

# School Leader's Talk for Secondary 3 Parents

Friday, 7 Feb 2025



# Overview

## School Leader's Talk

- by Dr Lim Siew Yee, Principal

## Sec 3 School Experience

- by Mrs Tan Cailing, Year Head

## Sec 1 & 3 Outdoor Adventure Camp Briefing

- by Mr Ahmad, Chief Camp Commandant from The Singapore Scout Association



# School Leader's Talk for Secondary 3 Parents

Sharing by Principal  
Dr Lim Siew Yee



# Introductions – School Leaders & House Advisor

Principal : Dr Lim Siew Yee

Vice-Principal : Mrs Celine Wong-Tan

Vice-Principal: Mr Ng Joo Koon

House Advisor & Year Head: Mrs Tan Cailing



# Introductions – Sec 3 Form Teachers

3A: Mr Leow Guan Sin, Ms Jennifer Yeo

3B: Mr Ting Pin Sing, Ms Lim Ai Hong, Mr Tan Kheng Wee

3C: Ms He Tianchan, Ms Wong Shuk Wai, Ms Tea Hui Wen

3D: Mr Daniel Soh, Ms Tan Li Ming

3E: Ms Ong Chi Yen, Ms Nur Diyanah

3F: Mdm Cheu Siew Lan, Ms Kalpana

3G: Ms Chong Hui Min, Mr Samuel Selvarajoo



## Our Core Belief

All students are unpolished gems with different gifts and abilities. All can learn and grow, have the potential to excel, and eventually, will make a difference to society.

## Our Vision

Inculcating Values  
Inspiring Talents  
Impacting Communities

## Our Mission

To nurture **passionate learners, resilient leaders, empathetic contributors** and **glocalised citizens** who are grounded in values and ready to make a difference to society

## Our Values

仁: Benevolence  
义: Justice  
智: Wisdom  
群: Togetherness

## School Strategic Thrusts (ST)

ST1: Nurturing the joy of learning and the drive to succeed as creators and connectors

ST2: Developing the desire to contribute and take action to create an impact

ST3: Fostering growth mindset and deepening staff competency to create, connect and contribute

ST4: Enhancing learning environments & strengthening partnerships to support the Future of Learning



Designed by  
Tan Si Ying (22-4F)  
Regina Lim (23-3F)  
Jaenycia Lim (23-3B)  
May Myanmar (23-3C)



School Theme 2025: Voices that Care

Student/Staff Voice & Agency





Theme Song: Voices That Care

Jiselle Eng (23-3E)

Pearl Chan (23-3G)

Nicole Liu (23-3G)

Phang Wei Xuan (23-3G)

# Hua Yi's Total Curriculum Framework and Signature Programmes

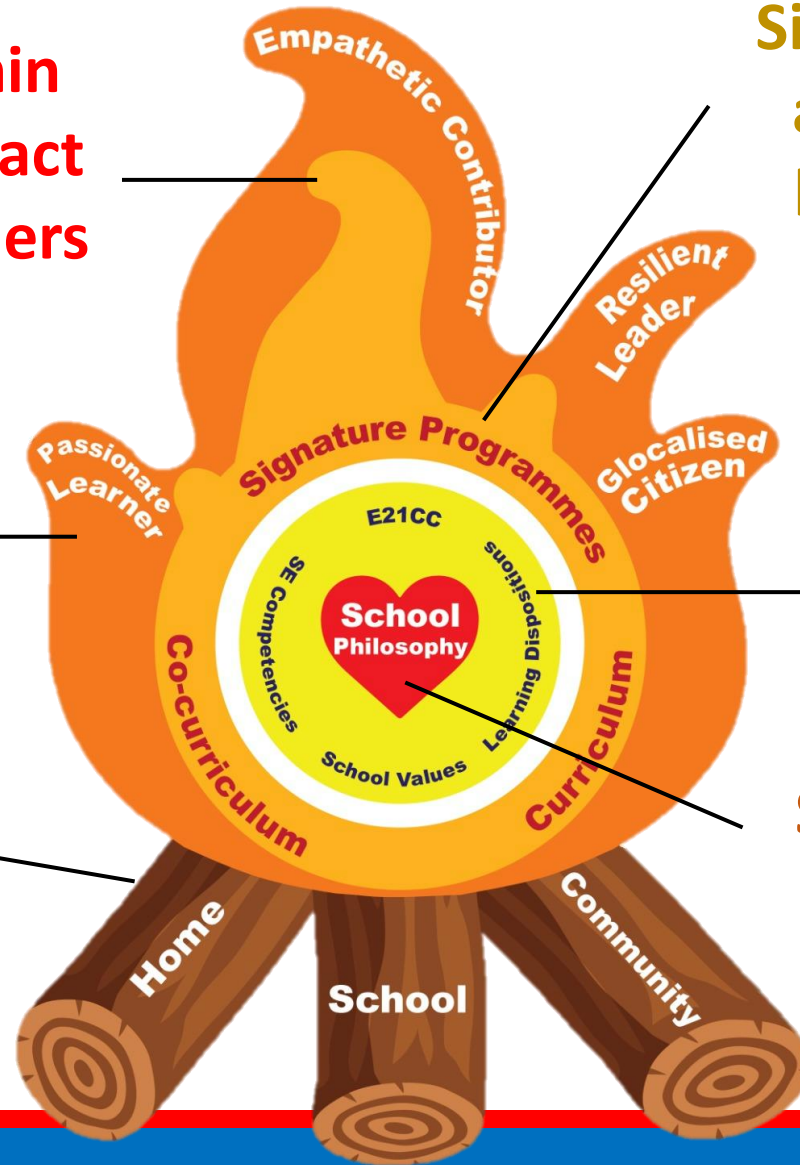


# Hua Yi's Total Curriculum Framework

Igniting the passion 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 Student Outcomes

School Values, E21CC, Social-Emotional Competencies & Learning Dispositions forming the guiding principles for our programmes

School Philosophy at the heart



# Key Student Development Experiences (SDEs)



Start-it-Right programme



Sec 1 & 3 Outdoor Adventure Camp



Cultural Studies Programme



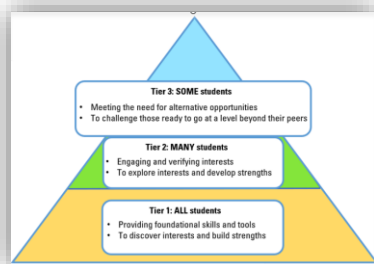
Eco-stewardship Programme



Learning Festival – May & Oct



Applied Learning Programme



Talent Development Programme



Learning for Life Programme



Independent Learning Day (Even week Fri)



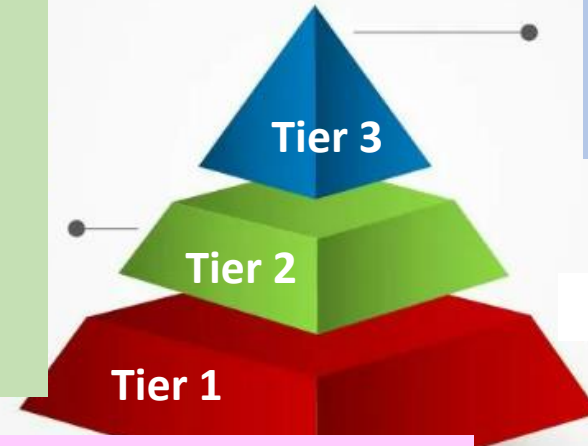
Sports Carnival (17 Apr)



# Applied Learning Programme – STEM: Technology for Active Living

A distinctive programme that embraces **Design Thinking** and an **interdisciplinary** approach, integrating various subjects such as English, Design & Technology, ICT, Science, and Character and Citizenship Education.

- Provides opportunities through competitions, projects
- Learning Journeys
- Interest based TechSpace projects



- Collaboration with overseas partners on projects

## Sec 1

- Introduction to Design Thinking (DT)
- M5GO technology
- Prototype using sensors for active living
- VIA Integration

## Sec 2

- Introduction to more sensors
- Interdisciplinary project
- Using DT, identify problems, prototype solutions
- VIA Integration

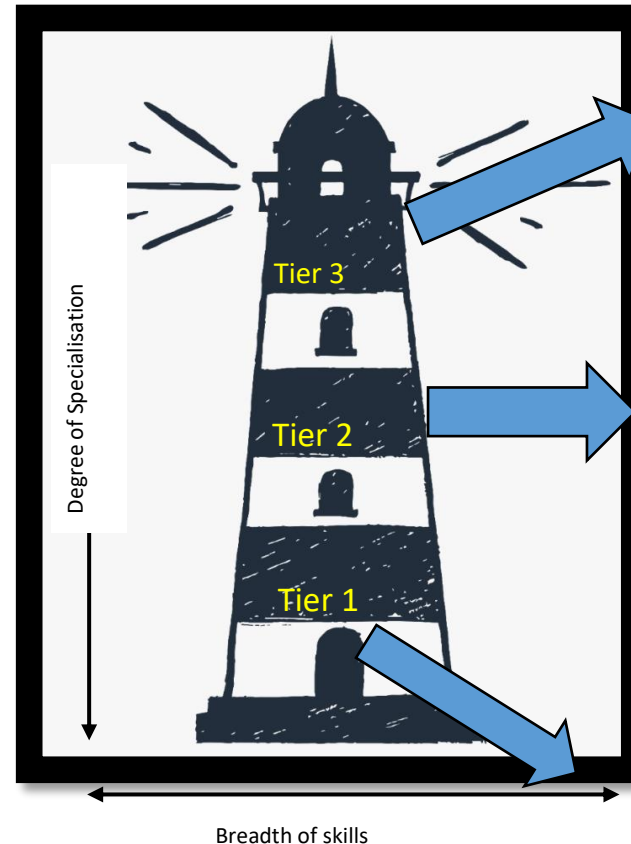
## Sec 3

- ApLM for Sec 3 cohort



# Learning for Life Programme – Community Youth Leadership

Provide students with opportunities **to lead in serving the community**; An extension of students' VIA experiences and provide opportunities for students to *broaden* their understanding of the needs and aspirations of the community **through authentic experiences**, and to *deepen* the development of leadership skills and attitudes.



**Pinnacle Leadership Progr**  
Overseas experiences for student leaders to extend their learning

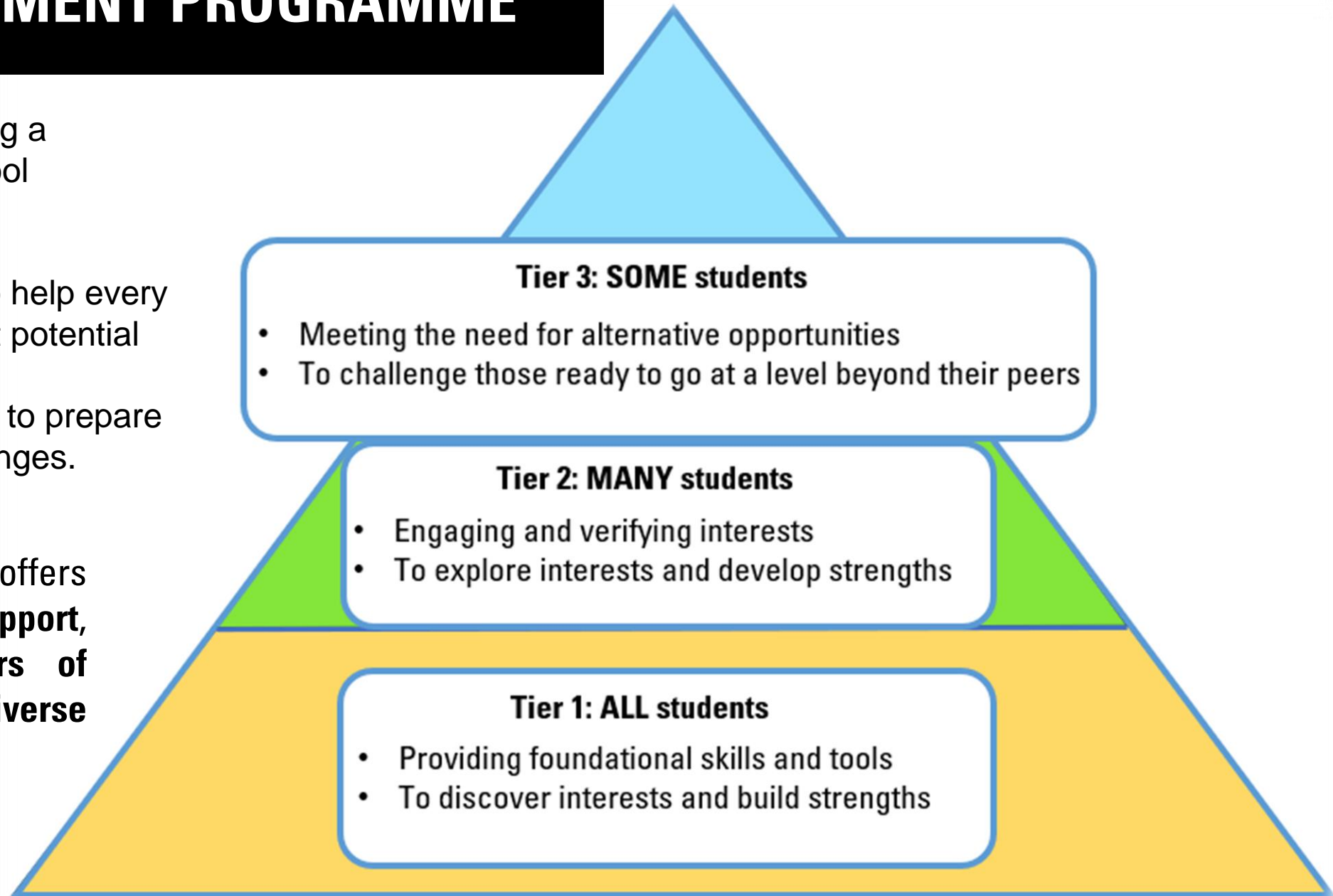
**Differentiated Curriculum**  
Student leaders are equipped with role-specific leadership and management skills to undertake signature community outreach events

**Cohort-wide Curriculum**  
Cohort-wide leadership training modules (Leadership Challenge Model) and VIA opportunities

# TALENT DEVELOPMENT PROGRAMME

- Inspire talents by fostering a collaborative, whole-school approach.
- Nurture diverse talents to help every student reach their fullest potential
- Develop Emerging 21CC to prepare students for future challenges.

The three-tiered approach offers **different levels of support**, involving **varying numbers of students**, based on their **diverse strengths and interests**.



# Eco-Stewardship Programme

## **Tier 3 Selected EAs**

- Selected students/Sec 3 EXCO members participate in HYClean grading.
- Selected Sec 3 EAs guide Sec 2 EAs during the Bonsai Programme Ceremony.
- Selected Sec 2/3 EAs take part in programmes organised by external organisations.

## **Tier 2 Environmental Ambassadors**

- All EAs – Bonding day
- Sec 1 EAs – Bonsai programme
- Sec 2 EAs – Publicity, Bonsai programme & Dengue Prevention outreach
- Sec 3 EAs – Cleaners' Appreciation & Edible garden workshop

## **Tier 1 Whole school/level**

- School-wide programmes – HYClean, BYOC, Share-a-textbook, operational cleaning up, recycling project (RVM).
- Level-wide programmes – sec 4 Eco Learning Journey, Sec 1 community cleaning



# Cultural Studies Programme

The programme takes a **3-level approach**:

- **‘Cherishing our Hua Yi Heritage’** at Secondary 1
- **‘Appreciating Local Culture’** at Secondary 2
- **‘Understanding Global Culture’** at Secondary 2 and 3

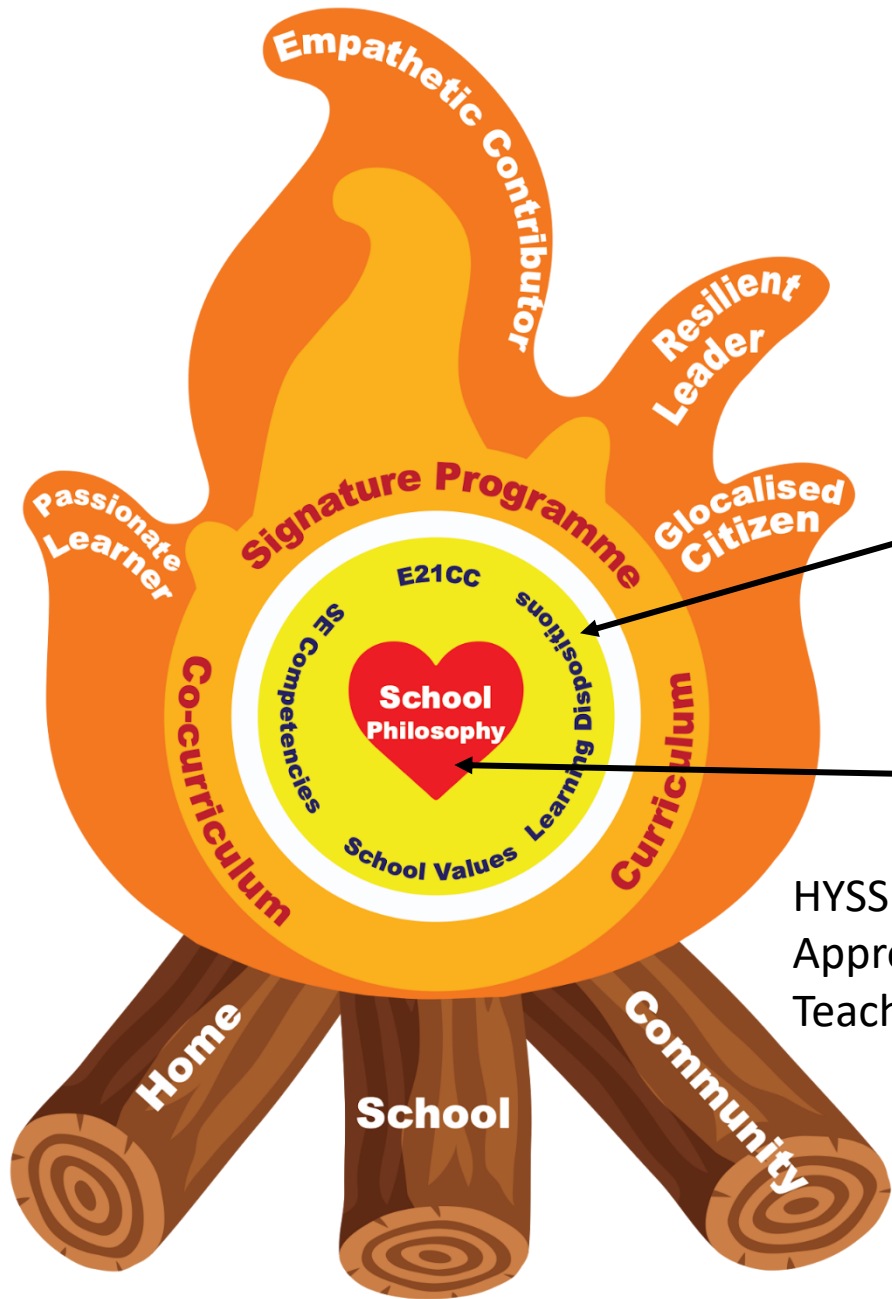


## Level 3 Internationalisation Programme:

- Choice-based selection – students indicate the country they are interested in learning more about for the year. Students will be sorted into groups according to their preferred country:
  - Vietnam, Indonesia, Thailand, Malaysia, Cambodia, Taiwan
- Vendor-run in-house learning experiences during CCE lessons and Learning Festival
- Opportunities to host partner schools that come for school visits
- Deepen students' understanding of the country so that they can better appreciate and apply their learning during outbound trips.
- For students who are unable to attend outbound trips, they will go for learning journeys in Singapore during Learning Festival.

# Teaching & Learning @ Hua Yi

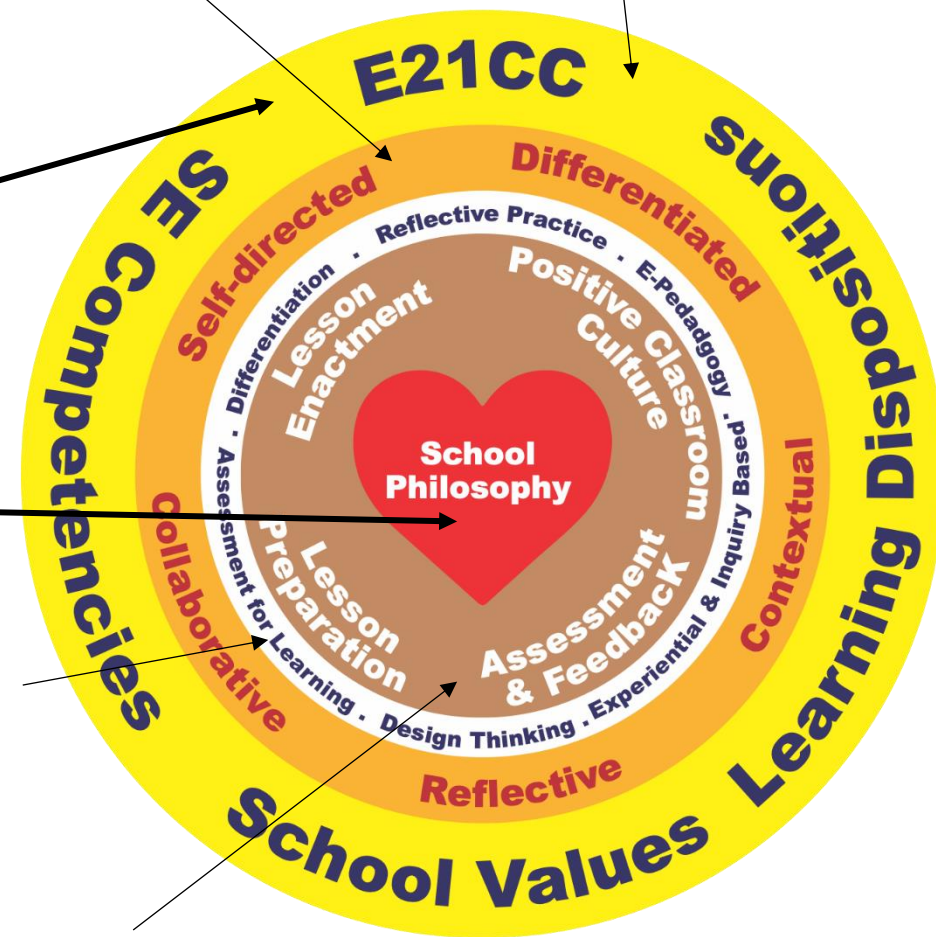




**Total Curriculum Framework**

Learning Experiences

Outcomes & Behavioural Attitudes



STP Pedagogical Practices

**T&L Framework**

HYSS Pedagogical Approaches & Teaching Practices

# School-Based Assessment (SBA)

(p. 15 & 16, 69 & 70 of Student Handbook)

Holistic	Academic
<ul style="list-style-type: none"><li>• <b>Learning Dispositions (LD)</b><ul style="list-style-type: none"><li>• To assess students' desired learning behaviour across academic subjects and CCA</li></ul></li><li>• <b>E-My Learning Journey Portfolio (e-MLJ)</b><ul style="list-style-type: none"><li>• Showcase self-selected pieces of work which allows students to demonstrate learning and achievement</li></ul></li></ul>	<ul style="list-style-type: none"><li>• <b>Weighted Assessments (WA)</b><ul style="list-style-type: none"><li>• Different Modes</li><li>• Term 1, Term 2, Term 3</li></ul></li><li>• <b>No Mid-Year Exams</b></li><li>• <b>Summative Review (SR) at year-end</b></li></ul>



# INDEPENDENT LEARNING DAYS (ILD)

ILD WILL TAKE PLACE ON **EVEN WEEK FRIDAYS (STARTED IN WEEK 4)**,  
WITH **TWO COMPONENTS** EACH SESSION:

## CURRICULUM COVERAGE (JOY)

Self-directed and self-paced, i.e. students can complete their tasks any time in the day

Free up time for students to consolidate their learning

## STUDENT-INITIATED LEARNING **(Project Sandbox)**

Students will explore non-academic activities of their own interest.

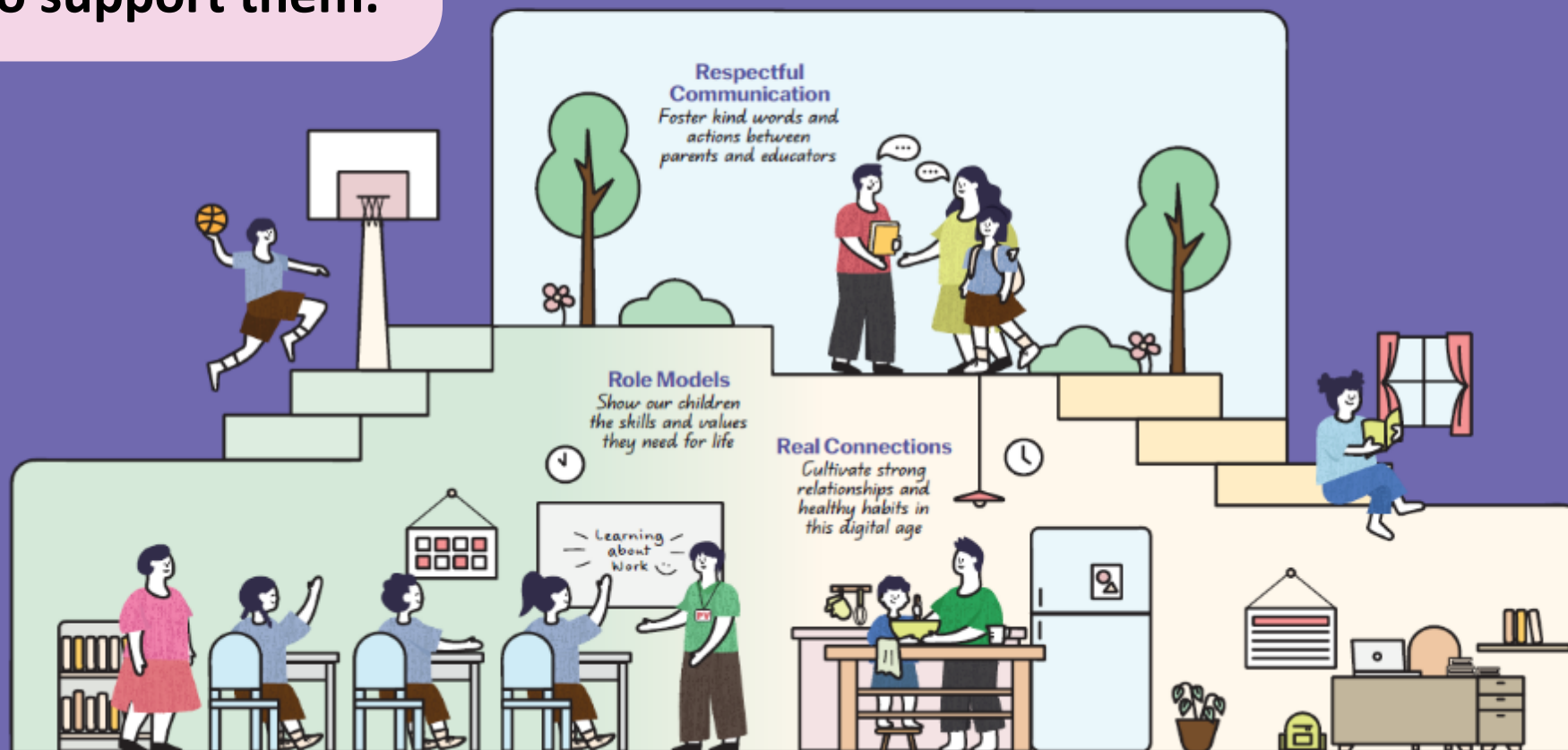
Students can do this in their own time.

# School-Home Partnership

Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

## Raising a Happy, Confident, and Kind Generation Together



# 3 areas we can work together on to foster School-Home Partnership

**1 Respectful  
Communication**

**2 Role Models**

**3 Real Connections**





# Respectful Communication



Ministry of Education  
SINGAPORE

## Foster kind words and actions between schools and educators



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



# Communication Channels

- Semester Letter from School
- School Website: <https://huayisec.moe.edu.sg/>
- Parents Gateway
- School email address: [hyss@moe.edu.sg](mailto:hyss@moe.edu.sg)
- School Phone Number: 6563 4568
- Individual email addresses and extension numbers of FTs, KPs and SLs are available on the school website.

“Within a normal work day, if it’s not an emergency, beyond 5pm, you don’t have to respond to whether (the parents’) son must wear a brown or yellow T-shirt,” said Mr Chan.

Teachers need not share personal contact numbers, answer messages after school hours: Chan Chun Sing



Education Minister Chan Chun Sing said that teachers should use official channels like their e-mail when contacting parents. ST PHOTO: ERWAN TEO



Gabrielle Chan



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*(Staff will not be obligated to respond, either by phone or email, on weekends and beyond 6.30pm on school days, unless it is an emergency.)*



Teachers need not share personal contact numbers, answer messages after school hours: Chan Chun Sing



Education Minister Chan Chun Sing said that teachers should use official channels like their e-mail when contacting parents. ST PHOTO: ERAN TEO



Gabrielle Chan

UPDATED OCT 14, 2024, 04:43 PM -



SINGAPORE – Teachers are not required to share their personal phone numbers, and do not need to respond to work-related messages after school hours, said Education Minister Chan Chun Sing.

Instead, they should use official channels like their e-mail and office number when contacting parents, and respond to work-related messages after school hours only in the event of emergencies, he added.

“Within a normal work day, if it’s not an emergency, beyond 5pm, you don’t have to respond to whether (the parents’) son must wear a brown or yellow T-shirt,” said Mr Chan.

# Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



*Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.*

# Real Connections



## Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Build strong bonds through shared experiences and meaningful conversations

Provide a balanced mix of engaging online and offline activities, at school and at home

**Building Relationships** Page 20

### Helping Your Child Build Healthy Relationships

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

**Things You Can Do**

- Expose your child to a range of social situations.**
  - For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
  - For older children, encourage them to make friends with peers who have similar interests.
- Encourage your child to strengthen existing relationships.**
  - Foster healthy relationships with supportive extended family members.
  - Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

**Things You Can Say**

- Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.

If you ever feel pressured to do something or be someone you are not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.
- Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.

How has this affected you or your friend?  
What are your expectations of a good friend?  
How can you make things better?

you've got this!

**Navigating the Digital Age** Page 54

### Helping Your Child Thrive in the Online Space

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

**Things You Can Do**

- Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives.

Why do you think they said that?  
If you were in their shoes, would you agree with their opinion?  
Consider the issue from another perspective by applying **S.U.R.E.** (Source, Understand, Research, and Evaluate).
- When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.

Is your message respectful and empathetic?  
Consider the issue from another perspective by practicing **T.H.I.N.K.** (Truthful, Helpful, Inspiring, Necessary, and Kind).
- Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.

How do these comments make you feel?  
It's okay to feel upset. It's also okay not to respond to these comments. Shall we turn off the comments and notifications and do something else for now?

\* S.U.R.E. is part of the National Library Board's Information Literacy programme.

you've got this!



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

# Guidelines on screen use to be rolled out in Singapore schools

"We've reached a critical point. We have enough evidence that prompts us to want to do something than to wait for more evidence to come up," says the Ministry of Health.



(From R to L) Health Minister Ong Ye Kung, Minister of S Huang and Minister of State for Social and Family Deve Temasek Primary School on Jan 21,...[see more](#)



Vanessa Lim

21 Jan 2025 03:00PM  
(Updated: 22 Jan 2025 09:18AM)



MOE also provided more detailed guidelines on managing students' use of smartphones and smartwatches in primary and secondary schools.

For example, schools can set up dedicated storage spaces for students to deposit their phones before the start of lessons, while the use of mobile devices can be limited to designated areas and at certain times such as during recess or after school.

## Schools in Singapore impose phone bans to reduce distractions, rekindle social interaction



Schools in Singapore have in recent years stepped up measures to curb the use of mobile phones in schools.



Elisha Tushara

UPDATED AUG 17, 2024, 03:29 PM



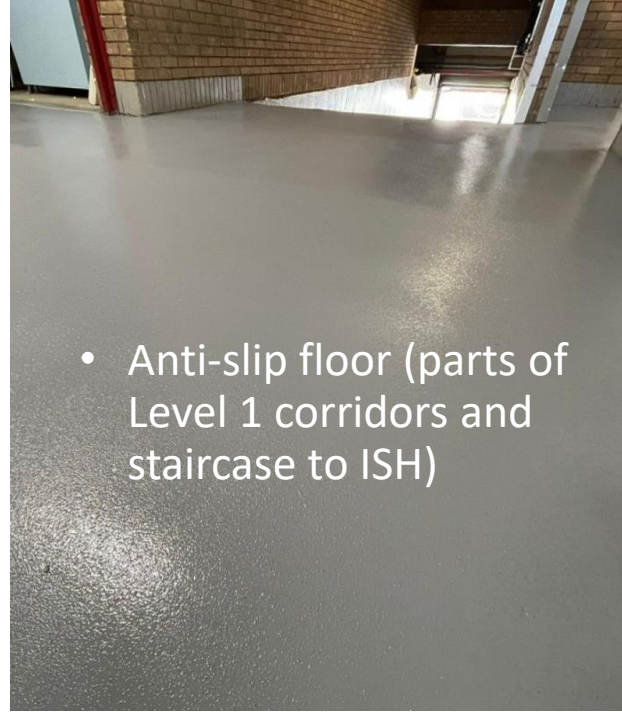
## SINGAPORE

Said Ms Chen: “This measure helps students avoid being distracted by their phones during lessons and encourages social interaction with their peers during breaks.”

Amid mounting research showing the relationship between screen time on smartphones and mental health issues in youth, schools in Singapore have in recent years stepped up measures to curb the usage of smartphones.

Singapore is not alone. Others like France, Finland and China have already banned the use of mobile phones in schools.

In 2023, the United Nations called for a global ban on smartphones in schools arguing that they can disrupt students’ learning and affect their mental health.



- Anti-slip floor (parts of Level 1 corridors and staircase to ISH)



Infrastructure  
Upgrading 2025 and  
Beyond