



# CHIJ (Katong) Primary School

## Beginning of Year PTM

P4 – P6

2023





# Our School Leaders

**Mrs. Mischa Simon**  
**Principal**

**Mrs. Joycelyn Tan**  
**Vice-Principal (Academic)**

**Mr. William Ong**  
**Vice-Principal (Admin)**





# IJ BOARD OF MANAGEMENT



Sr Maria Lau  
Provincial, IJ Sisters

## CHIJ BOARD OF MANAGEMENT (Effective 1 January 2022)



Ms Vivienne Lim  
Chairperson



Mr Hamzah Moosa  
Vice-Chairman



Ms Lam Ai-Leen  
Supervisor



Dr Esther Chong  
Hon Secretary



Mdm Doreen Yip  
Hon Treasurer  
& Chairperson of  
Finance Sub-Committee



Mdm Goh Hwee Cheng  
Member



Ms Elaine Yew  
Member  
& Chairperson of  
Education & Outreach  
Sub-Committee



Mr Sushil George  
Member  
& Chairman of  
Audit Advisory  
Sub-Committee



Dr Felicia Sundram  
Member  
& Chairperson of  
Alumni Affairs  
Sub-Committee



Dr Jared Ng  
Member  
& Chairman of  
Medical Advisory  
Sub-Committee



Ms Hwang Yu-Ning  
Member  
& Chairperson of  
School Development  
Sub-Committee



Ms Belinda Khew  
Member



Ms Alicia Yang  
Member



Ms Jacqueline Loke  
Member





**Mrs. Tracey Hoa  
Year Head (Middle Primary)**

**Mrs. Pauline Tan  
Year Head (Upper Primary)**





Our CHIJ Journey



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

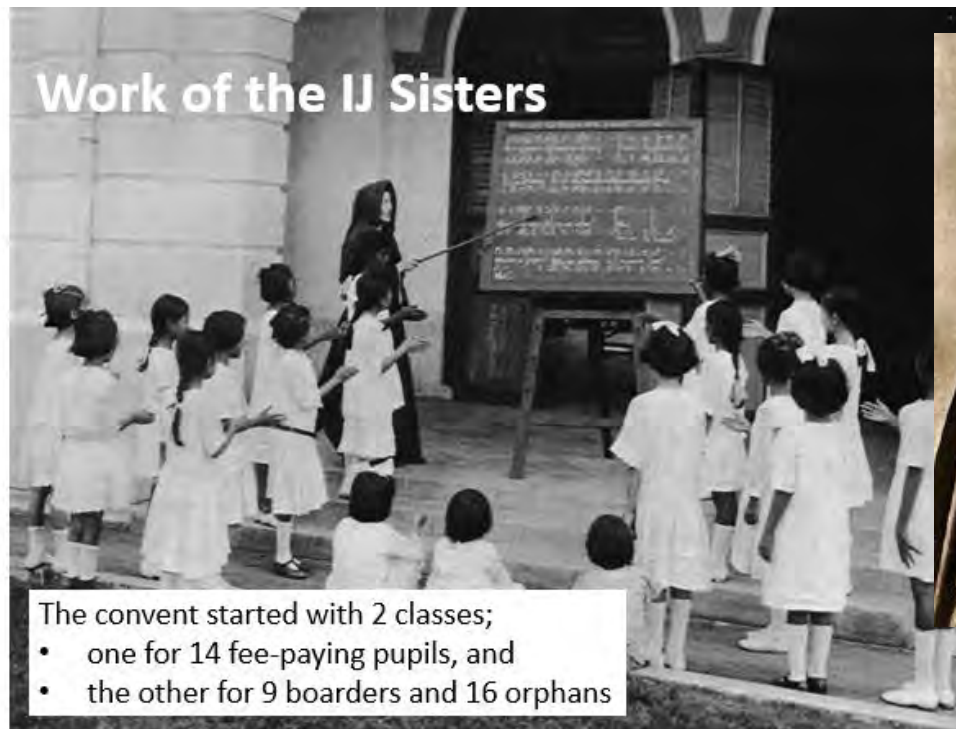


- ❑ Form a community of young women for mission.
- ❑ For Blessed Nicolas Barre, the Institute of the Infant Jesus sisters had its origin in the very heart of God.
- ❑ God's call to commit themselves in mission, giving their services freely and out of pure love to the persons entrusted to their care
- ❑ Form a Christ centred community as the inspiration of their lives of commitment.



The girls and orphans at CHIJ Victoria Street.

Gate of Hope



The convent started with 2 classes;  
• one for 14 fee-paying pupils, and  
• the other for 9 boarders and 16 orphans



## MISSION OF CHIJ SCHOOLS:

1. 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.
2. An Inclusive Community that believes in the worth and dignity of each person.
3. Well – rounded education to all students.
4. Care and Concern for all.
5. Everyone’s unique talents and potential are valued.





## **SIMPLE IN VIRTUE**

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

## **STEADFAST IN DUTY**

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



# Our School Crest



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

# Theme 2023

## Our Journey

1. Being proud of who you are.
2. Having a growth mindset and resilience.
3. Being strong in mind and body.



1. God and Prayer for challenging times.
2. To have gratitude and to be thankful for our blessings.

1. To be of service to all especially the last, least and the lost.
2. To 'see' others and acknowledge the presence of everyone.
3. To support those in need, so that no one is ever alone.
4. To love and be responsible to the environment – class, level, school, home, community.

# Theme 2023



Our Journey  
Beacons who light the way

CHIJ (KATONG) PRIMARY  
*Our Journey*

A JOURNEY TO LOVE GOD

A JOURNEY TO LOVE MYSELF

A JOURNEY TO LOVE OTHERS

The central graphic is a collage with a light blue and white background. It features three panels: 1) A path of stone steps leading up a hill towards a blue sky with pink clouds and a white dove. 2) A young girl in a white dress sitting in a field of yellow sunflowers. 3) Four young girls in blue school uniforms holding hands in a school hallway. The collage is decorated with white daisies and white doves.

## Our Vision

**Our Virtues**  
Compassion,  
Self-Discipline,  
Integrity,  
Respect.



**Our Motto**  
Simple in Virtue  
Steadfast in Duty

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

# From Girls to Women of Grace and Substance

## Grace

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



## Substance

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

# The Curriculum



# Key Curriculum Programmes for 2023

Girls Like Tech

Applied Language Programme to develop Confident, Competent and Respectful Communicators

Learning Festivals

Customized programmes to stretch academically – strong students:  
E2K  
Debates  
Competitions

10 – day Timetable  
No homework Mondays  
Termly 1 Hour Recess



**Empowered Learners  
who are future – ready**

Art-In-Clay-nation  
Programme

CCAs  
National School  
Games  
Singapore Youth  
Festival

Learning Journeys  
Outdoor Learning  
Eco – Garden  
Heritage Gallery

Support for learning  
After – School Programmes  
P5 and P6 Workshops to ignite  
the Joy Of Learning

Recess Performances  
Art and Music  
Appreciation

Thursday and Friday  
Reading Party

# Key Curriculum Programmes for 2023

CHIJ (KCP) Pride  
Virtues of a CHIJ Girl  
Motto of a CHIJ Girl

Spiritual Well – Being  
God and Prayer as our anchors.  
Grace and Love Programme

Physical Well – Being  
Exercising daily  
Sleeping early  
Eating well

Mental Well – Being  
Growth Mindset



Student Voice and Empowerment  
KCP Speaks  
Student Forum with School leaders  
Workshop sign – up (P5 – P6) based on choice and interest

Care for school community and environment  
Save the Earth  
Vibrant Classroom and School  
Learning from the community

Positive and Supportive School  
Love the last, least, lost/  
Peer Supporters

Student Leadership  
5 practices of Exemplary  
Leadership  
Self – Discipline - Leading  
oneself  
To serve and not to be  
served



# School – based Assessment



# Changes aimed to Empower and Engage our students

- As we reduce the assessment load, the aim is not to erode the pursuit of excellence. We are starting from a high point of rigour.
- Have more time and space to deepen their learning.
- Better enjoy the process of learning and develop dispositions for lifelong learning.



# School – Based Assessment Modes of Assessment

Mode of Assessment	Explanation	Examples
Pen and Paper	Written Assessment	Class/Topical Reviews
Performance	Students apply what they have learned in Realistic/Real – Life situations.	Oral Communication; presentations; debates; using Maths and Science Manipulatives to solve a problem.
Integrated	A combination of assessment modes to assess different learning outcomes related to a topic or skill.	<ol style="list-style-type: none"><li>1. Reading Comprehension of a book read.</li><li>2. Writing a story based on a similar theme of the book.</li></ol>

# Assessment Plans Primary 4 - 6



# Assessment Plans

## Primary 4 – P6

1. There will be no Mid – Year Examinations for P4 – P6.
2. There will be a non – weighted timed practice for P6 in May.

Assessment Weighting Distribution (%)					
Term 1	Term 2	Term 3	Term 4	Term 3	Term 4
WA	WA	WA	WA	P6 Prelims	EOY
10	15	15	0	100	60

**WA** : *Weighted Assessments*  
**EOY** : *End of Year*

# CHANGES TO THE PSLE SCORING AND S1 POSTING SYSTEMS



# WHAT IS THE INTENT OF THE PSLE?



**A useful checkpoint at the end of primary school**

**A fair way to determine secondary school posting**



Over the years, we have been changing the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results. Our PSLE Scoring changes reduce an over-emphasis on academic results by:

**1**

**Reducing fine differentiation of students' examination results at a young age.**

**2**

**Recognising a student's level of achievement, regardless of how his/her peers have done.**

**3**

**Encouraging families to choose secondary schools holistically based on students' strengths, interests and abilities.**

# HOW THE PSLE SCORING SYSTEM WORKS





# FROM T-SCORE TO SCORING BANDS

## a) Reduces fine differentiation of students' examination results at a young age

- Students with similar scores in each subject are grouped into wider scoring bands measured in 8 ALs.

## b) Reflects a student's individual level of achievement

- Students' ALs for each subject reflect their level of achievement, rather than how they have performed relative to their peers.

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

# GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.
- Similar to the PSLE T-score system, this mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

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

# 4 SUBJECT ALs WILL BE ADDED TO FORM THE OVERALL PSLE SCORE

- The PSLE Score can range from 4 to 32, with 4 being the best.
- Students are placed in secondary school courses based on their PSLE Score – Express, Normal (Academic) or Normal (Technical).

ENGLISH LANGUAGE	AL 3
MOTHER TONGUE LANGUAGE	AL 2
MATHEMATICS	AL 1
SCIENCE	AL 2
<b>PSLE SCORE: 8</b>	

PLACEMENT OUTCOME	PSLE SCORE
<b>EXPRESS</b>	<b>4 – 20</b>
<b>EXPRESS / N(A) OPTION</b>	<b>21 – 22</b>
<b>N(A)</b>	<b>23 – 24</b>
<b>N(A) / N(T) OPTION</b>	<b>25</b>
<b>N(T)</b>	<b>26 – 30, with AL 7 or better in both EL <u>and</u> MA</b>

*Express, N(A) and N(T) courses will be phased out by 2024.*

# ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

## 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**

- The eligibility criteria for taking HMTL takes reference from past criteria.
- It ensures students can cope with the higher academic load.
- Secondary schools continue to have the flexibility to offer HMTL to students who do not meet the criteria if they:
  - have high ability and interest in MTL, and
  - are able to cope with the learning load required.

# ELIGIBILITY CRITERIA FOR MOTHER TONGUE LANGUAGE (MTL) 'B' IN SECONDARY SCHOOLS

- The MTL 'B' curriculum is designed to help students in the Express and N(A) courses who face exceptional difficulty coping with MTL.

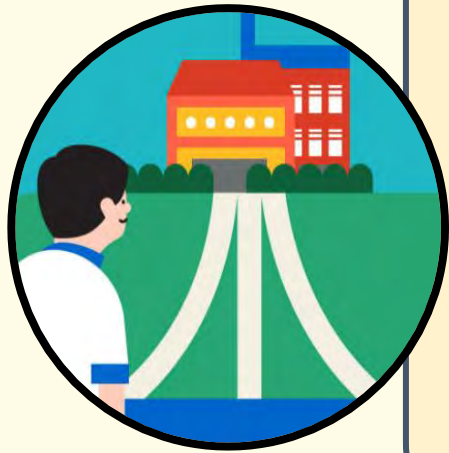
**ELIGIBILITY CRITERIA FOR MTL 'B'**  
**(FOR STUDENTS OFFERED THE EXPRESS OR N(A) COURSE)**

**AL 7 or 8** in Standard MTL  
or  
**AL B or C** in Foundation MTL

- Schools have discretion to offer MTL 'B' to students who face exceptional difficulty with MTL but do not meet the eligibility criteria at Secondary 1 based on PSLE results.
- As students progress in secondary school, they may also take up MTL 'B' if they are assessed to be suitable by their schools.

# FULL SUBJECT-BASED BANDING (FULL SBB)

- MOE is expanding Subject-Based Banding to Full SBB in secondary schools.
- This is in line with the changes to PSLE Scoring to recognise each student's own level of achievement and encourage them to choose secondary schools that fit their strengths and interests.
- Full SBB aims to further nurture the joy of learning and develop multiple pathways to cater to the different student profiles. Through Full SBB, we want students to:



- have greater ownership of their education, and learn each subject at the level that best caters to their overall strengths, interests and learning needs, and
- have more opportunities to interact with friends of different strengths and interests.
- not be held back by negative self-concepts and labelling.
- have increased access to post-sec pathways, while having strong fundamentals in their subjects so that they are able to thrive in the pathway they choose.

# FULL SUBJECT-BASED BANDING (FULL SBB)

- The following are changes that students will experience from Full SBB:

- Removal of Express, N(A) and N(T) courses
- Mixed form classes
- Common Curriculum subjects
- Offering subjects at a more demanding level, including Humanities subjects
- Common National Examinations
- Post-secondary Admissions *(More information will be made available at a later date.)*



# FULL SUBJECT-BASED BANDING (FULL SBB) TIMELINE

Link to PSLE-FSBB Microsite



<https://go.gov.sg/pslefsbb>



**2020**

Full SBB pilot commenced in 28 secondary schools. Feedback from pilot schools has been positive.



**2022**

Full SBB will continue to be rolled out to more schools in phases.



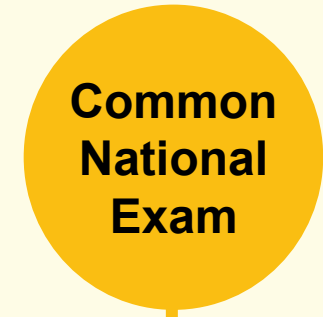
**2023**



**2024**

From 2024,

- There will no longer be Express, N(A) and N(T) courses.
- Students will be able to study subjects at different levels that suit their interests, strengths and learning needs.



**2027**

From 2027, students will sit for the common national examination and receive a new national certification with subjects at different levels.

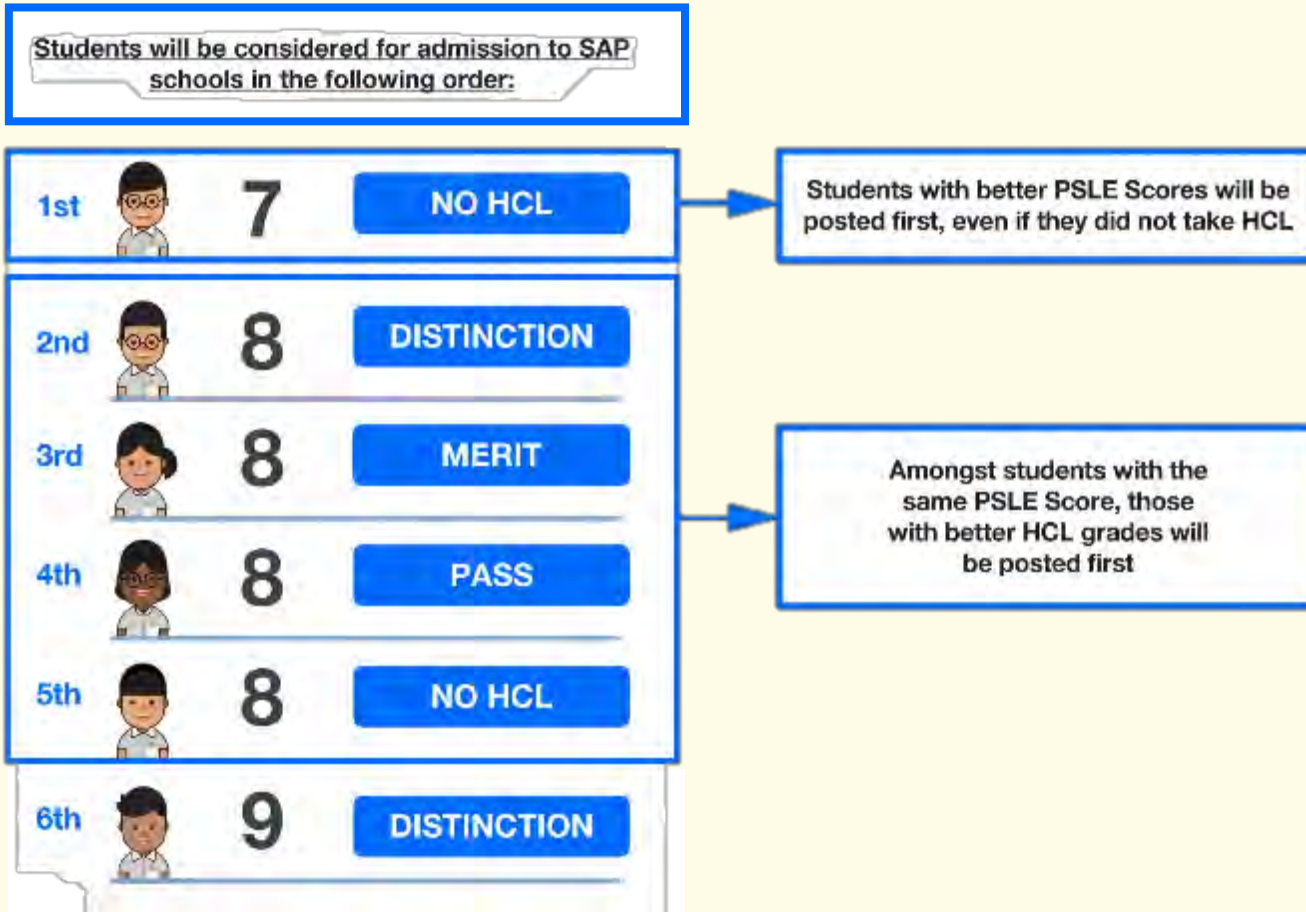


# USE OF HIGHER CHINESE LANGUAGE (HCL) FOR ADMISSION INTO SPECIAL ASSISTANCE PLAN (SAP) SCHOOLS



# HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

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



- Students' HCL results are denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).
- Students who obtain (i) a Distinction / Merit / Pass in HCL and (ii) a PSLE Score of 14 or better are eligible for posting advantage to SAP schools.
- Students are ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 Posting.

# EXAMPLE OF AN SAP SCHOOL'S PSLE SCORE RANGE

While students need not take HCL to enter SAP schools, students who pass HCL receive a posting advantage for admission. To reflect this, the PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

## Example

XX Secondary School  
PSLE Score range of 2021

Express	5 (D) – 12 (P)
Normal (Academic)	
Normal (Technical)	

PSLE Score and HCL grade of the first student posted into the school in the Express course

PSLE Score and HCL grade of the last student posted into the school in the Express course [i.e. the school's Cut-Off Point (COP)]

# The Joy Of Assessment

Creating More Time and Space  
for  
Development of 21<sup>st</sup> Century  
Competencies

## Self Determination Theory



**Competence**  
Internalising a goal if they understand it and have the relevant skills to succeed at it.

**Provide for optimal stretch without disempowering**



**Autonomy**  
Perception of having a choice and not being compelled.

**Allow for elements of choice and autonomy in learning**



**Relatedness**  
Willingness to do the behaviours that are valued by significant others to whom they feel connected.

**Build a positive classroom culture among students and strengthen TSR**

**Empowered Learners who are future-ready**



**Learn for Life**  
Nurturing confident, resilient learners to thrive in the test of life, rather than a life of tests

**Assessment and Well – Being**  
Primary school children need to feel competent to build confidence and self esteem  
Motivation and Self – worth

**Create an environment that increases self motivation.**

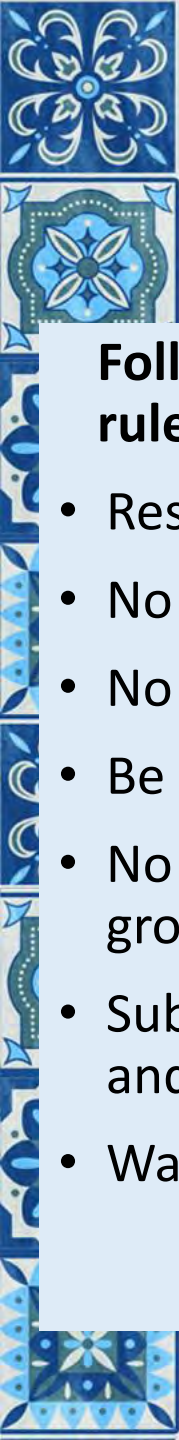
Non – weighted Assessments (P1 and P2)

Weighted Assessments (P3 – P6)

Pen and Paper, Performance Tasks

# Expectations





# Expectations of a CHIJ (KCP) Girl To build a CHRIST – Centered Community together


## **Follow all school rules and class rules:**


- Respect public property.
- No Vandalism.
- No Bullying or meanness.
- Be punctual.
- No what's app or online chat groups.
- Submit work that is well done and on time.
- Wait your turn for dismissal.

## **Independence and Self – Discipline:**

- P5 and P6 girls to move from venue to venue on your own – to maintain self – discipline in doing so.

## **Respecting the school and the environment:**

- Reduce waste especially food waste.
  - Switch off lights, fans and air conditioning when not in use.
  - Recycle paper, plastics and tins.
  - Keep ALL toilets clean.
  - Keep canteen tables clean.
- 



# Expectations of a CHIJ (KCP) Girl


## To build a CHRIST – Centered Community together

### **Grooming:**

- Hair to be neat and tidy at all times.
- Pinafores to be ironed.
- Shoes to be cleaned and used with white socks.

### **To work on:**


- Stopping frequent visits to the General Office unless urgent.
- Being responsible for your belongings – all lost and found items will be cleared within 3 days.



# Expectations of a CHIJ (KCP) Girl

## To build a CHRIST – Centered Community together

### **Being a beacon of light for others:**

- No one should be alone.
  - No one should feel hurt by the words or actions of someone else.
  - Support and love everyone, even when you do not agree with them.
  - Take care of your teachers, cleaners and office staff.
  - Smile and greet everyone.
- 



# Other Updates

1. Rosary Thursdays for Catholic Girls.
2. Silent Reading at morning assembly on Thursdays and Fridays.
  - Thursday (English Book)
  - Friday (Mother Tongue Book)

## Canteen Menus:

1. healthy – less fried and processed food.
2. healthy – all dishes served with vegetables and fruit.
3. exciting – daily menus with special daily meals!
- 4.

**STALL 1  
DELICIOUS DELIGHTS**

**MONDAY**

Crab Mayo hot dog bun	\$1.50
Edamame Cup	\$1.00
Green Bean Soup	\$1.00

**TUESDAY**

Egg Mayo Sandwich	\$1.50
Corn Cup (unsalted)	\$1.00
Green Bean Soup	\$1.00

**WEDNESDAY**

Tuna & Corn Sandwich	\$1.50
Salad Cup	\$1.00
Green Bean Soup	\$1.00

**THURSDAY**

Chicken Mayo Sandwich	\$1.50
Fruit Cup	\$1.00
Red Bean Soup	\$1.00

**FRIDAY**

Crab Mayo Croissant	\$1.50
Oat Yogurt Cup	\$1.00
Red bean Soup	\$1.00

**DAILY**

**90 cents**

- Milo
- Barley
- Coffee
- Chrysanthemum Tea
- Honey Lemon

**\$1.00**

- Oolong Tea
- Green Tea
- Plain Waffle
- Nonya Kueh
- Red Bean Pau
- Yam Pau
- Kueh Bahulu

**DAILY**

**\$1.20**

- Plain Waffle + Kaya
- Chicken Pau
- Char siew pau

**\$1.50**

- Plain Waffle + Chocolate
- Plain Waffle + Peanut Butter

Infrastructure

CHIJ (KATONG) PRIMARY



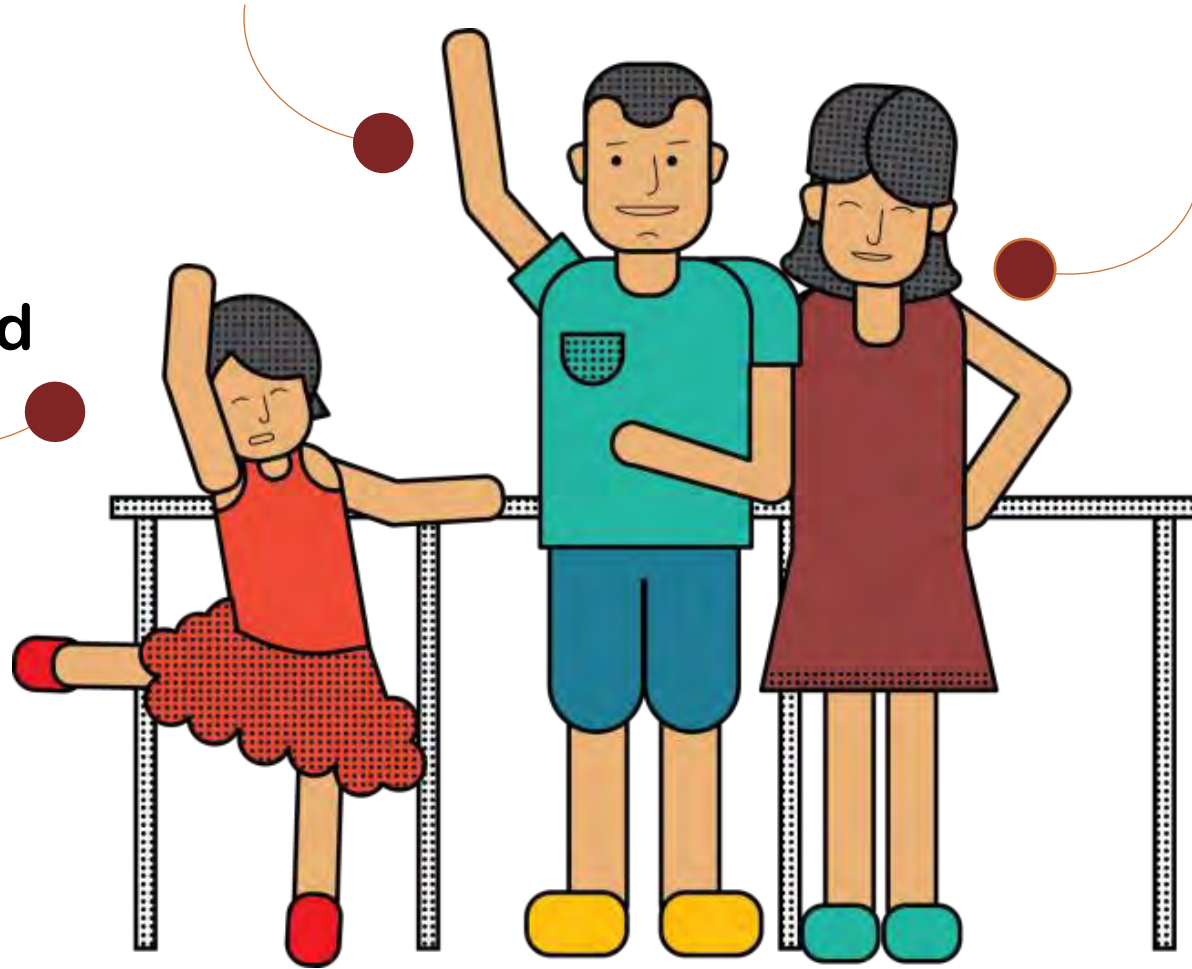
# Key Infrastructure Changes

- Fresh coat of paint for the whole school with the KC red, black and white.
- General Repairs on run – down areas.
- Sinks and new cabinets for every class.
- A new and improved PAL (Programme For Active Learning) Room and Dance Studio.
- Playground.
- Turnstile for additional safety and security.

# SCHOOL-HOME PARTNERSHIP

## 2 Developing your child

## 1 Knowing your child



## 3 Building partnership with the school

# BUILDING PARTNERSHIP WITH THE SCHOOL

## Parent – Teacher Meets

- Beginning of the year PTM to meet School Leaders and Form Teachers.
- Earlier PTM in Term 2 and Term 3 for Special Educational Needs Students and High Needs Students.
- End of Term 2 PTM via Zoom with Form Teachers to discuss your daughter's holistic development.
- End of Term 4 Parent – Teacher – Child – Conference with Form Teachers for your daughter to share her strengths and talents through a portfolio of work.
- Subject teachers to communicate with parents of girls whom they are concerned about (throughout the year).



# What Can I Do If. Scenarios to build a mutual understanding

## Scenario

Your daughter comes home to tell you that someone/a group of girls had pushed her/kicked her in class/during recess/on the school bus.

## What happens/to do:

1. Calm her down if she is upset.
2. Don't jump to conclusions as we are dealing with a group of children.
3. Stay calm and give a call/email to the FT for her to look into the matter.
4. Refrain from demanding for an 'investigation', CCTV Footage, a public apology from girls and their parents.
5. More often than not, after checking, ALL girls, including your daughter would have been involved.
6. If not, then the group of girls/girl will be disciplined and will do restorative practice so as to learn and reflect on the consequences of their actions.

# What Can I Do If.

## Scenarios to build a mutual understanding

### Scenario

Your daughter's Teacher is not as responsive to you as you would hope especially if there has been an issue/incident.

### What happens/to do:

1. Stay calm – calling the FT or school and screaming and threatening further action – report the matter to MOE/police etc. – is not a win – win for anyone.
2. Teachers have 35 – 40 students in their form class and many more in their subject classes.
3. Teachers truly try their best to watch everyone, all the time but there will be times when issues will still happen because we are working with 40 different personalities for 7 hours each day.
4. Rest assured when an issue is made known to a teacher, they will definitely look into it within 2 – 3 days (if not urgent).
5. If it is not an urgent, life – threatening situation, take a deep breath, take the night to calm down and have a heart to heart with the teacher the next day.

# What Can I Do If.

## Scenarios to build a mutual understanding

### **Scenario**

Your daughter's school bus driver did not pick your daughter up in the morning.

### **What happens/to do:**

1. Call the bus driver first.
2. If he is uncontactable, call the bus coordinator.
3. Calling the General Office may not be as effective because the bus company does not belong to the school. They have their own system to pick up missed girls.
4. Give your feedback to the bus coordinator on the experience.



# What Can I Do If.

## Scenarios to build a mutual understanding

### Scenario

Your daughter is not able to make or keep friends in class and she tells you some girls are mean to her and make fun of her.

She does not want to come to school.

### What happens/to do:

1. Calm your daughter first. Keep your own emotions in check because she will be able to feed off that.
2. Hear her out.
3. Explain to your daughter that throughout life there will be people who will not like her or will say things that may hurt her.
4. Work out with her how to be resilient/have a growth mindset.
5. Don't jump to conclusions or make assumptions that it is pre – meditated bullying. Children organically do not behave in such a calculative manner.
6. Don't request for a change of seats, a change of class. Let her teachers work it out.
7. Give the FT a call/email for a deeper discussion on her experience. More often than not, your daughter has also done the same to someone else. Why? They're kids and they're learning!

# What Can I Do If.

## Scenarios to build a mutual understanding

### Scenario

Your daughter forgot to bring her homework/water bottle/forms/cardigan etc. to school.

You would like her to have the above.

### What happens/to do:

1. The answer is a clear – cut NO.
2. Please avoid calling the school, texting or calling the teacher to collect the item, or dropping off the item and expecting security or general office to pass her the item.
3. We want the girls to learn responsibility and know that there is sometimes no safety net in life.
4. They will be fine.

# What Can I Do If. Scenarios to build a mutual understanding

## **Scenario**

Your daughter is at the brunt of mean remarks either verbally or online.

## **What happens/to do:**

1. Listen to your daughter but keep calm to ensure you can get the full story.
2. Call or email the FT to explain your concerns.
3. The school has a team to look into these issues and we will update you of the actions and consequences taken.

# Other areas to look out for

## 1. How do we define bullying?

- Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.
- It is very rare in primary schools.
- What we have observed is mostly altercations, arguments between friends that are resolved with parent and teacher support and guidance.

2. MOE takes a serious view of bullying, and we send a clear message to all students that any form of bullying is not acceptable.

3. The school articulates a zero-tolerance stance for bullying through stating clear school rules and consequences for bullying, conducting regular briefings to staff and students to raise awareness of bullying, and taking action promptly.

4. The zero-tolerance stance, coupled with an educative and restorative approach to bullying management, has kept the bullying incidences low.

5. The school has ensured that cases of bullying are minimum to none through upstream efforts such as:

- First, the refreshed Character and Citizenship Education Curriculum places a strong emphasis on guiding students to be kind and caring, both online and offline.
- Next, the school has established a peer support culture whereby every student understands that bullying is wrong and learns how to help and support each other.
- In addition, the school has deepened schools' capacity to foster positive class culture, address any issues that crop up , and work with parents and the community to educate our young.

# Other areas to look out for

1. Online chat groups are not sanctioned by the school. While we will advise the girls not to have any chat groups, we will need parents to set rules to abide by for online chat groups.
2. Refrain from asking the school to 'investigate' issues that happen on their private online time. Instead, consider removing her from the groups and apps that are not positive.
3. Limit screen time and encourage them to read more – books and current affairs.
4. Have dinners with them as much as possible. The girls love to talk about their day and it builds a strong relationship between you and your daughter especially as they get older.

# Our Parents

## A supportive and mutually – beneficial relationship

1. The home and the school represent two of the most critical support systems for our girls.
2. Having a strong partnership between home and school is associated with many positive student outcomes (academic, behavioral, and emotional well-being).
3. Likewise, our teachers can do their best work when there is trust in them and the school.
4. In short, we will love your daughter like our own.
5. That is the heart of a teacher and the mission of a teacher.
6. Trust us to do our jobs and your girls will grow to be ladies of grace and substance.
7. Our staff also need time to rest and recharge after a full day. Moving forward:
  - Contact with teachers will end at 5pm.
  - If there is an emergency, you can call the school.
  - Teachers will no longer provide their personal handphone numbers. What's app/Telegram etc. is also not sanctioned by the school.
  - We will let you know of the main communication platform by the end of this week.
  - Should you wish to contact a teacher, please email or call the school.

Communication

Respect

*Valuing parents as experts about their children and helping parents understand that this is a key component they bring to the collaborative relationship is critical in establishing equality within the parent-professional relationship.*

Trust

Commitment


Equality



# TRAFFIC AND ROAD SAFETY



# Background

- 3 gates for arrival and dismissal:
    - Gate 1 (Martia Road).
    - Gate 2 and 3 (along Marine Parade Road).
  - 3 modes of transport to school
  - School Bus, Public Transport and Private Transport.
  - Girls who walk to school and walk home.
  - The school has limited land.
  - This means that all modes of transport converge at arrival and dismissal.
  - If both the school, bus drivers and parents are not careful, your daughter's safety could be compromised.
- 



# Arrival Procedures

## Advisory/Instruction from LTA for Marine Parade Road:

- We allow queuing of vehicles between lamp post 40A to 46A on one lane.
- However, there should be strictly no waiting/parking along the bus bay and at the junction between Marine Parade Road and Still Road.
- This includes parking abreast of another queuing vehicle.

- School buses usually arrive either before and/or around 7am.
- Cars drop – off either at Marine Parade Road OR Martia Road.
- Here are the procedures to follow for drop – off:
- Gates 2 and 3 (Marine Parade Road)
  - Please join the queue to drop your daughter off.
  - Do not cut in from the middle – lane to prevent collision with the cars or school buses already in the queue.
  - Do not stop your car, alight and walk your daughter to the gate.
  - Do not stop your car at the bus bay, alight and walk your daughter to the gate.

# Arrival Procedures

## Advisory/Instruction from LTA for Marine Parade Road:

- We allow queuing of vehicles between lamp post 40A to 46A on one lane.
- However, there should be strictly no waiting/parking along the bus bay and at the junction between Marine Parade Road and Still Road.
- This includes parking abreast of another queuing vehicle.

## Gate 1 (Martia Road)

- Please join the queue to drop your daughter off.
- There are 4 drop – off points to ease congestion.
- Please move to the drop – off point as directed by school staff.
- Do not alight from your car to escort your daughter out or help her put on her bag. She should already have her bag on her and ready to exit the car.
- School staff will help her if she needs help.

# Dismissal Procedures

## Advisory/Instruction from LTA for Marine Parade Road:

- We allow queuing of vehicles between lamp post 40A to 46A on one lane.
- However, there should be strictly no waiting/parking along the bus bay and at the junction between Marine Parade Road and Still Road.
- This includes parking abreast of another queuing vehicle.

1. Dismissal is staggered.
2. Group 1 and 2 (school bus and public transport/walking home girls) need to leave the premises first.
3. Group 3 will be dismissed after school buses have left.
4. Drivers should arrive AT or AFTER 135pm.
5. Please do not park your car and alight on either Marine Parade Road or Martia Road.
6. DO NOT ask your daughter to come down with the group 1 and 2 girls.
7. If you come after 135pm, there is less traffic, and you will be able to pick your daughter easily.

## Marine Parade Road

1. Please do NOT park and wait in the middle lane of Marine Parade Road.
2. Please do NOT wait in the middle lane and ask your daughter to cross the first lane to get to the middle lane.
3. Please do not park at the bus bay and alight.
4. Instead, please queue and pick your girls at the waiting areas.
5. We will report your car to LTA as it concerns safety of the girls.


# Dismissal Procedures

## Advisory/Instruction from LTA for Marine Parade Road:


- We allow queuing of vehicles between lamp post 40A to 46A on one lane.
- However, there should be strictly no waiting/parking along the bus bay and at the junction between Marine Parade Road and Still Road.

## Martia Road

1. If you come after 135pm, there is less traffic, and you will be able to pick your daughter easily.
2. Please do NOT park along the private houses as it will block the buses and cars in the private houses.
3. Please do NOT park on the OPPOSITE SIDE of the road.
4. Instead, please queue and pick your girls at the waiting area.
5. We will report your car to LTA as it concerns safety of the girls.




# Tips and Suggestions to ensure traffic safety and to ease congestion

1. Bags and lunch bags should be packed and ready the night before.
  2. Kisses and hugs should be given at home.
  3. Your daughter should be ready to exit the car – bag ready, masks on (if needed), allowance given.
  4. Seat her to the left. There is no need to sit at the back with her, exit the car, get out with her, hug her, then get back into the front seat.
- 




# School Bus Safety

- Please remind your daughters that they need to be belted up in the bus.
  - They should not be playing or running on the bus.
  - It is challenging for the bus driver to remind the girls to be seated as he focused on the road.
- 




# Pedestrian Safety

- Girls who are walking home alone or who are walking with parents/helpers should bear in mind road safety rules.
  - As stated, all modes of transport converge due to the limited premises.
  - Girls/Guardians/Helpers will need to:
    - Look left and right when crossing.
    - Wait for directions from school staff.
    - Not look at their phones as they are walking.
- 



# School Safety

1. Parents/Guardians are not allowed on the school premises.
  2. This is to ensure the safety of the girls while they learn and when they arrive or are being dismissed.
  3. Our aim is to prevent any intruder from entering the school premises.
  4. All visitors need to be registered at the security officer's counter.
  5. Parents who are picking up their daughters during curriculum time should register with the security officer. Your daughter will then be brought to you.
  6. At arrival and dismissal, parents are only allowed to wait at Gate 1 (Martia Road). They are not allowed to enter the school by any other gate.
  7. Turnstiles will soon be installed to ensure the safety of the girls and to prevent intruders.
- 




# School Bus Service





# Bus Service Operator

- The bus service operator is Darren Lim Transport
  - The coordinators for the operator are:
    - Main Contact: Mr Darren Lim, HP: 9028 5548
    - Secondary Contact: Mr Shawn Teo, HP: 8189 6168
- 

# Safety

**To provide the services with all reasonable care, skill and diligence, the school bus operator will try their best to:**


- (a) ensure that the student shall only be dropped off or picked up at the School, the student's home or the designated bus drop-off or pick up point agreed between the School Bus Operator and the Parent.
- (b) ensure consistency with pick – up and drop – off time and location.
- (c) have a structured means of tracking attendance when student boards or alights the bus.
- (d) Check that bus drivers are safe – not speeding; ensures seatbelts are on.
- (e) take reasonable steps to ensure that mini vans or small buses are used to transport students in cases where students stay in a private housing estate with a small drop-off area.
- (f) Ensure that all vehicles that are used are air conditioned, clean and tidy.



# Safety


To provide the services with all reasonable care, skill and diligence, the school bus operator will try their best to respond to unforeseen situations.

**This includes ensuring:**

- That drivers are trained and monitored in terms of their response.
  - That parents are informed in a timely fashion of any bus breakdown, non-pick-up or change of pick-up / drop-off locations that might affect them or their children.
  - That alternative vehicles are promptly provided to ferry affected students home or to school.
    - Should such an alternative vehicle be deployed, the School Bus Operator shall ensure that the vehicle is driven by a driver who is familiar with the usual pick-up or drop-off route.
- 




# Bus Fares

1. The bus operator will only collect bus fares from parents in respect of the months of January, February, March, April, May, July, August, September and October.
  2. The bus fares charged by the School Bus Operator to Parents shall not exceed the maximum bus fare prices set out in the next slide.
  3. There should be no collection of deposit for the 9 months.
  4. Mode of payment by cash, cheque, bank transfer or PayNow.
- 

Distance	2022		2023		% increase	
	1 way	2 way	1 way	2 way	1 way	2 way
Up to 2km	\$130	\$150	\$139	\$160	7%	7%
>2 – 4km	\$140	\$160	\$149	\$170	6%	6%
>4 – 6km	\$150	\$180	\$160	\$190	7%	6%
>6 – 8km	\$160	\$200	\$170	\$210	6%	5%
>8 – 10km	\$220	\$240	\$235	\$255	7%	6%
>10 – 12km	\$240	\$280	\$250	\$290	4%	4%
>12 – 14km	\$300	\$340	\$320	\$360	7%	6%
>14 – 16km	\$350	\$380	\$370	\$400	6%	5%
>16 – 18km	\$400	\$450	\$420	\$480	5%	7%
>18 – 20km	\$500	\$550	\$530	\$580	6%	5%



# Bus Information


1. The waiting time for pick-up in the morning will be a **maximum of 2 mins** from the stated pick-up time.
  2. The driver will then try to call the parent and inform them of the waiting bus. If parents do not respond, the bus will leave after the stipulated waiting time.
  3. Daily pickup timing will range from 0545hrs to 0630hrs.
  4. Buses will need to reach school by 0700hrs latest to avoid the car traffic.
- 



# Parents/Guardians

## (a) **Request from parents:**

To provide transport services beyond 12km:

- The Bus Operator needs to have a minimum requirement of at least 5 students living in a clustered location in order to start a bus service for students living outside of 12km.
  - If the number of students do not hit the minimum requirement as stated above, the price might be higher.
- 



# Parents/Guardians

**(b) Request from parents:**

- To provide transport services to ferry the student from the School to her home after supplementary lessons / enrichment programmes or Co-Curricular Activities on specific School Days.

## Bus Services Fees for after school activities

Distance	Up to 15 seater (\$)	>15-30 seater (\$)	>30 seater (\$)
Up to 2km	4	4	4
>2 – 4km	5	5	5
>4 – 6km	5	5	5
>6 – 8km	6	6	-
>8 – 10km	6	6	-
>10 – 12km	6	6	-

# Parents/Guardians

## (b) Request from parents:

- To provide transport services to ferry the student from the School to her home after supplementary lessons / enrichment programmes or Co-Curricular Activities on specific School Days.
- Parents should do the following when making their requests:
- Booking for all 2nd session buses must be done at least 3 working days PRIOR to the after – school activity.

Step	What to do	Explanation
<b>After – School Activities</b>		
1	(a) Take note of the weekly sessions that your daughter will need to stay back for. <ul style="list-style-type: none"> <li>• Your daughters should also have these sessions written in her journal, so she is aware of what she is staying back for and how she is going home.</li> </ul>	(a) The bus drivers will need to know the exact sessions (day and date) that your daughters will be staying back for, for the term. (b) This is important as their usual bus driver may not be deployed for the 2 <sup>nd</sup> session.
2	(a) Contact your daughter’s school <b>usual</b> bus driver to inform him of the following: Dates of after – school activities. Drop – off point. <ul style="list-style-type: none"> <li>• It will be good if you can inform your daughter’s <b>usual</b> bus driver of all the sessions for the term that you will need a 2<sup>nd</sup> session bus.</li> <li>• This will allow for greater coordination and organization.</li> </ul>	(a) The 2 <sup>nd</sup> session bus driver may NOT be her usual bus driver as there are fewer girls for the 2 <sup>nd</sup> session. (b) The girls may need to be combined into one bus. (c) Should you need to know the drop – off time, you can ask your usual bus driver for advice.

# Parents/Guardians

**(b) Request from parents:**

- To provide transport services to ferry the student from the School to her home after supplementary lessons / enrichment programmes or Co-Curricular Activities on specific School Days.
- Parents should do the following when making their requests:
- Booking for all 2nd session buses must be done at least 3 working days PRIOR to the after – school activity.


3	Make your own transport arrangements for <b><u>all activities and CCAs that end AFTER 4pm.</u></b>
4	Prepare payment for the 2 <sup>nd</sup> session bus driver.
5	Remind your daughter of the days that she will be staying back in school.
6	Remind your daughter of your address.



# Parents/Guardians

(c) The bus driver/operator will provide parents with **the following information:**


**Please bear in mind that the information is based on estimates.**

- Daily pick – up
  - Daily arrival time to school.
  - Latest departure time from school.
  - Estimate time of arrival at home/student care centre.
- 




# Parents/Guardians

## **(b) Feedback and Concerns**

- Contact the liaison officer who is the coordinator of all transport arrangements.
  - He will investigate into complaints, communicate with the parties involved and keep the School informed of any action taken.
  - The Liaison Officer: Mr Darren Lim, HP: 9028 5548
- 



# Student Information

1. The Bus Operator will
    - maintain updated detailed records of all students to whom it is providing the bus service and shall provide the school with such records upon the request of the School.
    - Obtain the consent of parents for the School Bus Operator's usage of the abovementioned detailed records of students.
    - The School Bus Operator should not share any student details on chat groups or group emails/online portals.
- 

# To conclude

- ❑ 2023 will be an interesting, engaging and blessed journey for your daughters.
- ❑ CHIJ KCP staff are committed to making each day a meaningful one for your girls.
- ❑ As if with every journey, there will be rocky paths and challenges for all of us.
- ❑ When we encounter these, we will be beacons on this journey guiding and supporting each other.
- ❑ We will grow your daughters to be that light for others.
- ❑ When she shines for others, she herself will be filled with positivity, strength and gratitude.
- ❑ And that is the essence of a CHIJ School.





Thank you!

