



iSP
International
Schools
Partnership

SECONDARY

NEWSLETTER

14 November 2025

Embrace unity, Innovate today, Create tomorrow



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.



NEWSLETTER

Dear Secondary Community,

This week has been a busy one full of formative assessments, feedback and getting better in each and every class. As I am sure you are aware, Straits does not only look at how the students can get better, but also how we as a school can improve. One of the key things that we do is engage with Student Voice. Over the past few weeks, we have conducted two different student voice surveys focusing on wellbeing and learning. Below are the key trends that have emerged.

One of the clearest themes that came through was how much students value the relationships they have with their teachers. They frequently mentioned how supportive, approachable, and encouraging their teachers are, and how this helps them feel more confident in lessons. The sense of trust and connection they experience in the classroom remains a real strength of our school. Students also spoke very positively about lessons that feel active, engaging, and purposeful. They enjoy opportunities to talk, collaborate, investigate, perform, and take part in creative activities. When learning feels hands-on and interactive, students feel more involved and motivated. Many commented that these moments help them understand the subject matter more deeply and make their school day feel more enjoyable.

At the same time, students shared some clear ideas about what could be even better. A common request was for greater consistency in routines and expectations across subjects. They would like clearer instructions, more predictable structures to lessons, and a shared approach to transitions and classroom organisation. This isn't about reducing teacher individuality, but about ensuring that students always know what is expected of them, no matter which classroom they are in. Another key point raised was the importance of timely and specific feedback. Students appreciate the support they receive but would like clearer guidance on what their next steps should be and more frequent opportunities to act on feedback. They want a stronger sense of how they can continue improving and how their effort links to progress.



NEWSLETTER

All that remains for us now is to act on this extremely valuable feedback. Student voice will sit at the heart of this work. Our Learning and Teaching Committee (a group of teachers who are deeply committed to continuously improving learning) will be meeting this term to identify the changes that will genuinely make the biggest difference in classrooms. Their discussions will be centred on how we can make learning even more enjoyable, more consistent, and more engaging across all subjects. Our feedback routines are always evolving and improving to make sure that we are getting the students the information they need to achieve their targets throughout their academic Journey. A key part of all of this will be strengthening the ways we gather and use student voice throughout the year (so students can clearly see that their feedback leads to real, visible improvements).

As always, please feel free to reach out to me or any of our teachers if you'd like to discuss your child's learning journey. Staff email addresses are included at the end of the newsletter, as usual.

Embrace unity, innovate today, create tomorrow.

Sincerely,
Simon Mitchell



iSAMS Information update

Dear Parents/Guardians,

We hope this letter finds you well. As part of our ongoing efforts to maintain accurate records, we kindly ask you to update your contact details in our iSAMS system. To streamline this process, you may complete a single form for all your children enrolled at our school.

In addition to updating your contact details, we require a copy of the account payer's Tax Identification Number (TIN) and IC or Passport number for our records and invoicing.

To submit this information, please complete the form linked below:

[iSAMS Contact Information Update Form](#)

If you prefer not to share this information via Microsoft Forms, you are welcome to visit our Admissions Department, where our team will assist you with updating your details in person.

We appreciate your cooperation in ensuring our records remain accurate and up to date. Should you have any questions, please do not hesitate to contact our Admissions Department at admissions@rawangsisgroup.edu.my

Yours faithfully,

Simon Mitchell
Head of Secondary
S.mitchell@rawangsisgroup.edu.my

PARENTAL SUBJECT UPDATES

ENGLISH

Year Group	What was covered this week in secondary lessons
Y7	English 1 -Students have completd chapters 26-29 of the Holes Novel. They completed a news report and theme based writing.
	English 2 - Students explored the friendship of Stanley and Zero and wrote a paragraph about the comparison with Sam and Kate in Holes.
Y8	English 1 -Students have started reading The Red Headed League story and answered some open ended questions as well as did a summary writing.
	English 2 - Students explained the heist in The Red-headed League and wrote a paragraph about how Holmes investigated the crime.
Y9	English 1 - This week, students consolidated their understanding of 'Animal Farm' through creative artistic and dramatic tasks, such as designing a timeline and acting out a 'confessional' of a character.
	English 2 - Studentes list out all the main characters in Animal Farm, identify their roles and key quotes as a summary of the novella.



PARENTAL SUBJECT UPDATES

ENGLISH

Y10	First Language English - This week, students studied the poem 'The Enemies', exploring the use of rhyme within the poem. The week culminated in a directed writing formative assessment.
	English as a Second Language - Students interviewed a friend for a job application and wrote an email about it.
	First Language English - This week, students completed a variety of directed writing activities, which led to a directed writing formative assessment at the end of the week.
Y11	English Literature - This week, students studied the poem 'The Enemies', exploring the use of rhyme within the poem.
	English as a Second Language - Students read articles about handwriting, parakeets and brain memory, and also created comprehension questions for their peers to answer.

PARENTAL SUBJECT UPDATES

MATHEMATICS

Year Group	What was covered this week in secondary lessons
Y7	Students learned to multiply decimals with whole numbers
Y8	Students learned to multiply decimals with whole numbers and decimals.
Y9	Students learned to simplify equivalent fractions and calculating operations involving fractions.
Y10	Students learned to factorise difference between two-squares.
Y11	Additional Maths -Students had formative assessment on finding turning point of a quadratic graph and they learned on sketching quadratic modulus graph.
Y10 Add Math	Students learned to find the trigonometry exact value using finger trick and graph. They also learned to find unknown angle and side in a 3D diagram.
Y11 Add Math	Additional Maths - Students completed geometric progression and sum of infinite and were introduced to differentiation.

PARENTAL SUBJECT UPDATES

SCIENCE

Year Group	What was covered this week in secondary lessons
Y7	Students explained the characteristics and causes of friction, ways to reduce it, and tested the effectiveness of different lubricants fairly.
Y8	Students described the reactants and products of aerobic and anaerobic cellular respiration, and explained where each process takes place in the cell.
Y9	Students practiced answering exam based questions on different types of energy resources and sat for their formative assessments.
Y10	Combined Science - Students revised human nutrition and sat for their formative assessment.
	Physics - Students revised on moments and momentum and sat for their formative assessments.
	Biology - Students investigated osmosis and how to calculate the water potential of a cell.
	Chemistry - Students described what is a covalent bond.



PARENTAL SUBJECT UPDATES

SCIENCE

Year Group	What was covered this week in secondary lessons
Y11	Combined Science - Students learned how drugs are used to control illness in human body and sat for their formative assessments.
	Physics - Students continued practicing paper 4 theory questions and sat for their formative assessments.
	Biology - Students investigated osmosis and how to calculate the water potential of a cell.
	Chemistry - Students explored the properties of metals and its uses.

PARENTAL SUBJECT UPDATES

HUMANITIES



Year Group	What was covered this week in secondary lessons
Y7	Enterprise - Students learned about enterprising skills and completed related questions to deepen their understanding.
	Geography - Students explained the human and physical requirements for wind farm sites and evaluated potential site locations.
Y8	History - Students completed FA3 and learned about Confucius and his disciples, exploring how his teachings on respect, morality, and good leadership continue to influence modern society today.
	Enterprise - Students learnt about SWOT analysis and completed questions to deepen their understanding.
Y9	Geography - Students explained what a supply chain is and how it impacts the food we eat, and described the factors that drive globalisation.
	History - Students completed FA3 and delved into the Tudor Theatre and Shakespeare's plays, developing an understanding of how theatre reflected life and culture in Elizabethan England.
	Enterprise - Students learnt about Business Plans and completed case study questions to enhance their understanding.
	Geography - Students explored how people in the Democratic Republic of the Congo live in both rural and urban settlements, and described the variations in everyday life across different parts of the country.
	History - Students completed FA3 and explored an overview of World War I, focusing on the Western Front and the harsh realities of trench warfare, helping students understand the experiences of soldiers during the conflict.

PARENTAL SUBJECT UPDATES

HUMANITIES



Y10	<p>Business Studies - Students learnt about the importance and growth of multinational companies and completed related questions to enhance their understanding.</p>
	<p>Accounting - Students learnt about Journals as part of the Books of Prime Entry and completed questions to enhance their understanding.</p>
	<p>Travel and Tourism - Students completed FA3 while studying the factors influencing tourism demand, linking classroom concepts to real-world examples.</p>
	<p>History - Students completed FA3 and examined the League of Nations and its struggle with disarmament, evaluating the challenges of maintaining peace in the interwar period.</p>
	<p>Global Perspectives - Students learnt how to answer Question 3 from the past year Paper 1 (written paper). They also completed Formative Assessment 3 this week on Question 3 to assess their understanding and application of key concepts.</p>
Y11	<p>Business Studies - Students learnt about the different users of a business's financial information. They also completed Formative Assessment 4 this week on ratio analysis to assess their understanding and application of key concepts.</p>
	<p>Economics - Students learnt about trading blocs and delivered presentations on various real-life examples such as ASEAN, the EU, and NAFTA. They also practiced past year questions and evaluated a sample candidate answer using the mark scheme.</p>
	<p>Travel and Tourism - This week, students recapped Unit 5 through a project task, in which they have created their own tourism product and are planning how to market this.</p>
	<p>History - Students completed their FA3 on the British Empire's contribution to World War I, analysing how colonies around the world supported Britain's war effort.</p>
	<p>Global Perspectives - Students completed FA3, practised exam-style questions and continued working through Component 2 with structured guidance and feedback.</p>



PARENTAL SUBJECT UPDATES

ICT

Year Group	What was covered this week in secondary lessons
Y7	This week in ICT, students explored how Binary works with Storage Devices. We also spoke about our Major Assessments.
Y8	Students learned how to create data entry form to enter record into database.
Y9	Students explored COUNT functions which covers COUNT, COUNTA and COUNTIF.
Y10	ICT: This week in ICT, students revisited layout formatting skills and successfully completed all tasks from Chapter 13. Computer Science: This week, CS students learned about lossy and lossless compression, as well as binary subtraction.
Y11	Students learned the components of an expert system and practiced answering past-year questions on this topic. They also completed a Paper 3 PYQ.



PARENTAL SUBJECT UPDATES

MUSIC

Year Group	What was covered this week in secondary lessons
Y7	Students focused on their FA 3 and 4 tasks, developing their duet compositions through both written work and performance.
Y8	Students prepared for FA 3 and 4 by refining transitions between the intro, verse, and chorus in their blues pieces.
Y9	Students worked toward FA 3 and 4, concentrating on smooth transitions between sections, including the intro, verse, and chorus.
Y10	N/A
Y11	Students continued progressing on their second composition coursework and practiced their trio performance piece in preparation for assessment.

PARENTAL SUBJECT UPDATES

ART

Year Group	What was covered this week in secondary lessons
Y7	<p>Year 7 have been exploring the colourful world of artist Sonia Delaunay. Students have investigated how she uses bold circles, arcs and lines to create rhythm, movement and a strong sense of form. They have experimented with colour palettes and layering shapes to design their own Sonia Delaunay-inspired pieces. The results are bright, joyful artworks that show growing confidence in abstract composition and use of colour.</p>
Y8	<p>Year 8 have been developing their imagination and drawing skills through our Fantastic Beasts project. They began by closely observing and sketching different animal parts – wings, claws, tails, horns and fur – to understand proportion, detail and texture. Using these studies, they are now combining features from several animals to design their own “fantastic beast”, which will lead to a larger, fully coloured final piece. This project encourages creativity, careful observation and adventurous mark-making.</p>
Y9	<p>Year 9 have been investigating Pop Art through enlarged sweet-wrapper studies. Inspired by the bold, graphic style of Pop Art, students chose their favourite sweets and created zoomed-in drawings of the wrappers, focusing on strong outlines, lettering, logos and bright, flat colour. They have produced some outstanding, highly detailed pieces that link art to everyday packaging design and visual culture.</p>



PARENTAL SUBJECT UPDATES

ART

Year Group	What was covered this week in secondary lessons
Y10	<p>Year 10 are continuing to build their Natural Forms coursework project. Recently, they have been working from still life arrangements, studying objects such as shells, leaves and fruits. The focus has been on composition, texture and tone, using pencil and mixed media to create layered observational studies. These pieces help students strengthen their technical skills while generating high-quality evidence for their coursework.</p>
Y11	<p>Year 11 are in an important phase of refining and strengthening their personal portfolios for the coursework component. They have been reviewing previous work, selecting their strongest pieces and extending them through further experimentation in line with Assessment Objective 2 (AO2). This includes trying new media, adjusting compositions, and pushing their ideas further so that their final outcomes are personal, meaningful and well-resolved.</p>



PARENTAL SUBJECT UPDATES

DRAMA

Year Group	What was covered this week in secondary lessons
Y7	Student learned about 'Character & Setting'- developing imaginative settings through physical and verbal expression.
Y8	Student learned about 'Gesture & Facial Expression'- expressing a range of emotions non-verbally.
Y9	Student learned about 'Refinement of Devised Work'- rehearsal and peer critique.
Y10	N/A
Y11	N/A

PARENTAL SUBJECT UPDATES

MANDARIN

Year Group	What was covered this week in secondary lessons
Y7	<p>Intermediate -This week, Year 7 Intermediate Mandarin students practiced exercises on time and periods of the day, and began a new lesson on greetings.</p>
	<p>Advanced - Students completed the Writing and Speaking (presentation) assessment.</p>
Y8	<p>Intermediate - This week, students learned vocabulary about the four seasons, practiced describing seasonal weather and activities, and improved sentence construction through speaking and writing exercises about their favourite season.</p>
	<p>Advanced - Student completed Reading Comprehension of 《让孩子在旅游中开阔眼界》 and Essay Writing 《我最难忘的旅行》</p>
Y9	<p>Intermediate - This week, students learned vocabulary about learning Chinese, practiced expressing their study habits, and wrote short paragraphs describing their learning experiences and reasons for studying Chinese.</p>
	<p>Advanced - Student completed Reading Comprehension of 《年轻人应该重视对传统节日的庆祝》 and discussion of 《当“洋节”遇上中国节：文化入侵还是文化交流？》</p>

PARENTAL SUBJECT UPDATES

MANDARIN

Year Group	What was covered this week in secondary lessons
Y10	Foreign Language - Students learnt about Pets and Animal.
	Second Language - N/A
	First Language - This week, Year 10 First Language Chinese students reviewed the answers to their fourth formative assessment and completed a directed writing task on the topic 香港的补习文化.
Y11	Foreign Language -This week, students learned vocabulary about personality and appearance, practiced describing people in detail, and wrote short paragraphs comparing physical traits and character differences.
	Second Language -This week, students learned vocabulary about recycling and renewable energy, discussed ways to protect the environment, and practiced writing short essays expressing opinions on sustainable living.
	First Language - This week, Year 11 First Language Chinese students delivered their presentations on Classical Chinese texts and completed the related comprehension questions.



PARENTAL SUBJECT UPDATES

BAHASA

Year Group	What was covered this week in secondary lessons
Y7	Students completed their speaking assessment by introducing their family or pets, focusing on clear communication and correct pronunciation.
Y8	Students took part in a speaking assessment where they described healthy habits and discussed ways to stay fit using appropriate vocabulary.
Y9	Students practiced using travel and transport vocabulary in their speaking assessment, describing journeys and everyday travel routines.
Y10	Students engaged in a speaking assessment discussing geography and weather topics, describing different climates and natural events.
Y11	Students completed their speaking assessment through workplace role-play activities, demonstrating effective formal communication and vocabulary use.



PARENTAL SUBJECT UPDATES MULTILINGUALISM

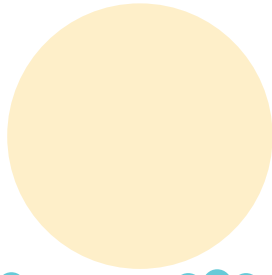
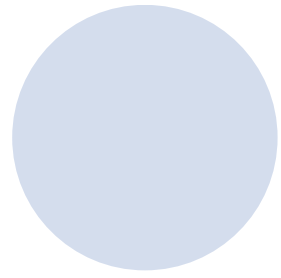
Year Group	What was covered this week in secondary lessons
Y7	Students did a story writing and completed Spelling Bee class round.
Y8	N/A
Y9	Students learnt about direct and indirect speech and completed Spelling Bee class round.
Y10	Students practised note taking and did a few exercises from past year paper.
Y11	Students worked on past year IGCSE English as a second language paper.



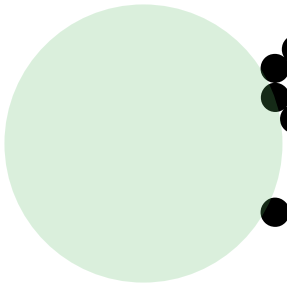
PARENTAL SUBJECT UPDATES

PHYSICAL EDUCATION

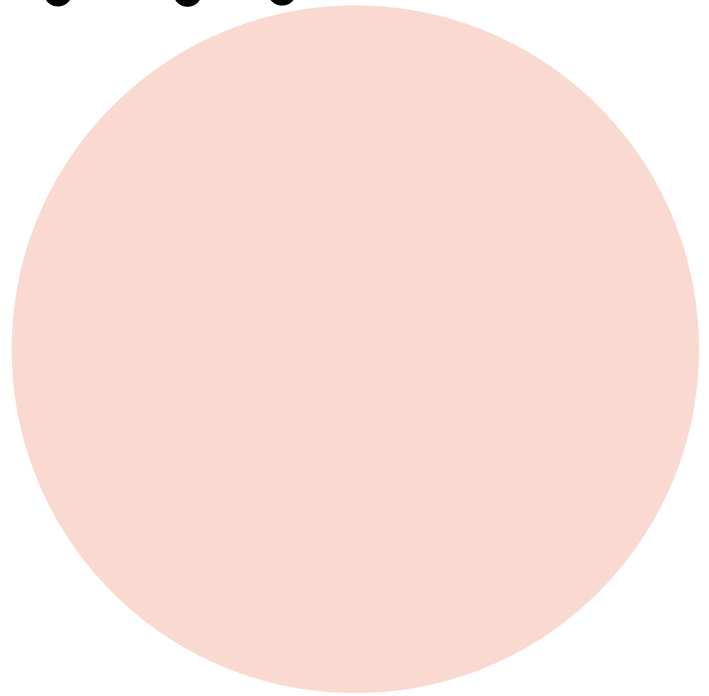
Year Group	What was covered this week in secondary lessons
Y7	Both classes started their combined swimming lessons focusing on freestyle swimming technique
Y8	Both classes started their combined swimming lessons focusing on freestyle swimming technique
Y9	Both classes started their combined swimming lessons focusing on freestyle swimming technique
Y10	PE - Students started their first volleyball lesson focusing on serving and utilising it in a match
	IGCSE PE - Theory: Students did past year revision questions for chapter 2- the respiratory system Practical: Students focused on improving their breaststroke through drills and training.
Y11	Team sports students started their first volleyball lesson focusing on serving and utilising it in a match. Individual sports students focused on freestyle and backstroke swimming technique



ILDS



STORY



ISP CHANGEMAKERS

ILOS Program - ISP Changemakers: Sustainable Campus

“One School, One Goal: 10% Less Energy Challenge”

Our school is proud to be part of the ISP Changemakers: Sustainable Campus program, a global initiative that empowers students to take the lead in making their schools more environmentally sustainable. This year’s theme, Energy Efficiency, encourages students to assess energy use across the campus, design innovative action plans, and carry out projects that help reduce our school’s carbon footprint.

Our student team has been hard at work developing an exciting plan called “One School, One Goal: 10% Less Energy Challenge.” The goal is simple yet impactful to work together as a community to cut down our overall energy use by 10% over the year.

To achieve this, our Changemakers have brainstormed a variety of practical and creative strategies that everyone can take part in, including:

- Turning off lights and air conditioners when not in use.
- Unplugging chargers, projectors, and electronic devices after lessons or meetings.
- Introducing “Switch-Off Fridays,” where all non-essential devices are turned off during the last period.
- Encouraging everyone to reuse paper that has been printed incorrectly or only on one side.
- Hosting an Energy Awareness Week with games, challenges, and activities to promote mindful energy use.
- Designing posters, infographics, and stickers to remind the school community to save energy.
- Assign Class Energy Reps in every classroom to help monitor and encourage energy-saving habits.
- Awarding house points to students and classes who consistently model positive energy-saving behaviors.

These small actions, when done together, can make a big difference. The project will officially launch in the coming weeks, and students will begin putting their plans into action. Through this initiative, our young Changemakers are learning that sustainability begins with simple daily choices and that together, we can create a lasting impact on our planet

Ms Kanaga ESG coordinator



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Light up Fridays
mornings with
your musical skill!



FRIDAY MUSIC SESSION

@ PARENTHESIS CAFE, 7.30AM

SIGN UP



[HTTPS://FORMS.OFFICE.COM/R/UZB2VBNFBD](https://forms.office.com/R/UZB2VBNFBD)

THE STRAITS FUTURE FIVE

Visionary

A Straits Visionary takes initiative with integrity and leads by example. They show confidence in themselves and care for others, using their actions to promote wellbeing across the community. They actively reflect on their own growth and strive to become better learners, showing resilience, self-awareness, and purpose in all that they do.



Intellectual

A Straits Intellectual is driven by curiosity. They explore ideas creatively and approach challenges with critical thinking. Intellectuals seek new knowledge, question assumptions, and use their imagination and logic to solve problems. They are thoughtful learners who value the process of discovery and reflection.

Connector

A Straits Connector builds positive relationships through empathy, effective communication, and collaboration. They listen actively, speak clearly, and respect different perspectives. Connectors work well in teams, contribute meaningfully to group goals, and support the emotional wellbeing of others by helping everyone feel seen and heard.



Netizen



A Straits Netizen uses technology thoughtfully and responsibly. They understand how to stay safe online, show digital respect for others, and protect their own and others' privacy. Netizens demonstrate strong digital literacy, using tools to create, communicate, and innovate in meaningful ways while maintaining high standards of online behaviour.

Global Citizen

A Straits Global Citizen is open-minded and respectful of all people, cultures, and perspectives. They take meaningful action in response to local and global issues, promote sustainability, and show care for the environment. Global Citizens understand their role in the wider world and actively engage in learning that builds intercultural understanding and social responsibility.



HOW TO TALK TO YOUR CHILD ABOUT BULLYING

1 START THE CONVERSATION EARLY

Bring it up naturally – for example, after watching a show or reading a story that shows unkind behaviour. Keep your tone calm and open so your child feels safe to talk.



2 EDUCATE YOUR CHILDREN ABOUT BULLYING

Once they know what bullying is, your children will be able to identify it more easily, whether it is happening to them or someone else

3 PRACTICE RESPONSES TOGETHER

Role-play simple, calm ways to respond or walk away. Teach them how to say “That’s not okay” or “Please stop.” Emphasize the importance of telling a trusted adult.



4 ENCOURAGE EMPATHY

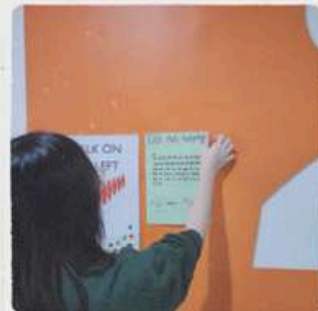
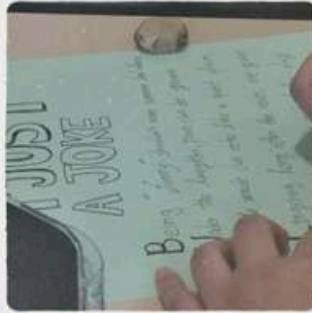
Help your child understand how others might feel by talking about different perspectives and emotions. Encourage them to notice when someone looks left out or upset and think about what they could do to show care or include them.



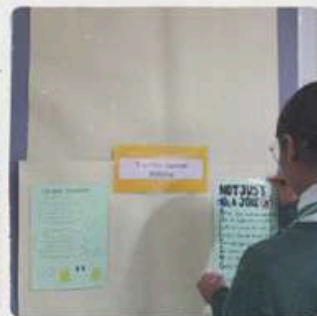
5 HELP BUILD YOUR CHILD'S SELF CONFIDENCE

Give your child opportunities to make small decisions and handle situations on their own – it helps them grow more self-assured. Encourage friendships with peers who make them feel safe, respected and valued, as supportive relationships strengthen confidence and resilience against bullying.

ANTI-BULLYING WEEK ACTIVITIES



ANTI-BULLYING WEEK ACTIVITIES



Anti-Bullying Week English Writing Competition

Winners (Secondary)

The Things They Never Saw :

They only saw her quiet –
not the storms she swallowed whole.
They never heard the echo
of her name breaking inside her.

She became fluent in disappearing,
learning the language of walls
and the comfort of corners.
Every whisper carved her smaller,
until she almost fit the silence.

Her notebooks filled with invisible ink –
apologies she never owed,
dreams she never dared to keep.
Then one morning,
a note; soft, creased, human.
"You are not their words."

She read it once,
and the world tilted,
just slightly –
enough for light to spill through the cracks.

That night, she wrote her own truth
on the back of the note:
"But I believed them, once."

And somehow,
that was healing too.

Now she leaves notes behind –
not for the world,
but for the broken mirrors
that once looked like her.

Because kindness,
when whispered to a wound,
still sounds like a prayer.

Kim Sejin (Sophia), Year 9

Anti-Bullying Week English Writing Competition Winners (Secondary)

My confidence is a metal shield that covers me from your words
But my confidence was built up from the words that hit like knives
Your actions don't affect me as you are little as the birds
But your actions made many question their lives

Our individuality is what makes us different
But your judgement spreads like a disease
Keeping our humanity distant
Your words damage us like a strong breeze

Yuna Celso, Year 10

An Experience

They'd laugh, they'd whisper, they'd point and stare,
Thus hiding away the thoughts that cared

Someone hides the tears to cry
School knowledge that no one learned to apply

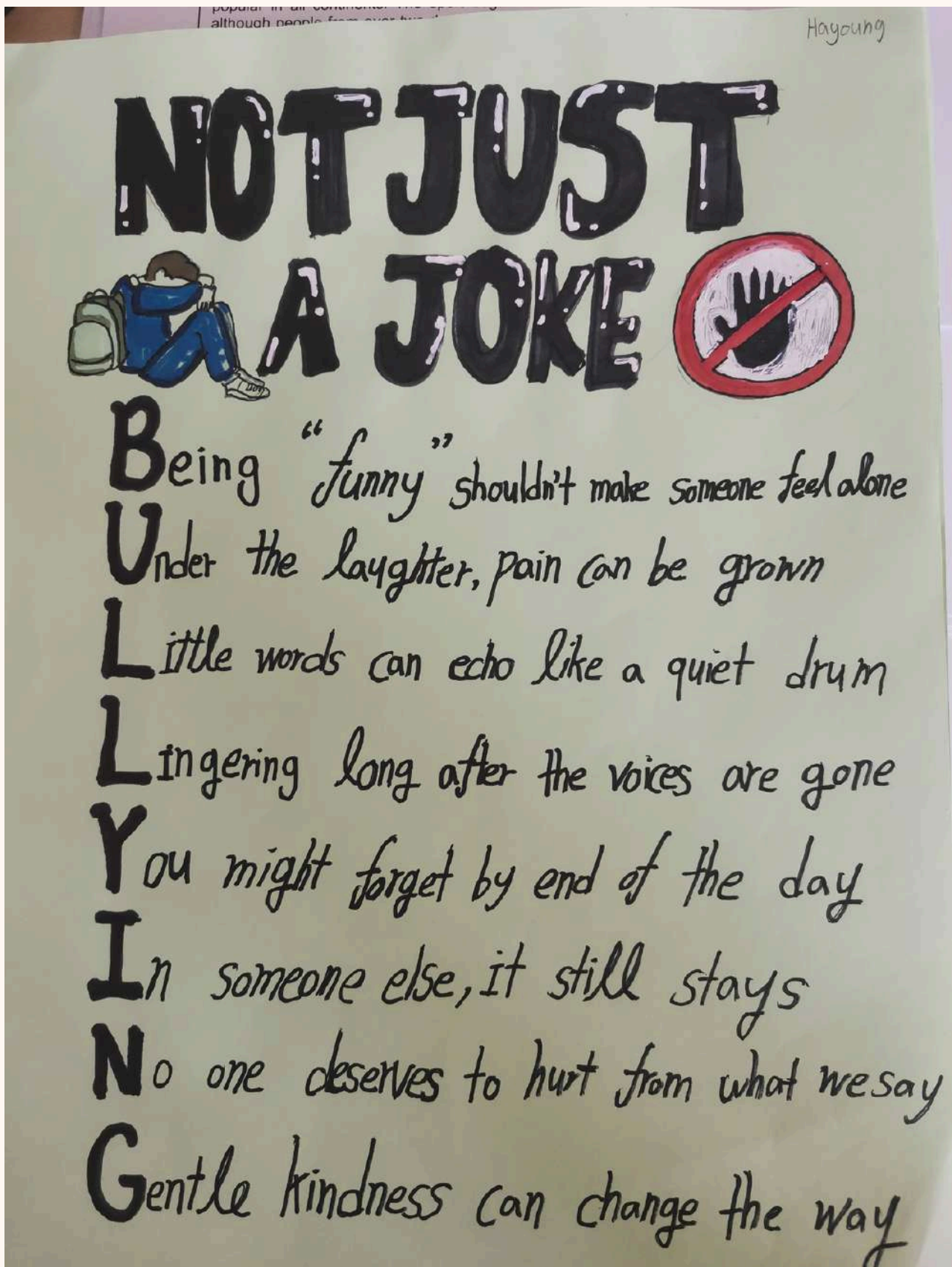
Everyone who walked by saw
Yet no one seemed to care.
My heart tore

We stop, we speak up, and we report
What we don't do is ignore

For every action done, we will see
For everyone to be free

Lee Yu Han, Year 10

Anti-Bullying Week English Writing Competition Winners (Secondary)



Lee Hayoung Year 10

Anti-Bullying Week English Writing Competition Winners (Secondary)

Insults, pungent

Threats, abundant

Confidence, redundant

Insecurities, repugnant

And yet, they're strong

Not afraid to inform

Knowing it won't be long

Because they belong

In the world full of colour,

People are taller.

Things are no longer duller

Because of their valour

They find strength to encourage,

Even when they have no courage

Just to leave the villains outraged

And break out of their cage

Chloe (Goh Mei Xing), Year 11

SHAPE TOMORROW'S LEADERS!

We're inviting parents and guardians to share their career journeys with students, helping them explore future pathways. If you're passionate about your profession or know someone who'd like to come to our school to share, complete this form to get involved!

**Scan the QR code below if you are
interested to join!**



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Future Pathways

az^{to} Speaker Series



Explore every letter of **your** child's future

Direct access to Podcasts



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A-Z Speaker Series: Future Career Parent Talks

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New content added monthly!

Future Pathways



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The A-Z Speaker Series: Future Career Parent Talks

Global experts - videos, podcasts, interviews and presentations, all available on-demand, in multiple languages and across three different channels. Available now!

<https://azspeakerseries.internationalschoolspartnership.com>

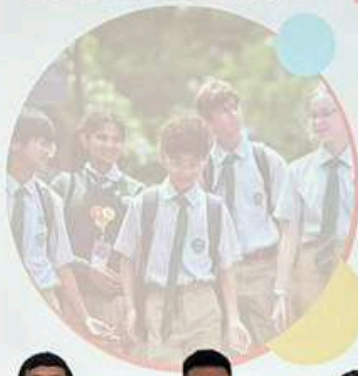


SUBJECT STAR OF THE WEEK

10 NOVEMBER 2025

English	GAN WEI RAY (YEAR 9)
Maths	TSANG MAN SUM (SAMMI) Y9 CHOK ZI LER (KOBÉ) Y9 RINA SHINOZUKA Y9 WU ZI JING Y9
Science	YUNA CELSO (YEAR 10)
Humanities	SAMANJOT KALER (YEAR 10)
ICT	LOUIS (YEAR 11)
Creative Arts	ANTHELM Y8, THIRU Y8, HANUL Y8, HOW KIM Y8 JACOB HARNIESS Y7 (MUSIC), ARA Y9 (MUSIC)
Mandarin	GAN WEI RAY (YEAR 9) LAW JIE YIN (YEAR 9)
Bahasa	LOW EN HUAN (Y9)
Physical Education	TSANG MAN SUM (SAMMI) YEAR 9
Visionary	MUNIANDY, MTHIRUVENDRAN
Intellectual	BEE, JASON
Connector	TEAU, ALEXIS
Netizen	CHOO, SAMUEL
Global Citizen	HO, ZHENG SHING

Academic Achievers



Subject Star of the Week

- English
- Maths
- Science
- Humanities
- ICT
- Creative Arts
- Mandarin
- Bahasa
- Physical Education

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Future Five



Future Five Star of the Week

- Visionary
- Intellectual
- Connector
- Netizen
- Global Citizen

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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.





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:

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

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

CELEBRATION BOARD

Hats off and high-fives to our superstar young learners! You did it!

Straits International School Rawang | **iSP International Schools Partnership**

The graphic features three circular photo cutouts of students with trophies and certificates. The top right photo shows a girl in a white dress holding a trophy and a red certificate, with a banner in the background that reads "MALAYSIA TRIUMPH... ENT COMPETITION". The bottom left photo shows a girl in a blue and yellow traditional costume holding a yellow certificate that says "AWARD CERTIFICATE" and "2024 LFC". The bottom center photo shows a boy in a dark shirt and shorts holding a trophy. The entire graphic is decorated with a border of colorful confetti.

LEARNING & TEACHING VISION



iSP
International
Schools
Partnership

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

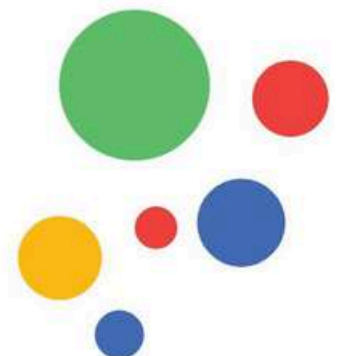
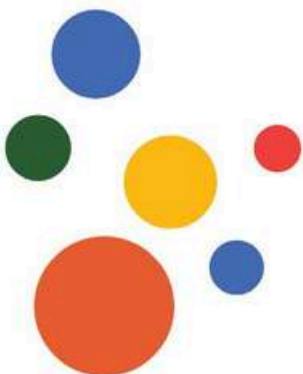
Putting students wellbeing at the forefront of learning. Ensuring all students are supported and valued. Allowing each individual to thrive socially and emotionally to reach their potential.

Learning Environment

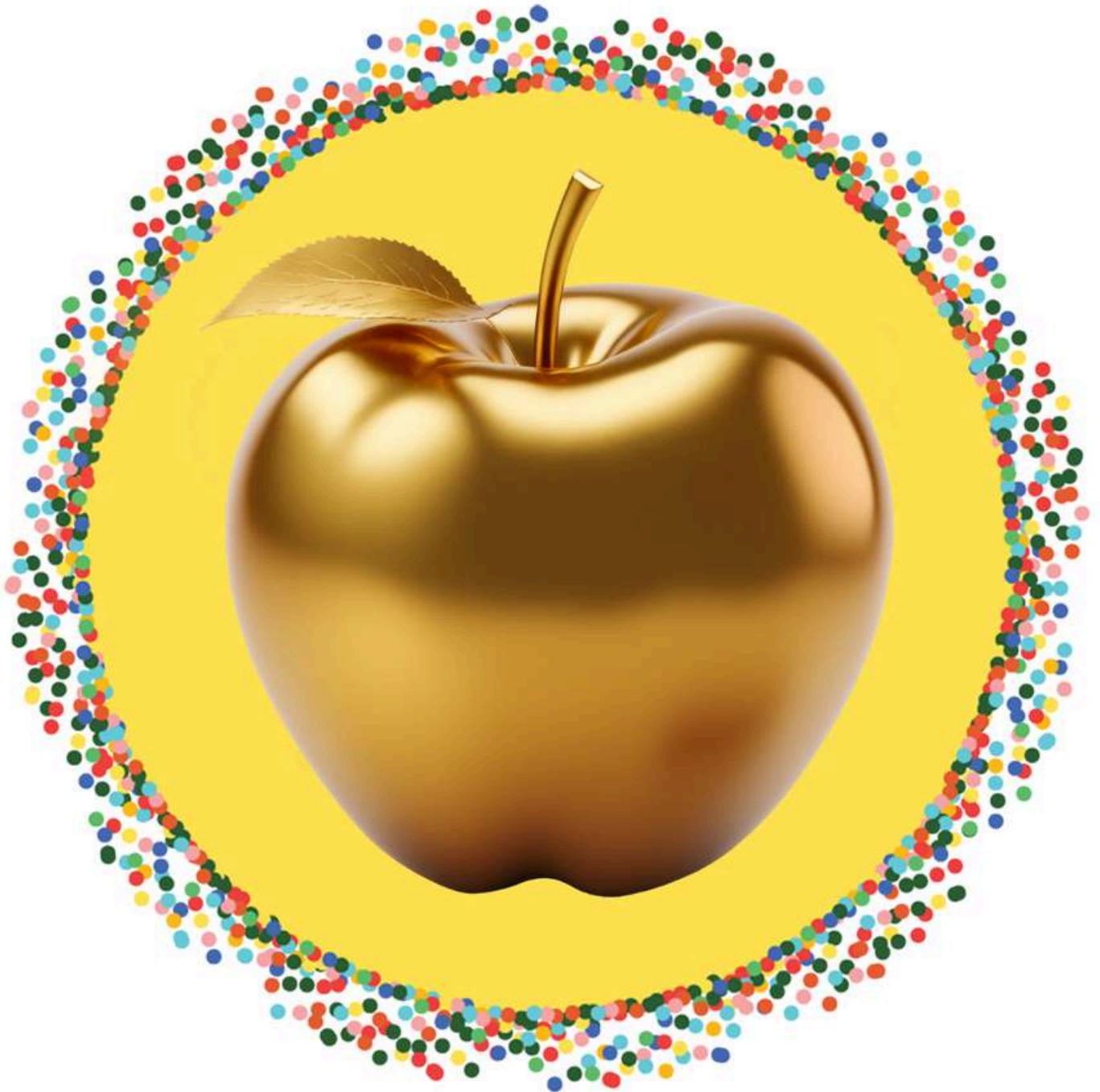
Clear objectives and goals including the integration of technology, routines and high expectations lead to high engagement and motivation.

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!



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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.





RAWANG

iSP International
Schools
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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




EMAILS

Teacher name	Email Address	Position
Mr Simon Mitchell	s.mitchell@rawangsisgroup.edu.my	Head of Secondary
Ms Kalpana	k.kokulanathan@rawangsisgroup.edu.my	Assistant Head of Secondary - Wellbeing and Welfare, Maths and Additional Maths Teachers
Mr Dawson Thong	sk.thong@rawangsisgroup.edu.my	Head of Languages
Ms Sutha	s.sankaran@rawangsisgroup.edu.my	Head of EAL
Ms Gayathri Subramany	g.subramany@rawangsisgroup.edu.my	Secondary Maths & Additional Maths Teacher
Ms Uma Rani	s.subramaniam@rawangsisgroup.edu.my	Head of English & Humanities
Ms Stephanie Price	s.price@rawangsisgroup.edu.my	Assistant Head of Secondary - Learning and Teaching, English, and Travel & Tourism Teacher
Ms Evelyn	e.bong@rawangsisgroup.edu.my	Secondary English Teacher
Ms Liew	yy.liew@rawangsisgroup.edu.my	Mandarin Teacher
Ms Sarah	s.thorp@rawangsisgroup.edu.my	Head of PE, CCA coordinator
Ms Aimi	a.izzaty@rawangsisgroup.edu.my	Bahasa Melayu Teacher
Ms Pria	p.karuppiah@rawangsisgroup.edu.my	Head of Maths, Science and ICT, Secondary Physics & Combined Science Teacher
Ms Shareen	s.kaur@rawangsisgroup.edu.my	Assistant Head of Secondary - Academic Outcomes
Ms Yogheswary	y.kalaichelvan@rawangsisgroup.edu.my	Secondary ICT Teacher



EMAILS

Teacher name	Email Address	Position
Ms Kanagavalli	k.meganathan@rawangsisgroup.edu.my	Secondary Science & Humanities Teacher
Ms Sufiah	s.rais@rawangsisgroup.edu.my	Physical Education Teacher
Mr Azzmeer	a.nashuruddin@rawangsisgroup.edu.my	Music Teacher
Ms Crystal	sc.cheam@rawangsisgroup.edu.my	Mandarin Teacher
Ms Sarah	s.haron@rawangsisgroup.edu.my	Head of Creative Arts
Mr Muru	m.sekenadzan@rawangsisgroup.edu.my	Humanities Teacher
Mr Hafiz	h.dolmat@rawangsisgroup.edu.my	Drama & Music Teacher



MATCH
REPORT

KL SPORTS LEAGUE SECONDARY SWIMMING

Group B Stage Fixtures
(4 teams in total – top 2 advanced to the semi-finals)

1st Game: Lost 0–1 vs HELP B International School – We had a poor start. One mistake costing us.

2nd Game: Lost 0–1 vs Taylors P B – We played much better in build up attacking play but we conceded a good goal.

3rd Game: Win 3–1 vs King Henry International School – We conceded first goal and bounce back to win 3-1. Scorer Ayaz and Dylan (2 goals). Assist by by Simon, Raghuram and Dasrrath.

We finished 3rd in Group B.

Final Result:

We proudly finished 5th overall. I am extremely proud of the boys' development and teamwork – especially after a poor start and the way they react to comeback.

Thank you once again for your support.






AMAZING
LEARNING









THANK

YOU