



德新中學

NORTH VISTA SECONDARY SCHOOL

Secondary 4 & 5
Parent Engagement Webinar

Journeying with my Child in NV
25 May 2022 (Wed), 5pm

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Gentle Reminders

- (1) Today's slides will be uploaded on the school's website.
- (2) Questions asked in Parents' Gateway will be addressed towards the end of the webinar today.
- (3) For any further question or specific concern (s) regarding your child/ward, kindly call up the Form Teacher.



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Time	Programme
5 – 6.30 p.m.	<ul style="list-style-type: none">• Introduction & Programme Outline for Sec 4&5 Webinar• Opening address by Principal, Mr Yap• Sec 4 & 5 Cohort Updates
	Academic Matters
	Student Matters
	Q & A (questions raised through PG)
	Closing address by Vice-Principal, Mrs Ong



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Panelists

Principal	Mr Yap Thiam Chuan
Vice-Principal	Mrs Patsy Ong
Year Head	Mdm Sri Devi
Assistant Year Head	Mrs Chng – Lee Lu Xian
HOD/Sciene	Ms Kong Su San
HOD/CCE	Mr William Goh



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Principal's Welcome Address

Mr Yap Thiam Chuan

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Sec 4 & 5 Cohort Matters Updates

Sec 4&5 AYH

Mrs Chng – Lee Lu Xian

Sec 4 & 5 Cohort Updates

By Assistant Year Head

Class 4E1 Vision

Class 4E1



We,
will **work hard** to achieve our goals

We,
will be **United** as a class to overcome
any challenges

We,
will **maximise** our potential and
work towards our **first** choice of
school.

Form Teachers:

Mrs Leow Li Wei

Mrs Mak Hui Yi

Year Council Member:

Mr Tan Keng Wee

[HOD/Special Projects]

Class 4E2 Vision

Class 4E2



We are all **responsible** and **respectful** individuals with a strong sense of **care** and **empathy**.

The 4E2 classroom is a safe space for one and all. We love you and we love ourselves. As such, we will always behave in a dignified manner because we should.

Form Teachers:

Ms Trishta Kaur Gill

Ms Gien Si Yun

Year Council Member:

Mrs Junie Ong

[HOD/ English]

Class 4E3 Vision

Class 4E3

Growth Mindset



Perseverance



Resilience



We can succeed in life by practising the **Growth Mindset**, persevering in all that we do with resilience.

Form Teachers:

Mr Zulkifli Khalil

Mrs Goh Shiew Sing

Year Council Member:

Ms Debbie Wong

[School Staff Developer]

Class 4E4 Vision

CLASS 4E4



4E4 will demonstrate **resilience**
by not giving up when faced with
hardships but instead **persevering**
to the end and do well for our 'O' levels!

*"When everything seems to be going
against you, remember that the airplane
takes off against the wind"*
~Henry Ford~

Form Teachers:

Mrs Lim Hui Ling

Mr Matthew Lai

Year Council Member:

Ms Kong Su San

[HOD/ Science]

Class 4E5 Vision

CLASS 4E5



**"LIVE LAUGH
LOVE".**

This vision signifies the class members' desire to forge **strong bonds** and make the most of their Secondary 4 experience together

Form Teachers:

**Ms Nadia Mohamad
Ali**

Mr Ong Yong Hui

Year Council Member:

**Mrs Chng-Lee
Lu Xian**

[AYH/Sec 4 & 5]

Class 4N1 Vision

CLASS 4N1

Be **Respectful** & **Less Judgemental**

Be more **Confident**

Achieve **Good Grades** for 'N' Levels

Practise **SELF-LOVE**

Learn to **Balance** Work and Play

Form Teachers:

Ms Lee Bee Yen

**Ms Natasha Kirenjit
Singh**

Year Council Member:

Mdm Sri Devi

[YH/Upper Secondary]



Class 4N2 Vision

Class 4N2



We aim to be **respectful** and **responsible** this year.

We would like to **grow** in character and strength this year.

We would like to actively seek opportunities to **bond** and **empathise** with one another.

The classroom is a **safe** space for all.

Form Teachers:

Ms Anita Tiwari

Mr Soong Beng Sion

Year Council Member:

**Mrs Chng-Lee
Lu Xian**

[AYH/Sec 4 & 5]

Class 4T1 Vision



Class 4T1

We believe that every student in 4T1 can always be

Positive

Responsible

Respectful

Resilient

Work together as a team

So that we can achieve

100% pass in N level and achieve the goals we have set for ourselves.



Form Teachers:

**Mrs Anba_Jamna
Kathiresu**

Mr Tay Chee Thong

Year Council Member:

Mdm Sri Devi
[YH/Upper Secondary]

Class 4T2 Vision

Class 4T2



We believe that every student in 4T2 can be

1. **Respectful** to ourselves, our peers, our teachers and other school staff.
2. **Responsible** for our own learning - handing in work on time, paying attention in class, doing self revision.
3. **Resilient** - Encourage each other to not give up and help / support each other when times are tough.
4. **Caring** - Look out for ourselves and others.

Form Teachers:

Ms Foh Chiou Lin

Mr Lim Shian Ruenn

Year Council Member:

**Mrs Chng-Lee
Lu Xian**

[AYH/Sec 4 & 5]

Class 5N1 Vision

CLASS 5N1

IT'S ALL ABOUT DRIVE
IT'S ALL ABOUT POWER
WE STAY HUNGRY
WE DEVOUR

PUT IN THE WORK
PUT IN THE HOURS
AND TAKE WHAT'S OURS



Form Teachers:

**Mdm Mariam
Suliman**

Mr Timothy Teo

Year Council Member:

**Mr Muhammad
Rashidin**

[SH/Discipline]

Secondary 4 & 5 – “Go the Distance”

Focus Areas

- Facilitating students' education and career planning
- Equipping students with necessary knowledge, skills, attitude and support for them to succeed in national examination
- Be a change maker, seeing possibilities and tapping on opportunities to make a positive impact on society.

Key Student Experiences- **Level Camp**

The objectives of the camp are to

- adopt Strength-based approach and Growth Mindset in future planning
- guide students to understand the various post-secondary pathways and
- equip them with knowledge, skills, values and attitudes to succeed in their post-secondary journey.

Camp **CONQUEST**

GO THE DISTANCE

2022 Sec 4 & 5 Level Camp



Key Student Experiences- Level Camp

Pathfinder Workshop
For Graduating Students

My Name is _____ Class _____

1. Where do you see yourself in 6 months?

Education Target
By MYE, what subjects do you hope to improve & by how much?
e.g. Math: 88 (now) → 95

Social Target

ECG workshop

From Talent to Strength

Now that you've uncovered your Talents, don't just stop here!
The key to personal development is invest wisely in Talents and grow them into Strengths.
Here, we have customised a whole list of ideas for you to keep intentionally using and developing your talents.

Talent × **Investment** = **Strength**

Talent: Natural, recurring patterns of thinking, feeling, behaviour that can be productively applied

Investment: Knowledge & Skill

Strength: The ability to consistently produce a positive outcome through near-perfect performance in a specific task

Your Talents
Harmony

Your Investment (Choose at least 2 action items for each Talent)

- Seek opinions and ideas from experts. Their insights will help you formulate your own beliefs and philosophy.
- You perform best in an environment where people listen to one another and seek to understand each other rather than force their views on one another.

Strength-based workshop



Managing Stress

- Reduce exposure**
Make changes to the situation
- Reduce demand**
Change the way you see the situation + Relax the body
- Increase coping resources**
Develop practical skills + Self care

Positive Mental Well-being Talk by Dr Jared Ng



Key Student Experiences- **Cat B Elective Modules**



- 3-day hands-on practical sessions that expose students to possible educational progression and pathways

Modules

Culinary & Pastry

Sports & Fitness

Aeronautical Engineering

Healthcare & Nursing

Virtual Reality

Key Student Experiences- Target-setting

Name: [redacted] Class: [redacted] Register No: [redacted]
MY BREAKTHROUGH 2022

S.M.A.R.T.E.R Goal setting with Growth Mindset

My Stretched, Measurable Goal for 2022:

Subject	WA1 (Target)	WA1 (Actual)	NYE (Target)
English	B4	C6	B4
E Maths	A1	A1	A1
A Maths	A2	A1	A2
Mother Tongue	A2	A1	A1
Combined Humanities (SS/GEO)	B4	B4	B3
Chemistry	A1	B4	A2
Physics	A2	C5	B3
Biology	-	-	-
Higher Mother Tongue	-	-	-

L1R5: 14 (Target) _____ (Actual)

L1B4: 12 (Target) _____ (Actual)

What can I do now in Term 1:

- Strategies/Plan
- Not to give myself too much stress, to rest earlier to have the energy to absorb the lesson taught in class.
 - Do up all my work and constantly doing revision if there is free time.
 - To do up some reading to improve my language.

Reason: (Pain and/or Pleasure of Goal/ What do I wish to go to after Secondary 4?

Poly: _____ Junior College: _____

Course: Psychology in Growth Course: _____

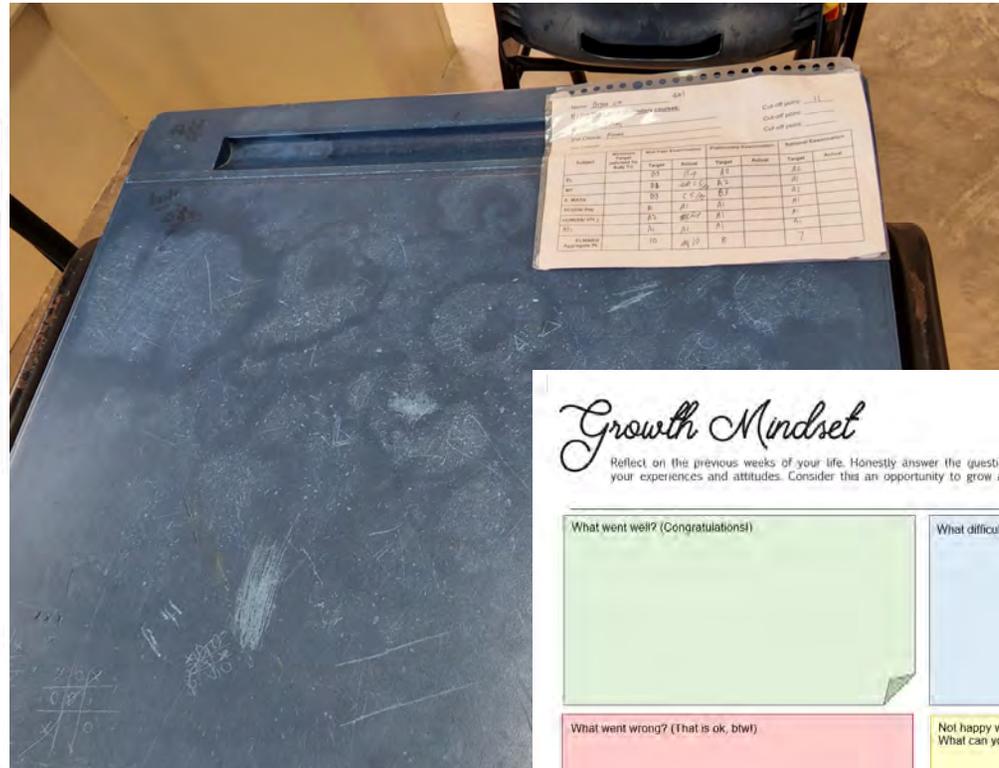
COP: _____ COP: _____

Roadblocks: (Challenges I may face)

- Still wondering whether to go polytechnic or Junior College, afraid to pick the wrong path.

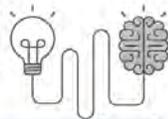
Resources:

- Ask more advice from others eg, teachers, parents, seniors.
- look at my progress before deciding.



Growth Mindset

Reflect on the previous weeks of your life. Honestly answer the questions below. Think of your experiences and attitudes. Consider this an opportunity to grow and change!



What went well? (Congratulations!)

What difficult task did you persevere through?

What went wrong? (That is ok, btw!)

Not happy with something? (That happens.)
What can you do to improve the situation? Can I help you?

Key Student Experiences – Values in Action Projects

Theme: LET'S BE THE HIDDEN GOOD 2022



Causes for Animals- 5N1



4N1's Project Title: Crocheting for Rainbow Centre

<p>What were 3 meaningful moments you experienced during the project?</p>	<ol style="list-style-type: none"> 1. How our class is able to rally behind a common goal. 2. Working together with one and another. 3. Camaraderie and friendship 	
<p>What were 2 challenges you faced?</p>	<ol style="list-style-type: none"> 1. Organizing with Rainbow Centre about logistics. 2. Making the pencil cases. 	
<p>Name 1 way your experience has changed the way you feel about this cause?</p>	<p>Given the opportunity, I would do the same volunteering again as I found it very meaningful. In the future, I would also want to volunteer for other organisations</p>	

Sharing of projects [Zoom]

COPING STRATEGIES

SESSION 2)
SELF-CARE BINGO!

SOME BLANKS HAVE BEEN FILLED IN TO INSPIRE YOU.
FILL IN THE BLANKS WITH STRATEGIES THAT ARE ABLE
TO HELP YOU DEAL WITH DIFFICULT SITUATIONS.

	Made an attainable to-do list for the day			
				Spent some time with my friends/family

Think-about-it...

Think about a time when you felt angry.
How did you react in that situation?

Were you proud of your actions/ reactions
at that time?



Healthy coping strategies

- Be in control, calm and ready to handle the situation
- Exercise
- Box breathing
- Take a break from technology
- 5-4-3-2-1 [5 see/ 4 feel/ 3 hear/ 2 see/ 1 taste]
- Having healthy relationship to support and ask for help if necessary
- Write down to acknowledge it and make plans to solve
- Be grateful
- Doing act of kindness

Key Student Experiences- Mental Health Package

- carried out over Term 2 over 5 sessions
- aims to address some emotional issues frequently faced by students, namely sadness, anger and stress.



Key Student Experiences- ECG programmes

- One-stop customised ECG resources page for each course
- Some programmes:
 - e-course advising session by Nanyang Polytechnic
 - various webinars/ talks with working professional/ JC/ Polytechnics/ ITE
 - EAE writeup workshops

The image shows a Google Classroom interface. At the top, there is a banner for "2022 4E - ECG Matters" with a "Customize" button. Below the banner, there are several cards and posts. One card is titled "EDUCATION AND CAREER GUIDANCE (ECG)" and features a cartoon illustration of a student surrounded by books and icons representing various subjects. The card lists three common student questions: "Which subject combination should I choose?", "Where should I go after I graduate?", and "I don't know what I'm interested in!". Below these questions, it says "Sounds familiar to you? Chat with your ECG Counsellor" and provides contact information: "Tuesdays, 9 am - 5 pm in the ECG corner in the library" and "Also available via Zoom on other weekdays". At the bottom of the card, there are three steps for booking an appointment: Step 1: Email Ms Pan your concerns (with a QR code); Step 2: Book an appointment with Ms Pan via one of the following: (i) Online booking (scan QR or use the URL <https://moesg.appointez.com/online/Link/FanMiaohua>) or (ii) Email pan_miaohua@schools.gov.sg; Step 3: Mark the date (Mark the appointment date in your calendar, See you soon!).



Key Student Experiences- **Vistarian Road Run**

1. Mass Novelty Event:
Vistarian Wave
2. Competitive Race:
Vistarian Road Relay@
S'pore Sport Hub



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Academic Matters

HOD - Science
Ms Kong Su San



Academic Matters

Outline

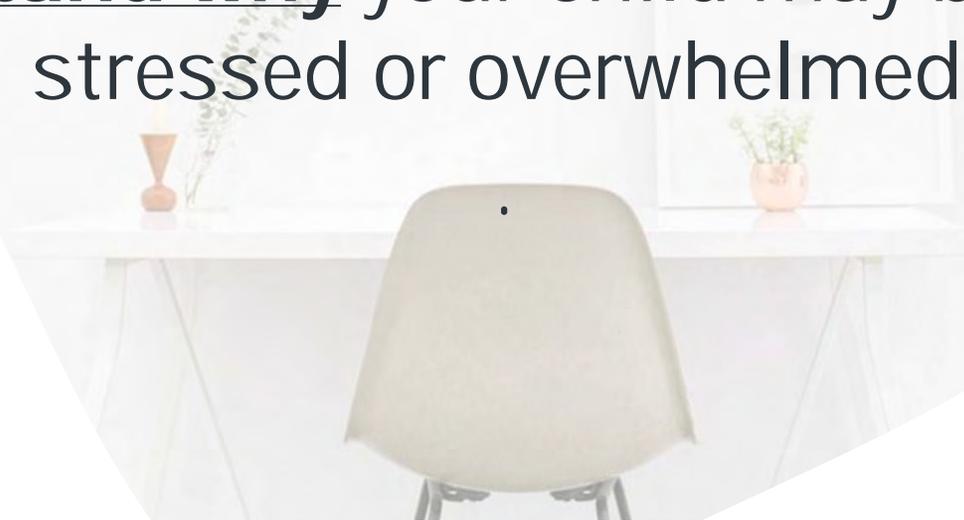
1. Academic Timeline for Semester 2
2. School-Home Partnership
 - a) Academic Support
 - b) Family Support



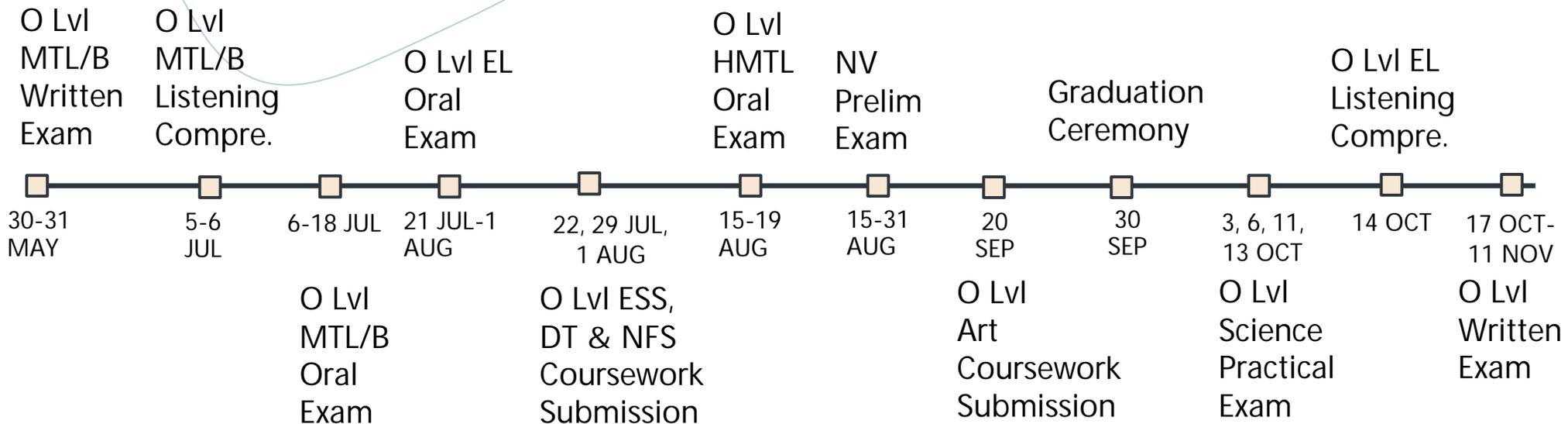
1.
**Academic Timeline
for Semester 2**

“

Having a sense of the academic timeline will allow you to pre-empt when and understand why your child may be feeling stressed or overwhelmed.

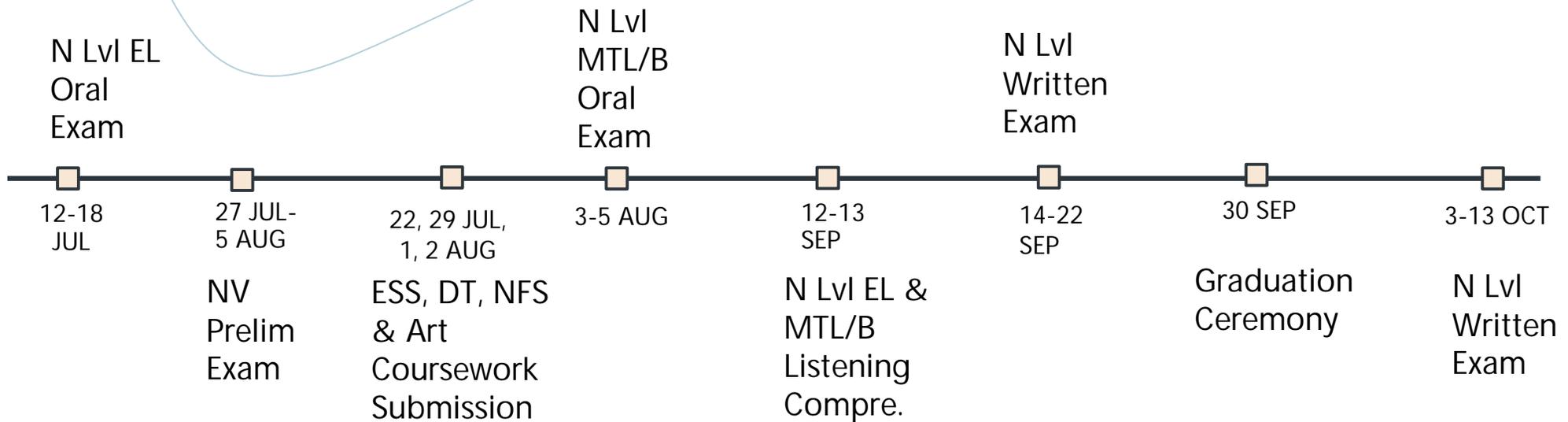


Sec 4 Express & Sec 5 Normal Academic



Info collated from <https://www.seab.gov.sg/docs/default-source/examination-timetable/2022gceoexamtimetable.pdf>

Sec 4 Normal Academic / Normal Technical



Info collated from [https://www.seab.gov.sg/docs/default-source/examination-timetable/2022gcen\(a\)n\(t\)examtimetable.pdf](https://www.seab.gov.sg/docs/default-source/examination-timetable/2022gcen(a)n(t)examtimetable.pdf)

A decorative graphic on the left side of the slide, consisting of a light blue rounded shape with several white diagonal stripes. The stripes run from the top-left towards the bottom-right.

2. School-Home Partnership



Academic Support

1. Revision Guide for Graduating Students
 - Will be sent to students' emails and to parents via PG.
 - Provides guidance on how to best utilise the June school holidays through structured plans on what should be studied and how to study, for all subjects.

Mathematics

Task	Timeline	Mathematics/Additional Mathematics <i>Follow the instructions in the Google Classroom</i>
Build on content mastery	Week 1-2	<u>Strategy 1: Work on weaker topics identified from Mid-Year Exam</u> <ul style="list-style-type: none">● Your teacher will provide a list of topics that you will need to revisit● Make summary notes for revision● Complete the tasks instructed by your teacher in the Google Classroom● Follow the deadline set by your teacher● Upload your work in the Google Classroom according to the schedule provided
Build up pacing through Time Practice & Conditioning	Week 3	<u>Strategy 2 – Timed practice by question</u> <ul style="list-style-type: none">● Complete the tasks instructed by your teacher in the Google Classroom● Target to complete each question within the time given● Eg : The guideline for E Math 4048 will be 1.5min/mark. This is



Academic Support

2. Academic Support Programme

- Academic support will be provided in various forms, depending on the students' areas of need.
- The forms of support include MTL Intensive, Coursework Sessions, Oral Practice, Practical Sessions, Timed Practice and small-group learning sessions.
- Students can continue to meet their Subject Teachers for consultations.



Family Support

1. Work with the school to support your child.
2. Encourage your child to develop a study plan.
3. Ensure your child has his/her materials for learning.
4. Provide a conducive home environment for effective learning.
5. Help your child to develop good learning habits.
6. Foster an open communication with your child.

Tips on what to say to support your child through the exam season

- Converse frequently in an open and supportive manner.
- Talk through stressful events and brainstorm solutions.
- Praise your child's effort, not just the result.
- Remind them of areas they have improved in or done well in.





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Student Matters

Mental well-being of my child

Presented by YH/Mdm Devi for

Senior School Counsellor

Mrs Joanna

The Teenage Experience: What to Expect

Ages: 10-13

- Puberty begins (females usually mature 1-2 years earlier than males)
- Struggle to maintain a balance between family and independence
- Increased awareness of physical attractiveness and physical changes
- Preoccupation and self-absorption
- Tendency to indulge in unrealistic goals and future expectations
- Desire to expand social network and test authority figures
- Greater fluctuation in behaviour, mood, and motivation
- Decreased impulse control and more intense emotions

Ages: 14-16

- Puberty for some may be completed
- Greatest level of teenager-parent conflict
- Increased focus on time with friends; decreased interest in family activities
- Desire to mirror peers (e.g. clothing, language, values)
- Peers may be more influential than family
- Feelings of self-absorption and confusion
- Increased ability to communicate ideas, thoughts and feelings
- Begin to develop their own opinions, values and identity

Ages: 17-21

- Begin to accept and fulfil adult responsibilities
- Increased positive family dynamics
- Increased ability to make decisions independently
- Increased ability to express thoughts, ideas and emotions
- Decreased concern with appearance
- Increased self-assurance
- Decreased incorporation of peer values
- Improved problem-solving skills
- Strengthened values

Typical

1. Increased moodiness
2. Increased self-consciousness, of feeling "on stage," increased focus on body image
3. Increased dawdling or procrastinating

Not Typical: Cause for Concern

1. Intense, painful, long-lasting moods; risky mood-dependent behavior, major depression, or panic attacks; self-injury or suicidal thinking
2. Social phobia or withdrawal; perfectionism and unrealistic standards; bingeing, purging, or restricted eating; obsessive about or neglectful of hygiene
3. Multiple distractions to point of not being able to complete homework or projects, lack of focus that interferes with daily work or tasks, regularly late for appointments

Typical

4. Increased parent–adolescent conflict
5. Increased sense of invulnerability (may lead to increased sensation seeking or risk taking)
6. Stressful transitions to middle and high school

Not Typical: Cause for Concern

4. Verbal or physical aggression, running away
4. Multiple accidents; encounters with weapons; excessive risk taking, getting arrested
5. School refusal; bullying or being bullied; lack of connection to school or peers; school truancy, failure, or dropout

Typical

7. Becoming stressed by everyday decision making
8. Increased desire for privacy
9. Strong interest in technology; social media

Not Typical: Cause for Concern

7. Becoming paralyzed with indecision
8. Isolation from family; breakdown of communication, routine lying, and hiding things
9. Many hours per day spent on computer, on high-risk or triggering websites; casually meeting partners online; revealing too much (e.g., "sexting," overly personal posts on Facebook, Tumblr, Instagram, in blog)

Adapted from DBT Skills Manual for Adolescents, 2015

Typical

- 10. Messy room

- 11. Sleep cycle shifts later (urge to be a “night owl” and to sleep late on weekends)

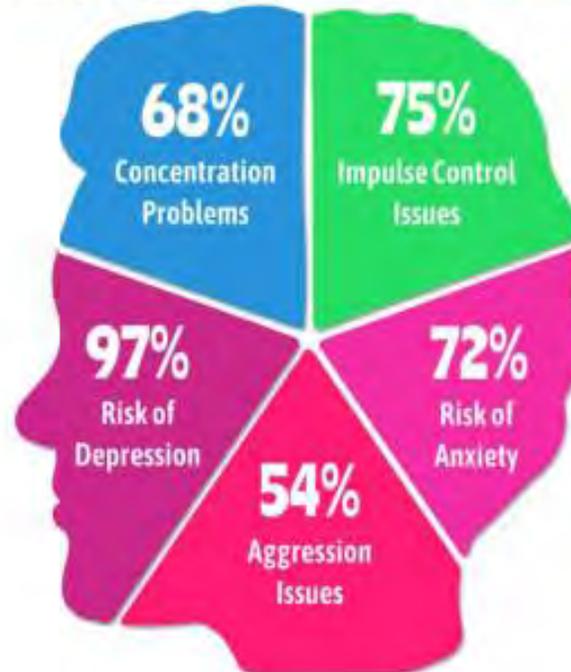
Not Typical: Cause for Concern

- 10. Old, rotting food; teen not able to find basic necessities; dirty clothes covering floor chronically

- 11. Often up nearly all night; sleeps almost all day on weekends; routinely late (or missing school) because of sleep schedule

Its Official - 58% Of Children Are Not Getting Enough Sleep

These children are at a greater risk of experiencing mental health issues.
Even mild sleep deprivation can result in the following increases:



U.S. Data 2020

Tips for Better Sleep

Good sleep habits (sometimes referred to as “sleep hygiene”) can help you get a good night’s sleep.

Some habits that can improve your sleep health:

- Be consistent. Go to bed at the same time each night and get up at the same time each morning, including on the weekends
- Make sure your bedroom is quiet, dark, relaxing, and at a comfortable temperature
- Remove electronic devices, such as TVs, computers, and smart phones, from the bedroom
- Avoid large meals, caffeine, and alcohol before bedtime
- Get some exercise. Being physically active during the day can help you fall asleep more easily at night.



What else can parents do?

- Stay calm.... Parents' anxiety often trigger their child's anxiety too
- Speak to professionals who work with a spectrum of young people, to understand if your child's current difficulties are normal or may point to mental health problems
- Help your child get enough nutritious food, restful sleep, fresh air and stay hydrated. Stressed youth often neglect these basic needs, which can leave them with even less energy to cope with their stress.

NV Counselling Team



(from left) Mdm Veronica Eng, Ms Joanna Koh

Make an appointment
with a counsellor:



<https://bit.ly/3kz4j9y>



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Q&A Part 1

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FAQs

Question	
Academic progression/route	
Will by child go through the 'NA' level and then the 'O' level route?	Info was shared during the video on ECG matters
Coursework	
When will students complete their coursework?	Information given during the briefing on Academic matters
Support for students	
Extra help needed for weak subjects. Help	Shared during the briefing on Academic matters

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FAQs

Question	
CCA	
How do students get their CCA points after four years of participation? Do they need to approach the CCA teacher themselves or it will be automatically awarded?	The students' involvement in their CCAs over the past 4 years will be captured in the school cockpit. It will be reflected in their CCA Certificates. Graduating Students will check their records in Term 3. If there is any missing information, they will let the HOD CCA know and it will be updated in the school Cockpit.
Post-pathway	
Provide graduating students information on next stage of education for both A Level (JC) or Polytechnic routes.	Info was shared during the video on ECG matters

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NORTH VISTA SECONDARY SCHOOL

How to contact us for further queries

School Telephone No: 68793930

School Email Add: northvistass@moe.edu.sg

Term Letters: Email address



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NORTH VISTA SECONDARY SCHOOL

Vice- Principal's Ending Address

Mrs Patsy Ong



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Thank you for your time, and we look forward to continuing our journey in nurturing your child/ward together.