

P's Sharing

26 May 12pm



1

OUR RICH 84 YEARS OF HISTORY



KIM YAN ROAD

January 1939



Guillemard Road

May 1969



Yishun St 61

2005

2

Shifts in the Education System

- Nurturing students to **learn for life**:
 - Shift away from an over-emphasis on academic results
 - Help students develop an intrinsic motivation to learn and nurture their joy of learning
 - Multiple educational pathways to cater to our students' diverse strengths, interests, aspiration and learning preferences

- Some of the shifts include:

School-based assessment changes

Increase in places for Direct School Admission (DSA)

Changes to PSLE scoring and Secondary 1 posting systems

Progressive Implementation of Full Subject-Based Banding (Full SBB)

3

3

Shifts in Chung Cheng High School (Yishun)

- Some of the shifts include:

Implementation of Full Subject-Based Banding (Full SBB) in 2023 Sec 1

No more Mid-Year Exams for all levels from 2023

Three Weighted Assessments from 2022, down from four

Balancing Academic and non-Academic awards

Recognising students for achievements AND progress

Growth Mindset

4

4



Growth Mindset Story

- **Young Scientist Programme**
Georgia and Tricia started research attachment at NUS in 2022 when they started Sec 3. Research conducted at university level with research grade equipment
- **Growth Mindset**
 - Eager to learn, seek feedback to improve from previous experience in Secondary 2
 - Inspired by senior who did similar project the previous year and represented SG in ISEF too
 - Recovered from setbacks (e.g. bought the 'wrong' fish, lost in the science)
 - From teacher haven't taught that topic to self-directed learning
 - Excited to learn new things (ISEF rules and highlighter)
 - Growth Mindset was reinforced through the experience, and they managed to harness the power of yet.

5



"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged" or "I can't"

"I can either do it or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"


"I stick to what I know"

6

School Discipline Approach

For All Parents

7



Student Management Framework

Department Vision: With structure, discipline and love, every child can learn and achieve.
Department Mission: Nurturing reflective and empathetic students who are responsible to self and others.

Self-Discipline & Self-Regulation

We focus on the 5As:

- Attire
- Attendance
- Attention
- Assignment
- Attitude

Restorative Practices in our Disciplinary Approach, anchored on school values

Building a safe, caring and enabling environment through positive relationships between teachers and students, as well as peer support

Partnering Parents and Stakeholders in the Holistic Development of our Students

School Values: With Integrity We Live 正直为本 • With Grit We Strive 自强不息
With Gratitude We Serve 饮水思源 • With Empathy We Care 行以至善

8

The restorative approach in CCHY

"Every child needs a champion." – Rita Pierson



9

Why restorative practice?



- The whole school is a community of learners in relationship together, and RP is based on the vision that all of us owe responsibilities to one another due to this relationship
- Teaches students to be responsible for their actions
- Repairs relationships, addresses the issue at hand
- Develops a skill set and mind-set of making things right again, and this extends beyond school

10

Example

	Traditional Approach	Restorative Approach
Student vandalise classroom table	<ul style="list-style-type: none"> • Broken School Rule • Major Offence • Suspension or Caning as punishment • Pay for repairs / damages • Serve the punishment to "pay" for his crime 	<ul style="list-style-type: none"> • Develop Empathy <ul style="list-style-type: none"> • Fellow schoolmates are inconvenienced • Operations team workload is increased • Take Responsibility for Actions <ul style="list-style-type: none"> • Student to 'repair' table or assigned to the table so others are not inconvenienced • Student to apologise to Operation Team for his actions
Student was late for school multiple times	<ul style="list-style-type: none"> • Broken School Rule • Misdemeanour / Minor offence • Punishment scales according to severity of late-coming 	<ul style="list-style-type: none"> • Develop Empathy <ul style="list-style-type: none"> • Respect for other people's time by being punctual • Take Responsibility for Actions <ul style="list-style-type: none"> • E.g. Student to put in place an actionable plan to be punctual

11

THE STRAITS TIMES

FOR SUBSCRIBERS

Minor Issues: Caning was a punishment of last resort when my toddler son misbehaved

Wendy Cheong



Caning should be the last resort, reserved for serious offences. Photo: iStockphoto.com/10101

UPDATED MAY 6, 2023, 5:17 AM SGT

SINGAPORE – As a three-year-old, my son was a strong-willed toddler terror. He was a hitter, runner and screamer. And he excelled in comprehending parental instructions – and then doing exactly the opposite.

My wife and I love him to bits, but it was dazzlingly clear we could not love without meting out discipline.

Restorative Practices doesn't mean that consequences do not apply

Finally, we follow discipline by restoration. After every case, we take the time to help our child understand the necessary consequence of the action, reassuring our child of our love, and talking through any feelings of shame or rejection arising to stave off any resentment.

There is no short cut to being there for one's child. It tells our child we love enough to care no matter what, and signals our conviction that our child will grow through the struggles.

12

Affirming Students: the magic of motivation

The school also believes in positive strokes of motivation and affirmation for students when they have displayed commendable conduct such as being a supportive peer to others.



- New initiative this year “I Was Caught Being Good” tickets or certificates (for public acts of civic-mindedness)
- Teachers motivate students who have demonstrated kindness or support to others.
- Featured in **MOE SchoolBag** recently:
<https://www.schoolbag.edu.sg/story/the-magic-of-motivation> (QR code below)

Image taken from CCHY's official social media page on Instagram.

Follow us (@chung_cheng_high_yishun) for updates!



13



A whole school disciplinary approach that supports the holistic well-being and development of every student

14

[HOME](#) / [USEFUL LINKS](#) / [STUDENTS](#)

Students

[Students](#)
[Staff](#)
[Parents](#)

Useful Links:

- [ADMINBreeze](#)
- [Alumni Dress Code](#)
- [Direct School Admission \(DSA\)](#)
- [Early Admissions Exercise \(EAE\)](#)
- [Library Loan System](#)
- [My SkillsFuture](#)
- [Personal Learning Device \(PLD\) & Password Reset](#)
- [Student Learning Space \(SLs\)](#)
- [CCHY E-Handbook](#)
- [Wellbeing 365](#)

15

FSBB Matters

For Sec 1 Parents

16

For Sec 1 Parents

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**.

Restricted/Non-sensitive

17

17

For Sec 1 Parents

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

Restricted/Non-sensitive

18

18

For Sec 1 Parents

Subject Based Requirements

Second and third intake: Subject-Based Banding (SBB) Provisions

- End of Semester 1 (**second intake**). Offer letters to be out by 1st week of June Holidays via PG for eligible students
- End of Semester 2 (**third intake**) for take-up at the start of Secondary 2 Semester 1

Subjects	Current at Subject level	School-based Results	Option to offer subject at
<ul style="list-style-type: none"> English Language Mother Tongue Languages Mathematics Science 	N(A)	75 % of higher in the specific subject	Express level starting from next semester
	N(T)		N(A) level starting from next semester

19

19

For All Parents


How will the school support your child?

Teachers will provide additional academic and socio-emotional support for students who may face some initial difficulties when making the transition to take subjects at a more demanding level.

- FT time*
- Afternoon Reinforcement Programme [Remedial]*
- Individual/ Group Consultations*

20

20



Will my child continue with the higher-level subjects all the way to Sec 4? For Sec 1, 2 & 3 Parents on SBB

- Your child may continue with the corresponding higher-level subject at upper secondary if he/she meets our school's criteria at the end of Sec 2.
- Criteria:** Pass in the current more demanding level subject

21

Secondary 2 Streaming Matters

For Sec 2 Parents

22

Secondary 2 Streaming Matters

Key Events / Activities	Exact Dates to be confirmed
Secondary 2 Streaming Talk for Parents	22 July, Saturday, Zoom
Streaming Talk for Students	Mid-Aug
Education and Career Guidance (ECG) Class-based Activity	Mid-Aug
Sec 2 Mock Streaming Exercise (Familiarisation Exercise)	End-Aug
Subject Information Talk/ Subject Experience	Mid-Oct
Sec 2 Streaming Exercise	End-Oct to Mid-Nov
Release of 2023 Sec 3 Classlist	End-Nov

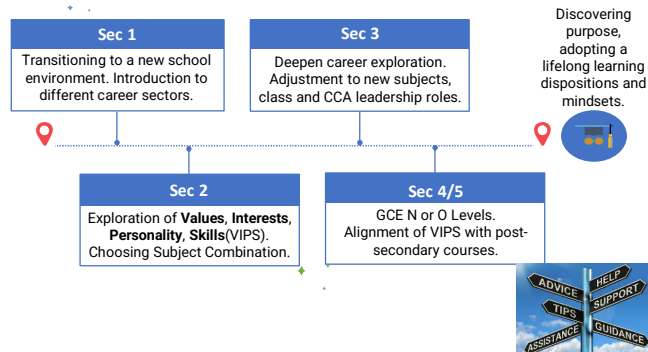
23

Education & Career Guidance

For All Parents

24

Our Child's Education & Career Guidance (ECG) Journey



25

Final Notes

26

Consider this...

Focus more on learning

- Learning attitude in class, attendance, engagement...
- Growth Mindset

Focus more on holistic development

- NSG, SYF, Competitions...
- Taking on Leadership roles in CCA, class or volunteering their time...

Focus more on Socio-emotional competencies

- Able to self-regulate, develop positive relationships with others...

Focus more on your child

- Values
- Character
- Aspirations
- Happy
- Purpose

Not just on academic outcomes

- Bear in mind that students need time to adjust for transition years (Sec 1 and 3)
- WA is not MYE or EOY exams

27

There is no such thing as a perfect parent so just be a real one.

Sue Atkins

Nurture & Thrive
@drashleysoderlund

28

Walk-in:
Tue, Thurs, alternate Fri
8am to 5pm@Library ECG Room

By Appointment:

- Scan QR Code to book appointment
- <https://go.gov.sg/ecg-cchys>

Connect via:

- Email: yap_hwee_hoon@schools.gov.sg
- Telegram: @ECGC_HweeHoon

EXPLORE
your aspirations,
interest &
strength

EXPAND
possibilities for
post-secondary
pathways

CHAT
industries and
job roles to
achieve your
aspirations

DISCUSS
subjects & courses
that align with your
interest & strength





Book A ECG Appointment

Connect with Ms Yap Hwee Hoon,
ECG Counsellor

29

29

For further clarifications related to subject specific matters:

Subject	Appointment	Contact Person	Email
English Language	HOD/EL	Mrs Magdalene Goh	magdalene_joseph_marimuthu@moe.edu.sg
	SH English Literature	Ms Chiang Foong Min	Chiang_foong_min@moe.edu.sg
Humanities	HOD/Humanities	Ms Manvinder Kaur	Manvinder_kaur@moe.edu.sg
MTL	HOD/MTL	Ms Low Geok Ling	Low_geok_ling@moe.edu.sg
Mathematics	HOD/Math	Mr Tjhin Ke Ming	tjhin_ke_ming@moe.edu.sg
	SH/Lower Sec Math	Ms Lee Peiqi	Lee_peiqi@moe.edu.sg
Science	HOD/Science	Mr Lim Wee Keong	Lim_wee_keong_a@moe.edu.sg
	SH/Science	Ms Lee Yanmei	Lee_Yanmei@moe.edu.sg

30

30



31