

# SJIIM Weekly Update

## 23rd October 2020



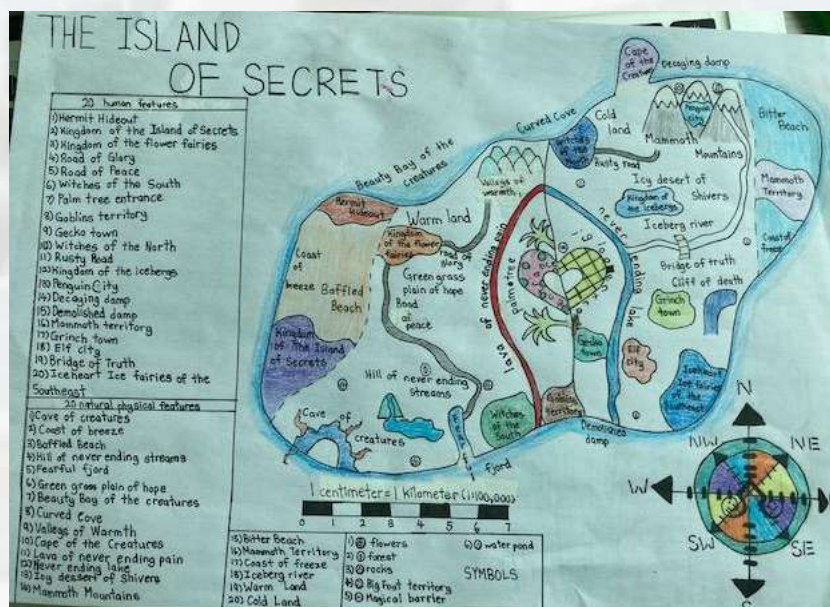
### Lasallian Education

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.

### High School

### Community Year 7

As part of the 'Community' learning strand, Year 7 students have embarked on an exciting adventure to a mystery island that seems to be 'out of this world'. Students have immersed themselves in a tale about shipwrecks, survival and most importantly, community. They have worked together to overcome the challenge of surviving on the island; welcoming a new baby, dealing with the consequences of a crime, allocating leadership roles and responsibilities, and establishing traditions and rituals that will symbolically tell their story for generations to come. This will be the groundwork for their Lasallian learning journey throughout High School. It is this *experience* in the classroom which builds the understanding and empathy which fulfils the true purpose of Lasallian Education. Year 7 will now begin to learn about the distinct nature, ethos and traditions of our Lasallian community.



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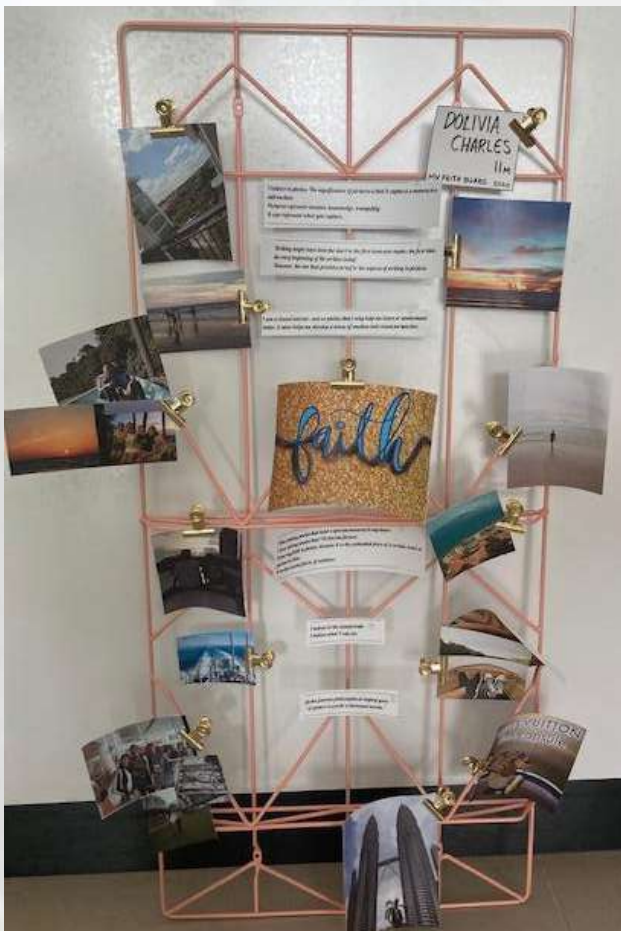


### Faith Years 8-11

*'In the light of faith you see things quite differently.'* (St John Baptist De La Salle, Letter 118)

By faith we mean the universal concept of hope for something better and trust that things will work out, even when you can't see the path ahead. Beginning with Philosophy of Religion, students have been inspired to consider ultimate questions such as: What is belief? What do I believe? What is the difference between knowing and believing? Why do others believe? In Lasallian Education there is recognition that students' beliefs are varying, but equally important to the individual.

What is faith? A question that has no objective answer. This is the backdrop for our current project 'I have faith in...'. Students have been designing faith boards that express what faith means to them and how this sense of belief, hope and trust shapes who they are and where they are going. This will become an exhibition that will collectively attempt to answer the question: what does faith mean to Josephians? It will of course, mean something different to us all; each interpretation unique and of equal value.



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### Catholic Corner

Dear Lord Jesus and Loving Father, We thank you for our friends and teachers, We pray that there will be a cure for Covid 19 and we pray that you keep our families safe. Bless our front-liners. Guide our doctors and nurses who continuously help the sick and affected. Lastly, thank you for taking care of us. Mother Mary and Saints in Heaven, please help to intercede these prayers for us. Amen

**Angelo Carmelo Rosato Cafarelli, Year 5**

Dear God, Thank you for creating us. Bless my heart, my family and my friends. Help the poor and those in need and lastly, guide my spirit always in doing the right thing. Amen.

**Kara Lee, Year 4**

Dear Lord, Thank you for blessing my family, bless my mum, dad, little brother and older sister. Help the poor so they do not get Covid, continue to guide and watch over our school community. Amen.

**Charlie Forbes, Year 4**

Dear God, Thank you for your love and kindness, Thank you for my friends and family. Bless my teachers and my rabbit, Help the animals, sick and homeless, Guide me to love and peace. Amen.

**Finley Woodhams, Year 3**

Dear God, Thank you for my family and friends, they help me when I am having trouble with something and they comfort me when I feel down. Bless my teachers who teach me every day. Even when I misbehave, they always forgive me. Help the sick and the needy. Finally, guide and watch over me. Help me to be more like you, as I am not perfect. Amen.

**Sophia Goh, Year 6**

Dear God, Thank you for my family and friends, they help me when I am having trouble with something and they comfort me when I feel down. Bless my teachers who teach me every day. Help the sick and the needy in any tough situations by giving them hope. Finally, guide and watch over me. Help me to be more like you. Thank you God for everything. Amen.

**Aidan Thomas, Year 5**

Dear God, I thank you for my family. My parents give lots of Love, Formation and Protection. My grandparents spoil me with their love and kindness. My sisters keep me busy and even though we fight ALOT, at the end of the day we love each other. Thank you for my teachers, they take the time to educate me and teach me interesting subjects like Maths, IPC, Languages and virtues and values. I thank you for all the leaders of our school, country and our Agung. Let them rule with wisdom and justice. I pray for the sick, poor and the lonely. I am very lucky to have good health and to be born into a loving family. Lastly, THANK GOD FOR ME! Let me always be grateful for everything and not whine and complain :) Amen

**Lea Goh, Year 6**

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### Student Feedback during Virtual School: High School

Feedback is amongst the most well researched areas in educational research, and the quality of the feedback from teacher to student is fundamental in student progress. The advent of Virtual School has seen teachers around the globe adapt, and indeed develop and further, their ability to feedback to students and SJIIM is no different; our teachers have harnessed technology, innovation and imagination to offer students powerful, timely feedback on their learning, whilst growing their own teaching and learning in the process.

Verbal feedback can be recorded and sent to student using 'Talk and Comment' (see Miss Benbow's example, right).

This has been used by a large number of teachers and verbal feedback is routinely discussed as one of the most powerful, efficient ways to feedback to students.

In Languages, Miss Leow has been using Mote (see below), which also sees the teacher recording notes for students:

**Success criteria for autobiography writing task:**

Item No	Originality, composition & effect	Form, audience, tone & purpose	Paragraph & text structure
A/A*	Work is highly original, and very well-composed according to the autobiography genre. Quality structure has been demonstrated; work is clearly sectioned, detailed, convincing, and easy to follow.	Work is highly suited to the intended audience and has a tone that suits the student's chosen story. Work is very clear in its purpose to inform in an engaging manner. Work addresses the prompt at a very high level.	Work has a strong, recognisable text organisation, compelling resolution. Highly competent control exercised over paragraph structure (PEE).
9-10	Work is original, and well-organised according to the autobiography genre. There is a sense of structure, in that the work is in sections, and contains detail.	Work is suited to the intended audience and has tone that suits the student's chosen story. Work is clear in its purpose to inform in an engaging manner. Work has addressed the prompt at a high level.	Work has a strong structure, and is well-organised, with compelling resolution. Good control exercised over paragraph & text structure.
7-8	Work is well-organised according to the autobiography genre. Some structure is evident, but may not necessarily be in line with the genre.	Work is suited to the intended audience, but lacks originality, and does not address the prompt at a satisfactory level.	Work is recognisable, structured with its theme. Paragraphs varying levels of control over structure.
5-6	Student has completed an informative task with varying levels of accuracy. Attempts have been made.	Student has attempted to appeal to the intended audience, but lapses in tone are evident. Prompt is not fully addressed.	Paragraph structure is evident, but lapses at times in terms of consistency. Limited control over structure.
3-4			etc. in words, contains some errors, but they do not impinge on the readability of the work.

Voice note link automatically copied. Paste it anywhere!

▶ 0:00

<https://talkandcomment.com/p/bdc755af17159795f12da71> (voice note)

OK

### Year 11: Beginner Chinese

revised and

topic presentation  
10th Nov 2020

Notes / Remarks
传统讨论这儿主要开斋节

Leow Choy Khim  
11:36 PM Today ✓

mote (0:15)  
顾名思义

mote (0:09)  
庆祝

在马来西亚，我们有很多的传统节日，但是今天我想讨论的是我们的这儿的三个主要的节日：那就是春节，开斋节和屠妖节。

春节，也被称之为“农历新年”，顾名思义就是春季的开始，是华人庆祝的新年。春节的时候，大家都喜欢穿上和戴上红色的衣服和戴

Written feedback is also still taking place during Virtual School, and below Mr Hague adds his comments to portfolios of music work:

Friday 16th October 2020

**Reflection.**

**Strength:** I was able to most of the notes without going off pitch.

**Target to improve:** Keep repeating the note on the same pitch as when I played F at the start, the pitches were different.

**Action:** what actions I will take to improve is to keep on repeating the same pitch over and over again until it sounds identical.

**Response:** how are you feeling about it: I felt that I had played worse than last time I uploaded the video but my lips were a bit swollen after my brother had hit it with a pinafa stick so that is why I think I played worse than before.

Please keep adding videos and reflections each week showing your progress.

12 Oct. 13:58 Okay

12 Oct. 13:58 Do I also do some reflections? On those videos I upload?

19 Oct. 12:16 Luke Hague  
Great work! Good to hear you playing the two distinct notes and identifying areas to improve. Another action would be to practice along with the buzzing practice video and trumpet first sounds video from JC partner. Both of these are in the lesson slides I've shared on the classroom.

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Below is some high quality written comments using Google Docs offered by Miss Moden to her Year 12 Geography class, and below that Mr Hayes guiding a student through feedback on a History essay using Zoom and docscanner.

Russia 1960	Russia 2000	Russia 2050	Cambodia 1960	Cambodia 2000	Cambodia 2050
<p><b>Description of change over time</b></p> <p>In 1960, Russia had a pyramid with a large base ( high fertility rate), <b>large-wide</b> sides (low mortality rate) and narrow peak ( low life expectancy). In 2000, Russia had a population structure with a very narrow base (very low fertility rate), while having flat sides ( low mortality rates) and a broader peak. In 2050, the population structure is projected to have a <b>broader narrower</b> base than 2000, ( higher fertility rates), flat sides ( low mortality rate) and broader peak ( higher life expectancy). From 1960 to 2050, we can notice that the fertility rate decreased then increased, mortality rates decreased while the life expectancy increased. <b>good ;)</b></p>			<p><b>Description of change over time</b></p> <p>In 1960, Cambodia had a pyramid with a large <b>wide</b> base ( high fertility rate), concave shaped sides (high mortality rate) and narrow peak ( low life expectancy). In 2000, Cambodia had a population structure with a narrower base (lower fertility rate) than 1960, while still maintaining that concave shaped side and narrow peak. In 2050, the population structure is projected to have a very narrow base (low fertility rates), flat sides ( low mortality rate) and broader peak ( higher life expectancy). From 1960 to 2050, we can notice that the fertility and mortality rates significantly decreased, while the life expectancy increased. <b>good ;)</b> I like your comparative sentence at the end of both descriptions.</p>		

The additional section for book notes is important and some sections are missing the description of change over time. Ask to see Clements if you need any extra help.

Rebecca Alexandra Moden  
Oct 19, 8:30 AM

A much better effort, just make sure you have read both case studies and included all the detail. Aim to use comparative language when comparing 2 case studies because if you don't you can lose marks in an exam. A good effort overall, with some areas that could be improved. see my green comments.

Add private comment...

Cancel Post

Open with

You are screen sharing

Stop Share

Scanned with CamScanner

V.C.  
V.P.  
So is this origin?

mentioned the role of previous legislation such as Brown v. Topeka as well as the march on Birmingham as a trigger to Kennedy's response, giving a well-rounded analysis of how different factors led to the passing of the Act. A second value of this source is the purpose, given that it is an academic journal article, Williams' purpose is to inform, which means the information he included **were** meant for educational purposes so it won't be biased or exaggerated for persuasive reasons. Moreover, Williams had the benefit of hindsight and was able to filter primary sources before making an interpretation. However, one limitation of this source is its origin, Williams' journal article is a second hand account of events in 1963 and hence may present inaccuracies as the information provided in the article may be skewed due to the time

Explain how - what are disadvantages

Finally, we thought it would be helpful for our parent community to see some of our teachers in action during Virtual School, and have prepared a short video which gives a window into Mr Lawrence delivering verbal feedback, Miss Sousa discussing integrity in the classroom and Mr Tay and his classroom set up; we hope it is insightful and we will develop this insight into school life in a future HS Teaching and Learning coffee morning before Christmas.

The link to the video can be found on our SJIIM Youtube channel [Here](#).

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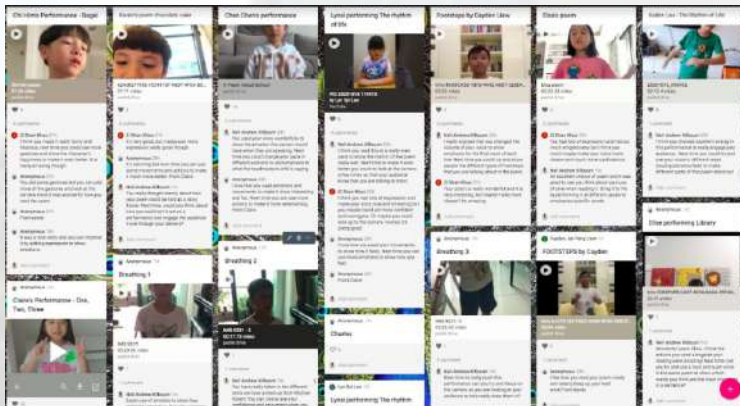
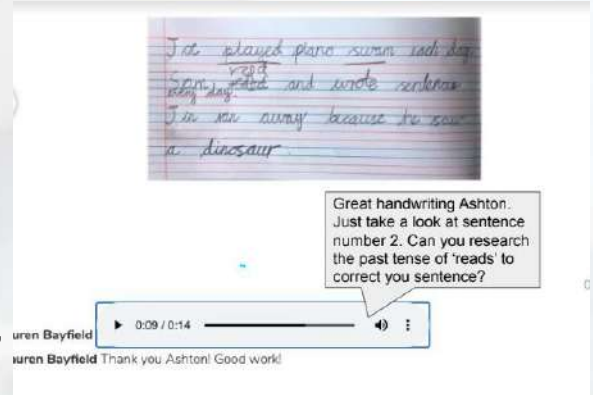


### Student Feedback During Virtual School: Elementary School

We realise there are differences between coming on-site to school and working virtually. However, teachers are still able to give high-quality developmental feedback to students in our virtual learning environment. Teachers are giving verbal feedback in Zoom sessions and in smaller group break out rooms, but in addition to this, some of our new technology platforms have been able to enhance our Ability to provide quality feedback.

In the younger years, students are using Seesaw, which allows for verbal feedback to be recorded between teachers and students, as well as written comments to go back and forth. Here, Mrs Bayfield has given feedback, which the student then acted on to improve his work.

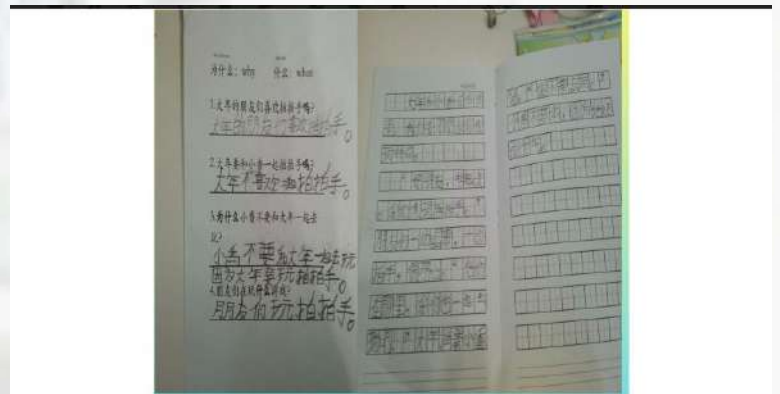
Using the blog function, students can also give feedback to one another, as we would in school.



Our older children are using a range of new technologies to share their learning and give each other feedback. Shown here is Mr Kilburne's class. Students used padlet to post recordings of their performance poetry and share it with the class. Then, Mr Kilburne and other students gave their classmates feedback on what they did really well and how they could improve their work.

This same type of feedback is happening in language lessons as well. Our language teachers have expanded the range of platforms that they are using this term and they have been working hard to learn new features.

If virtual learning continues, our staff professional development will focus on how we can continue to develop our technical competencies and provide varied and engaging learning experiences for the children.

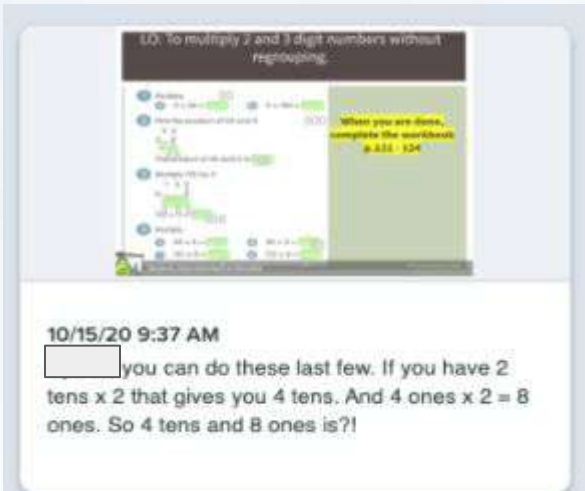
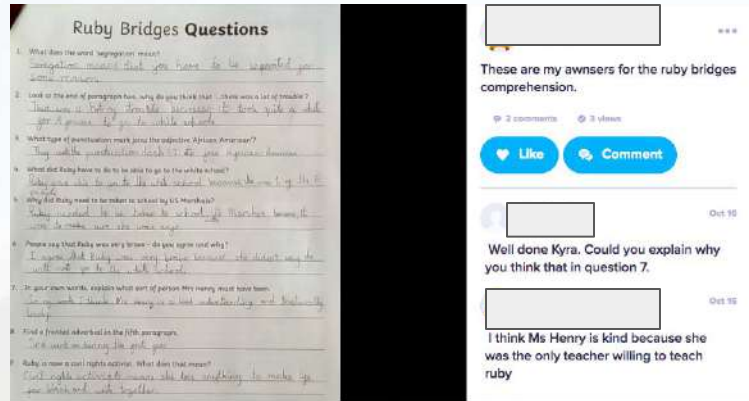


Oct 15, 2020  
● Jimmy Lim 1. Correct. Well done. 2. Question means do Da Nian want to do 拍拍手 together with Xiao Xiang? The answer should be 大年要和小香一起玩拍拍手。

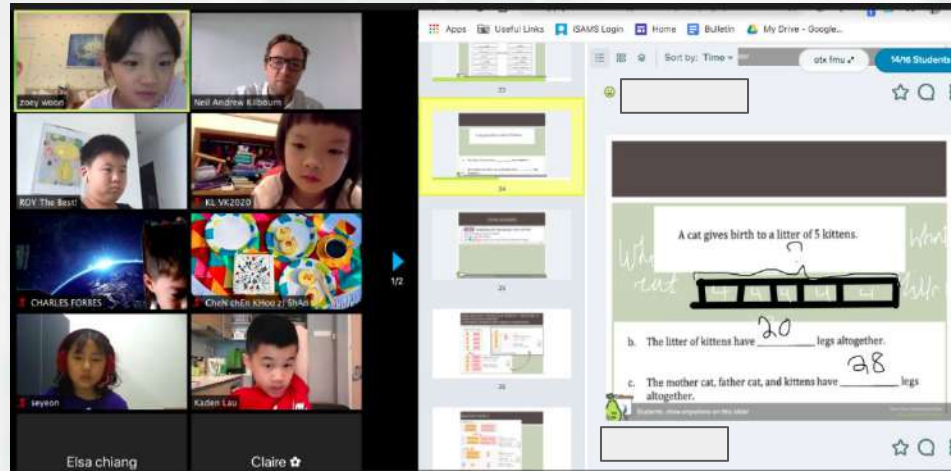
# Elementary Weekly Update



In Year 5, when students are completing work from their take-home packs, they post it to ClassDojo, so the teachers can check in and help them to push their thinking onward.



The older children have been using Peardeck, which allows them to work during Zoom sessions, while giving the teacher the ability to view all of the different students' work. Then, if students need help, the teacher can support and instruct them further.



## Alumni Giving Back

One for the core values fostered by the Lasallian education at St. Joseph's is service. For the month of October we welcomed an alumni, Ms. Gin Low, returning to school to support our students in the Early Years programme. Ms. Gin Low graduated from SJIIM in 2020 and will soon be pursuing her Bachelor of Laws degree.

When asked what she enjoyed about her time in Early Year Ms Gin Low shared, "I enjoyed working with the students as it reminds me of my youth and how far I have come. The students are really loving and being my first time working with students who are really young, I learned a lot about myself in terms of patience and being able to interact with many different types of personalities." It is heartwarming to have our alumni give back to our school and also to know that when they return they continue to learn and grow.



## Musical Excellence

Big congratulations to Jiwoo Park, winning the Silver Award in a recent Cello Competition. Jiwoo kindly performed her piece to us in virtual lesson, and even gave us good tips on how to practice: a short but focused 30 minutes practice everyday! Thanks Jiwoo! - Mr Leung

# High School Update



## So You Think You Can Debate

Sandra Ong from Year 11 has organised an online debate competition to take place on the 5th, 6th and 12th December. The style of debate will be British Parliamentary. Whilst this is not a school event, we applaud Sandra for organising this. It will feature organisers and competitors from Malaysia, Singapore, USA, UK and Korea. The programme looks really exciting and we are sure that SJIIM will be well represented.

For information about the competition or how to register your team, please contact Sandra Ong - 23song@sj-international.edu.my

## Celebrating Deepavali

On Thursday 12th November, in line with the Elementary School, students in the High School may come to school in traditional dress to celebrate Deepavali. We will then follow this up with some activities the following week.

## Music CCAs

As well as our after school CCAs starting after the half term, we will also have a number of lunchtime clubs available for students to be involved in. All of the clubs, unless otherwise advertised will be held in A4-05 (the large music room). (Please attach Music HS CCA Program image)

If virtual schooling continues, there will be virtual opportunities to become involved with in some of these activities and others, which will be leading towards our Christmas Carol Concert to be aired at the end of this term. From - **Mr Stacey**

## Instrumental Music Lessons

Many lessons went ahead successfully this week as we moved to online learning platforms. Thank you to all the arrangements parents made to support this where appropriate. We are so grateful for our amazing teachers and their expertise in this area.

If face to face schooling does not continue after the break we will arrange for all students who have engaged in online lessons this week to continue.

At the end of term, refunds will be arranged for the lessons missed due to CMCO. - From **Mr Hague**

**MUSIC HS CCA PROGRAM**

**Mon** "POLYPHONIX" HIGH SCHOOL CHOIR LUNCHTIME  
An opportunity to develop your skills in voice, whilst studying a breadth of styles of Music, including Acapella, Popular and Traditional.

**Tues** SJIIM ORCHESTRA CCA  
Develop your ensemble skills and play a diverse repertoire with like minded musicians. For students with Grade 5+ on their chosen instrument.

**Weds** PERFORMANCE REHEARSALS LUNCHTIME  
Work towards performances as part of a group or solo. Including both Drama and Music, this is your chance to shine!

**Thurs** PERFORMANCE REHEARSALS CCA  
Work towards performances as part of a group or solo. Including both Drama and Music, this is your chance to shine!

**Fri** IGCSE MUSIC WORK CLUB LUNCHTIME  
An opportunity to level up your IGCSE game. For all IGCSE Music students and those looking to take IGCSE Music.



# High School Update



## Student Led Conferences - 2 November to 11 December

Over the next half-term, all students in the high school will be taking part in a process of student led conferences (SLCs). There is a great deal of research about the positive impact of SLCs on students' learning, and in particular on their sense of ownership of that learning.

Students will use the document linked below for their year group as a soft copy to reflect on their approaches to learning this term so far, and then to use these written reflections as the basis for their SLCs with teachers, form tutors and parents in a three step process. There is an explanation of this process and the timeline on the first page of the documents.

[Ys 7-9 SLC booklet](#)

[Ys 10-11 SLC booklet](#)

[Ys 12-13 SLC booklet](#)

We are hopeful that the discussions with teachers and form tutors will be able to take place in school during lessons and tutor time between 2 November and 4 December. In case the current CMCO is extended, these will take place on video calls at the same times in the school day.

We would be grateful for parents' support in encouraging their child(ren) to fill in this booklet with brief notes in the period leading up to the start of this process on 2 November.

Please contact Mrs. Fitzgerald at [mfitzgerald@sjj-international.edu.my](mailto:mfitzgerald@sjj-international.edu.my) in case you have any questions about this.

There will also be an information session on Zoom about the SLCs for parents on **Tuesday 10 November at 10am**. Below are the details where you can join the call, and it will also be recorded in case some parents are not able to attend.

<https://us02web.zoom.us/j/82744459968?pwd=TksxbXltUnpmd0hlc2FsTFYySnNGUT09>

Meeting ID: 827 4445 9968

Passcode: 584116

# 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](#)



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



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



[CCA \(Schoolsbuddy\)](#)