



WITH BOARDING

# Welcome to The Nexus Way

Nexus International School Prospectus



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# The Nexus Way

Learning is at the core of everything we do at Nexus.

We recognise that learning is personal. Learners make progress at different speeds. They have different motivations; different experiences; different levels of knowledge. As such, Nexus learners make progress by learning as individuals, finding their own gifts and talents under our guidance.

*Inclusion • Relationships • Mindsets • Innovation*



# Inclusion



Learners from over 30 nationalities call Nexus their home.

This diverse range of cultures is comprehensively explored in lessons to help learners understand the world from multiple perspectives.

Learners work together and care for each other in and beyond the classroom. The world is not homogenous, and learners develop a deep empathy and understanding for difference. Through constant communication and collaboration, they develop the confidence to interact with each other respectfully.

Every learner is made to feel included and valued in the development of a vibrant, accepting environment. We understand ourselves as part of a global community, and respect celebration of diversity within that community.



## Innovation

At Nexus, we see technology as transformative.

We use it to transform the way learners can access content and develop knowledge in and beyond the classroom. They use it to translate knowledge and skills into products, solutions and new information.

By incorporating technology into our learning, we transform how learners experience education.

Our 1:1 (iPad and laptop) programme places a device into the hands of every learner, enabling them to have access to technology whenever they need it. This gives them opportunities to collaborate, create new content and communicate in and outside of the classroom.

Supported by ongoing teacher training to develop effective digital pedagogies, our use of technology allows students to become independent 21st century learners.

As a result, Nexus has been named as the first and only Apple Distinguished School in Malaysia, recognised as an exemplary learning environment for innovation, leadership and educational excellence.



Nexus learners have a growth mindset.

We believe that intelligence isn't something you're born with – it's something you cultivate.

Learners are constantly improving themselves: ever-ready to embrace challenges. They understand setbacks as opportunities to learn and grow. They know that effort is necessary to master knowledge and recognise challenges as valuable sources of information.

They have the freedom to learn at their own pace, and to choose what to learn and how to challenge themselves. Learners understand that it is their attitude, and not their abilities, that determine their success.

As learners enter different phases in their education journey, they develop personal goals and key competencies through unique, well-planned Nexus frameworks. They are able to self-regulate and become autonomous learners, intrinsically motivated to learn purely for the enjoyment of it.

# Relationships



Nexus learners form learning-focused relationships with their teachers.

The learner asks “What has to happen that will best help me to learn?” The teacher asks “What do I need to do that will best help the student learn?” The learning process becomes a team effort. Both teacher and learner work together towards creating a learning environment best for the learner.

Of course, Nexus relationships extend beyond learner and teacher. Restorative practices promote harmonious relationships between the learners themselves, leading to peaceful resolutions of conflict through respect and empathy. Learners are taught to take responsibility for their actions, which encourages choices about behaviour and the acceptance of the consequences of those choices.

# World-Class Recognition



Committed to continuous excellence in international education.



Recognised for innovation, leadership and educational distinction.



One of a handful of schools worldwide accredited at Mastering Level.



Recognition for excellence in academic by the Ministry of Education.



Recognition by Cambridge Strategies for our World-Class Education



An associate member of the UK based Boarding Schools Association



Only school in Southeast Asia to be accredited Mastering Level.



Accreditation from IBO to teach the IB Diploma Programme since 2012.

# The Nexus Advantage

Independence • Leadership • Balance

We guide learners to become well-rounded individuals, developing independence and leadership through experiences within and beyond the classroom.



# Leadership



The Nexus Way prepares learners to become confident and articulate young people. Beyond the collaborative experiences in the classroom, there are many more opportunities for learners to develop leadership skills that will serve them for the rest of their lives.

## Leadership



Proud to deliver

**THE DUKE OF EDINBURGH'S  
INTERNATIONAL AWARD**



# Leadership Camp

Learners in Years 7-10 attend an annual residential leadership camp that gives Nexus learners the leadership skills and knowledge to make a difference in the world. The 4-year course serves as excellent preparation for the IBDP 'CAS' component.

# Student Council

Learners on the Student Council fill various leadership positions, allowing them to develop skills such as diplomacy and organisation. They work closely with the school leadership team to organise events and recommend changes that develop and improve the learner experience at Nexus.

It provides learners with an excellent platform for development of knowledge that will serve them far into the future.

# International Award

Nexus learners have the opportunity to achieve the International Award (previously known as the Duke of Edinburgh Award), a self-development programme available to all 14- to 24-year-olds worldwide.

To gain the Award, participants must complete activities that build character and leadership skills. They are required to engage actively with the community outside the school, and create impact through:

- Community service projects
- Conservation work
- Voluntary service in hospitals or community homes
- Specialised training such as lifesaving, first aid and rescue services



# Independence

The Nexus environment liberates learners to find their place and success in the world. They are given guidance and support to help them not just become well-rounded learners, but well-rounded human beings.

## Independence Boarding

Discover your room to grow.

Nexus International School provides boarding for boys and girls in Years 6–13 (10 to 18 year olds), giving them more room to grow.

The Programme exposes Nexus learners to a wealth of experiences that challenge their minds and stimulate personal growth. A warm, nurturing environment provides opportunities to form enduring friendships.

A dedicated Boarding House team act as an extended family to boarders, and are always on hand to provide advice and address concerns. Resident House Parents, under supervision of an experienced Director of Boarding, oversee the boarders' pastoral and social welfare needs.

A complete education extends beyond academics. On the weekends, boarders have the option to participate in various sporting activities and excursions that build critical social skills.

## Facilities

- Shared and individual rooms
- Stocked kitchenette on each floor
- Recreation area for conversations, music, reading and more
- Common room for games and socialising (with pool table, foosball table, table tennis and more)
- TV Room
- Hi-speed Wifi
- On-site laundry services
- Full access to school's facilities (library, tennis courts, football field, swimming pool, basketball and badminton courts, music room and more)
- 24-hour security system



# Boarding



A group of people are playing a field game on a green field. In the foreground, a person in a red shirt and black shorts is running towards the left. In the center, a person in a green shirt and black shorts is running towards the right, holding a green baton. To the right, another person in a blue shirt and black shorts is running. In the background, there are trees and a goalpost. The word "Balance" is written in a large, white, cursive font in the upper right corner. Below it, there is a paragraph of text.

# Balance

At Nexus, caring staff work closely with parents to establish and maintain balance in the lives of the learners. All sporting events, performances and trips become important lessons in teamwork and goal-setting. At Nexus, learning happens everywhere.

Balance

# Co-curricular Activities

Co-curricular activities are diverse, encompassing everything from sports such as swimming, football, fencing and horse-riding to more creatively oriented pursuits like drama, music and dance.

Far from being diversions from academic study, this busy, rewarding and broad programme nurtures confidence, encourages intellectual curiosity and prepares learners for success in their lives beyond school.



## Intra-School Competitions

Each term, our learners represent their houses in different activities that are created, planned and led by them. These range from swimming galas, skill carousels, team games and sports days to Olympic week, talent competitions and annual film festivals.

## Model United Nations & Debate

Nexus has dynamic Model United Nations and Debate teams who regularly compete at Inter-school competitions in addition to hosting school events. Additionally, our Model United Nations team organises 2 annual conferences at Nexus for over 200 Malaysian students (school and university level).

## Academic Competitions

Nexus regularly hosts academic competitions with other international schools in Malaysia as well as competing in worldwide competitions, such as the UK Math Challenge, Language Perfect and Physics Olympiad.





# Performing Arts

Nexus learners are encouraged to develop their creative talents and ability to express themselves through the arts. We give time in and outside the classroom for learners to explore new ideas, find their passions and share their feelings through music, art, drama and film.

An education in the Arts not only enhances learners' understanding of the world around them, but it also broadens their perspective on traditional academic subjects.

Learners are encouraged to participate in the numerous events and performances held every year to develop their talents and confidence.



# Sports

Nexus learners enjoy their sports, but they also take it seriously.

Our sports programme plays an important role in the health and school life of each learner. An empowering environment allows them to maximise their abilities and ambitions in sport. Beyond fundamental movement skills, physical competences and teamwork, Nexus learners develop a competitive edge, resilience and respect for fellow athletes through participating in inter-schools competitions as members of International School Athletic Conference (ISAC), Kuala Lumpur International School Sports (KLISS) and International Schools Association of Kuala Lumpur (ISAKL).

# Trips & Visits

## Primary School

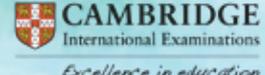
Trips have an important role in adding to our learners' real life experiences. Our residential trip programme begins in Year 3 with a 2-day, 1-night stay in the school grounds. By Year 6, the learners enjoy a longer stay of 4 days and 3 nights. There are many day visits organised during the school year to enrich the learning within the curriculum. These often act as an entry point to stimulate the learners' interests, such as a visit to Beryl's Chocolate Factory in Year 4 at the start of the 'Chocolate Unit'.

## Secondary School

To facilitate the provision of a broad and balanced curriculum, learners at all year levels take part in pre-planned fieldtrips and off-site learning opportunities. These trips include visits to local museums, art galleries, theatre and musical productions as well as outdoor and environmental field trips.



# The Nexus Curriculum



We work continuously to create learning opportunities for all students using the best research and practices. We use international curriculum standards as references for our curriculum development.

As our curriculum is dynamic, responding to new research and discoveries in the 21st century, our standards and benchmarks are examined regularly and amended accordingly as we grow in our knowledge of student learning.

The standards and benchmarks outline what each student should know and be able to do in each subject area. The benchmarks provide the specific content and skills at given points during a learner's education, which will be assessed to determine their progress towards the standard. In order to help learners meet the standards and benchmarks, Nexus teachers collaborate to design unit plans that lead to rich learning experiences and foster deep, meaningful understanding for all.

In the Primary School, learners begin with the International Early Years Curriculum (IEYC) and progress to the International Primary Curriculum (IPC) together with the British National Curriculum standards for literacy and numeracy. Nexus has been awarded Mastering Status for its delivery of the IEYC and IPC.

In the Secondary School, the curriculum is designed to prepare learners for the International General Certificate of Secondary Education (IGCSE) via the Cambridge International and Edexcel exam boards.

Nexus learners follow the International Baccalaureate Diploma Programme (IBDP) after completing their IGCSE. The IBDP is an academically rigorous preparation for university. In Years 12 and 13, the course is designed to equip learners with the best foundation possible for entry into the world's top universities.



Nursery, Reception

# Early Years

We believe that children have a natural ability and willingness to learn, and that they are self-directed, creative and innovative. The teacher's role is to mentor the child, providing them with opportunities to explore and discover, and to guide them in the creation of new knowledge and greater understandings.

ieyc

## The International Early Years Curriculum (IEYC)

The International Early Years Curriculum (IEYC) has a framework for teaching and learning. This framework comes in the form of learning strands, of which there are 4 (pictured below). Each Strand provides descriptions of what children will experience and learn about, through contextualised 'Explore and Express' activities. All of the learning that takes place through the strands is connected via an IEYC unit of learning or 'theme'. Each theme follows a process of learning which is detailed overleaf.



We encourage strong parent-school relationships so that parents feel their contribution is valued.

Learning in our Nursery and Reception classes is through a mixture of teacher-directed and child-initiated play activities. We give high priority to the process of learning through practical, first-hand experiences. Well-planned play, both inside and outside, is a key way in which young children learn with enjoyment and challenge. We encourage the children to participate in their own learning and we foster an atmosphere where they will want to explore and learn more. We model positive relationships in an environment where children have high levels of self-esteem and self-confidence.

We also provide opportunities for children to record and develop early reading, writing and number skills with creative and imaginative adult support.

It is our goal to provide children with a positive environment, where they can feel valued, happy and enjoy the challenge of learning.



Years 1-6

# Primary School

In the Primary School, learning is defined as “A personalised process where connections are created or strengthened in the brain as we build on knowledge, skills and attitudes whilst deepening our understandings and applying these in a variety of contexts.”



## The International Primary Curriculum (IPC)?

The IPC is an international, up-to-date, comprehensive and future-oriented curriculum programme aimed at learners growing up in the 21st Century. It nurtures a love of learning and encourages key skills, competencies and habits of mind. It encourages learning through central themes such as ‘Feel the Force’ or ‘Fit for Life’. This provides excellent opportunities for learners to make meaningful connections, form new knowledge and strengthen skills with deep understanding.

The standards, or learning goals, include subject goals, personal qualities (as shown in our Nexus Neuron) and specific goals to develop international understanding. Language arts – reading, writing, speaking and listening – are also linked with the theme, giving greater meaning and purpose to the children’s literacy skills.

All goals are aligned with the national curriculum for England. In addition, learners in Year 1 to Year 6 have the opportunity to study a language other than English (Bahasa Malaysia, Mandarin or Spanish).





Years 1&2

## Milepost 1

In Milepost 1, learners experience working in a very hands-on, exploratory and inquiry-based way with a high-level of adult support as well as opportunities to work both independently and collaboratively with their peers.

Years 3&4

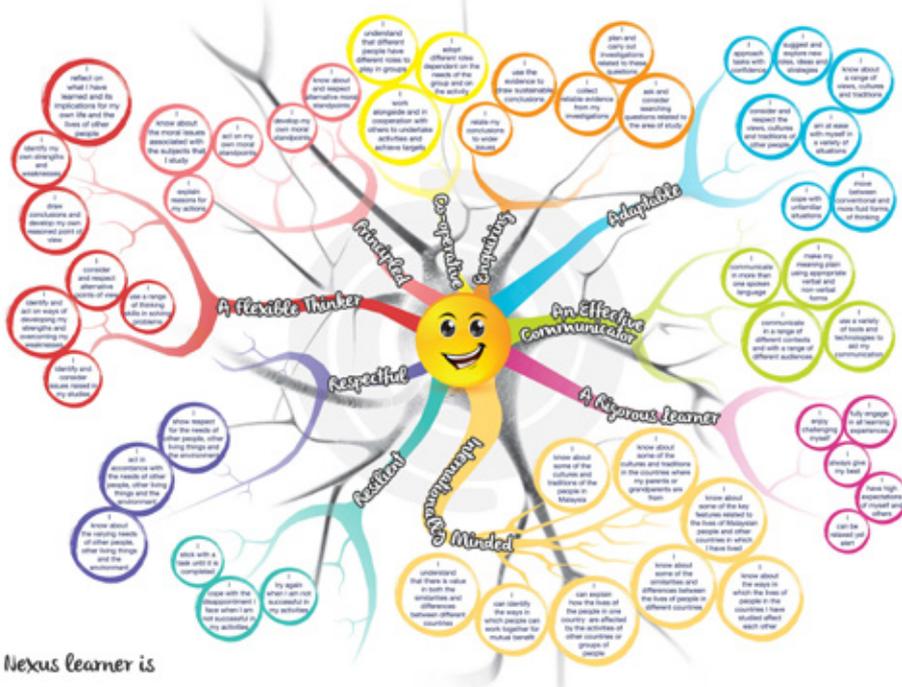
## Milepost 2

Through Milepost 2, learners are encouraged to become more self-aware and independent in their learning and thinking.

Years 5&6

## Milepost 3

In Milepost 3, learners further develop and refine a range of learning tools and skills for them to make a successful transition into their secondary education. During Year 6, learners develop close links with the secondary school teachers and departments.



a Nexus learner is



Throughout the Primary School, learners develop a deeper understanding of the separate subject areas such as Science, Geography or History and an awareness of how these independent yet interdependent subjects are connected within the theme. Learning experiences are planned in a way that enables learners to develop knowledge, skills and understanding, alongside the development of the personal goals set out in the Nexus Neuron.

Learners use a wider range of ICT tools to find, explore, analyse, exchange and present information in a variety of contexts. Technology is used responsibly and there is a good balance between screen time and other activities.

Years 7-11

# Secondary School

The Secondary School maintains the philosophy developed in the Primary years. However, the learning programme at this level becomes more specialised; based on subject disciplines and developing greater independence of thought, identity and value systems. ICT continues to be integrated into all facets of learning at the Secondary level.

## Broad and Balanced

All three curriculums are designed to challenge learners to think independently and apply knowledge to real life situations through the range of subjects offered.

- In Years 7-9 learners follow the Nexus Middle School Programme
- In Years 10-11 learners complete a two-year IGCSE programme
- In Years 12-13 learners follow the International Baccalaureate Diploma Programme

We believe that learners should experience a broad range of subjects; therefore, we have planned backwards from the IB Diploma Programme to ensure learners develop good subject knowledge across the six curriculum areas – English, Humanities, Second Language, Science, Mathematics and The Arts.

## A Broad Range of Skills

Alongside subject knowledge, we emphasise the development of competencies and mindsets through the PATS (Personal and Transferable Skills) which builds on the work done in Primary around the Nexus Neuron.



Years 7-9

## MSP - Middle School Programme

We provide a solid foundation for the challenges of the IGCSE. During these important transition years, learners follow a curriculum that uses International standards with a strong focus on cross-curricular links and inquiry-based learning.

The curriculum is designed to develop academic rigour, personal learning and thinking skills.

Years 10&11

## IGCSE - International General Certificate of Secondary Education

The International General Certificate of Secondary Education (IGCSE) is the world's most popular international qualification for 14- to 16-year-olds. It develops successful learners, giving them excellent preparation for their future studies and equipping them with skills for employment. IGCSE is recognised by universities and employers worldwide.

Programmes of study in Years 10 and 11 lead to CIE IGCSE examinations at the end of Year 11, although some learners may sit for their exams earlier.

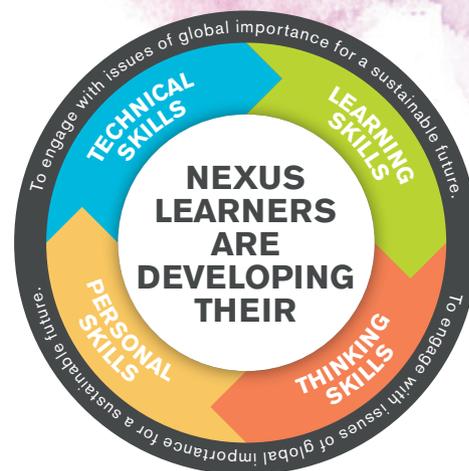
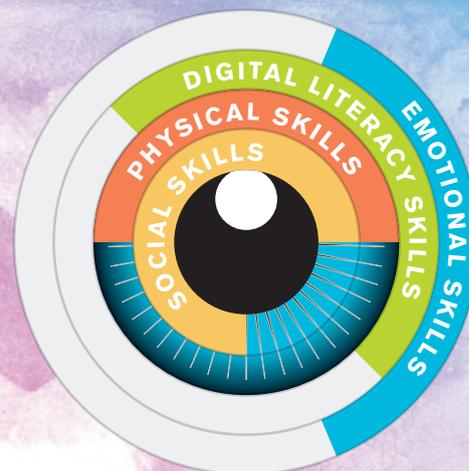
The IGCSE is an international qualification that allows teaching and learning to be placed in a localised context, making it relevant in different regions. It is also suitable for learners whose first language may not be English, and this is acknowledged throughout the examination process.

### Core Subjects

We expect learners to study a broad range of subjects as preparation for the IB Diploma Programme and to have a balanced academic programme.

### Holistic Development

All learners develop their digital literacy, physical, social and emotional skills through Health & Physical Education, Digital Applications and a Personal Social Development (PSD) Programme.

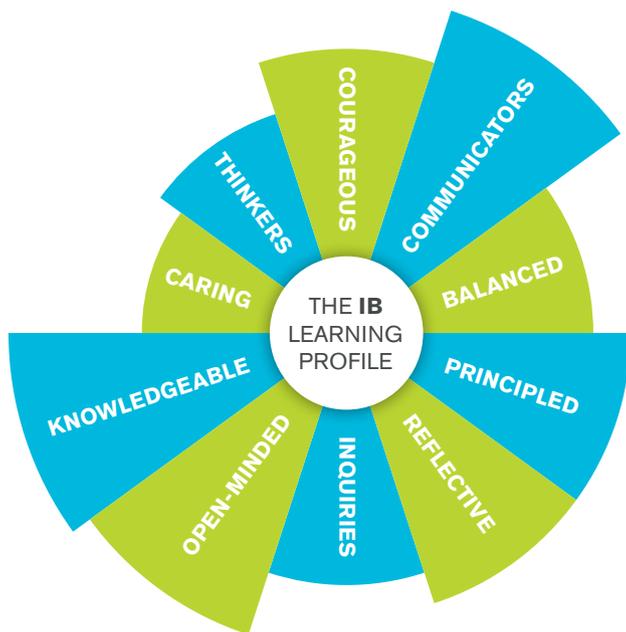


Years 12-13

# IBDP - International Baccalaureate Diploma Programme

The IB Diploma Programme is designed to equip learners both academically and personally with the best foundation possible for entry into the world's top universities.





Learners gain more than a collection of facts in the IBDP. The Diploma Programme encourages them to:

- Ask challenging questions
- Learn *how* to learn
- Develop a strong sense of their own identity and culture
- Develop the ability to communicate with and understand people from other countries and cultures

Three subjects are taken at Higher Level (HL) and three at Standard Level (SL). In addition, learners are required to produce or partake in the three central components of the IB Diploma; these are Theory of Knowledge, Creativity, Activity and Service (CAS), and an Extended Essay in a personal research topic.



### The Core at IB

- TOK** The Theory of Knowledge course helps learners understand ways of thinking and the nature of knowledge in different disciplines.
- EE** The Extended Essay is a 4,000 word individual research project.
- CAS** Creativity, Activity and Service activities foster an awareness of life beyond the academic arena. Some learners opt for a partial IB Diploma and take fewer subjects.

### The IB Learner Profile and ATLs (Approaches to Learning)

The Diploma Programme emphasises attitudes and cross-curricular skills that the learners will be encouraged to develop over the two years of study through all the components.

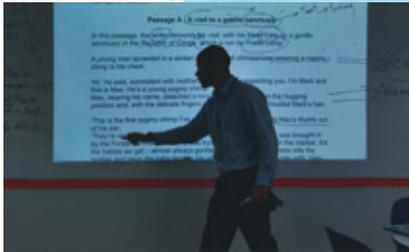
We ensure that learners have opportunities both in and out of the classroom to put them into practice.

# The Nexus Environment

A world-class learning environment facilitates the Nexus Way. At Nexus, we have developed the campus consciously to provide a stimulating place for learners to grow.

These include:

- Library
- 80 air-conditioned classrooms
- Selected classrooms equipped with Apple TV
- Instructional audio-visual facilities (LCD projector/sound system/electronic whiteboard)
- Theatre with seating capacity of up to 500 pax
- Art rooms
- Music rooms
- Drama & Dance studios
- Science laboratories
- Air-conditioned sports hall
- Outdoor field/football pitch
- Tennis courts
- Playgrounds
- Swimming pool (25-metre)
- Cafeteria
- Multi-purpose room
- Sound and film studio
- Health clinic with a full-time registered nurse
- Counselling and career guidance rooms
- Uniform & Book shop



# Nexus Support

## University Relations

As early as middle years, the school's Higher Education Counsellor introduces the learners and parents to university systems across the globe, through a series of presentations and information evenings.

## Higher Education Destinations

Approximately 50% of our graduates go on to study in the UK, 20% in Canada and the rest in the USA, Australia, France or other international destinations. We are proud to be sending our learners to some of the best universities in the world, including London School of Economics (UK), John Hopkins University (USA) and McGill University (Canada).

## Guidance Counsellor

Nexus employs 2 full-time guidance counsellors. Learners can be referred for guidance by teachers and they can make an appointment independent of teachers. The guidance counsellors work with families, staff and learners to ensure that all feel safe and supported in our community.

## Dining

As Nexus caters to international learners, we serve a wide range of balanced meals to suit different tastes and requirements in our full cafeteria-type dining facility. Learners can bring their own packed lunch to school or purchase lunch from the Nexus cafeteria. The cafeteria, Nexus Café and the dining room provide a variety of healthy snacks and lunch options at reasonable prices.

## Transportation

Nexus has contracted an external transport company to provide bus transportation for learners. The buses serve most areas of Kuala Lumpur and Selangor such as Mont Kiara, Ampang, Cheras and other major routes that enable learners to commute safely to and from school.

## Security

Parents who are driving their children to Nexus are required to obtain a vehicle permit. The permit is to be displayed prominently on the front windshield of the vehicle to expedite the clearance at security. All adult members of the community are required to wear ID tags on campus.

## Parents As Partners

Parents are important partners in education and we encourage parents to be actively involved in the education of their children through the parent association and attendance at the various workshops and events organised. Good communication is essential in a partnership and the school works hard to facilitate three-way communication.

## Communication

Nexus teachers and administrators use a variety of communication channels and tools including emails, parent conferences, regular newsletters, blogs, assemblies, individual class events, portfolios and progress reports to keep parents well-informed of their child's progress.





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