STUDENT DEVELOPMENT

Sharing by HOD/Year Head
Ms Marsha Rockey
CULTURE OF CARE

Positive Relationships

Gratitude

Support Structures

Student Well-being
• Building Positive Teacher-Student & Peer Relationships
  o St Nicks culture 姐妹同心 (Sisterly Love)
  o Leverage Enrichment programmes, Form Teacher Guidance Period, Learning Journeys, CCA
  o Enhance positive school experience and strengthen relationships
GRATITUDE

• 饮水思源

• Grateful people are happier people
  o We teach our students to appreciate the little blessings in life

• Gratitude Moments and Gratitude Notes
  o Pen Gratitude Moments in their Student Diary weekly and Gratitude Notes to individuals and organisations termly
STUDENT WELL-BEING

• Finding out and meeting needs of our students
  o Conduct Focus Group Discussions, Dialogue with AYH, YH Team Time, VP Engagement sessions to understand students’ concerns and needs
  o Use feedback to customise or refine programmes
  o Encourage student initiatives, e.g. Colourful Friday, no Homework Day @ Youth Day
SUPPORT STRUCTURES

• Pastoral Support: Year Head Team, Full-time School Counsellor, ECG Counsellor, Form Teachers

• Academic Support: GEMS (Going the Extra Mile for Students) teachers to provide additional mentoring

• Self-Discipline: Minor Offences & Pink Slip system to help students self-regulate
SUPPORT STRUCTURES

- Mindfulness
- Parent-Teacher Partnership
  - Enhance the pastoral and academic support for our charges
  - Help our growing teens to become self-directed learners who strive for excellence
  - Support the Guidelines for Attire, Punctuality, Use of Electronic Devices
  - Complement the Cyber Wellness Curriculum
GUIDELINES FOR ATTIRE

• Pinafore length to be at the knee, belt to be buckled, shirt collar to be buttoned, school socks, white shoes
• School cardigan/hoodie or own jacket (plain design) in white, navy blue, black
• Pin/tie hair and fringe - dark blue or black coloured accessories only
GUIDELINES FOR ATTIRE

• Nails to be cut short
• No earrings, only one transparent ear stick per ear is allowed
• Nametag to be worn at all times
GUIDELINES FOR USE OF ELECTRONIC DEVICES

- Electronic devices, including mobile phones, digital cameras, media players, laptops and etc, must be switched off and not used during curriculum and CCA time, failing which, they will be confiscated.
GUIDELINES FOR USE OF ELECTRONIC DEVICES

• Confiscated electronic devices may be claimed from the Operation Manager the following Monday during the morning or afternoon break.

• Students are responsible and accountable for the safekeeping of their personal belongings.
CYBER WELLNESS

Cyber Wellness refers to the positive well-being of internet users based on:

Cyber Wellness Principles:
- Respect for Self & Others
- Safe & Responsible Use
- Positive Peer Influence

Sense – Think – Act Process

Sense: Identify the possible risks of harmful behaviours online and learn how to protect oneself

Think: Analyse, evaluate and reflect on the online situation based on the three CW principles

Act: Translate understanding into actions so as to be safe and have a positive presence online

Source: Educational Technology Division, Ministry of Education
A WHOLE-SCHOOL APPROACH

For Students
- Implement CW Curriculum
- Conduct school-wide programmes
- Identify and mitigate cyber issues early and proactively
- Develop critical mass of student ambassadors

For Teachers
- Appoint a Cyber Wellness Coordinator (CWC)
- Build Capacity of Teachers, Student Development Team and ICT Team

For Parents
- Communicate to parents on cyber issues and trends
- Emphasise shared responsibility between schools and parents to guide and support children
PARENTS’ ROLE IN PREVENTING CYBER BULLYING

• Stay informed of digital trends
• Maintain good communication with your child to:
  ✓ Guide her to become a responsible digital learner, and choose healthy & safe online activities
  ✓ Keep the channel open for her to seek help from you
PARENTS’ ROLE IN PREVENTING CYBER BULLYING

• Monitor your child’s digital activities
• Remind your child that:
  ✓ hurting and being mean to others online is not acceptable
  ✓ online behaviour has its offline consequences
HOW TO SUPPORT YOUR CHILD

• Look out for tell-tale signs of cyber bullying – behavioural changes such as disinterest in school, low self-esteem, avoidance of friends and school mates, etc
• Remain calm and practise active listening
• Reassure your child of your support
• Block the bully but do not retaliate
HOW TO SUPPORT YOUR CHILD

• Limit the spread of the hurtful message
• Save the cyber bullying evidence
• Talk to a teacher and work with the school to resolve the issue
• Involve your child in resolving the issues
For more information and tips on Cyber Wellness, please visit: [http://chijstnicholasgirls.moe.edu.sg/secondary/student-development/cyber-wellness](http://chijstnicholasgirls.moe.edu.sg/secondary/student-development/cyber-wellness)

<table>
<thead>
<tr>
<th>Resources for Students</th>
<th>Cyberwellness 101</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MOE ICT Connection CW resources for Students</td>
</tr>
<tr>
<td>Resources for Parents</td>
<td>Cyberwellness Tip Sheet for Parents</td>
</tr>
<tr>
<td></td>
<td>MOE ICT Connection CW Resources for Parents</td>
</tr>
<tr>
<td>Resources for Educators</td>
<td>Cyberwellness Bite-size Resources for Teachers</td>
</tr>
<tr>
<td></td>
<td>MOE ICT Connection CW resources for Educators</td>
</tr>
</tbody>
</table>

Acknowledgement: MOE ICT Connection by Education Technology Department Ministry of Education
Integrated Programme
Secondary 2

Principal’s Address
22 February 2019
Learn for Life
Changes At A Glance

Adjusting School-based Assessment Structures

Currently

P1
> No examination, but weighted assessments are conducted throughout the year

P2
> Weighted assessments throughout the year and year-end exam

P3-P6
> Mid-Year Exam (MYE) and year-end exam, in addition to weighted assessments throughout the year

Secondary level
> Most schools conduct Mid-Year Exam (MYE) and year-end exam, in addition to other weighted assessments throughout the year

From 2019

P1 & P2
> Removal of all weighted assessments (including P2 year-end exam)

S1
> Removal of Mid-Year Exam (MYE)

From 2020 or 2021

P3, P5, S3
> Removal of Mid-Year Exam (MYE)

From P3 to S4/5
> Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to Mid-Year Exam (MYE) and year-end exam at levels where this is applicable

Adjustments to assessment weightings
Changes At A Glance

<table>
<thead>
<tr>
<th>Currently</th>
<th>From 2019</th>
<th>From 2020 or 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Refreshing the Holistic Development Profile (HDP)</td>
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</table>

- Use of indicators to report students’ development in both academic and non academic domains (e.g. physical fitness, involvement in community-based and co-curricular activities etc.)

- **P1 & P2**
  - Use qualitative descriptors to report students’ learning in all subjects.
  - Non-academic indicators will be retained

- **All other levels**
  - Academic indicators adjusted for HDP. Non-academic indicators will be retained
Changes Aim To Help Our Students

• Have more time and space to deepen their learning, especially in the transition years (i.e. P3, P5, S1 and S3).

• Better enjoy the process of learning and develop dispositions for lifelong learning.

• Support the use of a wider range of innovative and engaging teaching methods
How Will The Teachers Know About My Child’s Progress?

- Even with the removal of mid-year examinations for some levels and the adjustments to CA1, teachers will continue to assess their students.

- Parents will be kept informed of the child's progress through Teacher-Parent conversations and PTC.

Close Monitoring

- Daily work and assignments
- Performance tasks
- Various instructional strategies (e.g. assessment for learning)
Will My Child Be Ready For Examinations?

Beyond Drill and Practice

• Strong fundamentals
• Spiral curriculum of skills and knowledge
• Critical thinking skills
• Extensive exposure and enrichment
• Mindset of growth and intrinsic motivation
How will my Child’s Marks be Reflected in the Report Book?

WHAT’S OUT

Class and level mean
Minimum and maximum marks
Underlining of marks for subjects failed
Overall total marks and pass/fail results

Focus on the child’s learning
Focus on the child’s progress towards her goals
Where Do We Want To Go?
Vision

Girls of **Grace**
Women of **Strength**
Leaders with **Heart**

娴雅少女
坚毅巾帼
仁爱领袖

- Values-Driven
- Resilient & Adaptive
- Dares to experiment & innovate
- Compassionate & inclusive
- Leads for the betterment of society
- Bilingual talent with a global outlook
Where Are We Now?
A Maturing Self-Identity

• Who am I?
• What are my strengths and interests?
• Seeking more independence.
• Greater influence by peers and social media
How Do We Get There?
The Integrated Programme

Talent Development & Passion Pursuit

Core Academic Programme
- Languages
- Math & Sciences
- Humanities & the Arts

World Readiness Programme
- Philosophy of Knowledge
- Emerging Asia
- Current Affairs
- Cultural Intelligence

Lifeskills, Character, Citizenship Programme
- Leadership Development
- ECG
- CCAs

Future – Ready Competencies
## World Readiness Programme

<table>
<thead>
<tr>
<th>IP Year</th>
<th>Cultural Intelligence</th>
<th>Emerging Asia</th>
<th>Current Affairs</th>
<th>Philosophy of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CQ Teens 1</td>
<td>Conversational Malay 1</td>
<td>Self, Community &amp; Nation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CQ Teens 2</td>
<td>Conversational Malay 2</td>
<td>Good Governance &amp; Public Policy</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CQ Teens 3</td>
<td></td>
<td>Diversity &amp; Managing Diversity</td>
<td>Western &amp; Eastern Philosophy</td>
</tr>
<tr>
<td>4</td>
<td>CQ Teens 4</td>
<td>Regional Studies</td>
<td>Living in a Globalised World</td>
<td></td>
</tr>
</tbody>
</table>
World Readiness Symposium

Flagship JIP programme that exposes students to discussions and analyses of key issues

Past Themes:
• Cybersecurity & Cybercrime
• Role of Media in Modern Society
• Bioethics
• Extremism and Radicalisation in S.E.A
• Singapore-US Relations
Passion Pursuit

Passion Pursuit @ St Nicks

Component 1: VIA

Component 2: PP Modules

Component 3: Research & Mentorship Programme

School-Based VIA Programme

- Cohort-wide school programmes
- School-based elective modules
- Student-initiated electives
- External programmes

Yr 1: Interdisciplinary Group Work
Yr 2: Fundamentals of Research
Yr 3: School-Based / External research & mentorship
# Passion Pursuit - Research & Mentoring Programme

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Research</strong></td>
<td><strong>Intermediate Research</strong></td>
<td><strong>Advanced Research</strong></td>
<td></td>
</tr>
<tr>
<td>(Interdisciplinary Group Project – MacRitchie Project)</td>
<td>(Fundamentals of Research Module)</td>
<td>(Group Research Project)</td>
<td></td>
</tr>
<tr>
<td>Collaboration, process and research skills</td>
<td>Literature review</td>
<td>Topics given at end-Year 2</td>
<td></td>
</tr>
<tr>
<td>Basic report writing</td>
<td>Disciplinary methodology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral presentations</td>
<td>Proposal writing for Advanced Research at Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>External Research Projects (selected students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMP, HSSRP etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent Research Essay (BSP Students)</td>
<td></td>
</tr>
</tbody>
</table>
Research & Mentoring Programme
Year 2 Project Work – Food Waste

• Fundamental research skills on identifying a research issue, conducting research and evaluating information from various sources.

• Interaction with experts from varied fields, including sustainable cities, artificial intelligence, arts & heritage and female empowerment.
Year 2 Entrepreneurship Module

• Equips students with the knowledge and skills to identify and find creative solutions to real-world issues.
• The programme encourages ideation, experimentation and refinement
• Pitching of business ideas to industry practitioners
Talent Development

01 Discovering & Building
   Foundational Skills and Exposure

02 Curious & Exploring
   Engaging and Verifying Interests

03 Enthusiastic & Performing
   Supporting Maturing Strengths and Interests

04 Passionate & Soaring
   Elevating Expertise & Passion
Talent Development Programme

Examples of Level 1 programmes (Services for all students)

- Appreciation of Chinese Culture
- Computational Thinking: Ideas on Coding, Design Thinking, Sensors to build prototypes and solve real world problems
- English Speech Enrichment
- Urban Development Study Tour
- Mathematics and Science Enrichment
- Games Carnival

Examples of Level 2 - 4 programmes (Services for many / a few students)

- MOE Creative Arts Programme (EL department)
- Mathematical and Sciences Olympiad
- Bicultural Studies Programme (Upp Sec)
- Humanities Talent Development Programme (Upp Sec)
- Science Mentorship Programme (Upp Sec)
Lifeskills, Character & Citizenship Development
Student Development

Values Education

Spiritual Formation

CCA

Citizenship Education

Student Leadership

Form Teacher Guidance Period

Cyber wellness

Values In Action

Gratitude Moments

Sexuality Education

Enrichment and Life Skills Workshops

Education & Career Guidance
My Skills Future Portal
(Know Yourself)

Which tool should I start with?
Every tool here allows you to discover a different aspect of yourself. It will help to bring you a step closer to finding the educational and career pathway most suited for you.

Find Out More
Career and Education Guidance

• For all
  ✓ CCE Lessons and Leadership workshops
  ✓ My Skills Future Portal: Profiling and careers information

• S1: Self-Discovery

• S2: Alumni Camp & Career Fairs

• S3: Job Attachment Programme

• S4: Careers Day, Post-Secondary Pathways Talks & Booths
Recognition for Holistic Education

LEAPS 2.0 Framework
LEadership, Achievement, Particpation, Service

• For more details, please refer to
  ➢ p.49 of Student Handbook and/or
  ➢ MOE website

School provides opportunities, encourages and guides students to fully develop themselves via LEAPS.
Assessment Matters
## Assessment Weightings

<table>
<thead>
<tr>
<th>Year 2</th>
<th>AA%</th>
<th>MYA%</th>
<th>AA%</th>
<th>EYA%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td>10</td>
<td>25</td>
<td>10</td>
<td>55</td>
</tr>
<tr>
<td>Higher Chinese Language</td>
<td></td>
<td>30</td>
<td>15</td>
<td>55</td>
</tr>
<tr>
<td>Geography, History</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>55</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
<td>30</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>30</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Higher Music</td>
<td>15</td>
<td>30</td>
<td></td>
<td>55</td>
</tr>
</tbody>
</table>

*Aesthetics - Food & Consumer Education, Art* 100

*Aesthetics subjects in Year 2 are reflected as grades

Absence from tests / examinations must be covered by a medical certificate valid for the period of absence, stating that student is unfit for the assessment.
Alternative Assessments

• Facilitate greater investigative emphasis of IP through alternatives to traditional written assessments

• Weightings vary according to level and subject

• Pen-and-Paper or Performance Tasks

• Can be either individual or group

• School ensures deadlines are spaced out and manageable based on assessment requirements
Promotion to Year 3

Promotion to Year 3 is based on students’ overall performance derived from AAs, Mid-Year Assessments and Year-End examinations.

Minimum attainment level:

- Pass EL (50%)
- Pass HCL (50%)
- Obtain overall 60% in average of all examinable subjects
Choosing an Upper Secondary Subject Combination
What to Expect

New Subject(s)
Greater Depth
Extended Curriculum
Key Considerations

Interest & Learning Style

Preparation for Future Education & Work

Strengths & Aptitude

Manageability
Promotion to EJC

Promotion to JC1 is based on students’ overall Yr 3-4 performance derived from AAs, Mid-Year Assessments and Year-End examinations.

Minimum attainment level:

• Average cumulative academic mark* of 65% for best 6 subjects**

• Cumulative academic mark of 50% for any two of the remaining subjects (inclusive of EL)

• Fulfil all World Readiness Programme and Passion Pursuit requirements

Refer to p.42 of Student Handbook for more details

* 30% of Year 3 overall mark + 70% of Year 4 overall mark

** Must include 1 first language, 1 Math, 1 Science and 1 Humanities subject

CCA may be included as the 7th subject.
Year 3 & 4 IP Curriculum

Languages
- English
- Higher Chinese / BSP
- 3rd Language

Math & Sciences
- Math
- A Math, Chem
- Bio
- Phy

Humanities & the Arts
- Art / Higher Art*
- English Literature
- Geography
- History
- Higher Music^`

Life Skills
- CCA, CCE, NE, PE, PP, WRP, VIA

*For AEP students
^For MEP students
Bicultural Studies Programme (Chinese) [双文化课程]

- MOE Special Programme to nurture bilingual & bicultural Singaporean youth who can engage China and the West
- 宗旨：培养既能与中国沟通，也可以和西方国家交流的双语、双文化人才

- 4-year programme offered in IP Years 3-6
- 4年课程，供IP中三至高二学生修读

- Develop students’ understanding of contemporary China’s society, economy, politics & foreign affairs
- 引导学生了解当代中国社会、经济、政治、外交

Programme Admission Criteria:
- Meet criteria for promotion to IP Yr 3
- HCL EOY exam ≥ 70%
Bicultural Studies Programme (Chinese) [双文化课程]

• MOE BSP Scholarship:
  • For Singaporean Citizens with the interest & ability
  • Allowance of $1,000 per annum; covers school fees and land costs for extensive China & Western immersion programmes
  • Tenable for 4 years, subject to satisfactory progress at the end of each year; no bond
  • Scholars must offer H2 China Studies in Chinese at A Level
  • Display good knowledge of current affairs at bilingual interview
  • Preparation through Sem 2 lessons on contemporary China and EOY interview workshops

• Invitation letters for programme and scholarship will be sent after EOY exams
Upper Secondary Art

The SNGS IP Art curriculum is designed based on the GCE ‘O’ Level Syllabus and is structured under two modes of learning - **Studio Practice (SP)** and the **Study of Visual Arts (SOVA)**.

Students’ learning is also enhanced through art enrichment activities such as workshops and gallery visits where they will be engaged with the visual arts in greater breadth.
Upper Secondary Art

• Year 2 IP students who are interested to offer the subject at upper secondary must fulfil the following criteria to be considered:

• Attained at least an ‘A’ Grade (≥ 70%) in Secondary 2 Art

  AND

• Completed the Art Bridging Passion Pursuit Module (EOY)

• A typical Year 3 IP art class size will not exceed 10 students and a minimum of 5 students will have to enrol before the art class is viable for commencement
## Recommended IP Subject Combination - 8 Subjects

<table>
<thead>
<tr>
<th>Languages</th>
<th>Math &amp; Science</th>
<th>Humanities and the Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL</td>
<td>Math</td>
<td>Full Geog / Hist / E Lit / Art / Higher Art^ / Higher Music*</td>
</tr>
<tr>
<td>HCL / BSP</td>
<td>A Math</td>
<td>2nd Humanities or Arts subject</td>
</tr>
<tr>
<td></td>
<td>Chem</td>
<td>(Students cannot offer Art/Higher Art and Higher Music together)</td>
</tr>
<tr>
<td></td>
<td>Bio or Phy</td>
<td></td>
</tr>
</tbody>
</table>

3rd Language will be taken as the 9th Subject

^AEP
*MEP students only
Recommended IP Subject Combination - 8 Subjects

Languages
- EL
- HCL / BSP

Math & Science
- Math
- A Math
- Chem
- Bio
- Physics

Humanities and the Arts
- Full Geog / Hist / E Lit / Higher Art^ / Higher Music*

^AEP students only
*MEP students only

3rd Language will be taken as the 9th Subject
Support for Informed Decision-Making

Parent-Teacher Conferencing
• Fri 31 May 2019

Subject Combination Interest Survey (online)
• June - July 2019

Subject Combination Talk for Students
• Post End-Of-Year exams
Helping Our Children Succeed
Managing Time and Priorities

• Balance school commitments with external commitments

• Personal time for consolidation and reflection

• Discussion about interests, careers
Work Closely and Constructively with the School

• Reinforce expectations at home

• Share important information

• Teachers need time and space to do their job well, and encouragement too! (To contact them before 7pm on weekdays)

• Join the PSG (Parents@St Nicks)
Parents Gateway

Parents Gateway
- Download Mobile App
- Parents can access school announcements, consent forms
- Progressive onboarding