

2026

Secondary One Parent Engagement

9 January 2026



Programme

- Welcome Address by Principal Mr Ivan Wu
- Student Wellbeing by YHLS Miss Parvin
- Transition Support by SENO & SMCs Lorraine Teo & Ms Atiqah
- PE & CCA Matters by HOD PE & GYM Mr Amir Hamzah
- PDLP & ICT Matters by HOD ICT Mr Chua Khoon Wee
- Q & A



<https://go.gov.sg/prsspg2026>

PARENT SUPPORT GROUP

Scan the
QR Code
to join our
PSG.



PSG Liaison:
Mr Ow Kok Meng
(HODSP) &
Mdm Siti Mariam



Supporting Your Child's Transition to Secondary 1

Care Corner | Secondary School



About Us



Parenting Support Partnership

We are the appointed Parenting Support Provider by Ministry of Social and Family Development. We work closely with schools to support parents.

Building Family Confidence

Our goal is to help families confidently manage your children during the transition to Secondary 1.

Triple P Parenting Seminars

We promote positive parenting through Triple P seminars to equipping parents with practical skills and knowledge.



BECKY BUNNY
Families for Life's Mascot

Why Does Transition Matter?



Significant Milestone

Transitioning to Secondary 1 is a key developmental stage for children and families.

Challenges of Changes

New routines and expectations may cause anxiety and stress for children adjusting to school

Parent Support Role

Parents can ease transition by offering empathy, guidance, and proactive support.

Common Parenting Issues Faced During This Transition



Digital Wellness Related



Parent-Child Relationship



Friendship Issues



Self-esteem



Emotions Management

Ready Together for Sec 1 [Online]



Ready Together for Sec 1: Confident Parenting with Positive Strategies

Exclusive for Parents of Secondary 1 Child
Studying/Staying in Punggol/Pasir Ris/Tampines

Join us to

- ✓ **See Your Teen's Perspective**
 - ☞ Understand their world and emotions
- ✓ **Co-create responsibility**
 - ☞ Share ownership of routines and choices
- ✓ **Coach Self- Discipline & Problem Solving**
 - ☞ Guide them to manage challenges
- ✓ **Help Build Connections with Family and Friends**
 - ☞ Create lasting bonds with family and friends

FREE!
PARENTING
SEMINARS



Session 1

Date: 24 Jan 2026
Time: 9am to 11.30am

Session 2

Date: 27 Jan 2026
Time: 7.30pm to 9.30pm



Conducted virtually
via Zoom

SCAN ME!

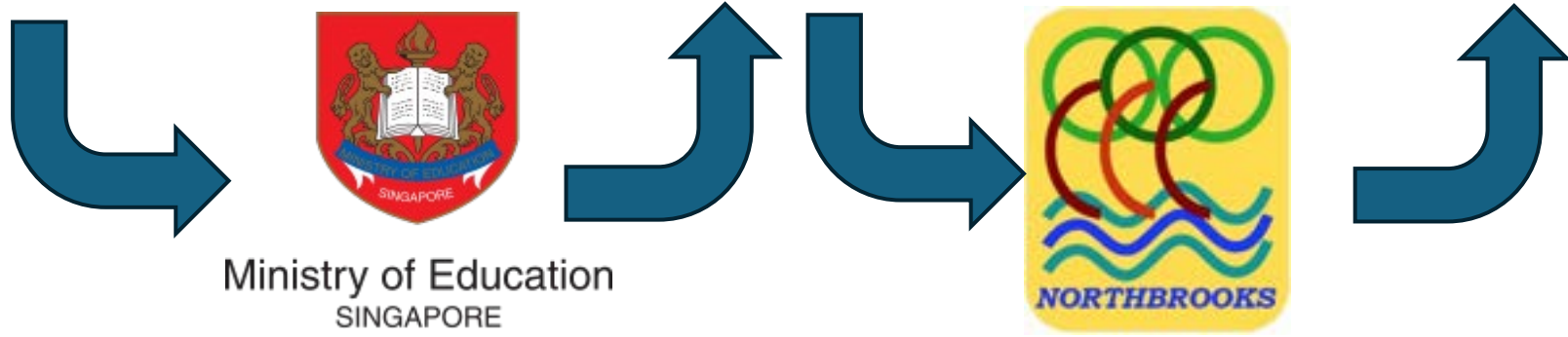




Welcome Address

Principal
Mr Ivan Wu

Prior Work History





What Pasir Ris
Secondary strives
to achieve.

National Desired Outcomes of Education



Vision: Confident Learners, Caring & Resilient Citizens
Mission: Inspiring Lives, Nurturing Talents, Realising Dreams

Pride & Responsibility

Pride · Responsibility · Integrity · Zeal · Empathy

Quality Learning

Character building

School capacity & capability ;
Synergistic partnerships



Confident
learners

Together, let's raise...

Caring &
resilient
citizens

Real Connections

Cultivate strong relationships and
healthy habits in this digital age



Role Models

Show our children the skills and
values they need for life



Respectful Communication

Foster kind words and actions
between parents and educators



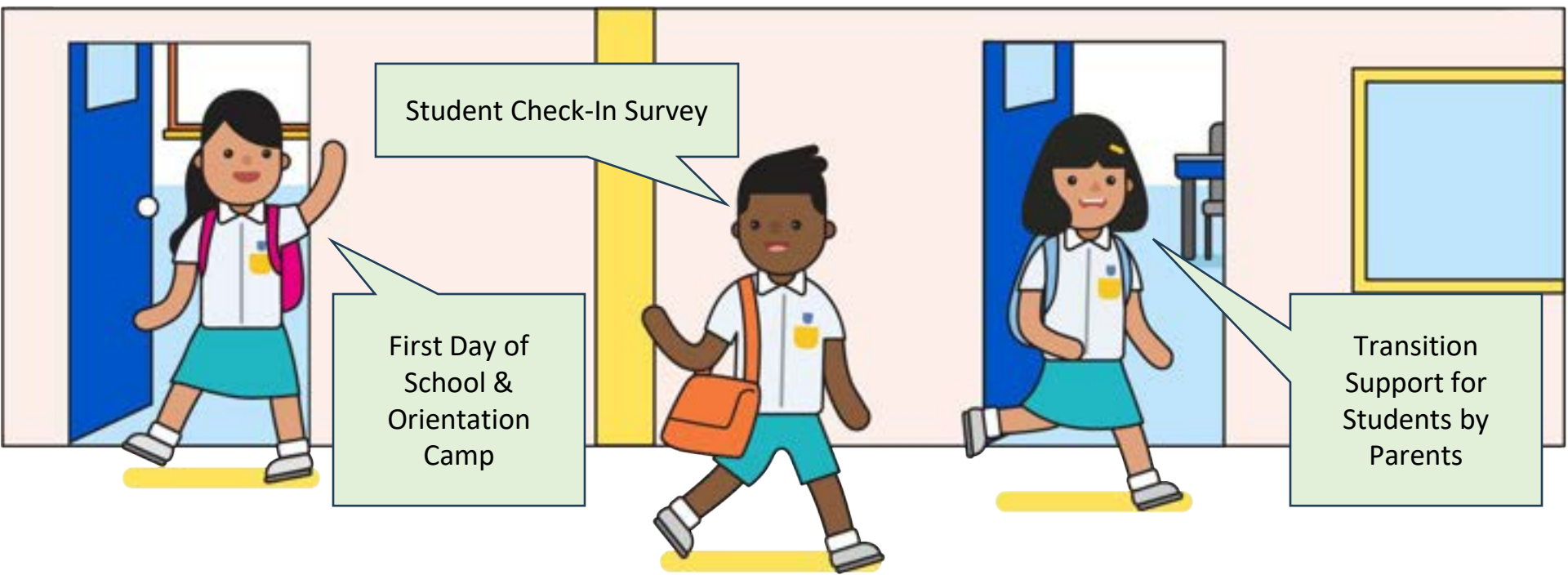
Parenting with MOE Instagram account





Student Wellbeing

YH Lower Secondary
Miss Parvin



Supporting Secondary 1 Students through Transition

Camp Oneiric

7-9 January 2026

Strong Start, Start Right

Non-residential

- Orientation to new campus
- Setting new goals
- Readiness for secondary school life
- Foster new friendships
- Affiliation to Pasirian culture
- Fun start to new school year



Campus Tour



Teambuilding Games



Parents invited to join Parent Engagement and Oneiric Night on Friday, 9 Jan, 6-8pm



PRIDE AND RESPONSIBILITY

Oneiric Night



Kinball

School Cheers



Student Wellbeing Termly Check-in Survey

Administered to help schools:

- Understand students' social and emotional needs, social support network and wellbeing as they enter the new school year
- Identify students for closer monitoring and support, including those who are having difficulties coping emotionally, facing family related challenges, or struggling quietly and not reaching out for help.

Follow-ups and support

1. Cohort level program to address issues pertaining to student's concern e.g., assembly programmes and CCE lessons
2. 1to-1 Student Teacher Conference with your Child
3. Connecting child with buddy/peer support leader
4. Referral for students needing more support to school counsellor, SEN officer, Year Heads or even family service centres
5. Subject Teachers may arrange for 1to1 or group consultation with student/s, on needs basis. Students may approach subject teachers if they need help and extra support.

Follow-ups and support

6. Assessment papers (e.g., practice papers, past year papers) will be shared with students during lesson as part of revision and preparation for examination.

7. Parents may contact the teacher/s via email or school to receive updates/feedback on your child's learning.

Support for Students

2 School Counsellors + 1 SENO , TCs and TSNs

Student Services Hub

- One-stop facility for student support services, eg counselling, student welfare, education and career guidance counselling
- Promote and de-stigmatise help-seeking behaviours amongst students by encouraging walk-in consultations, and support a more holistic and responsive case management system by co-locating different specialised staff together



Support for Students with Special Educational Needs (SEN)

- Transition Support Talk during Sec 1 Camp
- Circle of Friends Programme
- Facing Your Fear Programme
- Regular check-ins by teachers and SEN Officer
- Small group / 1:1 sessions with SEN Officer at Sensescape room
- Small group school tour for students with SEN (high needs)
- TSNs (Teacher trained in Special Needs) to support in T & L
- Fostering an inclusive school for all learners

Sensescape Room @ Level 1, Blk A





Basket-weaving



Candle-making



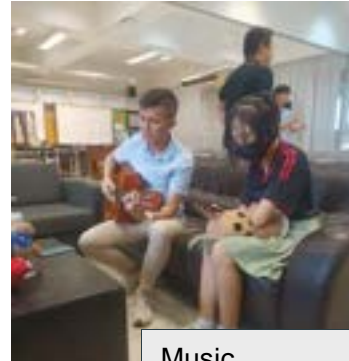
Roller-blading



Drumming



Coffee-making



Music jamming



Diamond-painting



LJ to Birds' Paradise

After-school engagement programmes to engage students meaningfully after school hours

Youth Clubhouse aims to provide students with a safe and comfortable place to “hang-out” after school hours where they can interact with their friends and teachers, do their self-study or homework and participate in various activities.

Student-centric programme design -interests and preferences of students.

Youth worker - additional significant adult support for the students provide guidance on developing the student

Gear-up programmes



ECG Talks



Alumni Career Talks



ApLM@ITE



ApLM@Poly



Learning Journey to Jurong Island



Learning Journey to Temasek Poly



Educational Career Guidance

STUDENT AGENCY & WELLNESS



Student Learning Festival



SIL fortnightly on HBL days



Wellness Day



Student Forum



Pop-up cafes



Wellness Corner in the Library



Self-Help Books & Cards



Library Book Displays



Student E-Handbook

Access via PRSS Website/Google Classroom

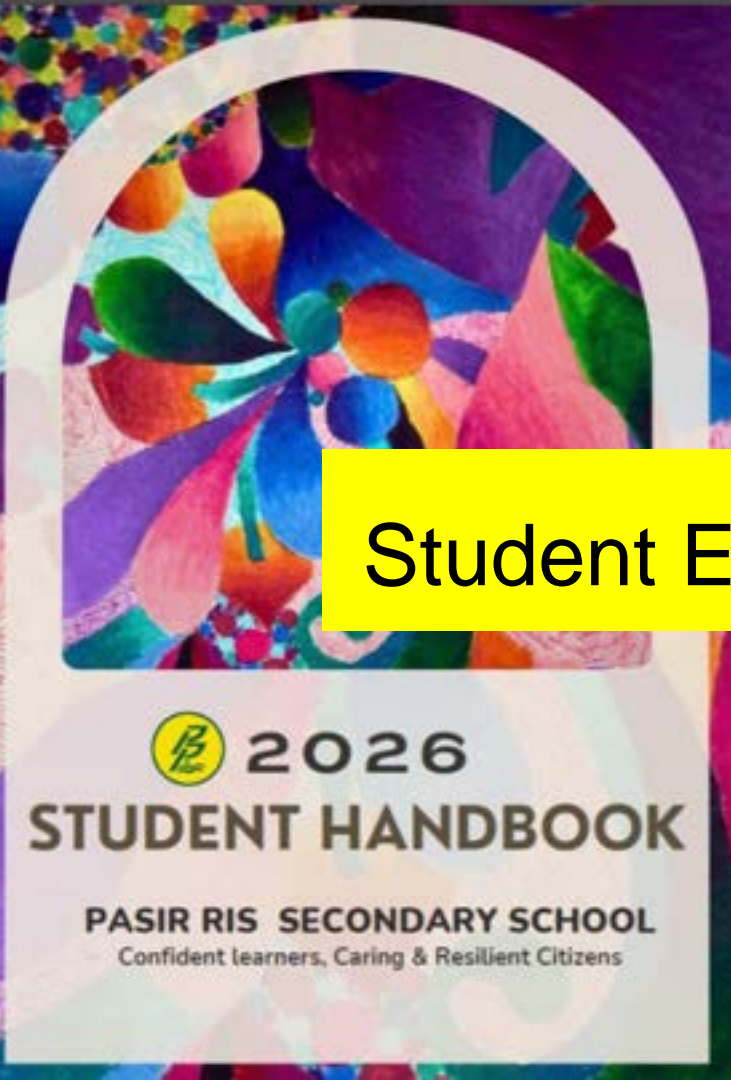
- Softcopy handbook
- Be self-directed in your pursuit of learning and wellness
- Be responsible for your daily activities
- Learn to manage your daily schedule and plan your study schedule/daily habits
- Use the handbook as a reference and guide



Student E-Handbook

What does the handbook contain:

- Discipline rules
- Cyber Wellness
- PDL P CHAMPS Routine
- SIL STAR routine and ALPS framework
- Maintaining Mental Wellness



Student E-Handbook

The handbook also contains information on:

- Assessment Guidelines
- Promotion criteria
- Reflection guides
- Study Tips
- PIES Well-being guides

My Reflections (Term 1)
Assessing my current reality and closing the gaps in my learning

What were your major achievements this term?

What are the reasons for achievement/achieving targets?

What were your major challenges this term?

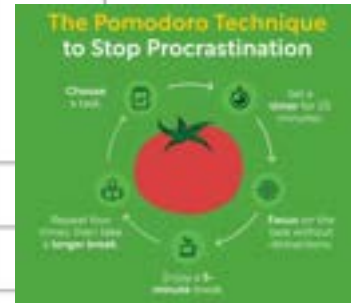
What are the reasons for challenge/struggling to achieve targets?

(A) PROMOTION CRITERIA

Level/Stream	Criteria for Promotion
Sec 1 - 3	<p>All students will generally progress to the next level.</p> <p>Teachers will check in with students and parents to discuss the subjects and respective subject levels that best suit the student.</p> <p>Students may be offered subjects at a more or less demanding level based on teacher learning progress and interest.</p>

MY WELL BEING (PIES) CARD

TERM 1 (2024) WELL-BEING	TERM 2	TERM 3	TERM 4
<p>1. EAT WELL</p> <ul style="list-style-type: none"> Good nutrition can support growth and enhance overall health and development. 			
<p>2. SLEEP WELL</p> <ul style="list-style-type: none"> Healthy sleeping routines can improve concentration, mood and physical development. 			
<p>3. LEARN WELL</p> <ul style="list-style-type: none"> Engage in diverse learning experiences for holistic development. 			
<p>4. EXERCISE WELL</p> <ul style="list-style-type: none"> Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem. 			
<p>5. BOND WELL</p> <ul style="list-style-type: none"> Cultivation of strong relationships within the family and social connections with friends. This supports and reinforces healthy lifestyles. 			



2026 STUDENT HANDBOOK

PASIR RIS SECONDARY SCHOOL
Confident learners, Caring & Resilient Citizens

Expectations

Learner Etiquette



Classroom Etiquette

Expectations of Student Behaviour During Lessons

Be punctual for all lessons and be ready for lessons within 2 mins

Bring all lesson materials like textbooks, workbooks, worksheets, stationery, including foolscap paper – borrowing/sharing not allowed

Remain seated at assigned seat during lessons – **no walking around class**

Attentive during lessons – **no side talk, loud comments or questions to interrupt teaching**

Active participation during lessons

Focus and complete all assigned tasks during lessons

Show positive attitude and effort in learning

Complete all homework with effort and submit punctually

Show respect towards peers

Show respect towards all teachers – **obey all instructions, no talking back, etc.**

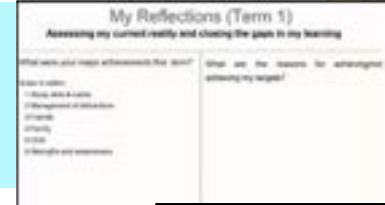
Classroom Expectations (Before Lesson)

- ☐ **Punctual:** All students should arrive punctually for lessons
 - ☐ Seated and ready for lessons before bell rings (1st period, post-recess and post-lunch)
- ☐ **Prepared:** Be ready with learning materials (PLD / textbook / workbook / file)
- ☐ **Productive:** Complete and submit work responsibly
- ☐ **Prompt (in transition):** Move as quickly as possible to the next lesson venue without detours

Behaviour & Attitude as a Pasirian

Expectations

Personal Wellbeing
& Self-Management



Promotion Criteria

Level/Stream	Criteria For Promotion
Sec 1 - 3	<p>All students will generally progress to the next level.</p> <p>Teachers will check in with students and parents to discuss the subjects and respective subject levels that best suit the student.</p> <p>Students may be offered subjects at a more or less demanding level based on his/her learning progress and interest.</p>

Eligibility Criteria to take Subjects at More Demanding Level

Current Subject level	School-based results (Overall)	Option to offer subject at
G2	<ul style="list-style-type: none">•75% or higher in specific subject•Deemed able to cope with the G3 subject	G3 level from next semester
G1	<ul style="list-style-type: none">•75% or higher in specific subject•Deemed able to cope with the G2 subject	G2 level from next semester



Post-Secondary Education Pathways

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	✓	✓	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.



Use of Digital Devices

- ▶ Handphones allowed but to be locked up during curriculum hours, including all after-school activities.
- ▶ Lockers provided outside respective classrooms. Students to bring own lock. Separate application for rental of lockers is available.
- ▶ PLD is Chromebook



New MOH guidelines on screen use for children under 12



BELOW 18 MONTHS



- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities

18 MONTHS TO 6 YEARS



- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

Academic Matters Dates to note

Term 1 Weighted Assessment (WA1)

- Weeks 5-8: 2 Feb – 27 Feb 2026
- Week 7: No WA directly before and after PH
- Conducted during class time; Max 2 subjects per day

Term 2 Weighted Assessment (WA2)

- Weeks 6-8: 27 Apr - 15 May 2026

*WA and Exam schedules/scope will be sent via PG

STUDENT LEADERSHIP PEGASUS PROGRAMME



Class Leader Committee [Structure]

Enabling platforms

- Role-specific training
- Student Leadership Challenge Workshop
- Circle Time and Peer Mediation Training
- HT guidance and regular check-ins (at least once a term)

Empowering platforms

- Role-specific initiatives and activities
- Lead class-based initiatives and activities

Roles and Responsibilities can be found in Student Handbook

Chairperson



Vice-Chairperson



Cyber Wellness
Champion 1

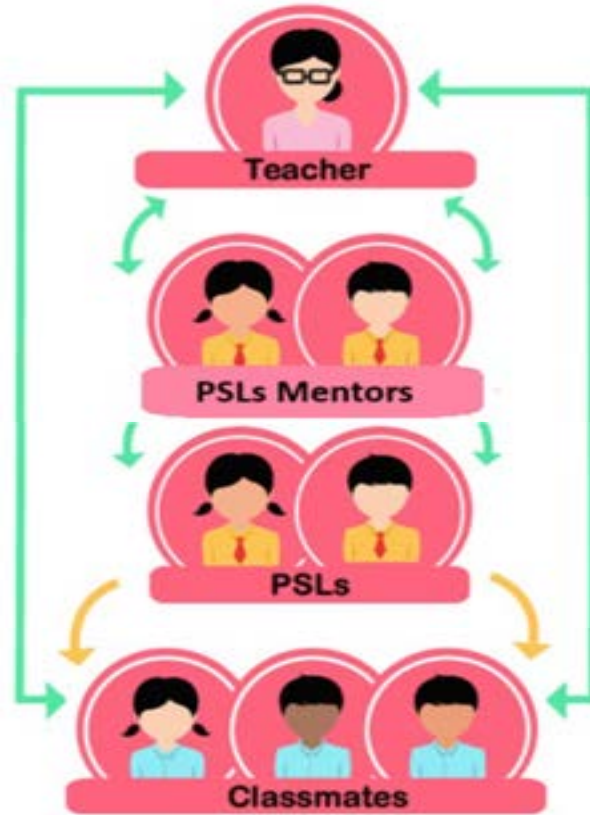


Cyber Wellness
Champion 2



Environmental
Champion

Peer Support Leader [Structure]



HTs, YHs, and Student Leadership Comm. provide guidance, training and support

Upper Sec PSLs who served in past year and wish to mentor juniors

Two appointed PSLs¹ per class

Every Pasirian a Peer Supporter

PEER SUPPORT LEADER



Circle time and peer mediation workshop



Mental Wellness Pop-Up Cafe



Peer support leaders sharing @ RGS



An initiative to support the well-being of all Pasirians.

Facing an unsolved problem?

Feeling down or unsure?

IDK



Give Your
Mental Health
a Helping Hand.

Add Us



TELLONYM



SCAN ME

@HERESAHAND

and share with us
your questions.
Your questions can
be kept anonymous.

Speak to a trusted adult.



SCAN ME

Fill up the form and we
will connect you with
our teachers or School
Counsellor.

Brought to you by



DON'T BE afraid TO ASK FOR WHAT YOU need!

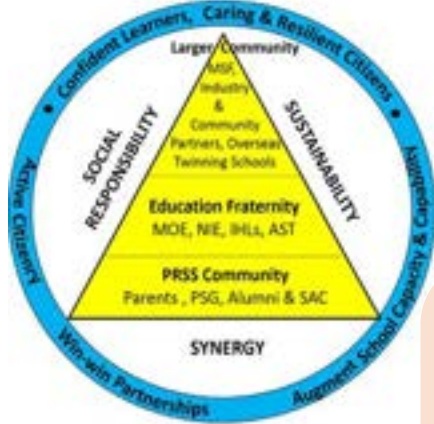
2026 Secondary 1 Parent Engagement Sessions



Day/Date	Time	Programme
Friday 9 January 2026	6.00- 7.00pm	Parent Engagement Welcome Address by P, Student Well-Being, CCA Matters, PDLP & PLD, and Transition Support
Friday 6 Mar 2026	5.30- 6.30pm	Virtual Parent Engagement Sec 1 Outdoor Adventure Learning Camp (OALC) Briefing (30 Mar - 2 Apr 2026, 4D3N Residential Camp at MOE Changi Coast Outdoor Adventure Learning Centre)
Term 1, Weeks 9-10 Term 2, Weeks 9-10 Term 3, Weeks 9-10 Term 4, Weeks 6-7	Options provided	Parent-Teacher Meetings Holistic Development & Areas for Growth Academic and Non-Academic Progress Student Portfolio

SCHOOL-HOME PARTNERSHIP

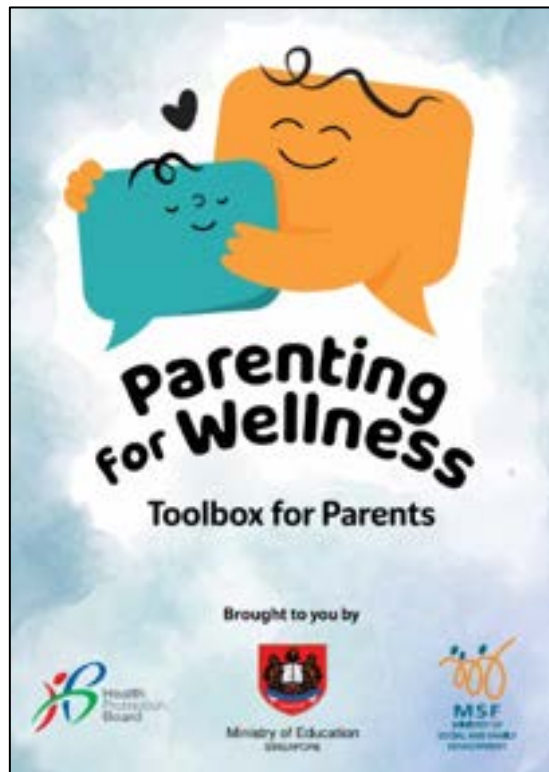
Our children do best when schools and parents work hand in hand to support them.



Do reach out to us
via email or
school phone
should you need to
speak to a teacher.

- Parents-Teacher Meeting
- Parents Gateway - communications /newsletters/updates on school events/SMM, etc.
- PRSS website for latest info and updates on school events/programmes /announcements
- PSG workshops and events; Triple P workshops have scheduled to run in 2026. Details via PG.

Latest Resource: Parenting for Wellness Toolbox



An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.





Parenting Resources on Parents Gateway (PG)



Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.





Begin your parenting journey with us

@parentingwith.moesg

Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.





Setting up Students for Success

SUPPORT FROM PARENTS



Transition Support

School Counsellor
Ms Lorraine Teo



What is Mental Health?

Good mental health is more than just the absence of mental illness.

It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.



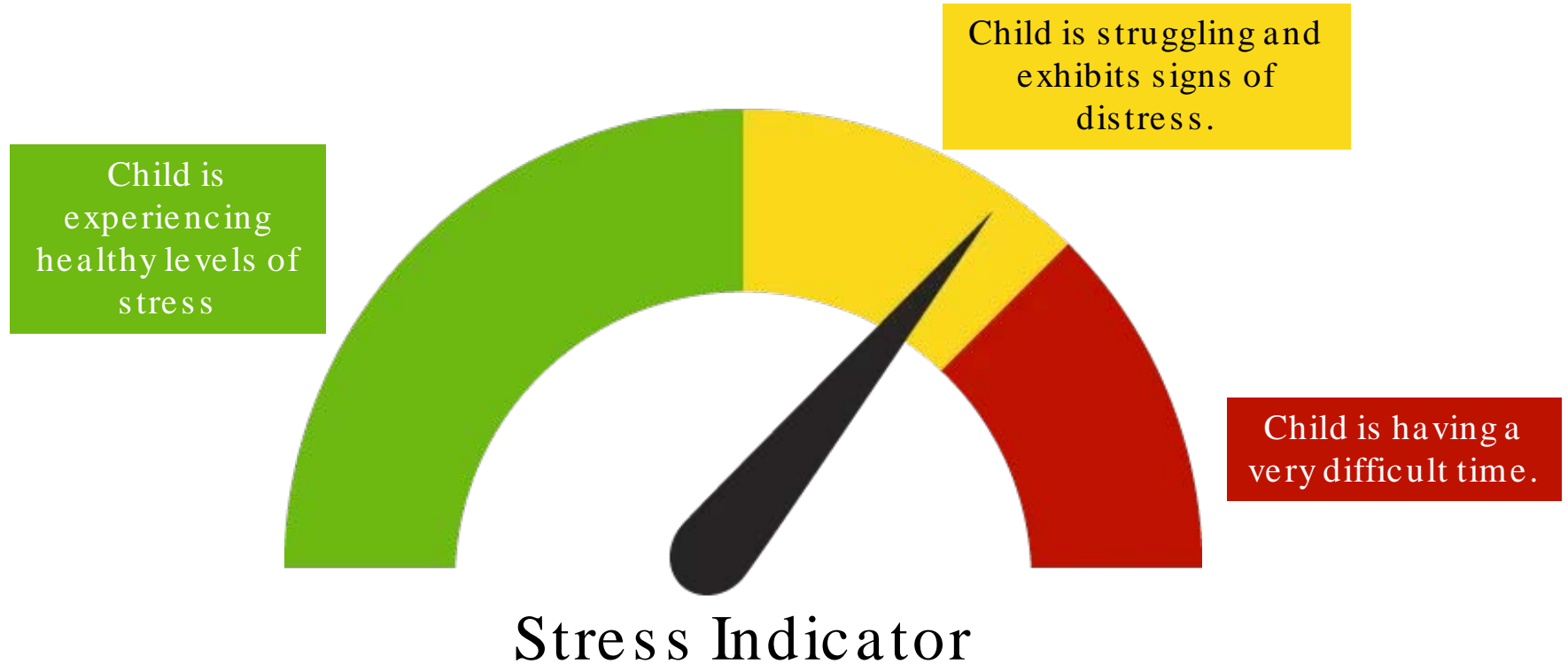
Understanding your child

What your child may be experiencing

- Overwhelmed by a different school environment, longer days, and a wider range of subjects
- Navigating the stress of making new friends, fitting in with peers, and finding their place in a new community
- Influenced by peer relationships and online interactions, which shape their self-image and confidence
- Adjusting to new routines, multiple subject teachers, and increased personal responsibilities
- Feeling tired from earlier school hours and heavier curriculum load
- Experiencing typical teen changes — seeking independence but still needing support and reassurance

Did You Know?

The Difference between Stress and Distress



Importance of Family Support

The Termly Check-In Surveys indicate that whilst friends in school are steadily growing as a source of support for Secondary School students, families remain a primary source of support when they are feeling stressed or anxious — demonstrating the vital role parents play in their children's mental well-being.



Parents remain a primary source of support for their child

Adapt by being
open to new
experiences

Revisit past
successful
strategies

Overcome
stress by breaking
down goals into
smaller steps

Need a
listening
ear?



Meet **ARON**

What Parents Can Do...

Adapt by being open to new experiences

1. Changes in life can disrupt our sense of familiarity.
2. Change can be **fun and exciting**.
3. Step out of your comfort zone
 - a. Recognise that it is a **journey**, not a destination.
 - b. Take your time and get better in your craft!
4. **Embrace** new situations with an open mind - the transition will be less bumpy!

What Parents Can Do...

Revisit past successful strategies

- In unfamiliar surroundings, you may sometimes feel lost and helpless.
- Think of what has worked for you in the past.
- 4 Rs:
 - Revisit
 - Recall
 - Reflect
 - Revise



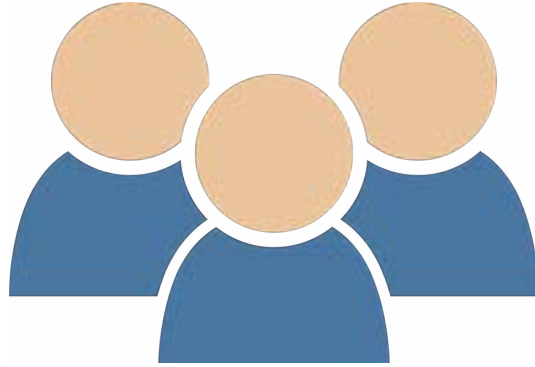
What Parents Can Do...

Overcoming stress by breaking down goals into small steps

- Achieving a big goal may seem overwhelming
- Break down broad goals into smaller and realistic targets.
 - Manage your expectations
- With each step, you are one step closer to your destination!

What Parents Can Do...

Need a listening ear?



- Home Teachers
- Year Head
- Friends
- School Counsellor
- SEN Officer

If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.



Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used. The full toolbox is available at the end of the presentation.



Respectful Communication

Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.



Share observations about your child's emotional state, stress levels, and social interactions



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



Communicate kindly and respectfully with one another



Role Models

Model the skills and values our children need for their mental well-being



Demonstrate healthy ways to manage stress, setbacks and difficult emotions



Show children it is okay to ask for help when struggling



Model self-care



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

Providing a safe space for conversations

Tips taken from
Parenting For
Wellness Toolkit
(p.11)



This QR code takes you directly to page 11 of the toolbox. The full toolbox is available at the end of the presentation.

✓ Things You Can Do



Listen attentively. Maintain eye contact and put away your devices to show that you are paying attention.



Ensure that the environment is conducive and comfortable for your child. E.g. recreate an environment where your child had previously opened up to you, and have the conversation in a place where your child feels they have privacy.



Listen to understand, instead of listening in order to give advice and offer solutions.



Take a step back to calm down if things get heated, and return to the conversation after calming down.



Check that your child is comfortable with you sharing what they have told you with other people. If you have to do so out of concern for their safety, explain to your child why it is necessary.

○ Things You Can Say

- Use open ended questions to find out more about your child's perspectives and feelings.

How did that make you feel?

- Acknowledge that your child's opinions and feelings are valid, even if you disagree with them or do not fully understand them.

I hear that you are feeling frustrated.

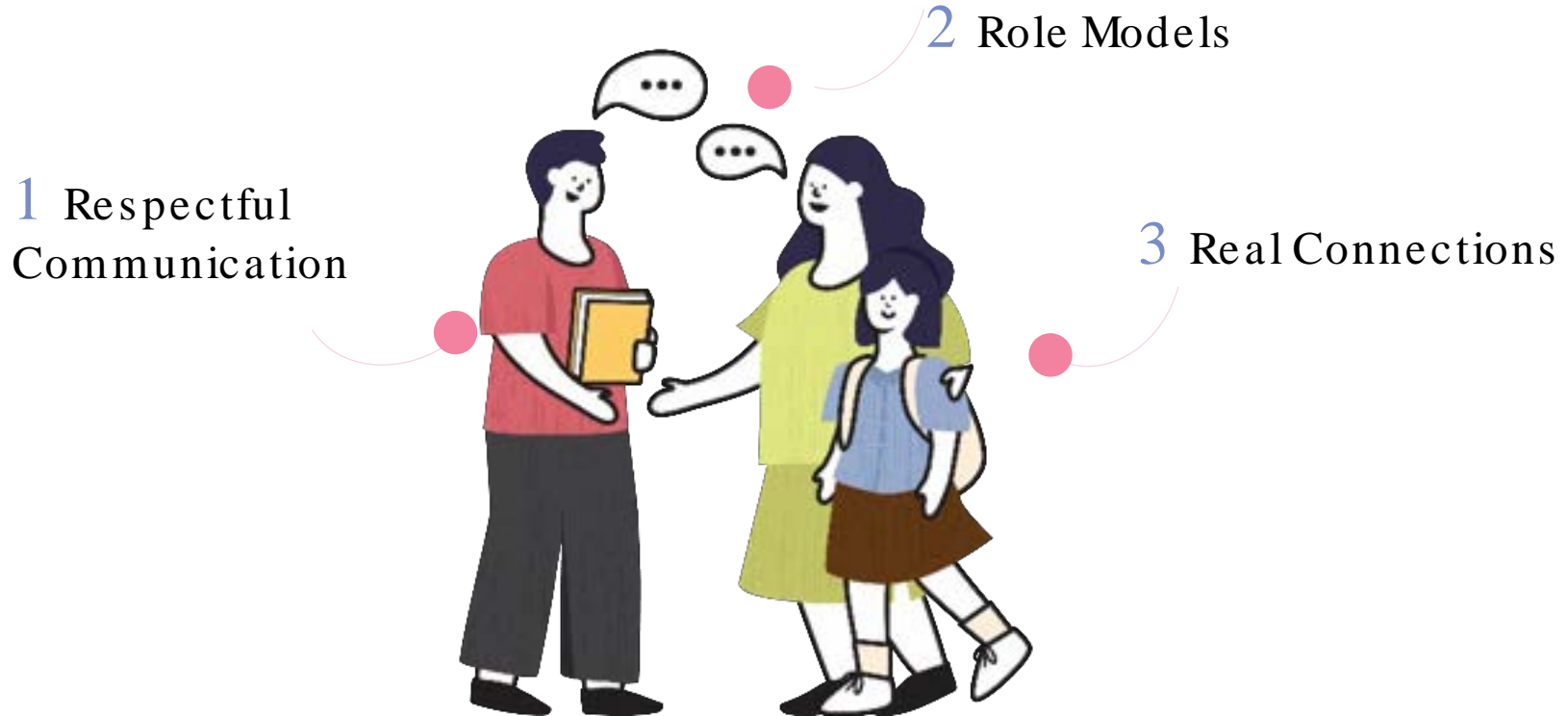
- Let your child know that it is natural to experience these feelings, and that you experience them too.

I can see why you are upset.
I would be too.

- If you are not sure what else to do, you can let your child know you are concerned for them, and offer support or a listening ear.

How can I help? What support do you need from me?

We value your partnership to raise a ‘Happy, Kind, and Confident Generation Together’.



Parenting Resource: Parenting for Wellness

Keen to find out more about building strong parent-child relationships, supporting our children's mental well-being, and parenting in the digital age?

For more bite-sized resources (practical tips and strategies), scan the QR code on the right to download a copy of the [Parenting for Wellness Toolbox for Parents](https://go.gov.sg/pfw-toolbox-for-parents).

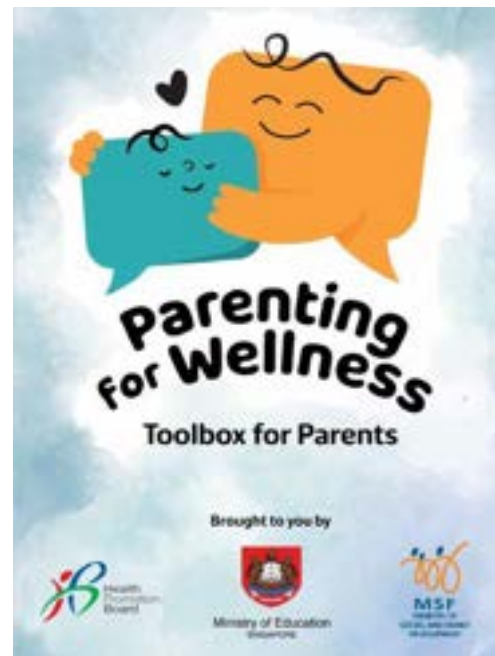


<https://go.gov.sg/pfw-toolbox-for-parents>



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

For personalised access to the full suite of parenting resources, check out the [Parenting for Wellness](https://go.gov.sg/parenting) website on Parent Hub (hosted by HPB)! Scan the QR code on the left to access the website.



PE & CCA Matters

HOD PE & CCA
Mr Amir Hamzah

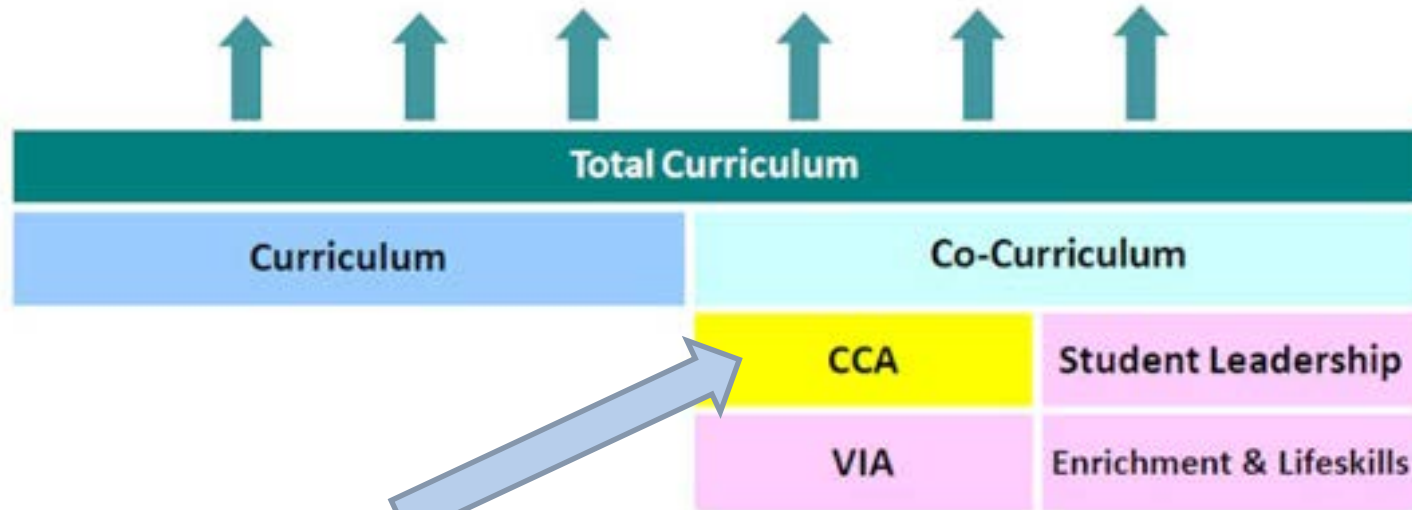
Co-Curricular Activity (CCA)

1. A Key Student Development Experience.
2. Compulsory for All Secondary School Students.
3. LEAPS 2.0 System.

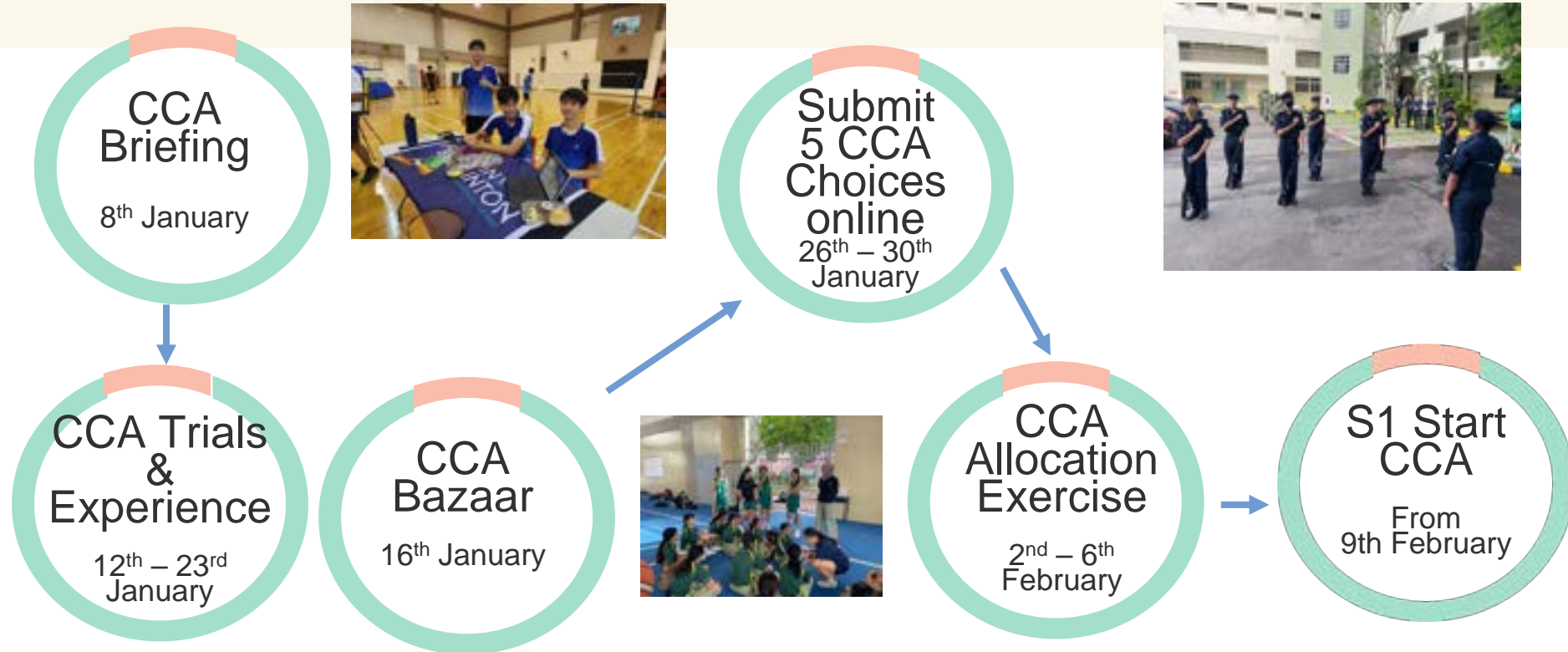
Desired Outcomes of Education: 21st Century Student Outcomes

Confident person
Concerned citizen

Self-directed learner
Active contributor



S1 CCA Selection & Allocation Timeline





CCA Matters

Important Dates:

- CCA Selection & Allocation Briefing - Thur, 8 Jan 2026.
The CCA schedule will be shared to students at this briefing.
- CCA Experience & Trials - 12 to 23 Jan 2026.
- CCA Bazaar/Showcase - Friday, 16 Jan 2026 (from 2.00pm to 6.00pm) to help S1 students make informed CCA choices.
- CCA Online Application - 26 to 30 Jan 2026. S1 students can put in 5 CCA Choices (must include one Uniformed Group CCA and one Performing Arts CCA in their 5 Choices).
- CCA Allocation Exercise - 2 to 6 Feb 2026.
- S1 CCA Start Date - from 9 Feb 2026.
- S1 students interested in Strategic-Partnership CCA Track & Field or Strategic-Partnership CCA Water-Polo, to approach CCA KPs in-person.

CCA Allocation (Guiding Principles)

1. Student's First Choice

Most students will be given their first choice with considerations to available resources (facilities, teachers and coaches/instructors).

3. Special considerations

SEN students and students with serious medical conditions.

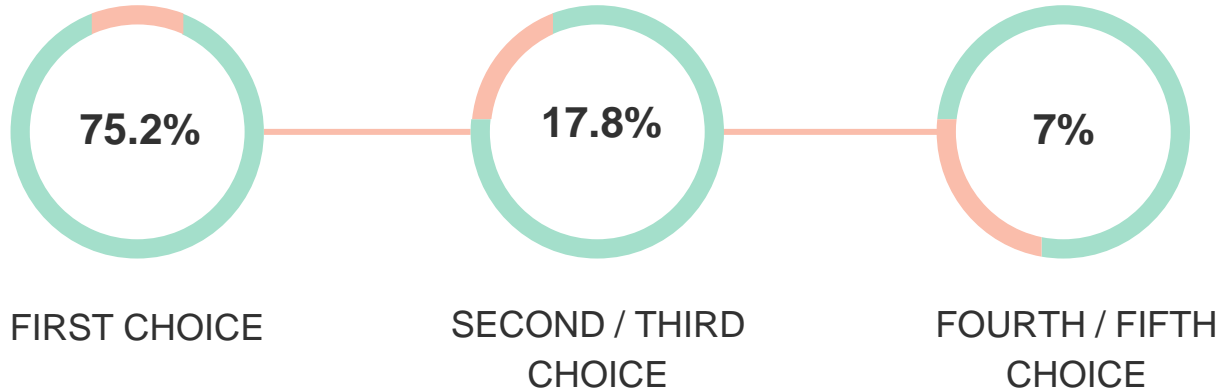
2. Rank List

For CCAs that are over subscribed, the student will be allocated based on shortlist by the team of CCA teachers, coaches/instructors (trials/auditions).

4. Student's choice

Students will be given their 2nd / 3rd / 4th / 5th choice based on vacancy.

CCA ALLOCATION 2025 ANALYSIS



CCA LEAPS 2.0

IS A FRAMEWORK TO RECOGNIZE SECONDARY SCHOOL STUDENTS' HOLISTIC DEVELOPMENT

LEADERSHIP

HIGHEST LEADERSHIP
POSITION HELD

ACHIEVEMENT

HIGHEST LEVEL OF ACHIEVEMENT
(REPRESENTATION,
ACCOMPLISHMENT)

PARTICIPATION

REGULAR ATTENDANCE @ CCA
(AT LEAST 75% ANNUALLY)

SERVICE

SERVICE HOURS AND
VALUES IN ACTIONS
(COMMUNITY INVOLVEMENT)
PROJECTS

Co-Curricular Attainment	Details
Excellent (2 bonus points)	Student who attains a minimum Level 3 in all four domains with at least a Level 4 in one domain.
Good (1 bonus point)	<p>Student who attains a minimum Level 1 in all four domains with any one of the following:</p> <ul style="list-style-type: none">i. At least Level 2 in three domains;ii. At least Level 2 in one domain and at least Level 3 in another domain; oriii. At least Level 4 in one domain.
Fair	Student's attainment in co-curricular will not translate into any bonus points.

PLEASE SCAN
THE QR CODE
FOR
INFORMATION
ON LEAPS 2.0



Sec 1 OAL Camp (Outdoor Adventure Learning Camp)

- Date: 30 March–2 April 2026 (4D3N Camp)
- Location: MOE Changi Coast OAL Centre





PDLP & ICT Matters

HOD ICT
Mr Chua Khooon Wee

Question & Answer



Thank you

Let's proceed to the Hall for Oneiric Night and support our S1s!