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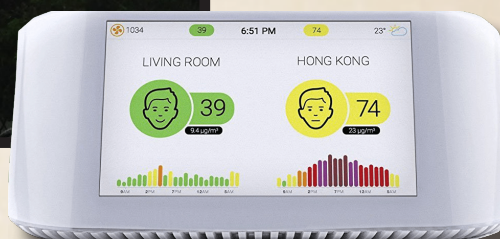
As you are aware over the last few weeks we have been plagued by Haze drifting across the island from Indonesia and Malaysia blocking out the sun and making the air 'taste' smokey.

As a school we encourage children to use all aspects of the learning environment which includes lessons outside. Additionally our sports programme makes use of two sports pitches and the hard surface play area. So it has been very difficult to ignore the haze around us.

Whilst we are very conscious of the haze and try our hardest to ensure that children are not spending too much time outside we are also conscious of our commitment to deliver all aspects of the Early Years Framework and the English National Curriculum as fully as possible. It is for this reason that we have tried to remain open for as long as possible.

We have purchased a Visual Air Monitor which monitors the air quality around Hornbill School

## Its all a bit Hazy!



so that we can adjust children's activities according to the conditions of the air.

The monitor can be accessed by the whole community so that if you have a sensitive child or they have asthma you can make informed decisions about the activities they are participating in both inside and outside of school.

Simply log onto <https://www.airvisual.com/air-quality-monitor>. We have created an account which can be accessed by everyone.  
Account Name: [air.quality@hornbillschool.com](mailto:air.quality@hornbillschool.com)  
Password: **HornbillAir**

Alternatively you can get the app for smart phones using one of the QR codes to the right and log on as above.





# CAMO Day in aid of SSAFA

What a fantastic start to the new academic year we have had. A huge thank you goes out to Support Company who created an amazing array of activities and events for children to explore what it means to be part of the Army here in Brunei.

With the aid of donations throughout the day \$800 was raised for SSAFA to be used on local projects.





# Jungle Dave

At the start of term we had a very special guest in school known as Jungle Dave who came into school to share some of his friends, which included a **Pygmy Python**, also known as the anthill python and a Turtle which lives inland on the hills around Borneo. The assemblies were very interesting and the children learnt a lot about the animals here in Brunei and on Borneo.



## Haze update continued from Page 1...

**What the monitor tells us:** Our Air quality monitor index ranges from 0 to 500, where higher index values indicate higher levels of air pollution.



0-50 = **Good**



51 - 100 = **Moderate**



101 - 150 = **Unhealthy for sensitive groups**

FS 1 and 2 children plus those children with known breathing problems will have limited outside activities.



151 - 200 = **Unhealthy**

Outside activities will cease for all children.



201 - 300 = **Very Unhealthy**

Advice will be sought from the PCMF / Command re shutting the school.



300+ = **Hazardous to Health**

School will not be open for staff or children.

If your child has asthma and you have not told us please make an appointment to see our Facilities Manager who will create a Medical Care Plan for your child. If you are concerned about your child's breathing or feel that the haze is causing any breathing issues please consult the PCMF / or your doctor.

**Other readings:** Our Air quality monitor also records the following:

**CO<sub>2</sub>** - Recording in parts of per million. Any reading under 700 ppm is considered good air.

**Temperature, Humidity** and a 5 day **forecast**.

## Reading the home screen (on line)



## Children taking ownership

Children in Years 5 and 6 have been asked to log the state of the air each day at 0800hrs and 1200hrs. This log can be used in lessons such as mathematics and science. It also gives the children ownership of ensuring our community remains safe at times of Haze or Jungle Fires.

Our log will remain in the pagoda for our school community to see. Please feel free to read and discuss the log with your child.

N.B. Please be aware that the small distance between the school and SFA can give different air readings. For example, heavy haze at H15 can mean relatively clear at Hornbill School. This is also the reason why readings at Panaga and Tukur Lines will differ.





# Learning to Learn Building Learning Powers

## Focus on: **Becoming a Better Learner**

Parents always want what's best for their child and in this article we show you how to help your child become a better learner.

**Encourage questions:** Encourage your child to ask all the questions they want. The world is big and mysterious, and their brains just want to explore it. Don't limit curiosity!

**It's OK to make mistakes:** Let your child make mistakes, and teach them that there's always a lesson to learn from them. They don't need to be perfect students all the time to continue learning.

**N.B. children always want to please their parents and sometimes don't want to make a mistake because they feel it will upset you! When you make a mistake share it with your child and let them see that we are ALL learners and we ALL make mistakes.**

**Courage:** It takes courage to try something new. Good learners don't let their fears hold them back. Encourage your child to try different activities.

**Proper sleep:** We have shared this many times but please don't under estimate the importance of proper sleep. A well-rested brain can process information much easier. At night, the brain recovers and solidifies memories and new lessons.

**Learning style:** Identifying your child's preferred learning style can help both you and their teacher adapt lessons to suit their learning needs.

## Multiple Intelligences

Learning Styles often get confused with Multiple Intelligences.

**Learning Styles** are how we approach different tasks, whereas **Multiple Intelligences** are a representation of different intellectual abilities. In next month's article we will look at Multiple Intelligences in more depth. However, here is a taster:

We process information in a variety of different ways (see above). However, learning experiences do not have to relate directly to your strongest area of intelligence. e.g. someone with a more linguistic leaning does not have to learn primarily through lectures. Often the easiest path to understanding is through multiple avenues. Limiting learning to a single avenue can be counter-productive.

Try not to label your child as a visual or auditory learner... they will use all these abilities when learning but may prefer one style over another.

Here we will look at four learning styles



**Visual:** Visual learners need to be able to see the information. They prefer written instructions, diagrams, pictures, and drawings. Their notes are often surrounded by doodles.

**Logical:** Logical learners enjoy math, patterns, and puzzles. They always look for a logical explanation for every situation and are constantly asking questions about why or how things happen. They often get frustrated or struggle with more creative lessons that steer away from logic.



**Kinaesthetic:** Kinaesthetic learners need to be part of the experience. Experiments, games, role-playing, and exercises where they get to move are the perfect way to get them learning. They are always moving since this helps them retain information.

**Auditory:** Auditory learners prefer spoken lessons. They can easily memorize songs, speeches, and keywords mentioned by the teacher. Silence is their worst learning enemy. However, they are easily distracted when noise is excessive.



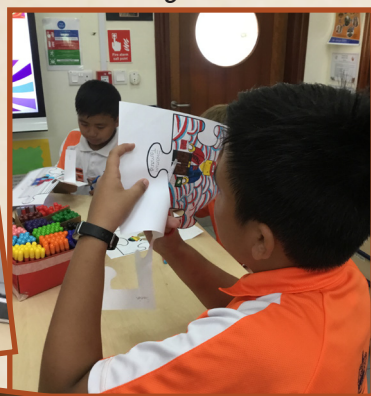
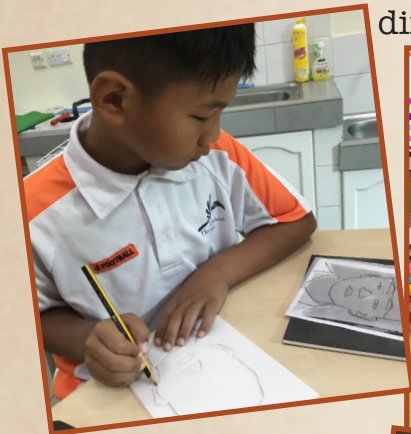


# Who are we? Where are we? The Term 1 Arts Journey begins...

## Creativity, curiosity and exploration

All year groups have made an impressive start to their learning journey of exploring our whole school theme, 'Who are we? Where are we?' through art. To begin the year, we explored the idea of 'community' – what this means and the communities we are in. Our discussions led us to the fact that, even though we are all part of different communities (home, school, garrison, Brunei and so on), each of these communities is enriched by the fact that we are all unique within these groups.

To focus on this idea of uniqueness within a community, we have been exploring self-portraits, challenging each year group to represent their self-portrait using a different style.



**Year 1** have created a white on black self-portrait and a contrasting brightly coloured background to set their portrait off.

**Year 2** explored Matisse's paper collages and line portraits to create their own collaged background upon which they drew their line portrait.

**Year 3** explored hue (colour) and how shades and tints can be used when creating a monochromatic self-portrait.

**Year 4** have started to study the work of Roy Lichtenstein and his use of dots within the pop art style; they are now using this stimulus to create their own portraits.

**Year 5** have also looked into pop art but with a focus on the style of Andy Warhol and his famous portrait prints of celebrities. The children have used etching to create their own printing block from which to create multiple prints of their self-portrait.

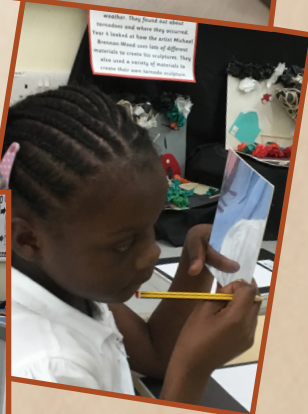
**Year 6** have started work on a multimedia self-portrait based on the current Brazilian artist Romero Britto.

The photos on this page show children's work to date. A collection of the range of self-portraits will be exhibited in due course.

**Watch this space**

**for future**

**exciting art updates throughout this term.**







It has come to our attention that some parents may be unaware of the best practice procedures that we follow at Hornbill School.

The following notices are for your information and are intended to support your understanding of our procedures as we work together to safeguard your children.



**Medical Plans.** We all know that children are adventurous and like to explore the world around them, taking bigger risks as they grow older. Often this can lead to broken bones or injuries involving sprains.

Children who receive medical attention resulting in bandages or plaster casts must have a **Medical Care Plan** created to support them while they are on school grounds. If your child needs a medical plan please do not bring them to school until you have seen our Health & Safety Leader who will work with you to develop a medical plan. This ensures your child remains safe and does not incur further complications while their body is healing.

**Sickness.** If your child is unwell and has been suffering from sickness or diarrhoea they must stay off school for **at least 24 hours** following their last sickness. This stops the spreading of any germs but more importantly ensures your child has had enough rest for their body to fully recover from the illness.

In all cases where you are unsure about your child's illness, please make an appointment with a medical professional before returning your child to school.



**Bumps and Bruises.** We know that children get the odd bump or bruise every now and then. But did you know that if a teacher or other learning practitioner notices a significant bump or bruise on your child they **have** to report it to the **Designated Child Protection Officer** at Hornbill School. On most occasions this means we ask you to come into school so we can record what has happened. This forms the basic Safeguarding Procedures for all UK schools.

If your child has an accident at home or during play outside of school with their friends, please can you put a note in your child's reading diary or write to your child's class teacher as this informs us that you are aware of the injury.

**Safeguarding Children is our paramount concern.**

**At Hornbill School we are very strict on ensuring our staff follow UK government guidance in the reporting and recording of all injuries and incidents involving children.**

**Authorised Leave during Term Time.**

Legally your child has to attend school for **190 days each academic year**. If you are planning leave during term time, please request the absence for your child before you book any flights or holidays as this could incur an unauthorised absence record. For more information on this, please visit our school website.

Authorised absence can only be granted if it is considered exceptional or if it enhances an educational experience which can not be gained by being in school.

**Please label your child's school clothes, hats and bags so we can help your child find their items if they become lost.**





Don't forget our School Closure on  
**Tuesday 8th & Tuesday 29th October**

For all up-to-date calendar events please check our live calendar on the website:

[www.hornbillschool.com](http://www.hornbillschool.com)



**Hornbill School**  
**meet & greet**

Everyone is  
**Welcome**

Meet the Leadership Team in the Dragonfly Parents Centre at Hornbill School

**Tuesday 15th October at 0930hrs**

(The Family Liaison Officer and Child Wellbeing Officer will be joining us)

**Wednesday 20th November 0930hrs**

(The Learning Leader will be joining us)

Come and join us in a relaxed environment and discuss aspects of life at Hornbill School over a cup of coffee and some snacks



## BSRC Football Tournament



### Reports written by the team players

**On Saturday** morning we had an early start at BSRC to play in a football 4-aside tournament.

We took 35 players and had lots of new players playing in their first games for Hornbill School. We were up against teams from all around Seria. We had a mixed team and our result was decent, we came 3rd after we won three games, drew one and lost two.

By Nikeet

**My favourite** part was when I defended really well against the other teams like when I blocked the ball from throw-ins. I did make a mistake when I put the ball down for a goal kick when it wasn't one and they scored a goal, Mr. Tomlin smiled at me and explained what had happened afterwards—I won't do that again!

By Samyam

**I was** really nervous at first because it was my first ever tournament but I really enjoyed myself, tried my best and we won the Under 8 competition!

By Tangso

**I played** in goal and I really liked diving around and saving goals. My team did really well

because we came second and I love my shiny new medal.

By Matthew



**When I** played football in the UK I thought it was boring but I've started again in Brunei and I've realised how fun it is. On Saturday I was really proud because, even though we didn't win, I really enjoyed myself and my teammates were inspiring.

By Aarav

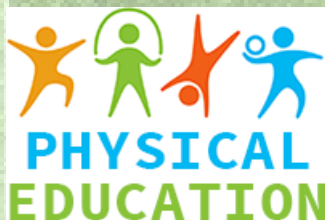


**I was** really proud because we came first in my first ever football tournament. My favourite bit of the day was when I was a goalkeeper and I saved the ball with my knees.

By William



**Assault course** where children can explore different ways of travelling such as galloping, side-stepping, hopping, hop-scotch etc.



**We have** introduced a new approach to PE this year called 'Real PE'. It focuses on the development of Fundamental Movement Skills (FUNS) which consist of **agility**, **balance**

and **co-ordination** whilst also nurturing healthy competition, cooperative learning and broader holistic skills such as cognitive thinking, creativity, social skills and physical development.

**We have** had a particular focus so far this term on two main areas – **personal skills** and **footwork**. The activities we have been exploring provide the children with opportunities to take responsibility for their learning, embrace challenge, consistently try to improve and keep on trying. We have also been developing our balance and coordination through many challenges and games.

**Static balances** on one leg progressing to mini squats and games involving collecting cones on one leg whilst hopping



**Team Sports.** In Upper Key Stage 2 we have been combining the fundamental movements with invasion games in preparation for our upcoming JSL Netball and Rugby festivals.

