Swiss Cottage Secondary School
2026 Secondary 1 Meet-the-Parents

Principal's Address

Nurturing Tomorrow's Thoughtful Leaders

Join at
slido.com
#2502 748

Hello parents and family members!

Welcome to our Home of Thoughtful Leaders.

A journey through time…

Gaming

Then:

Patten recognition
Muscle memory
Quick reflexes

Now:

Collaboration
Critical thinking
Adaptability
Leadership

School Leaders

Mr Tan Boon Piang
Vice-Principal (Edu)

Mdm Mandy Cheng
Principal

Mr Lek Chun Guan
Vice-Principal (Admin)

You can contact us via our hotline at 6563 7173
or online at ask.gov.sg/scss/

Year Heads

Mr Timothy Tan
Sec 1 YH

Mr Christopher Lim
Sec 2 YH

Mdm Siti Aishah Kamsani
Sec 3 YH

Ms Annie Tan
Sec 4&5 YH

Student Discipline & Well-Being

Mr Alex Chew
SH/ Student Management

Mr Elijah Chai
HOD/ Student Management

Mr Eric Lee
SH/ Student Well-Being (Int)
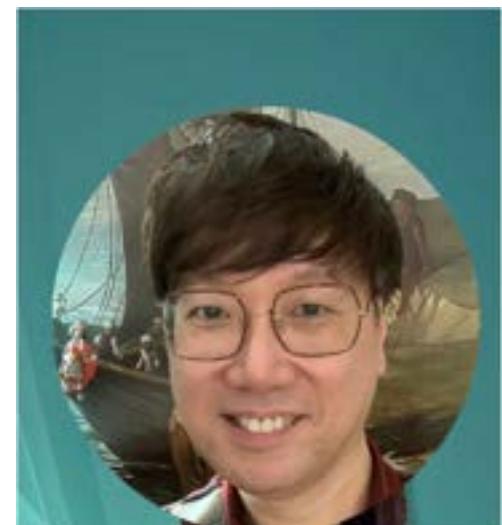
Heads of Department

Mdm June Lim
HOD/English Lang

Ms Ng PK
HOD/Math (Int)

Mr Goh WB
HOD/Science

Mr Raymond Yeo
HOD/Mother Tongue Lang

Ms Wang JY
HOD/Humanities

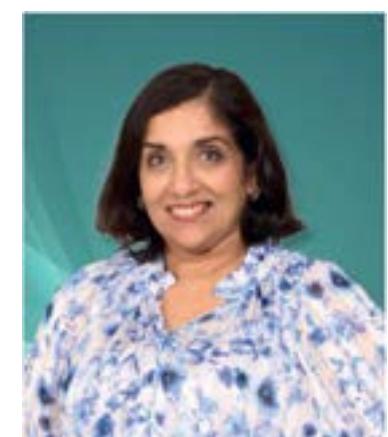# Heads of Department

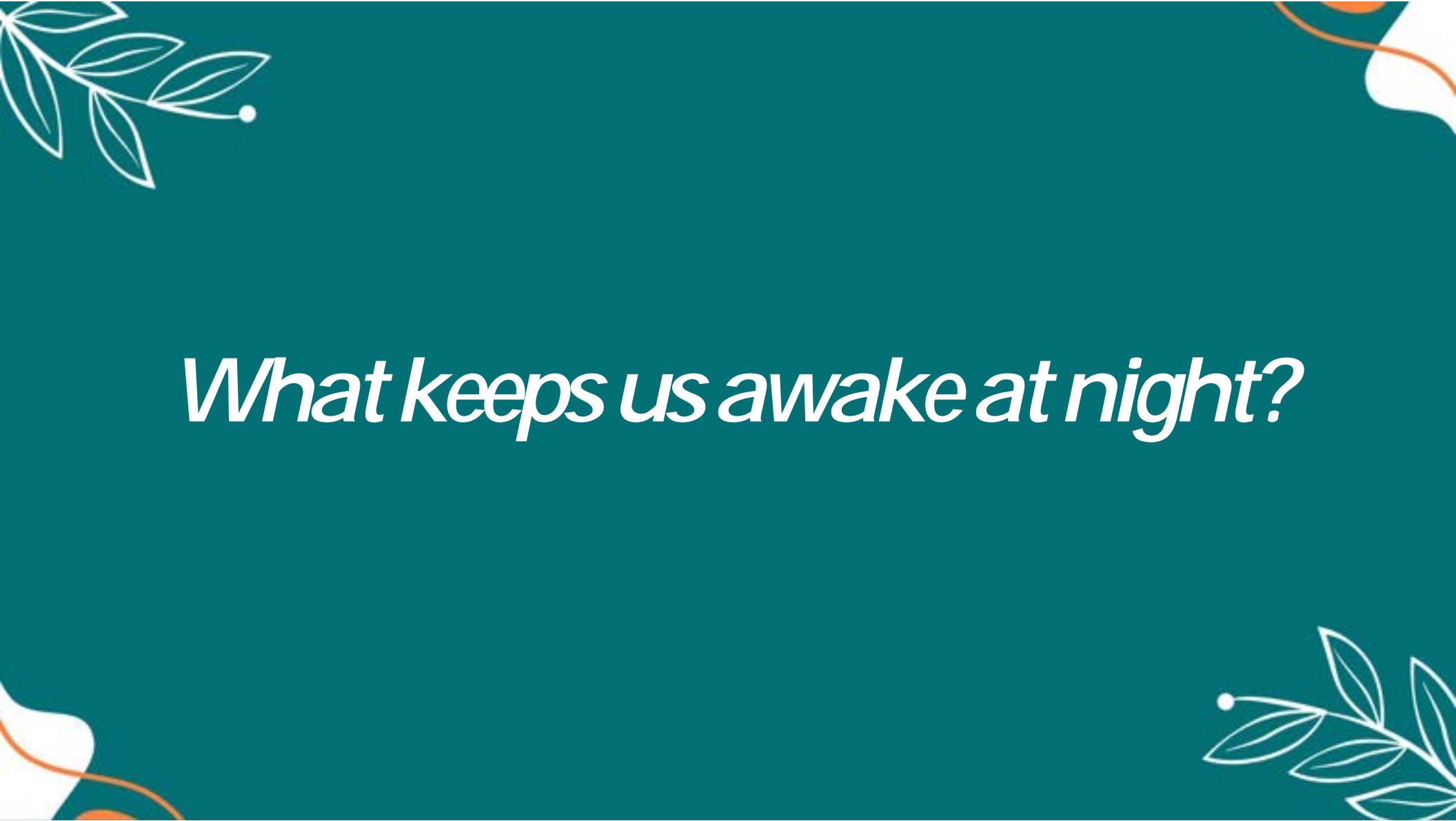Mdm Ong CC
HOD/C&T

Mr Toh CK
HOD/PE&CCA

Mdm Chok SY
HOD/CCE

Mr Terence
Wong
HOD/Tech for
Learning

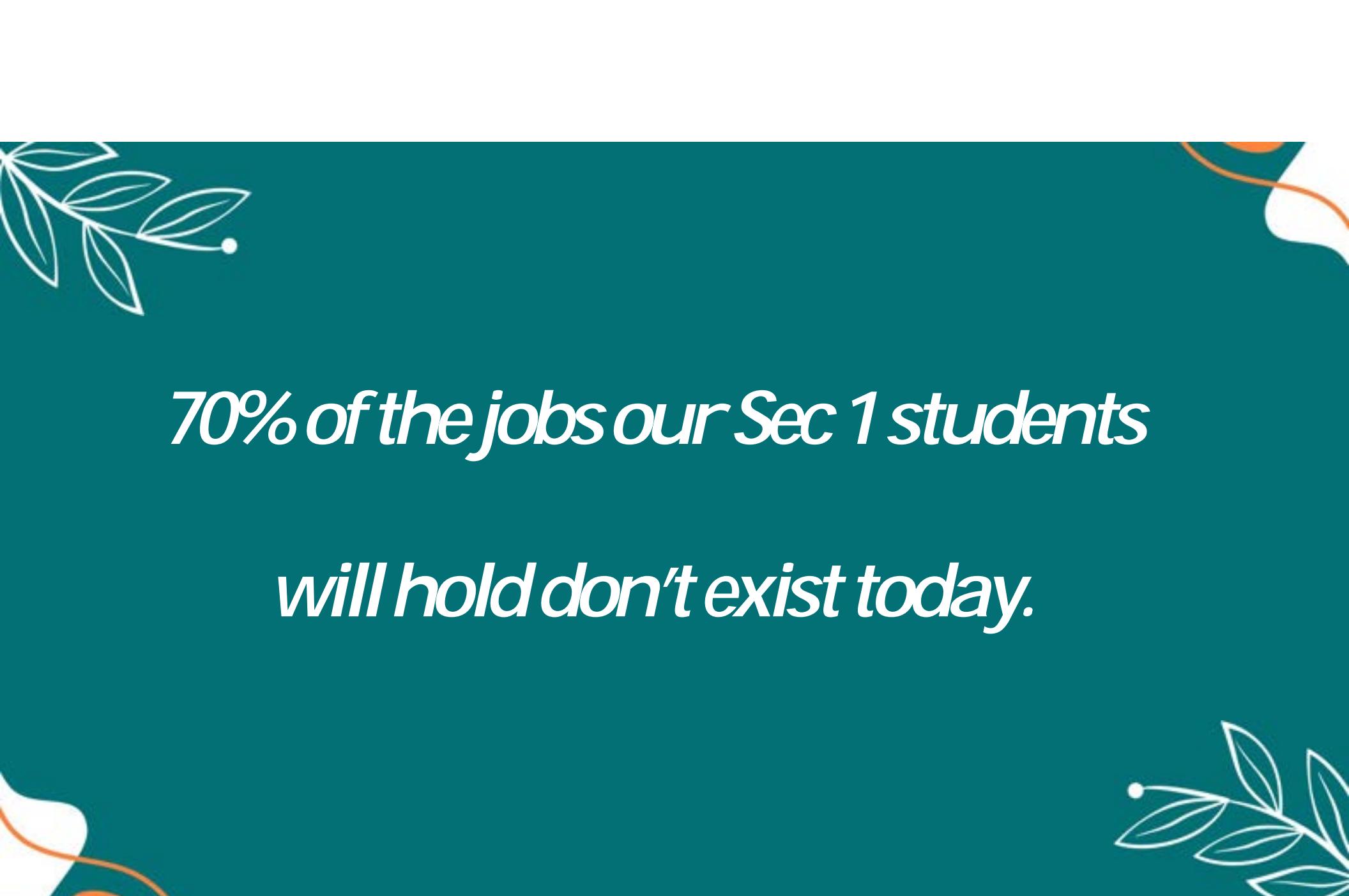Mdm Mini
Sathiya
Sch Staff
Developer

What keeps us awake at night?

70% of the jobs our Sec 1 students

will hold don't exist today.

~~Learn, work, retire~~

Lifelong Learning

Adaptation

Courage to Lead in Uncertainty

The Swiss Learning Experience

Thoughtful Leadership

We nurture students to become Reflective Thinkers and Caring Citizens who Lead to Serve the Nation and the World.

The Swiss Learning Experience

Holistic Education beyond academics

Self-Directed Learning

Swiss is a school that is very unique.

Its excellence derived from key foundations of holistic student development and a progressive mindset towards a rigorous future-ready curriculum.

MY ROLE MODEL

Secondary 1	Secondary 2	Secondary 3	Secondary 4/5

Applied Science in Sustainable Development Programme
Thoughtful Leadership Programme
Overseas Horizons Trips
Student-Initiated Learning and Self-Directed Learning

Home of Thoughtful Leaders
Serve with Honour, Lead with Humility
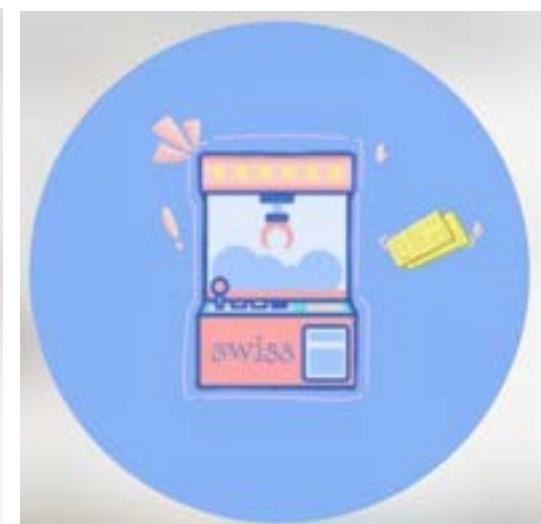
The Swiss Learning Experience

- Holistic Education beyond academics

- Self-Directed Learning

- Personalised Pathways

Swiss is a school that is very unique.

Its excellence derived from key foundations of <u>holistic student development</u> and a <u>progressive mindset</u> towards a rigorous future-ready curriculum.

MY ROLE MODEL
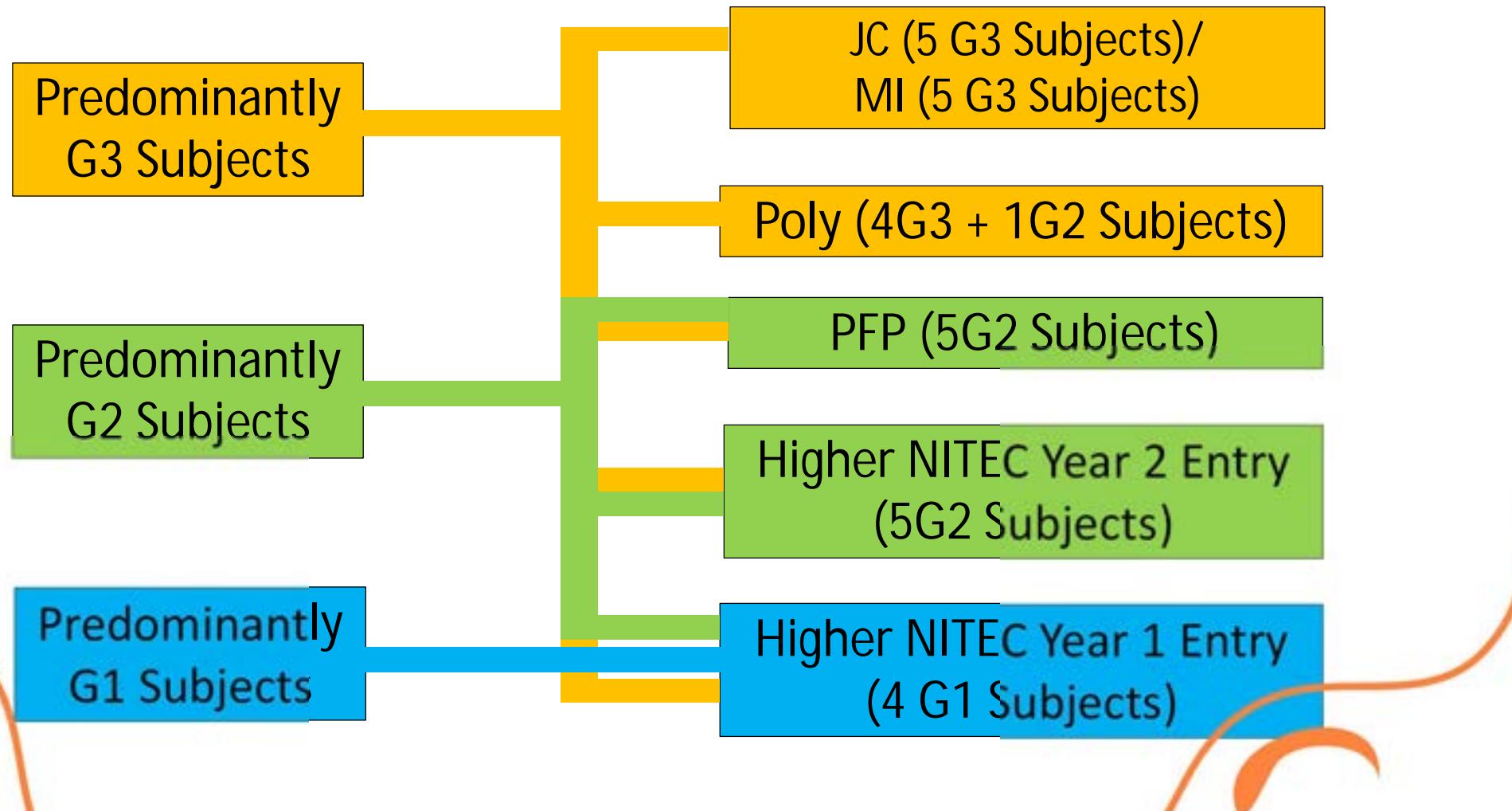
Academic Learning Under Full Subject Based Banding

- At the start, students generally take the subjects aligned to their posting group with some taking certain subjects at More Demanding Level (MDL).

- Subsequently, students will be given the option to take other subjects at MDL at the following milestones if they achieve 75% or above for the subject.

Sec 1 Mid-Year	Sec 1 End-of-Year	Sec 2 End-of-Year (for S3 subject combination)
Only English, Math, Science, Mother Tongue	All subjects	All subjects*

* Subject to availability of school's resources

Post-secondary Pathways (minimum subjects)

Predominantly G3 Subjects	→	JC (5 G3 Subjects)/ MI (5 G3 Subjects)
		Poly (4G3 + 1G2 Subjects)
Predominantly G2 Subjects	→	PFP (5G2 Subjects)
		Higher NITEC Year 2 Entry (5G2 Subjects)
Predominantly G1 Subjects	→	Higher NITEC Year 1 Entry (4 G1 Subjects)

5th Year Option

- The option of a fifth year in secondary school will continue to be available for eligible students, after they have sat for the Secondary Education Certificate (SEC) examinations at the end of Secondary 4, to pace their learning and take subjects at a more demanding level to access more post-secondary pathways.

The Swiss Learning Experience

- ✓ Holistic Education beyond academics

- ✓ Self-Directed Learning

- ✓ Personalised Pathways

- ✓ Student Voice & Agency

- ✓ Inclusive & Progressive Environment

Swiss is a school that is very unique. Its excellence derived from key foundations of <u>holistic student development</u> and a <u>progressive mindset</u> towards a rigorous future-ready curriculum.
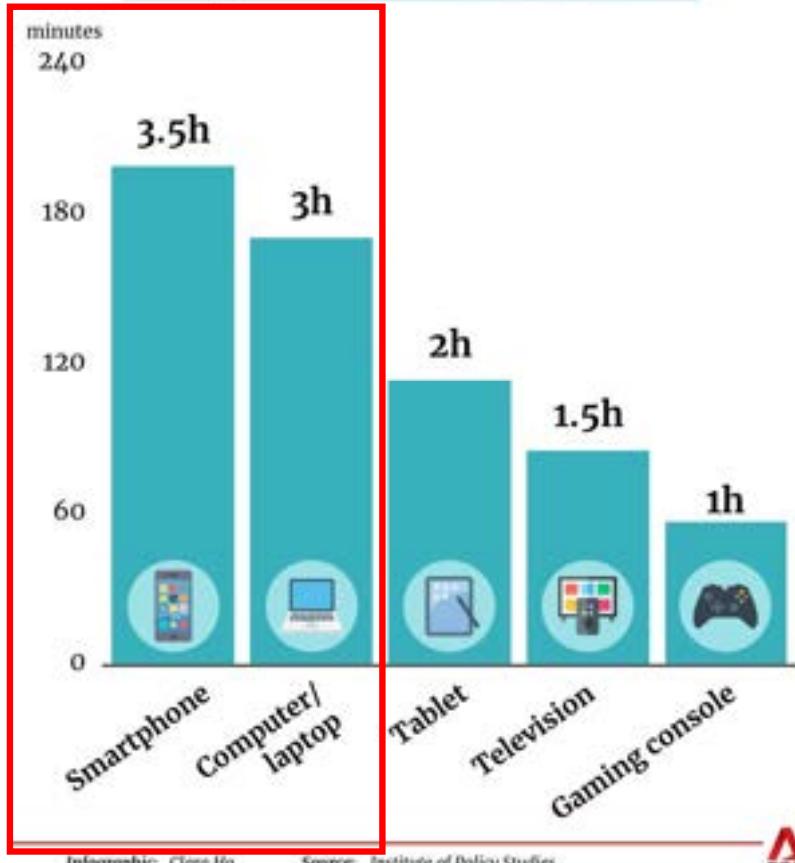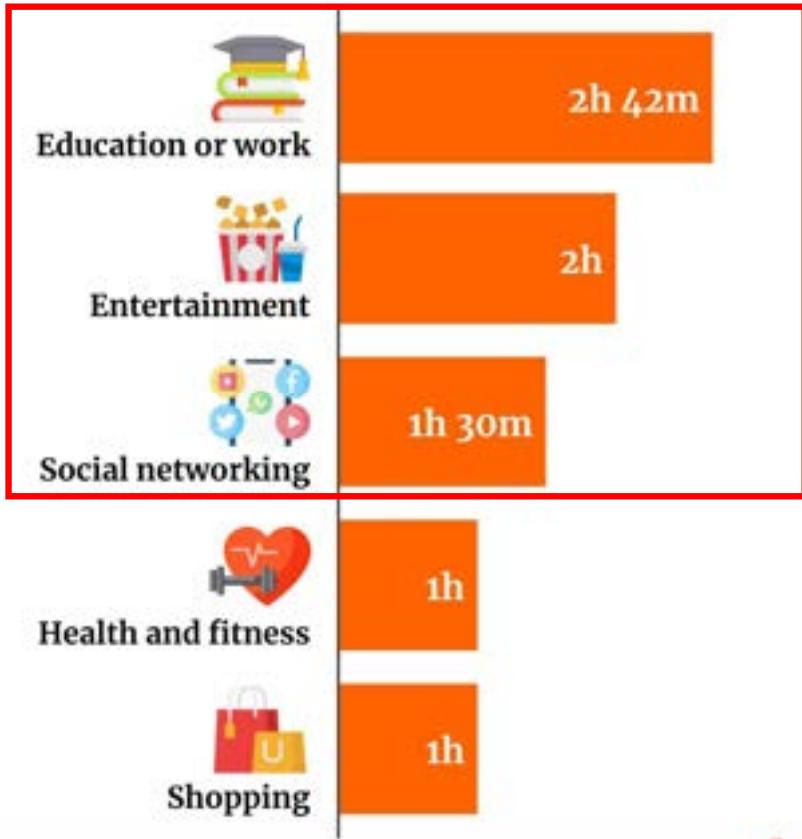
MY ROLE MODEL

The Challenge

1. The Device Dilemma…

Devices teens use on a typical day

Average total time: **8 hours and 21 minutes**

minutes

- Smartphone: 3.5h
- Computer/laptop: 3h
- Tablet: 2h
- Television: 1.5h
- Gaming console: 1h

Infographic: Clara Ho   Source: Institute of Policy Studies   cna

What teens are using their screens for on a typical day

- Education or work: 2h 42m
- Entertainment: 2h
- Social networking: 1h 30m
- Health and fitness: 1h
- Shopping: 1h

Infographic: Clara Ho   Source: Institute of Policy Studies   cna
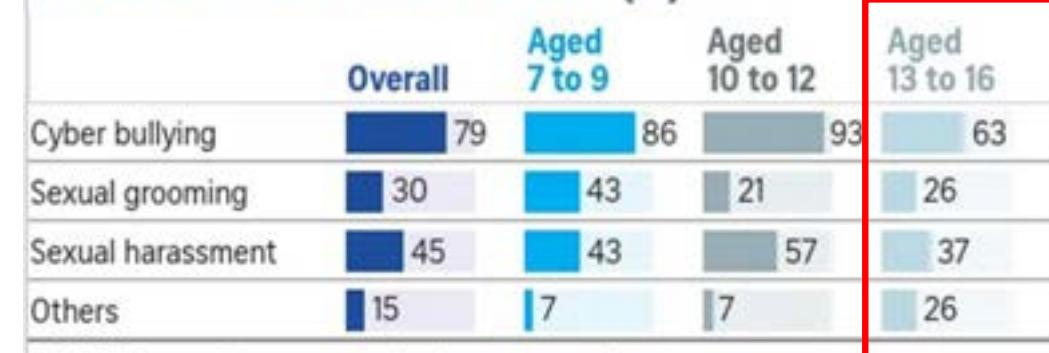
Source: Channel News Asia and IPS Study (4 Feb 2025)

TYPES OF ONLINE HARASSMENT (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Cyber bullying	79	86	93	63
Sexual grooming	30	43	21	26
Sexual harassment	45	43	57	37
Others	15	7	7	26

NOTE: This question was posed only to parents who reported that their children had faced online harassment. The poll is subject to a margin of error that is comparable with other research surveys.

Source: MILIEU INSIG
STRAITS TIMES GRAPHICS

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

Current Reality
Types and frequency of harmful content our children are exposed to

48% of parents surveyed were able to give an accurate estimate of the amount of time their child spent on gaming

31% of parents were fully aware of who their child gamed with

25% of parents were not at all aware of who their child gamed with

Source: MDDI Survey (Feb 2024)

32

Our Approach

- **Personalised Digital Learning Programme (PDLP)**

    - We are rolling out device use gradually, teaching responsible use alongside digital skills through our cyberwellness programme.

    - Home-Based Learning (Hybrid: F2F for first 3 HBLs, thereafter synchronous and asynchronous)

- **School's Mobile Device Policy**

    Not allowed to be used in school during school hours (7.30am – 6.30pm). Mobile phones and smart watches must be switched off and stored away in their personal locker or kept in their school bag.

The Challenge

2. Building Positive Relationships…

Building Positive Relationships

- Premised on school values of honour and humility. Students learn to **treat each other with respect and learn from mistakes**.

- Understanding the foundations of positive relationships mitigates against downstream issues such as hurtful behaviour and bullying.

  Egs: name-calling, making fun of appearances, deliberate exclusion, spreading rumors, damaging property.

Our Anti-Bullying Approach

- **Whole-school curriculum** via CCE lessons, cohort talks, values-based learning experiences such as VIA.

- **Peer support structures**, student leaders' positive initiatives and influences.

- **Student Development Team support** e.g. multiple channels for reporting to trusted adults, counselling, reconciliation.

- **Clear disciplinary rules and interventions** to support victims, mete out appropriate consequences and guidance for bully, work with parents.

Parents,

you are our partners in education!

Your role as a parent is evolving,

just as our world is.

Shifting Role as a Parent

From Leader, to Mentor, to Adviser

How can I Support my Child?

Go B.I.G! - Balanced, Intentional, Growth

- Have you set limits on screen time for the family?

- Work with your child to reach a mutual agreement on screen time limits and guide them to solutions for their problems.

- With teenagers, it is important to have open dialogue even when conversations are difficult. Listen to their perspectives, and model respectful disagreement when views differ.

Ministry of Health Guidelines for 7-12 year olds: Restrict sedentary screentime to **no more than 2 hours a day.**

Sedentary screen time refers to use of online devices whilst being physically inactive (i.e. sitting or lying down) .

How can I Support my Child?

- **Self-Directed Learning**

    - Make use of the student guidebook calendar function to track schoolwork and schedules

    - Help them transit to new routines for learning gradually

    - Encourage your child to consult teacher independently

- **Celebrate effort (positive behaviours) and progress, not just academic grades.**

Link for Q&A

Join at
slido.com
#2502 748

Thank You

2026 Sec 1 Level SDT Team

Mr. Tan Han Chong Timothy
Sec 1 Year Head

Mr Chew Kok Chung Alex
*SH/ Student Management
Sec 1 Level Discipline Master*

Ms. Sharlene Tan Lee Woon
*Special Education Needs
Officer (SENO)*

Ms Phang Jia Wen
Senior School Counsellor

Mr Low Jeng Wye
*Education & Career Guidance
Counsellor*

Mr Yeo Cher How
*Adjunct
Senior School Counsellor*

Ms Chen Zixin Pearly
*Special Education Needs
officer (SENO)*

Join at
slido.com
#2502 748

A warm welcome to Swiss Cottage!

As your child/ward **STEPS IN The Home of Thoughtful Leaders**,

He/She will be embarking on the **Swiss Experience** as part of the Swiss family!

The Swiss Experience

Join at
slido.com
#2502 748

STARS

STA RTING RIGHT @ SWISS

Towards building a Sense of Belonging @ Swiss

STARS

STA RTING RIGHT @ SWISS

To build a Sense of Belonging @ Swiss...

#1: R Building positive

#2: Being a RESPONSIBLE Thoughtful Leader

#3: Observing school ROUTINES

RELATIONSHIPS

Join at
slido.com
#2502 748

STA RTING **R**IGHT @ **S**WISS

Building positive RELATIONSHIPS

Honouring Others:

1. I am able to *keep to my word.*
2. I am *respectful in my interactions* with others (both online & offline).
3. I am able *extend help* to those in need.
4. I *strive to be fair* to everyone.

Join at
slido.com
#2502 748

STA RTING RIGHT @ SWISS

Appreciating Others:

1. I am able to *respect the views of others.*
2. I am *open to ideas* and suggestions.
3. I am *considerate and patient in my interactions* with others.
4. I am able can *show gratitude* to those around me.

Join at
slido.com
#2502 748

STARS
STARTING RIGHT @ SWISS
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Building positive RELATIONSHIPS

HONOURING OTHERS*

I treat those around me with respect.

- ⭐ I keep to my word/do as I have promised.
- ⭐ I am respectful in my interactions with others.
- ⭐ I extend my help to those who need it.
- ⭐ I am fair in my judgment of others.

*Ref: Character Excellence Learning Dispositions

SECONDARY ONE
LEVEL OUTCOME
Towards Building
a Sense of Belonging @ Swiss

60

STARS
STARTING RIGHT @ SWISS
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Building positive RELATIONSHIPS

APPRECIATING OTHERS*

I take into account the needs and challenges of others.

- ⭐ I am respectful towards the views of others.
- ⭐ I am open to the ideas & suggestions of others.
- ⭐ I am considerate & patient in my interactions with others.
- ⭐ I show gratitude to others for their efforts.

*Ref: Character Excellence Learning Dispositions

SECONDARY ONE
LEVEL OUTCOME
Towards Building
a Sense of Belonging @ Swiss

60

STARS
STARTING RIGHT @ SWISS
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Building positive RELATIONSHIPS

COLLABORATIVE LEADERSHIP

I work confidently with others by leading them towards achieving desired outcome.

- ⭐ I collaborate with others to work towards positive outcomes.
- ⭐ I gather varied perspectives before coming to a decision.
- ⭐ I respect the opinions & contributions of others.
- ⭐ I listen accurately & observe for non-verbal cues.
- ⭐ I assist my peers when necessary to help them to grow.

*Ref: Leadership Excellence Learning Dispositions

SECONDARY ONE
LEVEL OUTCOME
Towards Building
a Sense of Belonging @ Swiss

60

Join at
slido.com
#2502 748

SELF LEADERSHIP

#2:

Being a

R ESPONSIBLE

Thoughtful

Leader

STARS
STARTING RIGHT @ SWISS
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Being a RESPONSIBLE Thoughtful Leader

I uphold the Swiss R.U.L.E.S

R espect the right of others to to learn & teach.

Be **R** esponsible for our school property, the property of others & the use of electronic devices.

Wear my **U** niform smartly & keep a neat & tidy hairstyle.

Take my **L** earning seriously by being punctual, having all my learning materials ready & submitting my assignments on time.

Be **E** nvironmentally friendly by keeping my school clean & conserving electricity always.

Act in a **S** afe manner by observing the boundaries of our interactions with others.

Secondary 1 Level Outcome
Building a Sense of Belonging @ Swiss
*Ref: Swiss Discipline & Recognition

STARS
STARTING RIGHT @ SWISS
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Being a RESPONSIBLE Thoughtful Leader through

SELF-DIRECTED LEARNING

I am motivated to take ownership of my own learning. by monitoring my own progress & ability to extend my learning in new contexts.

★ I set my own learning goals.

★ I find answers on my own &/or explore sources of help. (eg internet, friends, teachers)

★ I identify my mistakes & learning gaps & endeavour to correct them.

SELF-DIRECTED LEARNING PERIODS

* Stay in the Classroom
* Read, Revise, Reflect
* Prepare for next lesson
* Complete homework

Secondary 1 Level Outcome
Towards Building a Sense of Belonging @ Swiss
*Ref: Intellectual Excellence Learning Dispositions
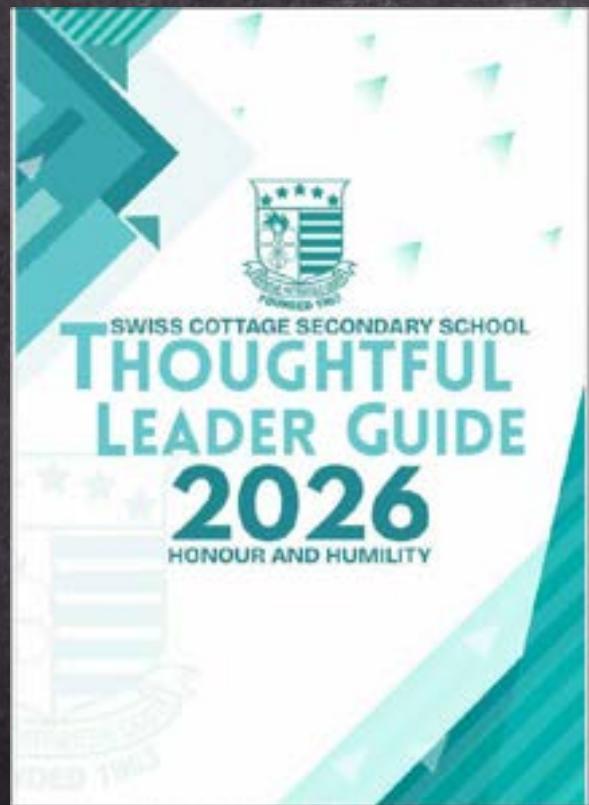
A Glimpse of the 2026 Swiss Student Guide

A Glimps

PARTNER WITH US!

Subject teachers will be **intentional** in getting students to jot down their learning, assignment deadlines and important dates.

We invite you to use the Student guidebook to engage your child in **meaningful** conversations about school.

To help build a habit, FTs will routinely check our students' guidebooks to see that their entries are regular and **purposeful**.

Learning to Take Ownership of Their Learning & Revision

Self-directed Learning Periods (SDL Periods)

Free periods where students should use to catch up with their revision and assignments.

Home Based Learning (HBL)

School curriculum hours carried out at home where students need to complete synchronous and asynchronous lessons and assignments.

Held on alternate Fridays.

To build the correct dispositions, the first 3 HBL sessions will be done in school, guided by teachers. (16 Jan, 30 Jan, 13 Feb)

Join at
slido.com
#2502 748

#3: Observing school ROUTINES

Self-Directed Learning Periods

Greetings before & after
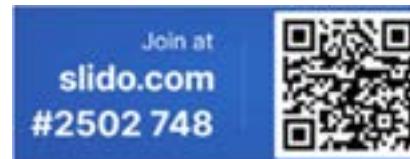
Responsible use of Personal Learning Device

Cleaning up venue after use

STARS

What ROUTINES should I know?

Attire & appearance

Books & Materials

Cleanliness

Device Ready

Focus Ready

Ecosystem Ready

Additional Areas of Support Students Can Get

- Sec 1 **Orientation Programme**, **CCA Orientation** & Trials

- Termly **class bonding sessions** (sports, board games, class breakfast etc)

- **Teacher Student Conferences (TSC)**
  - *1 to 1 session where students can discuss their concerns and seek advice*

- **SDT Team**: FTs, Year Head (Mr Tan), School Counsellor (Ms Phang), SENO (Ms Sharlene), ECG Counsellor (Mr Low)

- **D'Hangout @ Swiss** (After-School Engagement Centre)

- **Financial assistance:** FAS support for students

- **Academic assistance:**
  Booking consultation slots with subject teachers

Join at
slido.com
#2502 748

Some Upcoming Events For Semester 1

Date	Term/ Week	Event
2 Jan – 5 Jan	T1 W0 & W1	S1 Orientation
8 Jan	T1 W1	CCA Orientation
9 Jan	T1 W1	Campfire and MTP Session
16 Jan	T1 W2	1st Facilitated HBL Session (done in school)
27 Jan	T1 W4	S1 CCA Selection Exercise (Online)
30 Jan	T1 W4	2nd Facilitated HBL Session (done in school)
13 Feb	T1 W6	3rd Facilitated HBL Session (done in school)
19 Feb	T1 W7	Start of CCA
24 Mar	T2 W1	Term 2 Morning Class Bonding Session
20 Feb	T1 W7	Personal Learning Device (PLD) Rollout
25 May – 26 May	T2 W10	S1 Outdoor Adventure Learning Day Camp
3 Jul	T3 W1	Sem 1 Parent-Teacher Conference

……Thank you!

Join at
slido.com
#2502 748

The National Digital Literacy Programme (NDLP) and the PDLP

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.

OFFICIAL(OPEN)\NON-SENSITIVE

3. The 'Personalised Digital Learning Programme (PDLP)' is a term used **internally** within MOE to refer to the roll out of PLDs to all secondary schools. PDLP is thus one component of the overarching NDLP.

Intended Outcomes of the PDLP

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

OFFICIAL(OPEN)\NON-SENSITIVE

Support the Development of Digital Literacy

Support Self-Directed and Collaborative Learning

Enhance Teaching and Learning

Learning with a PLD
Swiss Cottage 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 Swiss Cottage Secondary School, your child/ward will be using the PLD for…

- Apps to support active learning in and outside the classroom
- Digital and online assignments (SLS, Google Classroom, etc)
- Executive functioning and productivity device, be it academic, CCA, VIA, etc
- Digital repository of learning resources (e-Filing of notes, assignments, etc)
- Note-taking/building using Good Notes 6
- Self-directed Learning and Collaborative Learning
- Interdisciplinary project-based learning e.g. research, digital creation
- Cyber wellness education
- Digital literacies and Technological Skills e.g. SLS modules
- Home-Based Learning (HBL)
- and so on

Join at
slido.com
#2502 748

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

MOE DMA Installation

- The MOE DMA solution for iPad, Jamf, 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.

OFFICIAL (OPEN) \ NON-SENSITIVE

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).[1]
- For Swiss Secondary 1 students in Semester 1, School Hours are defined to be from 6.30 am to 3.30 pm. The device will go into Sleep Mode after 3.30 pm by default.[2]
- The school will determine the applications and programs to be installed to support teaching and learning.

OFFICIAL(OPEN)\NON-SENSITIVE

[1] 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.

[2] 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

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
Default Setting (Note: This will apply if no alternative options are chosen)	**DMA settings can be modified by Parents/Guardians after school hours**	**DMA will be inactive after school hours[1]**
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.	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.	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.

[1] 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.

Signing up for After-School DMA Options

Parent Gateway message with regard to signing up will be sent at the end of Term 2.

• Instructions to signing up

• Details of the controls available for each option

• Sign-up deadline

73

Visit the PDLP@Swiss Cottage page at the school website for more information and resources for parents!

Have a conversation with your child/ward to talk about which setting is best for your child's/ward's learning.

Support for Parents/Guardians

Parents/guardians may wish to consider the following questions to decide the After-School DMA Parent Option that best suits your child/ward.

A. Child's/ward's current device usage habits
- How much time does my child/ward spend on their device?
- How well is my child/ward able to regulate their device usage on their own?
- Does my child/ward get easily distracted while doing online learning?

B. Parents'/Guardians' involvement
- How confident and familiar am I with managing my child's/ward's cyber wellness?
- Are there existing routines and open conversations on the use of the Internet at home?
- Am I aware of how to prevent different types of cyber threats that my child/ward might face?

Join at

slido.com

#2502 748

Device and Funding Information

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.

OFFICIAL(OPEN)\NON-SENSITIVE

- 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

Students eligible for subsidy	Income criteria	How to Apply for Subsidy
Students under MOE FAS	Gross Household Income ("GHI") is $4,000 or less, or Per Capita Income ("PCI")* is $1,000 or less	No action required. Automatically subsidised for the PLD.
Students under School-based FAS	GHI is $5,500 or less, or PCI is $1,375 or less	Approach the school's General Office to apply for a subsidy if you are not on School-based FAS.
Students who are currently not under the MOE FAS or School-based FAS	GHI is $5,500 or less, or PCI is $1,375 or less	Approach the school's General Office to apply for a subsidy.

Funding Support for Singapore Citizen (SC) Students

- Subsidies will not be provided for SC students whose family's monthly:
  - Gross Household Income (GHI) is above $5,500 or
  - Per Capita Income (PCI)[#] is above $1,375.
- Parents/Guardians can use their child's/ward's Edusave or cash to defray the device bundle cost.
- Parents/Guardians who have already consented to use Edusave to pay for the bundle are strongly encouraged not to switch to using cash.

OFFICIAL(OPEN)\NON-SENSITIVE

[#]PCI is Gross Household Income divided by the number of household members.

Insurance Coverage

The package (4-year warranty and insurance) includes:

Insurance Coverage	Claimable
• Fire • Lightning • Power Surges • Accidental e.g. water spillage, drop etc • Theft due to forcible entry • Robbery * Accidental loss will not be covered by insurance.	*2 repairs or 1 replacement claim (4-year insurance)

OFFICIAL(OPEN)\NON-SENSITIVE

DEVICE HEALTH AND SECURITY – BE RESPONSIBLE. CARE FOR THEM.

Technical Support for Students' Devices

Technical support will be provided to students through:

- School's ICT Team (Media Resource Office – Blk A, 3rd floor)
  - Troubleshooting of device issues
  - Solve connectivity issues
  - Collection of devices to be sent for repairs
- Vendor's service centres (AsiaPac Technology Pte Ltd) – carry-in service
  - Repair of devices (hardware issues)
- Apple Service Centers island-wide – carry-in service

What's Next?

Parental Consent for Procurement

Payment

Payment via Edusave

- School will make the deduction of funds from your child/ward's Edusave.
- If the deduction has issues e.g. insufficient funds, we will contact you.
- The balance has to be paid in cash in the event of insufficient Edusave funds.

Payment via cash

- You can pay via cash/cheque/PayNow at the school General Office.

ALL PAYMENT MUST BE MADE BEFORE 21/02/25 FRIDAY. THE SCHOOL IS UNABLE TO ISSUE THE IPAD BUNDLE IF THE FULL PAYMENT IS NOT RECEIVED.

Collection of Devices

Your child/ward will be collecting his/her device in school **on 27/02/2026 (tentative; to be updated).**

You are strongly encouraged to allow your child/ward to collect his/her device in school.

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

- You/The appointed proxy is required to collect the device personally **at the vendor's service/collection centre***.
- Thereafter, your child/ward would need to bring the device bundle to school and arrange for the school's ICT department to install the DMA on/after 27/02/2026.

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.

Important Contacts / Helplines

To access / find out more about...	Contact / Helpline
Expanded deck of PDLP briefing slides	PDLP@Swiss Cottage page at school website
Child/Ward's Edusave balance	6260 0777 (MOE)
Finance-related matters e.g. financial assistance	scss@moe.edu.sg or call 6563 7173 (General Office)
Administration-related matters	wong_wai_kiong@moe.edu.sg (HOD TfL) radiyana_haron_a@moe.edu.sg (ICTM)
Technical-related matters	wong_wai_kiong@moe.edu.sg (HOD TfL) radiyana_haron_a@moe.edu.sg (ICTM)

Join at
slido.com
#2502 748

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

Supporting Students in the Safe and Effective Use of the Devices

To enable a safer digital environment for learning with the use of PLDs, we 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

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

B.I.G. FRAMEWORK

Balance
Students should demonstrate the ability to balance time spent on their devices and other needs and responsibilities in life.

Intentional
Students should engage with technology purposefully with clear intentions and objectives for using the device.

Good
Students should use technology for the purpose of betterment of self or others.

Building good digital habits in school

Progressive Rollout

Sec 1 students' iPads are set to sleep mode after 3:30pm **FOR SEMESTER ONE**.

Identify Students'Need

Teachers identify students who need more guidance and support in device usage.

Partnership With Parents

Parents' partnership to build good digital habits at home.

SEMESTER ONE: BUILDING STRONG DIGITAL HABITS

- iPads will go into sleep mode from 3:30 PM to 6:30 AM
- Sleep mode will also take place on Saturdays, Sundays, public holidays and school holidays
- Focus on in-school learning before extending device usage
- Develop time management and self-discipline in a structured environment
- Reduce early reliance on screens during adjustment period

iPads will be fully available during school hours for lessons, collaborative work and guided learning.

SEMESTER TWO: GRADUAL EXTENSION OF RESPONSIBILITY

- iPads' sleep mode adjusted to start at 10:30 PM to 6:30 AM

By Semester 2, students should have:
- Settled into secondary school routines with greater student agency.
- Built foundational digital habits under guidance of the teachers.
- Gained greater readiness for independent learning beyond school hours.

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:
  o Model good digital habits for your child/ward e.g., parents/guardians not using devices during family meals.
  o Know your child/ward well and have conversations with your child/ward about safe and responsible use of technology.
  o Discuss and come up with ground rules for internet/device usage that both your child/ward and you can agree with.
  o Encourage your child/ward to use productivity tools on his/her PLD, to organise information and simplify tasks for efficiency.
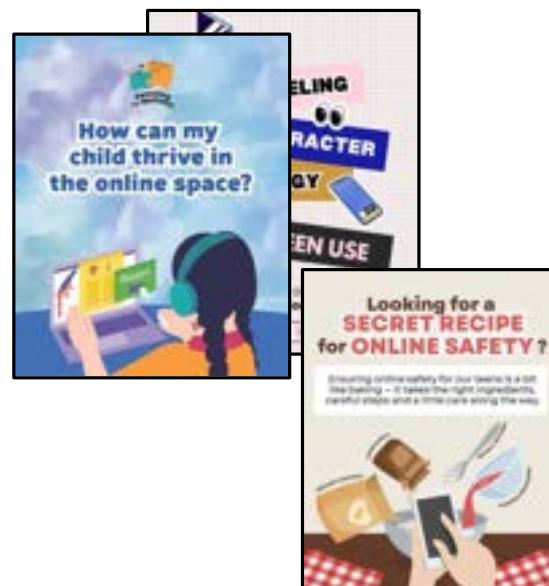
Supporting Resources

Here are some resources that you can refer to:

A. Parent Kit

B. Bite-sized tips and advice **via Parentingwith.MOEsg Instagram page**

C. Resources from MOE and other agencies *(available on resources repository in Parents Gateway)*
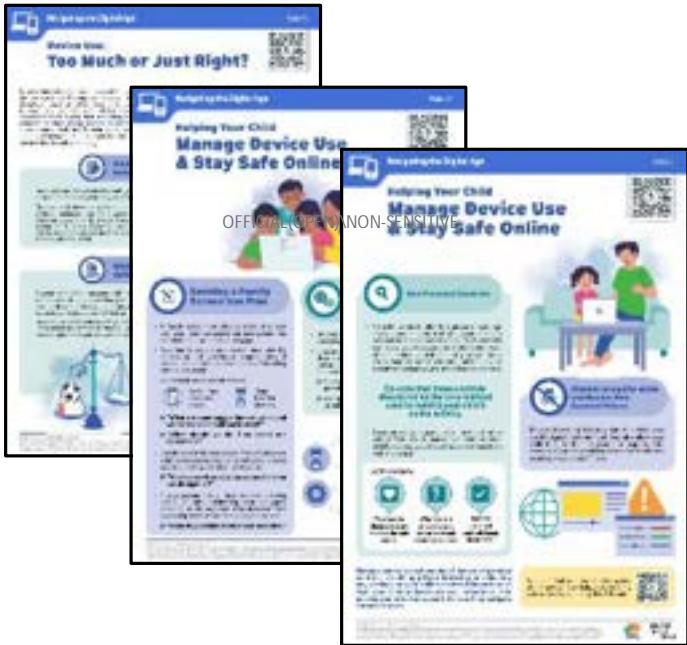
Supporting Resources

D. Parenting for Wellness Toolbox for Parents and **Parenting for Wellness Website** on Parent Hub

The Parenting for Wellness initiative provides bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age.

E. More resources are available via **the MOE Cyber Wellness Webpage**

Supporting Resources

F. Parent Handbooks (I) and (II) on Learning with a Personal Learning Device

These Handbooks provide tips on supporting your child in the use of PLDs for learning and are shared via the PG notification together with the letter to purchase PLDs.

Student Initiated Learning 2026

Learning from home with fun and ease

What is Student-Initiated Learning (SIL) ?

- A component of Home-Based Learning (HBL) days, considered part of curriculum.

- **1 hour** is set aside for students to pursue their own interests and learn outside of the curriculum.

- Encourage students to be more curious and self-directed in their own learning.

Development of Swiss Learning Dispositions

<u>Self-Directed Learning</u>
LL6: set my own learning goals
LU5: exercise control on what, when and how to learn, as well as the purpose of learning

<u>Application and Creation of Knowledge</u>
LL9: extend my learning beyond the syllabus
LU12: transfer learning and skills into real-world contexts and beyond school

What is considered SIL?

Learning a new language

Enrichment classes (outside curriculum) e.g. ballet, fencing, etc.

Cooking / Baking

Student initiated projects for VIA

Internship opportunities

Work shadowing (parents)
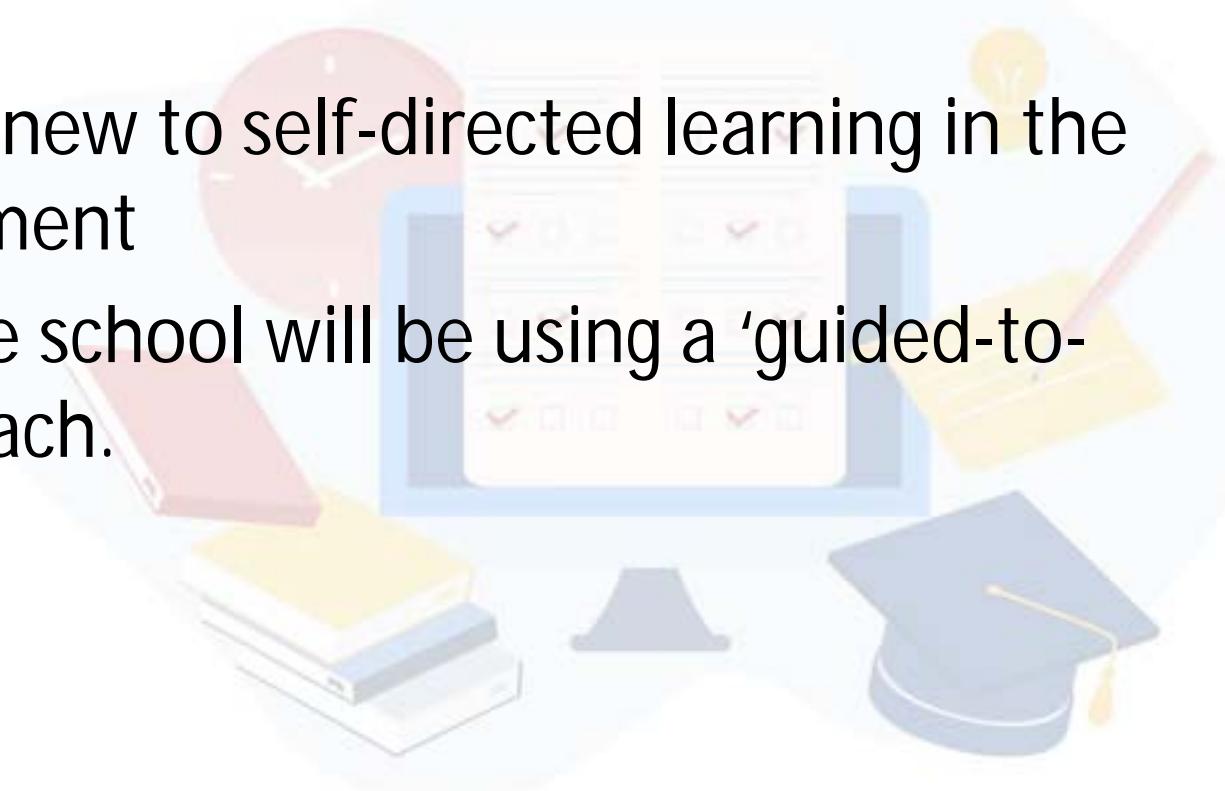
Activities which allow you to learn beyond the syllabus and CCA

These are NOT SIL:

- Tuition classes
- Completion of homework / revision
- Additional CCA training
- Part-time work

Sem 1 Guided SIL for Secondary Ones

- Rationale: To build strong foundations for independent learning

- Secondary Ones are new to self-directed learning in the new school environment

- To support them, the school will be using a 'guided-to-independent' approach.

Sem 1 Guided SIL for Secondary Ones

Sec 1 Sem 1

Sec 1 Sem 2

Sec 2 and beyond

Sec 1 Semester 1: Guided SIL
Students to complete a curated set of SLS lessons focused on:
- Device operations
- Basic AI
- Basic System and Application Troubleshooting
- Organising Digital Information
- Online Safety
- Protecting Privacy on Social Media

Sem 1 Guided SIL for Secondary Ones

Sec 1 Sem 1

Sec 1 Sem 2

Sec 2 and beyond

Sec 1 Semester 2: Independent SIL
- Students apply self-directedness and foundational literacy skills by choosing and pursuing their own SIL topics
- Greater ownership, choice, and independence emphasised.

Sem 1 Guided SIL for Secondary Ones

Sec 1 Sem 1

Sec 1 Sem 2

Sec 2 and beyond

Sec 2 and beyond
- Planning, managing and reflecting on learning with reduced teacher guidance
- SIL Showcase
- Upper Secondary:
  - Greater alignment to post-secondary pathways
  - SIL can form part of their post-secondary portfolio for DSA / EAE

Week	SLS Modules for 2026 Sec 1 Semester 1 SIL (done on HBL days)
T1W2	Swiss Cottage PDLP Induction Module
T1W4	Basic Module on AI and AI-enabled Features on SLS
T1W6	System and Application Troubleshooting
T1W8	iPad Rollout Day
T1W10	File Management and Data Back-Up
T2W4	Organise Digital Information through Offline Folders Organise Digital Information through Bookmarking Features
T2W8	Organise Digital Information by Using Aggregators Protect Personal Data Privacy When Using Social Media

Semester 2 SIL

- Choose a SIL topic based on interests / curiosities
- Apply digital literacy and learning skills developed in Semester 1
- Carry out learning on HBL days for **1 hour**
  - Individually or in small groups no greater than 4 students
- Input reflection into Padlet app to show evidence of learning
- Reminders will be sent directly via student email

Example of SIL Submission

Student initiated learning on neuroscience

I watched this video on how the brain works explained by Andrew Huberman, a professor at Stanford university. This is what I learned....

Two things that went well today

The nervous system contains the brain, spinal cord, and all the body connections, forming a continuous communication loop essential for every life experience. It's responsible for influencing thoughts, feelings and actions

Upload a link for the resources you used today

How do we sense things- Neurons in various organs perceive specific sensory information essential for interaction with the environments.

One challenge and how did you overcome it

How do we experience emotions-There are chemicals in the brain like serotonin and dopamine which affect states of happiness or motivation

Example of SIL Submission

Adventurous Lobster
a year ago

keychain making

Two things that went well today
1. I managed to share with my friends that are part of this business on how to edit their photos to make it more attractive for more customers. 2. We had a lot of fun bonding together as we worked as a team

One challenge and how did you overcome it
I found it quite hard to think of nice combinations of beads for the keychains and I had to go through trial and error before i finally found a combination that i liked

Two learning goals for today's SIL session
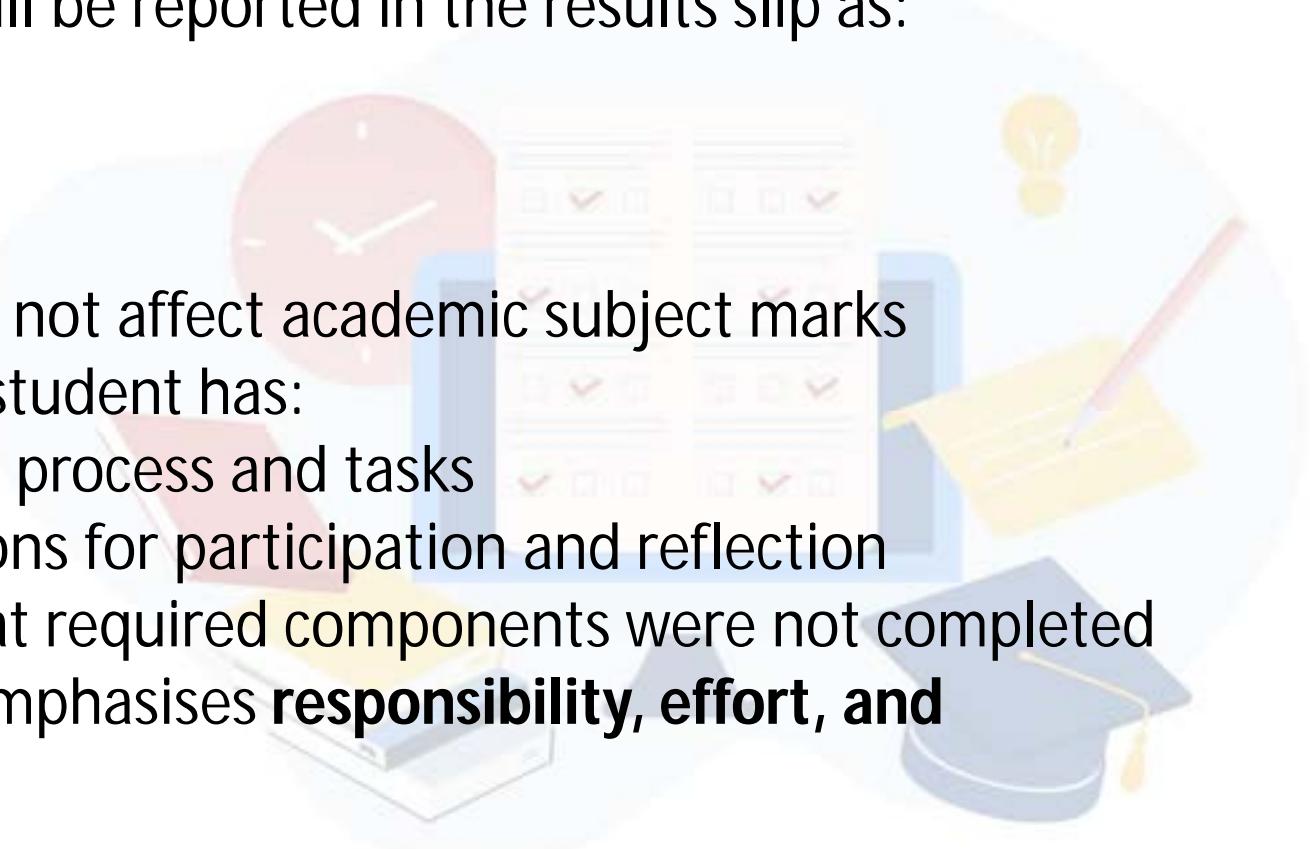To have patience and put in effort in my work

Supporting Responsibility and Completion

- To reinforce responsibility and follow-through, Student-Initiated Learning (SIL) for both semesters will be reported in the results slip as:
  - **Complete (CO)**
  - **Incomplete (IN)**

What this means

- SIL is **not graded** and does not affect academic subject marks
- "Complete" indicates the student has:
  - Fulfilled the required SIL process and tasks
  - Met the basic expectations for participation and reflection
- "Incomplete" indicates that required components were not completed
- This reporting approach emphasises **responsibility, effort, and commitment to learning**

Recommended SIL Projects to do in Semester 2

Asian Culture
1. Thai / Vietnamese / Bahasa Indonesia Basic Greetings and Common Phrases
2. How do traditional foods reflect the culture of an ASEAN country?
3. How do festivals in ASEAN countries show shared values and traditions?

Skills / Self-Management
1. Basic video editing skills with iMovie / CapCut
2. Study skills (e.g. Mindmapping, other strategies)
3. Infographic design
4. Keyboard typing skills

SIL at Swiss Cottage

Student-Initiated Learning is designed as a **progressive journey**:
- **Secondary One**: Building strong foundations through guided learning
- **Secondary Two and Beyond**: Increasing ownership, independence, and purpose
- **Upper Secondary**: Thoughtful alignment with interests, strengths, and future pathways

Through SIL, students learn to:
- Take responsibility for their learning
- Think critically and reflect on their growth
- Apply learning with purpose beyond the classroom

Thank you for your attention

See you next time, have a great day!

Join at
slido.com
#2502 748

Parents may kindly scan the QR code to access Slido. You are welcome to submit any questions during the session. Our team of teachers will address your queries through Slido the best we can.

During the Q&A session, we will field some of the more common questions through our speakers.

Thank you, and we wish you an informative and fruitful session this evening.