Secondary 1
Meet The Parents’ Session
6 January 2017
6.00pm – 8.00pm
<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
</table>
| 1800 - 1900 | • Address by Principal, Mrs Pinto  
|           | • Briefings by:  
|           | 1. Secondary 1 Year Head  
|           | 2. Subject Head / CCE  
|           | 3. Tr-IC / Discipline  
|           | 4. HOD / PE&CCA  
|           | 5. HOD / ICT  
|           | 6. Tr-IC / Partnerships  |
| 1900 - 2000 | • Meeting with Form Teachers (Classrooms)                                      |
Briefing by Secondary 1 Year Head

Mr Fathul Rahman
Scope of presentation

1. Curriculum Structure
2. Subjects Offered
3. Sec One Enrichment Programmes
Curriculum structure
## Curriculum Structure in 2017

<table>
<thead>
<tr>
<th>Day</th>
<th>1st Period</th>
<th>Last Period</th>
<th>Structured Remedial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>0745</td>
<td>1345</td>
<td>1415 – 1515 Humanities</td>
</tr>
<tr>
<td>Tue</td>
<td>0745</td>
<td>1345</td>
<td>1415 – 1515 Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CCA starts at 1530</td>
</tr>
<tr>
<td>Wed</td>
<td>0745</td>
<td>1345</td>
<td>1415 – 1515 Science</td>
</tr>
<tr>
<td>Thu</td>
<td>0745</td>
<td>1345</td>
<td>1415 – 1515 English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CCA starts at 1530</td>
</tr>
<tr>
<td>Fri</td>
<td>0745</td>
<td>1235</td>
<td>1415 – 1515 MTL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CCA starts at 1430</td>
</tr>
</tbody>
</table>
Curriculum Structure 2016

• Silent Reading Programme at 0720 every morning.
• Lessons are in 55 minutes.
• A copy of the time-table will be uploaded in the school website.
• 35 minutes recess time.
• 30 minutes lunch break after school before remedial.
• Daily 15 minute Snack Break at 1215.
• To enhance student well-being in view of long school day.
Subjects offered
# Sec One Express and Normal Academic Subjects

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>Semester 1 (Mid-Year)</th>
<th>Semester 2 (End-of-Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>Drama Project</td>
<td>Written Exam</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics</td>
<td>Written Exam</td>
<td>Written Exam</td>
</tr>
<tr>
<td>3</td>
<td>Lower Sec Science</td>
<td>Written Exam</td>
<td>Written Exam</td>
</tr>
<tr>
<td>4</td>
<td>Mother Tongue</td>
<td>Written Exam</td>
<td>Written Exam</td>
</tr>
<tr>
<td>5</td>
<td>Literature</td>
<td>Written Exam</td>
<td>Written Exam</td>
</tr>
<tr>
<td>6</td>
<td>Geography</td>
<td>Written Exam</td>
<td>NA</td>
</tr>
<tr>
<td>7</td>
<td>History</td>
<td>NA</td>
<td>Written Exam</td>
</tr>
<tr>
<td>8</td>
<td>Art</td>
<td>Exam</td>
<td>Exam</td>
</tr>
<tr>
<td>9</td>
<td>Design &amp; Technology</td>
<td>Written Exam</td>
<td>NA</td>
</tr>
<tr>
<td>10</td>
<td>Food &amp; Consumer Education</td>
<td>NA</td>
<td>Written Exam</td>
</tr>
<tr>
<td>11</td>
<td>Music</td>
<td>Non-examinable</td>
<td>Non-examinable</td>
</tr>
<tr>
<td>12</td>
<td>PE</td>
<td>Non-examinable</td>
<td>Non-examinable</td>
</tr>
<tr>
<td>13</td>
<td>Character &amp; Citizenship Education</td>
<td>Non-examinable</td>
<td>Non-examinable</td>
</tr>
</tbody>
</table>
# Sec One Normal Technical Subjects

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>Semester 1 (Mid-Year)</th>
<th>Semester 2 (End-of-Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>Drama Project</td>
<td>Written Exam</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics</td>
<td>Written Exam</td>
<td>Written Exam</td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td>Written Exam</td>
<td>Written Exam</td>
</tr>
<tr>
<td>4</td>
<td>Basic Mother Tongue</td>
<td>Written Exam</td>
<td>Written Exam</td>
</tr>
<tr>
<td>5</td>
<td>Computer Applications</td>
<td>Written Exam</td>
<td>Written Exam</td>
</tr>
<tr>
<td>6</td>
<td>Design &amp; Technology</td>
<td>Project</td>
<td>NA</td>
</tr>
<tr>
<td>7</td>
<td>Food &amp; Nutrition</td>
<td>NA</td>
<td>Project</td>
</tr>
<tr>
<td>8</td>
<td>Art</td>
<td>Project</td>
<td>Project</td>
</tr>
<tr>
<td>9</td>
<td>Social Studies</td>
<td>Non-examinable</td>
<td>Non-examinable</td>
</tr>
<tr>
<td>10</td>
<td>PE</td>
<td>Non-examinable</td>
<td>Non-examinable</td>
</tr>
<tr>
<td>11</td>
<td>Music</td>
<td>Non-examinable</td>
<td>Non-examinable</td>
</tr>
<tr>
<td>12</td>
<td>Applied Theatre Programme</td>
<td>Non-examinable</td>
<td>Non-examinable</td>
</tr>
<tr>
<td>13</td>
<td>Character &amp; Citizenship Education</td>
<td>Non-examinable</td>
<td>Non-examinable</td>
</tr>
</tbody>
</table>
Enrichment programmes
Enrichment programmes

Objectives:
1. Support the core curriculum and provide students with experiential learning opportunities
2. Support school’s efforts to provide holistic education to students
Enrichment programmes (SEM 1)

1. Secondary 1 Swimming Programme (Jan to Mar)
2. Level Camp (Mar)
3. Conversational Chinese/Malay (May)
4. Life Science Camp (May)
Character & Citizenship Education

Ms Deepa Nanwani Singh
Subject Head / CCE
The function of education is to teach one to think intensively and to think critically.

Intelligence plus character - that is the goal of true education.

- Martin Luther King, Jr.
WHY CCE?

• To ensure our children have the **right values** imbibed in them.

• To grow our children into **good individuals** and **useful citizens**.

• To **prepare** our children for future responsibilities and to equip them to make **well-considered decisions**.

• To build our strength of character, to motivate us to be **positive influences**, to **lead and inspire** others to work towards the common good of the nation, now and in the future.
BEDOK VIEW’S CHARACTER DEVELOPMENT FRAMEWORK
DESIRED LEARNING OUTCOMES OF CCE

LO1 Self-Awareness & Self-Management Skills
LO2 Making Responsible Decisions
LO3 Social Awareness & Mutual Trust
LO4 Resilience, turning Challenges into Opportunities
LO5 Pride in Singapore & Commitment
LO6 Promote racial harmony
LO7 Care & Service to Others
LO8 Being a Responsible Citizen
The Learning Focus for CCE

Sec One:
Showing care & respect for self & others, and understanding their roles and responsibilities in their immediate environment.

Sec Two:
Taking responsibility for their own well-being, and influencing and impacting others positively within their means and sphere of influence.

Sec Three:
Building personal resilience and being responsible in contributing towards national resilience by being proactive in promoting harmony within the community and nation.

Sec Four & Five:
Being people of integrity, and leading and inspiring others to work towards the common good of the nation, now and in the future.
CCE@BEDOK VIEW

CCE LESSONS
Teaching of Values, Knowledge & Skills for Character & Citizenship

SCHOOL-BASED CCE
Assembly Programmes National Education Values in Action Form Teacher-Student Conferencing

ECG
Education & Career Guidance

CCE@BEDOK VIEW 2017

CW
Cyberwellness

SED
Sexuality Education

A SCHOOL OF HIGH STANDARDS, QUALITY LEARNING & HOLISTIC DEVELOPMENT
Respect • Responsibility • Integrity • Service • Excellence
Expectations of Students During CCE:

Your child needs to:

1. Be **open** to share his/her personal experiences
2. **Clarify** his/her beliefs, attitudes and decisions in different situations
3. Be **respectful** to differing views.
Moving forward together...
“It takes a community to raise a child...”
Sharing With Our Partners: Parents & Guardians

DISCIPLINE

We Discipline Because We Care

Mr Alvin Yeo
Teacher-In-Charge / Discipline
CONTENTS

• Discipline Beliefs Of Our School
• Expectations For Our Students
## Our Discipline Beliefs

**‘4P’ FRAMEWORK**

We Discipline Because We Care

<table>
<thead>
<tr>
<th>Positive</th>
<th>Preventive</th>
<th>Proactive</th>
<th>Punitive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVE</strong></td>
<td><strong>PREVENTIVE</strong></td>
<td><strong>PROACTIVE</strong></td>
<td><strong>PUNITIVE</strong></td>
</tr>
<tr>
<td>Use positive reinforcements to increase likelihood of repeating desirable behaviour</td>
<td>Take measures to encourage students to display desirable behaviour at all times</td>
<td>Rehabilitate by repairing relationships between offender and victim(s)</td>
<td>Use mainly positive punishment to decrease likelihood of undesirable behaviour</td>
</tr>
</tbody>
</table>
THE ‘4A’
We Discipline Because We Care

Attendance
Attitude
Accountability
Attire
ATTENDANCE
We Discipline Because We Care

We expect our students to achieve **100% attendance** for school-related activities, and to be **punctual**.

If students are unwell and need to rest, we would need them to submit their medical certificates.

- **Morning Assemblies**
- **Lessons** (e.g. Remedial, Supplementary)
- **Enrichment** (e.g. Competitions)
- **Co-Curricular Activity**
- **School Events** (e.g. Speech Day, Cross Country Run, Graduation Ceremony)
ATTITUDE
We Discipline Because We Care

We would like our students to adopt **good learning habits** and a **positive mindset**.

- Demonstrate and apply the school values:
  - Respect
  - Responsibility
  - Integrity
  - Service
  - Excellence
ACCOUNTABILITY
We Discipline Because We Care

We would like our students to take ownership of their development and make responsible decisions as a contributing member of the class and school.

• Contribute to a conducive learning environment
• Contribute to a clean and hygienic environment
• Contribute to a caring environment
• Seek help or advice when necessary
• There would be consequences to inappropriate actions and behaviour
ATTIRE (& GROOMING)

We Discipline Because We Care

We expect our students to look neat and be properly attired.

- **Complete school uniform** (i.e. Name Tag, Shirt/Blouse, Pants/Skirt, Tie)
- **Uniform should be regular-fit instead of slim-fit**
- **Neat overall appearance** (i.e. Hair Styles and Hair Colour, etc.)
USE OF ELECTRONIC DEVICES

We Discipline Because We Care

To foster personal and social responsibility, the usage of electronic devices is guided by the conditions below. Students are expected to adhere strictly to these conditions so that there is no disruption to learning and the smooth running of all school activities or events.

The devices can only be used during recess, after curriculum hours and after school activities or events. If the devices have to be used within curriculum hours or during school activities and events, the teachers will grant permission to the students.
USE OF ELECTRONIC DEVICES

If you need to contact your child, you can contact our General Office, and we will inform your child in class.
The Student Handbook is a **good source of information** for our students.
LET’S WORK TOGETHER
We Discipline Because We Care

We hope to seek your cooperation to work with us in our efforts to inculcate good character traits in your child / our student.
Co-Curricular Activity (CCA)

Mr Steven Su
Head of Department / PE & CCA

Mrs Lena Tiu
Subject Head / CCA
CCA Objectives in BV

1. To provide students with a platform to discover their interests and talents.

2. To progressively develop CCA-specific knowledge, skills, values and attitudes through sustained participation in CCA.

3. To provide a holistic and balanced education for students to learn core values, social and emotional competencies and the emerging 21st Century Competencies.
CCA Objectives in BV

4. To emphasise social interaction by providing a common space for **friendships** and **social integration** amongst students of diverse backgrounds.

5. To develop a sense of **identity** and **belonging** to the school.
Clubs and Societies

Service Learning Club

Infocomm Club
### Physical Sports

<table>
<thead>
<tr>
<th>Sport</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>Boys Only</td>
</tr>
<tr>
<td>Football</td>
<td>Boys Only</td>
</tr>
<tr>
<td>Netball</td>
<td>Girls Only</td>
</tr>
<tr>
<td>Basketball</td>
<td>Boys &amp; Girls</td>
</tr>
<tr>
<td>Track &amp; Field</td>
<td>Boys &amp; Girls</td>
</tr>
</tbody>
</table>
### Uniformed Groups (UG)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl Guides</td>
<td>Girls Only</td>
</tr>
<tr>
<td>NCC (Land) Girls</td>
<td>Girls Only</td>
</tr>
<tr>
<td>NCC (Land) Boys</td>
<td>Boys Only</td>
</tr>
<tr>
<td>NPCC</td>
<td>Boys &amp; Girls</td>
</tr>
<tr>
<td>St John Brigade Singapore</td>
<td>Boys &amp; Girls</td>
</tr>
</tbody>
</table>

Uniformed Groups (UG):
- Girl Guides: Girls Only
- NCC (Land) Girls: Girls Only
- NCC (Land) Boys: Boys Only
- NPCC: Boys & Girls
- St John Brigade Singapore: Boys & Girls

**Uniformed Groups**

- Girl Guides
- NCC (Land) Girls
- NCC (Land) Boys
- NPCC
- St John Brigade Singapore
### Visual & Performing Arts Groups

<table>
<thead>
<tr>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angklung</td>
</tr>
<tr>
<td>Choir</td>
</tr>
<tr>
<td>Concert Band</td>
</tr>
<tr>
<td>English Drama</td>
</tr>
<tr>
<td>Guzheng</td>
</tr>
<tr>
<td>Modern Dance</td>
</tr>
</tbody>
</table>
CCA Policy in BV

- CCA participation is compulsory for all students in secondary schools with at least **ONE CCA**.

- Allocation of CCA is based on Interest, Talent and School Needs.

- **Attendance** is compulsory and important.

- CCA activities will be suspended during Term 1 and 3 Common Tests, and 2 weeks before Semester 1 and 2 Examinations.
CCA Policy in BV

• School will assess requests for a change of CCA from students in the mandatory CCA on a case by case basis, and may allow for one change in CCA either at the end of Secondary One or Secondary Two.

• Students can only opt for a change at the beginning of each academic year.
Learning for Life Programme Framework

A symbol for expansion and renewal

From transmission ... to transactional ... to transformational
## Good Values @ BV

<table>
<thead>
<tr>
<th>For this Level</th>
<th>Focus on these Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec 1</td>
<td>Respect &amp; Responsibility</td>
</tr>
<tr>
<td>Sec 2</td>
<td>Responsibility &amp; Integrity</td>
</tr>
<tr>
<td>Sec 3</td>
<td>Excellence &amp; Service</td>
</tr>
<tr>
<td>Sec 4</td>
<td>Integrity &amp; Excellence</td>
</tr>
<tr>
<td>Sec 5</td>
<td>Service &amp; Respect</td>
</tr>
</tbody>
</table>
## CCAs support the Desired Outcomes of Education

<table>
<thead>
<tr>
<th>D.O.E</th>
<th>What students can learn in CCA</th>
</tr>
</thead>
</table>
| **C**onfident Person  | • Reflective thinking and appreciating own strengths, weaknesses, interests and talents  
                         • Adaptability and resilience in managing setbacks  
                         • Good judgment and responsible decision-making  
                         • Effective communication                                                                                 |
| **C**oncerned Citizen | • Appreciation and respect for own and other cultures  
                         • Care and concern for others and awareness of role in making a difference  
                         • Forging bonds of friendship with others from different backgrounds                                      |
| **A**ctive Contributor| • Leadership  
                         • Teamwork  
                         • Taking initiative to benefit team and achieve shared goals                                                |
| **S**elf-directed learner | • Skills and knowledge related to CCA  
                               • Self-management skills to maintain physical, emotional and mental well-being  
                               • Perseverance when striving for improvement                                                                     |
LEAPS 2.0

DOMAINS
– to recognise students’ holistic development

Leadership
Enrichment
Achievement
Participation
Service
A Student-Centric, Values-Driven Education

- LEAPS 2.0

- 4 domains has levels of attainment: 1 - 5

Participation  Achievement  Leadership  Service
• **LEAPS 2.0**

  – **Enrichment** domain *complements* the other domains for students’ holistic development
  – Will be recognised in **School Graduation Certificate**
  – Will not have levels of attainment
At least **75% attendance** each year

– **Levels 1 – 4:**
  - Participation in a CCA for 2 to 5 years

– **Levels 4 – 5:**
  - Continuous involvement in the **same** CCA for 4 or 5 years

– **Levels 3 – 5:**
  - **Exemplary conduct and active contribution** in CCA with at least 3 years of participation in any CCA
Achievement Domain in LEAPS 2.0

**Representation**
- Level 1:
  - Represent class / house / CCA *(Intra-school)*

**Representation/Accomplishment**
- Levels 2 – 4:
  - Representation *school or external organisation* in an event
  - Accomplishment in an event represented
  - Levels increase with no. of years of representation/accomplishment
- Level 5:
  - Represent/accomplish Singapore / MOE / Singapore Schools / National Project of Excellence (NPOE) / UG HQ in international UG competitions
Leadership Domain in LEAPS 2.0

Level 1:
  – Completed 2 modules on leadership

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

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

<table>
<thead>
<tr>
<th>Level 1 – 4:</th>
<th>Highest level attained in either:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of <strong>hours of service</strong></td>
</tr>
<tr>
<td></td>
<td>Number of <strong>VIA projects</strong></td>
</tr>
<tr>
<td></td>
<td>A combination of both</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5:</th>
<th>VIA project:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• <strong>Student-initiated</strong></td>
</tr>
<tr>
<td></td>
<td>• Impacts the community <strong>beyond the school</strong></td>
</tr>
<tr>
<td>Co-Curricular Experience</td>
<td>Basic Requirement for Level of Attainment in Domains</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Excellent</td>
<td>4,3,3,3</td>
</tr>
<tr>
<td>Good</td>
<td>4,1,1,1,1</td>
</tr>
<tr>
<td></td>
<td>3,2,1,1</td>
</tr>
<tr>
<td></td>
<td>2,2,2,1</td>
</tr>
<tr>
<td>Fair</td>
<td>did not meet above criteria</td>
</tr>
</tbody>
</table>
Information Communication Technology

Mr Steven Teo
Head of Department / ICT
Scope of Presentation

1. Desired Student Outcomes
2. ICT@BV Platforms
3. Use of ICT in Lessons
4. Cyber Wellness Module
5. Access to PCs/laptops & the Internet
Desired Student Outcomes

• Collaborative Learning
  – Works effectively in teams
  – Egs. Titanpad / Popplet

• Self-Directed Learning
  – Takes responsibility for learning
  – Egs. AsknLearn lessons / online research projects
ICT@BV platforms

- School Website
  - www.bedokviewsec.moe.edu.sg

- Learning Management System (LMS) Portal
  - asknlearn

- Alternative learning platforms
  - Google Apps
  - Ace Learning (Mathematics)
Monday 26 May 2014

Social Studies HBL Assignment (26 May)
Steven Teo posted Secondary Social Studies

Thursday 12 September 2013

History Assignments on Chapter 2
Steven Teo posted Secondary History

Tuesday 31 January 2012

Background of Sri Lankan Conflict
Use of ICT in Lessons

- **School-wide**
  - Mar/Sep Holidays online lessons and assignments
  - Home-based Learning Day (7 April)

- **Support teaching and learning**
  - Various software and applications (Popplet, Kahoot)
  - Mobile Devices for use in lessons (Ipads, Samsung Tabs)

- **ICT competitions and enrichments**
  - Prove IT Contest 2017
  - Forum Theatre (Virtual World to Reality)
Cyber Wellness Module

• Part of BV Character Development programmes
• Equip students with life-long social-emotional competencies and sound values
• Cultivates students to be safe, respectful and responsible users of ICT such as social media
Access to PCs/laptops & the Internet

• Supports students in accessing ICT resources
  – NEU PC Plus Programme
  – School Wireless Network
  – Media Room
  – Laptops available for use in School Library
Partnerships

Ms Nur Izyan
Teacher-In-Charge / Partnerships
Research has shown that children with more involved parents enjoy school more and have better school attendance. They are also more emotionally and socially well adjusted and better able to handle stress.

~Feb 09 The Straits Times
Triple P
(Positive Parenting Program)

- **Developed by:** Professor Matt Sanders through more than 30 years of clinical research trial
- **Aim:** Prevent behavioural, emotional and developmental problems in children by enhancing the knowledge, skills and confidence of parents
Triple P : Positive Parenting Program

**Triple P Level 2 Seminars (Secondary)**
- 3 X 90 minutes parenting seminars
- 3 seminars include:
  - (i) Raising Resilient Teenagers
  - (ii) Raising Competent Teenagers
  - (iii) Getting Teenagers Connected

**Triple P Level 3 Consultations**
- 4 X 45 minutes personal coaching sessions

**Triple P Level 4**
- Group + Individual /Telephone Sessions
- 4 X 2hr Group sessions (4-6 families)
- 3 telephone calls
- Final 1 X 2hr Group Session
Evaluation Study on Triple P Pilot

- The evaluation study on Triple P shows that the programmes bring about better parenting and child outcomes.

Parents who undergo the full programme dosage report:
- Improved parenting competency
- Reduced parenting stress
- Reduced negative emotional states
- Reduced child’s difficult behaviour.

Triple P is Effective!
What are parents saying?

**Triple P Level 3 Consultations Secondary School**

Both trainers who trained us are experienced and the tips shared during the program coupled with several examples gave me the confidence to implement their suggestions at home. I am pleased that my daughter responded really well to the enhancements (eg. assertive communication and more realistic expectations) of my parenting.

– Parent, Methodist Girls’ School

I find the recording of my child's behavior particularly useful as it showed the trait of his tantrum outburst and shed light to the reason behind such behavior. By building positive relationship with my child, it reduces the severity of his tantrum. I also realized that I could use the methods that I learnt from the programme on my other child to manage her behaviors.

There were times that I forgot and allowed things to get out of control but I was quickly reminded and put what I learnt into place again.

- Parent, Woodlands Ring Sec
What Are Parents Saying?

Triple P Level 3 Consultations
Secondary School

**Triple P Level 3**
Triple P Level 3 Programme definitely benefited me and my son in dealing with his gaming issues. This Programme is customized to individual needs. My son was addicted to gaming and spent half of the day on his computer every day leaving his homework and revisions to the last minute. Through the Programme, we are able to work with my son in drawing out his schedule, targets to be achieved and the rewards and consequences should he meet/miss the targets. He is also more receptive to our suggestions now and is more motivated whenever we approach him in a positive manner instead of the conventional parenting method. We are supportive of Triple P Parenting and really appreciate our trainer, Jacqueline, for her tips and advice.— Parent, Unity Sec
Fill up the questionnaire to help us match you with the right programme
Bedok View Secondary School

Parents Support Group

A SCHOOL OF HIGH STANDARDS, QUALITY LEARNING & HOLISTIC DEVELOPMENT

Respect • Responsibility • Integrity • Service • Excellence
Activities involving the PSG (2016)

1. CNY Baking Parent-Child Bonding Activity
2. Breakfast for Sec 1 Students and Parents
3. Father and Child Laser Tag Bonding Activity
4. Dialogue in the Dark Parents-Bonding Activity
5. Career Seminar for students
PSG Welcome Tea

9.30am – 11.00am
Saturday, 14 Jan 2017
Design Studio
Thank You