



**GREENDALE
SECONDARY
SCHOOL**

26 MAR
2021

Secondary 2 Meet-The-Parents Session



Greendale Secondary School

Official (Closed) / Sensitive (Normal)


Learners • Thinkers • Leaders



Time	Segment
1850	Parents & Students to Login
1900	Principal's Address
1945	Q & A
2000	End of Session



Principal's Address

Items
Post-Secondary Education Pathways
2022 Subject Combination Exercise
<i>Update</i> on Cohort Holistic Development 
Transition from lower Secondary to upper Secondary
School-Parent Partnership



- No photography
- No videography
- No disclosure / circulation



15th Anniversary





Our School Leaders



Ms Amy Ng
Principal



Mrs Anne Chan
Vice-Principal



Mr Derek Lee
Vice-Principal



Class	Class of 2021 Class Mentors
2A	Ms Chua Ming Xiu, Mr Chan Soon Weng
2B	Ms Lim Xi, Mr Azli
2C	Ms Carol Look, Ms Claudia Toh, Mr Fathur
2D	Ms Sarah Lee, Mdm Koh Gek Kiang
2E	Mdm Suriani, Mr Harold Ho
2F	Ms Jolyn Teow, Mr Abdul Halim
2G	Miss Ong Ting Jia, Mr Victor Ong
2H	Miss Bernice Lek, Mr Bobby Chia
	Year Head Ms Lim Kerry

Email Addresses and School Contact communicated via Term 1 Information Sheet & CMs' Letter to Parent



The Greendale Journey

A Reflective & Respectful Learner

who is committed to the school

A Responsible Team Player & an Effective Communicator

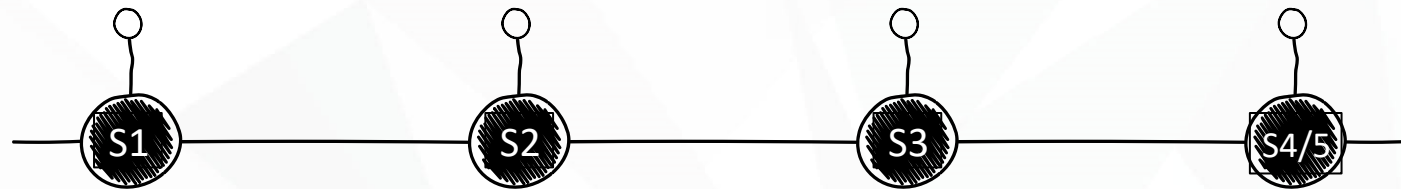
who serves and cares for others.

A Resilient & Upright Leader

who makes critical decisions.

A Confident and Values-driven Youth

who excels and contributes to the society.





BEGIN WITH THE END IN MIND

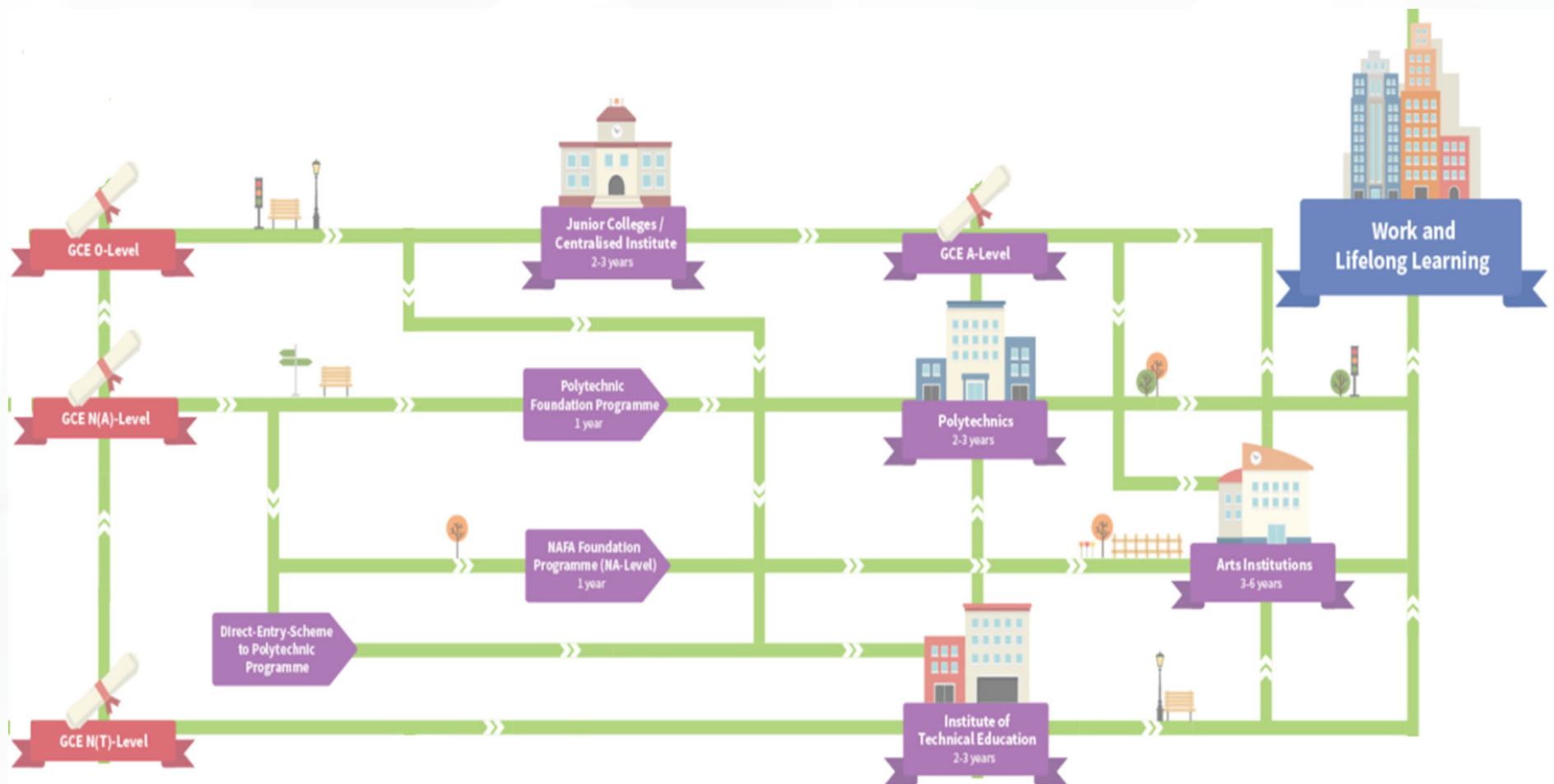




Post Secondary Education Pathways



Post Secondary Education Pathways



Learn for Life Movement



Preparing Learners to be Future-Ready

Multiple Pathways, New Opportunities

Education as an Uplifting Force

Nurturing Stewards of the Environment



Post Secondary Education Pathways

ENHANCEMENT

‘further streamline the ITE curriculum to allow more students to attain a *Higher Nitec* qualification **within a shorter time** to give ITE graduates greater access to **upgrading opportunities**, while ensuring they remain nimble to meet the needs of industry transformation.’



Post Secondary Education Pathways

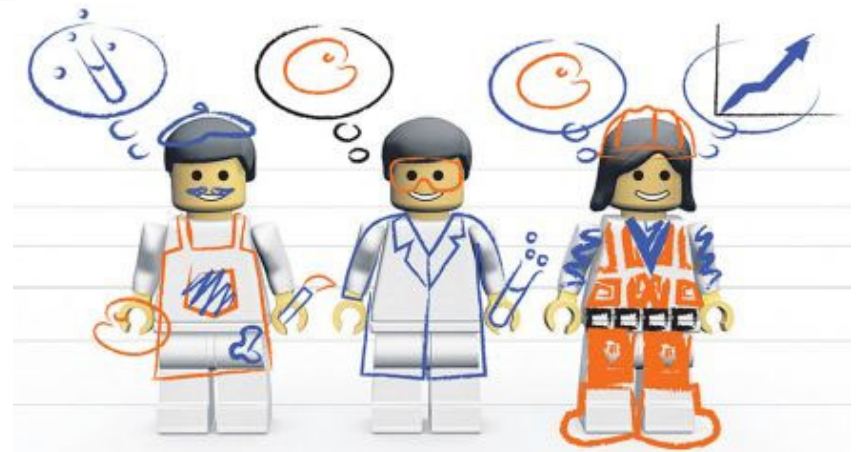
ENHANCEMENT

'From 2024 intake, students applying for admissions to the polytechnics will generally need to meet **three subject-specific** MERs instead of ELR2B2.'

'expand the **Common Entry Programme (CEP) offerings** from the Academic Year 2023 intake to include the Arts, Design & Media and Sciences clusters to enable them to **better appreciate the demands of each course**, and **discover their interests and strengths** before deciding on their specific diploma course.'



2022 Subject Combination Exercise





Interdisciplinary Approach to Education

Interdisciplinary Skills

No longer Arts vs Science/Maths

08 December 2020 | Press Releases Education

New College of Humanities and Sciences by NUS delivers interdisciplinary learning at scale

An enhanced undergraduate experience that is built upon the deep research expertise of two of the largest and most established faculties in Singapore

NTU undergrads must take new interdisciplinary core curriculum from next year

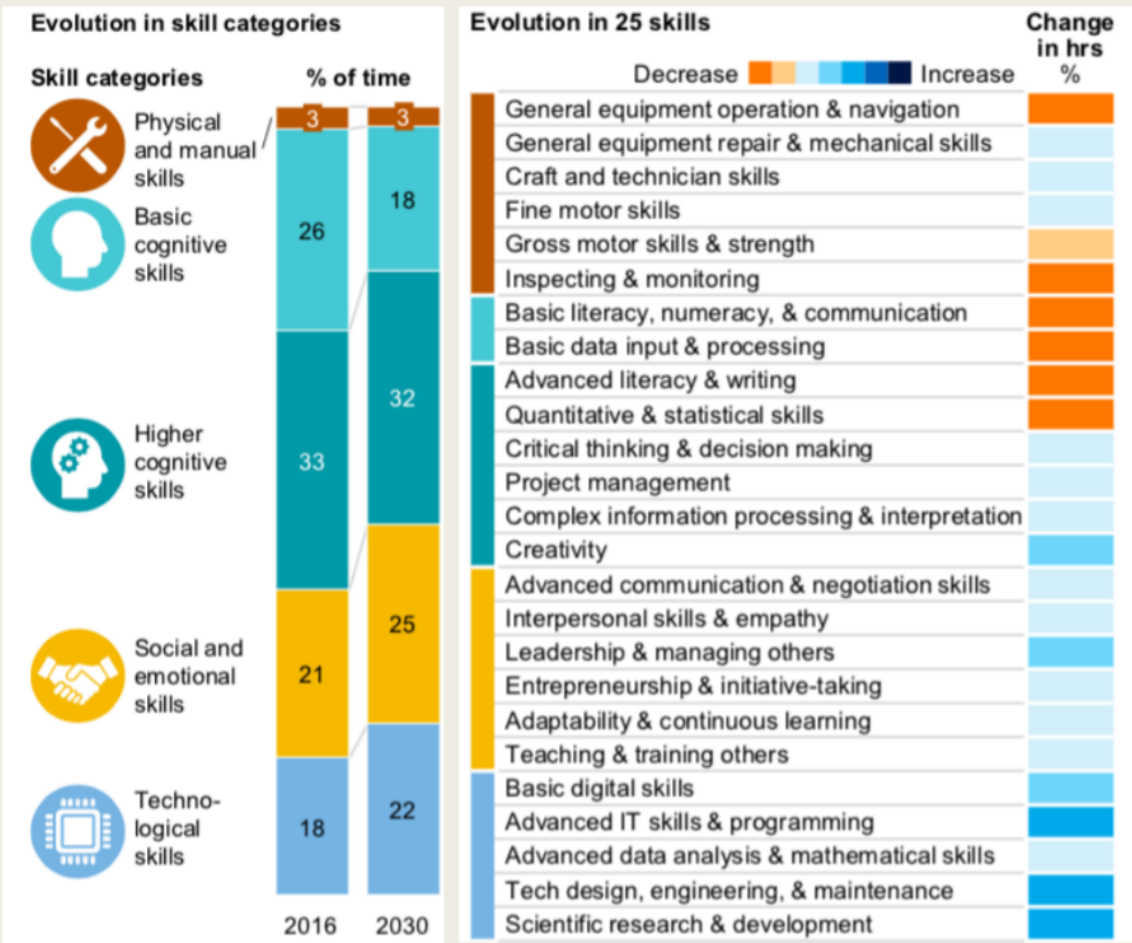
Interdisciplinary Learning and Research

At SUTD, we adopt an interdisciplinary approach in structuring our curriculum and research. Instead of having departments organised along traditional disciplines and as separate independent schools or faculty, we have four interdisciplinary pillars in the



Skills-Based Future

No Longer Just Academic



S2 Subject Combination Exercise

Objectives:

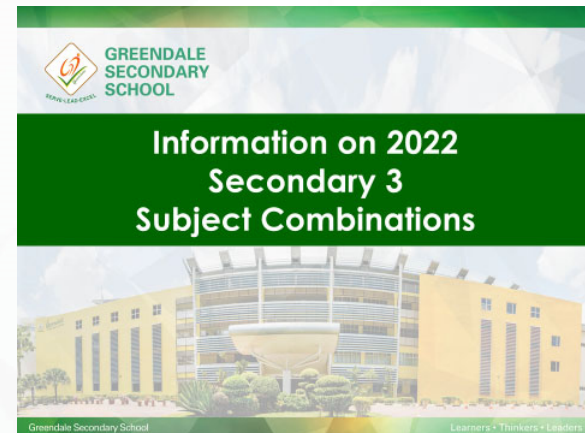
- Provide **appropriate and varied** subject combination options for study at upper Secondary level that are aligned to post-secondary education
- Equip students and parents in making **informed and deliberated** subject combination choices in line with future academic progression and career



Allocation of Subject Combination

The allocation of subject combination to students will be based on merit (student's overall percentage in Secondary 2), guided by:

- **Student's choice**
- **Specific subject criteria**
(shared earlier via school website & Parents Gateway)
- **Availability of school resources**





SN	Activity	Time Frame
1	Students' Interest Survey	5 March
2	Briefing for Parents	26 March
3	Briefing for students	October (after EOY)
4	Subject Combination Exercise	October (after EOY)
5	Release of Release	November



How can you help your child?

To begin with, you may consider these questions:

- **Which subject/s is your child good at?**
- **What are your child's strengths and interests?**
- **What have you observed about your child's learning style?**
- **What has your child shared about his/her dreams and aspirations?**



Assessment Weightings

TERM 1	TERM 2	TERM 3	TERM 4
Class Test (10%)	Graded Assignments (10%)	Class Test (10%)	Graded Assignments (10%)
	Mid-Year Examination (20%)		End-of-Year Examination (40%)

**Except FCE and D&T which are only offered for one semester*



new

Update on Cohort Holistic Development



AGGREGATE SCORE (EXP)

CLASS	MSG			L1B5		
	EOY	OVL	TARGET	EOY	OVL	TARGET
COHORT	3.0	2.7	3.3	13.7	12.3	17.3
2019	3.2	3.1	3.1	14.4	13.9	17.0

AGGREGATE SCORE (NA)

CLASS	MSG			EMB3		
	EOY	OVL	TARGET	EOY	OVL	TARGET
COHORT	3.3	3.2	2.8	11.2	12.2	12.5
2019	4.2	3.9	2.6	15.2	13.7	11.3

AGGREGATE SCORE (NT)

CLASS	MSG			EMB1		
	EOY	OVL	TARGET	EOY	OVL	TARGET
COHORT	2.9	2.9	2.1	8.3	8.4	6.9
2019	3.2	3.0	2.4	8.1	8.3	6.7



Be clear on the **CRITERIA** for:

- **offering of specific subjects** (e.g. Additional Mathematics, Pure History and etc.)
- **continued/new offering of subjects at a more demanding level**

**Information can be found on slides uploaded on school website and Parents' Gateway*



Teachers' Feedback

Strengths	Challenges
Students <u>interact well</u> among each other regardless of streams.	Teachers must be <u>equipped to plan & carry out lessons using DI</u> .
<u>More opportunities</u> for students to learn from one another, and to stretch themselves.	Fewer opportunities to bond and <u>deepen relationships</u> .
Classroom <u>discussions</u> are <u>richer</u> due to greater diversity of perspectives.	

What makes our students proud of GREENDALE?

I am proud that our school has **FSBB** and that helped me bond better with my friends as well as give me a **wider range of friends** to hang out with.



- *Thean Faang, 2C*

I am proud to be from Greendale because this school helped me **improve a lot** based in terms of my behavior and studies. And also, the teachers in this school are understanding. Greendale has also organised lots of **fun activities** for the students.



- *Qistina, 2G*

What makes our students proud of GREENDALE?

I am proud to be from Greendale because of the **amazing teachers** who are kind and caring. Despite being a young school, we have **achieved** so much.



- Jabez, 2F

I am proud to wearing **my school uniform** and I am proud that I am in this school.



- Hannah, 2E

I am proud to be from Greendale because I can truly call Greendale Secondary School **my second home** where I get to be surrounded by **people I care about** and **people who also care about me**.

- Anonymous, 2D

What makes our students proud of GREENDALE?

I am proud to be a Greendale Student because of the people surrounding me. I feel that I have become **a better person** because of them and I am **eternally grateful** for all they have done for me. I have more fun in school because of them and I feel that I am **learning much better!** :)



- Matthew, 2B

I am proud to be from GREENDALE because I like the **school environment** and the **intriguing activities** that the school had offered to my classmates and me.



- Darren, 2A

I am proud to be in Greendale for the **many new friends I make** and **many opportunities** to do **out-of-curriculum activities**.



- Xan, 2H



Transition from lower Secondary to upper Secondary





What to look forward to?

- New classmates, new syllabus, new environment
- More opportunities to contribute to the school, for example through their Co-Curricular Activities (CCAs)
- Extension Phase for Education & Career Guidance





How can our students get there?

ACADEMIC DEMANDS

Take **OWNERSHIP** of learning

Seek Clarifications **EARLY**
when in doubt

Be **CONSISTENT** – Pay attention in
class, submit good quality work

HIGHER EXPECTATIONS FROM EVERYONE

Adopt a **POSITIVE & GROWTH**
Mind-set

Be **RESILIENT**

USE TIME WISELY

Set Priorities & Manage Time

Choose Friends who help you to
Grow



School-Parent Partnership





Parental Involvement

- Provide a conducive learning environment
- Provide a pair of listening ears
- Be supportive
- Be understanding
- Be present!
- Collaborate with the school





Let us work together to help our students

**BELIEVE
&
ACHIEVE!**





**For more information, please contact
your child/ward's Class Mentors or Year Head.**

The email addresses can be found in the
Term 1 Information Sheet, Class Mentors' Letter
and the school website.



THANK YOU!

