



Junyuan Secondary School

Sec 2 Parents Engagement 2025

Agenda

- Opening
- Full Subject-Based Banding and Post-Secondary Pathways
- Academic and Well-being Matters
- Subject Combination
- Sec 2 Resilience Camp
- Q&A

Slides will be posted on Parents Gateway after today's session



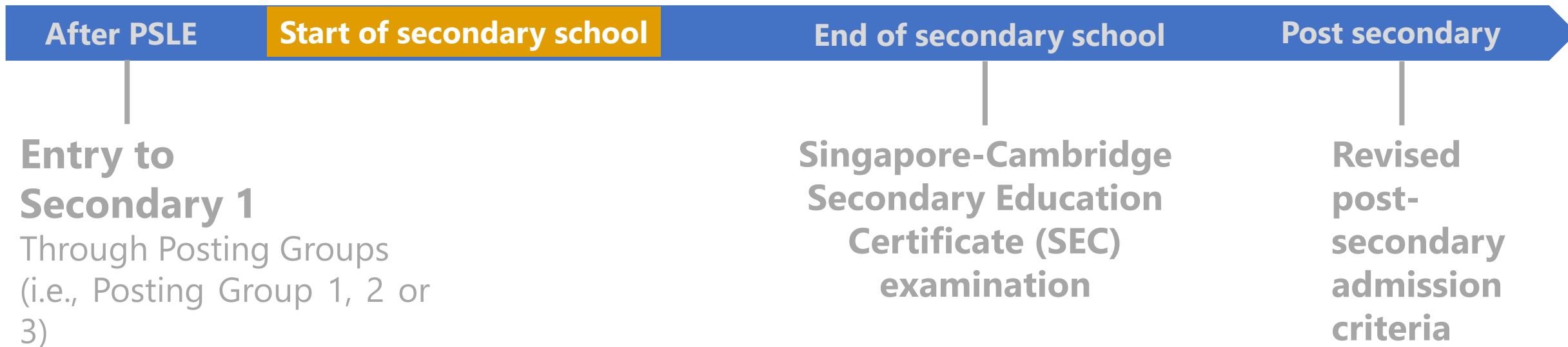
Full Subject-Based Banding (Full SBB)

Parent Engagement Deck
Accurate as of March 2025

Secondary school experience under 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 respectively
4. Greater flexibility to offer subjects at various subject levels
5. Shift away from stream-based subject offerings



What's next?



Secondary 1 & 2

End of Secondary 2

Secondary 3 & 4

Deciding on upper secondary subject combinations

All students will offer between 5 and 7 examinable subjects for upper secondary.

Upper secondary

Students will continue to have flexibility to offer subjects at different subject levels, including elective subjects (e.g. Additional Mathematics, Art, Design & Technology).

Subject Combination Matters - what to consider



Key Considerations for Subject Combinations

Near Future: Choices and how it relates to eligibility and requirements in terms of

- Junior College / Millennia Institute
- Polytechnics
- ITE Colleges

Distant Future: Readiness for life-long learning in terms of

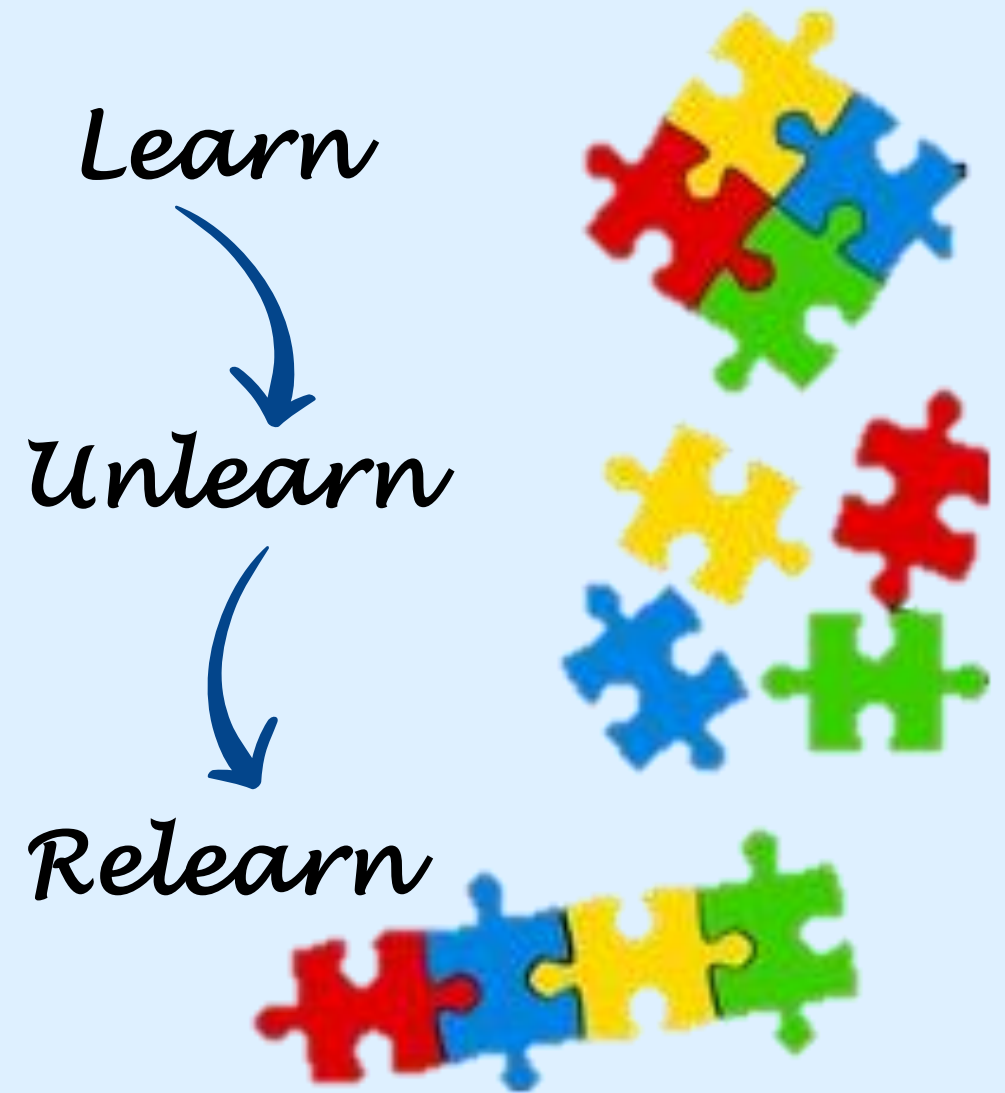
- University Education
- Learning for Life

SINGAPORE: The pace of acquiring skills and knowledge must intensify, **with individuals changing jobs every four to five years**, said Minister for Education Chan Chun Sing on Thursday (Feb 10).

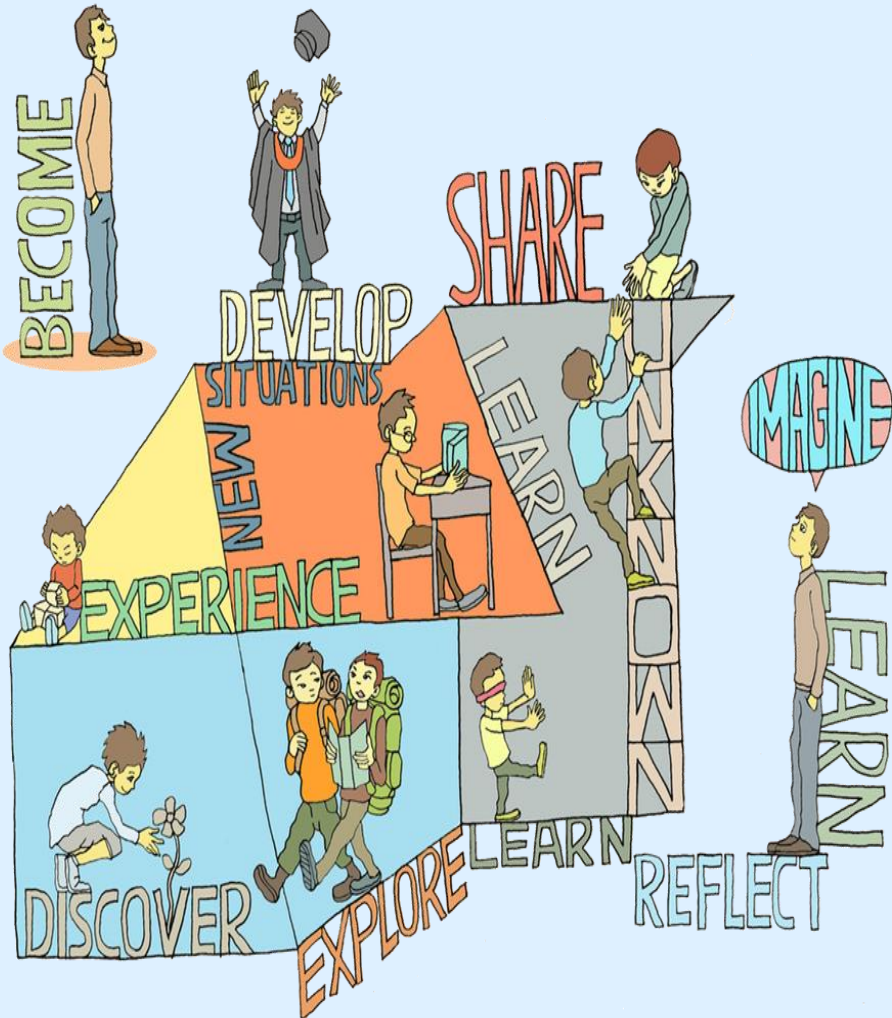
Stressing the importance of continual learning, Mr Chan said: "If the half-life of skills and knowledge has shrunk, then it must follow that **the pace of acquiring skills and new knowledge must intensify**."

"It used to be said that we may use almost 20 years to prepare for our first job and maybe the only job for life. That's our parents' generation. But what if we need to do 10 different jobs for life, changing every five years on average? That's our generation."

Pace of acquiring skills and knowledge must intensify, continual learning will help people remain relevant: Chan Chun Sing – CNA (10 Feb 2022)



Distant Future: Future Realities are Beyond Our Control and So We Need Timeless Competencies



Value of CCAs and Student Leadership

- **Develop skills** in leadership - motivation, communication and problem-solving
- **Work in teams** that provide opportunities to serve, influence and motivate their peers.
- **Serve others**, while teaching them to effectively empathise, influence and motivate others.



21 Century Competencies Valued by Employers

- Critical Thinking and Problem Solving
- Communication and Collaboration
- Flexibility and Adaptability
- Initiative and Self-direction
- Cross-cultural Literacy

MOE COS 2025

Thriving Together

**Maximising the Potential
of Education**



Learn for Life – Current Post Secondary Pathways

Course	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Direct-Entry-Scheme to Polytechnic Programme (DPP)	Polytechnic Year 1	Millenia Institute	Junior College
Express	✓	✓			✓	✓	✓
Normal Academic (Sec 4)	✓	✓	✓	✓			
Normal Academic (Sec 5)	✓	✓			✓	✓	✓
Normal Technical	✓						

Pathways are tagged to academic courses

Learn for Life – New Post Secondary Pathways

Students taking at least	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millenia Institute	Junior College
6 G3 subjects	✓	✓	✓ (new)	✓	✓	✓
5 G3 subjects	✓	✓	✓ (new)	✓	✓	✓ (new)
4 G3 + 1G2 subjects	✓	✓	✓ (new)	✓ (new)		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	✓ (new)				

Pathways are tagged to subject-based strengths

Summary of Post Secondary Pathways

Institution	Programme	Eligibility
Junior College / Centralised Institute	A-Level*	<ul style="list-style-type: none"> Students apply to JC/MI using their basket of 5G3 subjects English and Maths must be at G3 level
Polytechnic	Diploma*	<ul style="list-style-type: none"> Students apply for admission to Yr 1 of polytechnic, using their basket of 4 G3 and 1G2 subject Students who take all G3 subject will have their last subject mapped to G2 level, based on the conversion table. Example in next slide English must be at G3 level
		<ul style="list-style-type: none"> Students apply for the Polytechnic Foundation Programme (PFP), using their basket of 5G2 subjects Students who take predominantly G3 subjects will have their subjects mapped to G2 level, based on the conversion table Upon completion of this 1 year PFP, students will progress to Yr 1 of polytechnic
ITE	3 Year Higher Nitec*	<ul style="list-style-type: none"> Students apply for admission to Yr 1 of ITE using their aggregate score comprising G1 subjects Students who take predominantly G3 or G2 subjects will have their subjects mapped to G1 level, based on the conversion table

* subject-specific requirements apply

Revised Downward Grade Mapping

Students can use grade mapping to aggregate scores across subjects offered at different subject levels for post-secondary progression.

ELR2B2 for Poly Admission	
Subjects	Subject Level
English Language (EL)	G3
2 Relevant subjects (R2)	
One of the [B] subjects	
2 nd [B] subject	G2 (G3 subjects to be mapped to G2 grade)

Downward grade mapping table from G3 to G2	
G3	G2
A1-B3	1
B4-C6	2
D7	3
E8	4
9	5
	6

For example, a student who scores the following:

G3 English – A2

G3 MTL – B3

G3 Maths – B4

G3 Humanities – B4

G3 Science – C6

ELR2B@ aggregate = 2 + 3 + 4 + 4 + 2 = 15 points

G2 Science – 2

Calibrating Subject Combination in Upper Secondary



- If all students are to offer between 5 and 7 examinable subjects for upper secondary, how many subjects should my child take?
- Does he/she need to take more demanding subjects? How does that help?
- If my child is struggling, what will happen if he/she drops to a less demanding subject?



- Pathways are designed to cater to your child's interests and strengths.
- Polytechnic admission is becoming increasingly competitive for choice courses so its important to aim for a good aggregate
- Students should pass as many subjects as possible, especially for the subjects of English and Mathematics in order to access choice post-secondary institutions
- Parents are encouraged to discuss with their child which combination best suit their strengths and aspirations. Encourage your child to stay open to possible pathways
- Trust their abilities to grow to become better versions of themselves, while being careful not to project your expectations on them

Calibrating Subject Combination in Upper Secondary

When students are doing well in the subject, they can consider offering subjects at more demanding level in upper secondary

- To score 75% and above for the subject, **to take on new subjects at more demanding level**, e.g. moving from Sec 2 G2 Maths to Sec 3 G3 Maths
- To score 50% and above **to continue taking subject at more demanding level**, e.g. moving from Sec 2 G3 Maths to Sec 3 G3 Maths

Offering Subjects at Less Demanding Level in Upper Secondary

- Students are encouraged to offer subjects at as high a level as possible instead of offering them at a less demanding level as this may prematurely narrow students' post-secondary options.
- If students are unable to cope with the subject levels at which they are offering, there is flexibility to offer the subject(s) at a less demanding level based on the school's holistic considerations after considering other possible options to support the student.

Singapore-Cambridge Secondary Education Certificate (SEC)

- From 2027, students will sit for the new SEC examinations, comprising different papers for each subject level.
 - Students will offer the Full SBB equivalent of retired subjects (e.g. G1 Computing instead of CPA).
- SEC examination timetable will be harmonised to allow students to better pace their learning with all students taking their examinations in the same period
- Written examinations for English and Mother Tongue Language (MTL) will be conducted ~1 month ahead of other subjects, with only one sitting for MTL



What's next?

End of Secondary 4/5

Singapore-Cambridge Secondary Education Certificate (SEC) Examination

From 2027, students will sit for the new SEC examinations, with different papers for each subject level.

5th year of secondary education will continue to be available for eligible students.

- This allows them to pace their learning and possibly offer subjects at a more demanding level to access more post-secondary pathways.

Post-Secondary

Admission to post-secondary education institutes

Admission criteria have been progressively updated to recognise students taking different combinations of subjects and subject levels.

- E.g., Polytechnic Foundation Programme (PFP) has been expanded to allow access to students offering G3 subjects, or a mix of G2 and G3 subjects.

**From 2028,
more post-secondary options
will be available.**

Students taking at least	POST-SEC PATHWAYS					
	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
6 G3 subjects	✓	✓	NEW ✓	✓	✓	✓
5 G3 subjects	✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 + 1 G2 subjects subject	✓	✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	NEW* ✓				

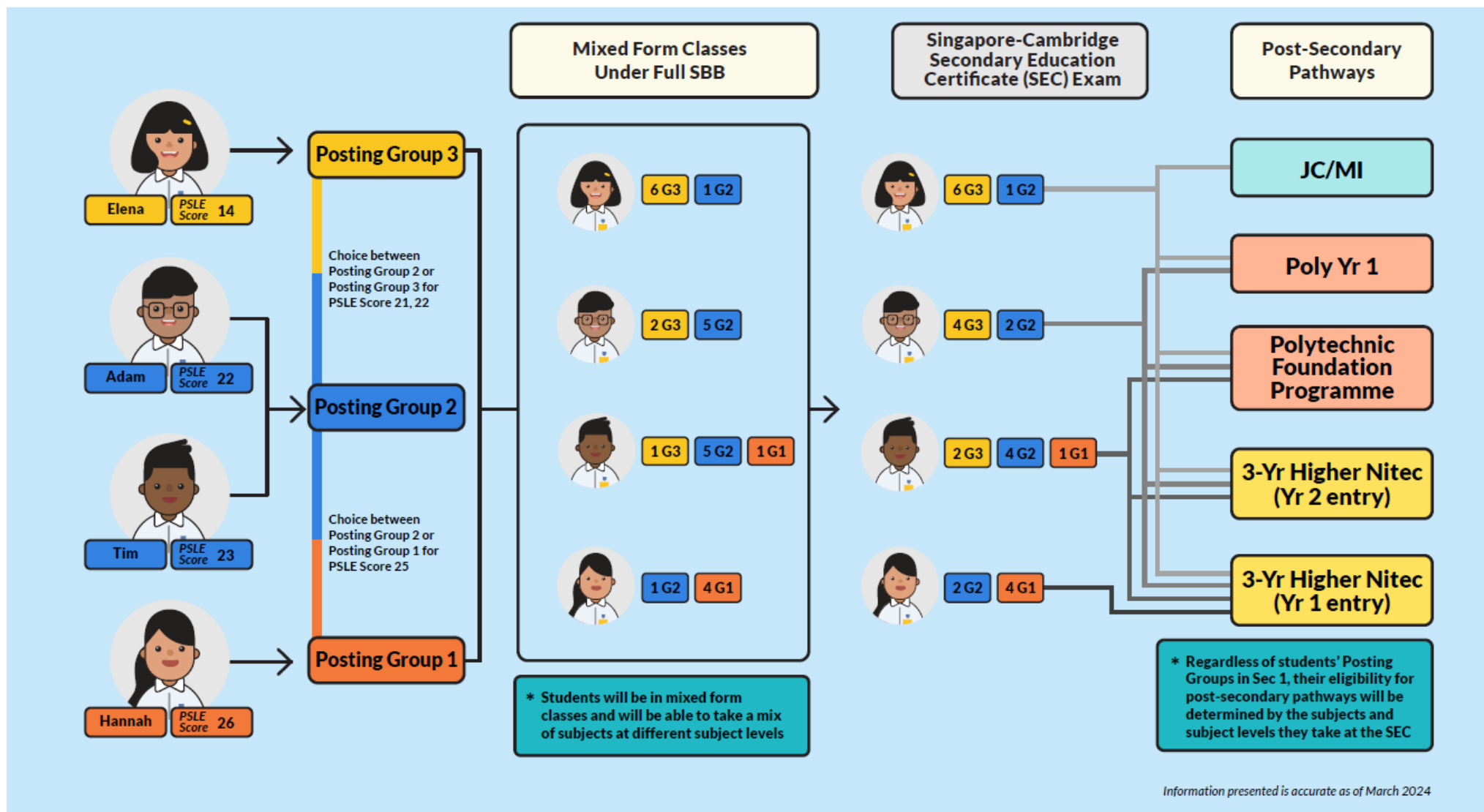
*For students who meet ITE's Year 1 academic requirements

Overview of Post-Secondary Pathways

*Students who offer 4 G1 subjects will join Year 1 of Higher Nitec, and may be offered the accelerated pathway if they meet academic requirements during their Year 1 Semester 1 examinations. **This pathway will allow them to attain a Higher Nitec in a shorter duration of about two years.**



Example: Secondary school experience under Full SBB



Eligibility for 5th Year **(Similar to Going from Sec 4NA to Sec 5NA under N Level System)**

- 5th year of secondary education allows eligible students to pace their learning and possibly offer subjects at a more demanding level to access more post-secondary pathways
- ELMAB3, computed at G2, is used to determine students' eligibility for the 5th year.
- Student can return for the 5th year if ELMAB3, computed at G2 is less or equal to 19.

Key Changes to Post-Secondary Pathways

Previous	New
<ul style="list-style-type: none"> ▪ O Level students use their L1R5 score to qualify for JCs ▪ Bonus points are capped at 4 	<ul style="list-style-type: none"> ▪ Students use their L1R4 score to qualify for JCs ▪ Bonus points are capped at 3
<ul style="list-style-type: none"> ▪ O Level students need to have five O Level subjects in order to apply for poly 	<ul style="list-style-type: none"> ▪ Students need at least four G3 subjects and one G2 subject in order to apply for poly
<ul style="list-style-type: none"> ▪ NA Level students can apply for Poly Foundation Programme (PFF) using their N Level aggregate 	<ul style="list-style-type: none"> ▪ Students offering G3 subjects, or a mix of G2 and G3 subjects will also be allowed to access PFP
<ul style="list-style-type: none"> ▪ NT students apply for two-year Nitec course at ITE. Upon completion, they apply for two-year Higher Nitec course 	<ul style="list-style-type: none"> ▪ All ITE Nitec courses are changed to an enhanced three-year curricular structure leading directly to a Higher Nitec certification

Details are elaborated in the next few slides

Admissions to JC/MI

- From 2028 JC1 cohort, JC admission criteria will be **revised from L1R5 to L1R4**;
 - This allows students to recalibrate curriculum load by offering one fewer subject, and use freed-up time to pursue their interest and strengthen development of 21st Century Competencies e.g. through CCA or school programmes
- Bonus points cap will be lowered from four to three

1) Qualifying threshold for JC revised to L1R4 ≤ 16 and retained at L1R4 ≤ 20 for MI

	Aggregate Scores (computed with G3 subjects)	Qualifying Threshold
Junior College	L1R4	≤ 16
Millenia Institute	L1R4	≤ 20

2) Minimum subject grade requirements will remain

Subject	Grade
English Language	1-6 at G3
Mathematics (Elementary/Additional)	1-7 at G3
Any one Mother Tongue Language	Higher Mother Tongue Language: 1-8 at G3 Mother Tongue Language: 1-7 at G3; 1-5 at G2; A-D at G1

Admissions to JC/MI

- **JC/MI aggregate score will include Language, Humanities and Mathematics/Science subjects**
 - This ensures that students continue to cope with the academic rigour of the A-Level pathway

JC/MI aggregate score composition	Subjects
First Language ("L1")	English or Higher Mother Tongue
Relevant Subject 1 ("R1")	Best-scoring subject from Humanities
Relevant Subject 2 ("R2")	Best-scoring subject from Mathematics or Science
Relevant Subject 3 ("R3")	Best-scoring subject from Humanities, Mathematics or Science
Relevant Subject 4 ("R4")	Any best-scoring subject except Religious Knowledge

- Students who apply through the Joint Admission Exercise (JAE) and are selected for Language Elective Programme (LEP) continue to be eligible for two bonus points on top of this cap for admission to respective JCs

Admissions to Polytechnic Foundation Programme (PFP)

- **Students offering G3 subjects, or a mix of G2 and G3 subjects will be allowed to access PFP**
 - For purposes of admission to PFP, the requirements for English, Math, the 'Relevant' [R] subject and 'Best' [B] subjects will be mapped at the G2 level, instead of G3.
 - The minimum G2 grades are indicated in the table below.

Subject specific requirements for PFP	
G2 subjects	New grade requirement
English Language	3
Mathematics	3
Relevant Subject	3
Two "Best" Subjects	4

Grade Mapping Table from G3 to G2	
G3	G2
A1, A2, B3	1
B4, C5, C6	2
D7	3
E8	4
9	5
-	6

Admissions to Polytechnic Foundation Programme (PFP)

- Admissions will be restructured to a cluster-based approach
- Students will enter one of the following three key broad clusters. At the end of the PFP year, students will then apply to a specific diploma course within the cluster, and posting will be based on their PFP performance and course choice:
 - Sciences
 - Humanities, Art, Media and Business
 - Design, Engineering & Technology (*NYP and TP offer two sub-clusters: (i) Design and (ii) Engineering & Technology*)
- Diploma-specific admission to PFP will continue for Nursing, Tamil Studies in Early Education and Early Childhood Development & Education courses as these courses are more specialised. Students who are keen on these specialised diploma courses can continue to gain admission through entering PFP for the specific diploma directly or through the cluster-based approach.

Admissions to Polytechnic Year 1

- From 2028, one 'Best' [B] subject can be fulfilled at G2 or G3 as part of the ELR2B2 aggregate score for admission to Polytechnic Year 1
 - Students who offer both [B] subjects at G3 will have the [B] subject with a lower grade mapped from G3 to G2 based on a grade mapping table.
 - Correspondingly, the net aggregate cut-off will be adjusted from 26 points to 22 points.

ELR2B2	
Subjects	Subject Level
English Language (EL)	G3
2 Relevant subjects (R2)	
One of the [B] subjects	
2 nd [B] subject	G2 (G3 subjects to be mapped to G2 grade)

Grade Mapping Table from G3 to G2	
G3	G2
A1, A2, B3	1
B4, C5, C6	2
D7	3
E8	4
9	5
-	6

ITE Curricular Structure

- By AY2026, ITE will transit all its Nitec courses to the enhanced **three-year** curricular structure leading directly to a Higher Nitec certification[^]
 - In Year 1, students will undertake broad-based foundation courses exposing them to fundamental skills needed for the relevant industry sector
 - In Years 2 and 3, they will take more specialised modules, leading to a Higher Nitec certification
 - Students are also exposed to two industry attachments (IA): a three-month IA in Year 2 and a six-month IA in Year 3, with the latter building on the learning outcomes and workplace competencies of the former

[^] Potential introduction of a 3-year Higher Nitec in Early Childhood Education (from the current 2-year Higher Nitec) under review

Admissions to ITE Year 1

- From AY2028 ITE intake, admissions requirements for entry to **Year 1** of **3-year** Higher Nitec courses will be set at G1
- ITE aggregate score will be computed based on four G1 subjects
- G3 and G2 grades will be mapped to G1 based on the grade mapping table

Grade mapping table (G3 to G2 to G1)			ITE Aggregate score
G3	G2	G1	
A1-B3	1	A	1
B4-C6	2	A	
D7	3	A	
E8	4	B	2
9	5	C	3
-	6	D	4
-	-	E	5

Admissions to ITE Year 2

- From AY2028 ITE intake, admission requirements for direct entry into Year 2 of three-year Higher Nitec courses will be set at G2
- Student must obtain an ELMAB3 aggregate of 19 points or better, based on G2 grades
- Students with G2 subjects, or a mix of G2 and G3 subjects will be able to apply for direct entry into Higher Nitec Year 2. G3 grades will be mapped to G2 based on the grade mapping table

Grade Mapping Table from G3 to G2	
G3	G2
A1, A2, B3	1
B4, C5, C6	2
D7	3
E8	4
9	5
-	6

Progression from ITE to Polytechnics

- From the AY2027 Poly intake, all Higher Nitec graduates with a minimum raw GPA of 2.5 will be eligible to apply for admission to Polytechnics. This was revised from minimum raw GPA of 2.0, to ensure that ITE graduates can better cope with the academic rigour of a polytechnic education
- From the AY2027 Poly intake, polytechnic admission will be guaranteed to all Higher Nitec graduates with a minimum raw GPA of 3.5, for admission to poly courses that are mapped to ITE courses.

Academic Matters for 2025

Timetable Matters

	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	8:00 8:20	8:20 8:40	8:40 9:00	9:00 9:20	9:20 9:40	9:40 10:00	10:00 10:20	10:20 10:40	10:40 11:00	11:00 11:20	11:20 11:40	11:40 12:00	12:00 12:20	12:20 12:40	12:40 13:00	13:00 13:20	13:20 13:40	13:40 14:00	14:00 14:20
Mon	CCE			EL (TG 1-4)		Math (TG 1-4)		MTL (TG 1-4)		Recess		Sci (TG 1-4)		LS-D&T		PE		L5-Art	
Tue	LS-Music			CCE/1		Recess		EL (TG 1-4)		Lit/G1 Humanities (Sec 1 TG 1-4)		MTL (TG 1-4)		PE		L5-Art		L5-Music	
Wed	CCE			EL (TG 1-4)		Math (TG 1-4)		Recess		PE		Sci (TG 1-4)		L5-D&T		L5-Art		L5-Music	
Thu	CCE			Hist/G1 Humanities (Sec 1 TG 1-4)		Sci (TG 1-4)		MTL (TG 1-4)		Recess		Math (TG 1-4)		L5-D&T		L5-Art		L5-Music	
Fri	CCE			Math (TG 1-4)		EL (TG 1-4)		L5-D&T		L5-Art		L5-Music		L5-D&T		L5-Art		L5-Music	

- Each class will have two separate timetables, one for non-HBL week and one for HBL week
 - During non-HBL weeks, students will attend F2F lessons in school from Mon to Fri
 - During HBL weeks, they will attend F2F lessons in school from Mon to Thurs, and learn from home on Fri

This approach is needed to accommodate the diverse subject combinations within mixed form classes

	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	8:00 8:20	8:20 8:40	8:40 9:00	9:00 9:20	9:20 9:40	9:40 10:00	10:00 10:20	10:20 10:40	10:40 11:00	11:00 11:20	11:20 11:40	11:40 12:00	12:00 12:20	12:20 12:40	12:40 13:00	13:00 13:20	13:20 13:40	13:40 14:00	14:00 14:20
Mon	CCE			Recess		MTL (TG 1-4)		Sci (TG 1-4)		Math (TG 1-4)		EL (TG 1-4)		Hist/G1 Humanities (Sec 1 TG 1-4)		L5-Art		L5-Music	
Tue	MTL (TG 1-4)			Recess		Math (TG 1-4)		EL (TG 1-4)		CCE/1		PE		L5-Art		L5-Music		L5-D&T	
Wed	CCE			MTL (TG 1-4)		Sci (TG 1-4)		Recess		L5-D&T		PE		L5-Art		L5-Music		L5-D&T	
Thu	CCE			MTL (TG 1-4)		Recess		Math (TG 1-4)		Lit/G1 Humanities (Sec 1 TG 1-4)		Sci (TG 1-4)		EL (TG 1-4)		L5-Art		L5-Music	
Fri	CCE			L5-Music		Break Fri		EL (TG 1-4)		L5-D&T		Math (TG 1-4)		L5-Art		L5-Music		L5-D&T	

- 40min recess (Mon to Thurs) and 20min break (Fri)
 - HBL weeks for Semester 1 are listed below:
 - Term 1 Week 4 : 27 to 31 Jan 2025
 - Term 2 Week 6 : 28 Apr to 2 May 2025
 - Term 2 Week 10 : 26 to 30 May 2025
- All other weeks will follow the non-HBL timetable

Home Based Learning (HBL)



Home-Based Learning (HBL) is a platform for students to learn in settings beyond school through a blend of online and offline activities.

During HBL days, subject teachers will assign lessons and assignments based on the day's timetable from 7.30am to 12.40pm.

Students are expected to take personal ownership of their learning by following the instructions in the online lessons assigned.

HBL Sessions for Semester 1:

- 2 May 2025 (Fri)
- 16 May 2025 (Fri)
- 30 May 2025 (Fri)

How families can help:

- Avoid scheduling family activities on HBL mornings
- Encourage your child to follow a learning routine, by waking up on time
- Advise your child to seek help from teachers if they encounter difficulties in learning

Other House-keeping Matters

1. School Reporting Time

- Mon – 7.50am to 2.20pm
- Tue – 7.50am to 2.30pm, followed by CCA (up to 5.30pm)
- Wed – 8.30am to 2.20pm
- Thur – 7.50am to 2.30pm, followed by CCA (up to 5.30pm)
- Fri – 8.30am to 12.40pm

Students may leave by 1.20pm (Mon to Thur) and by 12.20pm (Fri) after their last timetabled lesson

- ## 2. The school will apply appropriate consequences ranging from verbal reminders, warning letters, suspension or restriction of privileges to inculcate the right attitude and values towards school and learning. Students who are recalcitrant late-comers may also be required to complete their HBL in school on selected Fridays or stay back after school.

Other House-keeping Matters

3. Individual lockers have been installed for students outside their classroom for students to keep their mobile phones before morning assembly. In the case of an emergency, parents can call the school General Office at 6587 3683 to reach their child.
4. Students who are unwell must be covered by a medical certificate (mc) or parent's letter (up to 2 per term). Subsequent absences beyond the 2nd occasion will be recorded as 'Absence without Valid Reason' if they are not covered by mc. Students with a high frequency of late-coming and absenteeism will have their conduct grades downgraded.
5. Should there be a need to miss school for other valid reasons, please email the Principal (junyuan_ss@moe.edu.sg) to seek permission. Kindly note that unless it is an urgent family matter (local or overseas), absence during term time is strongly discouraged.

Other House-keeping Matters

6. Promoting Cashless Payments in School

- POSB Smart Buddy is a cashless payment system for schools, enabling students to make secure and convenient transactions in our school canteen and bookstore
- The School will send a PG message to parents/guardians by end Jan informing them on the POSB Smart Buddy e-payment option
- Students enjoy cashless convenience for daily transactions and this eliminates risk of losing money
- Parents can sign up for a POSB Smart Buddy account and pair the watch/card with the mobile app



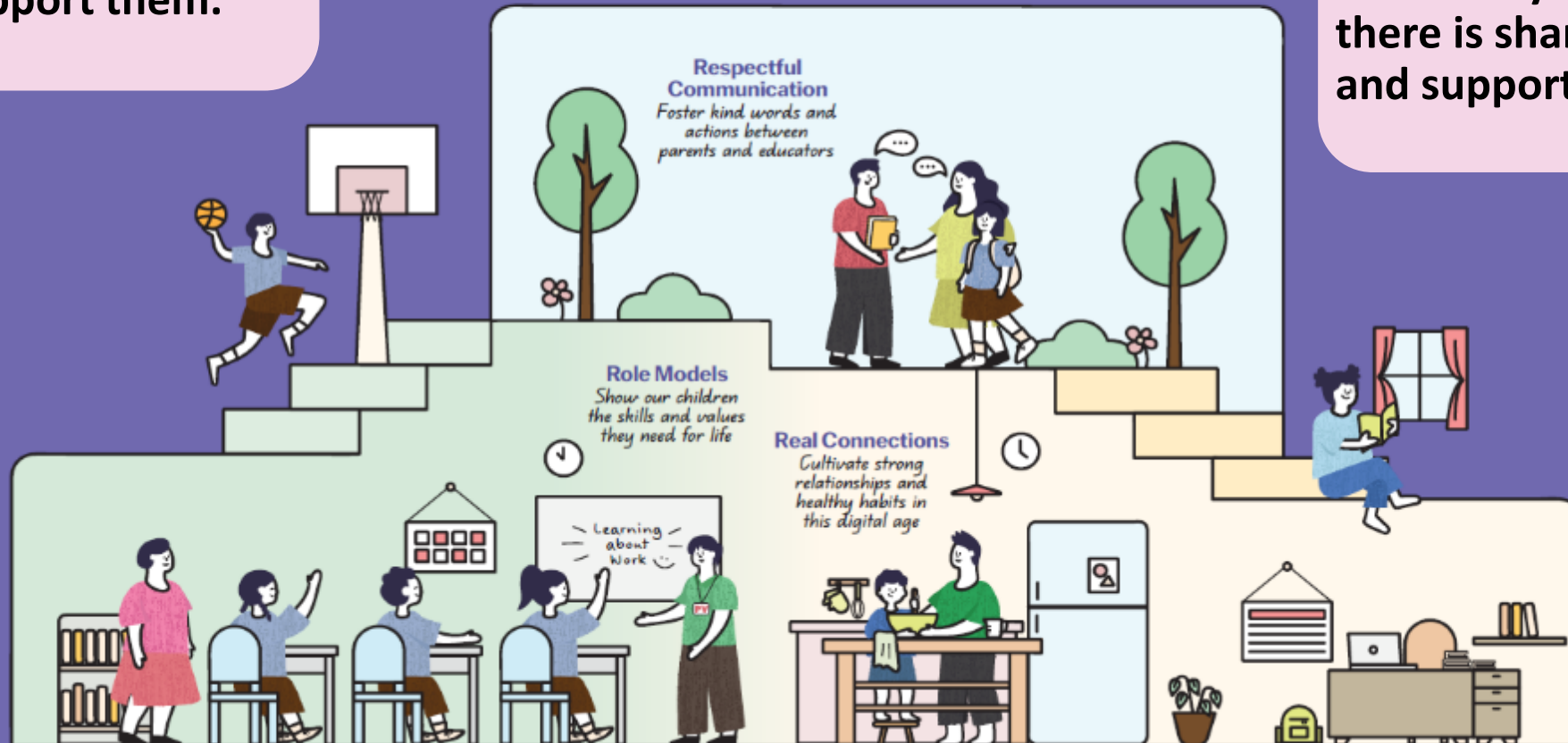
School-Home Partnership

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

Guidelines for School-Home Partnership

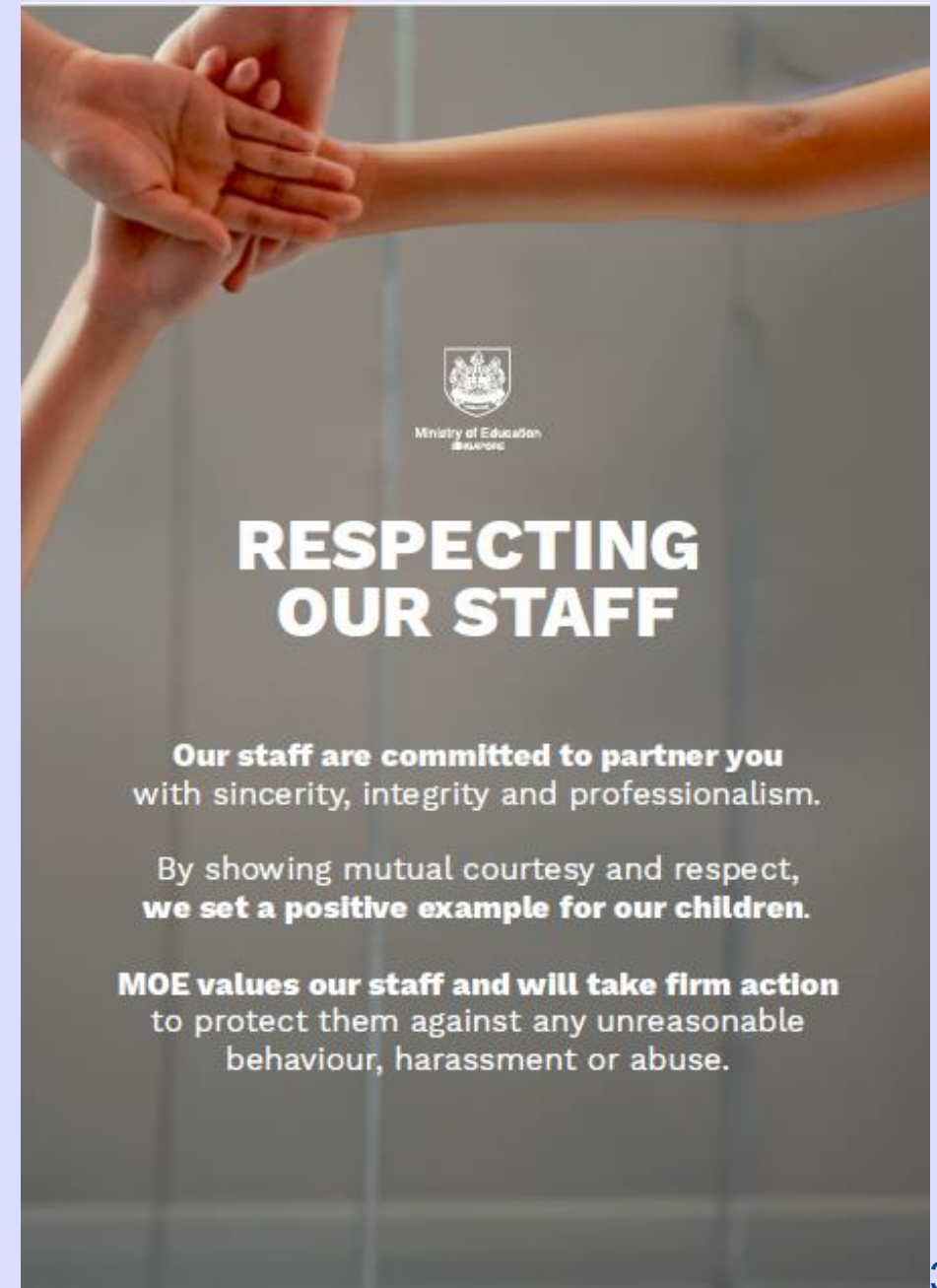
Raising a Happy, Confident, and Kind Generation Together

Our teachers care for your child. They work best when there is shared understanding and support from parents



Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



3 Areas to Foster School-Home Partnership

**1 Respectful
Communication**

2 Role Models

3 Real Connections



Respectful Communication

Foster kind words and actions between schools and educators



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children, to embrace the highs and lows of schooling



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

Real Connections

Helping your child establish healthy habits and learn to use technology in a positive and meaningful way

Role model good digital habits
for your child, e.g. not using
devices during mealtimes



Discuss and develop a timetable
with your child to moderate their
time spent on screens and practice
good sleep hygiene

Have regular
conversations with
your child to better
understand what they
do online, how to stay
safe and how to use
technology in a
responsible manner.



*Check Parenting for Wellness Toolbox for
conversation starters to facilitate meaningful
conversations, and practical strategies on
parenting in a digital age.*

Real Connections

Helping your child establish healthy habits and learn to use technology in a positive and meaningful way

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.



Building Strong Partnerships to Nurture Champions for the Community



Building Strong Partnerships to Nurture Champions for the Community

Common Concern / Issue Raised	What We Can Do Together
Student misplaces personal belonging, i.e. leaving equipment, PLD, valuables unattended instead of locking them up	<ul style="list-style-type: none">▪ Advise your child to recall where he/she could have left the items and seek help from friends to recover them▪ Set expectations with your child to label and keep track of their belongings▪ If need be, seek help from staff. We seek parents' understanding if we are unable to retrieve the items
Student is unwell/late and requests parents to write a letter of excuse	<ul style="list-style-type: none">▪ Student should seek medical advice if they are unwell▪ Parents' letter should not exceed 2 per term▪ Decline repeated requests for a letter of excuse if there are no valid grounds as inappropriate intervention can promote absenteeism.

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Social Media Influence - Online interactions lead to misunderstandings and unrealistic expectations, affecting self-esteem and real-life relationships

Lack of Communication - Poor communication leading to misunderstanding and distancing between friends.
Overreliance on online communication

Common Friendship Challenges

Poor Relationship Management - Friends disagree or argue, leading to unresolved conflicts and drawing others into the disagreement

Negative Peer Pressure – Students feel compelled to like/dislike to friends' behaviours, which can lead to poor decision-making and identity struggles



What we should focus on:

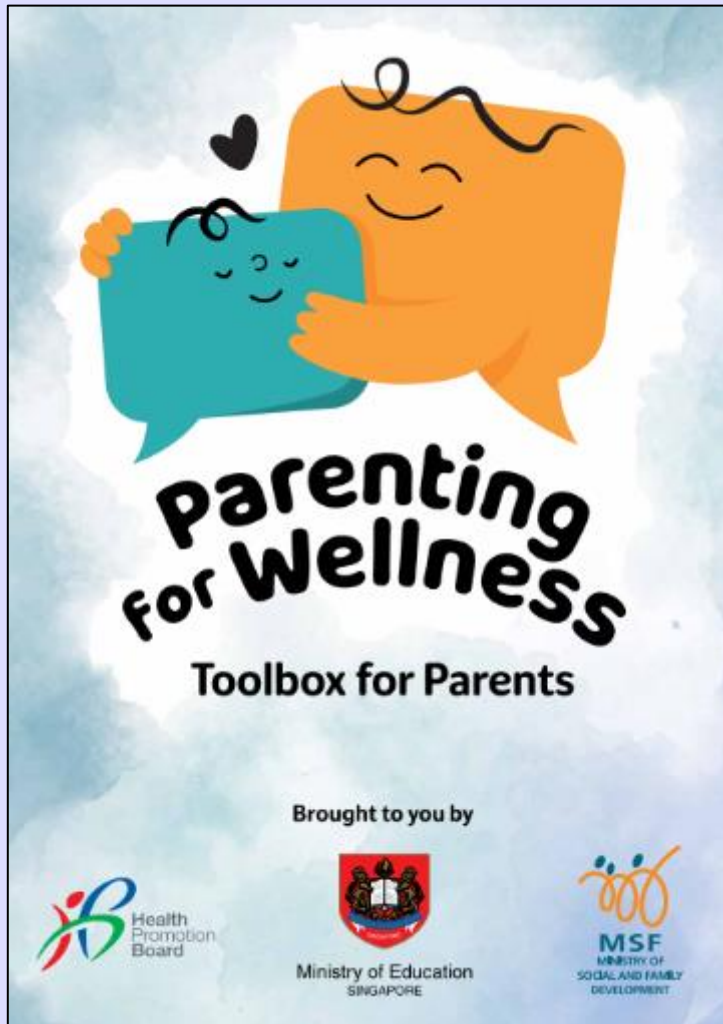
Helping students to reflect on how they can take stronger ownership/responsibility for their actions



What we should avoid:

Solving the problems for them
Promoting culture of blame and fault finding

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.

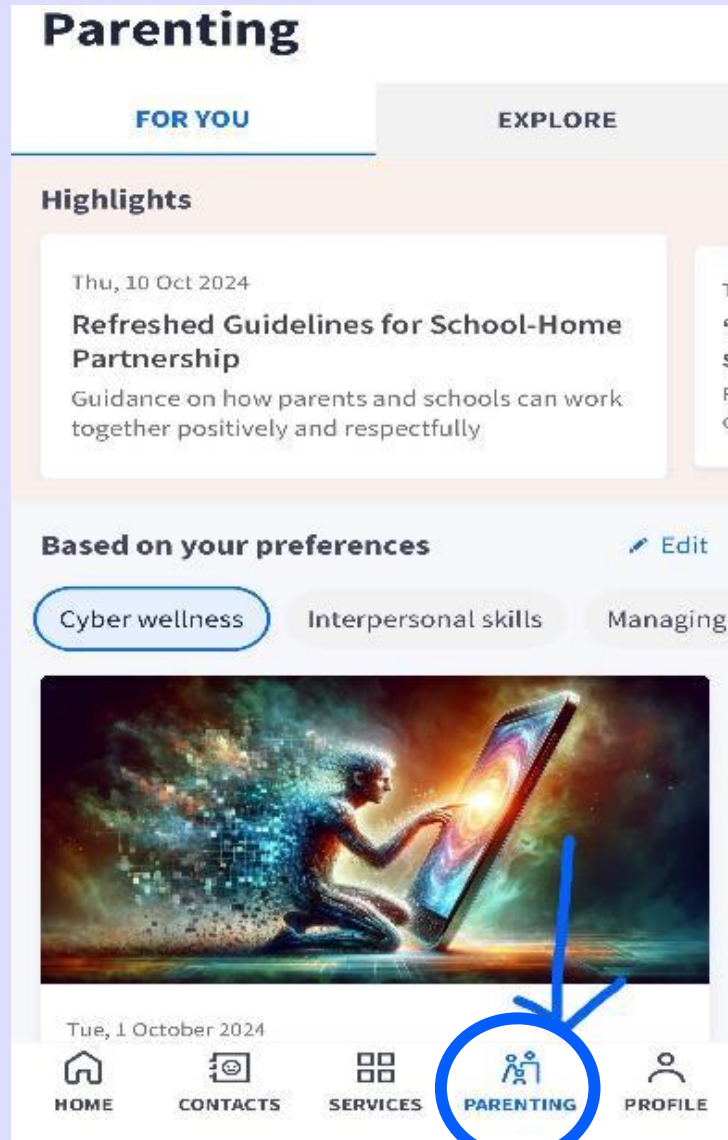
The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.



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



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



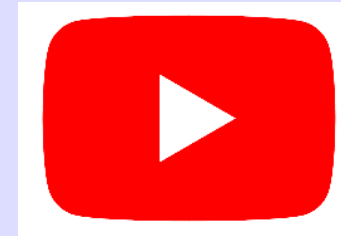
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