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Upcoming Events

- **Tuesday, 1st December 2015**
  MYP Assessment Workshop, 8.15am - 9.15am

- **Wednesday, 9th December 2015**
  Christmas Assembly

- **Thursday, 10th December 2015**
  Final Day of School

- **Friday, 11th December 2015**
  Public Holiday - Sultan of Selangor’s Birthday
**Message from Head of School**

Mrs. Anne Fowles  
*Head of School*

Dear IGBIS Parents and Community Members,

With less than two weeks until the Christmas holidays, the school is hive of activity with the Grades 4-5 on camp this last week and preparations underway for the Christmas assembly on 9th December – please mark your calendars for this date.

I was in Hong Kong earlier in the week to conduct an evaluation visit for the Council of International Schools. The school I visited has a history of nearly 50 years and a well established reputation of academic excellence. But I couldn’t help comparing the Hong Kong school with our fabulous facility and small class sizes. IGBIS is very fortunate indeed to have the educational environment that we do.

Over thirty families attended our Open Day last Saturday 21st November and a number of them have signed up for next semester and the 2016-2017 school year. I would like to extend my thanks to the teachers, support staff and students who came to help. In particular to our Admissions and Marketing teams.

**News from Elementary School**

Mrs. Claire McLeod  
*Elementary School Principal*

On Wednesday afternoon our Elementary School Bench Ball boys and girls teams played against Help International School in a friendly game. Students, coaches and parents all agreed the students have grown in confidence. They were all more aware of moving around the court, tracking and trying to block their opponents and throwing accurately to their goal keeper. Congratulations to our players from Grades 2 and 3 and coaches Ms Ostiguy and Mr Hudson.

We were all happy to have tow senior students as the referees for these games. Thank you to our Secondary PE teacher Mr Bartle for coaching our new referees.

**Grade 5s Adventure Challenge**

Grade 5 students have been away at camp this week and have no doubt learned a lot about themselves and their classmates. The Grade 5 students were at the Nomad Adventure Earth Camp, Gopeng near Ipoh, where they took part in several different team-building and physically challenging activities.

Over the past few weeks in PSPE class, Grade 5 students have also been working as teams and individuals to solve problems posed to them that seem impossible at first glance. Adventure Challenge activities, as they are known, are designed to encourage students to think ‘outside of the box’ and be risk takers before coming to conclusions that will enhance their group performance.

The students have had to cross ‘muddy rivers’, use sleds to navigate treacherous terrain and communicate in code to help their teammates reach their goals. Their ability to be both physically, emotionally and intellectually present in the task is essential and helps them make connections with the world around them.

In this time in their lives, where development of social and emotional skills are very important, these activities challenge our students to be principled and caring in their actions towards their classmates, while tackling physically and intellectually challenging tasks.

Mr. Andy Mullin,  
*PYP PSPE Teacher*
The Library and How It Works - Part 3, Fiction Books

The Fiction section of the Elementary School library has a wide range of books that have been chosen for their appeal to readers who are ready to move into reading longer, more complex stories ('chapter books'). The novels in this section are organized by genre, much as you would see in a bookstore anywhere in the world. This is to make choosing a book even easier - most readers have some idea of the kind of book they would like to read and this makes the books easy to find. The genres are organized alphabetically, beginning with Action and Adventure fiction working through to Young Fiction. Young Fiction contains books that are beginning chapter books, for readers who are starting to read chapter books and for those who are starting to read in English rather than their home language. A very popular section is the Super Series fiction books, where we keep books that are published in series, for example, Ivy and Bean, Allie Finkles Rules for Girls and the Wimpy Kid stories.

Mrs. Amanda Clark,
Whole School Teacher Librarian

What's Culture

Many years ago, at an international school in Africa where I was teaching Japanese, a student came to me with this question: “Why can’t we just translate word by word from English into Japanese? Wouldn’t that make sense? Wouldn’t that make things easier?”

The issue about literally translating from a language to another is quite an important one among linguists and language teachers; and that is the reason why we try, as much as possible, to teach language and culture, at the same time.

Would it be possible to separate language and culture? I asked a few of my students here at IGBIS what they thought about it. A student said: “Language and culture are inseparable; for example, a native Chinese who left China and returns after 40 years, will find the culture of their homeland very different compared to what he left behind. Part of the difference within the change is the language; for example, new vocabulary has been created as technology expanded and new things were discovered; therefore, language and culture are interrelated.”

Another student in the class agreed, and even added: “Language is also a part of the culture. It could be a tool for communication or a connection among different people. However, to look deeply into one's culture, it's not just about how you speak the language, but how you understand the language by itself.”

Furthermore, culture will drive the way we understand the world. Take, for instance, the way to express the fact that “it is raining heavily” in different languages.

In English, people say “it’s raining cats and dogs”. In Spanish, if you dared to translate this idiom word-by-word, a Spaniard will surely ask you where you can see a dog or a cat falling from the clouds (and might even add “these cats and dogs are too cute and you are just throwing them from up above??!!!”). The actual idiom in Spanish is “Llueve a balde” (lit., “it’s raining by the bucket”). The word ‘bucket’ carries the idea of a big amount of water, which in English hides behind these cats and dogs). In Mandarin, the expression is “Xiang ta liu le”, which literally means “It’s raining heavily”.

In the field of facial expressions, Filipinos would raise their eyebrows every time they greet each other with a “Komo sta ka?” (How do you do?); while in Spanish speaking countries the same facial expression means “Oh!, I see!” (Ya entiendo); in English, on the other hand, this eyebrow movement may indicate attraction between two people.

This issue is not only related to how we understand the weather or to facial expressions, but also to a wider number of situations: what’s considered modesty, how we order or divide time, the concept of privacy, what’s seen as politically incorrect, different ways to handle/share emotions, notions of politeness, and so on.

The list could go on and on, and when we may think that we get to put an end to it, we will certainly discover more findings to it. What would we answer, then, to my student who a few years ago asked me those questions that I wrote at the beginning of this article? I will actually leave this answer open, and I may ask you to step into any language classroom any time you want and, maybe, even discuss this issue with our students.

Mr. Gustav Helman
Whole School Languages Coordinator
News from Secondary School

Mr. Lennox Meldrum  
Secondary School Principal

As we get closer to the December holiday, there are a mixture of emotions within the school. Some students and teachers are excited about travelling during the break and getting to see family and friends in other locations. Our Grade 12 students are anxious and excited to hear back from universities and colleges from across the globe as the opening set of offers start to come in. Students and teachers are reflecting on the semester as they prepare comments that will go into the semester one reports. Students are completing assessment items of various magnitudes - from tests to projects to IB internal assessment - while teachers are grading these items and providing feedback.

This combination can be difficult for young people to keep on top of at times, especially when mixed with the social and physiological pressures of teenage years. This can come out in different ways - your child may be less responsive and withdrawn, tired and overstressed, have conflicts within their friendship groups, or may react more sharply in words or actions than they would normally. As teachers, parents, and caring adults, we need to be receptive of the additional stressors occurring at times like these and do our best to continue to be the adult in these situations. Offering support and understanding, taking extra time to think about our responses, and being practical and aware of how we can model and discuss with our child/student how to handle events over the next couple of weeks are important to consider in our roles. Our teachers and student support team are always here for our students and are also willing to discuss any concerns or questions you may have as well.

Our student body is also keep the morale of their peers positive within the school with events such as the student council winter sports event, lip sync battles, and continued support from World Kindness Day. It is wonderful to have such a great team of students across the school looking out for their friends and peers.

Have a great weekend.

News from the DP Coordinator

The Grade 11 Semester One Examinations will take place from 7th - 13th January, 2016 and will cover curriculum content studied from the start of the school year up to the Christmas holiday. These exams are worth 25% of the semester one grade, so students are encouraged to begin reviewing their work from semester one in order to prepare for the exams. Also, students should make a study schedule during the three week Christmas holiday and make sure to focus on areas of their studies that they feel they can improve upon. The Grade 11 Semester One exam schedule was given to the students last Wednesday.

The Grade 12 students continue to work on various assignments and should keep an eye on the Academic Deadlines list in order to plan accordingly. Upcoming assignments from the Academic Deadlines list are:

- 30th November - 6th December: Mathematics Internal Assessment Draft
- 7th - 10th December: Musical Links Investigation Final
- 7th - 10th December: TOK Essay Draft

If there are any questions regarding the IBDP at IGBIS please email me at matthew.marshall@igbis.edu.my.

Mr. Matthew Marshall,  
Diploma Programme Coordinator

Second Semester School Fees

Please be reminded that the second semester school fees are due on 01 Dec 2015. The Business Office had issued the invoices for those who are on semester or instalment payment schedules through email 2 weeks ago and also a hardcopy of the invoices were sent to your child(ren) via their homeroom teachers. Please kindly contact the Finance Office if you had not received the invoice. For further details and queries regarding the fee payment, please see or call Ms Clarissa at the Finance Office at the School.
Assessment in the IB Middle Years Programme

Assessment in the IB Middle Years Programme (MYP) is different to the type of assessment most of us experienced when we attended school and may be unfamiliar to families who recently joined IGBIS. In Grades 6-10 we do not measure success in terms of percentages or A to F grades, we do not talk about passing and failing grades and we do not compare students with each other to decide who is top or bottom of the class.

The MYP approach to assessment recognizes the importance of assessing both the process and the products of learning. Assessment is an important part of the teaching and learning process. Teachers use regular, ongoing assessment to build a picture of a student’s progress, achievements, skills, knowledge and understanding.

Assessment supports and encourages effective teaching and learning. Assessment includes:

- **Pre-assessment**: identify what students already know to clarify the starting point for teaching and learning.
- **Formative assessment**: ongoing assessment helps the teacher plan for ongoing needs of students and plan next steps for teaching and learning.
- **Summative assessment**: find out how far students have progressed during and at the end of a unit of study.
- **Self and peer assessment**: students make assessments about their own progress and that of their peers.

Teachers may use some or all of the following assessment strategies and tools: rubrics; observations; quizzes, tests or examinations; performance assessments; investigations; checklists; process-focused assessments; essays; anecdotal notes; laboratory reports; continuums; open-ended tasks and presentations.

As students progress through Grades 6-10, they complete many units of study in each subject area. The length of units varies from unit to unit and between subjects. Teachers plan a variety of formative and summative assessment tasks and the students receive individual feedback that guides them towards improvement.

Students complete summative assessment tasks which are evaluated against four criteria in each subject. The four criteria are broadly similar across all subjects, although they vary slightly according to the specific requirements of individual subjects. In general terms, the criteria are used to assess the following areas:

- **Criterion A**: a student’s knowledge, understanding and ability to analyse ideas in a subject.
- **Criterion B**: a student’s ability to investigate, organise and develop ideas in a subject.
- **Criterion C**: a student’s ability to effectively communicate ideas in a subject.
- **Criterion D**: a student’s ability to use, apply, evaluate and reflect upon ideas in a subject.

Each criterion is divided into eight achievement levels with clear descriptions of what is required in order to achieve at each level. The achievement levels and descriptions are presented in a tabular format (or rubric) so that teachers and students can easily match achievement on a task with the criterion level descriptions. This process sounds complicated, but students quickly become proficient at reading and understanding assessment rubrics and use them before submitting an assessment task. Students also use the assessment rubrics to identify their areas of success and what they need to do in order to improve.

IGBIS Secondary School teachers plan their units of study using ManageBac, our online learning platform and information management system. The unit planning details exactly how and when the learning will be assessed, including which criteria are to be assessed and the assessment rubrics that are to be used. Students and parents can log-in to Managebac to access unit overviews and assessment details. After student learning has been assessed, students and parents can access personalised feedback from the teachers on ManageBac, including levels of achievement.

On Tuesday 1st December at 8.15 - 9.15am we are organising a parent workshop about assessment in the IB Middle Years Programme. We invite you to join us to find out more about how your child is being assessed in the MYP and how you can support your child. Please use this link to sign up for the workshop - [http://bit.ly/mypkeys2success](http://bit.ly/mypkeys2success)

Mr. Phil Clark,
Middle Years Programme Coordinator
we are collecting donations for goodwill work, to aid a special needs community of orphans, old folk and people with mental disabilities.

DONATE FOR:
THE TI-RATANA WELFARE COMMUNITY
SPECIAL NEEDS OLD FOLKS ORPHANS

GOODWILL DONATIONS
the Ti-Ratana Welfare Community runs on 100% public donations and support, and there are around 200 people in this community.

23 - 27 NOVEMBER

where the donation booths will be
in the carpark next to the turnstiles
on level 6, next to the grade 7 / 8 lockers

WHAT TO DONATE:
CHILDREN'S CLOTHES • STATIONERY TOYS • SPORT EQUIPMENT

Must be clean and new / good condition. No missing or damaged parts.

rianka.philip020@igbis.edu.my
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clarissa.teh020@igbis.edu.my
Activities and activities are winding up for this semester. This weekend the Cross Country Team competes at Nexus in the KLISS Championships. All football teams wind up their season. The Under 15 Boys play UCIS away. The Under 9 bench ball and Under 11 basketball teams have just finished their final games within the last two weeks and look forward to team get togethers to wrap up their season. The swim squad has hosted a friendly competition with HELP International School and looks forward to more meets in the new year. Activities will continue until 10th December when we break up for holidays. It has been a fun and rewarding semester. We look forward to even more participation from our students in the new year. Please be logged into your IGBIS Gmail accounts for updates on athletics and activities for Semester 2 coming soon.

Ms. Jasmine Brawn,
Athletics & Activities Director

Parent Workshop - MYP Assessment, Keys to Success

Date: Tuesday, 1st December 2015
Time: 8.15am - 9.15am
Venue: MultiPurpose Room (opposite Clinic), Level 2

A parent workshop - led by Phil Clark, MYP Coordinator
Assessment in MYP schools is distinctly different from assessment in many other types of school. How is your child being assessed in MYP? How does MYP assessment help your child to understand their areas of strength and identify areas for improvement? How can you, as a parent, understand your child’s areas of strength and identify areas for improvement? How can you, as a parent, guide and support your child to success?

Come along to this practical workshop to find out more.

Please use this link to sign up for the session: http://bit.ly/mypkeys2success

School Events - December 2015

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