Dr Deborah Priest

Announcing the new Head of the Middle and Senior School for 2016

I am delighted to announce the appointment of Mr Ivan McLean as the new 2016 Head of Middle and Senior School. The appointment was made following a rigorous two-day interview process that included opportunities for parents, students, members of staff and Taylor’s Education Group representatives to talk with the shortlisted candidates. The recommendation from all groups was unanimous in favour of Mr McLean’s appointment. He and his wife Dianne will visit AISM from 13-17 November for a preliminary handover and to commence house hunting. Please find below some information about Mr McLean.

Personal Details:

Married to Dianne, a Junior School Teacher with special training in the education of deaf children. Two children, Aimee 15 years old and Liam 13 years old.

Tertiary:

- 2012 - 2013: Diploma of Management,
- 2012: Certificate IV in Training and Education,
- 1993: Diploma of Education, University of Western Australia.
- 1990 – 1992: Bachelor of Science, University of Western Australia.
- 1989: Bachelor of Medicine & Bachelor of Surgery (First Year), University of W.A.

Recent Employment History:

2007 - current: Associate Principal/Senior School, Peter Moyes Anglican School:

- Member of Anglican Schools Commission (ASC) System ICT Committee – 2013 - 2105
- Member of Education Policy Committee (AISWA) – 2010, 2011.
- Member of Value-Adding Committee (PMACS) – 2009, 2010.
- Acting Principal – Term 1, 2009.
- Chair of Master Plan/Capital Works Steering Committee –2007 to 2010.

2002-2006: Hale School, Perth:

- Chair of Middle School Executive Task Group – 2006.
- Head of Middle Years (Years 7 to 9) – 2005, 2006.
- Head of Maths - For 2003 school year.
- Head of Maths Development Years 5 to 10 – 2002.
- Founding Member/Chair of Technology Learning Community – 2002 - 2006.

1995-2001: Guildford Grammar School:

- Head of Mathematics
Mission Statement

Previously all Taylor’s Education Group schools have had the same Mission Statement of being “The School of choice in the area where the school is located”. As the Group has grown and the diversity of the schools has increased it has been suggested that each school should have their own mission statement. The DRAFT mission statement for AISM is:

*Our mission is to be the leading provider of an outstanding Australian education outside of Australia.*

If you have any suggestions on a more appropriate Mission Statement for AISM I would be pleased for you to email your ideas to me directly at principal@aisal.edu.my.

Years 11 and 12 Leadership Development Camp/Tours

After much research and work by a range of people, I can now confirm that in 2016 we will commence the new Years 11 and 12 leadership and life skills development experiential trips in Australia. I would like to thank our new 2016 Deputy Head of the Middle and Senior School, Mrs Kathryn Sutherland, for her work on finalising the arrangements for this new and exciting initiative.

The Year 11 students will stay on the Boshack Outback Station which is located 90km outside of Perth in Western Australia. The students will be involved in a wide range of activities including team building and survival skills, orienteering, raft building, camp cooking, net fishing, conservation and land management, bush first aid, sheep mustering on foot, farm animal feeding as well as learning about aboriginal culture and heritage.

The Year 12 students will travel to Melbourne University in Victoria where they will stay at Trinity College (a Melbourne University hall of residence) and undertake the famous Trinity College Leadership Program. At the College the students will be mentored by university staff and current outstanding Melbourne University scholars. Highlights of the visit include: tours of three top universities in Australia, workshops on leadership, team building, problem solving, communication skills, goal setting, examination technique and study skills. The trip will conclude with a celebratory evening of theatre in the city.

In moving to these new camps we have been very conscious of maintaining reasonable costs to pass on to parents as we believe these camps should be accessible to all students. To that end we have been able to combine the separate Year 11 curriculum camp with the new Boshack camp thus saving those parents from the cost of two trips in one year. At this stage we are anticipating the Year 11 trip to be at a similar price point to the 2015 Year 11 trip once taking into consideration the GST increases. The Year 12 trip is a far more extensive and broad experience for students than the current local camp at Port Dixon. However, we are still hoping to keep the price for the final senior trip to be a great value-for-money price. As soon as the final costings are available they will be shared with parents. If you have any queries about the trips you can please contact Mrs Kathryn Sutherland on kathryns@aisal.edu.my.

2015 AISM Triathlon

The very successful 2015 AISM Triathlon was held on 1 November and was oversubscribed with 286 entrants from all over Kuala Lumpur. Thank you to all of the staff members, parents and students who assisted on the day and to the Parents’ Association for their wonderful sausage sizzle.

Due to the growing interest in this sport and the desire to provide for all ranges of abilities, in 2016 the School will host two events. The first triathlon will be in Semester 1 just for AISM competitors, students, teachers and parents, and a second more competitive triathlon will be held in Semester 2 that will be open to the broader Kuala Lumpur community as well as athletes from AISM.

Bring Your Own Device (BYOD) Update

Over the past few months we have been sharing news with you regarding our move to a one to one device school. As you may remember, in 2016 all students in the Middle School will be using iPads to enhance their learning. While current iPad devices owned by families can be used, to assist parents who wish to purchase new devices at the education price, we will be releasing our purchase website on 16 November. If you have any queries about this new initiative please contact the Director of Curriculum and Innovation, Ms Kylie Booker on dir.curr@aisal.edu.my.
Message from Middle & Senior School
Simone Fuller, Head of School

Student Captains 2016

Each year the school undertakes a process to select our captains and student leaders for the following year. This year, like many others it has been a difficult decision due to the high caliber of student applicants. I am proud to announce the Senior Student Leadership Team for 2016:

House leaders will be elected next week and all of our captains will be formally badged on Speech Day

Middle School Captains will be elected following the Year 7 Leadership Day on 7 December. Collectively the student leaders will work together as a team on a number of events throughout the year.

Exam Week

This week the majority of our students will undertake their final exams for Semester 2. An examination schedule for all students has been sent to students and is available on Studywiz. All Years 9 and 10 exams will take place in the auditorium, while Years 6-8 examinations will occur within the scheduled class time in the students classrooms.

It is vitally important that students come to school following a healthy breakfast and continue to eat well and drink plenty of water throughout the day.

If your child is unwell on the day of the exam, please contact the MSS Reception and your child's subject teacher so that an alternative time can be arranged. We wish the students the very best during this period.

Year 12 Graduation

At the end of every year we come together to celebrate the achievements of our graduating class and each year parents, students and teachers feel very proud watching the students finish their Secondary education journey.

The students have worked exceptionally hard over this past year and through their journey have had many ups and many downs. They have built resilience, developed leadership skills and come together as a strong group of young adults. Tonight is their final celebration and we all look forward to seeing them enjoying the time together with their peers, families and teachers.
New Staff- 2016

At the end of each year in an international school, we always farewell people and welcome in new staff. I would like to introduce the new members of our teaching faculty for 2016.

Simon Matheson- Head of Science
Simon comes to us from Brisbane Grammar School in Queensland where he is currently the Head of Chemistry. Simon will be accompanied by his wife Claire and two children Brigette and Alexandra.

Tatiana Breger- Head of the Arts
Tatiana was the Head of Performing Arts at Matrix International School KL. She has had extensive international leadership experience in the Arts both in Europe and Asia.

Darren Bird- Head of English/EAL
Darren is currently the Head of English- AIS Singapore. Prior to this he was the Head of English at Clarence Valley Anglican School, NSW and has extensive experience in the HSC.

Jason Brand- Head of PDHPE
Jason joins us from Tuggerah Lakes Secondary College in New South Wales, where he is currently the Head of PDHPE and Sports Coordinator. He is accompanied by his wife Alison (Science Teacher) and three children, Olivia (10), William (8), Emily (6).

Alison Brand- Science
Alison is also currently at Tuggerah Lakes Secondary College, and will teaching in the areas of senior Chemistry and senior Biology along with General Science.

Jessica Stagg- Maths and Commerce/Business Studies
Jessica is currently at Waverly College New South Wales and has previously been the Head of Boarding at Snowy Mountains Grammar School. She joins us with her husband David.

David Stagg- English and History
David is currently teaching at Al Faisal School in Auburn in New South Wales and prior to this he was teaching at Jindabyne Central School. He has also spent time as a Boarding House Supervisor at Snowy Mountains Grammar School.

Garth Chapman- Humanities
Garth joins us from Fort Street High School, NSW where he is currently the Head Teacher- Social Science. Garth has also had experience teaching in Japan. Garth will be teaching in the Humanities areas with a specific focus on Economics and Business Studies.

Higher School Certificate Examinations

Alex Stavenuiter, Learning Support Teacher & Year 6 Home Room Teacher

BOSTES has a program to help students with practical support in their Higher School Certificate examinations. This practical support, known as provisions, assists students to read examination questions and to write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student’s results.

Students may need provisions for:
• a permanent condition, such as diabetes or reading difficulty
• a temporary condition, such as a broken arm, or
• an intermittent condition, such as back pain when sitting for long periods.

To apply for provisions, the school submits an online application to BOSTES. This application tells BOSTES which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

If you think that you or your child may require support in completing the Higher School Certificate examinations, please discuss the matter with Ms Alex. Please contact her through email; alexandras@aism.edu.my by the 30th November so we can begin collating the required documents.
Adventure refers to the exciting activity or unusual experience. These experiences are often of daring or risky nature. And our recent journey was no exception.

On the 29 October, 2015, two teachers and six students Ade, Edly and Tzyy from year 11 and Nick, Min Ji and Nadia from Year 9, went on a hiking expedition to the summit of the Gunung Tok Wan (elevation of 675m) which is situated near Bukit Broga in Semenyih.

We departed school at 11am after our mentors, Ms Gibson and Mr Arnold ensured we had all necessary requirements – hammocks to sleep in, camp stove, warm clothes, adequate food and sufficient drinking water to stay hydrated during this one night camp.

On arrival at the base of Broga Hill we readied ourselves to start the hike up the mountain by applying sunscreen and repellent and adjusting our packs for maximum comfort. We had a short briefing with reminders on staying safe and hydrated and the location of rest stops.

The ‘trail’ up Broga Hill was very rough and steep. Many of us were already tired and panting loudly just after hiking for 10-15 minutes. But it was understandable as we were all carrying very heavy packs.

Ade and Edly who were the first to reach the rest stop and observe the beautiful scenery- panoramic views overlooking Broga, Seminyih and palm oil forests. After a short break and reflection on the hard work required to get this far, we shouldered our packs and soldiered on To Bukit Broga and lunch.

Our simple lunches of fruits, nuts and sandwiches was surpassed by Mr Arnold who impressed us with his full set lunch of Nasi lemak!

Our trail from Bukit Broga took us through dense jungle that sheltered us from the harsh sun and exposed us with a wealth of living things that exist in the forest ecosystem. Ms Gibson was impressed by the variety of fungi that could be found on the forest floor.

Reaching our next rest stop left us breathless and the 15kg on our shoulders up the steep and slippery trails was exhausting. But knowing that we were almost there kept a smile in our face. Except for Ade, who has passed out.

By late afternoon we had reached our destination - the peak of Mount Tok Wan, 675 meters above sea level. We hung our hammocks in advance in case it rained, taking pride in perfecting their construction. With only torches for light, we decided to begin dinner preparations whilst there was still some light, bearing in mind that darkness comes quicker in the jungle. Another first was using the camp stoves to cook our gourmet delights. We all shared our food with each other because you know what they say, “There’s no I in Team”

Our dining experience became interesting when heavy downpours sent us scrambling for shelter which we found under our hammocks which protected us from the pouring rain and thanks to Ms Gibson, the raincoats she provided kept us warm and dry.

As the storm passed and moon began to rise, we prepared for bed. Using the “bathroom” out here was a new experience for some of us and a unique way of “interacting” with nature. It was a step outside the comfort zone of some of our trekkers!
Tzyy and Nick were the first to embrace the new day after a somewhat sleepless night. It was a very cold morning and at 18 degrees we were all shivering. We had a simple breakfast comprising dried fruits, cereals, bread and nutella spread after which we packed up for the return journey.

Before beginning the homeward journey, we left our bags and belongings in the campsite and made our way to the water channel which is one km away. Ms Gibson and Nadia lead the way but moments later, Min Ji, Tzyy, Nick, Edly, Ade and Mr. Arnold were lost in the jungle. Mr. Arnold’s way of attracting Ms Gibson and Nadia’s attention was to shout out a “COO-WEE”. We all gave it a try and Min Ji managed to attract Ms Gibson’s attention who replied with a “I’m over here!”

We reached the water channel, which was gently flowing with fresh water after the heavy rains and spent a brief time contemplating the beauty of our surroundings before returning to camp.

One last photo in the peak of Mount Tok Wan for the memories! “Leave nothing but footprints, Take nothing but photos” - Mount Tok Wan’s motto

Going down the mountain was very risky as the trails were slippery due to the heavy rain the night before. We all had to be very caution and take things slowly to avoid injury.

Unfortunately, Min Ji was not so lucky, accidentally slipping and rolling her ankle. Ade and Edly as certified first aiders, came to the rescue so that Min Ji was able to complete her journey.

We were all very happy to make it back down feeling exhilarated by our efforts. Everyone agreed that this experience was definitely challenging and well outside our comfort zones.

Thanks to Mr. Arnold and Ms. Gibson who helped us, guided us and took care of our safety throughout the camp. We really appreciate all your help.

Quotes from participants

“It was fun doing something you don’t do regularly. Talking to people you don’t usually talk to and spending the night together as well as helping each other was definitely a new feeling. Cooking in the rain and eating under the hammock is probably an experience I’ll never forget. Great experience and a tough journey (well on the way up it was for me) towards a really nice view.”

- Nurun Nadia Mohd Shahrir (Participant)

“This was such a new experience for me, and I loved it. So many things were out of my comfort zone, except for spraining my ankle which is no surprise. Thankfully Ade, and Edly were there to help with first aid. Building my own hammock, cooking, and eating under the rain, nature being your toilet, and spending the night with people you’ve barely said a word to should be worrying, but it was really fun and I feel great!”

- Min Ji Park (Participant)
Throughout the trip, I have learnt a lot. It happened to be my first time setting up a hammock, using the “bush” toilet, cooking in the jungle, discovering new colours of skittles, and sleeping with strangers. I know it may sound weird but it was not too bad. Lastly, I just want to say life is full of challenges and unknown possibilities. Without us putting a step forward, we will never know what is ahead of us. I am very grateful that I was part of this journey and it allowed myself to forge new friendships, overcome fears. Most importantly, we are capable to do anything as long as we give it a try. And of course, the chance to see some amazing views was simply another reward! So I’m calling out to all the young adventurers in AISM to take up this opportunity which takes place on every Thursday. Please do not hesitate if you have any enquiry about international awards, we are more than welcome to help you out!

- Rachel Tzyy Yng Lau (Participant)

“I’ve camped three time so far and to be honest this is probably one of the toughest ones out of the three mountains I’ve trekked. It’s even much better to camp with friends! I’ve made new friends during this camp and can’t wait to hangout with them later on. This trip has really influenced me in both physically and mentally. Thanks to Ms Gibson and Mr Arnold for mentoring us throughout the camp. I did stuff out of my comfort zone like using the “nature” bathroom. I’d love to go camping again with these people soon!”

- Ade Khatamy (Participant)

“I was in the royal military school for two years and I’ve done a lot of camping in the forest during that two years of service. This was just another camp I took part in but with friends who weren’t involved in military service which is completely different to me. I realised that there’s more advanced equipments compared to the military school, such as the camping stove. We would create a fire with planks of wood and gasoline or oil. But this camp has also brought me to a more diverse relationship with fellow participants. Thanks to Ms Gibson and Mr Arnold, none of this would’ve happened without their help”

- Edly Elias (Participant)
With Year 12 students finishing their HSC exams this week, many are now focusing their attention to what comes next as they plan to embark on tertiary education. I can still remember stressing about my own exam results when I was 18, worried that I would fall short of the high entry requirements needed to allow me entry into my university of choice.

In the past, entry to university was fairly clear-cut; if you didn't make the grade, you didn't get in. Fortunately for our students today, many options are open for those who don't manage to secure the grades they needed to transition directly into their first choice course.

Most institutions offer alternative entry to applicants who do not meet the usual admission requirements. Although the pathways discussed in this week’s Careers Corner relate to primarily to Australian institutions, similar pathways are found around the world.

Foundation Courses
In Australia, Foundation Courses are offered for both international and domestic students and tend to have a special focus on English and preparation for tertiary studies. Completing a Foundation Year does not mean a student will automatically be accepted into university, but will depend on how they perform. Some Foundation courses are run by Universities which use them as a stepping-stone to entry, while others are run by separate schools as feeders to a number of different institutions. At AIS, we recommend Foundation Courses to students who complete Year 12, but fail to achieve the ATAR they require. We also only recommend such courses for students who have a very clear idea of what they want to study - as these courses only equip students for a narrow field of study. Some families are tempted to enroll their children in Foundation Courses before finishing Year 12, but this can be fraught with problems as students have not had long enough to experience a wider variety of subjects and determine where their skills and interests lie. Careers and Pathways planning is all about finding a direction that suits a student’s interests, abilities and passion. Students need time to find out what these are. A good example of a foundation course provider is UTS:INSEARCH that prepares students for courses at University of Technology Sydney (www.insearch.edu.au).

Vocational Courses (such as TAFE)
Countries around the world offer various vocational tertiary education courses for students who wish more practical training in a specific area. In Australia, these technical options are known as TAFE courses. TAFE colleges award Australian Qualifications Framework (AQF) qualifications accredited in the Vocational Education and Training (VET) sector that align to Certificate and Diploma qualifications. In many instances TAFE study is used as partial credit towards bachelor's degree-level university programs, so students can use their TAFE qualification to secure a degree course. An example of a popular TAFE course is the Diploma of Early Childhood Education and Care, developing various skills including child development and creative experience. Students are required to take 240 hours of work experience during the course, and graduates often then enroll in a Bachelor of Education. For more information see www.tafensw.edu.au.

Changing university courses
Students who have only just missed out on gaining a place on their preferred course might consider changing their course for one that they do have the grades for. This can be done online, or by contacting the university directly depending the country you are applying to. If a particular university is a high priority, it might even be a good idea to apply for a couple of courses at that institution from the start. Depending on the degree and the university in question, it might even be possible to switch back the first choice degree over the course of the degree. Please visit http://tinyurl.com/o5blx7 for an example of changing university courses at the University of Sydney.
This week’s article is the third in the series on supporting your teenager in the area of friendship, peer pressure, risk taking and alcohol use. The article, from the Australian Drug Foundation, is titled ‘Hosting Teenage Parties’ and it provides some great ideas for parents and young people in highlighting things to consider when planning a gathering - be it a party, gathering or sleepover. It deals directly with the issue of ‘Duty of Care’ for parents in providing a safe environment for young people to party.

You will note that in certain places it refers to talking with your local police station, and registering your party with them - this option is available in Australia. Living in a multicultural community, it is also important to note that here in Malaysia, the legal age for alcohol consumption is 18 years for non-Muslims – there is no legal drinking age for Muslims as it is against the law for them to consume these beverages.

Next year, I am planning a number of workshops for parents on a range of adolescent-related topics such as Substance Use; Parenting in the Digital Age; Parenting my Middle Schooler; Transition, etc. Further details on dates / location will be posted in the near future.
Hosting teenage parties

Activities
These activities can take the focus off drinking:
• Pool table, sports activities, competitions
• Juice box, dance music, karaoke, theatre sports.

Running the party
• Don’t drink or use drugs yourself.
• Before the party, find out how to handle someone who is drunk and/or using other drugs.
• Work out with adult helpers who will do what.
• Keep the party happening and ‘happy’.
• Consult your teenager every so often.
• Encourage guests to leave at the time you have chosen for the party to end.

Transport
• Encourage parents of younger age groups to pick up their children at the end of the party.
• Check how guests are getting home and who is driving. If a guest has been drinking they should not be driving.
• Young people may not be able to tell if someone else can drive them home safely.
• Consider getting drivers to hand their keys in when they arrive. You can then check on their condition at the end of the party.
• Encourage guests to come by taxi, or with a driver who won’t be drinking.

Gatecrashers & security
• If you are concerned about security, restrict the guest list.
• Register your party with police.
• If having a big party, consider hiring security.
• Have only one entrance to the party; secure sides or back gates if necessary.
• Organise for your teenager and a reliable adult to be on the door.
• Make sure that vehicle access is not blocked.
• Phone police if gatecrashers arrive.

Planning for ‘extras’
• Have some spare bedding available in case someone cannot go home for some reason.
• Parents’ phone numbers may come in handy, e.g. to contact parents of a guest who is drunk and afraid to go home.

Party checklist

Getting started
To help make decisions, find out from local police:
• local laws on alcohol and drugs, especially for under-18s
• noise regulations

Ask the insurer of your property or hired venue:
• the extent of insurance coverage available

Decide on:
• type of party
• location
• budget
• Finalise agreement about alcohol and supervision with your teenager and the rest of the family.

Well before the date of the party
•设计，发，send invitations.
• Contact parents; gather phone details.
• Organise helpers and security.
• Inform neighbours.
• Register the party with your local police.
• Organise activities and equipment.
• Make a list of emergency phone numbers.

Just before the party
• Buy and prepare food, drinks and decorations
• Organise hire/purchase of crockery, glasses etc.
• Have spare bedding ready.

On the day of the party
• Experiment with sound equipment; set up to minimise disturbance locally.
• Set up and decorate house/other venue
• Lock any side or back gates, if necessary
• Make sure there is vehicle access.
• Secure dog/s.
Hosting teenage parties

Managing alcohol & other drugs
We all love a party and it is important for teenagers to celebrate, have fun and learn social skills. However no parent wants drunken behaviour, property damage, personal injury or gatecrashers.

Here are some tips to consider when planning a party for teenagers.

Your legal position
As a parent, you are the host and you have a 'duty of care'. You should do all you can to provide a safe environment:
- Find out the laws about alcohol and other drugs in your state or territory (ask local police or your community legal centre). Everywhere in Australia, there are special laws about people under 18 and alcohol.
- You should supervise the party. If anything goes wrong, even after the party, and you have not taken care to prevent this, you could be held liable. Additional adult supervision is advisable.

You should find out about insurance:
- If the party is on your property, contact your insurer about your home cover.
- Contact venue management about hired premises.

Invitations
Invitations have many advantages:
- They are a first point of contact with other parents.
- You can work out how many guests to plan for – include RSVP.
- You can communicate what you expect from guests, e.g. dress code, whether alcohol will be provided, finishing time, invites only.
- Making invitations will help you decide whether party will have a theme, be fancy-dress, special occasion etc.

Food
While eating doesn’t stop people getting drunk, food in the stomach slows down the process.
- Start with savoury food, provide hot food halfway through, finish with fruit and desserts.
- Serve low-salt chips and crackers.
- Make sure food is easily available and taken around regularly.

Drinks
A no-alcohol party is a valid choice. You may decide to ask teenage guests to hand over any alcohol to you when they arrive. Remember:
- You have a right to confiscate alcohol if you need to.
- You need to work out what you will do when the guest leaves.
  (You could be held liable if you return alcohol to a young person who then consumes it after leaving and gets into trouble.)
Visible Thinking

Visible Thinking routines are taught in the Junior School to provide students with the confidence to approach unfamiliar situations and new problems. The routines are grouped into three key areas, and routines from each of these areas are most effective when implemented at an appropriate point in the learning process.

1. Introducing and Exploring Ideas
2. Digging Deeper into Ideas
3. Synthesising and Organising Ideas

See Think Wonder

Dylan Parry, Year 5 Teacher

See Think Wonder is a thinking routine that is often used in the classroom when introducing or exploring new ideas. It encourages students to make careful observations and thoughtful interpretations. It also helps stimulate curiosity and sets the stage for inquiry.

In 5W students worked in small groups and observed a time lapse video of a seed growing into a full sized plant. After watching the video students recorded their thoughts and discussion in a thinking journal.

<table>
<thead>
<tr>
<th>SEE</th>
<th>THINK</th>
<th>WONDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kishantra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I saw a plant growing and taking time for the leaves to bare. I also saw that a plant is very different in the soil.</td>
<td>I thought that the plant needed sunlight, water and time to grow. I also thought that if you treat the plant properly it starts growing faster.</td>
<td>In my mind I wonder if a plant could ever glow. I also wonder why plants take a long time to grow.</td>
</tr>
<tr>
<td>Sharmaine</td>
<td></td>
<td></td>
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<tr>
<td>I saw the plant growing process. I saw that the plant took its time to grow. The plant inside looked very different to the plant outside.</td>
<td>I thought the plant took a lot of time to grow and form. I also thought it was interesting that the inside plant looked different to the outside plant.</td>
<td>I wondered why plants looked different if they are grown inside or outside. I was surprised that plants could be fascinating.</td>
</tr>
<tr>
<td>Alya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I saw in the soil that the plant took its time to grow its roots. I also saw the plant forming.</td>
<td>I thought that the plant needed some care to grow. I also thought that the plant looked special to me.</td>
<td>I wondered why plants grow differently outside. I also wondered if plants could ever grow faster.</td>
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Junior School Teachers 2016

At present we are in the final stages of confirming staffing for 2016. In the near future, I will announce next year’s homeroom teachers. Below is a brief overview of the new staff currently confirmed for 2016.

- Diane McLean is an Early Childhood educator with over 20 years experience teaching in Primary Schools in Western Australia. She has most recently been working with hearing impaired students. Dianne was educated for several years at the RAAF School at Butterworth, and is a regular visitor to Malaysia.
- Evelyn Ralph has been teaching in Melbourne schools for 16 years. She is currently the Curriculum Coordinator and Year 3 teacher at Eastbourne Primary School and has a passion for Mathematics.
- Kris Hickson has taught for 15 years in Primary Schools in Melbourne and the UK. He is currently the Year 6 teacher at Osborne Primary School and has been a Year Level Coordinator. Kris loves cars, sport and enjoys running.
- Mitchell O’Brien is an Australian teacher with 7 years experience teaching in New South Wales, the Northern Territory and the UK. Mitchell is a keen sportsman, and is currently teaching Year 3 at Northbridge Public School in Sydney.
- Andrea Zibell is an Australian teacher with 7 years experience teaching in New South Wales and the UK. Andrea has a strong background in the Arts and was most recently a Year 4 / Music teacher at Northbridge Public School in Sydney.
- Stephanie Freeman is an Australian teacher, who has been teaching for the last 5 years at Mentone Grammar School in Melbourne. She has been trained in Visible Thinking and has a passion for theatre.

Class Placements for 2016

In the last newsletter I outlined the factors that are taken into consideration when putting together classes. Most importantly we strive to achieve a balanced group in terms of gender, academic needs, and behavioural and social requirements. I will always attempt to ensure that each child is placed with at least one friend.

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. An example of such a factor may include a child with specific emotional needs who would benefit greatly from being placed in a class with a particularly supportive friend, or alternatively, two students who would benefit from being separated. Please do not request a specific teacher. All teachers in the Junior School at AISM are experienced professionals fully capable of meeting the needs of students. It is impossible to achieve well balanced and productive classes as well as meeting requests by parents for specific teachers.

Grade of The Week - Year 1

Bats
This is a report about bats.

Food
Bats eat ripe fruit like apples, bananas and mangos. Bats hate bugs and do not eat meat, except for vampire bats who love meat.

What bats look like
Bats look creepy and have two wings. Bats have fingers and thumbs.

All about bats
Bats hang upside down and can see in the dark.
Bats are mammals and they don’t lay eggs.

Nadya Sigalingging, 1G

Dear Kit Kat Factory,
I love your product but can you stop using palm oil? The palm oil plantation is causing the haze. I cannot go to school because the air pollution is very bad.

Maddison Semmens, 1G
Dear Mars Factory,

My name is Jasmin and I am six years old. I am writing to you because of the haze. The haze makes me sad because I can't ride my bike and go to school. Please stop using palm oil in Mars Bars.

Thank You.

Jasmin Unsworth, 1G

My Favourite Food
My favorite food is sushi with good toppings and good rice. I like it because the topping is good and tasty and it reminds me of Japan. I like the rice because it is yummy. Sushi is yummy and you should try it but don't eat too much.

Shusuke Agari, 1M

My Favourite Food
My favourite food is salmon fish. It is an orange red white fish. I like salmon fish because it is oily and tasty. You should try salmon because it is tasty and healthy. Salmon reminds is eat all over the world.

Tristian De Lange, 1M

My Favourite Food
My favourite food is apple pie because it is sweet, tasty and delicious. Apple pies remind me of Italy. The bread is crunchy and the apple is sweet. I love to put on too much icecream and you should try it too. It is magnificent. It is yummy.

Ameesha Bhullar, 1M
A Goldilocks Rap

Goldilocks gets lost in the wood, as bad as she could.

She finds the three bears house, and was quiet as a mouse.

She tries to eat the meat, but it tastes like wheat.

She sits in three chairs, and destroys the house of bears.

In the Three Bears beds and doesn't cuddle a Ted.

The three bears return and find a chair, broken by a maiden fair.

Goldilocks Rap

Goldilocks gets lost in the woods very badly, So bad she got up so madly.

She saw a little hut, and she scratched her butt.

She sees the porridge and tries them out, She looks very hungry and she gives a loud shout.

She sits on three chairs and finds out they look like they belong to a bear.

But suddenly she gets tired and finds a place to sleep. She goes up the stairs and

The three bears suddenly return when Goldilocks is sleeping, At the same time the three bears were peeping.

They came back and couldn't believe what they see, what they see is one of the bowls empty.

She found a bed small for a baby, she said "this looks good maybe."

She got out of and ran to the bay, on that day where she may.

Olivia Annandale-James and Leanne Ellis, 1W

When the bears saw their bowls, The bears change their face colour in to orange!

Baby bear went upstairs and he was AMAZ! He shouted out and said GO AWAY

Goldilocks jumped out of bed and fell down, she ran in circles and around and around.

Jyn Kok and Hannah Ju, 1W

Basile Dubois, 1W
Sports Corner

Middle and Senior School Swimming Carnival
Kim Bradley, Middle & Senior School Sports Coordinator

I am very pleased to write that Kuala Lumpur was very kind to AISM on Tuesday 27 October. The haze lifted enough for us to hold the 15th annual AISM swimming carnival. It wasn’t too hot, although I’m sure there are some wicked bather tan lines around. I would firstly like to thank the many parents who gave up their valuable time to assist with timekeeping duties and icy pole making duties.

I am also very grateful to the many staff who held key positions on the day. Carnivals are only as good as the people involved. I am eternally grateful to the DJ for his taste in music and for the many puns throughout the day. Some of them were funny. Any chance to play air guitar is also greatly appreciated.

A massive thank-you also goes to Asian Tigers Mobility Services for supplying the swim caps. I look forward to their ongoing relationship with our school.

Last but not least, thank-you to the amazing students who attend our school and who make it easy for staff to come to work every day.

Age Group Champions List

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Champion</th>
<th>1st Runner Up</th>
<th>2nd Runner Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Boys</td>
<td>Ross Weir</td>
<td>Leigh Salani</td>
<td>Zachary Lau</td>
</tr>
<tr>
<td>12 Girls</td>
<td>Yasmin Henderson</td>
<td>Claudia Young</td>
<td>Ariana Elmer</td>
</tr>
<tr>
<td>13 Boys</td>
<td>Taiitsu Masunaga</td>
<td>Washington Chao</td>
<td>Alex Kam</td>
</tr>
<tr>
<td>13 Girls</td>
<td>Taasia Thong</td>
<td>Jemma Brisk</td>
<td>Lharanya Somasundaram</td>
</tr>
<tr>
<td>14 Boys</td>
<td>Julian Gray</td>
<td>Masahiro Kuno</td>
<td>Airl Shazli</td>
</tr>
<tr>
<td>14 Girls</td>
<td>Cara Hobson</td>
<td>Cassandra Komouris</td>
<td>Minji Park</td>
</tr>
<tr>
<td>15 Boys</td>
<td>Jeremy Bartley</td>
<td>Jasper Brisk</td>
<td>Nick Werner</td>
</tr>
<tr>
<td>15 Girls</td>
<td>Regina Kewo</td>
<td>Eve Weir</td>
<td>Sophia Komouris</td>
</tr>
<tr>
<td>16 Boys</td>
<td>Christian Bartley</td>
<td>Patrick Heaton</td>
<td>Adin Hogarth</td>
</tr>
<tr>
<td>16 Girls</td>
<td>Sydney Thompson</td>
<td>Ina Hobson</td>
<td>Sophie Chmiel</td>
</tr>
<tr>
<td>Open Boys</td>
<td>Shay Maynard</td>
<td>Li Zhen Ng</td>
<td>Dylan McKibbon</td>
</tr>
<tr>
<td>Open Girls</td>
<td>Lynette Too</td>
<td>Jessie Breen</td>
<td>Madyson Pietsch</td>
</tr>
</tbody>
</table>
A special note for the students who have produced new records for AISM and whose names will be etched in AISM history until new champions are produced.

<table>
<thead>
<tr>
<th>Name</th>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington Chao</td>
<td>50 Freestyle</td>
<td>31.47</td>
</tr>
<tr>
<td>Washington Chao</td>
<td>100 Freestyle</td>
<td>1.11.19</td>
</tr>
<tr>
<td>Taiitsu Masunaga</td>
<td>50 Breastroke</td>
<td>43.15</td>
</tr>
<tr>
<td>Taiitsu Masunaga</td>
<td>50 Backstroke</td>
<td>35.95</td>
</tr>
<tr>
<td>Taiitsu Masunaga</td>
<td>50 Butterfly</td>
<td>35.96</td>
</tr>
<tr>
<td>Taiitsu Masunaga</td>
<td>100 Backstroke</td>
<td>1.25.16</td>
</tr>
<tr>
<td>Taiitsu Masunaga</td>
<td>100 IM</td>
<td>1.19.81</td>
</tr>
<tr>
<td>Taasia Thong</td>
<td>50 Breastroke</td>
<td>45.22</td>
</tr>
<tr>
<td>Taasia Thong</td>
<td>50 Backstroke</td>
<td>40.91</td>
</tr>
<tr>
<td>Taasia Thong</td>
<td>100 Breastroke</td>
<td>1.35.43</td>
</tr>
<tr>
<td>Taasia Thong</td>
<td>100 Backstroke</td>
<td>1.27.50</td>
</tr>
<tr>
<td>Taasia Thong</td>
<td>100 IM</td>
<td>1.27.79</td>
</tr>
<tr>
<td>Taasia Thong</td>
<td>100 IM</td>
<td>1.27.79</td>
</tr>
</tbody>
</table>

I would also like to recognise the Year 12 House Captains for their contributions to AISM this year and wish them the best in the future endeavours.

**FREEMAN**
- Afra Zadeh
- Bronson Chong

**THORPE**
- Victoria Chimmel
- Sprite Munday

**RAFTER**
- Kenny Lee
- Asif Haider

**SAUVAGE**
- Aisha Kenton
- Mukesh Subramaniam

**Compressport International Triathlon Series**

Kindly be reminded that the final event in this Series will be the Epsom College Triathlon on Sunday, 6 December will have DOUBLE points on offer, so it is all still to play for.

If you haven't signed up already make sure to sign up now at: https://event.howei.com/event/epsom-college-triathlon

**AISM students excel in the 2015 Port Dickson International Triathlon**

*Damian Pietsch, Sports & Co-Curricular Activities (Junior School)*

Over the weekend of 10 October 2015, the top triathletes from across the country competed in Malaysia’s most popular triathlon event, the Port Dickson International Triathlon.

Our AISM girls excelled in the childrens’ races. Eliza Tan was the U9 Girls champion, while Tania Thong was runner up in the U12 Girls category - and both will still be in the same age category next year!

Other AISM participants in the childrens’ races to perform well included...

- **U9 Girls**: Miley Sawler 7th
- **U12 Girls**: Mia Tan 8th
  - Tara Heaton 15th
- **U15 Boys**: Christian Bartley 16th

Congratulations to all our participants!

Dear Junior School Parents,

Just a reminder that we present the Junior School Sports Person Award at the end of the year. Points toward this have been calculated according to internal and external events throughout the year. If you believe your child has participated in an elite sporting event outside of school, could you please notify me of the details of the event and your child's placing. If the event meets our criteria, the results, will be included in our calculations. Submission must be emailed to me at coord.js.pe@aism.edu.my by Friday 27 November.
Creative Arts Week

Showtime!

The annual ‘Creative Arts Week’ will involve the school community in activities in Visual Arts, Photography, Drama and Music.

The theme this year is ‘Showtime!’ We will have visiting circus specialists as Artists in Residence from Circus Avalon in Australia working with our Drama students and also available at lunch in our AISM Interactive Arts Tent in the playground so students can try circus tricks and activities. Students will have opportunities to contribute to and design circus related artworks for the tent. Students will also be works of art themselves in face painting workshops!

The Years 9 and 10 Drama class have been working on two ‘Murder Mystery parodies’ as their class productions this term. The plays, ‘Murder Malodorous’ and ‘The Real Inspector Hound’ each take place in a Drawing Room of a large English Manor, and each begin the same way - A man staggers on to stage and dies dramatically in the centre of the room. So whodunnit? But these are no well-crafted Agatha Christie or Arthur Conan Doyle tales, these plays are non-sensical, hilarious, and have more twists than an Elvis record. They will be performed on Thursday 26 November in C216, 'Murder Malodorous' beginning at 9:45am and 'The Real Inspector Hound' at 11:45am. Year 7 are working on self devised physical comedy plays. The Middle School Production will be on during this week on Wednesday 25 November at 5.00pm. This year students are presenting the ‘Seusification of Romeo and Juliet’ which is Shakespeare with a zany twist.

Visual Arts students are busy developing their work for exhibition. Year 6 are working on animal reliefs and Year 8 caricature portraits. Years 9 and 10 Visual Arts are working on Surrealism and Year 9/10 photography Conceptual Arts and digital techniques. The opening of the Art exhibition will take place on Wednesday 25 November at 6.00pm.

The Music students are busy preparing for two performances. The annual ‘Music Showcase’ concert will be on Wednesday 25 November at 7.00pm and from the final activity of this evening. It will include items from ensembles at AISM and individual and small group items.

The week concludes with the tradition of ‘AISM ROCKS!’ where students choose, rehearse and perform Rock and Pop music in 2 venues. Think Woodstock without the mud. This will take place on Friday 27 November from 1.30pm - 3.10pm.

Please come along and enjoy this celebration of Arts at AISM.
Last Thursday AISM hosted the monthly Kuala Lumpur Library Network meeting. This is a very proactive group involving over ten KL International schools. The group shares valuable library related matters such as quality resources, IT initiatives and sourcing authors.

**Favourite Books**

**Students**

*Beast Quest series by Adam Blade.*
The books are really cool. The beasts in the stories are strong and kind.  
*Chee Sung, 1M*

*Geronimo Stilton books.*  
*I like the pictures and also all the adventures.*  
*Naomi Kerr, 1M*

**Teachers**

*The Harry Potter books by J.K Rowling* are my favourite childhood books. These books really encouraged me to read.

*Shantaram by Gregory David Roberts* is my adult choice. This book is based on the amazing life of the author so it is virtually a biography. It tells of his escape from prison in Melbourne and then his life in the slums of Mumbai.  
*Ms Renee Dikeni*

*Cuddly Dudley by Jez Alborough* was my favourite book as a child. I loved the rhyme and rhythm in the story.

*The Hobbit by J.R.R. Tolkien* is my absolute favourite as an adult. I thoroughly enjoyed the mystery of the people and the intrigue of the character, Golam.  
*Mr Kelvyn Fuller*
Healthy Feet

Mrs Denise McFarlane, School Nurse

Symptoms of feet problems
Wearing shoes that fit properly and support your feet is vital to avoid sore feet and to prevent or alleviate many common foot problems. It’s also important to choose footwear that will minimise your risk of falling and slipping.

When choosing shoes, you need to consider the activity, the surface and your need for support.

High heels can cause significant physical stress
High-heeled shoes place the foot into an unnatural position, affecting both the foot and your posture. Prolonged periods of walking in high heels can place unnecessary stress on your back and neck, and result in permanent postural changes. It is not uncommon for women who have worn high heels for most of their working lives to find themselves in pain when they start to regularly wear flat shoes.

The high-heeled shoe also places greater pressure on the forefoot, which can cause a build-up of calluses. The pointed toe places significant pressure on the toes, which can cause permanent deformity, including bunions, claw toes, corns and thickening of the nails.

Appropriate footwear is vital for playing sport
Young athletes and school children who play sports require footwear that provides cushioning for shock absorption during running and jumping, and stability for side-to-side activity. Sports shoes should bend easily at the ball of the foot, and the back of the shoe should be supportive and cradle the heel to prevent injury.

Shoe inserts and insoles
Shoe inserts can increase comfort and support, and improve foot posture. Insoles bought at pharmacies and sports stores are generally made from soft materials to one generic arch shape. While they may be adequate for some people, they do not address specific problems and are not moulded to your foot. Some insoles are designed purely to redistribute body weight away from painful areas of your foot.

Podiatrists prescribe insoles to help change your foot posture. A change in foot posture may help to ease foot pain and prevent injury. A cast of your foot is usually taken in plaster and the insoles are tailored specifically to an individual’s feet. Because these devices are ‘one of a kind’, they are often more costly than those purchased over the counter.

Alternate your shoes
Alternating your shoes from one day to the next will help to vary the posture of your foot and distribute the load over a greater range of joints and muscles. It will also allow your shoes to dry out and so reduce the growth of bacteria. Alternating sports footwear allows the foam cushioning more time to ‘rebound’ (come back into shape). This may help prolong the life of your shoe. You should see your doctor or podiatrist if you are worried about your child’s feet or gait.

Problematic symptoms may include:

- Abnormally shaped toes
- Ingrown toenails (that persist or are painful)
- Bunions or other deformities
- Stiffness in the foot
- Limping
- The child complains of pain while walking, or favours one leg over another when walking
- Severe in-toeing or out-toeing
- Flat feet beyond the age of five years
- A sudden change in the way your child walks
Where to get help

- Your doctor
- Paediatrician
- Podiatrist
- Physiotherapist

Wearing shoes that fit properly and support your feet is vital to avoid sore feet and to prevent or alleviate many common foot problems. It’s also important to choose footwear that will minimise your risk of falling and slipping.

When choosing shoes, you need to consider the activity, the surface and your need for support. The better the school shoe and sports shoe the healthier your child’s feet.

If you would like more information on a Podiatrist please visit the school nurse Ext.5039 at Health Services who will recommend one for you or your child.

The Lost Towel Project

Colleen Derham, Service Learning Co-ordinator

Need some inspiration for an original Christmas gift? Want to support a good cause? You are in luck, because the second round of orders is now open for 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.

All towels are high quality, ethically manufactured and you come in red, blue, yellow and green (house colours)

Each towel will be embroidered by one of the Chin refugees, with your child's name and comes in a personalised drawstring bag.

Towels are currently on display in the Cabarita Cafe. Order forms are available from respective reception areas. Towels cost RM90 (please see the order form for payment details).

All profits go directly to the Chin refugees

Last order is Friday Week 7 (20 November)

For more information see The Lost Towel Project Facebook Page https://www.facebook.com/thelosttowelproject?fref=ts

Service Learning - Chin Immersion and Co Curricular Program

Colleen Derham, Service Learning Co-ordinator

It has been such a rewarding experience working with the Chin students this year and watching them go from being shy, quiet individuals to blossoming into confident and engaged young people.

The Chin Immersion program started at AISM around six years ago as part of our Service Learning program. The aim of the visits is to help Chin students gain experience in a mainstream classroom to help make the transition to school a little bit easier when they are permanently resettled. The Chin students visit once a fortnight and participate in various classes across the JS and MSS.

As the year draws to a close, I would like to take this opportunity to thank the teachers and students who have welcomed the Chin students into our school community with open arms. The Chin students look forward to each visit with much anticipation and have thoroughly enjoyed their visits to the JS and MSS.
I would also like to thank the teachers who have volunteered to be part of the Chin Co-curricular program. This program offers the Chin students a chance to participate in new and different activities using the facilities at AISM. This Semester we did Art, Cooking, Dance and Games. An extra special thanks must go to the students who have volunteered to help with the Chin students during the CCA activities. The warm welcome and generosity you have shown the Chin students each visit has been commendable.

“The best thing about being with the Chin students is that we got to learn different languages and had fun meeting people from different cultures” (Siyonna, 3W) 
“.....we became good friends with the Chin and learned their language.” (Yuan, 4W)
“Helping out with the Chin students was one of the best things because it is fun and I got to learn more about them.” (Joel 8M)

We look forward to welcoming the Chin into the AISM community in 2016.
Dear Parents & Friends of AISM,

The school year is quickly coming to an end and the staff of AISM would like to sincerely thank all those who have contributed to the school in so many ways. The generous contributions of time, effort and energy have greatly enhanced the learning experiences for our children. As a small token of our appreciation, we would like to invite any person who has contributed to the school this year to morning tea.

Date: 30 November 2015, Monday
Venue: School Canteen, AISM
Time: 9.00 am

Please RSVP by -- 13 Nov 2015 at the main reception

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**List of Term 4/2015 New Students**

AISM is delighted to welcome the following new students who joined us recently.

<table>
<thead>
<tr>
<th>No</th>
<th>Surname</th>
<th>First Name</th>
<th>Year Group</th>
<th>Gender</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Whitaker</td>
<td>Isabelle Gwendolyne</td>
<td>2M</td>
<td>Female</td>
<td>Australian</td>
</tr>
<tr>
<td>2</td>
<td>Whitaker</td>
<td>Matilda May</td>
<td>FG</td>
<td>Female</td>
<td>Australian</td>
</tr>
</tbody>
</table>