



From the Principal

Mr Simon Leese



has recently announced it will not recognise schools under the BSOi standards, for purposes of staff training and qualification to UK requirements. It has been controversial, and a disappointment to schools which not only are more than capable to providing outstanding training and staff development, but which embrace local legal and cultural positions. At POWIIS we carefully consider just how 'British' we want to appear - of course the UK education system is held in high regard around the world, and we believe we offer this with a truly international outlook, suited to the hopes and aspirations of our students but without compromising the varied cultural backgrounds which make up our community. The COBIS scheme values that diversity.

How do we want to be?

As we prepare for the inspection of the school in October under the COBIS Patron's Accreditation Scheme, other matters of school inspection principle have been in the press. The UK Dfe (Department for Education) issues what are called BSO standards (British Schools Overseas) which are heavily referenced in the COBIS scheme. A problem arises where the standards expect overseas schools to accurately reflect British norms and values. Consequently a BSOi version was created, allowing more flexibility in matters where British norms conflict with local mores, and even legal positions. The Dfe

Another part of the inspection process is full documentation, and a lot can be judged about a school by how it expresses itself. Explicit statements of 'rules' and behaviours are initially easy to understand and some may think essential - it would appear clear 'do's and 'do not's' make sure everyone knows what is what. Unfortunately, such lists are never exhaustive, and sooner or later something tests the detail. If it's not on the list of 'do not's', it must be alright. So strangely, more implicit rather than explicit expectations are stronger - if people understand the spirit of what is intended, the detail is unnecessary. For example, a sign saying 'keep off the grass' may be explicit and clear but 'please stay on



the path' is less aggressive and achieves the same result. A step further might be 'please keep our gardens beautiful' which asks much more of the reader. In schools, 'You may not use bad language' leads to arguments about what words were used, in what tone of voice and what was intended - but 'Please treat everyone with respect' throws a clear expectation on the individual to behave well - in all ways.

Implicit is much stronger than explicit. Strong schools move effortlessly from a culture where explicit rules are necessary to one where everyone understands what is expected without it needing to be spelled out. There will always be differences of view, but an individual's willingness and ability to embrace implicit values says very much more about them than those who merely follow the rules.

And what about the rebels? If you break a rule, that is the end of the issue - a sanction usually follows. But if you *(continued on pg2)*

Photo Gallery - Year 12 Futures Week



(From the Principal Cont.) really want to effect change, argue the implicit - it may be strong and resilient, or it may be time for change.

Exam results and explicit expectations. Becoming a young adult is about understanding and valuing the implicit. ☉

Junior Sports Leadership Award

Mr Liam Streat



On 12th June our JSLA students help to run the St Christopher's International Primary School (SCIPS) sports day for years 5 and 6 at the Universiti Sains Malaysia (USM) stadium. Again the students were excellent and received great reviews from the SCIPS staff and students. Another 3 hours of leadership under our young leaders' belts! Well done and thank you to the leaders involved who were:

Wei Thong Tang, Qi Le Lim, Zhao Liang Teh, Gabriel Loo, Hian Hui Young, Darrell Tan, Jian Xi Teh, Jade Ryan, Ziquan Low, Shawn Wei, Yu Chen Choong and Edmund Tan. ☉

New Next Year

Mr Simon Leese

The end of the school year rapidly approaches, and exciting new plans are already ahead. Our special English recovery programme (PELEP-POWIIS English Language Entry Programme) has enabled us to welcome into the school a small group of young students with the potential to rapidly accumulate sufficient language to join our main curriculum after a few months. The emphasis will be on communication - listening, speaking, and of course reading - and building confidence. ☉

Progress Tests

Mr Simon Leese



GL assessment

For the first time this year our year 9 students have taken Progress Tests (provided by GL Assessments) which enable us to review student progress and compare it to their entry test data when they joined the school. This measurement of 'Value Added' helps to monitor our effectiveness against general data from a very large number of schools. The question everyone should ask is not 'What exam results does the school get?' but 'Does the school do much better than the average school would have done, with the students it admits?' There are many schools around the world who achieve 'average' results, with massively disadvantaged students, while other high

profile schools publish excellent results for carefully selected, and highly advantaged, students. Which is the 'better' school?

The Progress Test data is management information about the school's functioning as a whole. It combines individual test results, and produces an overview. We will be sharing that overview in various ways, but individual performance is covered by our existing reporting. Each individual's outcomes are influenced by factors unique to them, but the overview when all such specifics are evened out, is where the value lies. We are always reviewing our methods and outcomes - this is one more opportunity to do so. ☉

Senior House Song Competition

For many a first time performing on stage! Judged by Gabriel de Leon (Year 13), senior members of each house along with their housemasters and teachers put together a House performance. Well done to Durham for winning 1st place! ☉



Meet Our People



Mr Daniel Alexander

Daniel has been with us since January 2016 as a Business and Economics teacher for our IGCSE and A level students and a boarding staff member. He has more than 19 years of experience in teaching and leadership in colleges and international schools, and has taught in China, Kuwait and Indonesia. Being a proud Malaysian, he has returned to Penang. Daniel has a passion for the youth in Malaysia, having founded i4youth (Initiative for Youth)

Mr Phillip Odeny

Philip has been at POWIIS since 2016, teaching Business Studies, Global Perspectives and Humanities, and is also part of the staff at POWIIS boarding. He had been teaching in International Schools in Africa and Asia – most recently in Kazakhstan, Central Asia – for 15 years before coming to POWIIS.

Philip has a Bachelor of Education (Hons) Degree, specialising in the teaching of Economics and Business Studies. He is enthusiastic about Instructional design and technology and an avid participant in MOOCs (Massive Open Online Courses) – most recently completing courses in Teaching and Learning Analytics at Curtin University Australia, and Emerging Technologies at the University of Texas at Arlington, among others.

The best part of his job is that he gets to apply these technologies practically in teaching, and leverage them to give learners authentic experiences. He looks

eight years ago; he speaks and assist with workshops and training for young people. He has also travelled to more than 10 countries to participate as a speaker and moderator at youth conferences.

At POWIIS, Daniel enjoys interacting with students in and out of class and is impressed listening to their experiences- it allows him to reflect how he has grown over the years. He enjoys working in POWIIS as he finds that it is a good and supportive working environment that gives him the opportunity to learn and contribute to the development of students. He has seen the changes POWIIS is making such as in the areas of child protection, becoming more diet conscious and beginning to promote healthy lifestyles. He is impressed with how the student leadership has taken a new shape which provides excellent opportunities for the sharing of collective ideas and student-teacher interaction.

Outside school, Daniel is a great lover of Penang local food, culture and heritage. He enjoys being able to explore the rich diversity of Penang. He enjoys travelling during the school holidays with his family. His favourite past time is to read and has an extensive list of authors including C.S Lewis, Ravi Zacharias, Rick Warren and many more. ☺



forward to creating more technology-enhanced teaching and learning at POWIIS and helping maintain its position as a leading provider of 21st-century learning.

Philip and his family enjoy Penang's famed street food and its many exciting sights, but take particular pride in it being the birthplace of their lovely son Kai! ☺

Year 7 Transition Day

POWIIS welcomed students who will be joining us in September for a Year 7 Transition Day. Students enjoyed Design and Technology, Science, Art, PE and lunch! ☺



Year 12 Futures Week



The Year 12's got to spend this whole week learning more from teachers and alumni about going to university, taking a gap year and develop skills preparing them for life after school. They had sessions in self-defence from Warrior Fitness; how to plan, prepare and cook their own meals; first-aid and more university focused activities such as interview preparation and getting a head start with their personal statements which are part of their applications. ☺

Trinity College London Drama Examinations

Mrs April Boyd



Trinity College London offers a choice of qualifications for drama students at all levels of experience and ability. They provide a structured framework designed to encourage the progressive development of integrated performance and communication skills over time.

Solo, pair and group graded exams and diplomas are fully accredited in the UK and recognised internationally in many other countries.

Trinity College of London Exams were taken here at POWIIS on the 22nd of March by individuals, pairs and groups.

Study strands were: Speech and Drama, Group Performance, Musical Theatre and Performance Arts.

In assembly on Wednesday, 13 June, students were awarded their Trinity College of London Certificates. Below are the list of names and their results. Congratulations to all, and very well done!

Musical Theatre Solo – Grade 8 Distinction
Jaslyn Yi Ying Chia (Year 12)

Performing Arts Pair – Grade 6 Distinction
Ying Siew Lim (Year 11)
Sze Tyen Wong (Year 11)

Plays in Production (Greater Tuna by Jason Williams, Joe Sears and Ed Howard) – Grade 6 Merit

Year 11 – Caven Chong, Vishal Chopra, Jack Khai Lim. Jolice Tanesha Zico, Ainin Sofea Yushri

Year 10 – Carmen Chai and Natasha Shahjahan

Musical Theatre in Production (Wizard of Oz by L. Frank Baum) – Grade 8 Distinction – 98%

Year 13 – Gabriel de Leon, Karen Lu, Phua Yan Bin and Caroline Yeap

Year 12 – Chan Xin Ling, Jaslyn Chia, Christopher Lim, Lim Yi Wen, Low Ziyi, Bryan Lu, Cecelia Tanesha Zico, Teh De Juan and Teh Ming Min

Year 11 – Chew Pei Hong, Fu Guang Xu, Git Wai Lynn, Hannah Rose Lee, Emily Lim and Lim Jia Ying

Year 10 – Chan Yue Lynn, Chong Jun Wei, Khoo Shi Min, Khor Zhi Yu, Lee Ken Wei, Edmund Tan, Yeoh Bing Xuan, Shereena Yoon, Zhang Cang Yue and Tan Keh Fey

Year 9 – Cher Yee Xin, Samuel James Kee, Matthew Joel Lee and Lim Yi Xuan

Year 8 – Luca Joe Evans and Daniel Philip Taylor

Year 7 – Justin Cheah, Chan Yue Wen, Cherry Choo, Kaitlynn Ann Fletcher, Eevan Keoh, Ashley Tan and Tean Zhang Yi

Staff – Suzie Allen, Khalifah Bennett, April and Dylan Boyd, Lucy Decoursey, Shauni Kaur, Farida-Khan Evans, Charity Yong ☺

Important Dates for June & July 2018

[Click here for full school calendar](#)

26th to 30th June	Duke of Edinburgh's Silver Qualifying Expedition
1st to 12th July	Duke of Edinburgh's Gold Practice and Qualifying Expedition
3rd July	Year 7 and 8 Parents' Reception
13th July	End of Term

Watch for future Pulse editions!