

Breakfast Session with Parents of Sec 4/5 Students

23 Feb 2023



Today's Menu

- Well-being Efforts and Support by Year Head , Mr Ashiq
- Mental and Emotional Well-being by School Counsellor, Ms Lorraine Teo
- Post-secondary Options by Subject Head, CCE, Mr Daniel Ng
- Q & A chaired by P



Student Well-being and Support for Sec 4/5 Students

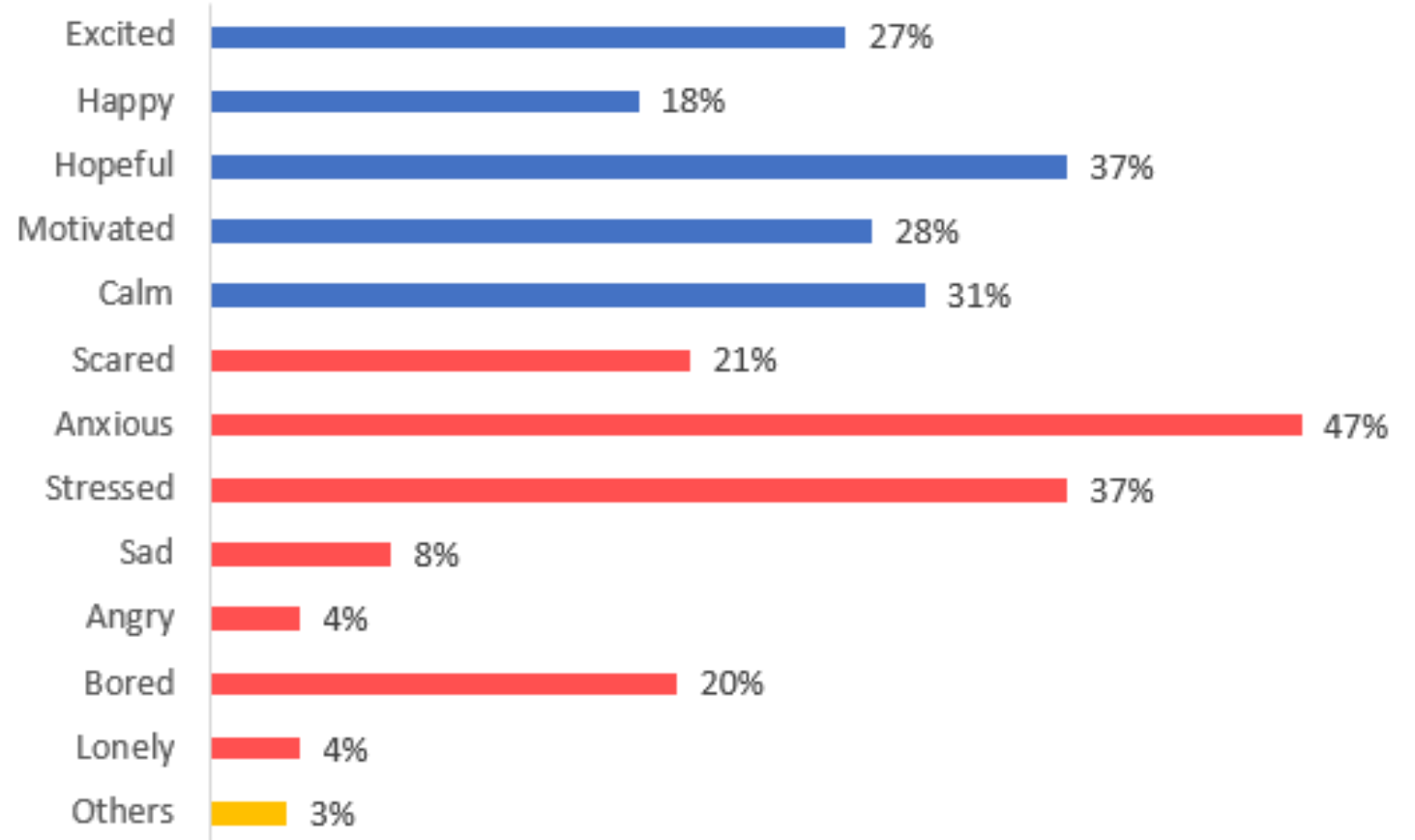
~ Year Head, Mr Mohamed Ashiq

Students' Feeling about 2023

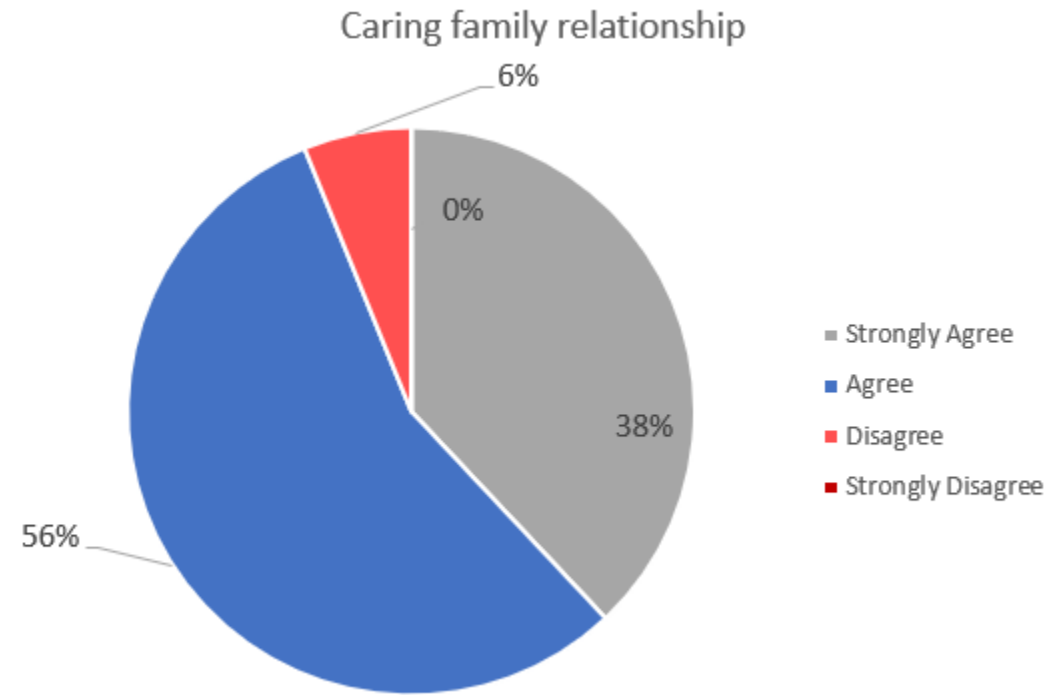
- 84% of votes feel positive about the new year (i.e., excited, happy, hopeful)
- Sec 4/5 students are generally more anxious and stressed as compared to the other levels in January
- Some students are sad/angry
- Some are bored/lonely

Students' feelings about starting a new school year

[students can choose more than 1 option]



Other Data for Sec 3 Cohort

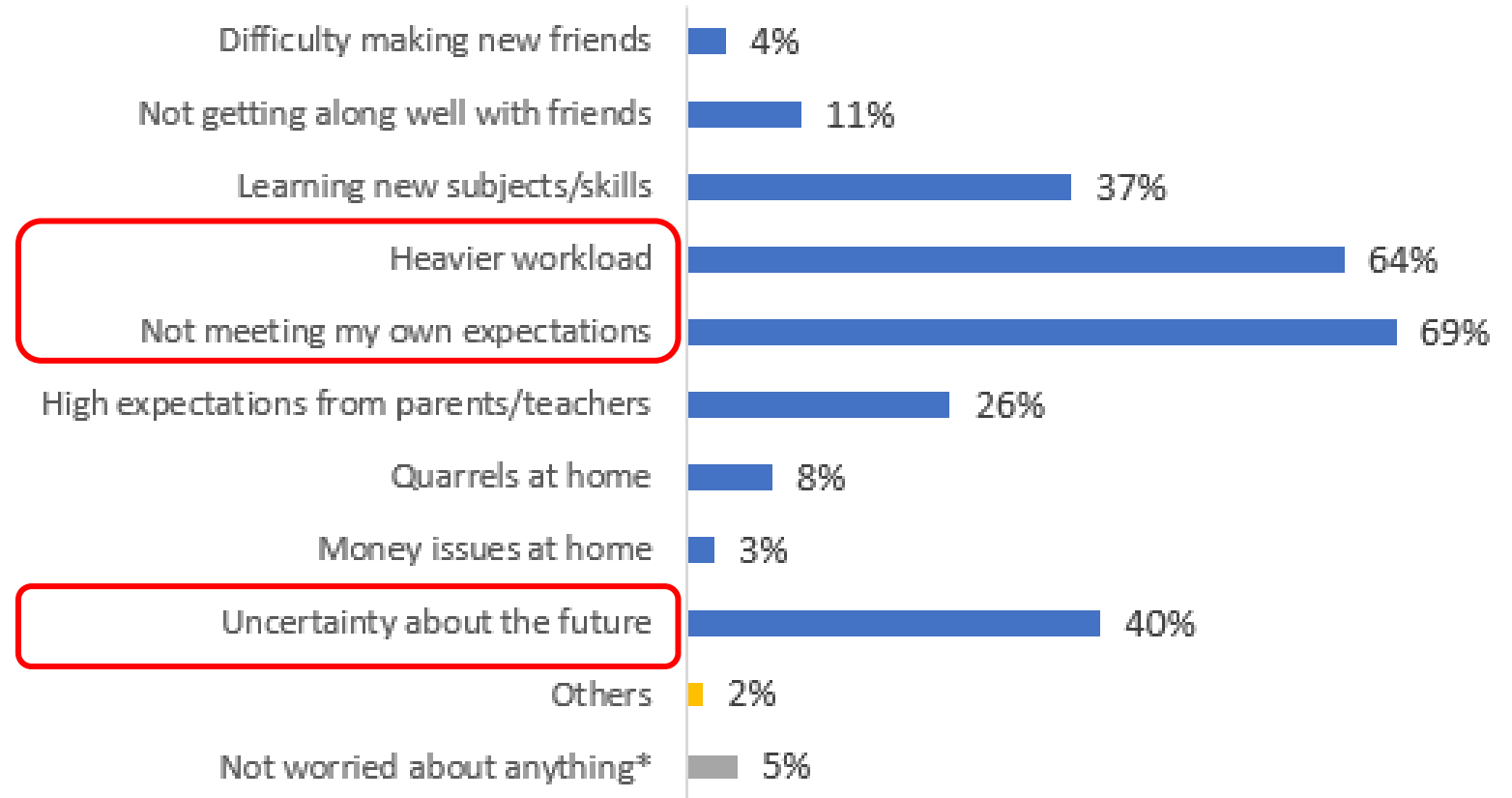


94% acknowledged having a caring family relationship

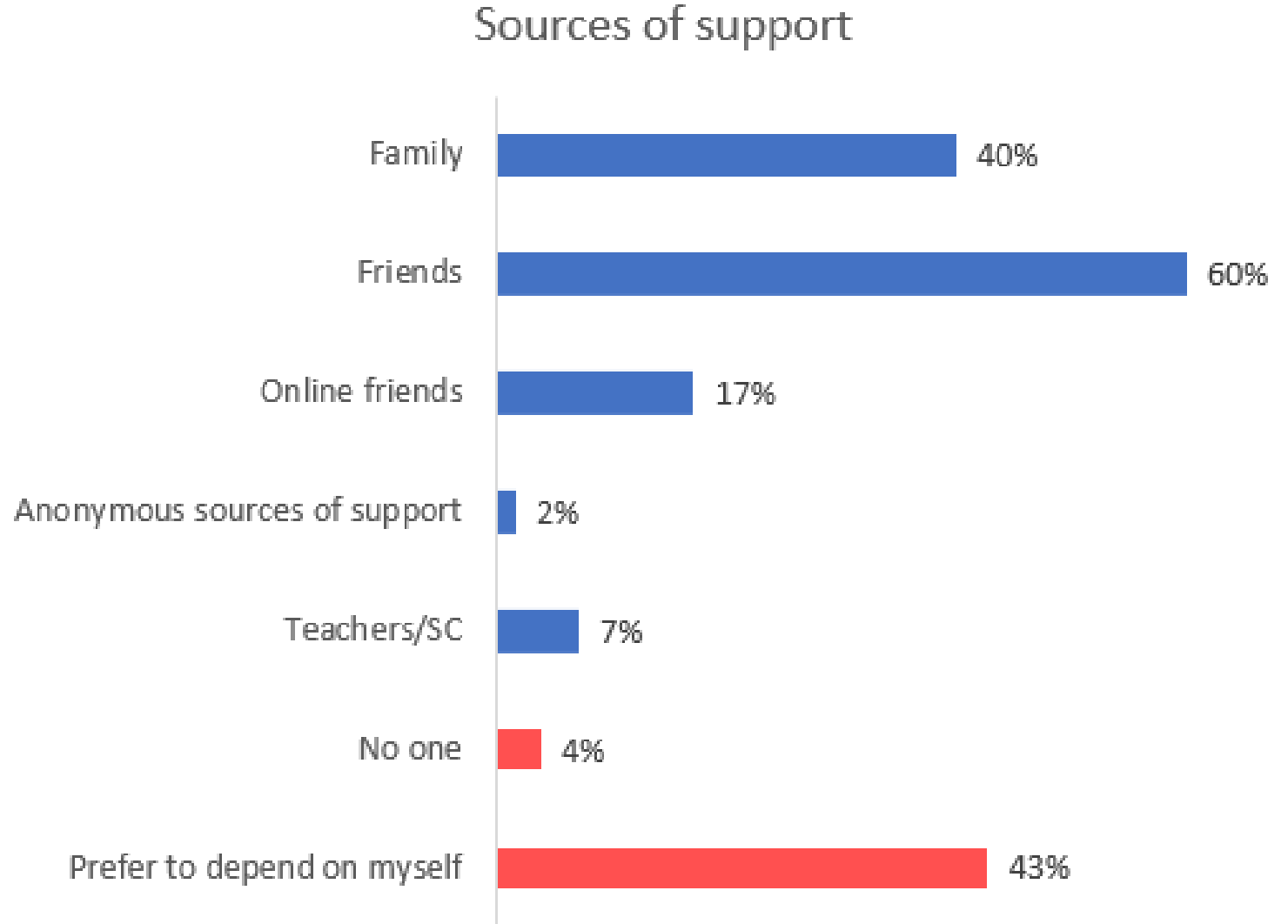
What worries your children?

Worries about the new year

[students can choose more than 1 option]



Who Do they Turn to for Support?



Follow Up from the Data Collected

Cohort level program to address issues pertaining to student's concern e.g. assembly program and CCE lessons

1-to-1 Student Teacher Conference with your Child

Connecting child with buddy/peer support leader

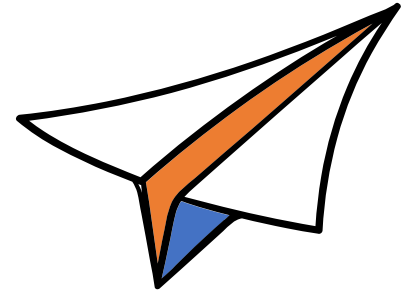
Referral for students needing more support to school counsellor, SEN officer, Year Heads or even family service centres

Dates to Note

Dates	Event
8 March	X-Country
Ongoing- End April	National Schools Games
28 March – End April	Singapore Youth Festival
5 May	CCA Stand down
29-30 May	O levels MT Examinations
31 May – 1 June	Supplementary Lessons

Academic Matters - Important Dates

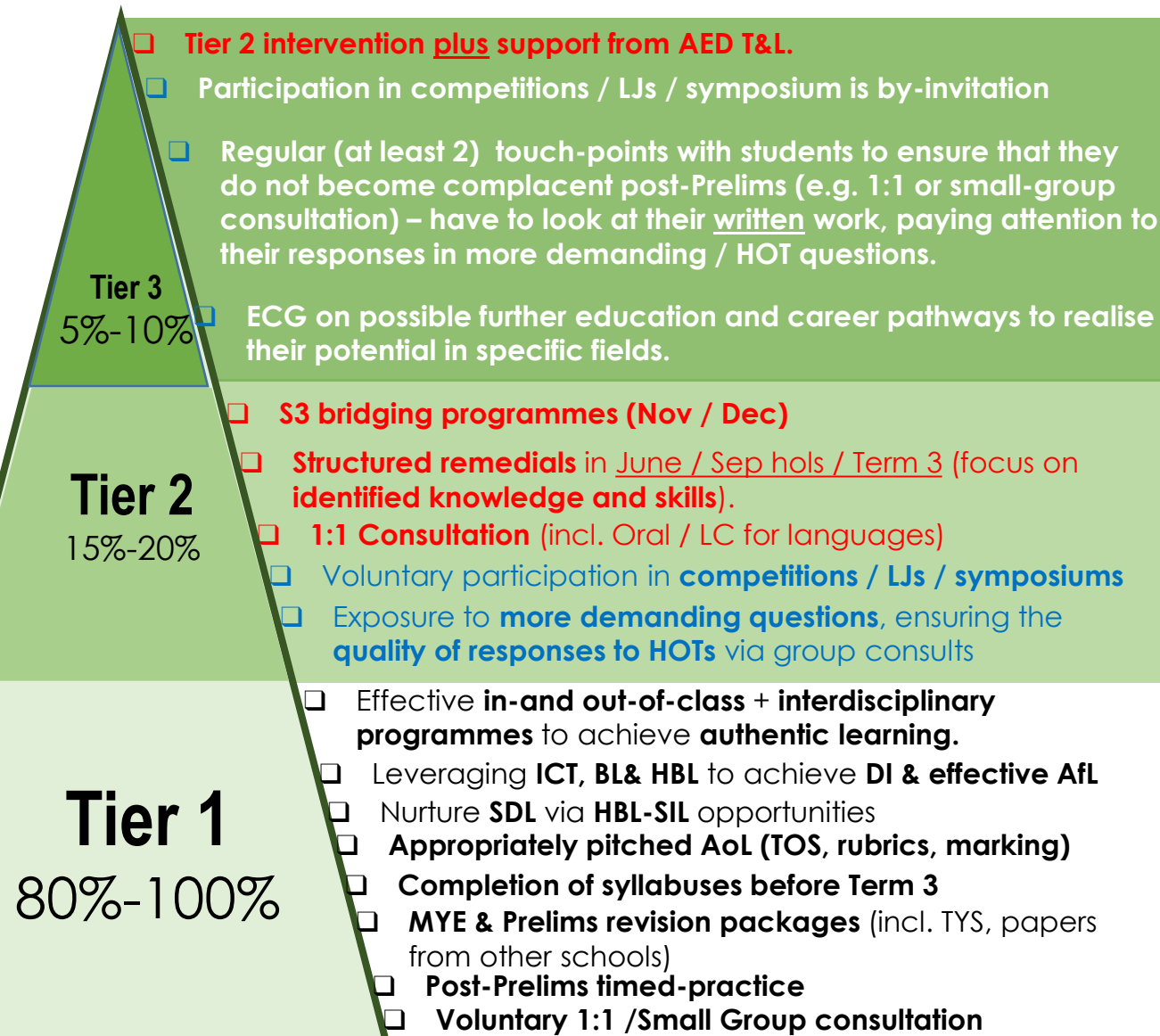
- Term 2 Weighted Assessment (WA2)
 - 17 April – 5 May 2023
 - conducted during class time
 - Max 2 subjects per day
- Prelim Examinations
 - 1-16 August (4N)
 - 17-29 August (4E5N)



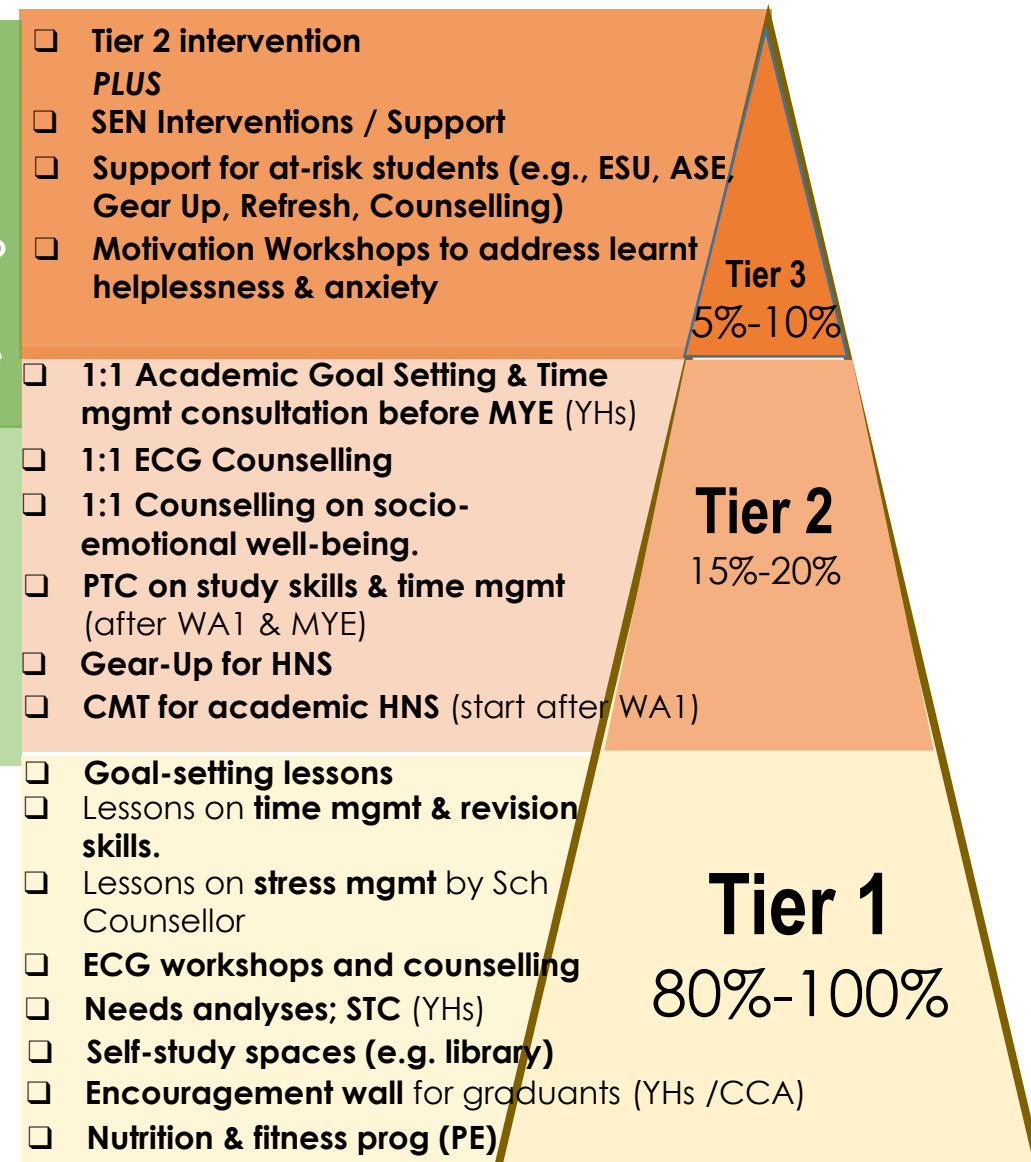
Submission Dates for Coursework

Subject	Level/Stream	Deadline
DnT:	4NA/4NT	11 Jul (Tue) before 5pm
DnT:	5NA	26 Jul (Wed) before 5pm
NFS	4NA	10 Jul (Mon) before 5pm
NFS	5NA	31 Jul (Mon) before 5pm
Art	4NA	1 Aug (Tue) before 5pm
Art	4E/5NA	18 Sep (Mon) before 5pm
Music	4NT	coursework assessment task will be released on 5 Mar (Fri).

Tiered-System of Support Spans Across both Academic as well as Behavioural / Social-Emotional Support Areas



Academic Support



Behavioural / Social Emotional Support

Academic Support

Month	Support
March	Remediation of Tier 3 students Extra sessions for Coursework Completion
May / June	June Study Camp Extra sessions for Coursework Completion Supplementary Classes (NSG/SYF participants)
July	Structured academic interventions (small group and 1-1 sessions)
September	Post-Prelim Program (Customised Time-Table)

Well-being of students at home (What can parents do)

~ School Counsellor, Ms Lorraine Teo

By secondary 4, students are...

- ☐ resourceful
- ☐ confident
- ☐ independent learners
- ☐ responsible
- ☐ able to live a well balance life

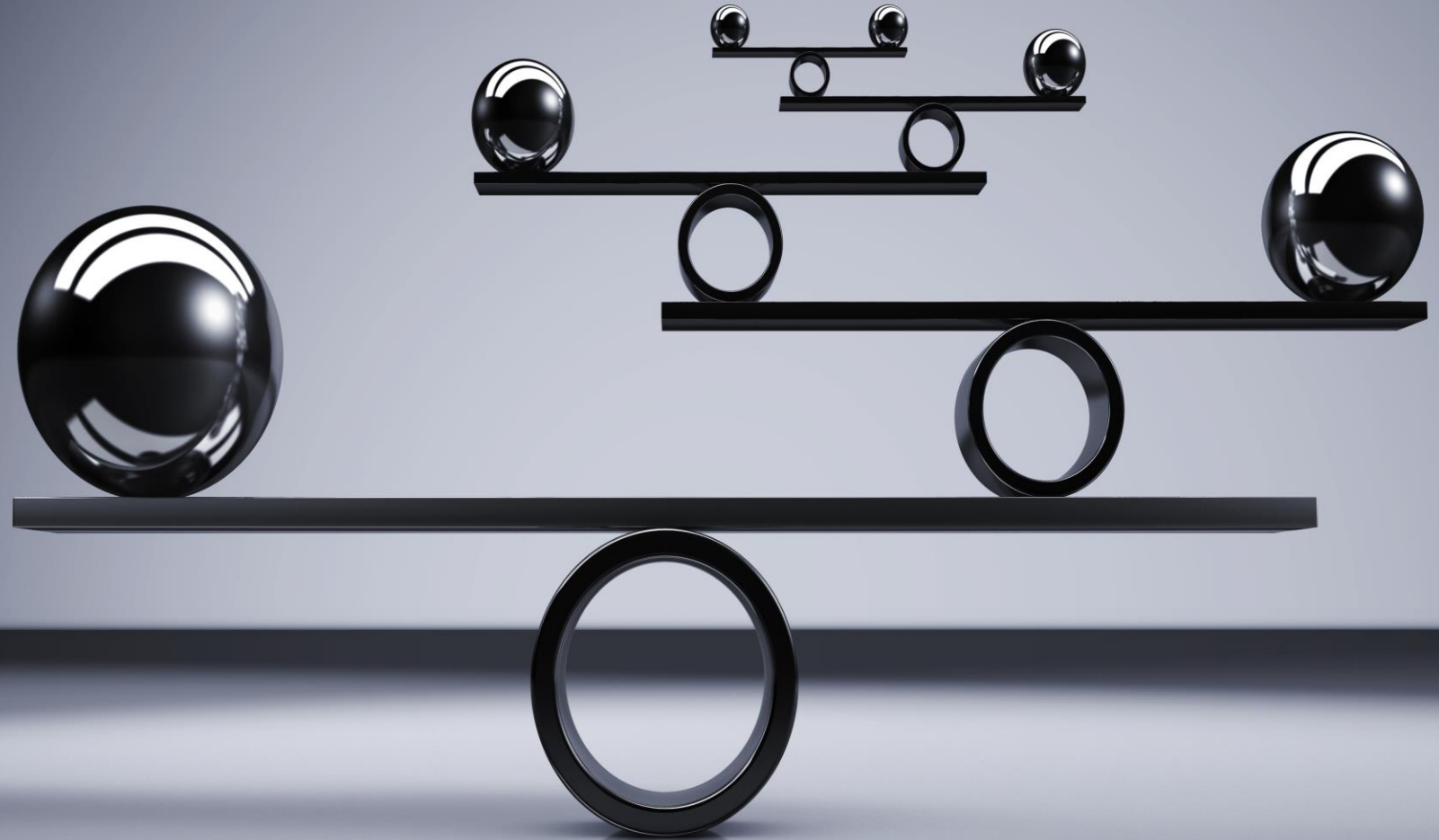


Common challenges

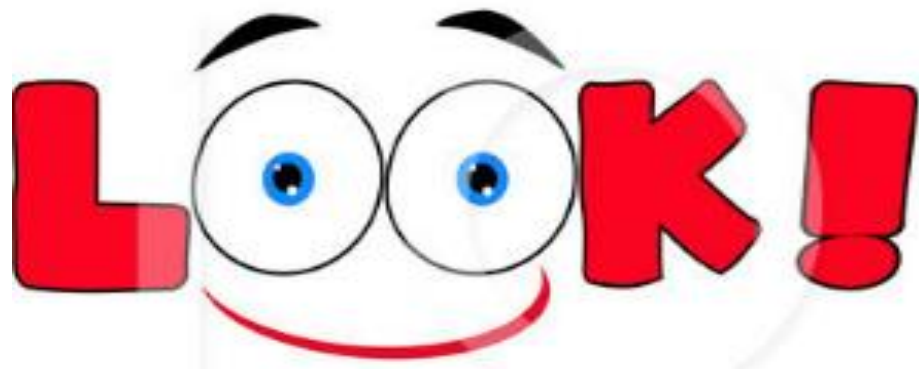
- Ruminating/ Procrastination
- Social and Exam Anxiety
- Loss of motivation for study
- Exceedingly high expectation of self
- Unable to stay focus due to other interest

Hence, the need to have

- **better time management**
- **discipline and focus**
- **compassion and self-compassion**



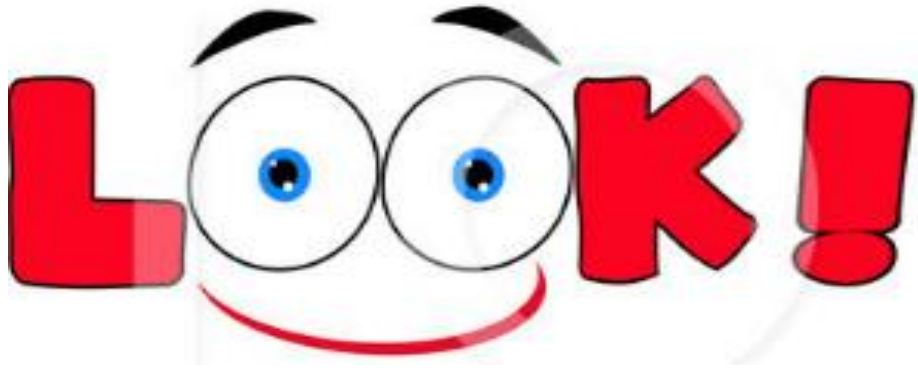
What can parents do?




Listen
&
Respond



What can parents do?



- Watch out for signs and symptoms of distress (e.g. anxiety, depression)
- Be alert to out-of-character behavioural and physical signs







DISTRESS Signals

Warning signs are often an appeal for help. There are several warning signs of distress that can be observed in students which may indicate the need for additional support.

When signs are present **IN COMBINATION** or in **MORE EXTREME** or **LONG-LASTING** forms, it may be more indicative that the students may be experiencing significant emotional and social distress. If in doubt, seek help and advice from your School Counsellor.

D	D isplaying out-of-character behaviour
I	I njuries that are unexplained (including cuts, bruises or burns)
S	S udden changes in appearance, interests or habits (including eating or sleeping)
T	T emperament changes (irritable, agitated, moody, stressed or anxious)
R	R ebellious/ aggressive behaviour
E	E xtended absence/ deliberate social withdrawal
S	S truggling to pay attention/ increased lethargy
S	S ending/ posting moody or morbid messages (including expressions of death)

Have you observed the typical and atypical signs of depression shown here?

	Physiological <ul style="list-style-type: none">• Fatigue/ lethargy• Aches and pains• Sleep disturbance• Appetite/ weight changes		Emotional <ul style="list-style-type: none">• Depressed mood• Irritability• Excessive guilt and worry• Anxiety and apprehension
	Behavioural <ul style="list-style-type: none">• Loss of interest in activities• Social withdrawal• Temper tantrum• Defiant behaviour• Over-achievement		Cognitive <ul style="list-style-type: none">• Concentration problems• Suicidal thoughts• Negative outlook and view of self• Cognitive distortions• Perfectionism, fear of failure

What can parents do?

Listen
&
Respond



- Build positive relationship with them and express care and concern
- Encourage them to adopt a mindset that seeking help is not a sign of weakness but resilience
- Promote positive coping (e.g. exercise, practicing breathing, healthy eating, talking to someone, writing a journal, getting enough sleep- 8 to 10 hrs)
- Regulate screen time and know what they are surfing (Schedule, control of Wifi availability)

What can parents do?

Listen
&
Respond



- Validate and normalise their feelings
- Instil ***H**elp your child to focus on a positive future*
- O**pen your child's mind to available alternatives*
- P**lan to resolve problem*
- E**valuate your child's resources*

Lastly, what can parents do?

- Use cognitive strategies such as coping statements and realistic thinking

Develop coping statements with your child

‘This situation is not impossible. I can handle it.’

‘I can manage this situation if I just take one step at a time.’

‘I need to pay attention to what worked.’

Challenge anxious/negative thoughts and change them to more realistic ones

Listen
&
Respond



Resources and helpful numbers



Excessive Digital use

- Touch: 1800-377 2252
- NAMS: 6 732 6837

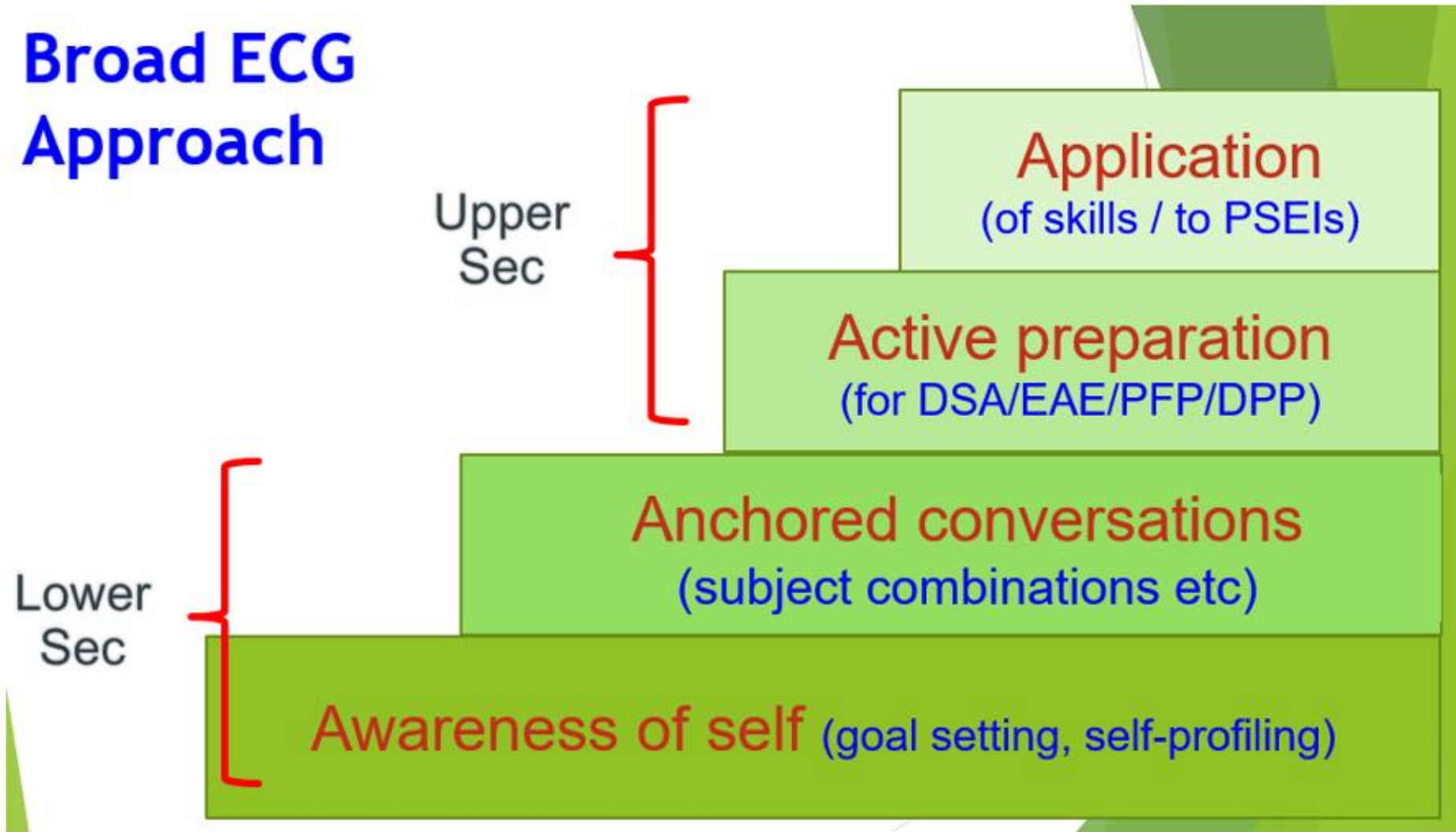
Mental Health Helpline

- SAMH: 1800-283 7019
- SOS: 1800-221 4444
- Chat: 6 493 6500

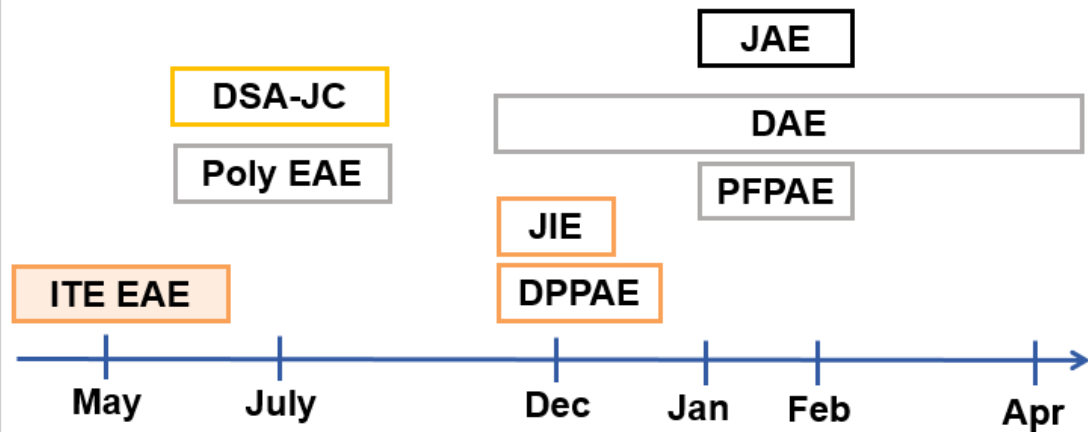
Beyond the Secondary Education

~ Subject Head / CCE, Mr Daniel Ng

Broad ECG Approach



Overview of Polytechnic and ITE Admissions



Tier 1 EAE/DSA support: ECGC briefing for all students targeted at particular class / by sign-up basis

Tier 2 EAE/DSA support: individual / group consultations to help prepare for portfolio

Stream Level	Exp	NA	NT
Sec 1	• CCE Lessons		
Sec 2	<ul style="list-style-type: none"> • CCE Lessons • Streaming Talk • Parental engagement talk on streaming by EGC 		
Sec 3	<ul style="list-style-type: none"> • CCE Lessons • ApLM@Poly (by sign-up) 	<ul style="list-style-type: none"> • CCE Lessons • ApLM@ITE (compulsory) • 3NA - DPP / PFP Talk by ECGC (T3) 	
Sec 4	<ul style="list-style-type: none"> • CCE Lessons • Camp Conquest (EAE-Poly talk) • DSA-JC briefing by ECGC (T2 Wk 3) • Poly-EAE briefing by ECGC (T2 Wk 5) 	<ul style="list-style-type: none"> • CCE Lessons • Camp Quest (DPP talk) • ITE-EAE briefing by ECGC (T2 Wk 1) 	<ul style="list-style-type: none"> • CCE Lessons • Camp Quest (DPP talk) • ITE-EAE briefing by ECGC (T1 Wk 7) completed
Sec 5		<ul style="list-style-type: none"> • CCE Lessons • Camp Conquest • DSA-JC Talk by ECGC (T2 Wk 4) • Pol-EAE Talk by ECGC DPP / PFP Talk (T3) 	
Level Wide	<ul style="list-style-type: none"> • Career Awareness Day by alumni • Industry videos via school TVs • Learning Journeys (sign up only) • PSEI Advertisements – Poly / JC open house via school TVs 		

ITE-EAE

Application period May – Jun 2023

- Apply for up to 3 **course choices**. Courses with the same title at different ITE Colleges are counted as separate choices.
- write-up of not more than 100 words for **each** course choice.
- List down talents, aptitude, achievements, passion and interests relevant to the course, including:
 - **Portfolio of related works / projects**
 - **Participation in MOE Elective Modules, Applied Subjects, ITE Skills Subjects, and/or ITE Elective Modules**
Participation in work attachments, community/volunteer work, school/personal activities/projects, CCAs and competitions
 - **Relevant work experience**



Poly-EAE

Application period Jun – Jul 2023

- course-specific write up (max 600 characters)
- 1 talent / achievement write-up in areas such as entrepreneurship, leadership, community service, arts & sports (max 1000 characters)
- Aptitude Tests/Interview – bring along portfolio

Guiding questions:

- What made you interested in course?
- How have you demonstrated aptitudes (values, strengths, abilities) that are relevant to your referred courses?
- What are some experiences, skills or interests you have which can support your application for EAE
- How can this course help you meet your career aspirations?



DSA-JC

Application period from May onwards

- application period and submission dates may vary between institutions.
- apply based on **your talent in sports, CCAs and specific academic areas** that may not be demonstrated at the O-Level examinations
- DSA-JC categories:
 - Entrepreneurship and Innovation
 - Language and Humanities
 - Leadership and Uniformed Group
 - Performing Arts
 - Science Technology Engineering and Mathematics
 - Sports and Games
 - Visual Arts Design and Media



Booking of ECG Counselling Session with Mr Syahril

Scan the QR Code below



<https://go.gov.sg/ecgbooking-2023>

Link:

<https://go.gov.sg/ecgbooking-2023>

Email:

mohammed_syahril_samsudin@schools.gov.sg

Questions and
Answers

Chit chat and
Network

