



TALKING

Straits



**WHAT'S
NEW**

HIGHLIGHTS



PRIMARY & SECONDARY EDITION



A NOTE FROM MR. STEPHEN

Dear parents/ carers,

The Management and Staff of Straits International School would like to wish all parents and the school community a Happy and Peaceful Christmas and a joyous New Year.

I want to thank Parents/Guardians for your support and commitment to the work of the school during this calendar year. Your support significantly contributes to our school's character and atmosphere. Please accept my gratitude for your ongoing generosity towards the school and the charities we support. Thank you!

I would also like to acknowledge the support and work of the STEPS Association, who give generously of their time and expertise to enhance the essential work of our school.

Straits would not be what it is without the dedication and professionalism of our excellent staff, who have been busy all term in delivering a high-quality and holistic education to our students. My thanks to all the children of Straits for their ongoing work in the build-up to the holiday festivities and for being so wonderful and happy throughout a very tiring term.

It takes many people to keep our students and staff safe, and we must recognise the work done by our security, cleaners and canteen staff. They are just as much a part of our community as the Academic and Operations team.

A very happy Christmas and a joyous new year to all!



Straits International
School

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#1K4UKRAINE

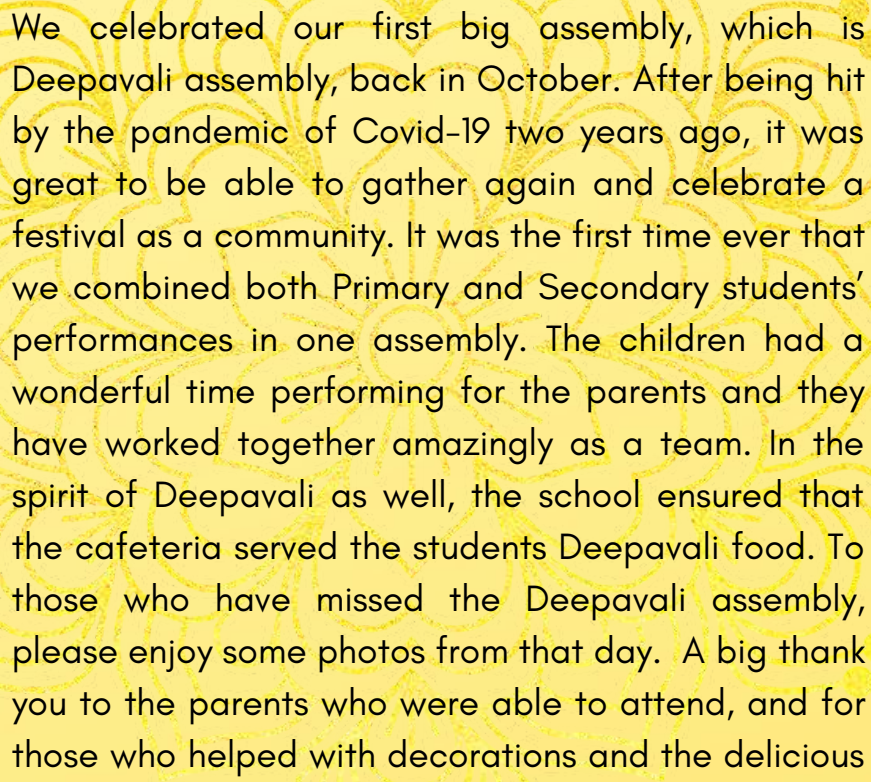
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Happy Deepavali

Written by;

Ms Hafaa

Events Coordinator



We celebrated our first big assembly, which is Deepavali assembly, back in October. After being hit by the pandemic of Covid-19 two years ago, it was great to be able to gather again and celebrate a festival as a community. It was the first time ever that we combined both Primary and Secondary students' performances in one assembly. The children had a wonderful time performing for the parents and they have worked together amazingly as a team. In the spirit of Deepavali as well, the school ensured that the cafeteria served the students Deepavali food. To those who have missed the Deepavali assembly, please enjoy some photos from that day. A big thank you to the parents who were able to attend, and for those who helped with decorations and the delicious food! For those that could not attend this time, we hope to see you in the future for more festivities.



Mental Health Awareness

Mental health awareness can be defined as the ongoing effort to reduce the stigma around mental illness and mental health conditions through various proactive measures. Within the context of a school, this includes providing counselling services, ongoing psychological workshops to the school community, thematic events such as Mental Health Week, normalising speech regarding mental health and supporting students with psychological issues, to name a few.



**Mental
health
matters**

To increase your mental health awareness, start by knowing your own mental health.



Speak up for yourself. Share your stances or experiences pertaining to mental health to individuals you feel safe around.



Support mental health pages on social media. This can assist you in gaining more insight in mental health related issues and be part of a psych-savvy space.



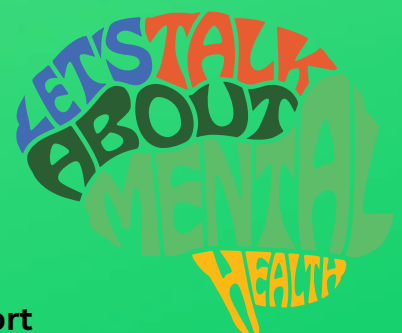
Seek out assistance in a counsellor. Seeing a therapist can assist in understanding your symptoms better and utilising the necessary psychological interventions to cope with it.

As the saying goes, mental health problems do not define who you are. They are something you experience. You walk in the rain and you feel the rain, but you are not the rain.

Written by;

Ms. Syahira

Whole school support
& School counselor





International Schools Partnership



This term has been another positive move forward as we continue to strengthen our position within the ISP network. As we are now part of their global organization, we are held to their high standards across all areas of the school, both academic and operational.

We are delighted to say that this term we had two important audits, that brought excellent results. The first visit was carried out by Ms. Lisa Brown, the Global Head of Safeguarding. She spent two days, examining all our systems, policies and procedures, while also interviewing students, staff and members of management. As part of her final report, she acknowledged that we are "Developing/Mastering", a level not normally reached by new schools.

We were also lucky to welcome Ms. Emily Porter, the ISP Director of Innovation and Learning, along with Andy Nicols, the Managing Director of Southeast Asia. They visited the school with the goal of discussing our future plans for the school and spent some time observing lessons and the children's learning. They were very impressed with the significant changes that have taken place in the short time we have been part of ISP and were very encouraging in their feedback.

We are very proud of our school, our students and our staff and we are looking forward to more ahead!

Written by;

Ms. Nicola

Head of Primary



STEPS



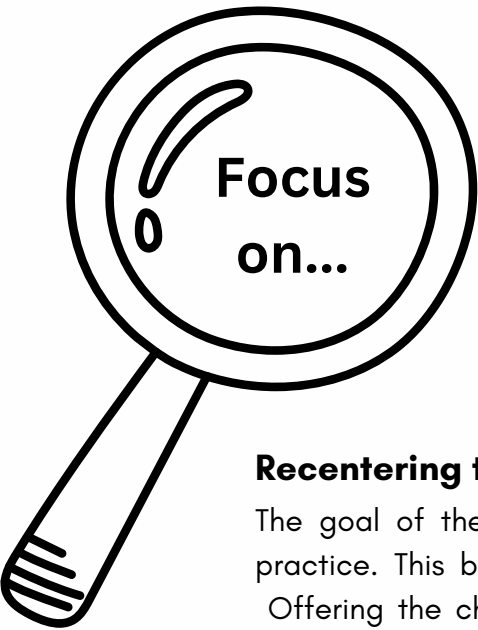
With every passing term, I am amazed by the strength and support of our parent community at SIS. However, I would like to take this opportunity to thank a particular group of special people - our STEPS parents. Since its inception over 2 years ago, STEPS (**Supporting Teamwork and Engagement among Parents at SIS**) have worked hard to improve the communication and opportunities for collaboration between school and parents. Every month we meet to share feedback, swap suggestions and plan for future developments. Since our partnership with ISP, our STEPS parents have become even more valuable as we introduce new systems, policies and initiatives. STEPS are involved in every aspect of school life, from 'Learning & Teaching' and Safeguarding, to the canteen, our pick-up system and the many events we run, they are there! I am proud to have watched this network grow in number and support over the years, and it remains one of the most enjoyable and rewarding aspects of my role. Being consistently open, honest and constructive with feedback is sometimes a challenge in schools, but they make it look easy! We are always welcoming new members, so please reach out at any time!

So once again, **thank you** to **Peggy, Sabrina, Cecillia, Christy, Elyn, Jas, Deepa, Mira, Joshua, Queenie, Alex, Diana, Christy T, Hiro, Farid, Sathish** and **Haly**.



**Thank
you!**

Written by;
Ms. Nicola
Head of Primary



The Early Years



Recentering the child

The goal of the early years this term has been to recenter the child in all aspects of practice. This begins with our emphasis on play and following the children’s curiosities.

Offering the children new learning through hands-on multisensory experiences and then extending these experiences into a variety of play contexts to consolidate their learning. The children have been playing a key role in leading their learning and development and guiding the teachers through their interests and inquiries. The IEYC curriculum lends well into this approach where topics such as Mindful Play and All about Me were explored in Reception and Chattering Children and Weather Wonders in Nursery. During each topic’s Ready, Steady sections of learning we gathered information about the children’s prior knowledge which guided the teachers in the activities which best suited the needs of the group. Further to this, we explored ideas and questions which rose from the children’s curiosities which helped to fuel the learning and teaching processes within the classrooms. This has led to a wide range of activities to explore germs, families, nonverbal communication, weather and seasons, and birthdays. This approach gives ownership of learning to our children even at their young age and respects their ideas and questions as valuable and worthy of exploration



Storytelling and verbal communication



Storytelling and communication has been a huge emphasis this term in the early years. Some children have been affected greatly by the isolation that had accompanied the pandemic. Therefore, this term, interacting positively with others has been a huge focus for us. The classrooms have been evolving to promote collaborative play areas which encourage children to communicate with one another in a natural way. The teachers have placed focus on coping strategies when faced with conflict and disagreements and the children are supported in positive communication among one another. The children have explored several stories as part of their IEYC and literacy inputs with the focus on language acquisition through storytelling and reenactment. The children are at a delicate time with their language acquisition and again after years of wearing a mask and listening to adults with masks, it’s imperative that we continue to strengthen their aural and verbal skills as we move into our new normal.



Nap time in Nursery



The Early Years

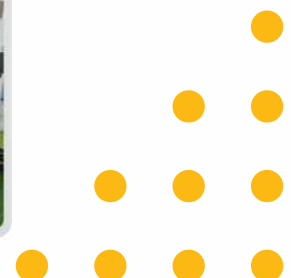
According to research, naps in early childhood may be as important as nighttime sleep schedules for under fives. With this in mind, we have introduced naptime into the nursery classroom. Naps have been shown to increase cognitive function and promote emotional regulation for our EY children, that can mean more learning and less tantrums! Naps for our children are valued as more than a chance to catch up on any missed hours during the night, we value them as an opportunity for the brain to create new neurological connections and strengthen existing ones which support children's learning. Perhaps we should all work a nap into our schedules!



Outdoor Play and Risky Play

Risky Play is an essential feature in all children's learning. Consider your childhood experiences, perhaps you climbed a hill and slipped and grazed your knee. From that experience you learned to use your hands as support when you tried again. Or perhaps you walked on uneven ground and lost your footing and fell on your bottom, next time you tried to walk there again you looked carefully where you were going and ensured you placed each foot securely. These are two instances of Risky Play for children in the Early Years. We don't want to take away the risk completely for the child, there is value in these experiences, but we want to allow children the chance to learn how to manage the risk and recognise when it is a hazard or danger.

Our outdoor play area has recently been completed and parents and children were invited to explore the new features together. The parents took part in a short information session regarding the benefits of Risky Play in the EY and the differences between a risk and a hazard. The objective of our opening was to brief the parents on the safety features and play expectations of our new playground and to mitigate any concerns they may have in their children taking part in appropriate Risky Play. The children then had the opportunity to show their parents how they are capable of managing the risks within their play. We will continue to work together to improve our outdoor provision and ensure that the children are safe in their learning of risk management. We will make great efforts to ensure that it is used effectively in the early years and throughout the year we will develop it to feature more in our practice. Learning outdoors has shown to support learning and development, emotional regulation and promote prosocial skills. Furthermore, playing in local outdoor spaces help to develop children's sense of place and connection to their community which can affect their lifelong understanding and appreciation for their local environment. The area has been designed to engage the children gross motor abilities and the teachers will work together to develop other learning opportunities to be incorporated into the environment to ensure that we take advantage and enhance the learning opportunities we are afforded by it.



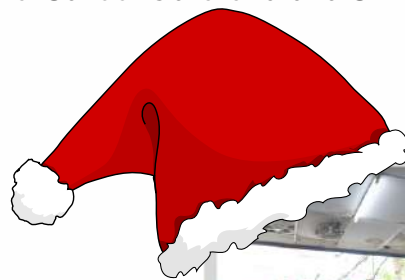


IEYC Personal Learning Goals and Christmas Trip

This term in the EY we have been focusing on developing the children's understanding of the personal learning goals and what they mean for our youngest learners. The children are learning that school is not just about academics, and success is not about getting everything right. The Personal Learning Goals support children in understanding that success can be found in many different things we do and that this should be celebrated too. In the EY, we focus on the positive learning characteristics needed to become good students and citizens of the world. This term, we placed an emphasis on being Empathetic and Respectful Learners within our classrooms and as a group we spoke about how we could share these qualities further. The Reception children explored what an orphanage was and how those children's families and homes may be different to ours. We worked together to decide on a performance, where the children helped the teachers to pick the songs and dance moves and suggested other ways which we could all celebrate and interact together.

The trip to the Ephratha Home and orphanage was very successful. The children performed to over 46 people in the home, and afterwards we shared breakfast altogether. The children were mindful to first give the others their food, before coming back for their own. After we had all shared breakfast, we were in the middle of playing games when all of a sudden we heard some jingle bells. It was Santa! He had arrived to give toys to all the people living at the home, the EY students even had a little surprise for the volunteers who work at the home to say thank you. The children enjoyed the time spent with the other children in the home and took part in games together such as Pass the Parcel.

It was a very exciting day and would not have been a success without all of the generosity from the students at SIS and their parents, Sri travel, our DeliSchool Cafeteria and SHF Services.



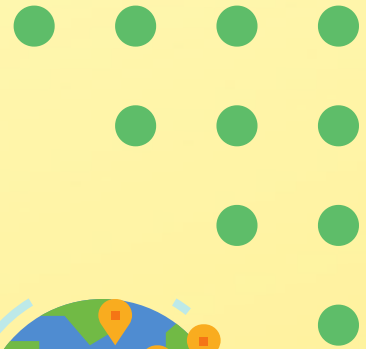
Written by;

Ms. Pearl

EY Coordinator



INTERNATIONAL PRIMARY CURRICULUM IN KS2



In Key Stage 2 we have now started using the International Primary Curriculum (IPC) and it has been a joy seeing our children experiencing it this year. This curriculum encourages learners to be globally competent, socially conscious and motivated to positively contribute within a local and/or global context, something that has become increasingly essential over the last few years especially during this historic moment in time.



By incorporating a wide range of thematic units based on internationally relevant themes, it enables primary-aged learners to make meaning of their new knowledge, show their skills and applying their understanding to the real world. Each unit of learning has been specifically designed for each age and is guided by leading innovative research.

We started off with the Brainwave unit where it focuses on metacognition to help students learn more about how the brain and memory works. The children then continued working on their next thematic unit. Each IPC unit of work is designed around one core purpose: improving children’s learning. Our school has carefully selected a range of cross-curricular units based on globally relevant themes that excite children and teachers alike and help them to learn more about the world around them. In addition, the units allow for our students to achieve the necessary learning outcomes to prepare them for secondary education.

Students will learn about the theme through each subject before moving to the next subject to allow them to make better connections in their learning and to enable them to learn about the theme from different perspectives.

In the IPC we are also exploring the Sustainable Learning Goals (SDG). They are a call to end poverty, protect the planet and to ensure people enjoy health, justice and prosperity. We were very lucky to have one of local non-profit organisations “The Lost Food Project” to share with us how they rescue food and redistribute these foods to other charities, soup kitchens as well communities who live below poverty line. The children had a great time learning about this and we are looking forward to working with ‘The Lost Food Project’ this term for our next project to help support the organisation. We hope our children are inspired by this project and they will continue this in the future for a better world.



Y3 asked question to pupils in a school in Peru, to find out similarities and differences



Y4 learned and performed a dance for their exit point



Y5 investigating different types of roots and their functions



Y6 building ancient Roman and Greek monuments for their entry point.



Written by;
Ms Pearline

IPC Coordinator



Exam Results



We were immensely proud of our 2021/2022 cohort of IGCSE results and their determination to succeed and perform admirably in the face of, what was, trying times for everyone. Through hard work, perseverance and talent, the students met the challenge of completing their IGCSE course in the face of a global pandemic with a tenacity that will forever be remembered fondly here at SIS.

As our current Year 11 cohort moves into the final stages of their IGCSE journey, we hope that they can take inspiration from their predecessors and meet their challenge with confidence and high expectations.

Here are some of the top achievements of the 2021/2022 cohort:

- English 1st Language and Literature A*-C 100%
- Maths & Additional Maths 90% A*-C
- 13 subjects attained 100% A* - C
- History 100%, Global Perspectives 100%
- Chinese 1st Language 80%, 2nd Language 100% and Foreign Language 100% A*-C

Congratulations to our top achieving students of 2022:



Derek Nam
3A* 3A grades



Dhurveena
3A* 5A grades



Amber
2A* 2A grades

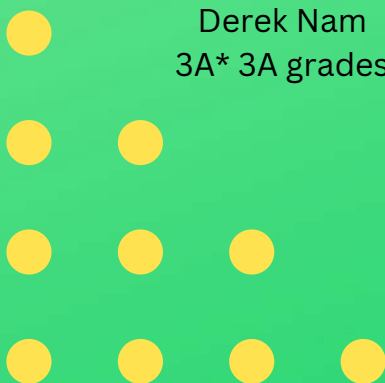


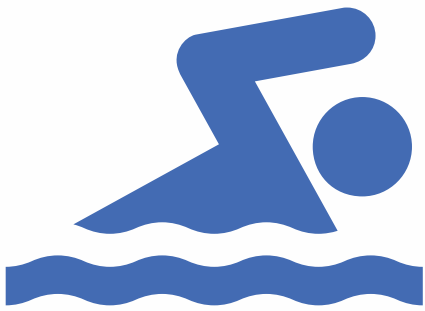
Yun Yun
3A* 5A grades



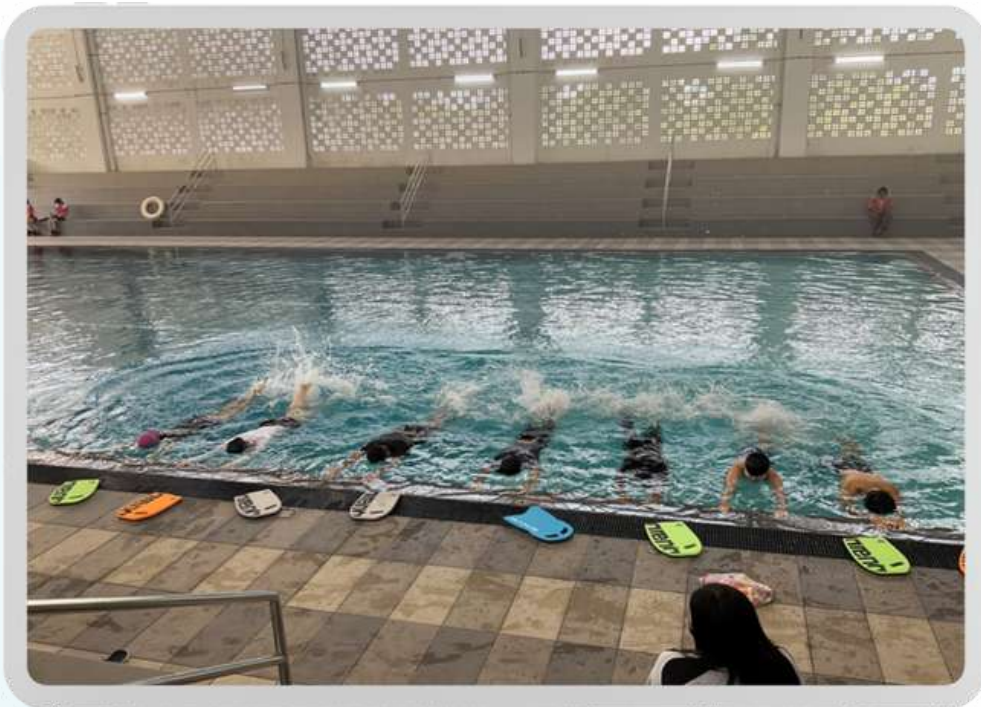
Written by;
Mr. John

Head of Secondary





Swimming Report



This year for the first time since we opened post Covid we have swimming back on the PE curriculum for all students from year 3 - 11. We also have CCA swimming with a private provider which happens on Tuesday and Wednesday every week after school.

In term 1, every secondary school swam for 1 half term. They were divided into 2 groups and worked with a specific teacher to focus on either stroke development skills or on mastering skills they already had and working on new skills such as backstroke /breaststroke and underwater lifesaving skills. At the end of each unit students get to try their hand at some of the skills they may not have had time to work on and to enjoy a game of Water Polo

We are looking forward to primary swimming in term 3.

Written by;

Ms. Paula

Head of P.E



#1Kfor Ukraine



In Term 3 the school launched the newest fundraising challenge **#1K4UKRAINE**

After the success of Miles 4 Mano Walk 4 Warren, where the SiS community helped to raise funds for a national charity. The motivation this term was to find an international charity that would encourage and educate our students to support people of their own age outside of Malaysia.

The Russian invasion of Ukraine was dominating the headlines in the world's press and there were many complex questions that were being raised in classrooms across the world. Students in SiS were no different and therefore Mr Edward reached out to a charity that helped send much needed medical and basic supplies from Germany to the Ukraine border. It's founder Jana Reyer has delivered 200 tonnes of aid by road and helped find housing for 200 refugees. She lives in Germany and in Kuala Lumpur and was happy to come to the school to explain more directly to students about the work she does and what is happening on the ground in Ukraine at the moment.

1000 minute challenge

The 1000 minute challenge was for students and parents to complete 100 mins of exercise each week for 10 weeks. Each week there were various activities to help motivate and support each other to participate to improve our fitness and to support people in the Ukraine. The week started Motivation Monday to share photos of us working out during the, Workout Wednesday with a YouTube video each week with Mr Edward and guests and Fitness Friday which was an early morning group workout for all students in school and any parents who were brave enough to join in!



Total raised

We invited Ms Jana back to school in September to hear news from what is happening with the messages and supplies she can send from Germany to Ukraine. She showed the students that their messages had been received with appreciation by students in the Ukraine and that every ringgit we could raise would help her to send urgent supplies to keep children and families warm this winter. As a community we raised nearly **2500RM** to donate to her.

A big thank you to everyone who participated and kindly donated. Let's get ready for the next fundraiser in Term 2.



Written by;
Mr. Edward

KS2 Coordinator

