



SECONDARY TWO PARENTS' INFO SESSION

Thursday 6 February 2025



Introduction

- **Level Advisor:** Ms Janice Wee
- **Level KPs:** Ms Angela Yang (YH), Ms Dawn Tan & Ms Lim Pui Yee

| Class | Form Teachers | | Level KP |
|-------|------------------|------------------|---------------------------------|
| 2A | Ms Shehana | Ms Isabelle Teo | |
| 2B | Ms Meninder Kaur | Mrs Fung | Ms Dawn Tan (SSD) |
| 2C | Ms Sunthari | Mr Mark Tan | |
| 2D | Mr Loh Chiu Wai | Ms Li Ziyi | |
| 2E | Mdm Haslinda | Mr Goh Sian Yang | |
| 2F | Mr Dill | Ms Dora Lee | |
| 2G | Ms Atiqah | Ms Ng Say Hong | Ms Lim Pui Yee (HOD/Science) |



Start Right Programme 2025

Class vision boards and goals,
Mindfulness activity, **Letter
writing to the Sec 1s**



- Sharing **helpful apps** like Pomodoro;
- Guiding them in managing **new subjects** and WAs (revise 2 weeks in advance, avoid procrastination);
- Teaching ways to **destress** and who to look for when they feel overwhelmed;
- Inspiring them to be a **LIGHT for others**;
- and lastly, emphasizing the importance of taking **responsibility** for their actions!



Supporting Your Child

Resilience Learning Aid

- Strengths-based approach to guiding students to overcome challenges using their:
 - **Internal Strengths**, using their mindsets (I Am) and skills (I Can) that empower them to resolve the challenge on their own.
 - **External Strengths**, or environment (I Have), consisting of the people around them who provide support, help and care.



Form Teacher Guidance Period (FTGP)

Socio-emotional competencies



1. Handle **challenges**.
2. Relate to others and develop **positive relationships**.
3. Make **responsible decisions** and act for the good of self, others and the society.
4. Recognise and **manage their own emotions**.



Form Teachers - I AM, I CAN, I HAVE

morning affirmations

@THECARINGCOUNSELLOR

today I will focus on what makes me feel good

I am capable of overcoming anything

I am deserving of what I desire, and I will achieve it

I love myself



every day I embody the best version of myself

I believe in my ultimate potential



GET ENOUGH SLEEP: Rest up for a refreshed you!



DRINK WATER: Stay hydrated and healthy.



EAT HEALTHY FOOD: Fuel your body with goodness.



EXERCISE: Move your body to stay strong!



RELAX & TAKE BREAKS: Keep your mind clear & stress-free.



SPEND TIME WITH LOVED ONES: Surround yourself with good vibes.



PLAY: Do fun things. Laugh. And Imagine.



THINK HAPPY THOUGHTS: Choose to focus on the good, cup is half full perspective.



ENJOY THE LITTLE THINGS: Stop and smell the roses.

 WholeHearted School Counseling



Form Teachers - I AM, I CAN, I HAVE

Final Reflections

The following are ten common elements of hard work for success:

1. **Dedication:** Commitment to a task or goal, and a willingness to invest time and effort.
2. **Perseverance:** The ability to overcome obstacles, setbacks, and failures, and to maintain momentum despite challenges.
3. **Discipline:** Self-control and self-regulation, enabling individuals to stay focused, avoid distractions, and maintain a consistent work ethic.
4. **Resilience:** The capacity to bounce back from adversity, adapt to change, and navigate uncertainty.
5. **Focus:** Concentration and attention to detail, allowing individuals to prioritize tasks, avoid multitasking, and make steady progress.
6. **Time management:** Effective allocation and utilization of time, ensuring that tasks are completed efficiently and deadlines are met.
7. **Self-awareness:** Understanding one's strengths, weaknesses, and motivations, enabling individuals to optimize their work habits and make informed decisions.
8. **Accountability:** Taking ownership of tasks, goals, and outcomes, and being answerable for one's actions and results.
9. **Continuous learning:** Embracing opportunities for growth, development, and improvement, and staying up-to-date with relevant knowledge and skills.
10. **Passion and purpose:** A genuine interest and enthusiasm for the work, combined with a clear sense of direction and meaning



Catholic events for Catholic students



Weekly Monday Mass



Religious Education



Looking Ahead

- Week 10, Wed to Fri (12 – 14 March): **Education for Life Camp** (3D2N)
- Venue: The Boys' Brigade and Girls' Brigade Campsite



Portrait of the Theresian Girl

Character Outcomes for Secondary Two

With conscience, a Theresian stands up for Truth

1. Strives to do her best in her daily work and duties
 - a. Attentive, follows classroom expectations, ready with **learning** materials, completes her assignments and meets deadlines
 - b. **Attendance**, on time for lessons
 - c. **Attire** abides by school standards as laid out in the Student Handbook
2. Listens **respectfully** to others who are sharing their thoughts and experiences
3. Shows **empathy** towards others
4. Awareness of right and wrong in her actions and speech
5. Takes **responsibility** for her mistakes



Portrait of the Theresian Girl

| Respect and responsibility towards self | Respect and responsibility towards others | Care and harmony towards others | Integrity towards Self and Others | Resilience in Self |
|--|---|---|--|---|
| <p>Strives to do her best in her daily work and <u>duties</u></p> <p><u>Behavioural indicators</u></p> <p><u>Attitude towards learning</u></p> <ul style="list-style-type: none"> ▪ Attentive in lessons and participative in school experiences; ▪ Follows classroom expectations; ▪ Ready with relevant learning materials; ▪ Completes assignments on time and meets submission deadlines. <p><u>Attendance</u></p> <ul style="list-style-type: none"> ▪ Being on time for lessons (e.g. physically being in class on time after recess, returning from special rooms). <p><u>Attire:</u></p> <ul style="list-style-type: none"> ▪ Abides by school standards for attire as laid out in the Student Handbook because every IJ girl is an ambassador of the IJ brand of education. | <p>Listens respectfully to others who are sharing their thoughts and experiences</p> <p><u>Behavioural Indicators</u></p> <ul style="list-style-type: none"> ▪ Speaks respectfully and politely to teachers & peers; ▪ Shows self-awareness of the impact of her words and actions on others who are recipients; ▪ Exhibits self-control and self-discipline in her interactions with teachers & peers; ▪ Participates actively in class and school activities. | <p>Shows empathy towards others</p> <p><u>Behavioural indicators:</u></p> <ul style="list-style-type: none"> ▪ Offers help to classmates / schoolmates by (i) being a listening ear to peers and classmates; and (ii) helping to seek support from teachers and trusted adults; ▪ Acts as a positive influence on peers to do the right thing by expressing it tactfully. | <p>Shows awareness of right and wrong in her actions and speech</p> <p><u>Behavioural indicators</u></p> <ul style="list-style-type: none"> ▪ Able to identify and articulate what is right and wrong in her actions and speech; ▪ Stands up for what is right in her actions and speech to others around her. | <p>Takes responsibility for her mistakes</p> <p><u>Behavioural Indicators</u></p> <ul style="list-style-type: none"> ▪ Readily and willingly acknowledges and reflects on mistakes made to seek improvement for the better; ▪ Willingly makes amends when mistakes are made so that others will not be unfairly implicated; ▪ Reaches out to others for support when needed. |

- These character outcomes form the basis of students' Personal Qualities assessment and conduct grades. More details can be found in Student Handbook.



Reminders – Attendance

- Reporting time is **7.30am** except on Wed, **8.25am**.
 - She will be marked as **late** if she arrives in the school hall/classroom after 7.30am.
- Please keep us informed of the reason for your child's absence.
 - If your child is **absent** on the day of a Weighted Assessment, she **must** obtain a valid **Medical Certificate**. **Parents' letters** are **not** allowed.
 - To make the most of her schooling experience, please **avoid scheduling personal holidays during term time**, as her attendance will be marked as '*Absent without Valid Reason*', which can affect her Conduct Grade.



Reminders – Attire

Please help us to ensure their shoes, socks, hair colour and hair accessories meet the requirements stated in the school rules.

- Ensure her hair is not dyed, highlighted or extended.
- Long hair should be tied neatly. Very short or shaven hairstyles are not allowed.
- Uniform should have name tag & belt properly fastened.
- White shoes & school socks to be worn.
- 1 pair of simple ear-studs or ear-sticks.
- Fingernails should be short, clean and unpainted / unvarnished.
- Bracelets, rings, coloured contact lenses or eyelash extensions are not allowed.



Reminders – Handphone Usage

Please help us create a conducive learning environment for all.

- Your daughter/ward is required to place her **phone in her locker** during curriculum hours. She will **not** be allowed to use her phone during recess or study break.
- Please ensure that she has a **lock** to secure her locker.
- **PLD (laptop)** should also be kept in the locker when not in use. She should not leave it unattended.
- If you need to contact your daughter urgently during curriculum hours, please call the General Office at **6477 5777**.



PROGRESSING THROUGH SECONDARY SCHOOL YEARS WITH FULL SUBJECT-BASED BANDING (FULL SBB)



Start of S1

Full SBB

All students offer the following subjects in lower secondary:

| | |
|---|---|
| English Language (EL) | Students' Posting Groups will guide the initial subject levels students offer at the start of S1. |
| Mother Tongue Language (MTL) | |
| Mathematics (MA) | |
| Science (SCI) | |
| Humanities (HUM) | |
| Art | Common Curriculum Subjects |
| Design & Technology (D&T) | |
| Food & Consumer Education (FCE) | |
| Music | |
| Physical Education (PE) | |
| Character & Citizenship Education (CCE) | |

Offering Subjects at More Demanding Level (MDL)

Eligible students can offer EL, MTL, MA and SCI at MDL based on their PSLE Achievement Level (AL) for each of these subjects.

| Indicative Level of Most Subjects at Start of S1 | PSLE Standard Grade | PSLE Foundation Grade | Option to offer subject at |
|--|---------------------|-----------------------|----------------------------|
| G1 | AL 5 or better | - | G3 / G2 |
| | AL 6 | AL A | G2 |
| G2 | AL 5 or better | - | G3 |

End of S1

Students will progress to S2 and offer subjects at existing subject levels.

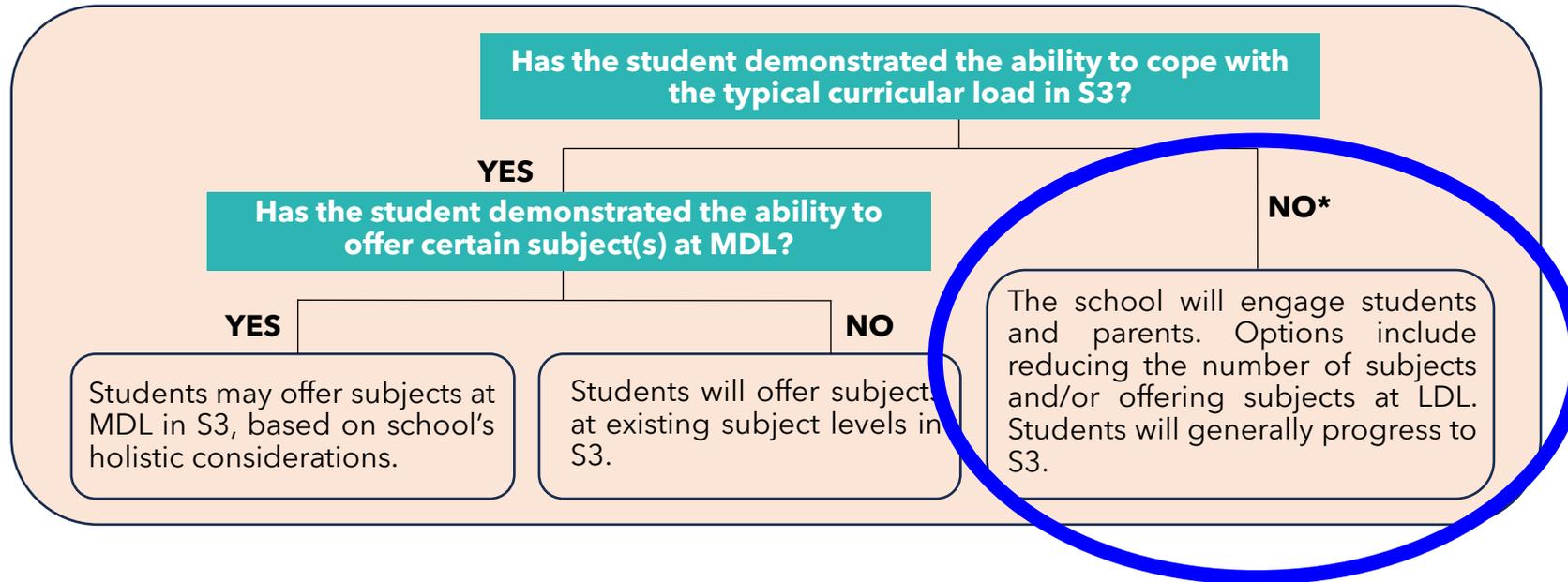
Students who have done well may offer subjects at MDL in S2, based on school's holistic considerations.



End of S2

Full SBB

Students can adjust their curricular load the following year, based on school's holistic considerations which include students' subject-specific performance and their ability to cope with all subjects.



Common academic requirement:

Pass (a) EL and 2 subjects, or (b) at least half the total number of examinable subjects offered*

*

'Pass' : refers to subject overall mark of at least 50%, regardless of subject level.

'Half the number of total examinable subjects' : It would be rounded down if the student offers an odd number of subjects, subject to a floor of 3.

*'Examinable subjects' : They do **not** include CCE, PE and lower secondary Music.*



Calibration of curricular load when students **do not meet** the common academic requirement:

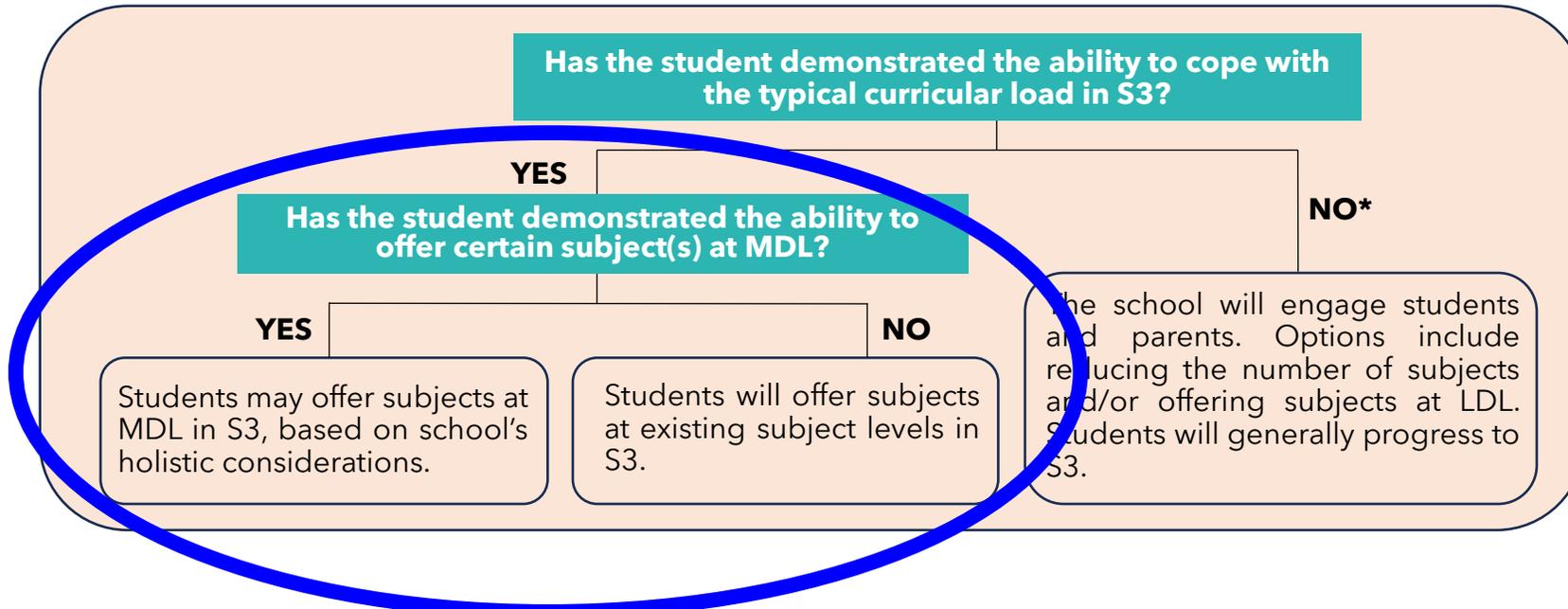
1. **Reduce** no. of subjects (subject to minimum subject policy), and/or
2. Offer elective subject(s) at lower demanding level (**LDL**), and/or
3. Offer compulsory subject(s) at LDL if they obtained an **E8** or below at G3 or **6** at G2.



End of S2

Full SBB

Students can adjust their curricular load the following year, based on school's holistic considerations which include students' subject-specific performance and their ability to cope with all subjects.



Criteria for the offering of subjects at more demanding level (MDL)

- Students need to have obtained more than or equal to 75% in subject's overall marks.



Students who offered G1 **Humanities** in S2 can offer G2 Combined Humanities in S3 if they obtained

- $\geq 75\%$ overall in G1 English Language (or $\geq 50\%$ overall in G2 English Language); AND
- A pass with Distinction grade for both Performance Tasks in Semesters 1 and 2 from the G1 Humanities Social Studies component.

Students who have scored 75% or higher in G3 **Mother Tongue** are eligible to offer Higher Mother Tongue.



End of S3

Full SBB

If students cannot cope



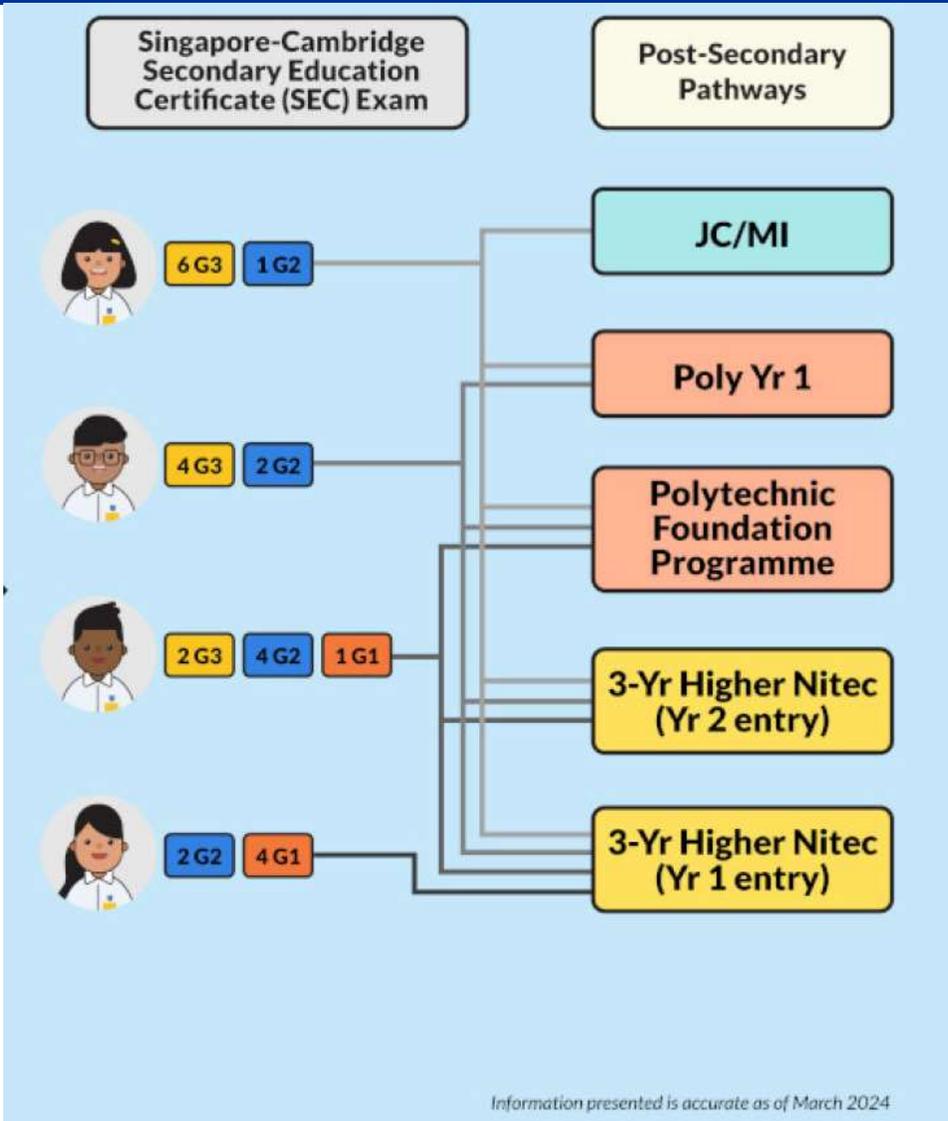
The school will engage students and parents. Options include reducing the number of elective subjects and/or offering subjects at LDL. Students will generally progress to S4.

End of S4

The 5th year will continue to be available under Full SBB, to allow eligible students to pace their learning and offer subjects at a more demanding level to access more post-secondary pathways.



Post-secondary pathways under FSBB



**From 2028,
more post-secondary options
will be available.**

| Students taking at least | POST-SEC PATHWAYS | | | | | |
|--------------------------|-------------------|------------------|--|--------------------|---------------------|----------------|
| | ITE Year 1 Entry | ITE Year 2 Entry | Polytechnic Foundation Programme (PFP) | Polytechnic Year 1 | Millennia Institute | Junior College |
| 6 G3 subjects | ✓ | ✓ | NEW ✓ | ✓ | ✓ | ✓ |
| 5 G3 subjects | ✓ | ✓ | NEW ✓ | ✓ | ✓ | |
| 4 G3 + 1 G2 subjects | ✓ | ✓ | NEW ✓ | NEW ✓ | | |
| 5 G2 subjects | ✓ | ✓ | ✓ | | | |
| 4 G1 subjects | ✓ | NEW* ✓ | | | | |

*For students who meet ITE's Year 1 academic requirements



What are the main Post-secondary pathways?

1

Junior Colleges (JCs) or Millennia Institute

Prepares students for the GCE 'A' level examination or International Baccalaureate Diploma Programme.

2

Polytechnics

Provides students with hands-on, practice-based learning experience within a dynamic and progressive learning environment.

3

Institute of Technical Education (ITE)

Equips students with technical knowledge and skills relevant to the industry.

4

Art Institutions

Allows students with the aptitude and interest to pursue the creative arts at the tertiary level.



Educational Pathways after Graduation

| Schools | Types of Qualifications |
|--|--|
| Junior Colleges/ Centralised Institute | GCE 'A' Level (2-3 years) 18 JCs, 1 CI (Millenia Institute) Get ready with skills and knowledge required for tertiary education. |
| Polytechnics | Diploma (3 years), 5 Polytechnics – NYP, NP, RP, TP, SP Hands-on experience in a dynamic and progressive learning environment. |
| Institute of Technical Education | Nitec / Higher Nitec (2-3 years), ITE Colleges – East, Central, West Learn technical skills and knowledge to meet the workforce needs of various industry sectors. |
| Arts Institutions | Arts Diploma (3 years), NAFA, LASALLE. Learn arts related knowledge and skills. |



Subject combination at the end of Sec 2

- There will be briefings for students and parents in time to come.
- Encourage your child to explore her **interests** and identify her **strengths**, expose her to different sectors where possible.
- Never too early to think about the future!



Questions Your Child May Have ...

| Subject Combination | I Don't Know |
|---|--|
| Which Subject Combination should I take? | I don't know what I want to be yet, but I know I love Literature. How now? |
| Education Pathways / Choice of Course | Career Aspiration |
| Which Education Pathway / Course should I choose? | Do I know my career aspiration yet? |



“

As parents, we all want what is best for our children...As they learn to navigate and face tomorrow's challenges on their own, it's not easy to know when to nudge them, when to stretch them, when to help them, or when to let go.

*Within our own families,
we can all spend a bit more time listening to our children's thoughts and feelings.*

Let us walk alongside them as they grow and handle their new challenges.

”

- Mr Chan Chun Sing, Minister for Education



Take a moment to reflect...

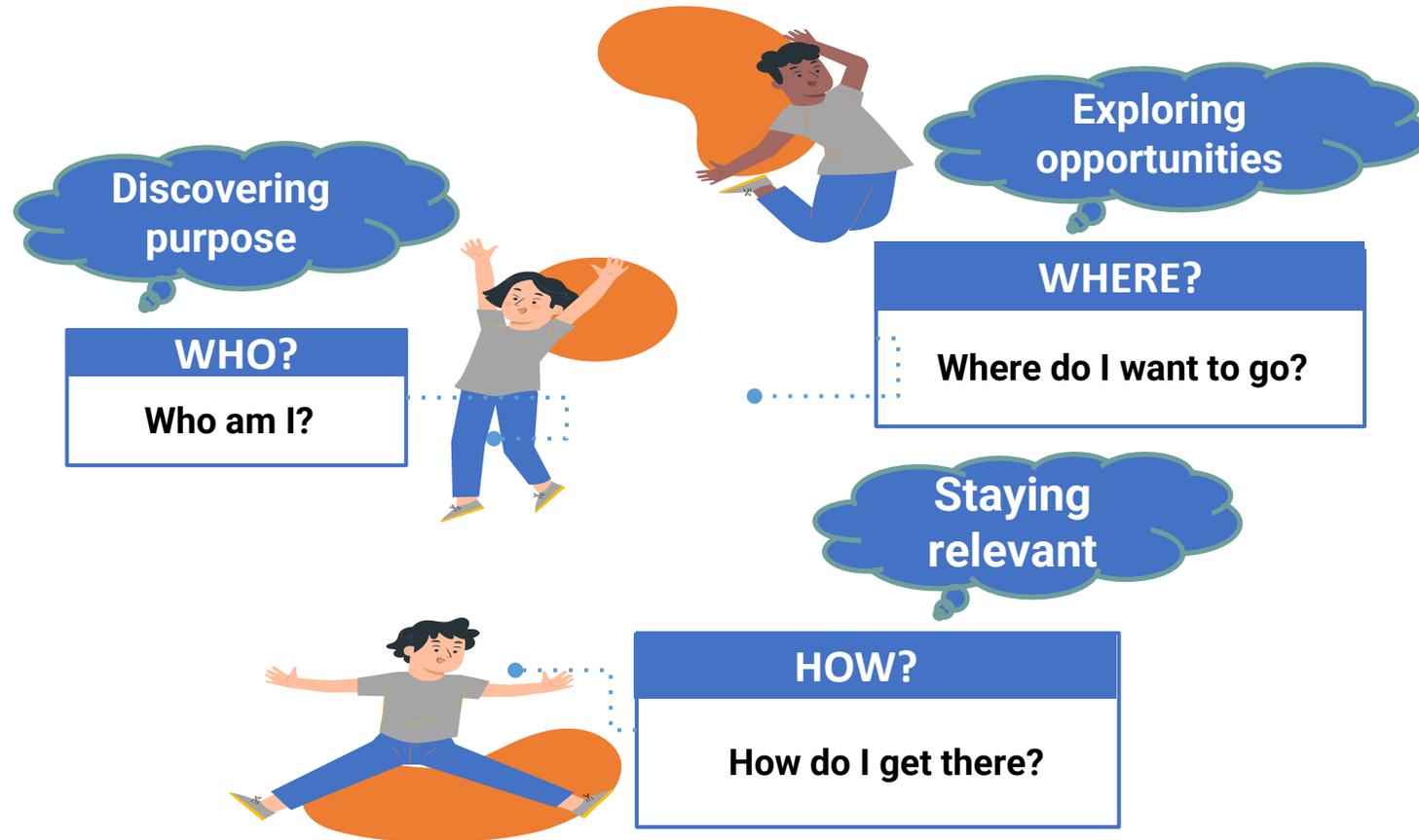
How well do we know our children's education and career aspirations?

Have I spoken to my child about her...

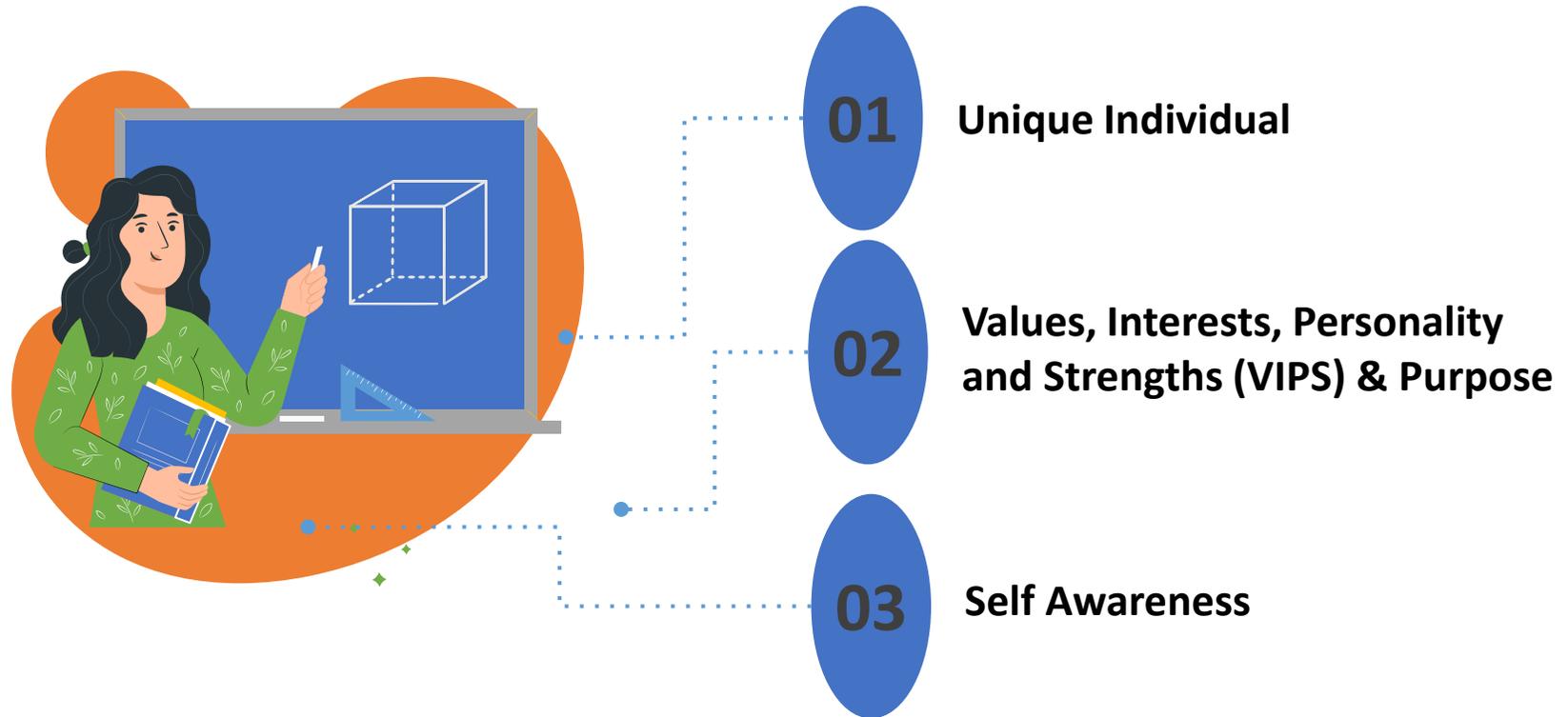
- **Aspirations**
- **Interests**
- **Areas that she is good at /skilled in**
- **What she values / considers important in life**
- **Knowledge of current trends and developments in the world of work**
- **How she can prepare herself to be future-ready**



The 3 ECG Questions to Guide your Child



Who am I? (Discovering Purpose)



Who am I? (Discovering Purpose)

|  |  |  |
|---|---|---|
| Support them as they discover their VIPS & Purpose | Encourage Reflection on Experiences | Connect Experiences |
| <p>What is important to you? What motivates you?</p> <p>What are the issues you feel strongly about?</p> <p>What do you enjoy doing?</p> <p>How would you describe yourself? How do others describe you?</p> <p>What are your strengths? What have people praised you for?</p> | <p>What do you do in...?</p> <p>What do you like / dislike about...?</p> <p>How do you feel when...?</p> <p>What did you learn about...?</p> <p>What did you discover about yourself through...?</p> | <p>What have you learned in <Subject> that will be useful for <Jobs you like>?</p> <p>Is this an ability / skill / interest you want to develop further?</p> <p>Would you like to do something like that in your future job? Why?</p> |



Where Do I Want to Go? (Exploring Opportunities)



Designer?
Physiotherapist?
Programmer?
Urban Farmer?

**Which Occupation
should I choose?**



Creating new AI?
Improve Mental Health?
Improve Sustainability?
Distribute Wealth?

**Sense of Purpose /
Challenge**

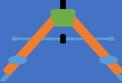


Engineering?
Business?
Humanities? Science /
Arts?

**Which Course / Stream
should I choose?**



Where Do I Want to Go? (Exploring Opportunities)

|  Start exploring areas of Interests |  Prompt them to think Beyond |  Let your Child be the Expert |
|--|--|--|
| <p>Which would be your top 3 aspirations? Why did you choose these?</p> <p>Are there others you have in mind?</p> <p>What are the skills / knowledge you wish to develop / gain?</p> <p>Would you prefer something more academic or hands-on and work-oriented?</p> | <p>What do you want from this career?</p> <p>What are the things important to you in a job?</p> <p>What would be some other jobs related to this role / industry?</p> <p>How can you find more information?</p> | <p>That's a job I don't know much about, could you tell me more what it does?</p> <p>How's the job prospect like? Could we find out and discuss more next time?</p> <p>What does this course offer? What will you be learning / experiencing?</p> |

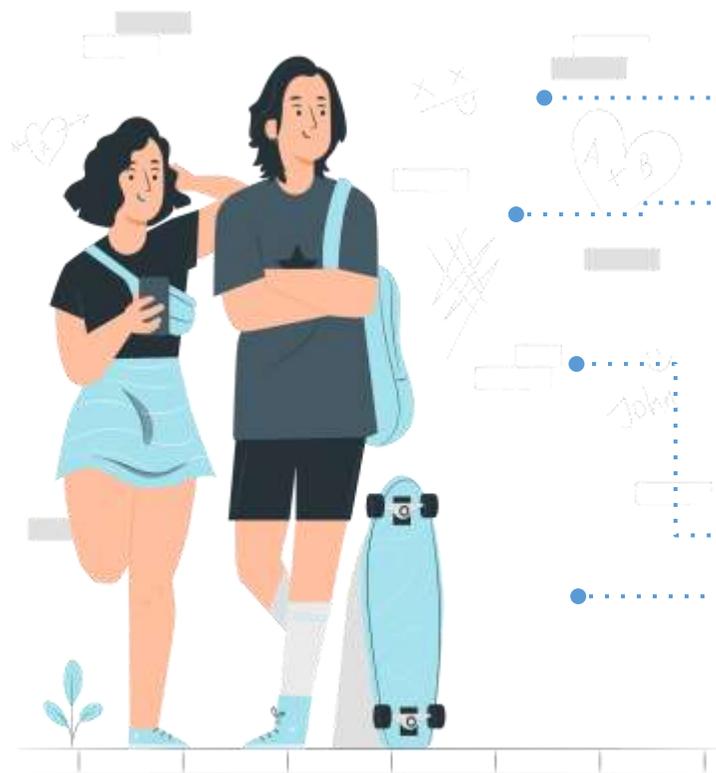


How Do I Get There? (Staying Relevant)

|  Get your child to be responsible for their own plan |  Discuss with your child like they are adults |
|---|---|
| <p>Which courses / qualifications do you think will lead you to this job?</p> <p>Are there any prerequisites / minimum entry requirements to apply to these courses?</p> <p>What steps can you take to work towards your goal?</p> <p>How can you better prepare yourself for this course / job? (Emphasis on transferrable skillset)</p> <p>What are the possible ways/admissions to get to your course?</p> | <p>What 'game plan'/plan do you have in mind to work towards this course/career?</p> <p>Are there ways you can experience what the job is like?</p> <p>Are there practical constraints you may face? Eg. colour appreciation deficiency?</p> |



Supporting our Child's Aspirations



Have regular and genuine conversation with your child

Familiarize yourself with your child's personality and learning style

Provide opportunities for your child to grow

Show love and support which helps your child grow in confidence

Source : 2021 CEG's Parents Seminar



School-Home Partnership

This year, your daughter / ward may be stepping up to assume new responsibilities:

- Encourage her to be a **good role model** to her Sec 1 juniors, and to remain open to new experiences;
- Have regular **conversations** to find out her interests, challenges and emotions;
- Prioritise sufficient **sleep** and self-care;
- **Limit** her time on device usage.

If you have any concerns about your child's behaviour at home/school (e.g. device usage, friendship issues, challenges coping with academic work), please **email** the FTs, so that we can work together to support her development.



THANK YOU

