

# Newsletter

HELP INTERNATIONAL SCHOOL

Issue: 2019 / May



Featured Within:

**APPLE**  
**DISTINGUISHED**  
**PROJECT**  
**PURPOSE**

**MIDDLE YEARS**  
**CURRICULUM**  
**SPORTS**  
**RECOGNITIONS**



**Distinguished School**

Recognized by Apple as a distinguished school for innovation, leadership, and educational excellence.

**Cover:**

*HIS is again recognised as an Apple Distinguished School (2019 - 2021) for being a model of learning innovation, visionary leadership and educational excellence. Students are excited about learning and inspired to be creative, to collaborate and think critically. Big thanks to our Learning Innovation Team, student digital leaders, and to everyone who has supported HIS on our journey towards this accreditation.*



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# PRINCIPAL'S MESSAGE



I would like to thank all the parents who took the time to complete the HES parent survey last term. As this will be my last contribution to the newsletter, I would like to address some of the concerns highlighted by the survey. As we transition to a new head, this is also an opportunity for me to introduce some of the priorities the new Principal, Mr Martin Van Rijswijk, will need to continue to address when he starts with us in July 2019.

Our surveys have always elicited a generally positive response and this time is no exception. Since the previous survey, what is called the Net Promoter Score (NPS) has increased from 4 points to 10. And whilst we are very encouraged that parents are, by and large, happy, we also want to note that the students' own NPS has risen from 10 to 15 points.

When I look through the feedback, I am looking for common areas of concerns - I apologise if I have not responded to individual comments. We do take these seriously and try to ensure we are mindful of any issues brought to our attention. I will address issues mentioned by a significant number of parents. In relation to iPad use, we continue to share with parents through bulletins, newsletters and parent workshops on how parents could work together with the School in enforcing responsible use and common sense digital citizenship. Students are reminded regularly the restrictions of iPad usage during break, lunch and dismissal time. In this issue of newsletter, parents will gain a better understanding on how students benefit from the use of technology and access to various learning apps as these apps are carefully selected, recommended and incorporated into everyday learning.

I would also like to mention that it is important for parents to read and refer to the Parent Handbook - some comments brought up in the survey have also been addressed in the

handbook. Moving on to specific feedback, one of the major concerns has always been the catering in our school cafeteria in the last five years. When the School was first established, we allowed students to bring in lunches from home as it was clear our caterers could not satisfy everyone. While the School will do everything feasible to improve the quality of our cafeteria offer, I also want to remind everyone that it is important to follow good food practice with your children, perhaps making dishes together that they can bring in.

This is not to say that we should not hold our current catering company, SHF, to the highest standards. I know that they have always been prepared to listen to feedback and complaints from our parents. However, healthy eating is the bigger picture here and we hope that parents can continue to contribute to the debate about what is possible in the context of providing good nutrition at affordable prices over the span of a school year. We have a new vendor for our small café this term and we are pleased to receive positive feedback from students, teachers / staff and parents so far. We remain committed to finding the best solutions and our administration team will pass on the survey comments to the SHF team and keep this on the agenda.

*Chef Christian from SHF  
and his team make treat  
as a surprise for our  
students*



Other issues highlighted in the survey focus on facilities. For example, comments about toilet facilities – this issue is an ongoing agenda item for our operations and administration management who are determined to ensure the best possible outcome on this. A number of renovations have been happening this year and I will leave it to Mr Martin to continue the discussion on this in the next academic year.

I would like to respond to the feedback on our teaching staff. Although it is useful to see what people mentioned in the surveys, I really want clarity from parents on specific teachers or departments. I have great confidence in our teaching staff. During my time here, we have heavily invested in staff to be the best professionals they can. Compared to many other local international schools, we have a low turnover and even internationally, this is a very low rate.

I want to point out that we have always been clear that our model is to have a healthy expatriate-to-local-teacher staff ratio. We are sure you agree that it is important to have good Malaysian teachers as role-models in our community. We have been making strenuous efforts to provide quality professional development and experience for all our staff and I am sure that this approach is working. The Cambridge trainers who we have worked with have commented on and commended the quality of our staff in comparison to other international schools across the world that they have worked with. We are transparent in publishing our teachers' qualifications and many schools in Malaysia and further afield are using similar models for professional learning. A number of them are visiting HIS to look at how we are developing our teachers. I encourage parents to come forward and talk about specific problems with staff. I truly believe, as I contemplate my departure, that we are building a school community of dedicated and skilled professionals, so please come and talk to us about any area where this needs improvement.

I have really enjoyed working here at HIS but now I am looking forward to some travel and some rest. I want to take this opportunity to thank our SLT, admin teams and our dedicated staff for making HIS, within 6 years, the success it is. I also send thanks to our Board, particularly for their reinvestment in school facilities and their support for our community. I would also like to thank the parents for their continued support for the School.



It is going to be an exciting time with Mr Martin joining us as the new Principal in July. I hope we can manage a smooth transition, something I have been working hard to prepare for over the last 6 months. I am proud of HIS and I wish our School well for the future. I will sorely miss living and working here and the hospitality of the Malaysian community.

I want to wish all our students the very best of luck with their forthcoming exams and I look forward to hearing about our IGCSE and A-Level results in August.

*Vita ad Plenitudinem*

Ms Davina McCarthy

#### NOTE:

- For Mandarin and Bahasa Malaysia translations of Principal's message above, please click: [http://bit.ly/Translations\\_PrincipalMessage](http://bit.ly/Translations_PrincipalMessage)
- The above translations are for information purposes only. In case of a discrepancy, the original English version will prevail.

# IMYC @ HIS

## INTERNATIONAL MIDDLE YEARS CURRICULUM

by Mr Ricky Singh  
Key Stage 3 Coordinator

The International Middle Year Curriculum (IMYC) is a concept-focused curriculum, created through studying many different international curricula (e.g. UK and Australian National Curricula, Common Core Standards, USA) and identifying what a student of this age group needs. It is a programme that is shaped by the latest research into how the adolescent brain works. Learn how the IMYC works for Year 7 and 8 at HIS in the last three years, as a continuation of skills obtained from the IPC (International Primary Curriculum).

The International Middle Year Curriculum (IMYC) is used by over 1,000 teachers in over 100 schools across 50 countries worldwide including the UK, USA, Germany, China, Sweden, Indonesia, and Turkey. Specially designed for children aged 11-14 years old, the specific subject and personal learning goals provide a clear structure to develop knowledge, skills and understanding whilst making subject learning more connected.

One of the aims of the IMYC is to bridge the divide between Primary and Secondary education. One side of the bridge represents the needs of the adolescent brain, and the other side represents the academic rigour required to ensure they are ready for the next stage of the Secondary school.



### How it is organized?

Units are built around 'big ideas' that help our students see how their skills and knowledge are interchangeable, and useful in different subjects. Each IMYC unit has a theme and involves six weeks of learning based around a 'Big Idea', which aims to help our students achieve coherence and connection across their subjects. The Big Idea challenges our students to think beyond a topic by elevating the theme to broader, conceptual thinking, and making connections back to each of their subjects. This is a fundamental and key skill needed in higher education.



### Challenging the Students

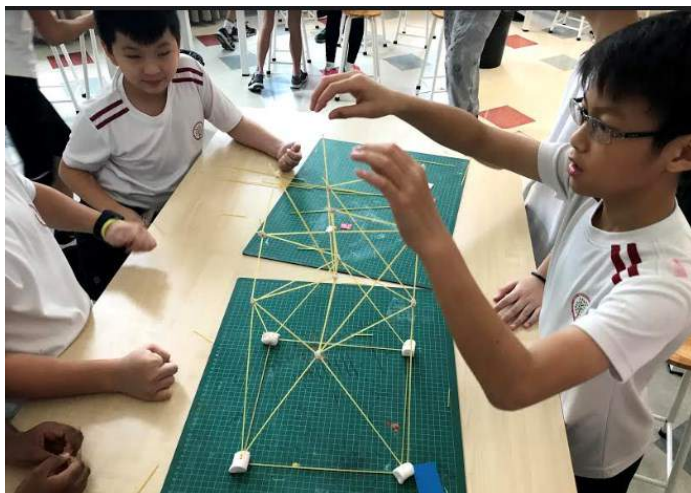
At the start of each unit the Entry Point (i.e an introductory activity) 'hook' students into their learning, generate enthusiasm and emotionally engage them with the Big Idea.

We have run a wide range of different Entry Points over the last three years and they have always created a lot of excitement and joy around the school.

### Taking Responsibility for their own Learning

Enquiry-based learning takes place in class, allowing students to find out things for themselves (but with clear direction from the teacher). Students work collaboratively to:

- research, investigate and present
- developing their critical thinking skills by answering challenging, open-ended questions
- deepening their understanding through feedback from peers and teachers



### Reflecting on their Learning

At the end of every unit we ask our students to reflect on their learning and create an individual or group project and present it to their peers and teachers. This is called the Exit Point. As each student will experience their learning in a unique way, this activity will be individual to the understanding each learner has gained on a personal level, even if the project is developed in a group. Reflective tasks are built into lessons as well as homeroom periods, and Seesaw is used as an electronic journal for these reflections.



### Thinking 'Bigger' and 'Better'

It does take time to get to know the IMYC but now, into our third year, we are seeing some real benefits to our students.

As a result of the IMYC, our students will think 'bigger' and be better prepared for their IGCSEs, A-Level and beyond as they are now able to think beyond the classroom with regards to their understanding and skills. No longer will they wonder why they are learning something as they are able to think of numerous uses for these skills. The skills of performing in Drama are being transferred to a role-play scenario in Spanish; being able to write code in ICT is helping them write instructions in English; understanding the rules of Rugby is transferable to understanding ratios and probability in Maths.

Students are able to overcome conventional barriers to their learning through simply 'looking at it in a different light.'



# PRIMARY learning



## PRESCHOOL

What an ingenious way to keep the children interested in learning. Our Preschoolers learnt to form the Chinese character 水 (water) by using Lego.

## YEAR 1

The Year 1s had a lot of fun creating their own story on the myth of Atlantis with the Toontastic app.



## YEAR 2

IPC - 'People of the Past'. In ICT, the students navigated around the world with blue-bots after learning about Christopher Columbus.



## YEAR 3

Learning to tell the time was made more exciting because the children made their own clocks out of recycled materials.



## YEAR 4

What a great way to ignite curiosity and encourage students to ask questions. This maths/science investigation helped them to test how the angle of a ramp affects the distance. They have put into practice skills of measuring angles and distance using Measure AR app.





# PRIMARY learning

## YEAR 5

Our Year 5 students presenting their research on the wonders of the world to their parents as part of the exit point "What a wonderful world".



## YEAR 6

The Year 6s showed off what they had learnt about ancient Greece and Rome using a variety of ways, including pop-up AR overlays in HP Reveal, Kahoot quizzes and good old-fashioned posters and displays.

## LANGUAGES

When learning becomes interactive and hands-on, the children get a lot more out of the lessons.

In French, they learnt new vocabulary by creating their own games—from bingo to snakes 'n ladders.

In Bahasa, they matched adjectives to animals, and in Mandarin class, they played a game of 'Four Chairs' to see which teams had the most members who could read and comprehend a set text.

### ILC



### BM



### MANDARIN





# SECONDARY learning

## YEAR 7

Year 7 had their first real design experience with MacBooks. The iPad is a fantastic learning tool but when it comes to industry design, PCs and Macs are the way to go!



## YEAR 8

Year 8 students don't normally get trained on the bandsaw, but this Shoji lamp project has brought out the best in them! We couldn't resist peaking their interest in Design and Technology with a little carefully guided machine work.



## YEAR 9

Some of our Year 9 students took the internationally recognised exam, DELE (Diplomas de Español como Lengua Extranjera) -- official diplomas issued by the Spanish Instituto Cervantes on behalf of the Spanish Ministry of Education and Science to participants who have passed a standardised test indicating their European Spanish language proficiency.



## YEAR 10

An amazingly fluffy and delicious fish cake dish from our Year 10 chefs! Great guidance from Ms Gurpreet and Mr Zailan in the kitchen.

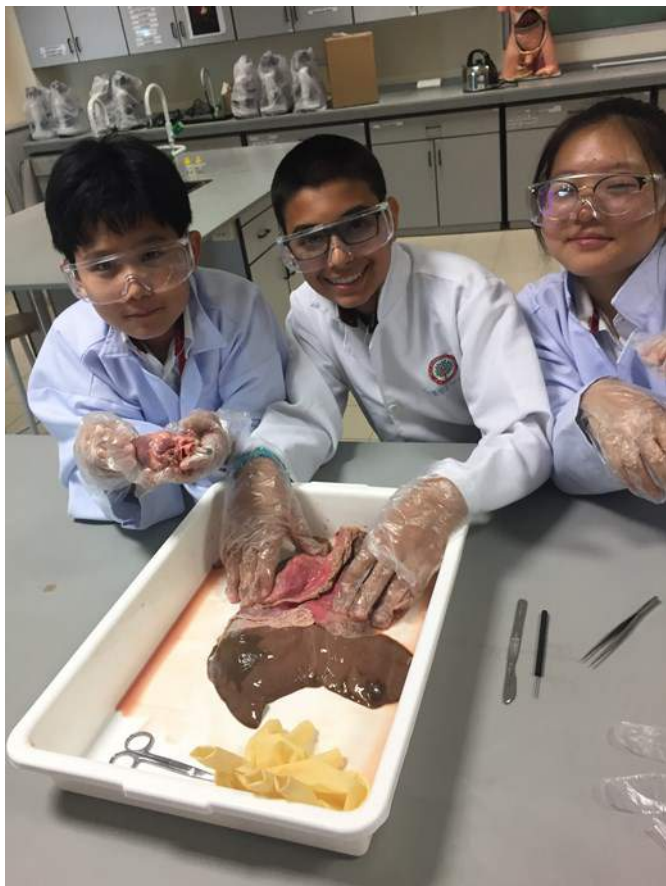


# WONDERS OF SCIENCE

Children by nature are curious, keen to explore and discover the world with questions of who, how, what, where and why. This is why Science is an ideal subject for laying the foundations of understanding about themselves, the world around them, and the possibilities ahead of them. As an active subject, it allows children to get hands-on with experiments in the primary classroom – from building circuits to learning about yeast and carbon dioxide. In linking their learning to the UN Sustainable Goals, the children become more aware of the world around them, from the great biodiversity found in rainforests to the depths of the ocean, teaching them important lessons of their place and impact on the environment.

Exposure to the labs in secondary school allows the students to explore the in detail the wonders of living organisms - dissecting a sheep's heart and lung, and exploring the minute details of onions cells under a microscope. Practical experiences with experiments bring Science to life both in the labs in school as well as field trips to the International Medical University in Kuala Lumpur.

By allowing children to cultivate the scientific methods of thinking, learning, solving problems and making informed decisions now, we are laying foundations to skills that will serve them well as global citizens of tomorrow.



↑ Year 8s learning about the links between the circulatory and respiratory system through dissections



↑ Year 10s investigating the rate of photosynthesis



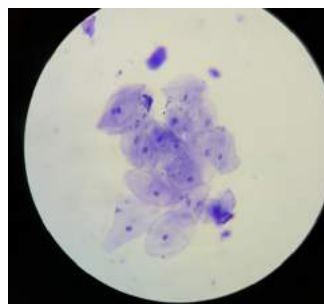
↑ Year 12 biologists at work



“At the beginning of exploring Year 10 Biology, we started off learning about living things, for example; different groups of cells, the structure of the cells, diffusion and even different specialised cells and its function. The most interesting part is getting to use a microscope to explore different cells, in particular, I got to observe the cell structure of my own cheeks cells. We also did an experiment about diffusion and osmosis, where we used agar to investigate the rate of diffusion by looking at it change colour. For the osmosis experiment, we cut pieces of potato and put it in different concentrations of sucrose solution to investigate if the appearance of the potato changed.

Through all these experiments, it is easier for me to learn and understand by actually exploring and doing practical work. It’s definitely more interesting and easier than learning through books.”

~ Chong Yue Mei (Y9)



↑ Image of cheek cells taken by Chung Huey (Y9)

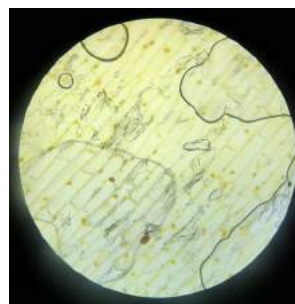
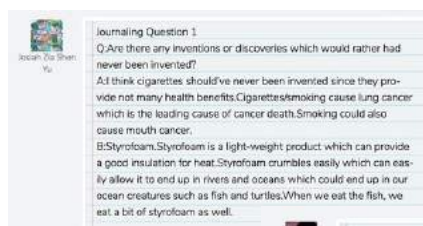
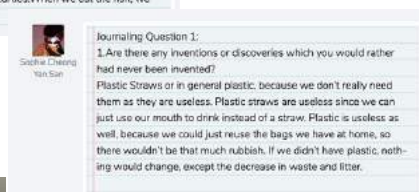


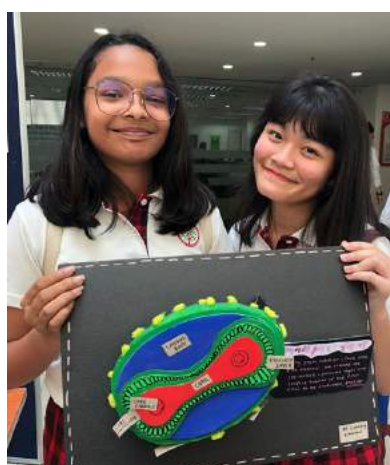
Image of onion cells as seen through a microscope ↑



← Year 7 students linking their Science learning back to the UN Sustainable Development Goals



↑ IMU second place winners for virus model (Cytomegalovirus) — Sean Woo & Maarven Pathmanaben (Y10)



← IMU Finalist (Smallpox) — Keng Li Shan & Harishni Sivanasen (Y10)



↑ Year 10 Chemistry students conducting a problem based learning activity



↑ Year 8s learning about forces through some fun experiments



↑ Year 10 students getting some hands-on experience at IMU



# LEARNING INNOVATION

Innovative learning reached new heights this academic year with lots of exciting developments and activities to engage and prepare students for the future.

By and large, the use of technology and access to various apps is incorporated into everyday learning. Events such as Computer Science Education Week presented students with coding competitions to control connected devices like Dash and Sphero, while the younger ones got interactive with Lego WeDo and Coding with Awbie from Osmo.

Building on the great work from last academic year, our team of learning innovation coaches supported teachers through a series of workshops and professional learning sessions to reimagine and redesign learning experiences that for students. Our teachers continue to extend their reach, celebrate success and share the great learning going on at HIS with the wider community at conferences, welcoming school visitors and through Twitter. More than 100 of our teaching staff gained Apple Teacher certification. In addition, two of our Learning Innovation Coaches have been successfully recognised by Apple as Distinguished Educators (ADE). As ADEs, they will author, advise, and be ambassadors and advocate of what's possible by bringing new technology to teaching and learning. HIS is one of two international schools in Malaysia that had successful applications, and two out of six new ADEs across the country, and the only organisation to have more than one.

In May, we received the wonderful news that our application to renew our recognition as an Apple Distinguished School was successful for a further three years designation from 2019-2021. The multi-touch book was a real team creation! All of the video content featured was student led — directed, filmed and edited by our own Cinematic CCA club.

→ Our accredited teachers/innovators!  
#appleteacher #seesawambassador  
#EveryoneCanCreate #GoogleforEducation



↑ A student discovering the power of Instant Alpha, shapes and Apple Pencil as they redesign school spaces in the spirit of Earth Day



↑ Congratulations to Mr Jamie and Ms Vicky who were successful in their ADE applications. Welcome to the Class of #ADE2019!





In October we introduced our new MakerSpace, a flexible facility for our students to explore STEAM (Science, Technology, Engineering, Arts and Mathematics) activities, inspire creativity and computational thinking skills. The space is equipped with film making facilities including an industry standard chromakey curtain (green screen) and film rig for iPad, 3D printers, sewing machines, cutting machine, drones, connected devices and robotics.

Some resources the MakerSpace offers:

**Makedo** - Cardboard maker toolkits (plastic saws, screwdrivers and screws) to create Ancient Egyptian themed games and prototypes for Passion Projects

**Bee Bots** - Entry level robots introduced to Milepost 1 students to learn the basics of coding and programming.

**Osmo** - A step up from Bee Bots and a chance for younger students to learn the basics of block coding (the stacking of commands to create an algorithm) by moving Awbie through ever more challenging environments.

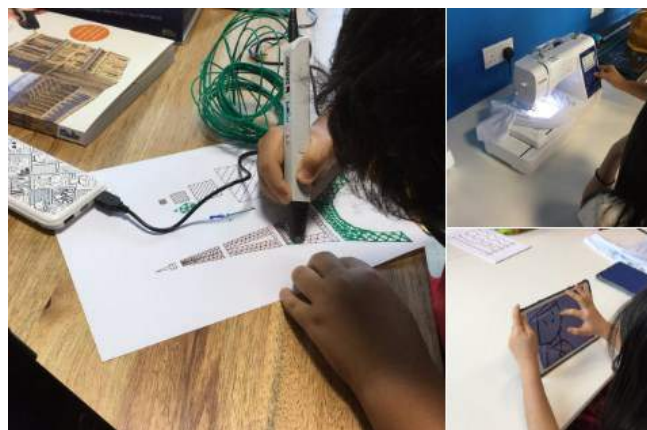
**Dash and Dot** - More advanced robots which introduce Mileposts 2 and 3 students to a wider range of block coding commands to enhance their understanding of writing programmes.

**Ultima 3D Printers** - Through applications such as Tinkercad, students are able to quickly create their own 3D designs before printing them using one of the three Ultima 3D printers in the MakerSpace. Students are currently using these in architecture projects and designing board game pieces.

**3Doodlers** - Using special plastic filaments and heated pens, students can 'draw' in 3D. Examples of ongoing projects include making car models, 3D calligraphy and book cover designs.

**Embroidery Machines** - The two embroidery machines can either be used as a manual sewing machine or programmed to quickly embroider designs such as lettering, borders and patterns. Students have begun using these to create cushions, tote bags and t-shirts.

**Cricut** - Students can design their own stencils, logos, decorations or stickers and the Cricut printer will use this vinyl printer in order to decorate fabrics, create signs or create their own logos and merchandise. Students are currently looking at using the Cricut to create t-shirt stencil designs.



↑ *Students have full access to the MakerSpace to help with their Passion Projects — 3D pen art, sewing and embroidery, and animation*



↑ *Kahoot Quizzes are a great way for the students to show their learning with a little friendly competition*



↑ *Even our Preschoolers had a chance to design their own superhero storybooks with the help of BookCreator*



Earning the Common Sense School badge is a symbol of our school's dedication to helping students think critically and use technology responsibly to learn, create, and participate.

For parents who are concerned and would like to monitor their children's use of devices at home, do take a look at Apple's Scree Time guide:

<https://support.apple.com/en-us/HT208982>

# Year 12 PROJECT PURPOSE

An integral component in our A-Level curriculum is a leadership programme called Project Purpose. This was initiated to provide a platform for our students to learn and enhance their leadership skills through their work with the community.



↑ *Tapping into the wisdom of leadership consultant, Mr Alvin Ung, for insights to help drive their plans towards fruition*

The current Year 13 cohort became the pioneer group to the programme, where they provided real solutions to real problems faced by real people in our country. After 18 months of planning, fundraising, and working with various NGOs and community leaders to address a few UN Sustainable Development Goals (SDG) such as Zero Hunger (SDG2), Quality Education (SDG4), Reduced Inequalities (SDG10) and Life on Land (SDG15), the projects culminated at the Project Purpose Talks. Here, the different individuals or teams shared their leadership journeys – giving a glimpse of the many first they experienced in the process – highlighting various challenges, breakthroughs, failures and successes. Whilst setting out to make our world a little bit better, one person at a time, we have seen how each of them discovered themselves.



↑ *Teaching the Year 1 students how they can be global citizens by doing their part in reducing food wastage*

## Current Year 12 Project Purpose Projects

### Zomi Education Centre

A self funded, private school for the Myanmar(Zomi) refugee children

### L.I.F.E.

Supporting Mustard Seed Soup Kitchen, a community initiative which aims to provide meals for the homeless, urban poor and underprivileged homes in Klang Valley

### Project Adopt & Neuter

Creating awareness about responsible pet ownership

### PSYCHE - Mental Health Awareness

Raising awareness and reducing the stigma of mental health

### RedTalks - Women Hygiene

Combatting stigma around the issue of female hygiene and health

### Student Advocates - partnering World Vision Malaysia

Focusing on The Global Citizen Programme (GCP), looking into Global Food Crisis, Child Protection, Water is Life, Education for All, and Zero Waste

### Think Eat Save (TES) - Food Waste Management

Turning food waste, scrap and bones into compost/fertilisers and animal feed





# ALL THE BEST YEAR 13s

Congratulations to the graduating Class of 2019 on a memorable and successful completion of your high school education!

It is the end of a phase and the start of an adventure- Year 13 marks the final year of high school education. Facing a year that is full of new challenges and new heights to scale, focusing on university applications and academic pursuits, the wonderful young men and women of Year 13 have done their best to live up to the motto, "Life in all its Fullness".

University fairs for UK and USA universities, course-specific workshops from various universities' faculty members and a special workshop with Oxford Union at school has allowed the Year 13s to engage with lecturers and undergraduates of the courses and universities they are considering. After a great amount of work and research, with the help of Mr Paul and Ms Aggie, as well as consultation with the parents and teachers, the students have successfully navigate their university applications.

From writing Personal statements to practise interviews, scholarship applications to deciding on their offers, we are proud of the maturity and thoughtfulness the students have demonstrated. This has resulted in conditional offers flying in from excellent universities all around the world, such as Imperial, UCL, St Andrews, Kings and UBC.

As you embark on this next phase of your life - the Class of 2019 would be dispersed to different corners of the globe - we hope you walk into it with confidence, not just from what has been achieved, but with faith in yourself of what you have experienced. The future that awaits needs you to chart your own course - be open to the possibilities, be prepared for anything and dare to believe and dream.

Wishing you all the best, Class of 2019!

From the A-Level Team of teachers and coordinators.

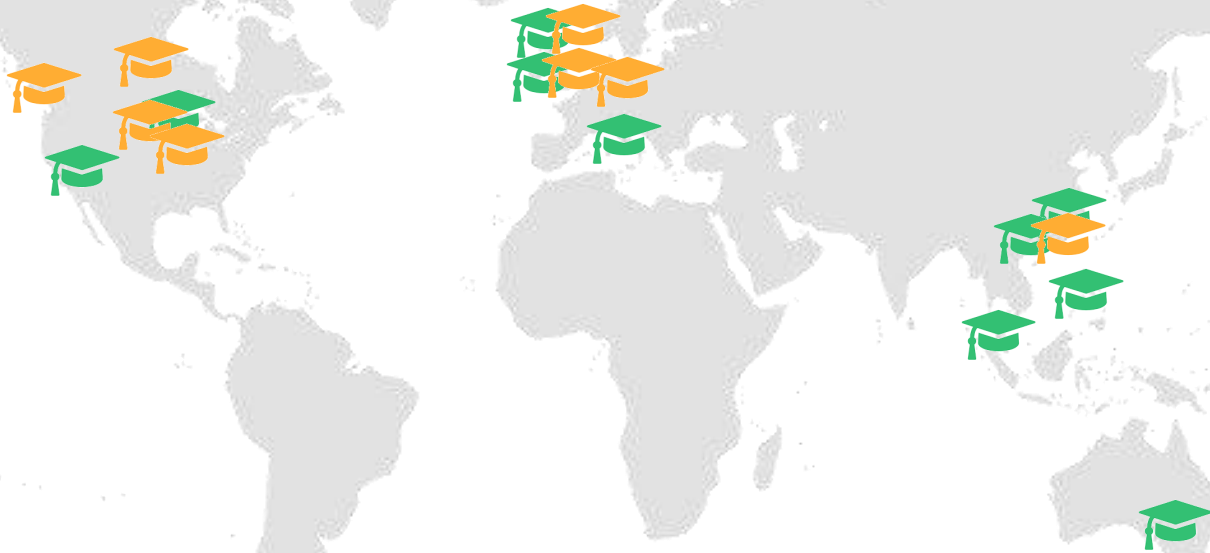


↑ *The Class of 13 Hillary*



↑ *The Class of 13 Earhart*

# WHERE ARE THEY GOING?



## Offers Received by 2018/2019 Graduands

Russell Group universities (UK): Imperial College London, King's College London, University College London, University of Manchester, University of Leeds, University of Edinburgh, University of Warwick, University of Bristol, University of Durham, University of Nottingham, University of Glasgow, University of Birmingham, University of Liverpool, Newcastle University, Queen's University of Belfast, Cardiff University.

University of British Columbia (Canada), University of Waterloo (Canada), University of Hong Kong (Hong Kong), University of Amsterdam (Netherlands), University of St Andrews (UK), University of Hull (UK), Lancaster University (UK), University of Bath (UK), University of Aberdeen (UK), University of Winchester (UK), Robert Gordon University (UK), University of Plymouth (UK), Nottingham Trent University (UK), University of Portsmouth (UK), University of Wisconsin–Madison (USA), Purdue University (USA).



## Former HIS Graduates

Russell Group universities (UK): London School of Economics, King's College London, University College London, University of Manchester, University of Edinburgh, University of Warwick, University of Bristol, University of Durham, University of Nottingham, University of Birmingham, University of Liverpool, University of Southampton, Queen's University of Belfast.

University of California, Los Angeles (USA), University of California, San Diego (USA), Purdue University (USA), Royal College of Surgeons (Ireland), University of Stirling (Scotland), University of Monash (Australia), University of Hong Kong, Bocconi University (Italy), College of Our Lady of Fatima (Medical) (Philippines), University at Buffalo (US), Delhi Technological University (Computer Science and Engineering) (India), Zhejiang University-University of Edinburgh Institute (China), Fo Guang University (Taiwan).

University of Nottingham (Malaysia Campus), University of Southampton (Malaysia Campus), HELP University (Malaysia), Heriot-Watt University (Malaysia), Monash University (Malaysia Campus), Taylor's University (Malaysia).



# ECO-SCHOOLS

integrating the **5Rs** into daily life



every time we waste, we lose a piece of ourselves

This academic year, HIS has chosen to focus on the themes of Waste, Energy, and School Grounds. Efforts on waste minimisation were pursued with increased fervour as the school community continued integrating the 5Rs into daily life.

## What Have We Achieved?



|                            | 2017/<br>2018 | 2018/<br>2019 |
|----------------------------|---------------|---------------|
| <b>WATER</b>               |               |               |
| Taps Leaking               | 29%           | 0%            |
| Reminders to turn off taps | 0%            | 35%           |



|   | 2017/<br>2018 | 2018/<br>2019 |
|---|---------------|---------------|
| <b>ENERGY</b>                                       |               |               |
| Lights turned off in empty rooms                    | 69%           | 84%           |
| Projectors turned off when not in use               | 65%           | 86%           |
| Stickers next to switches discouraging energy waste | 52%           | 86%           |



|                                   | 2017/<br>2018 | 2018/<br>2019 |
|-----------------------------------|---------------|---------------|
| <b>WASTE</b>                      |               |               |
| Reminders not to litter           | 0%            | 9%            |
| Separate waste bins in classrooms | 0%            | 43%           |



Eco-Schools is the largest global sustainable schools programme – it starts in the classroom and expands to the community by engaging the next generation in action-based learning.

# Sharing the Eco-Knowledge

HIS shared its Eco-Schools initiatives and programmes of what we are practising at the **AIMS (Association of International Malaysian School) Conference 2019** on May 11.

Teachers and students conducted workshops to provide practical skills for sustainable living. We shared knowledge and ideas of making enzymes, upcycling old t-shirts to make bags and building eco-bricks. These workshops were led by Precious Hong (Year 10) and Christina Uvivo (Year 6), Ms Melissa and Ms Samante.

Bravo eco-warriors!



"It's all of our responsibility to leave this planet in better shape for the future generations than we found it."

~ Mike Huckabee, US politician



# Taking the Eco-Learning Outdoors

## Year 3 Field Trip to the Jungle School Gombak

Our students had an adventurous trip to Jungle School Gombak and took part in a river clean-up project. They have been learning about plastic pollution and the effects on the environment in the IPC Unit 'Inventions That Changed the World'.

Located in the heart of the largest ancestral home of the Orang Asli in Peninsular Malaysia, where 10 out of the 18 tribes can be found, the Jungle School aims to promoting, preserving and empowering the Orang Asli community to share their cultural heritage and environment with the public.

This was a great way for the students to see with their eyes the amount of plastic wastage there is, and many expressed their shock! They took back with them a new resolute to tackle plastic pollution.



## Gardening CCA

We started the CCA at the beginning of the school academic year with a very bare garden backyard. Fast forward to today; the students have turned the once barren land into a lush green place with a number of fruit trees and vegetation. The pumpkin patch is thriving after installing a worm tower.

The CCA was not just about planting but students learned to be landscapers too. They were taught to plan and design their ideal Eco-garden for the next academic year.

The primary students have shown so much enthusiasm and passion about their gardening project and hopefully the next academic year will bring them to the next level of their journey into horticulture.

Many thanks to the teachers in charge and the parent volunteers for their support in making the Gardening CCA such a great learning platform for everyone involved.





Milepost 1 (Years 1 & 2)

# SWIM GALA

26 APRIL

It was a delight to watch our students confidently swimming and having great fun with their friends in the different events organised by the PE teachers.

Loud cheers and laughter were heard throughout the morning, and we are so glad to see students earnestly trying their best to compete against each other.









# FOBISIA

## U13 BLUE GROUP GAMES, PHUKET, THAILAND

From 24-28 February 2019, 32 HIS students from Years 6-8 travelled to Phuket, Thailand, to take part in our first ever FOBISIA Games.

Our students faced off against other international schools from China, South Korea, Thailand and Brunei in Athletics, Basketball, Football and Swimming; with all events being held at the beautiful Thanyapura Health & Sports Resort.

Despite it being our first time at FOBISIA, our HIS Hurricanes pulled out some fantastic results.

Day one began in the pool with Swimming, where we picked up 4 Gold, 1 Silver and 6 Bronze medals. Then we headed to the track where we won a phenomenal 7 Gold, 13 Silver and 7 Bronze medals, enough to rank us 1st place in Athletics track events, and 3rd place in Athletics overall!

Days two and three saw the Basketball and Football competitions, with the standout result being our Boys U13 Football team winning 3rd Place.

At the end of three long days of competition, our students not only came away with several medals, but with experiences and memories that they will treasure for years to come.



"During FOBISIA, I learnt that you have to be resilient and have the courage to keep pushing. Even if you are up against those more experienced, you need to have a strong mind and keep going."

~ Kaelyn Chan (7 Rembrandt)  
Double FOBISIA Gold medallist





"FOBISIA taught me that sometimes losses happen, but you can't change the past, all you can do is go into the next race with confidence, courage and determination."

~ Javier Tan (7 Da Vinci)  
Triple FOBISIA medallist





Organised by the PE Department

# SP 19

**HIS SPORTS PERSONALITY JUNE 19'**

**Friday 28th June 5:30 - 7:30<sub>pm</sub>**

**Dress code: Formal**





# Secondary Finalists SPORTS PERSONALITY AWARDS 2019

**Congratulations to all finalists and good luck!**

**Category: Year 7 Sportsman of the Year**

|                         |            |
|-------------------------|------------|
| ★ Nakane Rei (Rae)      | 7 Picasso  |
| ★ Samuel Aaron Jayasiri | 7 Picasso  |
| ★ Shazrai Ediaz Shazrul | 7 Da Vinci |
| ★ Tan Jun Euu           | 7 Renoir   |

**Category: Year 7 Sportswoman of the Year**

|                         |                |
|-------------------------|----------------|
| ★ Andrea Wong Ee Syuen  | 7 Picasso      |
| ★ Kaelyn Chan Qing-Ling | 7 Rembrandt    |
| ★ Kyra Qi-En Dunn       | 7 Michelangelo |
| ★ Tara Joy Bayly        | 7 Michelangelo |

**Category: Year 8 Sportsman of the Year**

|                             |          |
|-----------------------------|----------|
| ★ Abdul Fattah Tatam        | 8 Verne  |
| ★ Elliott Murphy            | 8 Austen |
| ★ Fahad Idris Muzamil       | 8 Verne  |
| ★ Louis George Norman-Jones | 8 Austen |
| ★ Raja Idris Othman         |          |
| Raja Rizal Azman            | 8 Austen |

**Category: Year 8 Sportswoman of the Year**

|                    |          |
|--------------------|----------|
| ★ Huang Ching Yee  | 8 Austen |
| ★ Sarah Ooi Yu Hua | 8 Verne  |
| ★ See Xin Rou      | 8 Austen |

**Category: Year 9 Sportsman of the Year**

|                         |             |
|-------------------------|-------------|
| ★ Abel Ang Yi Min       | 9 Beethoven |
| ★ Chong Xiaodi          | 9 Beethoven |
| ★ Ethan Qi-Rong Dunn    | 9 Chopin    |
| ★ Russell Lam Shang Wae | 9 Beethoven |

**Category: Year 9 Sportswoman of the Year**

|                         |              |
|-------------------------|--------------|
| ★ Danielle Isanne Henry | 9 Benedetti  |
| ★ Elizabeth Lim Tze Li  | 9 Mangeshkar |
| ★ Teoh Yu-En            | 9 Xinghai    |

**Category: Year 10 Sportsman of the Year**

|                       |             |
|-----------------------|-------------|
| ★ Chew Han Xheng      | 10 Kuok     |
| ★ Lee Kye Sern        | 10 Ma       |
| ★ Tan Ming Ze         | 10 Kuok     |
| ★ William Henry Hills | 10 Ka-shing |

**Category: Year 10 Sportswoman of the Year**

|                               |            |
|-------------------------------|------------|
| ★ Alyssa Yong Qi Yun          | 10 Buffett |
| ★ Cheng Xiao Xuan             | 10 Ma      |
| ★ Hannah Asha Henry           | 10 Kuok    |
| ★ Keeshanna Dhivyaa Sivapalan | 10 Ma      |

**Category: Year 11 Sportsman of the Year**

|                         |               |
|-------------------------|---------------|
| ★ Bryan Kan Yao Bin     | 11 Keller     |
| ★ Louis Fong Jin        | 11 Montessori |
| ★ Nicholas Ng Zhan Rong | 11 Sullivan   |
| ★ Xavier Kor Jia Shen   | 11 Browne     |

**Category: Year 11 Sportswoman of the Year**

|                          |               |
|--------------------------|---------------|
| ★ Aishyaani Thevamanohar | 11 Browne     |
| ★ Aysha Riad             | 11 Sullivan   |
| ★ Chew Han Ying          | 11 Browne     |
| ★ Soo Zhi Xin            | 11 Montessori |

**Category: Team of the Year 2019**

|                            |
|----------------------------|
| ★ Boys U13 Basketball Team |
| ★ Girls U15 Football Team  |
| ★ KLISS Swim Team          |

**Category: Outstanding Contribution - the Prefect Award**

|                        |              |
|------------------------|--------------|
| ★ Chew Han Xheng       | 10 Kuok      |
| ★ Elizabeth Lim Tze Li | 9 Mangeshkar |
| ★ Teoh Yu-Xuan         | 8 Mo Yan     |

**Category: External Achievement Award**

|                       |             |
|-----------------------|-------------|
| ★ Adam Shiew Jun Rong | 11 Keller   |
| ★ Luanne Lee Cai Ying | 7 Rembrandt |
| ★ Marcus Lee Wei Zhen | 9 Chopin    |

**Category: Sports Personality of 2019 - Male**

|                         |             |
|-------------------------|-------------|
| ★ Chew Han Xheng        | 10 Kuok     |
| ★ Nicholas Ng Zhan Rong | 11 Sullivan |
| ★ Russell Lam Shang Wae | 9 Beethoven |

**Category: Sports Personality of 2019 - Female**

|                         |               |
|-------------------------|---------------|
| ★ Aysha Riad            | 11 Sullivan   |
| ★ Danielle Isanne Henry | 9 Benedetti   |
| ★ Soo Zhi Xin           | 11 Montessori |



# CCAs

This academic year has been very fruitful. Great enthusiasm has been shown by our wonderful teachers in providing a variety of activities. Students learned, enjoyed and fully engaged themselves in their selected CCAs. Student leaders have shown great leadership skills in promoting their ideas and managing their respective CCAs.



**Year 2 Sketch & Colour**

**MP1 Papercraft**



**Chinese Brush Painting**



**Robotics Club**







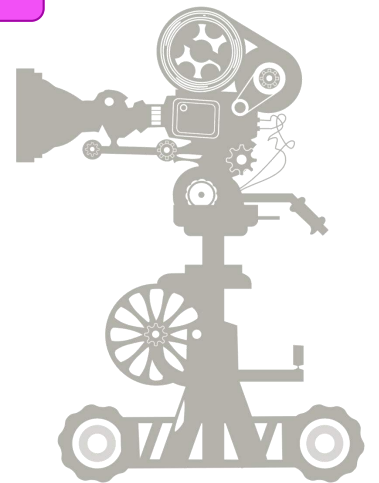
**Drone Soccer**



**Mini Masterchef**



**Cinematic Club**



**Freestyle Football**



**Taekwondo**



# BEYOND CLASSROOMS

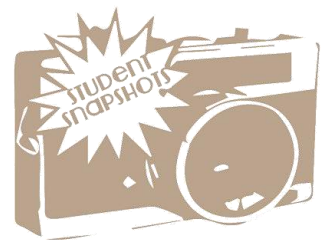
## YEAR 1s GIVE BACK

During their IPC unit 'I'm Alive', Year 1 had visitors from Tenaganita who help them learn about what it means to be a refugee and why people become refugees. The children reflected on this learning and were asked to identify one item they could personally donate to the school for refugee children.

They wrote letters to their parents asking for help and permission to fulfil their wishes.



We had a very successful collection of items for the refugee school which were then passed to Ms Donna, a representative for Tenaganita. Overall, it was a wonderful lesson for the children that developed their sense of empathy and generosity and has aided in deepening their understanding of the world in which they live.



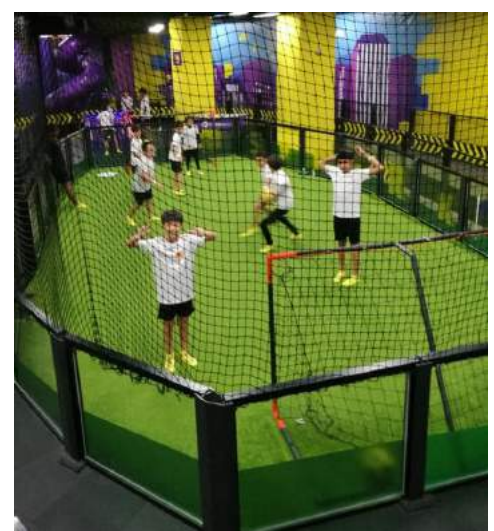
## YEAR 4s FACED A BREAKOUT CHALLENGE

In the Year 4 classrooms, students unravelled their way through the challenges to unlock various keys to the BreakoutEdu box. They were presented with a series of clues relating to the new IPC topic called 'They made a difference'. They worked well in their groups and demonstrated 'resilience', 'cooperation', 'communication' and 'enquiry' while solving these challenges and trying to crack the codes.

## YEAR 6 CELEBRATED THE END OF CHECKPOINT TESTS

Our Year 6 took a short trip to SuperPark@AvenueK for a well deserved break after their Checkpoint Tests.

There were lots of activities that kept them entertained and gave them opportunities to just relax, have fun and bond with each other.

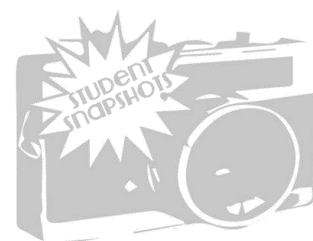






## YEAR 7 PROBABILITY PROBLEMS WITH A TWIST

Learning in ways that make it memorable and related for students—the Year 7s had to think long and hard about Probability in Maths class using Snakes & Ladders .



## YEAR 7 ANTI-BULLYING WORKSHOP

Using his background in theatre and film, Professor Dr Andy Hickson, the newly appointed Dean of Faculty of Communication and Liberal Arts for HELP University strived to show students that there are many creative ways to deal with bullying without resorting to violence.



## BOY'S BRIGADE EXPEDITION TO THE KOTA DAMANSARA COMMUNITY RESERVE

The group consisting of 3 teachers, 2 guides and 14 members hiked up the reserve early one morning.

They were challenged to think and find answer on the safety precautions, what threats and dangers of hiking in the forest, and what should we prepare for hiking.

Through mud, slopes, saw insects, thorny trunks, vines, uprooted trees and more, they experienced the beauty of the nature.



# PARENT ENGAGEMENT



## CAT4 PARENT BRIEFING

A session for parents to understand why HIS uses CAT4 as part of our evaluation of the students.

Mr Mark Jones, our deputy principal, gave an insightful talk to the parents who attended the session — explaining how CAT4 results are used in tandem with in-school continuous assessments, exams and teacher observations. Parents were also given pointers to identify what kind of a learner their child is, and how to help them learn at home.



## PARENT READING VOLUNTEERS

Our passionate parent volunteers come to the library once every alternate week to read to the younger students, or have the students read to them.

The books they used are from a pool of selected books, designed to suit their reading levels, or to challenge them.

Thank you parent volunteers for your time and effort. We hope that your investment will reap its rewards by our students finding joy in books!

