

2026

Secondary Four/Five Parents Engagement

15 May 2026



PROGRAMME

School Leader's Address

ECG Matters

Academic Support

Student Well-Being

A decorative graphic consisting of a green line that starts from the left, curves down, and then curves right. A blue line starts from the bottom, curves left, and then curves up. A red line starts from the top right and curves left. An orange circle is positioned on the left side of the green line. Two black dots are placed on the green line: one at the top curve and one at the bottom curve.

SCHOOL LEADER'S ADDRESS

**Ivan Wu
Principal**

Key ingredients for “success”.

Where am I heading next?

What learning gaps do I have? How do I close them?

How do I handle stress and negative feelings?

Key ingredients for “success”.

ECG

Academic support

**Home support for
child wellbeing**



A decorative graphic on a light yellow background. It features a green line that starts from the left, curves down, and then continues horizontally. A blue line starts from the bottom, curves up, and then continues horizontally, overlapping the green line. A red line starts from the top right and curves down. An orange circle is positioned on the left side. Two small black dots are placed on the green line: one on the upper curve and one on the horizontal segment.

ECG

Mr Daniel Ng, SH/CCE

Broad ECG Approach

Lower Sec

Awareness of self (goal setting, self-profiling)

Anchored conversations
(subject combinations etc)

Active preparation
(for DSA/EAE/PFP/DPP)

Application
(of skills / to PSEIs)

Upper Sec

Young Alumni Sharing (Camp Conquest)



Term 1 activities (S4/5):

- Young Alumni Sharing (Camp Conquest)
- Poly visits during (Camp Conquest)
 - Students visited 2 of the following pairs of school based on their choice during TP Open House:
 - School of Design & School of Business
 - School of Applied Science & School of Engineering
- ECG Consultation by ECGC



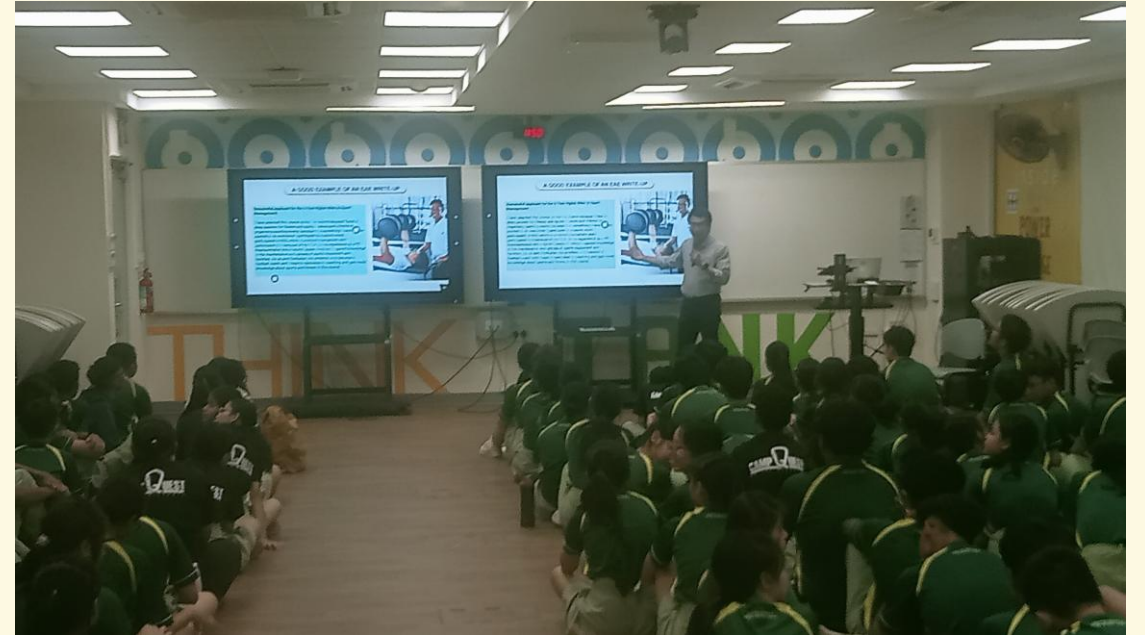
TP Open House (Camp Conquest) 8 Jan



Poly-EAE Talk by ECGC (4 May)



ITE-EAE Talk by ITE (4 May)

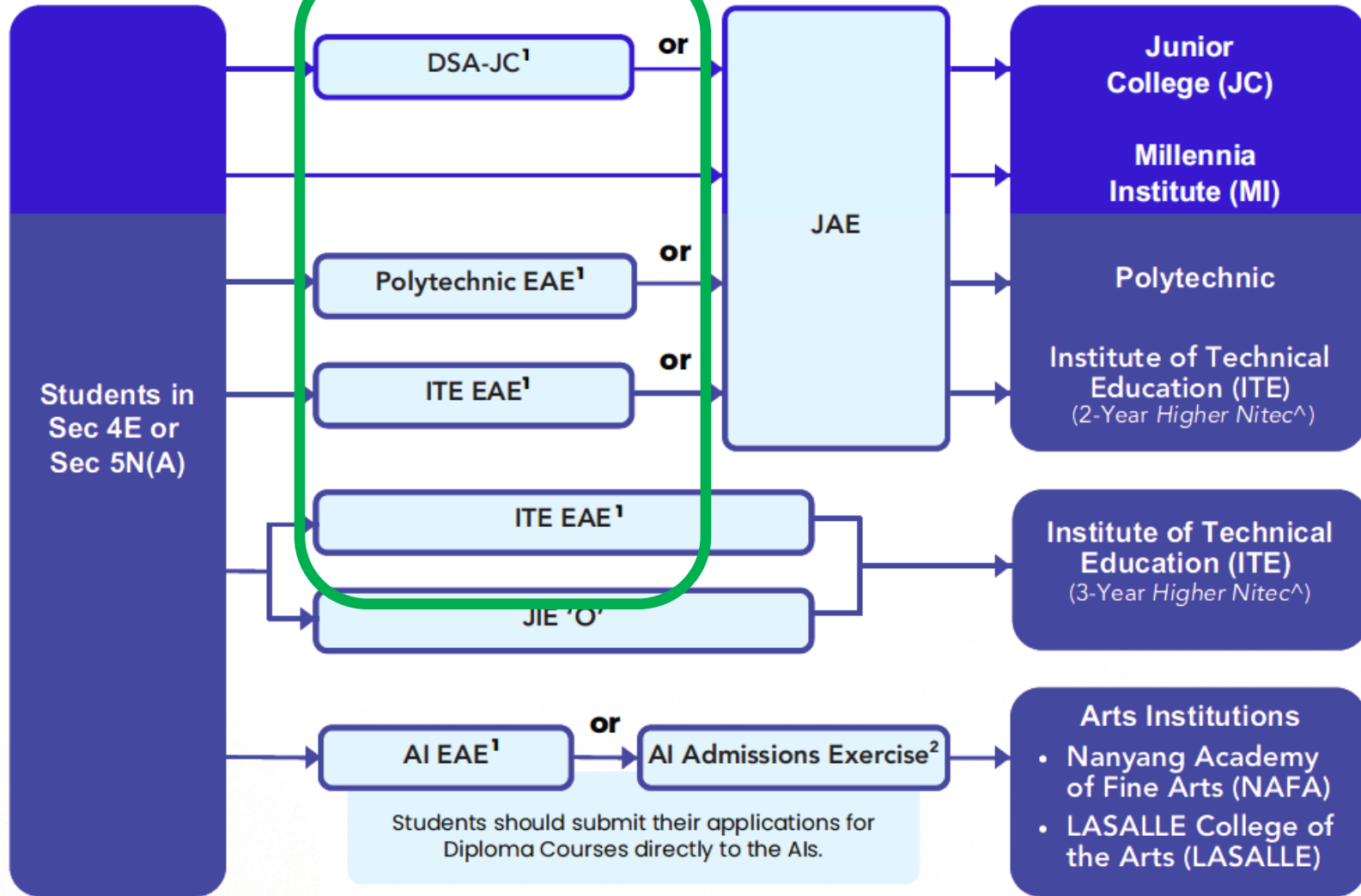


Term 2 activities (S4/5):

- ECG Booth – for ad hoc consultation
- EAE talks by ECGC & ITE (Mon 4 May)
- Career & Industry Fair (Thurs 28 May)
- ECG consultation by ECGC

Post-Secondary Admissions Exercises for Students in Sec 4 Express or Sec 5 Normal (Academic)

Admissions exercises to take part in



Application period commencing soon from **May 2026**

Post-Secondary Admissions Exercises for Students in Sec 4 Normal (Technical) and Normal (Academic)

Admissions exercises to take part in

Students in Sec 4N(T)

Eligible students may also laterally transfer to Secondary 4N(A) to take the N(A)-Level examinations. Applications can be made via your secondary school.

ITE EAE¹

JIE 'N' / JIE 'E'

Institute of Technical Education (ITE)
(Enhanced Foundation Programme or 3-Year Higher Nitec[^])

Students in Sec 4N(A)

Eligible students may also progress to Secondary 5 to take the O-Level examinations. Applications can be made via your secondary school.

PFP

Polytechnic

ITE EAE¹

JIE 'N'

Institute of Technical Education (ITE)
(3-Year Higher Nitec[^])

DPP

Institute of Technical Education (ITE)
(2-Year Higher Nitec^{^^})

NFP

Nanyang Academy of Fine Arts (NAFA)

Application period commencing soon from **May 2026**

ITE Early Admissions Exercise (ITE EAE) 2026 (for 2027 intake)

1

key
point

ITE EAE is an aptitude-based admission exercise that allows you to apply and receive a **conditional offer** for admission to ITE, based on your **aptitude and interest**, before taking your GCE N- or O-Level exams.

If you choose not to participate in EAE, you may still apply to ITE through the Joint Intake Exercise (JIE) or Joint Admissions Exercise (JAE).

2

criteria

1. ITE EAE is open to:

- Singapore Citizens (SC) / Singapore Permanent Residents (PR) who are registered to sit for GCE N- or O-Level exams in 2026;
- International Students in Government, Government-aided or Independent Schools, who are registered to sit for GCE N- or O-Level exams in 2026; and
- SC/PR who took the GCE N- or O-Level examinations previously.

2. Students with conditional EAE offers will still need to **meet the subject-specific Minimum Entry Requirements**.

Successful ITE EAE applicants cannot participate in the upcoming JIE or JAE.

3

to-dos

Find out more about ITE courses and career options through:

- (i) Visit the Career Services Centres for course; (ii) Online research; and (iii) Speaking to your teachers, ECG counsellors, and family.

Prepare your application

- Register for your Singpass account by 20th May 2026 to access the ITE EAE portal. If you need a step-by-step guide, please visit go.gov.sg/sp-student-guide.
- For each of the 3 courses that you are applying to, draft a short write-up (<100 words) that highlights (i) your passion for the course, and (ii) the relevant skills / experiences that demonstrate your aptitude for the course.
- You may upload supporting documents (e.g. portfolio, CCA records) in your application.

If shortlisted, prepare for interview

- Consider how you will showcase your passion and aptitude with relevant experiences.

4

dates

Application

20 May – 26 May

Interviews

15 Jun – 22 Jul

Offers & Acceptance

17 Aug – 21 Aug

Withdrawal

24 Aug – 28 Aug

ITE Early Admissions Exercise
(ITE EAE) 2026
(for 2027 intake)

20 May – 26 May
Application Stage

- Apply online at the ITE website
- Three choices in order of preference, one write-up for each course

15 Jun – 22 Jul
Interviews Stage

- Shortlisted students will be informed of their interview dates.
- **Approach your Form Teacher if you need support for the EAE selection.**

17 Aug – 21 Aug
Offer & Acceptance Stage

- Check results online
- Successful students can choose to *accept or reject* offer

24 Aug – 28 Aug
Withdrawal Stage

- Students who wish to withdraw from should submit their withdrawal request to training@ite.edu.sg during this period. They will then be able to take part in the Joint Intake Exercise (JIE) or Joint Admissions Exercise (JAE) after the N- or O-Level exams.



Polytechnic Early Admissions Exercise (Poly EAE) 2026 (for 2027 intake)

1 key point

Poly EAE is an aptitude-based admission exercise that allows you to apply for and receive a **conditional offer** for admission to polytechnic, based on your **aptitude and passion**, before taking your GCE O-Level exams.

If you choose not to participate in EAE, you may still apply to the polytechnics through other admissions exercises like the Joint Admissions Exercise (JAE).

2 criteria

1. Poly EAE is open to:

- Singapore Citizens (SC) / Singapore Permanent Residents (PR) who are registered to sit for GCE O-Level exams in 2026;
- International Students in Government, Government-aided or Independent Schools, who are registered to sit for GCE O-Level exams in 2026.

2. Students with conditional EAE offers still need to **meet both of the following criteria** to confirm their offer:

- Obtain a net ELR2B2 of 26 points or better at the O-Level exams;
- **Subject-specific Minimum Entry Requirements** for the course.

Successful Poly EAE applicants cannot participate in the upcoming JAE.

3 to-dos

Find out more about Poly courses and career options through:

- (i) Portfolio workshops at polys; (ii) Online research on what the polys offer; and (iii) Speaking to your teachers, Education & Career Guidance (ECG) counsellors, and family.

Prepare your application

- Register for your Singpass account by Jun 2026 to access the Poly EAE portal. If you need a step-by-step guide, please visit go.gov.sg/sp-student-guide.
- For each of the 3 courses that you are applying to, draft a short write-up of 600 characters that highlights (i) your passion for the course, and (ii) the relevant skills / experiences that demonstrate your aptitude for the course.
- You may upload supporting documents (e.g. portfolio, CCA records) in your application.

If shortlisted, prepare for interview

- Consider how you will showcase your passion and aptitude with relevant experiences.

4

dates

Application

25 Jun – 1 Jul

Interviews

6 Jul – 1 Sep

Offers & Acceptance

8 Sep – 11 Sep

Withdrawal

14 Sep – 16 Oct

Poly Early Admissions Exercise (Poly EAE) 2026
(for 2027 intake)

25 June – 1 July
Application Stage

- Apply online at the Poly EAE portal
- Three choices in order of preference, one write-up for each course

6 July – 1 September
Selection Stage

- Shortlisted students* will be contacted for interviews, aptitude tests etc.
- **Approach your Form Teacher if you need support for the EAE selection (e.g. access to IT equipment)**

8 September – 11 September
Offer & Acceptance Stage

- Check results online
- Successful students can choose to *accept* or *reject* offer
- If you had earlier accepted a DSA-JC offer but wish to take up a Poly EAE offer instead, you will need to withdraw from DSA-JC

14 September – 16 October
Withdrawal Stage

- **Students who want to cancel their acceptance must withdraw during this period. They will then be able to take part in the Joint Admissions Exercise (JAE) after the O-Level exams**

*Selection process could be conducted either remotely (e.g. online interviews held on videoconferencing platforms), or in-person, depending on course requirements.

Some key points on EAE to note:

A. Eligibility for other admissions exercises.

- Students who have been successfully offered a Poly-EAE or ITE-EAE placement are not eligible to participate in Joint Admissions Exercise (JAE) or other admission exercises, as places have already been reserved for them.

B. Concurrent Poly and ITE EAE offers.

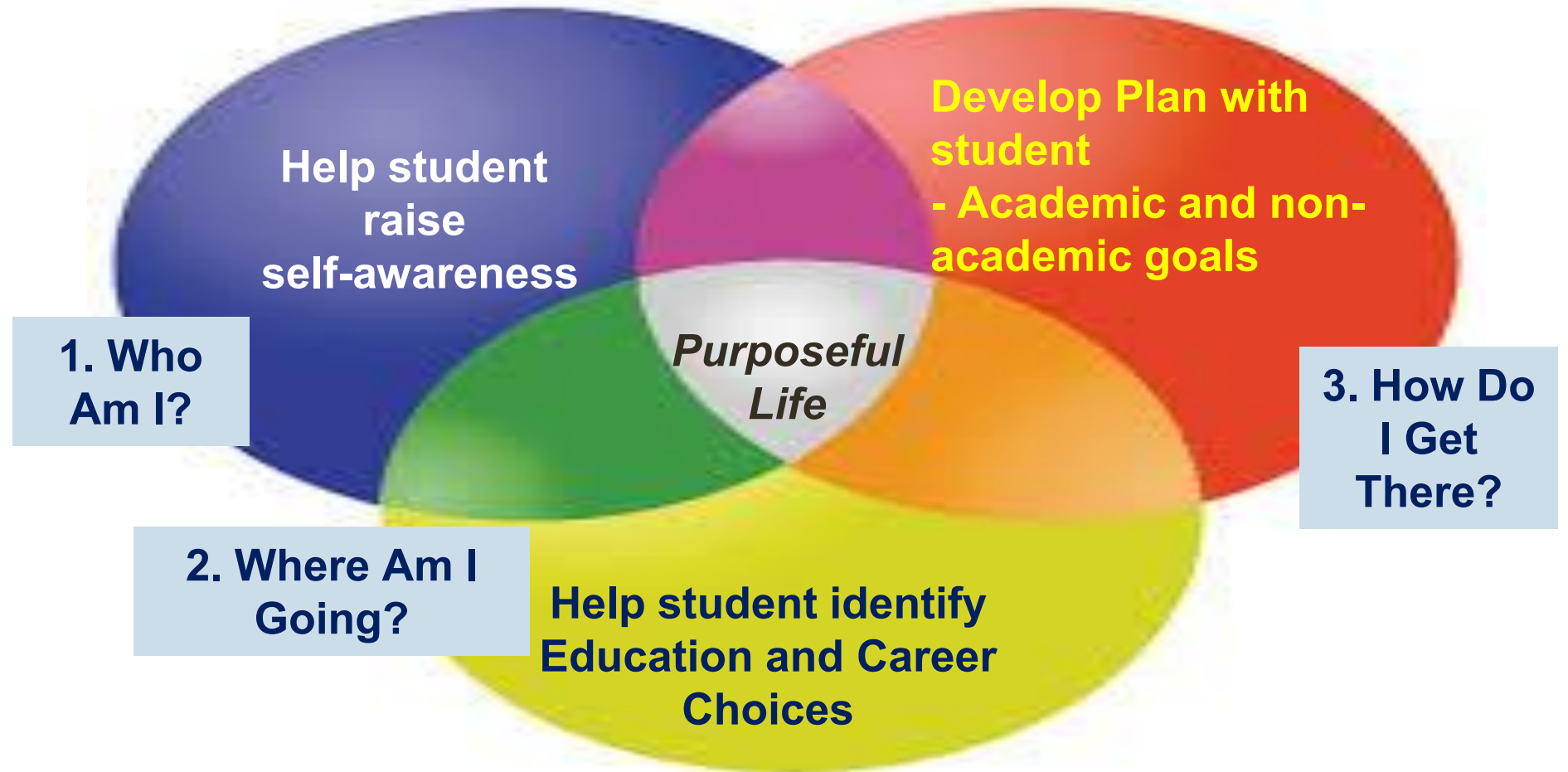
- Students **may** concurrently participate in the ITE-EAE and Poly-EAE, and **accept conditional offers from both ITE and a polytechnic.**
- They will have to **decide between the two offers if they meet the Minimum Entry Requirements of both courses**, upon the release of the GCE-O Level results.
- Students **who do not decide by the stipulated deadline will be deemed to have accepted the Poly-EAE offer**, and their ITE-EAE offer will be automatically released.

C. No transfers for successful Poly EAE applicants.

- Successful Poly-EAE applicants who accepted their offers are **not allowed to transfer** to another polytechnic or course after the release of the GCE O-Level examination results.
- They are expected to **honour their commitment to the polytechnic and the course.**

ECG Conversations with your child

The 3 ECG Questions



PG on 6 May: DSA-JC



2026 Direct School Admission for Junior Colleges (DSA-JC)

What is DSA-JC?

- DSA-JC provides a pathway for Sec 4E/ 5N(A) students to gain admission to a JC, based on a diverse range of specific academic and non-academic achievements and talents beyond the GCE O-Level examination.
- Each DSA-JC school offers different talent areas and sets its own selection process and criteria to admit students.

Which are the DSA-JC participating schools?



- The list of DSA-JC participating schools and their websites can be found in **Annex A**. Visit the schools' websites to find out their DSA-JC schedule, application and selection process, criteria and talent areas offered.
- Before applying, take time to consider your strengths and which educational pathway and school best suits your learning needs and goals.
- Consider applying to one or two schools that best match your interests and strengths. This allows you to manage your time effectively between DSA participation and your other commitments.

How is DSA-JC conducted?

- The 2026 DSA-JC will be conducted in two phases. The broad timeline and activities are found in **Annex B**.
- Each DSA-JC school sets its own application and selection timeline. Visit the schools' websites to find out more e.g. their application period and process.
- By the end of each phase's Selection and Offer Stage, schools will make offers to selected students.

What happens if I accept a DSA-JC offer?



- If you accept an offer by its expiry date, you will have a place reserved in the DSA-JC school and you will be admitted when you meet the JC admission criteria based on your GCE O-Level examination results¹.
- You are not allowed to accept more than one offer. If you do so, you will be disqualified from DSA-JC.
- If you are successfully admitted into the DSA-JC school,
 - You are not allowed to participate in the JAE.
 - You are expected to honour your commitment to the DSA-JC school and are also not allowed to transfer to another school.

¹ Students who do not meet the JC admission criteria will not be admitted to the JC under DSA-JC. They can participate in the Joint Admissions Exercise (JAE) to be posted to Millennia Institute (MI), polytechnics, or Institute of Technical Education (ITE), based on their course eligibility.



www.moe.gov.sg/dsa-jc

ITE Early Admissions Exercise (ITE EAE) 2026 (for 2027 intake)

1
key
point

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If you choose not to participate in EAE, you may still apply to ITE through the Joint Intake Exercise (JIE) or Joint Admissions Exercise (JAE).

2
criteria

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 - SC/PR who took the GCE N- or O-Level examinations previously.

2. Students with conditional EAE offers will still need to **meet the subject-specific Minimum Entry Requirements**.

Successful ITE EAE applicants **cannot** participate in the upcoming JIE or JAE.

3
to-dos

Find out more about ITE courses and career options through:

- (i) Visit the Career Services Centres for course; (ii) Online research; and (iii) Speaking to your teachers, ECG counsellors, and family.

Prepare your application

- Register for your Singpass account by 20th May 2026 to access the ITE EAE portal. If you need a step-by-step guide, please visit go.gov.sg/sp-student-guide.
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dates

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PG on 12 May: EAE

Polytechnic Early Admissions Exercise (Poly EAE) 2026 (for 2027 intake)

1
key
point

Poly EAE is an **aptitude-based admission** exercise that allows you to apply for and receive a **conditional offer** for admission to polytechnic, based on your **aptitude and passion**, before taking your GCE O-Level exams.

If you choose not to participate in EAE, you may still apply to the polytechnics through other admissions exercises like the Joint Admissions Exercise (JAE).

2
criteria

1. Poly EAE is open to:
 - Singapore Citizens (SC) / Singapore Permanent Residents (PR) who are registered to sit for GCE O-Level exams in 2026;
 - International Students in Government, Government-aided or Independent Schools, who are registered to sit for GCE O-Level exams in 2026.

2. Students with conditional EAE offers still need to **meet both of the following criteria** to confirm their offer:

- Obtain a net ELR2B2 of 26 points or better at the O-Level exams;
- **Subject-specific Minimum Entry Requirements** for the course.

Successful Poly EAE applicants **cannot** participate in the upcoming JAE.

3
to-dos

Find out more about Poly courses and career options through:

- (i) Portfolio workshops at polys; (ii) Online research on what the polys offer; and (iii) Speaking to your teachers, Education & Career Guidance (ECG) counsellors, and family.

Prepare your application

- Register for your Singpass account by Jun 2026 to access the Poly EAE portal. If you need a step-by-step guide, please visit go.gov.sg/sp-student-guide.
- For each of the 3 courses that you are applying to, draft a short write-up of 600 characters that highlights (i) your passion for the course, and (ii) the relevant skills / experiences that demonstrate your aptitude for the course.
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<https://www.ite.edu.sg/intake-exercises/for-secondary-school-students-and-gce-holders/>



<https://eae.polytechnic.edu.sg/>

Booking of ECG Counselling Session with Mr Syahril

Scan the QR Code below



<https://go.gov.sg/ecgbookingprss>

Link:

<https://go.gov.sg/ecgbookingprss>

Email:

mohammed_syahril_samsudin@schools.gov.sg

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ACADEMIC SUPPORT

Mr Richmond Ang, HOD/SCI

Assessment Calendar for 2026

Period	Sec 4 and 5 Assessments
2 Jun 2026	GCE 'O' MTL Mid-Year Examinations
13 to 17 Jul 2026	GCE 'O' and 'N' Oral Examinations
27 Jul to 6 Aug (TBC)	4NA and 4NT Prelim Examinations
20 Aug to 2 Sep (TBC)	4EXP Prelim Examinations
14 to 24 Sep and 5 to 9 Oct	GCE 'N' Written Examinations
30 Sep to 13 Oct	GCE 'O' Science Practical Examinations
19 Oct to 10 Nov	GCE 'O' Written Examinations

Tiered-System of Support spans across both Academic as well as Behavioural / Social-Emotional Support Areas

Updated (Jan 2026)

[Based on marks]
< 40 or > 80

[Based on marks]
40 – 49

[Based on marks]
50 – 80

Tier 3
5%-10%

- ❑ **Talent management programme** (selection & training of high ability students for external programmes & competitions) [Dept]
- ❑ **Targeted academic support & intervention**
 - ❖ **Low performing** students (across all levels)
- ❑ **Support for SEN**
 - ❖ 1-to-1 customised consultations targeting **specific learning difficulties or skills deficits**

Tier 2
15%-20%

- ❑ **Academic support programme**
 - ❖ **Graduating cohort** – Jun / Sep hols, post-Prelim revision programme (1-to-1 & small group consultations, study break)
 - ❖ **S1 – 3 cohort** – After school remedial, Oct / Nov hols
- ❑ **Academic transition support**
 - ❖ **S1 students** who offer **Foundation Subjects** in P6 & offer G2/3 subjects in S1 / S1 students who attain **AL6 – 8**
 - ❖ Students who are offered **MDL Subjects**
 - ❖ **SEN support** – scheduled **group consultations, guided notes** to reduce copying tasks, differentiated resources

Tier 1
80%-100%

- ❑ **Leverage EdTech** to provide **differentiated & customised** T&L, including infusion of **21CC, e-Ped, AFL**
- ❑ Enhance **student agency** to foster self-directed learners
- ❑ Promote **interdisciplinary learning & real-world applications**
 - ❑ Instil **academic discipline**
 - ❑ Implement **school-wide learning routines** – clear display of discipline & CHAMPS / STAR routine posters, homework
 - ❑ Provide **ECG** to guide students on career, post-secondary & streaming options & choices

Academic Support

- ❑ **Tier 3 intervention: External agency collaboration**
- ❑ **SEN Interventions / Support**
- ❑ **Support for at-risk students** (e.g., ESU, ASE, Refresh, Counselling)
- ❑ **Motivation Workshops** to address learnt helplessness & anxiety

Tier 3
5%-10%

- ❑ **1:1 Academic Goal Setting & Time mgmt consultation** before WA2 (YHs)
- ❑ **1:1 ECG Counselling**
- ❑ **1:1 Counselling** on socio-emotional well-being.
- ❑ **PTC** on study skills & time mgmt (after WA1 & WA2)
- ❑ **Gear-Up for HNS**
- ❑ **CMT for HNS**

Tier 2
15%-20%

- ❑ **Goal-setting lessons**
- ❑ Lessons on **time mgmt & revision skills**.
- ❑ Lessons on **stress mgmt** by Sch Counsellor
- ❑ **ECG workshops and counselling**
- ❑ **Termly Check-ins; STC** (YHs)
- ❑ **Self-study spaces** (e.g. library)
- ❑ **Encouragement wall** for graduates (YHs /CCA)
- ❑ **Nutrition & fitness prog** (PE)

Tier 1
80%-100%

Behavioural / Social Emotional Support

Academic Support for Students

A. Consultations

- **Students and Teachers can arrange for consultations during Independent Study Periods or after school**

B. Structured Afternoon Revision Programme

- **After CCA Step-down in Term 2 until Term 3**
- **For selected students only**

D. Academic Support Programme June and Sept Holidays

- **For selected students**
- **1st week of June – Coursework subjects and POA**
- **and/or 4th Week of June – All Other Subjects**

Academic Support for Students

Sample Schedule

22 June 2026 (Monday)							
	4A1	4A2	4E3	4E4	4E5	4E6	5A1
0800-0900	EL	EL	AM / MA	EL	Chem	AM / MA	Sc Phy
0900-1000	Sc Chem	Geog Elective	AM / MA	Sc Chem	Chem	AM / MA	EL
1000-1030	Recess						
1030-1130	Geog Elective	EL	EL	Sc Phy/ Sc Bio	EL	EL	Sc Chem
1130-1230	Sc Phy/ Sc Bio	Sc Phy/ Sc Bio	GE/HE/Geog	GE/HE/Geog	GE/HE/Geog	GE/HE/Geog	GE/HE/Geog

The Science of Revision: A Parent's Guide to Exam Success

CREATING THE OPTIMAL ENVIRONMENT

PRIORITIZE 8-10 HOURS OF SLEEP

Sleep allows the brain to form connections and prioritize information.



PHONES: OUT OF SIGHT, OUT OF MIND



**20%
DECLINE IN
PERFORMANCE**

The mere presence of a mobile phone can cause a 20% decline in performance.

THE POMODORO METHOD

Work in focused 25-minute bursts followed by 5-minute breaks to maintain peak concentration.



**25-MINUTE
BURST**



**5-MINUTE
BREAK**

Active Recall Outperforms Passive Reading 2:1



**ACTIVE RECALL
(SELF-TESTING)**



**PASSIVE READING /
REREADING**

Active Recall	57% / +20%
Passive Reading	29% / Low
Highlighting / Underlining	~30% / Minimal

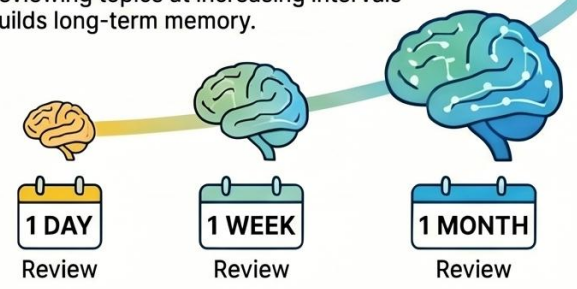


THE "PROTÉGÉ EFFECT": LET THEM TEACH YOU

Explaining forces students to organize thoughts and identifies hidden knowledge gaps.

SPACE IT OUT, DON'T CRAM

Reviewing topics at increasing intervals builds long-term memory.



The background features a stylized graphic with a green path that starts from the left, curves down, and then continues horizontally. A blue path starts from the bottom, curves up, and then continues horizontally, overlapping the green path. A red path starts from the top right and curves down. An orange circle is positioned on the left side of the green path. Two black dots are placed on the green path: one at the top curve and one at the bottom curve.

STUDENT WELL-BEING

Mr Sim, YH/US

Ms Lorraine, Senior School Counsellor

The Reality of Graduating

Students in Sec 4 and 5 are navigating more than just exams.

They are also facing:

- **Cognitive overload:** Increase in revision intensity (topics, complexity, duration).
- **Decision fatigue:** Pressure of choosing post-secondary paths.
- **Identity stress:** Self-worth often becomes tied to academic performance. Having exceedingly high expectation of self.
- **Fluctuations in motivation:** "Up and down" in energy levels, with difficulty staying consistently driven under long-term pressure.



The Reality of Graduating

Balancing a normal level of stress while not getting burnout

Signs to take note of	Normal level of stress	Academic burnout
Self-Talk	“The test is difficult”	"I am not good enough" / "What's the point?"
Engagement in other activities	Still enjoys breaks/hobbies	Total loss of interest in everything
Fatigue	Tired, but sleep helps	Persistent exhaustion, sleep does not fix it
Mood	Occasional irritability	Persistent pessimism, withdrawal, or flat mood



The Reality of Graduating

Supporting our graduating students require close home-school partnership.



Well-Being of Students

(What Can Parents Do)



Common Challenges

- Ruminating/Procrastination
- Social and Exam Anxiety
- Loss of motivation for study
- Exceedingly high expectation of self
- Unable to stay focused due to other interests

Hence, the need to have

- Better time management
- Discipline and focus
- Compassion and self-compassion



What can parents do?



Listen and Respond



What can parents do?

- Watch out for signs and symptoms of distress (e.g. anxiety, depression)
- Be alert to out-of-character behavioural and physical signs





DISTRESS Signals

Warning signs are often an appeal for help. There are several warning signs of distress that can be observed in students which may indicate the need for additional support.

When signs are present **IN COMBINATION** or in **MORE EXTREME** or **LONG-LASTING** forms, it may be more indicative that the students may be experiencing significant emotional and social distress. **If in doubt, seek help and advice from your School Counsellor.**

- D** **Displaying** out-of-character behaviour
- I** **Injuries** that are unexplained (including cuts, bruises or burns)
- S** **Sudden** changes in appearance, interests or habits (including eating or sleeping)
- T** **Temperament** changes (irritable, agitated, moody, stressed or anxious)
- R** **Rebellious/** aggressive behaviour
- E** **Extended** absence/ deliberate social withdrawal
- S** **Struggling** to pay attention/ increased lethargy
- S** **Sending/** posting moody or morbid messages (including expressions of death)

Have you observed the typical and atypical signs of depression shown here?



Physiological

- Fatigue/ lethargy
- Aches and pains
- Sleep disturbance
- Appetite/ weight changes



Emotional

- Depressed mood
- Irritability
- Excessive guilt and worry
- Anxiety and apprehension



Behavioural

- Loss of interest in activities
- Social withdrawal
- Temper tantrum
- Defiant behaviour
- Over-achievement



Cognitive

- Concentration problems
- Suicidal thoughts
- Negative outlook and view of self
- Cognitive distortions
- Perfectionism, fear of failure

- Build positive relationship with them and express care and concern
- Encourage them to adopt a mindset that seeking help is not a sign of weakness but resilience

(E.g, “I can manage this situation if I just take one step at a time”)

- Promote positive coping (e.g. exercise, practicing breathing, healthy eating, talking to someone, writing a journal, getting enough sleep - i.e., 8 to 10 hrs)



- Validate and normalise their feelings

E.g, “I hear you are stressed right now and it is understandable as this is an important year.”

VS

“When I was your age, I dealt with my stress.”



- Instil

Help your child to focus on a positive future

Open your child's mind to available alternatives

Plan to resolve problem

(E.g, Assist with time management - Parents may collaborate with their child to do up a weekly study plan)

Evaluate your child's resources



What can parents do?

- **Use cognitive strategies such as coping statements and realistic thinking**
 - Develop coping statements with your child
 - ‘This situation is not impossible. I can handle it.’
 - ‘I need to pay attention to what worked.’



- **Use cognitive strategies such as coping statements and realistic thinking**

- Challenge anxious/negative thoughts and change them to more realistic ones

- Revisit their previous achievements/successful moments and times that they overcame similar challenges.

E.g, “Last time you felt behind, you made a revision timetable and focused on the most important topics first. What helped then that we could use again now?”

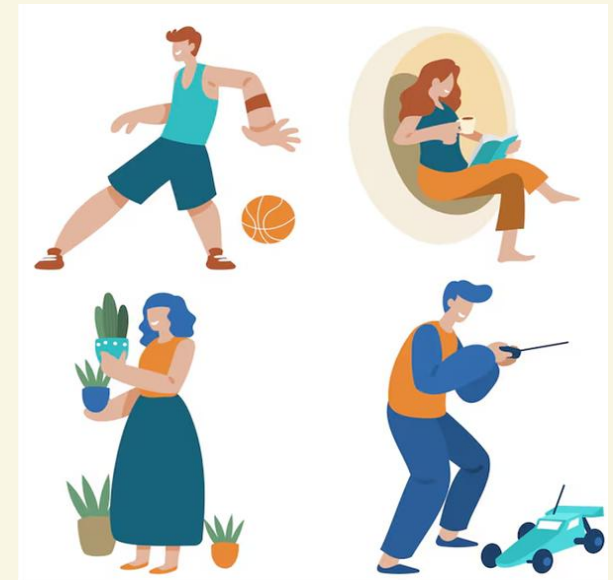
- Break down the steps that led to previous successes/achievements.

“Back then, you avoided writing essays because they felt too hard. Now you’ve learned how to outline first, gather examples, and edit your work in stages. This shows your progress.”



- **Instil digital wellness:**

- Discuss with your child a suitable daily amount of screen time
- Regulate screen time usage and wifi availability
- Know what your child is surfing online
- Encourage outdoor activities or engaging in activities that do not involve digital devices over strict device bans



Parent Kit (27 Apr 2026)

Parent Kit
Let's support our Teens' Cyber Wellness Journey
Secondary School Edition

27 Apr 2026
Ministry of Education
Singapore

Curious about what our teens learn about Cyber Wellness through MOE's Character and Citizenship Education? This Parent Kit provides an overview of MOE's efforts and how healthy digital habits and skills can be developed at home.

CYBER WELLNESS EDUCATION FOCUSES ON 3 AREAS:

- Balanced Screen Use
- Online Safety
- Positive Online Behaviour

CYBER WELLNESS EDUCATION IS DELIVERED THROUGH:

- In-class Cyber Wellness lessons
- Targeted assembly programmes
- Peer support initiatives
- School-specific guidelines for device use

1. ONLINE SAFETY

1 Social Media and its Risks
Social media's algorithms feed content to youths based on their online activities and

2 App Permission and Privacy
Understand implications of installing apps, which may expose them to online risks

3 Online Rights & Responsibilities
Understand the moral and legal consequences of spreading falsehoods, and of using AI to

*What do our teens learn in school?
Reinforce these at home too!*

1

Balanced Use of Technology

Maintain a balance between online and offline activities:

- Set device time limits.
- Put away devices temporarily when completing important tasks so as to avoid distractions.
- Prioritise physical activities and face-to-face interactions to connect with others.

3. POSITIVE ONLINE BEHAVIOURS

1

Contribute to a Safe and Respectful Cyber Community

Students are taught to respect others, act responsibly and positively influence others when online.

T.H.I.N.K. before posting online:

- Is it **TRUE**?
"Am I sure this info is correct?"
- Is it **HELPFUL**?
"Will this help someone?"
- Is it **INSPIRING**?
"Will this make others feel good?"
- Is it **NECESSARY**?
"Do I really need to share this?"
- Is it **KIND**?
"Will this hurt anyone's feelings?"

2

Be S.A.F.E. against Cyber Bullying

- S**top all interactions with the bully. Block them if necessary.
- A**ssess the situation. Think of the possible choices you have and the consequences on yourself and others.
- F**ind and save evidence of the incident (e.g. photos, online chats).
- E**ngage a trusted adult and/or peer. Report the incident to the school and/or to the platform directly through the in-app reporting function.



<https://go.gov.sg/pfw-toolbox-for-parents>

For more bite-sized resources (practical tips and strategies), scan the QR code to download a copy of the **Parenting for Wellness Toolbox for Parents**.

↖ **QnA**



Thank you

