Secondary One Parent Engagement

17 Feb 2023



Welcome

ST CCE Mdm Mariam

Programme

- Welcome by ST/CCE Mdm Mariam
- Student Well-being by AYH Ms Jasmine Peh
- Transition Support by SENO & SC Ms Atiqah & Ms Lorraine Teo
- CCA Matters & MOE OAL Camp by HOD PE&CCA Mr Amir
- · Q & A chaired by Principal



PARENT SUPPORT GROUP



https://forms.gle/9pvfe3SYNuJ6Bfus9















































Student Well-being

AYH Ms Jasmine Peh

























Academic Matters – Dates to note

Term 1 Weighted Assessment

6 Feb – 22 Feb 2023 (Conducted during class time; Max 2 subjects per day)

Term 2 Weighted Assessment (WA2)

17 Apr- 5 May 2023

Reporting and Dismissal Timings

- Monday: Students report at 8.25am
- Tuesday to Friday: 7.30am from Tuesdays to Fridays.
- Students are dismissed between 1.35pm to 3.00pm from Mondays to Thursdays, and from 12.40pm onwards on Fridays.
- If your child does not take MTL, with MTL being the last period, he/she can be dismissed earliest by 1.30pm.

Timetable can be found on PRSS school website (under Announcement)

Student Well-being Check-in Survey

Administered to help HTs:

- Understand students' social-emotional needs, social support network and well-being as they enter the new school year
- Identify students for closer monitoring and support, including those who are having difficulties coping emotionally, facing family-related challenges, or struggling quietly and not reaching out for help.

Student Well-being Check-in Survey

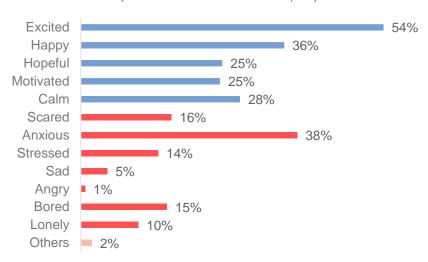
Students' Feeling about 2023

Top 3 feelings

- 1. Excited
- 2. Anxious
 - 3. Happy

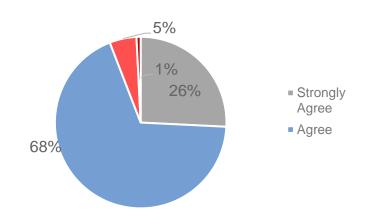
Students' feelings about starting a new school year

[students can choose more than 1 option]

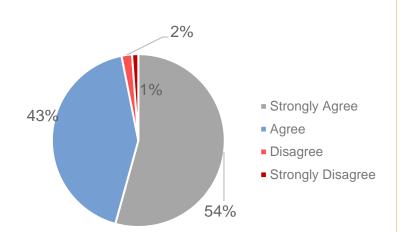


Student Well-being Check-in Survey





Caring family relationship

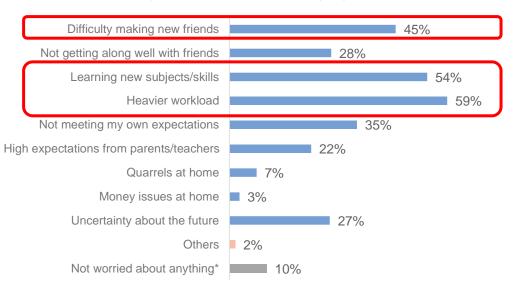


94% of students are hopeful about 2023 97% acknowledged having a caring family relationship

What worries the Sec Ones?

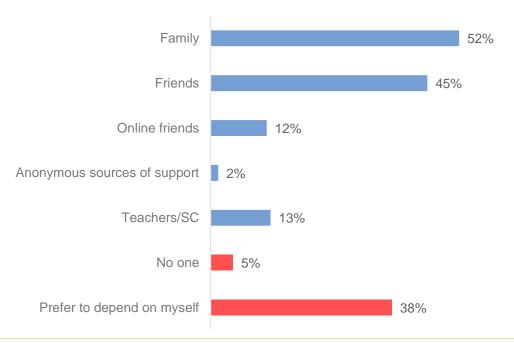
Worries about the new year

[students can choose more than 1 option]



Who do they turn to for support?

Sources of support



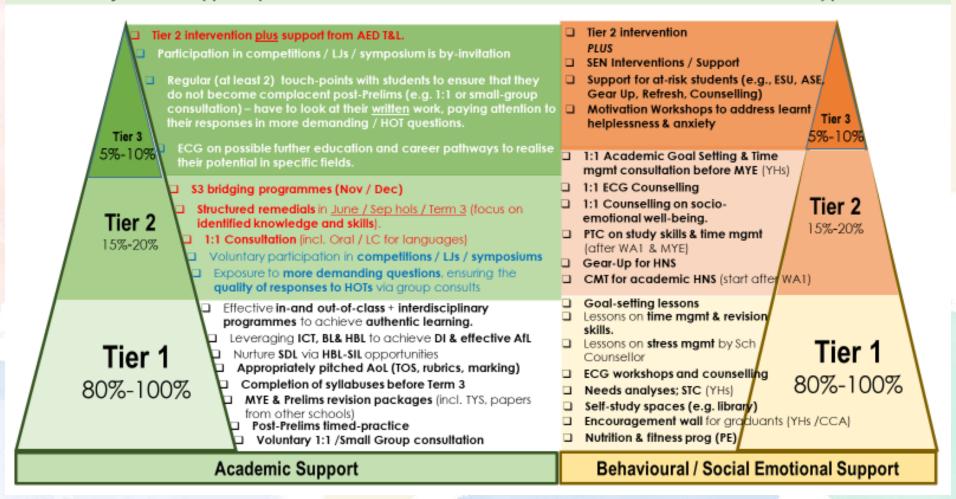
Follow-ups and support

- 1. Cohort level program to address issues pertaining to student's concern e.g., assembly program and CCE lessons
- 2. 1-to-1 Student Teacher Conference with your Child
- 3. Connecting child with buddy/peer support leader
- 4. Referral for students needing more support to school counsellor, SEN officer, Year Heads or even family service centres
- 5. Teachers may arrange for 1 to 1 or group consultation with student/s, on needs basis.

Follow-ups and support

- 6. Assessment papers (e.g., practice papers, past year papers) will be shared with students during lesson as part of revision and preparation for examination.
- 7. Parents may contact the teacher/s via email or school to receive updates/feedback on your child's learning.

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



Student Development Team (SDT)



Mr Mohd Ashiq Year Head (US)



Ms Cecilia Ang Year Head (LS)



Ms Jasmine Peh Asst. Year Head



Mr Joshua Tan HOD CCE



Mr Amir Hamzah HOD PE & CCA



Mr Andy Law SH PE & CCA



Mr Daniel Ng SH CCE



Mr Rifaii SH Discipline



Mdm Siti Mirna SH FCE



Ms Lorraine Teo AED (Counselling)



Mdm Mazirah FAJSC (Counselling)



Mdm Nur Atiqah AED (LBS)

Transition Support

SENO Ms Atiqah SC Ms Lorriane Teo

Strategies shared with the Sec 1s

Adapt by being open to new experiences

Revisit past successful strategies

Overcome stress by breaking down goals into smaller steps

Need a listening ear?



Helping your child manage

- 1. Avoid the perfectionist trap it is okay to make mistakes and learn from them.
- 2. Replace negative thoughts with positive ones. Adopt the growth mindset and feel confident of your efforts
- 3. Take charge of their overall well-being:
 - Get sufficient quality sleep
 - ь. Exercise regularly
 - c. Watch their diet
 - d. Monitor their usage of screen time

Experiencing Change

- 1. Transition phases can be exceptionally tough for students with special educational needs.
- 2. SEN Conditions (Dyslexia, ADHD, ASD, hearing/visual impairment)
- 3. Require more time and support to adjust and adapt to changes in environment, people and routines.
 - a. Skills training for social skills, focusing during lessons, managing self
 - b. Use of Assistive Technology (AT) devices
 - c. Assigning of buddy/ Peer support

Parents can help to encourage your child to support their peers

- 1. Encourage them to:
 - a. Check in on their friends from time to time.
 - b. Be inclusive in their ways
 - c. Give friends the reassurance
 - d. Demonstrate empathy in their interactions
 - i. Putting themselves in the shoes of others
 - ii. Perspective-taking

"It takes a village to raise a child..."



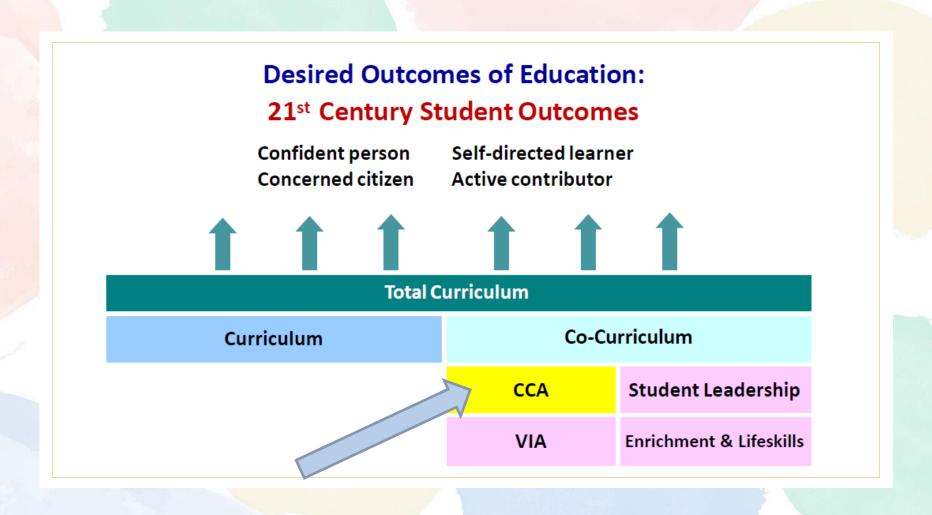
- 1. Home Teachers
- 2. Peers from class & CCAs
- 3. School Counsellor
- 4. SEN Officer

CCA Matters & MOE OAL

HOD PE & CCA Mr Amir

Co-Curricular Activity (CCA)

- A Key Student Development Experience
- 2. Compulsory for All secondary school students
- 3. LEAPS 2.0 System



CCA Allocation (Guiding Principles)

1. Student's First Choice

By default, students will be given their first choice.

3. Special considerations

SEN students and students with serious medical conditions.

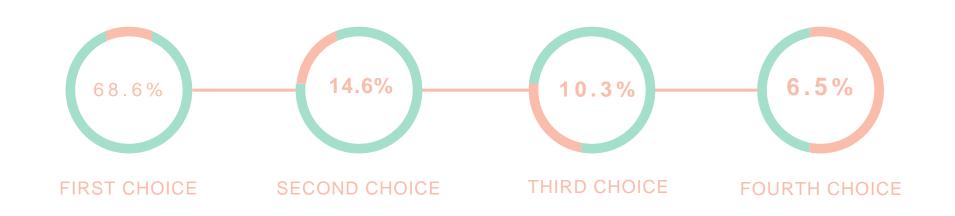
2. Rank List

For CCAs that are over oversubscribed, the student will be chosen based on ranking by the team of CCA TICs (based on trails/auditions).

4. Student's choice

Students will be given their 2nd / 3rd / 4th choice base on vacancy.

CCA ALLOCATION ANALYSIS



CCA LEAPS 2.0

IS A FRAMEWORK TO RECOGNIZE SECONDARY SCHOOL STUDENTS' HOLISTIC DEVELOPMENT

LEADERSHIP

HIGHEST LEADERSHIP POSITION HELD

ACHIEVEMENT

HIGHEST LEVEL OF ACHIEVEMENT (REPRESENTATION, ACCOMPLISHMENT)

PARTICIPATION

REGULAR ATTENDANCE @ CCA (AT LEAST 75% ANNUALLY)

SERVICE

SERVICE HOURS AND VALUES IN ACTIONS (COMMUNITY INVOLVEMENT) PROJECTS PLEASE SCAN
THE QR CODE
FOR
INFORMATION
ON LEAPS 2.0



Co-Curricular Attainment	Details					
Excellent (2	Student who attains a minimum Level 3 in all four domains with at least a					
bonus points)	Level 4 in one domain.					
Good	Student who attains a minimum Level 1 in all four domains with any one of					
(1 bonus point)	 i. At least Level 2 in three domains; ii. At least Level 2 in one domain and at least Level 3 in another domain; or iii. At least Level 4 in one domain. 					
Fair	Student's attainment in co-curricular will not translate into any bonus points.					

	Level 1	Level 2	Level 3	Level 4	Level 5
School-based Leadership Opportunities	Completed 2 leadership modules of at least 3 hours each	Class Committee Committee for student-initiated or student-led projects, approved by school (or equivalent)	Class Chairperson Prefect Peer Support Leader Committee for school-wide events ⁴ Chairperson/ Vice-Chairperson for student-initiated or student-led projects, approved by school (or equivalent)	Senior Prefect Chairperson/ViceChair person for school-wide events (or equivalent)	Executive Committee ⁵ of Student Council / Prefectorial Board (or equivalent)
		Lower Sec CCA Committee (or equivalent)	Lower Sec CCA Executive Committee Upper Sec CCA Committee (or equivalent)	Upper Sec CCA Executive Committee (or equivalent)	CCA Captain/ Chairperson (or equivalent)
National Youth Achievement Award		NYAA Bronze	NYAA Silver and above		
Uniformed Groups (Rank/Appointment)	Lance Corporal (or equivalent)	 Corporal Patrol Second Assistant Patrol Leader (or equivalent) 	 Sergeant Patrol Leader (or equivalent) 	Staff Sergeant Senior Patrol Leader (or equivalent)	 Warrant Officer Master Sergeant Station Inspector Troop/ Company Leader (or equivalent) Assistant Company Leader

⁴ Examples of school-wide events are Open House, CCA exhibition, Speech Day, Founder's Day and the four National Education (NE) commemorative days: Total Defence Day, International Friendship Day, Racial Harmony Day and National Day.

⁵ Executive Committee (applies to all subsequent mentions) – may include Secretary, Treasurer and Heads of sub-committees

ACHIEVEMENT (Level of Attainment)

	Level 1	Level 2	Level 3	Level 4	Level 5
Representation ⁶	Represented class / house / CCA at intraschool event ⁷	Represented school / external organisation at local / international event ⁸ for 1 year	Represented school / external organisation at local / international event for 2 years	Represented school / external organisation at local / international event for 3 years or more Represented UG HQ at international event ⁹	local / international competition
Accomplishment ⁶			Represented school / external organisation at local / international event and achieved the following (for 1 year): Top 4 (or equivalent) team placing	Represented school / external organisation at local / international event and achieved the following (for 2 years or more): Top 4 (or equivalent) team placing	Represented Singapore Schools/ National Project of Excellence/MOE at local / international competition OR

⁶ Self-representation or participation for personal enrichment will not be recognised. For representation of external organisations and accomplishments associated with such representation, schools' approval is required for recognition. Involvement in events whereby participation is mass in nature and/or does not require training, preparation or selection will also not be recognised in this domain.

⁷ Intra-School Events refer to intra-school competitions, festivals, school performances / concerts, exhibitions and conferences. These events <u>primarily</u> do not include student participation from other schools and/or members of the public.

⁸ Events refer to competitions, festivals, school performances / concerts, exhibitions, conferences and symposiums. Local refers to school cluster/zone-based and MOE-organised events (SYF Arts Presentation, SYF Celebrations, SYF Art Exhibition, National Schools Games, etc.), as well as community-organised events which primarily involves student participation from other schools and / or members of the public.

⁹ UG HQ International Events refer to exchange programmes, performances, camps and other equivalent platforms which involve participants from other countries. Competitions are excluded.

¹⁰ This refers to the Singapore National Youth Orchestra and Singapore Youth Chinese Orchestra.

	0 0	Top 8 (or equivalent) individual placing Gold/Silver/Bronze/Merit award / certification ¹¹ (or equivalent) SYF Arts Presentation	0 0	Top 8 (or equivalent) individual placing Gold/Silver/Bronze/Merit award / certification ¹¹ (or equivalent) SYF Arts Presentation	Represented Singapore at international event, endorsed by national bodies AND achieved the following: Top 4 (or equivalent) team placing Top 8 (or equivalent)
--	-----	--	-----	--	---

ACHIEVEMENT (Level of Attainment)

	Level 1	Level 2	Level 3	Level 4	Level 5
			Certificate of Distinction / Accomplishment SYF Art Exhibition Certificate of Recognition (Special Mention) /Recognition Presented original research paper / project accepted at the platform		
Uniformed Groups Achievement Badges	Bronze Badge (or equivalent)	Silver Badge (or equivalent)	Gold Badge (or equivalent)	Deputy Chief Commissioner Badge (or equivalent)	Top Award for each UG (e.g. Pinnacle Badge, President's Guide Award, Chief Commissioner's Award)

¹¹ This applies to events that present different levels of award or certificate which extend beyond the top 4 participants. The Merit award/certification constitutes the fourth placing. It should only be given for events where Merit is not accorded by default to all participants who did not receive Gold-Bronze award/certification.

PARTICIPATION (Level of Attainment)

	Level 1	Level 2		Level 3		Level 4		Level 5
•	Participated in any CCA for 2 years with at least 75% attendance for each year	Participated in any CCA for 3 years with at least 75% attendance for each year	•	Participated in any CCA for 4 years with at least 75% attendance for each year	•	Participated in any CCA for 5 years with at least 75% attendance for each year		
			•	Participated in any CCA for 3 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution	•	Participated in any CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution	•	Participated in the same CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution
					•	Participated in the <u>same</u> CCA for 4 years with at least 75%	•	Participated in the <u>same</u> CCA for 5 years with at least 75%

attendance for each year

attendance for each year

SERVICE (Level of Attainment)

Level 1	Level 2		Level 3		Level 4	Level 5
At least 24 to less than 30 hours of service	At least 30 to less than 36 hours of service	• At lea	st 36 hours of	service		
	 Completed at least one VIA project that impacts the school or community 	proje	pleted at least to cts that impact mmunity			
		servi proje	pleted at least and at least ct that impacts	one VIA	Completed at least 24 hours of service <u>and</u> at least two VIA projects that impact the school	Completed at least 24 hours of service <u>and</u> at least one <u>student-initiated</u> VIA project that impacts

Note: One example of an approach to VIA is Service-Learning. Time spent on VIA projects, including the planning, service and reflection components, will count towards the minimum hours of service stated in the above criterion.

or community

the community beyond the school

and at least one other VIA project

or community

MOE Outdoor Adventure Learning (OAL) Camp Secondary One 2023

Key Student Development Experiences (SDEs)



All students will experience the following key SDEs:

Key Student Development Experiences (SDEs) provide students with rich and authentic opportunities for CCE beyond the classroom. Explicit teaching and intentional reinforcement of learning can occur through the purposeful design, debriefing, and reflection during key SDEs,in alignment with CCE Learning Outcomes. Schools are encouraged to refer to the CCE Learning Outcomes⁵ for Key SDEs to plan for meaningful student engagement.



Co-Curricular Activities (CCA):

e.g. Uniformed Groups, Performing Arts Groups, Sports Teams, Clubs & Societies

Education and Career Guidance (ECG) Experiences:

e.g. Career Days, Fairs and Work Attachments

National Education (NE) Commemorative Days;

e.g. Total Defence Day, International Friendship Day, Racial Harmony Day, National Day



Values in Action (VIA);

Cohort Learning Journeys (LJs);

NRIC Presentation Ceremony; and

Outdoor Adventure Learning (OAL) Cohort Camps.





Background

- Under the National Outdoor Adventure Education (NOAE) Master Plan, each student is expected to go through 3 mandatory OAL cohort camps from Primary to Secondary.
- At steady state, the MOE-mandated OAL cohort camps are:
 - 3D2N OAL cohort camp at Primary 5
 - 4D3N OAL cohort camp at Secondary 1
 - 5D4N Secondary 3 MOE-OBS Challenge Programme

Background

- OAL cohort camps are one of the Key Student Development Experiences (SDEs) in CCE 2021, providing authentic contexts for students to apply what they have learnt in OE in PE and CCE.
- To utilise the funding provision, the following criteria must be met:
 - Camp programme should be well-aligned with MOE OAL cohort camp learning outcomes, approaches and design principles of the OAL Cohort Camp Programme Design Guide and CCE 2021 curriculum.
 - Camp duration should be minimally 3 days.

2022

2023 (Transition)

2024 (Steady State)

Secondary/IP/JC/MI Schools Term 2

Resumption of OAL activities and 3D2N Cohort Camp with non-residential option

Residential Cohort Camps

Residential Cohort Camps

Primary Schools

Term 3

Resumption of OAL activities and 3D2N cohort camp with non-residential option

3D2N Residential or 3D Non-residential Cohort Camps

Residential Cohort Camps

RESTRICTED

MOE Outdoor Adventure Learning (OAL)Camp Secondary One 2023

3D/2N Residential Tentative Date: 24 - 26 May (Wed - Fri) Venue: To Be Confirmed