The Swiss Spirit: Going Far, Going Together

We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
Welcome

We nurture students to Think, Care and Lead with P.R.I.D.E. 
Passion . Resilience . Integrity . Dare to Try . Empathy
Feedback:
bit.ly/scss_mtp_feedback

We nurture students to Think, Care and Lead with P.R.I.D.E. Passion . Resilience . Integrity . Dare to Try . Empathy
Our People

We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
We nurture Students to Think, Care and Lead with P.R.I.D.E.

Passion . Resilience . Integrity.

Dare to Try . Empathy
We nurture Students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
Let’s work together

We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
Communication Channels

- Welcome letter
- School email
- Contact number
- School website
- School Facebook page
Secondary Two SDT

Mdm Sathiya, YM (2E)  Mr Toh, YM (2NT)  Mdm Ong, YM (1-2NA)  Mr Lim and Miss Tan, Year Heads  Mdm Aishah & Miss Tan, LDMs (S2)

Mdm Hariyani  Mr Wee  Mdm Nafisah

Mdm Jayati  Mr Ngoh  Mdm Shahada  Miss Bay  Mr Erman  Miss Yap  Mdm Ann  Mdm Tee

Mdm Kasthuri  Mdm Vijaya  Mr Lin  Miss Farihah  Miss Nursafiqah
We nurture Students to Think, Care and Lead with P.R.I.D.E.

Passion. Resilience. Integrity. Dare to Try. Empathy.
Year Heads, Year Masters and Level DMs
Another Layer of Support for Parents

Mdm Sathiya, YM (2E)  Mr Toh, YM (2NT)  Mdm Ong, YM (1-2NA)  Mr Lim and Miss Tan, Year Heads  Mdm Aishah & Miss Tan, LDMs (S2)
S1: Stepping IN
Integrating into School & Developing Independence

We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
S2: Stepping FORTH
Picking up Pace &
Developing Leadership

We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy

Knowing your Teenager
SPACE...

Social (emotional)
Physical
Aesthetics
Cognitive
Ethical (Moral/Character)
HOW?

Be There *(Listen & Care)*

Be Consistent *(Set Clear Expectations)*

Be Firm *(Exercise Tough Love)*

Be Understanding *(Know Them)*

Be The Role Model *(Earn Respect)*

COMMUNICATIONS

*(Heart-Mind-Actions)*
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>0730-1430hrs</td>
<td>Lessons with a 30min recess</td>
<td></td>
<td></td>
<td></td>
<td>(School ends at 1230hrs)</td>
</tr>
<tr>
<td>1515-1800hrs</td>
<td>ASP &amp; Enrichment</td>
<td>CCA</td>
<td>White Space for Students</td>
<td>ASP &amp; Enrichment</td>
<td>CCA</td>
</tr>
<tr>
<td>1800-2000hrs</td>
<td>Rest &amp; Family Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000-2200hrs</td>
<td>School Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2200-0600hrs</td>
<td>Sleep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The World of Teens:

- Sleep
- Homework
- Housework
- TV
- Hangout
- Parties
- Socials
- Friends
- Chatting
- Facebook
- Groups
- Activities
- Gaming
- Dating
- Movies
- Affairs
- Explore
- Chatting
- Energetic
- Impatient
- Attitude
- Trying out
- Techsavvy
- Adventurous
- Always right
- Short attention span

- Style
- Haircuts
- Footwear
- Piercing
- Trends
- Tattoos
- Dress
- Accessories
- Home
- Parents
- Relatives
- Brothers
- Sisters
- Classmates
- Teacher
- Buddies
- Friends
- Relations
- Communication
- Chatting
- Phone calls
- WhatsApp
- Emails
- Letters
- Mobiles
- Talking
- Intangibles
- Gifts
- Photos
- Videos
- Music
- Hobbies
- Festivals
- B’day
- Wallets
- Clothes
- ID Cards
- Mobile

- Things personal
- Short attention span
- Always right
- Adventurous
- Impatient
- Attitude
- Trying out
- Techsavvy
- Energetic
Swiss Cottage
Thoughtful Leadership Journey

We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
Purpose
Swiss Student Outcomes

Swiss Student as Thoughtful Leaders

Total Curriculum

Intellectual Excellence

Character Excellence

Student Development Programme & Enhanced CE Programme

Instructional Programme & Applied Sciences Programme

Thoughtful Leadership (Learning for Life Programme)
Swiss Total Curriculum

We nurture Students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
Our **SWISS Way** to Thoughtful Leadership

The concept of the Swiss Total Curriculum© is to streamline all learning experiences such that collectively, a student receives a holistic education that would guide him on the journey of Thoughtful Leadership.

<table>
<thead>
<tr>
<th>Colour &amp; Representation</th>
<th>Total Curriculum Dimensions</th>
<th>Explanations &amp; Details</th>
</tr>
</thead>
</table>
| Red Circle              | **CORE**                    | Character Building Values: P.R.I.D.E.  
*(Passion, Resilience, Integrity, Dare to Try and Empathy)* |
| Lime Green Concentric Circle | **ENABLERS**                | Competencies to effect values:  
Social Emotional and 21st Century Competencies |
| Purple Concentric Circle | **STRATEGIES**              | Ways to influence outcomes: MOPLoRE  
Modelling, Observation, Practice, Logical Consequences, Reflection, Extension |
| Deep Pink Concentric Circle | **PROGRAMMES**             | Thoughtful Leadership Programme  
*(Glocal Perspectives, Student Leadership, Values-In-Action)*  
Student Development Programme  
Instructional Programme |
| Light Blue Concentric Circle | **EXPERIENCES**            | Authentic Learning, Collaborative Learning, Service Learning |
| Dark Blue Triangle      | **OUTCOMES**                | Think, Care & Lead |
TOTAL CURRICULUM (School Programmes)

- Student Development Programme
- Thoughtful Leadership Programme
- Instructional Programme

- Character Education
- Co-Curricular Activities
- Citizenship Education
- Cyber-wellness Programme
- Sexuality Education
- Assembly Programme
- Camps, Learning Journeys, Competitions, etc
- Student Discipline & Recognition
- Education & Career Guidance
- Pastoral Care
- WeGROW & Horizon Programme
- Swiss Enrichment
- Financial Literacy
- Information, Technology & Media Literacy

Aesthetics
Craft & Technology
Humanities
Languages
Mathematics
Physical Education
Sciences
Academic Support
Subject-based Enrichment

What We Offer
System-wide Programmes
School-based Programmes

How We Offer
Differentiated
Integrated

Enhanced CE Programme
Applied Sciences (ALP)

Glocal Perspectives Programme
Values-In-Action Programme
Student Leadership Programme

Thoughtful Leadership (LLP)
[Community Youth Leadership]
## Instructional Programme
*(e.g. academic enrichment programmes, academic support programme, self-study programme, night study, academic monitoring and progression structures, consultations, MTL Fortnight, WSA-EC, overseas immersion trips)*

<table>
<thead>
<tr>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4/5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALP</strong> Tier 1: generic science research skills, modular LS science curriculum, mini science research project; Tier 2: talent development</td>
<td>Tier 1: specialised science skills e.g. arduino, 3D printing, modular LS science curriculum, mini science research project; Tier 2: talent development</td>
<td>Tier 1: science-VIA research project (tied to TLP), mentoring by teachers; Tier 2: talent development</td>
<td>Tier 1: science fair – showcase of research projects; Tier 2: talent development</td>
</tr>
</tbody>
</table>

## Student Development Programme
*(e.g. CCE, CCA, enhanced CE programme, education & career guidance, pastoral care, assembly programme, student discipline and recognition, student well-being initiatives, aesthetics programme, afterschool engagement programme, Swiss Enrichment programme, house & sports programmes, festivity events, NE events, orientation, open house)*

## Thoughtful Leadership Programme

**GPP** is a 2-year thematic taught programme focusing on the cognitive development of our students to raise their awareness about loca issues and lay the foundation for VIA and youth volunteerism. Themes covering loca issues include self and identity, education and health care. At Sec 3-4, students continue to develop their loca perspectives through Social Studies and the Enhanced CE Programme in the school.

| SLP and VIAP (STEP-IN) Tier 1: CCE lessons; life skills/SL training with VIA focus; leadership camp; interdisciplinary TL projects, multiple SL platforms; Tier 2: student-directed VIA | (STEP-FORTH) Tier 1: CCE lessons; life skills/SL training with VIA focus; leadership camp; interdisciplinary TL projects, multiple SL platforms; Tier 2: student-directed VIA; specialised SL training | (STEP-UP) Tier 1: CCE lessons; life skills/SL training with VIA focus; cohort OVIAYA trip; interdisciplinary TL projects, multiple SL platforms; student-directed class VIA; Tier 2: advance SL training | (STEP-FORWARD) Tier 1: CCE lessons; mentoring of juniors, completion of SL duties, cohort VIA programme, student-directed class VIA; Tier 2: student-directed VIA |
# Swiss Thoughtful Leadership Programme Overview

<table>
<thead>
<tr>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4/5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thoughtful Leadership Programme</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GPP</strong> is a <strong>2-year thematic taught programme</strong> focusing on the cognitive development of our students to raise their awareness about glocal issues and lay the foundation for VIA and youth volunteerism. Themes covering glocal issues include self and identity, <strong>education and health care</strong>. At Sec 3-4, students continue to develop their glocal perspectives through Social Studies and the Enhanced CE Programme in the school.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **SLP and VIAP (STEP-IN)**  
Tier 1: - CCE lessons; life skills/SL training with VIA focus; interdisciplinary TL projects, multiple SL platforms;  
Tier 2: student-directed VIA |
| **(STEP-FORTH)**  
Tier 1: - CCE lessons; life skills/SL training with VIA focus; leadership camp; interdisciplinary TL projects, multiple SL platforms;  
Tier 2: student-directed VIA; specialised SL training |
| **(STEP-UP)**  
Tier 1: - CCE lessons; life skills/SL training with VIA focus; cohort OVIA trip; interdisciplinary TL projects, multiple SL platforms; student-directed class VIA;  
Tier 2: advance SL training |
| **(STEP-FORWARD)**  
Tier 1: - CCE lessons; mentoring of juniors, completion of SL duties, cohort VIA programme, student-directed class VIA;  
Tier 2: student-directed VIA |
<table>
<thead>
<tr>
<th>Term</th>
<th>January – March</th>
<th>March Holidays (1 week) [Academic Support Programme, CCAs, Enrichment]</th>
<th>March – May</th>
<th>June Holidays (4 weeks) [Academic Support Programme, CCAs, Enrichment]</th>
<th>July – September</th>
<th>September Holidays (1 week) [Academic Support Programme, CCAs, Enrichment]</th>
<th>September – November [Note: School closes End October]</th>
<th>November-December Holidays (6 weeks) [CCAs &amp; Enrichment]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Orientation/CCA Fair</strong>&lt;br&gt;<strong>Start of CCAs</strong>&lt;br&gt;<strong>Start of SYF Arts Presentation and National School Competitions</strong>&lt;br&gt;<strong>Chinese New Year Celebrations</strong>&lt;br&gt;<strong>Total Defence Day</strong>&lt;br&gt;<strong>School X-Country Race</strong>&lt;br&gt;<strong>Integrated Learning Week (ILW)</strong></td>
<td><strong>End of Common Tests</strong>&lt;br&gt;<strong>Continuous Assessment</strong>&lt;br&gt;<strong>Academic Support Programme</strong></td>
<td><strong>End of Common Tests</strong>&lt;br&gt;<strong>Continuous Assessment</strong>&lt;br&gt;<strong>Academic Support Programme</strong>&lt;br&gt;<strong>Semester One Examinations (SA1)</strong>&lt;br&gt;<strong>Intensive MTL Programme</strong>&lt;br&gt;<strong>Parents-Teachers Conference</strong></td>
<td><strong>C Div National School Competitions</strong>&lt;br&gt;<strong>CCAs</strong>&lt;br&gt;<strong>Racial Harmony Day, National Day</strong>&lt;br&gt;<strong>Hari Raya and Teachers’ Day Celebrations</strong>&lt;br&gt;<strong>School Sports Day</strong></td>
<td><strong>MTL Fortnight</strong>&lt;br&gt;<strong>S4/5 E/N/NT Preliminary Examinations</strong>&lt;br&gt;<strong>Continuous Assessment</strong>&lt;br&gt;<strong>Academic Support Programme</strong>&lt;br&gt;<strong>National Examinations</strong></td>
<td><strong>CCAs stand-down (for SA2)</strong>&lt;br&gt;<strong>Post-Examination Co-Curriculum Programme (End-year)</strong></td>
<td><strong>Semester Two Examinations (SA2)</strong>&lt;br&gt;<strong>Promotional Exercise</strong>&lt;br&gt;<strong>Subject Combination Exercise</strong>&lt;br&gt;<strong>Parents-Teachers Conference</strong>&lt;br&gt;<strong>National Examinations</strong>&lt;br&gt;<strong>Bridging Programme</strong></td>
<td><strong>Enrichment including Student Leadership, Science (ALP), Drama and other Academic subjects, Talent Development, Swiss Enrichment (Sports), Camps and Overseas Trip (as part of ILW)</strong></td>
</tr>
</tbody>
</table>
Year of 2015

What we expect from your teenager....

• Strengthening Ownership

• Growing Self-regulation

• Greater Thoughtfulness & PRIDE
Purpose
Swiss Student Outcomes

• CONDUCT & CHARACTER
  - Self-Discipline and Values-Driven
  - Excellent Conduct Grade

• LEAPS
  - Regular CCA attendance
  - Active Participation in Enrichment, Competition, VIA and Attain Achievement
  - Exercise Leadership

• INTELLECTUAL DEVELOPMENT
  - Value-Added Results
  - Glocal & Ethical Thinking
MY TARGET SETTING

Before setting your targets, refer to the page on “Guide to Target Setting and Reflection” on how to set S.M.A.R.T. targets.

Semester One

<table>
<thead>
<tr>
<th>Subject / Character Development Area</th>
<th>Previous Year Overall Grade</th>
<th>CA1</th>
<th>SA1</th>
<th>Mid-Year Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The subjects and character development I achieved below expectations were...

I did not meet my expectations in intellectual and character development because...

To improve in Semester 2, I will...
Year of 2015

Starting the year well and acting upon

Guiding Principles for Staff and Students

Every Staff and Student Well-Cared for

Every Lesson a Good Lesson, Every Learning Activity Purposeful

Reflect and Learn from Every Opportunity and from Each Other
Starting the year well and continue to

- Reflect
- Act
- Care
Partners in Education

Encourage all Parents to

- Partner with us
- Support the School
- Support our less fortunate students
Talk by Year Master

S2: STEPPING FORTH

We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
Leadership Excellence

We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
“Never doubt that a small group of thoughtful concerned citizens can change the world. Indeed it is the only thing that ever has.”

~ Margaret Mead
We nurture Students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy

TOWARDS THOUGHTFUL LEADERSHIP
STEPPING FORTH The Leadership Experience

Equipping

Platforms

Character

Discipline
We nurture Students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy

TOWARDS THOUGHTFUL LEADERSHIP Structure And Outcomes

**THINK outcomes**
- Ethical
- Forward & Positive
- Glocal

**CARE outcomes**
- Self/Family
- School/Community
- Nation/World

**LEAD outcomes**
- Principled & Efficacious
- Managerial
- Transformational

Structure And Outcomes

THINK
- Ethical
- Forward & Positive
- Glocal

CARE
- Self/Family
- School/Community
- Nation/World

LEAD
- Principled & Efficacious
- Managerial
- Transformational
TOWARDS THOUGHTFUL LEADERSHIP
Core Experiences For The Year

THINK
Glocal Perspectives

- Semester 1
  - Education: Every Child’s Right

- Semester 2
  - Aging: Everyone’s Responsibility

CARE
Values-in-Action

- Project Child’s Play
  - @ JuniorCare Centres
  - 19/22 Jan & 2 July

LEAD
Student Leadership Training

- Personality and Learning profiles
- Design Thinking and Project Management
- Leadership Knowledge and Fundamentals
- Adventure Camp
  - June 2nd Week

Applied Learning Programme
(Science Research Skills)
Integrated Learning Programme
Week 10: 12 & 13 March 2015

- Bringing a Heightened Experience of Collaborative, Authentic and Service Learning Across Disciplines and Programmes

The Total Curriculum at Work
Glocal Perspectives, CCE, VIA, Student Leadership, English Language, Art, Science

AIMS AND OBJECTIVES:
To extend Student Leadership, Communicative Skills, Problem-solving and Critical Thinking Skills
Varied Platforms & Experiences

Developing Leadership in CCA

• S1: Teamwork
• S2: Personal Competence/Mastery
• S3-5: Leadership and Mentoring

Other Leadership Opportunities

• S1: Class Comm, Subject Reps, Project/VIA Leaders
• S2: Student Council, Sports Leaders, CE Ambassadors
Character Excellence

We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
FOCUS ON CHARACTER DEVELOPMENT

OUR CULTURE OF CARE

Teachers are role models
Every teacher a CCE teacher

2-3 FTs per class
Referral system
Life Coach
Teacher Student Conferences

CHARACTER & CITIZENSHIP EDUCATION LESSONS

8 Learning Outcomes

Identity; Who am I?
Strengths, passions

Relationships; Who are we? Me in the world

Choices; What do I do?
The impact of my choices
Character and Citizenship Education

PERSONAL QUALITIES

- **P**assion
- **R**esilience
- **I**ntegrity
- **D**are To Try
- **E**mpathy

Page 79-80 Student Guide
Purpose of CCA

A platform:

- To **discover your interests and talents for life long** learning;

- To learn **core values**, social and emotional competencies (**SEL**) and the emerging 21st Century Competencies; and

- For **friendships** and social integration amongst students of diverse backgrounds.
We nurture Students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
LEAPS 2.0

✓ A framework to recognise secondary school students’ holistic development.

✓ Students will be recognised with levels of attainment in four domains:

1. Participation
2. Achievement
3. Leadership
4. Service.

Implemented from 2014
Participation Domain in LEAPS 2.0

- At least **75% attendance** each year

  **Levels 1 - 4:**
  - Participation in a CCA for 2 to 5 years

  **Levels 4 – 5:**
  - Continuous involvement in the **SAME** CCA for 4 or 5 years

  **Levels 3 – 5:**
  - **Exemplary conduct and active contribution** in CCA with at least 3 years of participation in any CCA
Achievement Domain in LEAPS 2.0

Representation

Level 1:
- Represent class / house / CCA (Intra-school)

Representation/Accomplishment

Levels 2 – 4:
- Representation school or external organisation in an event
- Accomplishment in an event represented
- Levels increase with no. of years of representation/accomplishment

Level 5:
- Represent/accomplish Singapore / MOE / Singapore Schools / National Project of Excellence (NPOE) / UG HQ in international UG competitions
Leadership Domain in LEAPS 2.0

Level 1:
- Completed 2 modules on leadership

Levels 2 – 3:
- National Youth Achievement Award
  - Level 2: Bronze
  - Level 3: Silver and above

Levels 2 – 5:
- Recognition of progressive student leadership development through leadership positions
We nurture Students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy

**Service** Domain in LEAPS 2.0

**Level 1-4:**
Highest level attained in either:

- Number of **hours of service**
- Number of **VIA projects**
- A combination of both

**Level 5:**

- VIA project:
  - **Student-initiated**
  - Impacts the community **beyond the school**
## LEVELS OF ATTAINMENT

<table>
<thead>
<tr>
<th>Co-Curricular Attainment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong> (2 bonus points)</td>
<td>Student who attains a minimum Level 3 in all four domains with at least a Level 4 in one domain.</td>
</tr>
</tbody>
</table>
| **Good** (1 bonus point) | Student who attains a minimum Level 1 in all four domains with any one of the following:  
  i. At least Level 2 in three domains;  
  ii. At least Level 2 in one domain and at least Level 3 in another domain; or  
  iii. At least Level 4 in one domain. |
| **Fair** | Student’s attainment in co-curricular will not translate into any bonus points. |
CCA Expectations
For students
Attendance is compulsory
Please support your child fully in CCA
We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy

Intellectual Excellence
Focus on Intellectual Excellence

- Main Curriculum
- Enrichment Programmes
- Talent Development Programmes
  - Mathematics Olympiad Training & Competition
  - Science Talent Development
- Academic Support Programme
- Self Study Programme
Subject Combination Briefing
OBJECTIVES

- Provide interesting and relevant subject options of study at upper secondary for future academic progression and career

- Equip students and parents in making informed and deliberated choices / selections
### SUBJECTS OFFERED (2015)

<table>
<thead>
<tr>
<th></th>
<th>Sec 3 Express</th>
<th>Sec 3 Normal Academic</th>
<th>Sec 3 Normal Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subjects</strong></td>
<td>8 Subjects</td>
<td>6 Subjects</td>
<td>6 Subjects</td>
</tr>
</tbody>
</table>
### NORMAL (TECHNICAL) STREAM

<table>
<thead>
<tr>
<th>Subject No.</th>
<th>Class 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>English Language</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Mother Tongue Languages</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Mathematics</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Science</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>Subject No.</td>
<td>Class 1</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>English Language</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Mother Tongue Languages</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Mathematics</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Combined Humanities</td>
</tr>
<tr>
<td></td>
<td>Social Studies &amp; Elective (History / Geography)</td>
</tr>
</tbody>
</table>

NB: Students may be offered out-of-stream subjects i.e. O-Level Maths and/or Mother Tongue and/ or Science if the criteria is met.
We nurture Students to Think, Care and Lead with P.R.I.D.E. 
Passion . Resilience . Integrity . Dare to Try . Empathy

<table>
<thead>
<tr>
<th>Subject</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st</strong></td>
<td></td>
<td></td>
<td>English Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2nd</strong></td>
<td></td>
<td></td>
<td>Higher Mother Tongue or Mother Tongue Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3rd</strong></td>
<td></td>
<td></td>
<td>Elementary Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4th</strong></td>
<td></td>
<td></td>
<td>Additional Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5th</strong></td>
<td></td>
<td></td>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6th</strong></td>
<td></td>
<td></td>
<td>Combined Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Social Studies &amp; Elective (Literature / History / Geography)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Combined Humanities is **COMPULSORY** for all 3E / 3NA students.

• Combined Humanities as a subject is made up of 2 sub-subjects. Social Studies + Humanities Elective

**Express**
- Social Studies + E. Geography
- Social Studies + E. History
- Social Studies + E. Literature

**Normal Academic**
- Social Studies + E. Geography
- Social Studies + E. History
COMBINED HUMANITIES

• Special Requirement

Express students can offer **Double Humanities**

**Pure Literature**
- SS+ E.History
- SS+ E.Geography

**Pure History**
- SS+ E. Literature
- SS+ E. Geography

**Pure Geography**
- SS+ E. History
- SS+ E. Literature

Cannot Offer SAME SUBJECT as Pure and Elective
We nurture Students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy

SUBJECT CRITERIA [For EXPRESS]

- **Double Humanities (Pure Geography/History)**
  - Grade B for Sec 2 Geography/History

- **Double Humanities (Pure Literature)**
  - Grade B for Sec 2 Literature
  - Grade B for Sec 2 English Language

- **Triple Science**
  - Grade B for Sec 2 Science

- **Craft and Technology subjects**
  - Grade B in the respective subjects
<table>
<thead>
<tr>
<th>Subject</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘O’ Level Mathematics</td>
<td>• Grade A for S2N(A) Mathematics</td>
</tr>
<tr>
<td>‘O’ Level Mother Tongue Languages</td>
<td>• Grade A for S2N(A) Mother Tongue Languages</td>
</tr>
<tr>
<td>‘O’ Level Science (Chemistry / Biology)</td>
<td>• Grade A for S2N(A) Science</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>NA Students CAN Offer ‘O’ Level Art, D&amp;T or F&amp;N</td>
<td></td>
</tr>
<tr>
<td>Students who wish to offer 3 ‘O’ level subjects need to have overall MSG of ≤ 4.0 at 2N(A)</td>
<td></td>
</tr>
<tr>
<td>Students are expected to meet a minimum of Grade 4 by end of 3N</td>
<td></td>
</tr>
</tbody>
</table>
TRIPLE SCIENCE

• Triple Science is **NOT** a pre-requisite to read Medicine at university
  – You only need to have studied Chemistry and 1 other Science subject (Physics / Biology)
    • Chemistry is **compulsory** in Swiss Cottage, so you can do Medicine regardless of which combination you are allocated

• Triple Science no longer an option in JC
CRAFT AND TECHNOLOGY SUBJECTS

coursework (artefact and portfolio) than written assessment

self-directedness and time management

GREATER EMPHASIS

We nurture Students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
PRINCIPLES OF ALLOCATION
We nurture Students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy

ALLOCATION CRITERIA

- **MERIT**
  - Based on overall Sec 2 performance
  - Students who perform better will have priority (ranked first) over those who don’t perform as well

- **CHOICE**
  - 1st choice will be considered if your results meet the subject criteria

- **VACANCY**
  - Subjects offered are based on:
    - **Take-up rate** – a subject will not be offered if the take-up rate is not met.
    - **Availability of teachers** – a subject will have a maximum cohort size if too many students opt for it.
How to make the right choice?
Choosing your subject combinations

1. Your interests and aptitudes
2. Aspirations for your post-sec education
3. Aspirations for your career

Wherever you go, good CCA grades will give you up to 2 bonus points.

STICK TO YOUR CCAs ALL 4/5 YEARS AND BE ACTIVE!
We nurture Students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
The Career Compass provides you with a better understanding of exciting opportunities in the job market. It will also help you make more informed choices on your course of study and career. The Career Compass is a collaborative effort between government agencies to bring to you comprehensive and forward-looking information on careers, jobs and skills in demand. The Career Compass covers industry and manpower trends as well as occupational information such as skills needed, employment conditions and wages.
Useful links

- [http://www.swisscottagesec.moe.edu.sg](http://www.swisscottagesec.moe.edu.sg)
- [http://www.ecareers.sg](http://www.ecareers.sg)
- Websites of the various JCs
- Websites of the various polytechnics
- Websites of the ITE
Advice on Subject Combination

- Make your choices **WISELY** and **CAREFULLY**
  - This is a choice for **LIFE**
  - Talk to your teachers / parents / relatives etc for advice

- **DO NOT** ...
  - follow your friends’ options
  - choose without careful thought
  - choose without consulting teachers/parents/relatives
We Nurture Students to **Think, Care and Lead** with **P.R.I.D.E.**
*Passion . Resilience . Integrity . Dare to Try . Empathy*

**SCHEDULE OF ACTIVITIES**
# S2 Academic Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>• Meet the Parents</td>
</tr>
<tr>
<td>Feb</td>
<td>• Common Tests</td>
</tr>
<tr>
<td>Mar</td>
<td>• Progress Report 1 &amp; Parent Teacher Meeting</td>
</tr>
<tr>
<td>Apr</td>
<td>• ASP/SSP &amp; Gearing Up for SA1</td>
</tr>
</tbody>
</table>
| May   | • SA1  
       | • Post SA1 Subject Combination Briefing for Parents  
       | • Subject Combination Dip-Stick |
| Jul-Aug | • ASP/SSP |
| Sep   | • Progress Report 2 |
| Oct   | • SA2  
       | • Post SA2 Subject Combination Briefing for Students  
       | • Exercise Subject Combination |
| Nov   | • Results of Sec 3 Subject Combination Exercise |

We Nurture Students to **Think**, **Care** and **Lead** with P.R.I.D.E.  
**Passion . Resilience . Integrity . Dare to Try . Empathy**
School Support

- Modular System
  - Sem 1: Food & Consumer Education
  - Sem 2: Design and Technology
- Literature
  - Sem 1: Portfolio
  - Sem 2: Open Book Assessment (Unannotated)
- Subject Overviews
- Homework policy
  - 1-2 hrs a day
- Academic Support Programme
  - 2-3 FTs per class, supported by 1 Year Master per stream
Parental Support

- Monitor your child’s academic progress and developmental needs
- Reinforce importance of consistent effort and prompt submission
- Work in partnership with the school
Partnership for Success

Teenager

Stepping Forth

Parents

School
Child As a Learner

- Set SMART goals
- Be self-directed
- Be passionate about learning
Advice from Year Master

We nurture Students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
Parents Support Group

Presentation at ‘Sec 2 Meet The Parents’

16-Jan-2015
Areas of Focus: Swiss PSG

- Building Strong Bonds - Children, Parents & School
- Sharing Knowledge – Parents as Coaches
- Working In Close Relationship with School
I also want to be a role model for my children, and I think that what I do with the parent support group has inspired them to take leadership roles in the school.

Family Life

Dads are Cool – feature in MOE PSG handbook (14 PSGs sharing), launch during the 2014 MOE Excel Fest
National Level

April 2014, together with MOE & other school PSG Help organised the 1st PSG Conference during the MOE Excel Fest
Study Night – Sep/Oct 2014

Collaboration with school, parents & Alumni since 2011

Not Just Food @ Study Night!
Healthy Lifestyle –
Badminton game Every last Saturday of month

Nov 2011 - Featured in MOE’s Blog; School Bag
Dads for Life (Indoor Archery) – 29th Mar 2014

July 2012, Fathers@School
Featured in MOE’s Blog; School Bag
Breakfast with Principal 

SPS of Education, Hawazi Daipi visit to SCSS – May 2012

FamilyMatters@School
Family Nite Bowling – 1st Aug 2014

X-Country – 7th Mar 2014
It is an expression of our parents' heartfelt thanks to teachers and staff of Swiss Cottage for their relentless care and concern for their children! Our Swiss PSG Exco wishes all a Happy Teachers' and Staff Day!
Swiss Open House – 8th Nov 2014
Secondary 1 Registration Day – 22nd Dec 2014
What Benefits Parents get from PSG?

- Know what’s happening in school (Bi-monthly Newsletter, PSG events, regular meet up)
- Enjoy activities tailored for PSG members through involvement in planning and organizing
- Maximise your time, skills & talents in a meaningful way
• Would you, bring out the best in your child, through partnership with the school
• Would you, go an extra mile for your children
• Would you, make a difference in your child life
• Sometimes you feel that someone already serve the PSG, but most of the times, you realise that someone is YOU
Parent Online Survey

• Thank you!

• HOWEVER, the response is low and we appeal to parents to respond to the survey again, indicating your child’s Sec 1 class in 2014.
Triple P (Positive Parenting Programme)

A multi-level parenting and family support strategy

- **Developed by:** Professor Matt Sanders, Parenting and Family Support Centre in the School of Psychology at The University of Queensland, through more than 30 years of clinical research trial
- **Aim:** Prevent behavioural, emotional and developmental problems in children
- **Triple P Video**
We Nurture Students to **Think**, **Care** and **Lead** with **P.R.I.D.E.**
*Passion . Resilience . Integrity . Dare to Try . Empathy*

**Invitation Package**

- Cover Letter
- Brochures on Triple P
- **Strengths and Difficulties Questionnaire (SDQ),**
  - (a parent has to complete for programme recommendation)
- DL-sized return envelope for parents to return completed questionnaire
Invitation Package will be given to you through your child between 20 to 23 Jan 2015

To be submitted by 26 Jan 2015 to Form Teacher through your child.
Triple P Q&A

Who:
Mr Mohamed Faizal Bin Ahmad, Triple P Practioner
SUMMARY

Q & A

We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
Feedback:
bit.ly/scss_mtp_feedback

We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy
Thank you!

We nurture students to Think, Care and Lead with P.R.I.D.E.
Passion . Resilience . Integrity . Dare to Try . Empathy