



**Principal's Message**



*Learning for Life*

Over the last couple of weeks there have been many exciting events happening at our school, one of the major events has involved our Grade 5 students in their Exhibition.

The Exhibition is seen as the culminating event for students as they complete their final year of the Primary Years Programme.

It marks the transition from the PYP to the Middle Years Programme (MYP) and the students' graduation from primary school to secondary school.

It represents a significant event in the life of both the school and students, bringing together the essential elements of the programme and sharing them with the whole school community.

At K. International we believe that the Exhibition should be seen as a process where students bring together the skills, knowledge, understandings and attributes of the learner profile, that they have been developing throughout their engagement with the programme.

This year's Exhibition was a great opportunity for us all to see our students taking action and making meaningful contributions to their world as a result of their learning.

The students sent a very clear message to all of us present at the Exhibition, that the actions we choose to take today, will have a lasting impact on the world and the lives of our future generations.

Throughout the remaining pages of the newsletter you will read several articles, poems and posters created by students who asked, as part of their Exhibition action, to use this month's newsletter to share their learning and thoughts with the school community.

Please take some time to read through this student work.

Congratulations to all of our Grade 5 students, their classroom teachers (Mrs Astrop and Mr Matamu), and the Exhibition Mentor team for a successful and enjoyable 2008 Grade 5 Exhibition.

In our June newsletter we will bring our year together to a close and say farewell to our departing staff. We will also highlight some of our achievements this year and our plans for a new and exciting school year.

Sasha Marshall  
School Principal

**June:**

**2nd June:**

K1-G5 Normal Day  
Secondary Holiday

**3rd to 6th June:**

No ESL or Clubs

**13th June:**

Secondary End of Year Event

**14th June:**

Rescheduled Secondary Sports Day

**16th June:**

Student Free Day  
(No school for all students)

**26th June:**

Grade 5 Graduation

**27th June:**

K3 Graduation  
No ESL or Clubs

**August:**

**18th-25th August:**

**Summer School**

(see handout for details)

**September:**

**8th September:**

First day for Primary and Secondary

**9th September:**

First day for ECE

## News from the ESL Department

As the end of the year approaches your son or daughter will have completed their ESL exit tests. While it is the goal of all concerned to have children exit the ESL program, as parents and teachers, we need to be wary of applying too much pressure to children at this time of the year. My favorite quote, which applies equally to test preparation as it does to sport, comes from Tim Gallwey's (1974) *The Inner Game of Tennis*: "relaxed concentration is the key to excellence in all things". This reminds us that too much pressure placed on us by ourselves or others actually lessens the likelihood of best performance and success. From the results I have looked at so far in consultation with ESL teachers I have seen some significant improvements in children's English language skills. I would ask that you acknowledge and praise your child for their improvement even if they do not exit the program this time. This positive feedback for your child is an important part of setting up the right circumstances for further success next year.

For the children who do get a tentative exit from the ESL program ... congratulations! I'd also like to remind you that they will need to continue to use English over the holidays if they do not wish their English skills to decline too much. The holidays are a great opportunity for children to read widely in English: fiction, non fiction, newspapers (many available on the net) and the Internet are just a few ways that they can do this. Finally, the Summer School in August will give them the best opportunity to refine their reading, writing, speaking and listening skills and exit the program with strong language skills.

I would like to thank you for your support of the ESL program throughout the year and look forward to working with you and your children in the next school year.

Sincerely,

Tony Henderson

ESL Coordinator

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## KIST Tutoring Program

This year, a new tutor program was established. Secondary students tutored primary and kindergarten students in their weaker subject areas for CAS. This has been a great success.

Thank you to the parents of these students for keeping in close contact with the tutors regarding the progress of their children.

Also, thank you to the secondary students who were—despite their hectic schedules with schoolwork in addition to extracurricular activities—involved in this program and made sure to assist students to their full capacity.

It was wonderful to see tutors, students, and even parents enthusiastic about their weekly tutor meetings.

I hope for your continued support in the following school year!

Carmina Mancenon [Grade 10]

Tutor Program Coordinator

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## Celebrations at KIST

On Thursday 15<sup>th</sup> of May students and staff put in a wonderful effort to come dressed in 'family' attire for the celebration of International Day of Families. Dressed in an array of traditional clothing and country flags, we attended a whole school assembly. During the assembly we watched slide presentations from KIST families, plays from our grade 6 students and heard about The Philippines Self Help Fund, a non-profit organization in the Philippines that supports families in the development of new businesses. This organization will benefit from the ¥100 donation that each child made for the non-uniform day. We would like to thank all those who gave their time and effort to contribute to this celebration.

Celebrations Committee

## IS THIS THE WORLD YOU WANT TO LIVE IN?

Is this the world you want to live in?  
Crowded like sardines in a tin.  
Or do you want your own space,  
Making the world a more comfortable place.

Is this the world you want to live in?  
Where food, water and shelter is a challenge to win.  
Or do you want enough for all mouths to feed,  
Which fulfills everyone's basic needs.

Is this the world you want to live in?  
Youngsters' talents going in the bin.  
Or do you want them to earn money,  
And bring back smiles to their family.

Is this the world you want to live in?  
Where cutting down trees is not a sin.  
Or do you want a place where it is a crime,  
And polluting the world is given a stop sign.

Is this the world you want to make?  
Cause a decision we have to take.  
Controlling the population is not a goal to miss,  
Birth control and education are some solutions to this.  
So wake up and take some action really fast,  
Otherwise this issue will become really vast.

Yash Jhaveri (Grade 5M)



## Home/School Safety

**Hello my name is  
Shrey from Grade 5.**

**My topic for the  
Grade 5 exhibition is  
about child safety.  
So, I would like to in-  
form the students at  
our school about com-  
ing to school & going  
home.**

**It is necessary to go  
straight to school &  
straight home, be-  
cause it could be pos-  
sible that you could  
be caught up with  
some strangers.**

**It is important that  
all students should be  
safe at all times & go  
home and to school  
safely.**

**It is important to be  
safe!**

**By: Shrey Shanbhag -  
Grade 5M**

# Attention People

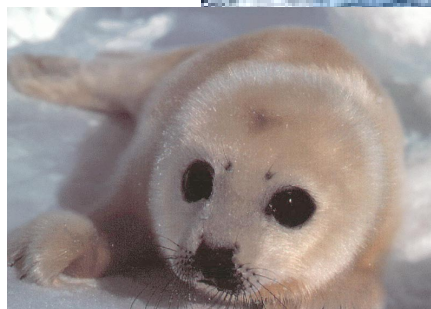
# HELP SAVE THE ANIMALS!

## TAKE ACTION NOW

Our central idea:  
The future of bio-diversity and civilization hangs on our action.

*Why should we care*

If one of the species is gone, it will affect the whole animal kingdom. Certain animals will over-populate, and others will go extinct, the whole nature process will be a disaster. All animals are part of the earth & our environment, and we have to share it with those animals. We feel that less animals are living on planet EARTH and if we want to see animals more often we need to help. People are wasting a lot of stuff that goes inside the ocean and it is killing sea creatures.



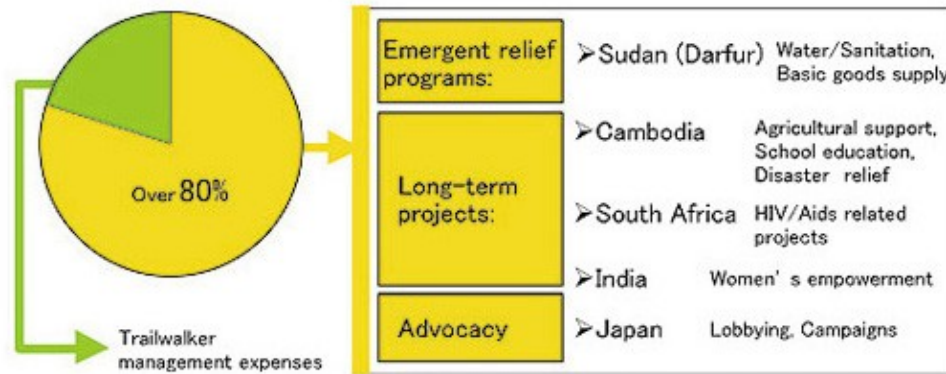
**BY RINA OSAKI  
(G5)**

## Oxfam Trailwalker & KIST 2008

Mr. Paterson, Mr. Weston and I all wanted to thank the families and staff at the school for all of the support we received in our recent efforts to raise funds for disaster relief and long-term development projects for Oxfam Japan by attempting to hike 100 kilometers through the mountains from Odawara to Yamanaka-ko.

Please enjoy reading about our experience as well as a little bit more about Oxfam Japan.

### Oxfam Japan



At least 80% of the money raised through Oxfam Japan Trailwalker 2008 will be used to support Oxfam's program around the world. A maximum of 20% will be allocated to cover the administration and management costs of the event. The ratio may differ depending on the total amount raised by Trailwalkers and through corporate sponsorship, but we will ensure that the administration costs will not exceed 20%.

#### Donation amount for Trailwalker Japan

This year's Trailwalk successfully collected a huge amount of donations which exceeded the world average! We are grateful for the contributions that were made by the school community.

Total : **77,437,675 yen** (approx. \$661,917)

Average per team : **450,000 yen** (approx. \$3,846)

#### Where the money goes?

The fundraised money, after deducting expenses, will be used for the following Oxfam-operated projects.

##### ■ Emergency Aid

- [Darfur, Sudan](#)

##### ■ Long-Term Community Development

- [Cambodia : Long-Term Community Development](#)
- [India : Empowering Women and Livelihood Improvement](#)
- [South Africa : Combating with AIDS](#)

#### Your money will support ...

##### ● [Emergency Aid -Darfur Crisis](#)

In Darfur, Sudan...

- **2.5 million people** have been forced to flee their homes
- Ongoing **violence** against civilians and aid workers
- Continues to be one of the **world's largest humanitarian crisis** for 5 years

# The Course

Between the Start – CP1, CP1 – CP2, CP3 – CP4, CP4 – CP5, CP6 – CP7, CP7 – CP8, CP8 – Finish were mountains! In total you climb 7! This never really sank in until we were sat on the summit of one of these very mountains CP4 – CP5 at 4:00 AM realizing we still had another 50km in front of us and another 3 peaks to climb. It is worth mentioning here also that all the CP's were back down at sea level (or near enough).



Right from the beginning we pushed hard to stay mid table. Our Team, *The Crew* (#182) was very strong on the ascents and across open ground; we slowed a little with our descents due to being susceptible to knee injuries. We were proud that we were attempting the 100km with no support team (we were possibly the only team without a support crew) and no sleep (another mistake in retrospect).

Next time we decided that we would get a support crew (We were carrying too much weight in our packs) and did not have proper nutrition for the course. The support crew thing really works – it means you carry nothing but water, you have clean kit at each CP and it gives you the chance to have a BBQ at CP4!

It was at the summit of CP4 – CP5 at around 4am that two of our members decided to resign from the challenge. In addition to raising over ¥200,000, we covered 55km in 22:30 hours and conquered 4 mountain peaks. In addition it is worth mentioning that as a team we never fell out and we always supported each other – which is impressive seeing the adverse conditions we were walking under; especially when it got dark and our spirits were at their lowest in the cold early hours of the morning.

With the support of the school we hope to put together another team for the 2009 event and tackle it with the benefit of this experience. We will need a support crew and will train on the course regularly between now and then. We are currently considering ways to get the school more involved including a possible student event to help raise awareness further. Please wait for details and again...

## Thank you all!

We couldn't have done any of it without your support.

Mr. Paterson, Mr. Weston & Mr. Thompson

Photo by Terrence Weston

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## Secondary Newsletter May 2008

I would like to take the opportunity for us to reflect on the ways in which our students make contributions to the school community during their day to day lives at school.

We have a formal programme in both the Middle Years Programme and the Diploma Programme which requires students to keep a record of their community service activities in the Middle Years Programme and Creativity, Action and Service activities in the Diploma Programme. The two conditions that we use to decide whether an activity is eligible as a community service activity relates to whether or not the activity was voluntary and whether the activity made a positive contribution to the community.

Raising students' awareness of the effects that their actions can have on the community is as important as the contributions themselves. We see these contributions everyday and it is the smaller ones that often go unnoticed in the busy days at school that often make the really significant differences. It is the smile and 'good morning' to one of your classmates who is looking a little upset. It is picking up a book for a fellow student who has their arms full and has dropped one. It is saying 'That's not funny.' when a friend says something as a joke and you notice the hurt on a classmate's face. It is waiting to listen to another's point of view when you don't agree.

If you stopped at the end of the day and wrote a list, how many items would you be able to find for your day?

The idea of community service is based on extending ourselves. This is in a similar manner to the way that students are required to extend themselves in an academic sense with the aptly named Extended Essay in the Diploma Programme. By raising our awareness of our effects on the community we can make a conscious effort to extend ourselves in this area of serving our community and we can start with the small things.

Damian Rentoule

Upper School Principal / Vice Principal