



# **Secondary 3 Parents' Webinar**

16 January 2026



# Welcome Address



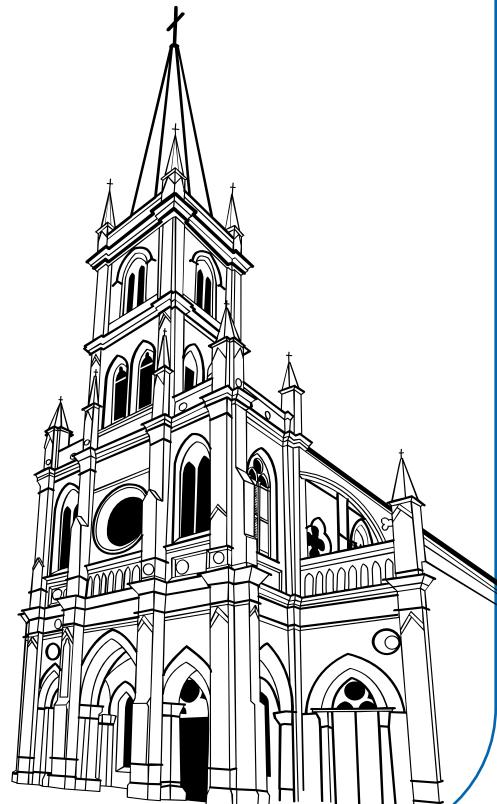
Ms Genevieve Chye  
Principal

**CONVENT OF THE HOLY INFANT JESUS  
SECONDARY**



# Outline

- Introduction
- Overview of the Sec 3 Journey
- Highlights in Sec 3
- CCA & LEAPS 2.0
- MOE-OBS Challenge Programme





# Year Head Team



Ms Balvinder Kaur  
**Year Head**  
**(Upper Secondary)**



Mr Eraja Rajan  
**Assistant Year Head**  
**(Upper Secondary)**



# Form Teachers



**3 Angela**



Ms Stephanie Lim



Mrs Lois Law

**3 Bridget**



Ms Nicole Lek



Mrs Gladys Hoy





# Form Teachers



**3 Clare**



Mr Chan Yew  
Chong



Mrs Wendy  
Lee

**3 Elizabeth**



Ms Nicole Teo



Mr Harry Goh



# Form Teachers



**3 Frances**



Mr Li Zhengjun



Mrs Eugenia Tan

**3 Helena**



Ms Joanne Tan



Mr Tristan  
Fernandez



# Form Teachers



## 3 Marianne



Mr Ernest  
Leong



## 3 Gemma



Ms May  
Chong

Ms Tan  
Boon Chui

Mr Derrick  
Ng

Mr Daryl  
Chan



# Form Teachers



## 3 Josephine



Ms Angela Lim



Ms Nur  
Afiqah



# Student Support Team



Ms Andrea Wang  
(Senior Counsellor)



Mrs Mathews  
(Counsellor)



Ms Hazirah  
(Counsellor)





# Student Support Team



Ms Jesslyn Fong  
(SENO)



Ms Genevieve Pang  
(SENO)



Ms Tan Jia Hui  
(Student Welfare  
Officer)



Ms Sharon Tay  
(Senior ECG  
Counsellor)



CONVENT OF THE HOLY INFANT JESUS  
SECONDARY

# School-Home Partnership

## Respectful Communication

Foster kind words and actions between parents and educators



- Listen to and understand each other's perspectives and concerns regarding each child.
- Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers.
- Respect each other's time by communicating during working hours.

## Role Models

Show our children the skills and values they need for life



- Practise gratitude and find joy in everyday experiences with our children.
- Instil confidence by encouraging responsibility and believing in each child's abilities.
- Model good values in words and actions, at school and at home.

## Real Connections

Cultivate strong relationships and healthy habits in this digital age



- Build strong bonds through shared experiences and meaningful conversations.
- Establish good habits for our children to stay confident and in control of their technology use.
- Provide a balanced mix of engaging online and offline activities, at school and at home.



# School-Home Partnership



- **School Website** and official social media account
- **Parents Gateway (PG)** for IJ Quarterly, announcements, consent forms and resources
- **School Events**
  - Parents' Talks
  - Parent-Teacher Meetings
  - Others (e.g. Honours Day, Graduation Ceremony)
- Parent Support Group (PSG)
- Keep in contact with school teachers via email (7am to 5pm)

**Working in partnership to develop  
your child, our student**



# **Overview of the Secondary 3 Journey**



**Ms Balvinder Kaur  
Year Head**



# Distinctive IJ Experiences



IJCE Breaker Week



CONVENT OF THE HOLY INFANT JESUS  
SECONDARY





# Distinctive IJ Experiences



**IJCE Breaker  
Week**

**CONVENT OF THE HOLY INFANT JESUS  
SECONDARY**



# Distinctive IJ Experiences



CONVENT OF THE HOLY INFANT JESUS  
SECONDARY





# Distinctive IJ Experiences



CONVENT OF THE HOLY INFANT JESUS  
SECONDARY



# What can I expect in Sec 3?



## Academics

Increase in workload  
Higher level material  
Consistency is key



## CCA

More responsibilities  
Time management



## New Friends

New classmates  
Changes in friend groups



# Academic Matters

	WA1	WA2	WA3	EOY
Examinable subjects except HMTL	10%	15%	15%	60%
HMTL*	5%	30%	5%	60%

\*Students offering Higher Mother Tongue Languages (HMTL) will take the GCE O Level Mother Tongue paper in Sec 3 to qualify to continue offering HMTL



# Academic Matters

## End of Secondary 4/5

### Singapore-Cambridge Secondary Education Certificate (SEC) Examination

- From 2027, students will sit for the new SEC examinations, with different papers for each subject level.

## Post-Secondary

### Admission to post-secondary education institutes

- Admission criteria have been progressively updated to recognise students taking different combinations of subjects and subject levels.

E.g., Polytechnic Foundation Programme (PFP) has been expanded to allow access to students offering G3 subjects, or a mix of G2 and G3 subjects.

# Singapore-Cambridge Secondary Education Certificate (SEC)

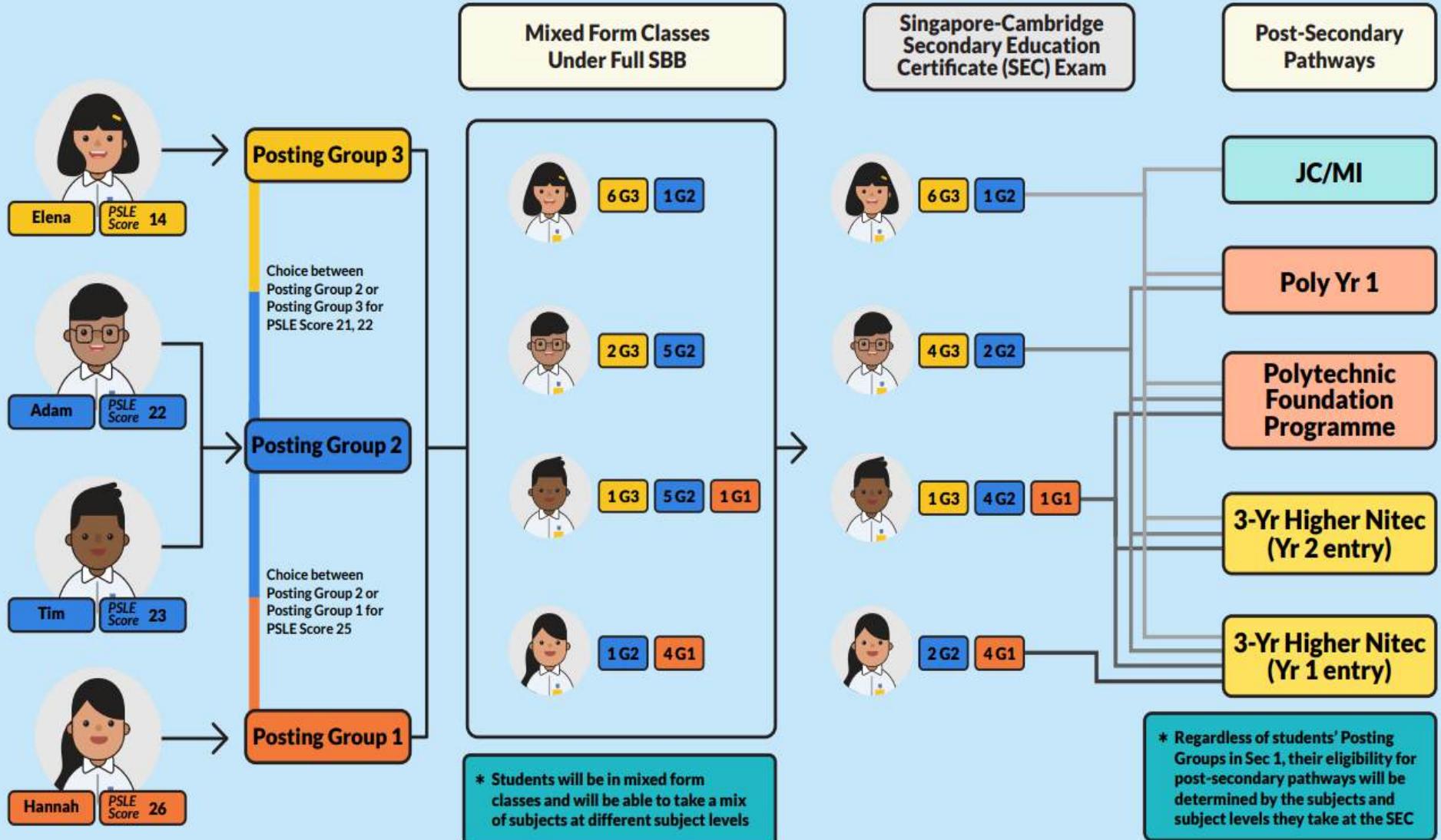
- Students will offer the **Full SBB equivalent of retired subjects** (e.g. G1 Computing instead of CPA).
- SEC examination timetable will be **harmonised** to allow students to better pace their learning with all students taking their examinations in the same period.
- Written examinations for English and Mother Tongue Language (MTL) will be conducted ~1 month ahead of other subjects, with **only one sitting for MTL**.





# Secondary School Experience and Post-Secondary Pathways Under Full SBB

From 2024, you can take subjects at different levels, eg. G1, G2 or G3, which suit your strengths, interests and learning needs. Along the way, your teachers will guide you to make adjustments as needed. At the end of Secondary Four, all students will take the Singapore-Cambridge Secondary Education Certificate examinations. There will be more options for your post-secondary pathways, and many more opportunities to excel in the pathway you choose. The future is yours to make!





# Overview of Post-Secondary Pathways



From 2028,  
more post-secondary options  
will be available.

Students taking at least	POST-SEC PATHWAYS					
	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	✓	✓
4 G3 + 1 G2 subject	✓	✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	NEW ✓				



# Overview of Post-Secondary Pathways



- Students can use grade mapping to aggregate scores across subjects offered at different subject levels for post-secondary progression

<b><u>Downward grade mapping table from G3 to G2</u></b>	
<b>G3</b>	<b>G2</b>
A1-B3	1
B4-C6	2
D7	3
E8	4
9	5
	6

<b><u>Downward grade mapping table from G2 to G1</u></b>	
<b>G2</b>	<b>G1</b>
1	A
2	A
3	A
4	B
5	C
6	D
	E

# Option of fifth year in secondary school

- Students will be eligible for the fifth year if they meet either one of the following criteria:
  - 3 or more G3 Passes, and not qualify for JC/MI/Poly Year 1
  - 2 or fewer G3 Passes, and attain a gross ELMAB3  $\leq 21$ , ELB3  $\leq 14$  or MAB3  $\leq 14$ , computed at G2
- Only students with a gross ELMAB3 (at least Grade 5 for all subjects computed at G2) of 19 points or better can offer all their subjects at G3 in the fifth year.





# Junior College Pathway



- From 2028 JC1 cohort, JC admission criteria will be **revised from L1R5 to L1R4**;
  - This allows students to recalibrate curriculum load by offering one fewer subject, and use freed-up time to pursue their interest and strengthen development of 21st Century Competencies e.g. through CCA or school programmes

**1) Qualifying threshold for JC revised to L1R4 ≤ 16 and retained at L1R4 ≤ 20 for MI**

	<b>Aggregate Scores (computed with G3 subjects)</b>	<b>Qualifying Threshold</b>
Junior College	L1R4	≤ 16
Millenia Institute	L1R4	≤ 20

**2) Minimum subject grade requirements will remain**

<b>Subject</b>	<b>Grade</b>
English Language	1-6 at G3
Mathematics (Elementary/Additional)	1-7 at G3
Any one Mother Tongue Language	Higher Mother Tongue Language: 1-8 at G3 Mother Tongue Language: 1-7 at G3; 1-5 at G2; A-D at G1



# Junior College Pathway



- **JC/MI aggregate score will include Language, Humanities and Mathematics/Science subjects**
  - This ensures that students continue to cope with the academic rigour of the A-Level pathway

<b>JC/MI aggregate score composition</b>	<b>Subjects</b>
First Language ("L1")	English or Higher Mother Tongue
Relevant Subject 1 ("R1")	Best-scoring subject from Humanities
Relevant Subject 2 ("R2")	Best-scoring subject from Mathematics or Science
Relevant Subject 3 ("R3")	Best-scoring subject from Humanities, Mathematics or Science
Relevant Subject 4 ("R4")	Any best-scoring subject except Religious Knowledge



# Junior College Pathway



- **Bonus points cap will be lowered from four to three**
  - Students who apply through the Joint Admission Exercise (JAE) and are selected for Language Elective Programme (LEP) continue to be eligible for two bonus points on top of this cap for admission to respective JCs



# Polytechnic Year 1 Pathway

- From 2028, one 'Best' [B] subject can be fulfilled at G2 or G3 as part of the aggregate score for admission to Polytechnic Year 1
- Students who offer both [B] subjects at G3 will have the [B] subject with a lower grade mapped from G3 to G2 based on a grade mapping table.
- Correspondingly, the net aggregate cut-off will be adjusted from 26 points to **22 points**.

**Grade Mapping Table from  
G3 to G2**

G3	G2
A1, A2, B3	1
B4, C5, C6	2
D7	3
E8	4
9	5

# Polytechnic Foundation Programme (PFP)

- From 2028 intake, students offering G3 subjects, or a mix of G2 and G3 subjects will be allowed to access PFP
- **ELMAB3 (English, Mathematics, Best 3 subjects) raw aggregate score:**  
12 points or lower, excluding CCA bonus points
- G3 grades will be mapped downwards for admission to PFP



# Polytechnic Foundation Programme (PFP)

Subject specific requirements for PFP		Grade Mapping Table from G3 to G2	
G2 subjects	New grade requirement	G3	G2
English Language	3	A1, A2, B3	1
Mathematics	3	B4, C5, C6	2
Relevant Subject	3	D7	3
Two "Best" Subjects	4	E8	4





# Polytechnic Foundation Programme (PFP)

- Admissions will be restructured to a **cluster-based approach** starting from the AY2026 intake.
- Students will enter one of the following three key broad clusters. At the end of the PFP year, students will then apply to a specific diploma course, and posting will be based on their PFP performance and course choice:
  - Sciences
  - Design, Engineering & Technology
  - Humanities, Art, Media and Business
- Students seeking admission to Nursing, Tamil Studies in Early Education and Early Childhood Development & Education courses will continue to be admitted via the broad clusters or directly to these specific diplomas in their PFP, as these courses are more specialised



# 3-Year Higher Nitec at ITE



- By AY2026, ITE will transit all its Nitec courses to the enhanced **three-year** curricular structure leading directly to a Higher Nitec certification
- Under the enhanced curricular structure, the Nitec and Higher Nitec curricula will be streamlined by removing overlapping competencies between related Nitec and Higher Nitec courses
- From AY2028 ITE intake, admissions requirements for entry to **Year 1 of 3-year** Higher Nitec courses will be set at G1



# 3-Year Higher Nitec at ITE

- ITE aggregate score will be computed based on **four G1 subjects**
- G3 and G2 grades will be mapped to G1 based on the grade mapping table

Grade mapping table (G3 to G2 to G1)			ITE Aggregate score
G3	G2	G1	
A1-B3	1	A	1
B4-C6	2	A	
D7	3	A	
E8	4	B	
9	5	C	
-	6	D	
-	-	E	

# Early Admission Exercise for the Sec 4s

- DSA –JC: May 2026
- Poly EAE: June 2026
- ITE EAE: May 2026

Tentative periods





# ECG Support @CHIJ



For more information on post-sec pathways, please join us for our ECG webinar on **25 May!** More info will be shared via PG closer to the date.

- Senior ECG Counsellor: Ms Sharon Tay
- <https://go.gov.sg/chijsharontay>
- Tuesdays, Wednesdays and selected Fridays at the school Library (ECG room)
- via appointment (online/F2F/phone)

# Student Well-Being and Holistic Development

- School Counsellors and Special Educational Needs Officers (SENOs)
- Munch Time at 9am and 12pm, in addition to 40min recess
- TLC (Form Teacher Contact Time)
- Student-Initiated Learning
- Gather feedback via School Leader and Year Head Dialogues, Student Forum



# Student Well-Being and Holistic Development



Birthday Pins



Wellness Journal



# Student Well-Being and Holistic Development



Values-in-Action

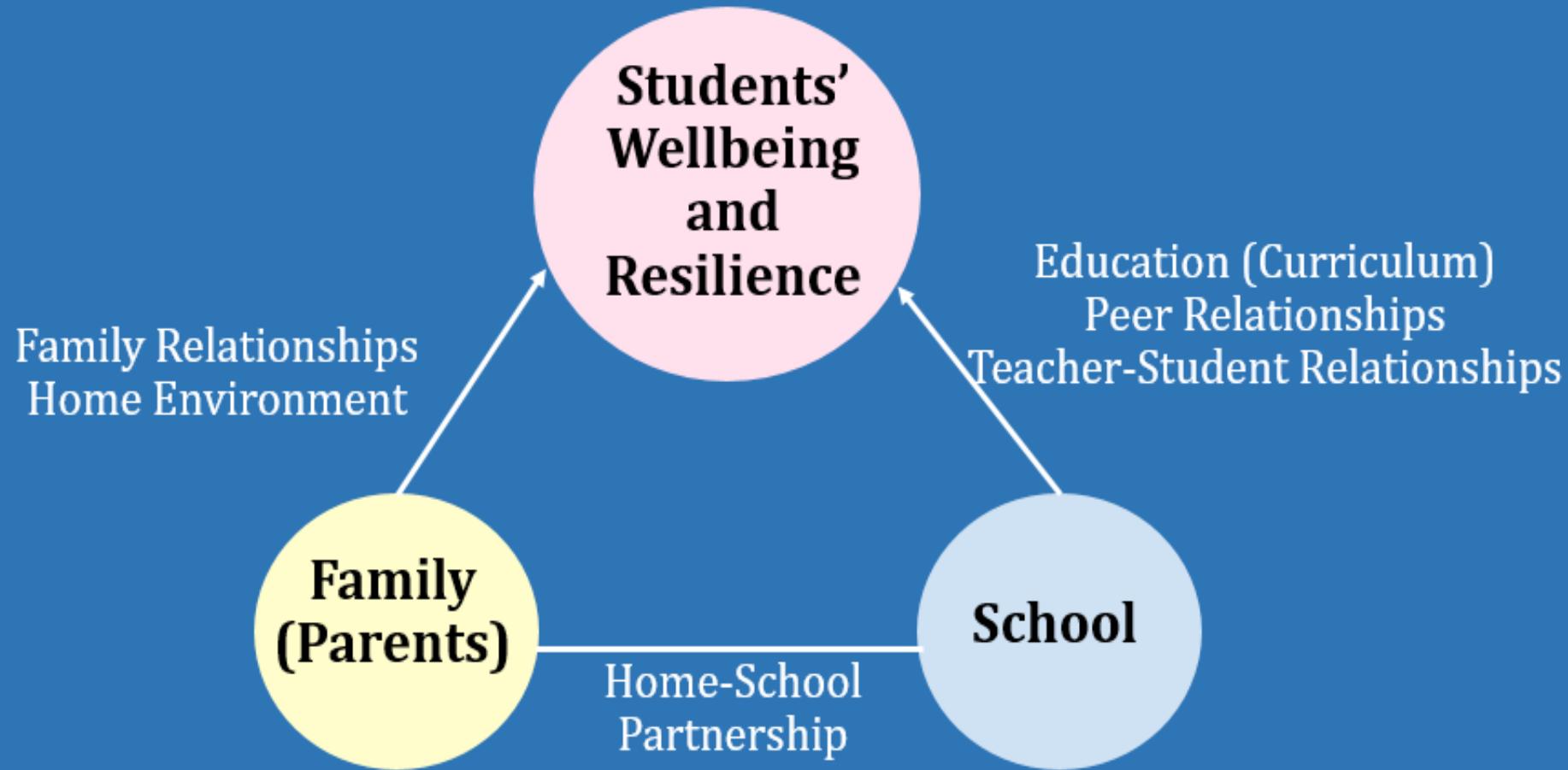


# Student Well-Being and Holistic Development



Learning Journeys

# Supporting Student Well-Being



# Project HERO

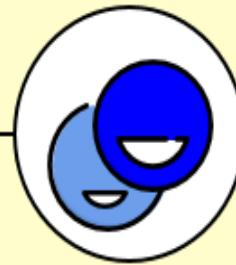
## Term 1: Hope

New Start & Transitions:  
goal-setting, support networks  
and self-management



## Term 3: Resilience

Resisting negative influences  
and being a positive influence  
on others



## Term 2: Efficacy

Dealing with Disappointments:  
supporting myself and others

## Term 4: Optimism

Self-reflection and  
developing positivity

# Parent Engagement Resources

## Project HERO

A collaboration between CHIJ Secondary and National Healthcare Group  
Challenges your Sec 2 daughter may be experiencing...

### Academics

Disappointment with their WA1 results and apprehension about subject allocation

### Sense of Self

Influence from their peers and social media

### Time Management

Balancing their friendships, studies and CCA



Feeling overwhelmed? Try a breathing exercise!

## 3Rs

Using the 3Rs will help your daughter/ward maintain good mental health and build resilience. Try using the RECALL-RATIONALISE-REPLACE strategy on some of your own ANTs first (if any) before working on it with her.

### RECALL

Guide her to identify the ANT related to the situation

**Unrealistic Expectations**  
Expectations of self and others are overly high

**Mind Reading**  
Conclusions are made without evidence or facts

**Blaming Others**  
It's always others contributing to the problem

## What we can try...



### Role model

What are some activities you do to manage stress? Invite her to join you in an activity. Guide her to plan realistic goals regarding schoolwork and other activities.

### Champion health

Encourage moderate eating habits and strive towards a balanced healthy lifestyle together. Set guidelines on the use of devices to encourage her to get sufficient rest.

### Encourage positivity

If she verbalises ANTs, try the 3Rs below to help shake off unhealthy thinking patterns. Work together to replace these thoughts with helpful ones. Left unaddressed, ANTs may lead to depression or anxiety disorders.

## Project HERO

A collaboration between CHIJ Secondary and National Healthcare Group



### Term 4: Optimism

As the year-end exams get closer, your daughter might feel emotions like excitement, nervousness and worry. Peer pressure and her own expectations could also make her feel sad, frustrated, or negative at times about what's ahead. Your guidance can promote positivity and resilience for her future.

What your daughter may be thinking as she prepares for her exams or receives her results:

### Labelling

"I got that question wrong. I am so dumb!"



### All-or-Nothing

"I made so many mistakes. If I can't do it perfectly, I might as well not bother!"

## How can you help your child be more optimistic?

### 01

Noticing negative self-talk and working out alternative messages

Pessimistic: I failed Math WA so I will fail the exam too.

Optimistic: Math WA was a temporary setback. I will work harder for the exam.

Remind your daughter about who she is.

With a positive attitude, she can conquer challenges; failures don't define her.

### 02

Confronting the issue and looking ahead

Pessimistic: I must never make any mistakes.

Optimistic: Making mistakes is normal. I will do my best to be more careful.

Remind your daughter what she can do.

Moving forward, she can take steps and adopt strategies to overcome challenges.

### 03

Counting our blessings and practising gratitude

Remind your daughter about what she has - the support systems around her.

Work with her to list 3 things that she is grateful for during this period.



# How can I support my daughter as she transitions to Upper Secondary?

- **Affirm her on accomplishments** outside of academics.
- Have **open conversations** about the different challenges she may face, and be a listening ear.
- **Be encouraging** and work together towards solutions.

The image shows the 'Project HERO' booklet, a collaboration between CHIJ Secondary and National Healthcare Group. The cover features a cartoon character and the title 'Project HERO'. The booklet is divided into four main sections corresponding to terms:

- Term 1: Hope**: New Start and Transitions; goal-setting, support networks and self-management.
- Term 2: Efficacy**: Dealing with Disappointments; supporting myself and others.
- Term 3: Resilience**: Resisting negative influences and being a positive influence.
- Term 4: Optimism**: Self-reflection and developing positivity.

Below these, there is a section titled 'Challenges your daughter may experience in Secondary 3' which includes:

- Increased Workload & Expectations (new and more demanding subjects)
- Time & Stress Management (balancing coursework, studies & CCA)
- Peer Relationships (changes in friend groups and new classmates)
- Leading Others (involvement in the school)

Finally, a table provides tips for initiating conversations:

Instead of...	Try...
Talking only during family time	Having one-on-one time to have open conversations (e.g. car/bus rides, walks)
"Why did you score so low for this test?"	Hearing her out, working towards solutions, and being encouraging (e.g. "What comes to your mind when you received your marks?" "What can we do next time that may be helpful?")
"How was your day?"	Asking about specific events that happened (e.g. "How did your project meeting for Social Studies go? Did you manage to resolve that problem you mentioned?")

*Don't take it personally if she doesn't want to talk - teenagers need their space, and timing is important. Wait until she is calm and rested to initiate conversation.*





## How to initiate conversations with your daughter as she transitions to Upper Secondary

Instead of...	Try...
<i>Talking only during family time</i>	Having one-on-one time to have open conversations (e.g. <i>car/bus rides, walks</i> )
<i>"Why did you score so low for this test?"</i>	Hearing her out, working towards solutions, and being encouraging (e.g. <i>"What comes to your mind when you received your marks?"</i> <i>"What can we do next time that may be helpful?"</i> )
<i>"How was your day?"</i>	Asking about specific events that happened (e.g. <i>"How did your project meeting for Social Studies go?</i> <i>Did you manage to resolve that problem you mentioned?"</i> )

*Don't take it personally if she doesn't want to talk - teenagers need their space, and timing is important. Wait until she is calm and rested to initiate conversation.*



## Termly Study Tips to Share with Your Daughter!



### 1. Plan Ahead

- **Use a calendar** (digital or physical) to mark important events and dates.
- Using different colours would also help make it easier to understand.



### 3. Set Deadlines and Goals

- Ask your daughter to **set her own deadlines and goals**.
- This would help give her ownership and responsibility for her work.



### 2. Work on One Thing at a Time

- Multitasking makes us less efficient, more prone to mistakes, and can give us a great deal of stress.
- **Focusing on just one task at a time** is a great way to learn and produce high-level work.



### 4. Be Aware of Procrastination

- Your daughter may procrastinate because she is overwhelmed or does not understand how to do the work.
- **Talk to your daughter if you suspect she may be facing difficulties** with her work and encourage her to seek help.

# Study Skills: Have a Study Plan

- **Don't cram all the studying into one session!  
Consistency is key!**
- **Plan when to study and have a specific goal for that study time**
- **Refer to and review notes when completing homework**
- **No distraction when studying (e.g. TV, phone, iPad)**



# Study Skills: Have a Study Plan

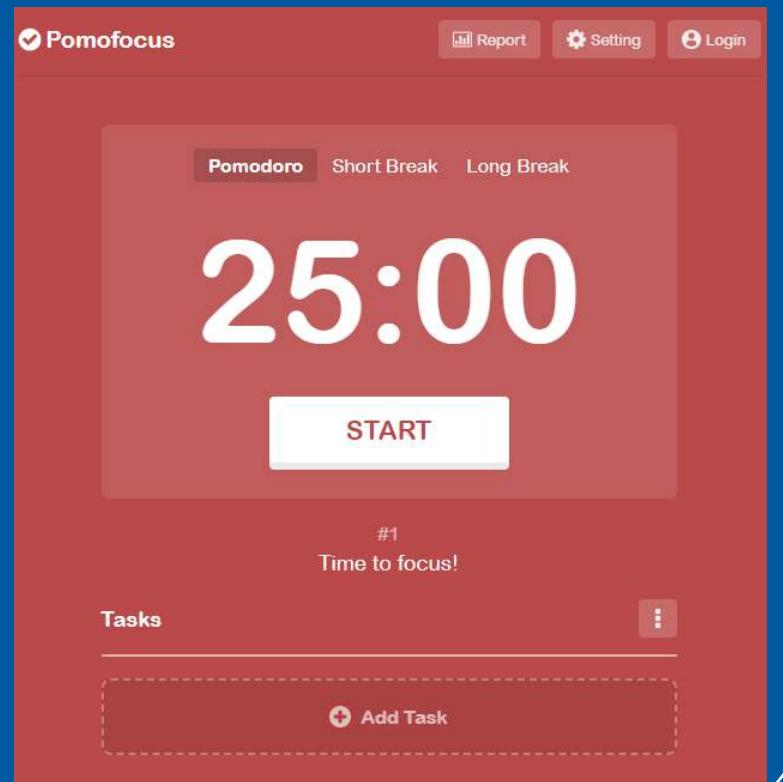
	MON	TUE	WED	THU	FRI
4-5pm	Complete Chem HW	Complete Geog HW	CCA	Complete Bio HW	CCA
5-6pm	Complete Math HW	Make notes for SS Chapter 2		Practise Qns for SS	
6-7pm	Dinner	Dinner	Dinner	Dinner	Dinner
7-8pm	Break	Break	Break	Break	Break
8-9pm	Make notes for SS Chapter 1	Read Lit Chapter 4	Make notes for SS Chapter 3	Complete EL Compo	Complete AM HW



# Study Skills: Pomodoro Technique

**Use a timer to break studying into intervals (typically 25min), separated by short breaks (typically 5-10min).**

<https://pomofocus.io/>



# Study Skills: Cornell Note Taking



- Main notes
  - ideally using abbreviations
- Key thoughts

**Helps to organise and summarise notes by:**

- key words/questions
- notes and key thoughts
- summary

**Encourages intentional note-taking and active summarising!**

# Q&A

---

How can my daughter cope with her subjects in Sec 3?

**Subject combination offered is based on Sec 2 overall results to help students cope better in Upper Sec.**

**Encourage her to be consistent in her work.**

**Students can arrange for individual or small-group consultations with their teachers (F2F/online/email).**



# Q&A

What are the different weightages for the different components of each subject?

**Weighted Assessments (WAs) are bite-sized and cover a few chapters. Format depends on the subject.**

**Student Handbook (p.36) has a breakdown of weightings.**

**Sec 3 End-of-Year Examination may be a full paper depending on the subject. Subject teachers will inform students of the format and duration at a later date.**

**For more info on exam format and subject syllabus, please visit <https://www.seab.gov.sg/>**



# Q&A

Will the school consider opening up more slots for girls who would like to take higher Chinese and is it still possible to appeal to take Higher Chinese in Sec 3?

**The runway for students to take up Higher MTL at Secondary 3 is very short, as students are required to sit for components of the GCE O-Level examination from as early as July, starting with Oral and Listening Comprehension. As such, placement decisions are guided by what will best support each student's learning and well-being, taking into account their language proficiency, prior performance, and readiness for the demands of the O-Level curriculum.**



# Q&A

What support is there for my daughter in her learning especially during slots where she does not have any lessons?

**Students who have free periods due to study breaks or offering fewer subjects are encouraged to use the time meaningfully by arranging consultation sessions and clarifying doubts with their subject teachers.**



# Q&A

What is the scoring system for G2 subjects?

**Grade 1: 75-100**

**Grade 2: 70-74**

**Grade 3: 65-69**

**Grade 4: 60-64**

**Grade 5: 50-59**

**Grade U: 0-49**

**Grade conversion for students taking G3 subjects**

**Grade 1: A1-B3, Grade 2: B4-C6**



# Q&A

What is the school's view and rules of students using AI chat bots for school assignments? How can students use AI chat bots to aid them in their school assignments?

**Our school follows Ministry of Education (MOE) guidelines to effectively harness AI tools whilst equipping students with essential AI literacy skills. We believe in teaching students to understand what AI is, identify its potential benefits and limitations, and recognise associated risks. In line with MOE guidelines, our teachers utilise SLS (Student Learning Space) AI chatbots, which comply with MOE AI standards, rather than third-party AI tools.**



# Q&A

Literature doesn't have ten-year series.

How do kids prepare for Literature?

Are past papers and O level papers given to students ?

**Literature does not have TYS because the Lit texts change every few years and different schools choose to teach different texts. Subject teachers will print past year school-based papers and O level papers for students.**



# How can you support your child in ECG matters?

**Support**

**Affirm**

**Familiarise**

**Empathise**



# Highlights in Secondary 3



Assistant Year Head  
Mr Eraja Rajan



# Key Events: NRIC Registration



**Date: Monday, 2 Feb 2026**

- NRIC registration (biometrics enrolment only) will be conducted in school; collection of NRIC also in school
- Collection of NRIC is usually in August/September (in school)



# Key Events: NRIC Registration



**Date: Monday, 2 Feb 2026**

ICA will send parents/guardian a notification letter and the school will also remind the students on the registration.

If parents don't make the application within the deadline, the student won't be able to complete her **biometrics enrolment on 2 Feb in school**, and she will have to go to ICA to complete this.



# Key Events: NRIC Registration



**Parents/Guardians will need to submit the NRIC registration online using SingPass**

- Verify your child's particulars (if you wish to add Chinese/Jawi/Tamil Characters, please include during the online submission under the 'Ethnic Name' field)
- Upload your child's photograph and supporting documents (where applicable);
- Make payment for your child's NRIC application (\$10 for Singapore Citizens / \$50 for Permanent Residents)

# Key Events: Sec 3 Work Exposure Programme (WEP)

- To provide IJ girls with the opportunity to **experience the world of work**;
- To prepare IJ girls for the world of work by **nurturing relevant life skills**;
- To empower them to **make informed decisions** regarding career selection

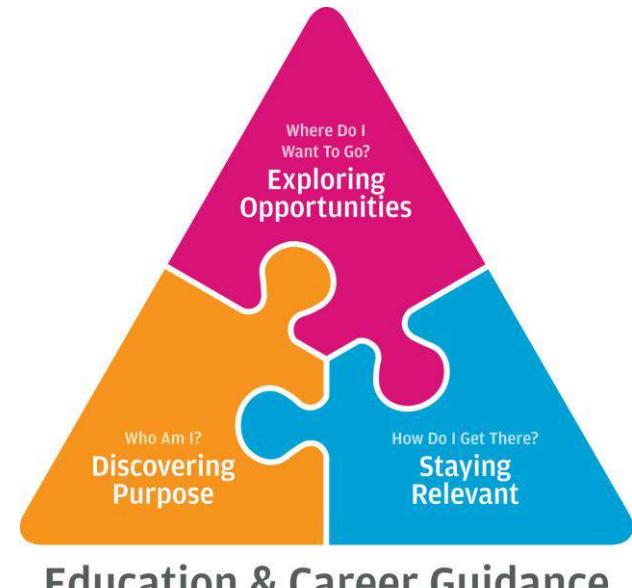


Figure 1

# Key Events: Sec 3 Work Exposure Programme (WEP)

Period: **26 - 30 Oct (Mon – Fri)**

(some work attachments will be on different dates, including some that may only end on 6 Nov or take place later in the year)

## Structure:

Work Attachment

Following My Relative to Work (FMRW)



# Key Events: Sec 3 Work Exposure Programme (WEP)

## Following My Relative to Work (FMRW)

- Hosting partner: parent/ relative/ family friend
- Attachment length: 3 days – 1 week
- Additional students: students can invite their friends to join them
- Documentation: provide a signed letter/ certificate at the end with company letterhead



# **Key Events: Sec 3 Work Exposure Programme (WEP)**

- Students will be briefed later in the year
- Parents/guardians interested to host can check in with their companies in the meantime



# IJ Goes Global



Mdm Lim Lay Hoon  
Vice-Principal

**CONVENT OF THE HOLY INFANT JESUS  
SECONDARY**



# Objectives

- Deepen in our students the 21st Century Competencies (21CC) of global awareness and cross-cultural skills and sensitivities.
- Strengthen students' commitment and rootedness to Singapore





# IJ Goes Global Programmes



Includes cultural exchanges

- Hosting students from other countries
- Overseas twinning and learning journeys  
(Overseas Partnership)



# Global IJ Community (IJ Sister schools)

- Shizuoka Futaba High School
- Yokohama Futaba High School
- Denenchofu Futaba High School
- Fukuoka Futaba High School  
(with a focus on Art appreciation)



*Foster an inclusive IJ community*

*Strengthen the IJ identity*



# Global IJ Community (IJ Sister schools)



- Learn about history, culture and daily life through immersion experiences





# Global IJ Community (IJ Sister schools)

- Deepen appreciation of heritage, traditions and local communities



# IJ BEACON (Chiang Mai, Thailand TBC)



## SERVICE Learning Opportunities

- Engagement in meaningful community services
- Developing character and leadership competencies
- Deepening understanding of different communities
- Cultivating a stronger sense of global responsibility



# Twinning Programme

- St Paul's Co-Educational College and Diocesan Girls' School, HK
  - STEM focus
  - Shenzhen: DJI, Baidu





# Twinning Programme



- Trung Vuong Secondary (Hanoi, Vietnam)
- Tran Dai Nghia High School for the Gifted (Ho Chi Minh City, Vietnam)





# Hosting Programme



Interactions between our girls and their overseas counterpart. School immersion experiences with a cultural focus.



- *IPEKA Schools (Indonesia) - Santa Laurensia*
- *Trung Vuong School, Hanoi, Vietnam*
- *Diocesan Girls' School (DGS) and St Paul's Co-educational College(HK)*
- *Denenchofu Futaba High School*

# 2026 IJ Goes Global

Partner Schools & Countries	Dates
[Japan] Denenchofu Futaba Junior/Senior High School Shizuoka Futaba Junior/Senior High School Yokohama Futaba Junior/Senior High School	End May to Early June
[Japan] Fukuoka Futaba School (Art focus LJ)	End May to Early June
[Vietnam] Trung Vuong School, Hanoi	Mid-Nov
[Vietnam] Tran Dai Nghia High School for the Gifted - Humanities focus Learning Journey to Ho Chi Minh City	Mid-Nov
[Hong Kong] Diocesan Girls' School & St Paul's Co-educational College (STEM focus LJ)	Mid-Nov
[Thailand] Beacon - CHIJ Mission Trip, Chiang Mai(TBC)	Mid-Nov





# 2026 IJ Goes Global Timelines



Mid Feb-Mar	Student online Application for Overseas Twinning/Immersion Programme
Mar	Interview & Selection
Mar-Apr	Release of Student Allocation Results
Apr	Student Offer and Acceptance of Results

HOD IC : Ms Shirley Ong  
[ong\\_kim\\_luan\\_shirley@moe.edu.sg](mailto:ong_kim_luan_shirley@moe.edu.sg)

# Information on CCA and LEAPS 2.0



HOD PE/CCA  
Mr Daryl Chan

Your daughters will be receiving their DRAFT Certificates in early Feb and it will give them a good indication of their final CCA Grade.



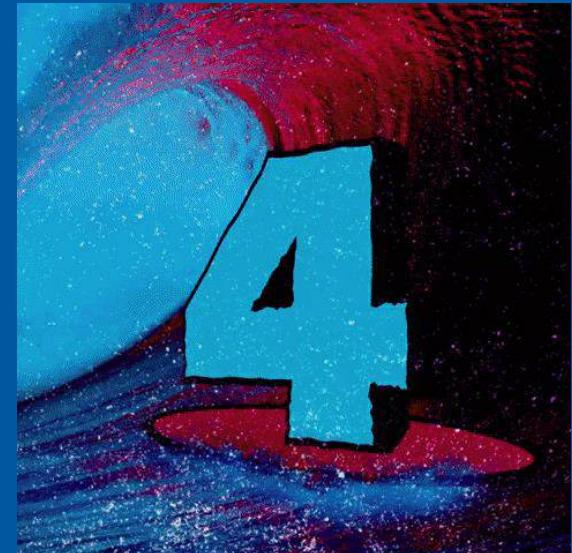


# 4 domains under LEAPS 2.0

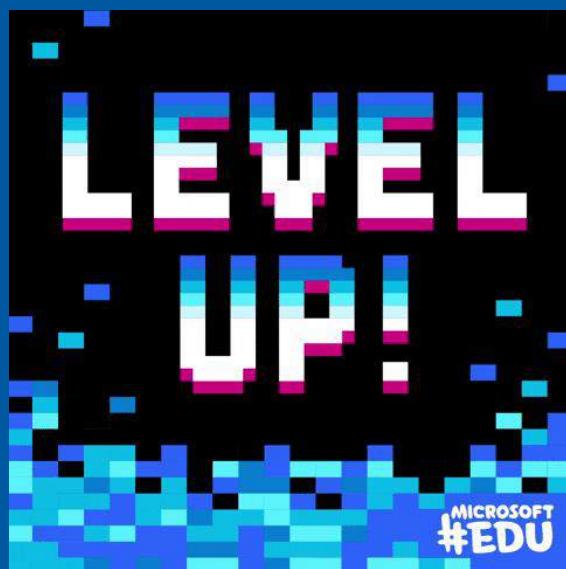
1. Leadership
2. Achievement
3. Participation
4. Service

## Why is it called LEAPS then?

Enrichment had been taken out.



# Requirements for Excellent (2 bonus points)



- A minimum Level 3 in **ALL four domains** with at least a Level 4 **in one domain**

# Requirements for Good (1 bonus points)

- A minimum Level 1 in **ALL four domains** with any one of the following:
  - A. At least Level 2 in three domains
  - B. At least Level 2 in one domain and at least Level 3 in another domain; or
  - C. At least Level 4 in one domain





# Usage of CCA bonus points

These bonus points come into play to differentiate students from each other, beyond their academic results.

Students must meet the qualifying criteria for the institution before the CCA grades come into play.



# Leadership

Students' ability to take charge of personal development, work in a team and assume responsibilities in service of others.

This is usually the domain that students have a challenge in achieving a Level 3, so please take note.



# Leadership



Students can attain levels of attainment through serving in various Leadership roles in school, such as councillors, House Committee, Class Committee, Peer Support Leaders, CCA Committee.

The highest level of Leadership attainment is taken into consideration.

E.g. Councillor in Sec 1 (L3) vs  
Student Council EXCO in Sec 3 (L5)



# Achievement



Representation and accomplishment in co-curricular involvements **beyond the classroom.**

**Representation:** selected and endorsed by the school or an organisation endorsed by the school (e.g. Community Club or National association).

**Accomplishment:** attaining accolades and awards at competitions, festivals, performances, exhibitions, conferences and symposiums endorsed by the school.



# Participation

Participation in one school-based CCA.

Based on number of years of participation and exemplary conduct and active contribution to the CCA.

**Sustained engagement in the same CCA is accorded higher recognition.**





# Participation

**General trend:** Starting with at least 2 years of 75% attendance, Level 1.

Every additional year, up one level.

3 years of 75% in any CCA = Level 2





# Participation

4 years in ANY CCA = Level 3,

4 years in SAME CCA = Level 4 (Loyalty point)

If “EXEMPLARY CONDUCT AND ACTIVE CONTRIBUTION”,

4 years in ANY CCA = Level 3 + 1

4 years in SAME CCA = Level 4 + 1





# Service

Students' development as socially responsible citizens who contribute meaningfully to the community.

Students can choose to embark on a Self-Initiated Values-in-action (VIA) project.

Students will be recognised for the time they put into planning, execution and reflection, when participating in a VIA project.

# Q&A

How are the Levels of each domain determined?

**Each entry (e.g. representing your House in Cross Country or a leadership position) is allocated a certain level of attainment by the computer system. The level of attainment is not keyed in by the school.**



# Q&A



What percentage of our students receive 2 bonus points?

**The percentage varies from year to year, but we are generally around 75-80%.**

# Q&A

What should your daughter do if the entries on the CCA Certificate are inaccurate or something is missing?

**Write it down or make an amendment in RED INK, then submit the certificate to your CCA teachers, before the deadline.**

**Ensure that the item has been included/amended in their next check.**

