



ONWARD AND PERSEVERE
Orchid Park Secondary School

Attendance



<https://go.gov.sg/sec1ptm2023>

Secondary 1 Parent-Teacher Meeting (PTM)

14 JAN 2023

Welcome



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Principal's Welcome Address



**MR DANIEL CHUNG
PRINCIPAL**



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MRS YVONNE ONG
VICE-PRINCIPAL



MDM CHING LEE HOE
VICE-PRINCIPAL



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**EVERY CHILD
MATTERS
AT
OPSS!**



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Our Vision



**Empowered Learners,
Compassionate Leaders,
Future-ready Orchidians**



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Our Mission

To nurture and
empower Orchidiants
to be their best so
as to lead and serve



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Our Values

I ntegrity
C ompassion
R esilience
R espect
R esponsibility

I Can Really Remember what is Right



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Introduction of Sec 1 Key Personnel



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ASSISTANT YEAR HEADS (SEC 1)



MR WONG YIU HANG
Science / Mathematics



**MR AHMAD ASHRAF
BIN JASMAN**
PE / Mathematics



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GATEKEEPERS (SEC 1)



MR SALIM BIN RAMLI
HOD - MATHEMATICS



MR LEOW TENG HONG
SCHOOL STAFF
DEVELOPER



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Class Mentors: Laelia - 1



**MS REBECCA
NG CHU YING**



MR LIM HAN CHUAN



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Class Mentors Laelia - 2



**MR NIRMAL
VIVEK MENON**



MDM YU LAN



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Class Mentors Laelia - 3



**MS MARDIANA
BTE ALIAS**



MDM LEE XIN RUI



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Class Mentors Laelia - 4



MRS LOH HUI NI



MR NG TZEE BIN



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Class Mentors Laelia - 5



**MR AHMAD ASHRAF
BIN JASMAN**



MDM CAI GENGYUN



**MDM MASLIN BTE
SANI**



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Class Mentors Laelia - 6



MS HEMALATHA



MR BENEDICT TAN



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STUDENT SUPPORT STAFF



MR MATTHEW TJOW
SCHOOL
COUNSELLOR



MS SITI AISHAH
SCHOOL
COUNSELLOR



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STUDENT SUPPORT STAFF



MS LIN YILING
STUDENT WELFARE
OFFICER



MS JERLYN POH
ECG COUNSELLOR



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STUDENT SUPPORT STAFF



MR LEONG MENG LOON
SEN OFFICER



MS PARVIN NISHA
SPECIAL NEEDS
TEACHING ASSISTANT



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Academic Matters



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Academic Matters

	Subjects with General Level Suites (G1/G2/G3)	Common Curriculum Subjects (not graded)	Common Curriculum Subjects with Coursework (graded)
Subjects	<ol style="list-style-type: none">1. English Language2. Mother Tongue Languages3. Mathematics4. Science5. History6. Geography7. Literature8. Social Studies9. Computer Applications	<ol style="list-style-type: none">1. Character Citizenship Education2. Physical Education	<ol style="list-style-type: none">1. Art2. Design & Technology3. Food & Consumer Education4. Music



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3 Modes of Secondary 1 Assessment

1. Weighted Assessment (WA)
 - a. Written assessment
 - b. Coursework (long-duration project)
 - c. Conducted in Terms 1, 2 and 3 during curriculum hours.
2. Alternative Assessment (AA)
 - a. Presentation, product creation, short-duration projects
 - b. Conducted over Term 1 to Term 3.
3. End-of-Year Examination (EOY)
 - a. Written assessment
 - b. Conducted in Term 4.

*There is no Mid-Year Examination



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Secondary 1 Assessment Weighting

	Term 1	Term 2	Term 3	Term 1 to 3	Term 4
Weighting	WA 1 (15%)	WA 2 (15%)	WA 3 (15%)	AA (10%)	EOY (45%)



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Assessment Expectations

1. Students as empowered learners who take ownership of their learning.
2. To be well-prepared and have complete knowledge of all assessment matters
 - a. Weighted Assessment – to note down dates and topics assessed for each subject in their Student's Diary
 - b. Alternative Assessment – to manage their time and work independently, understand assessment criteria for the AA and be aware of the submission dates set by their subject teachers.
 - c. End-of-Year Examination – to know dates, time, topics of the EOY examination.



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Assessment Guidelines

1. Students must observe assessment integrity
 - a. Submitting original/own work
 - b. Maintain confidentiality of the questions asked in WA/AA/EOY assessments
 - c. Maintain good conduct and behaviour throughout the duration of the assessment.
2. Students will be briefed on the assessment guidelines in greater detail by their CMs for every WA, AA and EOY.
3. Students found to have breached assessment guidelines will face disciplinary actions, possibly receive deducted or zero marks and have their conduct grade affected.



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Subject-Based Banding (SBB) Matters



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What is Subject-Based Banding (SBB)?

- Subject-Based Banding (Secondary) [SBB (Sec)] is one of many pathways for students to nurture their aptitudes and enhance their access to opportunities throughout their educational journey.
- SBB (Sec) allows your child to take specific subjects at more demanding level starting from Secondary 1 if he/she is found suitable to do so.

SCHOOLBAG
THE EDUCATION NEWS SITE

TUESDAY, 5TH DEC

Providing Greater Flexibility with Subject-Based Banding

17 MAR 2017



Miss Donna Koh of CHIJ St Theresa's Convent shares about the importance of working in partnership with parents to provide opportunities for students to cope academically and emotionally.



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What is Subject-Based Banding (SBB)?

- If your child is in N(A) or N(T) course, he/she may be able to take some subjects at Express (**G3**) and/or N(A) level (**G2**) to allow him/her to stretch himself/herself and acquire deeper competencies in his/her area(s) of strength.
- They are eligible to take some subjects (**English Language, Mathematics, Science and official Mother Tongue Languages**) at a more demanding level starting from Secondary 1 (2023) if they have performed well in these subjects at the PSLE.



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PSLE subjects offered under SBB (Sec)	PSLE subject level	PSLE AL Score for the specific subject	Option to take the Secondary 1 subject at
<ul style="list-style-type: none">● English Language● Mathematics● Science● Mother Tongue Language	Standard	AL 5 or better	Express/ N(A) level
		AL 6	N(A) level
		ALA	N(A) level



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SECOND AND THIRD INTAKES

OPSS will offer Secondary 1 students subjects at more demanding level at two other junctures, namely:

- a. end of Semester 1 (second intake); and
- b. end of Semester 2 (third intake).

Jan 2023

[EL, MT,
Maths,
Science]

Mid_Year 2023

[EL, MT,
Maths,
Science]

EOY 2023

[EL, MT,
Maths,
Science,
Humanities]



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2nd intake

- Students who do well in WA1 & WA2 in Sec 1 may be offered opportunities to take higher-level subjects if found suitable to do so by our school.
- **80% or higher in the subject;**
- **Positive learning attitude to cope with the higher academic demand**
- **Based on sustained good performance and assessment from subject teachers of ability to cope with the rigour of the more demanding stream.**
- Our school will provide support through bridging programmes for these new SBB students.



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SECOND INTAKE (MID-YEAR INSERT)

EL, MT, MATHS, SCIENCE

Course	School-based Results	Option to offer subject at
N(A)	80% or higher in specific subject	Express level starting from next semester
N(T)	80% or higher in specific subject	N(A) level starting from next semester



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3rd intake

Students who do well in EOY in Sec 1 may be offered opportunities to take higher-level subjects if found suitable to do so by our school.

- 75% or higher in the subject;
 - Positive learning attitude to cope with the higher academic demand
- Based on sustained good performance and assessment from subject teachers of ability to cope with the rigour of the more demanding stream.



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THIRD INTAKE (EOY)

EL, MT, MATHS, SCIENCE

Course	School-based Results	Option to offer subject at
N(A)	75% or higher in specific subject	Express level starting from 2024
N(T)	75% or higher in specific subject	N(A) level starting from 2024



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HUMANITIES (THIRD INTAKE ONLY)

Course	School-based Results	Option to offer subject at
N(A)	75% or higher in specific subject	Express level
N(T)	<ul style="list-style-type: none">• 75% or higher for English Language at N(T) level, or the equivalent at N(A) level at the End of Year Examinations; and• A Pass with Distinction grade for both SS N(T) Performance Tasks in Semester 1 and 2*	N(A) level



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What are the possible benefits of taking higher-level subjects?

- Most students (and parents) have shared that SBB allows the students to challenge themselves, and to have more options for Sec 3 subject combinations and post-secondary courses.
- A strong foundation in literacy, numeracy and reasoning, would ensure students are better prepared for various post-secondary progression pathways (e.g. to ITE and Polytechnic).



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What if my child struggles with the higher-level subject?

- Students are encouraged to continue with the higher-level subjects until the end of Sec 2, as students do need time to adjust to the higher academic demands.
- Our school will monitor students' progress in the higher-level subjects as well as overall progress in all subjects, and will endeavour to provide the necessary support to students to help them cope.

TODAY MENU ▾

A struggle at first, but taking higher-level subjects helped boost confidence

By FARIS MOKHTAR



Jurong Secondary student Ismahani Azmi, 15, struggled with taking higher-level subjects when she first entered secondary school, but has seen her confidence blossom from the experience, with some help from her teachers, including Mdm Siti Hawa Zaini, her Malay language teacher (seated). PHOTO: FARIS MOKHTAR

Published 07 MARCH, 2017



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Will my child continue with the higher-level subjects all the way to Sec 4?

- Your child may continue with the corresponding higher-level subject at upper secondary if he/she meets our school's criteria* at the end of Sec 2.

**More details on the criteria will be shared in Sec 2 during the Sec 2 Streaming Talk.*



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Under Full SBB, will students still take GCE O- and N-Level examinations at the end of their secondary education?

- Students will continue to take the GCE O- and N-Level examinations until 2026.
- Under Full SBB, the GCE O- and N-Level will be replaced with a common national examination and certification. This will apply from the 2024 Secondary 1 cohort onwards. From 2027, the common national certification will reflect the subject level at which each subject is taken.



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Thank You!

**We look forward to partnering you in your
child's/ ward's education!**

If you have any questions, please contact SBB
Coordinator, Mr Mohd Salim (ext. 136),
or the HODs of English, Mother Tongue, Science or
Mathematics Departments.



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Blended Learning and Home-Based Learning (HBL)



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A Unique Blend of Learning

- In 2020, the pandemic showed us that it is important for our children to be adaptable learners as learning from home became a reality.
- One of the ways we will help our children achieve this is to introduce Blended Learning as a key part of the schooling experience for our Secondary School and JC/MI students.

**What do we hope to achieve through
Blended Learning? We want to...**



Nurture self-directed and
independent learners



Develop passionate and
intrinsically-motivated learners



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- One key aspect of our Blended Learning approach is the integration of HBL Days as a regular feature of the schooling experience to complement teaching and learning in schools.

What will an HBL Day look like? In a nutshell, it will...



Engage students in learning the curriculum using less structured approaches than a typical school day, to provide flexibility for students to practise self-directedness in planning and managing their learning.



Engage students in different modes of learning.



Provide about an hour of dedicated time and space for student-initiated learning (SIL), where students can explore their interests and learn outside the curriculum.



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- As part of students' schooling experience, OPSS HBL Day will take place on the following days:

2023 Term 1

Week 3	19 Jan 2023 Thursday
Week 5	1 Feb 2023 Wednesday
Week 7	14 Feb Tuesday
Week 9	2 Mar Thursday

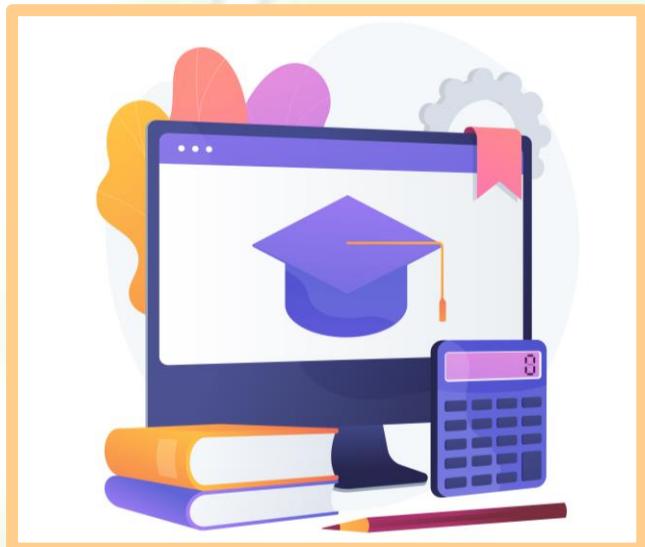
- During HBL Day, learning will take place at home. Students will not be reporting to school on that day.



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Home-Based Learning (HBL) Day

**How it will look like for
Orchid Park Secondary
School?**





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VANDA 7		CM Time - Check-in with CMs	CHEM	C Hist	C Geo
19 JAN (TERM 1 / HBL 01)	Subject Teacher		MDM HSIEH	MS MAARI	MS KWOK
	Time &/or No.of Periods	[1 Period] 8am-8.30am (LIVE ZOOM)	[1 Period]	[2 Periods]	[2 Periods]
	R- Resources needed	1. Zoom; Laptop	Textbook, Workbook	SLS	1. Chromebook to access SLS 2. Mindmap
	I - Instructions	N.A	Workbook: Worksheet 1A Worksheet 1B	Paris Peace conference Do all components of D and E	Complete SLS lesson: Geography in everyday life (B: How do people acquire a sense of place in their neighbourhoods?) Complete mindmap given
	S- Submission details			By 5pm on HBL day	Complete lesson by 26 Jan 2023
	E- Extended learning (if applicable)	N.A		NA	Read textbook page 7-11



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How will the school provide feedback on students' learning progress on HBL Day?

- Class mentors and subject teachers will follow up on your child's learning during HBL Days when your child returns to school on the following school day.
- Feedback on your child's learning progress will be given through their class mentors and subject teachers.
- Parents will be contacted should there be any issues/ concerns.



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Attendance Issues

All absences from school should be covered with MC. Students who are unwell should see a doctor, in view of their well being.

For each term, a maximum of 5 days of absence as covered by Parents' Letter is allowed.

For Weighted Assessments and Exams, please note that ONLY MC is accepted.



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Student Initiated Learning (SIL)

Parents' Engagement



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What is SIL?

- Announced by MOE on 29 December 2020 (Blended Learning)
(<https://www.straitstimes.com/singapore/askst-what-is-blended-learning-and-how-does-it-differ-from-home-based-learning>)
- A dedicated time and space set aside during HBL days for students to actively discover their own interests and plan how to go about pursuing them
- A platform to explore students' interests and passions and learn within and beyond school's curriculum.





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An Example of a Typical HBL Day (Secondary)

Curriculum Coverage (total 4 hours)	Student-Initiated Learning (1 hour)
<p><u>English (60 min)</u></p> <ul style="list-style-type: none">Collaborates with classmates on an essay over an online platform <p><u>Math (60 min)</u></p> <ul style="list-style-type: none">Uses virtual manipulatives and watches a video on trigonometry to complete an assignment <p><u>Science (60 min)</u></p> <ul style="list-style-type: none">Conducts a safe and simple experiment at home, (e.g., making a pH indicator from red cabbage and testing the pH of common household items) and records findings <p><u>PE (60 min)</u></p> <ul style="list-style-type: none">Performs a series of bodyweight exercises learnt at the last PE lesson, identifies the muscles activated and proposes modification to the exercises based on personal ability	<p>+</p> <ul style="list-style-type: none">E.g., Learns about <u>Artificial Intelligence</u> from a module hosted on the SLSE.g., Joins a group of peers to learn <u>hip-hop dance</u> using the school's dance studio



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Examples of SIL Activities



Learning to play a new sport



Learning to bake



Learning to drawing



Reading/Researching on a topic of interest



Learning a new musical instrument

Activities must have Educational Merit and be Reasonably Safe



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Where can my child/ward learn from?



Google





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Teachers ascertain that the planned learning activity is appropriate and meaningful

Processes of SIL

Seek permission from their parents



Carry out planned activities

Enjoy
The Process



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Where can SIL be done?



Students must choose activities that can be done at home



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What is the role of a student?



Not expected to demonstrate their learning by:

- Doing a project although they can choose to do it if they want to
- Writing a report

Instead, they are to:

- Explore their interests and passions
- Create memories and reflect at the end of the activity



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Underlying Principles of SIL

STRESS FREE

FUN



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Holistic Learning Opportunities to choose from

Domain	Broad Definition
P (Physical)	Physical activities in line with cultivating and sustaining a healthy lifestyle, acquiring physical skills and developing talents in this domain.
I (Intellectual)	Opportunities to be engaged, stimulated and challenged cognitively through acquiring knowledge and skills beyond the school curriculum
E (Emotional)	Learning activities to enhance their socio-emotional competencies (self-awareness, self-management, social awareness, social management, and responsible decision making) and promote their mental well-being and self-efficacy .
S (Social)	Learning opportunities also promote a raised sense of national consciousness, and outreach and service to the community .
M (Moral)	Greater appreciation of the arts and attain various levels of skills and talents.
A (Aesthetics)	



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Rough Timeline of SIL (Semester 1)

Date	Works involved	Remarks
End of Term 1	<ul style="list-style-type: none">• Intro to SIL• Students' proposal for the next 3/4 session	<ul style="list-style-type: none">• SLS work• Class mentors (CMs) need to give approval before proceeding
Term 2	<ul style="list-style-type: none">- Enactment of proposal and simple logging in of activity- Reflections of their learning	Students must get approval from their CMs if there is a change in their proposal



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A common FAQ



Felicia

Hey Sylvia, my friends and I love playing online games together. Are we able to use SIL time for this?

Hmm I don't think that's a good idea, Felicia. SIL is intended for you to learn something that you're interested in. Why not make use of this opportunity to explore something new?





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A common FAQ

What if my child/ward gets injured while carrying out SIL activities?

All student-initiated learning activities that are deemed appropriate and have been endorsed by the school will be covered by NTUC Income's group accident insurance scheme. Personal injury claims arising from student-initiated learning activities on HBL Days will be adjudicated if:

1. the school confirms that the student was assigned the activity by the school through its endorsement of the activity; and
2. the school confirms that the injury occurred while the student was undergoing the assigned activity at a venue endorsed by the school.



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Personal Learning Device (PLD) Initiative



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The National Digital Literacy Programme and the PLD Initiative

An Overview



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Supporting Students in
the Safe and Effective
Use of the Devices



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Parents'/Guardians' Role

- We would like to partner parents/guardians so that students are well supported in their use of technology for learning.
- As parents/guardians, you can help in the following ways:
 - Model good digital habits for your child/ward e.g. parents/guardians not using devices during family meals.
 - Know your child/ward well, and have conversations with your child/ward about safe and responsible use of technology.
 - Set ground rules for internet/device usage.
 - Encourage your child/ward to use productivity tools using his/her PLD, to organise information and simplify tasks for efficiency.



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Role of the DMA in Providing a Safer Digital Environment for Learning



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Device Management Application Installation

- Your child's/ward's PLD will be installed with a Device Management Application (DMA) to provide a safer digital environment for learning.
- Installation of the DMA will be performed after the collection of the device. Students will be guided on the installation.
- This applies to both devices purchased through the school and student-owned devices.
- The DMA will be funded by MOE and will be uninstalled from the device when your child/ward graduates/leaves the school.



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Providing Parents/Guardians with Greater Choice for After-School PLD Use

The school will provide parents/guardians with more information on exercising the options.

Default	Option A	Option B
In-school DMA settings will continue after school hours	Parents/Guardians can modify the DMA settings after school hours	Parents/Guardians can choose to disable DMA after school hours
For parents/guardians who want their child's/ward's use of the device to be restricted only to teaching and learning, and prefer to leave it to the school to decide on DMA settings after school hours.	For parents/guardians who want more leeway over the use of the device, and prefer to take charge of the level of restrictions for their child's/ward's use of the device after school hours.	For parents/guardians who do not want their child's/ward's use of the device to be regulated by DMA after school.

- Having default school settings continue after school hours is the best option for parents/guardians who prefer not to, or do not feel ready to manage their child's/ward's device use on their own.
- Parents/guardians can request to change their choice of DMA settings at any time.



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Data Collected by the DMA

The DMA does **NOT** collect any of the following data:

- Login IDs and passwords entered into websites or into any applications
- Actions performed (e.g. posts, online comments, items added to a shopping cart, etc.) when visiting websites and using apps
- Documents and photos stored in the PLDs
- PLD location
- Webcam videos and microphone recordings



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Device and Funding Information



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Orchid Park Secondary School's PLD



The school will be using the **Acer Chromebook Spin R753TN** for teaching and learning.

Total cost of the bundle includes 3-year warranty and 3-year insurance with GST: **\$516.24**

- Intel N4500 processor, 4GB RAM, 64GB Storage, 11.6" Screen Size



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Orchid Park Secondary School's PLD



The school chose the device because of:

- Portability
- Durability
- T&L Affordances

- Acer Chromebook Spin R753TN



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PLD Bundle

Device Bundle includes

- Chromebook
- Power Adaptor, Mouse, Case, Stylus
- Insurance and Warranty

Your child's/ward's PLD will come with the **Base Device Bundle** which includes*:

- 3-year warranty and 3-year insurance
- 2 repairs or 1 replacement claim

*The price of the PLD Bundle may appear to be higher than similar models on the retail market as the price of those devices usually does not include extended warranty and insurance coverage.



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Insurance Coverage

The package includes a **3-year warranty**,
and **3-year insurance*** which includes:

Insurance Coverage	Claimable
<ul style="list-style-type: none">• Fire• Lightning• Power Surges• Accidental e.g water spillage, drop etc• Theft due to forcible entry• Robbery <p>* Accidental loss will not be covered by insurance.</p>	<p>*2 repairs or 1 replacement (3-year insurance)</p>



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Funding Support for Singapore Citizen (SC) Students

- **The cost of the device bundle can be paid using your child's/ward's Edusave account**, after setting aside provision for payment of second-tier miscellaneous fees.
- To ensure the affordability of devices, MOE has provided Edusave top-ups in 2020 to 2022 (\$200 in each year) to all eligible SC students in primary and secondary schools.
- This is on top of the annual \$290 credited into the Edusave account for Secondary School students and \$230 for Primary School students.



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Funding Support for Singapore Citizen (SC) Students

- For SC students who are on MOE Financial Assistance Scheme or whose family's monthly income meets the following criteria:
 - Gross Household Income (GHI) $\leq \$3,000$, or
 - Per Capita Income (PCI) $\leq \$750$the school will subsidise 50% of device bundle cost or \$350, whichever is lower.
- The remaining amount will be payable from the students' Edusave account. If there is insufficient balance in the students' Edusave account for the remaining amount, school will provide additional subsidy so that the cash out-of-pocket (OOP) is \$0.



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Funding Support for Singapore Citizen (SC) Students

- For SC students whose family's monthly income is:
 $\$3,000 < \text{Gross Household Income (GHI)} \leq \$4,400$, or
 $\$750 < \text{Per Capita Income (PCI)} \leq \$1,100$
the school will subsidise 30% of device bundle cost or \$200, whichever is lower.
- The remaining amount will be payable from the students' Edusave account. If there is insufficient balance in the students' Edusave account for the remaining amount, school will provide additional subsidy so that the cash out-of-pocket (OOP) is not more than \$50.



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Funding Support for Singapore Citizen (SC) Students

- SC students whose family's monthly Gross Household Income (GHI) > \$4,400 or monthly Per Capita Income (PCI) > \$1,100, no subsidy will be provided.
Parents/Guardians can use their child's/ward's Edusave or cash to defray the device bundle cost.



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Funding Support for Non-Singapore Citizen Students

- Permanent residents (PR) and international students (IS) who need support could apply for subsidies, particularly those whose Gross Household Income (GHI) is below \$4400 or Per Capita Income (PCI)[#] is below \$1100.
- For more details, please approach the school.

[#]PCI is Gross Household Income divided by the number of household members.



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What's Next?



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For Singapore Citizens (SC) Students

Time Frame	Activity
By 20 Jan 2023 (Fri)	<p>Submit Letter to Parents for Procurement which includes the following annexes:</p> <ul style="list-style-type: none">• Intent to purchase• Use of Edusave <p>Can be done via Parents Gateway or hardcopy forms</p>
By Mar 2023	Collection of devices by students



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For Permanent Residents / International Students

Time Frame	Activity
By 20 Jan 2023 (Fri)	Submit Letter to Parents for Procurement which includes the following annex: <ul style="list-style-type: none">• Intent to purchase Can be done via Parents Gateway or hardcopy forms
By Feb 2023	Parent/Guardian to make payment via Giro/PayNow/Cheque/etc.
By Mar 2023	Collection of devices by students



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Orchid Park Secondary School

Letter to Parents for Procurement

singpass

Parents with Singpass can access the Letter to Parents for Procurement to indicate your consent via the following link:

<https://go.gov.sg/pdlpadmin>

* Parents/Guardians without Singpass can request for the hardcopy letter via your child's/ward's form teacher.



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Orchid Park Secondary School

Collection of Devices

Your child/ward will be collecting his/her device in school **from March 2023**. If you would like to verify the condition of the device during collection with your child/ward:

- You may arrange to collect the device **at the vendor's service/collection centre*** or appoint an adult proxy to do so.
- Your child/ward would need to bring the device to school and arrange for the school's IT department to install the DMA.

Please approach the school for further advice or clarification if you would like to make this arrangement.

* Parents/Guardians (or adult proxy) will not be able to collect the PLD from the school.



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Orchid Park Secondary School

Important Contacts / Helplines

To access / find out more about...	Contact / Helpline
This deck of slides	https://orchidparksec.moe.edu.sg
Edusave balance	6260 0777
Financial assistance	6759 8547 (General Office)
Technical-related enquiries	6759 8547 ext 135 (Mr Benedict Tan)



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Orchid Park Secondary School

Thank you



Ministry of Education
SINGAPORE



ONWARD AND PERSEVERE
Orchid Park Secondary School

Introducing Co-Curricular Activities @ Orchid Park Secondary School

*An Introductory Briefing by:
Mr Paul Tan
(Head of Department PE/CCA)*



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Orchid Park Secondary School

In the School Website

<https://orchidparksec.moe.edu.sg/learning-at-opss/ccas>

Information for Parents

- LEAPS 2.0
- Schedule for CCAs
 - Names of Teachers
 - Estimated vacancies for CCAs
- CCAs Video
- FAQs for CCA



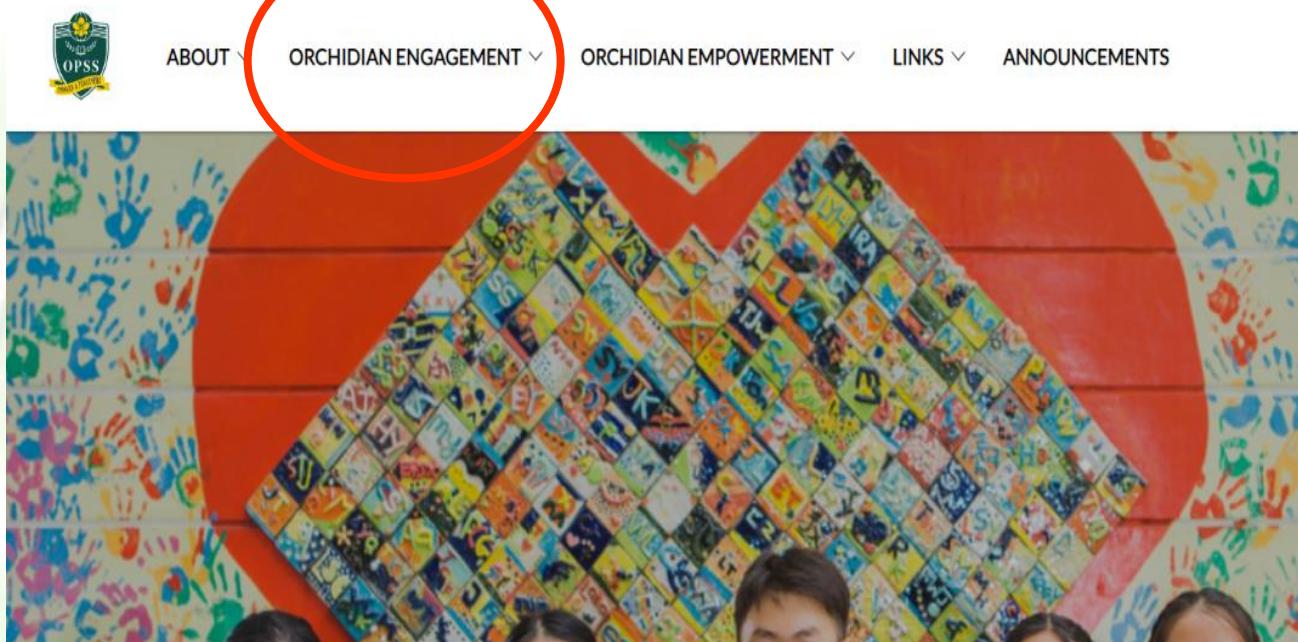


ONWARD AND PERSEVERE

Orchid Park Secondary School

Where to find the info on school website

ORCHIDIAN ENGAGEMENT => Co Curricular Activities (CCA)



Scroll Down

CCA Training Schedule 2023

[Click here for CCA Schedule](#)

Information for Parents

[LEAPS 2.0 information](#)

Short clips for our CCA

- [CCA videos](#)
- [SYF 2021 Performing Arts](#)

FAQ for CCA

[Click here for FAQs](#)



ONWARD AND PERSEVERE

Orchid Park Secondary School

What is CCA in Secondary School?

Total Curriculum

Curriculum

Co-Curriculum

- Co-Curricular Activities (CCA)
- Values in Action (VIA)
- Student Leadership Development (SLD)
- Enrichment and Lifeskills (ENL)



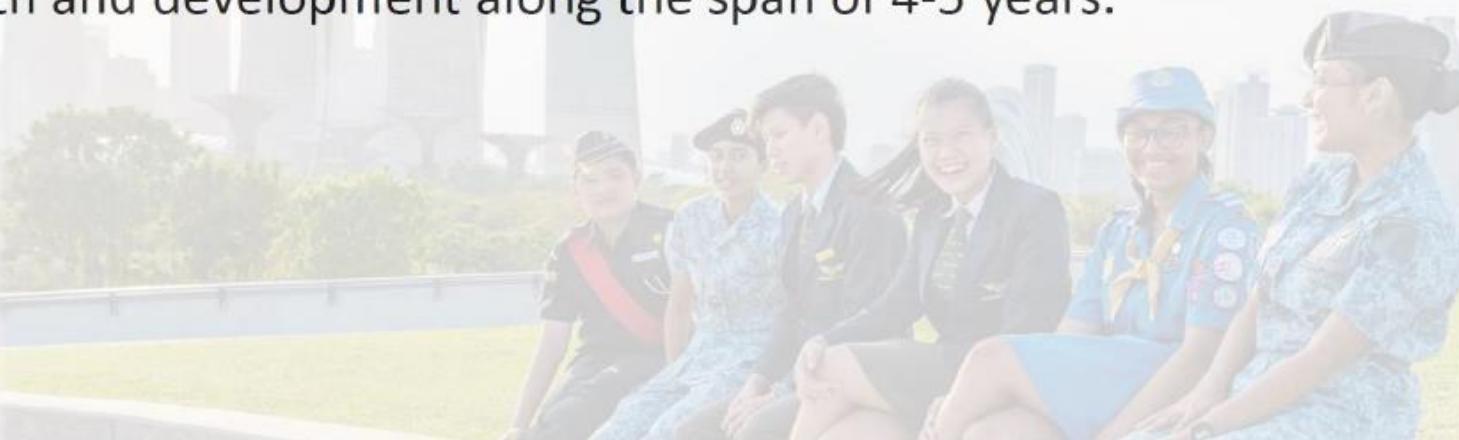
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Orchid Park Secondary School

CCAs

A KEY STUDENT DEVELOPMENT EXPERIENCES (SDEs)

- Key Student Development Experiences (SDEs) are programmes and activities that all Singapore schools provide for all their students.
- CCA offers rich and authentic opportunities for the learning of Character and Citizenship Education (CCE) beyond the classroom.
- CCA provides teachers with the opportunity to observe students' well-being, growth and development along the span of 4-5 years.





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Orchid Park Secondary School

Opportunities for authentic learning within CCA itself



1 Co-Curricular Activities (CCA)

CCA focuses on the development of specific knowledge, skills and values based on the student's choice of CCA. CCA enables students to discover their interests and talents while providing a platform for friendships and social integration of students from diverse backgrounds.

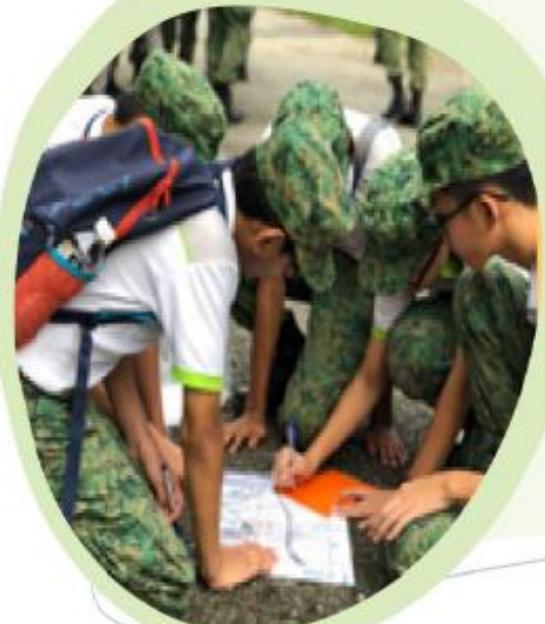


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Opportunities for authentic learning within CCA itself

7 Student Leadership Development (SLD) Programmes



SLD focuses on the development of the student as an individual who can lead himself, work with others in a team and grow as a leader. The experiences provide opportunities to nurture students' leadership dispositions and competencies. In addition to student leadership programmes organised by the school to develop leadership and teamwork skills, other learning experiences include leadership opportunities and appointments in class committees, school project teams, student-initiated activities, house system, CCA or Student Council.

Refer to *Developing Baseline Leadership Competencies through Student Leadership Development (SLD)* for more information.



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Orchid Park Secondary School

Opportunities for authentic learning within CCA itself

8 Values in Action (VIA) Experiences

VIA experiences focus on the students' development as socially responsible citizens who care about and contribute meaningfully to their community and nation. VIA experiences nurture in students a commitment to address concerns, exercise ownership and initiate ways to serve community and nation.





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Orchid Park Secondary School

CCA - A COMPULSORY EXPERIENCE

Mandated by Ministry:

- ✓ **Have 1 CCA in School**
- ✓ **Attain attendance of 75% and above for 4/5 years**

Note: Liable for a ‘FAIR’ conduct grade if attendance for CCA is below 50% at end of every semester



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Orchid Park Secondary School

CCA - A REWARDING EXPERIENCE

- At the end of graduating year, student's co-curricular attainment will be translated to bonus point(s) which can be used for admission to Junior Colleges / Polytechnics / Institutes of Technical Education (JC/Poly/ITE).
- Testimonials



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Orchid Park Secondary School

Possible LEAPS2.0 outcomes

FAIR



0 bonus pts

GOOD



1 bonus pts

EXCELLENT



2 bonus pts

Refer to LEAPs 2.0 in School Website or Student's Organiser for more detailed information



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Orchid Park Secondary School

CCA Grading Domains – LEAPS 2.0

- ✓ **Leadership (Modules & Appointments)**
- ✓ **Achievement (School representation)**
- ✓ **Participation (Attendance)**
- ✓ **Service (Values-In-Action)**



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Orchid Park Secondary School

'GOOD' Attainment – 1 Bonus Pt

Domain	Programme in school	Level of attainment
Leadership	NYAA 'Bronze' (Complete at end Sec 2)	2
Achievement	Intra-class competitions: Sports Carnival, Urban Run	1
Participation	Attend any CCA for 4 years with at least 75% attendance for every year	3
Service	Completed 24h of service to the community	1



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'EXCELLENT' Attainment – 2 Bonus Pt

Domain	Programme in school	Level of attainment
Leadership	A leadership position in school/CCA or NYAA silver	3
Achievement	Represent School for competition in 2 different years	3
Participation	Attend any/same CCA for 4 years with at least 75% attendance for every year	3/4
Service	Completed 24h of service and 2 VIA projects (Sec 2 NYAA and Sec 3 class VIA Learning Project)	4



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ATTENDANCE is the key to getting Bonus Points in CCA



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What CCA can my child/ward join?

- ✓ **5 x Uniformed Groups**
- ✓ **6 x Physical Sports and Games**
- ✓ **6 x Visual and Performing Arts**
- ✓ **1 x Clubs & Societies**



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Orchid Park Secondary School

UNIFORMED GROUPS

1. National Police Cadet Corps
2. National Cadet Corps (Sea)
3. National Civil Defence Cadet Corps
4. Boys' Brigade (Boys) *
5. Girls' Brigade (Girls) *

* Involves some Christian activities



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PHYSICAL SPORTS AND GAMES

1. Wushu (Girls and Boys)*
2. Floorball (Girls and Boys)*
3. Basketball (Girls and Boys)*
4. Football (Boys) *
5. Netball (Girls) *
6. Centre-Based Partnership: Volleyball (Boys) (New)

*DSA Talent Areas



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VISUAL AND PERFORMING ARTS

(DSA Talent Areas)

1. Art Club
2. Concert Band
3. Choir
4. Modern Dance
5. English Drama
6. Guitar Ensemble



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CLUBS AND SOCIETIES

1. Info-Comm Technology
(Media Production)



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STRATEGIC PARTNERSHIP CCA

(Athletics and Water Polo)

Overview of SP-CCA

- Official MOE CCA programme that allows students to pursue their interest in a sport which is not offered by the school.
- The programme is fully subsidised by ActiveSG & MOE.
- Students can participate in lieu of school-based CCA and attain LEAPS 2.0 points.
- Programme co-designed by MOE & ActiveSG.
- Programme conducted by qualified coaches from ActiveSG who are MOE-registered.

Target Participants

- Secondary students, both boys and girls
- [Only for Water Polo] Pre-requisite: Attained SwimSafer Stage 3 Certification or equivalent or be able to swim 50m continuously (Front Crawl or Breaststroke)



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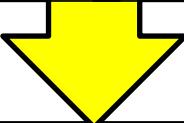
Orchid Park Secondary School

How does my child/ward join a CCA? (non-DSA students)

Attend CCA Exposure

11, 13, 18, 27 Jan

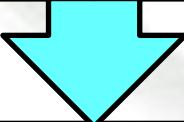
3 pm – 6pm



Teachers to Assess Suitability

Ability / Aptitude

Interest / Passion



Submit CCA options

6 options

28 Jan - 3 Feb



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How does my child/ward join a CCA? **(DSA students)**

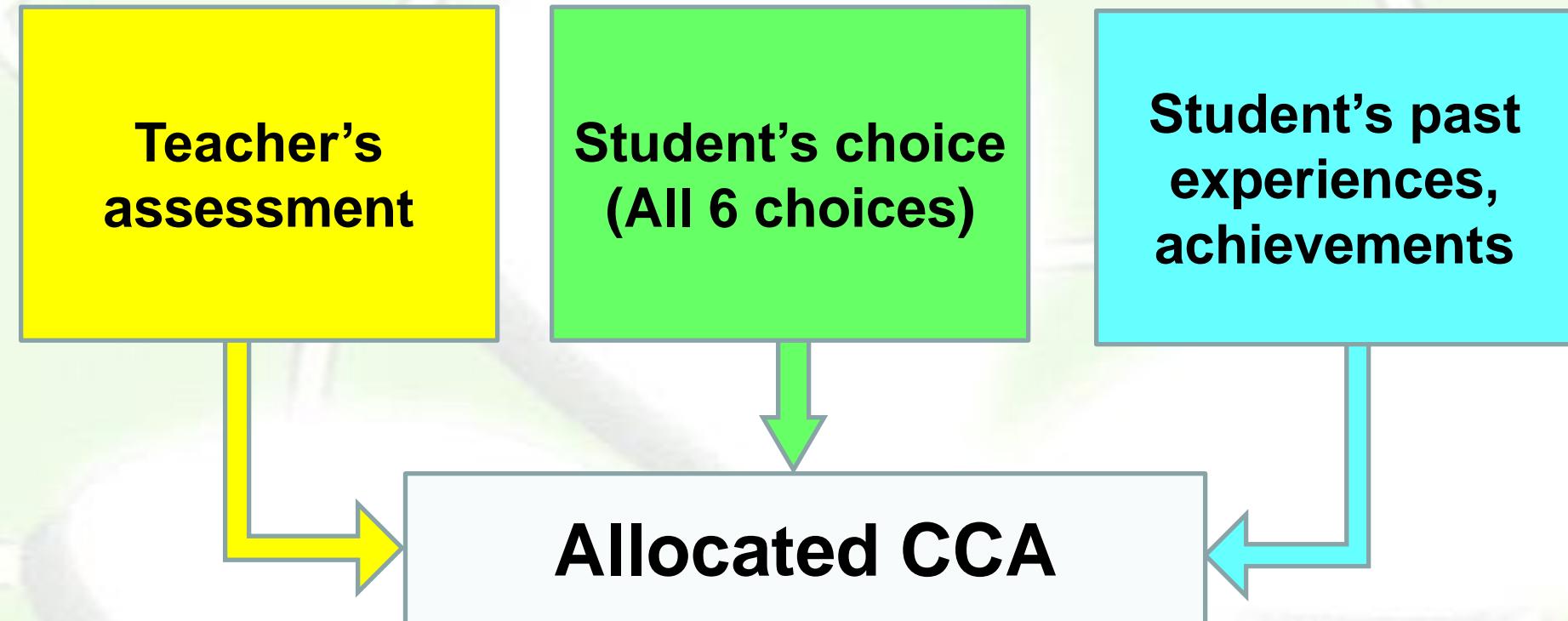
- DSA students DO NOT need to choose a CCA except for students who came in through Leadership Talent Area
- Their CCA will be allocated based on their DSA talent area
- Start attending CCA from 11th Jan



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Allocation of CCA to your child/ward



NOTE: ALL 6 Choices will be considered for allocation.



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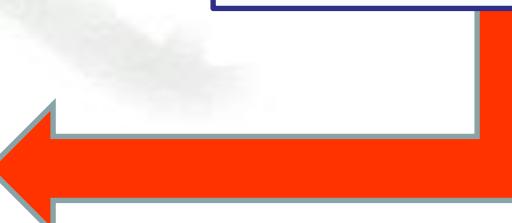
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Allocation of CCA to your child/ward

Allocation results published
13 Feb

All students
should start
attending CCA
from **13 Feb**

Appeal period
13 – 17 Feb





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Orchid Park Secondary School

What can I do to help my child/ward choose a CCA?

- ✓ Listen, Discuss...
- ✓ Interest / Passion
- ✓ Sustainability (Physical & Mental demands)
- ✓ Choose the CCAs they want to be in but not what we want them to be in
- ✓ Mentally prepare them for the possibility that they might not get their 1st choice



ONWARD AND PERSEVERE

Orchid Park Secondary School

THE STRAITS TIMES

March 21, 2022



THE STRAITS TIMES

March 21, 2022

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Chance to explore different interests

FROM C1

Teachers acknowledge that some parents express concerns that their child was unable to get into the school's CCA.

Mr Leong Hooi Kai, HOD of PE and CCA at Compasvale Secondary School, says such disappoinments can be avoided if parents are more open-minded.

"Parents can lighten the mood if their child feels down. It can ignore many other things and try different sports or activities."

Besides, recreational opportunities exist in school outside of CCAs, says Mr Leong. For example, his school's most popular CCA, badminton, is also part of the school's sports team.

The Aeronautics Club and Robotics Club are second and third respectively in terms of popularity as CCAs at Compasvale Secondary School.

Mr Leong says the Aeronautics Club is a "big hit". Completing our aerodynamics project learning our grammar allows all secondary school students, and students are attracted to it through word-of-mouth.

The applied learning programme in schools helps students connect academic knowledge and skills with the real world.

Mr Leong has "been a great advocate" for greater autonomy in CCA policies, such as greater autonomy for schools to

recognise students' CCA achievements, definitely opens up more opportunities for students to pursue a CCA of their interest," he says.

"There is also greater emphasis on talent development and students can apply for the National Admissions Scheme (NAS) CCA."

Some CCAs may have names from yesterday's parents of secondary schools, but their subject matter has changed.

Hillgrove Secondary School, for instance, has its musical instruments teaching focus. Compared to where students are exposed to Stem (sci, tech, rechnology, engineering, and math) subjects, students learn through flight and aeromodels.

Hillgrove has CCAs such as Air Scouts, Youth Flying Club and NCC Air Cadets. The NCC Air Cadets stand for National Cadet Corps.

While the culture of CCAs is a mix of fun and serious common elements, such as learning to fly remote-controlled craft or drones.

Besides calculating tasks such as angles and speeds, students also learn aerodynamics given to students in CCAs as stand them in good stead when they become adults, teachers say.

At Dunman High School, students can initiate activities themselves and seek approval from the school. Such students initiated interest groups (SIGs) include one on Fashion Studies, which staged runway shows during the year.

Ms Ilyana Hardjiani, HOD of CCA at the school, says: "It's very important that students stay involved in CCA policies, such as greater autonomy for schools to

choose what they want to do with their ideas. In short, we want to prepare them for the future."

For instance, those who wish to study in SIGs can do so at Dunman. Such students initiated interest groups (SIGs) include one on Fashion Studies, which staged runway shows during the year.

Ms Ilyana says the broad nature of CCA classes can surprise those among classmates in secondary school, as students may choose to study Chinese or English. Some students may also have to source for a teacher to advise their choice of CCA, while others may be encouraged to continue with what would already have had or her own CCA, to take on the additional responsibility of another CCA.

With Fallon, a Secondary 2 student, she has been involved in playing Beijing opera as a CCA. The 14-year-old has learnt, for instance, that the actions of female characters in Beijing operas are more detailed and complicated than that of male characters, who express their emotions more directly.

She is interested in the going-upcoming performances of Beijing opera, which were held in June last year.

Ms Fallon, who would already have his own CCA, is also a platform for learning leadership and character development, cultivating values and social skills, she says.

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Dunman High School offers flying drones as a co-curricular activity, with students sometimes in full costume (left) in a 2019 competition.

PHOTO: DUNMAN HIGH SCHOOL

The decision regarding which CCA to join is swifter.

Under the Education Ministry's Leap 2.0 framework, bonus points relate to one's CCA as used for pre-recruitment selection.

"At the end of their graduating year, students' co-curricular attainments are converted into bonus points, which can be used for admission to junior colleges, polytechnics or Institutes of Technical Education," says the ministry spokesman.

Teams in secondary school often spend two hours a week – or even three times a week – which contributes to longer school days than primary school.

Secondary 1 students typically consider their choice of CCAs in January as they begin school.

CCA is one of the general orientation programmes for Secondary 1 students, who are mostly assigned to CCAs by the school, based on the merits of the CCAs on offer.

The Secondary 1 students are given a choice of CCAs in January as they begin school.

CCA is also a platform for learning system, with the focus on leadership and character development; cultivating values and social skills, she says.

In secondary school, the focus is to have specialisation in the CCA.

From Secondary 15, when they are now in Secondary 4, those who are in CCAs are given the opportunity to switch to another CCA.

This is done to encourage students to explore different interests.

CCA is also a platform for learning system, with the focus on leadership and character development; cultivating values and social skills, she says.

In secondary school, the focus is to have specialisation in the CCA.

Many CCAs in secondary schools, especially those relating to sports, are used for selection purposes, says Mr Koh.

"These CCAs participants train to represent their school," he adds.

CHANCE TO EXPLORE DIFFERENT INTERESTS continued on C2



TAKE FLIGHT WITH CCA

Co-curricular activities are integral to secondary school life and can teach important values



When Arissa Kurnazman started Secondary 1, she heard the Goldplay song, Viva La Vida, played on the angklung. Impressed that the pop classic was being played on the traditional Indonesian instrument at the orientation programme, Arissa signed up for the Angklung Ensemble.

"I thought it sounded nice and I liked how the sound was and I liked how it sounded," says Arissa. "I liked how it sounded like a melody. I wanted to be part of this CCA," says the 15-year-old Raffles Girls' School student.

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Ensemble, with guidance from their teachers.

"With secondary schools offering a wide range of CCAs, including drama, Chinese and English, and Chinese opera, CCA life is different from that in primary school," says Ms Arissa. "In primary school, CCAs are more like general activities (CCAs), she signed up for the Angklung Ensemble.

"I thought it sounded nice and I liked how it sounded like a melody. I wanted to be part of this CCA," says the 15-year-old Raffles Girls' School student.

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CHANCE TO EXPLORE DIFFERENT INTERESTS continued on C2



ONWARD AND PERSEVERE

Orchid Park Secondary School

What can I do to help my child/ward when they start attending CCAs?

- ✓ Ensure that they attend all CCA sessions
- ✓ Provide documentation (e.g. MC) in case of absence with valid reasons
- ✓ Work closely with CCA teachers
- ✓ Encourage balance between academics & CCA



ONWARD AND PERSEVERE

Orchid Park Secondary School

Our Mission in CCA



A safe environment for the young where they are challenged and empowered to explore their passions, exercise initiative, take risks, allowed to make mistakes and more importantly grow and learn from them.



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Orchid Park Secondary School

Learning outcomes of CCA

Equip with knowledge, skills and values related to their chosen CCA

Develop leadership ability and to work in teams

Acquire Core Values, Social and Emotional Competencies, 21st Century Competencies

Inculcate a spirit of service to the community

Forged friendships and build a sense of belonging

Cultivate a passion towards lifelong pursuits



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Orchid Park Secondary School

More Questions



**Talk to the CCA teachers
at the back of the hall
after today's session**



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Orchid Park Secondary School

Contacts

- ✓ ***HOD PE/CCA***
- ✓ ***Mr Tan Paul Loong (ext 124)***

- ✓ ***Level Head PE/CCA***
- ✓ ***Mr Tan Tong Leng (ext 134)***



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Orchid Park Secondary School

**Let's work together closely
to help our children achieve
their fullest potential!**

Thank you!



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Education and Career Guidance (ECG)



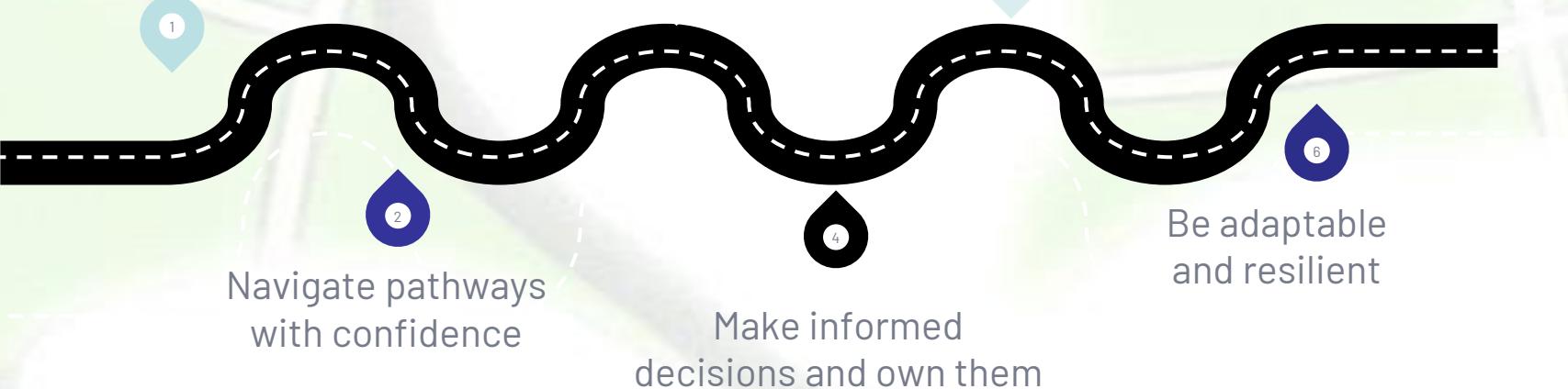
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Education and Career Guidance

Discovering Purpose *Who am I*

Discover who you are



Exploring Opportunities *Where do I want to go*

Staying Relevant *How do I get there*

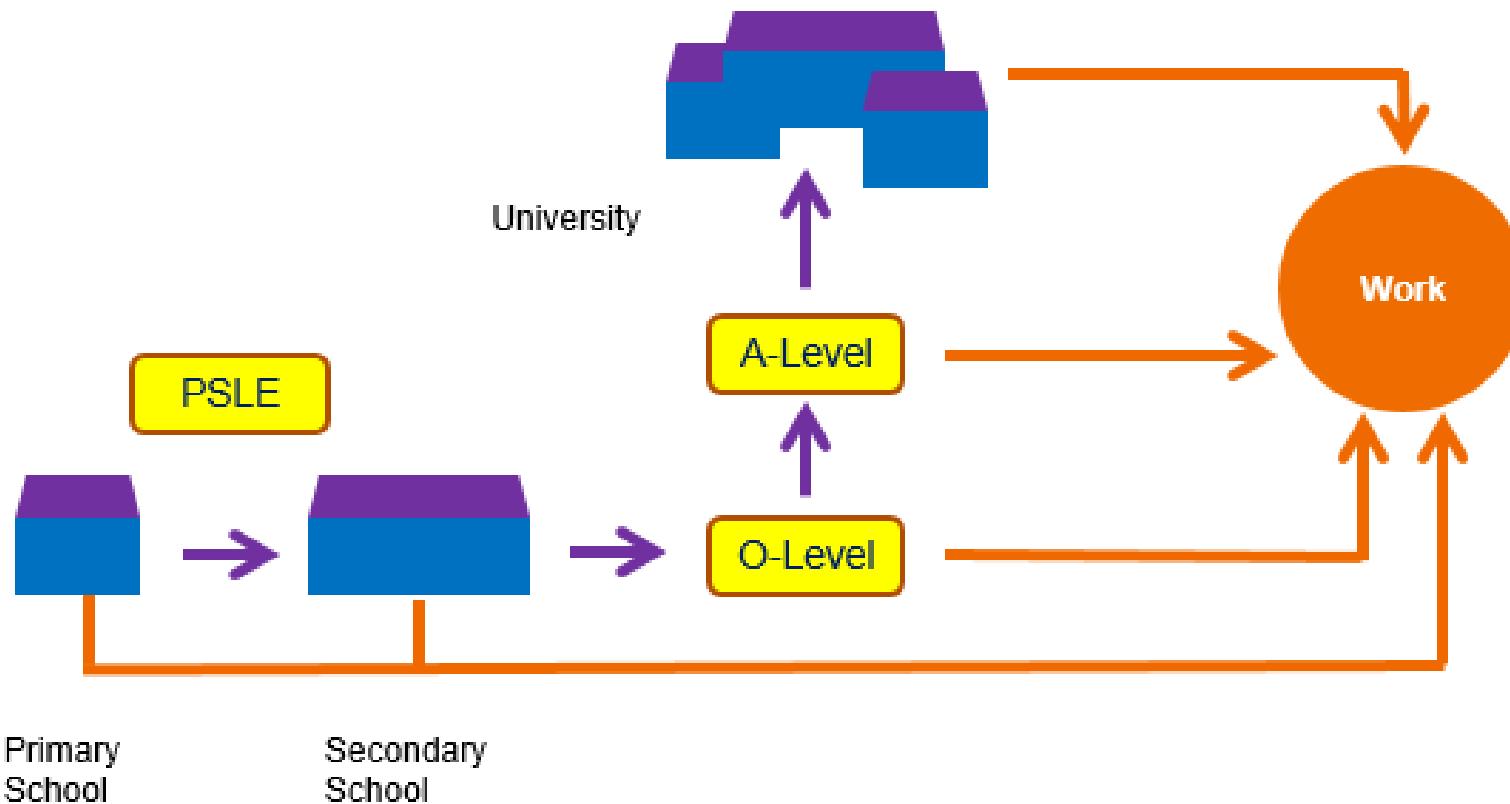


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EDUCATION LANDSCAPE HAS CHANGED

- Education Pathway Then Was Simple



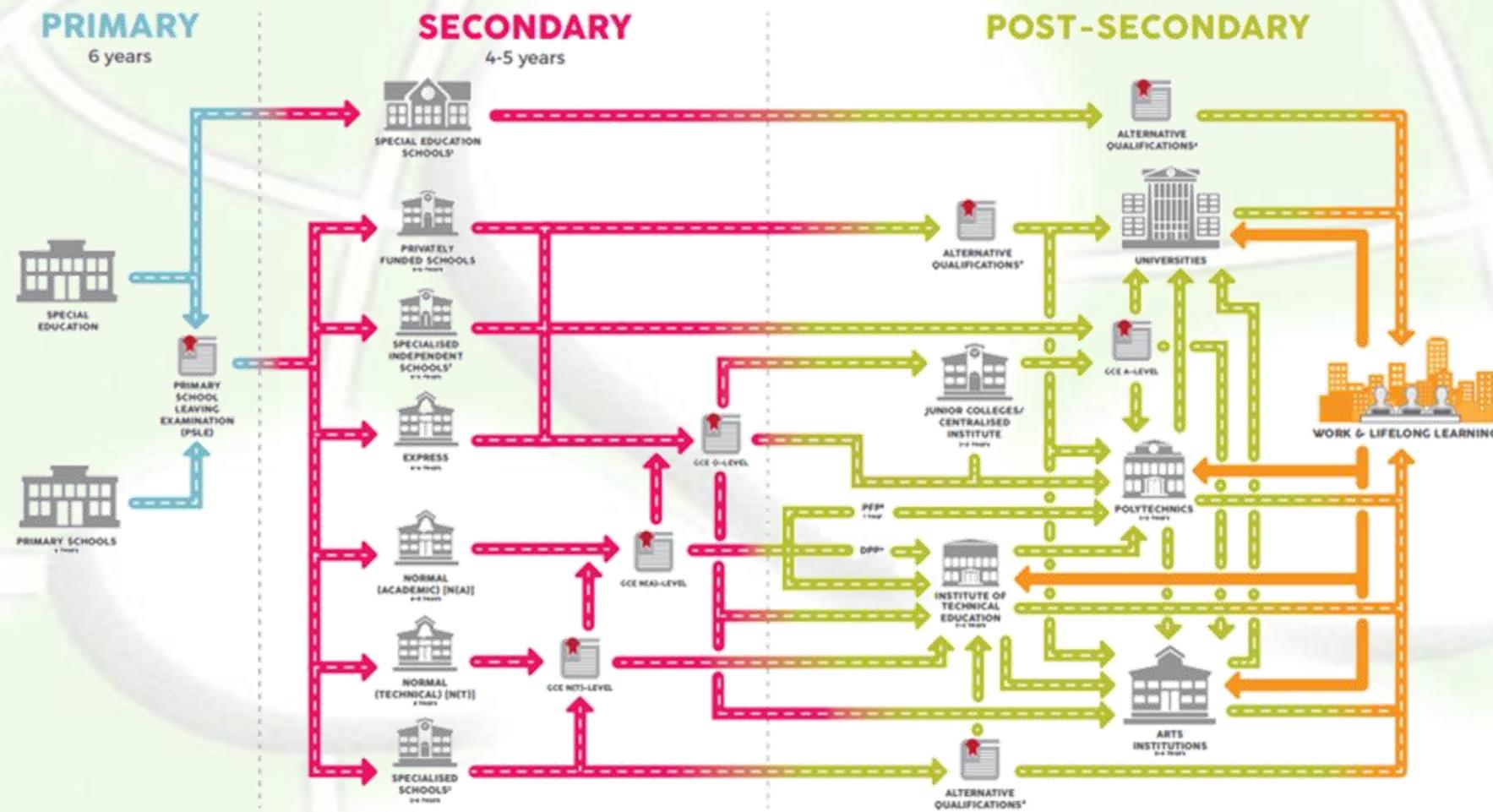


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EDUCATION LANDSCAPE HAS CHANGED

Education Pathways Now Are Multiple





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Orchid Park Secondary School

Some Changes in the Education Landscape

Revised PSLE Scoring System	Full Subject-Based Banding	Post-Secondary Landscape	IHL Landscape
New Achievement Levels scoring system	Implementation of Full Subject-Based Banding in all Secondary Schools by 2024	<p>Expanding CEP[^] offerings by Polytechnics</p> <p>New ITE curriculum from 2022; shortened route to Higher Nitec</p> <p>Offering of ITE Work-Study Diplomas</p> <p>Shorter Polytechnic Diplomas for A-Level Students</p>	<p>Launch of NUS College of Humanities and Sciences in 2020</p> <p>Establishing New University of the Arts</p> <p>Expanding Aptitude-Based Admissions at Autonomous Universities</p>

*IHL : Institute of Higher Learning
^CEP : Common Entry Programme



ONWARD AND PERSEVERE

Orchid Park Secondary School



Have regular and genuine conversation with your child

Familiarize yourself with your child's personality and learning style

Provide opportunities for your child to grow

Show love and support which helps your child grow in confidence

Supporting our Child's Aspirations



<https://go.gov.sg/ecgparentguide>



ONWARD AND PERSEVERE

Orchid Park Secondary School

Need someone to talk to
about your Child's
Education and Career journey?



Jerlyn Poh
Education & Career Counsellor

Monday and Wednesday from 8am to 5pm
ECG Room or via Zoom

Jerlyn_poh_yoke_hui@schools.gov.sg
Appt Link - <https://go.gov.sg/opssmsjerlyn>



<https://go.gov.sg/opssmsjerlyn>



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Orchid Park Secondary School

Parent Support Group (PSG)



ONWARD AND PERSEVERE
Orchid Park Secondary School

Triple P Vid

PARENTING SUPPORT PROGRAMME

by Fam4Life (Families for Life @ Community)





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Orchid Park Secondary School

Register With PSG



<https://go.gov.sg/opsspsg2023>



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Orchid Park Secondary School

Thank You!

Q&A

Interaction with Class Mentors
CCA Booth Visits
PSG Welcome Tea



ONWARD AND PERSEVERE

Orchid Park Secondary School

Attendance



<https://go.gov.sg/sec1ptm2023>