



# ASSUMPTION ENGLISH

Level 1 Parent Engagement Session

18 January 2024

# Objectives

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- To provide information on school and curriculum matters
- To provide support for the child as he or she transits into Secondary School



Time	Programme Outline
5.30 pm	<ul style="list-style-type: none"> <li>● Principal's Address (Mr Vincent Toh)</li> <li>● Academic Curriculum (HOD MTL, Ms Siti Nordiana)</li> <li>● Blended Learning (BL) / Student Initiated Learning (SIL)</li> <li>● CCE Curriculum (HOD CCE, Mr Ng Shi Han)</li> <li>● National Digital Literacy Programme (SH ICT, Mr Tang)</li> <li>● CCA Updates (HOD PE &amp; CCA, Mr Balbinder Singh)</li> <li>● Student Management Matters (SH SM, Mr Desmond Wong)</li> <li>● Student Wellbeing Matters (SH SW, Ms Fasihah)</li> <li>● Sharing by Fei Yue Community Services (Mr Jazon)</li> </ul>
6.30 pm	Breakout Rooms (into respective classes) <ul style="list-style-type: none"> <li>• Contact with Form Teachers</li> <li>• Q &amp; A</li> </ul>
7.15 pm	End of Parent Engagement Session

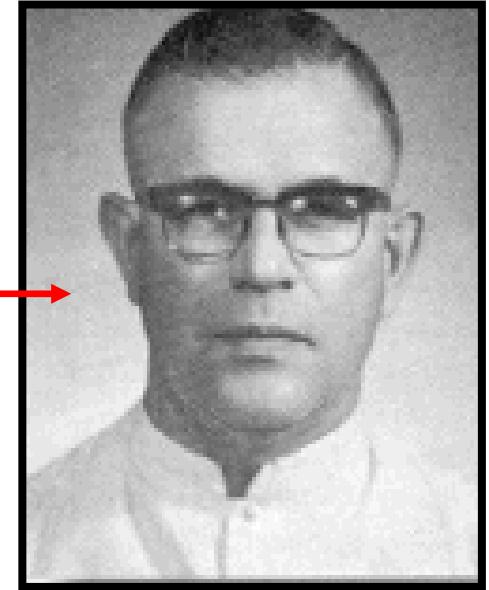
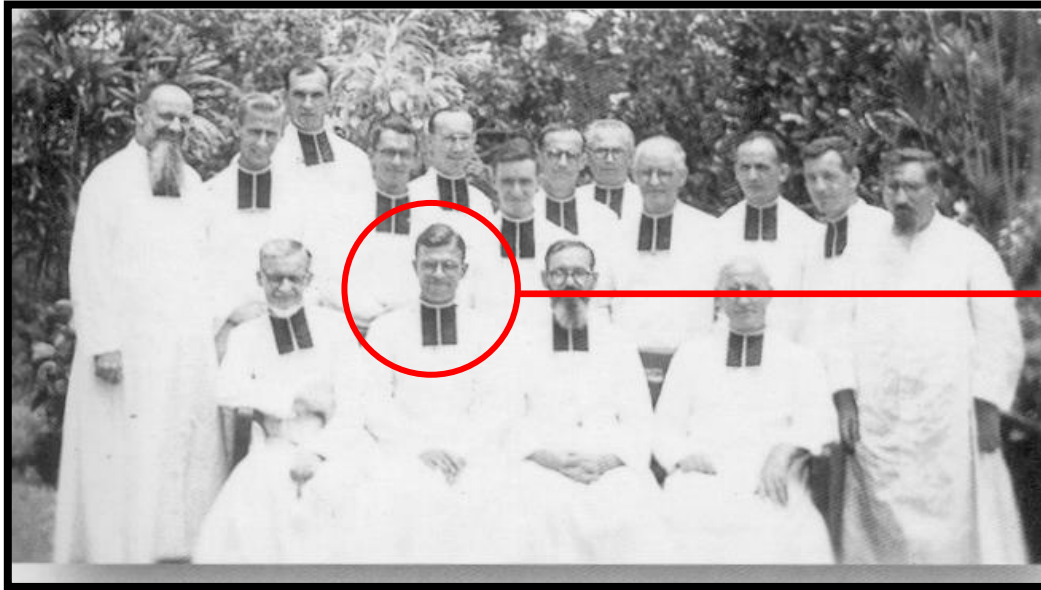


# Mr Vincent Toh Principal's Address



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# Our Legacy



The Montfort Brothers of St. Gabriel arrived in Singapore in **1936** at the request of the Bishop of Singapore.

**After World War II, Brother Vincent** established Boys' Town in 1948 to provide shelter and care for boys. The school was founded in 1953 to provide education for the boys living in Boys' Town.



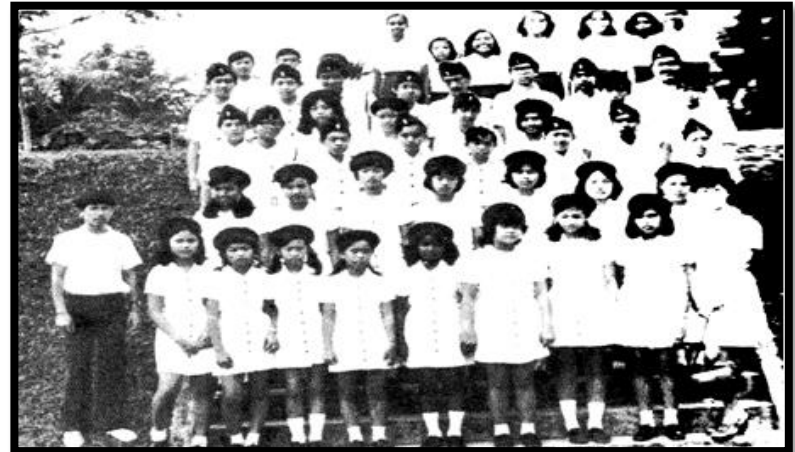
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# Our Legacy



We were then known as  
**Boys' Town English School.**



In **1973**, we merged with  
CHIJ Bukit Timah to become  
a co-ed Catholic Mission School.

The school was renamed **Assumption English School** in honour of  
our Lady, Mother Mary, the Patroness of the Brothers of St. Gabriel.



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# School Vision

## Men and Women of Character and Learning in the Service of God and Community



The stories of St Louis Marie de Montfort:

- **Dinan:** Compassion for all
- **Rennes:** Standing up for the Last, the Lost & the Least
- **Poitiers:** Those whom the world rejects, must move you the most
- **Cesson:** Give your all in everything that you do



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# Montfortian Education Charter



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# Key School Facts

- Established in 1953 by the Montfort Brothers of St Gabriel
- Government-aided school
- Offers G1, G2, G3 courses



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# O and N Level Exams Results 2023

## Sec 4 Express

Eligible for JC: 35%

Eligible for JC/Poly: 91.3%

## Sec 5 Normal (Acad)

Eligible for JC/Poly: 71.4%

## Sec 4 Normal (Acad)

Eligible for DPP/PFP: 69.7%

Eligible for Sec 5: 77.3%

## Sec 4 Normal (Tech)

Eligible for ITE: 100%



# Applied Learning Programme - SPEAK

**SPEAK**  
(Speak English  
with Grace and  
Knowledge)

- Nurtures confident communicators in English Language
- Students exposed to broadcasting, public speaking to gain authentic presentation skills



Apply academic  
knowledge to  
authentic settings

Stronger  
motivation for  
learning



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# Academic Learning - Special Educational Needs

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Special Educational Needs Officer (SEN Officer) supports students with mild special educational needs such as dyslexia, autism, ADHD by:

- Providing in-class support
- Conducting individual/group support and training
- Working with teachers and parents to support their learning



# Catholic Activities

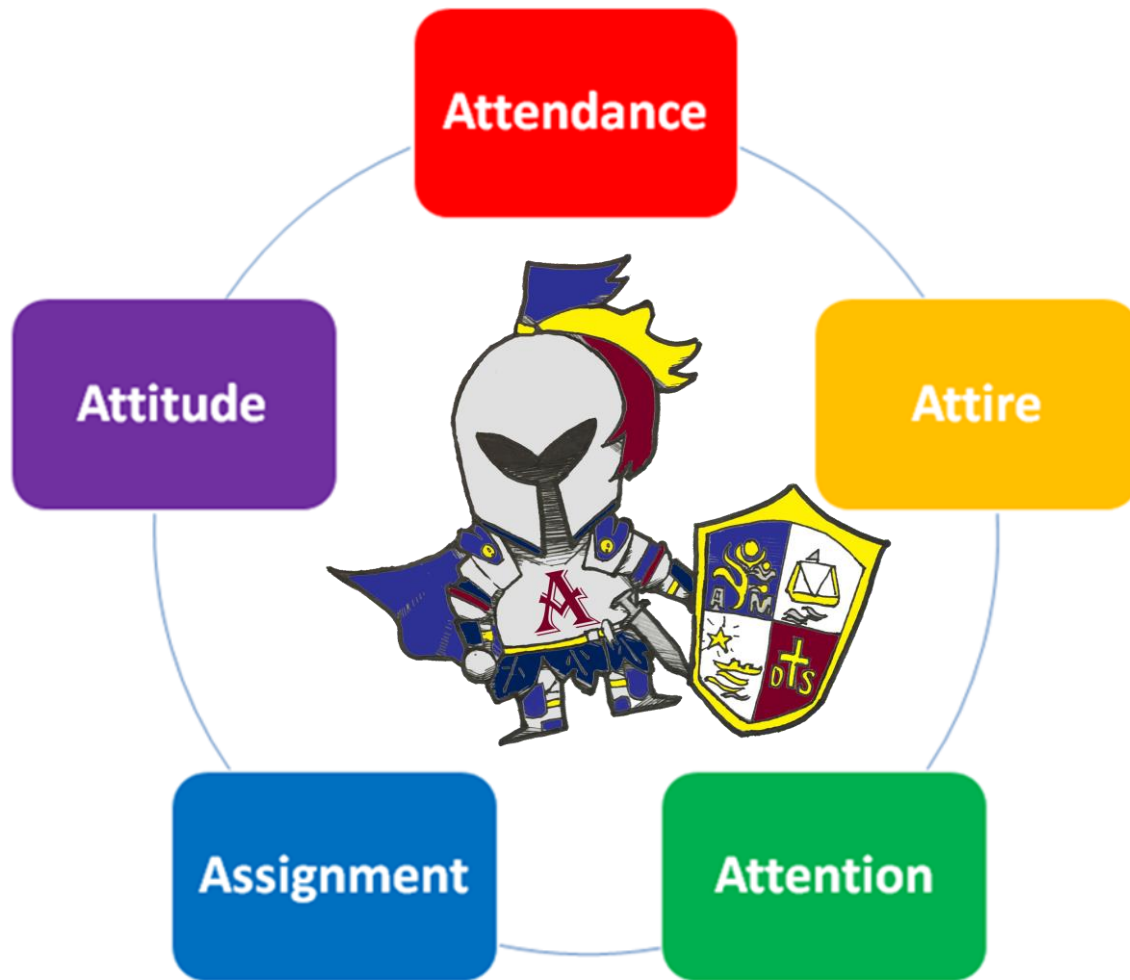
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- Daily morning prayers & reflections
- The Celebration of Founder's Day (St Louis Marie de Montfort) with Mass
- Mass for start and close of academic year and examinations
- 'Faith Alive' fellowship programme every Friday after school (12:40pm – 1:40pm)
- Young Montfortian Associate (2<sup>nd</sup> CCA)





# The basic foundation for success – 5 A's



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# Learn how to Learn – 5 R's

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## 1. Read

- Annotate- Pen down your thoughts, comments, questions
- Outline
- Highlight

## 2. Recall

- Mental recall
- Write and recall

## 3. Rewrite

- Mind Map
- Summarise and make your own notes

## 4. Reflect

- What have you learnt?
- How do you know?
- What are your strengths and weakness?

## 5. Repeat the 5 R's



# Every Parent, A Supportive Partner

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- Keep in touch during your child's secondary school journey. Talk about his/her future plans, dreams, passions.
- Be supportive but not over-anxious.
- Encourage while ensuring discipline to study.
- Care for your child's welfare and help him/her manage his/her stress levels.
- Balance study time and rest time. Ensure enough exercise, nutrition and leisure time.



# Parent and School Communication Policy

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Communication between school and parent is an **essential component** of school life.

It is an **intentional effort** and a **shared responsibility** in order to provide **support** and to **improve** the ways students learn and develop.

The school is committed to help and support you with sincerity and professionalism, and there must be **mutual courtesy** and **respect**.



# Parent and School Communication Policy

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Teachers have numerous duties and matters to attend to during a normal school day.

The AES general office should be the **first point of contact**, particularly for non-educational queries.

Parents may direct queries to the form teacher/subject teachers through email (aes@moe.edu.sg). Do allow teachers to respond within 3 working days.

School will inform parents about current activities via **Parents' Gateway**. Hence it is important for parents to download the Parents' Gateway app and to read and take note of announcement published.

Other than the bi-yearly Parent Teacher conferences, parents should **make an appointment** if they wish to meet the teacher on a school





# Parent and School Communication Policy

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Teachers' well-being is as important as students' well-being.

Teachers are not expected to provide their personal mobile numbers to students or parents. If a teacher shares their numbers to students, it is

- meant **only for student to communicate with their teacher** on school matters.
- **should not be shared without the teachers' consent.**

Teachers and staff **will not respond to emails/ students' queries after 5pm or on weekends** unless the matter is an emergency in nature.

**Communication should be gracious and respectful.** The school owes a duty of care to its teachers and staff. To protect them from intimidatory or threatening behaviour in a verbal or written form. The school reserves the right not to engage under such circumstances.



# Together, Everyone Matters

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What are my gifts?

What can I offer?



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# Academic Updates



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# Academic Focus for Lower Secondary

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The key academic objective for **Lower Secondary**:

Every student experiences a broad-based curriculum where a **strong foundation** is built via **discovery and exploration**.

- Student-centric **Pedagogies**
- Authentic **Curriculum**
- **Assessment** and **Feedback**



# Subjects in Secondary School

	G3 and G2	G1
<b>Core Curriculum</b>	<ol style="list-style-type: none"> <li>1. English Language</li> <li>2. Mother Tongue Language</li> <li>3. Mathematics</li> <li>4. General Science</li> <li>5. English Literature</li> <li>6. History</li> <li>7. Geography</li> </ol>	<ol style="list-style-type: none"> <li>1. English Language</li> <li>2. Mother Tongue Language</li> <li>3. Mathematics</li> <li>4. General Science</li> </ol>
<b>Common Curriculum</b>	<ol style="list-style-type: none"> <li>1. Design &amp; Technology (D&amp;T)</li> <li>2. Food &amp; Consumer Education (FCE)</li> <li>3. Art</li> <li>4. Physical Education (PE) (Non-examinable)</li> <li>5. Music (Non-examinable)</li> <li>6. Montfortian Achievers' Programme (MAP) (Non-examinable)</li> </ol>	





# ACADEMIC PROGRAMMES FOR SECONDARY 1

## AUTHENTIC CURRICULUM ♦ STUDENT-CENTRIC PEDAGOGIES

- **SPEAK** – nurtures confident communicators in English Language through broadcasting & public speaking to gain authentic presentation skills
- **Mother Tongue Fortnight** – Programmes and learning journeys to enhance students' understanding and appreciation of various cultures and traditions of the different races and nationalities in Singapore.
- **Virtual Mass Escape Game** – Students apply their mathematics, science, humanities, CCE knowledge and skills to solve puzzles in this experiential learning experience.
- **Humanities** – Historical and geographical investigation trips to enhance students' learning of these subject areas.

# ACADEMIC PROGRAMMES FOR SECONDARY 1

## AUTHENTIC CURRICULUM ♦ STUDENT-CENTRIC PEDAGOGIES

- **Science** – Enhanced learning experiences with **CSI** (Creative Science Innovations / Investigations) and Science Experiential Projects (**SEP**) to promote interest, learning and creativity.
- **Mathematics** – Mathematical modelling tasks where students apply their mathematical knowledge to solve open-ended problems.
- **Design & Technology** – coding and incorporating the coding into their D & T projects.
- **Booster Sessions for English Language and Mathematics** – Students who need extra support with these subjects will have special remediation sessions.

# Assessment Guidelines for Secondary 1

	Weighted Assessment in Term 1	Weighted Assessment in Term 2	Weighted Assessment in Term 3	Semestral Assessment in Term 4
	WA1	WA2	WA3	SA2
Weighting	15%	15%	15%	55%

- Different subjects have varying components
- Varied modes of assessment
- Assignments and homework including WA and EOY papers will be reviewed and returned for students to work on their areas for improvement.



# Subject-Based Banding (SBB)

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There will be opportunities for Secondary 1 students to be eligible to take subjects at a more demanding level (MDL) if the student performs well during the course of the year.



# Subject-Based Banding For Sec 1

**Beyond the start of S1**, the eligibility criteria to take the following subjects at a more demanding level, **from Semester 2** are:

<u>English Language, Mathematics, Science, Mother Tongue Languages</u>		
Current subject level	School-based results	Option to offer subject starting from the next semester
G1	≥75% in the specific subject	G2
G2	≥75% in the specific subject	G3



# Subject-Based Banding For Sec 1

**Beyond the start of S1**, the eligibility criteria to take Humanities subjects at a more demanding level, will be at S2 Semester 1 are:

<u>Humanities</u>		
Current subject level	School-based results	Option to offer subject at
G1	$\geq 75\%$ overall in G1 English Language (or $\geq 50\%$ overall in G2 English Language) & A Pass with Distinction grade for both G1 Humanities (Social Studies component) Performance Tasks in Semesters 1 and 2	G2
G2	75% or higher in specific subject	G3

# Promotion Criteria for Secondary 1

**From the 2024 Sec 1 cohort**

At the end of Sec 1

**Students will progress to Sec 2 without needing to meet the common academic requirement.**

This eases the transition of a student from primary to secondary school and provides time for students to adjust to the curriculum.



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# AES Self-Development Programme (SDP) for Sec 1 and Sec 2

## Objectives

- To encourage students to be **independent** and **self-directed** learners.
- To recognise the strengths and interests of our students, to help them build their confidence and develop an **intrinsic motivation to learn for life** in them.
- To **stretch** their learning in the area of Science, Humanities, Mathematics and English Language.



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# AES Self-Development Programme (SDP) for Sec 1

- AES SDP provides the **non-SBB students** the opportunity to have **access and study** Lower Secondary Science, Humanities, English or Mathematics subjects **at a more demanding level (MDL)**.
- A unique Science, Humanities, English or Mathematics programme offered by Assumption English School **for students offering G1 and G2 subjects**.
- Students who are interested in taking up a more demanding level subject through the AES SDP will have to go through a **2 to 6 months self-directed online learning programme** for the subjects at a more demanding level. They will be required to put in about 1 to 2 hours a week per subject to complete the self-directed lesson packages and the self-assessment quizzes.
- Students will be provided with a **self-guide** to navigate the learning resources through online curriculum sites.

**What the students learn at SDP is NON-EXAMINABLE.**  
**To be ready to take on the MDL subject.**



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# Overview of AES SDP timeline

Timeline	Stage	Action by
Term 1 Week 8	Students offering G1 and G2 subjects are to register for the AES SDP.	Students
Term 1 Week 9	Students who registered their interest will be provided with a learning guide and instructions to start their learning of SDP (Part 1).	SDP students Subject teachers
By Term 2 Week 6	AES SDP students will be required to complete the self-directed lesson packages and the self-assessment quizzes on the online platform (Part 1).	SDP students to complete SDP (Part 1)
Term 2 Week 9	Review the progress of students in the SDP (Part 1). AES SDP students will be provided with a learning guide and instructions to start their learning of SDP (Part 2).	IP HODs Subject teachers SBB eligible students
Term 3 Week 6	AES SDP students will be required to complete the self-directed lesson packages and the self-assessment quizzes on the online platform (Part 2).	SDP students to complete SDP (Part 2)
Term 3 Week 9	Review the progress of students in the SDP (Part 2). Students completed AES SDP.	SDP students Subject teachers

# AES Self-Development Programme (SDP) for Sec 1 and 2

- In deciding whether to take up the AES SDP, students and their parents should consider the **student's aptitude and interest** in the Science, Humanities, Mathematics and English **as well as their ability to cope with the current subjects.**
- For more information on how our school would implement the Self-Development Programme (SDP), you can contact us at [aes@moe.edu.sg](mailto:aes@moe.edu.sg).



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# Objectives of Blended Learning (BL)



**Nurture self-directed and Independent learners**



**Develop passionate and motivated learners**

## Blended Learning Dates in Term 1

	BL DATES	WEEK	DAY
1	19 January 2024	3	Friday
2	1 February 2024	5	Thursday
3	28 February 2024	7	Wednesday

36

Students will resume school on the next school day.

e.g. For BL on 19 Jan (Friday), students will report to school on 22 Jan (Mon).

# How does BL look like in AES?

- ★ Attend **morning assembly** via Zoom Webinar
- ★ Follow **regular timetable** on each Blended Learning day and complete their assignments within deadline given by respective teachers by accessing the Google Spreadsheet that shows the lessons and assignment instructions for individual classes.

Secondary 1: [go.gov.sg/aesblsec1](https://go.gov.sg/aesblsec1)

- ★ Proceed with **Student Initiated Learning**
- ★ Attend CCA training/school activities/ lessons in other MOE centres as scheduled



# Student Initiated Learning - SIL

- All students will embark on **Students Initiated Learning (SIL)** on Blended Learning days.
- Students have a **choice** in what they learn within the **semesterly curated theme**

	Theme	Semester 1	
Sec 1	Dinan	<b>Appreciation of Music / Art</b> (e.g. watch a musical and pen down reflections / learning)	<b>Human Fraternity</b> What are some of the valuable contribution of people in this area?  How do these contribute to a culture of peace?

- The SIL will be documented to build **students' personal e-portfolio** (Google Site) and for sharing / applying for higher education institutions or jobs
- More information can be found on [for.edu.sg/aessil](https://for.edu.sg/aessil)

38



# ICT Support

## **For students without learning device / internet access**

- ★ Report to school as per normal (by 7.40 am) and go to the Library. Attendance will be taken.
- ★ Attire: School half Uniform

## **For students encountering technical issues**

- ★ To reset your MIMS password, students may contact the ICT Team @ Staffroom (65729 130/164) or General Office (65729 100)
- ★ Alternatively, students may submit requests on this form ([go.gov.sg/resetpwd](http://go.gov.sg/resetpwd)).





# Character & Citizenship Education (CCE)



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# Character and Citizenship Education in AES

## CCE in AES - Montfortian Achievers' Programme (MAP)

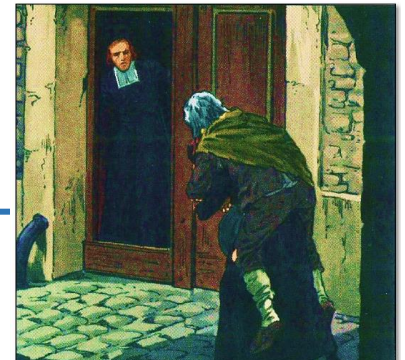
An unique CCE programme that integrates school's **CHRIST values education** with **teachings of Montfort**, so as to become persons of character and learning.

## Montfortian Ethos

- Induction Lesson for Sec 1
- Common Practices (Morning prayer, Whole School Mass), Faith Alive for Catholic students
- Montfort's Stories for the learning of values that Montfort has exhibited (Sec 1 – Dinan, Sec 2 – Poitiers, Sec 3 – Poitiers, Sec 4/5 – Cesson)



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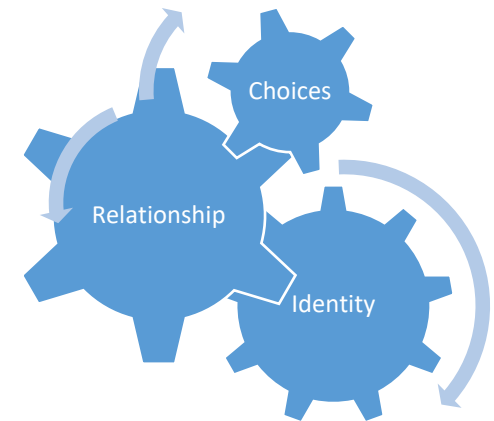




# Sexuality Education in Secondary Schools

## 3 Big Ideas

These 3 big ideas, **Identity**, **Relationships** and **Choices**, are interconnected and impact one another.



## Goals of Sexuality Education

- To help students make wise, responsible and informed decisions (**Choices**) through accurate, current and age-appropriate knowledge
- To help students know themselves (**Identity**) and build healthy and rewarding relationships (**Relationships**) through acquisition of social and emotional skills, such as self-awareness, empathy for others and decision making.
- To help students develop a moral compass, respect for themselves and others, premised on family as basic unit of society



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# Sexuality Education in AES

## Sexuality Education in AES

- The SEd programme (carried out during MAP lesson) is a part of developmental journey of your child, helping him / her to navigate the changing environment and the challenges faced.
- However, the school respects the primary role that parents play in SEd of their child and may wish to opt out.

## Sexuality Education Opt Out Form

- The parent letter on SEd Lessons will be sent on PG. Do read and acknowledge the school's SEd programme.
- If you would like your child to opt out of the programme, do click on the URL provided in the letter to complete the opt out form. **(If you do not wish to opt out, there is no need to fill up this form)**



# Education and Career Guidance

By having a good understanding of their own values, interests, personality and skills, your child will be able to make an informed decision in deciding on their educational pathways.



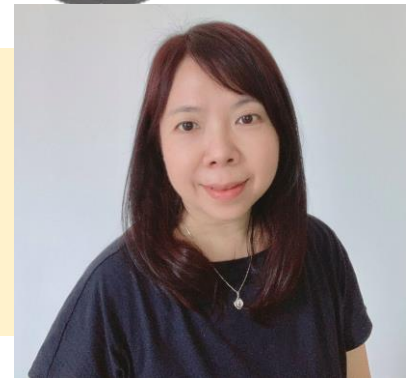
Who am I?



Where do I want to go?



Make an appointment to speak with  
**Ms Irene Tan**, AES ECG Counsellor in school  
at <https://go.gov.sg/ecgbook-aes>



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# National Digital Literacy Programme



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# The National Digital Literacy Programme (NDLP)

1. The NDLP was launched in March 2020 to **make digital learning inclusive** by **equipping students with the digital skills** to be future-ready.
1. Under the NDLP, every secondary school student will **own a school-prescribed personal learning device (PLD)**. Students may use funds from their Edusave Account to pay for the PLD.

# Intended Outcomes of the PLD Initiative

The use of the PLD for teaching and learning aims to:



**Support the  
Development of Digital  
Literacy**



**Support Self-Directed  
and Collaborative  
Learning**



**Enhance Teaching and  
Learning**

# Assumption English School's PLD



Intel **N5200** processor, **8GB** RAM,  
64GB Storage, 11.6" Screen Size

The school will be using the  
**11.6" Acer Chromebook Spin  
R756TN**

for teaching and learning.

Total cost with GST: **\$570.00**

**Inclusive of 3-year warranty,**

**And 3-year insurance**



# Assumption English School's PLD



**11.6" Acer Chromebook  
Spin R756TN**

The school chose the device because of:

- **Portability**
- **Long battery life (10 hours)**
- **T&L Affordances**
  - Touch Screen
  - Use of Stylus pen to write
  - Typing using keyboard
  - Video recording
  - Multimedia editing



# PLD Bundle

## Device Bundle includes

- Acer Chromebook Spin R756TN
- Accessories (Mouse, Stylus Pen & Carrier bag)

Your child's/ward's PLD will come with the **Enhanced Device Bundle** which includes:

- 3-year warranty and 3-year insurance
- 2 repairs or 1 replacement claim



\*The price of the PLD Bundle may appear to be higher than similar models on the retail market as the price of those devices usually does not include extended warranty and insurance coverage.

## Funding Support for Singapore Citizen (SC) Students

- **The cost of the device bundle can be paid using your child's/ward's Edusave account**, after setting aside provision for payment of second-tier miscellaneous fees.
- To ensure the affordability of devices, MOE has provided Edusave top-ups **\$200 in 2020 to 2022, and \$300 in 2023** to all eligible Singaporean students in primary and secondary schools.
- This is on top of the annual \$290 credited into the Edusave account for Secondary School students and \$230 for Primary School students.

# For Singapore Citizens (SC) Students

Time Frame	Activity
18 Jan 2024	Dissemination of Letter to Parents for the Parental Consent for the purchase of PLD
25 Jan 2024	Submit online form (Letter to Parents for Procurement) which includes the following annexes: <ul style="list-style-type: none"><li>• Intent to purchase</li><li>• Use of Edusave</li></ul> Submit the above online form by 25 Jan 2024
Term 2 2024	Collection of devices by students

\* **Parents Gateway** would be used to convey information and to facilitate the purchase.

# For Permanent Residents / International Students

Time Frame	Activity
18 Jan 2024	Dissemination of Letter to Parents for the Parental Consent for the purchase of PLD
25 Jan 2024	<p>Submit online form (Letter to Parents for Procurement) which includes the following annex:</p> <ul style="list-style-type: none"> <li>• Intent to purchase</li> </ul> <p>Submit the above online form by 25 Jan 2024</p>
March / April 2024	<p>Parent/Guardian to make payment via <b>Cash/Giro/Cheque/AXS/PayNow.</b></p> <p>(after students had received the <b>school bill</b>)</p>
Term 2 2023	Collection of devices by students

\* **Parents Gateway** would be used to convey information and to facilitate the purchase.

# Letter to Parents for Procurement

**Parents with Singpass** can access the Letter to Parents for Procurement to indicate your consent via the following link:

<https://go.gov.sg/pdipadmin>

**singpass**



\* Parents/Guardians without Singpass can request for the hardcopy letter from the school's General Office

# Important Contacts / Helplines

To access / find out more about...	Contact / Helpline
This deck of slides	<a href="https://assumptionenglish.moe.edu.sg">https://assumptionenglish.moe.edu.sg</a> (through Announcements)
Edusave balance	6260 0777
Financial assistance	General Office: 6572 9100

Should there be any further queries or clarification, please contact the school at **6572 9100** or email us at **[aes@moe.edu.sg](mailto:aes@moe.edu.sg)**.

# Frequently Asked Questions

## <https://go.gov.sg/aesndlpfaq>



### Frequently Asked Questions for NDLP

#### Device Purchase

##### **1. Can my child not purchase the device?**

Every student is required to have a device for teaching and learning purposes and is encouraged to purchase one through the school via MOE's bulk tender. Students are encouraged to use the device model prescribed by the school, as the uniformity of systems and software would ensure a smooth learning experience for everyone. The device purchased through the school will come with the necessary warranty and insurance as well.

Singaporean students can tap on their Edusave Account to reduce their out-of-pocket expenses when buying a device under the initiative. MOE has provided a one-off Edusave top-up of \$200 in April 2020 to all eligible Singaporean students in primary and secondary schools. This is on top of the annual Edusave contribution of \$290 for secondary students and \$230 for primary students. For students from lower-income households, MOE will provide further subsidies so that they do not have to incur any out-of-pocket expenses. Students may approach their schools if they require financial assistance.

##### **2. What is a chromebook?**

A chromebook is a computing device running *Chrome* OS as its operating system. The chromebook is designed to be used primarily while connected to the internet, with most of its applications and data residing online. The chromebook should *not* be confused with a cloudbook/ultrabook etc, which runs on Windows OS.

##### **3. Why does the school require students to use a chromebook?**

In determining the choice of device, the school has taken into account the affordances of the device in enabling students to learn effectively, technical specifications of the device, such as weight and battery life and integration with the school infrastructure and staff training.

Chromebooks are chosen for their variety of affordances, including seamless learning experiences alongside existing teaching and learning technologies such as the SLS, Google Suite for Education Apps and Microsoft Pro Plus. It is also a relatively lightweight and portable device that offers students convenient learning on-the-move. A full charge of the battery





# Core Curriculum Activities



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# CCA Policy

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1. It is **COMPULSORY** for every secondary school student to participate in **one CCA**.
2. Participation has to be **continuous** throughout the 4 or 5 years before CCA points are awarded and converted to a CCA grade.
3. CCA points will be calculated based on **MOE LEAPS 2.0 CCA Grading Scheme**.

(<https://www.moe.gov.sg/education-in-sg/our-programmes/cca/leaps2-0>)



# CCA Policy

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1. CCA attendance  $\geq$  **75% every year** for CCA points to be awarded.
2. The level of attainment will be converted to a **bonus point(s)** which can be used for admission to Junior Colleges/ Polytechnics/Institutes of Technical Education

*ALL SEC 1s will be allocated one of their 5 choices after going through the trials.*

*Do support them in their CCA journey!*



# CCAs in AES

Sports & Games	Uniformed Groups	Performing Arts	Clubs & Societies
<b>Football<sup>^</sup></b> (Boys only)	Girl Guides (Girls only)	Concert Band	ELDDS – English Language Drama & Debate Society
<b>Basketball<sup>^</sup></b>	NCC (SEA) (Boys only)	Dance Ensemble	
<b>Judo<sup>^</sup></b>	NPCC	Choir	Green Club
Floorball (Boys only)	Red Cross Youth		*Young Montfortian Associate (YMA)
Softball (Girls only)	<b><sup>^</sup>DSA sports</b> <i>*2<sup>nd</sup> CCA for Sec. 1 Catholic students on Fridays</i>		



# Special Collaboration - School Football Academy (SFA)

- Part of the '**Unleash The Roar!**' National Football Project Year launched in 2022
- Aims to expand the talent pool on the back of the National Football Curriculum which is implemented in schools
- Structured programme, with equal emphasis on sporting excellence and academic performance
- Team of full-time coaches from FAS





# Student Management



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# Student Management

## Helping AssumptionKnights Grow in **Character & Learning**



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# Student Management



## Working Together with Clarity



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student management committee 2024

# Attendance

- **Students are accountable for any days of absence.**
  - ✓ To inform School/Form Teachers **before 7:30am** on the day of absence via WhatsApp / SMS.
  - ✓ To submit all relevant documents (e.g. MCs, Parents' Letter) immediately **on the day they return to school** to their Form Teachers.
- Parents will receive an SMS notification at **9.30am** if your child/ward's attendance is marked as **"Absent Pending Reason"** for the day.
- Parents' letter capped at **2 letters per semester** (Jan-May & Jul-Oct).



SERIOUS OFFENCES	POSSIBLE CONSEQUENCES
<u>Attendance</u> Truancy, Leaving school grounds without permission	One or more of the following consequences may be applied to offences: <ul style="list-style-type: none"> <li>• Parental involvement</li> <li>• Warning</li> <li>• Apology</li> <li>• Reflection</li> <li>• Compensation</li> <li>• Counselling</li> <li>• Revision of Conduct Grade</li> <li>• Record in School Offence Module</li> <li>• Corrective Work</li> <li>• After-school detention</li> <li>• In-house suspension</li> <li>• Suspension from school</li> <li>• Caning</li> <li>• Referral to External Agencies</li> <li>• Police Assistance</li> <li>• Expulsion</li> <li>• Any other action deemed necessary by the school.</li> </ul>
<u>Misconduct</u> Open defiance and/or rudeness Disruptive behaviour, Bullying Littering (case-dependent) Cheating (applicable to all forms of assessments) Forgery, Sexual misconduct	
<u>Theft/Damage of Property</u> Theft, Vandalism	
<u>Other Serious Offences</u> Assault, Fighting, Gambling, Gangsterism Possession of weapons, Arson, Drug-related offences, Inhalant-related offences, Alcohol-related offences Smoking/vaping-related offences Any other serious offences that do not fall in the above categories	

# Serious Offence vs Less-Serious Offence

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## Serious Offence:

Serious impact on self and others, uncommon.

**VS**

## Less-Serious Offence:

Lesser impact on self and others but causes significant repercussions over time and occurrences.



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# Offences and Consequences

OFFENCE	OCCURRENCES	CONSEQUENCES
<b>Late-coming</b>  <i>Helping Students Appreciate the Value of Time</i>	1 <sup>st</sup>	-Mobile phone collected
	2 <sup>nd</sup>	-Reflection -Parents informed
	3 <sup>rd</sup>	-1-hr after-school detention -Discussion with parents
	4 <sup>th</sup>	-2-hr after-school detention
	5 <sup>th</sup>	-3-hr after-school detention
	6 <sup>th</sup> and onwards or <b><u>late after 9am</u></b>	-Further serious consequences

# Offences and Consequences

## Less-Serious Offences

No	OFFENCE(S)	CONSEQUENCES	The “WHY”
1	Skipping Class	<b>Repeated offences</b> in spite of educative efforts <b>can be</b> escalated into <b>a serious offence.</b>	These behaviours:
2	Attire and Grooming		1. Affects <b>learning</b>
3	Usage of devices in class without permission		2. Creates <b>misunderstanding</b> 3. Draws <b>consequences</b>

# Mobile Phone Policy

- Mobile phones and other forms of communication devices are to be used **only during recess time** in the **canteen at designated Phone Usage Points, or when permission is given by a teacher**, for **educational purposes only**.
- **Rationale:** To encourage genuine and meaningful interaction between students and inculcate responsibility through compliance of school rules.
- **Confiscation of mobile phone** – phones will be returned at the **end of the day** during school dismissal or at the end of the day's programme (detention / CCA / supplementary lesson etc), if any.



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# Guidelines on Footwear

## SCHOOL SHOES & SOCKS

- Covered white shoes with laces, with white socks / AES socks.
- General outlook of shoes and socks with other brand logos **should be white.**
- Common, easy-to-find, and inexpensive.
- Examples of acceptable shoes and socks:



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# Smoking/Vaping



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# Smoking/Vaping

## IMPORTANT!

1. Smoking is **illegal** for those below the age of 21.
2. Vaping is **illegal** in Singapore, regardless of age.

### Penalty imposed for possessing, using or purchasing e-cigarettes

#### All offences

- Fine not exceeding  
**\$2,000**

"I bought an e-cigarette  
online, but I did not use it."



### Penalty imposed for **selling or advertising e-cigarettes**

#### 1<sup>st</sup> offence

- Fine not exceeding **\$10,000**
- Imprisonment for a term not exceeding **6 months**; or
- Both fine & imprisonment

#### 2<sup>nd</sup> & subsequent offences

- Fine not exceeding **\$20,000**
- Imprisonment for a term not exceeding **12 months**; or
- Both fine & imprisonment

"I posted vape content on  
my TikTok and Instagram  
account."

This is still  
considered  
as an **advertisement**



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# Smoking/Vaping

- Appealing to adolescents – easy to purchase (Telegram), lower detectability, higher smoke liberation, “fun-to-use”.
- Students will face **SERIOUS DISCIPLINARY ACTIONS** by school and external agency, e.g. referral to Health Sciences Authority (HSA) for **recording and composition fines**.
- Take note of:
  - ✓ Fruity/sweet smelling aroma
  - ✓ Pen/USB-like/toy-like devices
  - ✓ Evasive behaviour



CNA: Why Teens Vape: Are Vapes Really Healthier Than Cigarettes?



CAN: Vaping Is The New Smoking: Can We Get Youths To Quit Vaping?



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# Cyber Wellness in AES

## Responsible Usage of technology for Learning

- Info-comm Technologies (ICT) are becoming increasingly important for education and communication. Hence, AES focuses on helping students to be responsible digital learners through 3 principles - **Respect for Self and Others, Safe and Responsible Use, and Positive Peer Influence.**

## Use of “Digital Wellness” app to curb excessive screen time

- Most of the mobile devices can help us to manage our usage, by providing us with information such as average screen time, most used apps and come with functions to limit the usage.



Android  
Devices



Apple  
iOS  
Devices



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# Parental Tips on Cyber Wellness

- To help your child stay safe having positive experiences online, you can:
  - Activate parental controls on your home devices
  - Model good digital habits for your child
  - Set ground rules for internet use
  - Navigate the internet together to understand their usage.

**You may scan the QR code for more parental tips on CW:**





# Spend time chatting with your children. 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.

## Talk

**Talk about your teen's interests. Encourage him/her to share the *who, what, where, when, whys* and *hows* of that interest.**

E.g. sports, the latest phone apps, fashion

## Ask

**Ask about his/her thoughts and feelings on the latest posts and discussions on social media.**

E.g. issues on bullying

## 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)?

## Discuss

**Discuss new boundaries as your teen displays greater maturity.**

E.g. Allow a later curfew - recognise that he/she can be trusted with more responsibilities

# Transition Through Secondary School

## Support Your Child's Transition Through Secondary School using S.A.F.E Tips

### S**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

### F**Familiarise**

- Find out what sec school life is like
- Excite him about new experiences
- Encourage new hobby or hone skills in outdoor sports
- Limit time on digital devices

### A**AFFIRM**

- Remember your child's strengths. Build his self-esteem in those areas
- Praise and affirm efforts in front of relatives and friends

### E**Empathise**

- Acknowledge your child's varying emotions
- Encourage your child to share thoughts and feelings about new school
- Prioritise sufficient sleep

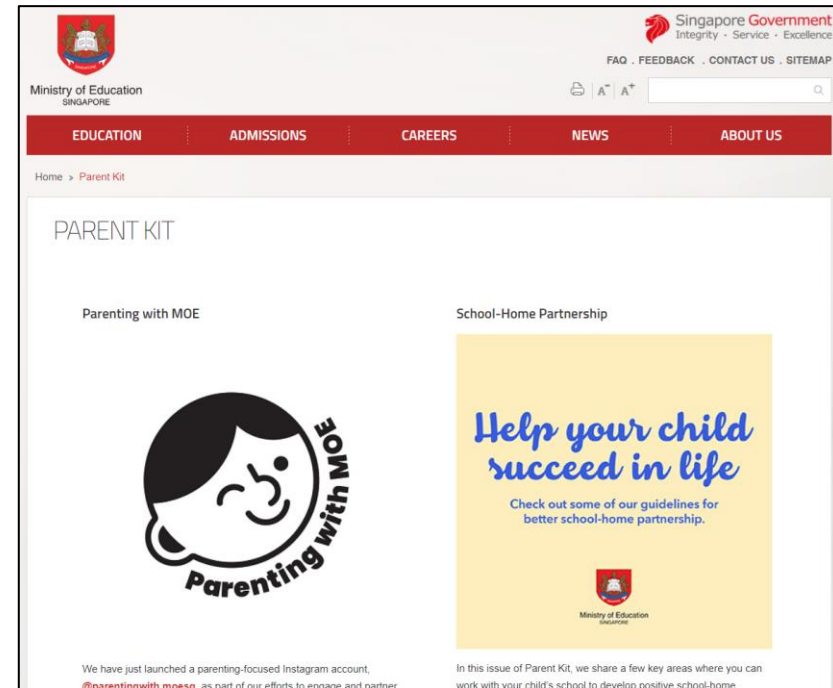
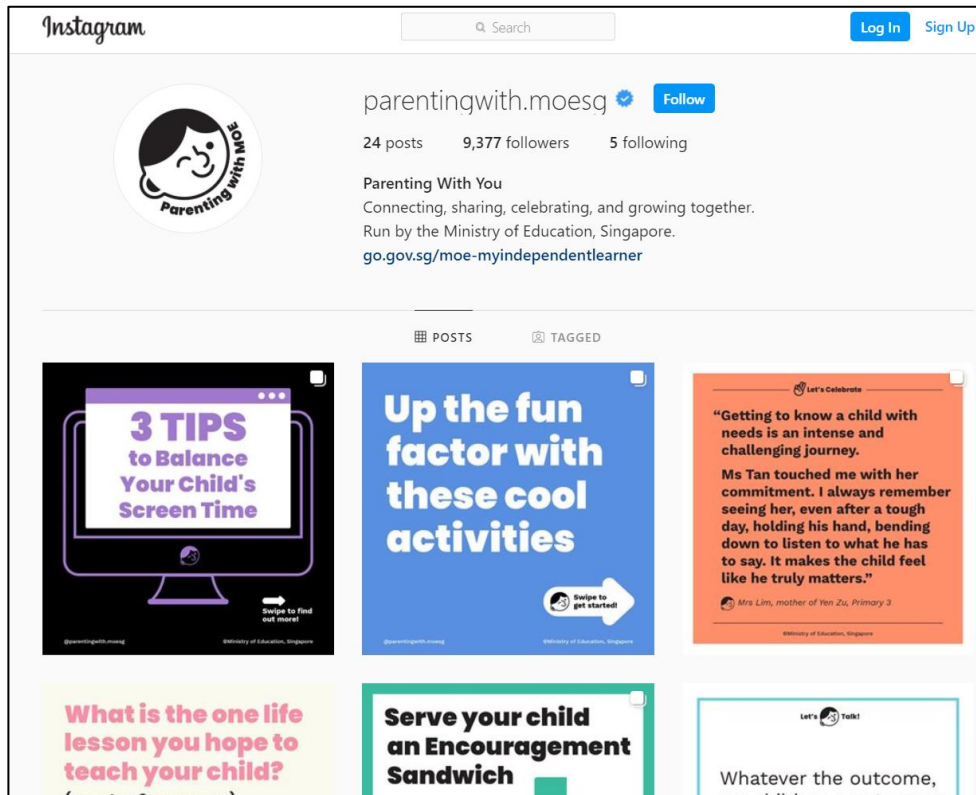


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# Parenting Resources

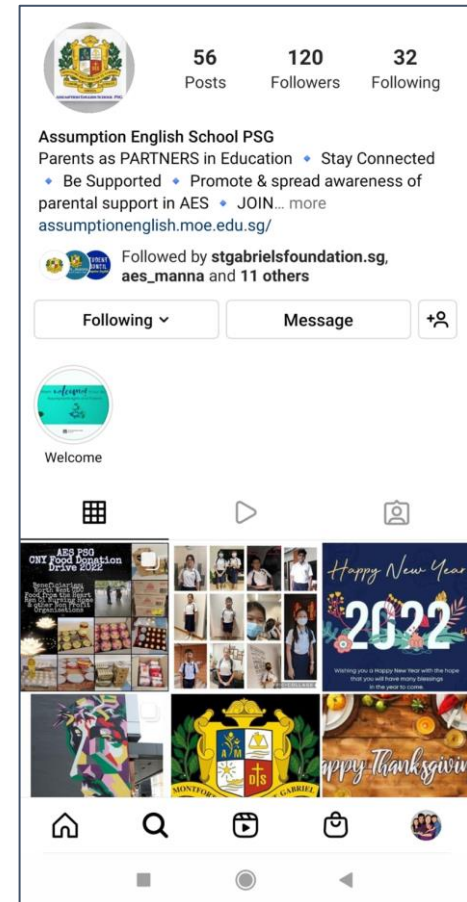
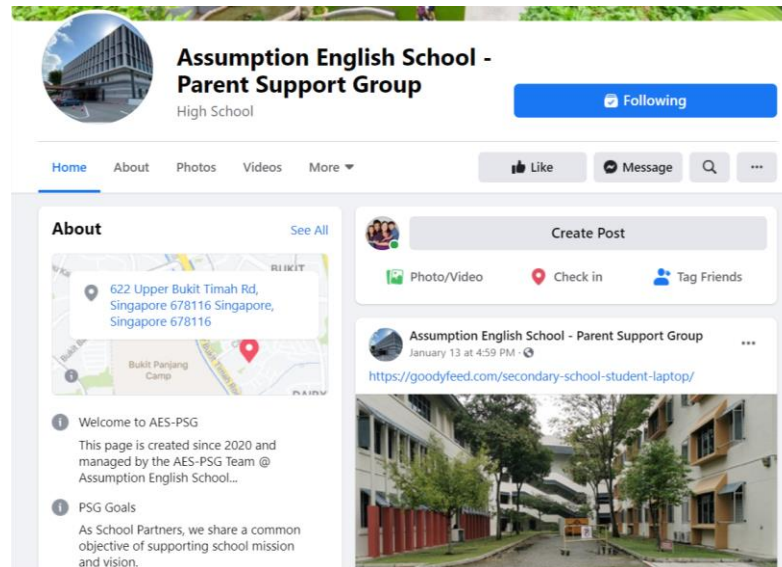
<https://www.instagram.com/parentingwith.moesg/>

<https://www.moe.gov.sg/parentkit>



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# Parent Support Group



Scan the QR code  
to join the  
facebook group



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@assumption\_english\_school\_psg



# Find out what is happening in AES



aes\_manna

Following ▾

Message



897 posts

2,200 followers

52 following

Assumption English School

Keeping the AssumptionKnight Spirit alive!

[linktr.ee/aesmanna](https://linktr.ee/aesmanna)



in the news



life @ aes



open house!

POSTS

VIDEOS

TAGGED



[https://www.instagram.com/aes\\_manna/](https://www.instagram.com/aes_manna/)



For any queries, please feel free to contact us at 6572 9100 or email us at [aes@moe.edu.sg](mailto:aes@moe.edu.sg)



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# ASSUMPTION ENGLISH

*Building Resilient Families,  
Conquering Life's Challenges Together*

Fei Yue Community Services  
Mr Jazon