



# Secondary 3 Parents' Webinar

16 January 2025



# Welcome Address



Vice-Principal  
Mrs Chris Kwok



# Outline

- Introduction
- Overview of the Sec 3 Journey
- Highlights in Sec 3
- CCA & LEAPS 2.0
- MOE-OBS Challenge Programme



# Year Head Team



**Year Head  
(Upper Secondary)**  
Ms Christine Koh



**Assistant Year Head  
(Upper Secondary)**  
Mr Eraja Rajan



# Form Teachers

## 3 Angela



Ms Mastura  
Senin

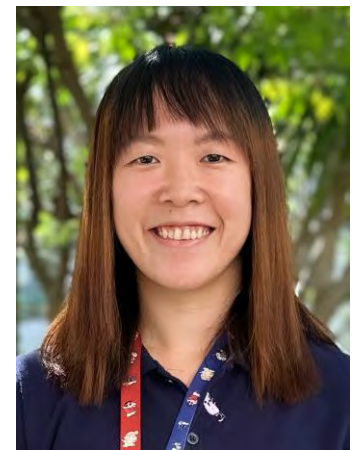


Mr Tan Yee Ping

## 3 Bridget



Mrs Audrey Poon



Ms Alvina Chua

# Form Teachers

## 3 Clare



Mrs Magdalen  
Low



Ms Zhang  
Shujuan

## 3 Elizabeth



Ms Amanda  
Chua



Mr Daniel Kuan

# Form Teachers

## 3 Frances



Mrs Angeline  
Yeo



Mr Eugene  
Lim

## 3 Gemma



Mdm Siti  
Zainab Zainal



Mrs Tan Yan Ping

# Form Teachers

## 3 Helena



Mr Teo  
Wen Jie



Ms Shirley  
Ong



Ms Nur Afiqah  
Jamaludin

## 3 Josephine



Ms Junainah  
Binte Amran



Ms Jesslyn  
Winata



# Form Teachers

## 3 Louise



Mr Kenneth Ho



Ms Stephanie  
Song

## 3 Marianne



Ms Karina Sheri



Mr Koh Bing Qin

# Home-School Partnership

- **School Website** and official social media account
- **Parents Gateway (PG)** for IJ Quarterly, announcements, consent forms and resources
- **School Events**
  - Parents' Talks
  - Parent-Teacher Meetings
  - Others (e.g. Honours Day, Graduation Ceremony)
- Parent Support Group (PSG)
- Keep in contact with school teachers via email (7am to 5pm)



# Working in partnership to develop your child, our student



# Overview of the Secondary 3 Journey



Year Head  
Ms Christine Koh



# Distinctive IJ Experiences



IJCE Breaker Week



# Distinctive IJ Experiences



# Distinctive IJ Experiences



# Distinctive IJ Experiences





# Distinctive IJ Experiences



IJ Fiesta and Spirit Day



# Distinctive IJ Experiences



# What can I expect in Sec 3?



## Academics

Increase in workload  
More difficult content  
Consistency is key



## CCA

More responsibilities  
Time management



## New Friends

New classmates  
Changes in friend groups



# Academic Matters

	WA1	WA2	WA3	EOY
examinable subjects except	10%	15%	15%	60%
HMTL*	5%	30%	5%	60%
Drama	-	-	-	100%

*\*Students offering Higher Mother Tongue Languages (HMTL) will take the GCE O Level Mother Tongue paper in Sec 3 to qualify to continue offering HMTL*



# ECG Support @CHIJ



For more information on post-sec pathways, please join us for our ECG webinar on **27 May!** More info will be shared via PG closer to the date!

- ECG Counsellor: Ms Sharon Tay
- <https://go.gov.sg/chijsharontay>
- Tuesdays, Wednesdays and selected Fridays at the school Library (ECG room)
- via appointment (online/F2F/phone)



# Student Well-Being and Holistic Development

- **School Counsellors** and **Special Educational Needs Officers (SENOs)**
- **Munch Time** at 9am and 12pm, in addition to 40min recess
- **TLC** (Form Teacher Contact Time)
- **Student-Initiated Learning**
- Gather feedback via School Leader and Year Head **Dialogues, Student Forum**



# Student Well-Being and Holistic Development



Birthday Pins



Wellness Journal

# Student Well-Being and Holistic Development



Values-in-Action



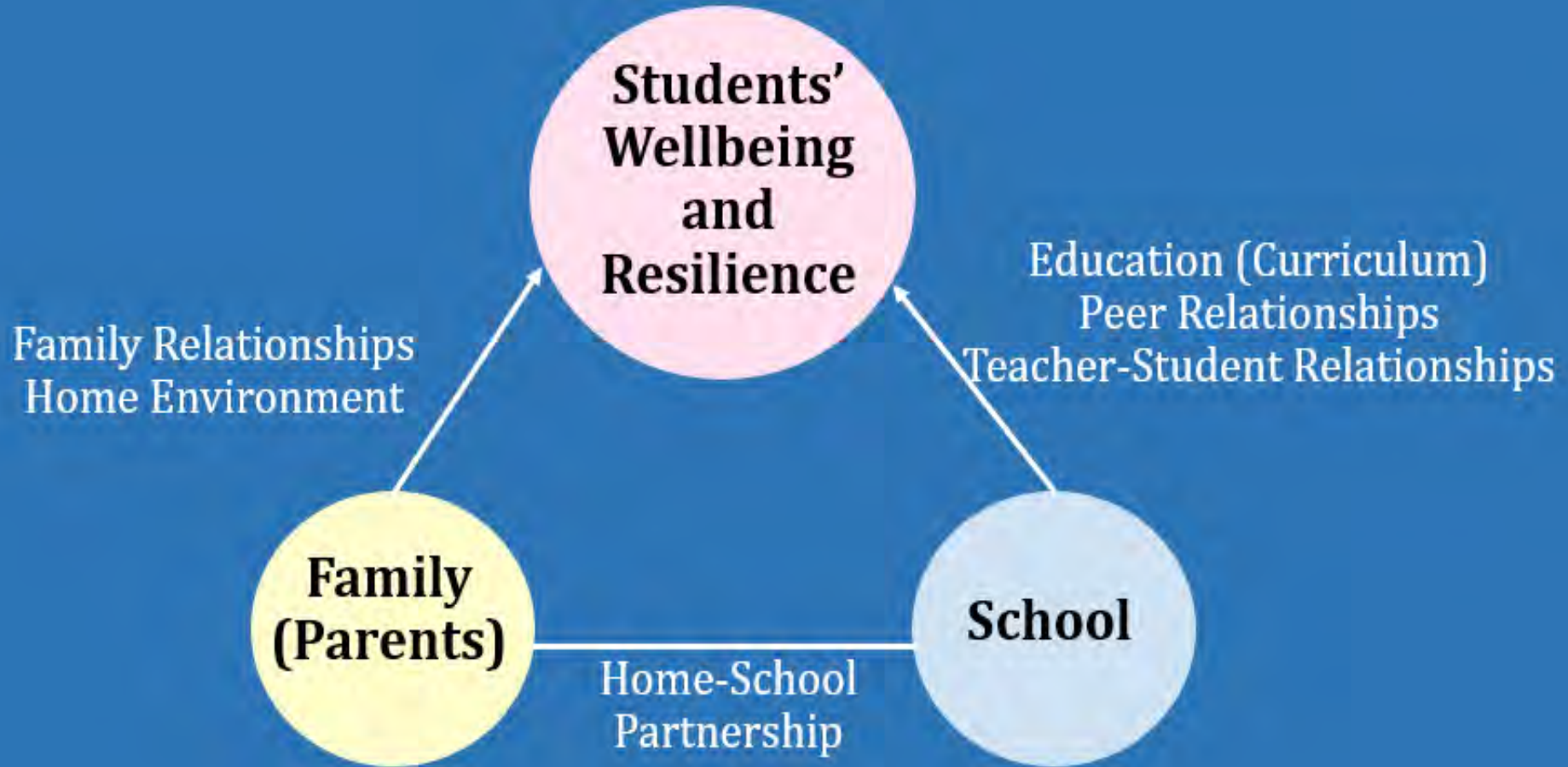
# Student Well-Being and Holistic Development



Learning Journeys



# Supporting Student Well-Being



# Project HERO

## Term 1: Hope

New Start & Transitions:  
goal-setting, support networks  
and self-management



## Term 3: Resilience

Resisting negative influences  
and being a positive influence  
on others

## Term 2: Efficacy

Dealing with Disappointments:  
supporting myself and others

## Term 4: Optimism

Self-reflection and  
developing positivity



# Parent Engagement Resources

## Project HERO

A collaboration between CHIJ Secondary and National Healthcare Group

Challenges your Sec 2 daughter may be experiencing...

### Academics

Disappointment with their WA1 results and apprehension about subject allocation

### Sense of Self

Influence from their peers and social media

### Time Management

Balancing their friendships, studies and CCA



Feeling overwhelmed? Try a breathing exercise!



How to nurture a stronger sense of self-efficacy in your daughter?

When she is	Worried about subject combinations...	Feeling overwhelmed...	Facing disappointments...
I can	Have open discussions about her strengths and interests	Stay calm first, then find the cause of her feelings	Acknowledge her disappointment and give her space to share
I can say	e.g. "What subjects are you interested and stronger in? Would you consider taking other subject combinations?"	e.g. "It seems you are feeling overwhelmed. What's making you feel this way?"	e.g. "You look disappointed. I am here to listen if you want to talk to me about it."

Dealing with disappointments/challenges is usually unpleasant. With support from parents/guardians, children can learn how to manage their feelings & beliefs better.

## Project HERO

A collaboration between CHIJ Secondary and National Healthcare Group



Term 3 is an action-packed term as our Sec 1 students take part in various events and prepare for assessments and projects.

As a parent/guardian, equipping your daughter/ward with skills to handle challenges can help her become more resilient. Working to identify and fix Automatic Negative Thoughts (ANTs) as well as to practise stress management techniques will teach her to better cope with difficult moments instead of feeling overwhelmed and helpless.

### Connect

Use the conversation starters shared in Term 1 to check in. Find out what's on her mind and remind her that she has support from those around her.

### What we can try...



### Champion health

Encourage moderate eating habits and strive towards a balanced healthy lifestyle together. Set guidelines on the use of devices to encourage her to get sufficient rest.

### Role model

What are some activities you do to manage stress? Invite her to join you in an activity. Guide her to plan realistic goals regarding schoolwork and other activities.

### Encourage positivity

If she verbalises ANTs, try the 3Rs below to help shake off unhealthy thinking patterns. Work together to replace these thoughts with helpful ones. Left unaddressed, ANTs may lead to depression or anxiety disorders.

## 3Rs

Using the 3Rs will help your daughter/ward maintain good mental health and build resilience. Try using the REDALL-RATIONALISE-REPLACE strategy on some of your own ANTs first (if any!) before working on it with her.

Type of ANT	RECALL	RATIONALISE	REPLACE
Unrealistic Expectations of self and others are overly high.	Guides her to identify the ANT related to the situation. "Only 35/50 for my math test? I ought to do better!"	Get her to check her assumptions and find new ways of thinking. • What would someone else whom you trust say? • Are you being too hard on yourself?	Work together to develop helpful thoughts to replace the ANT. This is a good result still. I'm grateful for the hard work put in and the results. I can continue working hard.
Mind Reading Conclusions are made without evidence or facts.	"Tracy didn't join my group for the project. I think she doesn't want to be my friend anymore."	• What other evidence do you have for this? • Is this a fact or are you making assumptions?	Perhaps she has other reasons. We can continue being friends without doing everything together.
Blaming Others It's always others contributing to the problem.	"We lost the game because the other team cheated! They can't be better than us!"	• What is the evidence for or against this? • How else can we look at this situation?	I feel bad about losing but I'll feel better over time. Maybe our team can focus on improving our skills.

## Project HERO

A collaboration between CHIJ Secondary and National Healthcare Group



Term 4: Optimism

As the year-end exams get closer, your daughter might feel emotions like excitement, nervousness and worry. Peer pressure and her own expectations could also make her feel sad, frustrated, or negative at times about what's ahead. Your guidance can promote positivity and resilience for her future.

What your daughter may be thinking as she prepares for her exams or receives her results:

**Labelling**  
"I got that question wrong. I am so dumb!"

**'Should' Statements**  
"I scored an A for this subject at PSLE - I should be scoring an A now!"



**All-or-Nothing**  
"I made so many mistakes. If I can't do it perfectly, I might as well not bother!"

### How can you help your child be more optimistic?

**01** Noticing negative self-talk and working out alternative messages

**Pessimistic:** I failed Math WA so I will fail the exam too.  
**Optimistic:** Math WA was a temporary setback. I will work harder for the exam.

Remind your daughter about **who she is**.  
With a positive attitude, she can conquer challenges; failures don't define her.

**02** Confronting the issue and looking ahead

**Pessimistic:** I must never make any mistakes.  
**Optimistic:** Making mistakes is normal. I will do my best to be more careful.

Remind your daughter **what she can do**.  
Moving forward, she can take steps and adopt strategies to overcome challenges.

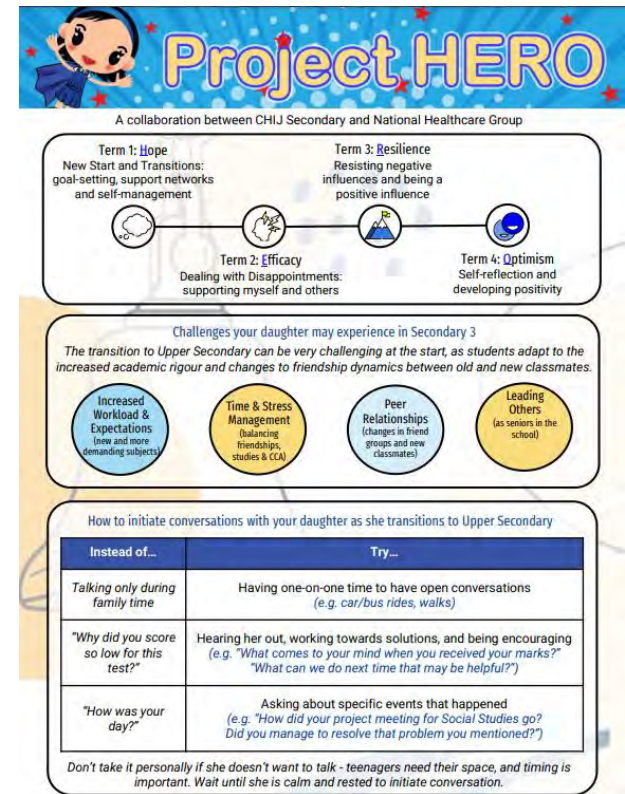
**03** Counting our blessings and practising gratitude

Remind your daughter about **what she has** - the support systems around her.  
Work with her to list 3 things that she is grateful for during this period.



# How can I support my daughter as she transitions to Upper Secondary?

- **Affirm her on accomplishments** outside of academics.
- Have **open conversations** about the different challenges she may face, and be a listening ear.
- **Be encouraging** and work together towards solutions.



**Project HERO**  
A collaboration between CHIJ Secondary and National Healthcare Group

**Term 1: Hope**  
New Start and Transitions: goal-setting, support networks and self-management

**Term 2: Efficacy**  
Dealing with Disappointments: supporting myself and others

**Term 3: Resilience**  
Resisting negative influences and being a positive influence

**Term 4: Optimism**  
Self-reflection and developing positivity

Challenges your daughter may experience in Secondary 3  
The transition to Upper Secondary can be very challenging at the start, as students adapt to the increased academic rigour and changes to friendship dynamics between old and new classmates.

- Increased Workload & Expectations** (New and more demanding subjects)
- Time & Stress Management** (balancing friendships, studies & CCA)
- Peer Relationships** (changes in friend groups and new classmates)
- Leading Others** (as seniors in the school)

How to initiate conversations with your daughter as she transitions to Upper Secondary

Instead of...	Try...
Talking only during family time	Having one-on-one time to have open conversations (e.g. car/bus rides, walks)
"Why did you score so low for this test?"	Hearing her out, working towards solutions, and being encouraging (e.g. "What comes to your mind when you received your marks?" "What can we do next time that may be helpful?")
"How was your day?"	Asking about specific events that happened (e.g. "How did your project meeting for Social Studies go? Did you manage to resolve that problem you mentioned?")

Don't take it personally if she doesn't want to talk - teenagers need their space, and timing is important. Wait until she is calm and rested to initiate conversation.

## How to initiate conversations with your daughter as she transitions to Upper Secondary

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*Don't take it personally if she doesn't want to talk - teenagers need their space, and timing is important. Wait until she is calm and rested to initiate conversation.*



## Termly Study Tips to Share with Your Daughter!



### 1. Plan Ahead

- **Use a calendar** (digital or physical) to mark important events and dates.
- Using different colours would also help make it easier to understand.



### 2. Work on One Thing at a Time

- Multitasking makes us less efficient, more prone to mistakes, and can give us a great deal of stress.
- **Focusing on just one task at a time** is a great way to learn and produce high-level work.



### 3. Set Deadlines and Goals

- Ask your daughter to **set her own deadlines and goals**.
- This would help give her ownership and responsibility for her work.



### 4. Be Aware of Procrastination

- Your daughter may procrastinate because she is overwhelmed or does not understand how to do the work.
- **Talk to your daughter if you suspect she may be facing difficulties** with her work and encourage her to seek help.



# Study Skills: Have a Study Plan

	MON	TUE	WED	THU	FRI
4-5pm	Complete Chem HW	Complete Geog HW	CCA	Complete Bio HW	CCA
5-6pm	Complete Math HW	Make notes for SS Chapter 2		Practise Qns for SS	
6-7pm	Dinner	Dinner	Dinner	Dinner	Dinner
7-8pm	Break	Break	Break	Break	Break
8-9pm	Make notes for SS Chapter 1	Read Lit Chapter 4	Make notes for SS Chapter 3	Complete EL Compo	Complete AM HW





# Study Skills: Have a Study Plan

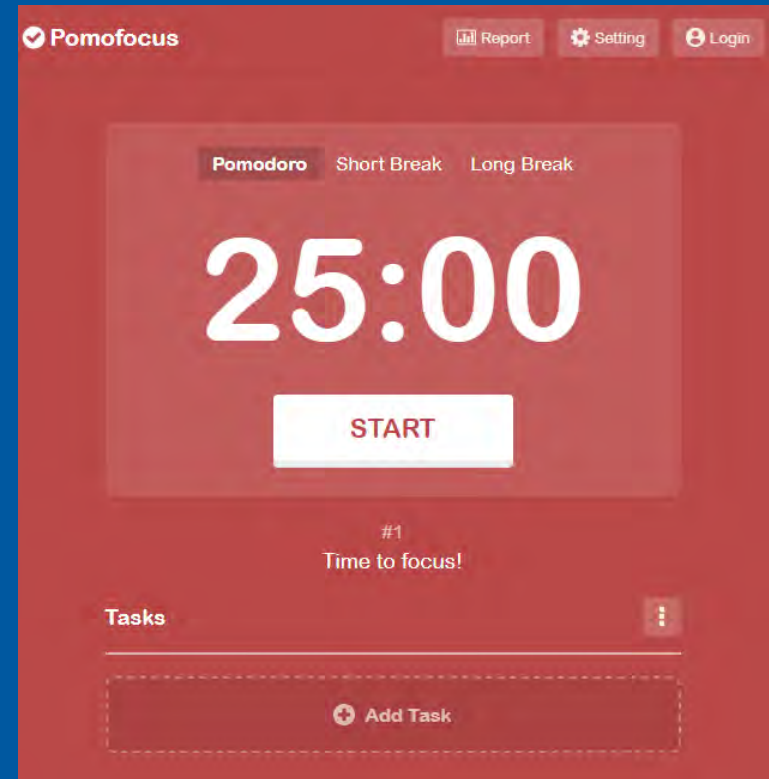
- **Don't cram all the studying into one session!  
Consistency is key!**
- **Plan when to study and have a specific goal for that study time**
- **Refer to and review notes when completing homework**
- **No distraction when studying (e.g. TV, phone, iPad)**



# Study Skills: Pomodoro Technique

Use a timer to break studying into intervals (typically 25min), separated by short breaks (typically 5-10min).

<https://pomofocus.io/>



# Study Skills: Cornell Note Taking

**TITLE** Date

<b>Keywords</b>	• Main notes • ideally using abbreviations
<b>Questions</b>	• Key thoughts

**SUMMARY**

- Helps to organise and summarise notes by:
- key words/questions
  - notes and key thoughts
  - summary

Encourages intentional note-taking and active summarising!



# Q&A

How can my daughter cope with her subjects in Sec 3?

**Subject combination offered is based on Sec 2 overall results to help students cope better in Upper Sec.**

**Encourage her to be consistent in her work.**

**Students can arrange for individual or small-group consultations with their teachers (F2F/online/email).**



# Q&A

What are the different weightages for the different components of each subject?

**Weighted Assessments (WAs) are bite-sized and cover a few chapters. Format depends on the subject.**

**Sec 3 End-of-Year Examination may be a full paper depending on the subject. Subject teachers will inform students of the format and duration at a later date.**

**For more info on exam format and subject syllabus, please visit <https://www.seab.gov.sg/>**



# Q&A

With so many HBL and school activities, can the teachers finish teaching the syllabus?

**HBL days are meant to complement in-school learning.**

**CHIJ Sec has 2-3 HBL days per term, in alignment with MOE's guideline. This is a good balance that allows students to experience HBL often enough to develop the skills and mindsets to become more independent and self-directed learners, without unduly compromising the in-person learning experience in schools.**



# Highlights in Secondary 3



Assistant Year Head  
Mr Eraja Rajan



# Key Events: NRIC Registration

**Date: Wednesday, 26 Feb 2025**

ICA will send parents/guardian notification letters and the school will also remind the students on the registration.

If parents don't make the application within the deadline, the student won't be able to complete her **biometrics enrolment on 26 Feb**, and she will have to go to ICA to complete this.





# Key Events: NRIC Registration

## Parents/Guardians will need to submit the NRIC registration online using SingPass

- Verify your child's particulars (*if you wish to add Chinese/Jawi/Tamil Characters, please include during the online submission under the 'Ethnic Name' field*)
- Upload your child's photograph and supporting documents (where applicable);
- Make payment for your child's NRIC application (\$10 for Singapore Citizens / \$50 for Permanent Residents)



# Key Events: NRIC Registration

**Date: Wednesday, 26 Feb 2025**

- NRIC registration (biometrics enrolment only) will be conducted in school; collection of NRIC also in school



# Key Events: Sec 3 Work Exposure Programme (WEP)

- To provide IJ girls with the opportunity to **experience the world of work**;
- To prepare IJ girls for the world of work by **nurturing relevant life skills**;
- To empower them to **make informed decisions** regarding career selection



Figure 1

# Key Events: Sec 3 Work Exposure Programme (WEP)

Period: **27 - 31 Oct (Mon – Fri)**

*(some work attachments will be on different dates, including some that may only end on 7 Nov or take place later in the year)*

## **Structure:**

Work Attachment

Following My Relative to Work (FMRW)



# Key Events: Sec 3 Work Exposure Programme (WEP)

## Following My Relative to Work (FMRW)

- **Hosting partner:** parent/ relative/ family friend
- **Attachment length:** 3 days – 1 week
- **Additional students:** students can invite their friends to join them
- **Documentation:** provide a signed letter/ certificate at the end with company letterhead



# Key Events: Sec 3 Work Exposure Programme (WEP)

- Students will be briefed later in the year
- Parents/guardians interested to host can check in with their companies in the meantime



# IJ Goes Global



Vice-Principal  
Mdm Lim Lay Hoon



# Objectives

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- Deepen in our students the 21st Century Competencies (21CC) of global awareness and cross-cultural skills and sensitivities.
- Strengthen students' commitment and rootedness to Singapore





# IJ Goes Global Programmes

Includes cultural exchanges

- Hosting students from other countries
- Overseas twinning and learning journeys  
(Overseas Partnership)



# Global IJ Community (IJ Sister schools)

- Shizuoka Futaba High School
  - Yokohama Futaba High School
  - Denenchofu Futaba High School
  - Fukuoka Futaba High School
- (with a focus on Art appreciation)



*Foster an inclusive IJ community*  
*Strengthen the IJ identity*



# Twinning Programme

- St Paul's Co-Educational College & Diocesan Girls' School, (Hong Kong)
  - Focus on STEM



# Twinning Programme

- Trung Vuong Secondary (Hanoi, Vietnam)
- Tran Dai Nghia High School for the Gifted (Ho Chi Minh City, Vietnam)



# IJ BEACON (Chiang Mai, Thailand)



## SERVICE Learning Opportunities

- Engagement in meaningful community services
- Developing character and leadership competencies
- Deepening understanding of different communities
- Cultivating a stronger sense of global responsibility

# Hosting Programme

Interactions between our girl and their overseas counterpart.  
School immersion experiences with a cultural focus.



- IPEKA Schools (Indonesia)
- Trung Vuong School, Hanoi, Vietnam
- Middle School Affiliated to Harbin Institute of Technology, China
- Hanlin Secondary School, China
- Gimpo Youth Foundation, South Korea

# 2025 IJ Goes Global

Partner Schools & Countries	Dates
[Japan] Denenchofu Futaba Junior/Senior High School Shizuoka Futaba Junior/Senior High School Yokohama Futaba Junior/Senior High School	End May to Early June
[Japan] Fukuoka Futaba School (Art focus LJ)	End May to Early June
[Vietnam] Trung Vuong School, Hanoi	Mid-Nov
[Vietnam] Tran Dai Nghia High School for the Gifted - Humanities focus Learning Journey to Ho Chi Minh City	Mid-Nov
[Hong Kong] Diocesan Girls' School & St Paul's Co-educational College (STEM focus LJ)	Mid-Nov
[Thailand] Beacon - CHIJ Mission Trip, Chiang Mai	Mid-Nov



# 2025 IJ Goes Global Timelines

Mid Feb	Student online Application for Overseas Twinning/Immersion Programme
Mar	Interview & Selection
Mar	Release of Student Allocation Results
End Mar	Student Offer and Acceptance of Results

HOD IC : Ms Shirley Ong

[Ong\\_kim\\_luan\\_shirley@moe.edu.sg](mailto:Ong_kim_luan_shirley@moe.edu.sg)







# Information on CCA and LEAPS 2.0



HOD PE/CCA  
Mr Daryl Chan





Your daughters will be receiving their DRAFT Certificates in early Feb and it will give them a good indication of their final CCA Grade.

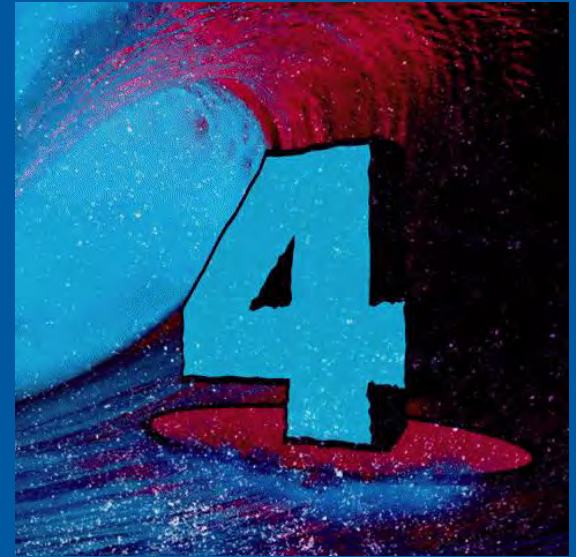


# 4 domains under LEAPS 2.0

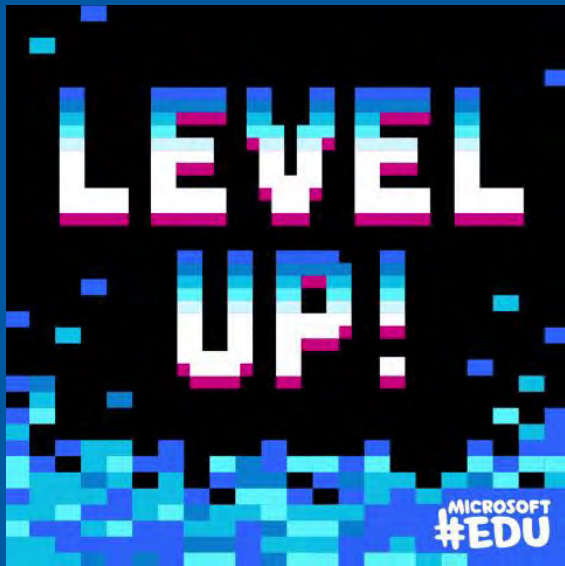
1. Leadership
2. Achievement
3. Participation
4. Service

## Why is it called LEAPS then?

Enrichment had been taken out.



# Requirements for Excellent (2 bonus points)



- A minimum Level 3 in ALL four domains with at least a Level 4 in one domain

# Requirements for Good (1 bonus points)

- A minimum Level 1 in ALL four domains with any one of the following:
  - A. At least Level 2 in three domains
  - B. At least Level 2 in one domain and at least Level 3 in another domain; or
  - C. At least Level 4 in one domain



# Usage of CCA bonus points

These bonus points come into play to differentiate students from each other, beyond their academic results.

Students must meet the qualifying criteria for the institution before the CCA grades come into play.



# Leadership



Students' ability to take charge of personal development, work in a team and assume responsibilities in service of others.

This is usually the domain that students have a challenge in achieving a Level 3, so please take note.



# Leadership



Students can attain levels of attainment through serving in various Leadership roles in school, such as councillors, House Committee, Class Committee, Peer Support Leaders, CCA Committee.

The highest level of Leadership attainment is taken into consideration.

E.g. Councillor in Sec 1 (L3) vs  
Student Council EXCO in Sec 3 (L5)







# Achievement



Representation and accomplishment in co-curricular involvements beyond the classroom.

Representation: selected and endorsed by the school or an organisation endorsed by the school (e.g. Community Club or National association).

Accomplishment: attaining accolades and awards at competitions, festivals, performances, exhibitions, conferences and symposiums endorsed by the school.



# Participation

Participation in one school-based CCA.

Based on number of years of participation and exemplary conduct and active contribution to the CCA.

**Sustained engagement in the same CCA is accorded higher recognition.**



# Participation

**General trend:** Starting with at least 2 years of 75% attendance, Level 1.

Every additional year, up one level.

3 years of 75% in any CCA = Level 2



# Participation

4 years in ANY CCA = Level 3,

4 years in SAME CCA = Level 4 (Loyalty point)

If “EXEMPLARY CONDUCT AND ACTIVE CONTRIBUTION”,

4 years in ANY CCA = Level 3 + 1

4 years in SAME CCA = Level 4 + 1





# Service

Students' development as socially responsible citizens who contribute meaningfully to the community.

Students can choose to embark on a Self-Initiated Values-in-action (VIA) project.

Students will be recognised for the time they put into planning, execution and reflection, when participating in a VIA project.





# Usage of CCA bonus points

These bonus points come into play to differentiate students from each other, beyond their academic results.

Students must meet the qualifying criteria for the institution before the CCA grades come into play.



# Multiple Pathways (4E5N)

## Junior Colleges:

L1R5 gross aggregate score of 20 points or better

## Millenia Institute:

L1R4 gross aggregate score of 20 points or better

## Polytechnics:

ELR2B2 net score of 26 points or better AND meet minimum entry requirements of the course



# Multiple Pathways (4E5N)

## ITE – 2-Year Higher Nitec:

- Grade 1-8 in EL
- Grade 1-7 in Math
- Grade 1-8 in approved subject

## ITE – 2-Year Nitec and 3- or 4-Year Higher Nitec:

Grade 1-8 in any 2'O' Level subjects

## NAFA/LASALLE:

Aggregate score of 25 points or better in 4 GCE 'O' Level subjects (excluding EL) AND C6 or better for EL



# Multiple Pathways (4E5N)

**Junior Colleges:**  
L1R5 gross aggregate  
score of 20 points or better

L1R5 of 21

Cannot use bonus  
points

L1R5 of 14

Can use bonus points

# Q&A

How are the Levels of each domain determined?

**Each entry (e.g. representing your House in Cross Country or a leadership position) is allocated a certain level of attainment by the computer system. The level of attainment is not keyed in by the school.**



# Q&A

What percentage of our students receive 2 bonus points?

**The percentage varies from year to year, but we are generally around 75%.**



# Q&A

What should your daughter do if the entries on the CCA Certificate are inaccurate or something is missing?

**Write it down or make an amendment in RED INK, then submit the certificate to your CCA teachers, before the deadline.**

**Ensure that the item has been included/amended in their next check.**

