



ST JOSEPH'S INSTITUTION
INTERNATIONAL SCHOOL MALAYSIA
(TROPICANA PJ CAMPUS)

ENTER TO LEARN
LEAVE TO SERVE



OUR MISSION

Enabling youth to learn how to learn, and to learn how to live, empowering them to become people of integrity and people for others.



ST JOSEPH'S INSTITUTION
SINGAPORE



WE ARE LASALLIAN

Established in August 2016 with the blessings of the Brother Visitor and the Lasallian East Asia District (LEAD) council, St. Joseph's Institution International School Malaysia (Tropicana PJ Campus) is a brother school of the esteemed St. Joseph's Institution and St. Joseph's Institution International School in Singapore.

Being the first SJII in Malaysia, the school is a continuation of St. John Baptist De La Salle's 300-year-old education mission and focuses on producing well-rounded learners at all levels with its values-centred education approach that is based on the very best of the globally-recognized Lasallian education ethos.

With this backbone, SJIIIM builds on its brother schools' extensive history of educational excellence and initiates collaborative learning platforms to encourage sharing of knowledge and resources between the institutions.



ST JOSEPH'S INSTITUTION INTERNATIONAL SINGAPORE

ST JOHN BAPTIST DE LA SALLE

John Baptist De La Salle was born in Reims on April 30, 1651. He was ordained a priest on April 9, 1678. Moved by the plight of the poor, he was determined to advance education at the service of children. He renounced his prestigious position of Canon of Reims Cathedral, and formed the Brothers of the Christian Schools (La Salle Brothers).

De La Salle and his Brothers succeeded in building a network of quality schools throughout France. They featured students grouped according to ability and achievement, teachers with a sense of vocation and mission, and the involvement of parents.

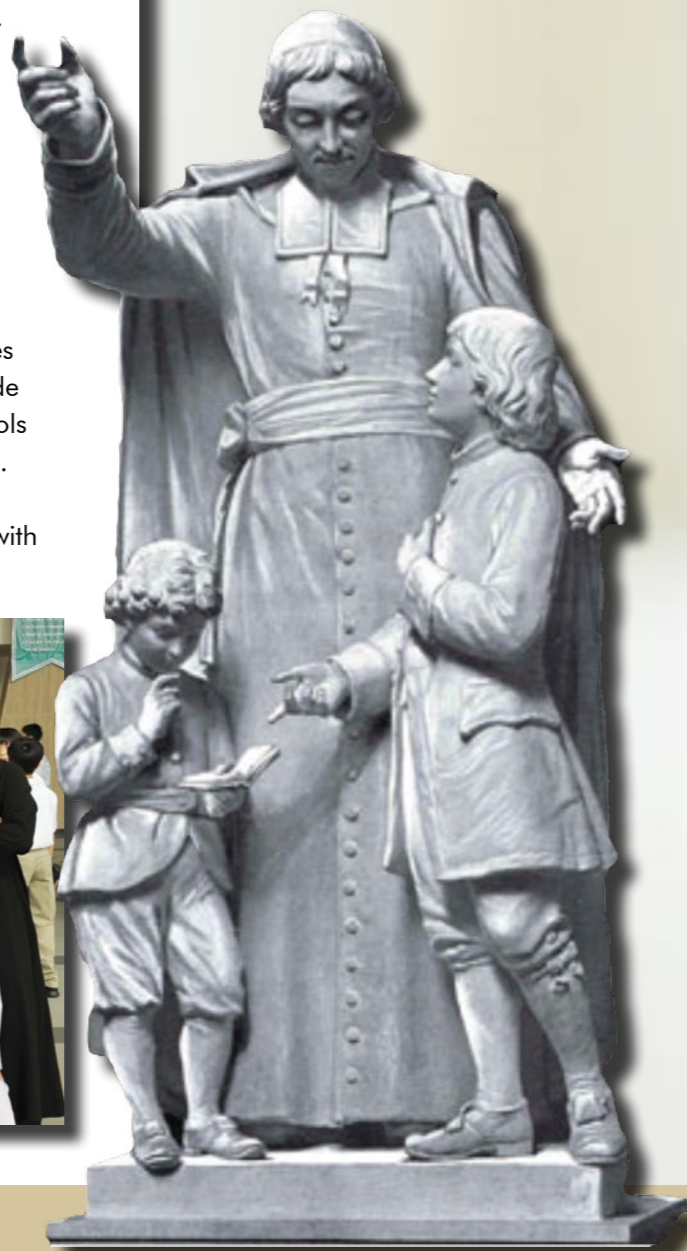
De La Salle also pioneered programmes for training teachers, Sunday courses for working young men, and one of the first institutions in France for the care of delinquents.

In 1900, he was canonised a Saint by Pope Leo XIII, and on May 15, 1950 De La Salle was proclaimed Patron of Christian Teachers.

THE BROTHERS TODAY

The Institute of the Brothers of the Christian Schools continues the good work of St John Baptist De La Salle. It is a world-wide educational organisation which is involved in over 1,000 schools ministering to more than 900,000 students across 79 countries.

There are more than 3,000 Brothers working in association with about 80,000 teachers.



ENTER TO LEARN LEAVE TO SERVE



Head of School's Message Mr Gary Cairns

Welcome to St. Joseph's Institution International School Malaysia (Tropicana PJ Campus).

To be appointed the position of the Head of School at St Joseph's Institution International School Malaysia (Tropicana PJ Campus), a school I love, is a great honour. It is my mission to ensure that this school thrives and flourishes. Whether a student, teacher, parent or a member of the administrative staff, we should be proud to say that we belong to St. Joseph's. We have to be comfortable with saying that our aspirations are to be the best school in Malaysia. It is what you want for your children, what I want for my children and what I want for our young Lasallians.

What I want us to create together is a culture built on respect and collaboration. A culture in which all of us model the highest standards of integrity, fully commit to the highest standards of teaching and learning and hold true to a belief that children learn best in an environment where they feel safe, happy and are held in unconditional positive high regard. Those are my non-negotiables as a leader and I have every belief that our teachers do and will commit to this culture too.

In an earlier correspondence to the High School parents, I said that my door was always open. I emphasise that again and extend that to our whole parent community. I would like to take this opportunity to thank our parents for your unwavering support. I trust you believe in the same things that we do - you believe in the mission of the school. We will work together in partnership, to give our

children the best possible start in life.

As for our students, teaching them has been a source of great joy to me and the teachers. Not only have they consistently achieved outstanding results, they have grasped what it means to be a Lasallian. Despite striving to achieve, they never forget to act with virtue, humility, good grace and respect. They are a credit to you as parents and a credit to our school. My pledge to our students is to lead the school that I know they undoubtedly deserve.

As we emerge from this pandemic, which we surely will, it is time to share with our friends, our family, our colleagues at work that St. Joseph's Institution International School Malaysia (Tropicana PJ Campus) is thriving. Every single one of us has a role to play in ensuring this comes to pass. Every single one of us has a role in spreading the message that our mission is to be the best school in Malaysia and that we are committed to doing this - not out of ego, but for our children.



Gary Cairns
Head of School
1st April 2022

OUR CORE LASALLIAN VALUES

Rooted in Faith, Service, and Community

FAITH IN THE PRESENCE OF GOD
QUALITY EDUCATION
RESPECT FOR ALL PERSONS
INCLUSIVE COMMUNITY
CONCERN FOR THE POOR AND SOCIAL JUSTICE



>> THE SJI CREST

The present crest of St. Joseph's Institution was introduced in 1950.

It was designed by Mr Richard Walker, the then Art Supervisor of the Education Department.

The green field of the crest is divided into four quadrants by a white cross, the symbol of the Christian faith. In the centre of the cross lies the logo of the Brothers, a five-pointed star, the Signum Fidei, the Sign of Faith. It has as its origin the Star of Bethlehem which led the Magi (wise men of the East) to the birth of Christ. In fact, Signum Fidei is the motto of the Brothers of the Christian Schools founded by St John Baptist de La Salle. It reminds all Josephians to centre their lives on faith and to reach always for the reachable star of their convictions and ideals.

In the top left quadrant are three interlocking circles, symbolising games and the sporting spirit of all

Josephians.

In the top right quadrant is the lamp of knowledge on a book, which is a symbol for learning.

The Lion at the bottom left quadrant represents the courage and determination with which Josephians face the many challenges of life. It also reminds us that our school, the flagship of the Lasallian enterprise in Asia, was established in Singapore, the Lion City, in 1852.

At the bottom right quadrant of the crest is the monogram of the school – SJI.

The crown surmounting the crest symbolises victory – the victory of faith over the forces of evil. It also reminds us that St Joseph's Institution was founded in the days when Singapore was still a British Colony. The Latin motto of the school, Ora et Labora (Pray and Work), is inscribed on the scroll at the bottom of the crest.

BUILDING CHARACTERS & SHAPING FUTURES

CURRICULUM PATHWAY

NURSERY TO
RECEPTION

● EARLY YEARS FOUNDATION STAGE

YEAR 1 – 6

● UK NATIONAL CURRICULUM
RICH LANGUAGE PROGRAMME
SINGAPORE MATHS

YEARS 7 – 9

● FOUNDATION INTERNATIONAL GENERAL CERTIFICATE
OF SECONDARY EDUCATION (IGCSE)
Based on the English National Curriculum

YEARS 10 – 11

● INTERNATIONAL GENERAL CERTIFICATE
OF SECONDARY EDUCATION
Cambridge International Examinations

YEARS
12 – 13

● INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME (IBDP)
Full IB Diploma/IB Courses

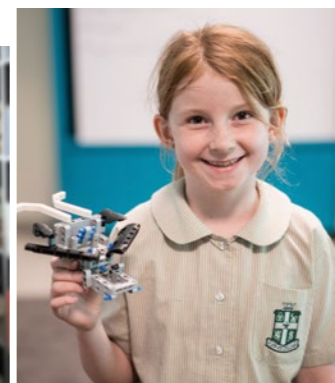


UNIVERSITY PLACEMENT

University placement and careers education support will be provided by ably qualified counsellors

ELEMENTARY SCHOOL
AGES 3-11

HIGH SCHOOL
AGES 11-18





THE EARLY YEARS

(FOUNDATION STAGE 1 & 2)

In the Early Years at SJIM, we follow the Development Matters guidance from the UK. This is divided into 7 areas of learning and development (Personal, Social and Emotional Development; Communication and Language; Physical Development; Literacy; Mathematics; Understanding the World, and Expressive Arts and Design). We believe that each of these areas of learning are important and interrelated, and our staff use this guidance to support the development of 'the whole child'.

Research tells us that young children are active learners, therefore at SJIM we offer a play based, 'hands on' approach to learning, utilising both the indoor and outdoor classrooms. We aim to develop a love of learning in our students and our provision encourages decision making, problem solving, collaboration and independence. The children engage in daily adult-led lessons and activities, but we balance this with child-initiated learning which is a valuable tool, providing opportunities for the children to take charge of their own learning and follow their interests. They may select their own resources, plan and develop their play, with staff there to support and extend upon this.

Staff gain a thorough knowledge of the children's strengths, interests and needs through observation and from there, plan lessons and activities that are relevant to the children. Our provision is also influenced by the IEYC (International Early Years Curriculum) and Singapore Maths, while phonics is taught using the Letters and Sounds programme from the UK. We offer daily Mandarin lessons for all children, and an after school CCA (Co-Curricular Activities) programme for our Reception children.



3-5
year olds

Milepost:
Early Years Programme
SJIM Year Groups:
Nursery/Reception



THE INTERNATIONAL PRIMARY CURRICULUM

GREAT LEARNING, GREAT TEACHING AND GREAT FUN

The International Primary Curriculum (IPC) is an innovative cross-curricular resource that ensures learning experiences are relevant, engaging and enjoyable. It is a comprehensive curriculum, based on the UK National Curriculum, with a clear process of learning and specific learning goals for every subject. The IPC is designed to meet the challenges of 21st century learners, able to adapt as technology and society change. The units of study take on a thematic approach, weaving together a variety of subjects in a logical yet creative way.

The IPC has been implemented in over 1,800 schools in 90 countries around the world. The curriculum has been designed to support the mobility of international families by ensuring that children attain the knowledge, skills and understanding required to enable them to adapt to the future curriculum expectations of other countries.

The subjects covered within the IPC are: Science, History, Geography, Technology, Computing, Art, PE and Music.

SINGAPORE MATH

At SJIM, we have adopted the Singapore Mathematics

curriculum as we believe it is a rigorous approach to teaching Elementary Mathematics. It places great emphasis on the development of problem-solving skills using the model approach, leading to an understanding of algebraic reasoning. This approach embraces Jerome Bruner's stages of enactive (concrete), iconic (pictorial) and symbolic (abstract) learning and makes mathematics fun to learn for Elementary School Children.

RICH LANGUAGE PROGRAMME

ENGLISH

Our literacy programme is central to the learning and development of all our students. Through our teaching the students will become effective communicators, be voracious and independent readers who possess a deep appreciation and understanding of literature and will be motivated, confident writers who see writing as an everyday, useful and enjoyable experience.

MANDARIN

Learning Chinese is an integral part of the experience at SJIM. Our daily Mandarin programme caters for a wide range of learners with a variety of linguistic and cultural backgrounds.



5-7
year olds

Milepost:
Milepost 1
SJIM Year Groups:
Years 1&2

7-9
year olds

Milepost:
Milepost 2
SJIM Year Groups:
Years 3&4

9-11
year olds

Milepost:
Milepost 3
SJIM Year Groups:
Years 5&6

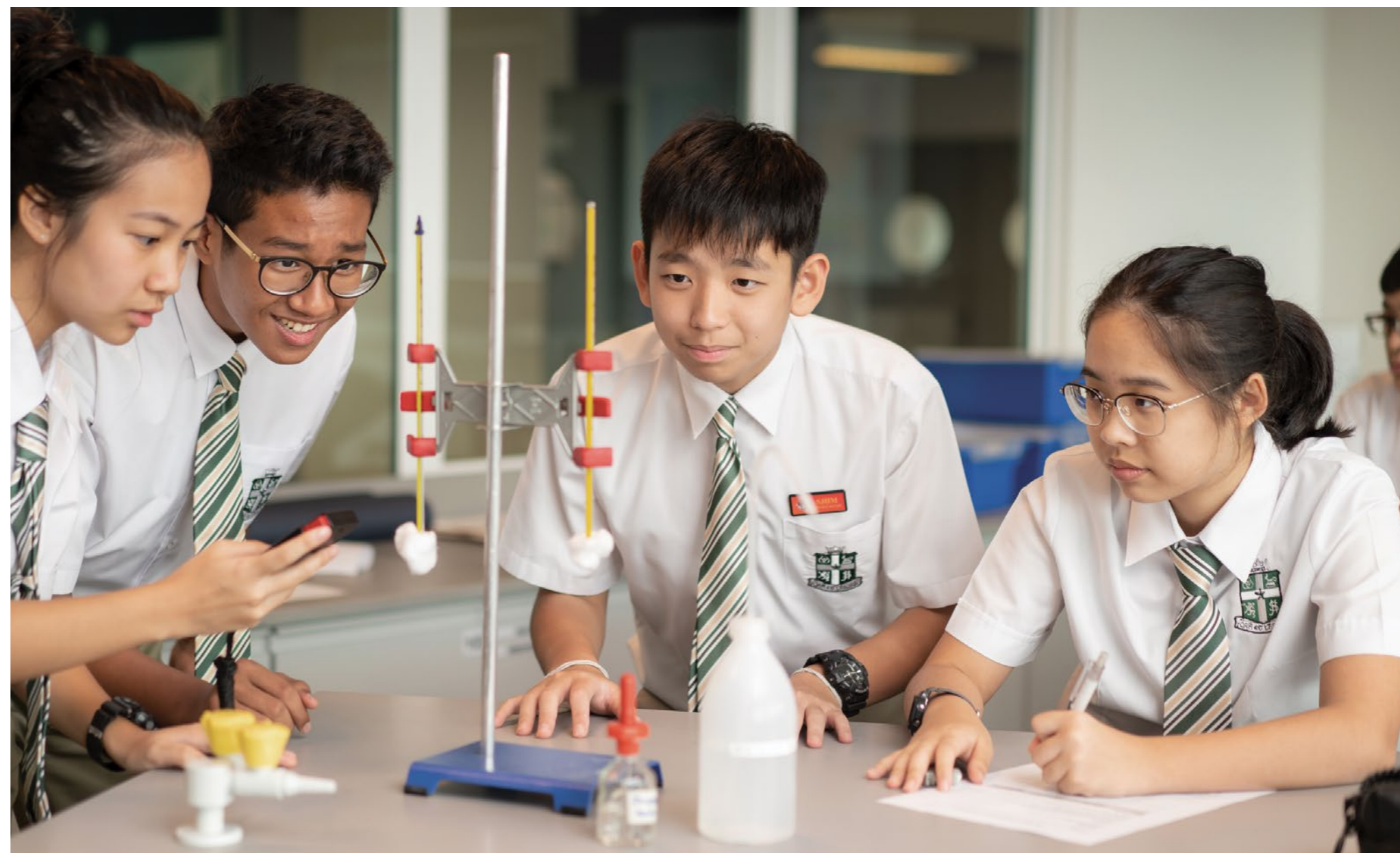
THE IGCSE

The International General Certificate of Secondary Education (IGCSE) is for students in Years 10 and 11 and is the world's most popular international curriculum for 14-16 year olds. Developed by University of Cambridge International Examinations, learners from over 100 countries sit for their IGCSE each year making it one of the most internationally recognised qualifications for secondary students.

All courses are two years in length with assessments taking place at the end of Year 11. The format of assessments varies and can include written, oral, coursework and practical assessment. Each learner's performance is benchmarked using eight internationally recognised grades (A*, A, B, C, D, E, F, G).

The IGCSE is an excellent foundation for success at higher level courses such as the IB Diploma and A-levels Examinations. Leading universities and employers worldwide accept the IGCSE as evidence of academic ability and achievement. Students will find that the IGCSE course equips them with the core skills and knowledge they will need to be successful learners at IB Diploma level, A-levels as well as other well recognised Pre University Programmes.

SJIIM students will study compulsory IGCSE subjects in English, Mathematics and Science and have the choice of selecting electives from a wide range of subjects including Economics, History, Music, Art and Business Studies. In addition to these elective subjects, students will also select one language from three possible options: Spanish, Mandarin or Malay.



The number of elective subjects that the students take will depend on whether they opt to study Coordinated Science or Triple Science. With Coordinated Science, students will select two additional subjects and with Triple Science they will select one additional subject.

Although it is not compulsory that students who have studied a subject at IGCSE level should select it at IB level, the foundations provided by the IGCSE may be beneficial.

A typical student timetable will consist of eight lessons per day i.e. 40 lessons per week. As well as the learning that will take place within the classroom, students will have opportunities through our CCA programme to apply, reinforce or revisit their learning.

Ultimately, our goal is to ensure that our students achieve IGCSE qualifications that they can be proud of. At SJIIM, quality teaching and learning is a given within the classroom along with additional support sessions which provide help where and when it is needed as well as pastoral care in place to nurture and guide them as new challenges arise. With this, we are confident that our students can achieve their true potential.



THE IBDP

The International Baccalaureate Diploma Programme (IBDP) enjoys a very high level of respect and recognition among the world's higher education institutions. For students, success in the IBDP often results in advanced standing, course credit, scholarships or other admissions-related benefits at many universities. Today, over 4,500 schools worldwide offer IB programmes.

The International Baccalaureate Diploma Programme is widely recognised as one of the world's most challenging educational programmes. It focuses on academic, personal and social development and is globally recognized by universities for the holistic and rigorous education it provides.

The nature of the IBDP enables students to develop the core skills required for success at university while the universities themselves say that IBDP students are ahead of their peers when they begin their tertiary studies. In particular, this is because their research skills allow them to cope better with university coursework while the critical thinking skills they have developed help them prepare for the skills they will need in the workforce and civic life.

Students who have graduated from the IBDP are able to access the world's leading universities. The IBDP is recognised globally, including by world-class universities in Australia, Canada, New Zealand, the United Kingdom, the Americas, Europe and Asia.

CANADA <ul style="list-style-type: none"> University of British Columbia McGill University University of Toronto University of Victoria 	UNITED KINGDOM <ul style="list-style-type: none"> Oxbridge (Oxford and Cambridge) Russell Group (University College London, Imperial College, London School of Economics) 	
UNITED STATES <ul style="list-style-type: none"> Ivy League (Harvard, Yale) Stanford • Duke University of California (LA, Berkeley) 	AUSTRALIA <ul style="list-style-type: none"> Australian National University Sydney University Melbourne University 	NEW ZEALAND <ul style="list-style-type: none"> University of Auckland Massey University University of Otago



In pursuing the IBDP, every student must comply with three central 'core' requirements and must study six academic subjects.

The core requirements are firstly, a 4000-word Extended Essay on a research subject of the student's own choice; secondly, Theory of Knowledge which is a course designed to encourage students to think, evaluate and question the knowledge they have and thirdly, participation in "CAS" comprising of Creativity (e.g. involvement in performances, exhibitions, concerts), Activity (e.g. involvement in sports teams, learning new sports, expeditions) and Service (e.g. involvement in community service projects).

The six academic subjects consist of one from each of the following: the student's main language; a second language; the humanities; the experimental sciences; mathematics and the arts (or another subject selected from one of the previous groups).

Three of the six subjects must be taken at "higher level" (HL) while another **three** must be taken at "standard level" (SL).

A typical student timetable will consist of eight lessons per day i.e. 40 lessons per week (of which approximately six will be study periods). Each student also has access to a wide range of extra-curricular activities and the opportunity to initiate and be involved in various project as well as to become involved in leadership initiatives within the school.

ENTER TO LEARN LEAVE TO SERVE



THE SJIIM LEARNING EXPERIENCE



ACADEMIC LEARNING

We believe that students achieve their full potential when they are captivated and enthused by their learning. We will therefore encourage our students to take responsibility for their own active learning, which develops in the form of interaction, collaboration and teacher intervention.

Facilitated through opportunities within the academic framework, students exercise choice, develop goals, plan their approach and work independently with support from their teachers and peer groups. We strive to create an environment where students feel comfortable to make and learn from mistakes, without feeling inadequate. They are encouraged to be reflective and capable of monitoring and reviewing their own learning.

SERVICE LEARNING

A fundamental aspect of our Lasallian holistic education is learning through service. All students are expected to support a range of charities and organisations, going beyond their self-interests and serving the needs of others. From local community events to overseas projects, these activities promote an appreciation of the world, develop skills and understanding that are driven by experience, and create significant opportunities for personal development.



CO-CURRICULAR LEARNING

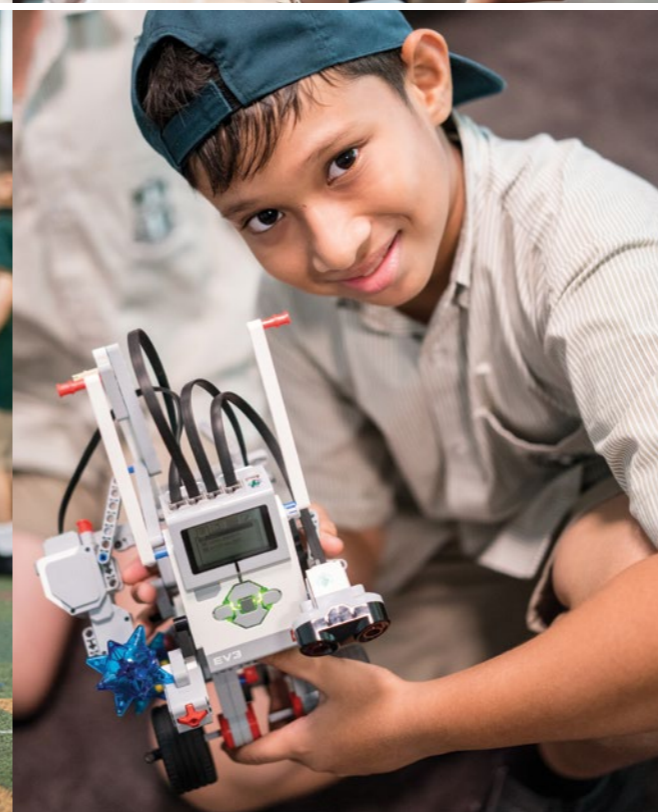
At SJIIM, the holistic education we provide is enriched by our Co-Curricular Activities programme. We believe it is vital our students have the opportunity to experience new interests and activities or to develop skills and talent they already have beyond the classroom. Our Co-curricular activities covers a wide range to activities including; sport, performing arts, music, academic and technology. They are run by our academic staff as well as external professional coaches and instructors.

The activities also require students to make a sustained commitment, developing their motivation and leadership to succeed, and having great fun in the process. There will be ample opportunities for students to develop talent, share passions, and even initiate their own activities. This assists in preparing the students to become fully developed and responsible global citizens.

OUTDOOR EDUCATION

The experience of outdoor education provides opportunities to learn through experience and develop resilience, determination and resolve. Students recognise the importance of working independently and collaboratively and become active citizens in their school and community. Self-discipline and team work are challenged during these residential activities where students step out of their 'comfort zones' and support others around them. Students gain confidence in their own abilities, discover innovative ways to overcome obstacles, and turn challenges into positive life experiences.





A PARENT'S REFLECTION



Our journey with SJIIM began around 4 years ago when we were on the lookout for a value-based education system; something that we believe is much needed in today's world. **We chose SJIIM and haven't been disappointed!**

The holistic approach of the school towards each child's development, be it academic or pastoral, is what has thoroughly impressed us.

The learning environment in elementary school is one that encourages curiosity. Each day has something exciting that awaits the students. As a result, our sons eagerly looked forward to attending school.

While in high school, the students are encouraged to be independent learners, to reflect, set goals, and be focused. This has led our daughter to opt for the IB Diploma Programme next year and we are only too happy to support her decision as we believe that SJIIM will not only do their best for her but also keep up to their motto: *Enter to Learn, Leave to Serve*. It's been a pleasure to be a part of the SJIIM parent community through the PSG and the Christian Community. This implies that the school welcomes the attitude '*We are one but we are many*', which is the opening line of the Lasallian anthem, 'We are Lasallian'.

We are all on a learning journey in life, the students, parents, and the school; we choose to trust the school with their policies and decisions, understanding that they have the best interest of the students in mind and the outcome, in nearly all situations, has been rewarding.

Our children have studied in 4 countries: India, Norway, Singapore, Malaysia, and hands down they choose SJIIM as their best school. As parents of 3 Lasallians, we believe that the education they are now receiving is keeping them well-grounded and will make them '*well adjusted*' individuals, ready to take on the world in their stride.

We are ever so grateful for that. Thank you SJIIM for making this possible.

God Bless,
Capt. Glen & Mrs Natalie Motha
Founding SJIIM family and parents of:
Meagan (Year 11), David (Year 8) & Nathan (Year 8)

A SCHOLAR'S REFLECTION

I am extremely grateful to be a recipient of the SJIIM IBDP scholarship because it has given me the chance to challenge myself by taking up this rigorous programme while giving me a platform to further develop myself and be a part of this warm Lasallian family.

I was first welcomed into SJIIM as a founding student and have enjoyed my schooling years with great classmates as well as dedicated and helpful teachers from different backgrounds. As a new school, there were plenty of opportunities to help shape and develop the school; Each year, the improvements are tremendous and we now have a wide variety of extracurricular activities ranging from sports to academic clubs and even field trips and camps.

However, it was being an IBDP scholar that has developed me as a person even further and prepared me for taking up the IBDP at SJIIM. This is because of our participation in a leadership camp in the Philippines which brought us face to face with the less privileged. We were given the opportunity to understand and empathise with their struggles by staying with them in their homes and participating in their daily lives. This experience was eye-opening for me as I was amazed by their raw talent and also moved by their happy attitude in life and their willingness to welcome us. It was they who inspired me to give back to the community and in turn, hopefully inspire other people as well.

This made me realize how small actions can spark a passion and I can really see this in SJIIM. With dedicated students who take on various leadership roles in school to organise events or movements to contribute back and make a difference, life in school is busy yet extremely fulfilling. Some of these leadership roles could be with the Student Representative Council, the Lasallian Youth Movement, being the House Captains and much more. Besides this, we also have volunteer programmes for the IBDP students and self-led activities for the high school such as Project Hello and the Eco-brick building sessions.

Although SJIIM is full of events and activities, I can testify to the fact that we are still an academically based school with quality teachers and constant support from the IBDP Coordinator and the University Counsellor. Resources is something that does not run out in SJIIM and I believe that since the aims of the IBDP is in line with the school's which is to grow holistically and be more internationally minded and caring, SJIIM is definitely tailored for the IBDP programme.

Finally, I would also like to say that anyone can be a potential scholar with SJIIM and we just have to take that leap of faith and apply for the scholarship. Just like me during the start of 2019 who had no idea that I would become a scholar and have the privilege to study the IBDP here. Without a doubt, this is one of the best choices I have made and I am thankful for all the students, teachers and staff of the school who have made my school life in SJIIM so memorably amazing.

Emily Ng Siew Zhang
Top SJIIM student in the 2019 IGCSE examinations
2019/20 SJIIM IBDP Scholar



"I believe that since the aims of the IBDP is in line with the school's which is to grow holistically and be more internationally minded and caring, SJIIM is definitely tailored for the IBDP programme."

CAMPUS FACILITIES

The school has a comprehensive range of facilities in compliance with international school standards:

- Lasallian Formation Centre
- High School Library
- Elementary School Library
- Music Studios
- Individual Music Practice Rooms
- Arts Studios
- State-of-the-art Laboratories
- University Counselling Centre
- Pastoral Care Centre
- Nurses' Station
- FA-Qualified Soccer Field With Spectator Gallery
- Indoor Sports Hall With Spectator Gallery
- Auditorium/Performing Arts Centre
- 25m/15m Swimming Pool
- 25m/5m Wading Pool
- Tennis Courts
- Basketball Court
- Preparatory School Playground
- Senior School Students' Lounge
- Ample Parking Facilities
- Campus-wide Security System



FOOTBALL FIELD



25M/15M SWIMMING POOL



MULTIPURPOSE SPORTS HALL



IB LOUNGE



TENNIS COURT



AUDITORIUM



NURSERY AND RECEPTION CLASSROOM



ELEMENTARY CLASSROOM



STATE-OF-THE-ART LABORATORIES



HIGH SCHOOL CLASSROOM



COMPUTER ROOM



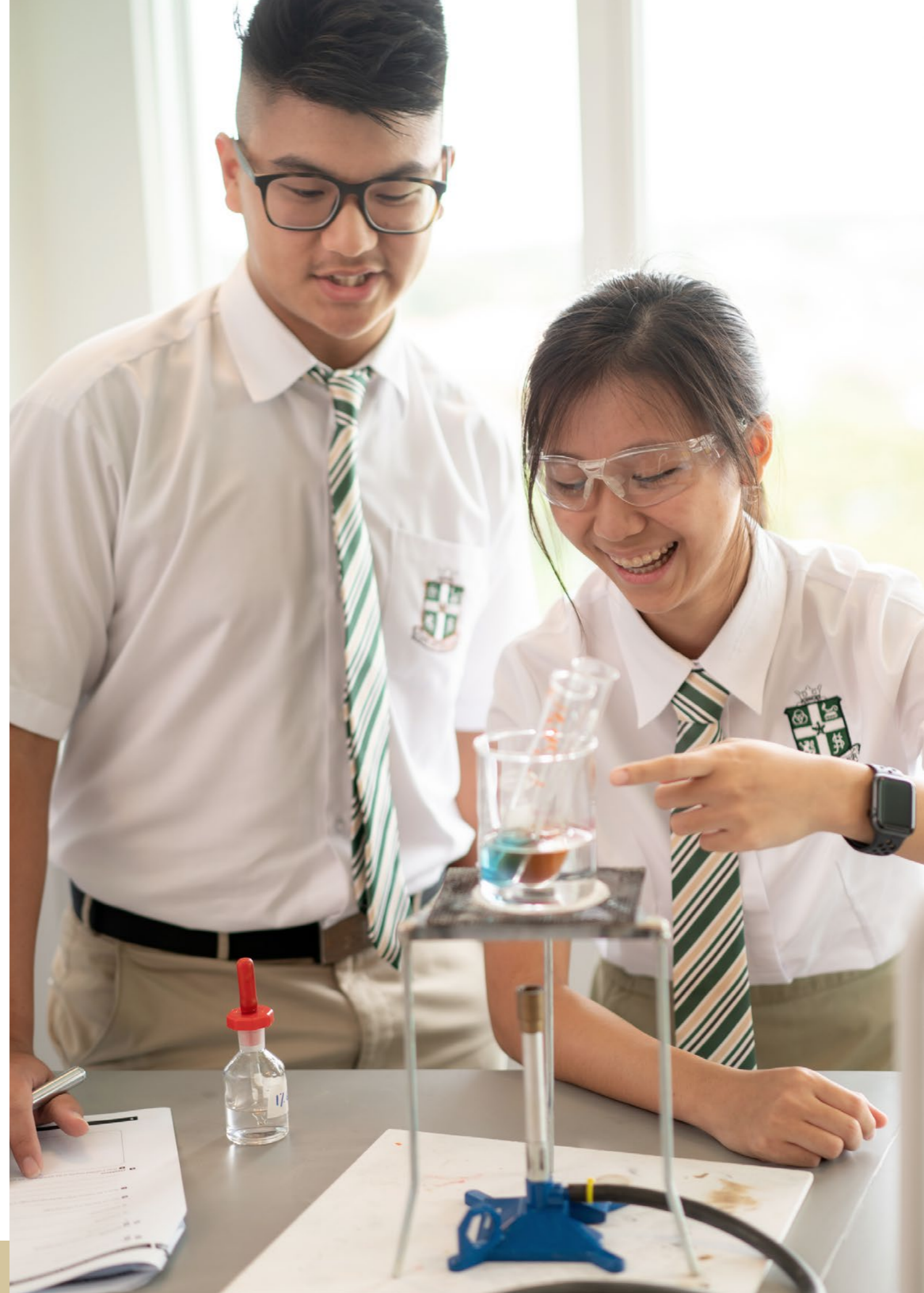
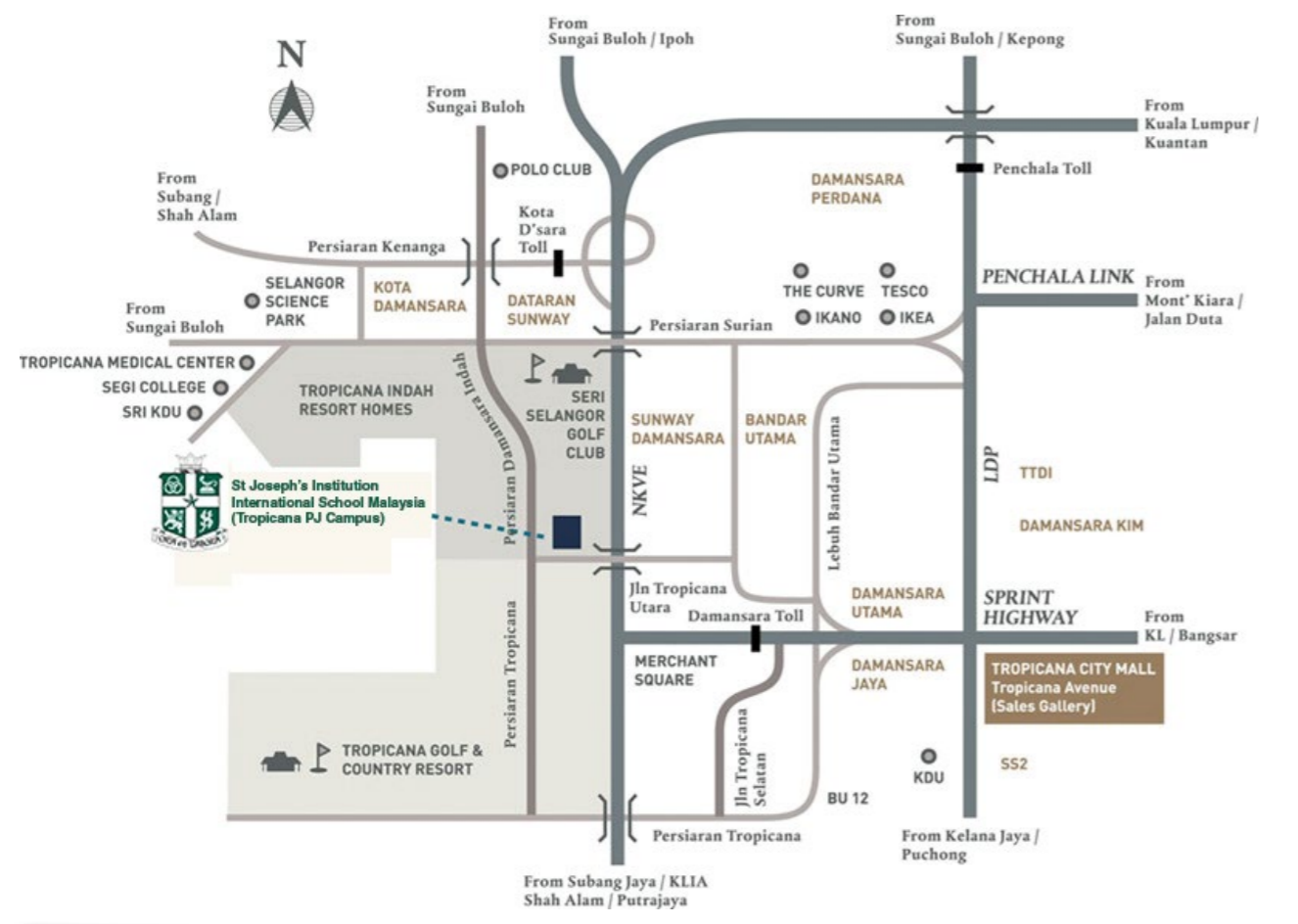
HIGH SCHOOL LIBRARY



ART STUDIO



MUSIC STUDIOS



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