## Secondary 1 Matters

#### 19 January 2024

Ms Ezyanti Siregar Lukman Assistant Year Head/Secondary 1





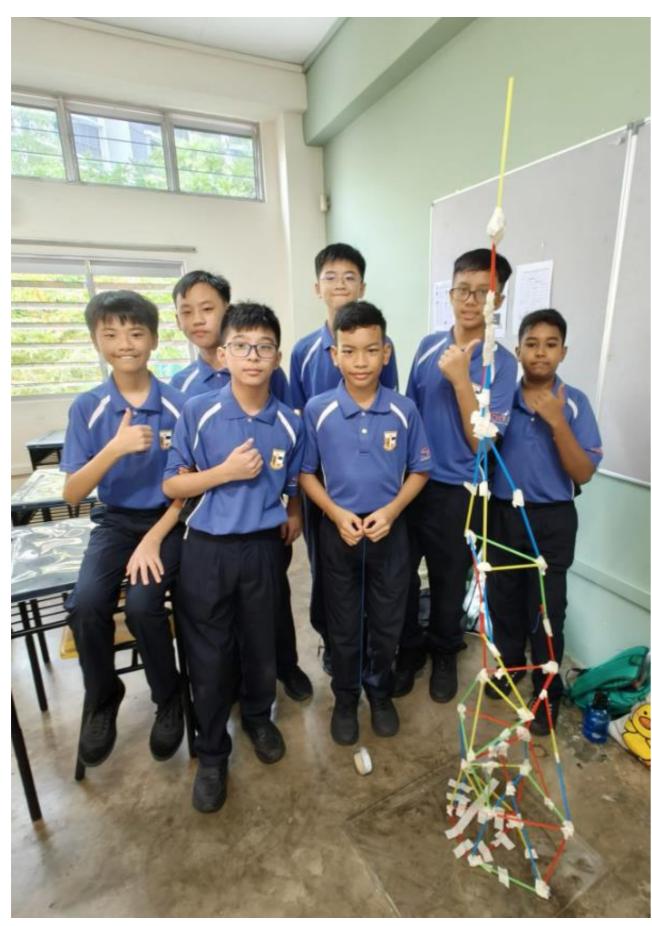
#### SEEK | STRIVE | SERVE







### 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

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	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 <b>seek</b> to learn & grow together.	We <b>strive</b> to build harmony and be team players.	We strive to impact and inspire others.	We strive for excellence and <b>serve</b> 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**



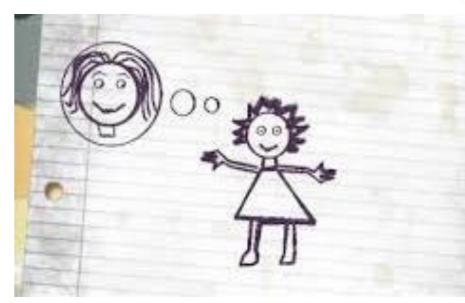
- New environment
- New bus route
- New friends
- New teachers
- New routines



- 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

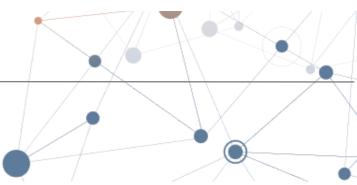
Subject Area	Express & Normal (Academic)		Normal (Technical)
Common Curriculum	<b>Art</b> Music*	<b>Design &amp; Technology (D&amp;T)</b> Physical Education (PE)*	Food & Consumer Education (FCE) Character & Citizenship Education (CCE)*
FSBB Subjects	English Language Mother Tongue Languages Mathematics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

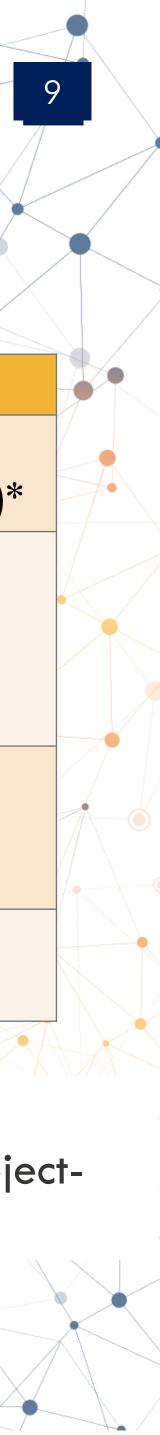
\* non-examinable subjects

<sup>#</sup> 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**

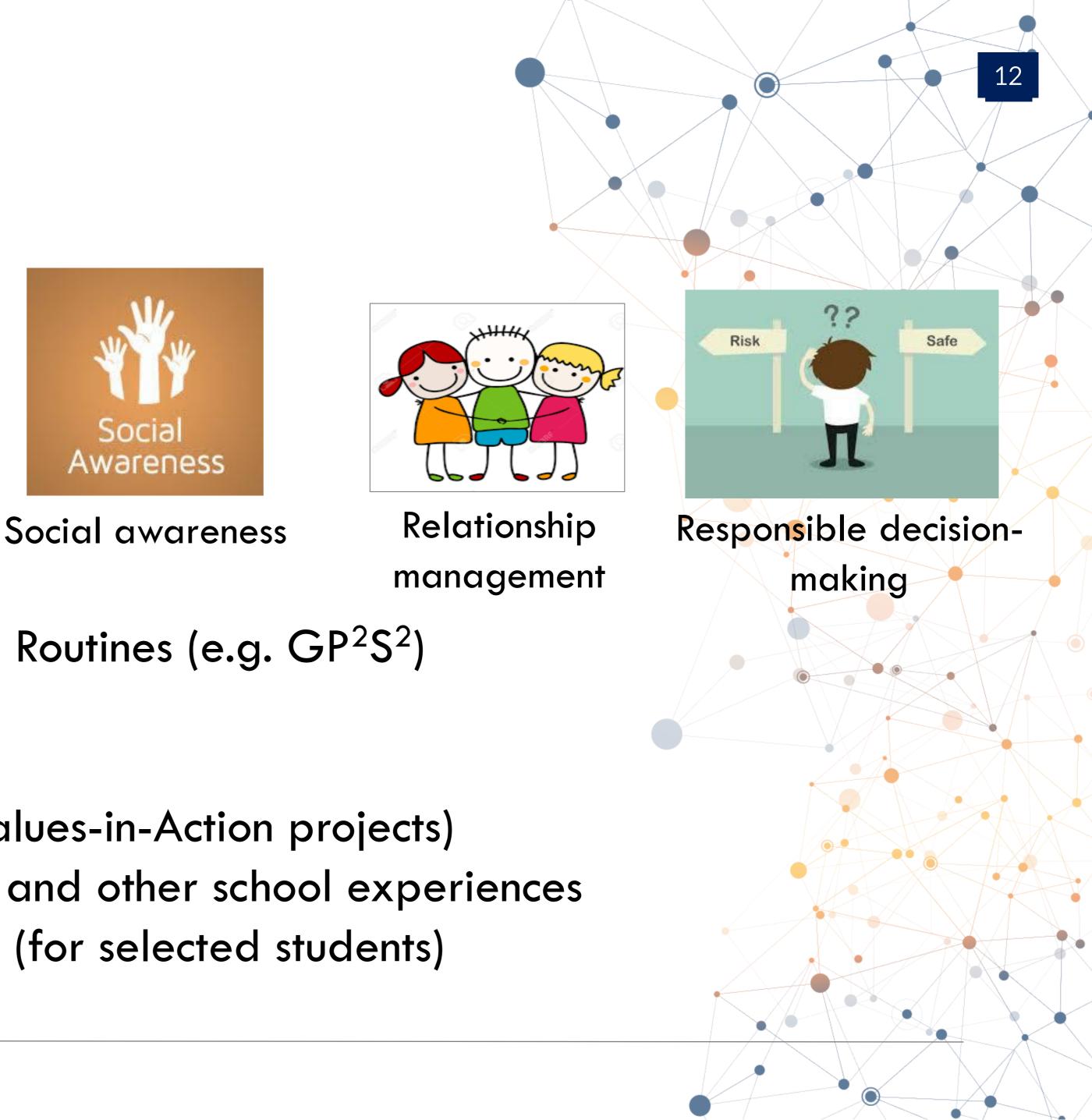


Self-awareness



Self-management

- Standard Expectations and Classroom Routines (e.g. GP<sup>2</sup>S<sup>2</sup>)
- **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**

### **S**upport

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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