

# Sec 3 Meet- Parent- session 2022

Ms Tan Hwee Pin  
Principal

22 April 2022



# Year Heads



Mr Clarence Loh



Mr Teo Peng Kee

# Sec 3 Gatekeepers



Mr Derek Tan



Ms Celia See





# VISION

Gessians of  
Excellence  
Standing &  
Significance





# VALUES

**I**ntegrity

**I**

**C**ompassion

**C**an

**R**esilience

**R**eally

**D**iscipline

**D**o

**R**espect

**what's Right**





**MOTTO**

**ONWARD**



# Key Changes in our Educational Landscape & GESS

## Learn for Life: Confidence for a New Tomorrow



We are continuing with our efforts  
to support the lifelong education journey for all.



# Learn for Life: Confidence for a New Tomorrow – MOE's Vision of Success



## Confident Singaporeans

- Confident in themselves and their abilities
- Striving to surpass themselves, not one another

## Competitive Singapore

- Equipped with necessary skills and aptitudes
- Learning throughout life to adapt and seize opportunities
- Open to ideas and perspectives

## Cohesive Society

- Rooted in Singapore's rich heritage and identities
- Giving back and contributing to Singapore



# Full Subject-Based-Banding aims for students to...

## **Confident Singaporeans**

- Confident in themselves and their abilities
- Striving to surpass themselves, not one another

Have greater ownership of their learning and customise their learning according to their strengths, interests and learning needs

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

Have more opportunities to interact with peers with different strengths and interests

Have increased access to post-secondary pathways that cater to students with different strengths



"I'm very interested in geography, so I felt really happy to take it at a more demanding level," said Jonas, who is now in Sec 3NA.

"Now that he knows he has his strengths, he is motivated. Interacting with students who are better (in the subject) also helps to motivate him. The environment helped to build his confidence," said Jonas' mum.

"I like having friends from different streams. If I don't know anything, they can teach me," Putri from 2NT.



Full subject-based banding in secondary schools allows students to learn according to own pace

PUBLISHED MAR 13, 2022, 3:00 PM SGT



# Learn for Life

Nurturing confident, resilient learners  
to thrive in the *test of life*, rather than a *life of tests*

As [our students] progress through our schools, we build on fundamentals by giving our students greater **confidence in themselves and their abilities**, with more opportunities to explore their interests and cultivate their curiosity, so that they are unafraid to try. And if they fail, they pick themselves up and try again. We cannot shield our children from all uncertainties and imperfections of this world. Nor should it be our aim.

But we certainly can and want to equip them with the skills to manage the uncertainties and navigate the imperfections. This means creating **time and space for our students to develop the life skills they need for success, including the ability to deal with failure**, like inventive thinking, adaptability, and cross-cultural skills...



Mr Chan Chun Sing  
Minister for Education  
Committee of Supply Debate Response  
7 March 2022

<https://www.moe.gov.sg/news/speeches/20220307-moe-fy2022-committee-of-supply-debate-response-by-minister-for-education-chan-chun-sing>



# Removal of Mid-Year Examination for ALL levels from 2023

Focused on the Learn for Life movement to further develop 21CC in our students:

- by giving more time and space for students to cultivate greater curiosity to learn and explore;
- by providing more opportunities for them to nurture their diverse passions; and
- by broadening the definition of merit

Further signal our efforts to reduce the excessive focus on testing and academic results

Removal of MYE frees up about three weeks of curriculum time and space per level



## **Question 1: How will my child benefit from the removal of MYE?**

- Strengthen the development of 21CC to nurture your child to be a lifelong learner (e.g., we can use the freed-up time to deliver learning experiences that develop 21CC such as inventive thinking, adaptability and cross-cultural skills).
- With the freed-up time, learning can be paced out and made more engaging with the use of more varied strategies to design learning experiences, using technology where appropriate.
- Support our children's well-being through calibrating the learning pace and load.



## Question 2:

# Will my child be adequately prepared for the exams?

- Without MYE, teachers will also have more time and space to provide your child with feedback to improve learning through daily work and in-class formative assessment. Your child will also have more time and space to follow up and act on teachers' feedback in their daily work to improve their learning.
- Your child can build his/her confidence and be familiar with the examination format and conditions for the national examinations via timed practices.
- Please be assured that there is sufficient assessment opportunities to help your child be ready for the national examinations

Without MYE, it is more difficult to motivate my child to study.

**Don't worry!**

- With time and space freed up from the removal of MYE, schools can provide a variety of learning experiences to nurture in students a stronger intrinsic motivation to learn.
- Your child will feel a greater sense of competence with learning that is better-paced and scaffolded to their learning needs and interests.
- With the time and space freed up, your child has more opportunities to discover, and demonstrate his or her strengths through school-based programmes, and student-initiated learning.



Removing MYE means more WA and harder end-of-year examinations.

**Don't worry!**

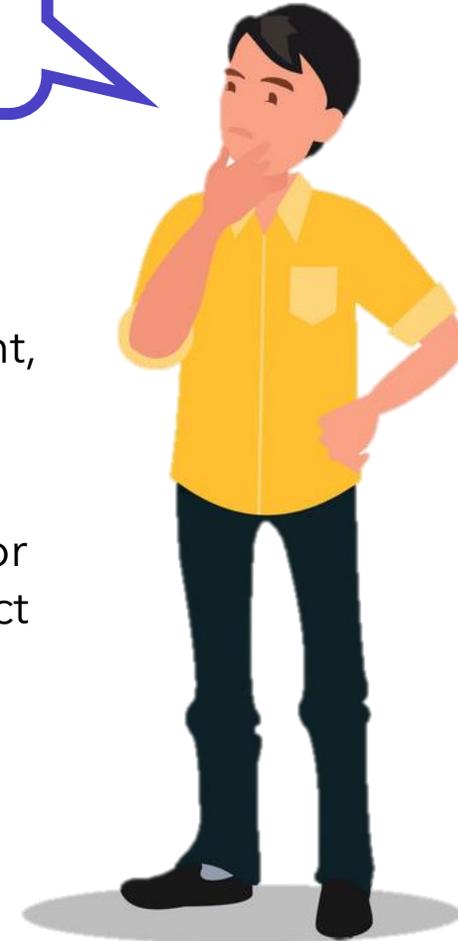
- Schools will continue to ensure that the scope and demand of the termly WA and EYE commensurate with the allocated assessment weighting.
- GESS will adjust the assessment weighting and the number of WA according to their students' needs. We are mindful not to allow WA or EYE to take on disproportionate weighting in making these adjustments.



Without MYE, my child won't know about his/her learning progress.

**Don't worry!**

- Teachers will provide your child with feedback to improve learning through daily work and in-class formative assessment, and guide your child to make sense of, and act on feedback given.
- In addition, your child will receive teachers' feedback on his or her learning progress from timed practices if required, and act on the feedback to improve learning.



How can I support my child in adjusting to the removal of MYE?

- Our children do best when schools and parents work hand-in-hand.
- Parents should work with the school to understand and support their child's learning progress.
- For instance, you can have conversations with your child's teachers in both academic and non-academic areas to better understand your child's myriad strengths and interests, so as to guide his or her development.



## How can I support my child in adjusting to the removal of MYE?

- You can support your child by reinforcing the importance of learning for self-improvement, rather than learning for examinations or to out-perform others. You can also work with him or her to set realistic learning goals, manage his or her expectations towards learning, and enjoy a more balanced life.
- You can build your child's confidence to learn by discussing his or her learning in school, recognising the efforts put in, and celebrating his or her learning progress.
- If you detect signs of stress in your child, share your observations with teachers and provide time and space for your child to rest, relax and re-charge.



# Change in reporting of last grades, from 2023 graduating cohort



# Change in reporting of last grades, from 2023 graduating cohort

**Objectives:** Recognise students' efforts in attempting the subject regardless of their achievement

Current Policy	Revised Policy, from 2023 Graduating Cohort																												
<p>The last grades in N(A)- and N(T)-Level examinations are currently 'Ungraded', i.e, Grade U.</p>	<p><b>Grade U in N(A)- and N(T)-Level examinations will be replaced with Grade 6 and Grade E respectively.</b></p> <ul style="list-style-type: none"> <li>This takes a student-centric approach in recognising students' efforts, consistent with the treatment of last grade for O-Level Grade 9.</li> </ul>																												
<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="252 835 593 886">N(A)-Level/ G2</th> <th data-bbox="619 835 960 886">N(T)-Level/ G1</th> </tr> </thead> <tbody> <tr><td>1</td><td>A</td></tr> <tr><td>2</td><td>B</td></tr> <tr><td>3</td><td>C</td></tr> <tr><td>4</td><td>D</td></tr> <tr><td>5</td><td>U</td></tr> <tr><td>U</td><td></td></tr> </tbody> </table>	N(A)-Level/ G2	N(T)-Level/ G1	1	A	2	B	3	C	4	D	5	U	U		<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1304 835 1646 886">N(A)-Level/ G2</th> <th data-bbox="1671 835 2012 886">N(T)-Level/ G1</th> </tr> </thead> <tbody> <tr><td>1</td><td>A</td></tr> <tr><td>2</td><td>B</td></tr> <tr><td>3</td><td>C</td></tr> <tr><td>4</td><td>D</td></tr> <tr><td>5</td><td>E*</td></tr> <tr><td>6*</td><td></td></tr> </tbody> </table>	N(A)-Level/ G2	N(T)-Level/ G1	1	A	2	B	3	C	4	D	5	E*	6*	
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\*Students cannot use N(A)-Level Grade 6 and N(T)-Level Grade E for aggregate computation for admission to Polytechnic Foundation Programme, Direct-Entry-Scheme to Polytechnic Programme and Sec 5, similar to current practice for Grade U.



# Change in reporting of last grades, from 2023 graduating cohort

**Objectives:** Recognise students' efforts in attempting the subject regardless of their achievement

Current Policy	Revised Policy, from 2023 Graduating Cohort
Grade 9 in O-Level, Grade U in N(A)- and N(T)-Level examinations are currently reflected in the students' result slip and <u>not</u> reflected in the examination certificate.	<p><b>All grades, including the last grade, will be reflected in the student's result slip and examination certificate.</b></p> <ul style="list-style-type: none"> <li>The last grades represent some degree of effort in learning albeit not meeting the minimum requirement of the subject at the examination.</li> </ul>

**SINGAPORE-CAMBRIDGE GENERAL CERTIFICATE OF EDUCATION  
ORDINARY LEVEL**

YEAR OF EXAM    2023

CANDIDATE

NRIC/FOREIGN IDENTIFICATION NO

SCHOOL

INDEX NO

SUBJECT	GRADE NUMERICAL	GRADE ALPHABETICAL	LANGUAGE MEDIUM	EXAMINING AUTHORITY
ENGLISH LANGUAGE	FOUR	B	ENGLISH	CAMBRIDGE
LITERATURE IN ENGLISH	FIVE	C	ENGLISH	CAMBRIDGE
HUMANITIES (SS, HISTORY)	THREE	B	ENGLISH	CAMBRIDGE
MATHEMATICS	SEVEN	D	ENGLISH	CAMBRIDGE
SCIENCE(CHEMISTRY, BIOLOGY)	NINE	-	ENGLISH	CAMBRIDGE
FOOD AND NUTRITION	SIX	C	ENGLISH	CAMBRIDGE
CHINESE LANGUAGE	SEVEN	D	CHINESE	SINGAPORE
CHINESE LANGUAGE (ORAL/AURAL)	PASS	-	CHINESE	SINGAPORE

Note: Last grade reporting will apply for result slips and examination certificates for students taking secondary school national examinations in 2023 and beyond.



## 'Competitive Singapore'

Equipped with necessary skills and aptitudes

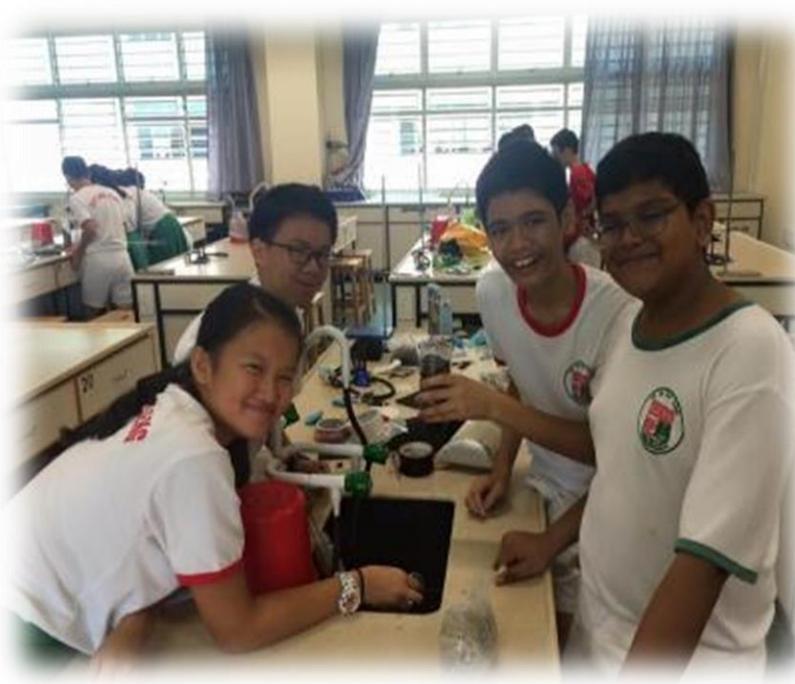
Learning throughout life to adapt and seize opportunities

Open to ideas and perspectives



## The Capstone Programme

Creating opportunities to stretch potential of students  
(school-level and department-level)



## Applied Learning Programme (ALP)

Probes aims to develop all Gessians as innovative and reflective thinkers, as well as engaged learners.

**Student Leadership Programme**  
Nurturing a Leader in every Gessian



## Learning for Life Programme (LLP)



## 'Competitive Singapore'

Equipped with necessary skills and aptitudes

Learning throughout life to adapt and seize opportunities

Open to ideas and perspectives



# Gan Eng Seng School



## PERSONALISED DIGITAL LEARNING PROGRAMME



### Teachers the key!

GESS has put in place a structured training plan to equip our teachers with e-pedagogies to enhance student engagement and deepen student learning in class.

### Digital Literacy Programme For Students

Students are trained to use the relevant ICT tools and softwares (semester 2) to enable them to develop the dispositions, knowledge and skills to thrive in the digital environment

**Cyber-wellness Programme & ICT Ambassadors initiative** aimed at moulding Gessians to be responsible users of ICT.



## 'Competitive Singapore'

Equipped with necessary skills and aptitudes

Learning throughout life to adapt and seize opportunities

Open to ideas and perspectives

# Gan Eng Seng School



## PERSONALISED DIGITAL LEARNING PROGRAMME



## ICT Support For Students and Teachers

- Installation of Libby app in all PLDs as part of school-wide morning reading programme
- Upgrading of classroom ICT infrastructure (installation of Apple TV in all classrooms)
- More pervasive use of various ICT apps/tools to supplement classroom T&L (e.g. Student Learning Space, Google classroom, Padlet, Sketchbook).



# Partnership with Parents - our L.E.A.R.N routines

Kindly reinforce the L.E.A.R.N routines with your child at home.

- Students must bring PLD for lessons
- PLDs to be fully-charged at home
- Guide your child to adopt a healthy balance of online and offline activities e.g, no use of devices during mealtimes, stop using devices at least 1hr before bedtime.
- Balance the need to respect your child's privacy while helping him/her to develop the ability to use the device responsibly.

# Gan Eng Seng School



## PERSONALISED DIGITAL LEARNING PROGRAMME



**LEARN**  
LEVEL UP - LEARNING BY CHARGING YOUR DEVICE

- BE PREPARED**
  - Fully charge your PLD
  - Get ready all your login details
- KEEP UPDATED**
  - Update software and applications regularly
- BE ORGANISED**
  - Organise your files and folders properly

**LEARN**  
ENGAGE MEANINGFULLY WITH YOUR DEVICE

- BE DISCIPLINED**
  - Screen down unless instructed
  - Do not AirDrop materials to your peers during lessons
- STAY CONNECTED**
  - Check that PLD is connected to the Wi-Fi
  - Notifications are switched off
- BE SAFE**
  - Only access websites assigned by your teacher
- USE RESPONSIBLY**
  - Use your PLD for learning when in school
  - Check notifications for assignments daily
  - Submit assignments promptly

**LEARN**  
ALWAYS SAFEGUARD YOUR DEVICE

- BE SECURE**
  - Use a strong password and remember it
  - Don't share your password
  - Don't open / download any suspicious file
- PROPER STORAGE**
  - Keep your PLD & Pencil together
  - Label your PLD for easy identification
  - Don't leave your PLD unattended
- PROPER CARE**
  - Clean and sanitise your PLD often
  - Don't put heavy things or food and drinks on your PLD

**LEARN**  
RESPECTFUL AND RESPONSIBLE USE ONLY

- SHOW RESPECT**
  - Practise good cyber wellness habits
  - No cyber bullying
  - no taking pictures of someone without consent
  - no posting of inappropriate materials
- HAVE INTEGRITY**
  - Use your own PLD with permission when in class
  - No impersonating others by using your peer's PLD
  - Use your own name
- SELF CARE**
  - Practise simple eye-care routine
  - Avoid prolonged screen time

**LEARN**  
NOTIFY YOUR TEACHER WHEN SOMETHING IS NOT RIGHT

- SEEK HELP**
  - Inform teachers if help is required
- DO THE RIGHT THING**
  - Inform teachers if your peers are misusing their PLDs
  - If you lose your PLD/ found an unattended one, report to the general office immediately



## Cohesive Society

- Rooted in Singapore's rich heritage and identities
- Giving back and contributing to Singapore



## Weekly Assembly Programme

International Friendship Day  
Commemoration  
Student dialogue with ambassadors



Cleaning the neighbourhood  
Values-In-Action



Food for the elderly



Heritage Programme



# School-Home Collaboration



## Understand Your Child

- Your child may be coping with increased responsibilities and demands. More advanced syllabi and cognitive demands are real!
- Student leadership opportunities & chances to represent our school at National School Games/ Uniformed Groups drills, etc.
- Managing peer relationships and building common memories with friends
- Teenagers at this stage are making sense of who they are (distinctive & unique sense of identity) and their place in society.



# Working With Teachers/ School



- Contact teachers/ school via email and allow at least 3 working days to get back to you, for normal inquiries.
- If you know your child is troubled by something that has happened at home/ after school, please alert our teachers/ school so that we can support while he/ she is in school.
- Please update our Form Teachers if your child has any change in terms of medical condition.



# Singapore students say parental and self expectations, Fomo are sources of stress



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	<b>DISTRESS SIGNS</b>	<b>EXAMPLES THAT MAY INDICATE POSSIBLE MALADAPTIVE BEHAVIOUR</b>
<b>D</b>	Displaying out-of-character behaviour	<ul style="list-style-type: none"> <li>• Becoming quieter or more talkative than usual</li> <li>• Giving away possessions</li> <li>• Saying goodbye to loved ones</li> <li>• Behaving strangely</li> <li>• Talking and/or writing about things that do not make sense (including online behaviour)</li> <li>• Complaints of unexplained pains</li> </ul>
<b>I</b>	Injuries that are unexplained	<ul style="list-style-type: none"> <li>• Bruises, burns, cuts or scars on bodies</li> <li>• Tendency to hurt self</li> </ul>
<b>S</b>	Sudden changes in appearance, interests or habits	<ul style="list-style-type: none"> <li>• Neglecting personal appearance and/or well-being</li> <li>• Unkempt appearance</li> <li>• Poor hygiene</li> <li>• Sleeping or eating too little or too much</li> <li>• Sudden loss of interest in previously pleasurable activities</li> <li>• Sudden loss of interest in studies</li> </ul>



T	Temperamental changes	<ul style="list-style-type: none"> <li>• Becoming more irritable, agitated, moody, stressed or anxious than usual</li> <li>• Expressions of worry, anxiety and/or fear</li> </ul>
R	Rebellious/ aggressive behaviour	<ul style="list-style-type: none"> <li>• Display of defiant behaviour</li> <li>• Unaccountable rage, anger and/or aggression</li> <li>• Overly irritable or hostile</li> <li>• Excessive smoking and/or drinking</li> <li>• Drug abuse</li> </ul>
E	Extended absence/ deliberate social withdrawal	<ul style="list-style-type: none"> <li>• Unexplained and repeated absence or truancy</li> <li>• Declining to join social activities</li> <li>• Becoming withdrawn and avoiding others</li> <li>• Having a lack of social contact</li> </ul>
S	Struggling to pay attention/ increased lethargy	<ul style="list-style-type: none"> <li>• Inattentiveness</li> <li>• Difficulty concentrating or making decisions</li> </ul>
S	Sending/ posting moody or morbid messages (including expressions of death)	<ul style="list-style-type: none"> <li>• Expressing frequent negative and/or illogical thoughts</li> <li>• Expressing feelings of hopelessness, helplessness and worthlessness, and/or perceived loss of control</li> <li>• Threatening or expressing plans to hurt or kill themselves</li> </ul>



## Home-school collaboration

- Inform your child's Form Teachers immediately
- School Counsellor, Mr Sim Kwang Mong, will provide counselling support and/or referral for your child
- Peer Support Leaders in all Sec 2 to Sec 5 classes



# Support available for parents

Parents can refer to the following useful resources that provide practical tips and advice on supporting their child's learning and education journey:

<a href="#"><u><b>Guidelines for School-Home Partnership</b></u></a>		<a href="https://go.gov.sg/guidelines-school-home-partnership">https://go.gov.sg/guidelines-school-home-partnership</a>
<a href="#"><u><b>Resources for Parents on Social and Emotional Learning</b></u></a>		<a href="https://go.gov.sg/sel-resources-for-parents">https://go.gov.sg/sel-resources-for-parents</a>
<a href="#"><u><b>Parent Kit issues</b></u></a>		<a href="https://go.gov.sg/parent-kit-moe">https://go.gov.sg/parent-kit-moe</a>
<a href="#"><u><b>Parents Gateway - Parenting Resources Portal</b></u></a>		<a href="https://go.gov.sg/parents-gateway">https://go.gov.sg/parents-gateway</a>





GAN ENG SENG SCHOOL  
Founded 1885

**ONWARD**