



Secondary 3 Parents' Webinar

16 January 2026

CONVENT OF THE HOLY INFANT JESUS
SECONDARY



Welcome Address



Ms Genevieve Chye
Principal

**CONVENT OF THE HOLY INFANT JESUS
SECONDARY**



Outline

- Introduction
- Overview of the Sec 3 Journey
- Highlights in Sec 3
- CCA & LEAPS 2.0
- MOE-OBS Challenge Programme





Year Head Team



Ms Balvinder Kaur
Year Head
(Upper Secondary)



Mr Eraja Rajan
Assistant Year Head
(Upper Secondary)





Form Teachers



3 Angela



Ms Stephanie Lim



Mrs Lois Law

3 Bridget



Ms Nicole Lek



Mrs Gladys Hoy





Form Teachers



3 Clare



Mr Chan Yew
Chong



Mrs Wendy
Lee

3 Elizabeth



Ms Nicole Teo



Mr Harry Goh



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Form Teachers

3 Frances



Mr Li Zhengjun



Mrs Eugenia Tan

3 Helena



Ms Joanne Tan



Mr Tristan
Fernandez



Form Teachers



3 Marianne



Mr Ernest
Leong



3 Gemma



Ms Tan
Boon Chui

Mr Derrick
Ng

Mr Daryl
Chan





Form Teachers



3 Josephine



Ms Angela Lim



Ms Nur
Afiqah



Student Support Team



Ms Andrea Wang
(Senior Counsellor)



Mrs Mathews
(Counsellor)



Ms Hazirah
(Counsellor)





Student Support Team



Ms Jesslyn Fong
(SENO)



Ms Genevieve Pang
(SENO)



Ms Tan Jia Hui
(Student Welfare
Officer)



Ms Sharon Tay
(Senior ECG
Counsellor)



School-Home Partnership

Respectful Communication
Foster kind words and actions between parents 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.

Role Models
Show our children the skills and values they need for life



- Practise gratitude and find joy in everyday experiences with our children.
- Instil confidence by encouraging responsibility and believing in each child's abilities.
- Model good values in words and actions, at school and at home.

Real Connections
Cultivate strong relationships and healthy habits in this digital age



- Build strong bonds through shared experiences and meaningful conversations.
- Establish good habits for our children to stay confident and in control of their technology use.
- Provide a balanced mix of engaging online and offline activities, at school and at home.



School-Home Partnership



- **School Website** and official social media account
- **Parents Gateway (PG)** for IJ Quarterly, announcements, consent forms and resources
- **School Events**
 - Parents' Talks
 - Parent-Teacher Meetings
 - Others (e.g. Honours Day, Graduation Ceremony)
- Parent Support Group (PSG)
- Keep in contact with school teachers via email (7am to 5pm)

Working in partnership to develop your child, our student



Overview of the Secondary 3 Journey



Ms Balvinder Kaur
Year Head



Distinctive IJ Experiences



IJCE Breaker Week





Distinctive IJ Experiences



**IJCE Breaker
Week**

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Distinctive IJ Experiences





Distinctive IJ Experiences



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What can I expect in Sec 3?



Academics

Increase in workload
Higher level material
Consistency is key



CCA

More responsibilities
Time management



New Friends

New classmates
Changes in friend groups



Academic Matters

| | WA1 | WA2 | WA3 | EOY |
|---------------------------------|-----|-----|-----|-----|
| Examinable subjects except HMTL | 10% | 15% | 15% | 60% |
| HMTL* | 5% | 30% | 5% | 60% |

*Students offering Higher Mother Tongue Languages (HMTL) will take the GCE O Level Mother Tongue paper in Sec 3 to qualify to continue offering HMTL



Academic Matters

End of Secondary 4/5

Singapore-Cambridge Secondary Education Certificate (SEC) Examination

- From 2027, students will sit for the new SEC examinations, with different papers for each subject level.

Post-Secondary

Admission to post-secondary education institutes

- Admission criteria have been progressively updated to recognise students taking different combinations of subjects and subject levels.

E.g., Polytechnic Foundation Programme (PFP) has been expanded to allow access to students offering G3 subjects, or a mix of G2 and G3 subjects.

Singapore-Cambridge Secondary Education Certificate (SEC)

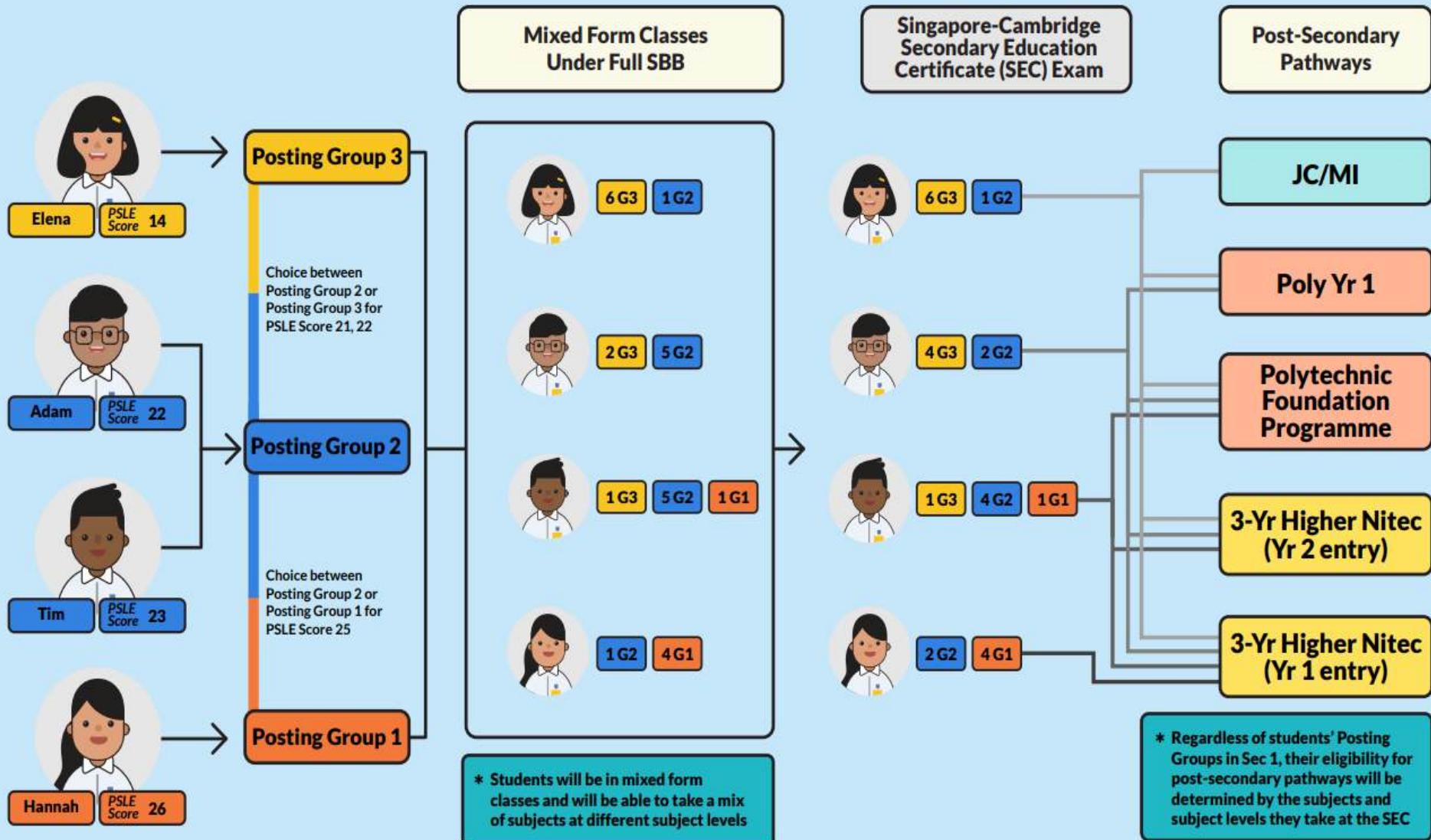
- Students will offer the **Full SBB equivalent of retired subjects** (e.g. G1 Computing instead of CPA).
- SEC examination timetable will be **harmonised** to allow students to better pace their learning with all students taking their examinations in the same period.
- Written examinations for English and Mother Tongue Language (MTL) will be conducted ~1 month ahead of other subjects, with **only one sitting for MTL**.





Secondary School Experience and Post-Secondary Pathways Under Full SBB

From 2024, you can take subjects at different levels, eg. G1, G2 or G3, which suit your strengths, interests and learning needs. Along the way, your teachers will guide you to make adjustments as needed. At the end of Secondary Four, all students will take the Singapore-Cambridge Secondary Education Certificate examinations. There will be more options for your post-secondary pathways, and many more opportunities to excel in the pathway you choose. The future is yours to make!





Overview of Post-Secondary Pathways



From 2028,
more post-secondary options
will be available.

| Students taking at least | POST-SEC PATHWAYS | | | | | |
|-----------------------------|------------------------|------------------------|---|-----------------------|------------------------|-------------------|
| | ITE Year 1 Entry | ITE Year 2 Entry | Polytechnic Foundation Programme (PFP) | Polytechnic Year 1 | Millennia Institute | Junior College |
| 5 G3 subjects | ✓ | ✓ | NEW ✓ | ✓ | ✓ | ✓ |
| 4 G3 + 1 G2 subjects | ✓ | ✓ | NEW ✓ | NEW ✓ | | |
| 5 G2 subjects | ✓ | ✓ | ✓ | | | |
| 4 G1 subjects | ✓ | NEW ✓ | | | | |



Overview of Post-Secondary Pathways

- Students can use grade mapping to aggregate scores across subjects offered at different subject levels for post-secondary progression

| <u>Downward grade mapping table from G3 to G2</u> | |
|--|-----------|
| G3 | G2 |
| A1-B3 | 1 |
| B4-C6 | 2 |
| D7 | 3 |
| E8 | 4 |
| 9 | 5 |
| | 6 |

| <u>Downward grade mapping table from G2 to G1</u> | |
|--|-----------|
| G2 | G1 |
| 1 | A |
| 2 | A |
| 3 | A |
| 4 | B |
| 5 | C |
| 6 | D |
| | E |



Option of fifth year in secondary school



- Students will be eligible for the fifth year if they meet either one of the following criteria:
 - 3 or more G3 Passes, and not qualify for JC/MI/Poly Year 1
 - 2 or fewer G3 Passes, and attain a gross ELMAB3 ≤ 21 , ELB3 ≤ 14 or MAB3 ≤ 14 , computed at G2
- Only students with a gross ELMAB3 (at least Grade 5 for all subjects computed at G2) of 19 points or better can offer all their subjects at G3 in the fifth year.



Junior College Pathway



- From 2028 JC1 cohort, JC admission criteria will be **revised from L1R5 to L1R4**;
 - This allows students to recalibrate curriculum load by offering one fewer subject, and use freed-up time to pursue their interest and strengthen development of 21st Century Competencies e.g. through CCA or school programmes

1) Qualifying threshold for JC revised to L1R4 ≤ 16 and retained at L1R4 ≤ 20 for MI

| | Aggregate Scores (computed with G3 subjects) | Qualifying Threshold |
|--------------------|---|---------------------------------|
| Junior College | L1R4 | ≤ 16 |
| Millenia Institute | L1R4 | ≤ 20 |

2) Minimum subject grade requirements will remain

| Subject | Grade |
|--|---|
| English Language | 1-6 at G3 |
| Mathematics (Elementary/Additional) | 1-7 at G3 |
| Any one Mother Tongue Language | Higher Mother Tongue Language: 1-8 at G3 Mother Tongue Language: 1-7 at G3; 1-5 at G2; A-D at G1 |



Junior College Pathway



- **JC/MI aggregate score will include Language, Humanities and Mathematics/Science subjects**
 - This ensures that students continue to cope with the academic rigour of the A-Level pathway

| JC/MI aggregate score composition | Subjects |
|--|--|
| First Language ("L1") | English or Higher Mother Tongue |
| Relevant Subject 1 ("R1") | Best-scoring subject from Humanities |
| Relevant Subject 2 ("R2") | Best-scoring subject from Mathematics or Science |
| Relevant Subject 3 ("R3") | Best-scoring subject from Humanities, Mathematics or Science |
| Relevant Subject 4 ("R4") | Any best-scoring subject except Religious Knowledge |



Junior College Pathway



- **Bonus points cap will be lowered from four to three**
 - Students who apply through the Joint Admission Exercise (JAE) and are selected for Language Elective Programme (LEP) continue to be eligible for two bonus points on top of this cap for admission to respective JCs



Polytechnic Year 1 Pathway



- From 2028, one 'Best' [B] subject can be fulfilled at G2 or G3 as part of the aggregate score for admission to Polytechnic Year 1
- Students who offer both [B] subjects at G3 will have the [B] subject with a lower grade mapped from G3 to G2 based on a grade mapping table.
- Correspondingly, the net aggregate cut-off will be adjusted from 26 points to **22 points**.

Grade Mapping Table from G3 to G2

| G3 | G2 |
|------------|----|
| A1, A2, B3 | 1 |
| B4, C5, C6 | 2 |
| D7 | 3 |
| E8 | 4 |
| 9 | 5 |

Polytechnic Foundation Programme (PFP)

- From 2028 intake, students offering G3 subjects, or a mix of G2 and G3 subjects will be allowed to access PFP
- **ELMAB3 (English, Mathematics, Best 3 subjects) raw aggregate score:**
12 points or lower, excluding CCA bonus points
- G3 grades will be mapped downwards for admission to PFP

Polytechnic Foundation Programme (PFP)

| Subject specific requirements for PFP | |
|--|------------------------------|
| G2 subjects | New grade requirement |
| English Language | 3 |
| Mathematics | 3 |
| Relevant Subject | 3 |
| Two “Best” Subjects | 4 |

| Grade Mapping Table from G3 to G2 | |
|--|-----------|
| G3 | G2 |
| A1, A2, B3 | 1 |
| B4, C5, C6 | 2 |
| D7 | 3 |
| E8 | 4 |





Polytechnic Foundation Programme (PFP)

- Admissions will be restructured to a **cluster-based approach** starting from the AY2026 intake.
- Students will enter one of the following three key broad clusters. At the end of the PFP year, students will then apply to a specific diploma course, and posting will be based on their PFP performance and course choice:
 - Sciences
 - Design, Engineering & Technology
 - Humanities, Art, Media and Business
- Students seeking admission to Nursing, Tamil Studies in Early Education and Early Childhood Development & Education courses will continue to be admitted via the broad clusters or directly to these specific diplomas in their PFP, as these courses are more specialised



3-Year Higher Nitec at ITE



- By AY2026, ITE will transit all its Nitec courses to the enhanced **three-year** curricular structure leading directly to a Higher Nitec certification
- Under the enhanced curricular structure, the Nitec and Higher Nitec curricula will be streamlined by removing overlapping competencies between related Nitec and Higher Nitec courses
- From AY2028 ITE intake, admissions requirements for entry to **Year 1 of 3-year** Higher Nitec courses will be set at G1



3-Year Higher Nitec at ITE

- ITE aggregate score will be computed based on **four G1 subjects**
- G3 and G2 grades will be mapped to G1 based on the grade mapping table

| Grade mapping table (G3 to G2 to G1) | | | ITE Aggregate score |
|---|-----------|-----------|------------------------------------|
| G3 | G2 | G1 | |
| A1-B3 | 1 | A | 1 |
| B4-C6 | 2 | A | |
| D7 | 3 | A | |
| E8 | 4 | B | |
| 9 | 5 | C | |
| - | 6 | D | |
| - | - | E | |

Early Admission Exercise for the Sec 4s

- DSA –JC: May 2026
- Poly EAE: June 2026
- ITE EAE: May 2026

Tentative periods





ECG Support @CHIJ



For more information on post-sec pathways, please join us for our ECG webinar on **25 May!** More info will be shared via PG closer to the date.

- Senior ECG Counsellor: Ms Sharon Tay
- <https://go.gov.sg/chijsharontay>
- Tuesdays, Wednesdays and selected Fridays at the school Library (ECG room)
- via appointment (online/F2F/phone)

Student Well-Being and Holistic Development

- **School Counsellors** and **Special Educational Needs Officers (SENOs)**
- **Munch Time** at 9am and 12pm, in addition to 40min recess
- **TLC** (Form Teacher Contact Time)
- **Student-Initiated Learning**
- Gather feedback via School Leader and Year Head **Dialogues, Student Forum**



Student Well-Being and Holistic Development



Birthday Pins



Wellness Journal



Student Well-Being and Holistic Development



Values-in-Action



Student Well-Being and Holistic Development

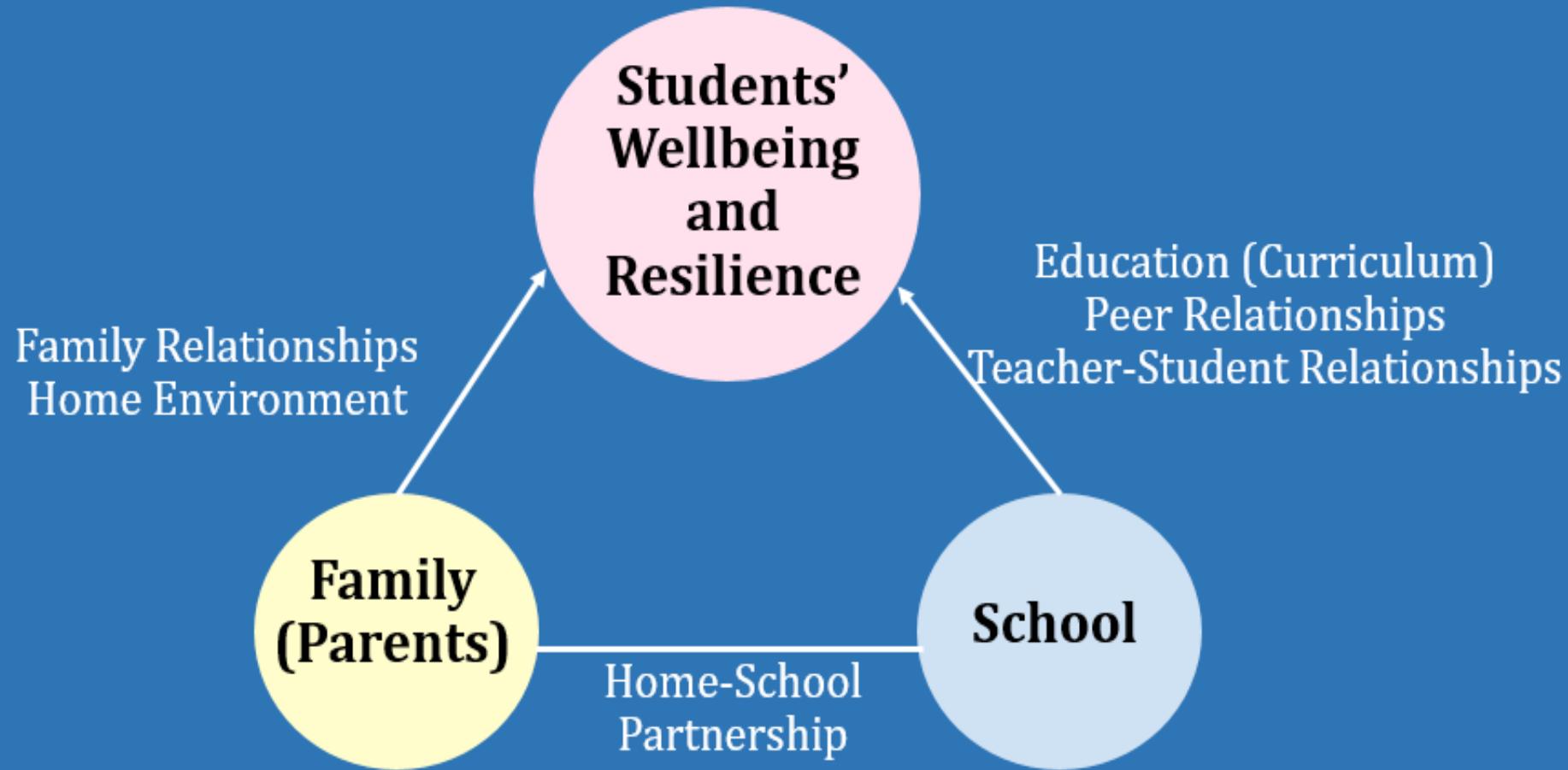


Learning Journeys

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Supporting Student Well-Being



Project HERO

Term 1: Hope

New Start & Transitions:
goal-setting, support networks
and self-management



Term 3: Resilience

Resisting negative influences
and being a positive influence
on others



Term 2: Efficacy

Dealing with Disappointments:
supporting myself and others

Term 4: Optimism

Self-reflection and
developing positivity

Parent Engagement Resources

Project HERO

A collaboration between CHIJ Secondary and National Healthcare Group
Challenges your Sec 2 daughter may be experiencing...

Academics

Disappointment with their WA1 results and apprehension about subject allocation

Sense of Self

Influence from their peers and social media

Time Management

Balancing their friendships, studies and CCA



Feeling overwhelmed?
Try a breathing exercise!

Project HERO

A collaboration between CHIJ Secondary and National Healthcare Group



Term 3:
Resilience

Term 3 is an action-packed term as our Sec 1 students take part in various events and prepare for assessments and projects.

As a parent/guardian, equipping your daughter/ward with skills to handle challenges can help her become more resilient. Working to identify and fix Automatic Negative Thoughts (ANTs) as well as to practise stress management techniques will teach her to better cope with difficult moments instead of feeling overwhelmed and helpless.

Connect

Use the conversation starters shared in Term 1 to check in. Find out what's on her mind and remind her that she has support from those around her.

Role model

What are some activities you do to manage stress? Invite her to join you in an activity. Guide her to plan realistic goals regarding schoolwork and other activities.

What we can try...



Champion health

Encourage moderate eating habits and strive towards a balanced healthy lifestyle together. Set guidelines on the use of devices to encourage her to get sufficient rest.

Encourage positivity

If she verbalises ANTs, try the 3Rs below to help shake off unhealthy thinking patterns. Work together to replace these thoughts with helpful ones. Left unaddressed, ANTs may lead to depression or anxiety disorders.

3Rs

Using the 3Rs will help your daughter/ward maintain good mental health and build resilience. Try using the RECALL-RATIONALISE-REPLACE strategy on some of your own ANTs first (if any) before working on it with her.

RECALL

Guide her to identify the ANT related to the situation

Type of ANT

Unrealistic
Expectations of
self and others are
overly high

"Only 33/50 for my math test? I ought to do better!"

Mind Reading
Conclusions are
made without
evidence or facts

"Tracy didn't join my group for the project. I think she doesn't want to be my friend anymore."

Blaming Others
It's always others
contributing to the
problem

"We lost the game because the other team cheated. They can't be better than us!"

RATIONALISE

Get her to check her assumptions

and find new ways of thinking

REPLACE

Work together to develop helpful thoughts to replace the ANT

- What would someone else whom you trust say?
- Are you being too hard on yourself?

- What other evidence do you have for this?
- Is this a fact or are you making assumptions?
- What is the evidence for or against this?
- How else can we look at this situation?

This is a good result still. I'm grateful for the hard work put in and the results. I can continue working hard.

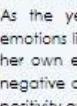
Perhaps she has other reasons. We can continue being friends without doing everything together.

I feel bad about losing but I'll feel better over time. Maybe our team can focus on improving our skills.



Project HERO

A collaboration between CHIJ Secondary and National Healthcare Group



Term 4:
Optimism

As the year-end exams get closer, your daughter might feel emotions like excitement, nervousness and worry. Peer pressure and her own expectations could also make her feel sad, frustrated, or negative at times about what's ahead. Your guidance can promote positivity and resilience for her future.

What your daughter may be thinking as she prepares for her exams or receives her results:



Labelling

"I got that question wrong. I am so dumb!"

'Should' Statements

"I scored an A for this subject at PSLE – I should be scoring an A now!"

All-or-Nothing

"I made so many mistakes. If I can't do it perfectly, I might as well not bother!"

How can you help your child be more optimistic?

01

Noticing negative self-talk and working out alternative messages

Pessimistic: I failed Math WA so I will fail the exam too.

Optimistic: Math WA was a temporary setback. I will work harder for the exam.

Remind your daughter about who she is.

With a positive attitude, she can conquer challenges; failures don't define her.

02

Confronting the issue and looking ahead

Pessimistic: I must never make any mistakes.

Optimistic: Making mistakes is normal. I will do my best to be more careful.

Remind your daughter what she can do.

Moving forward, she can take steps and adopt strategies to overcome challenges.

03

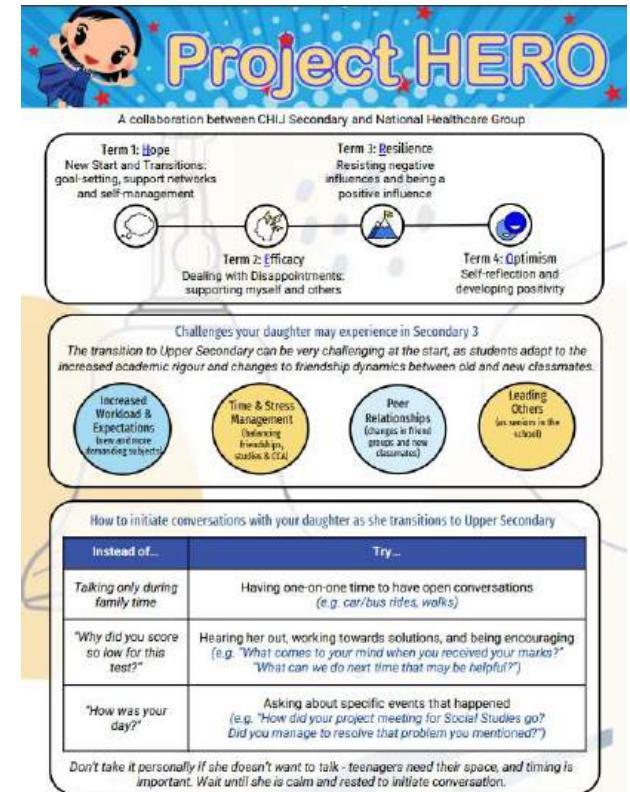
Counting our blessings and practising gratitude

Remind your daughter about what she has - the support systems around her.

Work with her to list 3 things that she is grateful for during this period.

How can I support my daughter as she transitions to Upper Secondary?

- **Affirm her on accomplishments** outside of academics.
- Have **open conversations** about the different challenges she may face, and be a listening ear.
- **Be encouraging** and work together towards solutions.



The image shows the 'Project HERO' booklet, a collaboration between CHIJ Secondary and National Healthcare Group. The cover features a cartoon character and the title 'Project HERO' in large, colorful letters. The booklet is divided into several sections:

- Term 1: Hope**
New Start and Transitions: goal-setting, support networks and self-management
- Term 2: Efficacy**
Dealing with Disappointments: supporting myself and others
- Term 3: Resilience**
Resisting negative influences and being a positive influence
- Term 4: Optimism**
Self-reflection and developing positivity

Challenges your daughter may experience in Secondary 3
The transition to Upper Secondary can be very challenging at the start, as students adapt to the increased academic rigour and changes in friendship dynamics between old and new classmates.

| Instead of... | Try... |
|---|--|
| Talking only during family time | Having one-on-one time to have open conversations (e.g. car/bus rides, walks) |
| "Why did you score so low for this test?" | Hearing her out, working towards solutions, and being encouraging (e.g. "What comes to your mind when you received your marks?" "What can we do next time that may be helpful?") |
| "How was your day?" | Asking about specific events that happened (e.g. "How did your project meeting for Social Studies go? Did you manage to resolve that problem you mentioned?") |

Don't take it personally if she doesn't want to talk - teenagers need their space, and timing is important. Wait until she is calm and rested to initiate conversation.



How to initiate conversations with your daughter as she transitions to Upper Secondary

| Instead of... | Try... |
|--|---|
| <i>Talking only during family time</i> | Having one-on-one time to have open conversations (e.g. <i>car/bus rides, walks</i>) |
| <i>"Why did you score so low for this test?"</i> | Hearing her out, working towards solutions, and being encouraging (e.g. <i>"What comes to your mind when you received your marks?"</i> <i>"What can we do next time that may be helpful?"</i>) |
| <i>"How was your day?"</i> | Asking about specific events that happened (e.g. <i>"How did your project meeting for Social Studies go?</i> <i>Did you manage to resolve that problem you mentioned?"</i>) |

Don't take it personally if she doesn't want to talk - teenagers need their space, and timing is important. Wait until she is calm and rested to initiate conversation.

Termly Study Tips to Share with Your Daughter!



1. Plan Ahead

- **Use a calendar** (digital or physical) to mark important events and dates.
- Using different colours would also help make it easier to understand.



3. Set Deadlines and Goals

- Ask your daughter to **set her own deadlines and goals**.
- This would help give her ownership and responsibility for her work.



2. Work on One Thing at a Time

- Multitasking makes us less efficient, more prone to mistakes, and can give us a great deal of stress.
- **Focusing on just one task at a time** is a great way to learn and produce high-level work.



4. Be Aware of Procrastination

- Your daughter may procrastinate because she is overwhelmed or does not understand how to do the work.
- **Talk to your daughter if you suspect she may be facing difficulties** with her work and encourage her to seek help.

Study Skills: Have a Study Plan

- **Don't cram all the studying into one session!
Consistency is key!**
- **Plan when to study and have a specific goal for that study time**
- **Refer to and review notes when completing homework**
- **No distraction when studying (e.g. TV, phone, iPad)**

Study Skills: Have a Study Plan

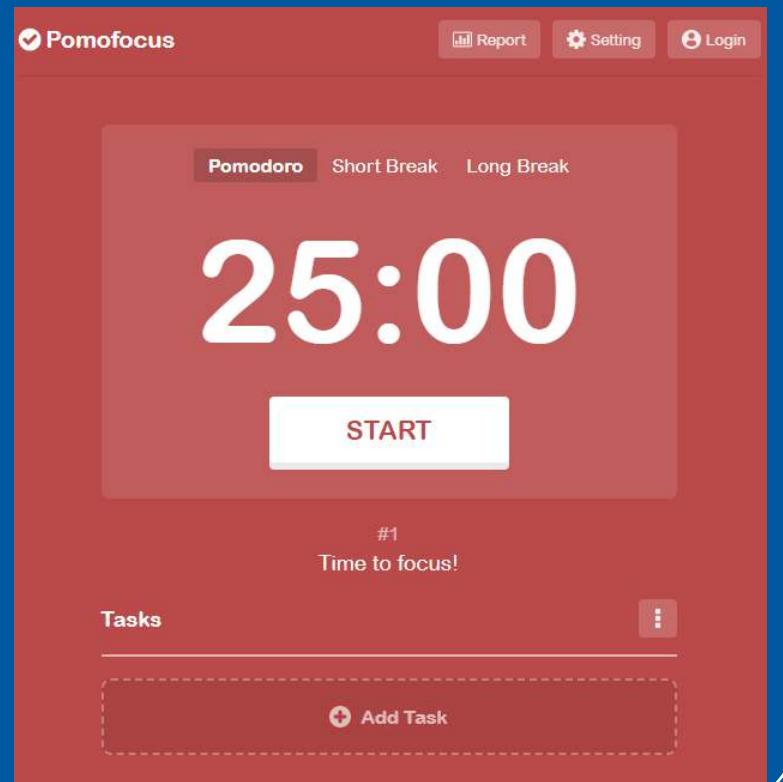
| | MON | TUE | WED | THU | FRI |
|-------|-----------------------------|-----------------------------|-----------------------------|---------------------|----------------|
| 4-5pm | Complete Chem HW | Complete Geog HW | CCA | Complete Bio HW | CCA |
| 5-6pm | Complete Math HW | Make notes for SS Chapter 2 | | Practise Qns for SS | |
| 6-7pm | Dinner | Dinner | Dinner | Dinner | Dinner |
| 7-8pm | Break | Break | Break | Break | Break |
| 8-9pm | Make notes for SS Chapter 1 | Read Lit Chapter 4 | Make notes for SS Chapter 3 | Complete EL Compo | Complete AM HW |



Study Skills: Pomodoro Technique

Use a timer to break studying into intervals (typically 25min), separated by short breaks (typically 5-10min).

<https://pomofocus.io/>



Study Skills: Cornell Note Taking



Helps to organise and summarise notes by:

- **key words/questions**
- **notes and key thoughts**
- **summary**

Encourages intentional note-taking and active summarising!



Q&A

How can my daughter cope with her subjects in Sec 3?

Subject combination offered is based on Sec 2 overall results to help students cope better in Upper Sec.

Encourage her to be consistent in her work.

Students can arrange for individual or small-group consultations with their teachers (F2F/online/email).



Q&A

What are the different weightages for the different components of each subject?

Weighted Assessments (WAs) are bite-sized and cover a few chapters. Format depends on the subject.

Student Handbook (p.36) has a breakdown of weightings.

Sec 3 End-of-Year Examination may be a full paper depending on the subject. Subject teachers will inform students of the format and duration at a later date.

For more info on exam format and subject syllabus, please visit <https://www.seab.gov.sg/>

Q&A

Will the school consider opening up more slots for girls who would like to take higher Chinese and is it still possible to appeal to take Higher Chinese in Sec 3?

The runway for students to take up Higher MTL at Secondary 3 is very short, as students are required to sit for components of the GCE O-Level examination from as early as July, starting with Oral and Listening Comprehension. As such, placement decisions are guided by what will best support each student's learning and well-being, taking into account their language proficiency, prior performance, and readiness for the demands of the O-Level curriculum.

Q&A

What support is there for my daughter in her learning especially during slots where she does not have any lessons?

Students who have free periods due to study breaks or offering fewer subjects are encouraged to use the time meaningfully by arranging consultation sessions and clarifying doubts with their subject teachers.



Q&A

What is the scoring system for G2 subjects?

Grade 1: 75-100

Grade 2: 70-74

Grade 3: 65-69

Grade 4: 60-64

Grade 5: 50-59

Grade U: 0-49

Grade conversion for students taking G3 subjects

Grade 1: A1-B3, Grade 2: B4-C6



Q&A

What is the school's view and rules of students using AI chat bots for school assignments? How can students use AI chat bots to aid them in their school assignments?

Our school follows Ministry of Education (MOE) guidelines to effectively harness AI tools whilst equipping students with essential AI literacy skills. We believe in teaching students to understand what AI is, identify its potential benefits and limitations, and recognise associated risks. In line with MOE guidelines, our teachers utilise SLS (Student Learning Space) AI chatbots, which comply with MOE AI standards, rather than third-party AI tools.

Q&A

Literature doesn't have ten-year series.

How do kids prepare for Literature?

Are past papers and O level papers given to students ?

Literature does not have TYS because the Lit texts change every few years and different schools choose to teach different texts. Subject teachers will print past year school-based papers and O level papers for students.

How can you support your child in ECG matters?

Support

Affirm

Familiarise

Empathise



Highlights in Secondary 3



Assistant Year Head
Mr Eraja Rajan

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Key Events: NRIC Registration



Date: Monday, 2 Feb 2026

- NRIC registration (biometrics enrolment only) will be conducted in school; collection of NRIC also in school
- Collection of NRIC is usually in August/September (in school)



Key Events: NRIC Registration



Date: Monday, 2 Feb 2026

ICA will send parents/guardian a notification letter and the school will also remind the students on the registration.

If parents don't make the application within the deadline, the student won't be able to complete her **biometrics enrolment on 2 Feb in school**, and she will have to go to ICA to complete this.



Key Events: NRIC Registration



Parents/Guardians will need to submit the NRIC registration online using SingPass

- Verify your child's particulars (if you wish to add Chinese/Jawi/Tamil Characters, please include during the online submission under the 'Ethnic Name' field)
- Upload your child's photograph and supporting documents (where applicable);
- Make payment for your child's NRIC application (\$10 for Singapore Citizens / \$50 for Permanent Residents)

Key Events: Sec 3 Work Exposure Programme (WEP)

- To provide IJ girls with the opportunity to **experience the world of work**;
- To prepare IJ girls for the world of work by **nurturing relevant life skills**;
- To empower them to **make informed decisions** regarding career selection

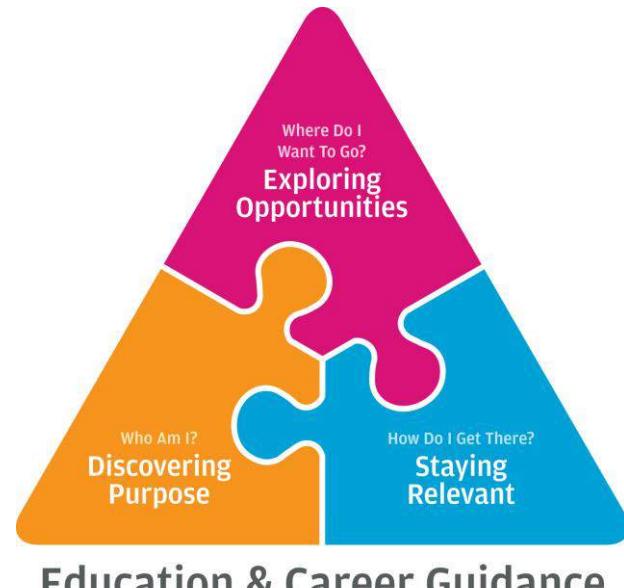


Figure 1

Key Events: Sec 3 Work Exposure Programme (WEP)

Period: **26 - 30 Oct (Mon – Fri)**

(some work attachments will be on different dates, including some that may only end on 6 Nov or take place later in the year)

Structure:

Work Attachment

Following My Relative to Work (FMRW)



Key Events: Sec 3 Work Exposure Programme (WEP)

Following My Relative to Work (FMRW)

- **Hosting partner:** parent/ relative/ family friend
- **Attachment length:** 3 days – 1 week
- **Additional students:** students can invite their friends to join them
- **Documentation:** provide a signed letter/ certificate at the end with company letterhead

Key Events: Sec 3 Work Exposure Programme (WEP)

- Students will be briefed later in the year
- Parents/guardians interested to host can check in with their companies in the meantime

IJ Goes Global



Mdm Lim Lay Hoon
Vice-Principal

**CONVENT OF THE HOLY INFANT JESUS
SECONDARY**



Objectives

- Deepen in our students the 21st Century Competencies (21CC) of global awareness and cross-cultural skills and sensitivities.
- Strengthen students' commitment and rootedness to Singapore



IJ Goes Global Programmes



Includes cultural exchanges

- Hosting students from other countries
- Overseas twinning and learning journeys
(Overseas Partnership)



Global IJ Community (IJ Sister schools)

- Shizuoka Futaba High School
- Yokohama Futaba High School
- Denenchofu Futaba High School
- Fukuoka Futaba High School
(with a focus on Art appreciation)



Foster an inclusive IJ community

Strengthen the IJ identity



Global IJ Community (IJ Sister schools)



- Learn about history, culture and daily life through immersion experiences





Global IJ Community (IJ Sister schools)

- Deepen appreciation of heritage, traditions and local communities



IJ BEACON (Chiang Mai, Thailand TBC)



SERVICE Learning Opportunities

- Engagement in meaningful community services
- Developing character and leadership competencies
- Deepening understanding of different communities
- Cultivating a stronger sense of global responsibility



Twinning Programme

- St Paul's Co-Educational College and Diocesan Girls' School, HK
 - STEM focus
 - Shenzhen: DJI, Baidu





Twinning Programme



- Trung Vuong Secondary (Hanoi, Vietnam)
- Tran Dai Nghia High School for the Gifted (Ho Chi Minh City, Vietnam)





Hosting Programme

Interactions between our girls and their overseas counterpart. School immersion experiences with a cultural focus.



- *IPEKA Schools (Indonesia) - Santa Laurensia*
- *Trung Vuong School, Hanoi, Vietnam*
- *Diocesan Girls' School (DGS) and St Paul's Co-educational College(HK)*
- *Denenchofu Futaba High School*



2026 IJ Goes Global

| Partner Schools & Countries | Dates |
|---|-----------------------|
| [Japan] Denenchofu Futaba Junior/Senior High School Shizuoka Futaba Junior/Senior High School Yokohama Futaba Junior/Senior High School | End May to Early June |
| [Japan] Fukuoka Futaba School (Art focus LJ) | End May to Early June |
| [Vietnam] Trung Vuong School, Hanoi | Mid-Nov |
| [Vietnam] Tran Dai Nghia High School for the Gifted - Humanities focus Learning Journey to Ho Chi Minh City | Mid-Nov |
| [Hong Kong] Diocesan Girls' School & St Paul's Co-educational College (STEM focus LJ) | Mid-Nov |
| [Thailand] Beacon - CHIJ Mission Trip, Chiang Mai(TBC) | Mid-Nov |



2026 IJ Goes Global Timelines



| | |
|-------------|--|
| Mid Feb-Mar | Student online Application for Overseas Twinning/Immersion Programme |
| Mar | Interview & Selection |
| Mar-Apr | Release of Student Allocation Results |
| Apr | Student Offer and Acceptance of Results |

HOD IC : Ms Shirley Ong
ong_kim_luan_shirley@moe.edu.sg

Information on CCA and LEAPS 2.0



HOD PE/CCA
Mr Daryl Chan

Your daughters will be receiving their DRAFT Certificates in early Feb and it will give them a good indication of their final CCA Grade.

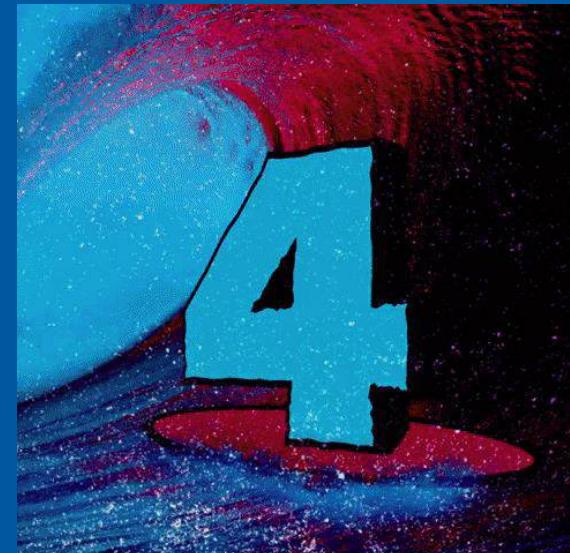


4 domains under LEAPS 2.0

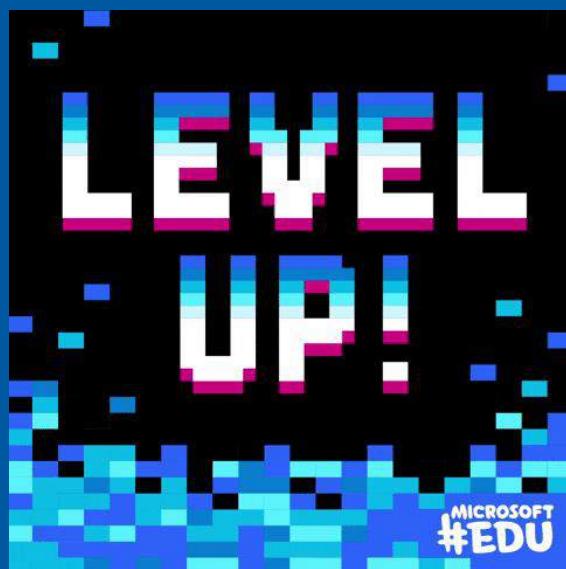
1. Leadership
2. Achievement
3. Participation
4. Service

Why is it called LEAPS then?

Enrichment had been taken out.



Requirements for Excellent (2 bonus points)



- A minimum Level 3 in **ALL four domains** with at least a Level 4 **in one domain**



Requirements for Good (1 bonus points)

- A minimum Level 1 in **ALL four domains** with any one of the following:
 - A. At least Level 2 in three domains
 - B. At least Level 2 in one domain and at least Level 3 in another domain; or
 - C. At least Level 4 in one domain





Usage of CCA bonus points

These bonus points come into play to differentiate students from each other, beyond their academic results.

Students must meet the qualifying criteria for the institution before the CCA grades come into play.



Leadership

Students' ability to take charge of personal development, work in a team and assume responsibilities in service of others.

This is usually the domain that students have a challenge in achieving a Level 3, so please take note.



Leadership



Students can attain levels of attainment through serving in various Leadership roles in school, such as councillors, House Committee, Class Committee, Peer Support Leaders, CCA Committee.

The highest level of Leadership attainment is taken into consideration.

E.g. Councillor in Sec 1 (L3) vs
Student Council EXCO in Sec 3 (L5)



Achievement



Representation and accomplishment in co-curricular involvements **beyond the classroom.**

Representation: selected and endorsed by the school or an organisation endorsed by the school (e.g. Community Club or National association).

Accomplishment: attaining accolades and awards at competitions, festivals, performances, exhibitions, conferences and symposiums endorsed by the school.



Participation

Participation in one school-based CCA.

Based on number of years of participation and exemplary conduct and active contribution to the CCA.

Sustained engagement in the same CCA is accorded higher recognition.





Participation

General trend: Starting with at least 2 years of 75% attendance, Level 1.

Every additional year, up one level.

3 years of 75% in any CCA = Level 2





Participation

4 years in ANY CCA = Level 3,

4 years in SAME CCA = Level 4 (Loyalty point)

If “EXEMPLARY CONDUCT AND ACTIVE CONTRIBUTION”,

4 years in ANY CCA = Level 3 + 1

4 years in SAME CCA = Level 4 + 1



Service

Students' development as socially responsible citizens who contribute meaningfully to the community.

Students can choose to embark on a Self-Initiated Values-in-action (VIA) project.

Students will be recognised for the time they put into planning, execution and reflection, when participating in a VIA project.

Q&A

How are the Levels of each domain determined?

Each entry (e.g. representing your House in Cross Country or a leadership position) is allocated a certain level of attainment by the computer system. The level of attainment is not keyed in by the school.



Q&A



What percentage of our students receive 2 bonus points?

The percentage varies from year to year, but we are generally around 75-80%.

Q&A



What should your daughter do if the entries on the CCA Certificate are inaccurate or something is missing?

Write it down or make an amendment in **RED INK, then submit the certificate to your CCA teachers, before the deadline.**

Ensure that the item has been included/amended in their next check.