



St. Margaret's Secondary School

Sec 4-6 to 4-9

Parent-Teacher-Meeting
28 January 2022



Let our Light Shine!

Celebrating 180 years of Charity, Patience, Devotion





Programme

Main Room

Principal's Address

- Introduction to Staff
- Supporting Our Young Ladies
- What to Expect

Key dates to note in 2022

Co-Curricular Expectations

Academic Expectations

Class Breakout Room

Time with Form Teachers

Updates on Education and Career Guidance

Main Room

Q & A



Mission and Vision

Mission

To provide an all-round education in a Christ-centred environment to nurture confident, creative and caring young ladies who will serve God, the Country and the Community.

Vision

A Community of Learners Growing and Glowing For God.

School Values

Upholding Integrity
Learning Continuously
Taking Pride
Being Resilient
Showing Care



School Leaders



**Vice-Principal
(Academic)**
Ms Susan Toh



Principal
Ms Linda Lim



**Vice-Principal
(Administration)**
Ms Chrystine Woon





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Key Personnel



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Assistant Year Heads



Sec 1 AYH
Mdm Suryati Bte
Mail



Sec 2 AYH
Ms Carol Soh



Sec 3 AYH
Ms Lum Ying Lee



Sec 4 & 5 AYH
Mrs Sharon Tan





Print

- Publications
- Student Handbook
- Principal's Monthly Letter
- Termly Progress Reports

Events

- Parents-Teachers Mtg
- P's briefings
- Parenting talk

Non Print

- Tel: 64664525
- School Website
- Email -
stmargaretss@moe.edu.sg
- Email addresses of all FTs
and Subj Trs
- **Parents' Gateway**

People

- Formal/ Informal discussions between parents & staff





Communication Channels

Tel: 64664525 (Office)

Website: www.stmargaretssec.moe.edu.sg

Email: stmargaretss@moe.edu.sg

Email addresses of Form and Subject Teachers





Question 1

What do you think are the things that bring students/daughters joy?





Engagement

Things that they enjoy doing

- Music (Spotify, BTS, RV, Christian Music)
- Drawing (Manga, Design)
- Watching (K-Drama, Anime, Netflix)
- Singing, Dancing, Baking, Reading

Doing Well in School

- Being able to cope
- Being well-adjusted
- Good grades

Relationship

Social

- My friends
- My cat/dog
- My teachers
- Being around people who don't judge me

Relationship

My Parents and Family

- Spending Quality Time
- The people whom I love

Others??

- Understanding people and bringing a smile to their face.
- Able to do things now that I struggled with before (growth)
- Bringing a smile to people around me
- Making a difference

Meaning

Time for & with myself

My CCA

Food

Positive Emotions





Engagement

The engaged life



'FLOW'

E

We think + feel
nothing when
fully engaged

Positive emotion

The pleasant life



feeling good

happiness

satisfaction

resilience

pleasure

rapture

warmth

self esteem

comfort

optimism

Well-being theory

Goal - to increase
FLOURISHING

Martin Seligman
2011

Achievement

The accomplished life

goals

success

A

inspired action
mastery

Relationships

authentic,
meaningful,
life enhancing connections



R
The related life

Meaning

The meaningful life



Motivations

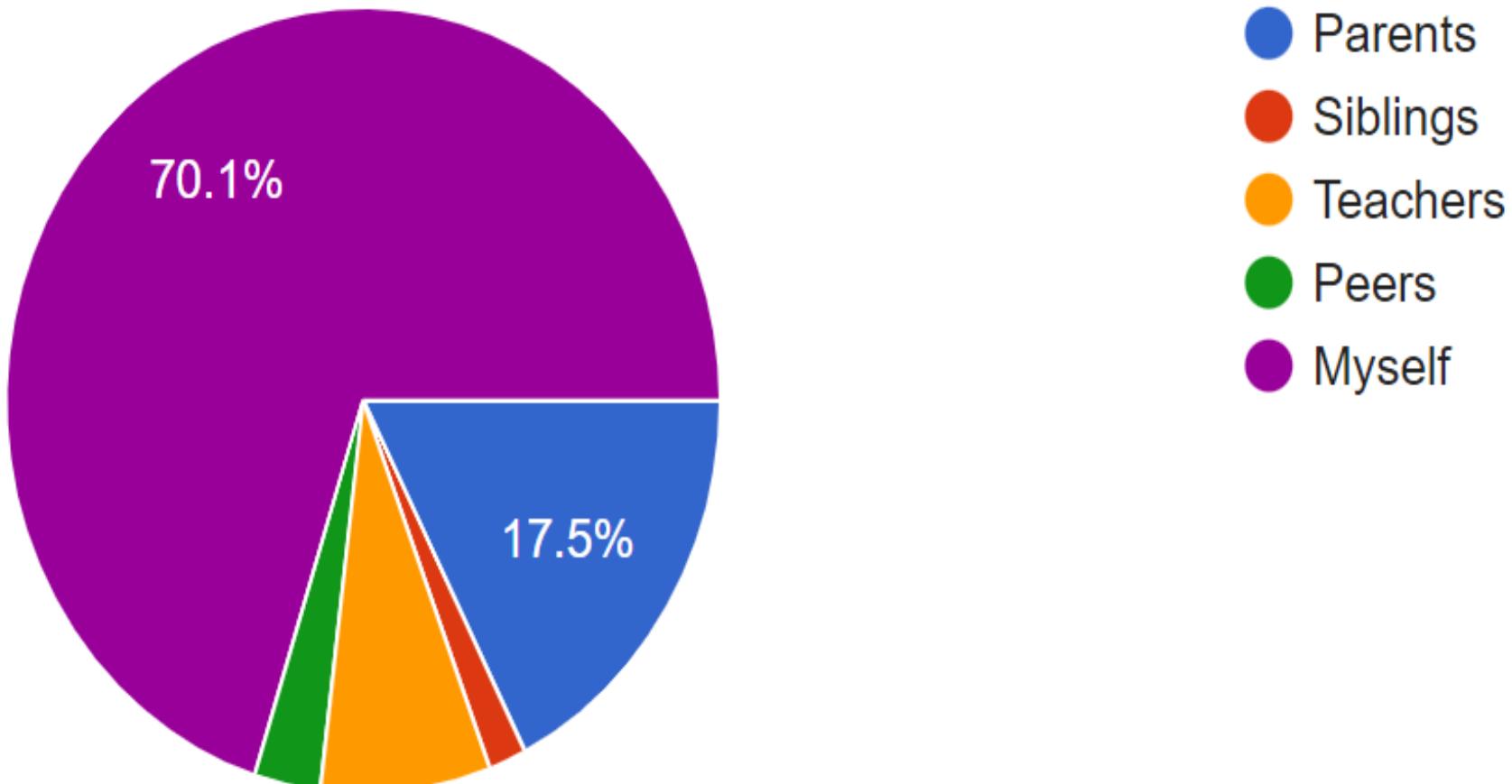
purpose
passion
fulfilment
contribution
belonging



Question 2

**Who gives our
students/daughters (the
most) stress?**



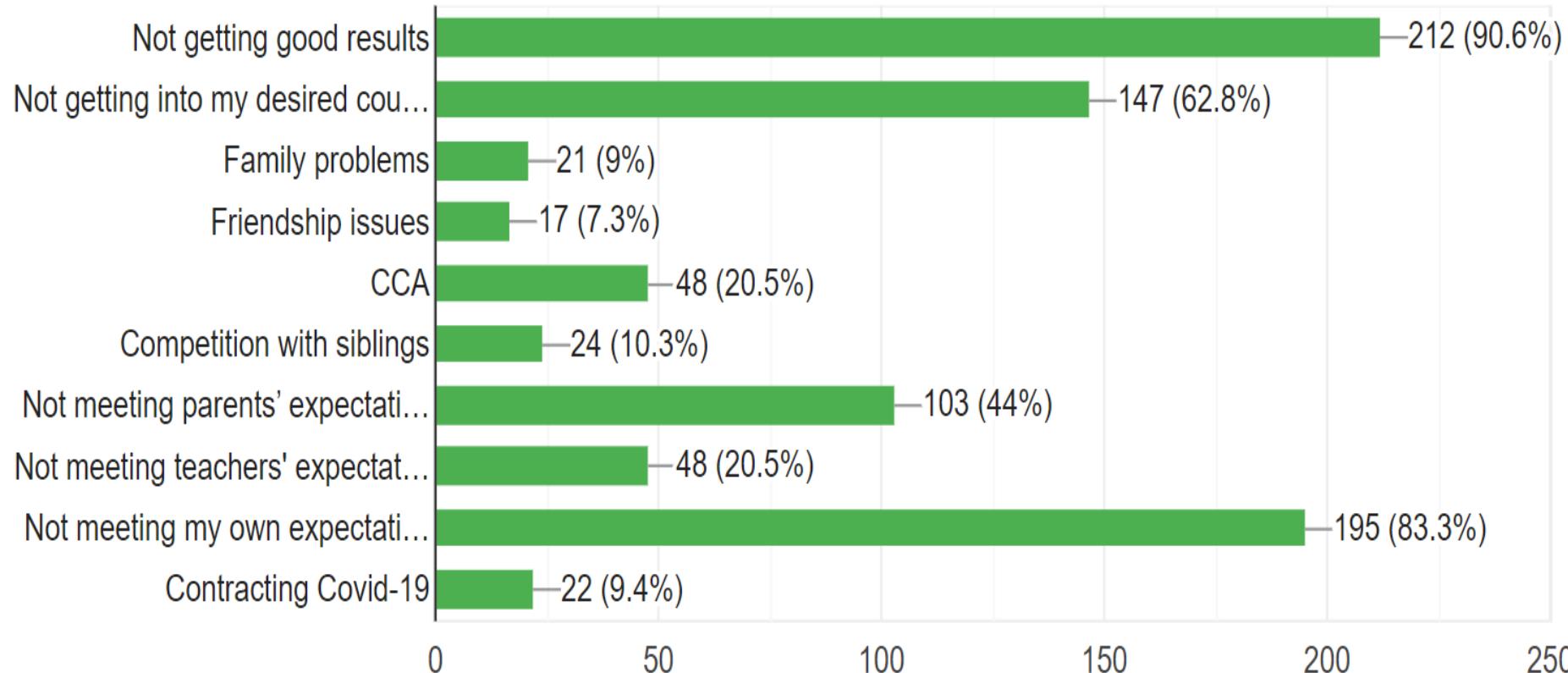




Question 3

What are the areas that give our students/daughters stress?







Supporting your child's transition through

Secondary School

Build a caring home environment to nurture the social and emotional skills of your child using these S.A.F.E. tips.

SUPPORT

- Find out how your child's preferences are changing. Show interest by asking open-ended questions.
- Make a habit of chatting at a fixed time each day.
E.g. At dinner time.

FAMILIARISE

- Find out what secondary school life is like for students these days.
- Excite him/her about new experiences secondary school students can have.
- Encourage him/her to pick up a new hobby or hone skills in outdoor sports.
- Limit his/her time spent on digital devices.



Spend Time Chatting. Use T.A.D.

Talk

Talk about the different realities faced by teens these days compared to the past.

E.g. How you communicated with friends without social media.

Ask

Ask about his/her thoughts and feelings on people and events around him/her or in the news.

E.g. What are some ways of having wholesome fun? How does he/she feel about the different types of jobs that adults do?

Discuss

Discuss some acceptable boundaries with regard to the use of electronic devices.

E.g. What are some rules for having a mobile phone (with or without a data plan)?

QUICK TIPS

- Listen attentively to understand what your child might be feeling and thinking.
- Avoid providing advice immediately when not asked.

These tips may be used with children of other ages too! It depends on each child's needs. Using these tips on your child journeys through the school years can help ease anxiety and worries, and build warmer and closer relationships at home.



Ministry of Education
SINGAPORE





1. Complement the school's efforts by knowing and supporting your child



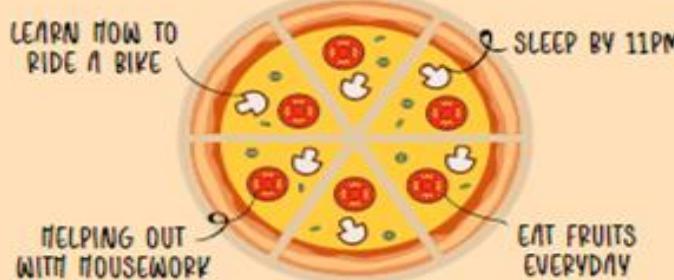


2. Help your child think about what they want to achieve this year

These goals could be diverse and simple, like keeping notes for a certain subject, reading more, learning something new in a CCA, or even just wanting to be a kinder person this year.



For younger children, the first step is to slice their goals up into manageable portions. Instead of a chat, turn it into a fun, crafty activity! Check out our Instagram account for more details.





3. Help your child relate to others

A large part of what makes school memorable for our children is the friendships forged, but sometimes working up the courage to make new friends can be daunting.

Encourage your child to be kind to others by taking the initiative to talk to their schoolmates. Have your child ask them about their day. A simple "How are you?" and a word of encouragement can make someone's day!



Being kind is one way
to make lots of friends!
Check out our [Instagram](#)
[post](#) for some tips.



4. Help your child build resilience

Learning from challenges and difficult experiences makes us stronger. It is important to help your child adopt positive mindsets so that they develop the resilience and perseverance to overcome future difficulties.

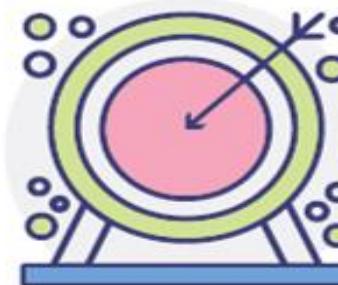
 What is a resilient child? It is a child who adapts positively despite setbacks and perseveres in the face of challenges.

Resilience can be nurtured! Here are some ways:

a) **When faced with a challenge, guide them to set and move towards their goals.**

This encourages them to have a focus and move forward in the face of challenges.

Check out page 5 for how you can set goals with your child.





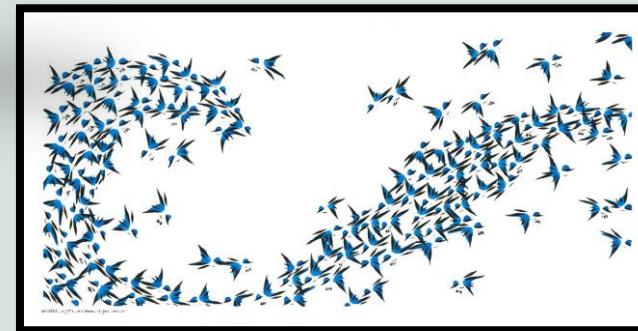
What adults can do?

- Do not take the rejection personally
- Help her be assertive without being mean
- Continue to insist on basic courtesy from the teenager
- Help the teenager realise that there are problems that are beyond them, and call for help is not betrayal of their friends
- Technology:
 - Preparing the teenager for the online world before she is allowed to navigate it but set the terms of use from the start
 - Age appropriate exposure and material provision for the teenager
 - Make clear to teenager rules of virtual social behaviour is the same as that of real social behaviour





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#BeWell
#BeConnected
#BeALight



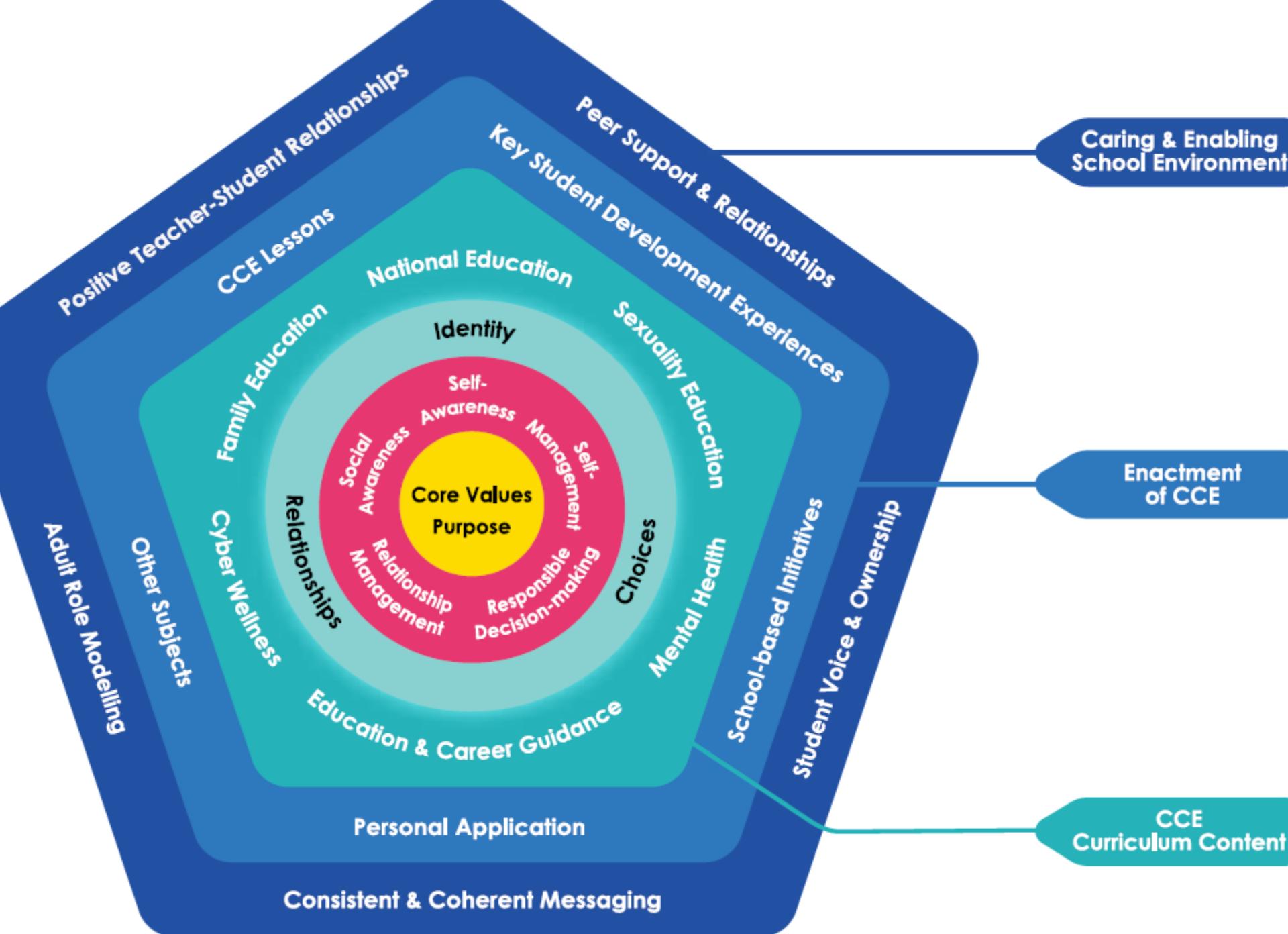


Figure 1: CCE Curriculum Frame



Key Dates 2022





WELCOME TO
St. Margaret's
SECONDARY SCHOOL

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EVENTS

[Home](#) > Events > School Calendar

School Calendar

smsscalendar@gmail.com

Today February 2022 ▾

Print Week Month Agenda ▾

Home > Events > School Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	Feb 1	2	3	4	5
	T1W5					
	Eve of CNY	CHINESE NEW YEAR	CHINESE NEW YEAR		12:50pm Assembly (House Ses	
6	7	8	9	10	11	12
	T1W6					
	CCA Registration		S3NT PTM		12:50pm CCE	
		Class Committee Training				
		HBL Day for Sec 2s	Sec 3NA PTM			
		+2 more				
13	14	15	16	17	18	19
	T1W7					
	Release of CCA Allocation		2:30pm English/MT DoTS Story		12:50pm CCE / CCA-CCE	
		Total Defence Day	3pm DOTS Science Workshop			



Key Dates 2022

Event	Date
CCA Fair	14 January
Virtual Race	7 March – 1 April
CCA Stand down	8 April
Mid Year Exams	26 April – 12 May
Mid Year Marking Day	13 May
Racial Harmony Day Speech & Prize Giving Day	22 July





Co-Curricular Demands

- Taking leadership roles
- Looked up upon by juniors
- Intensive training during peak seasons
- Missing of lessons due to competitions





Academic Demands

- Coursework Subjects
- Consolidation of Past Years' Work
- Supplementary and remediation lessons





GCE 'N' Level Examination

Examination	Date (TBC)*
EL Oral (NA/NT)	12 – 18 July
MT Oral (NA/NT)	3 Aug– 5 Aug
EL Listening Comprehension (NA)	12 Sep
EL Listening Comprehension (NT)	13 Sep
MT Listening Comprehension (NA)	13 Sep
MT Listening Comprehension (NT)	12 Sep
EOY Written	14 Sep – 21 Sep 3 – 13 Oct





GCE O Level Examination

Examination	Date (TBC)*
MT/ MTB Written	30 May – 31 May
MT Listening Comprehension	5 Jul
MT Oral	6 Jul – 18 Jul
EL Oral	21 Jul – 1 Aug
HMT Oral	15 Aug – 19 Aug
Music Performing	27 Sep – 30 Sep
Science Practical	3 Oct – 13 Oct
EL Listening Comprehension	14 Oct
EOY Written	17 Oct – 14 Nov

*Please refer to SEAB website for latest information





Guiding Students' Preparations for Examinations

Programme	Date	Students Involved
Remedial Lessons	Ongoing	Identified students
Consultation Sessions with Individual Teachers	Ongoing	Students to approach teachers based on individual needs
Parent-Teacher-Meeting	26 Jan	All
MT Intensive Lessons	14 – 15 Mar	All S4 & S5 students taking O-level MT
CCA Suspension	8 Apr	All
Mid-Year Examinations	26 April – 12 May	All
Parent-Teacher-Meeting (with Form & Subject Teachers)	27 May	All
June Intensive Lessons	20 – 24 Jun	S4-6 to S4-9
4N Prelim Exams	11 Aug – 22 Aug	S4-6 to S4-9





Guiding Students' Preparations for Examinations

Programme	Date	Students Involved
Optional Self-Study (until 7pm)	22 Aug – 26 Sep	All S4 & 5
Last Day of School	26 Sep	S4-1 to S4-8 & S5
	30 Sep	S4-9

Guiding Students' Post-Secondary Options

Programme	Date	Students Involved
ECG Fair (online)	11 Feb – 4 Apr	All S4 and S5





When Should You Peak? (4N)





Q&A

Use of PLD

1) How long and how often the PDL is used in the classroom? Is there any need to use PDL after school?

Use of PLD varies from day to day depending on the lessons designed by the teachers. However, as many teachers have uploaded digital copies of learning resources on Google Classroom, the students are likely to use PLD to access these resources during class time. Many students are annotating on these digital resources as a form of note taking in class.

2a) Can we install softwares like printer drives?

2b) How to track websites visited by children and if unsuitable, how to block those sites/domains?

This can be done if parents opted for DMA Option A or Option B.

Please refer to the announcement titled 'Selecting After-School Device Management Application (DMA) Parent Options for Personal Learning Devices (PLD)' sent out on 12 Oct 2021 for more information on the DMA options.

3) How to manage and monitor screen time?

[control----- spy ----- self regulation]

- DMA Option B (See Qn 2)
- Phone applications?
- OB-Markers Agreement/discussion
- Self Regulation/Self Directed





Use of PLD

DEFAULT SETTING

- This is the selected option, if you do not request for either Option A or B. This option presents you with a dashboard from which you can view your child's/ward's browsing activity.

Option A

- If you wish to have more flexibility with the Personal Learning Device (PLD), you can opt for Option A.
- This option allows you to install applications and to customise your child's/ward's sleep timing, while retaining the web filtering function, to protect your child/ward from unsafe contents.

Option B

- For parents who wish to have total control of the device after school hours, they can opt for Option B.
- In addition to having the ability to install applications of choice, all activities on the device are not logged.
- It is important to note that by not logging activities, there is no content filtering in place to protect your child from unsafe web content. There is also no sleep hour restriction on the device, which means that the child/ward will be able to use the device at any time





Q&A

Qn: Ministry is moving to blended learning and Home-based learning.
Why are the Sec 4/5 students not involved in this in 2022?

Ans:

- Sec 4/5s have blended learning experiences, made possible through learning with their PLDs (Sec 4s) or mobile labs (Sec 5s)
- Learning is a largely social endeavour, graduating students should benefit as much as possible from their social support networks in person (teachers, peers) as they prepare for their national exams
- Prepared to pivot to Full Home-based Learning (FHBL) at anytime, in accordance to national posture





Thank You!

