

# Welcome to the Middle Primary Kopi Chat

**Thank you for logging in early.**

*As you wait for the event to begin, please check that you can hear the background music.*

*Please follow this naming convention  
Class\_ Name of child e.g.  
4N\_Marianne*





# Objectives of Kopi Chat

- ✓ To provide an opportunity for an informal chat on the school's holistic curriculum and teaching & learning at IJ OLN.
- ✓ We welcome questions and feedback. Just type in your comments or questions at any time via the Q&A function. We will address it during the Q&A.

- We will not discuss
  - Matters regarding other levels
  - Unique / Individual situations

For these, please make an appointment to talk to the teacher / SLs.

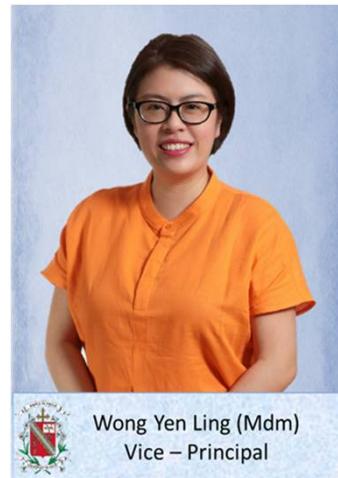
Our email addresses can be found in:

<https://chijourladyofthenativity.moe.edu.sg/school-information/our-people/teaching-staff>





# Speakers



CHIJ Our Lady of the Nativity





# Enjoy our 2024 Semester 1 Photo Montage

CHIJ Our Lady of the Nativity



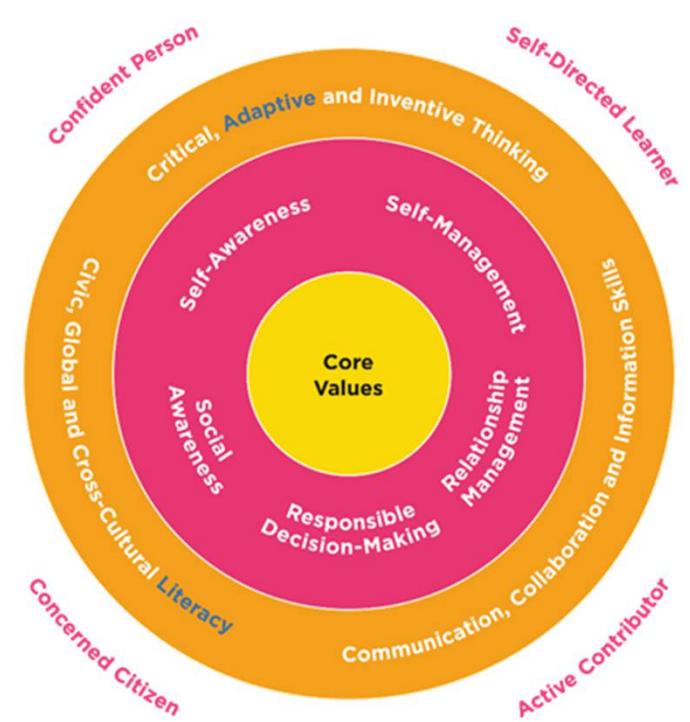
# A CHIJ Education is a holistic one



GRACIA values

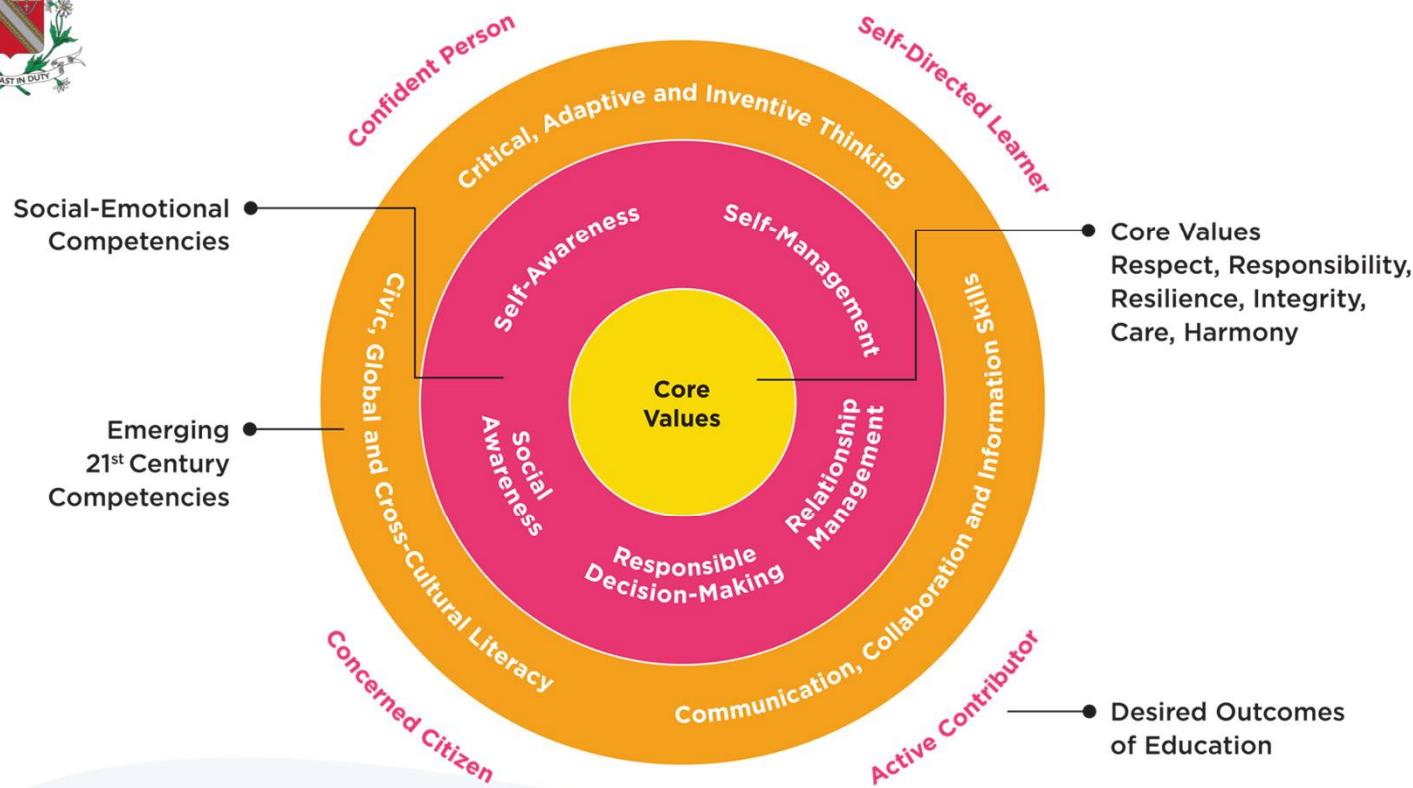


Current Knowledge



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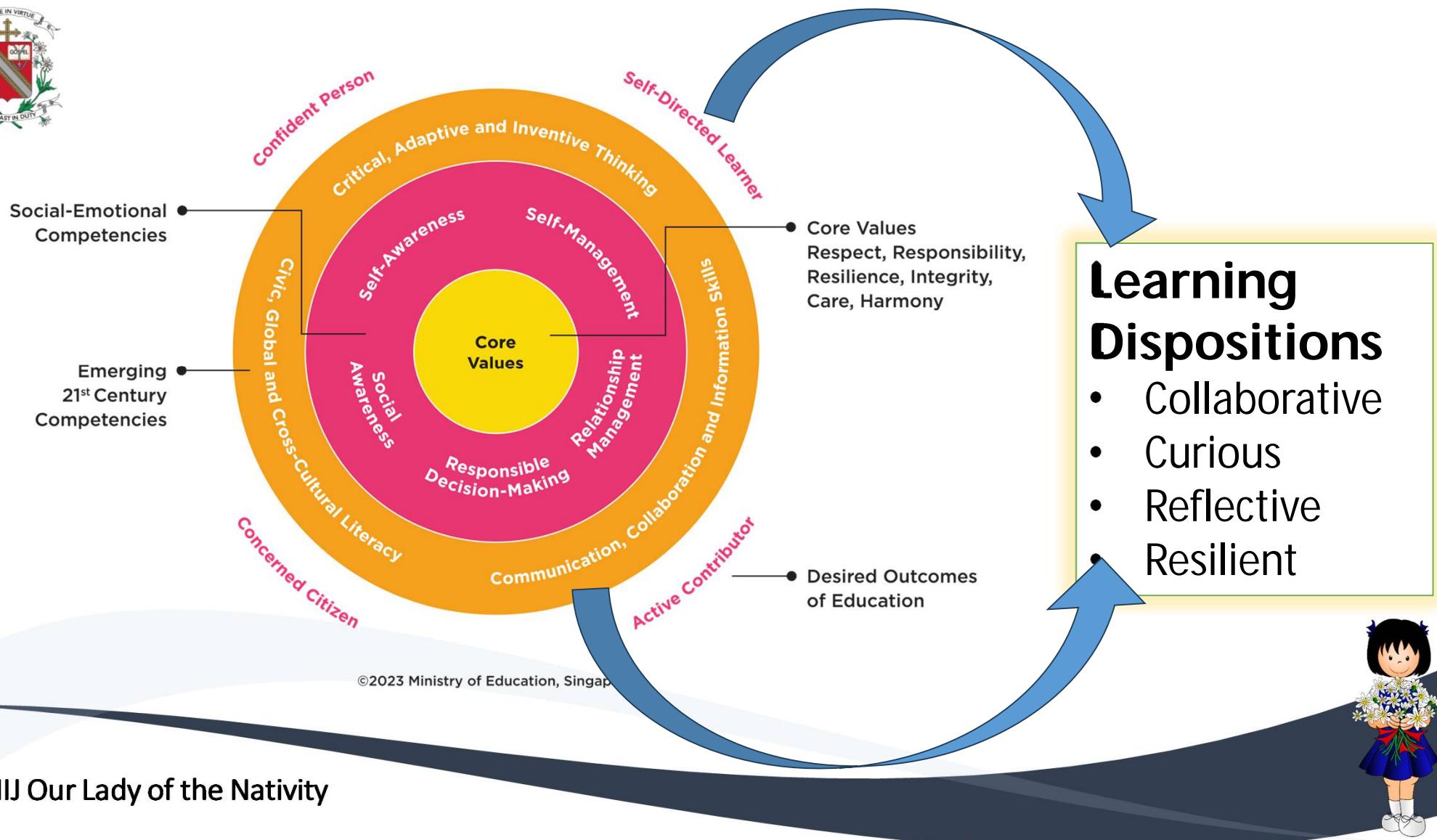
Competencies



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# Students' 21CC are developed intentionally through CHIJ OLN's Total Curriculum\*

Values:  
**Graciousness**  
**Responsibility**  
**Appreciation**  
**Compassion**  
**Integrity**  
**Adaptability**

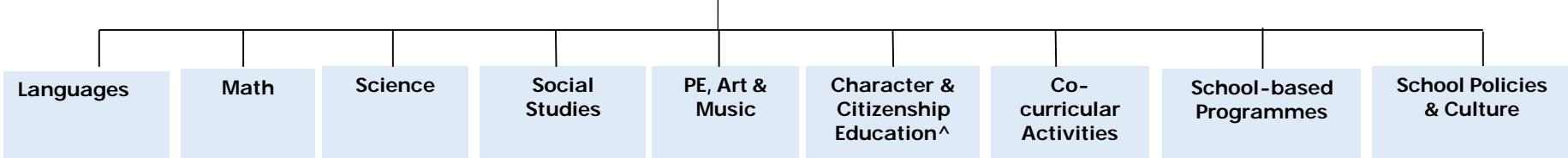


**IJ OLN Student Outcomes:**  
Thinks creatively and critically  
Remains steadfast in the face of challenges  
Communicates confidently  
Leads with initiative, Serves with Love

**School values and Learning Dispositions to develop 21<sup>st</sup> Century Competencies**

**Learning Dispositions:**

- Collaborative
- Curious
- Reflective
- Resilient



\*Total curriculum refers to students' total learning experiences in a school, in both academic and non-academic areas

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“I know where I’m going,  
I have the tools I need for the journey,  
I monitor my own progress,  
And I know how to improve.”



The IJ OLN Girl of Tomorrow as a CONFIDENT & SELF-DIRECTED Learner

**“I know where I’m going”**

Does your daughter understand her current performance and how it relates to learning goals and success criteria?

**“I recognise when I’m ready for what’s next”**

Does your daughter look at her progress in light of learning goals and success criteria to identify when she is ready to move on?

**“I monitor my progress”**

Is your daughter active in seeking and responding to feedback from peers and teachers, as she assesses her own performance?

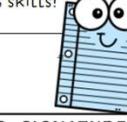
**“I have the tools to learn better”**

Does your daughter understand that she has strategies to choose from to help her learn and/or improve?

**“I know what to do next”**

Does your daughter know where to locate information, how to research, organize information in order to improve?

# Knowing Where They Are At...

Name: _____		Class: P4 F / G / H / J / L / P / T			
LEVELS		BEGINNER Writer	INTERMEDIATE Writer	PROFICIENT Writer	ADVANCED Writer
FOCUS AREAS	CONTENT	 Ideas are undeveloped. Ideas need supporting detail(s). Ideas somewhat address the topic / largely do not address the topic.	 Ideas are slightly developed. Ideas generally address the topic. Story is of some interest.	 Ideas are sufficiently developed. Ideas mostly address the topic. Story is interesting.	 Ideas are thoroughly developed. Ideas fully address the topic. Story is very interesting and captivating with hints of originality in ideas. 
LANGUAGE & ORGANISATION	Organisation	Ideas are merely listed. Sequencing, paragraphing and linking of ideas and facts need work :)	Fairly good sequencing, paragraphing and linking of ideas.	Good sequencing, paragraphing and linking of ideas.	Very good sequencing, paragraphing and linking of ideas. 
	Vocabulary	Limited vocabulary. Read more and study the vocabulary lists to acquire more vocabulary to use.	Basic vocabulary used. Some words may not be used appropriately so watch out for those :)	Adequate and mostly appropriate use of vocabulary.	Good and appropriate use of vocabulary with a good sprinkling of descriptive phrases and figurative language. 
	Sentence Structure & Grammar	Simple sentences are used. Many / numerous errors in grammar, spelling and punctuation that affect meaning & clarity of the story.	There is some attempt to vary sentences. Some errors in grammar, spelling and punctuation but meaning & clarity are not affected.	Good variation of sentences. A few errors in grammar, spelling and punctuation.	Good variation of sentences that enhances writing / story ideas. Hardly any errors in grammar, spelling and punctuation. GOOD EDITING SKILLS! 
Content		Language	Total Score	WHAT NEXT?	
/10	/10	/20	Minor Edits	Improved Copy	Start Over
PARENT'S SIGNATURE					

Understanding Language Competency through Rubrics & Evaluation

# Knowing Where They Are Going...

圣母圣诞圣婴女校

## 三、四年级 朗读 评量表 P3 & P4 Reading Aloud Rubrics

等级 Grade	◎	◎ ◎	◎ ◎ ◎	◎ ◎
语音 Pronunciation	会读少于 15 个字。 Able to read less than 15 characters accurately.	会读超过一半的字。 Able to read at least half of all the characters accurately.	会读多数的字 (少于 5 个错误)。 Able to read most of the characters (make less than 5 mistakes) accurately.	会读整篇短文。 Able to read short texts accurately.
语调 Intonation	无法朗读。 Almost word-by-word pronunciation.	不流利，停顿不太适当。 Slow and jerky delivery with inaccurate pauses.	还算流利，有时迟疑。 Read smoothly, with suitable pauses but one or two hesitations.	非常流利。 Fluent reading with suitable pauses and without hesitations.
	语调没有变化。 Read in monotone.	语调有少许变化。 Attempt to vary pitch and tone slightly.	语调有变化。 Some variation of suitable pitch and tone.	语调正确，有节奏感，感情。 Appropriate variation of pitch and tone.

கருத்து (Content)				
<p>பத்தைப் புரிந்துகொண்டு தெளிவாகக் கருத்துறைத்தல்</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> கிடமிருந்து வலம் செல்லுதல்</li> <li><input type="checkbox"/> முழுமொள விளக்கம்           <ul style="list-style-type: none"> <li>• clockwise/anti-clockwise direction</li> <li>• detailed description</li> </ul> </li> </ul>	◎	◎ ◎	◎ ◎ ◎	◎ ◎ ◎ ◎
<p>பத்தைப் பொட்டி எந்த ஒரு கருத்துயோசனையைக் கூறுதல்</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> பொருத்தப்பட்ட விஷயம் கீழ்க்கண்ட கூறுதல்</li> </ul>	பத்தைப் பொட்டி எந்த ஒரு கருத்துக்களைக் கூறுதல்	இரண்டு சிரமியிற்கு கருத்துக்களைத் தெளிவாகக் கூறுதல்	இரண்டு சிரமியிற்கு கருத்துக்களைத் தெளிவாகக் கூறுதல்	மிகச் சிறப்பாகவும் தெளிவாகவும் எவ்வளக் கருத்துகளையும் கூறுதல்
<p>சொல்லும் / மொழி (Language) பொருத்தமான சொற்களை எனிய பேசுத்துமிகு உசாநால்</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> முழு வார்க்கியாகப் பேசுதல்</li> <li><input type="checkbox"/> முறையான சொல்லப் பயன்படுத்தல்</li> <li><input type="checkbox"/> அளியல் / தவறான சொல்லப் பற்றி கூறுதல்</li> <li>• able to speak in complete sentences</li> <li>• able to use the correct words to describe</li> <li>• able acts அன்று வரவு</li> </ul>	<p>பொருத்தமான எனிய மொழியில் பேச விஷயமை</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> பொருத்தமான எனிய மொழியில் பேச விஷயமை</li> <li><input type="checkbox"/> கூறுதல்</li> </ul>	<p>இரண்டு சிரமியிற்கு கூறுதல்</p>	<p>இரண்டு சிரமியிற்கு கூறுதல்</p>	<p>இரண்டு சிரமியிற்கு கூறுதல்</p>
<p>CHIJ Our Lady of the Nativity Penilaian Bahasa Melayu 2022 Darjah 3 &amp; 4</p>	<p>Kelas: _____</p>	<p>Tarikh: _____</p>	<p>Nama: _____</p>	<p>Penulisan Writing</p>
<p>ISI Content</p> <ul style="list-style-type: none"> <li>• Setiap perenggan mempunyai kurang dari/pada 2 ayat</li> <li>• Idea utama dan idea sampingan tidak tersusun</li> <li>• Tidak menceritakan watak dan latar</li> </ul>	<p>◎</p> <ul style="list-style-type: none"> <li>• Setiap perenggan mempunyai 2 ayat atau lebih</li> <li>• Idea utama dan idea sampingan dan contoh tersusun</li> <li>• Kurang mengembangkan watak dan latar</li> </ul>	<p>◎ ◎</p> <ul style="list-style-type: none"> <li>• Setiap perenggan mempunyai 3 ayat atau lebih</li> <li>• Idea utama, idea sampingan dan contoh tersusun dengan baik</li> <li>• Menceritakan latar dan watak dengan jelas</li> </ul>	<p>◎ ◎ ◎</p> <ul style="list-style-type: none"> <li>• Setiap perenggan mempunyai 4 ayat atau lebih</li> <li>• Idea utama, idea sampingan dan contoh tersusun dengan baik</li> <li>• Menceritakan latar dan watak dengan jelas</li> </ul>	<p>◎ ◎ ◎ ◎</p> <ul style="list-style-type: none"> <li>• Menggunakan ayat-ayat yang gramatis dan betul</li> <li>• Hampir tiada kesilapan ejaan dan tanda baca</li> </ul>
<p>BAHASA Language</p> <ul style="list-style-type: none"> <li>• Ayat-ayat tidak lengkap atau bermakna</li> <li>• Banyak kesilapan ejaan dan tanda baca</li> </ul>	<p>◎</p> <ul style="list-style-type: none"> <li>• Banyak ayat yang tidak gramatis dan kurang tepat</li> <li>• Sedikit kesilapan ejaan dan tanda baca</li> </ul>	<p>◎ ◎</p> <ul style="list-style-type: none"> <li>• Beberapa ayat yang tidak gramatis dan kurang tepat</li> <li>• Beberapa kesilapan ejaan dan tanda baca</li> </ul>	<p>◎ ◎ ◎</p> <ul style="list-style-type: none"> <li>• Beberapa ayat yang tidak gramatis dan kurang tepat</li> <li>• Beberapa kesilapan ejaan dan tanda baca</li> </ul>	<p>◎ ◎ ◎ ◎</p> <ul style="list-style-type: none"> <li>• Beberapa ayat yang tidak gramatis dan kurang tepat</li> <li>• Beberapa kesilapan ejaan dan tanda baca</li> </ul>
	<p>1.1 Words: _____</p>			

Understanding the Success Criteria and Progress Goals

# Having the Tools for the Journey...

Name: \_\_\_\_\_ Class: Pg 3 \_\_\_\_\_

**Mathematics**

**A Guide to Understanding Your Teacher's Feedback**

Markings:	Possible types of error:	What you may need to do:
Ca (Calculation)	<ul style="list-style-type: none"> <li>Calculation error.</li> </ul>	<ul style="list-style-type: none"> <li>Redo your calculations.</li> <li>Check if your calculations make sense E.g. subtracting a number should result in a smaller number than the total.</li> </ul>
A (Answer)	<ul style="list-style-type: none"> <li>Answer not in the format required, e.g. missing decimal to indicate dollars and cents.</li> <li>Transferred answer wrongly from solution to answer line.</li> </ul>	<ul style="list-style-type: none"> <li>Check the format required.</li> <li>Either zero or two decimal places for an amount of money given in dollars.</li> </ul>
R (Reading)	<ul style="list-style-type: none"> <li>Misread the question.</li> <li>Transferred information wrongly from question to solution.</li> </ul>	<ul style="list-style-type: none"> <li>Read the question again carefully.</li> <li>Highlight or underline key information.</li> </ul>
U (Units)	<ul style="list-style-type: none"> <li>Units omitted.</li> <li>Wrong units used.</li> </ul>	<ul style="list-style-type: none"> <li>Check that the information in the question has been correctly transferred to your solution.</li> <li>Check the units required. E.g. S, cm, m, kg, g</li> </ul>
ME (Mathematics Equation)	<ul style="list-style-type: none"> <li>Wrong equation used.</li> <li>Error in equation used.</li> <li>Missing equation.</li> </ul>	<ul style="list-style-type: none"> <li>Check the equation used.</li> <li>Compare against the equation in the textbook if necessary.</li> <li>Write all the necessary equations.</li> <li>Ensure the solution is complete.</li> <li>Check that all information in the question has been made use of.</li> </ul>

5  $\frac{1}{3}$  of Cheryl's savings was the same as  $\frac{3}{4}$  of Hilda's savings. Cheryl saved \$36.  
 (a) Find the ratio of Cheryl's savings to Hilda's savings.  
 (b) How much did Hilda save?

(a)  $\frac{1}{3} = \frac{3}{9}$        $\frac{3}{4}$   
 $9 \checkmark \quad 4 \cancel{\parallel}$

(b)  $9u = 36$   
 $1u = \frac{36}{9} \checkmark$   
 $= 4 \checkmark$   
 $4u = 4 \times 4$   
 $= 16 \cancel{\parallel}$   
 ✓  
 (a) Ans: 9:4  
 (b) Ans: 16m<sup>u</sup> (16)  
 ✓

6 Karen and Amiya had 120 beads each. After giving Amiya some beads, Karen then had  $\frac{3}{7}$  as many beads as Amiya. How many beads did Karen give Amiya?

K : A      3u + 7u = 10u  
 5 : 5      10u = (120) R  
 3 : 7      1u = 120 ÷ 10  
 $= 12$   
 $5u - 3u = 2u$   
 $2u = 12 \times 2$   
 $= 24$   
 $10u = 120 \times 2$   
 $= 240 \checkmark$   
 ans: 24  
 ✓

8 A ribbon 60 cm long is cut into two pieces. One piece of ribbon is 24 cm longer than the other piece.  
 (a) What is the length of the shorter ribbon?  
 (b) What is the ratio of the length of the shorter ribbon to that of the longer ribbon? Give the answer in the simplest form.

(a)  $60 \checkmark \quad 2 \cancel{\parallel} \quad 30$   
 $30 \checkmark \quad 24 \cancel{\parallel} \quad 6$   
 $30 + 24 = 54 \checkmark$   
 $\div 6 \downarrow \quad 5 \cancel{\parallel}$   
 $1 : 9 \checkmark$   
 ✓  
 (b)  $18 + 24 = 42$   
 $18 \div 6 \downarrow \quad 3 : 7 \checkmark$   
 ✓  
 Ans: 1:9  
 ✓  
 (a) 18m<sup>u</sup>  
 ✓  
 (b) 3:7  
 ✓

5 The ratio of the number of apples to the number of pears is 4 : 7. ... If the number of pears to the number of mangoes is 2 : 3.  
 (a) What is the ratio of the total number of apples and pears to the number of mangoes?  
 (b) There are 24 fewer apples than pears. How many more mangoes than pears are there?

(a) A:P      P:M  
 $4:7 \quad 2:3$   
 $= 8:14 \quad = 14:21$   
 $8+14=22$   
 ✓  
 Ans: 22:21  
 ✓

(b)  $14 - 8 = 6$   
 $6u = 24$   
 $21 - 14 = 7$   
 $6u = 24 \div 6 \cancel{\parallel}$   
 $7u = 7 \times 4 = 32 \checkmark$   
 $\checkmark \quad 7u = 28$   
 Ans: 32  
 ✓

## Self Access of Follow-Up Actions

# Having the Tools for the Journey...

## Editing Symbols

Be self-regulated and proactive when it comes to editing mechanics.

Symbol	What It Means	How It is Used
v	Good use of vocabulary	To credit wide and appropriate use of vocabulary or descriptive phrases with ticks.
//	Begin a new paragraph. Indent the paragraph	// Once there lived a jolly but very large giant known as McThunder.
^	Detail(s) missing (letter/word/phrase/sentence, description)	He was called McThunder because the earth shook when walked. ^
p	Missing Punctuation / Punctuation Error	McThunder was as wide as he was tall and he had a giant appetite? p p Perhaps I should go on a diet, he said to his wife

Symbol	What It Means	How It is Used
g	Take out a letter, word, phrase or sentence.	He also began to g exercise every day.
/	Change a capital letter to a small letter	Soon, McThunder began to /ose weight.
==	Change a small letter to a capital letter	His wife began to call him Mcrumble affectionately.
s / sp	Spelling error. Check the spelling of this word.	Now the earth shook only when he s laffed.
—	Grammatical / Structural error	The giant also start to feel healthier.
○	Close the space	He began to receive com pliments from his friends.
~	Change the order	He also longer no felt lethargic.
#	Add a space	In the end, he felt more energetic and was more motivated to keep fit.

Self Access of Follow-Up Actions



# Assessment Mode (WA)

- Purpose: to assess and diagnose child's academic progress and understanding of the skills and concepts taught
- Letter on Weighted Assessments with topics to be assessed was sent through PG in January 2024.
- Takes place during class time.

	Term 1	Term 2	Term 3	Term 4
Primary 3	WA (10%)	WA (10%)	WA (10%)	EYE (70%)
Primary 4	WA (10%)	WA (10%)	WA (10%)	EYE (70%)





# How Parents Can Support Child's Learning

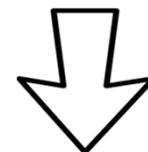
- 1) Set Learning Structures at home and complement with time management for learning and leisure
- 2) Support Self-efficacy
  - Ownership of homework
  - Reflection – Talk to child about work returned, e.g. teacher's comments, rubrics
  - Ask your child as to one skill, strategy and idea learnt for the day
- 3) Frame success within the lens of learning and growth
  - Celebrate small wins





## So Why Does All of This Matter?

Knowing where she is at and where she is going, having the strategies, tools, methods to monitor progress and improve leads to **CONFIDENCE** to take on **CHALLENGES**.



**JOY & SUCCESS IN LEARNING**



# Preparing our Girls - Developing Character and SE Competencies

Enabling our children to face the future with confidence

06 JUL 2022



Photo from Ministry of Education, Singapore

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To navigate the challenges of the future, our children need to build strengths that emanate from within, a sense of identity and purpose, and competencies to engage in difficult discussions around contemporary issues.

By Sun Xueling

*Enabling our children to face the future with confidence*

To navigate the challenges of the future, our children need to build strengths that emanate from within, a sense of identity and purpose, and competencies to engage in difficult discussions around contemporary issues.

Sun Xueling

**Chan Chun Sing aims to shift education mindsets from preparing students for 'life in school' to 'school of life': Zaobao**

Chan opined that education in schools can only help to build one's foundation, but the more important indicator of success is how we continue to learn throughout the "marathon of life".

Lean Jinghui | April 10, 2022, 11:04 PM



CHIJ Our Lady of the Nativity



# How CHIJ OLN equips our girls with life skills and develops their social and emotional competencies

<p><b><u>Back to School Programme</u></b></p> <ul style="list-style-type: none"><li>• <b>Personal Effectiveness Programme</b><ul style="list-style-type: none"><li>- Time Management and identify locus of control (P3 and P4)</li><li>- Making New Friends (P3)</li><li>- Growth Mindset, The Power of Yet (P4)</li></ul></li><li>• <b>Check-in Poll</b><ul style="list-style-type: none"><li>- conducted twice at the beginning of each semester</li></ul></li></ul>	<p><b>CCE (FTGP)</b></p> <p>Themes of</p> <ul style="list-style-type: none"><li>- Care and Respect for others</li><li>- Do my Best</li><li>- Understand and Care for Myself</li></ul>	<p><b>Sisterly Love</b></p> <p>Building a culture of care through peer support</p>
<p><b><u>Glow Morning Activities</u></b></p> <ul style="list-style-type: none"><li>- IJ OLN Shines</li><li>- Cyberbites</li><li>- Newsbites</li></ul>	<p><b><u>OLN 360 Programme</u></b></p> <ul style="list-style-type: none"><li>- Provides opportunities to explore a wide range of activities</li><li>- Allows students to apply learning beyond the classroom</li><li>- Strengthens the learning dispositions and GRACIA values</li></ul>	<p><b><u>Promotion Exercise</u></b></p> <p><b>Emotional and Mental Wellbeing</b></p> <ul style="list-style-type: none"><li>▪ Students to learn positive ways to deal with change through case studies and coping strategies (P2, P4)</li><li>▪ Students to reflect on their CHIJ OLN journey this year and what they are thankful for (P1, P3 and P5)</li></ul>





# Raising Independent and Responsible Girls



Some are dependent on the adults to remind them about homework.

Some may not know what to do during conflicts.

At times, the girls lack awareness about what is happening around them.

Some are not able to manage their time.





# Transition to Middle and Upper Pri



**Adapting to a new environment and being open to building new friendships**



**Varied Teaching Styles and Methods**

- Enriched learning experiences, a more diverse journey in learning



**Importance of Time Management Skills – increased rigour, higher academic expectations, changes to schedule e.g. CCA, support lessons**



**Increased independence expected**

- Learning self-management and organisational skills





# What we are doing to help the students transit to Middle Primary

## P4 TARGET SETTING

**Let's set our 2023 targets!**

**Academic Targets**  
Setting academic targets involves knowing what you are capable of. Start from what you have managed to achieve in last year's assessments.

Subjects	Entry Score (P3 Overall Marks)	My Target Raw Score	Band
English			
Mathematics			
Science			
Mother Tongue			

**A Concrete Plan**  
Setting targets is not enough. What do you need to do to achieve your targets? What have helped you do well in the past? What have not worked well? What new actions do you need to take to help you do better?

Strategies which I will use because they work well for me:

- Revise what my teachers teach daily.
- Apply what I learn in school.
- Ask questions when I am in doubt.
- Read wisely.
- Others:

Other / Additional strategies which I will adopt this year:

**Parent/Guardian's Signature:** \_\_\_\_\_ Date: \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ Date: \_\_\_\_\_

## Overcoming Challenges ① Date: \_\_\_\_\_

### What Is Stress?

Read the statements below about stress and decide if they are true or false. Circle your answer.

1. Stress is a normal part of our everyday life.  True  False
2. Stress is our bodies' natural reaction to challenges.  True  False
3. Stress is always bad for us.  True  False
4. Stress prepares us to take action and overcome our challenges.  True  False



## Doing What Is Right ② Date: \_\_\_\_\_

### Helping Myself and Others

#### Dealing with Feeling Left Out

You want to join your friends at the playground but they seem to ignore you. What do you do?

**Step 1:** Keep calm.

**Step 2:** Ask myself if I have really been left out.

**Step 3:** Think about my options:

- Ask to join in.
- Choose someone else to play with.
- Look for an adult or a friend to talk to.
- Do another activity I enjoy.

**Step 4:** Carry out my best choice(s). Write it down below.

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## GROWTH VS FIXED MINDSETS

Read each mindset in the boxes below. Cut and sort them into the correct column.

#### GROWTH MINDSET

The belief that intelligence can change with hard work, perseverance and challenge.

#### FIXED MINDSET

The belief that intelligence cannot be changed and that people are either born smart or not smart.

This is too hard.	This will be challenging but I'll keep at it.	She's just smarter than I am.	I give up.	I'm on the right track.	I should try a different strategy.
I am so good at this.	I am working really hard at this.	I've never been good at this anyway.	I'm never going to get this.	I'm going to go through this one more carefully.	Tomorrow I will get a fresh look at this.





## Communicate

- Talk about feelings, highlighting positive aspects of the changes to be experienced
- Encourage your child to ask questions



## Enforce useful strategies

- Create a new schedule together
- Guide your child to prioritise and set achievable goals
- Establish a study routine and create a quiet study area
- Nurture a Growth mindset



## Encourage

- Provide opportunities to take on responsibilities
- Help her develop problem-solving & decision-making skills
- Praise her efforts and growing sense of independence



**Transition  
to Middle  
and Upper  
Primary:  
Supporting  
your Child**





# Affirming the Good

Importance of having a positive perception of self and being able to build positive relationships

**I Think, I Feel, I Act (2)** Date:

### Helpful and Negative Thoughts

Negative thoughts can lead to negative actions and negative consequences!

The diagram illustrates the cycle of negative thoughts. It starts with 'Negative Thoughts' (represented by a brain icon) leading to 'Uncomfortable Feelings' (represented by a heart icon). These feelings result in 'Scared and worried' actions. These actions lead to 'Consequences' (represented by a person icon), such as 'I don't want to enter the pool' and 'I won't have the chance to learn to swim.'

Choose helpful thoughts for positive consequences.

This diagram shows the cycle of helpful thoughts. It starts with 'Helpful Thought' (represented by a brain icon) leading to 'Calm' and 'Comfortable Feelings' (both represented by heart icons). These feelings result in 'I am willing to try' actions. These actions lead to 'Helpful Action' (represented by a person icon), such as 'Enter the pool' and 'Learn to swim'. Finally, these actions lead to 'Consequences' (represented by a person icon), such as 'I am swimming'.

**Family Time!** I can...

- Share with my parents/guardians what I have learnt about thoughts, feelings and actions.
- Invite them to share an experience on choosing helpful thoughts.

We did it together!

Parent's / Guardian's signature

**Taking Up New Roles (2)** Date:

### My Character Strengths

Tick (✓) your character strengths that will help you in your new role or responsibility. Your friend will tick (✓) the character strengths that he/she thinks you have. You will also do the same for him/her.

Your friend's name: \_\_\_\_\_

	<b>My Friend</b>	<b>I Have</b>	<b>Thinks I Have</b>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kindness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Character Strengths**

- Teamwork**  
I work together with my team members to reach our team's goals.
- Kindness**  
I help and show care to others. I do not hurt them.
- Perseverance**  
I do not give up although some tasks are difficult.
- Self-control**  
I can focus and finish my task even when I want to give up and do other things instead.
- Humour**  
I make others smile by telling them a joke.

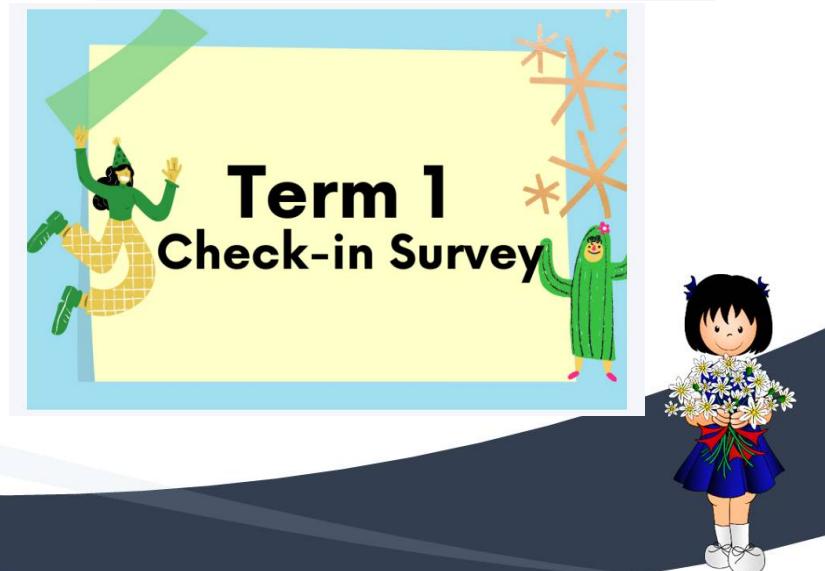
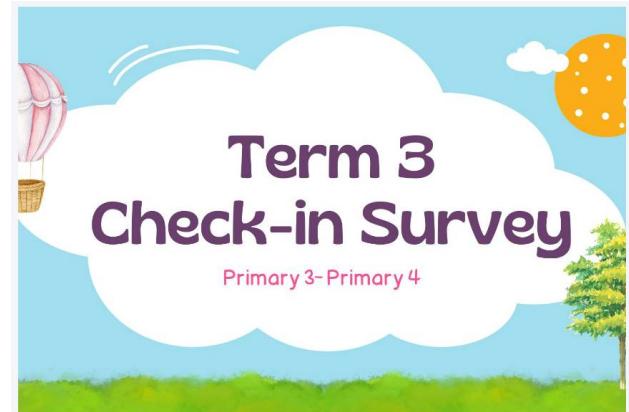




# Supporting our girls' social-emotional competencies

Build rapport and express care and concern, e.g. individual [chat sessions](#), [class bonding](#) & [back to school programmes](#)

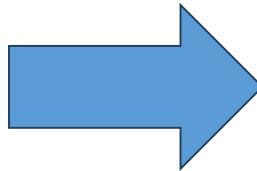
1. As we start school after a long break, we may need time to get back to our school routines. How are you as we start Term 3?
2. As we enter a new term, what is one thing that you are grateful for or looking forward to? (for example, friends, competitions, family) Could you share with me more?
3. Have you been feeling sad in the last two weeks?
4. There are many activities happening in Term 3. Is there anything you are worried about as you start the term?
5. Were you able to seek help when you were facing challenges?
6. As your teacher, how would you like me to better support you? Please also let me know if you are worried about any of your friend(s).





# Concerns brought up during T3's Check in Survey

- difficulty falling asleep



- Feeling sleepy in class
- Difficulty concentrating and maintaining focus
- Irritability





# Impact on our Girls

**WebMD**

## HOW LIGHT AFFECTS SLEEP

The amount of light around you controls your brain's production of melatonin, a hormone that makes you feel sleepy.

In bright light, you make less melatonin.

In darkness, you make more melatonin.

**Sunlight**  
Need help waking up in the morning? Open the blinds or get outside to feel more alert.

**Light From Screens**  
Their "blue" light has a powerful effect on your brain. Turn them off about an hour before bed.

**Artificial Light**  
Bright lights after dark signal the brain to wake up. In the evening, use dim lights, and block outside light.

Reviewed by Neha Pathak, MD, 11/20/2018  
SOURCES: National Sleep Foundation, Harvard Medical School Division of Sleep Medicine, Harvard Health.

*Research states that while light of any kind can suppress the secretion of melatonin, blue light at night does so more powerfully.*

### School-aged Children and Preteens (5-12 years)

School-aged children need nine to 11 hours of sleep a night. Bedtime problems can arise at this age due to several reasons, e.g. homework, sports, extracurricular, social activities, TVs, computers, video games and caffeine intake. These might delay bedtime resulting in sleep deprivation. Lack of sleep can cause emotional disturbances (e.g. mood swings), behavioural problems (e.g. hyperactivity) and cognitive problems that may impact on their ability to concentrate and learn at school.

### Sleep Tips for School-aged Children

- Teach school-aged children about healthy sleep habits
- Continue to emphasise the need for regular and consistent sleep schedule and bedtime routine
- Ensure that the child's bedroom is conducive for sleeping – keep it dim, cool and quiet
- Keep TV and computers out of the bedroom
- Avoid caffeine at least a few hours before bedtime

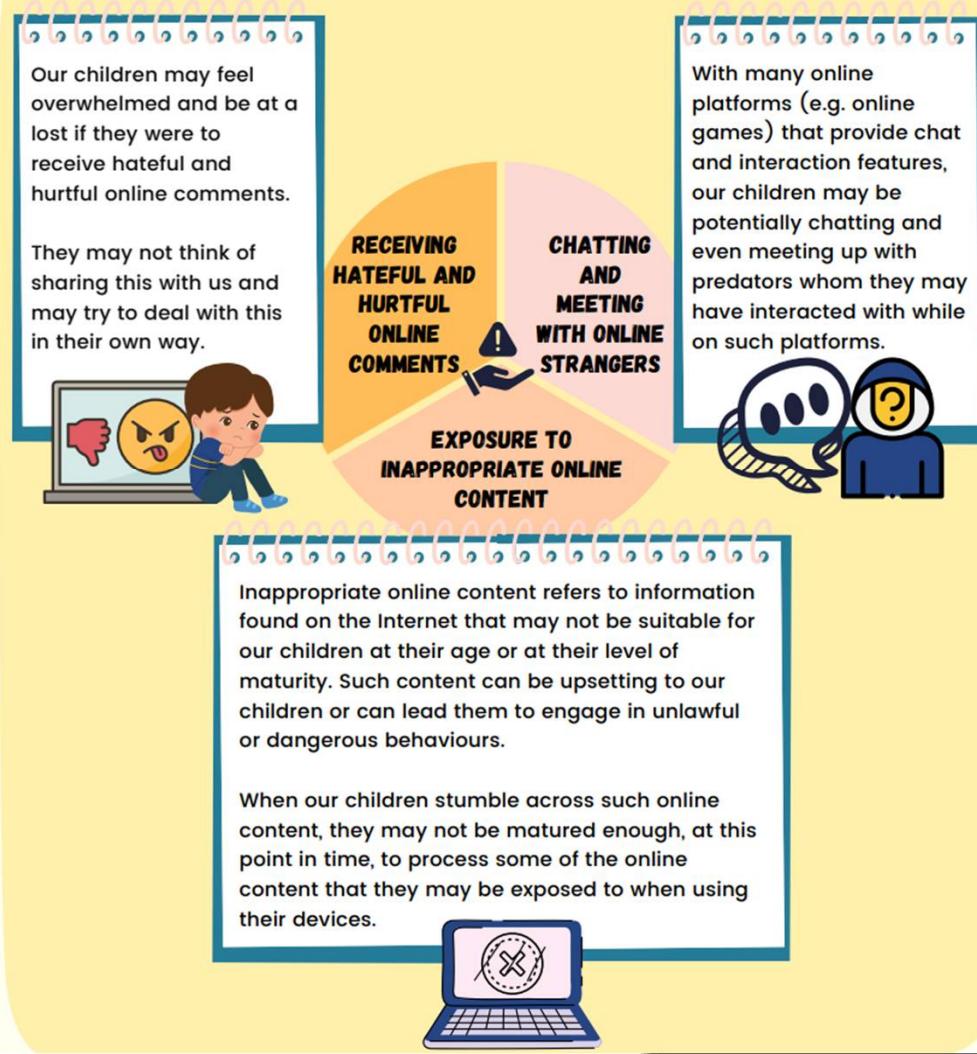
*Sleep: Importance on sleep and typical sleep requirements vary with age and individual factors | KKH (singhealth.com.sg)*



# Dangers Faced by Our Children Online

CHIJ Our Lady of the Nativity

**BELOW ARE TOP 3 POTENTIAL ONLINE RISKS WHICH MAY AFFECT OUR CHILDREN PHYSICALLY AND/OR EMOTIONALLY.**





# How IJOLN educates on Cyber Wellness

- Cyber Wellness lessons within our Values Education programme
- The #thinker module in our OLN 360 programme for all P3s – P6s → e.g. determining reliability of information & role of influencers.
- Timely reminders for students through CyberBITES on CyberEducation





# The Age of Digital Parenting – Giving their First Device

## What can you say before giving your child their first device?

Have conversations before your child gets their first device. This is the best time to set your expectations.



1

Get your child to think about the responsibility of owning a device.

How it might look like



Can you share with us why it is important for you to be responsible for your device?

2

Get your child to think about safe and responsible usage of the device.

How it might look like

How do we use our device responsibly, respectfully and safely?



3

Make your child articulate a set of rules and expectations for the family in writing.

How it might look like

Shall we come up with a set of family rules together on how we use our devices?



Link to Family media plan resource:

<http://www.medialiteracycouncilsg/Resources/Pages/parents.aspx>





# The Age of Digital Parenting – Ensuring my child uses their device responsibly and safely

**1**  Monitor your child's screen time. Keep track of what your child is doing online and with whom.

**2**  Look out for signs such as complaints about being bored, angry or irritable when they are unable to use their device.

**3**  Set a positive example and model the behaviour you wish to see in your child by balancing the time you spend on your own devices.

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# The Age of Digital Parenting (Tips for talking to your child on device usage)

**Seek to understand.**  
E.g. "I observe you have been on the screen a lot lately, do you have a lot of work to do?"

**Instead of jumping to conclusions.**  
E.g. "Don't spend so much time on the laptop playing games!"

**Remind them of priorities or agreements made.**  
E.g. "Do you remember what we agreed on?"

**Instead of starting off a statement with the word 'don't' or 'stop'.**  
E.g. "Stop / Don't keep using your phone!"

**Have faith in their ability to change.**  
E.g. "It's ok if you forgot our agreement.  
We can strive to do better. How can I help you with that?"

**Instead of resorting to blame.**  
E.g. "If you had spent less time on your laptop you wouldn't do so badly for your exams."

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# Using WhatsApp and Online Social Media Apps

Encourage your child to always be respectful when giving comments online.



Get your child to reflect If the comment he/she is about to post is:

- (T) rue?
- (H) elpful?
- (I) nspiring?
- (N) ecessary?
- (K) ind?

The minimum legal age to use WhatsApp in Singapore is 13 years old.

## WhatsApp

- Purpose and Intent
  - Is being part of a WhatsApp group really necessary?
  - How many members are really needed in a group chat?
- Gracious and Respectful Users
  - Am I spamming by forwarding messages?
  - Is my language and content appropriate?
  - Am I adding strangers?





# What you can do to help your daughter

- Team up with the teachers.
- Understand your child's strengths and weaknesses. Chat with your child. Create a conducive learning environment at home. Enforce routines.
  - Develop a routine for school and homework
  - Setting rules and guidelines on the usage of devices
  - Help her set realistic and achievable goals
  - Encourage her to fulfil her responsibilities as a student
- Ensure a balanced lifestyle, e.g. CCAs, time for play, reflection, revision.
- Join the Parent Support Group (PSG) or volunteer at the school to play an active role in your child's education.  
Contact: [chij\\_olnpsg@yahoo.com.sg](mailto:chij_olnpsg@yahoo.com.sg)
- Focus on the work ethics and character values that lead to results.
- Allow your child to make mistakes and guide her through learning from her mistakes





# Gentle Reminder ...

## Attendance

- Compulsory unless unwell
- **Inform FTs if your child is unwell.**  
Pls state reason for absence
- Maximum of 3 letters from parents each term
- **Travelling during term time is strongly discouraged**

## Punctuality

- **To be with the class by 7.30**
- Class bonding time with FTs & friends
- **More ready for lessons**
- Glow Morning Activities





# Gentle Reminder (P3 GEP – 15 August 2024)

A school day for non-candidates as well.

Recess time and Snack break affected:

- Snack break: between 10.00 am and 10.30 am
- Recess: 12.30 pm to 1.00 pm





# Subject- Based Banding & Class Allocation

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*Updated on June 2024*





# Subject-Based-Banding (SBB)

- SBB recognises that students have different abilities
- Every child will be encouraged to do the subjects at the levels that best meet her abilities.





# How does Subject-based banding work?

P4

- School recommends a subject combination based on child's overall results at the end of the year
- Parents fill up an option form to indicate your child's preferred subject combination.

P5

- The child takes the preferred subject combination
- School assesses the child's ability to cope with the subjects. Adjustments to the subject levels are made if needed.

P6

- The child takes the final subject combination **recommended by the school** for PSLE.
- The child's progression to secondary level depends on their PSLE results (Achievement Levels)





# Course Recommendation (end-P4)

Combination	Remarks
<b>4S + HMT</b>	For students who are academically <u>strong</u> to very strong with strength in MT.
<b>4S</b>	Majority of the cohort
<b>3S + FMA/FMT</b>	A small minority: those who <b>consistently struggle</b> with MA/MT despite their best effort.
<b>4F</b>	Academically weak students who have been <b>consistently</b> struggling with all subjects.





# Course Recommendation (end-P5)

Combination	Remarks
<b>4S+HMT</b>	<ul style="list-style-type: none"><li>• All subjects – at least AL6 and above</li><li>• MTL – at least AL 2 and above</li></ul>
<b>4S</b>	<ul style="list-style-type: none"><li>• All subjects – at least AL6 and above</li></ul>
<b>To take 1 or more Foundation subjects</b>	<ul style="list-style-type: none"><li>• <i>AL7 or AL8 for that subject</i></li></ul>





# Achievement Levels (ALs)

- Achievement Levels (ALs) are the scoring bands used for in the PSLE Scoring system.
- Each PSLE subject will be scored using 8 ALs. Students who perform similarly will be placed in the same AL for each subject.
- Under the new AL system, if your child is taking Foundation level subjects, your child will be graded AL 'A' to AL 'C'.
- For the purpose of S1 posting, Foundation level AL 'A' to AL 'C' will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score.

Standard Subjects			
AL	Raw Mark Range		
1	$\geq 90$		
2	85 - 89		
3	80 - 84		
4	75 - 79		
5	65 - 74		
A	75 - 100	6	45 - 64
B	30 - 74	7	20 - 44
C	< 30	8	< 20

Foundation Subjects			
Grades for Foundation	Foundation Raw Mark Range	Equivalent Standard Level AL	
A	75 - 100	6	45 - 64
B	30 - 74	7	20 - 44
C	< 30	8	< 20





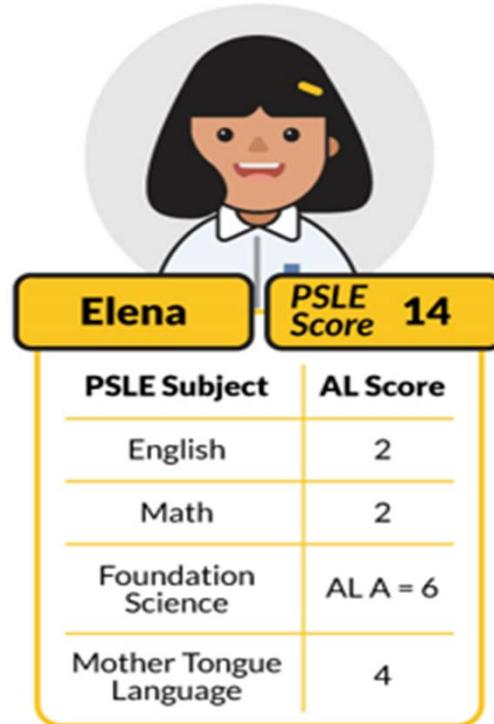
# Should my child take Foundation subject(s)?

- The decision should be guided by the child's ability.
- Implications of AL8 in EL **and/or** MA with PSLE score >25.
- Implications of Foundation subjects on overall AL score, & ability to cope in secondary school.
- Foundation Maths: Importance of Mathematics in the secondary school; for application to polytechnic & ITE
- **With Full SBB in Secondary school**, Syllabus' B' is discontinued from 2024. In place, Foundation MT: **G1 MT is offered in the secondary school.**





# PSLE Score: An Example



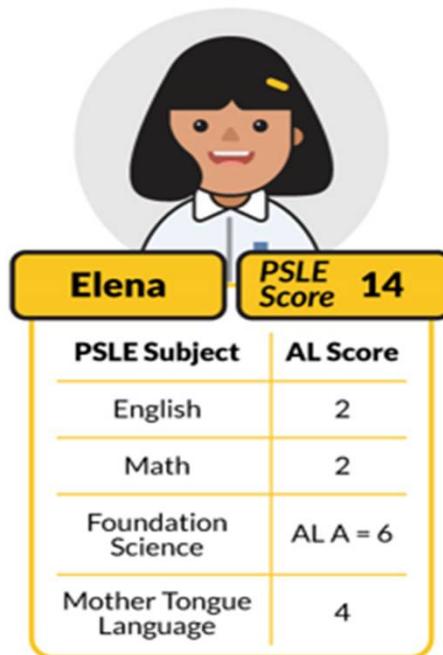
Foundation Subjects			
Grades for Foundation	Foundation Raw Mark Range	Equivalent Standard Level AL	AL
A	75 - 100	6	6
B	30 - 74	7	7
C	< 30	8	8

Standard Subjects	
AL	Raw Mark Range
1	≥ 90
2	85 - 89
3	80 - 84
4	75 - 79
5	65 - 74
6	45 - 64
7	20 - 44
8	< 20





# Secondary School Posting Groups



PSLE Score	Posting Group(s)	Indicative level for most subjects at start of Secondary 1
4-20	3	G3
21-22	2 or 3	G2 or G3
23-24	2	G2
25	1 or 2	G1 or G2
26-30 (with AL7 or better in EL and MA)	1	G1





# Should my child take HMTL?

- HMTL is a 5<sup>th</sup> subject.  
Can your child take the additional load?
- In Sec 1, students can take up HMT even if they did not take it at PSLE.



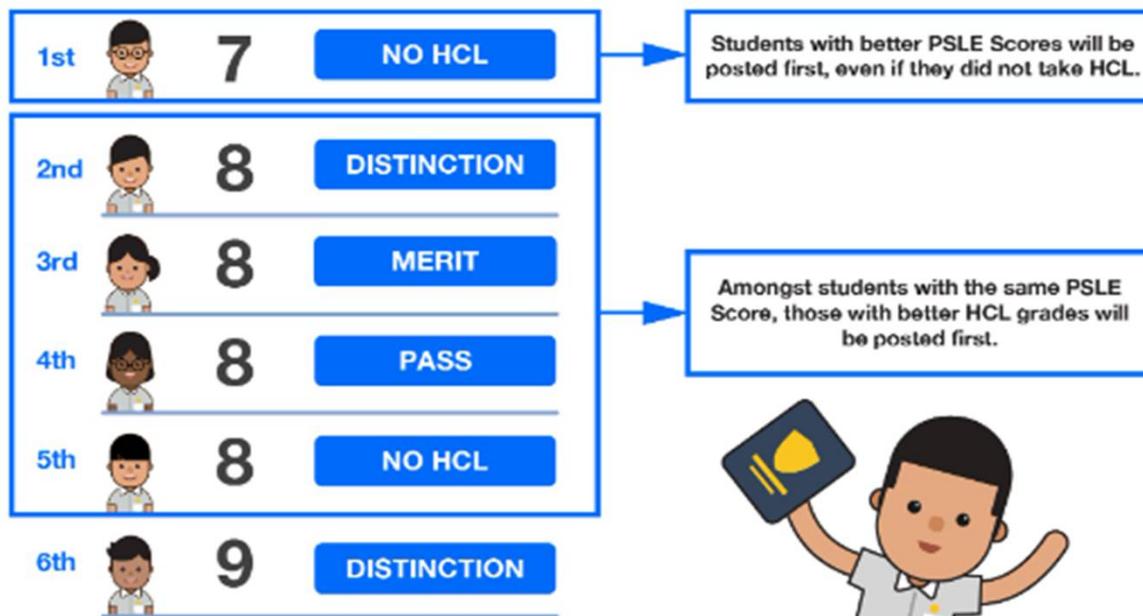


# HCL Posting Advantage to SAP schools

## Using HCL for Admission into SAP Schools

Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.

Students will be considered for admission to SAP schools in the following order:



*\* No more Bonus points system for application for admission to SAP sec. schools*



# HMTL offered in Secondary Schools

- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

## ELIGIBILITY CRITERIA FOR HMTL

- (i) An overall PSLE Score of 8 or better  
or
- (ii) An overall PSLE Score of 9 to 14 (inclusive); and attain
  - AL 1 / AL 2 in MTL or
  - Distinction / Merit in HMTL

- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL, and are able to cope with the learning load required.





# Class Allocation

P1 to P2

- Enbloc

P2 to P3

- Random.
- 7 **Mixed Ability** classes

P3 to P4

- Enbloc

P4 to P5

- Random.
- 7 **Mixed Ability** classes

P5 to P6

- Enbloc

For both Form and  
Banded classes





# Supporting our girls

- **Holistic Development:** Develop the whole child
- **Parental Involvement:** Vital role of parents in your child's educational journey, maintaining regular communication with our teachers.
- **No element of "Surprise":** Ongoing dialogue to prevent any unexpected decisions regarding subject combinations at the end of P4/P5.





# CHIJ OLN

# Student Recognition

# Awards

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# CHIJ OLN Student Recognition (w.e.f. 2024)

National  
School-based

	<u>Character</u>	<u>Service</u>	<u>Co-Curricular</u>	<u>Curricular</u>
	<p>Acts according to the IJ Mission and GRACIA values</p> <ul style="list-style-type: none"><li>Edusave Character Award [P1 – P6]</li><li>Sr Deirdre O’Loan Award [P6]</li><li><b>IJ Angel Award [P1 – P6]</b></li></ul>	<p>Leads with initiative and serves with love</p> <ul style="list-style-type: none"><li>Edusave EAGLES (Leadership &amp; Service) [P4 – P6]</li><li><b>Mother Mathilde Award [P3 – P6]</b></li><li>Laudato Si Award (Class with highest recyclables) [P1 – P6]</li></ul>	<p>Remains steadfast in the face of challenges</p> <ul style="list-style-type: none"><li>NAPFA [P4 &amp; P6]</li><li>Edusave EAGLES (Achievement) [P5 – P6]</li><li>IJ OLN Sports Girl Award [P6]</li><li>IJ OLN Aesthetic Girl Award [P6]</li></ul>	<p>Communicates confidently, Thinks creatively, reflects thoughtfully</p> <ul style="list-style-type: none"><li>Edusave Scholarships [P5 &amp; P6]</li><li>Edusave Merit Bursary [P1 – P6]</li><li>Edusave Good Progress [P1 – P6]</li><li><b>Edusave EAGLES (21CC) [P1 – P6] NEW</b></li><li>Mabel Dodampe Award (Best in each subject) [P3 – P6]</li><li><b>Barre Award [P1 – P6]</b></li></ul>

We use the Edusave Awards for Achievement, Good Leadership & Service (EAGLES) as opportunities to affirm CHIJ OLN girls' growth in the areas of character, service and learning dispositions.



# The IJ Angel Award



- This award recognizes inspiring role models among the students, girls who consistently demonstrate the school values excellently and contribute positively to the community.
- Eligibility: Singapore & non-Singapore citizens
- Nominated by Form Teachers and peers
- All awardees will receive a pin and certificate.
- This award is the basis for the Edusave Character Award.
- Criteria can be found in the School Organiser 2024, pp 39 - 40





# Edusave Character Award

For **Singapore** Citizens Only

- Is an IJ Angel
- Commendation Ceremony at community level
- Receives a Certificate & Cash Awards
  - \$200 (P1 – P3)
  - \$350 (P4 – P6)





# The Mother Mathilde Award



An IJOLN Girl leads with initiative and serves with love.

- This award recognizes students who consistently demonstrate their responsibilities as student leaders and contribute positively.
- Eligible: P6 Prefects / CCA leaders; P3 – P6 Care / Faith / Green / NE Ambassadors / Class Leaders
- Nominated by Form Teachers & the Student Leadership Development team.
- All awardees will receive a collar pin and a certificate.
- This award is the basis for the Edusave Award for Achievement, Good Leadership and Service (EAGLES)





# Edusave Award (Good Leadership & Service)

For Singapore Citizens Only

- Is a Mother Mathilde awardee

## For EAGLES (Service)

- Fulfils a minimum of 12hrs of VIA
- Initiates and leads VIA projects that impact the school and/or community
- Shows a high quality of service during VIA
- Demonstrates leadership qualities, planning abilities and initiative
- Attains high level of achievement for community service
- Does voluntary work outside the school context
- Has significant contributions to VIA

## For EAGLES (Leadership)

- Demonstrates good leadership as a CCA Leader & Prefect.
- Commendation Ceremony at community level
- Certificate & Cash Awards
  - \$250 (P4 – P6)



# The Barre Award

- From 2024, this award builds on E21CC outcomes, recognizing students who have demonstrated the Emerging 21<sup>st</sup> Century Competencies and learning dispositions **consistently and in an exemplary manner** across all curricular and co-curricular areas.
- Eligibility: Singapore & non-Singapore citizens
- Nominated by Form Teachers and peers
- All awardees will receive a trophy and certificate.
- This award is the basis for the Edusave Award (E21CC)

## Learning Dispositions

- Collaborative
- Curious
- Reflective
- Resilient



# EDUSAVE E21CC Award

For **Singapore** Citizens Only

- Is a Barre Awardee
- Students must, on a consistent basis, demonstrate E21CC in an exemplary manner as observed in school settings and contexts.
- Commendation Ceremony at community level
- Certificate & Cash Awards
  - \$200 (P1 – P3)
  - \$250 (P4 – P6)





# Examples of how a Middle Primary girl can demonstrate the E21CC competencies

## Collaborates

Communicates effectively with peers in and out of class to achieve group goals

## Curious

Extends her own learning e.g. reading up on the topics covered in class at her own time

## Reflective

Uses feedback to improve her own learning

## Resilient

Demonstrates determination to attain learning goals



# Middle Primary Kopi Chat

Ask us  
anything!

---





Thank you &  
we wish you  
a wonderful  
day!



CHIJ Our Lady of the Nativity  
*Simple in Virtue, Steadfast in Duty*

Primary 3 and 4

KOPI CHAT @

CHIJ OLN

