

THE TOWNSVILLE TIMES

Term 3/2021



FROM THE PRINCIPAL'S DESK

It was some time back when we discussed the topic of change. Our last two years, we have been experiencing changes and disruptions to our lives like never before. It really brought us confronting the fact that we are living in times which are volatile, uncertain, complex, and ambiguous.

It is in these sort of times that our children will look to us as adults or the more senior in the community for guidance. None of us had such an experience of living through a global pandemic like the one we are experiencing now, since when did we have to serve Quarantine Orders, Stay-at-Home notices, undergo swab test or changed the way we worked with Work-From-Home arrangements. All of us who qualified for COVID vaccines went for our vaccination. One thing that we would like our community to be aware of is how are we responding to such changes. Are we aware that our children are observing us managing and responding and more importantly, learning from us adults?

During our recent celebration of Teacher's Day, we iterated to our school that we want every one of us to live up to the school's ambition of realising every one of us to be "Leaders of Character, Learners for Life". We would like all our learners to know how to behave when they are faced with problems they have not encountered before i.e. John Holt, the author of How Children Learn says that "the true test of character is not how much we know how to do, but how we behave when we don't know what to do."

As a community, our positive attitudes and actions every day

help our children learn this. They all learn not just read, write, count, make friends, solve problems, be empathetic, be grateful but many more other values. One of the main character traits of a "Leader of Character" and a "Learner for Life" is the ability to be resilient in the face of adversity. Resilience is commonly referred to as the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress. In other words, the ability to bounce back when things don't go as you planned, to stay positive, to encourage yourself, to forgive yourself, to be loving and compassionate with yourself, to shake it off and start again afresh. We can help our children by demonstrating to them the habits and skills of resilient people. What are some of the habits and skills of resilient people?

Though this is not an exhaustive list, it serves to highlight the importance of keep our children connected to the family and the community with some examples of how we can make it relevant in the lives of our children.

Examples of habits and skills of resilient people	Examples of observable behaviours in our daily lives
Being connected to others	Keeping connected to our families and friends. Having meaningful conversations with them about things that are evolve around their lives.
Being flexible	Showing the children not just the solutions but the different ways of thinking and coming up with solutions. Talking to them about the way we make our decisions.
Being able to make realistic plans and take action to carry them out	Setting goals both big and small. Having a way to follow through some of the goals. Knowing also when to be able make a logical decision about letting go of a goal is also equally important.
Being able to communicate well with others and problem-solve both individually and with others	Communicating daily about what is happening and having a clear idea of the expectations for the family. Being able to talk about plans and the importance of the family goals and the student's own goals in life.
Being able to manage strong feelings	Demonstrating how adults manage themselves in situations big or small. Like how they manage it when things do not go their way and how they use different strategies to self-regulate.
Being self-confident	Showing ways they manage the stresses in their lives and how to maintain emotional regulation and discipline. Also how they maintain a positive outlook about their abilities to solve problems.

I recently read an extract of James Clear's Atomic Habits and one of the lines struck me as insightful and something that we have observed in the school too. That many of us, from young "we don't choose our earliest habits, we imitate them". Children do copy a lot of the habits and dispositions shown by adults and peers that hold significance in their lives.

We want our children to continue to be connected in our community. Let us continue to engage them, guide them and be there to support them in their journey as a community that is Townsville. We thank you for being part of our community of learners who practise our school values of Respect, Responsibility and Resilience.



COMMON SPACES, CONNECTED COMMUNITIES



The theme for this year's Racial Harmony Day (RHD) is 'Common Spaces, Connected Communities'. Many students and staff members had come to school dressed in their beautiful traditional ethnic costumes. Students were provided opportunities to reflect on their experiences and engage in respectful conversations with their classmates and teachers. They have learnt how they can play a part in protecting the common spaces, strengthening trust and friendships amongst communities. We hope that through the experiences provided, our younger generation will emerge stronger as a part of a more caring, cohesive and resilient society.

This year's RHD theme took on special significance as there had been racial incidents and issues arising and being discussed in the public space. Students were encouraged to make more friends and have greater interactions with students of other communities. There were also Values In Action (VIA) and CCE activities conducted over a period of 3 weeks to promote interracial mingling, friendship and understanding amongst the students.

Our lower primary students had a fun time with their friends from other races as they work cooperatively to complete the activities on the Big Heart Card. On the other hand, the P4 to P6 students were tasked to complete a RHD Bingo Card. The activity has created opportunities for the students to learn more about their friends from the other races.

Through these experiences provided, Townsvillites have learnt to appreciate the diverse culture in Singapore.



WE “CAN-DO” IT!



On 6 August this year, we commemorated Singapore's 56th Birthday by starting off the celebration with the Observance Ceremony, National Day Message and the Recollections.

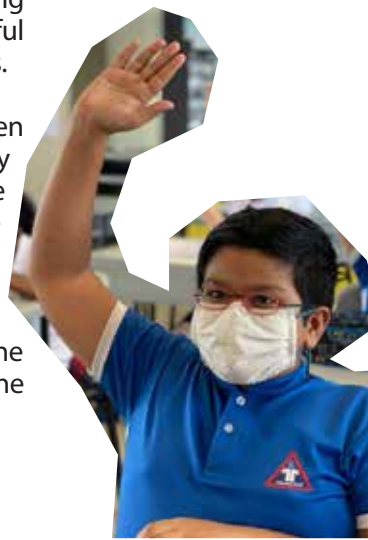
The theme for this year's National Day is 'Together, Our Singapore Spirit'. This evokes our common Singapore identity as we come together as one united people. It calls on Singaporeans to draw new strength from our “can-do” spirit amidst challenging circumstances from COVID-19 and potential disruptions in the new decade. We do wish for our younger generation to embrace a “dare-to-try” attitude, and stay resilient in the face of any challenges.



MY STORY THROUGH MY LENS

‘Our Schools, Our Stories’ is a photo and video contest organised by MOE, showcasing school stories through the eyes of students who experience it first-hand. This year, two of our Primary 5 students took up the challenge to take part in this contest with the help of their teacher mentors. During the process, they picked up photography and story writing skills. It was indeed a fun and meaningful learning experience for both the students.

For the contest, the students had chosen the theme, Our Community. They highlighted the unity displayed by the entire school and that includes the students, teaching staff and even the non-teaching staff. Through their photographs, they showed how every individual had worked cooperatively as one school community to ensure that everyone is safe during this pandemic.





THE 5W1H OF SPENDING MONEY

Our second installment of the Financial Literacy Programme kick started with the introduction of the concepts of Expenses and Savings. Using the 5W1H Approach, the Math teachers shared key knowledge about what it means to spend and why it is important to save. Students also embarked on their own personal learning journey and reflections through SLS lessons.

All students also had the chance to participate in a week-long Tracking Expenses Challenge, where they did their best to track their expenses. Students also had the option of presenting the tracking of their expenses using a pie chart, a form of graphical representation.

In collaboration with the Art Department, our P1 and P2 students also designed a savings envelope, using the design concepts taught in Art. We are heartened to know that some of our students immediately put their envelopes into good use, putting their spare cash into their envelopes.





TEACH ME TO FISH!

"Give a boy a fish, you feed him for a day. Teach a boy to fish, you feed him for a lifetime."

Using the 'Fun with English' Week as a platform, the English Department introduced our very own 'Teach Me to Fish' activity. The aim of this activity is to grow every Townsvillites to be self-directed learners who take charge of their learning and are eager to learn beyond the curriculum.

In 'Teach Me to Fish', students were encouraged to learn a new skill that they were interested in. Some of the skills that our students picked up were riding a bike, singing, baking and even something as simple as tying their own shoelaces. Students had a whale of a time learning the different skills from their parents, friends and some also turned to the Internet for help.

Subsequently, students reflected on their learning experiences using the 3-2-1 Exit Ticket provided. This allowed them to think about how they could utilise and apply the skills that they had learnt as well as how they could further improve. These self-reflections help our students to be more self-directed and purposeful in their learning.

Some of our teachers jumped on the bandwagon as well and joined the students in this activity. During their free time, they tried crocheting, card-making and even brush pen calligraphy. The enthusiasm and passion displayed by our teachers showed all Townsvillites that there is no age limit to learn and pick up new skills. All you need is the willingness and the right attitude to learn something that may benefit you for a lifetime.

Never stop learning, Townsvillites!



WIN SOME COOL PRIZES WHEN YOU TAKE PART IN THIS TERM'S NEWSLETTER QUIZ

1. Read the cool stories on the eventful term's newsletter.
2. Scan the QR code and answer some questions about the various activities.

If you've got all the questions right and is one of our lucky winners*, your teachers will contact you.

GOOD LUCK! CLOSING DATE: 29 OCT 2021

* The school's decision is final.



SCAN ME

GEMS OF TOWNSVILLE

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这件事让我明白了对人要有礼貌

记忆像渔网一样，捕捉了大大小小的事情。有些已经被我淡忘，有些却深的印在我的脑海里。尤其是这件事，让我明白了对人要有礼貌。记得四年级的某一天，休息时……

休息时，同学们在课室里玩耍，突然，同学打翻了水壶，水洒了一地。我然想到林伯伯的校工室里有拖把，所以赶快去校工室借拖把。

到了校工室，我用力地推开门，然后大声喊道：“拖把在哪里？”在校工里的林伯伯没有理睬我，却继续整理着自己的工具箱。我又大喊了一句，林伯伯是没有反应。最后，我只好回到课室。我红着脸，低下头跟同学们说林伯伯不肯我拖把。

小和听到后，决定跟我一起去跟林伯伯借拖把。到了校工室外，小和没有我那样用力推开门大声地喊，她先轻轻地敲门，听见林伯伯的声音说进来，才彬彬有礼地问道：“林伯伯，我可以跟您借拖把吗？”林伯伯点点头答应了。林伯伯了我一眼，我的脸涨得通红，恨不得找个地洞钻进去。原来刚才我对林伯伯一点貌都没有。

我们把地上的水擦干后，我把拖把拿去校工室还。还拖把时，我也学小和样，有礼地还拖把，还跟林伯伯说谢谢。林伯伯听了后，笑着竖起了大拇指对我“这才是个好孩子。”听了林伯伯说的话，我感到很开心，不好意思地笑了起来

“经一事，长一智”，经过这次的事情，我学到了要尊重别人，对人要有貌，尤其是我们的长辈。

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《作弊是不对的》

小丽是我的好朋友。今天考试的时候，我发现她低着头偷偷地翻书。小丽发现我在看她，做了个动作，让我别告诉老师。

我大吃一惊，无法相信自己的眼睛。“小丽竟然作弊！如果被老师发现，岂不是会受到严重的惩罚？”我心想。我应该告诉老师！作弊是不对的！

就当我要举手告诉老师时，我的脑海中浮现了小丽平时帮助我的情景。万一我告诉老师后，小丽被罚了，她会不会很生气，不再跟我做朋友了呢？我这么做，是不是等于背叛了小丽？

于是，我装作没看到，继续作答。可是，豆大的汗珠不停地从我的前额滴下来。不知怎的，我的手变得僵硬起来，掌心也不停地出汗。这使我无法专心作答。监考老师注意到了异常，便温柔地问我：“怎么了？需要什么帮助吗？”

小丽见状也很紧张，她瞪大了眼睛，生怕我告诉老师。“我……我……”我吞吞吐吐地说。我矛盾极了，仿佛看到小丽被责骂的样子；仿佛看到我和小丽的友谊破裂。但我又意识到，身为小丽的好朋友，我不该容忍她做不对的事情。

此时此刻，我必须做出正确的选择。我鼓起勇气，对老师说：“老师！小丽在翻书！”老师走到小丽面前，果然在课桌下发现了课本，便把小丽叫出了考场。

我终于放下了心中的大石。考试结束后，小丽也没有跟我绝交。反而，她还很感谢我，这次的教训让他明白了作弊是错误的。我很欣慰，自己做出了正确的选择，帮助的小丽，也没有违背自己的良心。

同时，我明白了，不管情况有多糟糕，我们都要做出最正确、最公正的选择，就算对方是好朋友，也不能容忍错误的行为！

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வயிற்று வலி

ஓர் இனிய காலை பொழுதில் தேவாவும் அவன் அம்மாவும் உணவுக்கடைக்குச் சென்றார்கள். தேவாவுக்குக் கோழிச்சோறு சாப்பிட பிடிக்கும். அதனால், அவன் அங்கே கோழிச்சோறு வாங்கினான். ஆனால், அவன் சுத்தம் இல்லாத கடையில் அதை வாங்கினான்.

தேவா ஓர் இருக்கையில் அமர்ந்து சாப்பிட்டான். அவன் கோழிச்சோறு சாப்பிட்டு மகிழ்ச்சி அடைந்தான். அதற்குப் பிறகு தேவாவும் அவன் அம்மாவும் வீட்டுக்குத் திரும்பினார்கள். திடீரென்று தேவாவுக்கு வயிறு வலித்தது. அவன் வாந்தி எடுத்துக்கொண்டே இருந்தான். அவனுடைய அம்மா அதைப் பார்த்து அதிர்ச்சி அடைந்தார். அதனால் அவனுடைய அம்மா தேவாவை அழைத்துக்கொண்டு மருத்துவரைக் காண மருத்துவமனைக்குச் சென்றார்.



மருத்துவர் என்ன நடந்தது என்று கேட்டார். தேவா நடந்ததைக் கூறினான். அதைக் கேட்டு மருத்துவர் அதிர்ச்சி அடைந்தார். மருத்துவர் அவனுடைய வயிற்றைச் சோதித்தார். மருத்துவர் தேவாவுக்கு மருந்து கொடுத்தார். தேவா அவனுடைய தவற்றை உணர்ந்தான்.

Kannappan Sai Subramanian

(Primary 3)

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மறக்க முடியாத தேசிய தின அணிவகுப்பு

அன்று சிங்கப்பூரின் தேசிய நாள். அதனால் ரியா அவளுடைய குடும்பத்தினருடன் தேசிய தின அணிவகுப்புக்குச் சென்றாள். அங்கே மக்கள் வெள்ளம்போல் கூடி இருந்தார்கள். சிறிது நேரம் கழித்து ஒரு பெரிய திரையில் சிங்கப்பூரின் தேசிய கொடியைக் காட்டி தேசிய கீதத்தை ஒலிபரப்பினார்கள். அங்கே இருந்த அனைவரும் தேசிய கொடிக்கு மரியாதை செலுத்தினார்கள்.

பிறகு வானத்தில் ஆகாயப்படை வீரர்கள் நமது தேசிய கொடியின் நிறங்களைத் தூவியபடி வானில் சாகசங்கள் செய்தார்கள். அதன் சத்தம் காதைப் பிளந்தது. அதனால் ரியா காதை மூடிக்கொண்டாள். ரியாவின் அம்மா அந்தச் சாகசங்களைப் புகைப்படம் பிடித்தார்.



ரியா காதை மூடிக்கொண்டு இருந்தபோது ரியாவின் தம்பி அந்தப் பெரிய திரையில் ரியாவைப் பார்த்தான். பிறகு அவன், “அம்மா! அதோ பாருங்கள். அங்கே பெரிய திரையில் ரியா தெரிகிறாள்!” என்று கூறினான். அதனால் அவர்கள் எல்லாரும் பெரிய திரையைப் பார்த்தார்கள்.

அதைப் பார்த்த அவர்கள் ஆச்சரியத்தில் கண்களை அகல விரித்தார்கள். சில நிமிடங்களுக்குப் பிறகு தேசிய தின அணிவகுப்பு நிறைவு பெற்றது. அவர்களுக்கு அது மறக்க முடியாத தேசிய தின அணிவகுப்பாக இருந்தது.

Haashini

(Primary 4)

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A MISTAKE

THUD!

Staring at the scene before him as he recalled what had happened the past few seconds; no one regretted it more than Ian did for making such a mistake...

Ian strolled leisurely to the hawker centre once the lessons ended as usual. Having ordered a bowl of noodles, Ian squeezed through the sea of people, attempting to spot a vacant space. However, gazing at the hustle and bustle of the hawker centre, an ominous hunch appeared in Ian's mind.

"Ian?" The calling interrupted Ian's thought while he wondered if anything inauspicious was about to happen. Looking up towards the direction of where the voice was coming from, a few familiar faces appeared. Frowning, Ian stared at them. The notorious bully, Edmund, was just standing a few steps away from him. Edmund beamed with a sardonic smile and sneered, "Why is our prefect eating here instead of eating at a restaurant? Oh, I know, our Ian is too poor to dine at restaurants!" Following him, the band of bullies laughed at Ian. They looked at him like he was an insignificant ant on the ground. Ian had no force to revolt them.

Anger appeared quietly and rapidly, dashing to overcome Ian's sensibility. 'I can just turn a blind eye to them like I used to do, there's no need to be irritated,' Ian murmured to himself, attempting to ignore the bullies together with his fury. Ian desired to hurl at them the scalding hot bowl of noodles which was in his hands but he held back as he knew that it was incorrect and dangerous.

The vexing bullies were still stirring Ian's wrath. To them, the taunts were just ordinary and insipid. However, for Ian, nothing exasperated him more than that. Inhaling deeply, Ian was filled with uncontrollable rage. It had succeeded in defeating his sensibility. Ian split and shoved the bowl of noodles forcefully towards Edmund.

THUD!

Edmund saw that coming and he made a quick dodge. Instead of Edmund tumbling, an elderly man lost his footing and toppled over onto the ground with his clothes drenched by the bowl of hot soup. Gaping blankly at the scene, Ian stood rooted with his mouth hung agape. 'What... What have I done?' Ian mumbled. Ian could hear his heart pounding furiously from ear to ear.

Awkward silence filled the air. Everyone, including the bullies, was stumped by the sight before them. The hush was smashed when a passer-by squawked, "Call for the police and ambulance!" People started fishing their phones out and called for help. Time hung heavily while everyone waited patiently but anxiously for the help to arrive. Ian and the bullies were all rooted to the ground and they knew that they were in deep trouble. In no time, the police and the ambulance arrived simultaneously.

Fortunately, the elderly man was brought to the hospital in the nick of time. The boys had to face the music. Parents had been called and both the bullies and Ian were reprimanded. None of them had thought of the consequence of their actions if anything bad were to happen.

Like the saying goes, "Look before you leap." By learning this valuable and unforgettable lesson from their mistakes, both Ian and the bullies would definitely look before they leap the next time.

Du Yilin (Primary 5)

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A Special Friend

"Students! For this term, you will be assigned to a penpal from a French or English-speaking country. All letters are to be written in English," our teacher announced. The announcement caused a ripple of excitement in the class.

"This is the best assignment ever! I can't wait to make a new friend and learn more about a new culture." I squealed in delight. As the teacher gave out the addresses, I thought excitedly, "Who could it be?" As soon as I received my address, I glanced at it. It was someone from Québec, Canada.

"Jeanne! Look at this!" a voice exclaimed. I turned around. It was my friend, Pauline. She showed me the address. She was assigned to someone from Belgium.

"Belgium is very close to Paris!" she said.

"I am assigned to someone from New Zealand!" another voice interrupted. It was my other friend, Antoinette.

"That is very interesting too!" I chirped.

Once I arrived home, I grabbed a piece of paper and started penning my first letter. I wrote my name, where I came from and why I was writing the letter, like how my teacher had explained in class. Then, I also wrote about being an avid currency collector.

Although my teacher had mentioned that the letters were to be written in English, I wrote that I could speak French if that was a similarity we had. I then put my letter into an envelope and pasted a Parisian stamp of the Eiffel Tower on the envelope. Lastly, I put my letter into the mailing box.

About a week later, I found an envelope with a uniquely Québécois stamp with an illustration of the Place Royale. Unable to contain my excitement, I ripped open the envelope. It was from my penpal! I immediately read the letter. Apparently, my penpal's name was Marie, and we had a lot of similarities. She could speak French and was also an avid coin collector. She phrased her letter in an informal way as if we had known each other for years.

Since my parents were always busy working and I do not have many friends, I wrote letters to Marie more often. Marie also expressed the same feelings as me and would also write to me often. Marie's letters would give me strength and encouragement on all those lonely and down days. We exchanged facts about the places we come from and we even shared secrets. She wrote in a letter that the Château Frontenac in Québec city won a Guinness World Record for being the most photographed hotel. Once, Marie also sent me a 400th anniversary of Québec coin and a vertical Canadian banknote. I cherished her gift as much as I cherished our friendship.

One day after school, I checked my mailbox as usual, anticipating Marie's letter. Indeed, Marie had sent me another letter. I tore it open and read it. Marie would be coming to Paris for a week. However, she did not have a place to stay. I was delighted and initiated to be her host for her stay in Paris. After all, I would finally get a chance to meet my special friend in person. How could I say no? I did not want to disappoint my special friend. Excitedly, I showed my father the letter and asked if we could host them. Unfortunately, Father shook his head and explained that our apartment was too cramped for them to join us.

GEMS OF TOWNSVILLE

GEMS of Townsville is a platform where students can display their flair and artistic abilities in language and art. These also highlight their ability to work as individuals or with their peers. Through these pieces of work, students have shown that they take pride in their work, giving their best in every learning opportunity provided for them.

"You should tell her to check into Hôtel Eiffel Capitol. It is very cheap and close to our home," Father recommended. With a heavy heart, I wrote to her about the hotel and why I could not be her host. Marie took up my suggestion.

Soon, it was Sunday, the day Marie was coming to Paris! I put on my lucky beret and striped, long-sleeved outfit and immediately got ready to go. My parents drove me to the Paris Charles de Gaulle Airport. When I went to the arrival hall, my adrenaline was pumping. I was quite nervous about meeting Marie because I had not seen her before. I scanned the crowd of people at the arrival hall. Suddenly, I spotted a girl about my age, wearing a Québécois scarf. That must be Marie! She had also spotted me soon enough because of my distinctive French clothing. As fast as a lightning bolt, I dashed over to her and welcomed her.

"Bonjour mon amis! It's my first time seeing you in person! Comment allez-vous?"

"Bonjour! Je suis fantastique! I look forward to knowing this place a little better. Thank you for volunteering to show me around!" she replied. Finally seeing the person who had kept me company with her countless letters, I felt like a happy camper.

My parents had agreed to help Marie and her parents to check into Hôtel Eiffel Capitol. They drove them to the hotel and after they checked in, I offered to show them around Paris. We took the Paris metro and visited famous Parisian landmarks such as the Eiffel Tower, the Louvre, The Arc de Triomphe, Notre-Dame and the Musée d'Orsay. Along the way, they took photographs while in awe of the beautiful French landmarks.

"These photos will be great for Grandpa in Montréal!" Marie squealed, grinning from ear to ear. I felt accomplished as I made my friend smile. I knew that I had been a good tour guide. For the rest of the trip, Marie showed me her extensive coin collection, and I showed her more sights in Paris.

Marie's week in Paris was over in a blink of an eye. Soon, she had to go back to Québec. At the departure hall, it was hard to say goodbye. We hugged each other tightly as we bade farewell. I wished she lived in Paris along with me. Then, Marie handed me a note. "It has my phone number on it. You can call me whenever you want. Let's always stay in touch, okay? Maybe I will be back soon? By the way, I want to say thank you for caring for me throughout the past week. After all, 'A friend in need is a friend indeed'. Au revoir!" Marie consoled me. I waved my last goodbye and saw Marie disappear behind a wall of people.

Till today, Marie and I would call each other every day. I could not have guessed that a school project could result in a lifelong friendship. In the beginning, we had barely known each other, but along the way, we had developed an unbreakable bond. I will always cherish this important and special friendship.

Lutisha Rajkumar (Primary 5)

