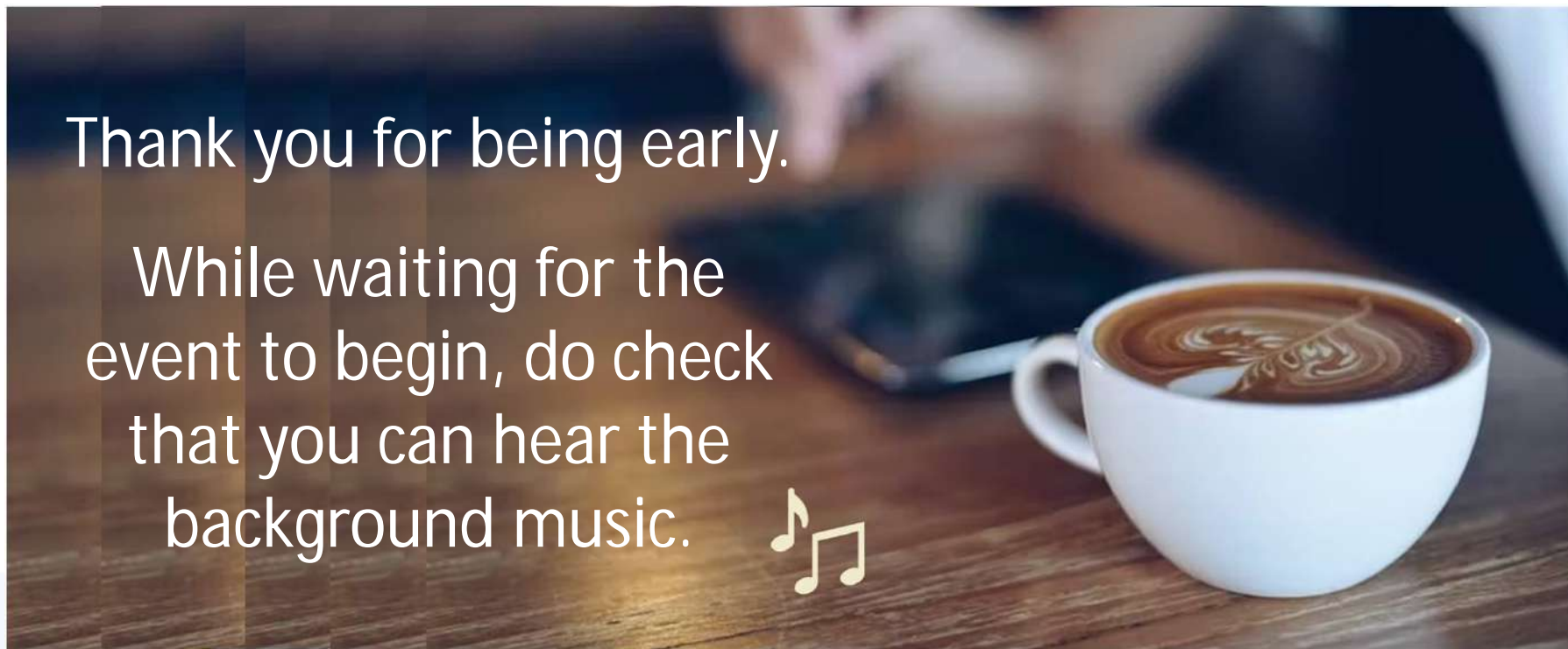




# Welcome to the P5 Kopi Chat!

Thank you for being early.

While waiting for the event to begin, do check that you can hear the background music.





# Objectives of Kopi Talk

- To provide an opportunity for an informal chat on the school's holistic curriculum and teaching & learning at IJ OLN.
- Questions and feedback are welcome. Just type in your comments or questions at any time via the Chat function.
- We will not discuss
  - Matters regarding other levels
  - Unique / Individual situations

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

Our email addresses can be found in

<https://chijourladyofthenativity.moe.edu.sg/contact-us/email-contacts>





# Speakers



**Mrs Annie Yuen**

Vice Principal



**Ms Christina Teo**

Principal



**Ms Wendy Woo**

Year Head (P5 & P6)

CHIJ Our Lady of the Nativity





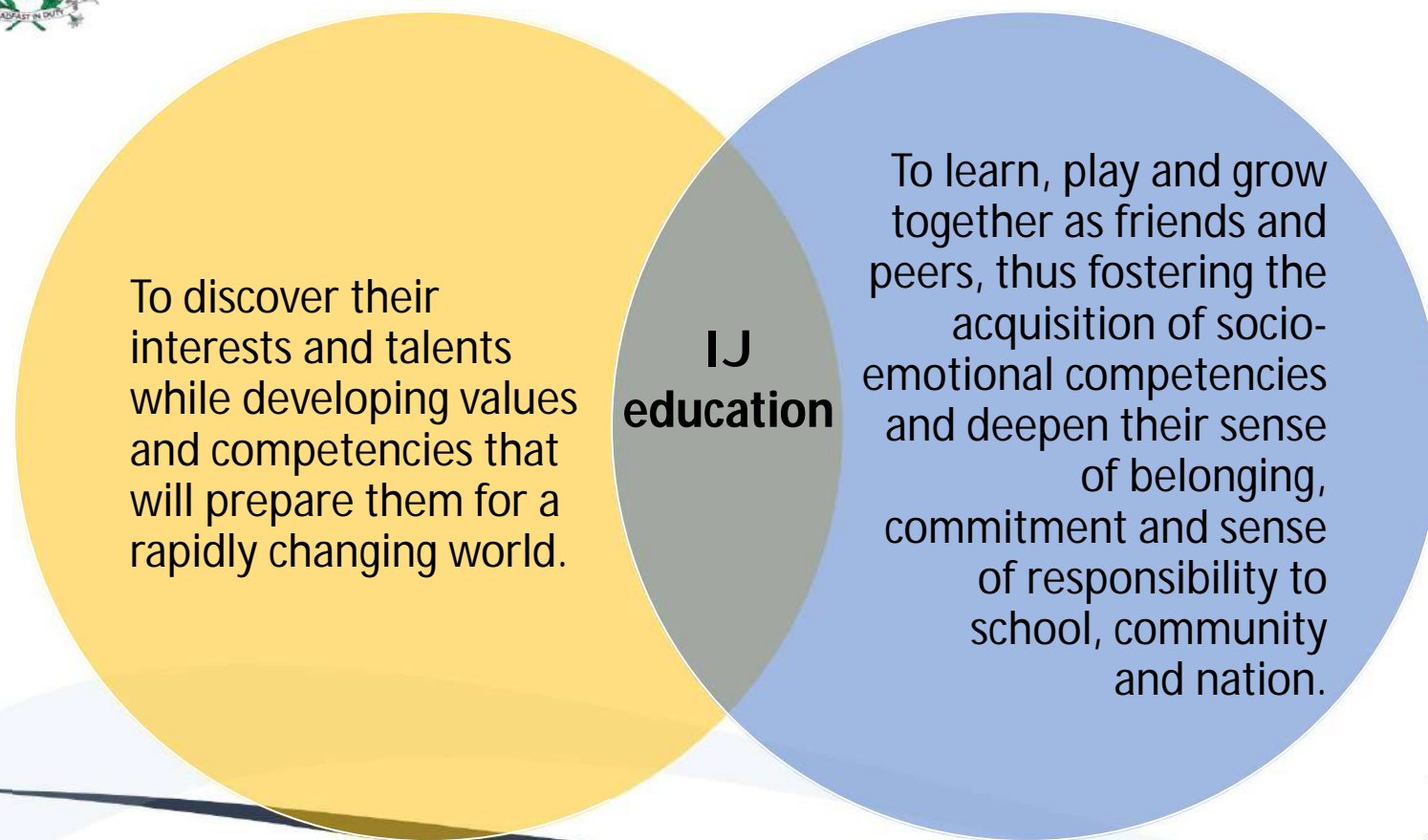
# Enjoy our 2022 Semester 1 Photo Montage

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# The value of a Holistic education



# Vision: Girls of Today for Tomorrow

## Values:

**G**raciousness  
**R**esponsibility  
**A**ppreciation  
**C**ompassion  
**I**ntegrity  
**A**daptability



**Simple in virtue**

## Learning Dispositions:

- **Collaborative**
- **Curious**
- **Reflective**
- **Resilient**



**Steadfast in duty**

## Holistic Learning Experiences

- Programmes, e.g. OLN 360, CCAs, Code for Fun, Back to School prog, VIA, GLOW morning assembly, Meaningful Monday
- Events, e.g. Games On, Track On, Learning Journeys  
Many more...



## Support for Learning

- 'Stretch' activities & progs: Differentiated Instruction
- Support for those who need more help, e.g. support lessons
- Social – emotional focus: Mixed classes, SOAR & ASPIRE progs



## Networking

### Virtual Networking 2022

#### Principal's Slides

21 Jan 2022

Talk to parents of P5 & P6 Students

#### Academic Slides

English	P1	P2	P3	P4	P5	P6
Mother Tongue	P1	P2	P3	P4	P5	P6
Maths	P1	P2	P3	P4	P5	P6
Science			P3	P4	P5	P6

- Being in the upper primary
- Programmes
- PSLE scoring system
- Subject based banding

### Slides for Kopi Chats 2022 (Semester 2)

Pri 1

Pri 2

Pri 3

Pri 4

Pri 5

Pri 6





# Information on the PSLE

<https://chijourladyofthenativity.moe.edu.sg/information-for-parents/psle-banding-and-s1-sch-selection>

[Home](#) / [Information For Parents](#) / [PSLE Banding and S1 Sch Selection](#)

## PSLE Banding and S1 Sch Selection

### Taking the PSLE or progressing to secondary school from 2021 onwards?

Learn about the changes to the PSLE scoring system [here](#).

Learn about the PSLE Scoring and Secondary 1 Posting from 2021 [here](#).

Learn about a secondary school that's suitable for your child [here](#).

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# Achievement Levels (ALs) (not T-scores)

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

Your child's PSLE Score will be the sum of the 4 subject scores. It ranges from 4 to 32, with 4 being the best possible total score. For example,

English Language	AL3
Mother Tongue Language	AL3
Mathematics	AL2
Science	AL4

**PSLE Score: 12**





# Achievement Levels (ALs) (not T-scores)

English Language	AL3
Mother Tongue Language	AL3
Mathematics	AL2
Science	AL4
PSLE Score: 12	

COURSE	PLACEMENT CRITERIA/ NEW SCORING SYSTEM
Express	4-20
Express/ N(A) option	21-22
N(A)	23-24
N(A)/N(T) option	25
N(T)	26-30; with AL7 or better in both EL and MA





# Indicative Achievement Level (AL) Cut-Off Point (COP) Ranges for different school types

## Government &

### Government-aided schools

COURSE	INDICATIVE AL COP RANGE FOR 2019 PSLE
Express [Integrated Programme (IP)]	7–9
Express (O-level)	8–22
Normal (Academic)	22–25
Normal (Technical)	26–30

### Autonomous Schools

COURSE	INDICATIVE AL COP RANGE FOR 2019 PSLE
Express (IP)	7–9
Express (O-level)	8–16
Normal (Academic)	22–25
Normal (Technical)	26–29

### Independent schools

COURSE	INDICATIVE AL COP RANGE FOR 2019 PSLE
Express (IP)	6–8
Express (O-level)	8–10





# Entering a secondary school

# 1



## PSLE/S1 Posting Process

- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**

# 2



## DSA-Sec

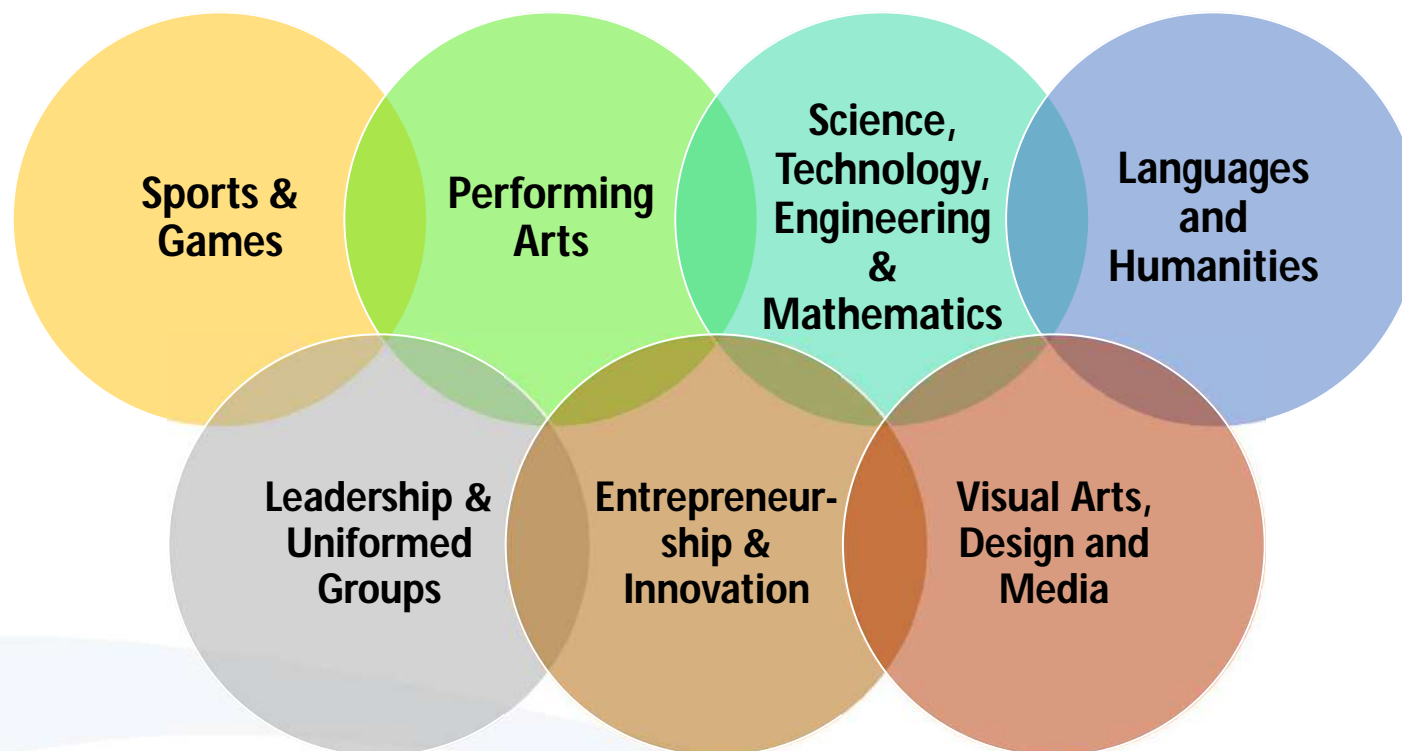
- Direct School Admission for secondary schools (DSA-Sec) allows students to apply to some schools before taking the PSLE
- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**







# **[DSA-Sec] Pri 6 students can apply for DSA-Sec based on a wide-range of talents:**





# [DSA-Sec] What are schools looking for?

## Talent, passion, commitment

- Schools may look at **achievements** and **participation** (e.g. portfolios).
- Schools may also conduct tests, trials or selection camps to identify students with **strengths, or sound fundamentals and potential**, in particular areas.

## Strong personal qualities

- Schools may look at CCA records and VIA participation.
- Schools may also conduct interviews.

## Good academic fit

- Schools may look at primary school results to ensure students can benefit from the school's pace of learning.

*Is the DSA-Sec right for my child? If your daughter is a good fit for the school, it will show.*





# [FSBB] Full Subject-Based Banding (Sec School) - Full implementation in 2024

Pri 5  
2022

Pri 6  
2023

Sec 1  
2024



## Why FSBB?

- Full SBB in sec schools will provide students with greater flexibility to study more subjects at different levels that suit their interests, aptitude and learning needs.
- There will no longer be separate Express, N(A), and N(T) courses, and students will be in mixed form classes where they can interact with peers of different strengths and interests.
- Every child will continue to have access to opportunities, throughout their education journey, to develop their unique talents and fulfil their potential in life.



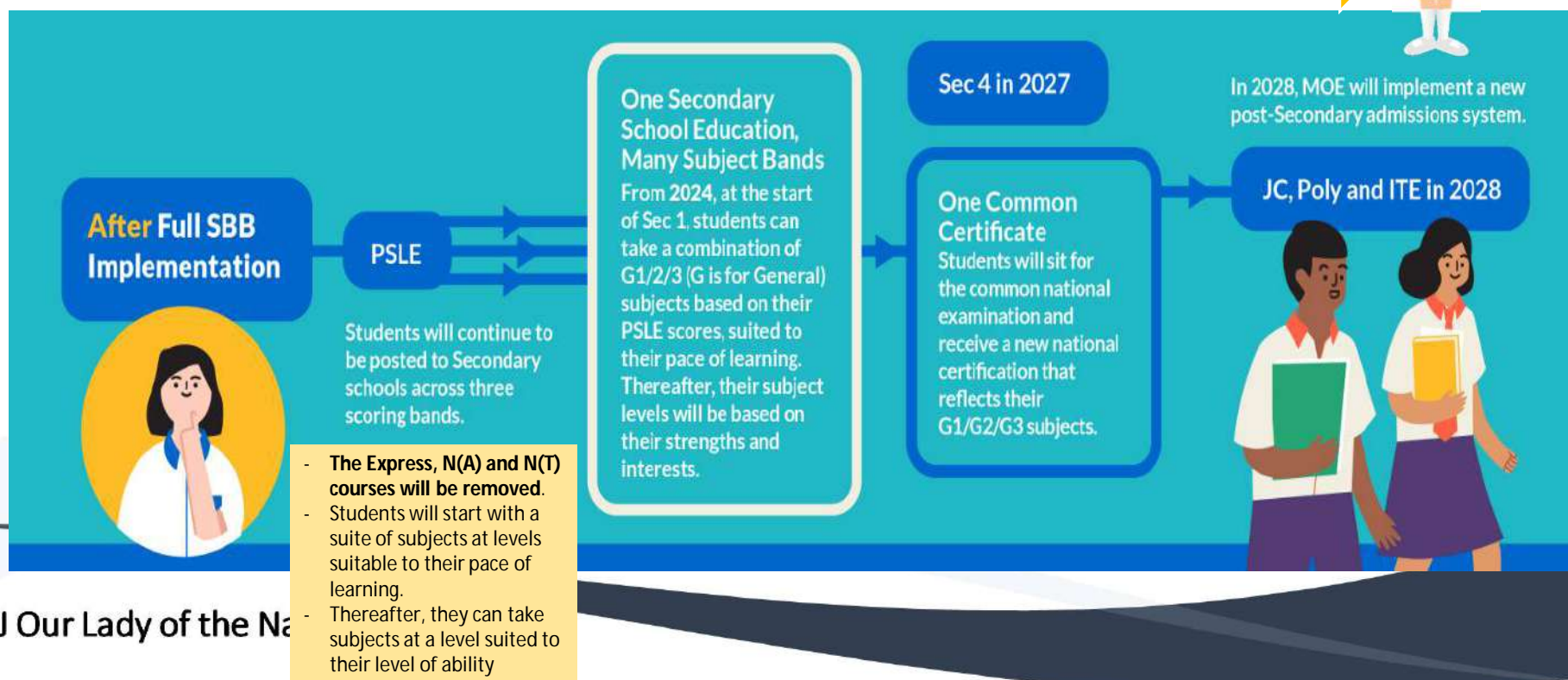


# [FSBB] Full Subject-Based Banding (Sec School) - Full implementation in 2024

Pri 5  
2022

Pri 6  
2023

Sec 1  
2024





## [FSBB] Full Subject-Based Banding (Sec School)

### - Full implementation in 2024

- Throughout their secondary school education, students can take subjects at three subject levels, known as :

G1	G2	G3
N(T)	N(A)	Exp

- Students will have the flexibility to take different subjects at G1, G2 and G3 based on their strengths, interests and learning needs.
- Students will subsequently access programmes and post-secondary pathways based on their various subjects and subject level combinations.





# [FSBB] Full Subject-Based Banding (Sec School)

## - Full implementation in 2024

All secondary school students can offer these subjects at a more demanding level from the start of Sec 1 based on students' PSLE Achievement Level (AL) for each subject.

Subjects offered at G1, G2 or G3		Common Curriculum subjects
English Language		Art
Mother Tongue Language		Character & Citizenship Education
Mathematics		Design & Technology
Science		Food & Consumer Education
Humanities (Literature, History & Social Studies, Geography)		Music
		Physical Education

Eligibility criteria		
PSLE subject level	PSLE AL for the specific subject	Option to take the Secondary One subject at:
Standard	AL 5 or better	G3 or G2
	AL 6	G2
Foundation	AL A	G2



Source - <https://www.moe.gov.sg/microsites/psle-fsbb/full-subject-based-banding/secondary-school-experience.html>



# [FSBB] Full Subject-Based Banding (Sec School)

## - Full implementation in 2024

### One Secondary Education, Many Subject Bands

With Full SBB, students can take subjects at G1/G2/G3 academic levels, which are mapped from today's N(T)-, N(A)-, and O-Level subjects respectively.

#### Start of Sec 1

Subject levels are assigned based on PSLE results



#### Beyond Start of Sec 1

Subject levels depend on students' abilities



For illustration purposes only. Number of books are not indicative of number of subjects taken.

- Students who offer subjects at a less demanding level may subsequently offer the subject at a more demanding level as they gain greater competence and confidence in the subject.
- The increased flexibility **empowers students to take greater ownership of their learning** according to their subject-specific strengths and interests.

*Further details on changes to post-secondary admissions and pathways will be made available in due course.*







# How Do I Tell That My Child Is Doing Well

- What do you mean by 'well'? Marks?
- **Is she happy to come to school?**
- **Is she learning?**
- Ask her ...
  - What she found enjoyable about the day / the high point
  - What she did for EL/Maths/Sc/PE/Art etc (Just one will do!)
  - One question she asked that day
- Understanding how learning is reported nowadays
- Look at her files / books /SLS



## Let's Help Each Other Fly SOLO!

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

LEVELS					
FOCUS AREAS					
CONTENT	Ideas	You only had one reason and an elaboration attempt (example) to support your stand.	You were able to support your stand with a few reasons and elaborated with examples.	You were able to fully support your stand with reasons and a variety of elaboration types (facts, anecdotes, experiences, examples, feelings)	and show the links between ideas, reasons and elaboration with a good lead, appropriate transition words and a strong finish.
	Coherency	Your speech had inaccurate structures. It was difficult understanding your message.	Your speech had some inaccurate structures.	You used largely appropriate vocabulary and structures.	and spoke with correct pronunciation consistently.
DELIVERY	Volume, Clarity & Expression	Some parts of what you said was difficult to hear and had little or no expression.	You spoke clearly and at a reasonable volume, experimenting with expression.	You spoke clearly throughout using good volume and expression.	that highlighted your key messages / ideas
	Eye Contact	You made limited eye contact.	You made some eye contact.	You regularly made eye contact.	You made eye contact throughout the speech without referring to notes or looking away to think.
	Confidence	You were nervous, and punctuated your speech with hems and haws.	You displayed confidence for most parts; with some hesitations.	You were very confident.	and displayed enthusiasm in presenting your ideas.

## Writing Checklist & Feedback

Performance Indicators		You've Got it!	Progressing Well	You need to work harder at nailing this	Observations / Feedback
PLOT/STORY MOVEMENT	Writing includes a suitable Introduction <input type="checkbox"/>		✓		If I had removed your introduction, would the story still flow? If so, the introduction did not serve its purpose to introduce the characters. Be purposeful in your choice of introduction.
	Writing includes Rising Action that leads to a Problem <input type="checkbox"/>	✓			
	Writing includes a suitable Climax <input type="checkbox"/>	✓			
	Writing includes a suitable Falling Action <input type="checkbox"/>		✓		It felt like a number of questions were left unanswered. How did the main friends who watched at her realize their mistake so simply? Use dialogue to show the exchange.
	Writing includes a suitable Conclusion <input type="checkbox"/>		✓		
	Topic has been addressed; Ideas are relevant <input type="checkbox"/>	✓			
	Sequencing, Paragraphing & Linking of Ideas <input type="checkbox"/>	✓			Do not to use dialogue in your next writing. It helps make the character come alive!
CREATIVITY	Ideas are developed <input type="checkbox"/>		✓		
	Wide and appropriate use of (descriptive) vocabulary <input type="checkbox"/>		✓		
	Sentences begin differently <input type="checkbox"/>	✓			Make use of paragraphing to better organise the content.
EDITING & PRESENTING	Appropriate use of dialogue to bring story and characters to life! <input type="checkbox"/>			✓	
	Showing a story and not just Telling it <input type="checkbox"/>	✓			
	Writing has been edited (for spelling, punctuation and grammatical accuracy) <input type="checkbox"/>	✓			
	Writing is presented well (good handwriting) <input type="checkbox"/>	✓			

Content (20m)	Language & Organisation (20m)	Total Score (40m)
17	16	33



A. Lmy 17/5/21  
PARENT'S SIGNATURE

WHAT NEXT? : Minor Edits / Improved Copy / Rewrite (topic not addressed)

# How Do I Tell That My Child Is Doing Well



# How Do I Tell That My Child Is Doing Well

தகுதி நிலை குறிப்பு - கட்டுரை  
தமிழ்  
ஐந்தாம் வகுப்பு (தவணை 3)

ஆசிரியரின் கருத்து		மாணவர் சுய மதிப்பீடு	
கருத்து : 20 மதிப்பெண்கள்		பின்வருவனவற்றைப் பின்பற்றி கிறந்தால் கட்டங்களில் புட்குறி ✓ இடவும்	
படத்திற்குப் பொருத்தமான கருத்துகள்	☺ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹	✓ நான் எழுத்துப்பிழைகளையும் இலக்கணப் பிழைகளையும் சரி பார்த்துவிட்டேன்.	
முழுமை பெற்ற கதை		✓ நான் ஒவ்வொரு படத்திற்கும் போதுமான கருத்துகளை எழுதியுள்ளேன்.	
மொழி : 20 மதிப்பெண்கள்		✓ நான் தேவையான இடங்களில் உரையாடல்களைப் பயன்படுத்தியுள்ளேன்.	
வேறுபடுத்தப்பட்ட வாக்கிய அமைப்பு	☺ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹	✓ நான் நிறுத்தக்குறிகளைச் சரியாகப் பயன்படுத்தியுள்ளேன்.	
இனியத் தொடர்		நினைவிற் கொள்ளவும்:	
நல்ல சொல்வளம்		இந்தக் கட்டுரையை முடிக்க உனக்கு 50 நிமிடங்கள் மட்டுமே வழங்கப்படுகிறது.	

五年级作文评量表

内容	15/20	自我评估
	☺ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹	<input type="checkbox"/> 我仔细看了图
内容符合图意/题意		<input checked="" type="checkbox"/> 我写出了完整的作文
内容完整充实		<input checked="" type="checkbox"/> 我使用了好词佳句
表达	14/20	<input checked="" type="checkbox"/> 我使用了适当的开头
	☺ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹ ☹	<input checked="" type="checkbox"/> 我使用了适当的结尾
文句通顺		<b>教师评语</b> 想像力非常丰富, 内容给人耳目一新的感觉, 弟弟的心理活动描写细腻。 如果错字少一些, 结尾再符合主题, 就会更好!
用词恰当		
分段适当		
错别字少		
使用好词佳句		
适当的开头	<input checked="" type="checkbox"/> 有 <input type="checkbox"/> 没有	
完整的结尾	<input checked="" type="checkbox"/> 有 <input type="checkbox"/> 没有	

Catatan	☺	☹ ☹	☹ ☹ ☹	☹ ☹ ☹ ☹
<b>Isi</b>				
• Idea yang menarik, relevan dan mempunyai kesinambungan				✓
• Mengembangkan watak/latar dengan jelas				✓
• Idea dapat dikembangkan dengan sepenuhnya			✓	
• Menggunakan dialog yang relevan dan menarik			✓	
• Jalan cerita menarik dan mencukupi			✓	
<b>Bahasa dan Struktur</b>				
• Menggunakan kosa kata yang sesuai dan menarik			✓	
• Menggunakan peribahasa/ frasa berbunga yang sesuai			✓	
• Tiada kesilapan ejaan dan tanda baca		✓		
<b>Pemerenggan</b>				
• Ayat/ frasa disusun dengan baik dan teratur				✓
• Idea disampaikan dalam perenggan yang sesuai.			✓	
• Menulis sebanyak 150 perkataan.			✓	

**Komen guru:**  
 karangan yang baik, tetapi boleh dipertingkatkan lagi.





# Assessment Mode

- Purpose: to assess and diagnose child's ability to academic progress and understanding of the skills and concepts taught
- Letter on Weighted Assessments was sent in Jan 2022.
- Takes place during class time.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Primary 3</b>	WA (10%)	WA (10%)	WA (10%)	EYE (70%)
<b>Primary 4</b>	WA (10%)	WA (10%)	WA (10%)	EYE (70%)
<b>Primary 5</b>	WA (10%)	WA (10%)	WA (10%)	EYE (70%)





# Class Allocation

P1 to P2

- Enbloc. Random allocation at P1 2019

P2 to P3

- Random. 7 Mixed Ability classes for all

P3 to P4

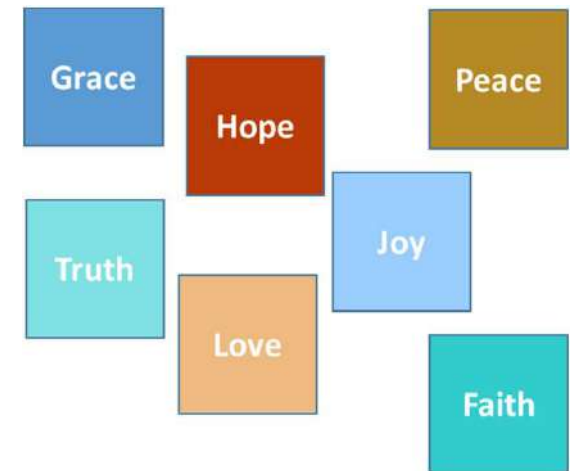
- Enbloc

P4 to P5

- Random. 7 Mixed Ability classes for all

P5 to P6

- Enbloc





## 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>





# Should my child take Foundation subject(s)?

- Must be guided by child's ability. Come talk to us about it.
- 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
- Foundation MT: MT ' B' is currently offered in the secondary school
- AL8 implications if streamed to N(T):
  - Std subjects: less than 20 marks
  - Foundation subjects: less than 30 marks





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## Brilliant minds, anxious souls: Top students discuss their fear-of-failure demons after Pisa findings

By WONG PEI TING





# Supporting our girls' social-emotional competencies

G.R.A.C.I.A STAR  
Adaptability  
Self-Management

Term 2 Activity 1

## MY NO. 1 GOAL

Review your goals that you had written in Term 1.

MY NO. 1 GOAL IS ...

TARGET DATE

How will I know I've reached my goal?

This goal is important to me because...

My key strengths that will help me achieve this goal are ...

Obstacles that may arise are ...

How I plan to respond to each obstacle:

- 1.
- 2.
- 3.
- 4.

What will be good about achieving my goal?

My NEXT BEST STEPS:

- 1.
- 2.
- 3.
- 4.

Primary 5 - Page 3

G.R.A.C.I.A STAR  
Adaptability  
Relationship Management

Term 3 Activity 1

## RECONNECT, RESTART, REFLECT!

Welcome back to a new term!  
Let's start this term right by reflecting and setting goals for yourself!

I am doing well with

I am proud of myself for

I still need help with

My goals for this term

G.R.A.C.I.A STAR  
Integrity  
Self Management

Term 3 Activity 2

## MANAGING THE IMPACT OF OTHERS' EXPECTATIONS OF ME

What are some expectations others have of you?



How do you feel about these expectations?  
Colour the face that best describes your feelings.



Are you experiencing negative symptoms due to the expectations that others have of you?

YES / NO

If yes, circle the symptoms below:

- |                                    |                       |
|------------------------------------|-----------------------|
| Frustration                        | Unable to concentrate |
| Fear                               | Unable to sleep       |
| Anger                              | Loss of appetite      |
| Do not feel like talking to others |                       |
| Others:                            |                       |

Encourage girls to be independent learners, e.g. class talks & FTGP lessons



Primary 5 - Page 9



# CyberEducation@school

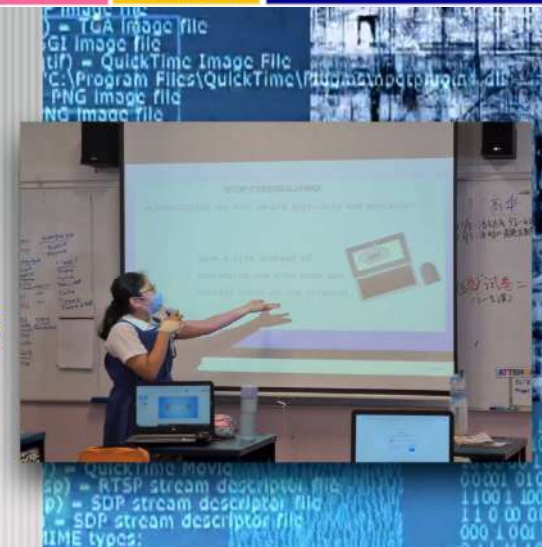
- CyberWellness lessons within our weekly Values Education programme and the larger Character Education curriculum
- The #thinker module in our IJ OLN 360 programme for all P3s – P6s → e.g. determining reliability of information & role of influencers

**Learn to distinguish between facts and fake news.**



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**you will discuss and learn about issues in the cyber world.**

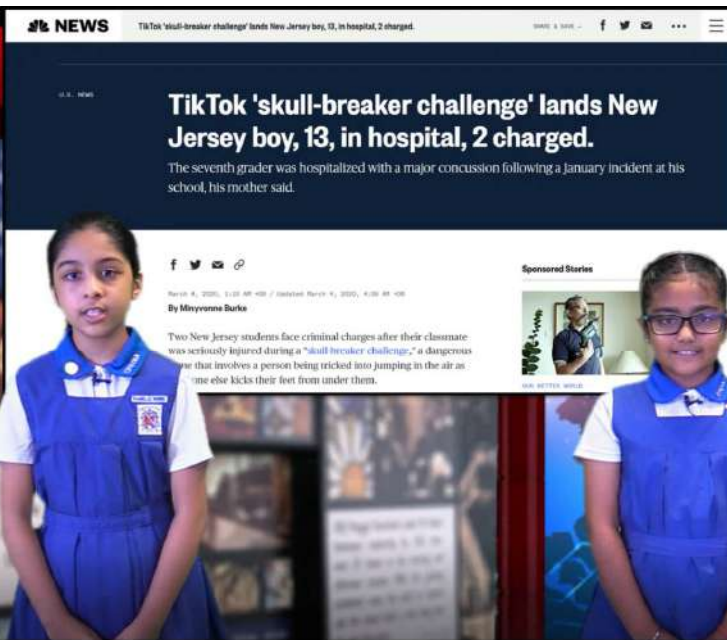




## Timely Reminders for Students through NEWBites on CyberEducation

### What is S.U.R.E?

The acronym stands for  
**Source, Understand,  
Research, Evaluate**  
- four concepts we should keep in  
mind when assessing the reliability  
of information.



CYBERBITES 27 JULY

A thirteen-year-old boy suffered seizures and was rushed





# CyberEducation@school

Helping our P5 girls to understand what game addiction is

CHIJ Our Lady of the Nativity

G.R.A.C.I.A STAR  
Responsibility  
Self Management

Term 3 Activity 5

## GAMING ADDICTION

Do I ...

- ☐ Fall asleep in school or during lessons?
- ☐ Neglect my studies?
- ☐ Fail to eat regularly?
- ☐ Choose to use the computer, rather than spend time with friends or family?
- ☐ Lose interest in my other hobbies / activities?
- ☐ Feel irritable / moody when not on the computer?
- ☐ Have back / neck / headaches?
- ☐ Have dry eyes?
- ☐ Neglect my personal hygiene?

Gaming Addiction Self-Test

		Yes	No	Sometimes
1	Do you play computer games every day right after school when you get home?			
2	Whenever you play computer games, do your parents, guardians always ask you to stop playing?			
3	At this moment, you cannot wait to get home to start playing your online game.			
4	You take breaks every 30 minutes when playing computer games.			
5	You spend a lot of time with your family, friends, or play your favourite outdoor sport, instead of playing computer games.			

Primary 5 - Page 14

G.R.A.C.I.A STAR  
Responsibility  
Self Management

Term 3 Activity 5

## GAMING ADDICTION

Points awarded

	YES	NO	SOMETIMES
Q1	5	1	3
Q2	5	1	3
Q3	5	1	3
Q4	1	5	3
Q5	1	5	3

Your Total Points: \_\_\_\_\_

**What do the points mean?**

Points	Results
5	You are absolutely free from gaming addiction. You know how to manage your time well! Keep it up!
6 - 14	You like playing computer games but at the same time you know how to manage your priorities. Way to go!
15 - 17	You do spend quite a bit of your time on playing games. Try taking part in an outdoor sport before you start playing computer games.
18 - 21	You are spending too much time playing computer games. You risk becoming a game addict. Look for a healthy hobby or start playing outdoor games. Spend more time with your family too!
22 - 25	You definitely are addicted to gaming! Get help now!

**Some Tips**

- ✓ Finish your school homework before playing computer games.
- ✓ Pick up outdoor activity e.g. hockey, basketball, badminton, etc.
- ✓ Take regular breaks from computer every 30 minutes to rest your eyes and muscles.

Primary 5 - Page 15



# Supporting our girls' social-emotional competencies

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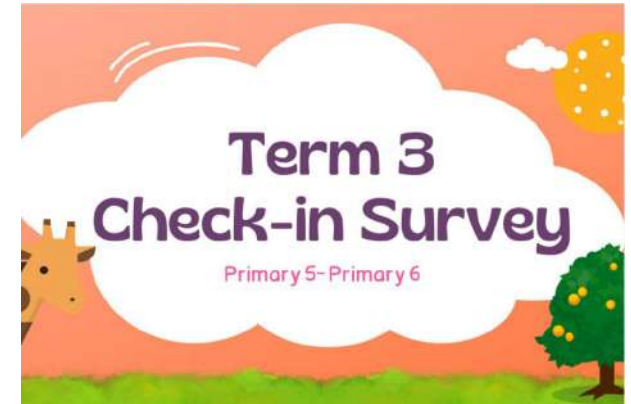
- Building resilience, self and social management skills beyond school at Primary 5:
  - School-wide Learning Journeys
  - GRACIA Challenge Camps
  - NE Shows



# 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. I feel ready for school.
2. I had enough rest (e.g. sufficient sleep, able to enjoy my hobbies) during the June holidays.
3. As we start school, I spend time on my online activities (e.g. gaming) instead of sleep.
4. I feel hopeful when I think about my future.
5. Areas that I am not coping well.





# BTS Poll results & what we are doing for the P5s

Question:

Sometimes we face expectations from ourselves and others to perform well in our studies or other activities. When we feel we cannot meet those expectations, we may feel stressed or anxious. Which of the following is/ are causing you to feel stressed or anxious?

**In order of top stressor to least stressor:**

- 1) Managing own expectations**
- 2) Managing family's expectations**
- 3) Meeting teacher's expectations**
- 4) Managing friends' expectations**
- 5) I am not stressed by any expectations**





# BTS Poll results & what we are doing for the P5s

Question:

Which areas are you not coping well in?

## Top 3 in order:

- 1) Preparing for examinations
- 2) High expectations from myself and others (e.g. friends, teachers, parents)
- 3) Uncertainty about the future

## Emerging Area of Concern:

Difficulty falling asleep : Average of 13 P5 students per class





# Daily schedules of students at each level

- ~ 89% of P5 students who have homework beyond what school gives.
- On the average, P5 students spent 2h – 3h each day to do homework beyond school.





# How Can Parents Help

- Practise what we preach
- Have Control
- Be Understanding
- Be Alert to Dangers
- Set Realistic Rules





# Stress and the child

“In the context of a reasonably safe environment where children have protective relationships with adults, childhood stress is not a problem. In fact, it promotes healthy growth, coping skills and resilience. It becomes harmful when it is prolonged and when adults do not interact in ways that make children feel safe and emotionally connected.”

Jack P. Shonkoff,  
Director, Center on the Developing Child  
Harvard University





# Increased Responsibilities

- Emphasis on self-directed learning
- Weighted Assessment: not sharing dates; only weeks
- Homework tends to be given with a deadline a few days away
- Leadership roles
- CCA
- Lessons on managing time & stress

“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 SELF-DIRECTED Learner





Team up with the teachers.

Focus on the work ethics and character values that lead to results.

Chat with your child. Talk & listen. Understand her strengths & weaknesses. Negotiate



Ensure a holistic lifestyle, e.g. CCAs, time to play, reflection

Create a conducive learning environment at home

- Develop a routine for school and homework.
- Help her set realistic and achievable goals.
- Encourage her to fulfil her responsibilities as a student

Role of Tuition: For support & not for more work





# Please Take Note... From OLN Connect (Aug)

OLN Connect

1. PSLE Oral (15 and 16 August 2022)
2. PSLE Listening Comprehension Paper (16 September 2022)

The PSLE Oral and Listening Comprehension examinations for Primary 6 students will take place on the dates stated above. **P1 to P5 students will be assigned HBL on these days.**

To ensure a safe and conducive environment for the examination, the school will not admit visitors on both days. This includes parents, care-givers and P1 to P5 students for non-emergency cases such as collection of homework or retrieval of lost items. The canteen, bookshop and dental clinic will also be closed on these days. Our teachers will also be reminding the students to bring home whatever they need to facilitate their learning from home.

3. PSLE Written Papers (29 September to 5 October 2022)

The PSLE Written examinations for Primary 6 students will take place on 29 September to 5 October.

**P1 to P5 students will continue to report to school for lessons on these days.**

## PSLE Marking Exercise on 17 to 20 October 2022

The PSLE Marking Exercise will take place from 17 to 20 October 2022. Due to availability of resources and greater familiarity with HBL, the school is able to extend learning during the marking exercise. Please take note of the following arrangements for P1 to P6 students on these 4 days:

- **P1 to P2 students will report to school for lessons on these 4 days. School hours will remain unchanged i.e. 7:30a.m. - 1:30p.m on Monday, Tuesday and Thursday and 7:30a.m. - 1:15p.m on Wednesday**
- P3 to P5 students will be assigned HBL, and task sheets will be made available by 16 October 2022, 6p.m.
- P6 students will prepare the annual IJ Bazaar. Teachers will share more information with the girls after the PSLE.

All students are to report to school on Friday, 21 October 2022.



## 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



THE SUNDAY TIMES | SUNDAY, JULY 17, 2022

## Parents shift their focus from good grades to a healthy mind

Nisha Rahim

In the past, Ms Elaine Tan's main concern was supporting her child in getting good grades.

But now, her priority is making sure her daughter is happy and mentally healthy. In the past year or so, she has taken a softer approach towards parenting her daughter, who is a second-year junior college student at River Valley High School (RVHS).

On July 19 last year, a 16-year-old student there allegedly murdered a fellow student, 13, in school.

It has been a learning curve for parents of students at the school, who said they have switched their focus to monitoring their children's emotional well-being and taking care not to add to their stress.



# Vision: Girls of Today for Tomorrow

## Values:

**G**raciousness  
**R**esponsibility  
**A**ppreciation  
**C**ompassion  
**I**ntegrity  
**A**daptability



**Simple in virtue**

## Learning Dispositions:

- **Collaborative**
- **Curious**
- **Reflective**
- **Resilient**



**Steadfast in duty**



Thank you &  
we wish you  
a wonderful  
day!



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

PRIMARY 5

KOPI CHAT @

CHIJ OLN

