

What is happening to our FS Field? - Page 2

Take One Picture from the National Gallery on Page 7

Find out about our new Pupil Parliament Page 4

Sports Update Pages 10 & 11



TAKE ONE PICTURE

Pupil Parliament

SPORTS STARS



Happy Hornbillers



What could be better than starting the day listening to the Band of the Brigade of Gurkha's? We were very lucky to have had the opportunity to witness 30 band members marching onto the school playground early on a Friday morning last term. And what a treat they were. Along with a medley of songs, the band also taught the children the names of all the band instruments - no, not every instrument is called a trumpet! During the trombone demonstration Mrs Turton received her very own private serenade from five trombonists!

The highlight of the event for most children was the opportunity to march with the band as they carried out choreographed manoeuvres and play well known marching songs such as 'when the saints go marching in'. What a morning.

A huge thank you to everyone in the community who made this a morning to remember.



Wonderful Donation to Hornbill Helping Hands.

A huge thanks to the NAAFI & Sgt Munford who donated the sum of \$2170 from their recent charity auction to Hornbill Helping Hands (known as HHH).

For those new to Brunei, HHH is our school PTA. Donations such as this one are used to support school events. For example at Christmas HHH provided a wrapped reading book for every child in the school in Term 1.

Happy New Year to all of our readers



JUNGLE SCHOOL

If you have walked or have driven past the field close to Foundation Stage recently, you will have seen that there has been some strange new developments... but what are they?

This is the start of Hornbill School's very first Jungle School Area - known as a Forest School in the UK. After 3 years in the planning and with the help of Deputy Chief of Staff (and school Governor) Major Matt Darby, our Jungle School will be open for lessons in late February.



Jungle Entranceway - living bamboo tunnel



Fire Pit



Dome Atap - for wood working and clay skills

WHAT IS JUNGLE SCHOOL?

It is an inspirational process, that offers **ALL** learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. Forest School is a specialised learning approach that sits within and complements the wider context of outdoor and woodland education.

The Forest School ethos has six principles, which were agreed by the UK Forest School community in 2011. The six guiding principles of Forest School are shared here.

Principle 1

Forest School is a long-term process of frequent & regular sessions in a natural environment. Planning, adaptation, observations and reviewing are integral elements of Forest School.

Principle 2

Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

Principle 3

Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.

Principle 4

Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

Principle 5

Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

Principle 6

Forest School uses a range of learner centred processes to create a community for development and learning

To comply with Principle 5, six members of staff are being trained by a Forest School practitioner in early February.



We hope you enjoy reading our monthly articles focussing on the Early Years and how to maximise your child's learning time through play and adventure.

Focus on: Helping Children with their Behaviour Choices

Taken from the Learning Together Series by Jennie Lindon.

All children are individuals, because they are born with their own character. This is why even children within the same family do not react in the same way to similar situations. Even so, a great deal of young children's behaviour is learned through experience. They learn from how the **important people in their life** react when they behave well or not so well.

Children also copy behaviour choices – both 'good' and 'bad' – from adults. Children do not only imitate other children they imitate YOU.

Young children need grown-up help to build habits of 'good' behaviour choices and your patience when they make mistakes. There will be times when they know what they should do, but are struggling to do it. They welcome caring guidance at these times just as they welcome help when they cannot manage to build their brick tower or pour their own juice. It may seem obvious with these activities that **children need time and practice to learn what to do**. The same is true of learning how to behave.

Be clear what you want

Children need boundaries set by grown-ups who do not change the ground rules to suit their own moods. The most helpful adults are **'firm but fair'** people, who stick to 'No' when that is important.

Ground rules cannot be mainly about what children should not do. If they are, children can end up trying to work out what is left after all the 'stop it's. For every 'don't do that' be ready with an alternative 'do'. With careful guidance, young children can learn (for example) that it is not alright to hit people, even if they are very cross with Mummy or if another child has been completely 'horrid'. They cannot learn this if they are shouted at or smacked, because adults are actually using the behaviour they are trying to stop in the children.

So what else are children to do with their cross or hurt feelings? They need help to use words, like saying, 'I'm cross with you, because ...' Young children learn, bit by bit, that if they would like the book or car that another child is playing with, it is not alright simply to grab and run. Instead, they need to ask: 'Please can I have ...?' or offer a trade.

There are always other options. In times of stress, you may need to count to ten, take a deep breath or literally take several steps back.

Avoid labelling children

Sometimes a young child copes by using fierce words or actions. But this behaviour does not make him or her into a 'spiteful' or 'bad tempered' child. Adults do not like it if children claim things like, 'You're always shouting at me!', or 'You never listen!' We want to be understood as having done our best, but that after four times of 'asking nicely' our patience has gone. Adults need to give the same courtesy to children and avoid the bad habit of labelling them as 'never like this' or 'always doing that'.

By treating each angry moment as a one-off, grown-ups will find it easier to try and work out what caused the fury and help the child avoid it in future.

How to help children learn

- **Try to see things from their point of view.** Understanding how children see the world will help you to help them as they learn.
- **Let children be children.** A skilled five year old grows from a busy four year old, a curious three year old, a cuddled two year old, an adventurous one year old and a communicative baby.
- **Be a playful companion.** You can enjoy childhood with the children as well.
- **Feelings matter.** Both the children's emotions and your own are part of any situation with young children. It is very helpful to be aware of your own moods as well as the children's when enjoying yourself with them and during difficult moments.
- **Don't expect to be perfect.** Everyone does something they don't mean sometimes. Children can be forgiving as long as we are thoughtful most of the time and are ready to say sorry when we should.

Pupil

Parliament

In the past...

Our School Council was originally designed as one group of children to represent the opinions of all pupils and raise issues working with their school leaders. The school council also worked hard to take forward projects on behalf of their peers, and be involved in raising money for charities.

Into the future ...

Our new Pupil Parliament is structured much like the British government as it is made up of different sub-committees. Each of these committees is designed to have a specific focus on improving Hornbill Primary School.

The Hornbill School Pupil Parliament will promote pupil leadership opportunities, enabling children to develop valuable communication, organisation and debating skills through key roles of responsibility and new experiences. This new structure is an ideal opportunity for all of our Year 6 pupils to be actively involved in the way that the school is run. The Pupil Parliament will benefit the whole school, pupils and teachers because it provides opportunities for pupils to communicate their opinions as well as influence the decisions that are made on their behalf.

The aims of the Pupil Parliament:

- To represent all pupils
- To take time to listen to all pupils and communicate their views
- To feedback to pupils about what happened about their views
- To action decisions that have been made or explain why they can't happen
- To offer opportunities for all stakeholders to work together to further improve Hornbill School
- To enable the school to support a **big project** each year
- To give our pupils in this remote location a better understanding of the nature of government in the UK

There will be various committees/ministries/departments:

- Chancellors Committee
- The Ministry of Teaching and Learning
- The Home Office
- The Foreign Office
- The Environment Ministry
- The Health and Wellbeing Ministry
- The Media Team – who will produce monthly publicity about the work of the parliament and its impact on our community.

Each of these departments will be supported by an adult and there will be a Year 6 pupil appointed to lead each department. The adult will ensure that they minute any meetings that they hold and ensure that they are coming up with a clear plan of action.

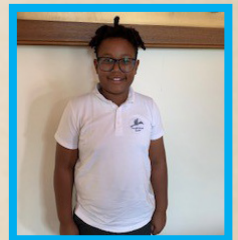
The aim is that there will be a full parliament meeting every half term with committee meetings taking place at least every month at a time arranged to suit year 6 and all of the adults involved – a suggestion could be Friday 1230hrs before assembly.

In addition to this the **Prime Minister** and **Deputy Prime Minister** will meet regularly with the SLT and members of the governing body to share ideas and identify ways forward.

Some of the Pupil Parliament duties will include:

- Giving regular feedback to all members of our community
- Taking part in teaching interviews on behalf of the children
- Accompanying members of the SLT on learning walks around the school
- Compiling a monthly newsletter
- Contributing to the termly SGC report compiled by the Headteacher

At the time of going to press there are six candidates in the running for Prime Minister (shown on the right). Elections took place on Friday 31st January and results will be shared on Dojo.



UPDATE

LOADING...

Contacting the school out of hours

The Governing Body has asked us to look into ways that parents can contact the school either out of hours i.e. after 1430hrs when the office is shut or if a parent is unable to come into school to speak directly to their child's class teacher.

Whilst we have an open door policy and we welcome parents into school to speak to members of staff throughout the day, we do acknowledge that there may be

times when we are unable to see you or when you are not able to come into school. Therefore we have four email addresses you can use to contact us:

If you would like to contact your child's Learning Phase Leader about any aspect of your child's education or to pass on information please contact either:

hornbill.parentquestionsLP1@modschools.org (for children in FS1, FS2, Years 1 & 2)

or

hornbill.parentquestionsLP2@modschools.org (for children in Years 3, 4, 5 & 6)

Your child's Learning Leader will ensure your message is shared with all the relevant members of staff.

For general messages please contact: **hornbill.office@modschools.org**

If you would like to contact our Family Liaison Officer or communicate in Nepali please use this email address: **hornbill.admissions@modschools.org**

Please note that communication via email is the slowest route to contact the school. Emails will be replied to within two working days.

Please Note: Hornbill School has an Electronic Communication Policy which must be adhered to by all members of the community when communicating to and from school. This can be found on our website under 'Policies'.



Newly pierced ears – an update

We have noticed there has been a huge increase in children getting their ears pierced in recent weeks. We understand that children need to leave them in for 6 weeks to allow for them to heal properly. But we also wish for children to continue to be involved in PE lessons as much as possible.

Normal school policy is for all earrings to be removed for PE lessons, this has been adapted to allow for children to have their earrings taped during the six weeks of healing. **Please, where possible send your child into school with their ears taped on PE days.**

After the six weeks are up, it will be expected that your child will then remove their earrings themselves before PE lessons or parents will take them out at home on a PE day.

Please note: The Association for PE recommends that parents schedule getting their child's ears pierced at the beginning of long holidays to minimise the risk of wearing earrings taped up in PE lessons.

Tuesday 11th February - is Purple Day.

Marsha Maxwell sadly passed away on 11th February 2018. Marsha was a true Hornbiller and an excellent citizen - she is sadly missed by all who knew her.

Each year in Marsha's memory, we wear purple clothes to school as purple was her favourite colour. If you would like to join us this year and help turn the school purple in her memory please do so.

Random acts of kindness. All we ask for in return for wearing purple is that every single member of our community carries out at least one spontaneous or random act of kindness during the day.

KEEP
CALM
it's
PURPLE
DAY



Learning to Learn Building Learning Powers

Focus on: Metacognition

This academic year's first FLP took place on Tuesday 21st January on the theme of Learning to Learn. Parents gathered in the Multi-Purpose Hall to learn more about how to support their children in becoming effective learners.

The term '**metacognition**' was introduced. This means thinking about thinking...listening to the voice inside our head as we learn in all aspects of life. We learned about our metacognitive voice being loudest in our heads when we are in less familiar learning situations – when we learn new information, when we try something for the first time, when we do something in an unfamiliar environment.

Consider how your thinking changed the first time you drove a car or rode a bike, the first time you cooked a special meal for a lot of people or the first time you went to a new country. At these times, we are very aware of our thinking as we get used to new experiences.

At these times in our learning, we need to have a thought process to help us to be successful

– planning what we will do, monitoring how successful we are being and adapting as necessary and, finally, evaluating how it went.

In our FLP we thought about how we use our Hornbill learning powers (**resilience, reflection, energy, exploration, creativity, communication, courage and curiosity**) to help us to learn well in these kinds of situations until we have mastered the learning experience.



Which of our learning powers do you think these parents needed as they worked through a building challenge at our FLP?.

David Perkins (1992) defined four levels of metacognitive learners:

Tacit learners are unaware of their metacognitive knowledge. They do not think about any particular strategies for learning and merely accept if they know something or not.

Aware learners know about some of the kinds of thinking that they do such as generating ideas, finding evidence etc. However, thinking is not necessarily deliberate or planned.

Strategic learners organise their thinking by using problem-solving, grouping and classifying, evidence-seeking and decision-making etc. They know and apply the strategies that help them learn.

Reflective learners are not only strategic about their thinking but they also reflect upon their learning while it is happening, considering the success or not of any strategies they are using and then revising them as appropriate.

How can I help my child? We look here at mnemonics.

Many parents may be familiar with the use of mnemonics to help learners remember information that might otherwise be difficult

to recall. There are different types of mnemonic.

In expression or word mnemonics items in a list are arranged by their first letter to create a word or phrase.

The name 'Mrs Gren' can aid the recall of necessary features of living organisms:

Movement,
Respiration,
Sensitivity,
Growth,
Reproduction,
Excretion &
Nutrition

Image mnemonics use a visual reference to aid recall. For example you can use your hands to recall how many days are in each month.

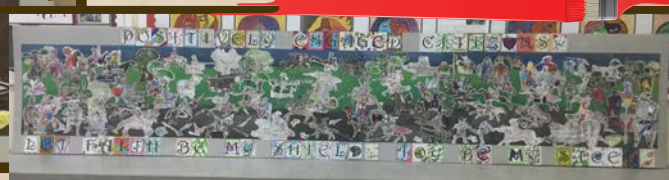
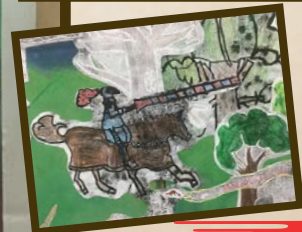


Although mnemonics are limited in terms of supporting the development of higher order thinking skills, they are useful in helping learners to swiftly recall information in order to move on with their learning.

Art in Focus - Take One Picture Week

During the first week of Term 2, children in Years 1 to 6 participated in the London National Gallery's Take One Picture Project. Hornbill School has taken part in this annual initiative many times. The National Gallery selects a painting from its collection which acts as a stimulus for learning in whatever creative way the school, and different classes within it, would like to. This year's painting was Paolo Uccello's 'The Battle of San Romano'.

The week started with our curious Hornbillers exploring the painting in Community Learning Time to create a plethora of questions. Classes then continued to explore the painting in a range of ways as the week progressed. In art lessons, we focused on the idea of personal battles and the way that our citizenship and the use of values can help us to overcome challenges. Using lyrics from a values-filled song that we enjoy singing in Community Learning Time, 'Let faith be my shield, joy be my steed', we created battle scenes in which the knights and their horses, which the children designed, drew and printed, were emblazoned with values words. It was a very successful week of creative art.



The new year began with visits from two inspirational speakers



Double amputee Hari Budha Magar aims for an Everest first

Never have we seen so many children so awe struck and attentive as they listened to the highly inspirational (and very moving) talk and presentation by Hari.

Children sat with mouths open as they listened to his story of joining the Army at 19 (having married at 11) and then how his life changed in a split second during a tour of Afghanistan in 2010. Now ten years later he is planning to summit Everest!

Having recently summited Mont Blanc in France, Hari is currently on a rigorous training programme as well as trying to raise funds (approximately US\$400,000) to enable his climb.

Following his talk it was not long before children began asking how they could help raise money to support Hari. This is something that our new Ministry of Health & Wellbeing will be taking up ready for Sports week in March.

We were very honoured to have been part of Hari's visit to the Garrison. He touched so many people's hearts during his very short visit - we are all the better for having met him!

GB Olympic Football Team & Ex England National (under 21 team) Manager, Stuart Pearce MBE visit

Following a formal welcome by members of our school football team, Mr Pearce met with children in Key Stage 2 where he answered a wide range of well thought out questions posed first by Year 6 and then the remainder of Key Stage 2. Mr Pearce spoke about his life as a footballer, what inspired him to lead a team and more importantly what qualities make a good team player.

After an official school photograph with the Panaga Football Squad, Mr Pearce kindly provided autographs for children (and staff) before officially signing some footballs which will be raffled off later this term.



Due to strict performance criteria set by the Brunei Government we have been unable to have a performance from a Chinese Dance Troupe this year. Whilst this is sad news we will look into a performance later in the year as part of our religious Education Learning.

In the meantime we wish all of our Chinese colleagues, friends and family members:

Gung hay fat choy

wishing you to be prosperous in the coming year.



Don't forget we close for a long weekend
between:

**Friday 21st &
Monday 24th February**

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

www.hornbillschool.com

18th & 19th February

Child, Teacher &
Parent Consultations

12 to 26th February
Kim Harrison Educational
Social Worker visiting.

See separate letter

Mid February

Speech and Language
appointments.

See individual letters
for appointments

9th - 13th March

Angela Maxted (Headteacher,
Cheriton School) and Deby
Day (Headteacher, Guston
School) visiting British Forces
Brunei

Week of 9th March

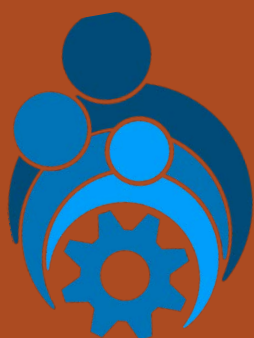
Whole school
Sports Week

7th February

Number Day
See separate letters and
Dojo posts

9th February
Panaga Football
Tournament

5th March
BJSL Football Tournament
at JIS - more details
to follow.



Family Learning Programmes (FLPs) Term 2

We are very pleased to announce that our FLPs are now back up and running.

Two events occurred in January: **Learning to Learn** - led by Joanna Brown
& **Early Reading and Phonics** - led by the FS Team. Our next FLPs are:

Tues 18th February Dawn Synnuck - supporting children's speech and language development

Tues 11th February My Maths and Number Sense for Years 1 to 6 - led by Andrew Smith

Tues 3th March Health and Wellbeing for FS1 & FS2 parents - led by the FS Team

SPORTS STARS



We've kicked off 2020 with a sporting bang!

There are a whole range of clubs currently taking place which are outside of the ELO opportunities.

Cross- Country Club on Friday mornings starting at 0700hrs continues to be a fantastic way to start the day. If any children in KS2 would like to join us, please collect a letter from the Sports Hall. We currently have around 30 children running with Mr and Mrs. Donald, Mrs. Veljic and Mr Tomlin but would love any new enthusiastic children (or adults) to join us.

Girls' Football Club for Years 4 – 6 has been running for the last four Mondays; Mrs. Smith and Mrs. Gill are delighted with the start all of the girls have made. It is so great to see that over 30 girls are involved in this excellent club.



Indoor Sports Hall Athletics Club

is a new club to Hornbill and it has been wonderful to introduce such a diverse and interesting range of athletic events to the school. We have 50 children taking part each Tuesday and already some children have been excelling and achieving Bronze, Silver and even Gold medal winning performances. I hope to offer this

club to Years 2 and 3 in the near future – watch this space!

Our group of Wednesday **early morning cricketers** in Years 3 to 5 have really progressed and I'm really proud of their ability to all now bowl overarm, competently catch and whack balls for 6 when batting!

Hornbill FC and its 50 awesome footballers are continuing to show commitment, skills and enthusiasm. Each Thursday evening is action-packed and fun-filled – a highlight of my week! Our new groupings have been a success and I look forward to the tournaments that are coming up in the next few months.

Lunchtime Year 6 Netball Club continues to be very well attended on Tuesday and Wednesdays and



Mr. Donald is thrilled with the leadership, officiating and playing skills of the girls involved. The shrieks of delight and laughter each session tells me that the girls are having way too much fun!

This term we have introduced an **intra school football league in KS2 for boys**. FIFA Volta Premier League and La Liga includes 56 children from Years 3 to 6 who are playing on Thursday and Friday lunchtimes against their peers. Mr Tomlin and Mr. Donald are keen to introduce a skills and passing element to complement the boys already impressive footballing prowess!



Hornbill v Belait District Under 13s

The local district under 13s team for Belait invited us to play in an evening of friendly games at Seria Stadium to help them prepare for a national tournament in Bandar. We took a squad of eleven boys from Years 5 and 6 who played superbly against a group of talented and older boys. It was a great lesson in playing sport against opponents who were bigger, stronger and faster than us.

Our wonderful team were simply amazing and earned many plaudits

from the supporters for their team work and excellent footballing skills. We lost 2 games 1-0 and drew 2 games but won both of them on penalty shoot outs – a great effort boys, well done to you all!





BJSL Swimming Gala

On a wet Thursday morning, we took a squad of 40 swimmers from Years 4 to 6 to compete in a swimming gala against Panaga, ISB and JIS. For nearly half of these children, it was their first experience of competing in a competitive swimming gala.



There was a mixture of excitement and nervous energy amongst the squad particularly when we saw the quality of the other schools who all have specialist swim coaches and swim squads. The nervousness was soon replaced with an air of jubilation and joy as momentum grew and we began to win ribbon after ribbon for coming 1st, 2nd or 3rd in our races.



All of the staff were incredibly proud of the efforts of our squad and we came away from the gala with an amazing 41 ribbons.



Hornbill School Swimmers

Hornbill Intra-School Cross Country Championships

Following a programme of training in PE sessions, 64 children were selected across KS2 to participate in our inaugural championships. In what was both a team and individual event, children showed a wonderful level of effort, determination and courage to race against each other over a 1.8km course.



The green team were victorious in the team event and trophies were handed out to the first three boys and girls in each year group. Special mentions to Corey and Eleanor in Year 3, Noah and Rizu in Year 4, Lily-Ella and Harry in Year 5 and Diyasa and Marwin in Year 6 who were first place in their races.



Additionally, I would like to celebrate and award a sports badge to Elliora who displayed true Hornbill values when returning to

a fellow runner to support them during the race after seeing that they were struggling to finish. Fantastic sportsmanship Elliora – we are very proud of your actions!





Writing Focus

My trip to Muktinath Temple By Ariana in Woodpecker Class

Our family adventure began from Kathmandu. Early in the morning we woke up at 5:00am and we waited for Raj Kumar uncle to come and pick us up. I was really excited to go and see the Himalayas and play in the snow. My mum made lots of popcorn for us to eat just in case we get hungry while we are on our way.

The first place we went was called Thankot. Thankot is the only exit and entrance of Kathmandu to other places in Nepal. We had Nepali breakfast at one of the restaurants in Thankot. We saw a cable car when we were on our way to Pokhara which was our first destination. We stopped near by a restaurant filled with puppies even though it already had a name I named it the PUPPY RESTAURANT! We had delicious traditional thakali set for lunch.

We stopped at the selfie view point in Pokhara which is also known as Sarangkot. People were parasailing from this point and you can capture a lovely view of Fishtail mountain, Pokhara city and an amazing view of Fewa lake that had a Taal Barahi temple in the middle.

After couple of hours of driving off road we stopped at a hotel for a night near Beni market in the evening. We took some of our stuff to our rooms. My little sister kept on asking for my iPad and my parents phone. We ate some delicious food in the hotel which is daal rice and chicken. My dad and uncles even tried Yak meat and they found it delicious. If I ever go to that hotel again I will rate it a 5 star hotel.

We woke up at 4:00am to make our way to Jomsom. It took us three and a half hours to get there it was freezing cold. When I woke up I couldn't get out of my bed because it was freezing cold like Antarctica. I was so cold that I didn't even sleep in the car. When the sun came my dad told me about two Himalayas name which was Nilgiri and Dhaulagiri I was really excited to go in the middle of two mountains and the names was similar Nilgiri and Dhaulagiri. My mum reminded me that it was a Christmas Day. She showed me the steam coming from Himalayas when the first ray's of sun hit it. We had morning tea at Jomsom's Himalayan Java Cafe restaurant. The man working at that restaurant was so lovely he even gave me few extra cards as a gift.

Finally we reached at our destination which is called as Muktinath Temple. The temperature was -8 degrees celsius. My mum said This temple is one of the world's highest temples located at **3,800m** above from sea level. This temple resembles the combination of two religions: Buddhist and Hindu. As the temple was located high up no vehicles could go near the temple so the only option left for us was to either take a horse or walk for 30minutes. My dad asked me to ride a horse but I was scared event though I have rode already in the past.

My mum and little sister went on one horse, I had to walk up to the top with rest of my family. I couldn't breath properly as my father said there is less oxygen in high altitude and I felt it as I went near to the top but I survived with low oxygen.

While we were walking my dad went to a nearby hotel and asked for food for later. He asked "hello can I please have some daal rice." The lady said "of course you can sir." So we continued until we reached to the temple and I almost slipped on the ice while we were walking upwards. Until then we reached there but we thought we can go back to the start with a horse but sadly we couldn't go with a horse.

My mum and my grandma had to go through the icy cold water from a fountain. There was 108 taps which were flowing continuously. The interesting fact was my mum told me they never get drained. Afterwards they had to go in a pool filled with coins and they had to pick a coin.

After lunch we tried to come back to Pokhara but due to the condition of the road we had to stop early. Soon we stopped at a near by hotel near to the hot water place which is called as Tatopani so we had our dinner at the hotel and slept there. Then we woke up at 5:30am after that we went to the hot spring where there is hot water naturally arises in Nepal. The people who went with us were my youngest uncle, other uncle my, grandma, mum and dad went inside the pool they were so happy and refreshed they had a good time. Me and my sister had a wonderful time as well at the hot spring because we get to play with a puppy and it liked eating dry noodles with popcorn.

The bit we enjoyed about the puppy is that he kept on attacking my uncles jacket and my mum's shoe with socks! My mum enjoyed it so much that she took a picture of the dog and it went to sleep when we were about to leave that place. While we were on our way to Pokhara we saw a nearby temple. We went in the temple and prayed but I didn't go because I was to cold so I stayed in the car with my mum, sister, granddad. After praying we went to Pokhara and never saw my friends because they were at school. I didn't released that there school ends at 4:00pm and it took very long to wait for them. I wanted to buy candies for them so I did do that and I also saw one of my other friends called Jessica. On our way we saw one of my old Brunei next door neighbour called Trina and Prena. They were my bff (best friend forever) I liked muktinath because we get to see the Himalayas really close and see my friends and I had a white snowy Christmas.



If you would like your story published in the next Gazette please speak to your Class Teacher