



AGE QUOD AGIS
(DO WELL IN WHATEVER YOU DO)



Our School
Motto

AGE QUOD AGIS

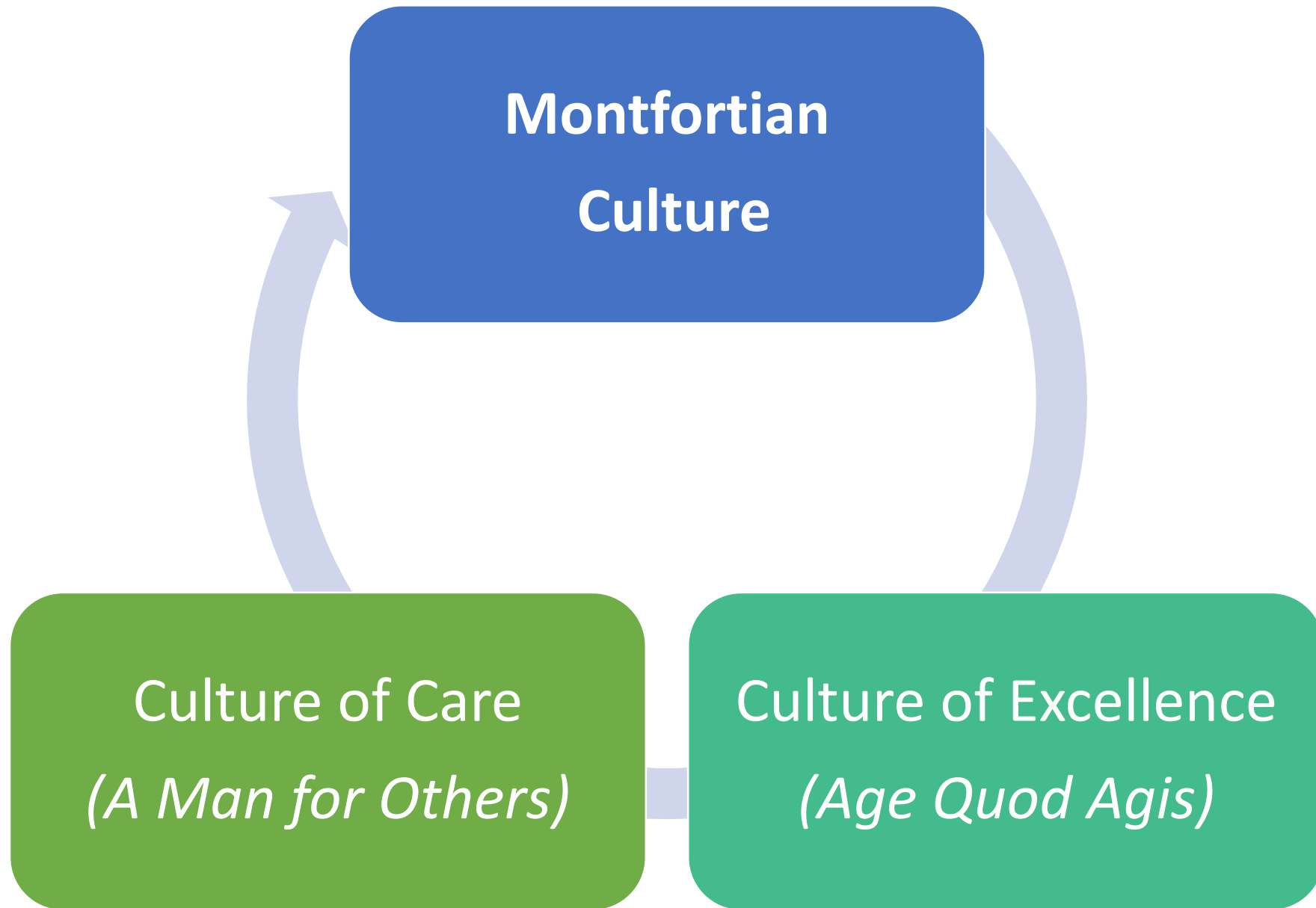
Do Well in Whatever You
Do



Our Vision

A Montfortian
A Man for Others





Our
Montfortian
Values

Compassion

Humility

Respect

Integrity

Service

Team spirit

Excellence



Our Catholic Ethos

- Daily prayers
- Quiet Time
- Assembly spiritual sharing
- Faith based character development for Catholics
- Rosary – Friday morning
- Masses – 1st Tuesday, Termly, Feast Days
- Prayer Room, Chapel



WHAT

- GLOBALIZATION
- CORPORATE SOCIAL RESPONSIBILITY (CSR)

WHO

- KNOWLEDGE ECONOMY
- SKILL SHORTAGES
- SHIFTING DEMOGRAPHICS

TEN WORKFORCE TRENDS

HOW

- INTERNET OF THINGS (IoT)
- CULTURE OF CONNECTIVITY
- SOCIAL NETWORKS

WHERE

- EMPLOYMENT TO DEPLOYMENT
- AGILE WORKING

Trends

<https://www.ajoconnor.com/blog/leadership-2020-10-workforce-trends-10-critical-leadership-competencies>



VUCA

Environment



Complexity
Multiple key decision factors

Volatility
Rate of change

Ambiguity
Lack of clarity about meaning of an event

Uncertainty
Unclear about the present



Popular Careers in 2100

Gene Programmer

Food Engineer

Bioengineer

Brain Augmenter

Weather Controller

Spaceport Traffic Control

Human-related Spacecraft Maintenance

Nature Conservationist

Ethics Lawyer- for memory augmentation, genetic programming, etc.

Domestic Robot Programmer



<https://www.futurist.com/2013/04/16/top-10-future-careers-in-2050-and-2100/>



A Man for Others

Learn how to learn

Learn how to identify problems

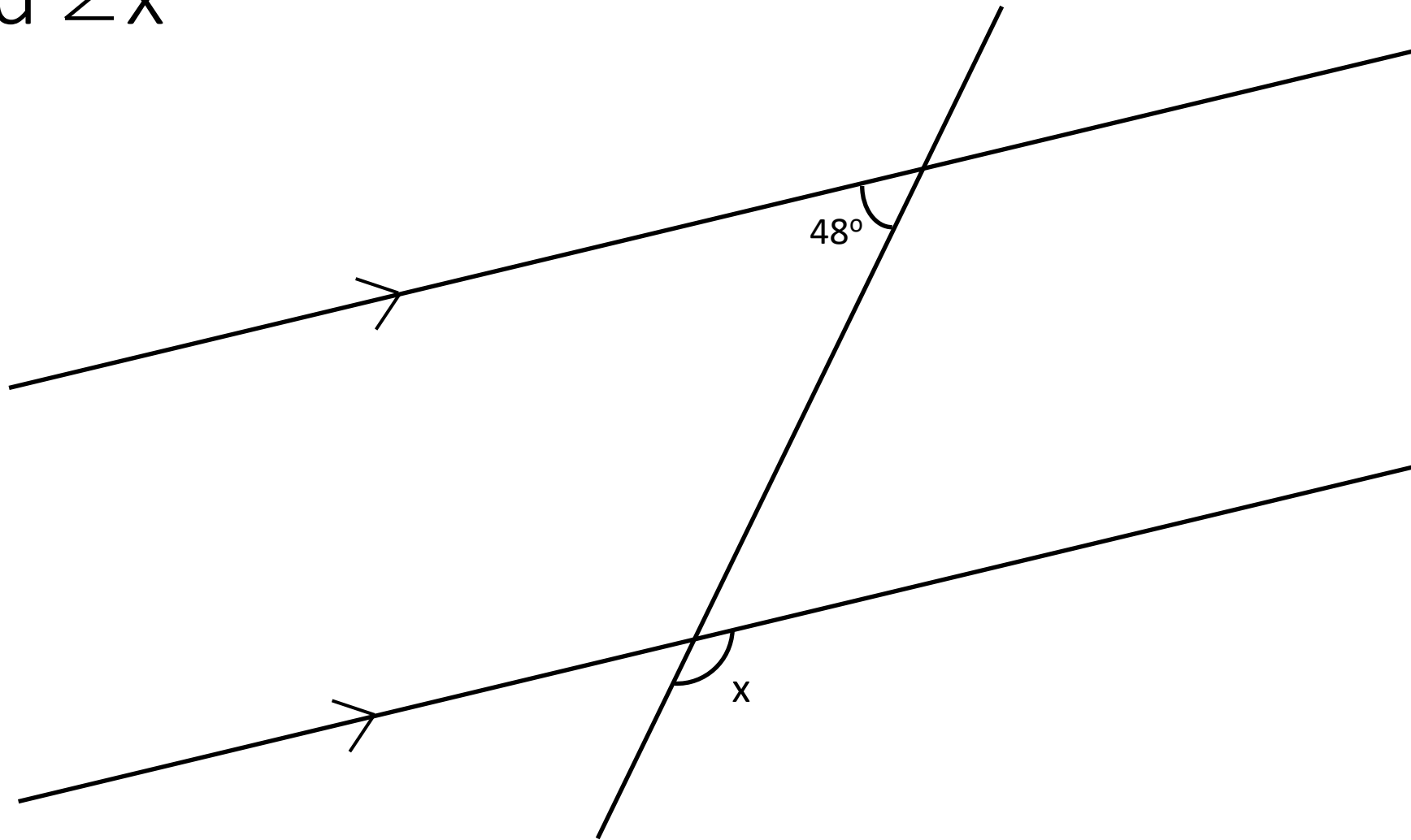
Learn how to look for solutions

Learn how to match the best possible solution to the problem

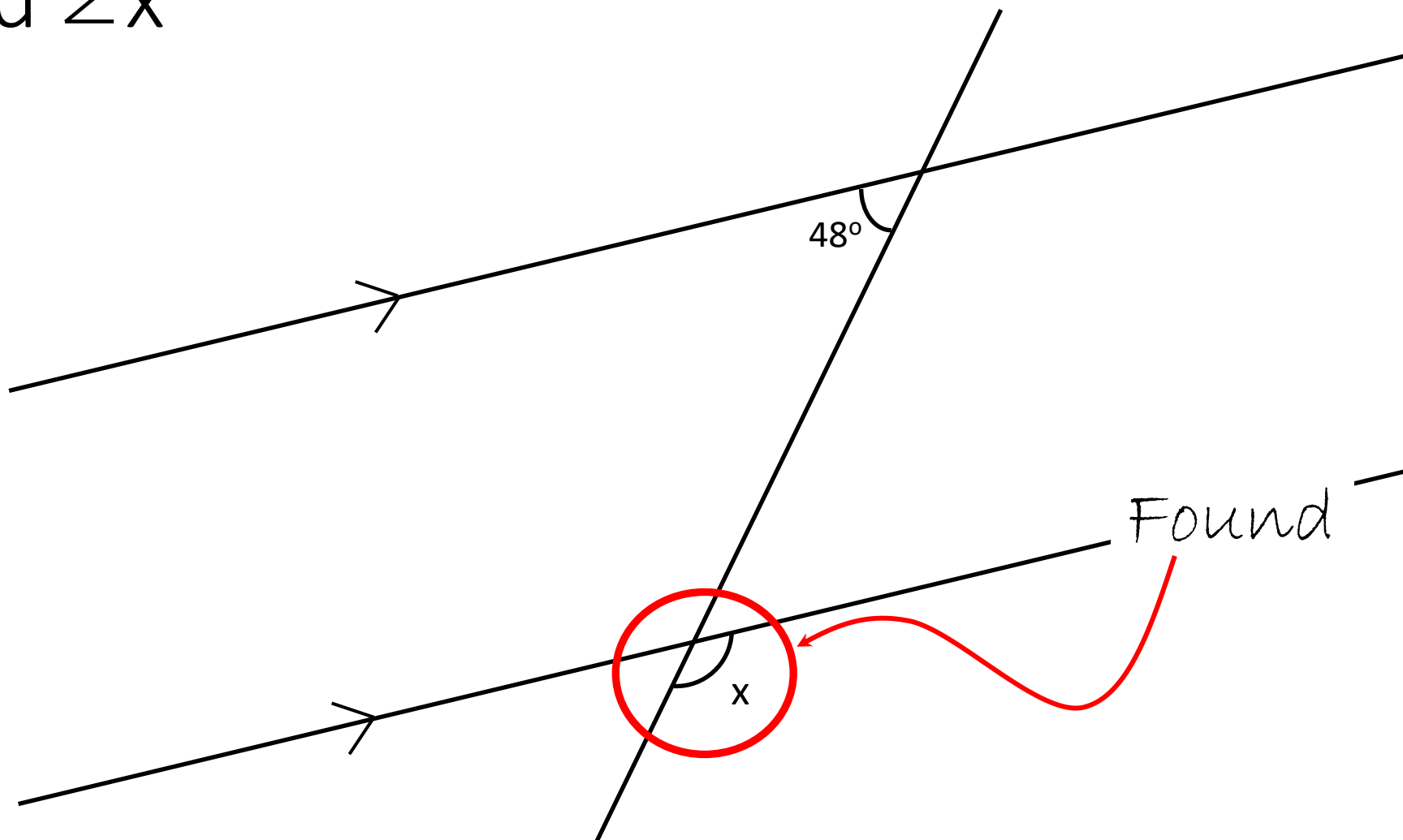
Learn to communicate it coherently to others



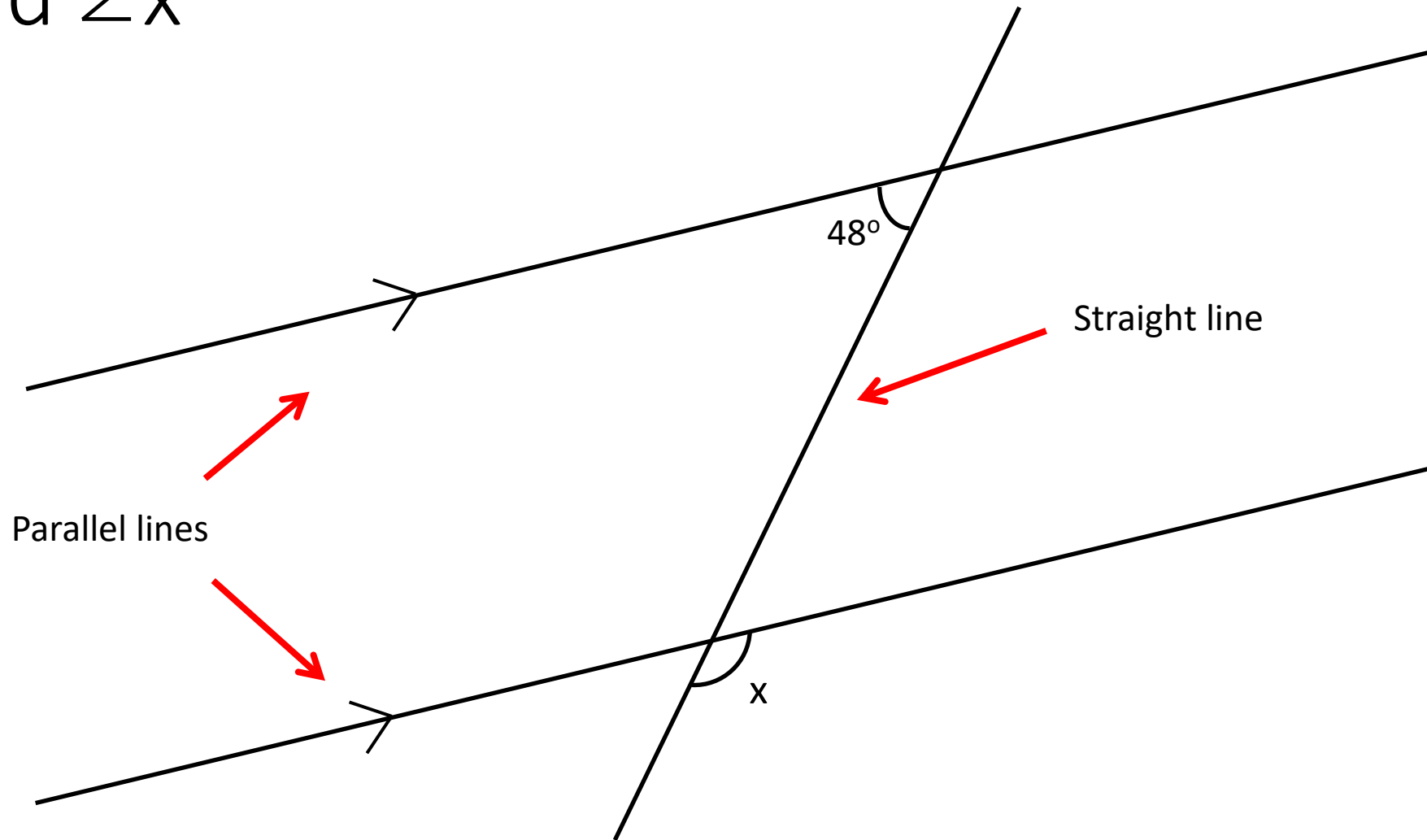
Find $\angle x$



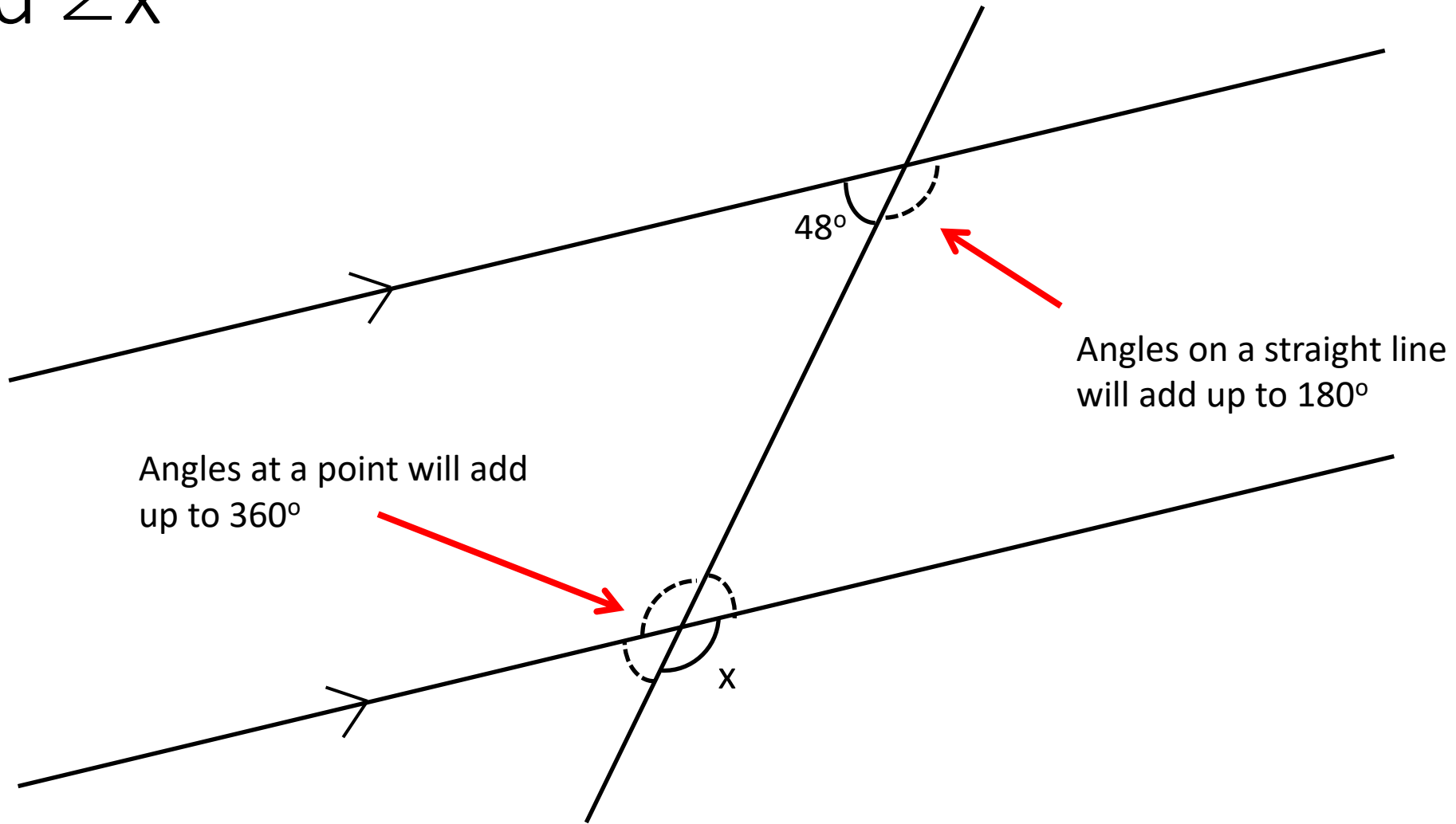
Find $\angle x$



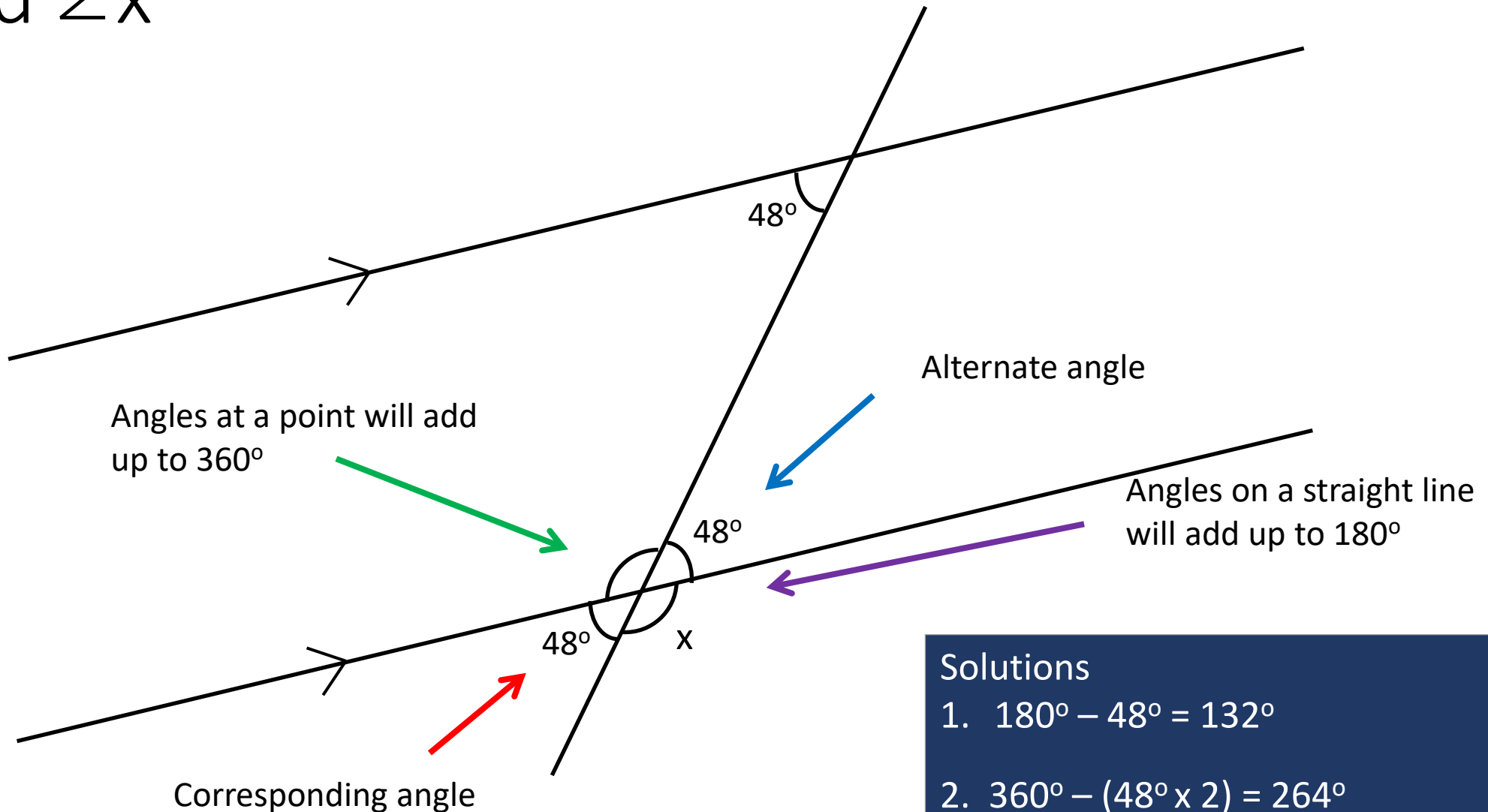
Find $\angle x$



Find $\angle x$



Find $\angle x$



Solutions

1. $180^\circ - 48^\circ = 132^\circ$

2. $360^\circ - (48^\circ \times 2) = 264^\circ$

$264^\circ \div 2 = 132^\circ$



Examples of lifelong learning skills practiced in the different subject disciplines

Logic

Critical

Creativity

Generalisation

Literal interpretation

Scientific thinking

Inferential interpretation

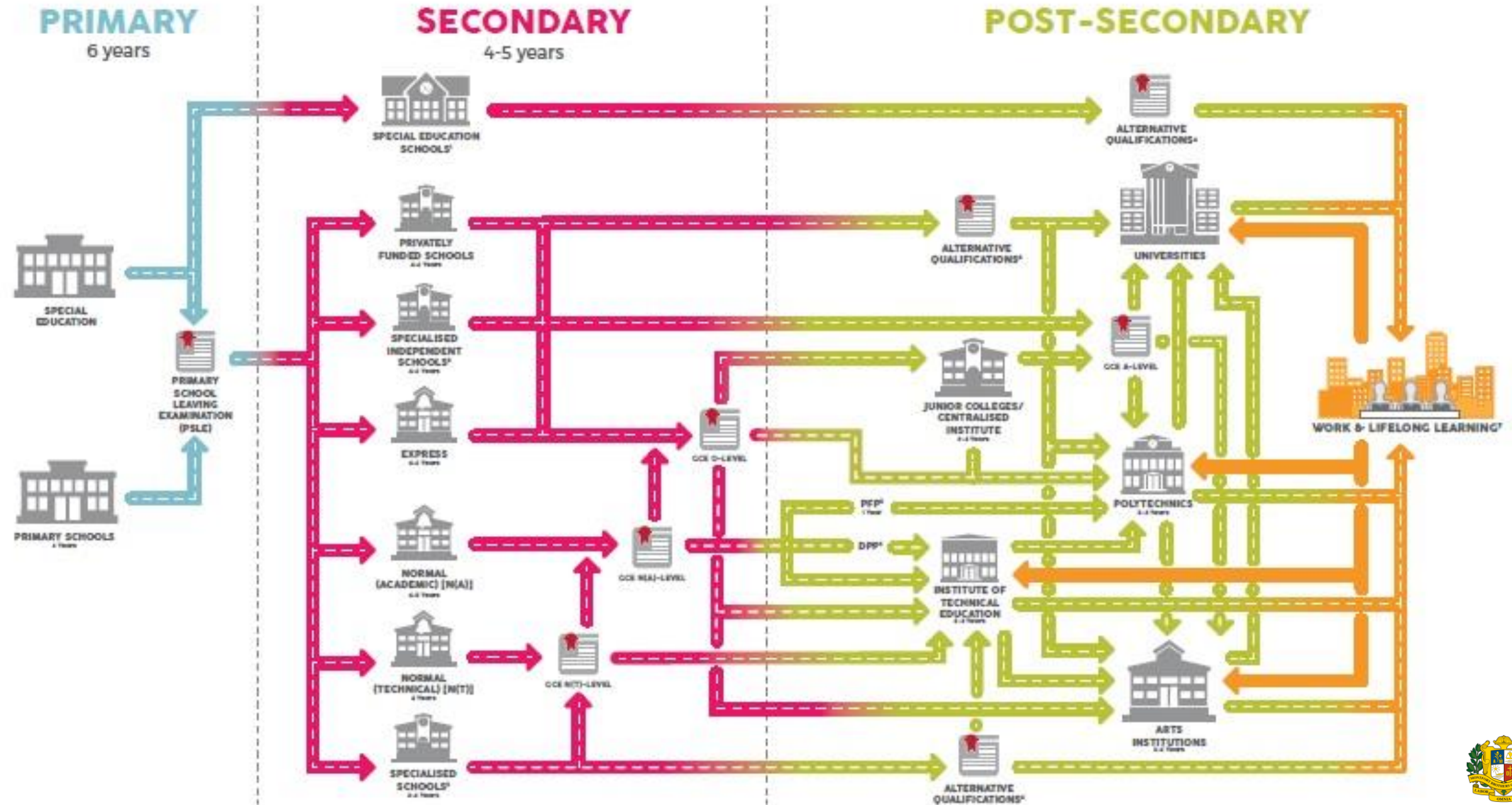
Spatial visualisation

Abstraction

Data analysis



Singapore's Education System : An Overview



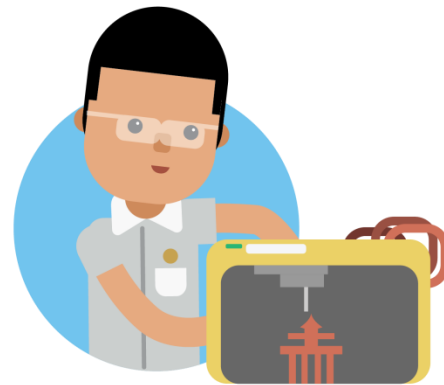
What our children need?



STRONG FOUNDATION

STUDENT CENTRIC

- Literacy
- Numeracy
- Social-emotional core



21ST CENTURY COMPETENCIES

FUTURE CENTRIC

- Global awareness
- Inventive thinking
- Communication

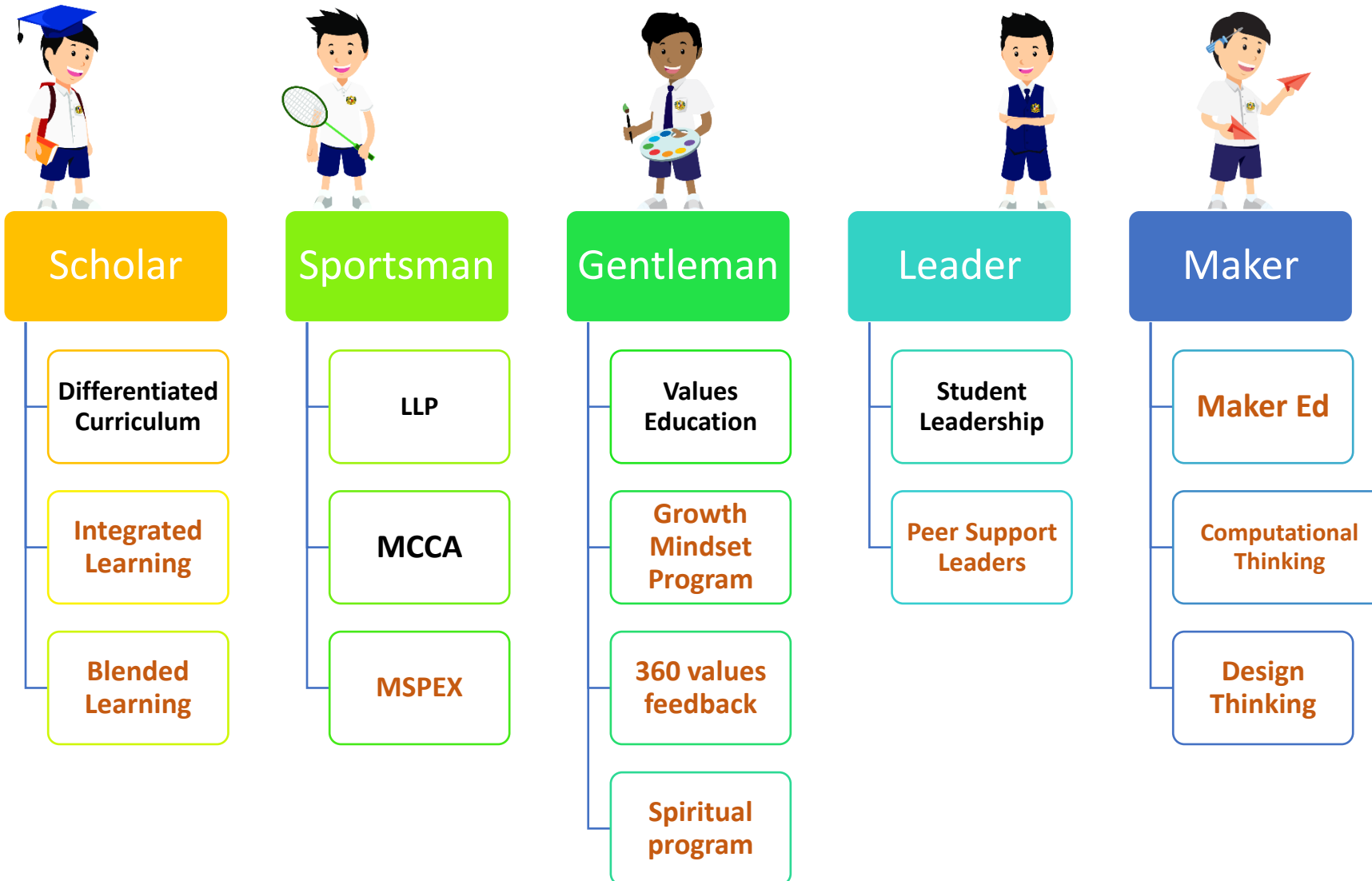


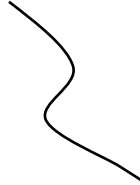
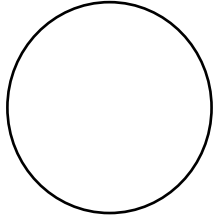
VALUES

VALUE CENTRIC

- Resilience
- Integrity
- Care

Montfort Junior's Design



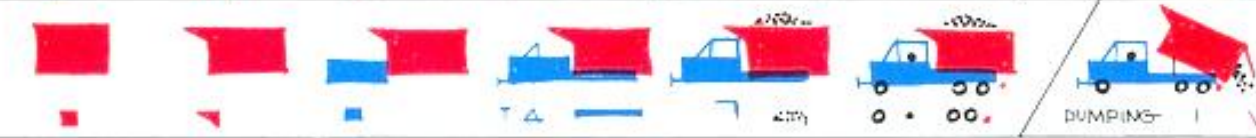


TRUCKS

BIG-TRUCK



DUMP TRUCK



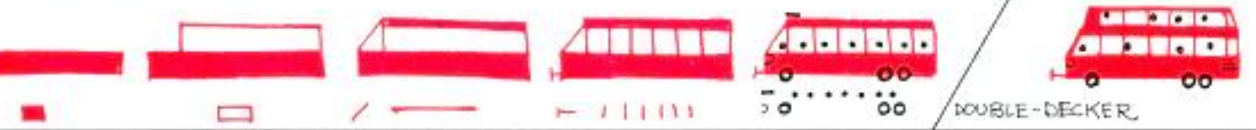
TRASH TRUCK



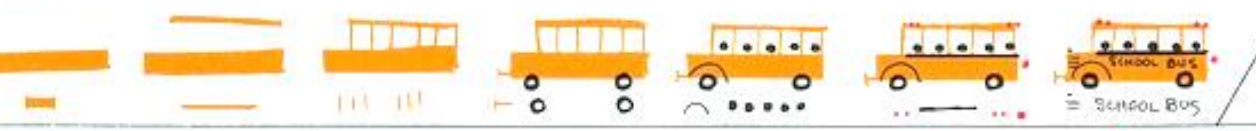
CEMENT TRUCK



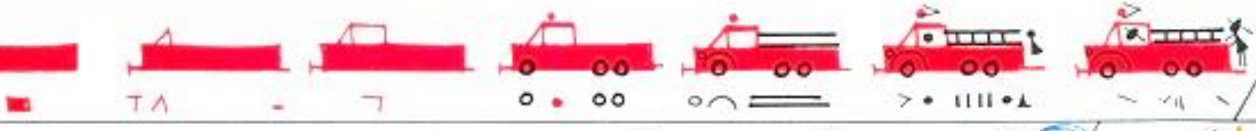
BUS



SCHOOL BUS

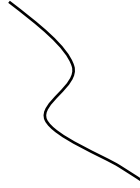
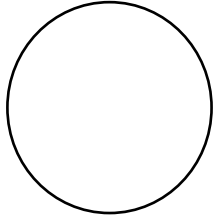


FIRE ENGINE



FIRE ENGINE





Idea

Idea 1

Experience is determined by quality exposure and not number of years

Idea 2

A deficit is the result of a lack of exposure and not a lack of intelligence
(unless the data proves otherwise)

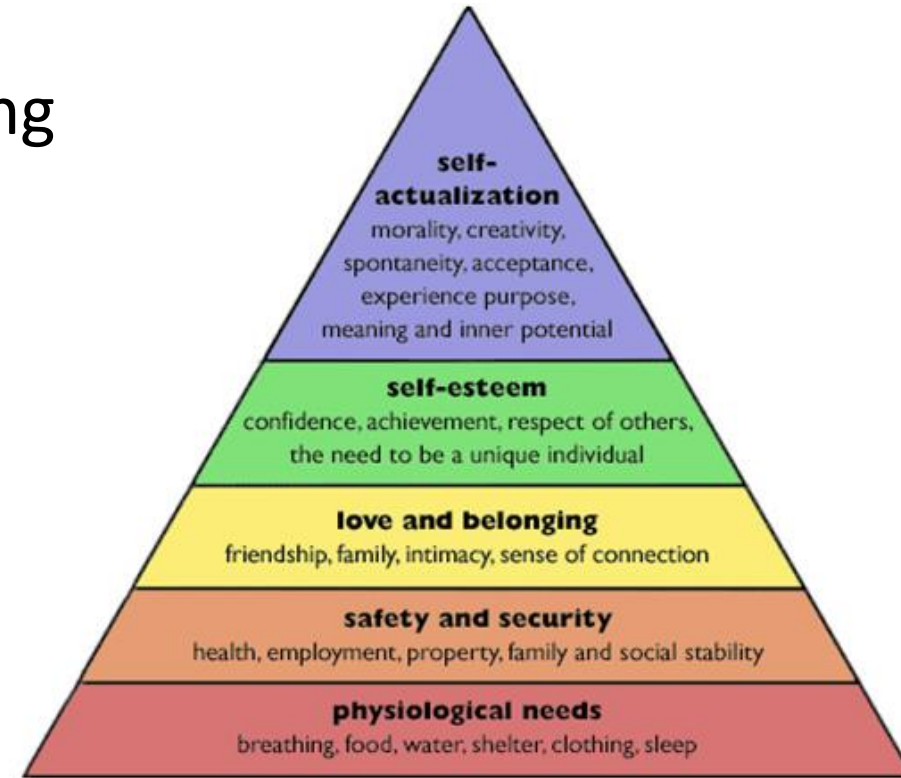


Partnership

School will foster student competency in learning

In **partnership** with parents and guardians who support students in this endeavour

With students owning the responsibility to put in effort and hard work



Idea

Idea 1

Experience is determined by **quality exposure** and not number of years

Idea 2

A **deficit** is the result of a **lack of exposure** and not a lack of intelligence (unless the data proves otherwise)



Students need practice

Choice

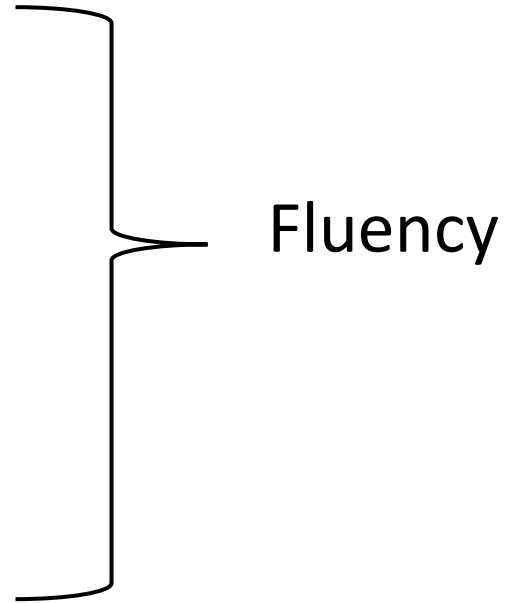
Thinking

Oracy

Written

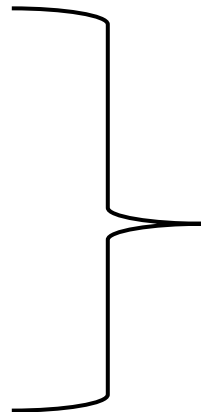
Management

Values



I Do... We Do... You Do... You Do It Alone

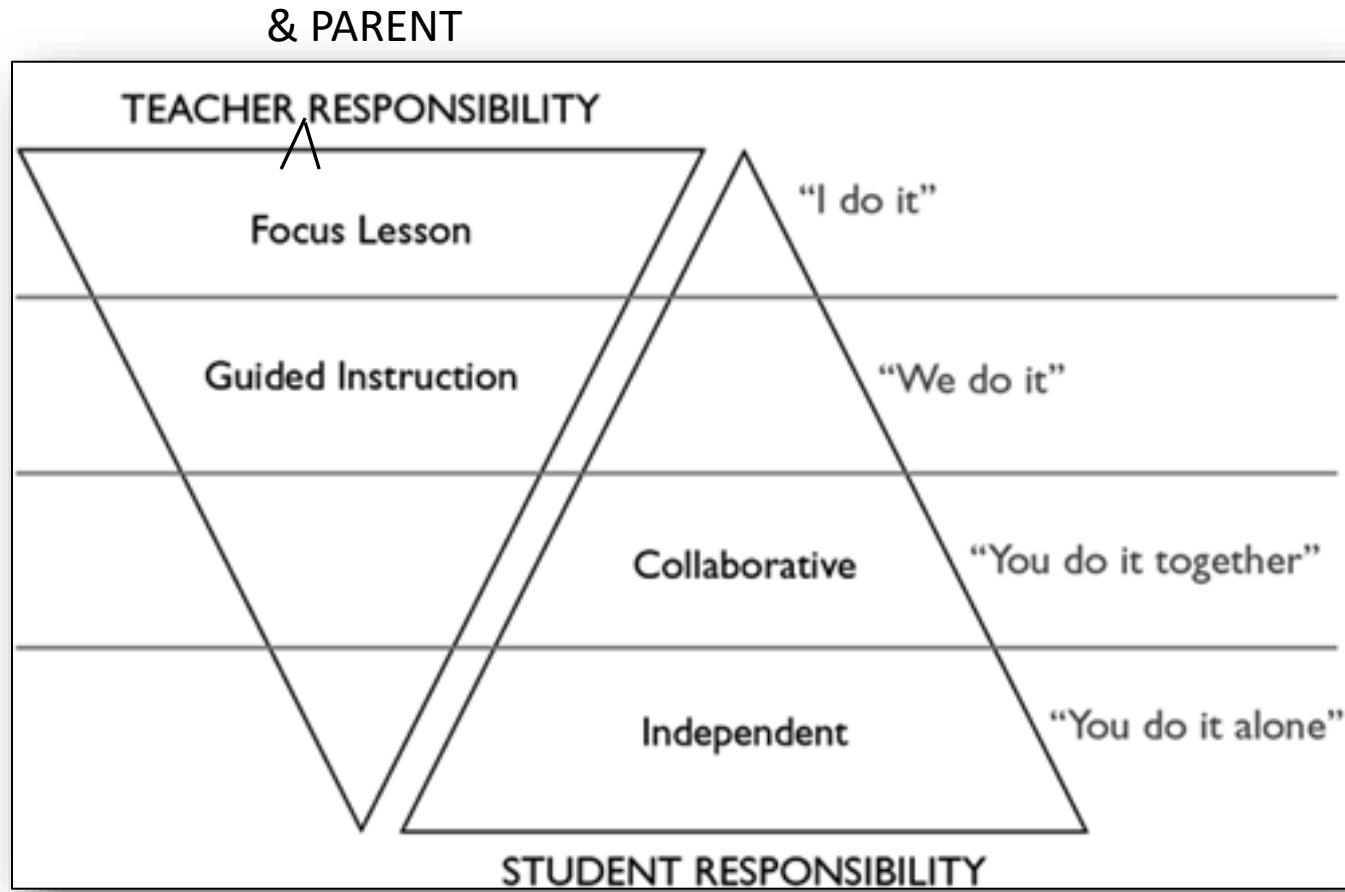
Observe performance
Observe behaviour



Feedback
Role model



Montfort Junior's Design



The school will foster student competency in learning

We do this in partnership with parents and guardians to support students in this endeavour

We want students to own this, be responsible, put in effort and hard work



SMART

Set goals with them

Help them to have a plan

Work with them to monitor their progress

Celebrate success – small and big



SPECIFIC

State exactly what you want to accomplish.



MEASURABLE

Use smaller, mini-goals to measure progress.



ACHIEVABLE

Make your goal reasonable.



REALISTIC

Set a goal that is relevant to your life.



TIMELY

Give yourself time, but set a deadline.

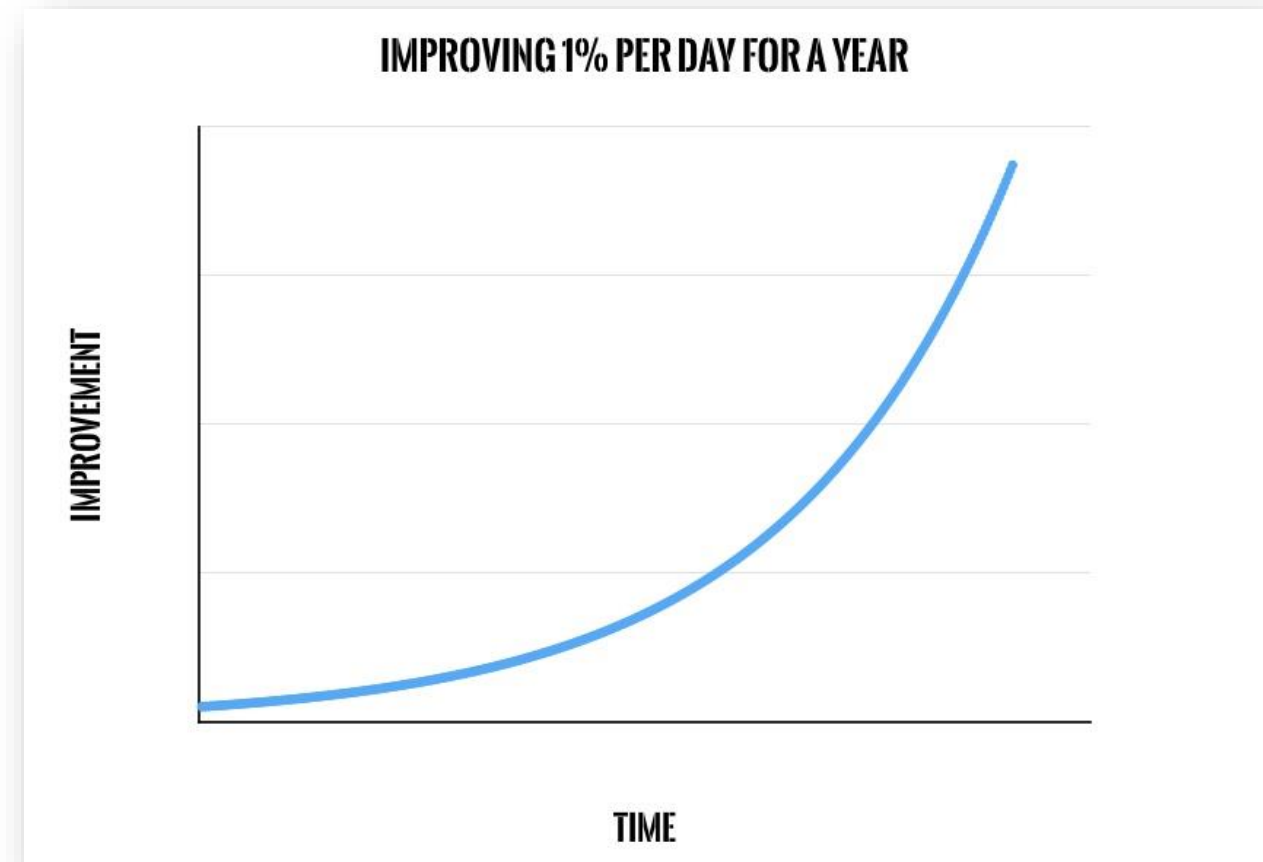


Marginal Gains

It is not about the occasional Herculean effort we make every once in a blue moon.

It is about all those tiny things we do habitually that we can improve on just 1% at a time.

Those things **really** add up.



Example of gains

Day	Current	Target	Gain	Total
1	40.0	1%		

Example of gains

Day	Current	Target	Gain	Total
1	40.0	1%	0.4	40.4

Example of gains

Day	Current	Target	Gain	Total
1	40.0	1%	0.4	40.4
2	40.4	1%	0.4	40.8
3	40.8	1%	0.4	41.2
4	41.2	1%	0.4	41.6
5	41.6	1%	0.4	42.0
6	42.0	1%	0.4	42.5
7	42.5	1%	0.4	42.9
8	42.9	1%	0.4	43.3
9	43.3	1%	0.4	43.7
10	43.7	1%	0.4	44.2

Example of gains

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10	43.7	1%	0.4	44.2
20	48.3	1%	0.5	48.8

Example of gains

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9	43.3	1%	0.4	43.7
10	43.7	1%	0.4	44.2
20	48.3	1%	0.5	48.8
30	53.4	1%	0.5	53.9

Example of gains

Day	Current	Target	Gain	Total
1	40.0	1%	0.4	40.4
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9	43.3	1%	0.4	43.7
10	43.7	1%	0.4	44.2
20	48.3	1%	0.5	48.8
30	53.4	1%	0.5	53.9
40	59.0	1%	0.6	59.6

Example of gains

Day	Current	Target	Gain	Total
1	40.0	1%	0.4	40.4
2	40.4	1%	0.4	40.8
3	40.8	1%	0.4	41.2
4	41.2	1%	0.4	41.6
5	41.6	1%	0.4	42.0
6	42.0	1%	0.4	42.5
7	42.5	1%	0.4	42.9
8	42.9	1%	0.4	43.3
9	43.3	1%	0.4	43.7
10	43.7	1%	0.4	44.2
20	48.3	1%	0.5	48.8
30	53.4	1%	0.5	53.9
40	59.0	1%	0.6	59.6
50	65.1	1%	0.7	65.8

Example of gains

Day	Current	Target	Gain	Total
1	40.0	1%	0.4	40.4
2	40.4	1%	0.4	40.8
3	40.8	1%	0.4	41.2
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10	43.7	1%	0.4	44.2
20	48.3	1%	0.5	48.8
30	53.4	1%	0.5	53.9
40	59.0	1%	0.6	59.6
50	65.1	1%	0.7	65.8
92	98.9	1%	1.0	99.9

Marginal Gains

It is not about the occasional Herculean effort we make every once in a blue moon.

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Montfort Junior School partnership

Parents

Attendance

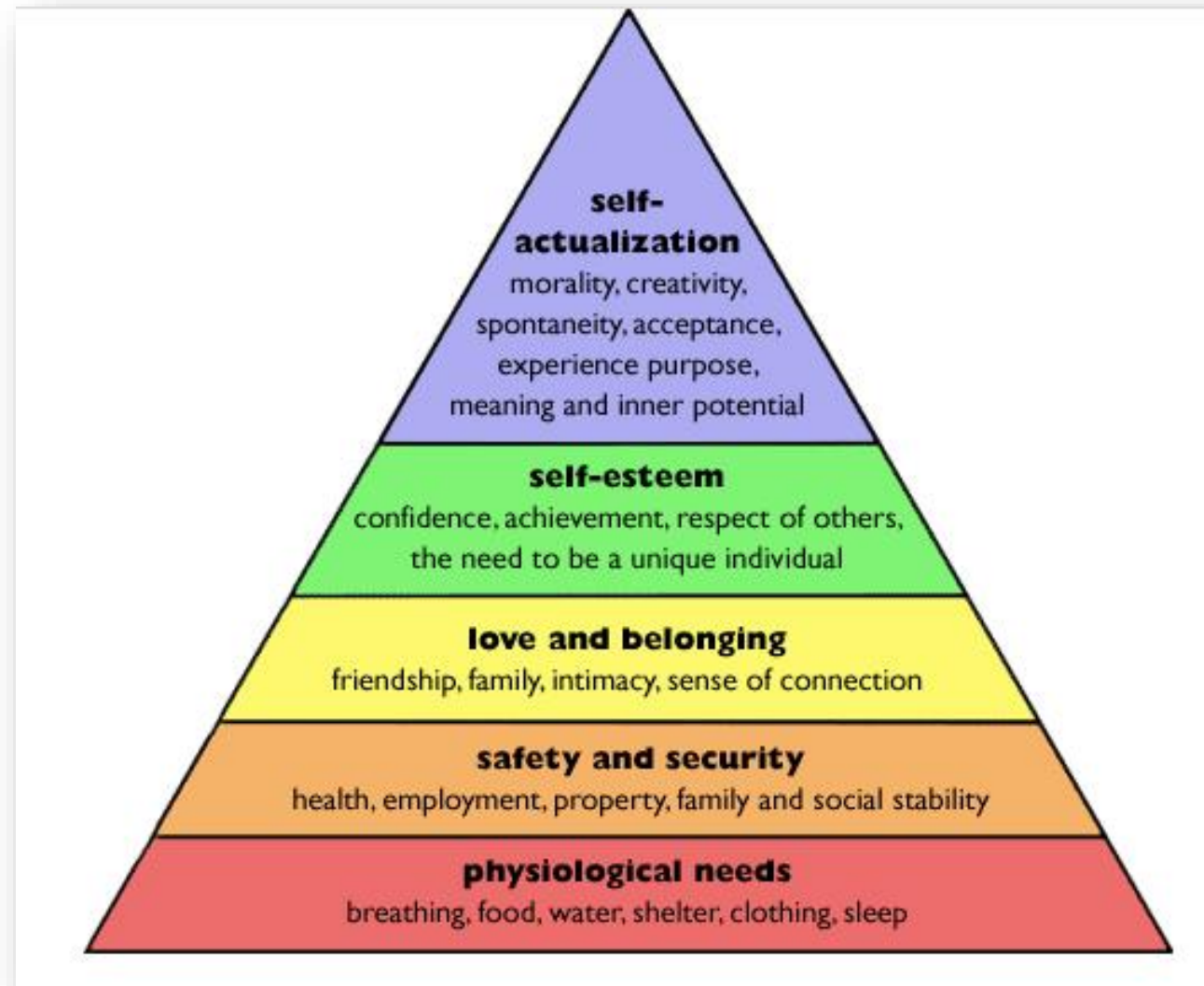
Attention

Needs

Support

Partnership

Care



School

Teach

Learn

Opportunities

Success

Celebrate

Care



Curriculum Highlights

2023

English

Mdm Siti Nur Hajar
Subject Head

Focus of English

Reading

- Shared book approach
- Daily 10min independent silent reading / read aloud
- Weekly library period
- Monthly thematic library activities

★ *Students must bring an English storybook daily* ★

Writing

- I Can Write modules
 - Process writing skills
- Quick Writes
 - Responding to prompts based on Stellar texts
- Two Stars & A Wish
 - Self-assessment through qualitative feedback
- LEGO
 - Story boarding

Speaking

- Power Up modules
 - Systematic teaching of oral skills
- Use of online platforms such as Seesaw to practise reading and speaking skills
- Choral reading
- Speech and Drama

Listening

- Develop awareness of listening skills
 - Listening for a sustained period
 - Active listening

Language Use: Grammar, Vocabulary, Comprehension, Spelling



Key Programme Highlights for P1

Term 1 Read and Share Book Jacket Thematic library activities	Term 3 Learning Journey Thematic library activities
Term 2 Literature Appreciation Thematic library activities Holistic Development Profile Reporting	Term 4 Book Character Day Speech and Drama Thematic library activities Holistic Development Profile (HDP) Reporting

Key Programmes Highlights for P2

Term 1 Literature Appreciation Thematic library activities	Term 3 Learning Journey Thematic library activities
Term 2 Thematic library activities Holistic Development Profile (HDP) Reporting	Term 4 Book Character Day Speech and Drama Thematic library activities Holistic Development Profile Reporting



Holistic Assessment

Learning Outcomes	Evidences of Learning
<p>Reading</p> <ul style="list-style-type: none">- Demonstrate basic word recognition skills- Understand Primary 1 texts and are able to identify simple aspects of fiction	<p>Shared Book Approach lessons Spelling review lessons Reading running record <i>Performance task: Reading Aloud</i></p>
<p>Writing</p> <ul style="list-style-type: none">- Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing- Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events	<p>Learning sheets Penmanship Spelling quizzes <i>Performance task: Writing a story</i></p>

Holistic Assessment

Learning Outcomes	Evidences of Learning
<p>Speaking</p> <ul style="list-style-type: none">- Speak clearly to express their thoughts, feelings and ideas- Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions	<p>Teacher-student & student-student interactions</p> <p><i>Performance tasks: Show & Tell and Stimulus-based conversation</i></p>
<p>Listening</p> <ul style="list-style-type: none">- Listen attentively and follow simple instructions	<p>Classroom observations</p> <p>Listening tasks</p>

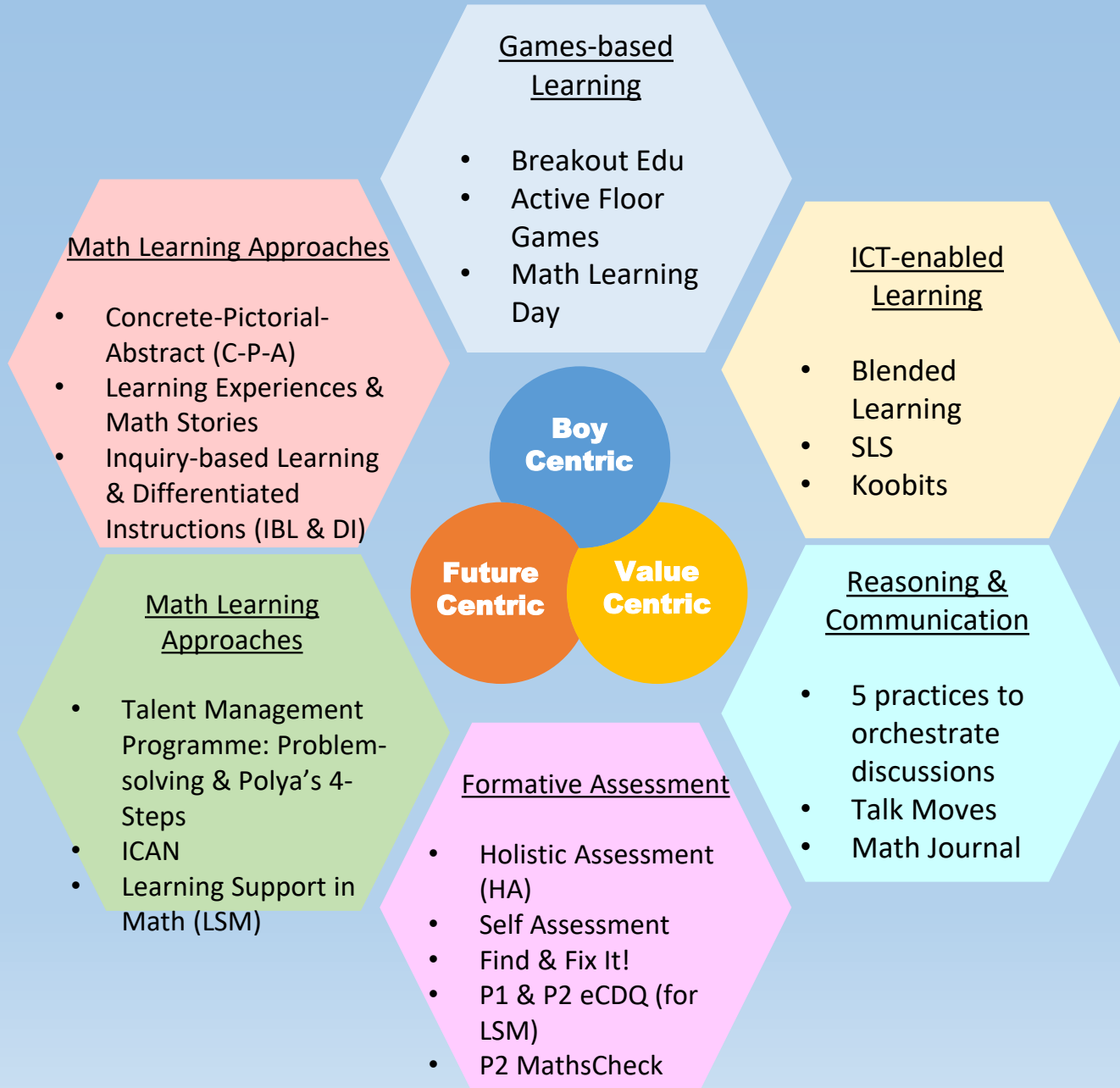
How to Help Your Child

Be a role model: Empathetic communicator, Discerning Reader, Creative Inquirer

Mathematics

Mrs Jasmine Lee
Head of Department

Focus of Mathematics



How to help your child

- Empower him
- Believe in him
- Talk to him
- Expose him to work with Math on real-life contexts
- Give him time to learn
- Allow him to make mistakes and learn from mistakes
- Check his progress
- Communicate with his Math teachers
- Work on his areas for growth with given feedback
- Be present

Key Programme Highlights for P1 Term 1 – 4

Term	Key Programme Highlights
1 to 4	<ul style="list-style-type: none"> • Experiential Learning through games-based, activity-based and ICT-enabled experiences • Holistic Assessment
3 & 4	Breakout Edu (Escape Game)
4	<ul style="list-style-type: none"> • TMP: Problem Solving & Polya's 4 Steps • Montfort Minimart
2 & 4	<ul style="list-style-type: none"> • Holistic Development Profile Reporting (with PCTC and PTM) • eCDQ (online assessment for LSM)

Key Programme Highlights for P2 Term 1 – 4

Term	Key Programme Highlights
1 to 4	<ul style="list-style-type: none"> • Experiential Learning through games-based, activity-based and ICT-enabled experiences • Holistic Assessment
2 & 3	Breakout Edu (Escape Game)
4	<ul style="list-style-type: none"> • TMP: Problem Solving & Polya's 4 Steps • Montfort Minimart • P2 MathsCheck (online assessment)
2 & 4	<ul style="list-style-type: none"> • Holistic Development Profile Reporting (with PCTC and PTM) • eCDQ (online assessment for LSM)

Holistic Assessment

Term 1	Term 2	Term 3	Term 4
HA1	HA2	HA3	HA4
<p><u>Review 1 (Book A)</u></p> <ul style="list-style-type: none"> Numbers to 10 Addition Subtraction <p><u>Retrieval Practice 1</u></p> <ul style="list-style-type: none"> Numbers to 10 Addition Subtraction 	<p><u>Review 2 (Book A)</u></p> <ul style="list-style-type: none"> Shapes Ordinal Numbers <p><u>Review 3 (Book A)</u></p> <ul style="list-style-type: none"> Numbers to 20 Addition and Subtraction <p><u>Retrieval Practices 2 & 3</u></p> <ul style="list-style-type: none"> Shapes Ordinal Numbers Numbers to 20 Addition and Subtraction within 20 	<p><u>Review 4 (Book A)</u></p> <ul style="list-style-type: none"> Picture Graphs Numbers to 100 <p><u>Review 5 (Book B)</u></p> <ul style="list-style-type: none"> Addition and Subtraction within 100 Length <p><u>Retrieval Practices 4 & 5</u></p> <ul style="list-style-type: none"> Picture Graphs Numbers to 100 Addition and Subtraction within 100 Length 	<p><u>Review 6 (Book B)</u></p> <ul style="list-style-type: none"> Multiplication and Division <p><u>Review 7 (Book B)</u></p> <ul style="list-style-type: none"> Time Money <p><u>Retrieval Practices 6 & 7</u></p> <ul style="list-style-type: none"> Numbers to 100 Addition and Subtraction within 100 Length Multiplication and Division MA+Heuristics
<p><u>Math Journal</u></p> <p>Addition & Subtraction</p>	<p><u>Performance Task 1</u></p> <p>Patterns and Shapes</p> <p><u>Performance Task 2</u></p> <p>Picture Graphs</p>	<p><u>Performance Task 3</u></p> <p>Length</p>	<p><u>Performance Task 4</u></p> <p>Time</p> <p><u>Performance Task 5</u></p> <p>Montfort Minimart</p> <p><u>Math Journal</u></p> <p>Look for Patterns with shapes and numbers</p>

Mother Tongue

Mrs Chetra Yanasegaran
Subject Head

Focus of Mother Tongue Languages

Reading	Speaking / Listening	Writing	Programmes
<ul style="list-style-type: none">❖ Daily 10min independent silent reading (need to bring a MT book daily)❖ Weekly library visits❖ Monthly reading activities❖ Read and Share in class	<ul style="list-style-type: none">❖ Show & Tell❖ Hot Seat strategy❖ Listening to Instruction❖ Role Play	<ul style="list-style-type: none">❖ Good Penmanship❖ Writing short phrases/short sentences	<ul style="list-style-type: none">❖ MTL Week – Cultural base Activities❖ Learning Journey❖ Using ICT - SLS

Home Support

- ✓ Set aside time each day for independent reading time
- ✓ Read aloud to your son / read with him
- ✓ Show that you too love reading / books
- ✓ Correct your son's penmanship
- ✓ Check that your son completes his given assignments on time



Holistic Assessment

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">➤ Read Aloud➤ Listening➤ Penmanship	<ul style="list-style-type: none">➤ Oral - Show & Tell➤ Read Aloud➤ Mini Test	<ul style="list-style-type: none">➤ Oral – Draw & Tell➤ Read Aloud	<ul style="list-style-type: none">➤ Read Aloud and Oral Conversation➤ Listening➤ Mini Test

**PE / CCA / Aesthetic
SSGLM (PAL)**

Mr Nizam
Head of Department

Physical Education

3 times a week

PE attire & filled water bottle

No physical activity for 14 days after vaccination or Covid 19 infection

PE teachers will check students' health status before and after PE lessons

If unwell the day before, to inform the Form teacher. An excuse note will be needed



PE highlights

PE Mental Toughness programme

Enrichment programs – Paralympics, Sports Day, PAMM showcase

National Health Group – Healthy Eating & weekly Parents Messages

SSGLM (PAL)

Facilitates the holistic development and develop social-emotional competencies through fun and varied activities:

3 periods in a week

Outdoor Education

Sports & Games

Performing Arts

Visual Arts



CCA for Primary 1 (optional)

Begins in Term 2

Badminton, Football, Taekwondo, Guitar

CCA Selection Day on Weds, 11th January from 8am to 9am



Student Well-Being

Ms Alicia Gomes
Year Head P1&2

At Montfort, 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
- Be more independent and responsible

Every CHILD is Different

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

NURTURING POSITIVE LEARNING ATTITUDES

Developing a
Growth Mindset
will help your
child learn better.

Don't stop
until you're
proud.

Good
attitude.
Maximum
effort.
No limits.

Make your
brain sweat:
fail.
learn.
try again!

BELIEVE
in the
power
of
yet.

Make
today
matter.

you
can
— and you —
will.

EMBRACE
— every —
CHALLENGE.

Learning
has *no*
limits.

— It —
may not
be easy, but
it will be
worth it.

Progress,
not
perfection.

Mistakes
are proof
that you
are
trying.
♥

You CAN
do hard
things.

Asking for help may not seem obvious to a child....



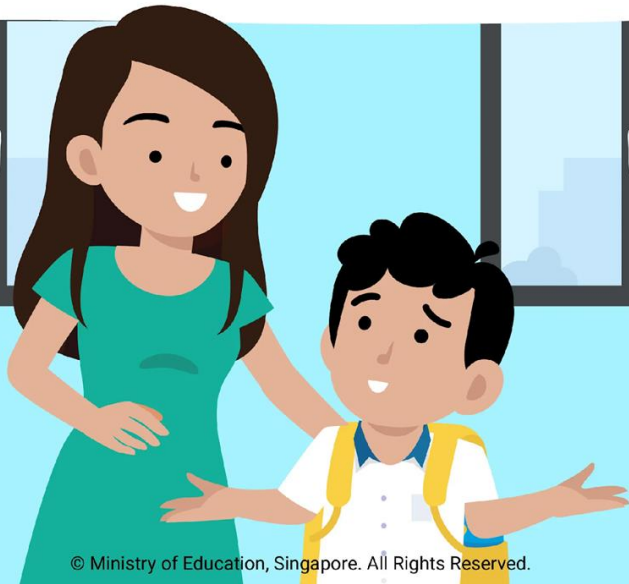
Teach your child that it is OK to ask for help

- 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.**

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

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



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Encourage your child to eat during recess

- Let your child practise ordering food and making payment when out with the family
- If he needs more time to build his confidence or observe how it is done by other students, you may pack a lunch box in the meantime, so he will have something to eat.

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

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

My child takes so long to complete his work. Will he fall behind?



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
- Encourage them. He may not know how to do it yet, but with EFFORT he can improve.

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



Ms Jannie Yen
School Counsellor



POSITIVE PARENTING PROGRAM (TRIPLE P)





WHAT IS TRIPLE P



Secular evidence-based parenting programmes



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Question & Answer Session

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Do Well Whatever YOU DO



Thank You