



# AusIS Dhaka



**September 2016**  
**HAPPY BIRTHDAY FOR**  
**September**

Early Childhood	Azaan Manzoor
Foundation	Parisa Milan Fawwaz Azaan Qazi Aariz Mahmud
Pre Primary	Arniya Chowdhury Sehrish Shamsu
Year 1	Arzan Muntasir Ammar Mohammad Juhair Islam
Year 2	Laamia Nuzhat Mozumder Safim Yepshita Roy Armeen Zaman Anzarul Huque
Year 3	Zaraif Rayeed Habiba Elahi Esrat Jahan Labiba Zara Easin Zaman
Year 4	Sihinta Sibat Dihan Adiyat Rehan Khan
Year 5	Khawja Asif Shahriar Tanzina Nazifa Adil Abdullah Mohiuddin Barira Manzoor Dheram Manaswini
Year 6	Kashpia Rahman Zayan Khan
Year 8	Mahnour Jamil
Year 10	Tanha Ali



## Introduction to the new AusIS Principal, Mr. Greg Mowday

Returning to AusIS Mr Greg Mowday has been appointed as Principal from September 2016 to lead our School into the next exciting part of its development.

Formerly from Western Australia, Mr Mowday graduated from Edith Cowan University with a Bachelor of Education in the early 1980's and worked for almost twenty years as a teacher, Head of Faculty, Dean of Students and relieving Deputy Principal in Government and Private schools before accepting a position of Principal in a new school in Jakarta, Indonesia in January 2000.

With an initial plan of remaining in Indonesia for three years, Greg, his wife Jen, and daughter Hannah, spent the next ten years with the same organisation, during which time he oversaw the school's accreditation by the International Baccalaureate's PYP, MYP and DP programs. In 2007, Greg moved from the position of Principal to the School's Board where he served until January 2011. While with this organisation, Greg was closely involved with the construction of two new campuses which provided him with a very unique perspective on education that incorporated academic, administrative, logistic, physical spaces and human resources aspects that he has carried forward.

Early in January 2010, Greg, Jen and Hannah returned to Western Australia. Over the next two years Greg was employed as a researcher and lecturer for Edith Cowan University and Jen was employed as an EAL specialist at a government Intensive English Centre working with refugee children. During this time Greg completed his Masters of Education (M.Ed.) degree.

In late 2011, the opportunity arose for a return to schools and Greg accepted a position as Principal at the Australian International School in Dhaka, Bangladesh. Greg and Jen found the new experience to be incredibly rewarding but a long way from family, and in July 2013 moved to Penang Malaysia where Greg had been appointed as Principal of Tenby International School, and Jen was appointed to establish an EAL centre.

After three years in Malaysia, Greg and Jen are looking forward to once again returning to Bangladesh and re-acquainting themselves with the wonderful students, staff and parents of AusIS.



## Welcome Ms Julia Niblett Australian High Commissioner, Bangladesh

AusIS team and management cordially welcome the arrival of the new Australian High Commissioner Ms Julia Niblett. Her Excellency shared her great interest about the school and wishes to participate in AusIS events in future. We wish her good luck and long stay in Bangladesh.

## UPCOMING EVENTS OF October- 2016

- Oct 4- 6 : Three Way Conference
- Oct 6 : Reports Sent Home
- Oct 9 : 13—Mid Semester Break
- Oct 17 : Term 2 Begins for Students
- Oct 31 : Halloween

## Campus 1 News

### Phonics Workshop

On Saturday, 25th September we held a workshop and information session for parents on how we teach phonics at AusIS. Parents had an opportunity to see and partake in the activities that we use to teach phonics. Both of the sessions was great turnout and we would like to thank all of our parents who attended.



Parents (happily) participating in the phonics workshop



Our Essential Agreements

### News from Year 3

The first term is an important time when teachers and students explore essential agreement and expectations for each of the learning areas. In Year 3, we use the Responsive Classroom Approach to teach social and emotional skills, and to build a synergistic classroom community.

We have also started our reading program and grouped students according to their reading levels. We are in the process of improving our overall reading skills through a range of different reading activities. Reading is also used as an effective strategy for developing writing skills.



Busy reading

### Unit of Inquiry

We started the term with sharing of our prior knowledge in different learning areas. After completing our first unit of inquiry, we learned to identify lifestyle choices for a healthy and balanced life. At present we are inquiring about past and present significant events from around the world.



### Health & Physical Education

This month we have been practicing yoga with our older children to increase flexibility as well as muscle strength and tone. For the younger children have been doing indoor activities like PMP (perceptual motor program), balancing, catching, throwing, and hula hoop games.



Yoga time

## Campus 2 News

Portfolios have gone home which reflect students' progress over a period of time by showcasing their higher-order thinking skill and creativity. The students' self, peer and teachers' evaluation in the portfolio not only demonstrate their academic growth but also exhibits personal and social attributes in the school setting. The upcoming three-way, student-led conferences are another great opportunity for discussing their performances where the students play an active role in presenting and reflecting upon their own achievement and setting a realistic goal for the future. Our focus this year is to develop their reading and comprehensions skills. This in turn will enhance their creativity in producing informative and engaging written works. We will request the parents to supervise reading habits at home in order to support your child in promoting life long love for books and thirst for knowledge.

### From the Teachers' Desk, Some Highlights.....

#### Year 4 Team

It has been a busy and interesting term for the students of Grade 4. They have just completed a unit on communication where they have learnt about forms, skills, factors, features, audiences through different activities e.g. making poster, pizza chart, card chart, taking interviews, conducting talk show, conducting presentations and role playing. The students demonstrated solid understanding in their summative assessment on the unit.



#### Year 5 Team

Students have been engaged meaningfully as they traced the journey of different systems and technologies from the past civilizations to the present times using a timeline and satisfactorily culminated their first unit. Along the way, they got familiarized with some interesting visible thinking strategies like the **plus, minus and interesting (PMI)**, **321reflection**, **I see/ I think/I wonder**. They were also introduced to the Edward de Bono's **Six thinking hats** and learnt to use it to analyze a book/ story and thus promoting their critical thinking skills. **DEAR time** and writing book reviews is also now an integral part of their daily school routine.



#### Year 6 & 7 Team

With a great enthusiasm grade 6 students have learned about autobiography and remained proactive throughout the completion of the assignment creating their autobiography. Besides they enjoyed reading Roald Dahl's 'Boy- the tales of childhood'. The year 7 gathered knowledge on diary entries and created diary entries from a historical person's point of view along with narrative and persuasive texts. In Humanities and Social Science (HASS) Year-7 have done a PowerPoint presentation on Natural Disasters and how in the present world these calamities impact the well-being of life on Earth. Year-6 have done a project work as cartographers on



different types of map. In science, the students began their exploration with chemistry topics and learned about different chemical reactions. The year 6 students were fascinated after learning about the structure and diversity of atoms and matter. The year 7 students meanwhile learned more on elements and compounds and how are mixtures and solutions are similar.



## Campus 3 News

### Year 9 & 10 English

This term, the 10<sup>th</sup> graders are learning more about different career options. They were given two tasks- write a persuasive essay on a lesser-known career and why people should take it up as a career and conduct an interview by roleplaying as a famous person of their choice of career. Students picked up various "unusual" career choices and wrote a persuasive essay on them to convince the reader to pick that career. Later on, as they were tasked with choosing a famous person of their choice, they did extensive research on their chosen individual and then prepared a set of questions for them to ask on the interview as they role played as that person. It was a thrilling experience for them and the teacher as there was so much to learn about several unpopular and interesting careers.



The 9<sup>th</sup> graders had video commentary as their task this term. They were tasked with selecting their choice of a sports match or documentary and they were told to do commentary on that. They chose their choice of cricket, football or tennis matches and conducted a commentary on them. They had delivered exciting commentaries to their respective videos and some students had also added in their own expressions which really added to the experience. Watching the students do such work was quite an experience with a remarkable difference and hope they keep this up.

### WACE Biological Sciences

The session commenced with very thrilling investigations and explorations. With approval from WACE Biology moderator, students have carried out **blood typing** and **dissection of a mammal's heart**, practical investigations, which are an advanced technique done in medicine undergraduate programme 3<sup>rd</sup> year and sometimes in master graduate programme. These experiments have not only impressed and grown enthusiasm in students to learn how exactly we know what group of blood we carry, how our heart works and how vital it is during blood transfusion for both donor and recipient, also made them feel exhilarated about how a medical professional works and feels while conducting such procedures. Thanks to the teaching and non-teaching staff for volunteering to make this event fun and success.



2016 have not only brought excitement in the subject, but we also introduced a new ATAR Course **Human Biology** for WACE students, who are keen to develop career in health and medicine. The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

### INSET / PD / IB Education / Concurrency of Learning

There was an interactive session on Concurrency of Learning associated with IBDP, facilitated by Mr Rama. As it was on, the teachers were able to understand the significance of Concurrency in delivering IBDP courses followed by systematic and regress assessments, meeting the standards set by the IB through the means of best possible practices.

