

# Think.Respect.Grow.

## Secondary One Parents' Engagement Session

5 January 2026



QUEENSTOWN  
SECONDARY  
SCHOOL

EST. 1956

*Dare to Serve*

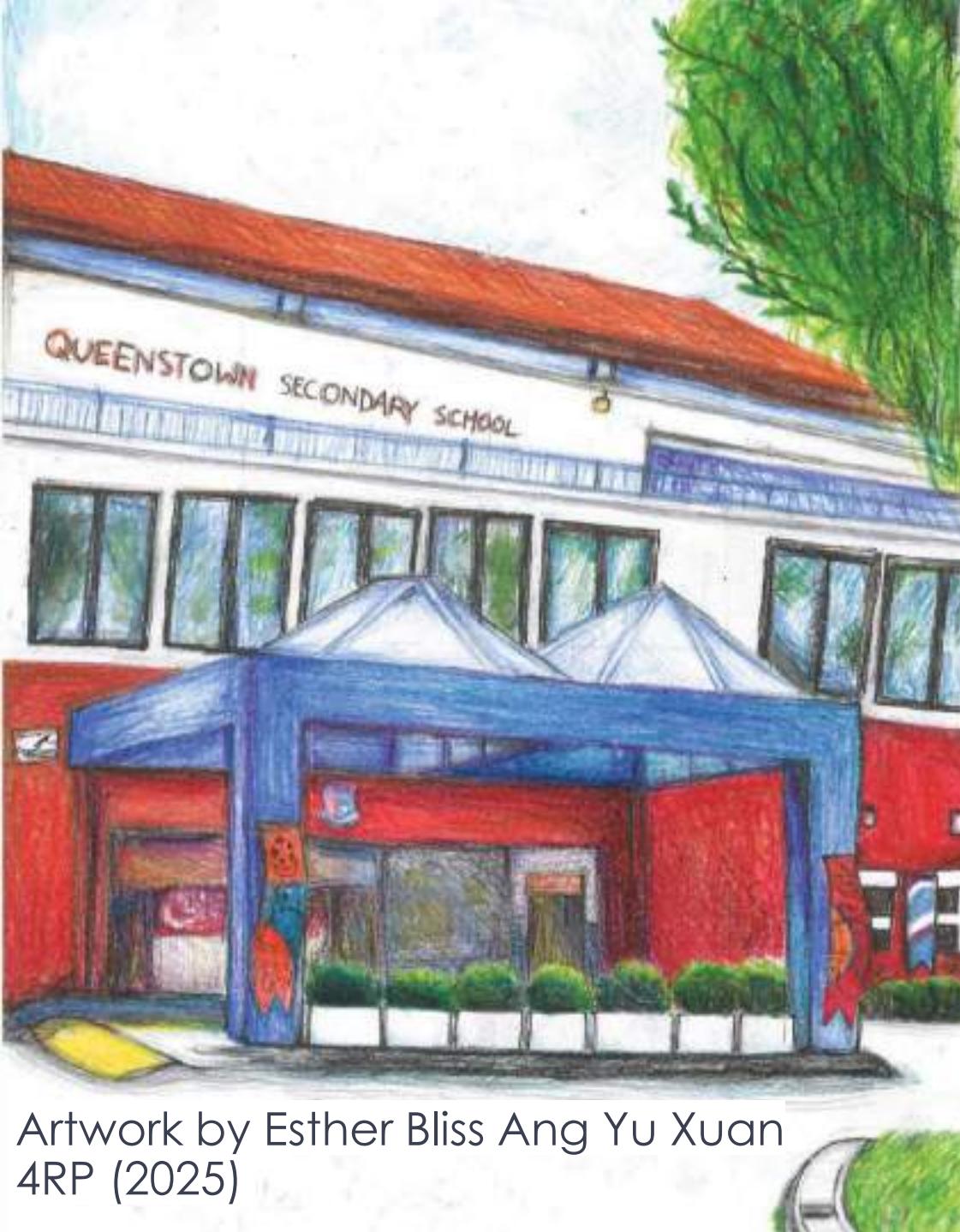
# Programme

Time	Activity
5:00pm	Welcome Address by Principal Briefing by AYH (LS) and HOD ICT Welcome by PSG Chairperson
6:00pm	Interaction with Class Mentor @ Level 2 Classrooms

# Upload of Slide Deck on School Website

Information shared during this segment will be made available on school website by next Monday, 12 Jan 2026

The screenshot shows the Queenstown Secondary School website. The navigation bar includes links for 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  
4RP (2025)



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

# Our School Management Committee



**Mdm Seet Wenshan**  
**HOD Mathematics**



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

# Our School Management Committee



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



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

# 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**



**Mr Zuhri Bin Wahab**  
**HOD Student  
Management**

# Our School Management Committee



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



**Mr Perdana Putra Pan**  
**Acting Year Head**  
**(Lower Sec)**

# Our School Management Committee



**Mdm Nur Haryani  
Bte Mohamed Hatta  
Asst Year Head (Lower Sec)**



**Mr Muhammad Fazari  
Bin Othman  
Asst Year Head (Upper Sec)**

# Our School Management Committee



**Mdm Cherlyn Tan**  
Acting Subject  
Head (SH)  
English Language



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



**Ms June Tan Teck Yoong**  
**SH Chinese Language**

# Our School Management Committee



**Mr Lim Li Cheng**  
Acting SH  
Mathematics



**Mdm Michelle Liang**  
SH Science



**Miss Ng Kai Jun**  
Acting SH Biology /  
ALP

# Our School Management Committee



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



**Miss Shermine  
Chan**  
**Acting SH Social  
Studies/21CC**

# 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 Teacher Leaders



**Mdm Yahida Yahya**  
**Senior Teacher**  
**Malay Language**



**Mdm Jayasolai**  
**Senior Teacher**  
**Mathematics**



**Mdm Grace Khoo**  
**Senior Teacher**  
**Physics**



**Ms Amy Ong Swee Lian**  
**Senior Teacher**  
**Nutrition and Food Science**



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

# Our Teacher Leaders

# Our Administration & Operation Managers



**Mr Arjuna**  
**Administration**  
**Manager**



**Miss Lau Shu Mei**  
**Administration**  
**Manager**



**Mr Ramesh**  
**Operation**  
**Manager**

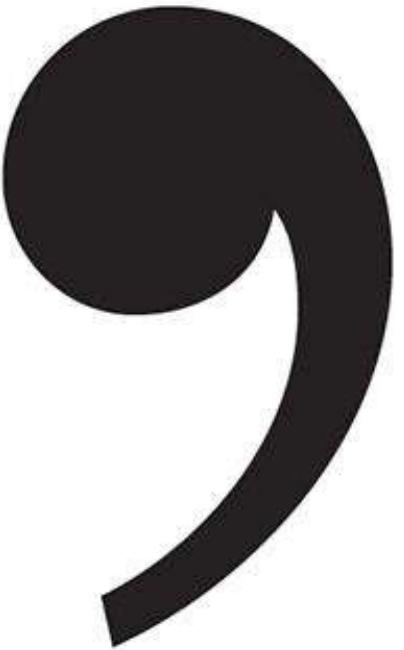


**Mr Max Lee**  
**Operation**  
**Manager**



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

# The Power of Comma





# Flourishing Together

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# Our School Motto

*Berani Berkhidmat*  
*Dare to Serve*



EST. 1956

## Our School Vision

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



EST. 1956

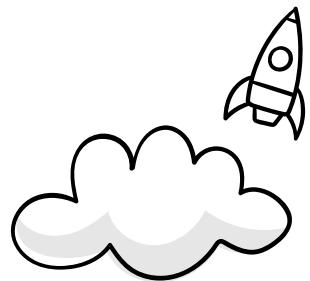
# Our School Values

Respect  
Resilience  
Integrity  
Care  
Excellence



EST. 1956

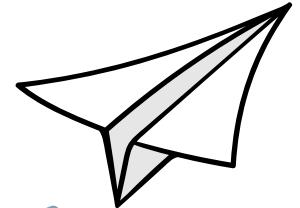
# Dreams & Hopes



## Leaving a Legacy



Secondary 4/5



Post-Secondary  
Education Institutions



## Enabling Others



Secondary 2



Secondary 1



## Daring to Serve

## Self-Empowerment

# Secondary 1 – Self Empowerment

Start of their Quest

- 1) Identity forming –  
**strengths, interests, talents**  
and **values**
- 2) Growing their **voice, choice**  
and **independence**
- 3) Our **Total Curriculum** is  
designed for them to learn  
actively with peers and  
learn to be part of the  
change, to improve self and  
others



# THE QUEENSTOWNIAN LIFE

A THRIVING COMMUNITY

FLOURISHING LEARNERS

FUTURE-ORIENTED LEADERS

A vibrant photograph capturing a moment of collective joy and energy among a group of students. In the foreground, a student's arm is extended towards the camera, wearing a red and white striped wristband. Behind them, several other students are laughing heartily, their faces lit up with genuine happiness. They are all dressed in matching school uniforms, consisting of light-colored shirts and dark ties. The background is a soft-focus green, suggesting an outdoor setting like a school campus or park. The overall atmosphere is one of camaraderie, positivity, and shared success.

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

# 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”

# Student Well-Being

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



### A Positive & Proactive Approach to Discipline

**Replace** inappropriate behaviour with prosocial, appropriate ones



**Restore** relationships with others hurt by their actions

**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** to cater to individual strengths and interests of different progress learners

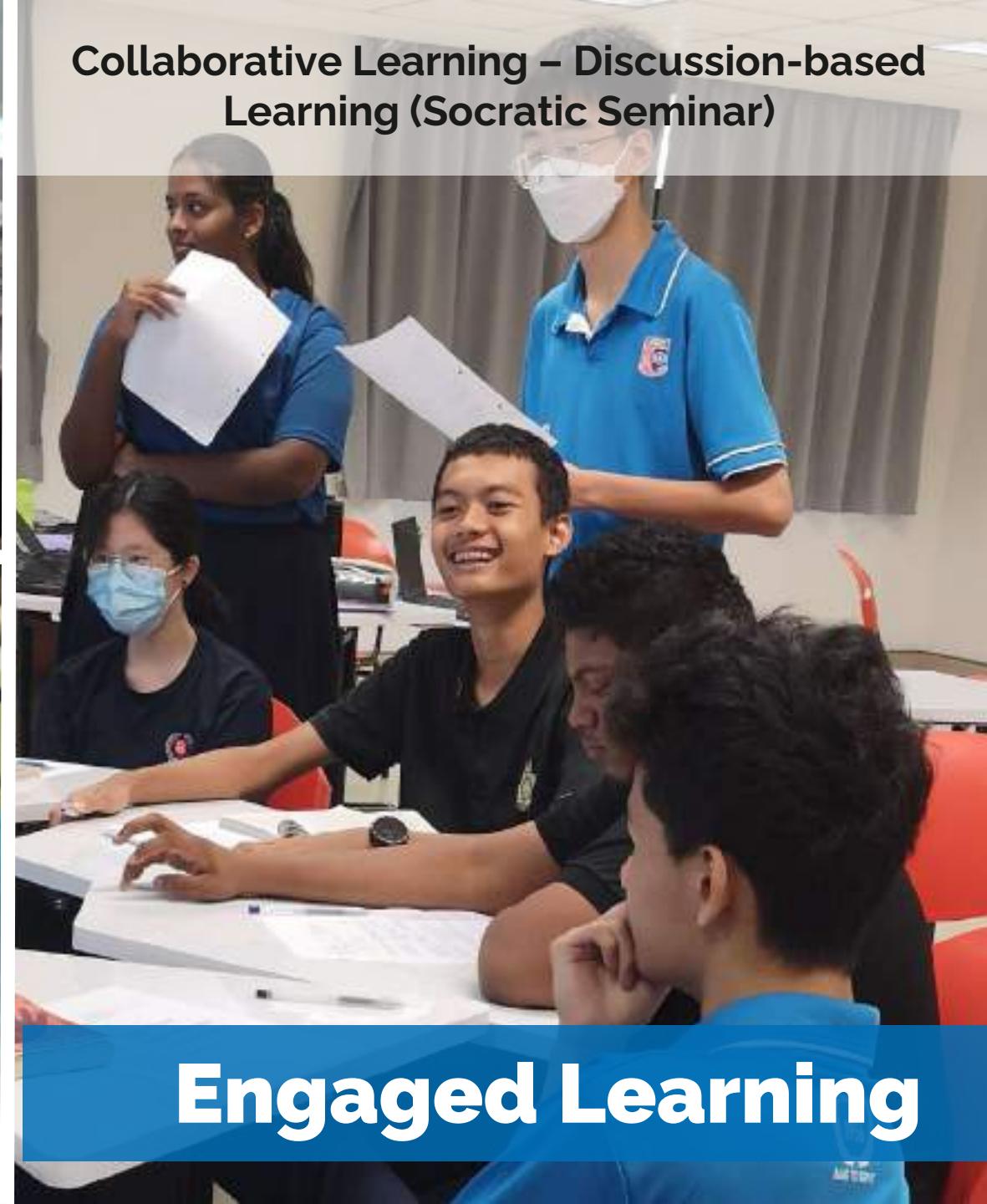


**Teacher Modelling – Learning from clear guidance from teachers**



**Collaborative Learning – Learning amplified through technology**

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



**Engaged Learning**

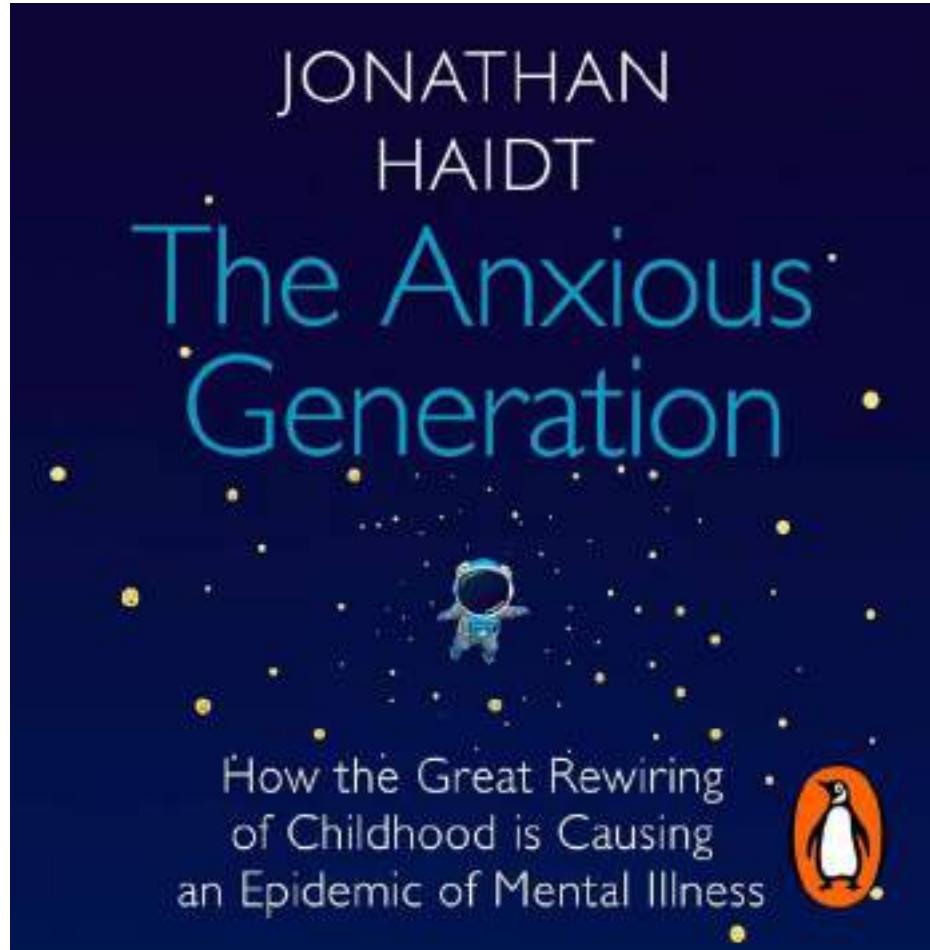
# Use of Mobile Phones in School

- 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



# Cultivating Interests and Passions

## Our Academic Achievements

Class of 2025 'N' Levels:

- The cohort performed well, continuing past years' positive trend of adding/meeting value.
- D&T students and Art students achieved their strongest distinction rates in recent years.



# 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.



# Cultivating Interests and Passions

## 2025 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).

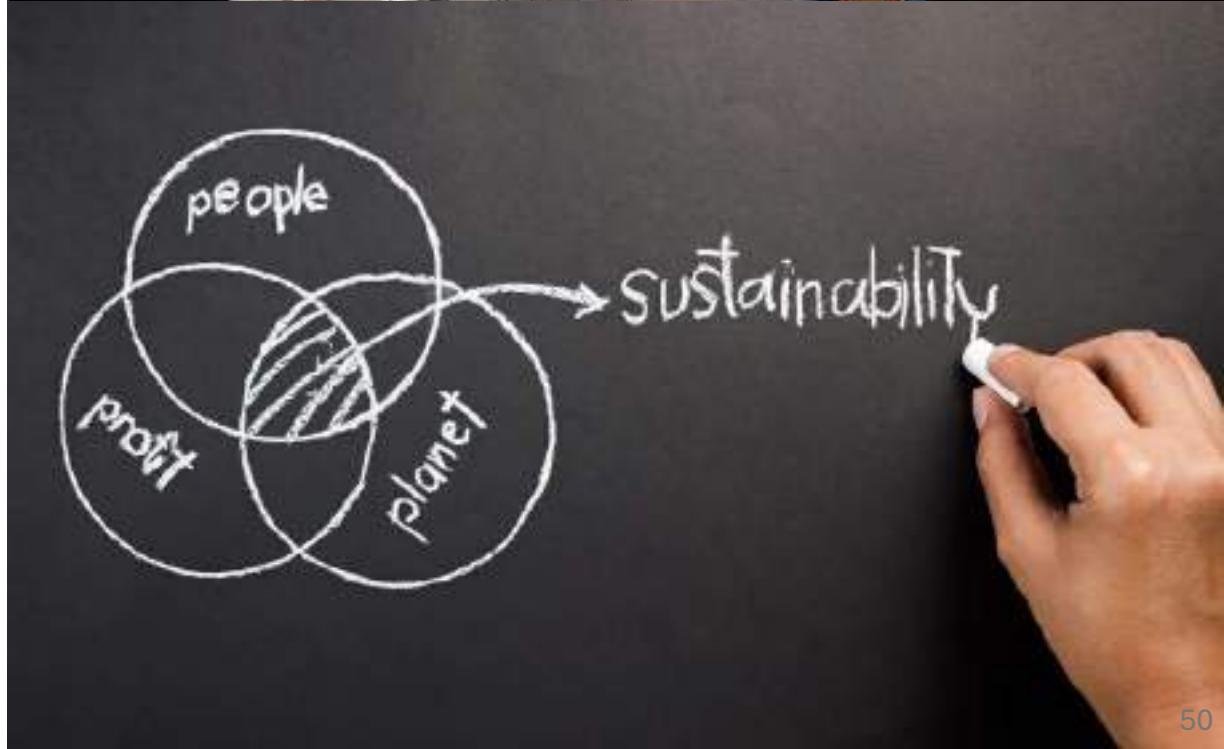
You may refer to our past achievements in my [Open House Address](#).



**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 Applied Learning Programme & Learning for Life Programme and aligned with Maker Education Design Challenges





## 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, 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 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

## 共塑记忆墙迎七秩校庆 女皇镇中学校友归来仍少年

订户

看更多文章

女皇镇中学的前身为女皇镇工艺中学，是本地最早的工艺学校之一，曾以木工、金工等实践课程，为建国初期的工业建设培养坚实的技术力量。2026年学校欢庆建校70年。现任校长沈浩聪希望召集历届校友，以他们的奋斗故事为薪火，让“工艺”精神代代相传。



女皇镇中学办校园开放日，不仅为2026年70周年校庆预热，也让年轻校友通过强有力的校友网络持续受益。（龙国桂摄）

青春记忆不褪色，归来仍是少年。11月29日，女皇镇中学举办校园开放日后，迎来历届校友回家。百多名校友在熟悉的礼堂餐叙，再走进课堂，然后在黏土板上创作自己的图案。这些作品



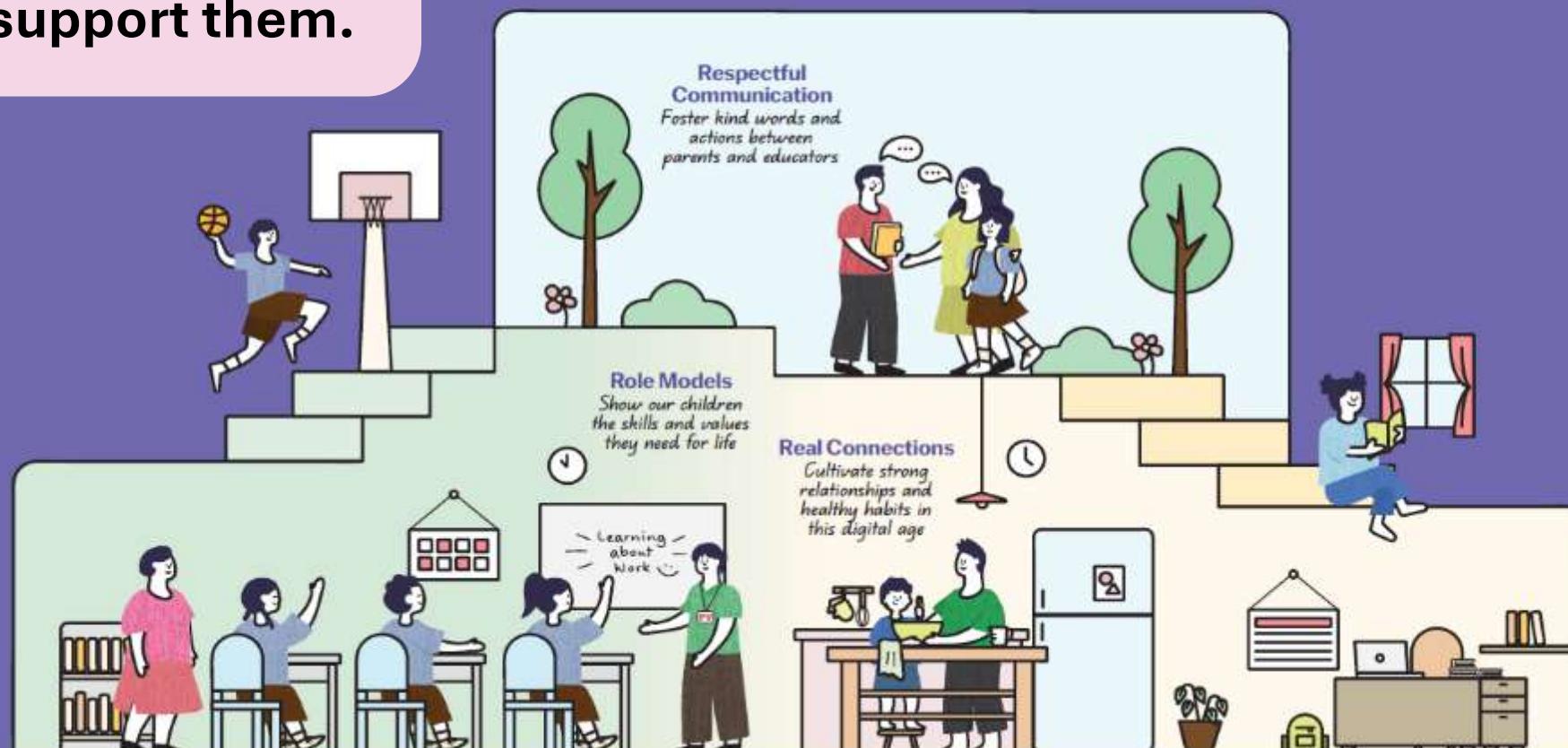
LOGO Design by Hu Ming Hui of 3 INT 2025

# 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**



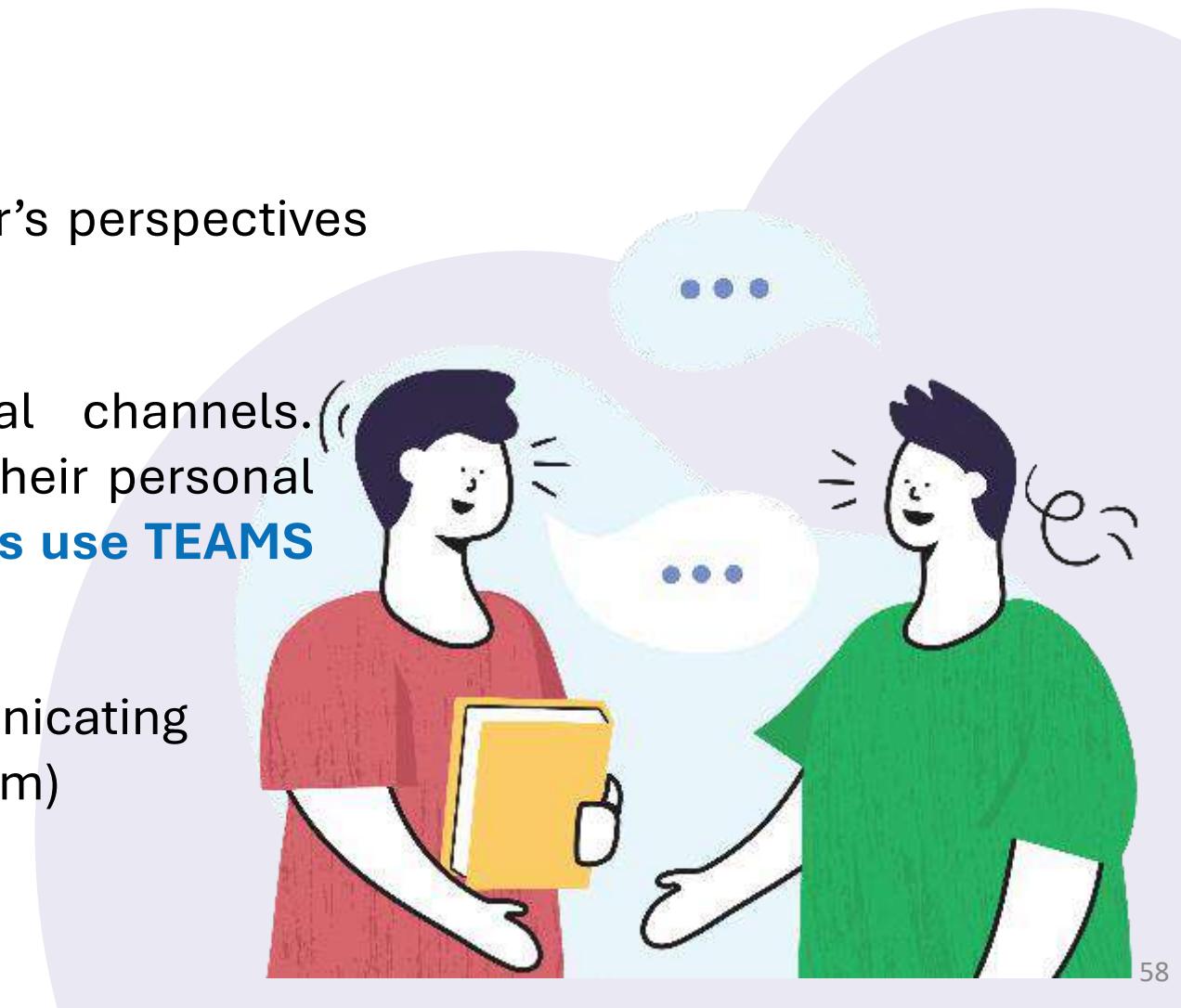
Listen to and understand each other's perspectives and concerns regarding each child



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)



# 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



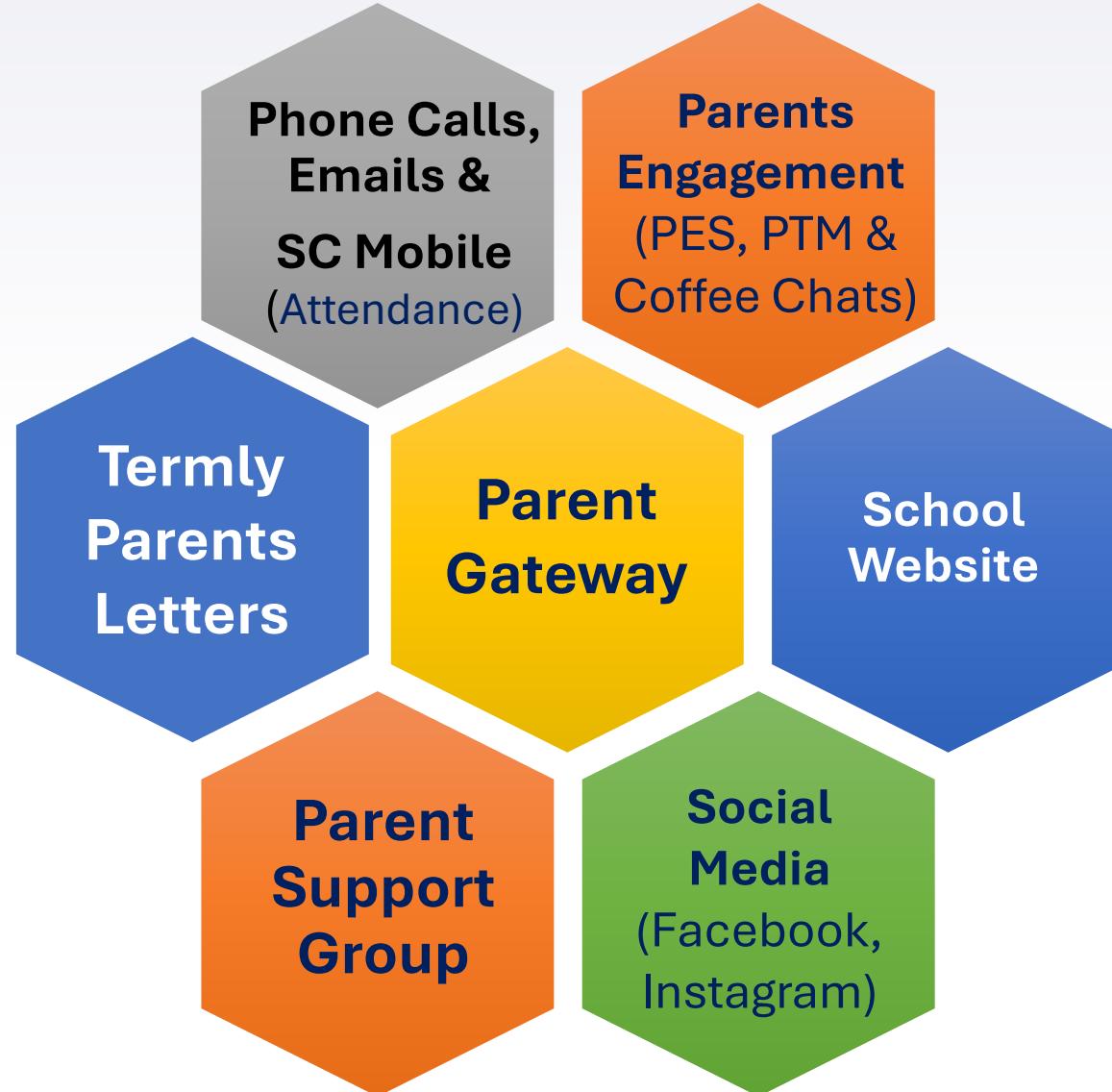
Build strong bonds through shared experiences and meaningful conversations

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



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

# 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**.

# 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.



# In closing

- Your child's Quest
- Growing Together
- Happy Teachers & Happy Students





# Briefing By: Assistant Year Head (Lower Secondary)

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

# Our focus at Secondary 1

**Self**



Level of influence

Society /  
Wider Community



**1** Self-  
Empowerment

**2** Self and Others:  
Enabling Others

**3** Self and  
Community:  
Daring to Serve

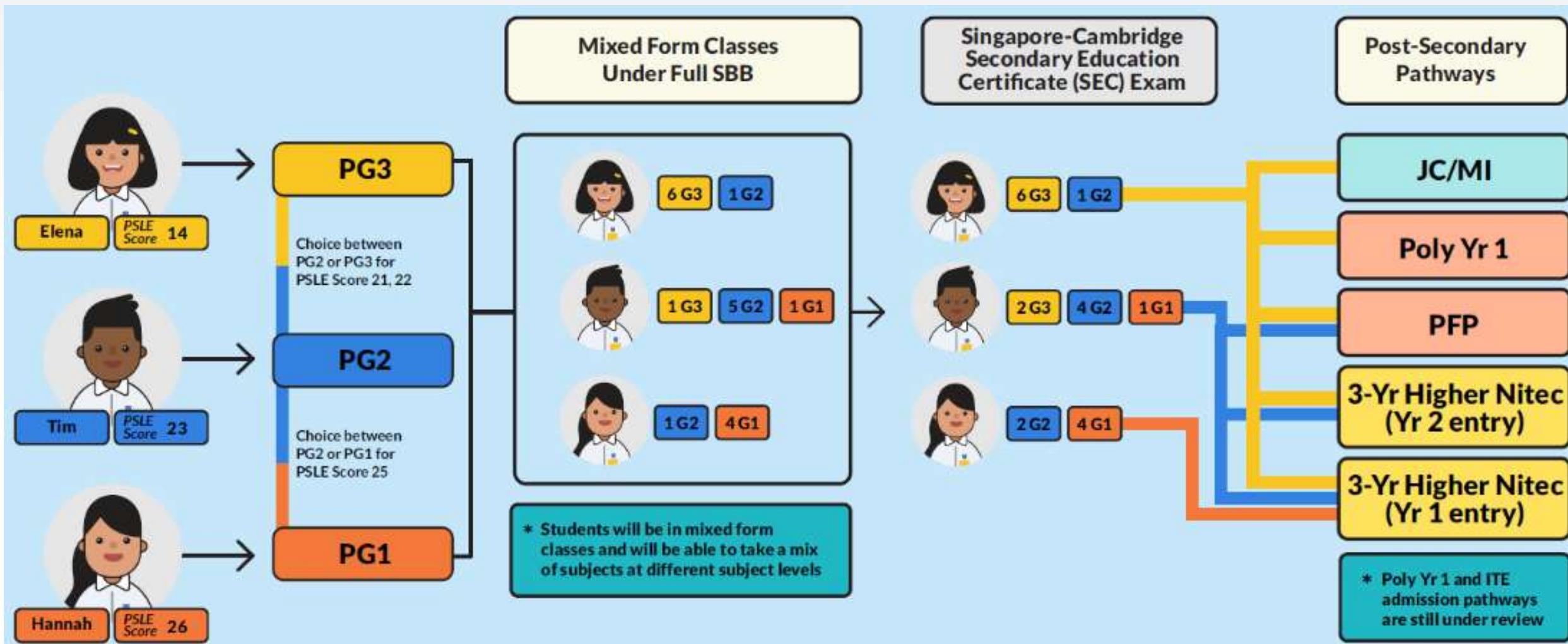
**4/5** Self and  
Community:  
Leaving a Legacy

# Our focus at Secondary 1



- Hone **personal uniqueness**
- Take **ownership of own learning**
- Persist in **self-development**
- **Account for personal actions** to contribute to sustainability
- **Align actions with school values** (Respect, Resilience, Integrity, Care, Excellence)

# 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

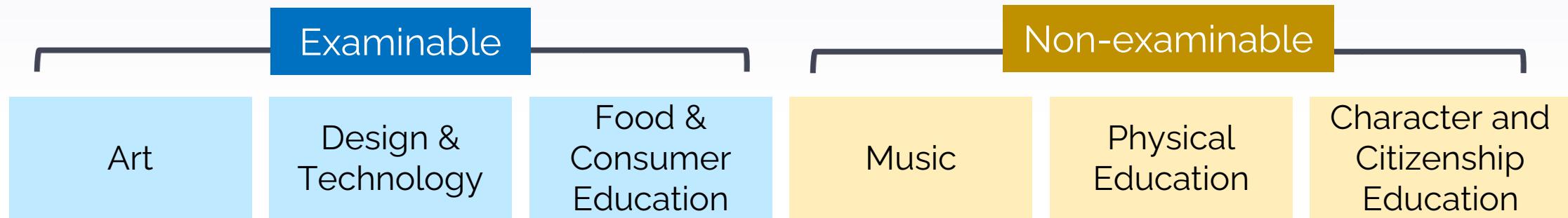
- Beyond the start of Secondary 1, students may adjust their subject levels across their secondary school journey.
  - E.g. Students can also offer English Language, Mathematics, Science and/or Mother Tongue Languages at a more demanding level **from Secondary 1 Semester 2**.
  - E.g. Students can offer **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 main content area has a blue header with the text 'HOME / STUDENT LINKS / ASSESSMENT MATTERS'. The main body of the page features a large white title 'Assessment Matters' and a smaller teal title 'Assessment Matters' below it. In the bottom right corner of the main content area, there are 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.

# Current Subject Offerings at Secondary 3

- English Language
- Mother Tongue Language
- Mathematics
- Additional Mathematics (G3, G2) \*
- 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
- Computing (G1, G3); G3 is offered at external venue, subjected to MOE selection criteria

\* *Subject to student meeting the relevant criteria*



# CCA Matters

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



Click =



## CO CURRICULAR ACTIVITIES CCA

CCA Schedule & Venues

CCA Grades (LEAPS 2)

Important Sec 1 CCA Information

Uniformed Groups

Sports

Performing Arts

Clubs & Societies

# CCA offerings

Uniformed Groups (UG)	Sports and Games	Visual & Performing Arts (VPA)	Clubs and Societies
Girl Guides <b>(girls only)</b>	Basketball	Chinese Dance	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: Wednesdays, \*3pm – 6pm

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).

\*Please refer to the CCA Schedule for details

# 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 DSA 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 are successfully in the trial/audition and accepted the CCA will be allocated to the CCA.
4. Allocation to other CCAs are determined by: Ranking of their CCA choice, Primary School CCA & Achievement and Fitness Test Results (if relevant).
5. In 2025, 94% of SEC 1 students obtained their first 2 choices. (81% obtained their 1<sup>st</sup> choice).

# SEC 1 CCA Timeline

S/No.	Activity	Date	Remarks
1.	SEC 1 CCA Exposure	6 Jan & 7 Jan	SEC 1 Orientation After School, 3 to 6pm
2.	SEC 1 CCA Trial: Sign-Up	8 to 13 Jan	During PE lessons
3.	SEC 1 CCA Trials	<b>*19 to 23 Jan</b>	Refer to school website
4.	SEC 1 CCA Selection (online)	26 to 29 Jan	During PE lessons
5.	SEC 1 CCA Posting	4 Feb	During Morning Assembly
6.	SEC 1 CCA Commence	11 Feb	3pm onwards

- *Timeline is tentative and dependant on the numbers of applicants during the trial.  
Pls refer here again on 23 Jan after 5pm for CCA Trial daily schedule.*

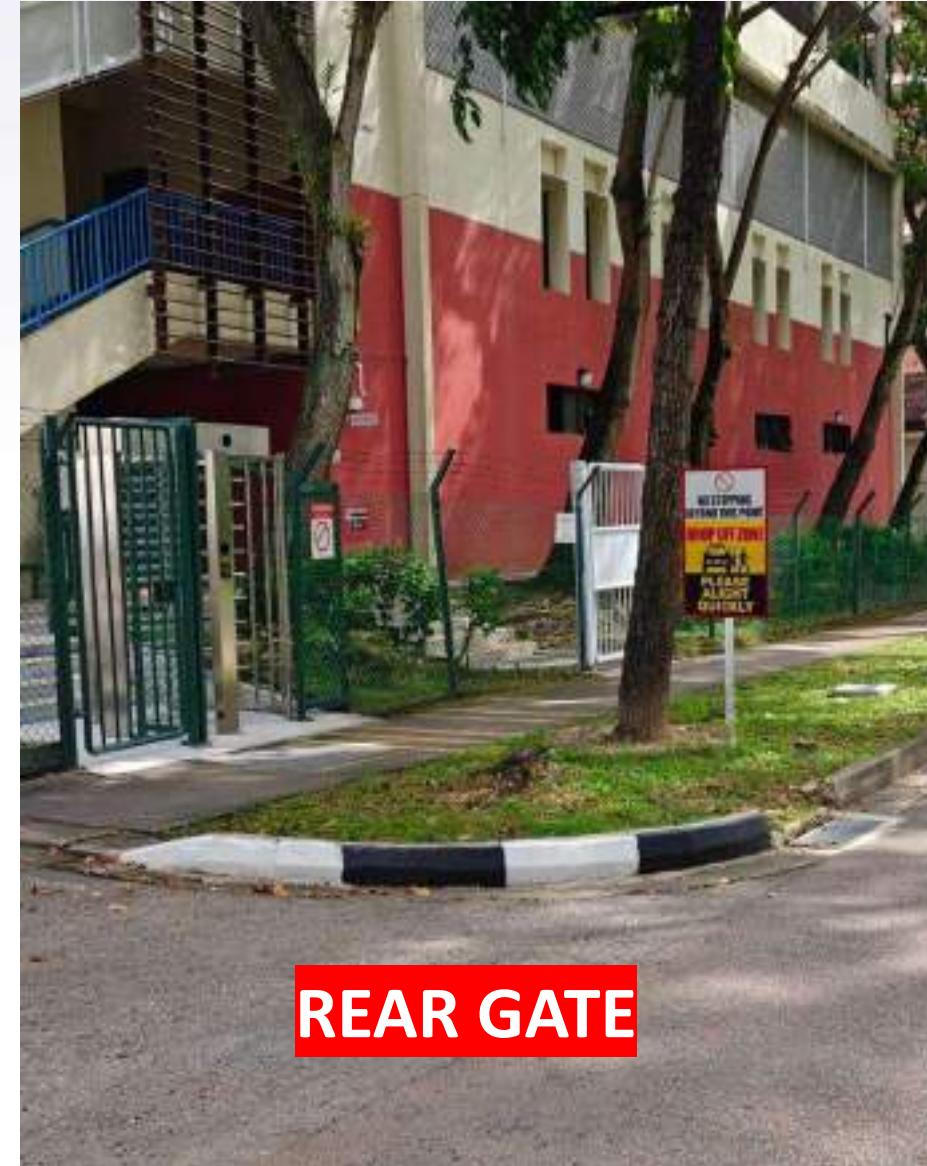
# **SEC 1 CCA Commence – \*11 Feb 2026**

- Results will be released to students through their Class Mentors on **\*4 Feb.**
- Students are to take ownership of their choices, they are to 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.
- Changing CCA will affect their CCA Participation and hence their final CCA grades when they graduate in SEC 4.



# Safety and Well-Being

# Quick Drop-Off and Pick-Up Points

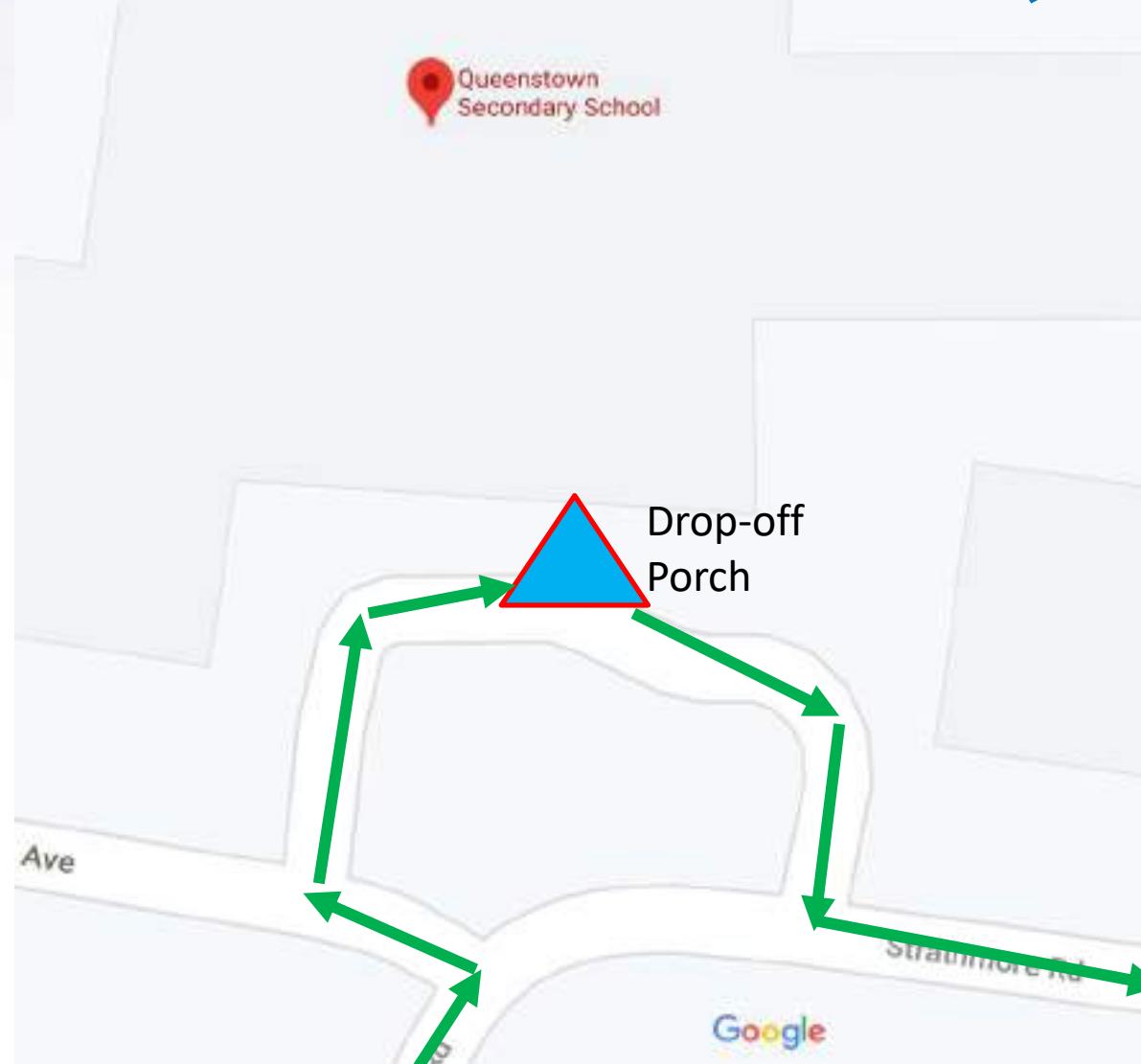


# HDB Carparks

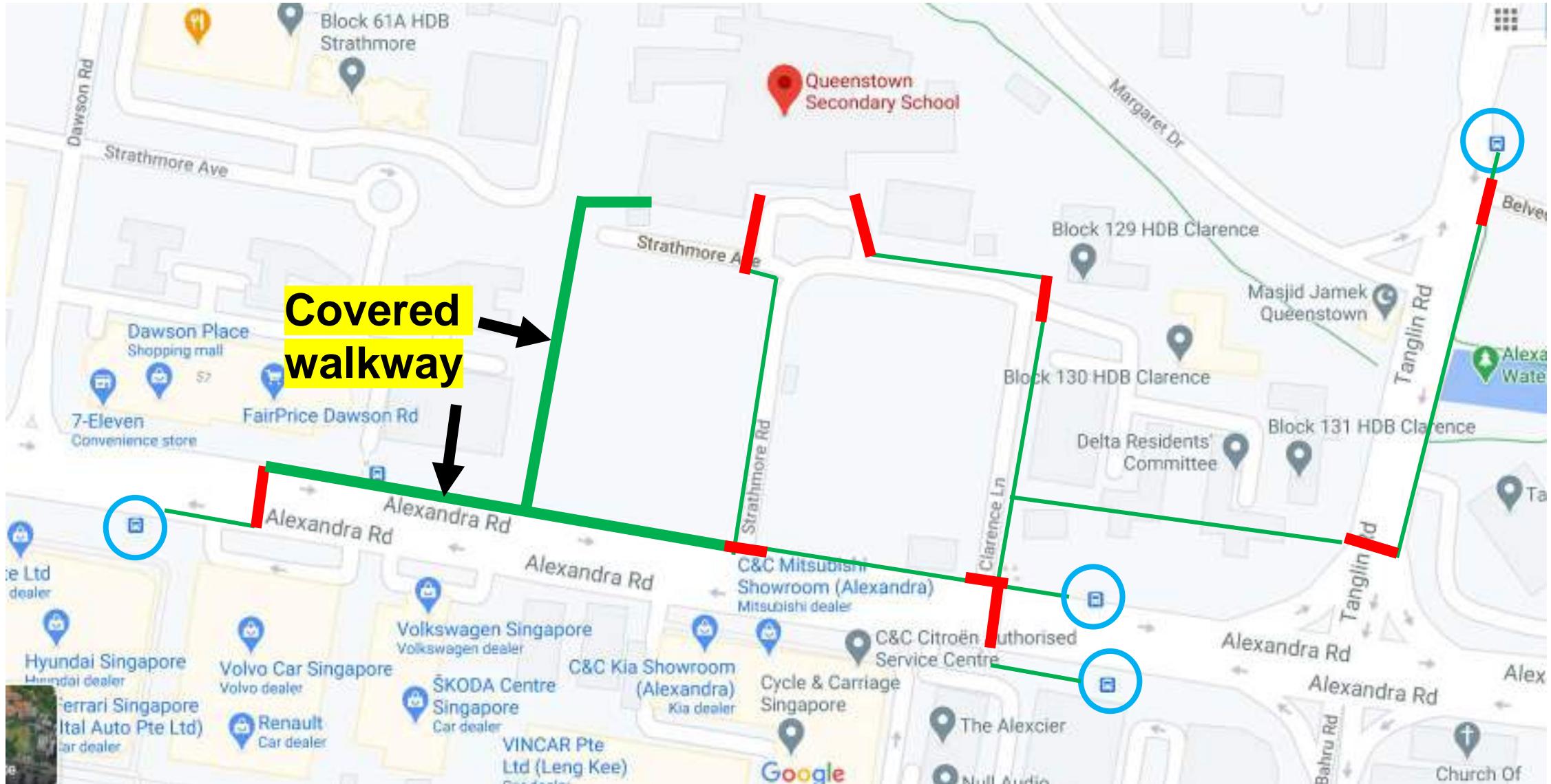
(Alternatives if the drop-off point(s) are packed)



# 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



# 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.



# 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 Gratitude, Odd Week**

QUEENSTOWN SECONDARY SCHOOL, Singapore

# The Personalised Digital Learning Programme (PDLP)

Briefing for Parents

A PRESENTATION BY  
MINISTRY OF EDUCATION, SINGAPORE

OFFICIAL(CLOSED) NON-SENSITIVE

# The National Digital Literacy Programme (NDLP) and the PDLP

An Overview

# The National Digital Literacy Programme (NDLP)

1. The NDLP was launched in March 2020 to help students **strengthen their digital literacy and acquire digital skills** needed to navigate an increasingly digitalised world.
  
2. Under the NDLP, every secondary school student will **own a school-prescribed Personal Learning Device (PLD)**. Students may use funds from their Edusave Account to pay for the PLD.

# Intended Outcomes of the PDLP

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 student work, with 'Unit 3' highlighted by a red box. On the right, the Microsoft Student Learning Space shows a file list with 'Outside My Window' by Khang Le' highlighted by a red box. A large blue arrow points from the text 'Students can see materials in full-colour' towards the screenshots.

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 Styles Tags Feed

3A PHY Mdm Phoo Notebook

- Chapter 6 - Pressure
- Chapter 7 - Work E...
- Chapter 8 - Kinetic...
- Chapter 9 - Transfer...
- Chapter 10 - Tempe...
- Chapter 11 - Light
- Chapter 12 - Sound
- Chapter 13 - Static ...
- Chapter 14 - Curv...
- Chapter 15 - DC Gr...
- Chapter 16 - Practic...

1 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 Styles Tags Feed

Storyboardthat: Horror Comics

Storyboardthat: Horror Comics

Archive digital artefacts

Archive videos used in class

97

# How will your child/ward use the PLD?

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

**Class Notebook**

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

① Suppose that when an alarm clock goes off, the motorcycle accelerates uniformly from rest at a constant rate of  $1 \text{ m/s}^2$  with the speed limit of  $40 \text{ m/s}$ . If the motorcycle can travel at a constant speed, it has gone a further  $600 \text{ m}$ . Plot a speed-time graph to model the acceleration of the motorcycle in the given situation.

QUESTION 1  
Constant  
acceleration  
means  
that in  
uniform  
acceleration  
the  
speed  
increases  
at  
a  
constant  
rate.  
 $s = ut + \frac{1}{2}at^2$   
 $40 = 0 + \frac{1}{2} \cdot 1 \cdot t^2$   
 $t^2 = 80$   
 $t = \sqrt{80}$   
 $t = 8.94 \text{ s}$

QUESTION 2  
constant  
deceleration  
means  
that in  
uniform  
deceleration  
the  
speed  
decreases  
at  
a  
constant  
rate.  
 $s = ut + \frac{1}{2}at^2$   
 $600 = 40t - \frac{1}{2} \cdot 1 \cdot t^2$   
 $t^2 - 80t + 1200 = 0$   
 $t = 20 \text{ s}$

QUESTION 3  
A car travels at  $40 \text{ m/s}$  for  $1.5$  minutes. It then accelerates uniformly to a speed of  $50 \text{ m/s}$  in  $1$  minute. It then drives at a constant speed of  $50 \text{ m/s}$  for a further  $1.5$  minutes before decelerating uniformly to rest in  $2.5$  minutes.

QUESTION 4  
On the grid below, plot a graph to show the variation with time of the speed of the car.

ANSWER  
1)  $s = ut + \frac{1}{2}at^2$   
 $40 = 0 + \frac{1}{2} \cdot 1 \cdot t^2$   
 $t^2 = 80$   
 $t = \sqrt{80}$   
 $t = 8.94 \text{ s}$

ANSWER  
2)  $s = ut + \frac{1}{2}at^2$   
 $600 = 40t - \frac{1}{2} \cdot 1 \cdot t^2$   
 $t^2 - 80t + 1200 = 0$   
 $t = 20 \text{ s}$

ANSWER  
3)  $s = ut + \frac{1}{2}at^2$   
 $40 = 0 + \frac{1}{2} \cdot 1 \cdot t^2$   
 $t^2 = 80$   
 $t = \sqrt{80}$   
 $t = 8.94 \text{ s}$

ANSWER  
4)  $s = ut + \frac{1}{2}at^2$   
 $40 = 0 + \frac{1}{2} \cdot 1 \cdot t^2$   
 $t^2 = 80$   
 $t = \sqrt{80}$   
 $t = 8.94 \text{ s}$

EBS Chapter 6 Quiz

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**

Students can annotate using different colours

# How will your child/ward use the PLD?

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

The screenshot shows a virtual lab setup with a gas cylinder and a manometer. A blue arrow points from the text below to this image.

Conduct virtual experiments and answer inquiry questions

**PhET Activities: Gas Properties**

Type your answers in the purple boxes.

0

GETTING STARTED  
1) In the world Two Pressurized vessels "Ideal".

POINT 1

1) Drag the handle of the cylinder all the way to the left to close the valve at the cylinder stop.

2) Record the number of bulb bubbles: 30

3) Record the gas pressure in the cylinder: 0.6

4) Questions:  
a) If the volume of gas increases, the gas pressure decreases. When the volume of a gas decreases, the gas pressure increases and vice versa.  
b) In terms of the nature of gas particles, explain why gas pressure changes when volume of chamber changes.

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

A blue arrow points from the text above to this image.

89 Correct words per minute  
85% Accuracy rate

Auto-Detect Pronunciation: Medium

Assignment Mode: Standard

Return full report to student

5 Predicted Words:

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** 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 **winding streets** were **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**

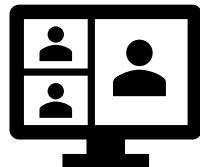
# Cyber Wellness Concerns Identified by Local Studies/Surveys



Harmful Online Content



Gaming and associated risks



Cyberbullying



Excessive social media use

\* Refer to [Slide 67](#) for the references of the research papers cited in this slide.

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

To enable a safer digital environment for learning with the use of PLDs, schools have implemented the following measures:

- School rules on digital device use
- Classroom management and routines
- Cyber Wellness Education in CCE
- Partnering parents/guardians to support students in their use of technology for learning
- MOE Device Management Application (DMA) to support a safer digital environment for learning

# 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 Education in CCE

## Educating students on Cyber Wellness

Cyber Wellness lessons will feature significantly in the Character and Citizenship Education (CCE). The broad topics covered in Cyber Wellness are:

- Cyber Use
- Cyber Identity
- Cyber Relationships
- Cyber Citizenship
- Cyber Ethics

# Cyber Wellness Education in CCE

Throughout their Secondary School education, students will learn about:

- Balanced use and self-control
- Cyber bullying and Upstanding
- How to be a positive influence online
- How to handle online falsehoods
- How to manage social media (peer influence, emotions, echo chambers)
- Online relationship and Online safety (grooming, self-disclosure)
- To respect intellectual property rights

# Cyber Wellness Programmes

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

- Class discussions on cyber wellness issues during **CCE lessons**
- **Assembly Programme(s)** to share cyber wellness tips
- **Peer Support Culture** to promote a positive online presence.



# Parents'/Guardians' Role

- Parents/guardians play a crucial role in guiding your child/ward to use devices responsibly and safely. We would like to partner parents/guardians so that students are well supported in their use of technology for learning.
- As parents/guardians, you can help in the following ways:
  - Model good digital habits for your child/ward e.g., parents/guardians not using devices during family meals.
  - Know your child/ward well and have conversations with your child/ward about safe and responsible use of technology.
  - Discuss and come up with ground rules for internet/device usage that both your child/ward and you can agree with.
  - Encourage your child/ward to use productivity tools on his/her PLD, to organise information and simplify tasks for efficiency.

# **Role of the MOE Device Management Application (DMA) in Providing a Safer Digital Environment for Learning**

# MOE DMA Installation

- The MOE DMA solution for Windows, Blocksi, is an app that will be installed on all students' PLDs to support their safe and responsible use of devices.
- The DMA will be funded by MOE.
- The installation of the MOE DMA applies to both devices purchased through the school and any student-owned devices that parents/guardians opt for the student to use instead of the school-prescribed PLD.
- The MOE DMA will be installed after the collection of the device. Students will be guided on the installation.
- The MOE 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., online messaging, social media, pornography, gambling, or websites containing extremist content).<sup>1</sup>
- Students will be able to use the device from 6:30am to 10:30pm daily. The device will shut down at 10:30 pm by default.<sup>2</sup>
- The school will determine the applications and programs to be installed to support teaching and learning.

<sup>1</sup>YouTube is not blocked by default as teachers use YouTube for teaching and learning. However, YouTube videos that are categorised as harmful by YouTube Restricted and Lightspeed Smart Play are blocked. [School should remove this footnote if it is blocking YouTube at the school-level]

<sup>2</sup>Schools have the flexibility to customise the following:

- start of school hours, provided they are **no earlier than 6:30am**;
- end of school hours / start of after-school hours (no restriction);
- End of after-school hours / start of device sleep hours, provided it is **no later than 10:30pm**.

# After-School DMA Parent Options

1. After-School DMA Parent Options provide parents with the flexibility in managing their 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 DMA option after school hours.

Default	Option A	Option B
<p><b>Default Setting</b>  <b>(Note: This will apply if no alternative options are chosen)</b></p>	<p><b>DMA settings can be modified by Parents/Guardians after school hours</b></p>	<p><b>DMA will be inactive after school hours<sup>1</sup></b></p>
<p>For parents/guardians who want their child's/ward's use of the PLD to be restricted only to teaching and learning and prefer to leave it to the school to decide on DMA settings after school hours.</p>	<p>For parents/guardians who prefer to take charge of the level of restrictions for their child's/ward's use of the PLD after school hours regulated by the DMA.</p>	<p>For parents/guardians who do not want their child's/ward's use of the PLD after school hours to be regulated by the DMA at all.</p>

<sup>1</sup> 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 4-year warranty and 4-year insurance with GST:  
**\$648.50**

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

## Queenstown Secondary School's PLD



The school chose the device because of:

- Portability (1.45 kg)
- Durability
- T&L Affordances (Windows)
- **Use of stylus to write (inking function)**
- Touchscreen

# PLD Bundle

## Device Bundle includes

- Model: **Acer TravelMate Spin TMB312RN-31 Convertible**
- Processor: **Intel N150**
- Memory (GB): **8GB LPDDR5 RAM (On-Board at factory level)**
- Storage (GB): **Upgrade to 256GB PCIe SSD (On-Board at factory level)**
- Add-on/Accessories Item: **Active Stylus Pen, Power Adaptor, Mouse, Carrier Bag**

Your child's/ward's PLD will come with the **Enhanced Device Bundle** which includes\*:

- 4-year warranty and
- 4-year insurance (which includes 2 repairs or 1 replacement claim)

\*The price of the PLD Bundle may appear to be higher than similar models on the retail market as the price of those devices usually does not include extended warranty and insurance coverage.

# Insurance Coverage

The package includes a 4-year warranty, and 4-year insurance which includes:

Insurance Coverage	Claimable
<ul style="list-style-type: none"><li>• Fire</li><li>• Lightning</li><li>• Power Surges</li><li>• Accidental e.g water spillage, drop etc</li><li>• Theft due to forcible entry</li><li>• Robbery</li></ul> <p>* Accidental loss will not be covered by insurance.</p>	2 repairs or 1 replacement (4-year insurance)

# Technical Support for Students' Devices

Technical support will be provided to students through:

- 1. Desktop Engineers** at our level 3 and level 4 computer labs for
  - Troubleshooting of device issues
  - Solve connectivity issues
  - Collection of devices to be sent for repairs
- 2. ACER Service Centre**
  - Repair of devices (hardware issues)

# Funding Support for Singapore Citizen (SC) Students

- **The cost of the device bundle can be paid using your child's/ward's Edusave account, after setting aside provision for payment of miscellaneous fees.**
- To ensure the affordability of devices, MOE has provided Edusave top-ups from 2020 to 2023 to all eligible Singaporean students in primary and secondary schools. In 2025, MOE has provided a \$500 Edusave top-up for students aged 13-16 years old.
- These top-ups are on top of the annual \$290 credited into the Edusave account for Secondary School students and \$230 for Primary School students.

# Funding Support for Singapore Citizen (SC) Students

- For SC students who are on MOE Financial Assistance Scheme or whose family's monthly income meets the following criteria:

Gross Household Income (GHI)  $\leq \$4,000$ , or

Per Capita Income (PCI)  $\leq \$1,000$

MOE will subsidise 50% of device bundle cost or \$350, whichever is lower.

- The remaining amount will be payable from the students' Edusave account. If there is insufficient balance in the students' Edusave account for the remaining amount, MOE will provide additional subsidy so that the cash out-of-pocket (OOP) is \$0.

# What's Next?

# Parental Consent for Procurement

1. Parents/Guardians 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 5 January 2026.
2. Parents/Guardians who want to use Edusave funds for the PLD (for Singapore Citizens students only), please access: <https://go.gov.sg/edusaveformsgso> by 12 January 2026 to set up a **PDLP Standing Order** as this was not applicable during primary school.

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

# For Singapore Citizens (SC) Students

Time Frame	Activity
12 January 2026	<p><b><u>&lt;&lt;For Government and Government-aided Schools, use this slide&gt;&gt;</u></b></p> <ol style="list-style-type: none"><li>1. Submit:<ol style="list-style-type: none"><li>a. consent to PLD purchase via the PG notification which includes the following:<ul style="list-style-type: none"><li>• Intent to Purchase Personal Learning Device (PLD);</li><li>• Authorisation Form for the Collection of PLD</li></ul></li><li>b. 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) to set up a PDLP SO Parents without access to PG can submit their consent via hardcopy.</li></ol></li></ol>
Term 2 Week 2, 2026	Collection of devices by students

# For Permanent Residents / International Students

Time Frame	Activity
12 January 2026	<p>Submit consent to PLD purchase which includes the following:</p> <ul style="list-style-type: none"><li>• Intent to Purchase Personal Learning Device (PLD);</li><li>• Authorisation Form for the Collection of PLD</li></ul> <p>Parents without access to PG can submit a hardcopy form through their child's class mentor.</p>
Upon receiving school bill via post	Parent/Guardian to make payment via Giro/PayNow
Term 2 Week 2, 2026	Collection of devices by students

# Collection of Devices

Your child/ward will be collecting his/her device in school **from Term 2 2026**.

If you would like to personally/have another adult to verify the condition of the device during collection with your child/ward:

- You may collect the device personally or appoint an adult proxy to do so **at the vendor's service/collection centre\***
- Your child/ward would need to bring the device to school and arrange for the school's IT department to install the DMA.

Please approach the school for further advice or clarification if you would like to make this arrangement.

\*Parents/Guardians (or adult proxy) will not be able to collect the PLD from the school.



# About US @ QTSS PSG

Sec 1 Parents Engagement Session  
5 January 2026

# **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**



# The big family at QTSS



# PSG PARENT-CHILD BONDING INDOOR ACTIVITIES



Muffins & Cookies Making



Planting Terrarium



Team Building



# PSG PARENT-CHILD BONDING INDOOR ACTIVITIES



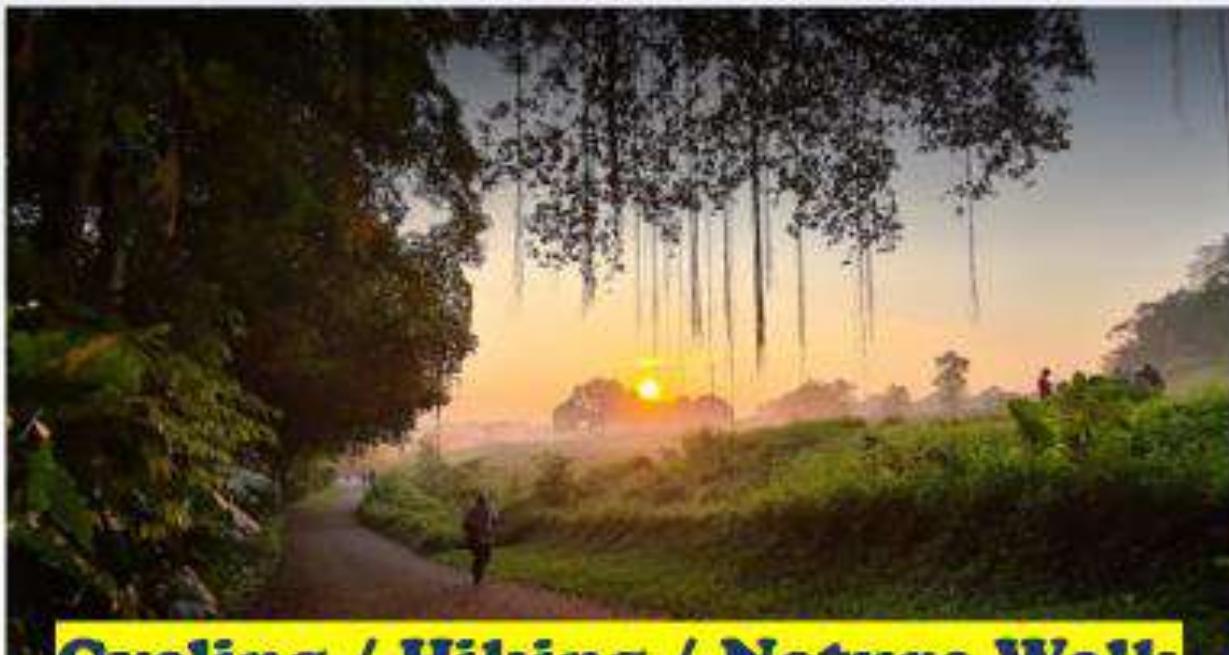
Teachers' Day Craft Workshop



Graduation Day Gift Craft Workshop



# PSG MOOTING OF NEW INTEREST GROUPS (IGS)



Cycling / Hiking / Nature Walk



Baking / Cooking



Gardening / Planting



Bowling



Craftwork

# WHY JOIN QTSS PSG?

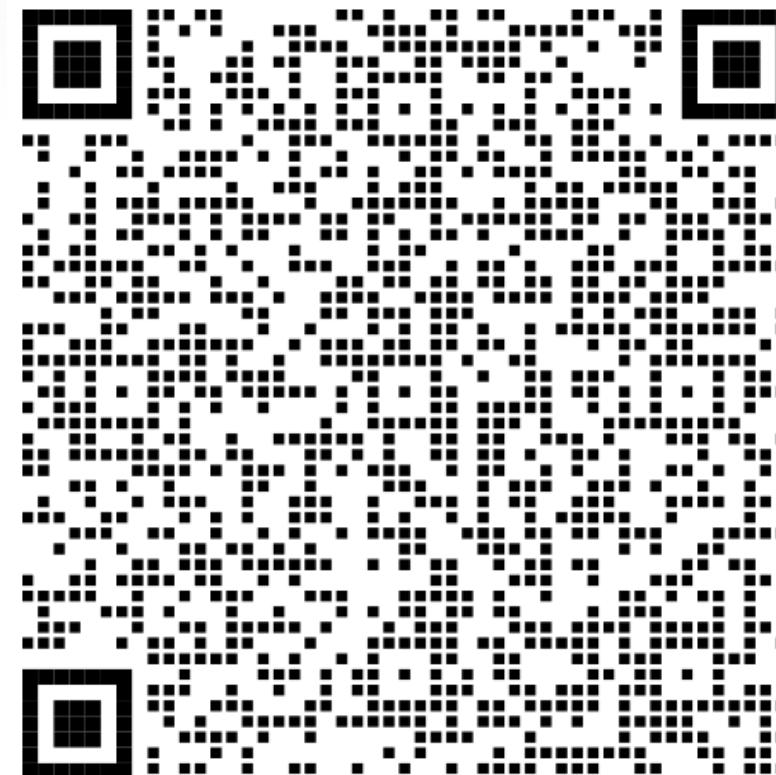
- ▶ **Be Informed** –  **your awareness of your child's development**
- ▶ **Be Buddy** – **strengthen your bonding with your child**
- ▶ **Be Friends** – **expand your social network with like-minded parents**
- ▶ **Be part of US** – **support your child's well-being and mental resilience in their identity forming years**

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

**Parent-child bonding plays a powerful role in your child's learning and growth.**

**2026 QTSS PSG Calendar**

**Scan QR code to learn more and stay connected**





# You're Invited!

**17 January (SAT)**



**9.30am – 11.30am**



**PSG Welcome Tea**

**Come mingle, meet new faces**

**RSVP via this QR code!**

# **Interaction with Class Mentors**

## **(18:00 – 18:30)**

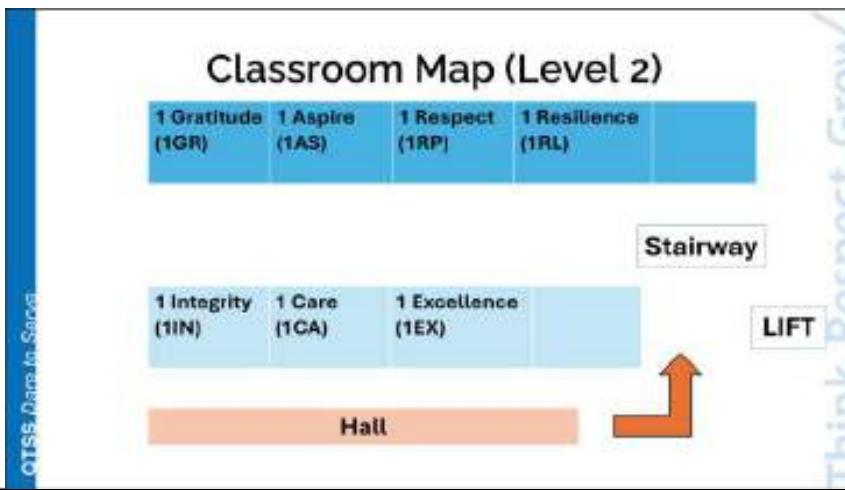
Parents/guardians are invited meet with your child/ward's Class Mentors (CMs) at the respective classrooms.

# Queries on Mother Tongue Languages



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

Parents/guardians who have questions on Mother Tongue Languages may approach Mdm Tan Kah Geok (HOD MTL) who will be near the lift area to receive your questions.



# Classroom Map (Level 2)

**1 Gratitude  
(1GR)**

**1 Aspire  
(1AS)**

**1 Respect  
(1RP)**

**1 Resilience  
(1RL)**

**Stairway**

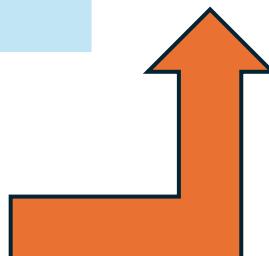
**1 Integrity  
(1IN)**

**1 Care  
(1CA)**

**1 Excellence  
(1EX)**

**LIFT**

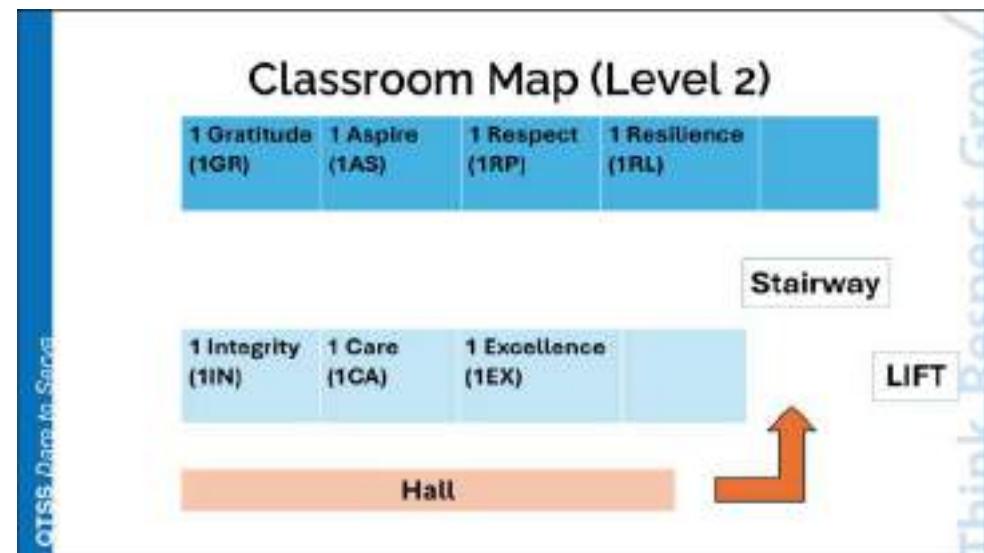
**Hall**



# Our Sec 1 Class Mentors

Class	CMs
<b>1 Gratitude (GR)</b>	Ms Cherlyn Tan
	Miss Lim Gem
<b>1 Aspire (AS)</b>	Ms Tan Teck Yoong, June
	Miss Yeo Su Shan
	Mdm Siti Suminah
<b>1 Respect (RP)</b>	Ms Teo Rong Jia
	Miss Siti Nur Aisyah
<b>1 Resilience (RL)</b>	Miss Gillian Yeong

Class	CMs
<b>1 Integrity (IN)</b>	Mr Ng Wern Chin, Sean
	Miss Phang Jia Yee
<b>1 Care (CA)</b>	Mr Fu Ruiqi
	Mdm Yahida Yahya
<b>1 Excellence (EX)</b>	Ms Ong Swee Lian, Amy
	Mr Adrian Chia



# Secondary 1 Gratitude Class Mentors



**Ms Cherlyn Tan**



**Miss Lim Gem**

# Secondary 1 Aspire Class Mentors



**Ms Tan Teck Yoong,  
June**



**Miss Yeo Su Shan**

# Secondary 1 Respect Class Mentors



**Mdm Siti Suminah**



**Ms Teo Rong Jia**

# Secondary 1 Resilience Class Mentors



**Miss Siti Nur Aisyah**



**Miss Gillian Yeong**

# Secondary 1 Integrity Class Mentors



**Mr Ng Wern Chin,  
Sean**



**Miss Phang Jia Yee**

# Secondary 1 Care Class Mentors



**Mdm Yahida Yahya**



**Mr Fu Ruiqi**

# **Secondary 1 Excellence Class Mentors**



**Ms Amy Ong  
Swee Lian**



**Mr Adrian Chia**