The Fortnightly Community Newsletter of the Australian International School Malaysia

Issue 6 | Week 1A | April 24, 2015 | For internal circulation only

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Photo from Team Building Day

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Welcome to Term 2

This week I was delighted to see the return of our students and teachers to the campus after a refreshing and restful Term 1 break. We also welcome two new members of staff, Mrs Isabelle Manders-Jones who will be teaching Drama and English classes in the Middle and Senior School, and Mr Navien Rajendren who will be our new Bus Operations Officer. I hope you will make them both very welcome.

While the teachers and students enjoyed some special time with their families, the School remained a hive of activity. In our efforts for ongoing improvement in facilities our IT, Operations and Facilities team were very busy with painting, pruning, cleaning and building. I am sure you will notice these improvements as you move around the School and I would like to thank the entire team for their excellent work throughout the vacation under the leadership of Mr Shashi Asnani and Mr Donavan Zegna.

The Cabarita Cafe

Of great interest to us all is the opening of the Cabarita Cafe which is almost completed. The Cafe will commence with temporary display cabinets for warm and cold food as we have ordered custom built cabinets that will arrive in May. Our brightly coloured bar stools will also be arriving in May as will the canvas picture inserts for the bar panels. We are investigating ways to brighten and protect the table tops and I would like to thank Thana Karupiah, our D&T Assistant, for the construction of display blocks for each table and I would like to thank the Marketing team for the first information cards that will be displayed in the blocks and regularly updated. We will use clear plastic film to cover the table tops for the time being.

Please see later in this newsletter for a copy of the new Cabarita Cafe menu.
Science and Design and Technology Laboratories - further improvements

In addition to the Cafe, work was completed on the vacation in the installation of a compactus and chemical safe storage cupboards in the Science Laboratories, covering of the MSS Reception wall with timber to match existing walls and the construction of a wall and door to close in and protect the computers in the Design and Technology Lab. In addition, the ducted pipe work for the industrial exhaust fan was installed in the Design and Technology Lab and we now await the delivery of the Exhaust unit that will be positioned external to the Lab facing the car park.

Car Park

While discussing the car park; we have moved forward with our planning of our new car park. Following some research, undertaken during Term 1, about car numbers using the current car park, and following construction approvals given to developers in our local area, we are now in a clearer position to determine which car-parking option we should pursue. A number of meetings have already taken place with the significant stakeholders with whom we need to negotiate our plans. As soon as we have some firm news to share I will communicate to all parents. Please be assured that while you have already been extremely patient with what seems to be a very long-term plan, we are working hard to move the project forward.

General Development in the School Precinct

Still on the topic of development, we will continue to notice earthworks outside of the School campus in coming months and years as developers commence the early stages of their high-quality construction projects. One benefit of such activity is improvements in road infrastructure and parking external to the School grounds so we are optimistic about the impact that the developments will have on our School. The new projects cannot “come out of the ground” until the road upgrades are completed. Any short-term or longer-term impacts to our community will be communicated through the newsletter.
Today the School lowered all our flags to half mast to stop and remember the Australians and New Zealanders who have lost their lives to protect their countries. Students from Year 3 to 12 gathered with staff and families in a moving service. A feature of the service was the laying of the wreaths by our Junior and Middle School Captains which was preceded by a powerful video. Please click the following link to see the video.

Programme

Commemorative Address
Lieutenant Colonel Jim Ryan
Australian Defence Force

Hymn- Abide with Me
Performed by the AISM Junior and Middle School Choir

Response
Year 9/10 History students - Joshua Hughes, Michael Gilmour, Pei Xien Yeoh, Yann Ran Ng followed by “Spirit of the ANZAC’s” official music video

Laying of the Wreath
Middle School Captains- Ghazi Hakem and Regina Kewo
Junior School Captains- Mia Tan and Aaryan Natarajan
School Vice Captain- Liam Follie

The Ode
School Vice Captain- Liam Follie

The Last Post
Mr Malcolm McCormick

Poetry Reading
"In Flanders Fields” read by School Captain Seo Yiie Lyn

Australian National Anthem
Ms Haylee Millet and Suzanna Atkins
Accompanied by AISM Music students

New Zealand National Anthem
Maya Sutter, Gemma Brisk, Lara Genet-Parry and Ms Rebekah Genet
Accompanied by AISM Music students

Concluding Remarks
School Captain- Dashween Jose
We Shall Remember Them

In Flanders fields

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

– John McCrae (1872–1918)
During the term break I caught up on some reading about teenage issues and wanted to share the contents of an interesting article with you. According to Steve Biddulph, a well-known child psychologist and social commentator, pre-adolescent girls, known as tween girls, are the softest and most vulnerable targets for corporations in society. That is, corporations are aware that tween girls have a driving need to belong to a friendship group and to “fitting in”. Fitting in can include wearing the same brand of clothes, using the same “cool” language, being seen at the same places and doing the same things. While parents may believe that friendships should be based on common values and interests, it now seems that some friendships are built around brand and style loyalty!

The vulnerability of girls and their sensitivity to the image they see of themselves in a mirror has led to a deliberate corporate assault on girlhood! It seems that our society, and in particular the media and corporations are trying to tell girls that looks are their most important asset. Marketing firms feed on girls' insecurities and continue to tempt them with more products and more clothes all of which serve only to make these young girls look more like adults.

In a recent survey, girls were asked the question; “What is your current greatest concern?” Sadly, 65% of girls said that their body image was their greatest concern....not world peace, not unemployment, not homelessness, not cancer, not finding a great career path or the rising temperature of the earth's surface. In a different survey, 25% of five year olds said they wanted to be slimmer and a staggering 71% of seven year olds said they wanted to be slimmer. These findings were certainly concerning to me.

But wait, there’s more....corporations are now also marketing directly to toddlers. Research has now confirmed that babies can show positive or negative emotions to branded objects from as early as six months old. Advertising agencies have realised that babies spend a lot of time bent over looking downwards and this has led to the latest craze of logo placement on the crotch of nappies. The marketing agencies are relying on the baby or toddler smiling and being amused at the different logos and hence sending clear messages to their loving parents about which type of nappy makes them happy. The parent then receives a dopamine release to the brain which makes them feel happy and consequently the parent continues to purchase the nappies with the particular logo on that makes their baby happy. It seems that marketing is really as easy as ABC.

As a Principal and a mother, my advice to tweens and teenage girls and boys is simple: Be busy being a girl or a boy as there is plenty of time to be an adult later on. Play sport, go to the movies, spend time with your extended family, be creative, play an instrument, join a club or the sea scouts or the Red Cross. Keep busy and immerse yourself with positive thoughts about how wonderful it is to be a young carefree person and most importantly, surround yourself with positive friends who like you for the type of person you are and not for what you look like.
Welcome back to all of our Middle and Senior School students and a warm welcome to our new parents and students who have joined our community this term. I trust that all students are refreshed and recharged for the term ahead.

I would also like to welcome Mrs Isabelle Manders Jones into the Middle and Senior School this term. Mrs Manders Jones comes to us from the UK and will be replacing Ms Kitcheing who is currently on maternity leave. Mrs Manders Jones will also be taking some English classes as Mrs Young moves back into a part-time role.

I would like to congratulate Mr Glen Coulter who has been appointed as the Head of English for the remainder of 2015. Mr Coulter commenced at AISM in 2014 and has held substantial leadership positions both in China and Australia. We look forward to his leadership of the English Faculty this year. We would also like to thank Mr Behazin Jafari for managing and leading this department in Term 1 along with his responsibilities for the Humanities Department.

**Parent Teacher Interviews**

On Wednesday, 29 April we will be holding our Parent and Teacher Interviews. Details regarding the booking of appointments have been sent home via email.

As parents and as teachers, we all want your child to be successful at school therefore it is important for open conversations to occur. Parent–teacher interviews are a great way for you to find out first hand how to assist your child and for teachers to gain further insight into the needs of their students.
Cyber Safety and the Responsible Use of IT

From time to time students forget about the terms and conditions of using school email accounts and as such need to be reminded about what is and what is not acceptable use. Our Home Room teachers will be talking with your children about this over the upcoming weeks. The Responsible Use Policy has been explained to the students before, however it is a timely reminder to them that the school email and internet can only be used for educational purposes. Some of the rules that they will be reminded of consist of the following:

1) I will not purposely look for anything that is not relevant to my school projects

2) If I accidentally come across something that is not for my use, I will immediately, quietly, inform my teacher

3) I will not reveal passwords - mine or anyone else’s

4) I will not use the school intranet to annoy or offend anyone else. This includes moving, altering or deleting files belonging to others

While I have access to the Internet:

1) I will use it only for educational purposes

2) I will not look for anything that is illegal, dangerous or offensive

3) If allocated a school e-mail address, I will use it only for school related work. I will download all material into my school intranet personal folder. I understand that this account will be subject to administrator checking, and inappropriate material will be deleted.

It is also important to remind students that almost everything on the internet IS traceable. Every search, web site visit, online posting and email is registered or recorded somewhere on the Internet. Once you send something out on the Internet, it’s almost impossible to take it back. You have to be careful -- not impulsive -- when you write email or go to chat rooms. Sometimes adolescence believe that when they press delete that what they have written disappears, however this is not always the case. Our screening system on our school internet blocks any inappropriate words being used by students within the school and also alerts out IT Department. It is important for our students to be aware of this and think about the possible consequences before they hit the send key.
This week Junior School teachers have asked their students the question - ‘What makes a good learner?’ This is the first step in a research project we are undertaking this term with the goal being to assist students to develop an understanding of the skills and attributes they need to develop in order to become successful learners.

For this project the teachers will be following the Visible Learning Impact Cycle, which requires them to gather baseline data, to determine the learning needs of the students and themselves, to plan and implement change and targeted intervention, and to monitor and evaluate the impact of their actions. During dialogues I had with students last year, I asked them about the characteristics of the best learners in their class and more often than not, they told me that the best learners were the ones who worked quietly, did not disturb others, were excellent spellers and neat writers, and always got the right answer. In other words, the best learners were the students who already knew the answers and who knew how to keep their teachers happy. Obviously there was much work to be done, and I’m sure you can understand how excited I was when I saw the following display of Year 2 children’s responses to this question during one of my daily Learning Walks this week.
**Parent Teacher Interviews**

Junior School Parent/Teacher Interviews will be held between Weeks 2 and 4 this term. In the past, these interviews have been held on the same evening, and in the same format, as Middle and Senior School interviews. Whilst this was obviously convenient for parents with students in both schools, the format is not appropriate for Junior School, where the Homeroom teacher teaches children for the majority of the subject areas.

Feedback we received from parents and staff over the last few years was that Junior School parents needed more time with their child’s teacher than was available during this one evening and to address this concern we are using a different model this year. Please login to the Parent Engage Portal and book a time over the next few weeks to meet with your child’s teacher. Each session runs for 20 minutes either before or after school, which should be adequate time to review your child’s academic, social and emotional progress and to address any areas of concern. If you are unable to login to the portal, please email elearning@aism.edu.my

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**Team Building Day**

What a fantastic way to end the term! This year’s Team Building Day followed a different model, with ELC to Year 2 students participating in a program designed to develop their cooperative and leadership skills. The highlights included a wonderful family picnic lunch in the Junior School playground and the ‘Egg Drop’, with the vast majority of eggs remaining in one piece after being dropped from the third floor balcony.

Students in Years 3 to 12 participated in the first AISM House Shout. Year 12 students led their houses as they performed some fantastic numbers. Congratulations to Freeman, Rafter, Sauvage and Thorpe for putting on outstanding performances.

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**Art Room Working Bee**

All interested and available parents are invited to a Monday morning help out in the Art room. We would very much appreciate an hour of your time, from 9:00 am on the first Monday of each month to help sort, tidy and straighten. The dates for this term will be: Monday 11 May (in lieu of Wesak Day public holiday) and Monday 1 June. Please RSVP Kelly-Holmes on kellyh@aism.edu.my by the preceding Thursday (7/5 and 28/6 respectively) if you are available. Thank you.
The Junior School playground is undergoing a make-over. It is an excellent space and the children clearly love playing there, but we’ve decided to add a few extra bits, following their advice! Our Facilities department were busy over the holiday, putting blackboard paint on the cubby house and even building a teepee! Still to come are some 4-squares for handball, lots of new toys for imaginative play, furniture for reading and chatting, and we will be hanging the birds the children made during their team building day. More photos to come!

During our lessons, we are encouraging pupils to understand these rules through circle time discussions, activities and role play. We are trying hard to remember ‘hands off’ and to use our words instead of our hands when we are frustrated.

Golden Rules
This week, the children have been thinking about the Golden Rules, especially in the playground. The rules are:

1. We are gentle
2. We are kind and helpful
3. We listen
4. We are honest
5. We work hard
6. We look after property

It is fantastic that the majority of children are remembering to bring their hats to school. If they do not have a hat at school, they are not able to go to the playgrounds, so a hat really is crucial for their physical play requirements. Please help your child remember their hat and do ensure it is labelled.
During the first two weeks of this term all students in Years 6 to 10 will participate in a range of fitness tests in Personal Development, Health and Physical Education (PDHPE) lessons to ascertain their fitness levels in a range of areas. Throughout the term each PDHPE practical lesson will focus on the development of aerobic fitness either through game play or specific fitness sessions which will aim to elevate student heart rates and improve aerobic fitness.

The PDHPE Department is seeking the support of the entire school community as we encourage students to improve their aerobic fitness through enthusiastic and determined participation in PDHPE lessons, CCA’s and by exercising at home. A wonderful opportunity exists for the entire AISM community to become fitter, stronger, and also experience the wonderful benefits of aerobic exercise.

For many students and parents, regular aerobic exercise is already part of their daily routine and no doubt the information presented below will confirm their commitment to daily exercise. The physical benefits of aerobic exercise are well documented however aerobic exercise has a range of benefits that extend beyond the physical realm. In his wonderful book “SPARK”, psychiatrist John Ratey outlined the following benefits of aerobic exercise which he gleaned from years of research and which are supported by revolutionary imaging of the brain.

• Aerobic activity for at least thirty minutes a day ( moderate to high intensity)
  » Optimises your mind-set to improve alertness, attention, and motivation;
  » Prepares and encourages nerve cells to bind to one another, which is the cellular basis for logging in new information and
  » Spurs the development of new nerve cells which are crucial for learning new material and dealing with difficult concepts.

• Aerobic exercise increases blood flow to the part of the brain that is responsible for memory and improves the function of this section of the brain.

• Regular aerobic exercise has been shown to prevent and significantly decrease the symptoms of depression and anxiety and enhance our ability to deal with daily stress. Exercise also builds up crucial supplies of antioxidants, Vitamin E and D in the brain which equip our brains to deal with future stress.

• A number of school-based studies have shown that regular aerobic activity enhances student results in examinations, improves their ability to complete complex problem-solving tasks and builds the resilience required to deal with stressful life events.

As the school continues to seek ways to enhance the general well-being and academic potential of all students it is clear that high levels of aerobic fitness and regular exercise are crucial. We seek the support of all members of the school community in encouraging all our students to engage in regular physical activity.
Leaving home, leaving friends, and moving to a new country with different customs and different peoples can often be a traumatic experience for some children (and parents). As seasoned international educators, our staff is sensitive to the wide array of needs that students and their families have during this transition. Whether it is our practice of pairing current AISM students with new students to help them become familiar with their new surroundings, or assisting with anxiety around building new friendships and learning new school systems, we have a number of systems in place to assist new AISM staff and families at this important time in their lives. We encourage you to look through these tips and see which may be of benefit to you and your family. Transitioning to a new environment takes time to settle in and requires a bit more patience and understanding for you and your children.

Set aside special times for your family and keep family traditions in place. Ensure that your family retains its family identity in each new world. Prioritising the needs of your family will help provide reassurance and security for your children in this new world.

Explore and become involved in the local surroundings and culture. Enjoy each opportunity to explore the area and help your family feel connected to it as well as develop better cultural understanding.

Acquire special objects and souvenirs in your family from each country. This helps to give each experience a legitimate and permanent place in everyone's memory.

A good mentor is important in each new country for children and adults to help everyone settle in. A friend in school for the children and an adult 'buddy' can help ease the transition and share knowledge of what they have learned.

Build strong ties with the local community and expose your family to connecting with local customs and traditions. Experiment with new foods and dress styles, embracing this new experience.

Keep parental unity in place to show commitment to each other as parents and to each other's viewpoints. This helps reassure unsettled children and helps build a sense of security. Respect and support for each other sends strong safety messages to your children.

Keep strong ties with relatives back home. Maintain these relationships to minimise losses to the children and to help them feel they still belong to their extended family.

Help your children find identity in being a 'Third Culture Kid' (TCK). Research this with them, exploring the unique benefits of belonging to this special 'tribe'. Encourage your older children to find their own meaning for this and to connect with other TCKs.

Be prepared to help your younger children take part in their new social circle at school by arranging playdates, participating in after school activities and learning to socialise in their new school.

Most of all, life is a journey...not a destination. Enjoy this adventure and make it memorable however you can.

Meg Jones
School Counsellor, 2015
The Easter Party with IBU Family Resource Group

The School had the privilege of hosting an Easter Party with the IBU Playgroup last Saturday, 18 April, at the Junior School Playground.

It was a great turnout with 42 adults and 31 children from ages 1 to 6 years, who had a day of fun, food, family and games including an Easter Egg Hunt. Most of the attendees had never been to the School and were very impressed with the facilities. It was a great opportunity for our school to support the IBU Group and also have their members to visit the school.

The event ended by lunchtime as the children were tired out from all the running and playing. Each family was given a goodie bag with information about AISM.

We look forward to more collaborations with the IBU Family Resource Group in the future.

The highlight of the Easter Party was the Easter Egg Hunt. While the children and parents were treated to some delicious finger food, the organizers had hidden some 100 plastic eggs in a variety of colours surrounding the playground area. Once the hunt began, children hurriedly searched for their share of the Easter Eggs with their handmade egg baskets, made with colourful paper plates and ribbons.

For more photos click here: The Easter Party
# Cabarita Cafe Menu

## A LA CARTE CORNER

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<tr>
<th>Item Description</th>
<th>Portion</th>
<th>New Price</th>
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<td>GOURMET SANDWICH (BEEF, CHICKEN, CHEESE)</td>
<td>250g</td>
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<tr>
<td>GOURMET SANDWICH (SALMON)</td>
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<tr>
<td>TRIANGLE SANDWICH (Lettuce+Meat)</td>
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<tr>
<td>PANINI SANDWICH</td>
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<td>VEGETARIAN SET</td>
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<tr>
<td>SOUP</td>
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<tr>
<td>PIE (Choice of Beef, Chicken, Vegetable, Cheese, A)</td>
<td>250g</td>
<td>RM7.50</td>
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<tr>
<td>SCONE (BUTTER AND JAM)</td>
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<td>RM4.00</td>
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<tr>
<td>PLAIN POPCORN</td>
<td>120g</td>
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<tr>
<td>MIX FRUIT SALAD</td>
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<tr>
<td>HUMMUS OR CREAM CHEESE DIP WITH STICK VEGETABLE (CA)</td>
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<tr>
<td>ASSORTED SUSHI (6 PIECES)</td>
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<tr>
<td>VIETNAMESE SPRING ROLL/SAMOSA</td>
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<tr>
<td>WHOLE FRUIT (BANANA, APPLE, ORANGE)</td>
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<tr>
<td>WHOLE FRUIT (PEAR, FUJI APPLE, PLUM)</td>
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<tr>
<td>CUT FRUITS (watermelon, apple, orange)</td>
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## PASTRIES/COOKIES/CAKES CORNER

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<td>MUFFIN</td>
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<td>CHEESE TART/CHOCOLATE TART/FRUIT TART</td>
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<td>APPLE STRUDEL</td>
<td>35g-50g</td>
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<td>WAFFLE</td>
<td>150g</td>
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<tr>
<td>PANCAKE (FRUIT, HONEY, MAPLE SYRUP)</td>
<td>120g</td>
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<tr>
<td>MUESLI WITH MILK</td>
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<tr>
<td>CEREAL BAR</td>
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<td>DIAMOND CUSTARD</td>
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## DRINKS CORNER

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<td>RIBENA PACKET</td>
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<td>FRUIT JUICE PACKET</td>
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<tr>
<td>SMOOTHIE</td>
<td>300ml</td>
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<tr>
<td>TEA</td>
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<tr>
<td>GOURMET LATTE/GOURMET CAPPUCINO</td>
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<tr>
<td>GOURMET BLACK COFFEE</td>
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## DAIRY PRODUCTS

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<td>YOGURT CUP(STRAWBERRY/MANGO &amp; KIWI)</td>
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<tr>
<td>MILK</td>
<td>200ml</td>
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<tr>
<td>MILKSHAKE</td>
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