

Welcome to the Upper Primary Kopi Chat

Thank you for logging in early.

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





Objectives of Kopi Chat

- ✓ 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 address it during Q&A.

- 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/school-information/our-people/teaching-staff>






Speakers




 Christina Teo (Ms)
Principal




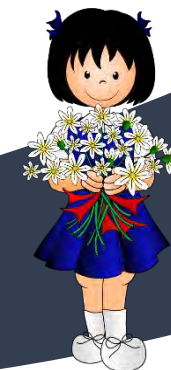
 Catherine Beins (Mrs)
Vice – Principal



 Wong Yen Ling (Mdm)
Vice – Principal



 Wendy Woo Kah Wai (Ms)
Year Head (Upper Primary)





Enjoy our 2024 Semester 1 Photo Montage



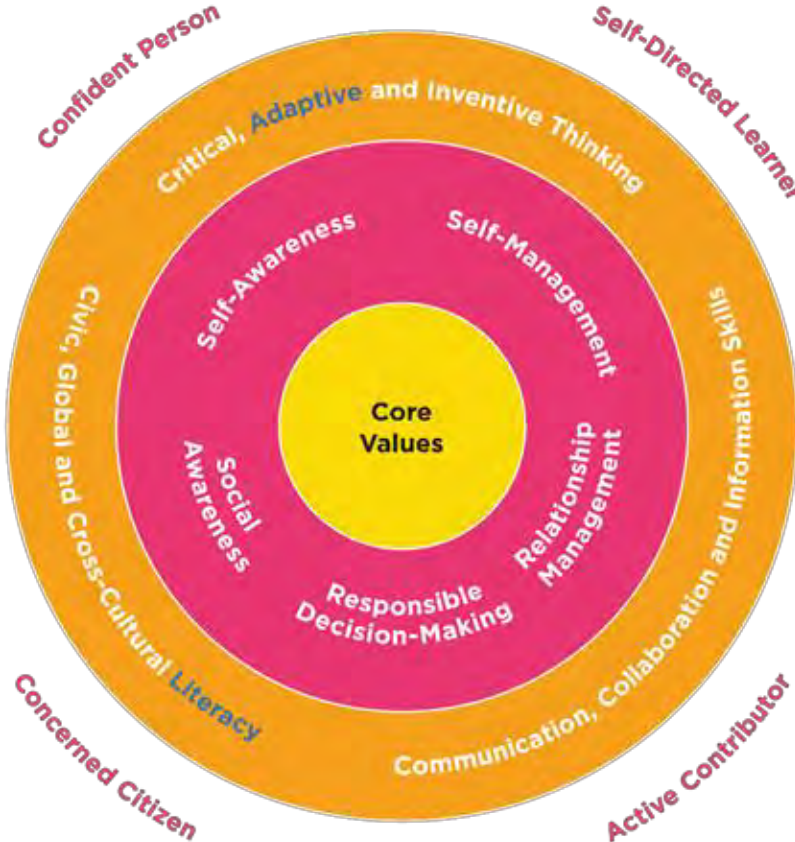
A CHIJ Education is a holistic one



GRACIA values



Current Knowledge



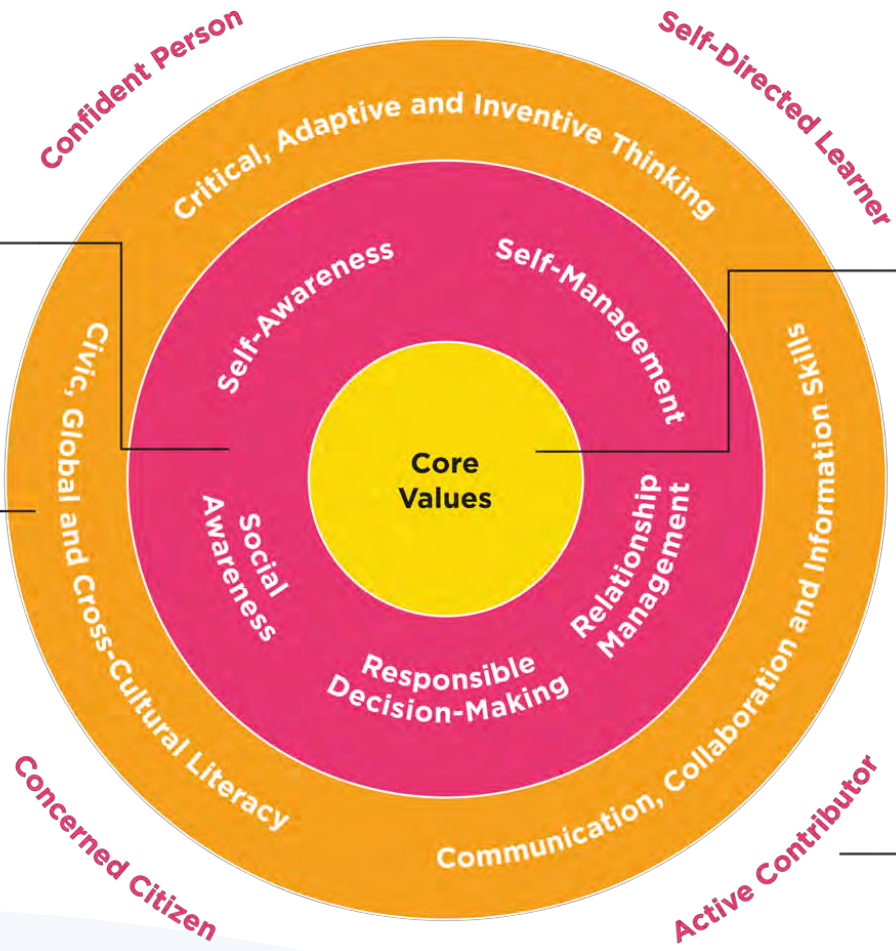
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Competencies



Social-Emotional Competencies

Emerging 21st Century Competencies



Core Values
Respect, Responsibility,
Resilience, Integrity,
Care, Harmony

Desired Outcomes
of Education

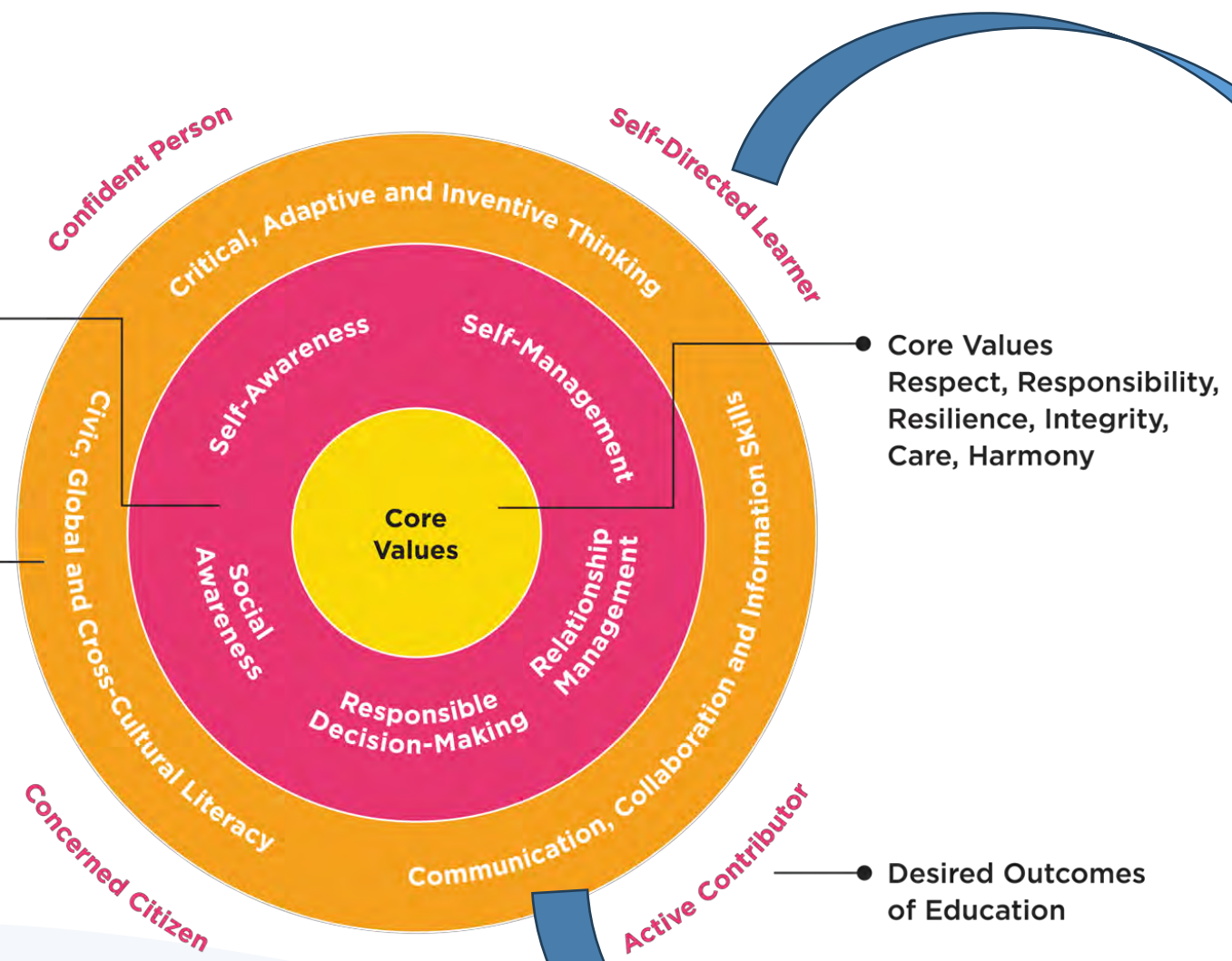
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Social-Emotional Competencies

Emerging 21st Century Competencies



Learning Dispositions

- Collaborative
- Curious
- Reflective
- Resilient

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

Values:
Graciousness
Responsibility
Appreciation
Compassion
Integrity
Adaptability



IJ OLN's Students Outcomes:

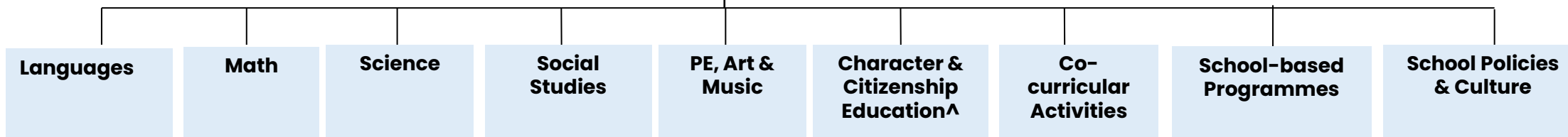
Thinks creatively and critically
Remains steadfast in the face of challenges
Communicates confidently
Leads with initiative, Serves with Love

Learning Dispositions:

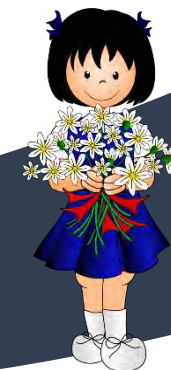
- Collaborative
- Curious
- Reflective
- Resilient



School values and Learning Dispositions to develop 21st Century Competencies



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





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



“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.”



“I know where I’m going”

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

“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 monitor my progress”

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

“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 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 Going ...



Name: _____
Class: Pr 6 _____

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"> Calculation error. 	<ul style="list-style-type: none"> Redo your calculations. Check your calculations with a calculator. Check if your calculations make numerical sense by doing an estimation. E.g. multiplying a non-zero number by 10 should result in an answer bigger than this number.
A (Answer)	<ul style="list-style-type: none"> Answer not in the format required, e.g. fraction is not in simplest form/ no. of decimal places is incorrect. Transferred answer wrongly from solution to answer line. 	<ul style="list-style-type: none"> Check the format required. Either zero or two decimal places for an amount of money given in dollars.
R (Reading)	<ul style="list-style-type: none"> Misread the question. Transferred information wrongly from question to solution. 	<ul style="list-style-type: none"> Read the question again carefully. Highlight or underline key information. Check that the information in the question has been correctly transferred to your solution.
U (Units)	<ul style="list-style-type: none"> Units omitted. Wrong units used. 	<ul style="list-style-type: none"> Check the units required.
ME (Mathematics Equation)	<ul style="list-style-type: none"> Wrong equation used. Error in equation used. Missing Equation 	<ul style="list-style-type: none"> Check the equation used. Compare against the equation in the textbook if necessary. Write all the necessary equations Ensure the solution is complete Check that all information in the question has been made use of..
K (Knowledge)	<ul style="list-style-type: none"> Have not acquired the knowledge needed for the question. Used the wrong strategy to solve the problem. Procedural mistake, e.g. used the wrong operation/ not lining digits up correctly when adding decimals / substituted the wrong numbers in the equation/ incomplete solution. 	<ul style="list-style-type: none"> Re-visit the concepts in the topic and check your understanding by trying out a few examples. List all the concepts required for the question and form a strategy. Check your steps and ask if each next step makes sense (if so, why it makes).

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 : 4 //

(b) $9u = 36$
 $u = \frac{36}{9} = 4$
 $4u = 4 \times 4 = 16 //$

(a) Ans: 9:4
(b) Ans: 16 (e)

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?

$k : A$ $3u + 7u = 10u$
 $5 : 5$ $10u = 120 \times 2$
 $3 : 7$ $u = 120 \div 10 = 12$
 $5u - 3u = 2u$
 $2u = 12 \times 2 = 24$

$10u = 120 \times 2 = 240$

$u = 240 \div 10 = 24$
 $5u - 3u = 2u = 48$

ans: 48

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) $60 - 24 = 36$
 $36 \div 2 = 18$

(b) $30 + 24 = 54$
 $54 \div 6 = 9$
18 : 42
 $18 \div 6 = 3$
 $42 \div 6 = 7$
3 : 7

18 x the ribbon cut into 2 equal pieces?

Ans: 1:9

5 The ratio of the number of apples to the number of pears is 4 : 7. The ratio of 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 2:3
= 8:14 -14:21
8+14=22
Ans: 22:21

(b) $14 - 8 = 6$
 $6u = 24$
 $21 - 14 = 7$
 $u = 24 \div 6 = 4$
 $7u = 7 \times 4 = 28$
Ans: 32

Self Access of Follow-Up Actions

Knowing Where They Are Going...

Name: _____ () Class: _____

LEVELS		Beginner Writer	Intermediate Writer	Proficient Writer	Advanced Writer	
CONTENT	Ideas & Development	Ideas need supporting detail(s). There is a little development of ideas.	Ideas are easily understood but partially-developed. Development of ideas is simple.	Ideas are clear, focused and interesting. Main ideas are developed with supporting details. Development is largely-thorough and relevant.	Ideas are exceptionally clear, focused and captivating. Main ideas have very strong support characterised by rich and unusual detail. Development is original, complex and relevant.	
	Organization	Events are merely/ just listed.	There is some logical sequencing of events.	Ideas are effectively organised in a logical and conventional manner.	Ideas are effectively organised in a logical and creative manner.	
LANGUAGE	Use of Words	Writing has basic vocabulary, with some instances of inappropriate use.	There is appropriate use of words / phrases; showing functional use of vocabulary in a number of areas.	Words /phrases to convey intended message / story scenes appropriately are used. There is also some creative & appropriate word use / word play.	Figurative / Descriptive language is used appropriately that powerfully conveys the intended message / story scenes, and energises the writing.	
	Sentence Structure	Writing has basic sentence structure.	There is some attempt at varying sentence structure, although not all attempts were purposeful.	There is variation in sentence structure that mostly delivers intended purpose and context.	There is variation in sentence structure that enhances purpose and context.	
	Coherency	Ideas are confusing and difficult to understand.	There is some connection of ideas within paragraphs.	There are purposeful connections within and across paragraphs that deliver meaning and contribute to overall flow of writing.	Skillful use of transition within and across paragraphs that shows creativity and flexibility to enhance meaning and deliver the plot effectively.	
				Content	Language	Total Score

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

PARENT'S SIGNATURE _____

Name: _____ () Class: _____ Date: _____

LEVELS		Novice	Rookie	TED Talk-worthy	Toast Master!
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 structure ideas, reasons and elaboration with a good lead, appropriate cohesive devices (transition words) and a strong finish for maximum impact.
	Coherency	Inaccurate structures made it challenging to understand your message.	Your speech had some inaccurate structures that made some parts difficult to understand.	Understanding your message was easy as you used largely appropriate vocabulary and structures	and links between points were also clearly made. You also spoke with proper pronunciation and diction 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, and there was some experiment with expression.	You spoke clearly throughout using good volume and expression	and highlighted your key messages / ideas with emphasis and appropriate stress
	Eye Contact	You need to make eye contact in order to connect with your listener / viewer.	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. This sustained listener/viewer attention very well.
	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 conviction in presenting your POV.

Understanding the Success Criteria and Progress Goals



Course Recommendation (end-P5)

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





Should my child take Foundation subject(s) at P6?

- 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
- MTL is also offered at a less demanding level at secondary level
- AL8 implications for EL and Math:
 - Std subjects: less than 20 marks
 - Foundation subjects: less than 30 marks





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





For P5: Transition to P6



I am able to manage my time wisely and complete my work on time.

I must be able to take ownership of my learning to do my best.

I am able to be a responsible friend and a caring sister to my peers in school.

I will approach my teachers for help immediately if I encounter difficulties in school.

I will be a blessing to contribute to my family, school and community.





For P5: Transition to P6

Setting of goals

- Pace and rigour increases as they move on to the Primary 6 as demands of content and skills increase.
- Striking a balance between CCAs and academic.

Managing emotions / challenges

- Stress and time management
- Growth mindset
- Building positive relationships with family and friends

Increasing Independence

- Expected to exercise more ownership of learning
- Managing conflicts
- Seeking help independently





Achievement Levels (ALs)

WHAT ARE ACHIEVEMENT LEVELS (AL)? WHY ARE THE BANDS UNEVEN?

- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.
- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

When we learn something new, after some initial practice, we often find ourselves improving significantly.

As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.

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

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8

Elena PSLE Score **14**

PSLE Subject	AL Score
English	2
Math	2
Foundation Science	AL A = 6
Mother Tongue Language	4





Eligibility Criteria for Higher Mother Tongue Language (HMTL)

- 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.





Affiliates are eligible for affiliation priority if they:

- Meet the affiliate minimum requirement (AMR) set by the affiliated secondary school; and
- Indicate the affiliated secondary school as their first choice at Secondary 1 Posting
- **There is no change to affiliation policy in the new PSLE Scoring and S1 Posting systems**

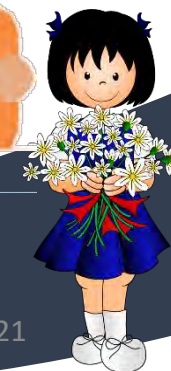


HENRY'S SCHOOL CHOICES	
1.	School X
2.	School Y
3.	...
4.	...
5.	...
6.	...

Henry and Joanne are studying in a primary school that is affiliated to School X. The AMR for School X is 12.

Henry will receive priority for admission for School X, as it is his first choice. Joanne will not, as School X is her third choice.

JOANNE'S SCHOOL CHOICES	
1.	School Y
2.	School Z
3.	School X
4.	...
5.	...
6.	...





Applying for CHIJ SJC using the Affiliation Priority

Course	AL AMR(s)
Group 3	9-20
Group 2	21-24
Group 1	25-28

AL7 or better in both EL and Maths

Data extracted on 30 Jul 2024 from <https://www.moe.gov.sg/schoolfinder/schooldetail?schoolname=chij-st-josephs-convent>

CHIJ St. Joseph's Convent



Seng Kang
62 Seng Kang East Way, S548595
School code: 7019

PSLE score range of 2023

	Affiliated	Non-affiliated
Posting Group 3	9 - 20	9 - 14
Posting Group 2	21 - 24	21 - 23
Posting Group 1	25 - 28	25 - 27

- Meet the affiliate minimum requirement (AMR) set by CHIJ St Joseph's Convent (may change from year to year); **and**
- Indicate **CHIJ St Joseph's Convent** as her first choice at Secondary 1 Posting
- Subject to the availability of vacancies in the school
- Requirement for CHIJ SJC to reserve 20% of the places in Posting Group for students who do not benefit from affiliation priority





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

Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**

Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools.**

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

For the latest updates, check back <https://www.moe.gov.sg/microsites/psle-fsbb/full-subject-based-banding/secondary-school-experience.html>

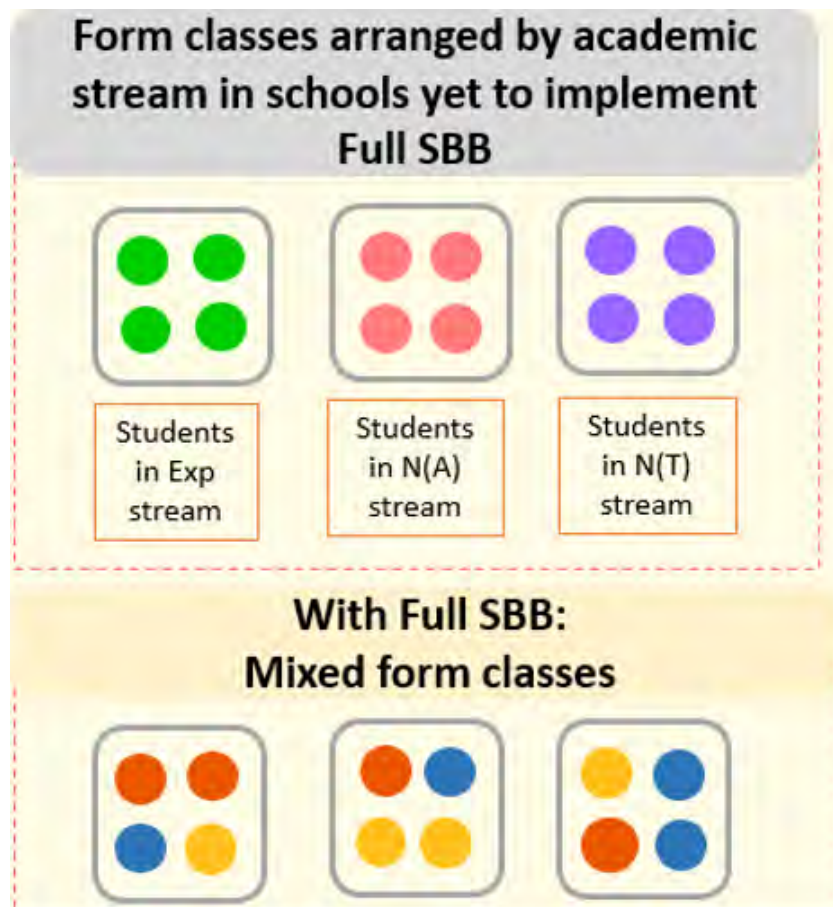
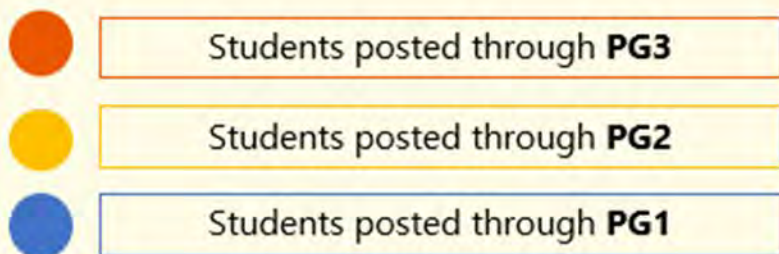




FSBB- Mixed Form Class in Lower Secondary

Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.

- Provides students with **more opportunities** to interact with other students of different strengths and interests.
- Enables students to **build meaningful friendships and learn to value different perspectives**.

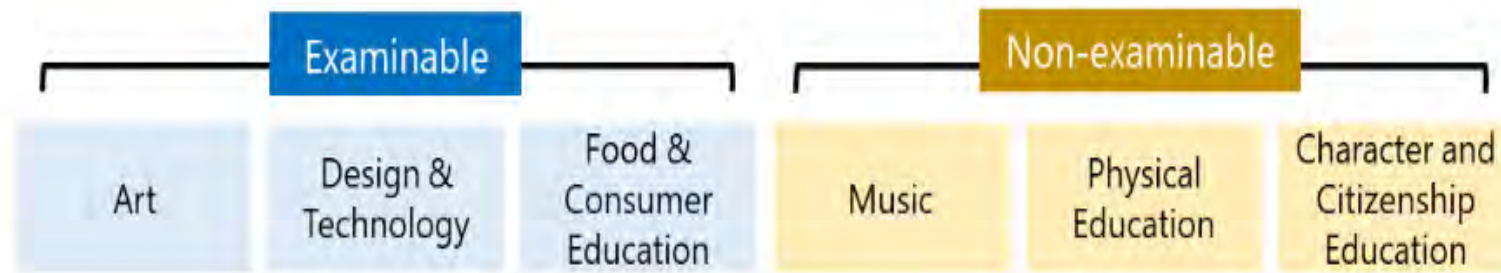




FSBB- Common Curriculum

Common Curriculum subjects

In their mixed form classes, students will spend around one-third of their curriculum time taking a set of six common curriculum subjects:



English Language, Mother Tongue Languages, Mathematics, Science, and Humanities subjects will be offered at G1, G2 and G3.





FSBB- Subject Flexibility

- Students may **adjust their subject levels across their secondary school journey.**
 - Students may offer subjects, including English Language, Mother Tongue Languages, Mathematics, Science and Humanities subjects at a **more demanding level** if they meet the criteria and based on the school's holistic considerations.
 - Students who are not coping well may **offer subjects at a less demanding level**, based on their school-based performance and school's holistic considerations, to calibrate their curricular load.
 - In upper secondary, students may offer elective subjects (for example, Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations, to **allow them to pursue their interests without adding unduly to their overall curriculum load.**
- Schools will consider **students' learning progress and developmental needs** when helping them determine their subject choices.

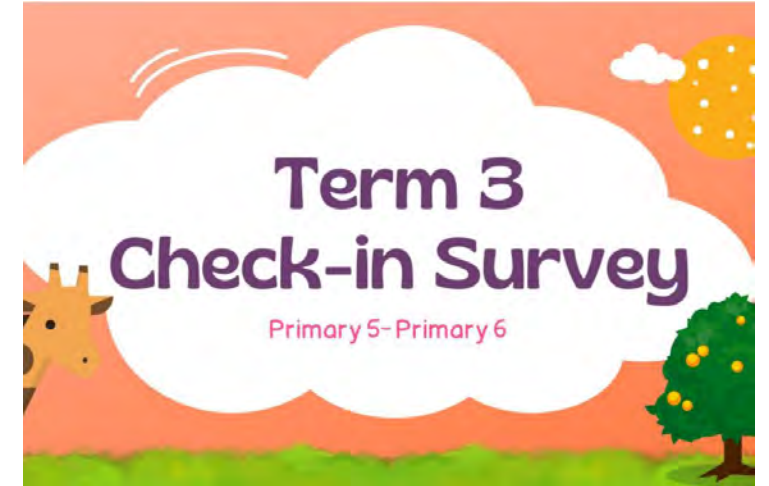




How CHIJ OLN Supports Our Girls' Learning [academic, exam skills and emotional]

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.





How CHIJ OLN Supports Our Girls' Learning [academic, exam skills and emotional]

- Subject syllabus
- Support/Supplementary classes
- IJ OLN's resource packages
 - Done at home and in class
 - For time management, e.g. timed practices in class.
- Nurturing Growth Mindset
- Study skills (note-taking, learning styles)
- Pacing our girls
- Independent learning





Supporting our Girls' Social Emotional Competencies

WHAT IS SELF-REGULATED LEARNING?

Time for us to find out more...



What if I Fail? ① Date: _____

Reflecting on My Own and Others' Expectations of Me

Write one expectation that you have of yourself and one that others have of you. Think about how these expectations affect you.

An expectation I have of myself: _____

How does this expectation affect me? Tick (✓) your responses below.

It pushes me to work hard to achieve my goal.

It makes me feel very stressed and afraid.

I don't know how I feel about it.

Others: _____

Do My Best 17

7 Mindsets of Athletes That Can Help You Outperform In Life

1. Talent is nothing without work ethic
2. Take action, even when you don't feel like it
3. Every day matters so make the most of them
4. Transform your adversity into your strength
5. **Redefine what success means**
6. Why you should never accept the status quo
7. Develop a crazy confidence in yourself

PRIMARY 6 ASPIRE

TIPS TO MANAGING CONFLICTS

CHIJ Our Lady of the Nativity

Equipping skills and nurturing mindsets through co-curriculum, e.g, FTGP, OLN 360, GLOW Morning





Examples of how we develop character and social emotional competencies



How to use:

- **It's ok** to feel angry **BUT** **it's not ok** to hit your friend
- **It's ok** to feel jealous **BUT** **it's not ok** to kick your friend out of the whatsapp group





Examples of how we develop character and social emotional competencies



Think: How can we be more thoughtful in our actions to be a blessing to oneself and others ?





Examples of how we develop character and social emotional competencies

Questions can help them gain perspective:

Pessimistic:

Permanent

I'll never get another good grade.

- What **do you mean** by “never? Are there times when you’ve done well?
- Is that a **possibility or a certainty**?
- Is it a fact or **something you believe/feel** at the moment?
- What **other reasons** could explain this outcome (bad grade)?





Examples of how we develop character and social emotional competencies

Questions can help them be kinder to themselves:

Pessimistic:

Internal

I'll never be good at any sports.

- **How** do you know?
- Have you been able to do it **before**?
- In what areas are you **good** at?
- What would you **tell your friend** who has this thought?
- What would a **friend say to me** when I have this thought?





How CHIJ OLN Supports Our Girls' Learning [academic, exam skills and emotional]



With and Warmest Wishes

Dear Pri 6 Ladies,

All of us at CHIJ OLN, would like to wish you all the best for the PSLE. Thus, to remind you to persevere and never give up, here is a little motivation pack!

Always remember ... We wish you well, and will always be here for you! We believe in you and are proud of you: an IJ girl who demonstrates the GRACIA values and school motto in all you say and do - Simple in Virtue and Steadfast in Duty.

With Love,

Your Form and Co-Form Teachers

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



Candy

the sweetness, love and care your parents, teachers and friends feel for you.



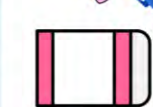
Highlighter

to colour your day and help you see the bright side of things.



Essential Pen and 2B Pencil

to share your thoughts and how much you have learned.



Eraser

to tell you that everyone makes mistakes and how you move on and learn from it is what makes the difference.



Ruler

to keep you on track.



Sharpener

to sharpen your mind.



CARE Pack with Love for P6



Is there a PSLE Study Break ?

- School days will be as per normal 3 days (23 – 25 Sept) prior to the PSLE written papers.
- Our P6 girls will be dismissed 1.30 p.m. No supplementary lessons.
- Afternoons will be designated for consultation with subject teachers, initiated by the girls.
- Should parents decide otherwise, please let the Form Teacher know.





CHIJ OLN Student Recognition Awards





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

National

School-based

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

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 IJ OLN 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 21st 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 an Upper 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





Challenges children & youth are facing

“previous generations worked to meet basic needs. But youth today have higher-level needs like self-esteem, resulting in worries about their purpose in life which, if not addressed, can lead to mental health issues. ... **The comparison, stress and feeling of not being good enough come with social media.** The hyper connectivity also results in youth here being more affected by overseas issues such as Black Lives Matter movement, global warming and other issues.”

Associate Professor Daniel Fung,
Chief Executive, Institute of Mental Health (IMH)



IN FOCUS: How schools and families are combating the problem of vaping among children

With some youths starting to pick up vaping as early as primary school and with some vape sellers targeting young people, CNA looks at how schools and the authorities are fighting hard to tackle the issue.



With vapes easily available online or through friends, some students in primary schools are picking up the habit.
(Illustration: CNA/Rafa Estrada)



Team up with the teachers.

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

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



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





Upper Primary Kopi Chat

Ask us anything!





Thank you &
we wish you
a wonderful
evening !



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

PRIMARY 5 AND 6

KOPI CHAT @

CHIJ OLN

