Meet-the-Parents Session
Secondary One
7th Jan 2017
## Programme Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.15 am</td>
<td>Registration</td>
</tr>
<tr>
<td>8.30 am</td>
<td><strong>Principal’s Welcome Address</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sharing by Sec 1 Deputy Year Head</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Performance by Malay Dance</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Physical Education &amp; Co-curricular Activities (CCA) by HOD PE/CCA</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Parent Support Group (PSG) &amp; Family Matters@ School Programme (FMS)</strong></td>
</tr>
<tr>
<td>9.45 am</td>
<td><strong>Meeting with Form Teachers in Allocated Rooms</strong></td>
</tr>
<tr>
<td>10.45 am</td>
<td><strong>Viewing of CCA booths, exhibits and performances</strong></td>
</tr>
<tr>
<td>12.30 pm</td>
<td><strong>End of CCA Open House</strong></td>
</tr>
</tbody>
</table>
Welcome Address
Principal
Mr Jaswant Singh
Our Children have new experiences

- New school
- New friends
- New subjects
- New challenges and opportunities
- New expectations
- New growth

_The Secondary School Child is different from the Primary School Child_
Students Need Our Support

• Support to cope with new challenges

• Support to cope with new learning

• Support to strengthen their own identity and social skills
Common Development Characteristics during Adolescence

- Learning about his/her own identity:
  - Who am I?
  - Where am I headed?
  - How do I fit into society?

- Seeking acceptance from peers

- Leaning on good relationship with parents and guidance from them
Parents can...

- Provide strong support to help children transit to secondary schools.

- Parents can build strong relationships with their children by knowing and appreciating who they are.
How We can Support our Child

• Ensure your Child is **Punctual** and keeps Regular hours
• Ensure your child is Active in school and develops Holistically
  – **Active participation** in all school activities
• Provide support for your child’s learning. Ensure that your child
  – Reads daily
  – Prepares for lessons
  – Completes assignments
  – Takes pride in work
• Keep track of your child’s progress
• Find out who your child’s friends are
• Check on your child’s emotions regularly
Socially and emotionally competent children…

- Are happier, more contented
- Have fewer behavioural problems
- Have increased school achievement
How Students can Succeed

• **A** – Aim, Attitude, Attendance
• **B** – Behaviour
• **C** – Commitment
School Experiences…

- 8-10 subjects
- Co-Curricular Activities (CCA)
- Character & Citizenship Education (CCE)
- Community Service (VIA)
- Education and Career Guidance (ECG)
- Aesthetics Education
- Local and Overseas Learning Journeys
- Camps
- Enrichment and Competitions
- Leadership opportunities
- Recognition
# How Your Child will Grow

<table>
<thead>
<tr>
<th>Academic</th>
<th>CCE &amp; Discipline</th>
<th>Community Service</th>
<th>CCA</th>
<th>Enrichment and Learning Journeys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and Pursue Interests and Strengths for future studies and career</td>
<td>Develop Character and Values</td>
<td>Active Citizenship and Leadership</td>
<td>Develop Teamwork and Life-skills</td>
<td>Learn beyond the Classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competitions</th>
<th>Camps</th>
<th>Leadership</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure own success</td>
<td>Teamwork, Mental Strength and independence</td>
<td>Take charge of Self and Others</td>
<td>Affirmation and Self-esteem</td>
</tr>
</tbody>
</table>
School Niches

• Learning for Life – *Developing Community Leaders through VIA and Outdoor Education*

• Applied Learning – *Critical & Inventive Thinking through Media Literacy*
What are the various Post-Secondary School options available?
What are the various Post-Secondary School tracks available?

4 MAIN TYPES OF TRACKS

1. Junior Colleges (JCs) or Millennia Institute
   - Prepares students for the GCE ‘A’ level examination

2. Polytechnics
   - Trains students with relevant skills for the workplace in a knowledge-based economy.

3. Institute of Technical Education (ITE)
   - Equips students with technical knowledge and skills relevant to the industry.

4. Private Schools & Institutions (LaSalle/NAFA etc)
   - Curriculum is determined by the school and alternative options are provided for students
Polytechnics

Courses are **market driven** and **career oriented**

Students **graduate with a Diploma**

**Ready to enter the workforce**
Singapore Institute of Technology (SIT)

The SIT was set up primarily to enable Poly graduates to upgrade themselves and obtain an university degree.
Institute of Technical Education (ITE)

Courses that meet economic and global demands
Numerous partnerships with key industry players
Preparing you for a promising career
Institute of Technical Education (ITE)

For students with an aptitude for **hands-on learning**
Private Institutions (LaSalle, NAFA, etc)

http://www.cpe.gov.sg/
Private Institutions (LaSalle, NAFA, etc)

Curriculum is determined by the schools and alternative options are provided for students.

For example, students who wish to pursue tertiary education in the Arts may consider NAFA and LaSalle.
Sec 1 Deputy Year Head

Mr Marc Ong
Our School VMV

• Our Vision
  ☑ Inspiring Leaders, Active Contributors.

• Our Mission
  ☑ To nurture responsible, innovative and concerned citizens in a caring and dynamic learning environment.

• Our Values - ExCITE
  ☑ Excellence
  ☑ Commitment
  ☑ Integrity
  ☑ Teamwork
  ☑ Empathy
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec 1</td>
<td>Excellence (EX)</td>
</tr>
<tr>
<td>Sec 2</td>
<td>Commitment (CO)</td>
</tr>
<tr>
<td>Sec 3</td>
<td>Integrity (IN)</td>
</tr>
<tr>
<td>Sec 4</td>
<td>Teamwork (TE)</td>
</tr>
<tr>
<td>Sec 5</td>
<td>Empathy (EM)</td>
</tr>
</tbody>
</table>
School Hours

- Silent Reading from **7.20 am to 7.30 am**
- Morning Assembly starts at **7.30 am**

<table>
<thead>
<tr>
<th>Day</th>
<th>Reporting Time</th>
<th>Dismissal Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>7.20 am</td>
<td>1.50 pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7.20 am</td>
<td><strong>3.00 pm</strong></td>
</tr>
<tr>
<td>Wednesday</td>
<td>7.20 am</td>
<td>1.50 pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>7.20 am</td>
<td>1.50 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>7.20 am</td>
<td><strong>12.40 pm</strong></td>
</tr>
</tbody>
</table>
The school has embarked on E-Attendance which is able to send automated SMS to parents by around 9am to inform if their child is absent or late for school that day.

- Parents to ensure most updated contact number is given to the school.
The timetable runs on an **Odd/Even Week (10 Day) cycle**

- Term 1 Week 1 - Odd Week
- Term 1 Week 2 – Even Week

**CCA** starts at 2.30/2.45 pm and typically ends by 5.30/5.45 pm
<table>
<thead>
<tr>
<th>Semester</th>
<th>Term</th>
<th>CA</th>
<th>Major Assessment</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Term 1 3 Jan to 10 Mar</td>
<td>CA1 On going</td>
<td>Common Test 1 20 – 23 Feb</td>
<td>Progress Slip</td>
</tr>
<tr>
<td></td>
<td>Mar Holidays</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 2 20 Mar to 26 May</td>
<td>CA2 On-going</td>
<td>SA1 Mid Year Exam 2 - 11 May</td>
<td>Report Book</td>
</tr>
<tr>
<td></td>
<td>Jun Holidays</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 3 26 Jun to 31 Aug</td>
<td>CA3 On going</td>
<td>Common Test 2 14 - 17 Aug</td>
<td>Progress Slip</td>
</tr>
<tr>
<td></td>
<td>Sep Holidays</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dec Holidays</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Academic Streams

<table>
<thead>
<tr>
<th>EXP</th>
<th>4 years leading to GCE ‘O’ levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal (Academic) N(A)</td>
<td>4 years leading to GCE ‘N’ levels, with option of 1 additional year to GCE ‘O’ levels</td>
</tr>
<tr>
<td>Normal (Technical) N(T)</td>
<td>4 years leading to GCE ‘N’ levels</td>
</tr>
</tbody>
</table>

*Available in Student Handbook pg 33*
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Exp &amp; N(A)</th>
<th>N(T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA1</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>CA2</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>SA1</strong></td>
<td><strong>25%</strong></td>
<td><strong>30%</strong></td>
</tr>
<tr>
<td>CA3</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>SA2</strong></td>
<td><strong>45%</strong></td>
<td><strong>30%</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Available in Student Handbook pg 33
# Subjects

<table>
<thead>
<tr>
<th>Subjects offered in Primary School</th>
<th>New subjects offered in Secondary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td>Food &amp; Consumer Education (FCE)</td>
</tr>
<tr>
<td>Mother Tongue Language</td>
<td>Design &amp; Technology (D&amp;T)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Character &amp; Citizenship Education (CCE)</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>For Express/Normal (Academic) only</td>
</tr>
<tr>
<td>Art &amp; Craft</td>
<td>English Literature</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Geography</td>
</tr>
<tr>
<td>Civics &amp; Moral Education</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>For Normal (Technical) only</td>
</tr>
</tbody>
</table>

For Normal (Technical) only

- Computer Application (CPA)
- Social Studies (SS)
Subjects – Foreign Languages

• Students with approval to offer French, German or Japanese in lieu of Mother Tongue language will need to re-apply for approval in Secondary One.

• They are to sit for the examination set by MOE language Centre at the end of the year and the result will be included as part of their assessment.

• It is also compulsory for the students to register this subject for their National Examination in Secondary 4.
### Assessment

<table>
<thead>
<tr>
<th>Written tests &amp; exams</th>
<th>Project-based / Skills-based / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td>Music</td>
</tr>
<tr>
<td>Mother Tongue Languages</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Visual Art</td>
</tr>
<tr>
<td>Science</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>English Literature</td>
<td>Food &amp; Consumer Education</td>
</tr>
<tr>
<td>Geography</td>
<td>Physical Education</td>
</tr>
<tr>
<td>History</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Social Studies N(T)</td>
</tr>
<tr>
<td></td>
<td>Computer Application N(T)</td>
</tr>
</tbody>
</table>
## Grading Systems

<table>
<thead>
<tr>
<th>Grade</th>
<th>Marks (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>≥75</td>
</tr>
<tr>
<td>A2</td>
<td>70-74</td>
</tr>
<tr>
<td>B3</td>
<td>65-69</td>
</tr>
<tr>
<td>B4</td>
<td>60-64</td>
</tr>
<tr>
<td>C5</td>
<td>55-59</td>
</tr>
<tr>
<td>C6</td>
<td>50-54</td>
</tr>
<tr>
<td>D7</td>
<td>45-49</td>
</tr>
<tr>
<td>E8</td>
<td>40-44</td>
</tr>
<tr>
<td>F9</td>
<td>&lt;40</td>
</tr>
</tbody>
</table>

**Express**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Marks (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>≥75</td>
</tr>
<tr>
<td>2</td>
<td>70-74</td>
</tr>
<tr>
<td>3</td>
<td>65-69</td>
</tr>
<tr>
<td>4</td>
<td>60-64</td>
</tr>
<tr>
<td>5</td>
<td>50-59</td>
</tr>
<tr>
<td>U</td>
<td>&lt;50</td>
</tr>
</tbody>
</table>

**Normal (Academic)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Marks (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥75</td>
</tr>
<tr>
<td>B</td>
<td>70-74</td>
</tr>
<tr>
<td>C</td>
<td>60-69</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
</tr>
<tr>
<td>U</td>
<td>&lt;50</td>
</tr>
</tbody>
</table>

**Normal (Technical)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Marks (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥75</td>
</tr>
<tr>
<td>B</td>
<td>70-74</td>
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<tr>
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</tr>
<tr>
<td>D</td>
<td>50-59</td>
</tr>
<tr>
<td>U</td>
<td>&lt;50</td>
</tr>
</tbody>
</table>

**Mother Tongue ‘B’ Syllabus**

**Grades:**
- Distinction
- Merit
- Pass
- Fail
# Promotion Criteria

<table>
<thead>
<tr>
<th>Stream</th>
<th>Promotion Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express</td>
<td>• Pass <strong>English Language</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>50%</strong> for overall</td>
</tr>
<tr>
<td>Normal (Academic)</td>
<td>• Pass <strong>English Language and 2</strong> other subjects</td>
</tr>
<tr>
<td></td>
<td>• Or Pass <strong>4 subjects</strong></td>
</tr>
<tr>
<td>Normal (Technical)</td>
<td>• Pass <strong>English Language or Math</strong></td>
</tr>
<tr>
<td></td>
<td>• Pass <strong>2 subjects in total</strong></td>
</tr>
</tbody>
</table>

*Information available in Student Handbook pg 33*
Criteria for consideration:

- **Academic performance**
  - Min. requirement: Overall average of **70% for all subjects**
  - Good performance for Core Subjects (EMS)
  - Positive character traits and attitude towards learning
  - Consistency of performance
  - Evaluated on a case-by-case basis
Distinctive Programmes

Applied Learning Programme (ALP)

Critical and Inventive Thinking through Media Literacy

Learning for Life Programme (LLP)

Developing Community Leaders through VIA And Outdoor Education
School’s Distinctive Programme

- piloted in the Humanities
- helps students see applied links between classroom learning and the real world
- engages students in authentic tasks that mimic the real world
- helps students connect knowledge across disciplines such as Humanities, English Language, and Aesthetics
- focuses on developing students’ media literacy
Media Literacy (MEL) lessons through:

- **Media Reception**: the ability to evaluate information for **accuracy and reliability**
- **Media Creation**: the ability to create **media products** (e.g., videos, infographics) to convey a **message/idea** to a target audience
- **Digital Productivity**: the ability to use productivity tools to **collaborate** on projects effectively

---

**Applied Learning Programme (ALP)**

Critical and Inventive Thinking (CIT) through Media Literacy (MEL)

<table>
<thead>
<tr>
<th>Semester 1 (January to May)</th>
<th>Semester 2 (June to November)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly History (HE) lessons</td>
<td>Weekly Geography (GE) lessons</td>
</tr>
</tbody>
</table>

**Media Literacy (MEL) lessons through:**

- **Media Reception**: the ability to evaluate information for accuracy and reliability
- **Media Creation**: the ability to create media products (e.g., videos, infographics) to convey a message/idea to a target audience
- **Digital Productivity**: the ability to use productivity tools to collaborate on projects effectively

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**A Balanced Approach to Assessment**

<table>
<thead>
<tr>
<th>Express and Normal (Academic) History and Geography</th>
<th>Normal (Technical) Social Studies (SS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment for Learning (AfL) [65%]: Continual Assessment (CA): Homework, project tasks, assignments</td>
<td>AfL: Pass/Merit/Distinction CA: Coursebook</td>
</tr>
<tr>
<td>Assessment of Learning (AoL) [35%]: Semestral Assessment (SA): Examination</td>
<td>SA: Performance Task</td>
</tr>
</tbody>
</table>
Learning Opportunities:

- participate in field trips/learning journeys to learn more about media literacy and the media industry

- participate in enrichment workshops and competitions for development and exposure

- undertake media-related modules with Polytechnics/Institutes of Education (ITE) that can be counted towards Polytechnic/ITE admission

Sembawang Secondary students presenting to the public and achieving overall 3rd in IDA Infographics Challenge, amongst the top three with RI and NUS High.
Learning for Life Programme (LLP)
Developing Community Leaders through VIA and Outdoor Education

School’s Distinctive Programme

- Part of the total curriculum
- Provide students with real-life experiential learning to develop
  1. Character and Values
  2. Strengthen people skills
  3. Instil a sense of rootedness and responsibility for the community
- Encapsulate the school’s vision “Inspiring Leaders, Active Contributors”
- Nurturing Student Leaders who are
  - Innovative in problem solving
  - Confident and effective in communication
  - Caring for their peers and the community
Student Development

- Character and Citizenship Education (CE, VIA, CCE)
- Student Well-being
- Student Management
- Student Leadership
CCE Experience

Citizenship Education

Culture of Care

Social & Emotional Learning (SEL)

Social, Emotional & Mental well-being of our students

Education & Career Guidance (ECG)

Sexuality Education (SEd)

Cyber Wellness
Student Well-being

• Year Head Structure
• Counselling support (2 trained counsellors)
• Support for students with special education needs:
  – Teachers attend training
  – Information from parents will be helpful
• Partnership with external agencies
Our School Counsellors

Sec 1, 3

Sec 2 & 4/5
Student Management

**Discipline with Dignity**
- to develop **respect for self and others**
- to understand that life is about making **responsible choices** and taking responsibility for our choices.

**Restorative Approach**
- proactive approach towards **building positive relationship**
- towards a school-wide approach
- encouraging student participation
- Develop self awareness through **reflective** approach

**Circle Time**
- promoting positive **social environment** in classroom
- develop **effective communication**
- developing **self respect** and **respect for others**
Objective

PHYSICAL
Conducive environment and appropriate programmes to engage students after school hours

EMOTIONAL
Encourage emotional connection and relationship with peers and adults

SOCIAL
Increase students’ sense of belonging and purpose

Open on
Mondays and Thursdays
ASE Activities and Programmes

- Team building Activities
- “Recharge” Programme by Adam Khoo
- Laser Tag at ORTO
- Fund-raising project for Touch Community for Independent Learning
- Sports Programme “Jutisu”
- I-Fly Learning Journey
- Forest Adventure@Bedok
- Luge @ Sentosa
Student Leadership

- CCA Leaders (CCAL)
- Student Councillors (SC)
- ICT Ambassadors (ICTA)
- Green Ambassadors (GA)

Community Of Leaders

- CCE Ambassadors (CCEA)
  VIA, CE Ambassadors

- Class Leaders (CL)
  - Chairperson
  - Vice Chairperson 1
  - Vice Chairperson 2

- Special Project Leader (SPL)

- Class Green Ambassadors
3 Key Messages

- What you are doing here is important
- You can do it
- I am not giving up on you even if you give up on yourself
Keeping in Touch

• Reaching you

  – Website (announcements on main page): http://www.sembawangsec.moe.edu.sg

  – Term letters from the Principal

  – SMS Broadcast
Keeping in Touch

• Reaching us
  – Tel: 6 756 6760
  – Email: sembawang_ss@moe.edu.sg

• Main point of contact: Form Teachers
Co-Curricular Activities

Mr Janarthanam Subramaniam
HOD PE/CCA
Providing a Holistic Education for Students

Develop
- Holistically
- Skills & Competencies
- Self-directed learners

Inculcate values
- Resilience
- Discipline
- Spirit of service

Recognise
- Diverse interest
- “Home-School-Community Approach”
CCA Policy

- Compulsory participation in ONE CCA
- CCA Attendance Linked to CONDUCT GRADE
  - Failure to attend CCA regularly will result in Fair/Poor Grade for Conduct
- Fair Grade will translate to no awards for Edusave awards and other benefits.
LEAPS 2.0

• 4 domains has **levels of attainment**: 1 - 5

- Participation
- Achievement
- Leadership
- Service
## Computation of CCA Grade

<table>
<thead>
<tr>
<th>Co-Curricular Attainment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong> (2 Bonus Points)</td>
<td>Student should have attained a minimum Level 3 in all four domains with at least Level 4 in one domain.</td>
</tr>
</tbody>
</table>
| **Good** (1 Bonus Point) | Student should have attained a minimum Level 1 in all four domains with any one of the following:  
  i. At least Level 2 in three domains;  
  ii. At least Level 2 in one domain and at least Level 3 in another domain;  
  or  
  iii. At least Level 4 in one domain. |
| **Fair** | Student has not met the minimum criteria for a Good co-curricular attainment. |
Qn: How do CCA points help my child in qualifying for JC or polytechnic education?

Student must meet the JC requirement first. CCA Level of Attainment (Excellence) is used as 2 bonus points for entrance to JC

- Participation, Attendance, role and achievements of the child in his/her CCA will determine his/her CCA Level of Attainment.
Recognition of CCA Attainment
E.A.G.L.E.S Award

Edusave Award for Achievement, Good Leadership and Service
How to Support My Child’s Holistic Development
• Role of Parents in the holistic development of your child

– **Reinforcement** of values, life skills, interests and strengths **at home**
SMB House System

- To provide for **mass participation**
- To develop **Champions of Character** and display the Characters of Champions.
Student Health Advisor Programme

- Fully supported by MOE
- Managed by a trained nurse, Ms Vani
- Provide guidance and advise on health-related issues to students
- An opt out form
- Available on Wed, Thu and Fri
## Room Allocation for FT Interaction

<table>
<thead>
<tr>
<th>Class</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1EX1</td>
<td>C3-05 - EL Resource Room</td>
</tr>
<tr>
<td>1EX2</td>
<td>Learning Hub</td>
</tr>
<tr>
<td>1EX3</td>
<td>Craft &amp; Tech Room</td>
</tr>
<tr>
<td>1EX4</td>
<td>Staff Development Centre</td>
</tr>
<tr>
<td>1EX5</td>
<td>Cyberlab</td>
</tr>
</tbody>
</table>
Thank You