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## Hornbill Welcomes VIP Visitors



On 21st January His Excellency, John Virgoe The British High Commissioner to Brunei and the UK Defence Attaché; Group Captain Graeme Davis paid a visit to Hornbill School. The esteemed visitors were welcomed warmly by representatives from Year 6 and were shown a fantastic drumming performance by Year 5 children and an amazing Nepali cultural dance from our dance team.

A tour around the school was given to our visitors by our respective Headteacher, Deputy Headteacher and School Business Manager. Before their departure, the esteemed visitors wrote the following in our visitor book:

**“Thank you for the warm welcome to this fantastic school. Great to see all the arts and music, and all the outdoor activity! Hope to visit again!”**

John Virgoe, British High Commissioner

**“What a great facility and lovely cultural education-we are very lucky! Keep doing what you do!”**

Graeme Davis, Group Captain DA Brunei







There are many definitions being used in schools for wellbeing. At Hornbill School we

consider wellbeing as 'being well' - a 'state of feeling good about ourselves and the way our lives are going'. It relates to our social and emotional health which is also referred to as 'mental health'.

Research suggests that there is a connection between wellbeing and academic achievement. In other words if children are feeling good about themselves they will be able to perform at their best and learn more.

Wellbeing at Hornbill School is at the heart of everything we do and it has 3 elements:

**1) Whole school curriculum, environment and partnerships.** This is a strength of Hornbill School and we were recently accredited as a UK Healthy School.

**2) Increasing students' sense of belonging,** especially during school transitions between lessons and at the start and end of school.

**3) Providing individualised wellbeing assessments,** early identification of wellbeing concerns and interventions. We do this through the Boxall Profile - a nationally recognised profile for student mental and physical wellbeing.



Image left: Pupils receiving badges for going above and beyond in a number of areas across the school. Every badge awarded also saves a life by providing a

child with a vaccination against polio.

The 3 elements above are enacted by our learning infrastructure. We have put into place the following members of staff to support wellbeing across the whole school.



**Dr Tim Lynch** (AHT and Learnign Phase Leader) is our schools Wellbeing Leader.

**Mr Adam Tomlin** is our PE specialist teacher sports coordinator and assistant Jungle School (Forest School) Leader.

**Mrs Carla Marden** is our Children's Wellbeing Officer (CWO).

**Mrs Hangma Lawati** is our Family Liaison Officer (FLO).



Our platform for wellbeing is our 3 core curriculum drivers;



**Metacognition** (learning powers),  
**Citizenship** (values) and **Community** (partnerships and belonging).

## Relationship and Sex Education (RSE)

Wellbeing also includes understanding about our bodies as we grow and develop. This year we are revamping our Relationship and Sex Education Policy to meet new requirements and ensure that all pupils have access to up to date and relevant materials to help them understand about hygiene, puberty and relationships. The new policy will be shared with parents towards the end of this term.

Additionally, since August 2019 we have ensured that all Key Stage 2 classes have a range of sanitary products should any girl need them. This is also in line with the Governments commitment to end period poverty.





# Parent Questions

Each month we will be dedicating this page to answering questions parents have asked us. These are some questions asked last term which we feel can be answered to our whole community.

## Newsletters and Gazette

**Question:** Why do the school send home hard copies of letters and the Gazette and not use electronic versions?

**Answer:** In years past we have provided electronic copies of letters and the Gazette (called Parent post at that time). However, we found that the electronic version was not being viewed - each edition was only being viewed about 12 times a month. Emails were rarely being opened.

Additionally, parents had commented that they did not know what was happening in school on a regular basis.

Last year we asked the community the preferred method of communication and 87% of parents requested for hard copies of all communications.

## Swimming

**Question:** Why can't all children swim all year around (in relation to Years 1,2 & 3 stopping swimming at half term).

**Answer:** We believe that swimming is a life skill and while we would like all children to swim all year around this is not possible. Additionally, the Garrison Swimming pool is a very busy place and we only have sessions for four mornings each week but we have seven year groups. Due to the intense heat of the sun, we only swim between 0800hrs and 0930hrs.

In order to provide lessons for all children each academic year, we have to split the swimming sessions into 1.5 term blocks.

Additionally, swimming is only one part of the National Curriculum (2014) PE strand. When children are not swimming they receive two, one hour PE lessons a week.

## Free Packed Lunches in FS 2, Years 1 and 2

**Question:** Why do we have some things on our menu that not all children like?

**Answer:** Hornbill School tries to adhere to as many UK Educational Policies as possible. It is a requirement that we provide a lunch that meets strict criteria such as having an oily fish at least once over 3 weeks or ensuring milk (or a dairy product) is available every day.

We are currently auditing the menu, the number of pupils opting into eating the free lunch and the waste left by pupils. Our aim is to provide a lunch as close to UK guidance as we can in a Rest of the World location.

## Free Packed Lunches part 2

**Question:** Why do only provide lunch for FS2, Year 1 and Year 2?

**Answer:** The Free Lunch scheme was set up through the department for education as a way of providing a healthy lunch for our youngest pupils and to support the long term goal of reducing obesity in pupils under 11. The scheme was only set up for pupils under the age of 6 (end of Key Stage 1).

If you have a question for the school that you feel could be answered publicly please contact the school office and we will post the answer / response in future editions of the Gazette.

## Thursday 11th February - is Purple Day.

A true Hornbiller, Marsha Maxwell sadly passed away on 11th February 2018. Marsha was all that we ask for in our pupils including being 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.

**Ice Cream Treats.** Mr and Mrs Maxwell (Marsha's Parents) would like to treat every child in the school an ice cream treat in Marsha's name. This will be carried out on 11th February. If your child has an allergy against ice cream that we do not already know about please let us know as soon as possible.







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: Maths is Everywhere

Taken from the Learning Together Series by Carole Skinner.

### Helping Children to Learn

It's true, maths really is everywhere, and learning about it doesn't happen just at school or early years setting. Young children have lots of important mathematical experiences every day and there are lots of ways to help them begin to develop their mathematical skills. We all use maths many times a day. Numbers and shapes, measuring and solving problems are all needed for simple tasks like measuring out washing powder, making the right number of sandwiches for lunch or cutting a cake in equal portions. Young children need help to understand what maths is used for and you can do this by talking about the maths you use in your day-to-day routine. Show children how numbers, size, shape and pattern are important in your life by doing things like:

- reading aloud the quantities printed on boxes and tins of food.
- pointing out the numbers on the clock.
- counting out the money at the check-out.
- finding the TV channel on the remote control together.
- talking about how things fit and tidying away.
- toys into boxes. Use everyday maths words.

Children may not understand all the maths you use, but they can get to know maths words and numbers. If your family speaks several languages together, encourage the children to learn to count in all of those languages. This will help their understanding about number. Children who are confident with counting get off to a good start in maths.

### How do children learn maths?

All parents know that singing songs and playing at finger rhymes and games quickly grabs children's interest. The repetition in these rhymes means that even quite young toddlers soon pick up the words and will join in the chorus with you as they begin to get a feel for a pattern.

In finger plays, where you wriggle fingers or toes, babies learn that one movement matches one sound. Babies from as young as four to five months love playing peek-a-boo. If you count '1, 2, 3, boo!' they begin to remember the sequence of word sounds and know when the 'boo!' is coming, so will laugh in anticipation. You can see toddlers' skill with maths develop when they concentrate on a sorting task, perhaps when playing with the

fridge magnets. They organise the magnets as they count, rearrange and recount them or sort them into lines. When children start school the games they play become more complicated, involving rules, dice and cards. And while playing these games – whether Snakes and Ladders, Snap or Happy Families – children are learning valuable maths skills such as adding up and reading numbers.

### Maths learning at different stages

Here is a rough guide to the age at which children learn particular maths skills.



Large Scale Numicon

### Babies and toddlers

Babies learn first about the space they are in. Then they learn about the order of events and begin to predict what will happen next. They also start to hear and use number names. From 18 months onwards, most toddlers will be learning:

- some number words.
- their birthday number: 'I'm 2'.
- pairs of shoes.
- the sequence '1, 2, 3' linked to something they can see.
- how to sort out similar objects.
- some position words, such as, 'in', 'on top', 'behind'.
- how to build with four to six blocks.



### Children age three to four

Children slowly understand more about numbers, shapes and measurement. They may be able to say the numbers up to

nearly 10, but only be able to count a small number of objects. At this age children will be learning to:

- say '1, 2, 3, 4'... up to 10.
- count up to 10 objects, put them in different patterns and count again.



- recognise the written numbers 1, 2, 3, 4...up to 9.
- use words to compare things, such as more, less, greater, smaller.
- make simple patterns and talk about them.
- name shapes such as a circle, square, triangle.
- use words to describe where things are, such as over, under, next to.



### Up to age eight

During their first few years at primary school, children learn to count up to the hundreds, add and take away, talk about shapes and use measures. They still need to handle things so that the maths is real and makes sense to them.

By about the age of seven to eight they will be learning to:

- count to, read and write numbers up to 100.
- count forwards and backwards in ones or tens from two-digit numbers.
- add and take away numbers less than 10 in their head.
- double and halve small numbers (such as double 9 is 18, and half of 18 is 9).
- find the value of a handful of coins up to £1.
- measure and weigh using metres and centimetres, kilograms and litres.
- tell the time to half and quarter past or to the hour.
- name and describe common shapes.

### Maths ideas for rainy days

These activities help children learn about numbers:

- playing with a calculator.
- playing card games such as Snap.
- sorting out and playing a game of dominoes.
- using a dice to play board games, such as Snakes and Ladders.
- playing skittle games and keeping score.
- cutting out numbers in magazines and catalogues, looking for page numbers in books.
- making a birthday card for a friend and writing the number of their birthday on the card.
- using their own footprints cut out from newspaper to make a trail to the front door.
- counting fingers, toes, eyes and noses, socks and shoes.
- making a number bundle by stapling or tying together five small re-sealable sandwich bags and, with help, putting one object in the first bag, two objects in the second bag, and so on

### Maths is everywhere- Useful publications

#### Count and Figure it Out Together Pack

a pack of maths activities for parents of pre-school children Published by the National Institute of Adult Continuing Education (NIACE) Available from NIACE tel 0116 204 4200 @ £12.50.

Maths Together published by Walker Books @ £5.99 suitable for age 3+ children. Available from most booksellers.

Maths for Mums and Dads by Rob Eastaway and Mike Askew published by Square Peg @ £10.99.

### Free downloadable materials

[www.niace.org.uk](http://www.niace.org.uk)

Count and Figure it Out Together a leaflet of activities for pre-school children.

[www.beam.co.uk](http://www.beam.co.uk)

A range of game sheets and activity pages for 3 to 5 year olds.

[www.bbc.co.uk/cbeebies](http://www.bbc.co.uk/cbeebies)

Lots of games and activities for children to play online or to download with advice on learning for parents.



### Create a 'Maths is Fun' culture





# Our Creative Community - Art Update

## Creativity, curiosity and exploration

All children across our school community have been focusing on developing their learning powers through art.

**Year 1** have started to explore castles and knights. They used their curiosity learning power whilst exploring a painting by Raphael entitled St George and the Dragon.



Year 1 children used their fine motor skills to rip up pieces of magazine to create a paper collage dragon. The children are now



being to develop their own castle art.



At the end of last term, the **Year 2** children successfully completed their under-the-sea aquariums which display a wide range of sea creatures. These were created using a wide range of skills: weaving, printing, rubbing, paper collage and cutting, to name a few.

The children have now moved on to explore Ancient Egypt through art. We began by creating an Egyptian landscape picture.

Year 2 developed the skill of blending paint to create a range of tones of various colours.

They also explored mark making in the wet paint to create texture. The children challenged themselves through drawing and cutting out silhouette camels. In order to construct the picture, the children ripped up pieces of their painted paper to make the sandy desert. They created pyramids and stuck on the camels to create a wonderful Egyptian landscape.

Year 2 are now starting to work on a mixed media self portrait of themselves as an Ancient Egyptian. Watch this space...

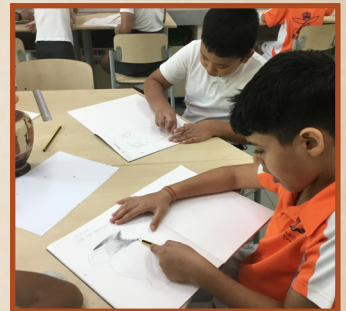
**Year 3** have explored Viking shields and are now using their research to sculpt their own 3D Viking shield. They have manipulated newspaper into different shapes to form their chosen shapes on the shield. The children covered this in papier-mâché to fix the newspaper permanently to the cardboard. We look forward to developing our shields further over the coming weeks.

As part of their learning pathway 'Extreme Weather',

**Year 4** have considered the visual effects of blizzards. The children designed and cut out their own template of a cityscape to act as a blocker when flicking white paint onto black paper. When the template was removed their cityscape seemed to be within a blizzard. Year 4 are currently using soft pastels to add colour and develop tone within their blizzard picture.

Year 4 have also developed their drawing skills through an investigation of outlines, edges and shading.

**Year 5** have shown curiosity through their research into dragon eyes, linking in with the class text 'Harry Potter and the Philosopher's Stone'. Having designed an eye, the children are now sculpting it using newspaper, masking tape and art straws.





**Year 6** successful created an amazing menagerie of African animal sculptures. These are now on display for all to see in our Multipurpose Hall.

Following on from this, and linking to a study of world folktales, Year 6 then explored combinations of colourful materials, sewing them together on binca to create an image relating to a folktale. As Year 6 moved into a new theme 'Chronicles of Ancient China' and began to read a new core text - The Kite Rider - we have begun to explore Chinese kites. Each child in the year group is designing a kite which they will then begin to paint and construct.



Year 6 Art in our Art Gallery (MPH)

## World Book Day & Reading Week

Each year, on the first Thursday of March, educational settings and libraries across the UK celebrate World Book Day.

World Book Day was created by UNESCO in April 1995, and was first celebrated in the UK and Ireland in 1997. It is now celebrated annually in over 100 countries all around the world.

With reading, and **specifically reading for pleasure**, being a significant indicator of a child's future success, World Book Day aims to celebrate books and authors and encourage young people from all backgrounds to discover the pleasure of reading.

During the week beginning **Monday 1st March 2021**, children across Hornbill School will be joining in with this celebration of books and reading through a range of exciting learning experiences and activities. We will round off the week with a dress up day and **World Book Day catwalk**, where your child will be able to dress up as their favourite book character.

Given the current delays faced with mail into Brunei, should you wish to purchase a costume



online, it may be necessary for you to make your costume purchase in advance to ensure that it arrives in time ahead of the celebrations. It may also be possible to purchase a costume locally or you could even get creative and make your own!

If we have any novice or professional parent authors in our Hornbill School community who feel that they have something exciting that they could contribute to our World Book Day celebrations and would like to get involved, please contact Miss Russell via the School Office.

## Chinese Lion Dance Performance

We are very lucky to live in a diverse and multicultural community from whom we can learn about through festivals and cultural events.

On Wednesday 17th February, Chung Ching Middle School will be coming to Hornbill to share their Lion Dance performance with us ahead of Chinese New Year. We encourage pupils to wear Chinese clothes or the auspicious colours of Red and Gold on this day for a small contribution of \$3 per child.





**Focus on You Tube** it has come to our attention that a large number of pupils are accessing YouTube at home and are not being supervised whilst doing so. This page is an information sheet to

help support you to ensure your child is staying safe whilst on line.

### **Why are we concerned?**

\* Videos that look like they're child-friendly can include violent or disturbing content, and it's difficult for YouTube to catch all of these videos before children see them. They might be suggested videos, or appear in search results.

\* There's a risk that adults can use YouTube to contact children and 'groom' them into sharing explicit pictures or videos of themselves.

\* Children can share personal information which could put them in danger, such as which street they live on or their school.

### **5 steps to take**

**1)** Turn on 'restricted mode' to help hide videos that may have inappropriate content

- On the website click on the icon in the top-right corner that represents your YouTube account.
  - In the drop-down menu look for 'Restricted Mode'
  - Toggle 'On'
- In the iPhone and iPad app:
  - In the top right, tap your profile picture
  - Tap 'Settings'
  - Tap 'Restricted Mode Filtering'
  - Tap 'Strict' to turn restricted mode on
- In the Android app:
  - Tap the 3 dots icon in the top right
  - Tap 'Settings'
  - Tap 'General'
  - Turn 'Restricted mode' on or off.

**2)** Turn off autoplay and manage recommendations to help stop your child seeing upsetting or disturbing videos by accident

In a video page, toggle the 'Autoplay' option to off. Depending on your device, this may show in the top right of the screen, or below the video. You can also use the 'Don't recommend channel' option to remove channels from your



recommendations. To do this: Click the 3 dots next to a video on the homepage. Select 'Don't recommend channel'.

**3)** Tell your child not to share any personal information with others. This is anything that could identify them or give away their location, like the name of the street they live on, their school name or their school uniform.

**4)** Check for comments on videos your child uploads. YouTube says it has disabled comments on videos of children, but do still regularly check for comments made on any videos your child shares. Look out for comments asking for more specific videos or personal information.

**5)** Flag inappropriate videos and comments to YouTube. Use the 'flagging feature' to prompt YouTube staff to check content and decide whether to block or restrict it in line with its community guidelines:

- On the page with the video, tap the 3 dots ('more') icon next to a video or comment
- Select 'Report' (this is a flag icon in Android and iPhone and iPad apps)
- Select the reason for flagging, and provide any extra details you think will help YouTube staff.

Remember

**YouTube has a recommended age limit of**

# 13

**YouTube is intended for users who are at least 13 because Google, its parent company, collects and markets user data.**

### **At School**

Pupils do not have access to YouTube as per MOD Guidance. Staff may use videos downloaded via YouTube for teaching purposes but they do not use the site in class time.

### **Personal Support**

If you would like us to help secure any device your child uses please do not hesitate to ask. We have staff who will be more than happy to help you. Please speak to your child's class teacher.





# Learning to Learn Building Learning Powers

## Focus on: **Learning Power Animals**

by Learning Leader: Joanna Brown

Exciting times are taking place at Hornbill School this term as our journey to develop our learning powers continues to gain momentum.

One of the most exciting elements of the journey is the ability for our whole school community of learners to be involved in the process and at the very heart of key decisions, driving the development forwards.

To recap the journey to date, **'metacognition'** is one of three core drivers at Hornbill School, alongside **'community'** and **'citizenship'**. Metacognition is a core driver because when we learn, we need to be able to think about our thinking. This helps us to understand ourselves better as learners. At Hornbill School, we have chosen 8 learning powers that we believe will help us to really think about our thinking as we learn. These learning powers are: **communication, curiosity, exploration, reflection, resilience, energy, creativity and courage.**

When we first introduced the learning powers into our school, our FS teachers had the great idea of linking the powers they were focusing on with animals to help our youngest learners to have a

better understanding of the learning powers they were engaging with.

They introduced to their learners: Belle the creative butterfly, Gerald the energetic gecko, Max the communicative monkey and Hope the reflective hornbill. These animals have become central to the learning in FS.

To further this use of learning power animals all the way up to Year 6, children across the school were given the opportunity to get involved in a special 'Hornbill Reason to Write' in November 2020. The challenge was to come up with ideas for animals to represent: resilience, curiosity, exploration and courage. A huge number of children got involved from FS2 to Year 6, sharing fantastic ideas for the new animals all with great reasons to back up their choices.

In the final days of the Term 1, these ideas were collated and each class voted for the animals they thought would be best. Bringing together

the outcomes of all the votes, it was exciting to reveal, in our first Community Learning Time of this term, our four new learning power animals: **a resilient dingo, a curious hamster, an explorative unicorn and a courageous crocodile.** The children then had the chance to suggest alliterative names for the animals. In the second Community Learning Time, we used Kahoot to vote for our favourite names.

We are pleased to present to the whole school community our new four animals, now complete with names:

**Dixie the resilient dingo**

**Hector the curious hamster**

**Una the explorative unicorn**

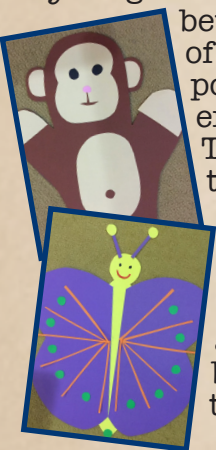
**Chris the courageous crocodile**

The next step is to have our learning power animals made into puppets that each class can use throughout their learning to highlight, encourage and role model the learning powers. So far, we have designed paper templates of our new puppets and prototypes are in the process of being made.

Classes will be using the paper template versions until the puppets are ready. It's great that both staff and children are actively giving feedback about the templates in order that our final puppets will be the best they can be.

In upcoming Community Learning Time sessions, each learning power is being focused on to dig deeper into the ways that the animal chosen to represent it displays characteristics of the learning power it champions. We began with an exploration of the communicative abilities of monkeys by being communicative ourselves with talk partners.

Lots of fantastic things are happening in our school as we develop our powerful learning skills and the ability to be the very best Hornbillers we can be.







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 48 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.**

### **Hair and Jewellery**

Please remember that all long hair needs to be tied back so that it does not cover the child's face. In most cases children opt for a simple bunch at the back of the head - please see the parent hand book for more information.

All jewellery should be removed before a child comes to school. For those with their ears pierced, a small stud is best for school but hooped or dangling earrings must not be worn as these may get caught when a child is playing - please see the parent hand book for more information.

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

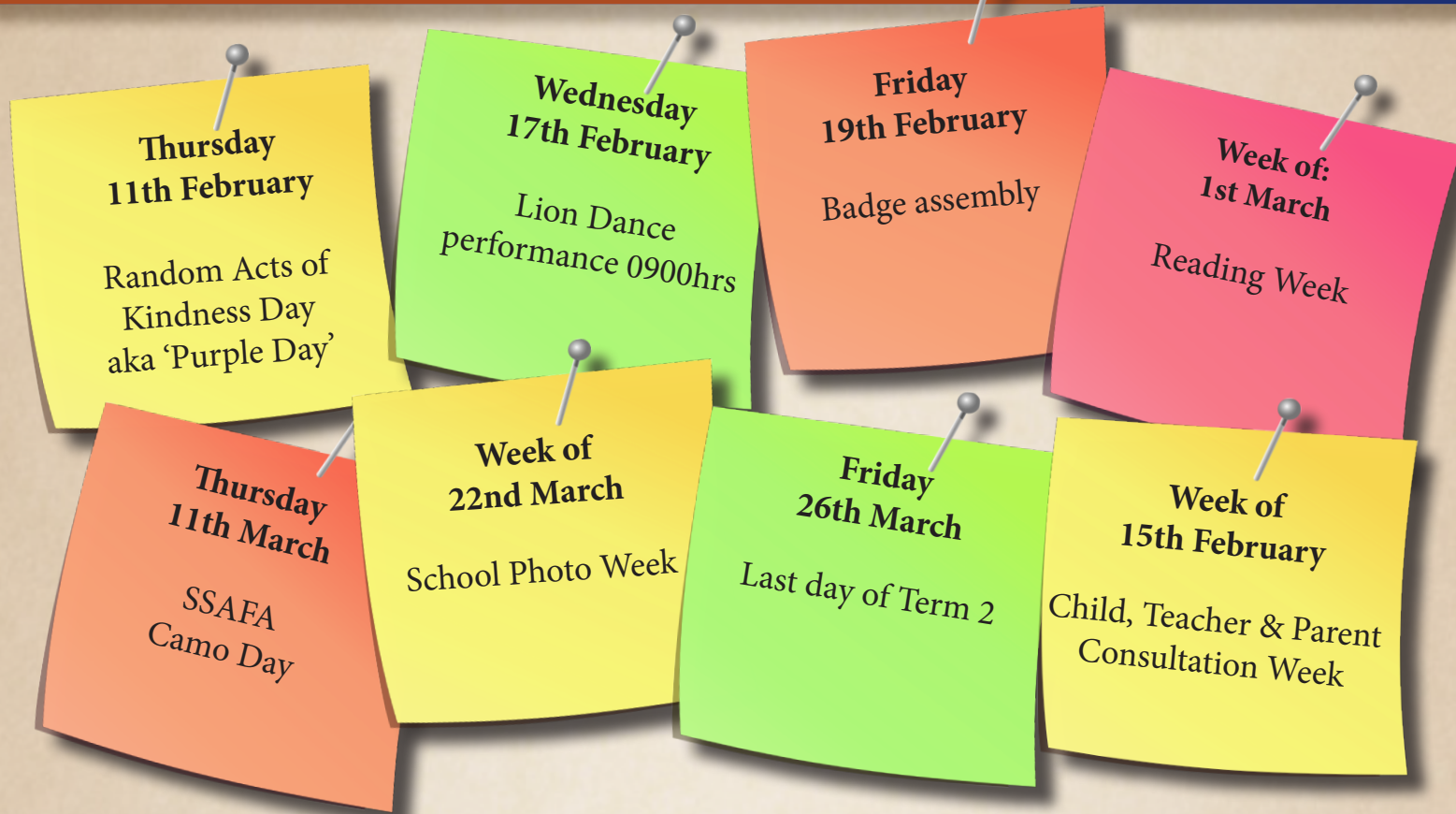




Don't forget our half term holiday is:  
**Monday 22nd to Friday 26th February**

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

**Wednesday 10th March at 0930hrs**

Including The Family Liaison Officer and Child Wellbeing Officer

**Wednesday 24th March at 1300hrs**

Including the FS Team Leader and the Learning Phase Leaders

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



# BFB Use of Safety Belt and Child Car Seat



BRITISH  
FORCES  
BRUNEI

(Based on Brunei Road Traffic Act Chapter 68 & BFB Standing Orders: Private Vehicle Ownership And Use, SO No 1007)



Children are to be restrained in appropriate child seats.



Seatbelts are to be worn at all times by all occupants.

Seatbelts are to be worn at all times by all occupants of a vehicle. Children below 135 cm tall are to be correctly restrained in appropriate car seats. It is an offence under Laws of Brunei Chapter 68 Road Traffic, the Road Traffic Act 1988 of England and Wales and BFB SO No 1007. Offenders found not to be complying with the law will be dealt with accordingly.



Search "Standing Orders" on [www.britishforcesbrunei.co.uk](http://www.britishforcesbrunei.co.uk) to read more



British Forces Brunei



RMP Det  
HQ Brunei  
Garrison

In need of a car seat? SSAFA Brunei Committee offers "Car Seats for Hire" service to BFB entitled personnel and families.

**ssafa** the  
Armed Forces  
charity

Get in touch for more information:  
SSAFA Brunei Committee



Email: [brunei.isc@ssafa.org.uk](mailto:brunei.isc@ssafa.org.uk)  
Facebook: SSAFA Brunei

# FOBISIA

ESTABLISHED IN 1988

## Hornbill School is a FOBISIA school

Since 2013 we have been members of the Federation of British International Schools in Asia (FOBISIA).

Our FOBISIA membership enables our leaders to receive up to date training and support in areas of development across the whole school. These are carried out via Job Alike Workshops (JAWs) and conferences here in Asia with world renown speakers and key note presentations.

We currently have two members of the schools leadership team working with FOBISIA on an NPQSL - Senior Leadership qualification and four members of staff participating in Termly discussions and debates about leadership with leaders in schools across the whole continent.

As the year progresses (and as restrictions

relating to Covid-19 on schools lessen) there will be a number of competitions and activities which children can participate in. Up and coming events include a mathematics competition in March and a writing competition in April.

Sadly the FOBISIA Primary Games have been cancelled this year but we hope that they will be running again in Phuket next year - watch this space.

## Sports Update

Regular readers of the Gazette will notice that there is not a sports section this month. That is because we are in the process of developing a special sports edition next month with aspects of sporting from across the whole school.

