

SJIIM Weekly Update

16th October 2020



Safeguarding our SJIIM community

We read with concern the recent increase in covid-19 positive cases in areas near the school. Understandably parents expressed their concern as to whether our front liners are affected.

The school received confirmation from our vendor partners that none of our front liners are affected and they do not reside in the reported locations. The school has strict SOPs to ensure the safety of the community and will continue to be vigilant in the implementation of precautions against the transmission.

We advise parents and students to adhere to the guidelines issued by MOH in practicing the 3W (Wash, Wear and Warn) and avoiding 3C (Crowded places, Confined Spaces and Close contact).

SJIIM approach to technology

Our school approach to technology aims to prepare pupils to actively participate in a rapidly changing world in which technology plays an increasingly important role. We recognise that technology is an important tool in both the society we live in and in the process of teaching and learning. At SJIIM, teachers and pupils use a range of devices and online learning platforms (Seesaw, Class Dojo and Google Classroom), integrated across the curriculum. Students and teachers enjoy using these as opportunities to find, explore, analyse, exchange and present information responsibly and creatively. They also use our online platforms to collaborate in their work and to reflect on their own and other's learning.

As part of our character based educational approach at SJIIM, we want to help create responsible digital citizens of the future, who contribute positively and meaningfully to the digital world. A lot of time is spent teaching our Elementary children how to use technology safely, respectfully and responsibly. We use our assembly program and other in-class learning opportunities to teach children how to recognise acceptable and unacceptable behaviour; and help them understand ways to report concerns about content and contact.

To support this aim, we want to engage with and support our parents in their understanding of technology in children's lives. We want to build on the series of internet safety workshops we began last year, using a framework of '[digital citizenship](#)'. This framework has six core principles; media balance and wellbeing, privacy and security, digital footprint and identity, relationships and communication, cyberbullying and news and media literacy. Through explicit teaching around these key areas, we want to raise children's (and parents') awareness of the real challenges and digital dilemmas that students face today, and give them the skills they need to succeed as digital learners, leaders, and citizens tomorrow.

Our ES Computing curriculum aims to teach the fundamental principles of computer science, including abstraction, logic, algorithms and data representation. From an early age, children develop experience of creating simple computer programs in meaningful and fun contexts. Pupils learn what algorithms are; and how they are implemented as programs on simple digital devices. They are given opportunities to create and debug simple programs and use technology purposefully to create, organise, store, manipulate and retrieve digital content.

In High School, technology is used to better connect students with teachers and improve the quality of student feedback, student voice and student engagement. Google Classroom is used skillfully across the subjects, with teachers using its capacity to 'flip' the learning and give students extra time with resources, chances for consolidation and the opportunity to reflect and comment on their classmates' work. Coupled with our teachers' experimentation with platforms such as Showbie and Show Me Everything, many of our teachers hold Google Level 1 and 2 certification, and freely help each other develop their usage of technology in the classroom. In their spare time, a number of our HS teachers are currently engaged in online Apple training courses to further extend their confidence in using technology to develop teaching and learning: just recently, Mr Hague and Miss Moden, to name but two, attended Apple workshops. The Virtual School period, though challenging in many ways, also saw our teachers experiment with divergent ways of using technology in the classroom and we provided 'Masterclass' professional development sessions where teachers led their peers in how best to use online tools to develop their virtual classrooms.

Of course, the usage of technology needs to be tempered with an understanding of its pitfalls, and the High School's pastoral team have led whole day High School events on the need for our students to use social media in a responsible, measured way and understand that, though it provides paradigm shifting opportunities for connection and communication, if used incorrectly it can be problematic and addictive.

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The above is supported by our subject options, with the High School now offering Computer Science. Our High School Computer Science teacher is Mr Nirushan, who says 'Studying Computer Science will develop computational, logical and sequential thinking skills not just for the subject knowledge but, for daily life. These transferable skills can be applied to numerous other subjects enabling the Computer Science students to have an advantage over students who do not choose Computer Science. Secondly, students enrolled in Computer Science also develop the ability to work as part of a team, sharpen their interpersonal skills and draft programming projects as an assignment. Once the students leave the realm of HS to embark on their own individual journey they will be able to apply these vital skills in university, jobs or even day to day life.'

Virtual School

We hope that our children are adjusting well to the Virtual School and are enjoying learning in this different environment, despite its challenges. Luckily, we have just one more week of this half-term before the holiday. The first two days of that holiday fall within the CMCO and due to this, all schools would remain closed. The public holiday on 29th October should enable families to spend some time together. We really look forward to seeing all of our children back in school on the 2nd of November.

Some feedback from our students, parents and teachers on ES Feedback

'Thanks for being so organised and dedicated. You've made it easier to do online lessons and we appreciate you.' - Year 4 parent

'This is a difficult situation, but I know that all good things come with struggle, sweat and tears. I will support my child through this and I really am grateful for the school's help.' -Year 3 parent

'The sessions are just the right length and amount.' - Reception parent

'With school going virtual, we are so excited to see our lovely students' faces and hear from them every school day (even if that's only through a screen). We hold dearly to the strong community connections that we have at St Joseph's and our assemblies are just one way to give students an opportunity to have that consistency and sense of safety and security.' - Mrs Fried

'I LOVE having PE everyday!' - Year 6 student

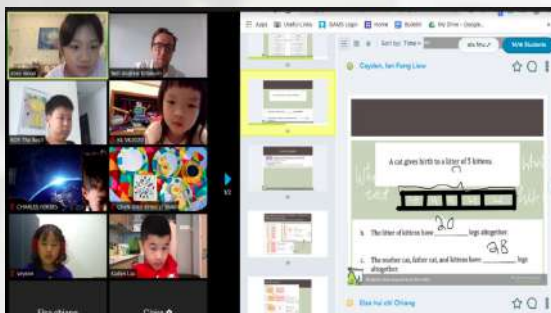
'Thank you for all your time and effort in preparations for virtual learning. You are doing a marvellous job and it must be tough! We really do appreciate all that you do!' - Year 1 parent

'My child has really enjoyed learning Chinese songs in music class - he has been singing them to his siblings and us. We don't speak any Chinese at home, so we have really enjoyed it!' - Year 6 parent

'This situation is tricky, but I'm really thankful you've put together a programme that is very easy for the children to follow.' - Year 1 parent

'The work packs that went home were really helpful - school seemed really organised.' -Year 6 parent

Pictured below is Mr Kilburn working with a small group, using Peardeck to see every students' work and give 1:1 feedback, Ms O'Neill enjoying seeing and teaching her year 5s and Ms Chadwick leading a PE session with Ms McCusker's class.



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HS Feedback

'This is a tough time for all of us but the way the teachers so quickly adapted has really impressed me; thank you' - *Year 10 parent*.

'I would like to thank the teachers for being so thoughtful and caring for my son's first virtual day of school' - *Year 9 parent*.

'The teachers amazed me last year and they do again; the feedback the kids get is so good but let's hope we can get back to normal!' - *Year 11 parent*.

'Virtual school is the next best alternative to ensure our learning is not as disrupted, especially for us as Year 11s. Since we have done it before, both the teachers and us are more comfortable and confident talking to a laptop!' - *Jynez, Year 11*.

'Virtual school has been well adapted this time around; since we are already used to it, the lessons flow more smoothly. Students are more open to online learning and the teachers are better prepared for it.' - *Meagan, Year 11*.

'I am so thankful to all the teachers for dedicating so much time and effort to not only care for us academically, but also emotionally.' - *Kyra, Year 11*.

'Teachers have made lessons easy-to-follow and engaging. Overall I'd say that everyone has adapted really quickly to the new system'. - *Dhanya, Year 11*.

'Virtual School has allowed me to be productive from the comfort of my room. Of course, it's also reminded me on the importance of interaction and communication for development and growth' - *Alvin, Year 13*.

'Virtual school provides an added flexibility; having the choice of when to complete work has helped my productivity throughout this time' - *Anjeli, Year 13*.

'The team spirit has been phenomenal, colleagues have gone out of their way to support each other to ensure that students are engaged and learning.' - *Mr Moreton*

'This is the time you really see the strength of the SJIIM community; all the staff have worked together to support each other's work but also each other's well being.' - *Mr Hollis*.

$f(x) = 2(x) + \ln 5$
 $g(x) = \ln 5x^2$
 $h(x) = 3 \ln x + \ln 5$
 $j(x) = 2(x) + \ln 5$

Translate $f(x)$ in 5 units up to get $g(x)$

A is good.

For describing the transformation have a look at what $g(x)$ is in terms of $f(x)$. What's happened to $f(x)$?

It would appear that way... how to get 3 marks though... (think about the detail that is needed)

Delta Company waits before an airstrike during the Tet Offensive

Context :
Delta Company - name of soldier squadron McCullin was with, we know these are US soldiers

Tet Offensive was when the North Vietnamese planned a surprise attack on the US marines; the posture and actions of these soldiers suggest how much they were taken by surprise, devastating effect on them

The fact that they are waiting for an airstrike adds to the unpredictability of the event; level of danger was not only high, but uncertain; adds **weight** to image

Focus :
 Nothing is explicitly out of focus, though it would seem that the soldiers may be the **point of emphasis** towards the viewers; clothes have a shade to them, contrasts to the relatively bright background



Student feedback in Maths and a virtual lesson in English.

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(b) (i) Calculate the current in the heater.

$$V = I \times R$$

$$I = V/R$$

$$I = 12V/6$$

$$I = 2 \text{ amps}$$

current = 2 A

(ii) State the name of the particles that flow through the heater.

Electrons

(iii) On Fig. 8.1, draw an arrow next to the heater symbol to show the these particles through the heater.

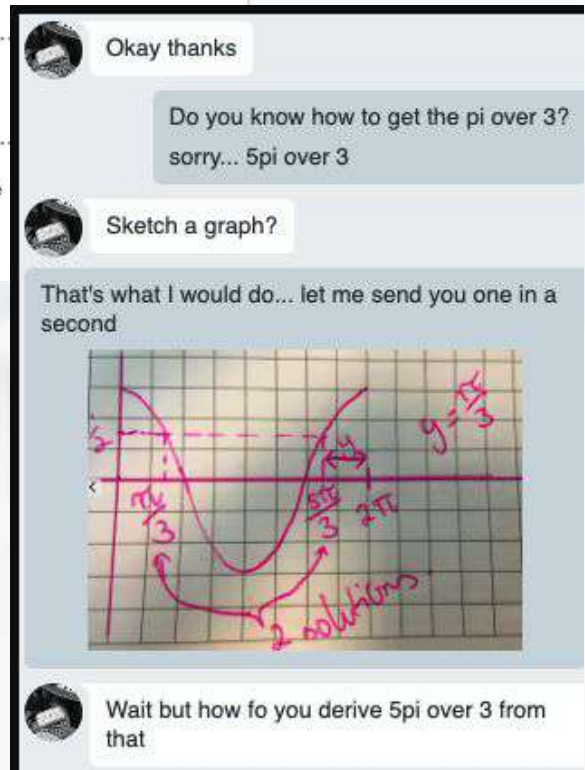
Robert Hazlehurst
8:21 AM Today
Nice working out - clear calculation organisation

Above: Teacher feedback in Science.

Below : An online history task

Rearrange these into chronological order

- I. USS Panay sunk by Japanese in Yangtze River December 1937
- J. Nazi-Soviet Pact signed August 1939
- G. Britain agrees to close Burma road to cut off supplies to China
- F. Japan moves into northern Indochina September 1940
- B. US bans sales of scrap iron and steel to Japan, increases aid to China September 1940
- E. Japan, Germany, and Italy sign Tripartite Pact September 1940
- K. Japan and Soviet Union sign non-aggression pact April 1941
- D. Japan moves into southern Indochina 1941
- H. US bans sales of oil to Japan, increases aid to China
- A. US issue Japan with the Hull Note September 1941
- C. Japan attacks Pearl Harbour



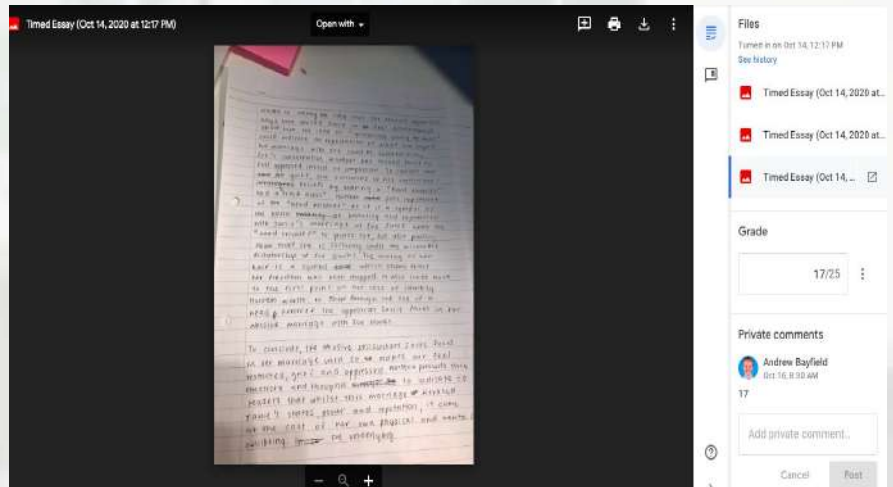
Above: Mr Lawrence's online coaching.

'When news broke of the MOE directive for school closures in Petaling district on Sunday (11 Oct 2020), we were quite concerned how this would impact Y13s. With the UCAS early submission deadline of 15 Oct 2020, this week of school was more crucial than any other. We were impressed how promptly the school administration reached out to parents on Sunday evening itself to clarify that SJIIM was not on MOE's list, but that school would re-open as usual on Monday (12 Oct 2020).

From a parent's perspective, the move to online lessons this time around appears to be more seamless, compared to the earlier MCO in March -teachers are more ready for Virtual School, and have the necessary technology support and know what to expect'.

Year 13 parent.

Below: Google Classroom being used for assessment administration and feedback in English.



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Lasallian Education

Lasallian Education brings clarity to the relationship between faith, community and service. The intended outcome is compassionate, well-rounded young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think philosophically. We wish to present an authentic vision of the Lasallian mission, so that students can grow spiritually, morally and ethically into the best versions of themselves. This vision includes raising students' awareness of the faith and traditions of other religious communities in order to respect and understand them. Through three core values: faith, community and service, students are challenged to place the dignity, value and potential of the human person at the centre of their learning.

Elementary School

In the elementary school, each year group chooses one of the Lasallian core values of Faith, Service or Community to study per term. For the purpose of this write-up, the focus will be on some of the work that our Year 4 and Year 6 students have been doing.

Community

Year 4

As part of the work on 'Community', our Year 4 students explored what it means to be part of a Lasallian community. The children considered their own year group as their first community and then examined the school as part of their wider community. They identified the different people who make up our school community and how every person is special and valued. The students worked together to understand how our actions affect everyone in our school community both positively and negatively. They finally reflected on the life of our founder John Baptist de la Salle and how he created his own community of brothers and how his courageous actions inspired others to follow his direction. As part of their learning, the children shared ideas on how we as a school community can fulfil the mission set forth by Saint John Baptist de La Salle. They all agreed that in fulfilling the Lasallian ethos, our school community must be one that is inclusive, supportive and welcoming to all.



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Community Year 6

The students in Year 6 took their learning and understanding of 'Community' a step further by considering our world as one village. During lessons, they discussed what life would be like if the world was reduced to one hundred people, who had to come together, and live in one village. The idea behind this was to develop critical thinking skills and to help our students to realise that we are all connected in some way to each other. As part of their learning, they identified the different nationalities and religions within the Year 6 cohort and explored the many ways in which they were connected to each other. The Year 6 students concluded that we are indeed a united community where diversity is respected and no one is left out or left behind (Inclusive Community for all).



Whole School Update

SODEXO

Cafeteria Online Customer Satisfaction Survey - Sodexo would like parents and students to provide feedback to improve their deliverables. Please submit your feedback [here](#).

Pre-orders cancellation - for pre-orders cancellation for all subscribers (ES & HS) from 13th Oct to 23rd Oct 2020 (9 days of school), parents may check the transaction as the money will be refunded to student's account.

Bookshop During CMCO

Parents wanting to buy any items from the school book shop during CMCO can do so online using their school parent email at www.tekbookmart.com/schoollogin/stjosephinternational.

If you need support, please email sjiim@tekgroup.my or call 0125537202.

Music Update - Whole School

Please read here, [Update](#) from our Music Dept.

Elementary School Update

Trial CCA Sign-up for Term 1 on Schoolbuddy (For Year 5 and 6 ONLY)

Sign-up for Term 1 CCA : 17th Oct - 24th Oct

Please refer to the list of CCA for Term 1 [here](#).

All CCA sign-up for Term 1 will be done through Schoolbuddy. Please email Mr. Kilbourn (nkilbourn@sj-international.edu.my) if you have not activated your Schoolbuddy account. Thank you.

Deepavali Celebration Day

On Thursday 12th November, we will have a special day to celebrate and learn more about the Hindu festival of light, Deepavali. Students are invited to come in traditional dress or brightly coloured clothing to celebrate. In classes and assembly, children will learn more about the festival. We plan to celebrate whether physical or remote and will keep parents updated.

High School Update



Wellbeing Coffee Morning

Many thanks to the parents who joined us for the coffee morning on Wednesday with Mr Cairns, our Assistant Principal. Thanks also to the PSG for helping to promote the session. The presentation covered the many strategies in the High School that are used to support our students with matters of wellbeing. The session was recorded so if you are interested and would like to see what we do, please email Mr Cairns and he will send it to you. His email address is gcairns@sj-international.edu.my

Character and Wellbeing Programme

HEALTHY MINDS

Healthy Mind aims to help you recognise, that your health and wellbeing depends on you making responsible choices. You will learn that your mental and emotional health affects your ability to lead fulfilling lives and that there is help and support available to you. Furthermore, this area will consider the different types of stressful situation you will encounter as you progress through school whilst helping you to develop healthy coping strategies.

Avoiding Distractions During Virtual School

As already mentioned, our return to Virtual School has gone very well. With the experience of lockdown last academic year, many of us have become adept at online learning and the ease with which teachers and students have transitioned back to Virtual School, is testament to that.

However, we also know that it is easy for all of us - children, teenagers and adults - to be distracted by all the technology around us. Teachers will continue to reinforce our expectations that students should be working hard and participating in class and non-participation in lessons will be followed up on by teachers. Of course, in the world of virtual learning, there are limits to the extent teachers can supervise students.

Sticking to a routine is important and students should try to stay as close to their normal routine as possible. They should get plenty of sleep, have a good breakfast and find a place where they can work. Creating a daily plan can really help them organise themselves. To help them focus, have them turn off all unnecessary notifications and alerts on their phones. We would suggest gradually building up restricted device time to reduce digital distractions.

Have a great weekend!

Useful Links



[ES Student Absence Form](#)
[HS Student Absence Form](#)



[HS Parent Calendar 2020/21](#)
[ES Parent calendar 2020/21](#)



[Whole School Teaching Staff Email 2020/21](#)



[October Menu](#)
[Term 1 2020 meal charges](#)



[Catholic Corner](#)



[PSG - Welcome Note](#)



[Music Website](#)



[Sports Website](#)



[Epurple \(Top up credit\)](#)
[Tapestry \(For ES\)](#)
[Parent portal \(For ES\)](#)



[University & Careers Counsellor \(TBA\)](#)



[CCA \(Schoolsbuddy\)](#)