



**SUNWAY**  
INTERNATIONAL  
SCHOOL  
Sunway City

Nurturing  
Minds.  
Building  
Character.



Owned and governed by the

**Jeffrey Cheah  
Foundation**   
*Nurturing the Seeds of Wisdom*

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# WELCOME TO SIS

## Sunway City KL



SIS's Student-Centric Approach

## Thank you for your interest in Sunway International Schools (SIS)

Selecting the right school for your child is an important decision. At SIS, we recognise the importance of 21<sup>st</sup> century teaching and learning. Many families are drawn to SIS because of our student-centric approaches and the flexibility of our academic programmes. We are the only school in Malaysia to offer the globally recognised Canadian (Ontario) school curriculum and the International Baccalaureate (IB) programme. These programmes are well-established and consistently ranked among the world's best due to their innovative, globally oriented, and multi-disciplinary focus.

Supported by a dedicated and qualified academic team comprising teachers from Canada and other countries, committed administrators and state-of-the-art facilities, SIS is well-positioned for preparing your child to be cross-culturally aware and hone lifelong learning skills that enable them to take their place in the fast-changing global economy and evolving world. SIS has a strong track record of students successfully gaining admission in many of the world's best schools, for example the University of Toronto (Canada), University of Melbourne (Australia), and King's College London (UK), to name a few.

We are committed to our mission of nurturing students' minds and building their character. We welcome working with students of diverse backgrounds and developing them to be independent learners and responsible global citizens.

We look forward to you and your family joining our Sunway International Schools community!

**Dr Cheng Mien Wee**

*Executive Director  
Sunway International Schools*

# OUR STORY

## Sunway International School

Jeffrey Cheah  
Foundation   
*Nurturing the Seeds of Wisdom*

SIS is one of 16 learning institutions under the Sunway Education Group, an entity fully owned and governed by the Jeffrey Cheah Foundation (JCF); modelled after some of the oldest and most eminent institutions in the world, surpluses are used for scholarships and to provide and sustain quality education for present and future generations.



## 2008

SIS began in 2008 as a secondary school in Sunway City Kuala Lumpur. Starting from a small building with 25 students, the school population soon outgrew its facilities.



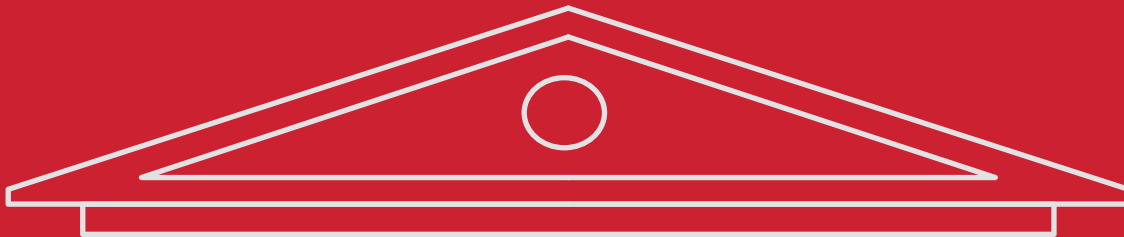
## 2017

SIS's second campus was established in 2017 within the heart of Sunway City Iskandar Puteri Johor. SIS Sunway City Iskandar Puteri campus offers a full spectrum of education from Pre-School all the way to Pre-University programme.



## 2023

The opening of a new 7-acre green-certified campus in Sunway City Kuala Lumpur will accommodate up to 3,000 students covering Kindergarten to Pre-University levels. SIS Sunway City Kuala Lumpur will welcome its first cohort of kindergarten and primary students in 2023.



# 1 SCHOOL 2 CAMPUSES

## THE ONLY SCHOOL IN MALAYSIA

to offer Canadian & International  
Baccalaureate Curricula



**Ontario** 

Licensed by the Ontario  
Ministry of Education, Canada

ONTARIO COLLEGE OF TEACHERS



Over 80% of SIS Teachers are fully trained & certified by the Ontario College of Teachers (OCT), holding at least two degrees including one in education.



**IB  
WORLD  
SCHOOL**

THE FIRST SCHOOL TO RECEIVE GREENRE PLATINUM CERTIFICATION

## SUSTAINABLE INNOVATIVE SCHOOL

Committed to creating a healthy and conducive learning environment for all students and staff

**SUNWAY**  
EDUCATION GROUP

BE PART OF THE LEADING PREMIUM EDUCATION GROUP  
THAT NURTURES PROGRESSIVE AND LIFELONG LEARNING



**SUNWAY**  
INTERNATIONAL  
SCHOOLS

**SUNWAY**  
COLLEGE



**SUNWAY**  
UNIVERSITY



# INTERNATIONAL CURRICULUM

## Two World-Renowned Qualifications

At Sunway International School, combining the Canadian school curriculum and the International Baccalaureate programme means teachers focus not only on building students' knowledge and problem-solving skills, but also on improving their abilities to work with others, encouraging them to take calculated risks and be open-minded, and embracing diversity.

SIS Sunway City KL delivers the internationally-renowned Canadian (Ontario) school curriculum from Grades 6 to 11\*, culminating in the Canadian International Matriculation Programme (CIMP) offered in Grade 12. As one of the 18 schools outside of Ontario licensed by the Ministry of Education Ontario to grant credits leading to the Ontario Secondary School Diploma (OSSD), students will learn within the six essential interrelated clusters (6Cs) of the Canadian (Ontario) programme in preparation for university studies and professional qualifications.

Upon completing Grade 11, students may choose to progress to other international pre-university programmes at Grade 12, such as the UK A-Level, Australian Matriculation (AUSMAT) or the Monash University Foundation Year (MUFY) to name a few.

For students interested in the International Baccalaureate (IB) curriculum, the International Baccalaureate Diploma Programme (IBDP) is offered at Grades 11 and 12 as a seamless alternative to the Canadian (Ontario) programme. Under the IBDP, students will develop open-mindedness, inquisitiveness, and become independent lifelong learners as part of the IB learners profile set by the IB Organization.

\*SIS will offer Grades 1 to 5 programmes in 2023 with the opening of the new Sunway City KL campus.



# 6Cs OF EDUCATION

## Building 21<sup>st</sup> Century Skills



**Character Education:** Engaging and applying humanistic traits such as tolerance and perseverance in our personal and professional lives.

**Citizenship:** Embodying sensitivity and respect for global cultures to become world changers.

**Communication:** Applying skills and tools to learn and engage online and offline.

**Critical Thinking:** Encouraging inquiry, reflection and problem-solving strategies to be effective decision makers.

**Collaboration:** Emphasising the importance of diversity and inclusion, and promoting team-based activities to foster empathy.

**Creativity:** Promoting innovation, decision-making and enterprise in teaching and learning.



“In designing the school, our main goal was to ensure that SIS would offer a student-centred, engaging, highly relevant world class curriculum and learning experience for our students.”

**Terry Boucher**

*Founding Principal, SIS Sunway City KL*

# IB LEARNER PROFILE

## Becoming a lifelong learner



**Inquirers:** Having a curious mind for inquiry and research.

**Knowledgeable:** Focusing on conceptual understanding across a range of disciplines.

**Thinkers:** Fostering critical and creative thinking skills to analyse and take responsible action on complex problems.

**Communicators:** Expressing confidently and creatively in more than one language and in many ways.

**Principled:** Acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people.

**Open-minded:** Appreciating own and other's cultures, personal histories, values and traditions.

**Caring:** Showing empathy, compassion and respect.

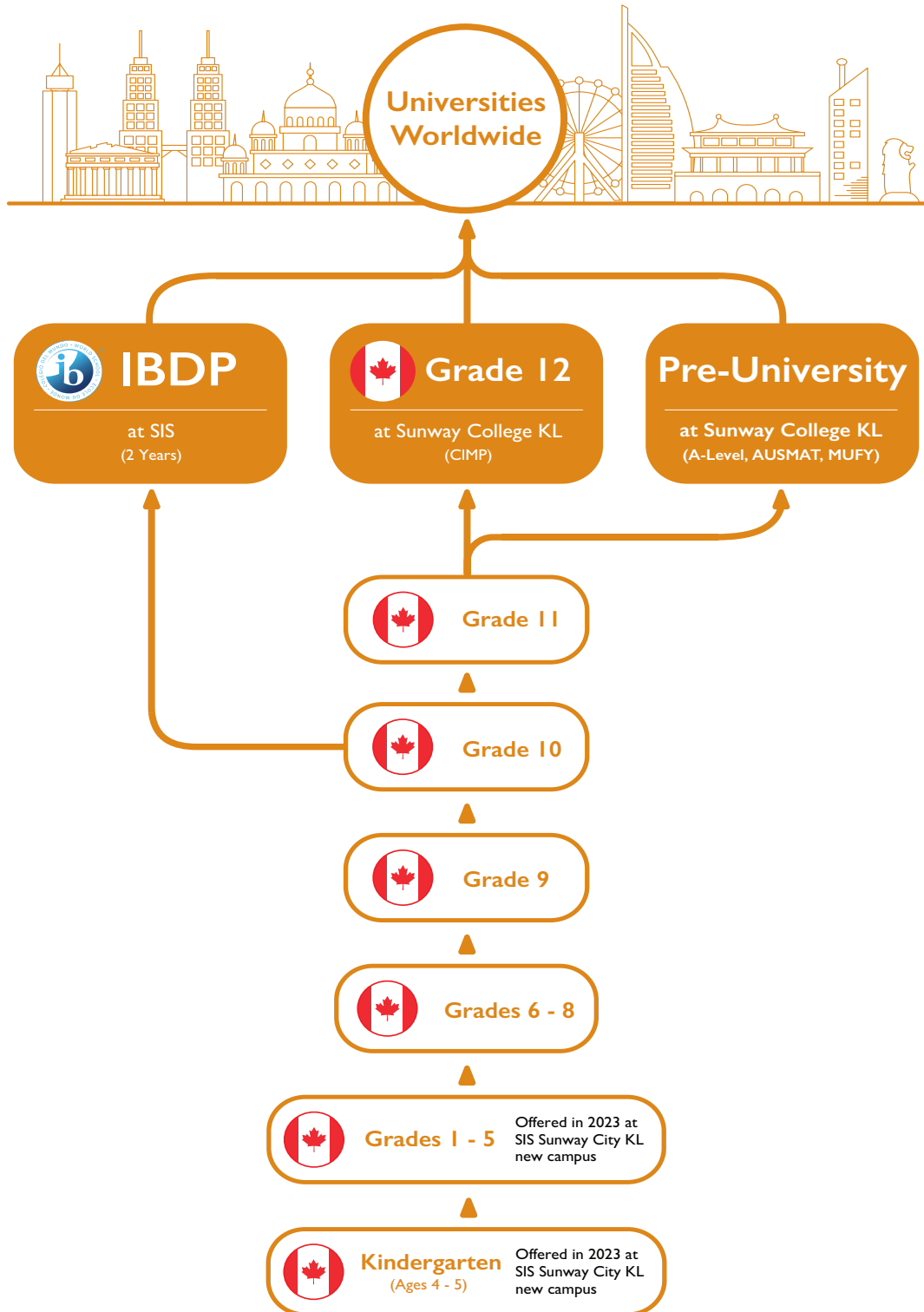
**Risk-takers:** Approaching uncertainty with forethought and determination, and ability to work independently.

**Balance:** Participating in intellectual, physical, social, cultural and spiritual spheres of life.

**Reflective:** Thoughtfully consider the world and our own ideas and experiences.

# ACADEMIC PATHWAYS

## From SIS To The World





**50%**

**Ontario Scholars\*  
every semester**

**100%**

**Progression to  
universities (for IBDP)**

**CANADA**

University of Toronto  
University of British Columbia  
McGill University  
University of Alberta  
University of Waterloo  
University of Ottawa  
Simon Fraser University

**UNITED KINGDOM**

Imperial College  
King's College  
University of London  
University of Birmingham  
Lancaster University  
University of Edinburgh  
Queen's University Belfast

**AUSTRALIA**

Australian National University  
University of Melbourne  
University of Sydney  
University of New South Wales  
University of Queensland  
Monash University  
University of Western Australia  
University of Adelaide



**UNITED STATES  
OF AMERICA**

New York University  
Mount Holyoke College  
Pennsylvania State University  
California State University

**SINGAPORE**

National University Singapore  
Nanyang Technological University

*\*Ontario Scholars are students who achieve an average of 80% or higher*



"We have always taken great pride in differentiating ourselves in a crowded educational landscape. We set ourselves apart with our curriculum, our assessments, and our incredibly rich extra-curricular offerings."

**Heath Kondro**

*Principal,  
Sunway International School*




## PRIMARY SCHOOL PROGRAMME (Grades 1 - 5)

SIS Sunway City Kuala Lumpur follows the Primary School Programme based on the Canadian (Ontario) School Curriculum. Our primary learning environments are purposely designed to support the holistic development of every child socially, emotionally, and academically.

The Primary School framework fosters the development of knowledge, skills and conceptual understanding through inquiry-based teaching and learning. SIS places great emphasis on building foundation in key areas that will help unlock each student's potential.

- Literacy, numeracy, global competencies and 21<sup>st</sup> century skills
- Development of students' self-identity as lifelong learners
- Effective teaching practices that motivate student learning
- Continuous formative assessment to improve student outcomes
- Carefully selected resources that reflect student dynamics and diversity

SIS's Primary School Programme focuses on English, Mathematics, The Arts, Social Studies, Health & Physical Education, Science & Technology, and Second Languages.



## MIDDLE SCHOOL PROGRAMME (Grades 6 - 8)



The Canadian (Ontario) Curriculum continues in SIS's Middle School. The student-centric Middle School Programme offers a careful balance of academic rigour with creative interest, with strong emphasis on literacy, numeracy and learning skills, to ensure a smooth transition from Primary, Middle School to High School.

Students are assessed through the coursework undertaken throughout the year. This method allows learning to be cumulative, current and consistent, and students benefit from being kept up-to-date on their scholastic responsibilities.

Subjects offered include:

- English - Literacy Focus
- Mathematics - Numeracy Focus
- Science & Technology - Empirical Methods and Innovation
- Social Studies - History, Geography
- Health & Physical Education - Personal Wellness
- Languages - Malay, French, Mandarin
- The Arts - Visual Art, Music, Drama/Dance



## HIGH SCHOOL PROGRAMME (Grades 9 - 12)



The High School Programme runs on a semester system with emphasis on project-based learning, assignments, field trips, independent research and group work.

In Grades 9 and 10, the focus is on building a strong academic foundation in diverse areas; 70% of students' final grades are determined by work completed throughout the semester, and the remaining 30% derived from final evaluation.

The mix of coursework and final assessment enables students to appreciate the importance of accumulating compulsory credits from various disciplines to fulfil the Ontario Secondary School requirement.

### Grade 9 Subjects:

- English Language
- French Language
- Geography of Canada
- Healthy Active Living
- Information & Communication Technology in Business
- Music
- Principles of Mathematics
- Science
- Visual Arts

### Grade 10 Subjects:

- Canadian History Since World War I
- Career Studies
- Civics
- Dramatic Arts
- English Language
- French Language
- Healthy Active Living
- Introduction to Business
- Introduction to Computer Studies
- Principles of Mathematics
- Science

Upon completing Grade 10, students have the option to transfer to the International Baccalaureate Diploma Programme (IBDP), which is offered at Grades 11 and 12, as a seamless alternative to the Canadian (Ontario) programme.



In Grades 11 and 12, students will undergo preparation for pre-university and university education. They will be guided on selecting more specialised subjects to support their higher or further education pathways. As part of the learning process, students will develop research, communication, organisational and analytical skills.

Upon completion of Grade 11, students will advance to the Ontario Grade 12 or the Canadian International Matriculation Programme (CIMP). Successful completion of the Grade 12 programme leads to the award of the Ontario Secondary School Diploma (OSSD). This certification allows students to pursue higher learning and is widely recognised by universities around the world.

## Grade 11 Subjects:

- Biology
- Chemistry
- Communications Technology
- English Language
- Financial Accounting Fundamentals
- Functions and Applications
- Introduction to Anthropology, Psychology and Sociology
- Introduction to Computer Science
- Marketing: Goods, Services, Events
- Physics
- The Individual & the Economy
- Visual Arts
- World History to the Fifteenth Century

Scan here  
for full subject  
details



*For more information on Grade 12, please refer to the Canadian International Matriculation Programme (CIMP).*

## Ontario Secondary School Diploma (OSSD) Requirements (Grades 9 - 12)

In order to receive the OSSD, students are required to successfully complete the following:

**30**  
Subject  
credits

{

**18**  
Compulsory  
subjects

**12**  
Optional  
subjects

### Ontario Secondary School Literacy Test (OSSLT)

Taken in Grade 10, the literacy test evaluates a student's reading and writing skills based on curriculum expectations in language and communication up to and including Grade 9

### Community Involvement Activities

A minimum of 40 hours must be completed prior to graduation. This component encourages students to avail themselves in their communities on a regular basis to better develop skills and values related to both future careers and civic responsibilities



## IB DIPLOMA PROGRAMME (Grades 11 - 12)



Having acquired a solid foundation in academic prowess and transferable skills, students may take on the International Baccalaureate Diploma Programme (IBDP) in Grades 11 and 12, a step towards university and professional studies.

The IBDP is one of the most preferred pre-university programmes for the following reasons:



Its approach to education is the result of over 40 years of experience and research.



With no specific allegiance to one culture nor one national curriculum, the flexibility in its pedagogical and curricular framework makes it suitable for international education around the world.



Students learn in depth the latest information and skills in each subject, while developing an appreciation of a larger humanity that needs to be respected, cherished and valued.



Students are fluent and functional in at least two languages, and have developed research, study, and time-management skills.

# IB DIPLOMA PROGRAMME

## Pre-University Academic (Generalist) Track

The IBDP requires students to choose subjects from the following list; one subject from each of the first five groups, plus one more subject from any of the six groups:

- Group 1: Studies in Language and Literature
- Group 2: Language Acquisition
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts

This selection allows students to develop in their best language, additional language(s), the social sciences, the experimental sciences, mathematics and the arts. Overall, students will develop skills in research, communication, presentation and performance, all of which are core skills to become critical thinkers and independent learners.

In addition to the six subjects, an IBDP student must complete the Theory of Knowledge (TOK) course, complete a research project (Extended Essay), and fulfil time in the areas of community service, personal development activities, and creative pursuits (CAS).



The combination of taking six examined subjects, required community and personal development activities, along with a major essay on the development of knowledge, and the completion of a major research study, will ensure students of holistic outcomes as they take the next step to their preferred universities.

# THE SIS DIFFERENCE



## QUALIFIED AND EXPERIENCED EDUCATORS

- A diverse team of certified and experienced Canadian, Malaysian and international teaching staff.
- Canadian educators are licensed by the independently-run Ontario College of Teachers (OCT), a governing body that accredits teacher education programmes and renews teaching certificates on an annual basis.
- Teachers in the IB Diploma Programme receive ongoing training and professional development as prescribed by the International Baccalaureate Organization (IBO).

## 21<sup>ST</sup> CENTURY LEARNING

- The Canadian (Ontario) curriculum develops students' critical thinking, communication, collaboration, creativity, citizenship/culture, and character. The above outcomes mirror IB's focus on developing students as inquirers, knowledgeable thinkers, communicators and principled, caring and open-minded people.
- The added elements of community service education and opportunity to work as/with Peer Tutors ensures holistic growth that support students in reaching their full potential.

Scan here to  
experience SIS  
Sunway City KL



## MULTILINGUAL PROFICIENCIES

- Though English is the language of instruction at SIS, both the Canadian and IB curricula encourage the acquisition and mastery of other languages, such as Mandarin, French and Malay.
- English support programmes are available for non-native English speakers.

## FUTURE-READY GRADUATES

- Both the Canadian and IB curricula build students' knowledge and skills in the Sciences, Mathematics, and Arts.
- The inter-disciplinary approach to teaching and learning enable students to embark on different disciplines of study at higher levels, whether in engineering, medicine, law, accounting, or a combination of the sciences and arts.



## RICH EXTRA-CURRICULAR PROGRAMME

- Sports, games, and social/interest group activities are offered to complement students' academic pursuits and development.
- SIS's campus facilities include a football field, swimming pool, sports hall for volleyball, badminton, basketball, floor-ball and futsal, as well as children's playgrounds.
- Through these programmes, students build friendship, learn teamwork and responsibilities, embrace diversity and respect for others, and develop qualities that augur for personal and professional success.



## HONING TECHNOLOGY AND DIGITAL SKILLS

- The SIS campus is WiFi enabled and all classrooms are equipped with interactive projectors or Smartboards.
- Teaching staff employ Google Classroom and other online platforms to deliver lessons and communicate with parents.
- SIS's 'Laptop Programme' and 'Google Classroom' prepare students for university studies and for work and life in contemporary times.



## SCHOLARSHIPS

- SIS offers Academic, Music and Sports, and the IBDP Entrance Scholarships to encourage students to pursue their interests and to recognise their academic accomplishments and extracurricular excellence.

# SIS SUNWAY CITY KL CAMPUS



@ SIS Sunway City KL New Campus, Launch 2023.

Kindergarten | Primary School | Middle School | High School | Pre-University

Licensed and/or accredited by:



Awards & Recognition:



Reader's Digest Trusted Brand  
Award Gold Winner  
2015, 2016, 2018, 2020, 2021



Malaysia-Canada Business Council  
Leaders in Canadian Education  
2017

“We are firm believers in the power of education, and are on a mission to transform lives for the better through 21<sup>st</sup> century teaching and learning”.

**Tan Sri Dr Jeffrey Cheah, AO**  
*Founding Chairman,  
Jeffrey Cheah Foundation*



Supporter of:



# STUDENT LIFE

## Beyond the Syllabus

A successful school reflects life's realities whilst preparing students for the increasingly technological and scientific age of tomorrow. Our aim is to nurture curiosity, foster resilience and inspire the joy of discovery, alongside developing an understanding of the complex issues facing our time.

At SIS, we provide a comprehensive range of academic, personal and extra-curricular opportunities. We encourage students to choose from the available programmes to build their confidence and map out skills for the future.



### BEYOND THE CLASSROOM

Co-curricular and extracurricular activities at SIS are a vital part of school life and student learning. Available to students from Grades 1 to 12, clubs and societies are wide in scope allowing students to discover and develop individual talents and passions based on their interests.

### AWARDS & COMPETITIONS

Our students have a range of opportunities to enhance both subject knowledge in terms of academic competitions, and also to build their ability to work in a team in the context of programmes and awards. This enables SIS students to showcase their abilities, achievements and experiences.

### PERSONAL & LEADERSHIP DEVELOPMENT

Providing students with the right platforms to further develop their personal skills not only enables them to succeed with us at SIS, but also subsequently in university and their career. SIS organises useful activities which help students to build up their confidence, leadership and character.

### COMMUNITY OUTREACH AND SERVICE

Community Outreach and Service has been a hallmark of SIS since the school's inception. SIS values the connections we have with other communities around the school, and actively seek community partnerships and projects to contribute and give back.

## Some of our highlights include:

### SNAPS™

The Sunway National Poetry Slam™ (SNaPS™) is an annual nationwide competition organised by SIS with support from the Ministry of Education Malaysia. This inter-school competition aims to encourage young people to express and skill themselves through poetry as well as to deepen their appreciation and confidence.



### MODEL UNITED NATIONS

This is an educational simulation and academic activity in which students can learn about diplomacy, international relations and the United Nations (UN). Through participation in Model UN, students can also foster their negotiation and communication skills as well as develop leadership in dealing with unexpected situations.



### LEADERSHIP YOUTH CAMPS

This is a highly regarded programme aimed at students aged 15-19 years to equip them with the right attitude, knowledge and skill sets for success. The popular residential camp is led and facilitated by Teaching Fellows from leading universities from across the world.



### SIS LEADS

SIS LEADS is a series of school subsidised co-curricular activities focused on developing our students as a 'whole person'. There are four pillars in SIS LEADS delivered in collaboration with qualified external providers namely Financial Literacy, Digital Literacy, Environmental Sustainability & Stewardship, and Youth Leadership.



SIS brings out the best in all students and develops them to be able and responsible global citizens. We value creativity, activity, and experiential learning as part of the holistic educational experience. SIS students participate in athletics, arts, music, leadership and community service through both the regularly timetabled programme and activity offerings during and after school.



At SIS, we aspire to inculcate in our students the core values of Integrity, Excellence and Humility.

**Professor Elizabeth Lee**  
 Chief Executive Officer,  
 Sunway Education Group

# SIS HOUSE

## A Home Away From Home

*Local and international students, generally in secondary grades, have the opportunity to experience “home away from home” by staying in our SIS House which is fully managed by an experienced resident team, fully furnished and more.*

SIS House also runs a comprehensive Boarding Programme that includes evening study sessions, weekend excursions and daily fitness activities.

The resident team led by the SIS Housemaster ensures students’ safety and well-being. The boarding experience enables students to develop self-management skills and live independently.



SIS House is nestled in Sunway City Kuala Lumpur, Malaysia’s first fully integrated green township with Green Building Index certification. Through covered canopy walks, students are minutes away from bustling food and beverage outlets/restaurants, clinics, stationery shops, supermarkets and other service providers.

# SCHOOL FACILITIES

## Conducive & Sustainable Campus

### DESIGNING SUSTAINABLE LEARNING

In SIS, we recognise the importance of school infrastructure on learning. We strive to improve our students' education and ensure all of them can acquire the necessary knowledge and skills in a conducive environment that is efficient, safe and inclusive.





SIS's new 7-acre campus, just 3.5 km away from Sunway City Kuala Lumpur township, is suitably designed to accommodate and complement our unique, progressive and innovative programmes. Every aspect of the new campus is designed to reflect the very latest thinking and best practices in learning functionality and environmental sustainability.

## ENVIRONMENTALLY SUSTAINABLE CAMPUS

Touted as Malaysia's first GreenRE Platinum certified school to optimise students' learning and well-being, the new SIS campus features 74 classrooms, a drama and theatre room, three art rooms, two music rooms, seven science labs, a technology lab, a language lab and many others.

SIS's new campus also has an Olympic-size swimming pool, a football field and a large multipurpose hall. Campus security is reinforced by Sunway City Kuala Lumpur's very own auxiliary police team that is trained by the Royal Malaysian Police.



Science Lab



Music Room



Football Field



Theatre Room

Scan here for  
a virtual  
tour of SIS  
Sunway City KL



Scan here for  
a virtual tour  
of SIS Sunway  
City KL New  
Campus (by 2023)



Art Room

# STUDENTS'

## Testimonials



### *“Develop critical thinking and analytical skills”*

**Shanna Chung Sim Ler, 2016 Graduate**  
**Architecture, Architectural Association School of Architecture, United Kingdom**

SIS helped me to develop strong critical thinking and analytical skills through the teachers' encouragement and support. The strong emphasis on extracurriculars and community service has enriched my high-school life in SIS, allowing me to accumulate a well-rounded high school experience. SIS has been a place of growth that has prepared me for the future in more ways than just academically.

### *“Supports international culture”*

**2020 Graduate, Chatarina Hanny Angelita Teja**  
**University of Melbourne, Australia, Psychology**

I chose SIS due to its incorporation of internationally-based culture. I feel like I fit in more in SIS than in Indonesia. The teachers and friends' open-mindedness and moral support proved to be the greatest experience I've had. The Canadian curriculum provides extensive understanding and learning in academic subjects, and builds awareness on community and environmental care.



### *“Realising my potential”*

**Pranay Prem Dakshanadaran, 2018 Graduate**  
**Political Science & International Relations, University of Toronto, Canada**

My years in SIS gave me all the challenges I needed – both academically and extracurricularly. The teachers & staff have been all exemplary, providing guidance whether in the subject matters, or skills that are not typically taught in classes. Studying in SIS has helped me realise my potential by looking out at the world and discovering that my dreams are possible!

### *“Open doors and opportunities”*

**2019 Graduate, Wee Su Fen**  
**Nanyang Technological University, Singapore, Environmental Science**

Studying IBDP at SIS has given me more opportunities to learn and experience the skills such as time management, analytical and critical thinking, research and more, which we normally don't learn until we are in university or started working. IBDP has opened many doors and opportunities for me with its recognition and academic rigour.



### *“Excellent stepping stone”*

**Pavithran Devananthan, 2015 Graduate**  
**Engineering, University of Canterbury, New Zealand**

SIS was an excellent stepping stone for me to get to where I am today. I enjoyed all of my experiences at the international school. The teachers I met were great and dedicated, and the friendships I developed are still a big part of my life now. Overall, SIS has been one of the best chapters of my life. Until today, I will still visit SIS every time I return to Malaysia.



### “Teachers the best aspect”

**Carina Anne Gnanou, 2019 Graduate**  
**International Engineering Programme, École Supérieure d'Ingenieurs en Genie Electrique (ESIGELEC),**  
*France*

My teachers, the best aspect of the school, encouraged me to pursue my passions, nurturing me into the person that I have become today. They have always inspired me to learn more, to ask more questions, to explore more than what is being taught. The teachers are there every step of the way, available for questions and resolving doubts.

### “Culturally diversified”

**2009 SIS Graduate, Adilet Tursyn**  
*University of Queensland, Australia, IT and Economics*

Cultural diversity was a major component that I loved during my stay at SIS. I've made lifelong friendships and met many wonderful people from various parts of the world. Diversity among the teaching staff was present just as much as it was among the students. I was consistently encouraged and motivated to push beyond my comfort zones, challenge and express myself, and fully explore my capabilities.



### “Nurture talent, excel academically”

**Radhanath Thialan, 2012 Graduate**  
**Dance & Choreography, University of California (Irvine), United States of America**

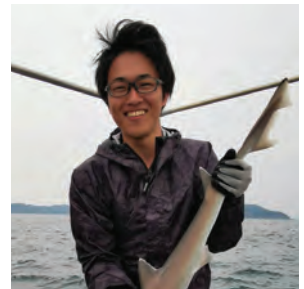
SIS helped nurture my talent through many opportunities such as Open Mics and Performance Night. The assessment structure moulded me to be more consistent as a person. Coursework, presentations and assignments truly are a preparation for students to further their studies in colleges and universities, as the standard is high. SIS brought me various benefits academically and fond memories of high school.



### “Supportive environment”

**Masaki Nakamura**  
**2017 Graduate**  
**Material Science and Engineering, Imperial College, London, United Kingdom**

Coming from Japan where English is not commonly spoken, I was afraid I may not adapt well to studying in SIS. In the end, there was no reason to worry. I had supportive classmates and teachers, many of whom came from other countries themselves. I thoroughly enjoyed my studies and made many new friends.



### “Priceless experience”

What makes SIS unique is the curriculum style and how teachers knit a close bond with students to make the classroom experience more fun and engaging. I was able to explore all my academic and extracurricular interests freely with the guidance of my teachers and the support of my classmates. I leave SIS knowing that the education and experience I have received was priceless and has become a significant part of my student career.



**Tommy Tho**  
**2015 Graduate**  
**Computer Science,**  
*University of British Columbia*

Scan here to  
 read more  
 testimonials



# PARENTS'

## Testimonials



*“Truly captivate and pique”*

**Jeong Chang Heon & Jasmine Jang (Korea)**

The reason I chose SIS was because the school offered the highly flexible Ontario curriculum, giving my daughters Hayoon and Seoyoon different options to either pursue CIMP, A-Level or IBDP after graduation. The curriculum encourages initiative rather than being spoon-fed. This to me, is one of the best parts of the school. After enrolment, I've also quickly come to appreciate the school's effort to communicate regularly with parents. I am really glad we picked Malaysia as the stepping stone for our children. They are confident in public speaking and have a great proactive attitude towards learning.



*“School of expression”*

**Tony Yee & Wong Lie Wan (Malaysia)**

SIS is a school of expression; a school that brought life to education in Malaysia. I have 5 daughters and I sent all of them to SIS, and that speaks for itself. SIS teaches students to stand as individuals, and in addition, also gives students a taste of real life. The extracurricular activities that my daughters participate in teach them to balance a healthy lifestyle with schoolwork, sports, and social life. Giving our children the best education is a priority and SIS allows them to visualise a brighter future for themselves with proper starts.



*“Positive environment”*

**Willie Tan & Joy Chee (Malaysia)**

We really love the positive environment and the Canadian (Ontario) curriculum that focuses on the cumulative and formative assessment rather than exams. SIS has helped both our children to discover wide opportunities and has enabled them to find and nurture their talents. Samuel is currently pursuing Law and International Relations at the University of Tasmania, Australia as a recipient of the Dean of Law's Merit Scholarship. He is also involved in the Vice-Chancellor's Leadership Program, a special leadership programme at his university. Serene by contrast, is undergoing her tertiary education in Dental Surgery at the James Cook University, Australia. We are grateful to SIS for shaping our children to become two amazing well-rounded individuals.



*“Positive environment”*

**Shiho Tanimoto & Masakazu Tanimoto (Japan)**

Our daughter was shy when she first enrolled to SIS, but she really enjoyed her time in SIS, having the opportunity to mingle with friends from different backgrounds, dedicated teachers, and friendly administration staff. Based on a solid English programme at SIS, she obtained her Ontario Secondary School Diploma (OSSD) which opened doors to many universities worldwide. We are so grateful for her achievements.



### *“Practical courses”*

**Miki Kosumi & Atsutaka Kosumi (Japan)**

My children, Sara and Shimmaru, both started in SIS with the English curriculum for Academic Purposes (EAP) before successfully integrating to Grade 7. I am glad I chose SIS as the school’s practical courses empower my children to be independent learners. The emphasis on community service on the other hand, is a good platform for them to think about becoming better citizens. The teachers also strongly encourage my children to pursue their passion, and help them improve on their weakness, while growing their strengths.



### *“Learn to value hardwork and perseverance”*

**Chung Soo Kiong & Ng Kui Luan (Malaysia)**

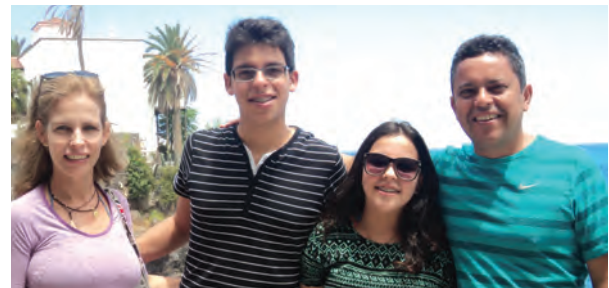
Both of our children, Shanna and Edmund, joined SIS for their Grade 9 and 7 in 2013. We are truly amazed with the warm, supportive and nurturing environment by the school. SIS unlocks the barriers found in traditional learning, where they learn to master the tools and strategies needed to become independent learners, and learn to value hardwork and perseverance. Besides that, it also provides opportunities for social growth through extracurricular activities such as the Model United Nations, Asia Leadership Youth Camp and Interact Club. Shanna is currently pursuing an Architecture degree in the Architectural Association School of Architecture and Edmund is on the path to becoming a doctor in Queen Mary University of London.



### *“A right path indeed”*

**Leong Chee Sung & Clarian Chin (Malaysia)**

We believe in giving our children a holistic education since they were young. Switching them to SIS was a timely choice in settling them well, integrating seamlessly from a local Chinese independent school to the Canadian Ontario Programme before proceeding to the IBDP. It was the right path indeed. Both Whye Lock and Whye Yann really enjoyed their time in Grade 9 & 10. The Canadian teachers were experienced, helpful and caring. My children adjusted swiftly into the English medium & assessment based curriculum. Best of all, they were ready and equipped for their IBDP pursuit together with like-minded peers. Whye Lock is studying IT and Management in the Technical University of Munich, Germany, while Whye Yann is studying Business Analytics in Sunway University.



### *“Great support!”*

**Edgar Vergara & Adoracion Cruz (Venezuela)**

Coming from Venezuela where English is not spoken as a native language, we were concerned with our children’s ability to adapt well to SIS. However, the admissions staff were incredibly helpful and provided us with great support all the time. And thanks to all the good work, support, and high-level education offered, my children Jesus Gabriel and Oriana Adoracion have been successful since they left SIS.

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