



# Full Subject-Based Banding (Full SBB)

# What is Full Subject-Based Banding?

- Full Subject-Based Banding (Full SBB) is part of MOE's ongoing efforts to **nurture the joy of learning** and **develop multiple pathways** to cater to the different strengths and interests of our students.
- With Full SBB, we are moving towards a secondary school education where **students learn each subject at the level that best caters to their overall strengths, interests and learning needs.**

# Rationale of Full SBB

Full SBB aims for students to:



Have **greater ownership of their learning** according to their strengths, interests, abilities, talents and learning needs



Develop a **growth mindset and an intrinsic motivation** to learn for life



Have **more opportunities to interact with friends** of different backgrounds, strengths, interests, abilities and talents

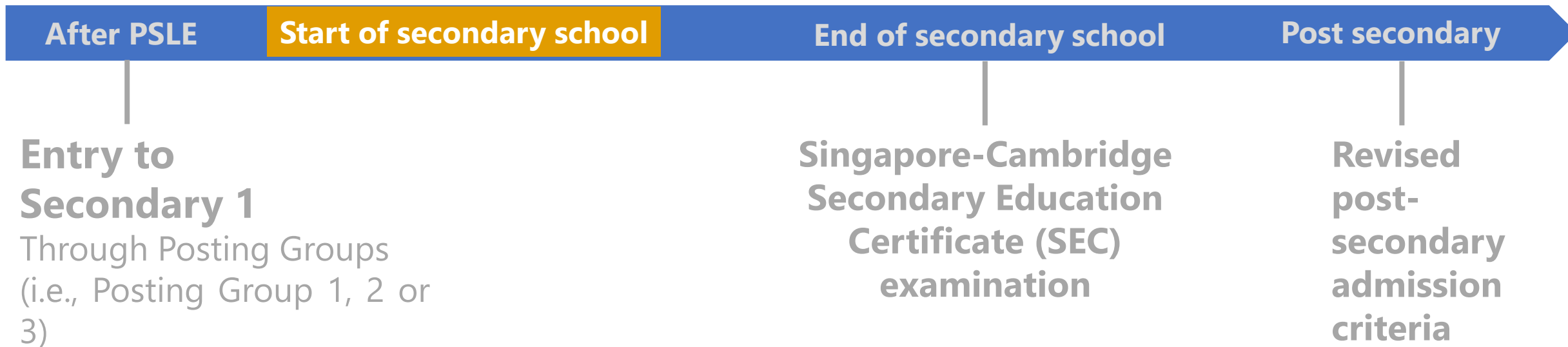


Have **more options for post-secondary pathways**, while ensuring they have strong fundamentals and can thrive in their chosen pathway

# Secondary school experience under Full SBB

## Secondary school experience

1. Mixed form classes upon entering secondary school
2. Common curriculum subjects at lower secondary
3. Subjects to be offered at G1, G2 or G3, mapped from the standards of the N(T), N(A) and Express respectively
4. Greater flexibility to offer subjects at various subject levels
5. Shift away from stream-based subject offerings



# Mixed Form Classes in Lower Secondary

- Teachers observed an increase in students' interactions with peers from different streams and positive outcomes arising from these interactions.



*"It was a new experience for me to stand in front of the class and lead, but I enjoyed it as my Form Teachers and classmates were very supportive.*

***Because everyone in the class is different, I learnt the importance of communicating with everyone respectfully. I think I have also grown to be braver and more outspoken in the process.***

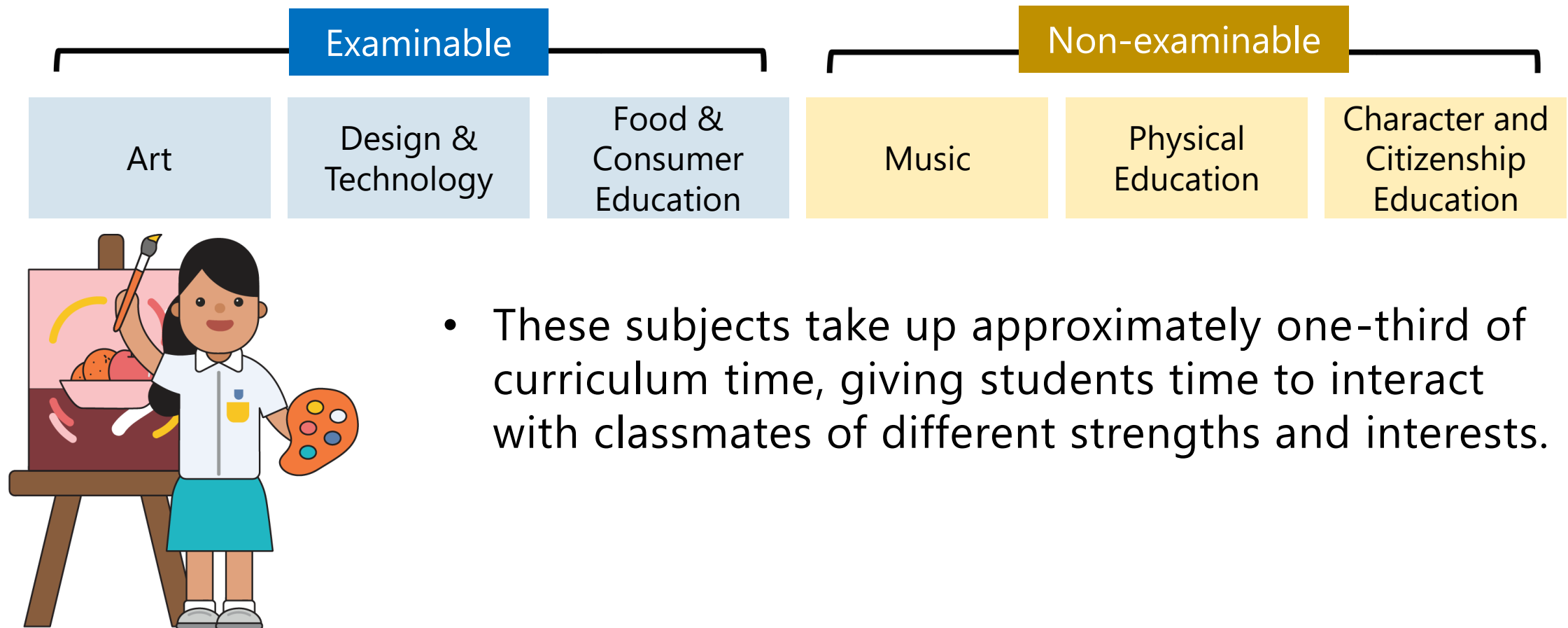
- Hazim, when he was in Sec 1



Hazim, when he was in Sec 3

# Common Curriculum Subjects

- Students will take six common curriculum subjects with their form class classmates:



# Offering Subjects at Less Demanding Levels



- Eligible students may offer some subjects at a less demanding level from Secondary 1.
- Students who offer subjects at a less demanding level may subsequently offer the subject at a more demanding level as they gain greater competence and confidence in the subject.

# Subject Levels under Full SBB

- Students can offer different subjects at different subject levels (i.e., G1, G2 or G3) according to their strengths, interests and learning needs, throughout their secondary school journey.
- These subject levels, G1, G2 or G3, are mapped from the standards of N(T), N(A) and Express subject levels respectively.



# **SBB subjects offered comprise**

- English Language
- Mother Tongue Languages
- Mathematics
- Science
- Geography
- History
- Literature in English

# Eligibility Criteria for SBB subjects

## (Student Handbook pg 45)

| Course | SBB Subjects   | Criteria  | Option to offer subject                            |
|--------|--|---|--|
| G2     | English<br>Mother Tongue<br>Language<br>Science<br>Mathematics | 75% or higher in specific subject (At Mid Year or End of Year (EOY) Semestral Review)   | G3 level starting from next semester               |
| G1     |  |   | G2 level starting from next semester               |
| G2     | Geography<br>History<br>Literature                             | 75% or higher in specific subject at EOY Semestral Review   | G3 level starting from Sec 2 in the following year |
| G1     |  | 75% or higher for EL at G1 level, or the equivalent at the G2 level at the EOY Summative Review, and Distinction grades for both Social Studies Performance Tasks in Semester 1 and 2 | G2 level starting from Sec 2 in the following year |

# Progression to Secondary 2

- All students will generally progress to Secondary 2.
  - Teachers will check in with students and parents to discuss the subjects and respective subject levels that best suit the student.
- Students can offer certain subjects at a more demanding level based on his/her interest and learning progress.





**Thank you**



Ministry of Education  
SINGAPORE

Hua Yi Secondary School

# CCA Briefing to Parents

7<sup>th</sup> Feb 2025

*A Student-Centric,  
Values-Driven Education*

A Broad and Deep Foundation for a Lifelong Journey



# *A Student-Centric, Values-Driven Education*

A Broad and Deep Foundation for a Lifelong Journey



## To share:

- The **purpose** of Co-curricular Programmes
- How parents can **support** the holistic development of your child
- CCAs in Hua Yi Sec School



# Co-Curricular Programmes

- 4 structured programmes that **complement** the academic curriculum

Co-Curricular  
Activities  
(CCA)

Student  
Leadership  
Development

Values In Action  
(VIA)

Enrichment &  
Lifeskills  
Programme

- support the **holistic development** of the child
  - provides **multiple avenues** to **nurture students** to prepare them for their future work and life







- **Role of Parents** in the **holistic development** of your child
  - **Reinforcement** of values, life skills, interests and strengths **at home**





# Supporting the **Holistic Development** of my Child

*What is my child interested in?*

*What is my child good at?*

*How does my child want to pursue this development?* ○

*What are the possible opportunities that can help support this development?* ○

*What kind of person does my child want to be?*

*How can I reinforce my child's learning of values and life skills in his/her Co-Curricular Programmes?*

*Is my child able to cope?*

*How can I help to support him/her in the learning pursuits?*



# The **Positive CCA Experience**

Being **proactive** in CCA, with **sustained interest** and **passion...**

- Character building
- Values instilled
- Life skills development
- Leadership skills acquisition



# CCAs IN HUA YI (4 CATEGORIES)



**Total of 20 CCAs Being Offered:**

- **Uniformed Groups (3)**
- **Physical Sports (6)**
- **Clubs & Societies (4)**
- **Visual & Performing Arts (7)**



| CCA Category                        | Learning Outcomes  |
|-------------------------------------|--|
| <b>Uniformed Groups</b>             | <ul style="list-style-type: none"> <li>• Provide <b>authentic learning experiences</b> to help develop important qualities (leadership, teamwork and resilience)</li> <li>• Instil in <b>students commitment and loyalty to the nation</b> and inculcate discipline and esprit de corps</li> </ul>                                       |
| <b>Physical Sports</b>              | <ul style="list-style-type: none"> <li>• Provide <b>motor skills development and core values</b> for participation and <b>enjoyment</b> in a wide variety of <b>physical activities and sports</b>, be it for recreation, personal challenge and well-being or national honours</li> </ul>   |
| <b>Clubs &amp; Societies</b>        | <ul style="list-style-type: none"> <li>• Provide a diverse range of interests which may be <b>knowledge-based or skills-based</b> and avenues to express their <b>internalised learning</b></li> </ul>   |
| <b>Visual &amp; Performing Arts</b> | <ul style="list-style-type: none"> <li>• Provide opportunities for students to develop a <b>lifelong passion for the arts</b></li> <li>• Nurture students' creative expression, enrich social, cultural and historical awareness, and <b>build character</b> through <b>Appreciating, Creating, Presenting and Responding</b></li> </ul> |

# CCAs In HUA YI

## UNIFORMED GROUPS



- National Cadet Corps (Land)  
*(Boys)*
- National Police Cadet Corps  
*(Boys & Girls)*
- Red Cross Youth  
*(Boys & Girls)*





# CCAs In HUA YI

## PHYSICAL SPORTS



- **Badminton**  
*(Boys & Girls)*
- **Basketball** *(Boys)*
- **Football** *(Boys)*
- **Netball** *(Girls)*
- **Track & Field**  
*(Boys & Girls)*
- **Volleyball** *(Girls)*



# CCAs In HUA YI

## CLUBS & SOCIETIES



- Art & Crafts Club
- Nutrition & Food Science Club
- InfoComm Technology Club
- Singapore Youth Flying Club



# CCAs In HUA YI

## VISUAL & PERFORMING ARTS



- Concert Band
- Chinese Language, Drama & Debating
- English Language, Drama & Debating
- Cultural Dance
- Modern Dance
- Guzheng Ensemble
- Show Choir





# LEAPS 2.0

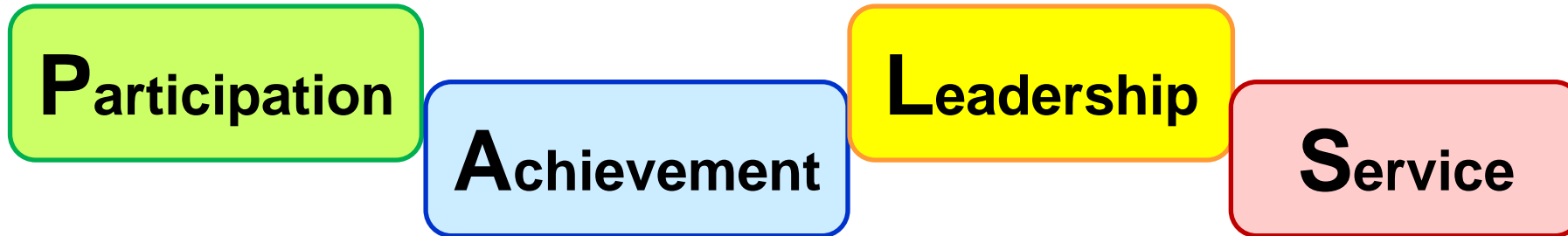
*Recognition System for  
Co-Curricular Attainment*

**L**eadership  
**E**nrichment  
**A**chievement  
**P**articipation  
**S**ervice



# LEAPS 2.0 DOMAINS

- to **recognise** students' **holistic development**
- 4 domains have **levels of attainment: 1, 2, 3, 4, 5**



- **Enrichment** domain **complements** the other domains for students' holistic development
- Will be recognised in **School Graduation Certificate**



## **Participation Domain in LEAPS 2.0**

- Affirms students' **sustained development** in school-based CCA throughout secondary school
- **At least 75% attendance** each year
  - **Levels 1 - 4:**
    - Participation in a CCA for 2 to 5 years
  - **Levels 4 – 5:**
    - Continuous involvement in the **same** CCA for 4 or 5 years

## **Achievement Domain in LEAPS 2.0**

- Affirms students' **character development and efforts** in representing the school/external organisations in events

### **Representation**

- **Level 1:** Represent class / house / CCA (**Intra-school**)

### **Representation/Accomplishment**

- **Levels 2 – 4:**
  - Represent **school or external organisation** in an event
  - Accomplishment in an event represented
  - Levels increase with no. of years of rep/accomplishment
- **Level 5:**
  - Represent/accomplish Singapore / MOE / Sg Schools / UG HQ in international UG competitions

## **Leadership Domain in LEAPS 2.0**

- Affirms students' development as a leader
- **Level 1:**
  - Completed 2 modules on leadership
- **Levels 2 – 3:**
  - **National Youth Achievement Award:**
    - Level 2: Bronze
    - Level 3: Silver and above
- **Levels 2 – 5:**
  - Recognition of **progressive student leadership development** through leadership positions

## **Service Domain in LEAPS 2.0**

- Affirms students' contributions to the community and development as **responsible and active citizen**

- **Level 1 – 4:**

- Highest level attained in either:**

- Number of **hours of service**
- Number of **VIA projects**
- A **combination** of both

- **Level 5:**

- VIA project:
  - **Student-initiated**
  - Impacts the community **beyond the school**

| <b>Co-Curricular Experience</b> | Basic Requirement for Level of Attainment in the 4 Domains<br><b>( P A L S )</b> | <b>Bonus Points</b><br>(JC / Poly / ITE) |
|---------------------------------|--|--|
| <b>Excellent</b>                | <b>4,3,3,3</b>   | <b>2</b>                                 |
| <b>Good</b>                     | <b>4,1,1,1</b><br><b>3,2,1,1</b><br><b>2,2,2,1</b>                               | <b>1</b>                                 |
| Fair                            | did not meet above criteria  | 0  |

# ALLOCATION OF CCA

## BASED ON:

- Choices made by students
- Selection trials/Auditions
- Suitability
- Availability

*Sec 1 online CCA selection in school:*

*19 – 21 Feb*

*(Only for students who have not been allocated a CCA)*





# CCA DAYS

**Monday & Wednesday**

**Time: 3.15 – 6.15 pm**

**Tuesday, Thursday & Friday**  
**(for selected CCAs)**



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Thank y😊u!

