



HELPING A CHILD SUCCEED AT SCHOOL

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Helping a child succeed at school in these trying times has become challenging not only for school administrators and teachers but also for parents. However, by providing children with the much-needed attention and support for their education, the school and family members can spark interest in them that will make learning well worthy of everyone's effort and sacrifice.

According to the article written by Jessica Lahey, author of *The Gift of Failure: How the Best Parents Learn to Let Go So Their Children Can Succeed*, in the high-pressure, high-stakes game of school, it can be difficult to know which parenting strategies really promote learning. She further stated that a successful experience in school is not only about report cards. Ideally, children will learn how to learn, retain information, think independently, ask questions and develop an increasing sense of competence. To help keep enthusiasm and momentum high throughout the year, here are some guidelines from Jessica Lahey that will ensure you start on the right foot.

Key Values

There is so much to think about each school year, but above all else, these simple rules can help keep you focused on what's most important for school success.

Do

- Focus on the process, not the product.
- Encourage kids to self-advocate.
- Keep a long-term perspective.
- Maintain a healthy sleep schedule.
- Love the child you have, not the child you wish you had.

Don't

- Overschedule.
- Worship grades.
- Encourage helplessness.
- Compare kids to one another.
- Love kids based on their performance.

UPCOMING EVENTS

July

- 30** Muharram
(Islamic New Year)

August

- 2** Academic Awards Day
6 Y10 Commencement
2021/2022



NATIONALHIGH
JAKARTA SCHOOL

WEEKLY BULLETIN

2022-2023

CELEBRATING THE COMMUNITY



29 JULY - 4 AUGUST 2022

Value the Process Over the Product. Very young children are naturally driven to learn and explore. They are at the very beginning of their lifelong quest to understand and gain mastery of the world around them. As they reach out, fall, and get back up again, they gain a heightened sense of mastery, competence and self-efficacy. Somewhere around kindergarten, however, parents and teachers begin to undermine this process by devaluing the process of learning and replacing it with a mad dash for the end products. Suddenly, the intrinsic motivators of natural curiosity, competence and self-efficacy are less valuable than extrinsic motivators such as stickers, points and grades. Unfortunately, extrinsic motivators undermine kids' desire to learn over the long term. Want your kid to lose interest in school? Pay them for their A's and worship at the altar of grades. If you'd instead like your kids to remain curious and hungry for mastery, here are some tips for re-orienting kids' priorities.

Keep report cards off social media and the refrigerator. We can tell our kids that we value learning all we want, but when we gush over grades and stick them to the refrigerator, we show them that what we value most are the grades. Of course, grades are what most parents are stuck with, even if they are flawed and incomplete indicators of learning as well as what's known as an "extrinsic motivator," which has been shown to reduce motivation over the long term, undermine creativity, and encourage cheating. Some schools have moved away from letter-based grades and are using reports focused on mastery- or standards-based evaluations, which can help parents and kids focus on what's being learned rather than a grade.

No matter what kind of report your child gets, humble bragging about it on social media only feeds parental competition, raises the pressure on kids and teaches them that your love and approval are contingent on the content of their report card.

Focus on the process they used to get that grade. When we invest less energy and emotion in the number or letter at the top of the page, we can begin to ask our children questions such as, what did you do to get this grade? Which study techniques worked for you and which ones did not? What are you going to do differently next time?

Look forward, not back. The best question parents can ask when faced with a grade, whether high or low, is: How are you going to use this experience to be better next time? This technique works particularly well for anxious and overly perfectionist kids, because they can get stuck in a negative feedback loop, obsessing wholly on the numbers and grades. Helping them shift their focus back to the process can alleviate that anxiety, particularly when we help them prioritize the aspects of learning they can control.

Model: *Talk about your own failures and successes with your kids, showing them that you, too, are invested in the process of learning. If you berate yourself over failures, so will they. If, however, they see you being brave and learning from your mistakes so you can be better next time, so will they.*

Value Goals Over Grades. One easy way to invest in the process is to set goals, both individually and as a family. Try to do this at the beginning of a new school year, the first of the month, or the beginning of a new season. Keep the discussion light and low-pressure. This process isn't about getting better grades, it's about supporting learning as a family.



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Everyone (yes, that means parents, too) sets three short-term, achievable goals oriented around tasks and improvements under your control. For example, "I'm going to get all A's this semester" is too broad and too difficult to control. Instead, try "I'm going to ask for help in math more often," "I will plan one extra help session a week," or "I will practice my multiplication three extra times this month."

One of those three goals should be a challenge. We can't hope to convince our children to be emotionally and intellectually brave unless they see us do the same, so set some goals that get you out of your comfort zone. Take guitar or dance or Spanish lessons, try an activity you have never tried before, or pick up a new hobby. This is, after all, how we expand our cognitive potential and make new connections in our brains that can help us become stronger, smarter and more efficient learners.

Before you set new goals, take the time to assess how everyone did on past goals. Review these goals once a month or once a semester. If you fail to achieve your goals talk about why, and what you plan to do differently next time. If you succeed, celebrate that achievement!

Model: *Watching a parent set a scary, ambitious goal and talk about the process of achieving it is the most direct way to teach children that learning and striving to be better are human goals, not just school goals.*

Maintain a Long-Term Perspective. Education and parenting are both long-haul endeavours, and improvements don't happen on a daily basis. Don't live in the daily emergency of this homework or this test. Instead, think about where you'd like your child to be in a year or five years in terms of competence and growth.

Which is more important to you, that you deliver your child's forgotten math homework today or that she develops a strategy for not forgetting her math homework tomorrow?

Model: *When things go wrong in your own life, talk about them. Keep your focus on doing better next time and your long-term perspective. For example, if you mess up at work, frame your discussion around improvement and long-term progress: "Well, this work project did not work out the way I wanted, but I still love what I do and want to be doing something related in five years. Here's how I plan to learn from this so I can get there."*

Help Them Find Balance. Kids are overscheduled, and families are in a constant rush, but a few, strategic pauses in your family's day can make a huge difference.

Help Kids Create Effective Good Routines. Present mornings, chores and homework time to kids as a problem to be solved together. In a quiet, calm moment, say, "You know, mornings are really hectic around here and it's hard for everyone to remember to get out the door with everything they need. How do you think we can make mornings easier and happier?"

Kids are more likely to stick with a plan they created themselves. Buy-in happens most often when kids have a hand in creating strategies, and sometimes it's more important to be functional and efficient than to be right.

Try asking, "What would your ideal morning routine look like?" or "What would a perfect homework day look like for you?" then help them come up with ways to make those visions real.



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Help kids operationalize the systems they create. If it's a plan book, talk about setting intermediary deadlines. If these are alarms on a virtual calendar, try different sequences of alerts ahead of a due date. Think of your role in this process as that of the training wheels on your kid's bike. As our children get surer of their strategies and systems, we can raise the training wheels up until they are no longer needed at all.

Model: *Talk about your own systems, when they fail, and why they work for you. As I get older, I find I have to write more things down or I will forget them. When I do, I mention this to my kids, and they have even helped me brainstorm ways to get things down on paper before I lose them to the ether.*

Encourage Good Study Habits. Ensure quiet time in your home. Multi-tasking is a myth, especially for kids. Shut off the TV, and if they like to play music, studies show that music with lyrics undermines concentration and productivity. Ask your kids what their perfect homework routine might look like. Help them create that vision. Some kids might want a break after school to blow off pent-up energy, others may want to get the homework done first so they can get on to free play. Let them choose the space, too. Just because you envisioned a central study location in your home when you designed it does not mean it's going to be their preferred spot.

Limit phones during homework time. Phones are a distraction when they are in the room, even when they are turned off, one study shows. If they are a distraction for adults, with their fully mature executive function skills, they are even more distracting for kids, whose frontal lobes (and the executive function skills that originate there) won't be fully mature until their mid-20s.

Model: *Let kids see you working distraction-free, in an environment that promotes focus. As ever, kids do what we do, not what we say. Work on your projects the way you'd like to see them doing their work.*

Plan for Technology Use. Have a plan in place for family tech usage. This can be around minutes, data or context. If you want family dinners and homework to be tech-free zones, agree to that ahead of time. Then sign a tech contract. Some kids respond to the clarity of a signed contract you can point to for reference.

Model: *When I ask kids what they'd most like me to convey to their parents at my speaking events, one of the comments I hear most often is something like: "If you want us to turn our phones off, or spend less time texting with our friends, then parents should do the same." When we ask kids to make sacrifices, we are not willing to make ourselves, they see us.*

Communication Between School and Home. When students, parents and teachers communicate openly and honestly with each other about what's happening at home and in the classroom, everyone can stay focused on the learning.

Keep School-Home Lines of Communication Open. The research is clear: Family involvement and positive home-school communication have been associated with improved grades, positive behaviour and attitudes about learning, increased participation, and increased attendance. Start by finding out how your child's teacher would like to be contacted and honour his or her preferences by sticking to that method.



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When something comes up, go to the teacher first, and not to the principal. That is unfair to both the principal and the teacher. Besides, the principal most likely was not present in your child's classroom to witness the events in question, so it puts him or her in an awkward position.

Remember the good moments too. Thank teachers for their efforts on behalf of your child. Thanking teachers let them know that you respect and appreciate what they do and how they do it. Gratitude matters.

Model: *Don't bash or undermine a teacher in front of the kids. Kids hear what you say about their teachers, and it's essential to preserve the student-teacher relationship at all costs.*

Promote Self-Advocacy. Starting as early as kindergarten, children need to be encouraged to speak up, tell adults what they need, and stand up to people who are not treating them the way they want to be treated. Self-advocacy is a key part of building a child's sense of self-efficacy or the understanding that they have the power to control and change their behaviour, motivation and environment.

When your children come to you to complain about how another child or a teacher treated them, ask what they said or did (or what they plan to say or do) to make sure they are heard and understood. Simply asking this question can help children reframe the situation and consider what they can do to effect change themselves.

Get support for your efforts to boost their self-advocacy. Let teachers know you are making this shift so they can support your child's efforts to be more effective in their communication.

Coach your children by talking with teachers about problems and talking through the approaches they can take. You can write scripts or role play if a child is anxious about the discussion. This can actually be a fun way to dispel anxiety and play-act the conversation until your child is comfortable.

Model: *Talk about how you ask for help and assert yourself even when it makes you nervous. Explain how you make sure your needs are heard and addressed. If you need to talk to your boss about a misunderstanding at work, make your kid a part of a dinnertime discussion about ways you could approach the conversation. We are, after all, our children's first teachers when it comes to conflict resolution and self-advocacy.*

How Kids' Brains Work. Until fairly recently, scientists believed that because children's brains are done growing by the age of 10, their brains are mature by 10 as well. This could not be further from the truth. Kids' brains are still developing on a cellular level, in a process that won't be completed until their mid-20s.

Children's brains develop in fits and starts, with the first period of massive growth and development between the ages of 1 and 3, and a second during adolescence (between 11 and roughly 25). During these periods of heightened change, their brains are said to be highly "plastic," meaning they adapt and grow rapidly in response to their environment.

Increased brain plasticity also means increased potential for learning because brain cells morph from their immature, inefficient "grey matter" state to their more mature and efficient "white matter" state, while building up to 100,000 new synapses per second. Brain cells talk to each other via synapses, and it's a "use it or lose it" situation.



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The more brain cells talk to each other via these new connections, the greater the brain's potential to process and learn.

Model: *Brain power is built through challenge and so-called "desirable difficulties," learning tasks that lie just a bit beyond our ability level or comfort zone. The more our kids see us take on challenges and learn from our mistakes, the more likely they will be to do the same.*

The last part of the brain to mature is the frontal lobe, where organization, time management and all those other executive function skills happen, so be patient. Middle and high school kids can't possibly manage all the challenges school and society throws at them, so support kids as they try, fail and try again.

Source:

Lahey, J. (n.d.). How to Help your Child Succeed. The New York Times.

Shared by:

Ms Hannia Derogongan Marohombsar

Dean for Academics

Islamic New Year



Invitation for JISMO 2022

Dear Y2-Y6 Parents/Guardians,

Please be informed that the JISMO Autumn 2022 organisers will be conducting an online competition instead of the usual face-to-face setup.

If you are keen to let your child participate in the online competition, please see the details below.

Objective: To encourage and motivate children to strive for higher achievement.

Challenge:

Science: Participants to complete 22 MCQs within 60 minutes.

Mathematics: Participants to complete 22 MCQs within 60 minutes.

Competition Dates: Every Saturday, during the competition period from 24 Sep 2022 -5 Nov 2022.

- September 2022: 24
- October 2022: 1, 15, 22 and 29
- November 2022: 5

Requirements: To join the competition, each participant should:

- own a laptop or desktop computer at home,
- operate Zoom and Google Form independently,
- have Zoom account using their full name, and
- have a stabilized and strong internet connection

More details about this event, should be refer to Parent's Letter on 25 July 2022.

Should you have further queries regarding the competition, please do not hesitate to contact the following teachers:

Science: wilfredcorleto@nh.piagetacademy.org

Mathematics: marsigliocarino@nh.piagetacademy.org

Thank you.



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Students' Achievements

NATIONALHIGH JAKARTA SCHOOL **GOLD**

CONGRATULATIONS!

Connor M. Winata (Y4E)

Xie Rui Xin (Y4E)

Vara Taniwan (Y4G)

Katie Suhendra (Y5T)

Kathlyn O. Basuki (Y6E)

Kyle H. C. Winata (Y6G)

Lucas Suhendra (Y7)

Kayla Gunawan (Y7P)

Jadrianna A. Sutrisno (Y8)

Jayden Leo (Y8P)

VANDA : INTERNATIONAL SCIENCE COMPETITION 2022

NATIONALHIGH JAKARTA SCHOOL **SILVER**

CONGRATULATIONS!

Rachelle Hartono (Y5E)

Christopher Dylan Suruadji (Y8A)

VANDA : INTERNATIONAL SCIENCE COMPETITION 2022

NATIONALHIGH JAKARTA SCHOOL **BRONZE**

CONGRATULATIONS!

Vivienne Claire Laurens (Y6T)

Nasya Gunawan (Y9E)

VANDA : INTERNATIONAL SCIENCE COMPETITION 2022

NATIONALHIGH JAKARTA SCHOOL **CERTIFICATE OF PARTICIPATION**

CONGRATULATIONS!

JESSICA LIE (Y6E)

CHACE NUSANTORO LIU (Y7P)

BENJAMIN ASHER HALIM (Y10T)

MAXIMILLIAN KY SETIAWAN TAN (Y10)

VANDA : INTERNATIONAL SCIENCE COMPETITION 2022



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SC President Campaign AY 2022/2023



! SC PRESIDENT CAMPAIGN !

Hi everyone! The SC President Campaign starts today and here is one of the candidates:
CHARLIZE ALENA PRABOWO.

Check out the Student Council's Instagram ([@nationalhighsc](https://www.instagram.com/nationalhighsc)) for the next few days to see their upcoming posters! Don't forget to use YOUR voice and votes for SC President 2022-2023 on Monday, 8 August 2022!



! SC PRESIDENT CAMPAIGN !

Hi everyone! The SC President Campaign starts today and here is one of the candidates:
DANICA AURELIE HARTAWAN.

Check out the Student Council's Instagram ([@nationalhighsc](https://www.instagram.com/nationalhighsc)) for the next few days to see their upcoming posters! Don't forget to use YOUR voice and votes for SC President 2022-2023 on Monday, 8 August 2022!



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Updated Dismissal Procedure

We would like to inform you that we have made some changes to our dismissal procedure to provide a better pick-up system. Kindly note the following updated guidelines:

1. All Year 1 to Year 2 students will be dismissed from the back gate.
2. All Year 3 to Year 4 students will be dismissed from the front gate.
3. All Year 5 to Year 6 students will be dismissed from the back gate.
4. All Year 7 to Year 12 students will be dismissed from the front gate.
5. Primary, Secondary and Junior College levels are dismissed at staggered intervals.

Please refer to the table below to guide you on the dismissal time of each level.

Level	Monday	Tuesday	Wednesday	Thursday	Friday
Year 1	2:15 pm	1:15 pm	1:15 pm	1:15 pm	1:15 pm
Year 2	2:15 pm	1:15 pm	1:15 pm	1:15 pm	1:15 pm
Year 3	2:15 pm	2:15 pm	2:15 pm	2:15 pm	2:15 pm
Year 4	2:15 pm	2:15 pm	2:15 pm	2:15 pm	2:15 pm
Year 5	3:15 pm	2:15 pm	2:15 pm	2:15 pm	2:15 pm
Year 6	3:15 pm	2:15 pm	2:15 pm	2:15 pm	2:15 pm
Year 7	3: 15 pm	3: 15 pm	3: 15 pm	3: 15 pm	3: 15 pm
Year 8	3: 15 pm	3: 15 pm	3: 15 pm	3: 15 pm	3: 15 pm
Year 9	3: 15 pm	3: 15 pm	3: 15 pm	3: 15 pm	3: 15 pm
Year 10	3:15 pm	3:15 pm	3:15 pm	3:15 pm	3:15 pm
Year 11	4:15 pm	4:15 pm	4:15 pm	4:15 pm	4:15 pm
Year 12	4:15 pm	4:15 pm	4:15 pm	4:15 pm	4:15 pm

Note:

- Some students who attend tutorials and/or CCA may be dismissed later than the time noted in the table. Please check your child's/ward's/children's tutorial and CCA schedule.
- Some Year 9 to Year 12 students may be dismissed earlier based on their subject combination. Kindly check your child's/ward's/children's timetable for the specific daily dismissal time and advise them to get the necessary permission (by filling up the "Early Leave Form" from CSO) to facilitate their early dismissal.

More details about this event, should be refer to Parent's Letter on 22 July 2022. Thank you.

Kind regards,

School Management



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IPW TEAM

2022

HWA CHONG INSTITUTION (SINGAPORE) PROJECTS SEMIFINALS

CATEGORY 2

Factors Causing Depression

Nasya Gunawan, Y9E

Valerie Atmadja, Y9G

Clarisse Huang, Y9G

IPW Mentor: Mr Jorge Alcantara

The Spiral of Race

Nobel Suhendra, Y10E

Sarah Tanuyanti, Y10E

Christopher Wihardja, Y10E

IPW Mentor: Dr Teodoro Gomez

CATEGORY 4

Recycling Paper

David Gunawan, Y9E

Audrey Soh, Y9T

IPW Mentor: Ms Felicia Philbertha

Centralized

Denzel Mardjuki, Y10T

Stuart Tioniwar, Y10T

Ryan Yang, Y10T

IPW Mentor: Ms Emelly Sol

*Congratulations and good
luck for the finals!*

Our heartiest applause for the students and the IPW mentors!