

# 2026 Secondary One Parent Engagement

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9 January 2026



# Programme

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



<https://go.gov.sg/prsspsg2026>

# 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



BECKY BUNNY

Families for Life's Mascot

## 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.

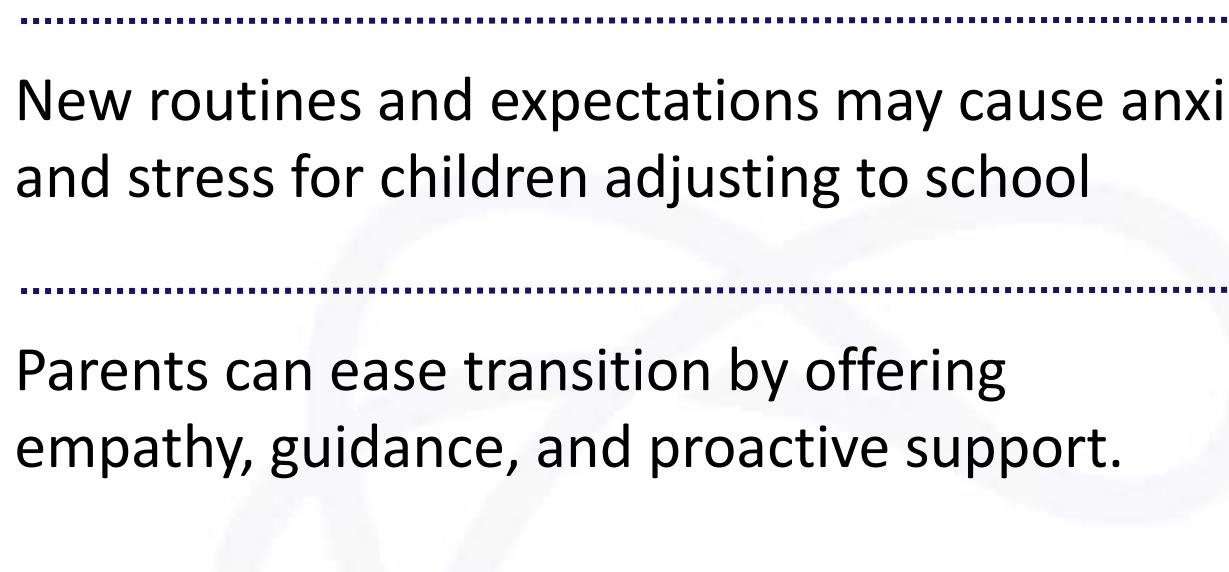
## Triple P Parenting Seminars

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

# Why Does Transition Matter?

Significant Milestone

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

A soft, out-of-focus background image of a young child smiling, positioned behind the text blocks.

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]



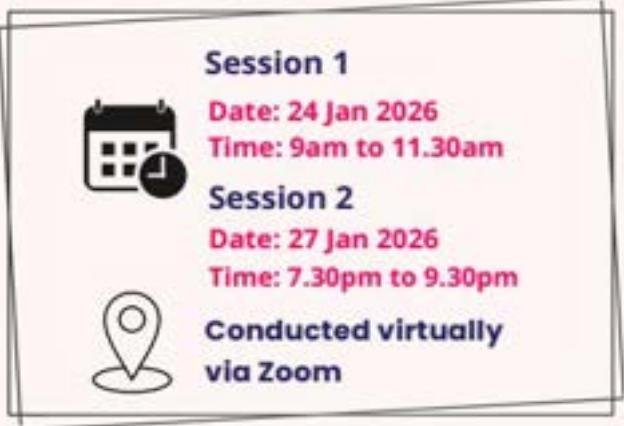
## Ready Together for Sec 1: Confident Parenting with Positive Strategies

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



# Welcome Address

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Principal  
Mr Ivan Wu

# Prior Work History

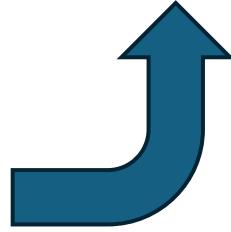
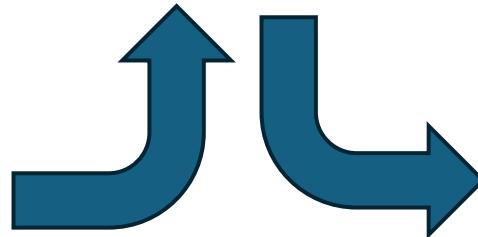


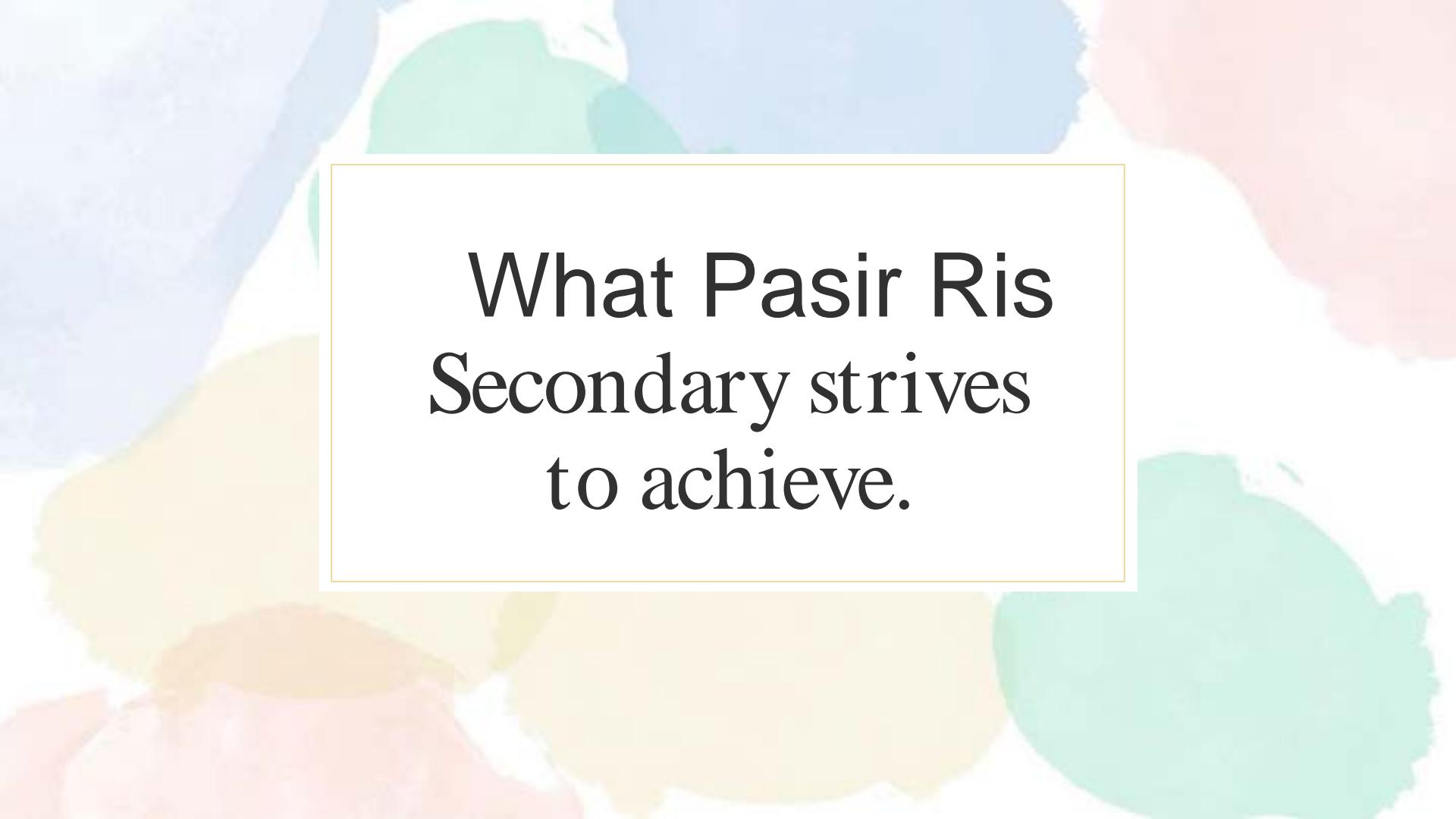
CHIJ  
ST. JOSEPH'S CONVENT

**MTI** MINISTRY OF TRADE  
AND INDUSTRY  
SINGAPORE



Ministry of Education  
SINGAPORE





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

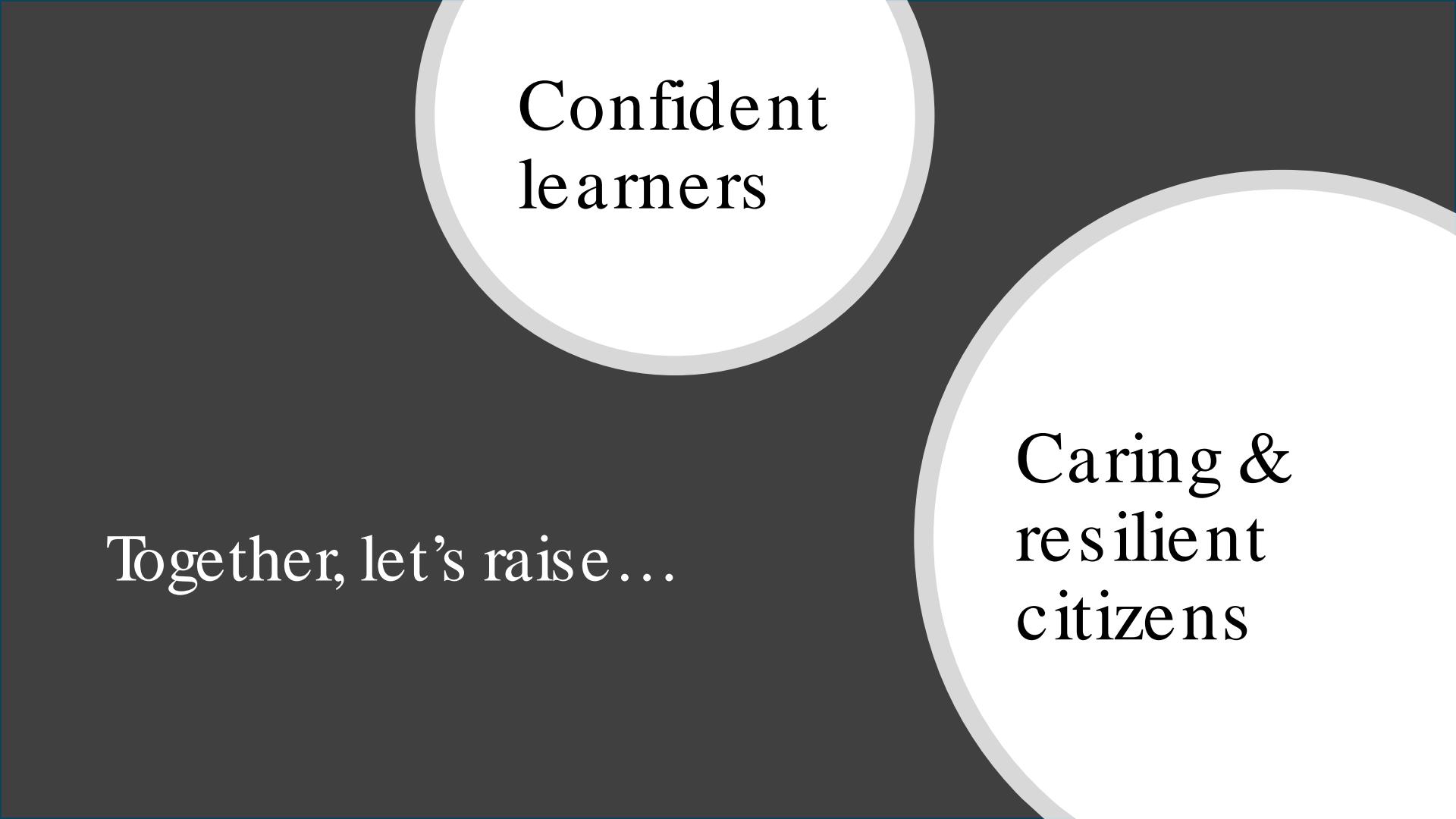
Pride & Responsibility

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



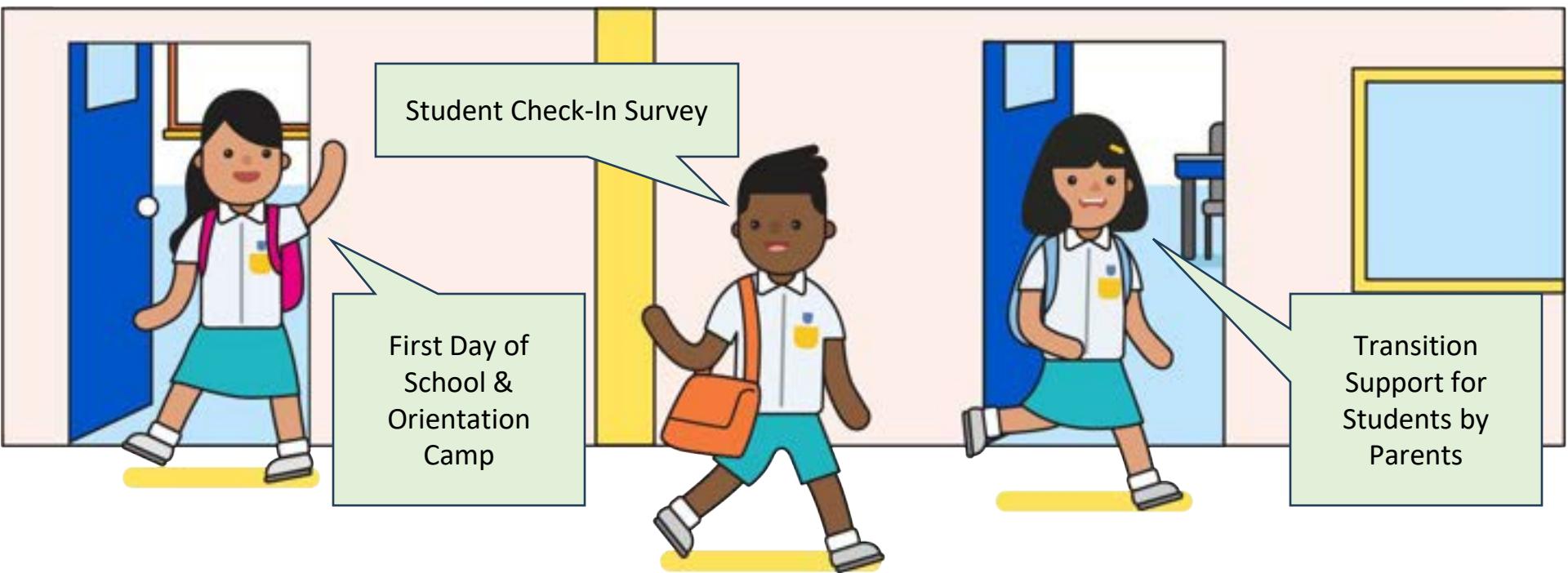
# Parenting with MOE Instagram account



# Student Wellbeing

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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



# Student Wellbeing Termly Check-in Survey

**Administered to help schools:**

- Understand students' social 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 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



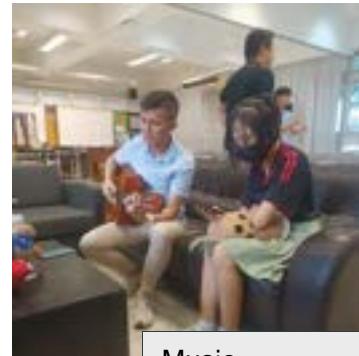
Roller-blading



Drumming



Coffee-making



Music jamming



Diamond-painting



LJ to Birds' Paradise

# Gear-up programmes

**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



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



# 21<sup>st</sup> Century Lifestyle Library

## Wellness Corner in the Library

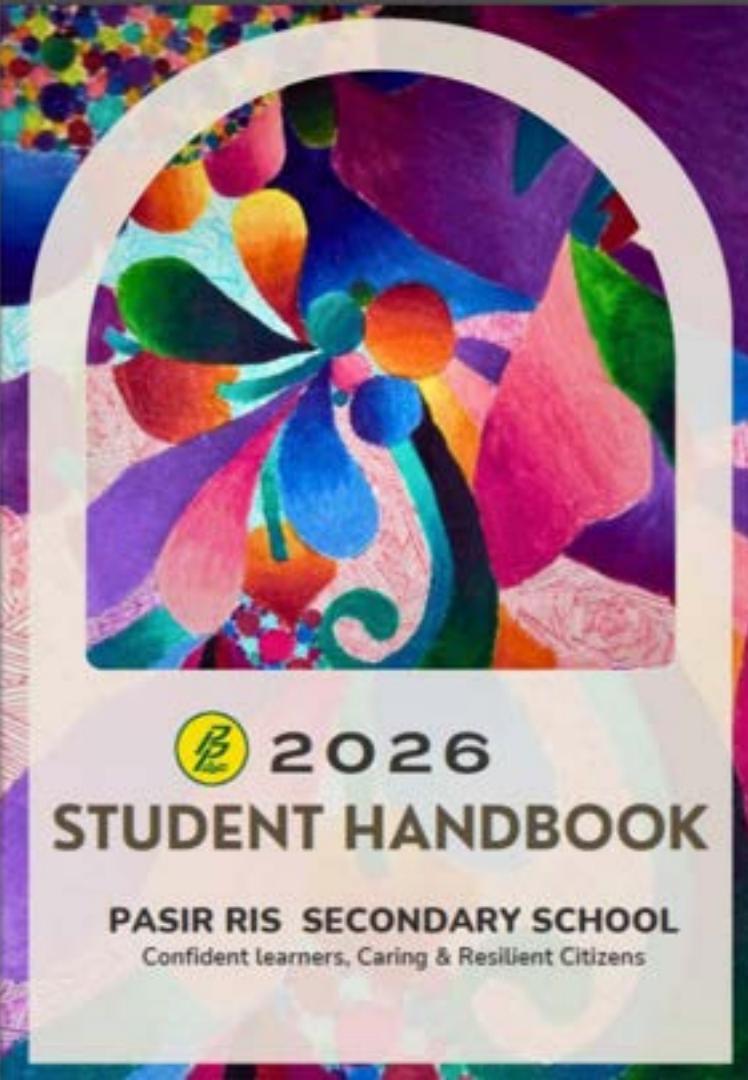


# Library Book Displays



## Self-Help Books & Cards





# 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



# 2026 STUDENT HANDBOOK

PASIR RIS SECONDARY SCHOOL  
Confident learners, Caring & Resilient Citizens

What does the handbook contain:

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





# 2026 STUDENT HANDBOOK

PASIR RIS SECONDARY SCHOOL  
Confident learners, Caring & Resilient Citizens



The handbook also contains information on:

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



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

MY WELL BEING (PIES) CARD			
TERM 1	TERM 2	TERM 3	TERM 4
TERM 1	TERM 2	TERM 3	TERM 4
TERM 1	TERM 2	TERM 3	TERM 4
TERM 1	TERM 2	TERM 3	TERM 4

### The Pomodoro Technique to Stop Procrastination

Choose a task  
Set a timer for 25 minutes  
Work for 25 minutes  
Take a break for 5 minutes  
Repeat four times (longer break)  
Focus on the task without distractions

# Expectations

## Learner Etiquette



**C**harge PLD Fully  
✓ Charge your PLD fully before coming to school

**H**ighlight Issues  
✓ Seek help from ICT Champs  
✓ Inform Teachers if necessary  
✓ Approach ICT Office for unresolved issues

**A**lert in Safeguarding PLD & Belongings  
✓ Do not leave your PLD unattended  
✓ Carry your PLD in a suitable laptop corner  
✓ Protect your PLD from potential hazards

**M**anage WiFi, Calendar & Online Lessons  
✓ Check that WiFi is connected to pdp@SSOE in school  
✓ Actively learn and be self-directed  
✓ Keep track of tasks in Google Calendar  
✓ Complete assignments and activities promptly

**P**rotect Passwords  
✓ Remember your passwords and keep them safe  
✓ Attempt self-reset of passwords first  
✓ Inform your Teacher / ICT Office after 2 failed logins

**S**creendown Fully & Pay Attention  
✓ Lower your screens and listen carefully when your Teacher is giving instructions or going through less

When I am not in class with my PLD, have I secured it in my PDLP locker?

# 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



**IT'S OKAY TO NOT BE OKAY**  
SCHOOL ISN'T EASY, BUT IT'S OKAY TO NOT BE OKAY

Use this QR code to access our online resources.

**Pomodoro Technique - Stop Procrastination**

**My Reflections (Term 1)**  
Assessing my current reality and charting the paths in my learning

What were your major achievements that year? What are the reasons for accomplishing achieving my targets?

1. Academic  
2. Personal & Aesthetic  
3. Management of Information  
4. Creativity  
5. Sports  
6. Strengths and interests

What are the reasons for not achieving my targets?

1. Lack of time  
2. Lack of motivation  
3. Poor time management  
4. Poor study habits  
5. Poor health

**Tips on How You can be More Productive**

1. List down the tasks you are responsible to do and prioritize them. Prioritize the tasks that are most important or urgent.

2. Take care of the deadlines. When you have to submit your project, you will have to make sure of the deadline in order to submit it on time. Make sure to leave time before the due date.

**Useful Study Tips for Students**

1. Set a goal: Set a goal for yourself and work towards it. This will help you stay focused and motivated.

2. Break down tasks: Break down tasks into smaller, manageable steps. This will make them easier to tackle.

3. Prioritize: Prioritize tasks based on importance and urgency. This will help you focus on what is most important.

4. Create a study schedule: Create a study schedule that works for you. This will help you stay organized and focused.

5. Take breaks: Take breaks when you feel tired or overwhelmed. This will help you recharge and stay focused.

**Pomodoro Technique - Stop Procrastination**

**HOW TO GET A GOOD NIGHT'S SLEEP (FOR TEENS)**

FEELING TIRED? HERE ARE SOME SIMPLE TIPS TO HELP YOU GET TO SLEEP

**EXERCISE**  
Exercise will not only keep your healthy soul, but also improve your sleep. It's better to exercise earlier in the day, as exercise might be stimulating.

**KEEP IT**

**HOW CAN WE GROW OUR RESILIENCE MUSCLE?**

We can build our resilience muscle when we develop our strengths in these 3 areas

**3 Areas of Focus**

- Our values, beliefs and attitudes
- Our skills and strategies
- Our resilience muscle

**I AM...**

- grateful
- confident in myself
- learning from failures
- improving with practice
- hopeful for the future
- living out my values

**I CAN...**

- think flexibly
- problem-solve
- manage my emotions
- cope positively
- seek help

**Care and support from trusted adults and peers**

**EARLY INTERVENTION IN FOUR KEY AREAS**

**Eat Well**  
Good nutrition can support growth and enhance overall health and development.

**Sleep Well**  
Healthy sleeping routines can improve concentration, mood and physical development.

**Learn Well**  
Engage in diverse learning experiences for holistic development.

**Exercise Well**  
Regular physical activity can strengthen, sharpen minds and self-esteem.

An equally important area:

**Bond Well**  
Cultivation of strong relationships within the family and social connections with friends. This supports and reinforces healthy lifestyle.

**PRSS' Cyber Wellness Framework**

**Values:** To develop students as savvy online users who have positive online influence

**Secondary Four/Five**  
Realising One's Aspiration

**Secondary Three**  
Service Leadership

**Secondary Two**  
Working with Others

**Secondary One**  
Self-Mastery

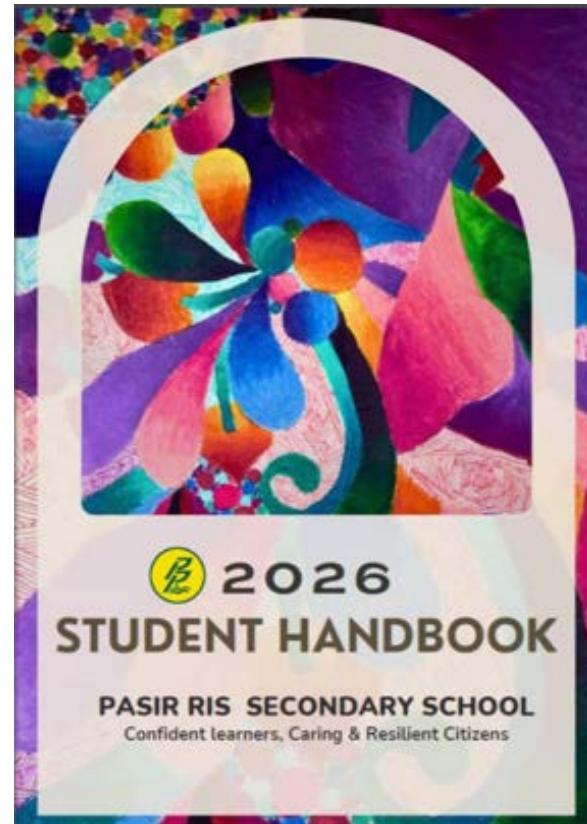
**Figure: PRSS' On the Move!**

# 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

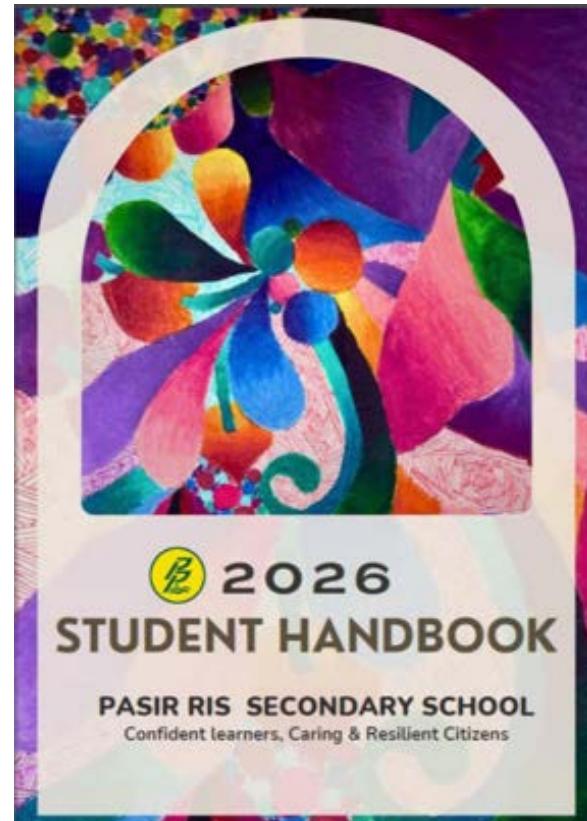
Current Subject level	School-based results (Overall)	Option to offer subject at
G2	<ul style="list-style-type: none"><li>•75% or higher in specific subject</li><li>•Deemed able to cope with the G3 subject</li></ul>	G3 level from next semester
G1	<ul style="list-style-type: none"><li>•75% or higher in specific subject</li><li>•Deemed able to cope with the G2 subject</li></ul>	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 5 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

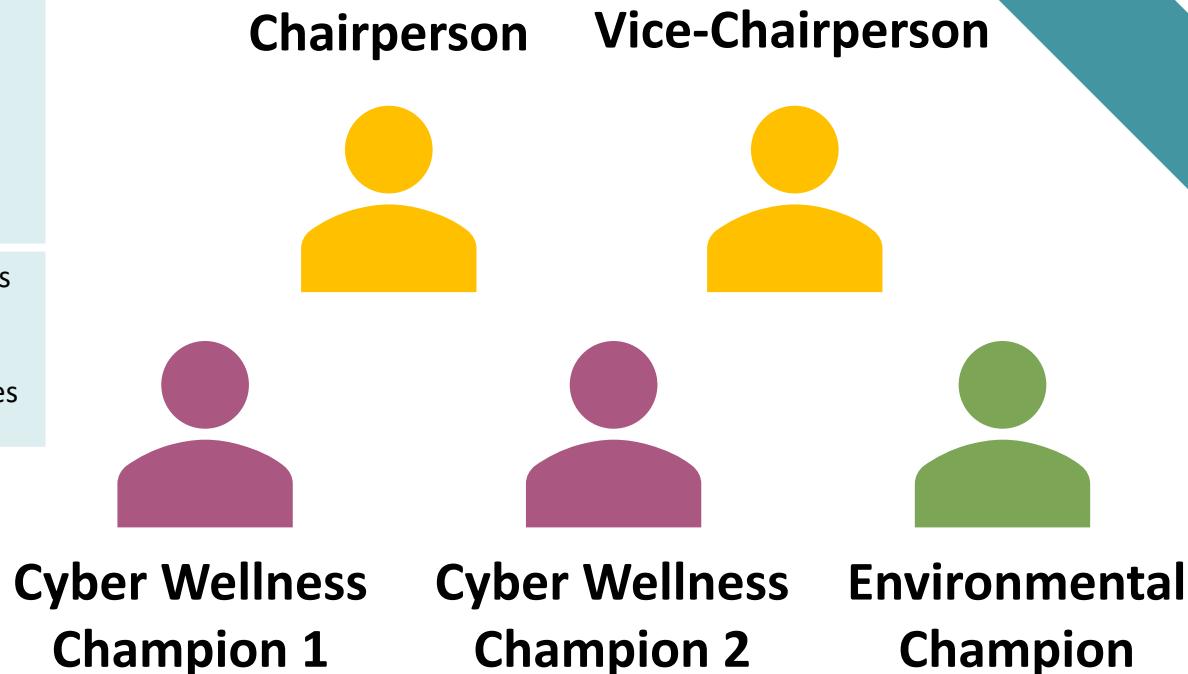
# STUDENT LEADERSHIP PEGASUS PROGRAMME



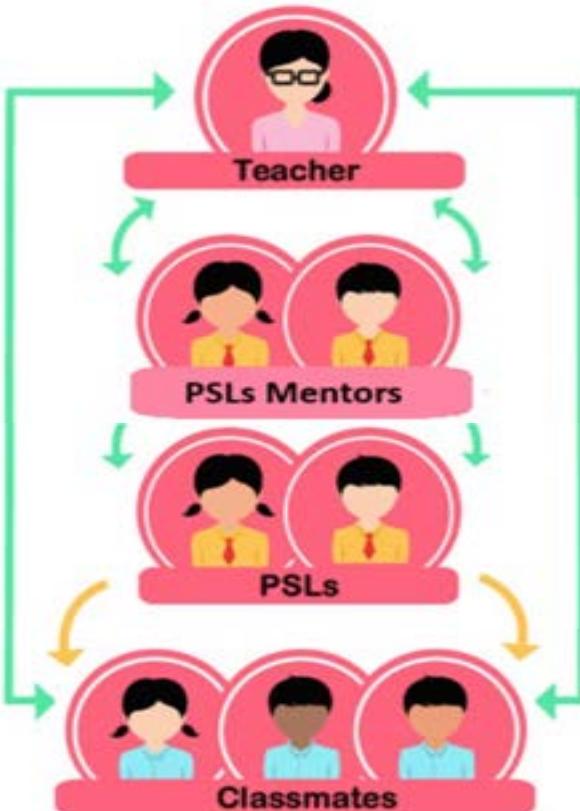
# Class Leader Committee [Structure]

Enabling platforms	<ul style="list-style-type: none"><li>• Role-specific training</li><li>• Student Leadership Challenge Workshop</li><li>• Circle Time and Peer Mediation Training</li><li>• HT guidance and regular check-ins (at least once a term)</li></ul>
Empowering platforms	<ul style="list-style-type: none"><li>• Role-specific initiatives and activities</li><li>• Lead class-based initiatives and activities</li></ul>

Roles and Responsibilities can be found in Student Handbook



# 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 PSLs<sup>1</sup> per class

Every Pasirian a Peer Supporter

# PEER SUPPORT LEADERS



Circle time and peer mediation workshop



Peer support leaders sharing @ RGS

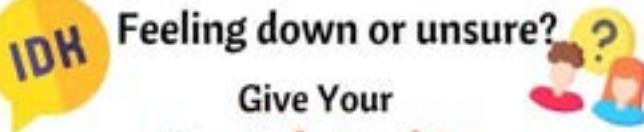


Mental Wellness Pop-Up Cafe



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

Facing an unsolved problem?



Feeling down or unsure?



Give Your

*Mental Health*

a Helping Hand.

Add Us



TELLONYM



SCAN ME

Speak to a trusted adult.



SCAN ME

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

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



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

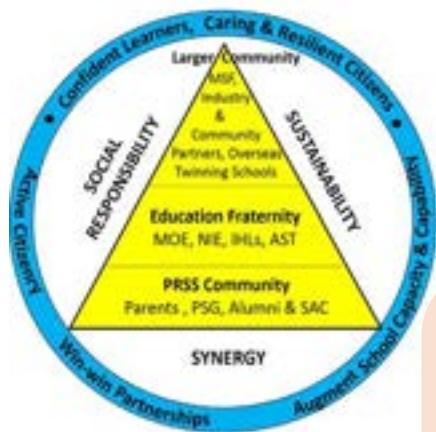
# 2026 Secondary 1 Parent Engagement Sessions



Day/Date	Time	Programme
Friday 9 January 2026	6.00- 7.00pm	<b>Parent Engagement</b> Welcome Address by P, Student Well-Being, CCA Matters, PDLP & PLD, and Transition Support
Friday 6 Mar 2026	5.30- 6.30pm	<b>Virtual Parent Engagement</b> 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	Options	<b>Parent-Teacher Meetings</b>
Term 2, Weeks 9-10	provided	Holistic Development & Areas for Growth
Term 3, Weeks 9-10		Academic and Non-Academic Progress
Term 4, Weeks 6-7		Student Portfolio

# SCHOOL-HOME PARTNERSHIP

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

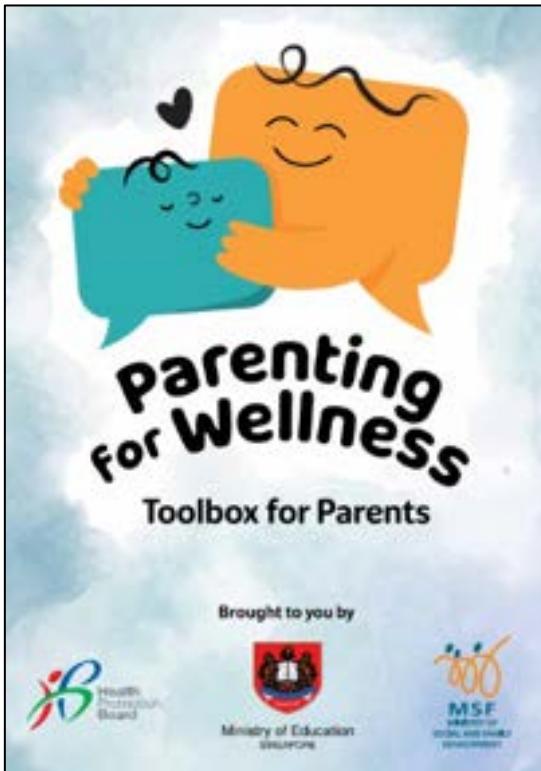


Do reach out to us via email or school phone should you need to speak to a teacher.



- 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



**Building Relationships**  
Helping Your Child Build Healthy Relationships

**Helping Your Child Develop Good Daily Habits**

**How to Create a Safe and Nurturing Home Environment**

- Food:** Eat healthy meals, involve your child in meal preparation, and encourage them to eat a variety of healthy foods.
- Sleep:** Establish a consistent sleep routine, create a comfortable sleep environment, and encourage your child to go to bed and wake up at the same time every day.
- Play:** Encourage your child to play outside, engage in physical activity, and play with others.
- Digital:** Set boundaries for screen time, encourage your child to take breaks, and teach them about digital safety.

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.

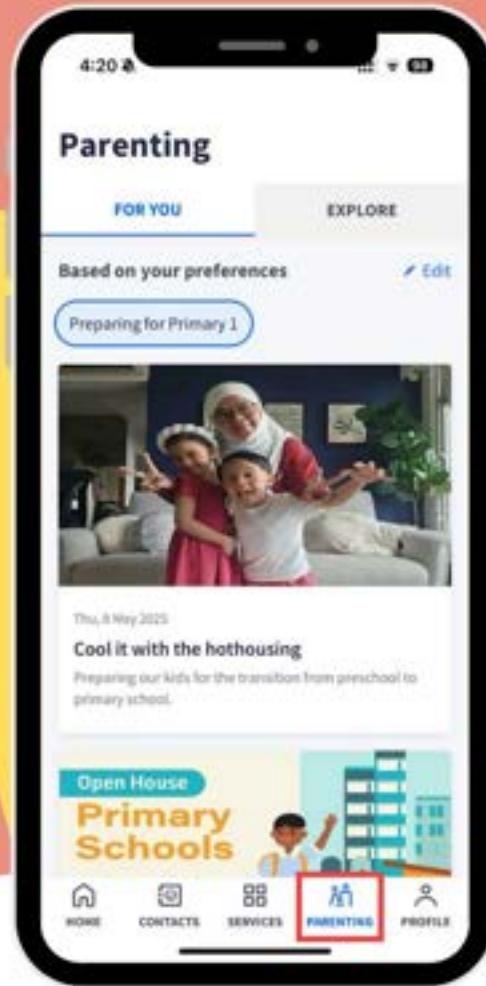




# Parenting Resources on Parents Gateway (PG)



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.





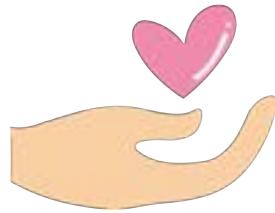
# **Setting up Students for Success**

SUPPORT FROM PARENTS

# Transition Support

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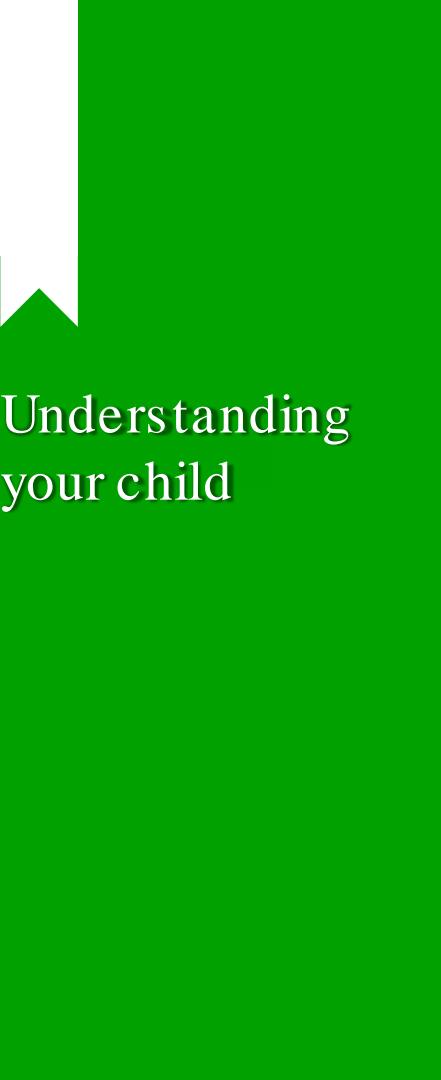
School Counsellor  
Ms Lorraine Teo



## 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.



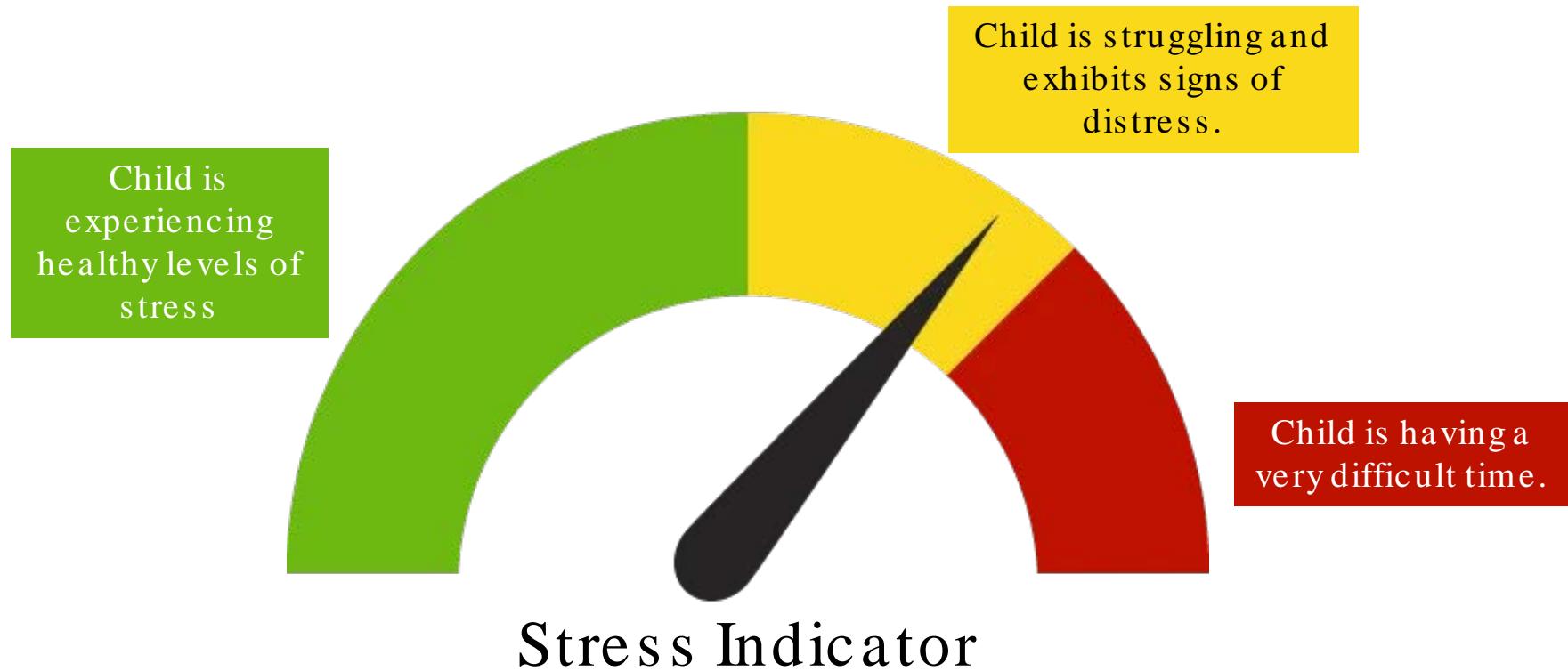
## Understanding your child

### 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

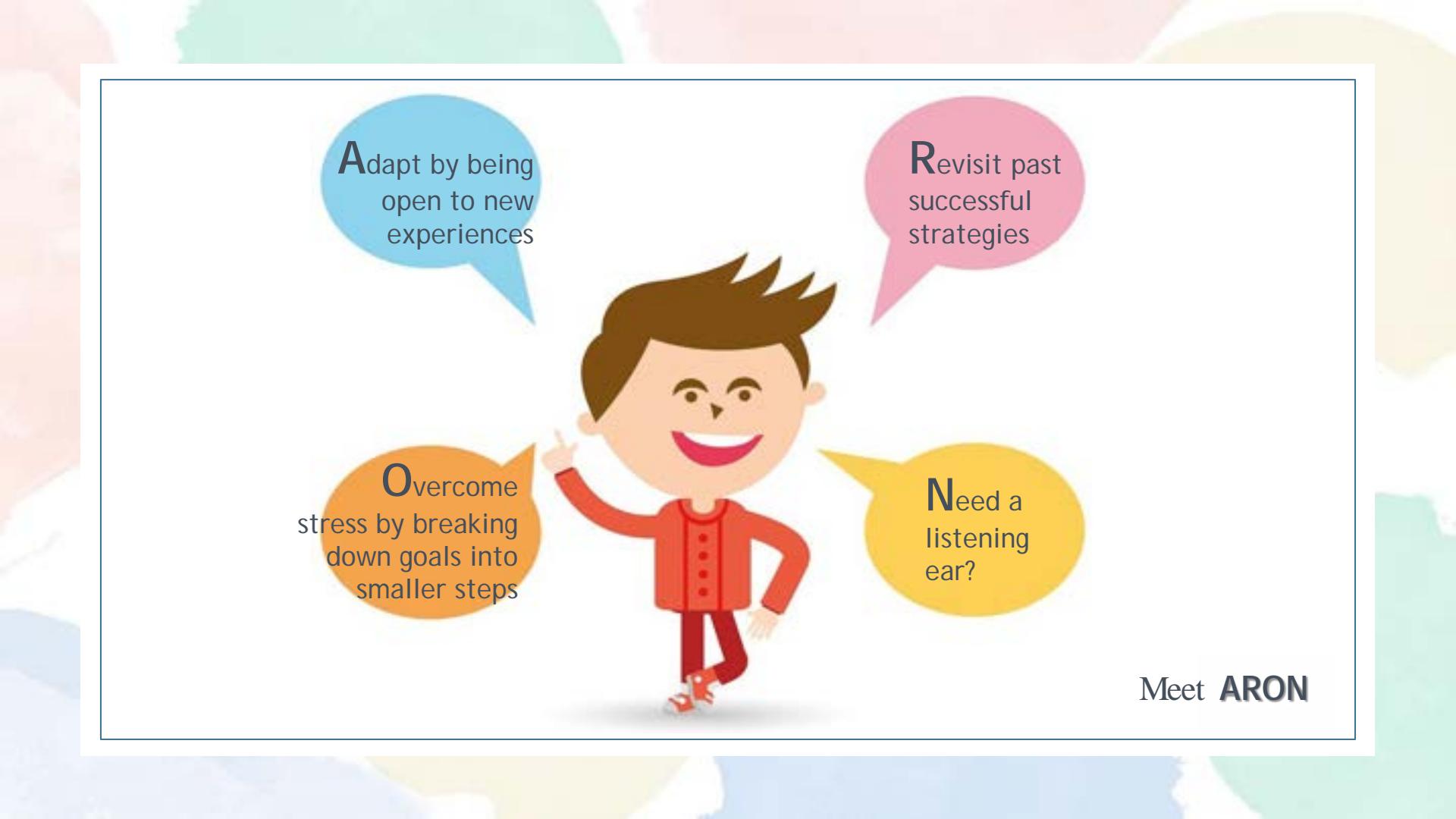


# Importance of Family Support

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



**A**dapt by being open to new experiences

**R**evisit past successful strategies

**O**vercome stress by breaking down goals into smaller steps

**N**eed 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



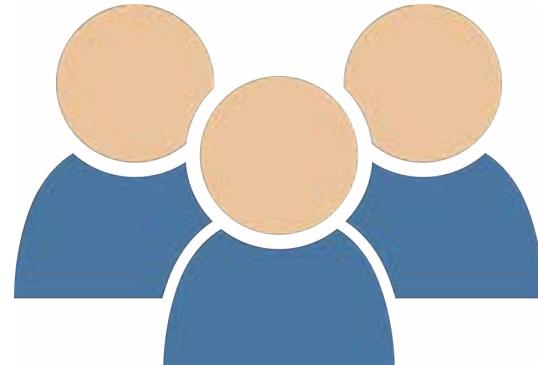
# What Parents Can Do...

## 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 toolkit is available at the end of the presentation.



Source: Parenting For Wellness Toolkit

# 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



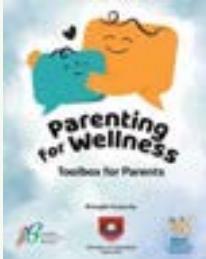
Model self-care



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'.

1 Respectful  
Communication



2 Role Models

3 Real Connections

# 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.

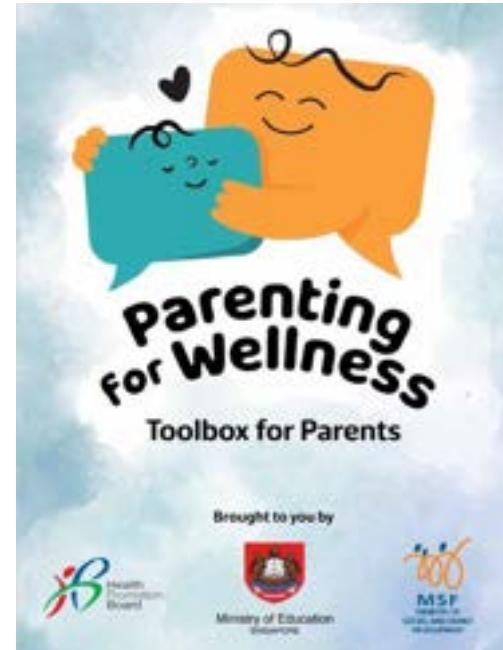


<https://go.gov.sg/pfw-toolbox-for-parents>



<https://go.gov.sg/pfw-website>

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



# PE & CCA Matters

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HOD PE & CCA  
Mr Amir Hamzah

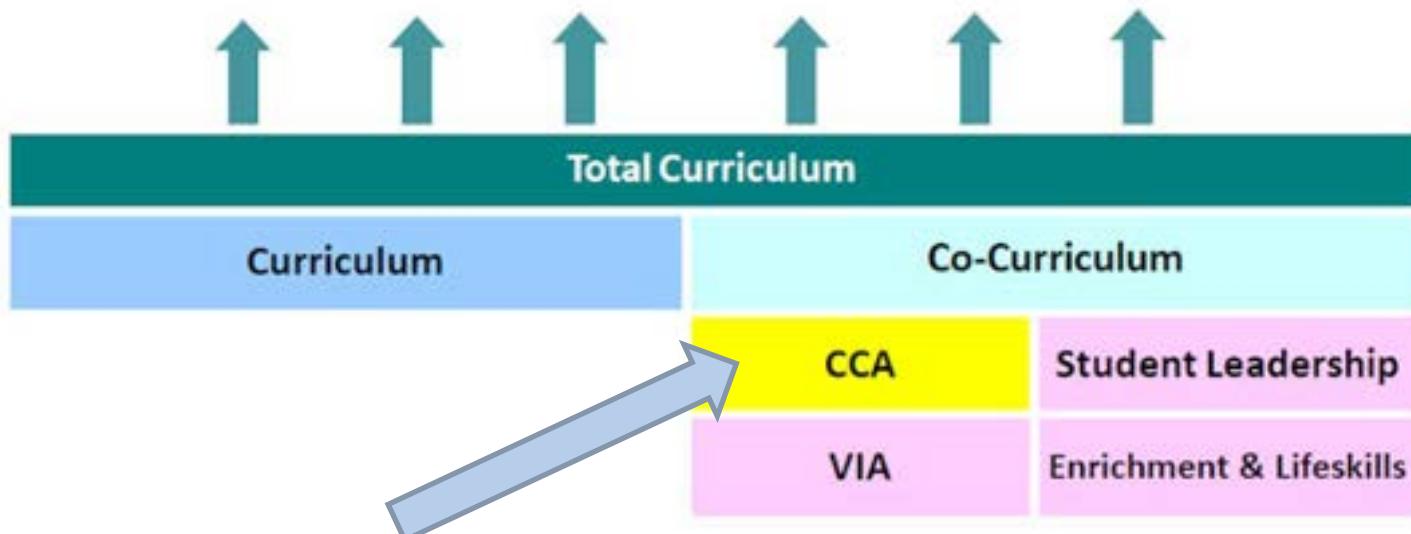
# Co-Curricular Activity (CCA)

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

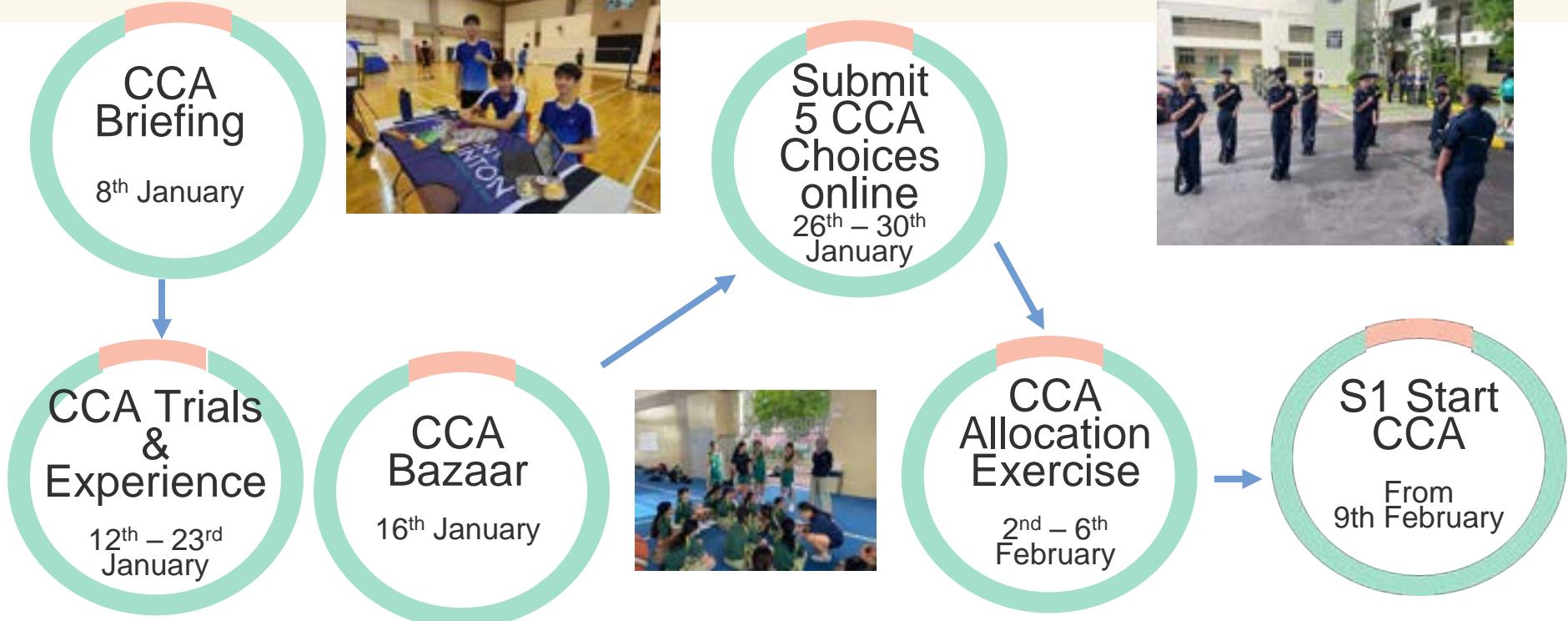
## Desired Outcomes of Education: 21<sup>st</sup> Century Student Outcomes

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 CCAschedule 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.

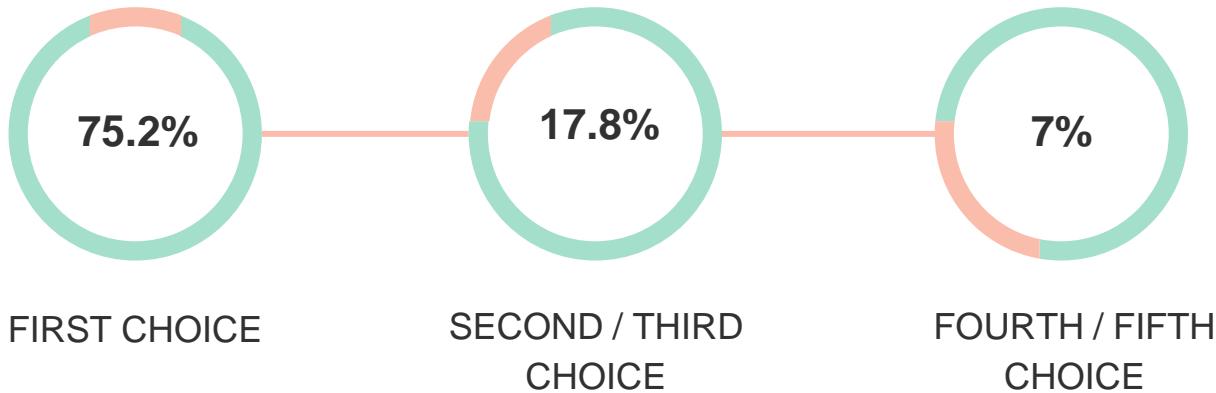
## **2. Rank List**

For CCAs that are over oversubscribed, 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 2<sup>nd</sup> / 3<sup>rd</sup> / 4<sup>th</sup> / 5<sup>th</sup> 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"><li data-bbox="508 550 1257 588">i. At least Level 2 in three domains;</li><li data-bbox="508 604 1776 707">ii. At least Level 2 in one domain and at least Level 3 in another domain; or</li><li data-bbox="508 723 1219 761">iii. At least Level 4 in one domain.</li></ul>
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

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HOD ICT  
Mr Chua Khoon Wee

# Question & Answer



# Thank you

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