



Welcome QTSS Secondary 3 Parent Engagement Session

29 January 2021

6:00pm – 7:30 pm



Programme

Time	Activities
6:00pm	Address by School Leader: National Digital Literacy Programme (NDLP)
6:25pm	Sharing by Year Head and HOD/CCE
7:00pm	Interaction with Class Mentors
7.30pm	End of Programme



Q&A



Address by School Leader

Mr Eric Chua, Vice-Principal

Our Vision

Leaders for Tomorrow,
Anchored in Values,
Committed to Serve

Our Mission

To nurture all
Queenstownians to R²ISE
as future-ready leaders
actively contributing to
society



Our Student Outcomes

PASSIONATE LEARNER

REFLECTIVE THINKER

ADAPTABLE
COLLABORATOR

INNOVATIVE CREATOR

CONFIDENT
ADVOCATOR



Subject-based banding passes the test

N(A) students from pilot scheme did 'comparably' with peers from O-Level cohort last year

Jelene Ang



He was the only Normal (Technical) student taking Chinese at the Express level in the first prototype secondary school's Year One class, which was to bring English into the N(A) stream.

New M. Keane, who will most likely be the first student to sit the public examinations to qualify him for the scheme's planned next set of reforms, said he had been given more recognition and support by his secondary school than he had given him self-help.

"It was a chance to deepen my knowledge of Chinese. For example, at the N(T) Chinese level, the term consisting of nine characters in the Chinese language, I was given a deconstruction exercise. It made me realize that I had the potential if I worked hard and thought positively."

It made me realise that I had the potential if I worked hard and thought positively.

6 MARSHAL MIRZA QASIM

the newpaper

NEWS parliament

Normal (Academic) student who took subjects at Express level found her feet

I can deepen knowledge at my pace'

ABELINIAN

Although she could not qualify for the Express stream, she did extremely well for mathematics and Chinese.

When Lee Ying applied to Pejabat Lebur Methodist Girls' School (Secondary), she was placed in the Normal (Academic) stream but was offered mathematics and Chinese at the Express level under the subject-based banding (SBB) scheme.

But it was not smooth sailing when she started.

The Secondary 3 student, who was previously in Pejabat Lebur Methodist Girls' School (Primary), told The New Paper: "I wasn't prepared because I didn't know about this programme. I wondered if it would be suitable for me."

But she wanted to work on her strengths, so she took up the offer and became the only student from the N(A) stream to join the Express class.

"The place was suitable for me, but I faced problems with communicating. I didn't know anyone I could ask for help from and I would always ask questions in class," she admitted.

She also had problems adapting to the sharper time during exams.

"I think I've improved and started faring better than some Express students, so much so that she began helping some of them in their school work."

"I can challenge myself after the SBB, and it makes me more confident because I can challenge myself," said Jie Ying.



Mdm Vijayarani Govindasamy and Lee Ying

of Queenstown Secondary School. At the end of Sec 2, she was given the offer to transfer to the Express stream as she did well for her year-end exams.

She said: "I was so happy I cried because I was recognised for my efforts. It was an honour."

However, Jie Ying declined the offer as she was worried that she would not be able to keep up in her weaker English literature subjects at the Express level.

She said: "The decision was clear that I wanted to go to Express stream, but I had to make it easier for me to understand the concepts taught."

"Each student is given a buddy to help them integrate well into the class."

"I know how I learn best so my parents fully supported my decision."

When the school joined the SBB scheme in 2017, more than

FOR MORE, READ
THE STRAIGHT TIMES TODAY

Full Subject-Based Banding

Subject-based banding (Secondary) was introduced in 12 prototype schools in 2014 to provide greater flexibility in subject offering from lower secondary levels, and Graphael was one of the students who took subjects at higher academic level even though she was studying in the Normal (Academic) stream in Secondary One.

It caters to the strengths of students in different subjects. Not only has the opportunity to take subjects at a higher level been a morale booster for the students, they also get to prove and challenge themselves to achieve greater heights.

"It was overwhelming initially due to the intensity of the lessons, it was much faster than what I expected. However, taking the subject at an advanced level motivated me to challenge myself and improved my attitude towards learning," said Mohamad Rifa'i B Mohamed, a Secondary Three student at Queenstown Secondary School.

Rifa'i did not stop there. He went on to help his classmates and was surprised that he was able to explain the concepts well, which benefited not just himself but also his friends.

Mdm Vijayarani Govindasamy of Queenstown Secondary School attests to how SBB has not just helped her students grow academically, but also in their personal development.

"We see renewed passion in our students and it does not just apply to the subject itself, but also in the development in the students' confidence level, self-esteem and attitude towards learning. More importantly, they worked towards being a role model to their friends," opined Mdm Vijayarani, who has been teaching a SBB class for Tamil language for the past four years.

THE LEE KUAN YEW AWARD FOR OUTSTANDING NORMAL COURSE STUDENTS

Normal Academic



The award is to recognise students in the Normal Academic and Normal Technical course for their academic achievements, and to encourage them to continue their academic accomplishments.

**“I think the school
has done a great job
in developing its
students holistically.”**



**Huang Junsen, SBB student for Math and MTL
Lee Kuan Yew Award for Outstanding Normal Course Student 2019**

The National Digital Literacy Programme (NDLP)

Digital technology is becoming increasingly pervasive in jobs, workplaces and society.

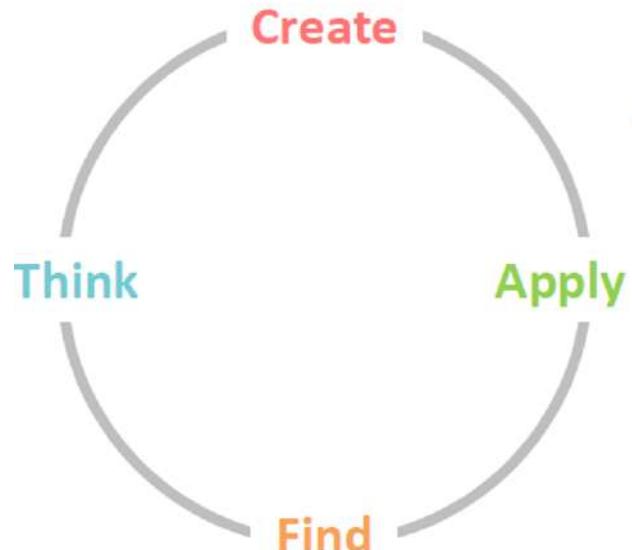
The NDLP was launched in March 2020 to **make digital learning inclusive** by **equipping students with the digital literacies** to be future-ready.

The NDLP aims to equip our students with Digital Literacies.

Digital Literacies better enable our students, at different stages of their education journey, to acquire the digital skills required to navigate the digital age through four mutually reinforcing components in the '**Find, Think, Apply and Create**' framework

The National Digital Literacy Programme (NDLP)

The ‘Find, Think, Apply and Create’ framework:



Find	Critically gather and evaluate information from, and use digital resources in a safe, secure, responsible and ethical manner
Think	Interpret and analyse data, and solve problems
Apply	Use software and devices to facilitate the use of knowledge and skills in new contexts; keep up with technological developments
Create	Produce content and artefacts, and engage and collaborate with others digitally

Intended Outcomes of a Personalised Learning Environment

The use of the personal learning device for teaching and learning aims to:



**Support the
Development of Digital
Literacies**



**Support self-directed and
collaborative learning**



**Enhance Teaching and
Learning**

Vision of NDLP in QTSS

“To provide personalised learning for future-ready Queenstownians who are competent in leveraging digital technology for self-directed and collaborative learning, with the heart and will to lead and serve others.”

Supports and enhances the achievement of our Student Outcomes

Student Outcomes

- **Passionate Learner** - Arouse students' curiosity and passion to learn. Self-directed learning in a broadened curriculum
- **Reflective Thinker** - Self-assessment in learning (both academic and character domains), Engagement with real-world issues
- **Adaptable Collaborator** - Develop students to be effective communicator, collaborator and connected learner.
- **Innovative Creator** - Ignite students' creativity & stimulate innovation through pursuit of students' interests (e.g. coding, designing) and gain greater literacy in creating digital products
- **Confident Advocator** - Advocates and practices safe and responsible use of technology to rally others to serve the community.



Using Technology to Enhance Learning Interactions

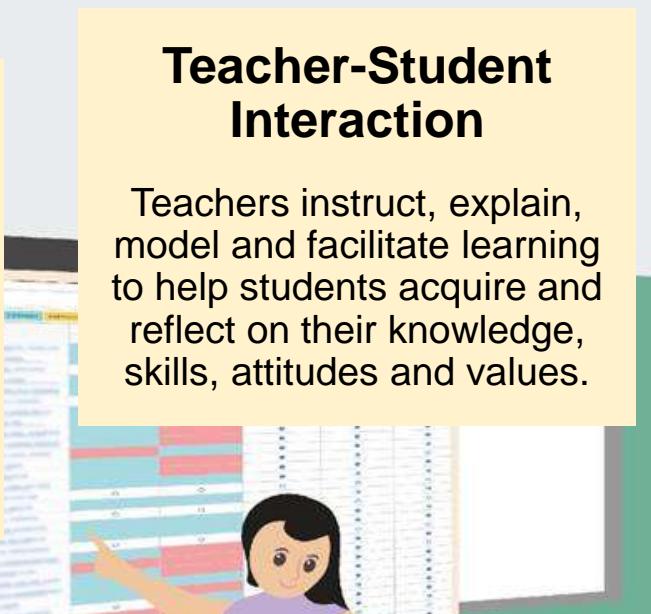
Student-Community Interaction

Students extend their learning sphere to interact with the community and the world, to learn from partners in education to build understanding and ideas.



Teacher-Student Interaction

Teachers instruct, explain, model and facilitate learning to help students acquire and reflect on their knowledge, skills, attitudes and values.



Student-Student Interaction

Students share and build on one another's ideas to refine their own understanding.



Student-Content Interaction

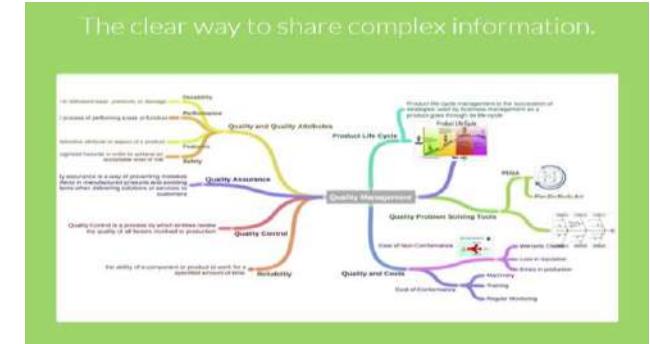
Students are exposed to different modes of content. They manipulate, modify and respond to the content, and get immediate feedback on their performance.



NDLP@QTSS

1. NDLP Orientation Day (Apr/May 2021)

- Collection of PLDs
 - Learning Environment / Netiquette
 - Cyberwellness
 - AUP
 - MS Teams
 - MS OneNote



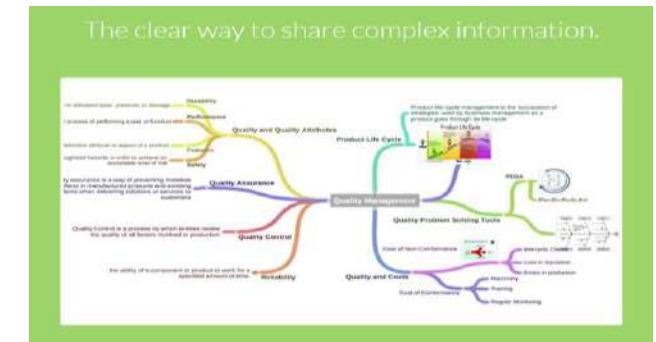
NDLP@QTSS

2.

2. Digital Literacy Programme

(Lessons on Productivity Tools and Digital Literacies)

- learning with resources and people online;
 - curating digital content and information;
 - connecting and communicating digitally; and
 - creating digital products



NDLP@QTSS

- All students will be given lockers to keep their electronic devices safely.
- Implemented Schoolwide Classroom Routines

School-wide Learning Routines		
Before		ACLAP A : Attendance & Punctual CL : Ensure Cleanliness of the Learning Environment A : Proper Attire P : Preparedness (HP in the Locker/Materials Ready)
During		SPUR S : Stay Focussed (Know Lesson Objectives) P : Participate Actively (Be Engaged & Check Learning) U : Use PLD Wisely (As Required by Lessons) R : Respect Each Other/Opinions (One Voice / Listen)
After		R&R R : Reflect and Consolidate your Learning R : Remember to Complete tasks and Charge your PLD



Supporting Students in the Responsible Use of the Devices

The school has in place some measures **to enable a safe and seamless learning environment for students.** The role of the parent is also key in partnering the school to support your child.

- A. Educating students on Cyber Wellness**
- B. Device Management Application (DMA)**
- C. Acceptable Use Policy (AUP)**

Cyber Wellness Education

A. Educating students on Cyber Wellness

MOE has made significant changes to the Character and Citizenship Education. Cyber Wellness lessons will feature significantly in the CCE2021 lessons.

Topics covered in the Cyber Wellness lessons include:

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

Cyber Wellness Education

The school also has strategies to enable school-wide implementation of CCE. These include:

- Cyberwellness week
- Class-discussion on Cyberwellness issues
- Series of Assembly programmes sharing cyberwellness tips
- Promoting a positive online presence through a **Peer Support Culture**

Supporting Students in the Responsible Use of the Devices

B. Device Management Application

Device management application (DMA) software will be installed on your child's device to provide a safe learning experience for your child, and to prevent misuse of the device.

The DMA will be **funded by MOE** and will be **uninstalled** from the device **when the child graduates/ leaves the school.**

*Installation of the DMA will be performed after the collection of the device.
Students will be guided on the installation.

Device Management Application (DMA)

3 Levels of DMA

DMA Level	Broad capabilities
Mobile Device Management [ITD/ School]	<ul style="list-style-type: none">Central administration of the PLDRemote deployment of teaching and learning applications as well as security patches.
Usage Management [School/ Parents]	<ul style="list-style-type: none">Restrict apps and websites accessibleLimit screen time
Classroom Device Management [Teachers]	<ul style="list-style-type: none">Enable teachers monitor and control the students' screens

Schools will have the autonomy to decide the settings of the DMA.

29 Jan 2021

MOE allays students' privacy concerns

Software installed on learning devices will track only their online activities, not personal details

Amelia Teng
Education Correspondent

Software that will be installed in students' learning devices will capture data on their online activities such as Web search history, but it does not track personal information like location, the Ministry of Education (MOE) said yesterday in response to privacy concerns.

The device management application (DMA), which lets schools manage students' usage of tablets or laptops used for learning, will not keep tabs on details like their identification numbers or passwords.

Mr Aaron Loh, divisional director of MOE's educational technology division, gave this assurance in response to criticism that the DMA would infringe on students' privacy and freedom.

The ministry had said in March

last year that the software will need to be installed on devices issued to students and in December, said this applied as well to students' own tablets or laptops used for school work.

The devices are meant to support home-based learning, which starts from the third term of this year, for at least two days a month in all secondary schools, junior colleges and Millennia Institute.

Mr Loh said: "To perform its intended function, the DMA will capture data on students' online activities such as Web search history in order to restrict access to objectionable material, and device information such as the operating system to facilitate troubleshooting."

The data will be stored in secure servers with stringent access controls, in line with the Government's personal data laws, he added.

Inappropriate websites with

adult or extremist content, as well as gaming websites or applications, will be blocked. The DMA can also set screen time limits. Teachers can monitor and control students' screens during lessons, such as directing them to watch videos for learning or sharing their screen.

A petition on website Change.org last Saturday called for the MOE not to install the DMA on learning devices, citing concerns over students' privacy.

The petition had more than 5,800 signatures as of last night.

Mr Loh said: "We appreciate the feedback expressed by some stu-

dents and parents on having greater flexibility over the use of the personal learning devices. We will engage them and see what arrangements can be worked out."

MOE is working towards giving parents the option to manage their child's device after school hours, during weekends and school holidays, he added.

The school will also uninstall the DMA from students' own devices upon graduation.

Still, some students are not comfortable with MOE knowing how they use their devices.



Teck Whye Secondary students using personal learning devices in this file photo. T schools manage students' usage of tablets or laptops that support home-based lea PHOTO: TECK WHYE SECONDARY SCHOOL

PARENTS' RESPONSE continued on B2

Device Management Application (DMA)

In Summary, DMA

- monitors students' online activities such as Web search history
- restricts access to objectionable online materials
- restricts installation of applications
- allows school & parent to set limits of screen-time
- does not track personal information like location
- does not store identification numbers or passwords
- Data will be stored in secure servers with stringent access controls, in line with the Government's personal data laws

Supporting Students in the Responsible Use of the Devices

C. Acceptable Use Policy (AUP)

Parents could refer to the AUP when helping to manage his/her child's use of the PLD. The AUP will help your child to understand the expectations of device use to enable a conducive learning environment.

It also outlines the consequences for violating the policy.

Cyber Wellness Education

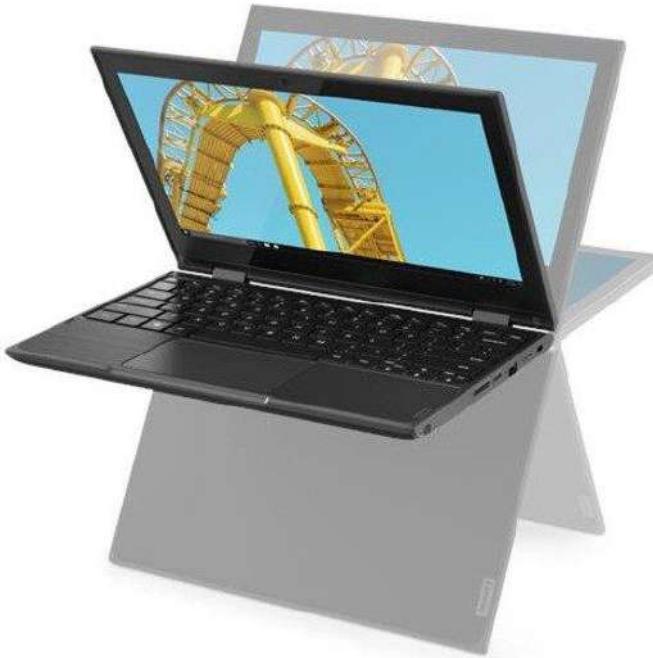
To support you in keeping your child safe online, you may refer to these resources:

- go.gov.sg/moe-cyber-wellness
- go.gov.sg/beta.moe.gov.sg/programmes/cyber-wellness/
- go.gov.sg/better-internet-sg
- sure.nlb.gov.sg/
- help123.sg

Cyber Wellness Talks for parents will be organised in collaboration with PSG

Device and Funding Information

Queenstown Secondary School Personal Learning Device



Intel Celeron N4120, 4GB RAM, 256GB Storage, 11.6" Screen Size

The school will be using the **Lenovo 300e Windows 2nd Gen Notebook** for teaching and learning.

Total Cost with GST: S\$692.20

Queenstown Secondary School Personal Learning Device



Intel Celeron N4120, 4GB RAM, 256GB Storage, 11.6" Screen Size

The school chose the device because of:

- Portability
- Durability
- Window Based OS
- T&L Affordances
- MS Learning Platform will be a good transition to Higher Education

Personal Learning Device Bundle

Enhanced Device Bundle

What it includes

- Lenovo 300e Windows 2nd Gen Notebook
- Inking Stylus
- Hard Disk upgrade to 256GB
- Lenovo Power Adapter, Lenovo USB Wired Mouse, Lenovo Carrying Case.
- 3-year warranty and 3-year insurance
- 2 repairs or 1 replacement claim

Funding Support for Singapore Citizen (SC) Students

- The **cost of the device bundle can be paid using your child's Edusave account**, after setting aside provision for payment of second-tier miscellaneous fees.
- To ensure the affordability of devices, there **was a one-time Edusave top-up of \$200 in April 2020** to support the purchase of the device
- This is on top of the **annual \$290** credited into the Edusave account for Secondary School students.

Funding Support for Singapore Citizen (SC) Students

- For students on MOE-FAS, subsidies are available even if there is insufficient Edusave balance. The cash out-of-pocket will be \$0.
- Subsidies will be provided for SC who need support, particularly those whose Gross Household Income (GHI) is below \$4,000 or Per Capita Income (PCI)[#] is below \$1,000.
- For more details on financial assistance, please approach the school.

#PCI is GHI divided by the number of household members.

What's Next

For Singapore Citizens

Time Frame	Activity
From 27 Jan 2021 onwards	Parental Consent for Purchase and Edusave Withdrawal
From April 2021 onwards	Signing of Acceptable User Policy (AUP)
From April 2021 onwards	Collection of Devices

* Parent Gateway would be used to convey information and to facilitate the purchase.

What's Next

For Permanent Residents (PR) / International Students (IS)

Time Frame	Activity
From 27 Jan 2021 onwards	Parental Consent for Purchase and Payment Via GIRO/Paynow/Cheque
From April 2021 onwards	Signing of Acceptable User Policy (AUP)
From April 2021 onwards	Collection of Devices

* Parent Gateway / Parents' Letter would be used to convey information and to facilitate the purchase.

Collection of Devices

Your child will be collecting his/her devices **around April** during the **NDLP Orientation Day**.

- Parents to **appoint your child/ward to collect the PLD** as the Vendor will run through a device checklist with the students at the point of collection in class to ensure that the device is in good working condition.
- Parents could access the '**Authorisation for Collection by Proxy**' form via **Parent Gateway**.

Technical Support for Student's Devices

Technical support will be provided to students through:

- Service-desk set up in school (After School)
 - ✓ Microsoft Teams account issues
 - ✓ Trouble-shooting of device issues
 - ✓ Solve connectivity issues
 - ✓ Collection of devices to be sent for repairs
- Lenovo service centre @ Funan
 - ✓ Repair of devices (hardware issues)

Important Resources/Contacts/ Helplines

To access/find out more about...	Resources/Contact/Helpline
NDLP	Sec 3 Parent Engagement Slides Videos Parent Handbook (I) on 1-1 Learning
Edusave Balance	6260 0777 (24-Hr MOE Auto Telephone Service)
Financial Assistance and General Queries	6474 1055 (QTSS General Office)

Cyber Wellness Education

Guide Your Child to Use the Device in a Balanced and Productive Manner



Guide your child to adopt a healthy balance of online and offline activities

Mum, I'm done with my homework for the day! After dinner, I'll have more than 2 hours to play my handphone games until bedtime!

I'm glad you found a way to relax but do you remember our **family contract**? No devices at least one hour before bedtime. Let's go for an after-dinner walk together instead!

Click for more



As parents, you can also play a part.

- Model good digital habits for your child.
- Know your child well, and have conversations with your child about safe and responsible use of technology.
- Set ground rules for internet use.
- Navigate the internet together to understand their usage.

S.A.F.E

T.A.D

Supporting your child's transition through Secondary School

Build a caring home environment to nurture the social and emotional skills of your child using these S.A.F.E. tips.

SUPPORT

- Find out how your child's preferences are changing. Show interest by **asking open-ended questions**.
- Make a habit of **chatting** at a fixed time each day.
E.g. At dinner time.

FAMILIARISE

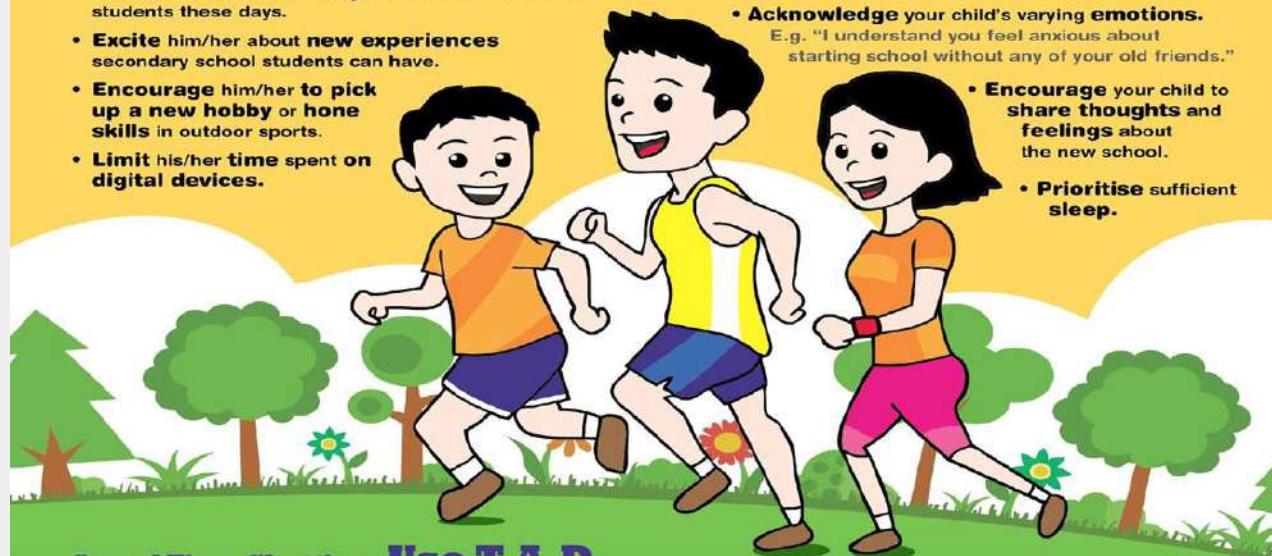
- Find out what **secondary school life** is like for students these days.
- Excite him/her about **new experiences** secondary school students can have.
- Encourage him/her to pick up a **new hobby** or hone skills in outdoor sports.
- Limit his/her time spent on digital devices.

AFFIRM

- Remember your child's strengths.
- Build his/her self-esteem in those areas.
E.g. "You have the unique ability to get along well with people."
- Praise and affirm efforts in front of relatives and friends.
E.g. "She is very helpful towards her grandparents."

EMPATHISE

- Acknowledge your child's varying emotions.
E.g. "I understand you feel anxious about starting school without any of your old friends."
- Encourage your child to share thoughts and feelings about the new school.
- Prioritise sufficient sleep.



Spend Time Chatting. Use T.A.D.

Talk

Talk about the different realities faced by teens these days compared to the past.

E.g. How you communicated with friends without social media.

Ask

Ask about his/her thoughts and feelings on people and events around him/her or in the news.

E.g. What are some ways of having wholesome fun? How does he/she feel about the different types of jobs that adults do?

Discuss

Discuss some acceptable boundaries with regard to the use of electronic devices.

E.g. What are some rules for having a mobile phone (with or without a data plan)?

QUICK TIPS

- Listen attentively to understand what your child might be feeling and thinking.
- Avoid providing advice immediately when not asked.

These tips may be used with children of other ages too; it depends on each child's needs. Using these tips as your child journeys through the school years can help ease anxiety and worries, and build warmer and closer relationships at home.





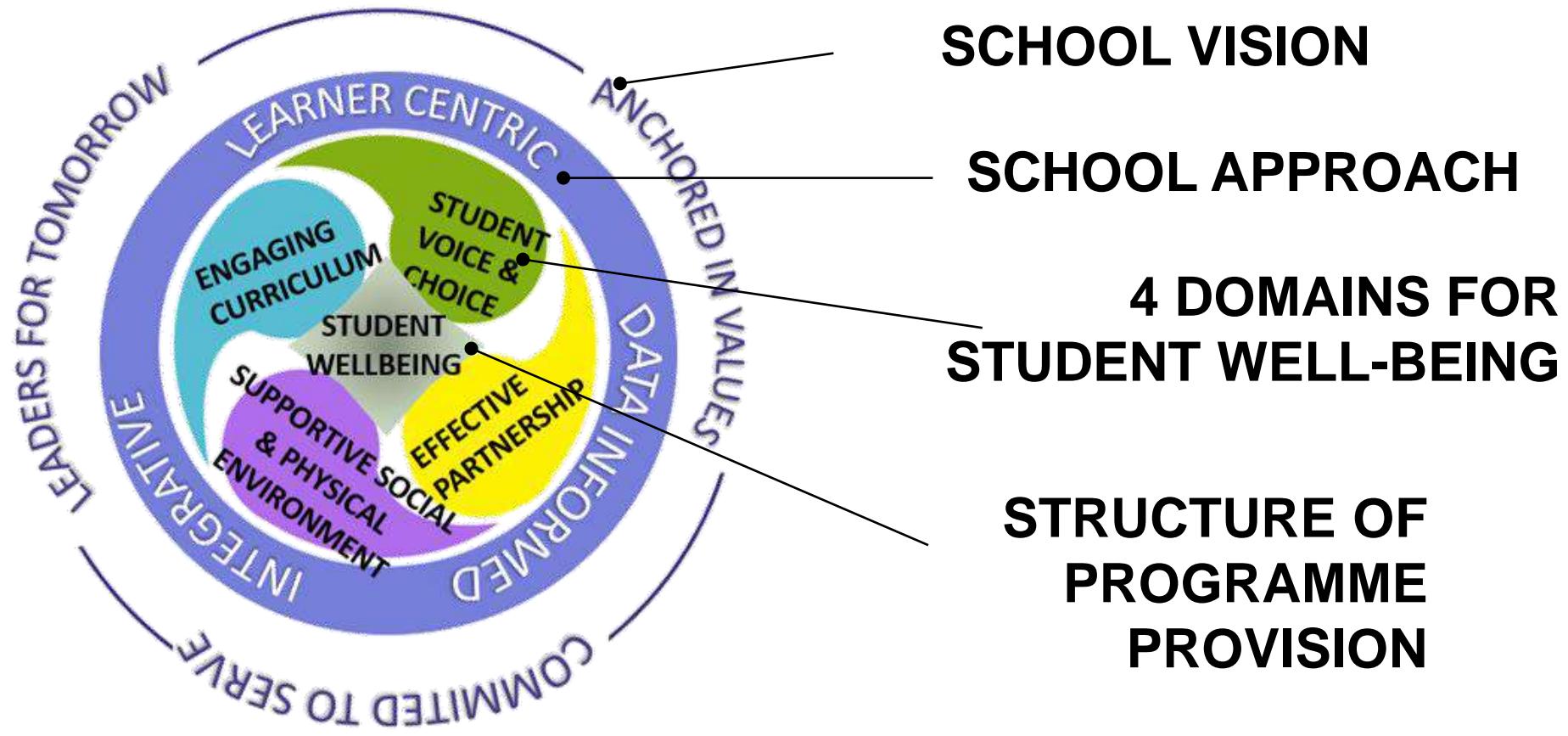


Holistic Development of every Queenstownian

Sharing by Ms Kang, Year Head and Mr Tan, HOD/CCE



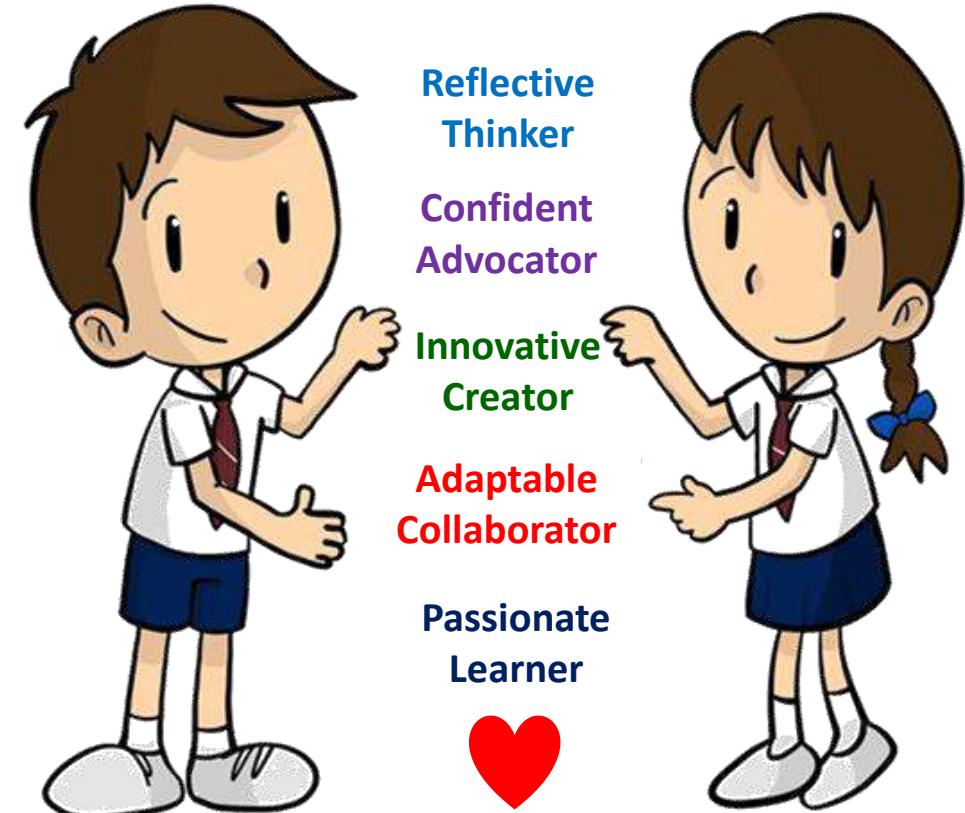
Nurturing our students holistically





Level outcomes for Secondary 3

- Live out the Queenstownian identity to be '**Confident Advocators**'
 - Be sensitive to the needs of people beyond the school community
 - Lead others to be active contributors of the society.
- Further sharpen **critical and inventive thinking skills** to be '**Innovative Creators**'
 - Adept at problem solving and making decisions that are logical.



Engaging curriculum - Key programmes for Secondary 3



Ministry of Education
SINGAPORE

**2021 MOE-OBS
CHALLENGE
PROGRAMME**
(Queenstown Secondary School)



Content

1

What is the 2021 MOE-OBS Challenge Programme?

2

What is the OBS course about?

3

How does OBS ensure my child's safety?

4

How can I help to prepare my child?

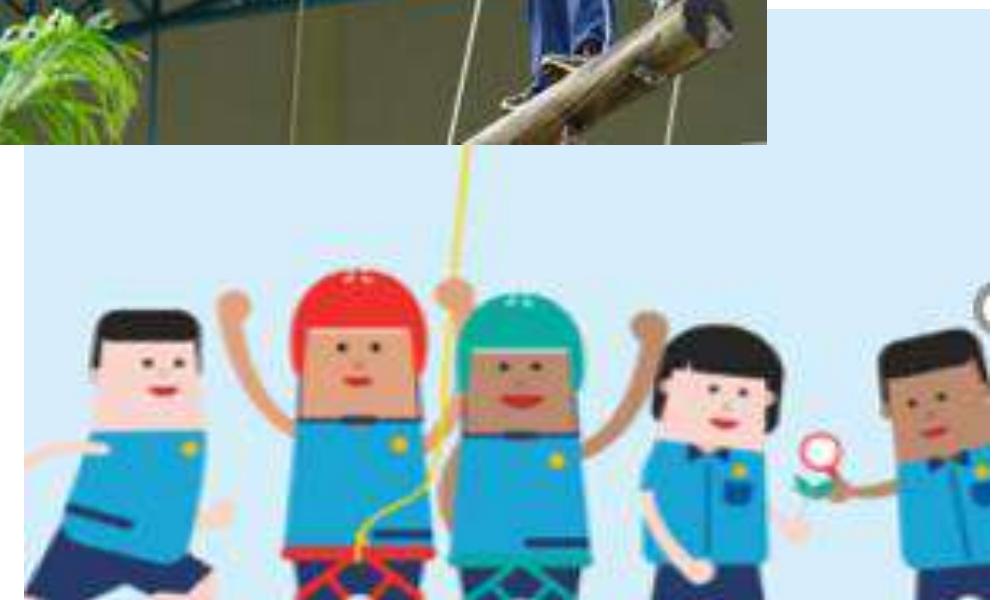


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**What is the 2021
MOE-OBS Challenge
Programme?**

A Holistic Education

- Develop **well-rounded** individuals
- Outdoor Education (OE) provides **rich learning experiences** outside the classroom and helps our students to develop holistically, building up their **resilience and ruggedness**
- **Authentic learning experiences** help our students to develop 21st century competencies as well as competencies for **sustainable, active and healthy living**





2

**What is the OBS
Course about?**

**“In time to come,
OBS will be a rite of
passage and a shared
experience for all young
Singaporeans,
regardless of race,
religion, or
background.”**

PM Lee Hsien Loong



What is the 2021 MOE-OBS Challenge Programme?

3 Components



Pre-course lessons and preparation



OBS 2-day course



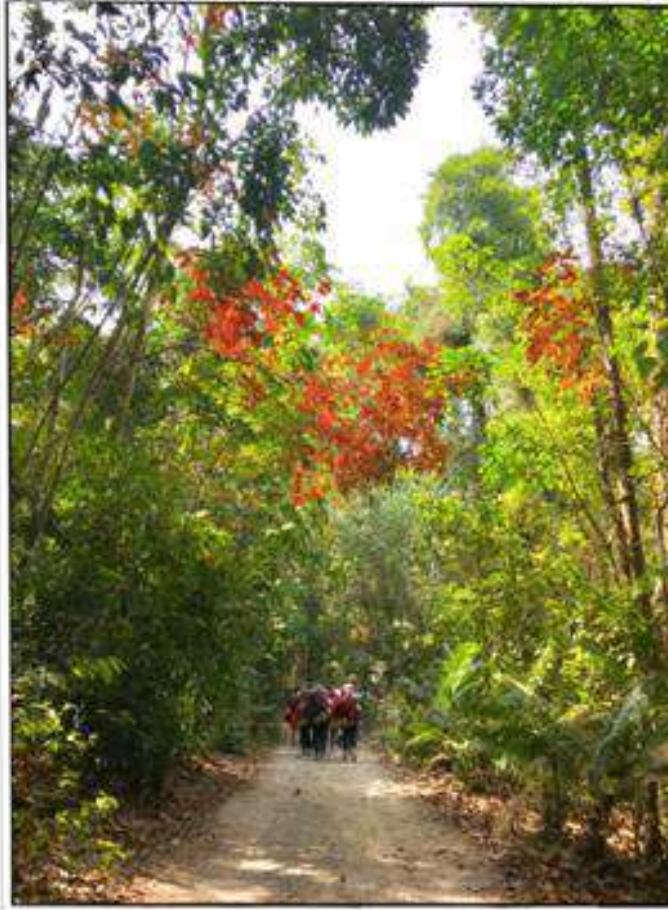
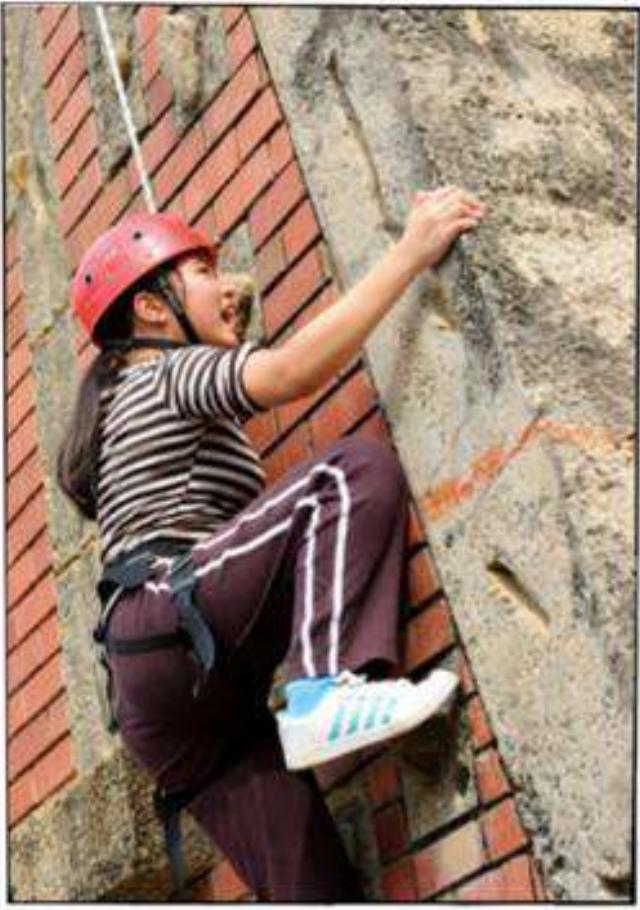
Post-course lessons and reflections

Integrating the blue and green spaces on mainland Singapore

OBS Heads to Mainland
Singapore - Lianhe Zaobao



Outdoor Classroom

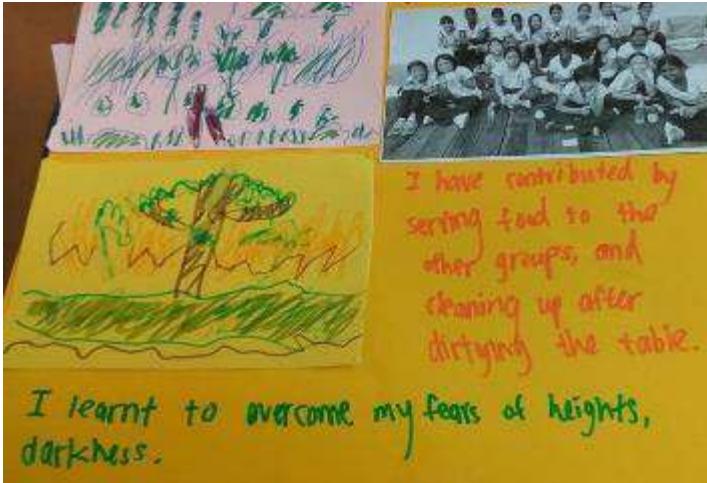


Develop character and learn values and skills through doing and reflection

Classroom is the outdoors

Learning in the outdoors

Post-Course lessons and follow-up



Sample CCE Lesson Reflection Activity



Journaling



Post-course Lesson with Form Teacher

3

What are the safety measures?



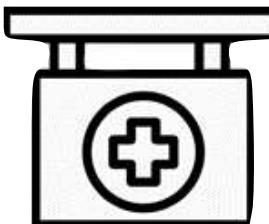
OBS safety and operations

Track record



- Pioneer in Singapore's outdoor adventure education delivering quality outdoor adventure programmes
- Professional practices in risk management and safety

Medical Post



- Medical post manned by registered nurses
- Medical SOPs in consultation with OBS Medical Advisory Panel doctors

OBS safety and operations

People



Instructors

- Went through 6 - 8 months of training
- Manage a small group size of 12 - 14 students per Instructor
- Conduct daily, pre-activity and post-activity checks to ensure your child's well-being



Outdoor Nurse Practitioners

- Full-time Outdoor Nurse Practitioners from various backgrounds i.e. Emergency Dept, Red Cross, ICU, etc.

OBS Safe Management Measures



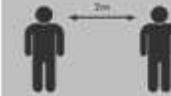
OBS' COVID-19 screening measures and declaration



Participants will be grouped within the same class



All students to wear facial masks at all times and maintain safe distancing



Students to be at least 2m apart while performing strenuous activities without mask



Temperature-taking exercise



Enhanced personal and field hygiene practices



Staggered in-processing of students



Stepped up site, facilities and equipment cleanliness and maintenance regime

Communication channel

Parents are to remain contactable during the 2-day course.





4

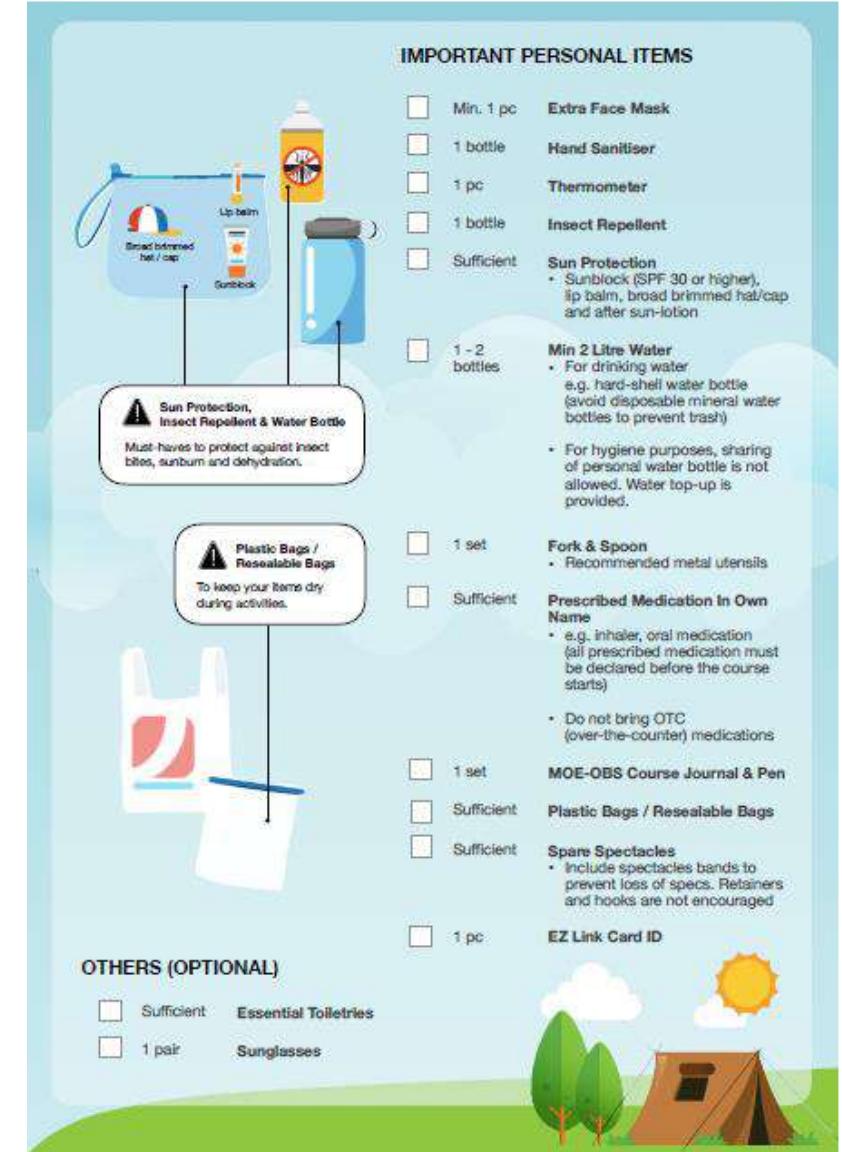
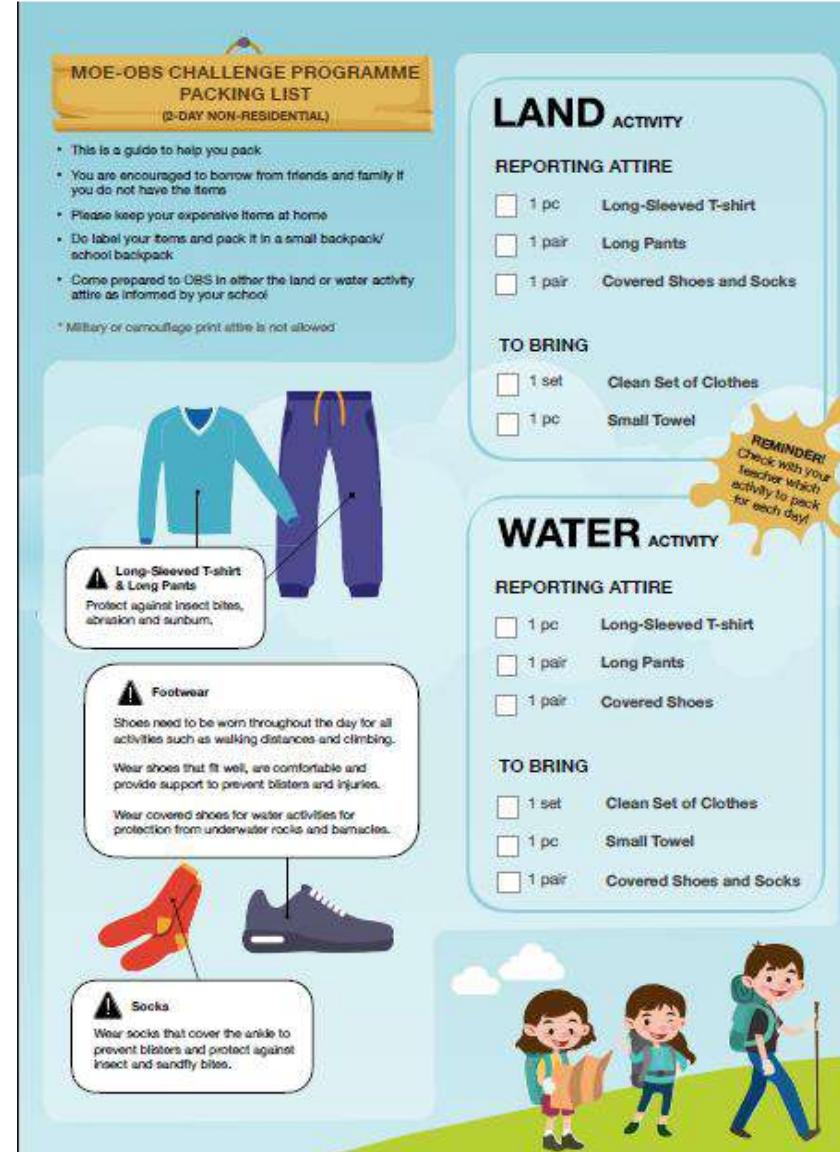
How can I help to
prepare my child?

How can I help my child before course?

Packing List

Note: Land and water activity items and equipment such as poncho, whistles, Personal Floatation Device (PFD) etc will be provided by OBS.

Students are encouraged to borrow from family/friends/schoolmates instead of buying.



Journey with my child

DOs

- **Do listen** to your child's concerns
- **Do set goals** with your child
- **Do affirm** your child's effort to make positive changes

DON'Ts

- **Do not pack** your child's bag for him/her
- **Do not create anxiety** with assumptions
- **Do not frighten** your child with "horror" stories

What advice can I give my child to help him/her have an **enriching OBS course?**



Participate actively

Immerse himself/herself in the experience and environment

Be selfless, supportive and encourage his/her teammates

Make responsible decisions



Queenstown Secondary School



OBS course dates:

18 and 19 March 2021

Teacher Co-ordinator:

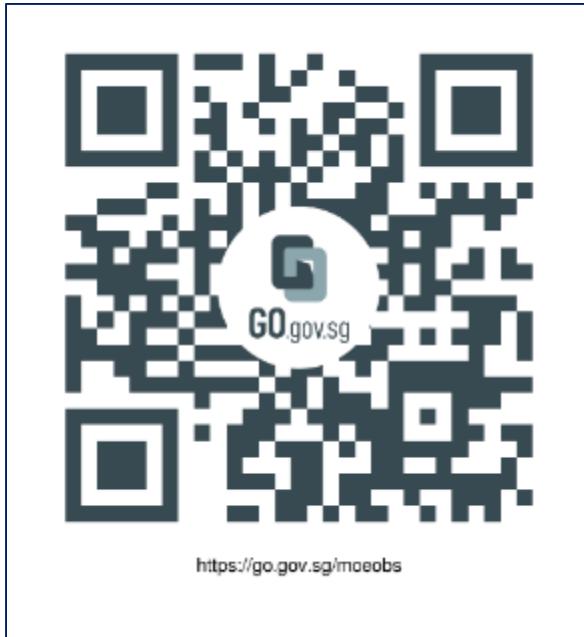
Mrs Minna Cheong

Email of Teacher Co-ordinator:

koh_minna@moe.edu.sg

MOE-OBS Challenge Programme website page

<https://go.gov.sg/moeobs>



The screenshot shows the homepage of the MOE-OBS Challenge Programme. At the top, there is a banner with the text "MOE-OBS Challenge" and "Develop ruggedness, resilience and build cohesion amongst youth." Below the banner are four dark blue boxes with icons and text: "YOUTH" (graduation cap icon), "YOUNG WORKING ADULTS" (handshake icon), "OBS ALUMNI" (trophy icon), and "OUTDOOR PROFESSIONALS" (leaves icon). A navigation bar below the banner includes "Home", "Programmes", and "MOE-OBS Challenge Programme". The main content area features a large image of a group of people in a boat on the water, with one person in a red vest labeled "General Manager". The title "MOE-OBS CHALLENGE PROGRAMME" is displayed above the image.



Engaging curriculum - Community & Youth Leadership

A Distinctive QTSS Learning for life programme





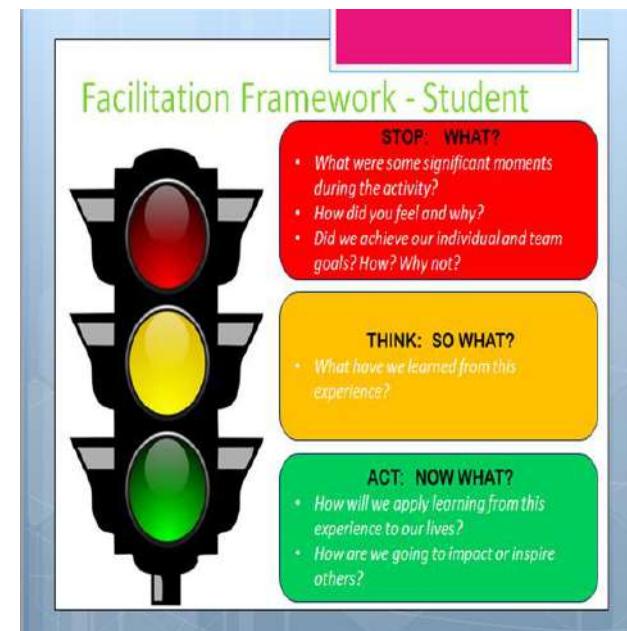
Engaging curriculum - Community and Youth Leadership

- Providing a Holistic Education
- Focus on the Values and skills inculcation
- Progressive build-up from
 - Sec 1 (Student-Planned)
 - Sec 2 (Student-Led)
 - Sec 3 (Student-Initiated)
 - Sec 4 (Student-Mentor)



Focus for Secondary 3

- Class-based decision on identified cause
- Outcome:
 - A confident advocate initiating changes to the wider community
- Competencies in action:
 - Traffic Light Reflection
 - 7 Habits of Highly Effective Teens
 - Kouzes & Posner Leadership Challenge Model





Focus for Secondary 3

- E.g.
 - **Elderly** (Lions Befrienders, Redhill Gardens RC, St.Andrews' Nursing Home)
 - **Children with Disabilities** (MINDS)
 - **Animals** (SPCA,
 - **Environment** (Sustainable Development)
 - **National Issues** (Cyberwellness, Food Waste, Racial Harmony Outreach)
 - **Overseas Outreach** (CYL-Overseas Service-Learning Programme)





Engaging curriculum - Community and Youth Leadership

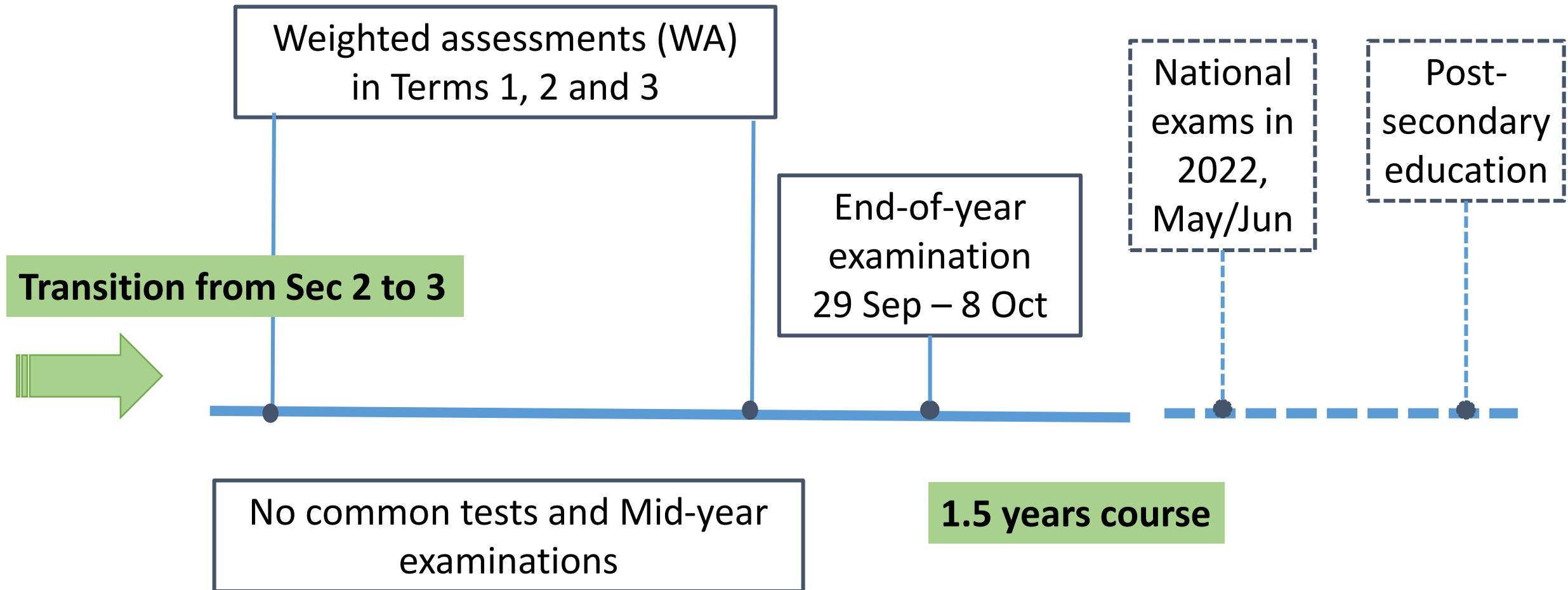
- **NYAA (Silver)**

- Personal Mastery of Leadership
- Outdoor Appreciation (24 hours with specific learning goal)
- Healthy Lifestyle (32 hours over 12 months)
- Service Learning (40 hours over 8 months)
- Level 3 attainment for LEAPS 2.0 (Leadership)





Engaging curriculum - Academic expectation





Academic expectation – Assessment plan

Level / Assessment Weighting	Term 1	Term 2	Term 3	Term 4
Weighted assessment	Weighted assessment	Weighted assessment	Weighted assessment	End-of-Year examination
Sec 3	10%	15%	15%	60%

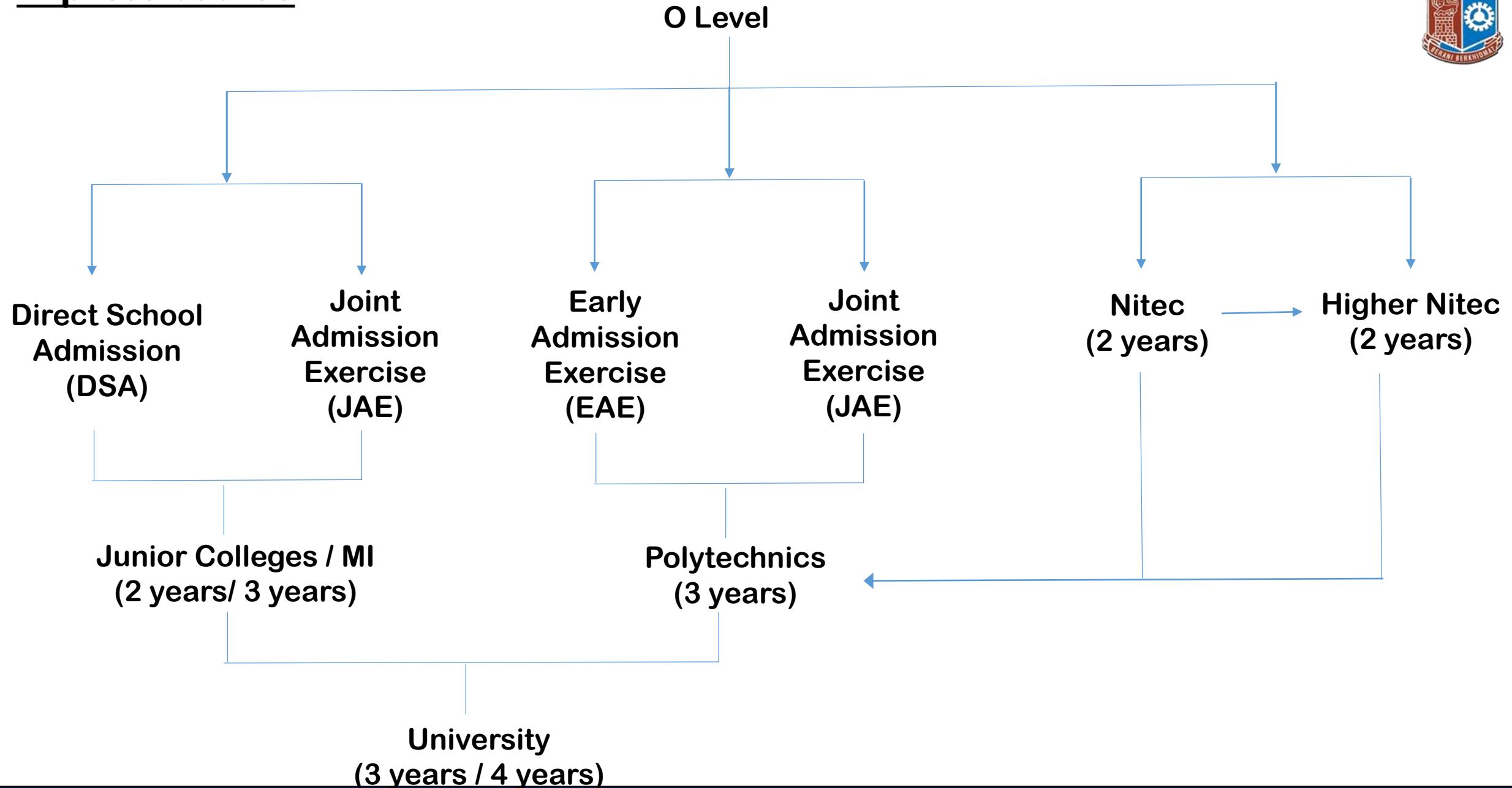


Academic expectation – Promotion criteria

Level/Course	Criteria for promotion	Pass
3 / Exp	Grade 6 or better in EL and 2 other subjects	Promoted to 4Exp
	Failed EL but obtained Grade 6 or better in 5 subjects	Advanced to 4Exp
3 / N(A)	Grade 5 or better in a. EL and 2 other subjects OR b. 4 subjects	Promoted to 4N(A)
3 / N(T)	Grade 5 or better in 2 subjects, one of which should be EL or Math	Promoted to 4N(T)



Express course





What are the various Post-Secondary School options available?

3 MAIN TYPES OF OPTIONS

1. Junior Colleges (JCs) or Millennia Institute

Prepares students for the GCE
'A' level examination



3. Institute of Technical Education (ITE)

Equips students with technical
knowledge and skills relevant to the
industry.

2. Polytechnics / LaSalle / NAFA

Trains students with relevant skills
for the workplace in a knowledge-
based economy.



Aggregate computation

- JC: L1R5
- MI: L1R4
- Polytechnic: ELR2B2
- ITE: ELB4, ELR1B3 or ELR2B2

Legend:

L1 = English or Higher Mother Tongue

R5 = 5 Relevant subjects

EL = English Language

B2 = 2 Best subjects



BONUS POINTS for computation of net aggregate scores

1) CCA grades

Grades A1-A2: 2 points

Grades B3-C6: 1 point

(For admission to JC/Poly/ITE)

2) Pass in English AND Higher Mother Tongue

3) Pass in Malay/Chinese (Special programme) or Bahasa Indonesia (BI) as 3rd Language

4) Students who apply for and are accepted into Chinese LEP or Malay LEP

2 points

2 points for admission to JC/MI courses, provided
these choices come before any Poly/ITE courses

Limited to maximum of 4 bonus points only for sections (1)-(4).



Junior College / MI Entry

1. JAE Exercise (Upon release of O level result)

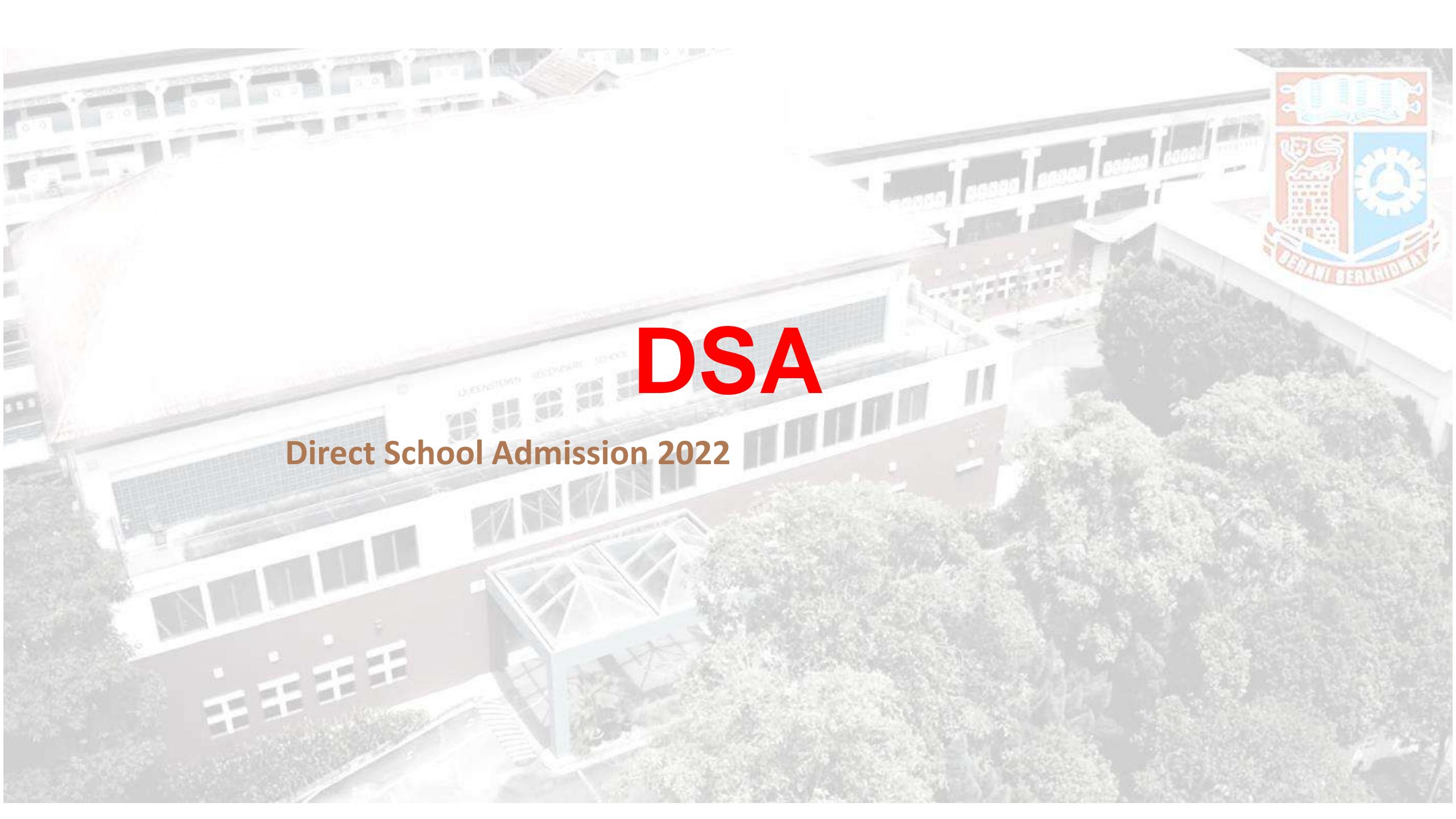
2. Direct School Admission (DSA – JC)

Time Frame: **June- July** every year

Requirement to qualify for DSA: **Sec 4 MYE L1R5 ≤ 20**

What you need to prepare for application:

- A) CCA records,
- B) School-Leaving testimonial to include relevant strengths/ talents.
- C) Successful applicants will be interviewed by the JC.



DSA

Direct School Admission 2022



Why do we have DSA-JC?

The DSA-JC is to provide students an opportunity to demonstrate a more diverse range of achievements and talents in seeking admission to a JC/Institution.

Target students: Sports and Performing Arts

Period of application: June to Aug 2022 (TBC)



How to apply?

Visit the participating DSA-JC school's websites to check their application dates, areas of focus, their selection criteria and selection processes.

Do visit their virtual open- house to learn more.



Read all of the application instructions thoroughly

Each JC is varied in their requirements

- Admission Criteria
- Selection Criteria
- Application Procedure
- Details of Auditions / Selection Trials
- Interviews



Prepare them accordingly



Difference between eligibility for JC and Poly

JC Eligibility

Aggregate Range for L1R5 ≤ 20

Poly Eligibility

Aggregate score for ELR2B2 ≤ 26

What is ELR2B2 ?

ELR2B2-A

ELR2B2-B

ELR2B2-C

ELR2B2-D

Aggregate Type	ELR2B2 : For Polytechnic Courses			
	ELR2B2 -A	ELR2B2-B	ELR2B2-C	ELR2B2-D
EL	Art/Art & Design Business Studies Combined Humanities Commerce Commercial Studies Economics Geography Higher Art Higher Music History Humanities (Social Studies, Literature in English) Humanities (Social Studies, Literature in Chinese) Humanities (Social Studies, Literature in Malay) Humanities (Social Studies, Literature in Tamil) Humanities (Social Studies, History) Humanities (Social Studies, Geography) Intro to Enterprise Development Literature in English Literature in Chinese Literature in Malay Literature in Tamil Media Studies (English) Media Studies (Chinese) Music	English		
1st Group of Relevant Subjects			Elementary Mathematics Additional Mathematics	
R2	Additional Mathematics Art/Art & Design Business Studies Chinese Combined Humanities Commerce Commercial Studies Creative 3D Animation Design & Technology Design Studies Economics Elementary Mathematics Food & Nutrition Geography Higher Art Higher Chinese Higher Malay Higher Music Higher Tamil History Humanities (Social Studies, Literature in English) Humanities (Social Studies, Literature in Chinese) Humanities (Social Studies, Literature in Malay) Humanities (Social Studies, Literature in Tamil) Humanities (Social Studies, Literature in Tamil) Humanities (Social Studies, History) Humanities (Social Studies, Geography) Intro to Enterprise Development Literature in English Literature in Chinese Literature in Malay Literature in Tamil Malay Media Studies (English) Media Studies (Chinese) Music Principles of Accounts Tamil	Art / Art & Design Business Studies Combined Humanities Commerce Commercial Studies Economics Geography Higher Art Higher Music History Humanities (Social Studies, Literature in English) Humanities (Social Studies, Literature in Chinese) Humanities (Social Studies, Literature in Malay) Humanities (Social Studies, Literature in Tamil) Humanities (Social Studies, History) Intro to Enterprise Development Literature in English Literature in Chinese Literature in Malay Literature in Tamil Media Studies (English) Media Studies (Chinese) Music Principles of Accounts	AddP Combined Science Additional Science Biology Biotechnology Chemistry Combined Science Computing / Computer Studies Creative 3D Animation Design & Technology Food & Nutrition Electronics / Fundamentals of Electronics General Science Human & Social Biology Integrated Science Physics / Engineering Science Science (Chem, Bio) Science (Phy, Bio) Science (Phy, Chem) / Physical Science Science (Phy, Chem, Bio)	AddP Combined Science Additional Science Art / Art & Design Biology Biotechnology Chemistry Combined Science Computing / Computer Studies Creative 3D Animation Design & Technology Design Studies Food & Nutrition Electronics / Fundamentals of Electronics General Science Higher Art Human & Social Biology Integrated Science Media Studies (English) Media Studies (Chinese) Physics / Engineering Science Science (Chem, Bio) Science (Phy, Bio) Science (Phy, Chem) / Physical Science Science (Phy, Chem, Bio)
B2		Best 2 other subjects excluding CCA.		



4 Broad Categories

A

ARTS & HUMANITIES

EG: ADVERTISING & PUBLIC RELATIONS,
PSYCHOLOGY STUDIES

B

BUSINESS

EG: ACCOUNTANCY, BUSINESS STUDIES

C

SCIENCE & TECHNOLOGY

EG: BIOMEDICAL SCIENCE, ELECTRICAL
ENGINEERING

D

DESIGN

EG: ANIMATION & 3D ARTS, PRODUCT
DESIGN & INNOVATION



How can I get into a Poly/LaSalle/NAFA?

2 possible ways



Using O-Level results
– Joint Admissions
Exercise
(**JAE**)



Early Admission
Exercise (**EAE**)



Entry into Poly/LaSalle/NAFA

Using GCE O-Level results –
Joint Admissions Exercise (**JAE**)

ELR2B2 is used for admissions into the Polytechnics.

- English Language
- 2 RELEVANT subjects** for the course applied for
- 2 other best subjects**

Students must also qualify for the minimum entry requirements for the course they want to pursue



Early Admision Exercise (EAE)

Who should apply for EAE?

- Students who are interested in a specific course in Polytechnic
- Have the aptitude for applied learning

Advantages of EAE:

- Confirm their places in polytechnic courses prior to sitting for their GCE 'O' level examination. (**No changing of selected course after release of GCE 'O' level results.**)
- Students accepted to polytechnics through the EAE can also benefit from special preparatory programmes in the polytechnics, before the start of the formal polytechnic calendar.



Early Admission Exercise

- 600 characters write up + 1000 characters write up on talents & CCA
- 3 choices (in order of preference)
Focus on
 - a) course specific interest and aptitude
 - b) include other talents and achievements
(e.g. sports leadership, community service etc)



Early Admission Exercise

- Shortlisting for Evaluation
- Evaluation is based on
 - a) Interview
 - b) Portfolio
 - c) Aptitude test or Aptitude based activities
- Place is only secured if student passes interview & L1R4 ≤ 26 points for GCE “O” Level result



Polytechnic vs Junior College

Polytechnic	Junior College
<ul style="list-style-type: none">• 25-30 Bite-sized modules• Cumulative GPA• Spread out learning• Career Ready	<ul style="list-style-type: none">• 7 Subjects• 1 Major Exam• Academic Driven



How to make the choice...

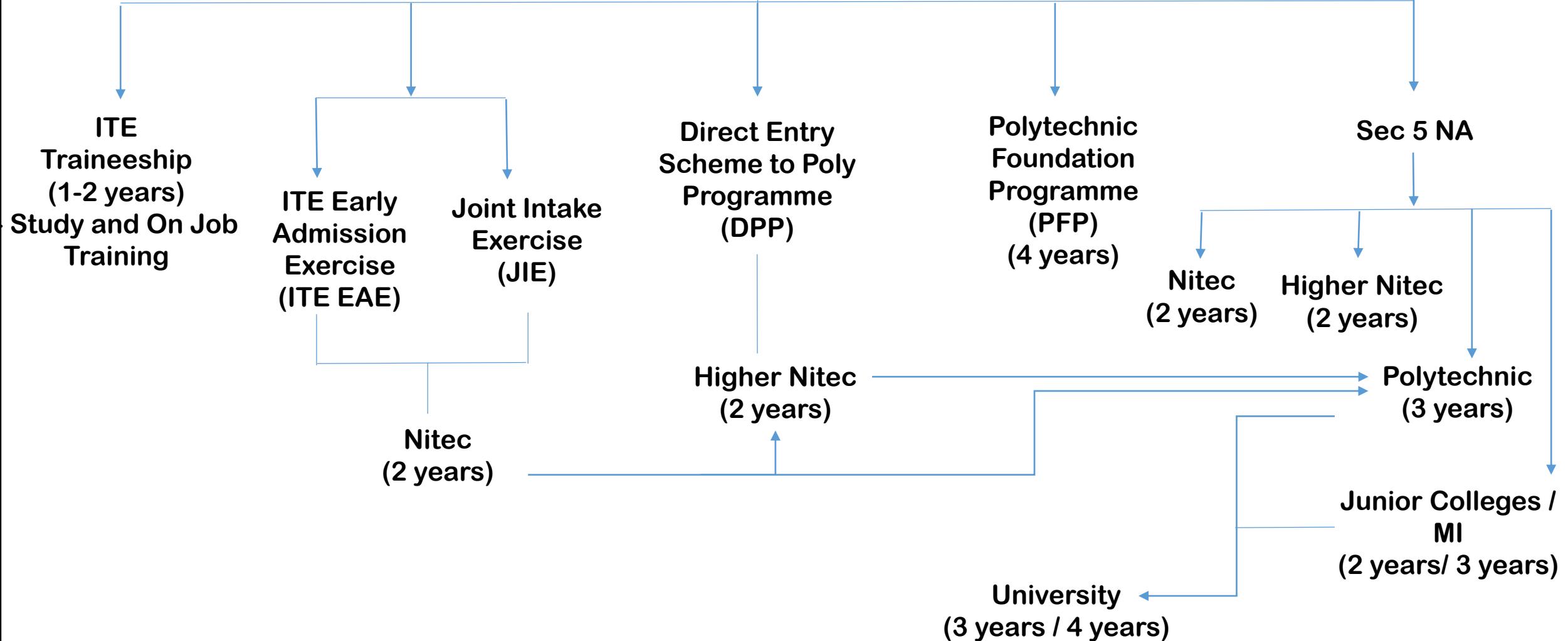
Consider

- Own strength (RIASEC survey on skillsfuture portal)
- Personal learning preferences
- Long term career goals
- Seeking advice from others such as parents / teachers / counsellors



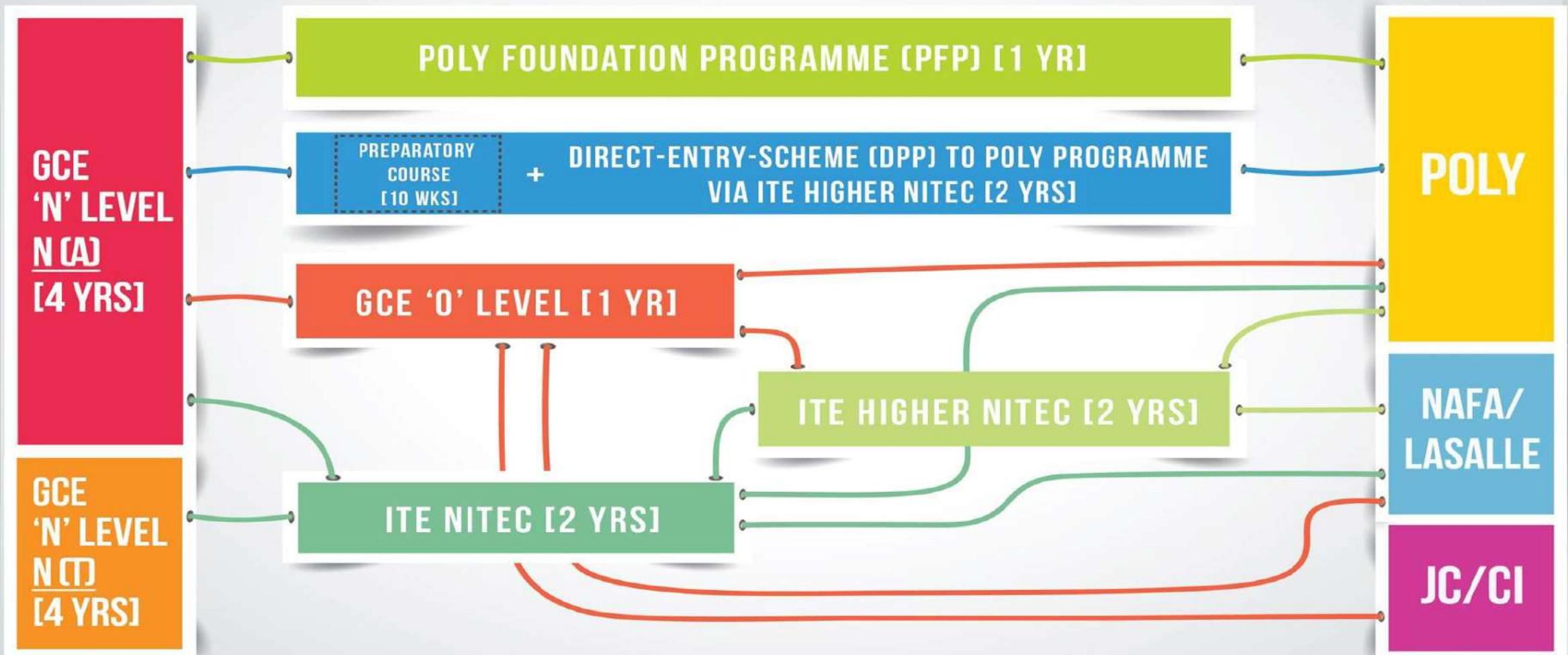
NA Course

N Level





MULTIPLE PATHWAYS FOR N(A) AND N(T) STUDENTS



For more information on the DPP and the PFP, please visit these websites:

- Direct-Entry-Scheme to Poly Programme (DPP)
www.ite.edu.sg/wps/portal/definitely-des
- Poly Foundation Programme (PFP)
www.polytechnic.edu.sg/pfp





Using N(A) level results- Polytechnic Foundation Programme (PFP)

Who will be qualified to apply PFP:

Students who are amongst the **top 10% of the Sec 4NA cohort** and who wish to enter Polytechnic

Pre-requisites: ELMAB3 ≤ 12 (excluding CCA bonus points), EL and MA ≤ B3

Application:

Eligible N(A) students will be invited to apply for the Polytechnic Diploma courses of their choice after the release of the 'O'-Level results

Poly Foundation Program (PFP)

- i. ELMAB3 (English, Mathematics, Best 3 Subjects) raw aggregate score of 12 points or better (excluding CCA bonus points) at the GCE 'N' Level examination; and
- ii. the following subject-specific requirements:

For Courses featured in Group 1	Minimum Required Grades
English Language Syllabus A	3
Mathematics Syllabus A / Additional Mathematics	3
One of the following relevant subjects: - Design and Technology - Food and Nutrition - Science (Chemistry, Biology) - Science (Physics, Biology) - Science (Physics, Chemistry)	3
Any two other subjects excluding CCA	3

For Courses featured in Group 2	Minimum Required Grades
English Language Syllabus A	2
Mathematics Syllabus A / Additional Mathematics	3
One of the following relevant subjects: - Art - Literature in English - History - Combined Humanities - Geography - Principles of Accounts	3
Any two other subjects excluding CCA	3



Institute of Technical Education (ITE)

ELMAB3 ≤ 19

ITE Direct-Entry-Scheme to Polytechnic Programme (DPP)

- Secondary 4 NA students who do well in their GCE ‘N’ Level examination can apply for admission to **Higher Nitec courses under (DPP)**. Students under the DPP can also be assured of a place in a relevant polytechnic diploma course if they meet the qualifying Grade Point Average (GPA) requirements upon graduation from ITE.



ITE DPP Scheme

Requirement:

ELMAB3 (English, Math, Best 3 Subjects) raw aggregate score of 19 points or less (excluding CCA bonus points)

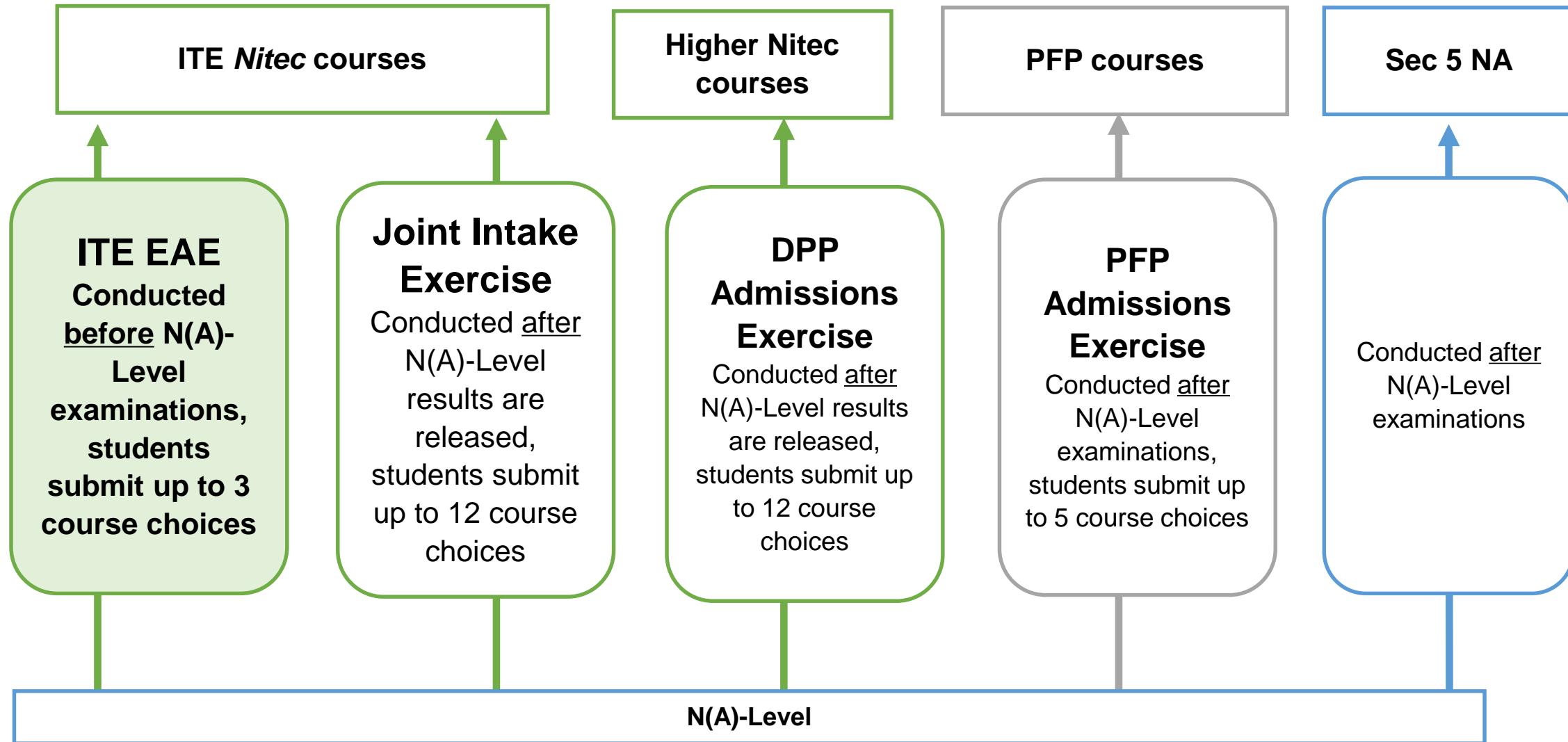
Applied Sciences, Engineering and Info-Communications Technology Higher Nitec DPP Courses	Minimum Required Grades
English Language Syllabus A	4
Mathematics (Syllabus A / Additional)	4
Any three other subjects excluding CCA	5

Business & Services Higher Nitec DPP Courses	Minimum Required Grades
English Language Syllabus A	3
Mathematics (Syllabus A / Additional)	4
Any three other subjects excluding CCA	5

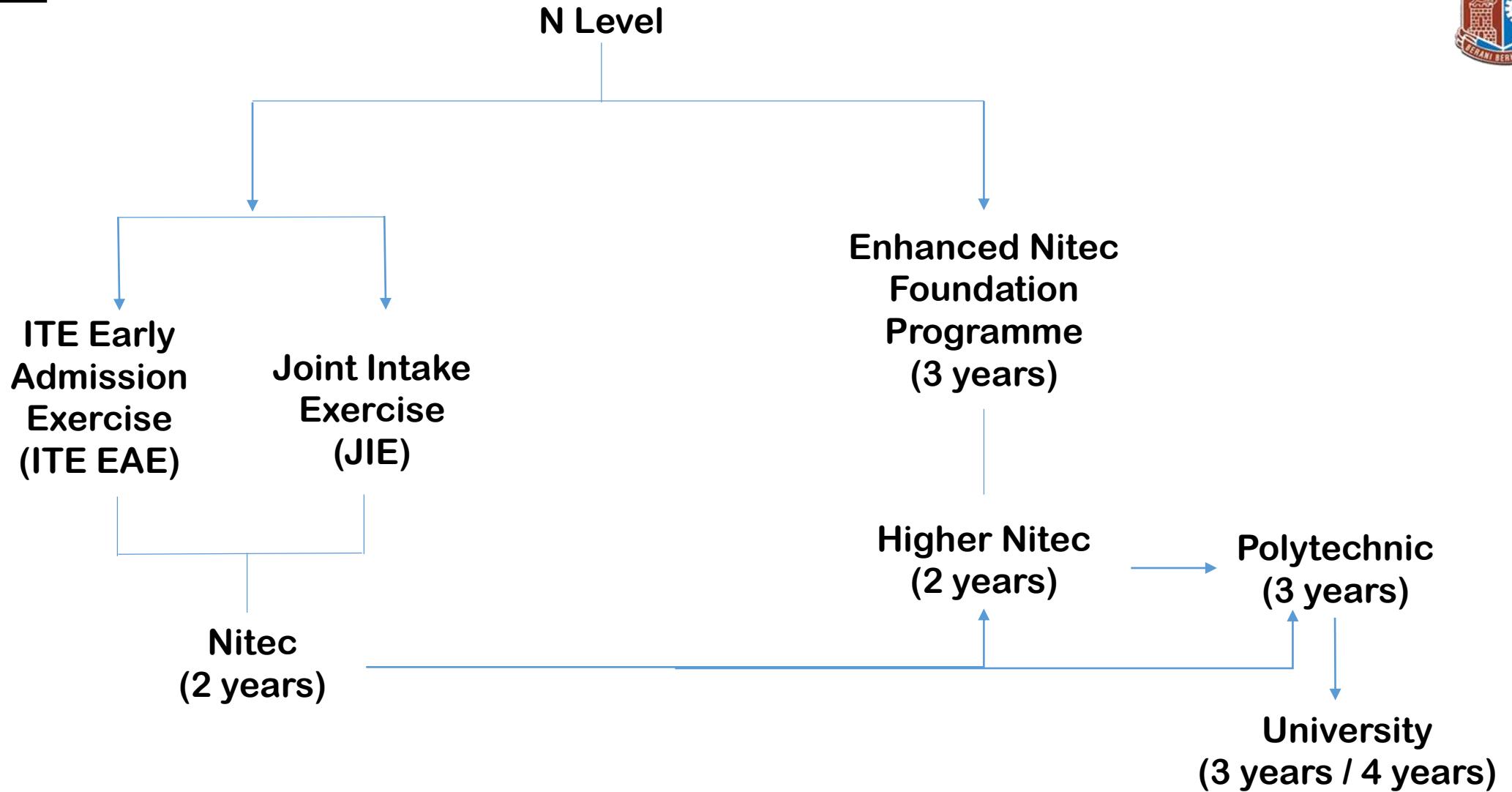
Once you have completed the Higher Nitec course, you would be assured of a place in a Polytechnic Diploma course if you meet the **Qualifying Grade Point Average (GPA)** for DPP students.



Post-Sec Pathways for N(A)-Level Students

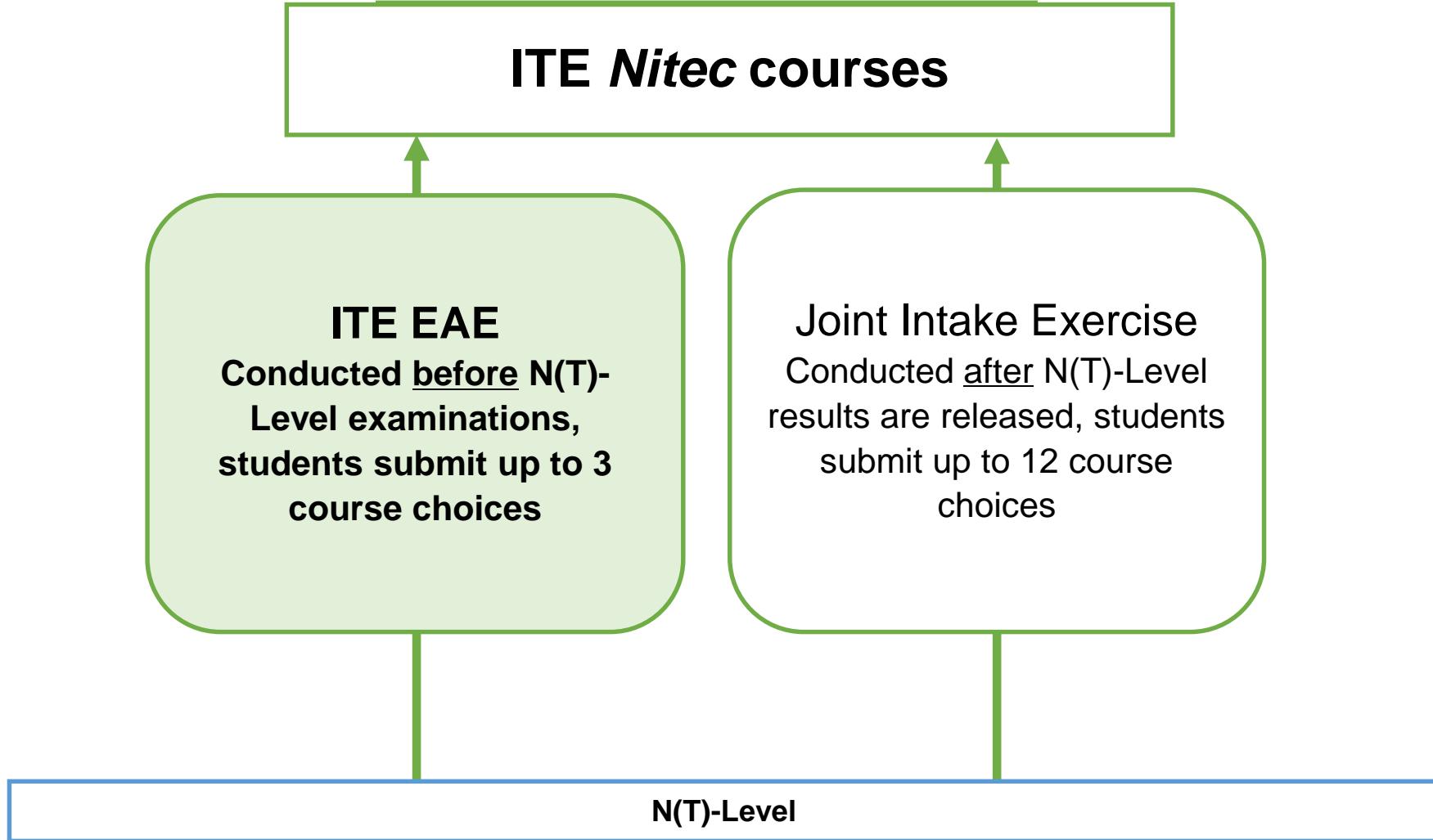


NT Course





Post-Sec Pathways for N(T)-Level Students





Early Admision Exercise (EAE)

Who should apply for EAE?

- Students who are interested in a specific course in ITE
- Have the aptitude for applied learning

Advantages of EAE:

- Confirm their places in ITE courses prior to sitting for their GCE 'N' level examination. (**No changing of selected course after release of GCE 'N' level results.**)



Early Admission Exercise

- 100 words write up on interest, talents & CCA
- 3 choices (in order of preference)
Focus on
 - a) course specific interest and aptitude
 - b) include other talents and achievements
(e.g. sports leadership, community service etc)



Early Admission Exercise

- Shortlisting for Evaluation
- Evaluation is based on
 - a) Interview
 - b) Portfolio
 - c) Aptitude test or Aptitude based activities
- Place is only secured if student passes interview & meets the Minimum Entry Requirement for the course after GCE “N” Level result