Secondary 1 Matters

19 January 2024

Ms Ezyanti Siregar Lukman Assistant Year Head/Secondary 1





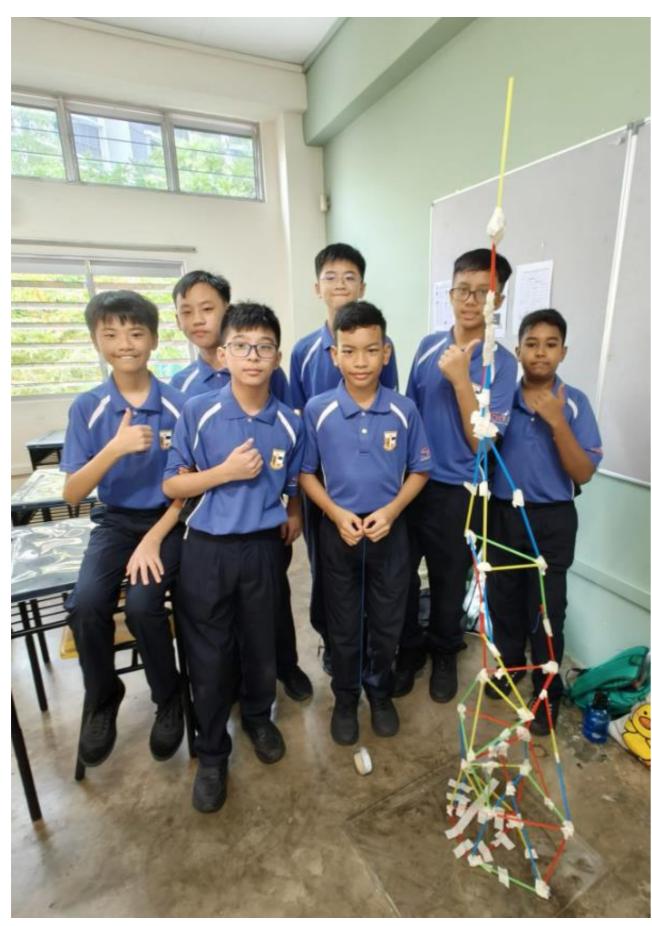
SEEK | STRIVE | SERVE







Starting A New Chapter: Our Sec 1s in action!





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Settling in well and getting into the routines,





Starting A New Chapter: Our Sec 1s in action!



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Getting to know one another and the new environment, with guidance from our Student Leaders





- 1. Secondary 1 Level Theme and We-statement
- 2. Transitioning to Secondary School
- 3. Partnering Parents







Level Themes and We-statements

STRIVE 35				
	Sec 1	Sec 2	Sec 3	Sec 4/5
Level Theme	Understanding & Leading Self	Understanding Others & Working Together	Impacting & Inspiring Others	Striving for Excellence & Looking Ahead
We-statement	We seek to learn & grow together.	We strive to build harmony and be team players.	We strive to impact and inspire others.	We strive for excellence and serve others with honour.
School Value	Self-directedness	Harmony	Integrity	ResilieNce & Excellence
Learning for Life Programme Sphere of Influence	Self, Peer & School	Peer, School & Community	Community	Community





Secondary 1 Level Theme and We-statement

Level Theme	L
We-statement	We
School Value	
Learning for Life Programme Sphere of Influence	

Sec 1

Jnderstanding & Leading Self

e seek to learn & grow together.

Self-directedness

Self, Peer & School



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Transitioning & Growing Up Challenges



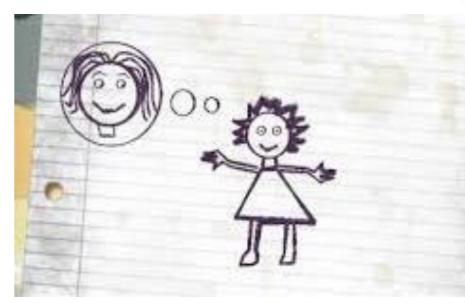
- New environment
- New bus route
- New friends
- New teachers
- New routines



- New & more subjects
- Heavier subject content
- More programmes
- Longer hours



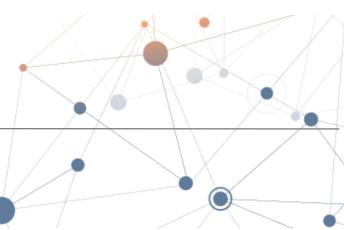
Physical changes Emotional changes



- Self-identity
- Sense of belonging



- High need for independence
- Adventurous and curious
- Peer Influence







Full Subject Based Banding

Reorganisation of Form Class

Facilitating social mixing and removing labels.

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One Secondary School Education, Many Subject Bands

Flexibility to take subjects at different demands based on child's readiness





Secondary 1 Subjects

Subject Area	Express & Normal (Academic)		Normal (Technical)
Common Curriculum	Art Music*	Design & Technology (D&T) Physical Education (PE)*	Food & Consumer Education (FCE) Character & Citizenship Education (CCE)*
FSBB Subjects	English Language Mother Tongue Languages Mathematics Science		
Humanities/ICT		Geography [#] History [#] .iterature in English [#]	G1 Humanities Social Studies*
Compulsory Subjects/Lessons		Learning Programme (ALP)* g for Life Programme (LLP)*	Applied Learning Programme (ALP)* Learning for Life Programme (LLP)*

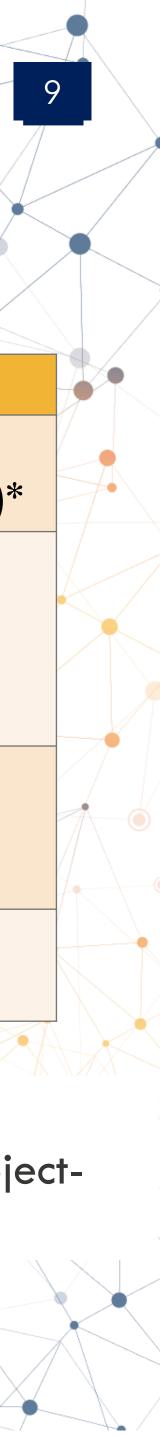
* non-examinable subjects

[#] Students from PG2 and PG1 courses may offer these subjects at a more demanding level in Sec 2 if they meet subjectspecific criteria by the end of Sec 1.

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Secondary 1 Assessment Structure

Term 2 Weighted Assessment: 15%

Term 1 Weighted Assessment: 15% Term 3 Weighted Assessment: 15%

Term 4 End-of-Year Exams: 55%

100%





Secondary 1 Key Dates & Events





Date	Activity
2 — 5 Jan	Class Sy Orientat
19 Jan	Parent E Orientat
23, 25, 30 Jan and 1 Feb	CCA Exp
27 – 1 Feb	StaRs Pr
Term 1 Week 2 onwards	Home-B
20 – 23 May	Learning
22 – 24 Oct	Learning
25 Oct	Last Day

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/Event

- ynergy Programme &
- ition
- Engagement Session & CCA
- perience
- rogramme
- Based Learning
- g Week 1
- g Week 2
- y of School Year for Sec 1s







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Partnering Parents

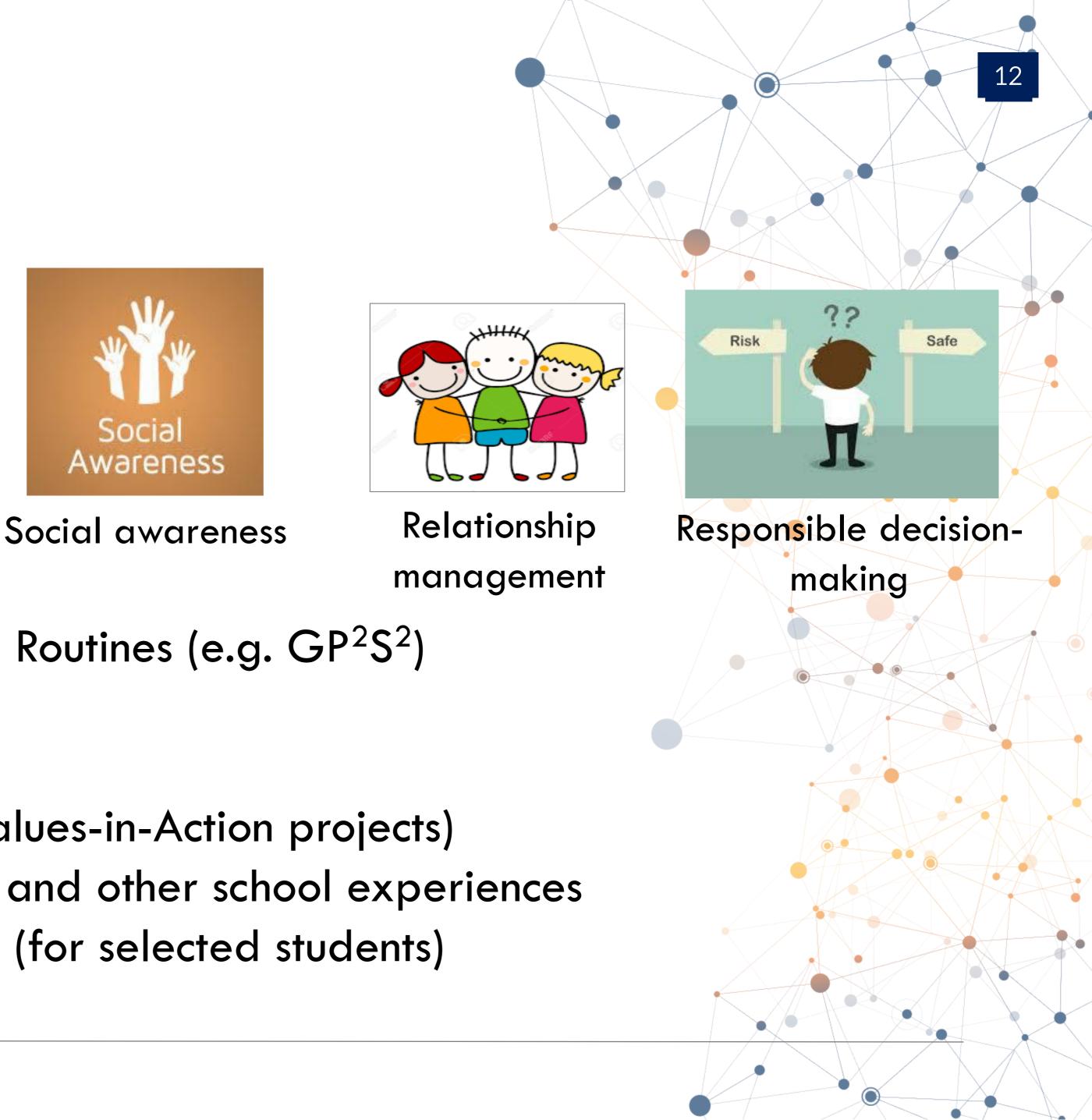


Self-awareness



Self-management

- Standard Expectations and Classroom Routines (e.g. GP²S²)
- **Teacher-Student Interaction**
- Peer Support (e.g. Buddy System)
- Values Inculcation (e.g. CCE lessons, Values-in-Action projects)
- Self-leadership, Bonding Programmes and other school experiences After-school Engagement Programmes (for selected students)





Partnering Parents

Support

Set aside time to **talk to your child** to find out how he/she is coping. Continue to set structures & routines with your child at home.



Familiarise

Know your child's school routines, friends and teachers. Build your child's sense of ownership and independence for learning.

Empathise

Understand the challenges and **acknowledge your child's emotions**.

Journey with your child.

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