

Think.Respect.Grow.

Secondary Two Parent Engagement Session (PES)

30 January 2026



QUEENSTOWN
SECONDARY
SCHOOL

EST. 1956

Dare to Serve



Artwork by Esther Bliss Ang Yu Xuan
4RP (2025)





Flourishing Together



...where your child's Quest continues

THE QUEENSTOWNIAN LIFE

A THRIVING COMMUNITY

FLOURISHING LEARNERS

FUTURE-ORIENTED LEADERS



A Thriving Community
Caring, Empathetic, Respectful

Think.Respect.Grow.

A Safe and Caring Environment for Learning



**QUEENSTOWN
SECONDARY
SCHOOL**

EST. 1956

Dare to Serve

Working with students, staff and parents' feedback: Learning Spaces for 2026

Think.
Respect
Grow

Vision

Leaders for Tomorrow,
Anchored in Values,
Committed to Serve.

Mission

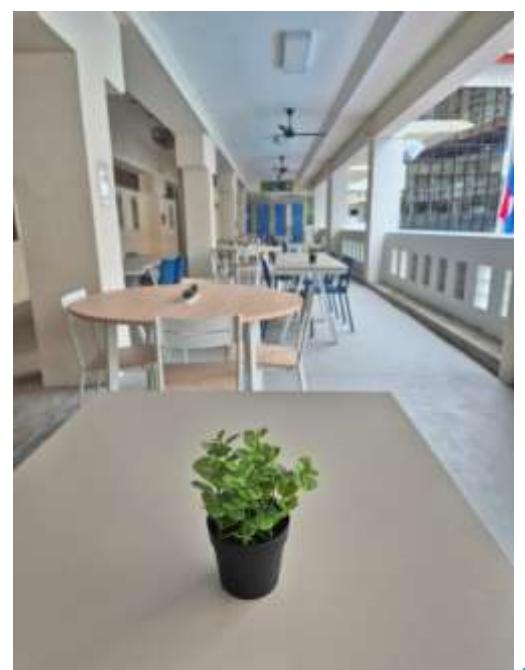
To nurture all Queenstownians
to rise as future-oriented leaders
actively contributing to society.

Motto

Dare To Serve
“Berani Berkhidmat”

Level 2 Study@QUEST

- ▶ Co-created by students and teachers, this space reflects shared ownership, responsibility and pride.
- ▶ Study@QUEST will be officially launched during the Chinese New Year celebration.



**Collaborative Learning –
Discussion / study groups**



Learning Commons / Revamped Foyer / Vertical Wall



Chilling spaces

All-weather learning



ISH / Field

Safer playing grounds



Campus Updates at a Glance

Completed/in progress:

- ▶ Refreshed classrooms with new paint, brighter lighting, additional fans
- ▶ Short-throw projectors in Level 1 and 4 classrooms
- ▶ Door replacements underway

Upcoming:

- ▶ Science (Chemistry) Lab
- ▶ Upgraded school hall with new flooring and air-conditioning
- ▶ Heritage Gallery and 70th Anniversary mural
- ▶ Canteen (phase 2)
- ▶ Student toilets upgraded in phases
- ▶ Welcoming and well-being gardens

School Canteen



Community
Zone



Collaboration
Zone

Student Well-Being

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



Student Management @ QTSS

Firm & Educative

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



A Positive & Proactive Approach to Discipline

Address inappropriate behaviour promptly
Correct it before it affects students' development and well-being



Cultivating Discipline

- Ensure right **learning readiness**
- **Zero tolerance policy** towards bullying and vaping
- Build students' habit of **thinking** before speaking / acting, as well as speaking / acting **respectfully**

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



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 e.g. **Regular Home-Based Learning** / Self-Initiated Learning
- **Full subject-based banding, tiered academic support and Talent Development Programme** (e.g., Olympiads) to cater to individual strengths and interests



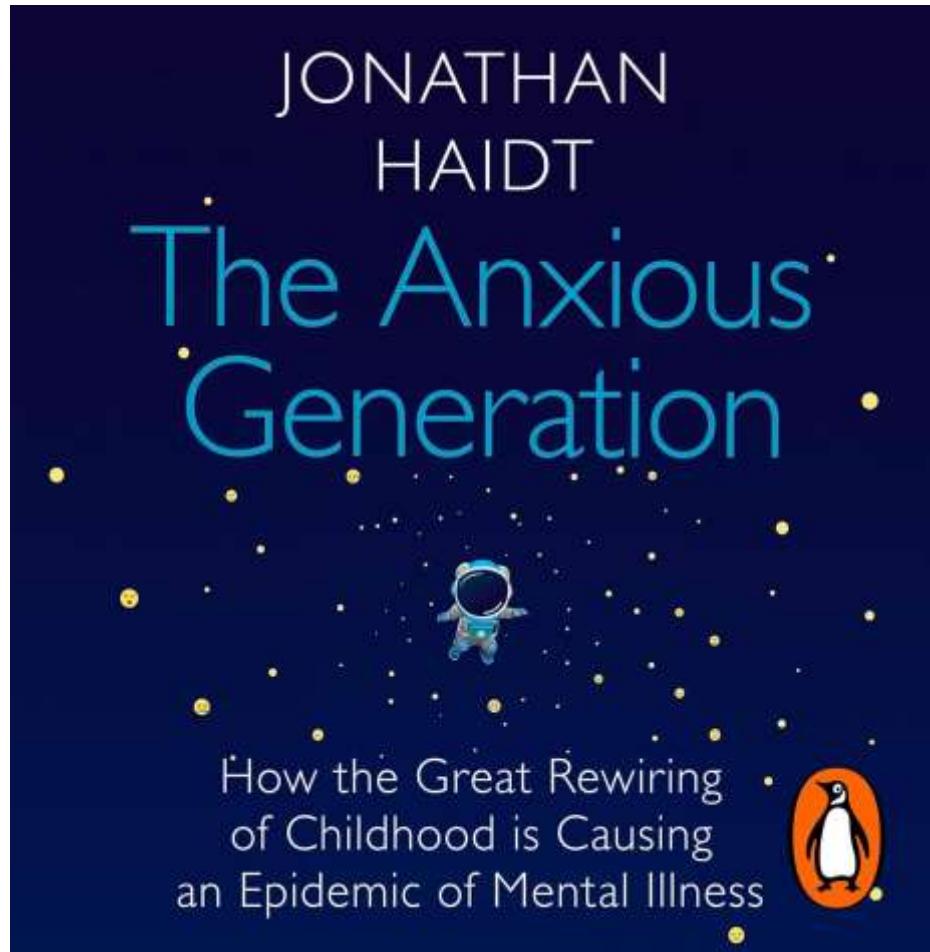
Use of Mobile Phones in School

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



Use of Mobile Phones in School

- To increase focus during classroom learning
- 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





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



Applied Learning on ISSUES OF SUSTAINABILITY

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, and 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 2025

Learning beyond the borders



Applied Learning Programme &
Community Youth Leadership
Overseas Trip to Japan

Cultural Exchange
to Indonesia

Educational Career Guidance Chats & Day X

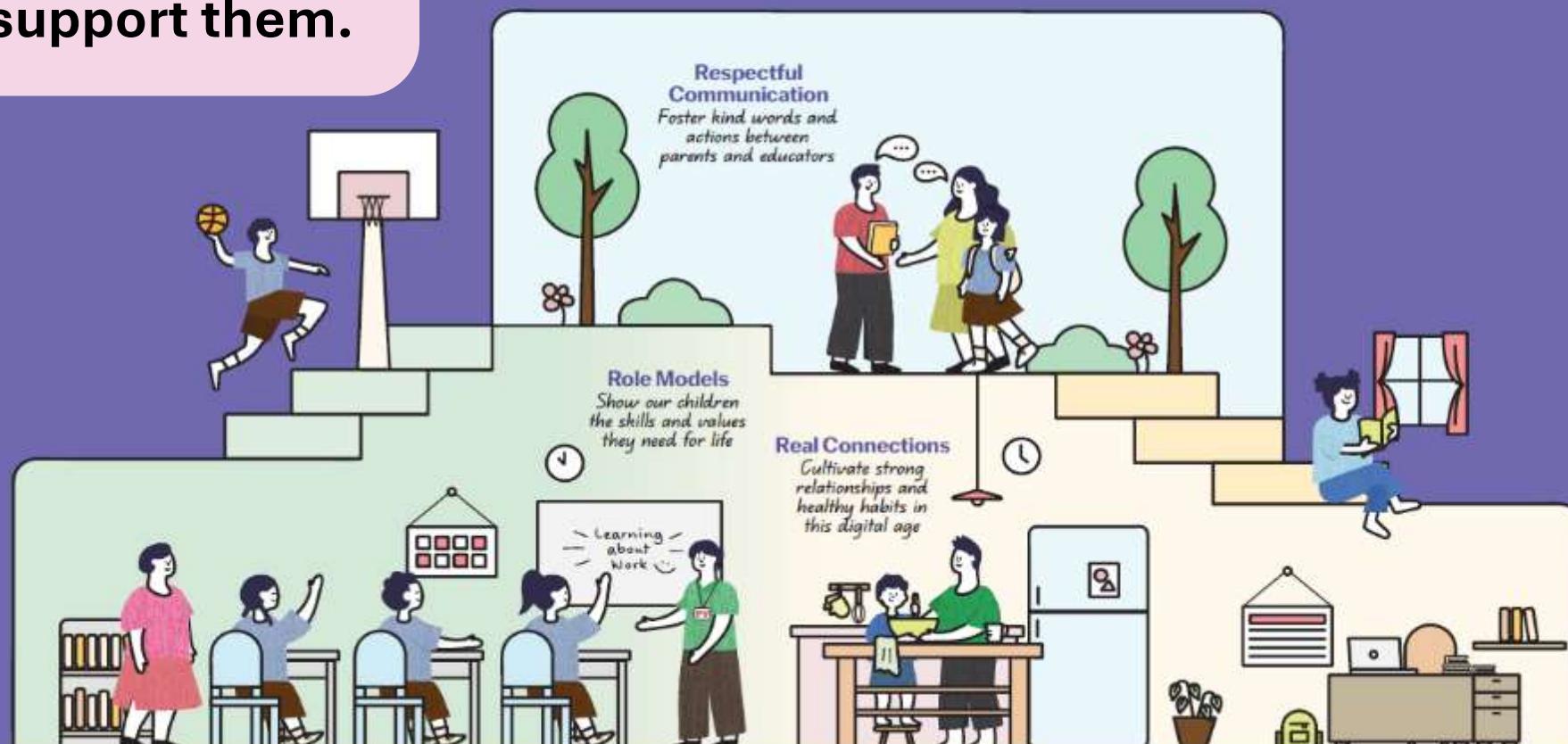


School-Home Partnership

**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



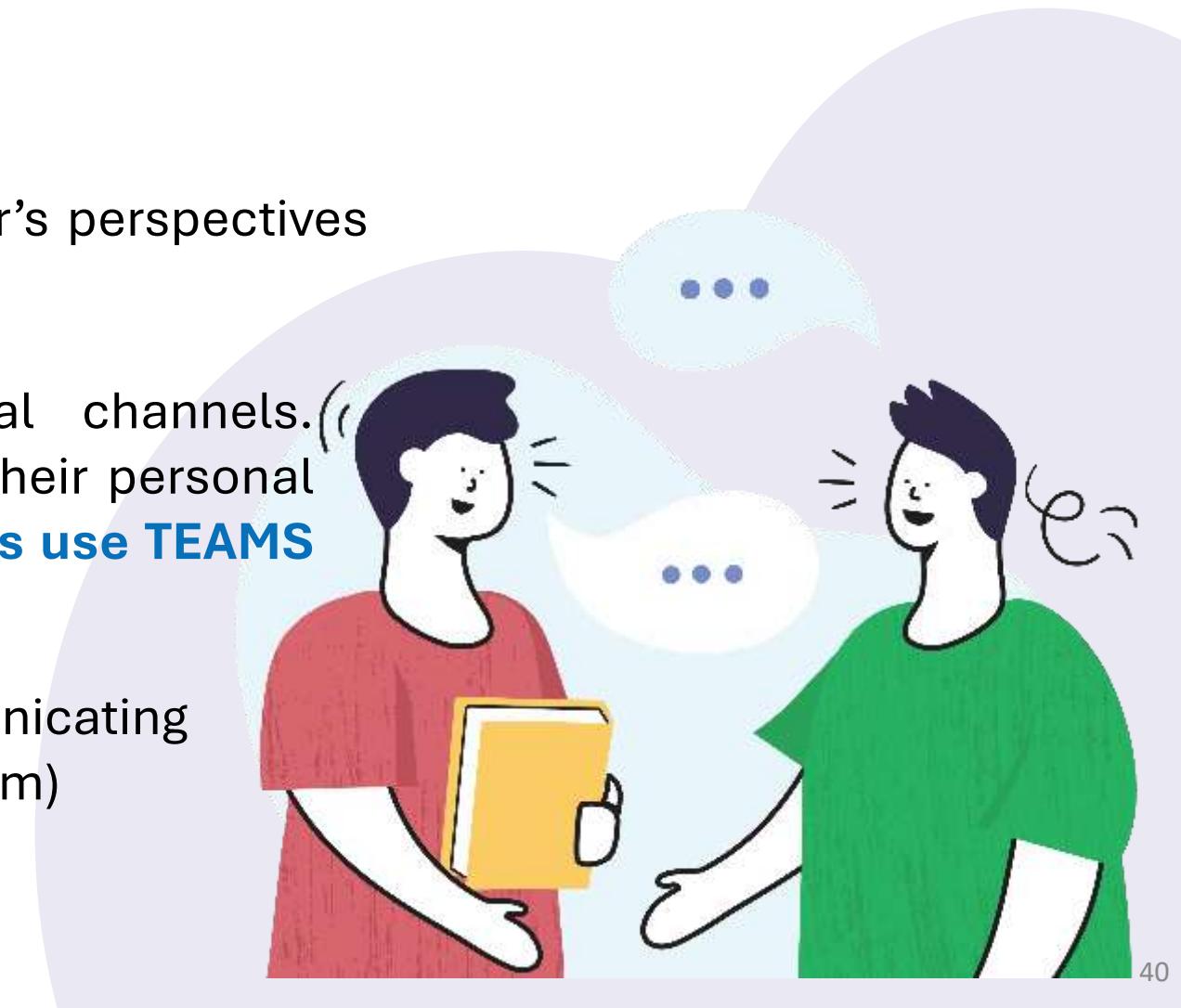
Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers (**For QTSS, teachers use TEAMS to communicate with students**)



Respect each other's time by communicating during working hours (7.30am - 5.30pm)



Respectful Communication

Listen, understand, and foster kind words and actions between you and your child.



Have regular and genuine conversations with your child.

- **Pick the right time** – avoid conversations when they are emotional or reactive.
- **Put aside other tasks** when they approach you to talk
- **Show respect and curiosity.**



Communicate your actions and rationale.

- Let your child know **you care for them** and **want them to be safe online**.
- **Acknowledge their maturity** while expressing your concerns.



Discuss with your child as you set parental controls to manage device use and stay safe online.



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

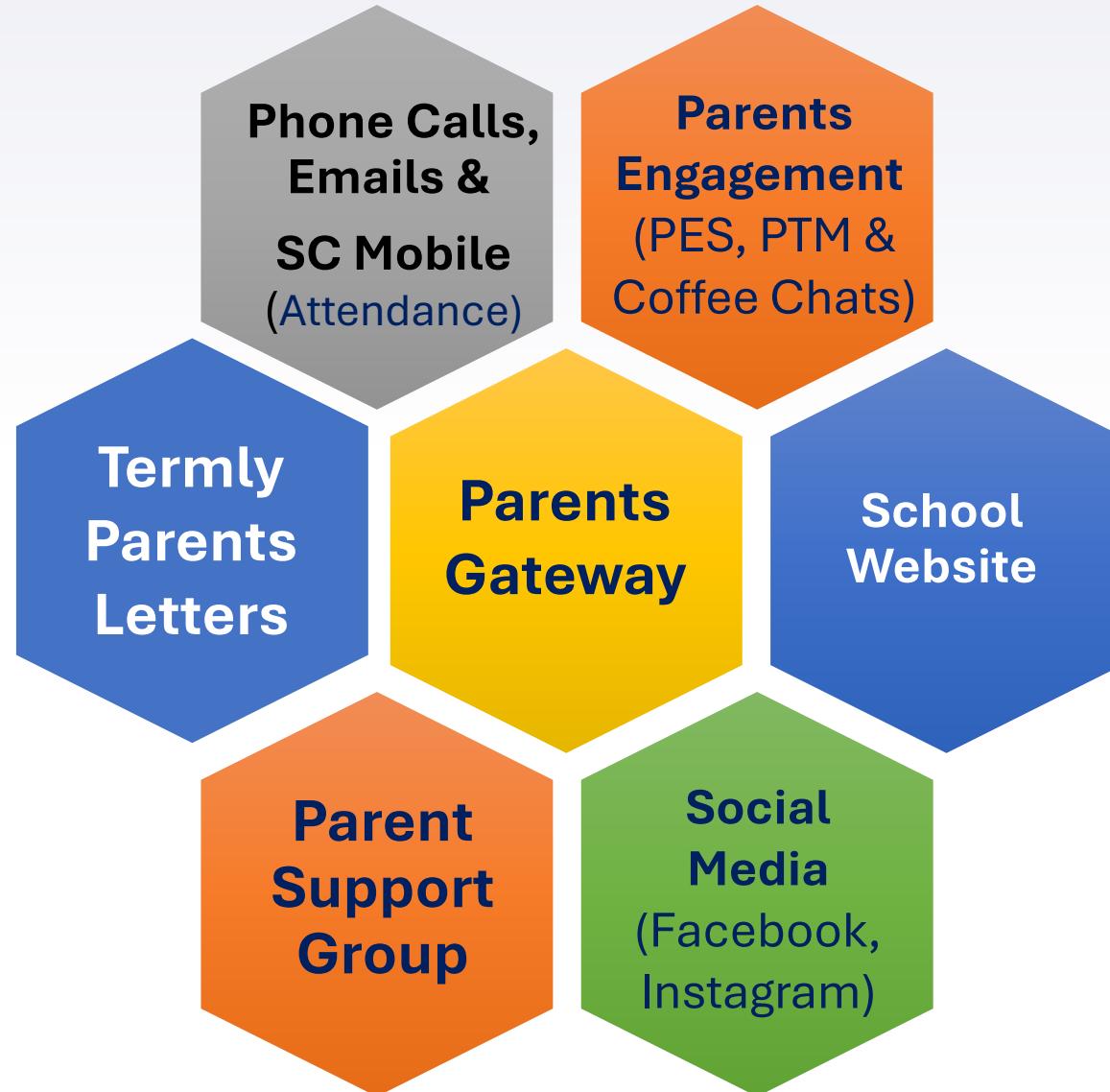
The image displays two pages from the 'Parenting for Wellness Toolbox' website:

- Building Relationships:** This page is titled 'Helping Your Child Build Healthy Relationships'. It features a QR code and a small image of a family. The text discusses the importance of healthy relationships and provides tips for parents, such as encouraging their child to be a good friend and encouraging social interactions.
- Navigating the Digital Age:** This page is titled 'Helping Your Child Thrive in the Online Space'. It also includes a QR code and a graphic of a laptop with a shield. The text emphasizes the need for children to understand different viewpoints and provides advice for parents on how to encourage positive digital behavior.



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

School-Home Partnership



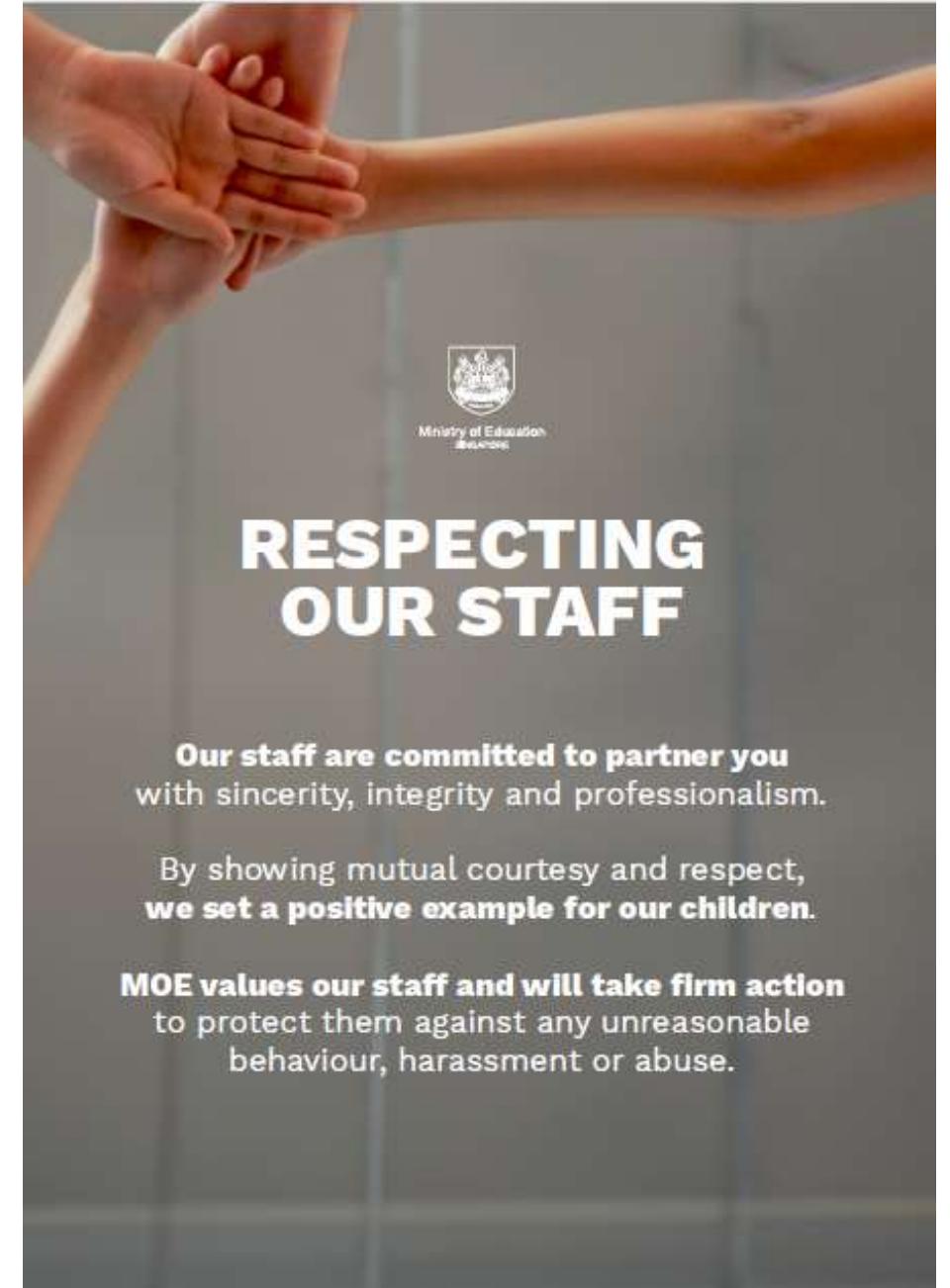
The teachers' working hours are from **7.00am – 5:30pm**.

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**.

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.

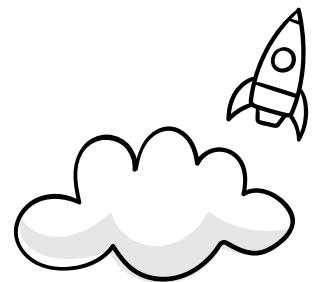




Briefing by: Acting Year Head (Lower Secondary)

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

Dreams & Hopes



Leaving a Legacy



Secondary 4/5

Enabling Others



Secondary 2

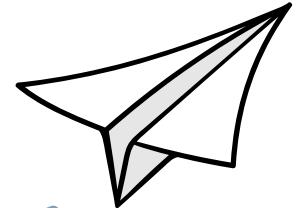


Secondary 1



Daring to Serve

Post-Secondary
Education Institutions



Secondary 3 A red lightbulb icon with yellow rays emanating from it.

Self-Empowerment

Full Subject-Based Banding (FSBB)

- Students are in **mixed mentor (form) classes** where they can interact with peers of different strengths and interests.
- **G1, G2 & G3 students learn together** for 6 subjects (CCE, PE, Art, Music, D&T and FCE).
- Flexibility to learn at different levels (i.e., G1, G2 and G3) for EL, Math, Science and Humanities based on their **interests, strengths** and learning needs.



Replacement of GCE O and N Levels with Singapore-Cambridge Secondary Education Certificate (SEC) Exams

Key Aspects of SEC Exams

- **Flexibility in Subject Level:** Students may take subjects at different subject levels (G1, G2, G3) according to their strengths, interest and learning needs.
- **Unified Period:** All students regardless of subject levels will have one common exam period.
- **Early English & Mother Tongue Lang (MTL) Exams:** EL and MTL/Higher MTL written papers will be held in September.
- **Single Sitting for MTL:** There's only one written sitting for MTL, streamlining the process.

- **More Learning Time:** Other papers will start in October. This structure provides one more month for G1/G2 curriculum, and four extra months for pacing the MTL curriculum, reducing the cramming before mid-year exams previously.
- **Common Certificate:** Students will receive one SEC certificate detailing their performance at different subject levels (G1, G2, G3).
- **One Common Result Release:** January the following year.

2025 CCA Achievements – LEAPS 2.0

Sec 4

80.8 %



Attained Excellent Grade

Sec 5 N(A)

88.9 %

Attained Excellent Grade

Excellent Grade will be converted to Two Bonus Points which can be used for admission to JC/MI/Poly/ITE (if the student meets the course eligibility).

What could the data from Term 1 Student Needs and Well-Being Survey mean for parents?

1. Help your child/ward **p a c e**, not push.
2. Be careful with expectations.
3. Normalise struggle.
4. Watch for tiredness and stress signals.
5. Take some perspective about friendships and social worries.
6. Partner with us.

Key Guiding Questions for Subject Combination

Strengths

What are my child's strengths and interests?

Aspirations

What does s/he want to pursue after secondary school?

Manageability

What is the curricular load s/he can cope with?

Eligibility

Does s/he meet the eligibility criteria to offer the subject at upper secondary (i.e., a strength)?



Briefing by: HOD/Science

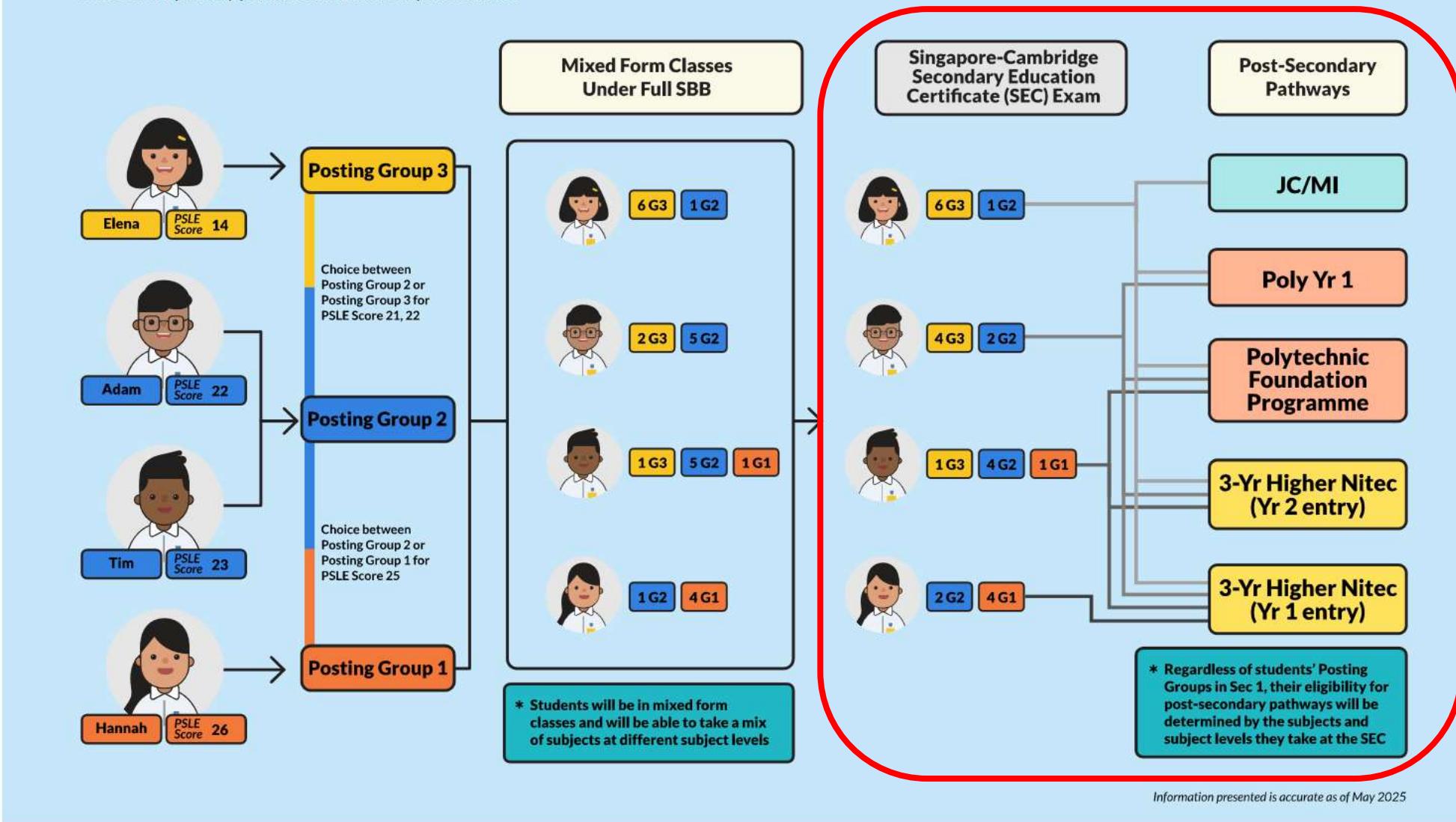
Artwork by Esther Bliss Ang Yu Xuan
2RP (2023)

Secondary School Experience and Post-Secondary Pathways Under Full SBB



Ministry of Education
SINGAPORE

From 2024, you can take subjects at different levels, eg. G1, G2 or G3, which suit your strengths, interests and learning needs. Along the way, your teachers will guide you to make adjustments as needed. At the end of Secondary Four, all students will take the Singapore-Cambridge Secondary Education Certificate examinations. There will be more options for your post-secondary pathways, and many more opportunities to excel in the pathway you choose. The future is yours to make!



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

QTSS Dare to Serve

Students taking at least	POST-SEC PATHWAYS							
	3-Year Higher Nitec	2-Year Higher Nitec	NAFA Foundation Programme (NFP)	Arts Institutions	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millenia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 + 1 G2 subject	✓	✓	NEW ✓	NEW ✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓		✓			
4 G1 subjects	✓	NEW* ✓						

*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.

IMPORTANT LINKS

JC/MI:

<https://www.moe.gov.sg/post-secondary/admissions/jae/changes-from-2028>

Poly Year 1:

<https://www.moe.gov.sg/news/press-releases/20240304-infosheet-2-full-sbb-related-changes-on-sec-examination-timetable-polytechnic-year-1-admission-criteria>

PFP:

<https://www.moe.gov.sg/post-secondary/admissions/pfp>

ITE:

<https://www.ite.edu.sg/intake-exercises/>

Assessment Structure

Year 2026	Term 1	Term 2	Term 3	Term 4
Sec 1	WA 1 (10%)	WA 2 (15%)	WA 3 (15%)	EOY (60%)
Sec 2	WA 1 (10%)	WA 2 (15%)	WA 3 (15%)	EOY (60%)
Sec 3	WA 1 (10%)	WA 2 (15%)	WA 3 (15%)	EOY (60%)
Sec 4/5	WA 1 (0%)	WA 2 (0%)	Prelim (100%)	-

Modes of Assessment:

Oral, written, coursework, performance task, project, etc

Assessment Information



QUEENSTOWN
SECONDARY SCHOOL

ABOUT US ▾

DEPARTMENTS ▾

CO CURRICULAR ACTIVITIES CCA ▾

PROGRAMMES ▾

STUDENTS ▾

PARENTS ▾

SCHOOL LINKS ▾

Q

HOME / STUDENT LINKS / ASSESSMENT MATTERS

Assessment Matters

Assessment Matters

2026 Term 1 Assessment Information

1. [Sec 1 Assessment Info for Students](#)
2. [Sec 2 Assessment Info for Students](#)
3. [Sec 3 Assessment Info for Students](#)
4. [Sec 4 & Sec 5 Assessment Info for Students](#)

School Rules

School Timetable

Student Voice

Assessment Matters

SLS Helpline

Student Links

Student Handbook



Progression to Secondary 3

Secondary 2 and 3 Common Academic Expectations

- Pass EL and **two** other subjects OR pass at least **half** the total number of examinable subjects offered (i.e. G3 & G2 = 5 subjects; G1 = 3 subjects).
- 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.

Academic Expectation – Subject Based Banding

In Secondary 2	By end of Secondary 2
Student taking the subject at a more demanding level	<ul style="list-style-type: none">• Student may continue taking the subject at a more demanding level in Secondary 3 if he/she obtained 45% or higher in the subject overall.
Student not taking the subject at a more demanding level	<p>Student may be offered to take the subject at a more demanding level in Secondary 3 if he/she:</p> <ul style="list-style-type: none">• obtained 75% or higher in the subject overall;• met the subject-specific criteria and subject teachers' professional assessment for Art, Design & Technology and Nutrition & Food Science.

Academic Expectation – Subject Based Banding

From Secondary 2 (S2), students will also be able to offer **Humanities subjects** (Geography, History, and Literature in English) at a more demanding level.

Eligibility criteria			
Humanities subject level at S1	Humanities subjects	School-based assessment	Option to offer Humanities at a more demanding level from S2
G2	<ul style="list-style-type: none">• Geography• History• Literature in English	Aptitude and interest for specific subject	G3 Geography, History and/or Literature in English (i.e., can offer one or more Humanities subjects at a more demanding level)
G1	<ul style="list-style-type: none">• Social Studies component• Humanities Exposure Modules (HEMs) in Geography, History and Literature in English	Aptitude in English Language and G1 Humanities	G2 Geography, History and/or Literature in English (i.e., can offer one or more Humanities subjects at a more demanding level)

Revised Downward Grade Mapping

For students offering subjects at more demanding levels, downward grade mapping is used to aggregate scores across subjects offered at different subject levels for post-secondary progression.

**Revised Downward Grade
Mapping Table for G3 to G2**

G3	G2
A1 – B3	1
B4 – C6	2
D7	3
E8	4
9	5
	6

**Revised Downward Grade
Mapping Table for G2 to G1**

G2	G1
1	A
2	A
3	A
4	B
5	C
6	D

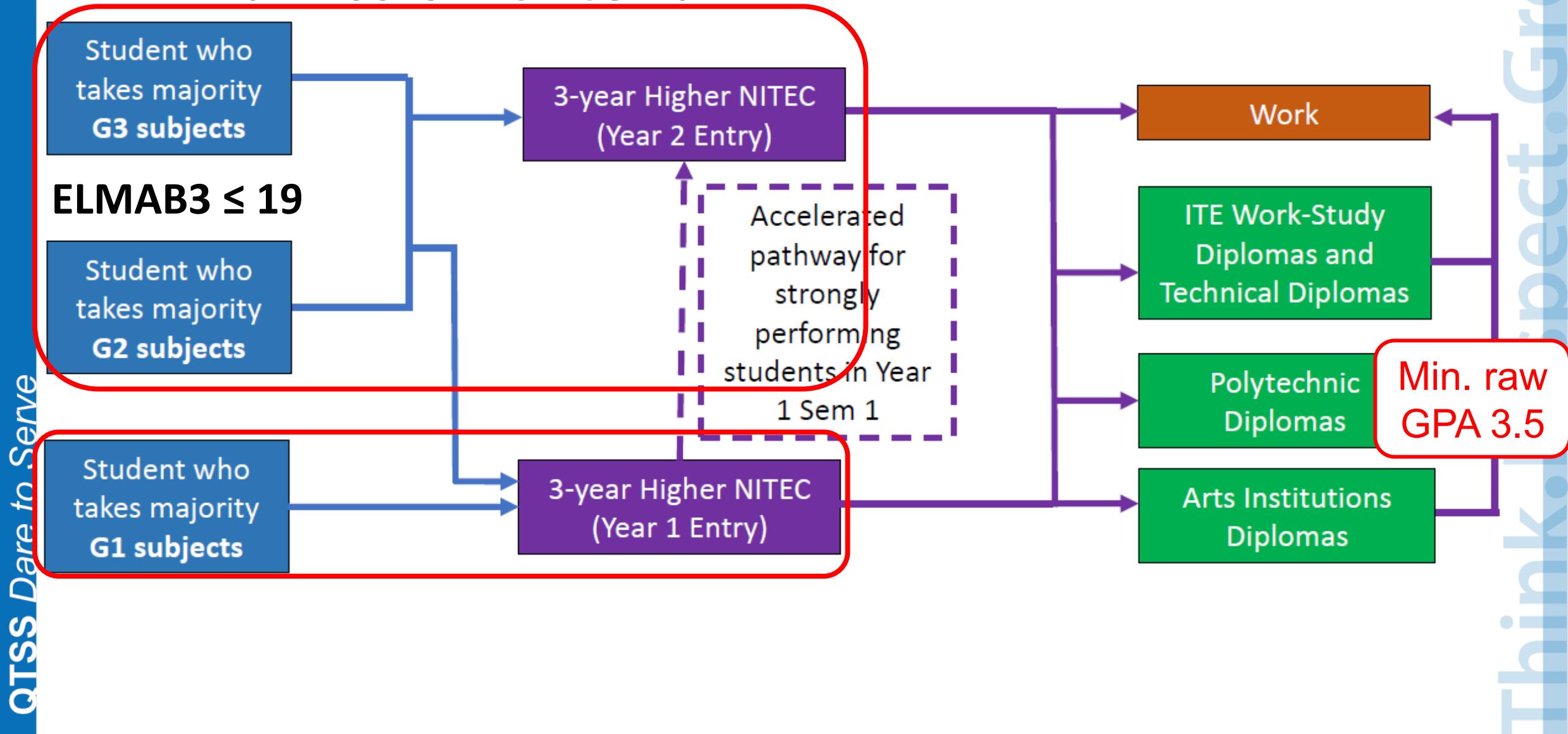
From 2028,

more post-secondary options
will be available.

Students taking at least	POST-SEC PATHWAYS							
	3-Year Higher Nitec	2-Year Higher Nitec	NAFA Foundation Programme (NFP)	Arts Institutions	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
4 G1 subjects	✓	✓ NEW*						

*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.

ITE Admission Criteria



ITE Admission Criteria for 3-Year Higher Nitec (Year 2 Entry)

Aggregate Type: ELMAB3 ≤ 19		
Subjects to choose from		Subject level required
EL	English Language	G2/3
MA	Mathematics	G2/3
B1	Any 3 other subjects	G2/3
B2		G2/3
B3		G2/3
Total number of subjects required for computation = 5		5 G2/3

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Students taking at least	POST-SEC PATHWAYS						
	3-Year Higher Nitec	2-Year Higher Nitec	NAFA Foundation Programme (NFP)	Arts Institutions	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute
4 G3 + 1 G2 subjects	✓	✓	✓ NEW	✓ NEW	✓ NEW	✓ NEW	
5 G2 subjects	✓	✓	✓		✓		
4 G1 subjects	✓	✓ NEW*					

Polytechnic Foundation Programme (PFP)

Aggregate Type: ELMAB3 ≤ 12			
QTSS Dare to Serve	Subjects Required		Subject Level
	For courses in Sciences and Design , Engineering & Technology clusters, including design sub-clusters; and Nursing courses		For courses featured in Humanities , Art , Media and Business cluster and Early Childhood courses
	EL	English Language	G2/3
	MA	Mathematics	G2/3
	B1	Design and Technology Food and Nutrition/Nutrition and Food Science Science	Art Humanities Principles of Accounts
	B2	Any two other subjects	
	B3		
Total number of subjects required for computation = 5			5 G2/3

Polytechnic Foundation Programme (PFP)

<u>Subject specific requirements for PFP</u>	
G2 subjects	New grade requirement
English Language	3
Mathematics	3
Relevant Subject	3
Two “Best” Subjects	4

Polytechnic Year 1 Admission Criteria

Aggregate Type: ELR2B2 ≤ 22			
QTSS Dare to Serve	Subjects to choose from		Subject level required
	EL	English Language	G3
	R1	A subject from the 1 st group of relevant subjects	
	R2	A subject from the 2 nd group of relevant subjects	
	B1	Best two other subjects	
	B2		G2
	Total number of subjects required for computation = 5		4 G3 and 1 G2

From 2028,

more post-secondary options
will be available.

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	3-Year Higher Nitec	2-Year Higher Nitec	NAFA Foundation Programme (NFP)	Arts Institutions	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 + 1 G2 subject	✓	✓	NEW ✓	NEW ✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓		✓			
4 G1 subjects	✓	NEW* ✓						

*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.

JC/MI Admission Criteria

All subjects used in aggregate score computation for JC and MI admissions must be taken at G3.

- JC admission: $L1R4 \leq 16$
- MI admission : $L1R4 \leq 20$

L1R4	Subjects
L1	G3 English or Higher Mother Tongue Language
R1	Any 1 best-scoring G3 subject from Humanities
R2	Any 1 best-scoring G3 subject from Mathematics or Science
R3	Any 1 best-scoring G3 subject from Humanities , Mathematics or Science
R4	Any 1 best-scoring G3 subject

Subject	Grade
G3 English Language	A1 to C6
Any 1 Mathematics <ul style="list-style-type: none">• G3 Additional Mathematics• G3 Mathematics	A1 to D7
Any 1 Mother Tongue Language (MTL) <ul style="list-style-type: none">• G1, G2, G3 MTL: Chinese, Malay, Tamil• G1, G2 or G3 MTL approved by MOE in lieu of an official MTL (MTL-in-lieu): Arabic, Bengali, Burmese, French, German, Gujarati, Hindi, Japanese, Punjabi, Thai, Urdu	MTL and MTL-in-lieu: <ul style="list-style-type: none">• G3: A1 to D7• G2: 1 to 5• G1: A to D HMTL: <ul style="list-style-type: none">• G3: A1 to E8

General 3 (G3) Subjects

Compulsory Subjects

- Subject 1 : English Language
- Subject 2 : Mother Tongue Languages
- Subject 3 : Mathematics
- Subject 4a : Humanities (Social Studies)

Elective Subjects

- Subject 4b : Humanities (Geography) / Humanities (History)
- Subjects 5 & 6 : **Chemistry + Physics / Chemistry + Science (Phy, Bio)**

Subjects in
BOLD have a
cut-off point of
65 marks.

- : **Biology** + Science (Phy, Chem)
- : **Geography** + Science (Phy, Chem)
- : **History** + Science (Phy, Chem)
- : Literature + Science (Phy, Chem)
- : Principles of Accounts + Science (Phy, Chem)
- : Design & Technology + Science (Phy, Chem)
- : Nutrition & Food Science + Science (Phy, Chem)
- : Art + Science (Phy, Chem)
- Subject 7** : **Additional Mathematics / Computing (subject to meeting requirements)**

For electives, the current offering is based on the current resources and may not be offered due to unforeseeable circumstances. The elective may not be offered if the class size is less than 10 students.

General 2 (G2) Subjects

Compulsory Subjects

- Subject 1 : English Language
- Subject 2 : Mother Tongue Languages
- Subject 3 : Mathematics
- Subject 4 : Science (Physics, Chemistry)
- Subject 5a : Humanities (Social Studies)

For electives, the current offering is based on the current resources and may not be offered due to unforeseeable circumstances. The elective may not be offered if the class size is less than 10 students.

Elective Subjects

- Subject 5b : Humanities (Geography) / Humanities (History)
- Subject 6 : Principles of Accounts / Design & Technology / Nutrition & Food Science / Art

General 1 (G1) Subjects

Compulsory Subjects

Subject 1 : English Language

Subject 2 : Mother Tongue Languages

Subject 3 : Mathematics

For electives, the current offering is based on the current resources and may not be offered due to unforeseeable circumstances. The elective may not be offered if the class size is less than 10 students.

Elective Subjects

Subject 4 : Science / Computing

Subject 5 : Design & Technology / Nutrition & Food Science

Subject 6 : Humanities Exposure Modules (*non-examinable*)

Timeline

Date	Action
30 Jan	Sec 2 Parent Engagement Session
28 May	Finish Strong Programme Subject Allocation Exercise Trial
29 June	Start Right Programme Release of Allocation Results
6 Oct	Administrative Briefing for Students
21 Oct (Wed) 08:00 – 27 Oct (Tues) 23:59	Subject Allocation Exercise
10 Nov (Tues)	Release of Allocation Results

Useful Information

Subject-related Information

(2027 SEC) G3 Syllabus:

<https://www.seab.gov.sg/secondary-education-certificate-sec/g3-syllabuses-for-school-candidates-2027/>

(2027 SEC) G2 Syllabus:

<https://www.seab.gov.sg/secondary-education-certificate-sec/g2-syllabuses-for-school-candidates-2027/>

(2027 SEC) G1 Syllabus:

<https://www.seab.gov.sg/secondary-education-certificate-sec/g1-syllabuses-for-school-candidates-2027/>

Useful Information

Course-related Information

For JC/MI:

- <https://www.moe.gov.sg/post-secondary/admissions/jae/junior-colleges-and-millennia-institute>
- <https://www.moe.gov.sg/schoolfinder>

For Polytechnic:

- <https://www.moe.gov.sg/post-secondary/admissions/jae/polytechnics>
- <https://www.moe.gov.sg/coursefinder>

For ITE:

- <https://www.ite.edu.sg/secondary-school-students/admissions/>
- <https://www.moe.gov.sg/coursefinder>

Useful Information

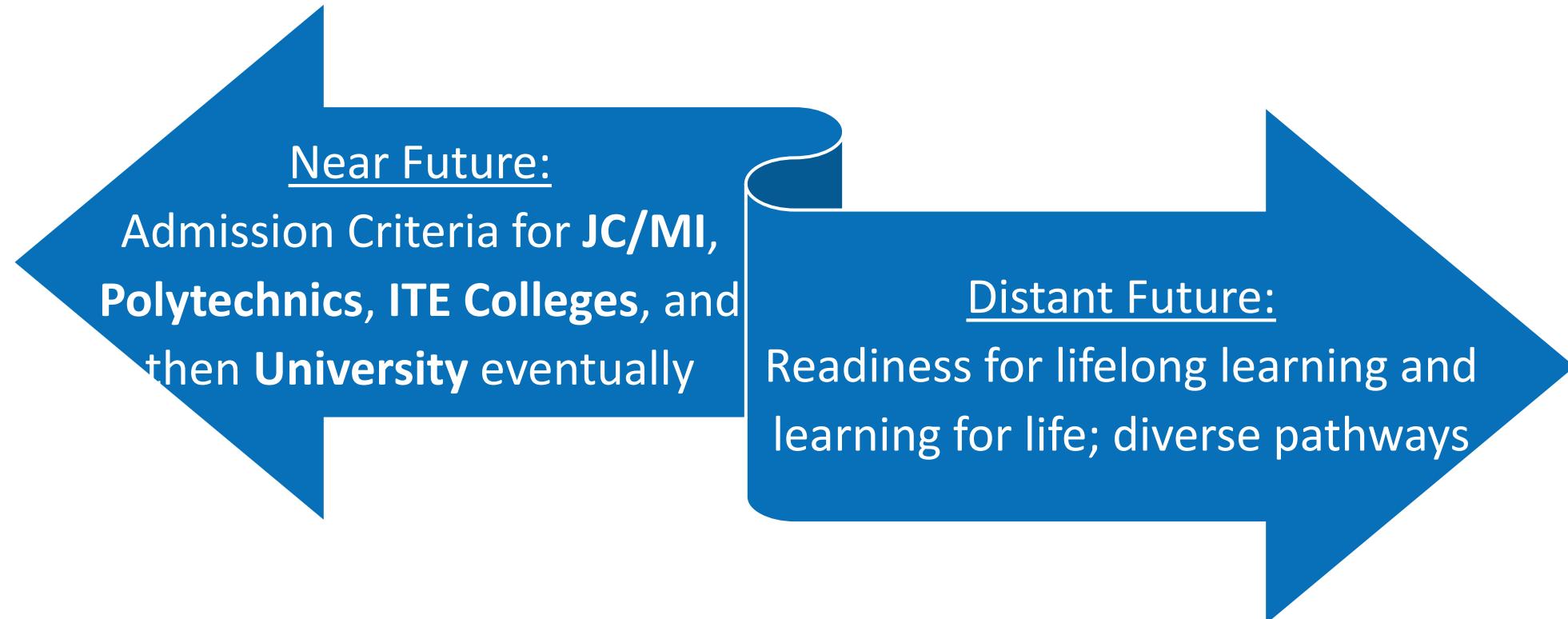


Education & Career Guidance
Tips for Parents

Myskillsfuture.gov.sg:
journeying with our children
<https://share.google/IW8v4BUZmL4ocH6ef>

Key Considerations

Balancing short-term and long-term choices:



Frequently Asked Questions

1. With the removal of stream labels, how are subject combinations decided?

Under Full SBB, students offer subjects at G1, G2, or G3 levels. Allocation is based on the student's strengths (i.e., Sec 2 results as a proxy for readiness), interest, and school resources.

Our priority is to ensure your child meaningfully offers a suite of subjects at a level where they can achieve mastery without affecting their holistic well-being.

2. Why is the school not offering a Triple Science (Pure Bio, Chem, and Physics) combination?

Triple Science is not a requirement for entry into JC or for university courses such as Medicine or Engineering; a strong performance in Double Pure Science is more than sufficient for all Science-stream pathways.

This is in line with the adjustment of JC entry criteria to L1R4 (≤ 16) to encourage students to recalibrate their curriculum load in a manner that balances their strengths and interests, and to use the time freed up to explore other interests and develop themselves holistically. It also supports student well-being, as the upper secondary academic rigour is significantly higher.

3. If my child takes some subjects at G2 and some at G3, will it affect their JC or Polytechnic chances?

Taking a mix of G2 and G3 subjects does not disadvantage students as the system is now more flexible, recognising that students have different strengths:

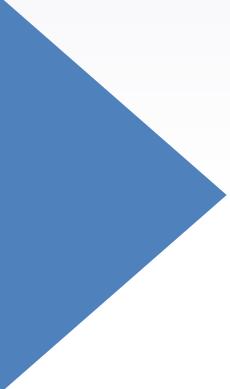
Polytechnic entry criteria of ELR2B2 has been revised to allow students to offer one subject at either the G2 or G3 level.

JC entry criteria has been adjusted to L1R4, where students offer 5 G3 subjects, thus allowing greater flexibility in which subjects are counted.

4. How can I support my child if they don't get their desired subject combination?

A subject combination is a starting point, not a destination. Our teachers and Education and Career Guidance (ECG) counselor are available to show students that multiple pathways remain open. Note also that polytechnics are expanding their Common Year 1 programmes (i.e., Common Engineering, Business, ICT, and Science), allowing students to explore a field more broadly first before selecting a specialised diploma after one or two terms, thus giving them more time to make informed decisions.

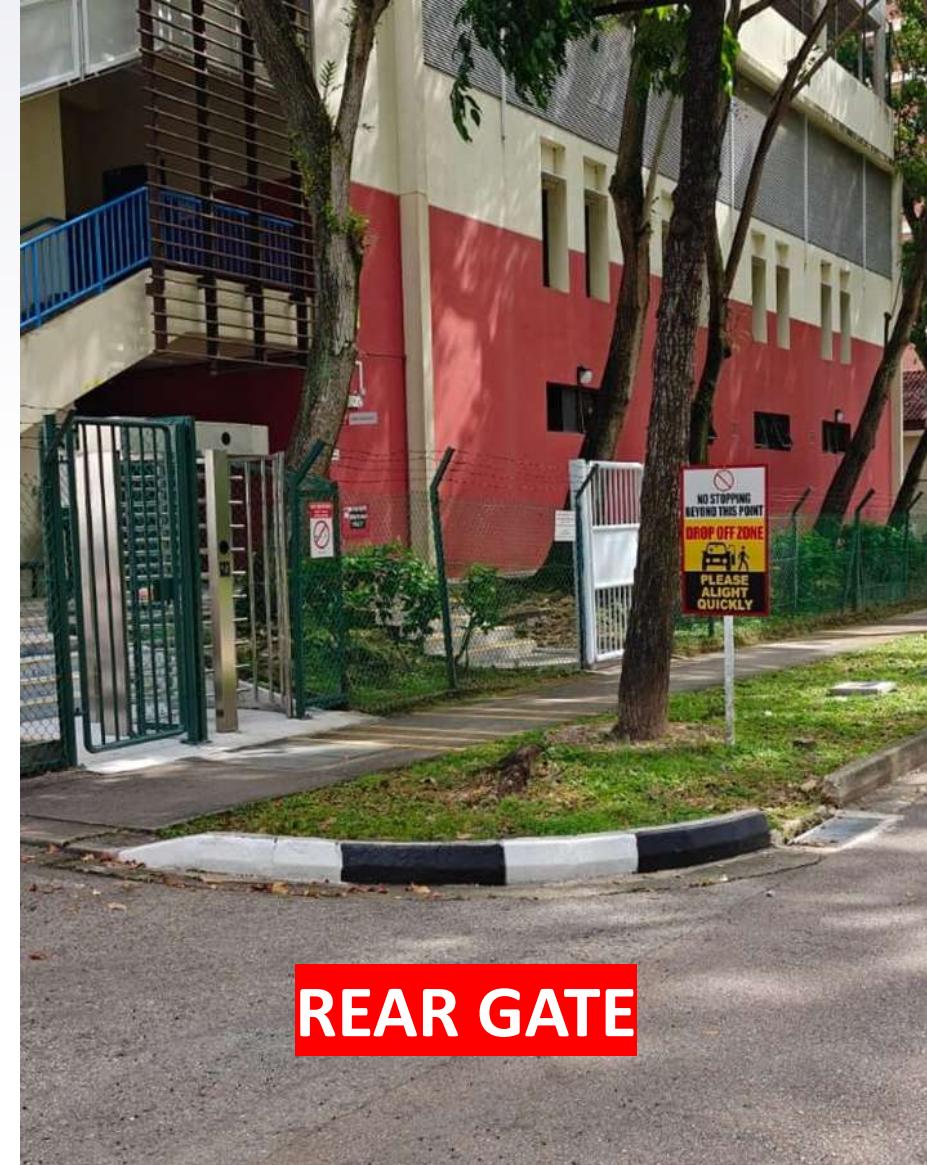
Indeed, students are encouraged to check the [subject requirements for Polytechnic](#) and A-level pathways to university, as many subject combinations can still fulfil them. Whether it is through the Polytechnic Foundation Programme, the Joint Admission Exercise, or the Joint Intake Exercise, there remain multiple entry points. We encourage parents therefore to continue to focus on their child's fit and aptitude.



**Safety and Well-Being
Matters**



Quick Drop-Off and Pick-Up Points

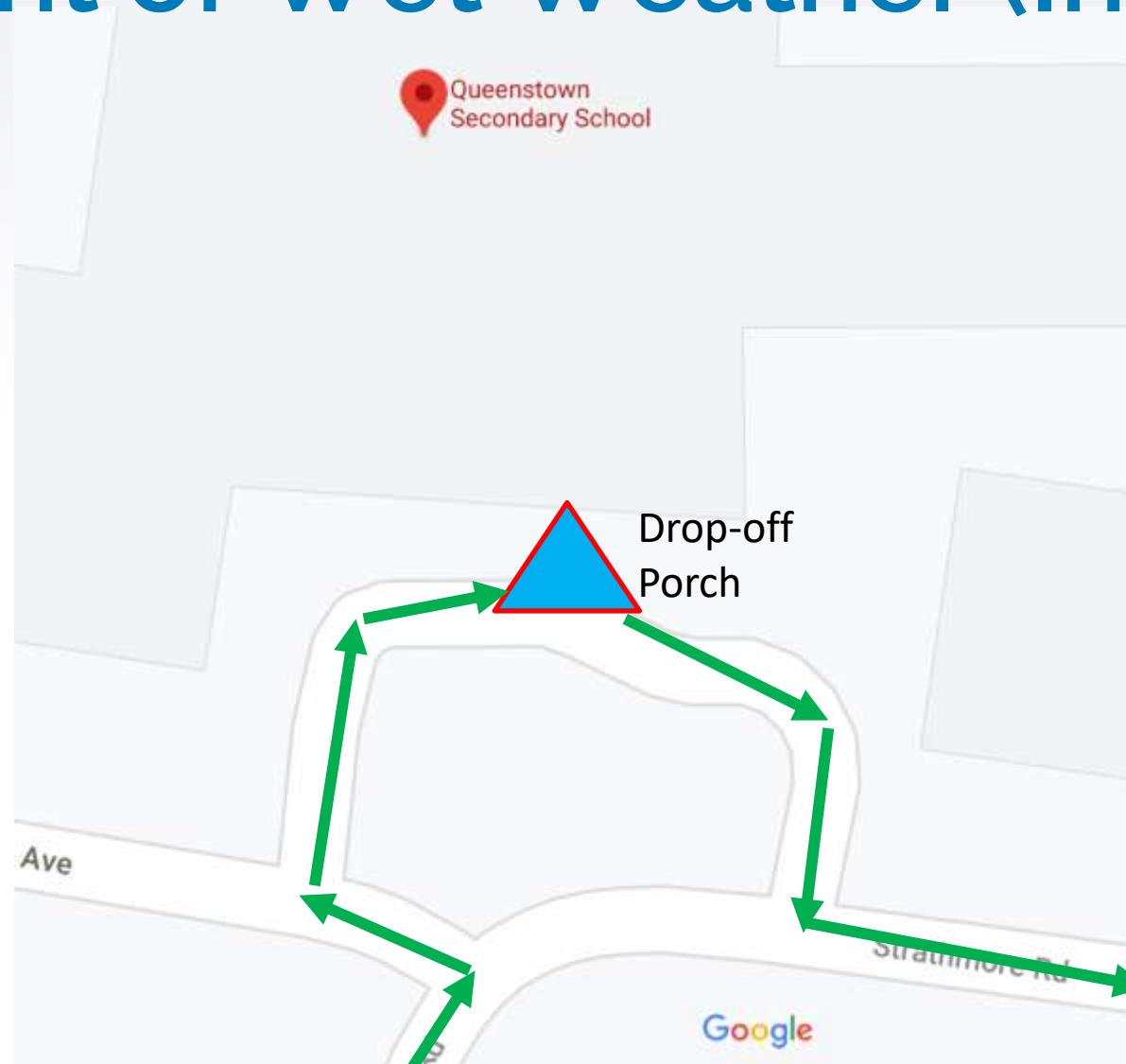


HDB Carparks

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

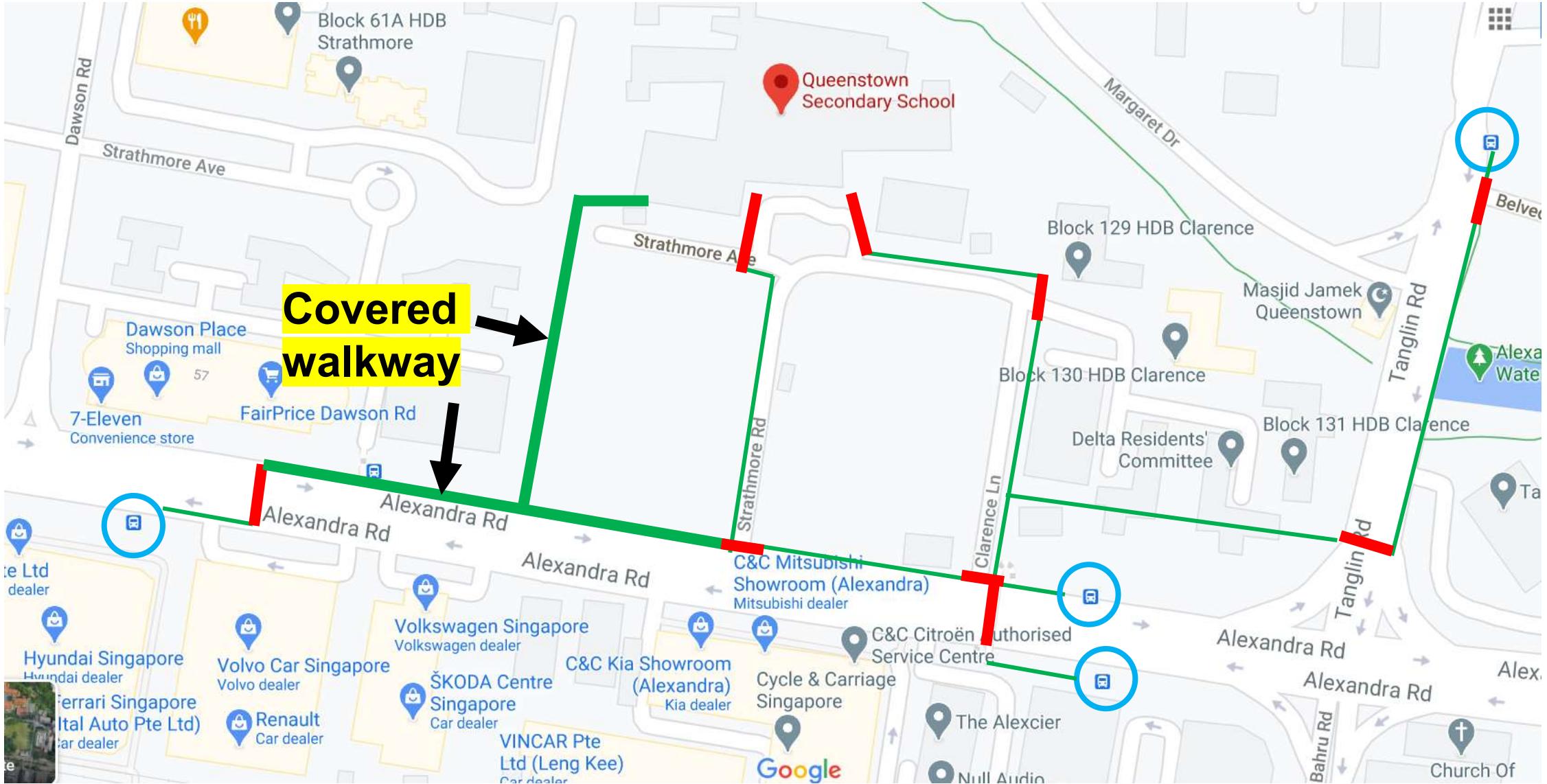


Quick Drop-Off and Pick-Up Point In the Event of Wet Weather (Inside QTSS)



Exit to main road
via Clarence Lane

Safe Routes for Walking To School



Be Vigilant at the Crossing Outside Main Gate



Be Vigilant when Crossing to bus stop



The school has been discussing with LTA to put in a zebra crossing to enhance safety at this road crossing.



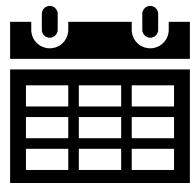
Effective Partnership with Parents

Communication modes:

Parent Gateway, email, social media (Facebook and Instagram)

Key platforms:

- Parents Engagement Session – 30 Jan 2026
- Parents-Teacher Meeting (Term 1) – 13 Mar 2026 (selected students)
- Coffee Chat with Parents – Thu, 23 Apr 2026
- Parents-Teacher Meeting (Term 2) – 29 May 2026 (all students)



Save the dates



Thank you!



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