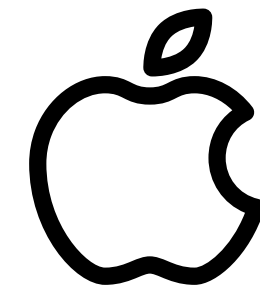


SL Talk for Sec1 Parents

WELCOME, PARENTS!



Overview



1. SCHOOL LEADER'S TALK

by Ms Sandra Gwee, Principal,
Mrs Celine Wong & Dr Lim Siew Yee,
Vice-Principals

2. PERSONAL LEARNING DEVICE (PLD) BRIEFING

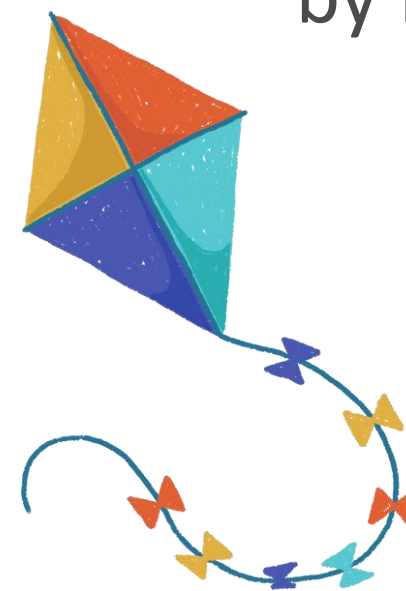
by Mr Shaheful, HOD ICT

3. SEC 1 SCHOOL EXPERIENCE

by Ms Susanna Wee,
Assistant Year Head (Covering)

4. HYSS PSG SHARING

by Mr Robin Soo, HYSS PSG Chairperson



5. FT Interaction

by Form Teachers



2024 SL Talk for Sec 1 Parents

12 Jan 2024



Introductions – School Leaders

Principal – Ms Sandra Gwee

Vice-Principal (Student Development) – Mrs Celine Wong

Vice-Principal (Teaching & Learning) – Dr Lim Siew Yee



Introductions – Key Personnel

HOD CCE – Ms Seng Pei Sze

HOD Craft & Tech – Mr Tan Kheng Wee

HOD English – Ms Kuek Shaozhen

HOD ICT – Mr Shaheful

HOD Math – Mdm Suzanne Lye

HOD MTL – Ms Teh Sieu Ching

- *HOD PE, CCA & Aesthetics – Mr Sivagnanam Rameswaran*
- *HOD Science (covering) – Ms Tok Peilin*
- *HOD Student Management & Leadership – Ms Lee Taojing*
- *School Staff Developer – Mrs Pan-Ong Fei Eng*
- *Year Head (Upper Sec) – Mrs Tan Cailing*
- *Year Head (Lower Sec) – Mdm Quek Si Min*



Introductions – Key Personnel

- *Asst Year Head/Fortius House– Ms Aishah*
- *Asst Year Head(covering)/Diutius House – Ms Susanna Wee*
- *SH CCE – Ms Chiang Wai Kit*
- *SH Math /HM Latius – Ms Shirlynn Khoo*
- *SH PE & CCA – Mr Lim Kok Sing*
- *SH Student Leadership /HM Altius– Ms O Ming Fen*
- *Admin Managers – Mdm Rajeshwari & Mdm Zaheera*
- *Operations Manager – Mr Jason Quek*
- *Senior School Counsellor – Ms June Chen*
- *Lead Special Educational Needs Officer – Mr Andrew Tang*



Introductions - Sec 1 FTs

- *24-1A: Ms Serene Hiew & Ms Tan Wan Kiang*
- *24-1B: Ms Elene Phang & Ms Lim Kai Xin*
- *24-1C: Ms Shen Yuanyuan & Mr Bibek Ray*
- *24-1D: Mr Gilbert Tan & Mdm Siti Ismalina*
- *24-1E: Mdm Farah & Mr Lim Kok Sing*
- *24-1F: Mr See Chee Wah & Ms Low Xuan Yin*
- *24-1G: Mdm Ma Ruike & Mr Seah Jim Chew*



Brief History of the School

- Founded in 1956
- 1st Official Campus in Margaret Drive as a Chinese-medium school
- Moved to Depot Road in 1983
- Finally moved to Jurong West in 2000 as a new school



Our Core Beliefs

Student Development in Hua Yi is built upon the belief that all students are unpolished gems who have different gifts and abilities. All can learn and grow, have the potential to excel, and eventually, will make a difference to society.

These beliefs guide us in the design and implementation of programmes aimed towards achieving the school's desired student outcomes.



Hua Yi Student Outcomes

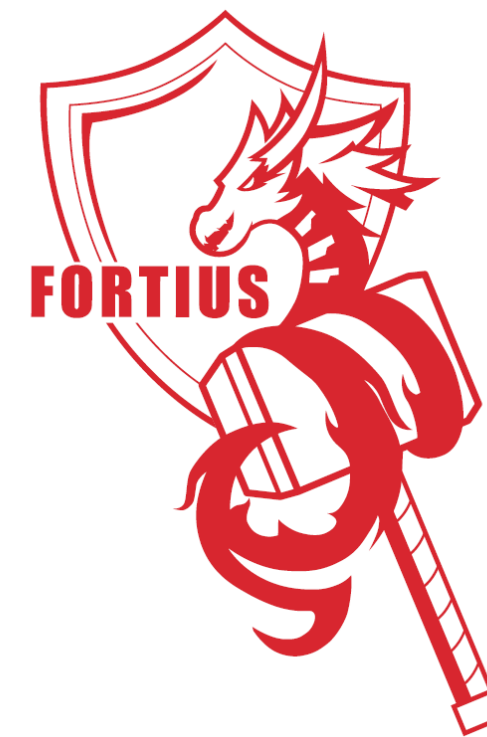
We aim to develop Hua Yians to be:

- 1) Passionate Learners**, who take responsibility for their own learning and are motivated to be life-long learners;
- 2) Resilient Leaders**, who have the courage and flexibility to make difficult decisions in the best interest of others;
- 3) Empathetic Contributors**, who demonstrate the willingness to help others by stepping forward to make a difference; and
- 4) Glocalised Citizens** who actively pursue understanding of contemporary trends and issues to stay rooted to Singapore and relevant to the world.



House Structure in Hua Yi

- 5 Houses: Altius, Citius, Diutius, Fortius, Latus
- House Advisors – Year Heads & HOD Student Management
- House Masters – AYHs and SHs
- House Student Management & Leadership Teachers
- House Managers – Form Teachers
- CCA Coordinators
- Form Teachers of each class in the House
- House Captain – Students
- House Leaders – Students

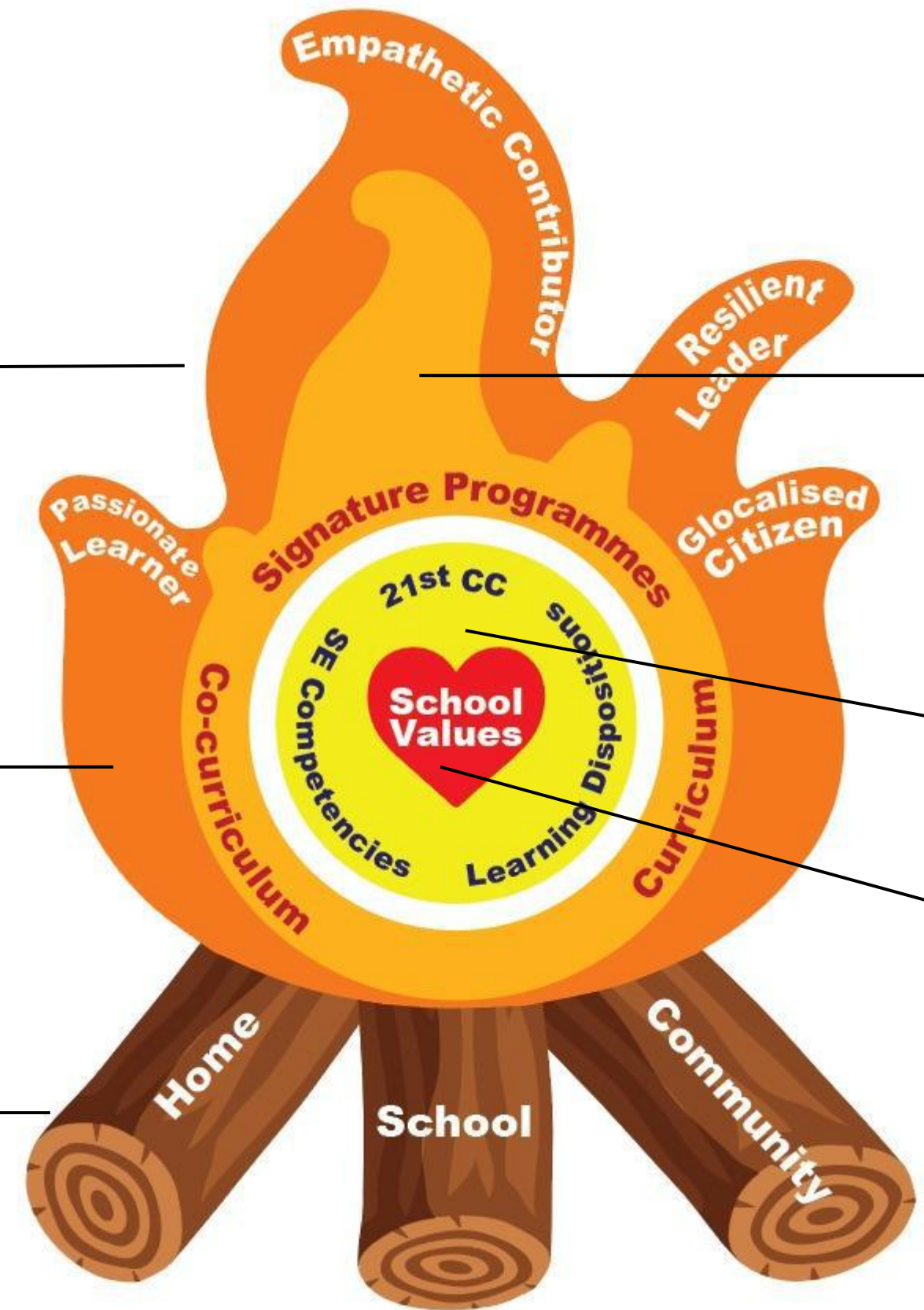


Hua Yi's Total Curriculum

Igniting the fire within Hua Yians, making an impact and being the light for others

Student Outcomes of the Hua Yi Education

Supported by 3 pillars of Home-School-Community Partnerships



Signature Programmes, Curriculum and Co-curriculum being the key levers in developing the SOs

21CC, SEC and LDs forming the guiding principles for our programmes

School Values at the heart

Key Student Development Experiences (SDEs) for Sec 1

Cohort-wide programmes

School-wide events



Start-it-Right and Orientation programme



Sec One Outdoor Adventure Camp



Conversational Chinese/Malay



Applied Learning Programme



CCA Experience



Learning Festival – May & Oct



Sports Carnival



Montage



School-Based Assessment

Blended Learning



School-Based Assessment (SBA) (p. 70 & 71 of Student Handbook)

Academic

- **Weighted Assessments (WA)**
 - Different Modes
 - Term 1, Term 2, Term 3
- **No Mid-Year Exams**
- **Summative Review (SR) at year-end**

Holistic

- **Learning Dispositions (LD)**
 - To assess students' desired learning behaviour across academic subjects and CCA
- **E-My Learning Journey Portfolio (e-MLJ)**
 - Showcase self-selected pieces of work which allows students to demonstrate learning and achievement



Personalised Digital Learning Programme (PDLP)

- Under the National Digital Literacy Programme, MOE announced in 2020 that every student will own a school-prescribed personal learning device (PLD). Singapore Citizen students can use their Edusave Account to pay for the PLD.
- Hua Yi's programme will see teachers and students employing technology more purposefully for teaching and learning.



 TODAYonline

All sec school students to own a digital learning device which

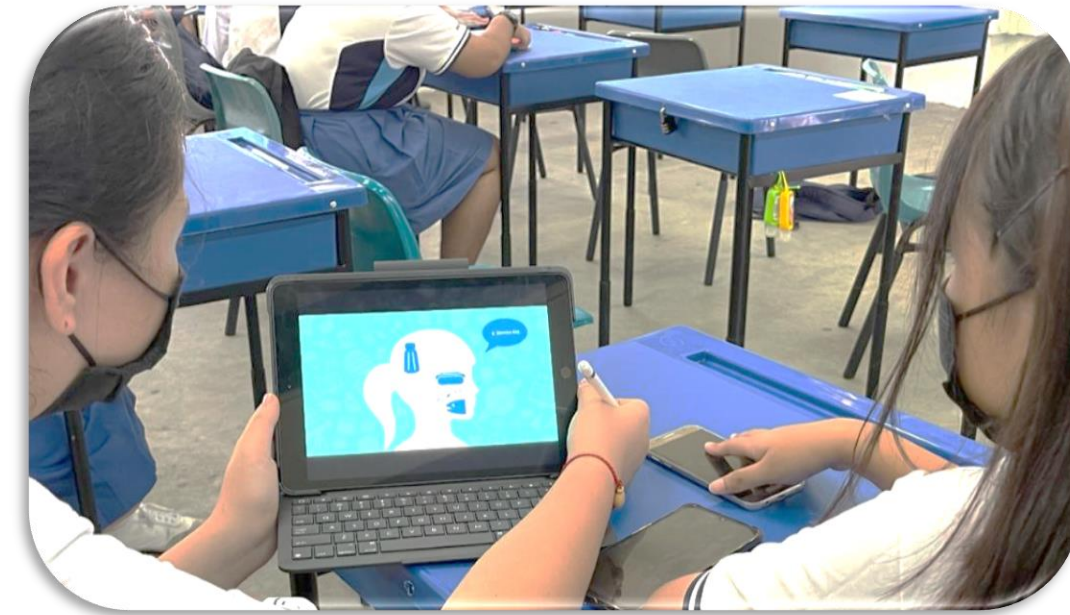
...

... 1 cohort, Minister for Education Ong Ye Kung announced in Parliament during the debate on the ministry's budget on Wednesday (March 4). ... He added that most students should have enough balance in their ... "The idea is 3 Mar 2020



Personalised Digital Learning Programme (PDLP)

The use of the Personal Learning Device for teaching & learning aims to:



Support the development of digital literacies



Support self-directed & collaborative learning



Enhance teaching & learning



Hua Yi's Chosen Personal Learning Device: Apple iPad

Affordances in
T&L

Long battery life

Durability

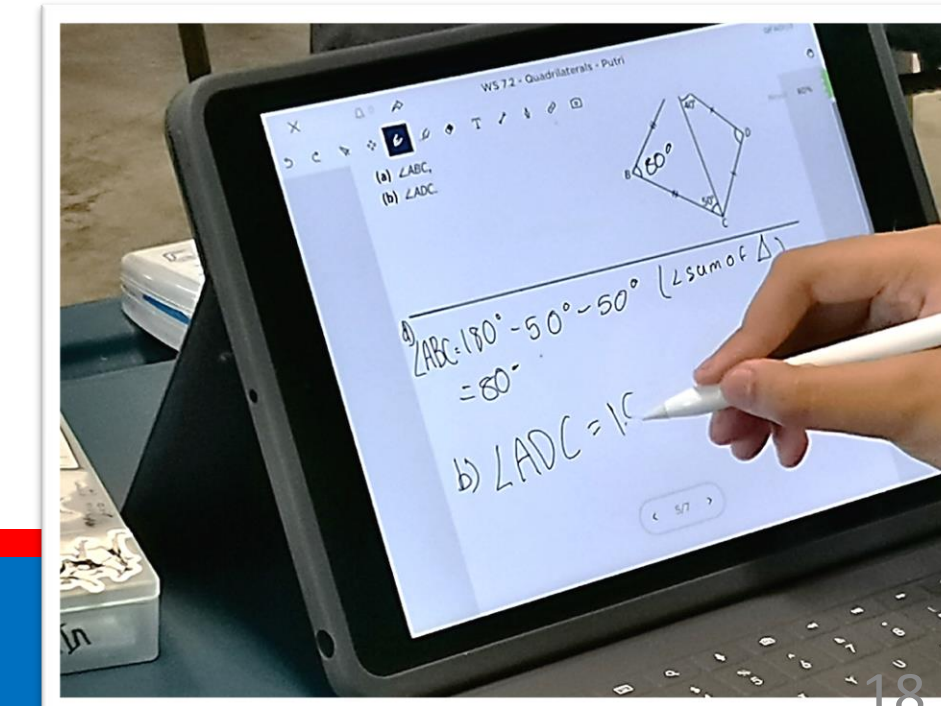
Light-weight

Cost

Functionality

Fast boot-up time

Works with
different
softwares



Blended Learning in Hua Yi

Even Week Fridays – Asynchronous

- **Curriculum Coverage (JOY)**
 - Takes the form of research, collaborative projects, applied learning
- **Student Initiated Learning (Project Sandbox)**
 - Students pursue interests of their choice in areas such as Music and Drama, Art & Craft, Sports & Fitness, Languages, Digital Media, etc.
 - Form teachers as mentors
 - Largely home-based, with some school-based options

Odd Week Fridays - Synchronous

- **Curriculum Coverage**
 - Follows timetable
- **Starts in Term 2 for Sec 1 students**
 - Parents will be informed of start date subsequently



Full Subject-Based Banding (FSBB)



What is Full Subject-Based Banding?

- Full Subject-Based Banding (Full SBB) is part of MOE's ongoing efforts to **nurture the joy of learning** and **develop multiple pathways** to cater to the different strengths and interests of our students.
- With Full SBB, we are moving towards a secondary school education where **students learn each subject at the level that best caters to their overall strengths, interests and learning needs.**

Rationale of Full SBB

Full SBB aims for students to:



Have **greater ownership of their learning** according to their strengths, interests, abilities, talents and learning needs



Develop a **growth mindset and an intrinsic motivation** to learn for life



Have **more opportunities to interact with friends** of different strengths, interests, abilities and talents



Have **more options for post-secondary pathways**, while ensuring they have strong fundamentals and can thrive in their chosen pathway

Secondary school experience under Full SBB

Secondary school experience

1. Mixed form classes upon entering secondary school
2. Common curriculum subjects at lower secondary
3. Subjects to be offered at G1, G2 or G3, mapped from the standards of the N(T), N(A) and Express subject levels respectively
4. Greater flexibility to offer subjects at various subject levels
5. Shift away from stream-based subject offerings

After PSLE

Start of secondary school

End of secondary school

Post secondary

Entry to Secondary 1
Through Posting Groups
(i.e., PG1, PG2 or PG3)

Singapore-Cambridge Secondary
Education Certificate (SEC)
examination

Revised post-secondary
admission criteria

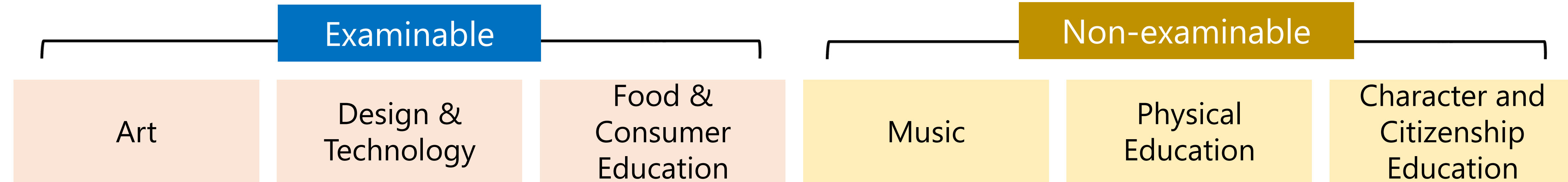
Posting Groups and Subject Levels

- Students will be posted to Secondary 1 through **three Posting Groups – Posting Group 1, 2, and 3.**
- **Posting Groups will only be used for:**
 - Facilitating entry into secondary school.
 - Guiding the subject levels students offer at the start of Secondary 1.
 - They do not define students' identities, nor influence learning experiences and access to post-secondary pathways.

| PSLE Score | Posting Groups | Indicative level of most subjects at start of Secondary 1 |
|-------------------------------------|----------------|---|
| 4 – 20 | PG3 | G3 |
| 21 and 22 | PG2 or PG3 | G2 or G3 |
| 23 and 24 | PG2 | G2 |
| 25 | PG1 or PG2 | G1 or G2 |
| 26 – 30 (with AL 7 in EL and MA) | PG1 | G1 |

Common Curriculum Subjects

- Students will take six common curriculum subjects with their form class classmates:



- These subjects take up approximately one-third of curriculum time, giving students time to interact with classmates of different strengths and interests.

Offering Subjects at More Demanding Levels

For **English Language, Mother Tongue Languages, Mathematics and/or Science**, students can offer them at the start of Secondary 1 at a more demanding level if they meet the eligibility criteria.



| Eligibility criteria for <u>English Language, Mathematics, Science, Mother Tongue Languages</u> | | | |
|---|---------------------|-----------------------|----------------------------|
| Posting Group | PSLE Standard grade | PSLE Foundation grade | Option to offer subject at |
| PG2 | AL 5 or better | - | G3 |
| PG1 | AL 5 or better | - | G2 / G3 |
| | AL 6 | AL A | G2 |

| Eligibility criteria for <u>Higher Mother Tongue Languages</u> |
|--|
| <p>An overall PSLE Score of 8 or better or</p> <p>An overall PSLE Score of 9 to 14 (inclusive); and attain</p> <ul style="list-style-type: none"> • AL 1/AL 2 in Mother Tongue Language; or • Distinction/Merit in Higher Mother Tongue Language |

- Students can offer **Humanities subjects** at a more demanding level from Secondary 2 onwards, based on their results in Secondary 1.

Offering Subjects at Less Demanding Levels

- Students can offer to take subjects at a less demanding level based on the following considerations:

Mother Tongue Languages:

| Indicative level of most subjects at start of Secondary 1 | PSLE Grade (Standard Mother Tongue Language) | PSLE Grade (Foundation Mother Tongue Language) | Option to offer at |
|---|--|--|--------------------|
| G3 | AL 6 | AL A | G2 |
| | AL 7-8 | AL B-C | G1 or G2 |
| G2 | AL 7-8 | AL B-C | G1 |

English Language, Mathematics and/or Science:

| Indicative level of most subjects at start of Secondary 1 | PSLE subject level for English Language, Mathematics and/or Science | Option to offer at |
|---|---|--------------------|
| G3 | Foundation level | G2 |

Subject Level Flexibility Throughout Secondary Education

- Beyond the start of Secondary 1, students may adjust their subject levels across their secondary school journey.
 - E.g. Students can also offer English Language, Mathematics, Science and/or Mother Tongue Languages at a more demanding level from Secondary 1 Semester 2.

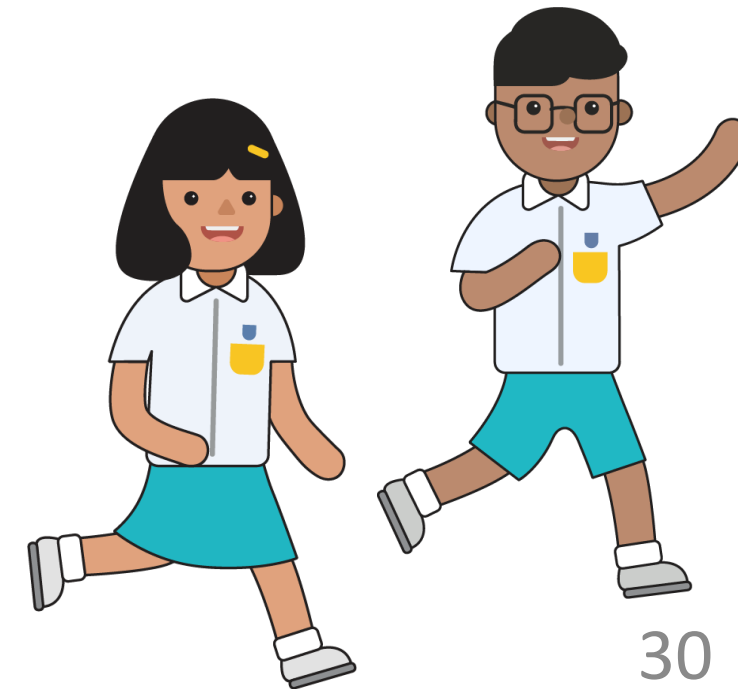
| Current subject level | School-based results | Option to offer subject at |
|-----------------------|------------------------------|--------------------------------|
| G1 | ≥75% in the specific subject | G2 starting from next semester |
| G2 | ≥75% in the specific subject | G3 starting from next semester |

Subject Level Flexibility Throughout Secondary Education

- In upper secondary, students may offer **elective subjects** (e.g. Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations.

Progression to Secondary 2

- All students will generally progress to Secondary 2.
 - Teachers will check in with students and parents to discuss the subjects and respective subject levels that best suit the student.
- Students can offer certain subjects at a more demanding level based on his/her interest and learning progress.



What's next?



Secondary 1 & 2

End of Secondary 2

Secondary 3 & 4

Deciding on upper secondary subject combinations

All students will offer between 5 and 9 examinable subjects for upper secondary.

Upper secondary

Students will continue to have flexibility to offer subjects at different subject levels, including elective subjects.

What's next?

End of Secondary 4/5

Singapore-Cambridge Secondary Education Certificate (SEC) Examination

From 2027, students will sit for the new SEC examinations, with different papers for each subject level.

5th year of secondary education will continue to be available for eligible students.

- This allows them to pace their learning and possibly offer subjects at a more demanding level to access more post-secondary pathways.

Post-Secondary

Admission to post-secondary education institutes

Admission criteria have been progressively updated to recognise students taking different combinations of subjects and subject levels.

- E.g., Polytechnic Foundation Programme (PFP) has been expanded to allow access to students offering G3 subjects, or a mix of G2 and G3 subjects.

Communication Channels

- Semester Letter from School
- School Website: <https://huayisec.moe.edu.sg/>
- Parents' Gateway
- School email address: hyss@moe.edu.sg
- Individual email addresses of FTs, KPs and SLs.

(Staff will not be obligated to respond, either by phone or email, on weekends and beyond 7.00 pm on weekdays, unless it is an emergency.)

