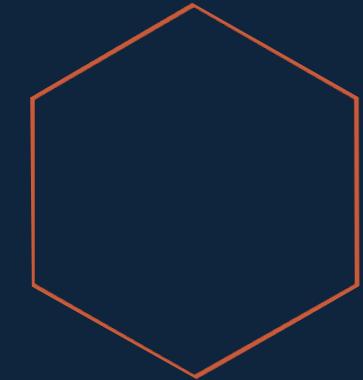




# 2026 Secondary Two Parent Engagement

28 Jan



# Programme

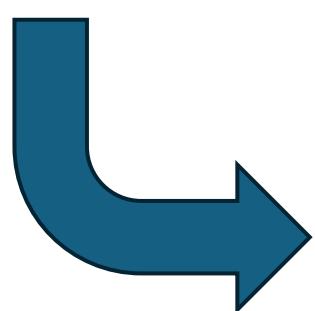
- Principal's Address
- Student Well-Being
- Overview of Subject Allocation Exercise
- Supporting Your Child in Sec 2
- Q&A



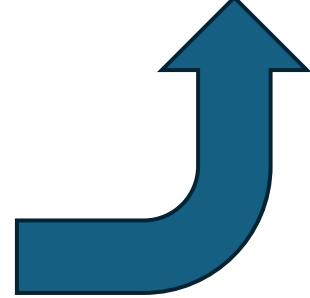
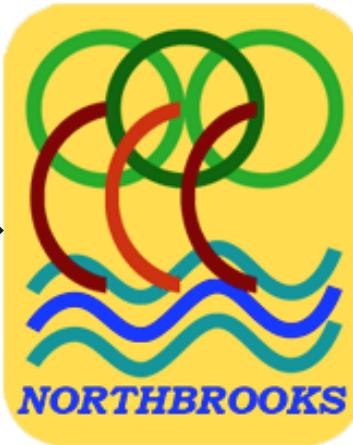
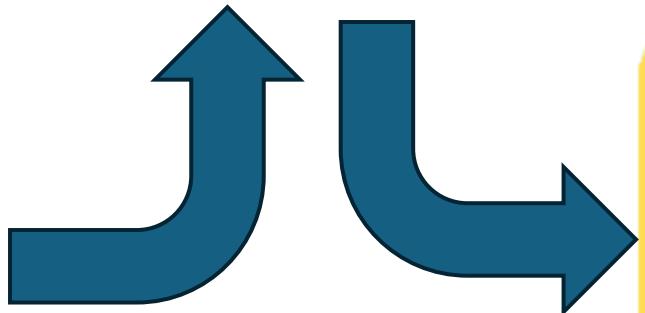
# Principal's Address

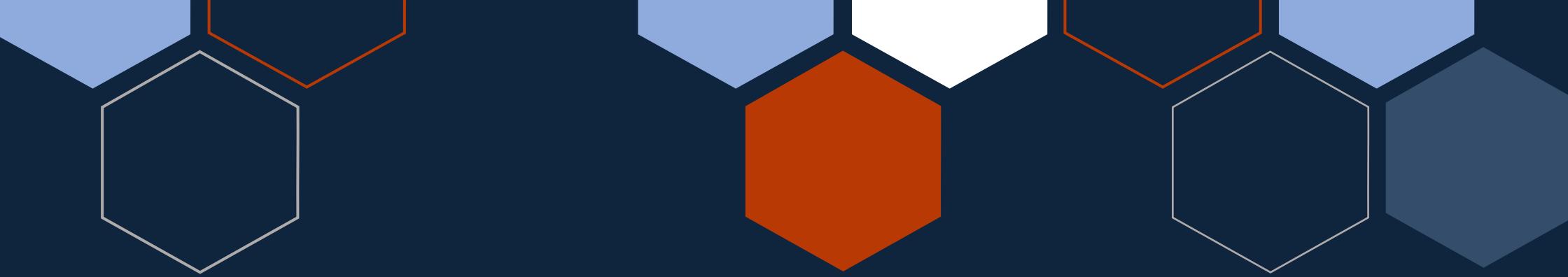
*Mr. Ivan Wu*

# Prior Work History



Ministry of Education  
SINGAPORE





# What Pasir Ris Secondary strives to achieve.

Vision: **Confident Learners, Caring & Resilient Citizens**

Mission: *Inspiring Lives, Nurturing Talents, Realising Dreams*

**Pride & Responsibility**

*Pride · Responsibility · Integrity · Zeal · Empathy*

**Quality Learning**

**Character building**

**School capacity & capability ;**

**Synergistic partnerships**



Confident  
learners

Together, let's raise...

Caring &  
resilient  
citizens

# Real Connections

Cultivate strong relationships and healthy habits in this digital age



# **Role Models**

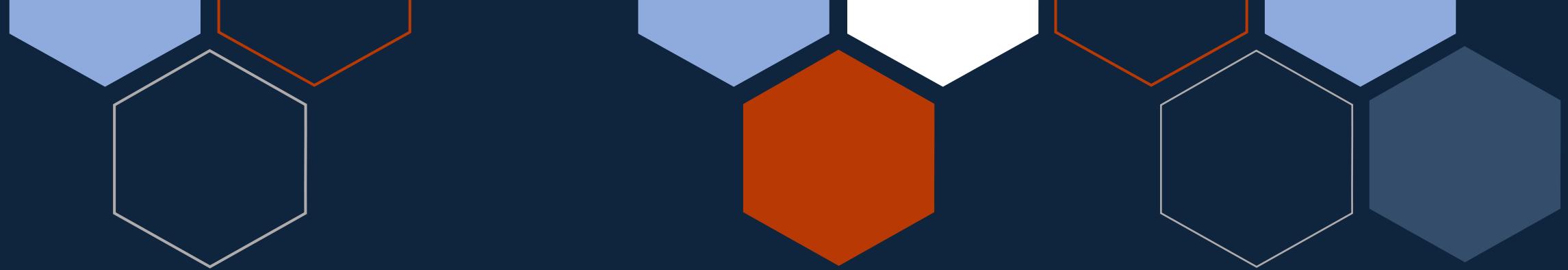
**Show our children the skills and  
values they need for life**



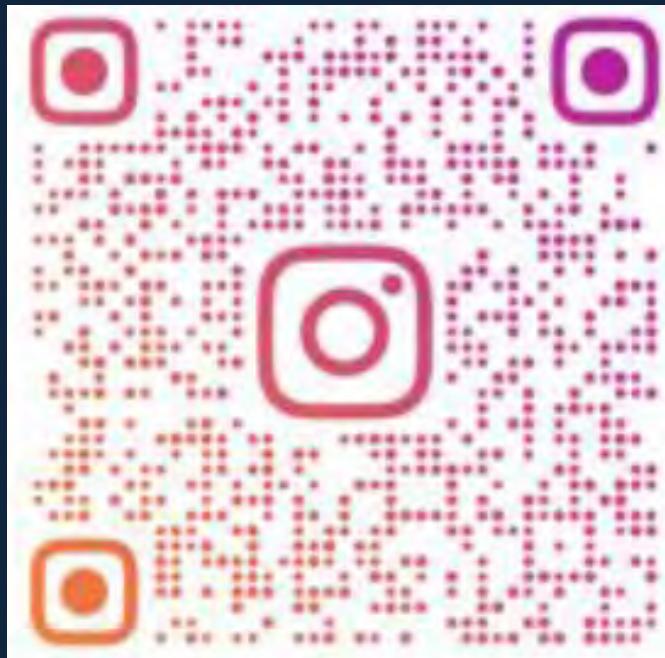
# Respectful Communication

Foster kind words and actions  
between parents and educators





# Parenting with MOE Instagram account





# Student Well-Being

*Mrs. Karen Tan (AYH)*

# 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

- Students are **more hopeful and motivated** likely due to this year, being the year to choose subject combinations.
- More students are also feeling **anxious and stressed** about this year.
- Generally, students have **strong social networks** in school, turning to friends and family when they need help.
- This year, the top 2 concerns include students having a greater workload and they are concerned they might not be able to meet their own expectations.

# Student Well-Being Term 1 Check In Survey Results

## Follow-up and Support:

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



PRSS Here's a Hand



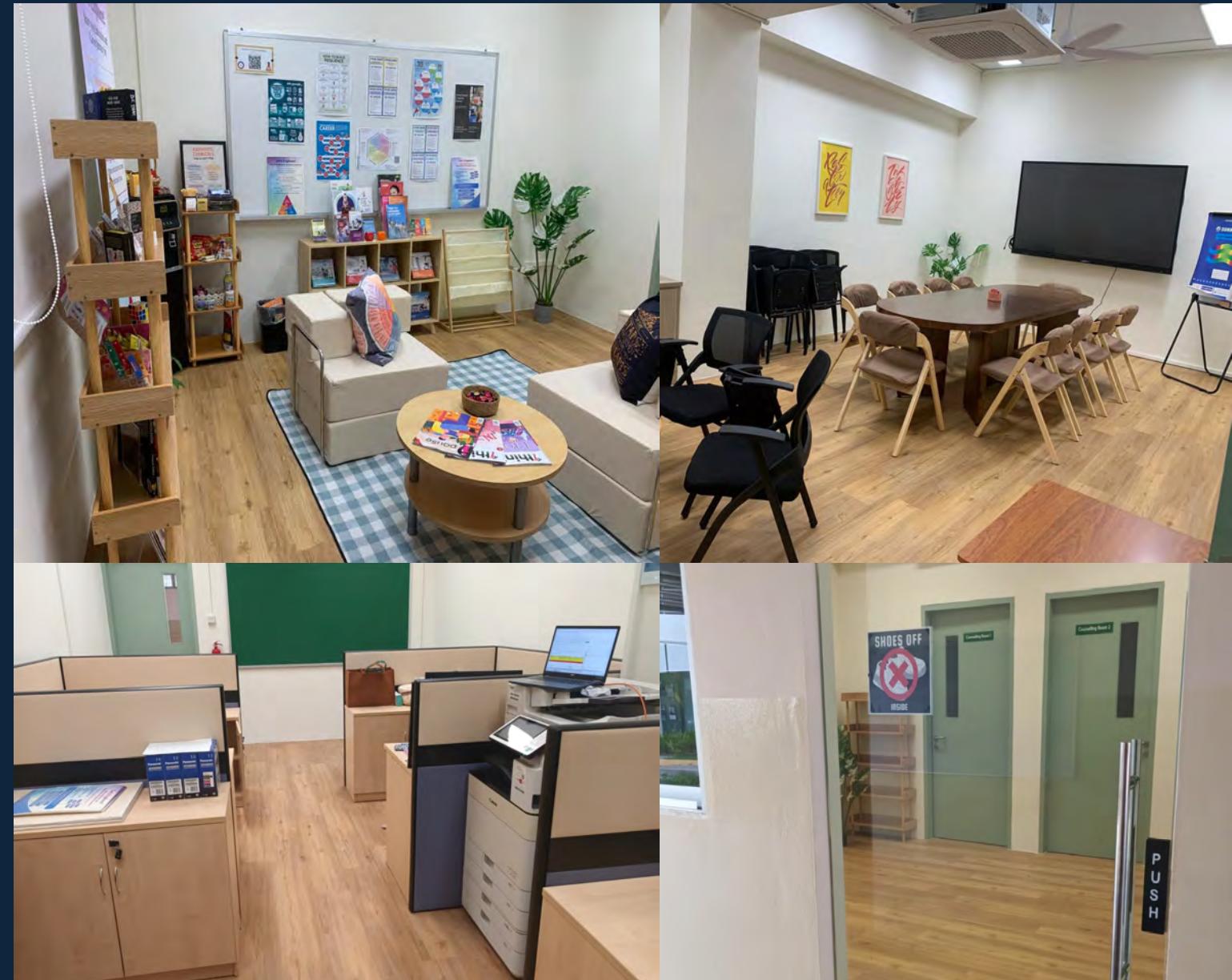
Student Forum in T2, 3



PRSS Pop-Up Cafes

# Student Services Hub @ Level 1

- One-stop facility for student support services, e.g. counselling, student welfare, Education and Career Guidance (ECG) counselling
- Promote and de-stigmatise help-seeking behaviours amongst students by encouraging walk-in consultations, and support a more holistic and responsive case management system by co-locating different specialised staff together



# Support for Students with Special Educational Needs (SEN)

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

## Sensescape Room @ Level 1, Blk A



*Sensescape Room*

## *Purple Parade @ PRSS*



## Basket-weaving



## Candle-making



## Roller-blading



*Drumming*



*Coffee-making*



*Music jamming*



*Diamond-painting*



*Outing to Bird Paradise*

- Student-centric programme which meets interests and preferences of students.
- Youth worker - additional significant adult support for the students provide guidance on developing the student.

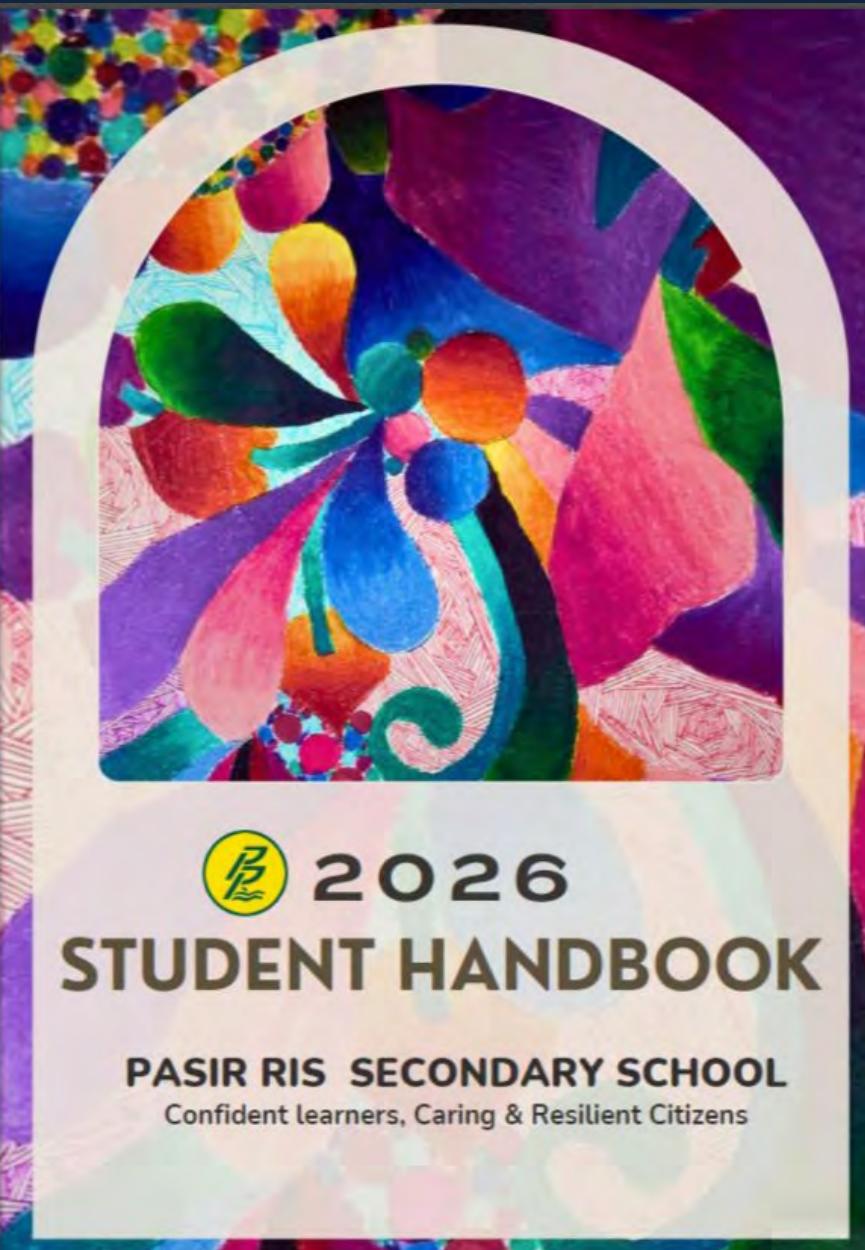
- After-school engagement programmes to engage students meaningfully after school hours

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

# GEAR-UP Programmes

# PRSS Student e-Handbook

*Download via PRSS Website*



The handbook contains information on:

- Discipline rules and list of offences
- Cyber Wellness
- PDLP CHAMPS Routine
- SIL STAR routine and ALPS framework
- Maintaining Mental Wellness
- Assessment Guidelines
- Promotion criteria
- Reflection guides
- Study Tips
- PIES Well-being guides

# Academic Support for Students

## Key Messages shared as part of 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)

# Student Well-Being

## Term 1 Check In Survey Results

### Follow-up 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 during Independent Study periods / after school.
- Referral for students needing more support to school counsellor, SEN officer, Year Heads and/or external referrals.

# How Can You Support Your Child?

- Set clear and reasonable **expectations on device usage and study time** at home.
- Provide a **safe and welcoming 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

## Common Modes of Communication

- **Parent-Teacher Meeting**
- **Parent Gateway (PG)** – communications / newsletters/ updates on school events/SMM
- **PRSS website** for latest information and updates on school events / programmes /announcements
- **PSG workshops and events**

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



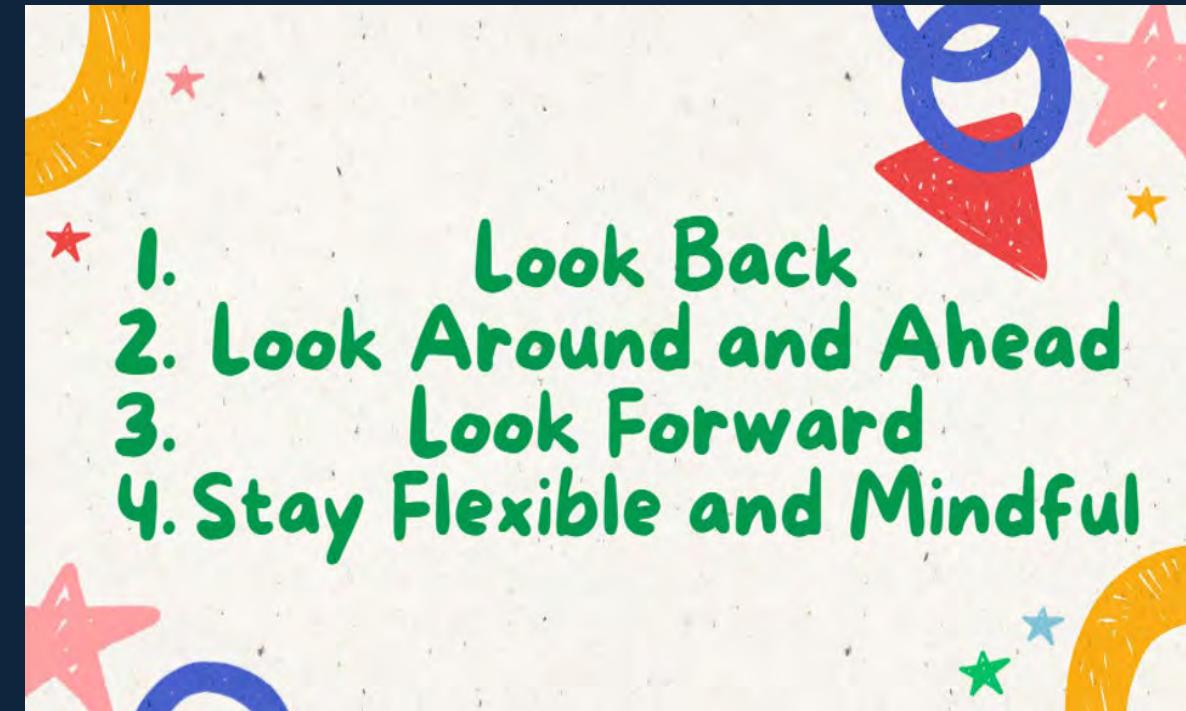
# Home-School Partnership



**Our children do best when  
school and parents work  
hand-in-hand to support them.**

# Home-School Partnership

Key Messages shared at YH Address on 2 Jan 2026



# Home-School Partnership

## 2026 Parent Engagement Sessions

Day/Date	Time	Programme
28 Jan 2026	5.00-7.00pm	<b>(For All)</b> <b>F2F Parent Engagement, and</b> <b>Sharing by School Leaders and Key Personnel</b>
14 Aug 2026	5.30pm - 6.30pm	<b>(For All)</b> <b>Virtual Parent Engagement</b> <ul style="list-style-type: none"><li>• Subject Allocation Exercise</li><li>• ECG Matters</li></ul>
T1 W9-10 T2 W9-10 T3 W9-10 T4 W6-7	Options provided	<b>(For Some)</b> <b>Parent-Teacher Meetings, focused on:</b> <ul style="list-style-type: none"><li>• Students who are academically at-risk</li><li>• Students with other needs</li></ul>

# Camp Spark (7-9 Jan)





# Overview of Subject Allocation Exercise

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*Mr. Richmond Ang (HOD/SCI)*

# Sec 3 Subject Combination Exercise



- Sec 3 Subject Combination Exercise provides students with opportunities to choose subject combinations based on **academic merit** and **interest** in subjects offered.
- The subject combinations offered will help prepare our students to pursue post-secondary education courses at the various tertiary institutions including JCs, Polytechnics and the ITEs – supports students' aspirations.
- There is no "best" or "most prestigious" subject combination. Students should choose one that is most ideal for them based on interest, aptitude and aspiration for post-secondary education.

# GUIDING PRINCIPLES FOR ALLOCATION OF SUBJECT COMBINATIONS



## Evidence of demonstrated aptitude and ability

Secondary 2 Overall Results

## Student's Preference

Students should choose subject combinations based on their aptitude, interest and post-secondary options - submit their choices during the Subject Combination Exercise in October.

## Availability of Resources

Subject combinations offered are subjected to availability of vacancies in each subject and school resources.

# Sec 3 Subject Combination exercise

Date/Period	Description of Activity
25 May	Subject Combination Microsite will be updated
03 Aug (Assembly period)	Subject Combination Briefing for all Sec 2 classes + Q & A
14 Aug	Parent Engagement 2 (includes Subject Combination details and ECG matters)
Post-exam activities (Oct)	Briefing for Sec 2 students regarding the online system for selecting Subject Combinations.
23 Oct	<u>Last day of school</u> Start of Online Subject Combination Exercise
23 Oct – 27 Oct	Online Subject Combination exercise
2 Nov	Release of Subject Allocation at 8am
2-3 Nov (6.00pm)	Appeal (Online)
10 Nov	Release of Appeal Results

# Subjects at Upper Secondary



## ***Compulsory subjects***

The compulsory subjects at upper secondary are:

- English Language
- Mother Tongue Languages<sup>1</sup>
- Humanities<sup>2</sup>
- Mathematics
- Science<sup>3</sup>

<sup>1</sup> Eligible students may offer HMTL instead of MTL.

<sup>2</sup> Upper secondary G1 Humanities will comprise Social Studies and one Humanities Exposure Module (HEM) in Geography, History or Literature in English. G2/3 Humanities will comprise Social Studies and choice of one elective in Geography, History or Literature in English or Literature in Mother Tongue Languages (offered at G3 only).

<sup>3</sup> Students offering mainly G1 subjects at upper secondary must offer at least one of the following subjects – Computing or Science.

# Elective subjects



- Students have the flexibility to take elective subjects, such as **Additional Mathematics, Art, and Design & Technology**, at subject levels suited to their interests and strengths.
- Schools will consider their students' learning progress and developmental needs when helping them determine their subject choices.

A	English Language	Mother Tongue/ Higher Mother Tongue	Mathematics	Social Studies + Elective Geography or Elective History	Principle Of Accounts or Additional Mathematics or ART or D&T	Science (Physics / Chemistry)		
B	English Language	Mother Tongue/ Higher Mother Tongue	Mathematics	Social Studies + Elective Geography or Elective History	Principle Of Accounts or Additional Mathematics	Science (Physics / Chemistry)	# PURE GEOG or Pure LIT	
E	English Language	Mother Tongue/ Higher Mother Tongue	Mathematics	Social Studies + Elective Geography or Elective History	Additional Mathematics	CHEMISTRY	PHYSICS or BIOLOGY	# PURE GEOG or Pure LIT

Sample Combinations

# Sec 3 Subject Combination Exercise



- A 2024 OECD longitudinal study highlighted that **students whose career and education plans are aligned** are commonly found to do better in work as young adults.
- **Analysis of PISA data shows that students who engage more strongly in career development activities by the age of 15 can be expected to show lower levels of misalignment.**

# Begin with the End in mind



# Supporting Our Children's ECG Journey

“



**We can have more frank conversations with our children and families on the definition of success...[it] must be defined by helping children to realize their own potential, develop their own strengths and ultimately, be confident with themselves.**

”

**Success cannot, should not and must be the constant need to be compared with someone else and having to live up to somebody else's image.**

*Mr Chan Chun Sing, Minister for Education  
Parliamentary Sitting (2021)*

# Supporting Our Children's ECG Journey

## Questions Your Children May Have

### Subject Combination

Which Subject Combination would bring out my strengths and interests?



### Education Pathways

How do I navigate the multiple pathways whilst aligning them with my evolving goals and interests?



### Career Aspiration

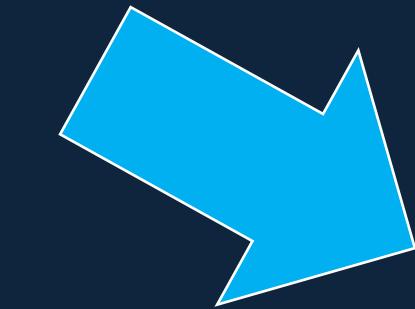
How can I contribute to the community with my knowledge and skills?



# HOW TO SELECT SEC 3 SUBJECT COMBINATIONS?

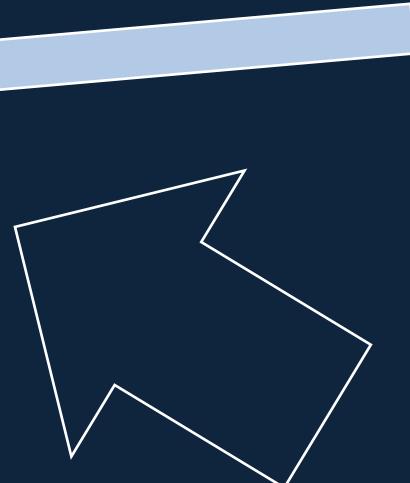


What should you consider?



Subject interest  
(Passion & Career)

Academic Readiness  
i.e. Academic performance & strengths



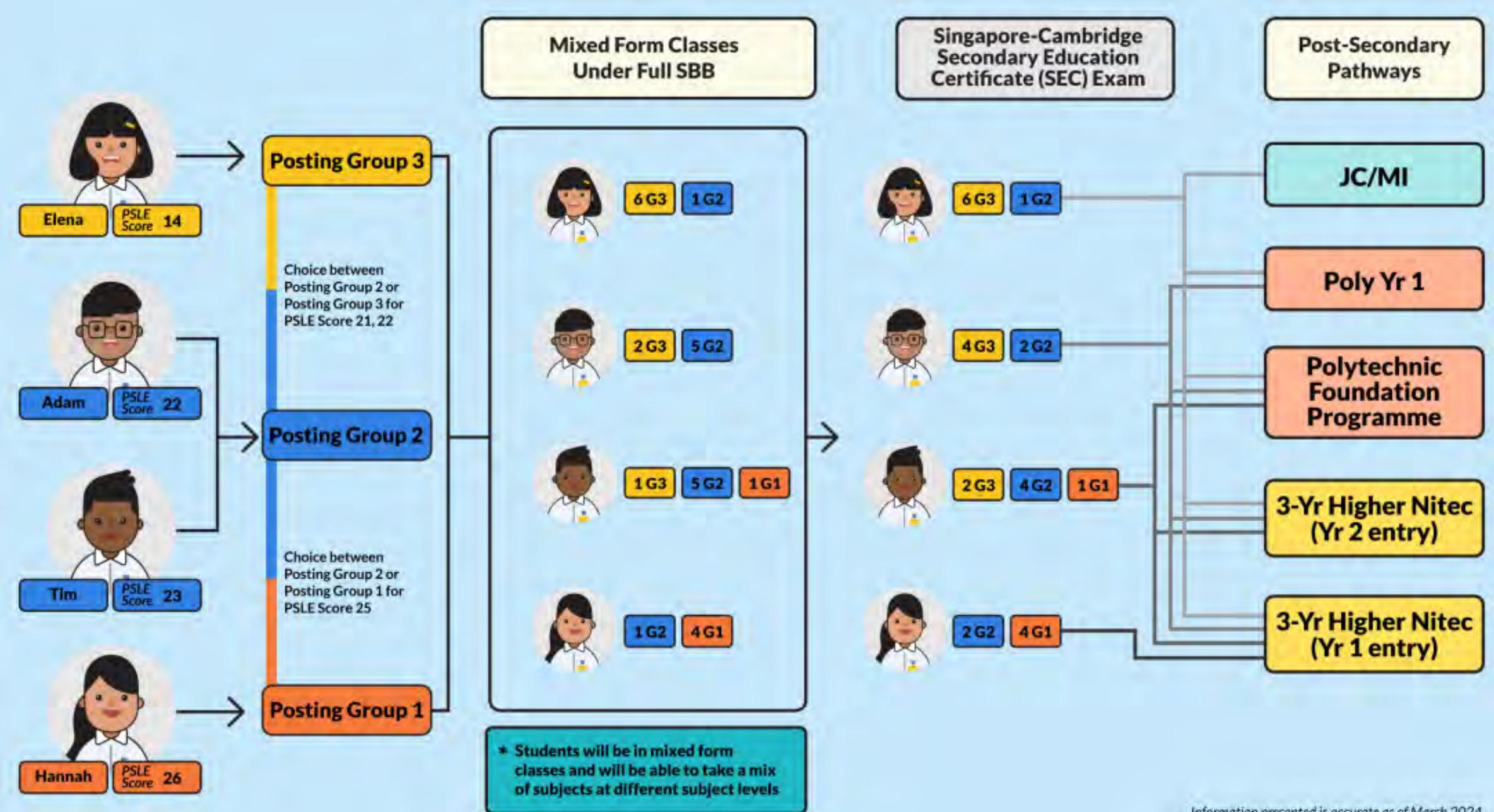


# A Life of Possibilities

Building a place and a path  
for every Singaporean



# Changes in the Education Landscape



# Post-Secondary Admissions

- Students will offer a **more diverse** combination of subjects at different subject levels by the time they complete secondary school.
- MOE has thus reviewed the admissions criteria for post-secondary pathways to recognize a wider profile of learners and provide students with more options, while ensuring students have the necessary fundamentals to thrive in their chosen pathway.
- Please scan the QR code for more information (MOE fsBB Microsite).



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
<b>5 G3 subjects</b>	✓	✓	NEW	✓	✓	✓	✓	✓
<b>4 G3 + 1 G2 subjects</b>	✓	✓	NEW	NEW	NEW	✓		
<b>5 G2 subjects</b>	✓	✓	✓		✓			
<b>4 G1 subjects</b>	✓	✓	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.

# Revised JC/MI Admission Criteria



## Subject Requirements for JC Admission under Revised L1R4 Criteria

Component	Subject	[Current] L1R5	[New] L1R4
L1	English or Higher Mother Tongue Language	✓	✓
R1	Any 1 best-scoring subject from <u>Humanities</u>	✓	✓
R2	Any 1 best-scoring subject from <u>Mathematics</u> or <u>Science</u>	✓	✓
R3	Any 1 best-scoring subject from <u>Humanities</u> , <u>Mathematics</u> or <u>Science</u>	✓	✓
R4	Any 1 best-scoring subject	✓	✓
R5	Any 1 best-scoring subject	✓	
<b>Qualifying Threshold for JC Eligibility</b>		<b>20</b>	<b>16</b>

## Subject Requirements for MI Admission under Revised L1R4 Criteria

Component	Subject [Current] L1R4	Subject [Revised] L1R4
L1	English or Higher Mother Tongue Language	
R1	Any 1 best-scoring subject from Humanities, Mathematics or Science	Any 1 best-scoring subject from <u>Humanities</u>
R2	Any 1 best-scoring subject from Humanities, Mathematics or Science	Any 1 best-scoring subject from <u>Mathematics</u> or <u>Science</u>
R3	Any 1 best-scoring subject	Any 1 best-scoring subject from <u>Humanities</u> , <u>Mathematics</u> or <u>Science</u>
R4		Any 1 best-scoring subject
<b>Qualifying Threshold for MI Eligibility</b>		<b>20</b>

# Implications for JC/MI Admission



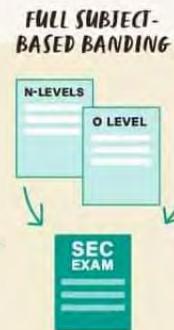
R1	<b>Students taking only 1 Combined Humanities must use the subject for admission</b>
R4	Only 1 subject from Art, POA, D&T, Music, Computing, MTL can be used for admission

# One common certificate, for all secondary school students

From 2027, the new Singapore-Cambridge Secondary Education Certificate (SEC) examination will replace both N- and O-Level examinations.

All graduating students will sit for the SEC examinations together, at their respective subject levels (i.e., G1, G2, G3) and all will get their results in January the following year.

Sep	English Language and Mother Tongue Language written papers <small>*This means only 1 exam sitting for all MTL subject levels, including Higher MTL</small>
Mid-Oct	Written papers for other subjects



# After secondary school: Changes to Polytechnic Year 1 admission criteria

From 2028, students can use a G2 subject to compute their aggregate score for Polytechnic admission.

With the last 'B' subject being mapped from G3 to G2, the cut-off score will be adjusted from 26 to 22 points.

**FROM 2028**

**2 'Relevant' G3 subjects**

**ELR2B2**

English Language G3

1 'Best' G3 subject + 1 'Best' G2 or G3 subject

**1 G2 subject can be counted as 1 [B] subject. If you take a G3 subject, it will be mapped to G2.**

G3 Grade	MAPPED TO	G2 Grade
A1, A2, B3		1
B4, C5, C6		2
D7		3
E8		4
9		5
-		6



# Implications for Poly Admission



ELR2B2-A (Social Science)	ELR2B2-B (Business)	ELR2B2-C (STEM)	ELR2B2-D (Design)
English Language G3			
Combined Humanities G3 /Pure Humanities G3 /Music G3	Mathematics G3/Additional Mathematics G3		
A. Math/Math/MTL/ Art/D&T/POA/music (G3)	Art/POA/Humanities/ Music (G3)	D&T/Science/ Computing (G3)	Art/D&T/Science/ Computing (G3)

Best 2 Subjects (Only the Last subject is mapped to G2 Level)

# Polytechnic Foundation Programme



Science Cluster		DET Cluster		HAMB Cluster	
Subject	Minimum required grade	Subject	Minimum required grade	Subject	Minimum required grade
English Language	3	English Language	3	English Language	3
Mathematics / Additional Mathematics	3	Mathematics / Additional Mathematics	3	Mathematics / Additional Mathematics	3
Any 1 relevant subject: • Design and Tech • Food and Nutrition / Nutrition and Food Science • Combined Science	3	Any 1 relevant subject: • Design and Tech • Food and Nutrition / Nutrition and Food Science • Combined Science	3	Any 1 relevant subject: • Art • Geography • History • Combined Humanities • Literature in English • POA	3
Any other 2 subjects, excluding CCA	4	Any other 2 subjects, excluding CCA	4	Any other 2 subjects, excluding CCA	4

# Grade Mapping Table

## In General,

- Students need to achieve 75% Overall to qualify for MDL subjects
- Students need to achieve 50% Overall to maintain MDL subjects



Downward Grade Mapping Table (from G3 to G2 and from G2 to G1)		
G3	G2	G1
A1, A2, B3	1	A
B4, C5, C6	2	A
D7	3	A
E8	4	B
9	5	C
-	6	D
-	-	E

# MySkillsFuture Portal

<https://www.myskillsfuture.sg/secondary>

1



The image shows the homepage of the MySkillsFuture Portal. At the top, there is a navigation bar with links for 'About', 'Know Yourself', 'World of Work', 'Education Guide', 'Help', 'Feedback', a search icon, and a 'Login' button. A red circle with the number '1' and a red arrow points to the 'Login' button. Below the navigation bar is a large photograph of four students (three girls and one boy) in school uniforms, smiling and interacting with plants in a garden. Overlaid on the bottom left of the photo is the text 'About MySkillsFuture' in large white letters. At the bottom of the page, there is a descriptive text block: 'A one-stop portal that empowers you to embark on a journey of self-discovery and make informed education and career choices. Use the information and tools to explore various educational and career pathways, and take charge of your future.'

# **Booking of ECG Counselling Session with Mr Syahril**



**Scan the QR Code below**



**Link:**

**<https://go.gov.sg/ecgbookingprss>**

**Email:**

**mohammed\_syahril\_samsudin@schools.gov.sg**

# In Summary,

ECG  
conversations

Subject  
Combination

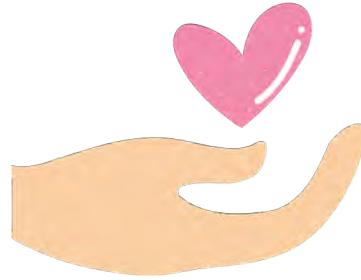
Subject Level

Desired Post-  
Secondary  
Pathway



# Supporting Your Child in Secondary 2

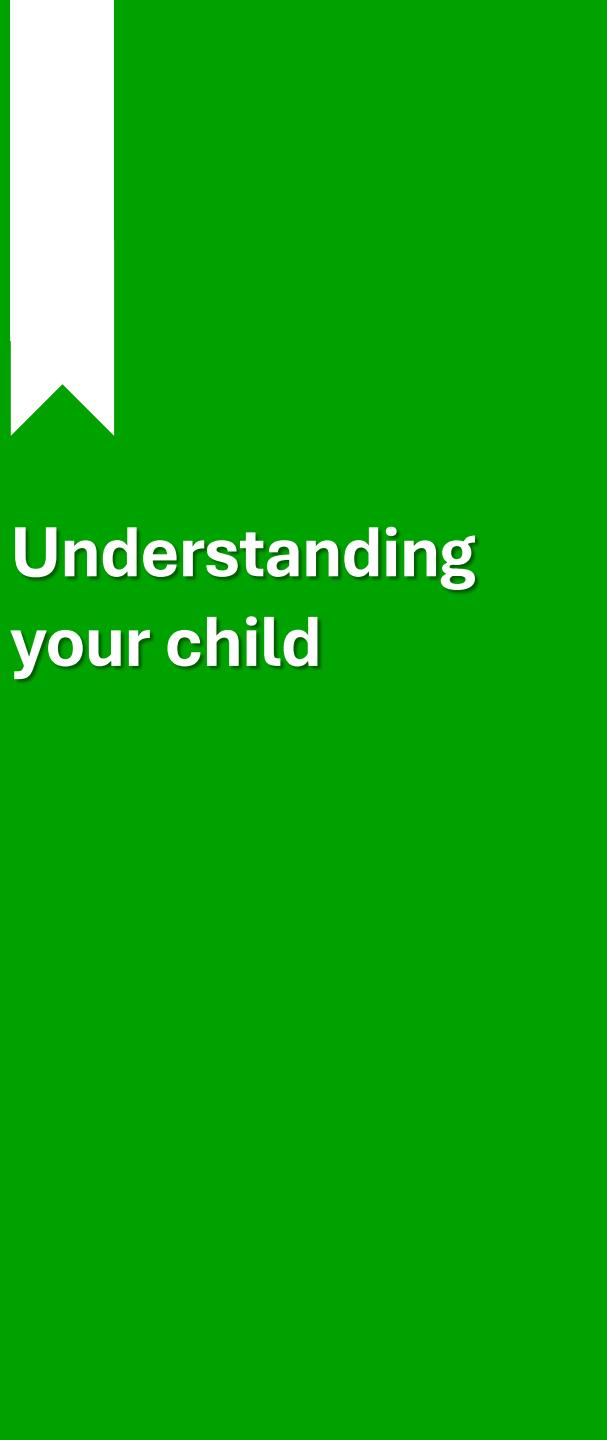
*Ms. Jasmine Ng (SC)*



## What is Mental Health?

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

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



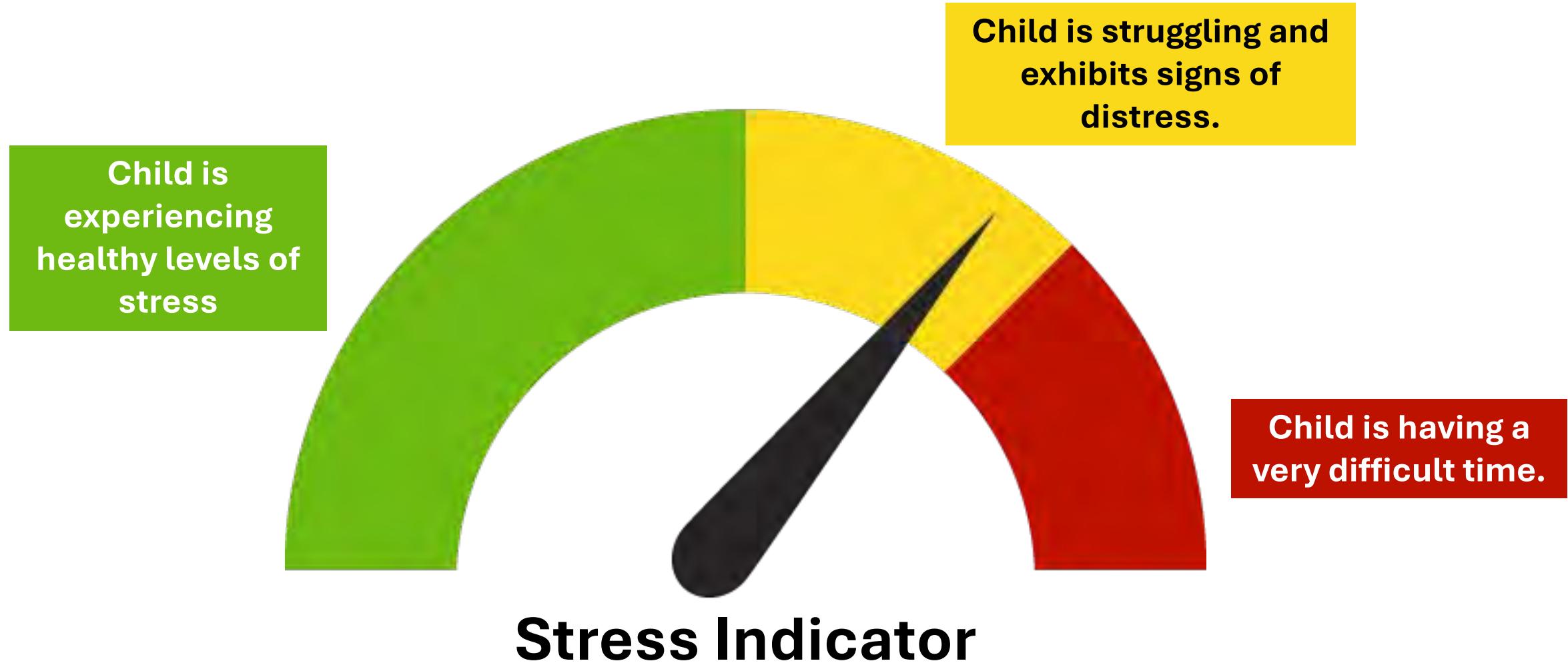
## Understanding your child

### What your child may be experiencing

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

# Did You Know?

## *The Difference between Stress and Distress*



# Importance of Family Support

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



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



# Managing Your Child's Expectations

# Challenge Negative Thoughts



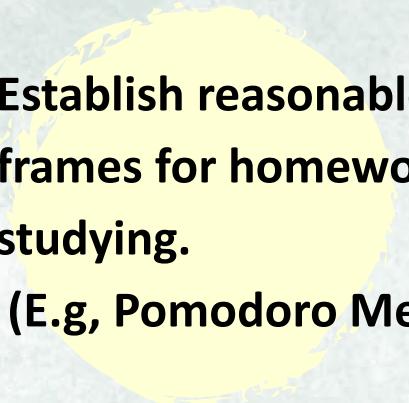
**“If I don’t get to do triple sciences, I have failed and cannot achieve my ambition.”**

**“I don’t think I am smart enough to get the subject combination I want.”**

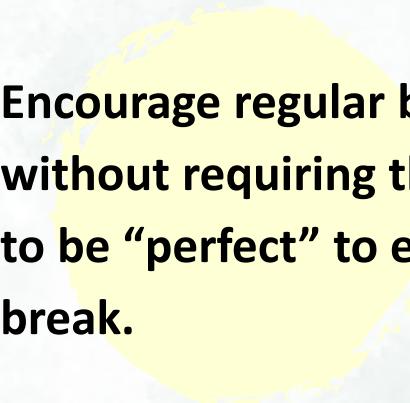
- Reassure them that making mistakes is normal and they help us learn.
- Support them in questioning false ideas about success and their path to achieving their ambitions.
- Remind them that successful people make mistakes too, and they grow because of them (E.g, *Michael Jordan*).
- Affirm their previous achievements and times that they overcame similar challenges.



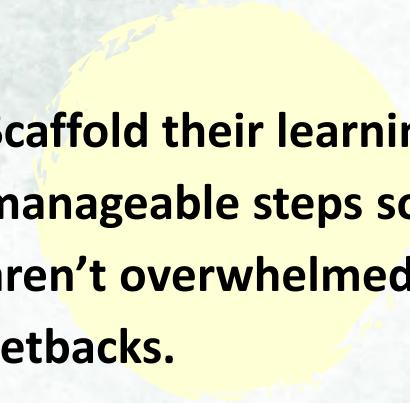
# Set Realistic Expectations



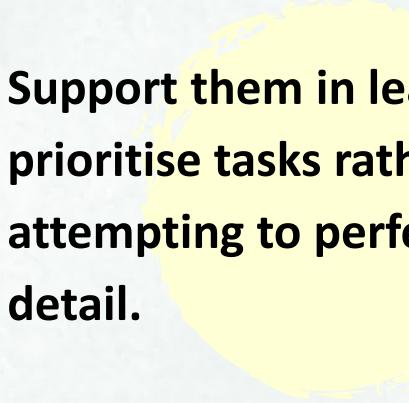
**Establish reasonable time frames for homework and studying.**  
(E.g, Pomodoro Method)



**Encourage regular breaks without requiring their work to be “perfect” to earn that break.**



**Scaffold their learning into manageable steps so they aren’t overwhelmed by setbacks.**



**Support them in learning to prioritise tasks rather than attempting to perfect every detail.**

# Strengthen Resilience



**Use your own experiences to show how mistakes can be overcome.**



**Teach them self-compassion when plans don't work out**

*(E.g, “You have done your best, and that is good enough for now.”)*

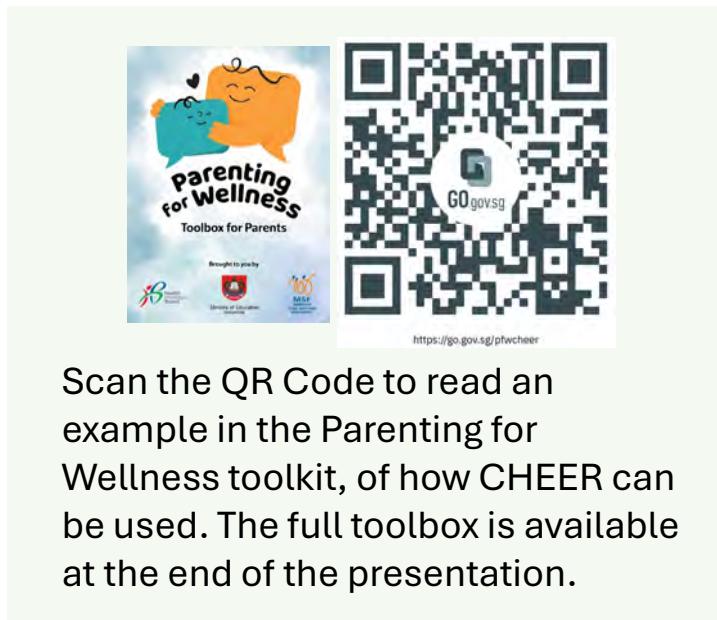


**Praise their effort, strategies, and progress rather than focusing on achieving perfect results.**



**Celebrate small progress and the lessons learned from making mistakes.**

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.



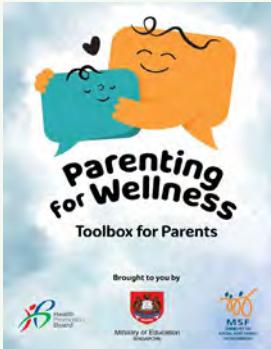
Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used. The full toolbox is available at the end of the presentation.



Source: Parenting For Wellness Toolkit

# Providing a safe space for conversations

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



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

## Things You Can Do



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



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



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



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



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

## Things You Can Say

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

How did that make you feel?

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

I hear that you are feeling frustrated.

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

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

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

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

We value your partnership to raise a  
*'Happy, Kind, and Confident Generation Together'.*

**1** Respectful  
Communication

**2** Role Models

**3** Real Connections



# Parenting Resource: *Parenting for Wellness*

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

For more bite-sized resources (practical tips and strategies), scan the QR code on the right to download a copy of the **Parenting for Wellness Toolbox for Parents**.

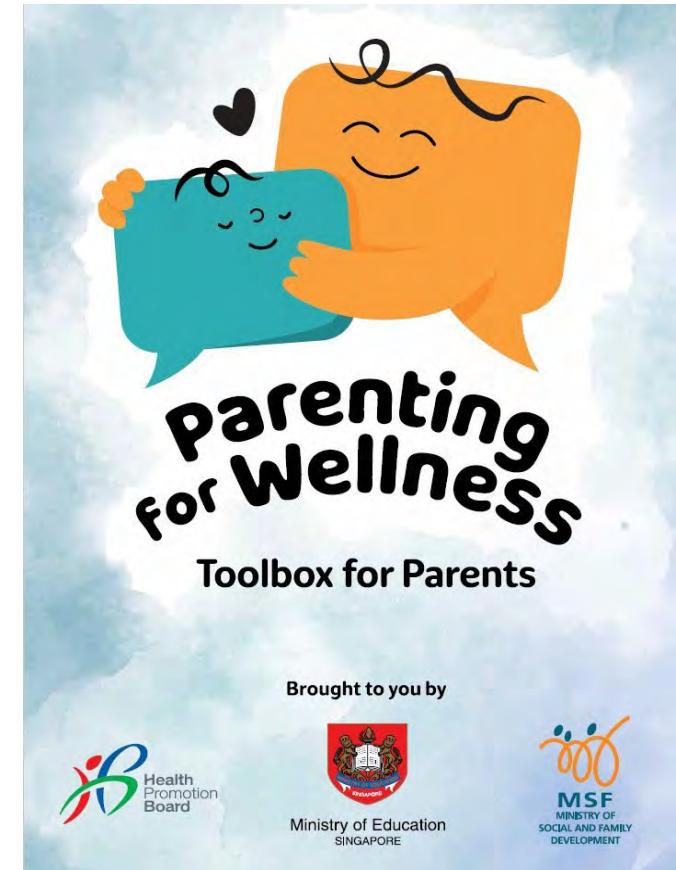


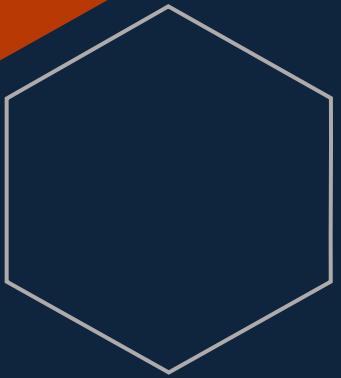
<https://go.gov.sg/pfw-toolbox-for-parents>



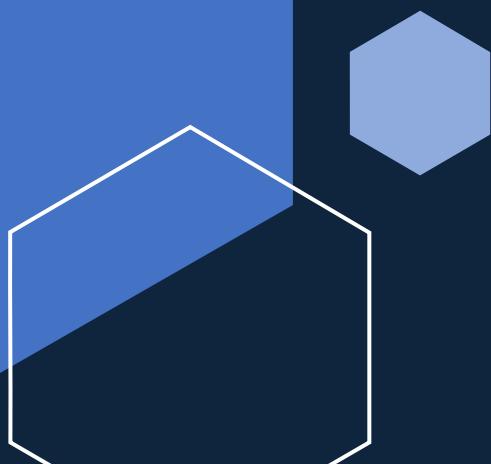
<https://go.gov.sg/hpbpfw>

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.





# Q&A





Thank you!

# Measures for Mosquito Control

- There may be a noticeable increase in mosquitoes on Mondays and Thursdays due to NEA's release of male Wolbachia-carrying mosquitoes as part of mosquito control efforts.
- To prevent mosquito breeding, a licensed pest control operator conducts checks twice a week, complemented by regular inspections by the school, especially after wet weather. NEA officers also carry out spot checks from time to time.
- Complies with NEA's BLOCK guidelines:
  - Break the hardened soil
  - Lift and empty flowerpot plates
  - Overturn pails and wipe their rims
  - Change water in vases
  - Keep roof gutter clear and place BTI insecticide.

## Additional Measures to Address Mosquito Situation

- Mosquito Netting installed at all Science Laboratories.
- Tree pruning reduces mosquito-friendly shaded and humid areas.
- Semester Fogging. Last Fogging 29 Dec 2025.
- Mosquito repellent devices are placed in all science laboratories and selected classrooms.
- Apply mosquito granules on ground surfaces.
- Deploy fly sticks at designated classroom balconies.
- Staff and students are encouraged to take personal precautions, such as using mosquito repellent patches.

# School Canteen 2026

## #1 Canteen Food Pricing

- The last approved canteen food pricing was in December 2025.
- MOE has since revised the norm subsidy rate, which is calculated based on the cost of one set meal (including fruit) with one packet drink per day, from **\$3.80 to \$4.10 per meal**.
- The current PRSS set meal price remains **within MOE's recommended pricing range**.

## #2 Aging Canteen Stall holder

- Majority of our canteen stallholders are **above 60 years old**.
- There is increasing difficulty in attracting **younger stallholders** to take over or operate school canteen stalls.
- As a result, there is a **high likelihood** that the school may need to transition to a **catered canteen model** (e.g. bento sets supplied from a central kitchen) in the longer term.

HQ's Recommended Price Range (2025)		HQ's Recommended Price Range (2026)
\$2.70 to \$3.80 incl fruit		\$3.80 to \$4.10 incl fruit
<i>Based on a medium meal portion (rice+1 serving of meat+1 serving of vegetable+1 serving of fruit)</i>		
Stall	Set Meal at PRSS Canteen (inclusive of 1 portion of fruit)	Price for 2026
Stall 1	Mixed rice set	\$3.00
Stall 2	Western Meal set	\$3.00
Stall 3	Fishball noodles set	\$2.50
Stall 4	Western Meal set (Muslim)	\$3.00
Stall 5	Mee siam / Mee rebus set	\$2.50
Stall 6	Briyani rice set / Mixed rice set	\$2.80
Stall 7	Drinks	\$0.60 - \$1.70
Stall 8	Teh / Kopi	\$1.00 - \$1.20