



ASSUMPTION ENGLISH

A Montfortian Gabrielite Education Institution

Level 3 Parent Engagement Session

6 February 2026

Objectives

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



Sec 2

Sec 3



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Programme Outline

Time	Programme
5.30 pm	<u>Main Presentation</u> <ul style="list-style-type: none">• Understanding the Sec 3 child• Academic transition and support• Key ECG messages• Student management – Home School partnership
6.30 pm	<ul style="list-style-type: none">• Breakout session Q&A – Hosted by FTs
7.15 pm	End of Parents Engagement Session



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Mr Vincent Toh Principal's Address



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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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Focus and Outcomes

AssumptionKnights' Outcomes

Fortitude	The strength of mind that enables a person to encounter adversity with courage. It is a steadiness of will in doing good in spite of difficulties faced.
Mastery	The comprehensive knowledge or skills in one's endeavour.
Charity	“Those whom the world rejects must move you the most”



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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.



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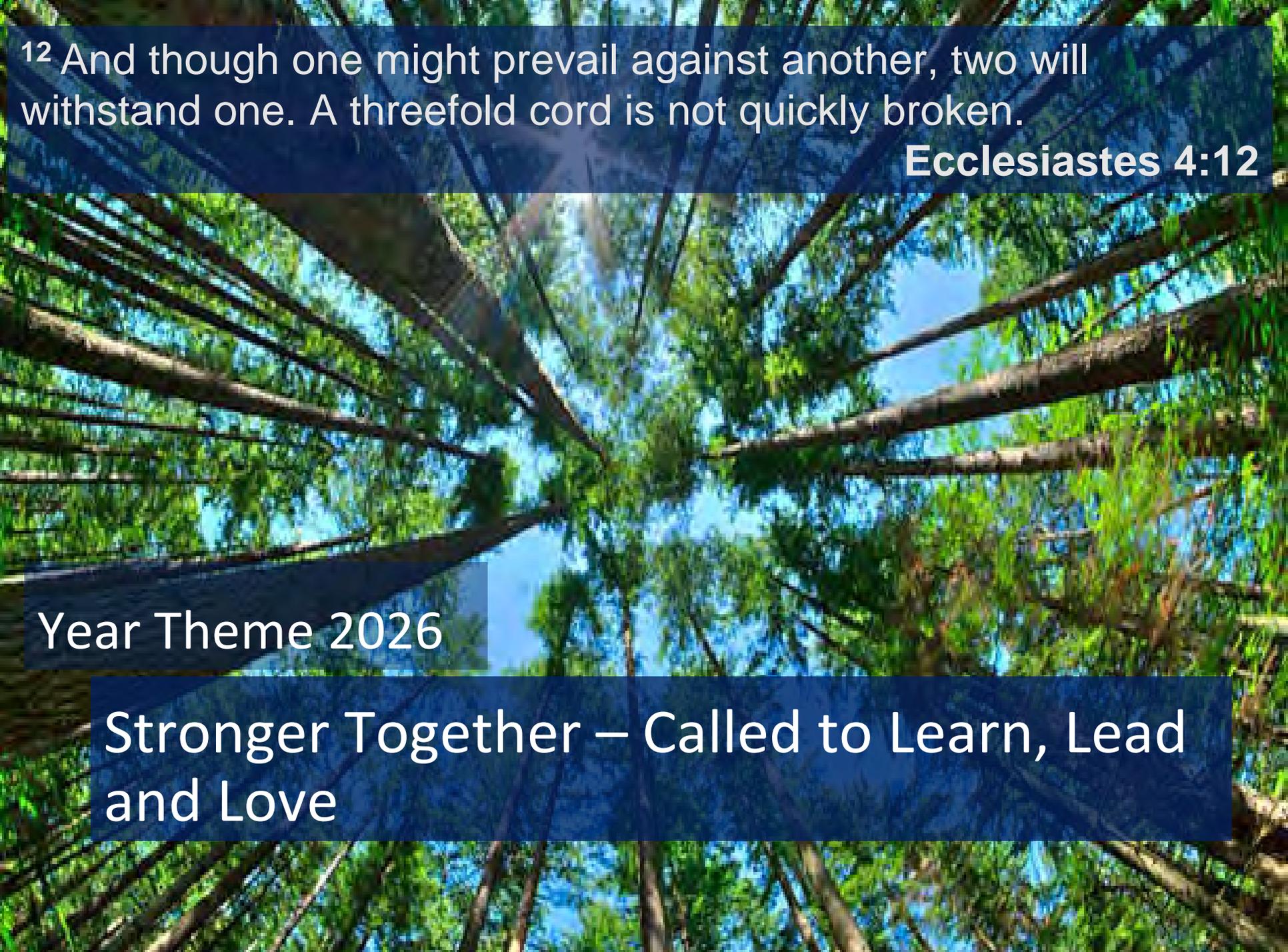
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•Later, a decree of the Japanese required all children above the age of 10 who were still under their mother's care to come over to the men's camp immediately. The cases of children without fathers in the camp or without parents posed a problem to be solved. I volunteered to do it. So, I offered myself to the authority of the camp as adopted "father" of six or seven orphans or boys without fathers in the men's camp. . . This enabled me to effect a dream I cherished: a school recognised by the Japanese. Thus, was founded the St Gabriel's School of Sime Road Camp. From that time onwards our pupils, some forty of them were given some basic education. Furthermore, exams that they sat for were set with approbation of the Director of Education who of course was interned with us. Four pupils had enough subjects to sit for the Cambridge School Certificate. Papers were set by the Cambridge Syndicate via members who were also interned. Other pupils managed to pass their 5th, 6th or 7th year grade.



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¹² And though one might prevail against another, two will withstand one. A threefold cord is not quickly broken.

Ecclesiastes 4:12

Year Theme 2026

**Stronger Together – Called to Learn, Lead
and Love**

Growing Up

Physical

Interests

Academic

CCA



Friends

Family



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Knowing the growth stages



EARLY

10-13 years old

- Concrete, black-and-white thinking
- Egocentric, self-conscious
- Increased need for privacy



14-17 years old

MIDDLE

- Able to think in abstract terms
- See big picture
- BUT may lack ability to apply in the moment
- Romantic and sexual interest



LATE

18 years old onwards

- More impulse control
- Better gauge of risks and rewards
- Values identification
- More stable relationships



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Source: Touch Community Services

1. KNOW

Social Emotional Continuum

Thriving

*"I've got this!
Yes, I can!"*

Coping

*"Most times, I'm ok!
Sometimes, things
don't feel ok."*

Struggling

*"I can't seem to
do it, urgh."*

Unwell

*"I can't do this, or I
don't even know why I
feel like this. I give up."*



HOME



SCHOOL



SOCIAL
INTERACTIONS



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2. C.A.R.E

- Chat
- Affirm
- Role-Model
- Empower



<https://www.moe.gov.sg/parentkit?pt=Parent-Child%20Relationship>



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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.



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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.



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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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Together, Everyone Matters

What are my gifts?

What can I offer?



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Education and Career Guidance (ECG) and Support for AssumptionKnights



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Education and Career Guidance (ECG)

ECG helps students develop a **sense of purpose in life**.

By nurturing **self-awareness and self-directedness for lifelong learning**, ECG helps students develop a growth mindset, adaptability and a resilient attitude to **embrace future opportunities and appreciate the value of all occupations**.



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Importance of Education and Career Guidance (ECG)

Greater Flexibility of Education Pathways

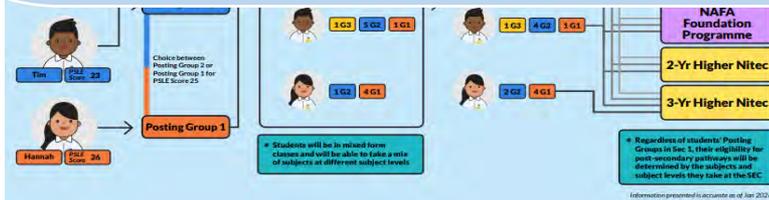
e.g. Full Subject-Based Banding (FSBB)

Evolving Career Landscape

e.g. COVID Pandemic, Emergence of AI

Education and Career Guidance

To equip students with the necessary skills and knowledge to **make informed choices** and **pursue fulfilling careers**



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Pathways to Post-Secondary Education



https://www.youtube.com/watch?v=y_kSx4yIR4g



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Pathways to Post-Secondary Education

From 2028,
more post-secondary options
 will be available.

Students taking at least	POST-SEC PATHWAYS							
	3-Year Higher Nitec	2-Year Higher Nitec	NAFA Foundation Programme (NFP)	Arts Institutions	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 + 1 G2 subjects	✓	✓	NEW ✓	NEW ✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓		✓			
4 G1 subjects	✓	NEW* ✓						

*Students who offer 4 G1 subjects will join Year 1 of Higher Nitec, and may be offered the accelerated pathway if they meet academic requirements during their Year 1 Semester 1 examinations. This pathway will allow them to attain a Higher Nitec in a shorter duration of about two years.

Changes to Post-Secondary Pathways: N Level Students



Institute of Technical Education

ITE: Streamlining of ITE curriculum to attain a Higher Nitec within a shorter time

- ITE has been moving away from the 2+2 model to a **3-year Higher Nitec Diploma**.
- 2 work attachments to **deepen students' industry-relevant skills** and enhance employability

By 2026, all NITEC courses will become 3-Year Higher Nitec.



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Changes to Post-Secondary Pathways: N Level Students



Institute of Technical Education

Revamped 3-Year Curriculum

- Year 1: **broad-based foundation** courses
- Years 2 and 3: **More specialised modules** leading to Higher Nitec certification.
- Increased emphasis on **Industry Attachments**
- For students with the abilities and aptitude, they can attain a Higher Nitec in 2 years. ☐ Also open to O-Level students and those in DPP.



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Changes to Post-Secondary Pathways

MOE COS 2025

Maximising Our Students' Potential

Revised Junior College admission criteria encourage students to develop themselves holistically



From the 2028 Joint Admissions Exercise (JAE), the number of subjects required for JC admission will be reduced from 6 to 5. Students will be able to recalibrate their curriculum load by offering one fewer subject and use the freed-up time to strengthen their development of 21st Century Competencies and pursue other interests.

From 2028 JAE

L1R5 → **L1R4**

The qualifying threshold for JC eligibility will be revised from **L1R5 ≤ 20** to **L1R4 ≤ 16**

Component	Subjects	Now L1R5	2028 JAE L1R4
L1	English or Higher Mother Tongue	✓	✓
R1	Any 1 best-scoring subject from Humanities	✓	✓
R2	Any 1 best-scoring subject from Mathematics or Science	✓	✓
R3	Any 1 best-scoring subject from Humanities, Mathematics or Science	✓	✓
R4	Any 1 best-scoring subject	✓	✓
R5	Any 1 best-scoring subject	✓	✓

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Bonus Point System

The cap on bonus points will be lowered from a maximum of 4 to 3 points.

Type of Bonus Points	Points	Now
CCA Grade	Excellent: 2	MAXIMUM OF 4 from any combination
	Good: 1	
EL and HMTL Grade ◦ A1 to C6 for both subjects	2	
Chinese/Malay (Special Programme) or Bahasa Indonesia Grade ◦ A1 to C6	2	
Affiliated JC	2	2028 JAE MAXIMUM OF 3 from any combination

No change

Additional 2 bonus points are still awarded if a student has applied and is selected for the Chinese, Malay, or Tamil Language Elective Programme.

The revised admission criteria are part of continued efforts to broaden definitions of success beyond academic achievements and encourage holistic development in our students.



Engaging your child in ECG conversations and activities

Discovering Purpose	Exploring Opportunities	Staying Relevant
<p>Guide your child to:</p> <ul style="list-style-type: none">- discover their values, interests, purpose and strengths- make informed decisions and own them	<p>Encourage your child to learn about education pathways and the world of work → <i>Source for information online via official websites, through seniors / friends, formal networking sessions.</i></p>	<p>Help your child to adopt a growth mindset:</p> <ul style="list-style-type: none">- Embrace lifelong learning- Develop critical core skills to be future-ready- Build resilience in overcoming challenges



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In-house ECG Support for Students



Education and Career Guidance for AssumptionKnights!

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>

ECG Counsellor: Ms Audrey Chua

- **Individual & Group** counselling
- **Tuesdays & Thursdays (in school)**
- **Mondays & Wednesdays (video conference)**
- **Collaborative approach** - *students do personality questionnaire and their own reflection & research before ECG conversations*
- [AES ECG Google Site](#)



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More useful links

- <https://www.moe.gov.sg/post-secondary>
- <https://nafa.edu.sg>
- <https://lasalle.edu.sg>
- [Polytechnic Early Admissions Exercise](#) (*For students taking at least 4 G3 and 1 G2 subjects*)
- [ITE Early Admissions Exercise](#) (*For students taking at least 4 G1 subjects*)
- [Polytechnic Foundation Programme](#) (*For students taking at least 5 G2 subjects*)
- [Direct School Admission for junior colleges \(DSA-JC\)](#) (*For students taking at least 5 G3 subjects*)



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Useful ECG Resources

ECG Resources	Description
www.moe.gov.sg/coursefinder	This website allows students to explore various post-secondary courses based on criteria, such as institution, aggregate score, and field of study.
www.moe.gov.sg/-/media/files/post-secondary/a-guide-to-post-secondary-admissions-exercises.pdf	A guide to post-secondary admission exercises for O and N-Level students
www.myskillsfuture.gov.sg/content/student/en/secondary/world-of-work/industry-landscape.html	Interactive overview of various industries in Singapore, offering insights into different sectors to aid in their education and career planning
go.gov.sg/tips-for-parents	An e-resource for parents to engage their children on ECG conversations
go.gov.sg/aes-ecg	An ECG Google Site created by the AES ECG team, featuring information on post-secondary education pathways.



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ECG- A Shared Partnership

**The Future belongs to those
who believe in
the beauty of their dreams.**

-Eleanor Roosevelt



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Academic Transition for AssumptionKnights



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Academic Focus for Secondary 3

The key academic objective for **Upper Secondary**:
Achieve **subject mastery** and **skills** so that students can
pursue their choice of **post-secondary pathways**.

Secondary 3

To strengthen the core as the students transit
from Lower Secondary to Upper Secondary.

Focus is on having **ownership in own learning** and **using
feedback given to improve** on learning.



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Assessment Guidelines for Secondary 3

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

- Varied modes of assessment. WA1 schedule has been issued.
- 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]**

Every assessment is an important tool to gauge students' progress, including the daily assignments.



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Academic Support Overview

The **Academic Support Programme (ASP Booster)** aims to provide timely support for learners to enhance their content and skills mastery in specific subject areas, particularly in **English Language** and **Mathematics**.

- Using results from their daily assignments, selected students will be identified to attend these sessions.
- Sessions may be conducted face-to-face, online and/or take on a consultative approach.

Students are strongly encouraged to make appointments (individually or in small groups) for **consultations** with their subject teachers if they need further guidance and clarification regarding any lessons. **[taking ownership in their own learning]**



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Taking Ownership (Self-directed learning)

Students can also make use of SLS to catch up on their learning.

More information can be found through the link <https://www.learning.moe.edu.sg/student-user-guide/discover/access-self-study-resources/>

Where to find self-study resources?

Access Self-Study Resources

Search for Resources

Attempt Self-Study Resources

When a Module is attempted, it will be automatically added to the Self-Study List. Students can review their work and reattempt the modules they have tried previously.



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Blended Learning Dates in Term 1

WEEK	BL DATES	Reminders:
2	15 Jan (Thu)	★ BL schedule follows regular timetable and are mainly asynchronous/ self-paced in nature.
4	29 Jan (Thu)	★ Google spreadsheet, go.gov.sg/aesblsec3 , shows the lessons instructions for individual classes
6	11 Feb (Wed)	★ Students may still need to attend school for CCA training sessions, competitions, and/or school activities such as attending lessons in other MOE centres, stipulated learning journeys, etc.
10	9 Mar (Mon)	★ AssumptionKnights are strongly encouraged to document their SIL journey in their personal e-portfolios for application to post-sec institutions.



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Student Initiated Learning (SIL)



Develop passionate and motivated learners

On BL days, students initiate learning in interest areas.

Theme	Curated theme for Sem 1:	
Poitier	<p><u>Cultural Exchange</u> (e.g. learn a language)</p>	<p>Human Fraternity</p> <p>What are some of the valuable contribution of people in this area?</p> <p>How do these contribute to a culture of peace?</p>

More information can be found here: for.edu.sg/aessil



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ICT Support

For students without learning device or 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).



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An overview of events for Sec 3s this year

Getting used to longer curriculum days...

★AES Kick-off
★REAL Poitiers Programme

★CCA Sports NSG

★AYLHF

★Student Leaders' Investiture

★CCA VPA Showcase (April)

★CCA UG Camp (end-May)

★Overseas Cultural Learning Trips

★Transition as leaders

★OBS (camp) (July)

★'O' level Oral exam for HMT

along with many disruptions from holidays...

★CCA stands down for EOY exams

★ Know where they stand through Semestral assessment

★'O' Level MT exam for students taking Higher MT

★Overseas Cultural Learning Trip

★Review Sec 3 work & bridge gap(s)

Term 1
(Jan to Mar)

Term 2
(Mar to June)

Term 3
(Jul to Sep)

Term 4
(Sep/Oct)

Year-End
(Nov to Dec)



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Singapore-Cambridge Sec Edn Cert

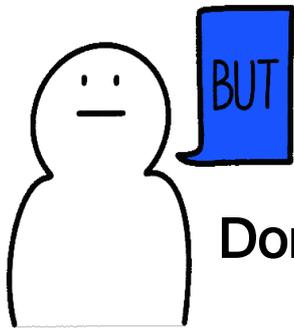
Students taking at least	POST-SEC PATHWAYS							
	3-Year Higher Nitec	2-Year Higher Nitec	NAFA Foundation Programme (NFP)	Arts Institutions	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 + 1 G2 subjects	✓	✓	NEW ✓	NEW ✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓		✓			
4 G1 subjects	✓	NEW* ✓						

*Students who offer 4 G1 subjects will join Year 1 of Higher Nitec, and may be offered the accelerated pathway if they meet academic requirements during their Year 1 Semester 1 examinations. This pathway will allow them to attain a Higher Nitec in a shorter duration of about two years.

How Parents/Guardians can support

Work Together. Sing the Same Tune.

The Secondary 3 year is **EXTREMELY** important to set the foundation right for the National Examination next year.



Don't be overly anxious.

Let us nurture their strengths together.

Help them grow in confidence.



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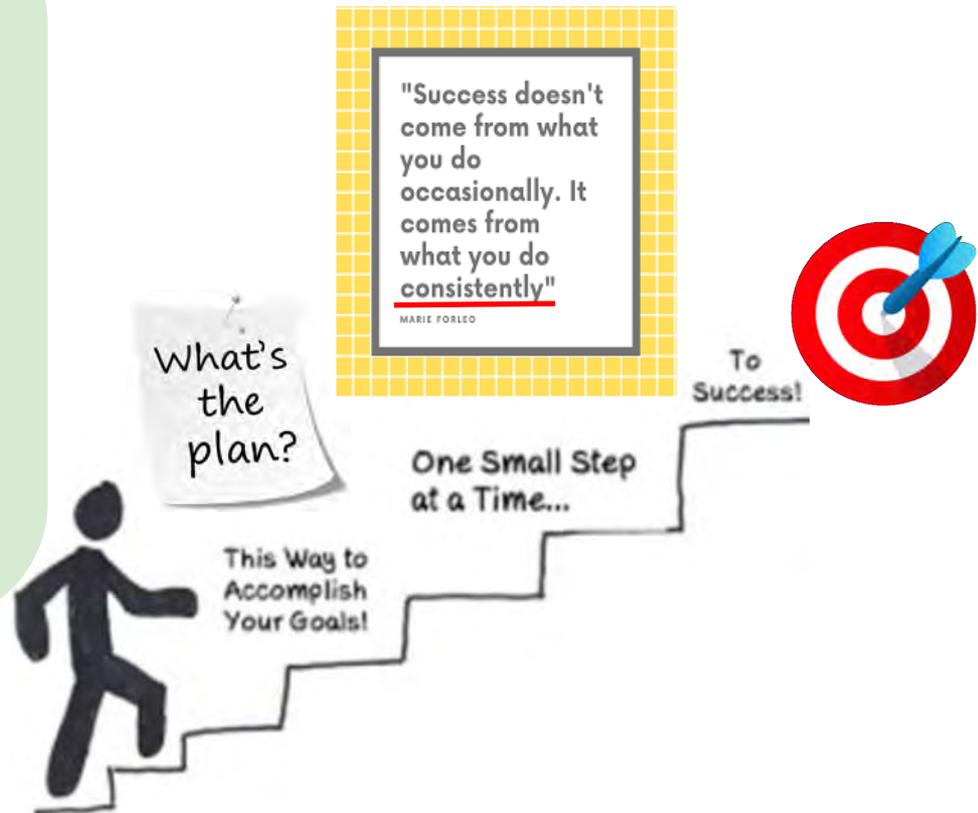
How Parents/Guardians can support

Work Together. Sing the Same Tune.

START

Conversations to help AssumptionKnights articulate their strengths and explore pathways:

- What are the entry requirements/ relevant subjects for identified pathways?
- How can we work **STRATEGICALLY** to meet our targets and get closer to wherever we want to be?
- How can we continue to ensure good physical health and mental wellness amidst busy schedules?



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Student Management



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Objectives

- To establish a shared understanding of AES educative approach to discipline.
- 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.
- 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.

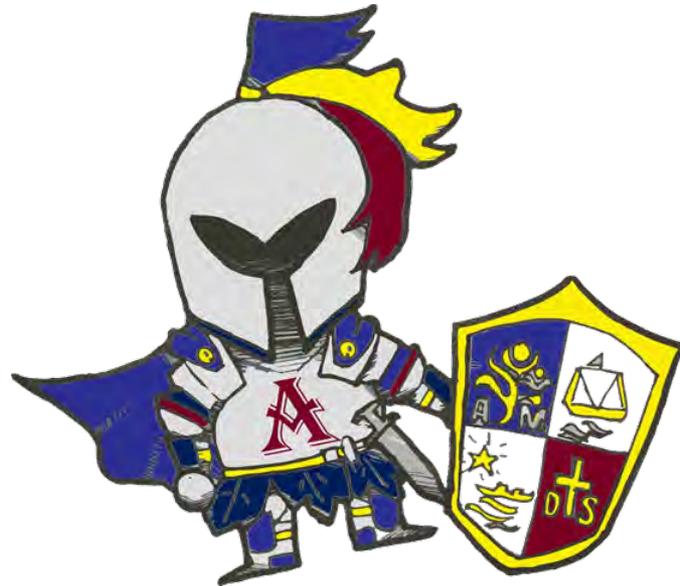


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Life-long Learning

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

1. Possession and usage of smartphones/watches is **not permitted in school, including CCA time and learning journey.**
2. To ensure every AssumptionKnight can remain fully present and focused during lessons, CCAs and learning journeys.
3. 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.
2. Smartphone/watch can only be retrieved by the owner before leaving the school compound*.
3. No usage or possession of smartphones/watches in school, anytime, anywhere* . *Except during unforeseen/emergency cases.



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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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VAPING CONSEQUENCES IN AES

SCENARIOS	SCHOOL CONSEQUENCES	NATIONAL PENALTIES (HSA)
<p><u>USING/</u> <u>IN POSSESSION/</u> <u>SHARING/</u> <u>PROVIDING/</u> <u>SELLING/</u> <u>TRAFFICKING</u></p>	<ol style="list-style-type: none"> 1. In-House Suspension 2. Caning (Boys only) 3. Lowering of Conduct Grade 	<ul style="list-style-type: none"> • Under 18: \$500 • 18 and above: \$700 <hr/> <ul style="list-style-type: none"> • 3-months Rehabilitation Programme • Prosecution in court for cases of failure to attend <hr/> <ul style="list-style-type: none"> • Prosecution in court • Monetary Fine up to \$2000



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School-Home Partnership

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



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Parents Briefing for MOE-OBS Challenge Programme

COURSE DATES:

13 July to 17 July

KEY PERSONNEL:

Balbinder Singh

E-MAIL ADDRESS:

Balbinder_singh@schools.gov.sg



Ministry of Education
SINGAPORE



IMPORTANT DATES

0 START OF E-REGISTRATION: 12

1 January

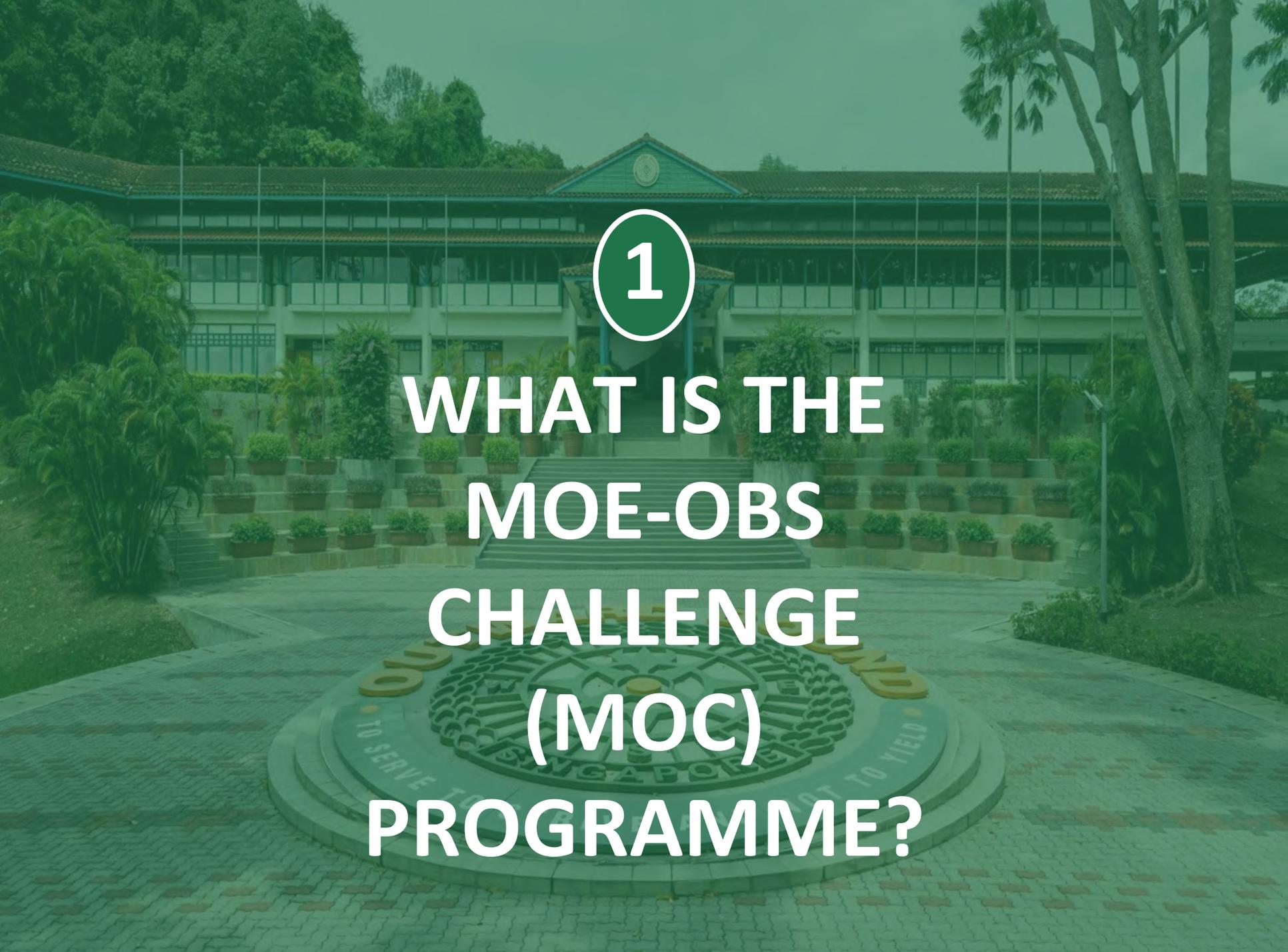
- E-registration link (only activated on 12 Jan)

<https://go.gov.sg/2026moeobs-aes>

0 MEDICAL EXAMINATION (IN SCHOOL): 23

2 & 24 February





1

**WHAT IS THE
MOE-OBS
CHALLENGE
(MOC)
PROGRAMME?**

A holistic education

- As part of the **National Outdoor Adventure Education Masterplan**, students will have opportunities outside the classroom to develop holistically; building up their **ruggedness** and **resilience**.
- **Authentic learning experiences** help our students to develop 21st century competencies as well as competencies for **sustainable, active and healthy living**.



Outdoor adventure learning experience for all



Lower Primary	Upper Primary	Lower Secondary	Upper Secondary
Programme for Active Learning (Outdoor Education)	Outdoor Adventure Learning (OAL) Camp	Outdoor Adventure Learning (OAL) Camp	MOE-OBS Challenge Programme

Outdoor adventure learning

1. Outdoor Education is a component of curriculum in our schools. The MOC Programme is an expedition-based course that will bring together students from various schools, allowing them to interact and work together to overcome various challenges.
2. The experience will provide opportunities for students to:
 - a) Build camaraderie through working together in unfamiliar yet authentic situations;
 - b) Be resilient, have empathy and maintain a positive attitude when faced with adversity.
3. Through overcoming challenging obstacles with their peers, participants learn that it is possible to be innovative and to adapt to their surroundings.



What will my child learn from the MOC?

Confident & Resilience

Thriving in an unfamiliar environment with other students.

Social Cohesion

Working together with students from various schools to achieve a common objective.

Concerned Citizen

Different roles they can play as a resident to the community and environment.



Your child's journey

Pre-Course Lessons & Preparation

- Outdoor Education in PE lessons
- Character and Citizenship Education (CCE) lessons
- Pre-course lesson with Form Teacher
- School briefing to cohort



MOC Course

- Students share their experiences and learning from the course
- Reflect on commitment that they set for themselves during the course – on their actions and behaviour, interactions with others and the environment



Post-Course Lessons & Reflections

- Develop character and learn values and skills through doing and reflection
- Learning in outdoor classroom

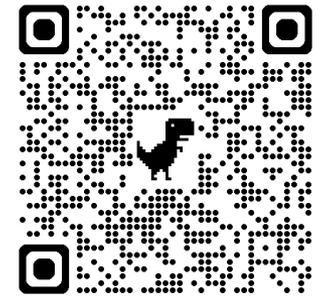


Sample of an MOC course

First Day		Last Day
<p>Objective: Team Socialisation</p>	<p>Objective: Building competence & confidence by overcoming challenges as a team</p>	<p>Sharing of Feedback, Transfer of Learning</p>
<p>In-process administration Ice breaker Expectation setting First aid briefing Team problem solving activities Expedition preparation</p>	<p>Expedition preparation, journaling, morning circle Land and water-based expeditions Wash up, tent pitching, outdoor cooking</p>	<p>Peer affirmation Commitment activity Sharing of feedback Transfer of learning Final debrief Certificate presentation</p>
<p>Debriefing / Journaling / Sharing of reflection / Lights out</p>		

For Q & A

Full deck of slide at
(highly encourage to
visit) :



Updates on Overseas Experiential Learning Trips

As part of our school's Internationalisation efforts and holistic development, we encourage our Sec 3 students to participate in an Overseas Immersion Exchange Programme this year.

Key Highlights:

- ✓ Safe & Age-Appropriate Experience – Ensuring a safe and meaningful learning journey.
- ✓ Holistic Development – Enhancing personal growth beyond academics.
- ✓ 21st-Century Skills – Developing critical thinking, collaborative problem-solving, and resilience.
- ✓ Industry & School Visits – Gaining real-world insights and adaptability.
- ✓ Cultural Exchange & Global Mindset – Engaging with local peers and experiencing different cultures.

4D3N Programme to Penang, Malaysia (Tentative Dates: 2 to 5 Jun 2026)

5D4N Programme to Osaka, Japan (Tentative Dates: 1 to 5 Jun 2026)

5D4N Programme to Shanghai, Hangzhou, China (Tentative Dates: 10 to 14 Nov 2026)



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St Gabriel's Foundation Flag Day 2026

Date:	7 th March 2026, Saturday
Time:	0740 to 1240
Reporting Venue:	Assumption English School, Seminar Room
Attire:	School PE Shirt with shorts / skorts
Things to bring:	Ezlink card, Water bottle, Umbrella and Money for food



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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.



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Thank You



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