

THE LION'S ROAR

APRIL 2018



Realising Potential

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Sharyn Skrtic
Elementary School Principal

compliments an entrepreneurial spirit, we provide a pathway for them to grow as innovators and explore the opportunities that exist or that students create for themselves. This developed mindset can then be seen throughout the school, in different grade levels.

In ES, our Grade 5 students embarked on a Market Day as the summative assessment to their Unit of Inquiry: 'How we organise ourselves'. Students researched what goods or services they could provide the ISS community and worked together to create a successful marketing campaign culminating in Market Day. Their small businesses focused on environmental practices and ethics of trade. The proceeds from Market Day were donated to charities selected by the students. This was a wonderful opportunity to awaken the entrepreneurial spirit in our Elementary students.

In MS, the MYP Design subject is designed to nurture and cultivate innovation, risk-taking and creativity in creating digital or product designs. Students this term have displayed innovation and creativity in a number of different projects; Grade 6 with repurposing plastics to use as containers in our ISS garden, Grade 7 with Pachinko game making, and Grade 8 with transforming traditional stories into digital stories. It's worth noting that the creative process and problem solving are not only apparent in Design but in all our subjects across the MYP; in doing this we expose our students to an entrepreneurial spirit throughout our curriculum.

In the High School our Grade 9 students are completing a unit in their Design class that is focused on creating a business that is sustainable through using recycling materials. Our Grade 12 Business and Management students visited the Google headquarters in Alexandra Business Park and attended talks that opened their horizons to the skills they need to develop for the jobs that do not yet exist. Our students are definitely provided with many authentic learning opportunities to develop their entrepreneurial spirit.

Throughout this newsletter, you will learn more about the entrepreneurial spirit at ISS as well as hear about the journey of some of our Alumni as they share their own stories of innovation and risk-taking!

Have a wonderful last term!

Sharyn Skrtic
Elementary School Principal

Welcome to our e-newsletter and the end of the third term of our 2017-2018 academic year. Since we returned on January 9th, it has been an incredibly busy and exciting term. Some of the highlights include our Grade 12 Art Exhibition, Elementary School (ES) Three Way Conferences, ES/Middle School (MS) Literacy Week, and the Parent-Teacher Association (PTA) Fun Fair. The Fun Fair was a wonderful way for our whole ISS community to come together, enjoy some games and shopping, and share all proceeds with charities.

Our ISS Strategic Objectives includes the statement that an education at ISS International School "Nurtures all learners enabling them to be fulfilled individuals. Learners who move through life with a **growth mindset** and an **entrepreneurial passion** for encountering the opportunities that await them." Reading this objective heading into the last term of the academic year has allowed me the chance to reflect on our growth in this area so far.

One way we nurture an entrepreneurial passion in our students is through our focus on the attributes and attitudes of entrepreneurship, such as innovation and risk-taking. By ensuring our students understand the mindset that

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Our students participated in Model United Nations, to learn about diplomacy, international relations, and to develop a deeper understanding of current world issues and to create proposals to eliminate these issues

Can you teach entrepreneurialship?

An entrepreneur is a person who sets up a business or businesses, taking on financial risks in the hope of profit (*source: Google Dictionary*). While entrepreneurship was traditionally defined as the process of designing, launching, and running a new business (*source: Wikipedia*), this has expanded and is now akin to having an entrepreneurial spirit (ES). “Entrepreneurship is much broader than the creation of a new business venture,” said Bruce Bachenheimer, a clinical professor of management and executive director of the Entrepreneurship Lab at Pace University. “At its core, it is a mind-set; a way of thinking and acting. It is about imagining new ways to solve problems and create value.” It is also about the willingness to take calculated risks.

According to Randy Duermyer, (<http://www.thebalance.com/entrepreneur-what-is-an-entrepreneur-1794303>), people with an entrepreneurial spirit (ES) not only think and view things in a different light, there are certain distinct character traits that typically define this spirit.

Character Traits	How this defines an entrepreneur
Passion	A passion / love for what you do and enjoyment of the process
Independent/ Innovative Thinking	Thinking out of the box
Optimism	Believing always in a good outcome
Self-confidence	Ability to overcome self-doubt to achieve their goal
Resourceful Problem Solvers	Never letting problems and challenges get in the way, and instead finding ways to achieve their goals despite hardships
Tenacity / Resilience	An “I do not quit” mentality, failure is not an option
Vision	Having a definite end goal to propel you towards the goal
Focused	Staying on-track to reach the goal
Action-oriented	Not waiting for things to happen. Making things happen



Grade 9's gathering ideas for their own project work on sustainable measures for a city, when they visited the NEWater treatment plant to understand how sustainable initiatives have benefitted Singapore

Entrepreneurship is much broader than the creation of a new business venture. At its core, it is a mind-set; a way of thinking and acting. It is about imagining new ways to solve problems and create value.

These traits all seem to point to innate abilities like that of an artist or a musician, or do they? Can you teach one to have an entrepreneurial spirit? Nay-sayers like Victor Hwang, a Silicon Valley venture capitalist, will share that it is about having “real world” experiences that ‘will groom’ one to have this spirit. “You need a broad spectrum of personal experiences to deal with the unexpected, unprecedented, and the unquantifiable.” You cannot teach this, he says.

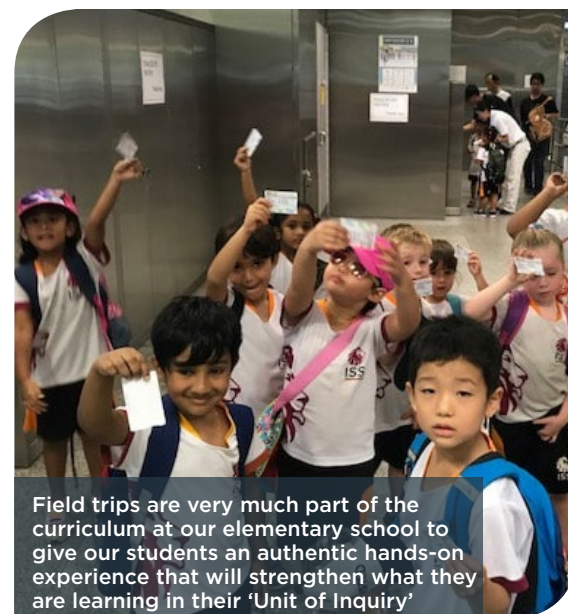
Dr. Andrew Nelson, who has taught at both Stanford and University of Oregon begs to differ. “In the classes I’ve taught, the approach leverages a mixture of lectures that present overarching lessons and frameworks, guest speakers and media clips that offer “real world” insights, and hands-on exercises that enable students to practice fundamental skills. For example, one fundamental skill lies in observing existing business and social arrangements and identifying situations that could be improved. I send my students out to observe the location of their choice and to take careful notes on the problems they observe. They quickly discover that problems and, therefore, opportunities – are everywhere.

Entrepreneurship education is most effective when we offer a wide menu of options. Thus, a given course might include some combination of simulations, case studies, feasibility studies, lectures, discussions, interviews, hands-on exercises and other activities.

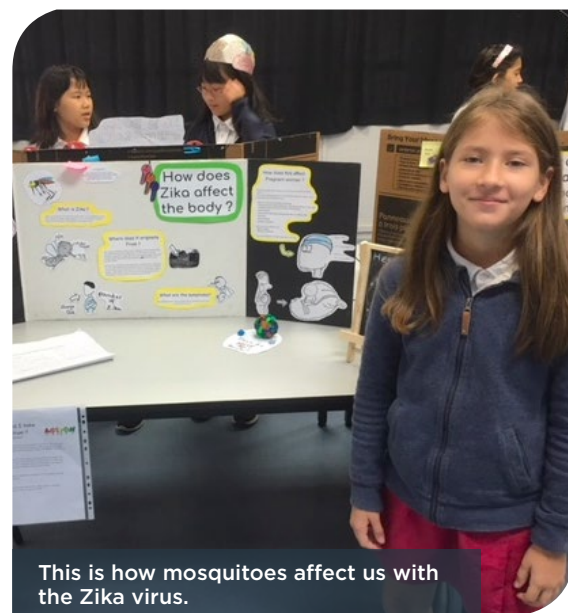
By the same token, entrepreneurship education works best when it's not limited to traditional courses, but also includes internships, mentoring relationships, workshops, seminars, speaker series and other extramural engagements. This diversity of offerings enables students and others to engage with entrepreneurship in different ways and with different levels of commitment, tailoring the content and format to their specific interests.”

Hands-on exercises, field trips, simulations, and case studies are just some of the methods employed by our teachers in our elementary school to strengthen what has been taught in class in their “Unit of Inquiry”. This gives our elementary students authentic experiences to enable them to develop new ideas for their projects, to strengthen their learning and make connections. In our Grade 4 exhibition on the human body, our students shared their personal inquiries, their information, models and interactive games which outlined their new knowledge about how the body systems are interconnected. Our Grade 5’s organised their very own “Market Day”. This hand-on project gave them the opportunity to flex their entrepreneurial spirit by creating a small business of their own, focusing on fair trade and environmental sustainability practices. This was preceded by class discussions and research and with the close guidance of our teachers, Market Day become a reality!

In our drama classes in the Middle School, Mr Lebon, our Drama and French language teacher shares this. “Every Middle school MYP Drama lesson at ISS starts with the sharing of a passion for drama, to inspire the students and initiate a vision that will be the starting point of each of their performance projects. Through group work and a team approach in developing creativity, each Drama class project naturally aims to help the students solve problems, be resilient and develop to self confidence in communication by the time they give their final performance in front of an audience.” These traits of resilience and self-confidence that have been developed are not only confined to a performance scenario or drama project alone. These nurtured traits become part of the student’s natural mind-set as they approach future experiences. “I typically bring my students to a musical that is making its run in Singapore. At the musical, I have them note and observe the practical aspects of staging a musical production – from the stunning production sets, musical scores, choreography and special effects to the roles of the actors, directors, and producers. When we are in class, we discuss what they observed and we discuss what is good, what can be further improved. The students always find new opportunities to



Field trips are very much part of the curriculum at our elementary school to give our students an authentic hands-on experience that will strengthen what they are learning in their ‘Unit of Inquiry’



This is how mosquitoes affect us with the Zika virus.



Market day was a whole lot of fun!



Our students at a charity run

do things better and that add values to their own work. What this also means is that they learn to seek opportunities from observations and create value added solutions that benefit them thereafter!”

Mr. Hayward, our Assistant High School Principal believes that his role is to help students realise that their actions can make a positive difference to those around them as well as themselves. “Encouraging students to see and find opportunities in situations is of great value for their school experience. This builds an entrepreneurial spirit amongst them.” He oversees the High School Student Council team. “I provide the guidance for them to explore and find opportunities to serve others, and I support them in the projects they have initiated. We meet regularly as a group but the students lead these discussions and collaborations. Activities they discuss or plan usually involve serving others: through appreciation days, celebration events, and stress-relieving activities. I do not tell them what to do. Case in point, the Student Council took a leading role in organising students to attend a charity run last year. Rather than just raise awareness of the opportunity, they organised the sign-ups, the format for sponsorship and the registration with the organisers to try and increase the ease of having students participate. Practice will make perfect and eventually this will become a natural way of handling issues. They will view an issue from the perspective of how they can value-add and create more opportunities to the task at hand!”

One of our senior students, Mhairie Flor had the opportunity to intern with the human resource department’s ‘Learning and Development’ team at a local industrial company. Her interest in psychology and the role that social learning theories play in enhancing employee training, propelled her to contact the Head of Learning and Development at this company. “I requested permission to test my theory at this company, and this led to a 4-month internship. During this time, surveys were sent out to the employees and the answers received confirmed that social learning theories, when applied in employee training,



The outcome of first hand experience of stage musicals is to develop new ideas for their own drama production projects

can engage the employees better, boost the learning process and help employers retain the new knowledge gathered from training. This company has now adopted some of my findings and recommendations and I am thrilled and happy that I have managed to make a beneficial difference.” This is a fine example of how Mhairie Flor’s entrepreneurial spirit, passion, vision, tenacity, innovative thinking and focused determination led her to deliver a value-add project that has brought strong benefits to the company’s learning and development goals. “I certainly have my teachers to thank for helping me nurture this spirit of entrepreneurship. They have always guided me not to quit, but to believe in myself and the potential that I have, to pursue and reach my intended goal.”

Over at our Design Class in High School, Ms Vlad our High School Design Teacher believes strongly that students who have an entrepreneurial spirit thrive better in society. To her, an entrepreneurial spirit is typically characterised by a “can-do” attitude and this is what drives the student to search for creative pathways when encountering challenges or opportunities. She

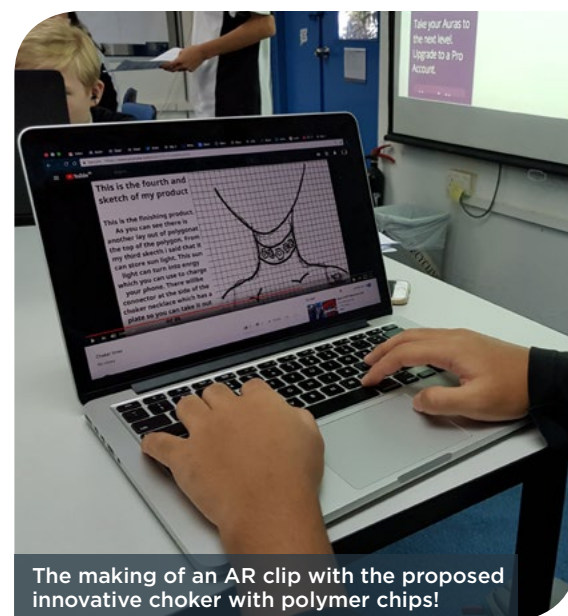
sees this very often in her classes. She cites an example of a project on augmented reality (AR) with her Grade 9 class. “My students were tasked to create an AR clip with the help of an open source application (app). They were all obviously apprehensive when I initially started the project with them, as none of them had ever done AR projects before. However, after explaining how this app can help them create the clip, showing and guiding them with some examples, they all very quickly integrated their prior experience with technology and knowledge acquired over their years at ISS, with this newly learnt skill, and the results were astounding. They were extremely innovative and resourceful.” Grayson, one of her students developed his AR clip on his topic of choice: a solar powered choker that doubles as a power-bank. He showed how pieces of small decoratively cut polymers can be attached to a ‘snap-on’ choker band. “Chokers are worn by many young people, so it would be ideal to turn this into a sustainable energy tool and use it to power up our mobile phones. The ‘snap-on’ band makes it more convenient to wear the choker, even with one hand, since we usually have our mobile phones in the other hand!”

“Grayson’s work displayed not only his resourcefulness in adapting and adopting this new technology, his idea is innovative. I can see passion for the subject. If this proposal is developed into reality, imagine the value-add and convenience that this will create. This is true entrepreneurial spirit being manifested!” gushed Ms Vlad excitedly.

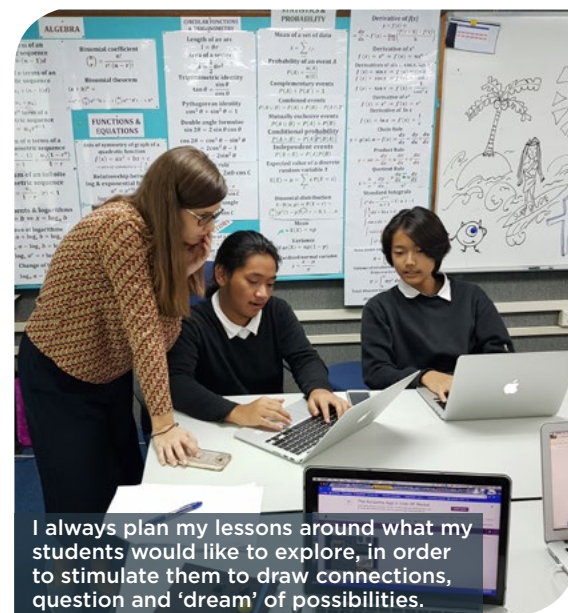
To facilitate building an entrepreneurial spirit amongst her students, Ms Vlad combines lectures, discussions, field trips, case studies, and hands-on exercises, amongst other activities. “This stimulates my students to draw connections, question, and ‘dream’ of possibilities. Most importantly the learning environment that I create is centred on what stimulates my students the most. I always plan my lessons around ‘What would students like to explore? What interests do students have outside of school? Which technological applications or websites would my students like to use? What part of the problem seems most important to my students?’ This way, every design is highly personal and students take ownership of their ideas and creations more so than if they were guided towards the “right” answers. This is a more challenging and sometimes slower process, but it also fosters greater entrepreneurial competencies.”

Take for example the field trip to the local Google office which Ms Vlad arranged. “I selected Google because of the reputation and standing of this company in the Information Technology industry. My objectives were simple. I wanted the visit to inspire the students to think, be creative, and have an insight into how Google functions as a large conglomerate. I wanted them to apply what they saw at Google to their own life goals.” And apply they did. Her student Tarish was impressed by the employee retention strategies at Google. “They have a very lean and diverse organisation structure. But despite the amount of work, they have happy people working there. Why? All employee ideas have a chance to be heard and everyone is given equal opportunities to be involved in the development of products in the Google suite of services and features offered. This to me represents a culture of respect, which in turn results in employee motivation and satisfaction. When I become an entrepreneur and have a company, I will want to promote and inculcate a culture of respect. Staff welfare will be a priority, to ensure that they deliver good work and I am able to retain staff.”

At ISS, we believe in and cultivate an entrepreneurial spirit in our students from a very young age. This gives them a head-start into a multitude of pathways that fit their needs and interests; a business owner who offers new products and services or a social entrepreneur who believes strongly in a cause and provides value for the wider community in the process. What is important is that they leverage this entrepreneurial spirit that they have developed at ISS to create new opportunities, provide value, realise their best potential, and are fulfilled and enjoy the journey as they pursue their interests.



The making of an AR clip with the proposed innovative choker with polymer chips!



I always plan my lessons around what my students would like to explore, in order to stimulate them to draw connections, question and ‘dream’ of possibilities.



A visit to Google inspired new employee talent retention ideas!

The Middle School Medieval Fair



The group of kings, knights, maidens and serfs.

Kings, knights, maidens, shogun and serfs were seen lurking around the Middle School one morning. They not only had a lot of stories to tell about life during the medieval period, they even prepared a performance showing the Battle of Hastings, when the Normans from France conquered England in 1066.

The Middle School held its annual Medieval Exhibition and Fair and each student came dressed as a medieval character of their choice. They presented what they have learnt in the form of a poster or booklet, an artefact/prop, and a learning activity.

"I looked at the defence systems found in Japanese castles during the medieval times. I had to research and use information from books which I borrowed in Japan and from the ISS library, as well as from the internet. With this, I created an exhibit, an interactive activity and a presentation that explained my topic from a factual, conceptual and debatable viewpoint. It has been an interesting experience as I have learnt how to research better and I feel more confident about presenting now!" – Ayano

This was just one of the many interesting student initiated exhibits at the Medieval Fair. A strong variety of topics were on display. Topics such as the importance of the Silk Road to the livelihood of the people then and now, heroes of this period, the execution methods practised then, materials that were used to build a typical village home, the types and preparation of food eaten in this period, etc.

The Medieval Fair is an excellent showcase of our students' learning. They planned, evaluated, thought through, and considered their topics from multiple perspectives! This develops in our students more independence in their learning and guides them to take more responsibility for the outcomes they can achieve. Truly empowering!



Please try this typical medieval food.



Joan of Arc in action!



The Silk Route was important as a trade route and for cultural integration

Parent-Teacher / Student-Led / 3 Way Conferences

Parent-Teacher / Student-Led / 3 Way Conferences are held across the year at the Elementary, Middle and High Schools. At these sessions, parents, teachers, and students have the opportunity to meet and have an open dialogue to discuss the progress of each student. Students share and showcase their achievements over the course of the year and reflect upon their progress with their parents and advisory teacher, while teachers similarly share examples of student learning, their goals, and advise on how everyone can play a part in supporting the student to reach his/her goals.

"This is a refreshing experience because my son was able to express what he enjoyed doing in class and what else he would like to do. I was pleasantly surprised, especially since he is at an age where he does have opinions and he wants to be 'heard', and today's meeting with his teachers provided that opportunity for him." - Anoma, ISS Parent

Empowering students to drive his / her learning journey is a core practice in our learning environment at ISS. This facilitates stronger student commitment with the support of both teachers and parents to stay on course so that students reach their goals.



Our student shares her learning goals with both teacher and parent



3-way conference in session

Grade 12 Art Exhibition - From Start to Finish



Thank you for your sharing your work G12s

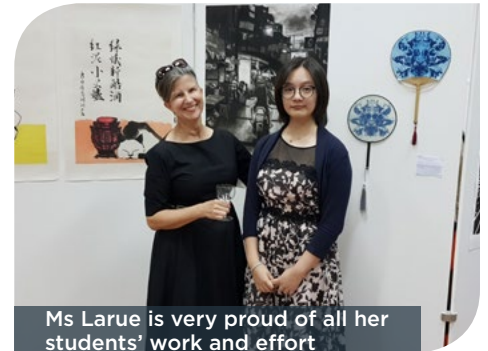
With a goal of realising their potential as student-artists, seven seniors at ISS International School have spent nearly two years developing their skills and techniques, creative ideas, critical thinking, written communication, and conceptual knowledge in the field of Visual Art. The students are Halima, Hung-Yuan (Chris), Mon, Moe, Rocío, Jing (Cindy), and Mariko. These students recently presented their final IB Diploma Programme Visual Arts Exhibition, titled *Start to Finish*, as a culmination of the programme and celebration of their development as artists.

The title of the exhibit, *Start to Finish*, refers to several important aspects of the DP Visual Arts course. First, the complicated process of creating artworks requires risk-taking and a willingness to repeatedly fail—and to frequently start over—in order to complete work at a higher level, with a better outcome. Starting, re-starting, starting over, and starting again, is a repetitive endeavour in the art making process. These seven students have become experienced risk-takers with no fear of failure. They are experts at “starting.”

Second, the exhibition displays the very best of the students' finished artworks. They know that just “starting” is not enough. Art-making is an on-going process of inquiry, thinking, and decision-making. The very best artworks in the exhibit represent each student's ability to continuously review and refine their work, in order to create the best outcome. The “finish” doesn't happen quickly or easily.

Finally, *Start to Finish* represents the fact that these seven seniors are well on their way to successfully completing the rigorous demands of the IB Diploma Programme. The final Visual Arts exhibition, along with Theory of Knowledge assessments are one of the earliest “exams” that ISS students complete. The exhibition, therefore, represents the starting point of the process of finishing all the necessary requirements to earn the diploma.

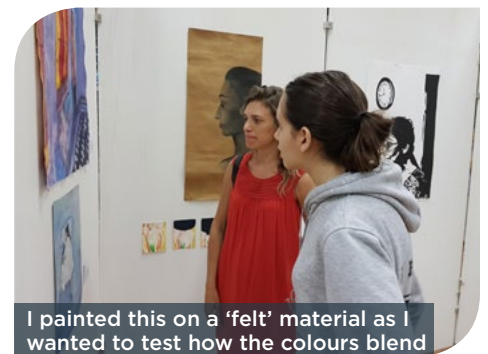
Along with friends, families, faculty, staff, peers, and community members, we congratulate these seven students for their excellent exhibition.



Ms Larue is very proud of all her students' work and effort



Explaining her inspirations for her collection



I painted this on a 'felt' material as I wanted to test how the colours blend



I was inspired by “Harry Potter”

Literacy Week at the Paterson Campus



Drawing the characters from the book



Engagement session with the author of Fossils Finders Series



Reading session with Fleur, author of 'Mabel moves to Singapore' during ISS Literacy Week



Enjoying the new books after the Book Swap



Insights on writing a book



Have you seen a dinosaur bone?



Which book should I go for?

Literacy learning develops integral and trans-disciplinary skills for life, and Literacy Week is a celebration of literacy learning at ISS. The objective of the week is to share and celebrate our literacy learning through immersing students in a number of literacy related activities. This will enhance and develop important communication skills that are being worked on every day in and across the school.

Activities at this year's Literacy Week saw parent mystery readers, connecting ES and MS students through reading sessions in the library, a book character parade, mother tongue reading sessions, book making, and visits from inspiring authors. Links to global citizenship opportunities such as the organisation of a book swap with the Student Action Leadership Team was also included in this year's activities.



Mother Tongue Reading session

PTA Fun Fair 2018



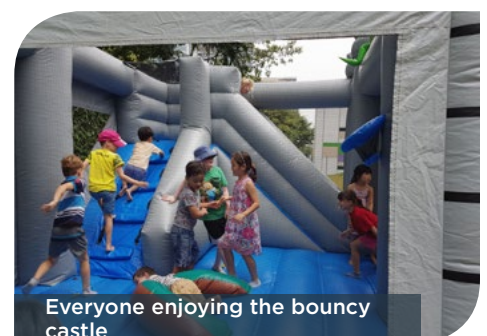
The annual PTA Fun Fair would not have been a successful day without the generous donations of time, effort and money by the ISS community. The Singapore Foodbank and Sok Sabay are just two of the charities that will benefit from the event. Each dollar made by a school-run stall was matched by the PTA for a donation to charity.

Everyone at ISS had a role to play at this fun family day. Our elementary and middle school students displayed their imagination with games which they planned and executed themselves. Our middle school students were also working hard washing cars! Students from the high school showed how much they cared by keeping everyone fed with their ever-popular barbecue. Those with a sweet tooth were able to enjoy the abundance of homemade jams and scones, also made by the high school Gardening Club members. Together with a variety of other desserts like muffins, cupcakes, donuts, egg tarts and cookies, we were all well fed at the Fair.

Everyone at the Fair was treated to a traditional Lion Dance, live music from some of our very talented high schoolers, many laughs from the dunk tank and bouncy castle, and a taste of Singapore from an ice cream cart with local favorite flavors such as durian, red bean and sweet corn.

Seeing everyone come together, volunteering at the many booths, and giving back to the community made this a fulfilling day! More importantly, the Fun Fair is yet another PTA activity that supports the inclusive philosophy of ISS. Regardless of nationality, everyone came together to enjoy, bond, and have fun. This builds the close-knit community that ISS is known for.

As always, the PTA is humbled by the overwhelming support shown by our community. Thank you!



Ushering in the Year of the Dog with much celebration!



Painting beautiful cherry blossoms

Our international community, teachers and students alike, ushered in the Year of the Dog with a variety of boisterous and fun activities across all grades.

Besides the festive feasting and lion dances which were thoroughly enjoyable, our students also enjoyed the celebrations in many other meaningful ways in their learning environment.

Some of our elementary school students drew cherry blossoms to signal the arrival of Spring, whilst others made paper lanterns. Still others collaborated to play a rap song using traditional Chinese musical instruments. Our middle school students created Spring couplets using popular Chinese New Year sayings and calligraphy. Over at the High School, intricate and festive paper cuttings of Chinese symbols adorned our walkways, adding colour and the festive feel to the school.

Our students also celebrated through dances and songs. They had the opportunity of performing at their assembly for their peers. Our middle school students learned about how Chinese people in various countries in Asia celebrate Chinese New Year, and were given insights into the different types of special foods that are consumed during this festive period. They also enjoyed a slew of spring season inspired poetry!

"Previously, I thought Chinese New Year was just a Chinese celebration. However, now I think Chinese New Year is an important /essential celebration for Chinese people. I now know that Chinese New Year is a celebration for everyone around the world". - Koji, ISS student



Happy Chinese New Year



Our paper lanterns will light the way to usher in the Year of the Dog



Performing chinese rap music together, with traditional Chinese musical instruments



A happy Chinese New Year to one and all



'Prosperous' greetings!

ISS Alumni

Our alumni are all over the world and remain an important part of the ISS International School community. In the future, alumni will be invited to attend special gatherings such as networking events, professional talks, annual reunions or dialogue sessions.

Ruan Dayananda

I joined ISS in 1991 and graduated in 1993.

My fondest memories of ISS are the really great classmates and schoolmates that I made friends with and the equally superb teachers. Most of these classmates and schoolmates have become lifelong friends, and we are until today still very much in touch with one another. I believe that there were at least students from over 60 nationalities in school, and this has personally contributed to in no small way, a far greater understanding of people, cultures, languages and the world at large.

I was in the home rooms of Mr. Stan Hall, Mr. Aidan Campbell & Mr. Paul McCutcheon and they were interesting teachers who were not only fun but deeply caring. These 3 teachers, together with some other teachers like Mrs. Cheryl Roudnew, Mr. David Sowden, Mrs. Jayne Waterworth, Mr. Eddie Kemp, Mr. Dan Dobbe, Mr. Larry Gourley, Mr. David Papprill, Mr. Shane Morris, Mrs. Anne Rabley, Mr. Simon Scoones, Mrs. Janice Castleberry, Mrs. Colleen Tan, Mrs. Dianne Holden, and Mr. Walter Mosch, are just some of the wonderful and fantastic teachers who taught us. In fact, all the teachers (and there are too many to mention) in general at ISS were all very nurturing and caring. Mrs. Alvarez our Principal, the really wonderful Academic Counsellor, Mrs. Mary Bergenser, the school office staff like Irene Soo, Sally Poon, and others were also always so



helpful. They were the reason why ISS is so great. They made going to school something to look forward to everyday, and that was the difference.

Having attended 3 schools in different countries, I am extremely fortunate to have been able to spend slightly more than 3 years at ISS, and those were by far my most favourite years in school. My time at ISS was a huge 'game changer' for me as it prepared me better for the big journey that lay before me; university, career, and life in general.

ISS taught me true life skills and caring for others. We were also blessed with nurturing teachers that motivated and helped us to study hard and well. I also believe that the curriculum also helped shape us into having an entrepreneurial spirit, and many of my fellow schoolmates, including myself have become Entrepreneurs today.

I also learnt to play Basketball at ISS, and I am proud to say that I am still playing the game today at the age of 43. In fact, I have just represented Sri Lanka at the Pan Pacific Masters Games in Australia and our 40-45 (age group) Team won a Bronze, which was quite amazing considering that Sri Lankan's are not very tall! Credit for my basketball skills must go back to the fabulous coaches at ISS, and also to Tajul and the other fantastic ISS Basketball teammates!

We love to hear about what our alumni are accomplishing on their lifelong learning journey, and how their time at ISS has influenced who they are, what they do, and the part they play in the global community.

Join our Facebook group for the latest updates on our alumni activities and events!

www.facebook.com/groups/issgalumni/

School Activities

- January to March

Grade 10 Diploma Programme Taster Day (16 January)

The Grade 10s had the experience of sitting in some Diploma programme (DP) classes, and had the opportunity to ask questions about the various DP subjects. This session will help them with their subject selection in the new school year.



Grade 10 students find out more about the various DP subjects

Introducing Grade 8 parents to High School life!

(26 January)

ISS parents, whose child(ren) will join our Grade 9 classes in the new school year, were given an introduction to our high school (HS) at ISS, and what their child(ren) can expect at the HS.



Introducing Grade 8 Parents to High School

HS G12 Art Exhibition (29 January to 2 February)

The artwork our grade 12 Art students had on display was amazing, and we thoroughly enjoyed seeing and learning the ideas and inspiration behind them.



G12 Art Exhibition

3-way Conferences (23 February)

Teachers-Parents-students had the opportunity to meet and have an open dialogue to discuss the progress of each student. Teachers shared examples of what each student did in class, their learning goals, and advise on how everyone can play a part in supporting the student reach his/her goals. It was a beneficial time as each student felt empowered to steer his / her learning journey.



Teachers-Parents-Students conference

PTA Fun Fair (25 February)

Our annual PTA fun fair was a treat and blast! It was a day filled with fun and games, as we spent time together as a community. Thank you to the PTA!



Bouncy Castle at the PTA Fun Fair

ES + MS Literacy Week (26 February to 2 March)

Our ES + MS Literacy Week was filled with lots of fun activities, including an author visit, mother tongue reading sessions by middle school students, story time in the library, and a book character parade!



ES + MS Literacy Week, author visit

Grades 9 to 11 Parent/Guardian-Teacher Conference (28 February)

Parents and students had the opportunity to meet with their teachers to discuss progress and expectations for the remaining term.



Grades 9 to 11 Parent/Guardian-Teacher Conference

High School Diploma Concert (2 March)

We enjoyed wonderful performances by our Diploma Programme (DP) Music students at the Esplanade Library.



High School Diploma Concert

MS Talent Show (8 & 9 March)

A showcase of skits and sketches performed by our drama class and drama ECA students. The performance showed the feelings, the joys, the angst and the lives of typical teenagers.



Our MS Students showcasing their talents

MS Spirit Week (12 to 16 March)

Leading up to our Track & Field Day, our middle school students competed in different activities during Spirit Week to earn points for their houses and build up camaraderie.



Building the team spirit through team games during Spirit Week.

Grades 12 Parent/Guardian-Teacher Conferences (14 March)

Parents and students had the opportunity to meet with their teachers to discuss progress and expectations for the remaining term.



Grades 12 Parent/Guardian-Teacher Conference

MS + HS Track & Field Day (16 March)

Our middle and high school students participated in various track and field events.



Competing to Win!

Events to Look Forward To

March to April

MS STEAM Week (9 to 13 April)

We will be having a STEAM Week where our middle school students will have the opportunity to explore different areas of science, technology, engineering, art and math, and participate in many STEAM-related activities!



ES + MS Book Fair (17 April)

Our book fair, as always, is a great opportunity for students and families to add books to their libraries!



PYP Exhibition (24 to 25 April)

Our PYP students present the projects they have been working on. Teachers and parents are welcome to come and learn something new from our PYP students!



MYP Information Evening (25 April)

Parents will join our various coffee mornings to learn more about what their children are learning in school, and how they can support their learning at home.



Upcoming Events in Singapore

Hello everyone! Here are a few events and meaningful activities you could bring your children to or simply go in a group with other ISS families.

Wildlife Reserve Singapore - Singapore Zoo's Kidsworld

From having a splashing good time in the watery playground, meeting farmyard animals to enjoying pony rides, and riding on a wild animal carousel, here's where kids can fulfil their curiosity and sense of adventure.

Some of these attractions are ticketed, so be sure to check out their website for details (<https://www.wrs.com.sg/en/singapore-zoo/explore-singapore-zoo/activities/for-kids.html>). However, there are also other non-ticketed attractions like the Wild Animal Carousel, Kampung House, Keeper Encounter, Animal Friends Show and the Wet Play Area.



- 🏠 Singapore Zoo @ Mandai Lake Road
- 🕒 9:00 AM - 6:00 PM (Daily)
- 🌐 <https://www.wrs.com.sg/en/singapore-zoo/explore-singapore-zoo/activities/for-kids.html>

Gardens by the Bay - A World of Fantasy

Get in touch with your inner child as we enter a magical garden where different worlds of fantasy unfold! Be enchanted by music inspired by the colourful worlds of Wizardry, Magic, Cosmic Space, Ocean, Adventure, and Dinosaurs. This whimsical edition of Garden Rhapsody features special renditions of songs from movies like The Little Mermaid and Pinocchio, by local artists Benjamin and Narelle Kheng of The Sam Willows as well as Caitanya Tan.

This takes place at the SUPERTREE GROVE each evening within the Gardens.

So gather the children and their classmates and spend a meaningful time at these events in Singapore.



- 🏠 Gardens by the Bay @ 18 Marina Gardens Drive
- 🕒 1st March - 15th April 2018, 7.45pm & 8.45pm (Daily)
- 🌐 <http://www.gardensbythebay.com.sg/en/whats-on/calendar-of-events/garden-rhapsody-light-show.html>