



CHIJ (Katong) Primary School

Welcome to Primary 1

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
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Mdm Doreen Yip
Hon Treasurer
& Chairperson of
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Mdm Goh Hwee Cheng
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& Chairperson of
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Sub-Committee



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



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



Ms Belinda Khew
Member





Ms Alicia Yang
Member



Ms Jacqueline Loke
Member





Mrs Desiree Ang
Year Head (Lower Primary)



Our CHIJ Journey

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.



Our CHIJ Motto



In English:

Simple in Virtue
Steadfast in Duty

In French:

Simple Dans Ma Vertu
Forte Dans Mon Devoir

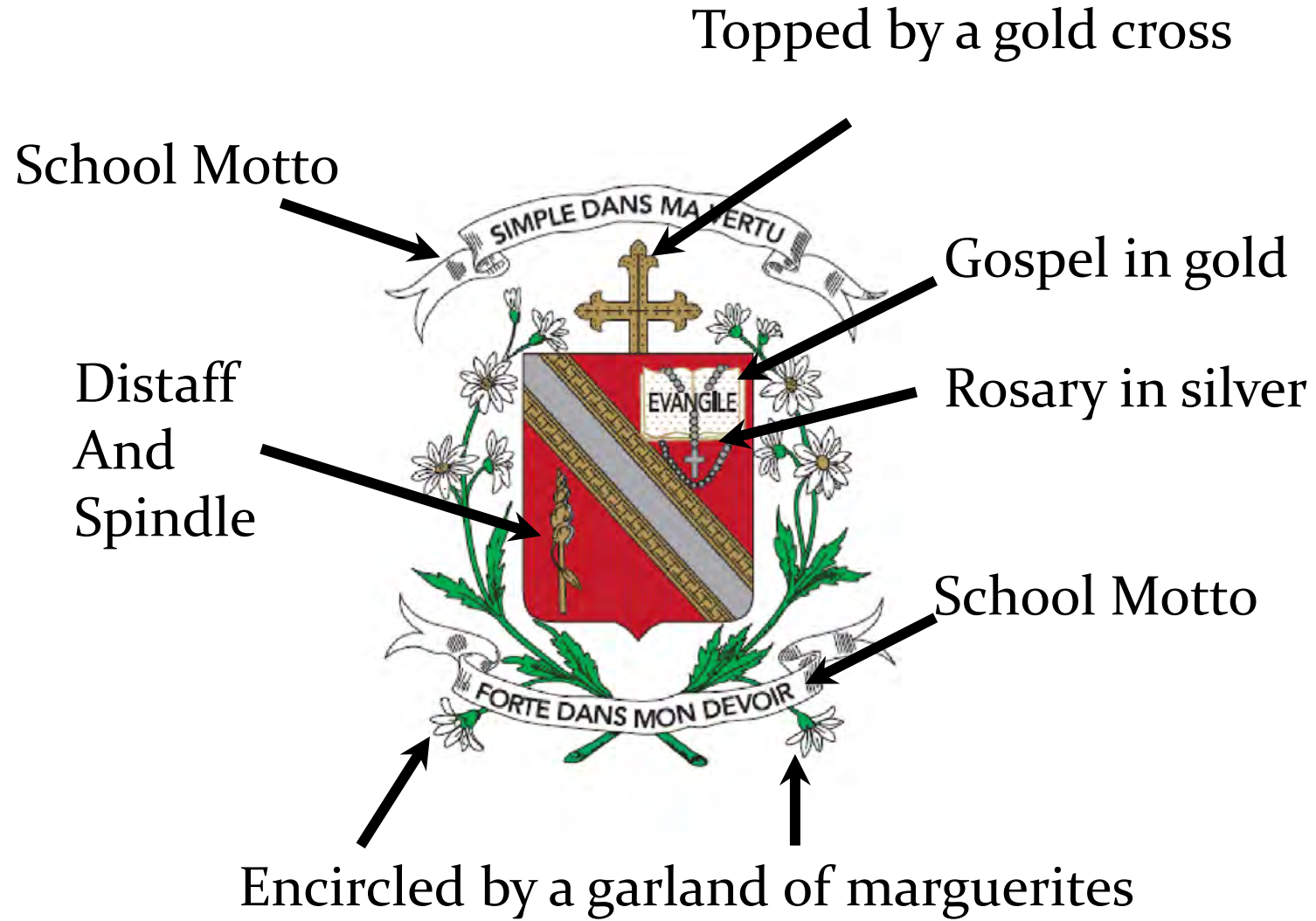


SIMPLE IN VIRTUE

- 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.

Our Journey

Beacons that light the way

A person who shines her light, and, in turn, inspires, guides, and brings hope to others.

Every single day, we have endless opportunities to be a beacon.

We are being a beacon every time we smile, we love, we accept, we connect.

We are a source of light for those around us.



Theme 2023

Our Journey

Beacons that light the way

There are three pillars to being a beacon.

Keep your inner light shining bright.
Your inner light never stops.

Recharge your inner light by bringing light in.
Your inner light needs nurturing.

Share your light with others.
Your light shows others the way.
Keep it shining and remember that regardless of what you do, every time you are being YOU, you are a beacon, you are a light.

Theme 2023

Our Vision

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



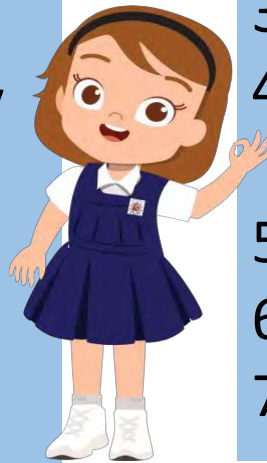
Our Motto
Simple in Virtue
Steadfast in Duty

**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

10 – day Timetable
No homework Mondays
Termly 1 Hour Recess

Learning Journeys
Outdoor Learning
Eco – Garden
Heritage Gallery

Applied Language
Programme to
develop Confident,
Competent and
Respectful
Communicators



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

Learning Festivals

**Empowered Learners
who are future – ready**

Recess Performances
Art and Music
Appreciation

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

Art-In-Clay-nation
Programme

CCAs
National School
Games
Singapore Youth
Festival

Thurs and Friday Reading
Party

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.

A Curriculum that Empowers and Engages

- **Assessment AS Learning.**
 - Assessment as part of Teaching and Learning in the classroom.
 - A balanced assessment system should have both Assessment of Learning (such as examinations) as well as Assessment For Learning (classroom assignments and assessments).
 - Assessment should lead to meaningful learning.
 - The continuous use of assessment information guide teachers in improving their teaching so as to address the needs of their students.
 - This can come in the form of formative assessment strategies such as feedback; one to one consultation; exit card; journals; reflections and detailed rubrics.



School – Based Assessment

Term	Definition in Singapore's Context	Examples	Non-Examples
Formative assessment	Assessment that is carried out during instructional process to provide feedback to adjust ongoing T&L in order to improve students' achievement of intended instructional outcomes.	Informal methods, e.g., observation and oral questioning	Quizzes where marks are given and weighted
Summative assessment	Assessment that is usually carried out at the end of an instructional unit or course of study for the purpose of giving information on students' mastery of content, knowledge and skills, assigning grades and certifying student proficiency. The results may be used for sorting and placement purposes.	Class test, spelling, topical test, MYE and EYE	Informal dialogue with a teacher

Term	Definition in Singapore's Context	Examples
Weighted assessment	Summative assessment for which scores attained count towards the subject grade.	Class test, practical test, portfolio, performance task



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">1. Reading Comprehension of a book read.2. Writing a story based on a similar theme of the book.

Assessment
Plans
Primary 1 and
Primary 2



Assessment Plans

Primary 1 and Primary 2


1. There will be no weighted assessments in P1 and P2.
 2. There will be no Mid or End – Of – Year Examination.
 3. The school will use subject-specific Learning Outcomes and qualitative descriptors to report P1 & P2 students' learning progress for all subjects in the Holistic Development Profile (Report Book).
 4. **Beginning, Developing, Competent, Accomplished.**
 - Beginning – learning to understand topic/skill.\
 - Developing – making progress in understanding the skill.
 - Competent – understands the skill and is making progress in applying it.
 - Accomplished – understands the skill and is able to apply it consistently.
- 



Assessment Plans

Primary 1 and Primary 2

Clarifications:

1. While the assessments are non – weighted, there maybe marks assigned to these classroom assessments as an additional numerical indicator for both parents and teachers on the progress of the child.
 2. This will be in addition to the Learning Dispositions of the child – Beginning, Developing, Competent, Accomplished.
 3. These marks have no bearing on progression to the next level (Primary 2/3).
 4. However, these marks and learning dispositions may be used to ascertain if smaller class support or remediation is needed for the following year.
- 

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



**Inclusive Learners who
embody the mission of
CHIJ**

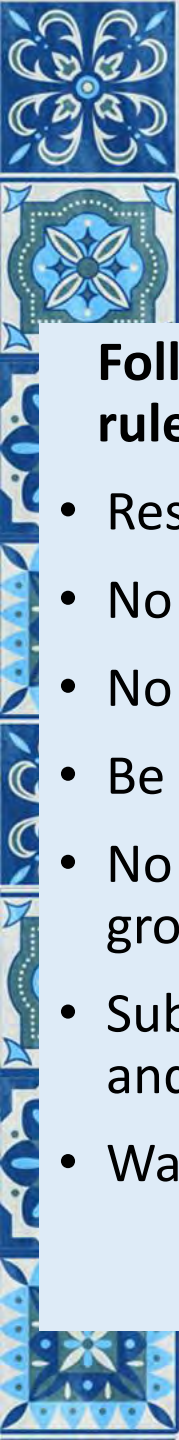
Student Voice and Empowerment
KCP Speaks
Student Forum with School leaders
Workshop sign – up (P5 – P6) based on choice and
interest

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

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!

**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



Other Key Infrastructure Changes

- Fresh coat of paint for the whole school with the KC red, black and white.
- 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.



Transition to Primary 1
Ensuring your
daughter's well - being

WHAT IS IT LIKE IN PRIMARY SCHOOL?

- Laying a strong foundation
- Nurturing well-rounded individuals and passionate lifelong learners
- Providing learning opportunities that recognise their strengths and develop their full potential
- Preparing our children for the future



TRANSITION TO PRIMARY 1

When your child enters primary school, they will experience:



TRANSITION TO PRIMARY 1

- **Transition is the process when a child encounters a move into a new environment**
- **For example, when a child moves from preschool to primary school, a child is required to adapt to an unfamiliar setting**
- **A smooth transition is made when your child:**
 - Feels safe and comfortable in their new environment
 - Is able to manage the daily challenges of school life

HOW CAN I PREPARE MY CHILD FOR PRIMARY 1?

In primary school, your child will be equipped with skills to:

- Adjust to a larger learning environment
- Interact with more peers and teachers
- Adapt to longer school hours
- Become more independent and responsible



Schools may access the video via:
<https://go.gov.sg/transition-to-primary1>

HOW CAN I SUPPORT MY CHILD THROUGH THE TRANSITION?

- **S**upport your child and encourage them to overcome challenges with you
- **A**ffirm your child by recognising small successes and praising their efforts
- **F**amiliarise your child by easing them into new routines and sharing with them your experiences in primary school
- **E**mpathise and acknowledge your child's feelings



Supporting your child's transition through
Primary 1

Build a caring home environment to nurture the social and emotional skills of your child using these S.A.F.E. tips.

SUPPORT

- Commit some time every weekend to **play games** and **have fun** together.
- **Visit places** or take part in events that **both of you enjoy**.
- **Encourage** your child to make **new friends**.
- Try out **FTGP*** Family Time activities.

AFFIRM

- **Encourage** your child when he makes **observations**.
E.g. Say "That's interesting!" and ask why he/she said that.
- **Recognise small successes**. E.g. Say "You've made another new friend in class - well done!"

FAMILIARISE

- **Find out** what primary schools have in store for students these days.
- Do practical things to **ease your child into new routines**.
E.g. Plan daily routines together. Teach your child new habits like packing his/her bag.

EMPATHISE

- **Teach** your child words that **describe feelings**.
- **Acknowledge** your child's **emotions**.
E.g. "It's okay to feel anxious about starting school."
- **Understand** your child's **needs**. E.g. Start bedtime early. Children need a lot of sleep.

**Form Teacher Guidance Period*

Spend Time Chatting. Use T.A.D.

Talk
Talk about fond memories of your own school days.
E.g. What you did in Primary One; kind teachers and cheeky classmates you had.

Ask
Ask about his/her thoughts and feelings about the school.
E.g. FTGP* activities; when he/she felt happiest.

Discuss
Discuss together what can be done if he/she has worries at school.
E.g. Explore how people deal with conflicts.

QUICK TIPS

- **Listen without interrupting**.
- **Nod your head and ask questions** to show interest and affirmation.

These tips may be used with children of other ages too, it depends on each child's needs. Using these tips as your child journey through the school years can help ease anxiety and worries, and build warmer and closer relationships at home.

Ministry of Education Singapore

WHAT DOES MY CHILD NEED AT PRIMARY 1?

NEW

- Every child develops at a different pace
- Some children learn things earlier, others need more time
- Allowing them to learn at their own pace helps them enjoy the learning process
- Some skills that parents can develop are:
 - Relating to others
 - Developing good habits
 - Nurturing positive learning attitudes




SCHOOLBAG
THE EDUCATION NEWS SITE

HOME EDUCATION FEATURES TEACHERS' DIGEST MULTIMEDIA FAQ

Home > Put the books down! 6 skills your child really needs for P1

Put the books down! 6 skills your child really needs for P1

14 JUN 2021



MOE Stock Image (*Photo taken before COVID-19)

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Mastering the ABCs is well and good but having seen 29 years of children enter primary school through her doors, Mrs Marjorie Seek of CHJ Katong Primary observes that these six soft skills are even more essential in preparing students for primary school.

Entering Primary 1 can be a big step for a child — and the parents. While parents often consider

RELATING TO OTHERS

Build your child's interpersonal skills by:

- Modelling the use of friendly and polite phrases
 - “Hello! My name is...What is your name?”
 - “May I please...”
- Providing opportunities for your child to share and take turns during playtime with other children



DEVELOPING GOOD HABITS

Routines help your child build confidence and learn to manage themselves.

Guide your child to do the following independently:

- Dress themselves
- Buy food at the canteen
- Make healthy food choices
- Pack their bag
- Wash their hands
- Take their temperature using a thermometer



NURTURING POSITIVE LEARNING ATTITUDES

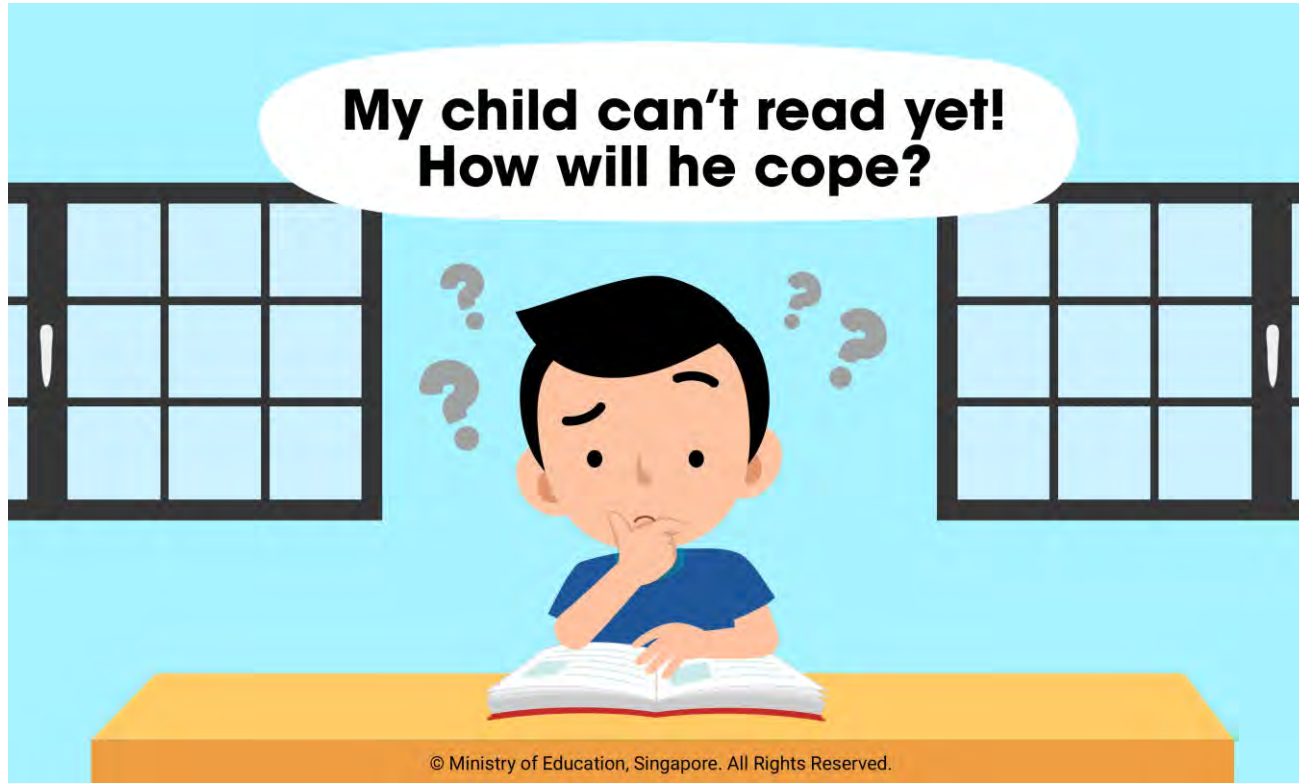
Developing the right learning attitude will help your child learn better.

You can encourage your child to:

- Ask questions about their experiences and the world around them
- Express their thoughts and feelings and discuss what can be done if they have worries
- Practise life skills independently like buying food and drinks on their own and asking for permission



SOME QUESTIONS YOU MAY HAVE...



Reading is a habit that we can build.

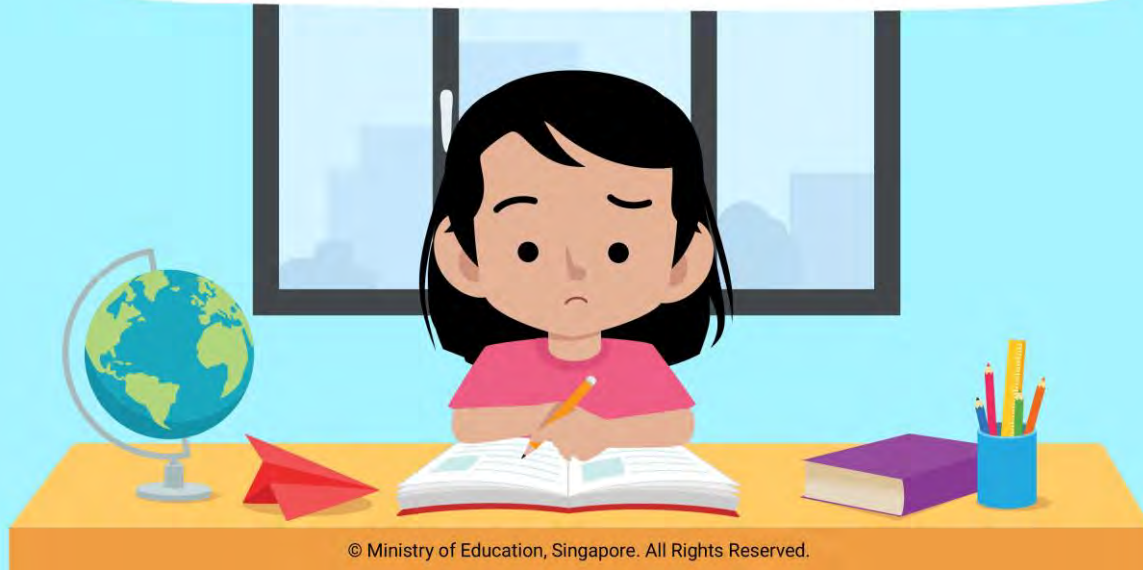
Interest your child in reading

- It is never too late to start getting your child interested in books
- Take your child to the library, expose them to various picture books and read together for a start
- Students will be introduced to various genres of books, and be taught how to blend letter sounds through games or craft work

You can encourage your child for any effort in learning to read. Most importantly, reading should be a fun learning process.

SOME QUESTIONS YOU MAY HAVE...

My child takes so long to complete her work. Will she fall behind?



Children pick up time management at a different pace and can improve with help.

Support your child in time management

- Parents can model this with your child at home with small tasks and everyday activities
- If you find your child struggling with completing their tasks or homework within a given time, it could also mean that they are not sure how to go about completing them
- If you notice any learning issues, do reach out to the school early

Be specific about how much time they should spend on the work, and what time they should complete the work.

SOME QUESTIONS YOU MAY HAVE...



Asking for help may not seem obvious to a child.

Teach your child how to ask for help

- Here are some steps you may teach your child:
 - **Step 1:** Look for someone who can help
 - **Step 2:** Check if that person has the time to help; if not, look for another suitable person
 - **Step 3:** Share what the problem is and how they feel
 - **Step 4:** Listen carefully to the advice given
 - **Step 5:** Thank the person for the help

Practise with your child at home how to ask for help. Remember to praise them for their efforts.

SOME QUESTIONS YOU MAY HAVE...

I'm worried my child won't eat at recess. He'll go hungry!



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Students may enjoy recess so much that they forget to eat. Some students may not be eating because they are shy about ordering food.

Encourage your child to eat during recess

- Let your child practise ordering food and making payment when out with the family
- If they need more time to build their confidence or observe how it is done by other students, you may pack a lunch box in the meantime, so they will always have something to eat
- If you worry that your child is not eating at all, discuss with your child's teacher

Remind your child that eating during recess is important as it helps them learn better in class.

SCHOOL-HOME PARTNERSHIP

Our children do best when schools and parents work hand in hand to support them.

Help your child succeed in life

Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

Work with the school to know and support your child

- Have regular conversations with teachers in both academic and non-academic areas – this will help you better guide your child's development.
- Check the teachers' preferred mode of communication – they are not required to share their mobile numbers.
- Understand that teachers may not be able to respond to your queries immediately.

Help your child relate to others

- Work with the teachers to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.

Help your child develop good habits

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself.
- Encourage your child to live a healthy, balanced life with time for sleep and play.

Help your child manage himself/herself

- Guide your child in managing his/her time.
- Encourage your child to help out with household chores.

Our children succeed when parents and schools work hand in hand.

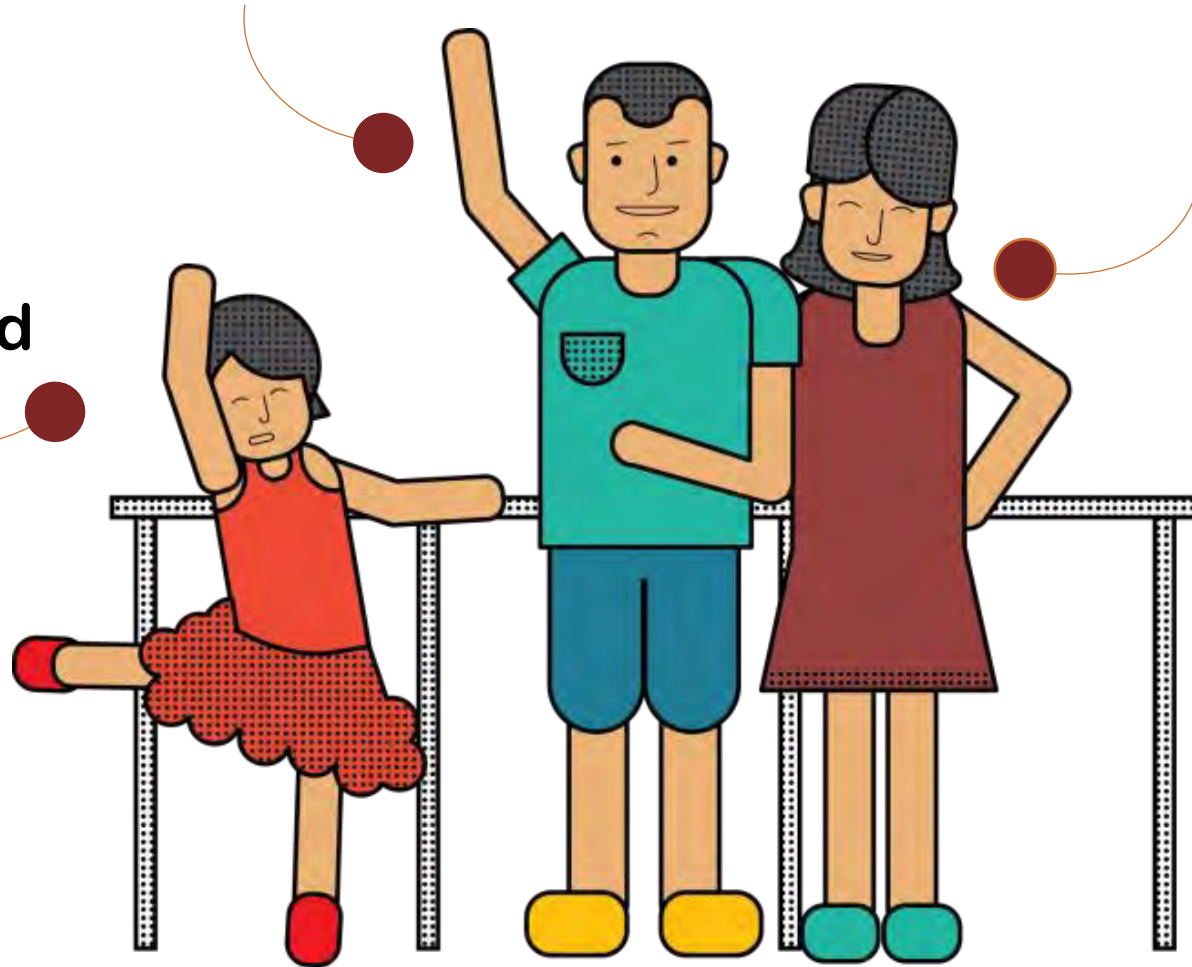
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SCHOOL-HOME PARTNERSHIP

2 Developing your child

1 Knowing your child



3 Building partnership with the school

KNOWING YOUR CHILD

Understand your child's strengths and interests.

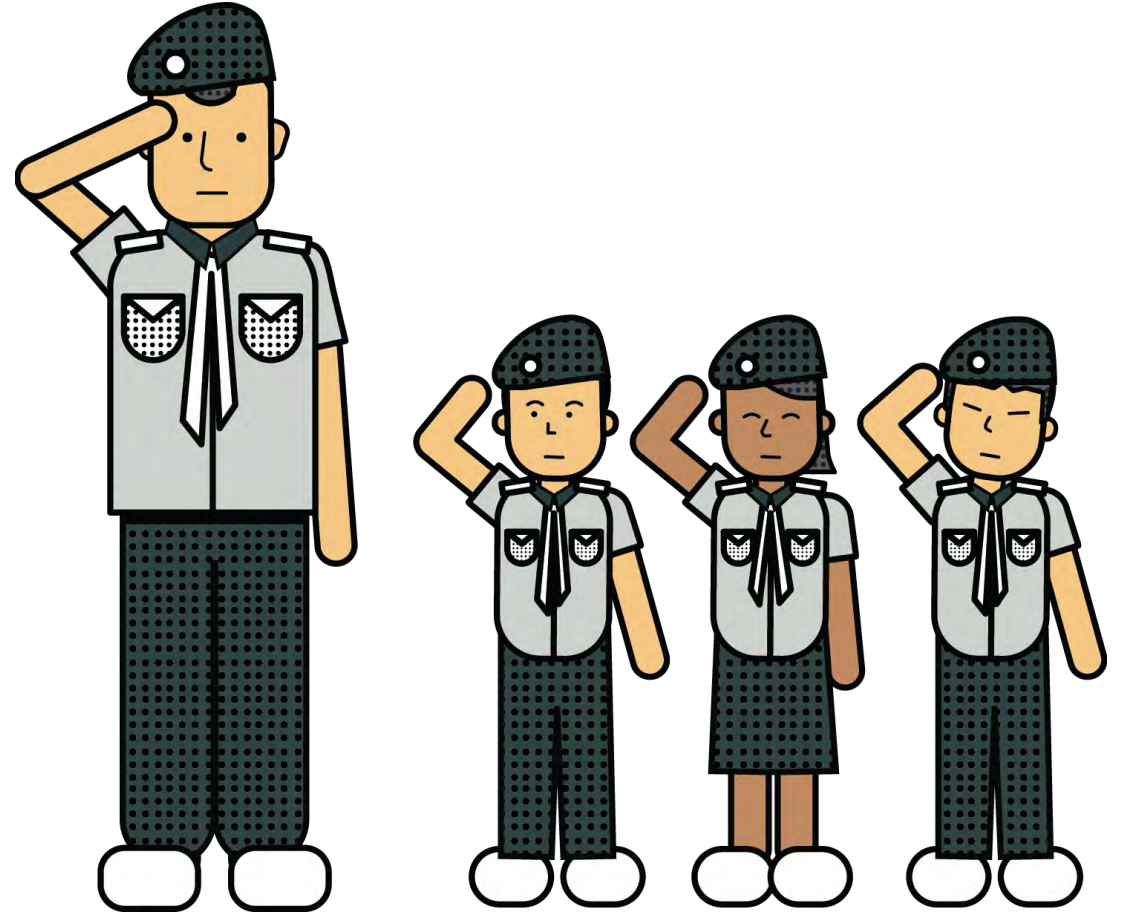
- Work with your child's teachers to understand their strengths, interests and development in academic and non-academic areas
- Ask about your child's thoughts and feelings about school



DEVELOPING YOUR CHILD

Partner the school in the holistic development of your child.

- Allow your child to develop independence
- Encourage your child to participate in school activities
- Talk to your child regularly about values and nurture their interest in learning
- Affirm your child by recognising their efforts



BUILDING PARTNERSHIP WITH THE SCHOOL

Maintain regular communication through official school channels.

- Have regular conversations with teachers in both academic and non-academic areas - this will help you better guide your child's development
- Ask the teacher for the best way and time to contact them
- Please avoid calling or expecting a teacher to respond after 5pm.
- They have their own families to see to.



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

My daughter was playing during recess and fell and hurt herself.

She has a cut on her knee and it is bleeding.

She is crying as well.

What happens/to do:

1. Teachers will assess the injury and clean up the cut/graze first.
2. If your daughter calms down, she will head back to class.
3. If she is still in pain, she will be sent to the General Office/Sick Bay where she will be taken care of.
4. Teacher will then call parents to update.
5. Teacher will try her best to call as soon as possible but if we assess her to be fine, she will see to her other duties first.
6. Most times, we want the girls to be brave, toughen up as falls and cuts will be common.
7. Your daughter may come home to tell you a very different version of what had happened as they are small. Be patient, don't react and give the Form Teacher a call/email to clarify.

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.
- 

School Bus Fares

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
After – School Activities		
1	(a) Take note of the weekly sessions that your daughter will need to stay back for. <ul style="list-style-type: none"> • 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. 	(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 nd session.
2	(a) Contact your daughter’s school usual bus driver to inform him of the following: Dates of after – school activities. Drop – off point. <ul style="list-style-type: none"> • It will be good if you can inform your daughter’s usual bus driver of all the sessions for the term that you will need a 2nd session bus. • This will allow for greater coordination and organization. 	(a) The 2 nd session bus driver may NOT be her usual bus driver as there are fewer girls for the 2 nd 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 <u>all activities and CCAs that end AFTER 4pm.</u>
4	Prepare payment for the 2 nd 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!

