



MESSAGES FROM THE LEADERS



Dear Parents

On behalf of the Sekolah Global Indo-Asia family, I extend a warm welcome to our new and returning families for the School Year 2022-2023.

We are almost in our full normal school operation; nevertheless, we must stay vigilant regarding our health and safety protocol. We have resumed regular school activities though limited yet controlled and structured such as ASA (After School Activities), field trips, grade level assemblies and others.

We have reactivated our Student Council after a two-year hiatus. In connection to this, there will be projects and activities that we need your support to make the SC events successful and engaging to all students.

*A couple of reminders that we need to reemphasise:

- Goodie bags (if food is included, please refrain from putting junk foods) during birthdays are only allowed for ECC students, we strongly discourage parents of elementary students to give goodie bags.
- Every activity in our ASA has only a limited number of participants; hence, we would like your cooperation to submit the forms on time. You will be reminded via Whatsapp by Ms Wulan and the respective homeroom teacher/s of your child/ren (through the student's diary) regarding the choice of the activity as well as the deadline for submission of the ASA form.
- Please pick up your child on time.
- Kindly check your child's diary regularly and read our WA notification for announcements and reminders. Should you have any queries regarding them feel free to contact Ms Wulan.
- For students who turned six this year, we can organise a COVID vaccine administered to them. Please let us know if you want your child to be on our list.
- Our Primary School Student Council has been reactivated after a two-year break. We would like your full support for the upcoming projects, programs and events.

We know a strong partnership with you will make a significant difference in your child's education. As partners, we share the responsibility for our children's success and want you to know that we will do our very best to carry out our responsibilities.

We will continue our commitment to healthy, safe, and innovative learning opportunities for all our students. I hope to see many of you at events this year and look forward to another exciting and successful year ahead!

Kind regards,

Chris Dumo
SGIA Primary School Principal



APPROACHES TO LEARNING (ATL) IN THE PRIMARY YEARS PROGRAMME (PYP)

As parents in a PYP school, you may come across the term “ATL” or Approaches to Learning in your child’s report card, or in the reflection and assessment in your child’s portfolio. So what are ATL and why are they important?

Approaches to Learning or ATL are “**skills**” that are needed by our students to be able to learn and inquire. ATL is grounded in the belief that **learning how to learn is fundamental to a student’s education** (IBO 2018). ATL in IB education is organised under 5 interrelated categories; these are thinking skills, social skills, communication skills, research skills, and self-management skills. All of these five interrelated skills and the associated subskills, together with the IB learner profile attributes, support our students to become self-regulated learners. This means they know how to ask good questions, set effective goals and pursue their aspirations with determination to achieve them (IBO 2017).

So what do these skills/ATL look like? The following are some examples of ATL. In the early years (aged 3-6), we want students to be able to: Ask “what if” questions (thinking skill), use their senses to observe and notice details (research skills), listen actively and respectfully (communication skill), play cooperatively in a group (social skill), and follow classroom routines (self-management skill). For Grade 1-5, we want our students to be able to: Consider ideas from multiple perspectives (thinking skill), gather information from a variety of resources (research skill), speak and express ideas clearly and logically (communication skill), manage anger and resolve conflict (social skill), and demonstrate persistence (self-management skill).

This school year, our school wants to focus on the ATL development of our students. Teachers collaboratively plan and use a variety of strategies for implicit and explicit teaching to develop ATL both inside and outside the programme of inquiry. So how can parents support the development of ATL at home? For kindergarten, parents can involve their kids to tidy up their toys after playing, cleaning up their rooms, organising their toys/belongings, and let the kids be independent when eating or putting on their clothes. In elementary, parents can support their kids when doing research using digital technology (identify keywords in search engines), help the kids to identify important information collected from the internet, remind their kids to complete tasks on time and listen actively and respectfully while others speak, and encourage your kids to read a variety of sources (fiction and non-fiction books). We believe that with support from home, ATL development can be strengthened to make our students become self-regulated and capable learners.

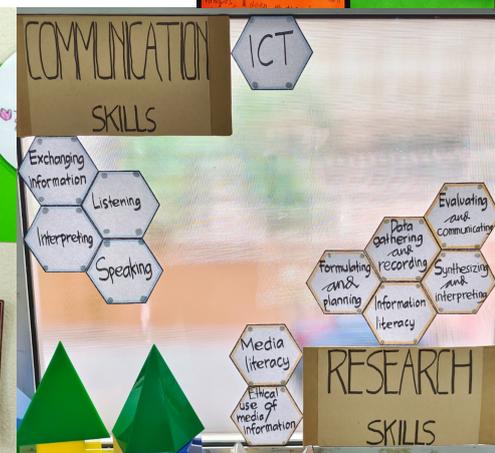
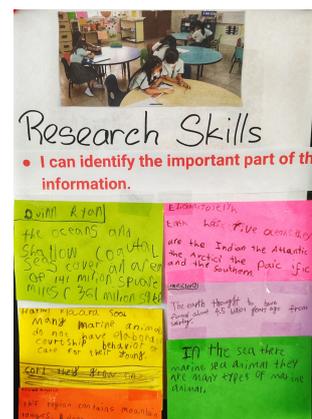
Peggy Ratulangi (PYP Coordinator)

Resources:

IBO. 2018. Learning and teaching. Geneva, Switzerland. International Baccalaureate Organization.

IBO. 2017. What is an IB education? Geneva, Switzerland. International Baccalaureate Organization.

Through play, students develop their communication, social, and thinking skills.





NATIONAL ASSESSMENT 2022

All schools in Indonesia are going to take part in the national assessment. This is going to be the second time for our school to have the national assessment. Last year, 30 students and 5 reserve students of Gr. 5 took part in it. This year, our grade 5 students will be taking part in the national assessment too. There will be 30 students and 5 reserve students from Gr. 5 selected randomly from the *dapodik* system to take part in the national assessment.

National Assessment (AN) does not replace the role of the National Examination (UN) to evaluate the achievement of individual student learning outcomes. However, National Assessment replaces the role of the National Examination as a source of information to map and evaluate the quality of the Indonesian education system. National Assessment is an evaluation of the education system, not an assessment of students, teachers, or school principals as individuals. National Assessment is designed to encourage and facilitate the improvement of learning quality.

This is the timeline of this year's National Assessment.



SEKOLAH GLOBAL INDO ASIA CHILDREN'S CHOIR

We are proud to announce that our school has a choir named Sekolah Global Indo-Asia Children's Choir. This choir was founded on 1st August 2022 and is part of the After School Activity at Sekolah Global Indo-Asia. It was founded to explore the talent of the students in singing. This choir is in its infancy and its future is very bright.

The choir has regular rehearsals on Mondays and Fridays for Gr. 3-5 and Tuesdays and Fridays for Gr. 6. The choir currently consists of 42 singers from Gr. 3 - 6 and 1 pianist from Gr. 10. The choir is coached and conducted by Mr. Daniel and assisted by Ms Chyntia, Ms Monique and Mr. Martomo.

The choir performed for the first time when the SGIA had the 77th independence day ceremony and presented 4 national/patriotic songs. The choir will be performing in some other school's significant events and perhaps outside of school to let the choir members have more experience in performing in front of many audiences and to gain their confidence. This choir is preparing for its participation in the Singapore International Choral Festival next year, 16 - 20 July 2023. We hope the choir can be well prepared to perform and present their best.

"I love to hear a choir. I love the humanity... to see the faces of real people devoting themselves to a piece of music. I like the teamwork. It makes me feel optimistic about the human race when I see them cooperating like that." - Paul McCartney

Daniel Dasalak (Kepala SPK TK-SD Global Indo-Asia)



KINDERGARTEN 2A

It has been a pleasure to get to know everyone and welcome our old as well as new students back to school. The students came back with such enthusiasm which has been wonderful to see. Teachers have facilitated their interests as part of our learning engagement and we have been learning lots of valuable skills, such as taking turns, sharing, listening, problem-solving, and many more. We explored materials that we use in the classroom to begin our inquiry. Every day, teachers guide students' thinking through play, enabling them to develop their own ideas and co-construct learning with the teachers. We have developed our literacy and numeracy skills through playing games inside the classroom and experiencing relevant online games. Play based-learning has allowed many opportunities for the students to increase their skills, manage their well-being, and spark their inquiry through play. We have explored the topic of, "All About Me". During this topic, the students showed great excitement in sharing their stories about their families and they loved bringing in their family photo/s to be part of our classroom display.

By : Ms. Linda & Ms. Monique



KINDERGARTEN 3A

What a great start everyone has made in Kindergarten 3. We were amazed by the student's eagerness and adjustment to school routines. How We Organize Ourselves was the first transdisciplinary theme for Kindergarten 3. In this unit of inquiry, K3 explored and learned the concept of systems. K3A students faced great challenges when they transitioned from half-day to full-day classes. However, as we go along the unit of inquiry, they were able to create class essential agreements that helped them to feel comfortable and had a sense of belonging which made them adapt successfully with the learning routines and expectations while enjoying learning and exploring new things around them. Math and Language integration enabled K3A students to create their signs and symbols and then post them in and outside the classroom as part of their actions in response to what they learned. We are so proud of the achievements and progress our K3A has shown, and we hope their curiosity and enthusiasm for learning continue to grow. *By : Ms. Claire & Mr. Posan*





GRADE 3A

Who We Are was our first transdisciplinary theme for grade 3. Our inquiries were about cultures and beliefs. During the unit, students investigated their own family culture by conducting interviews with their parents. In this unit, the students demonstrated their communication skills by taking notes on important information they gathered from primary resources. They had a chance to share their own culture and beliefs where can learn from each other. Grade 3 students also experienced playing some of their own traditional games in Indonesia and other countries. The students also went on field trips, visiting different worship places around Batam. From these experiences, they learned how to accept and respect each other's differences. Math was clearly integrated into this unit as students made a survey with themselves and their parents as their respondents. They created tally charts and constructed bar graphs to show the information they have gathered connected to the unit. In English, the unit was integrated using recount texts as they shared their cultural practices in speaking and writing. *By : Ms. Dian & Ms. Mary Ann*





GRADE 4B

The fourth graders learned about the organisation for their first unit of inquiry. They had opportunities to explore different local and global organizations, their function to meet the needs of the communities and how they make decisions towards these organizations.

To broaden students' understanding and to show the organisation in real life, we invited a resource speaker from the local organization which was Palang Merah Indonesia (PMI) to share about its organization, the purposes, challenges and problems online. It was such a valuable learning experience for the students where they could ask questions or things they would like to know about the PMI organization directly and get the answers to their queries right away.

Students understood that one of the challenges in an organisation was funding, so they took the initiative to contribute to the local and global organizations by doing charity by holding a two days bazaar in school. It was such a wonderful collaboration among the students where they planned everything for their Bazaar and learned new roles and responsibilities. Students demonstrated some skills in doing this activity particularly social and self-management skills. At the same time, learning profile attributes as communicators and principled can be seen as students explaining things they sell, persuading people to buy and returning the change.

It was a successful bazaar and students learned strategies for problem-solving. We ended the unit through action from the knowledge students have gained that people create organizations to address problems and support human development. *By: Ms. Delima*



MANDARIN

K3 Students were dancing, singing in the role and play of the song “The guest comes”.



K3 students were following the teacher’s recording to dance and sing the song “Little bee”.



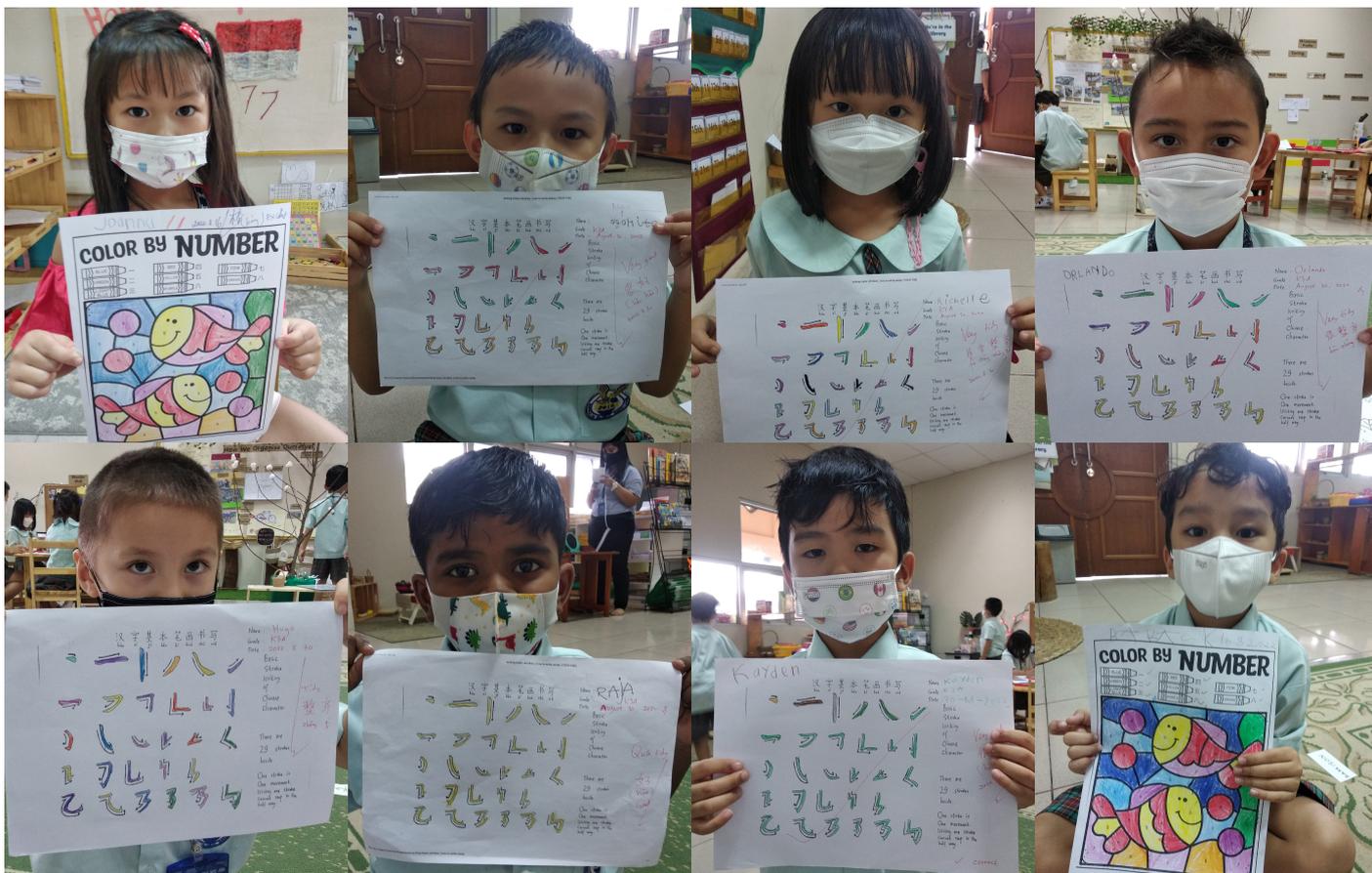
During the coming days of Mid Autumn Festival (Sept 10, 2022), the students colored the moon cakes and used the playdough/clay and moon cake mold to stamp the moon cakes by themselves.



The students learned about numbers 1-10 by cutting and pasting the correct Chinese character to correct box.



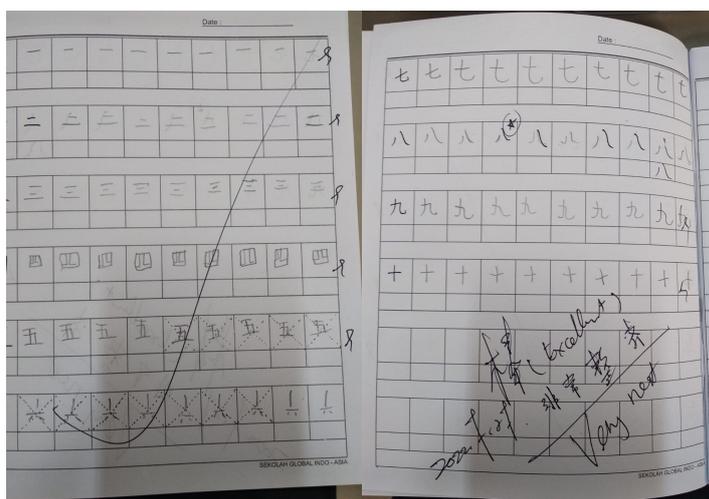
Students could color by seeing the number 1-8 in Mandarin based on their orders. Some of them could follow the arrow point to color the Chinese strokes.



K3 Students were learning the Chinese character (Hanzi) by writing numbers 1-10 on the sand. Playing and learn at the same time makes learning more engaging.



Some students could write the proper Chinese characters in their Mandarin notebooks. **By: Laoshi Heri**





MUSIC

As integrated into the 1st UOI, Gr. 4 students learned about the organization in a small orchestra. They become more knowledgeable after learning some of the roles of each musician in an orchestra including the board director and the administrative staff and its system. The students showed enthusiasm when discussing issues and challenges that exist in an orchestra organization. As the implementation of a small orchestra, the students were presented in an ensemble by performing Bungong Jeumpa and Suwe Ora Jamu. They were reflective when reflecting on the intention, processes and musical output of this music assignment.

“When a group of people sing together, we make up a chorus. When birds do, it’s more like a whole symphony orchestra.” – Laura Erickson

Meanwhile, Gr. 5 students learned about the similarities and differences between Folk Music the countries around the world. The students developed their research skills when researching the knowledge and information about Folk Music around the world. They researched on what occasions folk music is played, and the kinds of traditional musical instruments from different countries. In addition to that, by learning the characteristics of folk music, the students were able to understand the similarities and differences between folk music from around the world. The students develop their communication skills by presenting their knowledge of Folk Music around the world and performing the Folk songs. They were open minded when they got the differences among Folk Music around the world.

That’s one of the things I like best about folk music is the beautiful melodies - and the harmonies - that exist in it. And of course, some of the stories, the story songs. – Roger McGuinn

By: Mr. Daniel





PHYSICAL EDUCATION (PE)

Physical Education (PE) is a subject that all students enjoy doing. They all the reason to participate, they are able to move around, play games, exercise and have fun!

In every class, students actively participate and engage in various physical exercises.

In the past term, students just have PE in the classroom, now that students are back to moving freely because PE is done again outside in the gym. Students have show enthusiasm and excitement during PE lesson.

In the past unit, Students from different grade levels learned the importance of warming up and different types of games (individual and team games) to help develop cooperation, sportsmanship and awareness. These are important factors to the development of the IB learner profile attribute 'Balanced'. Students learned that to have a healthy mind and body they should understand the importance of exercise. They have discovered healthy lifestyle should be accompanied with proper and moderate exercise. *By: Mr. Riandi*

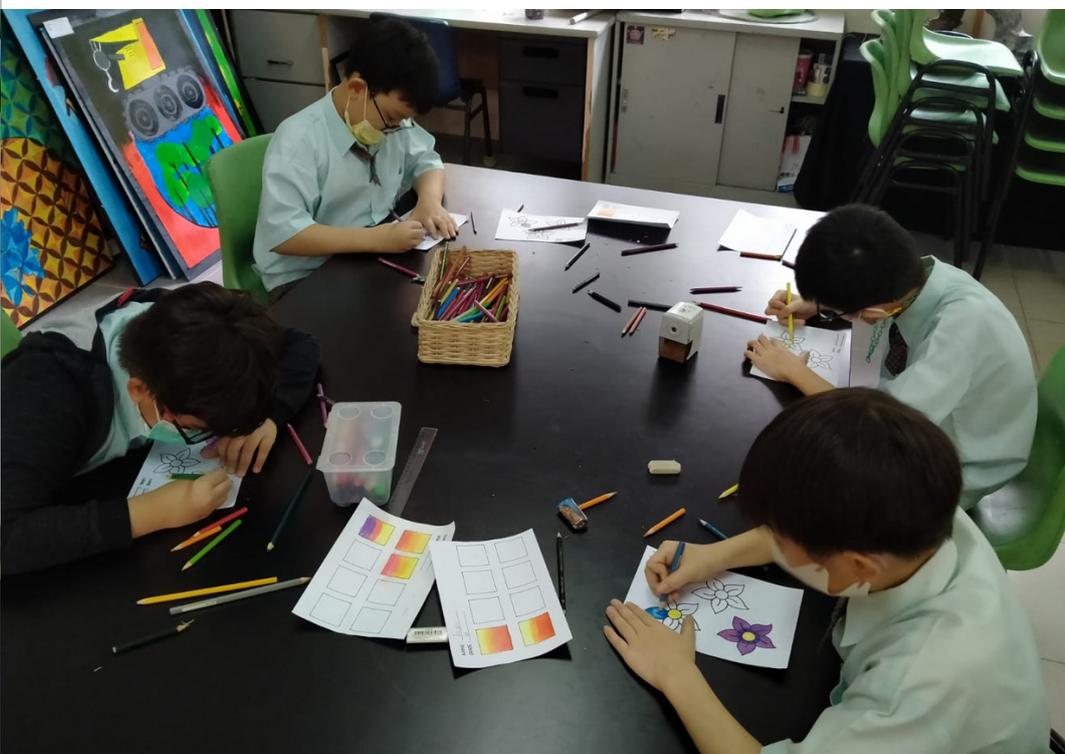
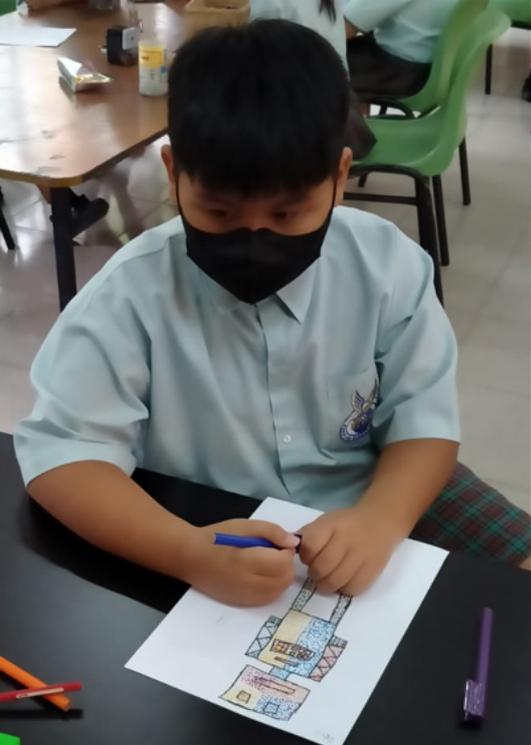




VISUAL ARTS

Students in Grade 3 learned, discussed, and identified symbols of belief during the first UOI. As part of their studies, Christian and Catholic students created stained glass artwork using paper; Muslim students learned about geometric patterns, and Buddhist and Hindu students learned about mandalas. They had the opportunity to create artwork from other religions if they finished faster. These experiences helped them learn to accept and respect differences among each other.

Students in Grade 4 also learned how to blend (layering, burnishing, and using a white pencil) and used the pointillism technique. Their final artwork requires them to apply one colouring technique. *By: Ms. Citra*





77TH INDEPENDENCE DAY CELEBRATION

We are very pleased to have our first Upacara to celebrate the 77th Indonesian Independence after the pandemic. The feeling was different and stronger nationalism amongst everybody was exhibited. Although following the health protocol we were still able to have fun playing traditional games. It was a blast indeed.

The following day – the wearing of traditional costumes from different provinces of Indonesia has been a part of SGIA's culture since 2020. Students and teachers alike exerted effort to wear their chosen costumes which made the event very meaningful and diverse.





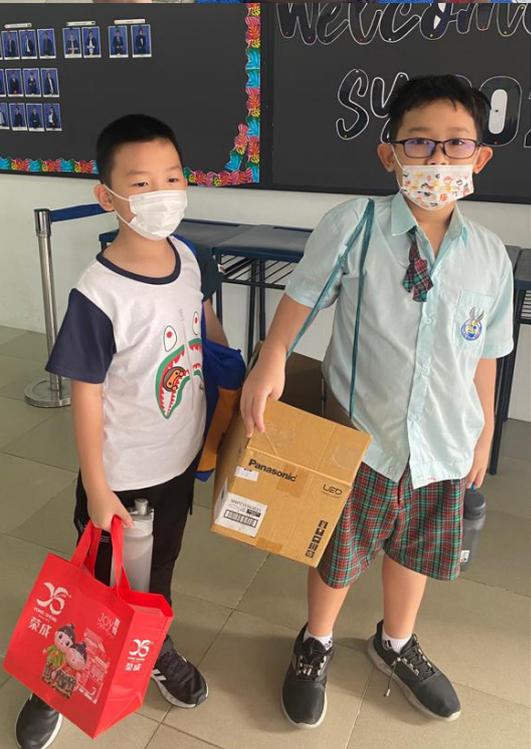


SPIRIT DAY - NO BACKPACK MATCHING ONE'S FAVOURITE CLOTHES

In our first month of themed costumes or props for this school year, students were told to replace their backpacks for a day and chose a creative and alternative substitute. Look what they have come up with.









GRADE 4 FUNDRAISING BAZAAR

As one of their actions in their first unit of inquiry, the grade 4 classes organised a bazaar selling snacks and stationeries from their parents' donations. The event was indeed successful, and the goods were all sold out. The proceeds of the sale were all donated to Palang Merah Indonesia (PMI) and United Nations Children's Fund (UNICEF).



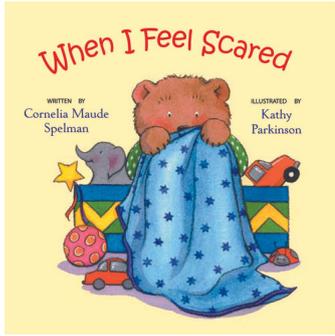


FIELD TRIPS

After a two-year hiatus due to the COVID pandemic, we have rebooted to have field trips locally to support our learning. However, strict compliance to health protocol is being adhered to dutifully. Here are the highlights of those field trips for the first term of SY 2022-2023.



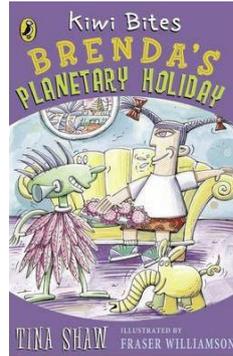
BOOK RECOMMENDATION



LOWER PRIMARY

Children often feel afraid. With its comforting words and illustrations, this book will help children address those fears and learn new ways to cope with being afraid. First, a little bear describes some of the

things that frighten him, like bad dreams or big, tall slides, or when his mother goes away. Sometimes, he just feels scared and doesn't know why! But he learns there are things he can do to make himself feel better. A "Note to Parents and Teachers" reinforces the positive messages in the book.



UPPER PRIMARY

Brenda wants to go on an interplanetary cultural exchange, organized by her school. This would mean that while Brenda spent a week on the curious-looking Planet of the Beezee Birds, her family would host a Beezeeian kid! While Brenda investigates the native diet of white jellies

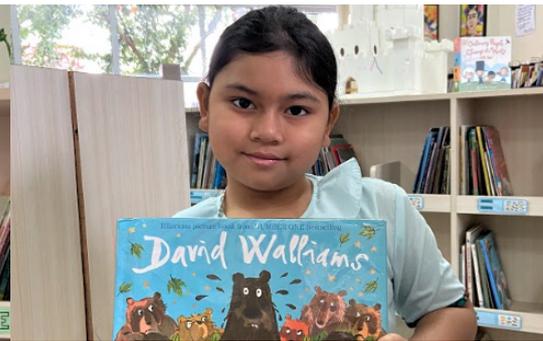
and nose biscuits and learns how to play Mugboo, the alien Donk discovers chocolate and plays in tree huts!

TOP READERS



Andrea Mahita De Zeeuw
Kindergarten 3

Culbert Fabrizio Phen
Grade 1

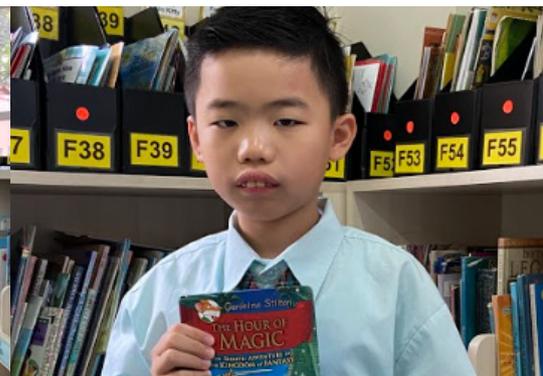


Acelin Anindita Pratista
Grade 2



Eliana Cordellia Winata Hia
Grade 3

Yuby Kansha Lixius Chan
Grade 4



Cristiano Hattrick
Grade 5

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