Cross Country Carnival

Science Exposition
The concept of family is very important at AISM, not only for our students and their parents but also for the extended family members, such as grandparents, who take an active interest in their grandchildren’s education and lives. Many of our local students are very fortunate to have grandparents either living with them or bringing them to and from school or even helping them at home. Other students have their grandparents come and visit and still others spend vacations with their grandparents. Grandparents are truly a gift.

Recently I read a great article by Melitta J Cutright, with comments from Jean Dye, a grandmother of ten grandchildren, that discussed the valuable resource that children have in their grandparents. I have reproduced part of her article here as it has some very useful insights for us all to read.

*Today, with the proliferation of two-career and one-parent families, grandparents can play a major role in encouraging and supporting their grandchildren’s education. ……... Grandparents can provide assistance and encouragement whether they live across the street from their grandchildren, across town, or across the country.*

*Having grandparents actively involved in their education may be the edge children need to succeed in the 21st century. A strong team of parents and grandparents can give children a good start in life and the tools they need for learning. This same team can help children develop the self-confidence and motivation to do their best in school and the interest that will make them lifelong learners. …..*

"Psychologists advise parents to ‘bathe their children in speech’ and this is good advice for grandparents too." Some new parents, especially those who have had little experience with young children, care for their babies in near total silence. Many grandparents, who aren’t reticent about talking to babies, immediately chatter away to their grandchildren…….

*....some tips for grandparents*

From the beginning, read to your grandchildren. Once you establish the pattern of holding children close and reading aloud, this will become a special time to share. If you live far away, make audiotapes of children’s stories and send a new one each month connect on Skype or using Facetime. Read a nursery rhyme over the phone or sing a lullaby and whenever you are together with your grandchildren, set aside time each day to read and talk.

Grandparents are a gift and I hope that all of our students are blessed by having at least one grandparent with whom to share special times.
Visible Learning

Following on from earlier in the term from the Professional Development that our staff engaged in, we have been working on two main elements of Visible Learning. All staff are in the process of working on what we term an “Impact Cycle” in which they choose a specific area to gauge student improvement and measure this through a variety of mediums as well as have the opportunity to share this with others. This is a powerful tool in ensuring that students are achieving outcomes in their subjects and furthermore that they know how to improve.

‘Accomplishing the maximum impact on student learning depends on teams of teachers working together, with excellent leaders or coaches, agreeing on worthwhile outcomes, setting high expectations, knowing the students’ starting and desired success in learning, seeking evidence continually about their impact on students, modifying their teaching in light of this evaluation and joining in the success of truly making a difference in student outcomes” (Hattie 2012 pp35-36)

In being an “Inspired and Passionate Teacher”, we gauge ourselves on whether we can talk more about student learning rather than our teaching. It is important that we talk with our students about how to improve and not talk at them. In our setting, what sets us apart from other education systems is the way we teach and the way that our student learn. As an inspired teacher we create opportunities for students to problem solve through challenge which is clearly demonstrated in classroom practice at AISM.

Year 6 Science Exposition

I was truly impressed by the quality of not only science exhibitions on Thursday of this week, but the way the students were able to clearly articulate their experiments and the outcomes of their experiments. Students were able to talk about their hypotheses and how they either proved them right or wrong. This is a testament to the level of Science being taught at such an early stage in the Middle School. Congratulations to the teachers Ms De Silva and Ms Skinner and to all the students on a very informative and engaging afternoon.
Year 11 Examinations

Examinations will commence on Thursday 10 September for Year 11 students and will run until Friday 18 September. Mr Ian Martineau will be issuing an Examinations Timetable to all students shortly. Students in Year 11 are only required to attend school for their examinations however, if they wish to remain at school and study, a place will be provided for them. Further information regarding the examinations will shortly be provided to students and parents. I would like to wish the Year 11 students all the very best as they embark on their final examinations for the Preliminary HSC Course.

Year 11 Leadership

Next week we will be presenting to the Year 11 students information regarding the new student leadership structure for 2016. It is important that our elected leaders have a specific focus within the school and that they are able to support and add value to AISI during their time of leadership.

This year, as usual, we will be electing School Captains and School Vice Captains. However, in addition, we will also be including in the leadership team, two Arts Captains, two Community Captains and two Sports Captains who will replace the previous Prefects. Other leadership positions to be elected are the eight House Leaders representing the school sport houses.

This brings some exciting opportunities ahead for our new Year 12 students and we look forward to hearing about their ideas for the school for the remainder of the year and 2016.

Student Representative Council

The Student Representative Council have been very active this term and have organised several events. In a way of creating some Home Room rivalry, they have organised a Dodgeball Tournament that will take place at lunchtime in Week 8. In addition to this they have also organised a second-hand book stall that will take place on Monday of Week 9 in the breezeway. More information regarding these events will be distributed during Home Room time.

Languages Other Than English

Madame Liliane Heininger, HOD Modern Languages and Teacher of French

Very soon Year 5 students will be making their language choice for 2016. Students have, up to now, studied Bahasa and Mandarin, but an extra two languages - French and Spanish, will be on offer for them from Year 6 onwards. To help with this selection, Ms D'Silva and I visited the Year 5 students and introduced them to basic greetings, numbers, and general cultural facts. All students responded very enthusiastically to the activities presented and were keen to participate.

Students in the Middle and Senior School are busy working on their Term 3 assessment tasks. In French, Year 6 are researching a Famous French person, Year 7, a French fashion designer, Year 8, a French speaking country and Years 9 and 10 are sitting for a Speaking and Listening task. Spanish and Mandarin students are also completing reading tasks to be handed in during Week 9. The Mandarin students also made delicious spring rolls with their teachers in Week 6. Year 7 Bahasa students have completed an Oral task and, during Book Week, Year 6 will be reading story books in Bahasa which they have translated themselves.

I would also like to thank the Malaysian Cultural Studies Year 8 class and Mr Abu Omar who prepared beautiful slide shows to explain the importance of Merdeka Day and how we celebrate it here in Malaysia. Those presentations were displayed around the school as well as on the 3 televisions screens and many commented on how much they had learned by reading the information.
Year 6 Science Exposition
Susan Skinner, Teacher

What type of chocolate melts fastest in your lunchbox? Which brand of paper towel soaks up the most water? And which brand of battery is the best value for money?

These are just some of the interesting questions that Year 6 students have been exploring for their 'first hand' investigation this term.

Each student thought of their own question to investigate, then planned and conducted their investigation at home. This week, they presented their investigations at the Year 6 Science Exposition(Expo). The standard of work was very impressive. Here are a few short reports from 6W.

On Thursday 3 September 2015, a Science Expo was launched for the Year 6 students to showcase their own science investigations and the Year 5 and 7 students along with parents and staff, came to see the amazing reports. We got to learn so much from this as well as having some fun with young amazing scientists!

Kar Shane Yeow, 6W

For my science project, I investigated which product is the best at removing ketchup stains from cloth?

The three products I tested were:

- Bleach
- Distilled White Vinegar
- 10 Degrees Celsius Water

My hypothesis (prediction) was that the bleach would remove the most stain because unlike the other two products, bleach is mainly used for cleaning cloth and bleach contains strong chemicals, such as hydrogen peroxide, which is effective when it comes to stain removal. Also, many people use bleach when they are trying to remove stains.

After I performed my investigation, my results showed that the bleach removed most of the stain but did not remove it completely, while the vinegar and water did not remove any of the stain. Instead, the vinegar and water spread the stain out further. I think this is because the bleach contained powerful chemicals such as hydrogen peroxide and hypochlorite.

Priyanka Krishna 6W

For more photos click here: Science Exposition
This week we had a visit from the University of British Columbia (UBC) who spoke to students about the options available in Canada. UBC is the oldest institution of higher learning in British Columbia and enrolls over 58,000 students at its Vancouver and Okanagan Valley campuses.

The University offers degrees and diplomas in over 300 fields of study, with the majority of students enrolled in the faculties Arts, Science, Medicine, Applied Science and the Sauder School of Business.

Canada is seen as a very attractive destination for international students. Canadian universities are known for being high quality and for offering internationally accepted degrees and credentials. Importantly tuition fees are generally much lower than in other leading destinations. Students can pursue their studies at one of Canada’s top universities for roughly half of what it would cost to attend an equally reputable program at a private American university.

International students also have the option to work while they study, taking advantage of many cooperative education and internship opportunities. There are also immigration programs that international students may qualify for post-graduation.

Another attraction is that applications are much more straightforward than the American system, without the complicated need for SAT scores and application essays. If you would like to know more please visit the UBC website at www.ubc.ca or for general information www.studyincanada.com.
Message from Junior School
Graeme Naftel, Head of Junior School

Visible Learning

This morning I met with the Visible Learning Team to review our progress so far this year and to begin planning for the 2016 academic year. It was most gratifying to see how much of our plan for the introduction of Visible Learning we have been able to achieve over a relatively short period of time. It was particularly gratifying to review the teaching staff's response to the Visible Learning survey conducted recently, which confirms my belief that we are making great progress on our journey to become an accredited Visible Learning school by 2017.

Whilst there was improvement in all of the four strands of Visible Learning, the improvement was most significant in the critical area of ‘Know Thy Impact’. This strand relates to the way we use data to inform our practice and to assess the effectiveness of our programs. A great deal of work this year has gone into consolidating the data we collect on our children so that we can more effectively track progress and identify areas for intervention. There are a number of ongoing projects in this area that will ensure this is an area of strength for the school in the very near future.

Learning Support Assistants

This semester we have welcomed to our school a small number of students whose needs require additional support to what we generally offer within our mainstream classrooms. These children have specific and diagnosed medical, developmental or learning needs. It is not easy for parents of children with special needs to find a school that can adequately support their child. Whilst I empathise with these parents, as the Head of School I am very conscious of the needs of the students already enrolled at AISM and ensuring their ongoing support and the effectiveness of our programs is paramount. The decision to accept these students was made following much discussion and after the development of a carefully designed process. Following an initial meeting between me and the parents, the child meets with the Learning Support teacher and participates in at least one trial lesson, where they are supported by either Mrs Miller, our Learning Support teacher, or a trained Learning Support Assistant. If after these sessions it is determined that the school is able to meet the needs of the child and the learning in the classroom will not be disrupted by their presence, then the student is offered a provisional position at our school under the condition that a Learning Support Assistant (sometimes called a ‘shadow’) is provided to support the additional needs of the student.

‘Shadows’ are common in many Malaysian schools, and a number of students have had shadows at AISM in the past. This has not been the case in the Junior School for some time and the decision to introduce Learning Support Assistants (LSAs) was not taken lightly. We believe strongly that our students benefit from the opportunity to interact with students who have different strengths and challenges. We believe that we have the support structures in place to support a limited number of students with special needs without impacting on the learning experience of our existing students. We also believe as educators and as compassionate human beings, that we have the responsibility to assist those in need when we can.

We are being very cautious with the number of students requiring Learning Support Assistants who we are enrolling in the Junior School and there have been some recent applications that were rejected because the needs of the child are such that we do not feel that we are able to support them. Progressively we will review the integration of these students so that we can make an informed decision as to whether the program can be expanded or whether the number of students currently enrolled under these conditions is our limit.
Summer Holidays with Grandma

I stayed with my grandma in Sydney, Australia near a beach named Botany Bay while my parents were in Turkey. I really enjoy staying with my grandma because she always tells bedtime stories before I go to bed and she cooks delectable food for me every day. We spend our time together at Botany Bay collecting seashells, snorkeling, building sand castles and lots of other fun activities.

During the holidays, it was my grandma’s 60th birthday. In the morning, I woke up and I prepared a special breakfast for her. We sang songs together and in the afternoon, we went to the beach. It was a hot day and the sand beneath my feet was felt hot. The waves were crashing on rocks. For lunch, we had a picnic and we had a birthday cake.

After lunch, we rode on a hot air balloon. It was huge. A big balloon hung above and there was a basket to carry us. I had never ridden in a hot air balloon before. As the balloon started to rise above the ground, I felt excited. We were high up in the air and I could see the magnificent scenery of the beach and the city. My grandma and I took lots of photos together. I looked down at the beach and could see lots of people staring and waving up at us as we flew higher up in the sky.

As the sun was setting beneath the horizon, the hot air balloon started to go down. I enjoyed my ride in the hot air balloon and I gave my grandma a big hug.

Amelia Lee, 4G

The Blimp

Okay. Here is how it goes. One day I (John) and my family decided to go to the beach (I think because all I did was play computer games). But they can’t blame me for playing computer games; there is nothing else to do! We went to the beach, and this is where my life changed even though I did not know it yet...

When we arrived at the beach my little brother was so happy. All he wanted to do was play hide and seek. When I hide in a cave I saw some people in a blimp waving at us. They looked very suspicious but I just don’t know why. I heard whispering from inside the cave and then, “We’re rich!” someone shouted. I called my family and...

We saw some stairs so we went down them. It was getting brighter and brighter. Soon we saw a sign that read, ‘Bad Secret Society’. We gasped. Then someone spotted us, and said, “Someone is here - get them!” We sprinted up the stairs and when we got out of the cave Dad said, “That blimp we saw was carrying a whole lot of bank notes.”

Out of the blue, guns fell from the sky. I was sure everyone was thinking what I was thinking. We picked up the guns and fought. The robbers fought back. I can’t believe we won. We called the cops and the robbers were arrested.

The very next day we were on the front cover of the newspaper. We were famous. So that it is the end of my adventure.

Evan Kreisz, 4M
Dear Diary
Today was the weirdest day of my life.

I was walking along the beach with my dog when I realised there was something big in the sky.

My dog was barking like mad. (I guess he thought it was a huge seagull).

Suddenly, I heard one guy screaming, “Move!” I quickly ran away and I’m glad I did.

CRASH
When I opened my eyes all I saw was smoke. My dog was pulling me towards the rocks where the object had crashed, but I refused to go.

I was walking home when my mum popped out of nowhere and hugged me like she hadn’t seen me for a century!

I told my family about the story and they all were glad I was safe.

Mieke (4W)

Walkathon
Congratulations to the children of 1G who raised over RM5000 for the Matilda Project at the annual Walkathon last term. As the class that raised the most money in the Junior School, they enjoyed a pizza lunch and a free dress day on Thursday.

Cross Country presentations
Thank you for coming and celebrating the wonderful participation of our children in today’s Cross Country Carnival. Age Champion and winning House Awards will be presented at the Junior School Assembly next week, 11 September at 9.00am, and the Middle and Senior School Assembly at 2.15pm at the Auditorium.

For more photos click here: Cross Country
Message from Library

Mrs Denise Miller, Library Services Coordinator

AISM Book Week 2015 will be celebrated during the last week of term. Some related activities will take place during the previous week as well. The theme this year is **Books Light Up Our World.** Highlights will include The Junior School book character parade at the Junior School assembly on Friday September 11th.

*Australian author and singer Nadia Sunde* will be our special guest on, Monday September 14th and Tuesday, September 15th. Nadia Sunde is an accomplished songwriter, cabaret artist, theatre actress, comedienne and former ABC radio presenter. We are looking forward to hosting her at AISM.

Teacher and Student Book Reviews

Ms Dara Higham’s favourite book from her childhood is **The Secret Garden.** Ms Dara said that she loved the idea of someone having a space of their very own - a magical world! The Sum of our Follies by Shih-Li Kow is her choice of adult fiction. It is an insightful piece of writing.

Micky likes Rick Riordan books. He enjoyed **The Red Pyramid** by this author because it is an epic story about two siblings who try to save the world.

*Poppy’s favourite title at the moment is The Mortal Instruments* by Cassandra Clare. She found it intriguing with a great story line.
Introducing The Lost Towel Project
Colleen Derham, Service Learning Coordinator

AISM is a proud supporter of the Chin refugee community from Myanmar. Chin students visit our school each fortnight and participate in weekly lessons and literacy based CCA programs. They were our special visitors during International Day and also displayed their sporting prowess during their annual Sports carnival at AISM last month. These programs are designed to help Chin students gain an insight into what a mainstream school is like and prepare them for permanent resettlement in countries such as Canada, USA and Australia.

While the majority of Chin families living in Malaysia are eventually issued with a UNHCR card which recognises them as international refugees, they have limited rights whilst residing here. Many of the refugees have fled situations of tremendous violence and persecution and are looking to improve their life chances. They are unable to work legally and have difficulty generating an income to support their family.

Here is where the AISM community can help to support the Chin families through The Lost Towel Project. This project has been established by a number of volunteers to create a safe and sustainable way for the Chin families to earn an income.

The Lost Towel Project is quite simple. For RM90 you can purchase a high quality, ethically manufactured sports towel in house colours (or a colour of your choice).

Each towel will be embroidered by one of the Chin refugees, with your child's name and comes in a personalised draw-string bag. No more lost towels!! No more searching through the lost property. No more gear getting mixed up with other students. Now there is no excuse for a lost towel! Perfect!

The towels have been sourced from a fair trade organisation and every ringgit of profit from the towels will go towards the Chin women, via the United Nations recognised organisation, Mang Tha.

Not only will you get a personalised microfibre sports towel, you will be empowering the Chin refugees to improve day-to-day life chances and help them to build employability skills for the future.

• To order a towel, please click on the button located at the bottom right of the page

• Payment can be made via cheque made payable to PINK or direct transfer. See the order form for more details

• Completed order forms and payment can be placed in The Lost Towel Project pigeon hole in the Junior School and Middle and Senior School reception areas

• Final date for orders is Thursday 17th September (there will also be another order period in Term Four)

• If you would like to see the towels before ordering, they will be on display in the uniform shop

For further information please contact Colleen Derham - Service Learning Coordinator (colleend@ dismalledu.my) or Paul Dolan - Parent Representative (paul.dolan@outlook.com)
Health Message from Health Services

Denise McFarlane, School Nurse

Air pollution can be a major problem for children with underlying respiratory illnesses. The haze is caused by particulates or fine particles that are suspended in the atmosphere in high concentrations, which cannot be seen by the naked eye.

The general health effects of haze on a healthy child are usually mild and can be treated easily. At most, they may bring symptoms like irritation of the eyes or nose, or skin rash.

However, if your child has a history of respiratory problems, sinusitis and allergic skin conditions, he or she may be more vulnerable. If your child has asthma, then the symptoms may be more severe.

Symptoms to watch out for include wheezing, coughing during sleep, difficulties in breathing, and tightness in the chest area.

Studies show there is a consistent correlation between the quality of air and the severity of asthmatic symptoms. During bad hazy days, it has been proven that the increase in air pollutants reduces lung function by inflaming the lining of the lungs. The airways over-react to the trigger, and set off a number of changes that are associated with inflammation.

This explains the increased frequency of flare-ups and upper respiratory infections during hazy months.

Here are some helpful hints to shield your child when the haze becomes unhealthy:

Try to keep your doors and windows closed. If you are using air-conditioning, clean the filters regularly to improve and maintain air quality at home.

If you need to go outside, remember that handkerchiefs tied over the nose and mouth are ineffective as the particles are fine enough to pass through normal cloth.

Change your mask when it becomes soiled or distorted.

Vogamask is a good brand and is recommended for children. Please see link. www.vogmask.sg

If your child is experiencing any eye irritation, bathe the eyes and wash the face regularly.

Practice good hygiene, take regular showers, wash hands frequently indoors and outdoors.

Maintain hydration by drinking water regularly. Ensure your children get enough liquids and adequate rest. Eat lots of fruit and vegetables.

Don’t smoke, and stay away from smokers Please visit the Air Pollutant Index Malaysia official website www.doe.gov.my

The school has clear guidelines, consistent with those of the other Taylor’s Schools, which are followed in the case of haze. Putrajaya is the nearest site where official government readings are taken, and Health Services monitors these readings regularly.

Funky Football

Elaina Cortez, Economics & Year 10 Home Room Teacher

Funky Football KL is looking for girls ages 5 - 12 years who are interested in learning and playing football (soccer). This is a parent-run organisation coached by some fathers in the group. Practices are on Sunday mornings at 8:45am with the occasional match against other teams on weekends. If you are interested in joining, you can either email Funky at funkyfootballkl@gmail.com or show up for a trial on Sundays. The new session will begin in September 2015. Please email Funky Football for an exact start date.

Time: Sundays 8:45am to 10:00am
AISM is delighted to welcome the following new students who joined us in Term 3/2015.

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<td>Trevisin</td>
<td>Chloe Carla</td>
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<td>2</td>
<td>Mohammad Riduwan</td>
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