



Secondary 1 Parents' Engagement



3 Jan 2025



School Routines & School-Home Partnership



The KRSS Journey...

S1

Embrace Change, Discover Self

S2

Build Resilience, Grow Together

S3

Lead Self, Lead Others

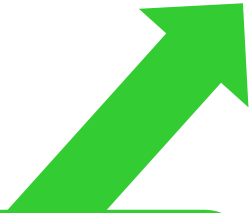
S4/5

Seize Opportunities, Realise Aspirations

At Secondary 1...

Embrace Change, Discover Self

Create a sense of
belonging to
school



Develop confident
and competent
learners



Partner Parents in
child's holistic
development



New School New Beginnings...

Full-Subject Based Banding experience

Consistent school and home routines

Nurturing sense of gratitude through opportunities to serve

Student Development Experiences

- Camps
- Learning journeys
- CCA
- Leadership and After-School Engagement programmes



New School Routines

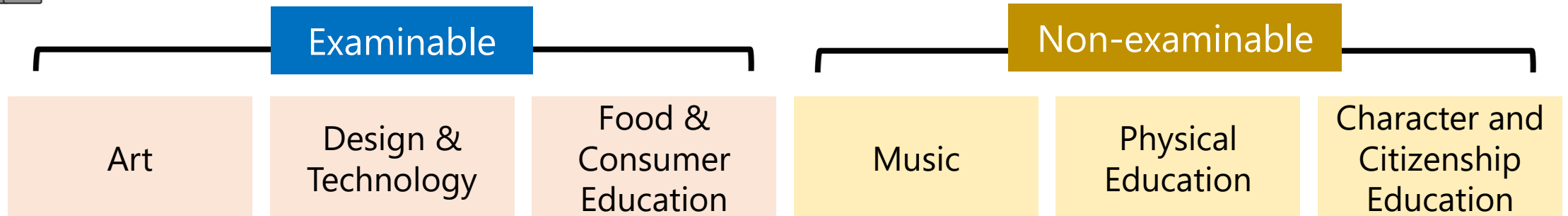
	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
Reporting Time	Flag-raising begins at 7:45am				
Dismissal Time	1240 – 1425	1425	1350 – 1425	1425	1240
Afternoon Programmes	Most CCAs			Most CCAs	
Attire	Uniform 1 KRSS collar shirt + school bermudas/skir t/pants	Uniform 1 or Uniform 2 Dri-fit shirt + school Bermudas/skirt/pants			Uniform 1 or Uniform 2 or Other KRSS shirts with school bermudas/skir t/pants
	PE attire is to be worn ONLY during PE lessons and/or other physical activities.				



Full Subject Based Banding (FSBB)

All Form Classes have a mix of students with different abilities.

Lower Secondary students take **Common Curriculum subjects (1/3 of curriculum time)** that provide students with opportunities to interact with peers of different strengths and interests.



Full Subject Based Banding (FSBB)

Offering subjects at a more demanding level.

English Language, Mother Tongue Languages, Mathematics, Science, and Humanities subjects will be offered at G1, G2 and G3.

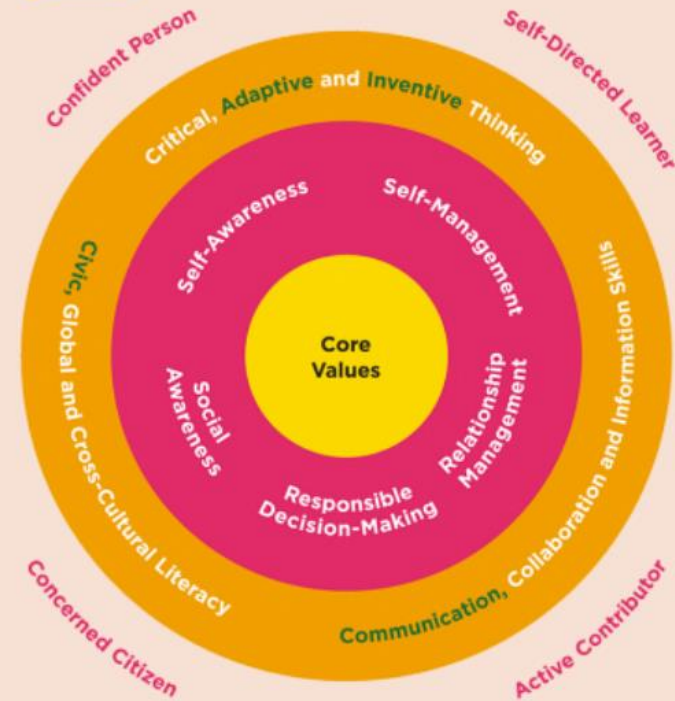
Help students have **greater ownership of their learning**, cater to student strengths, learning needs and aspirations.

Preparing our Children for the Future

Every Student a Creator, Connector, Contributor

Enhance the 21CC framework and place a greater emphasis on:

- Adaptive and Inventive Thinking
- Communication
- Civic Literacy



**EdTech as a
Capability Multiplier**

**School as our World to
World as our School**

School Vision

School Values

A Kent Ridgean has the
Heart of a Saint,
Passion of an Inventor and
Will of an Olympian.

F

- Fitness of Mind and Body

I

- Integrity in Word and Deed

R

- Respect for Self, Community and Environment

E

- Excellence in All our Endeavours

Other School Routines...

Longer school days – To support student well-being, some classes have snack breaks during lessons. Support your child by preparing healthy snacks like sandwiches or buns.

Recess and Lunch – Greater financial independence, comes with greater responsibility. We encourage students not to bring large sums of money to school.



Other School Routines...

HBL days – Independent Student Learning. Support your child by checking in with them and ensuring completion of work.

Use of **Personal Learning Device**: No need to use handphones in school. Support your child by encouraging them to observe home-routines of screen time, charging PLDs daily to get ready for school.

School Electronic Device Policy

- Electronic Devices (excluding PLDs) **ARE NOT** supposed to be used during curriculum hours (excluding CCAs).
e.g. Handphones, earphones, smart watches
- Students who flout the rules will have their electronic devices confiscated for **5 days** w.e.f 2025
- Students must secure their devices in their lockers before the start of the school day / first lesson.
- Students are to purchase a lock - available at the school bookshop, support provided for students on FAS

Importance of Self-Management

5As

- Attitude
- Attendance
- Attire & Appearance
- Academic Pursuits
- Appropriate behavior

R relevant materials

E ngaged learning

A ctive participation

D iligence in your work

y our learning
our responsibility

Importance of Self-Management



‘Fair’ or ‘Poor’ conduct grade and attendance in school, may exclude the student from

- Edusave Awards
- Overseas trips
- School Competitions

School-Home Partnership

LET'S MAINTAIN A POSITIVE RELATIONSHIP WITH T.E.E.N.



T
E
E
N

Time

Consciously set aside time for our teens. Find regular opportunities, such as common mealtimes or evening/weekend family activities.

Expectations

Recognise that while we may have expectations of them, they too have their own strengths and interests to explore and develop.

Empathy

Encourage them to share their thoughts and feelings honestly. Listen without showing judgment. They will be more willing to listen to your views when you seek to understand theirs too.

Nurture

Be a facilitator rather than a supervisor. Experiencing challenges is part of their learning process. Trust that they will be capable of discovering solutions for themselves, even if it takes a longer time.

We encourage you to...

- **Spend time** talking to your child about his **friends, interests, strengths** and **school activities**
- **Encourage problem-solving behaviour** – try not to solve it for them. Instead, discuss how your child can take action
- **Set clear routines and expectations** with your child
- **Check PG regularly** so that you know your child's schedule



Assessment Matters



Subjects Offered at Lower Secondary

Subjects Offered at G1, G2 and G3	Common Curriculum Subjects
English Language	Art
Mother Tongue Languages	Design and Technology
Mathematics	Food and Consumer Education
Science	
Humanities Subjects	Music
<ul style="list-style-type: none">- G1 Humanities- G2/G3 Geography/History/Literature in English	Physical Education
	Character and Citizenship Education

examinable

non-examinable

new



Beyond the start of Secondary One

- Throughout their secondary school education,
 - students will have the **flexibility to adjust their subject levels** at appropriate junctures, based on their strengths, interests and learning needs.
 - students will subsequently **access different courses and post-secondary pathways** based on their various subjects and subject level combinations.



School-Based Assessment

Term 1	Term 2	Term 3	Term 4
Weighted Assessment 1	Weighted Assessment 2	Weighted Assessment 3	End-of-Year Examination
15%	15%	15%	55%

**Semestral-based subjects e.g., D&T and FCE will follow subject-specific assessment plans.*

WA schedule will be released via SLS and Parents Gateway from Week 3 of Term 1 and Week 2 of Terms 2 and 3.



School-Based Assessment

Weighted Assessment may consist of

- Written class tests
- Online assignments
- Projects
- Practical tests

SCIENCE

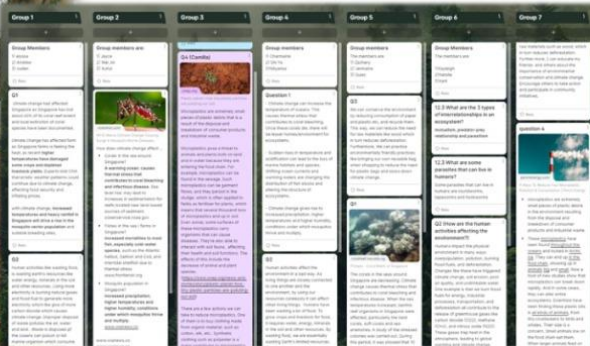

How much carbon can a tree store?

We can calculate how much carbon is stored in a tree by working out the dry weight of a tree.

Task 1: Your group will head out into the school grounds, with a 30 cm ruler to investigate.

- First, discuss with your members and plan out how you can measure the circumference of a tree.



Hint: Consider using a string / strip of paper with the 30 cm ruler.



A lesson on carbon footprint and carbon stores with the use of **Padlet** to record discussions.

GEOGRAPHY

Hands-on application on alternative farming practices and the use of **AI Image Generator (Canva)** to envision an environmentally sustainable neighbourhood.



We encourage our children to **reflect on feedback** from both School-Based Assessment and classroom assignments to **identify strengths and act on areas for growth.**

Every child is unique and requires different forms of support and motivation.

We want to **motivate our children to learn**, not for the sake of examinations and marks, but to **seek self-improvement**. This prepares them better to be **lifelong learners** and face the challenges of the future.

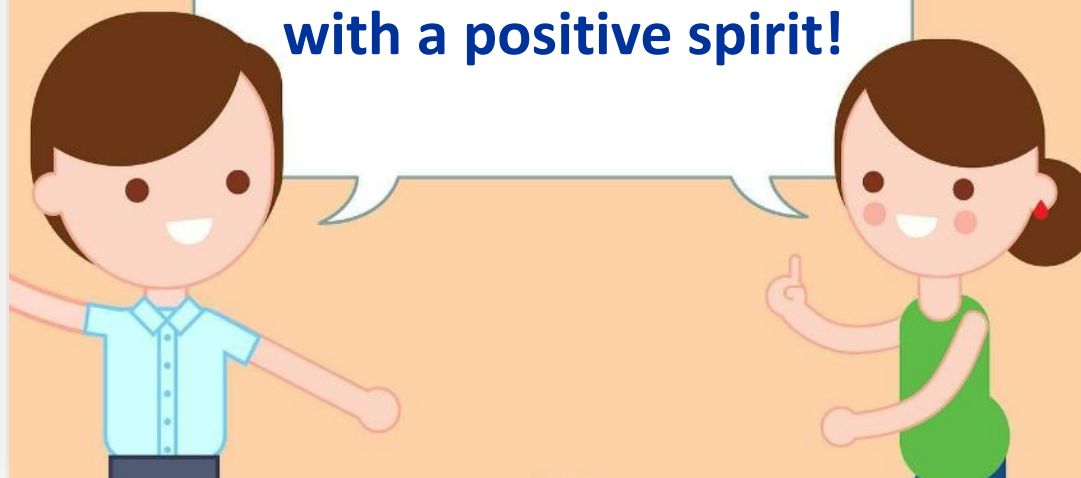


"Sometimes my parents also **help me and encourage me**.

It's just an exam, a step you have to take... something you have to complete. And just because you do badly doesn't mean you won't go to a school. In the end, you will surely go to a secondary school. This makes me feel less stressed so it helps."

- Pri sch student

Let us continue to be
our children's biggest
cheerleader
and help them face
the journey ahead
with a positive spirit!



"My parents have been **very supportive and encouraging**. During [the exam] period, I was very scared that I was not going to get promoted... they gave me lots of encouragement. Every time I study late outside, they will always prepare food for me. And that has **helped me manage my stress** in JC."

- JC student



Information on Assessment

- Information on assessment matters is available on the school website:

<https://www.kentridgesec.moe.edu.sg/school-information/academic-matters/assessment-matters/>

- Weighted assessment and end-of-year examination schedule will be sent via Parents Gateway.





The Personal Learning Device (PLD) Initiative and Blended Learning



Device and Funding Information

KRSS PLD of Choice



Lenovo 500e Chromebook (4th Gen)
Chromebook convertible
Intel N200 processor, 8GB RAM,
64GB Storage,
12.2" Screen Size, 1.32 kg

The school will be using the **Lenovo 500e Chromebook (4th Gen)** for teaching and learning.

The total cost of the bundle includes a 3-year carry-in warranty and 3-year insurance with GST:

Enhanced Bundle Price \$587.50

What's Next?

Parental Consent for Procurement

1. Parents can access the **Parental Consent for the Purchase of Personal Learning Device (PLD)** via a **Parents Gateway (PG)** notification* that will be sent to you on **3 Jan 2025**.
1. Parents who want to use Edusave funds for the PLD (for Singapore Citizens students only), please submit the online Standing Order Form via this link: <https://go.gov.sg/edusaveformsgso> by **10 Jan 2025** if you have not done so previously.*

* Parents/Guardians without access to PG can request for the hardcopy letter via your child's/ward's form teacher.

Providing a Safer Digital Environment for 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.



Home – Based Learning



Home-based Learning

When & how often will HBL Day take place?

- HBL Day will take place during school days.
- During HBL Day, learning will take place at home.
- Students will be briefed by their subject teachers on HBL assignments (check SLS and Google Classroom).
- Students should also put aside dedicated time to learn outside the curriculum, and to explore their interests and passions (student-initiated learning).



Home-based Learning

HBL days are flexible and students follow school timetable on HBL days

Semester 1 Schedule

HBL Day	Term / Week	Date	Day(s)	Remarks
1	T1W4	31 Jan	Fri	HBL for all students
2	T1W7	21 Feb	Fri	HBL for all students
3	T2W2	1 Apr	Tues	HBL for all students
4 – 7	T2W5	22 – 25 Apr	Tues – Fri	21 – 25 Apr (Mon to Fri): Sec 3 OBS HBL for Sec 1, 2, 4/5 and Sec 3s who are unable to attend OBS



Parent-School Communications



Parent-School Communications

Modes of Communication

- Parents Gateway
- Email - krss@moe.edu.sg
- Phone call - 6773 1127

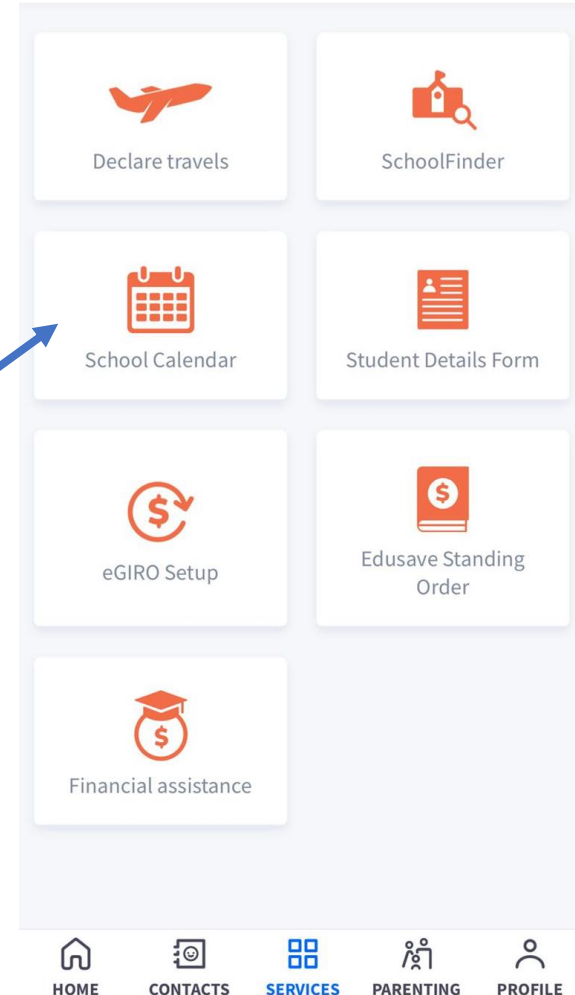
(7.00 am to 6.30 pm on school days, 8.00 am to 5.30 pm during school holidays)

Parent-School Communications

Parents Gateway

- Parent-School Communications
- Contacts
- School Calendar

Services





CCA Briefing to Sec 1 Parents



CO-CURRICULAR ACTIVITIES (CCA)

- ❑ Core component of our holistic curriculum where students discover their **interests and talents**, while learning important **life skills**.
- ❑ Programmes are guided by the **LEAPS 2.0 Framework**
Attainment in 4 domains:
 - ✓ Participation
 - ✓ Achievement
 - ✓ Leadership
 - ✓ Service
- ❑ Co-Curricular Attainment can be used for **admission to JC/Poly/ITE**.

PARTICIPATION

Encouraged to
participate in CCA

Compulsory to
participate in CCA

Rationale :
Discovery
of interests and talents

Focus:
Broad Exposure to
various CCA with
opportunities &
Specialisation



PRI SCH

Transition



SEC 1

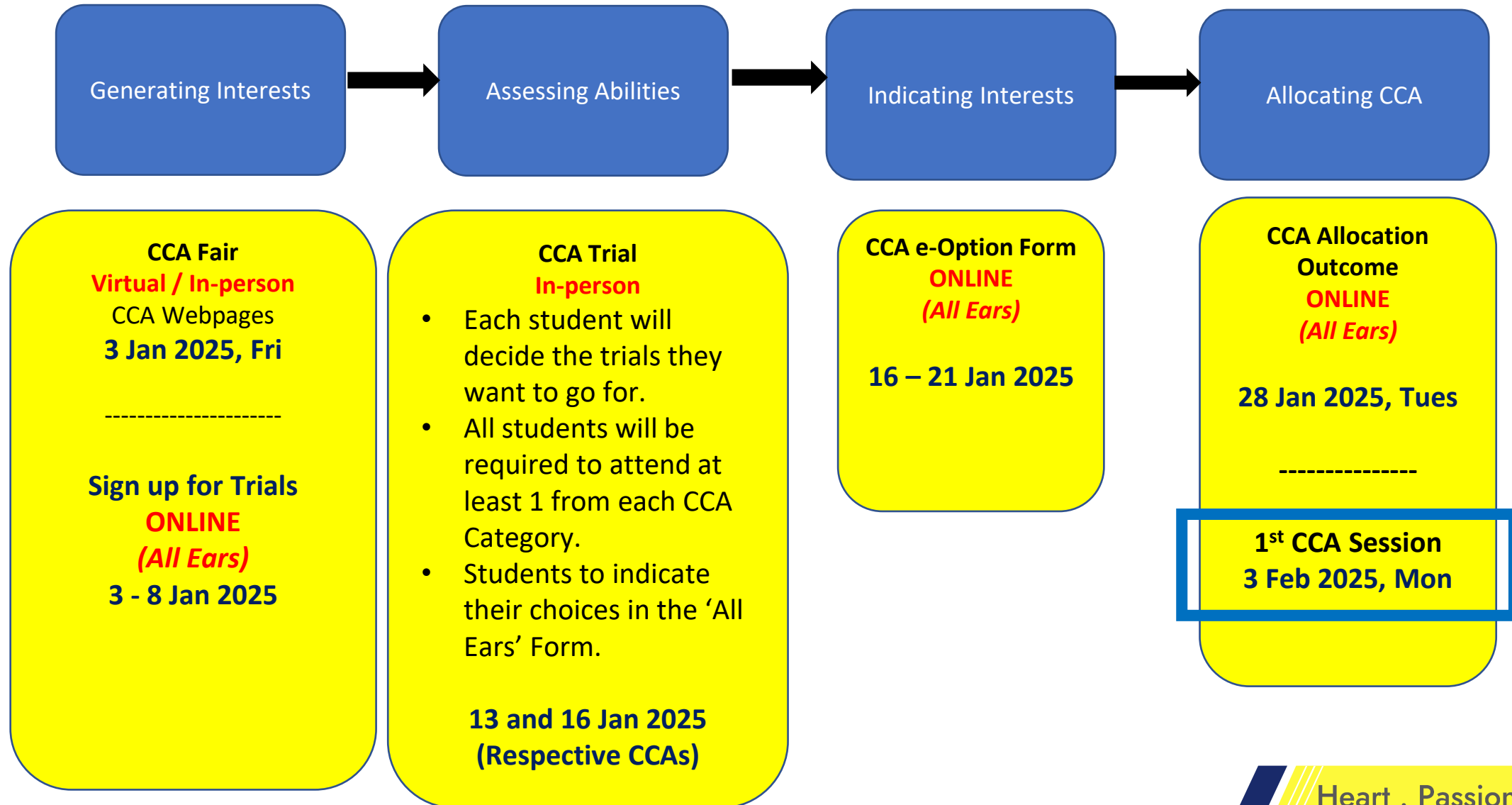
Rationale :
Development and
Application of
interests and talents

Focus:
Specialisation in
CCA with
opportunities for
broad exposure

- ❑ **18 CCAs** which offer engaging programmes to build students' character and develop students' leadership competencies.

CCA Groups	Objective
Clubs and Societies (CS)	allow students to explore and extend their interests in wide ranging and specialised areas which may be knowledge-based or skill-based
Physical Sports (PS)	Develop robustness, fair play and team spirit
Uniformed Groups (UG)	Aim to make good citizens of students by inculcating in them self-reliance, resilience, discipline and a spirit of service to others
Visual and Performing Arts (VPA)	Instil in students a sense of graciousness and an appreciation for the rich culture and heritage of a multi-racial society

CCA ALLOCATION PROCESS



STRATEGIC PARTNERSHIP CCA (SP-CCA) WATER POLO

Jointly brought to you by

Sport
SINGAPORE



A MOE-SportSG CCA programme for secondary school students (both boys and girls), who are passionate about Water Polo!

This programme, in collaboration with ActiveSG Water Polo Academy, welcomes students who are interested to learn/train in the sport of Water Polo, and be part of a team.

Participants' pre-requisite:

Attained SwimSafer Stage 3 Certification or equivalent or be able to swim 50m continuously (Front Crawl or Breaststroke).



<https://go.gov.sg/spcca-interest>

**Scan here to
register or
find out more**

<https://go.gov.sg/spcca-interest>

Please approach Mr Kevin Chow, SH PE for more information.

STRATEGIC PARTNERSHIP CCA (SP-CCA) CANOE

Jointly brought to you by



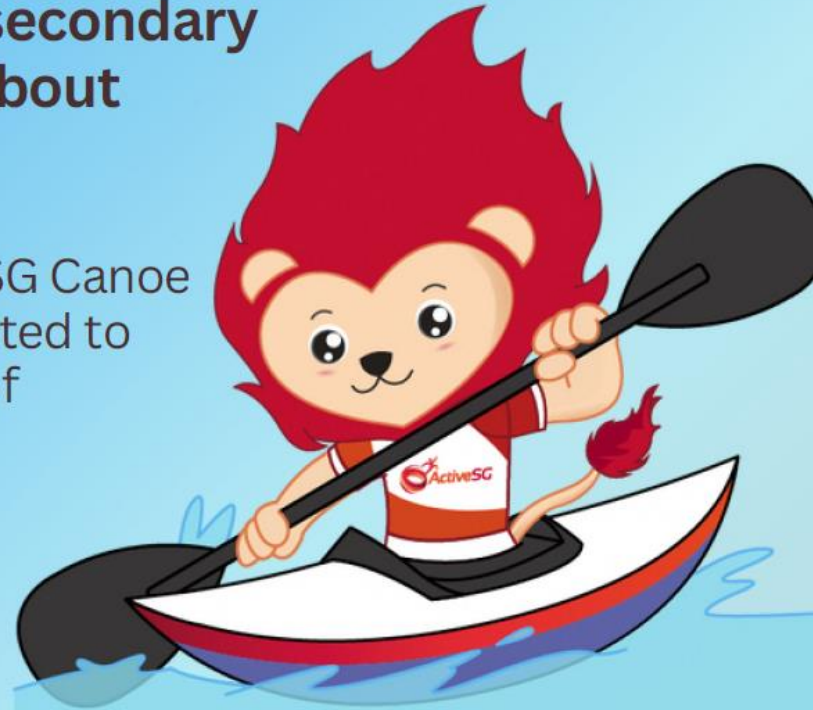
Ministry of Education
SINGAPORE

A MOE-SportSG CCA Programme for secondary school students who are passionate about Canoe!

This programme, in collaboration with ActiveSG Canoe Academy, welcomes students who are interested to learn/train in the sport of Canoe and be part of the team.

Participants' Pre-requisite

Joining this CCA is subjected to the student passing a swimming proficiency test.



<https://go.gov.sg/spcca-interest>

**Scan here to
register or find
out more**

<https://go.gov.sg/spcca-interest>

Please approach Mr Kevin Chow, SH PE for more information.

Heart . Passion . Will



Art and Music

Elective Programmes (AEP/MEP)

Please approach Ms Jaime Lim, HOD Aesthetics & CCA for more information.

Submit your application to MOE by 15 January 2025 (Wednesday)



Thank You

