### CCA ORIENTATION 2015

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<thead>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Assemble in Hall</strong></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>CCA Performances</strong>&lt;br&gt;✧ Dance Ensemble&lt;br&gt;✧ Concert Band&lt;br&gt;✧ Guitar&lt;br&gt;✧ Choir</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>CCA Briefing</strong>&lt;br&gt;✧ CCA LEAPS 2.0&lt;br&gt;✧ CCA Allocation procedures</td>
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<tr>
<td><strong>4</strong></td>
<td><strong>Walk around CCA Booths</strong></td>
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CCA and LEAPS

By
Mr Balbinder Singh
HOD CCA/PE
Today’s Briefing...

1. CCA Policy
2. CCAs Offered
3. CCA Audition/ Selection Trials
4. CCA Selection & Allocation Procedure
5. CCA Grading
CCA Policy

• **CCAs are meant to develop the students’ potential outside the academic field**

• **Every student must participate in at least one CCA throughout the student’s 4/5 years in the school**
Through our CCAs, we...

- **Develop character** – emphasizing the importance of teamwork, discipline and commitment to excellence.
- **Instill core values** – respect for others, honesty and integrity.
- **Imbue in members** – an entrepreneurial spirit, a risk taking attitude and an appreciation for the aesthetics.
- Provide an avenue for students to **learn and hone new skills** and provide opportunities for the pursuit of excellence.
CCA Policy

• All requests for change of CCAs must be done through the HOD/CCA

• Sustained engagement in the same CCA allows for progressive development
CCA Policy

- Students may participate in a second CCA
- *The school seeks understanding on the need to ensure optimal CCA allocation according to resource availability*

- **LEAPS 2.0**
CCAs Offered

Uniformed Groups
1. Girl Guides
2. Red Cross Youth
CCAs Offered

Performing Arts
1. Concert Band
2. Choir
3. IJ Dance Ensemble
4. ELDDS
5. Guitar
6. CLDDS
CCAs Offered

**Sports**
1. Badminton
2. Basketball
3. Gym (Rhythmic)
4. Netball
5. Tennis
6. Tenpin Bowling
7. Athletics
8. Squash
CCAs Offered

Clubs
1. Arts Alive
2. ARC (Robotics)
3. IJ News Team
4. IJ Youth Mission
5. Legion of Mary (as 2nd CCA only)
6. ODAC
CCA Audition/Selection Trial

• Skills tests for Sports CCA
  – All students who wish to take up a sport as a CCA must go for selections during the respective CCAs’ training days
CCA Audition/Selection Trial

- Uniformed Group
  - Members must be physically fit and have the right attitude and commitment to face the many challenging, adventurous and fun activities
CCA Audition/Selection Trial

• Performing Arts
  – All students who wish to take a Performing Art as a CCA must go for selections during the respective CCAs’ training days or find out more from CCA teachers
CCA Selection & Allocation Procedures

1. Students and parents attend CCA Orientation

3. CCA Info Booklet distributed to Sec 1 students

4. Online Registration (from 12 Jan onwards):
   www.learnfusion.com/schools/chijtpss
4. Students make their **top 4** choices through the online portal. Parents support children’s choice by counter-signing printout.

5. Students submit CCA Option printout to Form Teachers by Mon, 19 Jan.

6. CCA allocation released (**tentative end January**)
CCA REGISTRATION

Online Registration:
• [www.learnfusion.com/schools/chijtpss](http://www.learnfusion.com/schools/chijtpss)

Time-line:
• 12 January – 17 January 2015

Computer Access *(for those who need it)*:
• Comp Labs, Library
CCA REGISTRATION

Key in your I/C or FIN number

CHIJ Secondary Toa Payoh
PE & CCA Department

IC Number:

Allocation dates: 15/01/2007 to 20/01/2007

Please print out the generated form for future reference.
Fill in accordingly.

Indicate a dash if you have none.
The system will prompt you if you do not indicate 4 choices.
Only 1 radio button is allowed to be selected per column.
Indicate 2 choices for 2\textsuperscript{ND} CCA in order of preference.

Verify the statement and Submit the CCA Form.

I have checked and confirmed that the above CCAs are correct and has been approved by my parent(s)/guardian(s).
You are to print out the completed CCA Form for parents acknowledgement by signing. Hand forms over to Form Teachers.

**NAPFA :** SILVER  
**HEIGHT :** 162 cm  
**WEIGHT :** 46.0 kg  
**BIRTHDAY :** 1 Feb 1990

**PREVIOUS CCAs :**  
1. [ P 4 - 6 ] Media Resource Club - President

**CCA SUBMISSION CHOICES :**  
1. Arts Alive!  
2. ELDDS  
3. IJ News Team

**MEDICAL HISTORY :** Asthma, Eczema.  
**SPECIAL TALENTS :** Won 3rd Prize in Ikea Writing Competition. Won 2nd in Nokia Art competition. Have experience in writing articles, filming and producing.  
**REMARKS :** 2ND CCA: 1. Tenpin Bowling (Recreational) 2. IJ Enterprise
CCA Selection & Allocation Procedures

• The school will assist in anyway possible to ensure that students have a fruitful experience in the CCA allocated
• The school will allocate students according to the school’s needs and resources
• Parents must support the students in the same way
Thank You

- Pls enjoy your visit to all the CCA booths
- Student Dinner – 1700, Canteen
- Parents Reception – 1700, Outside General Office
A Holistic Education for Secondary School Students - LEAPS 2.0

A Student-Centric, Values-Driven Education
A Broad and Deep Foundation for a Lifelong Journey

CHIJ Secondary School
• Co-Curricular Programmes

- 4 structured programmes that complement the academic curriculum
A Student-Centric, Values-Driven Education

A Broad and Deep Foundation for a Lifelong Journey

Recognition System for Co-Curricular Attainment

LEAPS 2.0
LEAPS 2.0

DOMAINS

– to recognise students’ holistic development

Leadership
Enrichment
Achievement
Participation
Service
• LEAPS 2.0

- 4 domains has **levels of attainment**: 1 - 5

Participation  | Achievement  | Leadership  | Service
• LEAPS 2.0

– Enrichment domain complements the other domains for students’ holistic development

– Will be recognised in School Graduation Certificate

– Will not have levels of attainment
INTENT OF LEAPS 2.0

Motivate students towards holistic and balanced participation through the co-curricular programmes

Facilitate the learning of values, skills and competencies for life

Recognise diverse interests of students; developing students to be self-directed learners

Recognise the “home-school-community” approach to holistic development of every child
Key Information on LEAPS 2.0 Domains

• **Participation**
  – Affirms students’ *sustained development* in school-based CCA throughout secondary school
  – Student can choose from Sports, Arts, Uniformed Groups, Clubs and Societies

• **Achievement**
  – Affirms students’ *character development and efforts* in representing the school/external organisations in events
  – Students diverse interests and talents are recognised as events can go beyond CCA and beyond school
Participation Domain in LEAPS 2.0

- **At least 75% attendance** each year
  - Levels 1 - 4:
    - Participation in a CCA for 2 to 5 years
  - Levels 4 – 5:
    - Continuous involvement in the same CCA for 4 or 5 years
  - Levels 3 – 5:
    - **Exemplary conduct and active contribution** in CCA with at least 3 years of participation in any CCA
Achievement Domain in LEAPS 2.0

Representation

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

Representation/Accomplishment

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

• Level 5:
  – Represent/accomplish Singapore / MOE / Singapore Schools / National Project of Excellence (NPOE) / UG HQ in international UG competitions
Key Information on LEAPS 2.0 Domains

• **Leadership**
  – Affirms students’ *development as a leader*
  – Students are developed through leadership modules, National Youth Achievement Award and leadership positions.

• **Service**
  – Affirms students’ contributions to the community and development as *responsible and active citizens*
  – Students serve the community through schools’ Values-In-Action programmes
Leadership Domain in LEAPS 2.0

• Level 1:
  – Completed 2 modules on leadership

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

• Levels 2 – 5:
  – Recognition of progressive student leadership development through leadership positions
Service Domain in LEAPS 2.0

• Level 1-4:

  Highest level attained in either:
  
  – Number of hours of service
  – Number of VIA projects
  – A combination of both

• Level 5:

  – VIA project:
    • Student-initiated
    • Impacts the community beyond the school
RECOGNITION OF CO-CURRICULAR ATTAINMENT
<table>
<thead>
<tr>
<th>Co-Curricular Experience</th>
<th>Basic Requirement for Level of Attainment in Domains</th>
<th>Bonus Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>4,3,3,3</td>
<td>2</td>
</tr>
<tr>
<td>Good</td>
<td>4,1,1,1,1,1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3,2,1,1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,2,2,1</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>did not meet above criteria</td>
<td>0</td>
</tr>
</tbody>
</table>
Example A: Student has attained a minimum Level 3 in all four domains and at least Level 4 in one domain (Participation). Hence, the student’s co-curricular attainment is recognised as **Excellent**.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description of Attainment</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Participated in the <strong>same</strong> CCA for 4 years with at least 75% attendance for each year</td>
<td>4</td>
</tr>
<tr>
<td>Achievement</td>
<td>Represented school at local competition / conference / festival / exhibition for 2 years</td>
<td>3</td>
</tr>
<tr>
<td>Leadership</td>
<td>Committee for school-wide events</td>
<td>3</td>
</tr>
<tr>
<td>Service</td>
<td>Completed at least 24 hours of service <strong>and</strong> at least one VIA project that impacts the school or community</td>
<td>3</td>
</tr>
</tbody>
</table>
Example B: The student has attained a minimum of Level 1 in all domains with at least Level 2 in three domains. Hence, the student’s co-curricular attainment is recognised as **Good**.

<table>
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<tr>
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<th>Description of Attainment</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Participated in any CCA for 3 years with at least 75% attendance for each year</td>
<td>2</td>
</tr>
<tr>
<td>Achievement</td>
<td>Represented class / house / CCA at intra-school event</td>
<td>1</td>
</tr>
<tr>
<td>Leadership</td>
<td>Class Committee</td>
<td>2</td>
</tr>
<tr>
<td>Service</td>
<td>Completed at least one VIA project that impacts the school or community</td>
<td>2</td>
</tr>
</tbody>
</table>
Example D: The student has not met the criteria for a Good co-curricular attainment. Hence, the student’s co-curricular attainment is recognised as **Fair**.

<table>
<thead>
<tr>
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<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Participated in any CCA for 4 years with at least 75% attendance for each year</td>
<td>3</td>
</tr>
<tr>
<td>Achievement</td>
<td>Did not represent class / house / CCA / school in any event</td>
<td>0</td>
</tr>
<tr>
<td>Leadership</td>
<td>Completed 2 modules on leadership</td>
<td>1</td>
</tr>
<tr>
<td>Service</td>
<td>Completed at least 24 to less than 30 hours of service</td>
<td>1</td>
</tr>
</tbody>
</table>
HOW TO SUPPORT MY CHILD’S HOLISTIC DEVELOPMENT
Supporting the Holistic Development of my Child

- Is my child able to cope?
- How can I help to support him/her in the learning pursuits?
- How does my child want to pursue this development?
- What are the possible opportunities that can help support this development?
- What is my child interested in?
- What is my child good at?
- How can I reinforce my child's learning of values and life skills in his/her Co-Curricular Programmes?
Focus on LEARNING & ENJOYMENT in Co-Curricular Programmes
Thank You
<table>
<thead>
<tr>
<th>Previous LEAPS</th>
<th>LEAPS 2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading scheme to differentiate</td>
<td>Recognition scheme to chart development</td>
</tr>
<tr>
<td>Fine differentiation - A1, A2, B3, B4 …….</td>
<td>Broad attainment – Fair, Good and Excellent</td>
</tr>
<tr>
<td>Recalibrating towards balanced participation across domains:</td>
<td></td>
</tr>
<tr>
<td>• equal weighting for all domains</td>
<td></td>
</tr>
<tr>
<td>• requiring minimum attainment in each domain</td>
<td></td>
</tr>
<tr>
<td>Previous LEAPS</td>
<td>LEAPS 2.0</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Encourage involvement in different activities through scoring and accumulating points</td>
<td>Encourage progression of development through levels of attainment within each domain over the years</td>
</tr>
<tr>
<td>Recognition of student achievement in mainly CCA activities</td>
<td>Recognise student achievement beyond CCA beyond school; harnessing community resources</td>
</tr>
<tr>
<td>Complex computation of points</td>
<td>Easy to understand requirements with only 3 broad levels</td>
</tr>
</tbody>
</table>