



# CHIJ (Katong) Primary School

## Primary 2 – 6

### Parents' Briefings

2025



# A Warm Welcome to CHIJ (Katong Primary) 2025

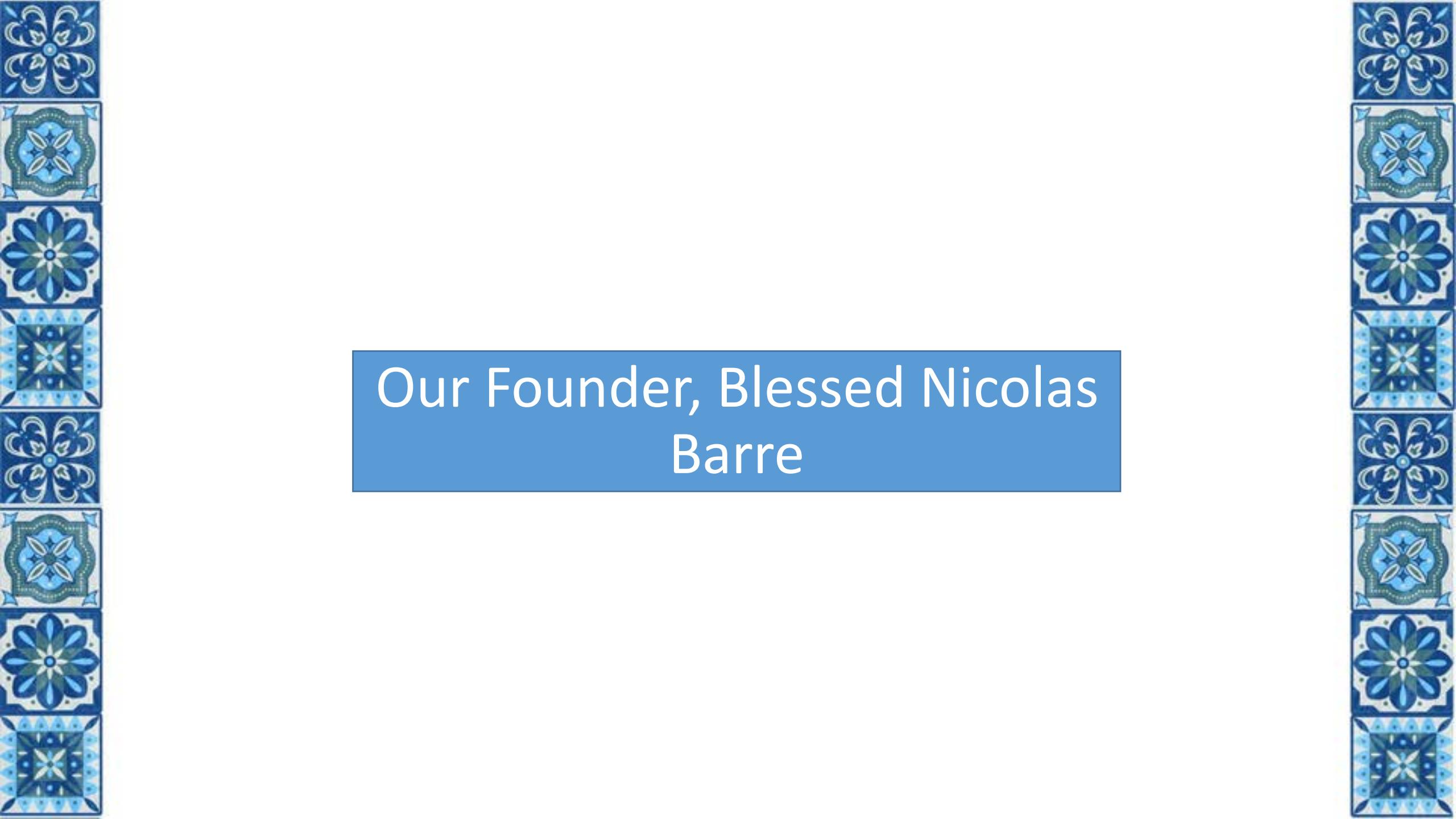




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## Our CHIJ Journey

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# Our Founder, Blessed Nicolas Barre

# Blessed Nicolas Barre's Early life

## Beginnings

Born on  
the 21 Oct  
1621 in  
Amiens,  
France.



Amiens, France



# Blessed Nicolas Barre's Early life

## Entry into Consecrated Life

- Joined order of Minims at 19 years old.
  - Minims – ‘least of all’
- Spirit of the Minims – motto “Caritas”- Charity.
- The spirit of the Minims – humility, simplicity, prayer and Caritas ‘charity’ would be the basis for the spirit of the first Infant Jesus Sisters.



# Blessed Nicolas Barre's Early life

## 17<sup>th</sup> Century France

- Limited opportunities for education.
- Education for girls not considered important.
- Poverty trap for the poor and Illiterate.



Lack of education for girls



Poor houses in France



Lives of the poor in France

# A Turning Point

## Rouen

Spread of 'the little schools' in 1662,  
Rouen.

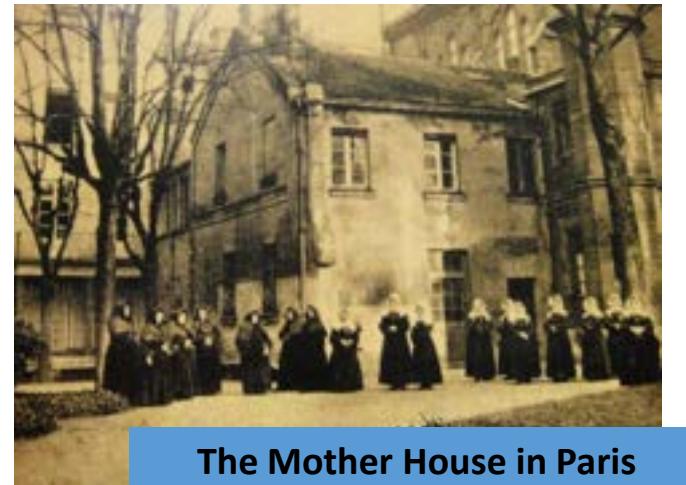


## Formation House in Paris

Nicolas Barre was invited to set up formation house in Paris.

Eventually, the young teachers became known and admired for:

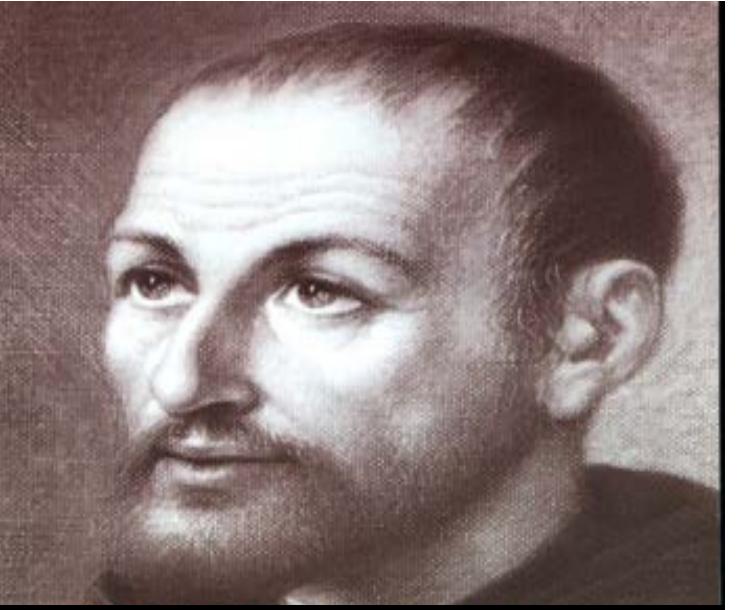
- their excellent educational methods,
- their love of people living in poverty,
- their ability to adapt, their flexibility in taking care of the girls,
- and their readiness to travel long distances and work wherever they were needed.



# Death of Nicolas Barre

## Celebration of his life

- Died on 31 May 1686 in the Minim Community.
- Beatification in Rome on 7 March 1999
  - Beatification: Religious honor and recognition from the Catholic Church of Nicolas Barre's entrance into heaven.



Founder of IJ Schools  
Blessed Nicolas Barre



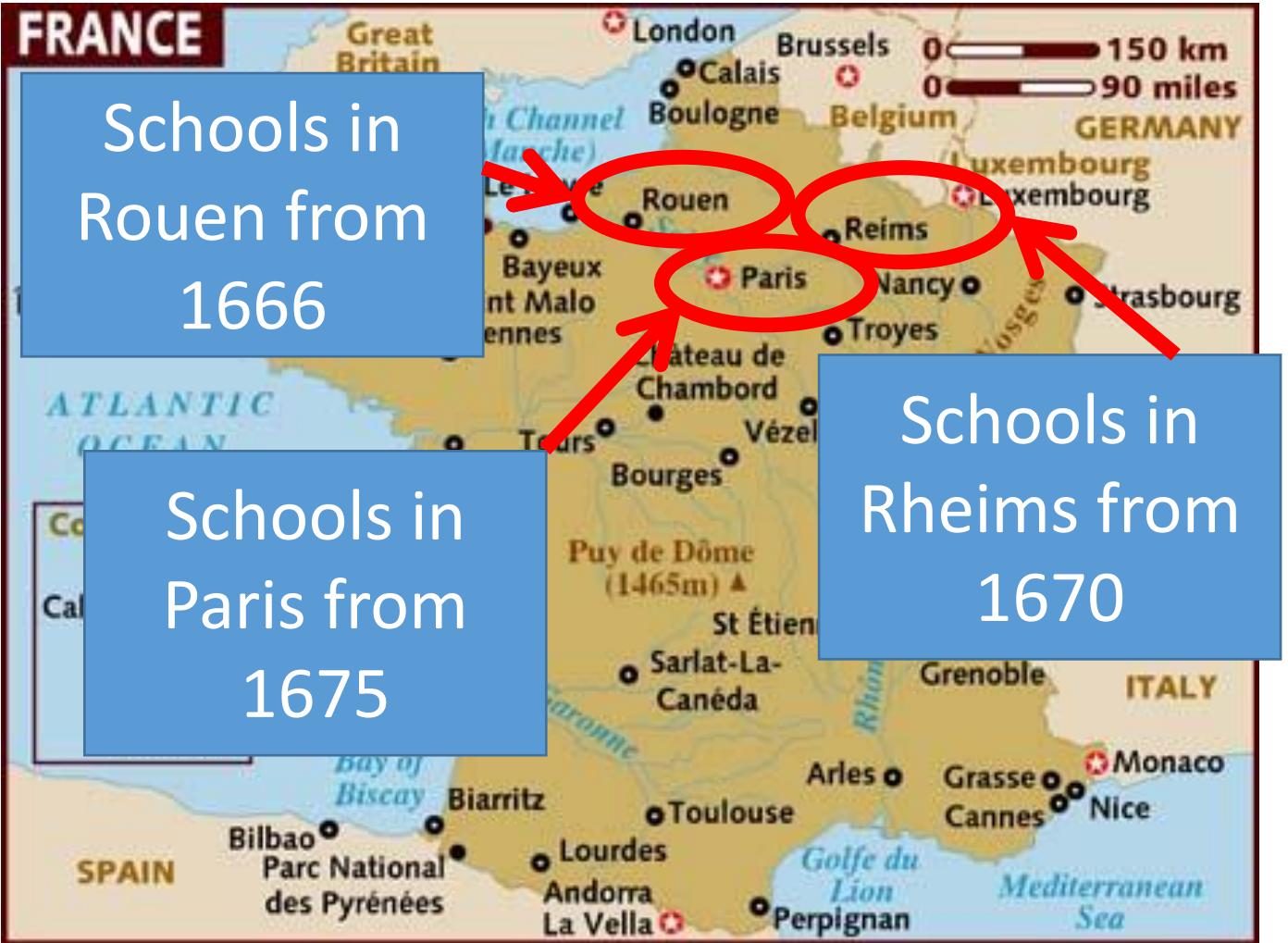
# Mission

**FRANCE**

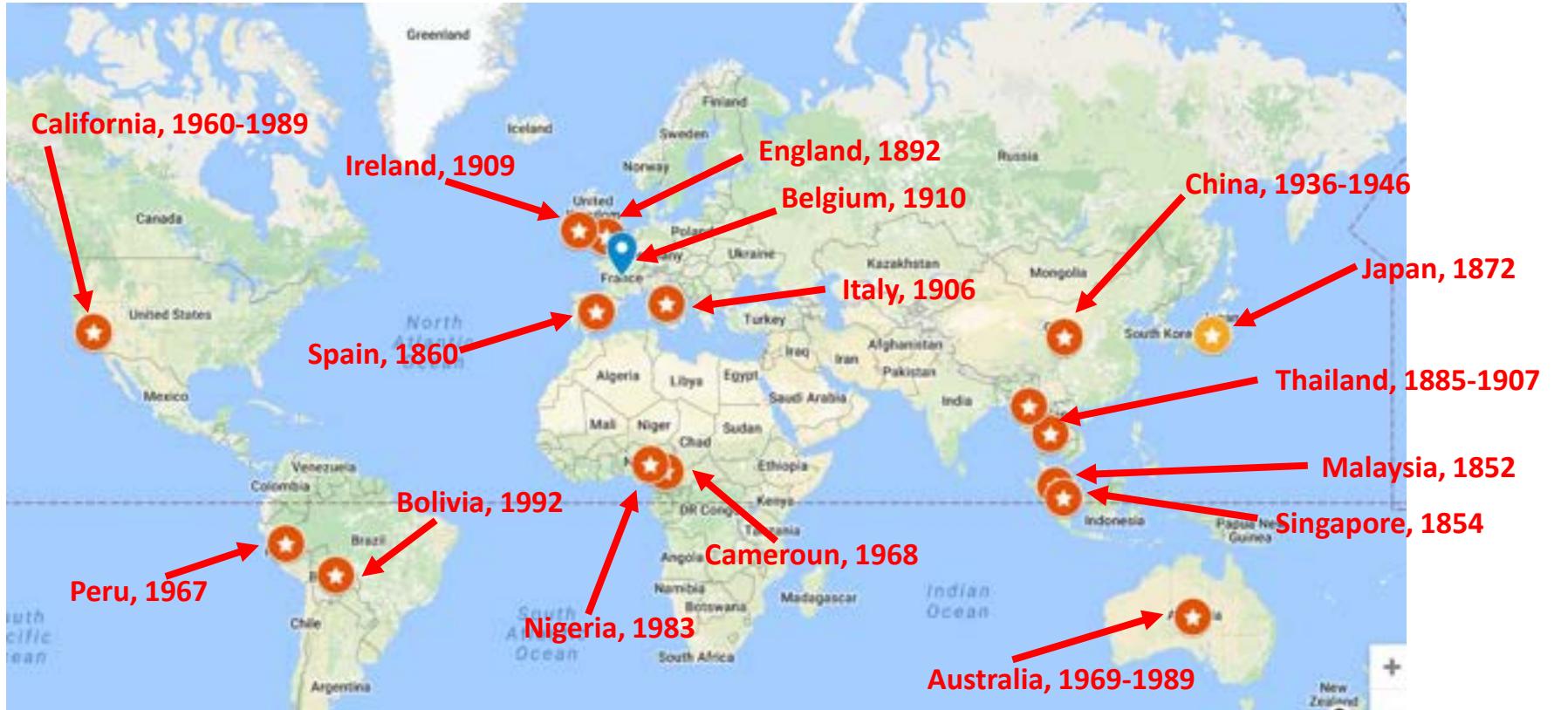
Schools in  
Rouen from  
1666

Schools in  
Paris from  
1675

Schools in  
Rheims from  
1670



# Infant Jesus Sisters' Mission



# Founding of CHIJ Schools in Singapore

# Arrival of IJ Sisters in the Far East



IJ sisters boarding a ship heading eastward

The first group of IJ Sisters arrived in  
*Penang in October 1852.*

# Arrival of IJ Sisters in Singapore



Rev Mother Mathilde Raclot,  
a woman of faith, courage and  
generosity of spirit

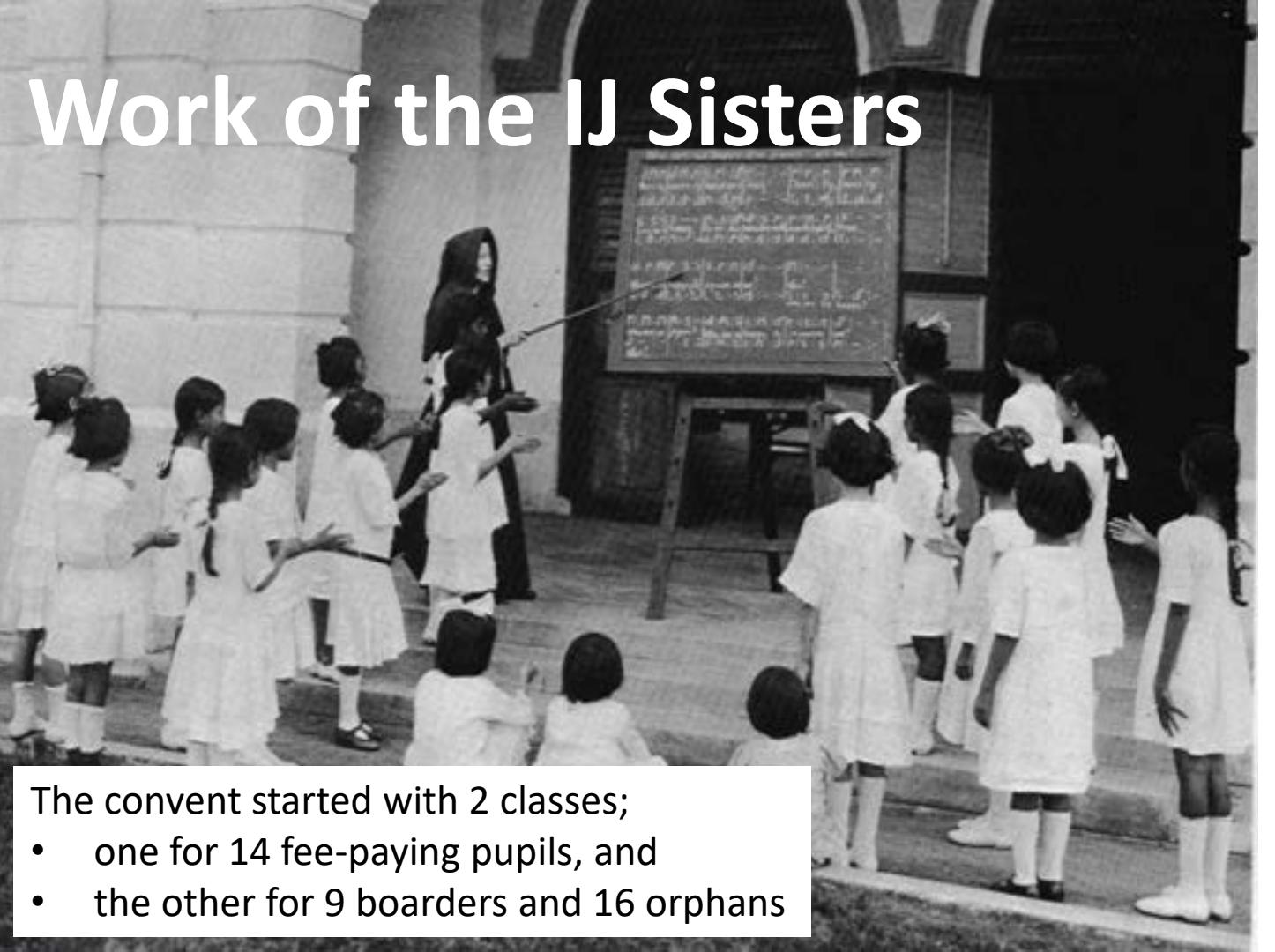
- Arrived in **Singapore on 5 February 1854**
- Mother St Mathilde (Superior)
- Sr. Gaetan Gervais
- Sr. Appollinaire
- Sr. Gregory Connolly



Set up first CHIJ School at  
Caldwell House,  
(CHIJMES) Victoria Street



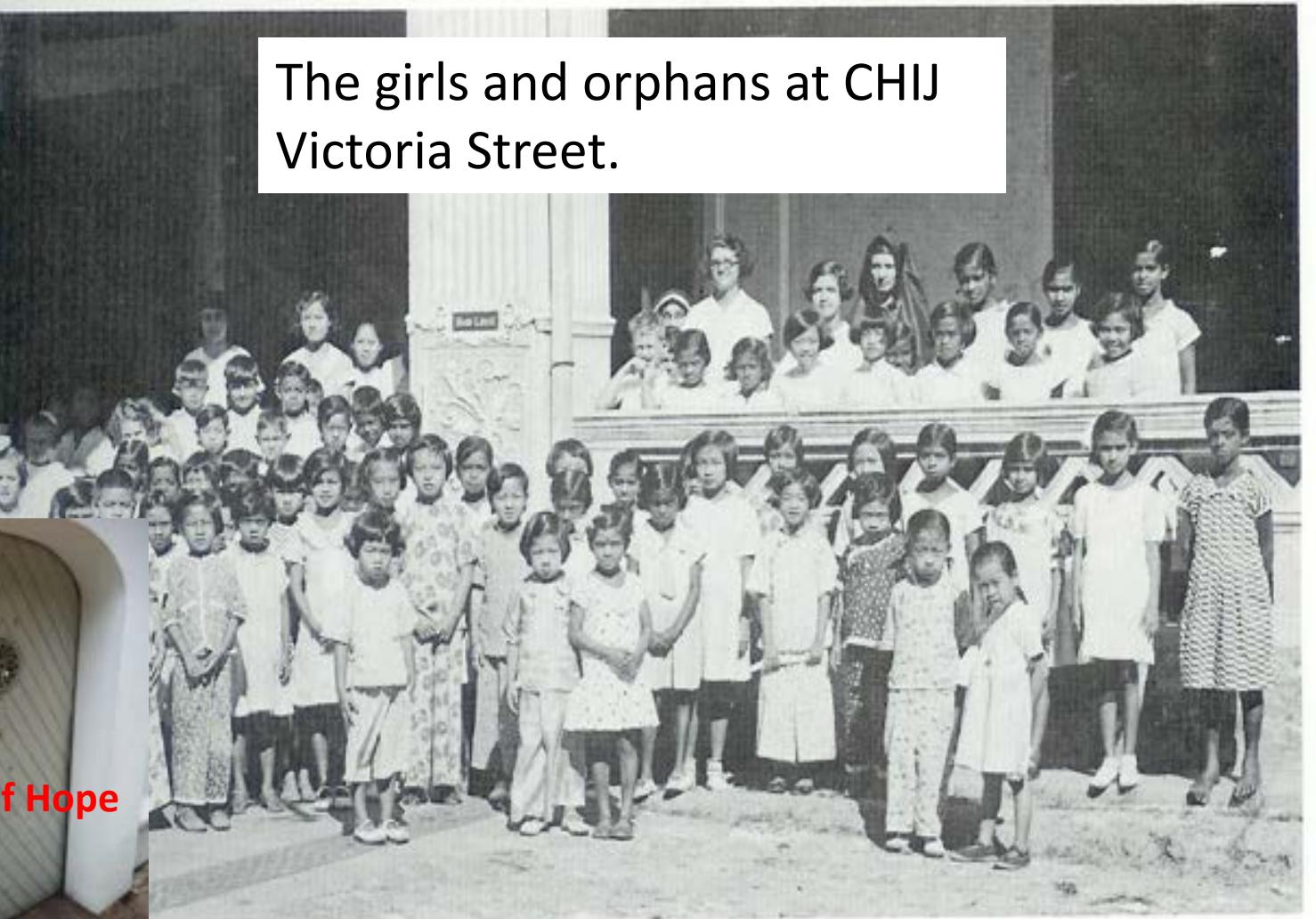
# Work of the IJ Sisters

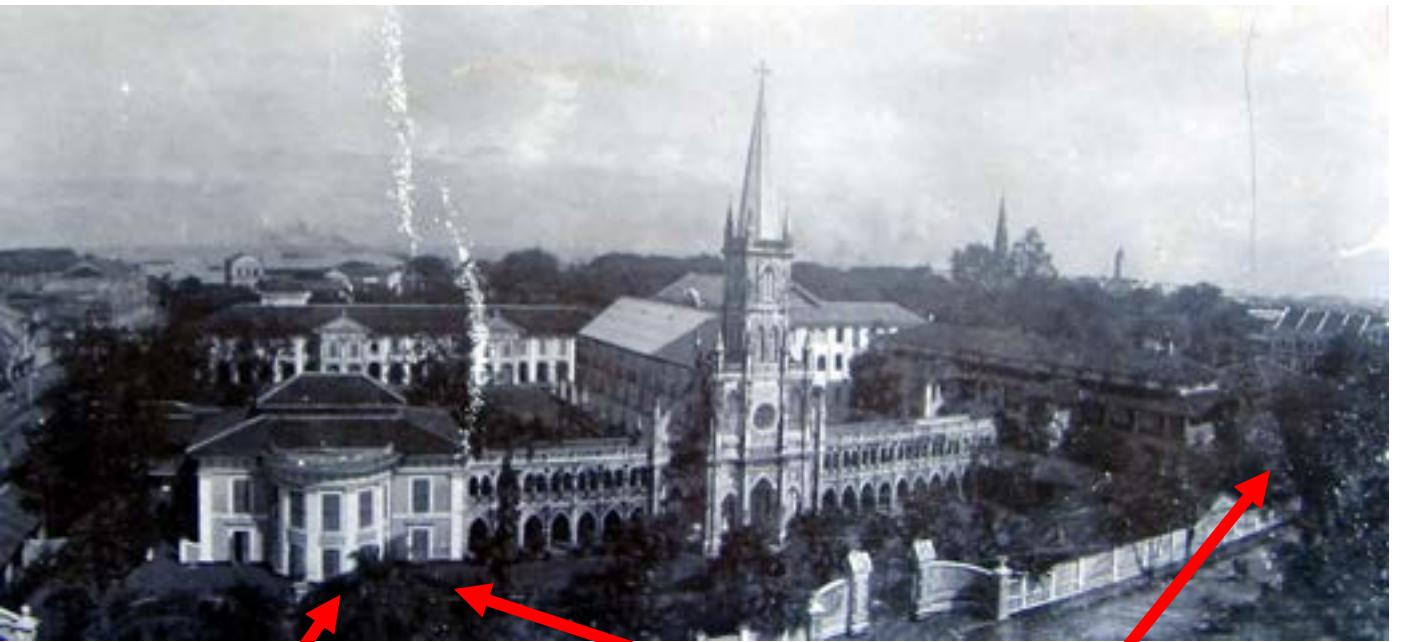


The convent started with 2 classes;  

- one for 14 fee-paying pupils, and
- the other for 9 boarders and 16 orphans

The girls and orphans at CHIJ  
Victoria Street.

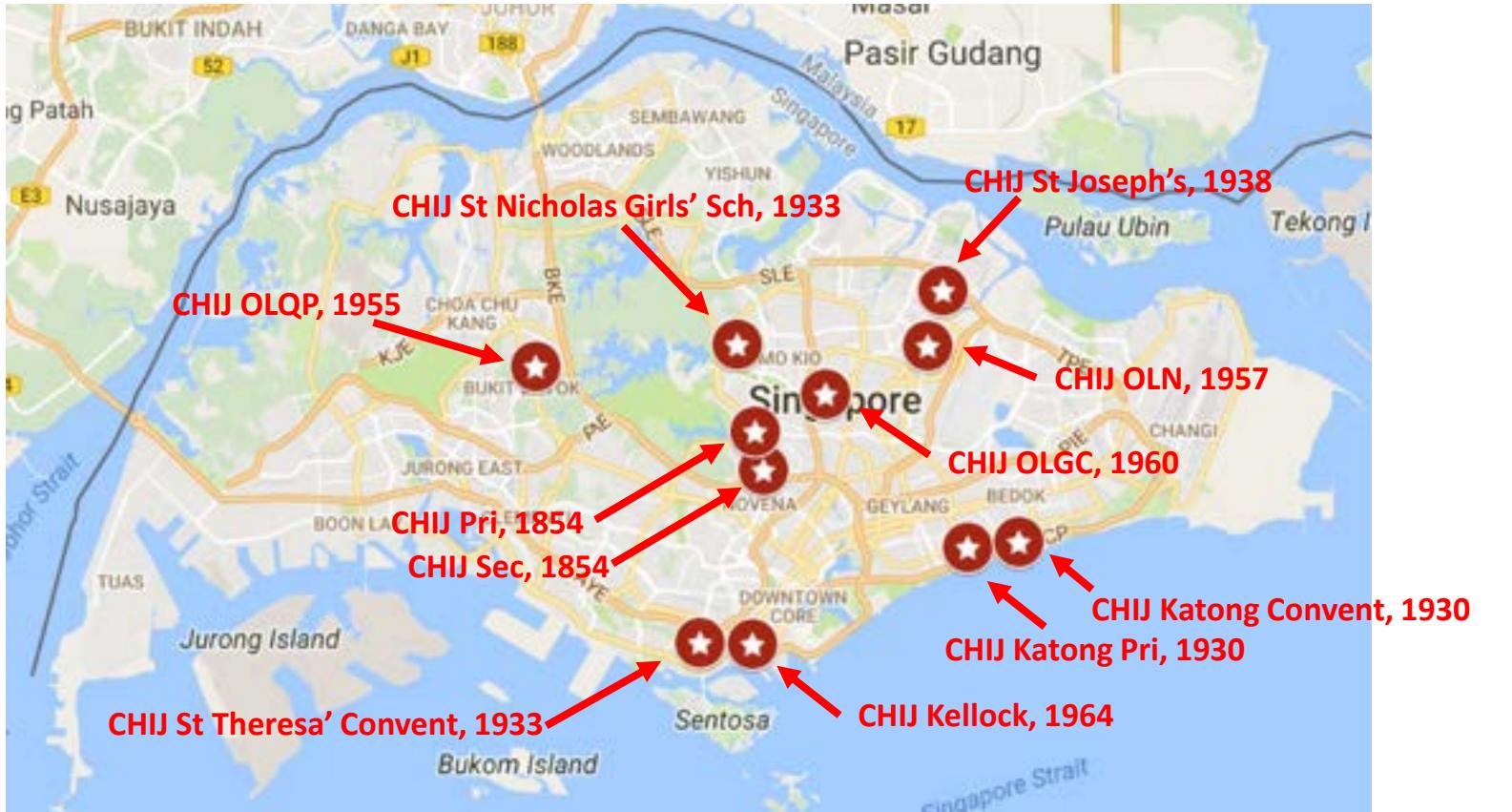




From  
CHIJ Victoria Street  
at Caldwell House

To  
CHIJ Victoria Street

# CHIJ Schools in Singapore



## **MISSION OF CHIJ SCHOOLS:**

CHIJ School is a Christ-centred school community where all work together for the promotion of truth, justice, freedom and love, with special reference to the needs of persons who are disadvantaged in any way.



# Our CHIJ Motto



In English:  
Simple in Virtue  
Steadfast in Duty

In French:  
Simple Dans Ma Vertu  
Forte Dans Mon Devoir

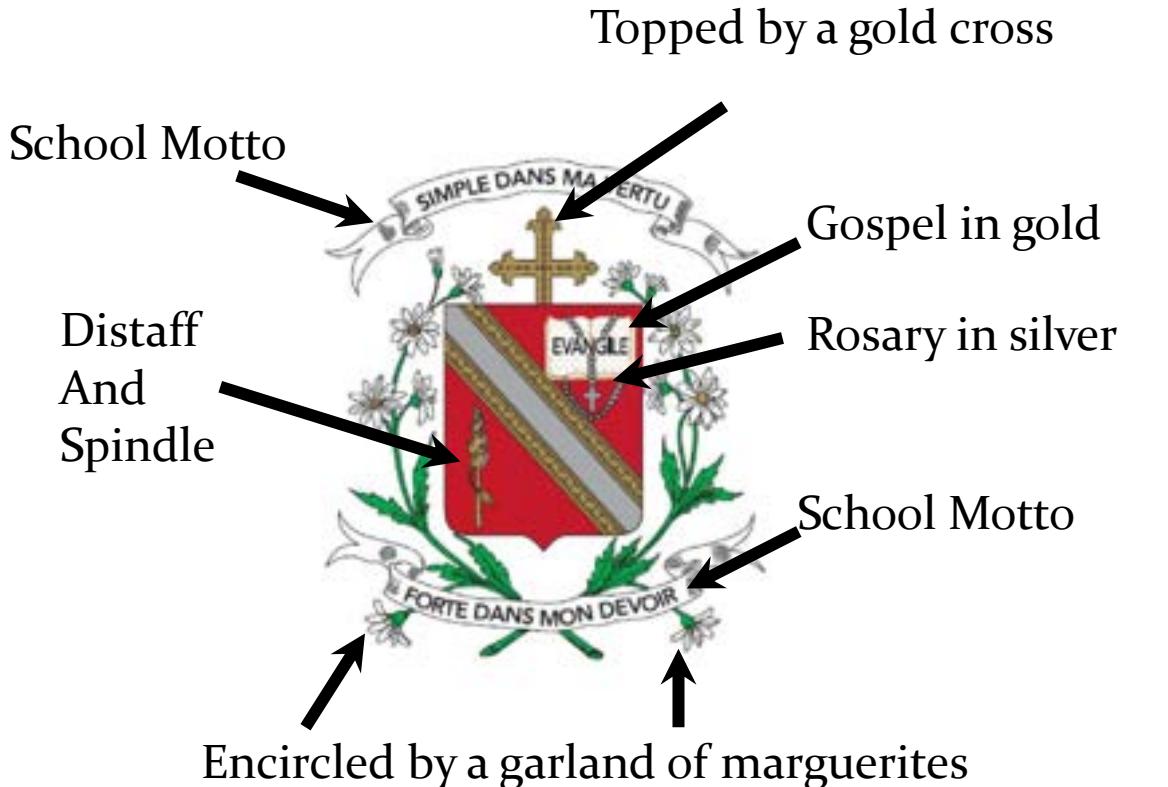


## **SIMPLE IN VIRTUE**

- To be noble in character  
inspired by a desire to live according to God's will

## **STEADFAST IN DUTY**

- To show strength of character  
in the commitment of service to others



# Our School Crest



- The red shield symbolises the all-embracing message of love.
- The Cross is a reminder that the source of inspiration, dedication and fidelity comes from Christ.
- The open gospel and rosary express the foundation of faith lived out and the story of the gospel as seen through the eyes of the virgin Mary.
- The distaff and spindle are the symbols of womanly labour which remind us of the dignity of work.
- The marguerites are a symbol of purity and simplicity, characterizing our relationships at every level.

# The IJ Dream of Blessed Nicholas Barre

1. Child – centered Education.
2. Service and Cultivation.
3. Inclusivity and Acceptance.
4. Freedom and Openness.
5. Gentleness and Patience.
6. Contemplation of God.
7. Transformation through Education.
8. Legacy of Compassion.



# Our Vision

**From Girls to Women of Grace and Substance**

## Our Motto

Simple in Virtue  
Steadfast in Duty

## Our Virtues

Compassion,  
Self-Discipline,  
Integrity,  
Respect.



# From Girls to Women of Grace and Substance

## Grace

1. Simple in virtue
2. Noble in character and in accordance to God's will
3. Respectful of self and community
4. Confident
5. Eloquent
6. Poised and well – mannered

## Substance

1. Steadfast in duty
2. Self – disciplined in the pursuit of knowledge
3. Intelligent
4. Intrinsically motivated to grow self and others
5. Compassionate and Empathetic
6. Principled in morals and values
7. Committed to serve



# Theme 2025

## Love Never Fails (1 Corinthians 13:4, 8)

*4 LOVE IS PATIENT, LOVE IS KIND. IT DOES NOT ENVY, IT DOES NOT BOAST, IT IS NOT PROUD.*

*5 IT DOES NOT DISHONOR OTHERS, IT IS NOT SELF-SEEKING, IT IS NOT EASILY ANGERED, IT KEEPS NO RECORD OF WRONGS.*

*6 LOVE DOES NOT DELIGHT IN EVIL BUT REJOICES WITH THE TRUTH.*

*7 IT ALWAYS PROTECTS, ALWAYS TRUSTS, ALWAYS HOPES, ALWAYS PERSEVERES.*

*8 LOVE NEVER FAILS.*



# Theme 2025

## Love Never Fails

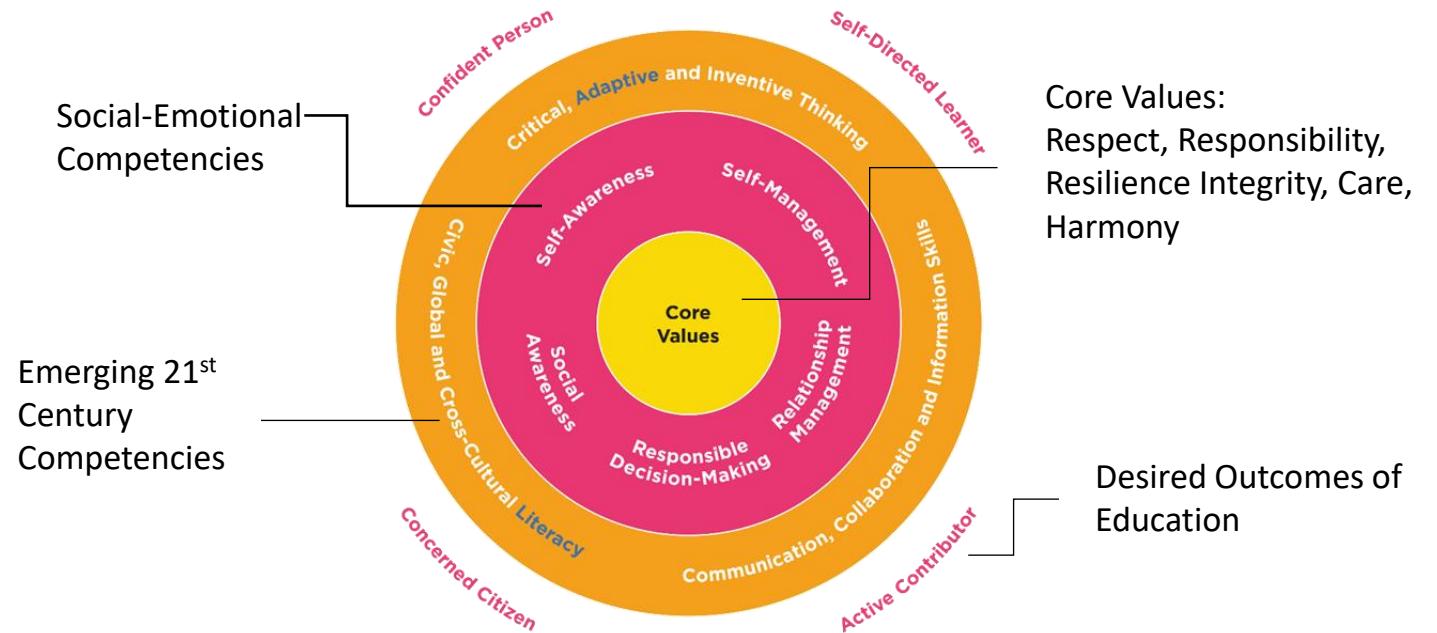
In CHIJ schools, the principle that "Love never fails" can be lived by:

- **Fostering Compassion:** Encouraging students to show care and concern for others, reflecting the enduring nature of love.
- **Promoting Justice:** Instilling a sense of fairness and compassion, ensuring that students understand the importance of justice in their interactions.
- **Encouraging Perseverance:** Teaching students to remain steadfast in their duties, mirroring the unwavering nature of true love.
- By embedding these values into the curriculum and school culture, our school aims to develop individuals who live out the enduring and unfailing nature of love in their daily lives.

# Women of Grace and Substance

## Enhanced Framework for 21CC and Student Outcomes

renews our understanding of how students can thrive in school and in the uncertain and complex world beyond by developing core values, social-emotional competencies and emerging 21CC



# Women of Grace and Substance

## The Desired Outcomes of Education (DOEs) will continue to drive our 21CC development efforts.

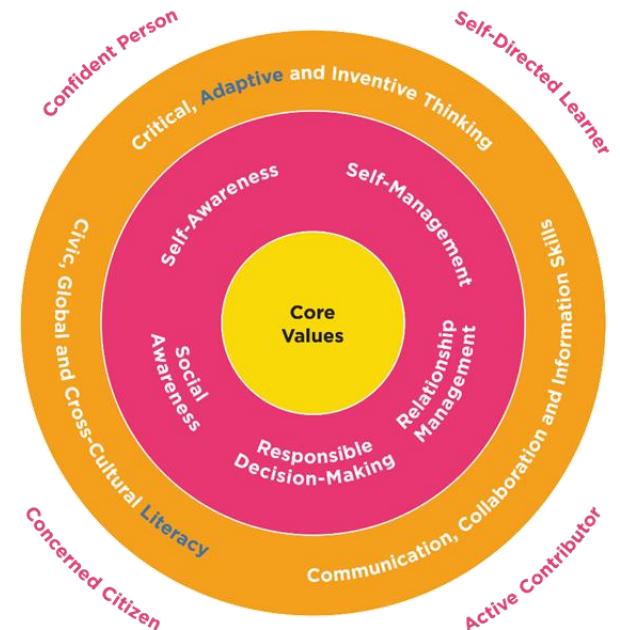
The DOEs are attributes that would enable our students to create, connect and contribute.

### Confident person

Has a zest for life, has a strong sense of right and wrong, is adaptable and resilient, knows himself/herself, is discerning in judgement, thinks independently and critically, and communicates effectively

### Concerned Citizen

Rooted to Singapore, has a strong civic consciousness, is responsible to his/her family, community and nation, and takes active roles in improving the lives of others



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### Self-Directed Learner

Takes responsibility for his/her own learning, is curious, reflective and persevering in the lifelong pursuit of learning, driven by passion and purpose

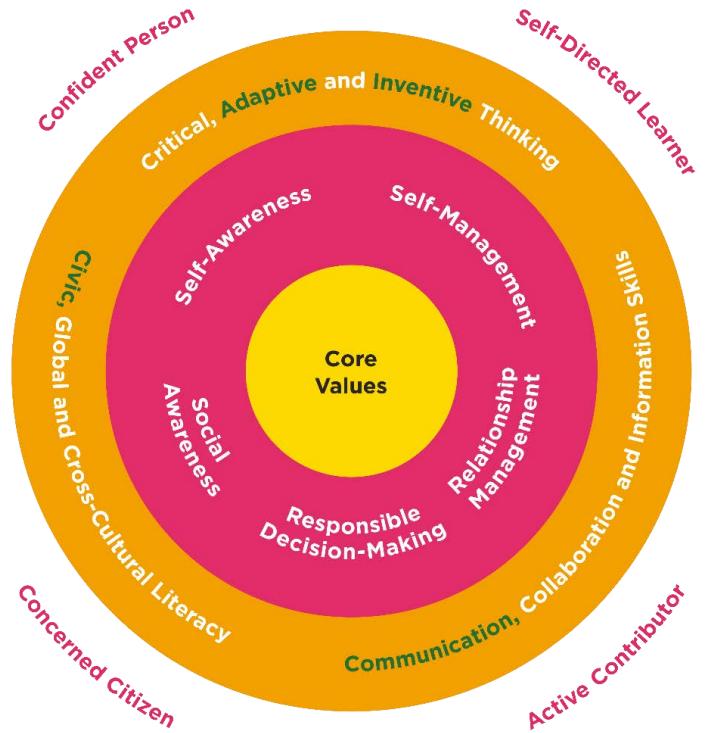
### Active Contributor

Empathetic and open-minded to collaborate effectively in teams, exercises initiative, has courage to take risks responsibly, is innovative, and strives for excellence

# Women of Grace and Substance

<b>Adaptive Thinking</b>
i. Assesses different contexts and situations in order to make connections and draw new insights
ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

<b>Civic Literacy</b>
i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
ii. Plays active and constructive roles to improve the school, community and nation



<b>Inventive Thinking</b>
i. Explores possibilities and generates novel and useful ideas
ii. Evaluates and refines ideas to formulate novel and useful solutions

<b>Communication</b>
i. Effectively communicates information and co-constructs meaning
ii. Engages empathetically with diverse perspectives

# CHIJ (Katong) Primary Our Journey



# Our Curriculum Focus



# Authentic Learning Experiences that bring about the Joy Of Learning

1. Mid – Year Learning Festival
2. Outdoor Learning Experiences.
3. Learning Journeys.
4. After – School Programmes:
  - Weekly subject – based booster sessions.
  - Sign – up workshops for students beyond the academic.



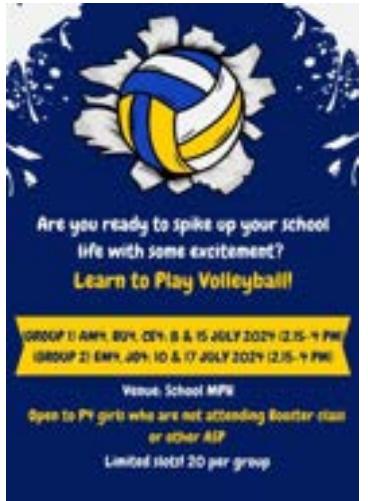
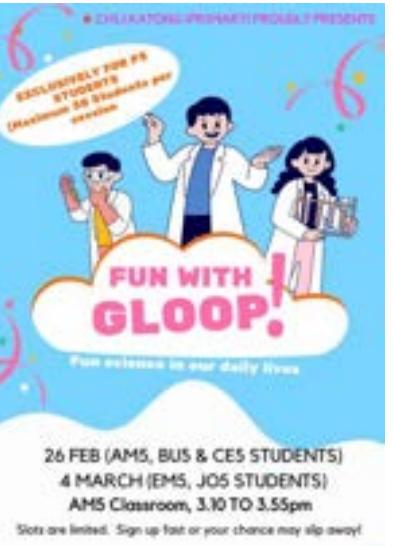
# Authentic Learning Experiences to bring about the Joy Of Learning: Mid – Year Learning Festival



# Authentic Learning Experiences to bring about the Joy Of Learning: Mid – Year Learning Festival



# Authentic Learning Experiences to bring about the Joy Of Learning: ASP Workshops



# Authentic Learning Experiences to bring about the Joy Of Learning: The Curriculum



# Authentic Learning Experiences that bring about the Joy Of Learning

## ICT to Engage and Empower



**1. Developing our students to be digitally-empowered, future-ready learners and innovators through:**

- a. Greater customisation of students' learning
- b. Strengthening development of students' digital literacy and technological skills (starting with AI literacy)
- c. Empowering development of students' 21<sup>st</sup> Century Competencies

# Assessment as an integral part of the learning process.



# An Empowering Curriculum to develop resilient and future – ready learners



## Confident person

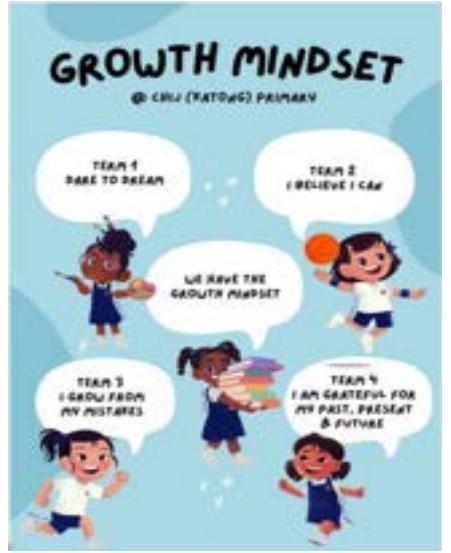
Has a zest for life, has a strong sense of right and wrong, is adaptable and resilient, knows himself/herself, is discerning in judgement, thinks independently and critically, and communicates effectively

## Adaptive Thinking

- Assesses different contexts and situations in order to make connections and draw new insights
- Manages complexities and ambiguities by adjusting one's perspective and strategies

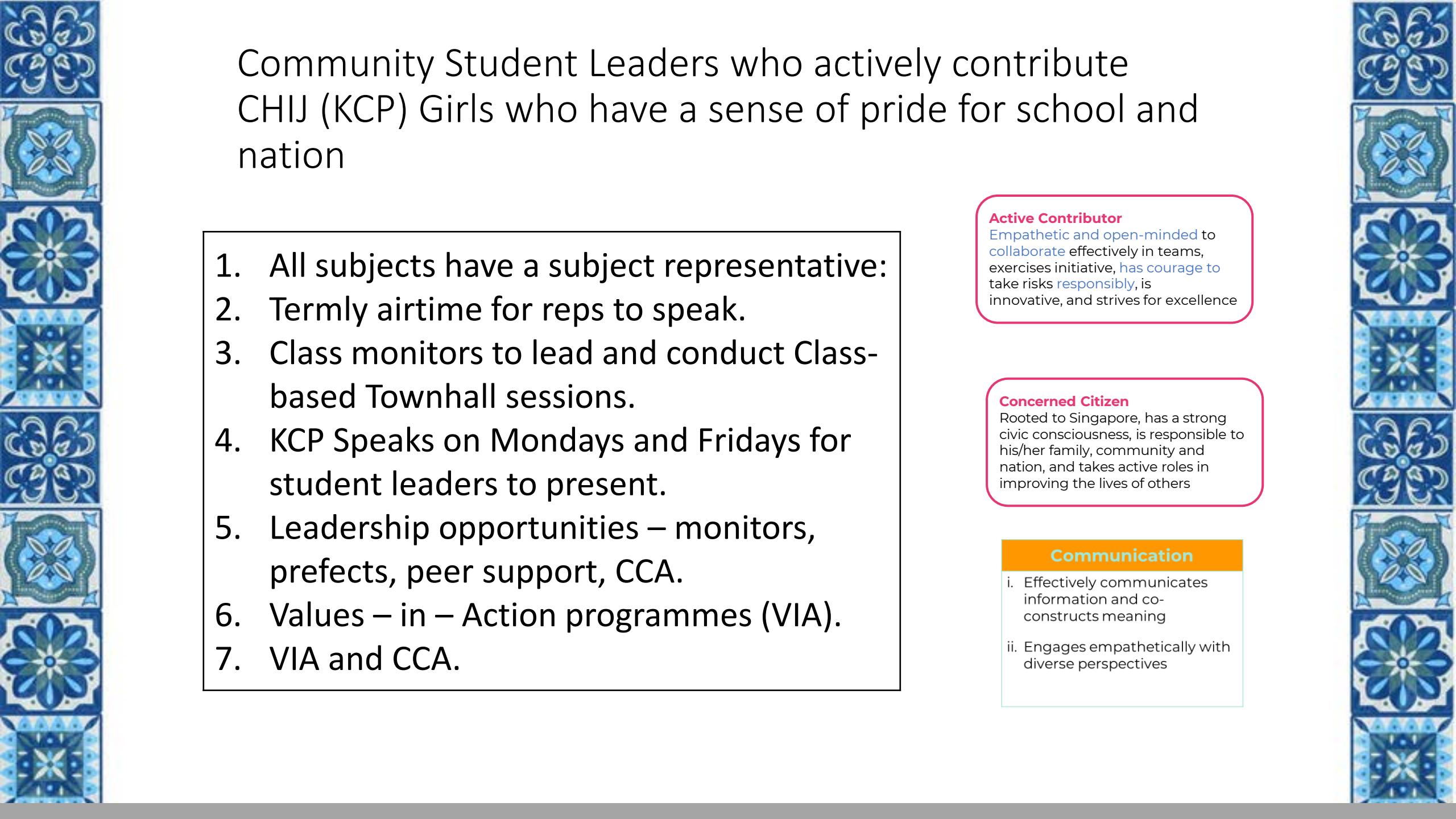


# Growth Mindset



# A Vibrant Learning Environment that enhances teaching and learning





# Community Student Leaders who actively contribute CHIJ (KCP) Girls who have a sense of pride for school and nation

1. All subjects have a subject representative:
2. Termly airtime for reps to speak.
3. Class monitors to lead and conduct Class-based Townhall sessions.
4. KCP Speaks on Mondays and Fridays for student leaders to present.
5. Leadership opportunities – monitors, prefects, peer support, CCA.
6. Values – in – Action programmes (VIA).
7. VIA and CCA.

## Active Contributor

Empathetic and open-minded to collaborate effectively in teams, exercises initiative, has courage to take risks responsibly, is innovative, and strives for excellence

## Concerned Citizen

Rooted to Singapore, has a strong civic consciousness, is responsible to his/her family, community and nation, and takes active roles in improving the lives of others

## Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives

# Community Student Leaders who actively contribute CHIJ (KCP) Girls who have a sense of pride for school and nation

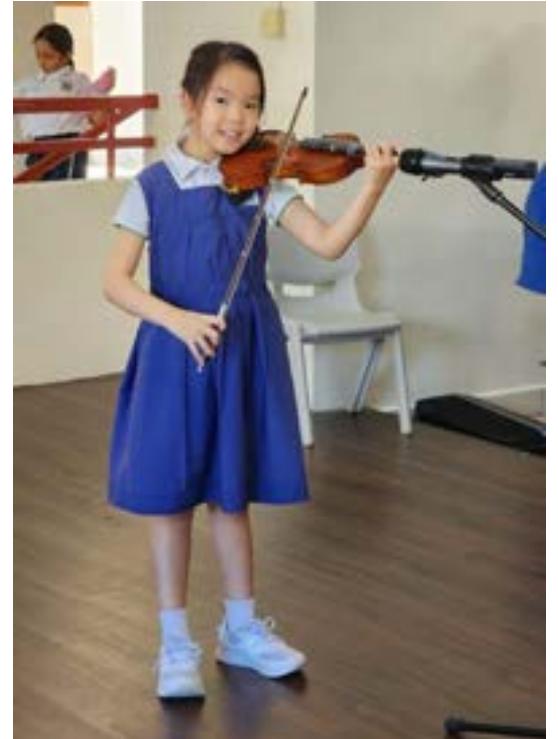


Community Student Leaders who actively contribute  
CHIJ (KCP) Girls who have a sense of pride for school and  
nation.



# A CHRIST – centered Community that embraces all.

1. Strengthening good relationship amongst peers.
2. Having positive relationship with peers will help them cope.
3. Orientation week and level bonding
4. Celebrate me
5. One – to – one or small group conversations.
6. Snack time bonding with FTs or Subject Teachers.
7. Personal Connection and rapport with students through affirmation, story – telling, brain breaks and games.
8. Follow – up after issues crop up (homework, discipline).
9. Student voice and empowerment on class issues.
10. Student journals, with response from teachers, with a focus on GM mantras.



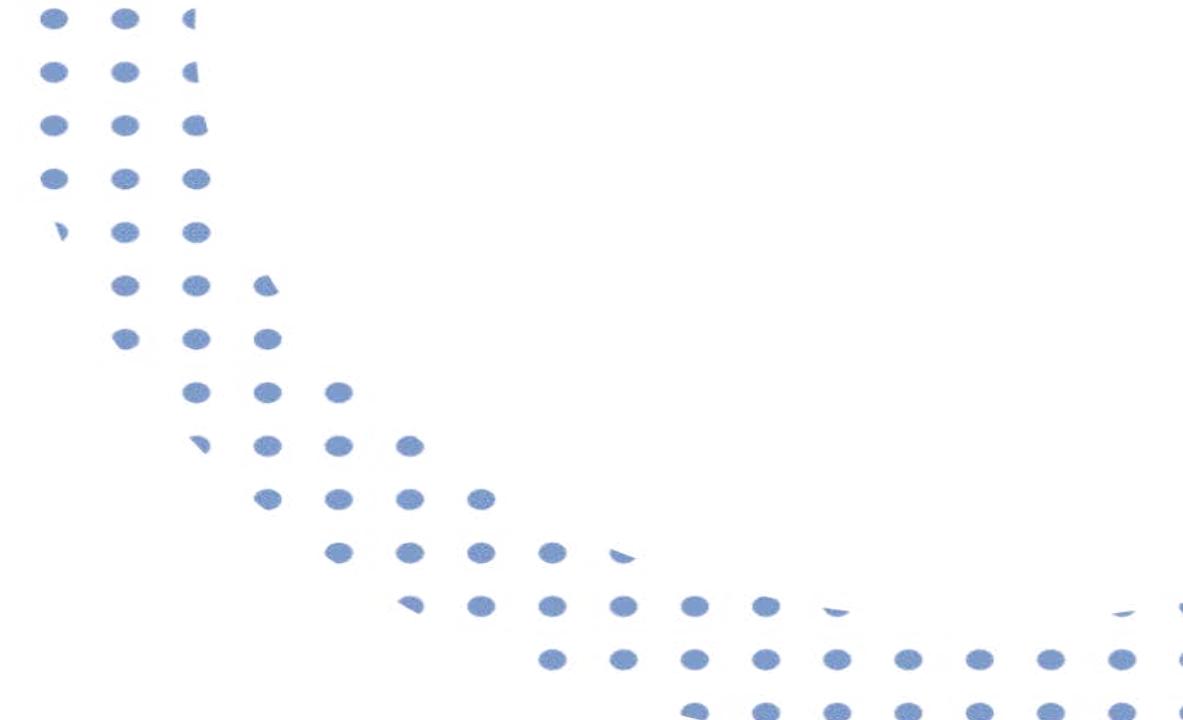
# A CHRIST – centered Community that embraces all.



1. Rosary – Every Thursday and Month of May / Oct Daily Rosary and Daily Stations of the Cross during Lent; Monday School Prayer.
2. School Masses.
3. Lenten Project: Good Deeds Calendar (non-Catholic students) and Lenten Calendar (Catholic students).
4. Penitential Service during Lent.
5. Holy Thursday Service (whole school).
6. Easter Service (Whole school).
7. Catholic Students Retreat.
8. GRACE and LOVE Programme – Fortnightly.
9. Catholic Parent and Child Activities.

A CHRIST – centered Community that embraces all.  
Our Differentiated Instruction Journey

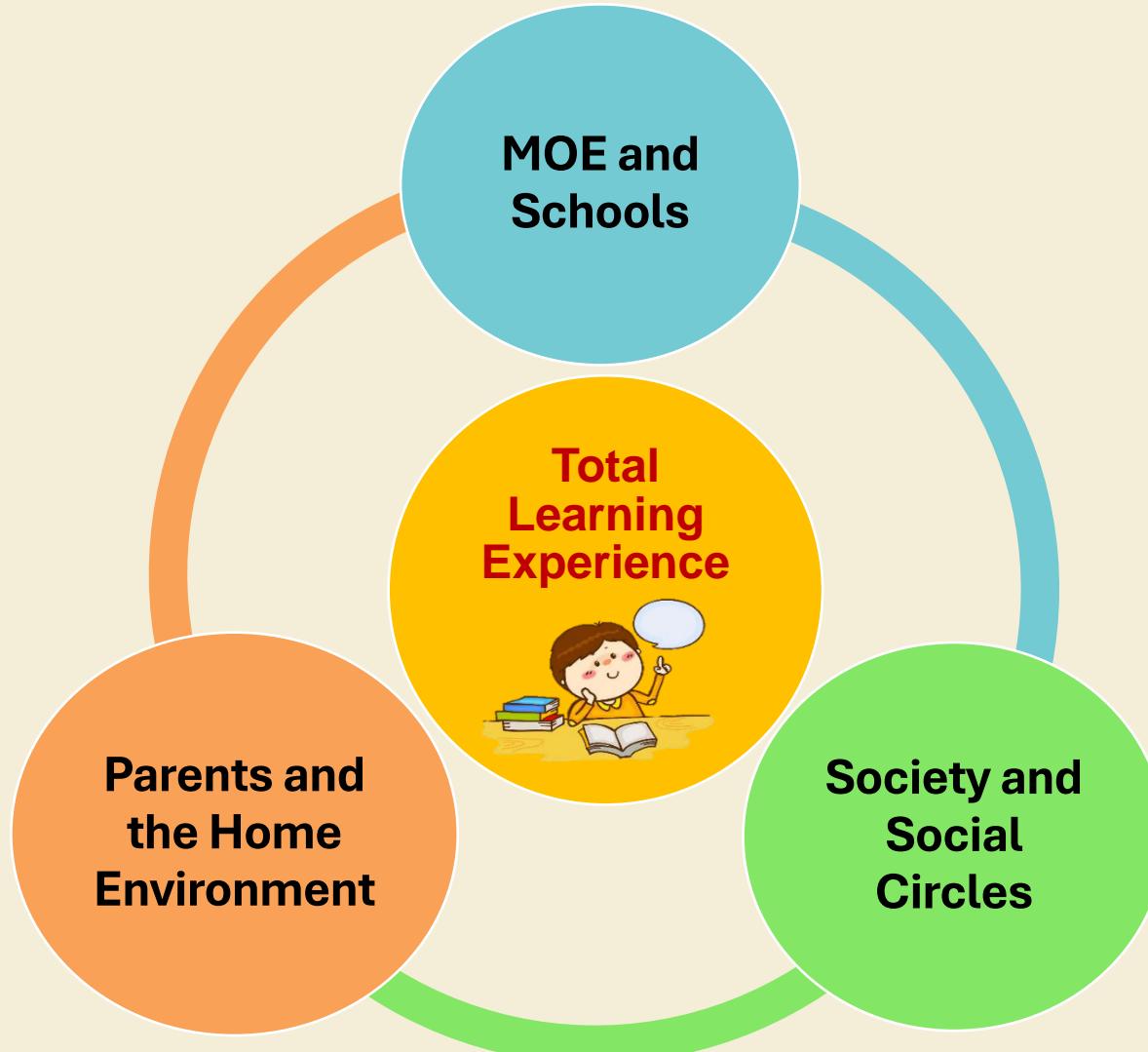




# *School-Based Assessment: What is the purpose? How can I support my child?*



**It takes a village to raise a child. MOE and schools partner parents to shape our children's learning experience.**



## Our children value our support and may feel a need to rise up to our expectations.

“Assessments are very small. There is not very much to be stressed about but the main reason why people get stressed is because parents have **very high expectations**. If you don’t reach the expectations, you will get **scolded** or made to **feel not very good about yourself** even though it is for that one singular exam.”

- Pri sch student

“I think it is a fact that parents compare. For me, I have older siblings, so my parents say ‘Oh I expect you to do better than them.’ But they have done very well so it just stresses me out... the **comparison stresses me out**.”

- Sec sch student

\* *These quotations are taken from responses to a survey on student well-being conducted in February 2024.*

# Every child is unique and requires different forms of support and motivation.

“I would like my parents to provide me with **moral support**. For example, **encouraging me to do my best.**”  
- Shaun Sanjay

“I wish that my parents would nag less, and give me more alone time so that I can **spend time with my friends** too.”  
- Zafran

“I would like my parents to support me by **revising with me** the work that I’ve done.”  
- Shane Sanjiv



@parentingwith.moesg

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\* These quotations are taken from primary school students featured in an Instagram post on parentingwith.moesg

We want to motivate our children to learn, not for the sake of examinations and marks, but to seek self-improvement. This prepares them better to be lifelong learners and face the challenges of the future.

*"We are not interested in getting our students to know how to solve yesterday's problems with yesterday's solutions; what we want is that our students are able to face tomorrow's challenges with tomorrow's solutions."*



CHAN CHUN SING  
Education Minister

Preserving joy of learning key to ensure students prepared to face future challenges: Chan Chun Sing - YouTube

We can encourage our children to reflect on feedback from both School-Based Assessment (SBA\*) and classroom assignments to identify strengths and act on areas for growth.

*"Teachers have tweaked the way they assess students' works, with more in-depth comments that encourage students to **reflect and act on their learning process**. The focus is on teaching and learning, and helping students to **develop core competencies**. We want to move away from teaching solely for the test."*

\* SBA refers to Weighted Assessments, End-of-Year Examination and Preliminary Examination

**SCHOOLBAG**  
THE EDUCATION NEWS SITE

HOME EDUCATION FEATURES TEACHERS' DIGEST MULTIMEDIA FAQ

Home > Are fewer exams a worry? 'Students actually learn more this way'

Are fewer exams a worry? 'Students actually learn more this way'

16 AUG 2024



Removing mid-year exams for students has led some parents to wonder if their children will be adequately prepared for major national exams. Dr Karen Lam, MOE's Master Specialist of Assessment Policy and Practice, shares why the change is, in fact, better for learning.

<https://www.schoolbag.edu.sg/story/are-fewer-exams-a-worry-students-actually-learn-more-this-way/>

## We can also reinforce teachers' efforts to help our children take assessments as opportunities for learning and affirm their progress.

*"To her, tests are just 'a bunch of questions that the teacher gives'... Perhaps it is for this reason that she views Math word problems and multiplication as "fun things to do", rather than a source of dread and stress. Now, isn't that the **true spirit of learning**?"*

*"For her Primary 1 parent-teacher session... the teacher **provided updates** on her general **learning attitude and progress observed** in class, which allowed me to understand my child in a way that would not be possible if her learning had been condensed to a single grade."*

**SCHOOLBAG**  
THE EDUCATION NEWS SITE

HOME EDUCATION FEATURES TEACHERS' DIGEST MULTIMEDIA FAQ

Home > No exams, no worry?

### No exams, no worry?

04 JAN 2021



This wasn't something that mum-of-two Eveline Gan bought into initially when exams for P1 and 2 were scrapped. But 2020 changed her mind. She shares why.

<https://www.schoolbag.edu.sg/story/no-exams-no-worry/>

# While some children may find assessment stressful, let us help them understand that there is “good stress” that can be harnessed.

*“Good stress energises you to perform at your best, and gets you excited to face challenges and motivated to finish tasks. Good stress gives us the added ‘push’ or drive to hit our life goals.”*

1. Use the adrenaline rush from exam stress to build your performance
2. Tame your fear of failing
3. Redefine “failure” and “success”
4. Turn your worries into problem-solving skills
5. Use the stress of challenging circumstances to learn and grow
6. Be inspired and keep a positive outlook”

The screenshot shows the HealthHub website's navigation bar with links for Healthier SG, Health A-Z, Live Healthy, Mental Well-being, and Parent Hub. Below the navigation is a green header bar with the text 'HOME > LIVE HEALTHY' and 'Signs of Stress: Could Stress Be Good for You?'. The main content area contains text about stress symptoms and their effects on mental health.

[https://www.healthhub.sg/live-healthy/stress can be good for you](https://www.healthhub.sg/live-healthy/stress-can-be-good-for-you)

The screenshot shows the HealthHub website's navigation bar with links for Healthier SG, Health A-Z, Live Healthy, Mental Well-being, and Parent Hub. Below the navigation is a green header bar with the text 'HOME > LIVE HEALTHY' and '6 Mental Wellness Tips to Make Exam Stress Work for You'. The main content area contains text about dealing with anxiety and using stress to one's advantage.

[https://www.healthhub.sg/live-healthy/6 ways to make exam stress work for you](https://www.healthhub.sg/live-healthy/6-ways-to-make-exam-stress-work-for-you)

# Developing positive responses to stress can help our children not just in assessments but also in their daily lives.

*"Stress is a **part of life**; just like doubt and uncertainty go hand in hand with trying new and challenging things. Try as we might, stress is something that cannot be avoided. But **the way we react** to stressful situations and challenging circumstances CAN and SHOULD be tamed!"*



[https://www.healthhub.sg/live-healthy/  
6 ways to make exam stress work for you](https://www.healthhub.sg/live-healthy/6-ways-to-make-exam-stress-work-for-you)

*Ms Yeo Sha-En, Positive Psychologist and mother of 2, on supporting our children during MOE's 'Ask Me Anything About' (AMAA). AMAAs are live interactive sessions on MOE Facebook where panelists weigh in with their thoughts and advice.*

The graphic features a portrait of Ms. Yeo Sha-En on the left, smiling. To her right, the text reads 'Ask Me Anything About Sha-En on Managing Expectations'. Below this, a quote is displayed: "But we want them to know that whatever they are going through, that they [will] have struggles and challenges. Yes, it's part of life, but we will be here for them."

[https://www.instagram.com/p/CGb6DEkHBSv/?utm\\_source=ig\\_web\\_copy\\_link&igsh=MzRlODBiNWFIZA==](https://www.instagram.com/p/CGb6DEkHBSv/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFIZA==)

By encouraging our children to do their best and focusing on their holistic development, we help them develop the skills to succeed in life.



*"As parents, we tend to focus on what we can do to help our child in the "now" (e.g. bringing our children's homework to school so they don't get into trouble) instead of what **qualities our child needs to thrive in the long run** (e.g. being responsible for tasks assigned to them)."*

Ms Nicole Liaw, Parent

A large infographic titled "Help your child succeed in life" in blue, stylized text. The background features a green silhouette of a person's head and shoulders. Inside the head, there are various icons representing different aspects of a child's life: a teacher, a student, a family, sports, and education. The infographic is divided into three main sections: "Work with the school to know and support your child", "Help your child develop good habits", and "Help your child manage himself/herself". Each section contains a list of tips or actions. A yellow box in the top right corner says: "Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen..." At the bottom, it says "Our children succeed when parents and schools work hand in hand." and includes the Ministry of Education Singapore logo.

<https://moe.gov.sg/-/media/files/parent-kit/school-home-partnership.pdf>

“Sometimes my parents also **help me and encourage me**. It’s just an exam, a step you have to take... something you have to complete. And just because you do badly doesn’t mean you won’t go to a school. In the end, you will surely go to a secondary school. This makes me feel less stressed so it helps.”  
- Pri sch student



**Let us continue to be our children’s biggest cheerleader and help them face the journey ahead with a positive spirit!**

“My parents have been **very supportive and encouraging**. During [the exam] period, I was very scared that I was not going to get promoted... they gave me lots of encouragement. Every time I study late outside, they will always prepare food for me. And that has **helped me manage my stress** in JC.”  
- JC student

\* These quotations are taken from responses to a survey on student well-being conducted in February 2024.

# Additional Resources

Resource	Accessible at
Schoolbag	<a href="http://schoolbag.edu.sg">http://schoolbag.edu.sg</a>
Parents Kit	<a href="https://www.moe.gov.sg/parentkit">https://www.moe.gov.sg/parentkit</a>
Instagram – Parenting with MOE	<a href="https://www.instagram.com/parentingwith.moesg/">https://www.instagram.com/parentingwith.moesg/</a>
HealthHub – Parent Hub	<a href="https://www.healthhub.sg/programmes/parent-hub">https://www.healthhub.sg/programmes/parent-hub</a>
SingTeach <i>Assessment beyond tests and examinations</i>	<a href="https://singteach.nie.edu.sg/2019/04/25/issue68-bigidea/">https://singteach.nie.edu.sg/2019/04/25/issue68-bigidea/</a>
CNA (Channel News Asia) <i>Why I'm easing up on pushing my kids to excel in their studies</i>	<a href="https://www.channelnewsasia.com/today/voices/how-hard-push-child-excel-studies-4687176?cid=internal_sharetool_ipad_20102024_cna">https://www.channelnewsasia.com/today/voices/how-hard-push-child-excel-studies-4687176?cid=internal_sharetool_ipad_20102024_cna</a>
The Straits Times <i>Taking leave to help your child study for year-end exams? Support them in these ways instead</i>	<a href="https://www.straitstimes.com/singapore/parenting-education/taking-leave-to-help-your-child-study-for-year-end-exams-support-them-in-these-ways-instead">https://www.straitstimes.com/singapore/parenting-education/taking-leave-to-help-your-child-study-for-year-end-exams-support-them-in-these-ways-instead</a>
The Straits Times <i>There is more to exams than just the end results</i>	<a href="https://www.straitstimes.com/opinion/there-is-more-to-exams-than-just-the-end-result">https://www.straitstimes.com/opinion/there-is-more-to-exams-than-just-the-end-result</a>

# Q&A

## Why are Weighted Assessments (WAs) conducted during lesson time when there is greater likelihood of question leakage?

- How assessments are conducted should be fit-for-purpose.
- WAs are more formative in nature and part of the teaching and learning process. Their main purpose is to support student learning by providing the opportunity for students to display specific skills and knowledge that have been taught in the term, and are much lower in stakes than national examinations. WAs provide students with timely feedback on what they have learnt well over the term and their areas for growth, and this assessment information can be used to identify the next steps that students could take to improve.
- Structuring WA into the subject's lesson time is less disruptive for students as it will avoid lengthening the school day or causing loss of curriculum time for other subjects.
- We should help our children to understand that if they leak questions, it does not serve either party. They are not helping their friends since this diminishes the opportunity for them to get accurate feedback on their learning progress.
- Let us guide them to have integrity (as with all other aspects of their lives), and socialise them to approach WA with the mindset for learning rather than for maximising marks and grades.

# Q&A

**If my child does not attain top marks in SBA, won't it affect his/her chances of attaining an Edusave award?**

- Edusave awards affirm students in a range of abilities.
- While Edusave academic awards recognise and encourage students' academic performance, other Edusave awards recognise students' non-academic qualities.
- For example, the Edusave Award for Achievement, Good Leadership and Service (EAGLES) has been enhanced to include a new 21st Century Competency domain that recognises exemplary demonstration of competencies such as critical thinking and communication skills.
- More broadly, we are committed to preparing our students holistically for the future. We should see Edusave Awards as a means to an end (i.e. holistic development), and not as an end itself.
- Let us view Edusave awards as a celebration of our children's development and growth, and avoid overemphasising academic results. We should not see the purpose of SBA as just to attain Edusave academic awards.

# Q&A

## **With fewer SBA in a year, will my child need to turn to tuition services to get academic support?**

- Student learning takes place continuously, and is not limited to SBA.
- Students receive academic support throughout the year in the form of feedback and guidance from teachers (e.g. daily classroom teaching and learning, class assignments) that support them in identifying strengths and areas for improvement.
- Where helpful, schools also provide timed practice (e.g. focusing on topics and skills that the students learnt in the past weeks) that support students to build their confidence and be familiar with the format of national examinations. This is paced out for students, for instance by conducting full paper timed practice for graduating cohorts in the final term before the national examinations.
- Over-reliance on tuition when students are coping well can diminish their ability to learn independently and add to their workload and stress. Having tuition solely for the purpose of achieving perfect grades may create immense pressure and academic stress, and under-develop them on other aspects of holistic development.

# Holistic Development Profile Reports 2025 & Onwards

# For 2025 Onwards

Proposed for 2025							
Term	HDP Report Type	P1	P2	P3	P4	P5	P6
Term 1	School	-	-	-	-	-	-
Term 2/ Semester 1	School Cockpit	✓	✓	✓	✓	✓	✓
	School	-	-	✓	✓	✓	✓
Term 3	School	-	-	-	-	-	-
Term 4/ Semester 1	School Cockpit	✓	✓	✓	✓	✓	✓
	School (PAMSS only)	-	-	✓	✓	✓	✓

# Other Modes of Feedback

Mode of Feedback	Frequency
Daily Work	<ul style="list-style-type: none"><li>• Marking and F2F feedback from teachers</li><li>• Self-assessment by students</li></ul>
Phone calls	<ul style="list-style-type: none"><li>• Periodic updates to parents, especially students who need more help or support (home-school partnership)</li></ul>
Parent-Teacher Meeting	<ul style="list-style-type: none"><li>• Mid-year and End of Year</li></ul>
<b>Student Learning Space</b> Lessons using Adaptive Learning System, Learning Feedback Assistants (FA-Math, Lang-FA, ShortAnsFA)	<ul style="list-style-type: none"><li>• Immediate feedbacks when using ALS, FA-Math</li><li>• Suggested feedbacks editable by teachers to provide to students for Teacher Marked Quiz</li><li>• For standalone questions, Progressive Quiz and Auto-graded Quiz, feedback from ShortAnsFA will be shown immediately after students have completed the question.</li></ul>



# Home – School Partnerships



A strong  
partnership to  
develop  
Women of Grace  
and Substance

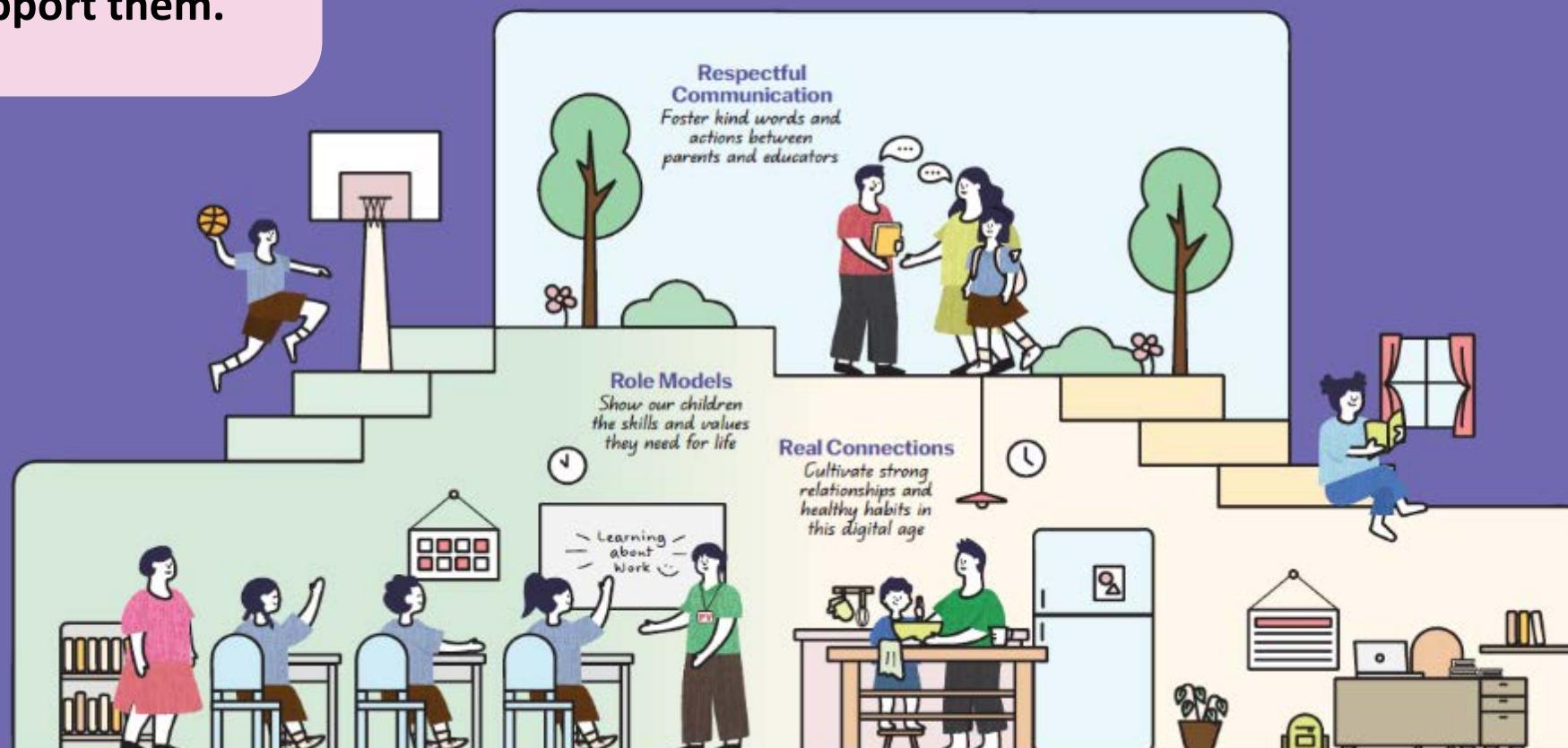


# School-Home Partnership

Our children do best  
when schools and  
parents work hand in  
hand to support them.

Guidelines for School-Home Partnership

## Raising a Happy, Confident, and Kind Generation Together



# 3 areas we can work together on to foster School-Home Partnership

**1 Respectful Communication**

**2 Role Models**

**3 Real Connections**



# Respectful Communication

Foster kind words and actions  
between schools and educators



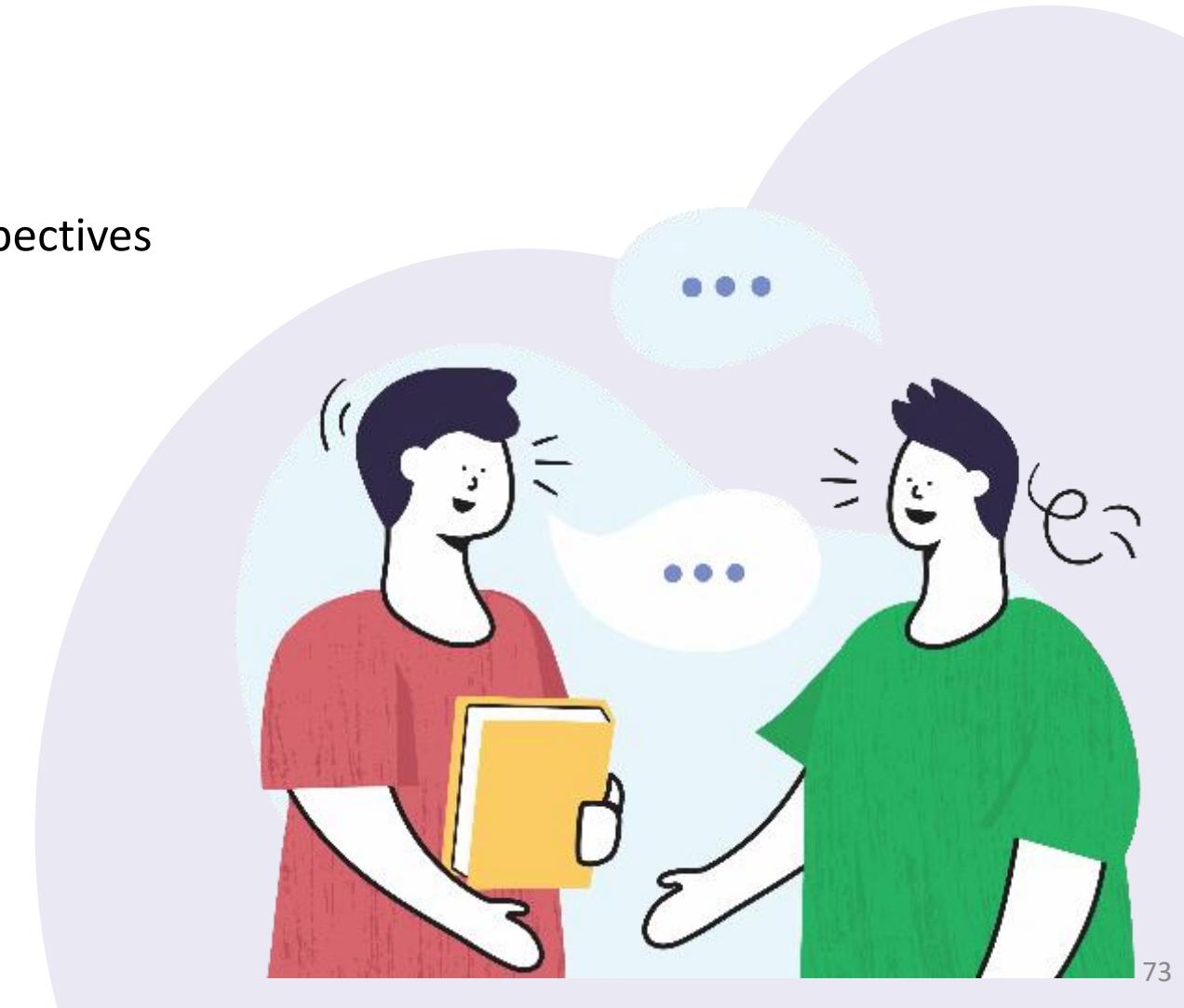
Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



# Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



*Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.*

# Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Provide a balanced mix of engaging online and offline activities, at school and at home

Build strong bonds through shared experiences and meaningful conversations

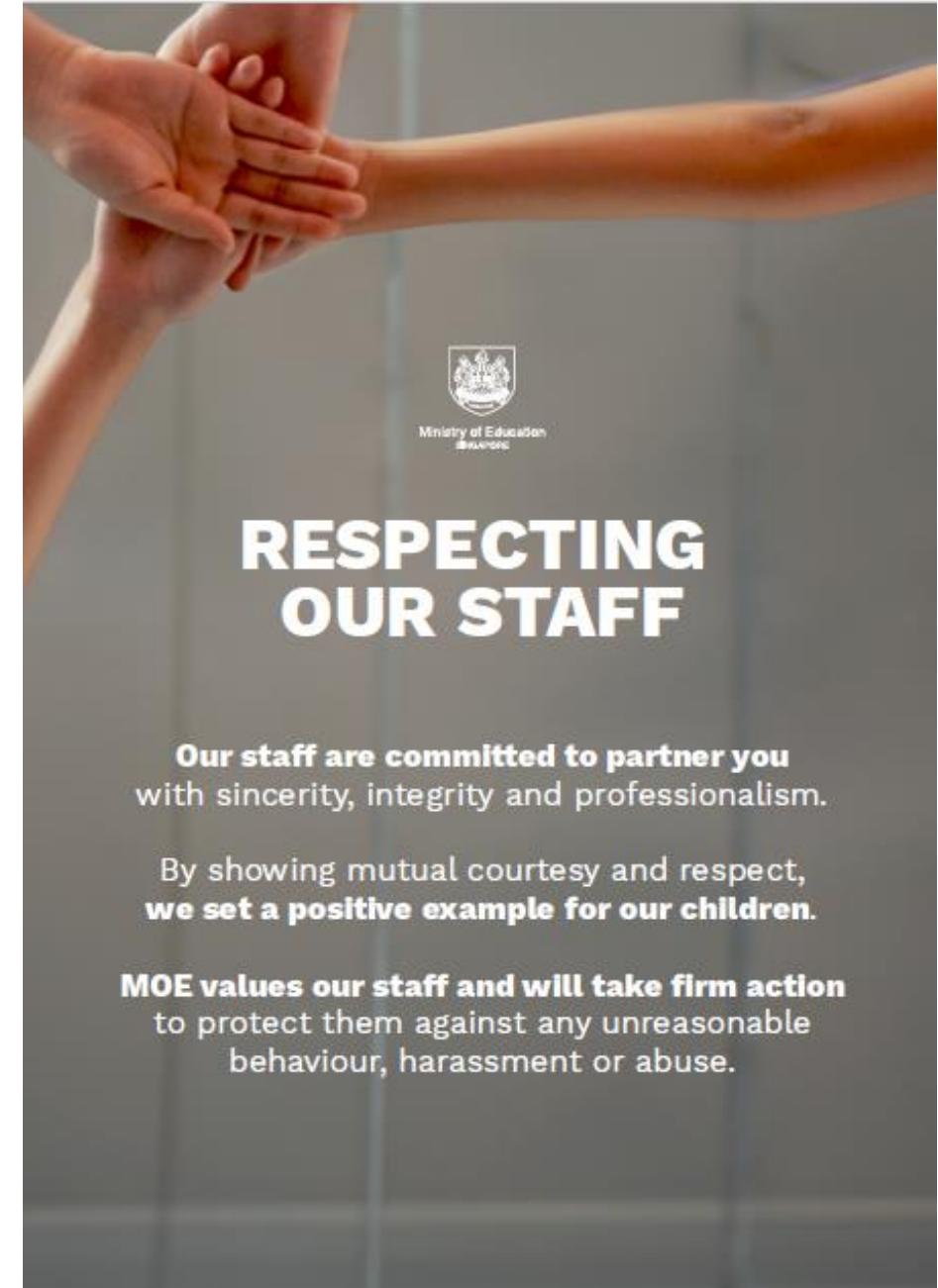
The image shows two mobile device screens displaying pages from the 'Parenting for Wellness Toolbox' website. The left screen is titled 'Helping Your Child Build Healthy Relationships' and the right screen is titled 'Helping Your Child Thrive in the Online Space'. Both screens feature QR codes and provide tips for parents on how to engage with their children in a positive way.



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

# Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



# Check out Parenting Resources on Parents Gateway (PG)

## Repository of parenting resources

A repository for parents to browse resources on topics such as forging parent-child relationships and education pathways.

The image shows two screenshots of the Parents Gateway (PG) website. The left screenshot displays the 'Parenting' section with tabs 'FOR YOU' and 'EXPLORE'. Under 'Highlights', there is an article titled 'Refreshed Guidelines for School-Home Partnership' dated Thu, 10 Oct 2024. Below this, there is a section titled 'Based on your preferences' with categories like 'Cyber wellness' (which is highlighted with a blue border), 'Interpersonal skills', and 'Managing'. A large image of a person interacting with a laptop is shown. A blue arrow points from the text 'A repository for parents to browse resources on topics such as forging parent-child relationships and education pathways.' to the 'Cyber wellness' category. The right screenshot shows the 'Education Stages' section with tabs for 'Pre-school', 'Preparing for Primary 1' (which is highlighted with a red border), and 'Lower Prima'. It displays a resource titled 'HOW TO PICK & PACK SCHOOLBAG' dated Thu, 2 December 2021. Below it is another resource titled 'P1 cheat sheet: How to pick and pack your schoolbag' dated Thu, 2 December 2021. At the bottom, there is a 'PARENT KIT' titled 'Starting Your Primary 1 Journey' with the text 'Your child will be reaching another milestone going into Primary 1 soon.' and an illustration of two children.



Find out more about Parents Gateway here.

# Check out more resources from MOE

## Parent Kit



### Parent Kit

[www.moe.gov.sg/parentkit](http://www.moe.gov.sg/parentkit)

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

## MOE Social Media Platforms



[www.instagram.com/parentingwith.moesg](http://www.instagram.com/parentingwith.moesg)



[www.instagram.com/  
moesingapore](http://www.instagram.com/moesingapore)



[www.facebook.com/moesingapore](http://www.facebook.com/moesingapore)



[www.youtube.com/  
moespore](http://www.youtube.com/<br/>moespore)

# How can we ensure a strong partnership?

Concerns/Issues Raised in 2024	What we can do
School Bus Safety (removal of seat belts, girls moving around). Arguments and Fighting	<p>Alert the school via email and we will look into it.</p> <p>Please do not scold or chastise the bus driver.</p> <p>His job is to drive them home safely.</p> <p>Teach your daughter proper school bus behaviour.</p>
School Bus Pick – up/Drop off issues	<p>Alert the school bus coordinator as he will be the closest in touch with the bus drivers when they are on the road.</p> <p>Allow for teething issues the first few weeks of school. Unless there is a clear safety issue, don't be too hard on the drivers.</p>
School Bus Children getting wet while being ferried on the bus	<p>Our drivers love the girls.</p> <p>They ferry each child one by one onto the buses.</p> <p>It is ok if they get a little wet or she can pack a raincoat like some of our more independent girls.</p>



# How can we ensure a strong partnership?

Concerns/Issues Raised in 2024	What we can do
Bullying Online, notes, verbal. Arguments Mean language	<p>Bullying is sustained and pre – meditated.</p> <p>For the most part, the girls are all friends and have become unhappy with someone in the group.</p> <p>They are young and do not know how to manage emotions/behaviour.</p> <p>Email or call the Form Teacher and we will proceed from there to build relationships again.</p>
	<p>The school does not use or sanction social media platforms for the girls. Should the girls have issues with each other on these platforms, we will leave it to parents to manage it.</p> <p>Please do not demand public apologies, CCTV footage, or to speak to the child or parent involved.</p> <p>The Student Well – Being Committee will look into it and decide what is best for all to learn and grow.</p> <p>As a CHRIST – centered community we choose to believe that every child is a child from God and thus should be loved and forgiven.</p>
	<p>Teach your daughter resilience and tenacity.</p> <p>In life she will face many people who will be mean to her, who will not like her.</p> <p>Our response will teach her how to navigate the real world.</p>

# How can we ensure a strong partnership?

Concerns/Issues Raised in 2024	What we can do
Unable to get hold of a teacher	<p>The school has 3 lines of communication:</p> <ul style="list-style-type: none"><li>(a) Email</li><li>(b) Google Chat</li><li>(c) Phone</li></ul> <p>Teachers are no longer required to give their private phone numbers to parents. Parents can call the school if it is urgent or email the FT and she will get back to you within 1 – 3 working days.</p>
	<p>Definition of urgent:</p> <ul style="list-style-type: none"><li>(a) Death or sickness of a family member.</li><li>(b) If you believe your daughter to be in physical danger/harm.</li><li>(c) Police or child protection services; custody issues.</li></ul>
	<p>Definition of non – urgent:</p> <ul style="list-style-type: none"><li>(a) Arguments between classmates/school mates.</li><li>(b) School refusal.</li><li>(c) Concerns about the subject, teacher, etc.</li></ul>

# How can we ensure a strong partnership?

Concerns/Issues Raised in 2024	What we can do
Not agreeing with a teacher's approach or methods for teaching.	<p>Do not assume anything. Our teachers are professionals AND they are also human. They have no personal issue with any of your daughters as they have their own lives, challenges, families as well.</p> <p>They want to do their best by your daughter. But she is but one in a class of 30 – 38/40 girls, all with different needs and challenges.</p> <p>Please refrain from:</p> <ul style="list-style-type: none"><li>(a) Asking the teacher to provide daily updates on HW etc. so you can follow-up at home. If the teacher feels that this is the best approach, she will approach you.</li><li>(b) Gossiping or attacking the teacher on group chats/social media.</li><li>(c) Demanding for a change in teacher/change in class.</li></ul> <p>Instead:</p> <ul style="list-style-type: none"><li>(a) Have a heart – to – heart with the teacher to share your concerns.</li><li>(b) Approach our YHs should you still have concerns.</li></ul>

# How can we ensure a strong partnership?

Concerns/Issues Raised in 2024	What we can do
Calendar of Events	<p>The school has tried to integrate all calendar of events and to send these out early to parents:</p> <ul style="list-style-type: none"><li>(a) Website calendar</li><li>(b) Semester calendar of events via PG.</li><li>(c) PG letters about the event.</li></ul> <p>However, as these usually entail external vendors, programmes and a large group of different people, it takes time to organise and will always be subject to changes.</p> <p>The website calendar is a brief summary. You should enable your PG notifications and use the semester calendar of events if you need greater detail.</p>
Calendar of Events ASP Workshops	<p>The P4 – P6 girls have been given the opportunity to be more independent and to sign – up for the workshops on their own.</p> <p>We will still send you the details via PG but it is their responsibility to remember the dates and the times.</p>

# How can we ensure a strong partnership?

Concerns/Issues Raised in 2024	What we can do
<b>Parent – teacher Meets:</b> Why aren't subject teachers involved? Why haven't subject teachers approached me yet about my daughter?	<p>Our parent – teacher meets focus on holistic development of your daughter especially in the areas of social and emotional well – being, values and virtues. We believe that if this is done well, the academic will follow.</p> <p>If the subject teacher has yet to contact you, it could mean that she has no issue with the learning and development of your daughter in that subject. You are free to drop an email to any subject teacher anytime of the year to have a phone call/zoom session/meet up about her development.</p>
<b>Attendance:</b> Many letters of excuse written to explain absences.	<p><b>Absent WITH VALID Reason:</b></p> <ul style="list-style-type: none"><li>(a) ML/MC</li><li>(b) Death in a family</li><li>(c) Hospitalization</li></ul> <p><b>Absent WITHOUT VALID Reason:</b></p> <ul style="list-style-type: none"><li>(a) Holidays or travel during curriculum time.</li><li>(b) Unwell but not seeing a doctor time after time.</li><li>(c) PSLE is over and we can travel.</li></ul>

# How can we ensure a strong partnership?

Concerns/Issues Raised in 2024	What we can do
Canteen Food	<p>All canteen food abides by HPB guidelines.</p> <p>This means less salt, sugar, artificial food and flavours.</p> <p>This does not mean the food is not good. It means that it is not up to the standards of some of our girls.</p> <p>Encourage them to try.</p> <p>Should you still have feedback, you can write to the school.</p>
CCA/NSG/DSA/Competitions	<p>Our school's focus is on holistic development.</p> <p>CCAs and NSG opportunities provided are foundational rather than to stretch for Gold and Awards.</p> <p>Please refrain from:</p> <ul style="list-style-type: none"><li>(a) Pressuring the school/teachers to write testimonials.</li><li>(b) Pressuring the school to allow your daughter to participate even if she was not selected.</li><li>(c) Pressuring the school to join competitions that we don't have resources to join.</li></ul>

## Our Parents A supportive and mutually – beneficial relationship

The home and the school represent two of the most critical support systems for our girls.

Having a strong partnership between home and school is associated with many positive student outcomes (academic, behavioral, and emotional well-being).

Likewise, our teachers can do their best work when there is trust in them and the school.



# 1. Let them fail and Learn

Prepare them for the test of life, not a life of tests.



## 2. Let them fall

It is part and parcel of growing up.



# 3. Let them Forget

If they forget, they forget.

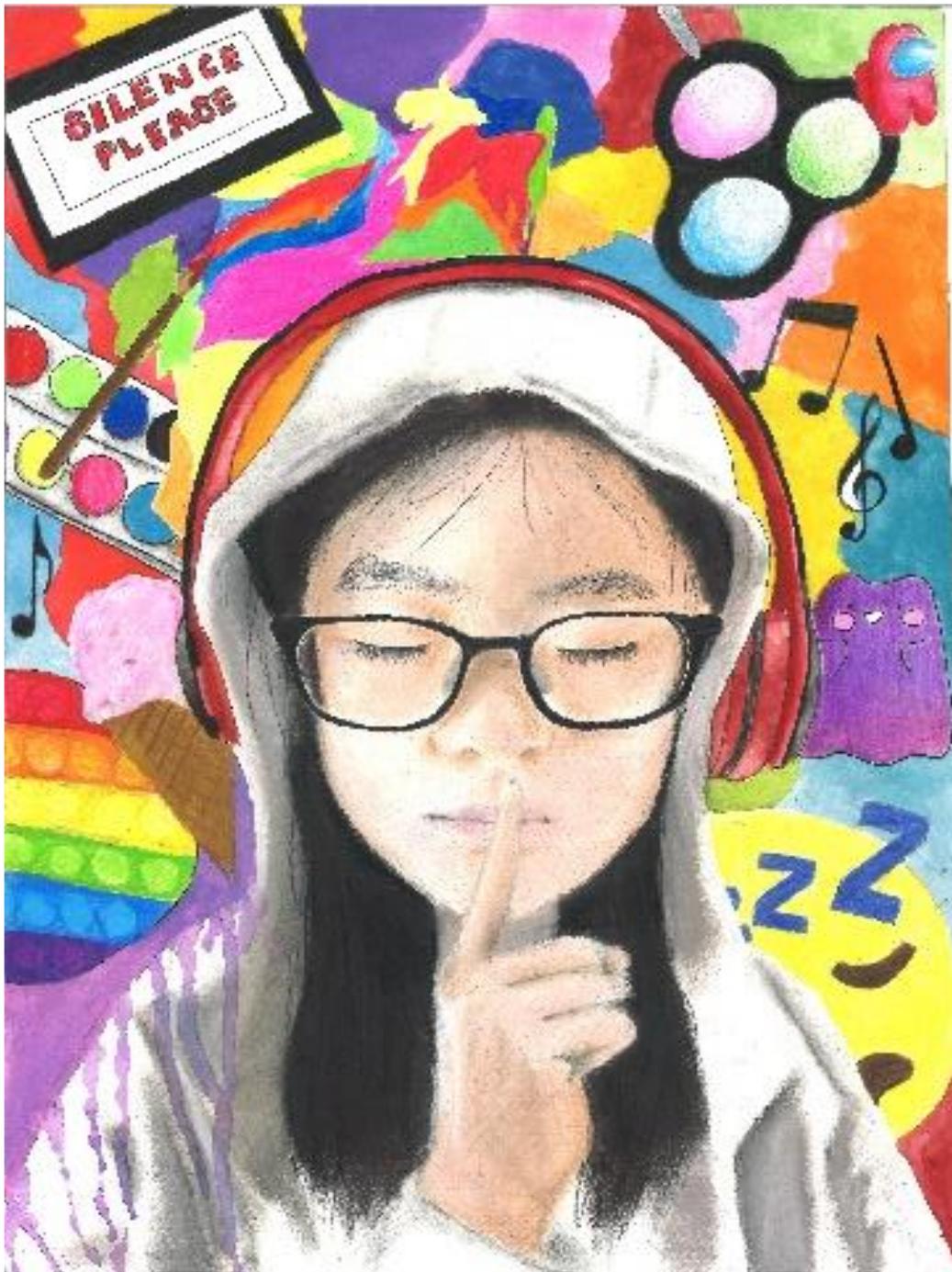


# 4. Let them be children

A child who can be herself is a happy child.



**To Conclude**



SOTA P6 Art Competition 2024  
Theme: What Peace Means to Me

CARISSA PAY  
Jonquil 6 2024

MY PEACE OF MIND



# Thank you!

