

# 2024 Secondary One Parent Engagement

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Scan the QR code  
to ask a question.

2 February 2024



# Programme

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



# PARENT SUPPORT GROUP

Scan the  
QR Code  
to join our  
PSG.



**PSG Liaison:**  
**Mdm Siti Mariam**  
**ST CCE**



# Welcome Address

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Vice-Principal  
Ms Santha

# Camp Oneiric

Non-residential  
3-5 January 2024

## Strong Start, Start Right

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

Campus Tour



Cultural Fusion



Teambuilding Games



Campfire Night



Parents joined us  
for Campfire  
Night: Friday, 5  
Jan, 6.30-8pm



Kinball





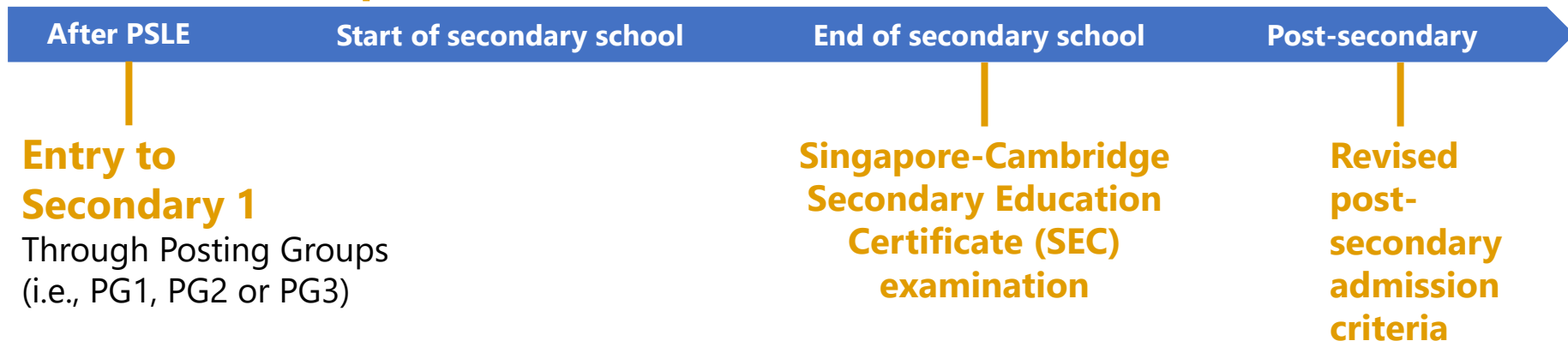


**Supporting your child through  
their Secondary School Journey**

# Overview of Full SBB

## Secondary school experience

1. Mixed form classes upon entering secondary school
2. Common curriculum subjects at lower secondary
3. Subjects to be offered at G1, G2 or G3, mapped from the standards of the N(T), N(A) and Express subject levels respectively
4. Greater flexibility to offer subjects at various subject levels
5. Shift away from stream-based subject offerings



# Find out more about Full SBB

## Microsite



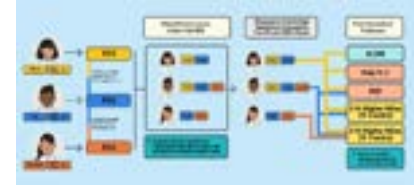
<https://go.gov.sg/moe-fsbb>

## Interactive Site



<https://go.gov.sg/my-fsbb-path>

## Infographic (updated Feb 2023)



<https://go.gov.sg/fsbb-pathways>



# Mixed Form Classes in Lower Secondary

All PG1 students allocated to band 1 are offered SBB in English Language, Maths or Science.

Class		G3	G2	G1	Total
Band 1	S1-1	20	9	7	35
	S1-2	20	10	6	36
	S1-3	20	10	6	36
Band 2	S1-4	21	9	6	36
	S1-5	21	12	4	37
	S1-6	21	11	4	36
	S1-7	20	12	4	36
		143	72	37	252

# Subject Based Banding for G1/G2 Students

All **PG1 students** are offered at least **1 SBB subject**.

Only 4 PG2 students are not offered any SBB subjects (all 4 are DSA students)

14 Students from PG3 are eligible to take G1/G2 MT Languages.

1 student from PG2 is eligible to take G1 MT Language.

} More Demanding Level

} Less Demanding Level

Subject Offered	PG2 Students accepted G3	PG1 Students accepted G2	PG1 Students accepted G3
ENGLISH LANGUAGE	12	16	0
MATH	14	4	0
SCIENCE	7	7	0
CHINESE LANGUAGE	13	5	0
MALAY LANGUAGE	23	13	0
TAMIL LANGUAGE	0	0	0

## Allocation Challenge

Numbers offered EL, Maths and Science SBB almost doubled from 2022 to 2023 intake.

Numbers offered MT SBB remains comparable.

Posting Group	Accepted 1 SBB	Accepted 2 SBB	Accepted 3 SBB
G2	41	14	0
G1	12	12	3
Total	53	26	3

91% of PG2 students accepted MDL subjects while 68% of PG 1 students accepted MDL subjects

# Lower Secondary Subject Offerings

Examinable subjects	G1	G2	G3
Art	English	English	English
Design and Technology (D&T)	Mother Tongue	Mother Tongue	Mother Tongue / Higher MT
Food and Consumer Education (FCE)	Mathematics	Mathematics	Mathematics
	Science	Science	Science
		Geography	Geography
		History	History
		Literature in English	Literature in English
Non-examinable subjects	G1	G2	G3
Music	Humanities		
Physical Education (PE)			
Character and Citizenship Education (CCE)			

# Progression to Secondary 2

- All students will generally progress to Secondary 2.
  - Teachers will check in with students and parents to discuss the subjects and respective subject levels that best suit the student.
- Students can offer certain subjects at a more demanding level based on his/her interest and learning progress.



# What's next?



Secondary 1 & 2

End of Secondary 2

Secondary 3 & 4

## Deciding on upper secondary subject combinations

All students will offer between 5 and 9 examinable subjects for upper secondary.

## Upper secondary

Students will continue to have flexibility to offer subjects at different subject levels, including elective subjects.

# What's next?

## End of Secondary 4/5

### Singapore-Cambridge Secondary Education Certificate (SEC) Examination

From 2027, students will sit for the new SEC examinations, with different papers for each subject level.

5<sup>th</sup> year of secondary education will continue to be available for eligible students.

- This allows them to pace their learning and possibly offer subjects at a more demanding level to access more post-secondary pathways.

## Post-Secondary

### Admission to post-secondary education institutes

Admission criteria have been progressively updated to recognise students taking different combinations of subjects and subject levels.

- E.g., Polytechnic Foundation Programme (PFP) has been expanded to allow access to students offering G3 subjects, or a mix of G2 and G3 subjects.



# **Student Development Team (SDT)**



**Mr Mohd Ashiq**  
Year Head (US)



**Ms Parvin Bibi  
Marican**  
Year Head (LS)



**Mr Sim Chun  
Siang**  
HOD Student  
Development



**Mr Muhd Hafidz  
Khan**  
HOD Student Mgmt



**Mr Joshua Tan**  
HOD CCE



**Mr Amir Hamzah**  
HOD PE & CCA



**Mr Andy Law**  
SH PE & CCA



**Mr Daniel Ng**  
SH CCE



**Mr Rifaii**  
SH Discipline



**Ms Lorraine Teo**  
AED (Counselling)



**Mdm Mazirah**  
FAJSC  
(Counselling)



**Mdm Nur Atiqah**  
AED (LBS)

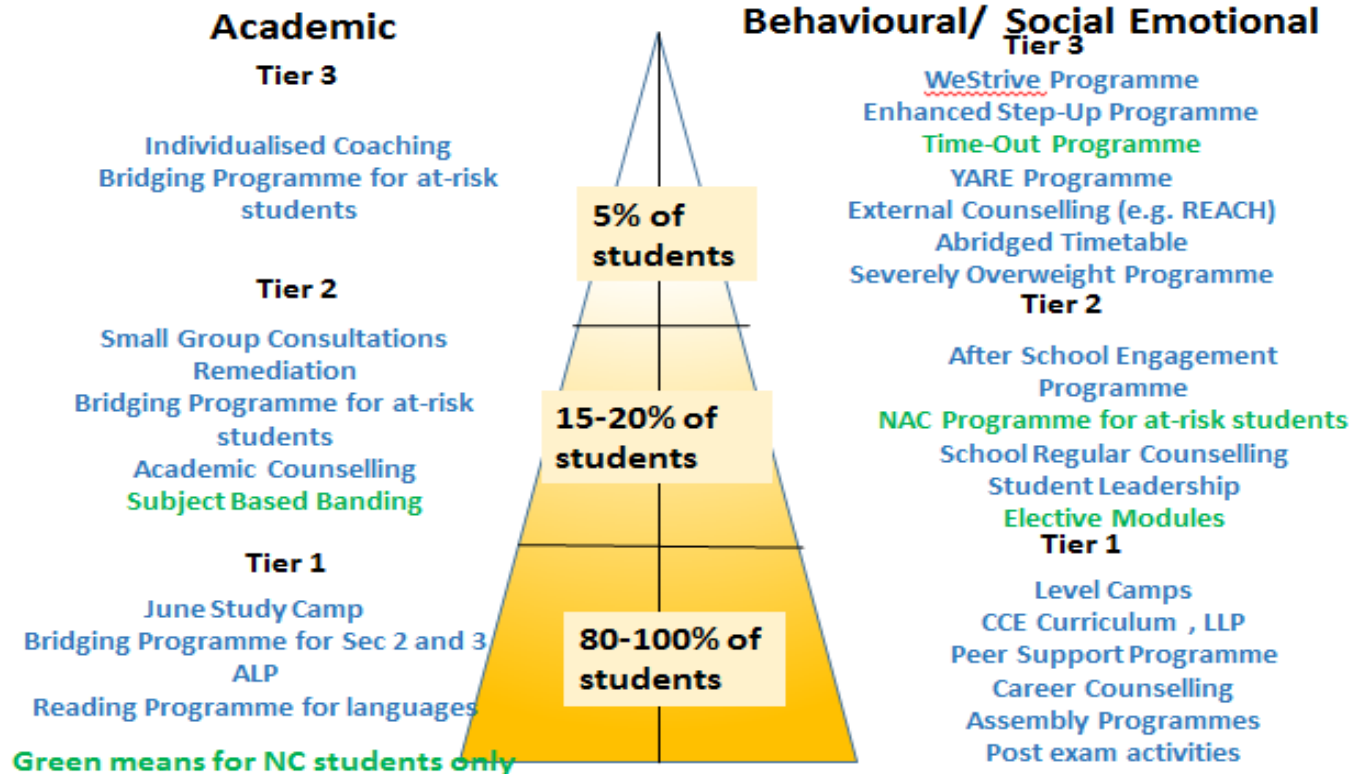
## Social, Emotional and Behavioural Development

### Student Development Team

- ▶ **Year Heads** – Track & monitor overall student well-being
- ▶ **HOD (Student Management)**
- ▶ **SH/Discipline** – Student Discipline
- ▶ **HOD (CCE)** – Character & Citizenship Education
- ▶ **SENO** – Special Educational Needs
- ▶ **School Counsellors** – Social Emotional Needs

Tiered System of Support helped by **SDT (Student Development Team)** in partnerships with the community

### Strengthen Tiered System of Support (2017) through Partnerships with Parents, Alumni, MSF,CNB, SPF & the community



# Handphone Policy



PASIR RIS SECONDARY SCHOOL

- Should students bring their handphones to school:
  - Expected to keep their phones out of sight in silent mode or switched off. Phones to be either kept in bag or pocket.
  - Permitted usage only during their recess/lunch time **and only** in the canteen area or seek permission from subject teacher first during curriculum hours.
- Parents will be informed of any breaches.
- Repeat offenders will have their privilege of bringing the handphone to school withdrawn.

# OUTCOMES OF SECONDARY EDUCATION

**At the end of Secondary school, students should:**

- Have moral integrity
- Believe in their abilities and be able to adapt to change
- Be able to work in teams and show empathy for others
- Be able to appreciate diverse views and communicate effectively
- Be creative and have an inquiring mind
- Take responsibility for their own learning
- Enjoy physical activities and appreciate the arts
- Believe in Singapore and understand what matters to Singapore

**At PRSS, we will build on the SKAV acquired in primary school and lay a strong foundation for post-secondary**



## Strong Home-School Link: Enhanced Communication & Involvement of Parents



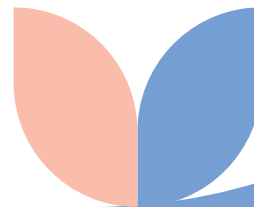
### INVITATION

**Secondary One  
Breakfast with Parents**

**12 April 2024, Friday**

**8.00 – 9.00 am**

**School Library**



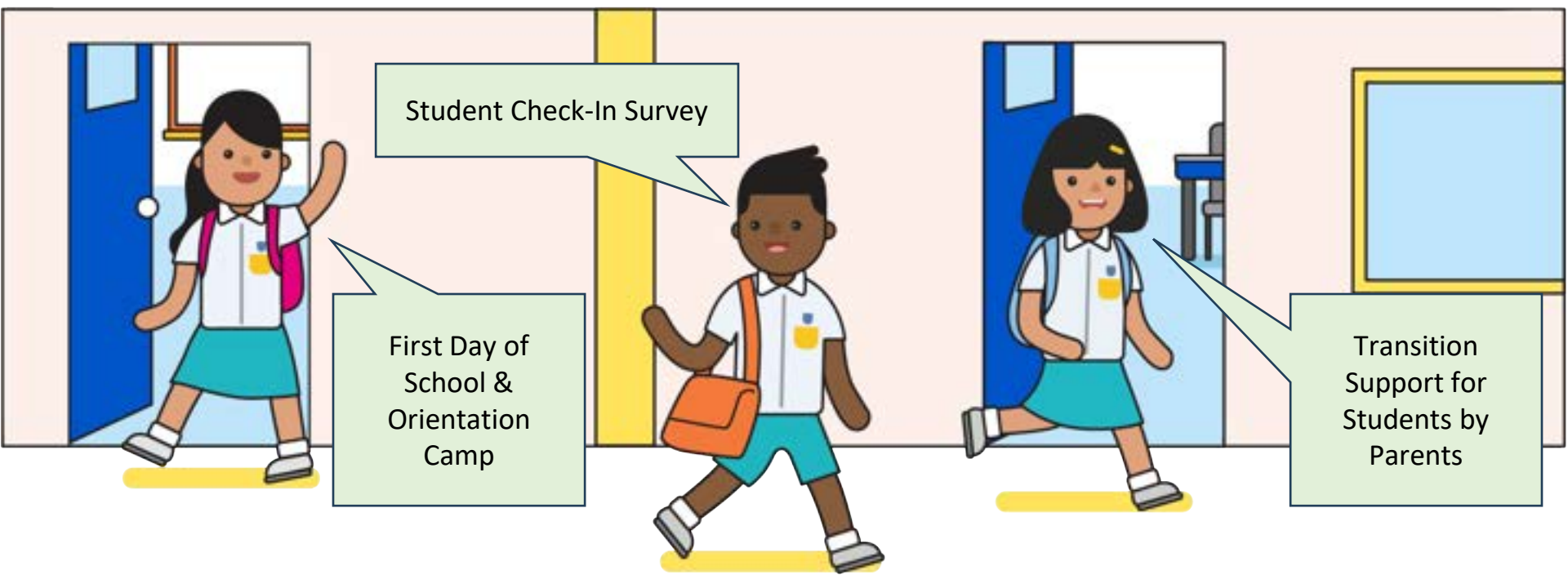


# Student Wellbeing

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YH Lower Secondary  
Miss Parvin





# **Supporting Secondary 1 Students through Transition**

# Camp Oneiric



**Sec 1-1**



Mr Iskandar



Ms Mindy Low

**Sec 1-2**



Mr Wilfred  
Teo



Ms  
Maryam

**Sec 1-3**



Mdm Siti  
Sarah



Ms Desiree Oh

**Sec 1-4**



Mr Ong Ting  
Kai



Mdm Sumrah

*Home Teachers*

Form Teachers

**Sec 1-5**



Mdm Nur  
Nadiah



Ms Faith  
Nah



Ms  
Nithiyaa

**Sec 1-6**



Ms Fam  
Hui Yuen



Mrs Wendy  
Koh

**Sec 1-7**



Mdm Siti  
Mirna



Mr Ernest Yeo

# Student Wellbeing Check-in Survey

## Administered to help HTs:

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

# Student Wellbeing Check-in Survey

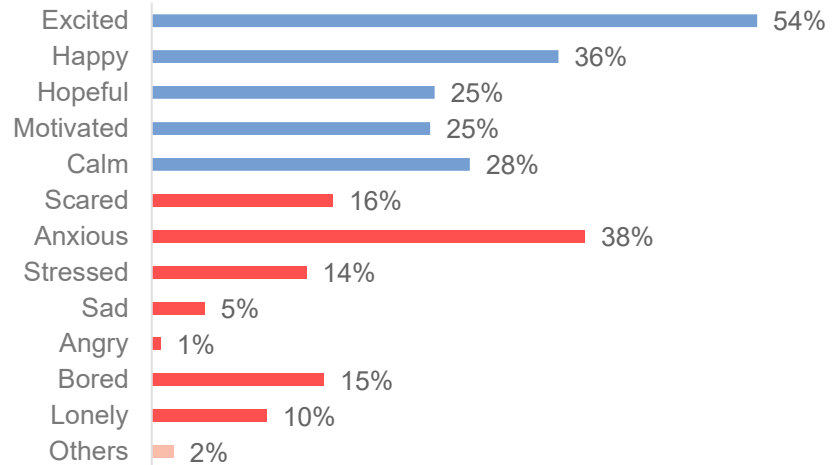
## Students' Feeling about 2024

### Top 3 feelings

1. Excited
2. Anxious
3. Happy

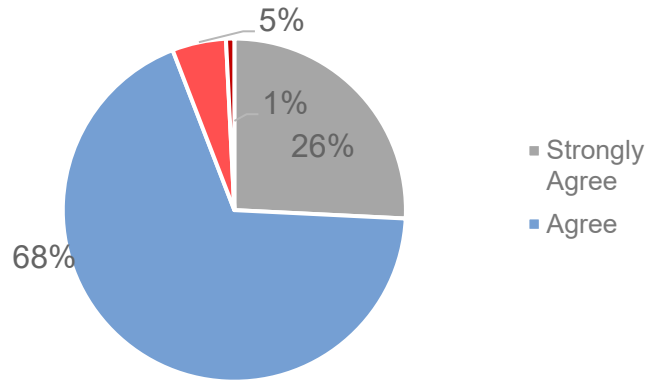
## Students' feelings about starting a new school year

[students can choose more than 1 option]

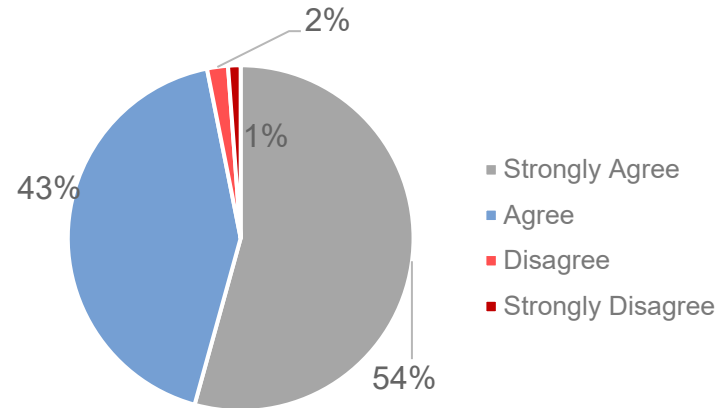


# Student Wellbeing Check-in Survey

Hopeful about the new year



Caring family relationship



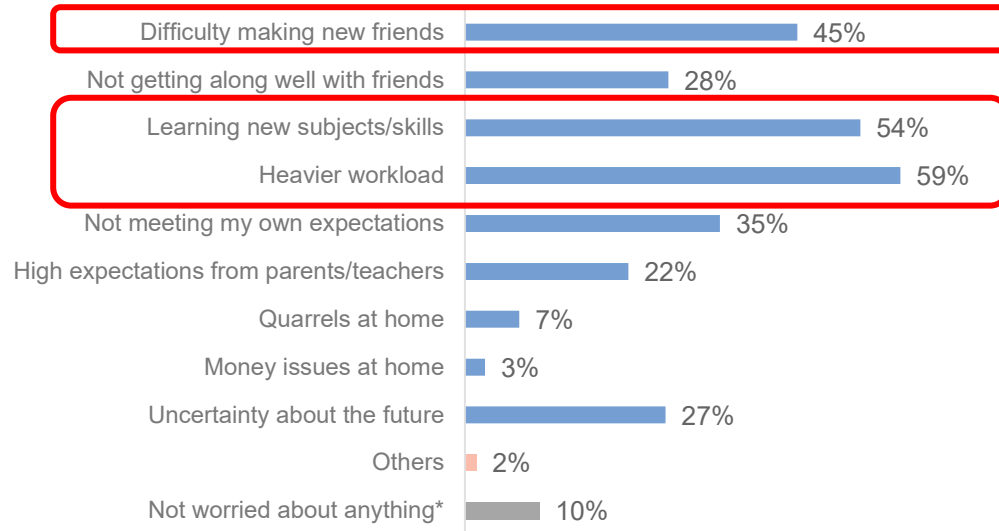
94% of students are hopeful about 2024  
97% acknowledged having a caring family relationship



# What worries the Sec Ones?

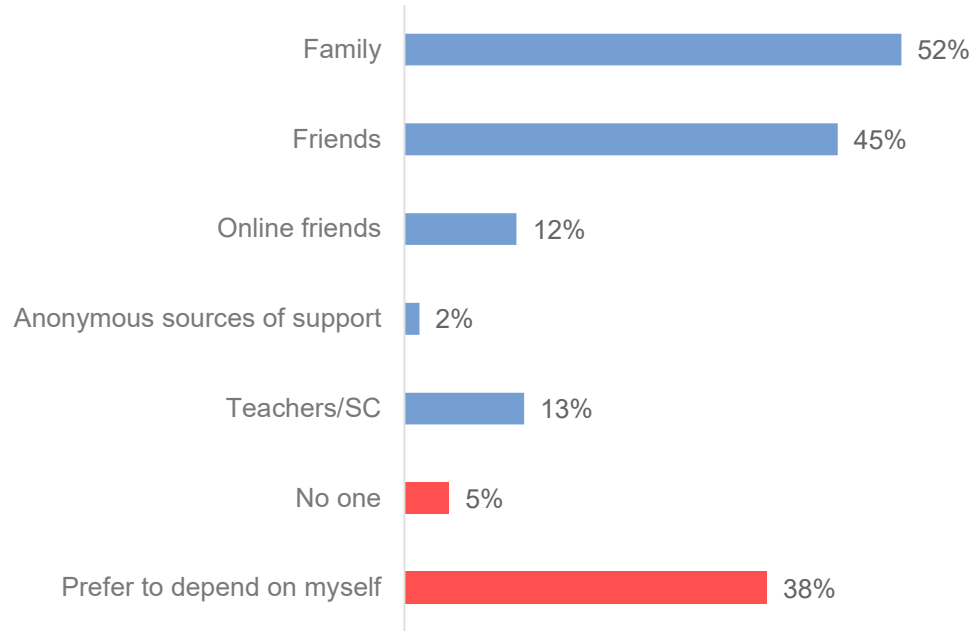
## Worries about the new year

[students can choose more than 1 option]



# Who do they turn to for support?

Sources of support



# Follow-ups and support

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

# Follow-ups and support

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

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



2024

# Bring Daily *Student Handbook*

PASIR RIS SECONDARY SCHOOL  
Confident learners. Caring & Resilient Citizens.

## Personal Particulars

Name	_____
Class	_____
Teacher	_____
Parent/Guardian	_____
Phone No.	_____

## My Teachers' Information

Teacher's Name	Subject	Teacher's Address	Teacher's Phone

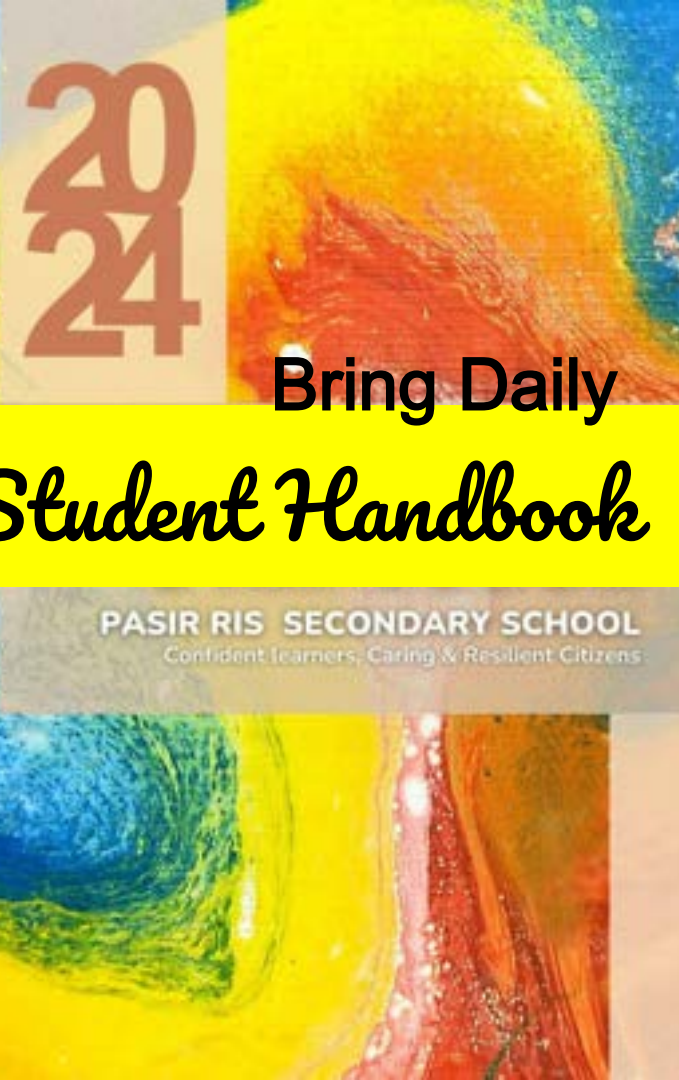
## In Case of Emergency

PLEASE CONTACT	
Name	Relationship
Contact No.	Address

OR

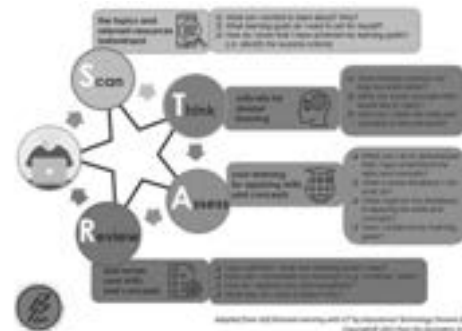
Name	Relationship
Contact No.	Address

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



What does the handbook contain:

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



Refer to the link for video explanation: <https://vimeo.com/574547401>



<https://bit.ly/574547401>

#### ECG CENTRE @ MOE

The ECG Centre @ MOE provides ECG counselling services for students during periods such as the release of their GCE N-Level, O-Level and A-Level examination results.

Email: [MOE\\_ECG@moe.gov.sg](mailto:MOE_ECG@moe.gov.sg)  
ECG Hotline: +65 6251 1420



# Bring Daily

# Student Handbook

**PASIR RIS SECONDARY SCHOOL**  
Confident Learners, Caring & Resilient Citizens

The handbook also contains information on:

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

## Sec. 1 and 2 subjects with EYE

Level		T1 (W14.1)	T2 (W14.2)	T3 (W14.3)	T4 (EYE)
Seat 1 - 2	English, (Higher) Mother Tongue, Mathematics, Science, Literature in English*, Geography*, History*, Art	15%	15%	15%	55%

<sup>4</sup>For History and Geography, WA2 and WA3 are made up of the Historical Inquiry and Geographical Inquiry projects, which collectively makes up 30% of the year's work. 2024 Sec 1 Students taking QT Humanities will not be sitting for History, Geography and Literature in English.

#### (A) PROMOTION CRITERIA

Level/Stream	Criteria For Promotion
Sec 1	<p>All students will generally progress to Secondary 2.</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 <i>higher</i> demanding level based on teacher learning progress and interest.</p>
Sec 2NT/2HT	A pass in two subjects, one of which should be English Language or Maths
Sec 2NA/2SA	A pass in English Language and two other subjects OR A pass in four subjects
Sec 2E	A pass in English Language <b>AND</b> a minimum of 50% for the average of all subjects combined
Sec 3E	A pass in English Language and two other subjects

### MY REFLECTION

Downloaded At: 11:53 11 September 2009

Answer to questions	Score
<p>What are the reasons for achieving/losing swimming my target?</p> <p>Reason to achieve:</p> <ul style="list-style-type: none"> <li>(i) My friend wanted to go!</li> <li>(ii) My study skills &amp; habits</li> <li>(iii) Management of my schedule</li> </ul> <p>(iv) Parents</p> <p>(v) Friends</p> <p>(vi) DCA</p> <p>(vii) My self-interest, motivation and determination (the ones that I used all)</p>	Planned

### MY WELL BEING (PIES) CARD

[illegible]For Longer Lasting  
More Power

\_\_\_\_\_

# Reporting and Dismissal Timings

- Monday to Friday: 7.30am
- Students are dismissed on 2.00pm on Monday, Tuesday and Thursday, 3.20pm on Wednesday, and from 12.40pm onwards on Fridays.
- Recess: 40 mins (9.20-10.00)
- Snack break: 12.00-12.15 on (Mon, Tue, Thu)
- Lunch break: 12.00-12.40 (Wed)

Timetable can be found on PRSS school website (under Announcement)

# Attire for Pasirians

	Reporting to school
Days with PE lessons	Half uniform*
Days without PE lessons	Full uniform (Half-Uniform is allowed during hot/humid weather)
During Official events	Full uniform with school tie
PE Attire	Top: Official school PE/Camp t-shirts Bottom: School shorts <b>only</b> / Long plain black track pants**

\*Half uniform - PE t-shirt with school shorts/trousers/skirt

\*\* For Muslim girls with permission granted from school Principal



PASIR RIS SECONDARY SCHOOL

# Academic Matters Dates to note

## Term 1 Weighted Assessment (WA1)

- 15 Feb – 23 Feb 2024
- (Conducted during class time; Max 2 subjects per day)

## Term 2 Weighted Assessment (WA2)

- 22 Apr - 10 May 2024

\*WA and Exam schedules will be sent via PG

\*\*Access Arrangements (AA) may be provided on a case-by-case basis.

# STUDENT LEADERSHIP PEGASUS PROGRAMME



# Class Leader Committee [Structure]

## Enabling platforms

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

## Empowering platforms

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

Roles and Responsibilities can be found in Student Handbook

**Chairperson**



**Vice-Chairperson**



**Cyber Wellness  
Champion 1**



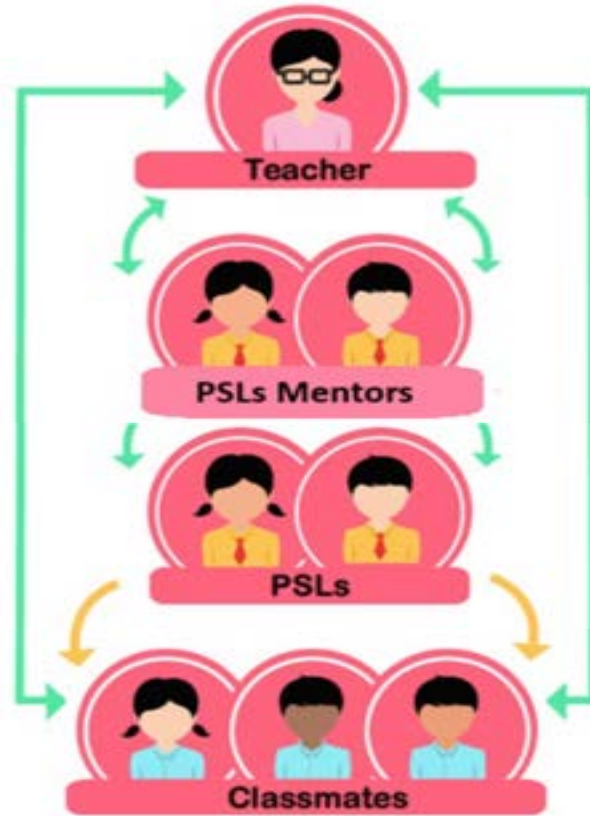
**Cyber Wellness  
Champion 2**



**Environmental  
Champion**



# Peer Support Leader [Structure]



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

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

Two appointed PSLs<sup>1</sup> per class

Every Pasirian a Peer Supporter

# PEER SUPPORT LEADER



Circle time and peer mediation workshop



Mental Wellness Pop-Up Cafe



Peer support leaders sharing @ RGS



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

Facing an unsolved problem?

Feeling down or unsure?

IDK



Give Your  
*Mental Health*  
a Helping Hand.

Add Us



TELLONYM



SCAN ME

@HERESAHAND

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

Speak to a trusted adult.



SCAN ME

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

Brought to you by



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





# Setting up Students for Success

SUPPORT FROM PARENTS

# Transition Support

Adapted from Packed for Transit (HPB & MOE), 2012

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SENO Ms Atiqah  
SC Ms Lorraine Teo

# Productive Habits

- **Morning Routines**
  - To ensure students are punctual, have their breakfast, and are ready for the day with relevant learning materials
- **Managing Learning**
  - homework & or consolidation of learning for the day
- **Managing Demands**
  - E.g. School work, CCA, other enrichment activities
- **Managing Well-Being**
  - healthy meals, exercise and adequate sleep (8-9 hrs)

# Time Management

- Planning time for learning, fun, exercising, rest, and sleep.
- Daily and weekly schedules.



**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





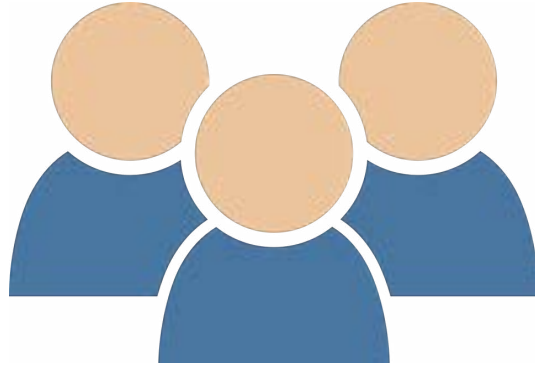
# What Parents Can Do...

## 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

# Diverse Landscape

- Peers with different **abilities**, **strengths**, and **areas of needs**.
- Working together and learning in the same space with understanding and mutual support.



## Compulsory education for all special needs children from 2019

By Lianna Choo | Posted 04 Nov 2018 10:55 | Updated 04 Nov 2018 22:08



A student at a special needs school. (File photo: Jack Seah)

## More special needs children attending school due to early assessment, intervention: Experts

By Sara Limson, Channel NewsAsia | Posted 11 Nov 2018 23:37 | Updated 15 Nov 2018 17:54



### **MAINSTREAMING ENCOURAGES INCLUSION**

Having students with special needs as classmates encourages inclusion, said Ms Denise Phua, president of the Autism Resource Centre and co-founder of Pathlight School. She added that this would provide a learning experience for other students in the class.

# Experiencing Change

- Students with conditions, and mild special educational needs
- E.g. Dyslexia, ADHD, ASD, hearing/visual impairment, etc.
- For these students, experiencing change may feel even more challenging and overwhelming.
  - Require **more time** and help to adjust and adapt to changes, new routines.



# Parents can help to encourage your child to support their peers

## Encourage them to:

- Check in on their friends.
- Focus on helping their friends' areas of needs.
- Be inclusive in their ways.
- Give their friends the reassurance.
- Demonstrate empathy





“It takes a **village** to raise  
a child.”

- African proverb



# PE & CCA Matters

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HOD PE & CCA  
Mr Amir Hamzah

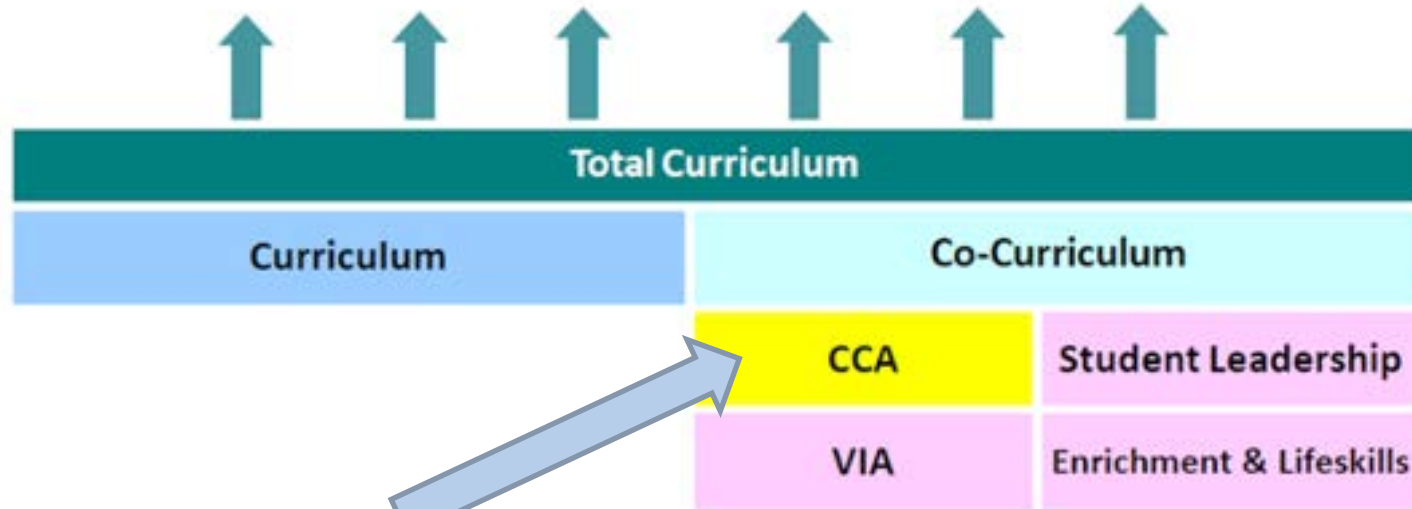
# Co-Curricular Activity (CCA)

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



# Timeline



# CCA Allocation (Guiding Principles)

## **1. Student's First Choice**

Most students will be given their first choice.

## **3. Special considerations**

SEN students and students with serious medical conditions.

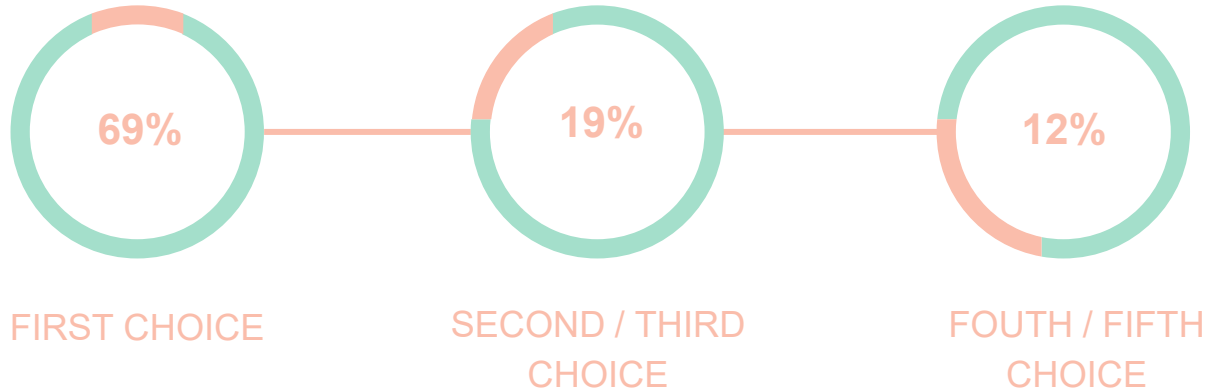
## **2. Rank List**

For CCAs that are over subscribed, the student will be chosen based on ranking by the team of CCA TICs (based on 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 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>i. At least Level 2 in three domains;</li><li>ii. At least Level 2 in one domain and at least Level 3 in another domain; or</li><li>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 (Outdoor Adventure Learning)

- Date: 13<sup>th</sup> – 16<sup>th</sup> Aug 2024 (4D3N Camp)
- Location: Changi Coast OALC





# PDLP & ICT Matters

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Mr Chua Khoo Wee  
HOD ICT

# Blended Learning (BL) Day

BLENDED LEARNING

- ❑ **Fortnightly on every even week Wednesdays**
- ❑ BL Day schedule available on the school website
- ❑ Instructions for scheduled lessons will be posted by subject teachers on Google Classrooms
- ❑ **Students who require more support or a conducive space for learning may return to school**





*(Students to inform HTs if they wish to return to school on BL Days)*



## Student-Initiated Learning

1 hour set aside on each BL Day for students to explore their interests and passions, both within and beyond the curriculum.



 <b>A</b> mbassador (of Wellness)	 <b>L</b> anguage & Culture
<b>P</b> urpose- driven 	<b>S</b> ustainability 

# PLD Rollout Information

- ❑ Students will receive their school-purchased personal learning devices (PLD) on **20 February (Tuesday) afternoon from 2.45 – 4.30 pm.**
- ❑ Short **lunch break between 2.20 and 2.45pm** after Assembly.
- ❑ Remind your child/ward to **bring a photo ID** (e.g. Student EZ-link card) for verification purposes.
- ❑ The PLD comes with a **1-for-1 exchange in the event of manufacturer defects within 7 days of the collection.** Please **keep the original box for 7 days**, starting from the device unboxing date.
- ❑ *Note: Students will need their own **earpiece / headset with mic** and a **personal lock** for the PLD lockers.*



# Device Management Application (DMA)

- Your child's/ward's PLD will be installed with a **Device Management Application (DMA)** to provide a safer digital environment for learning.
- DMA will be installed after the collection of the device. Students will be guided on the installation.
- The installation of DMA **applies to both devices purchased through the school and any student-owned devices** that parents/guardians opt for the student to use in lieu of the school-prescribed PLD.
- The DMA will be **funded by MOE** and will be **uninstalled** from the device **when your child/ward graduates/leaves the school.**

# DMA Profiles

	School Default	Option A	Option B
School Hours	<b>6.00 am – 11.00 pm</b> ✓ Follow MOE and school's web content filtering	<b>7.00 am – 6.00 pm</b> ✓ See points on left column	
After School Hours*	✓ Blacklisting approach ✓ No independent installation of additional apps	<b>Decided by Parents</b> ✓ Install additional applications that can be used <u>only</u> after school hours ✓ Modify amount of screen time	<b>N.A.</b> (DMA disabled after school hours)
Sleep Hours	<b>11.00 pm – 6.00 am</b> <i>(PLD cannot be used during these hours)</i>	✓ Additional web content filtering	

\*After school hours include weekends, school holidays and public holidays.



# Providing Parents/Guardians with Greater Choice of After-School DMA Parent Options

The following tables outline the different levels of restrictions, controls, and monitoring for the different DMA options after school hours.

Default	Option A	Option B
<b>In-school DMA settings will continue after school hours</b>	<b>Parents/Guardians can modify the DMA settings after school hours</b>	<b>Parents/Guardians can choose to disable DMA after school hours</b>
For parents/guardians who want their child's/ward's use of the device to be restricted only to teaching and learning, and prefer to leave it to the school to decide on DMA settings after school hours.	For parents/guardians who want more leeway over the use of the device, and prefer to take charge of the level of restrictions for their child's/ward's use of the device after school hours.	For parents/guardians who do not want their child's/ward's use of the device to be regulated by DMA after school.

- Having default school settings continue after school hours is the best option for parents/guardians who prefer not to, or do not feel ready to manage their child's/ward's device use on their own.
- Parents/guardians can request to change their choice of DMA settings at any time.

	Default	Option A	Option B
<b>Protecting students from objectionable content</b>	MOE/school sets level of web content filtering	Parents/Guardians can apply additional content filtering	No content filtering
<b>Reduce distractions from learning through control of applications</b>	Parents/Guardians and students are <b>unable</b> to install additional applications	Parents/Guardians and/or students can install additional applications after school hours, but these applications are disabled during school hours	
<b>Limit screen time</b>	School sets hours during which students are able to use the device online	Parents/Guardians can modify the amount of screen time	No control over screen time
<b>Parent/guardian account</b>	Provided to allow monitoring of PLD activities after school hours		Not provided
<b>Monitor students' cyber activities</b>	Parents/Guardians can track their child's/ward's browser history after school hours		Parents/Guardians will <b>not</b> be able to monitor or control their child's/ward's use of the device through the DMA after school hours No data* will be collected during use of PLD after school hours

# Additional Resources for Parents

To support you in keeping your child/ward safe online, you may refer to these additional resources:

- Parent Handbooks (I) and (II) on Learning with a Personal Learning Device (shared by the school)
- Parent Kit on Cyber Wellness for Your Child (<https://go.gov.sg/moe-cyber-wellness>)
- Parent Kit on Raising a Digitally Smart Child (<https://go.gov.sg/moe-raising-a-digitally-smart-child>)
- Parenting with MOE: Instagram Live session on Raising Digitally Smart Kids (<https://go.gov.sg/iglive-raising-digitally-smart-kids>)
- Schoolbag article 'Keeping our teens safe online' (<https://www.schoolbag.edu.sg/story/keeping-our-teens-safe-online>)
- MOE Cyber Wellness Programme (<https://www.moe.gov.sg/education-in-sg/our-programmes/cyber-wellness>)
- Media Literacy Council's Resources for Parents (<https://go.gov.sg/better-internet-sg>)
- National Library's Learning & Information Literacy Resources (<https://sure.nlb.gov.sg/>)
- TOUCH Community Services (<https://help123.sg>)

# Insurance and Warranty



Insurance*	Warranty
<p>The device insurance coverage includes:</p> <p>Damage to or loss of device from the following which are non-manufacturer defects or internal mechanical faults:</p> <ul style="list-style-type: none"><li>a) Fire</li><li>b) Lightning</li><li>c) Power Surges</li><li>d) Accidental e.g. water spillage, drop etc</li><li>e) Theft due to forcible entry</li><li>f) Robbery</li></ul>	<p>This warranty warrants that the product will be free from manufacturing defects in materials and workmanship for the limited warranty period of 3 years.</p>

*\*The insurance coverage is only applicable to situations of damages and loss where the student has taken precautions to safeguard the device.*

# Insurance and Warranty



## Enhanced Device Bundle

- ✓ 3-year insurance + 3-year warranty
- ✓ Allows for 2 repairs or 1 replacement

### Note:

Once insurance is claimed for a replacement device, the insurance coverage will cease and the replacement device will not be covered by insurance.



# PRSS ICT Helpdesk

ICT Manager 1	<b>Siti</b> Radilah (Ms)
ICT Manager 2	<b>Nor'Ain</b> Rahman (Ms)
Desktop Engineer 1 (DE1)	<b>Danial</b> Faiz Lee Yi (Mr)
Desktop Engineer 2 (DE2)	Noor <b>Najiha</b> (Ms)



## School-based ICT Helpdesk

- ❑ Contact Number: **6501 0891**
- ❑ Email: **prss@moe.edu.sg**
- ❑ Operating Days: **Mondays – Fridays** (*excluding Public Holidays*)
- ❑ Operating Hours: **8.00 am – 4.00 pm**



## Location:

29 International Business Park  
Singapore 609923  
(1.1km from Jurong East MRT)



Help Desk Number:  
6895 6278



Help Desk Operating Hours:  
Mon, Tue, Thu, Fri: 0845 – 1715  
Wed: 0845 – 1945  
Sat: 0900 – 1200  
Sun and Public Holiday: Closed



Help Desk Email:  
[acercare.sg@acer.com](mailto:acercare.sg@acer.com)



Website:  
<https://secured.acer.com.sg/pld>  
(For buying of accessories)

# Frequently Asked Question #1

***“Is the installation of the DMA compulsory?***

***Must it be installed even if we are using our own Chromebook?”***

All PLDs (i.e. Chromebooks) which are used in school for learning must be installed with the DMA, which includes content filtering features to restrict access and exposure to inappropriate content.

Parents may have the option to remove the DMA after-school hours (*i.e. after-school DMA Option B*) although this practice is **highly discouraged**.

More information about the DMA selection will be shared via Parents Gateway.



## Frequently Asked Question #2

***“Can my child use digital or e-textbooks as his/her school bag is very heavy?”***

Yes. Students have the option of purchasing and utilising digital or e-textbooks for all subjects, unless otherwise specified by their subject teachers.

Do note that some publishers sell the hardcopy and digital copies of the textbooks separately. In addition, digital or e-textbooks are on a license-used basis which typically expires in 1 or 2 years hence there won't be an option for sharing the textbooks with younger siblings subsequently.

# Question & Answer

Scan the QR code to ask a question.



<https://pigeonhole.at/PRSS0202>



**Thank you**