

Think.Respect.Grow.

Secondary One Parents' Engagement Session

10 January 2025



EST. 1956

**QUEENSTOWN
SECONDARY
SCHOOL**

Dare to Serve

Programme

Time	Activity
5:00pm	Welcome Address by Principal Briefing by YH (LS) and HOD ICT Welcome by PSG Chairperson
6:00pm	Interaction with Class Mentor @ Level 1 Classrooms
6:30pm	Briefing by Special Education Needs Officer (SENO) @ Level 3 Library

Upload of Slide Deck on School Website

Information shared during this segment will be made available on school website by next Monday, 13 Jan.





Artwork by Esther Bliss Ang Yu Xuan
2RP (2023)

Our School Management Committee



Mr Sim How Chong
Principal

Our School Management Committee



Mr Tan Tai Huat
Vice-Principal



Mrs Yue-Chang Teck Hui
Vice-Principal

Our School Management Committee



Mdm Park Han Na
HOD English
Language & Literature



Mdm Grace Choy
HOD Mathematics



Mdm Jacqueline Chee
HOD Science

Our School Management Committee



Mdm Tan Kah Geok
HOD Mother Tongue
Languages



Ms Chua Siew Hui
HOD Humanities



Mr Khoo Gay Min
HOD Aesthetics &
Technology

Our School Management Committee



Mdm Ang Huan Ting
HOD ICT & Knowledge
Management



Ms Pang Xue Yin
School Staff Developer

Our School Management Committee



Mr Koa Chee Meng
HOD Physical
Education & CCA



Mr Tan Chee Tiong
HOD Character &
Citizenship Education

Our School Management Committee



Ms Leuar Woan Khi
HOD Special Education
Needs



Mdm Janice Han
Year Head
(Upper Sec)



Ms Kang Poh Geok
Year Head
(Lower Sec)

Our School Management Committee



Mr Perdana Putra
SH English
Language



Mdm Jayasolai
SH Mathematics



Mdm Michelle Liang
SH Science

Our School Management Committee



**Mdm Nur Shiqah Binte
Hashim
Acting SH Malay Language**



**Ms Azlina Bte Ali
SH History**

Our School Management Committee



**Mdm Siti Suminah
Bte Hj Abd Moin
SH Design & Technology**



**Mr Johnson Ong
SH Aesthetics &
Visual Performing Arts**

Our School Management Committee



Mdm Koh Minna
SH Physical
Education



Mr Ian Leong
SH Character &
Citizenship Education



Mdm Michelle Phoo
SH ICT & Knowledge
Management

Our School Management Committee



Ms Ow Hui Keng
SH Student Well-Being



Mdm Noorheriza
B Mohd Aris
SH Student Management

Our School Management Committee



**Mdm Nur Haryani
Bte Mohamed Hatta
AYH (Upper Sec)**



**Mr Muhammad Fazari
Bin Othman
AYH (Lower Sec)**

Our Teacher Leaders



Mr Tan Seck Heong
Master Teacher PE



Mdm Sakunthalai
Lead Teacher English
Language & Literature

Our Teacher Leaders



Mdm Yahida Yahya
Senior Teacher
Malay Language



Mdm Grace Khoo
Senior Teacher
Physics



Mr Sean Ng
Senior Teacher
Design & Technology

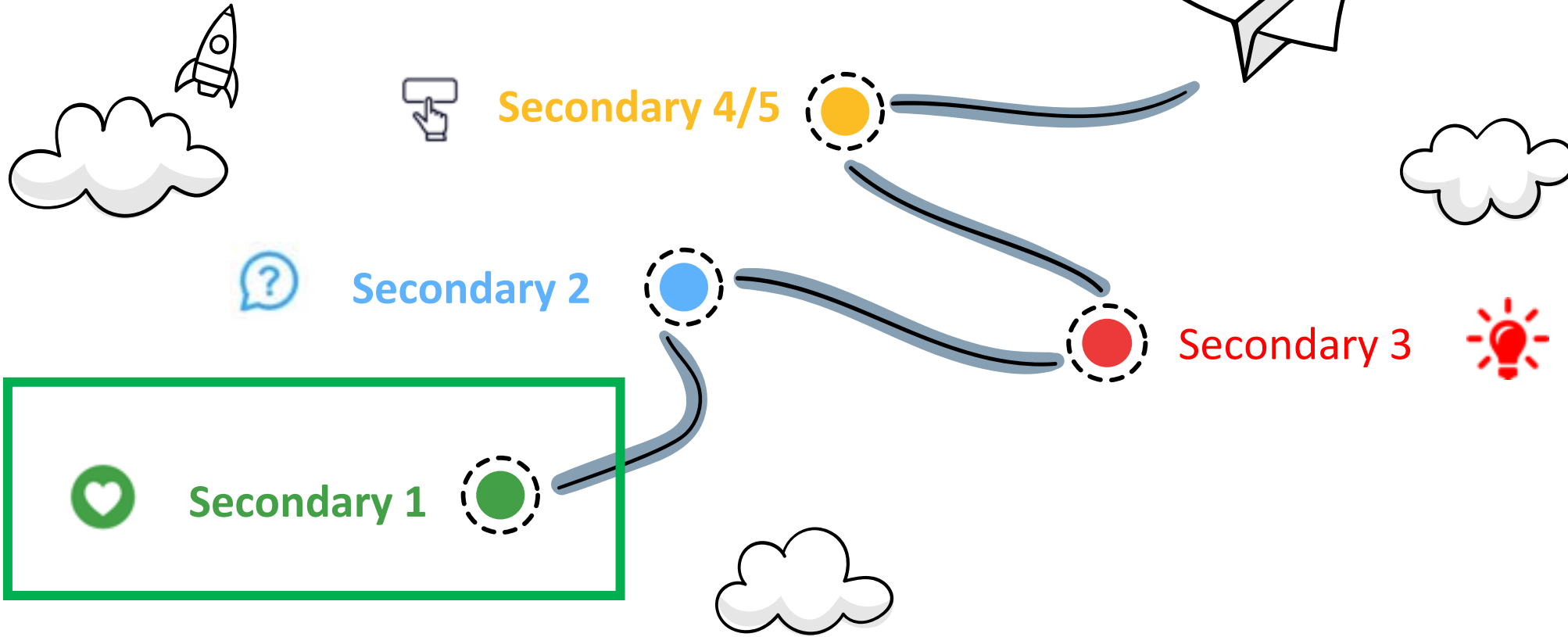
...where your child's Quest continues

The Power of Comma



Dreams & Hopes

Post-Secondary
Education Institutions



“

**At Queenstown
Secondary School...
we believe in the
unique worth of
the individual, the
enhancement of
his well-being and
the symbiotic
relation between
him and the society**



Our School Motto

Berani Berkhidmat
Dare to Serve



EST. 1956

Our School Vision

Leaders for Tomorrow
Anchored in Values
Committed to Serve



EST. 1956

Our School Values

Respect

Resilience

Integrity

Care

Excellence



EST. 1956



THE QUEENSTOWNIAN LIFE

A THRIVING COMMUNITY

FLOURISHING LEARNERS

FUTURE-ORIENTED LEADERS



A Thriving Community
Caring, Empathetic, Respectful

Think.Respect.Grow.

A Safe and Caring Environment for Learning



EST. 1956

**QUEENSTOWN
SECONDARY
SCHOOL**

Dare to Serve



Interactive Spaces

The Foyer

Spaces to Showcase Students' Work and Achievements



Students' Projects & Voices

Consultation & Discussion Spaces



Study spaces



The Foyer – Learning Spaces

Learning Commons – Learning Spaces



- Versatile space for a range of purposes
- Caters to different learning preferences

Consultation & Discussion Spaces



Learning Commons – Learning Spaces

- Designed for student discussion or project work
- Available for booking after-school

Student Well-Being

- Strong **teacher-student relationships** with Class Mentors and subject teachers
- Positive **peer support** networks
- **Collaborative partnerships** with parents
- **Data-informed** socio-emotional support



Student Management @ QTSS

Promote a safe and supportive environment and a culture of care
Prevent challenging behaviours from occurring



A Positive & Proactive Approach to Discipline

Address inappropriate behaviour promptly
Correct it before it affects students' development and well-being



Replace inappropriate behaviour with prosocial, appropriate ones
Restore relationships with others hurt by their actions



Student Well-being

Feeling down or having a friend who needs emotional support? Share the issues with us! *(Approach any school staff for emergency matters.)*

General Feedback

Have some views regarding school matters? Share your opinions with us!

Discipline Matters

Witnessed someone breaking a school rule? Stand up for what is right and share the information with us!

You matter to us!

Student Voice

School Facilities

Report facility faults to us to improve our school's physical environment!

Access the Student Voice portal via the link <http://bit.ly/qtssstudentvoice> or the QR code below:





**Flourishing Learner
pursuing interests &
passions**

Total Curriculum

- Strong Academic Foundation
- Character and Citizenship Education, including Educational Career Guidance
- Co-Curricular Activities

Teacher Modelling – Learning from clear guidance from teachers



Collaborative Learning – Discussion-based Learning (Socratic Seminar)



Collaborative Learning – Learning amplified through technology



Engaged Learning



PROTOTYPE CLASSROOM: INNOVATIVE TEACHING & LEARNING



Use of Mobile Phones in School

- To inculcate a **positive learning culture** in QTSS and ensure students are focused in their learning, all mobile phones must be **switched off** and **kept in the handphone cabinet** during curriculum time and school programme/events.



Use of Mobile Phones in School

- To **build stronger relationships** with their peers through **face-to-face interactions** especially during recess time.
- To **enhance student well-being**
- Students have been reminded on the **responsible use** of mobile phones when needed e.g. they cannot take any photograph, video or audio recording of any school staff or student without seeking their permission.



Nurturing Diverse Learners

- Whole school **Growth Mindset** approach (Learn-Do-Reflect)
- **Joy of learning**: Engaging content, Authentic experiences
- **Student Voice and Choice** for greater ownership of learning experiences
- **Full subject-based banding** and **Talent Development Programme** to cater to individual strengths and interests
- **Tiered academic support** for different progress learners



Nurturing Diverse Learners

- **Sec 3 Subject Combination Selection, KEY PRINCIPLES:**
 - Student's Aspiration
 - Student's Current Capacity
- Provision to offer selected subjects at a less or more demanding level at Upper Secondary to cater to students' interest and ability



Subject Offerings

- English Language
- Mother Tongue Language
- Mathematics
- Additional Mathematics (G3) *
- Social Studies & Humanities Elective (Geography/History) (G2, G3)
- Pure Humanities (Geography, Literature) (G3) *
- Combined Science (G2, G3) / Science (G1)
- Pure Sciences (Chemistry, Physics, Biology) (G3) *
- Principles of Account (POA) (G2, G3)
- Art (G2, G3)
- Design & Technology / Nutrition & Food Science
- Elements of Business Skills (G1)

** Subject to student meeting the relevant criteria*

Cultivating Interests and Passions

Our Academic Achievements

- Class of 2024 'N' Levels
- NA results improved from last year, even as more students were offered Out-of-Stream Subjects. Improvements in pass and distinction rates for 7 and 6 subjects respectively
- Best set of NT results in recent years, with each student achieving a pass for 2 or more subjects. Improvements in pass and distinction rates for 7 and 5 subjects respectively
- Highest number of top performers



Cultivating Interests and Passions

Our Academic Achievements

- Class of 2024 'O' Levels
- Best set of passing rate in recent years, with higher percentage of students who passed 5 or more subjects. Above national.
- Percentages of 4Exp and 5N students eligible for JC/MI and Polytechnics have improved.
- Percentage of 4N students eligible for Polytechnic Foundation Programme (PFP) has improved



Cultivating Interests and Passions

2024 Open House

Find out more about what makes QTSS unique.

[VIEW MORE](#) →



Queenstownians have achieved positive outcomes in both the Academic domain and Co-Curricular Activity (CCA).

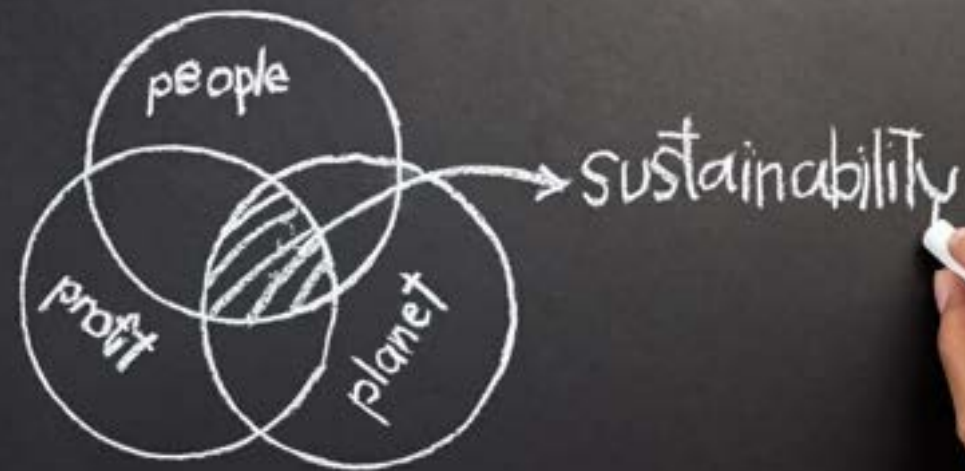
You may refer to our past achievements in my Open House Address.



Future-Oriented Leader
*Serving the larger
community & environment*

FutureLearn

- ▶ Aimed at equipping students with 21st CC and future literacies (sustainability & digital literacy)
- ▶ Synergised ALP & LLP and aligned with Maker Education Design Challenges





Applied Learning on ISSUES OF SUSTAINABILITY



Sec 1 Programme Water Sustainability (Geog & Sci)

Students design and construct a simple filtration system.

Sec 2 Programme Energy and Urban Sustainability (Geog & Sci)

Students redesign an existing common space that will include the features of urban sustainability, and design a simplified solar car.

SOCIAL SUSTAINABILITY



Sec 1 Programme Social Sustainability within School

Students work towards **advocating** inclusiveness in a Diverse Society, **within** the school, by raising the awareness of the **challenges** of the different segments of population with emphasis on different Race, Gender, Learning needs, and Nationality.

Sec 2 Programme Social Sustainability Beyond School

Students work towards **advocating** inclusiveness in a Diverse Society, **within** the school, by raising the awareness of the **challenges and needs** of different segments of population with emphasis on Elderly, Persons with (intellectual) disability

Sec 3 Programme Social Sustainability in the larger community

Students work towards **advocating** inclusiveness in a Diverse Society, **beyond** the school community, by championing the **needs and talents** of the different segments of population.

QUEST GLOBAL PROGRAMME

Learning beyond the borders



Community Youth Leadership
Overseas Trip to Vietnam



Cultural Exchange
to Thailand

Educational Career Guidance through Partnerships



The Polyolefin Company
(Singapore)



ST. ANDREW'S
NURSING HOME



THE
ASTRONAUTS
COLLECTIVE



Career Mentoring

- First session started in 2024
- Senior alumni spanning from the 1970s to 2000s shared their stories and career advice with the junior alumni via panel and group mentoring sessions

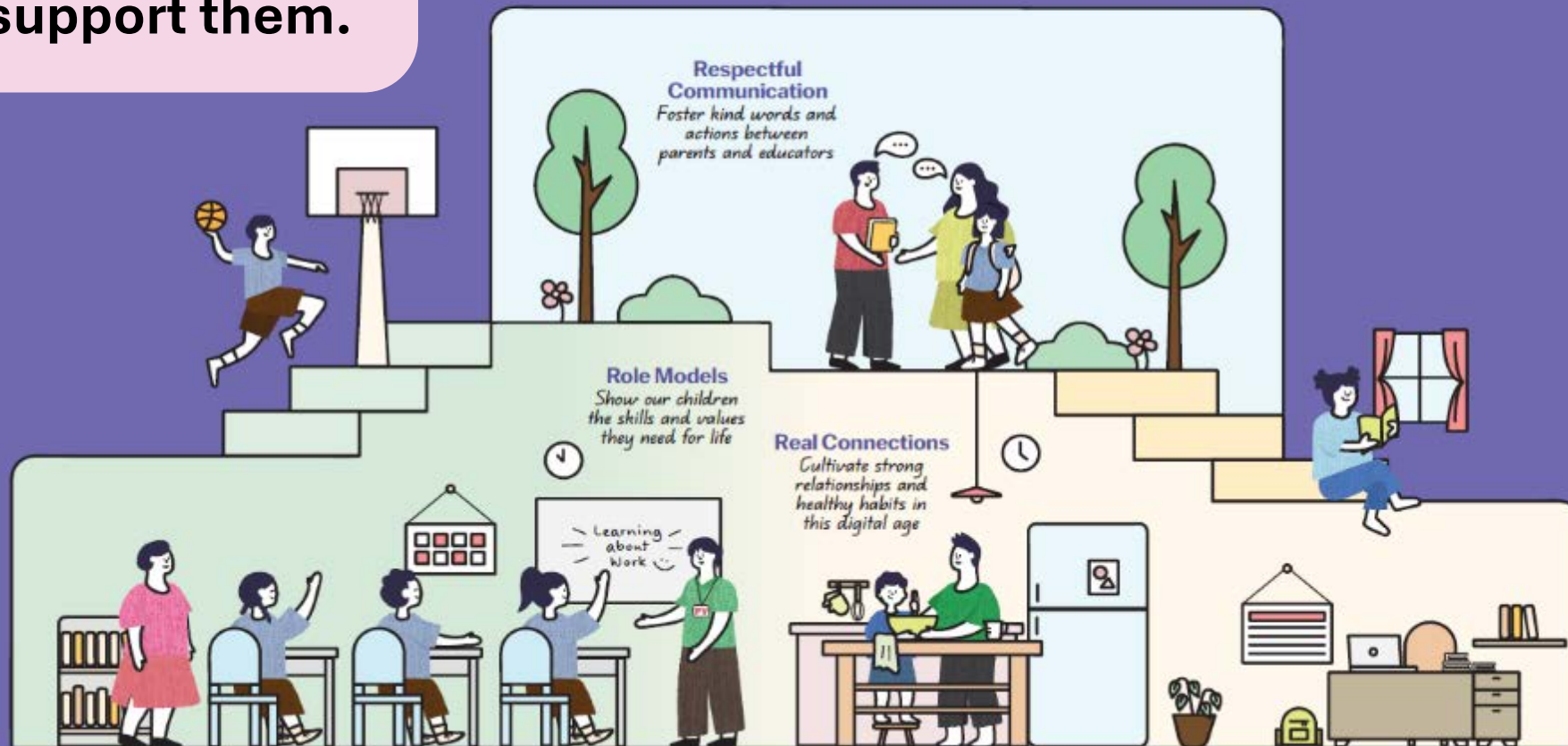


School-Home Partnership

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

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



3 areas we can work together on to foster School-Home Partnership

1 Respectful Communication

2 Role Models

3 Real Connections



Respectful Communication

Foster kind words and actions between schools and educators



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Provide a balanced mix of engaging online and offline activities, at school and at home

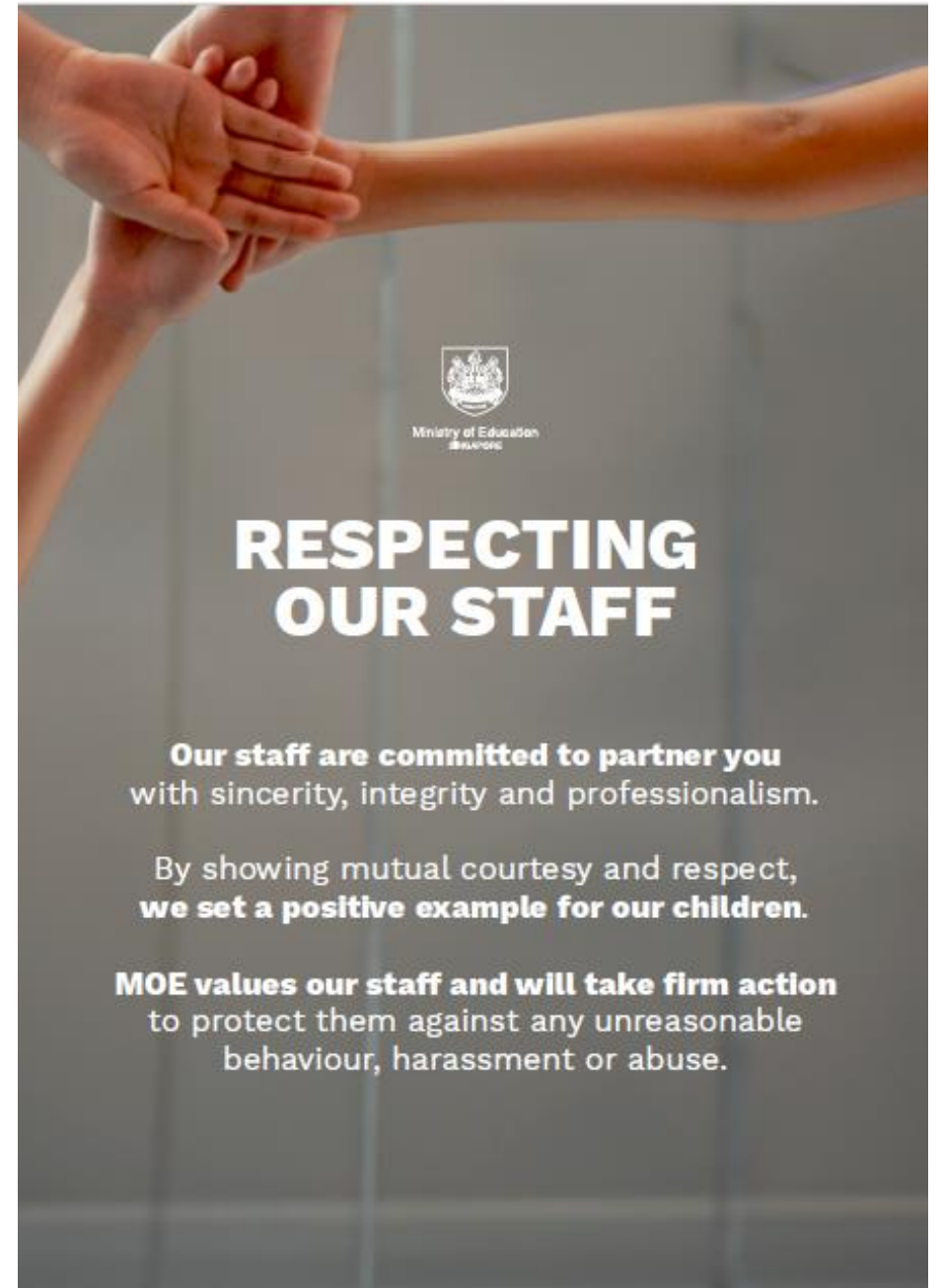
Build strong bonds through shared experiences and meaningful conversations



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



Home-School Partnership



The teachers' working hours are from 7.00am – 5:30pm.

Feel free to email any of us for any clarification and arrange for an appointment if needed.

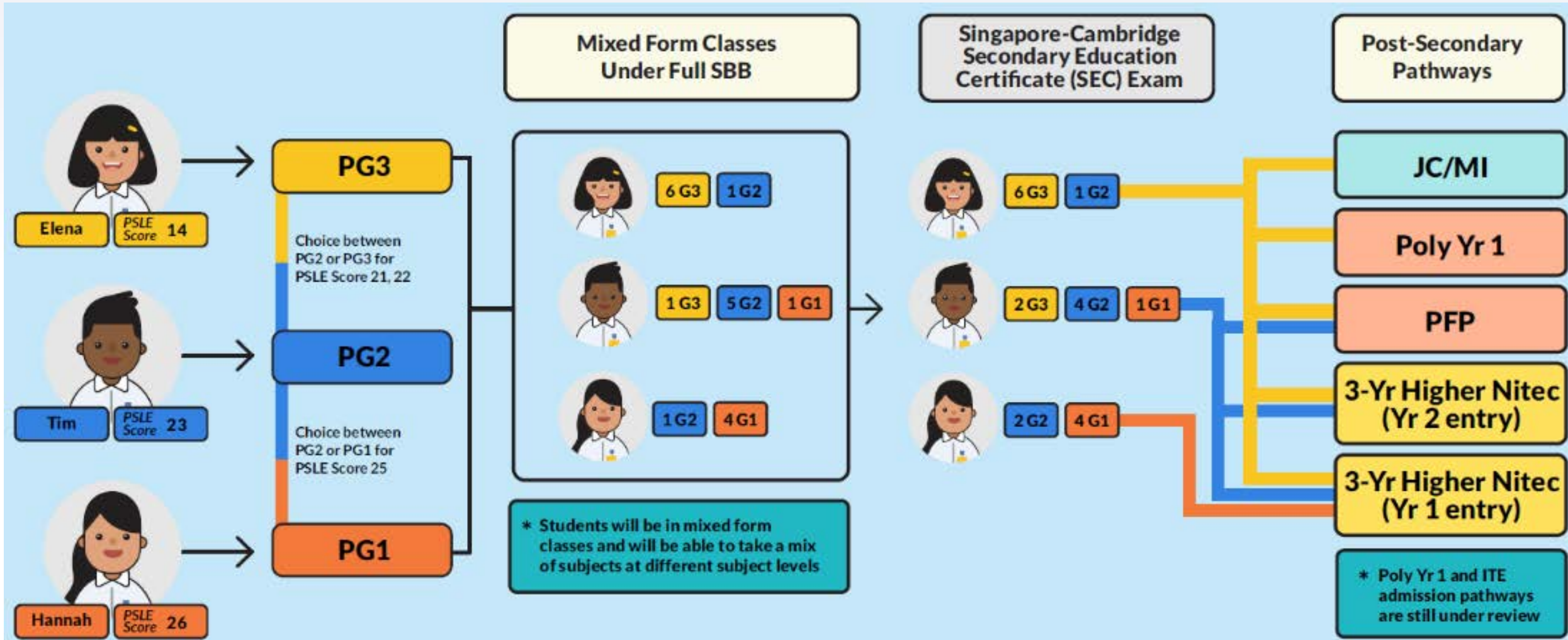
Our email addresses can be found on our school website. My colleagues and I will get back within 3 working days.



Briefing By: Year Head (Lower Secondary)

Artwork by Esther Bliss Ang Yu Xuan
2RP (2023)

Secondary School Experience under Full SBB



Take Ownership of Own Learning

Examinable subjects			
	G1	G2	G3
English Language			
Mother Tongue Languages			
Higher Mother Tongue Languages			
Mathematics			
Science			
Humanities (Geography)			
Humanities (History)			
Humanities (Literature in English)			
Art	common curriculum subjects		
Design & Technology ¹			
Food & Consumer Education ¹			
Non-examinable subjects	G1	G2	G3
Character and Citizenship Education & Assembly	common curriculum subjects		
Physical Education			
Music			
G1 Humanities (Social Studies, Humanities Exposure Modules)			

Teaching Groups

Subject Level Flexibility Throughout Secondary Education

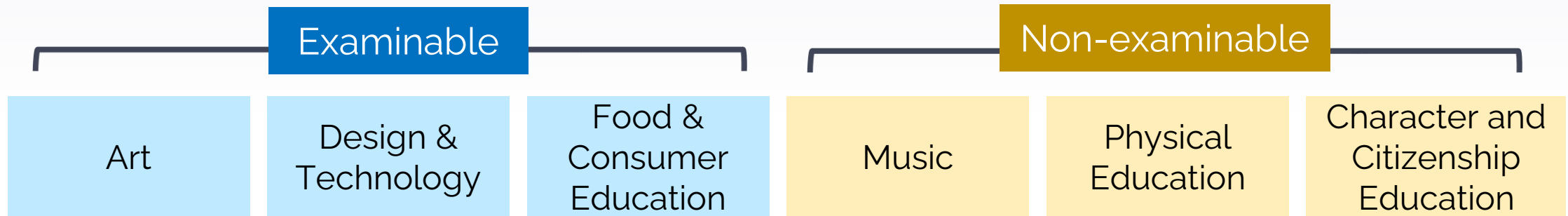
- Beyond the start of Secondary 1, students may adjust their subject levels across their secondary school journey.
 - ▶ E.g. Students can also offer English Language, Mathematics, Science and/or Mother Tongue Languages at a more demanding level **from Secondary 1 Semester 2**.
 - ▶ E.g. Students can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

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

***Strong recommendation** by subject teachers that the student is deemed able to cope with the subject at a more demanding level.

Common Curriculum Subjects

- Students will take six common curriculum subjects with their **mentor class**:



- These subjects take up approximately one-third of curriculum time, giving students time to interact with classmates of different strengths and interests.

Secondary One Assessment Weighting

	Term 1	Term 2	Term 3	Term 4
Assessment	WA 1	WA 2	WA 3	End-Of-Year Exam
Weighting	10%	15%	15%	60%

Various modes of Assessment:

Oral, written, coursework, performance task, project etc

Assessment information can be obtained from the school website



ABOUT US ▾

DEPARTMENTS ▾

CCA ▾

PROGRAMMES ▾

STUDENTS ▾

PARENTS ▾

SCHOOL LINKS ▾



HOME / STUDENT LINKS / ASSESSMENT MATTERS

Assessment Matters

Assessment Matters

School Rules

School Timetable

Student Voice

Assessment Matters

SLS Helpline

Student Links

Student Handbook



Progression to Secondary 2

- All students will generally progress to Secondary 2.
- Teachers will check in with students and parents in a timely manner to discuss the subjects and respective subject levels that **best suit the student based on their progress**.
- Students can offer certain subjects at a **more/less demanding level** based on his/her interest and learning progress.
- Parents are also strongly encouraged to monitor their children's progress.



CCA Matters

LEAPS 2.0 and Sec 1 CCA Information can be found on the school website

CCA Grades (LEAPS 2)

CCA Grades (LEAPS 2)

Important Sec 1 CCA
Information

Click  [Here](#) for

CCA Grades (LEAPS 2)

Important Sec 1 CCA Information

Uniformed Groups

Sports

Performing Arts

Clubs & Societies

CCA Schedule & Venues



CCA offerings

Uniformed Groups (UG)

Sports and Games

Visual & Performing Arts (VPA)

Clubs and Societies

Girl Guides
(girls only)

Basketball

Chinese Chinese

Design & Innovation

NCC (Land)
(boys only)

Football
(boys only)

Choir

Strategy Games

NPCC

Wushu

Concert Band

Digital Media

Red Cross

Table-Tennis

English Drama

Scouts (Sea)
(boys only)

Volleyball

Malay Dance

Main CCA Day: Every Wednesdays, 3:15pm – 6:00pm

CCA is part of the Total Curriculum, students are expected to attend the planned CCA sessions.

Lunch – Scheduled in timetable.

Students are to remain in school to have their lunch before attending CCA (unless prior approval has been given for them to be excused from CCA).

CCAs – Additional CCA Training Days

- Some CCAs may have additional training days
- **Visual & Performing Arts and Sports** typically train 2 to 3 times a week nearing their competition season.
- **Uniformed Groups and Clubs & Societies** sessions are typically conducted on the main CCA Day (Wed) unless otherwise stated.
- Refer to the school website for more details.

SEC 1 CCA Selection Process

1. Students who have successfully applied to QTSS through CCA will be allocated first.
2. Basketball, Football, Table Tennis, Volleyball & Choir are not available for selection. All interested students must attend the sports trial/audition.
3. Students who have successfully cleared the CCA trial and accepted the CCA will be allocated.
4. Allocation to other CCAs: Ranking of their CCA choice, Primary School CCA & Achievement and Fitness Test Results (if relevant)
5. In 2024, 92% of SEC 1 students obtained their first 2 choices. (82% obtained their 1st choice).

SEC 1 CCA Timeline

S/No.	Activity	Date	Remarks
1.	SEC 1 CCA Exposure	3 & 6 Jan	During SEC 1 Orientation
2.	SEC 1 CCA Trial: Sign-Up	8 to 10 Jan	During PE lessons
3.	SEC 1 CCA Trials	14 to 24 Jan	Refer to school website
4.	SEC 1 CCA Selection (online)	* 3 to 7 Feb	During PE lessons
5.	SEC 1 CCA Posting	* 10-Feb	During Morning Assembly
6.	SEC 1 CCA Commence	* 12-Feb	1515 onwards

** : denotes that the timeline is tentative and dependant on the numbers of applicants during the trial*

SEC 1 CCA Commence – *12 Feb 2025

- Results will be released to students through their Class Mentors on *10 Feb.
- Students are to take ownership of their choices, they will remain in their allocated CCA (especially if they are allocated their first 2 choices) unless they have a strong and valid reason.
- Change of CCA is only allowed at the start of the following year.

** : denotes that the timeline is tentative and dependant on the numbers of applicants during the trial*



Safety and Well-Being



Quick Drop-Off and Pick-Up Points



MAIN GATE



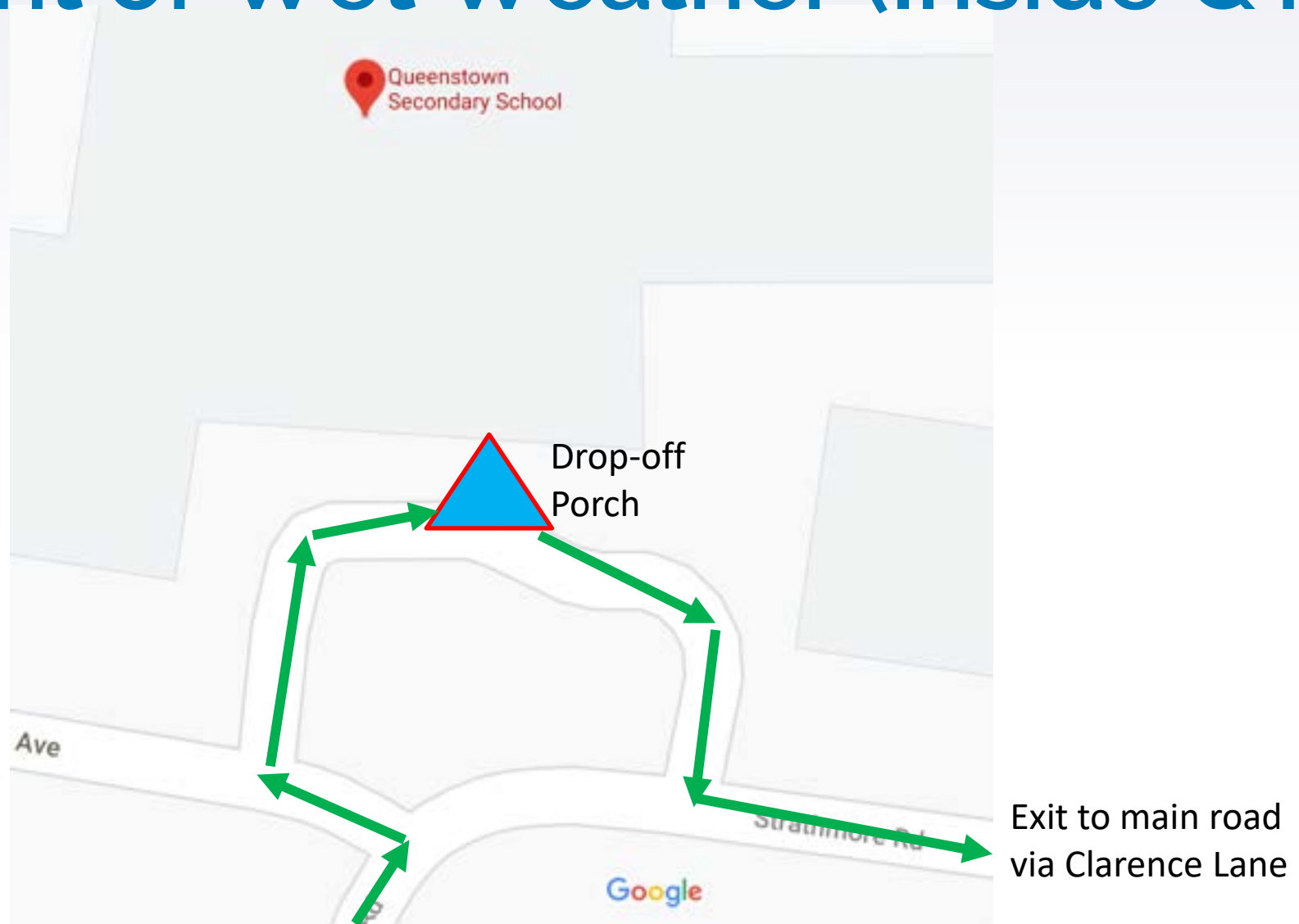
REAR GATE

HDB Carparks

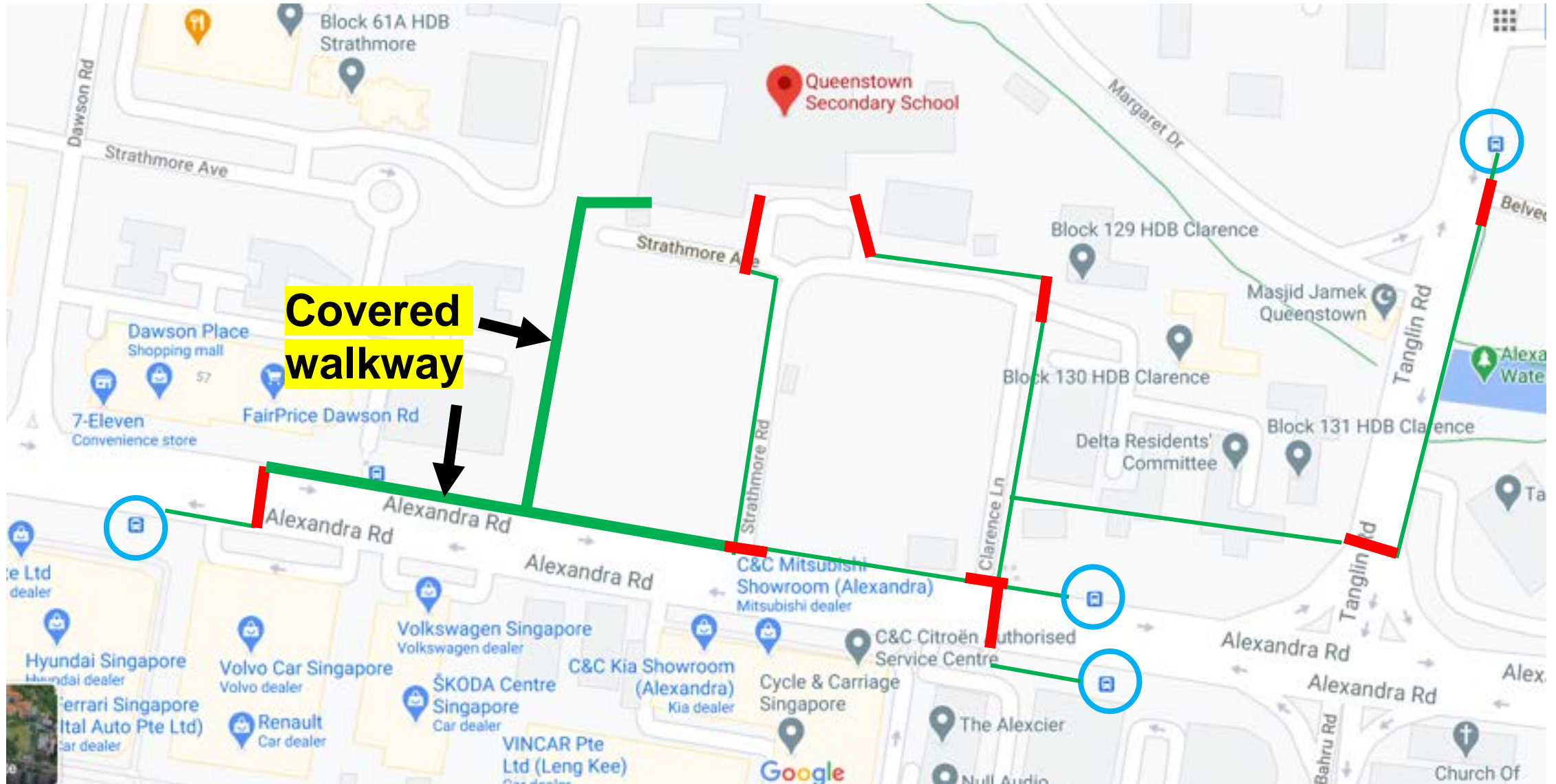
(Alternatives if the drop-off point(s) are packed)



Quick Drop-Off and Pick-Up Point In the Event of Wet Weather (Inside QTSS)



Safe Routes for Walking To School



Be Vigilant at the Crossing Outside Main Gate



School Canteen Vendor Opportunity



Looking for reliable food vendors to operate in our school canteen and cater to our students' needs.

Vendors providing halal food are especially encouraged to apply.

Please reach out to us if you have any contacts or are interested.

The Personal Learning Device (PLD) Initiative

Briefing for Parents

A PRESENTATION BY
MINISTRY OF EDUCATION, SINGAPORE



Intended Outcomes of the PLD Initiative

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

Learning with a PLD

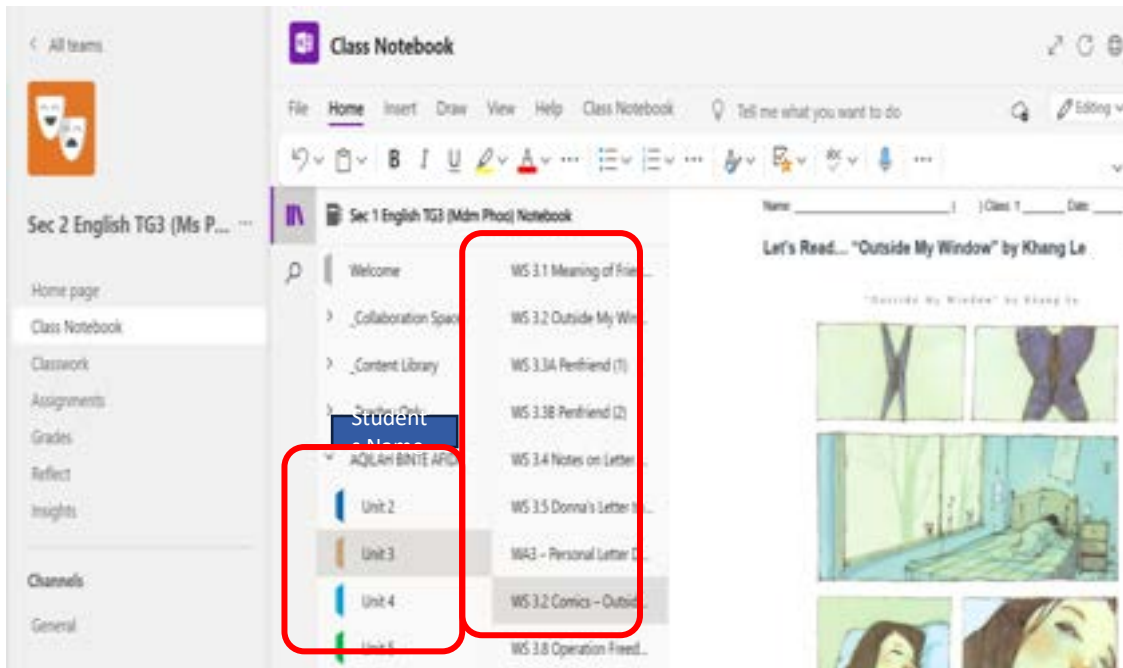
Queenstown Secondary School

Note: The information contained in this deck of slides is customised according to our school's context and the device selected.

How will your child/ward use the PLD?

At Queenstown Secondary School, your child/ward will be using the PLD for learning in and out of the classroom. Your child/ward will be using Microsoft Teams and the Student Learning Space to enhance their learning:

1. These platforms allow easy **access of resources anytime, anywhere:**



Students can see materials in **full-colour**

How will your child/ward use the PLD?

2. Allow **archiving of resources** within a Class Notebook, including multi-media materials.

The image displays two screenshots of a Class Notebook interface. The left screenshot shows a notebook page titled "Discussion in pairs on Conduction vs Convection". The page contains the text: "Watch the YouTube animation on Convection. Discuss with your partner and answer the questions below." followed by a link to a YouTube video titled "Physics - Energy - Heat Transfer - Convection". Below the link is a video thumbnail for "Heat Transfer - Convection" with a play button. A blue arrow points from this video thumbnail to the right screenshot. The right screenshot shows a storyboard titled "Storyboardthat: Horror Comics" with a grid of comic panels. A blue arrow points from the text "Archive digital artefacts" to the storyboard. Another blue arrow points from the text "Archive videos used in class" to the video thumbnail in the left screenshot.

How will your child/ward use the PLD?

3. Allow students to do **note-taking** and teachers to **grade assignments**.

The screenshot shows a 'Class Notebook' interface with two physics problems and their solutions. The first problem involves a motorcycle's motion, with a speed-time graph and handwritten calculations for acceleration and deceleration. The second problem involves a car's motion, with a speed-time graph and handwritten calculations for acceleration and deceleration. The work is annotated with various colors and symbols.

Problem 1: During a trial run on a racetrack, the motorcycle accelerates uniformly from rest at a constant rate of 7.3 m/s^2 until the speed is 60 m/s . The motorcycle then travels at a constant speed until it has gone a further 600 m . It then decelerates non-uniformly to a stop in 12.0 s . Put a speed-time graph to show the complete motion of the motorcycle in the grid below.

Problem 2: A car travels at 20 m/s for 1.5 minutes. It then accelerates uniformly to a speed of 30 m/s in 1 minute. It travels at a constant speed of 30 m/s for a further 1.5 minutes before decelerating uniformly to rest in 1.5 minutes. (a) On the grid below, plot a graph to show the variation with time of the speed of the car.

The screenshot shows an 'EBS Chapter 6 Quiz' interface. The quiz question (Q7) asks for personal qualities important in a service industry. The answer is handwritten in blue ink. The interface includes a 'SAVE AS DRAFT' button and a sidebar with navigation options.

Q7

For customers to experience quality customer service, it is important to have the following personal qualities. Explain why the following qualities are important in a service industry:

- 1) Problem solving skills
- 2) Efficiency

Read Less

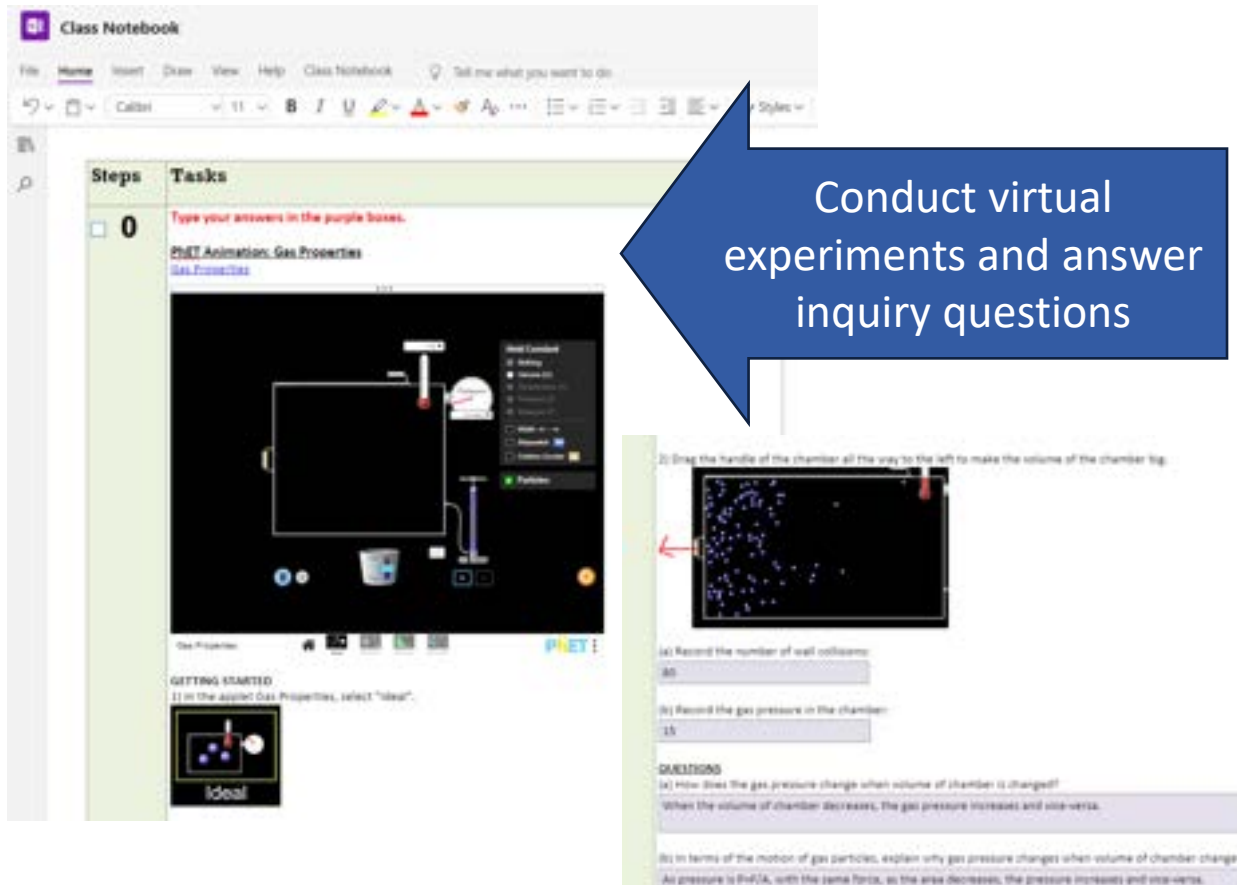
Type answer here

SAVE AS DRAFT

Students can annotate using different colours

How will your child/ward use the PLD?

4. Allow for **interactive lessons** to increase **engagement** in the classrooms.



The screenshot shows a 'Class Notebook' window with a 'Steps' and 'Tasks' section. A task titled 'PHET Animation: Gas Properties' includes a simulation interface with a piston and gas particles. A blue arrow points from the text 'Conduct virtual experiments and answer inquiry questions' to the simulation area.

Class Notebook

File Home Insert Draw View Help Class Notebook Tell me what you want to do

Steps Tasks

0 Type your answers in the purple boxes.

PHET Animation: Gas Properties
Gas Properties

Conduct virtual experiments and answer inquiry questions

2) Drag the handle of the chamber all the way to the left to make the volume of the chamber big.

(a) Record the number of wall collisions:
80

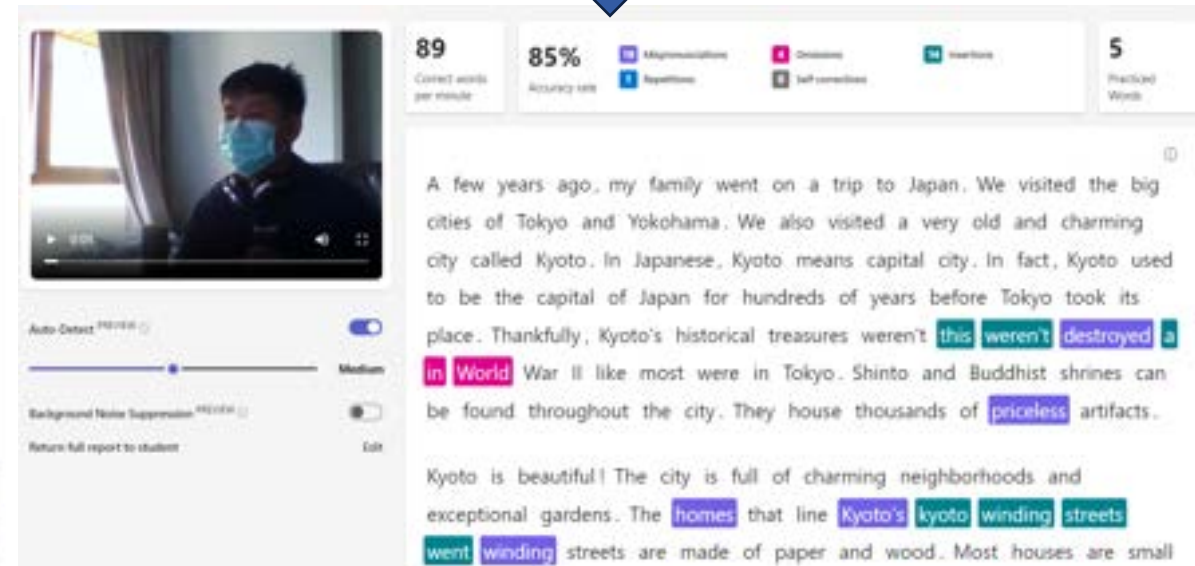
(b) Record the gas pressure in the chamber:
15

QUESTIONS

(a) How does the gas pressure change when volume of chamber is changed?
When the volume of chamber decreases, the gas pressure increases and vice-versa.

(b) In terms of the motion of gas particles, explain why gas pressure changes when volume of chamber changes.
As pressure is F/A , with the same force, as the area decreases, the pressure increases and vice-versa.

Reading Progress uses AI to assess each student's reading and give personalised feedbacks for the student to make improvements during practice.



The screenshot shows a 'Reading Progress' interface with a video of a student reading. It displays performance metrics: 89 Correct words per minute, 85% Accuracy rate, and 5 Practiced Words. The text being read is about Kyoto, with words like 'weren't', 'destroyed', 'priceless', 'homes', and 'winding' highlighted in colored boxes. A blue arrow points from the text above to the Reading Progress interface.

89 Correct words per minute

85% Accuracy rate

5 Practiced Words

Auto-Detect REVISION

Background Noise Suppression REVISION

Return full report to student

A few years ago, my family went on a trip to Japan. We visited the big cities of Tokyo and Yokohama. We also visited a very old and charming city called Kyoto. In Japanese, Kyoto means capital city. In fact, Kyoto used to be the capital of Japan for hundreds of years before Tokyo took its place. Thankfully, Kyoto's historical treasures weren't **this weren't destroyed a in World** War II like most were in Tokyo. Shinto and Buddhist shrines can be found throughout the city. They house thousands of **priceless** artifacts.

Kyoto is beautiful! The city is full of charming neighborhoods and exceptional gardens. The **homes** that line **Kyoto's kyoto winding streets went winding** streets are made of paper and wood. Most houses are small

How will your child/ward use the PLD?

Other digital tools that will be used in the classroom to aid learning:



AUTODESK[®]
SKETCHBOOK

Supporting Students in the Safe and Effective Use of the Devices

School Rules on Digital Device Use

Full details in [Student Handbook](#) Pg 46-50: Personal Learning Device (PLD) – User Guide and Advisory

- Students are expected to **bring** their PLDs to school **daily**.
- Every PLD should be **fully charged at home** before it is brought to school.
- Students should not use their PLD during lessons without a **teacher's permission**.
- Students must be responsible for the safe-keeping of their PLDs and **not leave them unattended**. During recess, PE or CCAs, they should **store their PLDs in their assigned lockers**.



Cyber Wellness Programmes

Through various Cyber Wellness programmes in Queenstown Secondary School, students will learn to be **respectful, safe, and responsible users of technology**:

- **Cyber Wellness Week** for students to advocate about cyber wellness
- Class discussions on cyber wellness issues during **CCE lessons**
- A series of **Assembly Programmes** to share cyber wellness tips
- **Peer Support Culture** to promote a positive online presence.



Role of the DMA in Providing a Safer Digital Environment for Learning

DMA Installation

- The Windows Device Management Application (DMA) solution, Blocksie, will be installed on all students' devices to provide a safe learning experience for students. The DMA will be funded by MOE.
- 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 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).
- Students will be able to use the device from 6.30 a.m. to 11 p.m. daily
- The school will determine the applications and programs to be installed to support teaching and learning.

After-School DMA Parent Options

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

Default	Option A	Option B
<p>In-school DMA settings will continue after school hours</p>	<p>DMA settings can be modified by Parents/Guardians after school hours</p>	<p>DMA will be inactive* after school hours</p>
<p>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.</p>	<p>For parents/guardians who prefer to take charge of the level of restrictions for their child’s/ward’s use of the device after school hours regulated by the DMA.</p>	<p>For parents/guardians who do not want their child’s/ward’s use of the device after school hours to be regulated by the DMA at all.</p>

*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.

Device and Funding Information

Queenstown Secondary School's PLD



The school will be using the **ACER TravelMate Spin TMB312RN-31** for teaching and learning.

Total cost of the bundle includes 3-year warranty and 3-year insurance with GST: **\$623.40**

12.2" HD Touch | Convertible
Intel N150 | Win11Pro | 8GB RAM | 256GB PCIe SSD
Active Stylus Pen

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 9 January 2025.
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> by 17 January 2025 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 All Students

Time Frame	Activity
9 January	Receive consent to PLD purchase (via PG) which includes the following: <ul style="list-style-type: none"> • Intent to Purchase Personal Learning Device (PLD); • Authorisation for the Collection of PLD • 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.
17 January	Deadline for submission of consent
31 March-4 April Term 2 Week 2	PLD Distribution Day <ul style="list-style-type: none"> - Collection of devices by students - Installation of DMA
31 March-4 April Term 2 Week 2	CCE Lessons <ul style="list-style-type: none"> - Class discussion and signing of Acceptable Use Policy (AUP) - Microsoft Teams orientation



About US @ QTSS PSG

Sec 1 Parents Engagement Session
10 January 2025

PSG MISSION

**To Grow A Community of Active Parents
In Support of the School's Mission
to bring out the Best in Our Children**

PSG SUPPORTING SCHOOL EVENTS



CNY Loh Hei



Racial Harmony Day



Annual Cross Country



PSG PARENT-CHILD BONDING ACTIVITIES



Kayaking



Annual Bowling Meet



Archery & Laser Tag



The big family at QTSS



Why I joined the Parents Support Group (PSG)



Feel heard and understood about parenting. Share experiences and provide much-needed emotional support



Share valuable resources & information about school events, educational tools, and community services.

Improved communication between parents and children



Fosters a sense of community and belonging, which can be beneficial for both parents and children and the school.

Why I joined the Parents Support Group (PSG)



To be the best friend and father, not only at home, but also in his **ACADEMIC learning journey** to be

- A crucial role model
- Guidance, support, love, and giving a sense of security
- Teaching him important life lessons
- Encouraging independence,
- Shaping his character and values

essentially acting as a pillar of strength and stability in his development.

PSG PARENT-CHILD BONDING ACTIVITIES

DFL Father Day Cooking & Family Lunch



Racial Harmony Amazing Race



PSG PARENT-CHILD BONDING INDOOR ACTIVITIES



Muffins & Cookies Making



Planting Terrarium



Team Building



PSG PARENT-CHILD BONDING INDOOR ACTIVITIES



Teachers' Day Craft Workshop


Graduation Day Gift Craft Workshop



PSG MOOTING OF NEW INTEREST GROUPS (IGs)



WHY JOIN QTSS PSG?

- ▶ **Be Informed** –  your awareness of your child's development
- ▶ **Be Buddy** – strengthen your bonding with your child
- ▶ **Be Friends** – expand your social network
- ▶ **Be Active** – improve your work-life balance
- ▶ **Be part of US** – support your child's well-being and mental resilience

**‘ Parent-Child Bonding enables greater Positive Influence
on your Child's Learning & Development ’**

JOIN QTSS PSG!



Scan the QR Code and
submit your e-form

Parent-Child Bonding enables
greater Positive Influence
on your
Child's Learning & Development

Interaction with Class Mentors

Parents/guardians are invited meet with your child/ward's Class Mentors (CMs) at the respective classrooms.

All Secondary 1 students will remain in the hall for a short briefing.

We will dismiss the students at 6:30pm.

Venues

Level 1

1 Gratitude (1GR)	1 Aspire (1AS)	1 Respect (1RP)	1 Resilience (1RL)	
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Stairway

Level 1

1 Integrity (1IN)	1 Care (1CA)	1 Excellence (1EX)	1 Service (1SE)
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LIFT

Hall

1 Gratitude Class Mentors



Mdm Grace Khoo



Ms Freya Keertikar

1 Aspire Class Mentors



Ms Lim Li Kiang



Mr Lim Jit Hiang

1 Respect Class Mentors



Mdm Koh Minna



Mr Daniel Lee Jia Xin

1 Resilience Class Mentors



Mdm Tang Siow Leng



**Mr Tan Zheng Han,
Hans**

1 Integrity Class Mentors



Mdm Stella Ng Kiat Ee

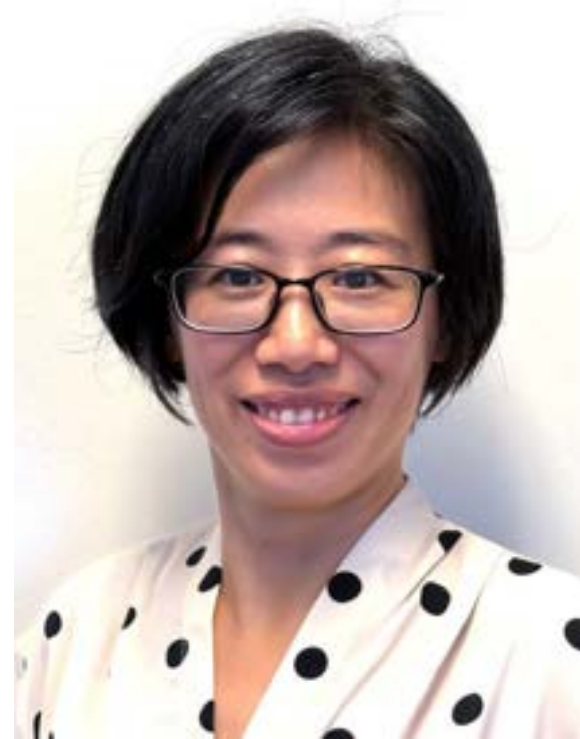


Miss Yeo Siew Yun, Elssa

1 Care Class Mentors



Mr Perdana Putra



Mdm Li Min

1 Excellence Class Mentors



Miss Azlina Binte Ali



Mr Zhong Shu Hao

1 Service Class Mentors



Mr Ernest Tan Jing Heng



**Miss Huldah
Anna Lee Qian Ai**