AISM NEWSLETTER

Issue 8 | Week 5A | May 22, 2015 | For internal circulation only

The Fortnightly Community Newsletter of the Australian International School Malaysia

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Photo from Mother’s Day Stall
AISM Jazz Band at Manza Ball 2015
The Importance of Play

Often on the weekend, when my husband has finished his daily exercise, he can be commonly found sitting in a chair doing a sudoko or a crossword. Years ago I remember asking him why he spent so much time doing crosswords and he said that he did not want his brain to slow down. Since asking that question I have read a number of articles about how mind-stimulating games can assist with brain-function recovery from strokes and for Alzheimer’s patients.

It was not until recently, when I was reading an article about play, that I remembered all the board games we played with our daughters and I recalled the importance of games and of play for children. The article talked about play being important for children to gain an understanding of teamwork, confidence, playing fair and learning to follow rules – all of which help to develop a well-rounded and resilient adult.

Play is commonly defined as a mental or physical activity which is undertaken solely for enjoyment. One would wonder then, if it is so much fun, why physical play and board games are quickly disappearing from our homes and are being replaced with devices like quad-copter drones, flying cars and toy robots like the Wowwee MiP. For the uninitiated, the Wowwee MiP is a small ‘loveable’ robot with ‘emotions’ that can follow a child around and loves to spin-dance to music. These electronic games do bring enjoyment but they do little to stimulate the creative mind of a child or exercise their bodies.

In the five years between 1997 and 2003, the time that children spent outdoors in physical play compared to indoors had been reduced by 50%. It is not surprising then that in many developing and developed countries around the world there appears to be an epidemic of childhood obesity. Apart from maintaining healthy weight ranges, research has shown that independent, unstructured, imaginative and self-motivated play, where children come up with their own rules and games, is very important to social emotional, physical and intellectual development of children.
Babies and infants learn to identify sounds, tastes, colours and shapes through play. For example, baby babbling is a type of play that babies use to make sounds that help them to learn their parents’ language. Similarly, toddlers learn to walk, stand, and crawl and children learn to ride a bike by continuously practicing though play.

A report in 2007 by the American Academy for Paediatrics showed that play not only facilitates the development of behaviour, it is also fundamental in the development of the brain. A study on early child intervention by researchers at the University of North Carolina found that children who were provided with a play-oriented, enriched early childhood had a considerably better IQ at the age of five as compared to a group of similar children who did not experience such a program.

Of particular interest to me is how play facilitates improved problem-solving ability. Let us look at two different types of problems: divergent and convergent. Convergent problems usually have one correct answer or solution such as completing a puzzle with a fixed number of puzzle pieces, whereas divergent problems can have numerous solutions. In an experiment, pre-schoolers were given two kinds of play materials by researchers. Some children were given convergent play materials such as puzzle pieces while others were given divergent play materials such as blocks and play dough. They were then given enough time to play and thereafter tested on their problem-solving ability. The results indicated that those given divergent play materials were able to perform better in regard to divergent problems and were more creative in their approach to solving problems.

In summary, play is an instinctive and natural part of childhood and the process of maturing and growing up. Play can assist with the development of language and social skills and can improve memory and cognitive development. The best part of all is that play is fun and should therefore form part of everyday for everyone, but particularly for growing and developing children. I would therefore encourage all of our students to keep playing their sport and to get together with their families for a game of cards, scrabble or monopoly or even twister for the more adventurous and supple.
Two of our staff were directly affected by the earthquake and they have lost their family homes. The school has donated money to both of these ladies with the remainder going to the Nepal Prime Minister’s Disaster Relief Fund.

I would sincerely like to thank all of the families that donated to this very worthy cause as it will certainly make a small difference in the lives of these two families.

Nepal Fundraising

On Friday 15 May, the school held a fundraiser for the victims of the Nepal Earthquakes. It was a tremendous effort by the students, teachers and families of our community. In addition to the monies donated for free dress day, the Year 7’s made and sold icy cups all week, the Middle School Captains sold drinks and there were number of students with the assistance of the Music staff, put on a lunchtime concert. A total of RM 8,229.50 was raised.

Music Performances in aid of the Nepal disaster
Oxbridge Advanced Studies Program Acceptance

My name is Michael Gilmour and I’m currently in the Grade 10 in AISM.

I was recently given the opportunity to join an incredible program called the ‘Oxbridge Advanced Studies Program’. ‘Oxbridge’ is a portmanteau of Oxford and Cambridge University. The Advanced Studies Program runs from the 5 July to 18 July every year, and takes place during the summer. You may choose a two-week course, or a longer, four-week course. The program has several options that are up to the student. One of which, is the course that the student would prefer to study. You can also choose, is whether you would like to study at either Oxford, or Cambridge University.

The reason I choose International Law is because it compliments Political Science. International Law details topics such as the International Protection of Human Rights, Recognition, Jurisdiction and the Use of Force and the Organs of the United Nations. These topics come into play in history, and are also highly useful for a future career in politics.

However, these are my course choices, and there are many other options, such as Medical Biology, Music, Macro and Micro Economics and others.

An especially interesting part of the program is the brilliant creative workshops it offers. The workshops are: Journalism, Drama, Music, Film Production, and Creative Writing. During the workshop, students will have three preparation sessions led by an expert over a fortnight before presenting their work to the classmates during the party and graduation ceremony. I chose Journalism, as I am pursuing Journalism as a future career.

In my situation, I have chosen to take the course of Political Science & International Relations, and also Introduction to International Law in Cambridge University. The reason I chose Political Science, is that I have always been intrigued in Politics and History. As a previous THIMUN Singapore delegate, I have a background and interest in the United Nations and politics.

Outside of the classroom, students are encouraged to do sports, socialize, punt down the river, and in the evening, sign out of the college and explore the city center (provided they are with another classmate). During the program, several incredible excursions are included such as:

- Stratford-upon-Avon
- Windsor Castle & Eton College
- Warwick Castle
- Stonehenge & Bath

I am incredibly grateful for the help of Mrs. Fuller, Ms. Booker and Mr. Jafari in the support and organization of my application. I would also like to thank my friends and family for the unwavering support as they have seen me make my way through this incredible opportunity.

For more information on the Oxbridge Advanced Studies Program, you may visit: advancedstudiesprogram.com
Exam tips

Next week will be a challenging time for our students with exams scheduled throughout the week. All Year 6 to Year 8 students will have exams within their normal class times. These have been spread out across the week and some exams have already taken place.

Our Year 9 to 11 students will have exams held in the Auditorium. Schedules for all exams are available on Studywiz. There are many exam study tips available for students to access, however the most common and proven ways to assist students to prepare for an exam are:

Before the exam

- Be active, take a 20 minute walk prior to an exam. Scientific evidence exists that shows that exercise increases brain activity and may help students to concentrate more
- Re-write some of your vital notes out in bullet points, it's easier to remember rather than reading a big paragraph.
- Read aloud with full concentration, that will help you to learn faster
- Take study breaks as it helps your brain relax and absorb any information that you have studied
- Don't study laying on top of your bed as it enables you to become too relaxed
- Write key cards/ flash cards and use these to test yourself
- Don't let social media distract you
- Get plenty of rest the night before. Adolescents typically require at least 10+ hours
- Don't consume caffeine or any other stimulating substance within 5-6 hours prior to sleeping and turn off any screens at least an hour before going to sleep. This interrupts your sleep pattern meaning that even with sufficient sleep time, you may not feel well rested upon waking.

On the day of an exam

- Eat a healthy and fulfilling breakfast. Your brain needs food to concentrate
- Make sure you are at the exam room with time to spare. This way you can settle your thoughts and prepare yourself
- Do the questions you know first. If you don't know the answer to the question, do the next one and come back to it at the end. Struggling and concentrating on a question you don't know the answer to can be time consuming, which makes you lose valuable marks.

Student Absence and Lateness

Just a reminder to all parents that if your child is absent from school due to illness or will be arriving late, please contact the MSS Receptionist, Kayatri Rajandran at kayatrir@aism.edu.my or by calling the school prior to 9.00am.
International Awards is an exciting programme offered by the school again this year. Students are encouraged to become involved as it provides a chance to be part of an adventure that encourages students to learn a new skill, partake in a physical activity and complete community service. In addition the International Award is an important asset in terms of academic & vocational opportunities. The group will meet every Tuesday lunch for the remainder of Term 2 and will be offered as a CCA in Term 3.

Two of our Senior students Khai Kern Choo & Afra Hassan Zadeh highlight the following aspects of being involved in the Award.

Allow us to begin with some facts. There are 1.2 billion 12 to 24 year olds around the world. Out of which, 71 million young people drop out of high school. 40% of the world’s unemployed are young people and young people are 3 times more likely to be unemployed than adults. To overcome this problem, the International Award was introduced to give young people an extra edge when it comes to employment.

The International Award is a flexible, interesting and fun-packed program for all young people between the ages 14 and 25. Participants partake in a number of activities over a set length of time. It is completely voluntary, but is structured, so the participants can design their own unique programs centred around their own interests and passions.

There are 4 sections to the award; service, skills, physical recreation and adventurous journey.

The aim of the service requirement is to connect you with your community, in hopes of helping you realise your passions. You could volunteer in any area of personal interest, such as youth work, environmental awareness or even charity work. This section could very well be the most personal of all the international award sections, as it is all about giving back to the community.
The aim of the physical recreation section is to improve your fitness and wellbeing and obviously, get you active. Physical recreation should be a part of everyone’s life, as we strive to achieve a healthy, balanced lifestyle. To this meet this requirement, you might involve yourself in sport or another physical activity such as dancing.

The adventurous journey seeks to help you discover your sense of adventure and bond with your mates. It is a journey into an unfamiliar environment with a group and involves bushwalking, canoeing, cycling, staying overnight and overall, testing your resilience. It also helps an individual achieve a set of personal skills crucial in the real world, such as working in teams, making social connections, maintaining determination, applying physical effort, problem solving and cooperation.

For the Gold award participants, the residential project broadens your eyes and horizon and opens your eyes to the real world. This stay-in trip can be taken in Malaysia or anywhere in the world, limited only by your imagination. The most rewarding places are the places of need, such as an orphanage or an environmental project or a remote village.

The award consists of three different levels being, bronze, silver and gold. In each award a set requirement of completion in physical recreation, non-athletic skills and community service are required. Alongside these requirements, students will also undertake an adventurous journey. The duration of each program varies, as it depends on whether the participant is a new member or has done the previous awards.

For the Bronze Award participants must be aged 14 and above, Silver Award, which is for participants aged 15 and Gold Award which is for participants for aged 16 and above.
Futurewise

At the end of last week, Year 10 students received a briefing session about a careers guidance service that we provide to students called Futurewise.

Futurewise ensures that young people get the right level of support and information at the key transitional stages of their educational development.

Psychometric profiling

Futurewise membership begins with psychometric profiling, designed to identify abilities, aptitudes, personality traits and interests. This profiling looks for fundamental abilities and the scores are not improved by revision so students of all academic abilities are able to complete the process.

The profiling results are presented in a series of graphs, tables and easy-to-read reports. The report concludes by identifying a number of career paths based upon the student’s profile results and subsequent further research.

Futurewise members receive an interview with a careers guidance professional to discuss their profile report and academic and vocational aspirations. During this interview, students have the opportunity to talk through the outcomes and identify their next steps, actions and research. Parents are welcome to attend this interview.

Members will gain access to the Futurewise website provides students with the opportunity to research universities, higher education and careers options, and up to date information from around the world. Students will also have access to an information, advice and guidance helpline (phone or email) to answer career and higher education related questions.

One of the key features of Futurewise is that students will have access to this service until their 23rd birthday, providing ongoing support for students who may leave us for other schools, whilst at university and also for those applying for their first jobs.

For a one-time fee of UK£ 226 or approx RM 1278 your child gets a Futurewise enrolment lasting until their 23rd birthday.

The psychometric testing session will run on Wednesday 22nd July, with follow up interviews on 23rd and 24th July.
If you would like your child to be enrolled with Futurewise, please return the reply slip your child brought home to Mr. Broadbent by Wednesday 3 June. Spare copies can be collected from the MSS reception.

If you would like to know more about Futurewise I will be providing an information session for any interested parents on Wednesday, 27 May, 3.30pm - 4.30pm in A306.

US Essay Writing Workshop

Thursday 21 May saw a visit from Kendall Quisenberry from the Malaysian-American Commission on Educational Exchange (MACEE). She delivered a workshop to Year 11 and 12 students about the essay component of an American university application.

The US application process is a complex business, involving SATs and a series of documents which involve school academic reports, letters of recommendation and an essay.

The essay is written by the candidate and the purpose of it is to give the admissions tutor an insight into that person's character and what motivates them. Kendall gave some extremely useful tips as to what the tutors are looking for in these essays and what needs to be done to ensure that their essay makes an impression.

MACEE is an invaluable resource to those interested in studying in the US and are always happy to meet with students and parents to discuss options. Their website is www.macee.org.my
Message from Junior School

Graeme Naftel, Head of Junior School

Visible Learning

Each class in the Junior School, and indeed any school anywhere, will include students who have a variety of academic needs. In order to meet the needs of their learners, teachers differentiate their programs. I am regularly asked about textbooks, and why it is that we seldom use textbooks in the Junior School. Textbooks cover prescribed content and address outcomes, but they are generally aimed at the middle ground, and for many children they are too easy, covering content that is already known and requiring them to apply skills already mastered.

For other students, the content is too complex and requires them to think in ways in which they are not yet ready. In the Junior School we have developed curriculum documents that ensure we cover all content and address all mandated outcomes, but teachers have the flexibility to design learning activities that meet the individual needs of the students, whether that be through enrichment or remediation. Below are explanations of some of the different ways teachers differentiate the learning experiences for their students.

Differentiation by outcome or response

Differentiation is achieved by individuals answering at their own levels of ability so that very different outcomes result from the same task or piece of work.

Differentiation by resource or text

This method is based upon the fact that some students are capable of working with more advanced resources than others. Students may be answering the same basic question, but using differing levels of materials upon which to base their answers.

Differentiation by task

A variety of tasks are provided that cover the main content area. More able students could start ‘further along the road’, whilst the less advanced students begin with the basics. More advanced student may be given fewer steps to follow with wider gaps in between. The less able the student, the smaller the incremental steps need to be.

Differentiation by dialogue

Differentiation by dialogue places emphasis on the role of the teacher and the communication that takes place between teacher and students. Teachers vary the vocabulary and complexity of language depending on the needs of the different students.

Differentiation by support

This approach is linked to differentiation by dialogue, and is based upon the idea that some students need more help than others to complete the work set. The amount and degree of help or scaffolding provided can be differentiated to meet the needs of individual students.

Differentiation by pace

Some students need to move forward very gradually or they become confused. Many able students are able to sustain a much faster program and they become frustrated if the pace is not fast enough.
There are a small number of highly gifted students in the Junior School. These students have a cognitive profile demonstrated through a recognised external assessment that places them in the 98 percentile or above of students of their age. These students are participating in a new program called ‘Curious Fridays’. They engage in a series of inquiry based learning projects, with a focus on developing higher order thinking skills. This term the focus is on Mathematics, Term 3’s focus will be Science, and the students will work in the English domain during Term 4.

**Kuala Lumpur Novel Knockout - Bronze Medal for AISM Elementary Team**

8 books, 23 teams, 160 questions, 1 countdown clock and 45 fast paced minutes is what the KL Novel Knockout 2015 was all about!

The British International School was abuzz with reading inspired energy on the morning of Tuesday 12 May as elementary and middle school students from 8 leading international schools (AISM, Garden, Mont Kiara, Alice Smith, Tenby, BISKL, Desa Park International School and Epsom College) gathered for the annual KL Novel Knockout.

Our two elementary teams of Caelan Brown, Alex Kennedy, Hanson Qin and Tania Thong (AISM 1) and Jemma Roberts, Ennis Wong, Louis Wolf and Megan Yap (AISM 2) were in the first round of competition. Both teams acquitted themselves exceptionally well. AISM2 won the bronze medal, and AISM 1 came a respectable 7th in a field of 13. The prizes for our bronze medal winners included dictionaries, gift vouchers and a bounty of books that will be proudly added to our AISM Library collection.

The Middle School competitors Jacelyn Lim, Yen Min Pheng, Taasia Tong and Izabele Whyatt battled the long wait, their nerves and excitement to produce a fine team effort where they worked together coolly and calmly. They were rewarded with a creditable 9th position in what was also a strongly contested competition.

All students agreed that KL Novel Knockout was both fun and challenging and worth doing again. Well done to the KL Novel Knockout teams and particularly our bronze medal winners Jemma, Louisa, Ennis and Megan.

“Everyone had a great time! We all worked together and learnt about teamwork.”
Megan Yap, 5G

“I’m definitely going to join next year!”
Jemma Roberts, 5G

“Free pizza and nice teachers.”
Hanson Qin, 5M

“It’s fun and challenging”
Izabele Wyyatt, 8W

Denise Miller, Kylie Booker and Kelly Holmes, Organising Teachers
The Three Kangaroos

“Hey!” said the first young kangaroo. “Let’s build an apartment”. It was a fresh sunny day in Australia. There were three young kangaroos who wanted to build an apartment.

The first young kangaroo wanted to build an apartment out of leaves because it was easy to build. The first young kangaroo found some leaves in the woods.

The second young kangaroo wanted to build an apartment out of chocolate. He found chocolate at a shop. He bought a lot of chocolate.

The third young kangaroo wanted to build an apartment out of metal. It would need hard work to build but he knew it would keep him safe.

The first young kangaroo peeked out of the window and saw a big bad pig. The pig blew the apartment down and swallowed him. Then he saw another apartment. The pig bumped into it. He swallowed the second kangaroo too! The pig saw the metal apartment. He blew as hard as he could, but he couldn’t blow it down.

The last kangaroo saw the pig’s tummy. It was very big. He knew that the pig ate the other kangaroos. He decided to be brave. He took a big knife and chopped the pig’s tummy open. He saw the kangaroos and that was the end of the pig.

In the end, they decided to build two more metal apartments and they lived happily ever after.

By Lixuan Ng, 2G

Dino The Babysitter

In a village lived a little girl. She loved her life, but one thing scared her. A dinosaur was going to babysit her. The dinosaur was going to eat her all up. The little girl Fiona was very scared. She did not want to be eaten up. Then she had a plan. She went down into underground and took some diamonds and put them leading into her bedroom. She waited and hid under the covers. The dinosaur came in and was about to eat her when… she turned on the fake diamond. The dino turned around and the little girl made fire. She lit it and put the fire on the dinosaur’s tail. The dinosaur thought that the pot had cold water. In surprise she found out that it was boiling water! Fiona told her parents. But the dinosaur came back in a costume and tried again.

To be continued....

By Jessica Brown, 2M

Ella The Astronaut

Ella was a kind astronaut. She always wanted a friend. So she went to Pluto to find one. She landed on the planet and started looking for a friend. Finally, she saw someone to be her friend. Ella the astronaut was so happy. They would do all the friendship stuff and live happily ever after.

By Sara Allenspach, 2W
Thank you to the Parents Association and especially to Dianna Bagnall and all the mothers who gave up their time to support the children with the annual Mother’s Day stall. It was a wonderful morning, much enjoyed by all of the Junior School students.

**Art Works**

**Our Natural Environment**

*Cedric Boudville, 2M*

**Self portrait**

*Sean Lee, 2G*

**Our Natural Environment**

*Nathan Townend, 2W*

**MOTHER’S DAY STALL**

Thank you to the Parents Association and especially to Dianna Bagnall and all the mothers who gave up their time to support the children with the annual Mother’s Day stall. It was a wonderful morning, much enjoyed by all of the Junior School students.

For more photos click here: Mother’s Day Stall
Australian International Schools Association (AISA) - Singapore 2015

The ethos of AISA is to play hard, play fair and everybody wins. This was certainly the case this year in Singapore. 39 of our students and 4 teachers travelled to Singapore by coach to take on Singapore, Indonesia and Hong Kong in football (soccer), basketball, netball and swimming. There were many highlights to the tournament including bronze medals in girls netball and boys basketball and a silver medal in boys football. Luca Kadarusman also won the MVP for basketball earning maximum points every game.

The conduct of our students was exemplary for the whole tournament. The sportsmanship was outstanding on and off the court and all students cheered their team members on which created an exciting atmosphere to be part of.

I would like to thank Genevieve Hayes, Bez Jafari and Fergus Tighe for helping to improve the quality of sport at AISM.

Upcoming Events

Saturday, 23 May
U11/U13 Soccer friendly
AISM vs Eaton International School @AISM

Sunday, 22 May
Triathlon @ Nexus
Message from Performing Arts

Malcolm McCormick, Head of Arts

Music For Nepal

On Friday 15 May, students from the Senior school gathered to provide a lunchtime concert to raise funds for the Nepal Earthquake. Students from Year 9 and 10 Music class under the direction of Mr Smith performed ‘Imagine’ and ‘Sweet Home Alabama’. We were all impressed with the 4 vocalists and instrumental playing. The Year 12 Music class performed 'Stand By Me' and also a jazz version of 'Fly Me to the Moon' featuring improvisations from each of the group. This was followed by another Year 12 group who performed 2 songs including a fun version of 'Seven Nation Army'. Sincere thanks to these musicians who demonstrate not only a strong sense of commitment to the Music department and performance, but also for taking the time to practice at lunch time and share their talents with the school.

AISM’s Jazz Band Perform at the MANZA Ball 2015

On May 9, the Year 12 Music class represented the school by performing at the annual MANZA dinner at the Meridian Hotel, KL Sentral. The five students were Atsuko Sunaga, Jose Ruiz Coronel, Joao Onisto, Maverlyn Tan and Daweena Motwany. This group played a selection of Jazz songs, some of which are related to their HSC Music program. Their performance was full of confidence, fun and was well received. Thanks to the students for their hard work and time and also thanks Miss Salina for helping to coordinate and Mr Syahir from Facilities Department for helping out with transportation and set up.

Young Musicians Competition

On the Weekend of 23 and 24 May, three students will be competing in the Young Musicians Award Competition at Desa Park City. The students are; from the Junior School, Mia Tan and Ru En How and from the Middle School, Haziqah Shahari. We wish them all the best in representing the school and demonstrating their talents.
Message from Library
Mrs Denise Miller, Library Services Coordinator

This term the ELC to Year 2 Library sessions are focused on traditional fairy tales and nursery rhymes. The library has a display featuring many of the well known fairy tales and nursery rhymes.

New Zealand storyteller, Tanya Batt says “I tell folk and fairy tales because they are wise and hopeful and because they remind me that there is an unaccountable amount of mystery and magic in the world.”

Children always enjoy the sense of wonder in fairy tales and enjoy hearing them again and again. The repetition and rhyming in nursery rhymes transports children into a world of fantasy and play.

The older students enjoy reading fractured fairy tales which are traditional stories retold by changing the character or adding modern language and events. Our library has a collection of these including titles such as Once Upon a Cool Motorcycle Dude by Kevin O'Malley and Betsy Red Hoodie by Gail Carson Levine.

Wheelers eBooks added recently:
Shared Reading with 3W and FW

Shared Reading with Chin Students

How do you read eBooks?

The simplest way to read eBooks is to access the free ePlatform.

Through this app you can easily find AISM library, then access all the titles and read them via ePlatform – even if offline, via tablet or smartphone.

The app can be accessed on an iPad, iPhone, Galaxy, Kindle Fire and most other devices. Using it is as easy as 1-2-3:

Download from Amazon apps

Log in - you'll only need to do this once.

the titles and read any book you want!
Save the date!
Get your CRAZY costume ready!
Get sponsorship from your family, friends, relatives and corporate contacts!
The Walkathon is coming!

Why:

At AISM we aim to be global citizens who are aware of other cultures and groups who may not be as fortunate as us.

Each year AISM provides sponsorship to the Desa Pukak Hostel in Sabah through the Matilda Project. The hostel is managed by the Good Shepherd Foundation and provides a home for students who live in remote parts of Sabah. It enables students to attend school regularly and access primary education in a long term, sustainable way.

All funds raised by our Walkathon will go directly to the children and house parent at Desa Pukak Hostel as part of AISM’s commitment to the Matilda Project.

This will be the 5th year AISM has sponsored the hostel. Each year a team of students visit the hostel, school and local area to build and strengthen our relationship. Over 50 people from the AISM community have visited the Matilda Project since the project’s inception.

Many of the children who stay at the hostel have to walk long distances to attend school. This is too difficult to do twice every day. Staying at the hostel means they can attend school regularly and complete their primary education. The hostel uses the money to purchase essential items such as rice, powdered milk, veggies, school uniform and basic school equipment. It also pays for Dora, their house mother’s wage.

When: Tuesday 16th June (Week 9)
Time: 8.45am - 10.00am
Theme: CRAZY dress!

The Walkathon is AISM major fundraising event for the year. Last year we donated nearly RM80,000. Let’s see if we can beat this and raise RM100,000!

Students will receive their walkathon sponsorship form next week from their homeroom teacher.

So, get your walking boots on and collect as many sponsors and donations as you can! It’s a win-win situation. You meet the challenge of asking for donations and explaining to your friends and family what you are trying to do….and in turn, 30 kids gain access to education for a year.

Education is the key to freedom and a brighter future for these kids.

Thanks for your support!

To download the sponsorship form click below:
AISM Parent’s Association
Afternoon

BAKE SALE

Friday May 29
2.30 to 4 pm

Location: Beside Pool

Donations can be dropped off to Parent’s Room from
8.30am on the day.
Please refer to AISM Weekly or PA noticeboard for
additional information.
CYBER WELLNESS
for parents
‘Mentoring the internet generation online & offline’

why attend?
Our children spend half of their waking hours in cyberspace, while parents unfamiliar with the internet gradually lose confidence in parenting because they do not know what their children are up to, and cannot understand why they seem so disconnected from the family.

The goal:
• Promote an open and healthy cyber culture
• Be empowered parents to conquer your fears of cyberspace
• See the internet from your child’s eyes, and build a stronger bond
• Understand key principles and practices to help you engage with your child

Topics covered:

SOCIAL NETWORKING
CYBER BULLYING
gaming addiction
dangers of pornography
Maintaining Privacy

NICK FOONG
Head of Youth Development & Communications
Cyber Wellness, Yayasan Generasi Gemilang
With an MBA in Marketing, Nick has over a decade of marketing experience in technology and telecommunications industry. He has been involved with youth character development work for 5 years, especially in raising awareness about Cyber Wellness. He keeps a close watch on youth trends and its effects on shaping life values in the next generation. Nick is a casual gamer and an avid early adopter of technology.

20 JUNE 2015 (SAT)
9am - 12noon
TAYLOR’S INTERNATIONAL SCHOOL
KUALA LUMPUR
No 9 Jalan 1/75C, Off Jalan Pria Taman Maluri,
55100 Kuala Lumpur, Malaysia

RM 50*
* For the first 50 pax
(Normal Fee : RM 100)
- Price includes GST -
STRICTLY for parents/
guardians only

CALL 03 6203 0525 TO REGISTER NOW

In Collaboration with:
Brought to you by:
Member of Taylor’s Education Group
OPEN WEEK

8th-13th June 2015 | 10am to 1pm

Bring A Friend to our Open Week!
Contact Marketing Department to register.

APPLICATION FEE WAIVED*
Terms & Conditions apply

PROGRAM

Building Thinking Skills for 21st Century Learners
Dr. Deborah Priest, Principal

Laying the Foundations for Future Success
Graeme Naylor, Head of Junior School

IB, IGCSE or the Australian Curriculum?
Simone Fuller, Head of Middle & Senior School

Briefing Days
9, 12 & 13 June

Fun activities for the whole family!

Learn about polymers and create slime in our Junior Science Lab

LEGO® interactive learning & play

Storytelling for little ones in our Library

Interactive school tour & see classes in action

Trial Class for ages 12 and up!

Limited Places for Activities

03 8949 5000 events@aism.edu.my www.aism.edu.my

Australian International School Malaysia
22 Jalan Anggerik, The MINES Resort City, 43300 Sri Kembangan, Selangor.