Our Purpose

To ignite a passion for lifelong learning, so that we can nurture resilient, compassionate, critical thinkers in a constantly changing

Strategic Aim: 1	Strategic Aim: 2	Strategic Aim: 3	
Culture and Identity:	Holistic STEAM Curriculum:	Growth Mindset:	
Emotional IQ: Understanding our place and responsibilities	Develop an authentic, relevant and challenging curriculum	Develop self-regulating learners	De
in the world Guide learners to develop a balanced sense of self-identity,	Challenge educational norms and boundaries to provide a	Equip learners with the cognitive and non-cognitive	Cultivate
understanding the opportunities and responsibilities that they	rigorous, innovative and trans-disciplinary learning journey that has true relevance to our future	competencies and dispositions so that know they can and will succeed	learning c
have as global citizens		succeu	
OUR CRITERIA FOR SUCCESS	OUR CRITERIA FOR SUCCESS	OUR CRITERIA FOR SUCCESS	
• The Ten Masteries are clearly identified as underpinning the	• Assessment data reflects genuine value added progress for	• Learners who are curious, resilient and optimistic in their	• Full accre
whole school philosophy, approach & continuum to learning	all learners; equipping with the attitudes, attributes,	outlook, with the courage to step outside their comfort zone	(CIS) and
• A challenging HIS Graduate Profile, reflecting the attributes	knowledge, skills and understanding to fulfil their potential	• Learners who are metacognitively proactive in their	(FOBISIA)
of the Ten Masteries is fully implemented; 97% of Year 11	• Students exhibit effective Deep Learning skills of critical	learning, with clearly evident ability to think critically and	• The school
students having successfully gained the full award by 2023.	thinking, creativity, collaboration, communication,	creatively when approaching problems and opportunities	in and arc
• The school values are clearly evident in PB4L data, with clear	citizenship, and character, particularly in STEAM and	• Learners can effectively use and analyse data to improve	fully expla
& consistent behaviour evident in student's daily conduct	financial literacy. They can effectively communicate	systems, processes and decision making	evidence
• Students, have a strong sense of personal identity, knowing	learnings through a range of media & a variety of audiences	• Learners who possess and can utilise the emotional IQ	• Administr
their histories, cultural traditions and languages	 85% of KS3 students successfully complete the highest level of the Math & Spinson Challenge Awards by 2022 	required to effectively collaborate as part of a team,	actively su
 100% of Malaysian students achieve 'A* – C' grades, and 90% achieve 'A* - A' grades in IGCSE Malay Foreign Language 	 Math & Science Challenge Awards by 2023 75% of KS3 students successfully complete PBL initiative 	 Learners who are equipped with the social skills to 	• Efficient li
 At least 50% of Malaysian students to pursue higher level 	• Learners creativity is cultivated through the school's active	comfortably and effectively communicate with people from	school wit
qualifications in Malaysian languages (SPM or HSK Level 4-6, IGCSE	promotion of the arts, languages, sports and enterprise:	a wide range of socio-economic, national and cultural	informed
Mandarin 1 st or 2 nd Language)	 100% of KS2 – 4 students involved in extra-curricular sport, arts or 	backgrounds	Staff feel
• Students can demonstrate a clear capacity to understand	 entrepreneurship activity each year School sports teams gain major placings in 80% of leagues 	• Comprehensive and effective support systems are evident	and focus
matters from different points of view & frames of reference	 o School sports teams gain major placings in do% of reagues o 65% of KS2&3 student exhibit in the Art & DT exhibitions 	for all students with EAL and learning support needs so that	Staff appr
in debates, essays, & reports; recognising their responsibility to express themselves in reasoning that is as clear, specific,	 65% of students perform in school orchestra, band, productions or 	each individual can satisfactorily access the curriculum with	high level
relevant & open-minded as possible	assemblies	a high level of independence and confidence	for decision
relevant & open-minded as possible	• HIS recognised in Malaysia as a leading innovator in STEAM		remunera
KEY ACTIONS	KEY ACTIONS	KEY ACTIONS	
1. The Ten Masteries is utilised as the starting point for the	1. Draft and implement whole school backwards mapped	1. Develop an annual outdoor camps programme for Year 4 –	1. Form Cl
whole school curriculum and learning map	schemes of work, that clearly show learning progressions from Preschool – Year 13 in all subject areas	11 classes, each year group in a different location. Camp focus is on resilience, life skills & learning about aspects of	facilitate 2. Draft an
 Develop a challenging HIS Graduate Profile Diploma and Masteries Awards System reflecting the holistic aims of the 	2. Redesign Library space into a digital media learning centre,	Malaysian history, culture, geography, flora and fauna	Authorit
Ten Masteries, recognising student's achievement in these	as the central hub for learning; staffed by teacher-librarians	2. All Year 9 - 11 students encouraged to participate to at	Handbo
3. Implement Positive Behaviour for Learning (PB4L) based on	and Learning Innovation Coaches/ IT tech support staff	least Bronze level in Duke of Edinburgh	Finance
the school values as a consistent schoolwide approach	3. Develop and implement a school wide inquiry- cycle model;	3. Differentiated learning: Develop a consistent & effective	3. Develop
4. Regularly utilise local (Malaysian) and Asian (as	and design-cycle model	schoolwide use of Assessment for Learning (AfL) strategies	training
comparative) contexts; authors, history, cultural	4. Promote a highly visible sports and arts programme	4. Develop consistent, school wide approach to the effective	a. Reg
traditions, & geography for learning, especially in KS 2 & 3	a. Athletics Director role implemented to oversee sports	use of English Additional Language (EAL) strategies	b. For
5. Develop Preschool & Primary School bi-lingual English –	b. Develop a brass band, orchestra, Chinese orchestra, Chinese	a. Admissions process to focus on identifying EAL needs	c. For d. Cor
Mandarin programme in selected classrooms	drums providing sufficient instruments and rehearsal time	b. 6x EAL teachers posts created to focus on developing	e. An
6. Develop Mandarin and Bahasa Malaysia so students are	c. Annual major production, alternating primary & secondary	Language for Learning relevant to class/subject needs	f. Cor
fully prepared to opt for IGCSE First Language & SPM/HSK	d. Major bi-annual art & Design exhibitions;	c. Embed whole staff best practices- mindful of EAL student needs	4. Develop
7. Promote regular opportunities for Student Agency:	5. Develop and implement a Science and Maths Challenge	d. Develop a summer school EAL programme/Immersion class	founded
 a. school-based leadership roles and initiatives b. local community convice prejects where students actively. 	Awards system in Key Stages 2&3; where students can work	will	and inco a. Hig
 local community service projects, where students actively initiate, lead, and volunteer time (beyond simple fund 	on extension and enrichment activities in their own time 6. Expand STEAM programme with supporting timetable:	5. Develop a school wide approach to data gathering and	b. Tea
raising) on an ongoing basis	 a. Primary (Year 4 – 6) science lab & schemes of work 	analysis against learning targets; with students involved in	5. Streaml
8. All units of learning are to include opportunities for critical	 b. STEM Centre built to develop a comprehensive school wide 	this process, to inform and improve strategic decisions	home to
thinking via deliberate consideration of conflicting or	Coding, Robotics & Artificial-Intelligence education	6. Develop and implement comprehensive and unified whole	6. Streaml
opposing points of view (didactic vs dialectical reasoning),	c. School enter team at 2023 international solar car challenge	school approach to learning support provision:	departm
while testing the credibility of sources of evidence:	d. Links with universities for Year 9 – 13 students provided	e. Remedial reading teachers & Maths Intervention teachers	a. Bah b. Ma
a. don't limit research to sympathetic sources; find sources	opportunities to be research assistants for PHD students	f. SEN teachers, EAL Teachers, & Counsellors7. Primary school develop and embed metacognitive reading	c. PE
that disagree with one's argument	7. Develop and implement student-initiated Project Based	and writing strategies to create independent learners	d. CCA
 b. carefully consider all facts and perspectives in an attempt to find the most reasonable view of the issue. 	Learning, where groups of students can collaborate to present and work on proposals in their own time with	8. Further develop a University & Careers Counsellor	7. Review
c. Use of neutral language, as opposed to emotionally	negotiated facilitator support (and limited class release) in:	programme with:	allocatio
charged, biased, or polemical language in presenting views	a. STEAM related project	a. Introduce the World Ready Programme unique to HIS	8. Through
d. Awareness of the concept of cognitive dissonance	b. Entrepreneurship labs, Bloomberg stock trading	b. Broaden international partnerships with universities	commu
		c. Internship programmes at KS3 - 5	morning

Strategic Aim: 4

Building Staff Capacity: professional efficacy and leadership

e a highly skilled, effective & reflective professional community around the school's Mission, Vision and Values

OUR CRITERIA FOR SUCCESS

reditation with the Council of International Schools d Federation of British International Schools Asia A) achieved by August 2022

ool guiding statements are highly visible and evident round the school. Community members can recite & plain the school Mission, vision and values, providing e as to how these are enacted

strative operations are transparent, understood and supported by all stakeholders; and run smoothly t lines of communication are evident across the with all stakeholders given a voice and kept fully ed as evidenced by regular SWOT analysis and surveys el valued, as evidenced through regular staff surveys us group discussions; and by staff retention praisal process is seen as transparent and fair, with a el of supportive accountability; and regularly utilised sions around professional development needs, ration, promotions, and contract renewals

KEY ACTIONS

CIS & FOBISIA accreditation Lead Teams to lead and ate our school review and improvement process and implement a Board Policy Manual, Manual of rities, & associated Departmental Procedure books: Educational provision, Admissions, HR, ce, Purchasing, Facilities, and marketing op a targeted, regular programme of professional ng and reflection on practice Regular Professional Learning Groups (PLGs) meetings Fortnightly Co-teacher training meetings Fortnightly Learning Support staff training meetings Comprehensive beginning teacher mentoring programme An on-going programme of middle & senior leader training Comprehensive staff induction process op an annual staff Performance Review process, ed upon the principles of supportive accountability corporating: High Impact Teaching Strategies Feaching as Inquiry & Professional Portfolios of Evidence nline communication tools between school and to two platforms (maximum) nline relevant subjects into unified whole school tments for greater continuity in learning: ahasa Malaysia Department Aandarin Department PE Department CCA & Sports – Athletics Director w staffing, how staff are deployed, and timetable tions across the primary and secondary schools gh parent engagement further develop HIS as a unity Hub by organising parent workshops, Saturday ng programme (Father – Son / Mother – Daughter workshops)

THREE YEAR PLAN: AUGUST 2020 – JULY 2023

			2020 - 2021			2021 2022			2022 – 2023		
Strategic Aim: 1 Culture and Identity:	Responsibility – Lead Team/s	Term 1	2020 - 2021 Term 2	Term 3	Term 1	2021 – 2022 Term 2	Term 3	Term 1	2022 – 2023 Term 2	Term 3	Term 1
Our place and responsibilities in the world	Responsibility - Lead Teamys	Termin	Term 2	Terms	Termin	Term 2	Terms	Termin	Term 2	Terms	Termini
 Map the Ten Masteries as the foundation of the HIS learning programme, 	Principal and Primary/Secondary APs Martin/Bronwyn/Matt			Staff Training on Masteries Map							
2. Develop HIS Graduate Profile Diploma and supporting	Principal and Primary/Secondary APs			Develop Profile &	Design of Awards	Staff training &	Full			First Cohort of HIS	
Ten Masteries Awards systems	Martin/Bronwyn/Matt			awards structure	finalised	student promotion	implementation			Graduate Diploma	
3. Implement PB4L based on the school values as a	Primary/Secondary AP- Pastoral	PB4L Lead Team formed									
consistent schoolwide approach to behaviour 4. Utilise Malaysian & Asian contexts for learning, in Key	Dan/Felicia/Lynda Primary/Secondary AP- Teach & Learn		its of learning develope	d · Planned term by							
Stage 2 & 3 (authors, history, geography, culture)	Bronwyn/Matt	· ·	create a Years scheme								
5. Develop Preschool & primary bi-lingual (English –	Head of Primary/ Head of Mandarin	Investigate potential	Planning space, &	Marketing							
Mandarin) programme in selected classrooms	Shane/Charmaine	structure/Feasibility	recruitment of staff	Drafting Curriculum							
6. Develop Mandarin and Bahasa Malaysia languages	Primary/Secondary AP- Sixth Form	BM & Mandarin Dept Gap Analysis	Departments draft improvement plan	Department training in the plan	New schemes & Plan implemented					First Cohort SPM / IGCSE exams	
prepared for IGCSE First Language and/or SPM 7. Grow Student Agency through Leadership & community	Shane/Dessy Primary/Secondary AP- Pastoral		improvement plan		Implemented		Programme design	Programme			
service programmes	Dan/Felicia						drafted	Implemented			
8. All units of learning give opportunities for consideration	Primary/Secondary AP- Curriculum				Staff Training in		e new Malaysian / Asian				
of opposing points of view (didactic vs dialectical reasoning)	Bronwyn/Matt				Didactic vs Dialectical	Units of Learnin	g and in Science				
Strategic Aim: 2 Holistic STEAM Curriculum:		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1
Authentic, relevant and challenging curriculum	Director (Constant AD, Constant and	Secondary schemes	Duineau Granasha al	Deview and exclusion	Nava ale ana fullu						
1. Draft whole school backwards mapped schemes of work, showing learning progressions from one to the next	Primary/Secondary AP- Curriculum Bronwyn/Matt	mapped	Primary & preschool schemes in core	Review and publish for staff and parents	New schemes fully implemented						
			subjects – Link to secondary	to access							
2. Convert library into a digital media learning centre,	Principal – IT Department	Teacher – Librarian	Research Library Media centre designs	Renovations to design of library							
becoming the central hub for our learning community 3. Develop and implement a school wide inquiry- cycle	Martin Primary/Secondary AP- Teach & Learn	role begins	weula centre designs	uesign of library							
model; and design-cycle model	Gurpreet & Design/Innovation Team										
4. Develop a highly visible Sports and Arts	Mark D/Hannah	Orchestra Numbers	Major Art &		Brass Band formed		Secondary School	Orchestra & Band	Major Art &	Primary School	
programmeorchestra & bands, annual productions, bi- annual Art exhibitions	Yi Tien / Zailan/James Gurpreet	increased by 20% Athletics Director role	Design Exhibition		Orchestra Numbers increased by 20%		Production	Numbers increased by 20%	Design Exhibition	Major Production	
5. Develop/implement Science & Maths Challenge Awards	Head of Primary	implemented		Maths & Science	Maths & Science						
programme in Key Stage 2 & 3	Shane/Margaret/Jennifer			Challenge planning	Challenge started						
6. Expand STEM programme across school: primary science	Primary/Secondary AP- Teach & Learn	Primary Science lab	Innovation team		STEM Centre built					USA Solar Car	
lab; coding, robotics; solar car challenge, research assist.	Martin - STEM Lead Team	created. Innovation Bar in Library Media centre developed	develop coding lessons for primary		& scheme ready					Challenge	
7. Develop and implement student-initiated Project Based	AP – Sixth Form					Project Based		PBL fully			
Learning; groups of students can collaborate on projects	Martin/Matt/Bronwyn					Learning pilot		implemented			
Strategic Aim: 3 Mindset:		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1
Develop and fine evolution is success											
Develop self-regulating learners	Drimany/Secondary AD, Dactoral		Diapping for		Voor E. O. Compo			Voor 4 comps			
1. Develop outdoor camps programme for Years 4 – 11,	Primary/Secondary AP- Pastoral Dan/Felicia		Planning for Camps Week		Year 5 -9 Camps Week start			Year 4 camps Implemented			
	Primary/Secondary AP- Pastoral Dan/Felicia Head of Secondary; Athletics Director;		Planning for Camps Week		Year 5 -9 Camps Week start			Year 4 camps Implemented			
 Develop outdoor camps programme for Years 4 – 11, built around learning within Malaysian contexts Duke of Edinburgh broadened to include all Year 9 – 11 students participating at Bronze level 	Dan/Felicia Head of Secondary; Athletics Director; Nasirali		Camps Week		Week start						
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 Develop outdoor camps programme for Years 4 – 11, built around learning within Malaysian contexts Duke of Edinburgh broadened to include all Year 9 – 11 students participating at Bronze level Differentiated learning: Develop a consistent & effective schoolwide use of Assessment for Learning (AfL) 	Dan/Felicia Head of Secondary; Athletics Director; Nasirali	short terr	Camps Week lear differentiation in n planning		Week start						
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departments for greater continuity in learning		new structure					
7. Review staffing, how staff are deployed, and timetable	Martin/Shane/Clive	Inform recruitment &	Inform recruitment &		Inform recruitment &		
allocations across the primary and secondary schools		budget	budget		budget		