



WELCOME TO OUR

1st Term - Educator's Hall of Fame!

We're so glad you're here!

Edu. Pulse with the Academic Council

Greetings, Esteemed Educators,

As we conclude the first term, we sincerely appreciate our teaching team for their dedication and commitment to excellence at Roseville. This newsletter celebrates the people behind our milestones—teachers whose innovation and impact continue to advance the vision of the Ikota Educational Foundation.

Notable initiatives this term include strengthened departmental team time, improved teacher-to-teacher observation, academic council mentoring, data-driven decision-making, and the launch of our Hall of Fame newsletter.

We specially appreciate the offices of the Heads of Department, Quality Assurance Officer, Secretary to the DOS, and EMIS Administrator for the fieldwork conducted and the impactful outcomes generated.

Together, every effort counts as we build a culture of excellence.

MELVINA IGBOANUGO

**DIRECTOR OF STUDIES
FOR ACADEMIC COUNCIL**



HIGHLIGHTS:

- MAIDEN EDITION OF TEACHER'S DAY AWARD FOR 2024-2025 ACADEMIC SESSION
- PERFORMANCE AND RESULTS ANALYSIS
- DEPARTMENTAL, GEM AND CLASS (TEACHER IN CHARGE) HALLMARKS
- MOST INNOVATIVE TEACHERS AND INFLUENTIAL TEACHERS (LEADERSHIP, INNOVATION AND PERFORMANCE)
- MOST OUTSTANDING TEACHER
- MOST IMPROVED STUDENT ARTICLE
- STUDENTS' VOICE
- EDUCATORS CORNER: WHAT TEACHERS CAN DO DIFFERENTLY
- 2ND TERM IN VIEW

Meet the Academic Council

These are the leaders, driving teachers and students toward success in a supportive environment.



Mrs. Ijeoma Alvina Amu
[Principal]



Ms. Melvina Igboanugo
[Director of Studies]



Ms Ogechukwu Oramalu
[Senior School Coordinator]



Mrs Ginika Ohagwa
[Junior School Coordinator]

Maiden Edition of Teacher's day award for 2024-2025

Theme: Recasting Teaching as a Collaborative Profession

The school management celebrated Teachers' Day 2025 with a memorable and well-organized programme to appreciate staff for their dedication and contributions to the school community. The celebration marked the maiden edition of the Teachers' Week, a week-long event during which all staff were recognised for their service and commitment.

Guided by the theme "Recasting Teaching as a Collaborative Profession," the week emphasised teamwork, shared responsibility, and collective excellence in teaching and learning.

A major highlight of the celebration was the Staff Awards Ceremony, held on Monday, 6th October 2025, where outstanding staff members were honoured as 2024-2025 achievers. The awards celebrated excellence, professionalism, and impactful service across various roles within the school.



Below are the award categories and their respective recipients

A. Teacher of the Year– Mrs Ginika Ohagwa

B. School Leadership Award

- Ijeoma Alvina Amu– Visionary Leadership Award
- Melvina Kelechi Igboanugo– Academic Leadership Award
- Chidimma Nwoye– Formation and Student Development Award
- Chioma Nellyn Ude– Administrative and Operational Excellence Award

C. Commitment and Service Award

- Ijeoma Amu
- Melvina Igboanugo
- Lucia Njoku
- Chinonyelum Edeh
- Viviane Chinagorom



Award categories and their respective recipients

D. Teacher of the Year for each Department

- Science- Ginika Ohagwa
- Social Science- Mercy Okoro
- Languages- Ogechukwu Oramalu
- Arts – Ethel Omeje
- Maths – Joy Oforkansi
- Technology- Tochi Elo

E. Award of Excellence in Academics – (2025 WAEC)

i. Category 1- All As

General subjects

- Civic- Rosemary Okonkwo

Elective subjects

- Catering and Craft- Chinonyelum Edeh
- CRS- Loveth Nwankwo
- Government- Rosemary Okonkwo

ii. Category 2- 70% of As and 30% Bs

Elective subjects

- Chemistry- 17A, 2B2, 1 B3- 85%- Jacinta Iyida
- Data Processing- 11As, 1B2- 91.6%- Uchenna Duru

F. Roseville Award for Departmental Excellence- Science Department

G. Innovation and Creativity Award – Ifeoma Okonkwo

H. Leadership and Mentorship Award- , Ginika Doris Ohagwa

I. Excellence in Lesson Planning Award- Mercy Okoro



Award categories and their respective recipients

J. Students' Choice Award-

- Junior School – Chidebere Ezeaputa
- Senior School – Ogechukwu Chielo

K. Collaboration and Team Spirit Award-

Madame Viviane Chinagorom

L. Punctuality Award-

Chinonyelum Edeh

M. Gem coordinator of the year -

Regina Onyekachi Regina

N. Teacher in Charge of the Year Award-

Blessing Onye (JSS1)



Worthy Mention

- Jacinta Iyida and Mrs Ogechi Ngene (SS3)
- Ogechukwu Chielo (SS2)
- Stella Ifejika and Mrs Viviane Chinagorom (SS1)
- Ebele Odinwankpa and Mrs Blessing James Ibeh (JSS3)
- Chiagoziem Okechukwu (JSS1)

Other Worthy Mention

* Exams and Record- Lucia Njoku and her team (Ogechukwu Oramalu, Ginika Ohagwa, Ogochukwu Nwabueze, Chidiebere Ezeaputa and Martha Ugwu)



Award categories and their respective recipients

Non-Academic Award



A. Best Housekeeper of the Year Award- Charity Ani



B. Best Team Player in Administration- Ogochukwu Nwabueze



C. Most Customer-Centric Staff- Ogechi Salome Obieze



D. Award of Commendation for organisational skill and multitasking- Chisom Philomena Odoh



E. Award of Commendation for Punctuality- Joanness Nonyelum Ugo

Worthy Mention

*** Facility Department-** Ms Chioma Ijezie and her team (Mr Festus Kayode and Mr Chinedu Ani)



A MOMENT WITH THE TEACHER OF THE YEAR 2024-2025



To my colleagues and to whoever will stand here as the next Teacher of the Year, I encourage you: pursue excellence relentlessly. Keep doing the right thing even when nobody is watching. Be faithful in the little things, consistent in your efforts, and passionate in your calling. That is how true excellence is built. Teaching is not just a profession; it is a calling. We shape lives, build futures, and plant seeds that may outlive us. Let us therefore fulfill this calling with dedication, integrity, and excellence.

Thank you once again to the management, the board, my colleagues, and my students for this great honour. I am truly grateful.

God bless you all.

MRS GINIKA DORIS OHAGWA
TEACHER OF THE YEAR 2024-2025

I write today with a heart full of gratitude and humility. To be recognized as Teacher of the Year is an honour I do not take lightly. I am deeply thankful to God for strength and grace, and I sincerely appreciate the school management and board for taking it upon themselves to reward excellence. Your commitment to recognizing hard work and integrity encourages us all to do better and to give our best.

This award reminds me that teaching goes beyond the classroom walls and beyond public recognition. It is about showing up every day, even when no one is watching. It is about choosing integrity when shortcuts are easier, choosing hard work when comfort is tempting, and choosing excellence when average would be acceptable. Excellence has always been my watchword, not because it brings applause, but because our students deserve nothing less. I see every task, no matter how small, as an opportunity to grow, to learn, and to improve. Each lesson taught, each student guided, and each challenge faced is a step toward becoming a better educator and a better person.



END OF FIRST TERM ACADEMIC ACHIEVEMENT (2025/2026 ACADEMIC SESSION)

HONOURS ROLL

| CLASS | POSITION | NAME | AVERAGE | CLASS AVG | |
|--------------|----------------------|-------------------------|----------------|------------------|--|
| JSS 1 ROSE | 7 TH | NWODOH, CHISIMDI | 86.14% | 78.74% | |
| | 6 TH | KELEZE, CHIMBUSOMMA | 86.92% | | |
| | 5 TH | EZEAMUZIE, MMASICHUKWU | 88.11% | | |
| | 4 TH | IKECHUKWU, OSINACHI | 89.99% | | |
| | 3 RD | OKEKE, CHINYELUGO | 91.09% | | |
| | 2 ND | ODINAOFORAH, IMMACULATE | 91.24% | | |
| | 1 ST | INNOEZE, CHINEMEZU | 91.89% | | |
| | MOST IMPROVED | | | | |
| | | EZE, CHIMKANAGOZIM | 71.56 – 74.95% | | |
| JSS 1 DAISY | 9 TH | NNAJI, IFECHUKWU | 85.92% | 79.75% | |
| | 8 TH | ENE, GLORY | 86.63% | | |
| | 7 TH | ONYECHI, CHINEMELUM | 86.73% | | |
| | 6 TH | OKOYE, CHIZITALUM | 86.95% | | |
| | 5 TH | ILO, IFECHINALU | 87.55% | | |
| | 4 TH | NNAMANI, EMMANUELLA | 88.21% | | |
| | 3 RD | ORAKWUE, ADANNAYA | 88.81% | | |
| | 2 ND | ENECHIONYIA, CHIMDIMMA | 89.88% | | |
| | 1 ST | OKEKE, OMEZIKAM | 92.45% | | |
| | MOST IMPROVED | | | | |
| | ENEH, CHISIMDI | 74.54 – 79.81% | | | |
| JSS 2 ROSE | 9 TH | OKAFOR, CHIZARAM | 85.10% | 80.73% | |
| | 8 TH | OBILOR, LIZ-KAREN | 85.40% | | |
| | 7 TH | OHAKA, KAMSIYCHUKWU | 85.53% | | |
| | 6 TH | OKONKWO, KOSOLUCHI | 85.92% | | |
| | 5 TH | EJIM, CHETANNA | 86.02% | | |
| | 4 TH | OHAEKWEIRO, CHIZARAM | 86.43% | | |
| | 3 RD | ANEKE, ZIKORA | 86.57% | | |
| | 2 ND | AZUBIKE, CHIKAIMA | 88.84% | | |
| | 1 ST | OBINNA, CHINEMEREM | 96.30% | | |
| | MOST IMPROVED | | | | |
| | OFORBUIKE, CHIDIOGO | 68.77 – 73.62% | | | |
| | 10 TH | EKOWA, KAMSI | 85.13% | | |
| | 9 TH | ALAEKEE, CHIMSIMDI | 85.16% | | |

| | | | | | |
|---------------|----------------------|---------------------------|----------------|--------|--|
| JSS 2 DAISY | 8 TH | AMU, MICHELLE | 87.51% | 81.09% | |
| | 7 TH | OGBODO, MICHELLE | 87.54% | | |
| | 6 TH | ONUOHA, PRINCESS | 87.71% | | |
| | 5 TH | NNEJI, CHIMUANYA | 88.52% | | |
| | 4 TH | IVUANYI, NNEOMA | 88.57% | | |
| | 3 RD | OGBU, EMERALD | 89.09% | | |
| | 2 ND | OBIESIE, FAVOUR | 90.40% | | |
| | 1 ST | AGUJIOBI, JANETRINA | 90.89% | | |
| | MOST IMPROVED | | | | |
| | OZOUGWU, IJEMSINACHI | 69.85 – 74.27% | | | |
| JSS 2 JASMINE | 6 TH | OCHOMMA, PRECIOUS | 85.33% | 78.56% | |
| | 5 TH | ONUIGBO, CHIOMA | 85.58% | | |
| | 4 TH | ONU, DANIELLE | 86.75% | | |
| | 3 RD | ANI, OLAEDE | 87.75% | | |
| | 2 ND | MBAMALU, ONYINYECHUKWU | 88.60% | | |
| | 1 ST | ODINWANKPA, MARY | 90.16% | | |
| | MOST IMPROVED | | | | |
| | | ELUKE, AMARACHUKWU | 60.74 – 66.37% | | |
| JSS 3 ROSE | 6 TH | ANI-IFECHUKWU, CHIMAMANDA | 86.88% | 76.46% | |
| | 5 TH | OKEKE, ONYINYE | 87.18% | | |
| | 4 TH | ILO, CHIMDINDU | 87.48% | | |
| | 3 RD | AYALOGU, CHIMAMMA | 87.71% | | |
| | 2 ND | OKOYE, AKUABATA | 89.58% | | |
| | 1 ST | ANI, EBUBECHUKWU | 90.58% | | |
| | MOST IMPROVED | | | | |
| | | EKWULUGO, BEYONCE | 55.76 – 60.08% | | |
| JSS 3 DAISY | 4 TH | EKOWA, CHIZARA | 87.33% | 77.26% | |
| | 3 RD | ORJI, IFUNANYA | 87.34% | | |
| | 2 ND | NNADI, EZINNE | 87.73% | | |
| | 1 ST | NWAJAGU, OMAMEREM | 89.70% | | |
| | MOST IMPROVED | | | | |
| | | EZE, CHIMDALU | 76.38 – 80.92% | | |

| | | | | |
|------------|-----------------------|------------------------|----------------|---------------------|
| SS 1 ROSE | 6 TH | OGUGUA, IFECHUKWU | 85.52% | 76.32% |
| | 5 TH | OKOLO, CHIMAMANDA | 85.68% | |
| | 4 TH | AKANLE, DAVINIA | 86.48% | |
| | 3 RD | ANEKE, CHIZURUM | 88.59% | |
| | 2 ND | OKOYE, CHIAMAKA | 90.10% | |
| | 1 ST | AGUJIOBI, CHIDIOMIMI | 94.13% | |
| | MOST IMPROVED | | | |
| | ROLAND, IFESINACHI | 49.75 – 53.37% | | |
| SS 1 DAISY | | NIL | | 71.06% |
| | MOST IMPROVED | | | |
| | | ORJI, CHIMAMANDA | 49.91 – 54.90% | |
| SS 2 ROSE | 15 TH | PHILIP-OYA, PRECIOUS | 85.36% | 79.76% |
| | 14 TH | AMAFIDEGBE, EWERE | 85.63% | |
| | 13 TH | IYARE, AMUSE | 85.70% | |
| | 12 TH | ONODUGO, KOMELU | 86.44% | |
| | 11 TH | AMU, IJEOMA | 86.48% | |
| | 10 TH | ORJI, NMESOMACHUKWU | 86.78% | |
| | 9 TH | UDODIRIMADU, IFECHUKWU | 87.48% | |
| | 8 TH | AYALOGU, CHIMAMANDA | 87.89% | |
| | 7 TH | IGWAGU, CHIZITALU | 88.27% | |
| | 6 TH | ILOH, SOCHIKAIMA | 88.74% | |
| | 5 TH | ANEKE, MYRA | 90.38% | |
| | 4 TH | OKONKWO, KOSISOCHUKWU | 90.99% | |
| | 3 RD | UGWU, MONALISA | 91.03% | |
| | 2 ND | IKEBUDU, KOSISOCHUKWU | 92.21% | |
| | 1 ST | ANEKE, LACEY | 94.13% | |
| | MOST IMPROVED | | | |
| | OGBONNA, CHIMNECHEREM | 76.59 – 78.87% | | |
| | HONNAH, MUNACHIMSO | 64.58 – 66.88% | | |
| SS 2 DAISY | 2 ND | OFORDU, ALEXIA | 85.60% | 81.85% (HIGHEST) |
| | 1 ST | EZINWA, CHIMAMANDA | 91.07% | |
| | MOST IMPROVED | | | |
| | | NIL | | |
| SS 3 ROSE | 4 TH | ILO, ONYINYE | 85.73% | 75.18% |

| | | | | |
|--|-----------------|-----------------------|----------------|--|
| | 3 RD | OKEKE, CHIMAMANDA | 86.85% | |
| | 2 ND | IKECHUKWU, CHIKAMSO | 86.87% | |
| | 1 ST | AKANLE, DAVINA | 89.28% | |
| | 2 | MOST IMPROVED | | |
| | 1 | EZECHUKWU, CHIZITEREM | 52.49 – 60.64% | |

| | | | | |
|-------|--|-----------------------|----------------|--------|
| | | NIL | | |
| DAISY | | MOST IMPROVED | | 75.85% |
| | | ISIADINSO, CHINEMELUM | 66.43 – 71.39% | |

END-OF-TERM EXAMINATION PERFORMANCE REPORT

A total of **370 students** sat for the end-of-term examination for First Term 2025/2026 Academic session.

JUNIOR SCHOOL PERFORMANCE SUMMARY TABLE

| CLASS | TOTAL STUDENTS | HONOURS ROLL | EXCES CLUB | AVERAGE STUDENTS |
|--------------|----------------|--------------------|------------------|---------------------|
| | 100% | 85 – 100% | BELOW 65 | 65 – 84% |
| JS 1 ROSE | 39 | 7 (17.95%) | 0 (0%) | 32 (82.05%) |
| JS 1 DAISY | 39 | 9 (23.08%) | 1 (2.56%) | 29 (74.36%) |
| JS 2 ROSE | 27 | 9 (33.33%) | 0 (0%) | 18 (66.67%) |
| JS 2 DAISY | 30 | 10 (33.33%) | 0 (0%) | 20 (66.67%) |
| JS 2 JASMINE | 31 | 6 (19.35%) | 0 (0%) | 25 (80.65%) |
| JS 3 ROSE | 30 | 6 (20.00%) | 1 (3.33%) | 23 (76.67%) |
| JS 3 DAISY | 26 | 4 (15.38%) | 2 (7.69%) | 20 (76.92%) |
| TOTAL | 222 | 51 (22.97%) | 4 (1.80%) | 167 (75.23%) |

SENIOR SCHOOL PERFORMANCE SUMMARY TABLE

| CLASS | TOTAL STUDENTS | HONOURS ROLL | ExCES CLUB | AVERAGE STUDENTS |
|--------------|----------------|--------------------|-------------------|---------------------|
| | 100% | 85 – 100% | BELOW 65 | 65 – 84% |
| SS 1 ROSE | 45 | 6 (13.33%) | 5 (11.11%) | 34 (75.56%) |
| SS 1 DAISY | 7 | 0 (0%) | 2 (28.57%) | 5 (71.43%) |
| SS 2 ROSE | 60 | 15 (25.00%) | 1 (1.67%) | 44 (73.33%) |
| SS 2 DAISY | 7 | 2 (28.57%) | 0 (0%) | 5 (71.43%) |
| SS 3 | 29 | 4 (13.79%) | 3 (10.34%) | 22 (75.86%) |
| TOTAL | 148 | 27 (18.24%) | 11 (7.43%) | 110 (74.32%) |

Summary of Performance and Result Analysis

| | |
|---------------------------------------|--|
| <p>Highest Class Average:</p> | <p>1st Half: SS2 Rose [80.47] End of term: SS2 Daisy[81.85%]</p> |
| <p>Most Student on Honours Roll:</p> | <p>1st half: SS 2 Rose [19 Students] End of Term: SS2 Rose [15 students]</p> |
| <p>Lowest Class Average:</p> | <p>1st half: SS1 Daisy [69.52] End of Term: SS1 Daisy [71.06]</p> |
| <p>Overall School Average:</p> |  <p>1st Half: 76.64 End Of term: 75.85</p> <p>2022 2021 2020 2019 2018</p> |

Department Summary

Mathematics Department: led by Mrs Joy Oforkansi

This department recorded the highest number of late lessons (7 total) and one missed Further Math class. Remarkably, the HOD was very supportive and outstanding towards supporting the new teachers in her department

Notable Achievements

- Project based learning- outstanding was SS3
- Intergem Mathematics competition- Maths in Everyday life crowning the Queen of numbers for 2025 2026 session- Chimamanda Okeke (Sapphire gem)
- Overall GEM rankings after all activities were: Sapphire (1st, 53.5 points), Ruby (2nd, 39 points), Citrine (3rd, 29.5 points), Topaz (4th, 29 points), Diamond (5th, 23 points), and Emerald (6th, 19 points).
- Department hall of fame include Mrs Obodo Emmanuella praised for well planned lessons (Week 1), Ms Njoku, Lucia as the teacher for the 1st half of the term as she shared strategies on aligning questions with lesson objectives.



Department Summary

Language Department: led by Ms Isioma Obiora

This department had the highest number of missed lessons, specifically in French and English Literature, which impacted lesson continuity. The lowest subject average in the school was recorded in French for JSS 1 Daisy at 66.63%.

Notable Achievements

- Competitions- Common wealth essay competition, 1st position in Novaopticare essay competition
- Parliamentary Debate session with first ever student-teacher panel coordinated by Mrs C. Nwadike.
- Enugu State Rading Decathlon participated by the reading club students organised by Ms Igboanugo, M and Ms Obiora, I. at Hillrange Secondary School in December. It was sponsored by Ms Penelope Valdez in California. Teachers earned \$150 .
- Project Based learning
- Visit to the Afia tv to share the novel idea of the Igbo cards led by Ms Oramalu, O., two teachers (Isioma Obiora and Ebele Odinwankpa) and two students. (Kourtney Oranusi and Chioma Ilo)
- Remarkable Teaching pedagogy suggested by Mrs Nwadike- using audio- visual aids and oral assessments with international standards. Emphasising lesson rationales to students and use of tech tools for preparing teaching and learning such as Teachy.ai, Edpuzzle.com (for lesson preparation) by Ms Oramalu, O.



Department Summary

Arts Department: led by Ms Ethel Omeje

This department was noted as being mostly punctual, with only minor delays recorded in Music and Cultural and Creative Art (CCA).

Notable Achievements-

- Project Based learning- Tie and dye practical successfully done –JSS 1 (week 10)
- Roseville got talent: The first phase was successfully achieved on the 8th of December, 2025, the second phase will happen on family day- 11th of December, 2025.
- Community Service: The visit to the Little sisters of the poor: The elderly home, was a success. The details will be in the report.
- Departmental project: Our Heritage, our pride”: Exploring Nigerian cultural diversity and Unity.
- Suggested approach for lack of interest in art subjects- career talks
- Most compliant staff as recorded in week 1- Ms Omeje, Njideka, Ms Nwankwo, Loveth, Ms Ifejika, Stella, Mrs Ugbagu Pauline. These teachers were present at the time. And recognised for their act of service towards Mrs Ugbagu, the new teachers as she settled in.



Department Summary

Science Department: led by Mrs Ginika Ohagwa

The department is commended for maintaining strong lesson continuity with zero missed lessons throughout the term. High performance was noted in Biology (83.26%) and Chemistry (75.74%).

Notable Achievements

- Project Based learning championing SDGs 3,4, 6, 11, 13 - outstanding is the flower planting by Jss1 and 2
- Suggested practices - practice classroom revision sitting strategies and engagement, watchful eyes and pacing around the class by the teacher increases focus and discourages distraction. It improves student-teacher interaction. (MS Chielo)
- Teaching strategies and pedagogical approach- regular assessment for peculiar subjects (Mrs Amechi), active revision technique such as revision games, learning quizzes and interactive group activities (Ms Onochie), provide students with critical thinking and problem solving questions to promote deeper understanding and independent learning
- Entry for UNESCO science competition
- Strengthen parental involvement to enhance student motivation, accountability and performance
- Case study teacher of the term- Mrs Ohagwa, G and Ms Chielo, O.
- Lesson plan simulation- Basic Technology Jss1 (week 2) by Mrs Elo, T was the best well planned lesson while the most engaging lesson taught was Basic Technology Jss3 (Week 3) by Mrs Amechi, A.



Department Summary

Social Science Department: led by Ms Mercy Okoro

This department experienced moderate delays but achieved a high subject average in the senior section.

Notable Achievements-

- Project based learning session championing SDG 1, 2, 12, 15, for junior and SDGs 4,9, 11, 13, 16 for senior school (Our Town's Future": A Vision for Sustainable Growth) - outstanding is SS2 project
- Anti-Bullying week held 10th-14th November, 2025, themed "Power for Good".
- Celebrated for error free lesson plans include Business Studies, Home Economics, Commerce, Economics and Catering Craft and special recognition to Economics as the most engaging.
- Other innovation include developing a digital bank for revision strategies.
- Suggested Revision strategies include- including flashcards, peer teaching, think-pair-share, past exam questions, analysis of marking schemes, error analysis, reinforcement of key terminologies, Q&A drills ("throw it at me"), classroom-marked mock exams, repetition and group presentation.
- Teachers in their hall of fame are Mrs. Ifeoma
- Okonkwo-Ifeanyi & Ms. Mercy Okoro who demonstrate notable innovations or successful teaching practices.



Department Summary

Technology Department: led by Mrs Tochi Elo

The department's overall performance was rated as satisfactory, with only minor disruptions and three recorded late lessons. They also achieved the highest subject average in the senior section with Data Processing at 93.49%.

Notable Achievements-

- Project based learning
- Proffered the following in supporting processors- intentional planning, relationship building and creating psychologically safe learning environment
- Special recognition to Mrs Duru Uchenna for implementing peer to peer teaching and learning and finishing her curriculum on time with intensive revision.

CLASSES WITH THE HIGHEST SUBJECTS AVERAGES (FIRST TERM 2025/2026 SESSION)

JUNIOR SECTION

| SUBJECTS | CLASS | AVERAGE |
|------------------------------|---------------|----------------|
| Agricultural Science | JSS 2 ROSE | 85.88% |
| Basic Science | JSS 1 DAISY | 83.83% |
| Basic Technology | JSS 2 DAISY | 82.79% |
| Business Studies | JSS 1 DAISY | 84.23% |
| Civic And Security Education | JSS 2 JASMINE | 82.81% |
| CRS | JSS 2 ROSE | 81.96% |
| Cultural And Creative Art | JSS 1 ROSE | 82.99% |
| English Language | JSS 2 ROSE | 81.89% |
| Formation Activities | JSS 2 DAISY | 98.70% |
| French | JSS 1 DAISY | 66.63% |
| History | JSS 1 DAISY | 80.64% |
| Home Economics | JSS 2 DAISY | 84.16% |
| Igbo Language | JSS 2 ROSE | 75.14% |
| ICT | JSS 3 DAISY | 85.08% |
| Mathematics | JSS 1 DAISY | 83.49% |
| Music | JSS 3 DAISY | 85.51% |
| PHE | JSS 2 ROSE | 85.85% |
| Social Studies | JSS 2 DAISY | 87.71% |

**CLASSES WITH THE HIGHEST SUBJECTS AVERAGES (FIRST TERM 2025/2026
SESSION)
SENIOR SECTION**

| SUBJECTS | CLASS | AVERAGE |
|-----------------------|--------------|----------------|
| Biology | SS 2 DAISY | 83.26% |
| Catering | SS 3 DAISY | 81.06% |
| Chemistry | SS 1 ROSE | 75.74% |
| Civic Education | SS 2 DAISY | 87.92% |
| Commerce | SS 2 DAISY | 85.13% |
| CRS | SS 2 DAISY | 85.82% |
| Data Processing | SS 2 DAISY | 93.49% |
| Economics | SS 3 ROSE | 75.65% |
| English Language | SS 2 DAISY | 81.74% |
| Formation Activities | SS 1 ROSE | 98.38% |
| French | SS 2 ROSE | 75.19% |
| Further Mathematics | SS 3 ROSE | 78.47% |
| Geography | SS 3 ROSE | 82.78% |
| Government | SS 1 DAISY | 74.43% |
| History | SS 1 DAISY | 88.00% |
| Igbo Language | SS 3 ROSE | 86.81% |
| Literature In English | SS 1 ROSE | 85.17% |
| Mathematics | SS 2 ROSE | 73.14% |
| Physics | SS 2 ROSE | 71.78% |
| Technical Drawing | SS 1 ROSE | 86.15% |

Gem Summary

Emerald Gem:

Ranked as the top performer with an "Outstanding" rating. They were recognized for the highest level of teacher cooperation and seamless execution of duties during special events like Teachers' Week.

Diamond Gem:

Rated as "Excellent" for their high energy and visibility. They were specifically commended for motivating students and providing inspiring morning assemblies.

Ruby Gem:

Also rated as "Excellent" for their proactive management and efficient coordination of lunch and dismissal routines, despite minor punctuality lapses.

Topaz Gem:

Received a "Very Good" rating for consistent professionalism in conducting assemblies, though they were encouraged to be more assertive in enforcing student discipline.

Citrine Gem:

Rated "Very Good" for reliable supervision of routines, although lapses in teacher presence during some assemblies were observed.

Sapphire Gem:

Received the lowest rating of "Good". The report noted a heavy reliance on the Gem coordinator due to frequent absences of other assigned teachers on the upper floors.

Class Summary

JSS 2 Rose:

Identified as the "Most Organized Class" due to their consistent punctuality, compliance with instructions, and orderliness in classroom and lunch routines.

SS 1 Daisy:

Recognized as the "Neatest Class" for maintaining outstanding levels of order, attentiveness, and discipline.

JSS 1 Daisy:

Noted as the "Noisiest Class," requiring additional supervision and focused interventions to improve self-discipline during lessons and lunch.

JSS 2 Daisy:

Achieved several top subject averages, including Social Studies (87.71%), Home Economics (84.16%), and Basic Technology (82.79%).

SS 2 Daisy:

A high-performing senior class that led in Biology (83.26%), Civic Education (87.92%), and Data Processing (93.49%).

Categories of Teaching Excellence

SPOTLIGHT ON EACHERS WHO SHOWED OUTSTANDING PERFORMANCE

Most innovative Teachers Based on Students' Feedback



MRS. OKECHUKWU,
CHIAGOZIE



MRS. BLESSING
ONYE



MS. JENNIFER
ONOCHIE



MS. REGINA
ONYEKACHI

Most Influential Teachers Based on Students' Feedback



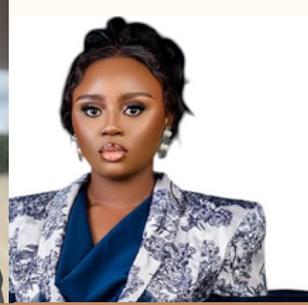
MS. CHIDIEBERE
EZEAPUTA



MS. STELLA
IFEJIKA



MS. JENNIFER
ONOCHIE



MS. MELVINA
IGBOANUGO



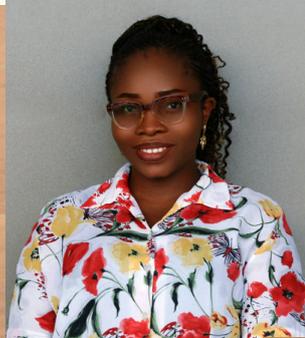
MRS. REGINA
ONYEKACHI



MS. OGECHUKWU
ORAMALU



MRS. GINIKA
OHAGWA



MRS. JOY
OFORKANSI



MRS. ELO,
CYNTHIA



MRS. OKONKWO-
IFEANYI IFEOMA



MS. OBIORA,
ISIOMA



MS. LOVETH
NWANKWO



MS. OMEJE,
ETHEL



MS. CHIELO,
OGECHI



MS. MERCY
OKORO



MRS. ONUIGBO-CHIOKE
CYNTHIA



MS. EDEH
CHINONYELUM

RECOGNITION OF THE MOST PUNCTUAL TEACHER TO CLASS



A formal commendation to Ms. Lucia for exhibiting exceptional punctuality, preparedness, and professionalism in her lessons.

Her dedication to timeliness not only ensures a smooth start to each class but also sets a commendable standard for students to emulate. Her ability to maintain such consistency reflects her deep commitment to education and her respect for the students' learning experience.

MS. LUCIA NJOKU

RECOGNITION OF EXCEPTIONAL CONTRIBUTION AND MOTIVATIONAL LEADERSHIP



Recognition of Ms. Melvina's exceptional contribution and motivational leadership during Monday assemblies. Her leadership inspires both students and staff, fostering unity and purpose. Her enthusiasm and innovative approach to each assembly have created an engaging environment that encourages participation and collaboration. Ms. Melvina Igboanugo's ability to connect with students and staff alike has not only strengthened community bonds but also motivated everyone to strive for excellence. Her tireless efforts in organizing meaningful and impactful sessions have made a lasting difference in the school culture, making her an invaluable asset to the educational team.

MS. MELVINA IGBOANUGO

Spot Light on the Most Outstanding TIC

MS JENNIFER ONOCHIE. THE TEACHER WHO HAS CONSISTENTLY DEMONSTRATED LEADERSHIP QUALITIES IN ALL AREAS: EMOTIONALLY, PHYSICALLY, SPIRITUALLY, MENTALLY AND OTHERWISE

From the desk of the most Outstanding TIC



Ms. Jennifer Onochie

When I found out I'd been voted Most Outstanding TIC, I honestly didn't know what to think. I didn't plan for it, and I definitely don't feel like I have some special formula. Teaching is hard and being a TIC makes it even more exhausting but somehow, in the middle of all that, something good happened.

If I'm being real, it's God. That's the only explanation I have. Every day, I just try to offer my work to Him, the good, the stressful, the tiny wins, and the tiring moments. Knowing that my reward isn't here on earth helps me find peace in the work.

And then there are the kids. You really have to love them. The more you love them, the easier it is to teach them, and the more they open up to you. That love is what makes the job meaningful.

So this award isn't me having everything figured out. It's simply grace, God working quietly through the little things. And I'm grateful, both to Him and to the students who saw something in me that I often don't see in myself.

Ms Jennifer Onochie

Educators' Corner

WHAT TEACHERS CAN DO DIFFERENTLY



1. Let students teach one concept each week, it boosts confidence.
2. End lessons with "Today I discovered..." reflections.
3. Create inter-department mini-challenges to keep learning fun.
4. Keep a "Feedback Friday" for mutual feedback among teachers.

Best performing Gem 1st Half



"Every lesson taught, every task graciously delivered, every idea shared, every life inspired, this is the heart of education."

Overall Best Performing Gem



Spotlight on the Emerald Gem Team,

Your outstanding dedication to punctuality and unwavering commitment to your duties have truly set you apart. Your hard work and perseverance are an inspiration to us all. Keep shining brightly and setting the standard for excellence. We are incredibly proud of your achievements and look forward to seeing even more amazing accomplishments in the future!

Warm regards,
Management

From the Desk of The Most Improved Student 1st Term -1st Half

HOW I MOVED FROM 67.92 - 77.62 [9.70%]

When I entered SS1 in Roseville, I found it very hard to cope, study and settle down. After each term, I would get average; I was not proud of it and would be in EXCES Club. With a lot of effort and determination, I moved from 67% to 77%.

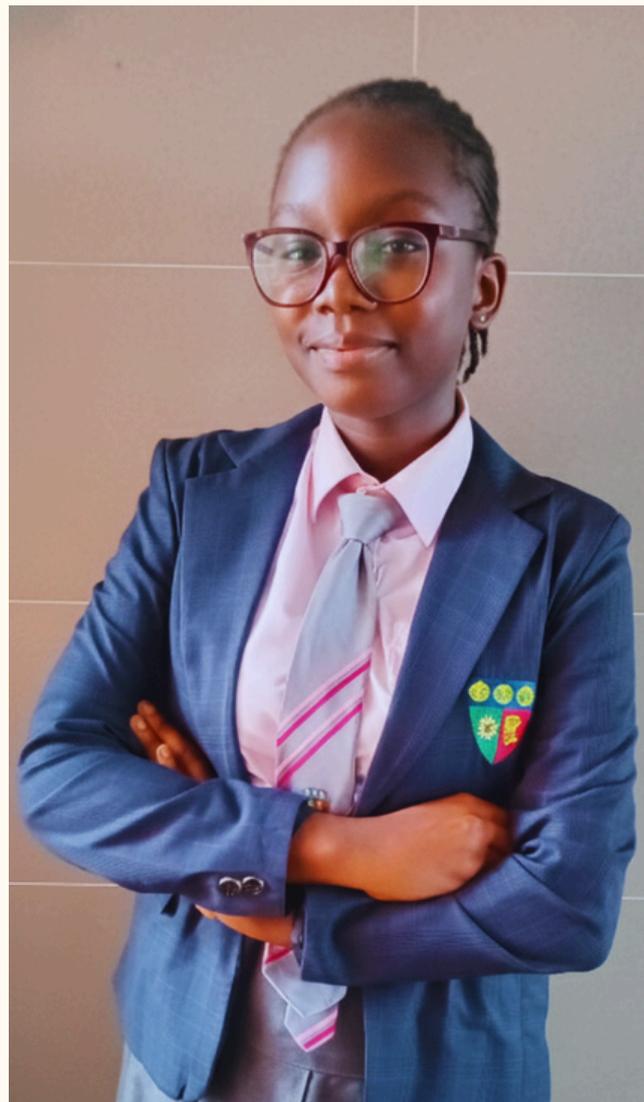
It was not easy but with time I got used to it. You are probably wondering what I did? Before reading, I would pray that God should give me a retentive memory. I also created a timetable that I normally use after school based on the subjects we have the next day. It wasn't easy but after some time I started to adapt.

My TIC/advisor also played a major role in my improvement. I tried to ask questions if I didn't understand in class and soon after, people started to see a noticeable change in my grades. My friends were also a source of encouragement and help, and they helped me in cramming, as well as giving me advice and helping me during revision.

During CAT period, I had already revised most of my notes and was preparing properly for CAT and thankfully my CAT results showed an obvious sign of improvement. I'd like to thank my TIC/advisor and my friends for helping me to improve.

- Umunna Ayo Kosy
SS2 Daisy

You are probably wondering what I did?



- UMUNNA AYO KOSY

KEEP THRIVING!

From the Desk of The Overall Most Improved Student 1st Term End of Term

HOW I MOVED FROM 52.49% - 60.64 [+8.15%]

How I Became the Most Improved Student

I am a student at Roseville Secondary School, and I am proud to be part of this community. Throughout my time here, I have always dreamed of being recognized in front of the school, either for making the Honour Roll or for being the "Most Improved." I am so happy to share that I finally achieved this goal and was acknowledged by the school.

I would like to share the steps I took to improve my performance. First, I began studying past exam questions and noting topics that were likely to appear on tests. Whenever I encountered a question I didn't understand, I made sure to ask my classmates for help. I also committed to studying for at least two hours every day after school, even when I felt tired.

I realized that procrastination was a major obstacle for me during the first half of the term, so I worked hard to avoid it. Additionally, I made it a habit to pray before studying, asking for guidance and understanding. This helped me feel closer to God and improved my focus. Finally, I sought advice from my advisor to develop new reading strategies that worked best for me.

In conclusion, I want to encourage anyone who feels they are not doing well or thinks they cannot reach a higher level. With discipline, prayer, and the right strategies, you can always improve and reach your goals.

Ezechukwu Chiziterem
SS3

KEEP THRIVING!

I didn't just improve my average, I improved my potential



EZECHUKWU CHIZITEREM

1st Term Academic Review: Elevating Excellence Through Collaboration

This term, our academic staff dedicated themselves to a rigorous schedule of "Team Time" sessions. This collaborative initiative was designed to move beyond traditional teaching by focusing on data, specialized instruction, and peer-to-peer accountability.

Below is an overview of the key themes that shaped our teaching and learning environment this term.

Focusing on the Individual: Personalized Data

We began the term with a commitment to Personalized Assessments. Our teachers moved away from simply grading papers and toward "uncovering the story" behind the numbers. By analyzing data with intention, we were able to identify exactly where each learner was struggling and where they were ready to soar. This shift ensures that our classroom decisions are shaped by evidence and tailored to the unique needs of every child.

Solving "Problems of Practice"

In our Week 3 sessions, the faculty adopted a "**Problem of Practice**" (**PoP**) framework. Rather than looking at broad challenges, teachers identified specific, observable hurdles in the classroom, such as students copying notes without true understanding or struggling with inferential questioning. Each educator committed to one specific instructional change, ensuring that our professional growth led directly to improved student results.

Science-Backed Teaching & Revision

To prepare students for academic success, we integrated several high-impact cognitive strategies into our daily routines. These included:

Active Recall & Spaced Repetition:

Using quick, daily recall questions to ensure long-term memory.
Interleaved Practice: Mixing different topics within a single lesson to build better problem-solving skills.



Concept Mapping:

Helping students visualize the links between complex ideas.

Digital Integration:

Utilizing platforms like Quizizz and Kahoot to make revision interactive and measurable.

The "Supporting Processors" Framework

We focused heavily on Strengthening Every Learner. This initiative centered on four pillars: reflecting on student struggles, intentionally targeting our teaching, monitoring progress to maintain motivation, and collaborating as a staff to ensure our interventions were truly effective. This holistic approach ensures that no student is left behind.

Building a Culture of Feedback

The term culminated in a successful Peer-to-Peer Review cycle. Teachers opened their doors to one another, sharing "Hall of Fame" innovations and observing best practices in action. This culminated in each department recommending sustainable practices to be adopted school-wide, ensuring that the successes of this term become the standard for the next.

Supporting Processors: Strengthening Every Learner

- 1** Reflect and Refine-How well do we understand where and why our students are struggling?
- 2** Target and Teach- How intentionally are we tailoring our teaching to meet every learner's need?
- 3** Monitor and Motivate- How are we sustaining motivation and measuring real progress?
- 4** Collaborate and Connect- How can we work better together to make our interventions truly effective?

Personalized Assessments & Data Use

- 01** Every child learns differently, and as teachers, our mission is to meet them where they are. That's why personalized assessments matter.
- 02** When we design assessments with intention we don't just test knowledge, we uncover stories.
- 03**
 - Where a learner is struggling
 - Where they are growing
 - Where they are ready to soar
- 04** And with the right use of data, we transform numbers into insightful decisions that truly shape learning outcomes.

Let's make TEAM TIME for week 2, a result-oriented time!

TEAM TIME

TEACHING & REVISION STRATEGIES

ACTIVE RECALL & SPACED REPETITION

Show how to create 5 quick daily recall questions for a previous topic

PEER TEACHING

Pair teachers; one explains a topic (e.g. "photosynthesis") in 1 minute while the other listens and gives feedback

CONCEPT MAPPING

Each teacher draws a concept map for a familiar topic in their subject.

KAM-STYLE PRACTICE & REFLECTION

Share a sample question → teachers grade a model answer using the mark scheme.

INTERLEAVED PRACTICE

Discuss how to mix topics from different units in a single worksheet or test

DIGITAL TOOLS (QUIZZ, KAHOOT, ETC.)

Quick demo or discussion on how these can be used for revision using our canvas

PEER TO PEER *Review & feedback*

RECEIVE CONSTRUCTIVE FEEDBACK THROUGH CLASSROOM OBSERVATION AND REFLECTION

Class observation among teachers

Explore all classes observed however document outstanding classes and lesson plans observed and recorded feedbacks for improvement

Hall of fame recognition for teachers with notable works

Are there noted class innovations deployed in classes observed or lesson plans giving result?

Sustainable practices from feedbacks

Recommend at least two practices from your department that teachers should adopt for improved teaching and learning experience

WEEK 11

Departmental team time

From;

Academic Council



WEEK 3 TEAM TIME: PROBLEM OF PRACTICE

CONTENT

DESCRIPTION

EXAMPLES

What is a POP?

It is a specific, observable challenge in teaching or learning that affects student achievement and can be addressed by changing what we do as teachers.

Many students copy notes without real understanding.

Students are not actively engaged in discussions.

Checklist for Identifying a PoP

- ✓ Student-Centered – Focus on what students are not yet able to do.
- ✓ Evidence-Based – Supported by assessments, observations, or student work

✓ Name the Problem – State clearly what the issue is.

✓ Dig Deeper – Ask: Why is this happening? What's at the root?

Checklist for Identifying a PoP

- ✓ Specific – Narrow, not broad. (E.g., "students struggle with inferential questions" not "students are weak in reading.")
- ✓ Actionable – Within teacher control (instruction, strategies, routines).

✓ Brainstorm Solutions – Share strategies, methods, or supports.

✓ Commit to One Action – Each teacher tries one strategy in class.

Checklist for Identifying a PoP

- ✓ Measurable Impact – Solving it should improve student learning.

✓ Review Together – Share results and refine.

Students' Voices: How We Learn Best

Anonymous Classroom Feedback

Teachers should be patient and speak to us respectfully.

Teachers should be patient and speak to us respectfully.

Teachers should stop rushing and listen to students' opinions, understand how each student processes.

We are independent minds, despite being one class.

We learn better when we get positive feedback.

Teachers can help us better with the use of different scenarios, videos, group work activities, experiment and storytell.

Give marks for answering questions and use group work and class quizzes.

Use videos.

Give gifts to students who answer questions weekly.

Make the class more interactive.

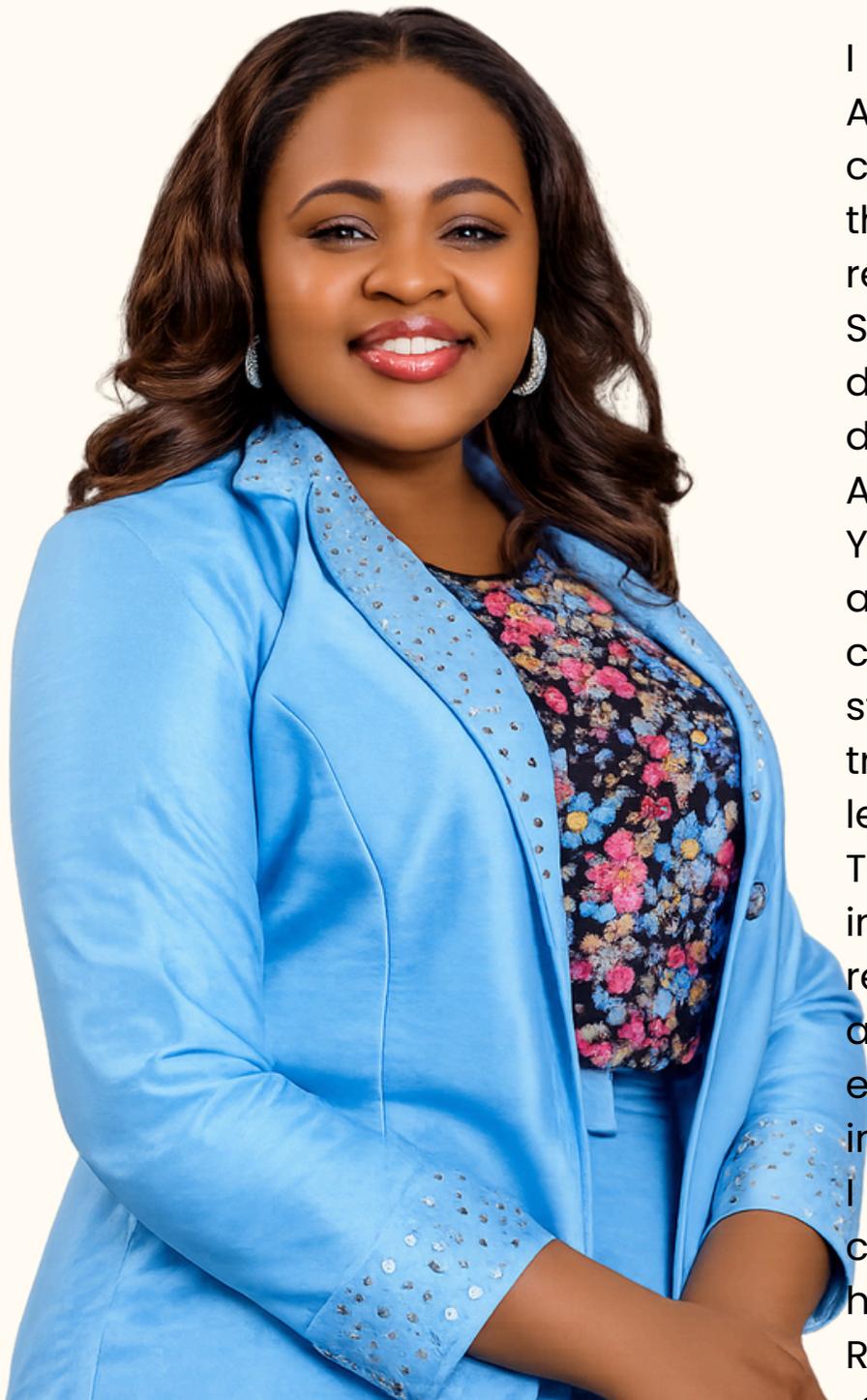
Never give up!

Make CAT enjoyable and fun.

The CAT questions (some) were not well organized, and the availability of question papers like biology was not good.

Feedback collected to improve teaching and learning experience.

Appreciation



I sincerely appreciate the Academic Council for their commitment to driving learning in the first term, with special recognition to the Director of Studies, for the initiative, dedication, and excellence demonstrated in the End-of-Term Academic Newsletter.

Your thoughtful coordination, attention to detail, and commitment to highlighting both staff efforts and student growth truly reflect the spirit of academic leadership.

This publication goes beyond information sharing; it inspires reflection, celebrates progress, and strengthens our culture of excellence and continuous improvement.

I am grateful for the passion, consistency, and commitment to high standards and advancing Roseville's vision.

Mrs. Ijeoma Alvina Amu
[Principal]

2nd Term In View

THEME: REFLECT, REFRESH AND RESTRATEGIZE

Embracing "Reflect, Refresh, and Restrategize" in the New Academic Term

As we step into the second term of this academic year, the theme of "Reflect, Refresh, and Restrategize" acts as a guiding light for educators dedicated to creating a vibrant and supportive learning atmosphere.

Reflecting on the First Term

It is vital to evaluate both the accomplishments and challenges faced during the first term in areas such as teaching methods, student engagement, and curriculum delivery. This reflection enables educators to pinpoint areas that need enhancement while celebrating the successes that have enriched the educational journey.

Refreshing Our Approach

Infusing fresh ideas and energy into our teaching practices is key to refreshing our approach. This may involve incorporating innovative technology, embracing diverse instructional strategies, or simply revitalizing classroom environments to inspire both teachers and students.

Restrategizing for the Future

Lastly, restrategizing is crucial in responding to the ever-changing educational landscape. By establishing new goals, aligning with contemporary educational trends, and addressing the unique needs of our students, educators can ensure that their strategies remain effective and relevant.

As we advance, let us welcome this theme with optimism and a dedication to excellence, fully aware that our efforts will significantly influence the lives of our students. Above all, team work



"Coming together is a beginning, staying together is progress, working together is success." – Henry Ford

**Wishing You A Happy New Year and
An Amazing and Rewarding Term**

HAVE ANY QUESTIONS? YOU ARE ALWAYS WELCOME TO ASK

FROM THE ACADEMIC DESK

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