

Character & Citizenship Education (CCE)

SACSS has put in place a comprehensive CCE Programme aimed at nurturing and empowering Canossians to become women of integrity committed to serving God and others.

CCE has always been at the heart of the Canossian Education. The goal of CCE is to inculcate values and build related competencies in students. The new CCE framework brings together key school programmes, platforms and initiatives. The school uses a three-pronged approach – Curriculum, Experience and Example – to deliver the key student outcomes of a Passionate Learner, Servant Leader and Active Citizen. This supports the development of CORRI qualities in our students which are Can-Do Spirit, Other-Centredness, Responsible Individuality, Resilience and Inquiring Mind.

Curriculum

Based on the principle of “every teacher a CCE teacher”, through a broad-based curriculum, weekly lessons are conducted throughout the year by the Form and Co-Form teachers of each class. Using a wide array of instructional strategies such as storytelling, forum theatres and panel discussions, the CCE curriculum engages students in facilitative conversations to highlight and clarify their beliefs in a wide range of topics:

- Values Education
- Citizenship Education
- Education and Career Guidance
- Cyberwellness
- Sexuality Education



Experience

Multiple platforms are available to provide learning experiences for students to learn and apply values, knowledge and skills. These include:

- Co-Curricular Activities
- Student Leadership Programmes
- Values-In-Action Programmes
- Cultural Exchange, Lifeskills and Enrichment Programmes

Example

Students who display good character and values are recognised through public acknowledgement and appropriate awards system. The school also supports character development via the Responsible Thinking Process (RTP) as the basis for its discipline programme.





Student Leadership Programme

The SACSS Student Leadership Programme focuses on developing the leadership potential of every student and providing opportunities for her to exhibit leadership qualities.

Profile of an SACSS Student Leader

- Able to self-manage (academic, role model)
- Able to serve & lead confidently
- A team player
- A mentor to the junior leaders
- A Servant Leader in the school
- Guided by The Leadership Challenge Model practices (Kouzes & Posner)

Student Leadership Training

Student leadership training is progressive and starts from a general broad-based learning to specific training using the Leadership Challenge Model by Kouzes and Posner.

Secondary 1 – all Secondary 1 students learn about their own personal leadership style by understanding and discovering their strengths

- Attend Class Committee training and 'What it means to be a leader' Awareness workshops
- Participate in Catholic Students' Camps

Secondary 2 – a pool of students is selected to become leaders-in-training (LIT) to gain insights into what student leadership means

- Perform school duties
- Initiate a Buddy system
- Experience bonding sessions
- Attend Facilitation workshops

Secondary 3 – Student Leaders take on more responsibilities, are good role models and take on challenges as they discharge their duties and take on projects

- Mentor Sec 2 LIT
- perform school duties
- Engage in public speaking
- Conduct Project Management workshops
- Attend Leadership Challenge Model workshop
- Conduct Peer support training
- Plan the Peer-to-Peer Leadership programme

Secondary 4/5 – Student Leaders become mentors to their juniors, providing guidance and support.

- Mentor Sec 3 Leaders

Student Leadership Opportunities

Leadership Opportunities are provided through morning assembly duties, involvement in school events and initiating activities for students. The various Councils are tasked to organise various school events and activities. Here are some examples:

Class Committee

- Class Committee Training

Events

- Teachers' Day
- Organise school events
- Peer to Peer Leadership Programme
- Events duties

Welfare

- Student Dialogue Session
- Book donation drive
- Peer support
- Friends of Singa project

Co-Curricular Activities

- Council Bonding activities
- At least 1 school event duty per year

Catholic Activities Council

- Morning Prayers
- Foundress Day Mass
- Ash Wednesday Mass
- Exam Mass

Rewards & Recognition

Student Leaders receive the Canossian Awards as recognition for their contribution. The Outstanding Leadership Awards are given to those who display excellent character and leadership attributes in the execution of their roles as student leaders.

The Enriching Performing Arts Education

The visual and performing arts programmes provide students at SACSS with a myriad of opportunities to develop their artistic talents through a plethora of programmes and activities that are seamlessly woven into the core curriculum as well through co-curricular activities.



Performing Arts Education

St Anthony's Canossian Secondary School (SACSS) has established a very vibrant and sustainable Performing Arts Education (PfE) programme since 2000. It incorporates the Performing Arts Curriculum, Performing Arts CCA and Art Exchange Programme.

All lower secondary students undergo a comprehensive Performing Arts Education Curriculum (Music and Drama Lessons) that are conducted within the curriculum. In addition, two thirds of the student population are active in the Performing Arts CCAs. To develop our students holistically through the Performing Arts, the PfE Team has developed a comprehensive performing arts education programme to nurture the talents in each student through the Five Stage Learning Process:

Exposure for all

Engaging interest through constant exposure to different performing art forms

- Performances by internal and external performing arts groups
- Learning Journeys: All Lower Secondary students will attend at least 1 professionally staged performance a year
- Use of multi-media, audio and visual teaching resources

Experience through participation

The school provides a broad-based 2-year course in Music and Drama for all Lower Secondary students. Differentiated learning experiences are specially designed to cater to their learning:

- Performance opportunities
- Master classes and training camps
- Exchange programmes and collaboration opportunities with overseas performing arts groups



Experimentation on forms and styles

Merging Art forms with integrated project work/ Information communication technology

Evaluation of performances and processes

Use of appropriate arts vocabulary to analyse and critique performances

Empowerment to achieve excellence in Performing Arts and contribute to school and community

Students are empowered to achieve excellence in PfE through differentiated programmes:

- Drama lessons conducted by Drama team are infused into the Lower Secondary curriculum
- Music/Drama 'O' Level Elective Classes at the Upper Secondary Level
- Channelling talented students to performing arts CCA groups to further hone their skills
- Opportunities to compete at both national and international level.

The Performing Arts Curriculum: Drama and Music

Students are assessed formatively through coursework and project work to allow them to chart their development and growth. Through the interactive experiential sessions, students develop sensitivity to the world around them, build self-confidence, enhance their ability to express their ideas clearly through different art forms, facilitate the acquisition of effective interpersonal and intrapersonal skills, and promote independent learning, creativity and innovation. The Performing Arts programme is part of the school's curriculum to enrich students' experience and foster unique skills and understanding that are transferable and beneficial to other areas of learning.





Visual Arts Programme

The Visual Arts Programme serves to cultivate in the students an appreciation of art in their daily life and provide them with opportunities to communicate their ideas through different art forms.



THE VISUAL ARTS CURRICULUM

Modular Lower Secondary Curriculum

These are the modules conducted at the lower secondary level

- Artist as Painter: Students learn to create 2D artwork using tradition painting medium
- Artist as Designer: Students learn to use ICT design tools to create digital artwork
- Artist as Sculptor: Students learn to sculpt 3D art forms/installations using various materials

Upper Secondary 'N' and 'O' Level Visual Arts Programme

Students are equipped with the ability to carry out coursework and project work at the upper secondary level in order to prepare them for the assessment of 'N' and 'O' level examinations. Through the exploratory process of art making, students are provided a platform to pursue drawing, painting and digital media at a deeper level. The skills of observation and composition ability, which are transferable to other art forms, will be honed as these skills form the foundation. Assignments are set with objectives that connect students with their personal vision. Students are asked to present an artist's

statement that gives insights into the body of work they produce during the semester. The study of the visual arts exposes students to various artists to cultivate a deeper sense of art appreciation.

Visual Arts Integrated Programme

This is facilitated through the Art, Design & Technology and Home Economics curriculum during the second semester in Secondary 2. The Integrated Programme enhances students' critical thinking, problem-solving and information literacy skills. Students learn to analyze, synthesize and interpret information from their research and come up with solutions to address different issues through different art forms that they have learnt in the modular art curriculum.

Enrichment Programmes

Light Workshop 2014 – This was a collaborative effort with artists creating a light box art installation for display along the Singapore River as part of the Marina Bay Light Festival event.

Fengshan National Day Billboard Design – Students collaborated with the Fengshan National Day Celebration Committee to design a billboard to be displayed along Upper Changi Road.



Enriching Programmes

Science Enrichment Programmes

Apart from the school curriculum, SACSS offers various activities to enrich our student's experience in secondary science education. Specially designed programmes incorporating a variety of pedagogical practices have been put in place to inculcate a spirit of inquiry and ethical norms to create the scientists of tomorrow.

Science Research Programme

Introduced by the Science Department, the Science Research Programme caters to the more capable Science students to stretch them to go beyond the syllabuses of the Science subjects. The programme aims to expose students to research as well as nurture values and a positive attitude for scientific inquiry. The setting up of the Science Research Laboratory (SRL)

aims to provide a space with well-equipped facilities for the conduct of school-initiated Science Research Projects under the mentorship of our teachers.

At the lower secondary levels, four research modules allow the students to acquire essential research skills, from learning to handle laboratory equipment and preparing literature for review in Secondary 1 and progressing to acquire advanced skills such as data processing and oral presentation in Secondary 2. At the upper secondary levels, hands-on experience in research projects is facilitated. Selected projects by Secondary 3 students will be submitted for competition in the East Zone Science Fair, Singapore Science and Engineering Fair (SSEF) and Singapore Shell Science Fair the following year when the students are in Secondary 4. The senior students are also given the opportunity to organise school-based Science-related activities such as the Annual Science Research Symposium.

Internationalisation Experience @ SACSS

SACSS students get to expand their global learning horizon, while gaining a deeper understanding of their identity and roots through a series of overseas learning journeys and camps, and hosting visitors from overseas. The experiences serve to cultivate in the students 21st century competencies, cross-cultural understanding and global awareness.

A visiting group from SACSS's sister school, Meiko Gakuen High School, in Fukuoka, Japan, calls on SACSS annually in February. In reprocation, in 2012, a group of 20 Student Leaders made a trip to Meiko Gakuen. One memorable leadership learning experience was a trip to the Nagasaki Bomb Centre. Student Leaders learnt about the consequences of decision-making and how leaders must come

forward to protect the people and prevent a similar crisis from recurring. In 2013, the Student Leaders went for a Leadership Learning Journey to Sacred Heart College, Hong Kong. Such overseas experiences have enriched the Student Leaders by providing global perspectives on issues and helped develop their leadership, communication and problem-solving skills.

Another annual school immersion programme is the one facilitated with the Shenyang Experimental School in Liaoning, China, which also incorporates an interesting homestay experience. In October 2014, 68 SACSS students and staff members will embark on a learning journey to Cambodia, where they will get a chance to interact and work with youths there, as well as engage in service learning.

Bilingual Study Programme (BSP)

The key objective of the BSP is to develop students' competency in the Chinese language to a level where they are effectively bi-lingual. The life-skill programme is aimed at Secondary 2 students who are offering Higher Chinese Language. The enriching activities in the BSP include:

- Lectures on an overview of China, Chinese Culture in Singapore, an assessment course

leading up to a Chinese Proficiency Test – the HSK (Hanyu Shuiping Kaoshi)

- Web-based tutorials and guidance on setting up the school's Chinese language website
- Local Learning Journeys – museum visits, workshops/talks on Chinese language and culture, plays/movie screenings
- Overseas Learning Journeys – Exchange programmes in China, Hong Kong or Taiwan





An Extended Learning Environment

To expand teaching and learning beyond the confines of the classroom, 'borderless classrooms', have been created thereby bringing lessons out into the field. The Greenery@SACSS is a whole school-approach providing a sense of seasonal change that enhances the visual transformation of the school's scene and provides vibrancy to students' lives. By bringing nature to the school, the Evolutionary Ecological Trail provides a strategic location to educate students on how life evolves and exposes students to different life forms that thrived in different periods of time. Through the Medicinal (Herbal) Garden, students learn about plants with different medicinal values, of which some have been used from generation to generation in Traditional Chinese Medicine (TCM) and Ayurveda. The Ornamental (Edible Yard, Spices and Senses, Food Crops) Garden is an outdoor classroom that teaches students how to grow their own food and become stewards of the land. The Science Playground behind the laboratories provides a place where Science comes alive while students have fun using the equipment. With the establishment of the Festival Courtyard, students would have more choices of study areas out in the simulated tropical rainforest. To unify both indoor and outdoor learning experiences, and to integrate research work into gardening, the Hydroponics green house was constructed using the Autopots cultivation system. The autopot system offers students an inter-disciplinary, authentic learning experience that ranges from experimentation to real-world problem-solving. Research work will be

conducted in the nursery and successfully cultured plants are propagated in the gardens. With the addition of these facilities, we hope to provide a more uniquely diverse and enriching learning experience for students.

In addition to all this, SACSS boasts an extensive purpose-built infrastructure comprising 6 computer learning centres, one of which is a MaLab. The other facilities which support the Performing Arts Education Programme in the newly refurbished campus include a Blackbox, 2 Rehearsal Rooms, 2 Dance Studios, a Percussion Band Room, Concert Band Room and a Keyboard Lab.



The emotional well-being of students is looked into by the Canossian Spirituality Team. Prayer and meditation are essential components of the Canossian Education. The Chapel and Meditation Room are venues for students to reflect and enjoy peaceful and prayerful moments.

Holistic development through CCAs

CCAs are integral to students' overall development, providing them various platforms and opportunities to develop and showcase their talents, discover their strengths and weaknesses in the physical, cognitive and affective domains. Students are guided in their development through experiential learning – during competitions, VIA programmes and weekly training sessions.

There are 4 categories of CCAs available:

Sports & Games – Badminton, Floorball, Netball, Tennis, Taekwondo, Track & Field and Windsurfing*.

Performing Arts – Angklung Band, Concert Band, Choir, Drama, Guitar Ensemble, Modern Dance, Indian Dance and Percussion Band.

Clubs & Societies – Debate & Oratorical Society, Digital Media Club, Media Resource Library Club, Production Management, Chinese Cultural Society and Service Learning Club.

Uniformed Groups – Girl Guides and St John's Ambulance Brigade.

**to be phased out in 2015*

CCAs Achievements

Performing Arts	In 2013, Concert Band, Choir, Drama and Modern Dance garnered the Certificate of Distinction at the SYF Arts Presentation 2013. In 2014, a non-SYF year, Concert Band attained a Silver Award at the National Band Competition.
Sports & Games	Taekwondo: 1st, 2nd, and 3rd placing in both individual and team events achieved across both the 'C' and 'B' Divisions. Windsurfing: Ynez Lim represented Singapore at the 27th Sea Games in 2013, bagging a Silver medal. She also represented Singapore at the 2nd YOG held this year. As part of our support for girls with external involvement, the school also sent two girls for the National Inter-School Archery Championships 2014, where they achieved a 4th position overall for schools in the C Division, and a 2nd position for individual ranking.
Uniformed Group	A member of the Girl Guides was awarded the Best Unit Cadet/Outstanding Cadet Award by the Girl Guides HQ.