

ARTWORK BY SIA YU HAN



CHIJ KATONG CONVENT

Student Journal
2026

SIMPLE IN VIRTUE * 1 * STEADFAST IN DUTY

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ABOUT KG



ARTWORK BY CHAN CHIU WAN

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

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

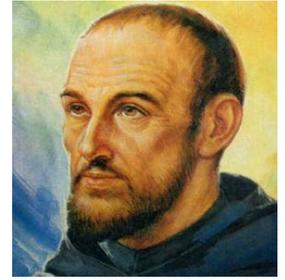
Solidly united,
by our motto sound
Simple in virtue
Strong in duty bound

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.

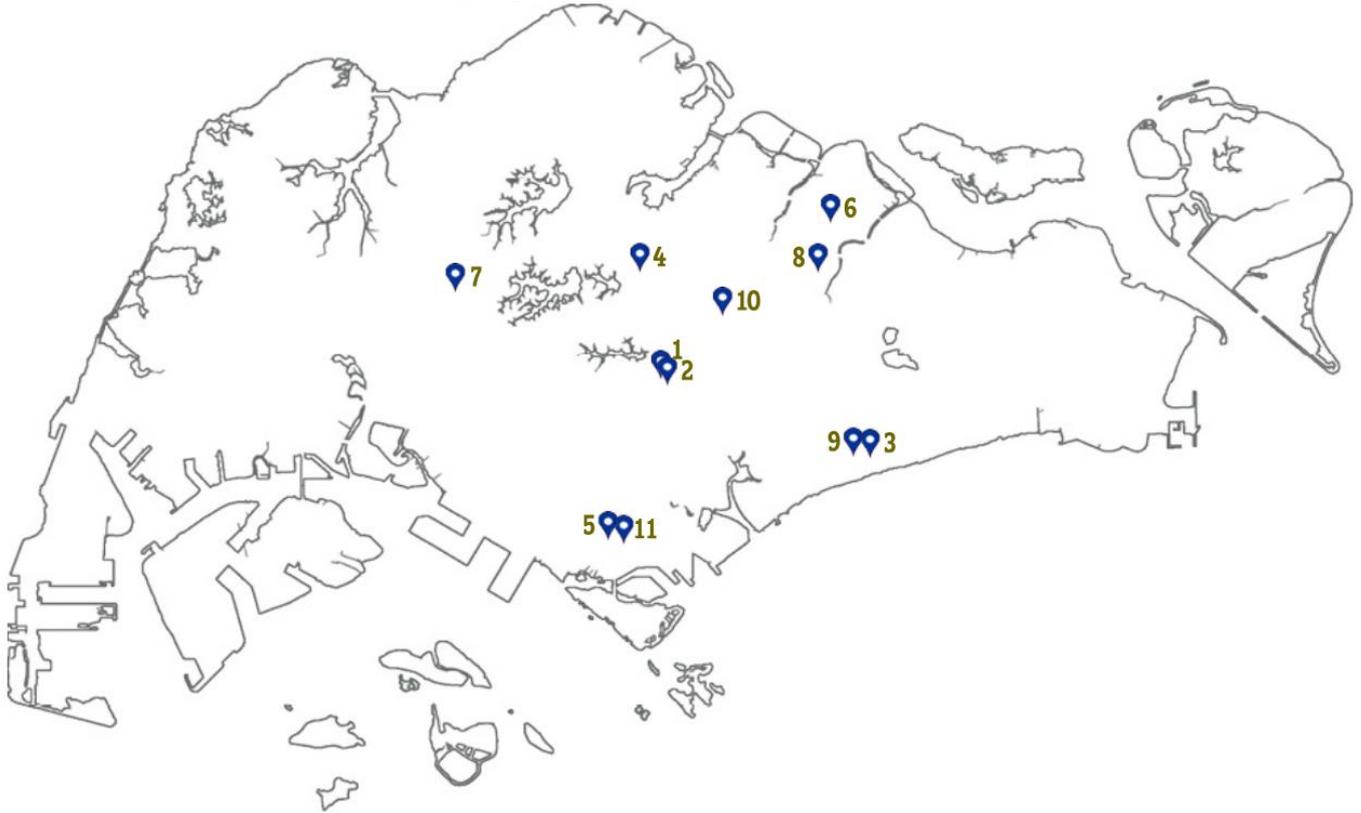
The first mission of IJ Sisters set sail in 1851, on "La Julie", a sailing boat that took nearly 4 months to reach Malaya. During the long and perilous voyage, one IJ sister died and one left the congregation. The three remaining sisters arrived in Penang, then part of the Straits Settlements together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

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 be absent from school for official reasons or exceptional circumstances, parents should write 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:

It teaches a focus on essentials, removing excess and aligning actions with core values. It involves honesty, temperance and frugality.

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

- a. 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.
- b. Mobile phones can only be used before 7.35/8.35 a.m. (on Thu) on the school premises. Students are required to **keep their devices in their personal lockers by 7.35 / 8.35 a.m. (on Thu)**.
- c. Students are **not allowed** to use their mobile phones during school hours, including breaks, free periods, afternoon lessons and CCAs. After school dismissal, mobile phones can only be used in the canteen and foyer.
- d. Should mobile phones be heard, seen or used during school hours, the following consequences will be meted out.

Consequences

- Mobile device will be confiscated for the day.
- Parents/Guardians will receive a call from a school personnel and be required to collect the mobile device from the General Office by 5pm on the same day.
- Students will also attend detention class and submit a reflection on their actions.
- The duration of detention class will increase by one hour for each subsequent offence.

- e. Students must not charge their mobile phones and PLDs in school.
- f. 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.
- g. Smartwatches capable of communication, data storage, photo taking, photo storage and/or calculation are not allowed.
- h. 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

- a. In our CHIJ Schools, we uphold the basic principle of respecting the dignity of each person we interact with. Everyone in our school community has 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.

- b. Exercise self-discipline and conduct yourself with dignity at all times. A CHIJ Katong Convent student does not cheat, steal, fight, vandalise, gamble, smoke, use inappropriate language or behave inappropriately.
- c. Be punctual for lessons. Walk to your next lesson venue briskly. Obtain 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.

S/N	OFFENCES	Description
1	Leaving school grounds without permission	Leaving school grounds after reporting but before the end of the school session without school's approval
2	Truancy	Being absent from school without knowledge of parents/guardians
3	Late-coming	Being late for school without a valid reason
4	Use of mobile devices	Use of mobile phones during school hours, including breaks, free periods, afternoon lessons and CCAs. Misuse use of PLDs
5	Skipping classes	Absence from formal lessons without a valid reason (and student within school grounds)
6	Bullying / Cyber Bullying	Hurting, frightening or intimidating others to deliberately cause harm, distress or humiliation. It can be physical, verbal or psychological in nature.
7	Cheating in tests and exam	Possession of notes, copying from others, allowing others to copy, tampering with marks
8	Misconduct during tests and/or exam	Failure to abide by instructions from exam personnel such as to stop writing when instructed or communicating when papers are being collected
9	Forgery	Forging signatures, medical certificates, consent forms, etc
10	Disruptive behaviour	Act or conduct which interferes in the smooth running of class or school events
11	Trespassing	Entering prohibited premises (e.g. staff room) without permission/ unaccompanied by staff or assisting others to trespass
12	Open defiance and/or rudeness	Display of rudeness and disrespect in speech or body language
13	Improper attire & grooming	Disobeying school rules on attire, hairdo, jewellery, etc.
14	Using vulgar language	Verbalising coarse or abusive language
15	Assault	Attacking others violently, whether injured or not
16	Fighting	Being involved in confrontation between individuals or opposing groups in which each attempts to harm or gain power over the other, as with bodily force or weapons
17	Possession of weapons	Possession of weapons that may be used in a crime

S/N	OFFENCES	Description
18	Gangsterism	Being involved in a gang assault / threat / harassment / extortion, whether actual or attempted
19	Gambling / Cyber-gambling	Using money in games, betting etc
20	Pornography / Cyber – pornography	Consumption/possession/distribution/sale of pornographic materials
21	Smoking	Use/possession/distribution/sale of cigarettes
22	Vaping	Use/possession/distribution/sale of e-vaporisers
23	Sexual Misconduct	Being involved in attempted rape, outrage of modesty, underage sex, sexual grooming, peeping etc
24	Substance Abuse	Use/possession/distribution/sale of alcohol, drugs, inhalants
25	Theft	Stealing school property or property belonging to others. Possession of stolen property
26	Vandalism	Wilful and malicious destruction of school or personal property, writing graffiti
27	Arson	Planting explosives or setting property on fire, whether attempted or actual

- 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
Sec 1 - 3 (Cohorts under FSBB)	
Top in Level	Top 20
Sec 4 and 5 (Cohort under Course-based System)	
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 Mean Subject Grade (Preliminary Exam and GCE N-/O- Level Exam)

Best in Subject

Award	Criteria
Sec 1, 2 and 3	
G3, G2, G1	Top for the subject in the level
Sec 4 and 5	
GCE O-Level (Express Course)	Distinction at O-Level and Top for the subject at Preliminary Exam
GCE O-Level (Normal Academic Course)	Distinction at O-Level and Top for the subject at Preliminary Exam
GCE N-Level (Normal Academic Course)	Distinction at N-Level and Top for the subject at Preliminary Exam
GCE N-Level (Normal Technical Course)	Distinction at N-Level and Top for the subject at Preliminary Exam

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 the top 10% of each level and course in terms of academic performance, and have demonstrated good conduct.
Award amount: \$500
- Edusave Merit Bursary (EMB)
Students within the top 25% of each level and course in terms of academic performance, have demonstrated good conduct and whose Gross Household Income does not exceed \$9,000 (or Per Capita Income does not exceed \$2,250).
Award amount: \$350
- Edusave Good Progress Award (GPA)
Students within the top 10% of each level and course in terms of improvement in academic performance and have demonstrated 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"> ● won an individual medal at inter-school / national sports competition, OR ● member of SSSC Combined Schools' Team, OR ● represented NSA in a national or international competition, OR ● represented State at an international competition
Uniformed Groups	<ul style="list-style-type: none"> ● won an individual award [e.g. Best Trainee Award during NCO Training course, NYAA (at least a Silver Award)]
Performing Arts	<ul style="list-style-type: none"> ● won an individual award (e.g. Best Trainee Award during Combined Schools Camp, Soloist national / international competition)
Clubs and Societies	<ul style="list-style-type: none"> ● won an individual award at inter-school / national competition (e.g. Best Speaker Award)

School Colours (Team)

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

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 KAYLA ONG

Co-Curricular Activities

KC's Co-Curricular Programme aims to uncover and develop students' interests and strengths in non-academic pursuits, build character and forge friendships, leading to holistic development.

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

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

Achievement	Participation (at least 75% attendance each year)
<p>Level 4 Represented school/ external organisation at local/ international event for 3 years OR Represented school/ external organisation at local/ international event for 2 years or more and achieved the following: Top 4 (or equivalent) team placing, Top 8 (or equivalent) individual placing, gold/ silver/ bronze award, SYF AP Certificate of Distinction or Accomplishment OR Represented UG HQ at international event/ Baden-Powell Award (Girl Guides only)/ Best Unit Cadet/ Outstanding Cadet Award by HQ or Community Engagement (Gold) (NCDCC only)</p>	<p>Level 4 Participated in any CCA for 5 years OR Participated in any CCA for 4 years and demonstrated exemplary conduct and active contribution OR Participated in the same CCA for 4 years</p>
<p>Level 5 Represented Singapore Schools at local/ international competition OR Represented MOE or Singapore at local/ international event (sanctioned by relevant national bodies) OR Represented UG HQ at international competition/ President's Guide Award (Girl Guides only)/ SCDF-NCDCC Badge (NCDCC only)</p>	<p>Level 5 Participated in the same CCA for 4 years and demonstrated exemplary conduct and active contribution OR Participated in the same CCA for 5 years</p>

Levels of Attainment: Table 3b

Leadership	Service
<p>Level 1 All Students: Completed 2 modules on leadership (minimum 6 hours) CCA: Lance Corporal</p>	<p>Level 1 Completed at least 24 to less than 30 hours of service</p>
<p>Level 2 All Students: NYAA – Bronze Committee for Student-initiated projects Class: Class Committee Members (Head of Welfare / Events / Secretary) Subject Representative Events Representative Class Representative CCA: Lower Sec Committee Member Corporal Patrol Second Student Council: Student Council Trainees</p>	<p>Level 2 Completed at least 30 to less than 36 hours of service OR Completed at least one VIA project that impacts the school or community</p>

Leadership	Service
<p>Level 3 All Students: NYAA – Silver Committee for School-wide projects Chairperson/Vice-chairperson for Student-initiated projects Catholic Support Leader Arts & Culture Advocate Class: Class Chairperson/Vice-Chairperson CCA: Lower Sec Level Representative / Section / Group Leader Lower Sec Executive Committee Member Upper Sec Level Representative/Section/Group Leader Upper Sec Committee Member Sergeant Patrol Leader Student Council: Student Councillors</p>	<p>Level 3 Completed at least 36 hours of service OR Completed at least two VIA projects that impacts the school or community OR Completed at least 24 hours of service and at least one VIA project that impacts the school or community</p>
<p>Level 4 All Students: Chairperson/Vice-Chairperson for School-wide projects CCA: Upper Sec Executive Committee Member Staff Sergeant Assistant Company Leader Student Council: Senior Student Councillors House System: House Captain / Vice-Captain</p>	<p>Level 4 Completed at least 24 hours of service and at least two VIA project that impact the school or community</p>
<p>Level 5 Student Leadership Board Class / CCA & Senior Student Council CCA: Chairperson / Vice-Chairperson President / Vice-President School or National Captain / Vice-Captain Student Conductor Company Leader Senior Staff Sergeant Warrant Officer</p>	<p>Level 5 Completed at least 24 hours of service and at least one student-initiated VIA project that impacts the community beyond the school and at least one other VIA project</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

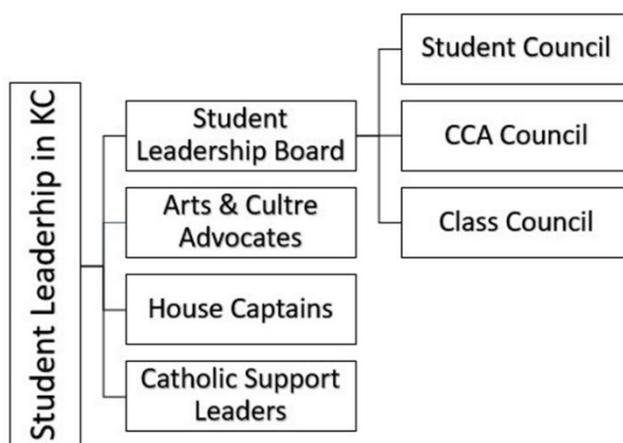
The student has not met the criteria for a Good co-curricular attainment. Hence, the student's co-curricular attainment is recognized as Fair.

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.

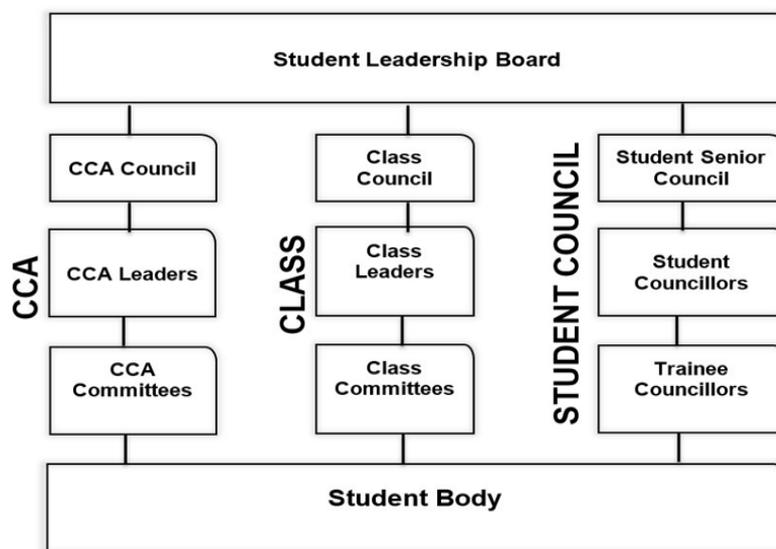
The school has designed a comprehensive leadership training programme for all students and student leaders to support them in their leadership development journey. They are equipped with the values, skills and knowledge to achieve their potential as a student leader in KC. Ample opportunities are provided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

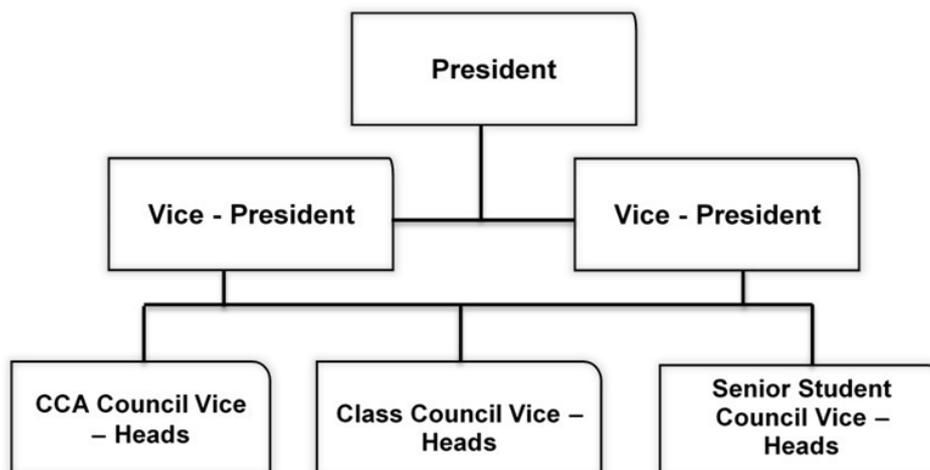


Student Leaders

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

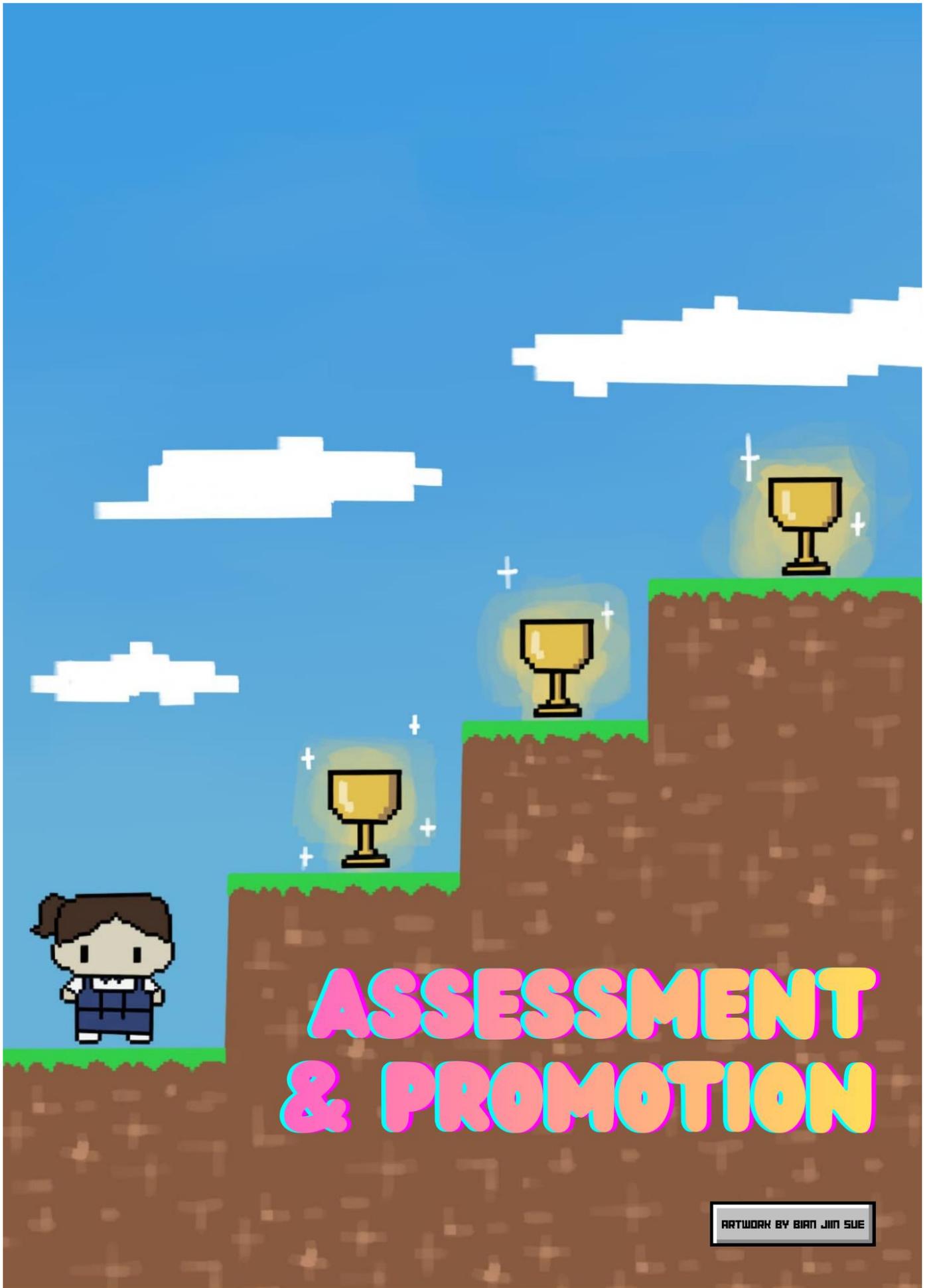
Physical Education (PE) department, these student leaders are involved in the planning and organisation of significant school events such as the Sports Day, Book and Music Week and the Inter- Class Games Carnival.

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.



ARTWORK BY BIAN JIN SUE

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.

2026 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 ¹	-	-	30%	70%	100%
Sec 2	D&T	-	-	20%	80%	100%
	FCE ¹	30%	70%	-	-	100%

¹FCE 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 4 Normal Academic to Sec 5 G3	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 G2	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. Candidates should not have anything in their pockets or jackets.
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 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.
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.

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 Raudah Hussain (Teacher Counsellor)
SEN Matters	Ms Gursharan Kaur (Senior Special Educational Needs Officer) Ms Jermaine Ho (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 www.chijkatongconvent.moe.edu.sg Email: chijktcs@moe.edu.sg	
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) pat@sos.org.sg (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 Sabrina Tedjopranoto)