as they keep in touch.

RESILIENCE in the FACE of a PANDEMIC

by Rachel Lee (Y12) and Lucas Kit Lim (Y12)

HIS Marketing and Communications Interns

It comes as no surprise that things have changed drastically in terms of how we think, feel and act now, being faced with a global pandemic. Of course, some good has come out of the current situation, such as a general increased awareness of hygiene and sense of community, but that positivity is far outweighed by the difficulties of being isolated at home for the second time, where we are once again restricted from going to our favourite places and seeing our favourite people.

Most students find it extremely difficult to be learning from home where they are deprived of face-to-face interaction with their teachers and peers, as well as learning facilities such as the Science, and Design and Technology labs. It is certainly unfortunate that we have been placed in these circumstances, but we shall remain resilient and persevere.

We've spoken to a few HIS students across different year groups to see how they are coping with virtual learning and being isolated at home. Here's what they have to say:

How are you coping academically at this time?

"I am able to hand in all of my work since google classroom shows all of our activities. Sometimes my time management is bad and i am not able to finish my work."

~ Anonymous, Year 7

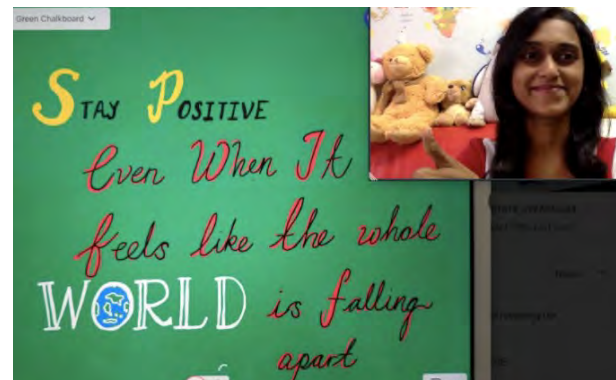
"Obviously it's a challenge, as I feel like I learn better when the learning takes place in a physical environment. It's not a nice feeling knowing that any technical issues like Wi-Fi problems could essentially mess up your learning. Doing virtual learning is not ideal for students who took science subjects as they are deprived from accessing the labs. However, we are living in extraordinary times and we must make do with the cards we are dealt."

~ Daniel Gam, Year 12

What are your opinions on virtual learning as a whole?

"I don't love it because I would like to see my friends, however, online school makes me feel like more of an independent person and I honestly don't mind it as well because it's a little laid back and I can spend more time with my family at home once I've done my work."

~ Crystal Leong, Year 10



How are you doing in terms of mental wellbeing during the CMCO so far?

"I'm doing good!! I'm really grateful that I've had a lot more opportunities to talk to my friends and play games which relaxes me a lot. I've been playing video games which is an instant serotonin booster."

~ Aliya Hafiz, Year 12

"Somehow the school has managed to increase the workload on students, the increasing stress is affecting my sleep schedule. The fact that I am missing the company of my friends does not help either, I would usually turn to them as my form of relaxation during the school day but without them being physically here with me it feels odd, of course we do call each other throughout the day but it really isn't the same."

~ Esther Ng, Year 11

After hearing from other students, here is our own earnest advice for you — take breaks. Stop staring at the laptop screen and spare a minute to stretch your legs, step outside for a while and take a big, deep breath. Spend some time away from the workload and stress to appreciate the fresh air instead (while maintaining social distancing, of course).

We hope this article has widened your perspective regarding virtual learning as well as given you some new ideas on how to cope with the CMCO for a second time. Stay safe, everyone!

PRACTICAL WAYS STUDENTS CAN LOOK AFTER THEIR MENTAL HEALTH EACH DAY

Wake up and practise some deep breathing _____

Write down 3 things you are grateful for _____

Speak to someone about how you are feeling _____

Engage in a thought diary _____

Write down a list of your worries _____

Challenge unhelpful thoughts _____

Schedule in some fun activities in your week _____

@BELIEVEPHQ

Let people know how you are feeling _____

Engage in something you are good at _____

Surround yourself with people who make you happy _____

Eat a well balanced diet _____

Do something that makes you feel proud _____

Disconnect from social media _____

Keep yourself active throughout the day _____

Get a good nights sleep _____

Disconnect from technology _____

Close your eyes and imagine being in a safe place _____

Catch up with a friend _____

Practise some meditation _____

Use all your senses to engage with an activity _____

Practise some progressive muscle relaxation _____

Listen to music that relaxes you _____

Practise postponing your worries _____

Problem solve to overcome a worry _____

Identify your thinking errors _____

Remind yourself of your achievements _____

Identify a list of all your strengths _____

Identify how you can use your strengths in your day _____

Go for a long relaxing walk _____

Volunteer at a local charity _____

Engage in some exercise _____

Join an exercise group _____

Take a break from what you are doing _____

Focus on the present. Stay in the here and now _____

Practise self care (E.g. have a bath) _____

Assess your feelings each morning when you wake up _____

LEARNING OUTSIDE the classroom

Powerful learning must be authentic and challenging. Research shows that student engagement increases when relevance, value, and authenticity are maximised. Students are more invested in learning when they know why they're learning something. A key goal in our review is to empower our students with the attitude, attributes and life skills to be able to do something different; to lead happy, successful and fulfilling lives.

“Most people have fancy ideas in the evening, but when they wake up in the morning to go back to the same job.

We have to do something different.”

~ Jack Ma



Year 12 students explored the news and data while enjoyed their learning in the Bloomberg Finance Lab.

In collaboration with HELP University, the **Bloomberg Terminal** allows Associate Prof Paolo, assisted by Ms Caris Liew, Ms Uma Rani and Ms Elaine Thong, to bring the real world into the classroom and provide students with the same platform used by the world’s leading banks, corporations and government agencies to enhance their academic studies across a wide range of disciplines for a term.

HOW A SALARY SLIP LOOKS LIKE? - CASE 1 - MALAYSIA

act ACTPAY DEMO
Suite No. 1644, B-7.3, Block B' West, PU 8 Office Suites, No. 23, Jalan Barat, 40020 Petaling Jaya

NAME: DAVID LIEW		DESIGNATION: EPP	
STAFF NO: 1081		SOCSD: EIS	
FABIC No: 65001005429		PCB: 03	
INCOME		DEDUCTION	
SALARY PAY	4,500.00	EPP	
Allowance	300.00	SOCSD	
Car Allowance	200.00	EIS	
OVERALL		PCB	
Overdue 1.5 x 5 hrs	93.75	Deduction	
		Zakat	
Net Income			
Gross Total	3,193.75	Annual Leave Taken = 0.00	
Employer EPP	888.00	MediStar Leave = 0.00	Balance = 2
Employer SOCSD	68.00	EIS	7.90



Bringing real-life experience straight to the classroom!

The **Money Management CCA**, run by Ms Siti, educates our young minds about the awareness of financial health. It is never to earn to learn about what your salary package might look like, what each component entails from employer/employee contributions to taxes. On occasion guest speakers are invited to share real-world knowledge and industry experience, offering a chance for students to engage in a Q&A dialogue.

In-House Internships

A-Level students are given the opportunity to obtain valuable work experience and explore different career paths within HIS. Expert mentors in their respective fields will guide students in a safe and familiar environment, and teach them how to apply their skills and education in a real-life work setting. They have assisted with the Marketing Communications Dept, the café, in the Science labs, and even in classrooms. It has helped them gain valuable work experience, developed practical skills and boosted their confidence when they get to interact with others.

When the situation normalises, and it is safe to do so, we hope to be able to extend the internship to our wider HIS community, so that students will have a chance to go out and intern at local businesses and multinational companies.



CURRICULUM OVERVIEWS

2020-2021

To view this academic year's curriculum overview, please click on the links below.

- ★ [PRESCHOOL & PRIMARY OVERVIEW](#)
- ★ [SECONDARY & A-LEVEL OVERVIEW](#)

Kindly note that these documents are intended solely for the use of HIS students and parents. Sharing of the content of the said documents to other recipients, is strictly prohibited, without prior consent from the School.

“

What we have to learn to do, we learn by doing.

”

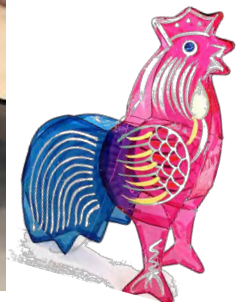


Aristotle, Greek philosopher and polymath

LEARNING INSIDE the classroom

At HIS we believe that having a sense of self, a deep understanding of one's cultural, national and personal/family histories, helps students with their Emotional Intelligence in understanding their place and responsibilities in the world.

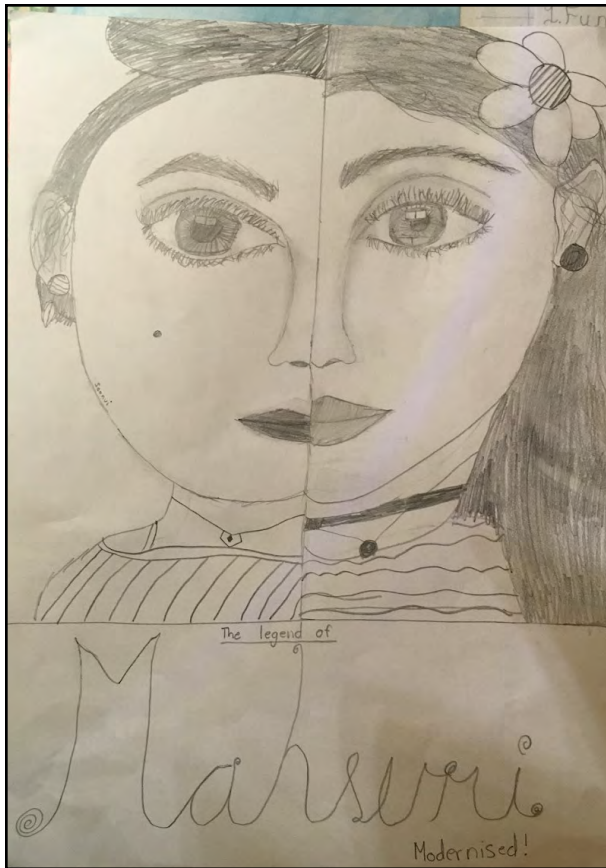
As a school we find that it is important to utilise local (Malaysian) and Asian contexts; authors, history, cultural traditions, and geography for learning, especially in Years 1–9 to help foster a deeper and broader sense of identity in our students.



*Mid-Autumn
Festival*

**CULTURE
& IDENTITY**

CULTURE & IDENTITY



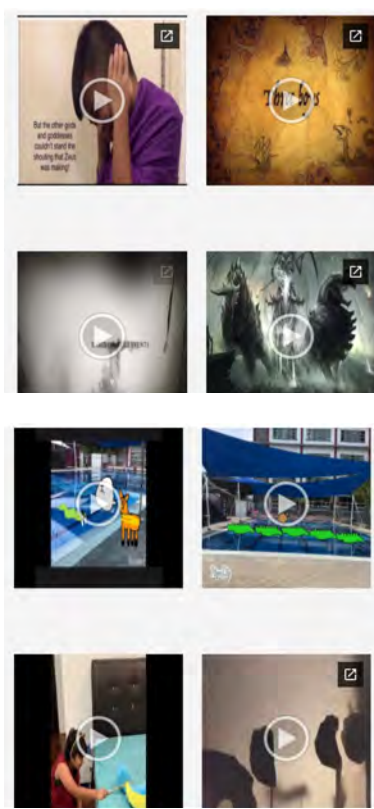
Year 5 have just come to the end of their 'Myths and Legends' unit in IPC. Their Exit Point was to retell Malaysian myths and legends for a modern audience. We have collated the posters and trailers all on a website for you to enjoy!

Click here to view the posters and trailers for [Year 5 Myths & Legends](#).



Year 5 have been re-writing Malaysian myths and legends for a modern audience.

Please enjoy looking at our posters and trailers designed to capture your imagination and pique your interest, before learning some traditional tales in our final project videos.



YEAR 4 POEMS



In guiding our students to develop a balanced sense of culture and self-identity, our Year 4s were tasked to learn more about Malaysia and what it means to be living here.

As a result, we have some awesome rhyming poems about Malaysia.

We love to see they have so many topics to write about. Malaysia is certainly a place of varied cultures, delicious food and wonderful history.

Thank you Year 4s. You did a great job!

Malayan Tiger




Malaysia is full of majestic animals,
All are from different species,
Like the famous Malayan Tiger,
Always strong and majestic,
You should go to the zoo and visit it,
Alert, energetic and strong,
Nearly extinct,

These tigers are the icon of Malaysia,
It sneaks to its prey as quiet as a mouse,
Getting ready to pounce on its prey,
Everyday they hunt day and night,
Running all over the forest, looking for food.

By Yan Yee

4 Hypatia



“  ”

Nasi Lemak

Nasi Lemak has a mouthwatering taste,
Sambal makes a delicious paste,
Even though the anchovies are full of salt,
This famous dish I cannot fault.

By Brianna
4 Anscombe


”

“ **Nasi Kerabu** ”

Nasi Kerabu is an amazing Malaysian dish,
I want it every day that is what I wish.
The colour of the rice as bright as the sun.
If I ate it every day it would be so fun!

Nasi Kerabu's chicken is so delicious,
And to me, it is especially precious,
The rice is not naturally blue,
They use a type of flower... who knew!

By Nik Jenna
4 Plato




“ **Banana Leaf** ”

Banana leaf, banana leaf,
It won't give you any grief,
The ingredients are coconut milk,
and one big leaf as soft as silk.

By Nathan
4 Plato



”

“  ”

Moon Shaped Rice

Oh my greatness Sambal spice,
My big bowl of super rice,
You can eat it with a spoon,
And look, it's shaped just like the moon.

By Aaryeinraj,
4 Anscombe

”

Peace

The trees are dancing in the rain,
As the sky is crying in pain,
Slowly gaining its strength,
Since 19th century, peace level goes further in length,
Our sweet Malaysia will always be there.

In 1957 we got independence from British rule,
I think Malaysia is pretty cool,
We've brought down all our enemies,
And most of all we've reached our dreams,
Our sweet Malaysia will always be there.

Happy Independence Day!

By Kate Xuan
4 Hypatia



 **Malaysia**

Malaysia I really love the most,
Malaysia I really love to go!
Malaysia's beaches are really warming,
But don't go there when it's storming

Malaysia's Jungles are very noisy,
The animals there are rude and nosy
Malaysia's tallest tower is in KLCC
The most beautiful tower you could ever see!

I really love Malaysia,
To me it is the best in Asia!
Everyday I hope to see
Malaysia filled with glee!

By Megan Ong
4 Confucius



It's inspiring to walk around school and see the talents of our students. Thank you for making our lives more colourful, and lifting our spirits.



STUDENT corner



Teioh Nuan Ning (Y10)

**THE QUEEN'S COMMONWEALTH
ESSAY COMPETITION 2020**

June 30, UK (online)

★ Silver Medallist



Charmaine Loo Xinyi (Y11)

LE CORDON BLEU MALAYSIA

October 10, Kuala Lumpur

★ Completed a Pastry short course (5 weeks)

A PROJECT PURPOSE INITIATIVE FROM LITTLEMAKANS



Who are we?

We are littlemakans. A youth-led organisation aiming to make a difference in the Malaysia economy one food vendor at a time during these tough financial and social circumstances.

Littlemakans is an advertising and marketing association which helps promote and support small local businesses in Malaysia that are currently struggling with the lack of customers and sales due to the prolonged lockdowns and MCOs. We look to develop an online food guide offering affordable, good quality food with friendly service.

We want to assist these businesses in every way possible to increase their customers with the aid of fliers, Instagram posts, word-of-mouth, fundraisers, etc. We hope to help these businesses get back on their feet, sustain and possibly expand their business.

Fundraising

Our first fundraising operation will be to sell customised reusable fabric masks, including a HIS reusable fabric mask. We offer a variety of beautiful and well crafted, handmade embroidered masks, as well as a selection of cute iron patched masks.

All profit from the sales of these masks will be used to help small businesses in the best way possible including advertising as well as donations.

Please support us to support our community.

Place your pre-orders here: [LITTLEMAKANS MASKS](#)

If you would like to share your achievements with us, please complete the google form:

<http://bit.ly/>

[HISExternalAchievements](#)

EDUCATION PERFECT/FOBISIA SCIENCE COMPETITION RESULTS

We are happy to announce that HIS finished 18th out of 31 schools worldwide in the recent Education Perfect/FOBISIA Science competition held between September 22-29, 2020 with students participating from Years 7-10.

HIS' Achievements:

- ★ 18th overall globally out of 31 schools
- ★ 6th overall in Malaysia out of 8 schools
- ★ 4th overall in the 501-1000 students category out of 6 schools

Top Schools Overall

1. Kinabalu International School, Malaysia
2. Kolej Tuanku Ja'afar
3. The British International School of Kuala Lumpur
4. Epsom College in Malaysia
5. Marlborough College, Malaysia
6. **HELP International School**
7. The Alice Smith School, Malaysia
8. The International School, Park City

Top Countries

1. Malaysia - 476,961 points
2. Thailand - 221,954 points
3. Singapore - 152,747 points
4. Indonesia - 101,516 points
5. Philippines - 95,239 points



Students who achieved awards Participants will receive a certificate from the organisers via the Science Department.

Name	Surname	Ranking	Score	Award
Yuva	Pillai	106th	2,932	Silver
Rehaan	Surendren	110th	2,784	Silver
Ivan	Tan	291st	757	Credit
Germaine	Soo	368th	537	Credit
Brian	Ong	406th	500	Credit

FOBISIA
ESTABLISHED IN 1988

FITNESS DESIGN COMPETITION

Fitness is important to mental and physical wellbeing. Businesses are recognising that the fitness market is a huge industry, growing year on year.

Working individually or in a team of up to 4, select a sports activity. Design a product to improve either the fitness, safety or mental wellbeing of the user.

You should present three pieces of research in your project:

1. A piece of research identifying the need for your product and a target user.
2. A prototype of your product e.g card model or CAD design along with the description.
3. A brand name and logo.

This can be sent as a video, PPT presentation, photographs of your drawing or another form of media.

Age Categories

- ★ Age 9-11 (Years 5 & 6)
- ★ Age 12-14 (Years 7 & 8)

If you're interested to participate, please email Ms Gurpreet & Ms Hannah by November 6, 2020

DULWICH COLLEGE
| SINGAPORE |

DESIGN ARTS / PE DEPARTMENTS
CROSS-CURRICULAR COMPETITION

FITNESS DESIGN COMPETITION 2020

Fitness is important to mental and physical well being. Businesses are recognising that the fitness market is a huge industry growing year on year.

This event, hosted by Dulwich College Singapore, aims for students to select a sports activity and design a product to improve either fitness, safety or mental wellbeing of the user.

Age Categories

- ★ Age 9-11 (Years 5 & 6)
- ★ Age 12-14 (Years 7 & 8)

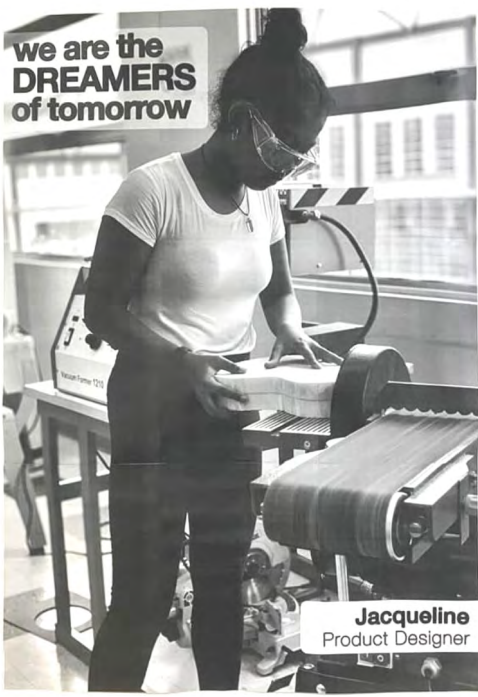
working individually or in a team of up to 4

If you're interested to participate, please email Ms Gurpreet & Ms Hannah by November 6, 2020 with your initial design proposals.

- ★ gurpreet.bansal@kl.his.edu.my
- ★ hannah.budge@kl.his.edu.my

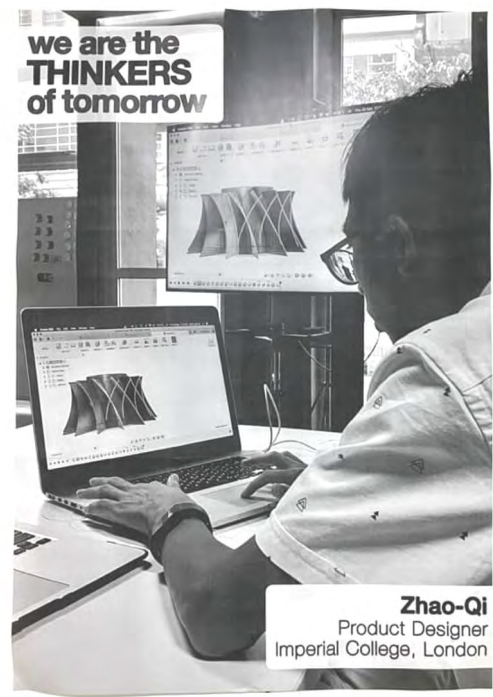
All entries must be submitted to be Dulwich College Singapore by November 23, 2020.

**we are the
DREAMERS
of tomorrow**



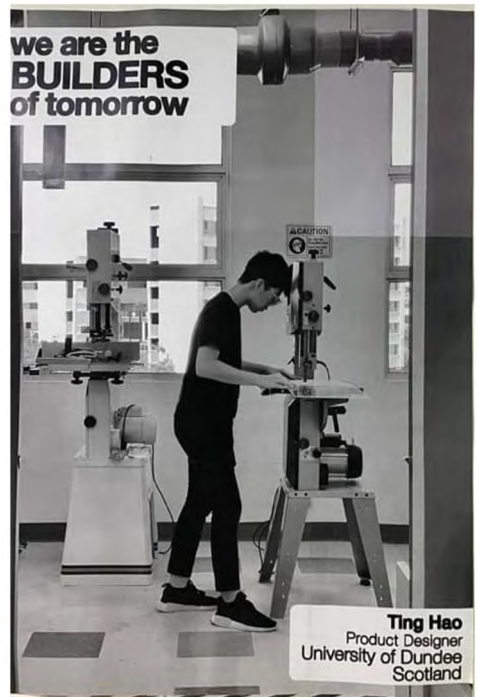
Jacqueline
Product Designer

**we are the
THINKERS
of tomorrow**



Zhao-Qi
Product Designer
Imperial College, London

**we are the
BUILDERS
of tomorrow**



Ting Hao
Product Designer
University of Dundee
Scotland

**we are the
ARCHITECTS
of tomorrow**



Jwalin
Architect
Centre for Environmental Planning & Technology

**we are the
BELIEVERS
of tomorrow**



Nandini
Designer
MID Institute of Design, India



“You can do anything you set your mind to.”

**~ Benjamin Franklin,
one of the Founding Fathers of the United States**