



ASSUMPTION ENGLISH

A Montfortian Gabrielite Education Institution

Level 1 Parent Engagement

23 January 2026

Objectives

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



Registration

Dear Parents and Guardians,

Welcome to Assumption English School.

THANK YOU for joining us this evening for the Secondary 1 Parent Engagement Session 2026. We value your time and your partnership as we journey together in supporting your child's growth and development.

Kindly scan the QR code to register your attendance.

Thank you.



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<https://go.gov.sg/2026s1pe>

Time	Programme Outline
4.30 pm to 5.15 pm	Transition Talk by Fei Yue
5.30 pm to 6.30 pm	<ul style="list-style-type: none"> ➤ Principal's Address (Mr Toh) ➤ Academic Overview (Mr Dennis) ➤ Technology-enabled Learning (Ms Chan and Mr Arnold) ➤ CCE Overview, Blended Learning & Student Initiated Learning (Ms Su) ➤ Student Management Matters (Mr Wong)
6.45 pm to 7.30 pm	Interaction with Form Teachers in the Classrooms
7.30 pm	End of Parent Engagement Session





Principal's Address

Mr Vincent Toh



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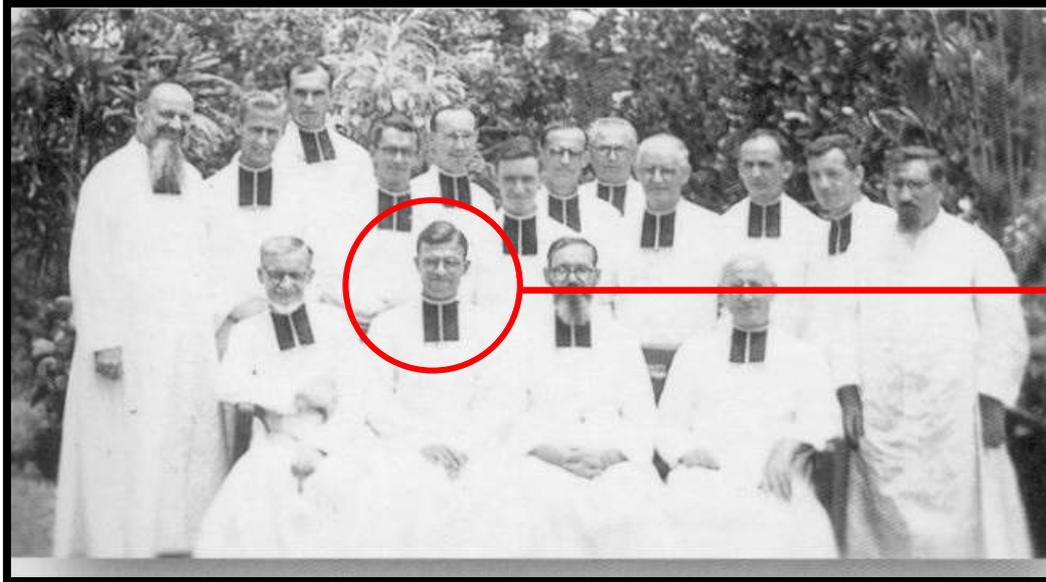
A most beloved school in the West



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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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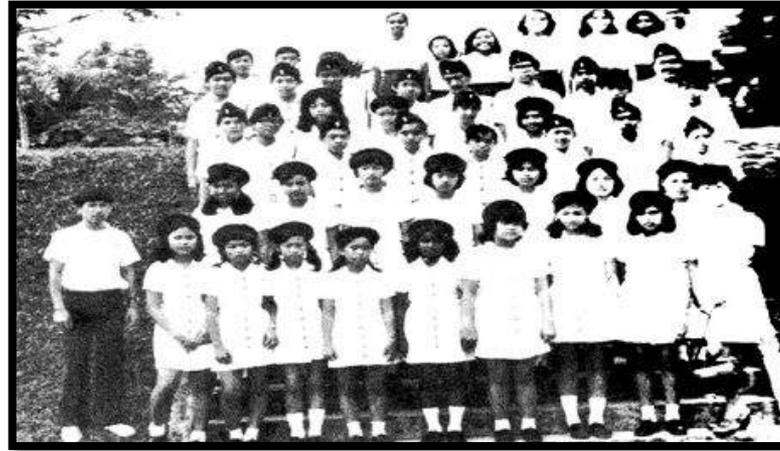
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**Excerpt from the War Journal,
1941 – 1945 of Br Vincent of the Brothers of St Gabriel,
published in the National University of Singapore Journal of
the History Society, 1990/1991**

- As for me, my work was clearly sighted. The children already highly affected and handicapped by insufficient food for their growth, should not see their instruction and education completely unavailable for lack of voluntary teachers. It was an excellent opportunity to prove the purpose of my vocation as a religious teacher by launching a school to give Catholic children and “orphans” in spite of shortage of books, exercise books, pencils, etc. and the lack of physical strength, I was able to extend to them some courses which enabled them to received what their counterparts outside were not able to. They continued their studies with eventual examinations.
- Furthermore, the Japanese recognised my work as a teacher as acceptable thereby allowing me my full ration.



Our Legacy



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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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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Lifelong Learning - Community Youth Leadership



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Catholic Activities

- 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 (2nd CCA)



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Academic Learning - Special Educational Needs

2 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



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Learning is the key - PEACE Routine

Punctuality: Being on time for every lesson

Environment: Everyone deserves a conducive learning area

Attitude: Readiness to learn

Care: Consideration for community

Effort: Showing up and giving personal best



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Our Alumni



Vernetta Lopez
Artiste



Marcus Tan
Carousell Co-Founder



Sean Tan
1st Singaporean WWE
wrestler



Timothy Loh
3 times SEA Games Medalist



Lee Wung Yew
3-time Olympic Shooter
President Olympians Singapore



Jase Lee, Winner of Lee
Kuan Yew Award for All
Round Excellence 2022



Every Parent, A Supportive Partner

- 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 grow and learn.
- **Care for your child's well-being and setting healthy routines (eat, sleep, exercise, play, use of devices).**
- Promote consistent and effective effort.



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Every Parent, A Supportive Partner



Video -
Welcome Message by Ms Jane Boey
(2026 Chairperson of PSG)



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Parent and School Communication Policy

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**.



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Parent and School Communication Policy

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 day.



Parent and School Communication Policy

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.



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Every Parent, A Supportive Partner



Video -

Encouraging message to all parents
from Mr Jason and Mrs Jennifer



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Together, Everyone Matters

What are my gifts?

What can I offer?



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Academic Matters



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**Refer to Student Handbook
pg 28 onwards**

Subjects in Secondary School

	G3 and G2	G1
Core Curriculum	<ol style="list-style-type: none"> 1. English Language 2. Mother Tongue Languages 3. Mathematics 4. General Science 5. English Literature 6. History 7. Geography 	<ol style="list-style-type: none"> 1. English Language 2. Mother Tongue Languages 3. Mathematics 4. General Science 5. Humanities Exposure Modules (HEMs) (non-examinable)
Common Curriculum	<ol style="list-style-type: none"> 1. Design & Technology (D&T) 2. Food & Consumer Education (FCE) 3. Art 4. Physical Education (PE) (non-examinable) 5. Music (non-examinable) 6. Montfortian Achievers' Programme (MAP) (non-examinable) 	<p>} modular subjects</p>



ACADEMIC PROGRAMMES FOR SECONDARY 1

AUTHENTIC CURRICULUM ♦ STUDENT-CENTRIC PEDAGOGIES

- **SPEAK ALP** – Sec 1s begin their SPEAK journey with the **production of book trailers**, extending their learning for the language with what they are familiar with: narratives.
- **Mathematics** – **Mathematical modelling tasks, such as Kite-Making and Goodie Bag Task**, where students apply their mathematical knowledge to solve open-ended problems.
- **Science** – Enhanced learning experiences with **Sustainability-VIA and Science Experiential Projects** to promote interest, learning and creativity.
- **Humanities** – **Historical and Geographical Investigations (enabled by tech tools)** form part of the learning experiences.



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ACADEMIC PROGRAMMES FOR SECONDARY 1

AUTHENTIC CURRICULUM ♦ STUDENT-CENTRIC PEDAGOGIES

- **Mother Tongue Languages** – Learning journeys and activities to complement curriculum, thereby enhancing students' understanding and appreciation of multiculturalism in Singapore.
- **Design & Technology** – Incorporating coding into D&T projects.
- **Art** - infusing **Appreciation** and **Application** of **Art and design** in everyday life (AAA)
- **FCE** - **Problem-based learning** for authentic learning experiences and application of knowledge.
- **Academic Support Programme (English, Mathematics)** – Students who require additional support will be identified for remediation sessions as early as in Term 1.



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Assessment Guidelines for Secondary 1

	Term 1	Term 2	Term 3	Term 4
	WA1	WA2	WA3	End of Year Exam
Most subjects	15%	15%	15%	55%

	First Term	Second Term	
	WA1	WA2	End of Year Exam
D&T / FCE	15%	15%	70%

- Varied modes of assessment. WA1 schedule will be issued soon.
- Assignments and homework including Weighted Assessments and End of Year papers will be reviewed and returned for students to work on their weak areas. **[taking ownership in their own learning]**



Academic Focus for Sec 1

Since 2024 Sec 1 cohort:

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

The key academic objective for **Lower Secondary:**
Every student experiences a broad-based curriculum where **strong foundations** are built upon **discovery and exploration.**

Secondary 1

To start right with strong foundation as the students transit from Primary to Secondary School curriculum.



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Singapore-Cambridge Sec Edn Cert

Secondary school experience under Full SBB [from 2024 S1 cohort]

Secondary school experience

1. Mixed form classes and common curriculum subjects at Lower Secondary
2. Greater flexibility to offer subjects at various subject levels
3. Shift away from course-based subject offerings

This means that there will be **opportunities** for **Sec 1 G2 and G1 students** to take up **subject(s)** at a **more demanding level (MDL)**.

- English Language, Mathematics, Science & Mother Tongue Languages
- (by end of Sec 1) Humanities subjects (Geography, History, Literature)

End of secondary school

Post secondary

Singapore-Cambridge
Secondary Education
Certificate (SEC)
examination

Revised
admission
criteria



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Subjects at More Demanding Levels (MDL)

Under FSBB, some G1 and G2 students may already be taking **English Language, Mathematics, Science** and/or **Mother Tongue Languages** at MDL when they began Sec 1 with us if they had met the eligibility criteria and accepted the offers.

Thereafter, there is an **option to offer subject(s) at MDL at the end of Semester 1, and again at the end of Semester 2.**

Current Subject Level	School-based Results	Option to offer subject at
G1	≥75% in the specific subject	G2 starting from the <u>next semester</u>
G2	≥75% in the specific subject	G2 starting from the <u>next semester</u>



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Refer to Student Handbook pg 28

Subjects at More Demanding Levels (MDL)

For **Humanities subjects (Geography, History, Literature)**, students may be offered the subject(s) at MDL from **Sec 2 onwards based on their results in Sec 1.**

Thereafter, there is an **option to offer Humanities at MDL at Upper Sec levels based on their Sec 2 results.**

Current Subject Level	School-based Results	Option to offer subject at
G1	$\geq 75\%$ in G1 English Language (or $\geq 50\%$ overall in G2 English Language) AND A Pass with Distinction grade for G1 HEMs Performance Tasks in Semesters 1 and 2	G2 starting from the next year
G2	$\geq 75\%$ in the specific subject	G3 starting from the next year



Technology-Enabled Learning at AES



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The National Digital Literacy Programme (NDLP)

1. The NDLP was launched by MOE in March 2020 to help students **strengthen their digital literacy and acquire digital skills** needed to navigate an increasingly digitalised world.
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**

Parent's handbooks on learning with a PLD:

- <https://go.gov.sg/parent-guide-pld1>
- <https://go.gov.sg/parent-guide-pld2>

Assumption English School's PLD



The school will be using the **iPad 11-inch (A16)** for teaching and learning.

Accessories include:

- Apple Pencil (USB-C)
- Logitech Rugged Combo 4
- Matte Screen Protector

Total cost of the Enhanced bundle with GST (includes 4-year warranty and 4-year insurance):

\$860.90*

*Please note that 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.

OFFICIAL(OPEN)\NON-SENSITIVE

Thank you for your responses on Parents' Gateway; school has proceeded to place the orders (roll-out on Thu 12 Feb PM)

Device Management Application Installation

- The iPad Device Management Application (DMA) solution, **Jamf**, will be installed on all students' devices to provide a safe learning experience for students. The DMA will be **funded by MOE**.
- DMA will be installed after the collection of the device. Students will be guided on the installation.
- The installation of DMA applies to both devices purchased through the school and any student-owned devices that parents/guardians opt for the student to use in lieu of the school-prescribed PLD.
- The DMA will be uninstalled from the device when students graduate or leave the school.
- **Look out for upcoming PG announcement to opt for your choice of after-school DMA parent option**

After-School DMA Parent Options

1. After-School DMA Parent Options provide parents with the flexibility in managing your child’s/ward’s use of PLD after school hours.
2. The following table shows the After-School DMA Parent Options.

Default	Option A	Option B
In-school DMA settings will continue after school hours	DMA settings can be modified by Parents/Guardians after school hours	DMA will be inactive* after school hours

The **after-school hours** are as follows:

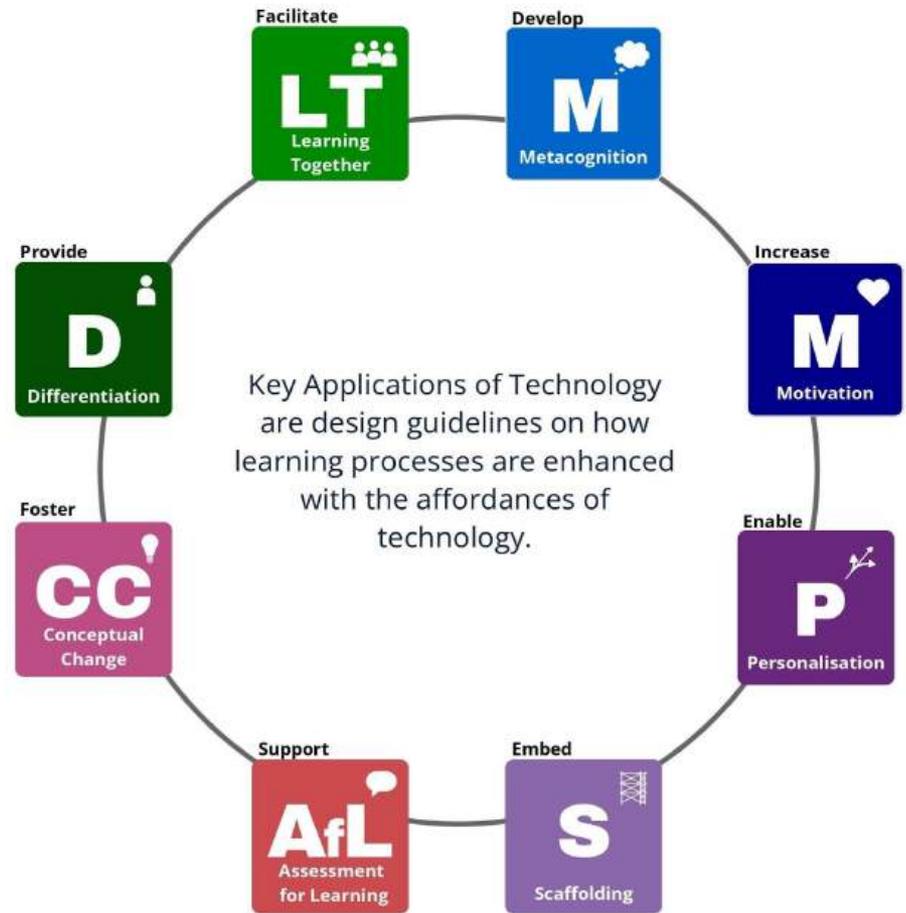
	School hours	After-school hours
Regular school days	Default settings between <u>6.30am to 5pm</u>	Parents’/Guardians’ after-school option between <u>5pm to 10.30pm</u>
Weekends and School Holidays	Parents’/Guardians’ After-School DMA Option for the whole day	

The **sleep hours** are scheduled from 10.30 pm to 6.30am daily.

Technology-enabled learning at AES

In AES, teachers design **technology-mediated lessons** based on evidence-based learning approaches .

For example, teachers consider the **Key Applications of Technology (KATs)** (*credits: MOE Educational Technology Division*) when planning how to enhance teaching and learning using technology.



Commonly used apps for technology-enabled learning at AES



Gmail - A LOT of school information will be sent through Gmail (students need to check it every day; also recommended to download app on HP)



Google Chat (embedded in Gmail) / **WhatsApp** - some teachers might set up chat groups for ease of communication

SINGAPORE

Student Learning Space

SLS - used extensively for learning; both in-class and for home-based learning



Google Drive / Google Classroom / Microsoft OneNote - some teachers use these to share learning resources or assignments

And many others...



Kahoot!

 **ClassPoint**



Blooket

Using Artificial Intelligence (AI)

As stated in the student handbook on Acceptable Use Policy for use of educational technology resources, students:

1. Must ensure that they meet the minimum age requirement specified in each AI tool's age restrictions before using it.
2. If the use of AI is permitted, they should acknowledge the use of AI in weighted assessments and homework as required.
3. Should practice academic integrity and be responsible for their own learning when using AI.

Parent's guide to GenAI:

<https://go.gov.sg/parentguide-genai>



<https://go.gov.sg/parentguide-genai>

We will also have lessons on AI literacy to educate students

Activity

- Are you familiar with Gen-Z / Gen-A slang?
What is the equivalent slang from your generation?

Gen Z / Gen A slang	Actual meaning	Equivalent slang from <u>your</u> generation?
No cap	Not lying / I'm serious	"Sompa" / "For real"
Slay	Great job / awesome	"Swee" / "Imba" / "Zai"
Caught in 4K	Caught doing something embarrassing	"Sia suay" / "Spotted"
Lowkey sus	Somewhat suspicious / questionable	"Zun boh?" / "fake news"

- Exploring our differences in slang usage can be a fun way to start recognising potential "communication gaps" with our children.
- When communicating with our teens: try to **keep an open mind, listen to their concerns without judgement, and connect with them emotionally.**

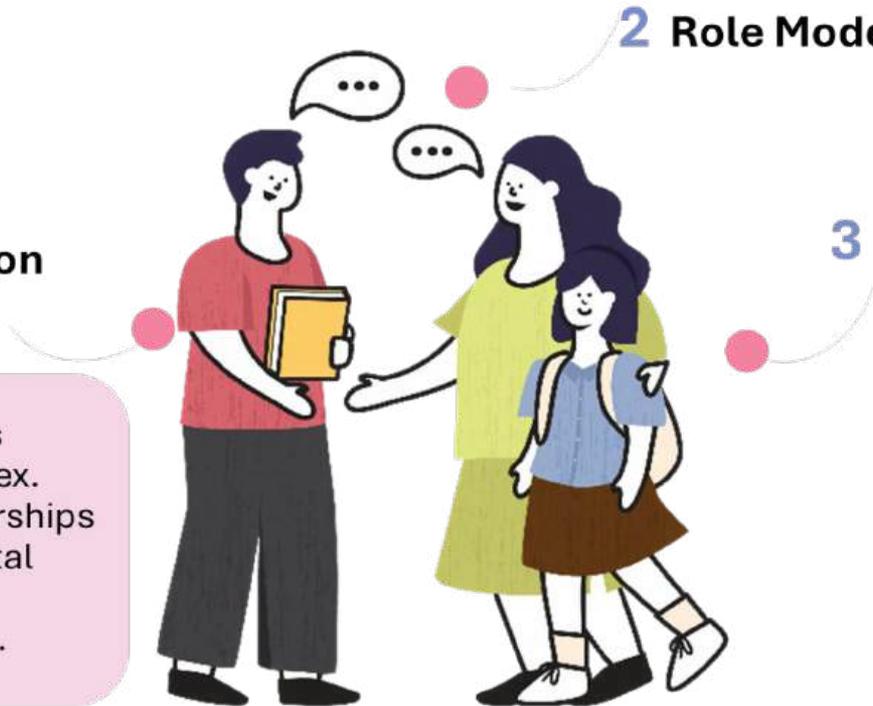
Digital Routines

1 Respectful Communication

Parenting teenagers is naturally more complex. School-parent partnerships become even more vital during this critical developmental phase.

2 Role Models

3 Real Connections



Digital Routines

Respectful Communication

Listen, understand, and foster kind words and actions between you and your child.

Let them know:



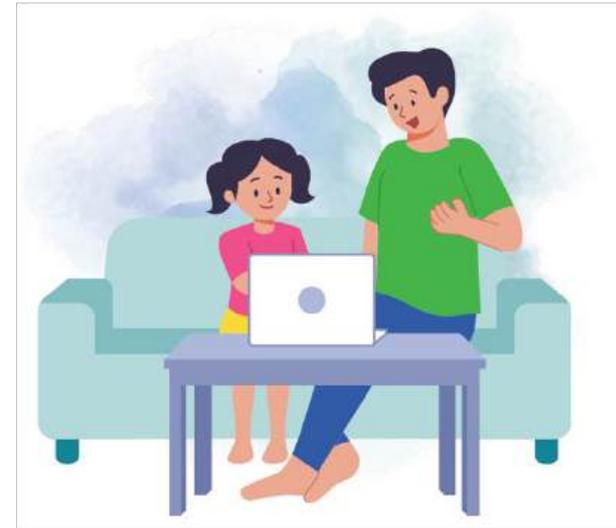
You care for them and want them to be safe online.



Why there is a need to put these parental controls in place.



How the parental controls keep them safe.



Digital Routines

Role Models

Teenagers continue to need strong role models during this crucial phase of their lives. As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.



Time/space-based routines

- no devices at the dinner table
- no devices 30 minutes before bedtime

Digital Routines

Real Connections

It's never too late to start cultivating strong relationships and healthy habits in this digital age



● **“What are some suggestions on when and where devices should not be used?”**

● **“What should we do if we break our agreement?”**

- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.



● **“What screen-free activities do you think we can do together?”**

- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.

● **“What do you think of our screen use rules?”**





Begin your parenting journey with us

[@parentingwith.moesg](https://www.instagram.com/parentingwith.moesg)

Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.



Parenting with Confidence: Cyber Wellness

Will also be sending a
comprehensive resource deck
(Parenting with Confidence) after
today



Blended Learning & Student-Initiated Learning



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Objectives



Nurture Self-Directed and Independent Learners



Develop Passionate and Motivated Learners

Blended Learning Dates in Term 1

WEEK	BL DATES
2	Thursday, 15 January
4	Thursday, 29 January
6	Wednesday, 11 February
10	Monday, 9 March

Note: Students will return to school on the next scheduled school day.



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How does BL look like in AES?

- ★ Mainly **asynchronous**
- ★ Follow **regular timetable** on each BL day and complete the assignments
- ★ Google spreadsheet, go.gov.sg/aesblsec1, shows the lessons instructions for individual classes
- ★ Attend lessons in other MOE centres, CCA trainings or competitions, school activities like learning journeys



Nurture Self-Directed and Independent Learners



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Subject	Teacher	15 January, Thursday
Science	Ms Li	<p>Flipped Learning</p> <p>Complete SLS Assignment: 1) 1.3a - Scientific Inquiry 2) 1.3b - Accuracy and Precision 3) 1.3c - Errors in Measurements</p> <p>As you do your SLS Assignment, complete the blanks in your slides - slide 11 to 25. Use your textbook to help you.</p> <p>Deadline: 15 January 2026 (Mon), 12 noon</p>
Geography	Ms Nurin	<p>Flipped Learning</p> <p>Students to complete the following: 1. Assignment 1 Worksheet given in class 2. Pre-lesson Survey</p> <p>Deadline: 20 January 2026 (Tues), 11.40am</p>

1-John

[Click here](#)

Subject	Teacher	15 January, Thursday
English Language	Ms Shannon	<ul style="list-style-type: none"> - Editing exercises 3 and 4 - 2026 SMART Goals #1 and #2 (Found in the SMART Goals Worksheet)
Mathematics	Ms Diana	<p>Complete worksheet (issued)</p> <ul style="list-style-type: none"> - Explain why 2025 and 2026 are not prime numbers. - Show that 2027 is a prime number using trial division.
Mother Tongue - CL	Ms Suann	<p>Complete</p> <ul style="list-style-type: none"> - Vocabulary Worksheet on 单元一·生活空间《我的新同学》(issued on 8/1/26) - 1A Workbook pg 1-3

P.E.A.C.E @ AES

Our Way of Learning

Blended Learning



Punctuality

Plan your learning before you start
 Check your assignments online
 List down a to-do list for all subjects



Environment

Create a conducive learning space
 Prepare learning materials and device
 Remove distractions (phone, games, TV)



Attitude

Take responsibility for your own learning
 Read instructions carefully
 Try first before asking for help



Care

Plan suitable breaks
 Balance work with something you enjoy
 (Student Initiated Learning)



Effort

Try your best and complete your work
 Complete all assigned tasks
 Check work before submitting

In order to manage screen time, tasks assigned could be worksheets in hard copy, or digital copies (usually via SLS).

How we remind AssumptionKnights to remain focused on BL days

As much as possible, deadlines may be staggered to help AssumptionKnights keep pace.

Student-Initiated Learning (SIL)



Develop Passionate and Motivated Learners

On BL days, students initiate learning in interest areas:

Theme

Theme		
Dinan	Appreciation of Music / Art For example, students may watch a musical and write reflections on the insights gained.	Human Fraternity What are some of the valuable contribution of people in this area? How do these contribute to a culture of peace?

Students will document their SIL journey to support the development of their personal e-portfolios and for sharing with, or applying to, higher education institutions.



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ICT Support on Blended Learning Day

For students without a learning device or Internet connectivity

- ★ Report to school as usual by 7.40am at the School Library
- ★ Attendance will be taken
- ★ Attire: School half-uniform
- ★ Students should bring a water bottle and light snacks, as the canteen will not be open

For students encountering technical issues

- ★ To reset MIMS password, students may contact the ICT Team @ Staffroom (65729 130/164) or General Office (65729 100)
- ★ Alternatively, students may submit a request via this form: go.gov.sg/resetpwd



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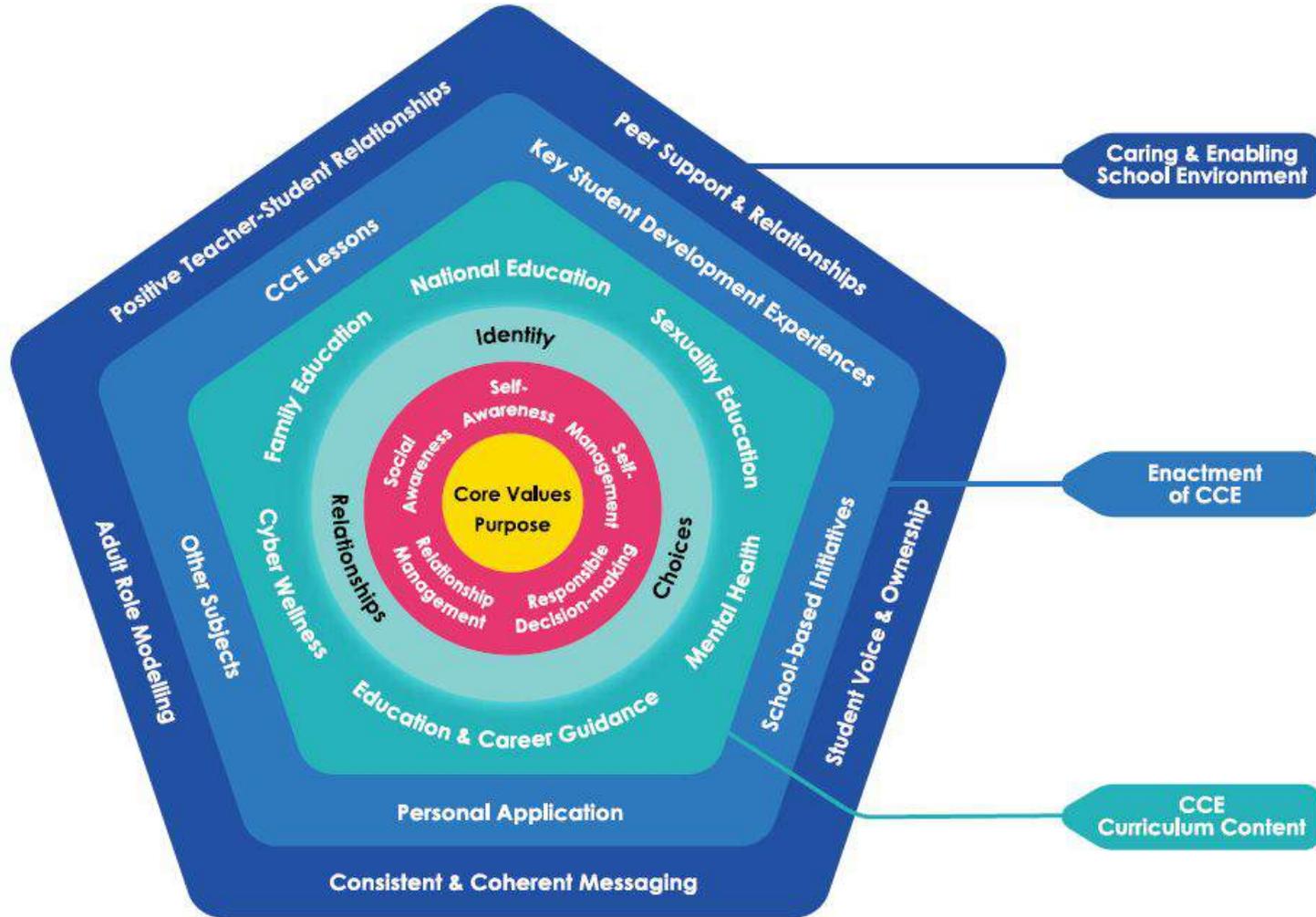
Character & Citizenship Education (CCE)



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Character & Citizenship Education (CCE)



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Character & Citizenship Education (CCE)

Montfortian Achievers' Programme (MAP)

A unique CCE programme that integrates school's **CHRIST values education with teachings of Montfort**, so as to nurture our AssumptionKnights to **become Men and Women of Character and Learning, in the Service of God and Community.**

Montfortian Ethos

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



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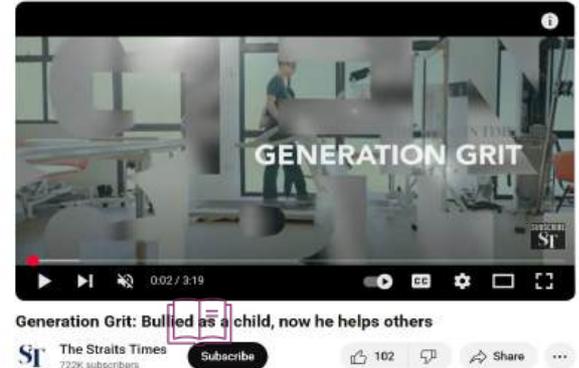
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Mental Health

During MAP lessons, students will be taught:

- **Managing Thoughts, Feelings & Behaviour**
 - Managing negative thought patterns and stress
 - Practising self-control and emotional awareness
- **Strengthening Resilience and Well-being**
 - Building personal resilience using individual strengths
 - Reframing failure
- **Building Positive Relationship**
 - Connecting with people from diverse backgrounds
 - Challenging stereotypes and prejudices



An example of a lesson in managing emotions.

Resource Material from Sec 1 Lesson titled “Bouncing Back Stronger”.

Parents can discuss with their child ways of overcoming challenges.



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Mental Health

Extending Mental Health Education beyond school

- Parents are encouraged to have conversations with their children about what they are learning in their MAP lessons and school's well-being activities / programmes.
- Be present and show positive attention.

For older children	
1 Ask about topics like their social interactions.	 1 How was school today? You had a CCA leadership meeting, right?
2 Pace conversations based on their receptiveness and responses. Avoid pressuring them to respond.	 It was okay...
3 Let them know that you are asking because you love them and are curious about their interests.	 2 What were some interesting things that happened?
4 Let them know you will listen whenever they are ready to share.	 ...nothing much. I don't really want to talk about it.
	 2 It seems like you've had a long day. 3 I know your CCA is important to you, and I want to support you. 4 Let me know when you want to talk about it later.

Source: Parenting for Wellness ('Being Present and Showing Positive Attention', p.8)



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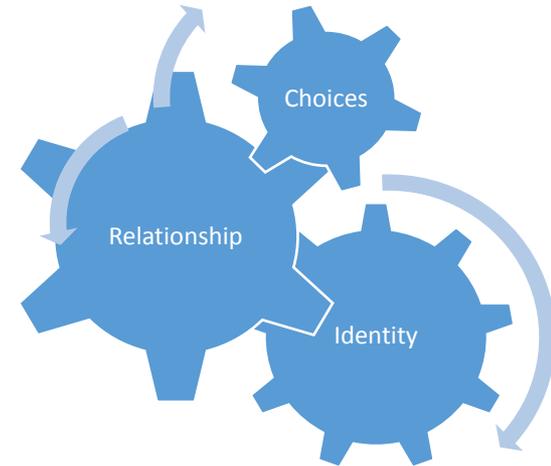
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Sexuality Education

3 Big Ideas

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



Goals of Sexuality Education

- a) Support students in **managing their physiological, social and emotional changes** as they grow up and **develop safe and healthy relationships**.
- b) Guide students to **make wise, informed and responsible decisions** on sexuality matters.
- c) Help students **develop a moral compass** and **respect for themselves and others** by having positive mainstream values and attitudes about sexuality that are premised on the family as the basic unit of society.



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Sexuality Education

Sexuality Education Programme

- 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 has been sent on PG.
- 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 by Friday, 30 January.

(If you do not wish to opt out, there is no need to fill up this form)



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Cyber Wellness

Cyber Wellness is the ability of our children and youth to navigate the cyberspace safely.

This is done through our MAP curriculum which aims to:

- **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes**;
- maintain a **positive presence in cyberspace**; and
- be **safe and responsible users of ICT**.

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours**.



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Cyber Wellness

At lower secondary,

- students are taught **self-regulation and self-control**,
- there are **new lessons on Artificial Intelligence and Deepfakes**,
- students taught to **protect themselves and stay safe from inappropriate online content**
- students learn about the **legal provisions** and encouraged to **make healthy and responsible decisions for their own safety**.



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Cyber Wellness

Compilation of Useful Resources:

You can access all digital parenting resources by scanning this QR code.

These resources focus on:

- Managing Device Use and Online Safety
- Respectful Communication
- Role-modelling healthy habits
- Fostering Real Connections
- Cyberbullying
- Online Challenges and Hoaxes
- Scams and Misinformation
- Parenting for Wellness
- Positive Use Guide on Technology and Social Media



<https://go.gov.sg/cwresources-parent>

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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.



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Meet your friendly
ECG Counsellor:
Ms Audrey Chua

What is ECG?

Education and Career Guidance is part of your school's efforts to help you find out about your strengths, interests, values and purpose. You will learn how to plan for the next step in your education and, ultimately, your career, such as by selecting suitable courses.



How to book an appointment?

Scan the QR code or visit this link:
<https://for.edu.sg/ecgforassumptionknights>



Where to find more ECG resources?

<https://for.edu.sg/aesmapresources>
<https://for.edu.sg/myskillsfuturesec>



Student Management



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Objectives

1. To establish a shared understanding of AES educative approach to discipline
2. To share on school expectations regarding attendance, responsible use of technology and student wellbeing of which disciplinary policies are in place to promote a conducive learning environment and reinforce the development of school values
3. To appeal to parents as important partners to collaborate so we can align our approaches and voices to help reinforce the moral compass in our AssumptionKnights.

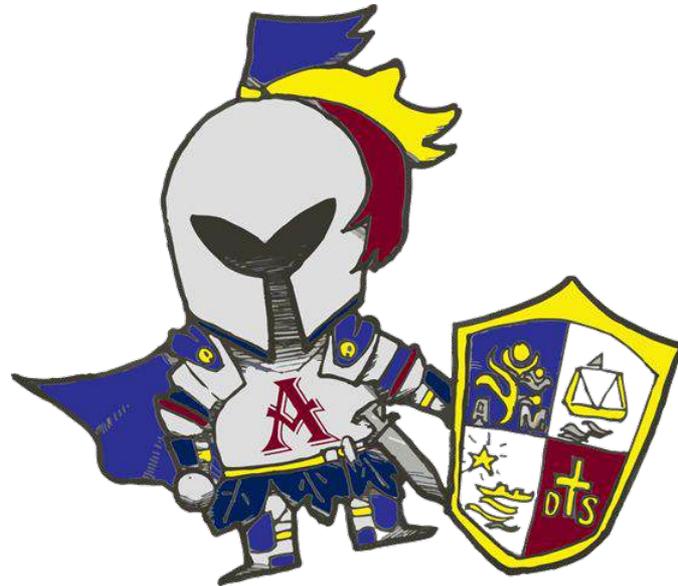


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Life-long Learning

Helping AssumptionKnights Grow in **Character & Learning**



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Late-Coming Policy

Key message:
Helping students appreciate the value of time

OFFENCE	OCCURRENCES	CONSEQUENCES
Late-coming	1 st	Verbal warning and reminder
	2 nd	
	3 rd	-1st-hr after-school detention
	4 th	-2nd-hr after-school detention Conduct grade lowered.
	5 th	-3rd-hr after-school detention Conduct grade lowered further
	6 th and onwards	-Further consequences

Smartphone/watch Policy

Key message:

Learning can only take place without distraction

Possession and usage of smartphones/watches is **not permitted in school, including CCA time and learning journey.**

1. To ensure every AssumptionKnight can remain fully present and focused during lessons, CCAs and learning journeys
1. To promote the development of interpersonal and communication skills through prioritizing face-to-face interactions



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Smartphone/watch Policy

Key message:

Learning can only take place without distraction

1. Upon entering the school regardless of timing, student must deposit and lock smartphone/watch into L1 designated locker before reporting to assembly venue/class.
1. Smartphone/watch can only be retrieved by the owner before leaving the school compound*.
1. No usage or possession of smartphones/watches in school, anytime, anywhere* . *Except during unforeseen/emergency cases.

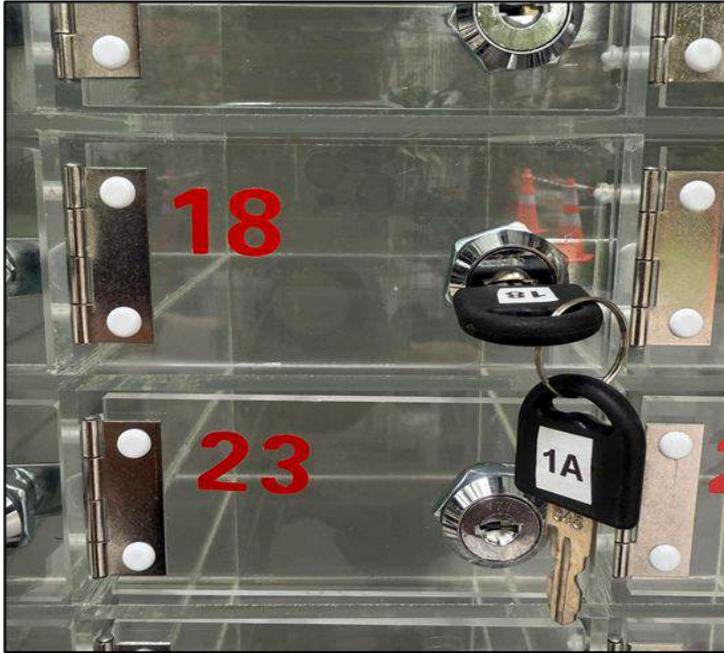


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Smartphone/watch Policy

Phone/watch Lockers @ Level 1



1. No duplication.
2. Misplaced keys will result in repayment and phone barring from school.
3. 24-hours CCTV surveillance @ Level 1.



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Student Locker Policy

Key message:

A locker for every student - Responsibility-in-action



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Student Locker Policy

Key message:

A personal locker for every student – Responsibility-in-action

1. Password must not be shared with others. The school will bear no responsibility for any loss of items.
2. Students are responsible for their revision for tests or examinations.
3. All belonging/lesson materials are to be retrieved before the start of the next lesson.
4. No contraband items like vapes/cigarettes/weapon-like objects etc are to be kept in the locker. Regular random checks on lockers will be carried out by authorities.



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School-Home Partnership

*“Character and values is learnt at home,
and honed in school”*



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Interaction with FTs in classroom

Parents are encouraged to

- Get to know your child's Form Teachers.
Build a connection.
- Complete the assigned task by writing a message to your child.
- Seek clarification on school matters, expectations, and procedures so as to better support your child.

Thank you for joining us tonight &
have a safe trip home.



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