2025
Secondary One Parent Engagement

Scan the QR code to ask a question.

7 February 2025

Programme

- Welcome Address by Principal – Mrs Grace Chua

- Student Well-being by YHLS – Miss Parvin

- Transition Support by SENO & SC – Ms Lorraine Teo & Ms Atiqah

- PE & CCA Matters by HOD PE&CCA – Mr Amir Hamzah

- PDLP & ICT Matters by HOD ICT – Mr Chua Khoon Wee

- Q & A

Welcome Address

Principal
MrsGrace Chua

SCHOOL VISION
Confident Learners , Caring & Resilient Citizens

SCHOOL MISSION
Inspiring Lives • Nurturing Talents • Realising Dreams

Strategic Foci:

1. **Quality Learning through Skilful Design & Delivery**

2. **Character Building through a Holistic Education**

3. **Forging Synergistic Partnerships with Parents & the Community**

SCHOOL VALUES
Pride • Responsibility • Integrity • Zeal • Empathy (PRIZE)

HOLISTIC EDUCATION @ PRSS

Holistic Development @PRSS

Healthy Individuals

Physical
Physically competent with skills, aptitude & attitude to maintain a healthy lifestyle

Cognitive
Inquisitive, motivated, reflective, innovative learners who think critically

Intellectual capacity to navigate life's complexities & bring positive change

Aesthetic
Ability to communicate thoughts, ideas, feelings thro' visual and performing arts

Balanced & Creative Individuals

Confident Learners Caring & Resilient Citizens

Individuals with Integrity, Pride, Resilience and loyalty To Singapore

Social & Moral
Resilient and own their learning, rooted citizens with moral courage and integrity

Morale
Interests, inclinations and aspirations are nurtured and realised

Leadership
Effective leaders who are good communicators, inspiring others to bring about positive change

Active Citizens who make a Difference to the community

Individuals with Purpose and Zest in Life

CCAs

Strategic Directions

- **Future-Ready Education**: fostering life-long learning habits, developing critical thinking and creative problem-solving skills, preparing students to adapt to a rapidly changing world

- **Holistic Education** : focus on acquiring skills and dispositions, grow EQ and adaptability

- **Harnessing Tech Integration** : cater to individual learners and diverse learning needs and contexts. High ability learners may benefit from advanced tech but in-need learners may require deeper engagement and stronger socio-emotional support before suitable tech solutions are introduced. Teachers' judgement must bridge what tech provides and what students need

- **Mental wellness**: Students' well-being & **Agency (3Cs– Create, Connect, Contribute)**

Grow Well SG initiative

A. **Eat Well** - Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.

B. **Sleep Well** - Rest for success. Healthy sleeping routines can improve concentration, mood and physical development.

C. **Learn Well** - Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.

D. **Exercise Well** - Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

Source: local cohort studies GUSTO(Growing UP in Sg Towards Healthy Outcomes) and SG longitudinal Early devt study)

SCHOOL HOURS

	Morning Assembly students are to be seated in classrooms/parade square by:	Ending Time In general, Sec 1 classes end at:
Mon	8.30am	2.20pm
Tues	7.30am	2.00pm
Wed	7.30am	2.00pm
Thur	7.30am	2.00pm
Fri	7.30am	12.40pm

School starts late (0830) on every Mon
Recess: 40 mins (1040 – 1120 on Mon; 1000 – 1040 on Tue - Fri)
Snack break: 1240 - 1300 on (Mon), 1200 - 1220 on Tue - Fri

For Even Week (starting 14 Feb) : Monday to Thursday same as above, Friday is designated as a Blended Learning Day.

Your child's timetable will be available on the school website in the 1st week of school.

Independent study periods

What should students do during Independent Study?

▶ Students can use this time to consolidate learning, catch up on homework/projects and/or do research.

▶ Students can also take a break from studying to read, play a game of chess/scrabble in the library and/or read.

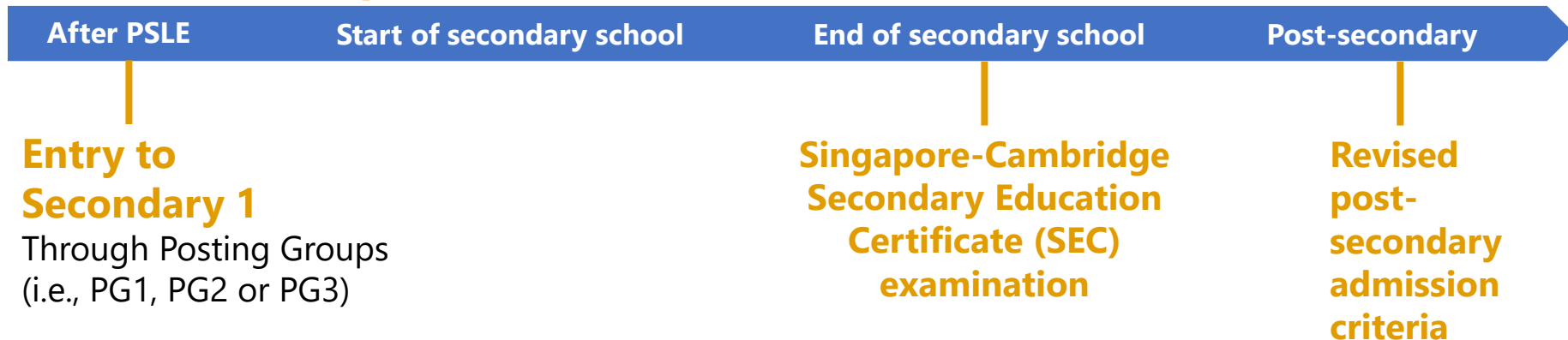Where can they go during Independent Study periods?

▶ Proceed to library (inside/outside) for self-study

▶ **or** stay in class

Our SDT do walkabouts during IS.

Overview of Full SBB

Secondary school experience

1. Mixed form classes upon entering secondary school
2. Common curriculum subjects at lower secondary
3. Subjects to be offered at G1, G2 or G3, mapped from the standards of the N(T), N(A) and Express subject levels respectively
4. Greater flexibility to offer subjects at various subject levels
5. Shift away from stream-based subject offerings

After PSLE	Start of secondary school	End of secondary school	Post-secondary

Entry to Secondary 1
Through Posting Groups (i.e., PG1, PG2 or PG3)

Singapore-Cambridge Secondary Education Certificate (SEC) examination

Revised post-secondary admission criteria

Progression to Secondary 2

- All students will generally progress to Secondary 2.
  - Teachers will check in with students and parents to discuss the subjects and respective subject levels that best suit the student.

  - Students can offer certain subjects at a more demanding level based on his/her interest and learning progress.

Student Wellbeing

YH Lower Secondary
Miss Parvin
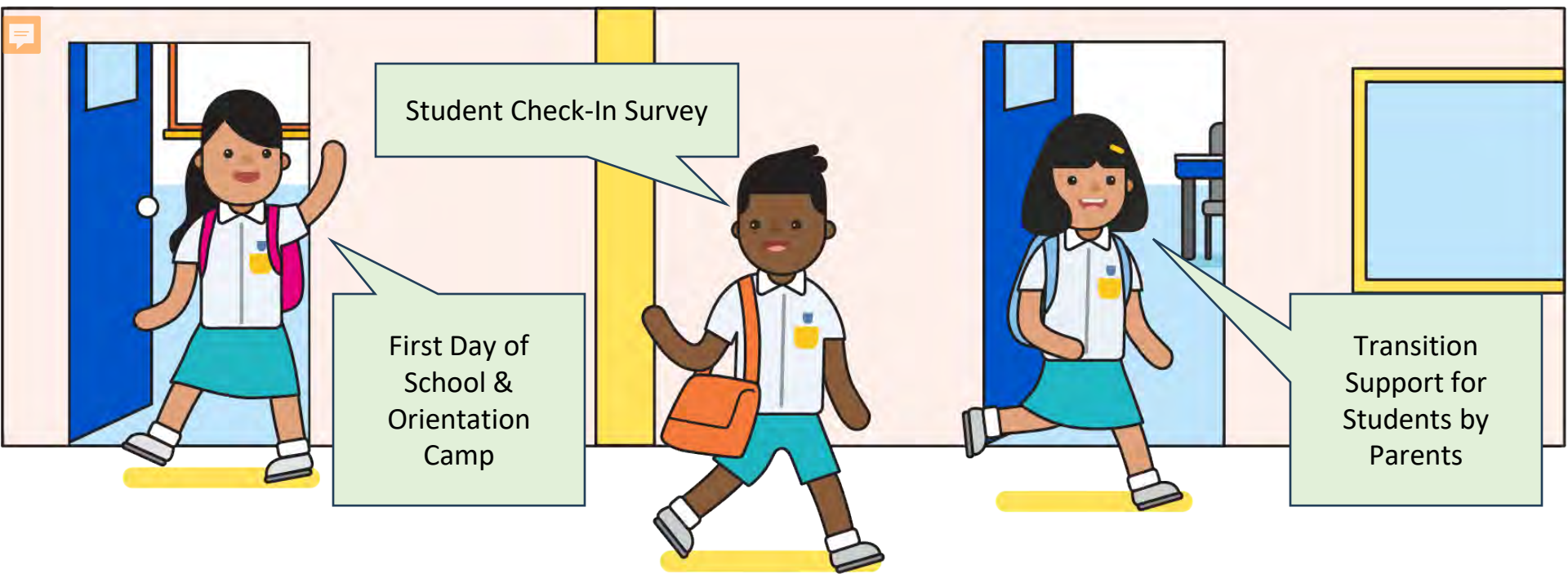
Supporting Secondary 1 Students through Transition

Camp Oneiric
8-10 January 2025

Strong Start, Start Right

- Orientation to new campus

- Setting new goals

- Readiness for secondary school life

- Foster new friendships

- Affiliation to Pasirian culture

- Fun start to new school year

Campus Tour

oneiric

adjective [oh-nahy-rik]

of or relating to dreams.

Teambuilding Games

School Cheers

Parents joined us for Parenting Talk and Campfire Night: Friday, 10 Jan, 6.30-8pm

PRIDE AND RESPONSIBILITY

Campfire Night

Kinball

Student Well-being Check-in Survey

Administered to help HTs:

- Understand students' social-emotional needs, social support network and well-being as they enter the new school year

- Identify students for closer monitoring and support, including those who are having difficulties coping emotionally, facing family-related challenges, or struggling quietly and not reaching out for help.
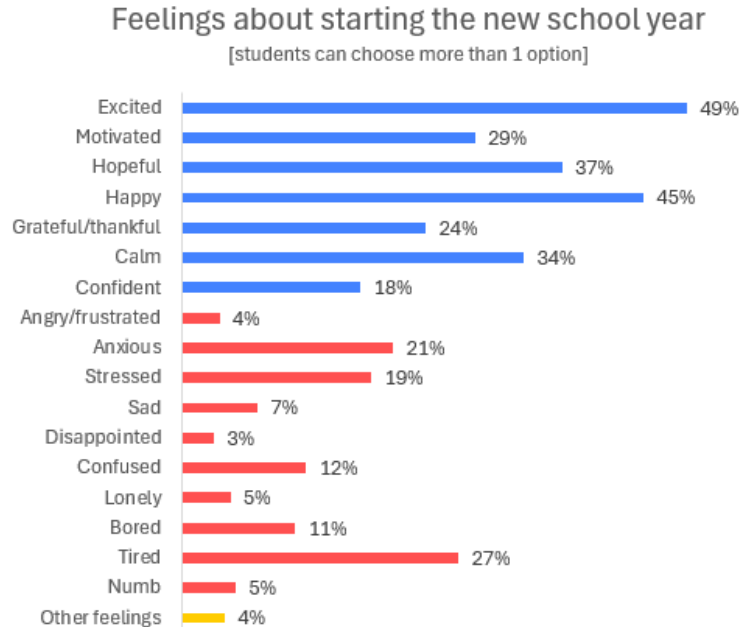
Student Wellbeing Check-in Survey

Students' Feeling about 2025

Top 3 feelings
1. Excited
2. Happy
3. Hopeful

Q1: How are you feeling about the new school year?

Feelings about starting the new school year
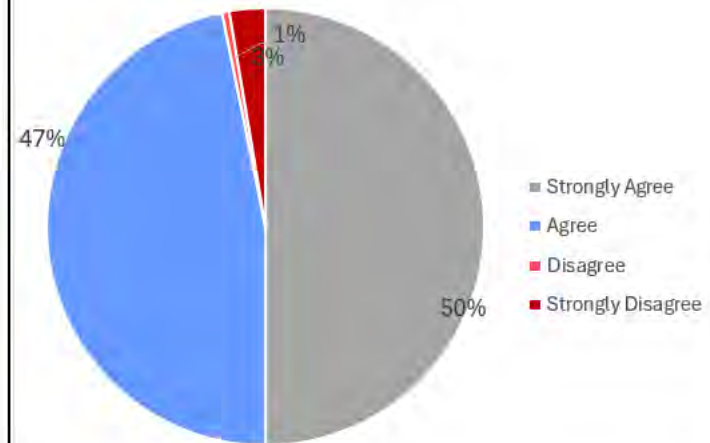[students can choose more than 1 option]

Feeling	Percentage
Excited	49%
Motivated	29%
Hopeful	37%
Happy	45%
Grateful/thankful	24%
Calm	34%
Confident	18%
Angry/frustrated	4%
Anxious	21%
Stressed	19%
Sad	7%
Disappointed	3%
Confused	12%
Lonely	5%
Bored	11%
Tired	27%
Numb	5%
Other feelings	4%

Student Wellbeing Check-in Survey

Q3: I am feeling hopeful about the new year.

Feeling hopeful about the new year

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

0% 0%
30%
65%
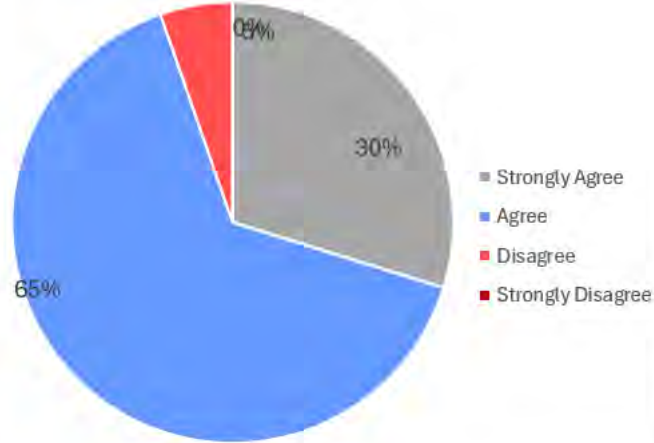
Q5: My family shares a caring relationship.

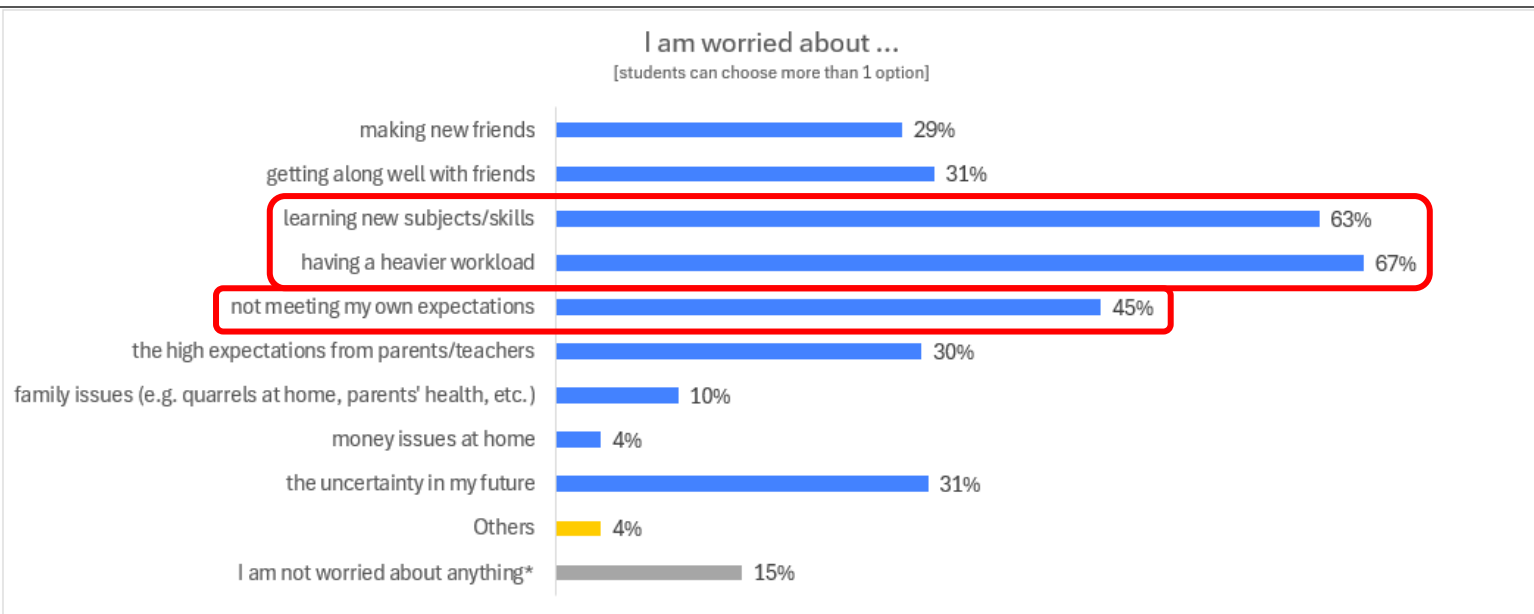Caring family relationship

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

1%
2%
47%
50%

95% of students are hopeful about 2025
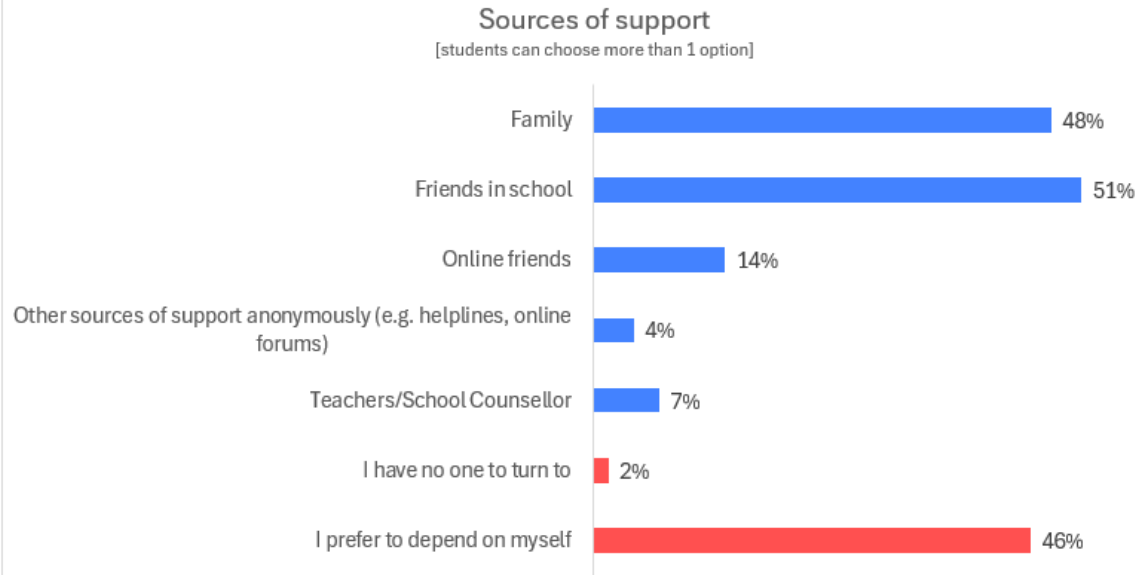97% acknowledged having a caring family relationship

What worries the Sec Ones?

Q7: What are some things you are worried about as you start the new year? [Diagram 1]

I am worried about ...
[students can choose more than 1 option]

Worry	Percentage
making new friends	29%
getting along well with friends	31%
learning new subjects/skills	63%
having a heavier workload	67%
not meeting my own expectations	45%
the high expectations from parents/teachers	30%
family issues (e.g. quarrels at home, parents' health, etc.)	10%
money issues at home	4%
the uncertainty in my future	31%
Others	4%
I am not worried about anything*	15%

* If student had selected at least one worry and still chose "I am not worried about anything", the latter response will not be considered for the purpose of this chart.

Who do they turn to for support?

Q12: Who do you turn to when you feel worried/upset/stressed?

Sources of support
[students can choose more than 1 option]

- Family — 48%
- Friends in school — 51%
- Online friends — 14%
- Other sources of support anonymously (e.g. helplines, online forums) — 4%
- Teachers/School Counsellor — 7%
- I have no one to turn to — 2%
- I prefer to depend on myself — 46%

Follow-ups and support

1. Cohort level program to address issues pertaining to student's concern e.g., assembly programmes and CCE lessons

2. 1-to-1 Student Teacher Conference with your Child

3. Connecting child with buddy/peer support leader

4. Referral for students needing more support to school counsellor, SEN officer, Year Heads or even family service centres

5. Subject Teachers may arrange for 1-to-1 or group consultation with student/s, on needs basis. Students may approach subject teachers if they need help and extra support.

Follow-ups and support

6. Assessment papers (e.g., practice papers, past year papers) will be shared with students during lesson as part of revision and preparation for examination.

7. Parents may contact the teacher/s via email or school to receive updates/feedback on your child's learning.

Support for Students

- Students can approach their Home Teachers, Subjects Teachers & Year Heads for support

- Students can also approach other support staff in the school:

  - 2 School Counsellors (SC)

  - 1 Special Education Needs Officer (SENO)

  - Teacher Counsellors (TC)

  - Teachers trained in Special Needs (TSN)

Support for Students with Special Educational Needs (SEN)

- Transition Support Talk during Sec 1 Camp
- Circle of Friends Programme
- Facing Your Fear Programme
- Regular check-in by teachers and SEN Officer
- Small group / 1:1 sessions with SEN Officer at Sensescape room
- Small group school tour for students with SEN (high needs)

Sensescape Room @ Level 1, Blk A

STUDENT AGENCY & WELLNESS

Student Learning Festival

Wellness Day

Student Forum

After-school engagement programmes to engage students meaningfully after school hours

Youth Clubhouse aims to provide students with a safe and comfortable place to "hang-out" after school hours where they can interact with their friends and teachers, do their self-study or homework and participate in various activities

Operating hours:
Mondays & Tuesdays – 2.30 to 5pm
Fridays – 1245 to 4pm

Basket-weaving
Roller-blading
Candle-making
Drumming
Coffee-making
Music jamming
Diamond-painting
LJ to Birds' Paradise

Gear-Up programme

Student-centric programme design - interests and preferences of students.

Youth worker - additional significant adult support for the students

2025

- Softcopy handbook
- Be self-directed in your pursuit of learning and wellness
- Be responsible for your daily activities
- Learn to manage your daily schedule and plan your study schedule/daily habits
- Use the handbook as a reference and guide

Access via Google Classroom

Student E-Handbook

Student Handbook

PASIR RIS SECONDARY SCHOOL
Confident learners, Caring & Resilient Citizens

WELLNESS TRACKER

January

TERM 1 WEEK 1

SELF-CARE ACTIVITY

S M T W T F S

Social media break

Listen to music

Practise breathing exercises

Eat your favourite meal

Organise your workspace

Write a journal

Do a fun activity/hobby

SLEEP TRACKER

TIME SLEPT   HOURS SLEPT   ENERGY LEVEL

S M T W T F S

Term 1 Week 1 Planner

PRIORITIES

SUNDAY   Date: 5 Jan

MONDAY   Date: 6 Jan

TUESDAY   Date: 7 Jan

WEDNESDAY   Date: 8 Jan

REMINDER

NEXT WEEK

GRATITUDE LIST

S
M
T
W
T

HABIT TRACKER

S M T W T F S

Sleep for 7-8 hours

Drink 8 glasses of water

Had some exercise

Eat healthy meals

Walk outside for 10 mins

2025

Student E-Handbook

What does the handbook contain:

- Discipline rules
- Cyber Wellness
- PDLP CHAMPS Routine
- SIL STAR routine and ALPS framework
- Maintaining Mental Wellness

Student Handbook

PASIR RIS SECONDARY SCHOOL

Confident learners, Caring & Resilient Citizens

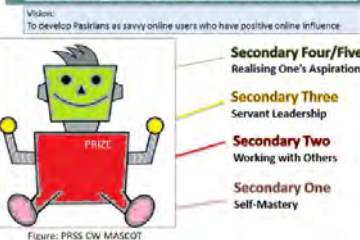**C**harge PLD Fully
- Charge your PLD fully before coming to school

Highlight Issues
- Seek help from ICT Champs
- Inform teachers if necessary
- Approach ICT Office for unresolved issues

Alert in Safeguarding PLD & Belongings
- Do not leave your PLD unattended
- Carry your PLD in a suitable laptop carrier
- Protect your PLD from potential hazards

Manage WiFi, Calendar & Online Lessons
- Check that WiFi is connected to pdlp@ISOE in school
- Actively learn and be self-directed
- Keep track of tasks in Google Calendar
- Complete assignments and activities promptly

Protect Passwords
- Remember your passwords and keep them safe
- Attempt self-reset of passwords first
- Inform your Teacher/ ICT Office after 2 failed tries

Screendown Fully & Pay Attention
- Lower your screens and listen carefully when your Teacher is giving instructions or going through lessons

ECG CENTRE @ MOE
The ECG Centre @ MOE provides ECG counselling services for students such as the release of their GCE N-Level, O-Level and A-Level examination res...

Email   MOE_ECG@moe.gov.sg
ECG Hotline   +65 6831 1420

PRSS' Cyber Wellness Framework
Vision:
To develop Pasirians as savvy online users who have positive online influence

Figure: PRSS CW MASCOT

Secondary Four/Five
Realising One's Aspiration

Secondary Three
Servant Leadership

Secondary Two
Working with Others

Secondary One
Self-Mastery

HOW CAN WE GROW OUR RESILIENCE MUSCLE?
We can build our resilience muscle when we develop our strengths in these 3 areas

Our values, beliefs and attitudes
I AM...

Our skills and strategies
I CAN...

Care and support from trusted adults and peers
I HAVE...

Student E-Handbook

The handbook also contains information on:
- Assessment Guidelines
- Promotion criteria
- Reflection guides
- Study Tips
- PIES Well-being guides

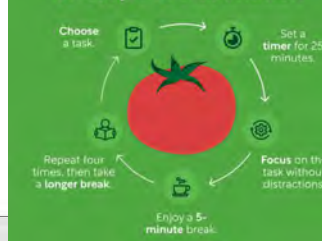**2025**

Student Handbook
PASIR RIS SECONDARY SCHOOL
Confident learners, Caring & Resilient Citizens

My Reflections (Term 1)
Assessing my current reality and closing the gaps in my learning

The Pomodoro Technique to Stop Procrastination

MY WELL BEING (PIES) CARD

(A) PROMOTION CRITERIA

Level/Stream	Criteria For Promotion
Sec 1 and 2	All students will generally progress to the next level. Teachers will check in with students and parents to discuss the subjects and respective subject levels that best suit the student. Students may be offered subjects at a more demanding level based on his/her learning progress and interest.
Sec 3NT	A pass in two subjects, one of which should be English Language or Maths
Sec 3NA	A pass in English Language and two other subjects OR A pass in four subjects
Sec 3E	A pass in English Language and two other subjects

Behaviour & Attitude as a Pasirian

Expectations

Learner Etiquette

Charge PLD Fully
✓ Charge your PLD fully before coming to school

Highlight Issues
✓ Seek help from ICT Champs
✓ Inform teachers if necessary
✓ Approach ICT Office for unresolved issues

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Screendown Fully & Pay Attention
✓ Lower your screens and listen carefully when your Teacher is giving instructions or going through lessons

➢ When I am not in class with my PLD, have I secured it in my PDLP locker?

Classroom Etiquette

1. **Respect Others:** Treat classmates and teachers with kindness and consideration.

2. **Listen Attentively:** Pay attention when others are speaking, and don't interrupt.

3. **Raise Your Hand:** Raise your hand to speak or ask a question during class discussions.

4. **Follow Directions:** Follow instructions given by the teacher and follow the class schedule.

5. **Use Kind Words:** Speak to others in a friendly and positive manner.

6. **Be Responsible:** Take ownership of your actions and choices.

7. **Be Prepared:** Bring necessary materials like books, notebooks, and assignments to class.

8. **Stay Seated:** Remain in your seat unless given permission to move around.

Behaviour & Attitude as a Pasirian

Expectations

Personal Wellbeing

HOW CAN WE GROW OUR RESILIENCE MUSCLE?

We can build our resilience muscle when we develop our strengths in these 3 areas

Our values, beliefs and attitudes
I AM...

Our skills and strategies
I CAN...

Care and support from trusted adults and peers
I HAVE...

HOW TO GET A GOOD NIGHT'S SLEEP (FOR TEENS)

FEELING TIRED? HERE ARE SOME SIM... TO HELP YOU GET TO SLEEP

EAT, BU... TOO MU...

KEEP IT COMFORTABLE

START A SLEEP RITUAL

Rituals before bed can assist the body and mind understand when it's time to sleep. Make sure to drink milk that is warm. By taking a bath, unwind. Additionally, you can unwind by relaxing music before bed.

WELLNESS TRACKER

TERM 1 WEEK 1

January

SELF-CARE ACTIVITY

SLEEP TRACKER

S M T W T F S

Social media break
Listen to music
Practise breathing exercises
Eat your favourite meal
Organise your workspace
Write a journal
Do a fun activity/hobby

GRATITUDE LIST

HABIT TRACKER

Sleep for 7-8 hours
Drink 8 glasses of water
Had some exercise
Eat healthy meals
Walk outside for 10 mins
Read a book for 20 mins
Catch up with family

Use of Digital Devices

▶ Handphones allowed but to be locked up during curriculum hours except for recess time, lunch break and after school hrs.

▶ Lockers provided outside respective classrooms. Students to bring own lock. Locker is big enough for storage of PLD and Hp but not textbooks. Separate application for rental of lockers is available.

▶ PLD is Chromebook

New MOH guidelines on screen use for children under 12

BELOW 18 MONTHS
- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities

18 MONTHS TO 6 YEARS
- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

7 TO 12 YEARS
- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

Mobile Dental Clinic (MDC)

▶ For the dental screening at PRSS, here are some details:

- MDC is open on alternate weeks, 8am – 5pm or stated otherwise.

- Sec 1s will be scheduled from next week onwards. Parents are reminded to give consent via the Child Consent Portal (sent via PG on 16 Jan 2025)

- Walk-ins are allowed in the mornings. Afternoons reserved for appointments.

- Parents may call GO to check if MDC is open or WA the clinic at 92707786 for any enquiries

Academic Matters – Dates to note

Term 1 Weighted Assessment (WA1)

- 10 Feb – 28 Feb 2025

- (Conducted during class time; Max 2 subjects per day)

Term 2 Weighted Assessment (WA2)

- 28 Apr - 16 May 2025

*WA and Exam schedules/scope will be sent via PG

STUDENT LEADERSHIP PEGASUS PROGRAMME

Take Flight

Pegasus Programme

Student Leadership Development

Class Leader Committee [Structure]

Enabling platforms	• Role-specific training • Student Leadership Challenge Workshop • Circle Time and Peer Mediation Training • HT guidance and regular check-ins (at least once a term)
Empowering platforms	• Role-specific initiatives and activities • Lead class-based initiatives and activities

Roles and Responsibilities can be found in Student Handbook

Chairperson
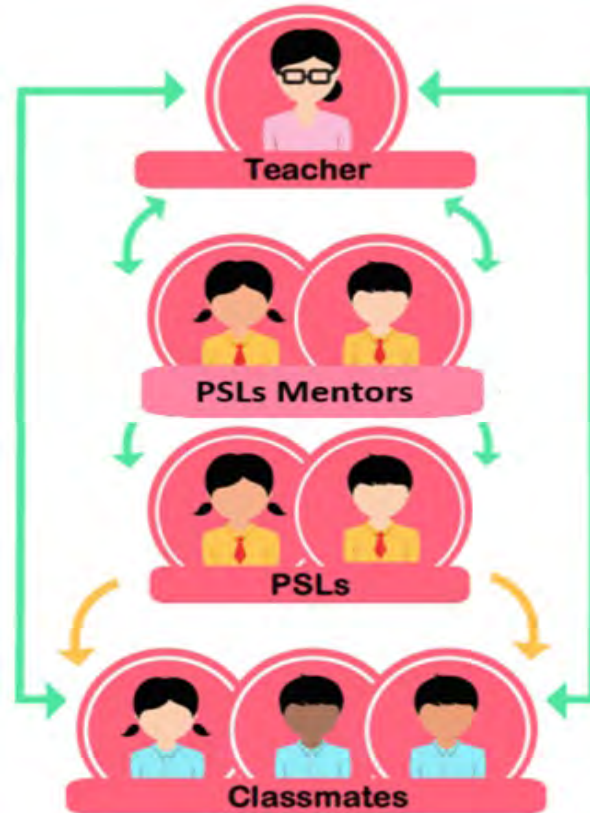
Vice-Chairperson

Cyber Wellness Champion 1

Cyber Wellness Champion 2

Environmental Champion

Peer Support Leader [Structure]

Teacher

PSLs Mentors

PSLs

Classmates

HTs, YHs, and Student Leadership Comm. provide guidance, training and support

Upper Sec PSLs who served in past year and wish to mentor juniors

Two appointed PSLs[1] per class

Every Pasirian a Peer Supporter

PEER SUPPORT LEADER

Circle time and peer mediation workshop

Mental Wellness Pop-Up Cafe

CREATING GREAT PASIR RIS WAVES

Peer support leaders sharing @ RGS

An initiative to support the well-being of all Pasirians.

Facing an unsolved problem?
Feeling down or unsure?

IDK

Give Your
Mental Health
a Helping Hand.

Add Us

TELLONYM

SCAN ME

@HERESAHAND
and share with us your questions. Your questions can be kept anonymous.

Speak to a trusted adult.

SCAN ME

Fill up the form and we will connect you with our teachers or School Counsellor.

Brought to you by

DON'T BE *afraid* **TO ASK FOR WHAT YOU** *need!*

2025 Secondary 1
Parent Engagement Sessions

Day/Date	Time	Programme
Friday 7 February 2025	5.30-6.30pm	**Virtual Parent Engagement** Student Well-Being, CCA Matters, PDLP & PLD, and Transition Support
Friday 30 May 2025	8.00-9.00am	**Breakfast Session** *(Light Refreshments provided)* Parent-Child Bonding School Programmes
Friday 4 July 2025	5.30-6.30pm	**Virtual Parent Engagement** Sec 1 Outdoor Adventure Learning Camp (OALC) Briefing (15-18 July 2025, 4D3N Residential Camp at MOE Changi Coast Outdoor Adventure Learning Centre)

SCHOOL-HOME PARTNERSHIP

Our children do best when schools and parents work hand in hand to support them.

To join our PSG in 2025, do scan the QR Code to register your interest.

https://go.gov.sg/psg2025regform

- **Parents-Teacher Meeting**

- **Parents Gateway** – communications /newsletters/updates on school events/SMM, etc.

- PRSS **website** for latest info and updates on school events/programmes /announcements

- **PSG** workshops and events; Triple P workshops have scheduled to run in 2025. Details via PG.

Parenting for Wellness

https://go.gov.sg/pfw-landing-page

Latest Resource: Parenting for Wellness Toolbox
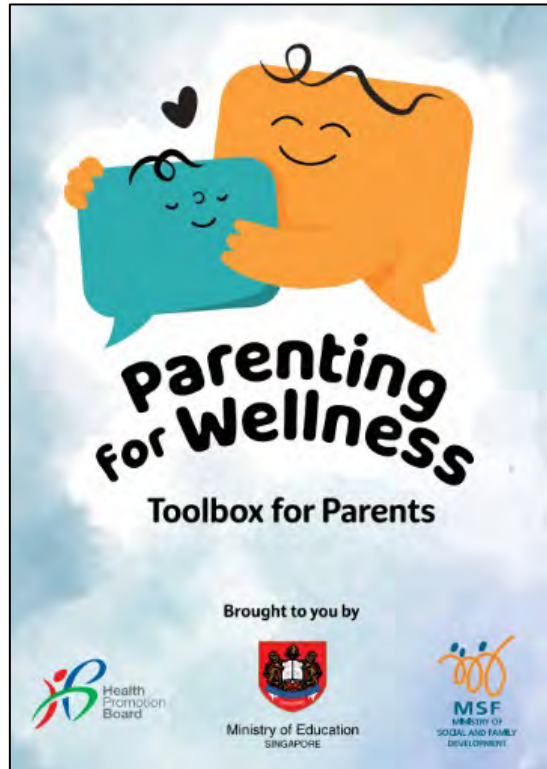
An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.
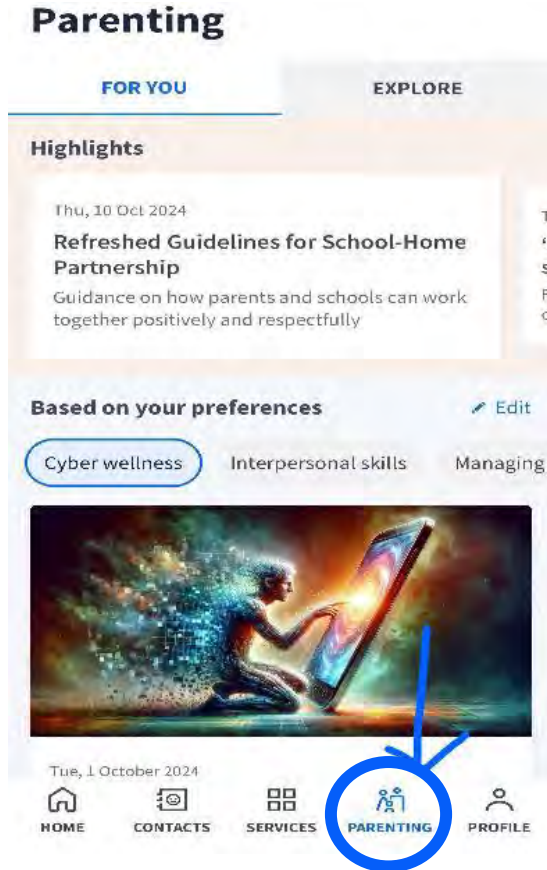
Check out Parenting Resources on Parents Gateway (PG)

Repository of parenting resources

A repository for parents to browse resources on topics such as forging parent-child relationships and education pathways.

Find out more about Parents Gateway here.

Check out more resources from MOE

Parent Kit
www.moe.gov.sg/parentkit

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

MOE Social Media Platforms

www.instagram.com/parentingwith.moesg

www.facebook.com/moesingapore

www.instagram.com/
moesingapore

www.youtube.com/
moespore

Setting up Students for Success

SUPPORT FROM PARENTS

Transition Support

Adapted from Packed for Transit (HPB & MOE), 2012

SENO Ms Atiqah
SC Ms Lorraine Teo

Productive Habits

- **Morning Routines**
  - To ensure students are punctual, have their breakfast, and are ready for the day with relevant learning materials
- **Managing Learning**
  - homework & or consolidation of learning for the day
- **Managing Demands**
  - E.g. School work, CCA, other enrichment activities
- **Managing Well-Being**
  - healthy meals, exercise and adequate sleep (8-9 hrs)

Time Management

- Planning time for learning, fun, exercising, rest, and sleep.
- Daily and weekly schedules.
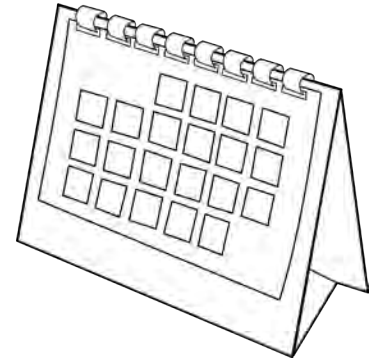
What Parents Can Do...

Adapt by being open to new experiences

1. Changes in life can disrupt our sense of familiarity.
2. Change can be **fun and exciting**.
3. Step out of your comfort zone

   a. Recognise that **it is a journey, not a destination**.

   b. Take your time and get better in your craft!

4. **Embrace** new situations with an open mind - the transition will be less bumpy!

What Parents Can Do…

Revisit past successful strategies

- In unfamiliar surroundings, you may sometimes feel **lost and helpless.**
- Think of what has **worked for you** in the past.
- 4 Rs:
  - Revisit
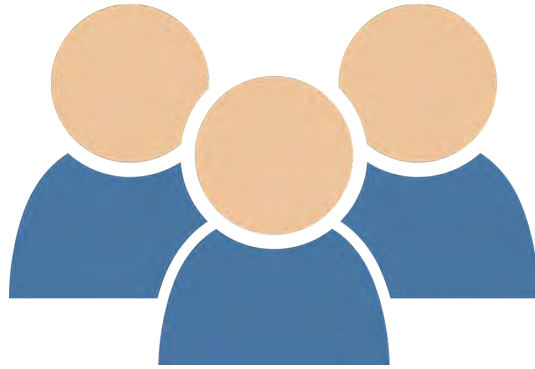 - Recall
  - Reflect
  - Revise

What Parents Can Do...

Overcoming stress by breaking down goals into small steps

- Achieving a big goal may seem overwhelming

- Break down broad goals into smaller and realistic targets.
  - Manage your expectations

- With each step, you are one step closer to your destination!

What Parents Can Do...

Need a listening ear?

- Home Teachers
- Year Head
- Friends
- School Counsellor
- SEN Officer

Diverse Landscape

- Peers with different abilities, strengths, and areas of needs.

- Working together and learning in the same space with understanding and mutual support.

Compulsory education for all special needs children from 2019

By Lianne Chia   Posted 04 Nov 2016 10:00   Updated 04 Nov 2016 23:50

A student at a special needs school. (File photo: Jack Board)

More special needs children attending school due to early assessment, intervention: Experts

By Sara Grosse, Channel NewsAsia   Posted 11 Nov 2016 23:37   Updated 15 Nov 2016 17:54

MAINSTREAMING ENCOURAGES INCLUSION

Having students with special needs as classmates encourages inclusion, said Ms Denise Phua, president of the Autism Resource Centre and co-founder of Pathlight School. She added that this would provide a learning experience for other students in the class.

Experiencing Change

- Students with conditions, and mild special educational needs
- E.g. Dyslexia, ADHD, ASD, hearing/visual impairment, etc.
- For these students, experiencing change may feel even more challenging and overwhelming.

  - Require more time and help to adjust and adapt to changes, new routines.

Parents can help to encourage your child to support their peers

Encourage them to:

- Check in on their friends.

- Focus on helping their friends' areas of needs.

- Be inclusive in their ways.

- Give their friends the reassurance.

- Demonstrate empathy

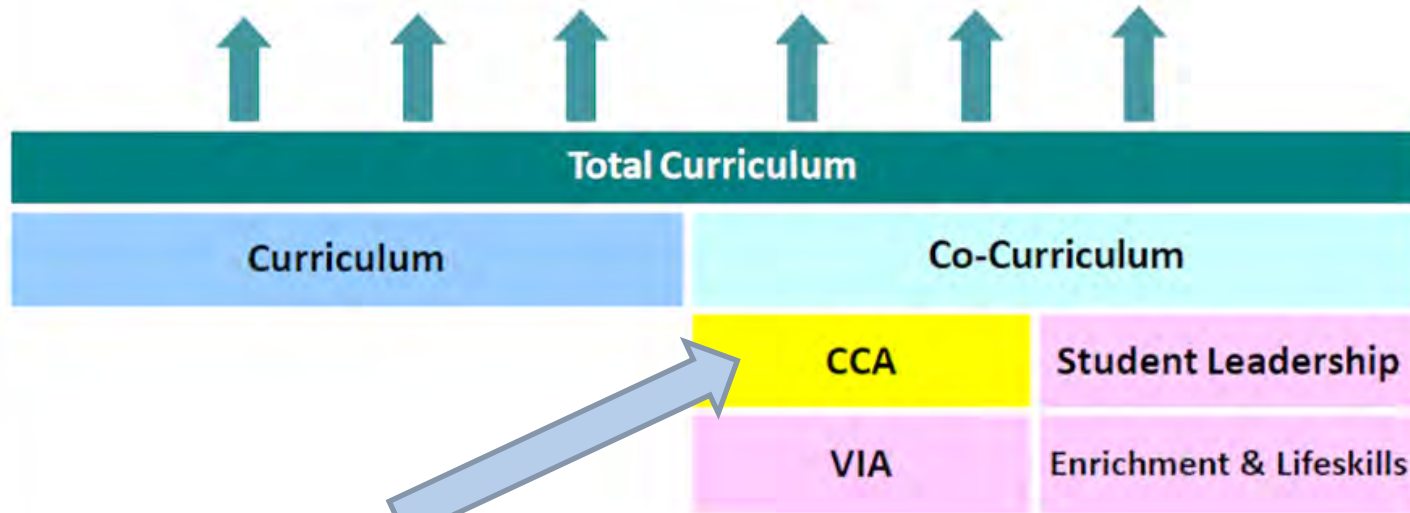# PE & CCA Matters

HOD PE & CCA
Mr Amir Hamzah

Co-Curricular Activity (CCA)

1. A Key Student Development Experience.

2. Compulsory for All Secondary School Students.

3. LEAPS 2.0 System.

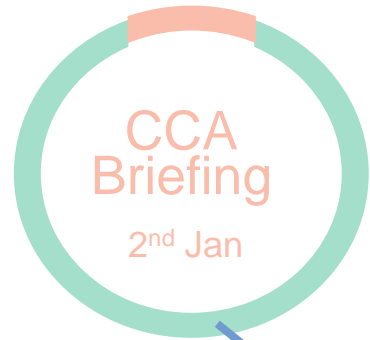**Desired Outcomes of Education:**
21st Century Student Outcomes

Confident person
Concerned citizen

Self-directed learner
Active contributor

Total Curriculum

Curriculum	Co-Curriculum	
	CCA	Student Leadership
	VIA	Enrichment & Lifeskills

S1 CCA Selection & Allocation Timeline

CCA Briefing
2nd Jan

CCA Bazaar
17th Jan

CCA Trials & Experience
13th - 24th Jan

Allocation Results
7th Feb

CCA Matters

Important Dates:

- **CCA Selection & Allocation Briefing - Thu, 2 Jan 2025**.

- The CCA schedule will be shared to students at this briefing.

- **CCA Bazaar/Showcase - Friday, 17 Jan 2025** (from 2.00pm to 6.00pm) to help S1 students make informed CCA choices.
  (Parents were invited to join from 5.00-6.00pm)

- **CCA Experience & Trials - 13 to 24 Jan 2025**.

- **CCA Online Application - 25 to 2 Feb 2025**. S1 students can put in 5 CCA Choices *(must include one Uniformed Group CCA and one Performing Arts CCA in their 5 Choices)*.

- **CCA Allocation Exercise - 3 to 7 Feb 2025**.

- **S1 CCA Start Date - from 10 Feb 2025**.

- *S1 students interested in Strategic-Partnership CCA Track & Field or Strategic-Partnership CCA Water-Polo, to approach CCA KPs in-person.*

CCA Allocation (Guiding Principles)

1. Student's First Choice

Most students will be given their first choice with considerations to available resources (facilities, teachers and coaches/instructors).
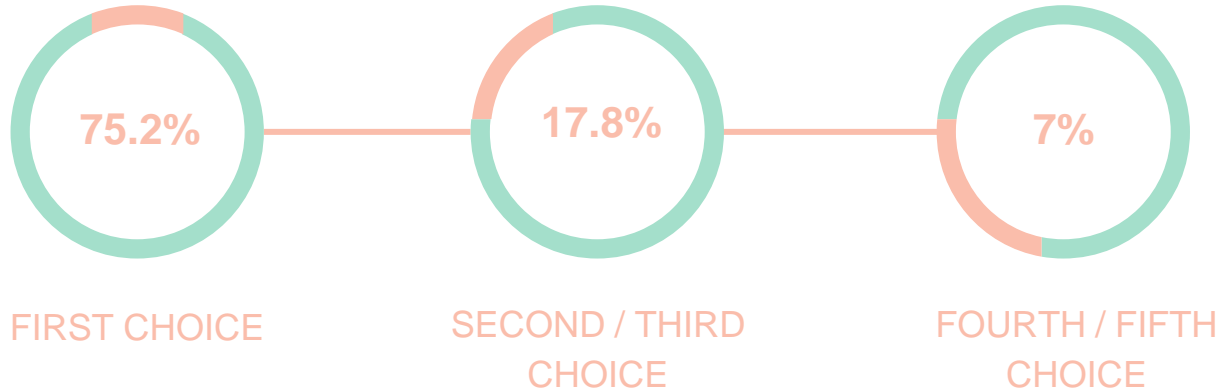
2. Rank List

For CCAs that are over oversubscribed, the student will be allocated based on shortlist by the team of CCA teachers, coaches/instructors (trials/auditions).

3. Special considerations

SEN students and students with serious medical conditions.

4.Student's choice

Students will be given their 2nd / 3rd / 4th / 5th choice based on vacancy.

CCA LEAPS 2.0

IS A FRAMEWORK TO RECOGNIZE SECONDARY SCHOOL STUDENTS' HOLISTIC DEVELOPMENT

LEADERSHIP

HIGHEST LEADERSHIP POSITION HELD

ACHIEVEMENT

HIGHEST LEVEL OF ACHIEVEMENT (REPRESENTATION, ACCOMPLISHMENT)

PARTICIPATION

REGULAR ATTENDANCE @ CCA (AT LEAST 75% ANNUALLY)

SERVICE

SERVICE HOURS AND VALUES IN ACTIONS (COMMUNITY INVOLVEMENT) PROJECTS

Co-Curricular Attainment	Details
Excellent (2 bonus points)	Student who attains a minimum Level 3 in all four domains with at least a Level 4 in one domain.
Good (1 bonus point)	Student who attains 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's attainment in co-curricular will not translate into any bonus points.

PLEASE SCAN THE QR CODE FOR INFORMATION ON LEAPS 2.0

Sec 1 OAL Camp (Outdoor Adventure Learning Camp)

- Date: 15 – 18 July 2025 (4D3N Camp)
- Location: MOE Changi Coast OAL Centre

PDLP & ICT Matters

Mr Chua Khoon Wee
HOD ICT

The Personal Learning Device (PLD) Initiative

Briefing for Parents

19 December 2024

A PRESENTATION BY
MINISTRY OF EDUCATION, SINGAPORE

Learning with a PLD
Pasir Ris Secondary School

Note: The information contained in this deck of slides is customised according to our school's context and the device selected.

How will your child/ward use the PLD?

At PRSS, your child/ward will be using the PLDs for:

❑**active and greater personalised learning** [*primary platforms: SLS & Google Suit of tools]*

❑**collaborative learning in and out of the classroom**

❑**inter-disciplinary project-based learning (IPW)**

❑**authentic learning tasks** that require research, digital creation and collaborative learning

❑**development of Digital Literacies** (*e.g. coding and computational thinking*)

❑**leveraging affordances of ICT productivity tools** (*e.g. OneNote, Google Docs, Sheets, Slides, Calendar*)

Supporting Students in the Safe and Effective Use of the Devices

Cyber Wellness Concerns Identified by Local Studies/Surveys

Harmful Online Content

Gaming and associated risks

Cyberbullying

Excessive social media use

Supporting Students in the Safe and Effective Use of the Devices

The school has measures in place to enable a safer digital environment for learning with the use of PLDs:

- School rules on digital device use

- Classroom management and routines

- Cyber Wellness Education in CCE

- Partnering parents/guardians to support students in their use of technology for learning

- Device Management Application (DMA) to support a safer digital environment for learning

Charge **PLD Fully**
✓ Charge your PLD fully before coming to school

Highlight **Issues**
✓ Seek help from ICT Champs
✓ Inform Teachers if necessary
✓ Approach ICT Office for unresolved issues

Alert **in Safeguarding PLD & Belongings**
✓ Do not leave your PLD unattended
✓ Carry your PLD in a suitable laptop carrier
✓ Protect your PLD from potential hazards

Manage **WiFi, Calendar & Online Lessons**
✓ Check that WiFi is connected to pdlp@SSOE in school
✓ Actively learn and be self-directed
✓ Keep track of tasks in Google Calendar
✓ Complete assignments and activities promptly

Protect **Passwords**
✓ Remember your passwords and keep them safe
✓ Attempt self-reset of passwords first
✓ Inform your Teacher / ICT Office after 2 failed logins

Screendown **Fully & Pay Attention**
✓ Lower your screens and listen carefully when your Teacher is giving instructions or going through lessons

➢ When I am not in class with my PLD, have I secured it in my PDLP locker?
➢ Is my PLD ready for my next lesson?

Parents'/Guardians' Role

- We would like to partner parents/guardians so that students are well supported in their use of technology for learning.

- As parents/guardians, you can help in the following ways:
  - Model good digital habits for your child/ward e.g. parents/guardians not using devices during family meals.
  - Know your child/ward well, and have conversations with your child/ward about safe and responsible use of technology.
  - Discuss and come up with ground rules for internet/device usage that both your child/ward and you can agree with.
  - Encourage your child/ward to use productivity tools using his/her PLD, to organise information and simplify tasks for efficiency.

Role of the DMA in Providing a Safer Digital Environment for Learning

DMA Installation

- The **Chromebook Device Management Application (DMA) solution**, **Lightspeed Systems®**, will be installed on all students' devices to provide a safe learning experience for students. The DMA will be funded by MOE.

- DMA will be installed after the collection of the device. Students will be guided on the installation.

- The installation of DMA applies to both devices purchased through the school and any student-owned devices that parents/guardians opt for the student to use in lieu of the school-prescribed PLD.

- The DMA will be uninstalled from the device when students graduate or leave the school.

In-School DMA Settings (Default)

Schools will determine DMA settings for **in-school use**. As a default, these settings will continue to be in place after school as well:

- MOE and the school will set the level of web content filtering, including filtering objectionable content or content that may not be conducive to teaching and learning (e.g. social media, pornography, gambling, or websites containing extremist content).

- School hours is defined to be from 7 a.m. to 6 p.m. and after school hours would be from 6 p.m. – 11 p.m. The device will shut down at **11 p.m.** by default.

- The school will determine the applications and programs to be installed to support teaching and learning.

After-School DMA Parent Options

1. After-School DMA Parent Options provide parents with the flexibility in managing your child's/ward's use of PLD after school hours.
2. The following tables outline the different levels of restrictions, controls, and monitoring for each After-School DMA Parent Option.

Default	Option A	Option B
In-school DMA settings will continue after school hours	**DMA settings can be modified by Parents/Guardians after school hours**	**DMA will be inactive* after school hours**
For parents/guardians who want their child's/ward's use of the device to be restricted only to teaching and learning, and prefer to leave it to the school to decide on DMA settings after school hours.	For parents/guardians who prefer to take charge of the level of restrictions for their child's/ward's use of the device after school hours regulated by the DMA.	For parents/guardians who do not want their child's/ward's use of the device after school hours to be regulated by the DMA at all.

*No data will be collected after school hours when the DMA is inactive.
- Having default school settings continue after school hours is the best option for parents/guardians who prefer not to, or do not feel ready to manage their child's/ward's device use on their own.
- Parents/guardians can request to change their choice of DMA settings, which is the existing practice.

After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Setting is chosen)	Alternative Setting: Option A (DMA settings can be modified from the Default settings in place)	Alternative Setting: Option B (DMA will be inactive only after school hours)
Protect students from objectionable content	Web content filtering will include, but not limited to the following categories: • Violent/extremist content • Sexual/pornographic content • Gambling-related content	Parents/Guardians will be able to include additional web content filtering by submitting a request to the school.	No content filtering at all after school hours.
Reduce distractions from learning through control of applications	Parents/Guardians and students will be <u>unable</u> to install additional applications.	Parents/Guardians will be able to install additional applications by submitting a request to the school. Applications will be accessible both during and after school hours.	Parents/Guardians and/or students will be able to install additional applications after school hours. Applications installed by parents/guardians and/or students after school hours will not be accessible during school hours. 88

After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Setting is chosen)	Alternative Setting: Option A (DMA settings can be modified from the Default settings in place)	Alternative Setting: Option B (DMA will be inactive only after school hours)
Limit screen time	The school will define the specific hours during which the device is allowed to access the internet.	Parents/Guardians can: • modify the amount of screen time for their child/ward by submitting a request to the school*; • turn their child's/ward's web browsing on or off, controlling whether the PLD can access the internet; and • allow/disallow certain categories of web access.	No control over screen time.

*Parents would have to choose from a range of pre-determined hours and submit their request to the school. Screen time limits set by the school will override parents'/guardians' settings during school hours.

After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Setting is chosen)	**Alternative Setting: Option A** (DMA settings can be modified from the Default settings in place)	**Alternative Setting: Option B** (DMA will be inactive only after school hours)
Monitor students' cyber activities	Parents/Guardians will <u>not</u> be able to track their child's/ward's browser history.	Parents/Guardians can track their child's/ward's browser history.	Parents/Guardians will <u>not</u> be able to monitor or control their child's/ward's use of the device through the DMA.
Provision of Parent Account	X	✓	X

Support for Parents/Guardians

Parents/guardians may wish to consider the following questions to decide the After-School DMA Parent Option that best suits your child/ward.

A. Child's/ward's current device usage habits
- How much time does my child/ward spend on their device?
- How well is my child/ward able to regulate their device usage on their own?
- Does my child/ward get easily distracted while doing online learning?

B. Parents'/Guardians' involvement
- How confident and familiar am I with managing my child's/ward's cyber wellness?
- Are there existing routines and open conversations on the use of the Internet at home?
- Am I aware of how to prevent different types of cyber threats that my child/ward might face?

Supporting Resources

Parents/guardians play a crucial role in guiding your child/ward to use devices responsibly and safely. DMA complements your efforts in supporting your child/ward as they navigate the digital space. Here are some resources that you can refer to:
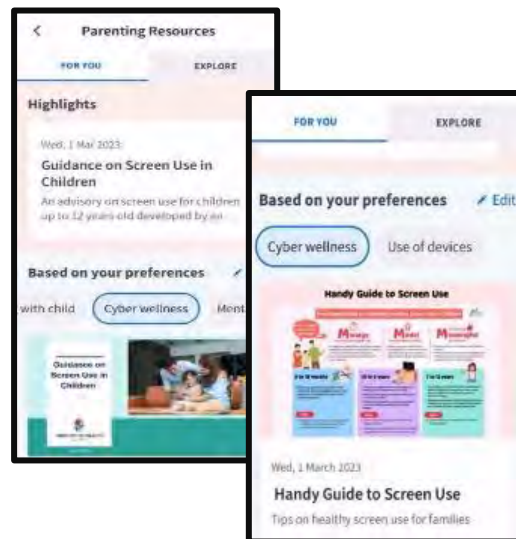
A. Parent Kit

**B. Bite-size tips and advice via Parentingwith.MOEsg Instagram**

C. Resources from MOE and other agencies *(available on resources repository in Parents Gateway)*
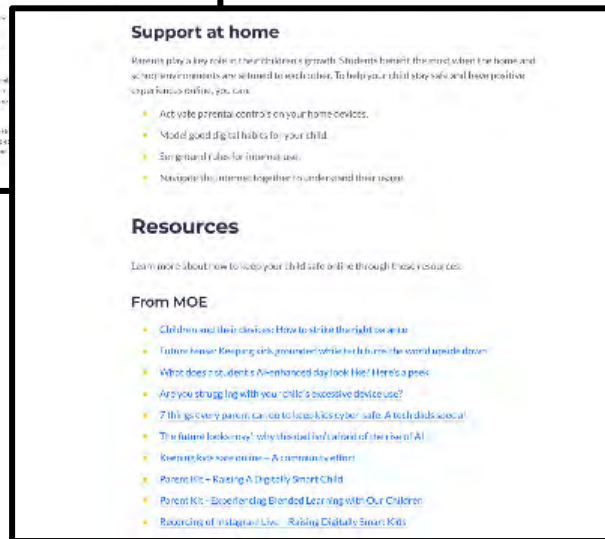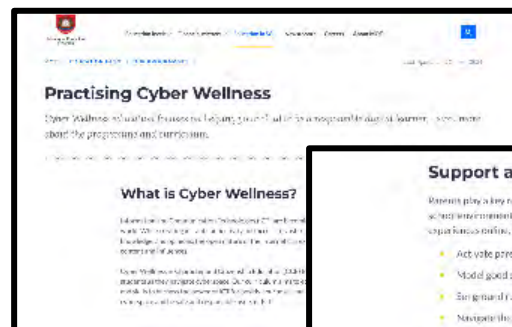
Supporting Resources

D. Parenting for Wellness Toolbox for Parents

The following extracted quick tips and strategies have been shared to you via Parents Gateway. Click on the pink header to download the full suite of resources of the Toolbox.
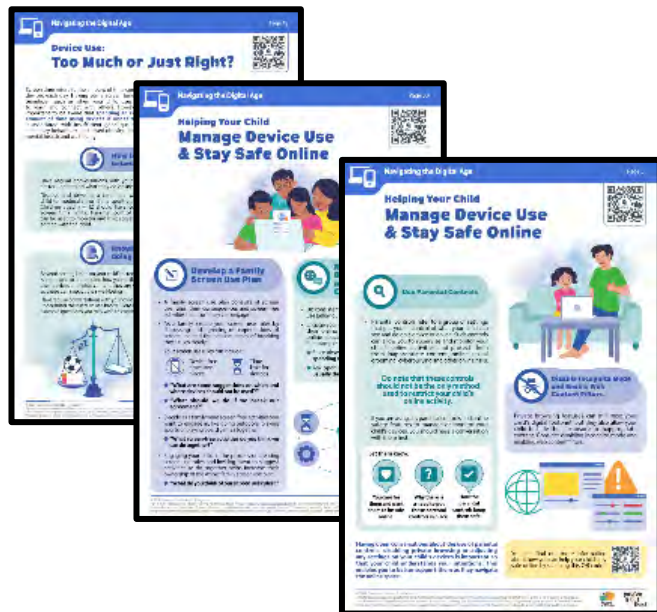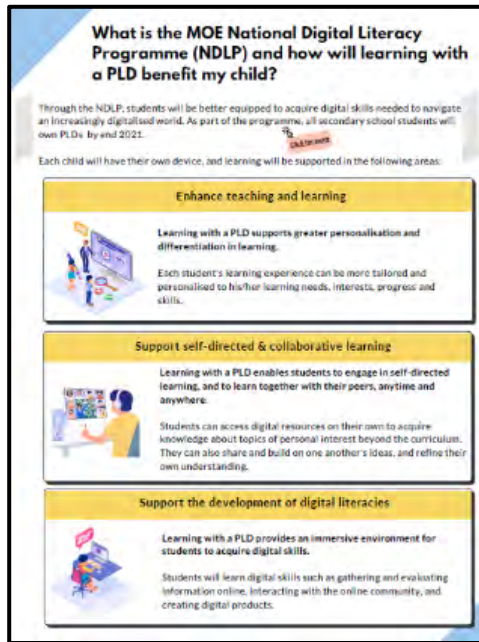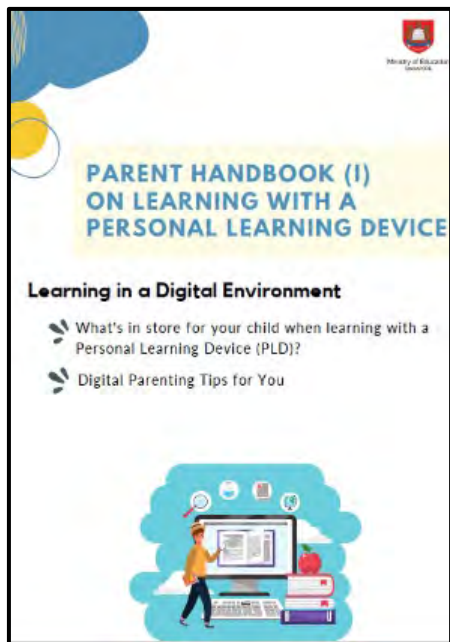
E. More resources are available via MOE Cyber Wellness Webpage

Supporting Resources

F. Parent Handbooks (I) and (II) on Learning with a Personal Learning Device

These Handbooks provide tips on supporting your child in the use of PLDs for learning and are shared via the PG notification together with the letter to purchase PLDs.

Data Collected by the DMA

1. The DMA does **<u>NOT</u>** collect any of the following data:
    - Login IDs and passwords entered into websites or into any applications
    - Actions performed (e.g. posts, online comments, items added to a shopping cart, etc.) when visiting websites and using apps
    - Documents and photos stored in the PLDs
    - PLD location
    - Webcam videos and microphone recordings

2. Parents may request corrections to their personal data (e.g. email addresses, names) by contacting the school, in accordance with the Personal Data and Protection Act (PDPA).

Data Security

- All user data collected through the DMA will be stored in secure servers managed by appointed DMA Vendors with stringent access controls and audit trials implemented. The DMA solutions used are cloud-based Software-as-a-Service (SaaS) solutions and are trusted solutions that have been operating for many years. They have also been subject to regular security review and assessment by independent reviewers.

- DMA solutions have sufficient security robustness to ensure data collected are properly stored and protected. MOE will also subject the DMA Vendors to regular audit on the security of the system based on tender requirements.

- To prevent unauthorised access, DMA Administrators and DMA Vendors will be required to access their accounts using 2-factor authentication or the equivalent to ensure proper accountability for information access and other activities performed. There will be regular account reviews and audits for DMA Administrators' and DMA Vendors' accounts.

What's Next?

Collection of Devices

Your child/ward will be collecting his/her device in school in Term 1 Week 10 on the afternoon of <mark>14 March 2025 (Fri)</mark>.

Note that Parents/Guardians (or adult proxy) will **<u>not</u>** be able to collect the PLD from the school.

For parents who wish to verify the condition of the device during collection with your child/ward:

- Collection will be done **at the vendor's service/collection centre** (Jurong East).

- Student will need to bring the device to school and arrange for the school's IT department to install the DMA the next school day.

Blended Learning (BL) Day & Student Initiated Learning (SIL)

❑ Blended Learning as a **permanent and regular feature** to complement physical classroom teaching

❑ **Fortnightly HBL days** where students can be **self-directed, independent learners**

❑ **SIL** for students to **exercise agency** and **explore their interests and passions** both within and beyond the curriculum.

WHY PET ROCK?

- Creativity and self-expression
- Stress relief
- Light-hearted fun

WHAT IS PUNCH NEEDLING?

A punch needle is a manual tool used for embroidery or rug making that creates a field of tightly-packed loops of thread or yarn on a woven fabric substrate. The tool generally consists of a hollow needle with an angled opening attached to a wooden or plastic handle.

International influences on Japanese Cuisine

Japanese Curry was brought from India by the British.

Yakiniku, the table-side meat barbecue, is a derivative of Korean barbecue, brought to Japan by Korean migrants.

Karaage, Gyoza and Ramen are originated from China.

Tempura batter originated from Portugal.

STUDENTS' GUIDE TO HBL DAY

WHY IS THERE HBL DAY?

⭐ Reimagine students' educational experience with **different modes of learning**

⭐ Develop more **self-directed** and **intrinsically self-motivated learners**

⭐ Nurture **independent, passionate** and **lifelong learners**

Check out the S.T.A.R. routine (go.gov.sg/prssstar) to support your self-directed learning!

WHAT TO DO DURING HBL DAY?

Routines
☑ Check in by 7.50 a.m. with HTs and refer to HBL timetable
☑ Log in to Home Class HBL Google Classroom (GC) or subject GCs before 8.20 a.m.
☑ Go to the 'Classwork' tab in GC for the assigned task or lesson

Netiquette
☑ Be Punctual for lessons ☑ Prepare learning materials
☑ Dress appropriately ☑ Turn on webcam during VC
☑ Quiet & conducive space ☑ Mute audio when not speaking

STUDENT-INITIATED LEARNING NEW

Quick Facts
⭐ Platform to **explore your interests and passions**
⭐ **One hour** per HBL day
⭐ Does not contribute to Weighted Assessment (WA) marks

What SIL activities can I do on HBL Days?

Scan for the PRSS SIL rubrics which is used to check for learning through SIL!
go.gov.sg/prss2021silrubrics

1) School-curated
- Subject Teachers will share a curated list of subject specific activities for you to choose from
- Approach Subject Teachers if you have any questions

2) Student-initiated *(optional)*
- Submit a proposed SIL activity to respective Subject Teachers (*via Google form*) at least one week in advance
- Approach Subject Teacher to confirm approval of proposed activity before HBL Day

Blended Learning Day

❑**Fortnightly BL Days** on **even week Fridays (Sem 1)** from <mark>14 February 2025</mark>.

❑Sec 1 students who require a device for BL Day may loan from ICT Office in the interim before delivery of the PLD.

During Week of BL Day

❑Students can loan the device from Mondays of the BL Day week.

❑Students must return the loaned device Monday of the next week.

❑One-time parental consent required.

> **Opening of Comp Lab to support in-school learning during BL Days**
> *Students may inform HTs if they would like to return to school*
> *Some students may be invited back for BL Days*

100

Question & Answer

Scan the QR code to ask a question.

Go to
pigeonhole.at

Enter passcode

S1PRSS

https://pigeonhole.at/S1PRSS

Thank you