



## STATE OF THE SCHOOL

Presented by  
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Head of School

**June, 2012**

This current iteration of the State of the School Report marks yet again another opportunity to update the stakeholders of the school community on the school's success at achieving the goals that it set for itself during the academic year that has just been completed.

I would like to take this opportunity to thank the Executive of the Parent Association, and in particular its President, Mrs. Suzie Ultes, for the excellent work during the 2011-2012 year on behalf of the children and the parent community in our school.

To parents, I want to once again thank you for entrusting the education of your children to the faculty and staff of M'KIS. It is a trust that we take seriously indeed and it is a trust that will not be broken.

Parents are the first, the foremost and the primary educators of children. Teachers can only support that which is taught at home. Our role as educators therefore is to assist parents in the important task of educating children. At M'KIS, we are fortunate indeed to have parents who value education and who fully understand that the most effective education is best accomplished when there is active and positive involvement by parents at all levels of the school. We are fortunate as well that in our school there is a convergence of focus as between parents and teachers - that convergence leads to the provision of quality learning experiences and the provision of a quality learning environment in the school.

From a quality cadre of parents comes a quality Parent Association. Our Parent Association (PA) is the envy of many schools. I very much value the positive input of the PA and I am mindful (as is our entire faculty) that the PA is a positive force for ongoing educational improvement in the school. The Parent Association is a constant in our school and has been an important partner for eighteen (18) years. In the world of expatriate education, where it often appears that the only constant is change, it is comforting to know that we have a Parent Association which is one of the anchor points of our school.

### **Students Served**

M'KIS is a college preparatory school which currently serves a total of 1017 students coming from 57 different countries. Our student population has grown from 670 to 1017 in a very short period of time, a significant growth of 347 students since August 2005. During that time, the increase in student population has meant the need for significant structural change in the organization and operation of the school. It has brought with it many challenges, among them the need to address the needs of an increasing number of special interest groups which naturally arise as organizations grow. The Elementary School enrollment is 555, Middle School enrollment is 236, and the High School enrollment is 226. There is a balance among the country and cultural representation at M'KIS that supports congeniality and harmony among our diverse population. The United States provides approximately 18.0% of our student population and the

percentage of Malaysian students is 17.31%. As the numbers descend, a striking balance between Western and Eastern representation emerges that supports a school climate that is quite unique and special. The parents of our expatriate children are typically involved in either business or diplomacy here in Malaysia. Due to the liberalization policies of the Malaysian government, more host national children are attending our school than has heretofore been the case (88 in 2005-2006; 121 in 2006-2007; 135 in 2007-2008; 156 in 2008-2009; 161 in 2009-2010; 172 in 2010-2011; 176 in 2011-2012). It is anticipated that our host national population of students will not increase beyond its current percentage. Notwithstanding the liberalized policies of the government of Malaysia with respect to the ability of Malaysians to send their children to domestically situated international schools, M'KIS has taken the position that, to maintain the true international character of our education, we will continue to attempt to strike a cultural balance so that no one culture dominates at M'KIS.

### **Faculty**

During the 2011-2012 academic year, MKIS employed 114 professional staff, including 105 Teachers, two Principals, two Assistant Principals, four Coordinators, and a Head of School. All are qualified for their positions. All administrators come from North America. 52% of teachers are from the United States of America whilst 19% are from Canada. The remaining teachers come from a wide variety of countries including the host country, Malaysia, Australia, New Zealand, France, Armenia, South Africa, Ireland, Great Britain, the Philippines, Scotland, Wales, Spain, Chile, Poland and Venezuela.

### **Safety**

Safety was a top concern this year. Our numerous safety drills that we conduct every school year were especially important this year and took on new meaning. The lesson from this year has been that our school safety and communications procedures have always been very good but they are now even better as a result of the thorough review that has been undertaken.

## **CURRICULUM AND INSTRUCTION**

From a curricular lens, our school has grown into one of the top schools around the world. In preparation for the WASC visit and in conjunction with our curriculum review cycle, our school has put in place key curricular parameters to ensure vertical and horizontal alignment throughout our school. These critical pieces of the curriculum puzzle ensure that each child at every level of the school is being assessed to our standards. To ensure that our grading practices are uniform, the school also instituted Round Table Scoring Sessions (RTSS), a thorough defined process where teachers come together to assess and discuss student cornerstone assessments. This type of internal moderation of student scripts is one of the aspects of our comprehensive assessment practices that ensures students are challenged and that our grading practices are fair, are directly tied into our standards and benchmarks, and that our school-wide grading practices are standardized.

Round Table Scoring Sessions have become an integral part of our assessment practices at our school. RTSSs came to be due to a very successful Curriculum Review in English during the 2006-2007 school year. After standards and benchmarks were selected and modified in order to suit our curricular needs, the Home Group chair implemented RTSS in the MS/HS for diagnostic purposes at the beginning of the following year. The scripts/prompts were selected and scored during the planned RTSSs. Critical dialogue regarding assessment, student achievement, and quality of task /prompt were addressed and discussed during these sessions. Variances regarding grading practices were also addressed so that standardization of

assessment practices was a direct result of the RTSSs. Also, critical data regarding students' strengths and weaknesses (linguistically, stylistically, literary analysis) were also discussed and strategies on ways to improve students skills in critical areas were discussed. For several years, RTSSs were the mainstay in the English Dept at MKIS.

After the extensive work done by the Home Groups during the 2010-2011 school year in regards to common assessments, it became evident that all disciplines were ready to engage in critical dialogue about assessment. In the beginning of the 2011-2012 school year, SMART goals were written at each division that addressed out Action Plan. One of the Professional Learning objectives for this school year was to support RTSS in each discipline and across our school and to provide much needed support and time for RTSS to occur. Time is of the essence at any school and since Assessment is and was a large overarching goal, it made sense to scaffold this initiative effectively and to provide teachers and leaders with time to choose the task, to decide on the rubric (in some cases to develop a departmental specific one of the common task), and time to meet to assess and discuss the selected scripts.

As of January 2012, all disciplines have engaged in critical dialogue during a RTSS. In the Elementary School, to support the Writing SMART goal as it deals with assessment, elementary teachers have engaged in English specific RTSSs. This is the first year a school wide English RTSS has occurred.

As a complement to our RTSS, the school has developed common assessments for each discipline at every grade level. The idea of common assessment is to ensure that there is curricular alignment both vertically and horizontally throughout our school.

At the MS/HS level, exams have been standardized for the past five years. At the elementary level, most cornerstone assessments have been standardized for that length of time at our school. Across the disciplines and throughout our divisions, the school has decided on and articulated the key assessment task by unit and by discipline that are essential to ensure student academic growth can present, through and development of skills and critical understandings (assessment of learning).

Due to the extensive work done last year in our Home Groups (the articulation of each discipline's common assessments), we have begun the challenging task of collecting student scripts for each of these common assessments. These collected scripts include video of students performing the tasks and whilst in some disciplines are paper based and therefore are in binders. We have collected student scripts for most of our common assessments and have chosen samples that represent high, average and low achievement. Our goal after all the scripts have been collected is to discuss the quality of the assessment (i.e. for improvement purposes) and to support student learning by providing exemplars of some of the assessments (excluding exams) to assist students to gain an awareness of that which qualifies as exceptional work based on the rubric used.

Much essential and important work has been done at our school over the last two years when it comes to curriculum, instruction, and assessment. The work completed this far surpasses what other schools are able to provide their students when it comes to assessment to standards and moderation of student scripts.

## **STUDENT SUPPORT SERVICES**

This has been a most successful and busy year for Student Support Services. This year additional faculty members have been added to both the Learning Support Services and Counseling Services. We now have four faculty members in Learning Support, serving students K-12! In the area of Counseling Services, the additional faculty member this year has been most beneficial, particularly in times when responsive services were required.

### **Learning Support Services**

Beginning with three Learning Support faculty members in August, the addition in October of a fourth team member, and the opportunity to serve Kindergarten students was most welcome news.

The continuous work of refining Learning Support practices in the Elementary panel, embedding the Dawn Reithaug research based resources into daily practice, refining current practices, and updating the Student Support Services Handbook to reflect those changes has been an ongoing focus. A goal this year has been to align the assessment practices of the Learning Support (LS) teachers, with the homeroom teachers. Using common assessments, increases the clarity of discussions and better informs decisions around student needs. Toward this goal, and in collaboration with the homeroom teachers, our LS teachers used the PM Benchmarks as the screening tool to identify students who would benefit from short term remedial support at the beginning of the year. These students, together with the long term students, who are supported with Individual Student Support Plans (ISSPs) formed the initial classes for Elementary Learning Support.

The referral process, whereby teachers identify students who may require additional support has been a well used process this year. Given the high number of referrals received by mid-October, the additional Literacy Support teacher was timely. Offering literacy support to the kindergarten students was welcomed by faculty and parents. The additional faculty member allowed time to effectively process referrals and provide additional service to a greater number of students within each grade. The focus on referrals this year enabled us to refine the practice, bringing greater consistency and transparency to the process. A part of this focus included a review of the short term delivery model. As cited in the School Action Plan, Goal 3, 3.1.3, a report was put up to document the model as of that date. However, through reflection and refinement of the model, and in light of the screening process, the number of referrals received and the requests for short-term focus groups, the short-term delivery model has been refined, clarified and revised.

Currently there are three ways for elementary students to access literacy support on a short term basis. The initial, beginning of the year screening provides information regarding students who are significantly below the expected reading levels. These students are brought into literacy support for several weeks to build specific skills. The second pathway to short-term support is through the referral process. While a referral does not automatically lead to short-term support, it commonly does. The third pathway to short-term support is through the inclusion in a focus group. From time to time a group of students may require additional support to acquire a specific skill, writing for example. Depending on the literacy support teacher's schedule, a block of time can be created to support a group to develop a particular skill. While all of these students access the required support, the access to the support can vary depending on individual needs.

The Home Reading Program was a great success again this year. This program began last year in grades 1, 2 and 3, and extended from kindergarten to grade 4 this year. This program provides a selection of books from our library, at the child's specific reading level, to the home each week. Parents find this a great help, and witness the difference daily reading makes to their child's progress.

The MS/HS Learning Support program continues to be a positive, supportive class, appreciated by both parents and students alike. The regular communication between the LS teacher and the students' other teachers is key to much of the success. This ongoing information and feedback ensures the LS teacher is able to best support the development of each student's skills in time management and organization.

Through ongoing reflections and refinements of Learning Support Services this year, in keeping with the procedures and protocols established in the Student Support Services Handbook, and ensuring changes have been reflected in the current Handbook, our practices continue to evolve to better meet student needs. Parent feedback has been most positive throughout the year.

### **English Language Learner Services**

The ELL Services Department of Student Support Services is comprised of six faculty members, five in the elementary panel, and one serving MS/HS. This year the high number of students requiring a significant amount of service called for some creative scheduling. The faculty shared grade groupings, and successfully met the students' needs. Previously it was a one teacher to one grade model; this year faculty shared grades and grouped students in order to balance low ELL class numbers.

Throughout the year ELL teachers worked closely with their grade team partners to align the ELL curriculum with the regular classroom curriculum. Scheduling was arranged to facilitate ELL faculty attendance at the grade team meetings. This alignment allows for the exchange of information, and helps to inform decisions regarding the transition from maximum ELL support to monitoring support within the regular homeroom.

This year, the ELL faculty has been involved in admissions testing, particularly the ELL screening of new applicants to the school. The IPT, Ideas Proficiency Test, has been the tool used for this purpose for several years. This screen no longer seemed to provide the clarity of results to serve our purposes. After researching various other screening tools, the ELL team is now testing out LAS Links.

Again this year, the ELL team spent time to screen the current kindergarten students in order to determine the ELL needs for the upcoming grade ones. A number of Teacher Referrals were received from the ELL teachers this year. Students who were not making the anticipated progress in ELL, who perhaps have an additional need beyond ELL, were referred and the ELL teachers took on the role of case managers. This was a positive process, and resulted in the development of effective strategies for those particular students.

Another focus throughout this year has been to begin the process of solidifying the exit criteria for ELL students. Exit criteria as stated in the current Student Support Services Handbook, indicates when a student is able to meet the minimum standards and benchmarks of the regular classroom, he/she will be transitioned to monitor status. The length of time a student needs to be monitored has been a focus of discussion in the Elementary, Middle and High School ELL team meetings, and with the Principals as well. Following the period of direct support, the

monitoring period is now one trimester in the Elementary School, and one quarter in the Middle and High school.

### **Counseling Services**

In School Year, 2011-2012, the addition of one Counselor has enabled the reorganization of responsibilities. K-3, 4-7, 8-10, 11-12 are the new division of responsibilities. This model has been effective and especially useful in times when responsive services have been required. This year the need for responsive services has been unusually great. Several significant events have required immediate responsive services.

The ultimate goal of the counseling program is student success. Counselors work as a team along with other faculty and parents to create a caring supportive climate, conducive to learning. Guidance lessons have been presented throughout the year to students in K-8 on a regular basis, and students in Grades 9-12 as needed. Second Step and Steps to Respect are two curriculum resources used to deliver lessons in three major units, empathy training, emotion management, and problem solving. With the older students topics such as internet safety, body image, bullying awareness and substance abuse have been addressed.

The counselors also work with students on an individual basis as well within small groups, addressing topics such as friendship skills, anger management, social and academic skills, supporting transitions of both entries and departures from the school. When conflicts arise between students, counselors provide opportunities to settle the conflicts and restore the relationships.

The High School Counselors provide a great deal of support in the area of career counseling and preparation, college relations, testing, and college advising. A variety of tests in preparation for post secondary and/ or required by universities, have been administered throughout the year. All 10<sup>th</sup> grade students took the PLAN test in October. For the first time, all 10<sup>th</sup> and 11<sup>th</sup> graders took the PSAT in October. 17 students sat the Step One testing in February. Additionally much time is spent advising students, parents and English/ Math teachers about the ACT, SAT and TOEFL tests. Results of the PLAN and SAT were provided to Math and English teachers to inform instruction.

144 universities and colleges visited M'KIS this year, an increase over last year. As of May, 2012, 195 university applications have been processed through the Counseling Office, and many offers of acceptance have been received from very prestigious institutions. In July 2011, the High School Counselor visited 20 colleges in Washington D.C., Virginia and Maryland. In September 2011, the High School Counselor attended the annual conference of the National Association of College Admissions Counselors in New Orleans.

Counselors spend a significant amount of time providing support for parents. Parents of students from KP to grade 12 share concerns regarding their children. One important means of addressing some of these issues is the annual offering of parenting classes. Love and Logic parenting courses are offered twice during the year. Once for parents of children from birth to age six, and the second, for parents whose children are age 7 through the teenage years. Each year, parent response increases.

## INFORMATION TECHNOLOGY

The 2011-2012 academic year realized a substantial number of infrastructure changes and improvements. Whereas the previous year's focus was on improving IT staff response to user issues, this year focused on improving the user experience at a deeper, less obvious level. Typical of these accomplishments is that users now need only one set of credentials to access all of M'KIS online offering. A more obvious example was the purchase of Aspen, a student information system designed to allow M'KIS improved student data management and reporting.

Below is a monthly summary of the various projects and tasks undertaken by the IT staff.

**Summer 2011:** A number of projects were assigned to the IT staff to be completed prior to the commencement of the 2011-2012 academic year. These included:

- Consolidation of all Apple products into the Elementary School. In grades 4 and 5 student iMacs (3 per classroom) were relocated to lower grades, replaced by MacBook laptops (4 per classroom). This resulted in all grades 1-5 displacing bulky and slow eMacs with relatively newer and lower-profile iMacs. Grades 4-5 realized a gain of 1 student computer, with the option of students being able to move the computers throughout the classroom.
- Consolidation of 22 MacBooks to a single distribution cart, limited to checkout only by Elementary School. On the booking system, the 22 MacBooks were listed as 2 sets of 6 and 2 sets of 5, allowing teachers to check out as few as 5 MacBooks to as many as 22.
- Completion of an online IT inventory database. This inventory now tracks all M'KIS computers, printers and document cameras, along asset numbers, current operating system and essential notations.
- Windows 7 Professional upgrades to all Windows PCs, including assigned notebooks. Notebooks of departing teachers were re-formatted and the operating systems freshly installed.
- 66 newly-purchased HP netbooks were purchased to expand mobile resources in the Middle and High schools. Netbooks were chosen for their favorable pricing, durability and ease of distribution. On the booking system, the 88 netbooks are listed as 5 sets of 12, and 1 set of 6.

**August 2011:** New rolling carts to facilitate distribution of netbooks were acquired. The cases are rugged and offer a variety of carrying/rolling options. This allows delivery to rooms without lift access. Additionally, the netbooks can be charged while in the carts, and chargers can be delivered to the destination. This results in less "maintenance" or charging time.

**November 2011:** M'KIS purchased a proper SSL (Secure Sockets Layer) Certificate for the Exchange/Webmail server. The certificate assures all web browsers and email clients that the site is legitimate, and prevents messages regarding site security.

**December 2011 - January 2012:** The holiday break saw some significant and long-overdue undertakings for IT. These include:

- End of service of a redundant LDAP (Lightweight Directory Access Protocol) server (Open Directory, running on an Apple Xserve). For the previous 4 years computer, directory and service authentication had been managed on one of two separate authentication servers, depending on the supplicant/client. This resulted in an enormous amount of account management by the IT staff. Authentication for all clients, directories

and services is now managed by a single Active Directory server, allowing users to use and remember a single set of credentials for all online services offered by M'KIS.

- End of service for Airzed, the ISP (Internet Service Provider) for the previous 5 years. This service was retired because of poor service, dropped connections and unresponsive customer support. Red Tone is now the school's ISP, and bandwidth with this company has been expanded from 5 MBS to 20 MBS. In conjunction with our 10 MBS (unmanaged) Unifi line, M'KIS now has 30 MB of available bandwidth.
- During the holiday break the IT team visited all classrooms and the M'KIS library to implement a "cable management" scheme whereby all electrical and data cables related to the IT infrastructure were properly separated and secured, with proper strain relief to protect all equipment and assure safety for students and teachers. Additionally, all classroom teacher and student computers employ a single set of administrator credentials.

**March 2012:** The Computers for Malaysia initiative donated an HP Pavilion computer to the IT office for use as a server for hosting a number of light-weight web services, including:

- A new, upgraded lab and mobile computer reservation system (MRBS) to be implemented for the 2012-2013 academic year.
- The existing M'KIS IT inventory database.
- An updated MYMUN school registration database and website.
- A new curriculum management software and website, to be implemented throughout the 2012-2013 academic year.

This server also provides dual monitor outputs which allows the IT department to show active screens of our Nagios server monitoring site, the IT help desk and a real-time display of Internet bandwidth usage.

**April 2012:** Initial steps in the implementation of Aspen, the school's new student information system. These steps included:

- Evaluation of all student data-related forms to be considered for inclusion in the Aspen SIS.
- Purchase and configuration of a new Windows Server 2008 computer to host Aspen.
- Identification of key personnel to whom specific roles in administering Aspen will be assigned.
- Initial export and upload of Rediker to the school's mirror Aspen server in Boston, for testing of data conversion.

**May 2012:** Aspen continued to be the primary focus of IT outside its normal scope of work. Other accomplishments include the retiring of 2 XServe computers, with the eventual aim of retiring a third in the coming year.

The new M'KIS website is nearing completion and is expected to be published in late June or early July.

**June 2012:** Aspen continues to progress as follows:

- The server is prepared, while a "mirror" server is converting data.
- Linda Oh is responding to data analysis from the X2 developers.
- Forms, or, henceforth, reports, are being prepared for upload to Aspen. Using our in-house collaboration/project management site, all forms submitted for inclusion are

available. As forms are finalized, they enter the queue via Pandora, Aspen's FTP server and ticketing software.

- Our initial feedback from Aspen on data integrity is positive, which portends well for a quick conversion.

## **MIDDLE SCHOOL/HIGH SCHOOL**

### **Student Achievement & Academic Testing**

Our Grades 6-9 students were administered the ITBS/ITED exams again this fall. Our students again performed significantly better than the North American averages in all tested categories. An increasing number of our Grade 10 students are taking the ACT Plan test which is designed to assist them in understanding their skill sets and interests. Most of our Grades 11-12 students still take the SAT college admissions test but an increasing number of students also take the ACT test for college admissions. Both the SAT and ACT are geared toward admissions to North American colleges and universities. We continue to conduct common assessments in all core subject areas and semester final exams for all High School students except the Grade 12 students who take the IB Mock Exams in February and the IB final exams in May. We also conduct semester final exams for our Grade 8 students during their second semester. Our students continue to be very competitive with the very best international schools in Southeast Asia. Our smaller, stronger community focus has served us well in providing a very high quality and personalized education to our students. We have had students from the Class of 2012 accepted into top tier colleges and universities such as Babson, Boston College, Claremont McKenna, Eastman School of Music, Georgetown University, Penn State, Purdue, the Universities of California, Indiana, Illinois, Minnesota, and Washington, as well as many other outstanding colleges and universities in North America and Europe.

### **Activities**

We continue to provide many programs which support our students' interests and needs. We offer both league and non-league sports that our students participate in during the three sports seasons each school year. We have numerous After School Activities (ASAs), general clubs, and service oriented clubs for the older students. Some of our more popular after school clubs/programs are Chess Club, Model United Nations (MUN), Malaysia Global Outreach (MYGO), and Computers for Malaysia (CFM). We also have many outstanding and talented students who participate in our music, dance, art, and drama programs both during and after school hours.

### **Administrative Support**

Our administrative support was very good this year. Our support staff members are increasingly better trained in their respective areas. Additionally, their increased longevity in their positions adds to our overall experience levels. This year, the Assistant Principal was able to serve again in a .8 FTE administrator role, teaching only one class (IB TOK). This is the first year that our secretarial staff at the middle-high school has been fully staffed by the same staff for the entire year. This is a huge plus and as their experience levels increase the quality of our support also has improved.

## **Communications & Technology Support**

Our current array of communications continues to serve us very well and we have continued to supplement and improve upon it and how it is deployed during the school year. Our weekly Administrative Council meetings, weekly Counseling meetings, weekly LINK articles, weekly Faculty News, Daily Student Bulletins, monthly Head of Departments and Faculty meetings provide valuable communications conduits for our staff operations. In addition, this year we have done a much better job of conducting weekly post Administrative Council follow-up meetings at our level with a weekly Middle-High School Administrative Team meeting after school on Administrative Council meeting days. These meetings include the Principal, Assistant Principal and IB Diploma Coordinator. We have continued to hold our monthly Middle-High School Parent meetings and are in our second year of conducting monthly Parent Grade Level Representative meetings which continue to be a very effective communications medium. In our High School classrooms, Moodle is used as a valuable internet communications platform for classroom interactions (teacher to students). This year, during a portion of our Professional Development (PD) time, every Middle-High school teacher was tasked with setting up an online presence for classroom communications using a Moodle, a wiki, or a blog format. This initiative proved to be very successful and pushed our staff forward in their understanding and use of technology to support their classrooms. We still use ADMIN PLUS and other Rediker systems such as EDLINE to manage our discipline, attendance, and student grade data. We have used this system for more than seven years and at the moment, we are transitioning to a much better, more modern and user friendly system called ASPEN which will be in place at the start of the next school year (SY2012-13).

## **Community Service Programs**

We completed a major reorganization of our important service program structure which has served us very well this year. These service programs serve our Middle School, High School, and IB Diploma students' needs for meeting CAS hour requirements and also supporting our students in fulfilling our school goals (ESLRs). The reorganization recognizes that our After School Activities (ASAs) support the needs of our younger (Elementary and early Middle School) students and our service programs better support the needs and school goals for our older (Middle and High School) students. This reorganization added important structure and process to our previously disconnected service programs. Claudia Fidalgo, the new Coordinator this year, and the many staff service advisors did an outstanding job of bringing more and better service opportunities to our students while greatly increasing positive recognition of M'KIS throughout the community.

## **Heads of Departments (HODs)**

Our HOD leadership has been very strong this year. There are no changes to our HOD roster for next school year. I am confident that this consistency will support a very smooth transition for our new staff and our entire school going into the new school year.

## **IB Leadership**

Nick Fletcher is completing his first year as our IB Coordinator and, as our most experienced IB Coordinator in our school's IB history, he has brought a sharp focus and strong leadership to our IB program that is already producing marked improvement in program processes and I am confident will reflect clearly in our students results within the next two years.

### **Malaysian Study Trips**

Thierry Fourmond has just completed his second year as the Malaysian Studies trips coordinator. He continues to make significant improvements to the trips through his sound organization and fiscal management practices. He has been able to improve the existing program activities and add new activities while reducing the cost of the programs. This he has accomplished while the program has grown in size due to increased middle-high school enrollments. Thierry has already completed approximately 80 per cent of the necessary coordination for next year's trips.

### **Model United Nations (MUN)**

Our school hosted the 9<sup>th</sup> Annual Malaysian Model United Nations Conference (MYMUN) this year with more than 380 participants representing 17 different schools from around Asia. This was Heather's last year leading our MUN program and her tenure has been one of continuous improvement and moving our students and this conference to a level of international recognition as a top quality program and conference. Heather will move on to the important school position of Curriculum Coordinator, and no doubt, make many more significant contributions to our school in different ways next year. She will be greatly missed by the entire MUN community but to her credit she has well-prepared the incoming leadership of MUN to continue in her footsteps and the program will continue to uphold the high standards Heather has set. Once again, this year, our students participated in numerous major MUN conferences all around the world and were selected for a record number of leadership positions at THIMUN Singapore and at the Hague. Another banner year for our MUN students!

### **Parent Involvement**

Our parent involvement was excellent again this year. Even though we have mostly new parents involved with leading our Parent Association, they did an excellent job and were very reliable partners with us in providing support for many of our school programs. The Middle School Midnights for our Middle School students were exceptionally well run by our PA parents this year. Our parents attend our meetings held for them and consistently give us great feedback on our programs (likes and dislikes). They attend parent-teacher conferences and communicate very well with their student's teachers. Our parents are very active on all joint committees such as the Grade 8 Dinner and Graduation. They contribute many hours of work towards these school endeavors, as well as their outstanding support for our sports, music, drama, and other arts programs.

### **Professional Development (PD)**

As might be expected this year with our WASC Accreditation visit in March, much of our PD time was devoted to WASC preparation, and all this work definitely was very worthwhile. We did also spend many of our Wednesdays after school PD hours focused on several other areas. We supported each Middle-High school teacher in developing an online presence through Moodle, a wiki, or a blog that supported their classroom curriculum management and communications with their students. We spent considerable time working at department level on Round Table Scoring sessions to strengthen and increase consistency in our assessment practices. We also spent three afternoons on a book study of Mike Schmoker's text, *Focus*, which focuses on doing the teaching basics better. Finally, in the last month of school, we conducted a thorough review of our grading procedures across all departments and grade levels to ensure consistency and fairness. Our PD was very well planned and conducted, and focused on very relevant topics this school year.

## **Sports**

All of our sports teams had very successful seasons with our students earning the benefits associated with participation in Middle and High School sports. It was also nice to see so many of our sports coached by our own staff this year. Some years this has not been the case. We again had some great individual achievements in all our sports. In some of our sports, such as swimming, volleyball, basketball, and touch rugby, we had teams win or place very high in their local league competitions and at the regional SEASAC championships.

## **Student Enrollment**

Our Middle-High School continues on a path of slow but steady growth. We peaked out this year in March at 1023 students in the school. As the roll-up of larger classes continue, we expect our next year's Grade 10 student enrollment to increase by approximately 20 students and our Grade 9 student enrollment to increase by approximately another 12 students. These growth predictions take into account known student departures from our school for next year but do not take into account any unforeseen economic or political changes.

## **Student Leadership**

Our Middle and High School student councils have had a very good year in promoting student programs and school spirit. We had new advisors at both the Middle and High School levels and all of these advisors will return to these positions next year providing for some excellent continuity in these programs. The High School has already conducted student leadership elections for next school year and the Middle School will do so early next fall when school starts up. Once again, we had several High School student council members attend a student council workshop this school year with student council members from other international schools which was very helpful. We are still discussing the possibility of hosting such a conference at our school next year.

## **ELEMENTARY SCHOOL**

### **Professional Development**

Teacher professional development was tied to our school-wide professional SMART goals that were set at the beginning of the school year. Over the course of the school year teachers worked together to align their thinking regarding the Writing Process and 6 Traits Writing as well as monitor student progress by administration of three writing assessments over the course of the year using a common writing prompts. PD activities included Round Table Marking sessions, development of student friendly rubrics, identification of student exemplars and participation in a school wide writing project.

In November, the Teacher Assistants were provided regular sessions of professional development as well. Topics included sharing effective strategies, expectations regarding discipline, and two Information Technology workshops.

The professional development plan for this academic year had two areas of focus aside from WASC. These were:

- Improved student writing through the alignment of practice and teacher efficacy with "6 Traits Writing" (27% increase).

- Clear and transparent communication with parents by teachers using classroom Blogs. The focus of the work was alignment of practice and quality of presentation across grade levels.

All classes in grade Kindergarten to Grade 5 completed the final of three common writing assessments that took place over the course of this academic year. These were used to track student progress and also to be used to ensure school fidelity to our school-wide Professional Goal #1 for the Elementary School. A 10% increase in student achievement for 6 Traits Writing was set. This final assessment gave data to support a 27% increase.

### **Family Writing Project and Author Visit**

In the first term, all students in the Elementary School from KP to Grade 5 wrote, illustrated and professionally published a book titled, the "*Elementary School Family Writing Project Mont'Kiara International School 2011-2012*". The kick-off for this project was a presentation by author David Greenberg and copies of the book were available for purchase before the Christmas Break.

### **Teacher Blogs**

All Home Room Teachers and Specialist Teachers have created blogs that are used for parent communication. A Professional Development focus for this year was to have all blogs contain at least a minimum of features so that there is alignment across the school. Teachers are free to enhance their blogs as they see fit with further enhancements encouraged. In efforts to increase parents' response to the survey and to get their perception of effectiveness of the blogs, we did a pre and post Survey that was sent out to the community in September 2011 and was resent in May 2012. Significant growth was shown in both the areas of engagement in survey itself (6%) and perceived effectiveness (88%). Blogs will continue to be maintained with the growth in features encouraged into the next academic year. This learning was greatly supported by our IT Facilitators.

### **Assemblies**

The Elementary School had six assemblies over the course of the year. The themes and times for these were:

- |    |           |   |
|----|-----------|---|
| 1. | August    | Welcome to MKIS                                 |
| 2. | September | Madeleine's Children Fund                       |
| 3. | November  | Habitat for Humanity and ES Performance Preview |
| 4. | January   | Turtle Week                                     |
| 5. | April     | Earth Week                                      |
| 6. | June      | End of Year Farewell                            |

Students in the Elementary School had numerous opportunities to be involved citizens. They participated in raising money for cancer research through Madeleine's Children Fund. They learned about the plight of the Malaysian Tiger and the sea turtle and raised funds for WWF. Some participated in the Helping Hand Group where they visited a local orphanage on several occasions over the course of the year. They supported Habitat for Humanity, Project Cambodia, animal shelters, powdered milk drive, food drive and toys and clothing drives. They also learned about their responsibility to the earth through focused instruction in their classroom, environmental waste reduction projects for their classes and the canteen and a school assembly that focused on this.

## **ES Production of “Jungle Book”**

The Elementary School put on a production of the Jungle Book this past fall with the cast being drawn from our Grades 4 and 5. Using the model of the MS/HS productions of past years, advertizing, choreography, choral, acting, costumes and set design was all done to a high standard and both shows were sold out.

## **Concerts**

There were two sets of concerts - one just before Christmas Break and one at the end of the school year. Each set saw an ECE concert, a Grades 1 and 2 concert, a Grades 3 and 4 concert and finally a Grade 5 concert. All were outstanding and showed a wonderful growth in skill from the beginning of the year to the end. They were a great celebration of the student learning.

## **EARCOS**

A large number of the Faculty attended the EARCOS Conference in March in Bangkok. It was an excellent professional development opportunity providing teachers with time for learning and sharing with educators from across South East Asia.

## **WASC Accreditation Year**

Staff participated actively in the many activities leading up to the WASC visiting team coming to the school for a week in mid-March. The reflection and learning that this afforded the faculty made up a part of the Professional Development for this school year.

## **Showcasing Student Work**

The faculty has taken many and varied opportunities to showcase the work of the students. These include bulletin board displays, art installations throughout the school, student performances and demonstrations, The Family Writing Project, and music concerts. Students of every age are given many opportunities to develop their presentation skills and oral language skills.

## **Grade Level Alignment**

Another strong focus of Faculty work this year was to align practice across the grade level in delivery of curriculum, assessment and reporting. This was enabled through clearly communicated goals, focused professional development and common planning time to allow teacher collaboration and sharing.

## **Student Council**

The Student Council, made up of representatives from both the 4<sup>th</sup> and 5<sup>th</sup> grades, accomplished several projects this year. They started out the year supporting the clearing of plates and the appropriate disposal of garbage in the canteen. They then worked to lessen the noise in the halls during student entrance and exit, particularly over the lunch time. They worked with the environmental groups in the school to educate the students about the need to recycle, both in their classrooms and in the canteen. Finally they looked at student activity during recess time and encouraged healthy and cooperative play through the scheduling of facility use (i.e.

basketball and four square) as well as providing equipment (skip ropes, balls etc.) on loan for the recess times to students.

### **Student Support**

The three areas under the Student Support umbrella are Literacy Support, English Language Learners, and Counseling. This department has continued to do a wonderful job of meeting the individual learning, social and emotional needs of our students.

### **Physical Activity**

The students had many extra opportunities to participate in physically active events throughout the year. There was a swim carnival, track and field meets and cross country, school team opportunities and ASAs, dance (Lion; Dance-a-thon) and performances, and the Field Day at the end of the school year.

### **Enrolment**

Enrolment grew to a high of 555 students this year.

### **Faculty New to M'KIS**

We had 16 new faculty teacher members in the Elementary School this year. All proved to be excellent additions to our school. We were also able to hire an additional 5 Teacher Assistants to support our Grade 1 and Grade 2 programs and this new faculty has been a real help to us.

### **Home Room Teachers and Specialist Teachers**

The teachers that work with our children every day are of the highest caliber. They conduct themselves with professionalism and skill while ensuring that every child feels safe and valued. They thoughtfully plan and execute curriculum that meets the needs of the many different learning styles that the students present to us. They go beyond simply teaching curriculum to counsel, advise, cajole, commend and encourage the students through life's challenges and successes. They work hard at connecting with parents and each other to ensure the best learning environment that we can provide.

### **Transition Activities**

A number of programs have been implemented over the course of the year to ease student transition both into the school and when they leave the school. These include Counselor interviews on arrival, lunch bunch sessions for students new to the school and those leaving, a parent meeting for students going to middle school outlining the activities that students will engage in, and finally our Welcome to ECE Orientation that helps students that are new to the school in KPA and Kindergarten transition in for the up-coming academic year.

## **ACTION PLAN FOR 2011-2012 ACADEMIC YEAR**

The Action Plan, conceived in June of 2010, was intended to take the school through two (2) academic years and all of the necessary Action Steps have been completed on time.

Four major components made up our 2011-2012 Action Plan (revised from the 2010-2011 Action Plan):

1. Supporting Continuous Improvement in Curriculum and Instruction
2. Achieving Organizational Effectiveness
3. Strengthening Student Support
4. Ensuring Clear and Transparent Communication

### **Action Plan Goal 1: Supporting Continuous Improvement in Curriculum and Instruction**

*Action Plan Goal: Continuously improve curriculum and instruction practices so students will achieve all Expected School-wide Learning Results.*

Rationale for Goal: Through community-wide discussion, administrative observations, and anecdotal input from staff, parents, and students, we recognize curriculum and instruction must always be a part of every year's action plan. Continuous review and improvement are essential in order to be responsive to the needs of all learners.

*ESLRs Addressed: Academic Achievers, Critical Thinkers, Effective Communicators, Involved Citizens, Self-Directed Learners*

#### *Curriculum and Instruction*

<b>Action Step</b>	<b>Status</b>
<b>1.1 Utilize multiple measures of assessment to drive instruction, resources and planning.</b>	
1.1.1 Consistently utilize disaggregated data from multiple measures to inform instruction (e.g. common assessments, summative unit tests, anecdotal notes, normative-based assessments, portfolio assessments, IB assessment results).	Ongoing
1.1.2 Follow and update the specified annual curriculum review cycle.	Completed
<b>1.2 Update the articulation of the following on all curriculum maps: essential questions, standards and benchmarks, integration, differentiation strategies, and assessment strategies.</b>	
1.2.1 Provide instruction and models for new faculty to ensure consistency in curriculum map documentation.	Completed
1.2.2 Update & analyze curriculum maps and other documentation for vertical alignment.	Completed
1.2.3 In-service faculty through focused professional development modules linked to <u>Assessment That Informs Instruction, Science, Physical Education and Health</u> .	Completed
1.2.4 Review and improve upon consistency of grade reporting as it relates to consistency and timelines.	Completed
1.2.5 Review grading policies and procedures for Middle School; review grading policy and procedures for High School.	Completed
1.2.6 Develop criteria for IT integration and study issue of minimum levels of participation by teachers with respect to the authentic integration of IT into classroom initiating KP – G12.	Completed
1.2.7 Refine marking rubric for Elementary School writing assessment.	Completed
<b>1.3 Conduct WASC Focus On Learning Self-Study</b>	
1.3.1 Home Groups finalize their reports.	Completed
1.3.2 Focus Groups analyze/synthesize data from Home Group Reports.	Completed
1.3.3 Create a school-wide action plan using Focus Group findings.	Completed
1.3.4 Review the proposed Action Plan with stakeholders; adjust as needed and adopt new plan.	Completed

1.3.5 Establish an ongoing follow-up process to monitor implementation of the school-wide Action Plan.	Completed
1.3.6 Compile all components and publish the M’KIS Self-Study, inclusive of the new Action Plan.	Completed
1.3.7 Plan for Visiting Team’s visit.	Completed

## Action Plan Goal 2: Achieving Organizational Effectiveness

*Action Plan Goal: Improve organizational effectiveness to enable students to achieve all Expected School-wide Learning Results.*

Rationale for Goal: Due to changes in administrative responsibilities for the 2010-2011 academic year, as well as an increase in student population, a review of current procedures will continue to support student accomplishment of all ESLRs through: further support of student safety, improved IT strategies, and a greater degree of accountability for faculty.

*ESLRs Addressed: Academic Achievers, Critical Thinkers, Effective Communicators, Involved Citizens, Self-Directed Learners*

### Organizational Effectiveness

Action Step	Status
<b>2.1 Refine safety and security procedures.</b>	
2.1.1 Continue to refine procedures for all fire/evacuation and ‘lock down’ drills.	Completed
<b>2.2 Refine and update the Technology Plan within the limitations imposed by the infrastructure of the host country.</b>	
2.2.1 Monitor and review the need for variations in IT resources for annual acquisition under the current IT plan (e.g., subscriptions, hardware, software).	Completed
2.2.2 Review integration strategies used with grade levels and within content areas to determine the most effective use of time and resources.	Completed
2.2.3 Update the IT Plan in order to guide strategies and resource purchases through the year 2015.	Completed
2.2.4 Monitor to determine coverage of all specified ITL Standards and Benchmarks.	Completed

## Action Plan Goal 3: Strengthening Student Support

*Action Plan Goal: Through a strengthening of student support services, After School Activities & Athletics, all students will achieve all Expected School-wide Learning Results.*

Rationale for Goal: Following previous years’ work toward the establishment of a more formalized Student Support Services philosophy, policy, and parameters, it will be important to ensure consistency in follow-through by all faculty and administrators. It is also time to review our Athletic and ASAs, and other areas of student support to ensure continued strong support for all students.

*ESLRs Addressed: Academic Achievers, Critical Thinkers, Effective Communicators, Involved Citizens, Self-Directed Learners*

### Student Support

<b>3.1 Achieve consistency in all KP-12 Student Support Services (ELL, Learning Assistance, Counseling Programs)</b>	
3.1.1 Review Student Support Services Handbook with particular emphasis on exit criteria/timeline for ELL students.	Completed
3.1.2 Review testing/Assessment materials utilized by Student Support Services personnel, such review to include the Maps Program and the ITBS.	Completed
3.1.3 Review short term delivery model in Student Support Services.	Completed

<b>3.2 Review human resource needs to determine the need for variations in schedules or for proposals for additional positions.</b>	
3.2.1 Conduct an analysis to determine the need for additional support staff (e.g. secretarial, assistants, etc.).	Completed
<b>3.3 Further develop procedures and consistency of follow-through for all Athletic, ASA Programs, and advisory positions.</b>	
3.3.1 Ensure consistency in all procedures and processes related to athletics and after school activities.	Completed

#### **Action Plan Goal 4: Ensuring Clear and Transparent Communication**

*Action Plan Goal: Through a process of clear communication, students will be provided a learning environment whereby they can achieve all Expected School-wide Learning Results.*  
 Rationale for Goal: Through administrative observations and anecdotal input from staff, we recognize our current channels of communication are not yet being utilized consistently. We will need to restructure systems to support ease of communication as well as striving to share data in a timely fashion.

*ESLRs Addressed: Academic Achievers, Critical Thinkers, Effective Communicators, Involved Citizens, Self-Directed Learners*

##### *Ensuring Clear and Transparent Communication*

<b>Action Step</b>	<b>Status</b>
<b>4.1 Ensure consistent and effective communication</b>	
4.1.1 Consistently apply procedures for publishing agendas and seeking input prior to formally scheduled faculty meetings.	Completed
4.1.2 Ensure timely publication of minutes of all faculty meetings listed in Step 4.1.1 as well as Teacher Dialogue minutes.	Completed
4.1.3 Consistently apply procedures for publishing agendas and publishing minutes of all ES Team meetings and all MS/HS Grade Level and/or Department meetings.	Completed

### **ACTION PLAN FOR THE 2012-2014 SCHOOL YEAR**

The revised Action Plan for the 2012-2014 school year is attached as an Appendix to this document. It continues our focus on school improvement and reflects the findings of our Focus on Learning Self-Study and the Report of the WASC Visiting Committee.

#### **Accreditation Renewal**

The 2011-2012 school year was an important one for Mont'Kiara International School. Specifically, as we entered our 18<sup>th</sup> year, the school was coming to the end of a cycle of accreditation while at the same time we were preparing for a new term of accreditation. Parents will recall that our school is accredited by two of the most prestigious accrediting agencies in the world, specifically the International Baccalaureate Organization (IBO) as well as the Western Association of Schools and Colleges (WASC). It was our WASC accreditation that was due for renewal in 2012.

In addition, M'KIS is fully qualified by the Malaysian Qualification Agency and regularly participates in the school evaluation process of, and receives the highest of honours from, the Malaysian Ministry of Education. The Ministry made its triennial visit to our school in May of 2012 and we are awaiting the results of that adjudication.

As Head of School, I believe that it is critically important for our school to regularly engage in a process of introspection, reflection and reflective practice. That is how educational institutions continue to improve.

As important as are the above processes of introspection, reflection and reflective practice, it is also very important to periodically subject our programs, our philosophy, our services and our Expected Schoolwide Learning Results (ESLRs) to critical review by an independent third party. Fundamentally, accreditation is a signal to all parents that the school to which they send their children is a trustworthy school, a school with the highest of academic standards and a school that pays attention to the learning needs of the whole child.

Such independent third party adjudication assures parents of quantifiable and verifiable quality set against measurable external standards. I believe we owe that to you as parents. We certainly owe that to our students. And, as professionals, we owe that to ourselves since all professionals have an unremitting duty to continue to improve their professional practice.

Schools that do not engage in such accreditation efforts are missing, at best, a wonderful opportunity to improve pedagogic practice. At worst, they may be falling prey to mediocrity or declining standards. Our school has a commitment to excellence at to meeting the highest of external standards so that our students are assured of maximum benefit.

At the beginning of the 2010-2011 school year, our school began a very extensive Self-Study process, such Self-Study being guided by the criteria set by the Western Association of Schools and Colleges. M'KIS hosted the WASC Visiting Committee during March of 2012. All faculty and staff were involved in the process, and our Leadership Team, chaired very capably by Amy Sholdt, did an excellent job of undertaking a very detailed Self-Study. The six (6) member Visiting Committee, itself co-chaired by an experienced Head of School from Hong Kong and a former Superintendent of Schools from California, was very complimentary indeed about our school, its programs and the quality of our student outcomes. In its final report, the Visiting Committee wrote several commendations of which our school should be justly proud. A copy of the Report of the Visiting Committee is available in the Library.

Because I serve as Chair of committees that evaluate other schools in the Southeast Asia region, I have a good sense of evaluation reports and what they contain. Our school, I can tell you unequivocally, did very well indeed.

In its general comments, the WASC Visiting Committee wrote:

“The Mont’Kiara staff and administration are commended for the thoroughness in the preparation of the Focus on Learning document. The Self-Study document was completed in a manner consistent with the key outcomes of the self-study process. There is much evidence that the Focus On Learning process was completed with all stakeholders involved. It is clear that the school took seriously the school improvement process as outlined in Focus On Learning.

### **Schoolwide Areas of Strength**

1. M'KIS is a reflective school community that has embraced the self-study process. Stakeholders consistently indicated the positive impact the self-study process has had on the school community. It has generated positive, professionally enriching discussion amongst teachers and administrators as well as cultivating a sense of pride and achievement in the work they have completed.

2. The strong sense of commitment from the Chairman of the Board of Directors and the Head of School to ensure that the Mont'Kiara International School provides an outstanding educational program to the students it serves.
3. The dedication and commitment of the school administration, faculty and support staff to improve the schools instructional program and student achievement – as evidenced by the comprehensive Self-Study document and the significant progress made since the last Focus On Learning Self-Study.
4. The school has excelled in integrating a focus on the ESLRs as the basis for designing the instructional program. ESLRs are more than statements on paper. Students, staff and parents are all familiar with the ESLRs representing what the school wants all students to know, understand and be able to do. There is an intentional emphasis on aligning the instructional practice to the ESLRs and assessing student achievement of the ESLRs.
5. The M'KIS parents are actively engaged in the school, share a sense of community, and are a valued resource. Parents support, respect and appreciate the support staff, teachers, administration and Head of School for their efforts to build a positive learning environment for all children attending M'KIS.
6. The administration and staff are developing a multi-faceted assessment system utilizing both formative and summative evaluation strategies (including, but [sic not] limited to, standardized tests, common assessments, examination of student work, and student portfolios). Regular meetings of staff within and across grade levels to review and discuss the implications of various assessment take place with a goal of using assessment to inform instruction.
7. The school is very effective in providing a wide range of support services for students including ELL, Learning Support, counseling services, and physical health services. In addition, support for new student orientation and divisional transitions include a wide variety of strategies and activities.
8. The use of IT across the school community is clearly supporting the work of teachers, students and parents, as well as the school's administration. Students and teachers' access to and use of instructional technology continues to increase. The school's use of technology is well integrated into the instructional program at all levels. There is significant evidence that students are trained to use technology as a tool to support their learning from KP through 12<sup>th</sup> grade.
9. M'KIS has a wide range of co-curricular and extra-curricular activities including After School Activities, sports, and community service programs designed to enhance students' learning experiences. In addition, there are many opportunities for students to develop leadership skills through participation in activities such as Honor Societies, Students Council, buddies, MUN, Helping Hands, Peer Supporters, Peer Tutoring, etc.

10. The physical campus is safe, clean, well maintained and supports the teaching and learning process.
11. Across the school, there is clear evidence of structures designed to encourage collaboration and the involvement of staff in the pursuit of improved student learning. The professionalism and collegiality among the staff at Mont'Kiara is very strong and allows the school to move quickly in a positive, unified direction.
12. The culture of Mont'Kiara International School is characterized by values that support a caring and nurturing environment for students and their families. The school's leadership and staff embody these values in their daily interactions with students and parents. There is a visible sense of belonging evident throughout the classrooms and across the school campus. The school climate is extremely positive."

I am pleased to report, to the entire school community, that the Accrediting Commission of the Western Association of Schools and Colleges has adjudicated our Self-Study. M'KIS was successful in the accreditation renewal process and such accreditation status covers the time period from July 1, 2012 to June 30, 2018.

To have our school be seen as a trustworthy school, and to have that trustworthiness validated by professional, independent, third party adjudicators is a feather in the cap of our Board, our faculty, our support staff, our parents and our students.

I have many times said that Mont'Kiara is amongst the finest, if not the finest, school of its type in Southeast Asia. That assertion has now been acknowledged and validated, very clearly and unequivocally, by the WASC Visiting Committee.

By any measure one chooses, Mont'Kiara International School provides an education which is of the highest standard. As Head of School, I am extremely proud of those high standards and that they are met, time and time again, on a daily basis.

### **CONCLUSION**

I have indeed been blessed, during my tenure at M'KIS, to have had the opportunity to work with an excellent Administrative Team. That team has been very successful at leading the M'KIS Community this year, and its accomplishments are due in no small measure to the efforts of each team member: - Ms. Fran Burns-Munro - Coordinator Student Support Services; Mr. Gary Melton - Principal, Middle School/High School; Mrs. Deborah Chisholm - Principal, Elementary School; Ms. Jasna Finlay - Coordinator, Curriculum Support Services. Please accept my compliments on a job well done. I am so very proud of our Faculty as well. Each is a stellar teacher in his or her own right; together they comprise, quite frankly, one of the finest individual school faculties with which I have been associated in my 41 years in education and in my 36 years as an Educational Administrator.

The 2011-2012 school year was an excellent one for the M'KIS Community. 2012-2013 promises to be even better.

I will close with the same words I used in an earlier State of the School Report. You have my assurance that the Administration and Faculty of the school will continue to address issues carefully, thoughtfully, sensitively and respectfully. As a human service organization, it is important to continually underline that it is not always possible to accede to every request that comes to it. Nor is it possible to placate every interest group that would like us to adopt

particular procedures and/or policies. Schools do not turn out widgets, nor do they manufacture handphones, car parts or barrels of oil. We deal on a daily basis with the most precious commodity imaginable - children. We cannot operate a school as we would operate a factory. My role at the school is to attempt to insure that decisions taken are consistent with good educational practice and are in the best interests of children. Insofar as those decisions can benefit individual interest groups, and thereby benefit the whole school, then we are happy to oblige. We are ever mindful that, on a daily basis, a school is comprised of thousands of personal interactions. At M'KIS, on a daily basis, we are called upon to deal sensitively the interests of more than 1000 students, over 150 faculty and staff, various Malaysian statutes, the Ministries of Education and Immigration, the legitimate concerns of over 500 parents from in excess of 50 different countries and, notably, the policies of the Board of Governors and the Board of Directors.

Our success as a school relies upon the efforts of many people working in harmony .... Students, Parents, Parent Association, Faculty, Support Staff and Administration.

I want to conclude by once again giving a big thank you to all those who in anyway contributed to the success of our school during the 2011-2012 School Year.

Thank you.

Respectfully submitted,



Walter C. Morris  
Head of School