



The Premier Day & Boarding IB World School in Malaysia >>

A member of

UCSI SCHOOLS  UCSI Group®

In affiliation with

 UCSI University®



IB Continuum World School

Welcome to UCSI International School (UIS) Springhill, a distinguished institution among the limited number of International Baccalaureate World Schools in Malaysia that offer a comprehensive boarding experience. Our school is more than just an educational facility; it's a vibrant community where exceptional learners converge, knowledge blossoms, and lifelong friendships are formed.

At UIS Springhill, we have fostered an environment that is a home-away-from-home for our students. Our collective goal is to cultivate an atmosphere of academic excellence, personal growth, and holistic development. We believe in nurturing talents, encouraging curiosity, and fostering a strong sense of global citizenship among our students.

Aligned with the ethos of the International Baccalaureate (IB) programmes, our focus extends beyond conventional learning paradigms. We aim to mould inquisitive, knowledgeable, and compassionate individuals who not only excel academically but also contribute positively to society. Our curriculum emphasises intellectual, personal, emotional, and social growth, preparing our students to become active, lifelong learners and responsible global citizens.

Moreover, being part of the UCSI Schools community, which comprises six schools across three campuses in Kuala Lumpur, Subang Jaya, and Springhill, provides our students with a network of educational support and resources. Furthermore, our affiliation with UCSI Group, a prominent Malaysian conglomerate, is an invaluable asset. UCSI Group's cornerstone is UCSI University, a top-tier private institution in Malaysia that ranks among the top 1% globally (QS World University Rankings 2024). This affiliation offers unique opportunities for our students, providing access to diverse academic pathways, cutting-edge facilities, diverse learning resources, and a wealth of academic expertise.

At UIS Springhill, our unwavering commitment remains focused on delivering a 21st-century educational experience that transcends boundaries, cultivates excellence, and equips our students with the quintessential tools to navigate the ever-evolving global landscape. Through our dedication to fostering the 5 Cs – Critical Thinking, Collaboration, Communication, Creativity, and Character – we aim to mould future leaders who will positively shape the world they inhabit.

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, 21st 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.

IB Mission Statement



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

Chris Edmunds

Chris Edmunds brings 40 years of extensive educational experience to UCSI International School Springhill, having previously served as the principal of UCSI International School Kuala Lumpur. With a strong sense of continuity, Chris is excited to return to the UCSI family and is committed to fostering a collaborative, forward-thinking and supportive environment where both students and staff can thrive.

Throughout his career, Chris has held a variety of roles in teaching and leadership across Asia, the Gulf, Europe and Africa. He holds an MA in Education Leadership, a BEd (Hons) and an LTCL (Violin Teaching) diploma. His leadership expertise encompasses school start-ups, transformation, strategic planning and educational reform. Moreover, Chris's deep involvement with the International Baccalaureate (IB) programmes—the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP)—has seen him excel as a school leader, Diploma programme coordinator, teacher and IB examiner. He has taught Music, History and English at DP level, and his commitment to academic excellence remains central to his vision.

Chris believes that effective school leadership extends beyond academic matters. His leadership is founded on principles of strong communication, inclusion, transparency, empowerment and autonomy, ensuring that the entire school community—students, teachers and parents—feels connected and valued. He is committed to creating a learning environment where open dialogue is encouraged and where all members of the community are empowered to contribute. By promoting transparency and inclusivity, Chris ensures that parents remain engaged, teachers are trusted and autonomous, and students are supported in becoming responsible, independent learners.

In line with his commitment to preparing young people for the future, Chris resonates with Yuval Noah Harari's assertion that “the best education is not about creating a generation of geniuses, but rather about preparing students for a world of uncertainty, change and complexity.” He is dedicated to cultivating critical thinking, adaptability and resilience in his students, equipping them to navigate the challenges of the 21st century.

Having lived and worked globally, Chris now considers Malaysia his home, deeply rooted in the community through his Malaysian wife and their shared appreciation of the country's culture. He is also a proud father of two grown daughters in the UK—one a teacher, the other a creative leader in the advertising and branding sector. He has one grandson, whom he cherishes dearly.

Philosophically, Chris embraces the principles of diversity and global citizenship, with a belief that “other people, with their differences, can also be right.” His inclusive mindset ensures that students and teachers alike are supported in achieving their full potential within a nurturing and respectful environment.

Chris is passionate about holistic education, nurturing not only academic achievement but also emotional and social growth. His dedication to building strong, values-driven communities will guide UCSI International School Springhill towards a future of sustained growth and success.

Chris Edmunds



IB learner profile

The International Baccalaureate (IB) aims to cultivate internationally-minded individuals committed to shaping a more harmonious world. The IB learner profile encapsulates these aspirations, comprising 10 attributes that empower students to become responsible global citizens.



Inquirers

Embrace curiosity, learning independently and collaboratively throughout life.

Knowledgeable

Develop conceptual understanding across disciplines, engaging with global and local issues.

Thinkers

Apply critical and creative thinking to solve complex problems and make ethical decisions.

Communicators

Express confidently in multiple languages and collaborate effectively.

Principled

Act with integrity, respecting diverse cultures and perspectives.

Open-minded

Appreciate different cultures, seeking diverse viewpoints for personal growth.

Caring

Show empathy, commit to service, and strive to positively impact others.

Risk-takers

Approach uncertainty confidently, exploring innovative solutions with resilience.

Balanced

Understand the importance of intellectual, physical, and emotional well-being.

Reflective

Thoughtfully consider personal experiences to support learning and growth.

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Additionally, Concept-based Learning drives meaningful understanding by engaging students in profound ideas. The IB's Approaches to Learning Skills emphasise crucial 21st century skills such as

- **Thinking**
- **Communication**
- **Research**
- **Self-management, and**
- **Social skills**

enabling students to become independent, self-regulated learners.

The Premier Day and 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 IB Educators

Our team of teachers are experienced, and knowledgeable about the IB curriculum and are well-trained to develop positive learning with students.



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 dedicated 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.



PRIMARY YEARS PROGRAMME (PYP)

(Age 4 to 11)
(PYP 1 to 5)



The IB Primary Years Programme (PYP) is tailored for children aged 4 to 11 and aims to nurture and develop young students as caring, active participants in a lifelong journey of learning.

Employing an inquiry-based, transdisciplinary curriculum framework, the PYP fosters conceptual understanding and adopts a student-centred approach to education. It integrates the finest educational research, thought leadership, and experience derived from IB World Schools.

Evolved as a global leader in forward-thinking education, the PYP exemplifies best educational practices worldwide, addressing the challenges and opportunities faced by young students in our rapidly changing world.

How Does PYP Nurture and Develop Your Child?

The PYP strongly focuses on cultivating the whole child as an inquirer, both within and beyond the school environment. It offers a transformative educational experience for students, teachers, and entire school communities, delivering excellent outcomes by providing engaging, relevant, challenging, and meaningful education.

PYP learners actively engage in taking charge of their learning, collaborating with teachers to deepen their understanding, enhance self-motivation, and bolster confidence. Through actively participating in integrated ongoing assessments, they develop into effective, self-regulated learners who can respond constructively to feedback.

Guided by six transdisciplinary themes of global significance, students broaden their learning horizons by developing conceptual understandings and honing their knowledge and skills across, between, and beyond subject areas.

The PYP Curriculum Framework

The PYP curriculum framework operates on the premise that students are active agents in their learning and integral partners in the learning process. It prioritises people and relationships to build robust learning communities. PYP students demonstrate initiative, assuming responsibility and ownership of their learning.

Through inquiry-based learning and self-reflection, PYP students acquire knowledge, conceptual understandings, skills, and the attributes of the IB Learner Profile, empowering them to bring about positive change in their lives, communities, and beyond.

At the heart of the framework is the emphasis on agency, which underpins three core aspects of school life:

- The learner
- Learning and teaching
- The learning community

Embedded in the framework is the acknowledgment of the significance of nurturing individuals' self-efficacy. Students with a strong sense of self-efficacy actively engage in their learning and take action within their learning community.



The Six Subject Areas within the IB Primary Years Programme:

- Language
- Mathematics
- Science
- Social Studies
- Arts
- Personal, Social, and Physical

Education

The most distinctive feature of the IB Primary Years Programme is the incorporation of six transdisciplinary themes. These themes offer IB World Schools the opportunity to integrate local and global issues into the curriculum, enabling students to transcend the confines of subject-specific learning:

- 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



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.

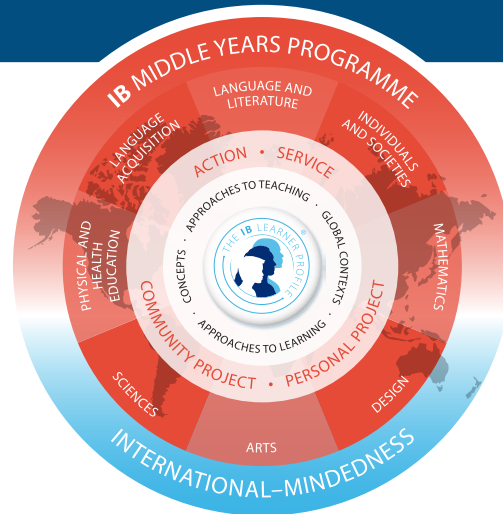
PYP Exhibition

At the end of PYP (PYP 5), students will hold an event to showcase their learning outcomes. Parents will be invited to celebrate the learning and end of the grade.



IB Middle Years Programme (MYP)

(Ages 11 to 16)
(MYP1 to 5)



The IB Middle Years Programme (MYP) caters to students aged 11 to 16 and offers a framework that fosters creativity, critical thinking, and reflection. Encouraging intellectual challenge, the MYP establishes links between traditional subjects and their real-world applications. It places strong emphasis on developing communication skills, intercultural understanding, and global engagement – vital attributes for thriving in the 21st century.

Flexible enough to accommodate various national or local curricula, the MYP builds upon the knowledge, skills, and attitudes nurtured in the IB Primary Years Programme (PYP). It effectively prepares students for the academic rigours of the IB Diploma Programme and the IB Career-related Certificate.

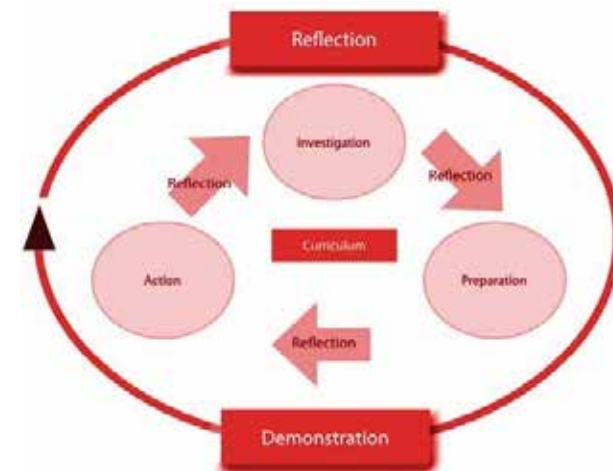
Key Highlights of the IB Middle Years Programme (MYP):

- Addresses students' intellectual, social, emotional, and physical well-being.
- Equips students to comprehend and manage the intricacies of our world, fostering skills and attitudes necessary for responsible action towards the future.
- Ensures a comprehensive understanding of various subjects through the study of eight subject areas.
- Encourages the study of at least two languages to enhance students' appreciation of their own culture and that of others.
- Provides students with the opportunity to explore a self-directed independent project in an area of personal interest.

The MYP Programme incorporates eight subject groups interconnected through five interactive areas that serve as global contexts for learning. Students engage in the study of at least two languages (forming part of their multilingual profile), humanities, sciences, mathematics, arts, physical education, and technology. In their final year, students undertake an independent 'personal project,' demonstrating the development of their skills and understanding.

The MYP core incorporates five contexts for learning, offering significant opportunities to explore contemporary issues affecting students today. Teachers organise the curriculum around the following areas of interaction, employing a common language:

- **Approaches to Learning:** Develops learning skills that students can employ during and beyond the programme.
- **Community and Service:** Encourages students to understand their role within communities and motivates action in new contexts.
- **Health and Social Education:** Equips students with skills necessary to function effectively within societies, empowering informed decision-making concerning their well-being.
- **Environments:** Explores human interaction with the broader world, encompassing our roles in virtual, natural, and built environments.
- **Human Ingenuity:** Examines the influence of human thought and action on the world, contemplating the repercussions of human intellect.



Students will have the option of registering for a bilingual MYP e-Assessment certificate.



Service as Action

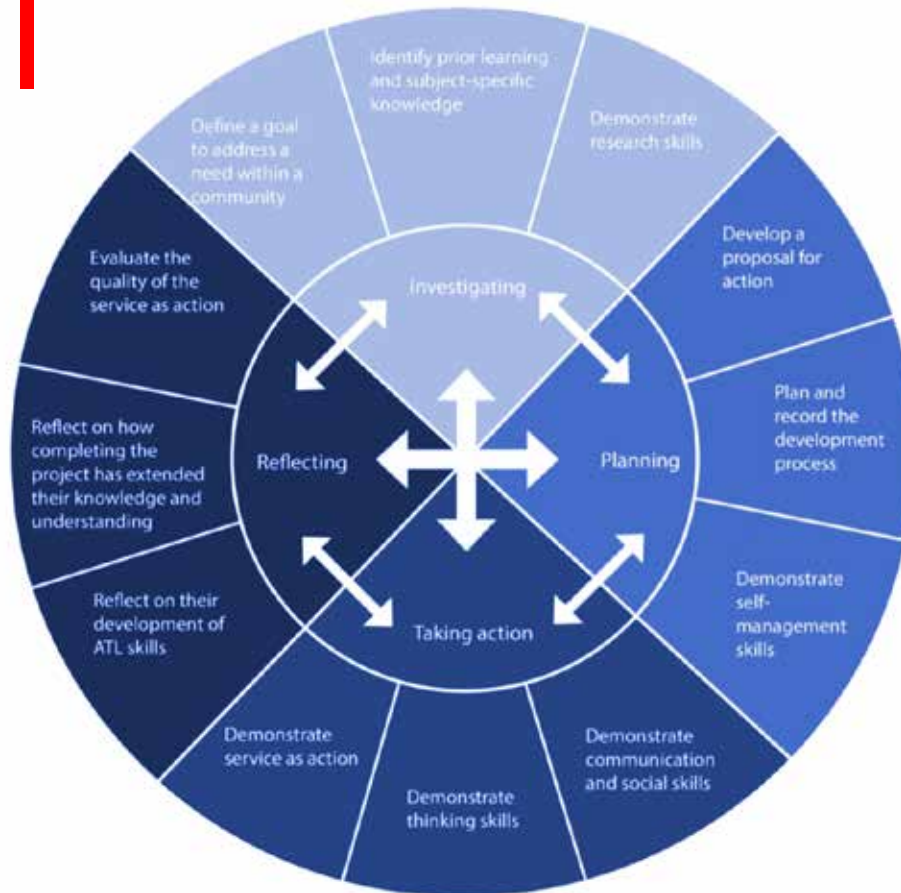


Service as action is an integral part of the programme, especially in the MYP community project.

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 Well-being etc. This implementation will also be in line with Sustainable Development Goals (SDGs) to improve the overall sustainability within the school and beyond.

Personal Project



The MYP students in their final year explore an area of personal interest over an extended period of time. This provides them with the opportunity to consolidate their learning and develop essential skills needed for both further education and life beyond the classroom. It also helps foster the confidence to become principled, lifelong learners.

Elements of the personal project:

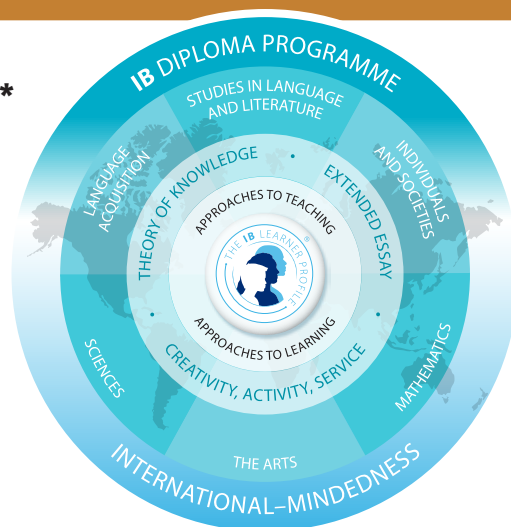
The personal project formally assesses students' approaches to learning (ATL) skills, including self-management, research, communication, critical and creative thinking, and collaboration. The project comprises a process, a product, and a reflective report.

1. **Process:** Includes ideas, criteria, developments, challenges, plans, research, possible solutions, and progress reports.
2. **Product or Outcome:** Presents evidence of tangible or intangible results, showcasing what the student aimed to achieve or create.
3. **Report:** Offers an account of the project and its impact, following a structure aligned with the assessment criteria. The report narrates both the process of creating the project and an evaluation of its impact on the student or their learning.

The report undergoes assessment by the supervisor and external moderation by the IB to ensure a globally consistent standard of excellence. Each project receives a final achievement grade.

IB Diploma Programme (IBDP)

(Ages 16 to 19)*
(DP1 to 2)



The International Baccalaureate® (IB) Diploma Programme (DP) is an assessed programme designed for students aged 16 to 19, widely respected by leading universities globally.

Advantages of Enrolling in the IBDP

Students joining the IBDP can expect to:

- Develop excellent breadth and depth of knowledge.
- Flourish physically, intellectually, emotionally, and ethically.
- Study at least two languages.
- Excel in traditional academic subjects.
- Explore the nature of knowledge through the programme's unique Theory of Knowledge (ToK) course.

Benefits of the IBDP

International research demonstrates numerous advantages of choosing the DP over other 16 to 19 curricula. For instance:

- DP students exhibit higher rates of enrolment, persistence, and graduation compared to the national average, as found in a study on postsecondary outcomes of DP graduates in the United States.
- IB students in higher education institutions in the U.K. are more likely to achieve positive higher education outcomes than their A-level peers, according to a study comparing student performance.
- On average, DP alumni displayed higher proficiencies in various 21st-century skills compared to their non-DP counterparts in an Asia-Pacific study.

The DP Core

- **The Extended Essay (EE):** Involves independent research, delving into an in-depth study of a question related to one of the DP subjects the students are studying. The world studies extended essay option allows focusing on a globally significant topic examined through the lens of a chosen subject.
- **Theory of Knowledge (ToK):** Cultivates a cohesive approach to learning that unifies academic disciplines. This critical thinking course guides students inquiring into the nature of knowledge, deepening their understanding of knowledge as a human construct.
- **Creativity, Activity, Service (CAS):** Engages students in various activities alongside their academic studies. Creativity encourages involvement in the arts and creative thinking. Action promotes a healthy lifestyle through physical activity. Service with the community offers a platform for experiential learning and academic value. CAS's three strands enhance students' personal and interpersonal development and facilitate journeys of self-discovery.

The DP Curriculum

IB Diploma Programme students select one subject from each of the five groups (1 to 5), ensuring a broad understanding across their best language, additional language(s), social sciences, experimental sciences, and mathematics. Students may opt for an arts subject from group 6 or a second subject from groups 1 to 5. At least three and up to four subjects are taken at higher level (240 teaching hours), while the remaining subjects are at standard level (150 teaching hours).

Bilingual IB Diploma

Students will be awarded a bilingual IB Diploma who complete and receive a grade 3 or higher in two languages.



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

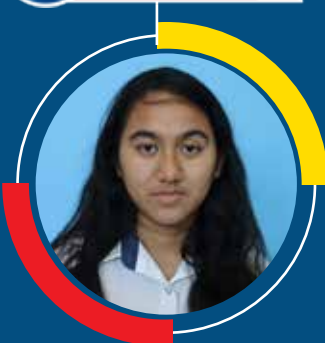
collaborative and reciprocal engagement with the community in response to an authentic need.

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

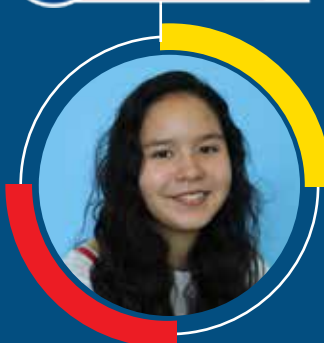


OUR Amazing Students



Farahaiman Sofriah Binti Mohamad Rameez

Received a Full Grade in Integrated Humanities in MYP June 2021



Maria Chan Ruyi

Received a Full Grade in Integrated Humanities, Integrated Sciences, and Mathematics 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



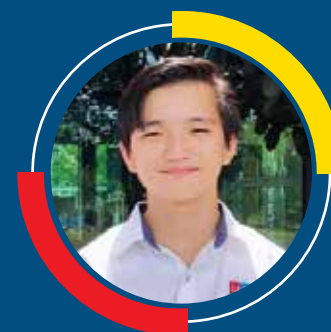
Sebastian Ng Yik Qian

*BA (Hons) in Mass Communication, First Class Honours
UCSI University*



Caleb Mok Jun Wen

*BSc (Hons) Nutrition with Wellness, First Class Honours
UCSI University*



Lemuel Mok

*Received the Immerse Education
Scholarship Award 2022 to attend Summer
School at Cambridge University, U.K.*

Immersive English Language Programme (IELP)

Targeting students' success in learning

Introduction

Language is the key that unlocks the door to understanding the world around us. However, language learners often find it a challenge to grasp the fundamentals of a language, which may affect not only their fluency but also their learning of academic subjects in school, especially in a foreign environment.

At UCSI International School Springhill, our unique Immersive English Language programme aims to support each student entering into our International Baccalaureate system through a customised approach centred around a safe and conducive environment for practicing and learning the English language according to each student's level.



Why UIS Springhill?

Learning a language through immersion is one of the best ways to get a firm foothold in order to navigate the environment and understand the subjects being learned.

Our campus provides the ideal environment for English language immersion. Our experienced teachers and the subjects are taught in English in a country where English is a working language.

The perfect environment to springboard into a voyage of step-by-step successes.

The Programme

Assessment: Students entering the IELP will be assessed to determine their level according to the Common European Framework of Reference for Languages (CEFR), an international standard for describing language ability.

Bridging to Immersion and Growth (BIG) : Students will undergo intensive English lessons appropriate to their level in small groups. Guided by our trained English as Foreign Language (EFL) and English as Second Language (ESL) teachers, the smaller setting can facilitate more guided personal interactions and better opportunities to practice to build their English language strength.

Course-Specific Immersion (CSI) : In tandem with the intensive English lessons, we will introduce students to learning about specific school subjects like math, science, art, and others in English as each student travels a unique path towards the full IB Middle Years or Diploma Programmes.

X-linked factor : In addition to English, our programme ensures students stay connected with their mother languages, as UCSI International School Springhill offers Chinese Language and Literature classes as well as Korean classes.

Through our Immersive English Language Programme, each student's progress will be individually assessed and monitored for readiness for the next level.



Programme Duration

6 to 12 months

The Next Level

Ultimately, the Immersive English Language Programme aims to close the gap between their initial level of English and the level of English needed for them to be assimilated for entry into the mainstream Middle Years Programme and Diploma Programme.

We envision their journey here to be one where each student would not only be immersed in the English language at every opportunity but also in our warm, supportive and enriching multicultural UIS community of learning tailored towards their success in school and beyond.

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 4-11)



- Arts and Craft
- Dance Club
- Lego Club
- Mathematics Club

- Public Speaking
- Reading Club
- Swimming
- Table Tennis

- Wellness and Team Building
- Wonders of the Universe
- Yoga Club
- Young Scientists Club

CCAs (Age 12-19)



- Art and Design
- Bandanas
- Baseball
- Basketball

- Campus Journalism
- Cartoon Club
- Drama and Music
- Drawing Time

- Games and Chess
- Gimp Photoshop
- Music
- Puzzles and Riddles
- Paper Folding (Origami)

- Swimming and Water Polo
- Table Tennis and Pool
- Tennis
- Wellness Programme
- 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.

Sustainable Development Goals (SDG)



UCSI International School Springhill embarked on its sustainability journey in 2017 by officially registering as an Eco-School under WWF-Malaysia. The school, aligned with WWF-Malaysia's conservation programmes, advocates for a global mindset with local actions to bolster sustainability. Various initiatives like Earth Day celebrations, beach cleanups, and Service Day, alongside integrating Sustainable Development Goals (SDGs) and Eco-themes into IB Programme lessons, underscore this commitment.

In 2020, the school received the prestigious Silver Award from WWF-Malaysia for its sustainable practices, validated by the Eco-School's 7-step methodology. Collaborating with the UCSI Group SDG Secretariat Office facilitated events such as World Soil Day, World Environment Day, virtual gatherings, and SDG awareness quizzes, extending participation to UCSI and other schools across Malaysia and globally. The programmes aim to foster sustainability awareness and nurture inter-school relationships to fortify the global community.



Eco-Schools



UCSI International School Springhill proudly earned the Silver Award certificate from WWF-Malaysia for integrating sustainable practices into its educational activities based on the eco-school 7-step methodology. This recognition aligns with SDGs and Eco-themes, crediting the entire school community for their collective efforts. Eco-Schools, an international initiative by the Foundation for Environmental Education (FEE), seeks to engage students in purposeful and socially responsible learning to shape a sustainable world.

The Eco-Schools Programme (ESP), operational in over 60 countries, is overseen in Malaysia by WWF-Malaysia, with more than 180 registered schools. UCSI International School Springhill's accomplishment signifies its commitment to sustainability, recognised through its well-integrated eco-activities in the curriculum, active student involvement in environmental pursuits, robust support from school administration, collaboration among diverse stakeholders, environmental education as part of learning outcomes, and active engagement with external partners in eco-learning endeavours.

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 experienced and caring houseparents. Our boarding students will be engaging in activities and trips during the weekends. Our school has a 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

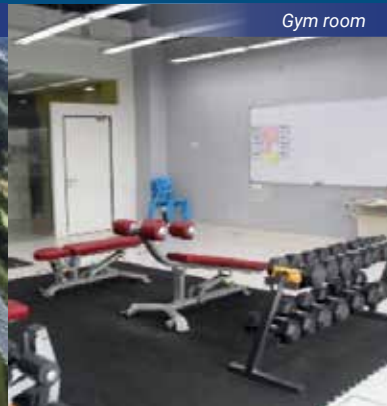
- Creative art studio
- Home science and culinary arts studio
- Performing arts studio
- Music studio
- Multi-purpose hall
- 2-storey school library

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



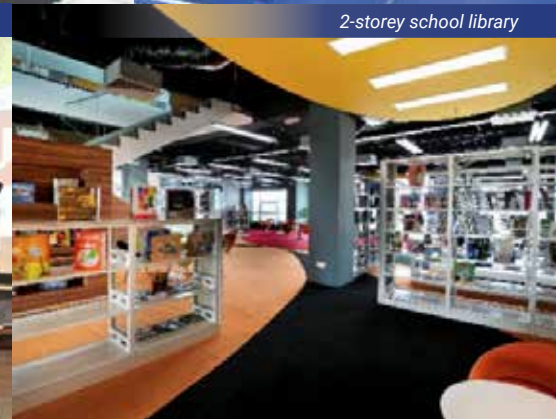
Multi-purpose sports court



School classrooms



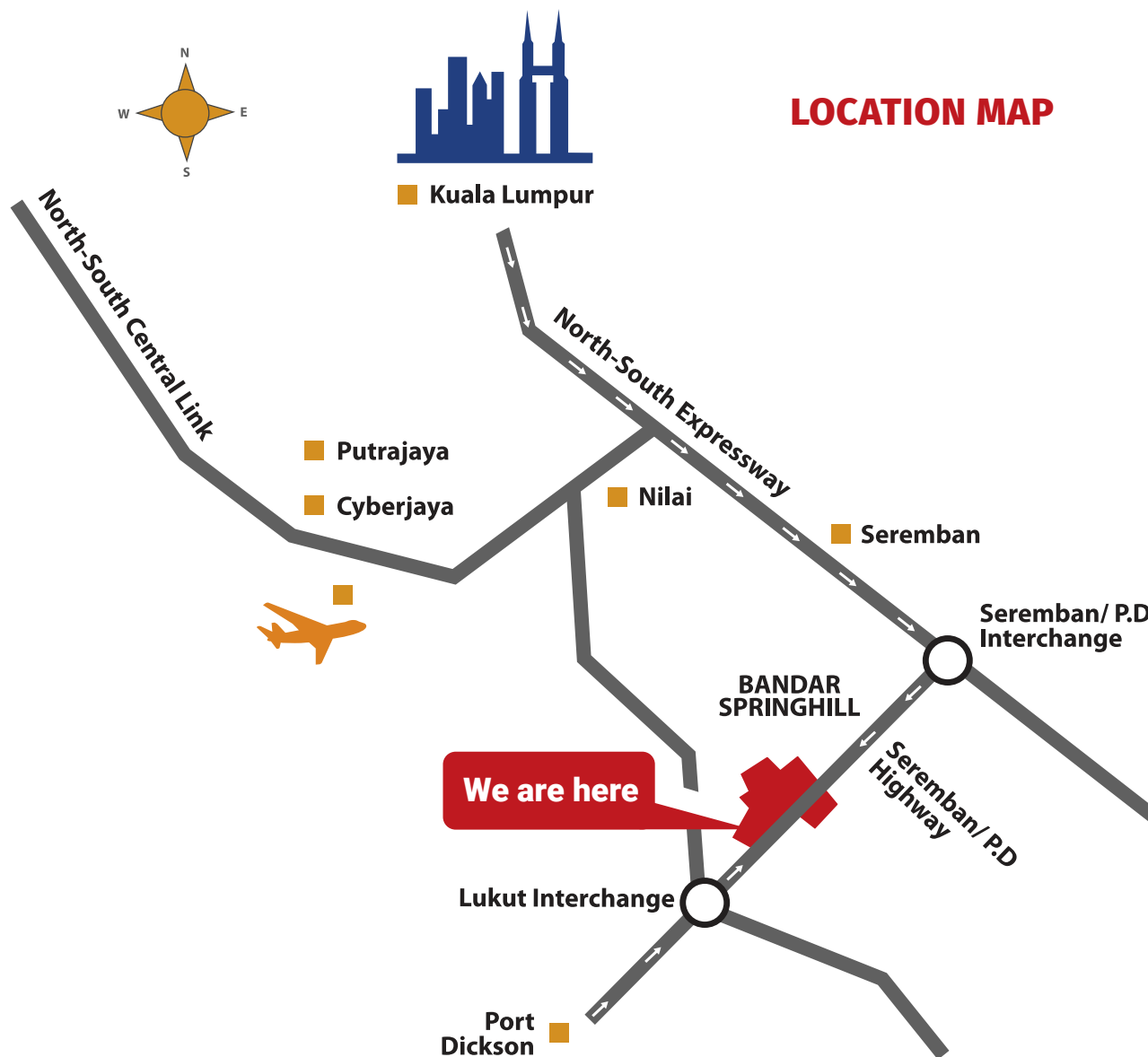
Multi-purpose hall



2-storey school library



Full boarding



20-minute

drive from Seremban

20-minute

drive from Port Dickson beach, famous holiday destination in Peninsular Malaysia

45-minute

drive from Kuala Lumpur International Airport (KLIA)

WE ARE AN **IB Continuum School**



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