



ANNUAL REVIEW 2016

OUR PURPOSE

To educate the youth of the world to take their productive place as leaders in the global community.

OUR CORE VALUES

Being Dedicated to a culture of **Respecting** and Caring for Each Other
Openness in **Excellence**
Acting with **Communication**
Being **Integrity**
Being **Passionate** in What We Do
Creating **Enjoyable** Environment

OUR VISION

Nexus International School will be an internationally minded learning community that nurtures and supports every child's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens.

We will accomplish this by celebrating diversity and challenging minds.

OUR PROMISE

To foster the gifts and talents that reside in everybody through careful mentorship and guidance based on respect.

To provide a nurturing environment for these talents; one that is innovative, progressive and grounded in trust, compassion and respect.



Welcome from Mr. BK Gan

President of Taylor's Schools

One of the most significant milestones for both Nexus schools in 2016 was our effort in defining what makes Nexus work. It was essential that The Nexus Way, our schools' DNA, be scribed for continuity and consistency as we welcome new staff and learners into our Nexus family.

Essentially, The Nexus Way encapsulates our hope in preparing learners in facing a changing world brought on by technology advancements. We are now entering an exciting time historically, as more organisations face technology disruption. The Nexus Way helps to prepare our learners to meet these challenges in the days ahead.

I would certainly like to encourage everyone to visit our website for more information on what The Nexus Way entails.

<http://www.nexus.edu.my/learning/the-nexus-way/overview>

We believe that in the coming years, Nexus will continue to attain excellence in preparing our learners to be relevant and responsible citizens for the 21st Century. Here's wishing all at Nexus Malaysia a fruitful and productive year ahead.

BK Gan



Welcome from Ms. Alison

Principal of Nexus International School

"As we continue to grow we continue to hold on to our identity as a welcoming and caring community where learners are at the centre of all we do."

The Annual review is an opportunity to look back at the previous year and reflect on how far we have travelled. It is an opportunity to not only celebrate our successes but to share the plans for the way ahead.

This year we articulated the "way we do things around here" with the launch of the "Nexus Way". We have placed the Nexus Way at the centre of our School Improvement Plan so that all future actions support the further development of this.

2016 was a year of record enrollment at Nexus with our numbers now topping 730 and attrition rates lower than ever before. Most pleasing is that as we continue to grow we continue to hold on to our identity as a welcoming and caring community where learners are at the centre of all we do. Our school is a diverse community with learners from 40 countries. We have harnessed this diversity to help cultivate International Mindedness amongst our community so that our learners can take their productive place as global citizens when they graduate from Universities in the UK, USA, Australia, Hong Kong, New Zealand, Malaysia and Canada.

On the academic front Nexus has continued to excel. From the vibrant and rigorous cross curricular learning in IPC that has attained recognition as a "Mastering" Programme to the challenging IB Diploma programme we are preparing learners to thrive in the years ahead both in and out of the classroom. Our IB results rose to new heights with a 95.5% pass rate well above the global average. These results are even more impressive given that almost all of our learners do the full IB Diploma. As a true testament to their hard work three Nexus learners scored 40 points or more, an achievement that places them amongst leading students worldwide.

Even as we celebrate success we are constantly reviewing and measuring our growth against our mission. Next year we will be reaccredited by IPC and Apple and hope to maintain our world class status for Primary education and Technology use in learning. We will report on our progress so far to CIS to ensure we continue to be recognised as an accredited school and we will submit our IB 5 year review. 2016 has been a year of reflecting on how we are doing against these various international benchmarks and we are determined to keep Nexus at the forefront of international education.

A talented and committed staff, engaged and respectful learners and a supportive parent body make Nexus a leading schools in Malaysia and beyond.



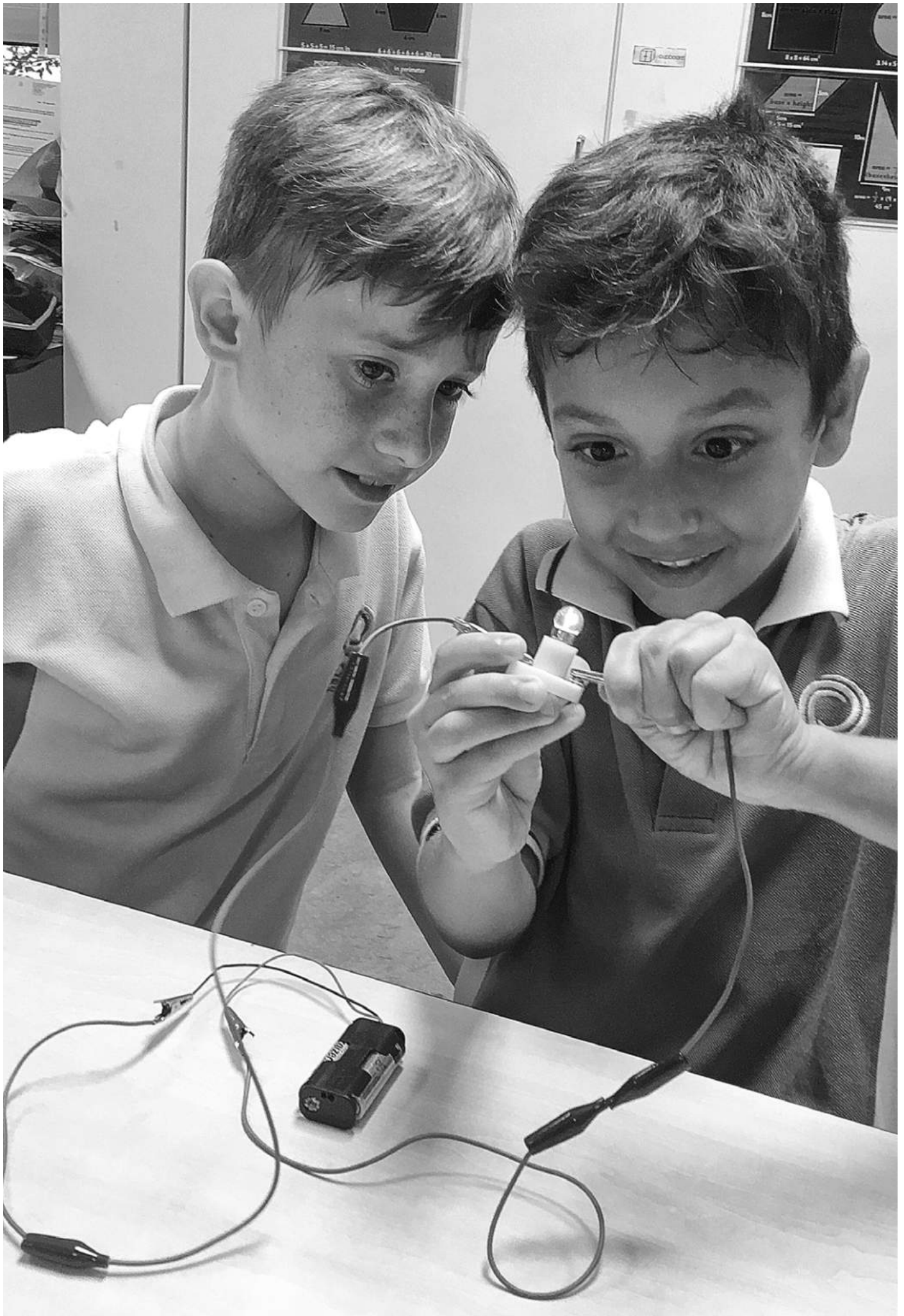
Meet the generation with a global advantage.

Nexus learners. A generation of students set apart by The Nexus Way™. Encouraged to pursue their talents and interests in addition to academic success. Taught to learn through collaboration, facilitated by an environment rich in diversity. Free to develop at precisely the right pace. Ready to be global citizens, prepared to adapt anywhere in the world. All thanks to a standard of education recognised for excellence by experts worldwide.

The Nexus Way™

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A VISION FOR LEARNING

Nexus International School is an internationally minded learning community that nurtures and supports every child's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens.

We will accomplish this by **“celebrating diversity and challenging minds.”**

Our Promise is to:

Treat everyone as gifted and talented individuals and foster those talents and gifts through careful mentorship and guidance that is based on respect for all.

Provide an environment that is innovative, progressive and grounded in our core values of respect, excellence, openness in communication, integrity, passion and enjoyment so that these talents and gifts can flourish.

In order to identify how we intend to achieve our vision and promise, we have articulated the educational philosophy and pedagogical practices that our teachers follow (based on international research) in The Nexus Way.

The Nexus Way will inform our strategic planning as we move forward in our development.



The Nexus Way

Nexus Inclusivity • Nexus Relationships • Nexus Technology
Nexus Mindsets • Nexus Learning



STRATEGIC GOALS REVIEWED

Personalising Learning was our major school focus in 2016. The first stage was to identify each department's strengths and areas of need. We adapted Carol Ann Tomlinson's differentiation growth continuum focussing on the 5 areas of learning: environment; curriculum; assessment; instruction and leadership and management. The next stage was to share examples of good practice. All departments produced good practice guides to support teacher professional learning. The latter part of the year was dedicated to supporting teachers develop areas of need through skill-up sessions and targeted support. Leading the initiative was the Personalised Learning professional learning community comprised of teachers from throughout the school.

Strategic Goal #1 Student Learning, Curriculum and Instruction

Inclusion and Differentiation

- Further development of personalised learning through the use of differentiated tasks to support learners at all levels.
- Secondary and Primary Inclusion leaders were appointed.
- Inclusion teachers in Primary based in classrooms becoming part of the year team.

Learner Progress

- Extended use of learner data to track progress and enable teachers to identify learners who need intervention strategies.
- Improved examination results at IGCSE and IBDP.

Holistic Learning

- Further development of the use of explicit strategies to teach transferable skills (PaTS and ATLs) in Secondary in line with the teaching of the Personal Goals in Primary.

Technology

- Learners continued to demonstrate further confidence in their technology use.
- Our infrastructure investment has meant that supporting the roughly 1000+ iPads, Macbooks and smartphones that regularly access our 400 mbps network has paid off.

Strategic Goal #2 Teacher Learning and Professional Development

- Teachers continued to develop their practice through regular attendance at external workshops and shared best practice with others through weekly Breakfast Bites at Nexus.
- Introduced teacher driven Professional Learning Communities (PLCs); a group of teachers who meet regularly, share expertise, and work collaboratively to improve learner progress.

Strategic Goal #3 Community Involvement

- A programme of parent workshops engaged parents in understanding aspects of the Nexus Way (e.g. Growth Mindset, International Mindedness, What learning in the IPC looks like) regularly attended by 40 plus parents.
- The PTA continued to play an active role in enriching the learners' understanding of our Cultural Diversity in Malaysia.

Strategic Goal #4 Student Wellbeing

- Early morning swimming encouraged more learners to exercise regularly.
- Newly appointed Heads of Year supported secondary learners' social and emotional needs.
- The expanded IB Leadership Team, led by Maureen Forsyth, worked with the 100+ learners now studying the IB Diploma.
- A programme of academic mentoring and wellbeing was piloted for learners in exam years.

Strategic Goal #5 Facilities and Resources

- EY playground resurfaced.
- IB Diploma Centre refurbished.
- New Secondary Inclusion office.



HOW WELL ARE WE DOING?

Survey results 2016

Parent overall satisfaction 90%

Top 5 satisfied areas (over 90%):

Communication with the School	99%
A safe environment	99%
Responsibility & initiative	97%
Clean and well-maintained.	97%
My child enjoys school	96%

Learner overall satisfaction 83%

Top 5 satisfied areas (over 90%):

Safe environment	98%
Embrace diversity	94%
Use of technology	96%
Library	97%
Facilities	95%

Least satisfied areas below 70%

Parents	
Cafeteria food.	60%
Bus services.	69%
Learners	
Toilets cleanliness	42%
Range of CCAs	60%
Cafeteria (venue)	64%
Cafeteria food	64%
Familiar with RECIPE	67%

Most improved areas 2016

Choice of subjects Y10 - Y13	+ 12%
Communication about events	+ 5%
Science Labs	+ 5%
Cafeteria food	+ 5%
Library	+ 7%

Goals for 2017 based on the feedback

1. Improve the changing rooms for learners.
2. Implement a standard operating procedure for toilet cleanliness.

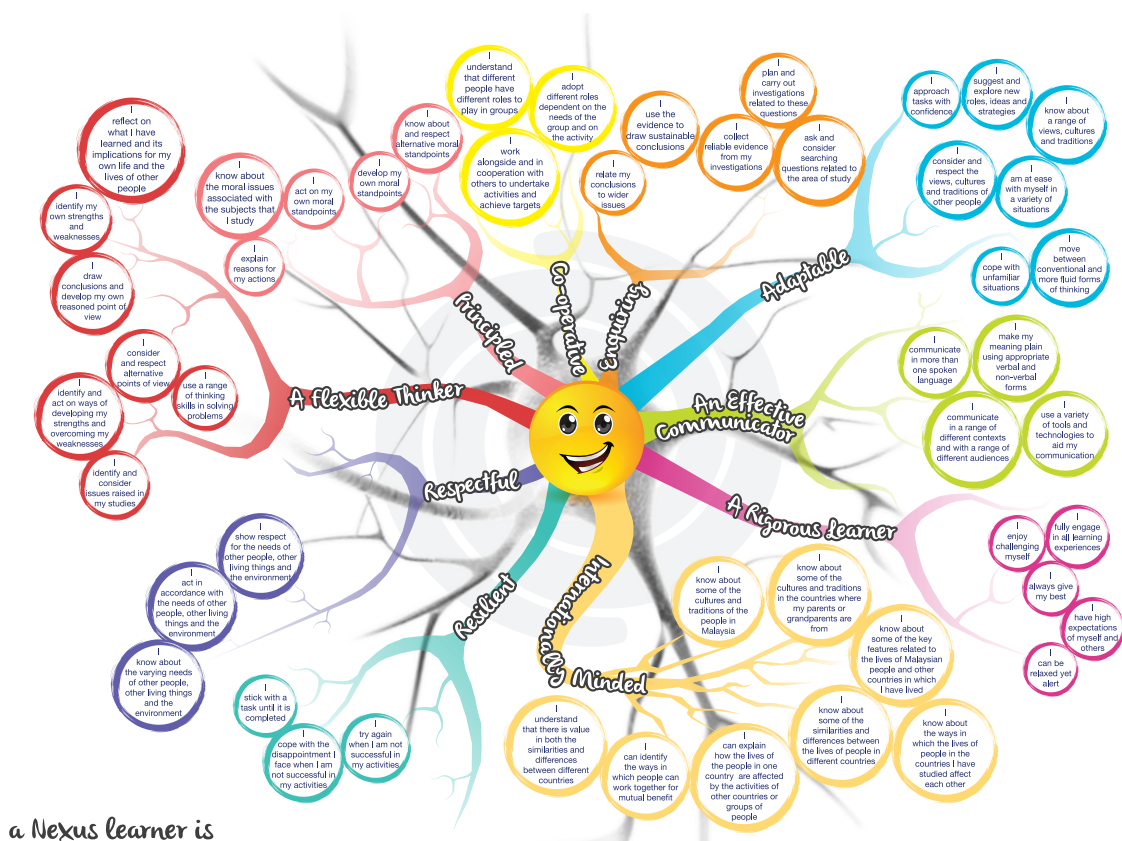


PRIMARY SCHOOL HIGHLIGHTS

Learners in the Primary School have consistently demonstrated both academic and personal progress. The key qualities as shown in our Nexus Neuron of rigour, cooperation, adaptability and respect to name a few continue to hold a great importance in all the learning that happens. Parents have been able to watch their children demonstrate their skills, knowledge and understanding through wonderful showcases of learning, blogs, websites and various exit points and it is clear that Nexus learners continue to be passionate and rigorous about all aspects of their learning. We have improved the transition into Secondary and ensured that our learners take with them a very useful set of skills to continue to make superb progress throughout their school life and beyond. The five areas of the Nexus Way have been instrumental in further articulating our vision for learning.

Nexus Mindsets

The Nexus Neuron (NN) graphic has been redesigned and several Personal Goal statements have been displayed around the school to reinforce the importance of these competencies and mindsets in everyday life.



Parents have started to record instances of when and how the Personal Goals transfer into life beyond school. These videos can be accessed on the parent portal, which can be found on any of the class websites.

“My children refer to the personal goals at home regularly. My son even told me to be more resilient when I couldn’t understand a task I was doing on my laptop!”

“I told my daughter that I am not very good at exercise. She turned and said “Come on mum you need to have more of a growth-mindset!”

Learners, parents and teachers reviewed and refined our definition of International Mindedness and further work has been done around the recognition of the importance of developing mother tongue. The NN has been translated into eighteen different languages, Book Week focussed on stories from around the world and children are encouraged to work in their home language sometimes, as well as, English. International Mindedness has been further promoted through the curriculum with cultural celebration days, including the Early Years performing an adapted First Christmas story as well as studies of host and home country. Restorative Practice continues to be embedded and all learners, teachers and many parents have received training to help resolve conflicts and develop self-regulation.



Nexus Inclusivity

A new structure has been implemented to provide inclusion support in every milepost, enabling all learners to be challenged at the appropriate level. The inclusion teachers are permanently based in the classrooms and hold a key role in supporting and challenging learners directly as well as advising teachers through collaborative planning. Assessment, such as that provided by WIDA, enabled teachers to more effectively identify those learners who need a boost in their use of academic English.

“For my child, I value the opportunities he has to learn with all different types of learners because that’s the way life is.”

All of our learners are encouraged to develop their confidence through performing and this year we have had 46 Spotlights on Learning and Learner Showcases – solo and whole year group items.

Nexus Learning

The Primary school self-review process as a Mastering IPC school continued with teachers reflecting together on their implementation of the IPC. The criteria for accreditation has expanded this year to rigorously evaluate 9 key areas of teaching and learning and has resulted in even more improvements, recognised by the many schools that visit us.

The curriculum in Early Years has been developed further with the introduction of new units from the International Early Years Curriculum (IEYC). These engaging units include ‘Superheroes’ and ‘The Brilliant Bug Ball’. Communication with parents continues to be strong with the launch of new learning journey portfolios in Early Years.

Our exit points have included Art Exhibitions in EY and Year 6, The Rainforest Cafe in Year 3, The Fair Trade Market in Year 4 and the Building a Village Expo in Year 5.

“My wife and I attended our son’s ‘Mission to Mars’ exit point today...in this theme they covered aspects of ecology, sociology, history, geography, science and technology as well as computer animations and designs with some engineering to boot.”

Our teachers continue to be regarded as experts in the wider educational environment with many of our teachers and leaders facilitating courses related to teaching and leading in International Primary schools. The Fieldwork Festival of Learning was again hosted by NISM (attended by over 100 teachers) and many of our own teachers ran workshops. Our Teaching Assistants too are constantly improving their pedagogical knowledge through monthly learning focussed professional development afternoons.

Nexus Technology

Technology continues to be used when and where it can transform the learning experience for our learners. In Year 3 learners have been enhancing their learning through use of the iPad and have been trialling a 1-1 iPad programme.

“My daughter showed me how to make a stop motion animation film at home using the iPad. She had learned this at school as a way to record her understanding about food chains. She said she had really enjoyed this learning and could remember the vocabulary as she had to use models and pictures to display her learning.”

We recognise that when parents are involved in their child’s learning, outcomes improve and we have refined the use of the class websites to enable parents to do this. In addition, the use of an app called Seesaw has enabled parents to view and comment on their child’s learning in real time. In Early Years the introduction of a new online reading programme called the ‘Bug Club’ is successfully supporting the development of early or emergent literacy.

Nexus Relationships

Claire Waller (Learning and Teaching) and Clare Sweeney (Systems and Processes) worked closely with David Griffith to lead the Primary school this year as Deputy Heads. This Senior Primary Leadership team has provided continuity and direction for all staff, especially the middle leaders.

A host of learning workshops, especially for parents, has been offered and all have been very well supported, demonstrating what a strong community we have. These workshops have included Restorative Practice, International Mindedness, E-Safety as well as an opportunity for parents to take part in the learning journey for an IPC theme.

“Now I understand how rigorous the IPC is. The parent workshop has made me realise how challenging learning is at Nexus.”

Communication has improved immensely with the use of the Parent Portal, weekly parent bulletins, and WhatsApp groups. Parent reps in all year groups and Facebook pages have meant that parents and teachers are easily contactable.

Nexus continues to support the development of new teachers and hosted 4 student teachers from Taylor’s University during their last teaching practice. The students were excellent and once graduated, we offered one of the newly qualified teachers a full time teaching position.



SECONDARY SCHOOL HIGHLIGHTS

Nexus Mindsets

Residentials

Learners in Years 7-10 all enjoyed fantastic residential trips. With a focus on improving their **collaboration and communication skills, building resilience and testing courage**, these 4 - 6 day adventures with friends remain cherished memories. This academic year we are developing a leadership focussed residential experience in collaboration with SEEDS Training Company, who specialise in youth training programmes.

The first Year 7 Residential Leadership programme at Broga Hill was a huge success.

"This is one of the best trips I've ever done. We did so many activities like flying fox, rock climbing and kayaking. We learned a lot about resilience, courage and collaboration. Working as a team is always better than on your own. And leadership doesn't always mean you stand at the front. Most of all I like spending time with my friends. The dorm room was fun!" Mya Y7

Enrichment Days

The collapsed timetable day in the secondary school allowed for fantastic learning opportunities outside of the curriculum. Year 9 participated in a short challenge based learning activity. Year 12 "skilled up" for IB. Years 11&13 day combined **study and revision techniques** with the importance of a healthy mind and body with a mindfulness workshop. Year 10 learners were given an excellent session on **leadership skills**.

Transitions

To ensure a smooth and fear-free transition Year 6 learners and parents met with teachers and spoke with our current Year 7 learners. The transition days give them a chance to see first-hand what life in Secondary is like. The learners also experienced lessons with Secondary teachers which parents were welcome to join.

Nexus Inclusivity

PIP

The Parallel Intensive Program (PIP) was introduced this year to provide English language support for learners who were identified as needing intensive language development. This is a flexible program, where learners set individual language skill goals each term. When learners have attained the language skills required to access all portions of the curriculum they return to the mainstream English class.

"PIP helps me in other areas of the school. I'm making good progress. I'm new, I haven't done PIP before but I find it really good. I used to have English class and I would always fail, this is helping my confidence." Y8 PIP learner

Personal and Social Development

Raising the profile of our Personal, Social Development learning has been a key focus this year. With a new subject leader position appointed and a new curriculum written, the impact on the learning has been significant.



Nexus Learning

Learner Led Conferences at Years 7 and 8

Building on good practice from the Primary school and feedback from parents we introduced LLCs. During the conference learners presented examples of work from a range of subjects, discussing the process of learning (how they learned), what they learned, progress they have made and goals for moving going forward.

“It was good showing my father what I do as he is always at work and does not have much time to see what I learn. It was good showing him my Science as it was my favourite subject and I felt I did well in it.” Y8 Learner

Global Goals

In September 2015 the UN announced the Global Goals for Sustainable Development. The “World’s Largest Lesson” aimed to include young people to create a generation of Goal Champions who can instigate the changes that the Goals set out. This year through various workshops, activities and lessons over two days, learners investigated the background to the Global Goals, shared their opinions, collaborated, and explored alternative perspectives. The end results were chosen by the learners and included presentations, projects, sculptures, posters, a musical item, drama and essays.

Two VIP guests closed out the two-day event in a thought provoking and inspiring assembly.

Nexus Technology

Hardware

We have invested in additional iPads so that learners in Secondary can now access the fantastic range of learning apps for subjects such as Science and Maths, and use the devices for creating content such as movies and iBooks. Our teachers have been focussing on developing technology use in Middle School, working with departments such as English to write non-linear stories and learn visual communication, and how to create videos to present Science understanding.

Data

The technology department has been involved with the International Research Collaborative for the past 2 years, looking at recording success of technology use by surveying our community. Learners and teachers have reported very positive attitudes towards the effects of technology on engagement, challenge and organisation. The data has also given us valuable information on ways we can improve, notably in assisting our community with managing technology use inside and outside of the classroom.

Nexus Relationships

Heads of Year

Changes to the pastoral leadership structure in Years 7-11 now include Heads of Year. This additional level of support has proven very successful with specific age-relevant pastoral targets with learners, parents and staff.

Next Step Tutor Days

This year we launched this model for our key parent-learner-school communication. The days had a deliberately pastoral focus with the Form Tutor facilitating a dialogue with the learner and parent about their wellbeing at school, participation and progress across the curriculum. Thus far, evidence suggests this new format has proven very popular with parents and teachers alike.

#HackNexus

Teams of Years 7 and 8 learners were invited to use their problem-solving and collaboration skills to #HackNexus and come up with ideas to improve our school. They used Stanford University’s Design Thinking Approach to come up with ideas, and their prototype and test them, before presenting their ideas in 1-minute ‘elevator pitches’. Learners consulted their teachers and other staff for support in areas such as costing their ideas, marketing, visual communication and body language when presenting.



AUTHENTIC LEARNING

Classroom without walls

We recognise that learners gain considerable benefit when learning moves out of the classroom and they have the opportunity to take part in educational visits

Primary learners across the school have participated in a range of day trips to enhance their learning experiences. Trips included learning to cook healthy food at the Young Chef's academy, carrying out a river investigation at the Gombak river and visiting the BFM Radio Station to learn about communication.

Within school, learners in Milepost 1 have enjoyed learning in the outdoor classroom, where resources and the physical environment were adapted in order to match the theme. Examples included a travel agency during the 'Transport' theme and a hospital for the 'How Are You' theme.

In Secondary some of this year's authentic learning experiences outside of school have included a Year 9 Science trip to Sepang for the Formula One, IB & IGCSE Art Gallery visits, a language trip to Spain and France and a local river survey for Humanities.

As part of the creative process Year 8 learners were encouraged to interview their Grandmothers about their lives and retell their stories which led to an exhibition called the Granny Project

Artists in Residence

In addition to trips out, visitors to Nexus bring their authentic insight into the real world of others. This year author, Tanya Landman talked to learners about the creative process and the things that inspire them to write.

The KL Performing Arts Centre worked with Year 8 learners on developing a performance of Shakespeare's play "The Tempest".

Year 6 had an exciting start to their art themed topic with a visit from the 'Art Jamming Studio', who came to teach learners how to paint onto canvas.

Andy Gleadhill from "Drums for Schools", based in the UK, gave West African and Samba drumming workshops for the learners across the whole school in addition to staff training on the Angklung.

Residential Trips

Residential trips continued to develop the learners' personal goals of resilience, cooperation and enquiry. Learners in Year 3 enjoyed a range of activities including a trip to District 21 Amusement Park before spending the night on a school based sleepover. This served as a first experience of staying away from home for many of our learners. In Year 4, learners became more adventurous and camped for one night at Janda Baik. Our brave Year 5 learners moved further afield and stayed for three days at The Roots Eco Resort in Ipoh, where they explored a local village and built their own shelters. Year 6 learners enhanced their cooperative teamwork skills during their residential trip to Sedili Besar, where they had a memorable 3 days learning about rainforests, rocky and sandy shore habitats through first hand experiences.

In Secondary, Year 7 learners spent 4 days on a Leadership Residential at Broga Hill. Year 8 went to Ipoh and Year 9 were away in Mersing, Johor. Year 10 spent a week "off the grid" in Sabah. Year 12 also successfully completed their IB Group 4 Science Trip to Penyabong in Johor.



INTERNATIONAL MINDEDNESS

World Languages

International Mindedness is a cornerstone of the LOTE curricula at Nexus across the year groups and this year we have again continued to embed it into our daily language teaching. Through the IPC, Middle Years, IGCSE and IB programmes we have helped the learners develop their International Mindedness through exploring the ideas, cultures and customs of other countries and comparing them to Malaysia. To really make the learning authentic, we regularly use real and virtual resources in the classroom so our learners can visually see the differences between languages, cultures and customs. We also regularly use extra-curricular opportunities to foster an international mindset in our learners. This year our Years 3 and 7 learners went on BM excursions, our Years 5 and 7 learners had collaborative learning day experiences with Alice Smith in French, Spanish, BM and Mandarin and our IB learners took part in a collaborative learning day with learners from 5 other international schools in KL where they debated several topics in the target language in French, Spanish and Mandarin.

World Music

Learning about music cultures from their home and host countries is part of the Primary music curriculum. This includes gamelan, the traditional ensemble music of Indonesia and South-East Asia, which is taught extensively across both the Primary and Secondary schools. Year 5 opened the Nexus Way press launch in May this year with a rousing performance of Wilejeng on gamelan.

The Secondary learners performed their first public World Music pieces in the Spring Concert 2016 when Year 8 performed a whole year group Samba Band which was impressively spread out around the whole theatre auditorium. Year 7 learners treated us to our first ever Gamelan ensemble performance on the stage where each class performed their own original gamelan compositions. The Secondary School held its first ever Nexus World Music Percussion Week in August, which offered opportunities for learners to try out a different world music percussion group each day.

International Award

The International Award at Nexus has seen a renewed upsurge in interest with a review of the leadership structure and delivery. With currently over 30 learners actively engaged in the 3 levels. Both practice and assessed Adventurous Journeys have included hikes in the Cameron Highlands and sailing the seas around Pulau Pangkor.

MUN - Model United Nations

2016 was an exciting year for Nexus Model United Nations. The year began with our very own NISMMUN which welcomed delegates from schools and colleges all over the greater KL region and beyond. Further conferences Nexus learners have successfully attended include KLMUN at Garden International School, Fairview MUN, BSKL MUN and TAYMUN. In addition our weekly after school CCAs have seen younger and less experienced MUNers being peer-taught by older learners on how the UN works, how to engage in debate, and involving themselves in ongoing global issues.

MUN encourages international mindedness by encouraging children and young adults to engage with current affairs, since they will be allocated a country to represent and an issue to be debated prior to attending conferences. It also develops their empathy skills as they may well be given a position they need to argue which they may not personally believe in. Furthermore, immersed in the 'realpolitik' of how the UN operates, they learn the virtues of compromise and appreciate that it is not always possible to please all the people all the time. In addition, MUN links up nicely with the IB CAS programme.

Service

Nexus learners have been very active in raising money and awareness for a number of issues and projects.

CAS service projects have included organising teams for the 24hr Race to stop human trafficking. Money raised was donated towards **SUKA** to raise awareness for anti-slavery. The week leading up to the race itself was dedicated to raising sponsorship for the teams and culminated in an assembly for Years 9-13.

Donations for SUKA RM10,409.10

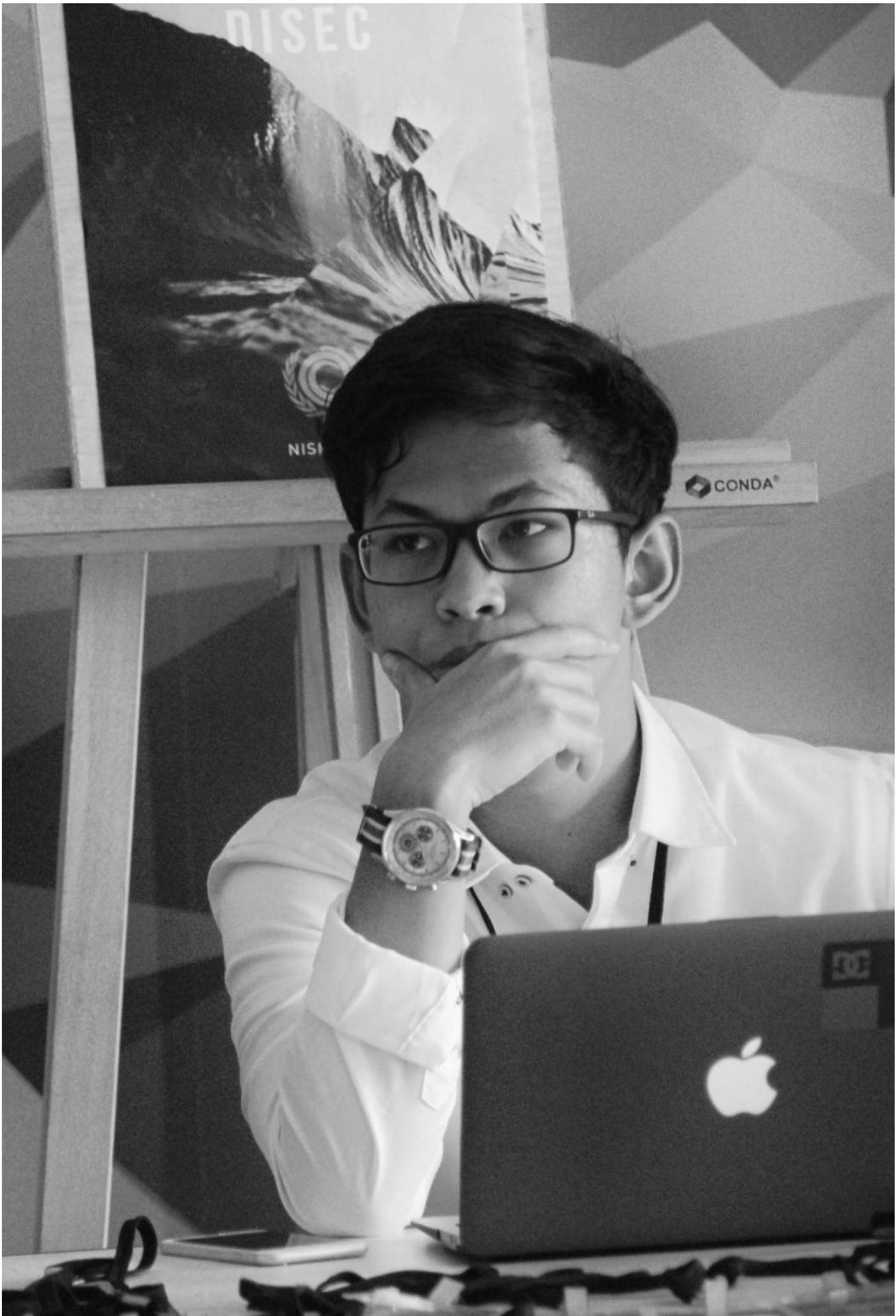
Another notable international event this year was our Fundraising Run for **Shelterbox** which took place during Term 3. This was spearheaded by Year 8 who organised the run and the post-run party in the park with stalls and games.

Donations for Shelter Box RM9,883

"It was a really cool event because so many people participated." Wei Hoong Chan (Y9)

Nexus Community, led by CAS learners, has continued its close connection with the Myanmar learners who visit each week for lessons taught by the Nexus learners including English, swimming and IT.

Donations for Lunches and transport for the Nexus Myanmar learners RM 13,395



IB DIPLOMA PROGRAMME HIGHLIGHTS

Induction Weekend

An International Baccalaureate learner is taught to move beyond the given norms, to confront boundaries and undertake challenges that will push their learning to new heights. With the international context of the IB Programmes, Nexus IB learners will be immersed in active learning equipping them to step beyond the classroom.

The IB provides a Learner Profile that describes the qualities of students who demonstrate intercultural understanding and the acceptance of others. Thus, with the aim of building a solid base for learners to develop those qualities and move into, or beyond, their first year of the senior IB programme, all IB learners attended the IB Induction Residential at the very beginning of the new academic year in August 2016. The purpose of this event was to devote time to reflect on the IB Diploma experience, including the advantages it offers as well as some of the more challenging aspects learners encounter as they move through the programme.

During this residential experience, learners were actively involved in team building activities with both Years 12 and 13 learners as the 2nd year IB learners provided learner perspectives on how best to thrive in the programme for the incoming group. At the same time, Year 13 learners gained from bonding with their younger peers, whilst also obtaining an insight into the demands of their final year in IB. Subject teachers, key members of the IB Leadership Team, and members of the Secondary Leadership Team were involved to help and advise all learners throughout the weekend.

Results and Growth

The number of learners entering IB at Nexus continues to grow. This year we have over a hundred learners pursuing the IB Diploma programme. As a result, some subjects have reached capacity with space only available on an individual basis and when gaps appear due to the transient nature of international schools.

Mentoring

This year we established a trial programme of 1:1 mentoring for learners with the aim to provide tailored support to our learners in a manner that affords the development of independence, self-efficacy and wellbeing. Led by Mr Kyle Milliner the mentoring programme involves several strands, but first and foremost, every member of staff (not just teachers) are mentors to the young people in our care who need additional support. Throughout 2016 – 2017 the 1-to-1 programme will be fully implemented for identified IB learners.

New IB Team and Learning Space

This year saw the establishment of a dedicated IB team to ensure that the needs of each and every IB learner are met by a variety of experts.

Ms Maureen Forsyth – Assistant Head/IB Phase Leader

Ms Amanda O'Hara – IB Coordinator

Ms Saron Clement – CAS Coordinator

Mr Jared Young – TOK Coordinator

Dr Andy Davies – HE and Careers Coordinator

Mr Kyle Milliner – Mentoring Coordinator

IB Learner Profile





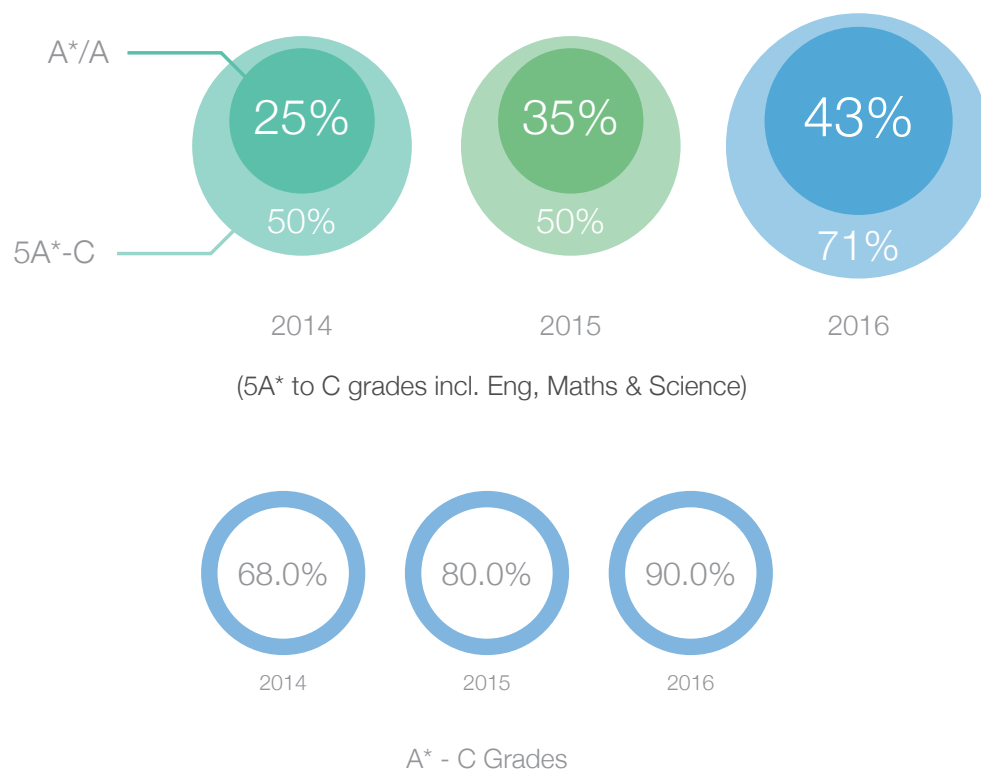
ASSESSING THE RESULTS

We are absolutely thrilled with our IGCSE and IB Diploma results this year, not least by the number of learners who have surpassed their predicted grades. This success is great testament to the learners' own hard work, coupled with the enormous support given by the teaching staff. Successful learning and achievement in the final years of school builds upon the inspiring foundations first laid down from the Early Years and is encouraged through our learners' natural curiosity, enthusiasm and enjoyment, plus – of course – great teaching across the whole school. This proved particularly true this year, as it is our first cohort that contains learners who “cut their ‘learning teeth’” in our own Primary School.

IGCSE RESULTS

IGCSE The improvement in our results is a credit to good teaching, hard work and effective systems. Our task is now to build consistency where our learners regularly attain scores above their predicted. There is real and palpable appetite for success, not just in public examinations, running through the secondary school.

Our congratulations go out to every teacher, every learner and every parent and guardian. Engagement levels were markedly improved last year and we are aiming for more of the same. As always, the focus throughout the school will be on the individual and on ensuring a secure, safe and supported environment in which our learners can thrive. A great school has a powerful ethos. Results like these reveal how embedded that ethos is at Nexus International School Malaysia.



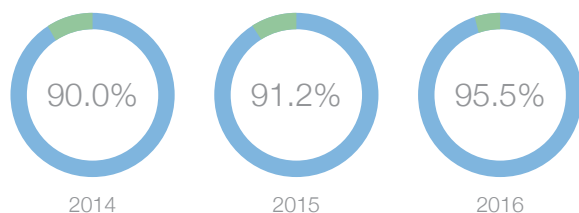
Behind the numbers there were some fantastic individual performances with 18.51% scoring the highest A* grade. Cicely Guillouet achieved 11 A* grades, whilst there were other top performances: Johanna Jarkulishovca with 8 A*s; Zhariff Hazali & Kirsty Tay both with 7 A*s



IB DIPLOMA RESULTS

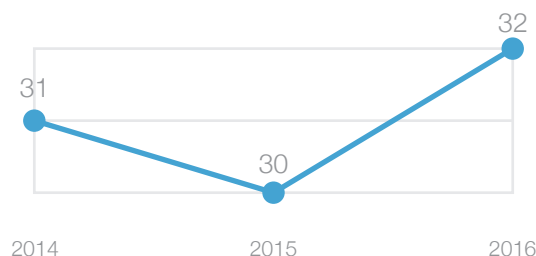
IB Diploma Our 95.45% pass rate (compared with this year's global average of 79.28%) was a great result for everyone involved and indeed every learner who gained the Diploma should be warmly congratulated on their considerable achievement.

IB Full Diploma Pass Rates

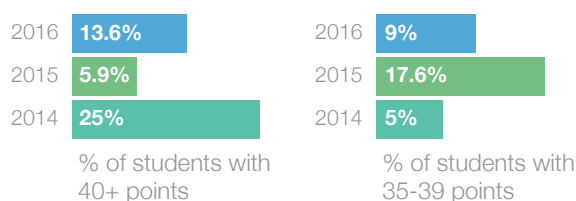


Worldwide pass rate 2016 79.3%

IB Average Points Score



Top Scorers

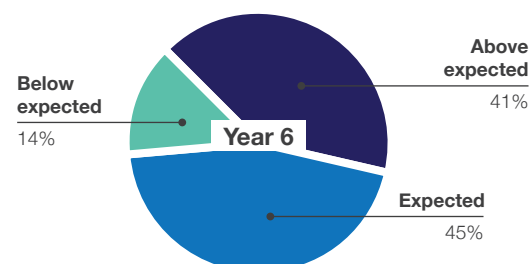
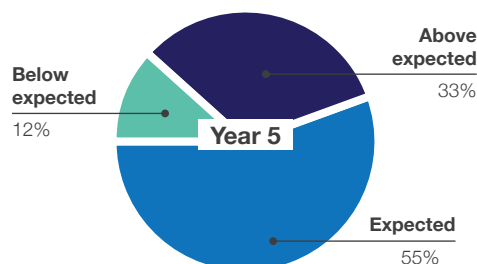
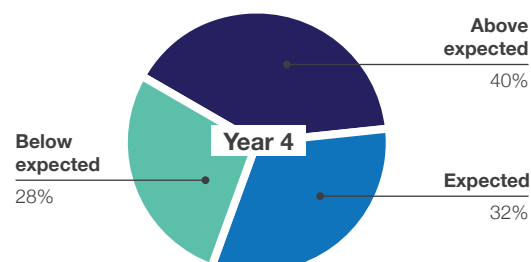
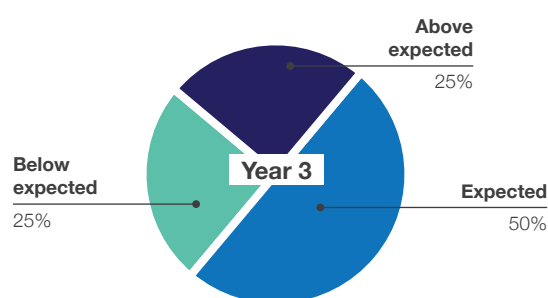


13.6% of the cohort in 2016 (Fiona Ling, Ryan Lee, Priya Bharath) achieved 40+ points putting them in a very small percentage of learners across the world with such high scores. Worldwide, 9% of Diploma candidates achieved 40+ points.

PRIMARY PROGRESS IN ENGLISH RESULTS

We are extremely proud of our learners' results in externally validated assessments, especially in English. Our learners, many of whom have English as a Second Language, consistently achieved higher in their Progress in English Test than was forecast in their Cognitive Ability Test.

The graphs below show the value added for Year 3 - Year 6 at Nexus, compared to the UK average.



Although this information gives you some idea of the wonderful academic progress our learners are making at Nexus, it is only one part of the holistic education that learners get here and whilst it is important to celebrate academic progress, we also recognise the amazing steps that learners are making towards becoming the kind of young people that we are immensely proud of.



PERSONAL BESTS

We believe that the learning environment we provide helps passions to develop and grow so that learners can become the best they can be and develop lifelong passions so that their individual gifts and talents can flourish. Some examples of this are celebrated in this page.

A number of learners attained results in IGCSE examinations that put them Top in Malaysia: Mathematics - Dana Jung; Dutch - Sebastiaan Marichal; French - Johanna Jarkulischova.

Several learners were recognised for their multi-lingual talents: Nexus learners came 11th out of over 1200 schools competing worldwide in the Language Perfect World Championships and Eihab Azhar; Azmina Mohd Nazam; Najla Muhammad Najib; Shahrir Shamsul Nizam; Isabelle Yap; Xin Yi Lim were individual winners.

Several learners are Club, State, National and/or International Champions in their sport.

Ice Skating

Xin Yi and Jia Yi

Karting

Armand
Arsh Johany

Water Skiing

Aaliyah
Adam Yoong

Spartan Race

Lewis Sweeney

Wake Boarding

Jeff On

Horse Riding

Shaq Shahril

Rugby

Sebastiaan Marichal
Maxi Marichal
Max Waller

Several learners are talented musicians:

Malaysia Philharmonic Youth Orchestra

Kwan Ann Tan
Ericia Chang

Carnegie Hall, New York Performances

Jun Wei Hew
Aaron Sim

International Hong Kong (Asia Pacific) Piano Competition Finalist

Jonathan Chin

Top mark in Malaysia ABRSM singing exam

Karamin Praga

INTER SCHOOL COMPETITIONS

Primary School

Learners in Year 5 and Year 6 (as hosts) joined other international schools for the KL Maths Challenge and learners in Year 6 also joined the Model United Nations (MUN) debates in Singapore for the first time. NISM again hosted the Taylor's Games for Year 5 learners, a mix of academic and sporting cooperation and competition and again hosted the KLISS Swim Gala and KLISS X- Country competitions.

Our Primary School teams continue to have great success in many sports. We are the Champions in: U9 Boys Football; U11 Girls Football and U10 Girls Tee Ball.

There were plenty of medals in Swimming, Badminton and Athletics

	Swimming	Badminton	Athletics
Gold	8	2	
Silver	4		16
Bronze	15		13

Secondary School

Our Secondary learners honed their debate skills at several competitions in KL and a group of learners gave a presentation at the Youth Parliament competition. As usual the NISMUN Conference in Term 2 attracted a large number of participants from local and international schools throughout Malaysia. Year 9 art learners entered the Roots + Shoots Competition which resulted in learners' pieces publicly exhibited in Times Square KL which were highlighted in the national press. NISM also hosted the KL Junior Maths Competition where Zack Azlin achieved a Silver Medal in the Individual Round. Nexus learner worked on group challenges collaboratively with other international school teams. Throughout the year Nexus learners also participated in the UK Maths Trust Challenge. Samson Lai qualified for the Cayley Olympiad which means he scored in the top 500 of all Year 9 learners across the globe. Nexus learners came 1st in the KL Physics Olympiad we hosted.

Secondary Sporting achievement included gold and silver medals in the KLISS Badminton and Football tournament.

Maths competition

	JMC (Years 7-8)	IMC (Years 9-11)	SMC (Years 12-13)
Gold	3	1	5
Silver	7	12	4
Bronze	6	11	



UNIVERSITY DESTINATIONS

We are confident that we offer our learners the best possible start in life. Good examination results mean that Nexus learners have a competitive advantage in securing places at the world's top universities. Last year's Year 11 and Year 13 learners have set a high standard and we are justifiably proud of their achievements. Most pleasing of all, however, is that one doesn't need to spend long in our senior learners' company to realise that they embody the quality that we emphasise above all others at Nexus: a growth mindset – a frame of mind that welcomes challenge, values effort, persists in the face of obstacles and loves learning.

DESTINATIONS OF NEXUS ALUMNI 2013-2016



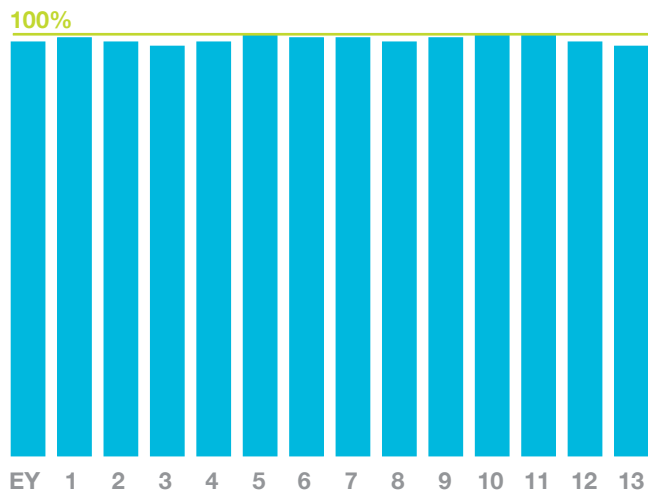
Courses Studied:

Medicine, Sociology, Business Management & Finance, Marine Biology, Philosophy, Politics & Economics, English Language and Creative Writing, Politics and International Relations, International Relations and World Philosophy, Speech Language and Therapy, Computer Science, Law, Art, Finance and Accounting, Anthropology, Film, Economics, Urban Planning & Political Science, Material Science and Engineering, Psychology, Business, International Business, Aerospace, Interior Design, Business Administration, Environmental Science, Chemical Engineering, Mass Communications, Real Estate Finance, Game Art Design, International Studies.

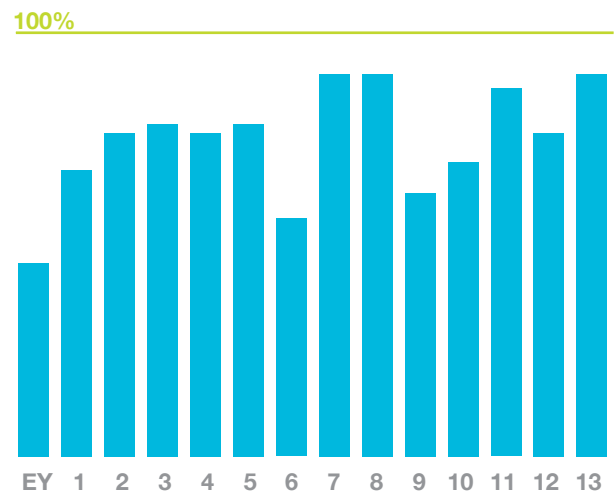


EXTRA AND CO-CURRICULAR ACTIVITIES

% Participation in P.E Activities
by Year Group



% Participation in CCA's
by Year Group



238 Fixtures/events		212 Team shirts sold
47 House events		64 Sports teams
32 Leadership Opportunities		410 Lunchtime Clubs

237 CCA's		81 Academic extension (IA)
47 Leadership (CAS)		2981 Sign-ups in 2015/16
1 Nexus Community		19 Sports Clubs

This year the PE department has provided Nexus learners with the opportunity to get involved in a wide-ranging number of activities and events. Beyond the usual sports teams, learners have gained experience by being involved with The Spartan Race hosted at Nexus, raising money and competing in the 24hr Race to help stop human trafficking and hosting our 6th Nexus Triathlon with a record number of learners either competing or volunteering.

The PE department places great importance on improving learners physical literacy with the aim of inspiring community members to lead an active lifestyle.

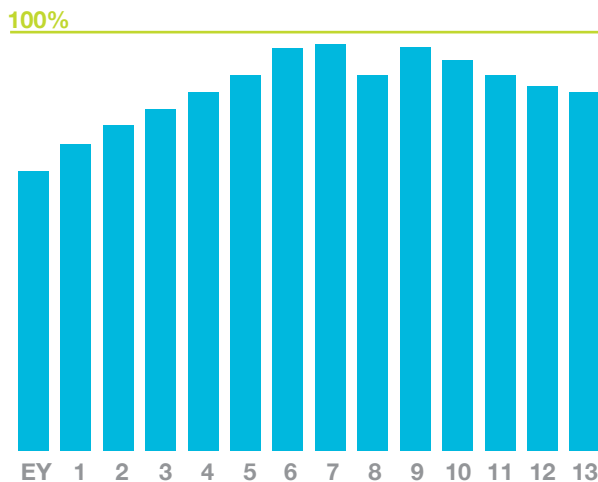
The CCA programme is an integral part of life at Nexus and provides a wide ranging selection of activities that meet the needs and interests of our Nexus community and beyond.

While the learner-led Nexus Community CCA has been engaging with the local Myanmar refugee charities, providing fun sessions centred around learning through play, other activities on offer include anything from Modular Origami to Aikido, Waterskiing to Fun With Food. We try to ensure that everyone is catered for within the Nexus CCA programme.

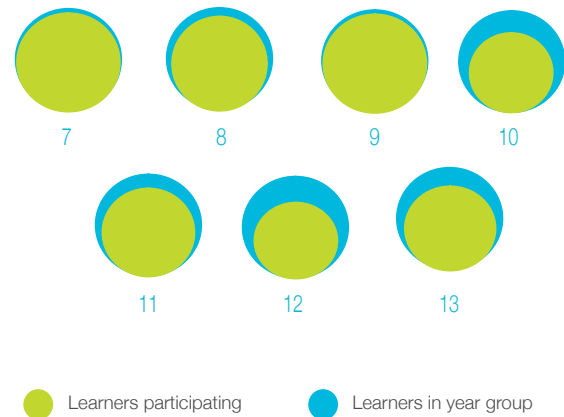


EXTRA AND CO-CURRICULAR ACTIVITIES

% Participation in Music Activities
by Year Group



% Participation in Film & Drama
by Year Group



8 Concerts		13 Peripatetic Staff
20 Ensembles		30 Chinese Drums
531 Learners attending Clubs		16 Instruments Taught

5 Productions		102 Rehearsals
234 Cast & Crew Members		1 Danny Zuko
76 Commercials		34 Magazine Covers

The Music department has continued to expand both the breadth and depth of musical opportunities to the Nexus community. We now employ 13 peripatetic staff and as such the number of learners taking instrumental lessons in school has increased to 215.

We have continued to build on the number of Music ensembles both in Primary and Secondary and with the introduction of a harp, double bass and an Indian instrument teacher, Nexus learners have access to a range of international music flavours delivered by experienced and passionate experts.

With 5 major productions last year the Film & Drama department offered all learners the opportunity to explore aspects of theatre production, from performance to design and technical support.

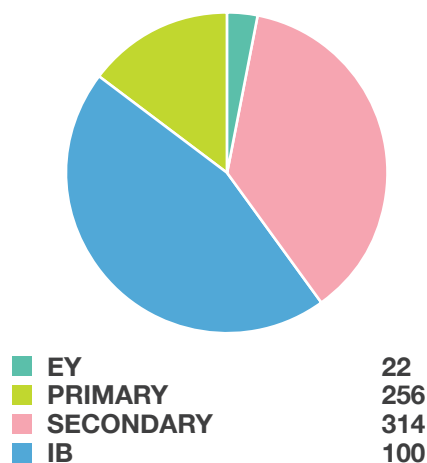
Nexus learners are provided with a supportive platform to show off their creativity, imagination, flexibility and critical thinking skills. Performing in large-scale classics, including Grease The Musical and Ash Girl, to small-scale experimental productions in lessons such as The Container.

The annual film competition is now established as a regular event in the art's calendar.

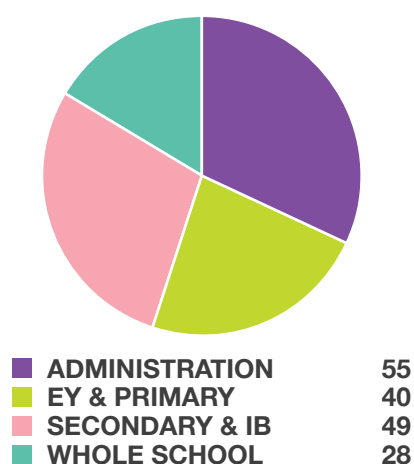


THE NEXUS FAMILY

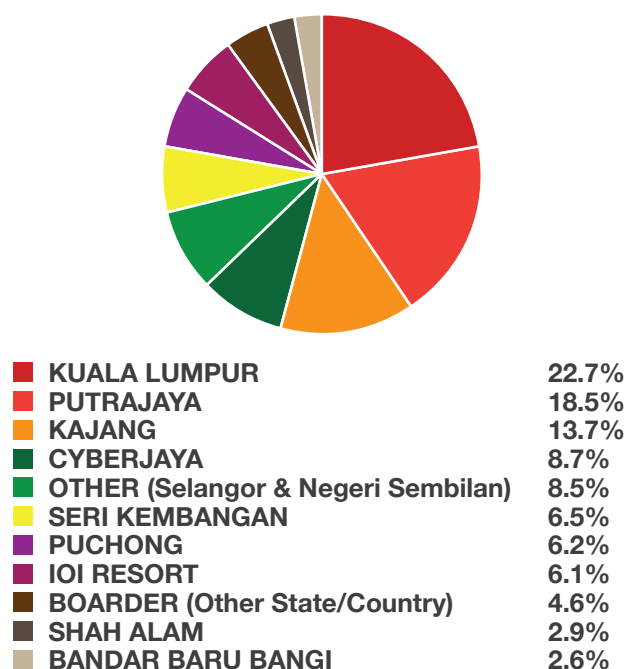
NUMBER OF STUDENTS BY DIVISION
(As of November 2016)



NUMBER OF STAFF BY DIVISION
(As of November 2016)



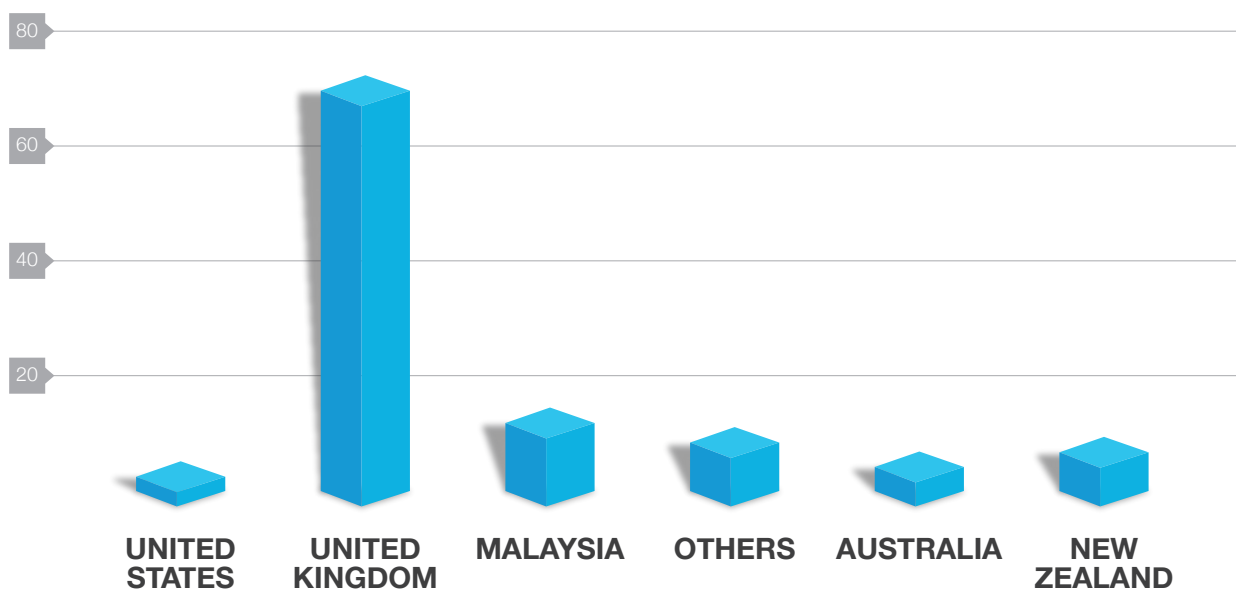
STUDENT RESIDENCE
(As of November 2016)



NUMBER OF STUDENTS BY NATIONALITY
(As of November 2016)



NUMBER OF TEACHERS BY NATIONALITY





PTA REVIEW

Our Parent Teacher Association of Nexus International School Malaysia has been more active than ever this year. NISM-PTA has organised different yearly festive celebrations such as Hari Raya, Malaysia Day, Deepavali, Christmas, Lunar New Year and much more. Theatre productions like Grease, Aladdin and Ash Girl were just some of the school events supported by our dedicated parents and teachers.

Aladdin Show

Other events supported and organized by our PTA Team included:

The Spartan Race F&B Sales, Book Sales/Swaps, Healthy Lunch catering for teachers and staff, Visits to the Smart Tunnel, Career Talks during University Day for Years 12 and 13.

In October 2016, the PTA also created, The Nexus Family (NISM) Facebook Community Page where a lot of information has been shared to our parents and teachers.

We ended the year with our Christmas Celebrations and Bazaar and also launched our very first Nexus Hope Tree which was generously supported by our parents, teachers, learners and staff. The Nexus Hope Tree was a PTA-organized event to take the opportunity to give our sincerest appreciation to our school cleaners, security and cafeteria staff.



All events, celebrations and school activities would not have been successful if it were not for the whole support of the Nexus Community. We look forward to an even more vibrant yet equally successful 2017!





BOARDING REFLECTIONS

Reflections on my first year at Nexus

On my arrival in December last year, meeting new staff, parents and learners was certainly a daunting experience. Now, over one year on, the move to Nexus has certainly been a positive one. The friendly and hospitable ambience, that my family and I were welcomed into, relaxed our feeling of uncertainty.

As a multi cultural school and boarding house, we learn to respect and tolerate each other. Friendships are formed and maintained well beyond schooling years. The calm and relatively 'chilled' atmosphere within the boarding environment allows our boarders to try new things without the pressure of always having to succeed. They are encouraged to be independent, communicative, helpful and expressive. The boarders are the heart of the school as their involvement with Nexus does not stop after school each day. They are involved in CCAs, represent sports teams, practise playing musical instruments, assist with the preparation and tidy up after school productions, conferences and fairs. They attend regular homework sessions in the evenings and, at weekends, all have the opportunity to participate in off-site activities such as go-karting, skating, challenging high-rope courses, paintball and visits to museums or other landmarks of this fabulous country. These weekly ventures enable our boarders to immerse themselves in various situations with their peers. The LIVE and GROW ethos continues to thrive in Nexus Boarding.

by Troy Looms, Boarding Director

Aiman Fikri Johanuddin Y13 reflects on his journey as he heads towards his final months in Boarding at Nexus

Walking into the space which I soon would call 'my' common room, I was excited to begin this new chapter of my life in an international school, at Nexus. I was greeted by people I never imagined meeting having spent my entire educational years in a Malaysian public school. A Bangladeshi, a Norwegian, a Canadian and a Brit enthusiastically showed me around and I was surprised at the generosity of my newfound 'brothers'. We enjoyed our time here together: nightly talks about the state of our existence and the purpose of life; waking up for breakfast every morning and having dinner together every night. We celebrated every festival together, every graduation ceremony, every concert and drama production. Expeditions we embarked on, whether they be sailing, kayaking, paintball shooting or rock climbing, we did together too. Truth told, it is truly an international family.

As time went by and everyone got a little older, we realised that life had to go on, and that there was more excitement to be found outside the safe space of our boarding house. One by one I saw my brothers leave me; pursuing great achievements and the betterment for all mankind. I realised the responsibility I was left with by then; that my time as the 'little brother' had come to an end, and now I was the 'big brother' my younger housemates looked up to. Whether it be for academics or simple life philosophies, I have had to learn to be the big brother as my previous seniors were for me.

I began my final year here in boarding with a heavy heart, as I am reluctant to leave my Nexus family behind. However, as I have experienced once before, the boarding house will further grow and become the home for many young international explorers, and I just have to keep sailing, as my brothers once did. Ever upwards, ever onwards.



Strategic Plan 2016-17

We have now identified our Strategic Goals around the 5 Pillars of the Nexus Way

Mindsets

- Develop holistic learner profiles that give teachers a developing picture of learner progress beyond academic data.
- Use visible thinking routines (Harvard Project Zero) and other structures (Kagan) for teachers to use to explicitly develop critical thinking, collaboration and problem solving.
- Develop a roadmap for residential trips/CAS/CCAs that is driven by authentic application of competencies and mindsets.

Inclusion

- Teachers identify and challenge those learners who would benefit from opportunities beyond the current curriculum.
- Continue to develop the use of differentiation strategies (based on the differentiation continuum) so they are consistently employed across the school.

Learning

- Investigate how best to articulate an overarching curriculum map so that continuity and progression in learning concepts can be tracked.
- Develop whole school processes to track learner performance year on year in order to identify patterns and thereby address any issues identified.
- Embed consistent use of concepts as the basis for connecting learning across the secondary curriculum.

Technology

- Investigate the impact of the 1:1 iPad programme in Year 3.
- Develop a Maker Space to promote design thinking and robotics.

Relationships

- Explore community involvement/case studies in curriculum delivery.
- Develop structures to enable, empower and engage Middle Leaders to ensure consistent application of the Nexus Way practices.

Accreditation

- CIS 1 year report
- IBO 5 year review
- IPC reaccreditaion

As a result of our Apple Distinguished School status, our relationship both locally and internationally has grown. Due to our continuing good practice, the school has been invited to re-accredit our status for the next 2 years. We have received numerous visitors from Malaysia, Singapore and Japan, looking at our innovative uses of technology. Lastly, we received a visit from the US Vice President of Education at Apple, John Couch, who was very impressed with our strategic use of Apple technologies for learning.

Facilities

- Extend the Multi Purpose Room to create more indoor play area and room to cater for those sitting for external examinations
- Changing rooms to be improved with learner input from #HackNexus.