2026
Secondary Four/Five Parents Engagement

21 Jan 2026

PROGRAMME

Principal's Address

Student Well-Being

CCA and LEAPS 2.0

**EdTech and AI Matters**

Academic Support
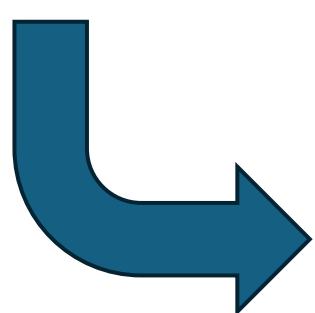
ECG and Post-Sec Matters
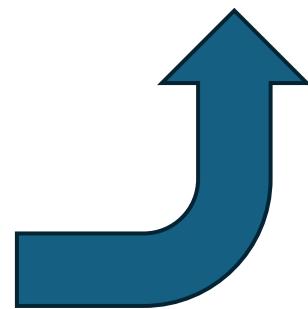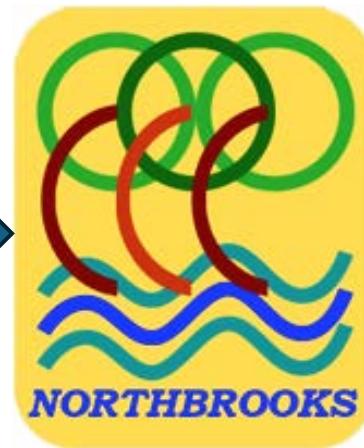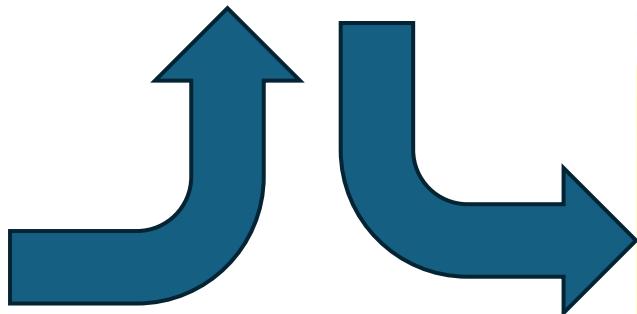
PRINCIPAL'S ADDRESS

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
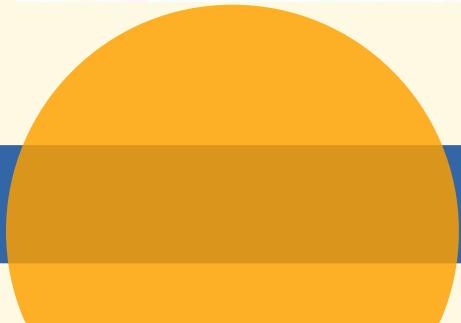
Respectful Communication
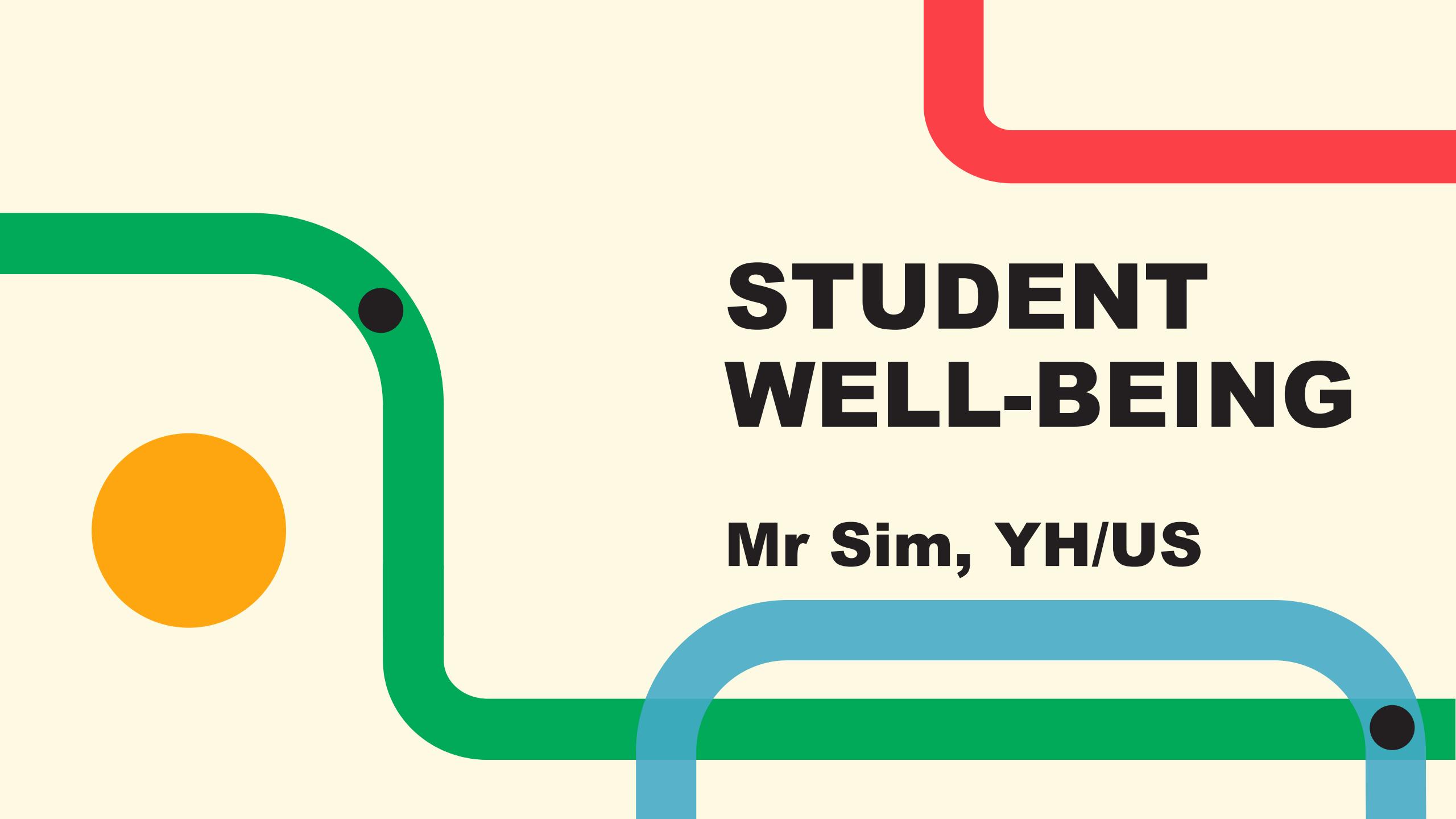
Foster kind words and actions
between parents and educators

Parenting with MOE Instagram account

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?

- Students are **generally less positive** than Sec 1 – 3, likely related to concerns over meeting expectations (both self and others)
- Many students are feeling **anxious and stressed** about the graduating year.

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

- Top 2 responses are:
  - Not meeting my own expectations
  - Heavier workload

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
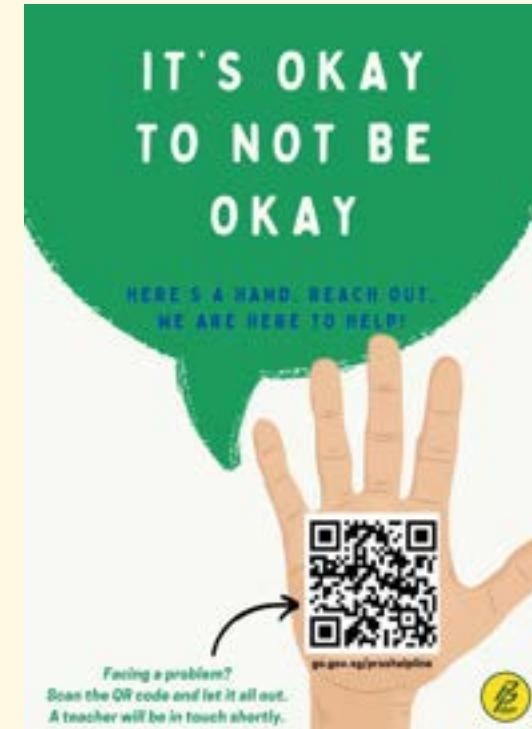
Follow-ups and Support:
- **Cohort level programmes** to address issues pertaining to student's concern e.g. assembly programmes and CCE lessons
- **ECG conversations and EAE/DSA preparation**
- **1-to-1 Student Teacher Conference** with your Child
- Connecting child with **buddy/peer support leader**

Student Well-Being Term 1 Check In Survey Results

Follow-ups and Support:

- **Student-led well-being programmes** to promote student wellness
- School-based **help-seeking channel**
- **Subject Teachers may arrange for 1-to-1 or group consultation** with students on a needs basis.
- **Referral for students needing more support** to school counsellor, SEN officer, Year Heads and/or external referrals

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

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

A. National Exams: academic stress and worries

B. Expectations: family and self expectations, peer perceptions

C. Post-Sec Options: being more certain about your passion and interests after PRSS, EAE/DSA

D. Time Management: keeping up with new topics and juggling academic demands

E. Peer Relationships: maintaining healthy and positive friendships, collaborate and communicate meaningfully

F. Personal Challenges

OWN YOUR JOURNEY

1. Be open-minded and receptive to feedback
2. Be responsible for your own progress
3. Be respectful and sincere
4. Be curious and proactive
5. Be kind and empathetic

PRIZE

Home-School Partnership

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)

Home-School Partnership
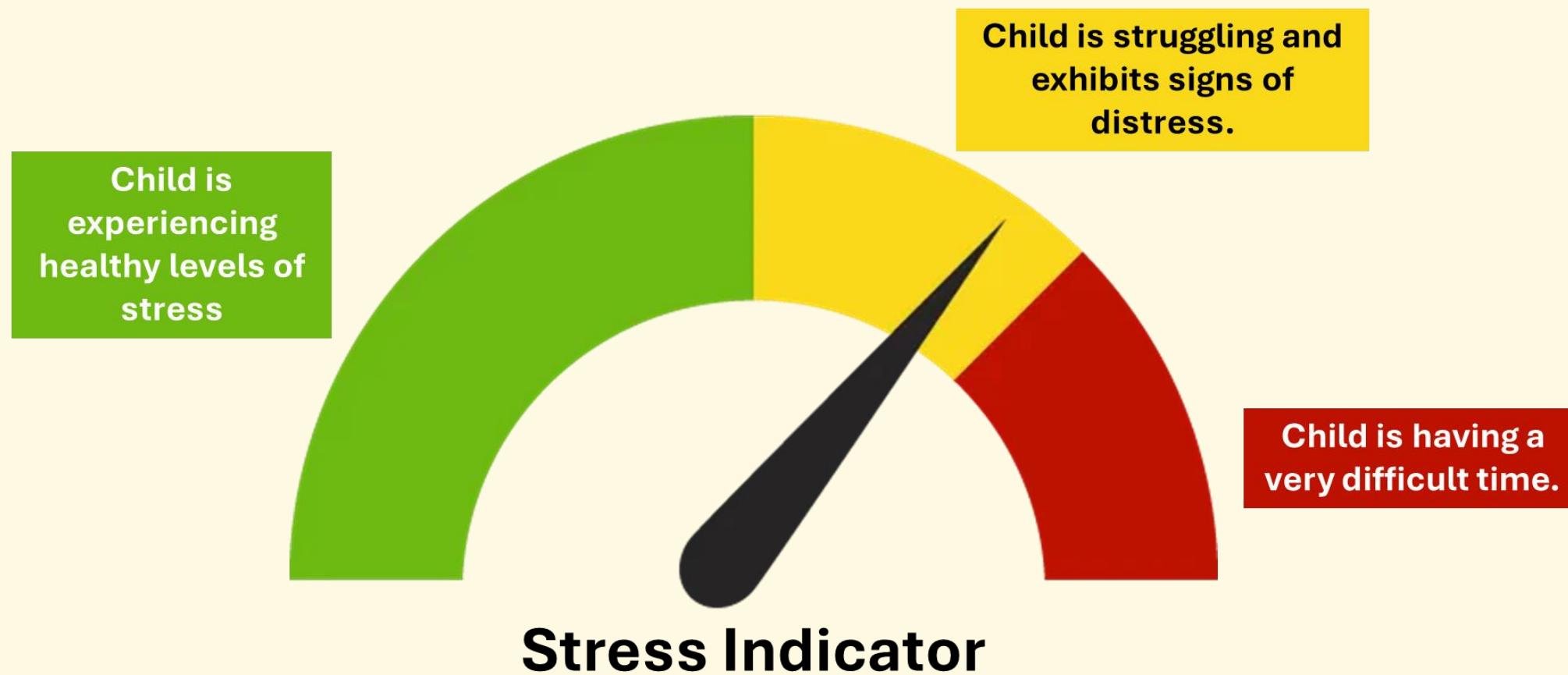
2026 Parent Engagement Sessions

Day/Date	Time	Programme
21 Jan 2026	5.00-7.00pm	F2F Parent Engagement, and Sharing by School Leaders and Key Personnels
15 May 2026	PM (time TBC)	Virtual Parent Engagement, and Sharing by School Leaders and Key Personnels
T1 W9-10 T2 W9-10 T3 (Post-Prelims)	Options provided	Parent-Teacher Meetings, to focus on: • Holistic Development & Areas for Growth • Academic and Non-Academic Progress • Student Portfolio

How can you support your child?
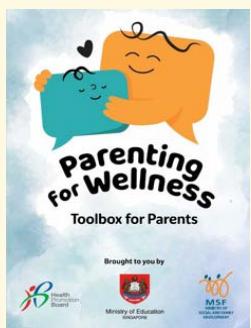
Did You Know?

The Difference between Stress and Distress

Child is experiencing healthy levels of stress

Child is struggling and exhibits signs of distress.

Child is having a very difficult time.

Stress Indicator

How can you support your child?

Look out for these signs of **DISTRESS** which indicate your child may need help to cope.
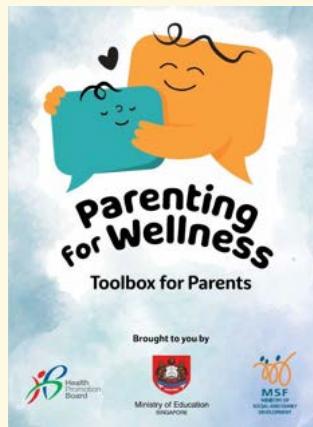
Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. For the full toolbox, please refer to the additional resources slide at the end of the deck.

D Deliberately avoiding others

I Increased irritability, restlessness, agitation, stress and anxiety

S Sending or posting moody messages on social media

T Talking about death or dying

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

E Eating more than usual or having a much reduced appetite

S Sleep pattern changes with difficulty falling asleep or oversleeping

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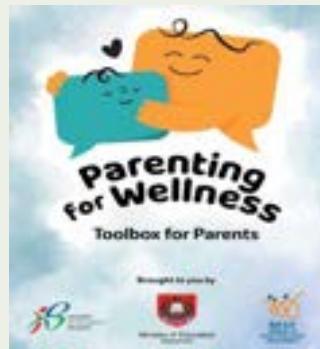
Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used. The full toolbox is available at the end of the presentation.

Calm them down

Hear them out

Empathise with their feelings

Encourage them to seek help

Reassure them

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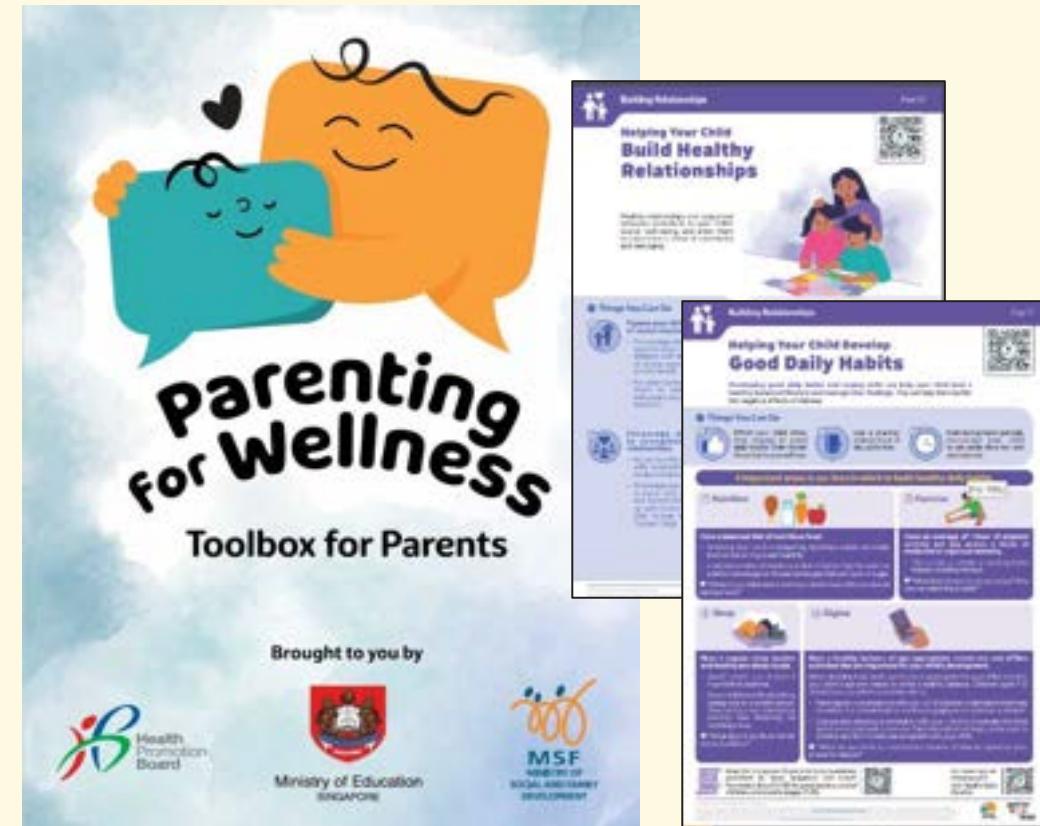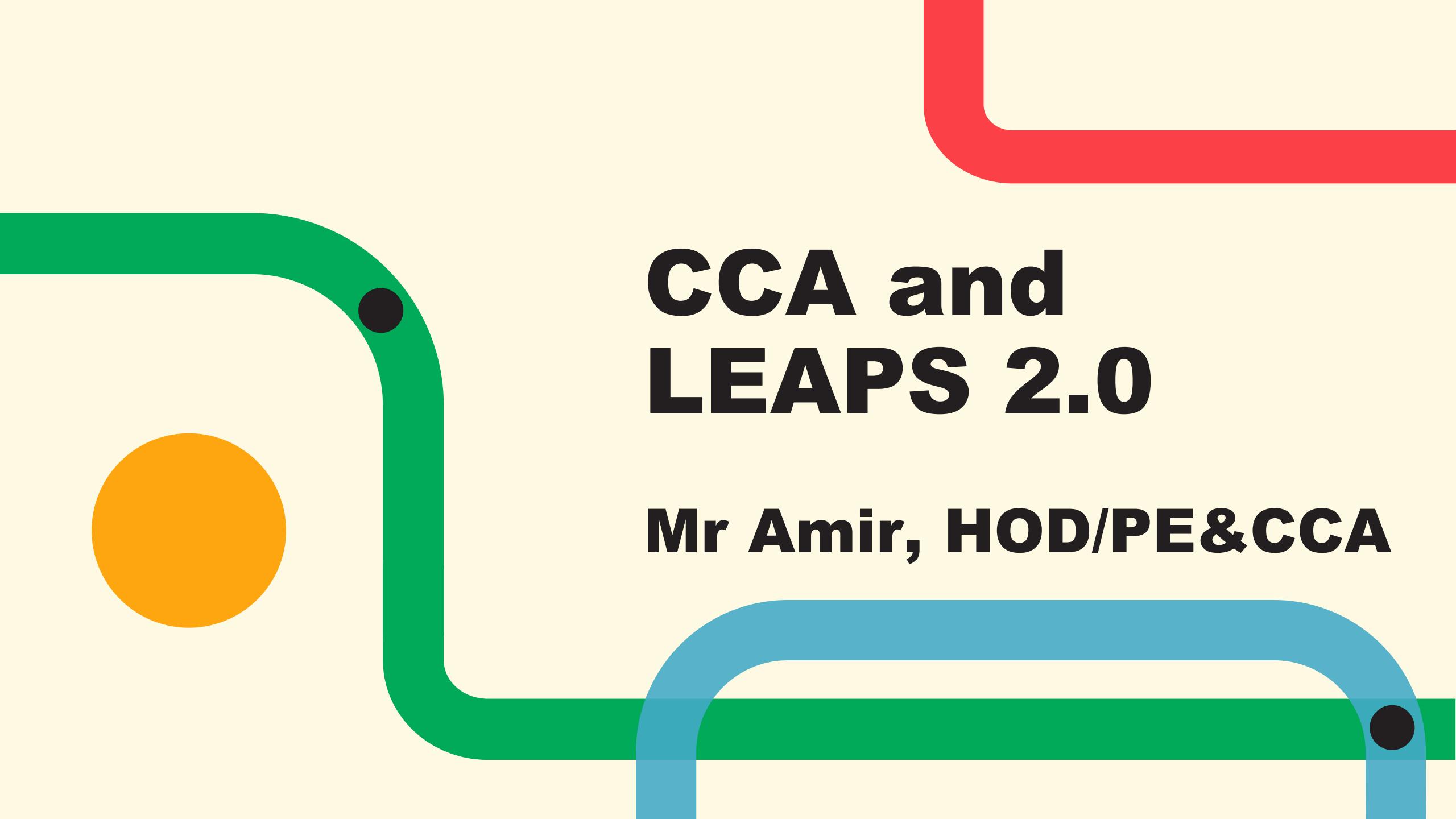
For personalised access to the full suite of parenting resources, check out the **Parenting for Wellness website** on Parent Hub (hosted by HPB)! Scan the QR code on the left to access the website.

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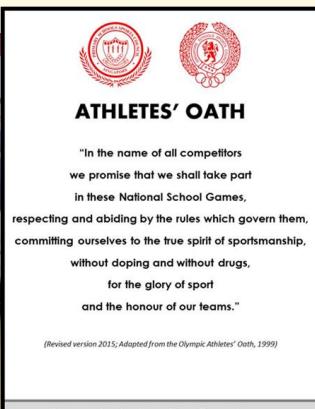
" Going through many journeys
Creating fondest memories ...
Doing my part, with all my heart
For my Pasirian Family

~ 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

ATHLETES' OATH

"In the name of all competitors we promise that we shall take part in these National School Games, respecting and abiding by the rules which govern them, committing ourselves to the true spirit of sportsmanship, without doping and without drugs, for the glory of sport and the honour of our teams."

(Revised version 2015; Adapted from the Olympic Athletes' Oath, 1999)

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 Stand down for Sec 4/5 (1ˢᵗ May 2026)

- *Exception for some Sports Groups participating at the National School Games and Performing Arts CCAs participating at the Jubilation at Victoria Theatre (8 May).
- Student Leaders Investiture 25 May 2026
- Training/ CCA involvements will be kept minimal after 1st May.

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
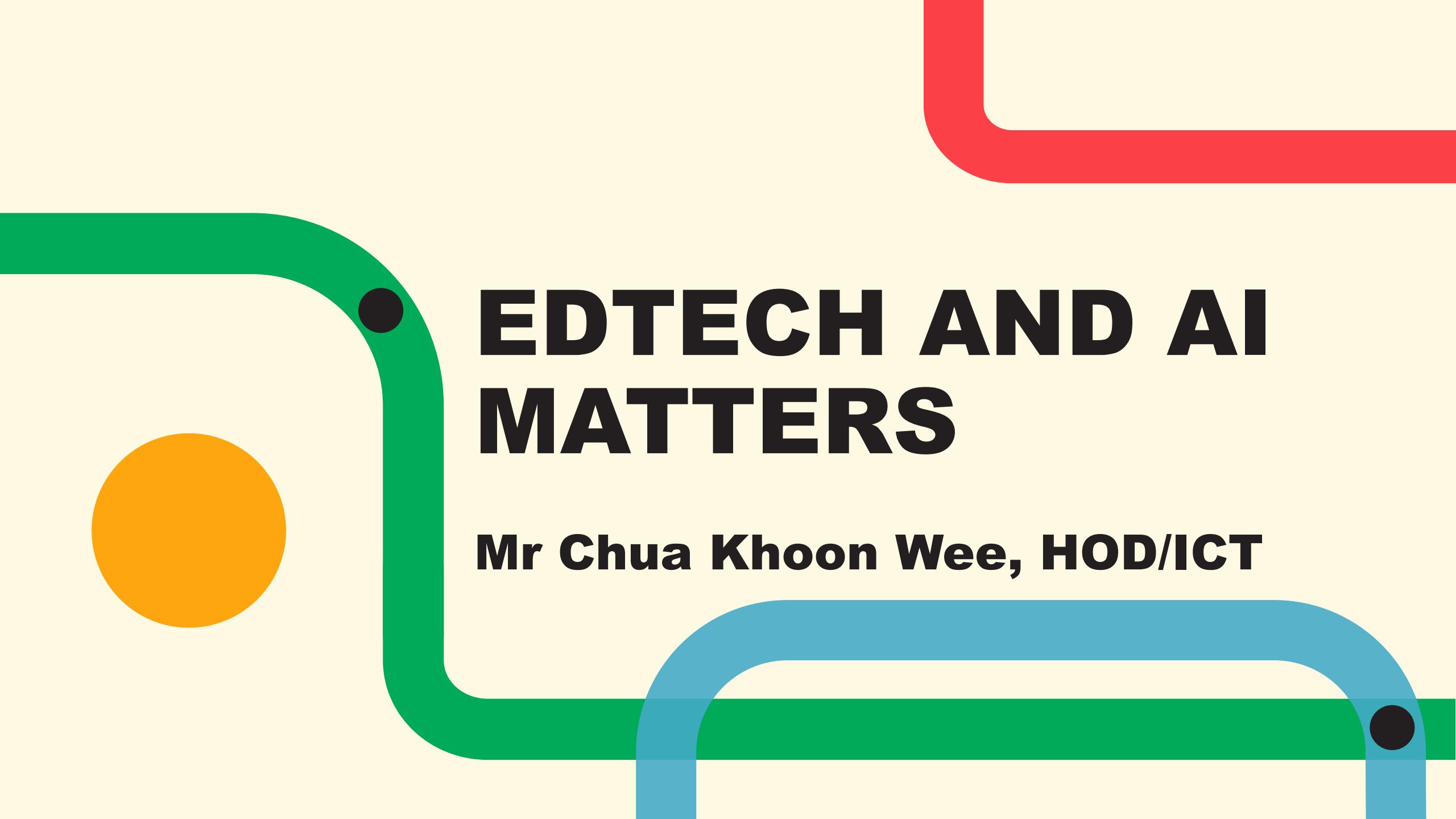
LEAPS 2.0 (Recognition for Co-curricular Attainment)

- 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

EDTECH AND AI MATTERS

Mr Chua Khoon Wee, HOD/ICT

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**'* – [1]*UNICEF (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

[1]UNICEF (2023), *Generative AI: Risks and Opportunities for Children. Wow can we empower and protect children in the face of Artificial Intelligence?,* Innocenti – Global Office of Research and Foresight, https://www.unicef.org/innocenti/generative-ai-risks-and-opportunities-children (accessed on 22 July 2024).

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]

[1]Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds,* https://www.commonsensemedia.org/press-releases /nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds (accessed on 23 October)
[2]UNICEF, *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
[3]Parents, 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 a 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 interactions[3] .

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]

[1]Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds,* https://www.commonsensemedia.org/press-releases /nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds (accessed on 23 October)
[2]UNICEF, *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
[3]Parents, 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
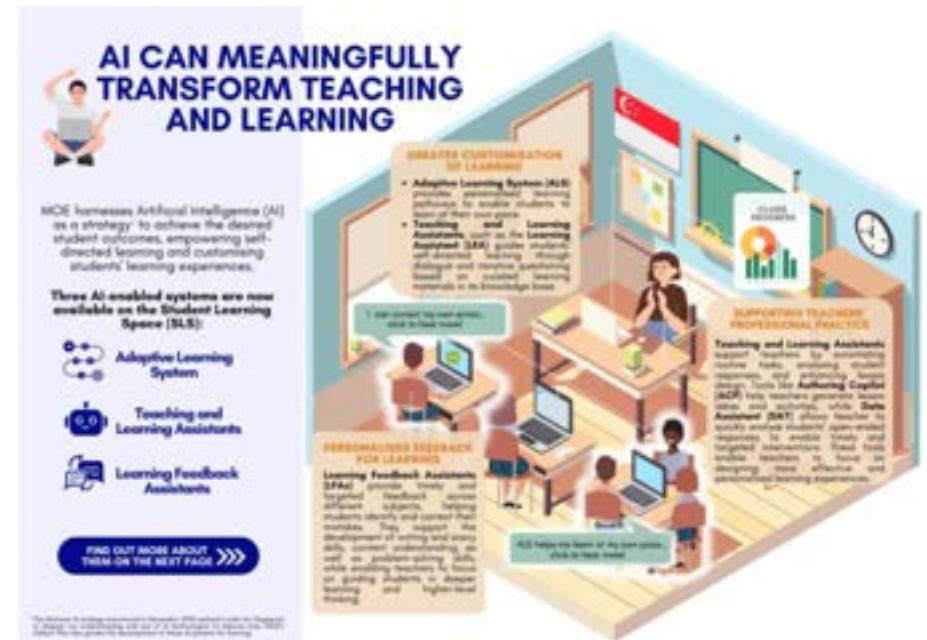
Students will learn to harness AI ethically to augment their capabilities in life and at work

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.

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

Students will develop AI literacy throughout secondary school

To access information on MOE's NDLP

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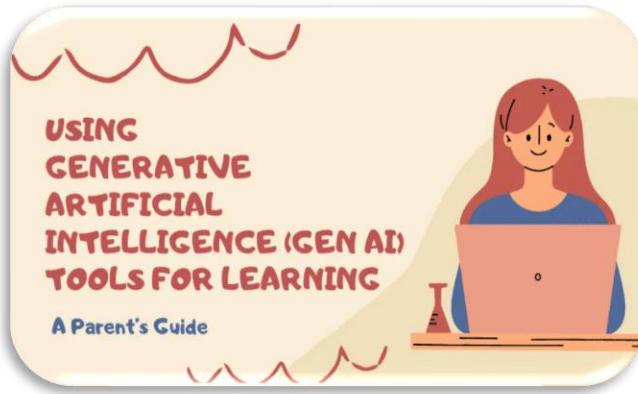
Upper secondary students will understand that AI cannot replicate aspects of human intelligence and that AI can be used to produce digital artefacts (e.g. videos, presentations etc.) but that these artefacts need to be inspected and adjusted accordingly.

How Can Parents Partner Up with Schools on the use of AI & Edtech?
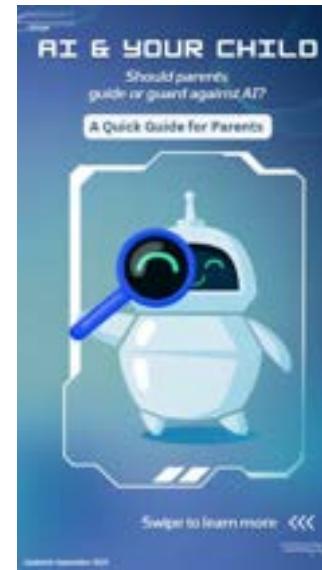
For age-appropriate AI –guidelines and tools, explore the following resources:

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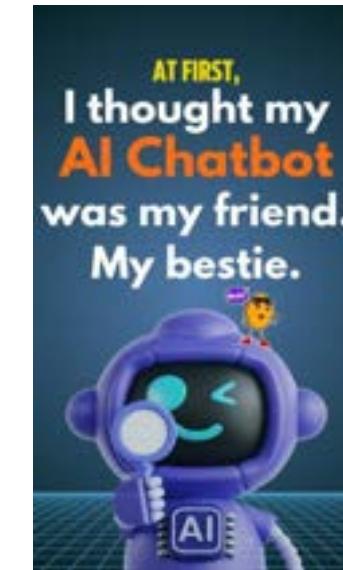
AI & Your Child Should parents guide or guard against AI?

Parents can view this resource 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 with their child to learn more about the dangers of being emotionally dependent on AI Chatbots.

https://go.gov.sg/knowgets-ai-chatbot

ACADEMIC SUPPORT
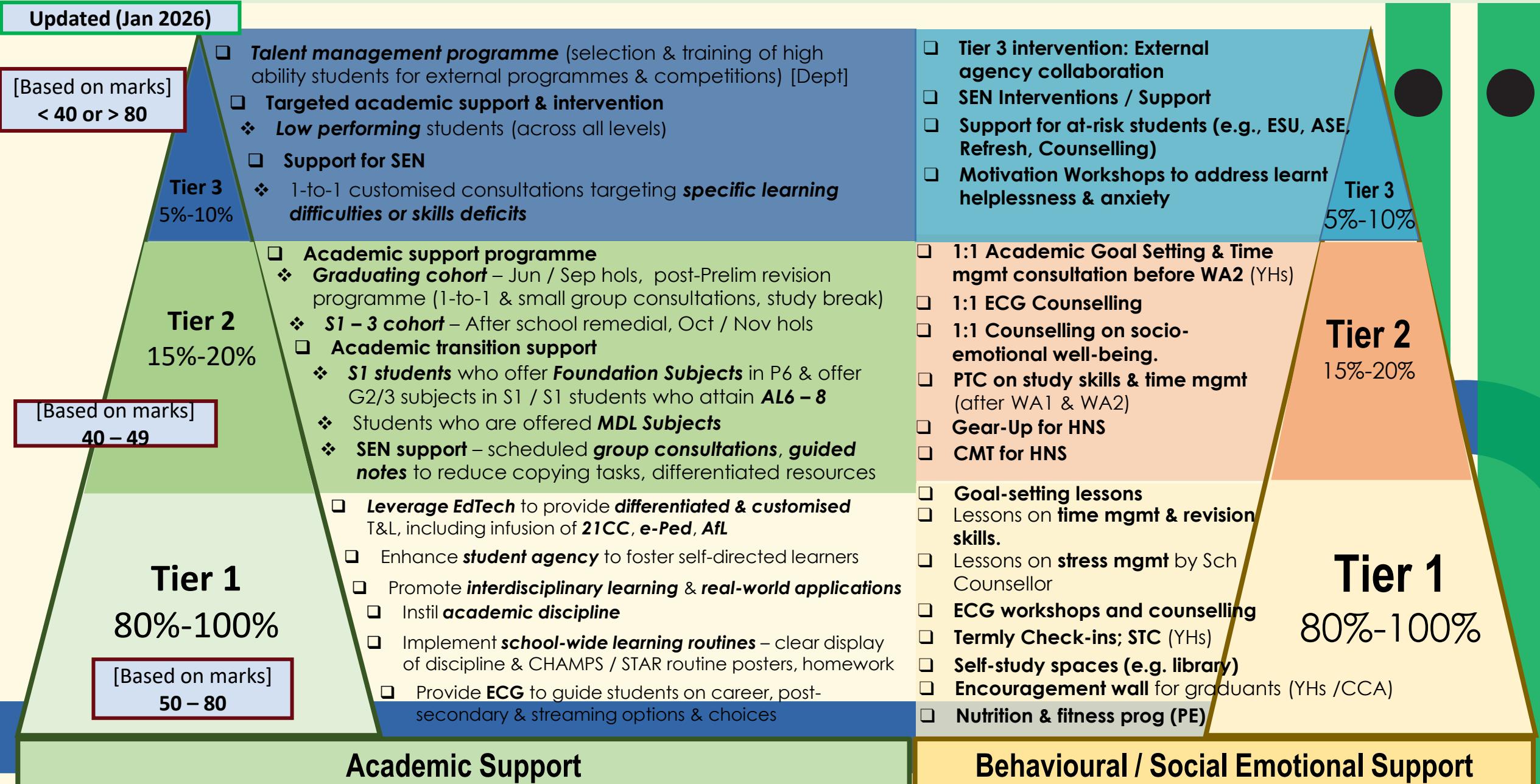
Mr Richmond Ang, HOD/Sci

Assessment Calendar for 2026

Period	Sec 4 and 5 Assessments
9 Feb to 5 Mar	WA 1
27 Apr to 8 May	WA 2
2 Jun 2026	GCE 'O' MTL Mid-Year Examinations
13 to 17 Jul 2026	GCE 'O' and 'N' Oral Examinations
27 Jul to 6 Aug (TBC)	4NA and 4NT Prelim Examinations
20 Aug to 2 Sep (TBC)	4EXP Prelim Examinations
14 to 24 Sep and 5 to 9 Oct	GCE 'N' Written Examinations
30 Sep to 13 Oct	GCE 'O' Science Practical Examinations
19 Oct to 10 Nov	GCE 'O' Written Examinations

Tiered-System of Support spans across both Academic as well as Behavioural / Social-Emotional Support Areas

Academic Support

**[Based on marks]
< 40 or > 80**

**Tier 3
5%-10%**

- ❑ *Talent management programme* (selection & training of high ability students for external programmes & competitions) [Dept]
- ❑ **Targeted academic support & intervention**
  - ❖ *Low performing* students (across all levels)
  - ❑ **Support for SEN**
    - ❖ 1-to-1 customised consultations targeting *specific learning difficulties or skills deficits*

**[Based on marks]
40 – 49**

**Tier 2
15%-20%**

- ❑ **Academic support programme**
  - ❖ *Graduating cohort* – Jun / Sep hols, post-Prelim revision programme (1-to-1 & small group consultations, study break)
  - ❖ *S1 – 3 cohort* – After school remedial, Oct / Nov hols
  - ❑ **Academic transition support**
    - ❖ *S1 students* who offer *Foundation Subjects* in P6 & offer G2/3 subjects in S1 / S1 students who attain *AL6 – 8*
    - ❖ Students who are offered *MDL Subjects*
    - ❖ **SEN support** – scheduled *group consultations*, *guided notes* to reduce copying tasks, differentiated resources

**[Based on marks]
50 – 80**

**Tier 1
80%-100%**

- ❑ *Leverage EdTech* to provide *differentiated & customised* T&L, including infusion of *21CC*, *e-Ped*, *AfL*
- ❑ Enhance *student agency* to foster self-directed learners
- ❑ Promote *interdisciplinary learning* & *real-world applications*
- ❑ Instil *academic discipline*
- ❑ Implement *school-wide learning routines* – clear display of discipline & CHAMPS / STAR routine posters, homework
- ❑ Provide **ECG** to guide students on career, post-secondary & streaming options & choices

Behavioural / Social Emotional Support

**Tier 3
5%-10%**

- ❑ Tier 3 intervention: External agency collaboration
- ❑ SEN Interventions / Support
- ❑ Support for at-risk students (e.g., ESU, ASE, Refresh, Counselling)
- ❑ Motivation Workshops to address learnt helplessness & anxiety

**Tier 2
15%-20%**

- ❑ 1:1 Academic Goal Setting & Time mgmt consultation before WA2 (YHs)
- ❑ 1:1 ECG Counselling
- ❑ 1:1 Counselling on socio-emotional well-being.
- ❑ PTC on study skills & time mgmt (after WA1 & WA2)
- ❑ Gear-Up for HNS
- ❑ CMT for HNS

**Tier 1
80%-100%**

- ❑ Goal-setting lessons
- ❑ Lessons on **time mgmt & revision skills.**
- ❑ Lessons on **stress mgmt** by Sch Counsellor
- ❑ ECG workshops and counselling
- ❑ Termly Check-ins; STC (YHs)
- ❑ Self-study spaces (e.g. library)
- ❑ Encouragement wall for graduants (YHs /CCA)
- ❑ Nutrition & fitness prog (PE)

Academic Support for Students

A. Consultations

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

B. Structured Afternoon Revision Programme

- After CCA Step-down in Term 2 until Term 3
- For selected students only

C. Remedial Lessons

- Scheduled remedial lessons in the afternoons
- For Sec 3 and 4 students in the Tier 3 category
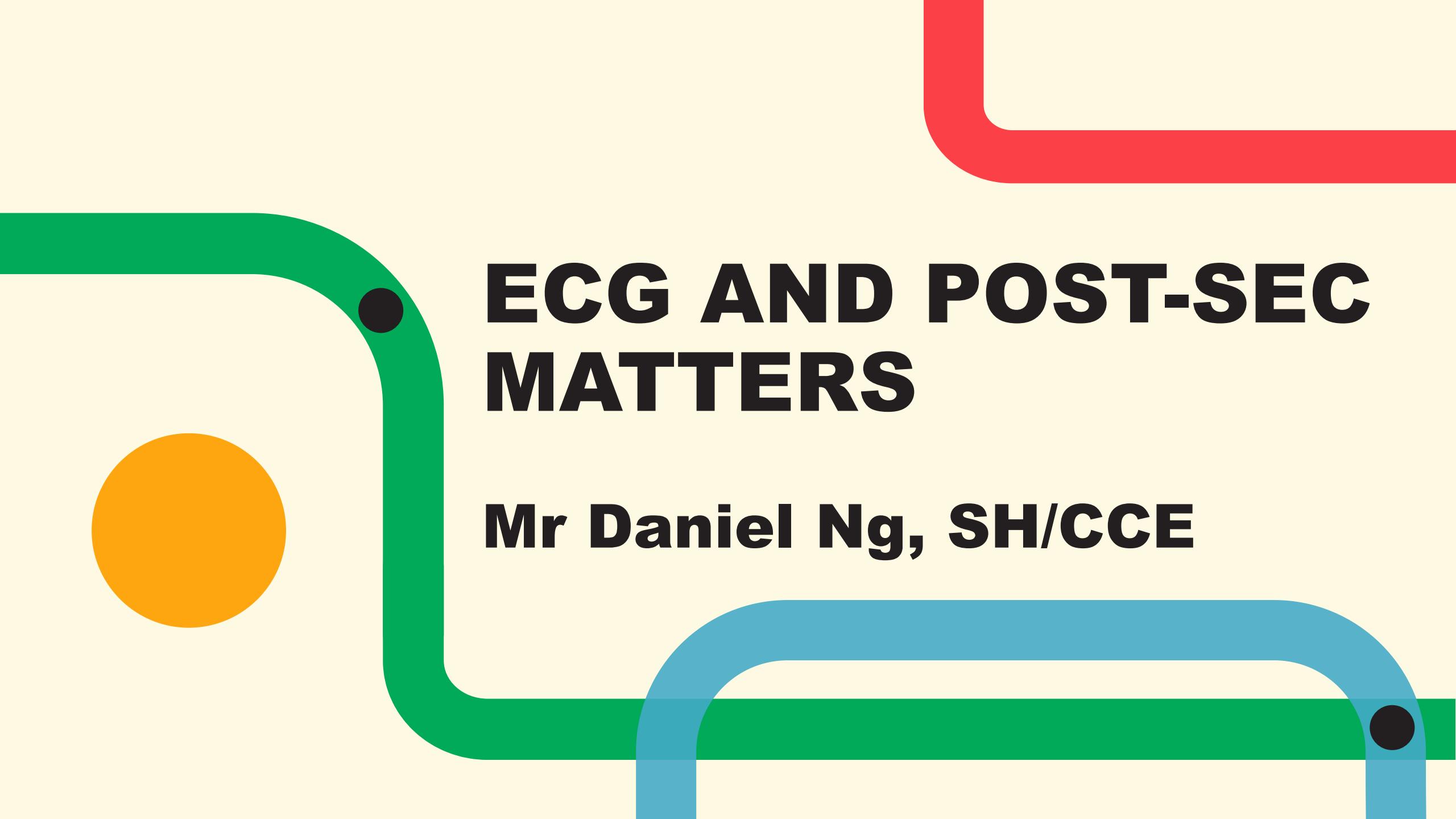
Academic Support for Students

D. Academic Support Programme June and Sept Holidays
- For selected students
- 1st week of June and/or 4th Week of June depending on the subject

How Parents can support their child
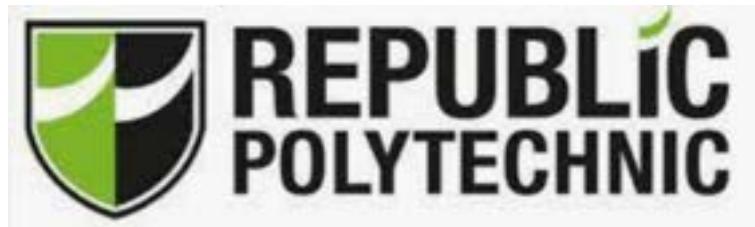
- Have clear and reasonable expectations on device usage and study time at home
- Provide a safe environment for conversations
- Encourage your child to seek help from peers and teachers
- Prioritize quality rest and regular activity to keep your child sharp and healthy.
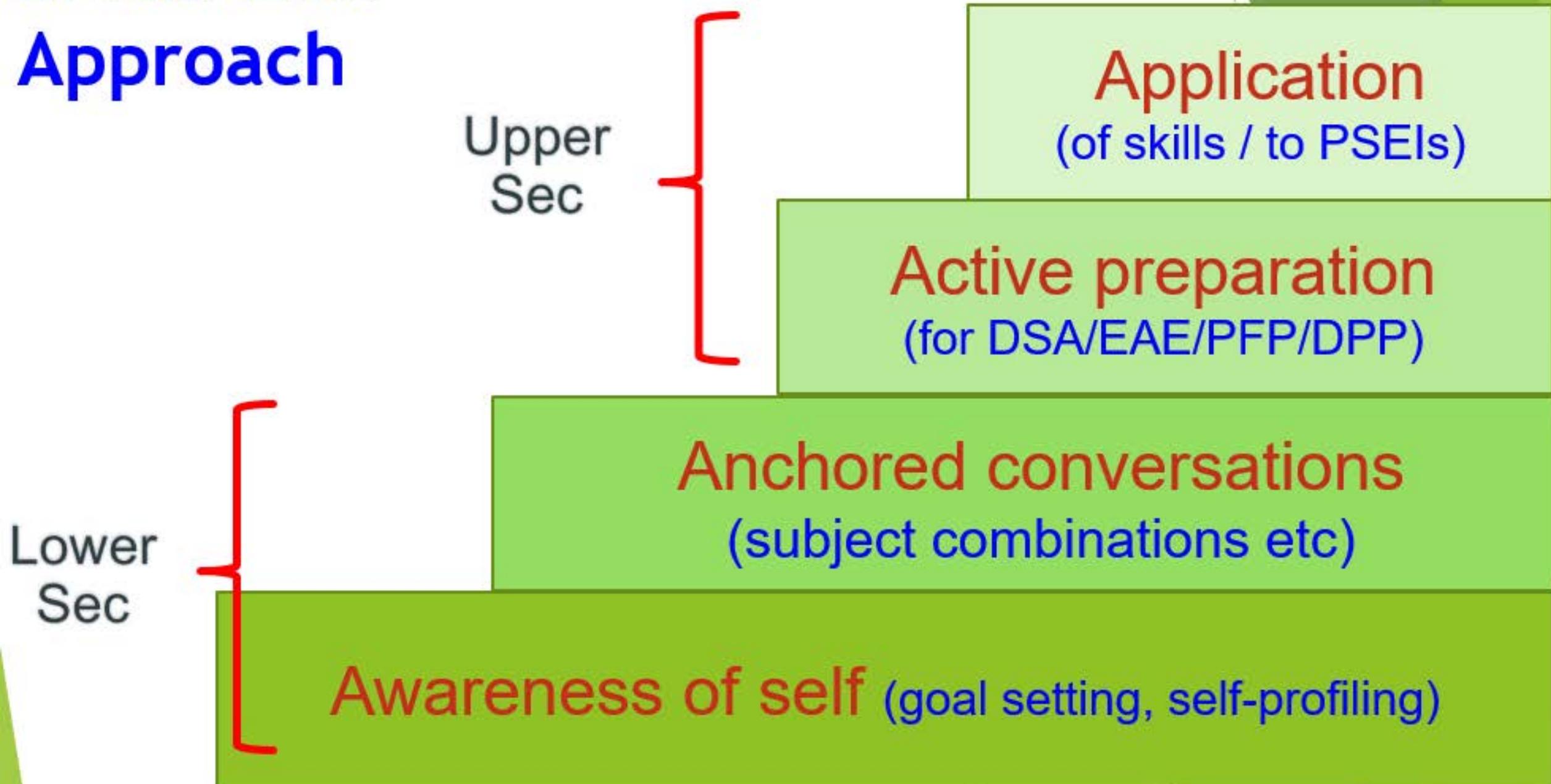
ECG AND POST-SEC MATTERS

Mr Daniel Ng, SH/CCE

Education & Career Guidance in PRSS

Broad ECG Approach

Upper Sec

Application (of skills / to PSEIs)

Active preparation (for DSA/EAE/PFP/DPP)

Lower Sec

Anchored conversations (subject combinations etc)

Awareness of self (goal setting, self-profiling)

ECG in PRSS

Through ECG curriculum, the school aim to inspire students to:

- **A**ppreciate all occupations
- **D**iscover talents and interest
- **A**cquire Knowledge, Skills and Values to make informed decisions on post-sec education
- **P**ave their own education and career pathways
- **T**ap on stakeholders for support and guidance

Key messages to students:
1. Discover Who You Are
2. Navigate Pathways with Confidence
3. Make Informed Decisions and Take Ownership of Your Own Educational Pathway

ECG in PRSS

Term 1 activities (S4/5):

- Young Alumni Sharing (Camp Conquest)
- Poly visits during Camp Quest/Conquest
  - ➢ Students visited 2 of the following pairs of school based on their choice during TP Open House:
    - o School of Design & School of Business
    - o School of Applied Science & School of Engineering
    - o School of Humanities and Social Science & School of Engineering
- DSA/JC/EAE talks by ECGC
- ECG Consultation by ECGC

Term 2 activities (S4/5):

- Career Fair
- Poly-EAE/ITE-EAE/DSA-JC Application

Briefing by ECGC

Young Alumni Sharing (Camp Conquest)

- ECG talks by ECG Counsellor (ECGC)
- EAE / DSA / DPP / PFP workshops by ECGC
- Individual & group counselling / coaching by ECGC by appointment
- Learning Journeys e.g. Poly visits
- Applied Learning Modules at ITE/Poly (S3 – selected classes)
- Career Awareness Day / STEAM Festival
- ECG programmes in Level Camps

TP Open House (Camp Conquest & Camp Quest)

S4/5 student attend learning journeys from one of the 3 groups:

Sch of Applied Science & Sch of Engineering

Sch of Design & Sch of Business

Sch of Engineering & Sch of Humanities & Social Sciences + PFP talk
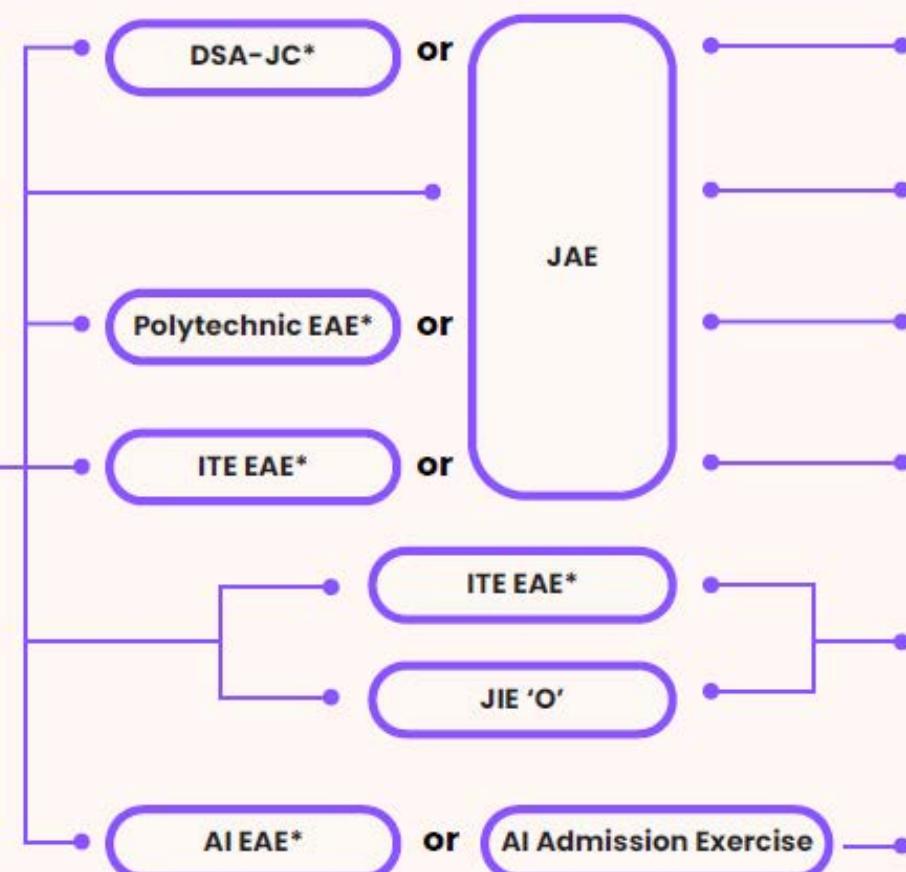
Post-Secondary Admissions Exercises for O-Level Students

When can I start to apply?

		(O-Level Exams)	(O-Level Results)
May	**Jun**	**Oct/Nov**	**Jan**
• DSA-JC*	• Polytechnic EAE*	• LASALLE**	• JAE
• ITE EAE*		• NAFA**	• JIE 'O'
• AI EAE* (LASALLE)	• AI EAE* (NAFA)		

O-Level Student

*Students apply through these admissions exercises before their O-Level examinations.

**Application to LASALLE's and NAFA's diploma programmes starts from October.

***Selected Nitec and Higher Nitec courses are available in traineeship mode.

For the list of 3-year Higher Nitec courses, please visit here.

more information on applying to these courses, you c...

Where am I now?

O-Level Student

What admissions exercises can I take part in?

- DSA-JC* or JAE
- Polytechnic EAE* or JAE
- ITE EAE* or JAE
- ITE EAE*
- JIE 'O'
- AI EAE* or AI Admission Exercise

Students should submit their applications for Diploma Courses directly to the AIs.

Where do I want to go?

- **Junior College (JC)** — L1 R5 ≤ 20
- **Millennia Institute (MI)** — L1 R4 ≤ 20
- **Polytechnic** — EL R2 B2 ≤ 26
- **Institute of Technical Education (ITE)** (2-year Higher Nitec***) — EL R2 B2 OR EL R1 B3 OR EL B4, Depending on course
- **Institute of Technical Education (ITE)** 3-year Higher Nitec***^
- **Arts Institutions [Nanyang Academy of Fine Arts (NAFA) / LASALLE College of the Arts (LASALLE)]** — 4 O-Level subjects, excluding EL ≤ 25

CCA points can be deducted

N(A)-Level Student

Eligible students may also progress to Secondary 5 to take the O-Level examinations. Applications can be made via your secondary school.

PFP	→	**Polytechnic**
ITE EAE*		**Institute of Technical Education (ITE)** (3-Year *Higher Nitec**^*)
JIE 'N'		
DPP	→	**Institute of Technical Education (ITE)** (2-year *Higher Nitec*)
NFP	→	**Nanyang Academy of Fine Arts (NAFA)**

EL MA B3 ≤ 12 (CCA Points used for course posting) based on cluster

Check MER

EL MA B3 ≤ 19 (CCA Points used for course posting)

EL MA B3 ≤ 15

When can I start to apply?

| **May**	**Oct** (N-Level Exams)	**Dec** (N-Level Results)	**Jan** (Start of 3-year *Higher Nitec* term)	**Apr** (Start of Polytechnic and 2-year *Higher Nitec* term)
• • ITE EAE*		• • JIE 'N' • JIE 'E' • DPP • NFP	• PFP • DPP (2nd window of applications)	

🟢 ········ N(T)-Level Student

🔵 ········ N(A)-Level Student

*Students can apply through these admissions exercises before their examinations.

**Selected *Nitec* and *Higher Nitec* courses are available in traineeship mode.

^For the list of 3-year *Higher Nitec* courses, please visit here.

For more information on applying to these courses, you can visit here.

N(T)-Level Student

Eligible students may also laterally transfer to Secondary 4 N(A) to take the N(A)-Level examinations. Applications can be made via your secondary school.

ITE EAE*

JIE 'N'/JIE 'E'

Institute of Technical Education (ITE)
(Enhanced Foundation Programme or 3-year *Higher Nitec***^)

best 4 GCE 'N' subjects

When can I start to apply?

May	Oct	Dec	Jan	Apr
	(N-Level Exams)	(N-Level Results)	(Start of 3-year *Higher Nitec* term)	(Start of Polytechnic and 2-year *Higher Nitec* term)
•• ITE EAE*		•• JIE 'N'	• PFP	
		• JIE 'E'	• DPP	
		• DPP	(2nd window of applications)	
		• NFP		

🟢 .... N(T)-Level Student

🔵 .... N(A)-Level Student

*Students can apply through these admissions exercises before their examinations.

**Selected *Nitec* and *Higher Nitec* courses are available in traineeship mode.

^For the list of 3-year *Higher Nitec* courses, please visit here.

For more information on applying to these courses, you can visit here.

SchoolFinder (JCs and MI)
www.go.gov.sg/sf-jcmi

CourseFinder (Polytechnics and ITE)
www.go.gov.sg/cf

JAE worksheet
www.moe.gov.sg/jaeworksheet
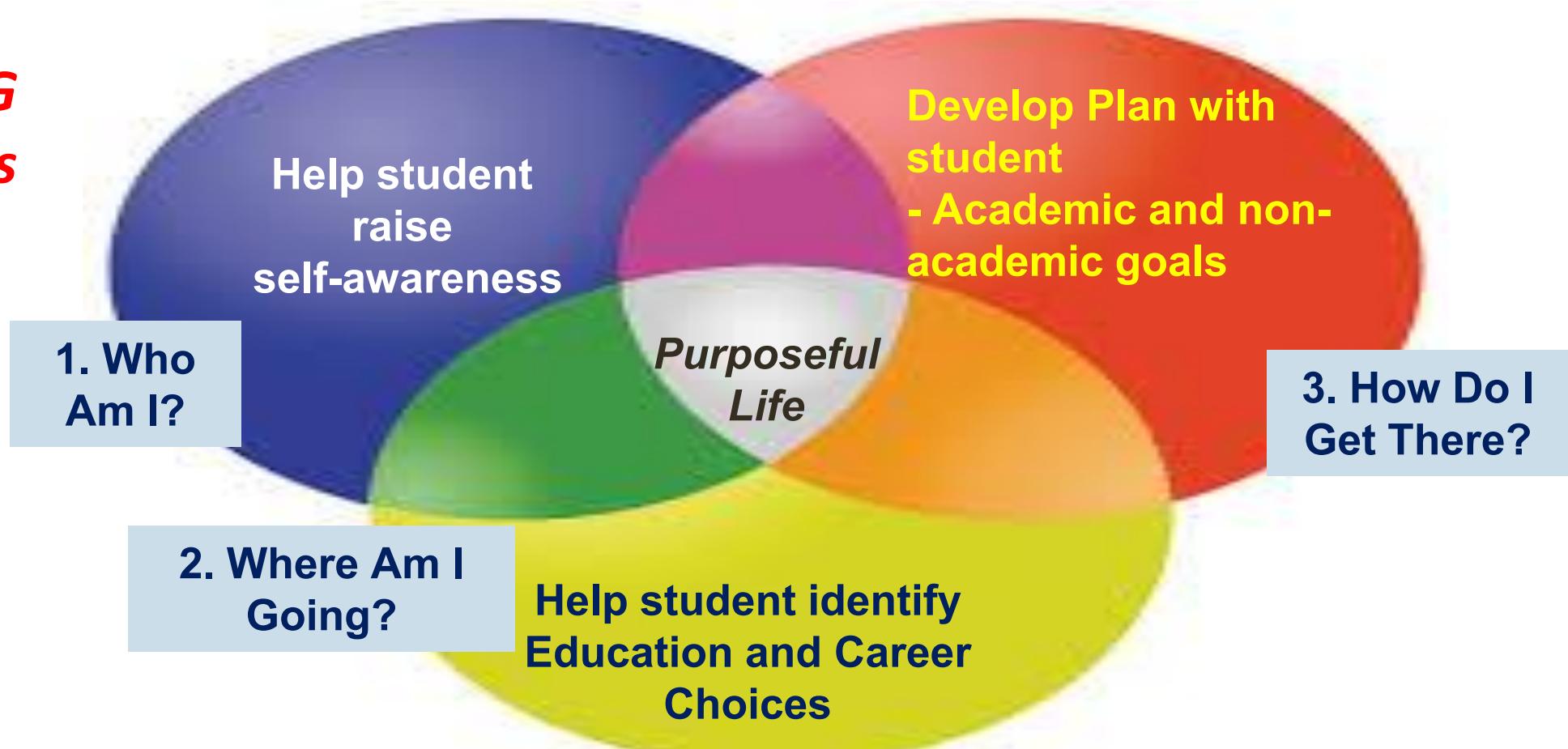
Education & Career Guidance resources
www.moe.gov.sg/ecgoverview

Booking of ECG Counselling Session with Mr Syahril

Scan the QR Code below

https://go.gov.sg/ecgbookingprss

Link:

https://go.gov.sg/ecgbookingprss
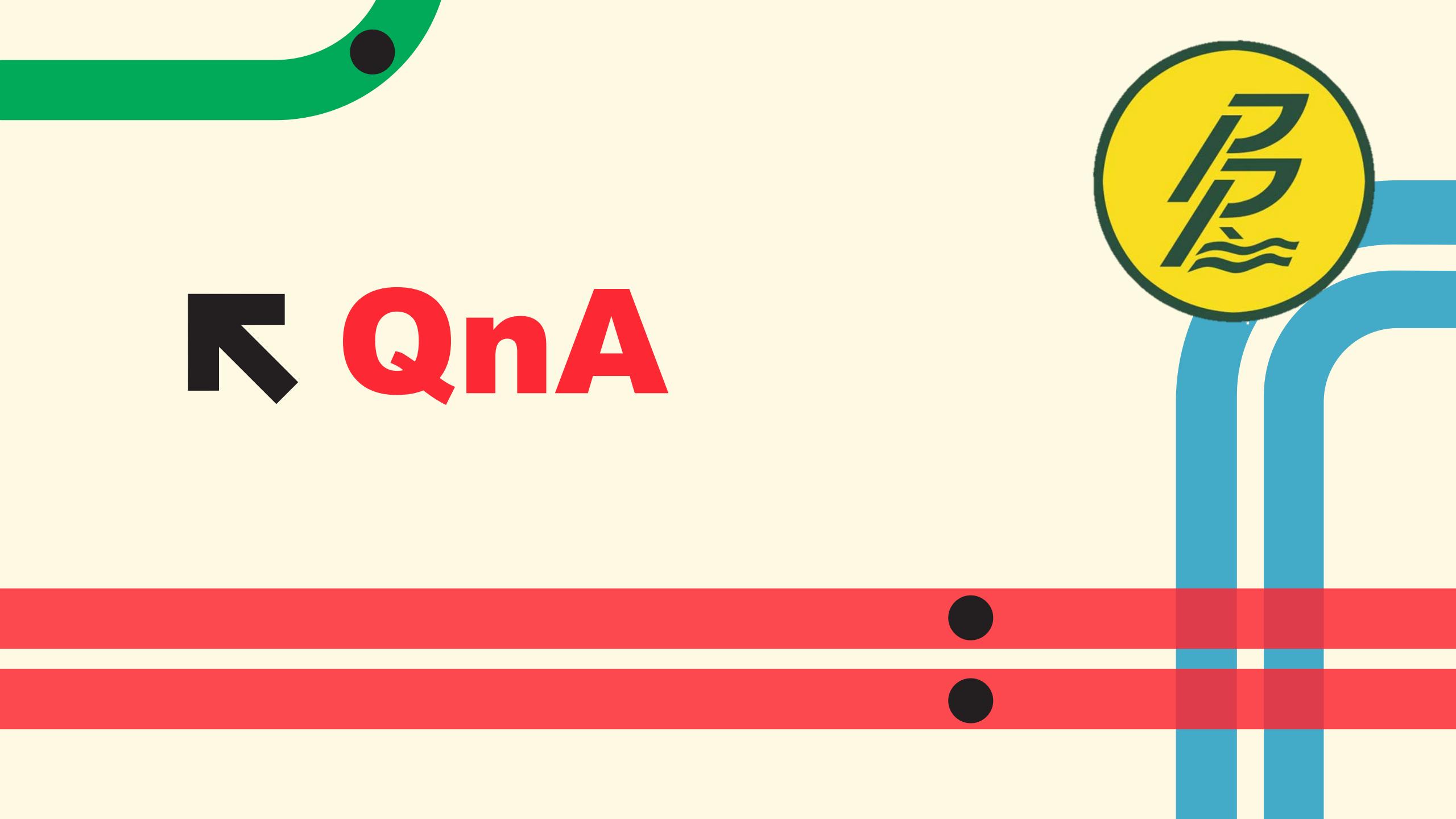
Email:

mohammed_syahril_samsudin@schools.gov.sg

↖ **QnA**

Thank you