Recently a number of students and two staff began the new academic year by participating in a great, volunteer-driven fundraising event called Relay For Life. Relay For Life originated in the United States and has spread to 21 countries including Malaysia and its three venues (KL, Melaka and Penang). Simply, it's a 16 hour relay where people come together and take turns to walk or run around the track to celebrate cancer survivors and to raise awareness of cancer.

It was an amazing experience to be a part of such a wonderful event with even more wonderful people. Thank you to all the students who came and to Ms. Nurul and Mrs. Clayton for taking their time out of their weekend to join us!
Changing Landscapes: How and why TIS is adapting...

Evolution

The world today is far more dynamic and complex than ever before – it is evolving at an exponential rate. Things don’t stay the same for long and change is now, more than ever, an integral part of life.

Education is no different, subject to inherent, often rapid and sometimes poorly conceptualised change. Education systems across the globe are scrambling to keep pace with societal and economic evolution. Indeed, in the UK the last year has seen a major educational debate rage about how best to reform the education system. In one camp you have Michael Gove (Education Secretary) and his supporters calling for a return to bygone standards in grammar, content and knowledge. In the other corner you have the proponents of thinking skills and the learning process (see http://www.theguardian.com/teacher-network/teacher-blog/2012/jun/13/national-curriculum-gove for an interesting article highlighting the diverse reaction to proposed changes in the national Curriculum for England). The fact is that both these extremes are wrong and present a false dichotomy. Content, knowledge and learning to learn are important and they certainly aren’t mutually exclusive. The real problem lies in trying to make them so. Yes, the world is a very different place today when compared to 20, 30 or 40 years ago and schools must adapt accordingly; but, and it’s a big but, they cannot do this at the expense of content and knowledge. Content and knowledge provide the context for ‘exercising’ the ability to think.

Claxton et al (2011) highlight why there is a need for a changed approach, an approach that still values knowledge but also values thinking:

- The world is increasingly complex and young adults need to be able to adapt and learn as they face the related challenges.
- The internet has created a “free market” of information and schools no longer have the monopoly.
- A wider view of success is needed - a multitude of ways to win that includes the arts, the humanities and sports as well as the conventionally academic.
- Cultural change – the youth of today need the necessary level of emotional and mental development to navigate today’s collision of cultures.

This is a view corroborated by Sir Ken Robinson in his now world famous TED talk ‘Changing Educational Paradigms’ where he talks about the need for educational revolution that moves away from a predominantly industrial model that promotes conformity and standardisation, to an organic model that celebrates difference, divergent thinking and creativity, and that encourages people to find their element.

For the aforementioned reasons, an outstanding school in the 21st century should therefore look very different to its 20th century counterpart. The system in which we (teachers, parents and guardians) were educated is now outdated and no longer fit for purpose. School should be less about the teacher and more about the learner. Knowledge retention per se (not learning or application) is of lesser significance when compared to its application to exercise creativity, problem solving and thinking. Grammar remains important but technology is the spoken language and the students are the experts.
Despite these differences the fact remains that formal, standardised examinations are still the internationally accepted way of measuring educational standards. Whether or not they are fit for purpose (they are not by the way!) is somewhat irrelevant as they are the reality of the system in which we all find ourselves – students will be judged at the end of Y11, Y12 and Y13 in formal, internationally recognised qualifications and these qualifications will to a certain extent affect their future.

The good news is that pieces of paper and qualifications alone are no longer good enough. Employers and universities want learners – people who are comfortable with being ‘stuck’, able to think outside the box and able to pose questions. The bad news is that passing standardised exams does little to develop these capacities, nor does it prove that a candidate is competent in these areas. It simply says “I can sit for a few hours and answer standardised questions based on some knowledge I have retained on a particular subject, and (hopefully) I can do this quite successfully”.

So far I haven’t painted the most inspiring picture have I? We have a rapidly changing world that requires schools to provide an education fit for purpose but we can’t be sure of that purpose; we have factions within education that wrongly insist on a false dichotomy that pitches knowledge and content against the learning process and thinking; we have a standardised assessment procedure that seems to do little more than assess knowledge regurgitation under timed conditions; and we have universities and industry crying out for more adaptable, and resilient graduates. Unfortunately we can’t wave a magic wand and change the whole system, but we can make changes from the ground up.

The Landscape of The Secondary Section
It’s fair to say that there is a general disconnect between the real world and the education system, but this need not be the case. The idea that getting students through formal exams means teaching to the test, rote learning and the development of ‘narrow’, low level skills is fallacy. Learning can be facilitated and opportunities crafted, that ensure learners acquire the desired knowledge and cultural understanding whilst developing essential capacities for the real world. There are a number of measures (changes) that have (or will) be taking place that are drastically altering the landscape of learning at TIS. Ultimately these changes will mean far greater opportunity for all of our learners to personalise their experience and pursue their interests whilst also reaching their academic potential as measured by standardised examinations. Below I discuss three such changes.

Change 1: Tracking for Success
This year will see a more transparent tracking of progress as learners work towards their potential in each of the different subjects that they study. In each subject learners are given an aspirational target level (KS3)/grade (KS4/5) and their progress towards these levels/grades is then monitored every 5-8 weeks. This 5-8 week snap-shot will then be shared with learners and their parents providing the information needed for them to take responsibility for their learning. When a learner is not making the expected level of progress, intervention, support and challenge will be put in place to ‘narrow the gap’ or further enrich their learning.

This is a significant shift from a standardised approach where learners are evaluated against age-related norms. By tracking students as they move towards their personal aspirational target level, and by providing them with the information and support that they need to take ownership of their learning journey, we are providing a much more bespoke and organic experience for our learners.
Change 2: Building Learning Power (BLP)
BLP is about helping young people become better learners. It is the brainchild of Professor Guy Claxton (see above) Co-Director of the Centre for Real-World Learning (CrL), and Professor of the Learning Sciences, at the University of Winchester. BLP aims to prepare young people for an uncertain future by developing four beneficial learning habits: Resourcefulness, Resilience, Reciprocity and Reflectiveness. These habits are developed by a deliberate and explicit activation and exercising of related learning capacities (or muscles) that form a framework for good learning.
Lessons in the Secondary school are now BLP centred which means that as well as developing knowledge and understanding of distinct subjects students ‘stretch’ the different learning capacities/muscles and discuss their learning using a shared language. As they move between subjects and year groups learners will become explicitly aware of, and able to articulate how they are developing (or not) their learning power whilst increasing their knowledge and understanding of important subjects. BLP will compliment the reporting and tracking process with threads between academic progress and learning power forming the basis of discourse between learner, teacher and parents.
There is an abundance of information about BLP, its evidence based foundation and how it will help our students successfully prepare for life beyond the realms of school in the 21\textsuperscript{st} century. Check out http://www.buildinglearningpower.co.uk/ for more information.

Change 3: Increasing opportunity
Existing students or parents will be aware that the Secondary timetable has changed significantly:

- We now run a single week as opposed to a bi-weekly timetable.
- The school day is comprised of eight 40 minute periods instead of ten 35 minute periods.
- We now have a full hour for lunch.
- We have changed the IGCSE and AS options process and have added subjects.

All of these changes mean greater opportunity for our learners:

- A single week timetable with 40 minute periods has meant that we have been able to create more 80 minute double lessons that allow students to engage more with subject material and develop their learning muscles through a variety of deeper learning tasks. This better simulates the workplace and the real world learning.
- With an extended lunch we have been able to create a range of opportunities through lunchtime clubs and activities, all of which allow our students to develop through wider experiences.
- The changes that we have made to the IGCSE and AS options process have meant that students have more choice and are able to make more informed selections.

How can you help?

“...When parents say – as they often do – ‘I just want my child to be happy’, here is one of the best pieces of advice. Help them, and get their schools to help them, to discover what it is that they would love to be great at. Help them discover the ‘joy of the struggle’: the happiness that comes from making progress on something that matters. And help them to understand and develop the craft of worthwhile learning – how to make best use of imagination, reasoning, concentration, collaboration and so on.”
(Claxton et al, 2011, p26)
We are all products of the education system that we ourselves experienced, fact. But let's not let that cloud our judgement about what's best for learners today. The hard part is accepting that we (teachers and parents), for the most part, were educated at a different time, in different circumstances and for a different world, and, that the way we did things (or had them done to us) doesn't necessarily apply today. As adults we need to re-evaluate what is the right approach today for the generation of tomorrow. Sometimes that might mean going against what we are used to, providing young people with opportunities that we never had and allowing them to follow their dreams (parents you have had your chance!).

At TIS we are moving in the right direction. Learning is at the centre of all that we do:

- BLP is now a core component of learning as well as subject knowledge.
- Progress is now the focus rather than attainment.
- We are taking an organic rather than standardised approach.
- We are talking about potential rather than ability.

We are doing all of this for good reason. If the focus is learning and we develop thinking and learning capacities then students will acquire the knowledge they require, they will make progress and attainment will follow. If we take an organic approach our learners will pursue their passions, they will develop their unique talents and they will reach their potential. The end result will be individuals who are better equipped for success beyond school.

We still have a long way to go, but we have made progress developing a landscape to better meet the needs of our learners. With parental support we can continue to develop our capacity for helping young people reach their potential. We encourage all parents to discuss learning with their children, to support them as they etch out their own path and to encourage them as they explore new opportunities. Together we can help prepare our students, your children, for the real world.

Bibliography/References:


By Matthew Gilberthorpe: Deputy Principal Curriculum Secondary
On Friday 20th September, 47 TIS Art students from Key Stage 4 & 5 and 16 SST art students from Form 4 went along to view this year’s Art Expo at the Matrade Exhibition Centre.

This is a yearly visit where students have the opportunity to view artwork from practising artists from around the world. The Art Expo Malaysia celebrated its seventh year in 2013 as the longest running uninterrupted art fair in South-east Asia.

Top foreign artists, past and present, have had artwork exhibited at the Expo, here are a few:


Popular, vibrant artwork by Korean Artists.

Our students discussing art with a Swiss Artist.
Student's Article:

Krsytabel & Ashley Year 10

As soon as the doors opened and we stepped inside, everyone was struck with wonder by the myriad of exquisite artwork on display. It's as if we stepped into an endless maze of masterpieces. The crowd instantly broke out in excited chatter; everyone was eager to get started and we all dashed off in different directions once given the all clear. Over the next two hours, we analyzed the amazing artwork, took countless photos and even had the opportunity to speak to some of the artists!

Among the miscellany of immensely talented artists, there were a select few that really stood out compared to all the others. One, by the name of Zi Peng, skillfully added interesting twists to seemingly normal objects by painting a contradictory scene within them with a colour scheme revolving around Jade.
Another artist that piqued our interest was Suwandi Wang, whose intricate details on his piece “Kuperkenalkan Padamu #1” blew our minds. The painting is so realistic and lifelike, it looked as though the model had been photographed; the minutiae of the piece were so meticulous and precise. With a graffiti-like burst of lines at the bottom, Suwandi created a contrasting edge to the delicate profile of the model.
Overall, the trip was thoroughly enjoyable and educational. It has definitely generated new inspiration for us future IGCSE Art students. We look forward to many more exhilarating experiences in the near future!

TIS & SST Art Departments would like to thank you for allowing your son’s & daughter’s to attend the trip to this year’s Art Expo.

It was a fantastic day out and all art students were thoroughly inspired by artist’s from around the world.

Thank you!
<table>
<thead>
<tr>
<th>E-Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destiny Library System</td>
<td>Online library catalogue where students and teachers will be able to find resources from the library. Students and Teachers can have a virtual library of their own though this programme. Old students have their own access. New students must approach the librarian for log-in details.</td>
</tr>
<tr>
<td><a href="https://tenbysep.follettdestiny.com">Destiny Quest</a></td>
<td></td>
</tr>
<tr>
<td>WebPath Express</td>
<td>A research tool, students are able to find reliable resources quickly and easily, spending their time focusing on the content.</td>
</tr>
<tr>
<td>Follett Shelf</td>
<td>A place for eBooks</td>
</tr>
<tr>
<td>Tumble Book Library</td>
<td>An online collection of animated, talking picture books which teach young children the joys of reading in a format they'll love.</td>
</tr>
<tr>
<td>IG Library</td>
<td>Online Children's Literature Collection</td>
</tr>
</tbody>
</table>

**Note:** In order to access all e-resources, students must log-in to DESTINY LIBRARY SYSTEM.
Participation in the International Day
Teachers and parents had a good time mingling with Primary children in the new MPH2 on Tuesday 9th July from 09:00hrs till 13:00hrs. All the classes set up their booths starting from Friday 5th July to display their work about the country which they chose to feature on. Some had active demonstrations from Chinese Calligraphy to Volcanic eruptions in their booths besides chopping their international passports as they moved from booth to booth. In between, there were performances and sampling of the country’s food in most of the booths.

What the children enjoyed most was the Grand Parade from the MPH to the Servery as they joined hands with their “country mates”. All in all, it was really a good learning experience for the children as they interacted and mixed with one another.

Over at the Servery Area, SST’s Parents Association set up a stall for food and games. They too attracted children to play some traditional games which seemed to be a novelty to them. They also sold the 5 stones packs, marbles, tops and feathered tops for children to learn how to play and then to continue the games at home. Thanks to all parents who had come to support their children as well as to provide assistance to manage the food and games stall.
SST News

Upcoming Events in October

- Wednesday 2nd - 3rd October, 7th - 9th October
- PMR Examinations (Auditorium)
- Friday 25th October
- SST’s First Art Exhibition (M PH 2)
- Tuesday 29th October 14:40-16:00hrs
- PSEC Graduation Ceremony for Std 6 & Form 5 (Auditorium)
- Thursday 31st October (whole day)

Welcome to New Teachers

We welcomed two new graduate teachers who have joined us this term.

These teachers are:-

Pn Mazlin Mohamed (Secondary BM & Moral) and
Cik Lim Siew Fung (Primary Moral & PJK)

Primary Humanities Week Celebration

Humanities Week activities were carried out from Monday 26th August to Friday 26th August. A variety of activities took place during their Pendidikan Moral periods for Std 1 to Std 6 students, Art for Std 2 to Std 5 and Std 4 and Std 5 students took part in activities for Kajian Tempatan. All these activities took place in their respective classes and most of the students participated.
Congratulations to all students for their great participation. More information about these activities are shown in the table below:

<table>
<thead>
<tr>
<th>Day</th>
<th>Subject</th>
<th>Name of competition</th>
<th>Objective</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 26.08.13</td>
<td>Kajian Tempatan Std 4</td>
<td>Roda Impian</td>
<td>i) To identify the states and the capital cities in Malaysia</td>
<td>1st: Caitlyn (4S)</td>
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<td></td>
<td></td>
<td>2nd: Allyssa (4S)</td>
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<tr>
<td></td>
<td>Pendidikan Moral Std 6</td>
<td>Silang Kata</td>
<td>i) To match situations to moral values learned</td>
<td>1st: Ashley (6S)</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>ii) To be responsible, friendly and to follow instructions</td>
<td>2nd: Jie Yuan (6S)</td>
</tr>
<tr>
<td>Tuesday 27.08.13</td>
<td>Pendidikan Moral Std 5</td>
<td></td>
<td></td>
<td>1st: Vinnaeysh (5M)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2nd: Eshanya (5S)</td>
</tr>
<tr>
<td>Wednesday 28.08.13</td>
<td>Kajian Tempatan Std 5</td>
<td>Pop Quiz</td>
<td>i) To identify the states and the capital cities in Malaysia and to know about these places</td>
<td>1st: Harith (5M)</td>
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<td></td>
<td></td>
<td>2nd: Adam (5S)</td>
</tr>
<tr>
<td>Thursday 29.08.13</td>
<td>Art Std 1-6</td>
<td>Paint on tiles/paper plates</td>
<td>i) To appreciate nature</td>
<td>Std 2: Sarah (2S)</td>
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<td></td>
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<td></td>
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<td>Std 3: Arween (3S)</td>
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<td></td>
<td></td>
<td>Std 4: Ethan (4S)</td>
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<td></td>
<td></td>
<td>Std 5: Yi Fei (5M)</td>
</tr>
<tr>
<td></td>
<td>Pendidikan Moral Std 1</td>
<td>Quiz</td>
<td>i) To be responsible, friendly and able to express some good moral values</td>
<td>1st: Kishen (1M)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2nd: Trishadeep (1M)</td>
</tr>
<tr>
<td>Friday 30.08.13</td>
<td>Pendidikan Moral Std 4</td>
<td></td>
<td></td>
<td>1st: Vaishnavi (4M)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2nd: Pei Ting (4M)</td>
</tr>
<tr>
<td></td>
<td>Pendidikan Moral Std 2</td>
<td></td>
<td></td>
<td>1st: Dylan (2S)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2nd: Varsha (2S)</td>
</tr>
<tr>
<td></td>
<td>Pendidikan Moral Std 3</td>
<td></td>
<td></td>
<td>1st: Kirthina (3S)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2nd: Amr Raj (3S)</td>
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</tbody>
</table>
Secondary Humanities Week (Reported by Pn Shermalin & Mr Kwa)

In conjunction with Humanities Week, activities were carried out from Monday 26th August to Friday 26th August. A variety of activities took place during their Pendidikan Moral and Pendidikan Sivik dan Kewarganegaraan periods of Form 1 to Form 5.

Form 1 student's choral speaking presentation

The Art Department created an opportunity for students to experiment on floor tiles and paper plates. The main purpose of the activities was to test their creativity and share ideas among peers. They were provided with floor tiles and paper plates to create Art DODDLE on the surfaces of tiles/paper plates with markers. Selected works will be exhibited at SST’s 2013 Art Exhibition on Friday 25th October at Multipurpose Hall 2.
Primary Sciencematics Week (Reported by Pn Mae & Pn Jenny)

Primary Sciencematics Week was carried out from Monday 2nd of September to Friday 6th of September 2013. Equal opportunity was given to all students to be selected as class representatives. The types of activities that were carried out from both Primary Science and Mathematics Departments were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Competition</th>
<th>Objective</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 02.09.13</td>
<td>Std 1 Animals Domino</td>
<td>Helps promote and stimulate gross and fine motor skills, as well as thinking and problem solving skills while encouraging children to have fun. Sharpen students’ colour-matching and pair-matching skills with a set of animal dominoes.</td>
<td>Keryna (1S) Ethan (1S) Ann Gie (1S)</td>
</tr>
<tr>
<td></td>
<td>Std 4S Design a simple gadget to keep things hot or cold</td>
<td>• To create a simple device that can keep things hot or cold. • To be able to explain how this can be achieved.</td>
<td>Caitlyn (4S) Allysa (4S) Hilda (4S)</td>
</tr>
<tr>
<td>Wednesday 04.09.13</td>
<td>Std 2 3D Model Lifecycle of Insects</td>
<td>• To be able to construct 3D model of the life cycle of butterfly or mosquito. • To be able to label the stages of the life cycle and present their work confidently.</td>
<td>Nursarah (2S) Varsha (2S)</td>
</tr>
<tr>
<td></td>
<td>Std 3 3D Animal Model using Recycle Materials</td>
<td>• To be able to construct 3D model of an animal using only recycled materials. • To present their work confidently on the model they have constructed, detailing why they chose certain materials for each part of the animal.</td>
<td>Vimal (3S) Kirthina (3S)</td>
</tr>
<tr>
<td></td>
<td>Std 4M Design a simple gadget to keep things hot or cold</td>
<td>• To create a simple device that can keep things hot or cold. • To be able to explain how this can be achieved.</td>
<td>-</td>
</tr>
<tr>
<td>Friday 06.09.13</td>
<td>Std 5 Light Reflection Puzzle Game</td>
<td>• To be able to placed mirrors in such a way as to direct a single beam of light from the starting position to the finishing point based on speed and accuracy.</td>
<td>Cherynn (5M) Harith (5M) Avinishaam (5M)</td>
</tr>
<tr>
<td>Wednesday 25.09.13</td>
<td>Std 6 Force and Movement: Slide and Speed</td>
<td>• To be able to calculate the speed of 2 objects of different weights when pushed over a slide. • To be able to make a hypothesis on which object is speedier.</td>
<td>No winners yet as activities will be carried out this week due to UPSR exam.</td>
</tr>
<tr>
<td>Std 1</td>
<td>Animals Domino</td>
<td>Std 2</td>
<td>3D Model Lifecycle of Insects</td>
</tr>
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</tr>
<tr>
<td>Std 3</td>
<td>3D Animal Model using Recycle Materials</td>
<td>Std 4</td>
<td>Design a simple gadget to keep things hot or cold</td>
</tr>
<tr>
<td>Std 5</td>
<td>Light Reflection Puzzle Game</td>
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</tr>
</tbody>
</table>
# Primary Mathematics Competitions

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Competition</th>
<th>Objective</th>
<th>Winner</th>
</tr>
</thead>
</table>
| Monday 02.09.13 | Std 2 Scrapbook -Division, Multiplication and Problem Solving | • To be able to present and display academic scrapbooking project.  
• To apply mathematical knowledge, research, writing, and critical thinking skills to solve multiplication and division word problem of daily life situation. | Varsha (2S)  
Lauren (2S) |
| Tuesday 03.09.13 | Std 3 Tangram Challenge          | • To develop spatial reasoning skills and problem solving skills.  
• To develop visual and descriptive thinking about shapes and their properties. | Adam (3S)  
Johanna (3S) |
| Wednesday 04.09.13 | Std 1:3 Activities:  
Counting Race  
Shaping Maths  
Slam-Dunk Maths | • To do number sequencing through race.  
• To practise Math facts through hoop shots.  
• To be able to relate race through shapes. | No winners |
| Std 4 Numero Card Games | • To develop numeracy concepts and problem-solving skills.  
• To boost mental maths ability through mental computation testing.  
• To encourage tactical thinking and thinking outside the box. | Jared (4S)  
Allys (4S) |
| Thursday 05.09.13 | Std 1 3D Toy Models                  | • To be able to present and show case the project work of 3D models built out of recyclable materials of various shapes in circle, triangle, rectangular, pyramid and cylinder. | Rachel (1M)  
Andrea (1M) |
| Std 5 Numero Card Games | • To develop numeracy concepts and problem-solving skills.  
• To boost mental maths ability through mental computation testing.  
• To encourage tactical thinking and thinking outside the box. | Omio (5S)  
Jane (5M) |
| Wednesday 25.09.13  
Friday 27.09.13 | Std 6 Numero Card Games          | No winners yet as activities will be carried out this week due to UPSR exam.                                                                 | No winners |

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Photos from Mathematics Activities/Competitions

Std 1, 2 & 3 - Group Activities

Std 1-3D Toy Modeling

Std 5 - Numero Card Games
The Sciencematics Week from 09.09.13 – 13.09.13 started off with a challenging preliminary quiz on Mathematics and Science. Students found the questions extremely challenging as they were pushed to the limit to think and solve the problems posed. The Sciencematics Week culminated in a Mini Mighty Minds Challenge where the 48 top scorers based on the quiz results were put in groups to a test of Science and Mathematics knowledge. The 12 group finalists from these groups were challenged to build the strongest bridge with only limited resources given to them. Two groups beat the others when their strong paper bridges supported the heaviest load.

This time around the objectives of the Mathematics activities were to encourage students to look at Mathematics differently and to develop liking for the subject. They had fun playing games such as Checkers, puzzle solving and Tower of Hanoi. Through the activities, students had to put on their thinking caps and apply analytical skills to embrace the challenge to beat their opponent to win the game. Students came to realise that Mathematics is not just about numbers!

The Science activities included students presentations on their favourite scientists and their inventions that “rock the world” for the lower secondary students; students presentations on science fair activities for the Form 4’s; science tricks for the Form 5’s. The objective of all these activities was to instil a love and appreciation of the ordinary and extraordinary people that have contributed to the vast pool of scientific knowledge we have with us today.
Congratulations to all the winners of Mathematics competitions listed below:

<table>
<thead>
<tr>
<th>Competition</th>
<th>Winners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checkers Game</td>
<td>Form 1: 1&lt;sup&gt;st&lt;/sup&gt; Chao Feng&lt;br&gt;2&lt;sup&gt;nd&lt;/sup&gt; Kyhe Huey&lt;br&gt;Form 2: 1&lt;sup&gt;st&lt;/sup&gt; Jing Ran&lt;br&gt;2&lt;sup&gt;nd&lt;/sup&gt; Renee&lt;br&gt;Form 3: 1&lt;sup&gt;st&lt;/sup&gt; Jhin Kai&lt;br&gt;2&lt;sup&gt;nd&lt;/sup&gt; Guan Siang</td>
</tr>
<tr>
<td>Wooden Puzzle &amp; Tower of Hanoi</td>
<td>Form 4: 1&lt;sup&gt;st&lt;/sup&gt; Juergen, Charlene, Bryan&lt;br&gt;2&lt;sup&gt;nd&lt;/sup&gt; Yu Zheng, Jia Liang, Carmen&lt;br&gt;Form 5: 1&lt;sup&gt;st&lt;/sup&gt; Pei Ling, Yee Hern, Kai Lok, Andrew&lt;br&gt;2&lt;sup&gt;nd&lt;/sup&gt; Imran, Yu Tao, Yaw Sheng, Liam</td>
</tr>
<tr>
<td>Mighty Minds Challenge</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Jia Hong, Teck Yong, Bryan, Pei Ling&lt;br&gt;2&lt;sup&gt;nd&lt;/sup&gt; Chee Chung, Peik Xin, Kenneth, Shoban</td>
</tr>
</tbody>
</table>

**Finals of 2013 Primary General Knowledge Quiz**

The finals of this year's Primary General Knowledge Quiz was held on Monday 26th August at the Auditorium. This 8th round of the General Knowledge Quiz was between Std 3S and Std 6S. The class representatives for Std 3S were Ryan Kong, Adam Harith and Johansen Woo who were the Lower Primary Champions. The class representatives for Std 6S were Prassana, Navindren and Kai Xuan who were the Upper Primary Champions. The result of the final round of Quizes was that the Std 6 team emerged as the overall champions of this year's General Knowledge Quiz. Congratulations to both teams and they all received medals and certificates as Champions of the two Primary levels. The overall winners received trophies and certificates.

Special thanks to the Quiz Coordinator, Pn Nur Hanani and all her team members who had successfully carried all the rounds of the quiz. To all the children, we hope that you would know where and how to source for information to be next year's Champions!
Programmes ‘PENGUKUHAN BAHASA MELAYU’ for Primary (Reported by Pn Mona)

Starting from the week beginning Monday 23rd September, the Bahasa Melayu Panel has organised activities during the last few minutes of one of their BM lessons every week to strengthen the students’ command of the language. Among the activities are making short speeches, role play, short story telling, reading news articles, singing, poems recital, riddles and word games.

The table below shows the day for each level when these activities are carried out:

<table>
<thead>
<tr>
<th>Day/ Date</th>
<th>Class</th>
<th>Activity</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>STD 6S</td>
<td>Poems</td>
<td>Students are able to</td>
</tr>
<tr>
<td>23.09.13</td>
<td>STD 5S</td>
<td>Riddles</td>
<td>a) communicate very well in Bahasa Melayu</td>
</tr>
<tr>
<td></td>
<td>STD 1S</td>
<td>Word games</td>
<td>b) apply their vocabulary usage in the right context</td>
</tr>
<tr>
<td></td>
<td>STD 1M</td>
<td></td>
<td>c) speak confidently in front of the audience</td>
</tr>
<tr>
<td></td>
<td>STD 4M</td>
<td>Role play</td>
<td>d) showcase their talents</td>
</tr>
<tr>
<td>Tuesday</td>
<td>STD 5M</td>
<td>Riddles</td>
<td>e) cultivate their interest to learn Bahasa Melayu</td>
</tr>
<tr>
<td>23.09.13</td>
<td>STD 2S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>STD 4S</td>
<td>Role play</td>
<td></td>
</tr>
<tr>
<td>25.09.13</td>
<td>STD 3S</td>
<td>Word games</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>STD 1S</td>
<td>Word games</td>
<td></td>
</tr>
<tr>
<td>26.09.13</td>
<td>STD 1M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>STD 4S</td>
<td>Role play</td>
<td></td>
</tr>
<tr>
<td>27.09.13</td>
<td>STD 5S</td>
<td>Word games</td>
<td></td>
</tr>
</tbody>
</table>
Secondary Programme to Strengthen Bahasa Melayu (Reported by En Kipli)

In order to encourage students to communicate in Bahasa Melayu, we have chosen every Wednesday as Bahasa Melayu day in SST. A range of exciting activities are planned starting from the month of September and they are played during the extended lunch time. A few of the games planned are as follows:

a) **CONGKAK:** Form 1 students
b) **TEKA SILANG KATA** (crossword puzzle): Form 2 & 3 students
c) **SHAHIBBA** (Scrabble): Form 4 & 5 students
d) **SEPAK RAGA** (Foot volley): Form 4 & 5 students

Other activities planned for students to further improve on their communication skills through selected topics and skills are as follows:

a) **Perbualan di restoran** (a conversation in a restaurant): Form 1
b) **Perbualan di balai polis** (a conversation at the police station): Form 2
c) **Perbualan di pestabuku** (a conversation at a book fair): Form 3
d) **Perbualan di panggung wayang** (a conversation at the cinema): Form 4
e) **Perbualan di hospital** (a conversation at the hospital): Form 5

Games and conversations according to specific topics were given to students on a rotational basis. The aim of these activities was to enable every student to gain experience and be proficient in the language. The Bahasa Melayu Panel hope that students will take this opportunity to strengthen their language skills in the interest of their own future.
Secondary Healthy Meal Programme (Reported by Pn Norliza)

95% of the secondary students participated in this programme to have a good and meaningful lunch in the cafeteria together with all their teachers on Friday 30th August from 12:50hrs -13:50hrs.

The objectives for this programme were as follows:-
- To encourage eating healthy meal in school
- To inculcate good habits during meal time
- To remind students not to miss their lunches
- To enhance understanding of goodwill among the children
- To encourage good interaction among children and also between children and teachers
- To have the feeling of togetherness in one big family

After the meal, there were Choral Speaking presentations by the Form 1, Oral Quiz about food and healthy diet and a lucky table draw.
**Yakult Trip**

On Friday 19th July, Year 8 students went on a Science trip to Seremban to visit the Yakult factory and Star Fresh Agro Park. In the Yakult factory, the students were briefed about the history of Yakult and how it was made. The students were exposed to the scientific research done by Yakult about the effects of probiotics on the human digestive system as well as the immune system. The students were then given a bottle of the sugar reduced version of Yakult and the Yakult Ace Light to taste. After learning about Yakult, the students were given a tour to the factory. They saw the long line of machines from sterilisation, fermentation, production of bottles, up to packaging. The single production line produces 322,000 bottles of Yakult drinks each day! The students enthusiastically asked questions about the career pathway in microbiology and the experience working in the factory. After having that delightful tour, the students took a group photo and bought as much Yakult as they wanted!

Moving on to the Star Fresh Agro Park, the students were shown around the farm to learn more about plants and the different types of fruit trees grown. The students were briefed about some of the techniques used in farming such as marcotting and vermicompost. They were also instructed on harvesting star fruits for jam making and garbage enzymes. After the farm visit, the students were separated into groups and did hands-on activities which included garbage enzymes, batik painting and jam making. Students got really excited in bringing home their own batik paintings and little jars of star fruit jam as souvenirs. And so, students boarded the bus and went home with many wonderful memories.
Photography Week 2013 by Ms.Bell, Mr.Remus and Ms.Salin

Here are some highlights and results of the photography week.

Personal Best Photo Competition was judged and commented by professional photographers during their talk on 10.07.13 at Tenby. The winners of each category are listed below. Prizes will be given during the final assembly.

Primary Category
Lucas A 4E
Our mating time

Secondary Category
Marcus 7B
Twin Peak of Mount Ararant

Adult Category
Lisa Chan TIS (ART)
The Translucent Sea Jellies

The first event was Photo Hunt at Setia City Mall on 01.07.13 involving students and teachers from both schools. Next, during the Photography talk the Ninja Photographer - Zung of The Photoz shared his photos and experience around the world including South Pole. The Master of Light Painting – Patrick Low of Exes-Studio shared tips on how to perform multiple exposure photos on a basic DSLR camera.
Finally we had a weekend Photography trip to Cameron Highlands 05.07.13 - 07.07.13. The photos below tell our story. We make full use of every opportunity to take amazing photos outdoors and indoors. One of the highlights was Light painting photography during our masquerade night.

This term’s Advance Photography CCA #11 students graduated on the 15.07.13. The winning team was Group C – Shutter Speed. We had our Annual General Meeting this term and elected a new team of Executive Committee (EXCO) members which will serve the Photography Club for a year. We would like to take this opportunity to thank the previous EXCO team as well as the two special baby models, Matthew and Cayden for our studio session.

President : Aaron 9T  
Vice President : Nur Amanda F2S  
Secretary : Raegel 8B  
Treasurer : Daffa 7T  
Marketing Manager : Cheryl F1S  
Event Master : Syuen 8N
The International Primary Curriculum (IPC)

In TIS Primary, we use the International Primary Curriculum (IPC) as a tool to deliver the National Curriculum for England in a cross-curricular way which allows children to make links in their learning.

Class teachers use the Learning Goals from the IPC to teach History, Geography, Science, Society and International goals. Our specialist subject teachers (Music, Art, DT, PE and ICT) also cover the IPC Learning Goals in some of their units of work.

The IPC is based on the idea that themes are better studied from a multi-disciplinary perspective. For example, our Year 3 unit ‘Chocolate’ is not just a Science topic. Children will learn about chocolate in the separate curriculum subjects of Art, Science, History, Geography, ICT and DT in order to develop a broader perspective.

Links between subjects are made where relevant, they are not forced. Some IPC units may focus on Science and Geography, whereas others may have a History bias. Whilst some IPC units may not cover a particular subject, our analysis of the curriculum ensures that over a two year period (which the IPC refers to as a ‘Mile Post’) all of the Learning Goals for each subject are covered.

The Learning Goals for each IPC subject help children learn the subject knowledge, skills and understanding they need to become aware of the world around them. The IPC Personal Goals help children develop the personal skills they need to take an active part in the world throughout their lives. IPC also has International Learning Goals which help children develop an international mindset alongside their awareness of their own nationality.

These aims of the IPC fit beautifully with the Tenby Vision of ‘A united world at peace – through education’

By Deborah Jones: Deputy Principal Curriculum Primary

“A united world at peace - through Education”
Student Affairs

Before we start looking forward to this school year we must take the opportunity to look back at the end of last year and three major events that took place.

Once again International Day was a huge success despite it ‘raining on our parade’ early in the morning. Every Primary student from both TIS and SST once again dressed in the colours of a nation from around the world. All the Primary classrooms and the new MPH2 were decorated to amazing standards to represent the many different nationalities we have and a few others. Performances, games and the opportunity to carry your passport around all these different nations proved to be the highlights of the day. But it was the Fashion Show that really stood out as our young students ‘sashayed’ their way down the catwalk.
Our PA and other parents were, as ever, a real help on the day and our Sixth Form were on hand to cook up a few delicacies along with a group of SST parents and, of course, our Korean mums! A great day.

Then there was ‘Alice in Boogiewonderland’, our first school production. Three evenings of true entertainment with the Auditorium packed to the rafters as our students sang, danced and acted their way through each show. Thanks to the hard work of many different people, but especially our Drama, Music and Art departments, the show was a true success. The talent of our students is truly something to behold and we can now look forward to more shows and productions.
Last July the International Trip to Siem Reap, Cambodia was a success for the third year running. 36 students from the TIS Secondary School visited the vibrant and rural farming lands of Siem Reap to explore the historical temples, try their hand at buying and cooking local dishes and provide support to Savong’s school and orphanage.

When we visited Savong’s school the orphanage had developed over the years with additional rooms and a new library. We provided the cook with a new moped to drive to the local markets every day instead of having to cycle. The students worked all day to carry out valuable tasks for Savong and the children who lived there. They planted new banana trees, erected a new roof over the bedrooms, painted the old bedrooms, shifted sand and clay to build a new floor in the two additional bedrooms and tidied up the yards and gardens. The children were excited and humble to receive new books which we had packed in our suitcases for their library and a toy just for them which we had organized before we left. The Tenby students were amazing at integrating with the children at the orphanage and playing with them with any energy left over from completing the labor intensive tasks that Savong had lined up for us!

Exploring the temples was always going to fun and the students enjoyed seeing Ankor Wat in its full glory. When they attended the cooking class they hit the local markets with their team leader to collect the ingredients first and when they got back to the hotel to cook they were all given a cooks hat and apron to look like a professional! The food was tasty and we had a couple of birthday’s amidst the group too whilst we were away so we made sure a couple of cakes were enjoyed by us all to celebrate. We are looking forward to going back this academic year and the plans are already well under way.
At Tenby we are determined to create a truly holistic education for our students and allow them every opportunity to make each individual a success as they enter the big wide world. Universities and employers these days are looking for truly well rounded people with experiences that may differ them from the rest. As such we are looking to take our students on a journey that provides them with opportunities in many different areas, leadership, charity work, community service and experiential chances to name but a few. More and more of these will happen throughout the year. Currently our Senior prefects are embarking on a ‘Belt Up’ campaign to remind our whole community the value of wearing seatbelts in cars and on buses and vans.

Our Student Council are working towards improving the environment within school along with and our Prefects are making contact with charities that we want to support, not just financially but through opportunity. The students have currently chosen three charities to help – PAWS Animal Rescue Centre, Homes for Humanity and a Kiwanis Centre for children with down syndrome in Klang. In the near future some of our students from different parts of the school will be given opportunities to visit these charity organisations and we hope that we can create true partnerships for the future.

Further to this, lunchtime activities are taking place and students are able to enjoy more opportunities through these. Our senior students are starting a Model United Nations and have even decided to create their own version of this global organization for our Year 5 and 6 students.

Our sporting teams have already started taking part in the ISAC tournaments in a variety of sports and we look forward to more success to report on in the coming weeks.

More and more you will be hearing from our students in this section as we strive to give them more of a voice in our community.

By Tom Robinson: Deputy Principal Student Affairs
A big WELCOME back to all our existing students and a big HELLO to all our new students. What a great start to the term. The children have all settled well into the routines of Early Years and the wonderful amount of smiley faces in the morning gives me a warm glow. The children have used all types of learning muscles over the past few weeks; they are beginning to understand themselves as learners. We want to ensure all our children consciously improve their learning habits and become life-long learners.

Look at all the learning muscles we are using every day
I am using my imaginative learning muscle.

I am using my empathy and listening learning muscles.

I am using my collaboration learning muscle.

I am using my revising learning muscle.

I am managing distractions.
I am making links between my learning

I am managing my distractions

What is ‘Building Learning Power’?

The Learning Power framework provides a clear picture of what it takes to be a good learner. The purpose of the approach is to grow students’ learning character and habits. In doing so, Building Learning Power (BLP) develops the appetite and ability to learn in different ways, and shifts the responsibility for learning to learn from the teacher to the learner.

The Learning Power Framework

<table>
<thead>
<tr>
<th>Resilience – Emotional engagement</th>
<th>Resourcefulness – Cognitive range</th>
<th>Reciprocity – Interpersonal Involvement</th>
<th>Reflectiveness – Strategic Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absorption</td>
<td>Questioning</td>
<td>Interdependence</td>
<td>Planning</td>
</tr>
<tr>
<td>Becoming absorbed in what you are doing</td>
<td>Asking questions about yourself and others</td>
<td>Knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in debate</td>
<td>Thinking about where you are going, the action you are going to take, the time and resources you will need and the obstacles you may encounter</td>
</tr>
<tr>
<td>Managing Distractions</td>
<td>Making Links</td>
<td>Collaboration</td>
<td>Revising</td>
</tr>
<tr>
<td>Recognising and reducing distrations</td>
<td>Seeing connections between disparate events and experiences</td>
<td>Knowing how to manage yourself in the give and take of collaborative venture, respecting and recognising other viewpoints</td>
<td>Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going</td>
</tr>
<tr>
<td>Noticing</td>
<td>Imagining</td>
<td>Empathy and Listening</td>
<td>Distilling</td>
</tr>
<tr>
<td>Perceiving subtle nuances, patterns and details in experience</td>
<td>Using your imagination and intuition to put yourself through new experiences</td>
<td>Contributing to others' experiences by listening to them to understand what they are really saying</td>
<td>Looking at what is being learned – pulling out the essential features – carrying them forward to aid further learning</td>
</tr>
<tr>
<td>Perseverance</td>
<td>Reasoning</td>
<td>Imitation</td>
<td>Meta – Learning</td>
</tr>
<tr>
<td>Keeping going in the face of difficulty, channelling the energy of frustration productively</td>
<td>Calling upon your logical and rational skills to work things out methodically and rigorously</td>
<td>Constructively adopting methods, habits or values from other people whom you observe</td>
<td>Knowing yourself as a learner – how you learn best, how to talk about the learning process</td>
</tr>
<tr>
<td>Capitalising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing on the full range of resources from the wider world – other people, books, internet</td>
<td></td>
<td></td>
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</tbody>
</table>
After being inspired by ‘Learning Power Heroes’ book, the Early Years team have begun to take the necessary steps to transform learning and teaching.

**Where we started –**

Most children love superheroes, they see these characters as powerful and in control. We wanted to help children to see themselves as powerful and in charge of their own learning. We encourage the children to see their learning strengths as super-powers that will help them to be learning heroes in many situations in and out of school.

**Dressing up day –**

We held a superhero dressing up day for the children, there were some wonderful costumes ranging from Spiderman to Wonder-woman. The day was focussed on recognising that everyone has learning power and can sue this power to help others with their learning too. The children had a great time!

**Superhero costumes –**

Every child chose a superhero outfit to design and colour. They will be placed on a big display in the Early Years area, come and have a look at all the super-learning strength we have in Early Years. The children thought about what their personal strength was and when they had used the skill very well.

**Outdoor Role-play -**

We will be developing our outdoor role play areas and turning them into superhero castles. This is a place where the children can talk about their super-learning strength.

Over this year we will be developing all our learning muscles to Helping young people become better learners, developing their portable learning power and preparing young people for a lifetime of learning

**OVER TO YOU –**

Are you learning something new? Please bring in a photo of something you are learning at home with a small description and we will put it on our Parents/Guardians display.

Reference – Learning Power Heroes by Raegan Delaney, Leanne Day and Maryl Chambers
When I’m building in the block room, Please don’t say I’m JUST Playing. For, you see, I’m learning as I play; about balance and shapes. Who knows, I maybe an architect someday.

When I’m getting all dressed up, Setting the table, caring for the babies, Don’t get the idea I’m JUST playing. For, you see, I’m learning as I play. I may be a mother or a father someday.

When you see me up to my elbows in paint, Or standing at an easel, or molding and shaping clay, please don’t let me hear you say “she’s JUST playing.” For, you see, I’m learning as I play. I’m expressing myself and being creative. I may be an artist or an inventor someday.

When you see me “Reading” to an imaginary audience, please don’t laugh and think I’m JUST playing. For, you see, I’m learning as I play. I may be a teacher someday.

When you see me combing the bushes for bugs, Or packing my pockets with choice things I find, don’t pass it off as JUST play. For, you see, I’m learning as I play. I may be a scientist someday.

When you see me engrossed in a puzzle, or some plaything at my school, please don’t feel the time is wasted in play. For, you see, I’m learning as I play. I’m learning to solve problems and concentrate. I may be in business someday.

When you see me cooking or tasting foods, please don’t think that because I enjoy it, it is JUST play. For, you see, I’m learning as I play. I’m learning to follow directions and see differences. I may be a cook someday.

When you see me learning to skip, hop, run, and move my body, please don’t say I’m JUST playing. For, you see, I’m learning as I play. I’m learning how my body works. I may be a doctor, nurse or athlete someday.

When you ask me what I did at school today, and I say, “I JUST Played”, please don’t misunderstand me. For, you see, I’m learning as I play. I’m learning to enjoy and be successful in work. I’m preparing for tomorrow.

Today, I’m a child and my work is play.
The Early Years Super Learning Heroes
... a glimpse of the upcoming SST Art Exhibition opening this 25th October at 19:00hrs Venue: MPH2

For the first time, students in Sekolah Sri Tenby will get the opportunity to showcase some of the work they had produced over the past years during their Art lessons. More than a hundred pieces of students' work have been selected for this exhibition and it was quite a task as many students competed to have their works chosen. It was good to see that there are many creative and talented students at Tenby and by having this exhibition; they have space to express and share their ideas. The following are only a few examples of works that will be on exhibit next month from Friday 25th October to Thursday 31st October 2013. Don’t miss it!

A sculpture by Rachel - F5 (2012)

Project work by Farah - F5S (2013)

Ink on Tile by Rebecca – F2M (2013)

Ink & Pastel on Paper – Chee Lok – Std 2S
Year 7 News

New Kids on the Block!
The new Year 7s have hit the ground running and the feedback is... they’re having a blast!
Year 7 spent the first day of secondary school learning ‘how to learn’, taking part in 4 skills based ‘Building Learning Power’ workshops. Our newest recruits flexed their learning muscles across the four skill areas, reciprocity, resourcefulness, reflectiveness and resilience. We will look back over the coming year to see how these capacities are developing.

It was wonderful to see so many parents at our Year 7 ‘Meet and Greet’ last Monday. Equally reassuring to hear that your children are happy and are settling in well to secondary school life. Thanks to Mia, Myra, Aryssa and Dhivya for sharing their honest reflections with us!

Moving into October, our next big date in the calendar is the Year 7 camp which will take place at an eco reserve near Gopeng. The theme of the camp is team building and it will be a wonderful opportunity to make new friends across the year group. It will be fun-filled and action packed, with treks through the jungle (don’t forget to pack the insect repellent!), a treasure hunt and lots of other exciting activities. The packing list was sent out last week and we had a parental meeting on Friday 20th September – but if you missed any of that, please don’t hesitate to get in contact with Miss Cuthbert.

Spotlight on Learning:
We asked Year 7 students what they have been learning this week, as it turns out, they’re learning quite a lot!!
“I have learned how to write about my daily routine in Malay.” Xing Ann
“I learned about the different states of matter”. Ramnarain
“I learned that Fibonacci id Italian”. Young Seo
“I have learnt the elements of music”. Alexandra Catherine
I learned how to work in groups and individually”. Julian