

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 Culture and Identity: Emotional IQ: Understanding our place and responsibilities in the world Guide learners to develop a balanced sense of self-identity, understanding the opportunities and responsibilities that they have as global citizens	Strategic Aim: 2 Holistic STEAM Curriculum: Develop an authentic, relevant and challenging curriculum Challenge educational norms and boundaries to provide a rigorous, innovative and trans-disciplinary learning journey that has true relevance to our future	Strategic Aim: 3 Growth Mindset: Develop self-regulating learners Equip learners with the cognitive and non-cognitive competencies and dispositions so that know they can and will succeed	Strategic Aim: 4 Building Staff Capacity: Develop professional efficacy and leadership Cultivate a highly skilled, effective & reflective professional learning community around the school's Mission, Vision and Values
<p style="text-align: center;">OUR CRITERIA FOR SUCCESS</p> <ul style="list-style-type: none"> ● The Ten Masteries are clearly identified as underpinning the whole school philosophy, approach & continuum to learning ● A challenging HIS Graduate Profile, reflecting the attributes of the Ten Masteries is fully implemented; 97% of Year 11 students having successfully gained the full award by 2023. ● The school values are clearly evident in PB4L data, with clear & consistent behaviour evident in student's daily conduct ● Students, have a strong sense of personal identity, knowing their histories, cultural traditions and languages <ul style="list-style-type: none"> ○ 100% of Malaysian students achieve 'A* – C' grades, and 90% achieve 'A* - A' grades in IGCSE Malay Foreign Language ○ At least 50% of Malaysian students to pursue higher level qualifications in Malaysian languages (SPM or HSK Level 4-6, IGCSE Mandarin 1st or 2nd Language) ● Students can demonstrate a clear capacity to understand matters from different points of view & frames of reference in debates, essays, & reports; recognising their responsibility to express themselves in reasoning that is as clear, specific, relevant & open-minded as possible 	<p style="text-align: center;">OUR CRITERIA FOR SUCCESS</p> <ul style="list-style-type: none"> ● Assessment data reflects genuine value added progress for all learners; equipping with the attitudes, attributes, knowledge, skills and understanding to fulfil their potential ● Students exhibit effective Deep Learning skills of critical thinking, creativity, collaboration, communication, citizenship, and character, particularly in STEAM and financial literacy. They can effectively communicate learnings through a range of media & a variety of audiences <ul style="list-style-type: none"> ○ 85% of KS3 students successfully complete the highest level of the Math & Science Challenge Awards by 2023 ○ 75% of KS3 students successfully complete PBL initiative ● Learners creativity is cultivated through the school's active promotion of the arts, languages, sports and enterprise: <ul style="list-style-type: none"> ○ 100% of KS2 – 4 students involved in extra-curricular sport, arts or entrepreneurship activity each year ○ School sports teams gain major placings in 80% of leagues ○ 65% of KS2&3 student exhibit in the Art & DT exhibitions ○ 65% of students perform in school orchestra, band, productions or assemblies ● HIS recognised in Malaysia as a leading innovator in STEAM 	<p style="text-align: center;">OUR CRITERIA FOR SUCCESS</p> <ul style="list-style-type: none"> ● Learners who are curious, resilient and optimistic in their outlook, with the courage to step outside their comfort zone ● Learners who are metacognitively proactive in their learning, with clearly evident ability to think critically and creatively when approaching problems and opportunities ● Learners can effectively use and analyse data to improve systems, processes and decision making ● Learners who possess and can utilise the emotional IQ required to effectively collaborate as part of a team, ● Learners who are equipped with the social skills to comfortably and effectively communicate with people from a wide range of socio-economic, national and cultural backgrounds ● Comprehensive and effective support systems are evident for all students with EAL and learning support needs so that each individual can satisfactorily access the curriculum with a high level of independence and confidence 	<p style="text-align: center;">OUR CRITERIA FOR SUCCESS</p> <ul style="list-style-type: none"> ● Full accreditation with the Council of International Schools (CIS) and Federation of British International Schools Asia (FOBISIA) achieved by August 2022 ● The school guiding statements are highly visible and evident in and around the school. Community members can recite & fully explain the school Mission, vision and values, providing evidence as to how these are enacted ● Administrative operations are transparent, understood and actively supported by all stakeholders; and run smoothly ● Efficient lines of communication are evident across the school with all stakeholders given a voice and kept fully informed as evidenced by regular SWOT analysis and surveys ● Staff feel valued, as evidenced through regular staff surveys and focus group discussions; and by staff retention ● Staff appraisal process is seen as transparent and fair, with a high level of supportive accountability; and regularly utilised for decisions around professional development needs, remuneration, promotions, and contract renewals
<p style="text-align: center;">KEY ACTIONS</p> <ol style="list-style-type: none"> 1. The Ten Masteries is utilised as the starting point for the whole school curriculum and learning map 2. Develop a challenging HIS Graduate Profile Diploma and Masteries Awards System reflecting the holistic aims of the Ten Masteries, recognising student's achievement in these 3. Implement Positive Behaviour for Learning (PB4L) based on the school values as a consistent schoolwide approach 4. Regularly utilise local (Malaysian) and Asian (as comparative) contexts; authors, history, cultural traditions, & geography for learning, especially in KS 2 & 3 5. Develop Preschool & Primary School bi-lingual English – Mandarin programme in selected classrooms 6. Develop Mandarin and Bahasa Malaysia so students are fully prepared to opt for IGCSE First Language & SPM/HSK 7. Promote regular opportunities for Student Agency: <ol style="list-style-type: none"> a. school-based leadership roles and initiatives b. local community service projects, where students actively initiate, lead, and volunteer time (beyond simple fund raising) on an ongoing basis 8. All units of learning are to include opportunities for critical thinking via deliberate consideration of conflicting or opposing points of view (didactic vs dialectical reasoning), while testing the credibility of sources of evidence: <ol style="list-style-type: none"> a. don't limit research to sympathetic sources; find sources that disagree with one's argument b. carefully consider all facts and perspectives in an attempt to find the most reasonable view of the issue. c. Use of neutral language, as opposed to emotionally charged, biased, or polemical language in presenting views d. Awareness of the concept of cognitive dissonance 	<p style="text-align: center;">KEY ACTIONS</p> <ol style="list-style-type: none"> 1. Draft and implement whole school backwards mapped schemes of work, that clearly show learning progressions from Preschool – Year 13 in all subject areas 2. Redesign Library space into a digital media learning centre, as the central hub for learning; staffed by teacher-librarians and Learning Innovation Coaches/ IT tech support staff 3. Develop and implement a school wide inquiry- cycle model; and design-cycle model 4. Promote a highly visible sports and arts programme <ol style="list-style-type: none"> a. Athletics Director role implemented to oversee sports b. Develop a brass band, orchestra, Chinese orchestra, Chinese drums providing sufficient instruments and rehearsal time c. Annual major production, alternating primary & secondary d. Major bi-annual art & Design exhibitions; 5. Develop and implement a Science and Maths Challenge Awards system in Key Stages 2&3; where students can work on extension and enrichment activities in their own time 6. Expand STEAM programme with supporting timetable: <ol style="list-style-type: none"> a. Primary (Year 4 – 6) science lab & schemes of work b. STEM Centre built to develop a comprehensive school wide Coding, Robotics & Artificial-Intelligence education c. School enter team at 2023 international solar car challenge d. Links with universities for Year 9 – 13 students provided opportunities to be research assistants for PHD students 7. Develop and implement student-initiated Project Based Learning, where groups of students can collaborate to present and work on proposals in their own time with negotiated facilitator support (and limited class release) in: <ol style="list-style-type: none"> a. STEAM related project b. Entrepreneurship labs, Bloomberg stock trading 	<p style="text-align: center;">KEY ACTIONS</p> <ol style="list-style-type: none"> 1. Develop an annual outdoor camps programme for Year 4 – 11 classes, each year group in a different location. Camp focus is on resilience, life skills & learning about aspects of Malaysian history, culture, geography, flora and fauna 2. All Year 9 - 11 students encouraged to participate to at least Bronze level in Duke of Edinburgh 3. Differentiated learning: Develop a consistent & effective schoolwide use of Assessment for Learning (AfL) strategies 4. Develop consistent, school wide approach to the effective use of English Additional Language (EAL) strategies <ol style="list-style-type: none"> a. Admissions process to focus on identifying EAL needs b. 6x EAL teachers posts created to focus on developing <i>Language for Learning</i> relevant to class/subject needs c. Embed whole staff best practices- mindful of EAL student needs d. Develop a summer school EAL programme/Immersion class will 5. Develop a school wide approach to data gathering and analysis against learning targets; with students involved in this process, to inform and improve strategic decisions 6. Develop and implement comprehensive and unified whole school approach to learning support provision: <ol style="list-style-type: none"> a. Remedial reading teachers & Maths Intervention teachers b. SEN teachers, EAL Teachers, & Counsellors 7. Primary school develop and embed metacognitive reading and writing strategies to create independent learners 8. Further develop a University & Careers Counsellor programme with: <ol style="list-style-type: none"> a. Introduce the World Ready Programme unique to HIS b. Broaden international partnerships with universities c. Internship programmes at KS3 - 5 	<p style="text-align: center;">KEY ACTIONS</p> <ol style="list-style-type: none"> 1. Form CIS & FOBISIA accreditation Lead Teams to lead and facilitate our school review and improvement process 2. Draft and implement a Board Policy Manual, Manual of Authorities, & associated Departmental Procedure Handbooks: Educational provision, Admissions, HR, Finance, Purchasing, Facilities, and marketing 3. Develop a targeted, regular programme of professional training and reflection on practice <ol style="list-style-type: none"> a. Regular Professional Learning Groups (PLGs) meetings b. Fortnightly Co-teacher training meetings c. Fortnightly Learning Support staff training meetings d. Comprehensive beginning teacher mentoring programme e. An on-going programme of middle & senior leader training f. Comprehensive staff induction process 4. Develop an annual staff Performance Review process, founded upon the principles of supportive accountability and incorporating: <ol style="list-style-type: none"> a. High Impact Teaching Strategies b. Teaching as Inquiry & Professional Portfolios of Evidence 5. Streamline communication tools between school and home to two platforms (maximum) 6. Streamline relevant subjects into unified whole school departments for greater continuity in learning: <ol style="list-style-type: none"> a. Bahasa Malaysia Department b. Mandarin Department c. PE Department d. CCA & Sports – Athletics Director 7. Review staffing, how staff are deployed, and timetable allocations across the primary and secondary schools 8. Through parent engagement further develop HIS as a community Hub by organising parent workshops, Saturday morning programme (Father – Son / Mother – Daughter workshops)
<p><i>The school meets the achievement targets of: 95% pass rate for A* - C; 85% pass rate for A* - B; and 65% pass rate for A* - A in IGCSE</i></p>			

departments for greater continuity in learning		new structure								
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