

2026

Secondary Three Parents Engagement

21 Jan 2026



PROGRAMME

MOE-OBS Briefing

Principal's Address

Student Well-Being

Transition Support

EdTech and AI Matters

CCA and LEAPS 2.0



MOE-OBS BRIEFING

**Mr Vincent Yew,
Teacher Co-ordinator**

PASIR RIS SECONDARY SCHOOL

Parents Briefing for MOE-OBS Challenge Programme

COURSE DATES:

20 – 24 July 2026

TEACHER CO-ORDINATOR:

Mr Vincent Yew, Mr Sim Chun Siang

E-MAIL ADDRESS OF TEACHER CO-ORDINATOR:

yew_kah_keat_vincent@schools.gov.sg,
sim_chun_siang@schools.gov.sg



Ministry of Education
SINGAPORE



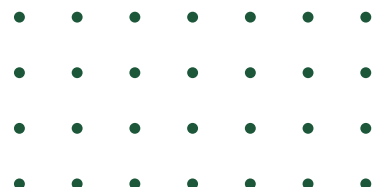
CONTENT

01 What is the MOE-OBS Challenge (MOC) Programme?

02 Safety – Our Top Priority

03 How do I eRegister my child?

04 How can I help to prepare my child for the MOC?



The background image shows a large, multi-story building with a traditional roof and a circular emblem in the foreground. The building has a green roof and white walls. In the foreground, there is a circular emblem with a star in the center and the words "SINGAPORE" and "TO SERVE TO STRIVE AND NOT TO YIELD" around it. The number "1" is displayed in a green circle with a white border.

1



WHAT IS THE MOE-OBS CHALLENGE (MOC) PROGRAMME?

A holistic education

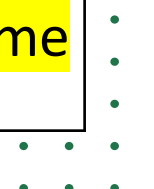
- As part of the **National Outdoor Adventure Education Masterplan**, students will have opportunities outside the classroom to develop holistically; building up their **ruggedness** and **resilience**.
- **Authentic learning experiences** help our students to develop 21st century competencies as well as competencies for **sustainable, active and healthy living**.



Outdoor adventure learning experience for all



Lower Primary	Upper Primary	Lower Secondary	Upper Secondary
Programme for Active Learning (Outdoor Education)	Outdoor Adventure Learning (OAL) Camp	Outdoor Adventure Learning (OAL) Camp	MOE-OBS Challenge Programme



Outdoor adventure learning

1. Outdoor Education is a component of curriculum in our schools. The MOC Programme is an expedition-based course that will bring together students from various schools, allowing them to interact and work together to overcome various challenges.
2. The experience will provide opportunities for students to:
 - a) Build camaraderie through working together in unfamiliar yet authentic situations;
 - b) Be resilient, have empathy and maintain a positive attitude when faced with adversity.
3. Through overcoming challenging obstacles with their peers, participants learn that it is possible to be innovative and to adapt to their surroundings.



What will my child learn from the MOC?

Confident Person & **Resilience**

Thriving in an unfamiliar environment with other students.

Social Cohesion

Working together with students from various schools to achieve a common objective.

Concerned Citizen

Different roles they can play as a resident to the community and environment.



Your child's journey

Pre-Course Lessons & Preparation

- Outdoor Education in PE lessons
- Character and Citizenship Education (CCE) lessons
- Pre-course lesson with Form Teacher
- School briefing to cohort



MOC Course

- Students share their experiences and learning from the course
- Reflect on commitment that they set for themselves during the course – on their actions and behaviour, interactions with others and the environment



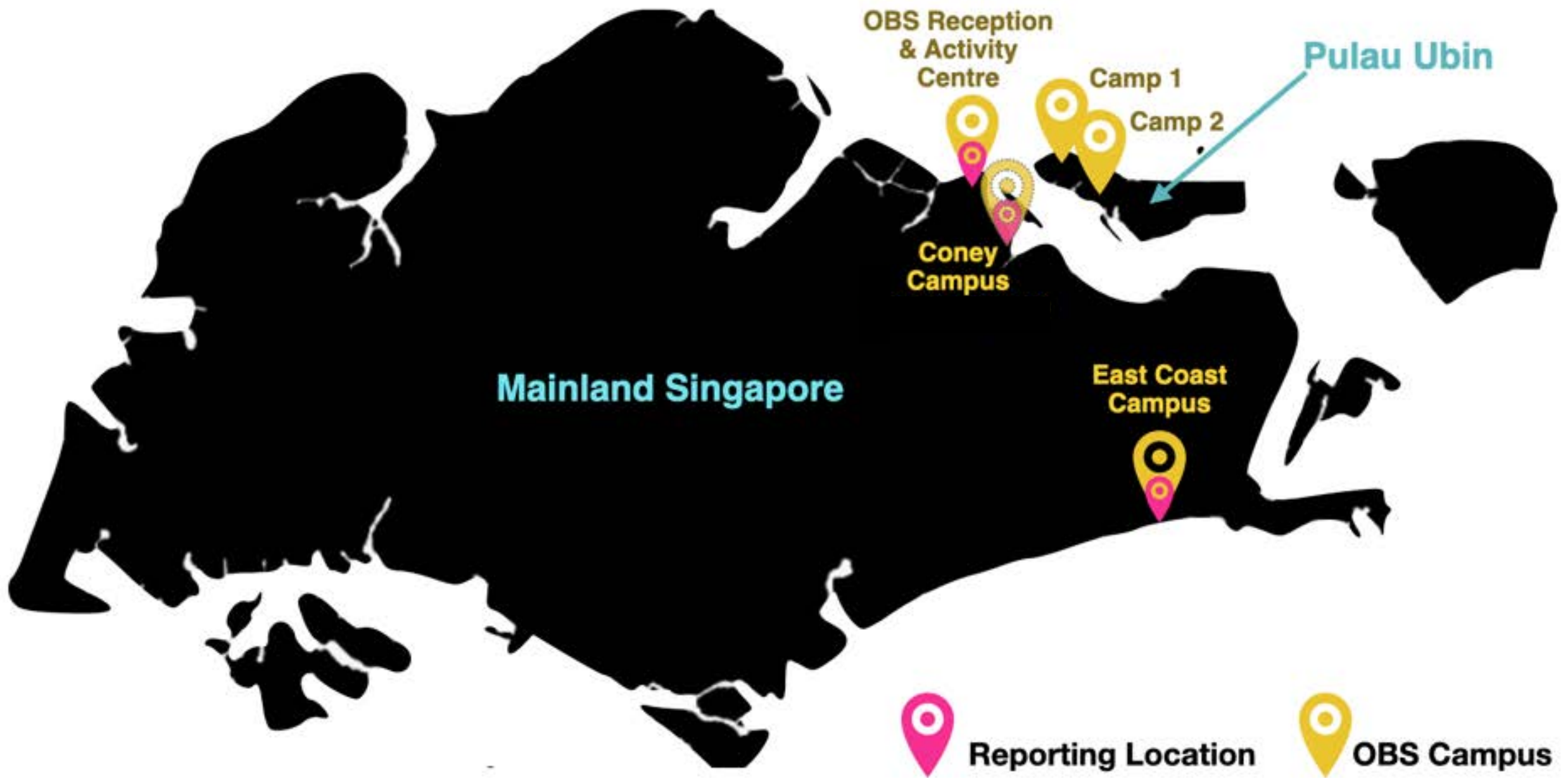
Post-Course Lessons & Reflections

- Develop character and learn values and skills through doing and reflection
- Learning in outdoor classroom



Sample of an MOC course

First Day	←————→	Last Day
Objective: Team Socialisation	Objective: Building competence & confidence by overcoming challenges as a team	Sharing of Feedback, Transfer of Learning
In-process administration Ice breaker Expectation setting First aid briefing Team problem solving activities Expedition preparation	Expedition preparation, journaling, morning circle Land and water-based expeditions Wash up, tent pitching, outdoor cooking	Peer affirmation Commitment activity Sharing of feedback Transfer of learning Final debrief Certificate presentation
Debriefing / Journaling / Sharing of reflection / Lights out		





2

**YOUR CHILD'S SAFETY
IS OUR TOP PRIORITY**

Your child's safety is our top priority

As the pioneer in Singapore's outdoor adventure education, OBS upholds and delivers quality outdoor adventure programmes



Programme designed with safety in mind



Qualified and certified instructors in First Aid



Registered nurses manning the Medical Centre



In an unlikely event your child requires medical attention

Student does not require further medical attention



OBS will assess, treat & monitor



Student recovers and is well to re-join the group, and continue with the course



School/Parent not informed, OBS will manage the non-emergency situation

Student requires further medical attention



OBS will assess, treat & monitor



Student's symptoms are not improving, to be conveyed for further medical attention at clinic/hospital



Parent/Guardian informed
School informed

A photograph of three people wearing yellow life jackets, looking down at a map spread on the ground. The person on the left is wearing a grey cap and glasses. The person on the right is wearing an orange shirt. The background shows a blue door and some outdoor equipment. The image has a green tint.

3

HOW DO I eREGISTER MY CHILD?


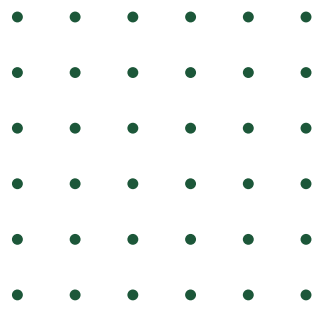


MOC eRegistration and Medical Examination



e-registration will commence from 26 January till 13 February 2026.

Medical examination window will start from 02 March to 20 March 2026.

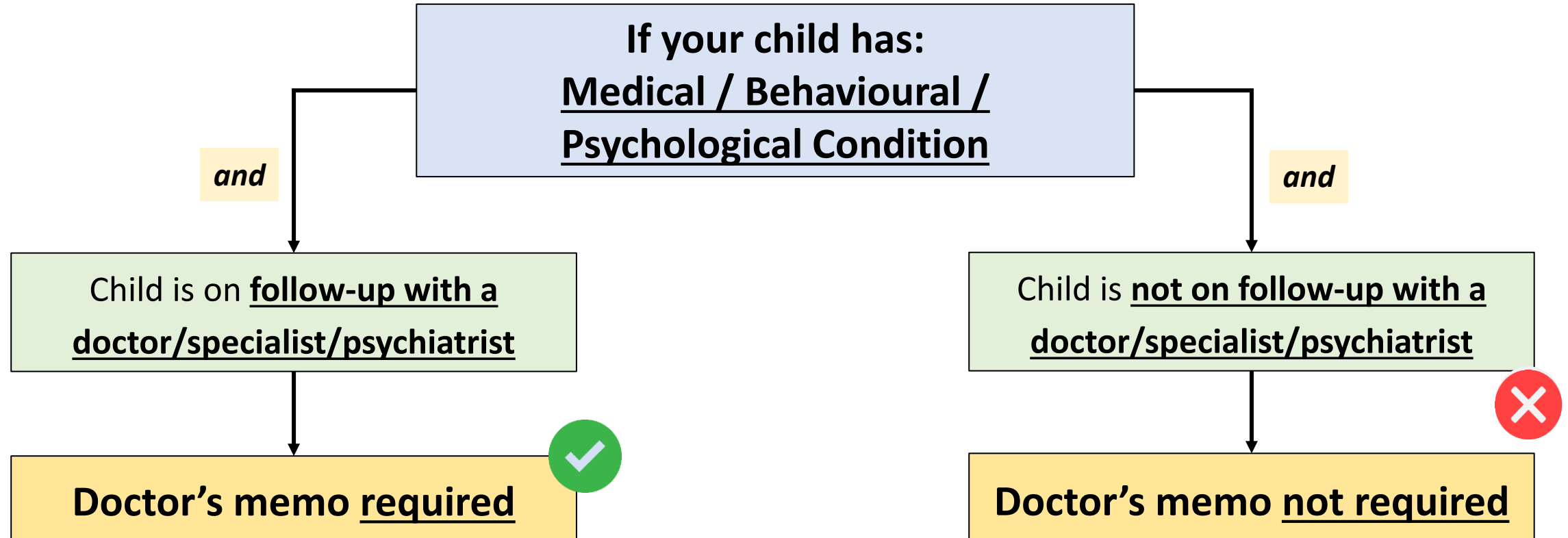


Before eRegistration

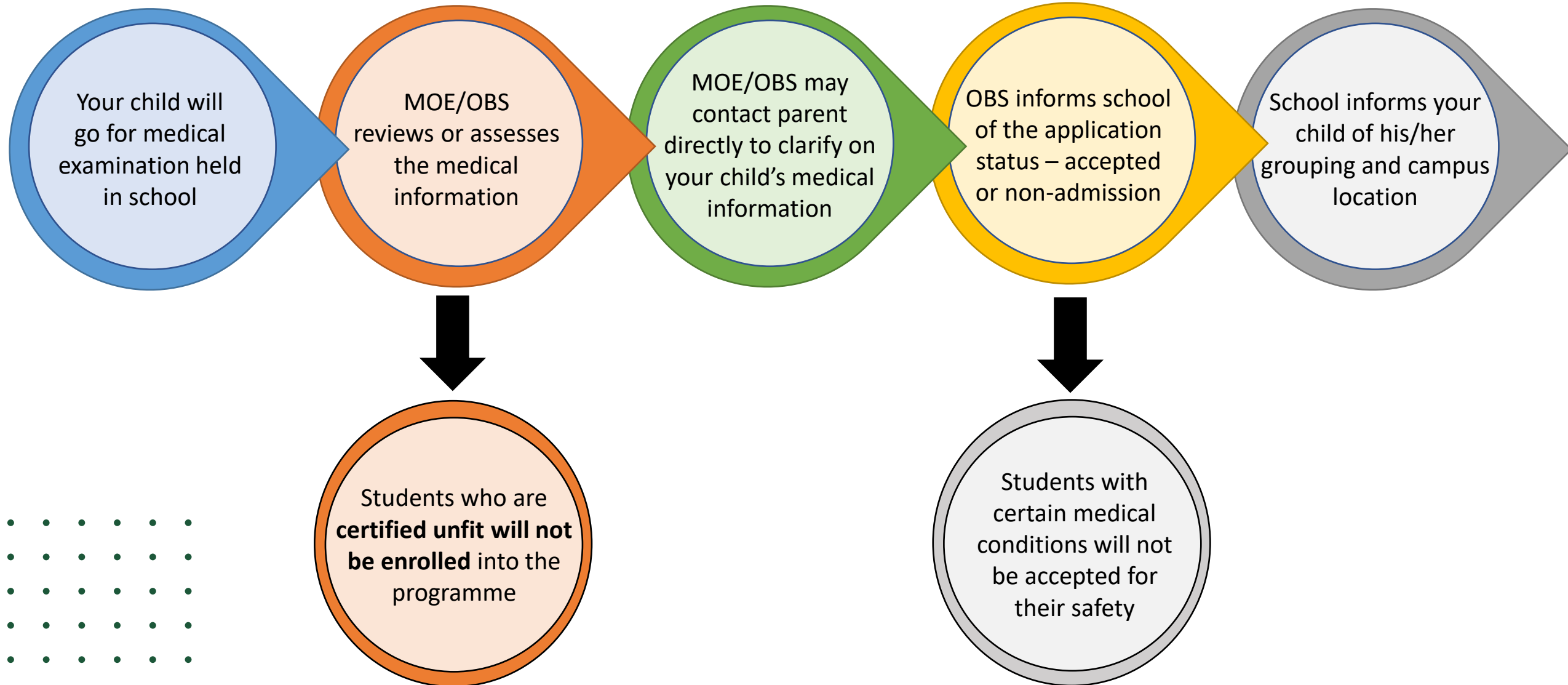
Have the following information & devices ready:

- 1 Mobile Phone / Laptop / Tablet Device
- 2 SingPass
- 3 Your child's class
- 4 Your child's school email address
- 5 Your child's weight

Conditions that require a specialist's memo



Enrolment



A person is sitting on a large, grey rock in a lush green park. They are wearing a white t-shirt, dark pants, and blue sneakers. They are looking down at a small object in their hands, possibly a phone or a small book. In the background, there are many green trees and a path. Another person is visible in the distance, sitting on a bench. The overall scene is peaceful and natural.

4

**HOW CAN I HELP TO PREPARE
MY CHILD FOR THE MOC?**

MOC ASK GOV

Can my child bring his/her handphone?

Does my child need to bring a sleeping bag?



Will there be washrooms / toilets available if my child are camping outdoors?

What happens if my child is unable to swim?



<https://ask.gov.sg/obs>

Scan the QR Code to be directed to MOC ASK GOV

- ✓ An easy interactive and simplified FAQ platform to assist parents' enquiries regarding the MOC course

- Parents may also visit the MOC website (<https://go.gov.sg/moc>) to read up more on the programme

Packing list

These items will be provided by OBS:

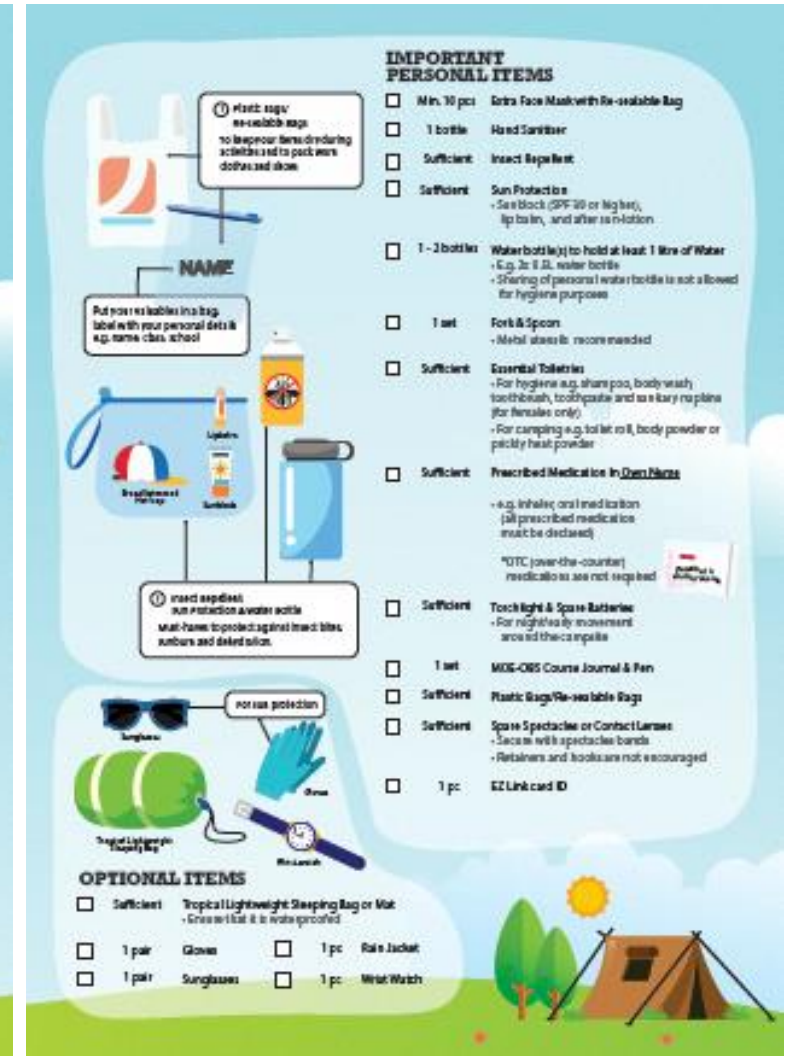
- Expedition bag
- Personal Floatation Device (PFD)
- Poncho
- Whistle

You may refer to this latest packing list:

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



**Students are encouraged to borrow required items from family / friends / schoolmates instead of buying.*



Before the MOC

Prepare your child by encouraging him/her to:

1 Be selfless, supportive & encourage his/her teammates



2 Participate actively



3 Maintain a positive outlook



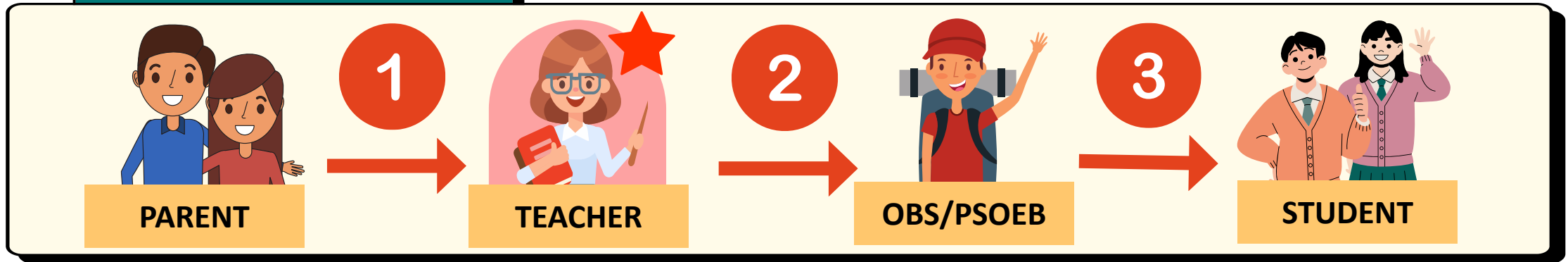
4 Immerse in the experience & environment



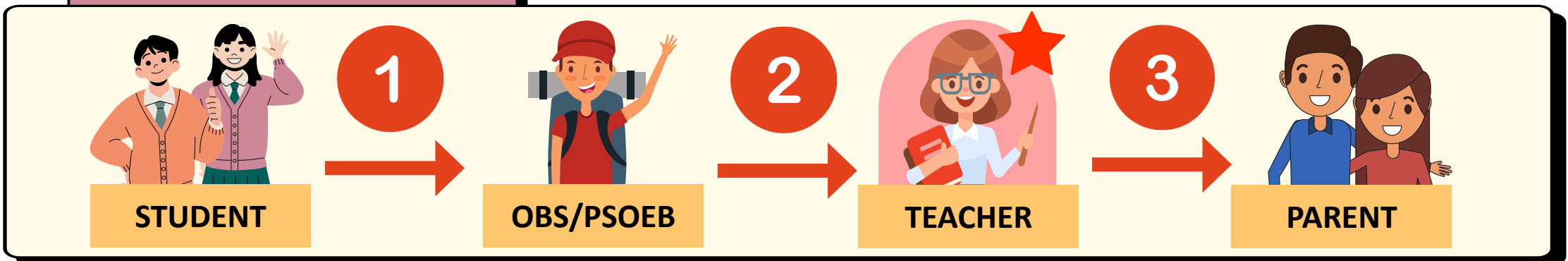
Communicating with your child

24hr School Hotline
Tel: ____xx____

PARENT TO STUDENT



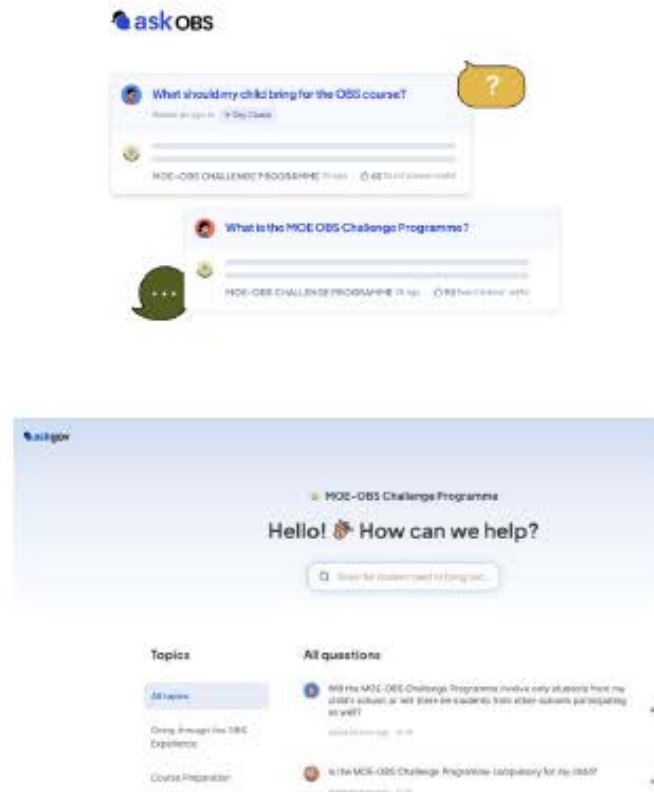
STUDENT TO PARENT




- Your child's valuables, including phone, will be safe-kept during the duration of the programme, this communication channel should only be used in case of emergencies

MOC AskGov

- A dynamic FAQ page to address schools, parents or participants enquiries on MOC.
- Consistency of information dissemination & timely updates.
- Teachers, parents and students can find **direct & clear answers** to their questions with keyword search, without having to call or email on straight forward MOC enquiries.

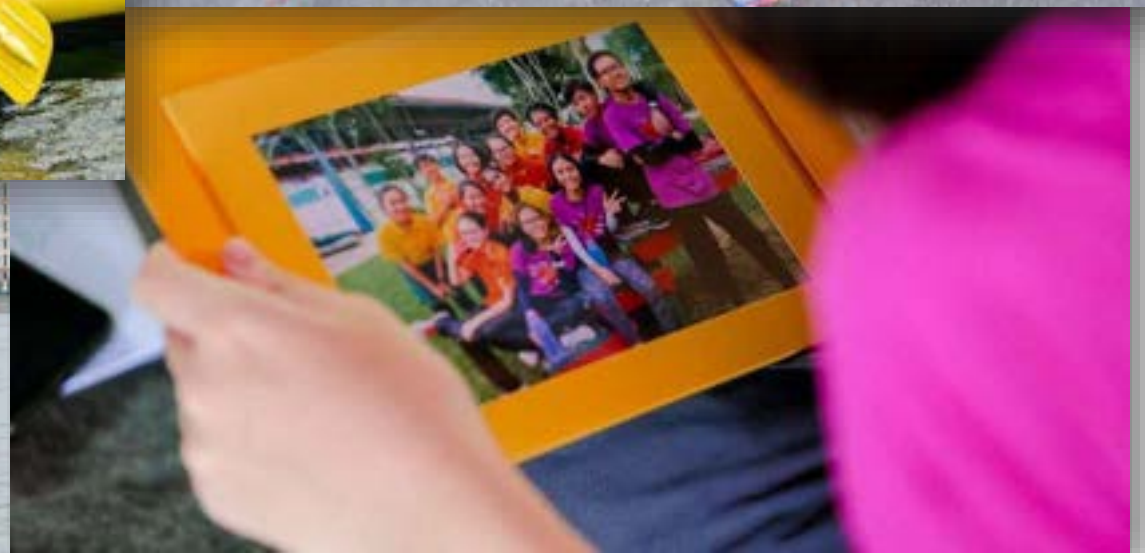


Unlock the experience by scanning the QR code! 



<https://ask.gov.sg/obs>

Q & A

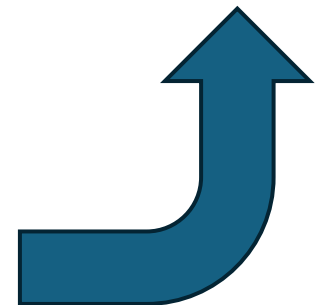
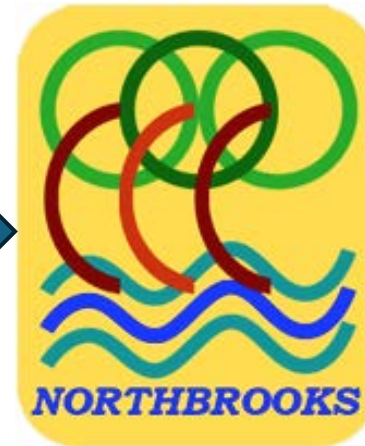
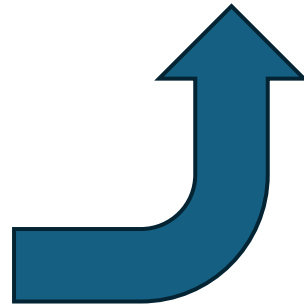
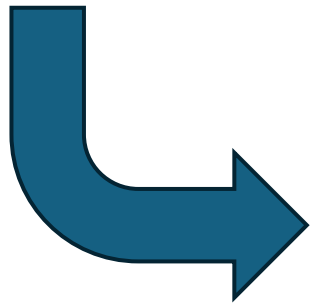


A decorative graphic on the left side of the slide. It features a thick green line that starts from the left edge, curves downwards, and then continues horizontally. A thick blue line starts from the bottom edge, curves upwards, and then continues horizontally, overlapping the green line. A thick red line starts from the top edge, curves downwards, and then continues horizontally. An orange circle is positioned to the left of the green line. Two small black dots are located on the green line: one near the top curve and one near the bottom curve.

PRINCIPAL'S ADDRESS

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

Caring &
resilient
citizens

Together, let's raise...

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



The background features a light cream color. A thick green line enters from the left, curves 90 degrees down, and then continues horizontally to the right. A thick blue line enters from the bottom, curves 90 degrees up, and then continues horizontally to the left, overlapping the green line. A thick red line enters from the top right, curves 90 degrees left, and continues horizontally to the left. An orange circle is positioned on the left side of the green line. Two small black dots are located on the green line: one on the vertical segment and one on the horizontal segment. The text "STUDENT WELL-BEING" is centered in the upper right, and "Mr Sim, YH/US" is centered below it.

STUDENT WELL-BEING

Mr Sim, YH/US

Student Well-Being Term 1 Check In Survey Results

Administered to help school:

- Understand students' social-emotional needs, social support network and well-being 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.

Student Well-Being Term 1 Check In Survey Results

In response to Q: How are you feeling about the new school year?

- Majority of the students feel positive about the new year (i.e., excited, hopeful, calm)
- Students are generally more anxious and stressed as compared to when they were in Sec 2

In response to Q: What are some things you are worried about as you start the new year?

- Top 3 responses are:
 - Learning new subjects/skills
 - Heavier workload
 - Not meeting my own expectations

Student Well-Being Term 1 Check In Survey Results

In response to Q: Who do you turn to when you are worried / upset / stressed?

- Top 2 responses are:
 - Friends
 - Family

Student Well-Being Term 1 Check In Survey Results

Follow-ups and Support:

- **Cohort level programmes** to address issues pertaining to student's concern e.g. assembly programmes and CCE lessons
- **1-to-1 Student Teacher Conference** with your Child
- Connecting child with **buddy/peer support leader**
- **Student-led well-being programmes** to promote student wellness
- School-based **help-seeking channel**



Student Well-Being Term 1 Check In Survey Results

Follow-ups and Support:

- **Subject Teachers may arrange for 1-to-1 or group consultation** with students on a needs basis.
- **Students should also approach subject teachers** if they need help and extra support.
- **Referral for students needing more support** to school counsellor, SEN officer, Year Heads and/or external referrals

Academic Support for Students

Key Messages shared as Academic Start Right on 5 Jan

Academic Expectations

Before Class

- ☐ Read up prior to lesson
- ☐ Complete any pre-learning tasks

During Class

- ☐ Active participation in class activities and discussions
- ☐ Write additional notes to help with understanding
- ☐ Ask questions to clarify or when in doubt

After Class

- ☐ Revise and Practise
- ☐ Consolidate learning with mindmap / summary / etc.

Academic Expectations - Homework

- ☐ Homework = Practice to reinforce learning
- ☐ Quality > Quantity
- ☐ Reasonable timelines ...
- ☐ Feedback Loop (complete homework → mark / grade assignments → corrections → seek clarification if necessary → review & reflect)

Academic Support for Students

A. Consultations

- **Students and Teachers can arrange for consultations during Independent Study Periods or after school**

B. Remedial Lessons

- **Scheduled remedial lessons in the afternoons**
- **For Sec 3 students in the Tier 3 category**

How can you support your child?

- **Have clear and reasonable expectations on device usage and study time at home**
- **Provide a safe environment for conversations**
- **Encourage your child to seek help from peers and teachers**
- **Prioritize quality rest and regular activity to keep your child sharp and healthy.**

Home-School Partnership

Importance of Family Support

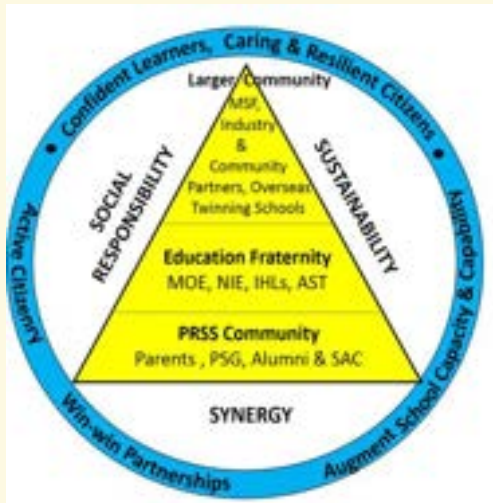
The Termly Check-In Surveys indicate that whilst *friends in school* are steadily growing as a source of support for Secondary School students, families remain a **primary source of support** when they are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental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



Parents remain a **primary source** of support for their child

Home-School 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.

Common modes of communication

- **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**

Home-School Partnership

Key Messages shared at YH Address on 2 Jan 2026



Home-School Partnership

Key Messages shared with students on Post- Sec Pathways

**From 2028,
more post-secondary options
will be available.**

Students taking at least	POST-SEC PATHWAYS							
	3-Year Higher Nitec	2-Year Higher Nitec	NAFA Foundation Programme (NFP)	Arts Institutions	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 + 1 G2 subjects subject	✓	✓	NEW ✓	NEW ✓	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.

Home-School Partnership

Key Messages shared with students on Post-Sec Pathways

- JC admission criteria changed from $L1R5 \leq 22$ to $L1R4 \leq 16$
- Poly admission requires 5 subjects: $ELR2B2 \leq 22$,
English Language, 2 relevant subjects, 1 best subject compute at
G3 level and 1 best subject compute at G2 level ($4G3$ & $1G2$)

Home-School Partnership

2026 Parent Engagement Sessions

Day/Date	Time	Programme
21 Jan 2026	5.00-7.00pm	F2F Parent Engagement, and Sharing by School Leaders and Key Personnels
3 Jul 2026	PM (time TBC)	Virtual Parent Engagement, and Sharing by School Leaders and Key Personnels
T1 W9-10 T2 W9-10 T3 W9-10 T4 W6-7	Options provided	Parent-Teacher Meetings, to focus on: <ul style="list-style-type: none">• Holistic Development & Areas for Growth• Academic and Non-Academic Progress• Student Portfolio

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TRANSITION SUPPORT

Ms Jasmine Ng, School Counsellor



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

Adapt by being open
to new experiences

Reverisit past
successful strategies

Overcome
stress by breaking
down goals into
smaller steps

Need a listening
ear?



Meet **ARON**

How can you support your child?

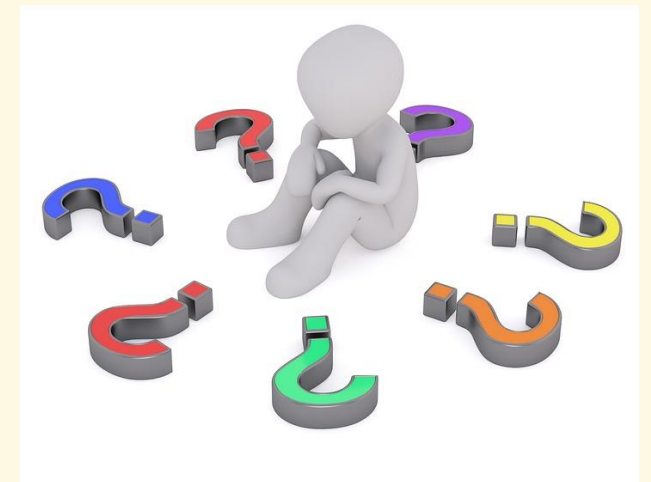
Adapt by being open to new experiences

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!

How can you support your child?

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



How can you support your child?

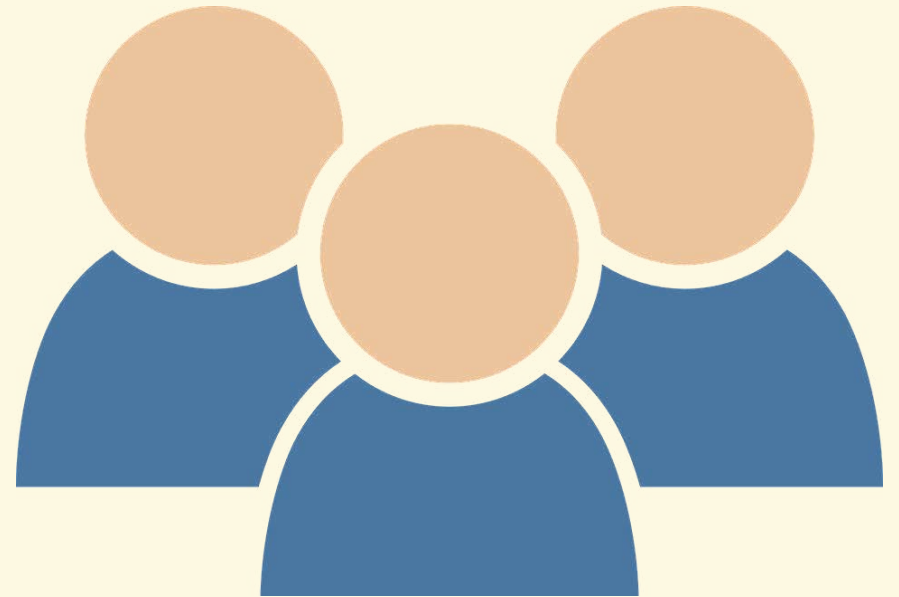
Overcoming stress by breaking down goals into small steps

- 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!

How can you support your child?

If your child need a listening ear?

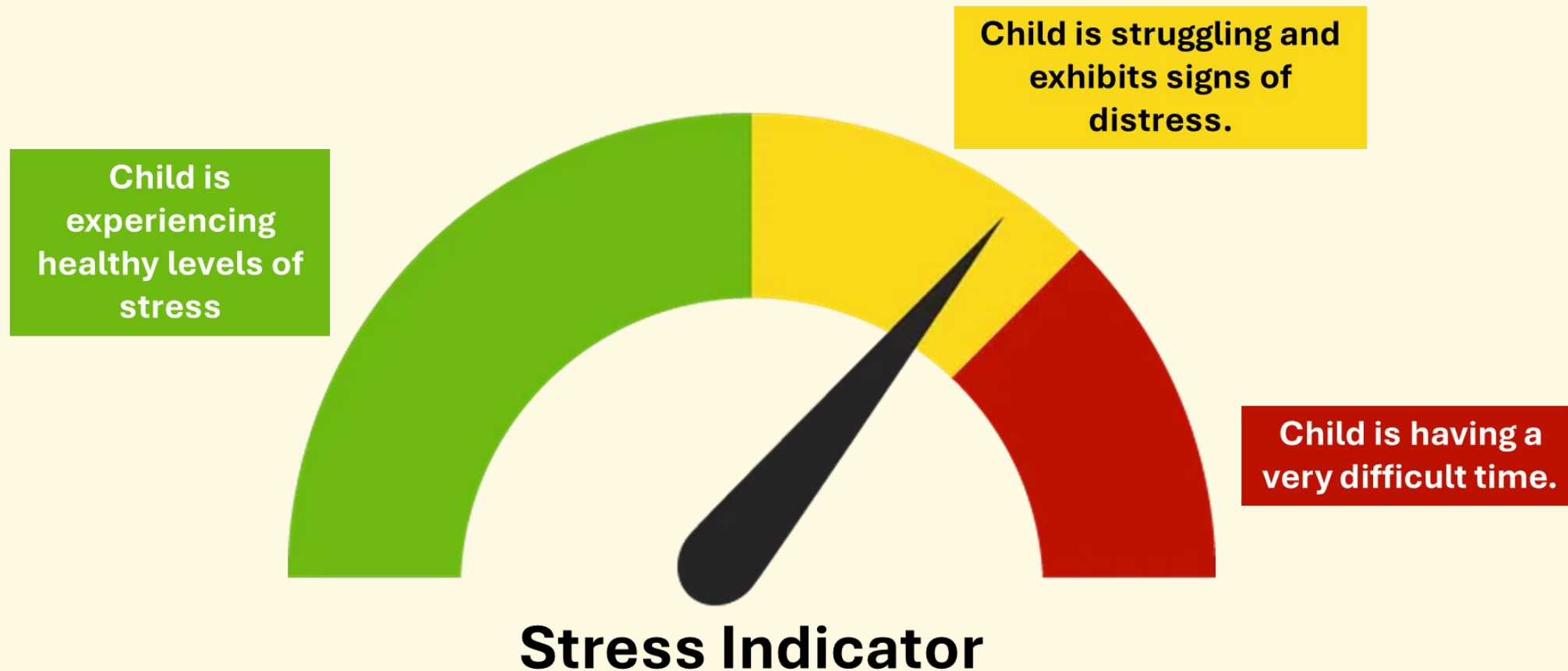
- Home Teachers
- Year Head
- Friends
- School Counsellor
- SEN Officer



How can you support your child?

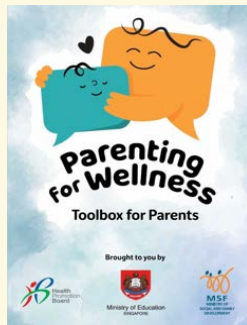
Did You Know?

The Difference between Stress and Distress



How can you support your child?

Look out for these signs of **DISTRESS** which indicate your child may need help to cope.



Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. For the full toolbox, please refer to the additional resources slide at the end of the deck.

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Deliberately avoiding others

Increased irritability, restlessness, agitation, stress and anxiety

Sending or posting moody messages on social media

Talking about death or dying

Reacting differently or gradually losing interest in things they used to like

Eating more than usual or having a much reduced appetite

Sleep pattern changes with difficulty falling asleep or oversleeping

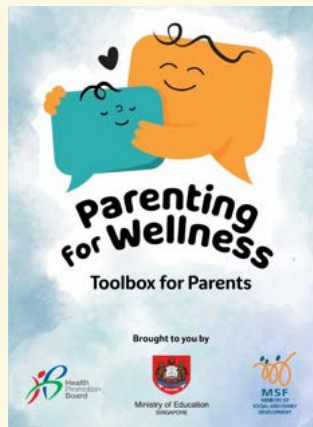
Slowing down of energy levels

If you notice any of these signs in yourself or your friends,
have a chat with your School Counsellor or teacher,

Or contact SOS 24-hour hotline at **1767** or SOS 24-hour CareText Whatsapp at **91511767**

How can you support your child?

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.



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?

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**.

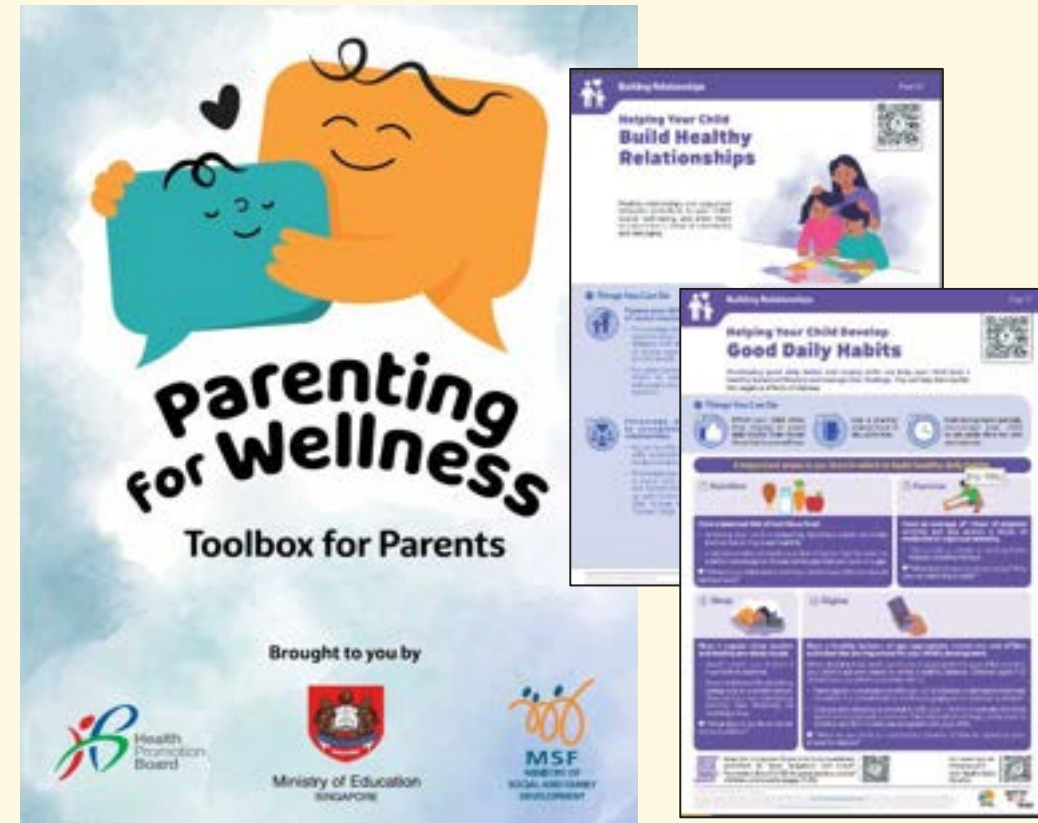


<https://go.gov.sg/pfw-toolbox-for-parents>



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

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.





EDTECH AND AI MATTERS

Mr Koh Chun Kiat, SH/EDTECH

What is Generative Artificial Intelligence (GenAI) and how can we tap its opportunities whilst mitigating its risks?

What is Generative AI (Gen AI)?

What opportunities does it present?

*‘Artificial intelligence (AI) is **rapidly changing** the way **children and adolescents play, communicate, and learn**. While it has potential to help solve complex problems, **AI presents both significant opportunities and notable risks concerning child well-being**’ – ¹UNICEF (2023)*

While AI is a type of technology that allows computers to perform tasks that usually require human thinking, Gen AI is a type of AI that is probabilistic and predicts the most likely answer.

GenAI presents opportunities for learning:

- Supports learning through personalised and instant feedback
- Assists with ideation
- Provides an avenue to improve digital literacy, critical thinking, and problem-solving skills

What are the limitations and potential risks of GenAI?

We recognise that GenAI might pose risks, especially when it is not used effectively:

- May give inaccurate or biased answers
- May create tendency for over-reliance when overused
- May pose risks if personal information is shared
- Probabilistic and predicts the most likely answer – it can sound confident even when it is wrong
- Responds like a person, but it does not truly understand or experience emotions.



About 1 in 2 teens would trust AI-generated news story to the same extent or more than one written by a human.²

¹Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds*, <https://www.common sense media.org/press-releases/nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds> (accessed on 23 October)

²UNICEF, *The risky new world of tech's friendliest bots AI companions and children*, <https://www.unicef.org/innocenti/stories/risky-new-world-techs-friendliest-bots>

³Parents, *More Kids Are Turning to AI Companions—And It's Raising Red Flags* <https://www.parents.com/more-kids-are-turning-to-ai-companions-and-its-raising-red-flags-11790959#toc-how--why-kids-are-using-ai-companions-today>

How should children interact with GenAI?

Parents should discourage your children from relying on AI Companions for social-emotional support, as this may pose challenges for their development:

- Children can become attached to AI Companions (e.g. chatbots) as trusted friends however this interaction poses a number of concerns.
- It blurs the line between fantasy and reality and makes it harder to distinguish good advice from bad advice.
- Overuse of AI may limit opportunities for face-to-face communication, the development of one's empathy and emotional regulation.
- Over prolonged use, children may lack key socio-emotional competencies and struggle with real-world interactions³.



About **1 in 3 teens use AI companions for social interaction and find them as satisfying or more satisfying than those with real-life friends.¹**

¹Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds*, <https://www.common sense media.org/press-releases/nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds> (accessed on 23 October)

²UNICEF, *The risky new world of tech's friendliest bots AI companions and children*, <https://www.unicef.org/innocenti/stories/risky-new-world-techs-friendliest-bots>

³Parents, More Kids Are Turning to AI Companions—And It's Raising Red Flags <https://www.parents.com/more-kids-are-turning-to-ai-companions-and-its-raising-red-flags-11790959#toc-how--why-kids-are-using-ai-companions-today>

Students are increasingly using AI for homework

Did You Know?

- **100% of surveyed students** (500 Singaporean students aged 15-25) have used AI for homework
- **84% of secondary school students** use AI for homework at least weekly
- Students also upload screenshots of worksheets asking for direct answers.

Should We Be Concerned?

How AI is used is critical to determine if learning takes place. When not used effectively, AI can shortcut learning.

- **Using AI for homework has mixed learning outcomes.** While some students report improved writing skills, others admit they don't learn much but use it to "get work done".
- **Students can grow over-reliant on AI** especially if they use it too early on when learning new concepts.
- **AI can give inaccurate or unreliable answers.** When tested on actual O-Level papers, AI achieved mostly B3-D7 grades.

How will your teenager use AI to learn in school?

Find out how your child will use AI to learn and develop AI literacy through the school curriculum

Students will learn to harness AI ethically to augment their capabilities in life and at work

1. AI use for teaching and learning must support students to develop competencies to use AI effectively.
 - **Lower Secondary students** will learn to take greater ownership of how AI can be used to support learning. Student learning experiences will also provide opportunities for them to reflect on how and why they use AI.
 - **Upper Secondary students** will learn to use AI in a way that guards against always turning to AI first and to use AI in an ethical manner.
2. There are safe and pedagogically sound AI tools available in the Singapore Student Learning Space (SLS). Students will use these tools when their teachers incorporate these tools within the assigned SLS modules.



Scan QR code to read more about SLS AI-enabled features!

Three AI-enabled systems in the Singapore Student Learning Space (SLS):



Students will develop AI literacy throughout secondary school

- Under MOE's National Digital Literacy Programme (NDLP), students will develop **9 digital competencies** under the **Find, Think, Apply, Create (FTAC) Frame**.
- Students will build on the digital competencies they acquired in primary school to broaden and deepen their AI literacy.

Lower secondary students will understand the ethical considerations when using AI-generated output and the need to check AI output for accuracy and credibility



Upper secondary students will understand that AI cannot replicate aspects of human intelligence and that AI can be used to produce digital artefacts (e.g. videos, presentations etc.) but that these artefacts need to be inspected and adjusted accordingly.



How Can Parents Partner Up with Schools on the use of AI & Edtech?

For age-appropriate AI –guidelines and tools, explore the following resources:



Using GenAI tools for Learning: A Parent's Guide

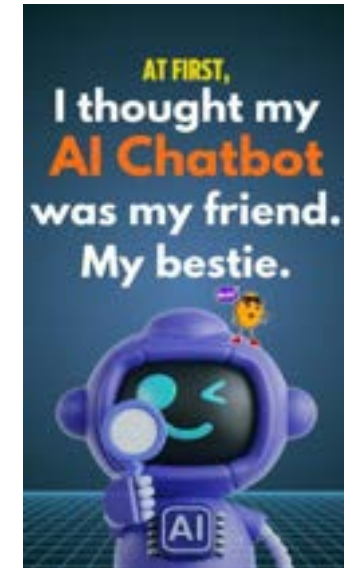
Parents who wish to learn more about generative AI and how they can support their child's responsible use of such tools can view [this resource](https://go.gov.sg/parent-guide-genai).
<https://go.gov.sg/parent-guide-genai>

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AI & Your Child Should parents guide or guard against AI?

Parents can view [this resource](https://go.gov.sg/ai-parent-info) to learn more about the guidelines for age-appropriate use of AI.
<https://go.gov.sg/ai-parent-info>



“Is AI Chatbot My Friend” Knowgets Video

Parents can view [this video](https://go.gov.sg/knowgets-ai-chatbot) with their child to learn more about the dangers of being emotionally dependent on AI Chatbots.
<https://go.gov.sg/knowgets-ai-chatbot>

A decorative graphic on the left side of the slide. It features a thick green line that starts horizontally from the left, curves 90 degrees down, and then continues horizontally. A small black dot is located on the first curve of the green line. A thick blue line starts horizontally from the left, curves 90 degrees down, and then continues horizontally. A small black dot is located on the second curve of the blue line. A thick red line starts horizontally from the left, curves 90 degrees down, and then continues horizontally. A small black dot is located on the first curve of the red line. A large orange circle is positioned to the left of the green line.

CCA and LEAPS 2.0

Mr Amir, HOD/PE&CCA

Co-Curricular Activities

Performing Arts (5)

Chinese Orchestra
Choir
Concert Band
Modern Dance
English Drama



Uniformed Groups (3)

NCC (Land)
NCDCC
NPCC

Sports (6)

Badminton (Boys)
Basketball
Floorball (Boys)
Football (Boys)
Netball (Girls)
Volleyball



Clubs (2)

Audio Visual Lights
Tinkers' Club

“

Going through many journeys
Creating fondest memories ...
Doing my part, with all my heart
For my Pasirian Family

~ Pasirian Family Song

”



National School Games 2025

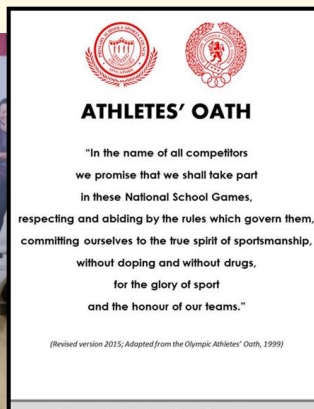
- Badminton (B-Boys EZ Top 8, C-Boys League 3)
- Basketball (B-Boys EZ Top 8, C-Boys League 1)
- Basketball (B-Girls EZ, C-Girls League 3)
- Floorball (C-Boys League 2)
- Football (B-Boys League 1, C-Boys League 1 Top 8)
- Netball (B-Girls EZ, C-Girls League 4 Third)
- Volleyball (B-Boys EZ, C-Boys League 2 Champion)
- Volleyball (B-Girls EZ, C-Girls League 3)
- **NSG Canoeing (C-Girls) Finalist**
- **NSG Gymnastics (Trampoline) Indiv. Fourth**
- **NSG T&F (C & B-Boys – SP-CCA) – 4x100m Finalist**
- **NSG TKD Kyorugi (B-Girls) Indiv. Gold Medal**
- **NSG Wushu (C-Boys)**



Netball (C-Girls): League 4 Third



Volleyball (C-Boys): League 2 Champions





SYF 2025

Certificate of Distinction:

Concert Band, English Drama, Modern Dance

Certificate of Accomplishment:

Choir, Chinese Orchestra



Performing Arts Showcase @Victoria Theatre 2024



Performing Arts Showcase

Jubilation @ Victoria Theatre
Friday, 8 May 2026

Uniformed Groups

NCC Land (2022, 2023, 2024, 2025)

- Unit Recognition Results - *Distinction*

NCDCC (2022, 2023, 2024, 2025)

- Unit Overall Proficiency Award - *Distinction*

NPCC (2022, 2023, 2024, 2025)

- Unit Overall Proficiency Award - *Distinction*



CCA Leadership Transition

- **Sec 3 Students will assume senior leadership positions in their CCA from May 2026.**
- **CCA stand-down will be from Term 3 Week 10.**



LEAPS 2.0

(Recognition for Co-curricular Attainment)

Domains

Leadership – Leadership development/positions.

Enrichment – Programmes students go through.

Achievement – School Representation, Achievements.

Participation – CCA Attendance and Involvement.

Service – Values in Action Projects, Service Hours.

Co-Curricular Experience	Basic Requirement for Level of Attainment in Domains	Bonus Points
Excellent	4,3,3,3	2
Good	4,1,1,1 3,2,1,1 2,2,2,1	1 (Minimum 1 for each domain & minimum 7 for total levels added up)
Fair	did not meet above criteria	0

LEAPS 2.0 (Recognition for Co-curricular Attainment)

- **Students will check their LEAPS 2.0 points at the end of October.**
- **For more information on LEAPS 2.0 Framework, please refer to this webpage**



<https://www.moe.gov.sg/education-in-sg/our-programmes/cca/leaps2-0>

A year of transition ...



... the start of countless opportunities and growth

Leadership Framework in PRSS

- **Structured and comprehensive leadership development opportunities for all students**
- **Develop student leaders to embody the qualities of a creator, connector and contributor, to take ownership and pride in their learning and environment, care for their peers and influence their peers positively.**
- **Provide appropriate training platforms and application opportunities for student leaders to serve the school and exercise leadership.**



Leadership Framework in PRSS



- Student Council
- Peer Support Leaders Peer Mentor
- CCA EXCO
- Green Ambassadors

- Class Leaders
- Peer Support Leaders
- CCA Leaders

- All Students

LEGEND:

Class

CCA

School

Individual Opt-In

Others

LEADERSHIP (Level of Attainment)

	Level 1	Level 2	Level 3	Level 4	Level 5
School-based Leadership Opportunities	<ul style="list-style-type: none"> Completed 2 leadership modules of at least 3 hours each 	<ul style="list-style-type: none"> Class Committee Committee for student-initiated or student-led projects, approved by school (or equivalent) 	<ul style="list-style-type: none"> Class Chairperson Prefect Peer Support Leader Committee for school-wide events⁴ Chairperson/Vice-Chairperson for student-initiated or student-led projects, approved by school (or equivalent) 	<ul style="list-style-type: none"> Senior Prefect Chairperson/ViceChair person for school-wide events (or equivalent) 	<ul style="list-style-type: none"> Executive Committee⁵ of Student Council / Prefectorial Board (or equivalent)
		<ul style="list-style-type: none"> Lower Sec CCA Committee (or equivalent) 	<ul style="list-style-type: none"> Lower Sec CCA Executive Committee Upper Sec CCA Committee (or equivalent) 	<ul style="list-style-type: none"> Upper Sec CCA Executive Committee (or equivalent) 	<ul style="list-style-type: none"> CCA Captain/Chairperson (or equivalent)
National Youth Achievement Award		<ul style="list-style-type: none"> NYAA Bronze 	<ul style="list-style-type: none"> NYAA Silver and above 		
Uniformed Groups (Rank/Appointment)	<ul style="list-style-type: none"> Lance Corporal (or equivalent) 	<ul style="list-style-type: none"> Corporal Patrol Second Assistant Patrol Leader (or equivalent) 	<ul style="list-style-type: none"> Sergeant Patrol Leader (or equivalent) 	<ul style="list-style-type: none"> Staff Sergeant Senior Patrol Leader (or equivalent) 	<ul style="list-style-type: none"> Warrant Officer Master Sergeant Station Inspector Troop/ Company Leader (or equivalent) Assistant Company Leader

e.g. VIA Projects



↖ **QnA**



Thank you

