

Think.Respect.Grow.

# Secondary One Parents' Engagement Session

10 January 2025



QUEENSTOWN  
SECONDARY  
SCHOOL

EST. 1956

*Dare to Serve*

# Programme

Time	Activity
5:00pm	Welcome Address by Principal Briefing by YH (LS) and HOD ICT Welcome by PSG Chairperson
6:00pm	Interaction with Class Mentor @ Level 1 Classrooms
6:30pm	Briefing by Special Education Needs Officer (SENO) @ Level 3 Library

# Upload of Slide Deck on School Website

Information shared during this segment will be made available on school website by next Monday, 13 Jan.

The screenshot shows the Queenstown Secondary School website. At the top, there is a navigation bar with links: ABOUT US, DEPARTMENTS, CCA, PROGRAMMES, STUDENTS, PARENTS (which is highlighted with a red box), and SCHOOL LINKS. Below the navigation bar is a large group photograph of students in school uniforms. A small yellow smiley face icon is visible in the bottom left corner of the photo.



Artwork by Esther Bliss Ang Yu Xuan  
2RP (2023)

# Our School Management Committee



**Mr Sim How Chong**  
**Principal**

# Our School Management Committee



**Mr Tan Tai Huat**  
**Vice-Principal**



**Mrs Yue-Chang Teck Hui**  
**Vice-Principal**

# Our School Management Committee



**Mdm Park Han Na**  
**HOD English**  
**Language & Literature**



**Mdm Grace Choy**  
**HOD Mathematics**



**Mdm Jacqueline Chee**  
**HOD Science**



**Mdm Tan Kah Geok**  
**HOD Mother Tongue**  
**Languages**



**Ms Chua Siew Hui**  
**HOD Humanities**



**Mr Khoo Gay Min**  
**HOD Aesthetics &**  
**Technology**

# Our School Management Committee

# Our School Management Committee



**Mdm Ang Huan Ting**  
**HOD ICT & Knowledge  
Management**



**Ms Pang Xue Yin**  
**School Staff Developer**

# Our School Management Committee



**Mr Koa Chee Meng**  
**HOD Physical**  
**Education & CCA**



**Mr Tan Chee Tiong**  
**HOD Character &**  
**Citizenship Education**

# Our School Management Committee



**Ms Leuar Woan Khi**  
**HOD Special Education  
Needs**



**Mdm Janice Han**  
**Year Head  
(Upper Sec)**



**Ms Kang Poh Geok**  
**Year Head  
(Lower Sec)**

# Our School Management Committee



**Mr Perdana Putra**  
**SH English**  
**Language**



**Mdm Jayasolai**  
**SH Mathematics**



**Mdm Michelle Liang**  
**SH Science**

# Our School Management Committee



**Mdm Nur Shiqah Binte  
Hashim**  
**Acting SH Malay Language**



**Ms Azlina Bte Ali**  
**SH History**

# Our School Management Committee



**Mdm Siti Suminah  
Bte Hj Abd Moin  
SH Design & Technology**



**Mr Johnson Ong  
SH Aesthetics &  
Visual Performing Arts**

# Our School Management Committee



**Mdm Koh Minna**  
**SH Physical  
Education**



**Mr Ian Leong**  
**SH Character &  
Citizenship Education**



**Mdm Michelle Phoo**  
**SH ICT & Knowledge  
Management**

# Our School Management Committee



**Ms Ow Hui Keng**  
**SH Student Well-Being**



**Mdm Noorheriza**  
**B Mohd Aris**  
**SH Student Management**

# Our School Management Committee



**Mdm Nur Haryani  
Bte Mohamed Hatta  
AYH (Upper Sec)**



**Mr Muhammad Fazari  
Bin Othman  
AYH (Lower Sec)**

# Our Teacher Leaders



**Mr Tan Seck Heong**  
**Master Teacher PE**



**Mdm Sakunthalai**  
**Lead Teacher English**  
**Language & Literature**

# Our Teacher Leaders



**Mdm Yahida Yahya**  
Senior Teacher  
Malay Language



**Mdm Grace Khoo**  
Senior Teacher  
Physics



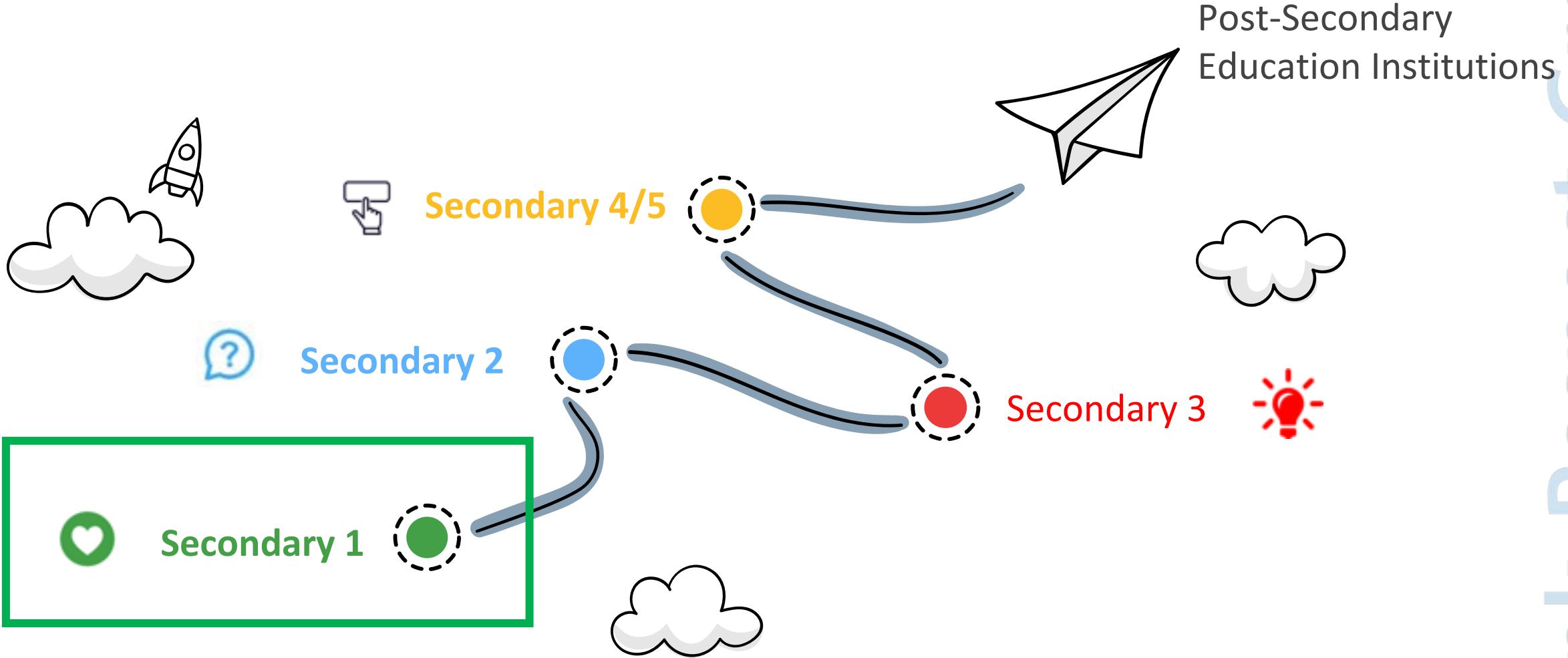
**Mr Sean Ng**  
Senior Teacher  
Design & Technology

**...where your child's Quest continues**

# The Power of Comma



# Dreams & Hopes



**At Queenstown  
Secondary School...**

**we believe in the  
unique worth of  
the individual, the  
enhancement of  
his well-being and  
the symbiotic  
relation between  
him and the society**



# Our School Motto

*Berani Berkhidmat*  
*Dare to Serve*



EST. 1956

# Our School Vision

**Leaders for Tomorrow  
Anchored in Values  
Committed to Serve**



EST. 1956

# Our School Values

Respect  
Resilience  
Integrity  
Care  
Excellence



EST. 1956

# THE QUEENSTOWNIAN LIFE

A THRIVING COMMUNITY

FLOURISHING LEARNERS

FUTURE-ORIENTED LEADERS

A vibrant, close-up photograph of a group of diverse students in school uniforms, likely a boys' school, cheering and laughing together. They are wearing white shirts, red ties, and dark trousers. The background is blurred, focusing on their joyful expressions and the sense of community. The overall atmosphere is one of energy, positivity, and teamwork.

A Thriving Community  
*Caring, Empathetic, Respectful*

# Think.Respect.Grow.

## A Safe and Caring Environment for Learning



**QUEENSTOWN  
SECONDARY  
SCHOOL**

EST. 1956

*Dare to Serve*



## Interactive Spaces

**Spaces to Showcase Students' Work and Achievements**

## The Foyer



**Students' Projects & Voices**

## Consultation & Discussion Spaces



## Study spaces



**The Foyer – Learning Spaces**

# Learning Commons – Learning Spaces



- Versatile space for a range of purposes
- Caters to different learning preferences

## Consultation & Discussion Spaces



## Learning Commons – Learning Spaces

- Designed for student discussion or project work
- Available for booking after-school

# Student Well-Being

- Strong **teacher-student relationships** with Class Mentors and subject teachers
- Positive **peer support** networks
- **Collaborative partnerships** with parents
- **Data-informed** socio-emotional support



# Student Management @ QTSS

**Promote** a safe and supportive environment and a culture of care  
**Prevent** challenging behaviours from occurring



**Replace** inappropriate behaviour with prosocial, appropriate ones  
**Restore** relationships with others hurt by their actions

## General Feedback

Have some views regarding school matters? Share your opinions with us!

## Student Well-being

Feeling down or having a friend who needs emotional support? Share the issues with us! (*Approach any school staff for emergency matters.*)

You matter to us!

## Discipline Matters

Witnessed someone breaking a school rule? Stand up for what is right and share the information with us!

# Student Voice

## School Facilities

Report facility faults to us to improve our school's physical environment!

Access the Student Voice portal via the link  
<http://bit.ly/qtssstudentvoice>  
or the QR code below:



Flourishing Learner  
pursuing interests &  
passions



# Total Curriculum

- Strong Academic Foundation
- Character and Citizenship Education, including Educational Career Guidance
- Co-Curricular Activities

**Teacher Modelling – Learning from clear guidance from teachers**



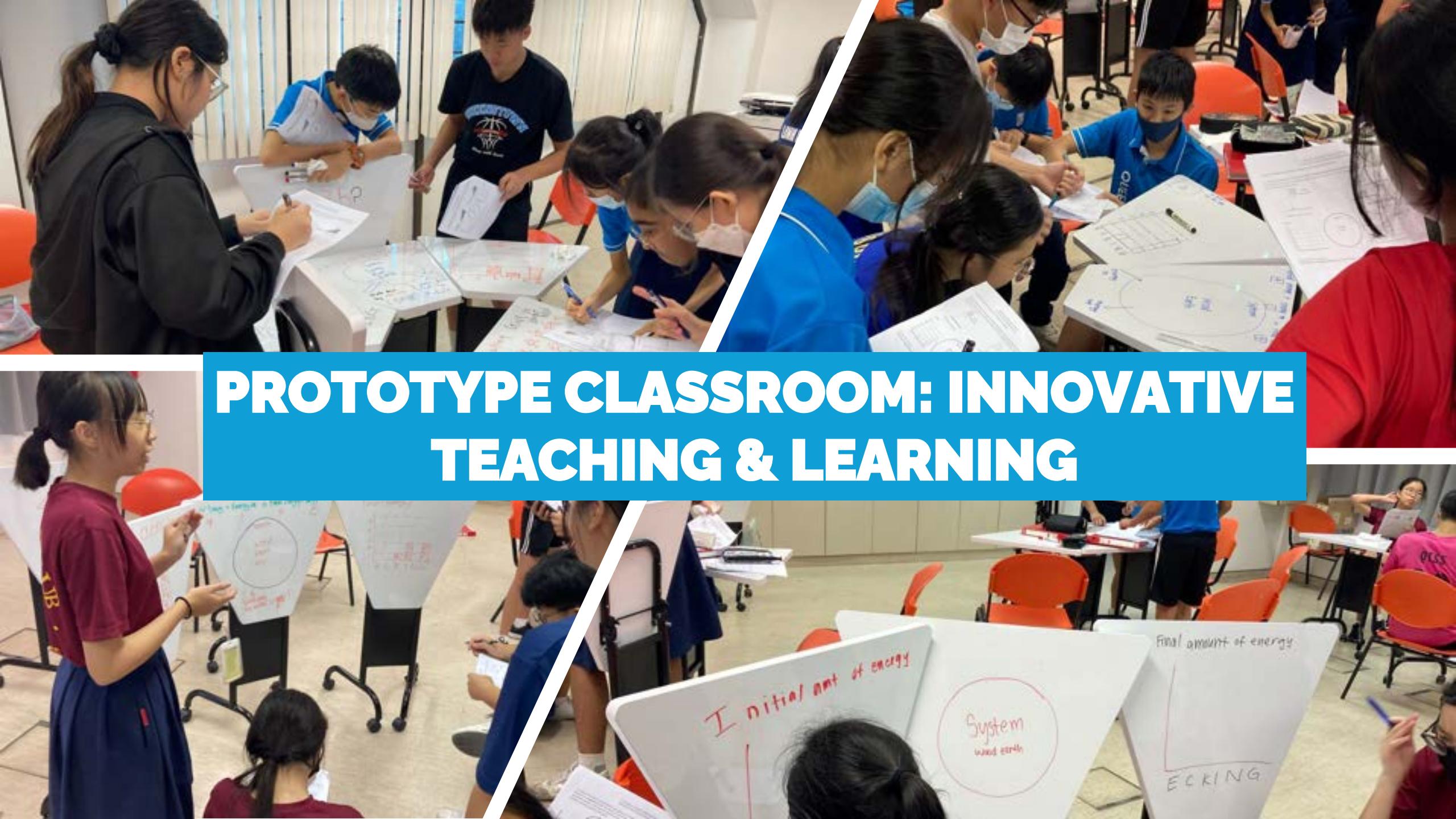
**Collaborative Learning – Discussion-based Learning (Socratic Seminar)**



**Collaborative Learning – Learning amplified through technology**

**Engaged Learning**

# PROTOTYPE CLASSROOM: INNOVATIVE TEACHING & LEARNING



# Use of Mobile Phones in School

- To inculcate a **positive learning culture** in QTSS and ensure students are focused in their learning, all mobile phones must be **switched off** and **kept in the handphone cabinet** during curriculum time and school programme/events.



# Use of Mobile Phones in School

- To **build stronger relationships** with their peers through **face-to-face interactions** especially during recess time.
- To **enhance student well-being**
- Students have been reminded on the **responsible use** of mobile phones when needed e.g. they cannot take any photograph, video or audio recording of any school staff or student without seeking their permission.



# Nurturing Diverse Learners

- Whole school **Growth Mindset** approach (Learn-Do-Reflect)
- **Joy of learning:** Engaging content, Authentic experiences
- **Student Voice and Choice** for greater ownership of learning experiences
- **Full subject-based banding** and **Talent Development Programme** to cater to individual strengths and interests
- **Tiered academic support** for different progress learners



# Nurturing Diverse Learners

- **Sec 3 Subject Combination Selection, KEY PRINCIPLES:**
  - Student's Aspiration
  - Student's Current Capacity
- Provision to offer selected subjects at a less or more demanding level at Upper Secondary to cater to students' interest and ability



# Subject Offerings

- English Language
- Mother Tongue Language
- Mathematics
- Additional Mathematics (G3) \*
- Social Studies & Humanities Elective (Geography/History) (G2, G3)
- Pure Humanities (Geography, Literature) (G3) \*
- Combined Science (G2, G3) / Science (G1)
- Pure Sciences (Chemistry, Physics, Biology) (G3) \*
- Principles of Account (POA) (G2, G3)
- Art (G2, G3)
- Design & Technology / Nutrition & Food Science
- Elements of Business Skills (G1)

\* *Subject to student meeting the relevant criteria*

# Cultivating Interests and Passions

## Our Academic Achievements

- Class of 2024 'N' Levels
- NA results improved from last year, even as more students were offered Out-of-Stream Subjects. Improvements in pass and distinction rates for 7 and 6 subjects respectively
- Best set of NT results in recent years, with each student achieving a pass for 2 or more subjects. Improvements in pass and distinction rates for 7 and 5 subjects respectively
- Highest number of top performers



# Cultivating Interests and Passions

## Our Academic Achievements

- Class of 2024 'O' Levels
- Best set of passing rate in recent years, with higher percentage of students who passed 5 or more subjects. Above national.
- Percentages of 4Exp and 5N students eligible for JC/MI and Polytechnics have improved.
- Percentage of 4N students eligible for Polytechnic Foundation Programme (PFP) has improved



# Cultivating Interests and Passions

## 2024 Open House

Find out more about what makes QTSS unique.

[VIEW MORE →](#)



Queenstownians have achieved positive outcomes in both the Academic domain and Co-Curricular Activity (CCA).

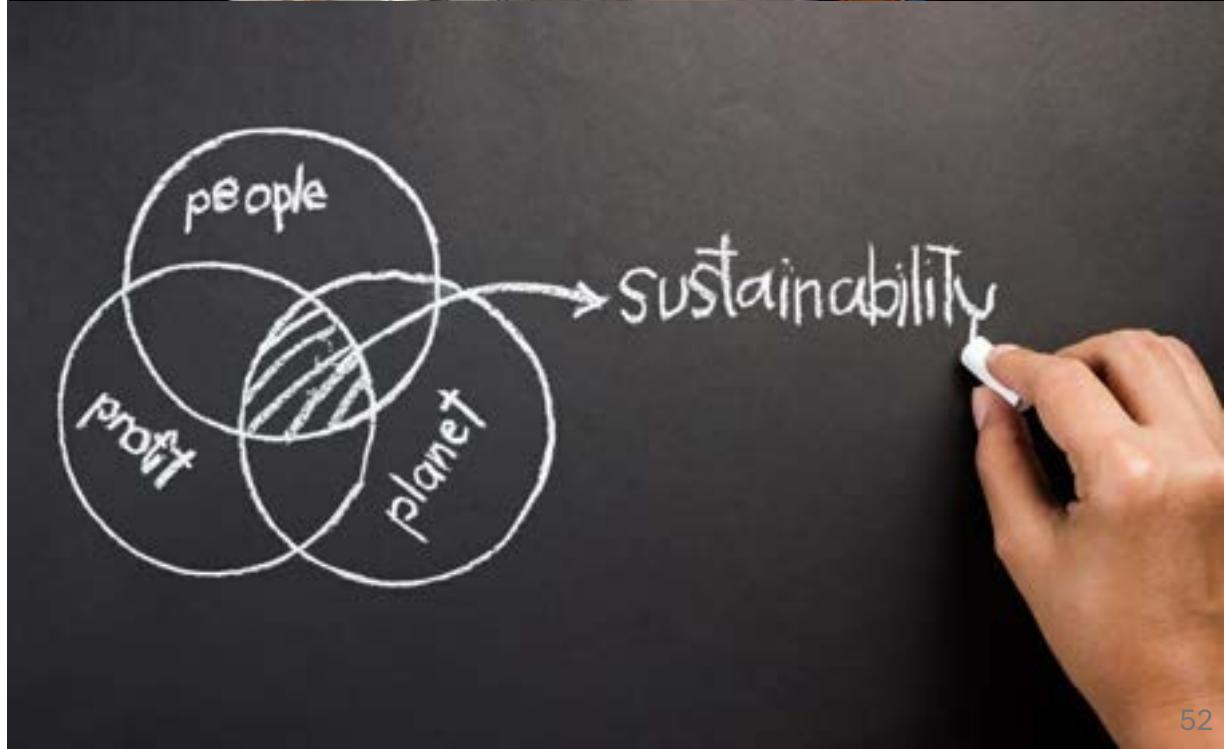
You may refer to our past achievements in my Open House Address.



**Future-Oriented Leader**  
*Serving the larger  
community & environment*

# FutureLearn

- ▶ Aimed at equipping students with 21<sup>st</sup> CC and future literacies (sustainability & digital literacy)
- ▶ Synergised ALP & LLP and aligned with Maker Education Design Challenges





## **Sec 1 Programme** **Water Sustainability** (Geog & Sci)

Students design and construct a simple filtration system.

## **Sec 2 Programme** **Energy and Urban Sustainability** (Geog & Sci)

Students redesign an existing common space that will include the features of urban sustainability, and design a simplified solar car.

# SOCIAL SUSTAINABILITY



## Sec 1 Programme Social Sustainability within School

Students work towards **advocating** inclusiveness in a Diverse Society, **within** the school, by raising the awareness of the **challenges** of the different segments of population with emphasis on different Race, Gender, Learning needs, and Nationality.

## Sec 2 Programme Social Sustainability Beyond School

Students work towards **advocating** inclusiveness in a Diverse Society, **within** the school, by raising the awareness of the **challenges and needs** of different segments of population with emphasis on Elderly, Persons with (intellectual) disability

## Sec 3 Programme Social Sustainability in the larger community

Students work towards **advocating** inclusiveness in a Diverse Society, **beyond** the school community, by championing the **needs and talents** of the different segments of population.

# QUEST GLOBAL PROGRAMME

## Learning beyond the borders



Community Youth Leadership  
Overseas Trip to Vietnam



Cultural Exchange  
to Thailand

# Educational Career Guidance through Partnerships



The Polyolefin Company  
(Singapore)



CITY  
DEVELOPMENTS  
LIMITED



Agency for  
Science, Technology  
and Research



ST. ANDREW'S  
NURSING HOME



**Abbott**  
A Promise for Life



THE  
ASTRONAUTS  
COLLECTIVE



# Career Mentoring

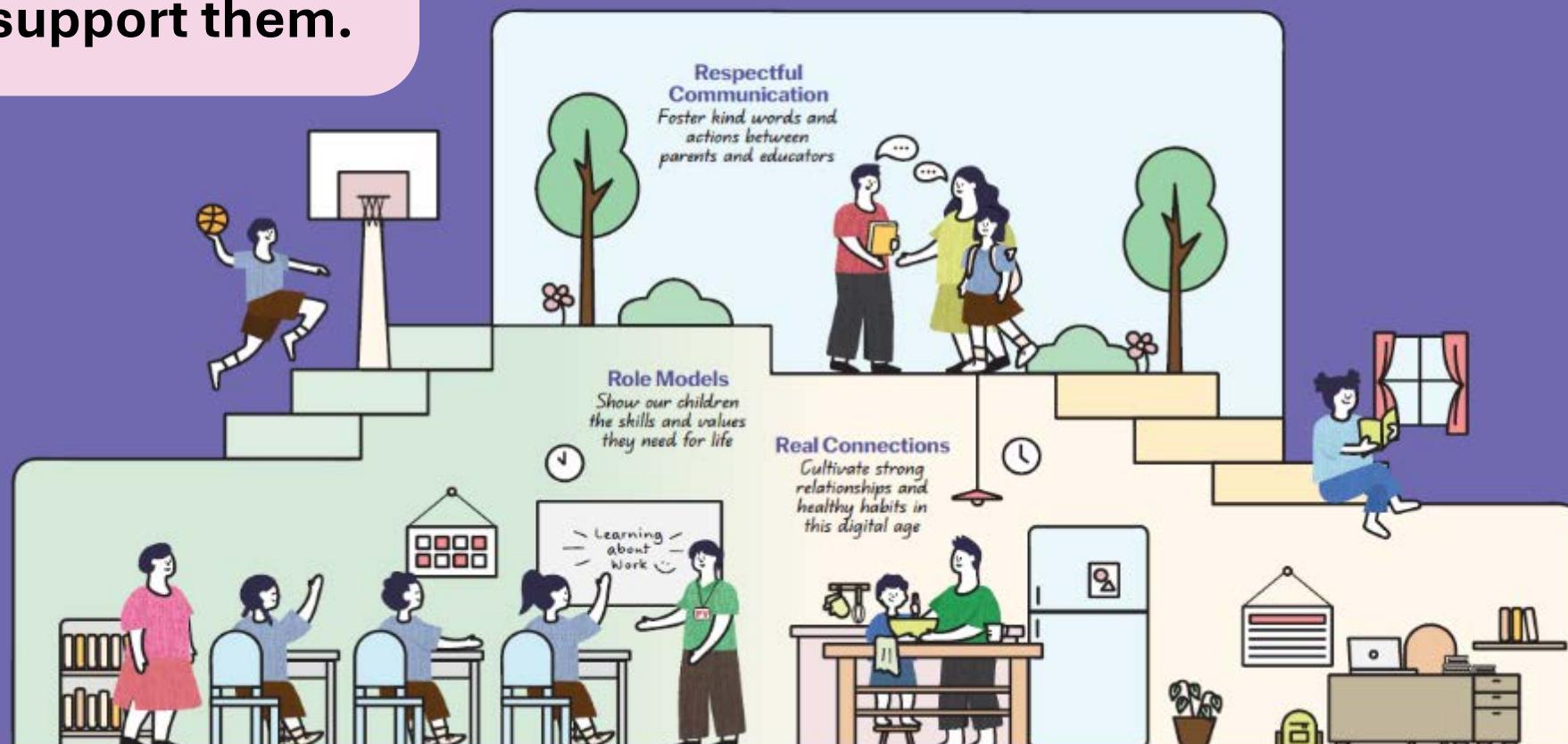
- First session started in 2024
- Senior alumni spanning from the 1970s to 2000s shared their stories and career advice with the junior alumni via panel and group mentoring sessions

# 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



# 3 areas we can work together on 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**



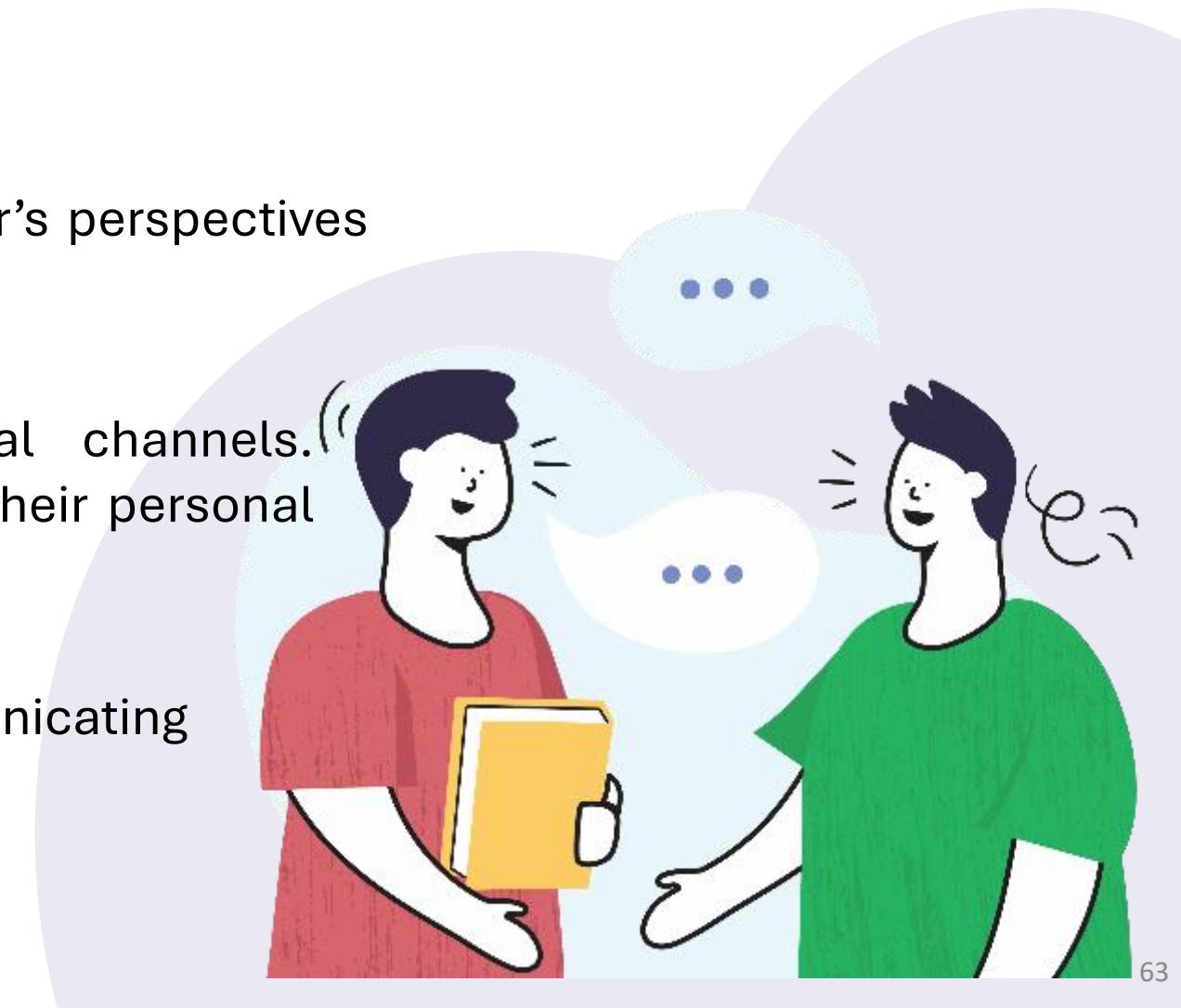
Listen to and understand each other's perspectives and concerns regarding each child



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



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

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Build strong bonds through shared experiences and meaningful conversations

Provide a balanced mix of engaging online and offline activities, at school and at home

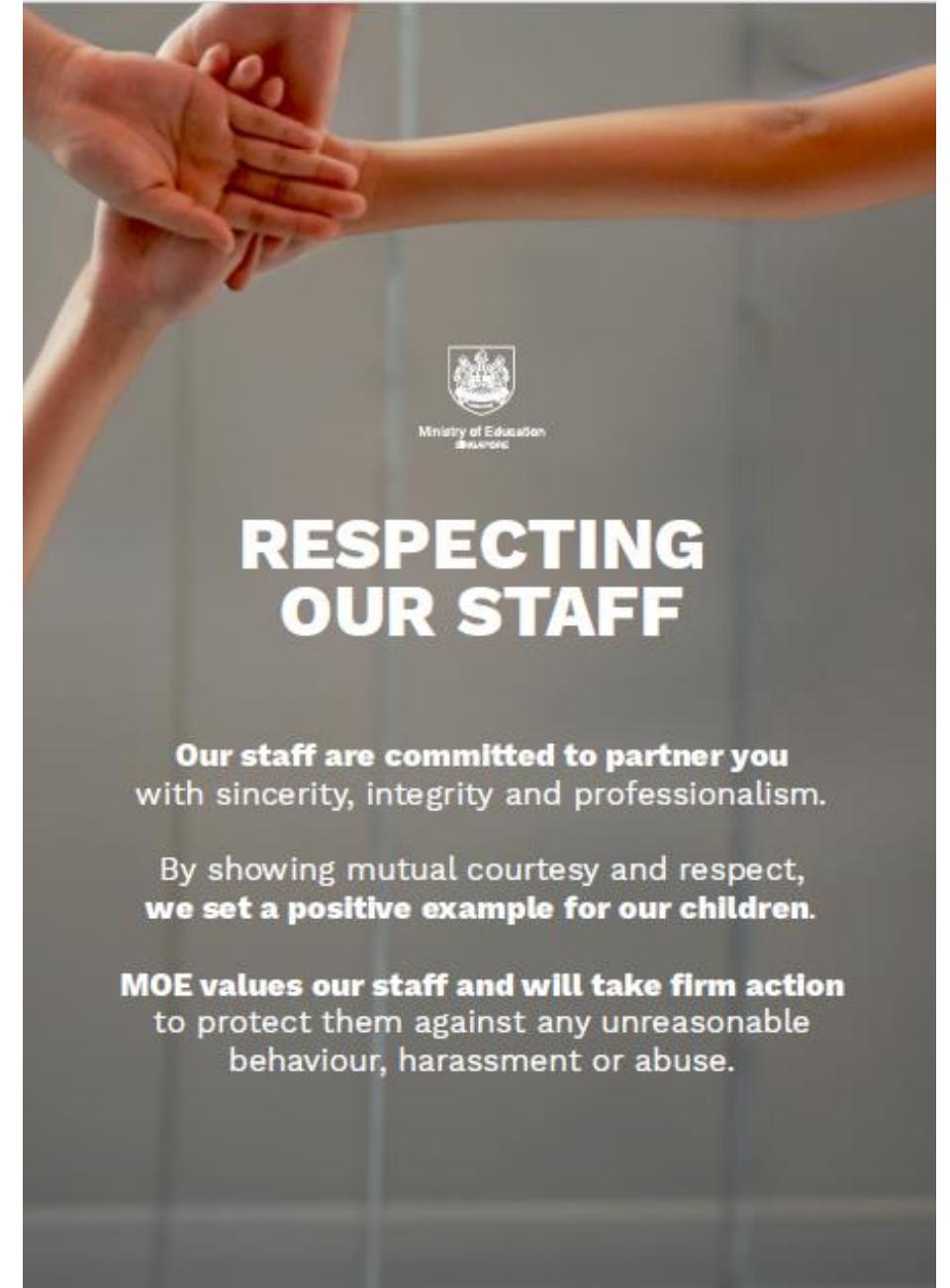
Two screenshots from the 'Parenting for Wellness Toolbox' website. The left screenshot shows a guide titled 'Helping Your Child Build Healthy Relationships' with sections for 'Things You Can Do' and 'Things You Can Say'. The right screenshot shows a guide titled 'Helping Your Child Thrive in the Online Space' with sections for 'Things You Can Do' and 'Things You Can Say'.



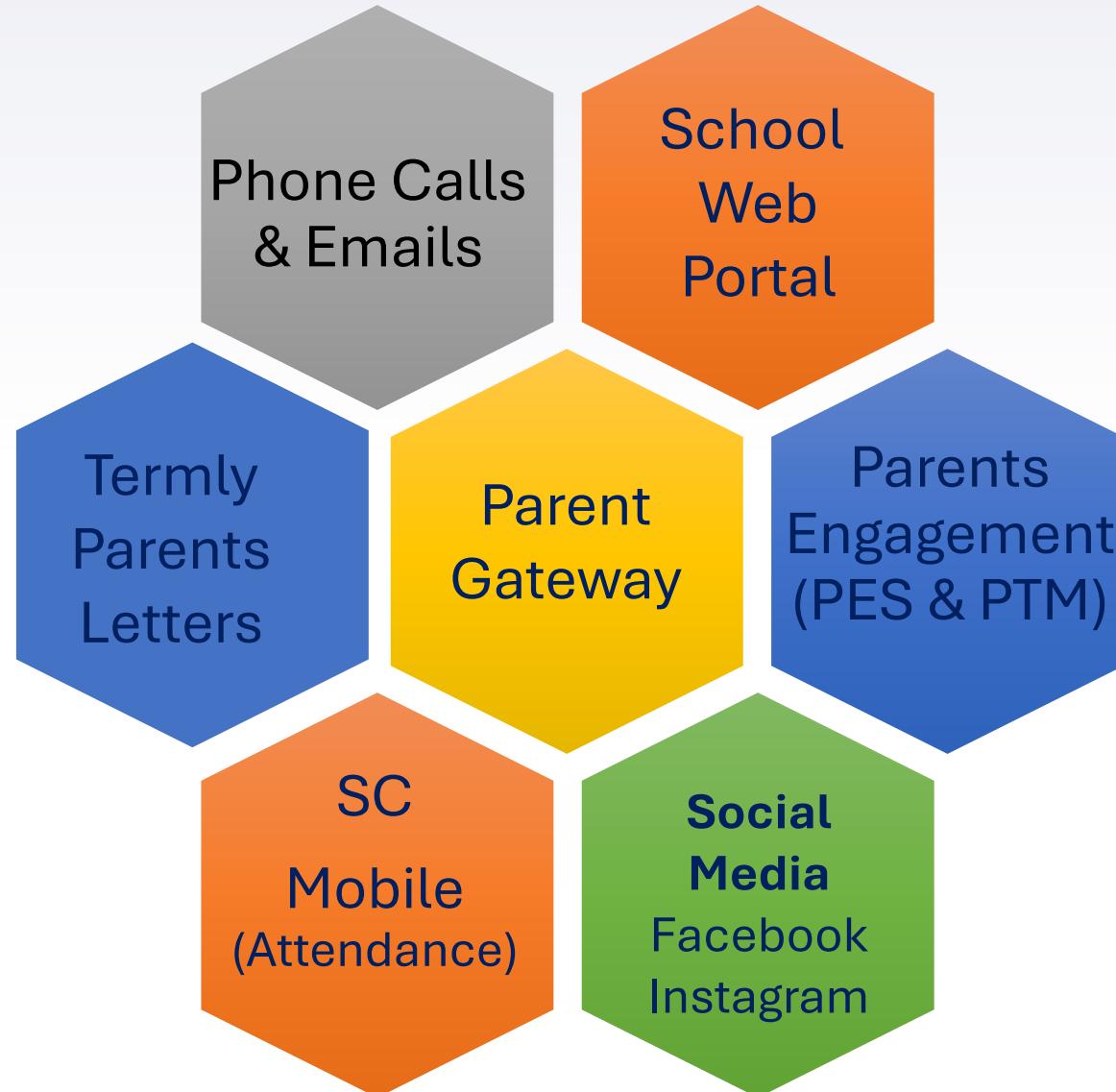
Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

# 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.



# Home-School Partnership



The teachers' working hours are from 7.00am – 5:30pm.

Feel free to email any of us for any clarification and arrange for an appointment if needed.

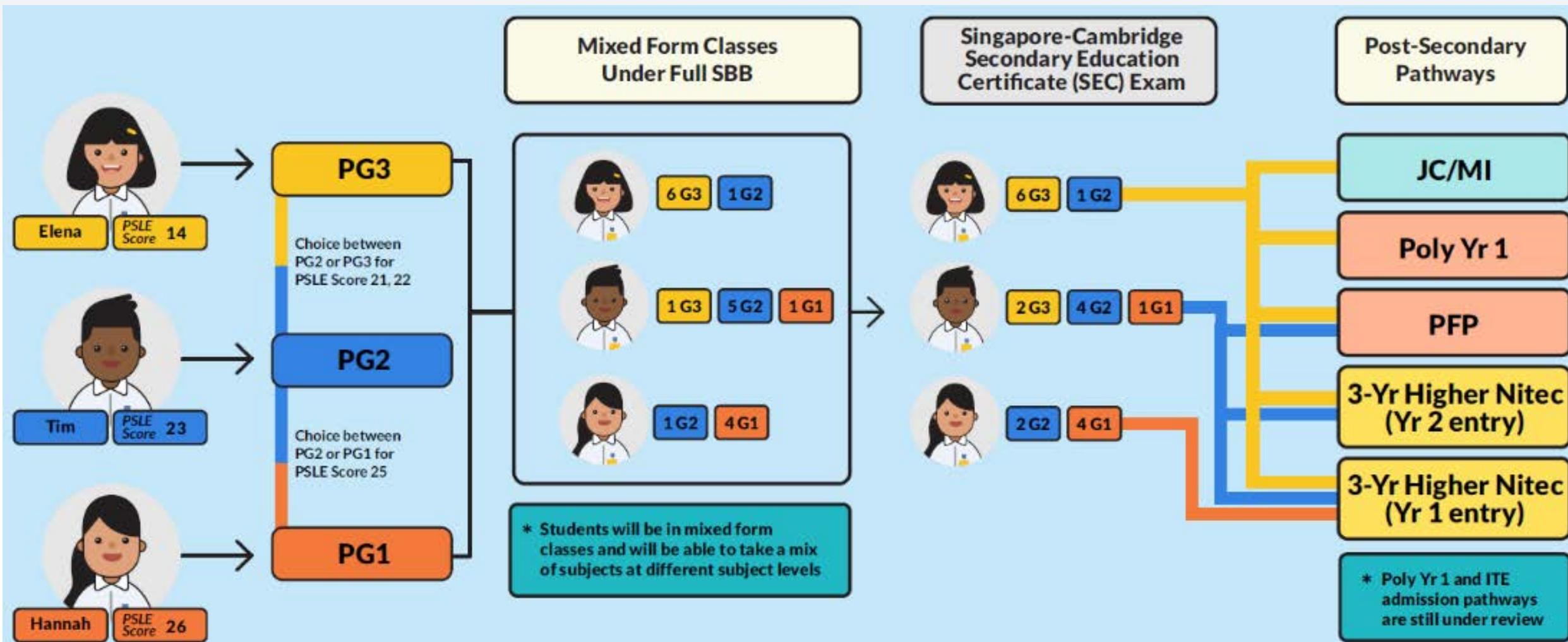
Our email addresses can be found on our school website. My colleagues and I will get back within 3 working days.



# Briefing By: Year Head (Lower Secondary)

Artwork by Esther Bliss Ang Yu Xuan  
2RP (2023)

# Secondary School Experience under Full SBB



# Take Ownership of Own Learning

Examinable subjects			
	G1	G2	G3
English Language			
Mother Tongue Languages			
Higher Mother Tongue Languages			
Mathematics			
Science			
Humanities (Geography)			
Humanities (History)			
Humanities (Literature in English)			
Art	common curriculum subjects		
Design & Technology <sup>1</sup>			
Food & Consumer Education <sup>1</sup>			
Non-examinable subjects	G1	G2	G3
Character and Citizenship Education & Assembly	common curriculum subjects		
Physical Education			
Music			
G1 Humanities (Social Studies, Humanities Exposure Modules)			

# Subject Level Flexibility Throughout Secondary Education

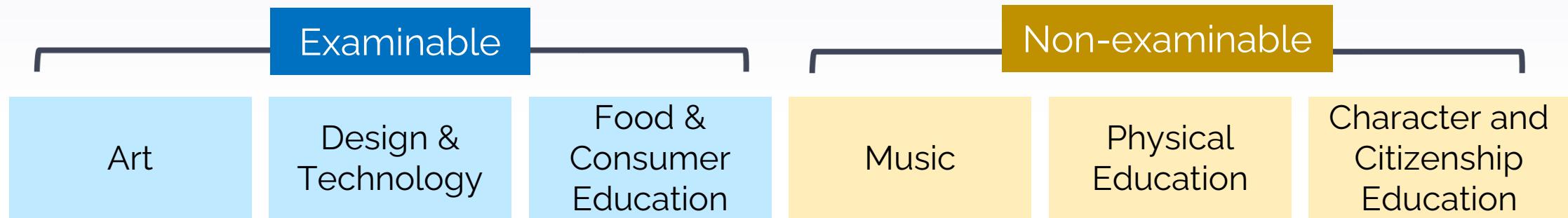
- Beyond the start of Secondary 1, students may adjust their subject levels across their secondary school journey.
  - E.g. Students can also offer English Language, Mathematics, Science and/or Mother Tongue Languages at a more demanding level **from Secondary 1 Semester 2**.
  - E.g. Students can offer **Humanities subjects** at a more demanding level from Secondary 2 onwards, based on their results in Secondary 1.

Current subject level	School-based results	Option to offer subject at
G1	≥75% in the specific subject*	G2 starting from next semester
G2	≥75% in the specific subject*	G3 starting from next semester

\***Strong recommendation** by subject teachers that the student is deemed able to cope with the subject at a more demanding level.

# Common Curriculum Subjects

- Students will take six common curriculum subjects with their mentor class:



- These subjects take up approximately one-third of curriculum time, giving students time to interact with classmates of different strengths and interests.

# Secondary One Assessment Weighting

	Term 1	Term 2	Term 3	Term 4
Assessment	WA 1	WA 2	WA 3	End-Of-Year Exam
Weighting	10%	15%	15%	60%

## Various modes of Assessment:

Oral, written, coursework, performance task, project etc

# Assessment information can be obtained from the school website

The screenshot shows the Queenstown Secondary School website. At the top, there is a navigation bar with links: ABOUT US, DEPARTMENTS, CCA, PROGRAMMES, STUDENTS, PARENTS, and SCHOOL LINKS. The 'STUDENTS' link is highlighted with a red box. A dropdown menu for 'STUDENTS' is open, listing: School Rules, School Timetable, Student Voice, Assessment Matters, SLS Helpline, Student Links, and Student Handbook. The 'Assessment Matters' link in this dropdown is also highlighted with a red box. Below the navigation bar, the page title 'Assessment Matters' is displayed twice: once in a large blue header and once in a larger teal sub-header below it. There are also small icons for printing and emailing.

QUEENSTOWN  
SECONDARY SCHOOL

ABOUT US ▾ DEPARTMENTS ▾ CCA ▾ PROGRAMMES ▾ STUDENTS ▾ PARENTS ▾ SCHOOL LINKS ▾ Q

HOME / STUDENT LINKS / ASSESSMENT MATTERS

## Assessment Matters

### Assessment Matters

- School Rules
- School Timetable
- Student Voice
- Assessment Matters**
- SLS Helpline
- Student Links
- Student Handbook

Print Email

# Progression to Secondary 2

- All students will generally progress to Secondary 2.
- Teachers will check in with students and parents in a timely manner to discuss the subjects and respective subject levels that **best suit the student based on their progress**.
- Students can offer certain subjects at a **more/less demanding level** based on his/her interest and learning progress.
- Parents are also strongly encouraged to monitor their children's progress.



# CCA Matters

**LEAPS 2.0 and Sec 1 CCA Information can  
be found on the school website**



QUEENSTOWN  
SECONDARY SCHOOL

ABOUT US ▾ DEPARTMENTS ▾ **CCA ▾** PROGRAMMES ▾ STUDENTS ▾ PARENTS ▾ SCHOOL LINKS ▾ Q

HOME / CCA / CCA GRADES (LEAPS 2)

# CCA Grades (LEAPS 2)

Click  [Here for more information](#)

**CCA Grades (LEAPS 2)**

Important Sec 1 CCA Information

Uniformed Groups

Sports

Performing Arts

Clubs & Societies

CCA Schedule & Venues

# CCA offerings

Uniformed Groups (UG)	Sports and Games	Visual & Performing Arts (VPA)	Clubs and Societies
Girl Guides <b>(girls only)</b>	Basketball	Chinese Chinese	Design & Innovation
NCC (Land) <b>(boys only)</b>	Football <b>(boys only)</b>	Choir	Strategy Games
NPCC	Wushu	Concert Band	Digital Media
Red Cross	Table-Tennis	English Drama	
Scouts (Sea) <b>(boys only)</b>	Volleyball	Malay Dance	

# Main CCA Day: Every Wednesdays, 3:15pm – 6:00pm

CCA is part of the Total Curriculum, students are expected to attend the planned CCA sessions.

Lunch – Scheduled in timetable.

Students are to remain in school to have their lunch before attending CCA (unless prior approval has been given for them to be excused from CCA).

# CCAs – Additional CCA Training Days

- Some CCAs may have additional training days
- **Visual & Performing Arts and Sports** typically train 2 to 3 times a week nearing their competition season.
- **Uniformed Groups and Clubs & Societies** sessions are typically conducted on the main CCA Day (Wed) unless otherwise stated.
- Refer to the school website for more details.

# SEC 1 CCA Selection Process

1. Students who have successfully applied to QTSS through CCA will be allocated first.
2. Basketball, Football, Table Tennis, Volleyball & Choir are not available for selection. All interested students must attend the sports trial/audition.
3. Students who have successfully cleared the CCA trial and accepted the CCA will be allocated.
4. Allocation to other CCAs: Ranking of their CCA choice, Primary School CCA & Achievement and Fitness Test Results (if relevant)
5. In 2024, 92% of SEC 1 students obtained their first 2 choices. (82% obtained their 1<sup>st</sup> choice).

# SEC 1 CCA Timeline

S/No.	Activity	Date	Remarks
1.	SEC 1 CCA Exposure	3 & 6 Jan	During SEC 1 Orientation
2.	SEC 1 CCA Trial: Sign-Up	8 to 10 Jan	During PE lessons
3.	SEC 1 CCA Trials	14 to 24 Jan	Refer to school website
4.	SEC 1 CCA Selection (online)	<b>*3 to 7 Feb</b>	During PE lessons
5.	SEC 1 CCA Posting	<b>*10-Feb</b>	During Morning Assembly
6.	SEC 1 CCA Commence	<b>*12-Feb</b>	1515 onwards

\* : denotes that the timeline is tentative and dependant on the numbers of applicants during the trial

# **SEC 1 CCA Commence – \*12 Feb 2025**

- Results will be released to students through their Class Mentors on **\*10 Feb.**
- Students are to take ownership of their choices, they will remain in their allocated CCA (especially if they are allocated their first 2 choices) unless they have a strong and valid reason.
- Change of CCA is only allowed at the start of the following year.

*\* : denotes that the timeline is tentative and dependant on the numbers of applicants during the trial*



# Safety and Well-Being

# Quick Drop-Off and Pick-Up Points

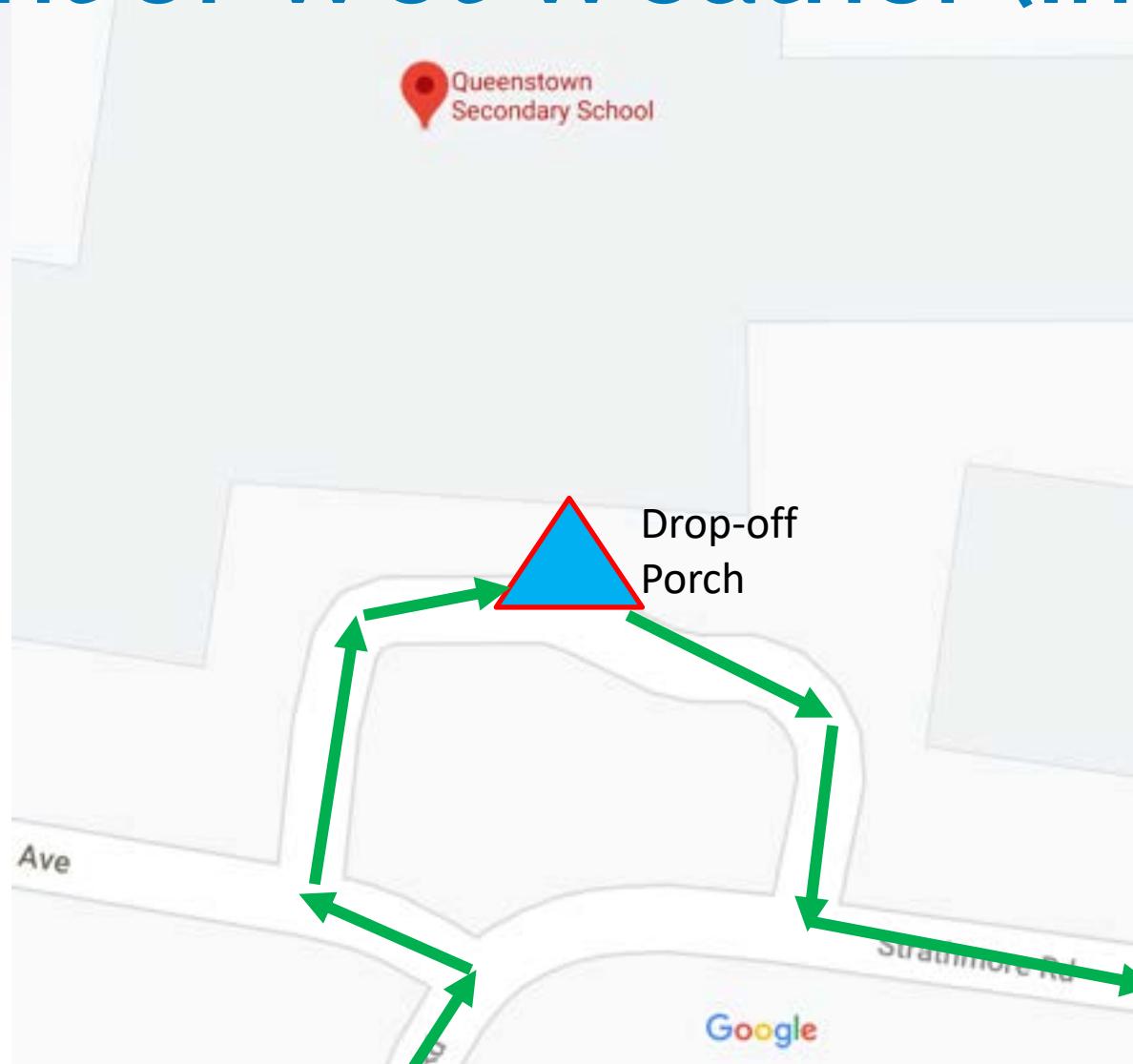


# HDB Carparks

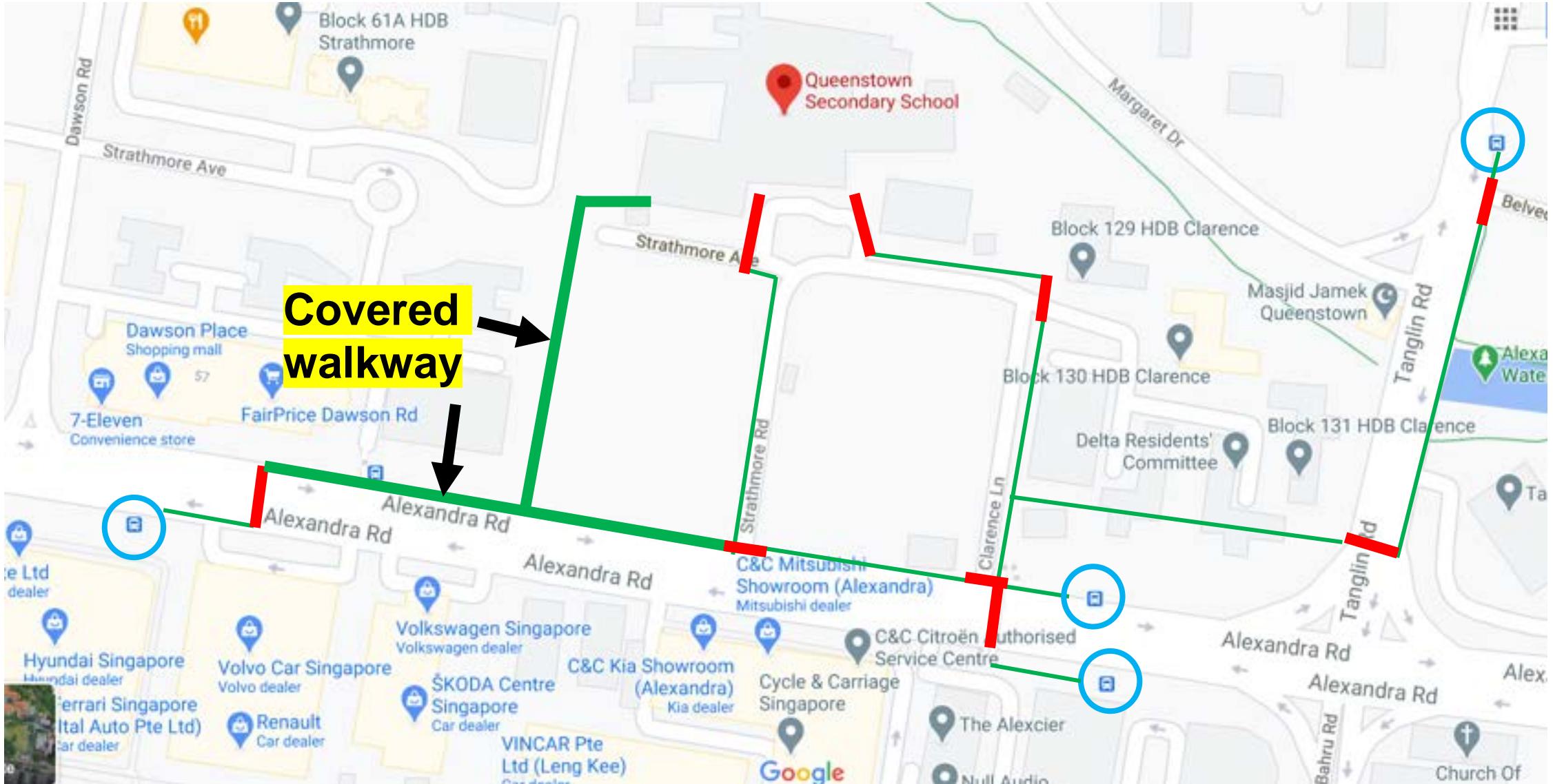
(Alternatives if the drop-off point(s) are packed)



# Quick Drop-Off and Pick-Up Point In the Event of Wet Weather (Inside QTSS)



# Safe Routes for Walking To School



# Be Vigilant at the Crossing Outside Main Gate



# Timetabling Adjustments

- 30mins periods and effective use of curriculum time > Earlier dismissal compared to previous years.
  - Insertion of lunch break for relatively longer days.
  - Parents can help to ensure that your child/ward takes breakfast if recess is scheduled later.

## **1 Respect, Odd Week**

QUEENSTOWN SECONDARY SCHOOL, Singapore

Class teacher : Koh Minna (Mdm), Daniel Lee Jia Xin (NIE EL)

# School Canteen Vendor Opportunity



Looking for reliable food vendors to operate in our school canteen and cater to our students' needs.

Vendors providing halal food are especially encouraged to apply.

Please reach out to us if you have any contacts or are interested.

# The Personal Learning Device (PLD) Initiative

Briefing for Parents

A PRESENTATION BY  
MINISTRY OF EDUCATION, SINGAPORE

# Intended Outcomes of the PLD Initiative

The use of the PLD for teaching and learning aims to:



**Support the Development of Digital Literacy**

**Support Self-Directed and Collaborative Learning**

**Enhance Teaching and Learning**

# Learning with a PLD Queenstown 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 Queenstown Secondary School, your child/ward will be using the PLD for learning in and out of the classroom. Your child/ward will be using Microsoft Teams and the Student Learning Space to enhance their learning:

1. These platforms allow easy **access of resources anytime, anywhere:**

The image displays two screenshots illustrating digital learning resources. On the left, the Microsoft Class Notebook interface shows a list of assignments under 'Unit 3'. One assignment, 'WS 3.2 Outside My Window' by Khang Le, is highlighted with a red box. On the right, the Microsoft Student Learning Space 'My Drive' shows a folder named 'Science' containing files like 'Chemical Bonding' and 'Science'. A specific file, 'WS 3.2 Outside My Window' by Khang Le, is also highlighted with a red box. A large blue arrow points from the text 'Students can see materials in full-colour' towards the highlighted files.

Students can see materials in full-colour

# How will your child/ward use the PLD?

- Allow **archiving of resources** within a Class Notebook, including multi-media materials.

**Class Notebook**

File Home Insert Draw View Help Class Notebook Tell me what you want to do

Calibri Light 20 B I U A A ... Styles Tags abc Feed

3A PHY Mdm Phoo Notebook

- Chapter 6 - Pressure
- Chapter 7 - Work E...
- Chapter 8 - Kinetic ...
- Chapter 9 - Transfer...
- Chapter 10 - Tempe...
- Chapter 13 - Light
- Chapter 15 - Sound
- Chapter 16 - Static ...
- Chapter 17 - Curre...
- Chapter 18 - DC Cir...
- Chapter 19 - Practic...
- Untitled Page
- 9.1) Conduction
- 9.2) Convection
- 9.3) Radiation

**Discussion in pairs on Conduction vs Convection**

Watch the YouTube animation on Convection.  
Discuss with your partner and answer the questions below.  
[Physics - Energy - Heat Transfer - Convection](#)

...

1. How does convection occur?  
As the air particles at the bottom of the room gets heated up, air particles are spaced out apart more. This causes the density of the heated particles to increase and thus it rises. When it rises, it cools down and the air particles are not spaced apart that much and then it sinks back down as its density increased. The process repeats over and over.

**Archive digital artefacts**

**Archive videos used in class**

**Class Notebook**

File Home Insert Draw View Help Class Notebook Tell me what you want to do

Calibri Light 20 B I U A A ... Styles Tags abc Feed

Storyboardthat: Horror Comics

It was a long night. James and I were exploring the old school campus in the middle of the night when the moon was high and bright. Right when we passed the toilet, he admitted that he needed to go to the jones. I waited for him by the door as he was doing his business until I heard a him shout and looked into the toilet only to find a little girl when the room blackened out and my torch stopped functioning as my eye was adjusting to the darkness when my torch.

# How will your child/ward use the PLD?

3. Allow students to do **note-taking** and teachers to **grade assignments**.

During a trial run on a race track, the motorcycle accelerates uniformly from rest at a rate of  $2.5 \text{ m/s}^2$  until the speed is  $60 \text{ m/s}$ . The motorcycle then travels at a constant speed until it has gone a further  $600 \text{ m}$ . It then decelerates non-uniformly to a stop in  $10.0 \text{ s}$ .

(a) Put a speed-time graph to show the complete motion of the motorcycle in the grid below.

① Acceleration to  $60 \text{ m/s}$   
constant acceleration  
green line

② Constant speed  
horizontal line

③ Deceleration to  $0 \text{ m/s}$   
non-uniform deceleration  
green curve  
red straight line

④ Total time =  $t = \frac{10}{2} + 10 = 15 \text{ s}$

5. A car travels at  $20 \text{ m/s}$  for  $1.5 \text{ minutes}$ . It then accelerates uniformly to a speed of  $30 \text{ m/s}$  in  $1 \text{ minute}$ . It travels at a uniform speed of  $30 \text{ m/s}$  for a further  $3.5 \text{ minutes}$  before decelerating uniformly to rest in  $1.5 \text{ minutes}$ .

(a) On the grid below, plot a graph to show the variation with time of the speed of the car.

Red line:  $\frac{10}{2} = 5 \text{ s}$   
 $10 \times 6 = 60 \text{ m}$

Blue line:  $10 \times 4 = 40 \text{ m}$

Green line:  $10 \times 2 = 20 \text{ m}$

Red line:  $10 \times 2 = 20 \text{ m}$

Total distance =  $60 + 40 + 20 + 20 = 140 \text{ m}$

EBS Chapter 6 Quiz

Expand All Collapse All

1 2 3 4 5 6 7 8 9 10 11

**Q7**

For customers to experience quality customer service, it is important to have the following personal qualities. Explain why the following qualities are important in a service industry.

1) Problem solving skills  
2) Efficiency

[Read Less](#)

Type answer here.

**SAVE AS DRAFT**

**Q6 (1)**  
Pg 7

**Q7 (3)**

Annotations: 0

Important to have

Annotations: 0

why

must give 2 reasons each

Annotations: 0

Important in a service industry

Refer to b pg 67

Students can annotate using different colours

# How will your child/ward use the PLD?

- Allow for **interactive lessons** to increase **engagement** in the classrooms.

Class Notebook

Steps Tasks

0 Type your answers in the purple boxes.

PHET Animation: Gas Properties

Gas Properties

GETTING STARTED  
1) In the applet Gas Properties, select "ideal".

IDEAL

1) Drag the handle of the chamber all the way to the left to make the volume of the chamber big.

(a) Record the number of wall collisions: 80

(b) Record the gas pressure in the chamber: 15

QUESTION

(a) How does the gas pressure change when volume of chamber is changed?  
When the volume of chamber decreases, the gas pressure increases and vice-versa.

(b) In terms of the motion of gas particles, explain why gas pressure changes when volume of chamber changes.  
As pressure is  $F/A$ , with the same force, as the area decreases, the pressure increases and vice-versa.

Conduct virtual experiments and answer inquiry questions

Reading Progress uses AI to assess each student's reading and give personalised feedbacks for the student to make improvements during practice.

89 Correct words per minute

85% Accuracy rate

Auto-Detect

Background Noise Suppression

Return full report to student

A few years ago, my family went on a trip to Japan. We visited the big cities of Tokyo and Yokohama. We also visited a very old and charming city called Kyoto. In Japanese, Kyoto means capital city. In fact, Kyoto used to be the capital of Japan for hundreds of years before Tokyo took its place. Thankfully, Kyoto's historical treasures weren't this weren't destroyed a in World War II like most were in Tokyo. Shinto and Buddhist shrines can be found throughout the city. They house thousands of priceless artifacts. Kyoto is beautiful! The city is full of charming neighborhoods and exceptional gardens. The homes that line Kyoto's Kyoto winding streets went winding streets are made of paper and wood. Most houses are small

# How will your child/ward use the PLD?

Other digital tools that will be used in the classroom to aid learning:

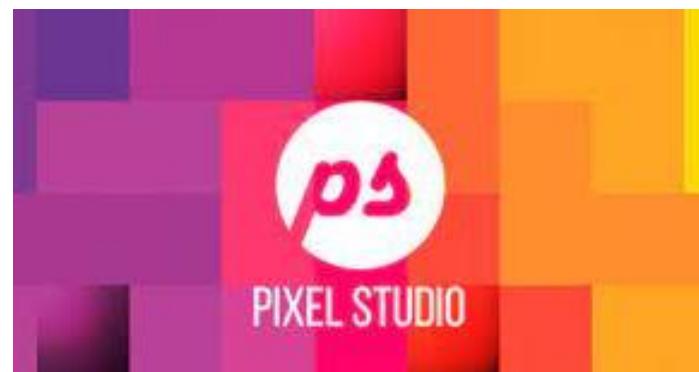


**GeoGebra**  
Dynamic Mathematics for Everyone

 **SketchUp**



 **ClassPoint**



**AUTODESK®  
SKETCHBOOK**

**Supporting Students in the Safe  
and Effective Use of the Devices**

# School Rules on Digital Device Use

Full details in [Student Handbook](#) Pg 46-50: Personal Learning Device (PLD) – User Guide and Advisory

- Students are expected to **bring** their PLDs to school **daily**.
- Every PLD should be **fully charged at home** before it is brought to school.
- Students should not use their PLD during lessons without a **teacher's permission**.
- Students must be responsible for the safe-keeping of their PLDs and **not leave them unattended**. During recess, PE or CCAs, they should **store their PLDs in their assigned lockers**.



# Cyber Wellness Programmes

Through various Cyber Wellness programmes in Queenstown Secondary School, students will learn to be **respectful, safe, and responsible users of technology:**

- **Cyber Wellness Week** for students to advocate about cyber wellness
- Class discussions on cyber wellness issues during **CCE lessons**
- A series of **Assembly Programmes** to share cyber wellness tips
- **Peer Support Culture** to promote a positive online presence.



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

# DMA Installation

- The Windows Device Management Application (DMA) solution, Blocksi, 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).
- Students will be able to use the device from 6.30 a.m. to 11 p.m. daily
- 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
<b>In-school DMA settings will continue after school hours</b>	<b>DMA settings can be modified by Parents/Guardians after school hours</b>	<b>DMA will be inactive* after school hours</b>
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.

# Device and Funding Information

# Queenstown Secondary School's PLD



The school will be using the  
**ACER TravelMate Spin TMB312RN-31**  
for teaching and learning.

Total cost of the bundle includes 3-year warranty and 3-year insurance with GST:  
**\$623.40**

12.2" HD Touch | Convertible  
Intel N150 | Win11Pro | 8GB RAM | 256GB PCIe SSD  
Active Stylus Pen

# 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 has been sent to you on 9 January 2025.
2. 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 17 January 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.

# For All Students

Time Frame	Activity
9 January	<p>Receive consent to PLD purchase (via PG) which includes the following:</p> <ul style="list-style-type: none"> <li>• Intent to Purchase Personal Learning Device (PLD);</li> <li>• Authorisation for the Collection of PLD</li> <li>• the Standing Order (SO) for the use of Edusave Account via <a href="https://go.gov.sg/edusaveformsgso">https://go.gov.sg/edusaveformsgso</a> (for Singapore Citizen students only) if you have not done so previously.</li> </ul>
17 January	Deadline for submission of consent
31 March-4 April Term 2 Week 2	<p>PLD Distribution Day</p> <ul style="list-style-type: none"> <li>- Collection of devices by students</li> <li>- Installation of DMA</li> </ul>
31 March-4 April Term 2 Week 2	<p>CCE Lessons</p> <ul style="list-style-type: none"> <li>- Class discussion and signing of Acceptable Use Policy (AUP)</li> <li>- Microsoft Teams orientation</li> </ul>



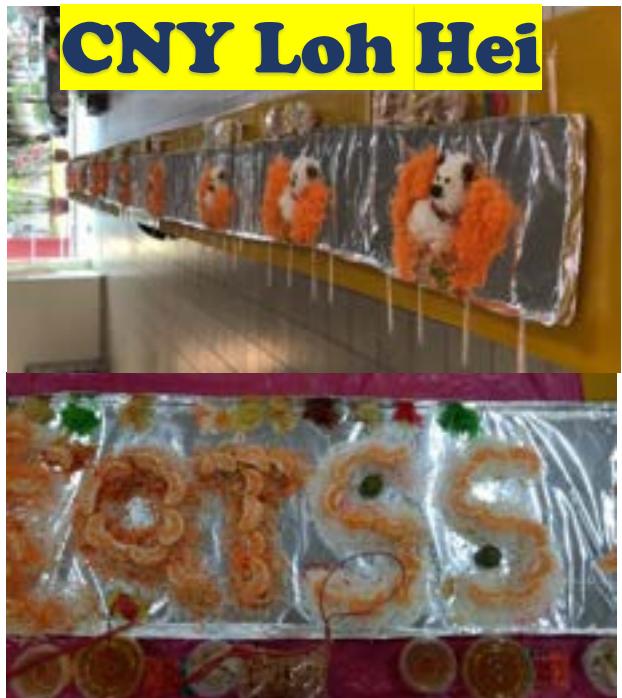
# About US @ QTSS PSG

Sec 1 Parents Engagement Session  
10 January 2025

# **PSG MISSION**

**To Grow A Community of Active Parents  
In Support of the School's Mission  
to bring out the Best in Our Children**

# PSG SUPPORTING SCHOOL EVENTS



**CNY Loh Hei**



**Racial Harmony Day**



**Annual Cross Country**

# PSG PARENT-CHILD BONDING ACTIVITIES



**Kayaking**



**Annual Bowling Meet**



**Archery & Laser Tag**

# The big family at QTSS



# Why I joined the Parents Support Group (PSG)



Feel heard and understood about parenting. Share experiences and provide much-needed emotional support



Share valuable resources & information about school events, educational tools, and community services.

Improved communication between parents and children



Fosters a sense of community and belonging, which can be beneficial for both parents and children and the school.

# Why I joined the Parents Support Group (PSG)



To be the best friend and father, not only at home, but also in his **ACADEMIC learning journey** to be

- A crucial role model
- Guidance, support, love, and giving a sense of security
- Teaching him important life lessons
- Encouraging independence,
- Shaping his character and values

essentially acting as a pillar of strength and stability in his development.

# PSG PARENT-CHILD BONDING ACTIVITIES



Racial Harmony Amazing Race



# PSG PARENT-CHILD BONDING INDOOR ACTIVITIES



**Muffins & Cookies  
Making**



**Planting Terrarium**



**Team Building**



# PSG PARENT-CHILD BONDING INDOOR ACTIVITIES

## Graduation Day Gift Craft Workshop



## Teachers' Day Craft Workshop



# PSG MOOTING OF NEW INTEREST GROUPS (IGS)



**Cycling / Hiking / Nature Walk**



**Baking / Cooking**



**Gardening / Planting**



**Bowling**



**Craftwork**

# WHY JOIN QTSS PSG?

- ▶ Be Informed –  **your awareness of your child's development**
- ▶ Be Buddy – **strengthen your bonding with your child**
- ▶ Be Friends – **expand your social network**
- ▶ Be Active – **improve your work-life balance**
- ▶ Be part of US – **support your child's well-being and mental resilience**

**‘ Parent-Child Bonding enables greater Positive Influence  
on your Child’s Learning & Development ’**

# JOIN QTSS PSG!



Scan the QR Code and  
**submit** your e-form

**Parent-Child Bonding enables**  
**greater Positive Influence**  
**on your**  
**Child's Learning & Development**

# Interaction with Class Mentors

Parents/guardians are invited meet with your child/ward's Class Mentors (CMs) at the respective classrooms.

All Secondary 1 students will remain in the hall for a short briefing.

We will dismiss the students at 6:30pm.

# Venues

Level 1

**1 Gratitude  
(1GR)**

**1 Aspire  
(1AS)**

**1 Respect  
(1RP)**

**1 Resilience  
(1RL)**

**Stairway**

Level 1

**1 Integrity  
(1IN)**

**1 Care  
(1CA)**

**1 Excellence  
(1EX)**

**1 Service  
(1SE)**

**LIFT**

**Hall**

# 1 Gratitude Class Mentors



**Mdm Grace Khoo**



**Ms Freya Keertikar**

# 1 Aspire Class Mentors



**Ms Lim Li Kiang**



**Mr Lim Jit Hiang**

# 1 Respect Class Mentors



**Mdm Koh Minna**



**Mr Daniel Lee Jia Xin**

# 1 Resilience Class Mentors



**Mdm Tang Siow Leng**



**Mr Tan Zheng Han,  
Hans**

# 1 Integrity Class Mentors



**Mdm Stella Ng Kiat Ee**



**Miss Yeo Siew Yun, Elssa**

# 1 Care Class Mentors



**Mr Perdana Putra**



**Mdm Li Min**

# 1 Excellence Class Mentors



**Miss Azlina Binte Ali**



**Mr Zhong Shu Hao**

# 1 Service Class Mentors



**Mr Ernest Tan Jing Heng**



**Miss Huldah  
Anna Lee Qian Ai**