

# SECONDARY 1

# PARENT ENGAGEMENT

2 May 2024

### **PROGRAMME:**

- Key Changes to the Education Landscape for Cohort 2024 (FSBB)
  - Understanding the Impact on my child's education
  - Supporting my child through this transition
- Education and Career Guidance (ECG)
- Q&A

### FAQ:

KEY CHANGES CYBER-WELLNESS IN-SCHOOL PROGRESSION SCHOOL SUPPORT (ACADEMIC) HOME SUPPORT SCHOOL SUPPORT (AFFECTIVE)

POST=SEC INFORMATION INDIVIDUAL ENQUIRY





### **PANELISTS**



### WELCOME

Opening Address by Mr Yap Thiam Chuan



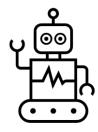
02

**KEY CHANGES** 

### **An** Increasingly Challenging and Volatile Environment



Increasingly complex global environment



Rapidly changing technological advancements



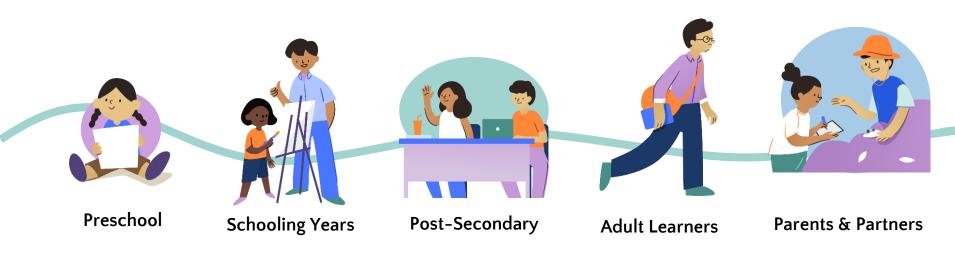
Evolving domestic social compact

### We will Empower Our Learners to be Contributors to Society

To achieve this, we need to work collectively to:

- 1. Develop our students holistically to maximise their potential, and enable them to achieve their aspirations and contribute to society
- 1. Support our learners with different learning needs
- 1. Build effective partnerships and enablers to enrich learning
- 1. Instil a culture of **lifelong learning**

### We Continue to Support Our Learners Across Life Stages



What does that mean for my child?

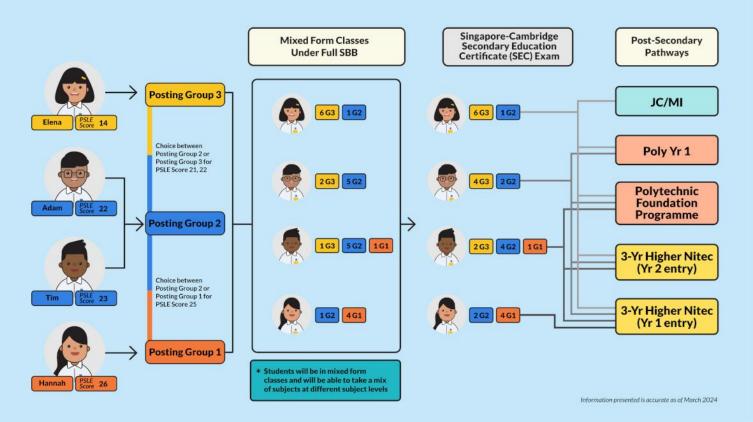
# Purpose of Full Subject-based Banding (FSBB)

- Develop greater ownership of their learning
  - Learn each subject at the level that best caters to their overall strengths, interests and learning needs;
- Develop a growth mindset and an intrinsic motivation to learn for life (joy of learning);
- Provide more opportunities to interact with peers of different backgrounds, strengths and interests; and
- Provide more options for post-secondary pathways, while ensuring that they have strong fundamentals, and can thrive in their chosen pathway.

### 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!



### KEY AREAS MOE COS

NEW EXAM
TIMETABLE
HARMONISED

CHANGES TO POST-SEC ED ADMISSION CRITERIA

ENHANCEMENT TO EDUSAVE AWARD



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Full implementation of Full Subject-Based Banding (Full SBB)

- 1. [New] Examination timetable will be harmonised to allow students to better pace their learning
  - New Singapore-Cambridge Secondary Education Certificate (SEC) from 2027 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



Full implementation of Full Subject-Based Banding (Full SBB)

- [New] Changes to Polytechnic Year 1 Admission Criteria
  - 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

### Full implementation of Full Subject-Based Banding (Full SBB)

- [New] Changes to Polytechnic Year 1 Admission Criteria (Continued)
  - 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 (G3 to G2)			
G3	G2		
A1, A2, B3	1		
B4, C5, C6	2		
D7	3		
E8	4		
9	5		
_ 15	6		





#### Enhancements to Edusave Awards

- [Enhanced] EAGLES to recognise 21st Century Competencies (21CC)
  - From 2024, EAGLES will be enhanced to recognise students who demonstrate 21CC in curricular and co-curricular activities
  - Quota for the award will also be increased
- 2. [Enhanced] Enhancements to Edusave Skills Award (ESA) to recognise non-academic competencies
  - ESA will be expanded in Crest Secondary School, Spectra Secondary School, and Specialised Schools, polytechnics and Institute of Technical Education (ITE)

### MICROSITE FOR MORE INFORMATION

#### A. COS 2024 Microsite

A one-stop portal for the materials that outline the COS 2024 announcements and key messages. It includes infographics, speech highlights and Press Release.

The microsite can be accessed here.

#### B. MOE Engage

Provides a summary of key announcements made during the MOE COS 2024 debates.

The summary can be accessed here.

### C. COS 2024 Infographics

Provides a detailed summary of key announcements made during the MOE COS 2024 debates.

Infographic can be assessed <u>here</u>.



03

# IN-SCHOOL PROGRESSION

### Key Changes to In-school Progression

- ➤ All students generally progress to the next year of learning guided by one common academic requirement that applies at the end of Sec 2 and Sec 3.
- ➤ 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.



# Key Changes to In-school Progression (Sec 1)

- ➤ At the end of Sec 1, students will progress to Sec 2 and offer subjects at the same subject levels the following year without needing to meet the common academic requirement.
- ➤ Sec 1 students who do well in individual subjects can offer subjects at more demanding level (MDL) either at the end of semester 1 or the end of semester 2.
- ➤ Sec 1 students who attempt and cannot cope with a subject can initiate the request to offer the subject at less demanding level (LDL).

# Key Changes to In-school Progression (Sec 2 & 3)

➤ At the end of Sec 2 and Sec 3, students need to meet the common academic requirement to offer subjects at the same subject levels the following year.

### Academic Requirement

- ➤ Pass EL and 2 other subjects **OR**
- ➤ Pass at least half the total number of examinable subjects offered.

Note: Examinable subjects do not include CCE, PE and Lower Sec Music

# Key Changes to In-school Progression (Sec 2 & 3)

Students progressing to the next level of learning have the opportunities to calibrate curricular load

 Students who meet academic requirement and have done well could consider offering subjects at more demanding level (MDL) at the end of Sec 2.

 Students who have not met academic requirement are to offer fewer subjects and/or offer subjects at less demanding level (LDL).

## Offering Subjects at More Demanding Level (MDL) ( Sec 1: Mid-Year Juncture)

> Beyond the start of Sec 1, students may adjust their subject levels across their secondary school journey.

➤ At Mid-Year juncture, students can offer English Language, Mathematics, Science and/or Mother Tongue Languages at more demanding level from Sec 1 Semester 2.

Current subject level	School-based results	Option to offer subject at
G1	≥75% in the specific subject	G2 starting from next semester
G2	≥75% in the specific subject	G3 starting from next semester





# Offering Subjects at More Demanding Level (MDL) (Sec 1: End-Year Juncture )

➤ At End-Year juncture, students can offer English Language, Mathematics, Science and/or Mother Tongue Languages at a more demanding level at the start of Sec 2.

Subjects offered at MDL	Current subject level	School-based results	Option to <u>offer</u> subject at
✓ English ✓ Mathematics ✓ Science	G1	≥75% overall in the specific subject	G2 starting from Sec 2
✓ Mother Tongue Language	G2	≥75% overall in the specific subject	G3 starting from Sec 2



# Offering Subjects at More Demanding Level (MDL) (Sec 1: End-Year Juncture )

➤ Students will also be able to **offer Humanities subjects** at a more demanding level at the start of Sec 2.

Humanities Subject Level at Sec 1	School-based results	Option to <u>offer</u> Humanities at MDL
G1	<ul> <li>≥ 75% overall in G1 English Language         (or ≥ 50% overall in G2 English Language);</li> <li>AND</li> <li>➤ A Pass with Distinction grade for both G1         Humanities (Social Studies component)         Performance Tasks in Semesters 1 and 2.</li> </ul>	G2 Geography or History from Sec 2
G2	> ≥75% overall in the specific subject	G3 Geography, History or Literature from Sec 2



# Offering Subjects at More Demanding Level (MDL) (Sec 2: End-Year Juncture)

- ➤ Students who are already taking subjects at MDL at Sec 2, will be given the opportunity to continue the subject at MDL at Sec 3 if they achieve at least 50% overall in the subject specific.
- ➤ Students who have not taken the subject at MDL (English Language, Mother Tongue, Mathematics, Science and/or Humanities at lower secondary, will be offered the subject at MDL at Sec 3 if they have done well in the subject specific. (Refer to the next slide for the eligibility criteria)

# Offering Subjects at More Demanding Level (MDL) (Sec 2: End-Year Juncture)

Subject	Subject Level at Sec 2	School-based results	Option to <u>offer</u> at MDL
<ul><li>✓ English</li><li>✓ Mathematics</li><li>✓ Science</li></ul>	G1	>750/ overall in the energific cubinet	G2 starting from Sec 3
✓ Mother Tongue Language	G2	➤ ≥75% overall in the specific subject	G3 starting from Sec 3
✓ Humanities	G1	<ul> <li>≥ 75% overall in G1 English Language (or ≥ 50% overall in G2 English Language); AND</li> <li>A Pass with Distinction grade for both G1 Humanities (Social Studies component) Performance Tasks in Semesters 1 and 2.</li> </ul>	G2 Humanities from Sec 3 (Social Studies and a Humanities Elective for example in Geography or History)
	G2	➤ ≥75% overall in the specific subject	G3 Humanities from Sec 3 (Social Studies and a Humanities Elective for example in Geography, History or Literature in English)



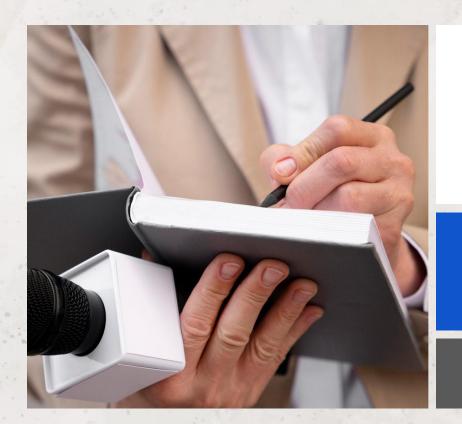
# Offering Subjects at More Demanding Level (MDL) (Beyond the start of Sec 1)



Look out for offer letter to subjects at more demanding levels in Parents' Gateway.

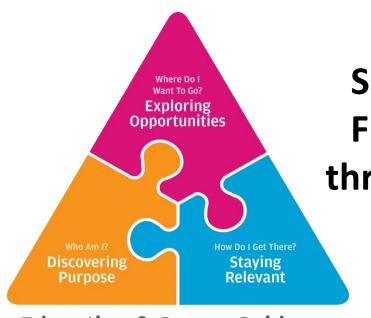
Please reply by the deadline indicated.

If parents/ guardians do not respond by the deadline, the school understands that the student will not take up the offer.



04

# EDUCATION AND CAREER GUIDANCE



Supporting Students under Full Subject-Based Banding through Education and Career Advising

**Education & Career Guidance** 

### The Education Landscape Has Changed



**Education & Career Guidance** 

How can you guide your children to

- develop their life purpose,
- explore opportunities, and
- stay relevant,

so that they can *define their own* success?

### **Engaging your children**

Who am I? **Discovering Purpose** 

Where do I want to go?

Exploring
Opportunities

How do I get there?

Staying Relevant

Help your children to discover their

- Values, Interests, Personality, Skills (V.I.P.S.) and Strengths
- Role in the Community/Society

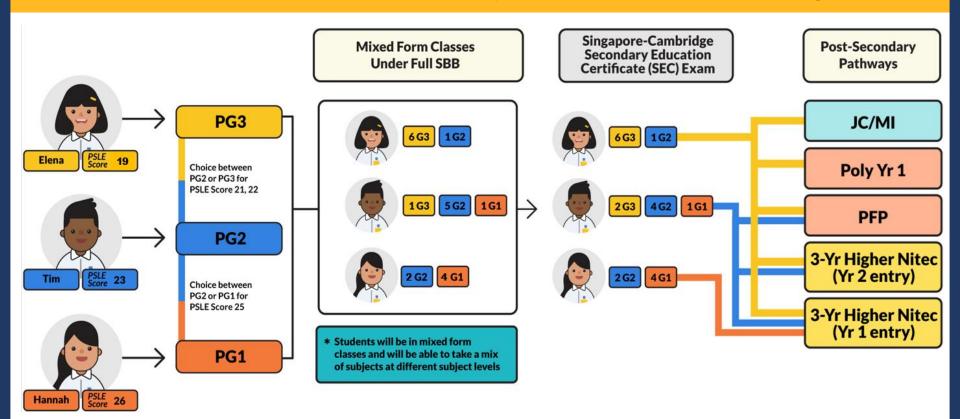
Help your children to

- Explore possibilities/pathways
- Be open-minded and prepared for possible opportunities

Encourage your children to

- Develop S.M.A.R.T goals and action plans
- Research on updated school information
- Consult trusted adults
- Continue to learn and grow

# What does your child's secondary school experience look like with Full Subject-Based Banding?



Multiple
PostSecondary
Pathways

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

	POST-SEC PATHWAYS					
Students taking at least	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
6 G3 subjects	1	~	NEW 🗸	1	~	~
5 G3 subjects	1	1	NEW 🗸	1	1	
4 G3 + 1 G2 subjects subject	<b>✓</b>	1	NEW 🗸	NEW 🗸		
5 G2 subjects	1	~	1			
4 G1 subjects	1	√ NEM.				

\*For students who meet ITE's Year 1 academic requirements



### Aptitude based admissions to PSEI

Early Admission
Exercise (EAE)
to Poly/ITE

Direct School Admission (DSA) to JC

#### **Story of Lina**

(At the end of Sec 1)
Will start Sec 1 with most
subjects at G2

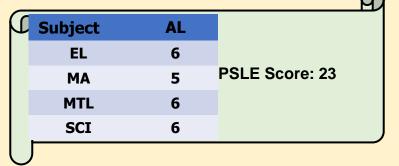


#### Lina

#### **Strengths and interests**

- Enjoys Mathematics lessons
- Enjoys learning about war history in History lessons
- · Likes problem-solving

Lina had previously obtained a PSLE Score of 23, including AL5 for Mathematics. Hence, she has the option to take up Mathematics at G2 or G3 and she has decided to take it at G3.



Lina did well in all her subjects at the end of Sec 1. Hence, she will continue to offer G3 Mathematics in Sec 2. She was also offered G3 History due to her good performance in Sec 1.

However, she is unsure whether she is able to cope with the demands of G3 History.

As her parent, how would you advise Lina?

## Story of Lina (At the end of Sec 2)



#### Lina

#### **Strengths and interests**

- Enjoys Mathematics lessons
- Enjoys learning about war history in History lessons
- · Likes problem-solving

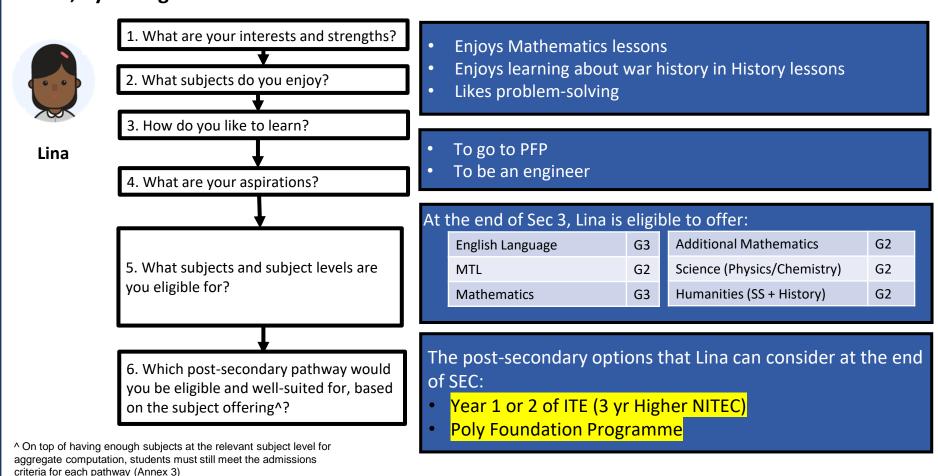
At the end of Sec 2, Lina did well for most subjects, especially English Language. Based on her good performance in English Language, the school offered her G3 English Language, which she decided to take up. She aspires to be an engineer as she enjoys Science and Mathematics and likes to problem-solve.

Lina is exploring her post-secondary pathways. She is considering PFP to take up the Design, Engineering & Technology cluster. She goes to you for advice.

Subjects that Lina is offering at Sec 3				
G3	<mark>EL</mark>			
G2	MTL			
G3	MA			
G2	A MATH			
G2	SCIENCE (PHY/CHEM)			
G2	HUMANITIES (SS + HISTORY)			

As her parent, how would you advise Lina?

## Students should consider their options based on their interests, strengths, aspirations and learning needs, by asking themselves:



#### As his parent, how can you help Lina?

- Share concerns with school (FTs or ECGC) so that they may share the possible pathways with your child
- Explore how your child can continue to develop his interests and strengths through his subject combination and levels
- Guide your children to set targets in working towards their goals
- Help them develop resilience by encouraging them to see mistakes and failures as opportunities for growth.

### How can you better engage and support your children?



Guide them to be open-minded, explore possibilities and understand that there are pathways to purposeful work for everyone.



Help them to appreciate and be respectful towards all jobs.



Help them not to limit themselves to certain education and career options by gender or prestige stereotypes.



Allow them to interact with peers from diverse backgrounds. Through these opportunities, students can continually develop their interests, skills and create their own success stories.

## How can you better engage and support your children?

Be supporters and facilitators of your children's education and career journey by:



 Providing opportunities at home for them to discover their V.I.P.S. and what they enjoy doing,



 Be aware of the various education pathways available and how they cater to the V.I.P.S. of your children,



 Guide your children to set targets in working towards their goals and help them develop resilience by encouraging them to see mistakes and failures as opportunities for growth.



05

Supporting your child through their Secondary School Journey

HOW PARENTS CAN SUPPORT THEIR CHILD?

#### **HOME SUPPORT**

https://www.moe.gov.sg/parentki





https://file.go.gov.sg/pk-readysecondarygo.pdf

https://go.gov.sg/moe-post-secondary-pathway-2023



# 06

## HOW IS SCHOOL SUPPORTING YOUR CHILD?

#### **ACADEMIC**

- Bridging Programme
- Progress monitoring
- Subject-specific Strategies
- Academic support

#### **BRIDGING PROGRAMME & PROGRESS MONITORING**

Support for Students Offering Subject(s) at a More Demanding Level (MDL)

- Due to the demands of the higher-level subjects, students will be required to attend Bridging courses for some subjects.
- Bridging may take place either through face-to-face or hybrid mode, e.g. a mix of small group consultations and online lesson packages over SLS/Google Classroom platform.
- We will monitor the students' progress in the MDL subjects as well as overall progress in all subjects.
- As we are mindful of students' socio-emotional and academic needs, we endeavour to provide the necessary support to help students cope.

#### **ACADEMIC SUPPORT**

- Individual face-to-face/ e-Consultations (via zoom) for students who need additional support or have clarifications on content covered.
- Ongoing Dept-based learning sessions in Term 2 & 3: focused on certain topics / areas of need.
  - Students will be furnished with more information from their respective subject teachers in advance if they are required to attend these sessions.

### **ACADEMIC SUPPORT SCHEDULE**

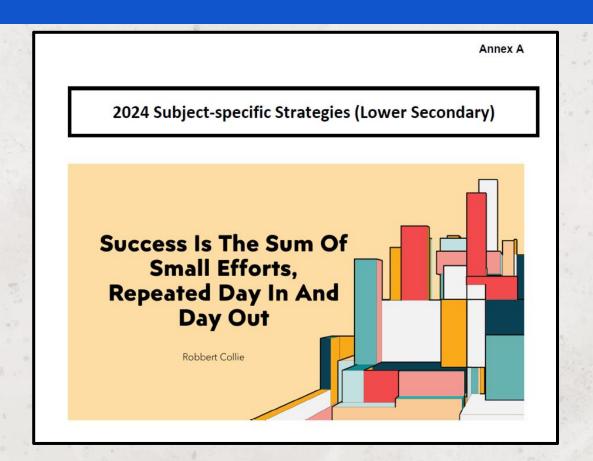
#### Terms 2 and 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Odd Week	Science	consultation	consultation	English consultation	
Even Week	Mathematics	Mother Tongue	consultation	e-consultation	consultation

#### **ACADEMIC SUPPORT**

#### **Subject-specific Strategies**

- A list of strategies to cope with different subjects was sent via Parents Gateway to all Sec 1 and parents at the end of Term 1 (dated 8 March).
- This document features different ways to cope with different subjects in Lower Secondary, e.g. a list of generic skills for acquisition in Humanities and SMART tips which can be adapted in the different Humanities subjects.



**AFFECTIVE** 

Building positive relationships between students and teachers, as well as among peers. Teacher-student chats, Peer-support





#### **AFFECTIVE**







Positive Engagement through programmes.

ALP / LLP / Mental Wellness Carnival / Craft-Making / Barista Programme / Karaoke







#### **AFFECTIVE**



Meaningful experience through Student Development Experiences.

Level Camp (building relationships) / Interclass games/ CCA



#### **AFFECTIVE**







Celebrate accomplishments through reward and recognition.

Academic Prize Award/Student leaders Investiture / Coffee Treat / Gratitude & Appreciation





#### **Support**

SEN /SEL and Counselling / Gear-Up





07

ABD

HBL 2024 (Semester 1) (Even Thursday)				
T1W2	11 Jan	In-school lessons: Features Odd Mon timetable	A detailed HBL schedule, outlining the subjects to be	
T1W4	25 Jan	HBL 1		
T1W6	8 Feb	In-school lessons: Features Even Fri timetable		
T1W8	22 Feb	HBL 2		
T1W10	7 Mar	HBL 3		
			covered for each	
T2W2	28 Mar	HBL 4	HBL day, will be available from the School Website.	
T2W4	11 Apr	HBL 5		
T2W6	25 Apr	HBL 6		
T2W8	9 May	HBL 7		
			1.	

T2W10 **23 May** In-school Programme https://www.northvistasec.moe.edu.sg/

#### A typical HBL day

- Check in with Form Teachers on SLS.
- Check HBL schedule for the day (can be accessed from school website)
- Enter Google classrooms of featured subjects to check for lesson instructions.
- Complete assigned work by given deadline at your own pace.

HBL in NV is **asynchronous in nature** and allows students to learn at their own pace. It includes **approximately 5 hours of curriculum coverage** and **1 hour of Student-Initiated Learning (SIL)** where students can explore their interests and learn within and beyond the curriculum.

## How can parents support their child during HBL?



- Ensure your child/ward wakes up on time to check in on Student Learning Space (SLS) with Form Teachers between 7.30 am and 12 noon
- Set aside a conducive learning environment for your child/ward with minimal distractions
- Minimise or set limits on possible distractions: TV, gaming, use of handphones
- Advise your child/ward to communicate with the teacher if there are any questions concerning the learning materials or assignments

## As you support your teenager on his/her Blended Learning journey, know that...



You are not required to take leave or time off from work to be physically present to coach your child or to oversee his/her progress during HBL days.



HBL days are not meant for your child to take a break from learning, but instead to take a different approach to learning.



HBL days are not meant for more enrichment or tuition classes, but for your child to exercise self-directedness and self-discipline in his/her learning.



08

HOME-SCHOOL PARTNERSHIP

## **HOME-SCHOOL PARTNERSHIP**

## NVPP MEETING WITH PRINCIPAL, MR YAP

Saturday, 4 May 2024, 8.30am

## **PARENT-TEACHER MEETING**

**Invitation to book slots:** 

6 May to 20 May

**PTM dates:** 

27 to 30 May