Year 6 - Famous French People presentations

AISM Matilda Trip to Sabah 2015

Grade of The Week - Year 2

Year 6 - FamTalk on courses in Art and Design from the Savannah College of Art and Design (SCAD) French People presentations
Recently I have been discussing with colleagues the concerns around the consumption of alcohol by increasingly younger teenagers across the world. In trying to understand the interest of teenagers in using substances such as alcohol or drugs, I have been considering the normalisation of alcohol intake by different cultural and ethnic groups and the age at which children begin consuming alcohol. An article I was reading again this weekend on the Science News website (http://www.sciencedaily.com/releases/2011/04/110428065615.htm) suggested that parents who believe that introducing alcohol to children and adolescents in family settings are mistaken about this being the way to teach responsible use of alcohol. Indeed, the research discussed in the article suggested this approach may lead to increased drinking and risk of harm as a result of intoxication.

The following is a short excerpt from the article that is worthwhile reading:

"Kids need parents to be parents and not drinking buddies," according to the study's lead researcher, Barbara J. McMorris, Ph.D., of the School of Nursing at the University of Minnesota. Allowing adolescents to drink with adults present but not when unsupervised may send mixed signals. "Adults need to be clear about what messages they are sending."

In general, parents tend to take one of two approaches toward teen drinking. Some allow their adolescent children to consume alcohol in small amounts on occasion if an adult is present. ...A second approach is one of "zero tolerance" for youth drinking, meaning that teens should not be allowed to drink alcohol under any circumstances. This less permissive position is predominant in the United States, with local laws and national policies often advocating total abstinence for adolescents.

To test how these different approaches are related to teen drinking, McMorris and colleagues from the Centre for Adolescent Health in Melbourne, Australia, and the Social Development Research Group in Seattle surveyed more than 1,900 seventh graders. About half were from Victoria, Australia; the rest were from Washington State....By eighth grade, about 67% of Victorian youths had consumed alcohol with an adult present, as did 35% of those in Washington State, reflecting general cultural attitudes. In ninth grade, 36% of Australian teens compared with 21% of American teens had experienced alcohol-related consequences, such as not being able to stop drinking, getting into fights, or having blackouts. ...The researchers suggest that allowing adolescents to drink with adults present may act to encourage alcohol consumption. According to the authors, their results suggest that parents adopt a "no-use" policy for young adolescents. "Kids need black and white messages early on," says McMorris. "Such messages will help reinforce limits as teens get older and opportunities to drink increase."....
There is no time better than NOW to make a difference to our young children who are under our care. The research is clear about the negative impact of early alcohol consumption on the adolescent developing brain. If you would like to read the full article or read related articles about child and adolescent brain development, please go to the website listed above and follow the links.

At AISM we are looking at ways we can provide greater information to parents and students about healthy lifestyle choices. Our School Counsellor and Nurses are currently preparing a schedule of Health and Wellness Seminars for AISM for 2016. Please continue to read the newsletter each week as this is where we will be promoting the date and time information for these seminars.

**Teachers leaving AISM at the end of 2015**

At the end of 2015, AISM farewelled 29 teachers and thanked them for their service at the school. International schools are accustomed to around a 20% turnover of teachers each year. While we always welcome and benefit from fresh ideas that new teachers bring with them, we are keen to minimise staff turnover so we can further develop and more quickly implement our teaching and learning improvement plans.

I am delighted to share with the community that this year we will only be farewelling 17 members of the academic team. All of these team members have given great service to AISM and will leave a legacy for future teachers and students. We wish them all well as they mostly return to their home countries and we look forward to reflecting on their contributions to the school during our staff farewells later this term.

### Departing Staff at the end of 2015

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Junior / Middle & Senior
Every morning, when my alarm sounds, I immediately roll over and ‘swipe’ it off on the screen of my mobile device, so that I don’t wake my wife. I go from deep sleep to a very precise motor-skill in a matter of seconds. I then rise out of bed, placing my hands and feet in the specific places that are the least likely to cause noise and I go to bathroom. Once there, I shower, washing my face and body, towel-off and then stand at the sink to brush me teeth and hair and do whatever else it is I do at the sink. I do all of these things whilst only half-awake. I am able to complete these tasks efficiently and quietly because they have become habitual, unthinking, almost instinctual, they have become routine.

Wouldn’t it be nice, if when faced with a new problem or a new body of information, our children were able to act in a similar instinctual and routine way to find the answer for themselves?

This is where visible thinking routines come in. In 2014 and 2015 a number of the staff at AISM have had the privilege of undertaking a graduate course in ‘Making Thinking Visible’, which is developed by Project Zero at Harvard University. The aim of this course is to teach teachers how to embed a series of simple thinking routines into the minds of our students. In other words, implanting our students with a catalogue of defined processes for approaching new issues and content and finding answers for themselves. Each of these routines has a name which helps to remind the student of the process, such as ‘Step Inside’, “See, Think, Wonder” or “3-2-1 Bridge”.

New routines can be learned and can embedded into the subconscious mind. It is literally like riding a bike. Over the last two years, AISM has been working to introduce and embed the very valuable work of Dr John Hattie, known collectively as the “Visible Learning” approach. I love the Visible Learning approach and very quickly came up with some simple ways to weave elements of this approach into my existing pedagogy. Two years in, I now automatically write a ‘Learning Intention’ and a ‘Success Criteria’ on my board at the start of every lesson and during the lesson I constantly instinctively relate what we are doing to our ‘Visible Learner’ poster.

When we learn good new habit, we get better at what we do. Visible thinking routines are certainly good habits of mind and they are practical tool kits that enable us to better develop visible learners.

Throughout this year, a group of staff, whom have already completed the Harvard course, have been working to develop a strategy to embed these visible thinking routines throughout the AISM community. Coming out of this, these staff members have now developed a number of interactive, online professional development courses, which will, over this term and into the beginning of next year, be utilised to bring all of the staff at AISM up to speed with what we have learned. You should expect therefore, that over the next few terms, you will begin to hear and see your children utilising visible thinking routines to approach new problems and content in creative and self-driven ways. Soon after, you should expect to see these approaches become embedded at routine.

To learn more about Visible Thinking Routines, please visit http://www.visiblethinkingpz.org/.
**3–2–1 Bridge**

**1st Responses**
- 3 Thoughts/Ideas
- 2 Questions
- 1 Analogy

**Connected Responses**
- 3 Thoughts/Ideas
- 2 Questions
- 1 Analogy

**Purpose:** A routine for activating prior knowledge and making connections. This strategy asks students to uncover their 1st thoughts, ideas, questions & understandings about a topic and then connect these to new thinking about the topic after some exposure and research.

**Compass Points**

**N=Need to Know**
- W=Worrisome
- S=Stance or Suggestion for Moving Forward
- E=Excited

**Purpose:** A routine for examining propositions. Purpose: To help students flesh out an idea or proposition and eventually evaluate it.

**Color Symbol Image**

**Purpose:** A routine for distilling the essence of ideas non-vulnerably. This routine asks students to identify and distill the essence of ideas from readings, watching or listening in non-verbal ways by using a color, symbol, or image to represent the ideas.

**I used to think...**

**...but now I think...**

**Purpose:** A routine for reflecting on how and why our thinking changes. This routine helps students reflect on their thinking about a topic or issue and explore how and why that thinking has changed. Students are developing their reasoning abilities and recognizing cause and effect relationships.

**Options Explosion**

**List Obvious Choices**

**What Else We Learned About Options & Our Choices**

**Purpose:** A routine for creative decision making. This routine fosters creative thinking and explores hidden (buried at the moment) options in a decision making situation.

**Question Sorts**

**Purpose:** A routine for identifying powerful questions to guide inquiry and deepen understanding. We need questions that are both generative (that take us somewhere) and sensible (that we can answer).

**Sentence Phrase Word**

**sentence**
- No smalltalk feels responsible for an avalanche

**phrase**
- strength in numbers

**word**
- fallout

**Stop Light**

**aka Red Light Green Light 4 Truth**

**Purpose:** A routine focusing students on signs of puzzles of truth, understanding, and agreement. This routine encourages students to understand multiple perspectives.

**Think Pair Share**

**Purpose:** A routine for active reasoning and explanation. This routine encourages students to think about something and then articulate their thoughts. It promotes understanding through active reasoning and explanation. Because students are listening to and sharing ideas, TPS encourages students to understand multiple perspectives.
Year 12 Graduation

On Friday 8 November, we will be saying goodbye to our Year 12 cohort. A Graduation Ceremony will be traditionally held in their honor. Further details have been sent home via Year 12 students this week. Parents will be invited to attend a morning tea, followed by a formal ceremony. Further information will be available on AISM Weekly next week. The Year 12 Formal will be held on this evening November. A gentle reminder to Yr 12 parents to RSVP if you have not already done so.

Class Groupings 2016

We are currently starting to build the timetable for 2016. As a general guideline, we work with current teachers to determine the class groupings. This is based on their working knowledge of how students work together in the classroom and how they are performing. In general we try to keep homeroom groups together, however this is not always possible. We will be working on these groupings over the upcoming weeks and hope to have them available by the end of the school year.

As students enter the Senior School, we make a deliberate decision to move students into new groupings. This allows them the opportunity to work with other students and gain a greater understanding of others in their cohort. In Year 9, students generally mix with their friends through the electives that they choose. If you have any concerns regarding the placement of your child relating to social and emotional needs, please contact the Year Level Leader to discuss your concerns.

What Matters in the Middle School Mind

I came across a reading relating to the teaching of Middle School students which is also relevant to parents in many aspects. So often we wonder why our teenage children forget things, lose things and sometimes lack concentration. Certainly an interesting read. Here is a snippet from an article called “Mining the Middle School Mind” by David Vawter from the National Association of Elementary Principals in America.

The most important attribute that adults can have when it comes to adolescents is the understanding of preadolescents, mixed with a dose of patience. That’s because children at this age don’t know why their brains don’t work. They lose things, they forget to turn in assignments, and they can get sidetracked walking to their next class. There are many ways to reach and teach the middle school mind, however brain research clearly puts an emphasis on the correct amount of sleep. Middle school students need at least 10 hours of sleep, but they are getting much less. Too many students leave the TV, computer, or cell phone on in their room. The flash on the TV or computer screen, or the ring/buzz of the cell phone can prevent the deepest and most restful stage of sleep. These electronic devices should be turned off at bedtime.

With immature emotional brains, students misread adult expressions and see meanness or anger when none was intended. They hear yelling when voices are barely raised. Middle school brains make bad choices and decisions and, when possible, punishments that have long-term consequences should be avoided.

Year 6 - Famous French People presentations

This week saw famous people visit the Year 6 French classroom. Among them were Louis Braille, Louis Pasteur, Gustave Eiffel and Jules Verne, just to name a few. Students took on the role of these famous personalities and presented interesting facts about their lives, their discoveries and the impact they had, not only on France but the rest of the world. Congratulations to all for very informative and entertaining talks.
On the last week of Term 3, 10 audacious students along with two sporting teachers travelled all the way to Sabah, and to Asrama Desa Pukak hostel. Our aim was to share a week with the students who live in the hostel and learn first hand how The Matilda Project supports this community.

On arrival we were greeted by 26 children. Some curious, some shy, some laughing. But all smiling. Quickly after putting down our bags, we immediately led icebreaker activities with the kids. In no time, we were all kicking football, playing volleyball, or just talking while watching the ongoing games.

We had a busy morning program of school visits where we taught English to the students in Desa Pukak. AISIM students tried to make the lessons fun. We made Indian headbands and shurikens while embedding language teaching along the way. It was quickly followed by afternoon sport sessions at the hostel where we split into teams and had a football match under the drizzling rain.

We also visited another local school, SK Mantob. This is a school located in a village surrounded by nature. We had to cross a wobbly bridge. As we arrived, we were greeted by a Kadazan dance called Sumazau. We had a special badminton tournament with the school, where Mr Wells, Ms Higham and Qi Lin came out on top.

Each day we got to know the children from the hostel a little more. We helped them with their daily chores and heard their stories. We began to understand how important the hostel is to their education. Everyone at the hostel was so warm and welcoming. All of us had a fun time teaching the children English in each of our individual ways.

During the trip we were also lucky enough to experience white water-rafting, Malaysia Day activities hosted by the hostel, evening swims in the clean river nearby and a trip to their paddy field where everyone was showering under the pouring rain. Sadly the rain cancelled our plans to help prepare the rice paddies for planting.

During our last night at the hostel, we danced the Sumazau with the kids who were ecstatic to teach us their traditional dance. They also performed a medley of three songs for us, which we enjoyed fully. The students were friendly till the end. Their smiles were infectious!

Everyone contributed to the team with each of their unique talents. Here are some of them!

- Sydney and Fiona: For the dance routines and creative crafts
- Xuan Lin and Qi Lin: Organising with their OCD-ness and paper crafts activities
- Kaveen and Fernando: Flexible teaching ideas and amazing football skills
- Nick and Patrick: Cooking the best food and awesome photography skills
- Jeremy and Marius: Easy-going and fun with the kids
- Mr Dale and Ms Dara: Being all around, breezy and fun

Despite the late night snacks (and early morning starts) all the team was able to pull through the week, being resilient and active. It was truly a fun-filled week!

Although it was just a five days stay, the AISIM team and the Asrama Desa Pukak community bonded thoroughly throughout the week. I hope our relationship continues to strengthen and flourish in future years. The core of this program was to gain hands on service learning experiences and be able to help each other and be more understanding towards everyone and most importantly bringing joy to others. This trip was truly an unforgettable experience.
Visit from UNSW

On 12 October, we had a visit from Bradley Hall from the Faculty of Engineering at the University of New South Wales. Brad's personal expertise is in the School of Computer Science and Engineering where he is the Development Manager and he spoke to our Year 11 students about the wide variety of courses on offer in Engineering. He is also responsible for the Team that won the Robocup the last two years and fascinated students with a demonstration. He and his team develop software to enable robots to play soccer without human control. If you would like to watch the UNSW Robocup winning team in action, please visit http://tinyurl.com/nkxcpm3

Talk on courses in Art and Design from the Savannah College of Art and Design (SCAD)

Danny Li, the Assistant Director of Admissions from SCAD Hong Kong spoke to students from across Senior School on Monday 19 October.

SCAD is one of the best destinations for an art and design education - with locations in Atlanta and Savannah, Georgia, Hong Kong, and Lacoste, France. Students discovered that their alumni work in top positions at companies such as Apple, Facebook, DreamWorks, CNN, Johnson & Johnson, Disney, Pixar, and Samsung, among many others.

Danny was particularly helpful in guiding our budding artists on how to compile a winning portfolio of work - an essential component of the application process. Some students even had the chance to show him some of their work and receive feedback and support. For more information please visit www.scad.edu

Le Cordon Bleu Cooking Demonstration!

Earlier in the year, Le Cordon Bleu visited the school and were stunned by the high level of interest in their courses. On Tuesday 20th October, chefs from Le Cordon Bleu at Sunway University came to give a demonstration. Sadly, due to haze, we had to abandon plans to host this cooking masterclass in the garden next to the canteen, relocating instead to one of the science labs. Students from across Middle and Senior School were treated to a demonstration of scallops with salted egg puree and were lucky enough to taste the produce afterwards. I am happy to report that the scallops were delicious and that we managed not to set off the smoke alarm! For more information on the range of courses offered by Le Cordon Bleu Malaysia, please visit lecordonbleu.com.my
During the recent holidays, I was able to visit the beautiful St. George’s College in Perth, Australia. St. George’s is connected to the University of Western Australia (UWA) and is one of the most successful, highly regarded and beautiful colleges in Australia. It was established in 1931 and overlooks the Swan River. As a student myself, I studied at the University of Durham in the UK which has a strong and thriving college system. I was delighted to see a familiar environment flourishing at a top Australian university. University life is immensely rewarding wherever you go around the world, however there is something quite special about the sense of community and high levels of support that students receive when they enroll at a college. Students are able to access a richer and more rewarding university experience, and feel part of a family. For students who might be far from home, attending a college like St. George’s is an option well worth considering. Members of St George’s college come from all over the world, and it has a sizable contingent from Malaysia. For more information, please visit www.stgeorgescollege.uwa.edu.au.
We are now three weeks into Term 4, and the school is humming along. Schools are busy places - just as family life can be very hectic, particularly during term time juggling a multitude of commitments while trying to maintain the balance of family time, quiet time, time for sport / hobbies, time for study, etc. So, as part of your personal stress management plan, make a cup of tea (or coffee!), take a break and find a quiet space, and have a read of the following article. I hope you find it informative and stimulating - and a useful tool to add to your parenting toolkit.

This article is on the topic of friendships and the power of peers in adolescence. Friendship and wanting to belong and connect in adolescence is so important - and it can be a very positive influence, but it can also present challenges at times. Considering how you might work with your teenager on issues like managing peer pressure will be important, particular around issues such as teenage drinking, when/where they can go out. Written by Michael Grose, “Peers - The Agony and Ecstacy” is an engaging and thought provoking piece. Enjoy!
Class Placements for 2016

A great deal of time and effort goes into organising classes, with the following factors taken into consideration:

- Gender balance
- Academic balance
- Behavioural balance
- Ethnic balance
- English proficiency
- New students
- Student’s education history (e.g. previous experience with a particular teacher)
- Friendships

Parents who believe there is a significant factor that should be considered in relation to their child’s class placement for 2016, should forward this confidential information in writing by Friday 13 November to the Head of Junior School at hos.js@aism.edu.my. Please do not pass on requests to class teachers, as they are not responsible for class placements. This information will be added to information already gathered to make up the most productive classes possible. As I am sure you can understand, it is impossible to satisfy all requests and design well balanced classes that consider the factors listed above, however, please be assured that careful consideration will be given to each class allocation.

Grade of The Week - Year 2

“Ouch! Watch where you’re going!” said Steve. Steve is eight years old. He has a friend, Alex. Alex is seven. The teacher had sent them to the basement in the morning because the teacher needed sport notes.

Steve has red hair and Alex has blonde hair. Steve loves jeans, opposite from Alex. He likes loose clothes. In the basement, two levels from Alex and Steve’s class, they were looking for notes. The worst thing was that the notes were at the back of the room. “Oh my!” said Alex.

“What?” asked Steve.

“It’s a machine!” gasped Alex. Indeed it was a machine.

“I’ve got it!” exclaimed Steve. “You just shoot?” he continued, making it sound like a question. “Our teacher will like this!” After carrying the heavy machine, they finally got to their class. “I told you to get sport notes!” screamed the teacher, throwing the machine out the front window.

“Noooo” screamed Alex.

“It’s a bird! It’s a plane! It’s Superman!” cried someone outside. Steve looked outside the window. A mysterious blue and yellow dot was outside. “Isn’t that Principal Malfoy?” asked Alex. Principal Malfoy was now wearing a coat with a golden ‘M’. His hair was tucked in an orange builder’s hat. “I didn’t know our principal was a hero!” said Alex.

“I know! The machine turned Principal Malfoy into a hero!” said Steve. “Then change him back into a human! He’s wrecking everything by flying around!”

He’s not a very good hero!” answered the teacher. “Hurry!” said Mr Colin, who was the most flexible teacher in the school, leaping up at Principal Malfoy. CRASH! Mr. Colin landed on a nearby desk. (It was there because Super Malfoy was showing off his strength skills). Zoom!

“Ba-Bye suckers” he shouted.

“Nooo!” shouted the whole school.

“This is un-impéccable!” said Alex.

“Where’d you learn un-impéccable?” asked Steve.

“Un-impéccable is not proper!” said Mr.Colin. “Oh look! Principal Malfoy is inside!” The strange machine was next to him.
“I’ve got an awesome impeccable idea!” said Steve.

“What idea?” asked the teachers, but Steve was gone...

Steve came back with a huge ginormous group of cleaners and sixteen six metre ladders. The cleaners formed a cleaner pyramid which surrounded Principal Malfoy, the hero, with the ladders. He was trapped! “Come on! Pull his clothes!” commanded Steve. RIP! His clothes ripped.

“Aaaah!” Malfoy fell to the ground. ZAP! “Where am I?” Malfoy asked.

“Malfoy’s brain is bad! We’ll take care of him!” said the ambulance (They were called, that’s why they were there). Malfoy was human again! Steve smiled and ran to buy a cape in memory of the adventure. As for the machine, it was put back into the basement.

By Alexus Ong, 2G
Staffies are amazing and phenomenal canines. They are friendly. They are easy to take care of and they are small dogs. These are just some of the reasons why staffies are a good pet to look after. Staffies don’t bite people and are not shy with people. A staffy is as tall as a sausage dog and is easy to take care of. Staffies are easy to take care of because you only need a small amount of dog food to feed them. As you can see staffies are great pets to have because they are friendly with people, they are easy to take care of and they are small.

Lennox Barker, 2M

Buying A Pet Parrot

A parrot is an excellent and beautiful pet to have at home. We can learn from it. They make you be a responsible pet owner and they have beautiful feathers that you can collect. These are just a few reasons why a parrot is a good pet for home. If you are at school and have to write about a parrot, you would know a lot about them if you have one as a pet. Learning from it would be interesting. A parrot would make you be responsible as you would have to feed it and look after it. You can see a pet parrot makes for an excellent pet.

Harper Pain, 2M
The Key to the Big Red Box

On a sunny hill, inside a wood made cottage there lived three boys. Their name were Tom, Ryan and Cill. Tom is caucasian, has tiny feet, is very fast, bossy and is a boy. Ryan and Cill are also boys. Ryan is a very strong Asian who likes to gel his hair and to plan discussions. Cill likes to write, is caucasian and has a very, very loud voice.

One day, the three boys got mail. It was from Mayor Guillermo. It was about a slingshot competition. It started at 7.50pm in the afternoon. When it really started a fanfare was heard and the first round started. The music got louder and louder until it got scary loud. ‘And now the fist round up’, the announcer said. It is Ryan, Tom and Cill. They stepped onto the line and headed for the target and aimed. The things they aimed at were tiny little boxes. Tom and Cill aimed at the bull’s eye, but Ryan was still aimed and the rest were waiting. When Ryan was aimed for the sky, Cill had enough of waiting and shouted, “Hurry Up!!!”

Ryan was so shocked that he let go. It went so high it landed straight in the middle of the forest. The announcer blew whistle “peeeeeeep!” and the three boys raced to get their boxes. When they were running they heard a voice. Tom said, “Over here. It was a dark red box. They looked at the box and to their surprise...

The box spoke! It had a white light that was shining brightly. A glittering keyhole appeared. “Take me with you.” said the box. They took their bags and Cill grabbed the box quickly and ran. Before long, they were exhausted! They were so sleepy that they were snoring loudly a few minutes later.

When they woke up. There was a big long rushing river. “How are we going to get across?” said Ryan. Cill tossed a stone in the river. As soon as it touched the water it disappeared. “Rats!” said Tom yawning. How are we ever going to get across? Ryan turned around and he saw a very long tree. He turned to Tom and Cill and said, “See that tree? All we have to do is chop it down! But we don’t have our axes!”

Just then a pedlar rode up and luckily, he was selling axes for one penny an axe. They strode up to the man and Tom said, “Three axes please.” as he put three pennies into the pedlar’s hand. After the man gave each of them an axe, they walked down to the tree. After long time, the tree fell down with a giant THUD and they got to the other side of the rushing river.

They found Ryan’s box. Ryan opened the box and a key floated out. “Catch it”

“No put it in the keyhole”, Ryan gulped. He close his eyes and put it in the keyhole. Suddenly, the box lid opened. The light got brighter until the three said “Aarrrrrrgh!!!!”

“Where are we?” cried Tom.

“It doesn’t matter!” said Ryan. “Look!” There were everything a kid could imagine - candy clouds, jelly cottages, marshmallow towers - everything was built out of sweets! And then they lived happily for the rest of their little lives.

Cypress Ng, 2W
Ariana wins Silver in the 2015 Putrajaya Cup National Championships Women Open Category in Wakeboarding

At her 3rd wakeboard competition ever Ariana proudly took home the Silver Medal in the 2015 Putrajaya Cup National Championships in the Women Open Category in wakeboarding last weekend. This is her first medal ever won in wakeboarding.

Ariana has therefore been confirmed to join the 2015 Singha IWWF Waterski and Wakeboard Asian Championships as a member of the Malaysian Team for the Open Women Category which will take place the first week of November in Bangkok.

Congratulations Ariana!

Open Karate Championship

Congratulations to Shusuke Agari (Year 1M) on his fine achievements in the recent “1st KOBE OSAKA OPEN KARATE CHAMPIONSHIP” held at Sri Petaling.

He won the prized 1st Place ‘Gold Medal’ in the 5 -7 years old KATA section. He also placed 3rd in the KUMITE section of the competition!!

Shusuke has been attending the school’s Karate CCA this year. It is always a pleasure to celebrate our students’ achievements outside of the school.

Well done Shusuke!

Run For Freedom!

The annual 24 HOUR RACE has returned, bigger than ever. A 100% youth-led movement that aims to free the world from modern slavery! We’re looking for teams of eight girls or boys aged 14-18 years to come join us in ultimately fun and rewarding run and fundraising to stop modern slavery. There are opportunities for those who believe running isn't your scene to be a photographer, Marshall, part of the Aid team or play in the Music Festival that will be showcased on the day. The event will be taking place on the 14 November at the IGB international school. There’ll be prizes for participants, festivities for parents & friends that come along to support the movement. All money donated and/or raised will be going to charities that help those who have been victims of human trafficking. These charities are featured on our Facebook page.

For more information about the layout and structure of the event, and the days leading up to it please contact AISM students Jessy Breen at jessyybreen@gmail.com.
Message from Library
Mrs Denise Miller, Library Services Coordinator

Junior School students have been enjoying the Australiana Socrative quiz challenge on iPads. The children have been working in groups to link important Australian landmarks to a city or state.

Teachers’s Favourite Books

Mr Michael Chesterman’s favourite childhood book was *Are You My Mother* by P.D. Eastman. He remembers this wonderful book being ready to him repeatedly during his early years. His favourite adult author is Dan Brown because he likes the cryptic solving aspect of the author’s writing.

Ms Lillian Heiniger has fond childhood memories of reading & listening to *The Little Prince* by Antoine De Saint-Exupery. Ms Lilliane grew up in the same area in France as the author. Her first copy of the book and cassette was a gift from her aunt. *Les Miserables* by Victor Hugo is her favourite adult novel. Ms Lillian really never tires of the book or the author.