



INFANT JESUS ACADEMY

CATHOLIC CO-EDUCATIONAL BOARDING SCHOOL

TERMly NEWSLETTER

TERM 3 2020/2021

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It is an understatement to say this has been a busy term!

In May, learners took part in two speaking competitions our boys winning second place and our girls winning third. I am proud to know that the organizers were so impressed by the quality and comportment of our learners that they were compelled to ask us to host one of their events at our school. I am proud of the way our young people took part; and I am proud of the way they upheld so beautifully the standard for which they had come to the attention of the hosts in the first place. Some learners have also been involved in sporting competitions in other schools, while yet others have been busy flying the proverbial flag, joining Mr Praise at various musical events, within the community, playing as part of the IJA orchestra. It has been wonderful to witness as members of our school community have played their part in key events like the recent funeral service of the late former Acting Delta State Governor and the birthday celebration of Monsignor Steven Uzomah, Vicar General of Issele-Uku.

Well done and congratulations to all learners for contributing to the community in such fantastic ways!

Since publishing the Term 2 newsletter at Easter, the work we have done around our three improvement priorities for this academic year has continued and gathered a pace. To improve arrangements in place to safeguard our learners and ensure the health

and safety of staff, we have:

- Been busily working on the creation of a schoolwide 'Safeguarding' policy, to ensure all members of staff and all adults entering the school site to carry out work adhere to our local expectations on how to support the safety, security and wellbeing of our young people. Further information on the details of this policy will be made available to you in September.
- Appointed Mr Nosa Igbinidu (Assistant Principal) and Mrs Amaka Uzomah (School Counsellor) as Designated Safeguarding Leads and, through this role, to oversee the operation of the aforementioned policy.
- Delivered whole-school safeguarding training to sensitise staff to the range of things that could threaten the safety, security or wellbeing of our young people, and to ensure they are aware of how to handle any such things appropriately. Additionally, we have introduced an electronic system by which staff can alert the DSLs to any concerns they have in this regard; and we have built training on how to use the system, and how to observe the policy to which it is linked, into the induction arrangements for new staff.
- Delivered whole-school training on the Nigerian Data Protection Regulation (2019) and its implications for the appropriate handling of information, both internally and with stakeholders.
- Continued the rollout of official school email addresses for staff, to support better compliance with expectations under NDPR and to prepare us for increased speed, efficiency and effectiveness in our internal and external communications, including and especially in relation to the welfare of our learners.
- Continued our programme of improvement works on the

school site, including in the carpentry work in the hostels, whilst earmarking an extensive programme of other works to be carried out over the forthcoming long vacation.

- As an SLT, been trained by our Assistant Principal, Mr Nosa, on 'Managing Allegations Against Staff' and the next steps involved in tightening up our policy and practice in this area of school life.

To help us in the drive to promote outstanding learning and teaching as a matter of daily diet, this term we have:

- Been working on the creation of a schoolwide Culture for Learning policy, designed to detail our professional vision of behaviours that promote learning, and the systems we shall use to embed these behaviours into our 'IJA way' of doing things. Alongside this, we have:
- Taken a more robust approach to handling inappropriate behaviour and attitudes that provide barriers to learning. By being less bureaucratic and having a clearer sense of escalation, this approach has been swift and decisive and is much more concerned with early correction and redirection than 'punishment'.
- Launched a review of our internal systems for collecting and analysing data relating to the progress and achievement of learners, to help us identify specific areas for improvement in 'learning and teaching' and the strategic systems needed to drive the improvement required. Our aim is to improve the first teaching of all subjects so that, over time, 'intervention' can be replaced with focused revision, supported, supervised and resourced by teachers.

- Through the Learning and Teaching focus group, continued our journey towards an approach to classroom practice that is learning-centred, that is data driven and that reflects the global best in current educational research and thinking. Together, the members of this group have been busily working on a Learning & Teaching policy, strategy and resources that, once in place, will align us with international best practice, thereby further enhancing the ability of our learners to compete with their peers across the world - and win. Leading this group, from September, will be our newly-appointed Associate Assistant Principal, Mrs G. Ugwuogo. We are excited about the work of this group in shaping the daily diet of learning for our young people.
- Asked line managers to work with the Heads of Subject to develop a much sharper focus on monitoring, evaluation and intervention in respect to the key drivers of improved outcomes for learners. Specifically, these drivers are the behaviour and attitudes of learners, the extent to which the curriculum encourages their personal development, the leadership and management of staff and resources, and the overall quality of the IJA educational experience, taking into account its intent, its methods of implementation and its measurable impact upon the life chances of our young people.
- In step with permissions from the Ministry of Education, had our first Open Day in almost a year. Ahead of this event, teachers were directed to place greater emphasis upon discussing the progress and achievement of learners to date and in explaining to parents and carers what should be done to further enhance these.
- Encouraged teachers to meet each other regularly and to use this time to discuss learning and teaching (rather than just completing administrative tasks) and to work on activities together that develop each other professionally.
- Through subscriptions linked to their new school email addresses, given senior and middle leaders access to learning and teaching resources, research and dialogue representing the best in international good practice.

To continue the work of embedding our target culture of celebration and continuous improvement, Term 3 has seen us:

- Use the weekly Principal's assembly to send clear and uncompromising messages about our corporate ethos of excellence, integrity and Christian servanthood;
- Write around 25 letters home, celebrating learners who have excelled in demonstrating our core values;
- Ask senior and middle leaders to speak regularly with their teams about members of our school community (young people and adults alike)

whose contribution to school life is worthy of special recognition due to exceeding expectation;

- In response to parental concern about the Day School opening in September, and with a view to delivering the best for both existing and incoming learners, hold an online Parent Voice meeting, inviting and responding to the comments and suggestions of parents and carers about the issue and taking these into account in our subsequent planning and written feedback;
- Facilitate a two-week written Parent Voice exercise, as part of our whole-school review of the Provisions Policy introduced in Term 2;
- Through timetabled line management meetings, begin to lay the foundations of a schoolwide conversation about professional standards and expectations and the support systems and accountabilities by which these are to be embedded. Thus far, this has resulted in enhanced administrative and domestic professionalism, including better electronic communication with stakeholders and the more timely delivery of services linked to the boarding house;
- Separate the role of PA to the Principal from that of School Secretary and rename the latter as 'School Office Administrator', to be more reflective of its actual responsibilities. Whereas we have said our farewells to Mrs Ukoha (former School Secretary), on the grounds of ill health, we are delighted to have appointed Mrs E. Obiofo to the new Office Administrator role and are equally delighted to have appointed Barrister A. Fasika, to discharge the work of PA to the Principal. In this capacity, Barrister Fasika has taken over as the first point of contact for me. He will also line manage our School Office Administrator, whilst overseeing Human Resources management across the school. Barrister Fasika and Mrs Obiofo can be emailed at admin@ijaasaba.com;
- In addition, I personally have visited a local primary school on 30 June 2021 and taught a 15-minute lesson there on the difference between facts, opinions and beliefs. This was an exciting opportunity to begin building relationships and the hope is that, from out of this developing relationship, staff in both schools can create meaningful opportunities for Continuing Professional Development and to impact positively upon the learning experience of our respective young people.

This term, I have also spent rather a lot of time appealing to parents and carers to share their thoughts with me. In addition to the feedback protocol we adopted in Term 2, in which parents and carers receive a response within one working day and detailed feedback on any investigation within 10 working days, we have also promised and delivered two Parent Voice forums for Term 3 alone. These events were designed to give parents and carers a means by which to contribute meaningfully to the agenda of school improvement and have occurred alongside the many times I have welcomed parents

and carers into my office, inviting you to speak freely about your experience of the school. Parents and carers were also invited to participate in an online policy review, which has itself helped shape the direction we take regarding Provisions. Similar opportunities for parental contributions are being written into the calendar for the forthcoming academic year as you read this newsletter. Indeed, never let it be said that, under this principalship, the school is unwilling to hear the voice of its parents and carers!

PASTORAL & CURRICULUM INFORMATION

Intervention Lessons

Parents and carers who are interested in intervention lessons should inform the Vice Principal, Mr Acheka, once payment is made to the school account. This is to ensure your child is assigned the required subject teacher and that this happens on time. Please contact Mr Acheka on 08146065626, or by emailing him at m.acheka@ijaasaba.com, with your child's name and the preferred subject(s).

Holiday Assignments

To be attached to the Term 3 promotion progressive results are sets of take-home assignments that have been designed to engage our learners during the holiday period. Parents and carers are encouraged to support their child(ren) by ensuring these assignments are given the necessary attention. Please be reminded that assignments and projects form part of our continuous assessment. The assignments are therefore to be completed at home and must be submitted to the teachers concerned when learners return to school in September.

Cambridge Checkpoint Examinations

Parents and carers are advised that starting Cambridge Checkpoint (also known as Cambridge Lower Secondary) is compulsory for all learners. All learners progressing to Year 9 are expected to register and write Cambridge Checkpoint examinations. It is not optional. Cambridge Secondary 1 Checkpoint tests have been designed to assess learners at the end of Cambridge Lower Secondary. These tests provide the school with an external international benchmark for assessing the performance of learners. Young people who go through the Cambridge Checkpoint program usually excel dramatically in Mathematics, English Language and Science in external competitions and in local examinations such as WASSCE and NECO. They also compete favorably with the outside world through its curriculum content.

Details of the examination fees including the Cambridge IGCSE can be found in this newsletter or by contacting the Business Manager.

JAMB Registration

The Joint Admissions and Matriculation Board (JAMB) have made the National

Identity Number a prerequisite for the Unified Tertiary Matriculation Examination. In view of this, parents and carers are asked to seize the holiday opportunity to enroll their child(ren) and especially those progressing to Year 12 who will be eligible to enroll for the examination in the next academic session. This is aimed at ensuring we avoid any harrowing experience during the registration of our learners.

Textbooks and Notebooks

All learners must have IJA branded notebooks. This is compulsory. Please contact the Business Manager for the cost implication. The purchase of textbooks is optional at the moment. However, a situation in which learners return to school for the academic session 2021/22, without most of the recommended textbooks, is unacceptable; and measures have been put in place to discourage this from happening.

It is therefore advisable that parents/carers do aim to ensure learners have the textbooks they need. Whereas the market is flooded with pirated copies, and most of the IJA recommended books cannot be found in the open market, you may wish to consider purchasing these textbooks from the school shop. We deal with the authors and publishers directly and are therefore certain of the quality of the texts supplied.

Key Dates and Upcoming Events

Please note the following in your diary:

- Sunday 12 September 2021
Resumption for Term 1 of the 2021/2022 academic session
- Sunday 3 October 2021
Visiting day/Thanksgiving mass/Graduation ceremony for 2020/2021 graduands
- Saturday 23 October 2021 to Saturday 30 October 2021
Mid-term break
- Sunday 31 October 2021
All learners return from mid-term Break
- Sunday 28 November 2021
Open/Visiting day



- Wednesday 15 December 2021
Term 1 holiday begins
- Sunday 9 January 2022
Resumption for Term 2 of the 2021/2022 academic session

Provisions Policy

When the existing policy on Provisions was introduced, there was a plan to review it. This review has now been completed and involved the participation of parents/carers, staff and learners. However, the Principal was clear, at the point at which the policy was introduced, that there is only one yardstick by which any changes to school policy and Practice should be measured: the extent to which such changes improve the school experience of learners. In the review, 80% of respondents agreed that the policy has indeed improved the experience of our young people.

This means there is a clear majority, across stakeholders, in not simply rescinding the policy with immediate effect. While, therefore, it is not our intention to continue the policy indefinitely or without further review, we shall continue it into the new academic year, whilst monitoring the effectiveness of our recently-revised food budget (due to take effect in September 2021) in the current economic circumstances. It is our hope that these circumstances will enable us to phase the policy out gradually.

In the meantime, a reduced list of Provisions permitted from

September will be communicated to you on or before 13 August 2021.

FINANCIAL INFORMATION

Absences from school

We are now unable to authorize any request for absence received with fewer than three clear working days of notice. These should be emailed to admin@ijaasaba.com, in the first instance, so that there is a written record of both your request and our reply. Absences occurring without due authorization will be noted in school records as "unauthorized" and will be reflected in any references and testimonials requested from us. Except in emergencies, learners whose absences are authorized may be collected from school no earlier than 2:15pm. Medical emergencies must be signed off by our nurses.

Please also be advised that requests should specify the number of days required, which will help us gauge when learners are to be back on site. Without this information, we are again unable to authorize the absence.

School Fees

School fees assist us in the general running of the school, in maintenance and in carrying out all essential repairs before and during the term. There has been no upward review of school fees. This means the fee structure for 2021/22 will be the same as it was in the outgoing academic session.

For returning learners, the breakdown for Term 1 school fees is as follows:

TERM 1	RETURNING STUDENTS FEES ₦
Tuition/Boarding	260,000
Medical	4,000
Maintenance	10,000
Miscellaneous	13,000
PTA Levy	5,000
ICT fees	5,000
End of year party	5,000
Total	302,000

PLEASE NOTE: The breakdown above does not include the cost of books.

Concessions

All requests for concessions are now to be made by completing the Application for Concessional School Fees found at: <https://forms.office.com/r/MFReezPGiE>. Parents and carers whose request is approved will be required to bring a post-dated cheque for the balance upon resumption; and this cheque will be presented at the bank upon expiration of the concession window. Also, you will be required to sign an undertaking at the Bursary Department before collecting clearance. This is a requirement for admission into the school for parents who are unable to make complete school fee payments before resumption. Applications for Term 1 must be submitted by Sunday 29 August 2021, 6pm, at the latest.

We are unable to process any request not made in this way; and we are likewise unable to process any requests for Term 1 after this time.

Fees For Learners in Examination Classes

Fees for learners in examination classes (Years 9 and 12) must be paid in two instalments, by no later than Term 2.

School fees to be paid for these learners in examination classes, **exclusive of textbook fees**, are:

	TERM1 N	TERM2 N
Year 9	431,000	431,000
Year 12	431,000	431,000

Additionally, learners in examination classes are expected to pay their external exam and other fees before the end of Term 1 to enable prompt registration for the exams.

The table below shows the cost of external examinations to be registered for by learners in examination classes:

S/ N	DESCRIPTION	Year 9 (₦)	Year 12 (₦)
1	Delta State BECE, NECO BECE	60,000	-
2	NECO SSCE & WASSCE	-	90,000
3	JAMB	-	40,000
4	Extension Classes	25,000	35,000
5	Graduation fees	-	₦30,000
	SUB-TOTAL	85,000	195,000
6	Cambridge CheckPoint	180,000	
7	Cambridge IGCSE (5 subjects minimum) and ₦90,000 for additional subjects		450,000
	GRAND-TOTAL	265,000	645,000

Pocket Money Balances

Parents/carers should confirm their child(ren)'s pocket money balances with the Bursary Department before school resumes. Deficit balances must be cleared.

We do not wish to send learners home for the non-payment of school fees and other balances, as this will be disruptive to their learning. It is imperative, therefore, that this matter is addressed within the time scales outlined and in the ways advised.

Method of Payment

Payment of all fees and balances owed can be made by any of the following methods:

- Bank draft
- Bank transfer
- Cash deposit at the bank
- Standing order

Evidence of Payment

Evidence of payment must be presented to the Business Manager, Mr Ogunsuyi, before receipts can be issued. Admissible evidence includes tellers, alert notifications, and any other evidence providing confirmation that is verifiable with the bank.

Parents and carers wishing to present these electronically may do so by e-mailing the Business Manager at c.ogunsuyi@ijaasaba.com.

Parents and carers are reminded that presenting cheques that cannot be paid due to insufficient funds is a crime that attracts stiff legal penalties.



Uniforms and Books

Learners entering into Year 7 and Year 10 are expected to receive new School uniforms. Parents and carers with learners in these year groups are therefore required to pay for the respective uniforms. We further appeal to parents and carers with children who have not yet been measured for school uniform to either bring them to school (for those living in or around Asaba), or to send us the relevant measurements, based on the measurement template to be shared.

Parents and carers are equally advised to pay for books to assist us in early stocking of the bookshop for the learners to pick up at resumption.

Intervention Classes

Parents and carers intending to register their children for intervention classes within the term can pay the sum of **N15,000 per subject** into the school accounts and thereafter inform the Business Manager about any payment made, for easy and prompt reconciliation.

IN CLOSING

It is a fundamental basic of human interaction that we say “thank you” to people who offer their help and assistance, or who go beyond the call of duty. Indeed, taking people for granted is not just unpleasant it is unchristian. It is in this vein that we have also, this term, introduced our Parental 'Thank You' Policy, by which we, as school offer discounted tuition fees to parents and guardians who introduce other parents and their children to the school. It is also in this vein that I would like to invite you, as parents and carers, to let me know of any members of staff whose work you have particularly appreciated over this academic year. I would be delighted to pass your appreciation to them; and I know they would be greatly encouraged to hear it. Please email your reflections to us at admin@ijaasaba.com.

I wish each parent/carer, learner and member of staff a healthy and restful long vacation; and I look forward to welcoming each member of our school community back, upon our return in September.

Many blessings



Archbishop Otis V. Wilks
Principal



**We now welcome
applications for
day students**