



**iSP**  
International  
Schools  
Partnership

PRIMARY  
WEEKLY  
NEWSLETTER

Week Commencing 21st April 2025

Prepared in:  
Bahasa Audio  
Chinese Audio

Where confidence

**grows**





## Our Vision

To be recognised as a leading provider of education that balances academics with holistic human development, rooted in a caring and community-centric environment.

## Our Mission

To balance the individual and the collective in everything we do - providing personalised education suited to the needs of each student while emphasising the importance of collaboration and shared growth.

In doing so, to nurture compassionate, well-balanced young adults with the hard and soft skills necessary to succeed wherever life takes them.

Where **confidence** **grows**



Dear Parents,

We have begun Term 3 with enthusiasm and energy, and we are delighted to welcome many new families to our Straits community. It has been a pleasure to see how quickly our new students have settled into school life and their classes.

I'd like to take this opportunity to remind parents of the importance of consistent and punctual school attendance. Research has shown that poor attendance can significantly affect a child's academic progress, social relationships, and behaviour. Please do take a moment to read Mr Steve's article later in the newsletter, which highlights the importance of high attendance.

Earlier this week, you will have received the Curriculum Overviews for Term 3.1 from your child's class teacher. We encourage you to take a few moments to read through these documents and familiarise yourselves with the knowledge, skills, and understanding your child will be developing this half term. As always, if you have any questions, please don't hesitate to contact your child's teacher.

With a new term comes new topics, and one of the most exciting moments is always the IPC Entry Points. It was a particularly thrilling start in the EY corridor, where our young Reception students transformed into explorers and discovered dinosaur eggs in their classrooms!

On Tuesday, our Year 5 students visited the Mah Meri Cultural Village as part of their IPC topic, Being a Historian. The children had a wonderful time participating in a wide range of activities and learning about the fascinating Mah Meri culture. You can read more about their experience—and see some fantastic photos—later in the newsletter



Today, we held our final round of Qualifying Rounds, and now we eagerly look forward to the upcoming Primary and Secondary Semi-Finals. More details about the entrants can also be found later in this issue.

Also, looking ahead, later in the term, students from Years 1 and above will be taking part in the GL Assessments, which help us to better understand each child's strengths and areas for development in core subjects such as English and Maths. These assessments are an important part of how we track progress and tailor support to meet individual learning needs. More information about the schedule and purpose of these assessments will be shared with parents in the coming weeks.

We hope you enjoy reading more about all the exciting events from this week and wish you a restful and enjoyable weekend ahead.

Kind regards,

A handwritten signature in black ink, appearing to read 'Katherine Mustoe'.

Katherine Mustoe

Head of Primary

[k.mustoe@rawangsisgroup.edu.my](mailto:k.mustoe@rawangsisgroup.edu.my)

# IS ABSENCE REALLY SUCH A PROBLEM?

Should teachers care if their students do not come to school?

Who cares if we go on holiday during term time?

Studies have shown that chronic absenteeism from school causes significant short-term and long-term issues that add up to much more than just missing one science experiment, an important maths assessment or public music performance. It can negatively impact:

- Academic achievement
- Friendships and behaviour
- University and employment

## Academic Achievement

Entwisle et al. (2001) noted that children learn and improve through regular attendance and once that access to learning is stopped, their skills stop advancing. This loss in learning means the student makes slower progress than their classmates and will perform worse than if they had attended school. Meanwhile, the Department for Education (2016) found high absence lowered achievement both in primary and secondary school.

## Friendships and behaviour

If a child is regularly absent, then they are essentially isolating from others, which can negatively impact a student's well-being. They will feel less connected to their classmates and have weaker friendships. As a result, they participate less in classroom activities and interact less with teachers because they are less familiar, which actually impacts their academic progress indirectly (Korpershoek et al., 2020).

## University and employment

If a student has poor attendance during KS2, they are more likely to drop out of school after GCSEs and have a greater chance of being unemployed (Attwood and Croll, 2015). Surprisingly, if a Year 10 student misses 10 classes across the whole year, their chance of attending university drops by 2%. (Ansari et al., 2019)

## Oh! So it is serious then!

Yes – chronic school absence lowers academic achievement, worsens behavioural problems, isolates children from friends, reduces lifetime earning and leads to poor health!

By Steve McElhinney (Designated Safeguarding Lead)

# What have we been learning this week

## NURSERY

Term 3 introduces the theme "Imagine That!", focusing on creativity and exploration. In Literacy, children will engage with the "Rainbow Song," enhance vocabulary, create drawings, and practice writing letters.

In Mathematics, the focus will be on Pattern 4, where students will lead sequences, sing rhymes, and create art-inspired patterns.

The IEYC theme transforms learning spaces into vibrant galleries, with Learning Block 1, "Colours of the Rainbow," where children will explore a mystery gallery, create expressive art, and design Rangoli patterns, fostering imaginative learning and creativity.

See you tomorrow for EY Olympic Day!

## RECEPTION

Welcome back! We hope you all had a fantastic break — time to recharge, reset, and get READY for our exciting Final Term 3!

This week, we launched our thrilling Term 3.1 theme: Dinosaur Detectives! In Learning Block 1: Dinosaurs Big and Small, students sorted dinosaurs by size, created adorable hatching dinosaur eggs, and collaborated on an epic whole-class dinosaur project!

In Literacy, we roared with laughter reading Dinosaurs Love Underpants!

Children role-played, expanded their vocabulary, and crafted wonderful story retellings.

In Maths, we began exploring numbers beyond 10—counting, spotting patterns, and going beyond 20!

See you tomorrow for EY Olympic Day!



## Year 1

In English, we've been exploring fantasy stories. The children have been learning about the elements that make a story fantastical and have enjoyed reading and discussing different fantasy stories.

In Maths, we've just wrapped up our unit on multiplication and division. We are now moving on to fractions, where students are learning to recognise halves in both shapes and everyday objects.

In IPC, we've kicked off our new topic, Sensational unit, with a mysterious sensory challenge that tested all five senses. The children were excited to share what they already know about their senses and have begun learning about the body parts connected to each one.



## Year 2

**In English**, the children explored the story Mrs Armitage on Wheels. They began by learning to read with expression, then retold the story using a story map and through role play. They also looked closely at the characters and setting in detail.

**In Maths**, the children began learning about Fractions. They started by recognising "whole and parts" as well as "equal and unequal parts", before being introduced to "a half" and "a quarter".

**In IPC**, the children began the unit From A to B with an exciting Entry Point involving games that led them from point A to B. They shared their knowledge about different types of transportation and learned how to research more about them.



## Year 3

Welcome to Term 3.1!

In Maths this week, we have begun our new unit **Fractions B**. Students have consolidated their knowledge from Fractions A and learnt how to add and subtract fractions.

In English, we are learning about our new genre - **Explanation texts**. We have been working collaboratively to spot the features of an explanation text as well as verbally explain the water cycle process.

In IPC, we are learning **How Bodies Work!** We had to label as many body parts (inside and outside) that we know and we now know the parts/ functions of an eye.



## Year 4

We began our work on fantasy fiction by exploring the real and unreal characters in "The Hobbit". The children learnt how similes can build tension and they reviewed personal and possessive pronouns

In Maths, we started our Decimals B unit by making whole numbers with tenths and hundredths. Then, Year 4 partitioned and compared decimal numbers.

Our new unit, "Time and Place, Earth and Space" began with an interesting 100-square challenge whereby children needed to think of 100 things that are connected to the theme. There was a knowledge harvest to show their understanding about day and night, before they made videos on the topic.

# What have we been learning this week



## Year 5

This week, Year 5 launched our new IPC topic, Being a Historian, with a hands-on Entry Point and impactful field trip to the Mah Meri Cultural Village. We discussed the role of a historian, completed a Knowledge Harvest, and created chronological timelines of our own lives to understand how we can organise events over time.

In English, we listened to and discussed what happened in the Colosseum, filled in an information sheet, identified organisational devices in non-fiction texts, and began working on our Romans knowledge organiser.

In Maths, we wrapped up our Statistics unit, learning how to read and interpret two-way tables and timetables, followed by revision and an end-of-unit assessment.



## Year 6

Year 6 started T3.1 with a new unit for IPC, Mission to Mars, kicking off with Entry point. We did basic astronaut training and challenge followed by knowledge harvest on Mars.

Next, we moved on to researching and organizing space exploration missions from the beginning till now. Finally we ended the week with creating maps and legends for mapping purpose, for Mars.

In English, we started learning about science fiction writing and it's features. Children were introduced to different genres of stories and books.

For math, we started a new book, Shapes. We learned to calculate areas and perimeters for squares, rectangles and triangles.

Finally, for reading, we started a new book, A Wrinkle in Time. We did character exploration and started with chapter reading and answering viper questions.



## Mandarin

Reception: Animal

Nursery: Basic Vocabulary (Verb)

Year 1: Beginner - Greetings

Advance - Family members

Year 2: Beginner - This Is My Room

Advance - My house

Year 3: Beginner - Family

Advance - I Am In Grade 2

Year 4: Beginner - My House

Advance - Transportation

Year 5: Beginner - Time and Date

Advance - Tortoises Have Short Legs

Year 6: Beginner - Food & Beverages (Western Food)

Advance - My Little Brother's Room



## Bahasa Melayu

Reception: Nombor

Nursery: Nombor

Year 1: Masa Bermain

Year 2: Di Sekolah

Year 3: Melawat ke Zoo

Year 4: Pakaian

Year 5: Pakaian Kita

Year 6: Bercuti dan Melancong



## Music

This week in Music, KS1 students explored animal sounds as an introduction to identifying high and low pitches, which will soon be applied using percussion instruments. KS2 students began their journey into world music by focusing on African rhythms and melodies through Nigeria's traditional welcome song Funga Alafia.

Meanwhile, Year 6 students continued their exploration of film music and have started planning and creating background sound effects to accompany movie scenes.



## PE

This week in EY & KS1, students were introduced to a new unit – Ball Skills.

EY students explored how to bounce and catch a ball using two hands. They also learned how to move, stop and kick a ball using their feet. KS1 students practiced dribbling skills through basketball and football-based activities. In KS2, students worked on developing their dribbling skills using different parts of the foot during the football unit.

# Future Pathways



Dear Parents,

We are delighted to share that this week, our Year 9 and 10 students had the unique opportunity to attend inspiring talks delivered by two distinguished professors from the University of Glasgow. These sessions offered students a valuable glimpse into university life and introduced them to the diverse academic pathways available at one of the UK's leading institutions.

On Monday, Dr. Benjamin Hunter from the School of Social and Political Sciences delivered a 'taster lecture' on the complexities of historical justice. Students were challenged to think critically and engage in meaningful discussion, gaining firsthand experience of what a university-level lecture entails.

Today, Dr. Henrik Hesse, an aerospace engineer from the College of Science and Engineering, introduced students to a range of fields within science and engineering. He also provided an overview of the University of Glasgow's programme offerings in these areas.

Dr. Hesse shared his own career journey - from studying mechanical engineering to his current work in robotics and aerospace engineering. Students were particularly inspired to hear about the exciting possibilities that lie ahead in these fields. Dr. Hesse is currently conducting research on drone technology and will be leading a Hands-On Drone Technology [workshop](#) tomorrow here in Bandar Sunway. Details can be found in the flyer attached to this newsletter.

Additionally, the University of Glasgow will be hosting an information session **this Sunday** at One World Hotel, Petaling Jaya. This session is open to all families who are interested in learning more about the university. To register and reserve your spot, please visit the following link: [Click here to register](#)

For parents, carers, and supporters who would like to explore how to best support their children through the university application process, the University of Glasgow is also hosting a live YouTube Q&A session on Thursday, 1st May at 9am (UK time). Representatives from Accommodation, Student Support, and Security will be available to answer questions via the live chat. [Watch live here](#)

This marks a wonderful start to Term 3, and we are excited to share that more enriching talks and events are currently in the pipeline. Stay tuned!

Warmest Regards,

**Tapisha Kaur**

Whole School Counsellor

Future Pathways Lead

[t.hardarshan@rawangsisgroup.edu.my](mailto:t.hardarshan@rawangsisgroup.edu.my)



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# DRONES THAT REDEFINE COOL

Exploring Drone Tech for  
the Next Generation.

A one-of-a-kind engineering  
workshop you wouldn't want  
to miss!



University  
of Glasgow

Dr. Henrik Hesse  
Associate Professor of  
Aerospace Engineering



**26 APRIL (SAT)**  
**10AM - 1PM**



**UKEC MALAYSIA**  
10A (GROUND FLOOR, NADAYU  
28 DAGANG, JALAN PJS 11/7,  
BANDAR SUNWAY

**REGISTER NOW**

[bit.ly/events-ukec](https://bit.ly/events-ukec)

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## ✨ This Week in EAL ✨

This week in EAL, all year groups participated in some truly wonderful and creative learning activities. Each year level focused on specific skills to enhance their vocabulary, grammar, and writing abilities while encouraging self-expression and multilingual appreciation.

🐾 Year 1 – Our youngest learners explored the topic of “My Favourite Animal”. They practiced using adjectives to describe their chosen animal, such as furry, fast, tall, or colorful. The main focus was on writing structured sentences, helping them understand sentence formation using a noun + verb + adjective format. This activity supported both their grammar and creativity!

🌿 Year 2 – Year 2 students dug into the world of gardens. They designed their own dream garden filled with flowers, vegetables, and even imaginary plants 🌻🌱. Following their design, they wrote a descriptive paragraph using garden-themed vocabulary like plant, soil, water, petals, and grow. This helped build both topic-specific vocabulary and paragraph structure skills.

📍 Year 3 & Year 4 – These students focused on prepositions 🗺️. They explored words like under, beside, between, in front of, and behind, learning how to use them to describe positions and directions in a sentence. Through practical writing tasks and games, they practiced identifying and using prepositions accurately and in context.

📖 Year 5 & Year 6 – The older students took a deep dive into similes and metaphors 💡. They explored how writers use figurative language to make descriptions more vivid and imaginative. For example:

- Simile: “Her smile was as bright as the sun.” ☀️
- Metaphor: “Time is a thief.” ⌚
- They then wrote their own similes and metaphors, letting their creativity soar through expressive and poetic writing.

It has been a productive and enriching week, with all students demonstrating great effort and enthusiasm. We are incredibly proud of their progress and dedication to improving their language skills.

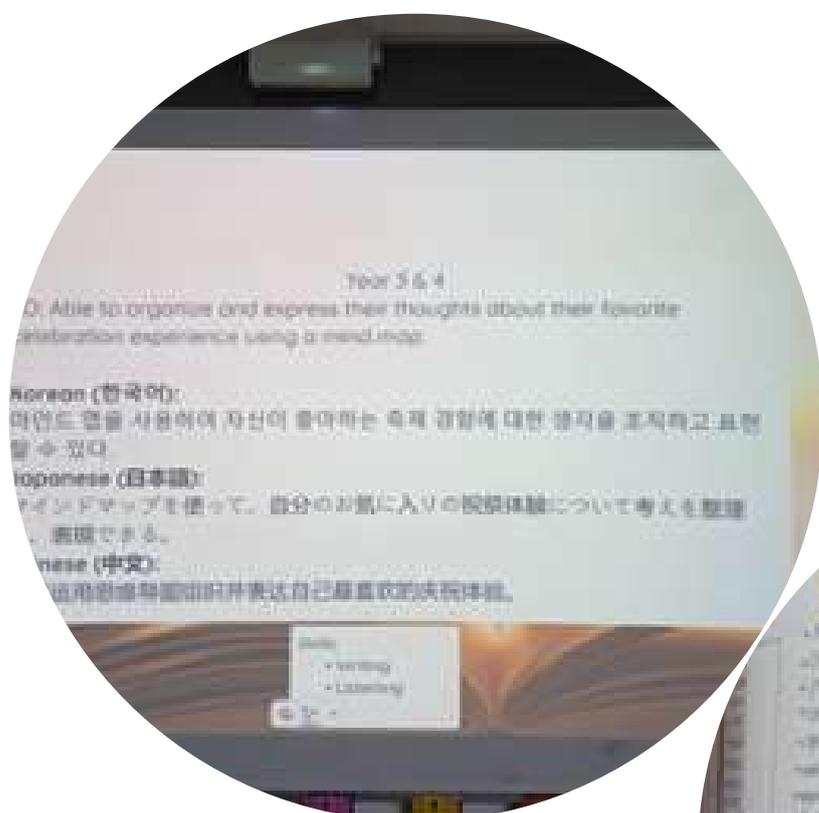
💡 Thank you to all parents for your continuous support! We look forward to another exciting week of learning ahead.

Ms Asther

## 🌍 Celebrating Multilingualism in Our Classroom

One of the highlights of our class continues to be our "Word of the Day" initiative! 🌟 Each day, students learn a new word and translate it into their home languages, promoting multilingualism and cultural appreciation. To reinforce their learning, students are asked about the word as an exit question before they leave the classroom. This daily practice not only expands their vocabulary but also encourages a deeper connection to language learning.

Additionally, we provide translated learning objectives to support our multilingual students, ensuring they have a clear understanding of the lesson goals. This approach fosters an inclusive and supportive learning environment, where every child, regardless of their linguistic background, can thrive.







## **ILOS Programme - ISP Changemakers**

ISP Changemakers is a learning journey which allows students across the ISP network to take action, share ideas, design and implement changemaking projects with long-lasting, measurable impact on their school communities.

### ILOS Changemakers Primary Project

As we move into Term 3.1, this CCA will continue its work on the rainwater harvesting system in collaboration with the school's facilities manager, Ms. Lisa. She will support us in sourcing the necessary materials within the allocated budget approved by ISP.

Alongside the development of the system, we will also begin planting fruit and flower seeds so the collected rainwater can be used to irrigate plant boxes. Once completed, this initiative will result in a mini rainwater harvesting system and a small garden located by the primary library balcony.

We aim to complete the project by the end of Term 3.1, allowing the ESG Committee to formally announce its successful implementation. This initiative directly supports our commitment to the Sustainable Development Goals (SDGs) and aligns with our ESG objectives.

### Potential Challenges

While the project is achievable with adequate support, we anticipate some challenges, including:

- Potential water leakage or system inefficiencies
- Water shortages or difficulties during the dry season
- The need to protect the plants from wildlife such as monkeys and birds
- 

To address these, we plan to install a protective wire fence around the plant boxes to safeguard them from animals. Continued monitoring and minor adjustments will be required to ensure the system operates effectively.

Mr Vin

# STUDENTS OF THE WEEK

Nursery  
N



Nursery  
R



Reception  
L



Reception  
J



Year 1D



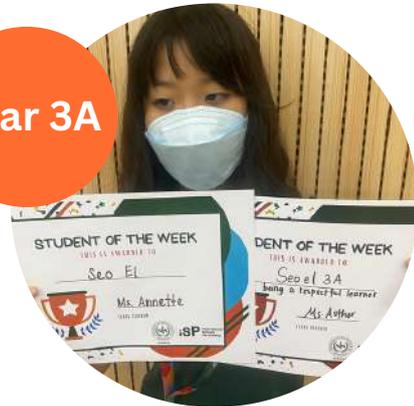
Year 2D



Year 2C



Year 3A



# STUDENTS OF THE WEEK

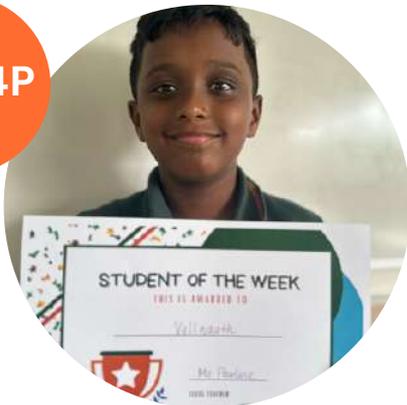
Year 3H



Year 4S



Year 4P



Year 5N



Year 5S



Year 6V



Year 6G



# EAL STUDENTS OF THE WEEK

KS1



KS2



# NEW STREETS UPDATES

KS1: Little Explorers' Lane



Canteen: Foodie Walkway



EY: First Steps Street



**GROUND  
FLOOR**



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# NEW STREETS UPDATES

KS2: Discovery Avenue

Boardroom: Leadership Lane



MFL: Diversity Street



**FIRST  
FLOOR**



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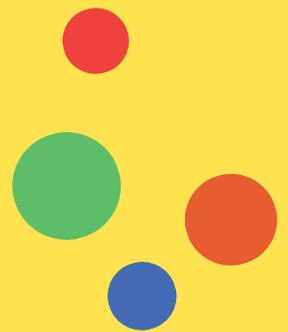
# NEW STREETS UPDATES

Eng/Hums: Inspiration Avenue

Sci/Maths: Innovation Drive



Art/Music/PE: Creativity Way



**SECOND  
FLOOR**

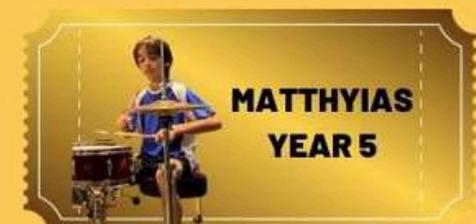
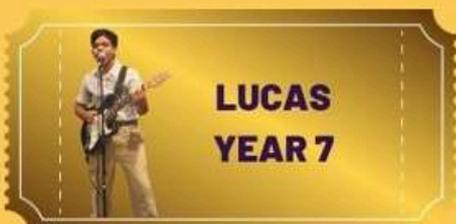


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RAWANG

# CONGRATULATIONS

## THE GOLDEN TICKET RECEIVERS THE KALEIDOSCOPE DREAM SIS TALENT SHOW



# CONGRATULATIONS



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## SEMI FINALIST THE KALEIDOSCOPE DREAM SIS TALENT SHOW

ZACK Y8 (DANCING)

HONG LING (SINGING)

CAYDEN YII (SINGING)

VENICE Y8 (GU ZHENG)

KIM BOM, TSANG SZE & YU JUN Y10 (PIANO & VIOLIN)

ANNABELLE (PIANO & SINGING)

HAYLEY (DANCING)

LER XUAN Y8 (BALLET)

YEAR 10 BAND

SECONDARY (2ND MAY) - 8.50AM

# CONGRATULATIONS

## SEMI FINALIST THE KALEIDOSCOPE DREAM SIS TALENT SHOW

### SINGING

MIA MARY Y6  
JUN ROU Y5  
KIRTEETHA Y2  
SAMUEL Y5  
DAISY Y3

### INSTRUMENTALIST

KEDRICK Y5  
LEANNE & JO ANN Y5  
ELLIOT Y3 & ETHAN Y4  
JAYDEN Y5  
KYLE YAP Y6

### ARTISTIC SKILL/DANCING

JI YUN & SAE Y4  
HAREY Y4  
SUDHARSHAN Y2  
AMELIA & ZHI QING Y5  
FATEMA Y2

PRIMARY (8TH MAY) - 1.15PM

## What Our Students Have to Say

### Year 5 Trip to Mah Meri Cultural Village

I think the trip to Mah Meri Cultural Village was pretty good because we got to explore and experience a new culture in person. My favourite moment was playing slingshot because I knocked down two tins, victory! I learned that in Mah Meri culture, people had to know how to hunt and build a house in order to get married.

- Hayden Year 5N



My favourite moment from the trip was the activity of the leaf-making house because it was fascinating to see how they built roofs in the past, and I learned that the Mah Meri are indigenous people with cultural traditions passed down through generations.

- Leanne Year 5N



The trip was amazing—the activities were fun and the music was really smooth. My favourite moment was the food and especially playing the kicking games. We also dressed up for a mock wedding ritual, which was a unique experience. I learned about their outfits, games, crafts, how they build houses, and that their culture dates back 2,000 years before the British came.

- Zhi Qing, Year 5N



The trip to Mah Meri Cultural Village was nice because I enjoyed learning about and joining in their unique culture. My favourite moment was visiting the gallery and seeing all the interesting items—it made me curious to learn more. I learned that the Mah Meri wear special costumes to scare away ghosts, which is very different from what most people do.

- Ethan Year 5S



The trip was thrilling and fun—I was amazed by how they made different things with limited supplies, and the dance was a little scary but exciting. My favourite moment was making an origami keris with leaves; it was tricky but fun to learn. I learned that the Mah Meri are creative and joyful, with special ways of building and greeting.

- Jo Ann Year 5S



The trip was great! We did fun things like kicking the chapteh and using a slingshot to shoot cans. My favourite moment was eating Nasi Lemak—it was savoury, the sambal was creamy, and the lychee drink was just right. I learned that the Mah Meri help each other like a big family and carve statues from wood, and their traditions have been passed down from generation to generation, starting with the person who discovered the land.

- Jun Rou Year 5S



## What Our Students Have to Say

### Year 5 Trip to Mah Meri Cultural Village

The trip was great, and it was fun riding the bus with everyone. My favourite moment was the wedding ceremony because I got to hold the stick and learn how weddings were done in the old days. I learned about how the Mah Meri lived, how they survived, and even how they hunted. This trip helped us discover history and understand different cultures.

- Uzayr Year 5N

The trip was nice, especially since it was my first time joining a school trip. I enjoyed seeing other people's cultures. My favourite moment was playing the bird whistle because I love whistles, and with the music, masks, and birds chirping, it felt like I travelled back in time. I learned that the Mah Meri had to hunt their own food instead of buying it.

- Amelia Year 5N

The trip was interesting, I learned how to play bamboo instruments from someone my age. My favourite moment was the hunting activity because I managed to knock down one can, and I also really enjoyed kicking the chapteh. We even got to dress up, which made the experience even more exciting. I learned that the Mah Meri people speak very little and still live in traditional ways, just like in the past.

- Moez Year 5N



The trip was really nice—it was great to see a cultural village and learn all about it. My favourite part was the hunting activity because we got to use traditional weapons and test our accuracy while learning about their use. I learned that the Mah Meri are smart and have their own ways to survive, like hunting, survival systems, and special wedding rituals. The tour guide explained how they lived in the past and how the British once colonised them before Malaysia gained independence.

- Glendon Year 5S

The trip was fun—I got to learn a lot about the village and try things I'd never seen before, like their instruments and the handmade Mengkuang headbands. My favourite moment was using the wooden slingshot because I learned how to aim better and knock down cans. I learned that in their culture, they carve a statue of any animal they kill. Their history and traditional dances for celebrations were really interesting.

- Darsrath Year 5S

The trip was very interesting and fun, with lots of activities like origami, stitching, hunting, and games. My favourite moment was the hunting part because I got to use a slingshot to shoot bottles, which was really fun. I learned about how the Mah Meri hunted, built their houses, and lived their daily lives. It was all about history, and I learned a lot about the past. We even received handmade Mengkuang leaf crowns and made origami daggers before trying out slingshots to knock down bottles.

- Poh Herng Year 5S



# STUDENTS SHOWCASE



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## CONGRATULATIONS

### Stitching Club led by Ms. Lynn



STITCHING CLUB



Rainbow  
Punch Needle



Everything about yarn ...



# STUDENTS SHOWCASE



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## CONGRATULATIONS

### Year 5 Persuasive Writing in Action!

As part of their learning about persuasive writing, Year 5 students completed a writing assessment where they crafted persuasive emails on issues they felt passionate about. Taking their writing beyond the classroom, they sent these emails to SLT and relevant staff members to advocate for real change—and their voices have already inspired action within our school community!  

Uzayr Z MYSRW00225

To:  Steven Miles

Cc:  Muhammad Nasrullah;  Katherine Mustoe

Thu 4/10/2025 11:31 AM

Dear Mr. Steven Miles,

How would you feel if our school had no green areas at all? A school without nature would look dull, lifeless, and uninspiring. I strongly believe that our school must have a garden filled with greenery. In this letter, I will explain why a school garden is important to our school community.

Firstly, having a garden in the school would bring all of us closer to nature. This is because most of our lessons are carried out indoors, with little interaction with nature out there. A garden will give us a chance to breathe fresh air, explore nature and even learn outside.

Furthermore, a school garden would beautify the school's appearance. Right now, we have very few green areas, which makes the school feel plain and dry. Having a garden will brighten the space and make everyone feel relaxed. Don't you think students would enjoy learning in a beautiful, relaxed place?

Another important reason is a garden in the school is also good for the environment and protects the ecosystem. This is because the garden can provide a home for birds, bees and bugs as well as giving them the opportunities to pollinate and germinate.

For the final point, having a garden in the school contributes to good health for everyone. The plants provide oxygen and absorb carbon dioxide. A healthy body and healthy mind can also be achieved by having the students work together in taking care of the garden.

In conclusion, our school should have a garden because it gets us closer to nature, and beautifies our surroundings, supports the environment and the ecosystem, and contributes to good health for everyone. I strongly urge you to support the idea of building a school garden.

Kind regards,  
Uzayr



Raghuram A MYSRW000716

To:  Katherine Mustoe

Cc:  Muhammad Nasrullah;  Steven Miles

Thu 4/10/2025 11:41 AM

Dear Ms. Katherine

Have you struggled to carry a heavy laptop or waited for it to load during a lesson? I strongly believe that iPads are a better choice for student learning than chrome books and WinBook. iPads are faster, more portable, and easier to use in class. In this email I will explain why iPads are the best learning tools for students like us.

Firstly, iPads are lightweight and easy to carry in our school bags. Unlike Chromebook and WinBook, which can be bulky and heavy, iPads are compact and thin for everyday use. Students often must move from class to class carrying a heavy laptop which makes it harder to move. In fact, there have been accidents where laptops being dropped and broken because they were too heavy to carry safely. Wouldn't it be better to use a device that fits easily and comfortably into our school day and helps prevent damage too?

Another important point worth considering. iPads battery life is longer than any other device. This means we can use them throughout the school day without needing constant recharge. When a device runs out of battery in the middle of an activity, it interrupts our learning. With our ESG initiative encouraging us to save energy and avoid charging devices during the day. iPads are a more suitable choice. Surely a learning device should keep up with us-not slow us down!

In addition, iPads offer more storage than our current devices and are quicker in opening and running apps. They can store all of our school material including notes, videos and learning apps. This means less time spent switching devices and more time spent learning with iPads, everything we need in one place easy, fast and efficient.

Finally, iPads are more efficient when it comes to taking notes. How would you feel when you were writing notes in your paper and your pencil lead broke? Well, the touchscreen makes it so fun and interactive. The pen for the iPad is no ordinary pen, the iPad pen has no ink. Learning should feel fun not boring.

In conclusion, iPads are better than our current devices because they are lighter, last longer, store more and work easily. I hope you will consider iPads as our main learning tools. Lets make learning fun and exciting.

Yours truly

Raghuram from 5N

# STUDENTS SHOWCASE



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## CONGRATULATIONS

### Year 5 Persuasive Writing in Action!

As part of their learning about persuasive writing, Year 5 students completed a writing assessment where they crafted persuasive emails on issues they felt passionate about. Taking their writing beyond the classroom, they sent these emails to SLT and relevant staff members to advocate for real change—and their voices have already inspired action within our school community! 

Aimy W MYSRW00329

To:  Jasdeep Kaur A/P Hardarshan Singh

Cc:  Muhammad Nasrullah;  Katherine Mustoe

Thu 4/10/2025 11:27 AM

Dear parent's representative,

How would you feel if you kept getting informed that your children are misbehaving with their phone? Your children could just have a chrome book since it can also be used for educational purposes. School is for learning most of the time and is not a place where you can just play on your devices. I firmly believe that students shouldn't be allowed to have their mobile phones. Now I will explain why.

First of all, during class time students can be distracted by their phones. Students would not pay attention and do something else that is not related to the topic they're learning. Phones allow students to cheat, become distracted and have access to social media they aren't supposed to be on.

Another important point is communication online. Students could be chatting with strangers online which is dangerous for them. They could also be cyberbullied when chatting. Studies show that 9-40% of students get cyberbullied.

In addition, students can be doing inappropriate stuff online. They could be doing stuff such as searching up bad stuff, watching something not about the topic they're learning and being on websites they're not supposed to be on. Students could also secretly cyberbully people online.

Finally, students could lose their phone if they're not responsible enough. Phones are expensive so if your children aren't responsible, their phone could be lost, misplaced or stolen. I think it's better if parents keep their children's phones at home because of this.

In conclusion, students shouldn't be allowed to bring their phones to school because of distractions, communicating online and not being responsible. Parents, please keep your children's phones at home because of these reasons. And I hope your children don't misbehave at home.

Sincerely,

Aimy from 5N

 Eric K MYSRW00181

To:  Steven Miles

Cc:  Muhammad Nasrullah;  Nur Azura Binti Mahmud

Thu 4/10/2025 11:47 AM

Dear Mr. Steven,

I am writing to request a science experimenting CCA, this CCA will bring fun to students while also learning about the marvel of chemistry. Almost 100% of students enhance their comprehension of specific concepts. So, in this letter I'm going to inform Mr. Steven of the reasons why there should be an experimental CCA.

Firstly, students can learn the wonder of science and how do they work. Science will support learning; science can help students with chemistry, physics, and biology. For example, inexpensive and fun experiments like dancing raisins or lava lamp! It must be very enthusiastic, isn't Mr. Steven? Additionally, no students would hate their science experimenting time according to my observation which I had to research on Chromebook and asked to get my result. I believe science is the best subject ever!

Secondly, students should think critically and promote problem solving. Problem solving brings many benefits, out of the benefits, creativity. Almost 70% of students learn how to observe, guess or discuss in groups to try to find out what would be the observation. Moreover, students need to use as many methods as possible to see the results which are right or wrong.

Thirdly, students can learn to be collaborative and resilient. Unfortunately, I always struggled not teaming up with someone so when I always do with her, it is chaos. But when we are experimenting, we team up and successfully observe the result. Plus, does Mr. Steven know 'NASA'? They had shared ideas and researched how to make the rocket that will be sent to Outerspace. Would Mr. Steven want chaos in our school or successful teamwork?

Finally, it can help to build up students' dreams; if they want to be a scientist they can learn well and become the best in science (Types like biology, chemistry and physics). Furthermore, the experiments can tell how much Earth suffers from climate change, pollution, and glacier melting. Later, students may help the world to be hygiene and protect the Earth with cool inventions or methods.

In conclusion, there needs to be an experimenting CCA so that students can thrive, search, and master the wonder of science for these reasons. We all wish Mr. Steven can make a decision on having an experimental CCA to take our first step in science.

Thank you, Mr. Steven, for reading my email.

# STUDENTS SHOWCASE



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Leanne L. MYSRW00144

To:  Katherine Mustoe  
Cc:  Muhammad Nasrullah;  Katherine Mustoe

        
Thu 4/10/2025 11:25 AM

Dear Parent's Representative,

Have you ever thought about children using social media to learn and grow? I truly believe that children should have social media accounts. If they use it responsibly, social media can help children become more up to date, more creative, and more connected to the world. It's time for us to see the benefit of social media for young learners.

Firstly, kids can use social media to stay aware of the news and events going on in the world. Many educational videos and accounts post fun facts, videos, and useful tips that can help children's learning in school. Instead of just watching non-educational videos and playing games, kids can use social media to gain more knowledge. Wouldn't it be amazing if learning could happen outside the classroom too?

Furthermore, social media can boost children's creativity. Kids can watch DIY art and craft videos, post their artwork, and share ideas with others around the world. They can express themselves in fun ways. Creativity is important for learning, confidence and future careers. Don't you agree that every child should have a chance to be creative?

Finally, children can choose what they want to see based on their interests. Whether it's sports, science or art, they can follow the pages of their choice. Social media grants them the ability to explore new hobbies and also share their own talents. Imagine how exciting it would be for children to find their passion and connect with others with the same talent and enjoy the same things!

In conclusion, social media helps children to meet new friends that like the same things. These connections can make children feel supported and encouraged. Of course, safe matters-but with proper rules, restriction and supervision, social media can be a safe and positive platform. Shouldn't we teach children to use tools wisely instead of avoiding them?

Kind Regards,

Leanne 5N :)

PM

Pei Y MYSRW00112

To:  Katherine Mustoe  
Cc:  Muhammad Nasrullah;  Nur Azura Binti Mahmud

        
Thu 4/10/2025 11:43 AM

Dear Ms. Katherine,

How much do you care about our school? We in year 5 certainly do! We have been looking at how recycling can have a great impact on our environment. School often produces tremendous amounts of stuff, for example, instructional materials used, electronics, and food. We should work hard to cut down on waste and try harder to improve our sustainability. Surely that's all we want to do.

Secondly, in this school, every class should have their own recycling bins for paper, plastic and for general waste and it's better for the environment. Teachers and students use and throw away plenty of paper and plastic every day. We can send the items for charity or use them in the classroom for art or other creative projects. We should not throw away unused papers.

Another idea is to create an ESG [ Environmental, Social, and Governance] student committee. This team could help lead projects such as helping others and encourage others to recycle more. This would give students a voice and help our whole school stay focused on being sustainable.

We could also introduce student roles such as a recycling monitor or neat & Nifty Friday in each class. They could be responsible for helping the environment and checking that waste is sorted correctly. We could grow our own plants in the garden, which supports biodiversity and teachers' responsibility.

Finally, we should reduce the amount of electricity we use each day. For example, we could turn off the lights when not in use, open windows instead of air conditioners, and use natural light more often. If every class did this, we could save the environment and reduce our carbon footprint.

For these reasons, we should improve our sustainability in school to save the environment. Thank you for reading my email about how to save the environment. We hope you can now understand how important recycling is. Let's work together to recycle in our school.

Your sincerely

Pei Ying

Year 5S

# STUDENTS SHOWCASE

## CONGRATULATIONS



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Kedrick K MYSRW00301

To:  Sarah Ann Thorp

Cc:  Katherine Mustoe;  Muhammad Nasrullah

     Thu 4/10/2025 11:21 A

Dear Ms. Sarah,

How would you feel if you were stuck in deep water and didn't know how to swim? Learning to swim is not a fun skill but is a lifesaving one. I firmly believe that every student must learn how to swim, and I am writing to explain why it's so important. Swimming keeps us safe, improves health, and helps us feel relaxed.

First of all, swimming is an essential life skill. Imagine falling into deep water and can't get up? That would be very scary! Accidents could happen anytime, and being able to swim could save your life. It's always better to be prepared before it's too late.

Secondly, swimming helps us escape dangerous situation. For example, you are stuck in an ocean, strong swimmers could float, stay calm, and get to safety. It's even possible to avoid dangerous creatures like jellyfish or sharks.

In addition, swimming is one of the best ways to stay healthy. It works out your whole body while being gentle on your joints. Swimming also reduces stress after a long tiring day. When you're floating in the pool, you can feel your worries vanish away. Isn't that a worth hobby to try?

Moreover, swimming can be fun, exciting and relaxing at once. You can race your friends, learn cool style or just float and enjoy the water. Swimming is a hobby that you can always do for your life. It's a hobby, a sport and a way to stay healthy. Doesn't everyone deserve a cool swimming time?

In conclusion, swimming helps us stay safe, stay fit and stay calm. It's a skill that saves our life and brings joy. That's why I believe should be taught to all students. Let's make sure no child misses out on learning how to swim. It's time to dive in something that matters.

Kind regards,

Kedrick

Jo A MYSRW00139

To:  Jasdeep Kaur A/P Hardarshan Singh

Cc:  Shakila a/p Prabhakaran;  Muhammad Nasrullah;  Nur Azura Binti Mahmud

     Thu 4/10/2025 11:06 A

Dear parents,

I strongly believe that our cheeky children should have a mobile phone because you do not want them to lose their valuable voices, Soley because they had to scream their lungs out to tell you something while you're out running errands.

First of all, when you get a mobile phone for your kids to make sure they are super safe, because if you are not near them, they can call you if there is a scary spy or a dangerous person in the house , or they can call the trusty and true police to save them with their personal mobile phone!

Next, having a phone can teach them great responsibility, because when you drop a beloved phone and it breaks, this lesson teaches them that they can't certainly drop expensive, loved items! And it sends a good message by doing things on other things.

Furthermore, if you are a protective parent, you would want to see where your precious kids are or even if you wish to see if their stomachs are starving so you can get them some delicious food right?

Finally, when they are home alone, and they have absolutely no one to play their fun games they can use their happy phone to watch some videos or play games or draw on a drawing app or coloring app, and they won't be extremely bored.

# The Kaleidoscope Dream SIS Talent Show

## Qualifying Round (Week 9)

This week's Talent Show Qualifying Round 9 was a true celebration of passion, performance, and pure star power! 🌟 The SIS community was buzzing with excitement as six incredible performers took the stage—each one leaving their mark with unforgettable talent and energy! 🎻 Ian (Year 10) opened the show with a stirring violin solo that captivated the entire audience—what a powerful start! 🌸 Ler Xuan (Year 8) followed with a graceful and expressive dance performance that brought the stage to life with movement and emotion. 🎵 Jayden (Year 5) impressed everyone with the rich, soulful tones of the Erhu—blending tradition with artistry in every note. 🎹 Hayley & Annabelle (Year 7) delivered a heartfelt piano and vocal duet that filled the hall with harmony and heart. 🎹 Harper (Year 3) showed poise and skill beyond her years with a beautifully played piano piece—such confidence on stage! 🎸 Wrapping up the round with electric vibes and energy, the Year 10 Band rocked the stage and left the crowd wanting more! 🎸



Applause to Ian Year 10 that walked away with the coveted Golden Ticket! 🎟️🏆 That's a wrap for our final qualifier! Semi-Finals: <sup>DUE</sup>17 Secondary – 2nd May | <sup>DUE</sup>17 Primary – 8th May. 🔥 Next up: the Golden Ticket Battle Rounds begin—three weeks of epic showdowns between our golden ticket winners! Who will make it to the Grand Finale? 🎟️🎵



# Birthdays Week

# Happy Birthday

Matthias

Zachary Ng

Zhet Tung

Yuvikha



# HOUSE POINTS



**1740**



**1719**



**1701**



**1521**

**This week's  
winner: BK**

Where **grows**  
confidence

# Term 3 fixture days

28 April	U14 FOOTBALL WITH APIS (HOST)
15 May	U15 girls volleyball @tiskl
20 May	U11 boys and girls hi five volleyball @IGB
22 May	U15 boys volleyball @IGB
29 May	U13 boys and girls badminton @tiskl
29 May	PRIMARY SWIMMING @IGB
31 May	U15 boys and girls badminton @IGB





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# PROFESSIONAL FOOTBALL COACHING

**RM350**  
Per Term

*Sign up now!*

**Primary (Years 5 & 6)**

1:15 PM – 2:45 PM

**Secondary (Years 7, 8 & 9)**

2:45 PM – 4:15 PM

# TOP UP YOUR CHILD'S VIRCLE ACCOUNT TODAY!

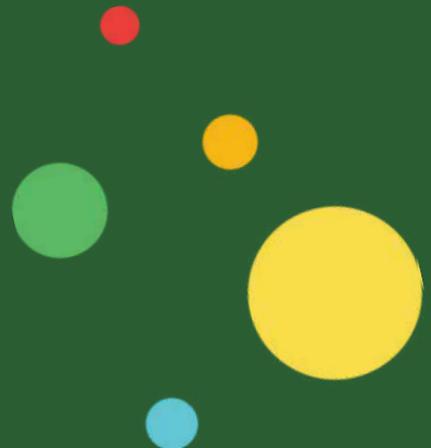
A kind reminder to please top up your child's Vircle account so that they can purchase breakfast and lunch at school.

If their account runs low, they can still collect food coupons from the Finance Office – but a quick top-up keeps everything hassle-free.



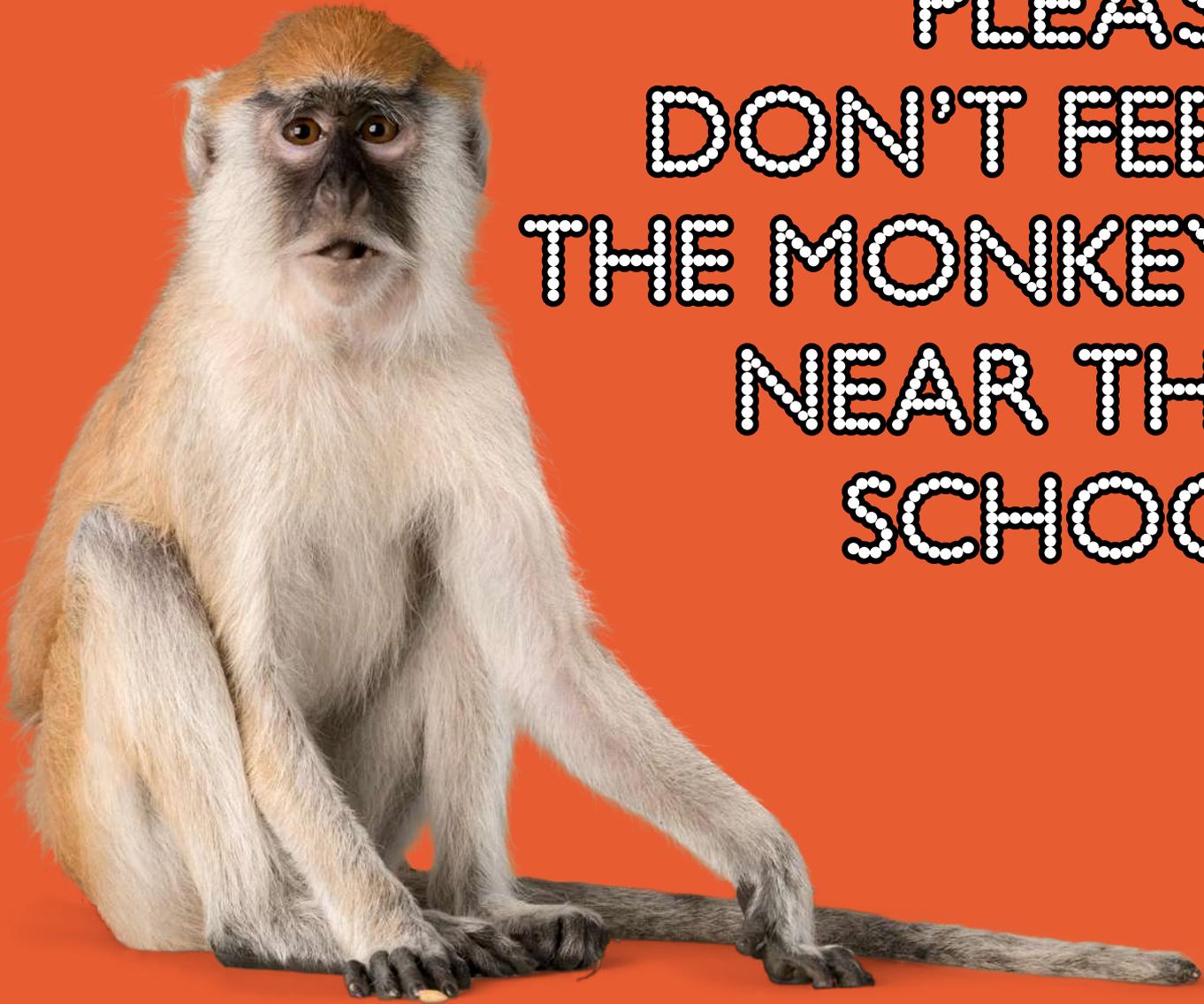
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**PLEASE  
DON'T FEED  
THE MONKEYS  
NEAR THE  
SCHOOL**



# HOLIDAY CAMP IS HERE!

## HOLIDAY SCHOOL

### Programme



- Creative Endeavors, Artisan Works, Athletic Pursuits, STEAM & Computer coding
- A Multi-Activity Camp For Ages 6 to 16 Years



14-18 July 2025  
21-25 July 2025



9am to 3pm



**Enrol Now!**  
RM 999 for One Week  
RM 1,699 for Two Weeks



[REGISTER HERE](#)



We love celebrating our students' achievements—big and small! 🏆🎉 If your child has something to share, let us know, and we'll feature them on our Celebration Board in ClassDojo!

✉️ Send us email at [straitsmarketing@rawangsisgroup.edu.my](mailto:straitsmarketing@rawangsisgroup.edu.my):

- ✓ Your child's name
- ✓ Competition Name:
- ✓ Their achievement
- ✓ A photo

Let's inspire and encourage each other to grow beyond! 💙🌟



# LEARNING & TEACHING VISION



## Differentiation & Personalisation

The use of learning design and resources that create opportunities for challenging activities with real world connections. Positively using student led learning and questioning.

## Inclusivity

Celebrate diversity embracing multilingualism and technology to foster understanding, collaboration and equity, ensuring all voices are valued.

## Wellbeing

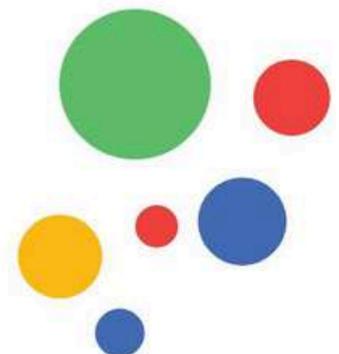
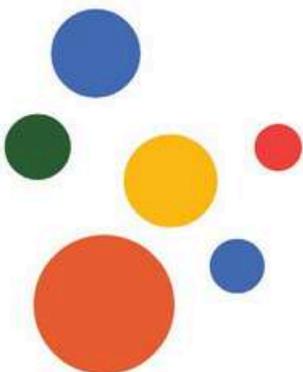
Putting students wellbeing at the forefront of learning. Ensuring all students are supported and valued. Allowing each individual to thrive socially and emotionally to reach their potential.

## Learning Environment

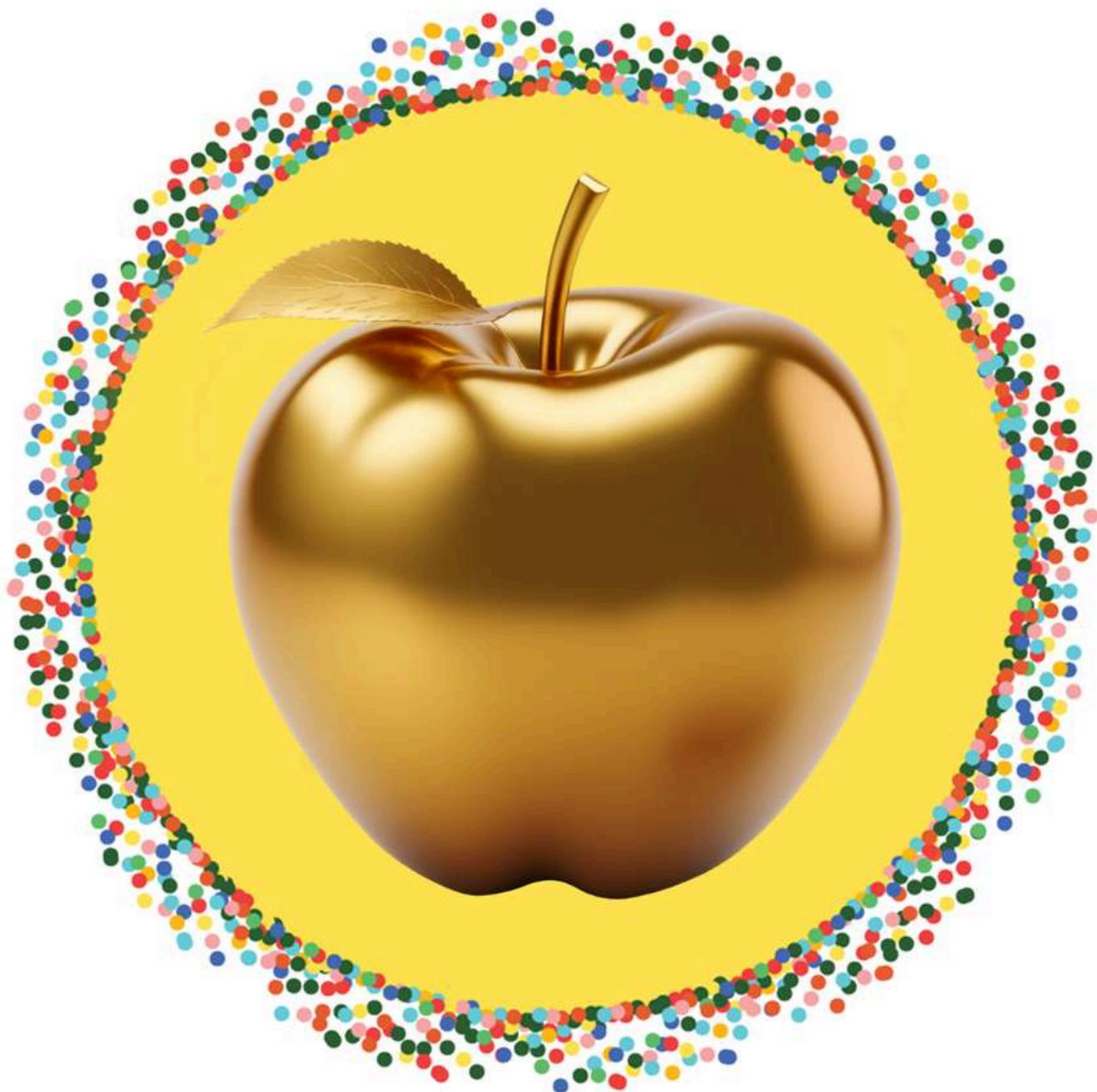
Clear objectives and goals including the integration of technology, routines and high expectations lead to high engagement and motivation.

## Progress

Progress is driven by structured lessons, reflections of learning, MTP's, peer coaching, and headlines to track continuous development.



CELEBRATE YOUR TEACHERS:  
SHARE WHAT MAKES THEM SHINE WITH  
THE GOLDEN APPLE!



# Small Steps for a sustainable future

## Reduce Waste

Avoid single-use plastic products to reduce plastic waste. Other than that, we should use as less plastic products as less as we could.



## Save Energy

Turn off electronic equipment when not in use, apply this actions to every where in our school, classroom and toilet, this small actions can help save up energy.



## Join us

Join us to help us to make our environment a better and more sustainable place for us to live.



“Small acts , when multiplied by millions of people, can tranform the word”



## **Are you on the Green team?**

**Whenever you walk into the class or the hallways, you see all these familiar green posters with the phrase, “Are you on the Green team?” What is this? Who put this here? What does this mean?**

**Well, for those who don’t know, the school and the ESG committee have created a survey with the QR code attached to the green poster across the whole school. The survey aims to collect how many of us as a member of the community are contributing to not only the principles of ESG, but to save the environment, even if it is the most minor action like turning off the light before leaving the classroom.**

**You can use your iPad or a mobile phone to scan the QR code, fill in the survey and post photos of you saving the environment!**

**If you scan the QR code and fill in the details, you may even be awarded with a ‘I’m On The Green Team’ badge, assuming that you can prove that you really are helping us to meet our sustainability goals.**

**Moreover, the ESG committee has also devised a plan, encouraging all students to participate in our gardening activity. Our school is the perfect place to decorate with plants and an innovative way to show how we could reuse waste. A box will be placed around the school and students must clean and dry their seeds from fruits etc. and put them into the box. Using these seeds, cans or plastic bottles collected from the canteen will be used as flower pots.**

**Together as a community, we can save the earth and the environment.**

**Don’t forget to fill in the survey.**





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# ARE YOU ON THE GREEN TEAM?



Yes



# SCHOOL COUNSELLING REFERRAL FORM



**Asking for Help is a Sign of Strength.  
Everyone needs support sometimes—scan the QR  
code to access caring, non-judgmental support  
from our school counsellor.**

**We are here for you.**



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# NO MEDICINE WITH STUDENTS

**ALL MEDICINE IN SCHOOL - PRESCRIBED AND  
NON-PRESCRIBED - MUST BE ADMINISTERED  
BY OUR NURSE, AND NOT SELF-ADMINISTERED  
BY STUDENTS.**

PLEASE LIAISE DIRECTLY WITH NURSE YAU IF YOUR  
CHILD NEEDS TO TAKE MEDICINE IN SCHOOL.



WE ARE A  
NUT FREE  
SCHOOL

Thank you for your  
cooperation in keeping  
all our students safe





MORI RESIDENCES **3**  
Scientex Rawang

FROM  
**RM 339,000\***

# PARK *living* SIDE



872 - 1,066 sqft



3 - 4 Bedrooms



2 - 3 Carparks



28 Facilities



24/7 Security



NKVE, LATAR, NSE

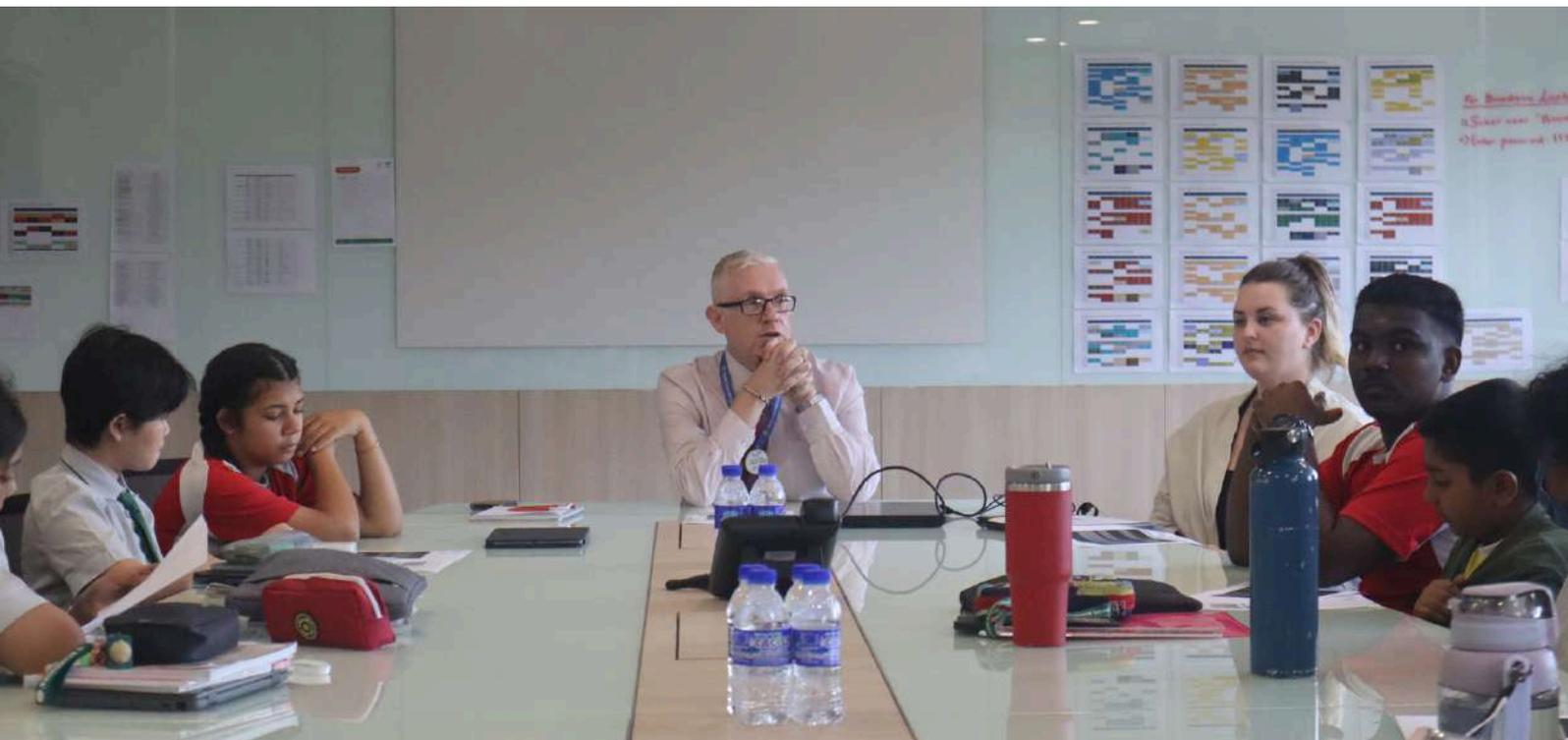


\*Artist impression only





AMAZING  
LEARNING



STITCHING CLUB









THANK

YOU