MEET-THE-PARENTS SESSION

Secondary 2 C-J (OP)
22 February 2019
O-Level Programme
Secondary 2

Principal’s Address
22 February 2019
Learn for Life
### Changes at a Glance

#### Adjusting School-based Assessment Structures

<table>
<thead>
<tr>
<th>Currently</th>
<th>From 2019</th>
<th>From 2020 or 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong></td>
<td>P1 &amp; P2</td>
<td>P3, P5, S3</td>
</tr>
<tr>
<td>&gt; No examination, but weighted assessments are conducted throughout the year</td>
<td>&gt; Removal of all weighted assessments (including P2 year-end exam)</td>
<td>&gt; Removal of Mid-Year Exam (MYE)</td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td></td>
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</tr>
<tr>
<td>&gt; Weighted assessments throughout the year and year-end exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P3-P6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt; Mid-Year Exam (MYE) and year-end exam, in addition to weighted assessments throughout the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt; Most schools conduct Mid-Year Exam (MYE) and year-end exam, in addition to other weighted assessments throughout the year</td>
<td></td>
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</tr>
</tbody>
</table>

**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>Refreshing the Holistic Development Profile (HDP)</td>
<td>P1 &amp; P2</td>
<td></td>
</tr>
<tr>
<td>&gt; 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.)</td>
<td>&gt; Use qualitative descriptors to report students’ learning in all subjects. Non-academic indicators will be retained</td>
<td></td>
</tr>
<tr>
<td>All other levels</td>
<td>&gt; Academic indicators adjusted for HDP. Non-academic indicators will be retained</td>
<td></td>
</tr>
</tbody>
</table>
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 though Teacher-Parent conversations and PTC.

Close Monitoring

• Daily work and assignments
• Performance tasks
• Various instructional strategies (e.g. assessment for learning)
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**

- 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
Sec 2 Curriculum Matters
O-Level Programme

Vice-Principal Address
Ms Baey Ee-Lyn
Overview

• St Nicks Total Curriculum
• Assessment and Promotion
• Choosing an Upper Secondary Subject Combination
St Nicks Total Curriculum

Academic Programmes

- Aesthetics
- Chinese
- English
- Humanities
- Mathematics
- Physical Education
- Sciences

Character & Citizenship Education (CCE)

Co-Curricular Activities (CCAs)

- Student Leadership
- Education and Career Guidance
- National Education

Student Development

- Values in Action
- Social & Emotional Learning
- Counselling and Pastoral Care
## Research and Mentorship Programme

<table>
<thead>
<tr>
<th>SEC 1</th>
<th>SEC 2</th>
<th>SEC 3</th>
<th>SEC 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Research (Interdisciplinary Group Project)</strong></td>
<td><strong>Intermediate Research (Science Investigative Project)</strong></td>
<td><strong>Advanced Research</strong></td>
<td></td>
</tr>
<tr>
<td>Collaboration, process and research skills</td>
<td>Literature review</td>
<td>External or school-based mentors for selected students</td>
<td></td>
</tr>
<tr>
<td>Basic report writing</td>
<td>Disciplinary methodology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving oral presentations</td>
<td>Formal report writing (including abstract)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
Build Resilience and Self-Efficacy

- **Self - Care**

- **Progress NOT Perfection**

- **Space to problem solve**

- **Build a Growth Mindset**
  - Ability can be grown through effort
  - Setbacks and mistakes are opportunities for learning and growth
  - Take feedback positively, not defensively
  - Be inspired, not threatened, by others’ success
Student Leadership Programme

Leaders With Heart 仁爱领袖

**Equip**
- Formal training of leadership skills
- Enrichment for all, customised for specific levels
  - Sec 2 Leadership Workshop – Positive Peer Relations
  - Subject Leaders Training
  - Passion Pursuit Exploration Leadership Modules
    - 7 habits of effective teens
    - The Leadership Challenge

**Expose**
- Opportunities in the class, CCA, VIA, school events

**Enact**
- Grow and develop leadership competencies
Values In Action

• Leaders With Heart 仁爱领袖

• Lower Secondary students will extend their services to meet community needs.
  • Sec1 – Christallite Home + Litter Picking
  • Sec2 – Hospice Care Association + Energy Conservation Advocacy

• All CCA groups will organise and carry out a community outreach activity
Career and Education Guidance

3 Key questions
1. Who am I?
2. Where am I going?
3. How do I get there?

Resources available:
• My SkillsFuture Portal - Profiling and careers information
• In-house ECG Counsellor (Ms Corinne Tan)
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, Participation, 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 Structure and Weightings**

<table>
<thead>
<tr>
<th>Secondary 2 OP</th>
<th>TA1</th>
<th>TA2</th>
<th>TA3</th>
<th>EYA</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language, Higher Chinese / Chinese Language, Mathematics, Literature, Higher Music, Art, Food and Consumer Education</td>
<td>15%</td>
<td>30%</td>
<td></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>Science</td>
<td>14%</td>
<td>34%</td>
<td>10%</td>
<td>42%</td>
</tr>
<tr>
<td>Music*</td>
<td>15%</td>
<td>15%</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

*Music result will be reflected as a grade

Absence from tests / examinations must be covered by a **medical certificate** valid for the period of absence, stating that student is unfit for examination.
Promotion Criteria

Promotion to Secondary 3 is based on students’ overall performance derived from Termly Assessments and End of Year Assessment.

Minimum attainment level:

• Pass in English Language
• Pass in Overall percentage of all subjects combined

Refer to p.41 of Student Handbook for more details.
Integrated Programme (IP)

• Students who are keen on a more flexible curriculum can consider applying to join our IP at Year 3 in 2020.

• Admissions will open in May 2019. Information on application processes will be available on our school website.

Selection Criteria:

• Sec 1 & Sec 2 results
• Active participation in CCA & VIA
• Conduct grade
• Personal statement / essay
• Performance at interview
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, mooted by founding PM Lee Kuan Yew

• Develop students’ understanding of contemporary China’s society, economy, politics & foreign affairs

• 4-year programme & scholarship offered in IP Years 3-6: Interested OP students need to transfer to IP due to course structure (additional enrichment & immersion programmes in place of O-level exam prep)

• Invitation letters for programme and scholarship will be sent after EOY exam

• Interested parents can obtain an info sheet from SH/CL later, or email HOD/CL
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
# Admissions to Post-Secondary Education Institutes

<table>
<thead>
<tr>
<th>Junior Colleges</th>
<th>Polytechnics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement</td>
<td>Requirement</td>
</tr>
<tr>
<td>L1 R5 Aggregate ≤ 20</td>
<td>EL R2 B2 Aggregate ≤ 6-28*</td>
</tr>
<tr>
<td>Joint Admissions Exercise (JAE)</td>
<td>Joint Admissions Exercise (EAE)</td>
</tr>
<tr>
<td>Direct School Admission-JC (DSA-JC) Exercise</td>
<td>Early Admissions Exercise (EAE)</td>
</tr>
</tbody>
</table>

*Depending on course
## Calculation of L1R5 (JC)

<table>
<thead>
<tr>
<th>L1</th>
<th>First Language: English or Higher Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>R5</td>
<td>Relevant Subject 1: Humanities / Higher Music / Malay SP / Bahasa Indonesia</td>
</tr>
<tr>
<td></td>
<td>Relevant Subject 2: Mathematics / Science</td>
</tr>
<tr>
<td></td>
<td>Relevant Subject 3: Humanities / Higher Music / Malay SP / Bahasa Indonesia / Mathematics / Science</td>
</tr>
<tr>
<td></td>
<td>Relevant Subject 4: 1 other ‘O’ Level Subject</td>
</tr>
<tr>
<td></td>
<td>Relevant Subject 5: 1 other ‘O’ Level Subject</td>
</tr>
</tbody>
</table>
## Calculation of ELR2B2 (Polytechnic)

<table>
<thead>
<tr>
<th>EL</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>R2</td>
<td>Relevant Subject 1: Humanities / Mathematics (Group 1 subjects)</td>
</tr>
<tr>
<td></td>
<td>Relevant Subject 2: Humanities / Mathematics / Sciences / Chinese / Higher Chinese (Group 2 subjects)</td>
</tr>
<tr>
<td></td>
<td>Note: Subjects in 1\textsuperscript{st} and 2\textsuperscript{nd} Groups will vary across courses</td>
</tr>
<tr>
<td>B2</td>
<td>2 other Best Subjects (not already counted above)</td>
</tr>
</tbody>
</table>
Other details can be found in this booklet: JAE 2019 (2020)

JOINT ADMISSIONS EXERCISE 2019

Information for Candidates

Seeking Admission to:

Junior Colleges
Millennia Institute
Polytechnics
Institute of Technical Education
Upper Secondary Subject Combination
Upper Secondary O-Level Programme
Curriculum Structure

Languages
- English, Chinese
- Higher Chinese, 3rd Language

Content Subjects
- Math & Sciences
  - Math, A Math, Chem, Bio, Phy
  - ESS
  - PE
- Humanities & the Arts
  - Art, C.Lit / E.Lit, Geog, Hist, Music, Social Studies

Life Skills
- CCA, CCE, NE, PE, VIA
# Recommended O-Level Programme

## Subject Combinations

<table>
<thead>
<tr>
<th>Languages</th>
<th>Content Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL</td>
<td>Math</td>
</tr>
<tr>
<td>CL / HCL</td>
<td>A Math</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Bio or Phy</td>
</tr>
<tr>
<td></td>
<td>Full Geog / Hist / C or E Lit / Art / Music / PE</td>
</tr>
<tr>
<td></td>
<td>Social Studies + Elective Geog/Hist/E Lit</td>
</tr>
</tbody>
</table>

**8 Subjects**

MEP students: Higher Music
Other O-Level Programme Subject Combinations

Languages
- EL
- CL / HCL

Content Subjects
- Math
- A Math
- Chem
- Bio AND Phy
- Full Geog / Hist / C or E Lit / Art / Music / PE
- Social Studies + Elective Geog/Hist/E Lit

3rd Language

9-10*
Subjects

*MOE approval required to offer 10 Subjects

MEP students: Higher Music
Exercise and Sports Science (ESS)

An interdisciplinary applied subject where students will be grounded in the disciplines of sports science with an understanding of sports sociology. (2 year programme)

Student Outcomes:

• Adopt an inter-disciplinary approach to problem-solve practical solutions related to exercise and sports

• Develop analytical skills to observe, analyse and evaluate practical performance for improvement

• Deepen understanding of factors influencing exercise and sports, and develop greater sensitivity and a critical perspective when looking at issues related to sports in Singapore and the world
<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Physiology</td>
<td>Skeletal, muscular, circulatory &amp; respiratory systems, sports nutrition</td>
</tr>
<tr>
<td>Biomechanics</td>
<td>Forces in sports, biomechanical principles, projectile motion</td>
</tr>
<tr>
<td>Sports Psychology</td>
<td>Self-efficacy, anxiety &amp; stress, motivation, factors influencing exercise</td>
</tr>
<tr>
<td>Sports Sociology</td>
<td>Issues of commercialisation, equity &amp; ethics</td>
</tr>
<tr>
<td>Motor Learning &amp; Development</td>
<td>Activity-specific motor skills &amp; movement patterns, application of strategic &amp; tactical awareness, factors affecting motor learning and development</td>
</tr>
</tbody>
</table>
Assessment:

- **Paper 1 – E-paper (40%) [2 hrs]**
  - MCQ, short-answer & structured qns

- **Paper 2 – Coursework (60%) [24 wks]**
  - Development Log (20%)
  - Performance on 2 Practical Activities (1 Individual / Dual and 1 Team) (40%)
Coursework Practical Activities currently offered by SNGS based on syllabus, resourcing & expertise:

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>PRACTICAL ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual / Dual*</td>
<td>Badminton*, Table Tennis*, Track &amp; Field,</td>
</tr>
<tr>
<td></td>
<td>Cross-country Running</td>
</tr>
<tr>
<td>Team (Individually assessed)</td>
<td>Hockey, Netball</td>
</tr>
</tbody>
</table>
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
Close Partnership

• Reinforce expectations at home

• Teachers need time and space to do their job well, and encouragement too - to contact them before 7:00pm on weekdays

• Join the Parents’ Support Group (Parents@St Nicks)
Parents Gateway

- Download Mobile App
- Parents can access school announcements, consent forms
“Learn for Life”
STUDENT DEVELOPMENT

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

Positive Relationships

Gratitude

Support Structures

Student Well-being
POSITIVE RELATIONSHIPS

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

- **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