Swiss Cottage 2025 Sec 1 Meet-the-Parents

HONOUR AND HUMILITY

We nurture students to become reflective thinkers and caring citizens who lead to serve the nation and the world

Hello parents!

Welcome to our Home of Thoughtful Leaders

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

MTP AGENDA

- 1. Year Head Welcome – Mr Christopher Lim
- 2. Principal's Address – Mdm Cheng Mun Yi, Mandy
- 3. Year Head Address – Mr Christopher Lim
- 4. EdTech sharing – EdTech Team
- 5. Closing and QnA

Our People

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

Thoughtful Leaders
onour, Lead with Humility

Swiss School Leaders

Mdm Cheng Mun Yi, Mandy
Principal

Mr Lek Chun Guan
Vice-Principal
(Administration)

Mr Tan Boon Piang
Vice-Principal
(Education)

You can look for the SLs in the General Office.

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Serve with Honour, Lead with Humility

My Educational Beliefs as Principal

Well-being is a pre-requisite for achievement.

Achievement (including academic achievement) is a necessary part of well-being.

Well-being is a form of success in its own right.

A good education is one where every student is valued and flourishes in a safe and inclusive community of learners.

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Student Development Team

Mr Christopher Lim
(S1 Year Head)

Mr Alex Chew
(Subject Head)

Mr Elijah Chai
(HOD)

Discipline & Recognition Team

Ms Phang Jiawen
School Counsellor

Ms Sharlene
Special Needs Officer

Mr Low Jeng Wye
Education & Career
Guidance Counsellor

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Can you recognise the following?

Using the evolution of gaming as an example, we can draw parallels to how our world is changing rapidly.

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

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What are the implications for Future of Learning?

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

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Living with change, complexity and uncertainty

- Jobs that exist today were not even listed 10 years ago, some have displaced jobs we know

- Learn, do, retire (model of the past)

- Lifelong learning, adaptability and leadership to futureproof our next gen

ARTIFICIAL INTELLIGENCE

New SIT engineering degrees pivot away from traditional way of learning to emphasise blocks of skills

- Whilst emerging technologies like AI are disrupting work, the demand for uniquely human skills are growing.

- Problem-solving requires more than machine generated solutions.

- Future-ready competencies include: creativity, collaboration, critical thinking, cultural literacy, judgement, moral reasoning, resilience.

How Will The Swiss learning experience prepare your child for the future?

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

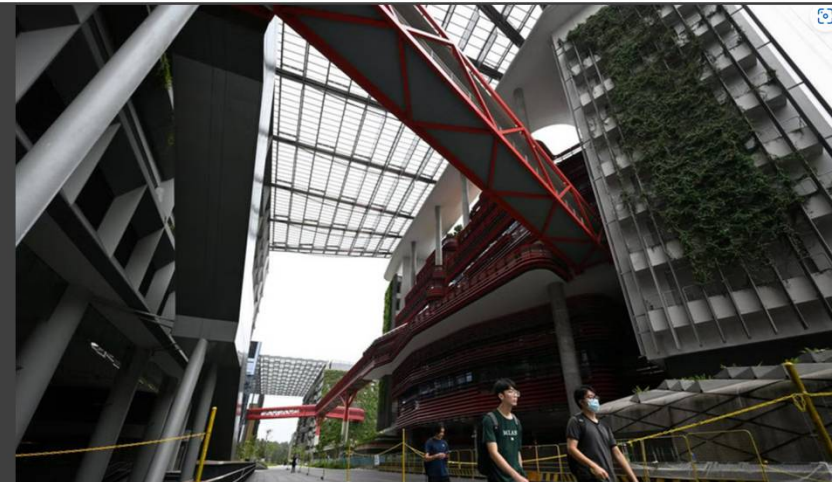**Thoughtful Leaders**
onour, Lead with Humility

The Swiss Learning Experience

- Holistic Education

- Self-Directed Learning

- Thoughtful Leadership

- Work Hard, Play Hard Culture

- 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

Our Student Outcomes

- Imbued with the values of **Honour & Humility**
- For them to be **reflective thinkers** and **caring citizens** who lead to serve the Nation and the world.
- To develop them into future-ready **thoughtful leaders** with a heart to care and serve.

Intellectual, Character & Leadership Excellence

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

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Serve with Honour, Lead with Humility

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          JC (6 G3 Subjects)/
G3 Subjects            MI (5 G3 Subjects)

                       Poly (4G3 + 1G2 Subjects)

Predominantly          PFP (5 G2 Subjects)
G2 Subjects
                       Higher NITEC Year 2 Entry
                       (5 G2 Subjects)

Predominantly          Higher NITEC Year 1 Entry
G1 Subjects            (4 G1 Subjects)
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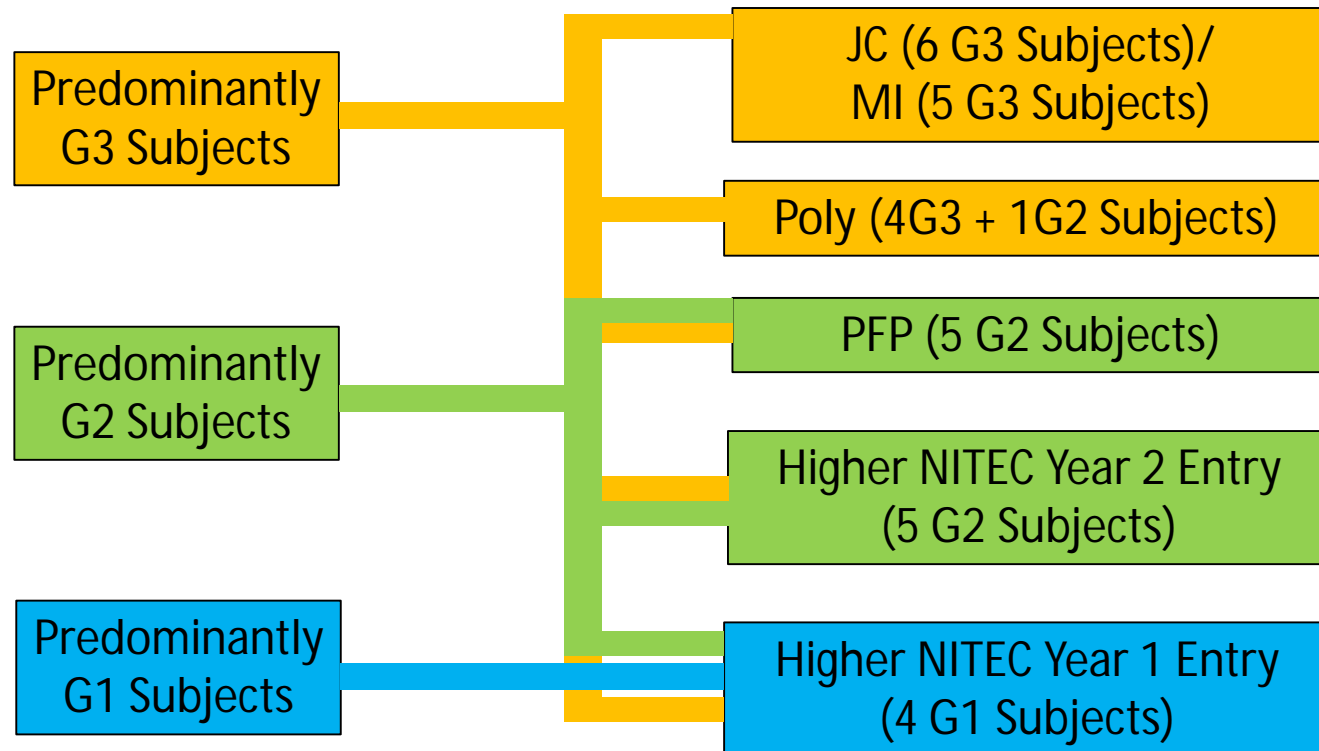
5th Year Option

- 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.

Transition to S1: Stepping IN

I encourage you to watch my welcome video on the school website if you haven't done so. More school and Full Subject Based Banding (FSBB) information are contained within.

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Thoughtful Leaders
onour, Lead with Humility

One important area to start right is the responsible use of their personal learning device

Personalised Digital Learning Programme (PDLP)

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

S1 PDLP Progressive Roll-Out @ Swiss

- According to health studies and research, **sedentary screen time (for children > 2 years to adolescents) should be limited to no more than 2 hours per day**.

- Sedentary screen time refers to the use of any screen device whilst sitting, reclining or lying down.

- Increased sedentary screen time is associated with poorer cognitive, social and mental health outcomes in persons.

S1 PDLP Progressive Roll-Out @ Swiss

- **Therefore, in Swiss, we plan to help Sec 1s transit to e-learning progressively so as to help our students develop the right learning dispositions and habits, supported by the school and reinforced by the home environment.**

- **S1 PDLP – device management application (DMA) & progressive roll-out plan** (more details will be provided by the EdTech team)

School Rules & Guidelines

- **Mobile phone policy**
    - Allowed to bring to school / limited to use before start and after curriculum hours
    - All handphones must be switched off and kept away (bag/locker)
    - Violation will result in confiscation of device

- Refer to the <u>School handbook</u> for more information on school rules and guidelines (available online on the school's website)
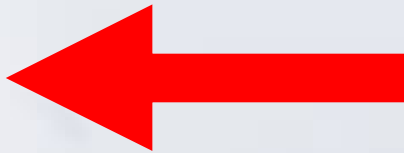
Parents, you are our partners in education!

◦ *Honour and Humility* ◦

We Nurture Students To Become Reflective Thinkers and Caring Citizens who Lead to Serve the Nation and the World

Shifting Role as a Parent

From Leader, to Mentor, to Adviser

Parents as Role Models for Healthy Habits

Go B.I.G!

- Balance:

    Your own screen time vs family time (in-person); healthy lifestyle.

- Intentional:
    - Work with your child to set their own screen limits and guide them to solutions for their problems.

- Good:
    - Practice kindness and patience towards others.

Parents as Role Models for Healthy Habits

Go B.I.G!

- <u>Good:</u>
    - Be inclusive and open-minded to those who are different from you.
    - Respect other people (adults/children) with diverse learning needs.
    - Encourage your child to provide peer support and be an upstander.

Thank you!

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

MANAGING THE TRANSITION

1 Secondary 1 Orientation, CCA Orientation and Trials

2 FT Time - Teacher-Student Conferences

3 School Counsellor (Ms Jia Wen) and SENO (Ms Sharlene)

4 After-School Engagement (Freeplay and D'Hangout)

5 Other Support

STARS Experience
STArting Right in Swiss

Responsible
THOUGHTFUL LEADER

BUILDING POSITIVE
Relationships

DEVELOP AND PRACTISE
Routines

BUILD POSITIVE RELATIONSHIPS

HONOURING OTHERS

1. Keep your word

2. Be respectful in your interactions (both online and offline)

3. Extend help to those in need

4. Be fair to one another

BUILD POSITIVE RELATIONSHIPS

APPRECIATING OTHERS

1. Respect each others' views

2. Be open to ideas and suggestions

3. Be considerate and patient in my interactions

4. Show gratitude to those around you

BE RESPONSIBLE
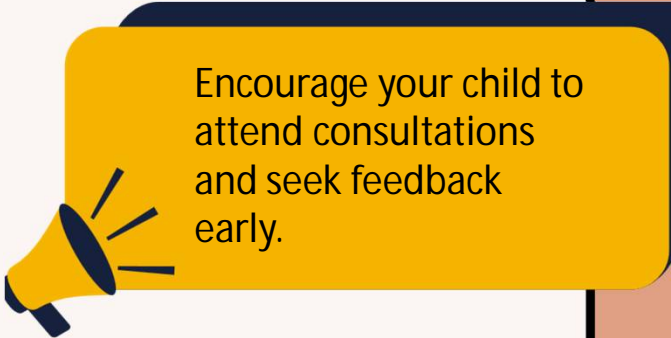
Develop Self-Directed Learning (SDL) Skills
- Make good use of SDL periods
- Revise, work on homework/assignments, read ahead.

Seek Help and Feedback
- Tuesday afternoons are set aside for consultation
- Ask questions when in doubt

Uphold the Swiss R.U.L.E.S.

Encourage your child to attend consultations and seek feedback early.

BE RESPONSIBLE

Increased demand of subjects and school involvement

Better manage stress, rigour and time.

Focus on PLANNING and ORGANISATION
- Time Management
- Calendaring
- Digital File Management

Form Good Habits
- Routines (e.g. ABC DEF)
- Cleanliness

What can be done at home?

Responsible
THOUGHTFUL LEADER

BUILDING POSITIVE
Relationships

DEVELOP AND PRACTISE
Routines

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

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

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

Being a

R ESPONSIBLE

Thoughtful

Leader

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

STARS
STARTING RIGHT @ SWISS

Being a RESPONSIBLE Thoughtful Leader

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

Respect 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

KEY EVENTS FOR SEC 1

1 Secondary 1 Orientation

2 WeGROW (Semester 1 and 2)

3 Lower Secondary Outdoor Adventure Camp

4 Level VIA Project - Unsung Heroes

5 Peer Support Training

Prepare for your First Day in

"There is a place for everyone here in Swiss"

Thank you!

It's going to be a great year.

The National Digital Literacy Programme and the PLD Initiative

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 PLD Initiative (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

How will your child/ward use the PLD?

At Swiss Cottage Secondary School, your child/ward will be using the PLDs for:

- Apps to support learning activities during lessons and outside the classroom
- Digital and online assignments (SLS, Google Classroom, Microsoft 365, etc)
- Executive functioning and productivity device, be it academic, CCA, VIA, etc
- Note-taking/building using Good Notes 6
- Digital repository of learning resources (e-Filing of notes, assignments, etc)
- Self-directed Learning (SdL)
- Collaborative work/projects with peers (Canva, Padlet, etc)
- Cyber wellness education
- Digital literacy education
- Home-Based Learning (HBL)
- and so on

Supporting Students in the Safe and Effective Use of the Devices

Supporting Students in the Safe and Effective Use of the Devices

The school has measures in place to enable a safer digital environment for learning with the use of PLDs, e.g.

- 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
- Device Management Application (DMA) to support a safer digital environment for learning

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

DMA Installation

- The iPad Device Management Application (DMA) solution, Jamf, will be installed on all students' devices to provide a safe learning experience for students. The DMA will be funded by MOE. The DMA will be funded by MOE.

- The DMA will be uninstalled from the device when students graduate or leave the school.

In-School DMA Settings (Default)

Schools will determine DMA settings for **in-school use**. As a default, these settings will continue to be in place after school as well:

- MOE and the school will set the level of web content filtering, including filtering objectionable content or content that may not be conducive to teaching and learning (e.g. social media, pornography, gambling, or websites containing extremist content).

- School hours is defined to be from <6.30 a.m. to 3.30 p.m.> and after school hours would be from <3.30 p.m. – 6.30 a.m.>. The device will go into sleep mode at 3.30 p.m. by default.

- The school will determine the applications and programs to be installed to support teaching and learning and apps that will be blocked e.g. social media, YouTube.

After-School DMA Parent Options

1. After-School DMA Parent Options provide parents with the flexibility in managing your child's/ward's use of PLD after school hours.
2. The following tables outline the different levels of restrictions, controls, and monitoring for each After-School DMA Parent Option.

Default	Option A	Option B
In-school DMA settings will continue after school hours	**DMA settings can be modified by Parents/Guardians after school hours**	**DMA will be inactive* after school hours**
For parents/guardians who want their child's/ward's use of the device to be restricted only to teaching and learning, and prefer to leave it to the school to decide on DMA settings after school hours.	For parents/guardians who prefer to take charge of the level of restrictions for their child's/ward's use of the device after school hours regulated by the DMA.	For parents/guardians who do not want their child's/ward's use of the device after school hours to be regulated by the DMA at all.

*No data will be collected after school hours when the DMA is inactive.
- Having default school settings continue after school hours is the best option for parents/guardians who prefer not to, or do not feel ready to manage their child's/ward's device use on their own.
- Parents/guardians can request to change their choice of DMA settings, which is the existing practice.

Signing up for After-School DMA Options

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

• Sign-up form
• Instructions to signing up
• Details of the controls available for each option
• Sign-up deadline

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?

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Device and Funding Information

Insurance Coverage

The package includes a 3-year warranty, and 3-year insurance* which 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 (3-year insurance)

Technical Support for Students' Devices

Technical support will be provided to students through:

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

Funding Support for Singapore Citizen (SC) Students

- SC students whose family's monthly Gross Household Income (GHI) > $4,400 or monthly Per Capita Income (PCI) > $1,100, no subsidy will be provided. Parents/Guardians can use their child's/ward's Edusave or cash to defray the device bundle cost.

Parental Consent for Procurement

1. Parents can access the **Parental Consent for the Purchase of Personal Learning Device (PLD)** via a Parents Gateway (PG) message that was sent to you on 20/12/24. The message allows you to give consent (yes/no).

2. Parents who want to use Edusave funds for the PLD (for Singapore Citizens students only), please submit the online Standing Order Form via this link: https://go.gov.sg/edusaveformsgso by 03/01/25 or 13/01/25 if you have not done so previously.*

3. * Parents/Guardians without access to PG can request for the hardcopy letter through the General Office or download it from the school website. (PDLP@Swiss Cottage) ETD0

ETD0   [For Schools' info] The collation of Standing Order (SO) for the use of Edusave will now be done using the
same form instead of a separate FormSG as per past years' practices.

Intent to purchase and authorisation of collection of device will be done via the PG notification by the schools.
This is to allow schools to track and collate orders more efficiently.
ETD, 2024-11-21T20:59:18.199

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.
- Bill will be sent to you via email.

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 WILL NOT ISSUE THE IPAD BUNDLE IF THE FULL PAYMENT IS NOT RECEIVED.

Collection of Devices

Your child/ward collects his/her device in school (strongly recommended) on 28/02/25 Friday (tentative).

If you would like to personally/have another adult to collect the device:

- You may arrange to collect the device **at the vendor's service/collection centre*** or appoint an adult proxy to do so.
- 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 **<u>not</u>** 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)
Technical-related matters	wong_wai_kiong@moe.edu.sg (HOD TfL)

Secondary 1

PDLP ROLLOUT

Progressive. Upstream. Partnerships.

Key Objectives

Build good habits in school first before allowing students to use their devices at home.
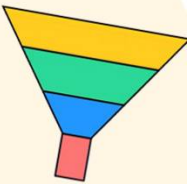
01 Progressive Rollout

Devices given to students with some timing restrictions

02 Identify Students' Needs

Teachers attentive to students' needs for specific intervention.

03 Partnership with Parents

Parents involvement from Day 1 to build habits at home.

B.I.G. Framework

Balance

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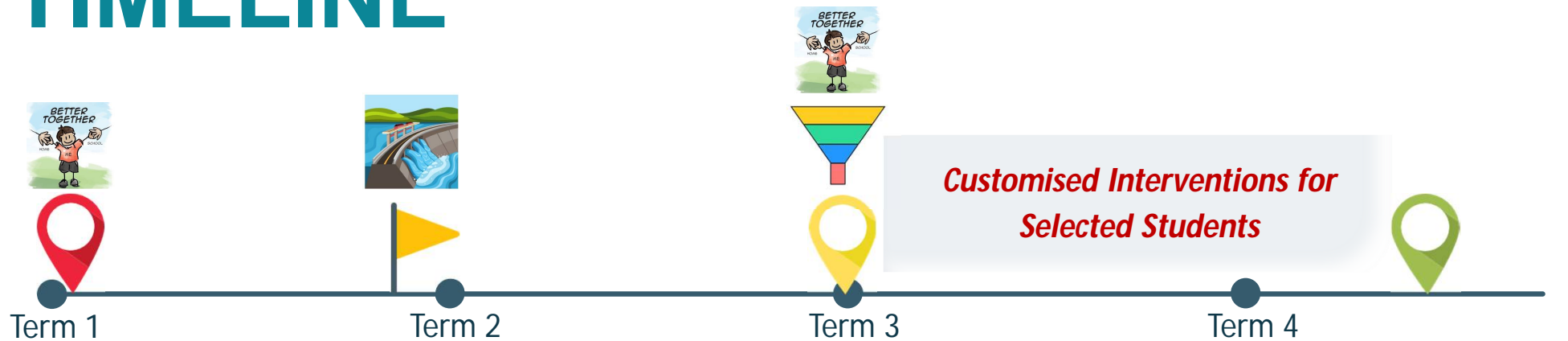
Intentional

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.

TIMELINE

Customised Interventions for Selected Students

Term 1   Term 2   Term 3   Term 4

Phase 1
Parent Engagement (MTP)

Phase 2
iPads Issued
(28 Feb 2025 - T1W8)

Time-based
Restrictions for Semester 1

Phase 3
Individual Needs Identified

Majority of Devices
Released from Restrictions

Phase 4
Target all Devices
Released from Restrictions

Provide further support for those who need it

Phase 2 Summary

Time Restrictions

- Devices available during curriculum time up to **3:30pm**.

- Available on Home-based Learning Days from **8am to 3:30pm**

- Not accessible **after school**, **over the weekends and during holidays** *(public holidays and school holidays included)*

Release
CHECKPOINTS

Identifying students with higher needs to intervene appropriately

✅ Input from Teachers

- Classroom Behaviour
- Learning Habits
- Completion of HBL Assignments

✅ Input from Parents
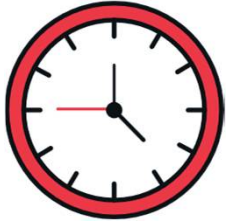
- Behaviour at home
- Concerns with device usage

✅ Students' Reflections

- Progress towards goals
- Device use survey

✅ System Data

- Device usage data
- Evidence of tampering or circumventing DMA
- Device misuse.

BENEFITS

More Time
To build TSR, promote habits and develop executive functioning skills

Handwriting
Develop pre-digital skills such as penmanship, note-taking skills and promote mental processing.

Classroom Learning
Devices available during curriculum time for collaborative group work and formative assessment.

Customised Help
Allow for customised help to be given for students who may need it.

THANK YOU

Our Partners in Education

BETTER TOGETHER

HOME

ME

SCHOOL
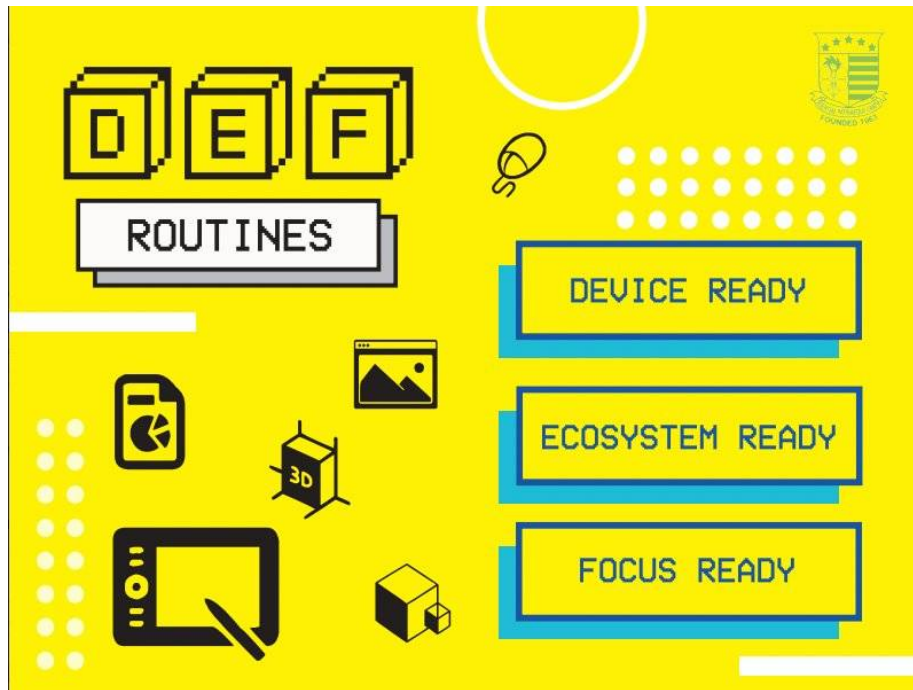
Learning in a Digital Environment and Guidance for Parents on Supporting Their Children in Using a Personal Learning Device

School Rules on Digital Device Use

Device Ready

Ensure that the device is fully charged before the school day, connected to the school's Wi-Fi network, and set up according to the teacher's instructions.

Ecosystem Ready

Ensure accessories such as Apple Pencil and keyboard are paired and accessible

Focus Ready

Ensure the device is silenced, notifications are managed, and non-essential apps from previous lessons are closed.

Cyber Wellness Education in CCE

Educating students on Cyber Wellness

MOE has made significant changes to the Character and Citizenship Education (CCE) curriculum. Cyber Wellness lessons will feature significantly in these lessons.

The broad topics covered in Cyber Wellness are:

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

Digital Parenting Tips

1. **Easing Children into Learning with PLDs**
    - Set expectations and promote open conversations
    - Provide a conducive environment
2. **Partnering with Schools**
    - School will teach digital literacy and provide personalized feedback
    - Parents to reinforce these skills at home
3. **Building Good Digital Habits**
    - Help children balance privacy and accountability by:
        - Explaining the need for monitoring and agreeing on conditions for reduced supervision.
        - Regularly discussing online activities and usage patterns.

Digital Parenting Tips

- 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 or ward, such as avoiding device usage during family meals.
  - Foster open communication by having regular conversations about safe and responsible technology use.
  - Collaboratively establish clear ground rules for internet and device usage that everyone agrees upon.
  - Encourage your child or ward to leverage productivity tools on their PLD to organise information and streamline tasks for greater efficiency.

Thank You