

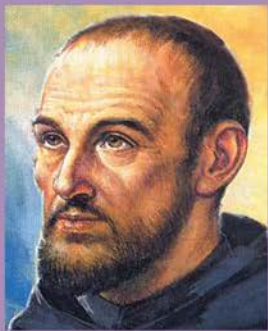
An illustration of two anime-style girls with black hair, wearing blue overalls over white shirts, lying down in a grassy field. The girl on the left is smiling with her eyes closed, and the girl on the right is also smiling with her eyes closed. The background is a soft-focus green field with some rocks.

CHIJ

katong convent

STUDENT JOURNAL 2022

Our Founder - Blessed Nicolas Barré



Early Life

Nicolas Barré was born in Amiens, France on 21 October 1621, the first-born and only son to Louis and Antoinette Barré. He grew up in a wealthy merchant family having a deep sense of God from young, and was a brilliant student who attended a Jesuit college in his hometown.

Responding to God's call

At 19, trusting in God's providence, he turned down a career as a lawyer to join a religious order called the Minims founded by St Francis of Paola whose motto was Caritas - charity. As a deacon, he taught philosophy and became a renowned preacher and theology teacher after his ordination to priesthood in 1642. He

also travelled between towns where he observed how France was in dire need of education. Many children were dying of famine, were homeless, and wandering the streets as beggars. There were hardly any schools for girls, and some turned to prostitution to survive. The poor were neglected, exploited and illiterate. Father Nicolas Barré saw the need to help the disadvantaged and those who were "far from God", realising that that was his calling.

Spread of Nicolas Barré's work

In 1662, he gathered a group of dedicated young women he had met while recovering from illness in Rouen to join him in establishing the first free "little schools" for girls in poverty. This group was formalised in 1666 and called the Charitable Mistresses of the Schools of the Holy Infant Jesus. They were later known as the Infant Jesus Sisters who lead the school community we are part of. Through their wholehearted commitment and trust in God, these "little schools" multiplied and spread across many parts of France, and soon trade schools were also added to help older girls learn skills and be empowered to make a living.

Father Nicolas Barré's foresight and faith also saw him being consulted by the young John Baptist de la Salle (who founded the Institute of the Brothers of the Christian Schools, like St. Joseph's Institution and St Patrick's School in Singapore). Nearly 200 years later in 1854, the Infant Jesus Sisters arrived in Singapore and established the first Convent of the Holy Infant Jesus school in Victoria Street to continue Father Nicolas Barré's vocation of providing education for girls.

Celebration of Nicolas Barré's Life

Father Nicolas Barré suffered ill health in his later years, and died on 31 May 1686 at the age of 65 in France. He was beatified on 7 March 1999 in Rome, a religious honour and recognition from the Catholic Church of his entrance into Heaven. At the beatification ceremony, there was prayerful rejoicing when all were reminded of how Blessed Nicolas Barré 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 continuously called to act justly with courage and compassion, and with the priority of helping the disadvantaged in society.

In commemoration of this great man and what he has done, CHIJ schools in Singapore celebrate Founder's Day on 31 May each year.

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The Singapore Flag

The Singapore flag is halved horizontally - red over white. It has at the top a crescent moon sided by five stars in a circle, all in white. The ratio of the width to the length of the flag is two to three.

The colour red is symbolic of universal brotherhood and equality of man, while the colour white signifies pervading and everlasting purity and virtue. The crescent represents a young country on the ascent in its ideals of establishing democracy, peace, progress, justice and equality, as indicated by the five stars.

Onward Singapore

Come fellow Singaporeans
Let us progress towards
happiness together
May our noble aspirations bring
Singapore success
Come let us unite
In a new spirit
Let our voices soar as one
Onward Singapore
Onward Singapore

Majulah Singapura

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!

The 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.

National Education Messages

1. Singapore is our homeland; this is where we belong.
We treasure our heritage and take pride in shaping our own unique way of life.
2. We must preserve racial and religious harmony.
We value our diversity and are determined to stay a united people.
3. We must uphold meritocracy and incorruptibility.
We provide opportunities for all, according to their ability and effort.
4. No one owes Singapore a living.
We find our own way to survive and prosper, turning challenge into opportunity.
5. We must ourselves defend Singapore.
We are proud to defend Singapore ourselves, no one else is responsible for our security and well-being.
6. We have confidence in our future.
United, determined and well-prepared, we have what it takes to build a bright future for ourselves, and to progress together as one nation.



THE STORY OF MOTHER MATHILDE



Early Life : “ Be Holy as I am Holy.”

Mother Mathilde was born Marie Justine Raclot in Suriaville, France on 9 February 1814, the first born and only daughter of a family of farmers who were deeply religious. From an early age, Justine was already a prayerful child. At the age of 12, she was sent to a boarding school in Langres, run by the IJ Sisters who were known as Dames of St Maur in France. The seeds of her religious vocation were sown here. At 16, Justine was called home by her mother who was against her only daughter becoming a nun. Being a dutiful

daughter, she returned home to Suriaville.

Responding to God’s call : “Walk in the presence of God and be perfect.”

Her strong desire to join the religious remained. Eventually, her father came to know of her desire to join the Dames of St Maur through her cousin Victor. He gave his blessings to her to follow her calling. At 18, Mother Mathilde 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, Mother Mathilde 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 in how best to form young persons and treat them with fairness.

Spread of Mother Mathilde’s work : “Leave everything and come.”

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 was on a ship named Bentina, on their way to Penang to guide and support the small group of IJ Sisters who had arrived earlier to set up a Convent school for girls. Mother Mathilde and the Sisters arrived in Penang on 28 October 1852. A year and a half later, on 5 February 1854, Mother Mathilde and three IJ Sisters arrived in Singapore. Just ten days after their arrival and move into Caldwell House in Victoria Street, Mother Mathilde and the Sisters began to take in students.

The beginning was difficult as there was little support from the small Catholic community. However, Mother Mathilde, who was like Fr Barre, 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 those in need. Mother Mathilde and the Sisters started a Convent Orphanage, a Home for Abandoned Babies and laid the foundation for a school for girls, known as the Convent of the Holy Infant Jesus in Victoria Street. Gradually the Sisters developed a reputation for charity and graciousness and the city of Singapore began to hold the Sisters in high esteem.

Celebration of Mother Mathilde’s Legacy : “Go, good and faithful servant. You have deserved well of the Lord.”

On 28 June 1872, at the age of 58, Mother Mathilde was asked to lead a group of sisters to Yokohama, Japan to lay the foundation for IJ schools there. With the same spirit and faith in God, she toiled tirelessly to build IJ schools in Yokohama, Tokyo and Shizuoka. Mother Mathilde gave generously of herself in the land that she had dreamed of doing missionary work while she was studying at Langres. She returned to the Lord at the age of 97 and lies buried at Yokohama. She is deeply honoured by the IJ schools she helped to establish in Japan and at her funeral in Yokohama was paid this compliment by a Protestant Minister in the crowd who called out, ***“Go, good and faithful servant. You have deserved well of the Lord.”*** Mother Mathilde was recognised by the government of Singapore in the Women’s Hall of Fame in 2014 for her contributions to education in Singapore. Today the eleven Convent of the Holy Infant Jesus (CHIJ) schools in Singapore stand as a testament to Mother Mathilde’s work.

THE CHIJ STORY IN SINGAPORE

The story of the Convent of the Holy Infant Jesus (CHIJ) in Singapore began with the founding of the first CHIJ school in 1854.

In response to an invitation by the Apostolic Vicar of Malaya, Bishop Jean-Baptiste Bucho, Father Jean-Marie Beurel, a French priest of the Missions Étrangères de Paris (MEP), wrote to Mother de Fautoas, Mother General in Paris requesting for her to send the Infant Jesus (IJ) sisters to Malaya to begin the task of establishing Christian girls' schools.

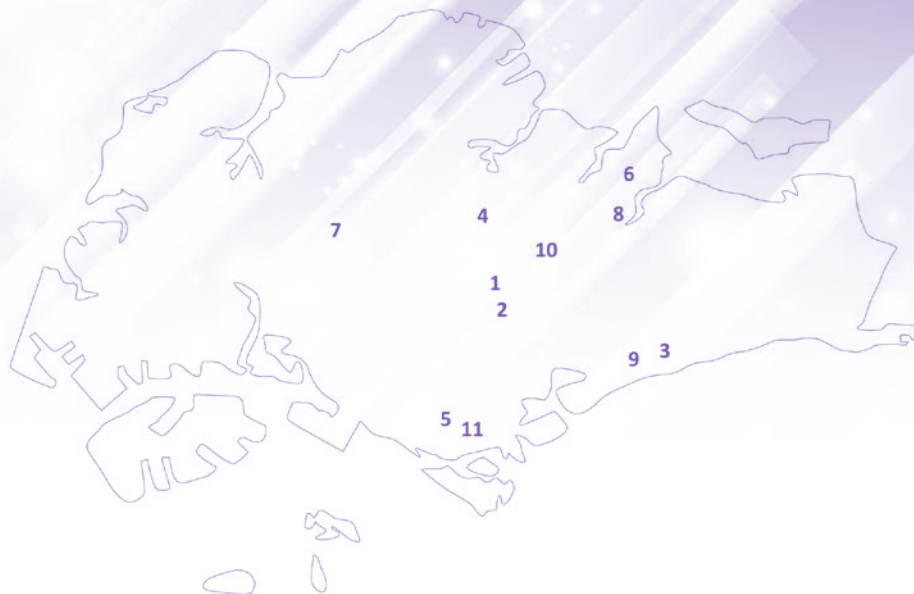
The first mission of IJ Sisters set sail in 1851, on "La Julie", a sailing boat that took nearly 4 months to reach Malaya. During the long and perilous voyage, one IJ sister died and one left the congregation. The three remaining sisters arrived in Penang, then part of the Straits Settlements together with Singapore and Malacca. It was only in 1854 that Singapore received its pioneering mission of IJ Sisters comprising Mother Mathilde Raclot, Mother St Appollinaire, Sister St Gregory Connolly and Mother St Gaetan.

The sisters lived in a house called Caldwell House, which was located at the corner of Bras Basah Road and Victoria Street. They began work immediately and commenced classes with 14 fee-paying students, 9 boarders and 16 orphans just 10 days upon their arrival. They established the first Convent of the Holy Infant Jesus (CHIJ) school in Victoria Street. In addition to the school, the sisters also established an orphanage and a boarding house. As the work of the IJ Sisters expanded, neighbouring plots of land were acquired, and in 1903, a new and spectacular chapel designed by Father Charles Benedict Nain was added to the convent. Father Charles was the assistant parish priest at the Cathedral of the Good Shepherd, located opposite the school. The Chapel was a place of prayer, solace and refuge, used by nuns for quiet contemplation and reflection and by students and the schools for eucharistic celebrations. Over the years, the convent (popularly known as Town Convent) grew to occupy a large compound bound by Bras Basah Road, Stamford Road and North Bridge Road.

In the decades that followed, other CHIJ schools were established throughout Singapore – CHIJ Katong Convent (1930), CHIJ St Nicholas Girls' (1933), CHIJ St Theresa's Convent (1933), CHIJ St Joseph's Convent (1938), CHIJ Bukit Timah (1955) (now known as CHIJ Our Lady Queen of Peace), CHIJ Ponggol (1957) (now known as CHIJ Our Lady of the Nativity), Opera Estate Convent (1959) (merged with the primary section of Katong Convent to form CHIJ Katong Primary in 1990), CHIJ Our Lady of Good Counsel (1960) and CHIJ Kellock (1964). In line with the IJ mission to educate and provide care for children and especially girls in crisis, IJ Homes and Children's Centres (IJHCC) were also established.

Through the years, the CHIJ Schools in Singapore experienced numerous changes, including the relocation of a number of schools. Despite these changes, the CHIJ schools continue to bear witness to the ideals of our founder, Nicolas Barre, and remain faithful to our motto, Simple in Virtue, Steadfast in Duty.

CHIJ SCHOOLS IN SINGAPORE



- | | | |
|-----|------|--|
| 1. | 1854 | CHIJ Primary (Toa Payoh) |
| 2. | 1854 | CHIJ Secondary (Toa Payoh) |
| 3. | 1930 | CHIJ Katong Convent (Secondary) |
| 4. | 1933 | CHIJ St Nicholas Girls (Primary and Secondary) |
| 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) |
| 8. | 1957 | CHIJ Our Lady of the Nativity (Primary) |
| 9. | 1959 | CHIJ Katong (Primary) |
| 10. | 1960 | CHIJ Our Lady of Good Counsel (Primary) |
| 11. | 1964 | CHIJ Kellock (Primary) |

OUR CHIJ CREST & MOTTO

History of the Badge

The CHIJ badge or crest (called the Blason, in French) was designed by Mere Saint Aloysia, Superior General (1877 – 1901) and her senior students of 1894.

Design of the CHIJ School Crest

At the centre of the school crest lies a red shield with a silver band edged in gold. On the right side of the shield is the Book of Gospels with a silver rosary. On the left is a golden distaff and spindle. The shield, surmounted by a gold cross, is encircled by a garland of marguerites. Emblazoned on the crest is the motto of all CHIJ schools:-

Simple Dans Ma Vertu, Forte Dans Devoir (French Version)

Simple in Virtue, Steadfast in Duty (English Version)

To be **Simple in Virtue** is to cultivate a personal honesty which helps us relate to others with respect, openness and sincerity. Virtue is nobleness of character nurtured by a genuine desire to live according to God's will as revealed in the Gospel.

The **cross** is the symbol of our salvation and the suffering and death of our Lord Jesus Christ.

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 remind us of the dignity of work and the satisfaction and fulfilment to be found in a task well-accomplished.

The open **Gospel** represents the teachings of Christ and is a source of inspiration that guides the school community. The **silver rosary** symbolizes prayer and is the story of the Gospel as seen through the eyes of Mary, the Mother of Jesus.

The **red shield** symbolizes God's all-embracing message of love.

To be **Steadfast in Duty** is to be faithful in fulfilling our obligations and having the capacity to rise above difficulties or obstacles to execute and complete a task in the service of others.

The school crest is a badge of honour, history and distinction, inspiring every Infant Jesus school student to live a life underpinned by love in faithful pursuit of these noble ideals.

OUR CHIJ RALLY CALL

The song "Hold on to our Dream" was composed and sung by Julie Sim & Trevor Nerva in a CD compilation of hymns and songs of praise and worship in 2002 called 'Share the Love'. The idea of a song that all IJ girls can sing to with one heart and voice, bringing to life the essence of the IJ Spirit was borne in the song "Hold on to Your Dream".

The IJ Spirit, a term fondly used by IJ girls in all the CHIJ schools, past and present, speaks of unifying bonds of friendship and a dream for a world of love, light and peace shared by every IJ girl. This song continues to be sung by IJ girls, rallying all to the values of the CHIJ mission and to God.

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 friends 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

*Hold on to our dream, hold fast to the IJ Dream
Hold on to our dream!*

Composed and sung by Julie Sim & Trevor Nerva

Hymn to Father Barre

French Version

De vos enfants, exaucez la prière
Veillez sur nous O Saint Père Barré
Choisissez-vous un essaim d'ouvrières
Par le Seigneur à votre attirée
Dans L'institut, conservez d'âge en âge
Un zèle ardent, l'humilité, la foi
Le pur amour, la force et le courage
Pour observe à jamais votre loi (2x)

English Version

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 (2x)

MISSION OF CHIJ SCHOOLS

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 on 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 pupils to become critical thinkers by rejecting the trivial in order 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.

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.

St Paul -"Love is patient. Love is kind. Love is not jealous, it does not put on airs. Love is never rude, it is not self-seeking, it is not prone to anger, neither does it brood over injuries. Love does not rejoice in what is wrong, but rejoices with the truth. There is no limit to Love's forbearance, to its trust, its hope, its power to endure. Love never fails" {St Paul's Letter to the Corinthians 13:4-8}

With special reference to the needs of persons who are disadvantaged in any way

This requires a sensitive alertness to identify persons who are not coping with life and to offer or seek out the assistance that will help each better handle the situations which burden them.

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 the weak or the burdened.

The Spread of the IJ Mission

The CHIJ story started in 1662 when Blessed Nicolas Barre established the first Infant Jesus (IJ) school in Rouen, France. The IJ mission spread throughout the world in Asia, Europe, the Americas and Africa.

The IJ mission in Asia

In response to a request by Mgr. Bouchot, the Apostolic Vicar to Malaya, to send IJ sisters 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 the school 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 set-up 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 till this day. Later in 1936, ten IJ sisters from Japan arrived in Manchuria, China, and began a kindergarten school for 30 children from different countries.

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 thereafter 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 mission from 1909 to 1948.

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 their work to forming basic Christian communities in Bolivia and provided faith formation for the people.

The IJ mission in Africa

In the 1960s, upon the request of the 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. Elsewhere in Africa, the sisters set up a house in Nigeria in 1983, to see to the education and formation of young women. They were 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 have grown to include more areas where the sisters continue to work with the local youth, providing them with education and skills.

Generations of IJ sisters have served God whole-heartedly, spreading God's love and faith to communities around the world. In recent decades, the IJ Sisters have reached out to the Philippines, Northern Thailand, Myanmar, East Timor 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 continuing to respond whenever and wherever God calls.

Our Mission

The mission of an Infant Jesus Convent is the creation of 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.

Our Vision

CHIJ Katong Convent is a caring school that excels.

Katong Convent is 'caring' because she takes care of the well-being of all within the school and sees to the needs of the community. Staff and pupils display compassion in their daily acts of kindness, consideration and respect. Katong Convent 'excels' in bringing out the best in the individual to bring out the best in others.

School Values

Perseverance

The drive to overcome difficulties and remain steadfast to reach desired goals

Integrity

Having the moral compass to do what is right and being accountable for your thoughts, words and deeds

Excellence

Striving to do your best in everything that you do

Respect

Treating self and others with honour and dignity

History

CHIJ Katong Convent was set up as a private English Primary School in 1930 in a rambling seaside bungalow in Marine Parade. In 1932, under Sr. St. Theodora, the first Principal, it was given grant-in-aid status with the addition of five classrooms. The enrolment was 197 pupils, including 25 boys, who were later transferred to St. Patrick's School in late 1932. Under Sr. St. Vincent de Paul, the school building was extended in 1939 with 8 new classrooms. By 1941, just before the outbreak of the war, there were 384 pupils. At the outbreak of the war, the school building at Martia Road was taken over by the British and became a military camp. During the Japanese Occupation, the school was used as a military base. During the war years, the school continued to function at Ceylon Road as Ceylon Road Girls' school.

After the war, when the premises were returned in 1946, Sr. Finbarr undertook the difficult task of re-organising and upgrading the school. In 1950, the school fielded its first senior Cambridge candidates and in that same year, five new classrooms were built. In 1954, Sr. Finbarr was transferred to the Kuala Lumpur Convent after 8 years of devoted service. Sr. Veronica took over as Principal from May 1954 till December 1958 and under her leadership, a new building comprising five classrooms, a hall and two science laboratories were added. To cope with the growing enrolment, CHIJ Opera Estate was established in 1959 to accommodate the primary classes. Meanwhile, Sr. Finbarr was reassigned as Principal of Katong Convent and during her second term of office from 1959 to 1971, the school continued to expand and in 1966, a new wing, comprising a proper tuckshop, library, sewing room, art room, and 6 classrooms were completed. After Sr. Finbarr's retirement, Mrs. Marie Bong, who was a member of the teaching staff since 1951, became the first lay Principal in 1972. Under her guidance, the school became well-known for choral speaking, creative writing and Shakespearean productions.

In 1982, plans were afoot to upgrade the facilities of the school to meet the school's growing needs. Hence, the offer of a piece of land at Marine Terrace in exchange for the Opera Estate Convent site by the Ministry of Education was indeed welcomed. At the end of 1986, after many months of careful planning, supervision and arduous fund-raising, Mrs. Karen Oei, our second lay-Principal, saw to the shift of the school from Martia Road to Marine Terrace. In 1990, the primary section merged with Opera Estate Convent, and returned to the former site at Martia Road.

In December 1997, Mrs. Lysia Kee joined CHIJ Katong Convent as our third lay-Principal. Under her leadership, the school achieved the Autonomous Status in 2003. The school was also recognised for her effective practices and systems for teaching and learning and received the Best Practice Award for Teaching and Learning. With the swift growth of programmes and co-curricular activities, a new block with Art Studios, Humanities Room, Mathematics Room, Archives and Pupil Advisory Centre was built and officially opened in May 2000.

Ms Lam Ai-Leen took over as Principal in December 2004. In 2005, KC was selected to offer Drama as an O level subject and a Black Box was added. In 2009, CHIJ Katong Convent met the criteria for affirmation of the Autonomous Status, the Best Practice Awards for Teaching & Learning and Staff Well-Being, and attained the People Developer Standard and the Singapore Quality Class Award which culminated in the School Distinction Award being conferred upon her in 2010. Ms Lam Ai-Leen retired in December 2013 and Ms Chan Gek San, Patricia took over as Principal. Ms Patricia Chan left in December 2021 to assume duties as Director, English Language and Literature, Curriculum Planning and Development Division, Ministry of Education. The school welcomed Mrs Hilda Thong as the new Principal on 15 December 2021.

The school underwent an external validation conducted by officers from the MOE School Appraisal Branch, Schools Division in 2016. It was subsequently awarded Best Practice in all 5 criteria under MOE's Revised Masterplan of Awards For Schools – Teaching & Learning, Character & Citizenship Development, Student All-Round Development, Staff Well-Being & Development and Partnerships. The school's Autonomous School status has also been re-affirmed and the school was also presented the School Distinction Award, the apex of the Masterplan of Awards. After 2 years at the Geylang Bahru Lane holding site from 2015 to 2016, the school returned home to spanking new facilities at our Marine Terrace site in January 2017.

As an IJ School, CHIJ Katong Convent is a Catholic school which commits itself to the proclamation and living of the gospel in every facet of its life. The IJ School is a school where the poorest and weakest in society are given priority, where choices and decisions are made from the viewpoint of the disadvantaged. The IJ School is committed to the total development of the person in her God-given uniqueness. The IJ School is a school which works for a just society and, in the management of its own affairs, is seen to be just. Simplicity, trust in God, gentleness, concern for the poor, a readiness to reach out to others motivated by God-like love, are the outstanding characteristics of an IJ community.



Our School Song

Forward Katong Convent
Make our future bright,
To achieve our aims
Bravely we will fight.
Guide us in our labours
To the Lord we pray,
In wisdom, strength and courage
Growing day by day

Solidly united,
by our motto sound
Simple in virtue
Strong
in duty bound

In duty to our country
Let us steadfast be,
Serving it with cheerfulness
And with loyalty.
Let us ever noble be,
In thought and word and deed,
Striving to our utmost
Always to succeed.

PRAYERS ~

Comfort for your spirit

Have no anxiety at all, but in everything,
by prayer and petition, with thanksgiving,
make your requests known to God.

~Philippians 4:6

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

Spirit of God Prayer

Spirit of God be in front of me to guide me
Spirit of God be behind me to support me
Spirit of God be beside me to journey with me
Spirit of God be above me to enlighten me
Spirit of God be within me to give me confidence and hope.

Prayer to My Guardian Angel

O angel of God, my guardian dear
To whom His love entrust me here
Ever this day be at my side
To light and guard, to rule and guide. Amen.

Prayer of an IJ Girl

O God,
like Blessed Nicolas Barre,
may I also believe that you truly love me.
Help me dwell in the sunshine of your great love,
O Lord, so that whatever I may go through
in my life, studies, work and relationships,
at home, in school and in society, I may have
complete trust in your love and providence.
Help me to hold firm to your unconditional
and excessive love for me and grant me
your peace as I face the challenges on my journey
as a citizen of the world.
Teach me to be generous in using my gifts, talents,
expertise and experience in serving others
especially the disadvantaged, the last, the least
and the lost, without counting the cost.
Help me always to respect the dignity of each
person I encounter and to work for the common
good. Amen.

A Prayer of Thanks to God

Our loving Father
thank You for all that You have given us:
our lives, our health and strength;
our homes and our school;
our parents and our friends.
May we never these for granted,
But rather show our thanks by living our lives
as You would wish us to live them.
Guide each of us in the many choices we will have
to make today. Amen.

Prayer for Wisdom, Courage, Justice

O God,
Give me wisdom always to know what I ought to
do, what I ought to say, where I ought to go. Give
me courage to do the right thing especially when
it is difficult.
Give me justice, always to be fair in thought, word
and action, never to be content when anyone is
being unjustly treated.
Give me self-control, always to have my impulses,
passions and emotions under control, never to be
swept away into doing things for which I would be
sorry, never to do anything which hurt others,
grieve those who love me or bring hardship to
myself. Hear this prayer for your love's sake. Amen.

In Success

O God, I thank you for my success.
Keep me from being proud and arrogant;
keep me always humble.
Help me to remember all those to whom I owe my
success, those who taught and trained me and
who encouraged me when I was tired and
discouraged. Help me not to sit back and be
complacent, but help me to see that there are still
greater heights to climb, and still further goals to
reach. Whatever praise I receive, help me to
always be my own greatest critic. Amen.

In Disappointments

O God be with me in my time of difficulty. You
know how disappointed I have been this time. The
things that I set my heart on were not for me. The
friends I trusted proved untrue.
I honestly tried so hard and I failed.
Help me O God to accept things as they are. Help
me not to waste my time on vain regrets and
unhappy memories. Give me strength to begin
again and to persevere. Help me to always look
forward and not back. Help me to forget the
things that are behind and ever to press forward
to things which are ahead. Amen.

Examination Prayer

O God help me at my examination today to
remember the things which I have learned and
studied.
Help me to remember well and to think clearly.
Help me to keep calm that I will be able to write
my best. This I ask through Christ our Lord, Amen.

For Friends

I thank you for my friends, for those who
understand me, for those who know me at my
worst and still love me, for those who have
forgiven me when I let them down.
Help me to be as true to my friends as I would
wish them to be to me.
And help me to have no bitterness but only
forgiveness for any of my friends who failed or
who turned against me.
Lord, help me to always be kind, loving and caring
towards my friends
And together, grow to be the best we can be to
each other and for others.



Hail Mary, Gentle Woman

Intro:

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 death. Amen.

Refrain:

Gentle woman, quiet light, morning star
so strong and bright,

gentle mother peaceful dove

teach us wisdom; teach us love.

1. You were chosen by the Father:
You were chosen for the Son,
You were chosen from all women
and for woman shining one.
2. Blessed are you among women
Blessed in turn all women too
Blessed they with peaceful spirits
Blessed they with gentle hearts.

As I kneel before you

1. As I kneel before you,
As I bow my head in prayer,
Take this day, make it yours
and fill me with your love.

Refrain:

Ave Maria,

Gratia plena,

Dominus tecum,

Benedicta tu.

2. All I have I give you,
Every dream and wish are yours,
Mother of Christ,
Mother of mine,
Present them to my Lord.
3. As I kneel before you,
And I see your smiling face,
Ev'ry thought, ev'ry word
Is lost in your embrace.

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 love we waste away
Show them that the world truly cares

Caritas share the love that they are
missing inside
Caritas let's take the step to reach out to
the other side
There's so much to give if we dare
To the lost & 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 all our souls feel alive

Jesus, Name Above All Names

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

You Are My All in All

You are my strength when I am weak
You are the treasure that I seek
You are my all in all
Seeking You as a precious jewel
Lord to give up, I'd be a fool
You are my all in all

Chorus:

Jesus, Lamb of God, worthy is Your
name (X2)

Taking my sin, my cross, my shame
Rising again, I bless Your name
You are my all in all
When I fall down, You pick me up
When I am dry you fill my cup
You are my all in all

In His time

In His time, in His time
He makes all things beautiful in his time
Lord please show me everyday
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

Loving and Forgiving (Psalm 103)

Response:

Loving and forgiving are you, O Lord;
slow to anger, rich in kindness,
loving and forgiving are you.

All my being, bless the Lord,
bless the holy name of God.
All my being, bless the Lord,
Remembering the goodness of God.
(Response)

God forgives us all our sins,
Healing those who live in pain,
saving us from final death
God fills us with goodness and love.
(Response)

Good and gracious is the Lord,
Slow to anger, rich in love.
God remembers not our sins;
Forgiving and loving is God.
(Response)

Make me a channel of your peace

Make me a channel of your peace.
Where there is hatred let me bring your love.
Where there is injury, your pardon, Lord
And where there's doubt, true faith in you.

Chorus:
Oh, Master grant that I may never seek
So much to be consoled as to console
To be understood as to understand
To be loved as to love with all my soul.

Make me a channel of your peace
Where there's despair in life, let me bring hope
Where there is darkness, only light
And where there's sadness, ever joy.
(Chorus)

Make me a channel of your peace
It is in pardoning that we are pardoned
In giving to all men that we receive
And in dying that we're born to eternal life.
(Chorus)

Shine Jesus Shine

Lord the light of your love is shining
In the midst of the darkness shining
Jesus light of the world shine upon us
Set us free by the truth you now bring us
Shine on me
Shine on me

Chorus
Shine Jesus shine
Fill this land with the Father's glory
Blaze Spirit blaze set our hearts on fire
Flow river flow
Flood the nations with grace and mercy
Send forth your word
Lord and let there be light

Lord I come to your awesome presence
From the shadows into your radiance
By the blood I may enter your brightness
Search me try me consume all my
darkness
Shine on me, shine on me

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
amongst ourselves
When he called us to spread his love?
Remember his message to us

Chorus
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 to
be different but the same
Cos he made us to be like him

I Offer My Life

1. All that I am, all that I have
I lay them down before you O Lord
All my regrets, all my acclaim
The joy and the pain, I'm making them yours

Chorus: Lord I offer my life to you
Everything I've been through
Use it for you glory
Lord I offer my days to you
Lifting my praise to you
As a pleasing sacrifice
Lord I offer you my life

2. Things in the past, things yet unseen
Wishes and dreams that are yet to come true
All of my hopes, all of my plans
My heart and my hands are lifted to you (Chorus)

~ THE FRUIT OF THE SPIRIT ~

*The fruit of the spirit is love, joy,
peace, patience, kindness, goodness,
faithfulness, gentleness and
self-control.*

School Rules

School Rules

1. ATTENDANCE

- a) Be at the assembly venue with your class by 7.30am (lower sec) and 7.45am (upper sec) for morning assembly. Students are expected to be punctual for school. Students are considered late when they are NOT with the class when morning assembly begins. Students are expected to do detention (school service or reflection) each time they are late from the second time onwards. Detention must be served within the week of the late-coming. Students will receive a "Fair" conduct in their result slips and/ or the School Graduation Certificate for persistent late-coming.
- b) Pay full attention during the assembly and be respectful when the prayer is being said.

The National Anthem and the Pledge

Students who are Singapore citizens must sing the National Anthem and take the Pledge.

Students will take the Pledge with their right fist placed over their heart.

- c) Attendance is compulsory for students on all school days, and for all school functions and activities. The school will only accept up to a **maximum of 5 letters of excuse** from parents in a year. The reasons of excuse should be non-medical such as religious rites, external examinations and compassionate leave. Students are expected to present medical certificates for absence with medical reasons. Students with irregular attendance will receive a "Fair" conduct in their result slips and/ or the School Graduation Certificate.
- d) The school reserves the right to bar students with less than 75% of attendance from internal examinations.
- e) Students are not allowed to travel overseas before the school holidays. In the event of an official matter, students must seek prior permission from the school for absence, together with the parent's letter and official letter from the organiser.
- f) A parent or close relative must sign a "Early Release From School" (leave-taking) form for students to leave the school premises during school hours and activities. Students are not allowed to leave school without being accompanied by their parent or close relative.
- g) Students are not allowed to leave the school premises while waiting for their CCA, afternoon class or in between examination papers.
- h) Students who have classes or afternoon activities must attend school in the morning for their attendance to be validated.

2. ATTIRE AND GROOMING

Decorum that governs our attire and grooming standards is based on the VIRTUE of SIMPLICITY:

Simplicity is the virtue of removing the extraneous to reveal the essence. It is not simple-mindedness or simplistic. It reveals an elegance that often is only understood after examining and comprehending immense complexity.

(<https://en.wikiversity.org>)

- a) Be properly attired in your school uniform and school shoes **at all times (even when you are coming back for extra lessons and CCA)** during the school holidays, in and out of school, to reflect pride in belonging to the CHIJ tradition.

Students are to wear the prescribed school uniform and any modification to the uniform is not allowed.



b) Uniform

- be in full school uniform at **all times** in school and for all activities, unless specified otherwise by the school.
- on days with Physical Education lessons, students are allowed to wear the PE T-shirt under their pinafore
- pinafore must touch the knees
- collar should be buttoned
- school badge should be worn
- belt should be fastened **snugly at the waist** at all times
- only clean white shoes and KC socks are to be worn
- loose or low socks are not allowed (the KC logo must be seen)
- only all-black (plain and no prints) and school jackets are to be worn

c) Hair

- long hair must be tied neatly with plain black accessories
- short hair styles must not touch the second collar
- the fringe should not touch the eyebrows
- very short, shaven or undercut hairstyles are not allowed
- dyed/highlighted hair should be redyed to the original colour
- the use of hair gels, spray, cream, wax, etc. is not allowed
- hair extension is not allowed

ci) Make-up and Colouring

- cosmetics e.g. foundation, sunblock with foundation base, powder, lipstick, tinted lip balm, eyeliner, mascara, etc. are not to be used
- eyebrows should not be drawn or embroidered
- eyelashes should not be permed or have extensions
- henna and tattoos are not allowed

cii) Nails

- nails should be kept short, clean and unpainted or unvarnished

f) Jewellery and Accessories

- only one pair of plain, simple, identical earrings, studs or earsticks on the lower earlobes can be worn
- jewellery and accessories of any other kind e.g. tongue studs, nose ring, lip piercings, bracelets, religious wristbands, ankle bands, bangles, chains, rings, friendship bands, etc. are not allowed

g) Spectacles and Lenses

- spectacles with colourful frames and tinted or dark glasses are not allowed
- the use of coloured contact and enlarging circle lenses are not allowed

3. INFORMATION AND COMMUNICATION TECHNOLOGY

- a) Mobile phones can only be used before school and after school dismissal at the Canteen and foyer. Otherwise, they will be confiscated if they are **heard, seen or used** and returned a month later. Students must not charge their mobile phones in school. This rule applies during CCAs, enrichment activities, examination period and school holidays.
- b) Students are advised to be responsible for the safekeeping of valuable devices such as laptops, ipads and tablets.
- c) Smart watches with functions such as data storage, mp3/mp4 player, camera, photo gallery and calculators are not allowed.
- d) For test and examinations (in line with the SEAB guidelines), any electronic device capable of scanning, storing or displaying visual and verbal information, including fitness trekkers, are not allowed.

4. BEHAVIOUR

- a) In our 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, cyber-bullying, intimidation or retaliation.
- b) Exercise self-discipline and conduct yourself with dignity at all times. A CHIJ Katong Convent student does not cheat, steal, fight, vandalise, gamble, smoke, use inappropriate language or behave inappropriately.
- c) Be punctual for lessons. Walk to your next lesson venue briskly. Obtain an exit pass from the subject teacher should you need to go to the toilet or to another venue (with valid reasons). The exit pass is required if you need to go to the lockers to get your books or stationery.
- d) Be equipped, listen to instructions and do your personal best during lessons and school activities.
- e) Respect and greet ALL members of the school community and visitors. Rudeness and defiance is an unacceptable behaviour.
- f) During recess, do not remain in the classrooms. Food and drinks are to be consumed in the canteen at all times.
- g) Queue up for your food and observe good table manners. Clean up any spills after you have finished your food. Clear your cutlery by placing them into the respective receptacles after your meals.
- h) Every effort must be made to keep the premises clean and tidy. Litter should be deposited in the bins provided and recyclable items in the recycling bins provided.
- i) All students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which can be used or intended to be used to cause harm to others.

j) Desired Behaviour outside School

- Do not cheat, steal, fight, vandalise, gamble, smoke, bully and use inappropriate language in public places.
- Conduct yourself with dignity at all times.
- Wear your uniform with pride and be attired according to the specification by the school.
- Be gracious and respectful to members of the public.
- Be considerate and polite towards other commuters on public transport.
- Be responsible and keep the area used clean and clear of litter.
- Go straight home after school and not loiter in groups.

5. DISCIPLINARY PROCEDURE

- a) The school will keep a record of student offences in the School Cockpit Offence Module (SCOM). Any student who commits a serious offence will receive a 'FAIR' or 'POOR' conduct in her result slip and/or school graduation certificate and face disciplinary action (as prescribed in the discipline handbook) according to the severity of the offence.
- b) The school has her own guidelines on the actions and consequences for offences and will make them out according to the severity of the actions with consideration of the needs and the desired learning outcomes of each student.
- c) A student who is a recalcitrant or commits a serious offence will not be permitted to represent the school in activities and events such as overseas trips and competitions.
- d) A student can be expelled if she is recalcitrant or when the safety and security of the school community is jeopardized.

6. PRIZES

The school has the discretion to retain or distribute accordingly all prizes in cash and/or kind won by any student representing the school.

SCHOOL RULES MAY BE CHANGED OR MODIFIED AS AND WHEN NECESSARY BY THE SCHOOL TO COMPLEMENT THE TOTAL SCHOOL PROGRAMME.

I have read, understood and will abide by the above school rules and regulations.

Name of student: _____ () _____
Signature
Class: Sec _____

I have noted the above school rules and regulations.

Name of parent/guardian: _____
Signature
Date: _____

School Awards

KC HONOURS DAY AWARDS

1) Academic Excellence Awards

Top Students

Awards	Criteria
Sec 1, 2 and 3	
Top in Level (Express Course)	Top 10
Top in Level (Normal Academic Course)	Top 5
Top in Level (Normal Technical Course)	Top 3
Sec 4 and 5	
GCE O-Level (Express Course)	At least 6 subjects with distinction and $L1R5 \leq 12$
GCE O-Level (Normal Academic Course)	At least 1 subject with distinction and $L1R5 \leq 18$
GCE N-Level (Normal Academic Course)	At least 5 subjects with grades 1 or 2 and $EMB3 \leq 12$
GCE N-Level (Normal Technical Course)	At least 3 subjects with grade A
Most Significant Improvement Made	Based on difference between MSG (Preliminary Exam and GCE N-/O-Level Exam)

Best in Subject

Awards	Criteria
Sec 1, 2 and 3	
Express Course Normal Academic Course Normal Technical Course	Top for the subject in the level
Sec 4 and 5	
GCE O-Level (Express Course)	Distinction at O-level and Top for the subject at Preliminary Exam
GCE O-Level (Normal Academic Course)	Distinction at O-level and Top for the subject at Preliminary Exam
GCE N-Level (Normal Academic Course)	Distinction at N-level and Top for the subject at Preliminary Exam
GCE N-Level (Normal Technical Course)	Distinction at N-level and Top for the subject at Preliminary Exam

2) Special Awards for Sec 4 and 5

Sister Finbarr Award

The most outstanding all-rounder in the school who epitomises all the virtues of an IJ daughter. She must have very good national examination results and a strong sense of values and service.

Sister Deirdre O'Loan Award

The most outstanding student who demonstrates a pioneering spirit, goes beyond the status quo to make a difference and form partnerships to effectively steer the course towards the envisioned goal. She displays values at school and community level.

Blessed Barre Award

The most outstanding student leader who demonstrates IJ values and qualities of servant leadership.

Marie Bong Literature Award

The most outstanding English Literature student who loves and does well in the subject, and has contributed to the literary / dramatic arts scene.

Minnie D' Rozario Sports Award

The most balanced all-rounder athlete who displays excellent sportsmanship and/or leadership in a Singapore Schools Sports Council-recognised sport. She is a sportswoman who gives her best and promotes the love for her sports/games CCA.

Special Commendation Award

The student who has shown remarkable perseverance and resilience and has successfully overcome challenges to do well.

The Sister Deirdre O' Loan Award is sponsored by the IJ Board.

All other awards are sponsored by the KC Alumnae Association.

All awardees must attain a minimum conduct grade of Good.

Edusave Awards for Secondary Schools

Edusave Awards are given by the government annually to Singaporean students to enhance educational opportunities and motivate students to excel in schools in academic and non-academic domains. The three broad categories of Edusave Awards are:

- a) Excellence in Character and Values
 - Edusave Character Award
- b) Excellence in Non-Academic Achievements
 - Edusave Awards for Achievement, Good Leadership & Service (EAGLES)
- c) Excellence in Academic Achievements
 - Edusave Scholarship
 - Edusave Merit Bursary
 - Edusave Good Progress Award

Type of Award	For Whom?	How Much?
Edusave Character Award (ECHA)	Students who demonstrate exemplary character and outstanding personal qualities through their behaviour and actions. This is given to up to 2% of Singaporean students, rounded to the nearest whole no.	\$500
Edusave Awards for Achievement, Good Leadership and Services (EAGLES)	Students who demonstrate leadership qualities, offer good service to community and schools, and excel in non-academic activities. Students must also pass the school exams, have good conduct, and meet selection criteria laid down by the school. This is given to up to 10% of Singaporean students, rounded to the nearest whole no.	\$350
Edusave Scholarship (ESSS)	Students within top 10% of each level and course academically, achieve overall marks of at least 50% and have good conduct.	\$500
Edusave Merit Bursary (EMB)	Students within top 25% of each level and course academically (exclude those awarded ESSS), achieve overall marks of at least 50%, have good conduct and gross household income does not exceed \$6,900 per month (or per capita income does not exceed \$1,725).	\$350
Edusave Good Progress Award (GPA)	Students within top 10% based in academic improvement, achieve overall marks of at least 50% and have good conduct.	\$200

Award Notification

You will receive an Edusave award notification letter from MOE if your child is eligible.

Edusave Awards for Secondary Schools

How Your Child Will Receive the Award

Your child will receive the award monies via PayNow(NRIC) when they attend the award ceremony. You are to check with your Constituency Office for the details of the award ceremony. What your child need to do to receive the monies (Details on setting up PayNow (NRIC) are available in the PayNow infosheet attached to the Edusave award notification letter.):

- Your child must have a Bank Account and register for PayNow with 1 of the 9 participating banks.
- Ensure that your child's Singapore NRIC is linked to the bank account.

The participating banks are: Citibank Singapore Limited, DBS Bank or POSB, HSBC, Maybank, OCBC, Standard Chartered Bank, Bank of China (BOC), United Overseas Bank (UOB) and the Industrial and Commercial Bank of China (ICBC).

How Your Child Will Receive the Award Certificate

Respective Constituency Office will notify your child of the presentation details separately. Your child will be presented with a certificate during the ceremony.

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School Colours Awards

School Colours (Individual)

Sports and Games	<ul style="list-style-type: none"> won an individual medal at the National School Games (SSSC Competitions) (1st - 4th) <p>OR</p> <ul style="list-style-type: none"> member of SSSC Combined Schools' Team <p>OR</p> <ul style="list-style-type: none"> represented NSA in a national or international competition <p>OR</p> <ul style="list-style-type: none"> represented State at an international competition
Uniformed Groups	<ul style="list-style-type: none"> won an individual award [e.g. Best Trainee Award during NCO Training course, NYAA (at least a Silver Award)]
Performing Arts	<ul style="list-style-type: none"> won an individual award (e.g. Best Trainee Award during Combined Schools Camp, Soloist national / international competition)
Clubs and Societies	<ul style="list-style-type: none"> won an individual award at inter-school competitions (e.g. Best Speaker Award)

School Colours (Team)

Sports and Games	<ul style="list-style-type: none"> won a medal at the National School Games (1st - 4th)
Uniformed Groups	<ul style="list-style-type: none"> Best Unit Award (at least a Silver); to be awarded to deserving members who have made significant contributions to the UGs <p>OR</p> <ul style="list-style-type: none"> won awards during inter-corps / inter-zone competitions
Performing Arts	<ul style="list-style-type: none"> SYF Arts Presentation (at least Accomplishment or equivalent) To be awarded to members of the team who contributed to the SYF Award National / International awards (at least Silver or equivalent) To be awarded to members of the team who contributed to the achievement
Clubs and Societies	<ul style="list-style-type: none"> won an award at inter-school / national competitions

Criteria for Sports Girl of the Year Award

The Sports Girl of the Year Award is presented to the most outstanding sports girl in the year of review.

There is only one award each year and the award may not be given if there is no suitable candidate for the year. Any teacher in the school may nominate the student.

To be considered, nominees must satisfy **all** of the following criteria:

1. Display exemplary conduct and sportsmanship at all times.
2. Participate actively in the school's sports related activities, including physical education lessons.
3. Represent KC in the National School Games and achieve good results or represent the Singapore Schools team or State in an international competition.

Leadership Awards

1 Outstanding Contributions to CCA

- Graduating students who satisfy the following criteria:
 - a) non-CCA leaders who have made outstanding contributions to their CCAs
 - b) exemplary conduct and is a role model to her juniors within the CCA

2 Goh Chok Tong NextGen Outstanding Student Leader Award

- Student leaders who satisfy the following criteria:
 - a) demonstrated outstanding leadership qualities, and service to the school and/or the community
 - b) contributed actively towards school and/or community service activities

Other Awards

1 **NAPFA Champions (not applicable in 2022)**

Achieved a Gold in:

- i) both Sec 2 and 4 OR,
- ii) both Sec 4 and 5

2 **School Values Award**

Criterion:

Student consistently demonstrates strongly one or more of the school values.

3 **SHINE Award**

Criterion:

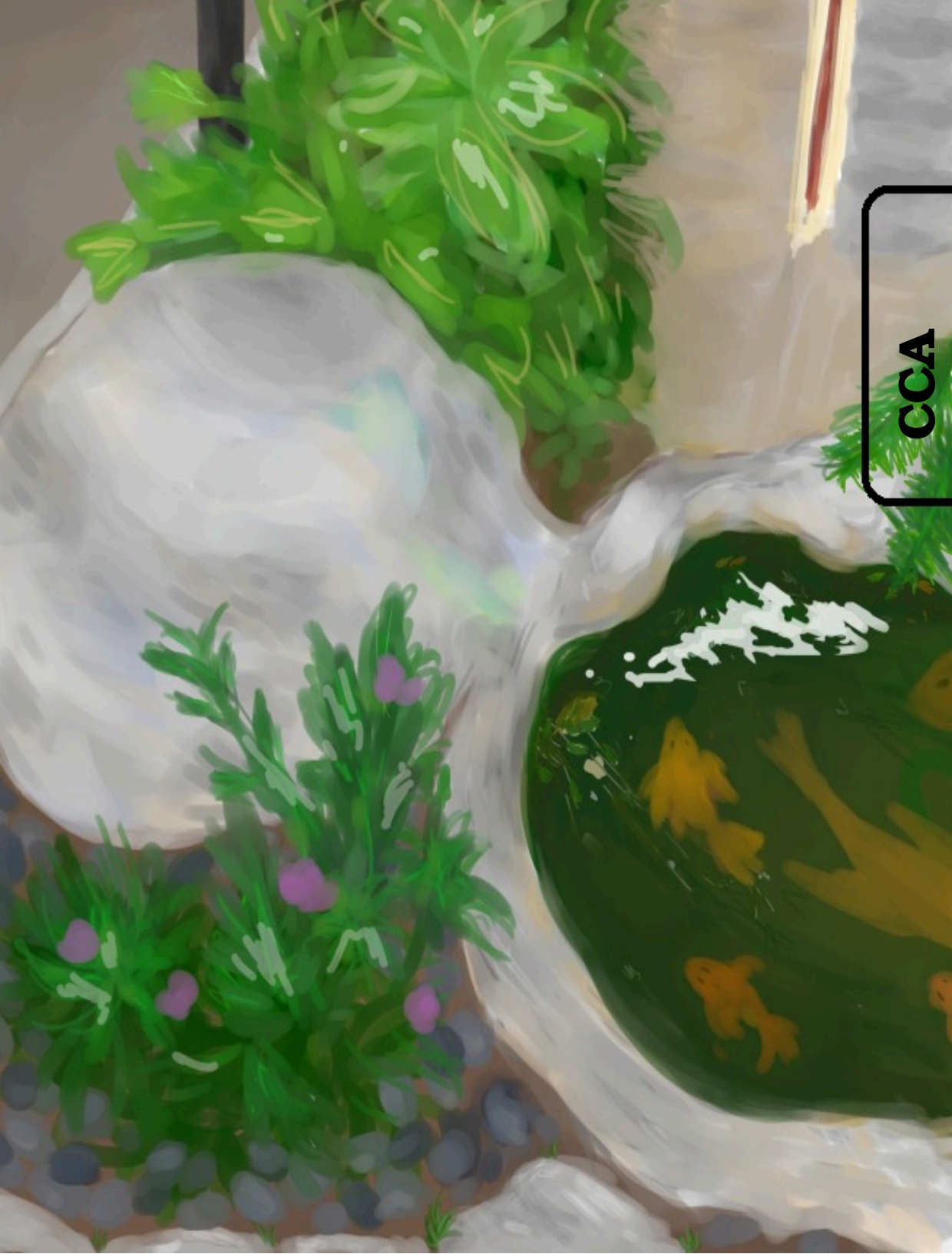
A noticeable change for the better in the student and this good behaviour is sustained, or student demonstrates perseverance and achieve successes despite facing difficult circumstances.

4 **Affirmation Award**

Criterion: Student carries out good deeds which enhance the well-being of members of the school community. This will be given out at the end of each term.

5 **Honesty Award**

Criterion: Student displays honesty in her daily acts, and especially when right choices are made under circumstances when honesty is tested. This will be given out at the end of each term.



CCA

Co-Curricular Activities

Vision of KC's Co-Curricular Activities (CCA) Programme

To uncover each student's talents, develop her potential, build character and help her to cultivate a lifelong interest in recreation.

1. CCA Participation in KC

- a) CCA participation is compulsory for all students in secondary schools.
- b) Every student must participate in ONE core CCA which can be from sports and games, uniformed groups, the performing arts or clubs and societies.
- c) Students are encouraged to remain in the same CCA for the complete school year and participation has to be continuous throughout the course of their secondary school education.
- d) Once a Secondary One student has been allocated a particular CCA, she must participate in that CCA for her first year. She can only request for a change of CCA at the end of the first month of her Secondary Two year.

2. Expectations of Students during CCA

- a) Students' attendance must be regular and their attendance record rate must be at least 75% throughout the year. The school views absence from CCA without a valid reason as truancy, which is a serious offence.
- b) Students whose attendance is less than 75% without a valid reason will receive a "Fair" conduct in their Holistic Report Card and this will automatically exclude them from any Edusave Awards for that year.
- c) Students must produce a medical certificate for medical cases and only five letters of excuses for valid non-medical cases.
- d) We have put in place a structured disciplinary system to work with students who are absent from CCA without a valid reason.

No. of Absences	Disciplinary Measures
1	Verbal warning given about consequences of a 2nd absence <u>without a valid reason</u> . Parents to be informed by CCA teacher-in-charge.
2	School service / punishment meted out by CCA teacher-in-charge. Parents to be informed by CCA teacher-in-charge.
3/4	School service / punishment meted out by CCA teacher-in-charge. Parents to be informed by CCA teacher-in-charge. "Letter of Absenteeism" sent to parents by CCA teacher-in-charge
5	School service / punishment meted out by CCA teacher-in-charge. Counselling by HOD/ PE & CCA. Parents to be informed by CCA teacher-in-charge

- e) All CCA activities will take priority over all enrichment activities and external courses.
- f) Only during school events and examinations will CCA be suspended.
- g) Students attending Mother Tongue Language classes in another school must choose a CCA that does not clash with their Mother Tongue lessons.
- h) Students are encouraged to participate actively in the training, practice sessions and contribute positively to their chosen CCA.
- i) All students must put on their pinafore upon dismissal after each CCA session.

The following table illustrates the full range of our **19** core CCAs:

Physical Sports	Uniformed Groups	Performing Arts Groups	Clubs/Societies
1. Badminton	1. Girl Guides	1. Choir	1. Cabin Club (Normal Technical only)
2. Canoeing	2. National Civil Defence Cadet Corps	2. Chinese Drama	2. Debate Club
3. Floorball		3. Chinese Orchestra	3. Entrepreneur Club
4. Netball		4. Concert Band	4. IJ Youth Mission (Community Service)
5. Tenpin Bowling		5. Dramatic Arts Society	5. Media Communications Club
6. Track & Field		6. Modern Dance	
7. Sports Development Club			

CCA Grading Scheme (LEAPS 2.0)

1. LEAPS 2.0 seeks to shape co-curricular experiences that encourage students to develop skills and competencies that would enable them to lead a meaningful and purposeful life, and be prepared for an uncertain and changing world.
2. LEAPS 2.0 recognises students' experiential learning and attainment in the four domains of the co-curriculum as they progress through their secondary school years.
3. The four domains are :
 - a) Participation
 - Affirms students' sustained development in school-based CCA throughout secondary school
 - Students can choose from Physical Sports, Performing Arts, Uniformed Groups, or Clubs and Societies
 - b) 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.
 - c) Leadership
 - Affirms students' development as a leader
 - Students are developed through leadership modules, the National Youth Achievement Award and formal leadership appointments.
 - d) Service
 - Affirms students' contributions to the community and development as socially responsible and active citizens.
 - Students serve the community through the schools' Values-In-Action programmes, and are encouraged to take ownership of action amongst their peers to make a difference and improve the lives of others.
4. There are 5 levels of attainment in each domain. Refer to Table [3a](#) and [3b](#). The levels of attainment in each domain are designed such that Level 1 in each domain is the baseline standard expected of every student, Level 3 in each domain is the standard that most students should be able to achieve with hard work and determination, and Level 5 in each domain is the highest standard achievable for the student at that point in time.
5. Continuous involvement in and commitment to the same CCA will be rewarded and this is reflected through a higher level of attainment assigned to students who stay with the same CCA over the years. Continuous and regular participation in a CCA throughout the secondary school years is fundamental to contributing to the quality of school life and overall student development with the students deepening their knowledge and skills in a particular area.

6. At the end of the graduating year, students' co-curricular attainment will be recognised.
7. This recognition will be translated to bonus point(s) which can be used for admission to Junior Colleges/Polytechnics/Institutes of Technical Education (JC/Poly/ITE).
8. The Enrichment domain complements the other domains for students' holistic development
 - Will be recognised in the School Graduation Certificate
 - Will not have levels of attainment.

Levels of Attainment: Table 3a

Achievement	Participation (at least 75% attendance each year)
Level 1 Represented class/ CCA at intra-school event OR Bronze Badge (Girl Guides only)/ Core Proficiency Badges (Bronze) (NCDCC only)	Level 1 Participated in any CCA for 2 years
Level 2 Represented school/ external organisation at local/ international event for 1 year OR Silver Badge (Girl Guides only)/ Core Proficiency Badges (Silver) (NCDCC only)	Level 2 Participated in any CCA for 3 years
Level 3 Represented school/ external organisation at local/ international event for 2 years OR Represented school/ external organisation at local/ international event for 1 year and achieved the following: Top 4 (or equivalent) team placing, Top 8 (or equivalent) individual placing, Gold/Silver/ Bronze award, SYF AP Certificate of Distinction or Accomplishment OR Gold Badge (Girl Guides only)/ Core Proficiency Badges (Gold) or Community Engagement (Bronze) (NCDCC only)	Level 3 Participated in any CCA for 4 years OR Participated in any CCA for 3 years and demonstrated exemplary conduct and active contribution
Level 4 Represented school/ external organisation at local/ international event for 3 years OR Represented school/ external organisation at local/ international event for 2 years or more and achieved the following: Top 4 (or equivalent) team placing, Top 8 (or equivalent) individual placing, gold/ silver/ bronze award, SYF AP Certificate of Distinction or Accomplishment OR Represented UG HQ at international event/ Baden-Powell Award (Girl Guides only)/ Best Unit Cadet/ Outstanding Cadet Award by HQ or Community Engagement (Gold) (NCDCC only)	Level 4 Participated in any CCA for 5 years OR Participated in any CCA for 4 years and demonstrated exemplary conduct and active contribution OR Participated in the same CCA for 4 years

Achievement	Participation (at least 75% attendance each year)
Level 5 Represented Singapore Schools at local/ international competition OR Represented MOE or Singapore at local/ international event (sanctioned by relevant national bodies) OR Represented UG HQ at international competition/ President's Guide Award (Girl Guides only)/ SCDF-NCDCC Badge (NCDCC only)	Level 5 Participated in the same CCA for 4 years and demonstrated exemplary conduct and active contribution OR Participated in the same CCA for 5 years

Levels of Attainment: Table 3b

Leadership	Service
Level 1 All Students: Completed 2 modules on leadership (minimum 6 hours) CCA: Lance Corporal	Level 1 Completed at least 24 to less than 30 hours of service
Level 2 All Students: NYAA – Bronze Committee for Student-initiated projects Class: Class Committee Members (Head of Welfare / Events / Secretary) Subject Representative Events Representative Class Representative CCA: Lower Sec Committee Member Corporal Patrol Second Student Council: Student Council Trainees	Level 2 Completed at least 30 to less than 36 hours of service OR Completed at least one VIA project that impacts the school or community
Level 3 All Students: NYAA – Silver Committee for School-wide projects Chairperson/Vice-chairperson for Student-initiated projects Catholic Support Leader Arts & Culture Advocate Class: Class Chairperson/Vice-Chairperson CCA: Lower Sec Level Representative / Section / Group Leader Lower Sec Executive Committee Member Upper Sec Level Representative/Section/Group Leader Upper Sec Committee Member Sergeant Patrol Leader Student Council: Student Councillors	Level 3 Completed at least 36 hours of service OR Completed at least two VIA projects that impacts the school or community OR Completed at least 24 hours of service and at least one VIA project that impacts the school or community

Leadership	Service
Level 4 All Students: Chairperson/Vice-Chairperson for School-wide projects CCA: Upper Sec Executive Committee Member Staff Sergeant Assistant Company Leader Student Council: Senior Student Councillors House System: House Captain / Vice-Captain	Level 4 Completed at least 24 hours of service and at least two VIA project that impact the school or community
Level 5 Student Leadership Board Class / CCA & Senior Student Council CCA: Chairperson / Vice-Chairperson President / Vice-President School or National Captain / Vice-Captain Student Conductor Company Leader Senior Staff Sergeant Warrant Officer	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

Recognition of Students' Co-Curricular Attainment

At the end of the graduating year, the student's co-curricular attainment will be recognised according to the table below. The co-curricular attainment will be translated to bonus point(s) which can be used for admission to Junior Colleges/Polytechnics/Institutes of Technical Education (JC/Poly/ITE).

Co-curricular Attainment	Descriptor	Basic Requirement for Level of Attainment in Domains	Bonus Points
Excellent	The student has fulfilled the requirements for holistic development and achieved quality learning in the co-curriculum.	4,3,3,3	2
Good	The student has fulfilled the requirements for holistic development in the co-curriculum	4,1,1,1 3,2,1,1 2,2,2,1	1
Fair	The student is working towards holistic development in the co-curriculum	did not meet above criteria	0

- For an Excellent co-curricular attainment, which is translated to two bonus points, the student should have attained a minimum Level 3 in all four domains with at least Level 4 in one domain.
- For a Good co-curricular attainment, which is translated to one bonus point, the student should have attained a minimum Level 1 in all four domains with any one of the following :
 - At least Level 2 in three domains;
 - At least Level 2 in one domain and at least Level 3 in another domain; or
 - At least Level 4 in one domain.
- A Fair co-curricular attainment will not translate into any bonus points as the student has not met the minimum criteria for a Good co-curricular attainment.

Examples

The following tables are examples that illustrate how the co-curricular attainments are awarded:

Example A:

Domain	Description of Attainment	Level
Participation	Participated in the <u>same</u> CCA for 4 years with at least 75% attendance for each year	4
Achievement	Represented school at local competition / conference / festival / exhibition for 2 years	3
Leadership	Committee for school-wide events	3
Service	Completed at least 24 hours of service and at least one VIA project that impacts the school or community	3

The 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 recognized as Excellent.

Example B

Domain	Description of Attainment	Level
Participation	Participated in the <u>same</u> CCA for 3 years with at least 75% attendance for each year	2
Achievement	Represented class / house / CCA at intra-school event	1
Leadership	Class committee	2
Service	Completed at least one VIA project that impacts the school or community	2

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 recognized as Good.

Example C

Domain	Description of Attainment	Level
Participation	Participated in any CCA for 4 years with at least 75% attendance for each year	3
Achievement	Represented school at local competition/conference/festival/exhibition for 1 year	2
Leadership	Lance Corporal (NCDCC)	1
Service	Completed at least 24 to less than 30 hours of service	1

The student has attained a minimum of Level 1 in all domains, with at least Level 2 in one domain (Achievement) and Level 3 for another domain (Participation). Hence, the student's co-curricular attainment is recognized as Good.

Example D

Domain	Description of Attainment	Level
Participation	Participated in any CCA for 4 years with at least 75% attendance for each year	3
Achievement	Did not represent class/house/CCA/school in any event	0
Leadership	Completed 2 modules on Leadership	1
Service	Completed at least 24 to less than 30 hours of service	1

The student has not met the criteria for a Good co-curricular attainment. Hence, the student's co-curricular attainment is recognized as Fair.

PHYSICAL EDUCATION

“Helping students embark on a journey of lifelong physical activity”

The PE/CCA department at Katong Convent believes that good physical health is essential to one leading a fulfilling life. Thus, here at KC, we aim to provide our students with a well-rounded physical education, and imbue in them knowledge of and a love for health and physical activity, coupled with enriching outdoor experiences.

Through our PE lessons, we also strive to teach the importance of self-management, respect for others, resilience, and effective teamwork, in order to develop both independent learners as well as team players.

To achieve these objectives, we carry out the Physical Education Syllabus (2014) and conduct physical education lessons twice a week for all students.

Programme Overview

Lower Secondary

- Territorial game: Football and Handball
- Athletics and running
- Physical Health and Fitness
- Outdoor Education

Upper Secondary

- Net/ Wall Barrier game: Volleyball
- Striking and Fielding game: Softball
- Athletics and running
- Physical Health and Fitness
- Outdoor Education

School-wide Programmes

- Secondary Two Outdoor Adventure Camp
- KC Sports Day
- Inter-class Games Carnival

Attendance

1. Attendance for PE is **compulsory** for all students as it is part of the curriculum.
2. A student can only be excused from PE lessons if she is medically unfit or recovering from recent illness wherein she must produce a medical certificate to her PE teacher.
3. Even if a student is not fit for PE, she is expected to report to her PE teacher in the stipulated PE attire, unless she is completely exempted from physical activity for more than six months.
4. Students who do not participate in PE without valid reasons will face disciplinary action as meted out by the PE department.
5. Every class will elect 2 PE Sports Captains.

Attire

1. Every student is to wear only the school PE T-shirt and shorts.
2. Class T-shirts or any school-based shirts or shorts are not allowed to be worn.

Procedure

1. All students are to report to the lesson venue within 3-5 minutes of the start of PE.
2. Students are strongly advised to bring their own water bottles and towel during PE lessons.
3. All students must return to class quickly and quietly at the end of their PE lesson.

Use of PE Equipment

1. Students must handle all PE equipment with care.
2. All students are responsible for assisting the PE teacher in the retrieval and storage of all PE equipment.
3. The PE teacher will supervise the borrowing and returning of all PE equipment at all times.

We believe that a successful physical education program is not measured only by the physical skills of students, nor by the number of passes in the NAPFA test, or the obesity level. We believe that "the ultimate measure of success is the number of students who participate in physical activities such as exercise, sport, dance, and outdoor adventure activities throughout their lives," (Pangarazi & Darst, 1991). The onus will be on the students to learn PE and be accountable for their own health.

Student Leadership

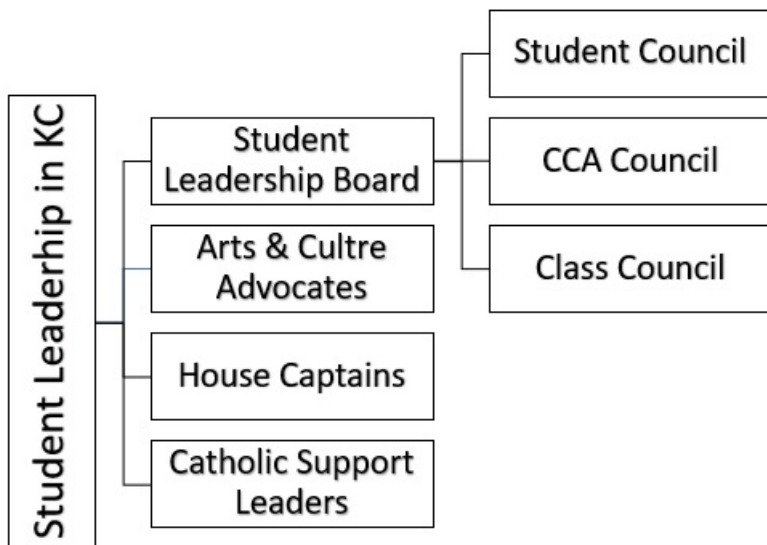
Vision: Caring Leaders who Excel

Mission: To nurture values-driven leaders who influence and leave a positive impact in their community

The Student Leadership Programme in KC aims to nurture values-driven leaders who influence and leave a positive impact in their community. In line with the drive for Holistic Pupil Development and 21st Century Competencies, all students are given the training opportunities and service platforms to develop her leadership potential.

The school has designed a comprehensive leadership training programme for all students and student leaders to support them in their leadership development journey. They are equipped with the values, skills and knowledge to achieve their potential as a student leader in KC. Ample opportunities are provided for students to exhibit their leadership skills through involvement in organisation, planning and implementation of the many and varied activities in school and community. These include camps, Book & Music Week, National Day Celebration and Values in Action initiatives.

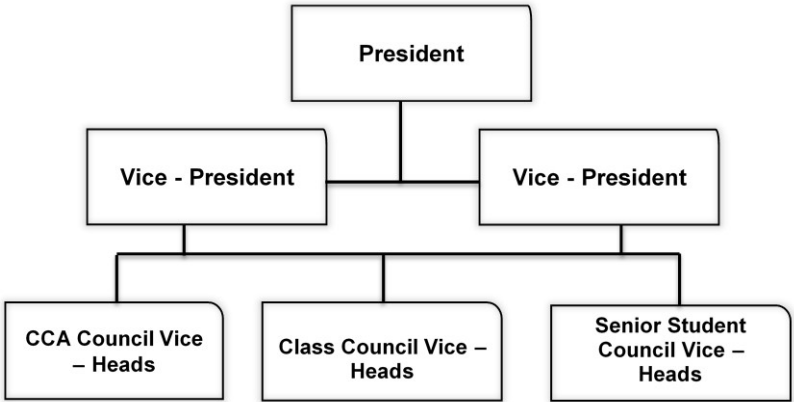
Student Leadership Structure



Student Leaders

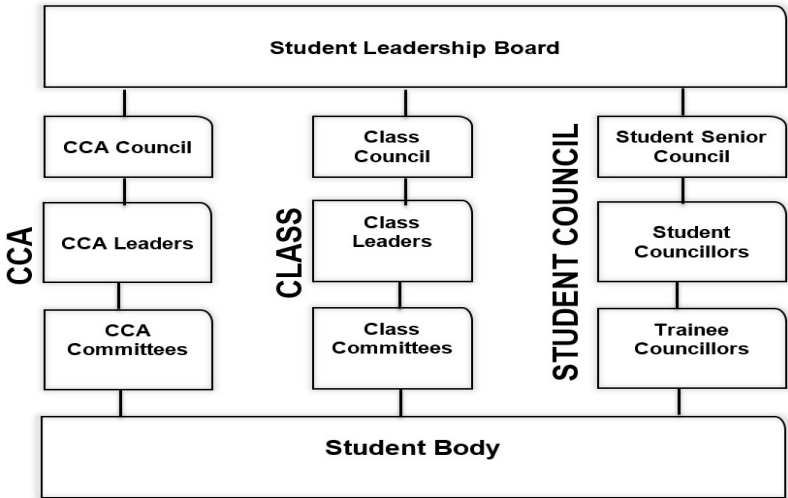
Students who are role models of moral excellence and exhibit leadership qualities are selected to lead as Class Committee, CCA Committee, Class Leaders, CCA Leaders and Student Councillors. They serve as representatives of the student body, led by the Student Leadership Board – an elected board of Student Leaders from three Leadership Strands (Class, CCA & Student Council).

Student Leadership Board



Student Leadership Board

As an elected body of student leaders, the Student Leadership Board serves as the representative of all student leaders, providing leadership, direction and care to the student leaders in the school. As leaders, they are instrumental in organising and managing resources to meet the needs of the school. They are entrusted with the responsibility of being the voice of the student body. They work closely with the School Management to enhance the quality of student life in KC and are highly involved in student-led initiatives and programmes to benefit the student community.



Class Leaders & Committee

Class Leaders and their committee members are the representatives of their classes. As leaders, they have the responsibility of caring for the welfare of their classes. They work closely with their Form Teachers to ensure a positive environment for learning in the classroom. They also take the lead in initiating and participating in class-based activities such as cultural celebrations and Book and Music Week. Apart from class responsibilities, Class Leaders are also involved in daily duties in school and the running of school-wide events.

CCA Leaders & Committee

The CCA Leaders and their committee members serve hand in hand with their CCA Teachers in the planning and implementation of CCA programmes. They are entrusted with the responsibility of leading, mentoring and guiding their peers in the daily running of activities, towards excellence in their respective CCAs. As CCA Leaders, they are also involved in daily duties in school and the running of school-wide events. They are involved in the organisation and execution of school programmes like CCA Fair.

Student Council

Student Councillors work closely with teacher committees in service to the school. They see to the school's daily operations and help to model and maintain school ethos and expectations. They are actively involved in the organisation and implementation of school-wide initiatives that promotes a positive environment of care and excellence for their peers. Additionally, student councillors are afforded opportunities to serve the community with external partners which include non-profit and grassroots organisations.

House Captains

The House Captains and Vice Captains work alongside the Student Leadership Board to serve the school population. They have the important role of achieving and maintaining a sense of unity within each of the four Houses in the school through house meetings and school-wide activities. Under the guidance of the Physical Education (PE) department, these student leaders are involved in the planning and organisation of significant school events such as the Sports Day, Book and Music Week and the Inter-Class Games Carnival.

Catholic Support Leaders

The Catholic Support Leaders are students who contribute towards establishing a strong Catholic student community rooted in faith. They serve the school by assisting in the various Catholic school activities such as Eucharistic celebrations, morning prayers in the chapel, and by providing peer support and fellowship to their juniors during the weekly Catholic Connect programme for the Secondary One students.

Arts and Culture (A&C) Advocates

The A&C advocates are students who are passionate about the Arts and lead in various A&C programmes. They serve the school by providing experiential opportunities that engage others and foster community by capitalising on the new ideas and energies afforded by the arts. This includes planning educational arts exposure programmes like our weekly Arts Bites, and arts experiences for both the school body and community to participate in.

Assessment and Promotion Criteria

ASSESSMENT AND PROMOTION CRITERIA

The promotion of students from one level to the next is based on their performance in both the Weighted and Semestral Examinations. For Sec 1 and 3, this is based on both the Weighted Assessments and End-of-Year Examination.

Weighted Assessments (WA)

- a) WAs can take the form of class tests, daily work, project work and field studies, amongst others.
- b) For Sec 4 and 5, WA will not be included in the calculation of marks.
- c) Students who are absent from WAs will be awarded zero unless they are on medical leave.
- d) Students representing the school in national competitions will be awarded a 'VR' for the WAs that they missed.
- e) Students who are absent from WAs with other special reasons must seek approval from the Principal at least 2 weeks in advance. The school reserves the right to award zero mark for the WA if prior approval has not been granted. Only MCs from medical practitioners registered under the Medical Registration Act are recognised. Hence, MCs from TCM practitioners registered with the TCM Practitioners Board will not be recognised.

Semestral Examinations

- a) Two Semestral Examinations (Mid-Year and End-of-Year/Preliminary) are conducted every year. For Sec 1 and 3, there is only the End-of-Year Examination.
- b) For Sec 4 and 5, as WAs do not contribute to the subject total, the weighting for each subject is 100% each from the Mid-Year and Preliminary Examinations. Hence, students who are absent from any component/s of the exam, will be marked 'Absent', even if they are covered with a medical certificate.

Overall Marks

- a) For Sec 1 and 3, the subject overall mark at the end of the year is the weighted sum of WAs from Semesters 1 and 2 and the End-of-Year Examination.
- b) For Sec 2, the subject overall mark at the end of the year is the weighted sum of the WAs and Semestral Examinations from Semesters 1 and 2.
- c) The overall mark for MT Syllabus B is not included in the overall total.

2022 Assessment Components and Weightings

Level	Subjects	Semester 1		Semester 2		Overall Marks
		WA1	WA2/ Mid-Year Exam	WA3	EOY Exam	
Sec 1 Exp, NA and NT	Subjects conducted throughout the year	15%	15%	15%	55%	100%
Sec 1 Exp, NA and NT	Design & Technology	20%	80%	-	-	100%
Sec 1 Exp, NA and NT	Food & Consumer Education	-	-	20%	80%	100%
Sec 2 Exp, NA and NT	Subjects conducted throughout the year	15%	25%	15%	45%	100%
Sec 2 Exp, NA and NT	Design & Technology	-	-	20%	80%	100%
Sec 2 Exp, NA and NT	Food & Consumer Education	20%	80%	-	-	100%
Sec 3 Exp, NA and NT	Subjects conducted throughout the year	15%	15%	15%	55%	100%

Note: Sec 1 and Sec 3 students do not have any mid-year examinations. They will have WA2 instead.

Sec 4 & 5: Separate assessments for WA1, SA1 and SA2

Promotion Criteria

For promotion to the next level of study, the student must meet the promotion criteria or minimum attainment level as listed below.

Course Of Study	Minimum Attainment Level
Sec 1 & 2 Express	Pass in English Language and a pass percentage in the average of all subjects
Sec 1 & 2 Normal (Academic)	Grade 5 or better in a) English Language and 2 other subjects, or b) 4 subjects
Sec 1 & 2 Normal (Technical)	Grade D or better in a) English Language or Mathematics, and 1 other subject
Sec 3 Express	Grade 6 or better in a) English Language, and 2 other subjects
Sec 3 N(A)	Grade 5 or better in a) English Language and 2 other subjects, or b) 4 subjects
Sec 3 N(T)	Grade D or better in a) English Language or Mathematics, and 1 other subject
Sec 4 N(A) to 5 N(A)	a) Grade 5 or better in English Language and Mathematics, and b) An aggregate not exceeding 19 points in English Language, Mathematics and 3 other subjects at the 'N' level examinations.
Sec 4 N(T) to 4 N(A)	Grade A for English Language and Mathematics and Grade B or better for one other subject at the Normal (Technical) level.

GRADING SYSTEM

Express Course		Normal (Academic) Course		Normal (Technical) Course	
Marks	Grades	Marks	Grades	Marks	Grades
75 – 100	A1	75 – 100	1	75 – 100	A
70 – 74	A2	70 – 74	2	70 – 74	B
65 – 69	B3	65 – 69	3	60 – 69	C
60 – 64	B4	60 – 64	4	50 – 59	D
55 – 59	C5	50 – 59	5		
50 – 54	C6				
45 – 49	D7				
40 – 44	E8				
Below 40	F9	Below 50	U	Below 50	U

EXAMINATION INSTRUCTIONS

Instructions To Candidates

- 1 Candidates are to leave their books, files, notes and other unauthorised materials outside the examination venues.
- 2 All candidates must wait outside the examination venue at least 10 minutes before the commencement of the examination.
- 3 Candidates can **ONLY** enter the examination room with their pockets turned inside out when told to do so by the invigilator.
- 4 Candidates who are late for the examination will **NOT** be given extra time.

Candidates must inform the invigilator immediately if

- they are issued a question paper they have not entered for, OR
 - they are issued a question paper that does not contain the number of pages or questions specified on the cover page, OR
 - they are issued a question paper not scheduled to take place at that time, OR
 - they are not issued the supplementary materials (such as graph paper, map or drawing paper) stated in the question paper.
- 5 Candidates are required to bring their own stationery and mathematical instruments such as calculators, set-squares, compasses, protractors and rulers, as these will not be supplied. Stationery are to be placed in a transparent pencil case.
 - 6 Candidates should write their answers legibly in blue or black ink. Pens/pencils of other colours may be used for maps and diagrams only. Use a 2B pencil for shading options on the Optical Answer Sheet. No correction tape or fluid is allowed.
 - 7 Candidates are not allowed to borrow any material from other candidates.
 - 8 Unless stated in the instructions, candidates should leave two lines between the answers to consecutive questions or consecutive parts of a question.
 - 9 Candidates should write on both sides of the writing paper unless otherwise specified in the instructions.
 - 10 Candidates should not, at any time, fold their writing paper. Candidates should not divide the page into columns.
 - 11 At the end of the paper, candidates should stop writing immediately when told to do so by the invigilator. If writing paper is used, they should arrange their answers in the numerical sequence of the questions, with the smallest number on top.

- 12 The answer scripts, together with the cover page provided, should be tied together at the top left hand corner with the string provided.
- 13 Candidates should remain seated at their respective desks and be quiet while the answer scripts are being collected.
- 14 Candidates must check that all answer scripts are handed in. No answer scripts will be accepted once the invigilator leaves the room.
- 15 No candidates may leave the examination room before the scheduled time unless permitted by the invigilator. Candidates who finish early must not disturb other candidates.
- 16 Candidates who fall sick on the examination day should call and inform the office between 0700 to 0730 h of their conditions.
- 17 In the event of an MRT breakdown, candidates should call the school. No excuse letter from the MRT station is required. Candidates will be given the full duration of the paper.
- 18 (a) Sec 1 – 3 candidates who are absent from an examination will be awarded zero unless they are
 - on hospitalisation leave
 - recovering from surgery
 - suffering from communicable disease like chicken pox
 - representing the country or school in an international competition/camp.
 - on compassionate leave as approved by the Principal.
 - absent with medical certificate (only MCs from medical practitioners registered under the Medical Registration Act are recognised. MCs from TCM practitioners Registered with the TCM Practitioners Board will not be recognised).
- (b) Sec 4NA / 4NT / 4E / 5 NA candidates will be given an 'Absent', which constitutes zero marks, for a subject if they are absent from one or more components of that subject. Components include Oral, Listening Comprehension, Coursework, Practical and Written Papers.
- 19 Candidates are not permitted to consume any form of food and drinks, except plain water, in the examination room during the examination.
- 20 Examination materials are copyrighted. They should not be posted online.

Electronic Calculators

21 Only approved models of electronic calculators may be used in the following subjects:

- All Mathematics subjects
- All Science subjects
- All Geography subjects

Candidates are to refer to SEAB's website for the approved calculator list.

22 Instruction leaflets or instructions and formulae printed on the lid or cover of a calculator or similar materials must not be in the possession of candidates during the examination (where the instructions cannot be removed they should be securely covered).

23 Candidates must ensure that their calculator is in working condition. Calculators must not be borrowed from other candidates in the course of the examination for any reason.

24 Standard scientific calculators with features such as Fraction calculations; Permutation; Combination; Statistical calculations such as mean, standard deviation and factorials; Regression analysis; Complex number calculations and Polar/Rectangular coordinate conversions are acceptable.

25 Programmable calculators and those with permanent features of a programmed kind such as numerical integration, numerical differentiation, symbolic differentiation, symbolic integration, symbolic algebraic manipulation and/or expressing in irrational number form, are prohibited.

26 Calculators with capabilities for storing and displaying visual and verbal information are prohibited.

27 Calculators with special communication features e.g. calculators with the capability of remote communication via infra-red or blue-tooth with other machines, are prohibited.

28 Candidates who contravene the regulations on the use of calculators are liable to the same penalty as those who commit an act of dishonesty.

Use of e-dictionaries/dictionaries

29 Candidates who sit for Paper 1 [composition and functional writing] will be allowed to use monolingual dictionaries stated on the approved list on the SEAB website.

30 There must be no annotation on any pages of the printed copy.

31 Candidates are advised that no allowance will be made for candidates whose e-dictionaries fail to function during the examination.

32 Candidates must ensure their e-dictionary is in working condition and should ensure that a replacement set of batteries is available. Ear-pieces are not permitted in the examination venue.

33 Candidates are not allowed to borrow dictionary from other candidates during the examination.

Breach of Examination Rules and Regulations

34 SEVERE action will be taken against any candidate who is caught:

- copying from another candidate or allowing her answers to be copied by another candidate; OR
- talking to, attempting to communicate with or disturbing other candidates in the examination room; OR
- writing offensive or obscene materials in answer scripts; OR
- possessing electronic devices (e.g. pocket PC, PDA, MP3, iPod), communication devices (e.g. pagers, mobile phones) and computerised aids (e.g. computerised wrist-watches) capable of storing and displaying and/or transmitting visual and verbal information; OR
- possessing unauthorised materials. Unauthorised materials include books, notes, memoranda or any other items such as folders, papers, pictures and rubber ink stamps; OR
- removing from the room any answer book, writing paper, rough work and other used or unused exam stationery.

35 Candidates caught resorting to dishonest means will be given ZERO for that paper.



(H)Y KATONG CONVENT



(H)Y KATONG CONVENT

ECG

Education and Career Guidance

MOE Education and Career Guidance (ECG) Key Messages

Discover who you are

Continually develop your interests, abilities and passion; and use them to contribute meaningfully to society through your future professions.

Navigate pathways with confidence

Learn more about the world of work, education and career pathways that you can choose. Many pathways are worth taking, and there are opportunities for continuous learning and recognition. You can take pride in and add value to any job.

Make informed decisions and own them

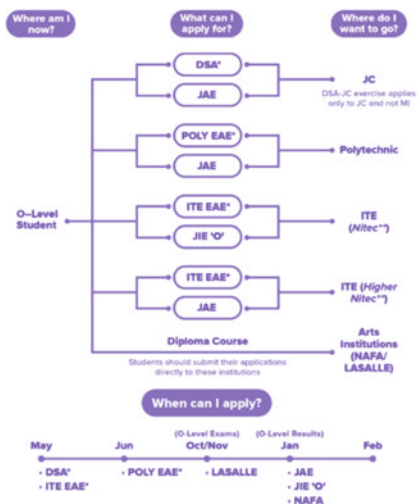
Make considered decisions about your education and career plans, and take positive steps to embark on them

Keep learning. Be resilient.

Develop 21st Century Competencies, values and workplace readiness skills to be adaptable and resilient.

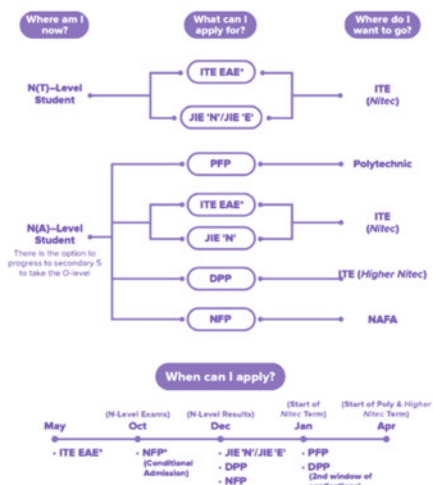
ADMISSION EXERCISES

Admissions Exercises for Ordinary (O) Level Students



*Students can apply through these admissions exercises before their examinations.
**Certain Nitec and Higher Nitec courses are available in traineeship mode. For more information on applying to these courses, you can visit <https://www.je.edu.sg/admissions/traineeship>

Admissions Exercises for Normal Technical (N(T)) / Normal Academic (N(A)) Students



*Students can apply through these admissions exercises before their examinations.

Adapted from <https://beta.moe.gov.sg/uploads/A-Guide-to-Post-Secondary-Exercise.pdf>

**These special admission exercises provide flexibility to students to be considered for an admission to the next level of study based on non-academic achievements like a talent in performing arts, sports, leadership, community service and course-specific interests. Students may be expected to furnish a portfolio, attend a trial and/or an interview. Students are encouraged to pursue their interests and develop their strengths over the course of their secondary school years.*

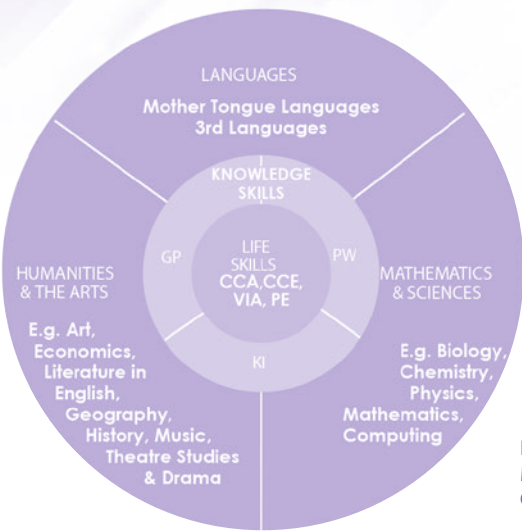
Post-Secondary Education Institutions

Junior Colleges / Millenia Institute	Polytechnics	Institute of Technical Education	Others
Junior Colleges (JC) Anderson Serangoon JC Anglo-Chinese JC Anglo-Chinese School (Independent)# Catholic JC Dunman High School Eunoia JC Hwa Chong Institution Jurong Pioneer JC Nanyang JC National JC Raffles Institution River Valley High School St Andrew's JC St. Joseph's Institution# Tampines-Meridian JC Temasek JC Victoria JC Yishun Innova JC #International Baccalaureate Programme Centralised Institute Millenia Institute (MI)	Polytechnics Nanyang Polytechnic Ngee Ann Polytechnic Republic Polytechnic Singapore Polytechnic Temasek Polytechnic Polytechnic Schools Applied Sciences Built Environment Business & Management Engineering Health Sciences Humanities Information & Digital Technologies Maritime Studies Media & Design	ITE Colleges ITE College Central ITE College East ITE College West ITE Schools Applied & Health Sciences Business & Services Design & Media Electronics & Info-Comm Technology Engineering Hospitality	Arts Institutions LASALLE College of the Arts Nanyang Academy of Fine Art Others Singapore Sports School School of the Arts Refer to https://beta.moe.gov.sg/private-education/private-schools/ for further information on private education.
Polytechnics (joint polytechnics website) – http://www.polytechnic.edu.sg/ ITE – https://www.ite.edu.sg/ Visit the institutions' websites for further information			

EDUCATION IN THE JUNIOR COLLEGES / MILLENIA INSTITUTE

- For students who are academically inclined and have the necessary O-Level qualifications. JCs also recognise special talents and aptitudes through discretionary admission.
- Offer a 2-year junior college / 3-year centralised institute pre-university course leading to the A-Level examination.

GCE A-Level Curriculum



LEGEND

- CCA Co-Curricular Activities
- CCE Character & Citizenship Education
- PE Physical Education
- GP General Paper
- PW Project Work
- JI Knowledge & Inquiry
- VIA Values in Action

Inner circle - Life skills
Middle circle - Knowledge skills
Outermost circle - Content-based subjects

Norm Combination of Subjects	
Three	H2 content-based subjects
One	H1 content-based subject
H1 Mother Tongue Language (MTL)	
H1 General Paper	
H1 Project Work (PW)	

at least one H1 or H2 subject
is from a contrasting discipline

Subjects at the H2 level have wider breadth of content compared subjects at the H1 level.

Subject Requirements

Subject	Requirement
English Language	A1 – C6
Mother Tongue Language (one of the following is met) - CL, ML, TL - Higher CL, Higher ML, Higher TL - CLB, MLB, TLB	A1 – D7 A1 – E8 Merit or Pass
Mathematics or Additional Mathematics	A1 – D7

Eligibility Criteria for Admission to Junior Colleges

Aggregate Range for L1R5 (excludes bonus points)	Meet Subject Requirements as above	
	Yes	No
≤ 15	Eligible	Eligible for Conditional Admission
16 – 20		Eligible for Conditional Admission only if student obtains A1 or A2 in all R5 subjects

Eligibility Criteria for Admission to Millenia Institute

Aggregate Range for L1R4 (excludes bonus points)	Meet Subject Requirements as above	
	Yes	No
≤ 15	Eligible	Eligible for Conditional Admission
16 – 20		Eligible for Conditional Admission only if student obtains A1 or A2 in all R4 subjects

Students admitted conditionally to the JC or MI course are required to re-sit for the relevant language and/or mathematics GCE O-Level papers by the following year.

Computation of L1R5 and L1R4 for admission

	L1R5 ≤ 20 (JC)	L1R4 ≤ 20 (MI)
L1	English / Higher Mother Tongue	English / Higher Mother Tongue
R1	Humanities / Higher Art / Higher Music / Malay or Chinese (Special Programme) / Bahasa Indonesia	Humanities / Higher Art / Higher Music / Mathematics / Science / Malay or Chinese (Special Programme) / Bahasa Indonesia
R2	Mathematics / Science	Humanities / Higher Art / Higher Music / Mathematics / Science / Malay or Chinese (Special Programme) / Bahasa Indonesia
R3	Humanities / Higher Art / Higher Music / Mathematics / Science / Malay or Chinese (Special Programme) / Bahasa Indonesia	Any O-level subject*
R4	Any O-level subject*	Any O-level subject*
R5	Any O-level subject*	

*Except CCA

EDUCATION IN THE POLYTECHNICS

- For students who wish to pursue applied and practice-oriented training and have the necessary GCE O-Level qualifications. The polytechnics may admit up to 20% of their intakes based on students' special talents and aptitudes.
- 3-year courses are the norm, leading to a diploma.

Eligibility Criteria for Admission to Polytechnics

1. Obtain a net aggregate score of ELR2B2 \leq 26, based on

Aggregate Type		ELR2B2-A (Humanities, Social Sciences)	ELR2B2-B (Business, Management)	ELR2B2-C (Applied Sciences, Engineering)	ELR2B2-D (Design, Media)
EL		English			
R2	Group 1	Art / Humanities / Music	Mathematics / Additional Mathematics		
	Group 2	Additional Mathematics / Art / Food&Nutrition / Humanities / Mathematics / Higher MTL / MTL / Music / Principles of Accounts	Art / Humanities / Music / Principles of Accounts	Food&Nutrition / Science	Art / Food&Nutrition / Science
B2	Best 2 other subjects excluding CCA				

2. Meet the course specific minimum entry requirements, for example

Area of Study	Minimum Entry Requirements
Applied / Health Sciences	English (D7) Any Math (C6) Any Science (C6)
Business & Management / Humanities	English (C6) Any Math (C6) Any 3 other subjects (C6)
Digital and Information Technology	English (D7) Any Math (C6) Any Science (C6) Any 3 other subjects (C6)
Media & Design	English (B3 – C6) (B4 – D7) Any Math (C6 – D7) Any 2 other subjects (C6)
Engineering / Built Environment / Maritime Studies	English (D7) Any Math (C6) Any Science (C6)

EDUCATION AT THE INSTITUTE OF TECHNICAL EDUCATION (ITE)

- Equips students with technical knowledge and skills relevant to the industry.
- Offers 1- to 2-year technical or vocational courses, leading to *Nitec* or Higher *Nitec* qualifications.

Eligibility Criteria for Admission to Higher Nitec Courses at ITE

Please refer to the ITE website for specific subject requirements for individual courses and admission to Nitec courses.

ITE Courses	Minimum Entry Requirements (excluding CCA)
Applied Sciences	English A1 – E8 Mathematics A1 – D7 Science A1 – E8
Business & Services	English A1 – C6 Mathematics / Principles of Accounts A1 – D7 Any other subject A1 – D7
Design & Media	
Electronics & Info-Comm Technology	English A1 – E8 Mathematics A1 – D7 Science A1 – D7
Engineering	
Hospitality	English A1 – D7 Any 2 other subjects A1 – D7

Computation for Admission into Higher *Nitec* Courses

ELB4-A		ELR1B3-B		ELR2B2-C	
EL	English	EL	English	EL	English
B4	Best 4 other subjects excluding CCA	R1	Mathematics Additional Mathematics Principles of Accounts	R2	1 st group of relevant subjects Mathematics Additional Mathematics
		B3	Best 3 other subjects excluding CCA		2 nd group of relevant subjects Biology Chemistry Physics Science
				B2	Best 2 other subjects excluding CCA

Criteria for Admission to *Nitec* Courses at ITE

Refer to the ITE website for specific subject requirements for individual courses.

ITE Schools	Minimum Entry Requirements
Applied & Health Sciences, Business & Services, Design & Media, Electronics & Info-Communications Technology, Engineering, Hospitality	3 N-Level passes (A – D or 1 – 5) OR 2 O-Level passes (A1 – E8) OR Completed N-Levels OR Completed O-Levels

FOR NORMAL (TECHNICAL) STUDENTS ONLY

Enhanced *Nitec* Programme

- 3-year *Nitec* course for N(T) students with 0 or 1 GCE N-Level pass.

School	3-Year <i>Nitec</i> Courses
Business & Services	Retail Services
Engineering	Built Environment; Mechanical Technology

- Posting to a NITEC course is based on aggregate of best 4 GCE N-level subjects, including prerequisite subjects and bonus points.

FOR NORMAL (ACADEMIC) STUDENTS ONLY

Polytechnic Foundation Programme (PFP) and the Direct Entry to Polytechnic Programme (DPP)

	Polytechnic Foundation Programme (PFP)	Direct Entry to Polytechnic Programme (DPP)
Description	A one-year programme that offers a practice-oriented curriculum taught by polytechnic lecturers, to better prepare polytechnic-bound N(A) students for entry into the relevant Polytechnic Diploma courses.	<p>Prepares Sec 4 N(A) students for progression into selected polytechnic diploma courses via a two-year Higher <i>Nitec</i> course at ITE.</p> <p>Students who have completed the Higher NITEC course will be assured of a place in the Polytechnic Diploma course if they have met the qualifying GPA. Some students may be eligible for entry into Year 2 of selected diploma programmes.</p>
ELMAB3 (excluding CCA)	$ELMAB3 \leq 12$	$ELMAB3 \leq 19$
Subject Specific Requirements	<u>Group 1</u> English ≤ 3 Math ≤ 3 One relevant subject ≤ 3 Any two other subjects <3	English ≤ 4 Math ≤ 4 Any other 3 subjects ≤ 5 (Applied Sciences, Engineering & Info-Comm Tech courses)
	<u>Group 2</u> English ≤ 2 Math ≤ 3 One relevant subject ≤ 3 Any two other subjects <3	English ≤ 3 Math ≤ 4 Any other 3 subjects ≤ 5 (Business & Services courses)

BONUS POINTS FOR N-LEVEL & O-LEVEL STUDENTS

Bonus points are given to students in the computation of their net aggregate scores. These are used when the student has first met the entry criteria.

Types	Bonus Points	Conditions	Used for
CCA - Excellent	2	Maximum of 4 bonus points	JC / MI / Poly / ITE
CCA - Good	1		
Obtain A1 to C6 in English and Higher MTL	2		JC / MI
Obtain A1 to C6 in Malay / Chinese Special Programme or Bahasa Indonesia as third language	2		JC / MI
Affiliation (1st choice)	2	2 bonus points	JC
Applied and selected for CLEP or MELP	2		JC

Questions only YOU have answers to ...

Where are you now?

- Know your interests, abilities, strengths and what is important to you.
- Are your passions reflected in your academic performance?

Where are you heading?

- Narrow down choices to your preferred areas and rank them.
- Use MySkillsFuture Portal to assist in information-seeking and planning.

What should you do?

- Seize all opportunities provided by the school and on your own to explore the options available
- Take action like research areas of interest, find out more about the course of study / industry, etc.
- Take concrete steps to bridge the gap between where you are now and where you are heading.

MySkillsFuture Portal

www.myskillsfuture.sg/secondary

The secondary school section of the one-stop online portal that enables Singaporeans to chart their own career and lifelong learning pathways. It offers online tools for you to discover more about your career interests, skills, work values, and learning styles. It also provides interactive guides on educational institutions, courses and the world of work and careers.

User ID: NRIC number

For assistance: studentportal@myskillsfuture.sg / 66849020

ECG Counselling

Students who would like to explore more about subject choices, ask about post-secondary education options, or find out more about their career interests, strengths and passions can make an appointment to have a chat with our ECG counsellor, Miss Kate Choo.

Please email her at Kate_Choo_Huey_Xuan@schools.gov.sg to ask questions or request for an appointment.



Character and Citizenship Education

Character and Citizenship Education

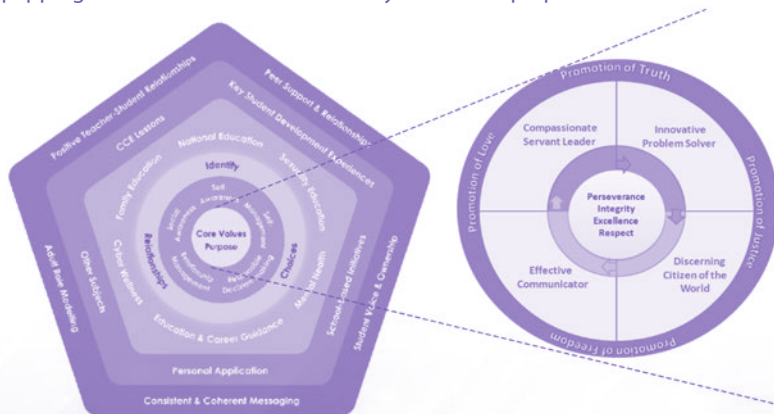
CHIJ (Katong Convent) is committed to providing each student with a holistic education and in nurturing values-driven, principled and caring KC girls who are active contributors of our society. Other than the academic, the school works to bring out the best in her character and sharpen her competencies in the skills necessary for the 21st century. We hope to see in our students a compassionate servant leader, an innovative problem solver, a discerning citizen of the world and an effective communicator.

The Character and Citizenship Education (CCE) curriculum content in Katong Convent is based on the three big ideas of Identity, Relationships and Choices. It comprises the learning of core values, social-emotional competencies, and citizenship dispositions, with a focus on developing a sense of purpose in our students.

The CCE curriculum is woven across the following content areas:

- Education and Career Guidance
- Cyberwellness
- Sexuality Education
- National Education
- Mental Health
- Family Education

The CCE programme in the school is aligned to MoE's 2021 Character and Citizenship framework which forms the school's overarching framework for the 6 key areas, and underpinned by the school values of *Perseverance, Integrity, Excellence and Respect*. The school values form the core foundation from which our students achieve the desired outcomes of a KC Graduate. In turn, each KC graduate shall live out the school mission by promoting truth, justice, freedom and love. We envisage this framework will achieve the desired outcomes of education as well as equipping our students with 21st century skills to be prepared citizens of the world.



Katong Convent believes in the inculcation of strong moral values in all our students. Through the CCE programme the school focuses on developing the moral well-being of the students by helping them acquire and live by the values that guide them to make appropriate choices and determine their behaviour and attitude towards themselves, others and the environment.

The KC Graduate

As part of the school's character development focus, Katong Convent is committed in developing the all-round KC girl.

Each student is being developed in relation to the competencies of the KC Graduate Profile comprising 4 main domains:

- **Compassionate Servant Leader**
- **Innovative Problem Solver**
- **Effective Communicator**
- **Discerning Citizen of the World**

The attributes in the KC Grad profile form part of the journey in the development of our students. At some juncture of their school life, our students should pause, reflect, self-assess and receive feedback from their teachers.

Compassionate Servant Leader	Innovative Problem Solver
<p>◆ Noble</p> <ul style="list-style-type: none"> ○ Puts others before self. ○ Willingly sacrifices time, energy and effort to serve the class, school or community. <p>◆ Compassion</p> <ul style="list-style-type: none"> ○ Shows genuine care and concern for people. ○ Goes beyond school-organised VIA to volunteer on her own to serve the community. <p>◆ Respect</p> <ul style="list-style-type: none"> ○ Respects self, others, the environment and the sanctity of life. ○ Greets teachers and follows school rules. ○ Humble, polite and kind with words and actions towards people. 	<p>◆ Innovation and Excellence</p> <ul style="list-style-type: none"> ○ Sets personal goals and high standards of work performance and quality. ○ Takes pride in work and gives best effort. <p>◆ Perseverance</p> <ul style="list-style-type: none"> ○ Perseveres in the face of difficulty / failure / challenges and sees to completion of tasks. ○ Open to alternatives and changes and shows optimism. <p>◆ Independent and Critical Thinker</p> <ul style="list-style-type: none"> ○ Thinks from different perspectives. ○ Able to generate alternative solutions when the need arises. ○ Demonstrates willingness to admit error and modify thinking to make improvements.

Effective Communicator	Discerning Citizen of the World
<ul style="list-style-type: none"> ◆ Communication and Confidence <ul style="list-style-type: none"> ○ Able to communicate and explain information and ideas clearly and coherently. ○ Listens attentively and is receptive to ideas/feedback from others and acts on them positively. ○ Displays self-confidence and a positive attitude. ◆ Collaboration and Teamwork <ul style="list-style-type: none"> ○ Interacts well with everyone and able to put herself in the shoes of others. ○ Builds good rapport with everyone and is a reliable team member. ○ Works effectively in teams and exercises initiative. ◆ Arts Appreciation <ul style="list-style-type: none"> ○ Attentive and respectful at performances. ○ Puts in effort to communicate and express thoughts, ideas and feeling in the aesthetics. 	<ul style="list-style-type: none"> ◆ Integrity <ul style="list-style-type: none"> ○ Sincere, truthful and trustworthy. ○ Has moral courage to stand up for what is right and influences others to do the right thing. ○ Takes responsibility for mistakes. ◆ Embracing Differences <ul style="list-style-type: none"> ○ Shows exemplary respect for different opinions, cultures and practices. ○ Mindful of religious and racial harmony in Singapore. ◆ Lifelong learning and global mindset <ul style="list-style-type: none"> ○ Takes initiative and responsibility to pursue new skills / experiences. ○ Able to discuss and have opinions about current affairs (local/global). ○ Actively participates, plans and/or organizes school or community activities during commemorative days.

SPIRITUALITY IN KC

CHIJ (Katong Convent) strives not just for excellence in the academics, sports and arts, but believes in the development of the heart, soul and mind of every child that passes through the gates of KC. It believes in inculcating strong moral character based on Christian values and principles.

The spirituality programme forms the umbrella for 5 key areas in the school's spiritual activities:

- 1) Religious Education (RE) pull-out sessions for Catholic girls / Reflection sessions for non-Catholic girls
- 2) Eucharistic Celebrations (Masses)
- 3) Prayer Services
- 4) Retreats
- 5) Sec 1 weekly Connect programme (for Sec 1 Catholic students only)

The spirituality programme falls under the main responsibility of the School Chaplaincy Team (SCT). The Catholic teachers play an important role in ensuring that Catholic students receive a holistic spiritual education in the school through its programmes, activities and formal lessons, in alignment with the Catholic churches' vision for its Catholic mission schools.

The whole school approach towards developing the spiritual dimension of a child is met through Eucharistic Celebrations, prayers and retreats carried out throughout the academic year for every child in Katong Convent. The school believes that in national or school celebrations, we have much to thank God for and know the need to continue to ask for His blessings.

Prayers are said daily during morning assembly, in the chapel on Wednesdays before school starts and at noon to help instil in the students a sense of eternity through the need to connect themselves with God. Morning masses are celebrated in the school chapel every term. Having reflections is a culture that is instilled in the students through its formal RE pull-out sessions and its yearly retreat. Through such days of reflection, students listen to sharing of life experiences, reflect on their own actions, take stock of their life journey, assess and realign their goals.

The spirituality programme supports the fundamental Catholic school ethos and the spirituality of the school. It is a process which facilitates the school's ongoing effort to nurture each student's unique spirituality, in line with the CHIJ's school mission of creating a Christ-centred environment.

A. CCE (Character and Citizenship Education) lessons (incorporating National Education, Cyberwellness, Education and Career Guidance, Sexuality Education, Mental Health and Family Education)

The overarching goal of the CCE programme is to nurture a person of integrity who acts responsibly with the welfare and interests of others in need. It aims to help our students acquire skills to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively.

CCE lessons are conducted on a weekly basis in class by Form Teachers, using student-centric teaching strategies to explicitly teach values and social and emotional skills as well as to equip students with knowledge and skills to better understand real-world contexts, with discussions on contemporary issues.

In the Education and Career Guidance programme, an annual career seminar is held for our graduating cohort to enable our students to glean some insights into the world of work by listening to professionals in the workforce. A work attachment programme is organised for the Secondary 3 students who apply to spend part of their holidays gaining work experience and job shadowing at a commercial company or local welfare organisations.

B. Self-Development Programmes

In addition, the following self-development programmes are offered to all students in the level.

Level	Programme	Organised by
Sec 1	Orientation, Personal Leadership Development Programmes, Retreat	Student Development Team, School Chaplaincy Team
Sec 2	Adventure Camp	PE Department
Sec 3	Service Learning	Character and Citizenship Education Committee (VIA)
Sec 4 & 5	Retreat, Career Guidance Fiesta	School Chaplaincy Team and Character and Citizenship Education Committee (ECG)

C. Counselling Services

If you feel down, confused, upset or depressed, or perhaps there is an issue you simply wish to talk about, there are people you can talk to. The school has teacher counselors and professional counselors who care and want to help students in need. The teacher counselors are Mrs Helen Lie, Mrs Judy Goh, Mrs Adeline Hau, Mdm Jessy Tan and Mdm Zakiah Subahan. The school's full-time counselors are Ms Abigail Tan and Ms Seow Pei Lin Petrina. You can look for them at the Care Cove, located at Level 1 B01-04. Rest assured that all matters discussed in the counseling sessions are strictly confidential.

D. Education and Career Guidance (ECG) Counselling

If you have questions regarding subject options and combinations, post-secondary education and career options or any other ECG-related query, you may approach the school's ECG counsellors for help and advice. Our ECG counsellors are Ms Kate Choo and Ms Debra Scully and you can find them at the Library or Level 2 staffroom respectively.

E. Special Needs Provision

The school has a full-time Allied Educator for Learning and Behavioural Support [AED (LBS)], Ms Gursharan Kaur who supports students with learning needs. Do look for her at the Learning Cove, Level 4 E04-04 if you have any queries or concerns related to special needs provision.

F. Values in Action (VIA)

VIA focusses on developing character and acquiring values through service to the school and the community. VIA experiences enable students to live out core values such as empathy, compassion, service and resilience; hone skills such as organization and communication; and strengthen civic responsibility and emotional connection to the community.

In CHIJ Katong Convent, the VIA experience and development is progressive in nature from Secondary 1 to 5:

Level	Focus	Details
1	Self	<ul style="list-style-type: none"> Target sector: Class and School Suggested activities*: school-wide cleaning, school environmental efforts (e.g. recyclables collection, maintenance of school garden), fund-raising efforts for school Example of school-organised VIA activity: Chinese New Year Class party
2	Reaching out to Peers and Seniors	<ul style="list-style-type: none"> Target sector: School and local community (Marine Parade neighbourhood) Suggested activities*: helping needy children with school work at after-school care centres, teaching seniors at local non-profit community organisations mobile phone skills Example of school-organised VIA activity: Creation of festive hampers for needy seniors in the Marine Parade neighbourhood
3	Reaching out to the Community	<ul style="list-style-type: none"> Target sector: Community (Singapore) Suggested activities*: volunteering at any non-profit community organization in Singapore, fund-raising for non-profit community organization Example of school-organised VIA activity: Sec 3 service learning projects
4 & 5	Leaving a Legacy, Beyond Self, Beyond Now	<ul style="list-style-type: none"> Target sector: Community (Singapore and overseas) Suggested activities*: mentoring juniors in service learning journey, championing local/ global community and environmental causes Example of school-organised VIA activity: Planning festive celebrations for and with community beneficiaries

**If there are queries regarding the suitability of a VIA activity, please clarify with the Partnerships Committee (VIA) before carrying out the activity.*

**Please consult Character and Citizenship Education Committee (VIA) before carrying out overseas VIA.*

Students are encouraged to carry out VIA activities that are in line with the focus for their level. These activities can be organized at the individual, class or CCA level.

Students are particularly encouraged to initiate their own VIA opportunities whereby on their own accord, they identify specific needs of the community partner or beneficiary and then follow on to plan and implement VIA activities to meet those needs. Such student-initiated activities allow students to hone leadership and organizational skills, in addition to developing them to be compassionate servant leaders.

Any queries regarding VIA can be directed to the Character and Citizenship Education Committee (VIA).

G. Types of Financial Assistance Schemes (FAS)

1. MOE Financial Assistance Scheme

(only Singapore citizen students are eligible to apply)

Eligibility:

Gross household income does not exceed \$2,750 per month

OR

Per capital income does not exceed \$690 per month

Students who are approved under MOE Financial Assistance are entitled to the following:

- Full waiver of School Fees (\$5.00 monthly)
- Full waiver of Standard Miscellaneous Fees (\$10.00 monthly).
(FAS Students need to pay 2nd-Tier Miscellaneous Fees and Autonomous School Fees)
- Free Textbooks
- Free School Attire
- \$15 transport subsidy per month from the month of approval, up to a total of \$180 transport subsidy per annum for students taking public transport
- \$2.90 per meal for 10 meals per school week

Note:

The Principal is the approving authority. The scheme is on a year-to-year basis.

Thus students who are on the scheme will have to reapply if they are still in need of financial aid in the following year.

Other Financial Assistance Schemes

2. The Straits Times School Pocket Money Fund (STSPMF)

Eligibility:

- Full-time student (application is for the following year)
- Singapore citizen or permanent citizen
- Living in a HDB four-room flat or smaller
- Family per capital gross monthly household income is not more than \$690

Beneficiary (Secondary level) will receive \$95 per month.

STSPMF is committed to help children and youth who meet the eligibility criteria by providing them with school pocket money for 2 years.

The outcome of the application will depend on the assessment of the school, social workers and STSPMF.

Information & Communication Technology

School Website

The CHIJ Katong Convent website address is <http://www.chijkatongconvent.moe.edu.sg>
Please visit the website for more information about the school, programmes, contact information, announcements, CCA and other activities.

School email address: chijktcs@moe.edu.sg



Student Learning Space (SLS)

As part of its commitment to nurturing future-ready learners, the Ministry of Education had announced that all students in Singapore schools will be supported in their learning by the Singapore Student Learning Space (SLS), an online learning platform that contains curriculum-aligned resources and learning tools.

With the SLS, students will be able to learn better through the use of technology. Students will be able to learn anytime, anywhere, and at their own pace, whether independently or with their peers.

URL: <http://learning.moe.edu.sg/login>

Communication with Parents

In addition to the Meet-the-Parents sessions, emails and phone calls, parents / guardians will be updated via the school website and the **Parents Gateway**. Instructions on how to download and log in to the Parents Gateway app is provided on the school website.

Information for Parents (School website - Parents Login)

Parents may also view the schedule, format and coverage of assessments, presentation slides to parents and other important information in a passcode protected page (Parents Login) on the school website. All parents will be informed of the passcode.



Student ICT Portal (SIP)

Students ICT Portal features the routines and guides to ensure a seamless and safe environment for students to learn with their Personal Learning Devices (PLDs). Students are to refer to this portal for admin support as well as to keep abreast of updated information relating to the Learning Series and other advisories.

URL: <https://sites.google.com/moe.edu.sg/chij-kc-sip>

NEU PC Plus Programme

The NEU PC Plus Programme offers low-income households with student or person with disabilities the opportunity to own a brand new computer at an affordable price.

The PC-Bundle scheme provides a two tier subsidy. Successful applicants can own a new computer with free software and three years of free subscription to broadband services and will only be required to pay a sum starting from \$251 for a desktop or \$223.63 for a laptop.

The programme provides the following schemes:

1. The PC-Bundle scheme

This scheme provides a two tier subsidy for applicants to own a new computer with free software and three years of free subscription to broadband services.

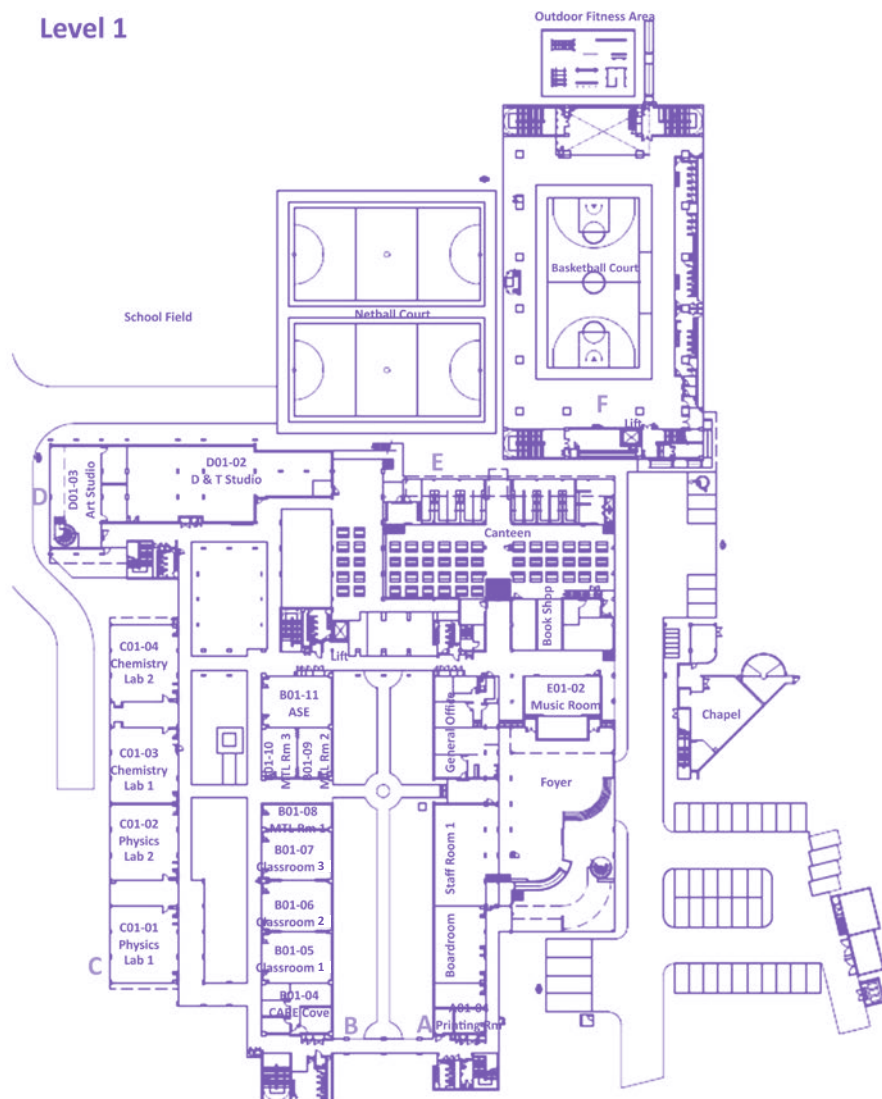
2. The iNSPIRE Fund (Only applicable if recommended by school.)

The iNSPIRE Fund helps students who require assistance with the co-payment, to earn a fully paid PC-Bundle by doing community service for a stipulated number of hours (see table below) within a period of 6 months. Students need to satisfy the eligibility criteria to apply for assistance under the iNSPIRE Fund.

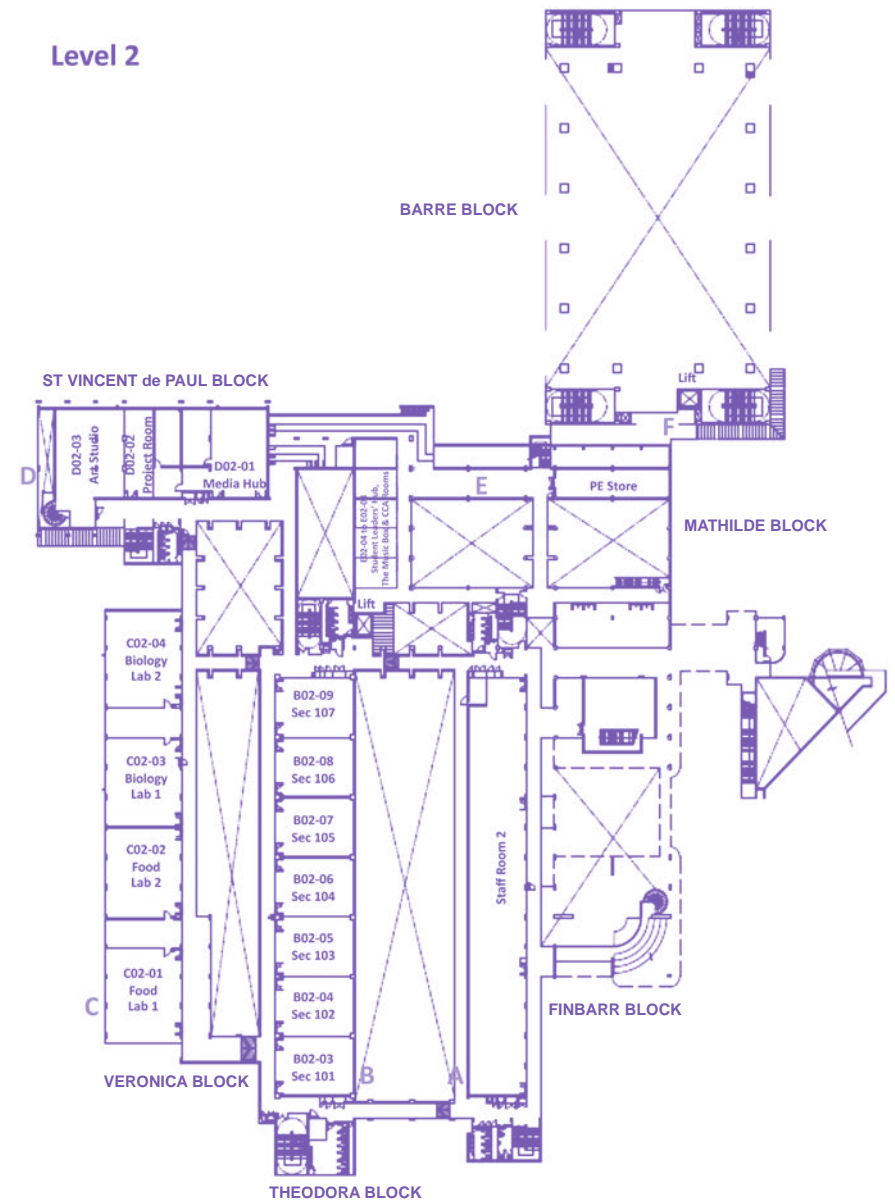
Application forms are available upon request at the General Office. Submit completed form(s) and supporting documents to the applicant's school's administrative staff.

(Reference: <https://www2.imda.gov.sg/neupc/>)

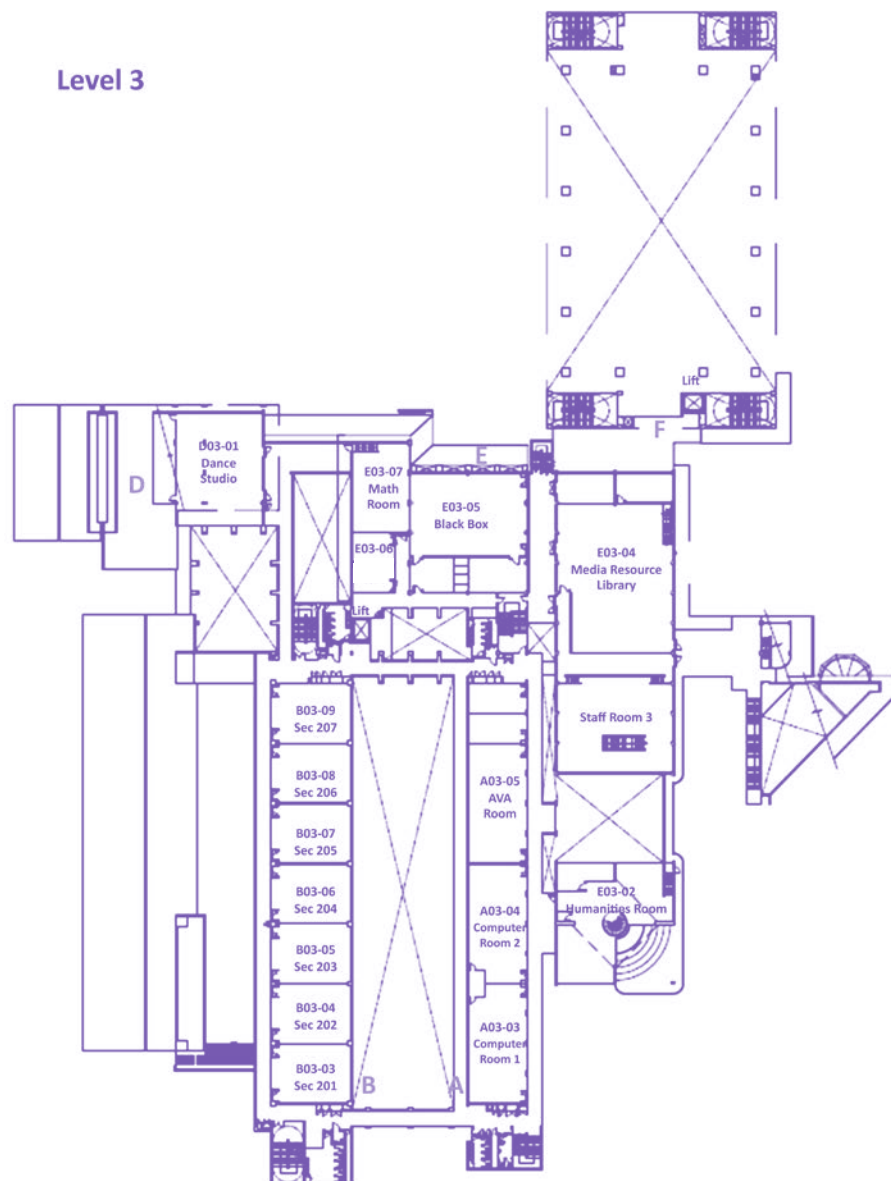
Level 1



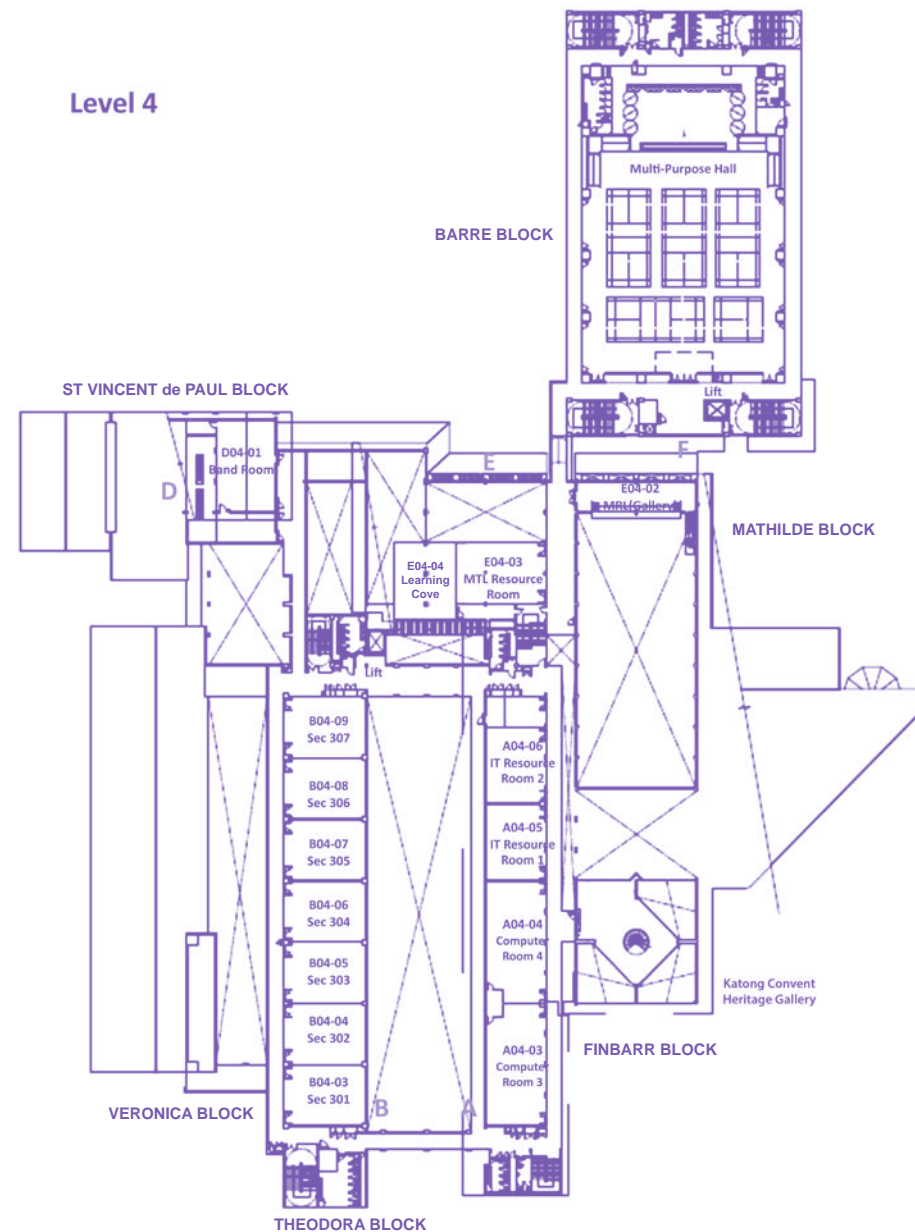
Level 2



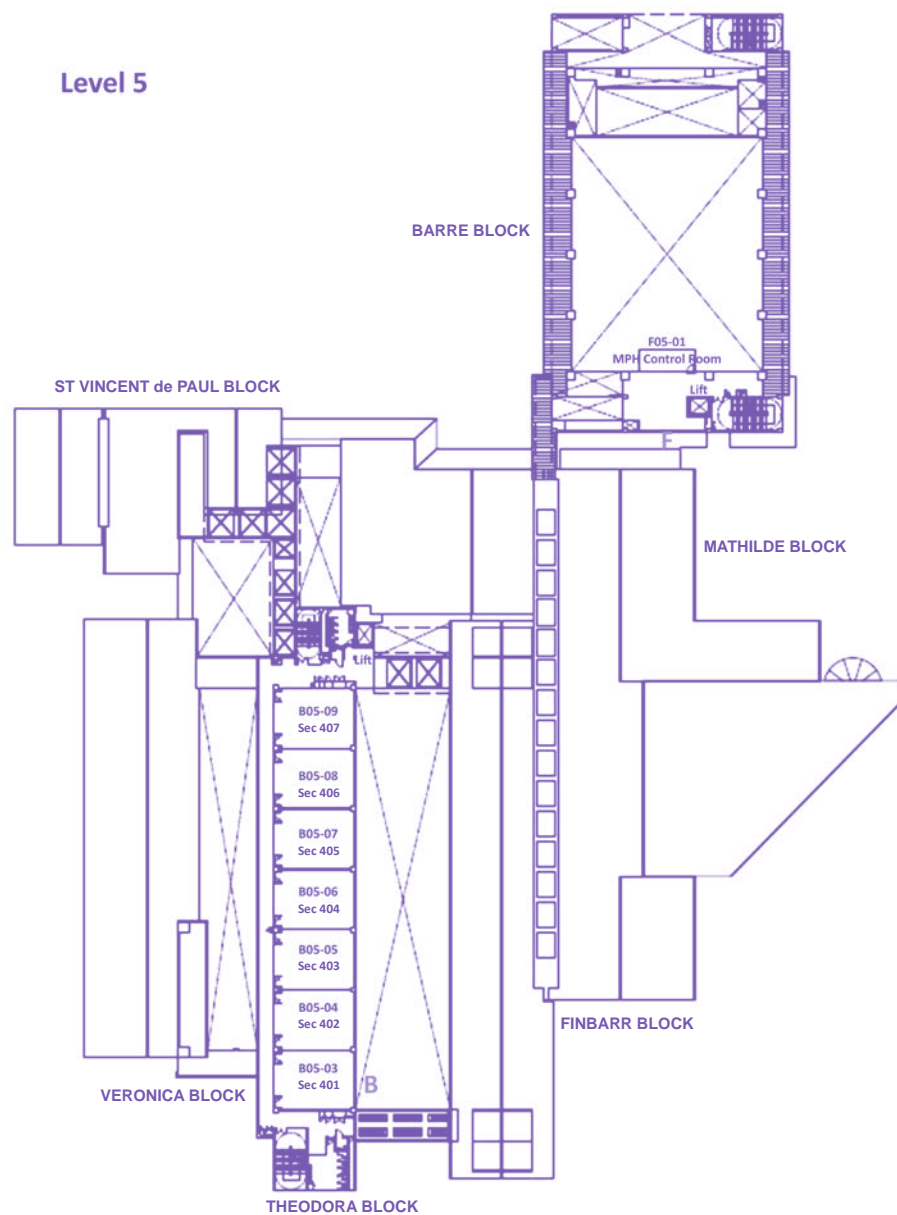
Level 3



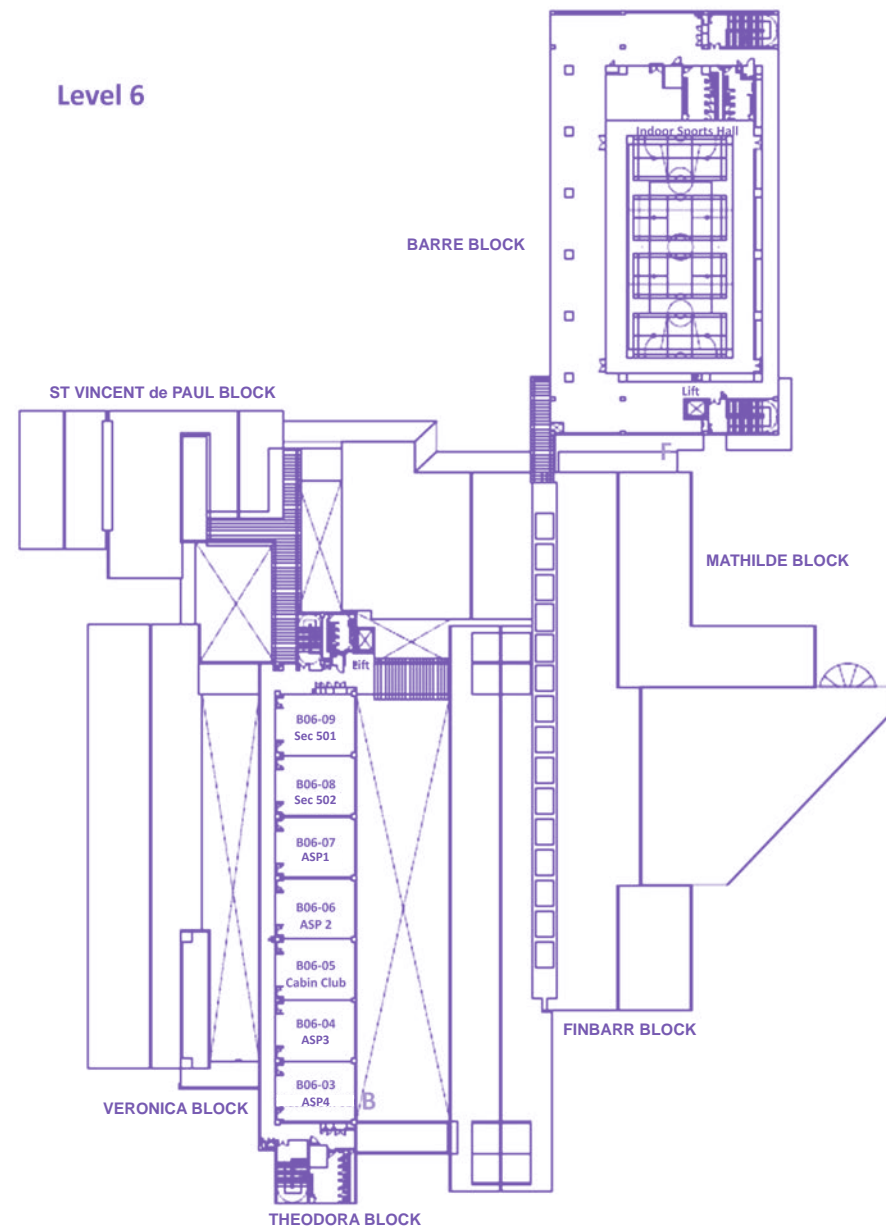
Level 4



Level 5



Level 6





Who to Approach for Help

Performing Arts CCAs Sports and Games Uniformed Groups Clubs and Societies	Ms Priscilla Humphries HOD PE & CCA
Counselling	Miss Abigail Tan (School Counsellor)
	Miss Seow Pei Lin Petrina (School Counsellor)
	Mrs Adeline Hau (Teacher Counsellor)
	Mrs Judy Goh (Teacher Counsellor)
	Mdm Zakiah Bte Subahan (Teacher Counsellor)
	Mrs Helen Lie (Teacher Counsellor)
	Ms Debra Scully (Educational Career Guidance Counsellor)
	Ms Kate Choo (Educational Career Guidance Counsellor)
First Aid	Miss Mardiah Jamaludin
Permission to Leave School Early	Form Teacher or Subject Teacher (Form available in General Office)
Testimonial/Leaving Certificates	Form Teacher
Financial Assistance	Mr Tan Wee Hian / Ms Meredith Ng Chiew Lin / Ms Aqilah Juma'at (Administration Manager / Administrative Executive)
Report of Defective Amenities School Cleanliness Building Maintenance	Mr Mohamad Ayub Bin Daud Khan (Operations Manager)
Rental of Lockers	Mr Mohamad Ayub Bin Daud Khan (Operations Manager)
School Fees/GIRO Identity Card/Collection Insurance Claims Lost and Found Items	General Office

Useful Addresses and Telephone Numbers

CHIJ Katong Convent
346 Marine Terrace
Singapore 449150
www.chijkatongconvent.moe.edu.sg
Email: chijktcs@moe.edu.sg

Edusave Hotline	6260 0777
Transitlink Hotline	1800 225 5663
Police	999
Fire and Ambulance	995
Marine Parade Neighbourhood Police Centre 300 Marine Parade Road (449296)	1800 442 8999

Nearest Clinics

Marine Terrace Family Clinic	6442 0188
Faith Family Clinic	6446 6326
Marine Parade Clinic	6241 8225
Access Medical (Marine Terrace)	6241 5208
Family Medicine Clinic	6449 1606

Counselling Hotlines and Social Work Agencies that Offer Help to Youths:

Association of Women for Action and Research (AWARE)(For young women with problems) Mon - Fri: 10 am - 6 pm	1800 777 5555
Samaritans of Singapore (SOS) (For the suicidal, the lonely and anyone facing a crisis) Daily: 24/7	1800 221 4444
TOUCHLine(Counselling) Mon - Fri: 9 am - 6 pm	1800 377 2252
Catholic Family Life (For counselling services) Mon - Fri: 9 am - 5 pm (Last appointment at 4.30pm)	6488 0278

