



# BI-WEEKLY BULLETIN

CELEBRATING THE COMMUNITY

**2023-2024**

03 - 16 November 2023

# WHAT'S

## INSIDE THIS ISSUE:

**01** VICE-PRINCIPAL'S ARTICLE

---

**02** YEAR 5 VIRTUAL IMMERSION PROGRAMME

---

**03** Y3 MILESTONE PROGRAMME: ON MY OWN

**04** EDUCATION & CAREER FAIR 2023

---

**05** PLAGIARISM

---

**06** HIGHLIGHTS

---

**07** ACKNOWLEDGEMENT

---

**08** ANNOUNCEMENT

---

**09** UPCOMING EVENTS

---



## VICE-PRINCIPAL'S ARTICLE

Dear Parents/Guardians

### Charting a Diverse Academic Future

In an ever-changing educational landscape, the school is considering including the International Baccalaureate Diploma Programme (IBDP) in our curriculum offerings, alongside our existing Cambridge International AS & A Level curriculum. This potential curriculum addition for our Year 11 students presents an exciting opportunity to enrich our academic programmes.

Recently, I had the privilege of attending a three-day IBDP Head of School (Cat 1) workshop. This experience provided insights of the IBDP curriculum and its potential benefits for our students. It was also a journey that helped me understanding how we can refine our educational practices to support holistic development of our students.

### A Comparative Overview of IBDP and Cambridge AS & A Level

#### Depth vs Breadth

Cambridge AS & A Level is well known for its depth in subject-specific knowledge. It provides flexibility in subject choice. Students typically choose 3 - 4 subjects under this programme, allowing them to delve into subjects they are passionate about. The rigorous nature of the Cambridge curriculum ensures that students attain a deep understanding of their chosen fields. In contrast, IBDP requires students to study 6 subjects, promoting interdisciplinary learning and broader scope of knowledge. This programme offers a balanced exposure into sciences, mathematics, humanities and languages.

#### Core Components

IBDP's unique core including the Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS) promotes a development of research skills, critical thinking, and community engagement.

#### Assessment

Both curricula are rigorous; the Cambridge AS & A Level leans more towards final examinations, while IBDP includes both internal and external assessments, with an emphasis on coursework, oral presentations, and essays.

#### Global Perspective

The Cambridge AS & A Level has a longstanding international recognition, and the IBDP with its emphasis on global awareness, prepares students for an interconnected society and a comprehension of world challenges. Both curricula pave the way for global university admissions.



## VICE-PRINCIPAL'S ARTICLE

### **Cost**

Incorporating the IBDP into our school presents certain financial considerations. The IBDP incurs higher costs in general due to its broader curriculum, which necessitates additional resources for the diverse subject offerings and specialised components such as EE, TOK, and CAS. This may result in a higher school fee structure than the Cambridge AS & A Level.

In conclusion, both curriculum offer distinct advantages. The Cambridge AS & A Level is designed for students who want to specialise deeply in their academic subjects, whereas the IBDP develops globally-minded individuals who comprehend international challenges and value different cultures.

As we contemplate the future of our curriculum offerings, our school's vision and mission remain our guiding principles. The IBDP's commitment to holistic learning and the emphasis on community engagement align well with our vision. By developing students who are not only academically competent but also socially responsible, we move a step closer to "creating a better world through education." With its in-depth focus, the Cambridge AS & A Level cultivates students who are experts in their chosen domains. This mastery contributes to our mission by cultivating "lifelong learners."

The possibility of offering both the IBDP and Cambridge AS & A Level to our Grade 11 students aims to create a diverse academic environment. This dual offering will allow students to select the path that best fits their learning styles and ambitions. Neither curriculum can be categorically labelled as 'better' than the other. It is instead about providing our students with the choice that best suits their individual educational journeys. We are excited about the prospect of offering both to our Grade 11 students in the near future and will continue to engage with the school community as we make this significant decision.

Best regards

**Ms Shirin Salleh**

Vice-Principal





## Y5 VIRTUAL IMMERSION PROGRAMME

### **Embracing Diversity, Forging Global Bonds**

In a spirited commitment to nurturing global awareness and promoting cultural understanding, NationalHigh Jakarta School took immense pride in conducting an enriching Year 5 Online Immersion Programme on the 12th and 13th of October. In a collaborative effort with West Spring Primary School (WSPS) in Singapore, this virtual initiative via Zoom was strategically designed to broaden our students' perspectives, instil a profound appreciation for diverse cultures, underscore the significance of global interdependence, and foster meaningful friendships through respectful dialogue. The beauty of this event was that it happened right within our school's digital walls, offering a unique opportunity for our students to connect with their peers from WSPS.

The programme commenced with an objective to transcend the traditional confines of classroom learning. Our Year 5 students embarked on a captivating journey, exploring the diverse and vibrant cultures of Singapore and Indonesia through engaging interactive sessions. They delved into the intricacies of these two nations, unravelling the rich tapestry of festivals, celebrations, unique weather patterns, varied forms of transportation, diverse housing types, currencies, places of interest, and the exquisite cuisines that define these regions. This immersive experience was not just an educational voyage but also a gateway to appreciating the beauty of the different ways of life across the globe.

At the heart of the programme was the emphasis on understanding the importance of co-existence and mutual reliance among countries worldwide. Through thoughtful discussions, students delved into the interconnectedness of nations, exploring how cooperation and collaboration are pivotal in addressing global challenges. The 'Learn the Roots in my Language' activity encouraged students to delve into the origins of names of roads, streets, and buildings, unveiling the historical and cultural interweaving that exists within language and architecture.

Building friendships, characterised by confident and respectful idea-sharing, was an essential aspect of this transformative programme. Activities like 'Getting to Know You' and 'Knowing Me, Knowing You' paved the way for ice-breaking conversations, enabling students to forge personal connections. Virtual tours of each other's schools provided an insight into daily student life, fostering a strong sense of camaraderie. The grand finale of the program was a heart-warming showcase of talents and an exchange of heartfelt gratitude messages. It was a moment when students from both schools came together to display their skills and express their deep appreciation for the newfound friendships and the immensely enriching experiences they had shared.



## Y5 VIRTUAL IMMERSION PROGRAMME

This Year 5 Online Immersion Programme is a testament to the remarkable impact of cultural exchange and collaborative learning. It not only enriched our students with an understanding of different cultures but also underscored the importance of mutual respect, cooperation, and understanding in our interconnected world. As we look back on this incredible experience, we are reminded of the strength that arises from unity and the transformative impact of fostering global friendships. Our heartfelt appreciation goes out to West Spring Primary School for their collaboration, and to our students whose open minds and eagerness to learn made this programme an extraordinary success. Here's to a future filled with global understanding and meaningful connections!

Shared by

**Ms Herlin C Igcasenza**

**PIC of Year 5 Immersion Programme**





## Y3 MILESTONE PROGRAMME: ON MY OWN

### **Empowering Independence: A Journey of Learning and Discovery at OMO 2023/2024**

At NationalHigh Jakarta School, the 20th and 21st of October 2023 marked an inspiring event designed to mould young minds and hearts. On My Own (OMO) 2023/2024, tailored for Year 3 students, was a dynamic one and a half day affair fostering essential life skills, independence, and self-confidence.

#### **Day 1: Cultivating Creativity and Practicality**

One of the main activities of the day was the Group Banner Making, where students collaborated, blending their ideas into banners that would represent their group. This activity instilled teamwork and creativity, setting the tone for the other activities ahead.

Tote Bag Decorating followed, allowing students to transform plain bags into personalised masterpieces, enhancing fine motor skills and creativity. Then Storytelling and Drama sessions encouraged self-expression, boosting communication skills and confidence.

The culinary arts were explored during Fruit Kebab Making, teaching nutrition while honing kitchen skills. A Life Skills Workshop covered essential tasks, from wearing uniforms with pride to packing a suitcase effectively. Movie Time, featuring 'Moana,' inspired courage and determination, reinforcing valuable life lessons. The evening culminated in a sleepover, fostering camaraderie and a sense of belonging.

#### **Day 2: Building Bonds and Confidence**

The second day began with Exercise and Dance, promoting physical health and unity. Team Building Games, including Puzzles, the Blindfold Game, and the Tower of Water, emphasised problem-solving, trust, and cooperation.

#### **Achieving Objectives and Creating Memories**

OMO 2023/2024 fulfilled its objectives, enhancing knowledge and life skills while nurturing independence and self-confidence. These activities fostered desirable behaviours, values, and good manners, creating a positive learning environment.

The event not only enriched students but also left an enduring impact on teachers, reminding everyone of the importance of holistic education. OMO 2023/2024 wasn't just an event; it was a celebration of growth, unity, and the potential within every child, shaping them into confident, compassionate individuals poised to make a difference.

Shared by

**Ms Justine Lutero**

**PIC of Year 3 Milestone Programme**





# Y3 MILESTONE PROGRAMME: ON MY OWN







## EDUCATION & CAREER DAY 2023

### Education & Career Day 2023: "Digital Futures: Tech Trends and Careers in the Digital Age"

We are thrilled to report the success of our NHJS Career Day event, held on October 20th, under the theme of "Digital Futures: Tech Trends and Careers in the Digital Age". The event resonated with the pulse of the ever-evolving digital landscape and aimed to prepare our students for the challenges and opportunities that lie ahead in the realm of technology.

The day kicked off with a keynote speech from Ms Stacy Danika Alcantara-Garcia, which highlights that technology has not only become an integral part of our lives but has also empowered us in unprecedented ways. Ms Alcantara-Garcia left us with a challenge, "In a world fascinated by AI, never forget the irreplaceable value of human connection, kindness and understanding. Be the pioneers who redefine what it means to be human in the digital age."

We continued with a series of enlightening career sessions from renowned experts in the field, offering invaluable insights into emerging tech trends and the vast array of careers that the digital age has to offer. From AI and cybersecurity to data science and software engineering, students were exposed to a multitude of fascinating possibilities. Moreover, light discussions together with two of our NHJS parents when they shared valuable experiences of attending universities, being college students and embarking their career journeys. The event continued with an on-site university fair, which was attended by 34 educational institutions.

As we reflect on this enlightening experience, we are confident that our students are better equipped to navigate the digital future. Let us continue to encourage each other to foster an environment of curiosity and technological exploration and to empower our students to become the innovators and leaders of tomorrow.

See you on the next Education and Career Day event!

Shared by  
**Ms Martha Tandyono**  
**GROW Team**



# EDUCATION & CAREER DAY 2023





## PLAGIARISM

Plagiarism is a big deal in the publishing world, and it recently made headlines when a well-known politician, Rachel Reeves, was accused of using words from other sources in her book without giving them credit. In a world where words are currency, it is imperative for authors to safeguard their literary integrity, and Reeves's acknowledgment of errors has thrust this issue into the spotlight. When you write a book and put your name on it, it is your responsibility to make sure you are not copying someone else's work. This situation raises some important questions about how often this kind of mistake happens in the busy world of book publishing and how difficult it can be to tell the difference between accidental errors and deliberate cheating.

Intellectual property is paramount and the diligence required for meticulous research and referencing cannot be overstated. Sometimes it is easy to accidentally use someone else's words, especially when working under a tight deadline or getting help from research assistants. Rachel Reeves's case reminds us how important it is to be honest and original in our writing, especially when our names are on the line.

### **How common is plagiarism in the publishing industry?**

*Caroline Davies*

Rachel Reeves's mea culpa over her failure to properly reference some sentences in her new book has thrown the spotlight on the thorny issue of plagiarism and the pitfalls of tedious fact-checking.

Publishers and authors agree that if your name is on the book cover, the responsibility to properly reference any borrowed phrases or facts in the bibliography lies squarely with you.

"One thing that is quite curious," one publishing insider said of the industry, "is that there doesn't seem to be much formal fact-checking. The author warrants to deliver something that is original, not plagiarised. It's in the contract." The publisher, they added, "is taking it on trust".

Reeves acknowledged making mistakes after the Financial Times examined her book, *The Women Who Made Modern Economics*, and found more than 20 examples of passages from other sources that appeared to be either lifted wholesale, or reworked with minor changes, without acknowledgment. The sources cited by the FT included an obituary from the Guardian, several Wikipedia entries and a passage from a fellow Labour frontbencher, Hilary Benn.

It raises the question: how widespread are such mistakes in the pressured, deadline-driven publishing industry?

"I'd say quite unusual," said the source. "But I also imagine most books do not have the scrutiny that Rachel Reeves's book had. You would have to know what you were looking for."





## PLAGIARISM

The social historian David Kynaston, whose latest book, *A Northern Wind: Britain 1962-65* was published in September, said the buck stopped with the author over fact-checking. But, he added, all authors faced difficulties over what he described as “mini-plagiarism”.

“Rachel Reeves, a very busy person, was obviously employing researchers, I would think. I essentially do pretty much all my own research, but I can imagine you might employ someone to be a fact-checker. Because checking facts, even in the age of the internet, when it’s a lot quicker than it used to be, is still quite a tedious and time-consuming business.”

Kynaston said he thought there were degrees of plagiarism, from replicating whole chunks of someone else’s work, to lifting a sentence or two, down to using the same verb or adjective seen elsewhere because there is simply no better word to use.

“If you’re writing survey-type books – and Rachel Reeves’s book is across quite a long span – then the more you rely on other people’s work rather than your own research, the more potentially it is a problem.

“I suspect what’s happened is she had a researcher who has handed over stuff, and given the impression it’s more what the researcher has come up with rather than them just copying and pasting it from Wikipedia. But, if the author’s name is on it, the author’s name is on it.”

The economic historian Robert Skidelsky, an emeritus professor of political economy at the University of Warwick whose book *The Machine Age: An Idea, a History, a Warning* is due out next month, said there were several reasons why plagiarism occurred.

“Intention to deceive and pretend a good phrase is your own; laziness, not bothering to find your own form of words, but not really with any intention; pressure of time under deadlines when it’s often easy to not check references properly; note-taking and/or relying on research assistants’ notes who are not skilled and transfer their transcription of something into your text.”

The problem Reeves faced now, he said, “is that it is a distraction from the important thing she is talking about. And for anyone in public eye, if anyone wants to stick the knife in, this is a way of doing it. It may be in the end it all turns out to be completely innocent, and I’m sure it is in this case. But something sticks.”

Reeves is not the only politician to have faced such an accusation. The European Commission president, Ursula von der Leyen, when Germany’s defence minister, was cleared of plagiarism in her doctoral thesis after being accused of copying several passages without attribution by a law professor who published his findings online.





## PLAGIARISM

The US senator Rand Paul faced allegations over speeches and a book, while the former potential presidential hopeful Ben Carson apologised for plagiarising parts of his 2012 book.

Source: Guardian News and Media. (2023, October 27). How common is plagiarism in the publishing industry?. The Guardian. <https://www.theguardian.com/education/2023/oct/27/how-common-is-plagiarism-in-the-publishing-industry>

Shared by

**Mr Ryan Riconalla**

**Subject Specialist - Sec/JC EL**



## Y4 FIELD TRIP

### Y4 FIELD TRIP AT TAMAN MINI PP IPTEK

#### The Objectives

##### (1) Science:

The students learned about fire and pressure

They learned how to make a periscope through a science creativity workshop

Rocket Air Demonstration was exciting for them to watch

##### (2) Math:

The students learned about Shapes, Angles, Symmetry, Operations

They experienced hands-on activities and learn mathematical concepts through games

The Y4 Field Trip was held on 26 October 2023 at Taman Mini PP IPTEK.

During the field trip, students immersed themselves in a variety of science experiments, and extending their learning beyond the usual classrooms. They participated in diverse activities that not only challenged their mental and physical fortitude but also honed their teamwork skills. The students enjoyed the trip and it was truly an unforgettable experience.

Here are some feedback from the students:

*"I learned how to make a periscope. It looks so cool after it was done. And the Earthquake simulation can be shakier but it was still fun."*

**Jasmine - Y4G**

*"I learned that you can make a rocket with water as fuel. The most fun thing was staying inside a dangerous cage with electric. I also like the earthquake simulation because I danced."*

**Caden - Y4G**

*"The most fun thing in TMII was the Laser Tunnel. The second fun thing was the Tsunami Simulator."*

**Jacob - Y4G**

Shared by

**Ms Venessa Li Tian Tian**

**PIC of Y4 Field Trip**



# Y4 FIELD TRIP

## Y4 FIELD TRIP AT TAMAN MINI PP IPTEK





## HIGHLIGHTS

### **ECONOMICS: Y12 FIELD WORK**

#### **Introduction (by Ms Emelly)**

The Y12 Economics Class went on a field work as part of their Investigative Research on Traffic Management in Jakarta. This is an off-shoot of their class discussions on market failure and social costs. On 19th of October, four students aimed at gathering first-hand information from commuters, law enforcers and drivers. Accompanied by Mr Adi and Mr Fajar, the students took the MRT, distributed their survey forms in the MRT station, inside the train and in a mall. The following are their personal reflection on the experience.

#### **Student's Reflection**

On the 19th October 2023, our Y12 Economics Class set out on our first ever field work. It was part of a research project (AE) about the traffic management in Jakarta Indonesia, and our goal for this field work was to gain the insight and perspectives commuters, taxi drivers and motorcyclists in Jakarta are able to provide. We, as a class, felt strongly about researching this topic as it was something that we felt like we all experienced in our daily lives and we wanted to see how it affects other people as well. We made questionnaires both for drivers and commuters, regarding their experience with traffic in Jakarta.

On this field work, we took the MRT from end to end, Lebak Bulus Station to Bundaran HI, then we went to Plaza Indonesia to further our research, this was then followed by an interview with the traffic management department of the Police in Indonesia. This allowed us to take in the full MRT experience and view how the public transport system has improved in Jakarta throughout the years as well as see the perspective of police officers and their views about traffic congestion.

During the MRT ride, we managed to interview a few people before the security stopped us as we did not have permission to survey people from the MRT, this was a recurring theme in Plaza Indonesia, but my friends and I managed to get around 40 respondents on this field work before we got asked to stop by the mall security a second time.

Through this experience I can confidently say that It has allowed me to learn more about the traffic congestion in Jakarta, and after the talk with the police officers it has allowed me to see the traffic problems with a much broader view which include different perspectives, anchored on a multitude of reasons why it occurs.

*~ Cayden Joseph Halim, Y12I*





## HIGHLIGHTS

### **ECONOMICS: Y12 FIELD WORK**

On the 19th of October 2023, our Economics class went for fieldwork to study the effects of traffic congestion as a form of market failure. The plan was to take the MRT from Lebak Bulus to Bundaran HI to measure how long it took to complete a ride from the first to last station, testing whether the MRT is an efficient mode of transport. To further support our research, we gave out questionnaires to drivers and commuters to get a better understanding of the traffic in Jakarta from different perspectives. The questions asked included asking to rate the traffic in Jakarta on a scale of 1-5, opinions on traffic congestion, government policies on traffic congestion, and alternative modes of transport that may reduce traffic. However, trying to distribute questionnaires in the mall proved to be rather challenging as we were stopped by a security guard for not having a permit. It was a fairly funny experience getting stared down and chased by a security guard, though rather scary as we did not want to be on the mall's "wanted" list. Overall, our practicum proved to be a successful and fun experience, giving us a different view of how different groups of people in Jakarta are affected by traffic.

*~ Katarina Trisha Wibawa, Y12I*

As we navigate the bustling streets of Jakarta each day, packed with commuters and drivers, we often remain unaware of the intricate tapestry of the city's daily life. Recently we went on a day of field work to discover the economic impacts of traffic and the root cause of it. From the experience of pitching going out on a school day for a fieldwork and interviews with the police to the blend of rejections and triumphs, we maintained our persistence and, above all, had a great deal of fun. I got to connect with not only my friends in class but also the people of Jakarta and find the root problem of traffic congestion and its economic impact overall.

Our day kicked off with a ride on the MRT from the first station to the last, a first experience for many of us. It was a firsthand encounter with the positive impact this mode of transport has had on the city's traffic situation. The MRT offered a convenient, clean, safe, and relaxing ride at optimal capacity, creating a stark contrast to the security personnel who repeatedly intercepted us while we attempted to distribute our questionnaires.

Our simple questionnaire focused on individuals' traffic experiences, from commuting habits, and their perspectives on the MRT. We ventured into diverse locations, from mall parking lots to the MRT train itself, to gather a rich variety of over 50 responses throughout the day. Beyond merely collecting data, our journey extended to engaging with the city's residents, fostering connections with both classmates and the people of Jakarta.



## HIGHLIGHTS

### **ECONOMICS: Y12 FIELD WORK**

The fieldwork was an enlightening experience, not only in the time comparisons between the MRT and regular cars but also in our exploration of the city's traffic laws and regulations. It was even more interesting exploring the laws and regulations with the police officers we contacted and got to talk to in zoom and in a face-to-face interview. The conversation was quite informative in a sense as we got to talk to the police officers about which traffic reduction schemes were actually successful in their point of view and which ones were not. In a very friendly sharing, we were able to understand why some schemes didn't work from the police who control the traffic first hand.

From chasing after the MRT schedule for data to posing awkward questions on the train, the day was a rich and irreplaceable learning experience, allowing us to unveil the myriad of root causes of Jakarta's traffic issues for our research paper.

*~ Danica Aurelie Harmawan, Y12P*

On 19th October 2023, we set out to learn more about Jakarta's traffic. We began our day by taking Jakarta's MRT from Lebak Bulus to Plaza Indonesia. The ride was smooth, taking only 30 minutes, and the MRT was notably clean. While on board, I observed security guards frequently checking in, which added to a sense of safety.

We were curious about people's views on Jakarta's traffic. So, we asked them on the MRT, at the station, in the Plaza Indonesia parking area, and even inside the mall. A lot of them said the city's traffic is quite bad, scoring it 4 out of 5, with 5 being the worst. Many shared that even though the MRT helps, they still find it not too convenient. They said after getting off the MRT, they often need to take a gojek (a local ride service) to reach their final destination. They also mentioned the rules set by the government don't work well and many said they don't just waste fuel in traffic, but also a lot of time.

Later, back at school, we sat down with two police officers. They shared that the city doesn't have enough roads for all its cars. They also mentioned that many people in Jakarta love to buy new cars, sometimes just to show off, adding more cars to the roads. Even if cars become pricier, folks still continue to buy them.

The officers also discussed some traffic rules. They mentioned the "ganjil genap" rule which is limited to certain roads and isn't super effective. They also brought up an old rule, "3 in 1", which didn't work out and was eventually dropped.

All in all, the trip was eye-opening. I got to understand more about Jakarta's traffic issues and how people feel about them.

*~ Wallace Luhur, Y12P*





# HIGHLIGHTS

## ECONOMICS: Y12 FIELD WORK







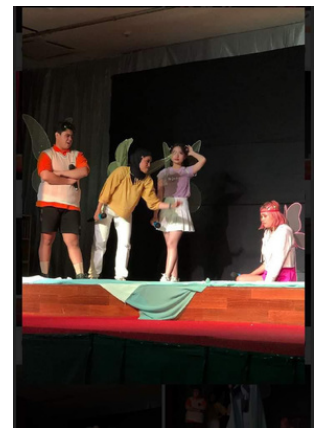
## HIGHLIGHTS

### ONE OF A KIND ANTI-BULLYING CAMPAIGN THROUGH MUSICAL THEATER

“In 2015, Indonesia’s Social Minister Khofifah Indar Parawansa said that 40 percent of children in Indonesia who commit suicide do so as a result of bullying.” - The Asean Post Stand up @standup.indonesia is a passion project that is founded by Deanza Andriansyah, Natasha Yu dan Adriana Harymoelia. Stand Up is a one-of-a-kind bullying program that use performing art of musical theater to raise issue and awareness of bullying among young children. The mini-musical will be performing in many different schools in Jakarta to educate elementary students to embrace differences and to always be kind to one another. Stand Up aim to reach out to as many schools as possible to spread the message to children from a young age and hope to spread positivity among young students, so as to shape more compassionate people for the future.

Here is the link of news websites that have shared information about this theater:

1. <https://www.liputan6.com/lifestyle/read/5421108/aksi-pelajar-sma-gaungkan-isu-anti-perundungan-lewat-pertunjukan-teater-musikal?page=1>
2. <https://www.jpnn.com/news/sebuah-kampanye-penuh-harapan-teater-musikal-jadi-edukasi-anti-perundungan?page=1>
3. <https://www.viva.co.id/showbiz/musik/1646650-edukasi-anti-bullying-atau-perundungan-melalui-teater-musikal?page=1>
4. <https://www.hops.id/hot/29410474836/stand-up-edukasi-anti-bullying-melalui-teater-musikal-pelajar-sebuah-perjuangan-lawan-perundungan?page=1>



Shared by  
**Deanza Andriansyah, Y12I**

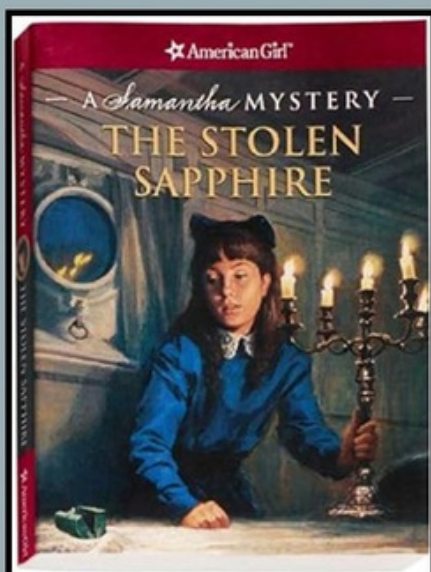




## HIGHLIGHTS

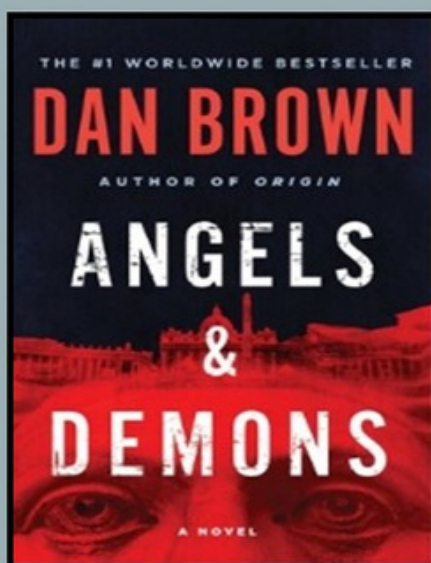
FROM OUR LIBRARY

# READING RECOMMENDATIONS



**Title** : **The Stolen Sapphire  
A Samantha Mystery**  
**Publisher** : **American Girl**  
**ISBN** : **978-1593690991**

Samantha and Nellie set sail for Europe in 1906. Also aboard the ship is a world-famous archaeologist and the legendary sapphire he is carrying to a London museum. When his priceless jewel disappears, Samantha realizes that every one of the first-class passengers is a suspect--and one of them must be the thief!



**Title** : **Angels & Demons 2006  
Washington Square  
Trade**  
**Publisher** : **-**  
**ISBN** : **978-0743493468**

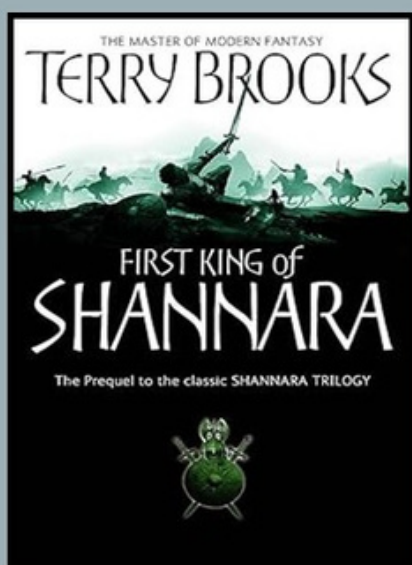
An explosive international thriller, *Angels & Demons* careens from enlightening epiphanies to dark truths as the battle between science and religion turns to war. When world-renowned Harvard symbologist Robert Langdon is summoned to a Swiss research facility to analyze a mysterious symbol—seared into the chest of a murdered physicist—he discovers evidence of the unimaginable.



## HIGHLIGHTS

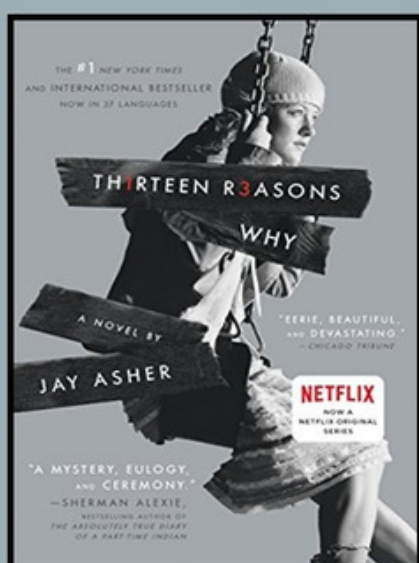
FROM OUR LIBRARY

# READING RECOMMENDATIONS



**Title** : **The First King Of Shannara**  
**Publisher** : **Orbit**  
**ISBN** : **978-1841495477**

After the terrible misuse of magic during the First War of the Races, the Druids at Paranor devoted themselves to the study of the old sciences. But dark forces were on the move from the Northlands, and it was left to Bremen and those few who supported him in his work with the arcane arts to stand against the enemy's seemingly-invincible Troll army.



**Title** : **Thirteen Reasons Why**  
**Publisher** : **Razorbill**  
**ISBN** : **978-1595141880**

Clay Jensen returns home from school to find a strange package with his name on it lying on his porch. Inside he discovers several cassette tapes recorded by Hannah Baker—his classmate and crush—who committed suicide two weeks earlier. Hannah's voice tells him that there are thirteen reasons why she decided to end her life.





# GALLERY

## STEPPING STONE PROGRAMME (21 OCT 2023)



# “ ACKNOWLEDGEMENT



**NATIONALHIGH**  
JAKARTA SCHOOL

## CONGRATULATIONS!



**Rebecca Hartono (Y2P)**  
WAG Level 3

- ALL AROUND 1ST PLACE
- BEAM 1ST PLACE
- FLOOR 1ST PLACE
- BARS 2ND PLACE
- VAULT 6TH PLACE

NIKANIKA GYMNASTICS INVITATIONAL  
MEET 2023 (28 OCT 2023 - 29 OCT 2023)



**NATIONALHIGH**  
JAKARTA SCHOOL

## CONGRATULATIONS!



**Reinata Hartono (Y4E)**  
WAG Level 5

- ALL AROUND 3RD PLACE
- BEAM 1ST PLACE
- VAULT 3RD PLACE
- BARS 5TH PLACE
- FLOOR 6TH PLACE

NIKANIKA GYMNASTICS INVITATIONAL  
MEET 2023 (28 OCT 2023 - 29 OCT 2023)



**NATIONALHIGH**  
JAKARTA SCHOOL

## CONGRATULATIONS!



**Riley Serafinne Tandanu (Y2I)**  
WAG Level 2

- ALL AROUND 1ST PLACE
- BEAM 1ST PLACE
- FLOOR 1ST PLACE
- BARS 1ST PLACE
- VAULT 1ST PLACE

NIKANIKA GYMNASTICS INVITATIONAL  
MEET 2023 (28 OCT 2023 - 29 OCT 2023)



**NATIONALHIGH**  
JAKARTA SCHOOL

## CONGRATULATIONS!



**Audrey Emilia Budiyanto (Y6G)**  
WAG Level 4

- FLOOR 2ND PLACE
- BARS 3RD PLACE

NIKANIKA GYMNASTICS INVITATIONAL  
MEET 2023 (28 OCT 2023 - 29 OCT 2023)







## ACKNOWLEDGEMENT



**SEAB**  **NATIONALHIGH**  
JAKARTA SCHOOL

*Congratulations*  
**Top Achievers iPSLE 2023**

  
**JOEL FREDERICK GUNAWAN**

**CERTIFICATE OF MERIT AND PLAQUE**  
CERTIFICATE FOR OUTSTANDING PERFORMANCE  
IN ENGLISH LANGUAGE  
CERTIFICATE FOR OUTSTANDING PERFORMANCE  
IN CHINESE LANGUAGE

  
**LOUIS HIMAWAN**

**CERTIFICATE OF MERIT AND PLAQUE**  
CERTIFICATE FOR OUTSTANDING PERFORMANCE  
IN MATHEMATICS  
CERTIFICATE FOR OUTSTANDING PERFORMANCE  
IN SCIENCE



**SEAB**  **NATIONALHIGH**  
JAKARTA SCHOOL

*Congratulations*  
**Top Achievers iPSLE 2023**

  
**MEGAN TJANDRA**

**CERTIFICATE OF COMMENDATION AND PLAQUE**  
CERTIFICATE FOR OUTSTANDING PERFORMANCE  
IN MATHEMATICS  
CERTIFICATE FOR OUTSTANDING PERFORMANCE  
IN SCIENCE

  
**ELIZABETH WIDJAJA**

**CERTIFICATE OF COMMENDATION AND PLAQUE**  
CERTIFICATE FOR OUTSTANDING PERFORMANCE  
IN MATHEMATICS  
CERTIFICATE FOR OUTSTANDING PERFORMANCE  
IN SCIENCE



## ACKNOWLEDGEMENT





## ANNOUNCEMENT

### MARKETING DEPARTMENT'S NEW WHATSAPP NUMBER

Please note that the previous WhatsApp number for contacting our Marketing Department (0812 1818 7712) is now inactive.

For all future communications, kindly use our updated number: **0811 7550 1183**.

We appreciate your attention to this change and look forward to assisting you with any inquiries or needs.

### NHJS SCHOOL'S BUILDING EXTENSION: PROGRESS UPDATE

The construction of our school's building extension is well underway. Currently, we are working on the second storey, expanding upwards to create more space and dynamic learning environment. Stay tuned for more updates as we continue to grow.





# UPCOMING EVENTS

- MID-YEAR REVIEW: YEARS 3 - 6 LISTENING EXAMINATION  
1 - 7 NOVEMBER 2023
- MID-YEAR REVIEW: YEAR 9 WRITTEN PAPERS  
1 - , 6 - 10, 13 - 16 NOVEMBER 2023
- YEAR 10 MILESTONE PROGRAMME (POWER OF BOUNCING BACK)  
2 - 4 NOVEMBER 2023
- YEAR 12 FIELD TRIP  
3 NOVEMBER 2023
- MID-YEAR REVIEW: PRIMARY LEVELS ORAL EXAMINATION (AFTER SCHOOL)  
3 - 8 NOVEMBER 2023
- MID-YEAR REVIEW: YEARS 7 - 8 WRITTEN PAPERS  
3, 6 - 10, 13 - 16 NOVEMBER 2023
- YEAR 10 FIELD TRIP  
7 NOVEMBER 2023
- MID-YEAR REVIEW: YEARS 3 - 6 WRITTEN PAPERS  
10, 13 - 16 NOVEMBER 2023
- MARKING DAY FOR YEARS 3 - 9 (NORMAL SCHOOL DAY FOR YEARS 1-2, 10-12)  
YEAR 1 FIELD TRIP  
YEAR 2 MILESTONE PROGRAMME: I CAN SUCCEED  
17 NOVEMBER 2023