Secondary One Parent-Teacher Meeting Part 1

Tuesday 20 Jan 2026

YUHUA SECONDARY SCHOOL

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Objectives

To provide parents / guardians:

1. **A better understanding of the school's policies and programmes, including academic and CCA related matters, as well as admin instructions on Personal Learning Devices**

2. **An opportunity for parents to be introduced to your child's/ward's Form Teachers / Year Head / School Leaders and build positive relationships**

3. **A platform to facilitate school-home partnerships.**

Programme

Time	Content
5.00 - 5.05 pm	Welcome by Year Head
5.05 - 5.20 pm	Address by Principal
5.20 - 5.40 pm	Briefing on Academic Matters by HOD/C&T
5.40 - 5.50 pm	Briefing on CCA Matters by SH/CCA
5.50 - 6.15 pm	Briefing on PDLP by SH/ICT
6.15 - 6.20 pm	Sharing on Parent Support Group by PSG Chairperson
6.20 - 6.30 pm	Address by Year Head
6.30 - 6.45 pm	Q&A

Presentation slides will be shared with parents via Parents Gateway and the school website.

Updates on school activities and photographs

www.facebook.com/yuhuass

www.instagram.com/yuhuasecondaryschool

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Address by Principal

Mr Tang Hsin Wei

School Leaders

Mr Tang Hsin Wei
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Mr Tan Chin Guan
Vice Principal
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Ms Chia Kel-Li
Vice Principal
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Level Key Personel

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Our family of Sec 1 Form Teachers

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Form Teachers of 1 Curiosity

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Mdm Chan May Foon

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Form Teachers of 1 Adaptability

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Form Teachers of 1 Respect

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Ms Muli

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Form Teachers of 1 Responsibility

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Form Teachers of 1 Care

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Form Teachers of 1 Connect

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Student Welfare Officer
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ADOLESCENCE /TEENAGE

Physical

Cognitive

Social

Digital

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Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together

Respectful Communication

Foster kind words and actions between parents and educators

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Respectful Communication

Foster kind words and actions between parents and educators

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

- Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers.

- Respect each other's time by communicating during working hours.

S.C.H.O.O.L

Several

Cheerful

Hours

Of

Our

Lives

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Objectives

To understand:

- **Key changes from Full Subject-Based Banding (Full SBB) and impact on in-school progression and post-secondary education pathways**

- **Assessment structure**

- **Ways to support your child/ward in their learning.**

Rationale of Full SBB Policy

Full SBB aims for students to:

Have **greater ownership of their learning** according to their strengths, interests and learning needs

Develop a **growth mindset** and an **intrinsic motivation** to learn for life
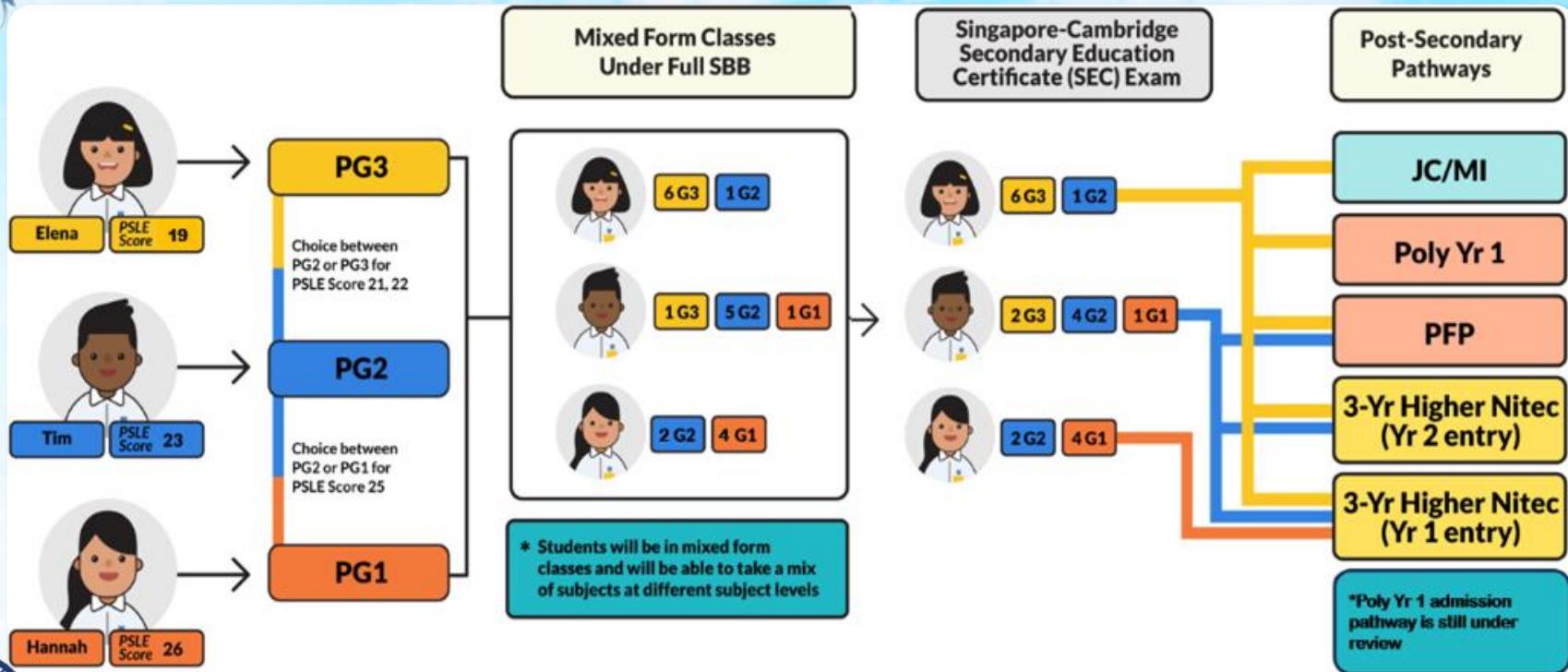
Have **more opportunities to interact with friends** of different backgrounds, strengths and interests

Have **more options for post-secondary pathways**, while ensuring they have strong fundamentals and can thrive in their chosen pathway

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Students' secondary school experience with Full Subject-Based Banding

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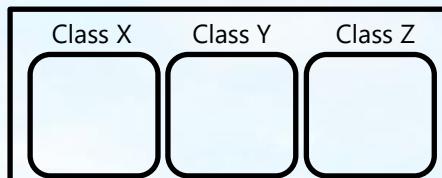
Mixed Form Classes in Lower Secondary

- With Full SBB, students will be placed in mixed form classes in lower secondary.
- More opportunities for students to interact with other students of different strengths.

Students of different profiles participating in Sec 1 Posting

PG1 PG2 PG3   PG1 PG2 PG3   PG1 PG2 PG3

School A

| Class X | Class Y | Class Z |

School B

| Class X | Class Y | Class Z |

**School C**

| Class X | Class Y | Class Z |
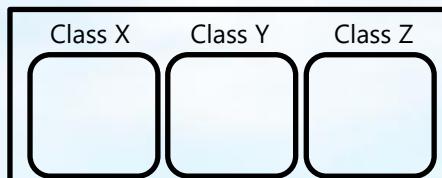
School A's Score Ranges
Posting Group 3: 4 – 11
Posting Group 2: 21 – 22
Posting Group 1: 25 – 26

School B's Score Ranges
Posting Group 3: 13 – 19
Posting Group 2: 21 – 24
Posting Group 1: 25 – 28
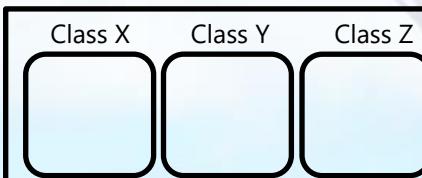
School C's Score Ranges
Posting Group 3: 12 – 21
Posting Group 2: 21 – 22
Posting Group 1: 25 – 28
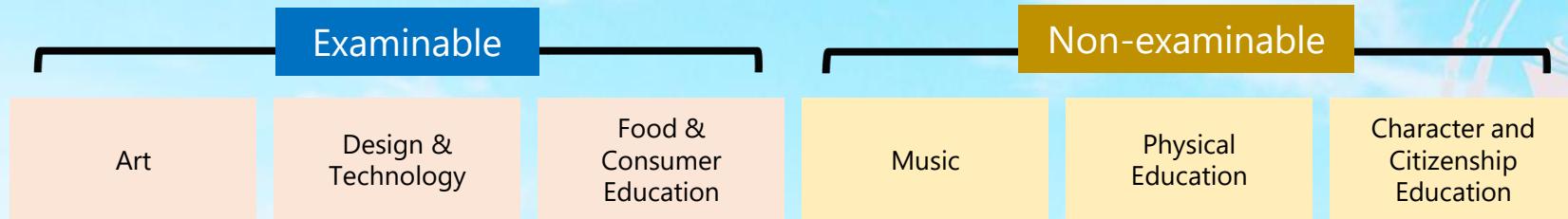
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Common Curriculum Subjects

- Students will take six common curriculum subjects with their form class classmates:

Examinable			Non-examinable		
Art	Design & Technology	Food & Consumer Education	Music	Physical Education	Character and Citizenship Education

- These subjects take up approximately one-third of curriculum time, giving students time to interact with classmates of different strengths and interests.

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Lower Secondary Subject Offerings

Examinable subjects	G1	G2	G3
English Language	✔	✔	✔
Chinese / Malay / Tamil Language	✔	✔	✔
Higher Chinese / Higher Malay			✔
Mathematics	✔	✔	✔
Science	✔	✔	✔
Geography		✔	✔
History		✔	✔
English Literature		✔	✔
Humanities	✔		
Food & Consumer Education (Sec 1 – Sem 1; Sec 2 – Sem 2)	Common Curriculum Subject		
Design & Technology (Sec 1 – Sem 2; Sec 2 – Sem 1)	Common Curriculum Subject		
Art	Common Curriculum Subject		
Non-examinable subjects	G1	G2	G3
Physical Education	Common Curriculum Subject		
Music	Common Curriculum Subject		
Character & Citizenship Education	Common Curriculum Subject		

Offering Subjects at a More Demanding Level

In Yuhua, beyond the start of Sec 1, students may adjust their subject levels across their secondary school journey.

- Students can also offer English, Mathematics, Science and/or Mother Tongue Languages at a more demanding level.
- We take in the inputs of Form / Subject teachers to consider students who show the readiness to offer subjects at a more demanding level.

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Offering Subjects at a More Demanding Level

Current subject level	School-based results	Option to offer subject at
G1	≥75% in the specific subject	G2
G2	≥75% in the specific subject	G3

Offering Subjects at a More Demanding Level

Sec One Humanities

Humanities Subject Level at Sec 1	Humanities Subject	Criteria
G2	G3 Geography	
	G3 History	• **75% or higher in the subject**
	G3 Literature in English	

Offering Subjects at a More Demanding Level

Sec One Humanities

Humanities Subject Level at Sec 1	Hum Subject	Criteria
G1	G2 History	75% or higher in G1 English OR 50% or higher in G2 English overall. - Pass with Distinction for G1 Humanities (Social Studies) Performance Tasks in both Sem 1 and 2

Progression to Secondary 2

- **All students in Sec 1 will generally progress to the next year of learning.**

- **However, students must commit to do well in both examinable and non-examinable subjects and take assessments seriously.**

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Progression to Secondary 2

1. Opportunity to offer **subjects at more demanding level.**

2. Build their foundation in Sec 1 and be prepared to **meet the common academic requirement at the end of Sec 2**.

- Students can remain at current year of learning if there are extenuating circumstances.

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Common Academic Requirements at Sec 2

At the end of Sec 2, students need to **meet the common academic requirement** to offer subjects at the same subject levels to the following year (in Sec 3).

Academic Requirement

**Pass English and two subjects or
at least half the total number of examinable subjects offered.**

- **'Pass' refers to subject overall mark of at least 50% regardless of subject level.**
- **'Half the number of total examinable subjects' would be rounded down if the students offered an odd number of subjects.**
- **Examinable subjects do not include CCE, PE and lower secondary Music.**

Academic Requirement
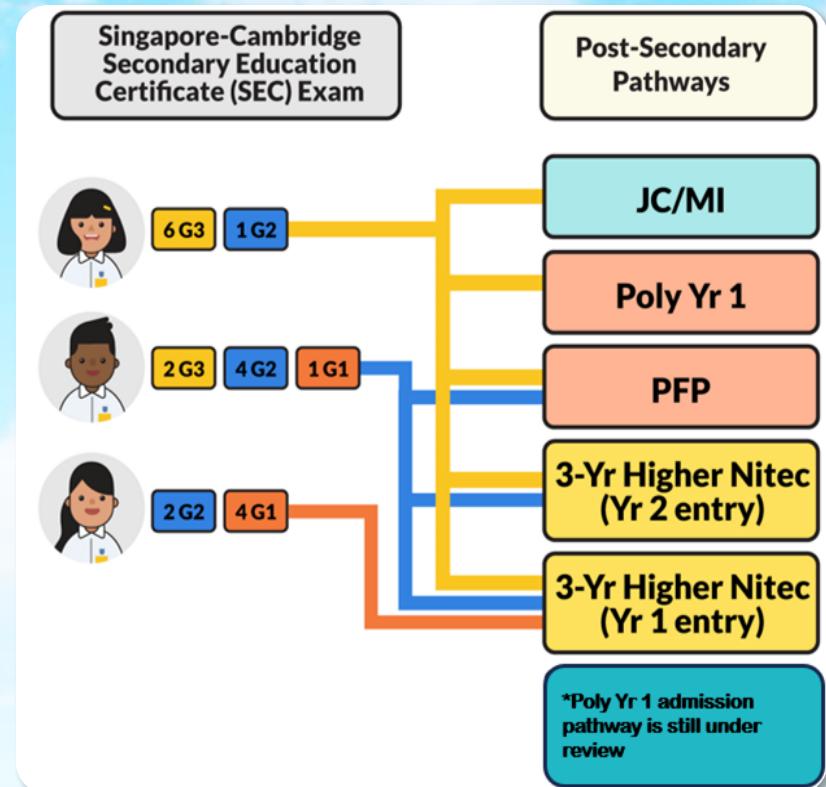
**Pass English and two subjects or
at least half the total number of examinable subjects offered.**

- **Students who have not met academic requirement are to offer fewer subjects and/or offer subjects at less demanding level (LDL)**

- **Students who have met academic requirement and have done well could consider offering subjects at more demanding level (MDL).**

Singapore-Cambridge Secondary Education Certificate (SEC)

From 2027, graduating students will sit for the Singapore-Cambridge Secondary Education Certificate (SEC) examinations at their respective subject levels (i.e. G1, G2, G3).

Singapore-Cambridge Secondary Education Certificate (SEC) Exam	Post-Secondary Pathways
6 G3 1 G2	JC/MI
2 G3 4 G2 1 G1	Poly Yr 1
2 G2 4 G1	PFP
	3-Yr Higher Nitec (Yr 2 entry)
	3-Yr Higher Nitec (Yr 1 entry)
	*Poly Yr 1 admission pathway is still under review

More Post-secondary pathways

From Year 2028, students will also have **more options for their post-secondary pathways, which will better recognise their different combinations** of subjects and subject levels for admission.

Source: MOE

Students taking at least	POST-SEC PATHWAYS					
	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 + 1 **G2** subjects subject	✓	✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	NEW* ✓				

*Students who offer 4 G1 subjects will join Year 1 of Higher Nitec, and may be offered the accelerated pathway if they meet academic requirements during their Year 1 Semester 1 examinations. This pathway will allow them to attain a Higher Nitec in a shorter duration of about two years.

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Find Out More about Full SBB

Visit the Full SBB Microsite

at https://go.gov.sg/moe-fsbb

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Sec 1 Assessment Structure

Having an overview of the Assessment Structure can help students to...

- **Plan and manage workload and time effectively and efficiently**
- **Reflect on their learning and use feedback to make improvements.**

Sec 1 Assessment Structure

Level	WA1	WA2	WA3	EYE	Total
Sec 1	15 %	15%	15%	55%	100%

- **Weighted Assessment 1 – Term 1   Week 7 - 9**
- **Weighted Assessment 2 – Term 2   Week 7 - 9**
- **Weighted Assessment 3 – Term 3   Week 6 - 8**
- **End of Year Examination – Term 4   Week 3 - 4**

Sec 1 Assessment Structure

For D&T and FCE subjects, please take note below:

Level	Semester 1				Semester 2			
	WA1	WA2	SA	Total	WA1	WA2	SA	Total
Sec 1 FCE	15%	15%	70%	**100%**				
Sec 1 D&T					15%	15%	70%	**100%**

Supporting Your Child's Learning

Encourage and guide your child/ward to develop positive learning habits, e.g.

- Set clear goals and work hard towards their goals
- Manage and monitor their own learning
- Plan and manage time effectively
- Put in consistent effort throughout the academic year
- Proactively seek help from teachers to clear doubts

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Co-Curricular Activities in YHSS

Benefits of CCAs

Provide opportunities for students to
- **learn the importance of teamwork**
- **build character with sound values and**
- **strive for excellence.**

Responsible Participation in CCAs

- **Attending CCA regularly**
- **Reporting to CCA punctually**
- **Properly attired and actively involved**

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MOE Policy & Guidelines

- In all MOE schools, CCA is **compulsory**. Every student must participate in at least one school-based CCA.

- Students are expected to be present for all the CCA sessions to get their LEAPS points. You may refer to this link for the LEAPS framework. **https://www.moe.gov.sg/-/media/files/programmes/leaps-2-framework.pdf**

- Below 75% attendance, no points will be awarded for the current year.

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CCAs Offered in YHSS

Performing Arts	Physical Sports	Uniformed Groups	Clubs & Societies
Choir (Girls)	Wushu	National Police Cadet Corps (NPCC)	Media Resource Library
Concert Band	Tchoukball	National Civil Defence Cadet Corps (NCDCC)	Tinkering & Robotics Club
Dance	Volleyball	Boys' Brigade (Boys)	Infocomm & Media Club
Harmonica Band	Floorball (Boys)	National Cadet Corps (NCC) Land (Boys)	
Stagewright	Football (Boys)		

CCA Experience Option (20 Jan)

- **Students have been given the link to choose 4 CCAs that they are interested and would like to experience.**

- **Allocation for the 4 CCA Experience sessions will be shared with the students by 23 Jan.**

CCA Experience Sessions

27 Jan 2026	**Tuesday**	**3 - 5 pm**
30 Jan 2026	**Friday**	**2.30 – 5 pm**
3 Feb 2026	**Tuesday**	**3 - 5 pm**
6 Feb 2026	**Friday**	**2.30 – 5 pm**

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CCA Option Ranking (6 Feb)

- After the CCA experience, students will be given the link to rank the 4 CCAs that they have experienced.
- CCA will be allocated according to these 3 criteria:

1. Interest – Ranked CCA choices
2. Talent – CCA in Pri Sch, Interviews, Trials & Performance during CCA Experience Sessions
3. Availability – Vacancies across the various CCA Groups

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CCA Allocation (20 Feb)

- **Students will be informed of the CCA that they are allocated to through their Form Teachers.**

- **Students will report for their first CCA session on 24 Feb (Tuesday).**

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Other Administrative Matters

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Training with National Team

- **If your child is training in a sport with the National Sports Association that is offered by the National School Games, speak to Mr Kelvin Poon.**
- **The school will see how we can support your child's training schedule, while balancing the school-based CCA requirements.**

Attire for CCA

- **Students should only be wearing official school uniform/CCA T-Shirts/jerseys with the school logo printed on it.**
- **CCA T-shirts and jerseys should be tucked in neatly.**
- **No jersey from other events (external competition) or external teams should be worn in school.**
- **Students should only wear school PE shorts or team-issued shorts.**
- **Sports covered shoes can be worn for sport activities/ CCA.**

National Digital Literacy Programme (NDLP)

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

2. Under the NDLP, every secondary school student will own a school-prescribed personal learning device (PLD). Students may use funds from their Edusave Accounts to pay for the PLD.

Intended Outcomes

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

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Learning with a Personal Learning Device in Yuhua Secondary School

YHSS' Vision for Personalised Digital Learning

In alignment with our school's Vision, Mission and Values:

A Community of future-ready learners who Care, Connect and Contribute

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PDLP Student Outcomes in YHSS

YHSS Student Outcomes	Skills, Competencies & Dispositions	Technology Affordances
Self-Directed Yuhuans who *Care*	Curiosity, Inquisitiveness, Critical Thinking, Responsibility and Character	Research Tools
Concerned Yuhuans who *Connect*	Knowledge Construction, Communication, Civic Literacy, Collaborative Skills and Teamwork	Collaborative Tools
Confident Yuhuans who Actively *Contribute*	Innovation, Creativity, Design Thinking, Service and Leadership	Creative and Innovative tools

How will your child use the Personal Learning Device?

Your child will be using the PLDs for
1. Active learning in both academic and non-academic subjects
2. Authentic learning tasks that require research, digital creation and collaborative learning
3. ICT courses for digital literacy
4. Interdisciplinary and collaborative project-based learning

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Supporting students in the safe and effective use of devices

Cyber Wellness Concerns identified by local studies and surveys

Harmful Online Content

Gaming and associated risks

Cyber bullying

Excessive social media use

Supporting students in the safe and effective use of devices

The school has measures in place to enable a safe and conducive learning environment for students with the use of PLDs, e.g.

- **School rules on digital device use**
- **Classroom management and routines**
- **Cyber Wellness Education in CCE lessons**

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Supporting students in the safe and effective use of devices

The school has measures in place to enable a safe and conducive learning environment for students with the use of PLDs, e.g.

- **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**

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Classroom Management & Routines

Setting clear expectations and routines for students is critical for effective classroom management, instruction and for our learners to flourish. As a school, we will be inculcating two types of routines in our students:

Types of Routines	Routine Details
General Routines	Access, security and classroom routines
Learning Routines	Learning routines based on sound pedagogical process to make learning with a device more structured

Classroom Management & Routines

Students are expected to:

- **ensure their PLDs are <u>fully-charged</u> when they come to school**
- **use their PLDs to support their learning**
- **<u>take good care of their PLDs</u>, especially when they might be used for official assessments and assignments**

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Cyber Wellness Education

Through the Secondary Character and Citizenship Education (CCE) lessons, students will learn about:

- **Balanced use and self control**
- **Cyber bullying and Upstanding**
- **Becoming a positive influence online**
- **Handling online falsehoods**

Cyber Wellness Education

Through the Secondary Character and Citizenship Education (CCE) lessons, students will learn about:

- Managing social media (Peer influence, emotions, echo chambers)
- Online relationship and online safety (Grooming, self disclosure)
- Respecting intellectual property rights

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Cyber Wellness Education

Students will also be given a chance to serve as a Cyber Wellness Ambassador (CWA). As a CWA, students will be given opportunities to:

- contribute to cyber wellness advocacy both in school and within nearby communities
- conduct cyber wellness lessons for their peers
- organise their own cyber wellness events

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Cyber Wellness Education

In addition, through various programmes in school, students will continue to learn to be respectful, safe, and responsible users of technology.

Examples include:

- **Cyber Wellness Carnival**
- **Assembly programme with external speakers on Cyber Wellness**

* **S.A.F.E.** stands for:

- **Stop** all interactions with the bully; block them if necessary.
- **Assess** the situation. Think of the possible choices that you have and what will be the consequences of each choice on yourself and others.
- **Find** and save evidence of the incident (e.g. photos, online chats). Note down what happened.
- **Engage** a trusted adult and/or peer. Report the incident to the school and/or through the in-app reporting function.

#9 **Resources** on how to report incidents through online platforms are available at the end of the presentation.

AI in education

- **Generative AI (GenAI) has been a topic of concern for teachers, students and parents**

- **While GenAI can support learning through personalised feedback, it may also give inaccurate or biased answers**

- **The school encourages the responsible use of AI for school work and assignments. However, <u>students are required to declare their use of AI</u>, especially in official assessments such as Weighted Assessments.**

AI in education

- While GenAI can be helpful for learning, your children should <u>not</u> be relying on GenAI for social-emotional support

- Emotional attachment to AI tools is dangerous, limiting opportunities for children to develop skills for face-to-face communication and emotional regulation

- About 1 in 3 teens using AI companions for social interaction find them more satisfying than real friends.

Parents'/Guardians' Role

- **We would like to partner parents/guardians, so that students are well supported in their use of technology for learning.**

Parents'/Guardians' Role

- **Model good digital habits** for your child/ward e.g. parents/guardians not using devices during family meals.

- Know your child/ward well and **have conversations with your child/ward** about safe and responsible use of technology.

- Discuss **ground rules** for internet/device usage that both your child/ward and you can agree with.

Role of DMA in supporting students' learning

Device Management Application (DMA) Installation

- **The Device Management Application (DMA) software (Jamf) will be installed on all students' devices to provide a safe learning experience for your child.**
  - This applies even if students choose to use their own pre-existing devices
- **The DMA will be installed after collection of the device and will be uninstalled from the device when your child graduates/leaves the school.**

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In-School DMA Settings (Default)

The default DMA settings for in-school use are designed to help students focus on learning in a safe and conducive online environment. These settings include:

- Web content filtering, including filtering out social media sites, pornography, gambling, extremist and violence-related sites
- The device will shut down at 10.30 p.m. by default
- The school will manage the apps and programmes to be installed on the PLD to support teaching and learning.

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Parental Options for DMA settings

Default	Option A	Option B
Default Option if no other options indicated	**DMA settings can be modified by Parents/Guardians after school hours**	**DMA will be inactive after school hours**
DMA settings are **decided by the school** at all times, except school holidays and weekends.	Parents/guardians will receive a **Parent DMA account** and can make changes to restrictions on child's/ward's use of the PLD after school hours	**No regulation** of device by DMA at all

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Parental Options for DMA settings

- **School hours – 7 am to 5 pm on school days**
- **After school hours – 5 pm to 10.30 pm or during holidays and weekends**

- **Parental Option form will be sent out closer to the date of PLD distribution.**
- **Parents can email the school to change their DMA option.**

DMA option 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 his/her device?
- How well is my child/ward able to regulate his/her device usage on his/her own?
- Does my child/ward get easily distracted while doing online learning?

DMA option 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.

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?

Device and Funding Information

Personal Learning Device

11-inch Retina Display
A16 Bionic Processor
8MP back camera, 12MP front camera

The school will be using the Apple iPad 11th gen 128GB Wifi with Apple Pencil USB C and Logitech Rugged Combo 4 (Keyboard Case) for teaching and learning.

Total cost with GST: $829.30 (incl. 9% GST) - includes 4-year warranty and insurance

PLD Final Selection - Apple iPad

PEOPLE

• STRONG PROFESSIONAL DEVELOPMENT SUPPORT FROM APPLE TO MANAGEMENT, TEACHERS, AND ALL STUDENTS

• DEVICE THAT EXCITES AND PROVIDES MANY LEARNING POSSIBILITIES TO TEACHING STAFF AND STUDENTS

• DEVICE THAT IS DURABLE AND CAN CONTINUE TO BE USED BY STUDENTS IN POST-SECONDARY EDUCATION PATHWAYS

PRODUCT

• REPUTABLE BRAND, WITH TRACK RECORD OF DURABILITY AND STRONG SERVICE SUPPORT

• VERSATILE TO BE USED AS FLEXIBLE LEARNING TOOL:TABLET / NOTEBOOK WITH KEYBOARD COVER PROVIDED IN PACKAGE

PRICE VS VALUE

• 7 SERVICE CENTRES ISLAND-WIDE, WITH PROMPT APPLECARE SUPPORT.

• EDUSAVE AND SUBSIDIES WILL COVER THE BULK OF THE COST FOR ALL STUDENTS

Insurance Coverage

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

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 (4-year insurance)

Technical support for devices

Technical support will be provided to students through:

- **Permanent service desk set up in school (iSEC centre)**
  - o **Troubleshooting of device issues**
  - o **Solve connectivity issues**
  - o **Collection of devices to be sent for repairs**

- **Apple service centres**
  - o **Repair of devices (hardware issues)**

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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.

Funding Support for Singapore Citizen (SC) Students

- To ensure affordability of devices, MOE has provided Edusave top-ups from 2020 to 2023 to all eligible SC students in primary and secondary schools. In 2025, MOE has provided a $500 Edusave top-up for students aged 13 to 16 years old.

- This is on top of the annual $290 credited into the Edusave account for Secondary School students and $230 for Primary School students.

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Funding Support for Singapore Citizen (SC) Students

- For SC students who are on MOE Financial Assistance Scheme or whose family's monthly income meets the following criteria:
  Gross Household Income (GHI) ≤ $4,000, or
  Per Capita Income (PCI) ≤ $1000

- MOE will subsidise 50% of device bundle cost or $350, whichever is lower. The remaining amount will be payable from the students' Edusave account. For students on MOE-FAS, subsidies are available even if there is insufficient Edusave balance. The cash out-of-pocket will be $0.

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Funding Support for Singapore Citizen (SC) Students

- For SC students whose family's monthly income meets the following criteria:

  $4,000 < Gross Household Income (GHI) ≤ $5,500, or

  $1,000 < Per Capita Income (PCI) ≤ $1,375

- MOE will subsidise 30% of device bundle cost or $200, whichever is lower. The remaining amount will be payable from the students' Edusave account. If there is insufficient balance in the Edusave account, MOE will provide additional subsidy so that the cash out-of-pocket will be $50.

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Funding Support for Singapore Citizen (SC) Students

- For SC students whose family's monthly Gross Household Income **(GHI) > $5,500 or monthly Per Capita Income (PCI) > $1,375**, no subsidy will be provided.
- Parents/Guardians can use their child's/ward's Edusave or cash to defray the device bundle cost.

- For more queries regarding financial assistance, please approach the school.

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Funding Support for Non-Singapore Citizen (SC) Students

- **Permanent residents (PR) and international students (IS) who need support could apply for subsidies, particularly those whose Gross Household Income (GHI) is below $5,500 or Per Capita Income (PCI) is below $1,375.**

- **For more details, please approach the school.**

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What's Next?

Parental Consent for Procurement

1. **(SC students only)**
   Parents/Guardians utilising Edusave funds for PLD need to give permission for Edusave to be used for PDLP by 23 Jan 2026 at:

   https://go.gov.sg/edusaveformsgso
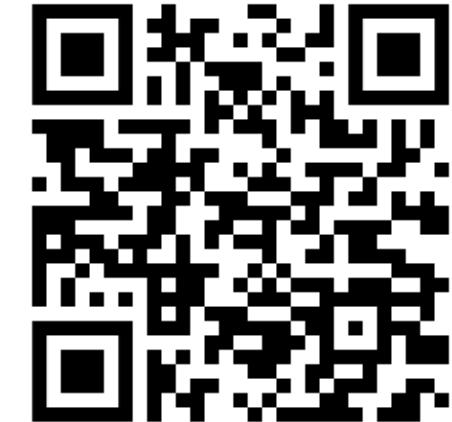
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Parental Consent for Procurement

2. **(ALL students)**
   Parents/Guardians to respond on Parents Gateway (PG) to form "Consent to Purchase of Personal Learning Device (PLD) and Installation of Device Management Application (DMA)" by 23 Jan 2026.

What's next?

For Singapore Citizen students with Edusave

Time Frame	Activity
By 23 Jan 2026 (Fri)	1. Respond to PG form 2. (if not done yet) Complete Edusave Standing Order for PDLP
13 Mar 2026 (tentative)	Collection of Devices by students

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What's next?
For Permanent Residents (PR) / International Students (IS) without Edusave

Time Frame	Activity
By 23 Jan 2026 (Fri)	**1. Respond to PG form**
By 6 Feb 2026 (Fri)	**Parent/Guardian to make payment via Giro/Cheque/PayNow**
13 Mar 2026 (tentative)	**Collection of Devices by students**

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Use of own device as PLD

If you would like your child/ward to use his/her own device as PLD,
- Please **inform the school through the FTs**
- Your child/ward will need to **bring the device to school** for us to assess its suitability as PLD. **DMA will be installed** on the device and it will be managed like any other PLD
- If the device is found unsuitable, you may choose to purchase the PLD with the school or loan a device from the school on a **daily basis**

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Important Contacts/ Helplines

To access/find out more about	Contact/Helpline
Edusave Balance	6260 0777
Financial assistance available	6566 1985 (General Office)
Personal Learning Device	6566 1985 Mr Soh Ming Quan (HOD/ICT) Mr Lee Yi Xin (SH/ICT) Mr Zulhaqil Jumail (ICT Manager) Mdm Pappu Lalitha (ICT Manager)

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End of Part 1 /2