



## MESSAGES FROM THE LEADERS



Dear Parents,

**W**elcome to our last newsletter of this academic year and I would like to express heartfelt thank you for your continued support you have shown us in the past year. As the world starts to open its borders, I personally hope that restrictions and health protocols can be eased in the next school year and eventually go back to what used to be, pre-pandemic.

When I started my journey as a PYP teacher back in 2001, I was introduced to the learner profile attributes, which you are all familiar with. One of the attributes is *'Reflective'* The IB definition says: *"We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development"*.

As an inexperienced PYP teacher then, I did not realise how important this attribute was, to my own personal and professional growth and development. John Dewey (American philosopher and educator) made a bold theory that said *"We do not learn from the experience, we learn from reflecting on the experience"* and I am a big believer in that. As I was reflecting on the past year, I could not help thinking about how resilient our students and teachers had been. Within the school's context, they were the two most affected by the changes created due to the pandemic. Yet, our teachers continued to strive for excellence, as much as our students continued to show efforts and demonstrate progress.

As human beings, we are required to adapt to survive and through adaptation, we critically challenge ourselves and creatively identify ways we can navigate through ordeals and it requires great humility in doing so. Facilitating and creating changes is not an easy task to do, but it is necessary for the school to meet the changing needs of our students and to respond to the fast-moving world of today. I tend to think that we are not preparing our students for the future anymore, because in my opinion, the 'future' is here already. So, as parents, you may want to sit down with your children and spend some time reflecting on some successes, struggles and challenges that you, as a family, may have experienced and hopefully you can support your child in identifying ways for them to grow and be a better individual, in and outside of the school. Discussing the Semester 2 report card can be a useful strategy to do that and perhaps doing it while you are vacationing somewhere exciting, may just do the trick! I wish you all the best in your future endeavours and a great holiday ahead, reconnecting with the world and loved ones. Stay well and take care.

**Ms. Mida Abdul**  
**Academic Director**





Dear Parents,

It's amazing to see that the end of the school year arrived so quickly. I want to thank you all for the support and patience shown this school year. We had successes and some challenges, yet despite all, we continued the work that has to be done to ensure the safety and educational needs of our students.

I would like to thank our hard-working and caring faculty and staff who have made a huge difference to our students. Their commitment is outstanding and our kids are the beneficiaries. Thank you for providing rich and engaging, well-rounded experiences for our kids and knowing that education is about wonder and fostering curiosity, along with the development of ATL skills so needed to succeed. For these, and a million other things, we are truly grateful, these experiences could not occur without their endless energy, dedication and devotion. Moreover, I am extending my appreciation to our COO and administrative staff for their selfless assistance especially in helping us execute our COVID-19 health and safety procedures.

Finally, to all of you, parents whose support has been overwhelming and helped us to be more resilient during the time of the pandemic, our sincerest gratitude.

In closing, I take this opportunity to congratulate all students of Sekolah Global Indo Asia I wish you all a very happy, safe and enjoyable school break. Please be sure to take time as a family to talk, play and READ together.

I look forward to seeing you in July. To those who are leaving us for new places, we wish you all the best!

Regards,

**Mr. Chris Dumo - Primary Principal**





## PRIMARY YEARS PROGRAMME (PYP) EVALUATION 2022

This year has been a very busy year for our primary department. PYP Evaluation is just around the corner; the pedagogical leaders and teaching staff collaboratively revised our school policies and guidelines, improved our learning and teaching practices (including our assessment and report card format), reviewed the programme of inquiry, and also transformed our learning environment as evident in the early years (ECC) classrooms.

The IB PYP evaluation is conducted every five years. The evaluation is both a quality assurance and service to further develop the capacity of IB world schools in the programme implementation. It is an opportunity for schools to pause, reflect on successes and identify areas for improvement (Guide to programme evaluation, 2020).

As part of our reflection process on the standards and practices set by the International Baccalaureate (IB), our teachers have gathered some data from the school community (students, parents, teachers, non-teaching staff, and governing body). The data was analysed and discussed by the teachers to inform our reflection (including our achievement, challenges in the past years and areas for improvement) that is being documented in our self-study document. The self-study document will be submitted in September, to be reviewed by the Evaluation team, prior to the visit.

Thank you to parents for their participation in the recent survey on our learning and teaching practices. The feedback, input and ideas are valuable to us to improve our programme implementation. The work that has been undertaken is dedicated to none other than our students, as they are central to what we do here at SGIA. We aim to help students develop their love of learning and become lifelong learners, as much as we instill the love of learning for members of the school community.

This year, our evaluation visit will be conducted remotely on October 19 - 21. During the 3 days visit, a team to represent IB will talk to different groups of people and review our documentation to get a clear picture of where our school is at and to offer feedback that is developmentally and meaningful. I am hopeful that such a visit will help us move forward and strengthen our school development.

**By: Ms. Peggy Ratulangi (PYP Coordinator)**

**Standard: Student support (0202)**

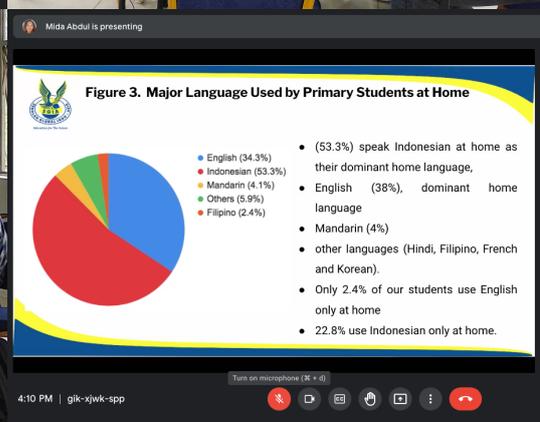
**Student support 4: The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)**

4.1: The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning. (0202-04-0100) → **Developed 62.5%**

□ Developing    ■ Developed    □ Highly developed

IB Primary Years Programme 10

Participants visible in the grid: Mida Abdul, Juandri Batara, Olga Septaria S..., Dewati Pamungka, Soma Patnaik, Dicit Pela, 38 others, and You.



## CHILD-FRIENDLY SCHOOL IN BATAM

**W**e are very pleased to inform you that based on the Decree of the Head of the Batam City Education Office (Dinas Pendidikan Kota Batam) No. 561/DK.01.04/XII/2021 about the *Establishment of Child-Friendly Schools*, SPK TK Global Indo-Asia and SPK SD Global Indo-Asia were granted the title “The child friendly school” in Batam. The meaning of ‘Child-Friendly’ schools refers to the way the school creates a safe and nurturing environment that enables all children to thrive and to be confident in expressing themselves. In addition, it also refers to how students are supported in many different ways, for them to succeed.

The child-friendly schools’ declaration was held on Thursday, 19 May 2022. It was declared by the representatives of the *Women’s Empowerment, Child Protection, Population Control and Family Planning Office of Kepulauan Riau*; the *Commission of Batam City Child Protection and Supervision*; *Batam City Education Office*; Batam Kota TK-SD Supervisors; Ibu Indah Salazar, the Chief Operation Officer; Mr Chris Dumo, the Primary Principal; Mr Daniel Dasalak, the Kepala SPK TK-SD Global Indo-Asia, and the school committees represented by Ibu Nurul Widiati and Ibu Paida Rohana Tambunan.

The declaration and recognition were given to SPK TK Global Indo-Asia and the SPK SD Global Indo-Asia marks the commitment and efforts the school has put in, to ensure that our students are fully supported in developing their abilities, interests and talents, in order to prepare them to be responsible citizens who are respectful, caring and collaborative. We believe that SPK TK-SD Global Indo-Asia will continue its commitment to uphold such recognition, with the help of all stakeholders.

It is truly an honour for SPK TK Global Indo-Asia and the SPK SD Global Indo-Asia, to be selected as one of the ‘Child Friendly’ schools in Batam and we are very proud of this achievement, which nicely concluded the end of our academic year 2021-2022.

**By: Mr. Daniel (Kepala SPK TK - SD Global Indo-Asia)**



# PYPX 2022 HIGHLIGHTS

## GRADE 5 PYP EXHIBITION

**G**rade 5 students just finished their PYP Exhibition event. It was an exciting experience not only for the students but also for the mentors and advisers too. We worked together as a team, where mentors and advisers supported the students to have their agency to do the exhibition. We could see students' agency from the beginning of the process where they chose the topic of interest through to how they worked on it, in pairs or as individuals.

Students connected the central idea **'Media can be used to communicate issues and may influence others to take action'** with the United Nations' sustainable development goals in order to engage with local and global issues/contexts. During the process, students demonstrated attributes of the learner profile, particularly, being open-minded and a communicator, while collaborating with their teammates and sorting out their differences. They also applied their skills throughout the projects; researching and interviewing experts individually, with guidance from mentors and advisers.

The fifth graders also expressed their issues through artworks to communicate their issues and they were hoping the artwork could inspire people to take action. Students chose the media for their artwork and they were painting, drawing, designing posters, sculptures, songs, spoken poetry, brochures, websites, and social media.

In the end, they proudly presented their work during the 3-days PYP Exhibition event. They shared their information, findings and actions in front of their parents, visitors and via live stream viewed by invited schools around Indonesia, to further reach out to a wider audience to create a difference.

**By: Ms. Dian Anggraini (Associate PYP Coordinator), Ms. Dewati and Ms. Dora (Grade 5 teachers)**





# LEARNING HIGHLIGHTS

## KINDERGARTEN 2B

**D**uring our 3rd unit of inquiry, K2-B students learned to better understand the pandemic situation. Students were aware of the reasons people are doing health protocols. They observed how masks could prevent the spreading of the virus and paid more attention to the posters about washing hands that are available around our school and followed the instructions. Through games and role-plays, students showed their understanding of why people need to keep social distance, eat healthy food and keep themselves fit - all to protect themselves from getting Covid-19 infection. They could remind each other to keep the health protocols as part of our responsibility to the community. Students found out about changes that happened before and during the pandemic and identified how people needed to change their routines to adapt to the situation.

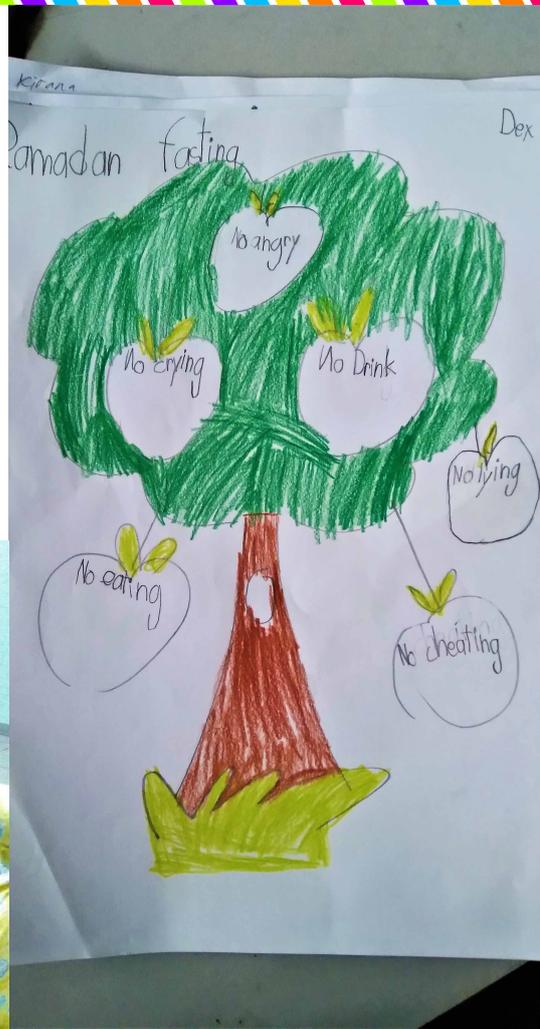
In Maths, students explored the concept of telling time, which helped them identify their routines and associated times. In Literacy, students learned to develop their pre-reading and pre-writing skills through different phonics activities and by recognizing different letter sounds. **By : Ms. Septi, Ms. Cahaya and Ms. Leni**



## ISLAM RELIGION

**I**n Religion class, students learned about fasting and explored the reasons for Ramadan fasting. Fasting can improve the character of individuals as the implementation of the 3rd pillar of Islam. Students in different grade levels learned different aspects of fasting. They demonstrated the goals of fasting to improve their sense of responsibility, patience, empathy, and caring.

In Islam, it is a common practice for young children to learn to fast before they reach puberty. This is to help them become accustomed to the obligation as a muslim. Although children are not obligated to fast for the whole month, however, most of our students who did fast, enjoyed the experience. **By: Mr. Hasbullah**





## GRADE 2A

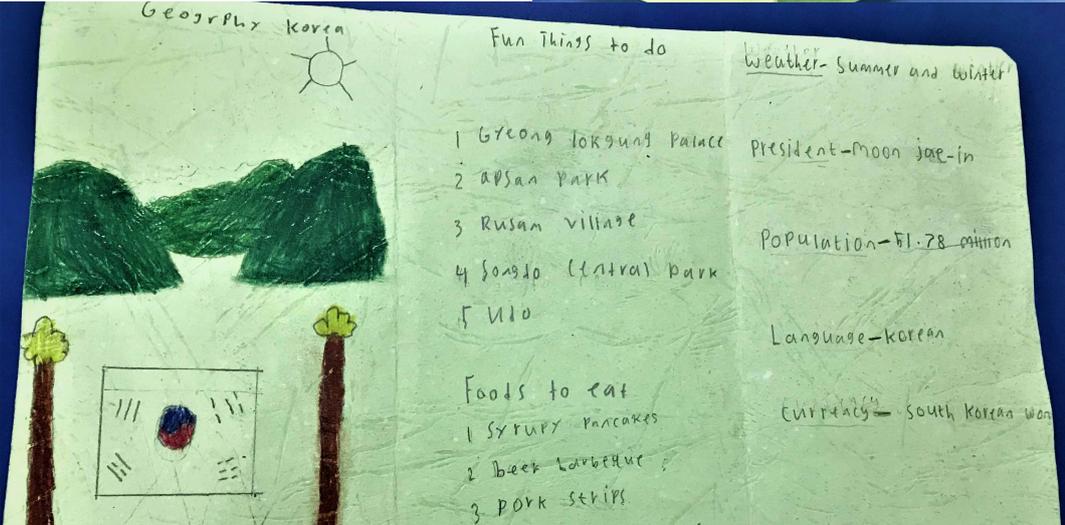
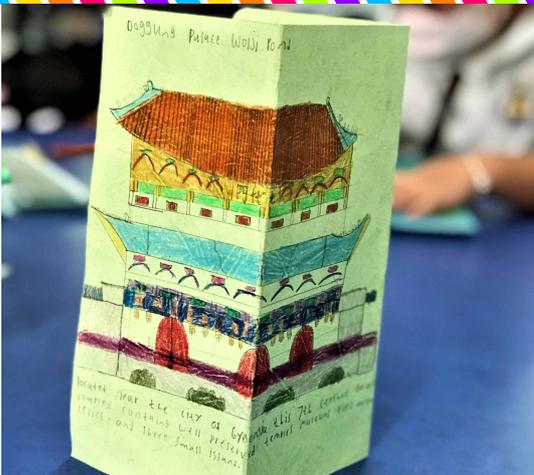
In this unit of inquiry, students learned about cities. We started our inquiry from groups and classroom discussion about what we know about a city, the difference between a city and a village, if Batam is considered a city and what makes a city or town. During our discussion, we found many challenging and interesting things in this unit; we talked about community, jobs, places, goods, services and systems that could be found in a city.

For our summative assessment, we designed a city with its goods, services and systems. First, we listed down the jobs in particular places. Second, we identified the name of the community in that place. Third, we listed down the services that were available. Fourth, we identified the systems and explained in more detail.

As we went through this unit, the implementation of the ATL skills in our learning engagement played an important part. Students worked together to design and create a city and community and presented their work in a group, as a way to help develop social skills. Students also explored the library to collect some books about the city and community to learn to improve their research skills. Students synthesized new information by finding unique characteristics of rural and urban areas to demonstrate their thinking skills. Please visit our learning journey for this unit on <https://sites.google.com/d/1Sf8jGedvFeeyus8FONEyMh17zTWG-grm/p/10L2zaWeXnXdok2SgX8JMDKc0fIP663R/edit>. **By: Mr. Juandri**



In integrated English lessons, our second graders travelled to different places (virtually) while learning about cities. Students were introduced to the concept of making a travel brochure and what it means to 'explore' while travelling to different places. Students had the opportunity to choose a city they were interested in, to further explore, in order to collect information about the city and create a fun and interesting travel brochure. They learned to navigate a map and delved deeper into finding locations using a compass. This helped students develop their communication and research skills. Additionally, they worked in groups to navigate their surroundings. **By: Ms. Sweety**



# GRADE 3A

The last unit of inquiry of our Grade 3 students was under the theme “How the World Works”. Students inquire into physical and chemical changes; their benefits and challenges to people and environment. This unit gave opportunities for students to develop their curiosity about changes happening in daily life, find out the answer by conducting experiments and research, make predictions and make conclusions from the result.

During the learning process, students learned characteristics of physical and chemical changes. They conducted some experiments in the classroom so they could distinguish and determine what changes occurred from the experiments carried out. They also had a chance to visit the secondary chemistry laboratory. Students experienced being a scientist; learning how to use the laboratory equipment correctly, observing and cooperating well with others. It was such an exciting learning experience for both students and teachers.

In this unit, students developed their research skills to find out the benefits and challenges of chemical and physical changes to people and the environment. They used the skills learned to conduct individual experiments at home and managed themselves. They demonstrated learning profile attributes as thinkers and inquirers as they asked and responded to questions during the lessons.

As the manifestations of their understanding, students conducted independent experiments in pairs. They prepared materials needed for the experiment, explained the procedures and made predictions, made conclusions from the results and at the end, explained the benefits or challenges of their experiments to people and the environment. **By: Ms. Delima**

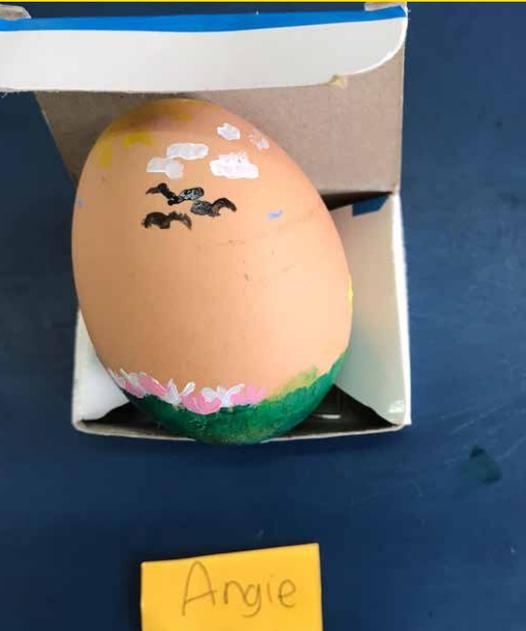


## BAHASA INDONESIA (FOREIGN STUDENTS)

Foreign students at SGIA are required to learn the language, culture, and customs of Indonesia, to help them adapt to the environment and the society they live in. Students learn how to communicate in Indonesian which will be beneficial for them when interacting with the locals. Knowing and understanding the culture through foods, games, traditional dances and musical instruments, offer an insight into the lives of Indonesian people and the values we uphold. Through such learning experiences will contribute to students’ development of respect and appreciation towards the host country culture and the cultures of other countries they may travel to or live in, in the future. **By: Ms. Sulastri**



# SCHOOL EVENTS



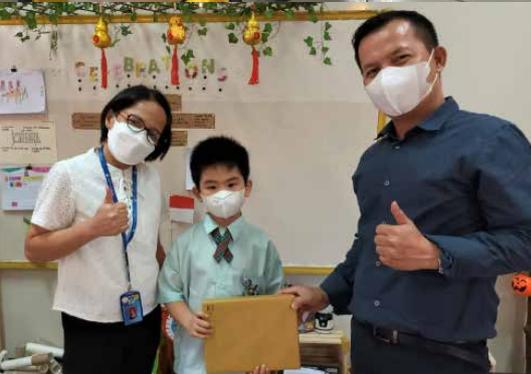
## EGG HUNT 2022

This was our first time to hold an Egg Hunt in the primary school. Not just a simple egg hunting but we let our students express their artistic ability in designing their egg/s.

Though it was unfortunate because of the bad weather, we weren't able to hold the event in the school grounds. Their classrooms and the library became the 'hunting grounds'; nevertheless, the fun and excitement did not diminish. The event brought so much fun to all our students.









## HARI KARTINI

Our own special way of commemorating Kartini Day, showing pride in our nationality and emphasising gender equality.

We commemorated the occasion by honouring and celebrating the women who are making a difference to our lives and for doing wonderful things to make this world a better place.

Tiada barang mustahil di dunia ini! Dan sesuatu barang yang hari ini kita teriak-teriakkan mustahil sama sekali, besok merupakan kenyataan yang tidak dapat disangkal! - Raden Ajeng Kartini

“Feminism isn’t about making women strong. Women are already strong. It’s about changing the way the world perceives that strength.” – G.D. Anderson





## TOP BORROWERS OF THE YEAR



**Vincent Nick You**  
Kindergarten 3



**Jesslyn Kwan**  
Grade 1



**Eliana Cordellia Winata Hia**  
Grade 2



**Felicia Kwan**  
Grade 3



**Keith Nathaniela Aritonang**  
Grade 4



**Sanskriti Mehta**  
Grade 5

### EDITORIAL

**Editors in Chief & Proofreaders:** Chris Dumo, Mida Abdul | **Editorial & Photo Contributors:** Peggy Ratulangji, Dian Anggraini, Daniel Dasalak, Sulastrri, Hasbullah, Delima Sihotang, Dewati Pamungkas Jati, Dora Rachel, Sandy David, Juandri Batara, Sweety Mehta, Septiyana, Nurcahaya, Leni Minarti | **Design & Layout:** Citra Christy | **Printing:** Rachma Ika Wulandari | **School Address:** Jl. Ahmad Yani Kav. SGIA Batam Center | **Phone:** (62-778) 467333