



St. Margaret's Secondary School

13 January 2022



Let our Light Shine!

Celebrating 180 years of Charity, Patience, Devotion





Programme

1. Principal's Address

2. Breakout Room Mtg with Form Teachers

3. CCA Matters (Mr Lim BH – HOD Student Development)

4. National Digital Learning Programme (Mdm Azizah – HOD Info Comm Tech)

5. Introduction to Triple P Programme

6. Parenting Talk



Mission

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

Vision

A **Community of Learners Growing and Glowing**
For God.

School Values

Upholding **Integrity**
Learning Continuously
Taking Pride
Being **Resilient**
Showing **Care**



COVID & its impact on Schools



1. Online Registration
2. Online Purchases
3. Webinar for Parents
4. SMM+Mask
5. Home-based Learning

MIND THE GAP

Safe Management Measures at Food & Beverage Establishments



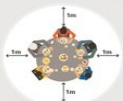
Customers, staff and delivery personnel to wear masks at all times, except when eating or drinking



All F&B outlets with seated diners must implement contact tracing (using SafeEntry), conduct temperature screening and check for visible symptoms



Ensure at least 1m spacing between customers at areas such as entrances and cashier counters



Limit each table/group to 5 or fewer persons, with at least 1m spacing between tables/groups



No intermingling between groups



No self-service buffets



No public entertainment such as live music, radio broadcast, TV/video screenings and karaoke



Implement mobile ordering, pre-ordering, electronic reservation systems and contactless payment, where possible



Disinfect common areas and clean high touch items frequently



For more information, visit enterprisesg.gov.sg/covid-19/safe-distance

Updated: 4 August 2020

Enterprise Singapore





Communications Channel





Print

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

Events

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

Non Print

- Tel: 64664525
- School Website
- Email - stmargaretss@moe.edu.sg
- Email addresses of all FTs and Subj Trs
- [Parents' Gateway](#)

People

- Formal/ Informal discussions between parents & staff





Communication Channels

Tel: 64664525 (Office)

Website: www.stmargaretssec.moe.edu.sg

Email: stmargaretss@moe.edu.sg

Email addresses of Form and Subject Teachers





Our Staff





School Leaders



Vice-Principal (Acad)
Ms Susan Toh



Principal
Ms Linda Lim



Vice-Principal (Admin)
Ms Chrystine Woon





Key Personnel





Assistant Year Heads



**Sec 1 AYH
Mdm Suryati Bte
Mail**



**Sec 2 AYH
Ms Carol Soh**



**Sec 3 AYH
Ms Lum Ying Lee**



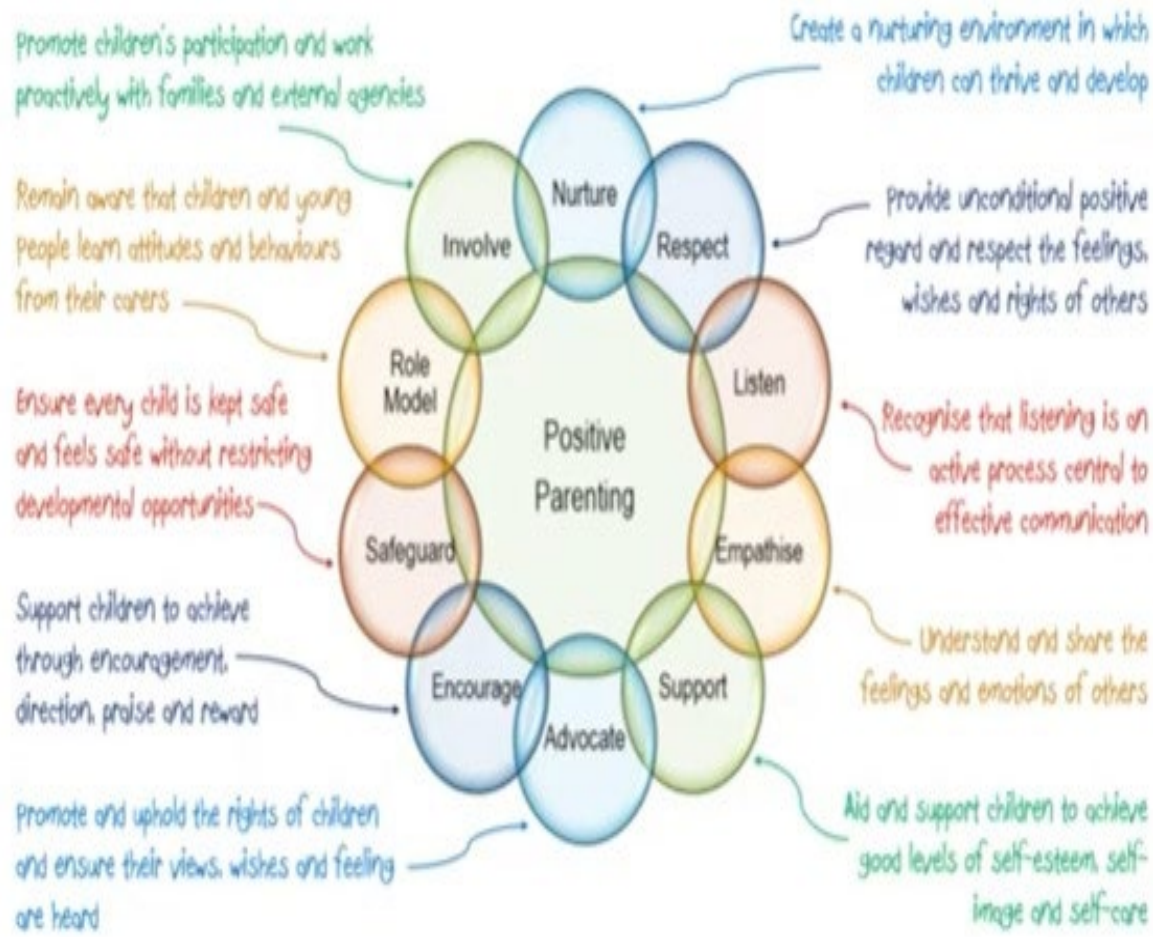
**Sec 4 & 5 AYH
Mrs Sharon Tan**



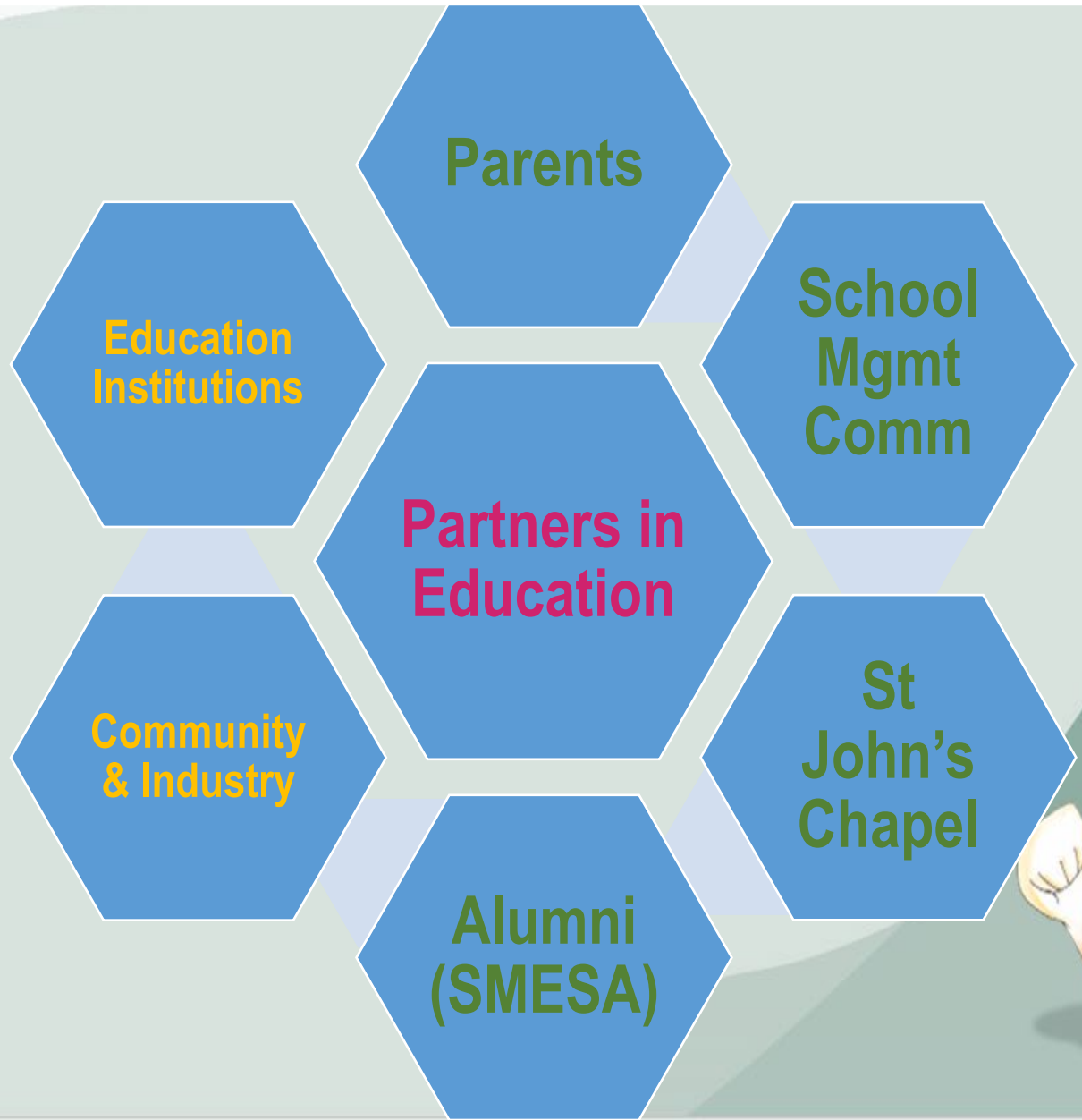


Village Raise Child

It takes a village to raise a child



“It takes a whole village to raise a child”



Our Rich History

- St. Margaret's is the oldest girls' school in Singapore and the Far East
- In our 178-year-old history, St. Margaret's has seen many ups and downs, including World War I and World War II
- Through it all, we remain faithful to our mission to not only educate girls but to care for the less privileged.
- Blessed to be a Blessing
- #LetOurLightShine





Focus

- Be Well
- Be Connected
- Be A Light





#BeWell
#BeConnected
#BeALight



Developmental Characteristics: Adolescence

Founded 1942

1. Learning about her own *identity* [**SELF**]:

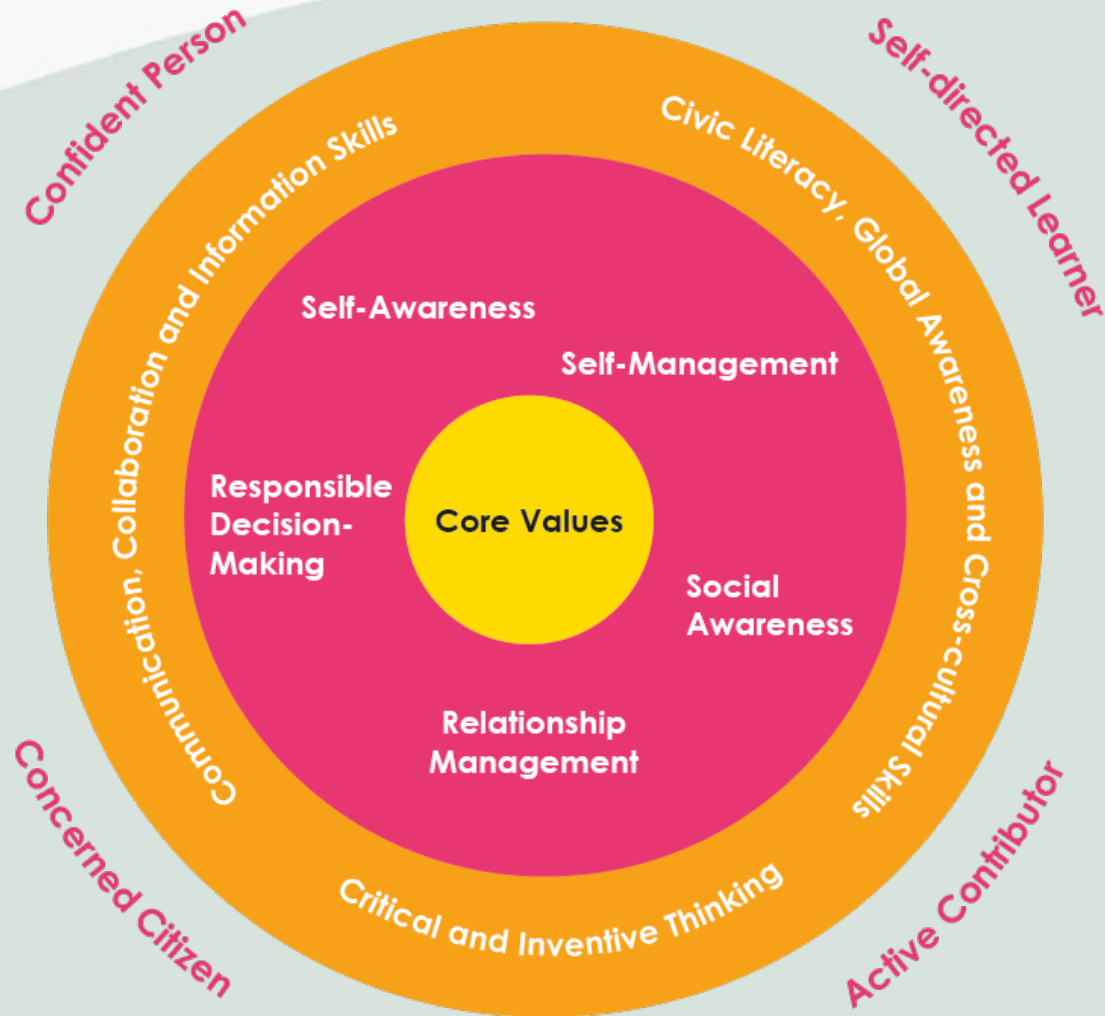
- Who am I?
- Where am I headed?
- How do I fit into society?

→ **Be Well (Well Being)**

2. Seeking **acceptance** from [**PEERS**] & Leaning on good relationship with [**FAMILY**] and guidance from them

→ **Be Connected**





SOCIAL & EMOTIONAL LEARNING

5 Social & Emotional Skills

- ✓ Self-Awareness
- ✓ Self-Management
- ✓ Social Awareness
- ✓ Relationship Management
- ✓ Responsible Decision-Making



STUDENT OUTCOMES



Critical Thinker

Is adept at applying her thinking and skills to real-world problems



Excellence-Driven SMSS Graduate

Strives to perform to the best of her abilities in the curriculum and co-curriculum



Leader with Moral Courage

Has a sound value system and will do the right thing when no one is watching or when the action is unpopular



Passionate Inquirer

Has a lifelong love for learning

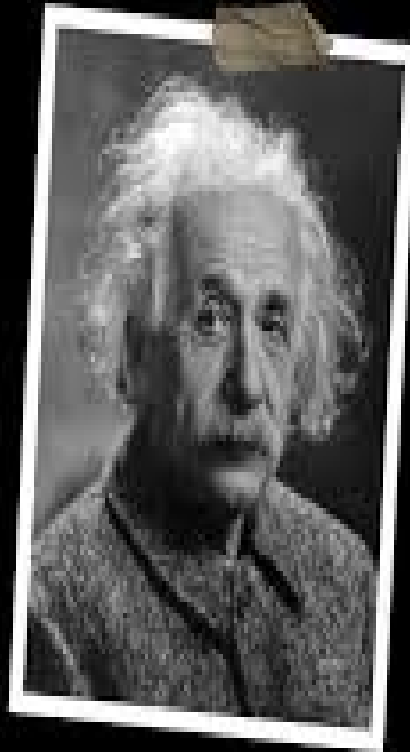


Others-Centred Contributor

Has a strong sense of belonging and contributes to the nation and school

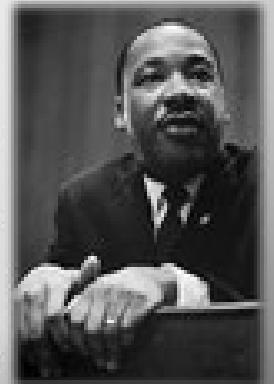
Purpose of Education

"Education is not the learning of facts, but the training of the mind to think."
-Albert Einstein



The function of *education* is to teach one to think *intensively* and to think *critically*.

Intelligence plus *character* - that is the goal of true *education*.



Martin Luther King, Jr.

Our Beliefs

- Education is not about finding the model answer as many problems our children will face in the future will have no model answer
- There is no map, so we need to provide them with a compass
- Failure is part of the learning process, whether in the formal curriculum or social / life skills
- Assessment **of/is for/as** learning where ***the learning*** is more important than the outcome



Secondary School

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

SUPPORT

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

FAMILIARISE

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



AFFIRM

- Remember your child's strengths. Build his/her self-esteem in those areas.
E.g. "You have the unique ability to get along well with people."
- Praise and affirm efforts in front of relatives and friends.
E.g. "She is very helpful towards her grandparents."

EMPATHISE

- Acknowledge your child's varying emotions.
E.g. "I understand you feel anxious about starting school without any of your old friends."
- Encourage your child to share thoughts and feelings about the new school.
- Prioritise sufficient sleep.

Spend Time Chatting. Use T.A.D.

Talk

Talk about the different realities faced by teens these days compared to the past.
E.g. How you communicated with friends without social media.

Ask

Ask about his/her thoughts and feelings on people and events around him/her or in the news.
E.g. What are some ways of having wholesome fun? How does he/she feel about the different types of jobs that adults do?

Discuss

Discuss some acceptable boundaries with regard to the use of electronic devices.
E.g. What are some rules for having a mobile phone (with or without a data plan)?

QUICK TIPS

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



Ministry of Education
SINGAPORE

SUPPORTING YOUR CHILD'S TRANSITION THROUGH SECONDARY SCHOOL



School-based Assessments in Sec 1

Balanced Assessment Policy,

comprising

- non-weighted, formative assessments,
- weighted, summative assessments.

Non-weighted assessments may include quizzes, portfolios, investigative activities, journals and mind-maps.

Weighted assessments may include class tests, exams, investigative activities, journals, group projects and presentations.

WEIGHTED ASSESSMENTS (WA)

* WA: Term 1	10%	One WA per subject per term, spread across different weeks
* WA: Term 2	15%	
Mid-Year Exam	NIL	
WA: Term 3	15%	
End-of- Year Exam	60%	From end- Sep to Oct

* Terms 1 and 2 WA are used to determine eligibility for SBB Mid-Year Inserts.

Roles of Students and Parents

Students:

- Place equal emphasis on both weighted and non-weighted assessments.
- Use teachers' feedback and assessment results to reflect on their understanding and find out how to improve their performance.
- Ensure consistent and timely completion of all forms of assessments throughout the year.

Parents:

- Encourage their children to take charge of their own learning (Self-Directed).
- Remind them to be consistent in their learning review and revision (Self-Directed Learning).
- Look out for signs of excessive anxiety or exhaustion, especially in the period leading up to the end-of-year examinations.



Salt and Light Programme (SLP)

- To bring critical thinking and VIA together
- To develop other-centredness through Service Learning



**SLP Fair -
students sharing about how
they can contribute to the society**



**Interaction through a game to
educate young
Ghim Moh resident on healthy eating**



Development of Talents to Serve



AIM:

To develop passionate inquirers and critical thinkers that contribute to others through offering a variety of activities that so as to allow students to assess their personal strengths and interests and implications of these for future studies or careers



Domains

Mother Tongue Languages	Math	English Language & Literature	Humanities	Science	Leadership & Service	Sports
						26

Development Of Talents to Serve (DOTS)



Glow

Engage with real-world issues, in service to community and/or school

- Platforms/ competitions to use domain specific skills in engaging with/tackling real world issues in service to community and/or school.
- Internships/ attachments to conduct research / explore their career in domain

Grow

Nurture passion for inquiry through equipping them with domain-specific skills/ disciplinary thinking skills

- Modules in disciplinary thinking skills/ encourage independent learning
- Platforms / competitions to develop domain-specific skills

Learn

Build foundation and generate interest in inquiry

- Authentic in-curriculum tasks
- Learning journeys, vendor-run workshops that expose students to the domain

School's Approach to Students' Holistic Development

- A. Know what type of behaviour is acceptable and what type is not acceptable
- B. Clarity of expectations and consequences + high level of support [High Expectations + High Support]
- C. Collaborative problem solving in dealing with behavioural challenge.
- D. Responsibility for the consequences of her actions
 - [expectations, time out, etc] [incentives, rewards, compliments, etc]





National Digital Literacies Programme



Intended Outcomes of PDLP



Enhance Teaching and Learning

PLDs harness technology for greater effectiveness in teaching and learning, enabled by teachers' use of **e-Pedagogy** to provide learning experiences for students



Support self-directed and collaborative learning

PLDs enable students to learn online **according to their needs** and **interests** and to **collaborate** with each other, anytime and anywhere



Support the Development of Digital Literacies

PLDs provide an immersive environment for students to **develop the dispositions, knowledge and skills to thrive in the digital environment.**



NDLP in SMSS

Choice of Devices: Windows OS

Price Range: \$410 - \$762



Final selection based on:

- Cost of devices (Nil or minimum cash out-of-pocket payment needed)
- Device specifications and functionalities

Main ICT platforms for teaching and learning:

- Google Workspace
- Microsoft Pro Plus
- Student Learning Space (SLS)
- Device Mgmt System





Subject Based Banding



Subject-Based Banding (SBB)

- Every student is unique and possesses different strengths. Taking subjects at a higher academic level can help students **nurture their strengths** and give them **more opportunities** throughout their educational journey, so that they are **more engaged in learning**.
- Previously, students in N(A) and N(T) courses can take higher-level subjects starting from Secondary 3. With SBB, your child can start doing so from the start of Secondary 1, to **build a stronger foundation** in subjects that they are good at.





Other Opportunities to Offer Higher-Level Subjects

- Beyond the start of Sec 1, students who do well in school-based examinations may be considered to take higher-level subjects if found suitable to do so by the school.
- Eligible N(A) and N(T) students will receive an application form after the Sec 1 mid-year or year-end examinations, based on the following criteria:
 - 75% or higher in the subject;
 - 60% or higher in the overall average; **and**
 - Positive learning attitude to cope with the higher academic demand
- Our school will provide support through bridging programmes for these new SBB students.





Some Reminders





Hand-phone and Use of Internet

1. Handphones can only be used after school dismissal in the canteen area.
2. Online Behaviour (eg)
 - Be sensitive on what is appropriate comments, messages, pictures or video posted online.
 - Language used online.
 - No to post photographs of students in St. Margaret's attire in public domains.





Absence from school

- Students should only absent themselves from school if they have a very good reason eg unwell.
- Please see a doctor (submit the medical certificate promptly).
- Students who wish to leave the school during school hours must obtain permission from the Principal/Vice-Principal, 3 working days in advance (via email stmargaretss@moe.edu.sg, keeping the FTs in the cc loop)
- The school accepts up to a maximum of 4 days of absence with letters of excuse from the parent/guardian in a year for valid reasons or extenuating circumstances





Absence from Exams/Weighted Assessment (WA)

Absence from Exams/WA

- Re-exams will be conducted if covered by
 - a medical certificate
 - letters of excuse will only be accepted under extenuating circumstances (e.g. bereavement)
 - HRW/LOA/SHN/HQO as per current MOH guidelines
- Otherwise: Will be awarded a zero for the paper





Wednesdays

Every Wednesday Morning: white space

- Teachers will meet for professional learning and development
- Students will be able to report later (8.40 am) on Wednesdays or use this time for self-study or group work discussions.

From Term 2: Every Wednesday → Even Week

- Home Based Learning For Sec 1
- Self Directed Asynchronous Learning





Q&A





School & the Pandemic

➤ **How are schools adjusting to the pandemic? What kinds of changes do we expect in the schools today?**

Schools will continue to observe national posture and respond in accordance to the national and global situations.

- Curriculum: School will take guidance from MOE should there be a need to remove the common last topics.
- Home-Based Learning: School will equip both staff and students to be ready for emergency remote learning.
- School Life: School will continue to observe SMM in school – wearing of mask, TT-Token, Level Assemblies, Zoom School wide programme.





Allocation of class

- **How are students allocated to their classes?**
 - *Student well-being is our priority when allocating classes of our Sec 1 cohort. In doing so, we aim to have a good combination of students with mixed abilities in each class.*
- **Do they progress to Sec 2 as a class?**
 - *Generally, students in Sec 1 will largely remain in the same class in Sec 2 unless they are laterally transferred to another stream.*





Lateral Transfer

➤ What are the Lateral Transfer criteria from Normal Technical to Normal Academic or Normal Academic to Express?

Students should possess a positive learning attitude and be deemed able to cope with the rigour of a more demanding course at a higher level.

■ Normal Technical to Normal Academic

➤ Students must obtain:

- 1) Overall percentage of all subjects $\geq 75\%$ **AND**
- 2) Score $\geq 75\%$ for English, Math & Science

■ Normal Academic to Express

➤ Students must obtain:

- 1) Overall percentage of all subjects $\geq 75\%$ **AND**
- 2) Score $\geq 75\%$ for English, Math, Science and Best Humanities

**Students offering SBB subjects will be awarded mark conversion.*

