

# BI-WEEKLY BULLETIN

11 - 24 APRIL 2025

<https://nh.piagetacademy.org>

## CELEBRATING THE COMMUNITY

Passion  
Integrity  
Adaptability  
Grace  
Excellence  
Teamwork

2024 - 2025



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UPCOMING EVENTS



# PRINCIPAL'S ARTICLE

## Welcome to Term 4!

A warm welcome back to all students, teachers, staff, and families as we begin Term 4—the final chapter of our academic year. This is a special time in our school calendar, a season of consolidation and culmination—one in which we reflect on how far we have come and prepare to finish strong.

Throughout the year, our students have grown in both character and capability, supported by the tireless efforts of our dedicated staff and the unwavering encouragement of their families. Now, as we enter the final stretch, we invite everyone to approach this term with intention, energy, and a sense of purpose.

For our students, especially those in examination years (Y3 to 12), this term holds added significance. The internal end of year examinations, Cambridge and other benchmark assessments are not just tests of knowledge but also of discipline, perseverance, and readiness. To prepare well, we encourage students to:

- **Set clear goals** and establish a structured revision schedule that balances productivity with rest.
- **Stay organized**, using planners or digital tools to keep track of deadlines, review sessions, and important dates.
- **Ask for help**—your teachers, mentors, and peers are here to support you. Seeking clarification is a sign of strength and responsibility.
- **Practice intentionally**, especially through mock papers, timed exercises, and feedback-based improvement.
- **Take care of your health.** A clear mind and a well-rested body are essential for sustained focus and performance.
- **Stay positive and trust the process.** Every step you've taken this year contributes to your readiness.

Term 4 is also a chance to build strong foundations, strengthen habits, and take pride in your personal progress. Whether it's through classroom learning, projects, or co-curricular activities, every student has an opportunity to finish the year with growth and a sense of accomplishment.

To our Year 12 students, this term is particularly poignant. It marks the close of your journey at our school—a place where many of you have spent years learning, leading, and growing. As you prepare to graduate and take your next steps toward colleges and universities around the world, we send you our heartfelt congratulations and best wishes.

You carry with you not only academic knowledge but also the values and experiences that have shaped you into capable, thoughtful individuals. We are proud of who you've become, and we are confident that you will continue to thrive, contribute meaningfully, and inspire others in the wider world.

To our teachers and staff—thank you for your ongoing commitment and care. Your guidance, patience, and passion shape the experiences that matter most to our students.



**NATIONALHIGH**  
JAKARTA SCHOOL

## **PRINCIPAL'S ARTICLE**

Let us continue to uphold our school values in everything we do—integrity, perseverance, curiosity, and compassion. Together, we can make this a meaningful and memorable final term.

Let's encourage one another, stay focused, and give our best—so we can finish well, and finish together.

God bless.

**Mr Ang Hwee Khoon**

Principal





## YEAR 6 IMMERSION PROGRAMME

During my week-long immersion programme, I had the chance to meet and interact with students from different schools across Singapore while living away from home. Being independent for the first time was both exciting and challenging, as I had to get used to a new environment, take care of daily tasks, and make decisions on my own. Simple things like managing my time, keeping track of my belongings, and adjusting to a different routine became important learning experiences.

Even though there were challenges, the programme was very enjoyable. I made new friends, had interesting conversations, and learnt from others' experiences. The activities and group tasks helped us work as a team and solve problems together, making the experience both fun and educational. While there were tough moments, the good times far outweighed them. This immersion not only made me more independent but also taught me useful life skills that I will always remember.

**- Samantha Lontoh, Y6G**

My Singapore immersion was an unforgettable experience! Staying at Hwa Chong taught me to be more independent — I had to unpack, prepare for the next day, and clean up after myself. It was my first time away from family, and I realised how important it is to take responsibility for myself.

Palm View School was amazing! My buddy was really kind, and we became friends straight away. I joined their choir co-curricular activity (CCA), and their singing was incredibly professional. Saying goodbye was emotional, especially when she gave me a handmade crochet Miffy bag — I nearly cried! We also visited a museum, learnt about adaptations, and saw dinosaur bones. The next day, we explored the idea of having a growth mindset and played games.

On the last day, we went to a Chinese and Japanese garden and learnt about teamwork. I didn't even miss my phone — there was always something fun to do. This trip taught me valuable lessons and gave me memories I'll never forget.

**- Casadee Rose Basuki, Y6T**

Looking back at my recent immersion programme, I realise how blessed I am to have had the opportunity to travel to Singapore with my friends and teachers. I not only learnt valuable lessons such as being resourceful, having self-awareness, and trusting myself, but also developed new friendships with students from Singapore. I am truly thankful to the teachers who worked hard to organise this trip, as it allowed me to gain insights that are important both in learning and in life.

This immersion trip has shown me how to become a more responsible and independent person — qualities that I believe are transferable to my everyday life. Overall, the experience has helped me understand the importance of having an open mind when facing new situations, allowing me to approach them in an adaptable and disciplined manner.

**- Arthur Jonathan Harymoelia Liem, Y6G**



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## YEAR 6 IMMERSION PROGRAMME

The immersion was a memorable and wonderful experience for us. It was a thrilling journey full of challenges and excitement. I think the immersion was a really fun week because we did so many activities and met so many people. Not only that, joining the immersion also helped us develop a growth mindset – to accept mistakes and turn them into opportunities to shine in the future. Overall, the immersion trip to Singapore was a great experience for all of us.

**- Abramando Susiarjo , Y6E**

Shared by

**Ms Jaspreet Kaur Malkit Singh**

PIC of Year 6 Immersion Programme





## APPROACHES TO TEACHING & LEARNING CHINESE LANGUAGE IN SECONDARY & JC

对于中学和高中的学生来说，大多数学生依然对中文学习保持浓厚的兴趣，并以较为认真的态度投入学习。与小学阶段注重基础知识积累和语言兴趣培养相比，中学与高中阶段的教学重点更侧重于语言表达能力的提升、跨文化理解的深化以及学生对语言与文化之间情感联系的建构。

针对考试要求和实际应用需求，教师在授课过程中尽量让学生在真实语境中使用中文进行沟通。使用任务型与交际式教学法，让学生用中文完成有意义的任务，例如点餐、问路或介绍家庭成员。结合交际式教学法，学生通过小组讨论、角色扮演、项目展示等方式，提升口语与听力表达能力。

其次，让语言学习与学生的生活和文化相关联，是教学中最有效的方法之一。教师可以通过印尼与中国文化之间的相似点，例如家庭观念、传统节日、美食等，帮助学生建立对中文的亲切感。

再者，对于目前的学生来说，科技和网络在学习过程中扮演着重要角色。科技可以大大提升中文学习的趣味性和效率。像 Duolingo、HelloChinese、Pleco 等应用程序可以帮助学生巩固词汇，而 Quizlet、Kahoot，ChatGPT 等在线平台则适用于课堂复习和互动游戏。教师还可以设计多媒体项目，如短视频、语音作业或社交媒体模拟，提高学生的语言实际应用能力。

最后，对于高中阶段的部分学生，特别是准备 IGCSE 或 HSK 等标准化考试的学生，阅读与写作能力至关重要。教师应安排阅读理解、写作练习、短文分析等常规训练，并在语法词汇的准确性与表达连贯性之间保持平衡，帮助学生在考试中发挥出色，同时具备真实的语言运用能力。

For secondary school and junior college students, the majority still maintain a strong interest in learning Chinese and approach their studies with a relatively serious attitude. Compared with the primary school stage, which focuses on foundational knowledge and fostering interest in the language, the emphasis in middle and high school shifts towards enhancing students' expressive abilities, deepening intercultural understanding, and building emotional connections between language and culture.

To meet exam requirements and practical communication needs, teachers aim to create real-life contexts in which students can use Chinese meaningfully. By employing task-based and communicative teaching methods, students are encouraged to complete purposeful tasks in Chinese, such as ordering food, asking for directions, or introducing family members. With the help of communicative activities like group discussions, role-playing, and project presentations, students are able to improve their speaking and listening skills.

Moreover, connecting language learning with students' everyday lives and cultural backgrounds is one of the most effective teaching strategies. Teachers can draw on cultural similarities between Indonesia and China—such as family values, traditional festivals, and food—to help students develop a sense of familiarity and affinity with the Chinese language.

In addition, technology and the internet now play a significant role in students' learning. Educational technology greatly enhances both the enjoyment and efficiency of learning Chinese. Apps like Duolingo, HelloChinese, and Pleco help students reinforce vocabulary, while platforms such as Quizlet, Kahoot, and ChatGPT are useful for classroom review and interactive activities.



# APPROACHES TO TEACHING & LEARNING CHINESE LANGUAGE IN SECONDARY & JC

Teachers can also design multimedia projects such as short videos, audio assignments, or social media simulations to improve students' real-world language application skills.

Finally, for upper secondary students—especially those preparing for standardised tests like IGCSE or HSK—reading and writing skills are crucial. Teachers should provide regular practice in reading comprehension, writing tasks, and short text analysis, while maintaining a balance between grammatical accuracy and fluency in expression. This helps students perform well in exams while also building genuine communicative competence in Chinese.

Shared by

**Mr Ding Liang**

Subject Specialist Chinese Language for Secondary & JC



## ICT: 3D DEMO ACTIVITY FOR YEAR 6 AND YEAR 7

### Cross-Level Learning: Exploring Spatial Dimensions with SketchUp

In an engaging and collaborative learning session, a group of Year 6 students had the unique opportunity to deepen their understanding of spatial dimensions through a special class led by Maxwell, a student from the secondary level. Acting as a peer mentor, Maxwell guided the younger students in exploring the fundamentals of 3D design using the digital application SketchUp.

The primary goal of this session was to enrich the Year 6 curriculum by introducing concepts of space and form in a hands-on, technology-based environment. Maxwell, with clarity and confidence, explained essential design elements such as curves, distance, and weight, emphasizing how each plays a crucial role in the creation of stable and functional 3D models.

Throughout the lesson, the Year 6 students were highly engaged and enthusiastic. They not only observed but actively participated—experimenting with tools, asking thoughtful questions, and applying their learning in real-time. As the culmination of their learning experience, each student successfully designed their own phone holder, a creative and functional object that showcased their grasp of spatial reasoning.

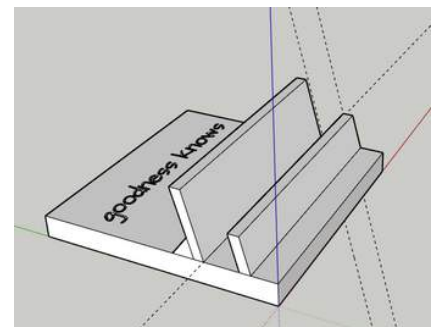
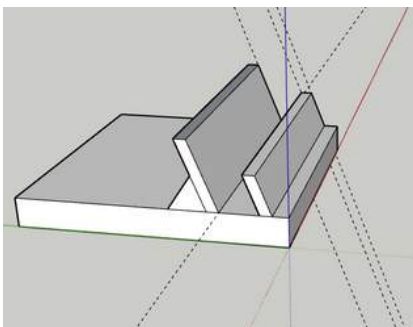
This cross-level initiative highlighted the power of peer learning and collaborative education. Maxwell's role not only provided inspiration but also demonstrated the value of knowledge sharing across grade levels. It served as a reminder that meaningful learning can come from anyone who is willing to teach and uplift others.

The session concluded with a strong sense of accomplishment among the students, who left not only with new technical skills but also with a deeper appreciation for design, technology, and the joy of learning together.

Shared by

**Mr Joko Putera**

ICT Teacher





## YEAR 4 SERVICE LEARNING

The Year 4 students embarked on a meaningful service-learning trip to BKSD, a wildlife conservation site, to deepen their understanding of environmental stewardship. Their day began with planting mangroves along the coastal area, a vital activity to combat erosion and provide habitats for marine life. Guided by conservation experts, the students learned about the ecological importance of mangroves and how their actions contributed to preserving biodiversity.

Afterwards, the group engaged in birdwatching and field guides to help identify various species inhabiting the area. They marvelled at colorful kingfishers and soaring egrets while recording observations about bird behavior and habitat preferences. This activity not only enhanced their appreciation for avian life but also introduced them to the basics of ecological monitoring.

The students then explored BKSD through observation. They trekked through lush greenery, observing unique flora and fauna while learning about the site's conservation efforts. Guided tours highlighted BKSD's role in protecting endangered species and maintaining ecological balance, fostering a sense of responsibility among the young learners.

Finally, the group gathered to watch a documentary detailing BKSD's history and its founding principles. They discovered how the site was established to counter deforestation and habitat loss, inspiring them with stories of community-driven conservation initiatives. The trip left the students with a profound understanding of the interconnectedness of nature and humanity's role in safeguarding it for future generations.

Shared by

**Mr Anthony Mark**

PIC of Year 4 Service Learning



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## YEAR 4 SERVICE LEARNING





## YEAR 6 SERVICE LEARNING

### **Year 6 Service Journey: A Visit to Hacienda Animal Defenders Indonesia**

As part of their service journey, our Year 6 students will have the meaningful opportunity to visit Hacienda Animal Defenders Indonesia on 21 March 2025. This visit is more than just an excursion—it's a chance to foster compassion, build awareness, and reflect on the importance of empathy and responsible action in the world around us.

Our group arrived at the shelter and delivered the donations we had carefully gathered. The staff welcomed us warmly, and we were eager to learn more about the shelter's mission. However, we were met with a sobering sight—hundreds of dogs roaming freely within the shelter grounds. Many of them were suffering from skin conditions, and a few showed signs of aggression, likely stemming from past trauma.

With the students' safety as our top priority, we made the decision not to allow close interaction with the animals. Instead, the shelter staff took time to speak to the students, sharing deeply moving stories of rescue and recovery. They explained the heartbreaking realities these dogs had endured—stories of abuse, neglect, and abandonment that highlighted the cruelty animals often face at the hands of humans.

Despite the distance from the animals, the experience was powerful. The students engaged thoughtfully in a Q&A session with the staff, asking meaningful questions and expressing genuine concern. Their curiosity and compassion were evident, making it a truly impactful moment of learning and reflection.

#### **About Animal Defenders Indonesia:**

Founded in 2011, Animal Defenders Indonesia is a nonprofit organization devoted to rescuing, rehabilitating, and rehoming abused and neglected animals. Beyond their rescue efforts, they are strong advocates for responsible pet ownership and animal welfare education. The organization also works tirelessly to influence public policy and promote stronger protections for animals across the country.

As we head back to school, our hearts are full—with compassion, new understanding, and a sense of responsibility. This visit has reminded us all that even small actions, like giving donations or listening with empathy, can contribute to meaningful change.

Shared by

#### **Mr Noor Indria**

PIC of Year 6 Service Learning







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# HIGHLIGHTS

## K1 Field Trip

Learn about plants, animals and ecosystems the NHJS ELC way.

On 7 March 2025, the K1 students had a fun day outdoors at Habitat Park SCBC as they put what they have learnt this term into practice on their first field trip outside school for the NHJS stay.

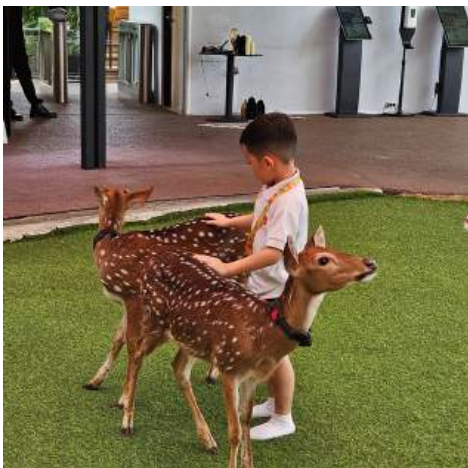
They explored various animals in their habitats on that day. They identified animals in three different languages and played a hide-and-seek game with chameleons, played labelled animals as aquatic, terrestrial, or both using the mini-zoo animals, explored various plants and had a great time feeding numerous animals. They learnt about the different habitats and living habits of many plants and animals.

It was truly an amazing experience.

Shared by

**Ms Sheila Elise Canicula**

Head of Early Learning Centre



# ACKNOWLEDGEMENT

## Singapore Math Global Finals 2025



## Saint-Saëns International Music Competition







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# ANNOUNCEMENT

## Our Early Learning Centre is Open for Enrolment!

Registration for K1 in the Academic Year 2024/2025 and for K1 and K2 in the Academic Year 2025/2026 at our Early Learning Centre is now open!

Enrol now!

For more details and inquiries, please reach out to our marketing team at 0811-1830-603.

Do not miss this wonderful opportunity to jumpstart your child's educational journey with us!

**NATIONALHIGH**  
JAKARTA SCHOOL

# Early Learning Centre

Is Now Open For Enrolment  
**AY 2025-2026**

**FREE TRIAL**

Effective Communicators

Mentoring & Parental Collaboration

Innovative Learning

Purpose-Built Learning Spaces

For more information:  
**+62 811-1830-603**  
<https://nhi.silasekolahsmp.com>

Jl Raya Pks Pengumben 41,  
Jakarta Barat

Play • Learn • Lead

### Education of the Head • Heart • Hands

**Play-Based Learning:** Learning activities are designed to be play-based, sparking curiosity and fostering love for learning!

**Habits & Values:** Exposing children to the Habits of Mind and Instilling Passion, Integrity, Adaptability, Grace, Excellence, and Teamwork!

**Self-Directed Learning:** Empowering children to lead themselves and others!

**Mentoring & Parental Collaboration**

With a staff to student ratio of 1:8 and a maximum class size of 16, we ensure meaningful mentoring and encourage parents to partner with us as reading buddies and co-mentors, fostering deeper parent-child relationships.

**Innovative Learning**

We implement mindful limitations on technology, prioritising hands-on activities and Maker Space for enriched learning experiences. Interactive activities promote play and participation, aiding in building friendships and acquiring essential 21st-century skills.

**Effective Communicators**

To foster effective communication, children will engage in learning English, Chinese, and Bahasa languages. Diverse platforms filled with enjoyable activities will be offered for children to apply and enhance their linguistic skills.

**Purpose-Built Learning Spaces**

Our exciting learning environment encourages exploration, play, confidence-building, and daily reflection, tracking holistic growth.

# UPCOMING EVENTS

## **Interdisciplinary Project Work (IPW) Fair**

11 April 2025

## **Student Council: Prom 2024-2025**

12 April 2025

## **End-of-Year Review: Return of Exam Papers to Students (Y10-Y12)**

14 – 15 April 2025

## **Years 11 – 12: I/A Success Camp (Stage 3)**

11 – 17 April 2025

## **Cambridge International IGCSE CL Speaking Test**

15 April 2025

## **Year 10: Commencement Ceremony AY2024-2025**

17 April 2025

## **Good Friday (School Closed)**

18 April 2025

## **APMOPS First Round**

19 April 2025

## **Cambridge International IGCSE, AS & A Level Exams**

15, 25 April – 11 June 2025