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KOROBORO INTERNATIONAL SCHOOL

THE INFORMER

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A QUALITY AND AFFORDABLE EDUCATION THAT MAKES A DIFFERENCE



GIVE YOUR CHILD THE BEST OPPORTUNITIES AND CONFIDENCE TO SUCCEED

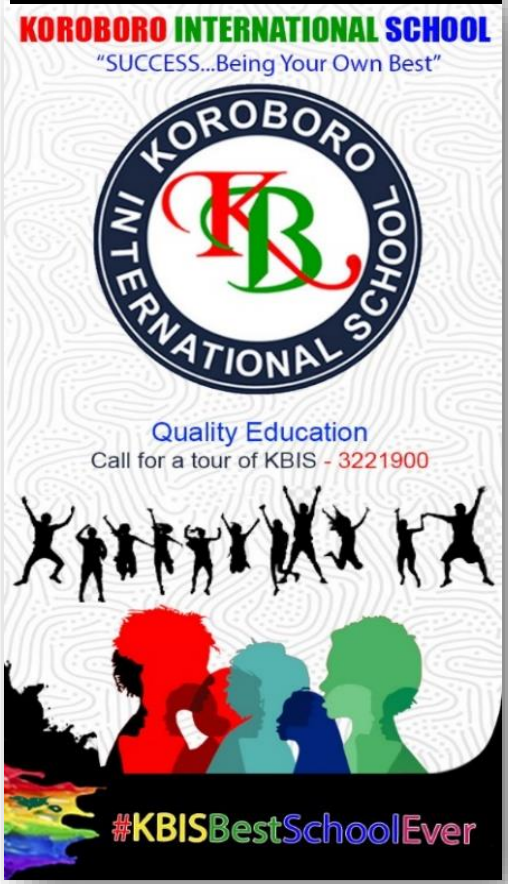
Mr. O'Sullivan's Note Page 1





Mr. O'Sullivan

Principal KOROBORO International School



Success···Being Your Own Best

Scan Me..

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Mr. O'Sullivan

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KoroBoro Arts Extravaganza - A Phenomenal Showcase of Young Talent!



The recently held KoroBoro Arts Extravaganza at Vision City on Saturday, June 3rd, proved to be yet another resounding success. The event, featuring an array of remarkable performances by our primary school students, captivated a massive crowd that gathered on all the floor levels of the venue to watch another KoroBoro performance at Vision City.

The atmosphere was electric, as the students took the stage, ready to showcase their incredible talents. From singing to dancing and a variety of other mesmerizing acts, the audience was treated to a truly unforgettable experience. The young performers effortlessly surpassed expectations, leaving the crowd in awe of their exceptional skills and talents.

The Arts Extravaganza highlighted the immense dedication and hard work put in by both students and teachers at KoroBoro International School. It was a testament to the nurturing environment at KoroBoro, that encourages artistic expression and fosters the growth of young talent. The students' performances demonstrated not only their passion for the arts, but also their remarkable ability to excel at such a young age.

The event attracted a diverse audience, including parents, guardians, and wider members of the Port Moresby community, all of whom eagerly gathered to witness the extraordinary display of talent. The support and encouragement shown by the crowd added to the students' confidence and motivated them to deliver their best performances.



The Arts Extravaganza was a celebration of creativity, showcasing the rich artistic diversity within the KoroBoro International School community. It highlighted the school's commitment to providing opportunities for students to explore and develop their artistic abilities. The event served as a reminder that with the right guidance and encouragement, young minds can achieve remarkable heights.



The success of the Arts Extravaganza would not have been possible without the collective efforts of the students, their teachers, and support staff. Their hard work, dedication, and tireless rehearsals undoubtedly paid off, creating an event that will be remembered until the next one next year.

KoroBoro International School takes great pride in nurturing young talent and providing a platform for students to showcase their abilities. The Arts Extravaganza serves as a testament to the school's commitment to fostering creativity and providing a well-rounded education that goes beyond the traditional classroom setting.

As the curtain fell on the Arts Extravaganza, the resounding applause from the audience echoed throughout the venue. It was a celebration of the students' accomplishments and a testament to the power of the arts in shaping young minds and the school spirit here at KoroBoro.

KoroBoro International School looks forward to continuing its tradition of excellence in the arts, nurturing the talents of its students, and providing them with opportunities to shine. With each passing year, the Arts Extravaganza promises to be an even greater showcase of the remarkable talent that exist within the students of KoroBoro.

Written by Mr O'Sullivan – School Principal

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Mr. Timbi

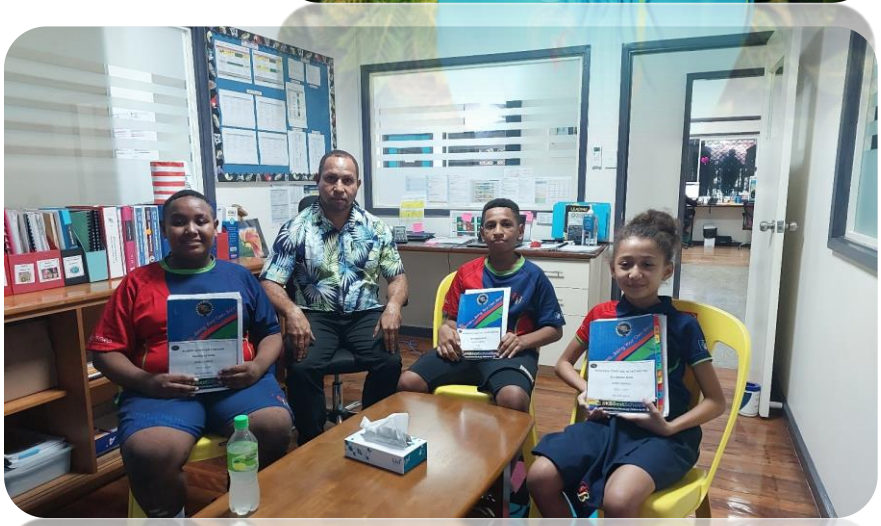
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Reports on Student Behavior and Proactive Approaches for a Positive Learning Environment at KoroBoro.



1.***Introduction:*** This report aims to provide an overview of student behavior at KoroBoro and highlight the proactive approaches implemented by the school to ensure a positive learning environment. By promoting positive behavior and addressing any challenges, the school strives to create a safe, inclusive, and conducive atmosphere for all students.

2. ***Student Behavior Overview***: KoroBoro maintains high expectations for student behavior, emphasizing respect, responsibility, and integrity. Overall, the majority of students demonstrate positive conduct and engage in their academic pursuits with enthusiasm. However, it is important to address any incidents or areas of concern promptly to maintain a harmonious learning environment.



3. ***Behavior Management Strategies***: To ensure a positive learning environment, KoroBoro employs several proactive behavior management strategies:

a) **Positive Behavior Reinforcement**: The school actively promotes positive behavior by recognizing and acknowledging students who consistently exhibit respectful and responsible conduct. This includes verbal praise, certificates, and incentives such as student of the month programs or merit-based rewards.



b) **Code of Conduct**: A comprehensive and well-communicated code of conduct is in place, outlining the expected behavior standards for students. This code is regularly reviewed and reinforced to ensure clarity and understanding among students, staff, and parents.

KOROBORO INTERNATIONAL SCHOOL

Mr. Timbi

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c) **Character Education Programs**: KoroBoro integrates character education programs into the curriculum, fostering the development of essential values and skills such as empathy, perseverance, and responsible decision-making. These programs promote a positive school culture and support students in making positive choices.



d) **Restorative Practices:** The school employs restorative practices as a means of resolving conflicts and addressing behavioral issues. Through facilitated discussions, students are encouraged to reflect on their actions by doing community services, take responsibility, and work towards restoring relationships and repairing harm caused.



e) **Student Support Services**: KoroBoro offers comprehensive student support services, including counseling, mentoring, and intervention programs. These services aim to address underlying issues that may contribute to behavioral challenges and provide students with the necessary guidance and support to overcome difficulties.

4.***Collaborative Approach***: KoroBoro recognizes the importance of collaboration among all stakeholders in maintaining a positive learning environment. The school actively involves parents, teachers, and students in discussions and decision-making processes related to behavior management. This collaborative approach fosters a sense of ownership and collective responsibility, promoting a culture of mutual respect and understanding.



5.***Conclusion***: KoroBoro places a strong emphasis on promoting positive behavior and cultivating a safe and supportive learning environment. By implementing proactive approaches, such as positive behavior reinforcement, character education programs, restorative practices, and student support services, the school aims to empower students to make positive choices, resolve conflicts, and develop essential life skills.

The continuous collaboration among all stakeholders further strengthens the school's efforts in maintaining a positive learning environment. By regularly monitoring and evaluating student behavior, KoroBoro remains committed to addressing any challenges promptly and ensuring that all students have the opportunity to thrive academically, socially, and emotionally.

Thank you,

Mr. Timbi

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Book Week

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As Principal of KoroBoro, I take on the role of **Instructional Curriculum Leader.**

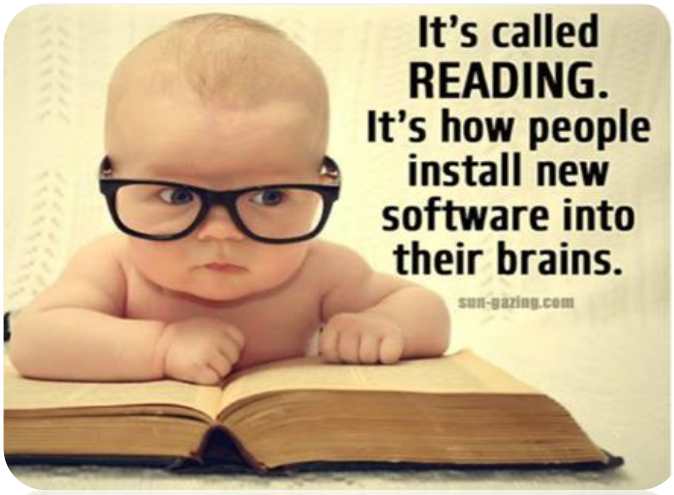
Over time, I have consistently observed that children who struggle with reading often face difficulties, because they have not developed strong foundations in reading, during the early years of their schooling. **Interestingly, research supports this observation too.**

Phonological awareness, which refers to the ability to recognize and manipulate the sounds of spoken language, plays an essential role in becoming a proficient reader. It should be distinguished from **phonics,** which involves connecting sounds to print.

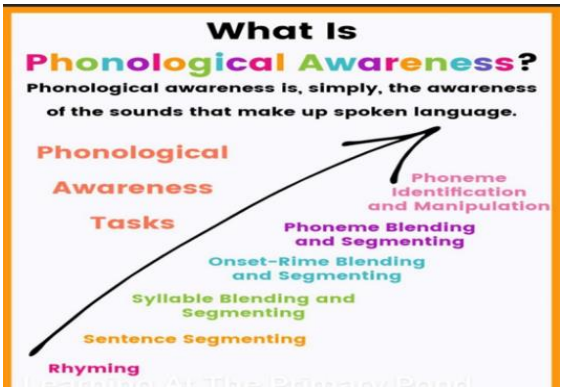
At KoroBoro, we have incorporated a **phonological awareness program** into our reading programs for students in Prep to Grade 2.

We allocate dedicated time within our daily reading block to focus on phonological awareness, because numerous studies have demonstrated its close connection to a student's reading success.

Phonological awareness time is guarded in our daily reading block, because it's been proven time and time again, it is closely tied to reading success.



Children's phonological awareness skills typically develop along the continuum shown in this image!



A typical **phonological awareness activity** involves the teacher pronouncing a word aloud, and the students identifying and vocalizing each individual sound in the word. On the other hand, **a phonics activity**, may entail the teacher writing a word on the board and students identifying and vocalizing each sound while looking at the corresponding letters

(Adapted from Chard and Dickson's article "Phonological Awareness: Instructional and Assessment Guidelines.")



By addressing **phonological awareness** through our comprehensive reading program across the early grade levels and employing **ongoing assessment practices**, we aim to equip our students with the foundational skills necessary for reading success in life.

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DC Story

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To our surprise, a HUGE basket of books arrived on the Discovery Centre doorstep! Sincerest thank you goes to Paila Leka and her daughter, Gertie for their generous donation. All donations are a blessing and greatly appreciated.









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KOROBORO INTERNATIONAL SCHOOL

Ms. Ravu

WELCOME TO THE INFORMER



Bingo Night

In Week 6, on Thursday night, our school hosted a lively Bingo and Pizza family and friends' night, uniting our school community for an unforgettable evening. We would like to extend our sincere appreciation to all the family and friends of KoroBoro who attended and contributed to the event's triumph. Their support in purchasing hot steaming coffee, popcorn, soft drinks and bingo boards added to the vibrant atmosphere and excitement of the night. The delectable slices of pizza were thoroughly enjoyed by those who indulged, creating a perfect blend of delicious treats and friendly competition. The event surpassed our expectations, fostering a strong sense of togetherness and forging cherished memories for all participants. We eagerly anticipate hosting another memorable Bingo and Pizza night in the future.

Ms Upu Ravu
Social Club Committee
Chairperson



















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Ms. Taune

WELCOME TO THE INFORMER

2023 KoroBoro Spelling Bee Competition

KoroBoro International School is always full on with fun and meaningful learning. This is the school where students are given the opportunity to demonstrate their learning.
The school has a lot of exciting school events which happen throughout the year and one of these events is the annual Spelling Bee Competition. This competition was held at **Boro Campus on Monday 13 June** and **Koro Campus on Tuesday 14 June.** It was an exciting time for the finalists from each Grade level participating in this exciting competition to show case their spelling skills.
Every participant tried their very best in this competition to spell the given words correctly. At the end of each competition from Grade 1 – 6, there was one winner who took away the winning medal and the winner's certificate while the rest of the participants were presented a certificate each for their participation.
Congratulations to all the participants and the winners for each Grade level.
The winners for the Spelling Bee Competition for 2023

Grade 1 Winner – Edison Teh
Grade 2 Winner – David Kingston
Grade 3 Winner – Diulec Zurecnouc
Grade 4 Winner – Abigail Ata
Grade 5 Winner – Quintas Ninkama
Grade 6 Winner – Maxwell Costigan





Grade 1 and 2 Winners:
David Kingston & Edison Teh

Grade 3-6 Winners:
Maxwell Costigan, Quintas Ninkama, Abigail Ata and Diulec Zurecnouc

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KOROBORO INTERNATIONAL SCHOOL

Ms. Taune

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Spelling Bee Finalists for each Grade level



The Grade 1 and 2 Finalists:
Grade 1 - Edison Teh -1CB, Jordan Jangiko - 1RD, Derby Koaba - 1NS, Amira Kini – 1JT & Abner Falevai – 1WA
Grade 2: - Malachi Vai - 2MD, Cedrick Duguman - 2KL, Cedritian Pumuye – 2LT, David Kingston - 2MK & Ruthvik Hebri – 2BE



Grade 4 Finalists: Abigail ATA, Justine Joseph CHAHAM, Mactherland NELE, Gabriella JAMES, Chelsea KEN and Aaliyah MUSTAPHA



Grade 3 Finalists: Solomon RAVU, Hao Xin Chen, Diulec ZURECNUOC, Geoffrey MARTIN and Lalani GENIA



Grade 5 Finalists: Quintas NINKAMA, Lorna KAPO, Aaliyah AGO, Israel KUSON and Holly KAMBUOU



Grade 6 Finalists: Maxwell COSTIGAN, Yvette CHOLAI, Zilda-Ann MIRO, Esther-Joy KILAMANU, Rachael LEO and Sayul DISSANAYAKE

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GR. 1JT

WELCOME TO THE INFORMER

Welcome to 1JT learning page

This week, our learning activities in English were centered around the Book Week with the theme: **Read, Grow, Inspire.**

Our class together with the other classes in the grade 1 cluster chose the book: "Little Red Riding Hood".

We incorporated the Book Week activities in our english lesson this week. Our learning activities were based on the book: Little Red Riding Hood.



Here's a sneak peak of some of the learning activities.



Classroom door portraying the wolf and Little Red Riding Hood

Reading activity: Wanted Posters on the characters in the story of Little Red Riding Hood



Writing activity: Dialogues between the characters in the story of Little Red Riding Hood

Get Well Wishes Cards to grandma



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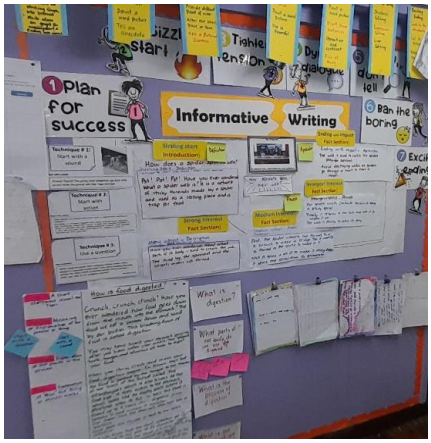
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GR. 2MK

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EXPLANATION WRITING SUCCESS IN 2MK CLASSROOM

Have you ever wondered how many things occur in the world? Like how do we digest food? Why stars twinkle in the night sky? How a butterfly is born? How the volcano erupts? Or even better how we smile? The 2MK class had an exciting term of learning that explanation text has a structure which includes, title –Definition as meaning – description as items we need- Process as steps - and application as how we use it. What better way to expose students to writing an explanation than immersing our students into the mentor text which was used to unpack the Seven Steps to Writing Success techniques and assist the students identify the structure and language of an explanation? Excitingly, our writing sessions is packed with fun-filled explicit simple teaching and learning of the various techniques where the students used the mentor text about how food is digested to writing a successful explanation Text about how spiders spin their web? The techniques learnt have encouraged students to write beyond what their little minds can Explain. We believe the 2MK students have produced vibrant, simple, fun and well written explanations that did encompass all the Seven Steps to Writing Success techniques.



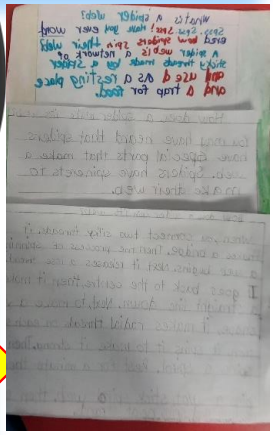
Our Writing wall

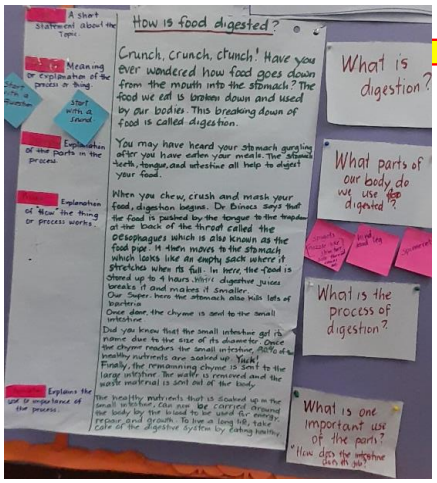
Explicit simple teaching of the explanation Text



Explanation Text writing Guided Lesson.

Showing students how to write the Ending with impact using



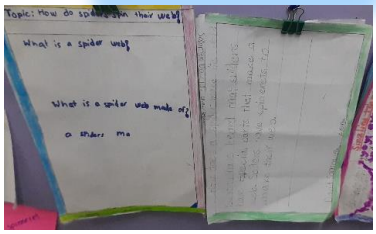


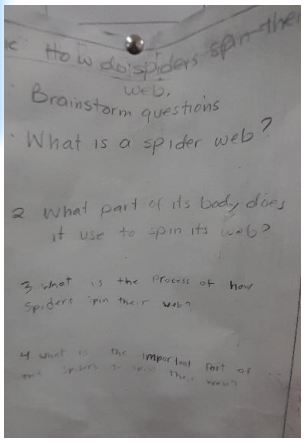
Mentor Text

Using the mentor text to unpack the Techniques in seven

Explanation Text writing sample

Students using the What they learnt to write about How spiders spin their web?





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GR. 3RR

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Grade 3 RR Class Article

ELECTRICITY IN ACTION

In Inquiry Learning this Term, the 3RR class have been exploring the different forms of energy in our surroundings. More to that, students really enjoyed finding out about Electrical Energy. How Electricity is created, transformed and transmitted into our homes and school. Students were able to acquire this knowledge about "Electricity" using the UOI key skills that is modelled to them in class. Students participated in a variety of learning activities to help them practicing these basic **UOI Key Skills**.

Here are some activities;

Using Technology & Communication



Solving Problems & Communication



Task Management, Research & Co-operation



UOI KEY SKILLS

Research & Thinking Critically



READ, GROW, INSPIRE

As the book week event approaches, the 3RR students have been super exciting to showcase their favorite book character from the famous fairy tale "Aladdin and the magic lamp!



The Inspirations from the book Aladdin and the Magic Lamp

The inspiring thing in the book is that, it teaches me to be content with what I have!

Rhea Parkop

The book inspires me to ba a responsible person and to always help others!..Angelina Meke



The book inspires me to always be grateful for what I have!

Logan Imako

The book inspires me to never turn back!

Tessanne Tova

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GR. 5HI

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5HI Excursion to the National Parliament

Inquiry learning theme:
Decisions, Roles, Rights and Responsibilities.

As part of our inquiry lesson, 5HI class went on an excursion to the parliament house. The essential question that led to the excursion is **"How are decisions made in a democratic government?"**
The **purpose** of this trip is to witness a parliament session where elected members of parliament discuss and make decisions.

Highlights of the Trip

Walking into the gallery…

Excited Students lining up outside the Parliament House.



Students listening to the guide explaining the design on the front of the house of parliament.



Reflecting on the experience.

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BORO Dance

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Dance (Boro Campus)

Term 2

Learning intention: We are learning to construct a small group performance and participates in particular dance forms

This term (2), we are learning a western country dance /line dance.

Country dance is a traditional form of dance that incorporates as many dancers as are willing to join in.

It is very similar to **American square or contra dancing,** but with greater variety in both the figures and the character of the music. There is no fancy footwork needed and the steps are easy: it's essentially walking through space in patterns or "figures".

The past weeks, students have been learning some easy basic steps of country/ line dance like **"Heel Tap"** and "**two-step"** and also **"hands on activities".**

Snap shots

Students practicing the heel tap step



Students practicing two step



Identifying and coloring the best colour for the country dancers outfit/costume

(Hands on acti



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KORO Dance

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DANCE GRADES 5&6- TINIKLING DANCE

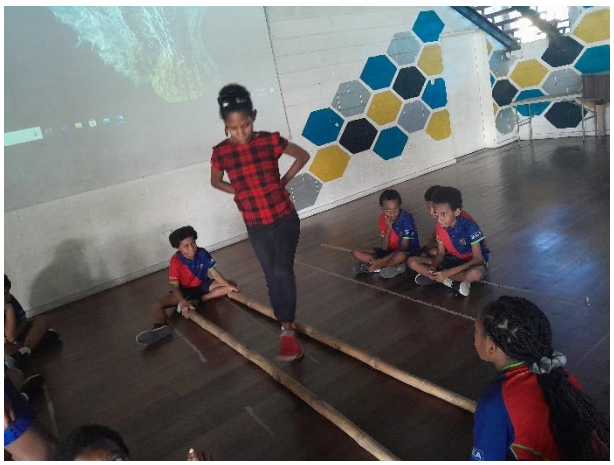
Tinikling is a traditional Philippine folk dance which originated during the Spanish colonial era. The dance involves at least two people beating, tapping, and sliding bamboo poles on the ground and against each other in coordination with one or more dancers who step over and in between the poles in a dance.

Students were able to

- Understand the 5 basic elements of the Tinikling dance
- Know what steps and its different movement using space and time.
- Know how to dance with a prop (In this case, using a Bamboo)



5SM Students doing Zumba as warm up for fitness purposes.



Ms Willie demonstrating the tinikling dance with bamboo as students watch.

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PE UPDATES

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KoroBoro staff and students,

I want to express my heartfelt gratitude and appreciation to all of you for the outstanding achievement of our school's cross-country teams in winning the 2023 Cross Country Shield in both the Junior and Intermediate divisions. This is a remarkable accomplishment that showcases the dedication, talent, and hard work of our athletes.

A special thank you goes out to our exceptional PE teams, Mr. Kuwe, Mr. Isaiah, Mr. Ugava, Mr. Evara, and Mr. Kuok, for their unwavering support and guidance in preparing our teams for this event. Your expertise and commitment have undoubtedly played a significant role in our success.

I would also like to extend my thanks to the dedicated EAs who assisted during the event. Your efforts ensured the smooth running of the competition, and your invaluable support contributed greatly to its success. Not forgetting the grounds men, drivers, office staff for the refreshments and health and wellness dept for stepping in for any major injuries.

To our students, you have showcased incredible determination, sportsmanship, and teamwork throughout the competition. Your passion for cross country running and your commitment to representing our school in the best possible way have been truly inspiring.

Some of the Top runners that prove themselves to other schools that they are hard to beat and coming in 1st in their age groups are;

1. 2014 – Tabitha Zimmerman – 7 mins 19 seconds (intermediate track)
2. 2013 – Jeremiah Wilson – 7 mins 35 seconds (Intermediate track)
3. 2016 – Gabin Keko – 3 mins 09 seconds (Junior Track)
4. 2015 – Anthony Ingham – 2 mins 58 seconds (Junior Track)
5. 2011 – Christiano Moyap – 7 mins 11 seconds (Intermediate track)
6. 2011 – Emma Joy Pore – 9 mins 02 seconds (Intermediate track)
7. 2010 – Sophia Sine – 9 mins 19 seconds (Senior Track)













KOROBORO INTERNATIONAL SCHOOL

IMPORTANT DATES

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IMPORTANT DATES FOR YOUR CALENDAR

Week 1

Monday 10/07: Term 3 Commences

Week 2

Friday 21/07: Welcome back BBQ & Movie Night at BORO

Week 3

Wednesday 26/07: Boro Parent Teacher Meetings + Specialists

Thursday 27/07: Koro Parent Teacher Meetings + Specialists

Week 4

Friday 04/08: Inter-house Athletics Carnival

Week 7

Tuesday 22/08: Inter-school SNR Athletics Carnival

Wednesday 23/08: Inter-school Juniors Athletics Carnival

Thursday 24/08: Inter-school Seniors Athletics Carnival

Thursday 24/08: PUBLIC SPEAKING competition - Boro

Friday 25/08: PUBLIC SPEAKING Competition - Koro

Week 8

Thursday 31/08: Father's Day Assembly – Boro

Friday 01/09: Father's Day Assembly – Koro

Week 10

Wednesday 13/09: ELV & PREP Independence Celebration – Boro

Thursday14/09: KB INDEPENDENCE CELEBRATIONS - Gr 1 to 6

Thursday 14/09: Term 3 Ends

Friday 15/09: Public Holiday – PNG Independence


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#KBISBestSchoolEver


BISMARK
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SOLOMON
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