

TERM 3 | MARCH, 2024

PRIMARY SCHOOL'S NEWSLETTER

SWIMMING GALA



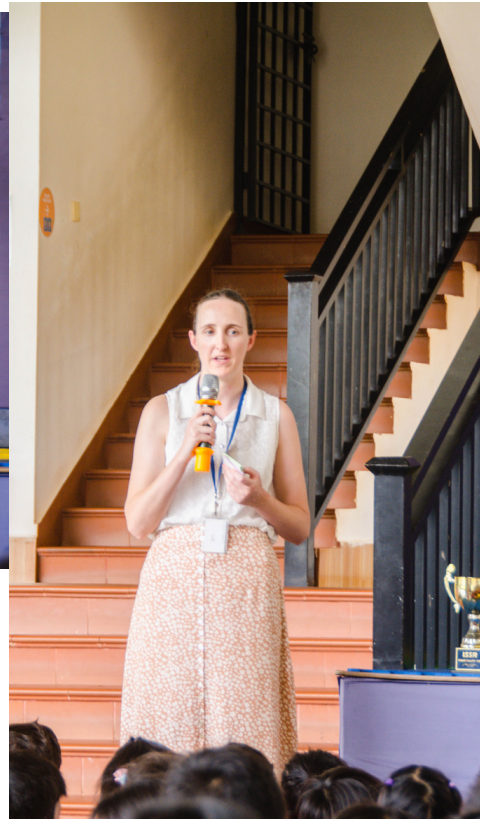
Congratulations to all the swimmers and helpers who participated in and supported our ISSR Swimming Gala on March 22nd. In primary, we doubled the number of swimmers from last year, from 40 to 80 swimmers, and in high school, we had over 100 swimmers participate. We held fast relays for both primary and high school and had exciting parents versus teacher's races. Thank you to our wonderful swimmers, to the parents who cheered for our swimmers and participated, to all the staff and leadership to help plan and execute this event. We were able to have a successful gala and will look forward to even more events next year!

Ms. Kira



ASSEMBLY DAYS

Year 5



Last month, the Year 5 Global Perspectives students presented a research task at assembly. They had recently learnt about food wastage during class, and conducted their own investigation around food wastage at ISSR. After surveying some students and looking at the data, they presented their findings to the school. Of the students surveyed, half said they do not eat all their lunch. The main reasons were because they were given food they do not like, or they were given too much food. Half of the students that don't eat all their lunch, say that their lunch ends up in the rubbish bin. The Year 5 students suggested some alternatives to this, such as giving it to someone who is hungry, putting it in the fridge for another day, or feeding it to a dog. The Year 5 students then shared some tips to minimize food waste, including eating food that is about to expire first, freezing food so it can stay fresh longer, taking smaller portions, and making a shopping list so you are not buying more food than you will eat.

Ms. Tania





Assembly

Year 4

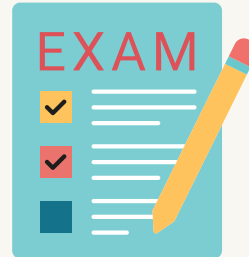
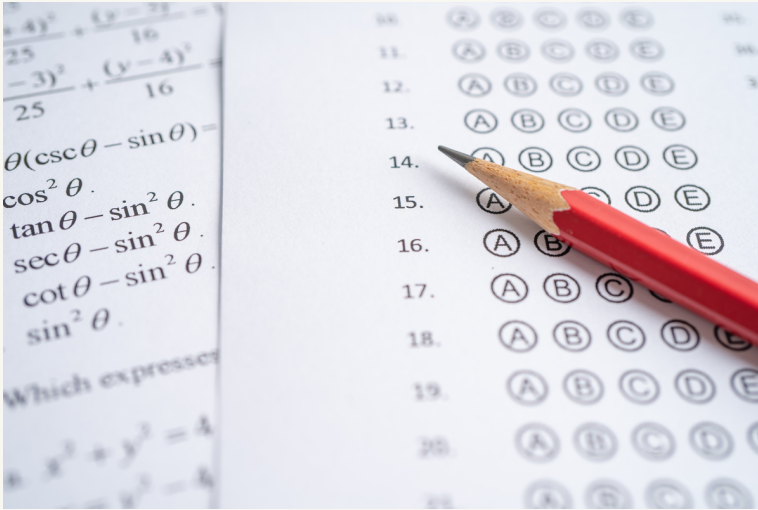
During the student assembly on March 29, 2024, our school celebrated World Theatre Day with a special showcase of masks created by students from every grade level.

The masks displayed a wide range of emotions and characters, highlighting the diverse talents and creativity of our student body. It was a captivating and inspiring event that truly brought the magic of theatre to life within our school community.

Ms. Benette



CHECK POINT: WHAT IS IT? WHAT DO STUDENTS THINK? WHAT DO PARENTS THINK?



As we all know, the Cambridge Primary Checkpoint is around the corner and will take place from the 10th to the 12th of April. Checkpoint is a range of assessments based on the subjects learned during the final year of primary education. The assessments are set out to identify the benchmark standard of each student in Cambridge accredited schools and help identify where students may have strengths and weaknesses. Identifying these within students help schools and teachers assist in delivering not only quality learning experiences but also identify where extra attention could be needed. After the results have been released, the school, teachers and parents gain the opportunity to work together on improving learning opportunities for the student.



Cambridge International School

The assessments are written on campus and once all have been completed, are sent off where Cambridge examiners mark and send the results. As there are thousands of Cambridge schools across the world, it may take some time for us to receive the results of all of our students. Once the results have been released, parents will be notified along with the students in preparation for the next year.

Mr. Ronald

STARS OF THE MONTH

Early Years and Primary School celebrated Star of the month on 29th February and 1st March, respectively. The children are always excited to find out who has been awarded this much coveted award. These awards are an indication of the improvements and or excellent work achieved during the previous months. They serve as an incentive for each student to constantly strive to better themselves by showing the skill of perseverance. We applaud and congratulate all the recipients.

Early Years

Nursery: Seng Vong Solintepy (Sarabi) and Vannak Serey Nit (Bell).

Reception 1: Lov Mey Ly (Anny), Ly Techmeng, Khoeng Vourchkeng; Vary Rattanak and Sentann Hoksing.

Reception 2: Saprykina Mika, Sak Pavie (Por Por) and Tor Pimean.

Primary School

Year 1: Lim Sotevata, Lee Seunghyeon and Sorn Panha.

Year 2A: Ek Bentley, Chea Choungkang and Sorm Vimean.

Year 2B: Tang Sokunthea, Lim Sivkim and Ly Stanley.

Year 3: Ek Vaha.

Year 4: Khim Vongvisidh, Theam Chanmerida, Van Diana and Leevong Setheanith

Year 5: Yet Viraksathea, Yung ing Lian and Khoeng Kimmeng.

Year 6A: Manach Sebastien, Beaute Sodawin and Kang Kim Sorng.

Year 6B: Kim Dalika and Vongvaddhanak Khim (Beato)

Ms. Sally-Anne Lee



YEAR 6 TRIP? WHAT WAS LEARNT ETC.

EXCITING LEARNING ADVENTURES: REFLECTING ON OUR RECENT EDUCATIONAL JOURNEY

We are thrilled to share with you the incredible experiences and valuable lessons learned during our recent educational journey. Our students embarked on a memorable residential visit, trekked through a forest to an archaeological site with ancient carvings, and explored the Angkor Centre for Conservation of Biodiversity (ACCB). Let us reflect on the enriching adventures that shaped our understanding of biodiversity conservation and archaeological preservation.



RESIDENTIAL VISIT: FOSTERING COLLABORATION AND TALENT SHOWCASE

During our residential visit, students engaged in various activities aimed at fostering collaboration, teamwork, and showing their talents. From group games that encouraged communication and cooperation to knot-tying challenges that tested their problem-solving skills, our students honed their social skills in a fun and interactive setting. Additionally, they had the opportunity to showcase their unique talents, whether through performances, or other creative expressions. This experience not only strengthened their bonds but also highlighted the importance of working together and celebrating individual strengths within a community.



TREKKING TO AN ARCHAEOLOGICAL SITE: UNVEILING THE SECRETS OF THE PAST

Trekking through a forest of Kbal Spean to an archaeological site with ancient carvings was a journey back in time for our students. They witnessed the intricate connection between nature and history, understanding the significance of preserving archaeological sites. This adventure unveiled the mysteries of the past and instilled a deep appreciation for the importance of protecting our cultural legacy.



VISIT TO ACCB: NURTURING WILDLIFE CONSERVATION CHAMPIONS

At the Angkor Centre for Conservation of Biodiversity (ACCB), our students immersed themselves in the world of wildlife management and conservation. They listened to an expert guide explaining each animal's behavior and learning about various conservation challenges. This experience emphasised the interconnectedness of all living beings and the vital role each individual plays in safeguarding our planet's precious biodiversity. As we reflect on these transformative experiences, we are filled with gratitude for the knowledge gained, the memories created, and the bonds strengthened. Our educational journey has not only broadened our horizons but has also inspired us to become stewards of the environment and custodians of our cultural heritage. Together, we have embarked on a path of discovery, learning, and growth that will shape our perspectives and actions for years to come.



Ms. Dimple



FROM THE PRINCIPAL'S DESK

Mother tongue Language: Importance in our Lives.



Today, I would like to share some thoughts about the importance of mother tongue in language learning and understanding. Language is a powerful tool that connects us, conveys ideas, and shapes cultures. Our mother tongue, the language we learn from birth, plays a significant role in our lives.

Mother tongue, also known as the first language or native language, is the language spoken by our family and community. It is the foundation of our identity and cultural heritage. Research has shown that children taught in their mother tongue perform better in school than those taught in a different language. Learning in our mother tongue makes it easier to grasp new concepts and enhances cognitive development.

Using the mother tongue in the classroom helps students better understand and retain information. It builds a bridge between what they already know and what they are learning. When children learn in their mother tongue, they feel more confident, express themselves freely, and participate actively in class discussions.



Bilingualism, the ability to speak two languages, has positive effects on cognitive development. Bilingual individuals have enhanced problem-solving skills, cognitive flexibility, and attention control. Learning and preserving our mother tongue contribute to maintaining cultural diversity and deepening our understanding of language and traditions.

In today's global economy, speaking multiple languages is valuable. It opens job opportunities, enhances communication, and fosters cultural understanding. Incorporating the mother tongue in education systems through bilingual education or using it as a tool for language learning can have a profound impact on students' language skills and cultural identity.

By preserving our mother tongues, we preserve our heritage, enhance cognitive development, and facilitate language learning. Let us celebrate and promote linguistic diversity and multilingualism. Together, we can create a more inclusive and diverse society.

Thank you for your attention. If you have any questions or thoughts to share, please feel free to do so. Let us continue to support our children in their language learning journey.

Upcoming Events



- Reports: **Friday 5th April**
- Parent Teacher Conferences: **Monday – Wednesday 8th–10th April** by invitation.
- Year 6 Checkpoint: **Wednesday – Friday 10th–12th April**
- Khmer Assembly and Games – **Friday 12th April**
- End of Term Break: **Friday 13th–19th April**