St. Joseph’s Institution
Looking Forward Since 1852

THE SJI EDUCATION
YEAR 1 - 4
(O LEVEL PROGRAMME & INTEGRATED PROGRAMME)
MISSION
Enabling youth in a Lasallian community to learn how to learn and to learn how to live; empowering them to become men and women of integrity and men and women for others.

VISION
A mission school of choice, recognised for values-centred education and learning driven by passion, that nurtures persons to make a difference in society.

LASALLIAN CORE VALUES
Faith, our foundation
Service, our way
Community, our support

The Founder’s statue:
Standing tall on the second floor and overlooking the school field, this statue is a replica of the original at the former SJI (now known as the Singapore Art Museum) at Bras Basah Road. The outstretched arm of St John Baptist de La Salle and his benevolent expression towards heaven is to inspire the Lasallian fraternity to teach and care for young people, to meet failure and frailty with compassion, and to affirm, strengthen and heal so as to gain every Josephian’s salvation. This iconic statue is seen in Lasallian organisations around the world and represents the mission of the Founder and the Lasallian family to provide education for all, especially the poor.
St. Joseph’s Institution (SJI) is a Catholic school founded in 1852 by the Brothers of the Christian Schools or the De La Salle Brothers. SJI was the first missionary establishment of the Brothers of the Christian Schools in the Far East. The school owes its establishment to Reverend Father Jean-Marie Beurel, a French priest who was working in Singapore in the 1840s.

On 22 July 1852, SJI (previously named as St. John’s School) started as a free school for boys at Bras Basah Road which depended on the support of the public. As the enrolment for the school had increased significantly, the cornerstone of the expansion was laid on 19 March 1855 (Feast of St Joseph). With the laying of the cornerstone, the name of the school was changed to St. Joseph’s Institution.

SJI offers its secondary school boys a dual track education comprising an ‘O’ Level programme and an Integrated Programme (IP). The ‘O’ Level track is a 4-year programme leading to the GCE ‘O’ Level examinations at the end of Year 4. The IP track is a 6-year programme leading to the International Baccalaureate Diploma Programme (IBDP) in Years 5 & 6. The 2-year pre-university IBDP admits boys and girls (co-education).

As an institution of learning, SJI aims to educate the whole person. An SJI education focuses on nurturing our students to learn how to learn and to learn how to live, so that they can be empowered to grow into Men of Integrity and Men for Others. We operate based on the values of Faith as our foundation, Service as our way, and Community as our support.

Hence, our broad-based academic curriculum integrated with a comprehensive student development curriculum focuses on providing our secondary school boys a balanced and holistic education with a strong emphasis on character formation and leadership development. We develop each boy according to his talent and interest, so as to prepare him for the real world beyond school. We not only want our students to acquire the necessary knowledge, skills and dispositions that will prepare them well for post-secondary education and the future but also the disposition and capacity to be able to live a meaningful life driven by passion in the service for others.
## Outcomes of an SJI Education: The Josephian

### Service
To have a spirit of zeal to reach out to those who are the last, the lost and the least

### Faith
To have a belief in oneself and in others because of the belief that God has blessed others and oneself with gifts and talents

### Community
To have a spirit of fraternity to work together and by association in all that we do

### Men & Women of Integrity

**Servant Leader**
As an individual and with a community, leads with faith and zeal, through service, while placing the needs of others before self

**Driven by Faith**
Has belief, resilience and independence of spirit to take risks
Not afraid to discover and develop personal vocation

**Self-Directed Learner**
Seeks intellectual, physical, emotional and spiritual balance
Nurtures curiosity for inquiry and research
Learns independently and with others
Acquires in-depth knowledge
Learns with enthusiasm and throughout life

**Critical Thinker**
Integrates critical and creative thinking
Exercises initiative in making reasoned, ethical decisions

**Reflective**
Gives consideration to learning
Understand strengths and limitations
Takes action only after thoughtful deliberation

**Principled**
Thoughts, words and actions are integrated and consistent with values, beliefs and principles
Takes responsibility for actions and their consequences
Acts with a strong sense of fairness and justice

### Men & Women for Others

**Driven by Passion**
Passionate about what one does
Approaches life and work with a sense of purpose

**Community Builder**
Works effectively and willingly in collaboration with others
Open to the perspectives, values and traditions of other individuals and communities
Seeking and evaluating a range of points of view, and is willing to grow from the experience

**Effective Communicator**
Expresses oneself confidently and creatively, attuned to needs of their audiences
Listens with deep empathy

**People-Centred**
Shows compassion and respect others
Commitment to service
Cares for others and acts to make a positive difference in the lives of others and in the world

**Making a Difference to Humanity**

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**Community**
To have a spirit of fraternity to work together and by association in all that we do
Respectful of each boy’s ability and pace of development, transfer is possible between these programmes:

**‘O’ LEVEL PROGRAMME (OP)**

A 4-year curriculum leading to the GCE ‘O’ Level Examinations.

**INTEGRATED PROGRAMME (IP)**

A 6-year curriculum that bypasses the GCE ‘O’ Level Examinations, leading directly to the International Baccalaureate Diploma Programme (IBDP) in Years 5 and 6.

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**DUAL TRACK PROGRAMME**

University

- **JC/Polytechnic**
  - Year 4 OP
  - Year 3 OP
  - Year 2 OP
  - Year 1 OP

- **Year 4 IP**
- **Year 3 IP**
- **Year 2 IP**
- **Year 1 IP**

- **Year 5 IBDP**
- **Year 6 IBDP**

- **Boys And Girls**
- **Boys only**
The Levels of Learning is the core framework behind the Cognitive Development component of an SJI education. It describes the Josephian student as moving from foundational subject-based knowledge, to extending learning by adopting an inquiry-mindset motivated by interest and passion, and eventually making use of this knowledge in service to community in authentic settings.

While the Levels of Learning are designed with the IBDP in mind, all SJI students at the Lower Secondary years will have a chance to participate in all 3 Levels of Learning.
A broad-based curriculum comprising languages, humanities, sciences and mathematics which provides a strong foundation for exploring interests and talent, and for further studies in the IBDP for the IP boys, and flexibility for IBDP or ‘A’ Level for the ‘O’ Level Programme boys.

At upper secondary level, most students offer an 8 subject combination.

<table>
<thead>
<tr>
<th>‘O’ Level Programme (OP)</th>
<th>Integrated Programme (IP)</th>
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<tbody>
<tr>
<td><strong>Year 1 – 2</strong></td>
<td><strong>Year 3 – 4</strong></td>
</tr>
<tr>
<td>• English (English Language &amp; Literature)</td>
<td>Compulsory:</td>
</tr>
<tr>
<td>• Mother Tongue Languages (Higher/Express)</td>
<td>• English (English Language &amp; Literature)</td>
</tr>
<tr>
<td>• Geography</td>
<td>• Mother Tongue Languages</td>
</tr>
<tr>
<td>• History</td>
<td>• Humanities (History &amp;/or Geography)</td>
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<tr>
<td></td>
<td>• Integrated Mathematics</td>
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<td></td>
<td>• Chemistry</td>
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<tr>
<td></td>
<td><strong>Electives:</strong></td>
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<tr>
<td></td>
<td>• Sciences (Biology &amp;/or Physics)</td>
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<tr>
<td></td>
<td>• Humanities (History or Geography or English Literature)</td>
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<tr>
<td></td>
<td>• Arts (Visual Art or Music) (Higher/Express)</td>
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<tr>
<td><strong>Compulsory:</strong></td>
<td><strong>Electives:</strong></td>
</tr>
<tr>
<td>• English Language</td>
<td>• Sciences (Biology &amp;/or Physics)</td>
</tr>
<tr>
<td>• Mother Tongue Languages (Higher/Express)</td>
<td>• Humanities (History or Geography or English Literature)</td>
</tr>
<tr>
<td>• Humanities (Social Studies &amp; Geography or History)</td>
<td>• Arts (Visual Art or Music)</td>
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<tr>
<td>• Mathematics</td>
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<tr>
<td>• Additional Mathematics</td>
<td></td>
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<tr>
<td>• Chemistry</td>
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Building Understanding of the World Through Inquiry and Nurturing a Sense of Wonder and Curiosity

**Academic Discovery Modules (ADM)**
To inquire about the world or the self through a process guided by teachers. This process will get students to adopt lenses of the discipline in order to answer essential questions. As an example, this will give them opportunities to think and act like a scientist or historian.

**Independent Study Modules (ISM)**
To inquire about a topic of great interest through an independent research. Students get to pose any inquiry questions (E.g. What kind of lives do celebrities lead? Why do frogs croak after rain?) which may arise in their daily lives, and go through an independent research process to answer these questions. They will then do an oral presentation in order to communicate their learning.

**Josephian Innomakers Programme (IP 1 & 2)**
The Josephian Innomakers Programme is offered to all SJI Integrated Programme students starting in 2019. It aims to provide students with the opportunities and platforms to learn through play, and through this playful learning, learn to be agents of change by innovating in service to the community. Creative Problem Solving framework and Design Thinking will be integrated in the curriculum to encourage students to Think, Make, Do and Share. Students will be introduced to the 21st-century workplace as they learn skills like coding, building robots, 3D printing, video-making and cardboard modelling. Skills and dispositions aligned with the IBDP Approaches to Learning (AtL) will be developed as the learning experiences challenge students to communicate, collaborate, self-manage, research, and think creatively as well as critically.
Systemic Inquiry to Address Issues or Problems in Service to Community

Curriculum+ (OP 3 & 4)

Curriculum+ aims to develop and to prepare our students to be ready for a dynamic and complex world through living the Josephian mission. The three main broad components are:

<table>
<thead>
<tr>
<th>Self Development</th>
<th>Skills Focus</th>
<th>Making Connections</th>
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<tbody>
<tr>
<td>Strengthening social-emotional competencies of resilience, self regulation and confidence</td>
<td>Honing future-ready skills of problem solving, critical thinking and creativity</td>
<td>Enhancing community-mindedness through collaboration and service orientation.</td>
</tr>
</tbody>
</table>

To be ready for a dynamic and complex world through living the Josephian mission.

Skill Focus
Future ready skills of problem solving, critical thinking and creativity.

Self Development
• Self Discovery
• Self Confidence and Belief
• Strengthen social and emotional competencies

Making Connections
Enhancing community-mindedness through collaboration and service orientation.
Applied Learning (IP 3 & 4)
Offered only to Upper Secondary IP students, the modules under ‘Applied Learning’ aim to prepare students for the IBDP Extended Essay (EE). It offers in-depth study to promote high-level research and writing skills, intellectual discovery and creativity. Students will have the opportunity to write research papers under guidance.

Signum Fidei Programme* (IP 3 & 4)
An in-house innovation and thinking programme to empower SJI students to deal with complexity, diversity and rapid changes, so that they can make a difference in our globalized world.

<table>
<thead>
<tr>
<th>Interdisciplinary</th>
<th>Readiness for 21st century</th>
<th>Active Learning</th>
<th>Community Engagement</th>
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<tbody>
<tr>
<td>Integration of disciplinary knowledge and skills from two areas of studies in the production of innovative ideas for real life situation</td>
<td>Cultivate a deeper understanding of learning skills and know how to apply them in meaningful contexts</td>
<td>Experiential Learning (Design Thinking framework) where students work with local organizations and partners to solve real life issues</td>
<td>Engaged citizenry through self-initiative projects for the community</td>
</tr>
</tbody>
</table>

This programme provides an experience-based education for our students and serves as a catalyst for student learning through passionate pursuit of innovation and design ideas with a multi-disciplinary mindset. It also aims to provide opportunities for students to address social issues in Singapore and learn the process of deliberating and actualising their plans on issues of local and global significances.

*subjected to changes
In SJI we aspire to educate and graduate young people who have integrity and a desire to serve others. Ethics, values and character development are hallmarks of an SJI education. Through the co-curricular activities, outdoor and leadership education, the unique SJI Religious & Moral Education (RME) and Personal & Social Education (PSE), SJI boys are nurtured to become men of integrity and men for others.

Religious & Moral Education (RME)

Religious & Moral Education aims to form the SJI boy in his human development, to nurture and integrate his self as he grows through building self-awareness, self-management and decision-making competencies. The programme has Catholic and humanistic options. It is conducted concurrently.

Personal & Social Education (PSE)

Personal & Social Education empowers the SJI boy to move out of his self-centredness to reach out to others through his acts of charity especially to the last, the lost and the least. In time, he learns to understand the injustices in society, and to hopefully make a difference to building a community based on justice and peace.
At SJI, we recognize that every boy has the potential to lead. The school provides a wide range of opportunities and levels for our boys to exercise leadership. This includes taking up leadership roles in the Student Council, the Prefectorial Board, the Class Committee, as well as within CCAs.

Our boys are provided with training at the different levels to enable them to be effective in their leadership role. Every boy who aspires to hold the top school or leadership positions in school or co-curricular activities is required to attend the Lasallian Leadership Training Camp.

In SJI, we expect every student to transmit the Lasallian values of Faith, Service and Community to his fellow Josephians. This is why SJI desires that each student becomes a Servant Leader. He is encouraged to serve and lead others to add value to our school and society, to friends and families. He takes a holistic approach to work, promotes a sense of community and shares responsibility in decision-making.
Co-curricular activities (CCA) play an important part in the all-round development of each boy and enables him to actively participate in the life of the school community. These activities promote service, teamwork, leadership, group and self-discipline, loyalty, healthy living and sportsmanship.

Every Josephian is expected to develop and use his talents for his personal development, as well as for the service of his school and the wider community.

<table>
<thead>
<tr>
<th>Sports &amp; Games</th>
<th>Uniformed Groups</th>
<th>Performing Arts</th>
<th>Catholic Groups #</th>
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</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>National Cadet Corps (Air)</td>
<td>Drama Club</td>
<td>Legion of Mary</td>
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<tr>
<td>Badminton</td>
<td>National Cadet Corps (Land)</td>
<td>Guitar Ensemble</td>
<td>Society of St Vincent de Paul</td>
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<tr>
<td>Canoeing</td>
<td>National Police Cadet Corps</td>
<td>SJI Military Band</td>
<td>Young Christian Students</td>
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<tr>
<td>Fencing</td>
<td>St John Brigade</td>
<td>SJI Pipe Band</td>
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<tr>
<td>Football</td>
<td>St Joseph’s Pelandok Scouts</td>
<td>SJI Vocal Ensemble</td>
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<tr>
<td>Hockey</td>
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<td>Chinese Cultural Society*</td>
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<td>Judo</td>
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<td>Indian Cultural Society*</td>
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<td>Rugby</td>
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<td>Malay Cultural Society*</td>
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<td>Sailing</td>
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<td>Squash</td>
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<td>Table-Tennis</td>
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<td>Tennis</td>
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* 2nd CCA

# Compulsory for all Year 1 Catholics as a 2nd CCA
SJII’s Adventure Camps & Expeditions (ACE) are an integral part of our total education curriculum. The objectives of the camps and expeditions are to promote physical fitness, self-confidence, self-reliance, teamwork and leadership through a series of well-planned and challenging experiences.

**Year 1 Orientation Camp**
The Year 1 camp involves a 2-day 1-night stay on the school premises. The objectives are to orientate our new students to the tradition of the school, to acquaint them with each other through a series of organised games and interaction activities. The team of teachers running these camps is ably assisted by trained student Peer Support Leaders. This program culminates with a highly charged campfire attended by parents and students.

**Year 2 Adventure Camp**
Although this is categorised as a Year 2 component, it takes place at the completion of the students’ first year in SJII. As they become exposed to the great outdoors, they learn to work with one another as a team and also to develop personal resilience. A series of activities are organised prior to the camp to equip students with the skills and knowledge necessary for their safe and meaningful participation during the camp. These activities include:

- Canoeing Contact Time (a basic kayaking skills orientation)
- Outdoor cooking practice
- Orienteering lessons and practice

**Year 3 Together-and-by-Association Camp (Camp TABA)**
At the beginning of their Year 3 year, because they would have come from different lower secondary classes to form their new class, this camp helps the students to begin to know their new classmates and Form Tutors. During this camp, students take part in team-building activities and getting-to-know one another sessions. Outdoor elements help them to build resilience.

**Year 3 MOE-OBS Challenge Programme**
As part of the National Outdoor Adventure Education Masterplan, the MOE-OBS Challenge Programme seeks to develop ruggedness, resilience, and build cohesion amongst youths. The programme comprises a series of school-based Physical Education and Character and Citizenship Education lessons facilitated by teachers as well as a 5-day expeditionary course at Outward Bound Singapore (OBS).

**Enduring Journeys and Expeditions**
We regularly organise expeditions for Year 2 and 4 students annually. Participation is voluntary and pre-selection is based on fitness and regular attendance at pre-expedition training sessions. Our boys have been to several exotic locations in Asia such as Krabi in Thailand, Bohol in the Philippines, Southern Islands of Singapore and Endau-Rompin in Malaysia.
International Experience Programme

All Year 3 students have the opportunity to propose, design, plan and execute an overseas project. In line with SJI’s mission, students will have the chance to be involved in service work with communities beyond the shores of Singapore. Activities include interacting and helping in the education of young children, environmental work, assisting in the refurbishment of buildings of schools or organisations with established links with SJI. All these allow the broadening of the minds of our students as they gain insights about themselves and others as they learn to empathise with these communities outside Singapore.

Our students are also enabled to become responsible global citizens who help create a better and more peaceful world through intercultural understanding and respect, with special attention to the last, the lost and the least.
Boys are admitted into Year 1 at SJI based on the merit of their PSLE T-scores. Through Direct School Admission (DSA), boys with talents in sports can be admitted into the Year 1 O-level Track, while those who are academically talented with special passion and/or have talents in sports, the arts and leadership can be admitted into the Year 1 Integrated Programme Track.

Boys can also seek admission into Year 3 Integrated Programme Track by DSA.

**Admission By Direct School Admission (DSA)**

DSA is a scheme which gives SJI the flexibility to select students for admission based on a recognition of more diverse range of achievements and talents than just results achieved at national examinations.

SJI is committed to developing every student beyond academic talents. We seek to also develop their non-academic talents. This commitment underlies SJI’s approach towards the Direct School Admission (DSA) Exercise. Year 1 students can be admitted under the talent domains of:

- innovation
- leadership
- visual art
- music and
- sports

This approach is aligned to the school’s belief that every student brings a gift to school where it can be developed for the common good in society. It is also aligned with the school’s mission to always look out for the last, the lost and the least.

For more information, visit [www.sji.edu.sg/admission](http://www.sji.edu.sg/admission).
Elliot Ng Shao Han (IP Class of 2015/IB Class of 2017):
“...SJI is a family, a community filled with people I have shared what will be some of the best days of my life with. The bonds between not just the students but staff as well, are truly special and the nature of this community is such that everyone is accepted for who they are and everyone feels a sense of belonging. What I treasure most in my days in SJI are the unforgettable and legendary experiences and memories I have had with my friends in SJI.”

Noah Joel Lopez (OP Class of 2015/IB Class of 2017):
“The hallmark of a Josephian is that he uses his education for other people, where he shares unconditionally and without hesitation. Everything received in SJI is a gift that is meant to be shared in the world, for we are entrusted with a mission to bring mercy, joy and hope to humanity.”

Chew Kai Ming (IP Class of 2015/IB Class of 2017):
“The Josephian Spirit is very much alive in SJI - it is a combination of each and every of our own unique experiences and the combination of each and every individual’s unique strengths to cover each other’s weaknesses to progress forward together as a community.”

Haris Bin Dzulkifli (IP Class of 2016/IB Class of 2018):
“As a Muslim, I think SJI has done what they can for us to practice our faith. We are allowed to leave classes earlier for our Friday Prayers, and during our fasting month for Ramadan, we would be excused from vigorous activities such as PE. Furthermore, during classes like Religious Moral Education, SJI still provide classes for the non-catholic students like me and we are able to learn about moral values. This has really benefitted me as I had the chance to learn more about the right moral values.”

Neil Bhargava (IP Class of 2016/IB Class of 2018):
“SJI gives a unique sense of community, and this is an environment where students can count on others for help. I am grateful for the opportunities that SJI has given to me to serve and the chances to try something different. SJI aims to teach students the value of faith, and this is one of the strongest impressions I have of the school. Besides faith in God, we are also reminded about the need to have faith in ourselves and others.”

Joshua James Chong (OP Class of 2017):
“SJI has allowed me to balance and excel in both my studies and sport through the constant support and encouragement provided by the people around me, both friends and teachers. It is a unique and welcoming home to all and is a place like no other.”

Koh Boon Kiat (OP Class of 2018):
“SJI really helped me deepen my faith in God and given me many opportunities to learn more about my faith. With Catholic CCAs, pilgrimages and overnight camps, I was provided with many chances to bond with my friends and spend time with God. SJI has inspired me to do many things. It has motivated me to become closer to God, understand his works, and live Jesus in our hearts forever.”

Ernest Ang Boon Khiong (IP Class of 2018):
“SJI is a place to experience. To experience whatever life has to offer and be enriched by these experiences and the people who are alongside with you. To experience the bonds forged by faith, service and community. To experience the hardship and pain as you break through your physical and mental limits and then feel the satisfaction and glory when you accomplish great things. SJI is a journey, come and experience it.”

More stories at [www.sji.edu.sg/my-sji-story](http://www.sji.edu.sg/my-sji-story)
CONTACT SJI

School Fees
For more information, visit www.sji.edu.sg/fees.

Scholarships and Awards
For more information, visit www.sji.edu.sg/scholarships.

Contact SJI
For more information on SJI and its programmes, visit www.sji.edu.sg.

For enquiries, please email us at:
General enquiries: contact@sji.edu.sg
Admission matters: admissions@sji.edu.sg
"Live by the spirit of faith."

~ St. John Baptist de La Salle

The 'Spirit of SJI' sculpture (at Brother Solomon Ledera Block). This 1998 sculpture by Brother Joseph McNally is an artistic interpretation of the masthead of the ship - La Julie - that brought the first six La Salle Brothers to Singapore in 1852. The figure represents a Brother in his habit. Located at the roundabout in the carpark, the statue greets every visitor with open hands, welcoming everyone to experience the Lasallian mission for themselves. The robe transitions naturally into a spiralling wave, reminding us of the immense sea of potential each student has and the role the Brothers play in nurturing that potential.
ST. JOSEPH’S INSTITUTION
A School of the De La Salle Brothers

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