

CHIJ St. Theresa's Convent



Sec 1 Parents' Info Night

Friday, 6 January 2023

5.30pm to 7.00pm



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Programme Outline

Timing	Programme	Remarks
5.30pm – 5.40pm	Welcome Remarks	Ms Cheah Suet Ping Sec 1 Year Head
5.40pm – 6.00pm	Address by Principal	Mrs Jenny Leong Principal
6.00pm – 6.15pm	Sharing on the National Digital Literacy Programme (NDLP) – 1-to-1 computing	Mr Ng Kok Huat HOD ICT & KM
6.15pm – 6.30pm	Importance of CCA	Mr Darren Ng HOD PE & CCA
6.30pm – 6.35pm	Catholic Activities	Ms Sylvia Chua Teacher I/C for Religious Education
6.35pm – 6.40pm	STC Parent Support Group	Ms Elaine Luei STC PSG
6.40pm – 6.45pm	Triple P Programme	Mr Samuel Tay Montfort Care
6.45pm – 7.00pm	Break-out Sessions with Form Teachers	Form Teachers



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Our School Vision

Our Theresian Community

We are a community of
leaders and learners **for
God and for others.**



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Term 1 Main Events

Event	Date/Time
Sec 1 Orientation	Tue 3 Jan – Thu 5 Jan
Sec 1 Parents' Info Night	Fri 6 Jan (5.30 – 7.00pm)
Commencement Mass	Mon 9 Jan (8.00 – 9.00am)
Temperature Taking Exercise	Wed 11 Jan
Sec 1 CCA Trials & Auditions	Wed 11 Jan – Fri 13 Jan, Mon 16 Jan – Fri 20 Jan
Chinese New Year Celebration	Fri 20 Jan (12.00 – 1.30pm)
CMC Leadership Training	Fri 27 Jan
Home-Based Learning Days	Wed 8 Feb, Thu 23 Feb
Total Defence Day Commemoration	Tue 14 Feb
Sec 1 Safe Cycling Programme	Tue 14 Feb – Fri 17 Feb
ALP – Education for Life	Mon 6 Mar – Fri 10 Mar
Last day of Term 1	Fri 10 Mar



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After-School Engagement

THE LIGHTHOUSE – OUR AFTER-SCHOOL ENGAGEMENT HUB

At the heart of a Theresian Education is always the well-being of our students. The Lighthouse is a 230-square metre space that students can call their own. Equipped with a pantry, and study and recreational corners, The Lighthouse is staffed by a full-time Care Officer who is assisted by teachers and parent volunteers. Open from 2.30 pm to 5 pm daily, it is a haven which offers quality after-school care and engagement for students.



After-School Engagement – GEAR-UP

The ASE programme GEAR-UP is open to all Theresians who need **a structured and planned activity**.

Students who sign up for the programme will be monitored during their self-study time, planned activities and skill-based workshops conducted by teachers, adult volunteers, or the school-engaged trainers.

2.30 pm to 5.15pm on Mondays to Fridays



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After-School Engagement – GEAR-UP

What should I do if I would want my daughter/ward to be part of the ASE Programme GEAR-UP ?

- Step 1: Indicate Interest – Interested parents are to first indicate interest by signing up on PG. *(You will be receiving a letter in PG next week)*
- Step 2: Confirmation of sign-up days – Upon confirmation of your daughter/ward CCA, you will be requested to select the days that you wish your daughter/ward to sign-up for (est. Feb 2023)



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Welcome Address

By

Mrs Jenny Leong

Principal



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Working Together to Support your Child

Guidelines for School-Home Partnership

Photos in this presentation were taken before the
COVID-19 pandemic.

A PRESENTATION BY
MINISTRY OF EDUCATION, SINGAPORE



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Guiding Principles for School-Home Partnership

1. Students succeed when **schools and parents work hand in hand** to support students in **learning self-management skills, taking responsibility and building resilience**.
2. **Mutual respect and trust** forms the strong foundation for positive engagement between schools and parents.



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Relating to others

We want your child to be confident, respectful and have integrity when interacting with others.

Developing good habits

We want to nurture your child to be a self-directed learner with good habits and takes responsibility for his/her own learning.

Managing self

We want your child to be able to manage challenges and make ethical responsible decisions to thrive in the VUCA future.



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**Working with the school
to know and support
your child**

We want to develop and
strengthen mutual
understanding, respect and
trust between the school and
parents for the benefit of
your child.



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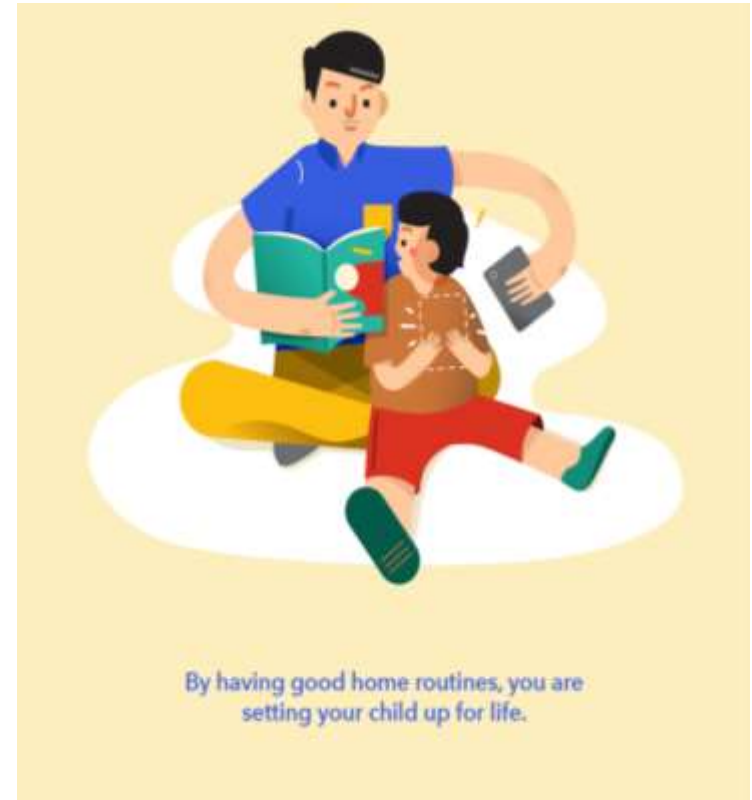
Student Well-being and Holistic Development

Developing good habits

We want to nurture your child to be a self-directed learner with good habits and who takes responsibility for her own learning

How parents can partner us:

- Encourage your daughter to read widely and to avoid over-use of digital devices at home (restrict use).
- Talk to your daughter about local/international news to encourage her to learn more about the world around her.
- We discourage parents from seeking tuition teachers for our students. Allow your daughter to initiate consultations with teachers as needed.



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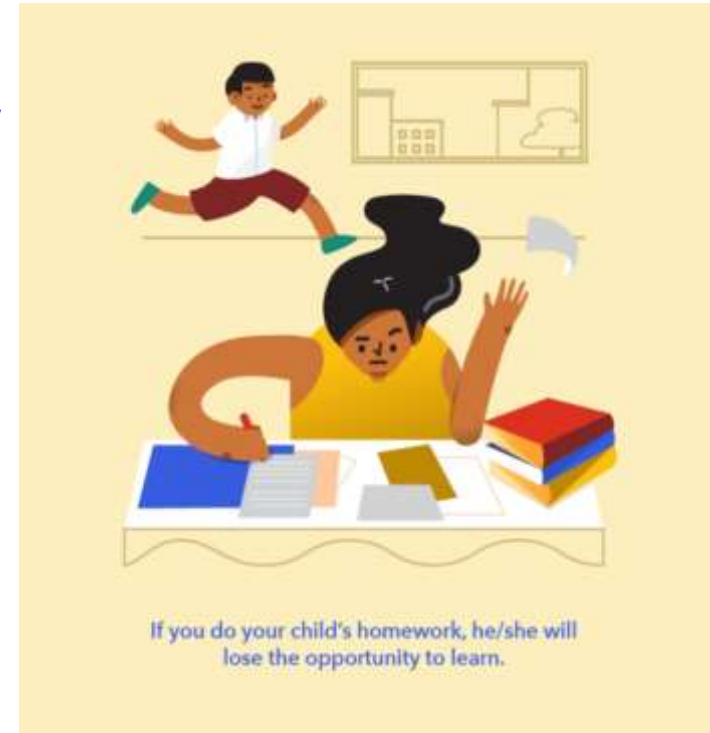
Student Well-being and Holistic Development

Developing good habits

We want to nurture your child to be a self-directed learner with good habits and takes responsibility for her own learning

How parents can partner us:

- Do not contact the teachers immediately to find out the homework assigned for the day, things to bring to school and get updates on administrative matters such as test dates and information for learning journeys.
- Parents can ask their daughter to check with their teacher and record the information required in the Student Handbook and communicate it to them.
- Every classroom has a Homework Board and subject reps are to record the homework and date due on the board.



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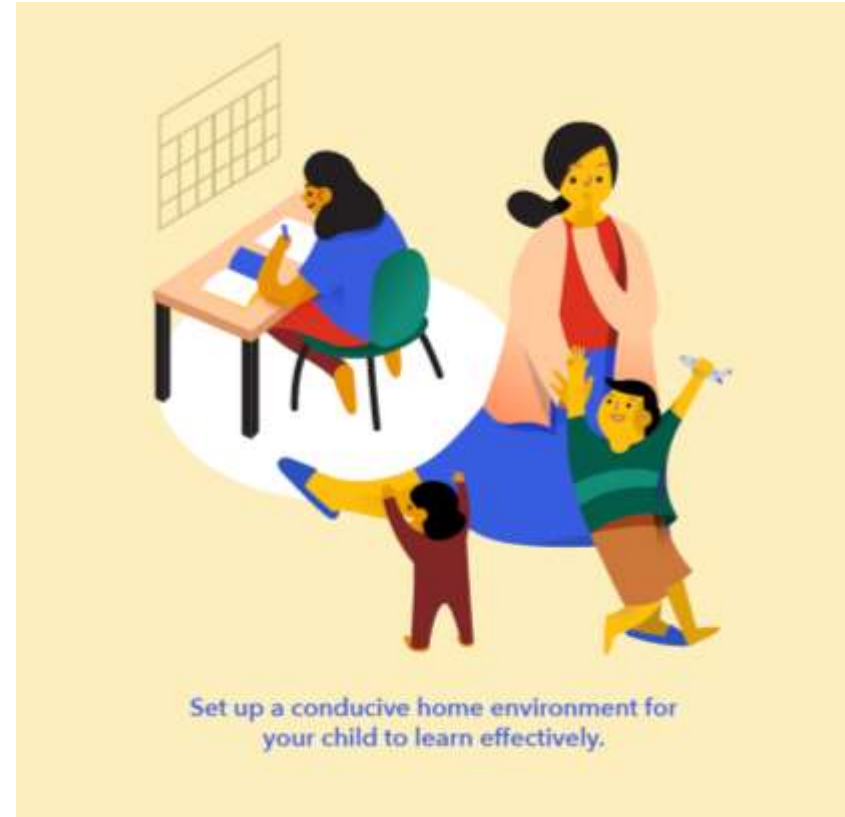
Student Well-being and Holistic Development

Developing good habits

We want to nurture your child to be a self-directed learner with good habits and takes responsibility for her own learning

How parents can partner us:

- Do not deliver items (except emergency items like medication) that your daughter has forgotten, to school for her, so that she can learn to take responsibility.
- Provide a conducive environment at home, set up a well-lit desk and a study area for your daughter to do her homework.
- Assign your daughter housework/ chores so that she has a role to play in keeping your home neat and clean. Praise should be given if a good job is done.



Set up a conducive home environment for your child to learn effectively.



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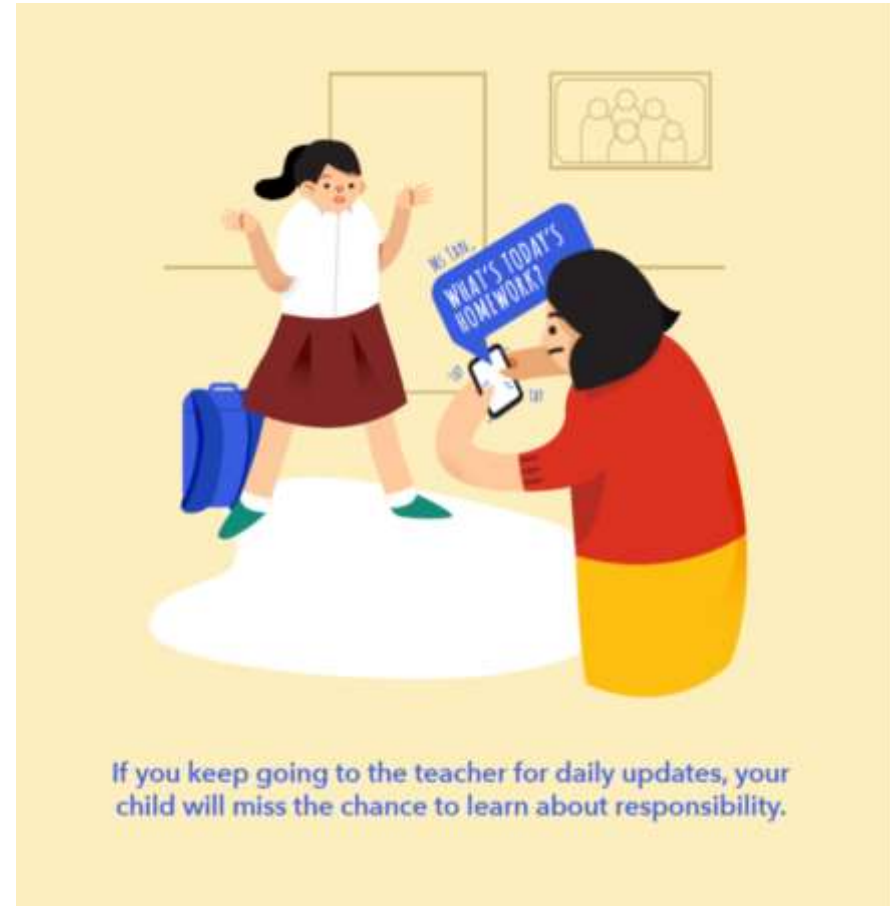
Student Well-being and Holistic Development

Managing self

We want your child to be able to manage challenges and make ethical responsible decisions to thrive in the VUCA future

How parents can partner us:

- Ask your daughter about what she has jotted down in the Student Handbook about homework, as opposed to contacting the teacher.
- Allow your daughter to explore her interests and articulate why she chose certain things.
- Allow your daughter to make mistakes so that she will not feel overly pressured when learning.



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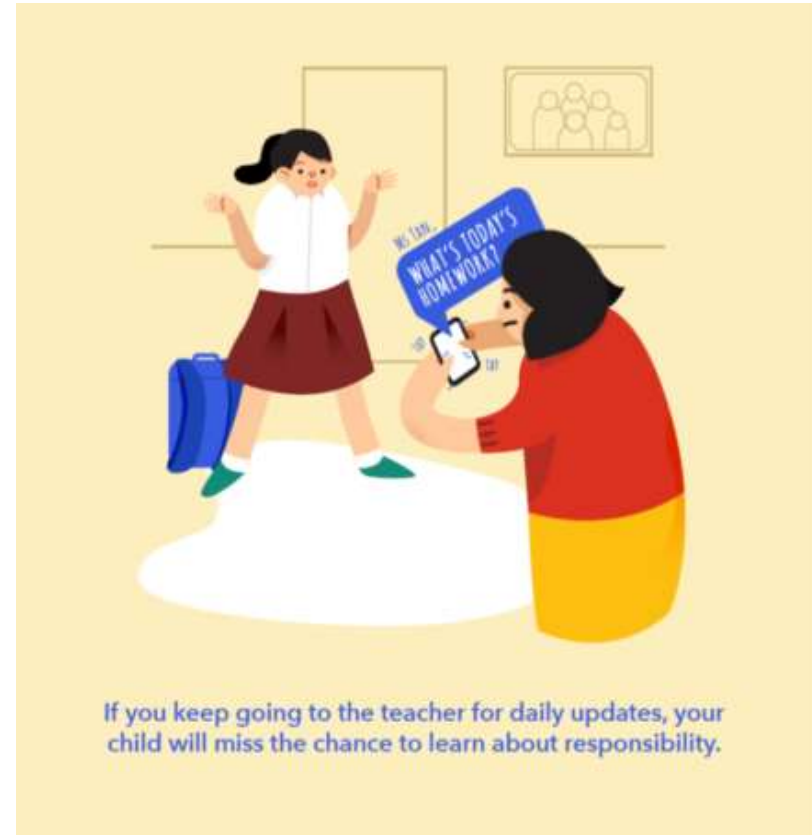
Student Well-being and Holistic Development

Managing self

We want your child to be able to manage challenges and make ethical, responsible decisions to thrive in the VUCA future

How parents can partner us:

- Share with your daughter on how to handle conflict constructively.
- Both the school and parents should send a consistent message to the student about misconduct and its consequences.
- Don't comment on the child; instead, comment on her actions.
- Don't judge the child too swiftly; give her a chance to explain first.
- Do not compare your children to each other.



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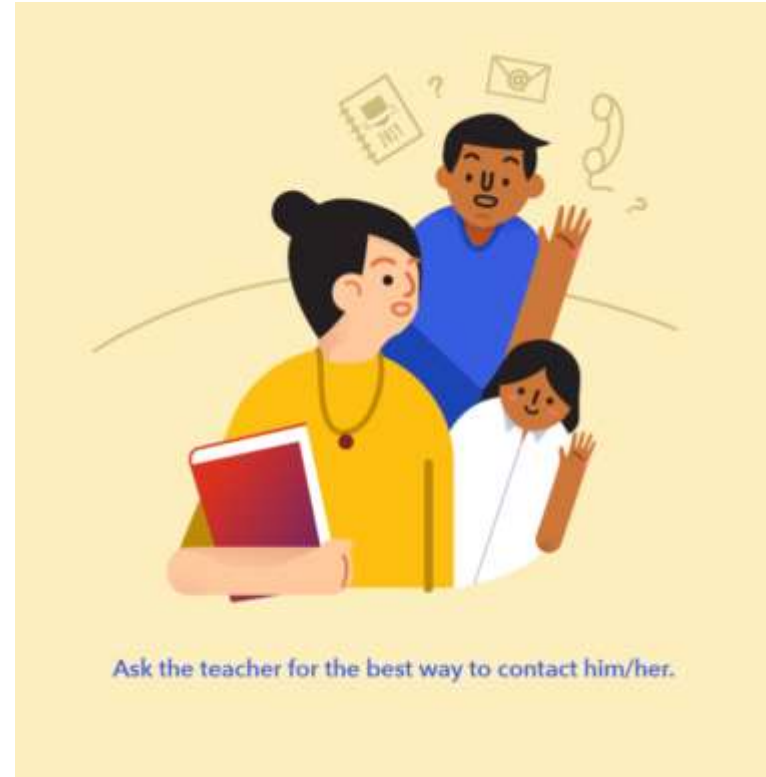
Communication between Teachers & Parents

Working with the school to know and support your child

We want to develop and strengthen mutual understanding, respect and trust between the school and parents for the benefit of your child

- **How parents can partner us:**

- Email addresses of all teachers and KP are available on our school website.
- Parents may approach FTs, school counsellor and AEDs (LBS) as needed.
- The school will use the Parents' Gateway app to keep parents informed of school events. Please download the app as soon as possible.



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Communication between Teachers & Parents

Working with the school to know and support your child

We want to develop and strengthen mutual understanding, respect and trust between the school and parents for the benefit of your child

How parents can partner us:

- Work with the teachers to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.



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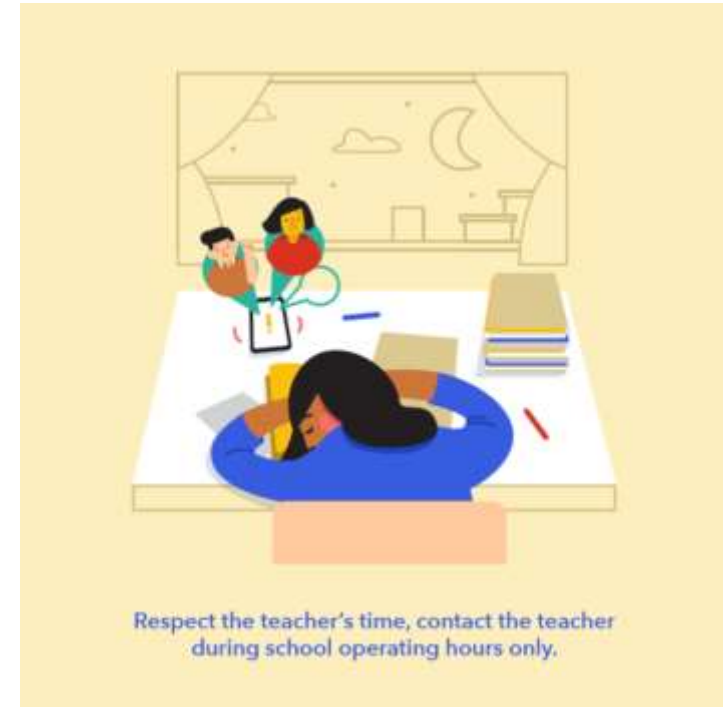
Communication between Teachers & Parents

Working with the school to know and support your child

We want to develop and strengthen mutual understanding, respect and trust between the school and parents for the benefit of your child.

How parents can partner us:

- Please adhere to the official school hours (7.30 am – 5 pm). If a request is received after official school hours, the teacher is not obliged to reply immediately.
- If urgent, pls contact the General Office should the teacher be uncontactable during office hours.
- When making an appointment with a teacher, kindly allow advance notice.
- Please check the dates of school terms in your daughter's Student Handbook before you book your family vacations.



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Guidelines for School-Home Partnership

- We hope to clarify the nature of school-home partnership so that we can partner each other more meaningfully.
- We would like parents to work hand in hand with us to support your children in learning self-management skills, taking responsibility and building resilience.



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School-Home Collaboration

Empathy and space for your daughter

- Your child may be coping with increased responsibilities and demands, eg. with new subjects like Literature, Geography, D&T, etc.
- More advanced syllabi and cognitive demands
- Student leadership opportunities & chances to represent our school at National Schools Games and other platforms, etc.
- Managing peer relationships and building common memories with friends
- Teenagers at this stage are making sense of who they are (to build a distinctive & unique sense of identity) and their place in society.



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Nurturing a compassionate & responsible child

- Appreciate your children for big or little things, and encourage them to also do the same and be grateful for what they have.
- Children look up to their parents as their moral compass, so it is essential for them to see you role-model the behaviours you desire them to have.



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Nurturing grit in your child

- Build resilience in your child by emphasising that for every problem, there is more than one solution.
- Praise them more for the effort, rather than the performance.
- Teach your child to take ownership of their problem and to make good decisions in solving it themselves.



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Reflecting as a family

- What is your first question or comment to your child when you reach home every day?
- How we talk about our day, our work, people in our lives, tells your child about what you value.
- If you are unhappy about something they have done, verbalise your thoughts rationally and explain the consequences to your child. She will benefit from understanding and learning from her mistakes.



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Reflecting as a family – possible questions

- What questions did you ask your teacher today?
- What would you like to do more of?
- Have you done any nice thing for someone else today?
- What are you looking forward to next week?
- Encourages curiosity & independence of thought
- Encourages them to have dreams/ aspirations
- Care for others as something you value
- Positive mindset about the future



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Your child's emotional well-being

Watching out for possible distress symptoms at home



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More children and teens are stressed out



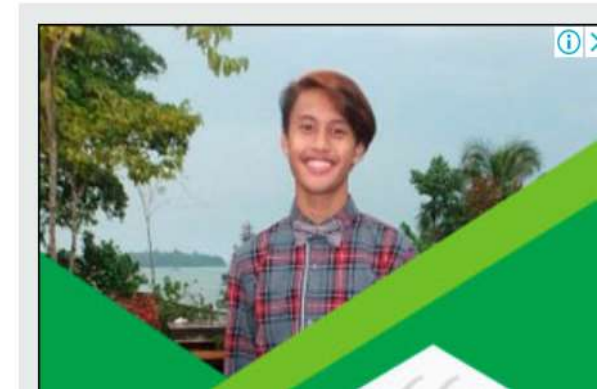
Joyce Teo



🕒 PUBLISHED MAR 14, 2017, 5:00 AM SGT



The demands of school are often blamed, but the stress often stems from multiple sources



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	DISTRESS SIGNS	EXAMPLES THAT MAY INDICATE POSSIBLE MALADAPTIVE BEHAVIOUR
D	Displaying out-of-character behaviour	<ul style="list-style-type: none"> • Becoming quieter or more talkative than usual • Giving away possessions • Saying goodbye to loved ones • Behaving strangely • Talking and/or writing about things that do not make sense (including online behaviour) • Complaints of unexplained pains
I	Injuries that are unexplained	<ul style="list-style-type: none"> • Bruises, burns, cuts or scars on bodies • Tendency to hurt self
S	Sudden changes in appearance, interests or habits	<ul style="list-style-type: none"> • Neglecting personal appearance and/or well-being • Unkempt appearance • Poor hygiene • Sleeping or eating too little or too much • Sudden loss of interest in previously pleasurable activities • Sudden loss of interest in studies



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T	Temperamental changes	<ul style="list-style-type: none"> • Becoming more irritable, agitated, moody, stressed or anxious than usual • Expressions of worry, anxiety and/or fear
R	Rebellious/ aggressive behaviour	<ul style="list-style-type: none"> • Display of defiant behaviour • Unaccountable rage, anger and/or aggression • Overly irritable or hostile • Excessive smoking and/or drinking • Drug abuse
E	Extended absence/ deliberate social withdrawal	<ul style="list-style-type: none"> • Unexplained and repeated absence or truancy • Declining to join social activities • Becoming withdrawn and avoiding others • Having a lack of social contact
S	Struggling to pay attention/ increased lethargy	<ul style="list-style-type: none"> • Inattentiveness • Difficulty concentrating or making decisions
S	Sending/ posting moody or morbid messages (including expressions of death)	<ul style="list-style-type: none"> • Expressing frequent negative and/or illogical thoughts • Expressing feelings of hopelessness, helplessness and worthlessness, and/or perceived loss of control • Threatening or expressing plans to hurt or kill themselves



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Singapore

Public service committed to provide 'inclusive and mental health-friendly' workplace: Chan Chun Sing

Since May 1, 2017, the PSD has removed all declaration questions on medical health from job application forms, Mr Chan said in response to a question from Nominated Member of Parliament (NMP) Anthea Ong.

She had asked for the public service's response to the latest guidelines by the Tripartite Alliance for Fair and Progressive Employment Practices (TAFEP) which states that it is discriminatory to ask job applicants to declare their mental health condition without good reason.

The guidelines, which was revised in December, also called for all declarations on mental health condition be removed from job application forms.



Rachel Phua

[@RachelPhuaCNA](#)

04 Feb 2020 04:36PM

(Updated: 04 Feb 2020 08:35PM)



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Home-school collaboration

- Inform your daughter's Form Teachers immediately if you notice any signs of distress at home.
- You may also email our School Counsellor:

Ms Karene Teo at karene_teo_wei_fang@schools.gov.sg



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Key messages

- Holistic education remains our focus.

Important characteristics for development in each student:

- Resilience and grit
- Knowing her strengths and passions
- Growth mindset and embracing setbacks as opportunities to learn and grow

CHIJ STC and parents have a common goal in wanting to bring out the best in every child. Let us continue to walk this journey in trust and respect.



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Key messages

Parents can work with our school in:

- Encouraging your child to be responsible, self-reliant and resilient
- Communicating with our teachers so that we share information to help your child develop
- Supporting your child in holistic development & reinforcing the key attributes in family life



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Working Together to Support your Child

*"Alone we can do so little,
together we can do so much."*

- Helen Keller, American Author



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Sharing on National Digital Learning Programme (NDLP)

By

Mr Ng Kok Huat
HOD ICT & KM

(Slides & more info here:

<https://chijsttheresasconvent.moe.edu.sg/ndlp-1-1-learning>)



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Importance of CCA

by

Mr Darren Ng

Head of Department, PE & CCA



CCA

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*A Student-Centric,
Values-Driven Education*

A Broad and Deep Foundation for a Lifelong Journey



CCA

PRESENTATION & LEAPS 2.0



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INTENT OF LEAPS 2.0

Motivate students towards **holistic and balanced participation** through the co-curricular programmes

Facilitate the **learning** of values, skills and competencies **for life**

Recognise **diverse interests** of students; developing students to be **self-directed learners**

Recognise the **“home-school-community”** approach to holistic development of every child



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A Student-Centric, Values-Driven Education

A Broad and Deep Foundation for a Lifelong Journey



- **LEAPS 2.0**

– 4 domains has **levels of attainment: 1 - 5**

Participation

Achievement

Leadership

Service



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General Guidelines

- **CCA participation in school is compulsory for all students in secondary school**
- At least 75% attendance for each year is required
- Level of Attainment (5 Levels)
- Students can only opt to change their CCA at the end of each academic year



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LEAPS 2.0

Co-Curricular Experience	Basic Requirement for Level of Attainment in Domains	Bonus Points
Excellent	4,3,3,3	2
Good	4,1,1,1 3,2,1,1 2,2,2,1	1
Fair	did not meet above criteria	0



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LEAPS 2.0

Components

- Leadership
- Achievements
- Participation
- Service

* More information can be found via <https://www.moe.gov.sg/programmes/cca/leaps2-0>



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CCA Groups

18 CCAs

- Sports & Games
- Performing Arts Group
- Uniformed Groups
- Clubs & Societies



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Sports & Games

Learning for Life Programme:

- Hockey
- Floorball
- Track & Field (*Kallang*)
- Netball
- Softball
- Tennis (*External Venue*)
- Bowling (*SAFRA Mount Faber*)



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Performing Arts Group

- Angklung Ensemble
- Concert Band
- Choir
- Guitar Ensemble
- Modern Dance
- English Drama Club



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Uniformed Groups (UG)



- NPCC
- Girl Guides



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Clubs & Societies

- IJ Youth Mission (Community Service)
- Infocomm Technology (Media Production)
- Debates (English)



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Moving Forward

- CCA Trials and Auditions in Week 2 & 3
- Sports Trials, Performing Arts Auditions. UG and Clubs interview sessions.
- Conversation with individual/small groups to find out about their strengths.



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Avoid the Following

- Parent's Choice vs Your Choice
- Friend's Choice vs Your Choice
- What are her **strengths and talents?** Leverage these for her **optimal growth & development**



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Concerns

Qn: How many CCA sessions are there in a week?

- CCA sessions are held twice a week and may vary during competitions periods.
- Students who represent school teams etc compete extensively both at Zone and National Levels.
- Intensive trainings / rehearsals are during competition phase.



Concerns

Qn: I have already scheduled enrichment programme for my daughter on her CCA days.

- **CCA is a compulsory school activity** and she is required to be present for her CCA.



Concerns

Qn: I am afraid my daughter is unable to cope or manage her time with school work and activities.

- Initially, this will be a problem and it will take some time before the student manage and balances school activities.



Concerns

Qn: My daughter has HMT, 3rd Language, (MSP/CSP) Asian Language, Foreign Language, MEP, AEP programmes externally.

- CCA attendance will be marked as with valid reason if she has lessons that fall on CCA days.



Concerns

Qn: Can she join a CCA out of school?

- The school recognises students who are training externally, however they do not have any impact on the CCA grades.
- The students that we recognize, are students who are training at high performance NSAs and NOT signed up for an activity as an enrichment. (Learn to swim, beginners TKD etc)
- **The student is still required to do a CCA in school.**
- **For students doing external CCAs, please come and see HOD PE & CCA (Mr Darren Ng).**
- **Ballet, piano, art lessons etc are not CCAs.**



LEAPS 2.0

- **Participation in External Activities**
- A student may participate in a non-school-based CCA or a community-based activity to pursue his/her interests which are not offered in the school, **but not in lieu of a CCA in school**. These external activities will mainly be interest-driven and the additional participation will not contribute to a higher attainment level in this domain.



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Qn: When will CCA Selection trials start?

- CCA Selection process will start on Tuesday 10th January – Thursday 19th January.
 - *Students were informed as to how to make their selection of trials in the next slide*
- Results of all trials and auditions will be announced by Friday 27th January
 - All students will be informed on the selection process for their CCAs
- Announcement of CCA allocation: Friday 3rd February.
- Students will officially start their CCA from Monday 6th February.



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Information on Selection of Trials

Qn: What should I do now?

- Discuss with your daughter/ward.
- She should sign up at least 4 or more CCA trials, auditions or interviews from the different CCA groups.
- Go to <https://forms.moe.edu.sg/forms/vGayxo>
- Deadline by: **Saturday 7th January, 12pm.**



Information on Selection of Trials



Welcome!



NRIC / Birth Cert No. *

LOG IN

- To enter student's NRIC / Birth Cert No. to log in



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STC Parent Support Group

Journeying Together

PSG Support Structure and EXCO 2023



Ms Felicia Kuo

Vice-Principal as the school representative & partner



Mandy Morier-Tan
Chairperson



Sabina Wee
Vice-Chairperson &
Treasurer



Elaine Luei
EXCO Member



Colin Thariyan
EXCO Member

Sub-Committees:



Highly anticipated 2023 Calendar of Activities

(in the planning process)



Activity	Approximate Timing	Assistance from Parents
Religious Education Lessons (for Catholic students)	2-3 lessons per term on Wednesday afternoons (1hr)	Work alongside the Catholic teachers to share real-life experiences about journeying in faith. The curriculum will be shared with parents who sign up
National Day Parade Participation (NDP)	May - August	To chaperone Sec 2 students participating in the NDP to the various camps for rehearsals on Saturdays
STC's 90 th Anniversary Carnival	29 April	Ideas and participation from parents for the fiesta/carnival
Career Talks to students	Term 2 or 4 as part of Post-Exams activities	Personal sharing and insights by parents on their work industry
Teaching of Niche skills to students	After School Engagement (3.30-5pm)	E.g. Baking, Crafting, Clay Making, Crocheting etc.
Sec 4/5 Graduation Night	Term 4	Help to plan and run various aspects of Graduation Day/Night Festivities

**More details will be shared in due course*



To Register
Scan the QR code:



**PSG EXCO
Members:**

**Mandy: 9105-3417
Sabina: 9828 6070
Elaine: 9687 3334
Colin: 9092 7754**

**Email:
psg.stc@gmail.com**

Positive Parenting Programme

Triple P Programme

By

Mr Samuel Tay
MontfortCare



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Triple P (Positive Parenting Program)

Developed by : Professor Matt Sanders through more than 30 years of clinical research trials

Aim : To prevent behavioural, emotional and developmental problems in children by enhancing the knowledge, skills and confidence of parents

L2

Seminar Series

L3

1-to-1 Coaching

OL

Triple P Online (TPOL)

Evidence-Based Programmes (EBP)

What is an Evidence-Based Programme?

- Programme that is “endorsed” by a respected research organisation and included in their list of effective programmes
- Evaluation research shows that it produces the expected and consistent positive results; and results attributed to the programme itself, rather than to other external factors or events

Participation and Evaluation Study (SG)

55,000



Parents have attended evidence-based parenting support programmes (Triple P and Signposts)

289



Schools partner 10 MSF-appointed Parenting Support Providers (PSPs) to deliver evidence-based parenting support programmes



16%↓ Reduced Stress
Primary School
Parents

19%↓ Reduced Stress
Secondary
School Parents

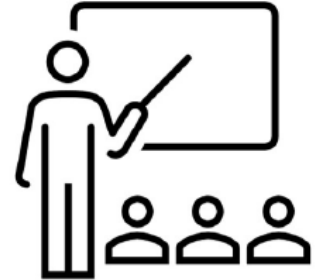
18%↓ Reduced
Behaviour
Problems
(Primary)

22%↓ Reduced
Behaviour
Problems
(Secondary)



Seminar Series

- 3 sessions
- Conducted over Zoom (online)
- 1.5 hours + half hour (Discussion / Q&A)
- Addresses common parenting concerns
 - Screen time management
 - Feelings & Emotional management
 - Developing Motivation
 - Parent-Child relationships



Scan this QR Code for upcoming Seminars!

1-to-1 Coaching

- 4 sessions
- Conducted over Zoom (online)
- Day / Time to be arranged with parents
- 1 hour
- Customized to parents' needs and concerns
- Sign-up info available during Seminars



Triple P Online (TPOL)



- Online program via Triple P website
- Teaches strategies in encouraging positive behaviours, while preventing and managing misbehaviours
- Access to online program valid for 12 months upon activation
- Scan for sign-up link :



Drop us an email for enquires
parenting@montfortcare.org.sg



MontfortCare

Thank you!

All Seminars, 1-to-1 Coaching and TPOL, are fully funded by
the Ministry of Social and Family Development Singapore

Breakout Sessions with FTs

Admin instructions

- Zoom Sessions with Class FTs: **6.40pm to 7.00pm**
- Specific class links are in the Year Head Letter on Parents Gateway
- You will need to leave this webinar to participate in the session
- We seek your understanding to use the following naming convention so that our FTs can identify you:
Class_Student's name_parent's/guardian's name
(e.g. 1A_Sarah Tan_Bryan Tan)
- You may also choose to contact the FTs or subject teachers directly after the session has ended (class slides will be sent via Parents Gateway by end of T1W2)



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Breakout Sessions with FTs

Class	Zoom Links	Meeting ID and Passcode
1A	https://moe-singapore.zoom.us/j/82583292819	Meeting ID: 825 8329 2819 Passcode: STC1A2023
1B	https://moe-singapore.zoom.us/j/84151522889	Meeting ID: 841 5152 2889 Passcode: STC1B2023
1C	https://moe-singapore.zoom.us/j/85990811018	Meeting ID: 859 9081 1018 Passcode: STC1C2023
1D	https://moe-singapore.zoom.us/j/81772921893	Meeting ID: 817 7292 1893 Passcode: STC1D2023
1E	https://moe-singapore.zoom.us/j/89136259039	Meeting ID: 891 3625 9039 Passcode: STC1E2023
1F	https://moe-singapore.zoom.us/j/87267710444	Meeting ID: 872 6771 0444 Passcode: STC1F20223
1G	https://moe-singapore.zoom.us/j/81904266760	Meeting ID: 819 0426 6760 Passcode: STC1G2023



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The Light on the Hill

Thank You & May God Bless You!



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