



CONVENT OF THE HOLY INFANT JESUS SECONDARY

STUDENT HANDBOOK

2026

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3Marianne'2025



The School Crest

The CHIJ school crest is worn by students of Infant Jesus schools all over the world.
In the centre of the crest lies a red shield with a silver band edged in gold.
The shield, surmounted by a gold cross, is encircled by a garland of white marguerites.
Emblazoned on the crest is the school motto: 'Simple in Virtue, Steadfast in Duty'.

To be **SIMPLE IN VIRTUE** is to go to God in childlike confidence and love.
Virtue is a personal possession which cannot be taken away against one's will.
An upright virtue assesses oneself with humble honesty
and goes out to one's neighbour with spontaneous warmth.

The **Cross** is the symbol of our
salvation and of the suffering and
death of Jesus.

The garland of **marguerites** is
symbolic of purity and simplicity –
charming traits of girlhood.

The golden **distaff** and **spindle**
are symbols of womanly labour and
reminders of the fulfilment to be
found in a task well accomplished.



The **Gospel** represents the teaching
of Christ, a light to life and its
mysteries. The **Rosary** symbolizes
prayer and is the Gospel in miniature,
seen
through the eyes of Mary,
the Mother of Jesus.

The **red shield** conveys the message
of God's love
embracing the world.

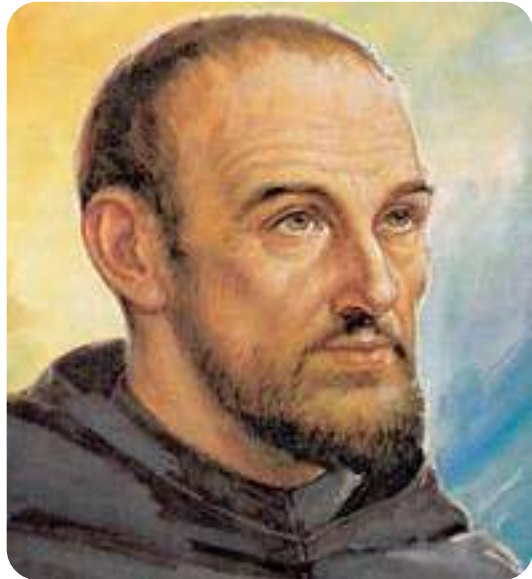
To be **STEADFAST IN DUTY** is to have an awareness of the duty to be of service to others.
Perseverance in one's vocation is not always easy,
but it yields that inner peace and freedom that no money can buy.

The school crest is a badge of honour, history and distinction,
inspiring every CHIJ student to live by noble ideals
and to uphold a centuries-old tradition of heroic virtue,
Christian fidelity, and the best elements of global citizenship.

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Founder of the IJ Sisters

NICOLAS BARRÉ was born in Amiens, France, on 21 October 1621, and grew up in a wealthy merchant family. He had a deep sense of God from his youth and was a brilliant student at the Jesuit college in his hometown.

At 19, trusting in God's providence, Nicolas Barré turned down a legal career to join a religious order called the Minims, founded by St Francis of Paola, whose motto was 'Caritas' (charity). He became a renowned preacher and theology teacher after his ordination to the priesthood in 1642. Travelling between towns, he observed how France was in dire need of education: Many children were dying of famine, homeless, and wandering the streets as beggars. There were hardly any schools for girls, and some turned to prostitution to survive. The poor people were illiterate, neglected and exploited.

Fr Barré saw the need to help the disadvantaged and those who were 'far from God', and realized that that was his calling. In 1662, he gathered a group of dedicated young women in Rouen to join him in establishing the first free 'little schools' for girls in poverty. This group was formalized in 1666 and called the Charitable Mistresses of the Schools of the Holy Infant Jesus (later known as the Infant Jesus Sisters). Through the Sisters' wholehearted commitment and trust in God, these 'little schools' multiplied and spread across many parts of France, and soon trade schools were added to help older girls learn skills and empower them to make a living. Because of Fr Barré's foresight and faith, he was consulted by the young Fr John Baptist de la Salle, who later founded the Institute of the Brothers of the Christian Schools (who run schools such as St Joseph's Institution and St Patrick's School in Singapore). Nearly 200 years later, in 1854, the Infant Jesus Sisters would arrive in Singapore and establish the first Convent of the Holy Infant Jesus school on Victoria Street to continue Fr Barré's vocation of providing education for girls.

Fr Barré suffered ill health in his later years, and died in France on 31 May 1686. He was beatified in Rome on 7 March 1999, a recognition by the Church of his entrance into Heaven. At the beatification ceremony, there was prayerful rejoicing when all were reminded of how he had lived his life in complete abandonment to God's will and trusted fully in God. Blessed Nicolas Barré's dedication, vision and mission live on today in CHIJ schools worldwide. All IJ girls are called to act justly, with courage and compassion, and with the priority of helping the disadvantaged in society.

In commemoration of this great man, Blessed Nicolas Barré, and all that he has done, CHIJ schools in Singapore celebrate Founder's Day on 31 May each year, while his liturgical feast is celebrated on 21 October.



Founder of CHIJ in Singapore

MOTHER ST MATHILDE was born Marie Justine Raclot in Suriauville, France, on 9 February 1814, the first child and only daughter of deeply religious farmers. From an early age, Justine was a prayerful child. At 12, she was sent to a boarding school in Langres, run by the IJ Sisters, who were known as the Dames de St-Maur in France. The seeds of her religious vocation were sown there, but at 16 she was called home by her mother, who was against her only daughter becoming a religious. As a dutiful daughter, Justine returned home, but her strong desire to join the religious remained. Eventually, her father came to know of her calling through her cousin Victor, and gave her his blessings. At 18 she was allowed to return to the convent in Langres, where she completed her studies, and entered the novitiate in Paris. She received her habit in 1834 and was given the name St Mathilde. After her first profession in 1835, she was sent to southern France to teach in various IJ schools for 17 years. There, she acquired a reputation for being firm yet kind, and was highly intuitive about how best to form young people and treat them with fairness.

On 15 September 1852, Mother Mathilde's superior in Paris sent her a message: 'Leave everything and come.' Two days later, four IJ Sisters, with Mother Mathilde in charge, were on a ship named Bentinck, on their way to Penang to guide and support the small group of Sisters who had arrived earlier to set up a school for girls. They arrived in Penang on 28 October 1852. Then, on 5 February 1854, Mother Mathilde and three IJ Sisters arrived in Singapore. Just ten days after their arrival and move into Caldwell House along Victoria Street, the Sisters began to take in students.

The beginning was difficult as there was little support from the small Catholic community, but Mother Mathilde, like Fr Barré, placed her faith in Divine Providence. The IJ Sisters persevered with great determination and went about doing the work of educating children, helping the poor, nursing the sick and giving of themselves to serve all in need. They started a convent orphanage and a home for abandoned babies, and laid the foundation for a school for girls, known as the Convent of the Holy Infant Jesus, on Victoria Street. Gradually, the Sisters developed a reputation for charity and graciousness, and the city of Singapore began to hold them in high esteem.

On 28 June 1872, Mother Mathilde was asked to lead a group of Sisters to Yokohama in Japan to lay the foundation for IJ schools there. With the same spirit and faith in God, she toiled tirelessly to build schools in Yokohama, Tokyo and Shizuoka, and gave generously of herself in the land where she had once dreamt of doing missionary work. She died at the age of 97 and lies buried in Yokohama. In 2014, Mother Mathilde was inducted into the Singapore Women's Hall of Fame for her contributions to education. The 11 CHIJ schools in Singapore stand as a testament to her work.

The CHIJ Story

THE CHIJ STORY started in 1662 when Blessed Nicolas Barré established the first Infant Jesus (IJ) school in Rouen, France. Since then, the IJ mission has spread throughout the world to Asia, Europe, the Americas and Africa.

The IJ Mission in Asia

In response to a request by Msgr Bouchot, the Apostolic Vicar to Malaya, to send IJ Sisters as teachers to begin the work of establishing Christian girls' schools, five Sisters set out on a long, arduous journey on 6 December 1851. The Sisters arrived in Penang and established Convent Light Street on 12 April 1852. The mission in Malaya spread to Singapore, with the establishment of the Town Convent two years later in 1854. The IJ mission grew from strength to strength in both Malaysia and Singapore, with the establishment of more schools and care for the local communities. In 1872, under the leadership of Mother St Mathilde, some IJ Sisters left for Yokohama, Japan, and opened an international school and an orphanage for the local children. The mission in Japan continues to flourish today. Later, in 1936, ten IJ Sisters from Japan arrived in Manchuria, China, and began a kindergarten school for 30 children from different countries.



Convent Light Street in Penang, Malaysia

The IJ Mission in Europe

As the Sisters spread the mission in Asia, they were also sowing the seeds in Europe, starting from Spain, and then in England, Belgium and Italy by setting up schools, educating children and touching the hearts of the local communities. In 1909, the IJ mission was established in Drishane, Ireland, and it was a unique one - the Sisters provided employment as requested by the local Bishop. The Sisters opened a small boarding school and set up a sawmill, a brush factory and a knitting factory, which employed local men and women. They also had a farm, which not only gave further employment but also supplied food to the new school and community. The mission in Ireland grew and nurtured 179 Sisters for overseas missions from 1909 to 1948.



IJ Sisters in Madrid, Spain



The IJ Mission in the Americas

In 1950, the IJ mission spread to California in the United States and three schools were set up to teach local girls. The IJ Sisters also reached out to the sick and helped children with special needs. In 1967, the IJ Sisters established their presence in Peru where they opened a hostel for university students in Cusco. They collaborated with the Jesuits to establish schools in poor areas, preparing the youth for life in a Christian context. In 1992, the Sisters dedicated themselves to forming basic Christian communities in Bolivia and providing faith formation for the people.

The IJ Mission in Africa

In the 1960s, at the request of local communities, the IJ mission spread to the African continent, starting from Cameroon. There the Sisters set up a training centre to train local women as leaders and agents of change in their own communities. The Sisters also set up a house in Nigeria in 1983, to see to the education and formation of young women. They are also involved in helping local support groups for people living with HIV/AIDS and mental health problems. To date, the IJ Sisters are still active in these African communities and the mission has grown to include more areas; the Sisters continue to work with the local youth, providing them with education and skills.



IJ Sisters and their students in Nigeria

Generations of IJ Sisters have served God wholeheartedly, spreading God's love to communities round the world. In recent decades, the IJ Sisters have reached out to the Philippines, northern Thailand, Myanmar, Timor-Leste and Cambodia. While the IJ mission has continued to thrive in various parts of the world, some missions are no longer active. Yet the IJ Sisters remain steadfast and faithful in their mission of making Christ known and loved, and continue to respond whenever and wherever God calls.



IJ Sisters at the IJ165 celebrations held at the National Stadium, Singapore, in 2019

A Brief History of CHIJ in Singapore

- 1854 Four Sisters – three French and one Irish – arrive in Singapore on board the Hoogly. CHIJ is established at the corner of Bras Basah Road and Victoria Street. Classes start for fee-paying students and orphans.
- 1862 More land is acquired. Enrolment reaches 145, of which 82 receive free education.
- 1881 CHIJ is declared a Government-aided school.
- 1902 Enrolment reaches 300. The Junior Cambridge Examination begins.
- 1905 Secondary education starts.
- 1909 The well-known Victoria Street chapel is erected.
- 1920 Commercial classes are introduced – the first of their kind in Singapore – with an average class size of 15–20 students. Domestic Science and Needlework are introduced into the curriculum.
- 1921 The Registration of School Ordinance comes into being. CHIJ is registered.
- 1931 A piece of land adjoining the Van Dyke Hotel is acquired. This is used as a hostel and subsequently becomes part of CHIJ.
- 1964 CHIJ separates into Primary and Secondary Schools.
- 1969 A common curriculum is introduced for Secondary 1 and 2.
- 1975 Pre-university classes at CHIJ are terminated. The Board of Management of all CHIJ Schools is formed.
- 1983 CHIJ moves out of its Victoria Street campus in December.



- 1984 Classes begin at the Toa Payoh site.
- 1985 CHIJ Primary and Secondary are officially opened on 17 August.
- 1994 CHIJ Secondary goes Autonomous.
- 2004 CHIJ celebrates 150 years of its presence in Singapore.
- 2006 CHIJ returns to its Toa Payoh site after the Programme for Rebuilding and Improving Existing Schools (PRIME).
- 2007 The new school building is opened and the Centre of Excellence for Language and the Arts launched.
- 2008 CHIJ Secondary is conferred the School Distinction Award and Best Practice Award in Teaching and Learning.
- 2009 CHIJ Secondary attains the Singapore Quality Class and receives the Outstanding Development Award in Character Education.
- 2010 CHIJ Secondary is conferred the Development Award in National Education and the Best Practice Award in Staff Well-being. The school hosts the torch-lighting ceremony for the inaugural Singapore 2010 Youth Olympic Games.
- 2011 CHIJ Secondary is given the Meritorious Defence Partner Award.
- 2012 The CHIJ community marks the 350th anniversary of its founding in 1662: the celebration
- 2013 includes the opening of the CHIJ Museum in May 2012 and the CHIJ Walk in March 2013.
- 2014 CHIJ celebrates 160 years of love and service in Singapore with a Mass celebrated by the Archbishop and a choral concert involving all 12 CHIJ choirs.
- 2015 CHIJ Secondary is conferred the School Distinction Award and five Best Practice Awards. The school celebrates the 30th anniversary of its Art Elective Programme with an exhibition featuring the artworks of current and former AEP students.
- 2016 As the South Zone Centre of Excellence for Language and the Arts, CHIJ Secondary organizes a nationwide English Language and Literature Symposium.
- 2017 CHIJ Secondary hosts the biennial Catholic Education Conference.
- 2019 CHIJ celebrates 165 years in Singapore with a thanksgiving Mass at the National Stadium celebrated by the Archbishop and involving all 11 IJ schools.
- 2021 CHIJ celebrates the 4th centenary of the birth of Blessed Nicolas Barré and joins the Archdiocese to celebrate 200 years of the Catholic faith in Singapore.
- 2024 CHIJ celebrates 170 years in Singapore with a celebration at the National Stadium involving all 11 IJ schools and a song album featuring original songs written by students, staff and alumni across the IJ schools.



Our School Mission

A CHIJ school is a Christ-centred school community
where all work together
for the promotion of truth, justice, freedom and love,
with special reference to the needs of persons
who are disadvantaged in any way.

CHRIST-CENTRED COMMUNITY

The CHIJ community rests on the central Christian belief of the worth and dignity of each person. It therefore demands a continuing effort by all in the development of an inclusive community anchored in the example of Christ as revealed in the Gospels. The driving force of this community is therefore inspirational. Children who join a CHIJ School are welcomed into a faith-based community where growth and formation flow from the Christian values that underpin the efforts of the school.

WORKING TOGETHER

It is a collaborative, integrated relationship where all persons who form the school community give generously of themselves and receive likewise. It provides the element which encourages a harmonious atmosphere and provides that extra support in times of need.

PROMOTION OF TRUTH

It is an honest and genuine quest in the pursuit of knowledge; it is the art of guiding students to become critical thinkers by rejecting the trivial, to focus on things that are worthwhile. It is the cultivation of an attitude that appreciates the value of learning, conveys the excitement that learning brings, and fosters the desire for its pursuit. It is the application of resources in the stimulation of intellectual curiosity.

PROMOTION OF JUSTICE

It is to be witness to the living out of justice in all school relationships and transactions to ensure that the conditions for learning are conducive to the development of every child fully according to her ability. It is to foster in the students a sense of fairness, a compassion for the weak and the less endowed, so that students, too, participate in each other's growth and well-being.

PROMOTION OF FREEDOM

It is the freeing of oneself from self-interest, from selfishness, from captive addiction to the shallow and inconsequential, so as to be free to make discerning choices and to reach out in sincerity and honesty to others. It is the cultivation of a personal disposition which will free oneself to be of genuine service in the development and growth of others, particularly the less able and more vulnerable.

PROMOTION OF LOVE

It is the all-embracing virtue which binds and integrates everything – the ultimate glue. It is the underlying inspiration that prompts students and the school community to rise above themselves and to reach out in compassion to the wider community. 'Love is patient; love is kind; love is not envious or boastful or arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice in wrongdoing, but rejoices in the truth. It bears all things, believes all things, hopes all things, endures all things. Love never ends.' (1 Corinthians 13:4-8)

SPECIAL REFERENCE TO THE NEEDS OF PERSONS WHO ARE DISADVANTAGED IN ANY WAY

This requires a sensitive alertness to identify students who are not coping with school life and to offer or seek out the assistance that will help each better handle the situations which burden her. This sensitive helping disposition is not meant to be restricted to the school situation, but to be extended to the wider community, wherever one encounters anyone who is weak or burdened.



Our School Vision

A Woman of Distinction

An IJ Girl is a Thinker, Leader and Communicator
who is confident with humility,
principled with compassion,
and cultured with grace.

See **page 24** for the Qualities of an IJ Girl

Our School Values

COMPASSION



A compassionate person takes action to help when others are suffering.

INTEGRITY



A person with integrity acts in ways that are consistent with her values and beliefs.

FAITH



A person with faith puts her trust in God and the goodness of others.

HUMILITY



A humble person has an honest view of her own strengths and weaknesses.

PERSEVERANCE



A person with perseverance continues working hard towards her goal, even when it is difficult.

Our Class Names

These are the women of distinction after whom our classes are named.

ANGELA

St Angela Merici (1474-1540) was an Italian religious educator who founded the monastic order of Ursulines, whose nuns established places of prayer and learning throughout Europe and later worldwide. At age 20, distressed that many girls had no education and no hope, she opened her home to them and began to teach them the faith herself. Inspired by a vision from God, she founded an institution with consecrated virgins who would devote their lives to the religious training of girls.

Patron of sick people, those with disabilities, those grieving the loss of parents



BRIDGET

St Brigid of Ireland (451-525) was a good friend of St Patrick's who was charitable and often donated her possessions. She organized communal consecrated religious life for women in Ireland and founded two monastic institutions. She also founded a school of art that included metalwork and illumination.

Patron of Ireland, babies, children with abusive parents, dairy workers, midwives



St Bridget of Sweden (1303-73) had visions and received special messages from God. After her husband's death she began the Order of the Most Holy Saviour and lived as a poor nun. One of her eight children is also a saint (St Catherine of Sweden).

Patron of Europe, Sweden, widows



CLARE

St Clare of Assisi (1194-1253) was a follower of St Francis of Assisi and was devoted to prayer. She founded the order of St Clare (Poor Clares), nuns who live a simple life of poverty, austerity and seclusion.

Patron of television, remote viewing, eye disease, laundry, goldsmiths



Bd Chiara Badano (1971-90) was the first Generation X person to be beatified. She led a normal teenage

life till she had a life-changing experience with the Focolare Movement at age 16. She contracted cancer that year and offered her sufferings to Jesus, even taking walks to accompany another patient suffering from depression, which caused great pain to herself.

Patron of youth



ELIZABETH

St Elizabeth (died 1st century) was the mother of St John the Baptist. The Gospel according to Luke describes her as being 'righteous before God'.

Patron of pregnant women



St Elizabeth of Hungary (1207-31) was a princess who, despite her privileged background and political influence, lived simply and was charitable to the poor people of the land. She built a hospital for poor people, and lived a religious life after her husband's death.

Patron of bakers, brides, dying children, beggars, homeless people



St Elizabeth of Portugal (1271-1336) was named after her grand-aunt, St Elizabeth of Hungary. Even though she was queen consort, she was holy and went for Mass daily and did charity and penance, and more so after her husband's death. She was a model of kindness towards the poor and a successful peacemaker between her family members and between nations.

Patron of the Third Order of St Francis



St Elizabeth Ann Seton (1774-1821) was the first native-born American to be canonized. She established a religious community dedicated to the care of children of the poor, which started the first free Catholic school in the United States.

Patron of Catholic schools, seafarers, widows



FRANCES

St Frances of Rome (1384-1440) was born to a wealthy family but underwent many sufferings in her life. With her sister-in-law, she visited the poor and took care of the sick, inspiring other wealthy women to do the same.

Patron of car drivers, widows



St Frances Xavier Cabrini (1850-1917) founded a community of missionary sisters to care for poor children in schools and hospitals, first in Italy, then in the United States. She also founded orphanages, schools and hospitals all over the United States. She persevered despite difficulties and was resourceful in getting people to donate money, time and support.

Patron of migrants, hospital administrators



GEMMA

St Gemma Galgani (1878-1903) was an Italian mystic who developed a love for prayer at a very young age. Throughout her life, she received many mystical experiences and special graces. She had an immense love for the poor and helped them in any way she could. At age 21, she began to experience the stigmata - the wounds of the crucified Christ on her body.

Patron of students, pharmacists, those suffering back injury, back pain or headaches



HELENA

St Helena (246-330) was the mother of the Roman emperor Constantine the Great, who loved her very much. She helped individuals and entire communities through her works of charity. On a trip to the Holy Land, she had many churches constructed at sites significant to the life of Christ. She also discovered the True Cross of Jesus and the nails of his crucifixion.

Patron of new discoveries



JOSEPHINE

St Josephine Bakhita (1869-1947) led a carefree childhood in Sudan but was abducted by slave traders when she was 7 or 8. She underwent numerous tortures as a slave, till eventually she was taken to Italy and left in the care of the Canossian Sisters. She was then converted to the Catholic faith and became a Sister herself, known for her gentleness, charisma and ever-present smile.

Patron of Sudan, South Sudan, victims of human trafficking



LOUISE

St Louise de Marillac (1591-1660) was a Frenchwoman who co-founded the Daughters of Charity with St Vincent de Paul. She spent much of her life working with him, directing the work of caring for the sick, the poor and the neglected, and training those seeking to help in the work.

Patron of social workers, sick people



MARIANNE

St Marianne Cope (1838-1918) was a German-born American religious sister, who started out as a teacher and later became principal at a school for immigrant children in New York State. She also helped direct the opening of the first two Catholic hospitals in central New York. In response

to a plea by the king of Hawaii, she left for Oahu to treat leprosy sufferers.

Patron of Hawaii, lepers, outcasts, those with HIV/AIDS



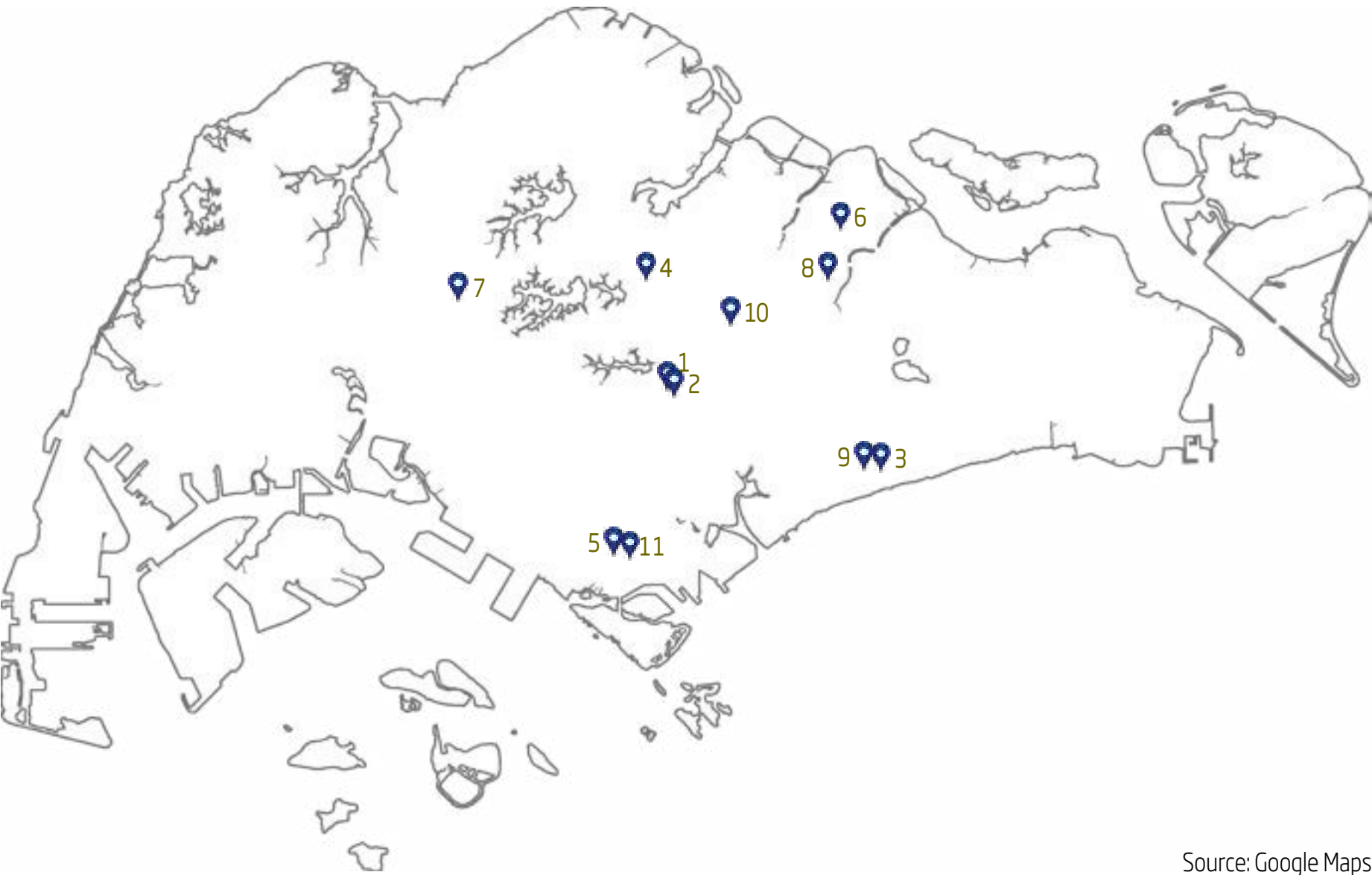
ROSE

St Rose of Lima (1586-1617) was a Peruvian and the first person born in the Americas to be canonized. She took care of the sick and hungry, and also made and sold lace and embroidery to care for the poor.

Patron of Latin America, the Philippines, embroiderers, florists, gardeners, resolution of family quarrels



CHIJ Schools in Singapore



Source: Google Maps

- 1 1854 Convent of the Holy Infant Jesus Primary
- 2 1854 Convent of the Holy Infant Jesus Secondary
- 3 1930 CHIJ Katong Convent (secondary)
- 4 1933 CHIJ St Nicholas Girls' School (full school)
- 5 1933 CHIJ St Theresa's Convent (secondary)
- 6 1938 CHIJ St Joseph's Convent (secondary)
- 7 1955 CHIJ Our Lady Queen of Peace (primary, formerly known as CHIJ Bukit Timah)
- 8 1957 CHIJ Our Lady of the Nativity (primary, formerly known as CHIJ Ponggol)
- 9 1959 CHIJ (Katong) Primary (formerly known as CHIJ Opera Estate, merged with primary section of CHIJ Katong Convent in 1990)
- 10 1960 CHIJ Our Lady of Good Counsel (primary)
- 11 1964 CHIJ (Kellock) (primary)

Our National Anthem



MAJULAH SINGAPURA

Words and Music by Zubir Said (1907-87)

Mari kita rakyat Singapura
Sama-sama menuju bahagia
Cita-cita kita yang mulia
Berjaya Singapura
Marilah kita bersatu
Dengan semangat yang baru
Semua kita berseru
Majulah Singapura
Majulah Singapura

English translation:

Come, fellow Singaporeans,
Let us progress towards happiness together.
May our noble aspiration
Bring Singapore success.
Come let us unite in a new spirit;
Let our voices soar as one.
Onward, Singapore!
Onward, Singapore!

Hymn to our Founder

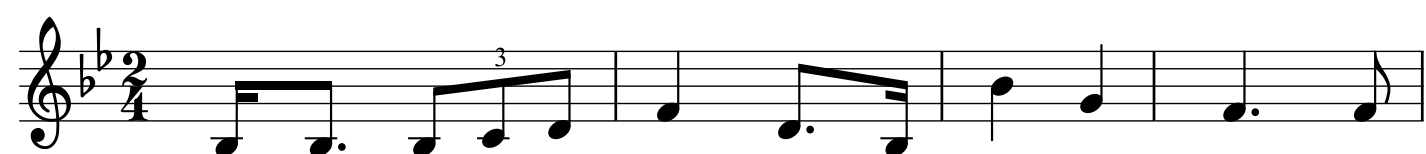
De vos enfants exaucez la prière,
Veillez sur nous, O saint Père Barré;
Et conduit nous jusqu'au coeur du mystère
Où le Seigneur a voulu t'attirer.
Dans l'institut conservez d'âge en âge
Un zèle ardent, l'humilité, la foi,
Le pur amour, la force et le courage
Pour être apôtre et servir dans la joie,
Pour être apôtre et servir dans la joie.

O hear our prayer, most holy Father Barré;
We are your children: watch o'er us we pray.
Touch many hearts to follow in your footsteps,
To dedicate their lives to youth and poor,
Drawn by the Lord to make Christ known and loved.
Fill us with zeal, humility and faith,
Pure love and strength and courage without fear,
To keep your spirit alive in our hearts,
To keep your spirit alive in our hearts.

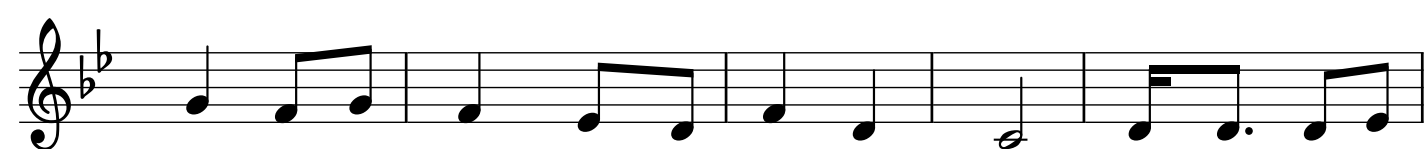


Our School Song

Music by Teresa Khoo



For-ward, C H I J, forge a fu - ture bright, ad -
Loy - al to our isle we will ev - er be, de -



vanc-ing our aims with zeal and might. Guide us in our
fend-ing and serv - ing our coun - try. No - ble in am -



stud - ies, O Lord, we pray; wis - dom, cour - age and
bi - tion, thought, word and deed, ral - ly round, C



char - i - ty, strength - en in us each day.
H I J: we will strive to suc - ceed.



Sol - id - ly u - nit - ed in our mot - to sound:



Sim - ple in vir - tue, strong in du - ty bound.

Hymns and Songs

HOLD ON TO OUR DREAM

IJ Spirit burning bright,
Fill this world with love and light,
Light that shines for all to see,
Love that sets our spirits free.
IJ friendships through the years,
Born of simple joys and tears;
Something tells us deep inside:
IJ friends are frieWwnds for life.
*Hold on to our dream of peace, don't stop believing;
Our hearts and hands, ever seeking, ever serving.
Hold on to the sound of our friends all joyously singing,
Our voices raised to the Lord our God above.
Hold on to our dream!*
IJ Spirit burning bright,
Fill our hearts with love and light,
Light to see ourselves anew;
Love begins with me and you.
IJ voices ringing true,
Reaching out and breaking through;
Every heart will hear our call,
Share our dream of peace for all.

THE IJ SPIRIT

Through time the IJ Spirit passes down unseen.
It calls us forth to action; it comes from deep within.
It draws us all together, one fam'ly in the Lord,
So let us give each other our word:
*We'll show the IJ Spirit burning in our hearts,
Shine the IJ Spirit everywhere we are.
We will reach out with compassion, with hearts of charity,
Share the IJ Spirit, binding us as one family.*
No matter what the challenge, we will overcome.
We're here to hold each other;
our hearts will beat as one.
We're IJ friends for ever, wherever we may go,
And we will keep the spirit aglow:
*Simple in virtue and steadfast in duty,
Let us be mirrors of God's radiant beauty.*

CARITAS, SHARE THE LOVE

Eyes speaking of an endless grief,
Lips open in a wordless cry;
Let's share the love we take for granted,
Try to keep their last hopes alive.
Hands reaching for their loved ones lost,
Hearts holding to a flickering dream:
Let's share the life we waste away,
Show them that the world truly cares.
*Caritas, share the love that they are missing inside;
Caritas, take the step to reach out to the other side.
There's so much we can give, if we dare,
To the lost and forgotten out there.*
Caritas, share the love, share the love.
Smiles breaking through those hardened faces,
A gift to us that makes us whole;
Let's share the peace our Maker gave us,
Making our souls feel alive.

ONE FAMILY

Does it really matter what we call ourselves
As long as he's the one who first called us?
Why spend all our time fighting among ourselves
When he called us to spread his love?
Remember his message to us:
*We are one family in the Lord -
That's how it's meant to be, in the Lord -
Working hand in hand
To make him known throughout the world.*
*So let's just stop and face each other -
It's like looking in a mirror; recognize our similarities.*
*Yes, it's time to come together;
We can make things even better,
Try to be what he meant us to be: one family.*
Does it really matter how we pray or sing
As long as it's his name on our lips?
Just enjoy the way he made us different but the same,
'Cause he made us to be like him.
Don't forget what he made us to be:

Hymns and Songs

THE IJ CALL

Drawn together from far and from near,
 Friends for ever in a bond we hold dear,
 We walk together through the years,
 Through our hopes, our joys and tears,
 Led by the call we hear.
 And we will raise this IJ song
 For this our fam'ly, proud and strong;
 We will stand together in the Lord,
 Live and laugh and work with one accord.
 And we will heed the IJ call
 To shine our light for one and all:
 And with justice, with freedom,
 With truth and selfless love,
 We will reach out and seek out
 All those who need to know God's love.
 Grateful for the legacy that drives us,
 Well aware that all we do survives us,
 We will go beyond ourselves
 To care and to share everywhere.
 And with justice, with freedom,
 With truth and selfless love,
 Ever gentle and humble,
 Compassionate to all,
 We will reach out and seek out
 All those who need to know God's love.

ALPHA AND OMEGA

He's my Alpha and Omega,
 The beginning and the end;
 He's behind me, he's before me,
 He's for ever my friend.
 Wherever I go, whatever I do,
 Jesus is my source and my goal.
 You're my Alpha and Omega,
 The beginning and the end;
 You're behind me, you're before me,
 You're for ever my friend.
 Wherever I go, whatever I do,
 Jesus is my source and my goal.

I KNOW A PLACE

I know a place where no-one ever goes.
 There's peace and quiet and beauty and repose.
 It's hidden in the valley
 beside the mountain stream.
 And lying there beside the stream
 I find that I can dream
 Only of things of beauty to the eye,
 Snow-peaked mountains tow'ring to the sky.
 Now I know that God made this world for me.

IN HIS TIME

In his time, in his time,
 He makes all things beautiful in his time.
 Lord, please show me every day,
 As you're teaching me your way,
 That you do just what you say in your time.
 In your time, in your time,
 You make all things beautiful in your time.
 Lord, my life to you I bring;
 May each song I have to sing
 Be to you a lovely thing in your time.

IN MOMENTS LIKE THESE

In moments like these, I sing out a song,
 I sing out a love song to Jesus;
 In moments like these, I lift up my hands,
 I lift up my hands to the Lord:
 Singing, I love you, Lord; singing, I love you, Lord;
 Singing, I love you, Lord, I love you.

WE SHALL NOT BE MOVED

We're on our way to heaven;
 We shall not be moved. *(repeat)*
 Just like a tree that's standing by the waterside,
 We shall not be moved.
 We shall not, we shall not be moved;
 We shall not, we shall not be moved;
 Just like a tree that's standing by the waterside,
 We shall not be moved.

FROM THE RISING OF THE SUN

From the rising of the sun
 To the going down of the same,
 The Lord's name is to be praised. *(repeat)*
 Praise ye the Lord,
 Praise him, all ye servants of the Lord,
 Praise the name of the Lord.
 Blessèd be the name of the Lord
 From this time forth and for evermore.

PASS IT ON

It only takes a spark to get a fire going,
 And soon all those around can warm up in its glowing;
 That's how it is with God's love:
 Once you've experienced it,
 You spread his love to everyone.
 You want to pass it on.
 I wish for you my friend this happiness
 that I've found;
 You can depend on him – it matters not
 where you're bound.
 I'll shout it from the mountaintop;
 I want the world to know
 The Lord of love has come to me.
 I want to pass it on.

HE IS MY EVERYTHING

He is my everything, he is my all;
 He is my everything, both great and small.
 He gave his life for me, made everything new;
 He is my everything. Now how about you?
 Like honey in the rock, sweet honey in the rock,
 For he tastes like honey in the rock.
 Oh taste and see that the Lord is good,
 For he tastes like honey in the rock.

HE WILL CARRY YOU

There is no problem too big God cannot solve it.
 There is no mountain too tall he cannot move it.
 There is no storm too dark God cannot calm it.
 There is no sorrow too deep he cannot soothe it.
 If he carried the weight of the world upon his shoulders,
 I know, my sister, that he will carry you.
 If he carried the weight of the world upon his shoulders,
 I know, my sister, that he will carry you.

JESUS, NAME ABOVE ALL NAMES

Jesus, name above all names,
 Beautiful Saviour, Glorious Lord,
 Emmanuel, God is with us,
 Blessed Redeemer, Living Word.



Hymns and Songs

LITTLE BY LITTLE

Little by little every day,
Little by little in every way,
Jesus is changing me.
Since I made a turnabout face,
I've been living in his grace.
Jesus is changing me.
He's changing me, my blessèd Saviour;
I'm not the same person that I used to be.
Well, it's been slow going,
But there's a knowing
That someday perfect I will be.

LEAD ME ON

*Lead me on, lead me on,
Lead me higher and higher;
Holy Spirit, do your perfect work in me.
Let your love, let your joy,
Let your peace and your kindness,
Let the fruit of the Spirit flow through me.
Oh make my heart a garden, Lord,
And then just plant the seed.
When the seed comes alive,
Then a new life will spring forth,
And your love will be growing in me.*

SEEK YE FIRST

Seek ye first the kingdom of God
And his righteousness,
And all these things shall be added unto you.
Hallelu, hallelujah.
Ask, and it shall be given unto you;
Seek, and ye shall find;
Knock, and the door shall be opened unto you.
Hallelu, hallelujah.

AMAZING GRACE

Amazing grace! How sweet the sound
That saved a wretch like me!
I once was lost, but now am found;
Was blind, but now I see.
'Twas grace that taught my heart to fear,
And grace my fears relieved;
How precious did that grace appear
The hour I first believed.

SPIRIT WINGS

Some birds live in cages, they sing a quiet song,
And like them I could sing for only you;
But, Lord, your love released me
to sing a different song
And soar above the captive life I knew.
*Spirit wings, you lift me over all
the earthbound things,
And like a bird my heart is flying free;
I'm soaring on the song your Spirit brings.
O Lord of all, you let me see
A vision of your majesty.
You lift me up; you carry me on your spirit wings.*

THANK YOU, LORD

Thank you, Lord, for the trials that come my way;
In that way I can grow each day as I let you lead.
And thank you, Lord, for the patience those trials bring;
In that process of growing I can learn to care.
But it goes against the way I am
To put my human nature down
And let the Spirit take control of all I do;
'Cause when those trials come
My human nature shouts the things to do
And God's soft prompting can be easily ignored.

Prayers for the End of the School Day

MONDAY

Dear Lord, thank you for having given us
a chance to make use
of the gifts you gave us,
for our own good and the good of others.
Thank you for making us work hard today
and finding fulfilment
in what we have accomplished.
Protect us from all dangers and temptations
and keep us always in your peace and love.

TUESDAY

Dear Father, we thank you for being with us
during the day.
Heal the wounds we may have inflicted
on one another unintentionally.
Cleanse and calm our minds and hearts
so that we may be able to forgive
and be forgiven,
and that peace may flourish tomorrow.
Protect us from all dangers
and lead us home safely.

WEDNESDAY

Dear Lord, we come before you
at the end of this day
to thank you for the gift of life.
Thank you for inviting us to come closer to you
through your Word, our teachers
and our friends;
for every opportunity of finding you
in the events of this day;
and for all the people you have sent us today.
Keep us aware of your life-giving presence
and your unfailing love.

THURSDAY

Dear Lord, we come before you
at the end of this day.
We thank you for our accomplishments
and good deeds,
which could not have been possible
without your guidance and inspiration.
We pray that you will always stay by our side
and guide us in all our daily activities.
Protect us from all dangers and temptations
and keep us always in your peace and love.

FRIDAY #1

Dear Lord, we praise and thank you
for everything that happened this week.
We thank you for all the good and bad events
of this day.
For all our failings and shortcomings,
our inconsiderate words
and our unbecoming actions,
we ask for your forgiveness.
Heal the wounds of sin and selfishness
and blot out whatever hinders us
from following you closely.

FRIDAY #2

Dear Lord, we thank you for the gift of this day
and allowing us to serve you
through our interactions with others.
We ask for forgiveness if we have offended you
in our thoughts, words and deeds.
Grant us strength
to make tomorrow a better day.
Be with us throughout the weekend
and keep us safe from all harm and evil.

Common Prayers

OUR FATHER (THE LORD’S PRAYER)

Our Father, who art in heaven,
hallowed be thy name;
thy kingdom come;
thy will be done on earth as it is in heaven.
Give us this day our daily bread,
and forgive us our trespasses
as we forgive those who trespass against us;
and lead us not into temptation,
but deliver us from evil. Amen.

HAIL MARY

Hail, Mary, full of grace, the Lord is with you.
Blessed are you among women,
and blessed is the fruit of your womb, Jesus.
Holy Mary, Mother of God,
pray for us, sinners,
now and at the hour of our death. Amen.

GLORY BE

Glory be to the Father,
and to the Son, and to the Holy Spirit,
as it was in the beginning,
is now, and ever shall be,
world without end. Amen.

GRACE BEFORE MEALS

Bless us, O Lord, and these your gifts,
which we are about to receive from your bounty,
through Christ our Lord. Amen.

THANKSGIVING AFTER MEALS

We give you thanks, Almighty God,
for all your benefits,
which we have received from your bounty,
through Christ our Lord. Amen.

PRAYER TO ONE’S GUARDIAN ANGEL

Angel of God, my guardian dear,
to whom his love commits me here,
ever this day be at my side
to light and guard, to rule and guide. Amen.

MEMORARE

Remember, O most gracious Virgin Mary,
that never was it known
that anyone who fled to your protection,
implored your help,
or sought your intercession
was left unaided.
Inspired with this confidence, I fly to you,
O Virgin of virgins, my Mother.
To you I come, before you I stand,
sinful and sorrowful.
O Mother of the Word Incarnate,
despise not my petitions,
but in your mercy hear and answer me. Amen.

PRAYER TO ST MICHAEL

St Michael the Archangel,
defend us in battle.
Be our defence against
the wickedness and snares of the devil.
May God rebuke him, we humbly pray,
and do thou, O Prince of the heavenly hosts,
by the power of God,
cast into hell Satan and all the other evil spirits,
who wander through the world
seeking the ruin of souls. Amen.

PEACE PRAYER

Lord, make me an instrument of your peace;
where there is hatred, let me sow love;
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
and where there is sadness, joy.
Divine Master, grant that I may not so much seek
to be consoled as to console;
to be understood, as to understand;
to be loved as to love.
For it is in giving that we receive;
it is in pardoning that we are pardoned;
and it is in dying that we are born to eternal life.

Prayers for Various Needs and Occasions

MORNING OFFERING

God of us all, we offer you our prayer
this morning.
Give us grace to joyfully begin this day
in your name
and fill it with an active love for you
and our neighbour.
Take to yourself our cares, our hopes
and our needs.
Deepen in us our love for you today,
so that in all things we may find our good
and the good of others. Amen.

MORNING PRAYER

Father, you have a place for each of us,
a good plan.
We ask you to help us to be disciplined
in our studies and our work,
to grow in wisdom and to be aware
of our accountability to you.
Help us to seek your purpose for us
so that our days and our lives
will be fruitful for your glory. Amen.

GOOD MORNING, GOD

Good morning, God!
You are ushering in another day,
untouched and freshly new.
So here I am to ask you, God,
if you'll renew me too.
Forgive the many errors
that I made yesterday,
and let me try again, dear God,
to walk closer in your way.
But, Lord, I am well aware
I can't make it on my own,
so take my hand and hold it tight,
for I cannot walk alone.

A STUDENT’S PRAYER

Lord God, you have given me the ability
to think, to learn and to remember.
May my mind be filled
with the knowledge of you.
Help me to learn the things
that will make life truly meaningful
and that will make my life useful for others
as well as for myself. Amen.

I HAVE FAITH

To Jesus Christ, my Lord:
I can't explain it, Lord,
but today I know you are with me.
I know you hold me in the palm of your hand.
I know there is nothing you won't do for me.
Amen.

PRAYER TO THE HOLY SPIRIT

O Holy Spirit, beloved of my soul,
I adore you.
Teach me, guide me,
inspire me and confirm me.
Tell me what I must do always.
I promise to submit myself
to whatever you command.
Only show me your will
and grant me the grace to do it. Amen.

PRAYER FOR GENEROSITY

Dear Lord,
teach me to be generous;
teach me to serve you as you deserve:
to give and not to count the cost;
to fight and not to heed the wounds;
to toil and not to seek for rest;
to labour and not to ask for any reward,
except that of knowing that I do your will. Amen.

Prayers for Various Needs and Occasions

PRAYER BEFORE A TEST OR EXAM

Lord, I have studied,
but there is so much to remember.
Please keep distractions away from me.
Do not allow the pressure of the moment
to frustrate me.
Help me instead to calmly take this test
with the confidence that you will help me
remember everything I have studied. Amen.

PRAYER AFTER A TEST OR EXAM

Lord, I worry about my grades.
It is very easy for me to obsess over a test.
I am going to give you my concerns
about the test that I have taken.
I ask that the teacher grade it fairly
and I ask that I go about the rest of the day
with the confidence that I did my best. Amen.

PRAYER OF SERENITY

God, grant me the serenity to accept
the things I cannot change,
the courage to change the things I can,
and the wisdom to know the difference -
living one day at a time;
enjoying one moment at a time;
accepting hardship as a pathway to peace;
taking, as Jesus did, this sinful world as it is,
not as I would have it;
trusting that you will make all things right
if I surrender to your will,
so that I may be reasonably happy in this life
and supremely happy in the next. Amen.

PRAYER BEFORE A CAMP

Lord, we thank you for this opportunity
to get to know
our classmates and schoolmates better,
for the opportunity
to learn in an environment
that will test us physically and mentally.
Father, we pray that you will be with us
to give us the strength and the fortitude
to do our best
and to appreciate each other during this camp.
Help us to live up to our values
of compassion, perseverance and faith.
Lord, protect us from danger,
keep us safe in your loving hands,
and bless us with good weather. Amen.

A THANKSGIVING PRAYER

I give glory and praise to you, O Lord;
through you all things are possible.
You called me by name
and I am your child.
I am thankful for life
and all that it has to offer.
I thank you for my eyes that see
and my ears that hear,
my thoughts to pray
and a voice to sing your praises,
and, most of all,
freedom to make choices.
Thank you for forgiving me when I fall
and loving me even when I sin.
I praise your name for ever. Amen.

A PRAYER FOR OTHERS #1

Lord our God, we pray for people
throughout the world
in any kind of need or trouble.
Help us to do our part to help them
in the ways open to us.
May we show our kindness and sympathy,
giving ourselves in service to others,
sharing ourselves with those who need us.
May we never become so obsessed
with ourselves
that we forget the needs of those around us.
Help us to truly become persons for others.
Amen.

A PRAYER FOR OTHERS #2

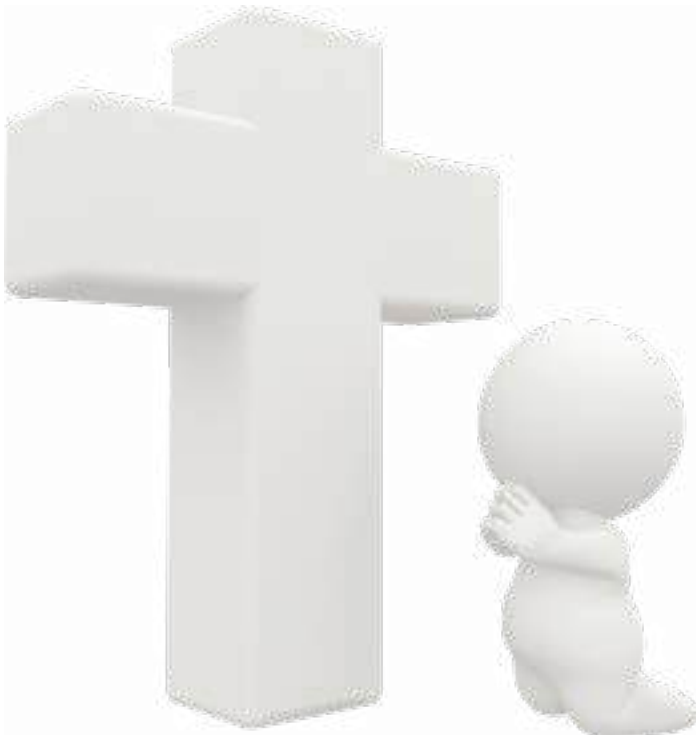
We praise and glorify your name, dear Father.
When we are in need,
you provide for us.
When we need someone,
you are there for us.
We now pray for the sick, the dying,
the souls in purgatory, and our family.
We want to live our lives in such a way
that your glory may be seen in us.
We pray that we will grow together in love,
unity and harmony. Amen.

A PRAYER FOR PARENTS

Father, I thank you for the gift of my parents.
In their love and care,
I see your love and care for me;
in their faces, I feel your compassion for me;
in their strictness, your concern for me.
Give them wisdom so that they may know
how to translate
your love, affection and care for me.
Help me to be patient with their limitations.
Help me to honour them
and love them always. Amen.

A PRAYER FOR FAMILY

Father, thank you for all your blessings,
especially the gift of my family.
There are times when I feel that
they cannot understand me.
There are times when they are demanding
and I just want to run away from them.
But when I realize how they were there for me
when I was just a baby or when I was ill,
I am reassured that they still love me,
and I love them.
I pray for harmony within my family
and the ability to forgive each other
when there are disagreements. Amen.



Qualities of an IJ Girl

An IJ Girl is a **Thinker**, **Leader** and **Communicator** who is **confident with humility**, **principled with compassion**, and **cultured with grace**.

THINKER

A Critical Thinker

- ♦ analyses and assesses each situation
- ♦ identifies, considers and evaluates multiple perspectives, local and global
- ♦ innovates with strategy, striving for improvement

A Reflective Thinker

- ♦ is self-aware
- ♦ manages and adapts to change
- ♦ makes responsible decisions with civic-consciousness

LEADER

A Leader of Self

- ♦ models the way with moral courage
- ♦ possesses a growth mindset
- ♦ is self-directed and takes initiative to pursue her passions and purpose

A Leader for Others

- ♦ influences others positively
- ♦ promotes teamwork by harnessing strengths and enabling others to act
- ♦ uplifts her community as a servant leader

COMMUNICATOR

A Skilful Communicator

- ♦ is able to use a repertoire of skills to express herself
- ♦ is articulate and eloquent
- ♦ is clear and logical

An Empathetic Communicator

- ♦ is a good listener
- ♦ respects others, appreciating global and cultural diversity
- ♦ exercises sound judgement in knowing when, where, what and how to communicate

CONFIDENT WITH HUMILITY

She is aware of her strengths and weaknesses.
She remains self-assured and accepting of herself,
possessing strength of character and confidence in her ability to cope with challenges.

PRINCIPLED WITH COMPASSION

She possesses a moral compass and cultivates personal honesty,
treating all with respect, openness and sincerity
while remaining sensitive to others and their needs.

CULTURED WITH GRACE

She acts and speaks in a way that is appropriate for the occasion
and is gracious and inclusive, serving as a good ambassador for her school and country.

Student Leadership



At CHIJ Secondary, we believe that every student

- ♦ is a leader in her own right;
- ♦ has the potential to become a leader.

Therefore the school aims to develop every child
and her latent leadership qualities.

LEADERS OF SELF: focus on personal leadership and self-mastery
LEADERS FOR OTHERS: focus on Servant Leadership

DEVELOPMENT OF STUDENT LEADERS

- ♦ Training for Class Committees
- ♦ Training for Peer-Support Leaders
- ♦ Camp for student leaders

LEADERSHIP OPPORTUNITIES

Student leadership opportunities include but are not limited to

| Appointment | Eligibility | Learning Experiences & Opportunities |
|----------------------|-----------------------|--|
| – | All students | <ul style="list-style-type: none">♦ Cohort camps♦ Cohort programmes such as motivational talks and the Five Leadership Practices workshops♦ Student-initiated Values-in-Action projects♦ Student-initiated activities |
| Class Committee | All students | <ul style="list-style-type: none">♦ IJ Fiesta♦ IJ Cares and CCE initiatives♦ Peer support |
| CCA Committee | CCA-specific criteria | <ul style="list-style-type: none">♦ CCA open house♦ CCA orientation and activities |
| Peer-Support Leaders | Sec 2 students | <ul style="list-style-type: none">♦ Sec 1 Orientation♦ Sec 1 peer-support sessions |
| House Committee | Sec 2 & 3 students | <ul style="list-style-type: none">♦ House meetings♦ Interhouse level games♦ Cross-country championship |
| Student Council | Sec 1, 2 & 3 students | <ul style="list-style-type: none">♦ IJ Spirit Day and IJ Fiesta♦ Teachers' Day celebration |

National Education

NATIONAL EDUCATION (NE) at CHIJ Secondary focuses on cultivating in students a sense of belonging to Singapore while nurturing every student to be A Woman of Distinction equipped with the key competencies of the 21st century.

The emphasis on NE enables students to function effectively as global citizens while staying rooted to Singapore. The IJ girl, as a result, is able to keep up with the ever-changing demands of the increasingly globalized and interconnected world and become a good citizen of Singapore and the world, in line with the citizenship dispositions that anchor NE.

HEAD

In engaging the HEAD, students will be actively involved in their own learning, developing a **Sense of Reality** as they appreciate the geopolitical, economic and social vulnerabilities of Singapore and arrive at a deeper understanding of the constraints facing Singapore and what it means to be Singaporean.

NE in Academic and Affective Programmes:

English Language and Literature ♦ Drama ♦ Mother Tongue ♦
Humanities ♦ Mathematics ♦ Science ♦ Art ♦ Life Skills

HEART

In engaging the HEART, students will connect emotionally with the Singapore story, where their pride and love for the nation as their home culminate in a deep **Sense of Belonging** to their country. They will also possess a **Sense of Hope** regarding Singapore's future, feeling empowered and motivated to overcome adversities faced by the country by standing in solidarity with other Singaporeans.

NE Commemorative Days:

Total Defence Day ♦
International Friendship Day ♦
Racial Harmony Day ♦
National Day



HANDS

In engaging the HANDS, students will possess the **Will to Act**, as active citizens with a collective resolve to tap on opportunities to give back to society, possessing a sense of shared mission as they work towards a Singapore for all.

VIA Projects:

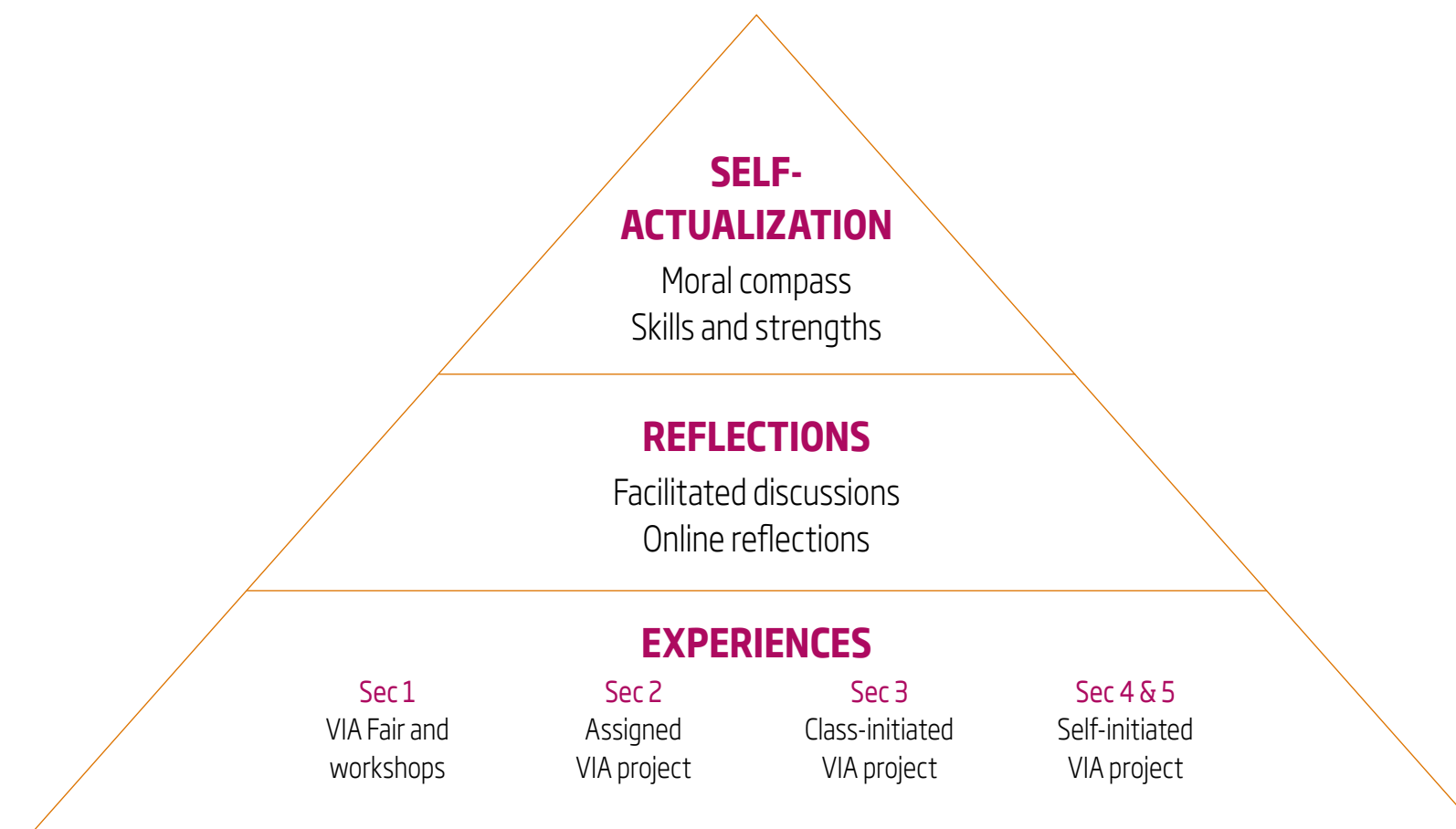
Eco Stewardship initiatives ♦
Service-learning projects

A WOMAN OF DISTINCTION

THINKER ♦ LEADER ♦ COMMUNICATOR

Values in Action

VALUES IN ACTION (VIA) at CHIJ Secondary believes that every child can be a concerned citizen and initiate activities that serve the community, capitalizing on the complementary strengths of individuals in a group. Working towards self-actualization by reflecting on their service experiences, students internalize and clarify their own principles, values, skills and strengths. With a greater awareness of themselves and others, students develop their moral compass with the desire to serve, aligning themselves with the school's mission to serve those who are disadvantaged in any way.



AREAS OF INTEREST FOR EXPLORATION IN VIA PROJECTS:

- ♦ Animal welfare
- ♦ Children, youth and family services
- ♦ Elderly persons
- ♦ Health-related services
- ♦ Heritage and the arts
- ♦ Special needs
- ♦ Sports
- ♦ Environmental sustainability



Education & Career Guidance

EDUCATION & CAREER GUIDANCE (ECG) at CHIJ Secondary focuses on empowering students to explore their strengths and interests and pursue their passions. The school's programme provides opportunities for students to explore who they are and what they wish to pursue, and supports them in charting a path to get there, thereby developing women of distinction who lead purpose-driven lives.

| Level | Focus | Key Experiences |
|-----------|---|--|
| Sec 1 | Discovering Interests Students discover their likes and dislikes through an appreciation of their CCAs, learning styles and interests. | <ul style="list-style-type: none">◆ ECG CCE lessons◆ Cohort ECG talks◆ MSF Portal exploration |
| Sec 2 | Understanding Strengths Students explore their personal character traits and strengths as they consider possible subject combinations and future pathways. | <ul style="list-style-type: none">◆ ECG CCE lessons◆ Cohort talk on RIASEC◆ Inno x ECG modules◆ ECG Learning Journeys◆ Experience ITE programme |
| Sec 3 | Exploring Career Options Students learn about available career options that tap on their interests, strengths and character traits as they continue to work towards their post-secondary goals. | <ul style="list-style-type: none">◆ ECG CCE lessons◆ Career seminar◆ Lifelong learning game experience◆ Work Exposure Programme◆ Applied Learning Modules◆ Experience ITE programme |
| Sec 4 & 5 | Exploring Educational Pathways and Developing Skills & Strengths Students decide on the educational pathways that will help them arrive at their career options, developing the necessary skills and strengths along the way. | <ul style="list-style-type: none">◆ ECG CCE lessons◆ Visits to Polytechnic open houses◆ Education fair◆ Applied Learning Modules◆ Preparatory workshops for DSA & EAE |

Cocurricular Activities

COCURRICULAR ACTIVITIES (CCAs) are compulsory for all students. They are important because

- ◆ they develop character, by emphasizing teamwork, discipline and commitment to excellence;
- ◆ they instil core values, such as respect for others, honesty and integrity;
- ◆ they imbue an entrepreneurial spirit, a risk-taking attitude and an appreciation for the aesthetics;
- ◆ they provide avenues to learn and hone skills, and opportunities for the pursuit of excellence.

The CCA framework at CHIJ provides students with a wide array of CCAs from four categories: Sports and Games, Performing Arts Groups, Clubs and Societies, and Uniformed Groups. Each student needs to have a CCA for every year that she is in the school. Moving to another CCA may be done only at the beginning of each academic year, subject to the approval of the CCA teachers and HoD/PE & CCA.

CHIJ Secondary offers the following CCAs:

| SPORTS AND GAMES | CLUBS & SOCIETIES |
|---|--|
| These competitive squads participate in competitions. Badminton, Netball and Tennis maintain recreational teams as well, to encourage learning and playing the sport at a less competitive level. | These aim to equip members with skills to serve the community and participate in interschool competitions. |
| Badminton | Arts Alive! |
| Basketball | Automation & Robotics Club |
| Netball | Chinese Cultural Society |
| Rhythmic Gymnastics | Debating & Oratory Society |
| Tennis | iGrow@IJ |
| Tenpin Bowling | IJ Media Club |
| Track & Field | IJ Youth Mission |
| | Legion of Mary (<i>as a second CCA</i>) |
| UNIFORMED GROUPS | PERFORMING ARTS GROUPS |
| These provide members with opportunities to develop and hone their leadership skills and represent the school at interschool competitions and important events. | These aim to provide an avenue to enrich members aesthetically. They participate in the Singapore Youth Festival Arts Presentation and stage school and public performances. |
| Girl Guides | Choir |
| National Cadet Corps (Sea) | Concert Band |
| Red Cross Youth | Dance Ensemble |
| | Guitar Ensemble |
| | IJ Theatre |

CCA Grading Scheme (LEAPS 2.0)

The CCA grading scheme **LEAPS 2.0** recognizes students’ holistic development. Students will be recognized with levels of attainment in four domains.

PARTICIPATION

This domain recognizes students’ participation in one school-based CCA, based on the number of years of participation, exemplary conduct and active contribution to the CCA. Sustained engagement in the same CCA allows for progressive development of character, skills, knowledge and friendships, and will be accorded higher recognition.

SERVICE

This domain recognizes students’ development as socially responsible citizens who contribute meaningfully to the community. Every secondary school student will contribute at least 6 hours per school year to the community and will be recognized for time put into planning, service and reflection when participating in a Values-in-Action project.

LEADERSHIP

This domain recognizes students’ leadership development, specifically their ability to take charge of personal development, work in a team, and assume responsibilities in service of others. In addition to formal leadership appointments, participation in student leadership modules or workshops, the National Youth Achievement Award (NYAA), leadership positions in the school, CCA projects, or projects initiated or led by students will also be recognized.

ACHIEVEMENT

This domain recognizes students’ representation and accomplishment in cocurricular involvements beyond the classroom. Opportunities for representation and accomplishment present valuable learning experiences for students to learn discipline and resilience and develop their character. Students may represent the school or organizations endorsed by the school.

At the end of the graduating year, students’ cocurricular attainment will be recognized as Excellent, Good or Fair, and converted to bonus points which can be used for admission to junior colleges, Millennia Institute, polytechnics and the Institute of Technical Education.

| Attainment | Details |
|-----------------------------|---|
| Excellent 2 bonus points | Attained at least Level 3 in all four domains with at least Level 4 in one domain |
| Good 1 bonus point | Attained at least Level 1 in all four domains with any of the following: <ul style="list-style-type: none">at least Level 2 in three domains; orat least Level 2 in one domain and at least Level 3 in another domain; orat least Level 4 in one domain |

| EXAMPLES | | | | |
|---------------|--|--|---|--|
| | 1 | 2 | 3 | 4 |
| Participation | Member of Red Cross Youth Sec 1–4: ≥75% attendance each year <i>(Level 4)</i> | Member of Athletics Sec 1–2: ≥75% attendance each year + Member of IJ Youth Mission Sec 3–4: ≥75% attendance each year <i>(Level 3)</i> | Member of Arts Alive! Sec 1–4: ≥75% attendance each year <i>(Level 4)</i> | Did not attend any CCA Sec 1–4 <i>(Level 0)</i> |
| Service | 24 hours of service + 3 class VIA projects <i>(Level 4: completed at least 24 hours of service and at least 2 VIA projects that impact the school or community)</i> | 24 hours of service + 2 class VIA projects <i>(Level 4)</i> | 24 hours of service + 2 class VIA projects + 1 student-initiated VIA project <i>(Level 5: completed at least 24 hours of service and at least one student-initiated VIA project that impacts the community beyond the school and at least one other VIA project)</i> | 24 +hours of service + 1 class VIA project <i>(Level 3: completed at least 24 hours of service and at least 1 VIA project that impacts the school or community)</i> |
| Leadership | Sergeant <i>(Level 3)</i> | Upper Sec CCA Committee <i>(Level 4)</i> | Student Councillor <i>(Level 3)</i> | Attended Sec 1 IJ Trail + Sec 2 Camp <i>(Level 1: completed 2 modules)</i> |
| Achievement | Proficiency Badge (Gold) <i>(Level 3)</i> | Represented Athletics in competition at Sec 2 and IJ Youth Mission at Sec 3–4 <i>(Level 4)</i> | Ran at Cross-Country <i>(Level 1: represented Class/House/CCA at intraschool event)</i> | Represented class at Level Sports Day <i>(Level 1)</i> |
| Attainment | Excellent (2 bonus points) | Excellent (2 bonus points) | Good (1 bonus point) | Fair (0 bonus points) |

Body Mass Index

The **BODY MASS INDEX** (BMI) is calculated by the formula:

BMI =

Weight (kg)

Height (m) x Height (m)

The units must be correct: kilogram for weight and metre for height. Otherwise the BMI value derived will be wrong.

BMI-for-Age for Girls aged 12-18

| Age | Severely Underweight | Underweight | Acceptable weight | Overweight | Severely Overweight |
|-----|----------------------|-------------|-------------------|------------|---------------------|
| 12 | ≤14.4 | 14.5-14.8 | 14.9-23.4 | 23.5-27.5 | ≥27.6 |
| 13 | ≤14.8 | 14.9-15.2 | 15.3-24.0 | 24.1-28.3 | ≥28.4 |
| 14 | ≤15.1 | 15.2-15.5 | 15.6-24.6 | 24.7-28.9 | ≥29.0 |
| 15 | ≤15.4 | 15.5-15.8 | 15.9-25.0 | 25.1-29.4 | ≥29.5 |
| 16 | ≤15.7 | 15.8-16.1 | 16.2-25.4 | 25.5-29.7 | ≥29.8 |
| 17 | ≤15.9 | 16.0-16.3 | 16.4-25.7 | 25.8-30.0 | ≥30.1 |
| 18 | ≤16.1 | 16.2-16.5 | 16.6-25.9 | 26.0-30.3 | ≥30.4 |

Source: Health Promotion Board



NAPFA Standards

| Age | Grade | Points | Sit-ups in 1min | Standing Broad Jump (cm) | Sit & Reach distance (cm) | Inclined Pull-ups in 30s | 4x10m Shuttle Run (s) | 2.4km Run-walk (min:s) |
|-----|-------|--------|-----------------|--------------------------|---------------------------|--------------------------|-----------------------|------------------------|
| 13 | A | 5 | >30 | >170 | >41 | >16 | <11.3 | <14:31 |
| | B | 4 | 26-30 | 162-170 | 39-41 | 13-16 | 11.3-11.7 | 14:31-15:30 |
| | C | 3 | 22-25 | 153-161 | 36-38 | 10-12 | 11.8-12.2 | 15:31-16:30 |
| | D | 2 | 18-21 | 144-152 | 32-35 | 7-9 | 12.3-12.7 | 16:31-17:30 |
| | E | 1 | 14-17 | 135-143 | 27-31 | 3-6 | 12.8-13.2 | 17:31-18:30 |
| 14 | A | 5 | >30 | >177 | >43 | >16 | <11.5 | <14:21 |
| | B | 4 | 28-30 | 169-177 | 41-43 | 14-16 | 11.5-11.8 | 14:21-15:20 |
| | C | 3 | 24-27 | 160-168 | 38-40 | 10-13 | 11.9-12.2 | 15:21-16:20 |
| | D | 2 | 20-23 | 151-159 | 34-37 | 7-9 | 12.3-12.6 | 16:21-17:20 |
| | E | 1 | 16-19 | 142-150 | 29-33 | 3-6 | 12.7-13.0 | 17:21-18:20 |
| 15 | A | 5 | >30 | >182 | >45 | >16 | <11.3 | <14:11 |
| | B | 4 | 29-30 | 174-182 | 43-45 | 14-16 | 11.3-11.6 | 14:11-15:10 |
| | C | 3 | 25-28 | 165-173 | 39-42 | 10-13 | 11.7-12.0 | 15:11-16:10 |
| | D | 2 | 21-24 | 156-164 | 35-38 | 7-9 | 12.1-12.4 | 16:11-17:10 |
| | E | 1 | 17-20 | 147-155 | 30-34 | 3-6 | 12.5-12.8 | 17:11-18:10 |
| 16 | A | 5 | >30 | >186 | >46 | >17 | <11.3 | <14:01 |
| | B | 4 | 29-30 | 178-186 | 44-46 | 14-17 | 11.3-11.5 | 14:01-15:00 |
| | C | 3 | 26-28 | 169-177 | 40-43 | 11-13 | 11.6-11.8 | 15:01-16:00 |
| | D | 2 | 22-25 | 160-168 | 36-39 | 7-10 | 11.9-12.2 | 16:01-17:00 |
| | E | 1 | 18-21 | 151-159 | 31-35 | 3-6 | 12.3-12.6 | 17:01-17:50 |
| 17 | A | 5 | >30 | >189 | >46 | >17 | <11.3 | <14:01 |
| | B | 4 | 29-30 | 181-189 | 44-46 | 14-17 | 11.3-11.5 | 14:01-14:50 |
| | C | 3 | 27-28 | 172-180 | 40-43 | 11-13 | 11.6-11.8 | 14:51-15:50 |
| | D | 2 | 23-26 | 163-171 | 36-39 | 7-10 | 11.9-12.1 | 15:51-16:40 |
| | E | 1 | 19-22 | 154-162 | 32-35 | 3-6 | 12.2-12.5 | 16:41-17:30 |
| 18 | A | 5 | >30 | >192 | >46 | >17 | <11.3 | <14:01 |
| | B | 4 | 29-30 | 183-192 | 44-46 | 15-17 | 11.3-11.5 | 14:01-14:50 |
| | C | 3 | 27-28 | 174-182 | 40-43 | 11-14 | 11.6-11.8 | 14:51-15:40 |
| | D | 2 | 24-26 | 165-173 | 36-39 | 8-10 | 11.9-12.1 | 15:41-16:30 |
| | E | 1 | 20-23 | 156-164 | 32-35 | 4-7 | 12.2-12.4 | 16:31-17:20 |

| Award | Minimum Scores |
|--------|---|
| Gold | C grade in all 6 stations with a minimum of 21 points |
| Silver | D grade in all 6 stations with a minimum of 15 points |
| Bronze | E grade in all 6 stations with a minimum of 6 points |

School Awards

MOTHER ST CHARLES (ALL-ROUND ACHIEVEMENT) AWARD

This award is given to a student who achieves excellent results at the GCE O Level/N Level examinations and excels in her CCA through her leadership and participation, possessing qualities, such as perseverance and confidence, inherent in a well-balanced student who effectively juggles attention to her studies with commitment to her CCA.

SISTER DEIRDRE O'LOAN AWARD

This award, sponsored by the IJ Board of Management, is conferred on an outstanding graduating student who demonstrates values such as a pioneering spirit, initiative, selflessness, perseverance, resourcefulness, resilience, compassion, and love for learning, at both school and community levels.

PRINCIPAL'S AWARD

This award, established by the Parent Support Group in collaboration with the school, is offered to Sec 2-5 students who have overcome personal challenges through strength of character. They should also attain academic success and display good conduct.

BEST PROGRESS AWARD

This award is given to a graduating student who has made the best progress through her years of education in the school, based on her PSLE and GCE O Level/N Level examination results.

MOTHER ST GAETAN (OUTSTANDING PERFORMANCE) AWARD

This award, initiated by the CHIJ Alumni, is given to students who excel in their CCA, represent the school in competitions, exercise good sportsmanship, and are role models to their peers.

MOTHER ST MATHILDE (OUTSTANDING LEADERSHIP) AWARD

This award, also initiated by the CHIJ Alumni, is bestowed on students who have contributed significantly to the school beyond what is expected of them as leaders, displaying qualities that reflect the values that the school promotes, exemplifying the virtue of *noblesse oblige* in carrying out their leadership responsibilities, and recognizing what they have in themselves and using that to serve others.

CHIJ HEALTH AWARD

This award, initiated by the CHIJ Alumni and funded by Ocean Healthcare (S) Pte Ltd, recognizes Sec 2-5 students who practise well-being in the physical, intellectual, emotional and social domains, and demonstrate a positive outlook on life. They must attain a gold award at the last NAPFA test (or excellent grades in the PE Assessment), and achieve an academic pass in the previous year.



Financial Assistance

MOE FINANCIAL ASSISTANCE SCHEME

Qualifying Criteria:

- The student must be a Singapore citizen.
- The monthly gross household income (GHI) must not exceed \$4,000, or the monthly per capita income (PCI) must not exceed \$1,000.

Benefits:

- 100% subsidy of school and miscellaneous fees
- Free textbooks and school attire
- Meal subsidies that pay for 10 meals per school week
- Public transport subsidy of \$21 per month or up to \$252 per annum

IMDA NEU PC PLUS PROGRAMME

The IMDA NEU PC Plus Programme offers full-time pupils and persons with permanent disabilities from low income households, the opportunity to own a brand new computer at an affordable price. Pupils from low-income households who need a computer may apply to own a computer at a subsidised price through this programme. For more information, visit www.imda.gov.sg/neupc.

IJ BURSARY

The IJ Bursary provides students of needy families with monthly cash aid to meet their daily subsistence needs.

If you need to apply for financial assistance in any of the above forms, please approach your form teacher or the staff at the General Office.



Assessments & Promotion

WEIGHTING OF ASSESSMENTS

Note: 'WA' stands for Weighted Assessment, which counts towards the overall score for the year
'GI' stands for Geographical Investigation ♦ 'HI' stands for Historical Investigation

| Subjects | Term 1 | Term 2 | Term 3 | Term 4 |
|---|--|-------------|------------------|--|
| Examinable subjects taken in school except those indicated below: | | | | |
| ♦ Sec 1-3 | WA 10% | WA 15% | WA 15% | Exam 60% |
| ♦ Sec 4-5 | WA 0% | WA 0% | Prelim Exam 100% | |
| Sec 1 Geography | WA 10% | GI 15% | WA 10% + GI 15% | 50% |
| Sec 1 History | WA 10% | HI 15% | WA 10% + HI 15% | 50% |
| Sec 2 Geography | WA 10% | GI 15% | WA 10% + GI 15% | 50% |
| Sec 2 History | WA 10% | HI 15% | WA 10% + HI 15% | 50% |
| Sec 1-2 FCE and D&T (run in groups per semester) | Gp 1 WA 15% | Gp 1 WA 15% | Gp 2 WA 15% | Gp 2 WA 15% All (applied module) 70% |
| Sec 1-2 Drama and Music | Only a grade will be entered in Term 4 | | | |
| Sec 3 Drama | – | – | – | Exam 100% |
| Sec 3 Higher Mother Tongue | WA 5% | WA 30% | WA 5% | Exam 60% |
| Sec 4-5 Mother Tongue | WA 0% | Exam 100% | – | – |
| Mother Tongue B Syllabus | Only a grade will be entered in Term 4 | | | |
| Language subjects taken externally | Computed by centre | | | |

PROGRESSION TO THE NEXT YEAR OF LEARNING

Under Full Subject-based Banding from 2024 Sec 1, all students will generally progress to the next year of learning, with adjustments (where necessary) to either or both of the following:

- ♦ the offering of individual subjects at a more demanding or less demanding subject level; and/or
- ♦ the total number of subjects offered.

CRITERIA FOR PROMOTION


At the end of Sec 3, students are assessed based on their overall academic performance.




- ♦ Students who meet the academic requirements will continue to offer their subjects at the same level in Sec 4.
- ♦ Students who do not meet the academic requirements may adjust their subject load in consultation with the school. The offering of subjects at a less demanding level will be considered on a case-by-case basis.

Students are encouraged to calibrate their curricular load based on their strengths, readiness, and overall well-being.


Admissions Exercises and Programmes




FOR GCE O LEVEL STUDENTS

Tap on  for more information

| Pathway | Summary | Eligibility Criteria |
|--|---|---|
| Direct School Admission (DSA-JC)  | <ul style="list-style-type: none">♦ For application to a DSA school♦ Based on talent in sports, CCAs or specific academic areas that may not be demonstrated at the O Level exam | <ul style="list-style-type: none">♦ L1R5 ≤20 (excluding bonus points)♦ School-specific criteria may apply |
| Polytechnic Early Admissions Exercise (Poly EAE)  | <ul style="list-style-type: none">♦ Aptitude-based♦ Allows students to apply and receive conditional offers for polytechnic admission before receiving exam results | <ul style="list-style-type: none">♦ ELR2B2 ≤26 (excluding bonus points)♦ Course-specific criteria will apply |
| Joint Admissions Exercise (JAE)  | <ul style="list-style-type: none">♦ For admission to a junior college, Millennia Institute, a polytechnic or ITE | <ul style="list-style-type: none">♦ Course-specific criteria will apply |



FOR GCE N(A) LEVEL STUDENTS

Tap on  for more information

| Pathway | Summary | Eligibility Criteria |
|---|--|---|
| Polytechnic Foundation Programme (PFP)  | <ul style="list-style-type: none">♦ A diploma-specific foundation programme for well-performing Sec 4 N(A) students♦ Only for selected diploma courses♦ Conducted over 2 academic semesters | <ul style="list-style-type: none">♦ ELMAB3 ≤12 (excluding bonus points)♦ Course-specific criteria may apply |
| Direct-Entry-Scheme to Polytechnic Programme (DPP)  | <ul style="list-style-type: none">♦ Direct admission into a 2-year Higher Nitec programme at ITE♦ No O Level or Nitec programme prerequisite | <ul style="list-style-type: none">♦ ELMAB3 ≤19 (excluding bonus points)♦ Course-specific criteria will apply |
| Nanyang Academic of Fine Arts (NAFA) Foundation Programme  | <ul style="list-style-type: none">♦ Bridging course that prepares students for a successful enrolment and completion of a diploma course at NAFA♦ A wide range of subjects will be taught to equip students with broad skill sets and develop technical, artistic and literacy skills | <ul style="list-style-type: none">♦ ELMAB3 ≤15 (excluding bonus points)♦ Course-specific criteria will apply |

FOR ALL STUDENTS

Tap on  for more information

| Pathway | Summary | Eligibility Criteria |
|--|--|--|
| Institute of Technical Education Early Admissions Exercise (ITE EAE)  | <ul style="list-style-type: none">♦ Aptitude-based admissions exercise to 2-year Nitec or 3-year Higher Nitec course♦ Allows students to apply and receive conditional offers for ITE admission before receiving exam results | <ul style="list-style-type: none">♦ Various modes of assessment to identify aptitude and interest, which may include portfolio submission, interviews and aptitude tests♦ Achievements in sports, arts leadership, entrepreneurship and community service will also be considered |
| Joint Intake Exercise (JIE)  | <ul style="list-style-type: none">♦ For admission to a 2-year NITEC or 3-year Higher NITEC course at ITE | <ul style="list-style-type: none">♦ Course-specific criteria will apply |

COMPUTATION OF CONVERTED AGGREGATE POINTS

For N(A) Level students taking O Level subjects

| O Level Grade | Points for ELMAB3 |
|---------------|-------------------|
| A1-B3 | 1 |
| B4-C6 | 2 |
| D7 | 3 |
| E8 | 4 |

For N(T) Level students taking N(A) Level subjects

| N(A) Level Grade | ITE Aggregate Points |
|------------------|----------------------|
| 1-3 | 1 |
| 4 | 2 |
| 5 | 3 |
| 6 or U | 4 |

For N(T) Level subjects

| N(T) Level Grade | ITE Aggregate Points |
|------------------|----------------------|
| A | 1 |
| B | 2 |
| C | 3 |
| D | 4 |
| U | 5 |

Criteria for Admission to Junior Colleges

COMPUTATION OF L1R5 FOR JC COURSE

| | | |
|----|--|--|
| L1 | First Language | English Language or Higher Mother Tongue |
| R5 | Relevant Subject 1 | Any Humanities subject, Higher Art, Higher Music, Bahasa Indonesia, Chinese (Special Programme) or Malay (Special Programme) |
| | Relevant Subject 2 | Any Mathematics or Science subject |
| | Relevant Subject 3 | Any subject from Relevant Subjects 1 and 2 not already used |
| | Relevant Subject 4 Relevant Subject 5 | Two other GCE O Level subjects, except CCA, Religious Knowledge and Mother Tongue B Syllabus |

Note: The grades for Higher Mother Tongue and Mother Tongue cannot both be used in the same computation.

CORE SUBJECTS

| Subject | Requirement |
|--|-------------------------------------|
| English Language | A1-C6 |
| Mother Tongue <i>(or other approved language in lieu thereof)</i> or Higher Mother Tongue or Mother Tongue B Syllabus | A1-D7 A1-E8 Merit or Pass |
| Mathematics or Additional Mathematics | A1-D7 |

ELIGIBILITY

| |
|--|
| L1R5 (excluding bonus points) ≤ 20 If requirements on core subjects are not met: <ul style="list-style-type: none">L1R5 6-15: Eligible for conditional admission to JCL1R5 16-20: Eligible for conditional admission to JC only with A1 or A2 in all R5 subjects |
|--|

From the 2028 Joint Admissions Exercise (JAE), admission to JC will require an L1R4 gross aggregate score of 16 points. More information can be found [here](#).

Attire and Appearance

The guidelines for the CHIJ school uniform are illustrated below.
Students are to wear the prescribed uniform. Modifications to the uniform are not allowed.

COMPUTATION OF BONUS POINTS

| Type of Bonus Points | Bonus | Maximum Allowed | |
|--|---------------------|-------------------------------|-------------------|
| For students with the following CCA grades: ♦ Excellent ♦ Good | 2 points 1 point | 4 points for these four types | 6 points in total |
| For students seeking admission to JC/MI courses* and with grades of A1–C6 in both their first languages (i.e. English Language and Higher Mother Tongue) | 2 points | | |
| For students seeking admission to JC/MI courses* and with grades of A1–C6 in Chinese/Malay (Special Programme) or Bahasa Indonesia as their third language | 2 points | | |
| For students who choose Catholic Junior College (our affiliated JC) as their 1st choice | 2 points | | |
| For students who apply for the Chinese/Malay Elective Programme and are selected | 2 points | 2 points | |

* These Junior College or Millennia Institute choices must come before any Polytechnic or ITE choices.

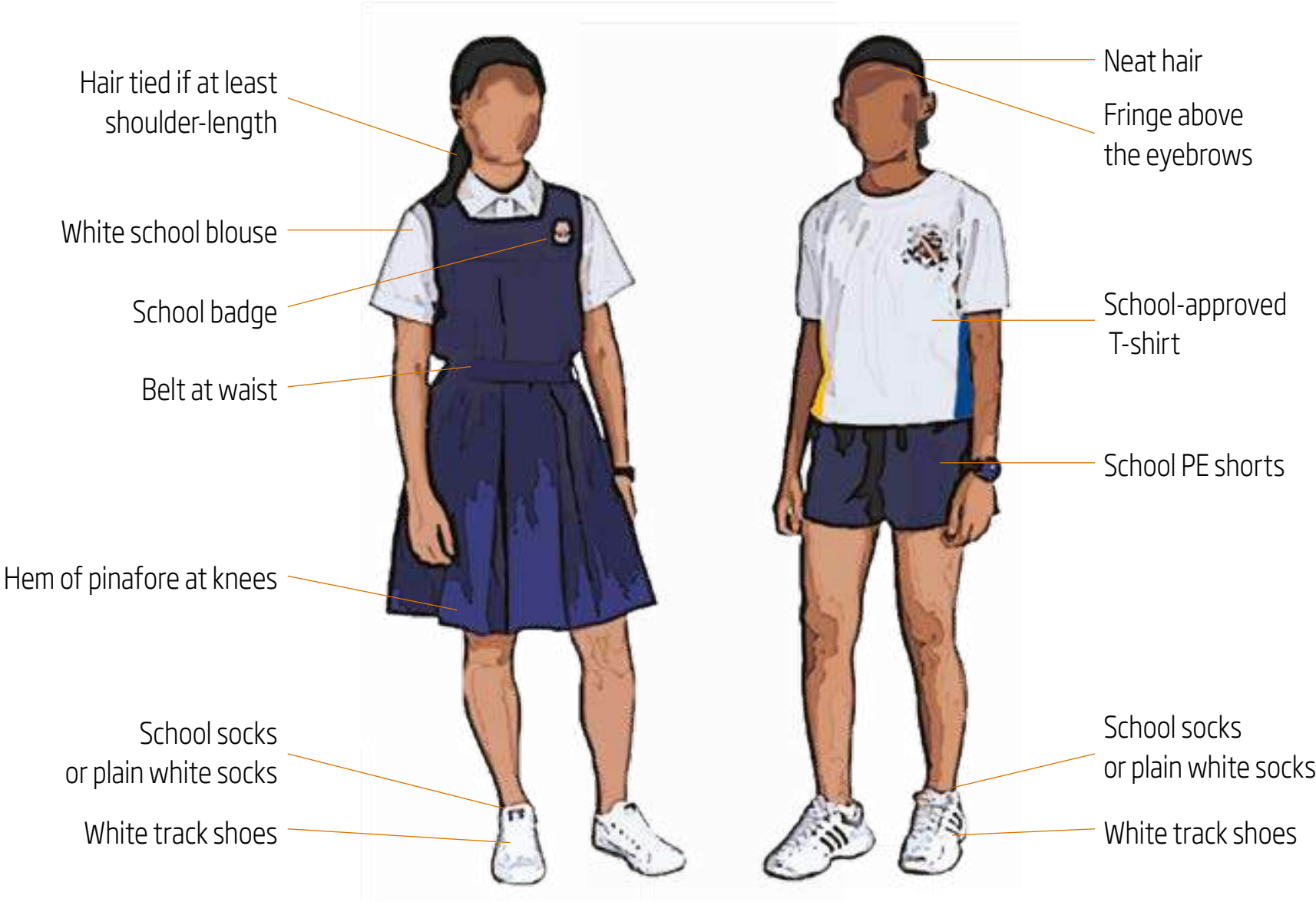
From the 2028 Joint Admissions Exercise (JAE), bonus points are capped at 3 points. More information can be found [here](#).

SCHOOL UNIFORM

This is to be worn when entering and leaving school, and for all school activities, unless otherwise specified.

PE ATTIRE

This is to be worn only for PE lessons and for other activities as specified by the school.



Code of Conduct

CHIJ Secondary believes that a safe and conducive school environment, marked by student discipline and a culture of respect for self, peers and teachers, is necessary for effective teaching and learning to take place. The school is committed to nurturing all students to become leaders of themselves as they cultivate self-discipline, good values, and a strong sense of responsibility. In these endeavours and in their pursuit of excellence, the school hopes they will grow into women of distinction.

The school hopes that all students will conduct themselves in a spirit of self-respect and responsibility and have consideration for others at all times.

ATTENDANCE POLICY

- ♦ Regular attendance and punctuality are desirable personal attributes that the school would like to inculcate in our students. All students are expected to be present in school and attend lessons during the school terms and all other school activities that have been planned for them. Parents and guardians are strongly encouraged to work together with the school to ensure that students are punctual for school and regular in their attendance.

UNPUNCTUALITY

- ♦ All students should be with their classes for the morning assembly by 0730. Students who are not at the assembly area by 0730 will be considered late. Latecomers will have their attendance taken at the guard post and be issued a late slip, which must be presented to the teacher in class at the time of reporting.

ABSENCE FROM SCHOOL

- ♦ If a student is unwell, she must see a doctor and obtain a medical certificate to validate her absence from school. Students may submit parents' letters to cover absence due to minor illnesses, but for not more than three days per school term. Memos from Traditional Chinese Medicine practitioners are not acceptable as medical certificates. Students are expected to submit their medical certificates or other documents within 5 schooling days to their form teachers on their return to school.
- ♦ Students should not apply for overseas holiday leave during the school terms; such absences will be considered to be without valid reasons, and students will be awarded a score of zero for any assignments, tests or exams missed as a result. Permission for overseas leave during the school terms may, however, be granted in exceptional circumstances, on a case-by-case basis.
- ♦ Failure to notify or validate an absence on return to school may be treated as truancy, and appropriate consequences will be meted out. Truancy is thus defined as: unreported absence, absence without a valid reason, or failure to attend lessons or scheduled school activities (including remedial and enrichment lessons, CCA, and detention).

EARLY RELEASE FROM SCHOOL

- ♦ A student who needs to leave the school premises during school hours will have to obtain an Early Release Form from the General Office and seek permission from one of her form teachers (or her year head or assistant year head, if her form teachers cannot be located). Her parent/guardian will have to be informed, and she will be allowed to leave school only if her parent/guardian picks her up from school. She is to let her parent/guardian sign the Early Release Form and return it to her form teacher on the day she returns to school.

USE OF PERSONAL LEARNING DEVICES AND OTHER DEVICES

- ♦ Every student will use an iPad as her personal learning device (PLD), and is to have it with her on every school day. To ensure effective learning, the use of PLDs and access to the internet in school should only be used for school work during curriculum hours. Students are to mute their PLDs during lessons to avoid causing disruptions; if sound is required, they are to use headphones or earphones.
- ♦ The school allows students to bring other electronic devices (such as mobile phones, tablets, laptops, media players and smartwatches) to school. However, the use of all such devices is not allowed during curriculum time (that is, from the start of the morning assembly to the end of the last curriculum lesson for the day), including free periods and recesses, except when permission is granted by a teacher.
- ♦ All devices must be switched off and kept in the students' lockers during curriculum time so that teaching and learning will not be disrupted, and so that classrooms and curriculum lessons can be safe zones where the privacy of all students and teachers is respected. This applies to students' PLDs when they are not required for lessons. Under no circumstances should devices be left unattended.
- ♦ To promote a safe and conducive environment for teaching and learning, the teacher's permission must be sought before photographs or videos are taken during lessons.
- ♦ Students are to take their PLDs home every day after school. To avoid disruption to learning, they are to ensure that their PLDs are fully charged at home. The charging of all electronic devices is not allowed in school.
- ♦ Students may use their PLDs and other electronic devices for personal purposes only in the canteen and only before the morning assembly and after curriculum hours.
- ♦ Students are to take full responsibility for the use and safekeeping of their PLDs and other electronic devices, and are to comply with the rules stipulated in the Acceptable-Use Policy Agreement.

ZERO TOLERANCE TOWARDS BULLYING

- ♦ In CHIJ Schools, we uphold the basic principle of respecting the dignity of each person we interact with. Everyone in our school community has the responsibility and a role to play in building a safe learning environment where we treat each other with respect and understanding. As such, our school will not tolerate any unlawful or disruptive behaviour, including any form of bullying, cyberbullying, intimidation or retaliation.

Acceptable-Use Policy Agreement for Use of Technology

Computing devices and access to the internet have become a necessity for work, play and learning in the 21st century. In order to ensure a safe and conducive learning environment, students are to abide by the rules stated in this Acceptable-Use Policy Agreement.

This policy applies to all students in this school and to the use of our school's ICT facilities, equipment and resources, as well as users' personal devices (e.g. mobile phones, PLDs). ICT facilities, equipment and resources include, but are not limited to, the school's internet network, ICT labs, hardware (e.g. laptops, tablets, computers), software (e.g. the school's learning management system, productivity software, online tools) and peripherals (e.g. projectors, scanners, cameras).

Computing Devices and Equipment

- 1 Users are responsible for using school-owned ICT facilities, equipment and resources for the purpose of learning. Personal use such as gaming and engaging in social media is strictly prohibited.
- 2 Users are responsible for resources borrowed from school for the duration of the loan. The user will bear the cost of damage, theft or loss due to negligence, and face disciplinary action in accordance to the school's discipline policy.
- 3 Users are responsible for their personal devices. The school will not be held responsible for any damage, theft or loss of their devices.
- 4 Users should not use the school's electrical power to charge their own personal devices. Users should ensure that their personal devices are fully charged before bringing it to school.

Accounts

- 5 Users are responsible and accountable for all activities conducted via their assigned ICON email accounts and their personal email accounts.
- 6 Users are responsible for the security of their account IDs and passwords. All account IDs and passwords should not be shared with anyone.
- 7 Users should change their passwords every six months. Failure to do so would constitute negligence.
- 8 Users are to use their full names as stated in their EZlink cards for all account IDs. Aliases, nicknames and pseudonyms are not allowed.
- 9 Users should not use their accounts for any illegal or unethical activities. These include posting online remarks that are racially or religiously insensitive, are vulgar or offensive, are disruptive of public order, or intentionally cause emotional distress or harm to others.
- 10 Users should not use school-owned computing devices for any online trade (i.e. buying and selling of goods and services).
- 11 Users should not use devices to store, modify or create content (e.g. documents, presentations, pictures, videos) that is pornographic or defamatory in nature.

Email & Social Media

- 12 Users should not post or share any indecent, obscene, pornographic or defamatory material or message that offends or causes distress to other people.
- 13 Users are reminded that threats, harassment, embarrassment, impersonation and intimidation of others is a chargeable offence under the Singapore legal system.
- 14 Users are expected to remain courteous and polite in all online interactions.

Intellectual Property

- 15 Users should not access, download, copy or share any copyrighted materials (e.g. pictures, videos, music) without explicit permission from the owners.
- 16 Users should not own, copy or share software in an unauthorized or illegal manner.
- 17 The rights of all materials and data created using the school's ICT facilities and resources are jointly owned by the school and the user.

The school reserves the right to record and retain data on school-owned devices and/or accounts issued by the school for investigation or evidence.

Violation of any policies, rules or administrative procedures may result in a temporary suspension or revocation of the student's account. The student may also face disciplinary action in accordance with the school's discipline policy.

Students’ Creed

My fellow students and I have the right to an environment that is conducive to teaching and learning.

- Therefore I will
- ♦ avoid making noise during recess, so as not to disrupt the lessons of other classes;
 - ♦ care for the school environment by keeping all areas clean, and by not littering or vandalizing school property;
 - ♦ respect my friends’ and teachers’ time by being punctual for all school activities;
 - ♦ respect the efforts of others by being present for all school events, unless permission has been sought and granted for my absence;
 - ♦ inform my form teacher by 0800 of the same day if I need to be absent from school, and on my return to school submit to my form teacher and/or CCA teacher a medical certificate or a letter from my parent or guardian explaining my absence;
 - ♦ contribute to class activities by being attentive and engaged;
 - ♦ take pride in and be responsible for all work assigned to me;
 - ♦ not bring anything into the school that would disrupt teaching and learning, such as computer games, playing cards and undesirable reading materials;
 - ♦ keep the school environment safe by not possessing and/or bringing to school any weapons or weapon-like items that can be used to cause harm to others;
 - ♦ keep my mobile phone and any other electronic devices switched off and in my locker at all times till I leave the school premises or use them in the canteen after school hours.

I am responsible for my thoughts, words and deeds, because they empower me to improve any situation.

- Therefore I will
- ♦ be polite and respectful to others at all times;
 - ♦ demonstrate integrity and responsibility in my words and deeds;
 - ♦ reflect on the impact of my words and actions, so that they benefit others and myself.

I will honour the name of CHIJ and uphold its values, because I belong to the IJ family and am part of its history and traditions.

- Therefore I will
- ♦ uphold the laws of the nation, of which CHIJ Secondary is an integral part;
 - ♦ uphold the good name of the school by being on my best behaviour at all times;
 - ♦ show due respect to the national flag and school flag;
 - ♦ take pride in the country and school by singing the National Anthem and school song with fervour and reciting the National Pledge with my right fist placed over my heart;
 - ♦ abide by all the rules of the school.

I will treat myself and others with respect and dignity, because each of us is unique and has a special place in this community.

- Therefore I will
- ♦ respect differences and be inclusive rather than exclusive in my relationships with others;
 - ♦ help those who are weak;
 - ♦ treat myself with love and respect, and not possess or consume or use alcohol, cigarettes or drugs, or engage in any activity that will hurt or harm me;
 - ♦ take personal interest and pride in my appearance and maintain simplicity and modesty by ensuring that
 - » my hair is not of any outlandish style (e.g. undercut style) but is neat at all times;
 - » my hair is not tinted, dyed, gelled or waxed, my fringe stays above my eyebrows, and my hair is tied up if it reaches the shoulders;
 - » I wear only hair accessories that are single-coloured (white, dark blue or black);
 - » I wear at most one pair of simple ear studs which are no larger than 3mm in diameter, single-coloured (silver, gold, white, dark blue or black), and worn on the earlobe at the lowest point;
 - » I do not wear jewellery, accessories (other than those allowed here), or personal adornment not in the prescribed school uniform;
 - » I do not use make-up or hair extensions;
 - » my fingernails are short, without any polish or varnish applied to them;
 - » I wear, if necessary, simple glasses, or plain and colourless contact lenses;
 - » any religious item (e.g. a pendant) that I wear is not visible;
 - » I wear my school badge at all times;
 - » my pinafore is worn down to my knees, neat at all times and not modified in any way;
 - » I wear only clean white track shoes (only the logo of which can be coloured) with school socks or plain white socks worn at or above the ankle;
 - » I wear only school or CCA jackets, or plain white, black or dark blue jackets with no large branding or advertisement (except at most a small inconspicuous logo no bigger than the school badge);
 - » I wear only bras that are white, beige or light grey and not visible through and beyond the uniform or PE attire;
 - ♦ wear the school uniform as prescribed by the school, with dignity, whenever I enter and leave the school, including during the school holidays.
 - » On Mondays, I wear my school blouse as part of the prescribed attire.

Conduct Grades

A student’s conduct grade, reflected in the Progress Report, is given based on the student’s behaviour, values and attitude throughout the semester. It takes into account how the student epitomizes the school values as she works towards becoming a Woman of Distinction. Her attendance at school and CCA and her punctuality are also important criteria in determining her conduct grade.

The conduct grade is used by the school as a tool for review and evaluation, namely to

- ♦ provide feedback to parents about the student’s conduct;
- ♦ determine the student’s eligibility to participate or represent the school in overseas trips or other activities;
- ♦ determine the student’s eligibility to receive school and MOE awards.

CONDUCT GRADE DESCRIPTORS

| Conduct Grade | Descriptors |
|---------------|--|
| Excellent | <ul style="list-style-type: none">♦ Attends school and CCA regularly♦ Demonstrates strongly behaviours and attitudes aligned with school values♦ Consistently behaves in an exemplary manner♦ Has not committed any offence |
| Very Good | <ul style="list-style-type: none">♦ Attends school and CCA regularly♦ Demonstrates consistently behaviours and attitudes aligned with school values♦ Consistently behaves well♦ Has not committed any offence |
| Good | <ul style="list-style-type: none">♦ Attends school and CCA regularly♦ Demonstrates most of the time behaviours and attitudes aligned with school values♦ Behaves well most of the time♦ Has not committed any serious offence |
| Fair | <ul style="list-style-type: none">♦ Attends school and CCA regularly with occasional truancy♦ Occasionally demonstrates unacceptable behaviour♦ Has committed at least one serious offence |
| Poor | <ul style="list-style-type: none">♦ Attends school irregularly and has played truant♦ Frequently demonstrates unacceptable behaviour♦ Has committed serious offences or multiple occurrences of a serious offence |

Disciplinary Offences

| Level | Offences | Action | Consequences |
|---------|---|---|---|
| Minor | <ul style="list-style-type: none">♦ Arriving late for school, lessons or school activities♦ Skipping lessons or school activities♦ Inappropriate attire or grooming♦ Not doing assignments♦ Using vulgar language♦ Littering♦ Unauthorized consumption of food outside the canteen♦ Inappropriate use of electronic devices | Action may be taken by any of the following, depending on the severity of the offence: <ul style="list-style-type: none">♦ Form or subject teacher♦ Discipline level coordinator♦ Year Head or Assistant Year Head♦ HoD/Student Management♦ School counsellor♦ Vice-Principal♦ Principal♦ An external organization | Consequences may be any listed below, depending on the severity of the offence: <ul style="list-style-type: none">♦ Counselling or referral to external agencies♦ Parental involvement♦ Confiscation of prohibited items where appropriate♦ Compensation♦ After-school restorative reflection session♦ After-school detention♦ Timeout from lessons♦ Corrective work order♦ Removal from leadership position♦ Internal or external suspension♦ Expulsion♦ Any other appropriate action |
| Serious | <ul style="list-style-type: none">♦ Leaving school grounds without permission♦ Truancy/wilful absenteeism♦ Bullying (in any form)♦ Cheating, attempting to cheat, or assisting others to cheat in a test or examination♦ Disruptive behaviour♦ Open defiance or rudeness♦ Posting inappropriate or defamatory comments and/or images of self, students and staff of the school online, including on social media♦ Disregard of safety rules♦ Forgery♦ Misappropriation of funds♦ Misbehaving in public <p>Very serious offences:</p> <ul style="list-style-type: none">♦ Substance abuse (possession and/or use)♦ Possession or viewing of pornographic material♦ Possession of weapons♦ Possession, use, distribution or sale of cigarettes or e-vaporizers♦ Assault, fighting or causing physical hurt♦ Gambling♦ Gangsterism♦ Theft♦ Arson♦ Vandalism♦ Extortion or intimidation♦ Refusal to sing the National Anthem or recite the National Pledge <i>(for Singapore citizens only)</i> | | |

Discipline and Safety

ART STUDIO



DO

- ♦ ask for permission before using any equipment, tools or materials;
- ♦ keep aisles clear at all times for prompt evacuation in an emergency;
- ♦ conduct spray-painting outside the studio or room and away from sources of fire;
- ♦ maintain, handle and store sharp instruments safely;
- ♦ turn off electrical appliances and tools after use, and let them cool in a safe place before storage;
- ♦ return every tool to its proper place after use;
- ♦ pick up, clean and store all items properly before dismissal.



DO NOT

- ♦ enter any studio or room unless supervised by an Art teacher;
- ♦ touch your eyes or skin when handling chemicals during art-making;
- ♦ tamper with or dismantle any IT equipment.



DESIGN & TECHNOLOGY WORKSHOP



DO

- ♦ wear an apron during workshop practice;
- ♦ use the right tool for each job;
- ♦ return every tool to its proper place after use.



DO NOT

- ♦ eat or run in the workshop;
- ♦ talk or walk unnecessarily in the workshop;
- ♦ carry out workshop practice without the presence of a teacher or instructor;
- ♦ use tools that are blunt, badly worn, mushroomed or in poor condition;
- ♦ operate any machine without being instructed on its correct use.



TELL THE TEACHER IF

- ♦ any tool or machine is faulty;
- ♦ any accident occurs, such as a cut or a burn;
- ♦ you are in doubt.



FOOD & CONSUMER EDUCATION KITCHEN



DO

- ♦ wear an apron during practical food sessions;
- ♦ use a headband or clip to keep your hair in place;
- ♦ keep your nails short and clean;
- ♦ keep your hands dry and wear appropriate footwear when using electrical appliances;
- ♦ follow instructions on the lighting of gas burners, grills and ovens;
- ♦ keep all combustible materials such as paper towels, curtains and spray cans away from cookers;
- ♦ keep the oven or grill door slightly open when the grill is in use;
- ♦ open all windows and doors for ventilation while cooking or operating a gas appliance;
- ♦ take extreme care when using any sharp-pointed or sharp-edged equipment or appliance or fragile glassware;
- ♦ keep the kitchen clean and dry;
- ♦ keep access to the gas control valve at the gas meter clear of obstruction;
- ♦ clean all parts of the cooker after every use with a clean piece of cloth and a liquid cleaner;
- ♦ properly switch off all cookers and ovens after every lesson.



DO NOT

- ♦ carry out any practical work without the presence of a teacher;
- ♦ run or rush about in the kitchen;
- ♦ talk or walk unnecessarily in the kitchen;
- ♦ operate any machine or appliance unless you have been instructed on its correct use and on the safety precautions to be taken;
- ♦ leave a cooker unattended during cooking.



TELL THE TEACHER IF

- ♦ you are feeling unwell;
- ♦ you are unsure of what to do;
- ♦ any accident occurs, such as a cut or a burn;
- ♦ any equipment or appliance is faulty, or any crockery or utensils are broken.



Discipline and Safety

SCIENCE LABORATORY



DO

- ♦ leave your bag outside the lab before you enter;
- ♦ be familiar with the fire evacuation route;
- ♦ understand and follow strictly the instructions for the conduct of any experiment;
- ♦ use lab materials exactly as instructed by the teacher;
- ♦ examine all apparatus carefully before use, to ensure it is clean and in working order;
- ♦ dispose of waste and surplus materials according to the instructions given by the teacher;
- ♦ spit out anything that accidentally enters your mouth, and wash your mouth with a lot of water;
- ♦ wash your eye quickly with water from the tap if any liquid gets into it;
- ♦ wear protective glasses when conducting experiments that involve mixing, heating or handling chemicals;
- ♦ wear disposable gloves when handling biohazardous chemicals;
- ♦ clean and store the apparatus properly after each experiment;
- ♦ wash your hands with soap after all practical work.



DO NOT

- ♦ enter the lab without the supervision of a teacher;
- ♦ enter the storerooms and preparation rooms at all times;
- ♦ take food or drinks into the lab;
- ♦ take sharp objects such as penknives and cutters into the lab;
- ♦ tamper with the Bunsen burner or rubber tubing;
- ♦ remove any apparatus or chemical from the lab without the permission of a teacher;
- ♦ go beyond the instructions given by the teacher in any experiment;
- ♦ throw waste or surplus materials into the sink;
- ♦ put a chemical back into a bottle, unless a teacher instructs you to do so;
- ♦ taste or touch a chemical, unless a teacher tells you to do so;
- ♦ use a pipette with your mouth.



TELL THE TEACHER IF

- ♦ you do not understand what you are required to do;
- ♦ you receive any dirty or broken apparatus;
- ♦ any cut, scald, breakage or accident occurs, any material enters the mouth, or any liquid enters the eye.



CHAPEL

The Chapel is the heart of CHIJ. On the right of the altar is the tabernacle containing the Blessed Sacrament, which Catholics believe to be the true and abiding presence of Jesus, indicated by a constant vigil lamp. The Chapel is for us a sacred place set apart to honour God's holy presence.



DO

- ♦ use the Chapel only for prayer and liturgical purposes;
- ♦ maintain in the Chapel a reverent silence and an environment conducive to prayer;
- ♦ behave in a respectful manner in the Chapel;
- ♦ return all books, files and leaflets after use;
- ♦ switch off all power points, lights, air-conditioning and sound systems after use;
- ♦ leave the vigil lamp switched on at all times;
- ♦ report any damage or vandalism promptly to the General Office.



DO NOT

- ♦ eat, drink, play, study or talk loudly in the Chapel;
- ♦ handle any altar vessels, books or cloths unless authorized by a teacher.



MEDIA RESOURCE LIBRARY

I will play my part to make the Media Resource Library conducive to independent learning and research by:

- ♦ showing my student pass to borrow books and non-print materials;
- ♦ being responsible for all the books and non-print materials I borrow;
- ♦ returning my books once the loan period of two weeks is over;
- ♦ paying a fine of \$10 and the full cost of the book, or buying the same book as a replacement, if I should lose a book;
- ♦ agreeing to have my report book withheld from me till I return all overdue books;
- ♦ not removing reference books from the library, but asking the library aide to photocopy the relevant pages instead;
- ♦ not vandalizing the books, magazines or library;
- ♦ observing silence in the library;
- ♦ returning magazines to their respective shelves, and books to the trolleys;
- ♦ not taking books, files or drinks into the library;
- ♦ not using a mobile phone in the library at all times, except for listening to music.



Examinations and Weighted Assessments

Decorum

- 1 Be properly attired when you report for an examination.
- 2 Do not consume any food or drink, except plain water, in the examination room. Place your water bottle on the floor.
- 3 Conduct yourself appropriately in the examination venue at all times, or you may be asked to leave the venue.

General Matters

- 4 Note that the duration of each paper includes the time for reading and studying the content of the paper.
- 5 Remain in your seat for the duration of the paper.
- 6 Inform the invigilator if you are issued a question paper that you have not entered for, or is not scheduled to take place; does not contain the stated number of pages; or has any supplementary materials, such as graph paper, missing.
- 7 Write your name and register or index number on every sheet of loose writing paper that is submitted as part of your answer script.
- 8 Write the number of the question you are attempting in the left margin of the writing paper; you do not need to copy the question. Write your answer in the space between the left and right margins and use both sides of the paper.
- 9 Do not fold the writing paper at any time.
- 10 Manage your time well during the examination.
- 11 Do not leave the examination room at any point unless the invigilator allows you to do so.
- 12 At the end of the paper, stop writing when you are told to do so by the invigilator. Arrange your answer script in the correct sequence and use a string to tie loose sheets of writing paper together at the top left-hand corner, in such a way that the examiner can turn the pages easily.
- 13 Remain silent and seated, facing the front of the venue, while answer scripts are being collected.

Stationery

- 14 Use non-erasable dark blue or black ink to write your answers; you may use pencils and pens of other colours for maps and diagrams only.
- 15 Ensure that you have with you the necessary writing and mathematical instruments, stored in a transparent pencil case or ziplock bag.
- 16 Do not bring correction fluid or tape into the examination venue.

Multiple-choice Answer Sheets

- 17 Use a soft-lead pencil (such as 2B) to shade your answers in the personalized multiple-choice answer sheet (PMCAS), and use a soft eraser to change your answers.
- 18 Write your name and shade your register or index number on the PMCAS.

Calculators, Dictionaries and Electronic Devices

- 19 Use only approved electronic devices (e.g., calculator, e-dictionary) during weighted assessments (WAs) and examinations. Remove the cover of the electronic device(s) before entering the examination venue.
- 20 Use a silent battery-operated calculator and ensure you carry a replacement set of batteries; you will not be given any allowance if your calculator fails to function during an examination.
- 21 Use only a dictionary from the approved list; your dictionary must not contain any annotations.
- 22 Do not bring any mobile phone, smartwatch or other electronic device (apart from approved calculators and dictionaries) into the examination venue; any such device found in your possession or on your desk or chair during the examination will be considered an attempt to cheat.

Absence

- 23 If you are unwell,
 - (a) obtain a medical certificate from a certified doctor for the day of absence from the examination. A medical certificate from a practitioner of traditional Chinese medicine or a letter from your parents will not be accepted.
 - (b) inform your form teachers as soon as possible and by 7.15 a.m. on the day of the examination. Call the school's general office (63534972) if you cannot contact them by 7.15 a.m.
- 24 If you are absent for a WA or any paper of an examination, the result for that subject will be entered as 'VR' (valid reason) if you submit a medical certificate. A proxy mark will be calculated for you if you have sat more than 50% of the subject in an examination; no proxy marks will be calculated for weighted assessments. You will be awarded a zero if you are absent from the WA or examination without valid reason.
- 25 If you have an infectious condition or show symptoms of acute respiratory infection, inform your form teacher as soon as possible and by 7.15 a.m. on the day of the examination and await instructions on your examination arrangements and advice from your teacher.

Dishonesty

- 26 Ensure you do not have any unauthorised books, notes, materials or devices in your possession during the examination.
- 27 Do not remove any writing paper, used or unused, from the examination venue.
- 28 If you are caught in an attempt to obtain unfair assistance or are caught for dishonesty; or copy from, or allow your answers to be copied by another candidate, you may be asked to leave the examination venue. You will face disciplinary action for the act of dishonesty, the attempt to cheat or the assistance given in the above.
- 29 Do not communicate with another candidate, whether verbally or in gestures. Any form of communication with another candidate may be perceived as an attempt to cheat.
- 30 Students must not use AI tools (for example, ChatGPT or other text-generation platforms) to generate or enhance responses for any alternative assessment unless explicitly permitted by the teacher. Any unauthorised use of AI will be treated as an act of dishonesty.
- 31 If you contravene any of the regulations in articles 26 to 30 or are found guilty of being dishonest in an examination, you will be awarded a score of zero for the paper.

Key Personnel

SCHOOL LEADERSHIP & CHAPLAINCY

| | | |
|-------------------|------------------------|---------------------------------|
| School Leadership | Mrs Genevieve Chye | Principal |
| | Mrs Chris Kwok | Vice-Principal |
| | Mdm Lim Lay Hoon | Vice-Principal |
| | Ms Paula Kesavan | Vice-Principal (Administration) |
| School Chaplaincy | Rev Fr Michael Sitaram | School Chaplain |

INSTRUCTIONAL PROGRAMME

| | | |
|--|-------------------|--|
| Aesthetics | Mr Gary Tang | Subject Head/Aesthetics |
| English Language & Literature | Mrs Wendy Lee | Head of Dept/English Language & Literature |
| | Ms Margaret Teo | Subject Head/English Language & Literature |
| | Mrs Angeline Yeo | Senior Teacher/English Language |
| Humanities | Mr Jonathan Chia | Head of Dept/Humanities |
| | Mr Joseph Tham | Master Teacher/History |
| Information & Communication Technology | Mrs Lois Law | Head of Dept/ICT |
| | Mr Adrian Moh | Subject Head/ICT |
| Life Skills | Mrs Eugenia Tan | Head of Dept/Life Skills |
| Mathematics | Mrs Gladys Hoy | Head of Dept/Mathematics |
| | Mr Jason Ng | Subject Head/Mathematics & Data Management |
| | Ms May Chong | Lead Teacher/Mathematics |
| Mother Tongue Languages | Ms Shirley Ong | Head of Dept/Mother Tongue Languages |
| | Ms Sim Hoon Kuan | Subject Head/Mother Tongue Languages |
| | Mdm Zhang Shujuan | Senior Teacher/Chinese Language |
| Physical Education & Cocurricular Activities | Mr Daryl Chan | Head of Dept/PE & CCA |
| | Mr Harry Goh | Subject Head/PE |
| Science | Mrs So Yirong | Head of Dept/Science |
| | Mr Koh Bing Qin | Subject Head/Chemistry |
| | Mr Lionel Foong | Subject Head/Lower Secondary Science |

Key Personnel

STUDENT DEVELOPMENT

| | | |
|-----------------------------------|---------------------------------|------------------------------------|
| Character & Citizenship Education | Mr Titus Chang | Acting Head of Dept/CCE |
| | Mr Daniel Kuan | Subject Head/Student Leadership |
| Educational Support | Mrs Tan Yan Ping | Subject Head/Educational Support |
| | Ms Raquel Lim | Senior Teacher/Educational Support |
| Student Management | Mrs Denise Lavinia Ranjan | Head of Dept/Student Management |
| Student Well-being | Mr Marcus Liang | Subject Head/Student Well-being |
| Year Heads | Mr Francis Yap | Year Head/Lower Secondary |
| | Ms Balvinder Kaur | Year Head/Upper Secondary |
| | Mrs Tivona Chelliah | Asst Year Head/Lower Secondary |
| | Mr E Raja Rajan s/o Narayansamy | Asst Year Head/Upper Secondary |

ADMINISTRATION, OPERATIONS AND STAFF DEVELOPMENT

| | | |
|-------------------|------------------|------------------------|
| Administration | Mr Edwin Neo | Administration Manager |
| Operations | Mr Tan Eng Whay | Operations Manager |
| Staff Development | Ms Lim Fang Teng | School Staff Developer |

Student Support Team

| | |
|--|--|
| School Counsellors | Ms Andrea Wang, Ms Hazirah Adilah Sahal, Mrs Mathews Shu Quo |
| Special Educational Needs Officers | Ms Jesslyn Fong, Ms Genevieve Pang |
| Education & Career Guidance Counsellor | Ms Sharon Tay |
| Student Welfare Officer | Ms Tan Jia Hui |

School Terms and Holidays 2026

| SCHOOL TERMS | |
|---------------------------|--------------------------|
| Semester 1 | |
| Term 1 | Fri 2 Jan - Fri 13 Mar |
| Term 2 | Mon 23 Mar - Fri 29 May |
| Semester 2 | |
| Term 3 | Mon 29 Jun - Fri 4 Sep |
| Term 4 | Mon 14 Sep - Fri 23 Oct |
| TERM HOLIDAYS | |
| After T1 | Sat 14 Mar - Sun 22 Mar |
| After T2 | Sat 30 May - Sun 28 Jun |
| After T3 | Sat 5 Sep - Sun 13 Sep |
| After T4 | Sat 24 Oct - Thu 31 Dec |
| PUBLIC HOLIDAYS | |
| New Year's Day | Thu 1 Jan |
| Chinese New Year | Tue 17 Feb Wed 18 Feb |
| Hari Raya Aidilfitri | Sat 21 Mar^ |
| Good Friday | Fri 3 Apr |
| Labour Day | Fri 1 May |
| Hari Raya Aidiladha | Wed 27 May* |
| Vesak Day | Sun 31 May |
| National Day | Sun 9 Aug^ |
| Deepavali | Sun 8 Nov |
| Christmas | Fri 25 Dec |
| SCHEDULED SCHOOL HOLIDAYS | |
| Youth Day | Sun 5 Jul^ |
| Teachers' Day | Fri 4 Sep |

^ The following Monday will be a school holiday

| S | M | T | W | T | F | S |
|----------|----|----|----|----|----|----|
| JANUARY | | | | | | |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 27 | 28 | 30 | 31 |
| FEBRUARY | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| MARCH | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| APRIL | | | | | | |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |
| MAY | | | | | | |
| 31 | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| JUNE | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| S | M | T | W | T | F | S |
|-----------|----|----|----|----|----|----|
| JULY | | | | | | |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| AUGUST | | | | | | |
| 30 | 31 | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| SEPTEMBER | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 23 | 26 |
| 27 | 28 | 29 | 30 | | | |
| OCTOBER | | | | | | |
| | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| NOVEMBER | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |
| DECEMBER | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

National Symbols



The **NATIONAL FLAG** of Singapore consists of two equal horizontal sections, red above white. A white crescent moon occupies the upper left section. Next to the moon are five white stars arranged in a circle. Each feature of the Flag bears a unique symbolic meaning. Red stands for universal brotherhood and equality of man. White symbolizes pervading and everlasting purity and virtue. The crescent moon represents a young nation on the ascendant, and the five stars depict Singapore's ideals of democracy, peace, progress, justice and equality.










The **STATE CREST** or **NATIONAL COAT OF ARMS** of Singapore consists of a shield emblazoned with a white crescent moon and five white stars against a red background. Supporting the shield are a lion on the left and a tiger on the right. A banner below the shield is inscribed with the Republic of Singapore's motto, 'Majulah Singapura' (meaning 'Onward Singapore' in Malay), which is also the title of the National Anthem. The lion embodies Singapore itself, while the tiger represents Singapore's historical ties with Malaysia.

The National Pledge

We, the citizens of Singapore,
pledge ourselves as one united people,
regardless of race, language or religion,
to build a democratic society
based on justice and equality,
so as to achieve happiness, prosperity
and progress for our nation.



CONVENT OF THE HOLY INFANT JESUS SECONDARY (TOWN CONVENT)

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Important Phone Numbers

| | | |
|---------------|-------------------------------|---|
| Emergency | Police | 999 |
| | Ambulance | 995 |
| Non-emergency | Police (Toa Payoh NPC) | 1800-251-9999 |
| | Ambulance | 1777 |
| Helplines | Samaritans of Singapore (SOS) | 24-hour Hotline: 1767 24-hour CareText: 9151 1767 (via WhatsApp) |
| | TOUCHline (Counselling) | 1800-377-2252 |
| | Youthline (Counselling) | Call 6436-6612 Text 8533-9460 |