



Welcome to East Spring Secondary Sec 1 Meet-The-Parents Session (MPS) 9 Jan 2026

Programme Overview

School Leaders' Address
PSG @ ESSS by SSD
PDLP@ESSS by HOD ICT
CCA@ESSS by HOD PE & CCA
Breakout with Form Teachers
Campfire and Class Performances



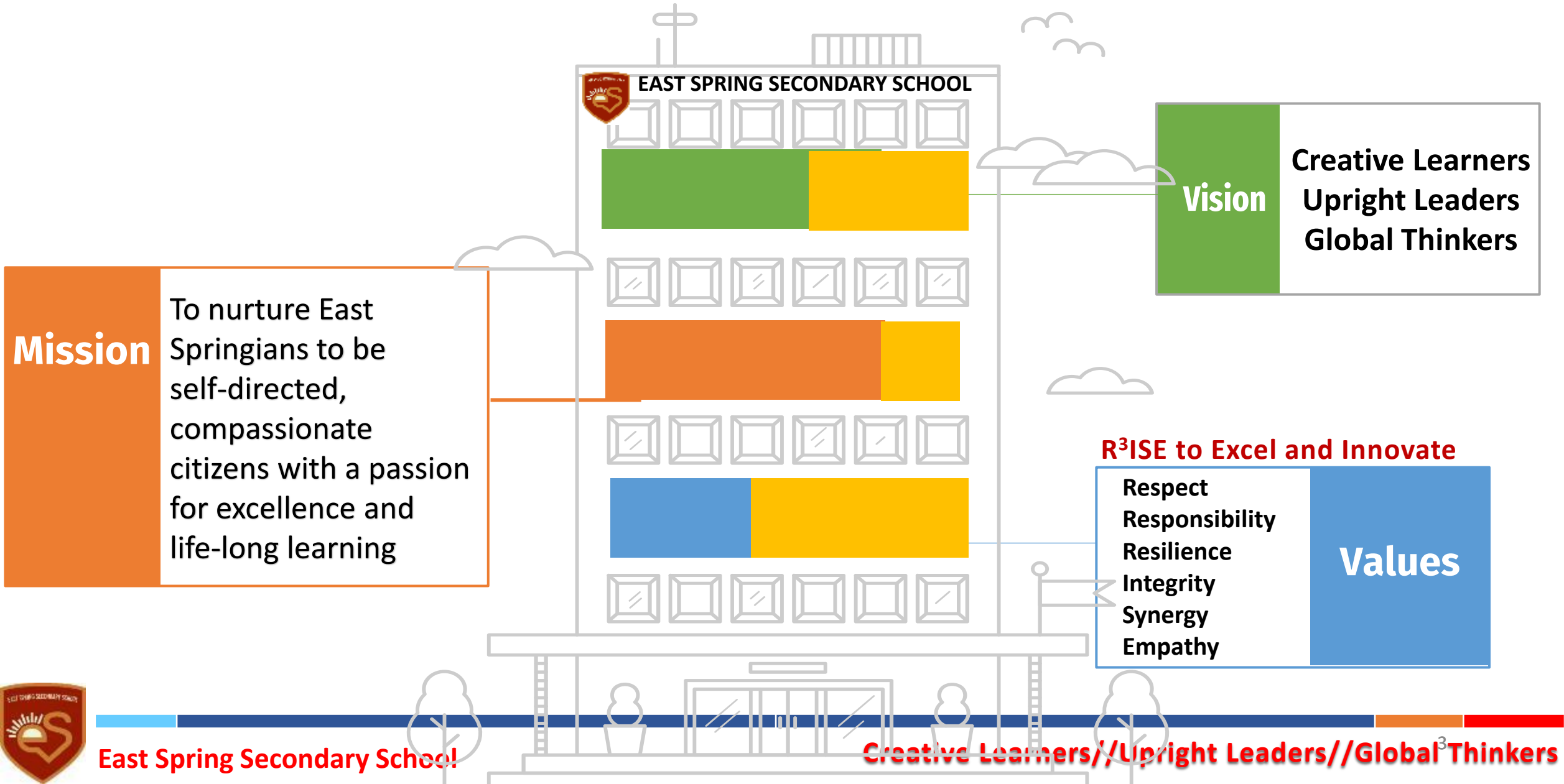
“

**DO NOT GIVE YOUR
PAST THE POWER TO
DEFINE YOUR FUTURE.**

@ChadHymas



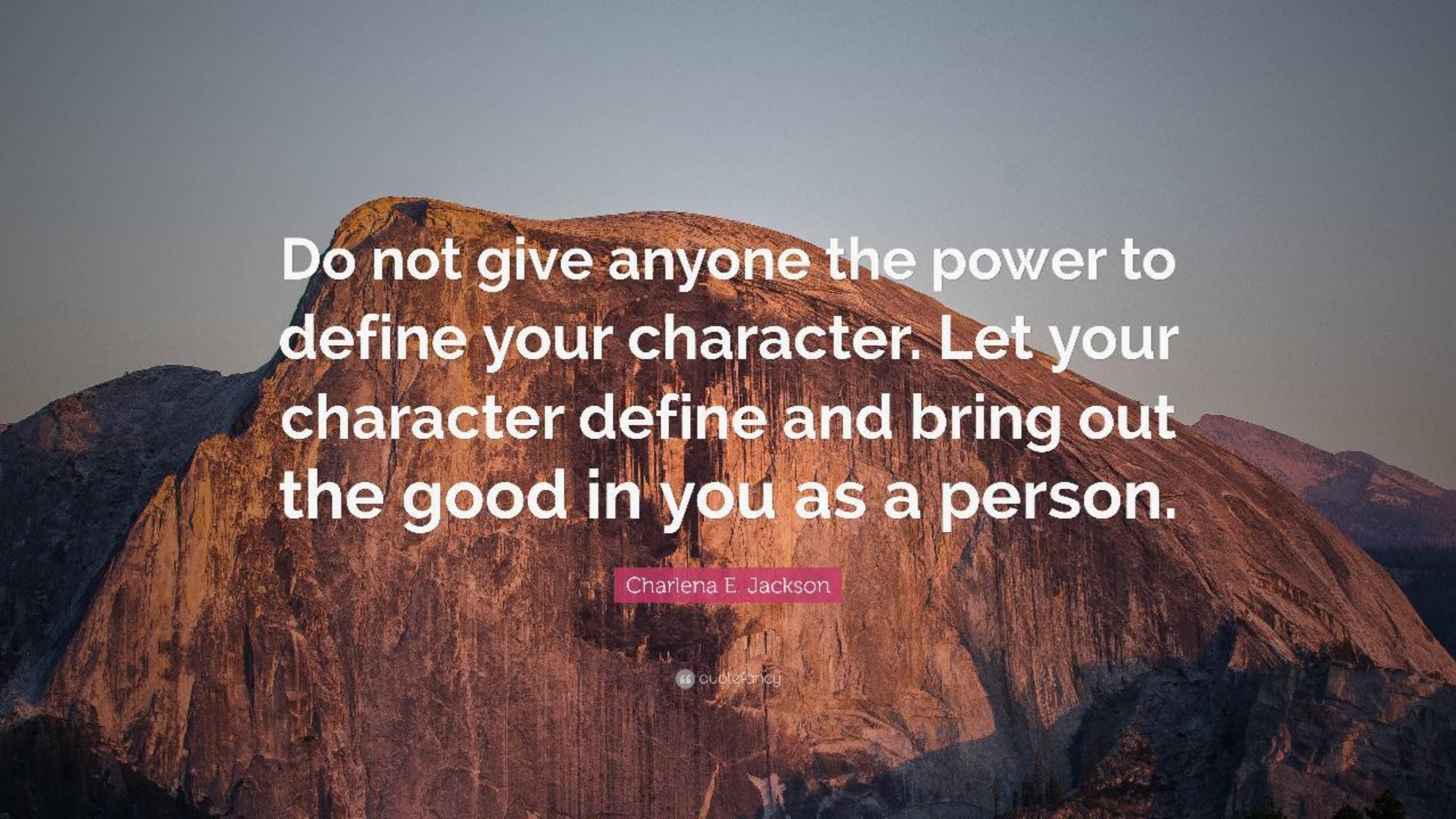
East Spring Secondary School





Character Development





Do not give anyone the power to
define your character. Let your
character define and bring out
the good in you as a person.

Charlena E. Jackson

“ quote fancy



Character has two major parts:
performance character and moral character.



Two things define you.
Your patience when
you have nothing, and
your attitude when you
have everything.



Performance Character

- Commitment to continuous improvement
- Goal setting
- Work ethic
- Determination
- Self-confidence
- Initiative
- Creativity

Moral/Ethical Character

- Respect
- Responsibility to others
- Love (Compassion)
- Humility
- Integrity
- Justice
- Moral courage



Moral Character: *Doing the Right Thing*

- Moral character consists of the virtues needed for ethical behavior, positive relationships, and responsible citizenship.
- Moral character *honors the interests of others*, so that we do not violate moral values as we pursue our performance goals.



Practical Ways to Show Support

Active Listening: Listen without trying to "fix" the problem immediately. Validating that they "feel terrible" or that their experience is difficult can be more powerful than offering medical advice.

Use Affirming Language: Simple phrases can provide immense relief. For example:

"I'm here for you and I believe you".

"I admire your courage in managing this every day".



Working with the school to know and support your child

We want to develop and
strengthen mutual
understanding, respect and trust
between the school and parents
for the benefit of your child.



Guiding Principles for School-Home Partnership

1. Students succeed when **schools and parents work hand in hand** to support students in **learning self-management skills, taking responsibility and building resilience**.
2. **Mutual respect and trust** forms the strong foundation for positive engagement between schools and parents.



Working Together to Support your Child

*“Alone we can do so little,
together we can do so much.”*

- Helen Keller, American Author





Supporting our Students



We Believe in our Students

- We believe our students have potential and **talent**
- We want our students to **experience success**
- We want our students to be values-driven, to have the **mindset of excellence**



Full Subject-Based Banding

- Full Subject-Based Banding (Full SBB) is part of MOE's ongoing efforts to **nurture the joy of learning** and **develop multiple pathways** to cater to the different strengths and interests of our students.
- With Full SBB, we are moving towards a secondary school education where **students learn each subject at the level that best caters to their overall strengths, interests and learning needs**.





Full Subject-Based Banding @ ESSS

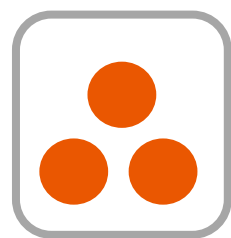
Mixed Sec 1 form classes

Common curriculum subjects

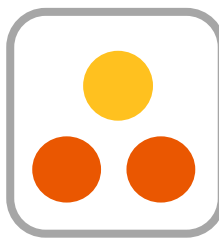


Art, Character & Citizenship Education (CCE), Design & Technology (D&T), Food & Consumer Education (FCE), Music, Physical Education (PE)

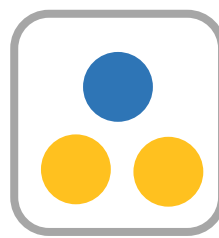
Other subject classes



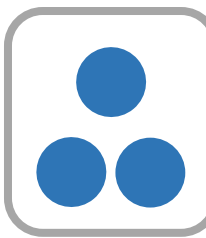
Subject at G3 Level



Subject at G3 Level with SBB students



Subject at G2 Level with SBB students



Subject at G1 Level

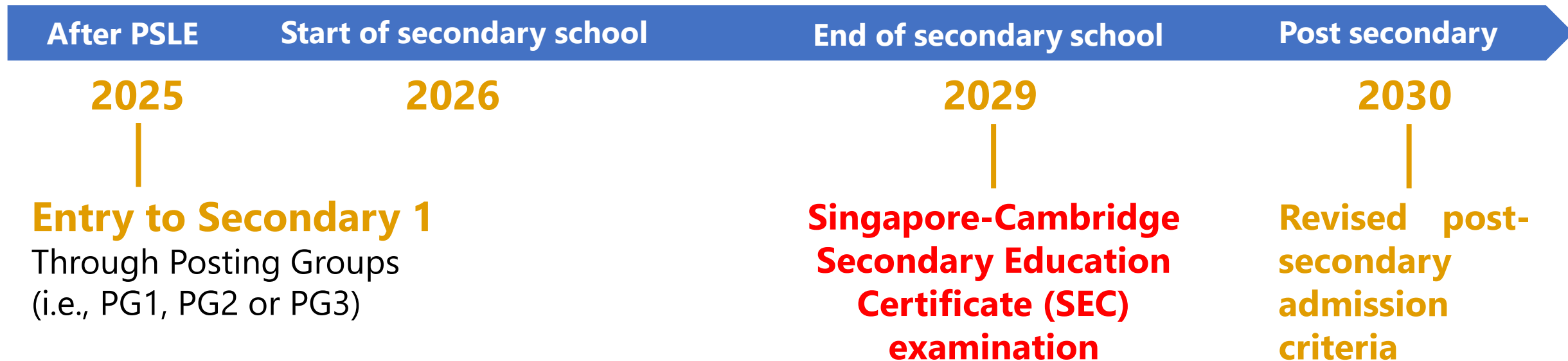
- Students in the same form class will learn a common curriculum for six subjects comprising ~1/3 of curriculum time
- For other subjects (English Language, Humanities, Mathematics, Mother Tongue Languages and Science), students will attend classes with others taking the subject at the same subject level, regardless of their course of study.
- There is no cap to the number of subjects a student can take at a more demanding level.



Secondary school experience under 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



Subject Level Flexibility Throughout Secondary Education

- Beyond the start of Secondary 1, students may adjust their subject levels across their secondary school journey.
 - E.g. Students can also offer English Language, Mathematics, Science and/or Mother Tongue Languages at a more demanding level from Secondary 2 Semester 1.

Current subject level	School-based results	Option to offer subject at
G1	≥75% in the specific subject	G2 starting from 2027
G2	≥75% in the specific subject	G3 starting from 2027

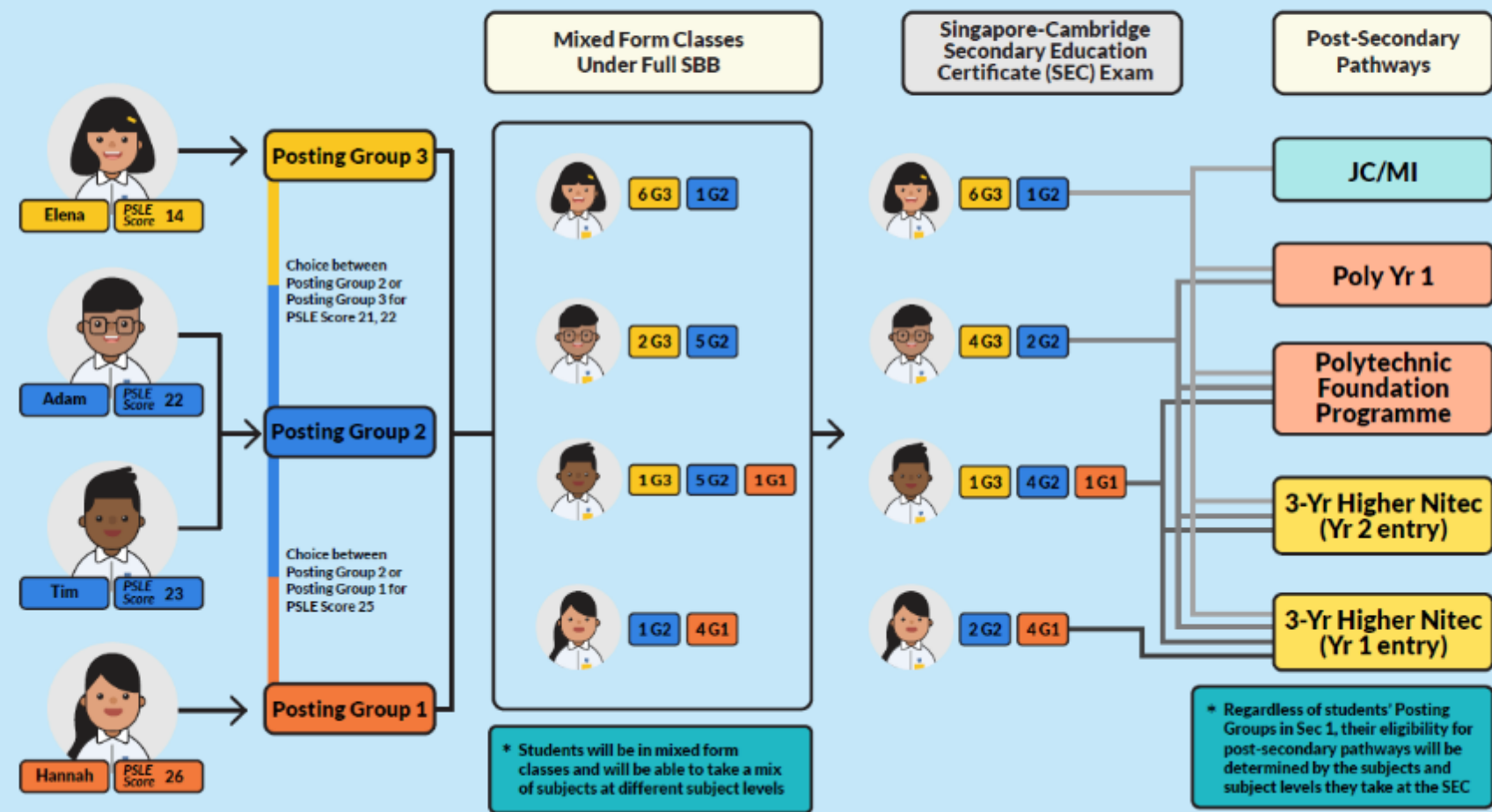
- Students can offer **Humanities subjects** at a more demanding level from Secondary 2 onwards, based on their results in Secondary 1.

<https://www.moe.gov.sg/microsites/psle-fsbb/full-subject-based-banding/secondary-school-experience.html>



Secondary School Experience and Post-Secondary Pathways Under Full SBB

From 2024, you can take subjects at different levels, eg. G1, G2 or G3, which suit your strengths, interests and learning needs. Along the way, your teachers will guide you to make adjustments as needed. At the end of Secondary Four, all students will take the Singapore-Cambridge Secondary Education Certificate examinations. There will be more options for your post-secondary pathways, and many more opportunities to excel in the pathway you choose. The future is yours to make!



Information presented is accurate as of May 2025

How can you support your child?

- Learn more about their strengths, skills, interests, learning styles and aspirations.
- Encourage your child to be open and think about possible education and career opportunities.
 - There are many post-secondary education options for students to explore. Find one that best suit their strengths, skills, interests and learning styles.





ACE

**Attendance
Consistent Effort
Excellence**

- **Disciplined Behaviour & Mind to Pursue Excellence**



Semester 1 Timetable

- 10-day timetable
- Even Week Thursday – HBL days (Report to school on HBL days until they have received their PLDs.)

Monday to Thursday

- 7:30 AM to 1:30 PM
- Recess at 10.00 AM

Friday

- 7:30 AM to 12:15 PM
- Recess at 9:45 AM

- Do help to ensure that your child has a proper breakfast before he/she starts the day.
- Full School Uniform everyday for the whole day. Time will be given to change into, and out of, PE attire during PE lessons.
- Simple, neat hairstyle with natural colour.



School-based Assessment

- No Mid-Year Exam
- No more than 1 Weighted Assessment per subject per term
- Help our children develop intrinsic motivation and joy of learning, for life



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.



Absence During Tests and Exams

- Call up the school & inform Form Teacher (FT)
- Submit the Medical Certificate (MC) to the FT upon return to school

Note:

- ***For absence without Medical Certificate, a 'Zero' (0) will be given for the papers missed (as it is the practice for national exams).***
- ***There will be no makeup for the papers missed.***



Road Safety and Security

- Road Safety
 - If you are driving your child/ward to school, he/she may alight at the school's front porch
 - Speed limit within school premise is 15 km/h





Alight your
child/ward at the
school's front
porch



New Year 2026

"New year, new beginnings,
new blessings. May 2026 be your best
chapter yet! Happy New Year! 🌟"



East Spring Secondary School Parent Support Group (PSG)

School PSG Liaison Officers

Mdm Khalidal Huda
School Staff Developer

Mrs Lena Ang
Assistant Year Head (Sec 4&5)



Objectives of PSG

- ☑ Partner with school to support child's learning and development
- ☑ Encourage active parent participation in child's holistic development
- ☑ Forge ties with parents, teachers and students through participation in school events and activities
- ☑ Enhance parenting skills and competencies of parents



SCHOOL-HOME PARTNERSHIP

Join the Parent Support Group (PSG)!

- The PSG consists of a group of dedicated parents who partner the school to **support fellow parents in nurturing their children.**
- It is the platform for **parents to network, share, learn and support each other** in this parenting journey.
- Some of the **initiatives** of the PSG include:
 - Parenting Workshops
 - Career Talks for Sec 3 and Sec 4/5 students



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



2026

24 January

(for Sec 1 parents) Helping your child in managing transitions from primary to secondary school

Upcoming

Welcome Tea, meet other PSG parents, workshops, Parent-Teen Bonding Activities



Join PSG@EastSpringSec!

Fill in the PSG membership form
using this link:

<https://forms.moe.edu.sg/forms/vKNK1P>

or scan this QR code



The Personalised Digital Learning Programme (PDLP)

Briefing for Parents



A PRESENTATION BY
MINISTRY OF EDUCATION, SINGAPORE

East Spring Secondary School

OFFICIAL (OPEN) / NON-SENSITIVE

Creative Learners//Upright Le

nkens

The National Digital Literacy Programme (NDLP) and the PDLP

An Overview



The National Digital Literacy Programme (NDLP)

1. The NDLP was launched in March 2020 to help students **strengthen their digital literacy and acquire digital skills** needed to navigate an increasingly digitalised world.
2. Under the NDLP, every secondary school student will **own a school-prescribed Personal Learning Device (PLD)**. Students may use funds from their Edusave Account to pay for the PLD.



Intended Outcomes of the PDLP

The use of the PLD for teaching and learning aims to:



Support the Development of Digital Literacy



Support Self-Directed and Collaborative Learning



Enhance Teaching and Learning

How will your child/ward use the PLD?

At East Spring Secondary School, your child/ward will be using the PLDs for...

- Active learning in ALL subjects
- Authentic learning tasks that require research, digital creation and collaborative learning (padlet, word cloud etc)
- Self-directed home-based learning
- Review past lessons, access digital resources on the Singapore Student Learning Space (SLS) to enhance their learning, or explore topics of their own personal interests
- Enhance personal productivity (e.g. calendaring, note-taking applications)



Supporting Students in the Safe and Effective Use of the Devices



Supporting Students in the Safe and Effective Use of the Devices

The school has measures in place to enable a safer digital environment for learning with the use of PLDs, e.g.

- School rules on digital device use
- Classroom management and routines
- Cyber Wellness Education in CCE
- Partnering parents/guardians to support students in their use of technology for learning
- Device Management Application (DMA) to support a safer digital environment for learning



Cyber Wellness Education in CCE

Educating students on Cyber Wellness

Cyber Wellness lessons will feature significantly in the Character and Citizenship Education (CCE). The broad topics covered in Cyber Wellness are:

- Cyber Use
- Cyber Identity
- Cyber Relationships
- Cyber Citizenship
- Cyber Ethics



Cyber Wellness Education in CCE

Throughout their Secondary School education, students will learn about:

- Balanced use and self control
- Cyber bullying and Upstanding
- How to be a positive influence online
- How to handle online falsehoods
- How to manage social media (peer influence, emotions, echo chambers)
- Online relationship and Online safety (grooming, self disclosure)
- To respect intellectual property rights



Parents'/Guardians' Role

- We would like to partner parents/guardians so that students are well supported in their use of technology for learning.
- As parents/guardians, you can help in the following ways:
 - Model good digital habits for your child/ward e.g. parents/guardians not using devices during family meals.
 - Know your child/ward well, and have conversations with your child/ward about safe and responsible use of technology.
 - Discuss and come up with ground rules for internet/device usage that both your child/ward and you can agree with.
 - Encourage your child/ward to use productivity tools using his/her PLD, to organise information and simplify tasks for efficiency.



Role of the MOE Device Management Application (DMA) in Providing a Safer Digital Environment for Learning



MOE DMA

- The MOE DMA solution for Chromebook, Lightspeed Systems®, is an app that will be installed on all students' PLDs to support their safe and responsible use of devices.
- The DMA will be funded by MOE.
- The installation of the MOE DMA applies to both devices purchased through the school and any student-owned devices that parents/guardians opt for the student to use instead of the school-prescribed PLD.
- The MOE DMA will be installed after the collection of the device. Students will be guided on the installation.
- The MOE DMA will be uninstalled from the device when students graduate or leave the school.



In-School DMA Settings (Default)

Schools will determine DMA settings for **in-school use**. As a default, these settings will continue to be in place after school as well:

- MOE and the school will set the level of web content filtering, including filtering objectionable content or content that may not be conducive to teaching and learning (e.g., social media, pornography, gambling, or websites containing extremist content).¹
- School hours are defined to be from **<6:30 am to 7 pm>** and after school hours from **<7 pm to 10:30 pm>**. The device will shut down at **10:30 pm** by default.²
- The school will determine the applications and programs to be installed to support teaching and learning.

¹ YouTube is not blocked by default as teachers use YouTube for teaching and learning. However, YouTube videos that are categorised as harmful by YouTube Restricted and Lightspeed Smart Play are blocked.

² Schools have the flexibility to customise the following:

- start of school hours, provided they are **no earlier than 6:30am**;
- end of school hours / start of after-school hours (no restriction);
- End of after-school hours / start of device sleep hours, provided it is **no later than 10:30pm**.



After-School DMA Parent Options

1. After-School DMA Parent Options provide parents with the flexibility in managing their child's/ward's use of the PLD after school hours.
2. The following tables outline the different levels of restrictions, controls, and monitoring for each DMA option after school hours.

Default	Option A	Option B
Default Setting (Note: This will apply if no alternative options are chosen)	DMA settings can be modified by Parents/Guardians after school hours	DMA will be inactive after school hours¹
For parents/guardians who want their child's/ward's use of the PLD 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 prefer to take charge of the level of restrictions for their child's/ward's use of the PLD after school hours regulated by the DMA.	For parents/guardians who do not want their child's/ward's use of the PLD after school hours to be regulated by the DMA at all.

¹ No data will be collected after school hours when the DMA is inactive.

- 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, which is the existing practice.



After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified)	Alternative Setting: Option B (DMA will be inactive only after school hours)
Protect students from objectionable content	<p>Web content filtering will include, and not limited to the following categories:</p> <ul style="list-style-type: none"> • Violent/extremist content • Sexual/pornographic content • Suicide/self-harm content • Cyberbullying content • Content endangering public health • Gambling-related content 	<p>Parents/Guardians will be able to include additional web content filtering by requesting school block any harmful website in addition to major social media websites (e.g., YouTube, Pinterest, X, Instagram, Facebook).</p> <p>However, parents/guardians cannot allow access to web content that is filtered out under the Default Setting.</p> <p>Parents can pause internet access after school hours.</p>	<p>No content filtering after school hours if a student logs in to the Chromebook via his/her personal Google Account.</p>



After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified)	Alternative Setting: Option B (DMA will be inactive only after school hours)
Reduce distractions from learning through control of applications	Parents/Guardians and students will be unable to install additional Chrome extensions and/or applications.	<p>Parents/Guardians will be able to install additional Chrome extensions and/or applications by submitting a request to the school.</p> <p>As these applications will be accessible both during and after school hours, please ensure that the requested applications support your child's/ward's learning.</p>	<p>Parents/Guardians and/or students will be able to install additional Chrome extensions and/or applications after school hours via the Google Play Store, using the parent's/student's personal Google account.</p> <p>These applications will not be accessible during school hours as students will have to login using their student iCON account.</p>



After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified)	Alternative Setting: Option B (DMA will be inactive only after school hours)
Limit screen time	The school will define the specific hours during which the PLD is allowed to access the internet.	Parents/Guardians can modify the amount of screen time for their child/ward by requesting the school set sleep hours (by selecting 1 prescribed option) on their child's/ward's PLD. ²	No limitation on duration of screen time after school hours. Sleep hours are not enforced. ³

² During school hours, the screen time limits set by the school will override parents/guardians' settings.

³ It is not recommended to install other parental controls (e.g., Google's Family Link) as this could result in conflicting settings between school and parent controls. It may result in unexpected issues where some controls such as screen time restrictions may not work as intended.



After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified)	Alternative Setting: Option B (DMA will be inactive only after school hours)
Monitor students' cyber activities	Parents/Guardians will not be able to track their child's/ward's browser history.	Parents/Guardians can track their child's/ward's browser history after school hours via. the Lightspeed parents' portal. A Filter Portal Weekly Report can also be emailed to them.	Parents/Guardians will not be able to track their child's/ward's web browser history.
Provision of Parent Account	X	✓	X



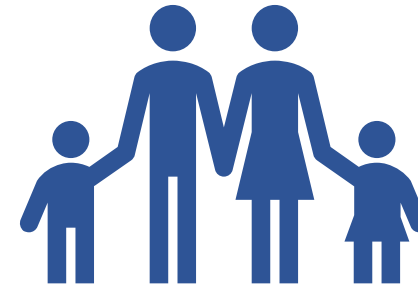
Support for Parents/Guardians

Parents/guardians may wish to consider the following questions to decide the After-School DMA Parent Option that best suits your child/ward.



A. Child's/ward's current device usage habits

- How much time does my child/ward spend on their device?
- How well is my child/ward able to regulate their device usage on their own?
- Does my child/ward get easily distracted while doing online learning?



B. Parents'/Guardians' involvement

- How confident and familiar am I with managing my child's/ward's cyber wellness?
- Are there existing routines and open conversations on the use of the Internet at home?
- Am I aware of how to prevent different types of cyber threats that my child/ward might face?

Supporting Resources

Here are some resources that you can refer to:

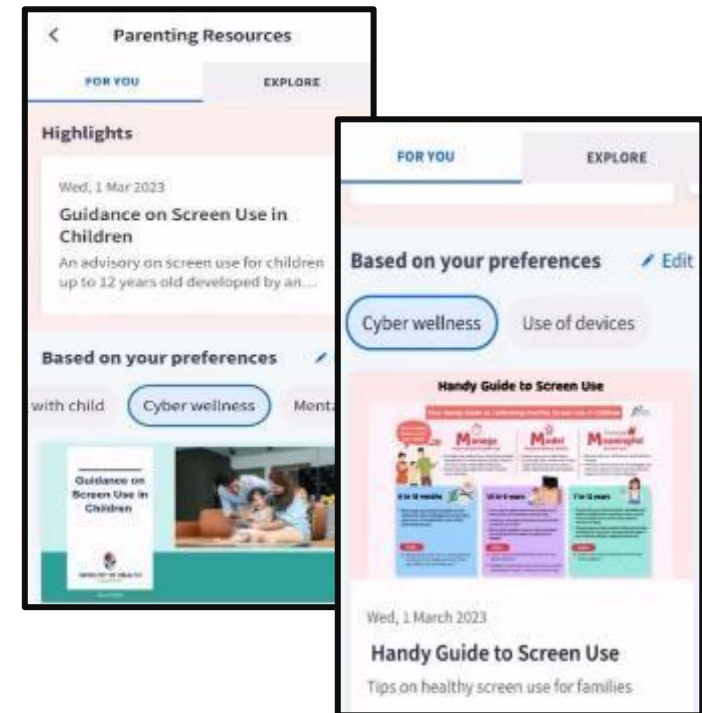
A. Parent Kit



B. Bite-sized tips and advice via Parentingwith.MOEsg Instagram page



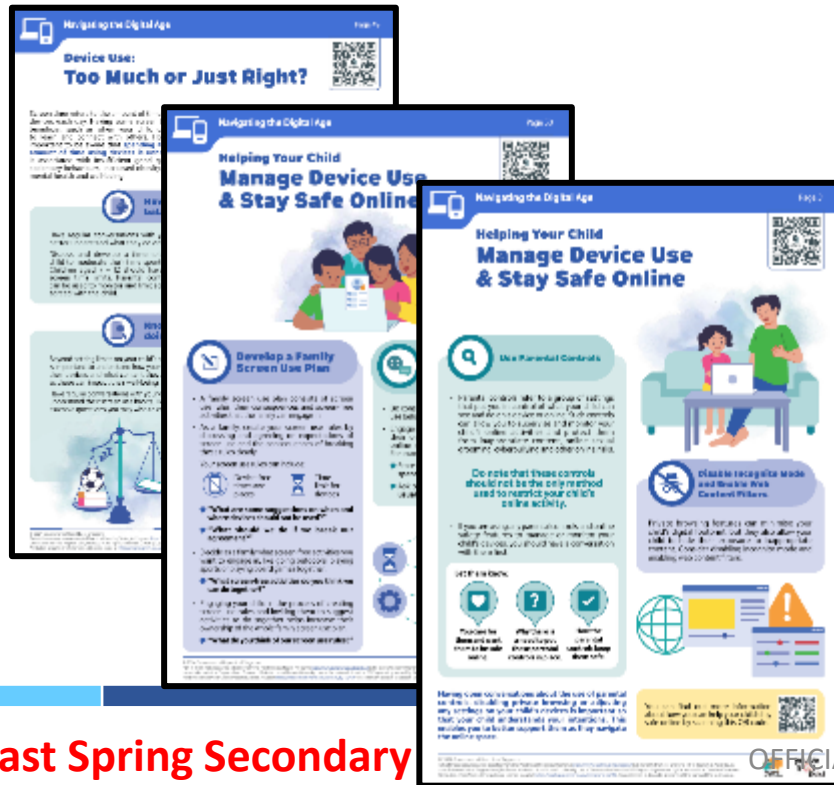
C. Resources from MOE and other agencies (available on resources repository in Parents Gateway)



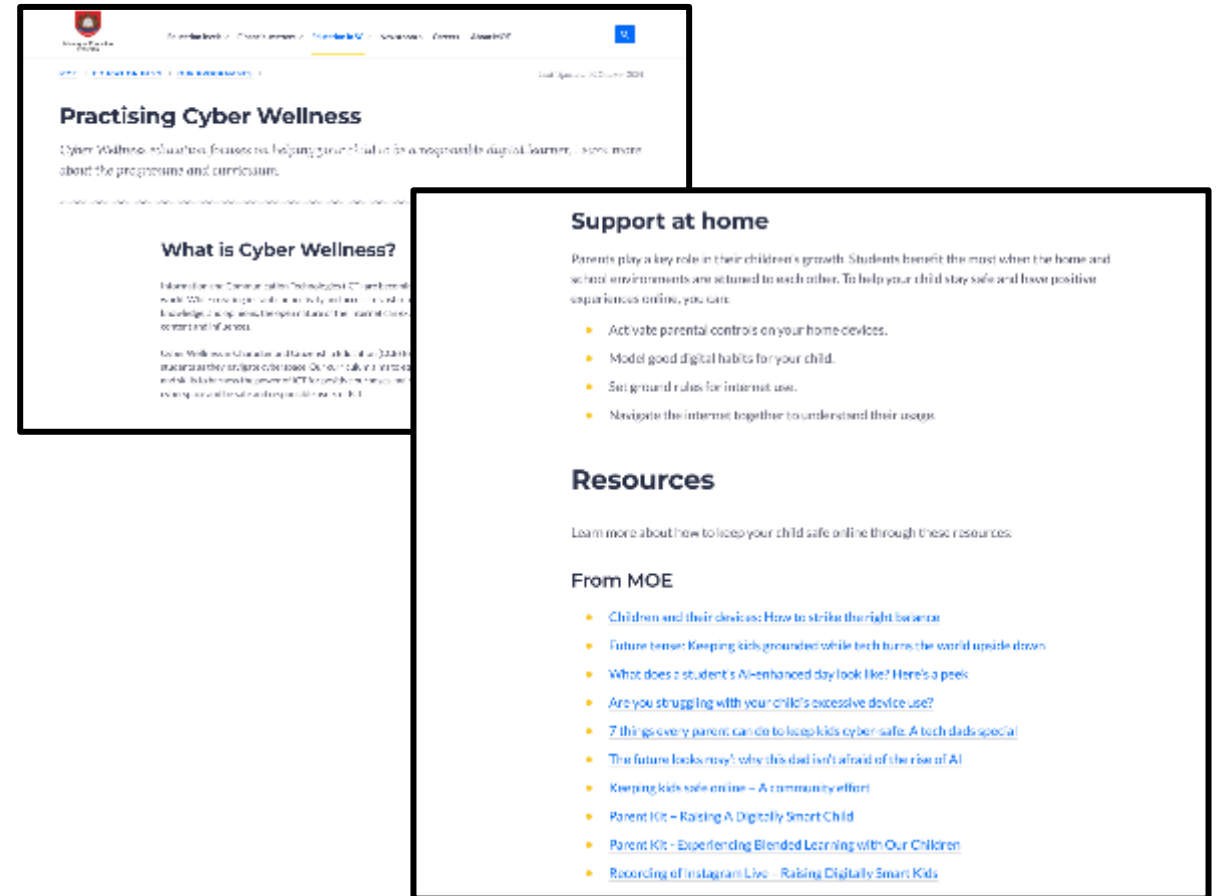
Supporting Resources

D. Parenting for Wellness Toolbox for Parents and Parenting for Wellness Website on Parent Hub

The Parenting for Wellness initiative provides bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age.



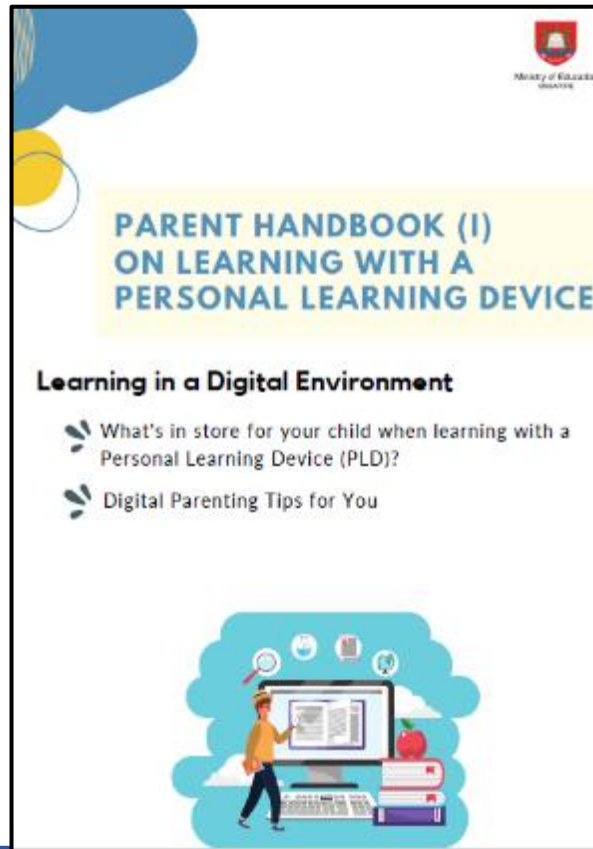
E. More resources are available via the MOE Cyber Wellness Webpage



Supporting Resources

F. Parent Handbooks (I) and (II) on Learning with a Personal Learning Device

These Handbooks provide tips on supporting your child in the use of PLDs for learning and are shared via the PG notification together with the letter to purchase PLDs.



Data Collected by the MOE DMA

1. The MOE DMA does **NOT** collect any of the following data:
 - Login IDs and passwords entered into websites or into any applications
 - Actions performed (e.g., posts, online comments, items added to a shopping cart, etc.) when visiting websites and using apps
 - Documents and photos stored in the PLDs
 - PLD location
 - Webcam videos and microphone recordings
2. Parents may update their personal data (e.g., email addresses, names) by contacting the school, in accordance with the Personal Data and Protection Act (PDPA).



Data Security

- All user data collected through the MOE DMA will be stored in secure servers managed by appointed DMA Vendors with stringent access controls and audit trails implemented.
- Data such as device information, email address of students and parents, device information will be deleted when the student graduates or leaves school. Website URLs accessed by students will be deleted at the end of each term.
- The MOE DMA solutions used are cloud-based Software-as-a-Service (SaaS) solutions and are trusted solutions that have been operating for many years. They have also been subject to regular security reviews and assessments by independent reviewers.



Data Security

- The MOE DMA solutions have sufficient security robustness to ensure that the data collected is properly stored and protected. MOE will also subject the DMA Vendors to regular security system audits based on tender requirements.
- To prevent unauthorised access, DMA Administrators and DMA Vendors will be required to access their accounts using 2-factor authentication or the equivalent to ensure proper accountability for information access and other activities performed. There will be regular account reviews and audits for DMA Administrators' and DMA Vendors' accounts.



Device and Funding Information



East Spring Secondary School's PLD



**Intel N150 processor, 8GB
RAM, 64GB Storage, 11.6"
(touch) Screen, 1.3kg**

The school will be using the
Lenovo Chromebook 500e Gen 4S
for teaching and learning.

Please refer to the PG message
sent on 7 January for more
information on the funding and
payment of the PLD.

East Spring Secondary School's PLD



Lenovo Chromebook 500e 4th Gen

The school chose the device because of:

- Portability
- Durability
- Affordability
- T&L Affordances (touchscreen, stylus)
- Chrome OS is stable and fast
- Long battery life

PLD Bundle

Device Bundle includes
<ul style="list-style-type: none">• Lenovo Chromebook 500e Gen 4S• Power adaptor, USB Mouse, Stylus, Carrier Bag• Insurance and Warranty

Our students' PLD will come with the **Upgraded and Enhanced Device Bundle** which includes:

- 4-year warranty and
- 4-year insurance (which includes 2 repairs or 1 replacement claim)

Please note that the price of the PLD Bundle may appear to be higher than similar models on the retail market as the price of those devices usually does not include extended warranty and insurance coverage.



Insurance Coverage

The package includes a **4-year warranty, and 4-year insurance*** which includes:

Insurance Coverage	Claimable
<ul style="list-style-type: none"> • Fire • Lightning • Power Surges • Accidental e.g water spillage, drop etc • Theft due to forcible entry • Robbery <p>* Accidental loss will not be covered by insurance.</p>	<p>*2 repairs or 1 replacement claim (4-year insurance)</p>



Technical Support for Students' Devices

Technical support will be provided to students through:

- School ICT centre
 - Troubleshooting of device issues
 - Solve connectivity issues
 - Collection of devices to be sent for repairs
- Servlink Technologies - Lenovo Authorised Service Centre
 - Repair of devices (hardware issues)
 - 2 Kallang Avenue #09-01, CTHub 1, Singapore 339407
 - +65 68171435



What's Next?



Parental Consent for Procurement

1. Parents can access the **Parental Consent for the Purchase of Personal Learning Device (PLD)** via a Parents Gateway (PG) notification* that has been sent to you on <7 Jan 2026>.
2. Parents who want to use Edusave funds for the PLD (for Singapore Citizens students only), please submit the online Standing Order Form via this link: <https://go.gov.sg/edusaveformsgso> (provided in PG message) by <16 Jan 2026> if you have not done so previously.*

* Parents/Guardians without access to PG can request for the hardcopy letter via your child's/ward's form teacher.



For Singapore Citizens (SC) Students

Time Frame	Activity
9 Jan 2026 Friday	<ol style="list-style-type: none"> 1. Submit: <ol style="list-style-type: none"> a. consent to PLD purchase via in the PG notification which includes the following: <ul style="list-style-type: none"> • Intent to Purchase Personal Learning Device (PLD); • Authorisation Form for the Collection of PLD b. the Standing Order (SO) for the use of Edusave Account via https://go.gov.sg/edusaveformsgso (for Singapore Citizen students only) if you have not done so previously. <p>Parents without access to PG can submit their consent via hardcopy.</p>



For Permanent Residents / International Students

Time Frame	Activity
9 Jan 2026 Friday	<ol style="list-style-type: none">1. consent to PLD purchase via in the PG notification which includes the following:<ul style="list-style-type: none">• Intent to Purchase Personal Learning Device (PLD);• Authorisation Form for the Collection of PLD <p>Parents without access to PG can submit their consent via hardcopy.</p>
Feb to Mar 2026	Parent/Guardian to make payment via Giro/PayNow



Collection of Devices

[Default and preferred] Your child/ward will be **collecting** his/her device **in school** from Term 1 2026.

If you would like to personally/have another adult to verify the condition of the device during collection with your child/ward:

- You may collect the device personally or appoint an adult proxy to do so at the vendor's service/collection centre*
- Your child/ward would need to bring the device to school and arrange for the school's IT department to install the DMA.

Please approach the school for further advice or clarification if you would like to make this arrangement.

*Parents/Guardians (or adult proxy) will **not** be able to collect the PLD from the school.



Important Contacts / Helplines

To access / find out more about...	Contact / Helpline
This deck of slides	School Website until 23 Jan 2026.
Edusave balance	6260 0777
Financial assistance	6587 3805





Co-Curricular Activities (CCA) Briefing 2026

East Spring Secondary School
Ms Pey Huey Shan (HOD PE/CCA)



A Student-Centric, Values-Driven Education

A Broad and Deep Foundation for a Lifelong Journey



Co-Curricular Activities (CCA)

- Is committed to **develop character**, inculcate and promote national **values, skills and social integration**.
- Provides **multiple avenues** to **nurture students** to prepare them for their future work and life

**Character &
Values**

**Social-Emotional
Competencies**

**21st Century
Competencies**

**Interests &
Talents**



Achieve Excellent Bonus Points **(CCA Grade = Bonus Points)**

- Every student is awarded a CCA grade at the end of 4 years in secondary school.
- The CCA grade is converted into a bonus point for admission to JCs, MI, Polytechnics & ITE.
 - **Excellent** co-curricular experience = **2** bonus points
 - **Good** co-curricular experience = **1** bonus points
 - **Fair** co-curricular experience = **0** bonus points



Recognition system for Co-Curricular Attainment

LEAPS 2.0 (Levels 1 – 5)

Leadership

- Leadership positions in school

Achievement

- Representing school in competitions

Participation

- CCA attendance

Service

- VIA projects and hours



CCAs in ESSS

Uniformed Groups	Performing Arts	Sports & Games	Clubs & Societies
NCC (Land) (Boys)	Choir	Basketball (Boys)	Audio Visual Aid
NPCC	Concert Band	Badminton	Journalism and Media
NCDCC	Drama	Netball (Girls)	
Scouts	Malay Dance	Floorball	
SJB	Chinese Dance		



CCA Option Form

- CCA Experience on 7 and 16 Jan (2.15 – 5.45 pm)
- Students will receive it via **All EARS**. Hard copy is available as well.
- Guide your child in making the right choice.
- Students are given 6 choices.
 - For the top 4 choices, students must select **one CCA** from **each of the four CCA groups**.
 - Students can choose from any CCA groups for their 5th and 6th choices.

For example,

Top 4

1st : (Sports) Netball

2nd : (Uniformed Groups) NPCC

3rd : (Visual & Performing Arts)
Concert Band

4th : (Club and Societies) AVA

5th & 6th

5th : (Sports) Floorball

6th : (Uniformed Groups) NCDCC



Important Dates

Dates	CCA Allocation Workflow
7 Jan (Wed) & 16 Jan (Fri)	CCA Experience and Talent Identification
16 Jan (Fri)	Dissemination of CCA Option Form
19 Jan (Mon)	Submission of CCA Option Form
23 Jan (Fri)	Release of CCA Allocation Results
26 Jan (Mon) Term 1 Week 4	CCA Starts for Sec 1 students
CCA schedule is available via the school's website.	



Points to Note

- CCAs are compulsory in secondary school.
- Each student must have at least one CCA.
- To maximize his/her LEAPS points, students are to **stay in the same** CCA throughout the 4 years of his/her secondary school life. Change of CCA is subjected to approval.
- There must be continuous participation throughout the 4 years, with at least 75% attendance per year (expectation – 100%)



Points to Note

- Most students will be given 1 of their choices. Some CCAs require **specific abilities and skill sets** and there are also quotas in every CCAs due to various constraints like venue, selection for competition, coach-student ratio, etc.
- The **most popular choice** might not be the most suitable one for your child. So please **choose wisely**.



Frequently Asked Questions

Question: Can my child/ward participate in an external CCA?

A student may participate in a non-school-based CCA or a community-based activity to pursue his/her interests which are not offered in the school, but **not in lieu of a CCA in school** (school-based CCA).

These external activities will mainly be interest-driven, and the additional participation will not contribute to a higher attainment level in the LEAPS 2.0 Participation Domain.



Frequently Asked Questions

Question: Will my child/ward be allocated a CCA of her choice?

The school will try its best to match your child/ward's interest and aptitude to the CCA allocated. However, in view of limited resources, it is not possible to accommodate every student's wish as there is a quota for every CCA to ensure their sustainability.



BRINGING OUT THE BEST IN OUR CHILDREN, TOGETHER

Role of Parents in the holistic development of your child

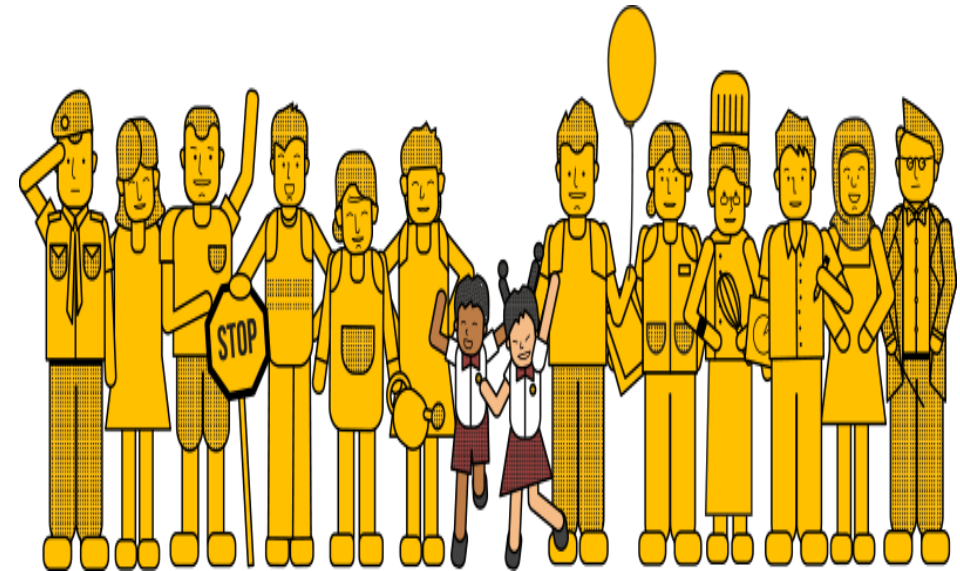
Reinforcement of values, life skills, interests and strengths at home

To provide **valuable advice** to your child in his/her selection of CCA.

To **guide, monitor and support** your child's participation in CCA activities throughout his/her secondary school years.

To keep an **open communication channel** with respective CCA teachers-in-charge with regards to your child's participation in the CCA.

CCAs are designed to be **engaging** with timely events and competition. However, regular check ins with your child/ ward is important.



Transitioning to Secondary One

Differences between Primary School and Secondary School:

- Longer school hours
- Increased commitment to CCAs
- More subjects, more school programmes
- Making new friends
- Greater peer influence
- Greater independence

A smooth transition is made when your child:

- feels safe and comfortable in their new environment.
- is able to manage the daily challenges of school life.



Subjects taken at Secondary One (G3 & G2)

1. English Language
 2. Mother Tongue Language
 3. Mathematics
 4. General Science
 5. History
 6. Geography
 7. English Literature
 8. Design & Technology (D&T)
 9. Food & Consumer Education (FCE)
 10. Character and Citizenship Education (CCE)
 11. Physical Education (PE)
 12. Art
 13. Music
- } for 1 Semester



Subjects taken at Secondary One (G1)

1. English Language
 2. Mother Tongue Language
 3. Mathematics
 4. Science
 5. Design & Technology (D&T)
 6. Food & Consumer Education (FCE)
 7. Character and Citizenship Education (CCE)
 8. Physical Education (PE)
 9. Art
 10. Music
 11. Social Studies
- } for 1 Semester



SUPPORTING YOUR CHILD'S TRANSITION THROUGH SECONDARY SCHOOL

Support

Affirm

Familiarise

Empathise

Supporting your child's transition through Secondary School

Build a caring home environment to nurture the social and emotional skills of your child using these S.A.F.E. tips.

SUPPORT <ul style="list-style-type: none">Find out how your child's preferences are changing. Show interest by asking open-ended questions.Make a habit of chatting at a fixed time each day. E.g. At dinner time.	AFFIRM <ul style="list-style-type: none">Remember your child's strengths. Build his/her self-esteem in those areas. E.g. "You have the unique ability to get along well with people."Praise and affirm efforts in front of relatives and friends. E.g. "She is very helpful towards her grandparents."
FAMILIARISE <ul style="list-style-type: none">Find out what secondary school life is like for students these days.Excite him/her about new experiences secondary school students can have.Encourage him/her to pick up a new hobby or hone skills in outdoor sports.Limit his/her time spent on digital devices.	EMPATHISE <ul style="list-style-type: none">Acknowledge your child's varying emotions. E.g. "I understand you feel anxious about starting school without any of your old friends."Encourage your child to share thoughts and feelings about the new school.Prioritise sufficient sleep.



Spend Time Chatting. Use T.A.D.

Talk <p>Talk about the different realities faced by teens these days compared to the past. E.g. Have you got misbehaved with friends without social media?</p>	Ask <p>Ask about his/her thoughts and feelings on people and events around him/her or in the news. E.g. What are some ways of having a fun weekend? How does he/she feel about the different types of jobs that adults do?</p>	Discuss <p>Discuss some acceptable boundaries with regard to the use of electronic devices. E.g. What are some rules for having a mobile phone (if) or without a data plan?</p>
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QUICK TIPS

- Listen attentively to understand what your child might be feeling and thinking.
- Avoid providing advice immediately when not asked.

These tips need to be used with children of other ages too. It depends on each child's needs. Using these tips as a core skill journey through the school years can help ease anxiety and worries, and build resilience and clear understanding of home.

Ministry of Education



SUPPORT

- Find out how your child's preferences are changing.
- Show interest by asking open-ended questions.
- Make a habit of chatting at a fixed time each day to make it a routine



AFFIRM

- Remember your child's strengths. Build his/her self-esteem in those areas.
- Praise and affirm efforts in front of relatives and friends.



FAMILIARISE

- Find out what secondary school life is like for students these days.
- Excite him/her about new experiences secondary school students can have.
- Encourage him/her to pick up a new hobby or hone skills in outdoor sports.
- Supervise and limit his/her time spent on digital devices.



EMPATHISE

- Acknowledge your child's varying emotions.
- Encourage your child to share thoughts and feelings about the new school.
- Prioritise sufficient sleep.



We want them to be empowered to GROW!

CHANGE IS
AUTOMATIC BUT
GROWTH IS
Intentional

Be **Intentional** Be **Empowered**

Get independent

Responsible in learning

Overcome challenges

Wise use of technology





*East Spring
Secondary School*

School Matters

Timetable Structure (Odd week and Even week)

January 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1	2	3	4
5	Odd Week Timetable					11
12	Even Week Timetable					18
19	Odd Week Timetable					25
26	Even Week Timetable					1

Term 1 Week 1

Term 1 Week 2

Term 1 Week 3

Term 1 Week 4



ASSESSMENT MATTERS

WEIGHTING DISTRIBUTION FOR SEC 1 (2026)

Term 1	Term 2	Term 3	Term 4
WA1	WA2	WA3	End of Year
10%	15%	15%	60%

*Assessment information (date, topics coverage) will be shared via Parents Gateway.



PARENTS GATEWAY



WE ARE HERE TO SUPPORT YOU!

MOE website On latest announcements, policies and data	www.moe.gov.sg
Schoolbag.sg Through articles and multimedia content, Schoolbag provide parents and general public with information and insights related to education, tips for parent involvement and features on school programmes.	www.schoolbag.sg
MOE on Facebook	www.facebook.com/moesingapore
MOE on Twitter	www.twitter.com/#!/MOEsg
MOE on YouTube	www.youtube.com/moespore
MOE on Instagram	www.instagram.com/moesingapore
ESSS website	www.eastspringsec.moe.edu.sg

