

# 2026 SEC ONE MEET THE PARENTS & CCA DISPLAY DAY



# **Programme Flow for Parents in the Hall – 3.00pm to 4.30pm**

**Welcome Address by Principal, Ms Yeo Siok Ee**

**Talk by Sec 1 Level Head - AYH, Ms Norliyana Matin**

**Talk by Parent Support Group (PSG) - Mdm Jennyfer Aw**

**Briefing on National Digital Literacy Programme - HOD/ EdTech, Mr Ooi Wei Yong**

**Briefing on Student Management Matters – HOD/SM, Mr Philip Wan**

**Overview of CCA Programme – HOD/PE & CCA, Ms Ong Wei Chen**



**JURONG SECONDARY SCHOOL**  
LOYALTY • INDUSTRY • SINCERITY • LOVE

# **Address by Principal Ms Yeo Siok Ee**

# Overview

- Secondary Education and our School's Focus
- Student Development
- Supporting Your Child's Well-Being  
Through School-Home Partnership (SHP)

# OUR HERITAGE

FIRST SECONDARY  
SCHOOL IN JURONG

BY THE COMMUNITY,  
FOR THE COMMUNITY



# **VISION**

**Champions of Mind,  
Leaders with Heart**



# **MISSION**

## **Journeying Together**

Working in partnership with diverse stakeholders

## **Shaping Values**

to help our students live out our school values

## **Striving Towards Excellence**

and pursue excellence in all that they do



**LOYALTY**

**忠**



The Jurong Secondary Student identifies with and is committed to his class, school and country. He takes pride in being a good ambassador and carries out his responsibilities faithfully.

**INDUSTRY**

**勤**



The Jurong Secondary Student, in his pursuit of excellence, gives his best, demonstrating discipline and resilience in the face of challenges. An industrious individual, he perseveres to improve himself.

**SINCERITY**

**诚**



The Jurong Secondary Student is earnest and respectful in his interactions with others. He is an upright and just individual who carries himself with integrity.

**LOVE**

**爱**



The Jurong Secondary Student is passionate in what he does. He is ready to champion a cause for the well-being of others, demonstrating compassion and concern.



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## OUR BELIEF

*Every Child a Success Story*



# 18 CCAs

## DIVERSE LEARNING EXPERIENCES

Student Choice & Agency



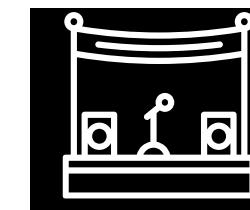
### Clubs and Societies

- Media & Visual Arts
- Explorers



### Sports

- Badminton (Boys)
- Basketball (Boys)
- Basketball (Girls)
- Cross Country
- Dragon Boat (Boys)
- Volleyball (Girls)



### Performing Arts

- Choir
- Concert Band
- Contemporary Dance
- Guzheng Ensemble
- English Drama



### Uniformed Groups

- Girl Guides
- National Cadet Corps (Land/Boys)
- National Police Cadet Corps
- Red Cross Youth
- Scouts (Boys)



# DIVERSE LEARNING EXPERIENCES

**Student Choice & Agency**

## Distinctive Programmes



**Applied Learning  
Programme  
(ALP)**

Design for Smart &  
Sustainable Urban  
Living



**Lifelong Learning  
Programme (LLP)**

Sporty at Heart,  
Sporting in Mind



**Student-Initiated  
Learning**

inSPire,  
Project  
Compassion

## Opportunities to learn from and collaborate with others

### Sec 1 Green Carnival, Sec 2 Makerfaire



### S2 ALP Curriculum Lessons



### Learning Journeys to Built Environment & Engineering Industries



# Learning Beyond Classroom

# ALP in JSS



# SCHOOL OF GROWTH

Realising Excellence

## From Potential to Peak



**STAR Programme**



**Opening  
Classrooms,  
Opening Worlds**



**Leaders who Lead,  
Leaders who Inspire**

# STAR

## Skills, Talent And Research Development Programme

- **Talent Development Programme** beyond the core curriculum.
- Teachers mentor **students' exploration of academic interests and research**, while also developing **leadership competencies**.
- **Participation in local competitions and overseas programmes**, to nurture keen understanding of regional and global issues.



# CUSTOMISED LEARNING EXPERIENCES

## Full Subject-Based Banding (Full SBB)

Students who perform well in the following subjects can take them at a more demanding level (MDL) **from Secondary 1**:

English

Science

Mathematics

Mother Tongue

Students who do well in English and Humanities can take the following subjects at a more demanding level (MDL) **from Secondary 2**:

Geography

History

English Literature



# Subject Level Flexibility Throughout Secondary Education

- At the end of S1, students will generally progress to S2 and offer subjects at the same subject levels the following year.
- Eases the transition of a student from primary to secondary school, provides time for students to adjust to the curriculum.

**S1 students who do well in individual subjects and are coping well with overall academic load**

Students can offer subjects at more demanding level (MDL) at either end of S1 Sem 1 or end of S1 Sem 2.

**S1 students who cannot cope with overall academic load**

School and parents can discuss the possibility of recalibrating academic load. School will assess based on holistic considerations.

# Subject Level Flexibility Throughout Secondary Education



- Consider options based on **interests, strengths, aspirations and learning needs.**

## Eligibility for consideration to offer subject at MDL:

| Current subject level | School-based subject results                  | Holistic considerations  |
|-----------------------|---|--|
| G1                    | $\geq 75\%$ (overall) in the specific subject | <ul style="list-style-type: none"><li>• Teachers' assessment of student's <b>attitude</b> and <b>aptitude</b> in <b>specific</b> subject</li></ul>                           |
| G2                    | $\geq 75\%$ (overall) in the specific subject | <ul style="list-style-type: none"><li>• Teachers' assessment of how student is coping with <b>overall academic load</b></li><li>• Availability of school resources</li></ul> |

# Progression Criteria & Post Secondary Options

| Level | Progression Criteria   |
|-------|--|
| Sec 1 | No academic requirement for progression to S2  |
| Sec 2 | <p><b>Pass EL and 2 subjects</b></p> <p><i>or</i></p> <p>at least half the total number of examinable subjects offered</p> |
| Sec 3 | <p><b>Pass EL and 2 subjects</b></p> <p><i>or</i></p> <p>at least half the total number of examinable subjects offered</p> |

**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 | Millenia Institute | Junior College |
| 5 G3 subjects            | ✓                 | ✓                | NEW ✓                                  | ✓                  | ✓                  | NEW ✓          |
| 4 G3 + 1 G2 subject      | ✓                 | ✓                | NEW ✓                                  | ✓                  |                    |                |
| 5 G2 subjects            | ✓                 | ✓                | ✓                                      |                    |                    |                |
| 4 G1 subjects            | ✓                 | NEW*             | ✓                                      |                    |                    |                |

\*Students who offer 4 G1 subjects will join Year 1 of Higher Nitec, and may be offered the accelerated pathway if they meet academic requirements during their Year 1 Semester 1 examinations. This pathway will allow them to attain a Higher Nitec in a shorter duration of about two years.

# Support from ECG Counsellor

**Come chat with Ms Ivy Nyam by  
making an appointment through:  
[ivy\\_nyam\\_lee\\_chin@schools.gov.sg](mailto:ivy_nyam_lee_chin@schools.gov.sg)**

# SCHOOL OF GROWTH

## Journeying Together

### Our Teachers



### Our Parents

### Our Alumni

# Parents Partnering for Every Child's Success



# A Holistic Approach to Support Every Child's Well-Being

## 1. Psychological

- State of mental well-being
- Assessment Anxiety
- Stress and coping
- Resilience

## 2. Cognitive

- Academic self-efficacy
- Intrinsic motivation
- Learning engagement

**Internal Factors**  
Values / Character/  
Developmental Stage / Social  
Emotional Competencies / Sense  
of Meaning & Purpose



## External Factors

Home environment  
School environment  
Digital environment

## 3. Physical

- State of Physical Health
- Weight Management
- Eating Habits
- Sleep Habits & Routines

## 4. Social

- Sense of belonging
- Relationships (peers/  
teachers)
- Civic mindedness

# Supporting Your Child's Well-Being Through School-Home Partnership (SHP)

**3 areas where we can work together:**

**1. Respectful  
Communication**

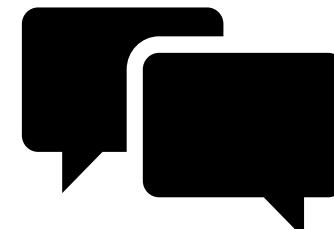
**2. Role Models**

**3. Real Connections**



# Supporting Your Child's Well-Being Through School-Home Partnership (SHP)

## 1. Respectful Communication



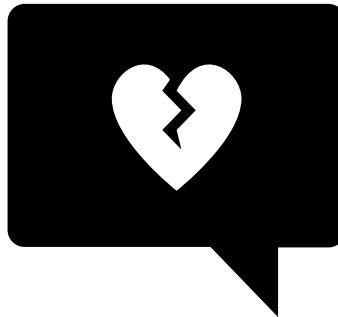
**Share** observations about your child's emotional state, stress levels, and social interactions

**Listen** to and understand each other's perspectives and concerns regarding your child

**Communicate** kindly and respectfully with one another

# Supporting Your Child's Well-Being Through School-Home Partnership (SHP)

## 2. Role Models



**Demonstrate**  
healthy ways to  
manage stress,  
setbacks and  
difficult emotions



**Show** children it  
is okay to ask for  
help when  
struggling



**Model**  
self-care

# Supporting Your Child's Well-Being Through School-Home Partnership (SHP)

## 3. Real Connections

*Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting well-being of your child*



Establish routines that support mental wellness (outdoor time, sufficient sleep, family time, limit screen time)

# Parents Partnering for Every Child's Success

## THE STRAITS TIMES

### Take fewer subjects in upper secondary, have more time for personal interests

Published Oct 19, 2025, 02:15 PM

Another parent, manager Lee Cheng Ee, 45, has a daughter Ong Ing Theng in Secondary 2 in Jurong Secondary. She hopes that taking one fewer subject will help her 14-year-old manage her workload better.



Madam Lee Cheng Ee and her daughter Ong Ing Theng, a Secondary 2 student from Jurong Secondary.

ST PHOTO: NG SOR LUAN

*"JSS takes a holistic approach to help students grow. Besides academics, JSS also emphasised students' mental health and well-being. Ms Yani, my second daughter Ing Theng's FT, is always checking on her and ensures that she maintains a balance so that she can truly thrive."*

— Mdm Lee Cheng Ee, parent of Ong Ing Theng (2-4)



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**Ms Norliyana Matin  
Lower Sec AYH**

# Our Sec 1 Form Teachers & Class Mentors

| Class | Form Teachers             |                           | Class Mentor       |
|-------|---------------------------|---------------------------|--------------------|
| S1-1  | Ms Lau Kai Ting           | Ms Nur Zawani Bte Mi'on   | Ms Ng Ching Ing    |
| S1-2  | Ms Sarah Lee Cheong Khi   | Mr Muhd Riduwan Bin Ahmad |                    |
| S1-3  | Ms Choy Shu Wei Roxanne   | Ms Low Qian Ling          | Mr Wu Zonglun      |
| S1-4  | Mr Matthias Wan Zi Cheng  | Mr Ho Kah Yong Joel       |                    |
| S1-5  | Ms Kalaivanni             | Mr Lam Chee Leong         | Ms Ong Wei Chen    |
| S1-6  | Ms Clarice Teoh Mooi Hoon | Ms Wong Qian Hui          |                    |
| S1-7  | Mr Sim Chow Meng          | Ms Valencia Lau           | Ms Norliyana Matin |
| S1-8  | Mdm Ng Siew Ching Linda   |                           |                    |

# **Our Student Support Team**

**Ms Siti Marinah Bte Mohd Ali**  
Senior School Counsellor

**Mr Lee Hao Yong**  
Senior SEN Officer

**Mrs Cindy Tan**  
SH Student Well-Being



*All Aboard*

**Sec 1**



*Courageous Contributor*

*Take Flight*

**Sec 2**



*Resilient Leader*

*Mission (I'm) Possible*

**Sec 3**



*Inspirational Role Model*

*Above & Beyond*

**Sec 4/5**

# JSS JOURNEY

# Secondary One Level Outcome

## Reflective Learner

Awareness of identity,  
personal beliefs,  
strengths and  
weaknesses

Curious,  
open-minded, and  
empathetic



# Supporting our Students

## What your child may be experiencing

### Overwhelmed

Different school environment, longer days, wider range of subjects



### Navigating Stress

Making new friends, fitting in with peers, finding their place in a new community

Hmm...?



### Adjusting to new routines

Multiple subject teachers, increased personal responsibilities

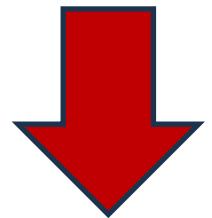
# Supporting our Students

## Teacher-Student Relationship

Getting to know our students in form class, subject class and CCA

## Peer & Support Relationship

Building multiple webs of positive relationships and peer support



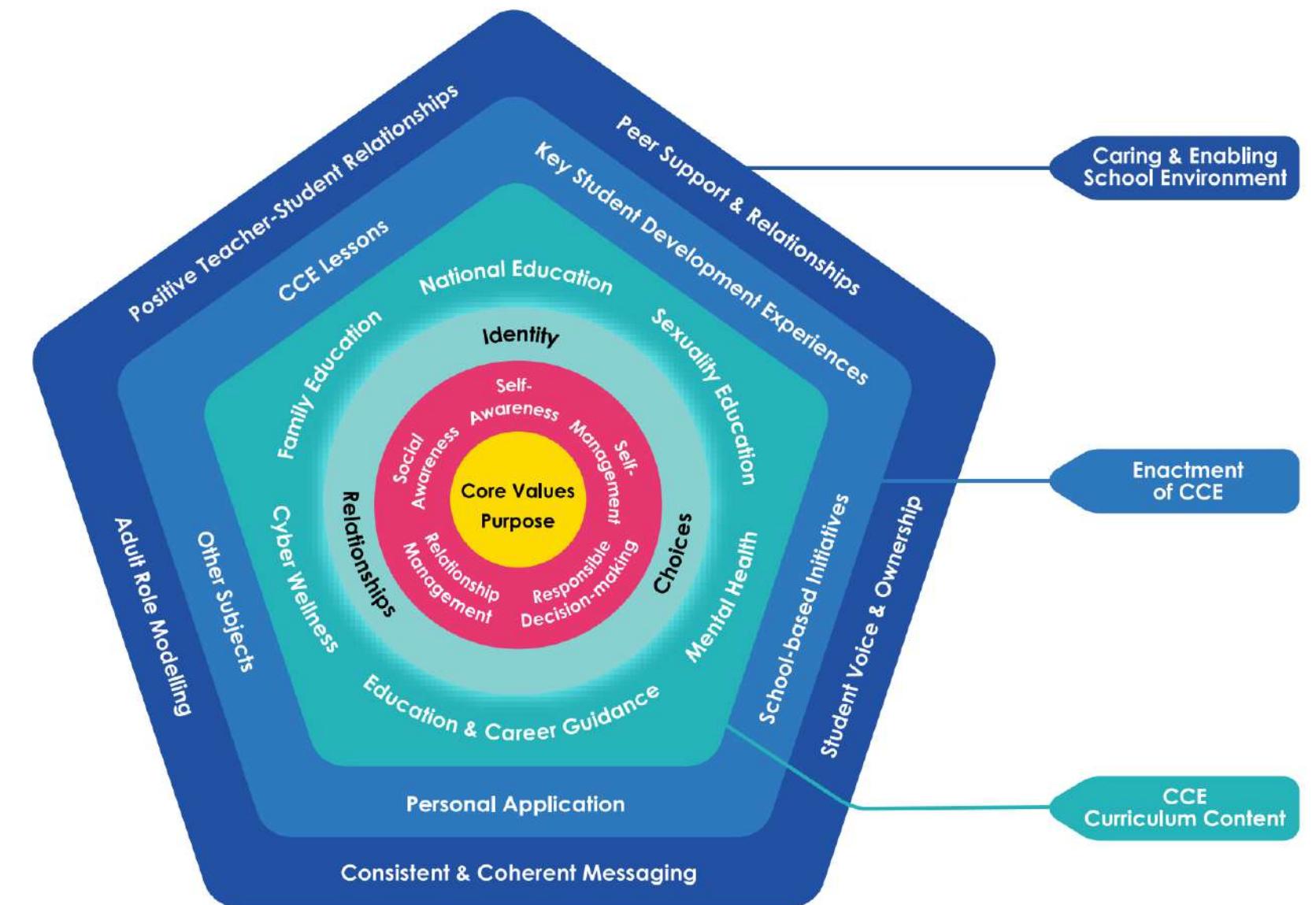
## Inclusive Learning Environment

Showing care and empathy towards one another

# CCE – OUR CORE

The CCE curriculum in secondary school continues from the primary school curriculum, focusing on the **core values** and **social-emotional competencies**, developing a sense of purpose in our students.

The learning happens during CCE lessons and during your child's/ward's engagement in other school experiences, such Secondary 1 camp, CCAs etc.



# CCE – LOWER SECONDARY

## Mental wellness & Cyberwellness

- **Managing Thoughts, Feelings & Behaviour**
  - Managing negative thought patterns and stress
  - Practising self-control and emotional awareness
- **Strengthening Resilience and Well-being**
  - Building personal resilience using individual strengths
  - Reframing failure
- **Building Positive Relationships**
  - Connecting with people from diverse backgrounds
  - Challenging stereotypes and prejudices

### **Self-regulation and Self-control**

- Recognise the importance of self-regulation and self-control for a balanced lifestyle of offline and online activities.

### **Cyberbullying**

- Understand the importance of standing up against bullies in the online space
- What to do if student receives hurtful online messages
  - (Be S.A.F.E.\* against hurtful behaviours and cyberbullying) New!

### **Artificial Intelligence and Deepfakes** New!

- Understand the risks and harms of GenAI and Deepfakes in propagating misinformation
- Learn the laws in Singapore that protect us from harms caused by misinformation and deepfakes (e.g. POHA, POFMA)

### **Digital footprints**

- Limit personal information that is disclosed online as digital footprints can have negative consequences

### **Staying Safe from Pornography**

- Understand the health, legal and moral consequences of downloading and viewing pornography, and how it affects perceptions of self, others and relationships
- Make healthy, responsible decisions for one's safety and well-being

# School-Home Partnership - CCE



To complement the school's efforts in CCE, parents may consider:

- **Supporting their child/ward's participation** in school programmes and activities;
- Engaging in **regular conversations** with their child/ward to better understand their experiences in school, including their **aspirations, relationships, challenges**, and views on **contributing to the community**;
- Taking interest in their child/ward's perspectives and, where appropriate, **reinforcing shared values** such as respect, responsibility, integrity and care.

# School-Home Partnership – Real Connection

*Building **strong bonds** and **genuine connections** helps nurture a sense of belonging and emotional safety, supporting well-being of your child*

Build strong bonds through shared experiences and **meaningful conversations**



Teach children to **recognise** and **communicate** their **emotions** effectively

**Establish routines** that support well-being  
(Outdoor time, sufficient sleep, family time, limit screen time)

# School-Home Partnership – Real Connection

## Overwhelmed?

Take an **active interest** in what your child is curious about or learning, their friends and online activities, and not only their grades.



## Navigating Stress?

Acknowledge their feelings and normalise setbacks as part of dealing with changes

Affirm effort and small improvements to build confidence



## Adjusting to new routines, devices?

Guide them gradually in managing new routines (e.g., timetable, screen use, balancing schoolwork and CCA)

# School-Home Partnership – Real Connection

## Conversations with your teenager

*Provide freedom, while still monitoring your child's activities online to ensure safety*

**Respect their need  
for some privacy**

**Monitor with  
transparency**

**Stay involved  
without hovering**

**Give increasing  
freedom with age**

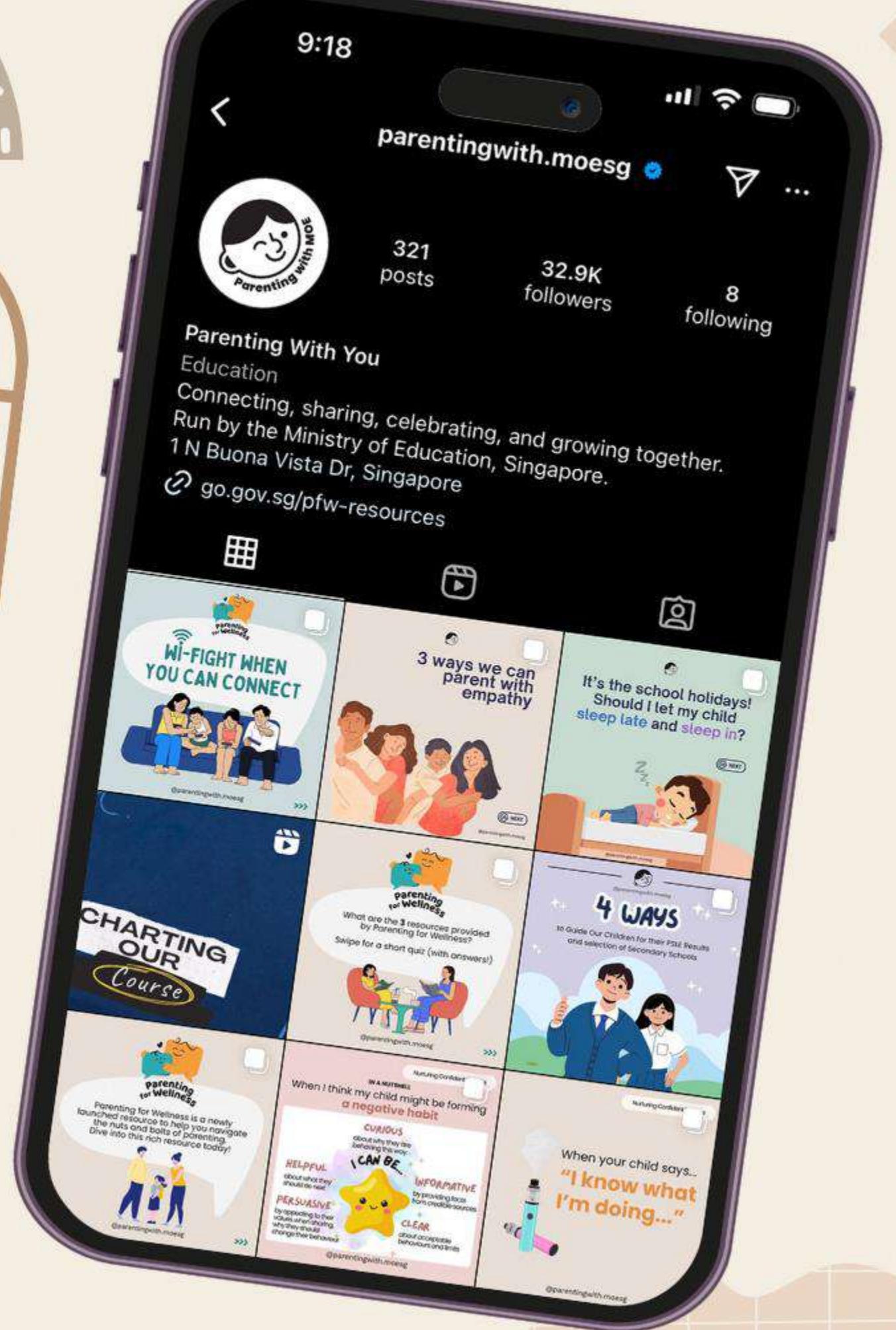


# School-Home Partnership – Real Connection

**Striking a  
balance  
between  
online and  
offline  
activities in  
your family**



Video link: <https://go.gov.sg/video-family-screenuse>



# Begin your parenting journey with us

@parentingwith.moesg

Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.

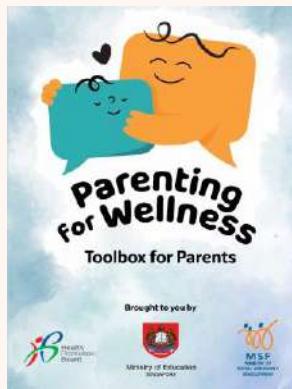


# Compilation of Useful Resources

|   |  |
|---|--|
| Parenting for Wellness Toolbox for Parents (condensed info)                                   | <a href="http://go.gov.sg/pfw-toolbox-for-parents">go.gov.sg/pfw-toolbox-for-parents</a> |
| Parenting for Wellness Website (full content)   | <a href="http://go.gov.sg/hpbpfw">go.gov.sg/hpbpfw</a>                                   |
| MOE YouTube video on how parents can support the social-emotional learning of their children. | <a href="http://go.gov.sg/selhome">go.gov.sg/selhome</a>                                 |
| MOE Parent Kit  | <a href="https://www.moe.gov.sg/parentkit">https://www.moe.gov.sg/parentkit</a>          |

# How can you support your child?

Look out for these signs of **DISTRESS** which indicate your child may need help to cope.



Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. For the full toolbox, please refer to the additional resources slide at the end of the deck.

- D** Deliberately avoiding others
- I** Increased irritability, restlessness, agitation, stress and anxiety
- S** Sending or posting moody messages on social media
- T** Talking about death or dying
- R** Reacting differently or gradually losing interest in things they used to like
- E** Eating more than usual or having a much reduced appetite
- S** Sleep pattern changes with difficulty falling asleep or oversleeping
- S** Slowing down of energy levels