



# The Premier Day & Boarding IB World School in Malaysia



# An Introduction to UCSI International School Springhill

As one of the few International Baccalaureate World Schools in Malaysia that offer a full boarding experience, UCSI International School (UIS) Springhill has always been earmarked to be something special. A home where an extraordinary cohort of learners live, learn and play together. A school whose shared purpose attracts prodigious learners from around the world. A place where education and aspiration go hand-in-hand.

This sees us bringing the best people and the best learning approaches together to empower young minds, to realise their potential, to take them further, and to make their mark. As one of Malaysia's foremost education providers, we believe in the transformational power of education.

UCSI International School Springhill offers IB programmes that emphasise intellectual, personal, emotional and social growth to prepare students to be active and lifelong learners. The International Baccalaureate® (IB) programmes aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

**Our Eight Critical Characteristics**



1.  
**CHARACTER  
EDUCATION**



2.  
**GLOBAL  
CITIZENSHIP  
SKILLS**



3.  
**INNOVATION  
AND CREATIVE  
SKILLS**



4.  
**TECHNOLOGY  
SKILLS**



5.  
**INTERPERSONAL  
SKILLS**



6.  
**PERSONALISED  
AND SELF-PACED  
LEARNING**



7.  
**PROBLEM-BASED  
COLLABORATIVE  
LEARNING**



8.  
**LIFELONG  
LEARNING**







## UCSI SCHOOLS GROUP VISION AND MISSION:

### Our Vision

UCSI Schools aim to develop global citizens and inspire future leaders by providing a world-class, 21<sup>st</sup> century education.

### Our Mission

The mission of UCSI Schools is to provide a holistic education that prepares learners for the future by equipping them with the skills, knowledge, and values needed to become responsible global citizens in a 21st century world.

# UCSI International School Core Values & IB Mission Statement



## Core Values

### International Education

UCSI International School exposes its students to the world of knowledge through a holistic curriculum which incorporates an international approach to people, knowledge, values and skills.

### Individual Integrity

UCSI International School encourages individual creativity and innovation through self-discovery and self-expression that values civility, equality and honesty at all levels of society.

### Global Citizenship

UCSI International School believes that global citizenship requires the ability to develop greater appreciation of diverse cultural perspectives. The School strives to inspire students to be committed to active service and a sense of responsibility for local, national, and world communities.

## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# Meet Our School Principal

## Mr Nigel Gardner

Mr. Nigel Gardner is an outstanding educator and leader in international education with more than 20 years of international teaching experience. Following a career in conservation management, Nigel has taught and led International Baccalaureate Programmes in Belgium, Azerbaijan, South Korea, Sweden, Vietnam and India. He holds a Bachelors (Hons) in Ecology, from the University of Lancaster, United Kingdom, a Certificate in Advanced Educational Leadership from Harvard Graduate School of Education and a Postgraduate Certificate in Education (PGCE) in Science from the University of Wales, United Kingdom, and is currently reading his Master in Educational Leadership and Management from Keele University, United Kingdom.

Mr. Gardner has successfully led three different schools through opening and the IB authorisation process over the last decade. As director of Four Corners Education, he has also assisted various IB Schools in developing leadership systems and processes. Within the wider IB Community, Mr. Gardner has had various roles within the IB Educator Network and beyond, including Assessment Analysis Consultant, curriculum review team member as well as curriculum and resource author, for a number of IB publishers.

Beyond this, Mr. Gardner is an innovative and passionate educator, putting students at the centre of learning. He is passionate about the implementation of technology in supporting and enhancing the curriculum through the development of novel approaches.

*Mr Nigel Gardner*



# IB learner profile

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



## Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## Risk-Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

## Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# Concept based learning

## Concept driven inquiry

A conceptual inquiry approach is a powerful vehicle for learning that values concepts and promotes meaning and understanding. It challenges students to engage critically and creatively with significant ideas beyond the surface level of knowing.

## Approaches to learning skills

The IB approaches to learning skills (ATL) are grounded in the belief that learning how to learn is fundamental to a student's life in and out of a school context. In broad terms, IB programmes support learners in developing:

- Thinking skills
- Communication skills
- Research skills
- Self-management skills
- Social skills

The approaches to learning and associated sub-skills support students of all ages in being agentic and self-regulated learners

Model inquiry and continually inquire into their teaching practices and learning processes of students as a source of professional development	Support thinking and metacognition (thinking about thinking) with prompts and tools	Implement hands-on learning, recognising that a child's hands, eyes and ears are infinite sources of discovery	Scaffold connected opportunities for the development of skills	Create flexible and engaging learning spaces that promote independence and collaboration	Provide time for learners to wonder, explore, build and revise theories, engage in research and reflect on learning
Value students as capable inquirers	Are open-minded about the process of inquiry, using conceptual understandings to anchor sustained investigations	Inquiry teachers		Extend learning with open-ended questions or problems	Use prior knowledge as launching point for new learning
Engage curiosity through meaningful learning engagements to launch and re-launch conceptual investigations	Use real world contexts and primary experiences as significant activators of learning			Personalise learning by employing a range of strategies and flexible groupings	Understand the importance of collaborative learning and value the contributions of both individuals and groups
Reserve whole-class experiences for meaningful instructional, collaborative and reflective moments	Support students to make deliberate connections within and between subjects	Consider materials, fieldtrips, learning engagements as stimuli for inquiry	Generate routines, questions, strategies and systems that can be transferred across a range of contexts	Monitor and document learning providing meaningful feedback throughout	Measure the products of learning against established success criteria

# The Premier Day & Boarding IB World School in Malaysia



## The Premier IB World School in Malaysia

One of the few International Baccalaureate (IB) World Schools in Malaysia that offer the full-range IB programmes, including Early Years, Primary Year Programme (PYP), Middle Year Programme (MYP) & Diploma Programme (DP).



## Experienced Multinational Teachers

Our team of multinational teachers are IB-qualified, experienced, and knowledgeable about the curriculum and are well-trained to develop positive learning with students. Our teachers at UIS Springhill have years of experience in the IB and international curricula.



## 21st Century Skills

We aim to develop global citizens and inspire future leaders by equipping them with the skills needed in today's global society, such as communication, collaboration, creativity, and critical thinking.



## World-Class Education

Living in a culturally diverse environment fosters open-mindedness and enhanced understanding of the world. We expose students to a world of knowledge through well-established international curricula, incorporating a modern, holistic approach to teaching, learning and skill-building.



## Full-Boarding IB Experience

We are one of the few International Baccalaureate (IB) World Schools in Malaysia that offer a full-boarding experience that adheres to international standards. Our boarding programmes provide students with holistic personal development, and focused attention by English native-speaking houseparents.



## School Facilities of International Standards

Our campus is located on a 20-acre campus, which includes an Olympic-sized swimming pool, 9-hole golf course, 2-storey school library, auditorium, multi-purpose sports court, state-of-the-art science laboratory and many more.





## Experience swimming in our Olympic-sized pool

At UCSI International School Springhill, we believe swimming plays an essential role in a child's growth and development. Located on a 20-acre campus, swimming lessons are incorporated in the school's curriculum and co-curricular activities.





## Academic Pathway

Grade Level	Malaysian Schools (Malaysia-based syllabus school)	UIS Springhill IB Programme
Grade 1	Standard 2	PYP 1
Grade 2	Standard 3	PYP 2
Grade 3	Standard 4	PYP 3
Grade 4	Standard 5	PYP 4
Grade 5	Standard 6	PYP 5
Grade 6	Form 1	MYP 1
Grade 7	Form 2	MYP 2
Grade 8	Form 3	MYP 3
Grade 9	Form 4	MYP 4
Grade 10	Form 5 (SPM)	MYP 5 (eAssessment)
Grade 11	Form 6	DP 1
Grade 12	Form 6	DP 2

## Applications used in Classrooms

- A record keeping, administrative platform



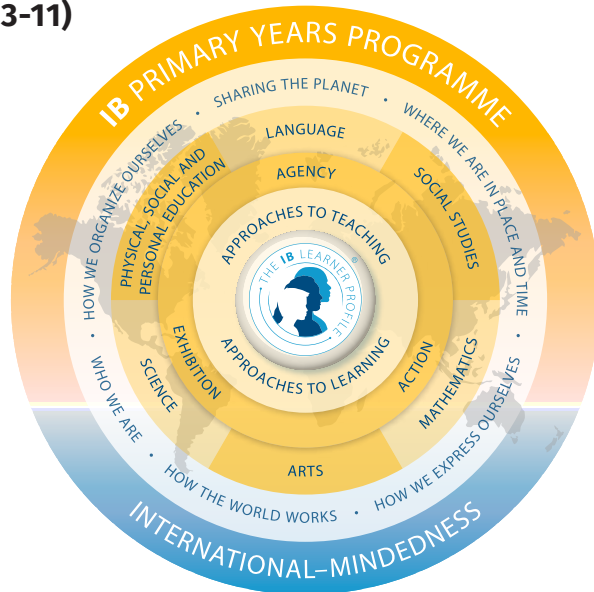
Google Classroom

- A dynamic platform to keep students organised, engaged and empowered in their learning
- Promotes collaboration and continuous assessment



# PRIMARY YEARS PROGRAMME (PYP)

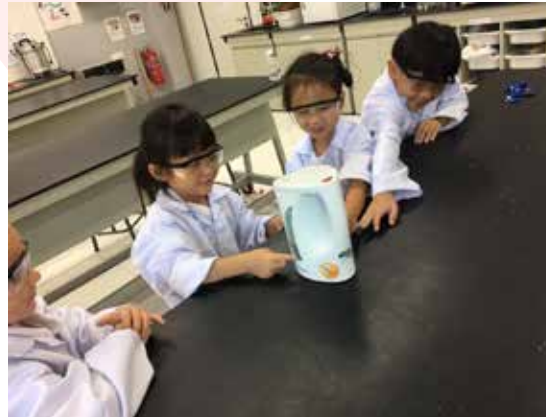
(Ages 3-11)



The IB Primary Years Programme (PYP) focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six interdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as interdisciplinary skills, with a powerful emphasis on inquiry. The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme.

## The IB Primary Years Programme (PYP)

- Addresses students' academic, social and emotional well-being.
- Encourages students to develop independence and to take responsibility for their own learning.
- Supports students' efforts to gain understanding of the world and to function comfortably within it.
- Helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.



## The six subject areas identified within the IB Primary Years Programme:

- Language
- Mathematics
- Science
- Social studies
- Arts
- Personal, social and physical education

The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes. These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to "step up" beyond the confines of learning within subject areas.

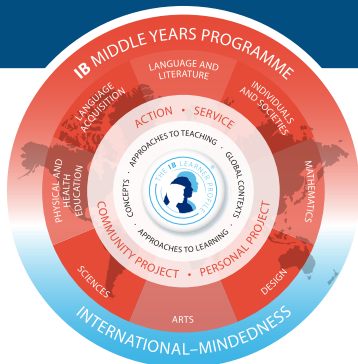
- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

These transdisciplinary themes help teachers to develop a programme of inquiries—investigations into important ideas, identified by the schools, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks. Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn this way begin to reflect on their roles and responsibilities as learners and become actively involved in their education. All students will come to realise that a unit of inquiry involves them in in-depth exploration of an important idea, and that the teacher will collect evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage.



# MIDDLE YEARS PROGRAMME (MYP)

(Ages 12-16)



The IB Middle Years Programme (MYP) is a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasises on intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding, global engagement, and qualities that are essential for life in the 21st century.

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme and the IB Career-related Certificate.

## The IB Middle Years Programme (MYP)

- Addresses students' intellectual, social, emotional and physical well-being.
- Enables students to understand and manage the complexities of our world, and provides them with the skills and attitudes they need in order to take responsible action for the future.
- Ensures breadth and depth of knowledge and understanding through the study of eight subject areas.
- Requires the study of at least two languages to support students in understanding their own culture and that of others.
- Provides the opportunity for students to undertake an independent project in the area of interest.

The MYP Programme consists of eight subject groups integrated through five interactive areas providing global contexts for learning. Students are required to study at least two languages (as part of their multilingual profile), humanities, sciences, mathematics, arts, physical education and technology. In their final year, students will also undertake an independent 'personal project' to demonstrate the development of their skills and understanding.

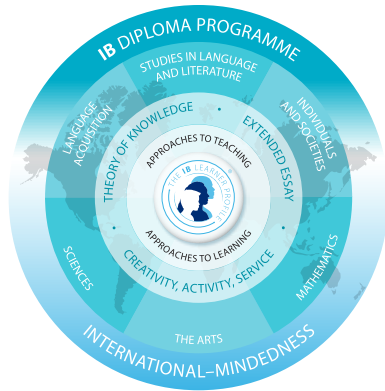
The MYP's core features five contexts for learning that provide powerful opportunities to engage in the study of issues that affect students today. Using a common language, teachers organise the curriculum through the following areas of interaction:

- **Approaches to learning** represents learning skills that students will develop and apply during the programme and beyond.
- **Community and service** considers how students can learn about their place within communities and be motivated to act in new contexts.
- **Health and social education** is designed to help students identify and develop skills that will enable them to function as effective members of societies. They also learn about how they are changing and how to make informed decisions that relate to their welfare.
- **Environments** explores how humans interact with the world at large and the parts we play in our virtual, natural and built environments.
- **Human ingenuity** deals with the way in which human minds have influenced the world and considers the consequences of human thought and action.



# DIPLOMA PROGRAMME (DP)

(Ages 17-19)



The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students for success at university and life beyond. It has been designed to address intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

**The IB Diploma Programme (DP)** prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically.
- Acquire breadth and depth of knowledge and understanding, studying courses from six subject groups.
- Develop the skills and a positive attitude towards learning that will prepare them for higher education.
- Study at least two languages and increase understanding of cultures, including their own.
- Make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course.
- Undertake in-depth research in the area of interest through the lens of one or more academic disciplines in the extended essay.
- Enhance their personal and interpersonal development through creativity, action and service.

## The DP Core

- **The Extended Essay (EE):** students engage in an independent research through the in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.
- **Theory of Knowledge (ToK):** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- **Creativity, Activity, Service (CAS):** involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

## The DP Curriculum

IB Diploma Programme students must choose one subject from each of the five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5.

At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours). Students can study and take examinations in English, French or Spanish.

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.



# OUR Amazing Students

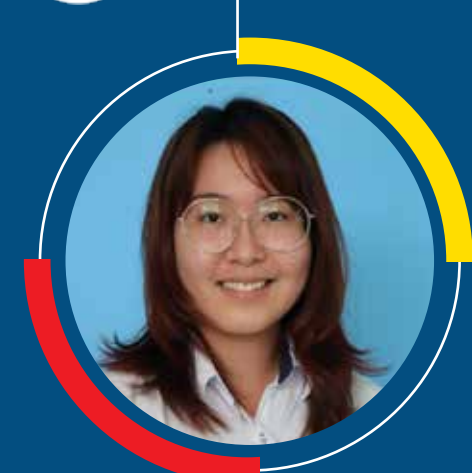
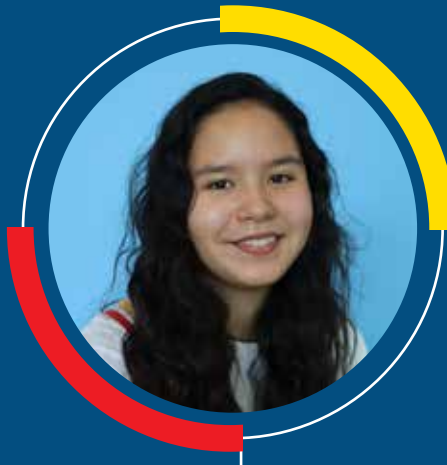
**Maria Chan Ruyi**

*Received a Full Grade in  
Integrated Humanities, Integrated Sciences,  
& Mathematics in MYP June 2021*



**Farahaiman Sofriah  
Binti Mohamad Rameez**

*Received a Full Grade in  
Integrated Humanities in  
MYP June 2021*



**Sun Qi**

*Achieved the highest IB Diploma  
results in UIS Springhill history with  
a score of 43/45 in DP May 2021*



# Our Co-curricular Activities (CCAs)

At UCSI International School Springhill, we offer a wide range of co-curricular activities which enable students to challenge themselves and grow physically, socially, emotionally, and intellectually. There are ample opportunities for students to explore new interests while gaining valuable life skills, such as managing tasks, collaborating with others, and developing a growth mindset.

## CCAs (Age 3-11)



- Arts & Craft
- Dance Club
- Lego Club
- Mathematics Club
- Public Speaking
- Reading Club
- Swimming
- Table Tennis
- Wellness & Team Building
- Wonders of the Universe
- Yoga Club
- Young Scientists Club

## CCAs (Age 12-19)



- Art & Design
- Bandanas
- Baseball
- Basketball
- Campus Journalism
- Cartoon Club
- Drama and Music
- Drawing Time
- Games & Chess
- Gimp Photoshop
- Music
- Puzzles and Riddles
- Paper Folding (Origami)
- Swimming & Water Polo
- Table Tennis & Pool
- Tennis
- Wellness Program
- Ultimate Frisbee

*Note: The above activities are subject to change. Some activities which require an external coach may have additional fees involved.*



# Our House Teams



UCSI International School Springhill is proud to announce the formation of our House Team system, marking another important step in our school's history. This way of arranging ourselves and our activities is underpinned as always by the guiding principles of an IB education. It champions participation, personal development, service and enjoyment above all else. The games and competition are a vehicle for use to achieve these more important aims. All activities should reinforce our IB Learner Profile attributes. Our students are always

striving to **be inquirers, thinkers, communicators, reflective, caring, knowledgeable, principled, open-minded, courageous, and balanced.** We also reinforce the attitudes of **appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance** explicitly and expect our students to use them during all activities. There are a series of activities built into the ECA time slot each month and opportunities for House Meetings on Thursdays for each group in rotation.



## Stingray

Colour : Red | Element: Fire

### Characteristics:

*The stingray symbolises cleverness and protection. Stingrays have faith in their abilities and follow their inner guidance. Stingrays stay on course and keep moving forward. They are adaptable and they never hesitate when it is time to take action. They also symbolise awareness, balance, defence, diplomacy, mobility, sharp action and tenacity.*



## Shark

Colour: Blue | Element: Water

### Characteristics:

*The shark symbolises power and fearlessness. As a sacred animal, its power and strength provide protection from enemies. It symbolises strength and aggression when it comes to opportunities and challenges and lasting friendships. The shark spirit animal exudes power, superiority, and authority in its natural environment. Sharks fight for what they want. They do not back down, and show everyone who is in charge.*



## Raptor

Colour: Yellow | Element: Air

### Characteristics:

*Raptor signifies wisdom, vision, and protection. They are beautiful and powerful who achieve their goals and are not afraid of change. Raptors symbolise wisdom, courage, and commitment. They are powerful symbols of new opportunities always there for you, even in times of adversity. The raptors are truly rare finds; they nod to wisdom and seeing things as they are in the world with true brilliance.*



## Turtle

Colour: Green | Element: Earth

### Characteristics:

*Turtle symbolises good health, long life, perseverance and protection, determination and serenity. Turtles have the ability to stay grounded, even in moments of disturbances and chaos. They know when to slow down and pace themselves. They show persistence, endurance, emotional strength, understanding and wisdom. Turtles are survivors and know how to resist attacks. They are patient and can navigate through difficult waters very well.*



# Action and international-mindedness

**Action** being part of student agency, is important in the Primary Years Programme (PYP). Through taking individual and collective action, students will understand responsibilities associated with being internationally-minded and appreciate the benefits of collaboration for a shared purpose. (Oxfam 2015).

Student skills of taking action based on their inquiry lay a foundation for community service in the Middle Years Programme (MYP) and creativity, activity, service (CAS) in the Diploma Programme (DP). Through action, students develop a sense of belonging to local and global communities and they see themselves as competent, capable and active agents of change. (Oxfam 2015, UNESCO 2015).

## Action could be:

- a change in attitude
- a consideration or plan for action in the future
- a demonstration of responsibility, or of respect for self, others and the environment
- a commitment to leading or participating in a youth advocacy group
- an engagement in school decision-making or an expression of support in community, local and global decision-making.





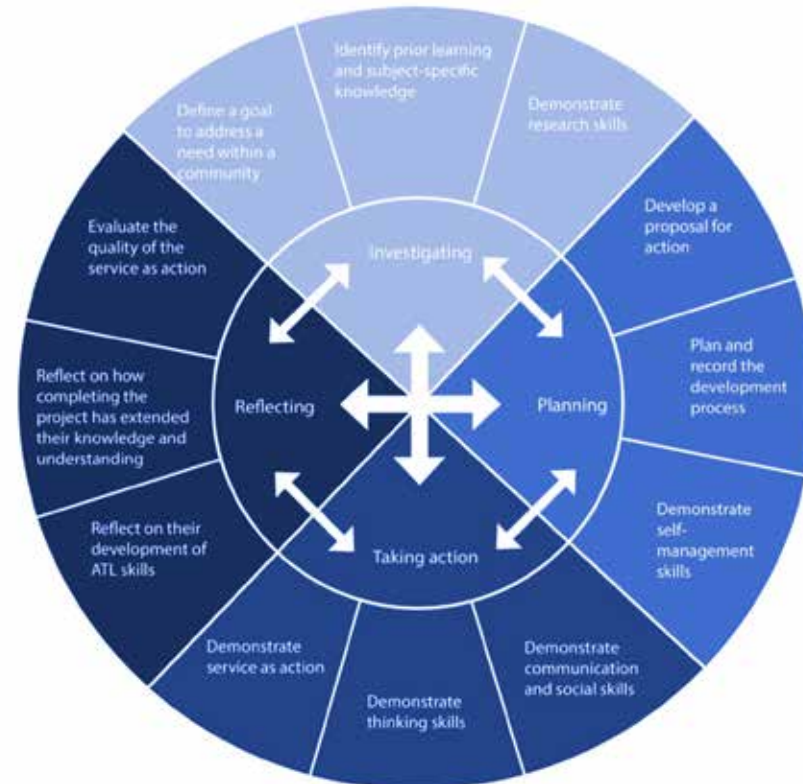
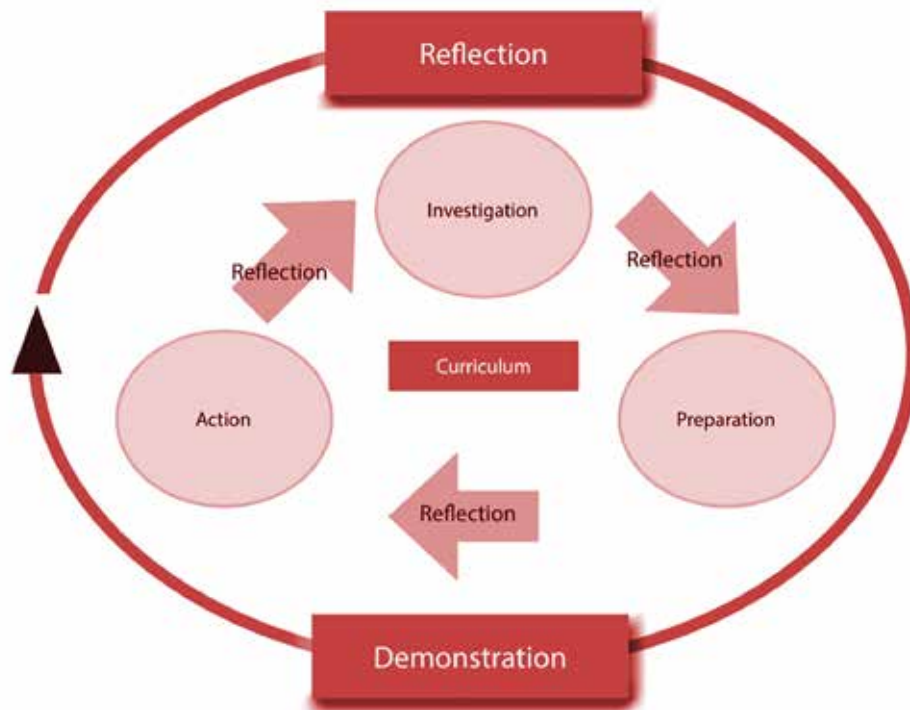
# Service as Action



**Service as action** is an integral part of the programme, especially in the MYP community project.

Students act when they apply what they are learning in the classroom and beyond. The community project gives students an opportunity to develop an awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. Students strive to be caring members of the community who demonstrate a commitment to service, making a positive difference to the lives of others and to the environment.

The activities can be aligned with various eco-themes such as Biodiversity, Energy, Health and Wellbeing, etc. This implementation will also be in line with Sustainable Development Goals (SDGs) to improve the overall sustainability within the school and beyond.



# Creativity, Activity, Service (CAS)



**Creativity, activity, service or CAS** is at the heart of the DP. Its holistic approach is designed to strengthen and extend students' personal and interpersonal learning as a continuum from the PYP and MYP programmes. This implementation is also attributed with the Sustainable Development Goals (SDGs) to improve the overall sustainability within the school and beyond. CAS is organised around the three strands of creativity, activity and service, which are defined as follows:



## Creativity

exploring and extending ideas leading to an original or interpretive product or performance.



## Activity

physical exertion contributing to a healthy lifestyle.



## Service

collaborative and reciprocal engagement with the community in response to an authentic need.

### CAS aims to develop students who:

- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new opportunities, accept new challenges and adapt to new roles
- Actively participate in planned, sustained and collaborative CAS projects
- Understand they are members of local and global communities with responsibilities towards each other and the environment



# Sustainable Development Goals (SDG) Initiatives



UCSI International School Springhill's journey to implement sustainability started when the campus was officially registered as an Eco-School under WWF Malaysia in the year 2017. WWF Malaysia organisation is well known for helping to protect our country's natural environment through various conservation programmes. The school community is encouraged to be caring individuals who *"think globally but act locally"* to enhance sustainability practices. With this in mind, the school has conducted various school events such as Earth Day, Port Dickson beach clean-up, Service Day, and implementation of other sustainability practices in school, including integrating Sustainable Development Goals (SDG) and Eco-themes in lessons across the IB Programmes.

In 2020, we were proud to announce that the school received the Silver Award certificate from WWF Malaysia for implementing sustainable practices in the school based on the Eco-School's 7-step methodology. In addition, with a recent collaboration with the UCSI Group SDG Secretariat Office, various awareness and engagement events have been organised, such as World Soil Day (WSD), World Environment Day (WED), Peace and Unity virtual gathering and SDG awareness quizzes for staff and teens.

This collaboration has extended the participation to other UCSI schools, schools around Malaysia and abroad. The objective of the programmes is to enable more students and teachers to understand and embrace steps to promote sustainability and build relationships across schools in the hope to strengthen the global community.





# Eco Schools

***UCSI International School Springhill, has received a Silver Award for the year 2020!***



We are thrilled to inform you that UCSI International School Springhill has officially received the Silver Award certificate from WWF-Malaysia for implementing sustainable practices in our school based on the eco-school 7-step methodology. Our educational practices and activities strongly align with SDG and Eco themes and we thank the whole school community for making this happen.

Eco-Schools is an international programme of the Foundation for Environmental Education (FEE) that aims to “empower students to be the change our sustainable world needs by engaging them in fun, action-orientated and socially responsible learning.

The Eco-Schools Programme (ESP) is the largest sustainable schools programme in the world, which is currently running in more than 60 countries. In our country, WWF-Malaysia is the National Operator of the programme and more than 180 schools have registered to date. It is a great achievement and acknowledgement of the efforts and time dedicated to turning our school to a greener place. Eco-Schools assessors indicated the following strengths of our Eco-School programme at UCSI International School Springhill:

- Very well integration of the Eco-School activities into the school curriculum.
- Good involvement of pupils in environmental activities.
- Good support from the school administration. The committee is made up of students, teachers, senior management, non-teaching staff and parents.
- Good composition of different key stakeholders of the school. Meetings are conducted frequently and documented.
- Environmental review involved students, teachers and non-teaching staff and results were displayed for the school community to view.
- Clear linkages made between initiatives and the curriculum.
- Environmental education has been embedded as part of learning outcomes and PYP project exhibitions.
- Actively participated in outside activities and collaborated with external partners as part of Eco-learning process.

# A Full Boarding Experience



UCSI International School Springhill is one of the few IB World Schools in Malaysia that offer a full-boarding experience that adheres to international standards. Our boarding programmes provide students with holistic personal development, academic enhancement, and focused attention under the guardianship of English native-speaking houseparents. Our boarding students will be engaging in activities and trips during the weekends. Our school has a live-in nurse caretaker to attend to all of our students' wellness needs. We protect the safety of our students by having 24-hour security personnel monitoring the campus and the school under CCTV surveillance.

At UCSI International School Springhill, we believe sharing, camaraderie and teamwork are necessary values to succeed in life, and our boarding programme supports the developments of these values. We believe that boarding is an education in and of itself, which is why we provide an attractive campus setting and exceptional facilities, and we encourage all of our students to live and study on campus.



## ACCOMMODATION

- Bed with linens and pillow
- Wardrobe
- Bedside table
- Common study area
- Access card
- Sofa

## MEALS

- Breakfast
- Morning tea break
- Lunch
- Afternoon tea break
- Dinner

## OTHER SERVICES PROVIDED

- Laundry
- Transportation
- On-campus Wifi

# Our Facilities

Our 20-acre campus is a safe and welcoming space, designed to enhance students' learning experiences both in and out of the classroom. The facilities allow us to provide a range of activities, from sports to science experiments to performing arts.

## Laboratories

- Information Technology Lab
- Biology Lab
- Physics Lab
- Chemistry Lab
- General Science Lab

## Studios and Activity Space

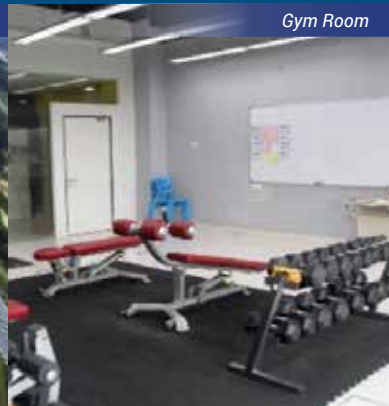
- Creative Art Studio
- Home Science and Culinary arts studio
- Performing Arts studio
- Music Studio
- Multi-purpose Hall
- 2-Storey School Library

## Sport

- Olympic-sized swimming pool
- Gym Room
- Basketball Court
- Volleyball Court
- Football Field
- 9-Hole Golf Course
- Table Tennis
- Tennis Court



9-Hole Golf Course



Gym Room



Table Tennis



Multi-Purpose Sports Court



School Classrooms



Multi-purpose Hall



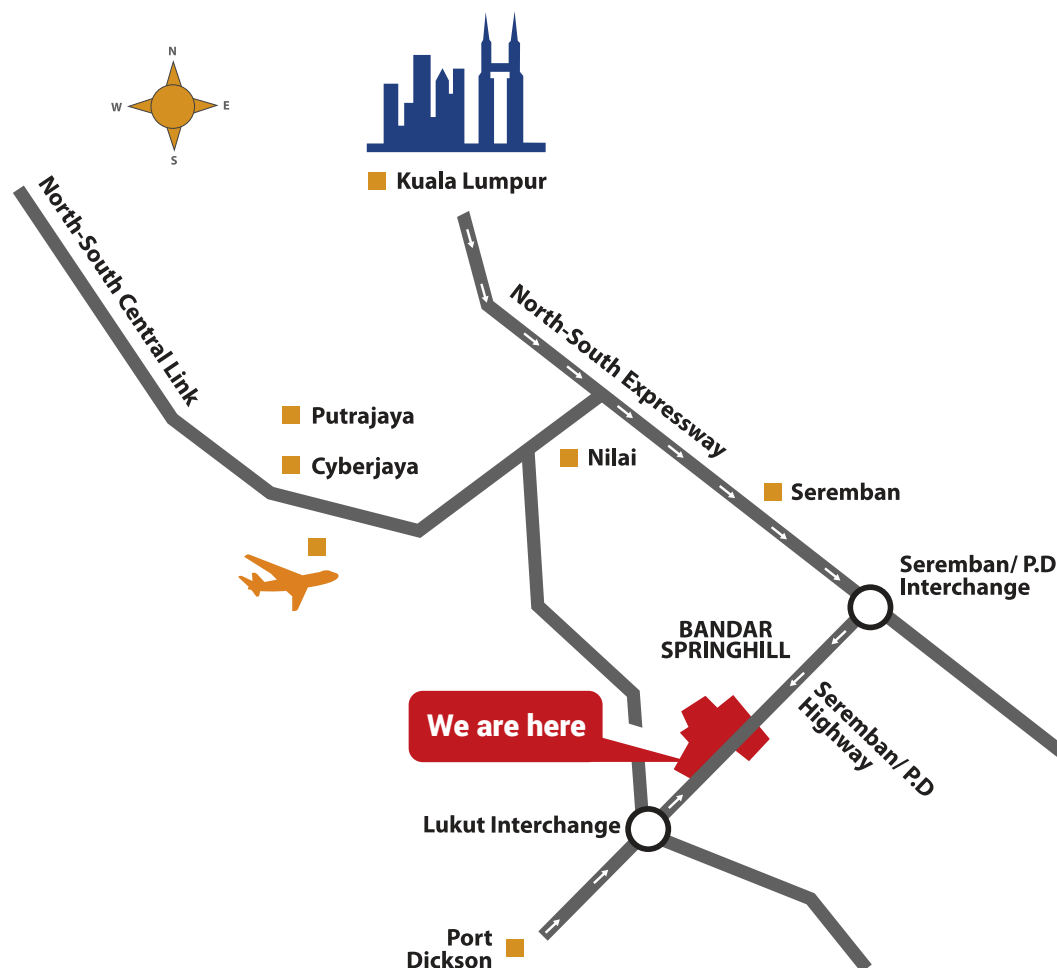
2-Storey School Library



Full Boarding



## LOCATION MAP



WE ARE AN **IB Continuum School**



No. 1, Persiaran UCSI, Bandar Springhill, 71010 Port Dickson, Negeri Sembilan, Malaysia

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