

STC welcomes you to our Family!



WARM WELCOME TO ALL
PARENTS

VICE PRINCIPAL'S
ADDRESS

3 JAN 2025



CHIJ St Theresa's Convent

Simple in Virtue
Steadfast in Duty

School Leaders



Mrs Jenny Leong
Principal



Ms Janice Wee
Vice-Principal



Mr Yeo Ngee Yang
Vice-Principal
(Administration)



Theme for 2025



How can I demonstrate courage in my words and deeds?
When I do this, how can I achieve freedom?



Mother Mathilde's Legacy

Daring Courage of Mother Mathilde:

- Ventured into the unknown with remarkable courage to fulfil her mission to bring education to girls and the poor.
- We can be inspired by this daring spirit – to explore new horizons and opportunities in our school even in unfamiliar and challenging circumstances.
- We achieve freedom when we have courage to speak the truth and live the life that we are destined to lead.





**How am I going to be
build myself to be a
resilient, adaptable
Theresian who is a
person for God and
others?**



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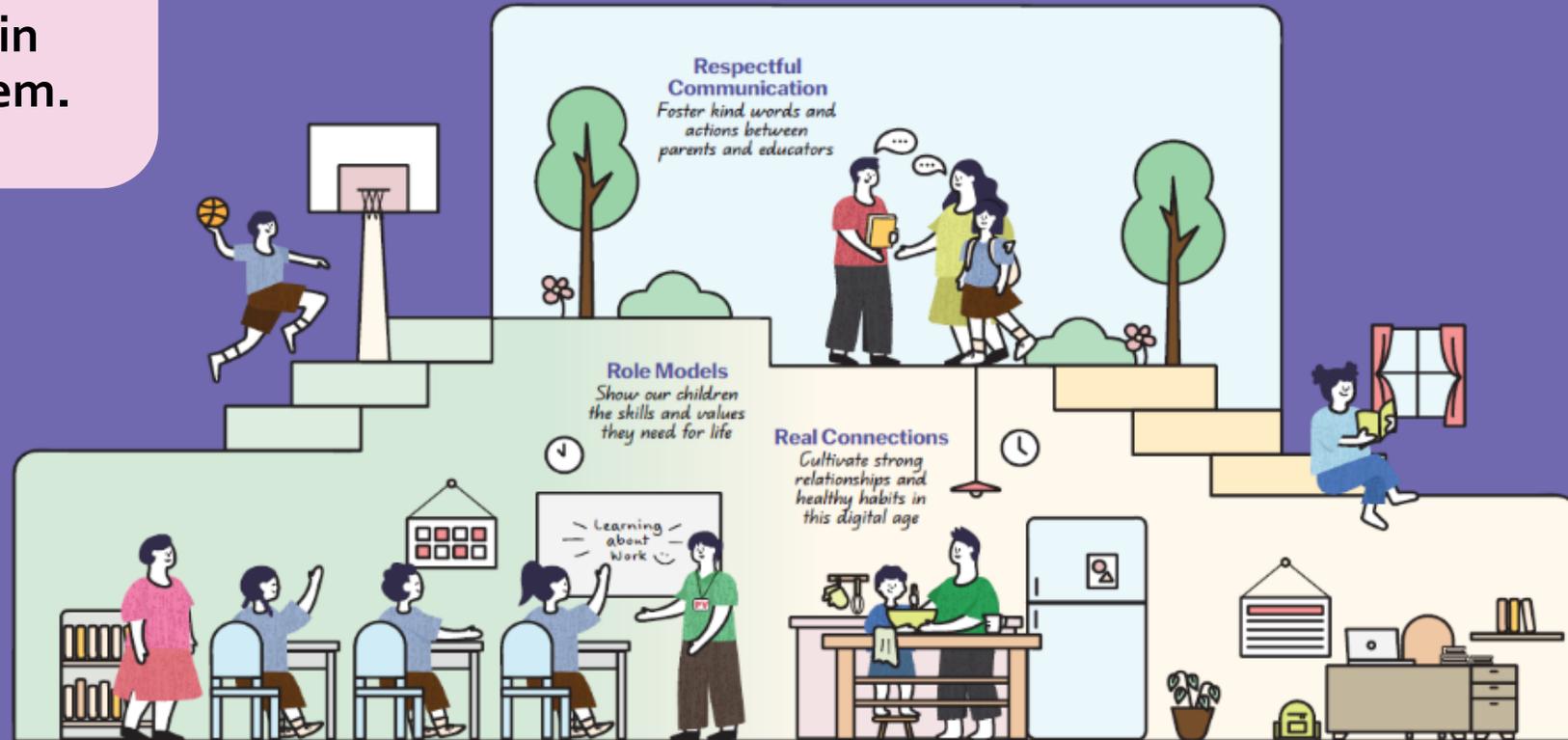
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School-Home Partnership

Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



A joint effort in 2024 by the Ministry of Education and COMPASS



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3 areas we can work together on to foster School–Home Partnership

**1 Respectful
Communication**

2 Role Models

3 Real Connections



Respectful Communication

Foster kind words and actions between schools and educators



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers.



Respect each other's time by communicating during working hours



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.



Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use

use



Provide a balanced mix of engaging online and offline activities, at school and at home

Build strong bonds through shared experiences and meaningful conversations

Building Relationships Page 20

Helping Your Child Build Healthy Relationships

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

Things You Can Do

- Expose your child to a range of social situations.**
 - For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
 - For older children, encourage them to make friends with peers who have similar interests.
- Encourage your child to strengthen existing relationships.**
 - Foster healthy relationships with supportive extended family members.
 - Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

Things You Can Say

- Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.**

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.**

If you ever feel pressured to do something or be someone you are not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.
- Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.**

How has this affected you or your friend?
What are your expectations of a good friend?
How can you make things better?

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Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

Navigating the Digital Age Page 54

Helping Your Child Thrive in the Online Space

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

Things You Can Do

- Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives.**

Why do you think they said that?
If you were in their shoes, would you agree with their opinion?
Consider the issue from another perspective by applying **S.U.R.E.** (Source, Understand, Research, and Evaluate).
- When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.**

Is your message respectful and empathetic?
Consider the issue from another perspective by practicing **T.H.I.N.K.** (Thoughtful, Helpful, Inspiring, Necessary, and Kind).
- Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.**

How do these comments make you feel?
It's okay to feel upset. It's also okay not to respond to these comments. Shall we turn off the comments and notifications and do something else for now?

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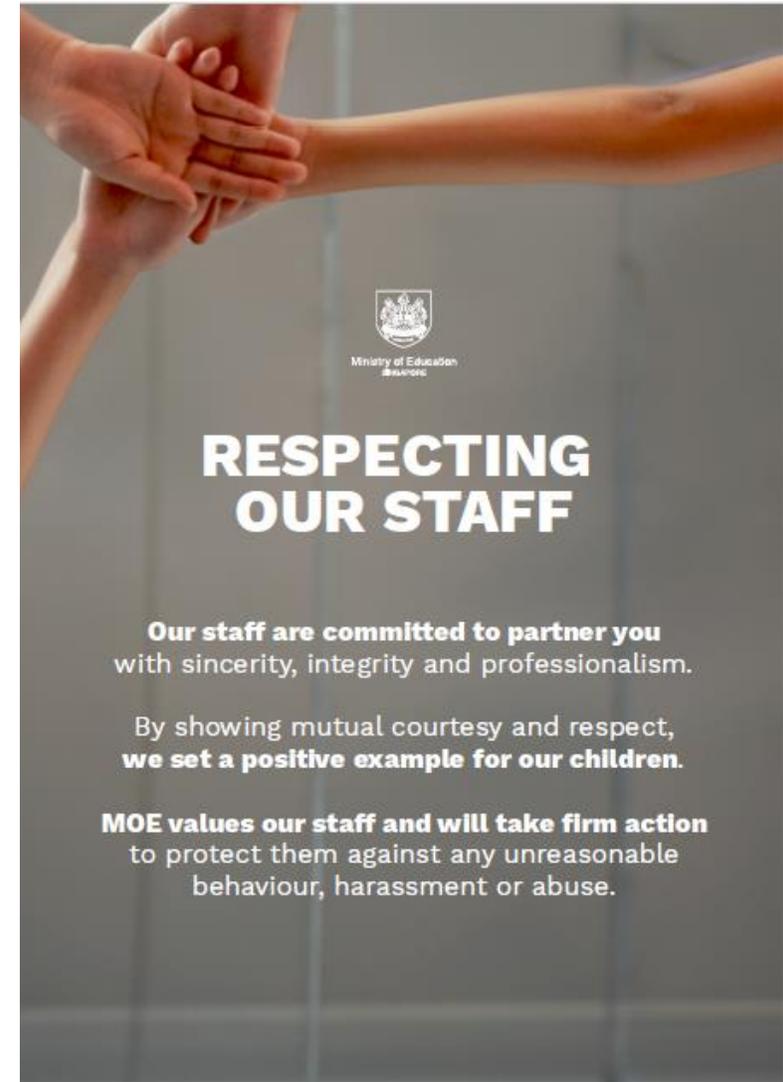


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Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



Tips - Parents as Role Models

Role Models

Show our children the skills and values they need for life



- Practise gratitude and find joy in everyday experiences with our children.
- Instil confidence by encouraging responsibility and believing in each child's abilities.
- Model good values in words and actions, at school and at home.

- 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.



Tips - Parents as Role Models

Role Models

Show our children the skills and values they need for life



- Practise gratitude and find joy in everyday experiences with our children.
- Instil confidence by encouraging responsibility and believing in each child's abilities.
- Model good values in words and actions, at school and at home.

- 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.



Tips – Cultivate Strong Habits

Real Connections

Cultivate strong relationships and healthy habits in this digital age



- Build strong bonds through shared experiences and meaningful conversations.
- Establish good habits for our children to stay confident and in control of their technology use.
- Provide a balanced mix of engaging online and offline activities, at school and at home.

- 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.



Tips – Cultivate Strong Habits

Real Connections

Cultivate strong relationships and healthy habits in this digital age



- Build strong bonds through shared experiences and meaningful conversations.
- Establish good habits for our children to stay confident and in control of their technology use.
- Provide a balanced mix of engaging online and offline activities, at school and at home.

- 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.
- Every classroom has a Homework Board and subject reps are to record the homework and date due on the board. Parents can ask their daughter to find out the info and record it in her notebook or diary.



Home-School Communication

Respectful Communication

Foster kind words and actions
between parents and educators



- Listen to and understand each other's perspectives and concerns regarding each child.
- Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers.
- Respect each other's time by communicating during working hours.

- Please adhere to the official school hours (7.30 am – 5 pm). If a request is received after official school hours, we seek your understanding that 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.



Home-School Communication

- Email addresses of all teachers and KP are available on our school website.
- Parents may approach Form Teachers, school counsellors and SEN Officers (SENOs) as needed.
- The school will use the Parents' Gateway app to keep parents informed of school events.
- Work with the teachers to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident and we will act to ensure a fair, objective outcome for all parties.



Support Your Child's Transition

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 School 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.



Support Your Child's Transition

- 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.



Support Your Child's Transition

- 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.



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.



Your questions show your daughter what you value

- 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
- Emphasise care for others as something you value
- Grows positive mindset about the future



Full Subject-Based Banding (Full SBB)



Find out more about Full SBB

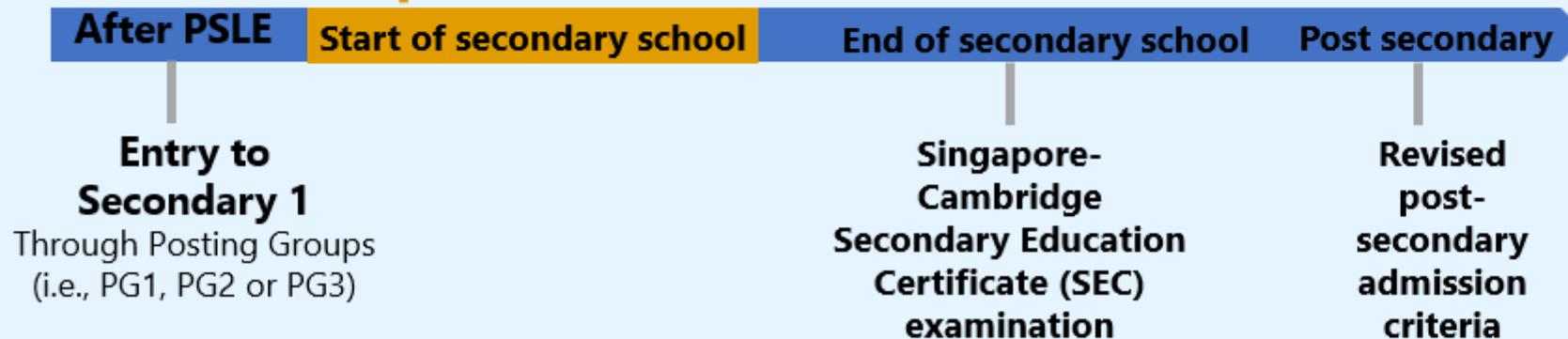


Full SBB

Secondary school experience under Full SBB

Secondary school experience

1. Mixed form classes upon entering secondary school
2. Common curriculum subjects at lower secondary
3. Subjects to be offered at G1, G2 or G3, mapped from the standards of the N(T), N(A) and Express subject levels respectively
4. Greater flexibility to offer subjects at various subject levels
5. Shift away from stream-based subject offerings



Posting Groups

Posting Groups and Subject Levels

- Students will be posted to Secondary 1 through **three Posting Groups – Posting Group 1, 2, and 3.**
- **Posting Groups will only be used for:**
 - **Facilitating entry into secondary school.**
 - **Guiding the subject levels students offer at the start of Secondary 1.**
 - **They do not define students' identities, nor influence learning experiences and access to post-secondary pathways.**



Subject Levels

Subject Levels under Full SBB

- Students can offer different subjects at different subject levels (i.e., G1, G2 or G3) according to their strengths, interests and learning needs, throughout their secondary school journey.
- These subject levels, G1, G2 or G3, are mapped from the standards of N(T), N(A) and Express subject levels respectively.



Subject Levels

Subject Levels under Full SBB

- Students are required to take compulsory subjects at G1, G2 or G3.
- Subject level at the start of Secondary 1 is based on their PSLE Score and indicated by Posting Groups.

PSLE Score	Posting Groups	Indicative level for most subjects at start of Secondary 1
4 – 20	PG3	G3
21 and 22	PG2 or PG3	G2 or G3
23 and 24	PG2	G2
25	PG1 or PG2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	PG1	G1



Subject Levels

Offering Subjects at More Demanding Levels



For **English Language, Mother Tongue Languages, Mathematics and/or Science**, students can offer them at the start of Secondary 1 at a more demanding level if they meet the eligibility criteria.

Eligibility criteria for <u>English Language, Mathematics, Science, Mother Tongue Languages</u>			
Posting Group	PSLE Standard grade	PSLE Foundation grade	Option to offer subject at
PG2	AL 5 or better	-	G3
PG1	AL 5 or better	-	G2 / G3
	AL 6	AL A	G2

Eligibility criteria for Higher Mother Tongue Languages

- An overall PSLE Score of 8 or better
or
An overall PSLE Score of 9 to 14 (inclusive); and attain
- AL 1/AL 2 in Mother Tongue Language; or
 - Distinction/Merit in Higher Mother Tongue Language

Students can offer **Humanities subjects** at a more demanding level from Secondary 2 onwards, based on their results in Secondary 1.



Subject Levels

Offering Subjects at Less Demanding Levels



- Eligible students may offer some subjects at a less demanding level from Secondary 1.
- Students who offer subjects at a less demanding level may subsequently offer the subject at a more demanding level as they gain greater competence and confidence in the subject.



Subject Levels

Offering Subjects at Less Demanding Levels

Students can offer to take subjects at a less demanding level based on the following considerations:

Mother Tongue Languages:

Indicative level of most subjects at start of Secondary 1	PSLE Grade (Standard Mother Tongue Language)	PSLE Grade (Foundation Mother Tongue Language)	Option to offer at
G3	AL 6	AL A	G2
	AL 7-8	AL B-C	G1 or G2
G2	AL 7-8	AL B-C	G1

English Language, Mathematics and/or Science:

Indicative level of most subjects at start of Secondary 1	PSLE subject level for English Language, Mathematics and/or Science	Option to offer at
G3	Foundation level	G2



Overview of subjects for Lower Secondary students

Examinable Subjects	G1	G2	G3	COMMON
Art				X
Design & Technology				X
Food & Consumer Education				X
Basic Chinese Language	X			
Basic Malay Language	X			
Basic Tamil Language	X			
Higher Chinese Language			X	
Chinese Language		X	X	
Malay Language		X	X	
Tamil Language		X	X	
English Language	X	X	X	
Mathematics	X	X	X	
Science	X	X	X	
Humanities (SS, Humanities Exposure Modules)	X			
Humanities (Geography)		X	X	
Humanities (History)		X	X	
Humanities (Literature in English)		X	X	
Non-examinable Subjects	G1	G2	G3	COMMON
Music				X
Physical Education				X

Subjects at Lower Sec level at STC

Subjects offered for Lower Secondary from 2024 onwards

* Students taking Higher Malay Language, Higher Tamil language, Higher Art, Higher Music, Third Languages and Non-Tamil Indian Languages will attend lessons conducted outside school and outside curriculum hours.



Subject Level Flexibility

Subject Level Flexibility Throughout Secondary Education

- Beyond the start of Secondary 1, students may adjust their subject levels across their secondary school journey.
 - E.g. Students can also offer English Language, Mathematics, Science and/or Mother Tongue Languages at a more demanding level from Secondary 1 Semester 2.

Current subject level	School-based results	Option to offer subject at
G1	≥75% in the specific subject	G2 starting from next semester
G2	≥75% in the specific subject	G3 starting from next semester



Progression

Progression to Secondary 2

- All students will generally progress to Secondary 2.
 - Teachers will check in with students and parents to discuss the subjects and respective subject levels that best suit the student.
 - Students can offer certain subjects at a more demanding level based on her interest and learning progress.



Progression

What's next?

Secondary 1 & 2

End of
Secondary 2

Secondary 3 & 4

**Deciding on
upper secondary
subject
combinations**

All students will offer between 5 and 9 examinable subjects for upper secondary.

Upper secondary

Students will continue to have flexibility to offer subjects at different subject levels, including elective subjects.



Beyond Secondary Education

What's next?

End of Secondary 4/5

Singapore-Cambridge Secondary Education Certificate (SEC) Examination

From 2027, students will sit for the new SEC examinations, with different papers for each subject level.

5th year of secondary education will continue to be available for eligible students.

- This allows them to pace their learning and possibly offer subjects at a more demanding level to access more post-secondary pathways.

Post-Secondary

Admission to post-secondary education institutes

Admission criteria have been progressively updated to recognise students taking different combinations of subjects and subject levels.

- E.g., Polytechnic Foundation Programme (PFP) has been expanded to allow access to students offering G3 subjects, or a mix of G2 and G3 subjects.



Find out more about Full SBB – Additional Resources

Microsite



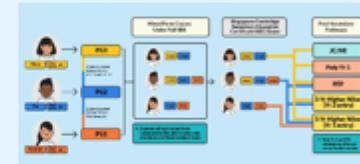
<https://go.gov.sg/moe-fsbb>

Interactive Site



<https://go.gov.sg/my-fsbb-path>

Infographic (updated Feb 2023)



<https://go.gov.sg/fsbb-pathways>



HANDPHONE POLICY IN SCHOOL



Implementation of Handphone Policy from 2025 (Term 1, Week 3 onwards)

	Remarks
Curriculum time	<p>Morning assembly: Encourage students to develop a routine of storing their handphones in lockers before morning assembly (switched off).</p> <p>Handphones must remain in lockers until the end of the last timetabled lesson of the day, including lessons from 2.00pm - 3.30 pm.</p>
Recess Time	Handphones are strictly prohibited during recess, to encourage face-to-face interactions.
CCA Sessions	CCA teachers will oversee the management of handphones during CCA sessions.



When will HPs be allowed?

Handphones will be allowed under the following circumstances.

- Learning Journeys
- Whole school-based activities (*EFL Learning Journeys, House Practice, IFD*)
- Overseas trips
- National School Games
- SYF performances



Upstream measures

To further reinforce the handphone policy:

- 1. Regular Reminders:** Regular reminders to students through morning assembly and weekly Google Classroom reminders to students.
- 2. Consequences for Non-Compliance:** Reminders of consequences for students who fail to comply with the handphone policy.
- 3. Education and Awareness:** CCE lessons on balanced screen use and cyber wellness. Organize talks or assemblies to educate students about the importance of responsible handphone use and the benefits of minimizing distractions during school hours.



Thank you



A decorative border of blue line-art flowers and leaves surrounds the central text.

St Theresa's Convent Parent Support Group (PSG)

JOURNEYING TOGETHER
PSG

CHIJ ST. THERESA'S CONVENT

EST. 1933





JOURNEYING TOGETHER

PSG

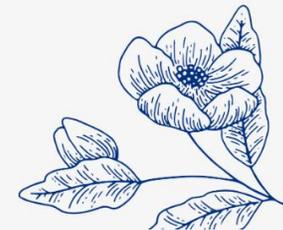
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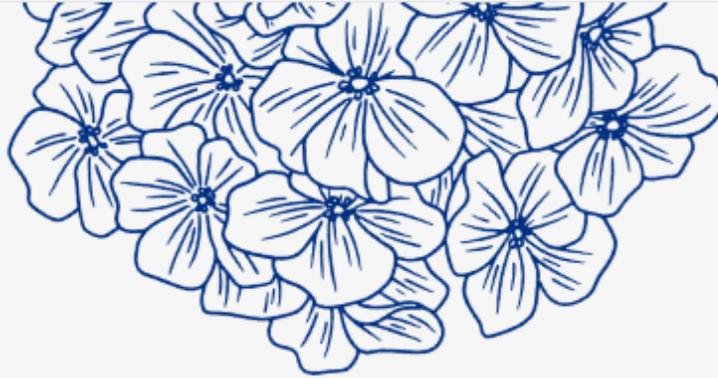
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Our Purpose



As a parent community, we partner, engage, and collaborate with school leaders, teachers, staff, our own child/children, and with each other to create a positive, loving and encouraging environment through the co-creation of meaningful and memorable activities and events.





Our Sub-Committees

Student Fusion



Parents plan, organise, and execute activities for the students and in collaboration with them.

"Miss no single Opportunity of making some SMALL SACRIFICE, here by a smiling look, there by a kindly word; ALWAYS doing the smallest right and doing it all FOR LOVE. St Therese of Lisieux

Change-Makers



Giving back to the community through donations, volunteerism, acts of kindness...etc...

"It's not how much we give, but how much love we put into giving." Mother Teresa

Faith Journey



We pray together as a Catholic community, and lead by example in our own faith through prayers and thanksgiving.

"Faith is like a seed; plant it in your heart. God gives the harvest at the appointed time." Mark 4:26-29

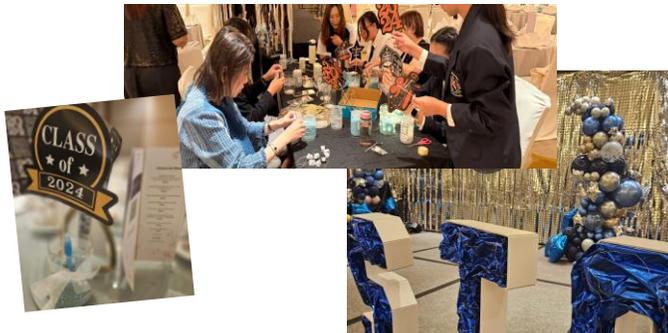


Student Fusion

Chillout Day



Graduation Party Decorations



Change-Makers

CNY Care Packages for FAS Students



Faith Journey

Celebrating Easter with Messages of Thanks



Sec 4 & Sec 5 'N' & 'O' Level Prayer Packs





Please visit our booth!

We'd love to get to know you and answer any questions.



Scan the QR Code to Register

