



# Welcome to the IJ OLN family!

Principal, Mrs Karen Tan





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**Communicating Truth. Forming Faith.**

# Celebrating 170 years of the IJ dream

Joshua Chan

The National Stadium was a sea of blue on May 20 as some 20,000 students, alumnae, staff, and religious sisters of the Convent of the Holy Infant Jesus (CHIJ) family of schools gathered for their 170th anniversary celebrations.

New album launched

A choir of 700 girls from 11 CHIJ schools filled the arena with their voices as thousands of others swayed shoulder to shoulder to familiar IJ tunes such as One Family and the 2002 classic Hold On To Our Dream while also singing their hearts out.

Music featured prominently in the anniversary celebrations themed "Hold On To Our IJ Dream".

That day, an album of the same name was launched with 12 songs written by students, alumnae, and teachers.

Five were composed for the anniversary, and a fresh arrangement of Hold On To Our Dream was re-recorded by local jazz singer and CHIJ alumna, Ms Alemay Fernandez, with the CHIJ combined choir.

The highlight of the day's programme was the anniversary Mass celebrated by Cardinal William Goh with 22 past and present chaplains of the various IJ schools.

Franciscans, Canossians, Carmelites, and members of other religious congregations joined the 25 IJ sisters at the celebration — these included 12 visiting sisters from abroad.

Some 17,000 CHIJ students from 11 schools packed one half of the National Stadium to mark their Founder's Day with the launch of a music album and a Eucharistic celebration. Photos: VITA Images



Cardinal Goh with the IJ Sisters, both local and from abroad, at a post-Mass reception at the National Stadium.

"His dream was simple, yet profound — to provide education rooted in love and faith, empowering girls to discover and harness their unique gifts," said Ms Vivienne Lim, chairperson of the CHIJ Board of Management.

To date, more than

of IJ-educated girls have broken glass ceilings, taken the path less travelled, advocated for the voiceless, and dedicated their lives in the service of others, especially the marginalised.

To date, more than

the Church, Cardinal Goh said Mary was the model for the IJ dream, having embraced all the virtues that the CHIJ schools stood for — humility, integrity, compassion, justice, perseverance, and faith.

INSI

Papal Mass available in through ba  
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Cardinal Gc not ask to b on Facebook  
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# CHIJ

# 170<sup>th</sup>

# Anniversary in 2024

CHIJ Our Lady of the Nativity



# Vision: Girls of Today for Tomorrow



## Mission

A CHIJ School is a Christ-centred school community where all work together for the promotion of Truth, Justice, Freedom and Love, with special reference to the needs of persons who are disadvantaged in any way.



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





# The Learning Experience @ CHIJ OLN

- What we teach
- What we say
- How we behave
- What we see

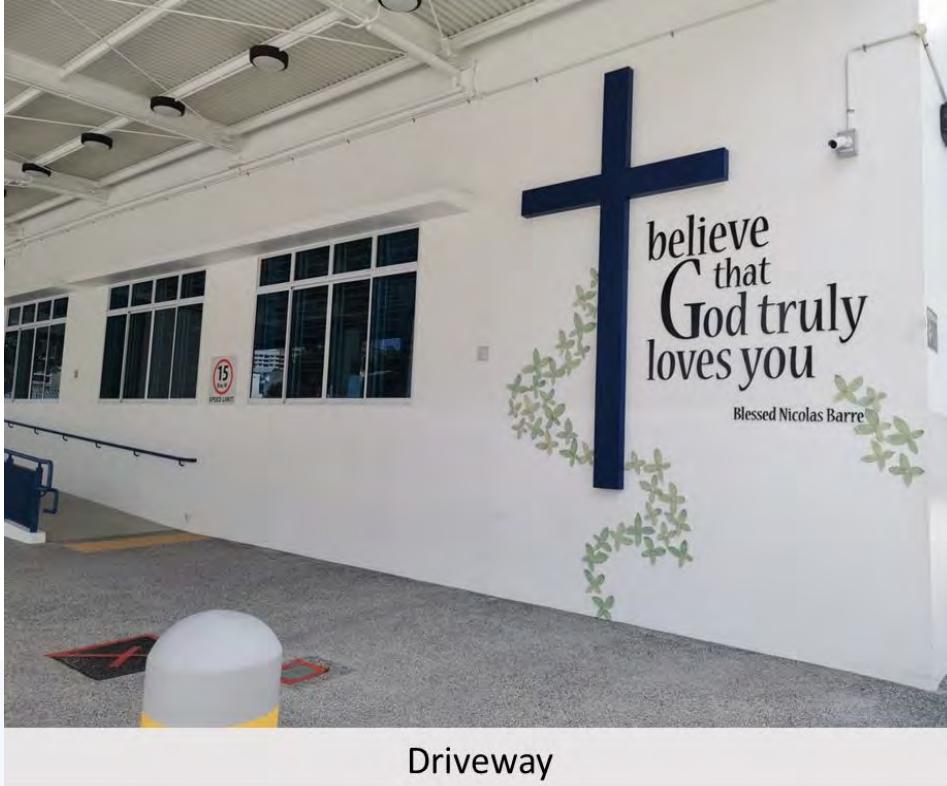
- MOE Curriculum
- Character Education
- Learning Opportunities - Programmes, activities & events, e.g. Camps, SWLJ
- Clarity of expectations - routines & discipline
- Interaction of students with peers & with teachers
- Teachable Moments





# Our Catholic Ethos

## Our Faith Environment e.g. Prayer Room, Verses





# Enabling everyone to grow through our Catholic ethos

## Celebration of Key Events

### Events in Liturgical Calendar

1. Ash Wednesday
2. Lent and Easter
3. Marian months
4. Christmas and Thanksgiving

### School Events

1. Beginning of School Year
2. Chinese New Year
3. Founder's Day
4. Prefect's Investiture

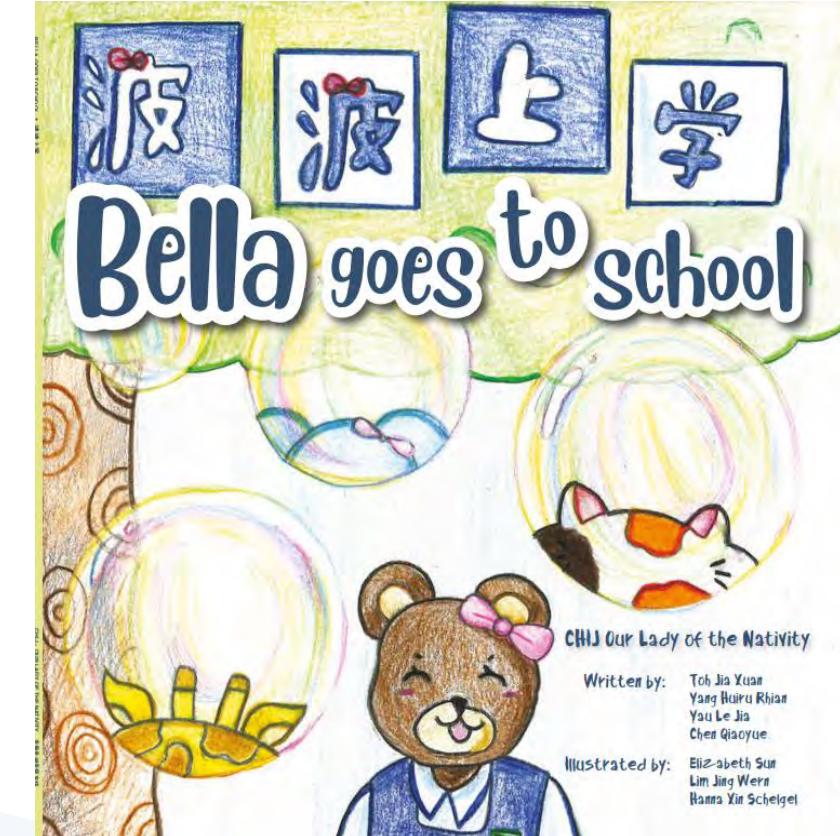
- Includes mass or paraliturgy
- Take place during assembly
- Designed to be inclusive for all students to participate in and learn from





# Our values are infused in our school-wide programmes

- Theme for the year
- Projects that celebrate IJ spirit





# Our values are infused in our school-wide programmes

## Project G.O.O.D (Gift of One Dollar)

- Students are encouraged to put aside one dollar over a week.
- Funds collected are donated to IJSC (Infant Jesus Sanctuary for Children)





# Our values are infused in our school-wide programmes

## Meaningful Monday

### MEANINGFUL MONDAY

The Lord is my strength and my song; he has become my salvation.

Psalms 118:14



A verse taken from the Bible

### MEANINGFUL MONDAY

- No matter what we face in life, we have God on our side
- We turn to Him when we are in trouble
- God has saved us
- We thank God for His wonderful love



Explanation and interpretation of verse

### THINK ABOUT...

Do you turn to God when you are faced with challenges or when you are feeling down?



In this week, let us offer up our worries to God and have faith in Him.

Reflection Questions





# Reflections

## Meaningful Monday: Reflection

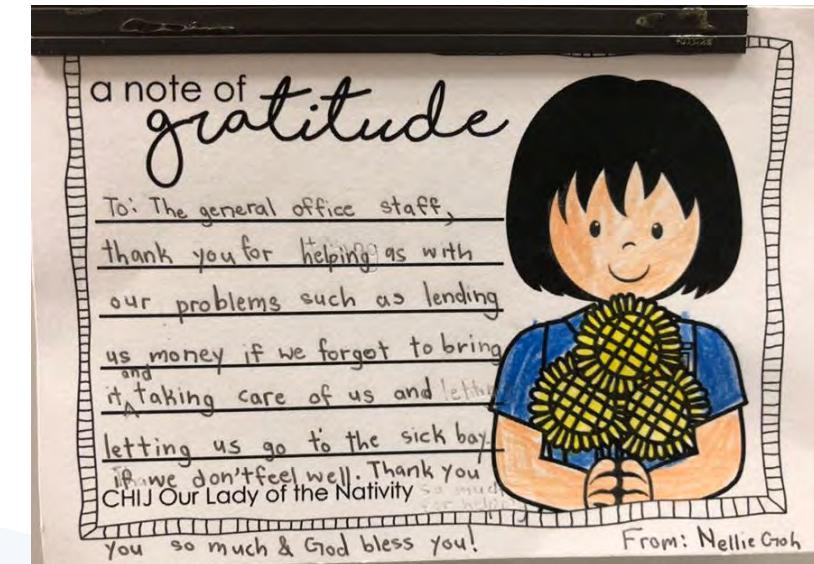
Love your enemies, and do good, and lend, expecting nothing in return, and your reward will be great, and you will be sons of the Most High, for he is kind to the ungrateful and the evil. Be merciful, even as your Father is merciful.

Luke 6:35-36

During this week.....

Do you meet people you may not like? Are there some classmates or family members that you find difficult to be nice to? How can you treat them kindly even if you don't like them?

We can be generous by lending them our stationery, saying a kind word or simply offering a listening ear.





# Our values are infused in our school-wide programmes

## Care for the Environment: Environmental Education

### LAUDATO SI' PLEDGE

*"I pledge to pray for and with creation,  
to live more simply and  
to advocate to protect our common home."*



- Build environment awareness
- Strong sense of civic responsibility
- Environment Advocates

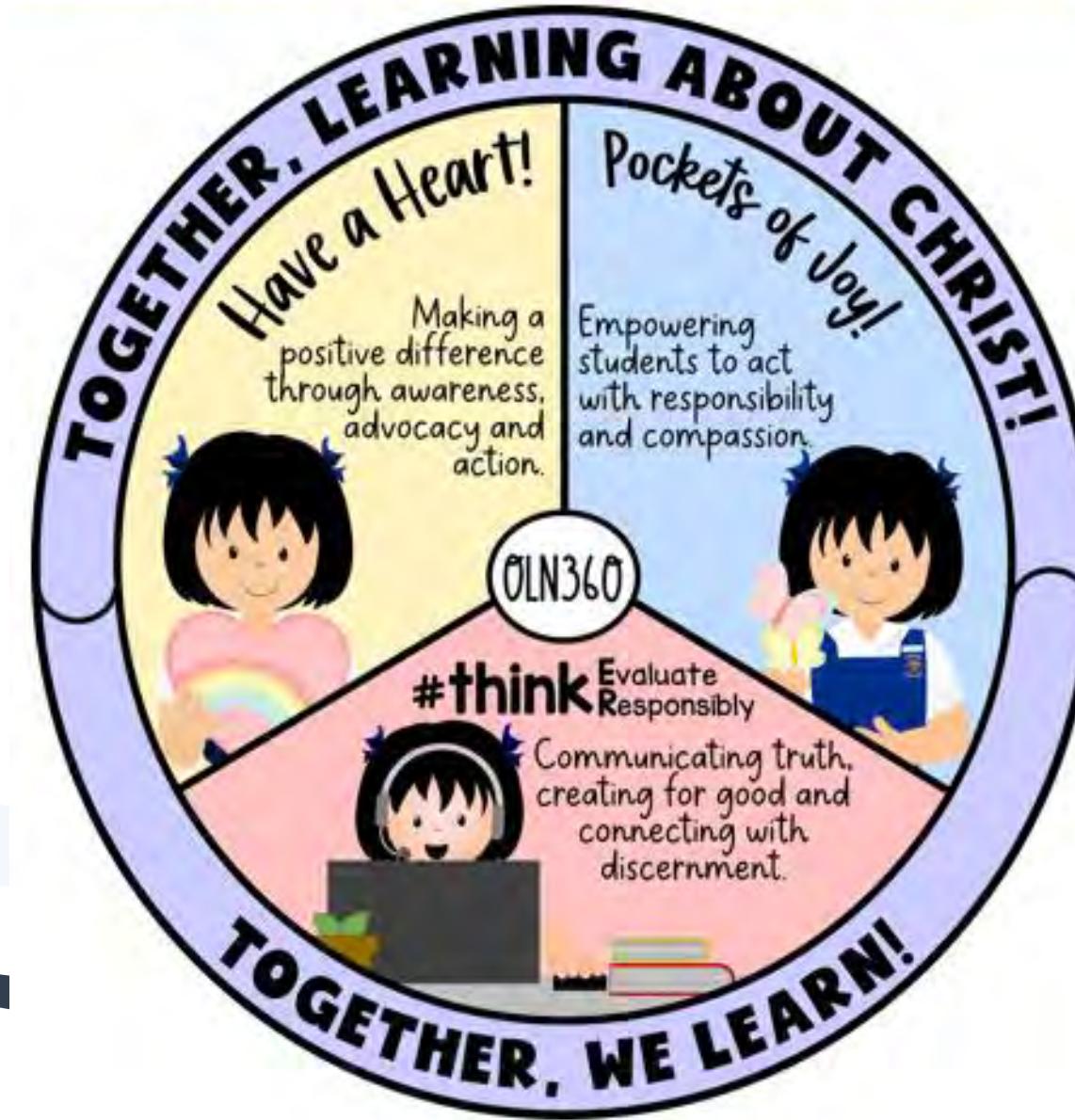
### Programmes:

- Recycling Wednesday
- Seed-paper making
- Earth Day
- Reducing Food Waste
- Good energy use





# OLN 360 LEARN . LEAD. LOVE





# OLN 360

**TLC – Together Learning about Christ  
Catholic Girls &  
Non-Catholic Girls who opt in**

- Variety of activities (how to pray, reflecting on parables, learning hymns)
- Develops attitudes, values and ethics as a child of God

**TWL – Together We Learn  
Non-Catholic Girls**

- Variety of activities (reflecting on stories, appreciation of self & others)
- Develops attitudes, values and ethics to be a good person





Are you delivering your daughter's forgotten lunch or water bottle? Her homework, stationery, books, shoes, PE/CCA attire, etc.?

**STOP.**

**LET YOUR CHILD LEARN RESPONSIBILITY.**



Your daughter will learn to be independent and responsible if you don't bring these forgotten items to school to bail her out, even if you sincerely believe that it's your fault and not hers. She will not lose out, fail or miss out on her chance to become a contributing citizen of society just because she does not have the item you were thinking of delivering.

Let's work together to build the character and resilience of our next generation.

As stated in the School Organiser, our school will not be accepting the delivery of any forgotten items / birthday cakes / goodie bags.





# Lifeskills

## Looking After Herself

- Attire
- Independence
- Adjustment
- Seeking help when necessary





# Good Habits to Inculcate

## Instilling the virtue of responsibility and self-discipline

- Homework File
- Task avoidance
- Being consistent and punctual in the submission of homework
- Packing their own bags and bringing their items to school
- Reporting to school regularly and punctually





# Good Habits to Inculcate

## Social Skills

- Graciousness
- Permission when leaving the classroom
- Tantrums
- Violence





# Platforms to Celebrate our Girls' Growth

<u>Character</u>	<u>Service</u>	<u>Co-Curricular</u>	<u>Curricular</u>
<p><b>Acts according to the IJ Mission and GRACIA values</b></p> <ul style="list-style-type: none"><li>• Edusave Character Award [P1 – P6]</li><li>• Sr Deirdre O'Loan Award [P6]</li><li>• IJ Angel Award [P1 – P6]</li></ul>	<p><b>Leads with initiative and serves with love</b></p> <ul style="list-style-type: none"><li>• Edusave EAGLES (Leadership &amp; Service) [P4 – P6]</li><li>• Mother Mathilde Award [P3 – P6]</li><li>• Laudato Si Award (Class with highest recyclables) [P1 – P6]</li></ul>	<p><b>Remains steadfast in the face of challenges</b></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><b>Communicates confidently, Thinks creatively, reflects thoughtfully</b></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 [P2 – P6]</li><li>• Edusave EAGLES (E21CC) [P1 – P6]</li><li>• Mabel Dodampe Award (Best in each subject) [P3 – P6]</li><li>• Barre Award [P1 – P6]</li><li>• Good Progress (Chinese Language) [P4 – P6]</li></ul>





# Screen Time & Cyberwellness

- Necessity? – Age appropriateness, maturity level
- Available information online – risks and dangers
- Controlled environment – Monitoring tools
- Addiction to mobile devices – Lack of Control/Loss of Control
- Impact on learning and development
- Impact on self-development – social skills, quality family time





# School-Home Partnership

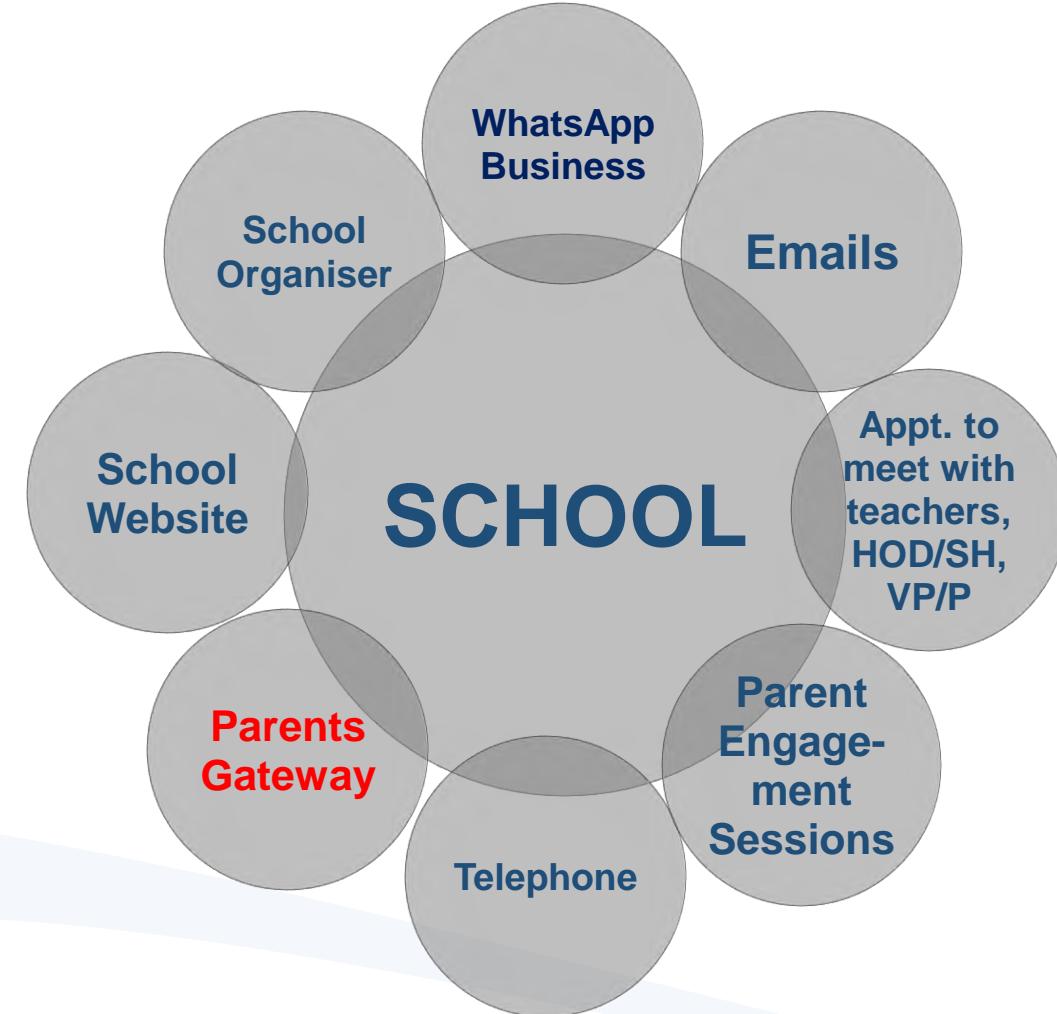
## Parent-School Communication

- Establishing rapport with teachers
- Touch Points:
  - Form teachers as the main point of contact for student, class, curricular matters
  - YH for student matters
  - HOD/LH/SH for department/curricular matters
  - AM and OM for administrative and operational matters
  - SLs for school-level matters





# Channels of Communication





# Our IJ OLN Family

- People:
  - Our Girls, Staff and Parents
- Experiences:
  - Each person is a unique gift from God
  - Each person is at a different phase in life
  - Each person has a different perspective





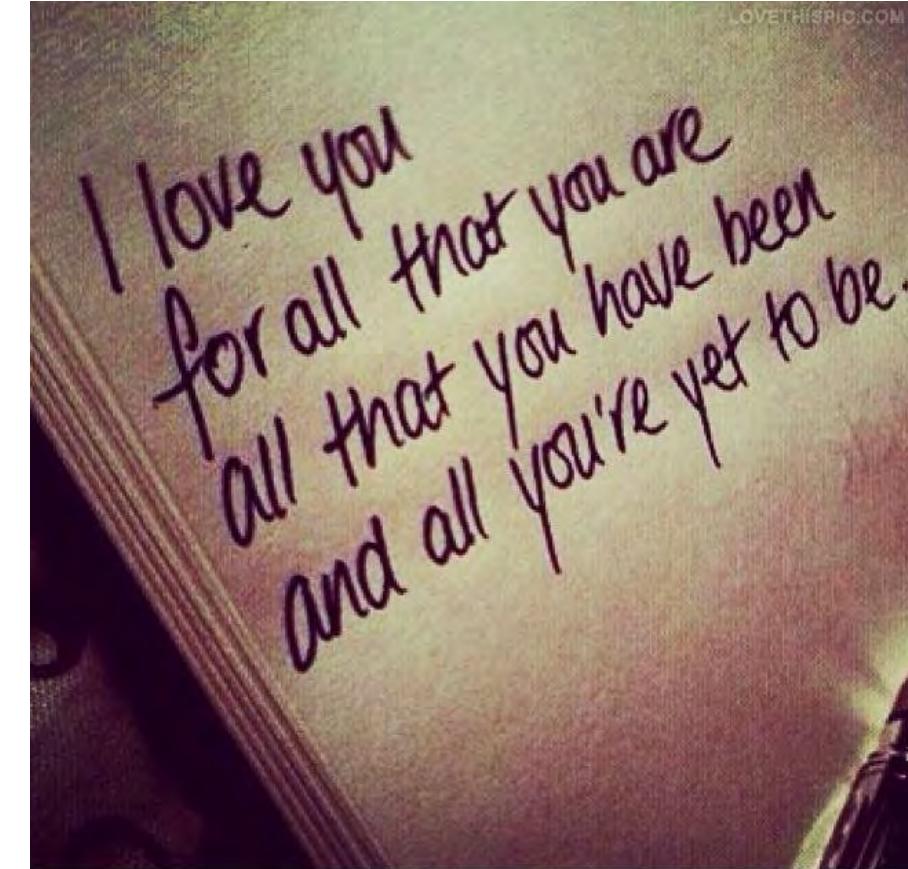
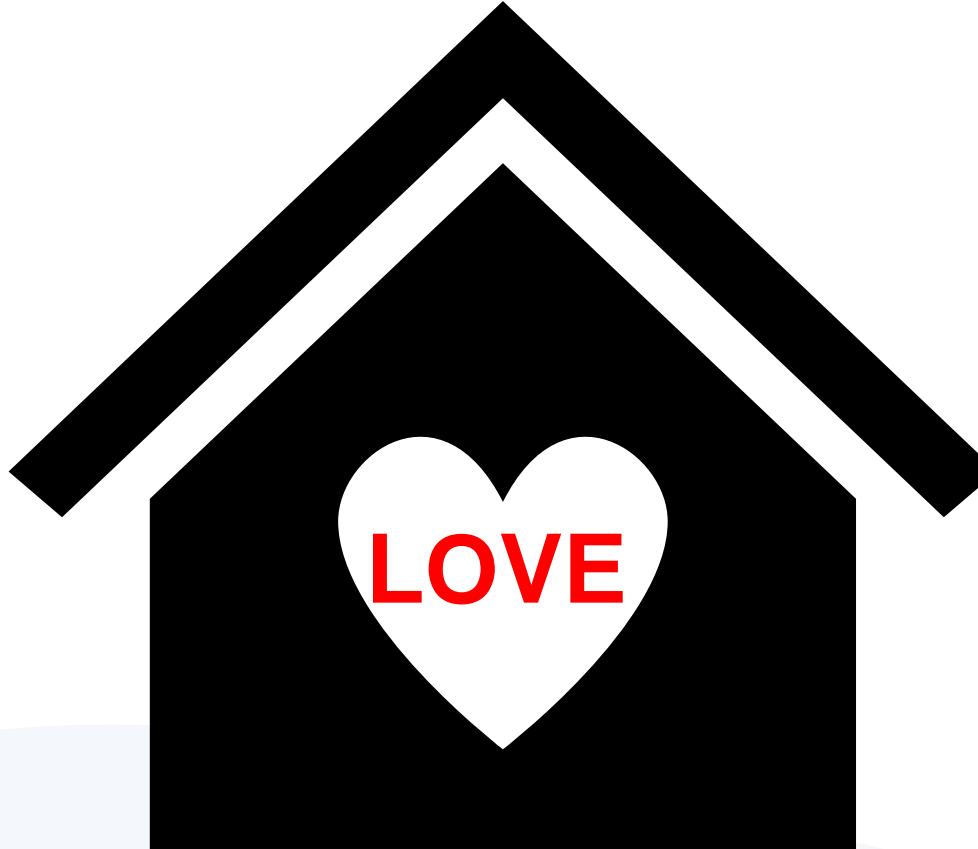
# Our IJ OLN Family

- Relationships:
  - Trust
  - Patience and Understanding
  - Respect and Graciousness
  - Communication and Dialogue





# Supporting My Child





# Supporting My Child

**TIME**



**ATTENTION**





# Supporting My Child

## PATIENCE



## ENCOURAGEMENT





# Helping My Child





# School-Home Partnership at CHIJ OLN



Working together as one CHIJ OLN Family





# Have a Happy & Blessed 2026!





# I Am P1 Ready!

# Back to School Programme(BTSP)

## Day 1

Sharing by Lower Primary Year Head,  
Mdm Hanizah





**“Behind every young child who believes in  
themselves is a parent who believed first.”**  
— *Matthew L. Jacobson*





# How to help your child ace the first month of school!

## Keep Routines Simple

- Sleep early, wake up on time, pack the bag together
- Familiar routines build confidence.

## Encourage Independence

- Carry her bag
- Eat and dress her own
- Carry out small task

## Focus on feelings not Perfections

- Tears, worries or tiredness are normal
- Celebrate effort, not just achievements.

## Partner the School

Trust the teachers. Share concerns early  
When home and school work together, children thrive





# P1 Day 1 Programme

Time	Programme (Students) P1 classrooms	Programme (Parents) Hall
0700 - 0725	<ul style="list-style-type: none"><li>▪ Proceed to the School Hall</li></ul>	
0730 – 0740	<ul style="list-style-type: none"><li>▪ Assembly at the hall</li></ul>	<ul style="list-style-type: none"><li>▪ To proceed to the School Hall</li></ul>
0740 - 0745	<ul style="list-style-type: none"><li>▪ Proceed to the classroom</li></ul>	
0745 - 0945	<ul style="list-style-type: none"><li>▪ Class Time with Form teachers (FT)</li></ul>	Parent Engagement session
0945 – 1030	<u>Recess (Canteen)</u>	<u>Child's Recess (Canteen)</u>
1030 - 1230	<ul style="list-style-type: none"><li>▪ Class Time – Learning is Fun!</li></ul>	<p>1030 - 1130 : P1 Parent-Teacher Networking session (P1 Classroom)</p> <p>1130 – 1215 :ICT Hands on session</p> <p><b>*1215 : End of Parents' Programme</b></p> <ul style="list-style-type: none"><li><b>Parents to leave the school premises</b></li><li><b>PSG Meet &amp; Greet: Confirmed Parent Volunteers only</b></li></ul> <p>(Library)</p>
1230 - 1315	FT time + Snack time Pupils are to bring along their own healthy snacks.	
1315	Dismissal @ Lower Ponggol	<p>Dismissal</p> <ul style="list-style-type: none"><li>Those being picked up by parent / caregiver: ISH Lower Punggol (2 – 9 January): Please show ID/ email from the school for identification.</li><li>School Bus/ SCC: Hall</li></ul>





# P1 Back-to-School Programme (BTSP 2026)

Day 2 (Monday)	Day 3 (Tuesday)	Day 4 (Wednesday)
<ul style="list-style-type: none"><li>• Check-in and Class Bonding activity</li><li>• Class Rules &amp; Routines</li><li>• <u>MASS</u> Dance ( PE attire)</li><li>• Recess with my Buddy Sister</li><li>• Sisterly Love Activity</li><li>• Admin Matters (collection of books &amp; files)</li></ul>	<ul style="list-style-type: none"><li>• Making New Friends</li><li>• Class Time</li><li>• Rooted in G.R.A.C.I.A</li><li>• Recess with my Buddy Sister</li><li>• School Rules &amp; Expectations</li><li>• Library Programme</li><li>• Admin Matters (collection of books &amp; files)</li></ul>	<ul style="list-style-type: none"><li>• Class Time</li><li>• Recess with my Buddy Sister</li><li>• Check-in survey poll</li><li>• Class Time</li><li>• Admin Matters (Getting Ready for lesson)</li><li>• Appreciating my Buddy Sister: A Card for My Buddy sister</li></ul>

# School Routine 2026

Activity	Time
Reporting Time	Before 7.30 a.m. (Glow morning activities starts at 7.20 a.m.) Monday & Friday : Hall Tuesday, Wednesday & Thursday : Classroom
Flag Raising Ceremony	7.30 a.m.
Recess	9.00 a.m – 9.30 a.m.
Snack Break	10 mins. (between 11.00 a.m. and 11.30 a.m.)
Dismissal Time	
Pick-up by parents	1.15 p.m (2 Jan – 9 Jan (Lower Ponggol) 1.30 p.m. (12 Jan onwards (Side Gate 2) 1.30 p.m. (School Hall)
School bus/SCC	



# P1 Recess Schedule

1 Level Per Recess

Day 1 (P1 only)	Day 2 - Day 4 (BTSP Prog.)	Day 5 Onwards
9:45am – 10.30am (Parents are allowed to be in school on <u>Day 1</u> <u>only</u> )	9.00am – 9.30am (Pupils will be paired with a P4 Buddy Sister)	9.00am – 9.30am (FT, YH and PVs on duty)





# P1 Recess - 0945 – 1030 (today only)

(Teachers will be assisting the P1 students during Recess)

## Day 1 Recess Only:

- Students will enjoy a 45-minute recess with teacher assistance (P4 sisters will be paired with P1 students for recess: Monday – Wednesday).
- At 09:45, teachers will lead parents from the hall to the designated viewing area at the canteen.
- Parents can observe their child's/ward's recess at the canteen (Day 1 only).
- Students will have their recess prayer at 10:25, seated in the canteen.
- Parents to proceed to the lobby. Parents will be led by teachers to P1 Classrooms for the Parent-Teacher Networking and ICT Hands-on session.



# Teacher-Parent Networking session & ICT Hands on session

Time : 10.30am- 12.15pm

Venue : P1 Classrooms

## Agenda

- Class Matters
- Parent-Teacher Partnership
- Communication Channel
- ICT hands-on session
- Parents will be dismissed at 12:15 pm. Please leave the school premises and return at 1:15 pm if you are picking up your child.
- New PV members who have confirmed their attendance for the Meet & Greet session to proceed to the Library @Level 1.





# Dismissal Arrangements

Dismissal Arrangement	Assembly point & Procedure
Pick up by parents / caregivers	Teachers will accompany students to Lower Ponggol (2 Jan – 9 Jan) Teachers will accompany students to Side Gate 2 for dismissal 12 Jan onwards
Taking the school bus	Teachers will accompany students to the Hall. Bus drivers will meet pupils at the hall. <b><u>Please inform the bus company and your child's teacher in advance</u></b> if your child is not taking the school bus on any day. This is to avoid miscommunication and confusion.
<b><u>#Parents who have not responded on PG should inform the Form Teacher later in class</u></b>	Students would be tagged with coloured ribbons according to the school bus number. The school staff will ensure that the tags are tied on to bags. <b><u>Please do not remove the ribbons from your child's bag.</u></b>
Going home with older siblings studying in IJ OLN	Students will wait at the 'Sibling Waiting Area' (Lower Ponggol)
Going to SCC	YMCA : SCC staff will pick up students from hall. External SCC : Students will meet their SCC teachers at Lower Ponggol.



# Picking Up Your Child Up From School (Gate 2)

**2 January - 9 January ONLY**

- Dismissal Time : 1.15 p.m.
- Pick-up Point : Lower Ponggol

**From 12 January onwards:**

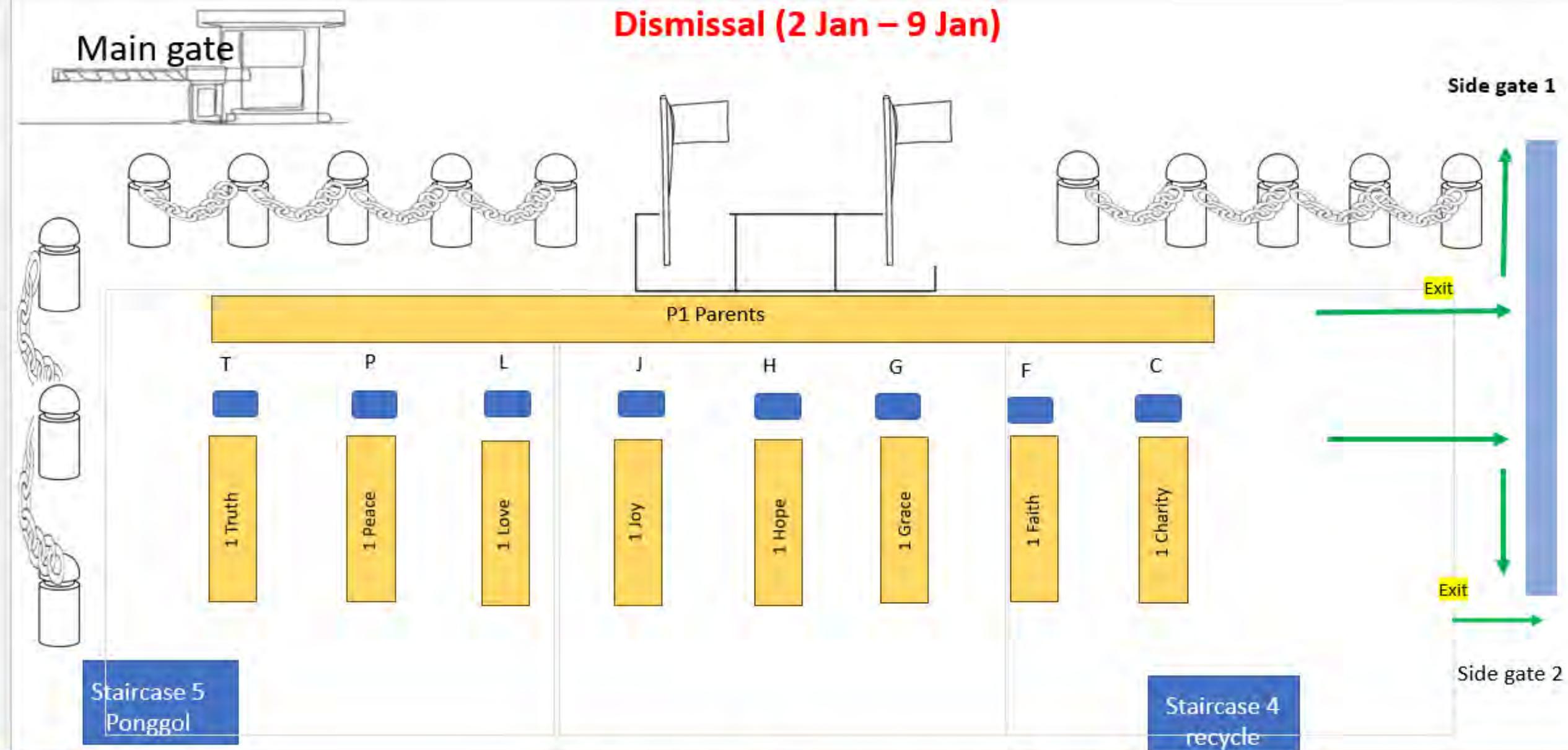
Parents and caregivers will no longer be allowed to come into school to pick up the P1 students

Mon-Fri	1.30 p.m.
Pick- up Point	Side Gate 2

- Parents are not to drive into school at dismissal time for safety reasons.
- Parents are to show the entry pass (sent via PG) to the security guard to gain entry to the school



## Dismissal (2 Jan – 9 Jan)



# Lower Ponggol

# Triple P Seminars for Parents



By Methodist  
Welfare  
Services  
(MWS)

Currently ranked by the United Nations as the world's #1 parenting programme  
Tested with thousands of families  
A toolbox of tested and proven strategies for you

**TRANSITION TO PRIMARY 1**

**POSITIVE PARENTING  
PROGRAMME  
(TRIPLE P)**

**Seminar Details**

**Saturday (via zoom)**

**★ Seminar 1 & 2**  
17 January 2026, 9.00am - 11.30am

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**★ Seminar 3**  
24 January 2026, 9.00am - 11.00am

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Click on the link below or scan the QRcode to book your spot!

  
<https://go.gov.sg/mws-2026pt2>



# Triple P Seminars for P1 & P2 parents

**Seminars will be conducted in English via Zoom**

Seminar 1 & 2 : 17 January 2026,  
9.00am - 11.30am

Seminar 3 : 24 January 2026,  
9.00am - 11.00am

Letter will be sent out to parents via PG by next Wednesday.

Click on the link below or scan the  
QRcode to book your spot!



<https://go.gov.sg/mws-2026pt2>



**Seminar 1: Power of Positive Parenting**

- Ensuring a safe engaging environment
- Creating a positive learning environment
- Using assertive discipline with reasonable expectations
- Looking after yourself as a parent

**Seminar 2: Raising Confident, Competent Children**

- Showing respect to others
- Having a good communication and social skills
- Being a good problem solver with healthy self-esteem
- Becoming independent

**Seminar 3: Raising Resilient Children**

- Recognizing and accepting feelings
- Expressing feelings appropriately
- Building a positive outlook
- Developing coping skills
- Dealing with negative feelings and stressful life events

**-Fully subsidised by MSF-**



# Curriculum and Assessment

*2 January 2026*

**Sharing by Level Head (EL), Mrs Charissa Tan  
Level Head (MA), Mdm Raniah**



# Agenda

- Our Vision - The IJ Girl for Tomorrow
- Holistic Curriculum at IJ OLN
- Our Academic Milestones
- Assessment matters
- How we can support our girls





# The Future-Ready CHIJ OLN Girl is...



- A **life-long learner** who is grounded in values, empowered to lead with initiative and serve with love and purpose.
- A **gracious lady** who makes a positive difference and uplifts others, in the spirit of friendship and inclusivity.
- A **creative, critical and adaptive thinker** who seeks to do good for the community and nation.
- An **engaged citizen** who understands global issues and supports humanitarian and environmental causes.





# Learning Dispositions:

- Collaborative
- Curious
- Reflective
- Resilient





# What do these Learning Dispositions mean?

- **Curious** e.g. Willing to explore new things
- **Collaborative** e.g. Takes active part in discussion and shares ideas
- **Resilient** e.g. Does not give up easily
- **Reflective** e.g. Acts on feedback to make improvement





# Holistic Curriculum at CHIJ OLN

Our programme is guided by our Teaching & Learning Framework which focuses on our children to learn:

- Through active and deep learning
- Through teaching processes that activate their learning, promote thinking and discussion, facilitate demonstration of learning
- Through monitoring and provision of feedback
- In a positive environment that encourages collaboration, that is also supported by technology and enriched by feedback





# Academic Milestones





# Why Foundations Matter

- Primary 1 is a transitional and critical stage
- Concepts are built progressively across levels
- Strong foundations prevent learning gaps





# Academic Approach in Primary 1

- Strong focus on **literacy and numeracy**, alongside exposure to other subjects
- Emphasis on both **academic skills and social-emotional development**
- Lessons include **hands-on activities, discussions, and guided practice**
- Focus on **reasoning, problem-solving, and making sense of concepts**
- Children are encouraged to explain their thinking in simple ways
- Developing **attention, listening skills, independence, and responsibility**
- Parents' support through **routines, encouragement, and positive attitudes**



# EL x MTL LANGUAGES

Receptive Skills	Listening & Viewing	Reading & Viewing
Productive Skills	Speaking & Representing	Writing & Representing



# P1 English Goals - Listening & Viewing

By the end of Primary 1, your child should be able to:

- **Listen attentively** when somebody is speaking
- Show respect by looking at the speaker and not interrupting
- **Follow simple verbal instructions**
- Discriminate between sounds
- **Understand** simple spoken messages and stories



# P1 English Goals - Reading & Viewing

By the end of Primary 1, your child should be able to:

- **Hold a book upright and read from left to right**
- **Recognise letters of the alphabet** and their corresponding sounds
- **Recognise and read High-Frequency words** accurately
- Read P1-level texts and talk about what is happening (i.e. identify visual or verbal clues to explain understanding)



# P1 English Goals - Speaking & Representing

By the end of Primary 1, your child should be able to:

- **Speak clearly and audibly**
- **Follow communication etiquette** - *turn-taking, eye contact, volume etc.*
- **Develop simple responses** by responding in complete sentence(s) and supporting with simple reason(s)
- **Read aloud P1-texts with accuracy, fluency and appropriate expressiveness.**



# P1 English Goals - Writing & Representing

By the end of Primary 1, your child should be able to:

- **Use correct writing posture and pencil grip**
- **Recognise and write upper and lower-case letters**
- **Write own name and date neatly**
- Copy words and short sentences accurately
- **Handwriting - *letter formation, placement, sizing, spacing***
- Spell High-Frequency Words and simple words using letter sounds
- Write simple sentences (and short paragraphs i.e. beginning & ending by the end of the year)



# P1 MTL Goals - Listening

By the end of Primary 1, your child should be able to:

- Recognise **basic sounds** in the mother tongue language (e.g. tones, pronunciation, long/short sounds)
- Understand **simple instructions and questions**
- Understand the **main idea** when listening to short stories or conversations (not just single words)



# P1 MTL Goals - Speaking

By the end of Primary 1, your child should be able to:

- Say **basic words and phrases** used in daily life using correct pronunciation
- Ask and answer **simple questions** (e.g. greetings, names, “What is this?”) with guidance



# P1 MTL Goals - Reading

By the end of Primary 1, your child should be able to:

- Recognise **common words and characters** taught in Primary 1
- Read **short phrases or simple sentences** aloud and with accuracy
- Understand simple texts and pick out **key details (5W1H)** and **simple cause & effect**



# P1 MTL Goals - Writing

By the end of Primary 1, your child should be able to:

- Write **basic letters/characters correctly** (following proper strokes)
- Write **simple words and short sentences**

Write about **familiar daily-life topics**, with guidance



# P1 MTL Goals - Interaction

By the end of Primary 1, your child should be able to:

- Use the Mother Tongue in **simple conversations**
- Take part in basic interactions like **greeting, introducing themselves, and responding politely**



# What Matters Most?

- Building **good learning habits**
- Enjoying learning English and Mother Tongue
- Developing **confidence in listening, speaking, reading, and writing**
- Regular **exposure and encouragement** go a long way!
- Accuracy grows gradually — mistakes are part of learning!



# How can you support your child?



## Reading

- Read together regularly
- Talk about pictures and simple ideas
- Let your child sound out words

## Speaking

- Ask about your child's day
- Encourage full sentences
- Listen patiently and respond

## Writing

- Practise writing letters and words
- Encourage pencil grip
- Praise effort and neatness

## Make it fun!

- Praise! Build confidence
- Learn through songs, videos, games etc

# Overview of Primary 1 Mathematics Curriculum

- Number Sense & Place Value
  - Writing numbers in numerals and in words
- 4 Operations
- Measurement - Length & Time
- Factual Fluency
- Word Problems

Through :

- ❖ C - P - A approach
- ❖ STAR Approach
- ❖ Maths Processes  
(Reasoning, communication, and application into daily lesson)

# Learning Dispositions at Primary 1

- Show curiosity and enjoyment in exploring numbers.
- Display perseverance when solving simple problems.
- Build confidence through manipulative and pictorial representations.
- Develop a positive attitude — “I can do it.”



# School - Home Partnership

## Supporting Academic Growth at Home

- Talk about Math in daily life
- Encourage explaining answers
- Allow your child to try independently

( Support their progress )





# Physical Education, Music, Art & PAL

- Play an equally important role.
- They support children's **physical development, creativity, emotional expression, social skills, and collaboration**. Through movement, play, and creative experiences, children learn to work with others, build confidence, and develop a love for learning.
- Together, these subjects nurture the **whole child** — academically, socially, emotionally, and physically — laying a strong foundation for future learning and helping children transition smoothly into primary school life.





# Assessment Matters

CHIJ Our Lady of the Nativity





# Assessment Matters

- No Formal Exams: No weighted tests, mid-year, or year-end exams with marks or grades.
- Formative Assessment Focus: Teachers use classroom interactions, homework, quizzes, discussions, and performance tasks to understand student progress.
- Holistic Development Profile (HDP): Reports progress in specific Learning Outcomes (LOs) using Qualitative Descriptors (QDs).





# Assessment Matters

- Qualitative Descriptors (QDs): Four levels: Beginning, Developing, Competent, Accomplished, to describe mastery.
- Homework: Designed to reinforce learning,



# LEAP Oracy Framework<sup>^</sup>

## COGNITIVE

### Thinking. Organising. Collaborating.

- Have you chosen content that conveys appropriate meaning & intention?
- Have you included examples or reasons?
- Do you have a clear beginning, middle and end?
- Are you building on others' ideas? (adding on or critically reviewing?)

## PHYSICAL

### Voice. Eye Contact. Posture.

- How are you using voice? (volume, pitch, tone & rhythm of voice?)
- How are you using eye contact to engage listeners?
- How are you using body language? (posture, gestures, facial expressions)

## LINGUISTIC

### Vocabulary. Editing. Rhetorical Techniques.

- Have you used appropriate vocabulary / register to suit the topic, purpose & audience?
- Have you edited your speech / presentation?
- How have you used rhetorical devices such as humour, metaphor, liveliness, flair, surprise & imaginative contribution in your speech / presentation?

## SOCIAL & EMOTIONAL

### Awareness. Engagement. Pathos.

- Are you listening actively?
- Are you responding appropriately?
- Are you connecting with the audience?
- Is your presentation delivered with gusto?
- Have you made an impact on the audience?



# LEAP “读具会演”

—使学生具备诵读、会话与演说能力的口语框架

## 认知

### 思维·组织·协作

- 你能否构思说话的内容，组织话语？
- 你是否能联系生活经验及先备知识构思说话的内容？
- 你能否有条理地说话？
- 你能否围绕着中心说话？
- 你能否发表看法，并对他人的看法作出适当的回应（如补充、提出建议）？

## 肢体语言

### 声音·眼神交流·姿势

- 你说话的语气、语调、语速是否自然、适当？
- 你是否能与对方保持眼神交流？
- 你能否借助肢体、语气等辅助说话、自我纠正错误（如手势、改述、替代词、修正、重组话语）？

## 语言

### 语言·修改·修辞技巧

- 你是否掌握了华语的发音？
- 你能否有针对性地进行交流？
- 你能否运用适当的方式进行口语交流？
- 你在阐述前能否作出适当的修改？

## 社交与情感

### 意识·共鸣·共情

- 你在专心聆听时有没有作出适当的回应（如点头、微笑、鼓掌）？
- 你是否按情境及对象或需要说话？
- 你是否主动、积极参与讨论，表达自己的看法？
- 你在交谈时是否顾及他人的感受，尊重他人的意见并对自己的言语负责？



# LEAP-PETAH (KEMAHIRAN LISAN-BERTUTUR)

## KOGNITIF

### Persediaan

- ✓ Adakah murid telah menyediakan struktur ucapan dengan logik?
- ✓ Adakah murid telah menyemak dan memastikan isi ucapan relevan?

## FIZIKAL

### Penyampaian

- ✓ Adakah murid bertutur dengan jelas dan menjaga kelajuan penyampaian?
- ✓ Adakah murid berhenti sebentar dan menggunakan pergerakan tangan untuk menekankan kepentingan isi.
- ✓ Adakah murid memandang bahasa gerak-geri penonton?

## LINGUISTIK

### Melaksanakan Penyampaian

- ✓ Adakah bahasa yang digunakan sesuai untuk umur penonton?
- ✓ Adakah murid memberitahu penonton tujuan dan perkara yang hendak disampaikan?
- ✓ Adakah murid merumuskan isi pada akhir penyampaian

## SOSIAL DAN EMOSI

### Penerimaan Penonton

- ✓ Adakah murid mendengar dengan aktif?
- ✓ Adakah murid memberi respons yang sesuai?
- ✓ Adakah penyampaian memberi impak kepada penonton?



## அறிவாற்றல்

### சிந்தித்தல், படைத்தல், கூட்டுச்சேர்தல்.

- நீங்கள் தேர்ந்தெடுத்த உள்ளடக்கம் ஏற்ற பொருளையும் நோக்கத்தையும் வெளிப்படுத்துகிறதா?
- நீங்கள் உதாரணங்களை அல்லது காரணங்களைச் சேர்த்திருக்கிறீர்களா?
- உங்களிடம் தெளிவான தொடக்கம், நடுப்பகுதி மற்றும் முடிவு உள்ளதா?
- நீங்கள் மற்றவர்களின் கருத்துகளை விரிவடைய அல்லது வளர்ச்சியடையச் செய்கிறீர்களா? (கருத்துகளைச் சேர்ப்பது அல்லது விமர்சன ரீதியாக மதிப்பாய்வு செய்கிறீர்களா?)

## மொழியியல்

### சொல்லாட்சி, திருத்துதல், சொல்லாட்சி நுட்பங்கள்

- நீங்கள் உங்களின் தலைப்பிற்கும், நோக்கத்திற்கும் கேட்போருக்கும் ஏற்ற சொல்லாட்சியைப் பயன்படுத்துகிறீர்களா?
- நீங்கள் உங்களின் உரையையும் படைப்பையும் திருத்தி அமைத்துள்ளீர்களா?
- நீங்கள் நகைச்சவை, உருவகம், கலகலப்பு, ஆச்சரியம் மற்றும் கற்பனை பங்களிப்பு போன்ற நுட்பமான சொல்லாட்சித் திறன்களை எவ்வாறு உங்கள் உரையில் பயன்படுத்துகிறீர்கள்?



## உடல் சார்ந்தது

### குரல், கண் தொடர்பு, உடல் தோரணை

- நீங்கள் எப்படிக் குரலைப் பயன்படுத்துகிறீர்கள்? (குரல் வளம், ஒசை நயம், தொணி, தாளம்) வெளிப்படுத்துகிறதா?
- கேட்பவர்களுடன் கண் தொடர்பு வழி எவ்வாறு அவர்களை மூடுதச் செய்கிறீர்கள்?
- உடல் சார்ந்த மொழியை எவ்வாறு பயன்படுத்துகிறீர்கள்? (தோரணை, சைகைகள், முக பாவணைகள்)

## சமூக மற்றும் உணர்ச்சி

### விறிப்புணர்வு, ஈடுபடுதல், கிரக்கம் கொள்ளுதல்

- நீங்கள் கருத்துடன் கேட்கிறீர்களா?
- நீங்கள் சரியாக பதிலளிக்கிறீர்களா?
- நீங்கள் உங்களின் பார்வையாளர்களுடன் இணைந்து கிருக்கிறீர்களா?
- உங்களின் படைப்பு ஆர்வமூட்டும் வகையில் வழங்கப்படுகிறதா? பார்வையாளர்களிடம் தாக்கத்தை ஏற்படுத்தியிருக்கிறீர்களா?

# In Summary...

We hope our students would acquire these positive learning dispositions and attitudes towards learning through our curriculum and assessment.



## Learning Dispositions:

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

“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.”





# ICT Matters

Sharing by Mrs Serena Lee  
HOD Science (Covering HOD ICT)





# Primary I 2026

## Parents' Mass Briefing

### ICT Matters





# Objective

- To introduce key ICT platforms that the school uses
- To prepare parents/guardians for Home-Based Learning, so that you can better support your child/ward





# Agenda

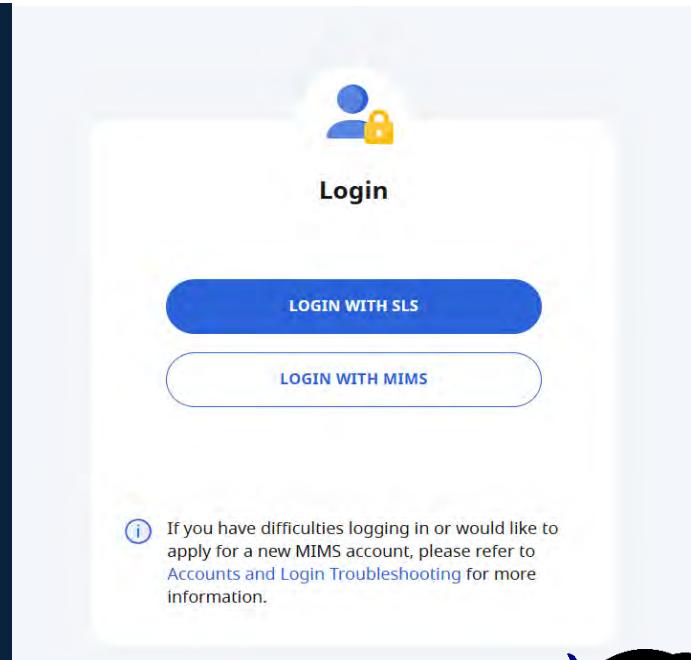
1. Student Learning Space (SLS)
2. Student iCON
3. Other ICT platforms
4. Communication App: WhatsApp Business
5. Home-Based Learning: What to expect
6. Survey





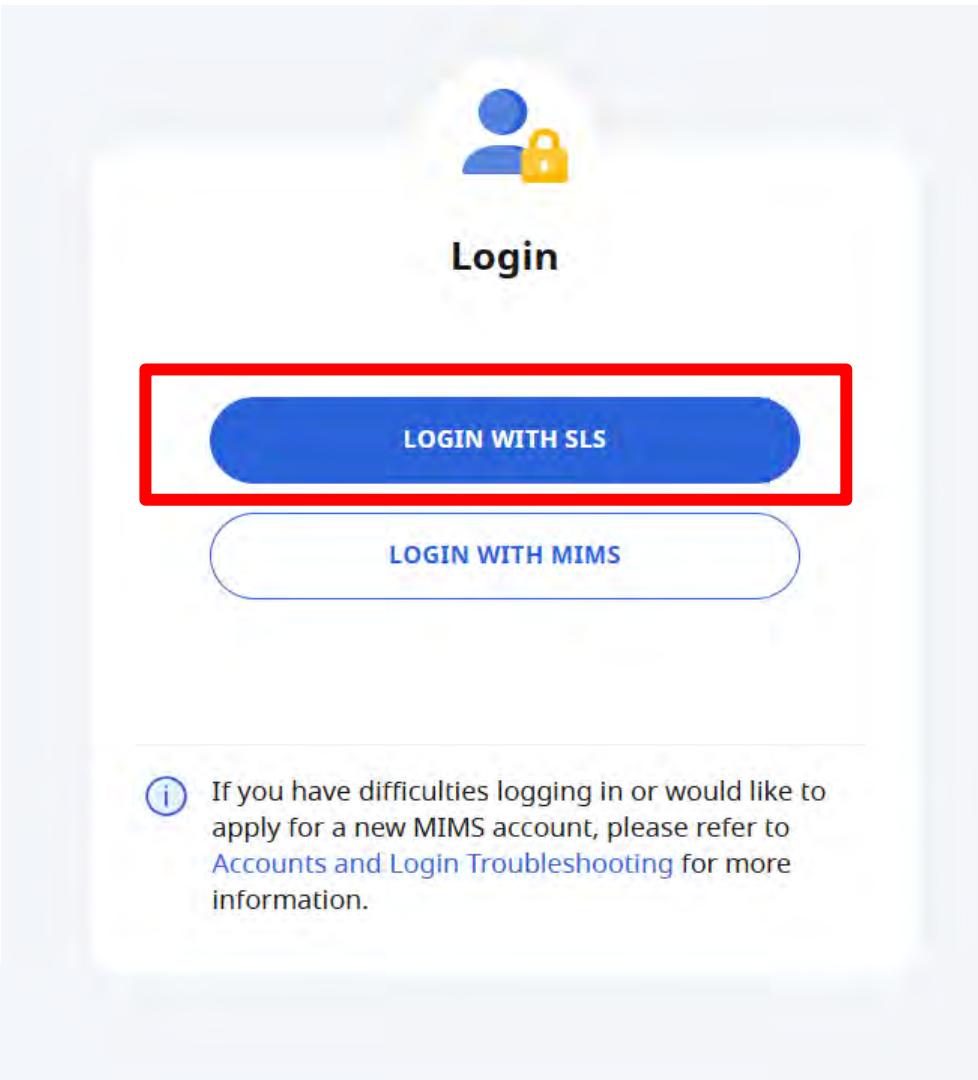
# Student Learning Space (SLS)

The SLS is an online platform with tools and curriculum-aligned resources for all students to learn anytime, anywhere, collaboratively and at their own pace. With the SLS, students can take greater ownership of their learning and pick up skills and habits that prepare them for lifelong learning.



 If you have difficulties logging in or would like to apply for a new MIMS account, please refer to [Accounts and Login Troubleshooting](#) for more information.

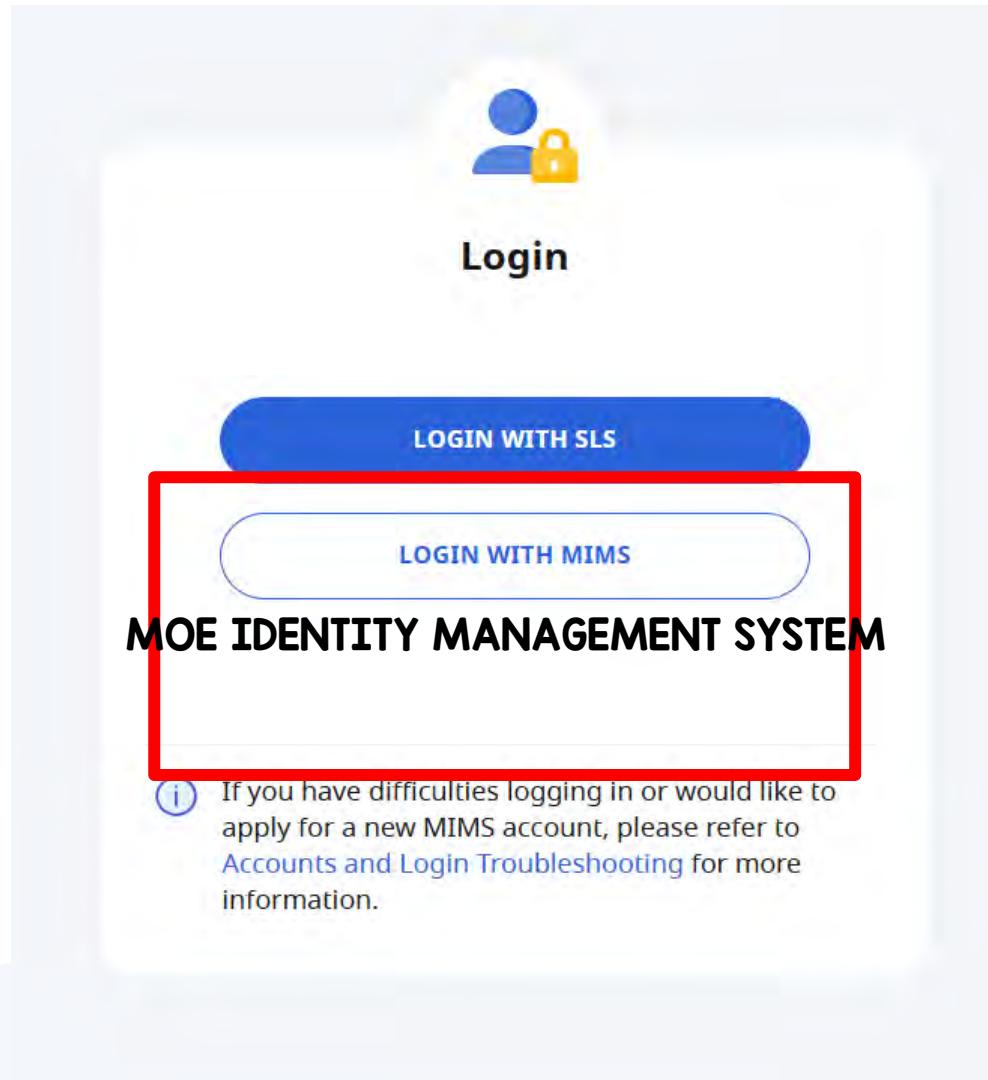




Primary 1 students are encouraged to login to SLS using their SLS Username and password.

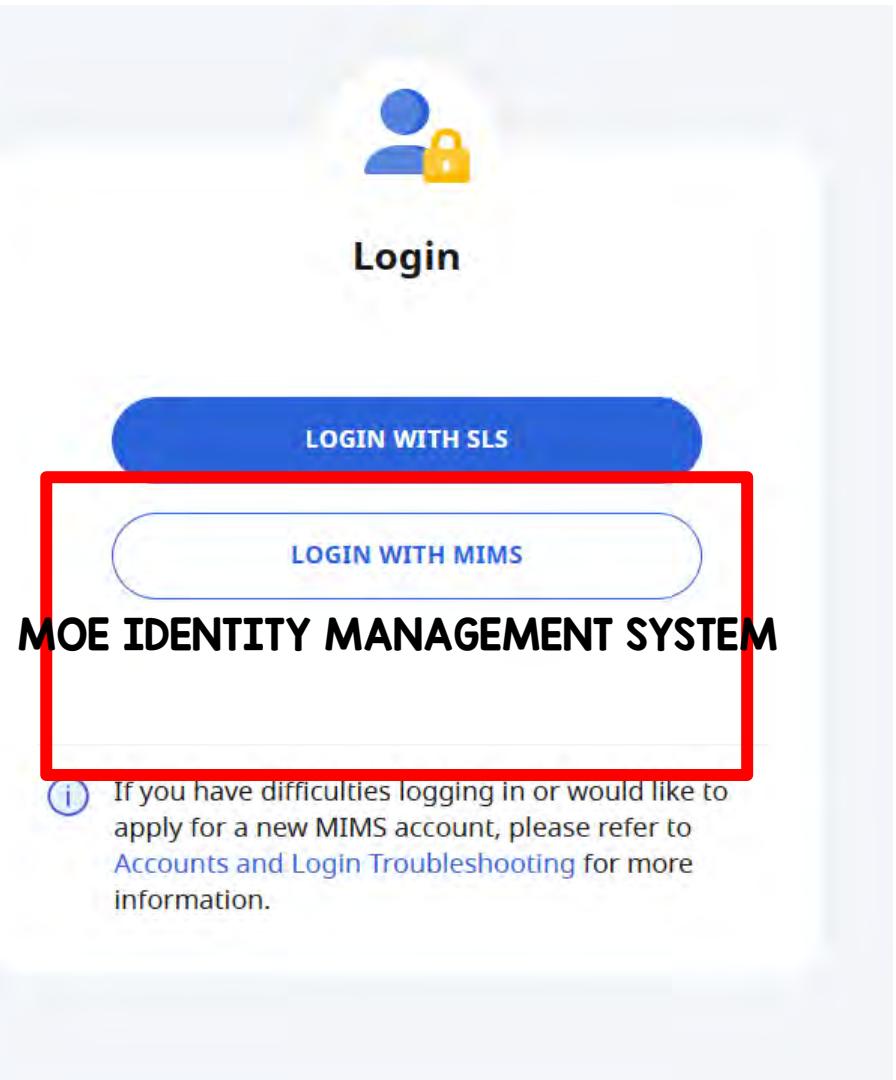
- i If you have difficulties logging in or would like to apply for a new MIMS account, please refer to [Accounts and Login Troubleshooting](#) for more information.





Primary 1 students are encouraged to login to SLS using their SLS User ID and password.





Primary 1 students are encouraged to login to SLS using their SLS Username and password.

MIMS helps students log in to different apps and services using the same ID and password. These include logging into school Chromebooks, SLS, and Microsoft Office apps.

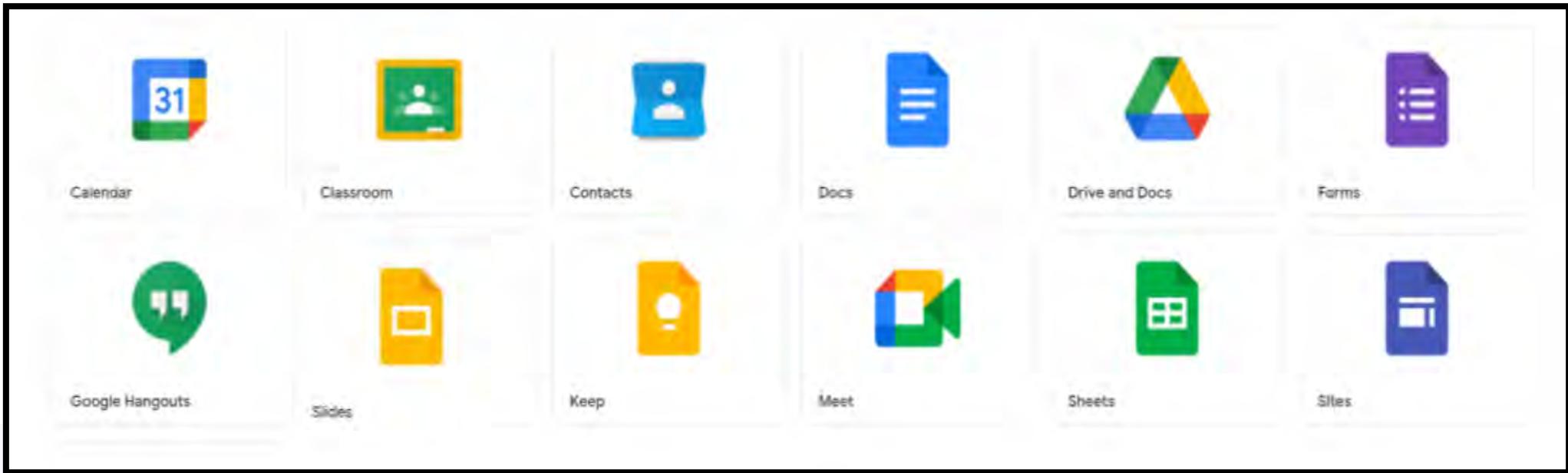
**MIMS account = Student iCON accounts**





# Student iCON

Student iCON is a suite of Google apps that helps to better support your child's learning and collaboration with others.





# Student iCON – Consent Via PG

You must give consent for your child/ward to have access to MOE's  
Centrally Provisioned Digital Tools.

A letter via PG was sent on 30 December 2025 (Ref: 20250LN\_0464)





# Other ICT Platforms

Teachers may tap on other learning platforms to support learning



:Padlet





# Communication App: Parents Gateway

## Introducing Parents Gateway

The easier way for schools to communicate with parents.



Parents Gateway is available as a mobile app on Google App or Apple store. To login, you will be required to use your Singpass. If you do not have a Singpass account, you may go to Singpass Registration to register for a Singpass account.





# Communication Apps

Parent Gateway 	WhatsApp
<p>Parents receive <b>announcements, letters, consent forms, make travel declarations, give consent</b> for participation in class / school activities. etc.</p> <p>Hardcopies will not be disseminated to parents.</p>	<p>Allows for 2 way-communication between teachers and parents.</p> <p>Please note that teachers will respond to work-related messages only during school hours (between 7am and 6pm), except for emergencies.</p>
<p>Only <b>parents and authorised caregivers or legal guardian with Singpass</b> can access this.</p>	<p>Teachers will share with parents their WhatsApp Business numbers.</p>
<p>Develop by the Ministry of Education (MOE) and used by all MOE schools since 2019.</p>	<p>WhatsApp may be downloaded from Google Play Store or iTunes.</p>



# Home-based Learning @IJOLN



Ensures learning continues from home

Covers academic and non-academic subjects

Includes:

- online work (SLS, Google Classroom, iMTL etc.)
- offline work (worksheets and activity books etc.)



# Home-based Learning @ IJOLN

Information related to HBL will be put up on School Website



OUR CATHOLIC IDENTITY

SCHOOL INFORMATION

LEARN @ IJOLN

PARENTS AND STUDENTS

CONTACT

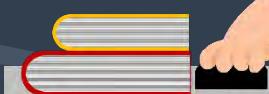


- Our Curriculum
- Departments
- Student Well Being
- Co-Curricular Activities (CCA)
- Special Programmes
- Support Lessons
- Home-Based Learning**

**SUCCESS STORIES**  
Achievements by Pupils & Staff

**CONNECT WITH US**  
Catch us on FB & IG

**GRACIA! PHOTOS**   
Photographs of Award Winners





# Home-based Learning @ IJOLN

## Home-based Learning Timetable

Time	9.00 – 10.15	10.15 – 10.45	10.45 – 11.30	11.30 – 12.00	12.00-12.45 (To be completed over 5 days)	12.45 – 1.30	1.30 – 2.00 (Mondays)
Subject	English Language	Eye Break	Mathematics	Eye Break	Music / Art / PE / CCE / SS	Mother Tongue	Form Teacher's Guidance Period (FTGP)

## Sample Task Sheet

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ENGLISH LANGUAGE	<p><b>Topic</b> STELLAR Unit 13 - Shared Book Reading [ The King's Cake ]</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"><li>• Read and view attentively for a sustained period of time.</li><li>• Use word identification and comprehension skills to understand texts and visuals.</li><li>• Develop rich vocabulary through inferring meaning of words using contextual clues.</li></ul> <p><b>Online</b></p> <ul style="list-style-type: none"><li>• SLS Lesson</li></ul> <p><b>Offline</b></p> <ul style="list-style-type: none"><li>Nil</li></ul>	<p><b>Topic</b> STELLAR Unit 14 - Spelling List 1</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"><li>• Use accurate and consistent spelling.</li></ul> <p><b>Online</b></p> <ul style="list-style-type: none"><li>• SLS Lesson</li></ul> <p><b>Offline</b></p> <ul style="list-style-type: none"><li>Nil</li></ul>	<p><b>Topic</b> STELLAR Unit 13 - Verbs</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"><li>• Use different forms of verbs: base form, regular and irregular past tense forms.</li></ul> <p><b>Online</b></p> <ul style="list-style-type: none"><li>• SLS Lesson</li></ul> <p><b>Offline</b></p> <ul style="list-style-type: none"><li>STELLAR Learning Sheet 13.2, (pages 5 – 8)</li></ul>	<p><b>Topic</b> STELLAR Unit 13 - Word Order</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"><li>• Rearrange words to form correct sentences.</li></ul> <p><b>Online</b></p> <ul style="list-style-type: none"><li>• SLS Lesson</li></ul> <p><b>Offline</b></p> <ul style="list-style-type: none"><li>STELLAR Learning Sheet 13.3, (pages 9 – 10)</li></ul>	<p><b>Topic</b> STELLAR Unit 13 - Visual Text Comprehension</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"><li>• Apply strategies to understand the content of a poster.</li></ul> <p><b>Online</b></p> <ul style="list-style-type: none"><li>• SLS Lesson</li></ul> <p><b>Offline</b></p> <ul style="list-style-type: none"><li>STELLAR Learning Sheet 13.4, (pages 12 – 13)</li></ul>

Task Sheets are prepared to help students manage their schedule, and for parents to be kept abreast of students' learning for the day/week.





# Home-based Learning @IJOLN



- Lessons can be synchronous and asynchronous
- Google Meet / MS Teams codes are usually shared via SLS / Google Classroom





# Survey

Please scan the QR code to complete a survey on your home devices





# THANK YOU

12 Jan 2026

Slides will be sent to parents via PG on Wednesday, 7 January

