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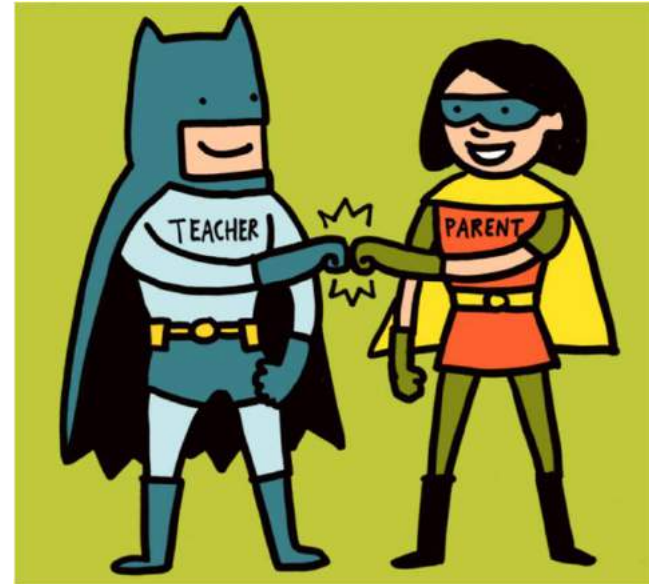
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Secondary 1 Parents Engagement Session

21 January 2022

Objectives

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



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Programme Outline

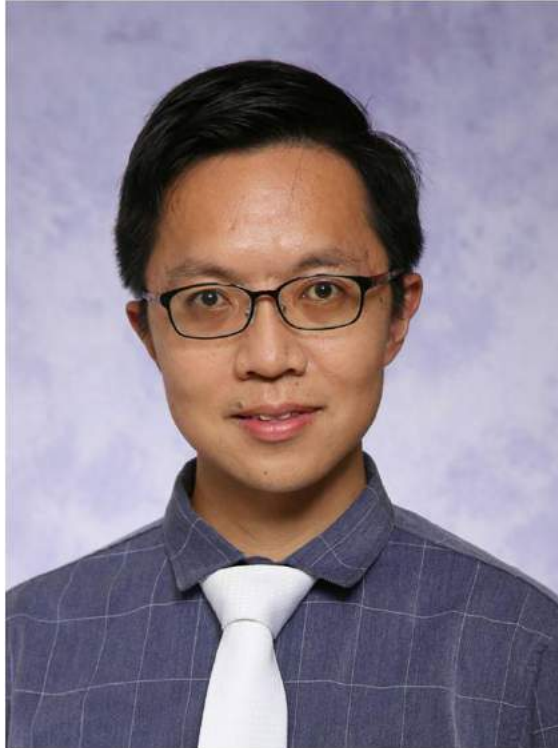
Time	Programme
6.00 p.m	<p>Main Presentation</p> <ul style="list-style-type: none">• Principal's address (Mr Benjamin Kwok)• National Digital Literacy Programme (SH ICT - Mr Tang)• Academic Updates (HOD Math - Mrs Chong)• Year Head Updates (Mr Dennis Wang)
6.45 p.m	<p>Breakout Rooms (into respective classes)</p> <ul style="list-style-type: none">• Contact with Form Teachers• Q & A
7.30 p.m	End of Parents Engagement Session





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Secondary One Team



Mr Dennis Wang
Year Head



Mr Lee Wung Yew
Level
Academic Supervisor



Ms Siti Nabilah
Level Student
Management Teacher



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Class 1 Vincent Form Teachers



Ms Wong Yuen Yu



Mr Daniel Chow



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Class 1 Adolphus Form Teachers



Ms Dilys Han



Mr Leet Tagore



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Class 1 Raymond Form Teachers



Ms Siti Mardia



Mr Alvin Lee



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Class 1 Emmanuel Form Teachers



Ms Camille Koh

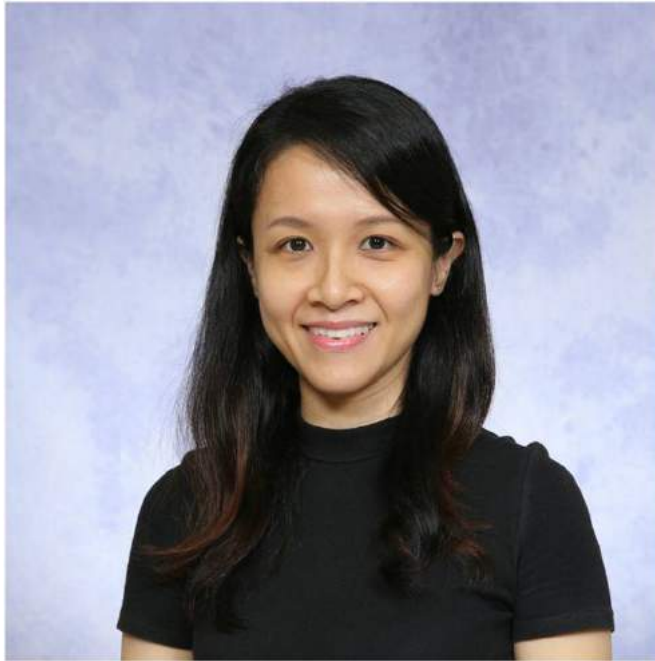


Ms Ng Wen Xin



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Class 1 Noel Form Teachers



Ms Valerie Chan



Mr Derek Hum



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Class 1 George Form Teachers



Mr Nor Mohd

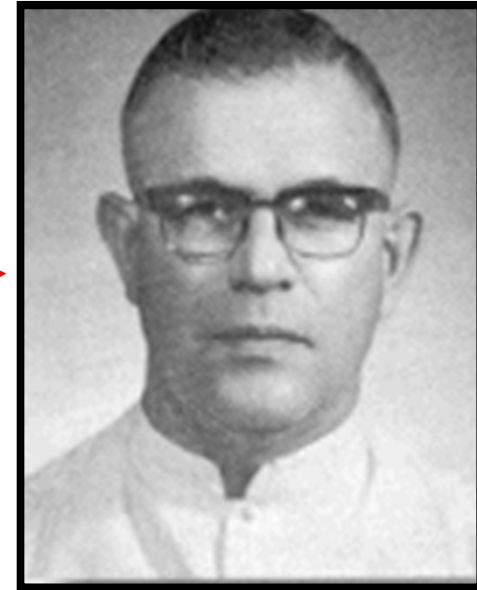


Ms Huang Meiting



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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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Our Legacy

BOYS' TOWN COMMUNITY



Assumption English School (1953)

AES is a government-aided co-educational secondary school that offers curriculum in line with the GCE 'O' and 'N' Level examinations.

The school aims to develop AssumptionKnights into "Men and Women of Character and Learning, in the service of God and Community".

Assumption Pathway School (1938)

Assumption Pathway School (APS) provides students who are unable to access mainstream secondary education, alternative pathways to achieve personal success in their lives.

The programme at APS is specially tailored to develop students' vocational skills and lifeskills and prepare them for employment with the Institute of Technical Education Skills Certificate.

Boys' Town Boarding Home (1948)

Boys' Town is a non-profit organization that provides guidance, shelter, education and vocational training to youths. Boys' Town aims to care for orphans, the poor and the neglected.

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
- 829 students (Sec 1 to 5)
- 84 teachers and allied educators; 25 administrative staff
- Offers Express, Normal (Academic) and Normal (Technical) courses



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O and N Level Exams 2021

Sec 4 Express Eligible for JC: 51.6% Eligible for JC/Poly: 98.4%	Sec 5 Normal (Acad) Eligible for JC/Poly: 54.2%
Sec 4 Normal (Acad) Eligible for DPP/PFP: 47.9% Eligible for Sec 5: 63.0%	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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Lifelong Learning - Community Youth Leadership



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Academic Learning - Special Educational Needs

An Allied Educator 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

- 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)



The basic foundation for success – 5 A's

- Attendance
- Attire
- Attention
- Assignment
- Attitude



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Learn how to Learn – 5 R's

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



Our Alumni



Vernetta Lopez
Artiste



Marcus Tan
Carousell Co-Founder



Sean Tan
1st Singaporean WWE wrestler



Lee Wung Yew
3-time Olympic Shooter
President Olympians Singapore



Oliver Tan
Founder and CEO of
ViSenze
Most Promising Startup
Award

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 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

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

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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National Digital Literacy Programme

Please refer to the separate set of slides attached.



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Academic Focus for Lower Secondary

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

	Express / Normal (Academic)	Normal (Technical)
Core Curriculum	<ol style="list-style-type: none"> 1. English Language 2. Mother Tongue Language 3. Mathematics 4. General Science 5. English Literature 6. History 7. Geography 	<ol style="list-style-type: none"> 1. English Language 2. Mother Tongue Language 3. Mathematics 4. General Science 5. Computer Applications
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) 	



Academic Programme 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 Programme for Secondary 1

AUTHENTIC CURRICULUM ♦ STUDENT-CENTRIC PEDAGOGIES

- **Science** – Enhanced learning experiences with CSI (Creative Science Innovations / Investigations) and Science Experiential Projects to promote interest, learning and creativity.
- **Mathematics** – Mathematical modelling tasks where students apply their mathematical knowledge to solve open-ended problems.
- **Design & Technology** – a taste of coding using Micro:bits and incorporating the Micro:bits into their projects.
- **Booster Sessions for English Language and Mathematics** – Students who need extra help with these subjects will have special remediation sessions after Term 1.

Stronger motivation for learning



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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 SA papers will be reviewed and returned for students to work on their weak areas



Promotion Criteria for Secondary 1

Level/ Course	Promoted to next higher level in the same course	Laterally Transfer to a more academically demanding course
Sec 1 Express	Promoted to 2 Express Pass in EL and a pass (50%) in the average of all subjects	Not Applicable
Sec 1 Normal (Acad.)	Promoted to 2 Normal (Acad.) Pass in EL <u>and</u> 2 other subjects OR pass in any 4 subjects	Laterally Transfer to 2 Express 70% or higher in the overall combined average for every subject
Sec 1 Normal (Tech.)	Promoted to 2 Normal (Technical) Pass in 2 subjects, one of which should be EL or Maths	Laterally Transfer to 2 Normal (Acad.) 70% or higher for every subject AND deemed able to cope with the Normal (Acad.) course



Subject-Based Banding N(A)

There will be opportunities for Secondary 1NA students to be eligible to take subjects at a more demanding level if the student performs well at the Mid-Year juncture or at the End-of-Year Examination. The criteria is as follows:

Timeline	School-based Results/ Criteria	Option to offer subject at
Mid-Year juncture	75% or higher in WA 1 and WA2 and deemed suitable to take a higher demand subject	Express level from next semester
End-of-Year Exam	75% or higher in specific subject	



Subject-Based Banding N(T)

There will be opportunities for Secondary 1NT students to be eligible to take subjects at a more demanding level if the student performs well at the Mid-Year juncture or at the End-of-Year Examination. The criteria is as follows:

Timeline	School-based Results/ Criteria	Option to offer subject at
Mid-Year juncture	75% or higher in WA 1 and WA2 and deemed suitable to take a higher demand subject^	N(A) level from next semester
End-of-Year Exam	75% or higher in specific subject	

^For Humanities subjects, the offer will only be after the End-of-Year Examination.



AES Self-Development Programme (SDP) for Sec 1 and 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.
- A unique Science, Humanities, English or Mathematics programme offered by Assumption English School for Secondary 1 N(A) and 1 N(T) students.
- Secondary 1 N(A) and 1 N(T) students who are interested in 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.

It is for their own interest.



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AES Self-Development Programme (SDP) for Sec 2 Express

For Sec 2 Express students aspiring to take up Pure Sciences and Additional Mathematics

- Sec 2 Express students will get to explore Upper Secondary Sciences and Additional Mathematics to have a better understanding what these subjects entail.
- To help students make **good and informed decisions** before the Subject Allocation Exercise.
- Students will do **2 taster chapters** in each of the Pure Sciences and Additional Mathematics.
- The SDP is by students' choice. Students choose to opt in and what they learn is **non-examinable**.



Overview of AES SDP timeline

Timeline	Stage	Action by
Term 1 Week 8	Secondary 1 NA and 1 NT students are to register for the AES SDP.	1NA & 1NT 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 other subjects.
- For more information on how our school would implement the Self-Development Programme (SDP), you can contact us at aes@moe.edu.sg.



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CCA Matters



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CCA Policy

1. **Compulsory** for every child 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.
4. CCA Attendance $\geq 75\%$ every year for CCA points to be awarded.
5. 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 (JC/Poly/ITE)



CCA Offerings

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



School Football Academy

- ‘Unleash The Roar!’ National Project Year 2022
- Aims to expand the talent pool on the back of the National Football Curriculum which will be implemented in schools
- Structured programme, with equal emphasis on sporting excellence and academic performance
- 10 Singapore Football Academies (SFAs) i.e. Monfort, Sengkang, Singapore Sports School, ACS (Barker), Queensway, Serangoon Garden, Meridian, St Patrick’s, AES & Jurongville
- Team of full-time coaches from FAS



Schedule of CCA Selection Trials 2022

Date	Gender	Time	CCA Group
13/1 (Thu)	Boys	2.50pm – 5.30pm	Sports & Games (PE attire)
18/1 (Tue)	Girls	2.50pm – 5.30pm	Sports & Games (PE attire)
25/1 (Tue) 3/2 (Thu)	Girls Boys	2.50pm – 5.30pm	Performing Arts + ELDDS (PE attire)
4/2 (Fri)	All	Start of CCA Preference Exercise (Online submission)	
11/2 (Fri)		Closing date of CCA Preference Exercise	
1/3 (Tue) onwards	All	3.00pm – 5.30pm	Start of Sec. 1 CCA training (students to be in their PE attire)



Considerations for choosing a CCA

- **Identifying interests and strengths:** What is your child's interest and good at?
- **Setting objectives:** What kind of person does your child want to be? What values and life skills should your child be developed in?
- **Encouraging self-directed learning:** How does your child want to pursue the CCA? What are the opportunities to support the development?
- **Managing commitments:** Is your child able to cope? How can you support him/her?





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Character and Citizenship Education in AES

CCE in AES - Montfortian Achievers' Programme (MAP)

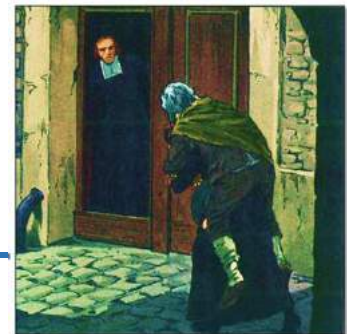
An unique CCE programme that integrates school's CHRIST values education with teachings of Montfort, so as to become persons of character and learning.

Montfortian Ethos

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



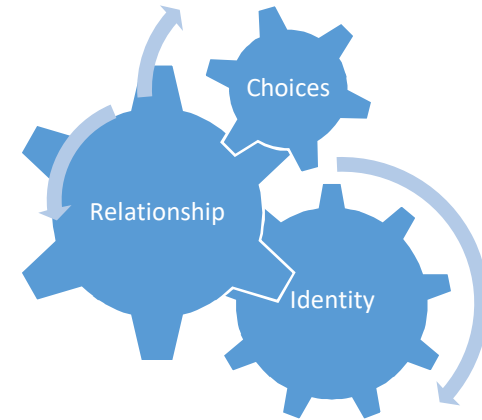
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Sexuality Education in Secondary School

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 Secondary 1

Sexuality Education Opt Out Form

- 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.
- It is focussed on **Identity, Relationships** and **Choices**, the physiological and emotional aspect rather than only biological aspect.
- However, the school respects the primary role that parents play in SEd of their child and may wish to opt out.

For more information

- Visit AES website > Department > Character and Citizenship Education > Montfortian Achievers' Programme > Sexuality Education



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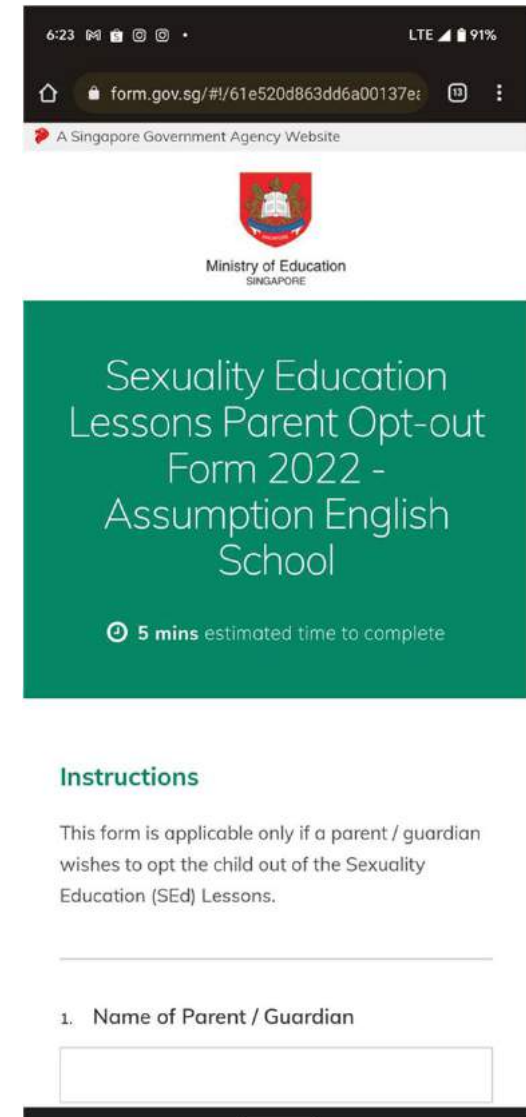
Sexuality Education in Secondary 1

Sexuality Education Opt Out Form

- The parent letter on Sexuality Education Lessons will be sent out via Parents' Gateway on **24th Jan.**
- Read and acknowledge the school's sexuality education 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. Please do so **by 4th Feb.** (If you do not wish to opt out, there is no need to fill up this form)

A screenshot of a mobile phone displaying a web form. The status bar at the top shows the time 6:23, signal strength, and 91% battery. The browser address bar shows the URL 'form.gov.sg/#/61e520d863dd6a00137e'. Below the browser bar, it says 'A Singapore Government Agency Website'. The Ministry of Education Singapore logo is centered. The main heading of the form is 'Sexuality Education Lessons Parent Opt-out Form 2022 - Assumption English School'. Below this, it says '5 mins estimated time to complete'. Under the heading 'Instructions', it states: 'This form is applicable only if a parent / guardian wishes to opt the child out of the Sexuality Education (SEd) Lessons.' At the bottom, there is a numbered list starting with '1. Name of Parent / Guardian' followed by a text input field.

Cyber Wellness in AES

Responsible Usage of technology for Learning

- Info-comm Technologies (ICT) are becoming increasingly important for education and communication. Hence, AES focusses 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

Parental Tips on Cyber Wellness

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:





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Attendance

- **Be accountable for any days of absence**
 - To inform School/Form Teachers before 7:30am on the day of absence via WhatsApp / SMS.
 - Student to submit all relevant documents (e.g. MCs, Parents' Letter) on the day they return to school to their Form Teachers.
- **Students who fail to submit their documents on time may be deemed to have played truant.**
- Parents will receive an SMS notification at 9.15am if your child/ward's attendance is marked as "Absent Pending Reason" for the day.



Late-coming

LC Count	Consequences / Action(s) Taken
2	1 st warning letter issued (Yellow) for your acknowledgement
3	2 nd warning letter issued (Orange) for your acknowledgement After-school detention
4	After-school detention Conduct Grade may be affected for 4th late-coming onwards
5 onwards	Further disciplinary actions will be taken.



Mobile Phone Policy

- Mobile phones and other forms of communication devices are to be used **only during recess time** in the **canteen, 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. **Parents will be notified if there is a need for phone confiscation beyond the day.**



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Guidelines on Footwear

FOOTWEAR

- Covered white shoes with laces, with white socks / AES socks.
- General outlook of shoes and socks with other brand logos should be white.
- High-cut/semi-high-cut shoes are not allowed.
- Ankle socks are not permitted.

Examples of acceptable shoes



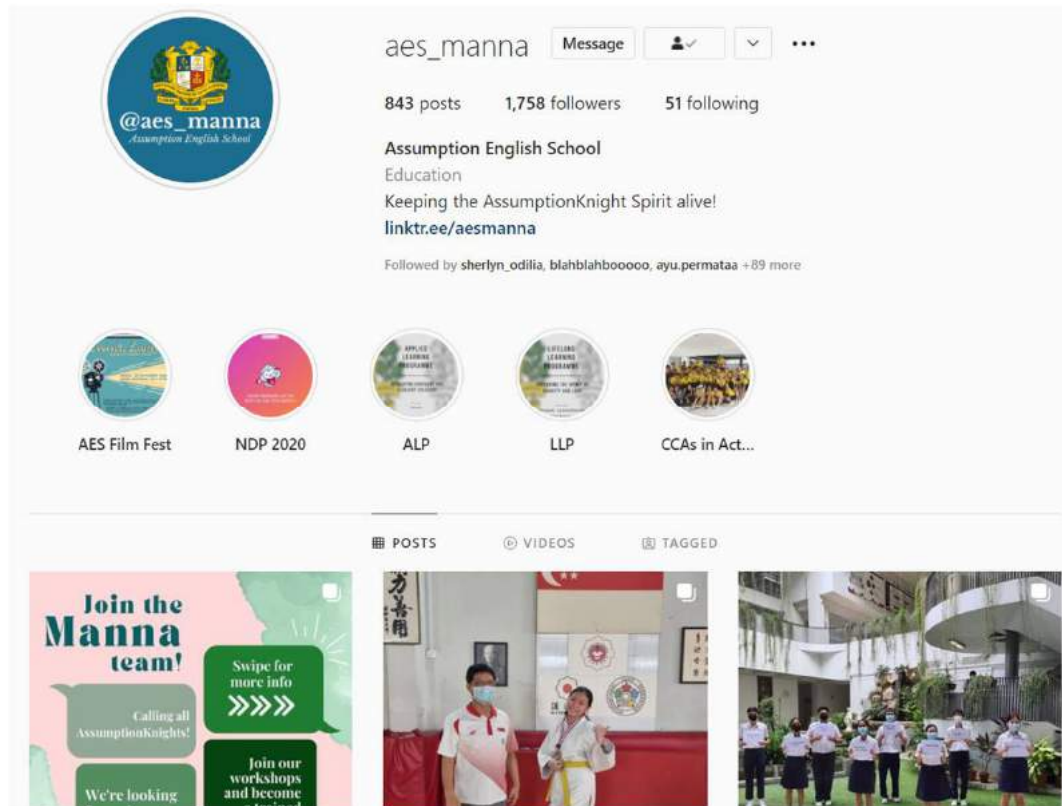
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Dates to take note of

Date	Activity
19 Jan	Weighted Assessment 1 schedule notification
before 4 Feb	To opt-out of Sexuality Education Lessons
4 Feb - 11 Feb	CCA Preference Exercise
11 Feb	Submit Letter to Parents for Procurement of Personal Learning Device (Students to receive information on 28 Jan)
1 Mar	Start of CCA Training
11 Mar	Release of Progress Report for Weighted Assessment 1
Term 1 Week 10	Registration for Self-Development Programme (NA & NT students only)
Term 2	Collection of Personal Learning Device



Find out what is happening in AES



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

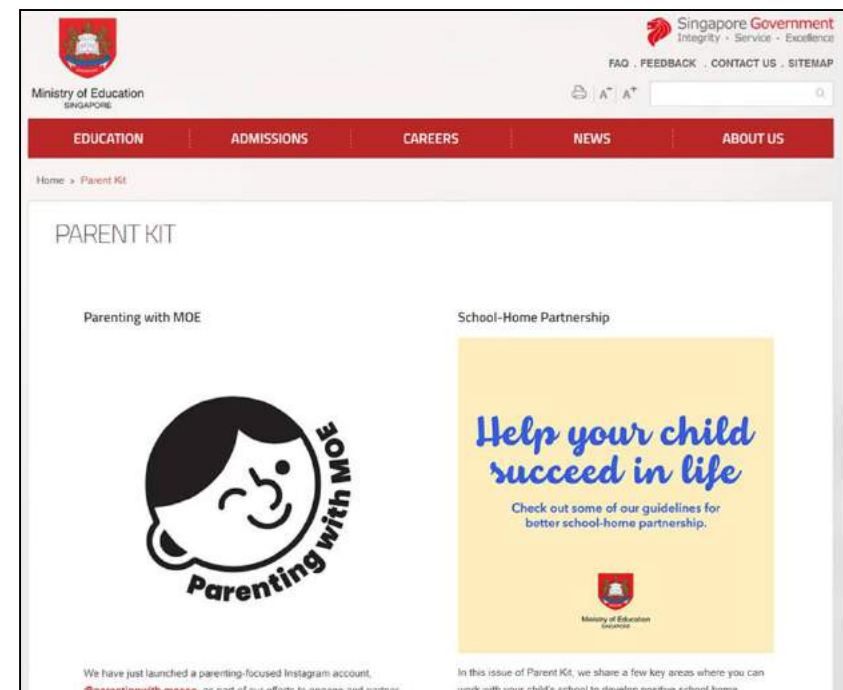
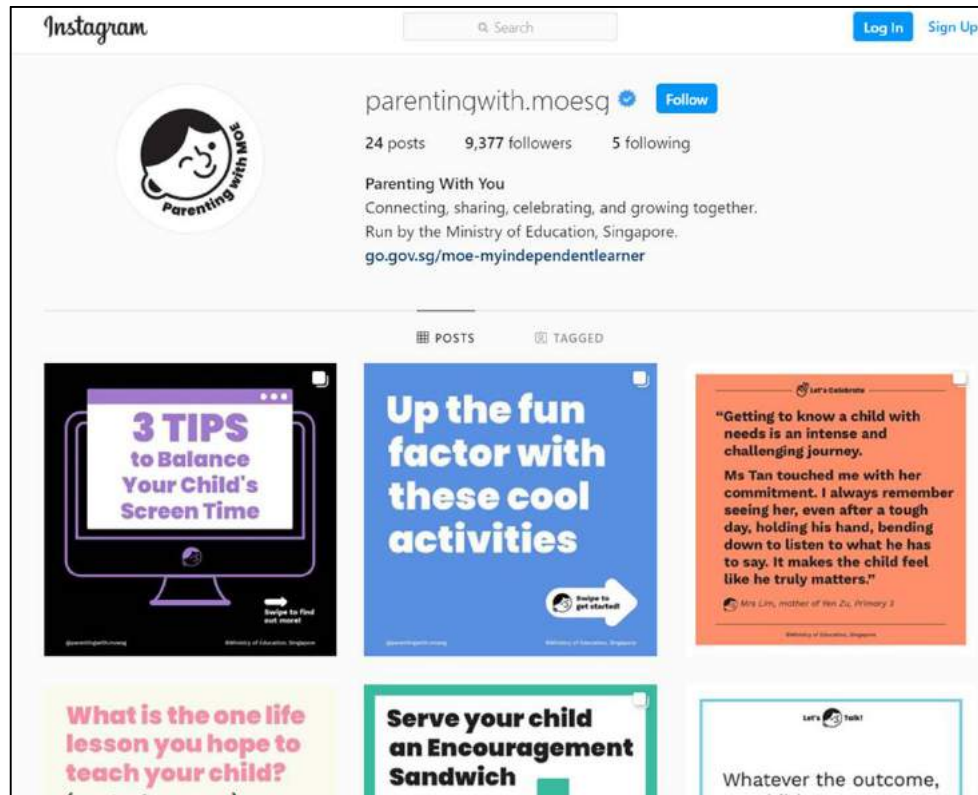


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Parenting Resources

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

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



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Parent Support Group

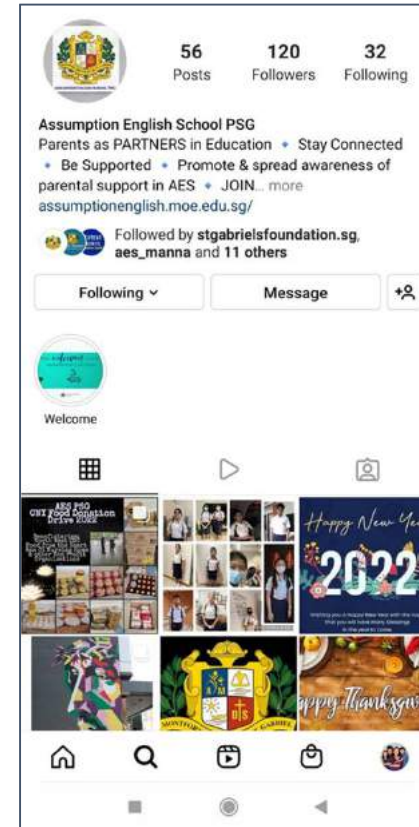


**The LORDS of
ASSUMPTIONKNIGHTS**

Parent Support Group



Scan the QR code
to join the
facebook group



@assumption_english_school_psg



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Breakout Session

- Breakout Rooms are created for each class. Please join the breakout room for the class that your child/ward is in.

Do's

- Get to know the Form Teachers
- Clarify School Matters
- Please introduce yourself and name of your child when you will like to ask a question.
- You may also want to type out some of the questions you may have.

