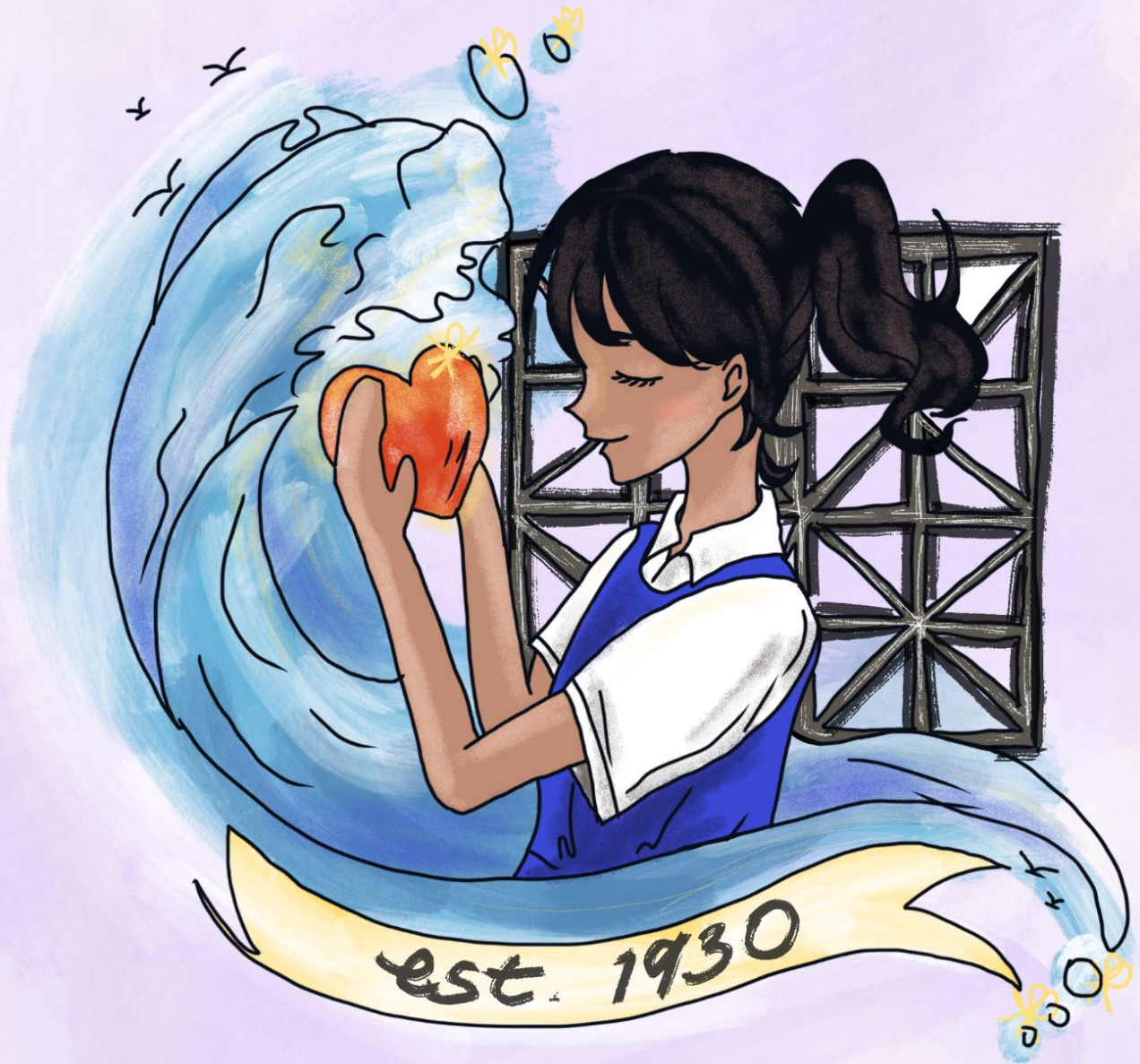


# CHIJ Katong Convent



Student Journal  
2025

Artwork by Zelphe Tan (Class 404, 2024)

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An illustration of a building facade. The building is light-colored with dark window frames and a balcony. A large white cross with a starburst pattern is mounted on the wall. In the foreground, there are several white daisies with yellow centers. The text 'CHIY Katong Convent' is written in a serif font, and 'ABOUT KC' is written in a bold, sans-serif font.

CHIY Katong  
Convent

**ABOUT  
KC**

Artwork by Jackman Sophia Marie Emily

# Our 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. On 15 December 2022, Mrs Tan Mei Chuen assumed Principalship of the school.

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 Mission, Vision, Values**

## **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.

## **Our 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

# 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

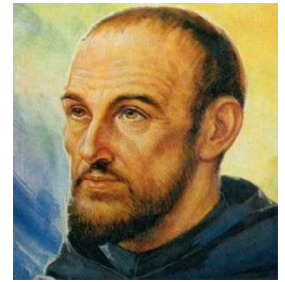
Solidly united,  
by our motto sound  
Simple in virtue  
Strong in duty bound

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.

# 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 Barre'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.



# 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 Bentinck, 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 Story of CHIJ 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 Faudoas, 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.

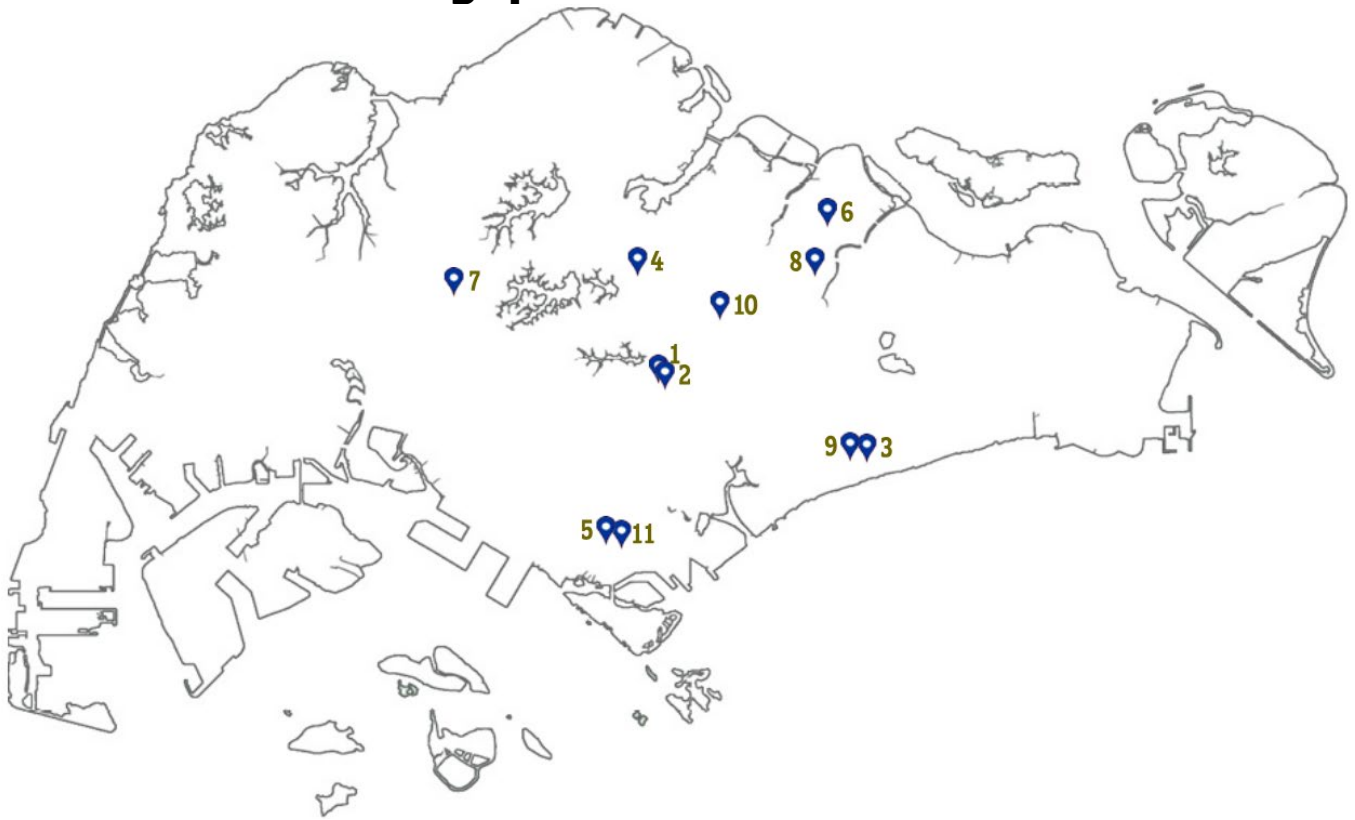
The first mission of IJ Sisters set sail in 1851, on "La Julie", a sailing boat that took nearly 4 months to reach Malaya. During the long and perilous voyage, one IJ sister died and one left the congregation. The three remaining sisters arrived in Penang, then part of the Straits Settlements together 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)

# 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.

# 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 to participate in each other’s growth and well-being.

## Promotion of Freedom

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

## Promotion of Love

It is the all-embracing virtue which binds and integrates everything – the ultimate glue! It is the underlying inspiration that prompts students and the school community to rise above themselves and to reach out in compassion to the wider community.

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 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 Barré

## *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)



# IJ Songs (from Share the Love)

## 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

## 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

## These Hands He Made

These hands he made, for love not hate  
These hands he made, to act not wait  
These hands can save us from a cruel fate  
These hands he made, These hands he made

These hands he made, can dry your tears  
These hands he made, can calm your fears  
These hands can reach across two thousand years  
These hands he made, These hands he made

Hands reaching out to me  
Hands reaching to be free  
Hands shouldn't be alone  
Hands together, love is sown

These hands he made, to join in prayer  
These hands he made, to show we care  
These hands can build our dreams if we dare  
These hands he made, These hands he made

# Prayers

*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 take 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.

### **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.

### **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 so that I will be able to write my best. This I ask through Christ our Lord, Amen.

# KC Hymnal

*My heart, O God, is steadfast, my heart is steadfast;  
I will sing and make music.  
(Psalms 57:7)*

## Blessed be God

Blessed are you, Lord, God of all creation,  
Thanks to your goodness this bread we offer:  
Fruit of the earth, work of our hands,  
It will become the bread of life.

Blessed be God! Blessed be God!  
Blessed be God forever! Amen!  
Blessed be God! Blessed be God!  
Blessed be God forever! Amen!

Blessed are you, Lord, God of all creation,  
Thanks to your goodness this wine we offer:  
Fruit of the earth, work of our hands,  
It will become the cup of joy.

## Gather the People

Refrain:

Gather the people! Enter the feast!  
All are invited, the greatest and least.  
The banquet is ready, now to be shared.  
Join in the heavenly feast that God has prepared.

1. Around this table we dine as kin,  
beloved family of God.  
We share the body of Christ, the Lord.  
Here we become what we eat. (Refrain)
2. Around this table we tell great tales,  
the wondrous stories of grace.  
We hold the memory of Christ, the Lord.  
So we become what we eat. (Refrain)

## Bring Forth the Kingdom

You are salt for the earth, O people:  
Salt for the Kingdom of God!  
Share the flavour of life, O people:  
Life in the Kingdom of God!

Bring forth the Kingdom of mercy,  
Bring forth the Kingdom of peace;  
Bring forth the Kingdom of justice,  
Bring forth the City of God!

You are a light on the hill, O people:  
Light for the City of God!  
Shine so holy and bright, O people:  
Shine for the Kingdom of God!

Bring forth the Kingdom of mercy,  
Bring forth the Kingdom of peace;  
Bring forth the Kingdom of justice,  
Bring forth the City of God!

## 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

### **I Offer My Life**

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

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)

### **Spirit and Grace**

Spirit and grace, here in this meal.  
You are the wind that breathes through the field.  
Gather the wheat and form us in Christ.  
Come, be our source and breath of life.

Refrain:

In this bread, blessed, broken and shared,  
Christ is our life, whose presence we bear.  
Come, O spirit, make your grace revealed  
in this holy meal.

Spirit and grace, here in this meal.  
You are the life that flows through the vine.  
Gather this drink and form us in Christ.  
Come, be our source and blood of life.

### **Seek Ye First**

Seek ye first the kingdom of God  
And His righteousness;  
And all these things shall be added unto you.

Hallelu, Hallelujah

Ask, and it shall be given unto you;

Seek, and you shall find.

Knock, and it shall be opened unto you.

Hallelu, Hallelujah!

Man shall not live by bread alone,

But by every word

That proceeds out from the mouth of God.

Hallelu, Hallelujah!

### **Table of Plenty**

Come to the feast of heaven and earth

Come to the table of plenty

God will provide for all that we need

Here at the table of plenty

O come and sit at my table

Where saints and sinners are friends

I wait to welcome the lost and lonely

To share the cup of my love

Come to the feast of heaven and earth

Come to the table of plenty

God will provide for all that we need

Here at the table of plenty

O come and eat without money

Come to drink without price

My feast of gladness will feed your spirit

With faith and fullness of life

### The Summons

Will you come and follow me  
If I but call your name?  
Will you go where you don't know  
And never be the same?  
Will you let my love be shown,  
Will you let my name be known,  
Will you let my life be grown  
In you and you in me?

Will you leave yourself behind  
If I but call your name?  
Will you care for cruel and kind  
And never be the same?  
Will you risk the hostile stare  
Should your life attract or scare?  
Will you let me answer prayer  
In you and you in me?

Will you let the blinded see  
If I but call your name?  
Will you set the prisoners free  
And never be the same?  
Will you kiss the leper clean,  
And do such as this unseen,  
And admit to what I mean  
In you and you in me?

### 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

# School Rules

## 1. Attendance

- a. Regular attendance and punctuality are desirable personal attributes which the school would like to inculcate in our students. Students are expected to be at the assembly venue with their classes by 7.35am/8.35am (Thu) for morning assembly. Students are considered late when they are NOT with the class when morning assembly begins. Students are expected to do detention (school service and reflection) each time they are late from the third time onwards. Detention must be served within the week of the late-coming. Students will receive a “Fair” conduct in their result slips for persistent late-coming.
- b. Students should 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. If a student is unwell, she should see a doctor and obtain a medical certificate to validate her absence from school. The school will only accept up to a maximum of 3 letters of excuse from parents per term. Students are expected to submit their medical certificates or other documents promptly to their form teachers upon their return to school. Students with irregular attendance will receive a “Fair” conduct in their result slips.
- d. The school reserves the right to bar students with less than 75% of attendance from internal examinations.
- e. Should students need to be absent from school for official reasons or exceptional circumstances, parents should write in to the school.
- f. A parent/guardian must sign an ‘Early Release from School’ 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 parents/guardians.
- g. Students who have after-school programmes (e.g. CCA, Learning Journeys) 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>)*

Students are expected to be properly attired in the school uniform and school shoes at all times (even during extra lessons, CCA or other activities during school holidays) 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.**

a. **Uniform**

Students are expected to be in school uniform at all times when entering and leaving school and for all school activities, unless specified otherwise by the school.



Blouse with pinafore



PE t-shirt with 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

b. **Hair**

- hair length touching the shoulders must be tied neatly and tautly with plain black accessories
- the fringe should not cover the eyes
- very short, shaven or undercut hairstyles are not allowed
- dyed/highlighted hair is not allowed and should be redyed to the original colour
- the use of hair gels, spray, cream, wax, etc. is not allowed
- hair extension is not allowed

c. **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
- pimple patches should be plain and nude/transparent
- eyebrows should not be drawn or embroidered
- eyelashes should not be permed or have extensions
- henna and tattoos are not allowed

d. **Nails**

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

e. **Jewellery and Accessories**

- only one pair of plain, simple, identical earrings, studs or earsticks are allowed with one to be worn on each side of the lower earlobes
- 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



f. **Spectacles and Lenses**

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

**3. Information and Communication Technology**

- Students are allowed to bring mobile phones to school. This is to facilitate parents who wish to contact their child after school. **During curriculum time**, parents should call the school office should they wish to contact their child for urgent reasons.
- Mobile phones can only be used before 7.35/8.35 (on Thu) on the school premises. Students are **not allowed** to use their mobile phones during school hours, including breaks and free periods. After school dismissal, mobile phones can only be used in the canteen and foyer.
- Should mobile phones be heard, seen or used during school hours, the following consequences will be meted out.
  - 1<sup>st</sup> offence: Mobile phone will be confiscated by the school for 1 week. SIM card will be returned to the student.
  - 2<sup>nd</sup> offence: Mobile phone will be confiscated by the school for 2 weeks. SIM card will be returned to the student.
  - 3<sup>rd</sup> offence: Mobile phone will be confiscated by the school for 3 weeks. SIM card will be returned to the student.
  - 4<sup>th</sup> offence onwards: Mobile phone will be confiscated by the school for 1 month. SIM card will be returned to the student.
- Students must not charge their mobile phones and PLDs in school.
- Students are advised to be responsible for the safekeeping of valuable devices such as laptops, tablets and mobile phones. Students should make use of the lockers provided to keep their devices; under no circumstances should the devices be left unattended.
- Smartwatches capable of communication, data storage, photo taking, photo storage and/or calculation are not allowed.
- For weighted assessments and examinations (in line with the SEAB guidelines), any electronic device capable of scanning, storing or displaying visual and verbal information, including fitness trackers, is not allowed.

**4. Behaviour**

- 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 a 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.
- 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 permission from the subject teacher should you need to go to the toilet or to another venue (with valid reasons). This also applies 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 are unacceptable behaviours.
- 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 it 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
  - i. Do not cheat, steal, fight, vandalise, gamble, smoke, bully and use inappropriate language in public places.
  - ii. Conduct yourself with dignity at all times.
  - iii. Wear your uniform with pride and be attired according to the specification by the school.
  - iv. Be gracious and respectful to members of the public.
  - v. Be considerate and polite towards other commuters on public transport.
  - vi. Be responsible and keep the area used clean and clear of litter.
  - vii. Go straight home after school and not loiter in groups.

## 5. Disciplinary Procedure

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 face disciplinary action according to the severity of the offence.

### Offences

School will report serious offences committed by students either within school grounds or outside school when students are attending school-related activities/programmes such as local or overseas school trips, camps, enrichment programmes, CCA activities and competitions.

### Attendance-Related Offences

Offence	Description
<p><b>Serious Offences</b></p> <p>Leaving school grounds without permission</p> <p>Truancy</p>	<p>Leaving school grounds after reporting but before the end of the school session without the school's approval</p> <p>Absences from school without a valid reason on school days</p>
<p><b>Other offences</b></p> <p>Late coming</p> <p>Skipping classes</p>	<p>Being late for school without a valid reason</p> <p>Being absent from formal lessons without a valid reason</p>

### Misconduct

Offence	Description
<p><b>Serious Offences</b></p> <p>Bullying</p> <p>Cheating in assessments/tests/exams</p> <p>Disruptive behaviour</p> <p>Forgery</p> <p>Open defiance and/or rudeness</p> <p>Misuse of technology</p>	<p>Hurting, frightening or intimidating others to deliberately cause harm, distress or humiliation. It can be physical, verbal or psychological in nature.</p> <p>Possessing notes or other prohibited items, copying from others, allowing others to copy, tampering with marks</p> <p>Interfering with the smooth running of class or school events</p> <p>Forging signatures, medical certificates, consent forms, etc. with the intention to deceive</p> <p>Refusing to conform to school rules, norms and practices; disobeying teachers' instructions; displaying rudeness and disrespect in speech or body language</p> <p>Use of any form of technology (e.g. mobile phone) to record, show, distribute and/or post online inappropriate content</p>
<p><b>Other offences</b></p> <p>Improper attire &amp; grooming</p> <p>Littering</p> <p>Not doing assignments</p> <p>Using vulgar language</p>	<p>Disobeying school rules on attire, hairdo, jewellery, etc. (Note that the modification of uniform is recorded as a serious offence)</p> <p>Dropping or leaving rubbish in school premises or public places</p> <p>Not turning in class work, homework, project work, etc. without a valid reason</p> <p>Verbalising coarse or abusive language</p>

### Theft/Damage of Property

Offence	Description
<b>Serious offences</b>	
Arson	Planting explosives or setting property on fire, whether attempted or actual
Theft	Stealing school property or property belonging to others
Vandalism	Vandalising school or personal property, writing graffiti

### Other Serious Offences

Offence	Description
Assault	Attacking others violently, whether causing injury or not
Fighting	Being involved in a confrontation between individuals or opposing groups in which each attempt to harm or gain power over the other, as with bodily force or weapons
Possession of weapons	Possessing weapons that may be used in a crime
Sexual Misconduct	Being involved in attempted rape, outrage of modesty, underage sex, sexual grooming, peeping, etc.
Smoking / Vaping	Using/ possessing/ distributing/ selling/advertising cigarettes or vapes
Other prohibited substances: Alcohol / Drug / Inhalant	Consuming or using/ possessing/ distributing these substances
Others	Other serious offences that do not fall in the above categories

- a. The school has her own guidelines on the actions and consequences for offences and will mete them out according to the severity of the actions with consideration of the needs and the desired learning outcomes of each student. Consequences include: reflection, counselling, school service, detention, compensation, circle time, in-house or home suspension and expulsion.
- b. 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.
- c. A student can be expelled if she is recalcitrant or when the safety and security of the school community is jeopardized.

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

I have read and understood and will abide by the above school rules and regulations in my years as a student in Katong Convent. As a student of Katong Convent, I pledge to persevere and strive for excellence in all that I do, treat myself and others with respect so I may grow to be a person of integrity and woman of purpose.

# School Awards

## KC Honours Day Awards

### 1. Academic Excellence Awards

#### Top Students

Award	Criteria
<b>Sec 1 and 2 (Cohorts under FSBB)</b>	
Top in Level	Top 20
<b>Sec 3 (Cohort under Course-based System)</b>	
Top in Level (Express Course)	Top 10
Top in Level (Normal Academic Course)	Top 5
Top in Level (Normal Technical Course)	Top 3
<b>Sec 4 and 5</b>	
GCE O-Level (Express Course)	At least 6 subjects with distinction and L1R5≤12
GCE O-Level (Normal Academic Course)	At least 1 subject with distinction and L1R5≤18
GCE N-Level (Normal Academic Course)	At least 5 subjects with grades 1 or 2 and EMB3≤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

Award	Criteria
<b>Sec 1, 2 and 3</b>	
G3/Express Course G2/Normal Academic Course G1/Normal Technical Course	Top for the subject in the level
<b>Sec 4 and 5</b>	
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

Note: All awardees must attain a minimum conduct grade of Good.

## 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.

**Note:** 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**

Edusave Awards are given to Singapore Citizen students based on their character, leadership, conduct and academic performance. The two broad categories of Edusave Awards are:

### a) Excellence in Academic Achievements

- Edusave Scholarship (ES)  
Students within top 10% of each level and course academically, achieve overall marks of at least 50% and have good conduct.  
Award amount: \$500
- Edusave Merit Bursary (EMB)  
Students within top 25% of each level and course academically (exclude those awarded ES), achieve overall marks of at least 50%, have good conduct and gross household income does not exceed \$7,500 per month (or per capita income does not exceed \$1,875).  
Award amount: \$350
- Edusave Good Progress Award (GPA)  
Students within top 10% of each level and course based on the academic improvement, achieve overall marks of at least 50% and have good conduct.  
Award amount: \$200

b) Excellence in Non-Academic Achievements

- Edusave Awards for Achievement, Good Leadership & Service (EAGLES)

Students who have demonstrated good conduct, and one or more of the following: (i) leadership qualities, (ii) service to community and schools, (iii) excellence in non-academic activities or, (iv) 21st Century Competencies in a consistent and exemplary manner. This is given to up to 15% of Singaporean students.

Award amount: \$350

- 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.

Award amount: \$500

## School Colours Awards

### School Colours (Individual)

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

### School Colours (Team)

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

**Note:** All awardees must attain a minimum conduct grade of Good.

## 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** the following criteria:

1. Display good 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  
Criterion: Achieved a perfect score of 30 points in NAPFA.
2. PIER 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. KCG (KC Graduate) Award  
Criterion: Student who consistently demonstrated at least one of the personal qualities in the KCG domains.





Artwork by Chan Chiu Wan

# Co-Curricular Activities

KC's Co-Curricular Activities (CCA) Programme seeks to uncover each student's talents, develop her potential, build character and help her to cultivate a lifelong interest in recreation leading to a balanced life in adulthood.

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.
  - 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 and only up to three letters of excuse per term.
  - 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 without a valid reason. 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 SH/ 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 18 core CCAs:

Physical Sports	Uniformed Groups	Performing Arts Groups	Clubs/Societies
1. Badminton	1. Girl Guides	1. Choir	1. CHIJ Youth Mission
2. Bowling	2. National Civil	2. Chinese Drama	2. Debate Club
3. Floorball	Defence Cadet Corps	3. Chinese Orchestra	3. Media Communications Club
4. Netball		4. Concert Band	4. Entrepreneur Club
5. Track and Field		5. Dramatic Arts Society	
6. Sports Club		6. Modern Dance	

## 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**

<b>Achievement</b>	<b>Participation (at least 75% attendance each year)</b>
<b>Level 1</b> Represented class/ CCA at intra-school event OR Bronze Badge (Girl Guides only)/ Core Proficiency Badges (Bronze) (NCDCC only)	<b>Level 1</b> Participated in any CCA for 2 years
<b>Level 2</b> Represented school/ external organisation at local/ international event for 1 year OR Silver Badge (Girl Guides only)/ Core Proficiency Badges (Silver) (NCDCC only)	<b>Level 2</b> Participated in any CCA for 3 years
<b>Level 3</b> 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)	<b>Level 3</b> Participated in any CCA for 4 years OR Participated in any CCA for 3 years <b>and</b> demonstrated <b>exemplary conduct and active contribution</b>

Achievement	Participation (at least 75% attendance each year)
<p><b>Level 4</b>  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)</p>	<p><b>Level 4</b>  Participated in any CCA for 5 years OR  Participated in any CCA for 4 years <b>and</b> demonstrated <b>exemplary conduct and active contribution</b>  OR  Participated in the <b>same</b> CCA for 4 years</p>
<p><b>Level 5</b>  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)</p>	<p><b>Level 5</b>  Participated in the <b>same</b> CCA for 4 years <b>and</b> demonstrated <b>exemplary conduct and active contribution</b>  OR  Participated in the <b>same</b> CCA for 5 years</p>

**Levels of Attainment: Table 3b**

Leadership	Service
<p><b>Level 1</b>  All Students:  Completed 2 modules on leadership (minimum 6 hours)  CCA:  Lance Corporal</p>	<p><b>Level 1</b>  Completed at least 24 to less than 30 hours of service</p>
<p><b>Level 2</b>  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</p>	<p><b>Level 2</b>  Completed at least 30 to less than 36 hours of service  OR  Completed at least one VIA project that impacts the school or community</p>

Leadership	Service
<p><b>Level 3</b>  All Students:  NYAA – Silver  Committee for School-wide projects  Chairperson/Vice-chairperson for Student-initiated projects  Catholic Support Leader  Arts &amp; 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</p>	<p><b>Level 3</b>  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</p>
<p><b>Level 4</b>  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</p>	<p><b>Level 4</b>  Completed at least 24 hours of service and at least two VIA project that impact the school or community</p>
<p><b>Level 5</b>  Student Leadership Board  Class / CCA &amp; 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</p>	<p><b>Level 5</b>  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</p>

## 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 same 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 same 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.

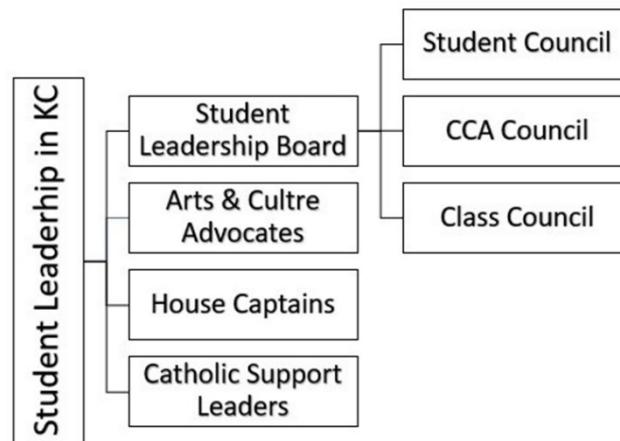


# Student Leadership

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.

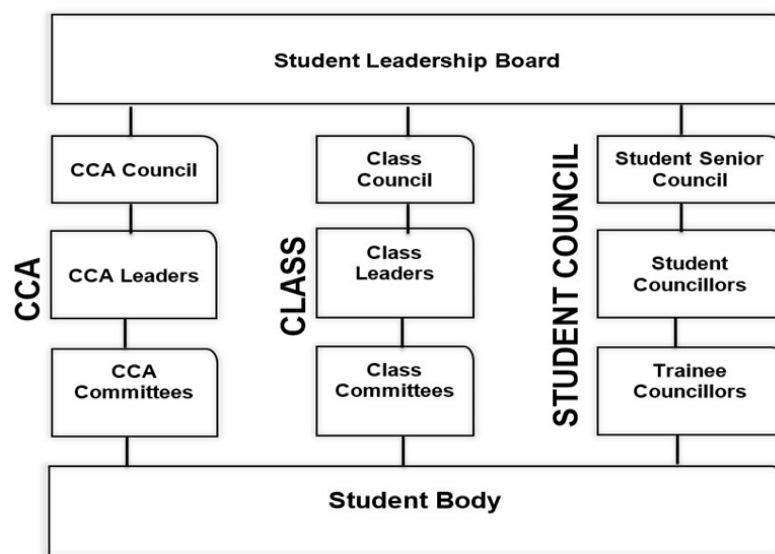
The school has designed a comprehensive leadership training programme for all students and student leaders to support them in their leadership development journey. They are equipped with the values, skills and knowledge to achieve their potential as a student leader in KC. Ample opportunities are provided 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

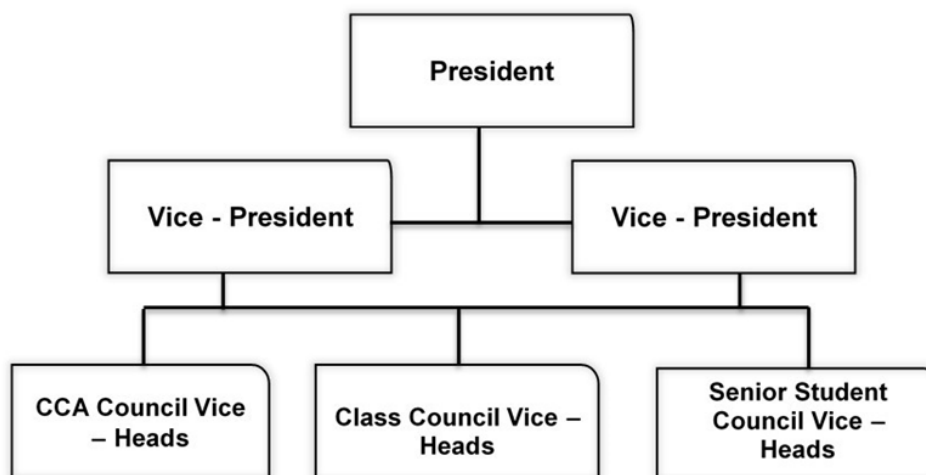


## Student Leaders

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



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 Committee (Class Leaders & Peer Support Leaders)

Class Leaders and Peer Support Leaders 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, the class committee is 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

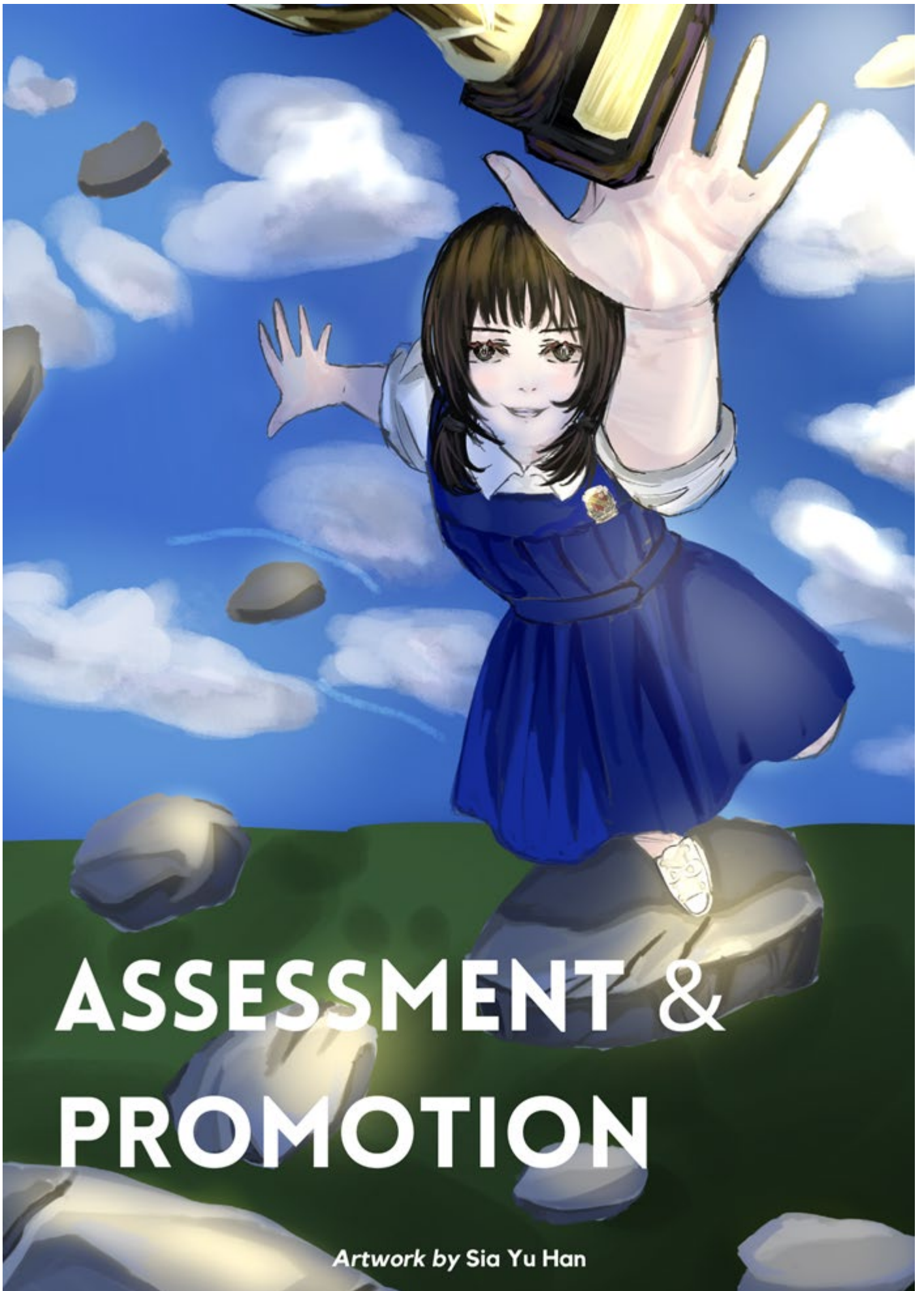
The House Captains and Vice Captains work alongside the Student Leadership Board to serve the school population. They have the important role of achieving and maintaining a sense of unity within each of the four Houses in the school through house meetings and school-wide activities. Under the guidance 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 & PROMOTION

*Artwork by Sia Yu Han*

# Assessment and Promotion Criteria

The promotion of students from one level to the next is based on their performance in both the Weighted Assessments (WA) and Examinations.

## Weighted Assessments and Examinations

- WAs can take the form of class tests, daily work, project work and field studies, amongst others.
- Sec 1 to 3 students take the End-of-Year Examination.
- Sec 4 and 5 students take the Preliminary Examination.
- Students who are absent from WAs or any component/s of the semestral examinations will be marked 'Absent' and awarded zero marks, unless they have a valid reason for their absence (e.g. on medical leave with MCs from medical practitioners registered under the Medical Registration Act, representing the school in national competitions, compassionate reason).
- There is no make-up for all WA and examinations.

## Overall Marks

- For Sec 1 to 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.
- For Sec 4 and 5, WA will not be included in the calculation of overall marks. The weighting for each subject is 100% from the Preliminary Examination.
- The overall mark for MT Syllabus B is not included in the overall total.

## 2025 Assessment Components and Weightings – Sec 1 to 3

Level	Subjects	Semester 1		Semester 2		Overall
		Term 1 Weighted Assessment	Term 2 Weighted Assessment	Term 3 Weighted Assessment	End-of-Year Examination	
Sec 1	Subjects conducted throughout the year	15%	15%	15%	55%	100%
Sec 2		15%	15%	15%	55%	100%
Sec 3		15%	15%	15%	55%	100%

Sec 4 & 5: Separate assessments for Term 1 WA, Term 2 WA and Prelim Exam

Level	Subjects	Semester 1		Semester 2		Overall
		Weighted Assessment	End-of-Course Assessment	Weighted Assessment	End-of-Course Assessment	
Sec 1	D&T	20%	80%	-	-	100%
	FCE <sup>1</sup>	-	-	30%	70%	100%
Sec 2	D&T	-	-	20%	80%	100%
	FCE <sup>1</sup>	30%	70%	-	-	100%

<sup>1</sup>FCE has 2 WAs conducted per semester with each WA carrying a weightage of 50% and the total of the 2 WAs will be converted to 30%.

### Progression to the next level of learning

Under Full Subject-based Banding (FSBB), students will generally progress to the next year of learning. There is the flexibility to adjust their subject levels at appropriate junctures based on their overall strengths, interests and learning needs, and the school's holistic considerations.

### Promotion Criteria

For the cohorts under a course-based system, the criteria for promotion are as follows:

Course of Study	Minimum Attainment Level
Sec 3 Express	Grade 6 or better in English Language, and 2 other subjects
Sec 3 Normal Academic	Grade 5 or better in a) English Language and 2 other subjects, or b) 4 subjects
Sec 3 Normal Technical	Grade D or better in English Language or Mathematics, and 1 other subject
Sec 4 Normal Academic to Sec 5 Normal Academic	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 Normal Technical to Sec 4 Normal Academic	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 / G3		Normal Academic Course / G2		Normal Technical Course / G1	
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 - 69	D
55 - 59	C5	50 - 59	5		
50 - 54	C6				
45 - 49	D7	Below 50	6	Below 50	E
40 - 44	E8				
Below 40	9				

### Examination Instructions

1. Candidates are to leave their books, files, notes, geometrical cases and other unauthorised materials outside the examination venues. All unauthorised or digital devices are to be switched off and placed in the bags.
2. All candidates must report at least 15 minutes before the commencement of the examination. For e-written examinations, candidates must report 30 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. Candidates are not allowed to talk in the examination room before the start of the examination.
4. Candidates who are late for the examination will NOT be given extra time.
5. Candidates must inform the invigilator immediately if

- 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.
6. 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 is to be placed in a transparent pencil case.
  7. Candidates are not allowed to borrow any material from other candidates
  8. 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.
  9. 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.
  10. Candidates should remain seated at their respective desks and be quiet while the answer scripts are being collected.
  11. Candidates must check that all answer scripts are handed in. No answer scripts will be accepted once the invigilator leaves the room.
  12. 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.
  13. Candidates who fall sick on the examination day should call and inform the office or their Form Teacher between 0700 to 0730 h of their conditions.
  14. 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.
  15. Candidates are not permitted to consume any form of food and drinks, except plain water, in the examination room during the examination.
  16. Examination materials are copyrighted. They should not be posted online.

#### Electronic Calculators

17. 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.
18. 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). Candidates are to place a calculator cover on the floor beside their desk.
19. 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.
20. Candidates who contravene the regulations on the use of calculators are deemed to have committed an act of dishonesty.

### Use of e-dictionaries/dictionaries

21. Only approved e-dictionaries/dictionaries are allowed for Mother Tongue Paper 1. Candidates are to refer to SEAB's website for the approved calculator list.
22. There must be no annotation on any pages of the printed copy.
23. Candidates must ensure their e-dictionary is in working condition. Ear-pieces are not permitted in the examination venue.
24. E-dictionary/dictionary must not be borrowed from other candidates in the course of the examination for any reason.

### Breach of Examination Rules and Regulations

25. 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, communication devices (e.g. mobile phones) and computerised aids (e.g. smart 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.
26. Candidates who commit any dishonest act will be given ZERO for that paper.



Artwork by Zainab Hozehfa Topiwalai

# ECCG



# 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

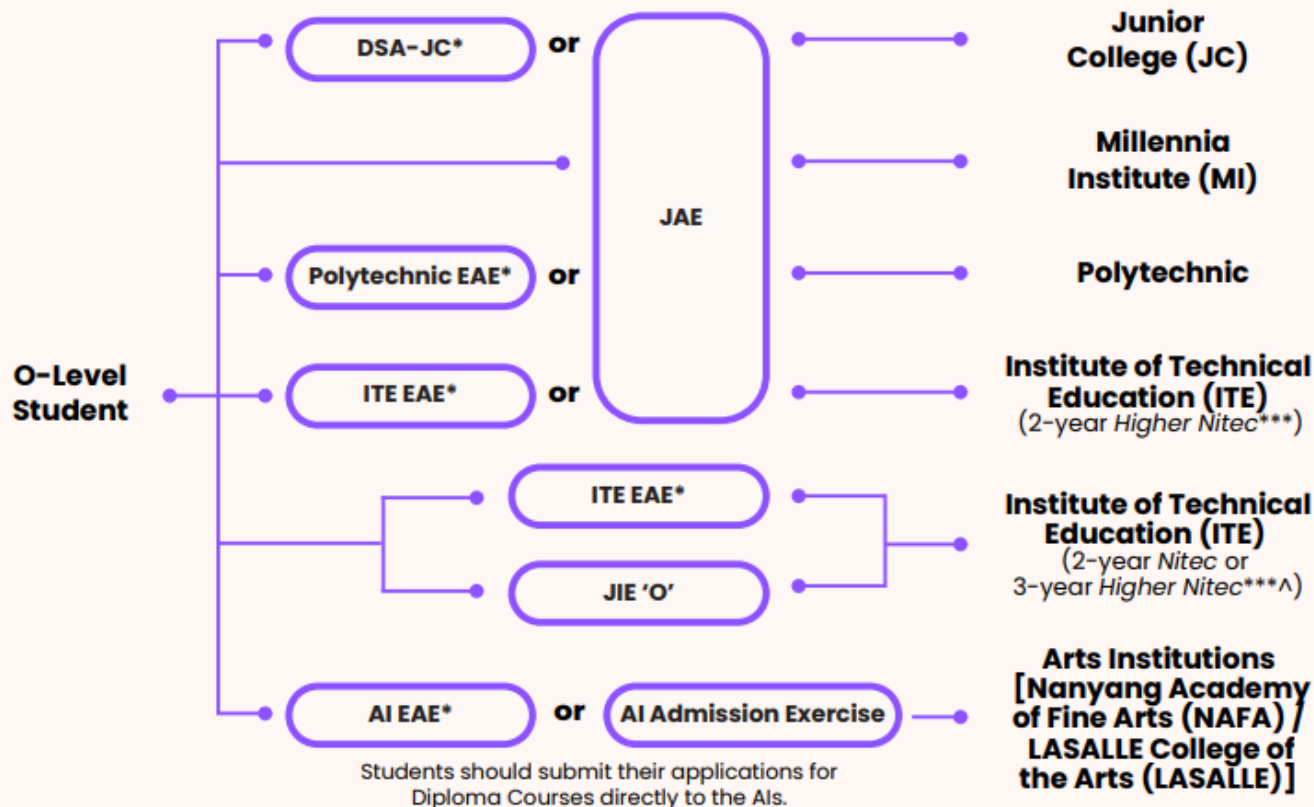
For more information, click [here](#).

## Post-Secondary Admissions Exercises for O-Level Students

Where am I now?

What admissions exercises can I take part in?

Where do I want to go?



### When can I start to apply?

<u>May</u>	<u>Jun</u>	<u>(O-Level Exams)</u> <u>Oct/Nov</u>	<u>(O-Level Results)</u> <u>Jan</u>
<ul style="list-style-type: none"> <li>• DSA-JC*</li> <li>• ITE EAE*</li> <li>• AI EAE* (LASALLE)</li> </ul>	<ul style="list-style-type: none"> <li>• Polytechnic EAE*</li> <li>• AI EAE* (NAFA)</li> </ul>	<ul style="list-style-type: none"> <li>• LASALLE**</li> <li>• NAFA**</li> </ul>	<ul style="list-style-type: none"> <li>• JAE</li> <li>• JIE 'O'</li> </ul>

..... O-Level Student

\*Students apply through these admissions exercises before their O-level examinations.

\*\*Application to LASALLE's and NAFA's diploma programmes starts from October.

\*\*\*Selected *Nitec and Higher Nitec* courses are available in traineeship mode.

^For the list of 3-year *Higher Nitec* courses, please visit [here](#).

For more information on applying to these courses, you can visit [here](#).

# Post-Secondary Admissions Exercises for N-Level Students

## Where am I now?

### N(T)-Level Student

Eligible students may also laterally transfer to Secondary 4 N(A) to take the N(A)-Level examinations. Applications can be made via your secondary school.

## What admissions exercises can I take part in?

## Where do I want to go?

**Institute of Technical Education (ITE)**  
(Enhanced Foundation Programme, 2-year *Nitec* or 3-year *Higher Nitec*\*\*^)

**Polytechnic**

**Institute of Technical Education (ITE)**  
(2-year *Nitec* or 3-Year *Higher Nitec*\*\*^)

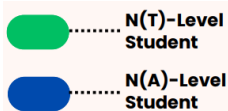
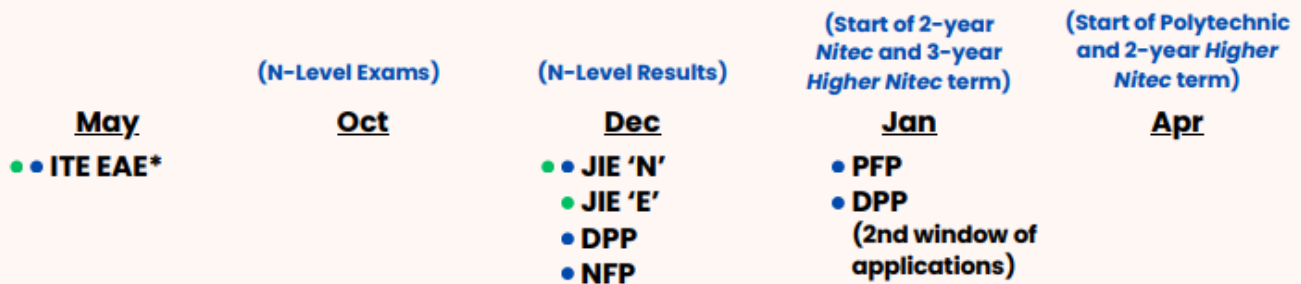
**Institute of Technical Education (ITE)**  
(2-year *Higher Nitec*)

**Nanyang Academy of Fine Arts (NAFA)**

### N(A)-Level Student

Eligible students may also progress to Secondary 5 to take the O-Level examinations. Applications can be made via your secondary school.

## When can I start to apply?



\*Students apply through these admissions exercises before their O-level examinations.

\*\*Selected *Nitec* and *Higher Nitec* courses are available in traineeship mode.

^For the list of 3-year *Higher Nitec* courses, please visit [here](#).

For more information on applying to these courses, you can visit [here](#).

Adapted from <https://www.moe.gov.sg/-/media/files/post-secondary/a-guide-to-post-secondary-admissions-exercises.pdf>

## Post-Secondary Education Institutions

Visit [CourseFinder](#) | [MOE](#) for more information

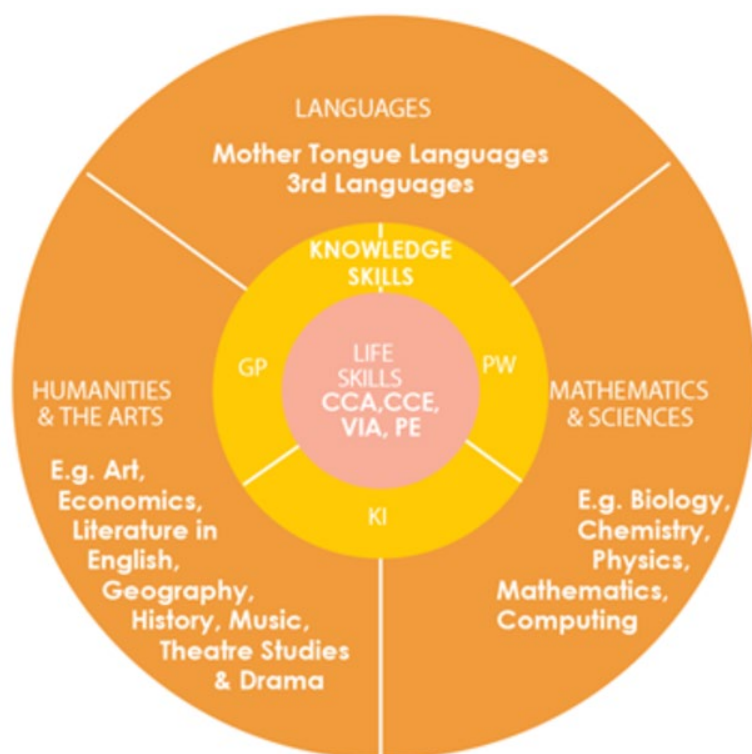
Junior Colleges / Millennia Institute	Polytechnics	Institute of Technical Education	Others
<p><b>Junior Colleges (JC)</b>                      Anderson Serangoon JC                      Anglo-Chinese JC                      Anglo-Chinese School (Independent)#                      Catholic JC                      Dunman High School                      Eunoia JC                      Hwa Chong Institution                      Jurong Pioneer JC                      Millennia Institute                      Nanyang JC                      National JC                      NUS High School of Mathematics and Science                      Raffles Institution (Junior College)                      River Valley High School (Junior College)                      School of the Arts, Singapore                      Singapore Sports School                      St Andrew’s JC                      St. Joseph’s Institution#                      Tampines-Meridian JC                      Temasek JC                      Victoria JC                      Yishun Innova JC</p> <p>#International Baccalaureate Programme</p>	<p><b>Polytechnics</b>                      Nanyang Polytechnic                      Ngee Ann Polytechnic                      Republic Polytechnic                      Singapore Polytechnic                      Temasek Polytechnic</p> <p><b>Polytechnic Schools</b>                      Applied Sciences                      Built Environment                      Business &amp; Management                      Engineering                      Health Sciences                      Humanities                      Information &amp; Digital Technologies                      Maritime Studies                      Media &amp; Design</p>	<p><b>ITE Colleges</b>                      ITE College Central                      ITE College East                      ITE College West</p> <p><b>ITE Schools</b>                      Applied &amp; Health Sciences                      Business &amp; Services                      Media &amp; Design                      Electronics &amp; Info-Comm Technology                      Engineering Hospitality</p>	<p><b>Arts Institutions</b>                      LASALLE College of the Arts                      Nanyang Academy of Fine Art</p> <p><b>Private Education Institutions</b>                      For more information, click <a href="#">here</a>.</p>
<p>Visit the institutions’ websites for further information</p>			

## Education in the Junior Colleges / Millenia Institute

- For students who prefer a more academic broad-based mode of learning and have the necessary O-Level qualifications. JCs/MI 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.
- Admission is based on merit and subject to vacancies in the courses.

Visit [go.gov.sg/sf-jcmi](http://go.gov.sg/sf-jcmi) for more information.

## GCE A-Level Curriculum



### LEGEND

- CCA Co-Curricular Activities
- CCE Character & Citizenship Education
- PE Physical Education
- GP General Paper
- PW Project Work
- KI 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 a wider breadth of content compared to subjects at the H1 level.

## Admission to JCs and MI (via JAE for O-Level Students)

### Eligibility Criteria

JC	MI
Gross L1R5 $\leq$ 20	Gross L1R4 $\leq$ 20
Meet the grade requirements for specific subjects	Meet the grade requirements for specific subjects

## Aggregate Score Computation for Admission

	Gross L1R5 ≤ 20 (JC)	Gross 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

## Grade Requirements for Specific Subjects (JC & MI)

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

**Course Posting:** Net L1R5 (JC) / L1R4 (MI) (including bonus points)

## Criteria for Conditional Admission

If student has sat for the subject but did not obtain the minimum grade stated above, student is eligible for conditional admission if one of the following criteria is met.

	Admission to JC Aggregate Range for L1R5 (excludes bonus points)	Admission to MI Aggregate Range for L1R4 (excludes bonus points)
Eligible for Conditional Admission	≤ 15	≤ 15
Eligible for Conditional Admission only if student obtains A1 or A2 in all R5 subjects	16 – 20	16 – 20

Students admitted conditionally to the JC or MI course are required to re-sit for the subject and obtain the required grade by the end of year 1 in JC or MI.

Refer to [JAE website](#) for more information.

## 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.
- Admission is based on merit and subject to vacancies in the courses.

For latest information, visit the following sites.

MOE Course Finder	<a href="#">CourseFinder   MOE</a>
Ngee Ann Polytechnic	<a href="#">Guide for Prospective Students (np.edu.sg)</a>
Nanyang Polytechnic	<a href="#">Why NYP?</a>
Republic Polytechnic	<a href="#">Admissions (rp.edu.sg)</a>
Singapore Polytechnic	<a href="#">Admissions (sp.edu.sg)</a>
Temasek Polytechnic	<a href="#">Home   Temasek Polytechnic (tp.edu.sg)</a>

### Admission to Polytechnics (via JAE for O-Level Students:)

#### Eligibility Criteria:

1. Net ELR2B2  $\leq$  26 (including CCA bonus points). The exception is the Diploma in Nursing whereby Net ELR2B2-C  $\leq$  28.

Aggregate Type		ELR2B2-A (Humanities, Social Sciences, Media & Design)	ELR2B2-B (Business, Management)	ELR2B2-C (Applied & Health Sciences, Engineering, ICT)	ELR2B2-D (Media & Design)
EL		English			
R2	Group 1	Art / Humanities / Music	Mathematics / Additional Mathematics		
	Group 2	Additional Mathematics / Art / Food & Nutrition / Humanities / 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			

2. Meet the minimum entry requirements of the course.

**Course Posting:** Net ELR2B2 (including CCA bonus points)

Refer to [JAE website](#) for more information.



### **Polytechnic Foundation Programme (PFP)**

A one-year programme that offers a practice-oriented curriculum taught by polytechnic lecturers, to better prepare polytechnic-bound N(A)-level students for entry into the relevant Polytechnic Diploma courses.

#### **Eligibility Criteria:**

1. Gross ELMAB3  $\leq$  12 and
2. Meet the subject-specific requirements of the course

**Course posting:** Net ELMAB3 (including CCA bonus points)

Refer to the [PFP website](#) for more information.

### **Education at the Institute of Technical Education (ITE)**

- Equips students with technical knowledge and skills relevant to the industry.
- Offers 1- to 3-year technical or vocational courses, leading to Nitec or Higher Nitec qualifications.
- Admission is based on merit and subject to vacancies in the courses.

#### **For O-Level Students**

##### **Admission to 2-Year Higher Nitec Courses (via JAE)**

#### **Eligibility Criteria:**

1. Student has sat for at least 5 O-Level subjects over a maximum of 2 years and
2. Meet the minimum entry requirements of the course

**Course posting:** Net ELB4-A, ELR1B3-B, ELR2B2-C.

Refer to [JAE website](#) and [ITE Course website](#) for more information.

##### **Admission to 3-Year Higher Nitec/2-Year Nitec Courses (via JIE'O')**

**Eligibility Criteria:** meet the minimum entry requirements of the course

**Course posting:** Aggregate score of best 5 GCE 'O' subjects including CCA bonus points.

Refer to [MOE JIE website](#) and [ITE Course website](#) for more information.

#### **For N(A)-Level Students**

##### **Admission to 2-Year Higher Nitec courses (via Direct Entry to Polytechnic Programme (DPP/JIE'H'))**

Prepares Sec 4 N(A) students for progression into selected polytechnic diploma courses via a two-year Higher Nitec course at ITE. Students who have completed the Higher NITEC course will be assured of a place in a related Polytechnic Diploma course if they have met the qualifying GPA of their 2-year Higher Nitec course. Some students may be eligible for entry into Year 2 of selected diploma programmes.

#### **Eligibility Criteria:**

1. Gross ELMAB3  $\leq$  19 and
2. Meet the minimum entry requirements of the course

**Course posting:** Net ELMAB3 (including CCA bonus points)

Refer to [MOE JIE website](#) and [ITE Course website](#) for more information.

#### **For N(A)-Level and N(T)-Level Students**

##### **Admission to 3-Year Higher Nitec/2-Year Nitec Courses (via JIE'N')**

**Eligibility Criteria:** meet the minimum entry requirements of the course

**Course posting:** Aggregate score of best 4 GCE 'N' subjects including pre-requisites and CCA bonus points.

Refer to [MOE JIE website](#) and [ITE Course website](#) for more information.

## **For N(T)-Level Students**

### **Admission to 4-Yr Higher Nitec with Enhanced Foundation Programme or 3-Yr Nitec with Enhanced Nitec Foundation Programme (via JIE'E')**

**Eligibility Criteria:** N(T) holders with 0 or 1 GCE 'N'-Level pass.

Refer to [MOE JIE website](#) and [ITE Course website](#) for more information.

## **Direct School Admission (DSA-JC)**

## **Polytechnic Early Admissions Exercise (Poly EAE)**

## **ITE Early Admissions Exercise (ITE EAE)**

DSA-JC and Poly EAE are applicable to O-Level students only.

O-Level students can participate in DSA-JC, Poly EAE and ITE EAE concurrently. However, they may accept only one offer i.e. either a DSA-JC, Poly EAE or ITE EAE offer.

N(A) and N(T) students may participate in ITE EAE.

N(A) students who have accepted ITE EAE offer may still apply for DPP and/or PFP.

N(A) students who subsequently accepted DPP or PFP offer may withdraw from their ITE EAE course

Visit [DSA-JC website](#), [Poly EAE website](#), [ITE EAE website](#) for more information.

## **Bonus Points for N-Level and 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.

<b>Types</b>	<b>Bonus Points</b>	<b>Conditions</b>	<b>Used for</b>
CCA – Excellent	2	Maximum of 4 bonus points	JC / MI / Poly / ITE
CCA - Good	1		JC / MI
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
Affiliation (1 <sup>st</sup> choice)	2		JC
Applied and selected for CLEP or MELP	2	2 bonus points	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 Student 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 Student Portal

<https://www.myskillsfuture.gov.sg/content/student/en/secondary/about/myskillsfuture-for-students.html>

This one-stop [online portal](#) 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.

# CCE



Artwork by Sophie Adelia Muhd Razali

# Character and Citizenship Education

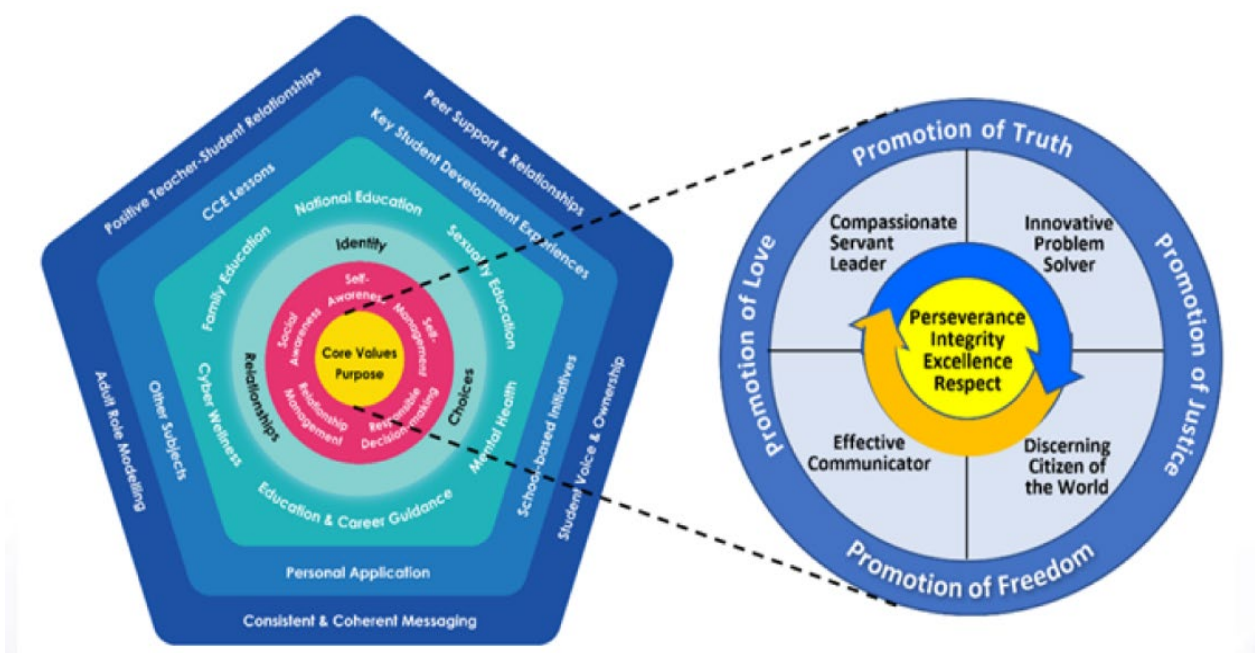
CHIJ (Katong Convent) is committed to providing each student with a holistic education and in nurturing values-driven, principled and caring KC girls who are active contributors of our society. Other than academic achievement, the school works to bring out the best in her character and sharpen her competencies and nurture the dispositions 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.

A. CCE 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 competencies as well as to equip students with knowledge and skills to better understand real-world contexts, through 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. Applied Learning Modules (ApLMs) are offered to secondary 3 students interested to enrich the secondary school curriculum with more applied learning options. Taught by polytechnic staff over a span of three days, ApLMs are modules or subjects in applied areas, such as digital media, entrepreneurship, and computer animation.

Education and Career Guidance (ECG) Counselling

Students who would like to explore more about subject options and combinations, ask about post-secondary education and career pathways, or find out more about their interests, strengths and passions can [make an appointment](#) to have a chat with our ECG counsellor.

B. Student Development Experiences

All students have opportunities to build bonds and develop themselves through level camps:

Level	Programme
Sec 1	Residential (School) Outdoor Adventure Camp
Sec 2	Service Learning Camp
Sec 3	Residential (External Camp Site) Outdoor Adventure Camp
Sec 4 & 5	Career Guidance Fiesta

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 school’s full-time counselors are Ms Abigail Tan and Ms Aqilah Sha'aban. 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. Special Needs Provision

The school has a full-time Senior Special Educational Needs Officer Ms Gursheeran 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.

#### E. 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 Secondary 5:

Level	Focus	Details
1	Self	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
2	Reaching out to peers and seniors	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
3	Reaching out to the community	Target sector: Community (Singapore) Suggested activities*: volunteering at any non-profit community organization in Singapore, fund-raising for non-profit community organization
4 & 5	Leaving a legacy, Beyond Self, Beyond Now	Target sector: Community (Singapore and overseas#) Suggested activities*: mentoring juniors in service learning journey, championing local/ global community and environmental causes

*\*If there are queries regarding the suitability of a VIA activity, please clarify with the Character and Citizenship Education 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).

## 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
- Effective Communicator
- Innovative Problem Solver
- 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	Effective Communicator
<p><b><u>Nobility</u></b> I willingly sacrifice time, energy and effort to serve the class, school or community, before my own personal needs.</p> <p><b><u>Compassion</u></b> I show humility, kindness, care and concern for the people around me, even when they are not my friends, and regardless of their background.</p> <p><b><u>Respect</u></b> I have self-dignity and show respect for the people around me, our environment, our school rules and the sanctity of life.</p>	<p><b><u>Communication and Confidence</u></b> I have self-confidence and am able to present information and ideas clearly and coherently, and act on feedback to improve myself.</p> <p><b><u>Collaboration and Teamwork</u></b> I am reliable, empathetic, work well with others and take the initiative to get things done in all kinds of settings.</p> <p><b><u>Arts Appreciation</u></b> I show appreciation for aesthetics (acting / singing / dancing / drawing / painting) by being attentive, respectful and putting in effort to communicate thoughts, feelings and ideas at these performances or lessons.</p>

Innovative Problem Solver	Discerning Citizen of the World
<p><b><u>Innovation &amp; Excellence</u></b> I take pride and effort to produce work of a high standard, generate multiple possibilities and always work towards continual improvement.</p> <p><b><u>Perseverance</u></b> I show optimism and flexibility in thinking as I persevere through extremes of difficulty, challenges and even failure.</p> <p><b><u>Independent &amp; Critical Thinking</u></b> I am able to see and analyse things from different perspectives, drawing from my own values and judgement to guide my thinking.</p>	<p><b><u>Integrity</u></b> I am sincere, truthful and trustworthy, with moral courage to admit and correct the error, do the right thing and help others to do the same.</p> <p><b><u>Embracing Differences</u></b> I show exemplary respect for different opinions, cultures and practices, especially in view of religious and racial harmony in Singapore.</p> <p><b><u>Lifelong Learning and Global Mindset</u></b> I am always pursuing new skills and experiences, able to discuss local and global current affairs, and actively participating in school- or community-organised NE commemorative days.</p>



# Spirituality in KC

CHIJ (Katong Convent) strives not just for excellence in 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:

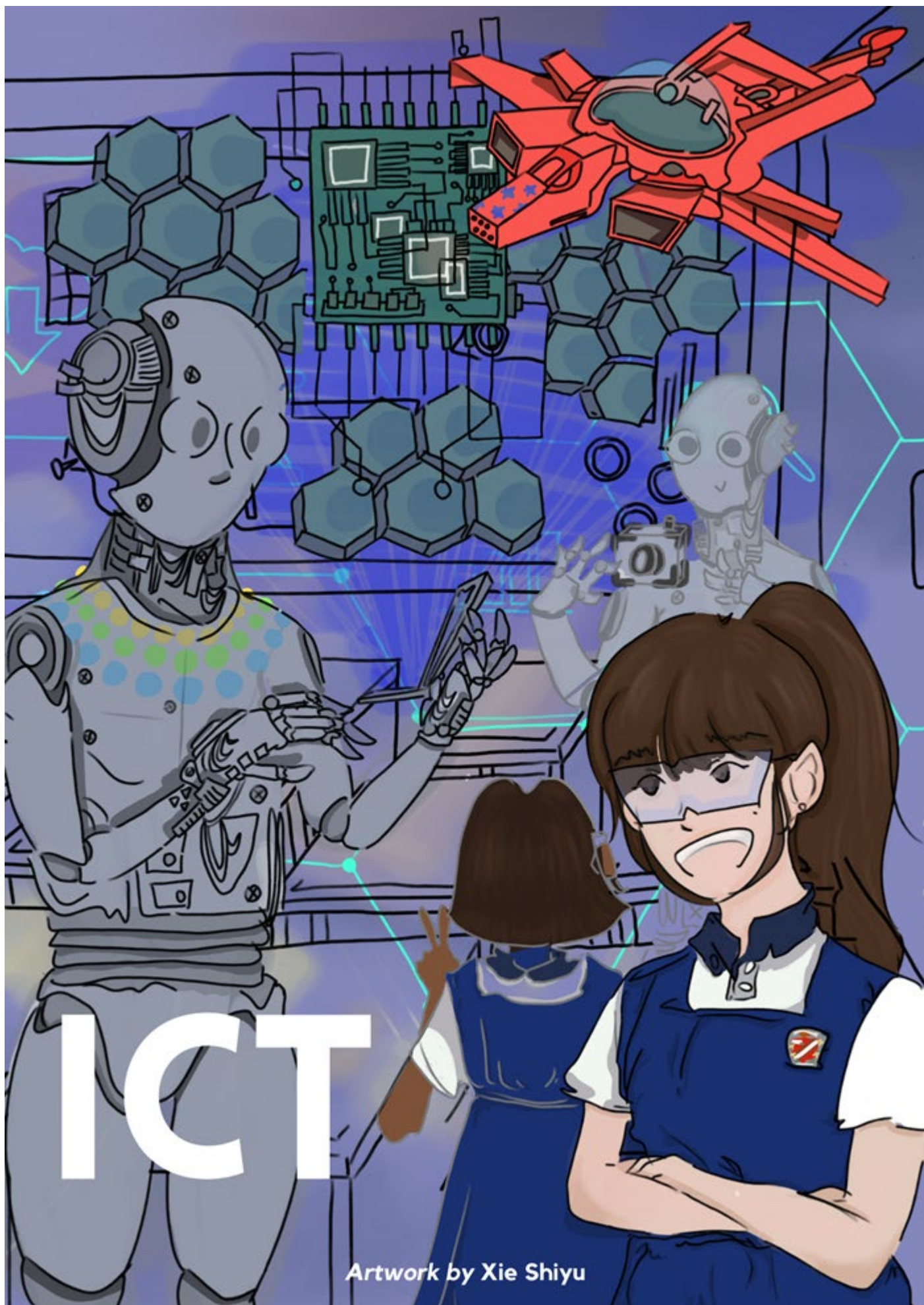
1. Religious Education (RE) pull-out sessions for Catholic girls / Reflection sessions for non-Catholic girls
2. Eucharistic Celebrations (Masses)
3. Prayer Services
4. Retreats
5. Sec 1 weekly Connect programme (for Sec 1 Catholic students only)

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 instill 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.



Artwork by Xie Shiyu

# 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](mailto:chijktcs@moe.edu.sg)

## Student Learning Space (SLS)

As part of its commitment to nurturing future-ready learners, 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.

URL: <https://pg.moe.edu.sg/#home>

## Information for Parents (School Website and Social Media)

Parents may access the class timetable, assessment matters, presentation slides to parents and other important information in a page on a school website.

URL: <https://www.chijkatongconvent.moe.edu.sg/the-kc-village/parents>

Do follow us on our social media for exciting updates!

Instagram: <https://www.instagram.com/chijkatongconvent>

## National Digital Literacy Programme (NDLP)

The NDLP was launched in March 2020 to make digital learning inclusive by equipping students with the digital literacies to be future-ready. Under the NDLP, MOE announced that every student will own a school-prescribed personal learning device (PLD) by end-2021.

Parents can understand more about the short-listed PLD, device support and other important information in a page on the school website.

URL: <https://www.chijkatongconvent.moe.edu.sg/the-kc-experience/National-Digital-Literacy-Prog/ndlp/>

Parents can request to change their choice of DMA option. The request will be submitted by the school to the backend team for processing.

URL: <https://go.gov.sg/kcdma24>

**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>

**Home Access**

Home Access programme provides 2 years of subsidised broadband to low-income households. With effect from 1 June 2021, those on MOE Financial Assistance Scheme (FAS) and MOE Special Education Financial Assistance Scheme (SPED FAS) will auto-qualify for the programme. The qualifying criteria are on the IMDA website.

URL: <https://www.imda.gov.sg/How-We-Can-Help/home-access>

# Getting Around CHIJ Katong Convent

## Finbarr Block (A)

Level 1	Level 2	Level 3	Level 4
Blessed Barre Room General Office Staff Room 1	Staff Room 2	Computer Lab 1 & 2 AVA Room Humanities Room	Computer Lab 3 & 4 ITRR 1 & 2 ICT Helpdesk KC Heritage Gallery

## Theodora Block (B)

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
ASE Room MTL Room 1-3 CR 1-3 Care Cove	CR 101 to CR 107	CR 201 to CR 207	CR 301 to CR 306 CR B04-09	CR 401 to CR 407	CR 500 CR B06-03 to CR B06-08

## Veronica Block (C)

Level 1	Level 2
Physics Lab 1 & 2 Chemistry Lab 1 & 2	Biology Lab 1 & 2 Food Lab 1 & 2

## St Vincent de Paul Block (D)

Level 1	Level 2
Art Studio 1 D&T Studio	Art Studio 2 Media Hub

## Mathilde Block (E)

Level 1	Level 2	Level 3	Level 4
Music Room Canteen	Gym PSG Room	Black Box Library Staff Room 3 Math Room Math Resource Room	Learning Cove MTL Resource Room

## Barre Block (F)

Level 1	Level 4	Level 6
Basketball Court	MPH	ISH

## Who to Approach for Help?

CCA Matters	Mr Chua Soon Heng (HOD/PE & CCA) Mr Ho Shi An (SH/ PE & CCA)
Counselling	Miss Abigail Tan (Senior School Counsellor) Ms Aqilah Sha'aban (School Counsellor) Mdm Zakiah Subahan (Teacher Counsellor) Mrs Helen Lie (Teacher Counsellor) Mdm Jessy Tan (Teacher Counsellor) Mrs Judy Goh (Teacher Counsellor)
SEN Matters	Ms Gursharan Kaur (Senior Special Educational Needs Officer)
Education & Career Guidance	Ms Sherry Long (Education & Career Guidance Counsellor)
First Aid	General Office
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 (Administration Manager)
Report of Defective Amenities / School Cleanliness / Building Maintenance	Mr Lai Chun Hoong (Operations Manager)
School Fees / GIRO Identity Card / Collection of Insurance Claims/ Lost and Found Items	General Office

## Useful Addresses and Telephone Numbers

CHIJ Katong Convent 346 Marine Terrace Singapore 449150 <a href="http://www.chijkatongconvent.moe.edu.sg">www.chijkatongconvent.moe.edu.sg</a> Email: <a href="mailto:chijktcs@moe.edu.sg">chijktcs@moe.edu.sg</a>	
Edusave Hotline	6260 0777
SimplyGo Hotline Daily (except public holidays): 8 am - 6 pm	6496 8300 or 1800 225 5663
Police	999
Fire and Ambulance	995
Marine Parade Neighbourhood Police Centre 300 Marine Parade Road (449296)	1800 442 8999
<u>Nearest Clinics</u> Marine Terrace Family Clinic Faith Family Clinic Marine Parade Clinic Family Medicine Clinic	6442 0188 6446 6326 6241 8225 6449 1606
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 1767 (24-hour Hotline) WhatsApp: 9151 1767 (24-hour CareText) <a href="mailto:pat@sos.org.sg">pat@sos.org.sg</a> (CareMail)
TOUCHLine (Counselling) Mon - Fri: 9 am - 6 pm	1800 377 2252
Catholic Family Life (For counselling services) Mon, Wed, Fri: 9 am - 6 pm Tue, Thu: 9 am - 8 pm	6488 0278 or 9126 9086 (Ina Sim or Patricia Wan)