

Think.Respect.Grow.

Secondary Three Parents' Engagement Session

17 January 2025



EST. 1956

**QUEENSTOWN
SECONDARY
SCHOOL**

Dare to Serve

PROGRAMME OUTLINE

Time	Activities
5:00pm	Welcome and sharing by Vice-Principal, Mr Tan Tai Huat
5:20pm	Sharing by Upper Secondary Year Head, Ms Janice Han, HOD/CCE, Mr Tan Chee Tiong and SH/PE, Mdm Minna Koh
5:45pm	Q&A
6:00pm	Interaction with Class Mentors
6.30pm	End of Programme

Question and Answer (Q&A)

To ask a question, open “Q&A” at the top right hand corner of your Teams window.

To ask a question, type in the Ask a question text box at the top of the Q&A panel.

Queries related to class matters can be raised during the “Interaction with Class Mentor” segment.



Upload of Slides on School Website

Slides shared during the webinar will be made available on the school website by next Wednesday, 22 January 2025.

QUEENSTOWN
SECONDARY SCHOOL

ABOUT US ▾ DEPARTMENTS ▾ CCA ▾ PROGRAMMES ▾ STUDENTS ▾ PARENTS ▾ SCHOOL LINKS ▾

HOME / PARENT ENGAGEMENT SESSION

Parent Engagement Session

- Sec 1 Appeal for Transfer In
- Waitlist for Student Transfer
- Parent Engagement Session
- PLD Initiatives
- Parents Gateway (PG)
- Parent Support Group

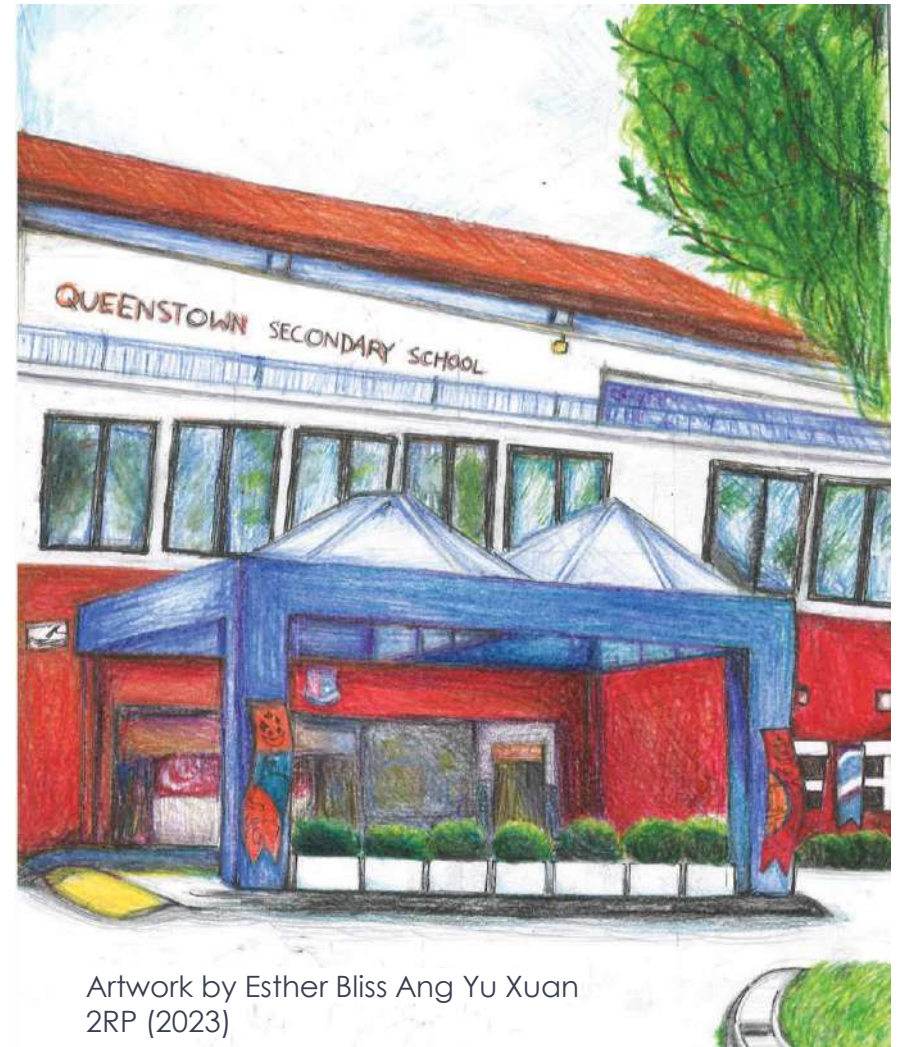
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Address by Vice-Principal



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

Dare to Serve

**... where your child's
Quest continues**





At Queenstown... we believe in the unique worth of the individual, the enhancement of his well-being.

Celebrating different **strengths, talents, and aspirations.**

Opportunities for Growth

Higher Academic Rigour

- ▶ Content will be broader and deeper, students would be expected to demonstrate higher order skills (e.g. For History, **inferences** from content in S2 would suffice, while demonstrating **critical thinking** in S3 is expected. For Sciences, while a **broad understanding** of Sciences would meet the S2 baseline demand, S3 is expected to be more **precise and rigorous** in explanation)



Opportunities for Growth

Leadership Opportunities

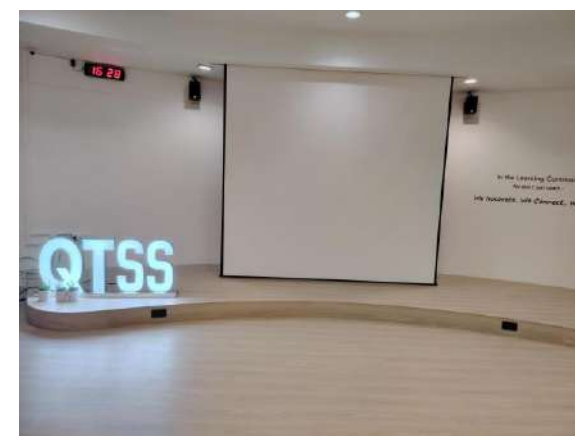
- ▶ Contribute to **positive self-concept** amongst students
- ▶ Provide more opportunities to develop **future-oriented** leaders

Leadership **is independent of role/appointment**, students could hone their leadership in **formal and informal** roles, be it as CCA Captain or Group Leaders in projects.

Supporting the Transition From Sec 2 to 3

CHALLENGES	DESIRED OUTCOMES
<ul style="list-style-type: none">• Increased expectations of being self-directed	<ul style="list-style-type: none">• A passionate learner who is a self-directed and manages multiple roles and expectations effectively
<ul style="list-style-type: none">• Face multiple demands on his/her time and multiple expectations from different areas	<ul style="list-style-type: none">• Be able to prioritise tasks, practice self-discipline and good time-management. Be resilience, adopts a Growth Mindset and able to handle stress.
<ul style="list-style-type: none">• Discover strengths and passion, and explore possible career options	<ul style="list-style-type: none">• A reflective thinker who works hard to achieve his/her dream, supported by parents and school.

Upgraded Facilities



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 their lockers during curriculum time and school programme / events.**



Use of mobile phones in school

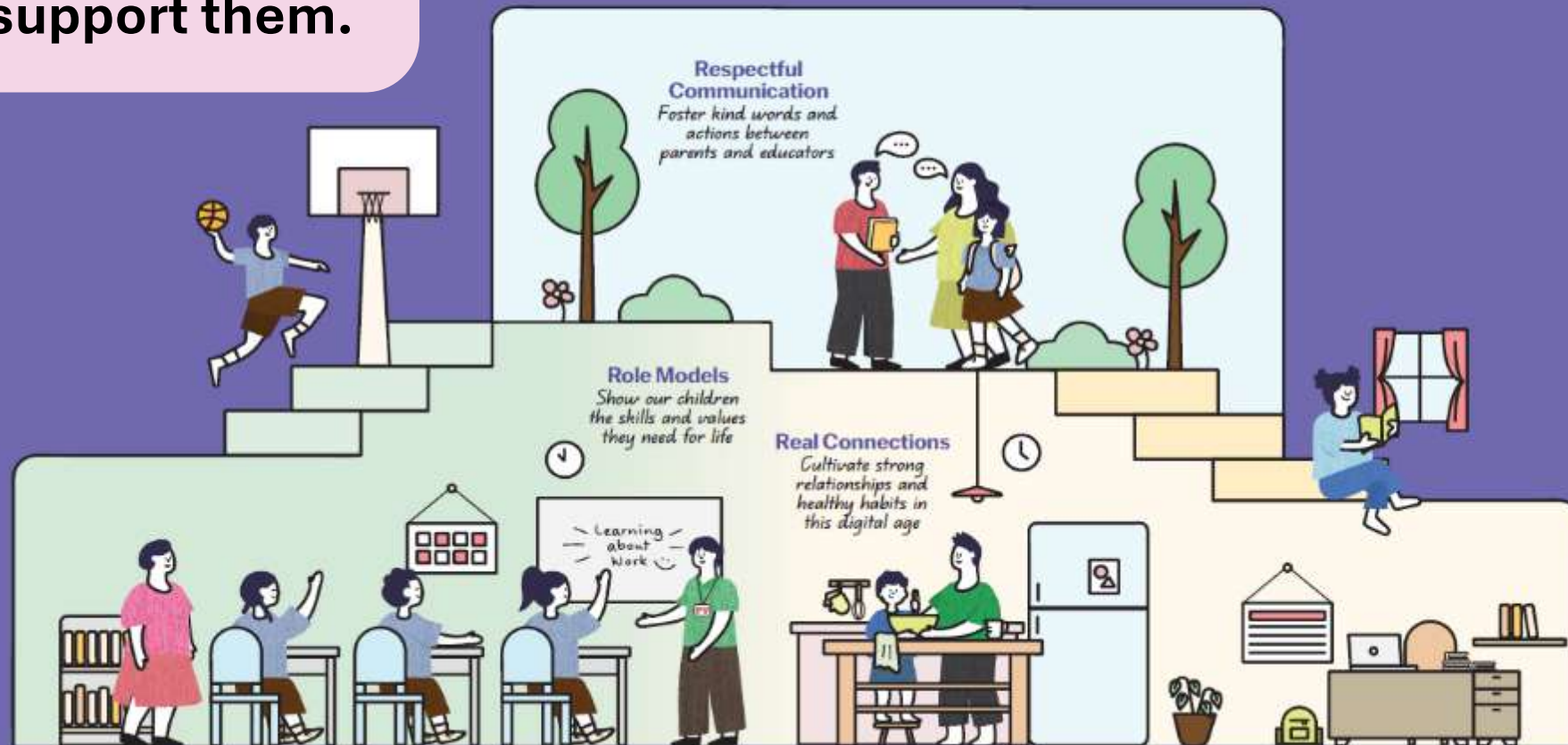
- To **build stronger relationships** with their peers through **face-to-face interactions** especially during recess time.
- To **enhance student well-being**
- Students have been reminded on the **responsible use** of mobile phones when needed e.g. they cannot take any photograph, video or audio recording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

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



A joint effort in 2024 by the Ministry of Education and COMPASS

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 parents 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

Building Relationships Page 20

Helping Your Child Build Healthy Relationships

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

Things You Can Do

- 1. **Expose your child to a range of social situations.**
 - For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
 - For older children, encourage them to make friends with peers who have similar interests.
- 2. **Encourage your child to strengthen existing relationships.**
 - Facilitate healthy relationships with supportive extended family members.
 - Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

Things You Can Say

- 1. **Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.**

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- 2. **Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected to your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.**

If you ever feel pressured to do something or be someone you are not in order to fit, please know that you can come to me to share your thoughts and struggles. We'll work through that together.
- 3. **Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.**

How has this affected you or your friend?
What are your expectations of a good friend?
How can you make things better?

YOU'VE GOT THIS!

Navigating the Digital Age Page 24

Helping Your Child Thrive in the Online Space

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

Things You Can Do

- 1. **Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives.**

Why do you think they said that?
If you were in their shoes, would you agree with their opinion?
Consider the issue from another perspective by applying **S.U.R.E.** (Source, Understand, Research, and Evaluate).
- 2. **When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.**

Is your message respectful and organised?
Consider the issue from another perspective by practicing **T.H.I.N.K.** (Thoughtful, Helpful, Inspiring, Necessary, and Kind).
- 3. **Posts with negative comments may upset your child even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.**

How do these comments make you feel?
It's okay to feel upset. It's also okay to respond to those comments. Share with us all the comments and notifications and do something else for now!

YOU'VE GOT THIS!



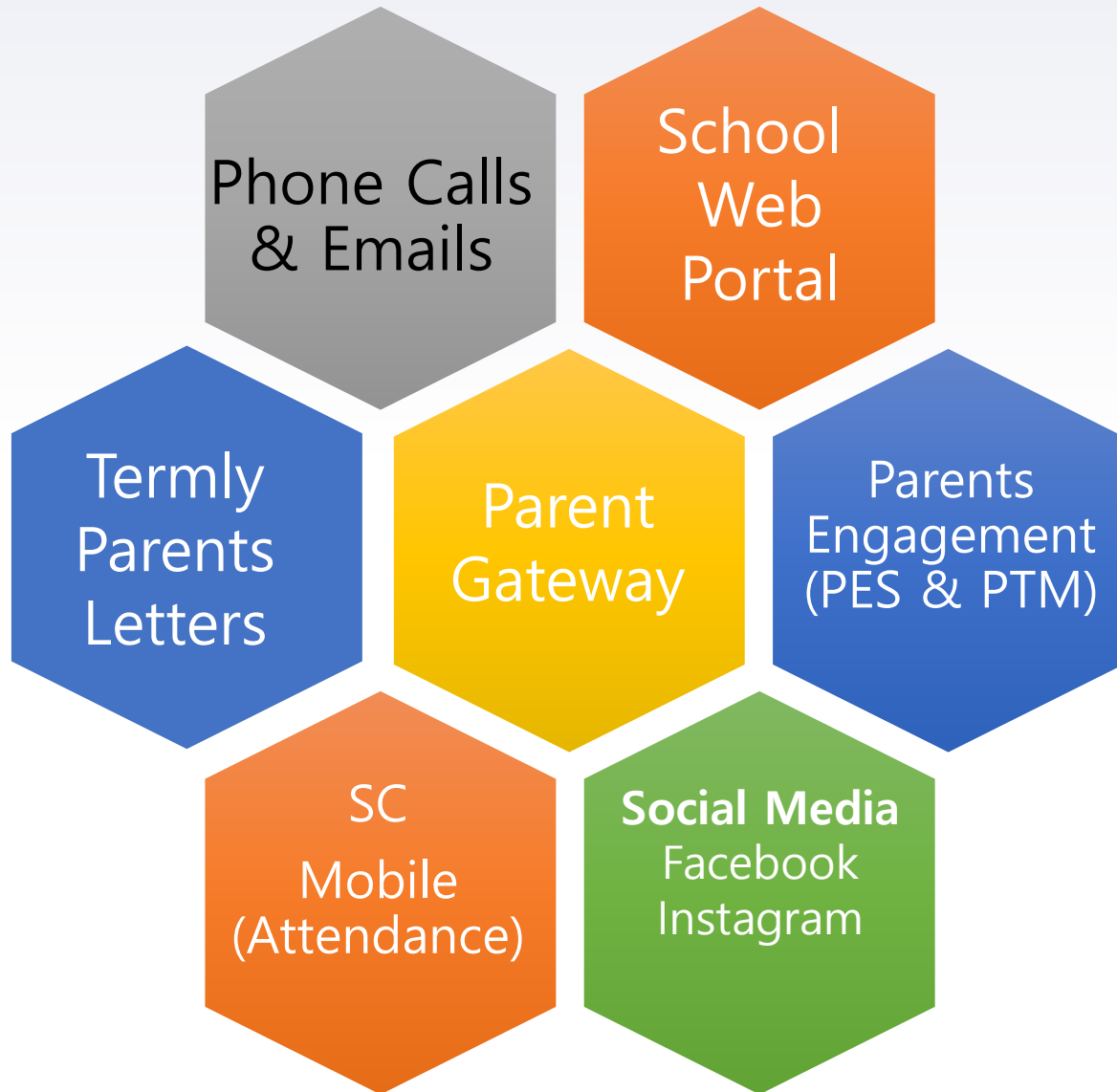
Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

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 7.30am – 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 in our school website. My colleagues and I will get back within 3 working days.

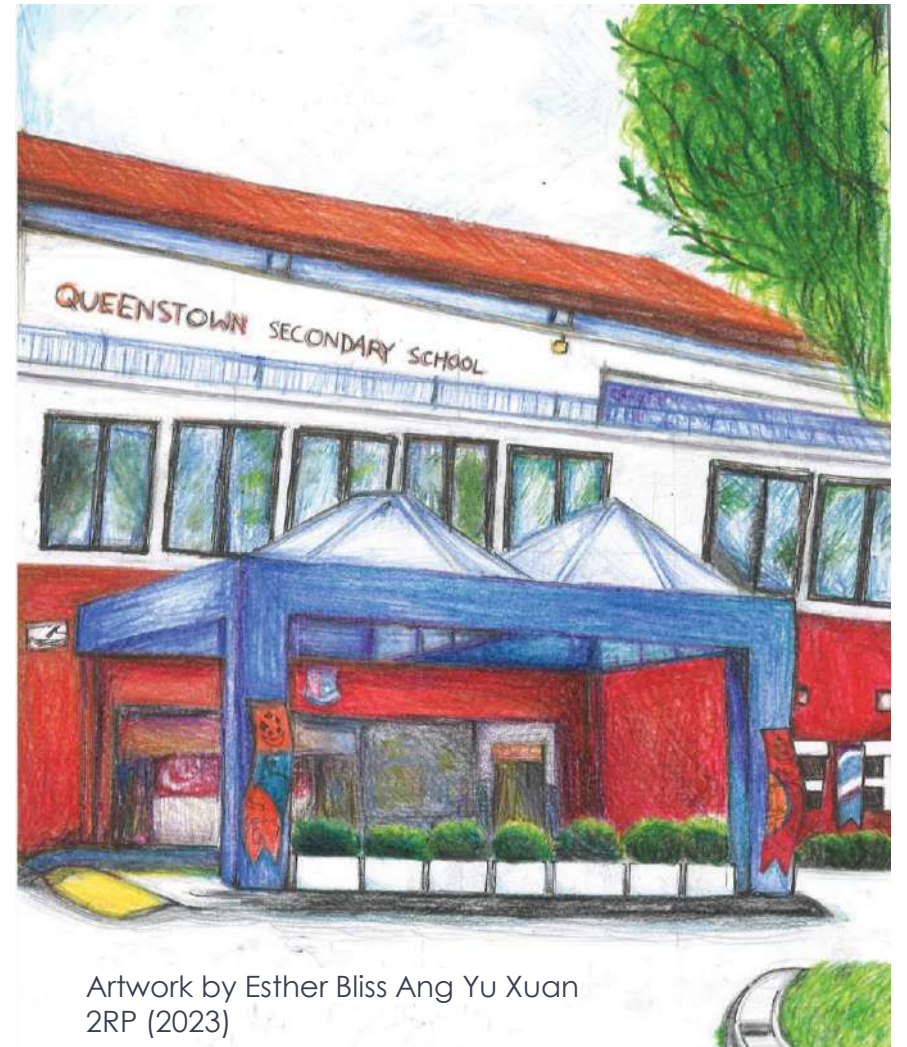
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Briefing By: Upper Secondary Year Head



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Dare to Serve

Our focus in 2025

Think. Respect. Grow.



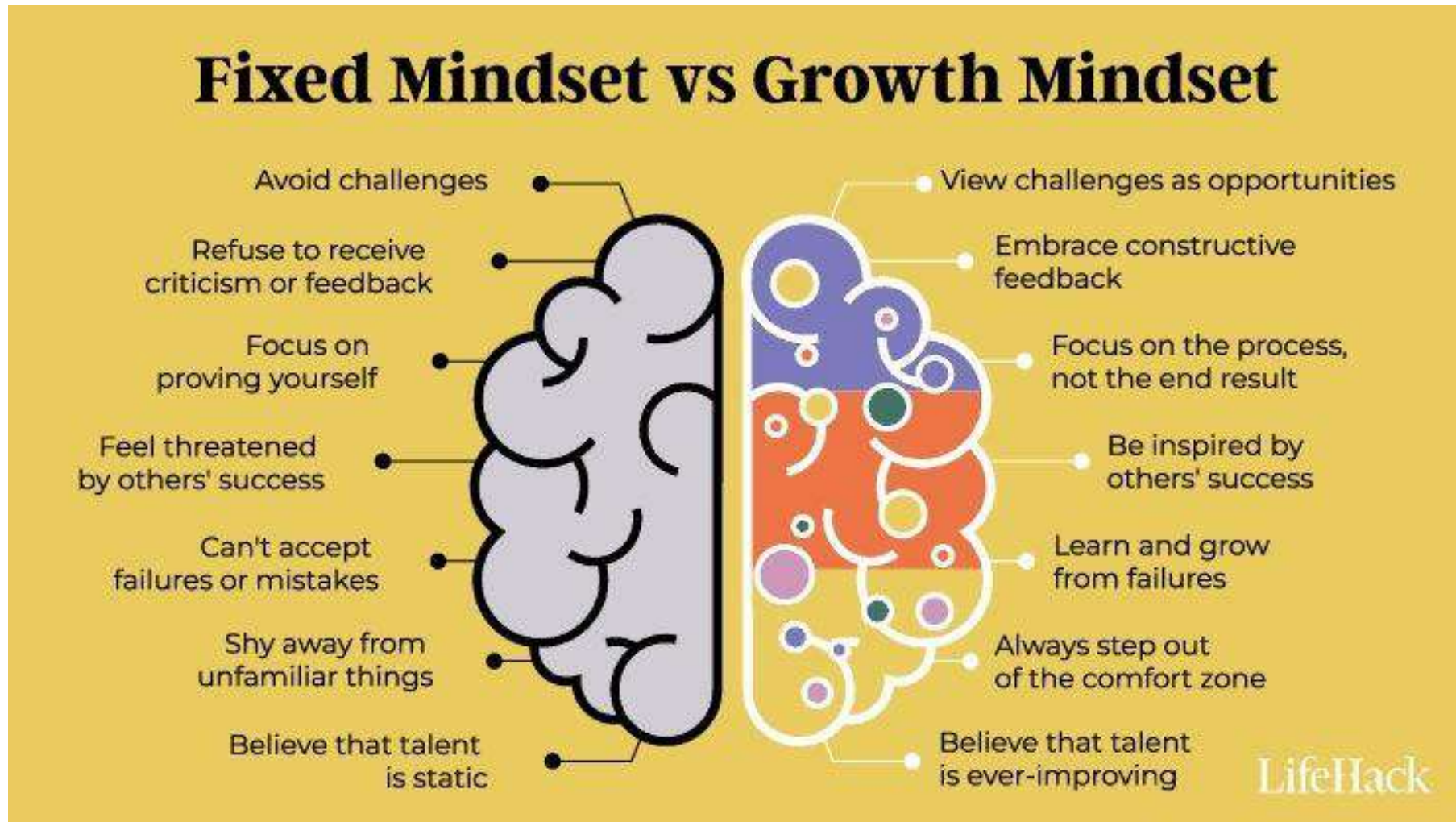
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Think

Growth Mindset: A key to success



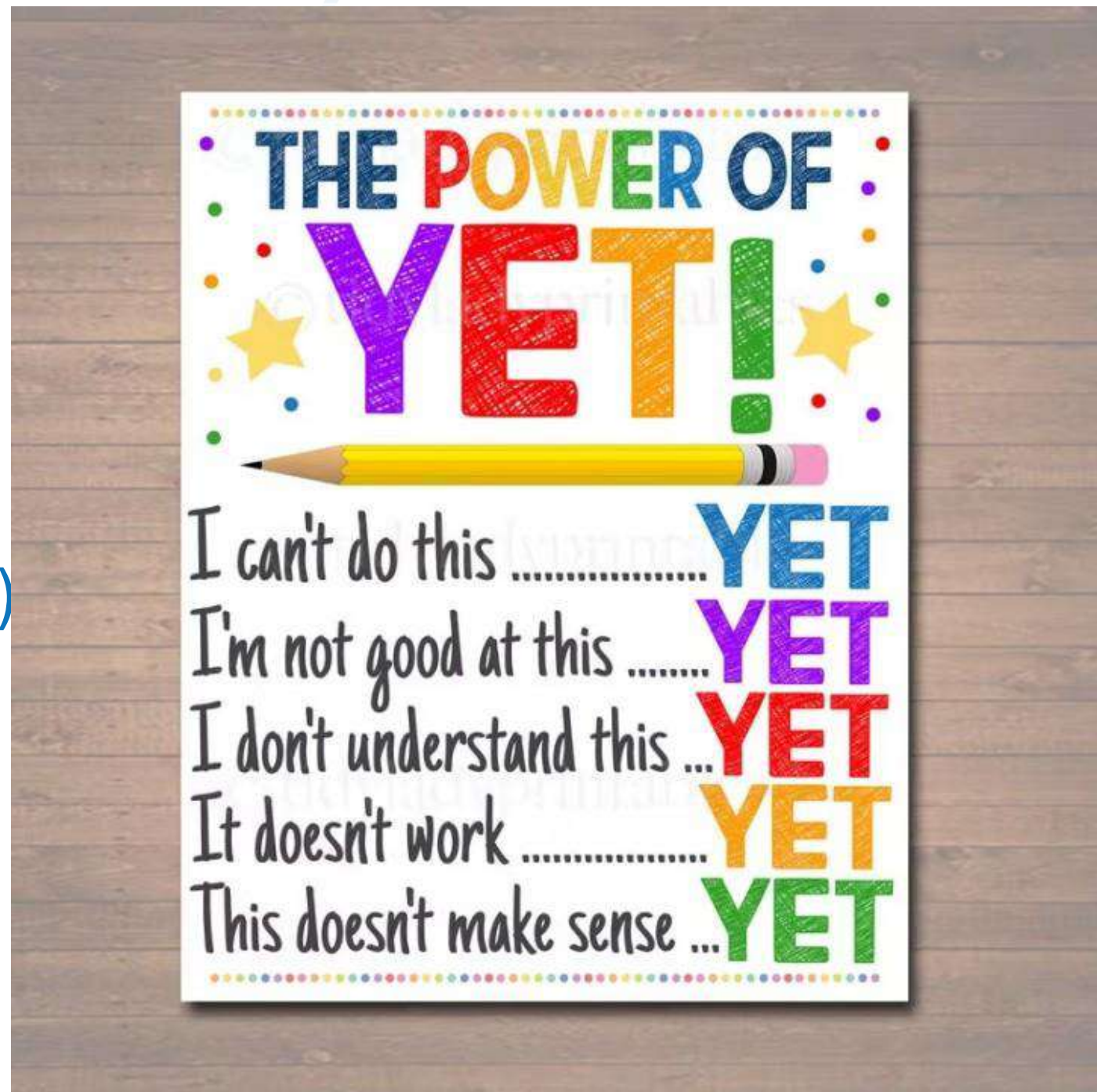
Think

Use the Power of YET

Example:

I don't understand
this **yet** (learning gap)

I can ... (actions to
close learning gap)



Respect.

ACLAP

A Arrive on Time

- Report punctually for lessons
- Move between venues within 5 minutes

C Cleanliness

- Keep the classroom clean and tidy

L Learning Materials

- Have all required learning materials on table

A Attention

- Be attentive and focused during lessons
- Submit all assignments on time
- Respect teachers' and classmates' right to teach and learn

P Positive Greetings

- Greet teachers at the start and end of the lesson

Student Outcomes



Flourishing Learner

who pursues their interests and passion and strives for growth

Future-Oriented Leader

who cares by serving the larger community and the environment



Grow.

: Our focus at Secondary 3

Self

Level of influence

Society /
Wider Community



1 Self-
Empowerment

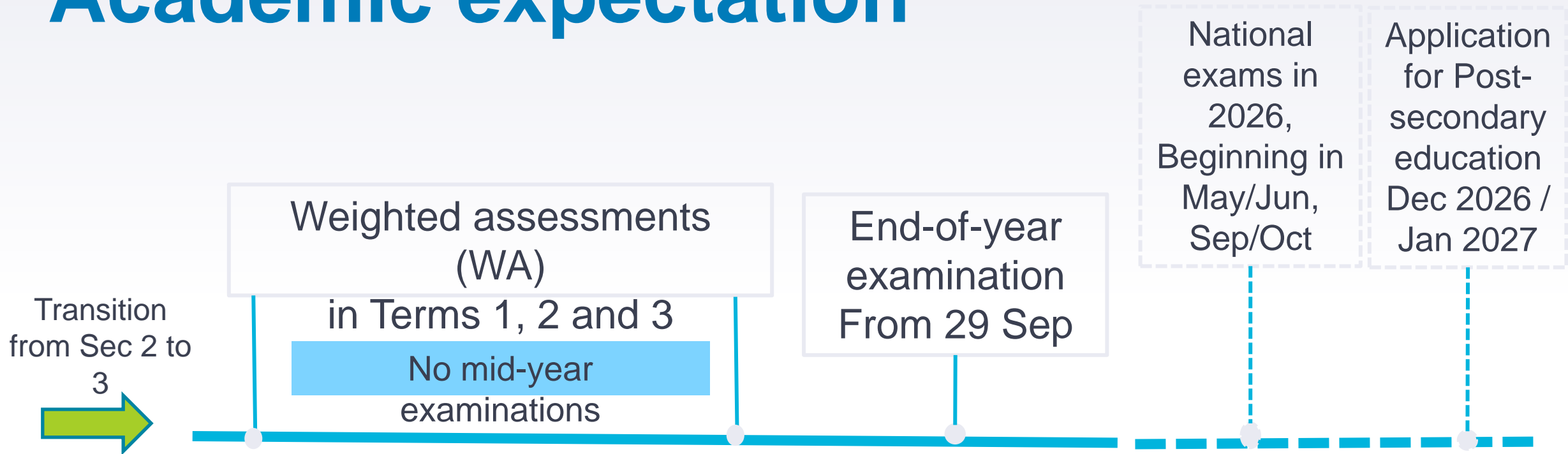
2 Self and Others:
Enabling Others

3 Self and
Community:
Daring to Serve

4/5 Self and
Community:
Leaving a Legacy

- Strengthen personal uniqueness and extend learning for betterment of school
- Take ownership of learning with sustained motivation to achieve personal and group goals
- Value challenges and learn from failures to adjust plans
- Lead and drive collective actions for sustainability

Academic expectation



Students have started a 1.5 years course in preparation for the GCE N- or O-Level Examination

- Increase in academic rigor of subjects

- Increased expectations of being self-directed

- Face multiple demands on his/her time and multiple expectations from different areas

Academic expectation – Assessment plan

Level / Assessment Weighting	Term 1	Term 2	Term 3	Term 4
	Weighted assessment	Weighted assessment	Weighted assessment	End-of-Year examination
Sec 3	10%	15%	15%	60%

Academic expectation – Promotion criteria

Level/Course	Criteria for promotion	Pass
3/Express	Grade 6 or better in EL and 2 other subjects	Promoted to 4Exp
	Failed EL but obtained Grade 6 or better in 5 subjects	Advanced to 4Exp
3/Normal (Academic)	Grade 5 or better in a. EL and 2 other subjects OR b. 4 subjects	Promoted to 4N(A)
3/Normal (Technical)	Grade 5 or better in 2 subjects, one of which should be EL or Math	Promoted to 4N(T)

Co-curriculum Programme

Co-Curricular
Activity (CCA)
based on
LEAPS 2.0

Education and
Career
Guidance

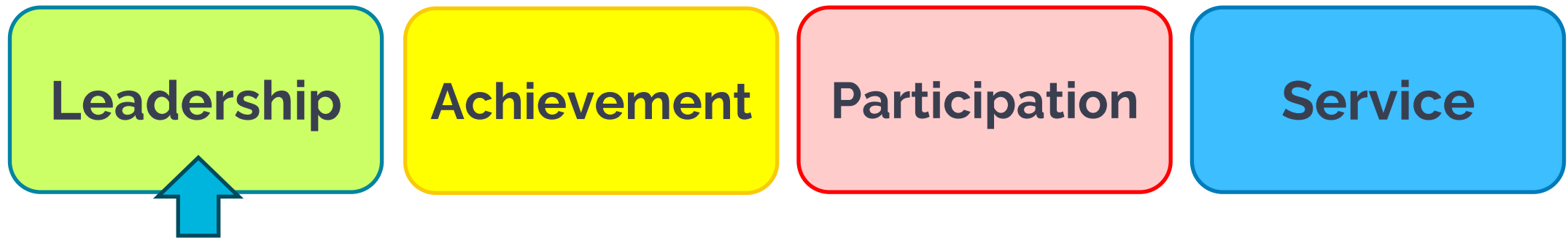
Aptitude and Interest-based
Admission to Post Secondary
Education Institutions

- Direct School Admission
- Early Admission Exercise

LEAPS 2.0

- ▶ Reinforcement of the holistic education every Singapore student should receive

4 domains with levels of attainment



NYAA (Silver) = Level 3

Summary of LEAPS 2.0 can be found in the Student Handbook
[Student Handbook](#)



Safety and Well-Being

Quick Drop-Off and Pick-Up Points



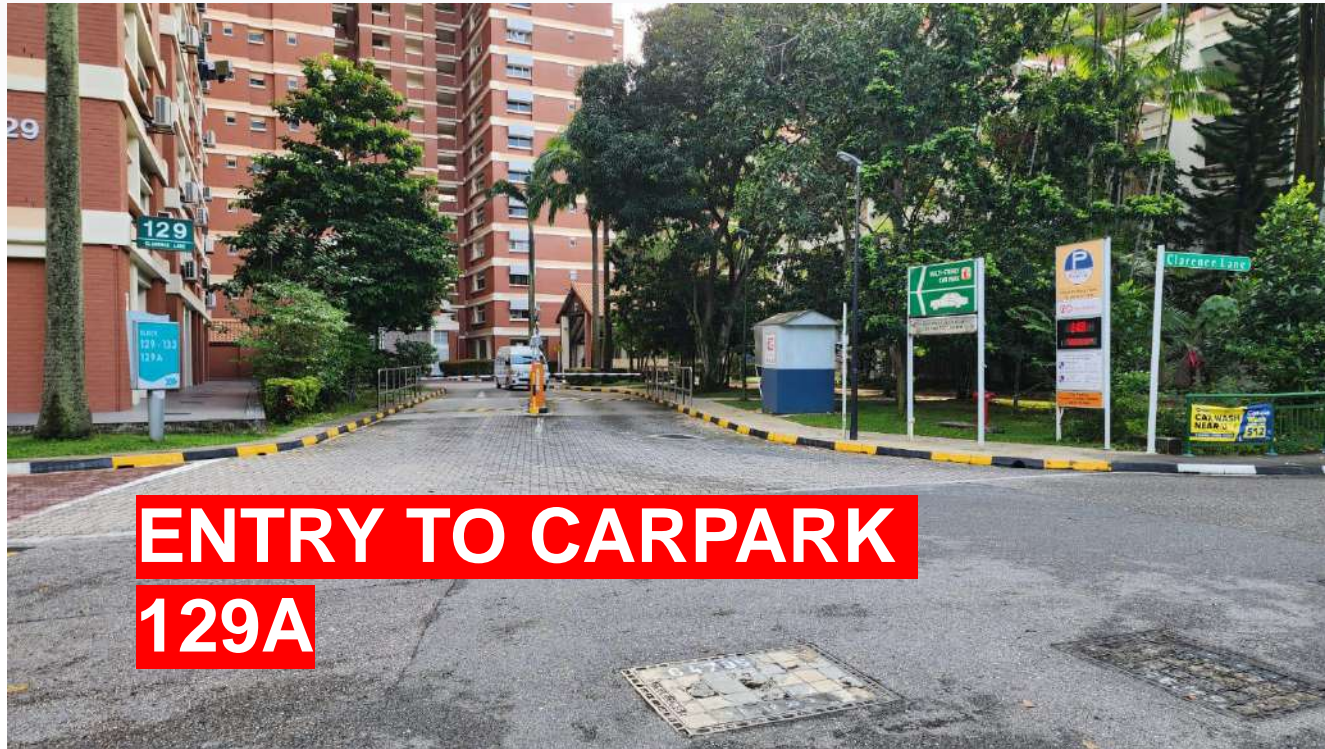
MAIN GATE



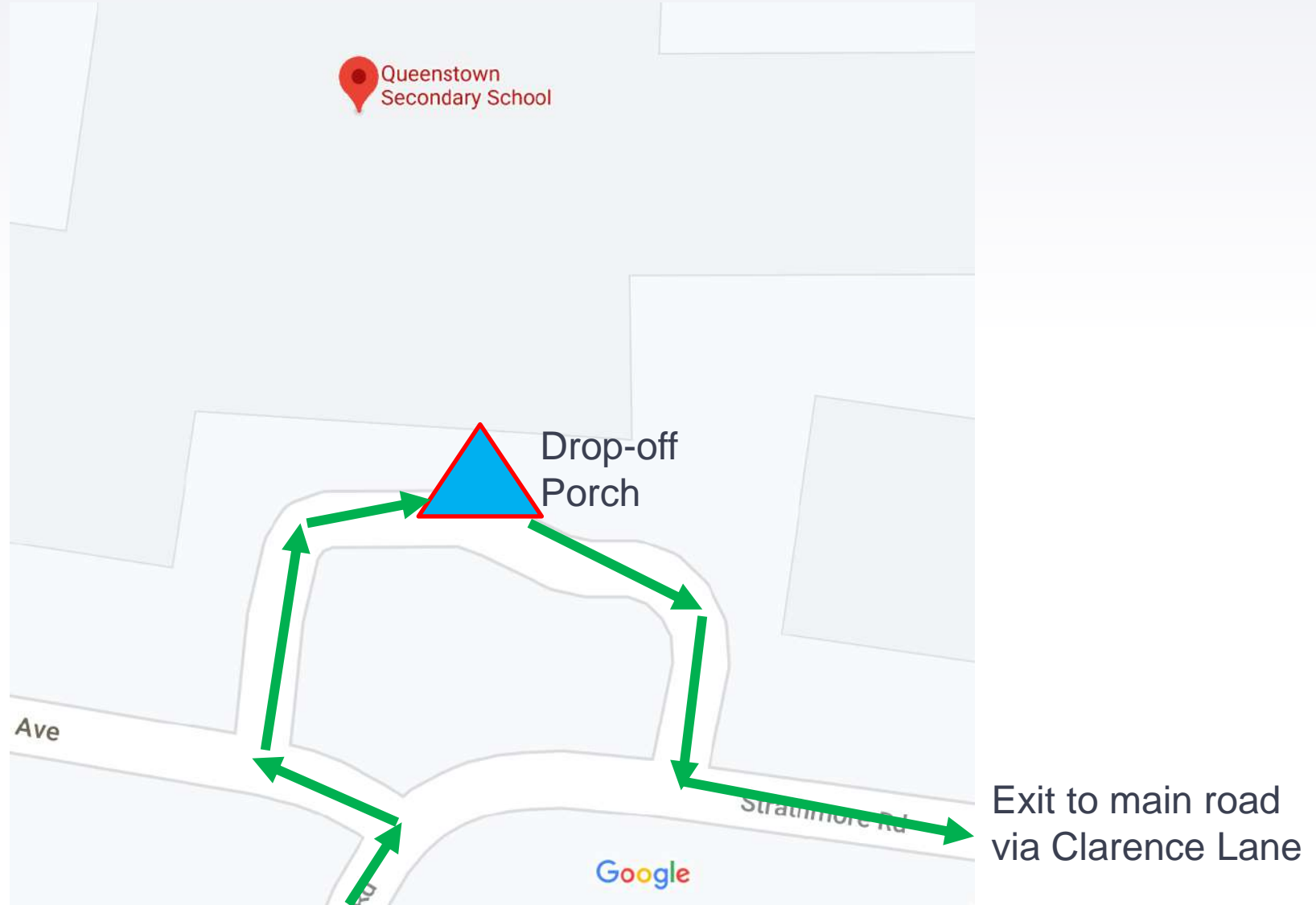
REAR GATE

HDB Carparks

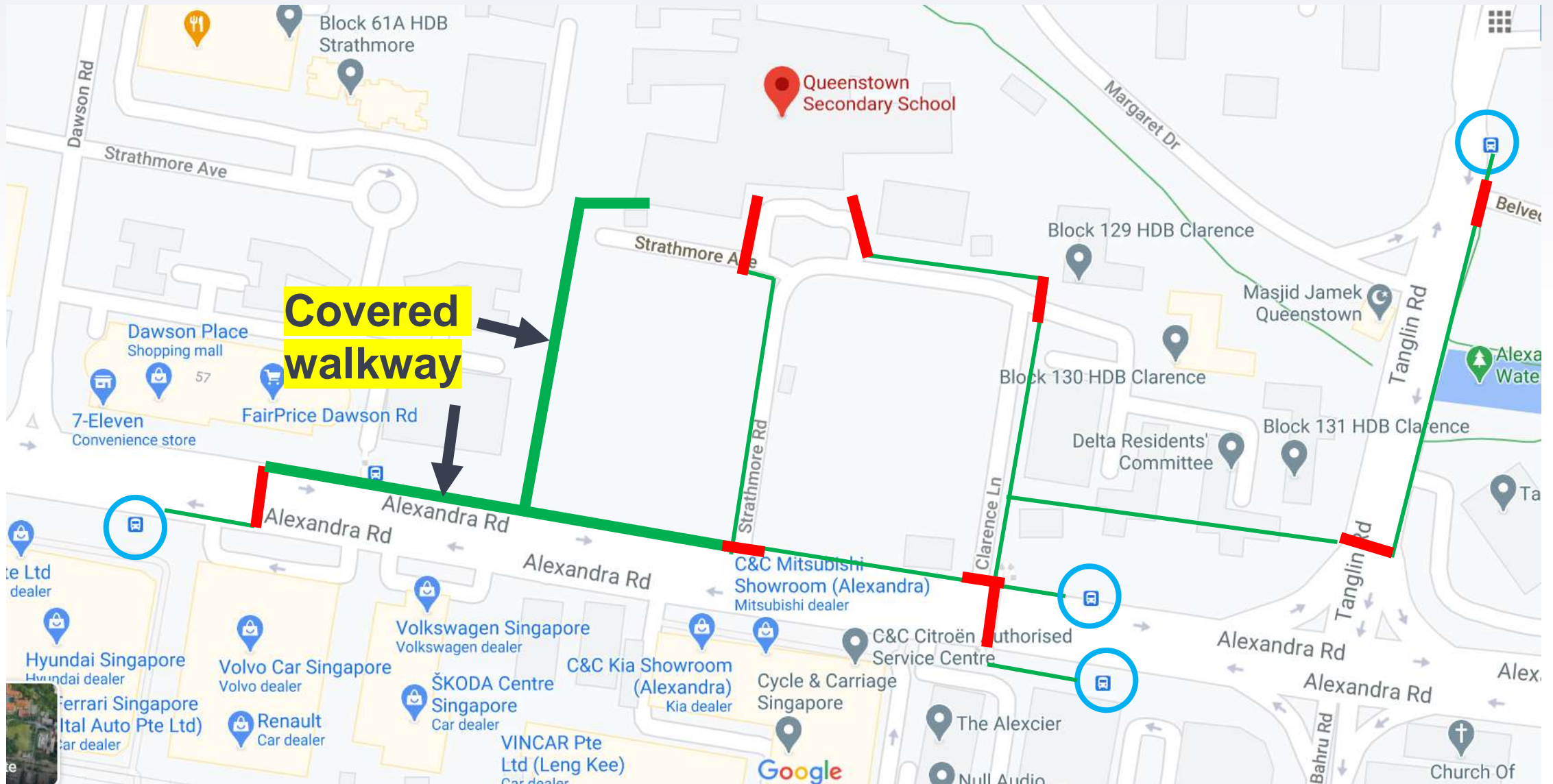
(Alternatives if the drop-off point(s) are packed)



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.

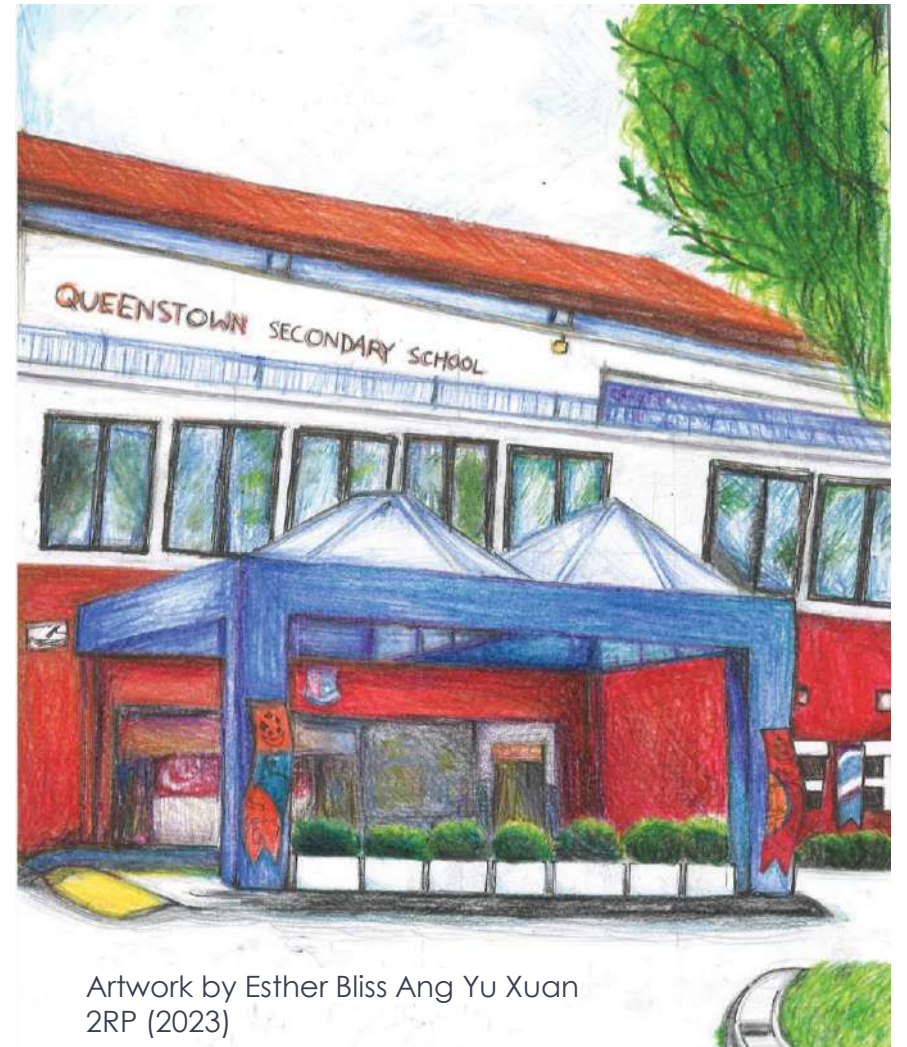
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Briefing By: HOD/CCE



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Post-secondary education pathways

What are the various Post-Secondary School options available?

3 MAIN TYPES OF OPTIONS

1. Junior Colleges (JCs) or Millennia Institute

Prepares students for the GCE 'A' level examination



3. Institute of Technical Education (ITE)

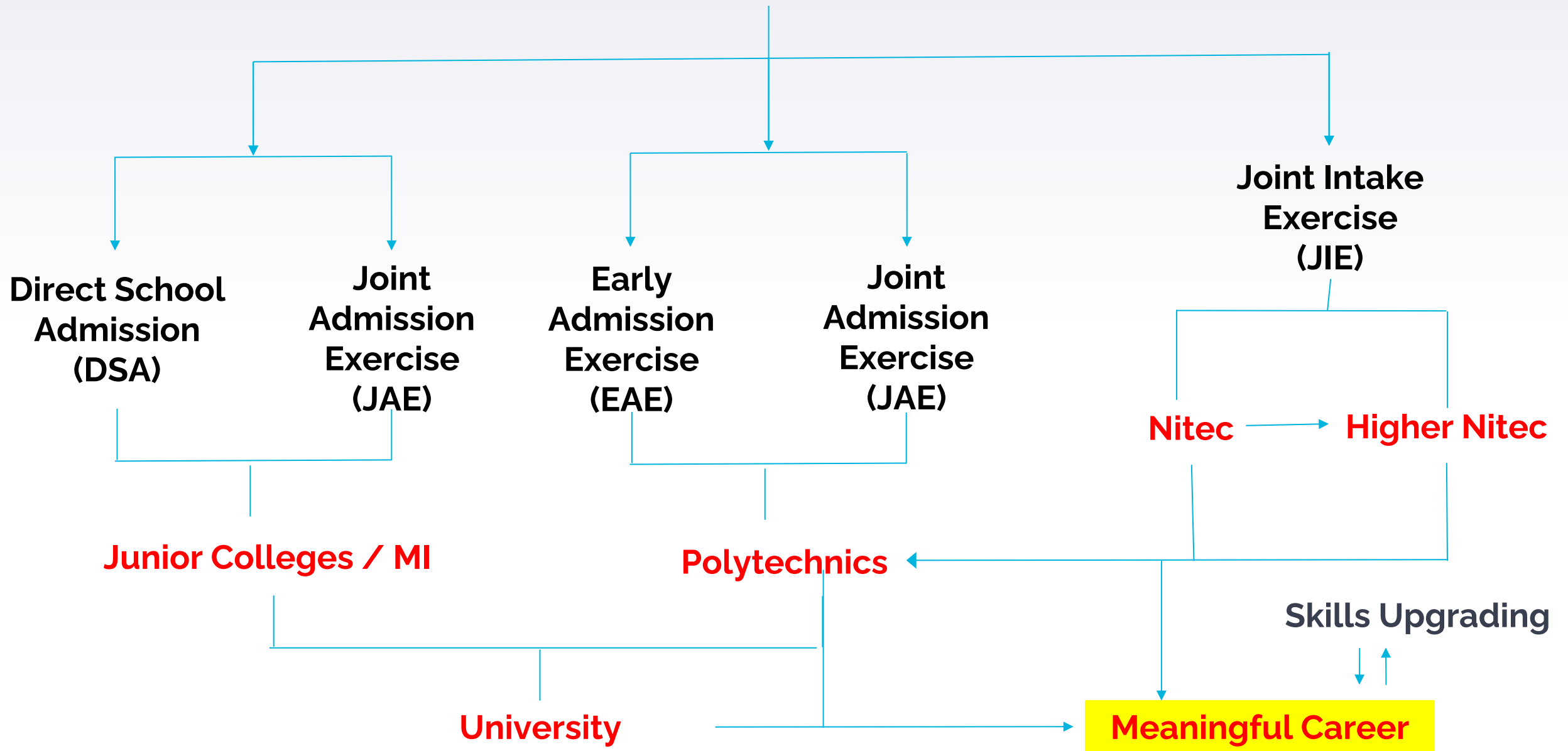
Equips students with technical knowledge and skills relevant to the industry.

2. Polytechnics / LaSalle / NAFA

Trains students with relevant skills for the workplace

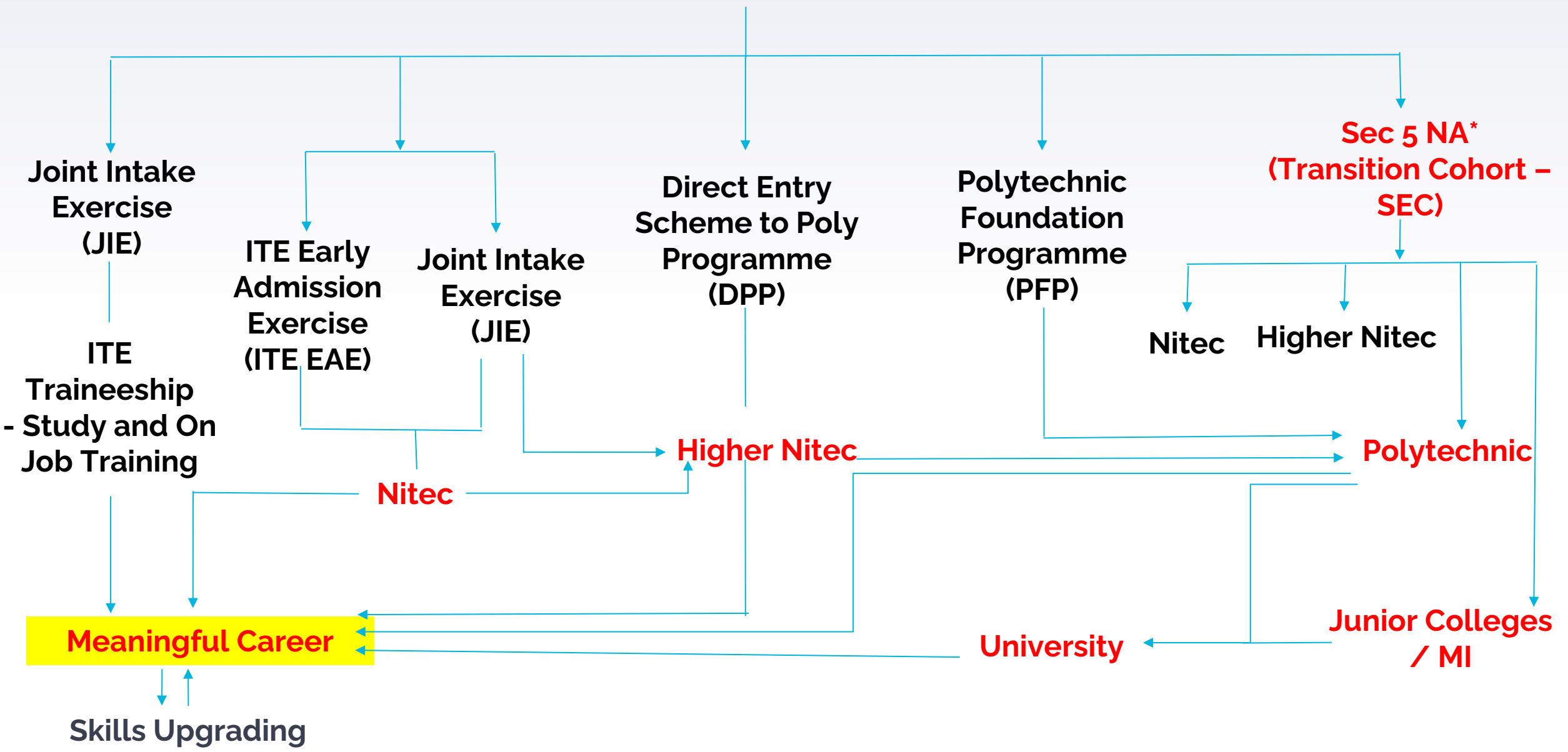
Express Course

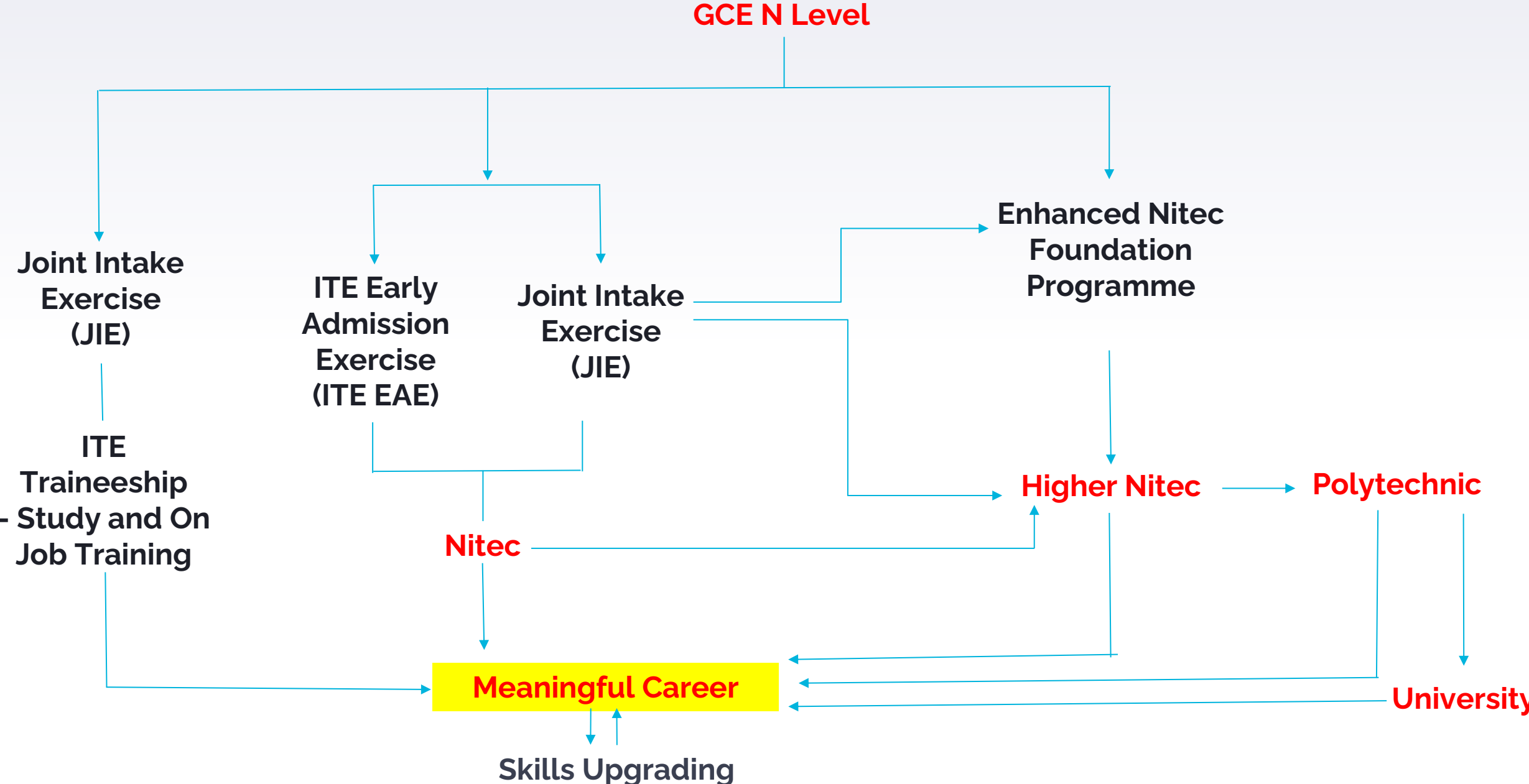
GCE O Level



N(A) Course

GCE N Level





Securing a Post-secondary Education Opportunity

Exam-based

- Joint Admission Exercise (O Levels)
- Joint Intake Exercise (N Levels & O Levels)
- Polytechnic Foundation Programme (PFP)
- Direct Entry Scheme to Polytechnic Programme (DPP)

Strengths, interests, and passion-based

- Direct Schools Admission – JC (DSA-JC)
- Early Admission Exercise – Poly (EAE – Poly)
- Early Admission Exercise – ITE (EAE-ITE)

Junior College vs Polytechnic

Junior College L1R5 ≤ 20	Polytechnic ELR2B2 ≤ 26
<ul style="list-style-type: none">• 7 subjects• 1 major examination i.e. GCE A-Level Examination• Preparation in 2 years• Academic-focused	<ul style="list-style-type: none">• 25-30 bite-sized modules• Cumulative Grade Point Average (GPA)• Learning is paced out (3 years)• Industry-focused
<p><u>Legend:</u> L1 = English or Higher Mother Tongue R5 = 5 Relevant subjects</p>	<p>EL = English Language R2 = 2 Relevant subjects B2 = 2 Best subjects</p>

Aggregate range for JC and MI can be found in SchoolFinder website at www.moe.gov.sg/schoolfinder or JAE Information Booklet

N(A) Course

Direct-Entry-Scheme to Polytechnic Programme (DPP)	Polytechnic Foundation Programme (PFP)
<ul style="list-style-type: none">• ELMAB3 \leq 19 (excluding CCA bonus points) AND• Subject-specific requirements	<ul style="list-style-type: none">• ELMAB3 \leq 12 (excluding CCA bonus points) AND• Subject-specific requirements
<ul style="list-style-type: none">• Students are assured of a place in a relevant polytechnic diploma course if they meet the qualifying Grade Point Average (GPA) requirements upon graduation from ITE	<ul style="list-style-type: none">• Students are given provisional places in diploma programmes if they pass all modules in the PFP

Full-Time 3-Year Higher Nitec

N(A) and N(T) Course

3-Year Higher Nitec Courses by School	Course Code	College Code	2022 JIE 'N' ITE Aggregate Point (based on 4 subjects)	Minimum Entry Requirements
BUSINESS & SERVICES				
Accounting (7)	HF3AC	CC-AM CE-SM CW-CK	3 5 4	3 GCE 'N' Passes (Grade A-D or Grade 1-5) in English Language and two other subjects Or 2 GCE 'O' Grades (Grade 1-8) in any two subjects
Sport Management (1)(7) <i>Applicants should possess a strong interest for sports, good communication skills and a service mindset. Shortlisted applicants have to attend an interview on-campus scheduled on Tue 27 Dec 2022 or Wed 28 Dec 2022 and pass a prescribed medical examination.</i>	HF3SM	CC-AM CE-SM CW-CK	6 13 9	
ELECTRONICS & INFO-COMM TECHNOLOGY				
AI Applications (7) NEW	HF3AI	CC-AM CW-CK	-	3 GCE 'N' Passes (Grade A-D or Grade 1-5) in Mathematics or Science* and two other subjects Or 2 GCE 'O' Grades (Grade 1-8) in any two subjects * Mobile Robotics, Smart Electrical Technology, Mechanical Design & Automation, IoT Applications and Mobile Web Applications subjects can be used in lieu of Science for admission to these 3-Year Higher Nitec courses
Business Information Systems (7)	HF3BI	CE-SM	4	
Cyber & Network Security (7)	HF3CN	CC-AM CE-SM CW-CK	5 7 7	
Data Engineering (7) NEW	HF3DE	CW-CK	-	
Electronics Engineering (2)(7)	HF3EC	CC-AM CE-SM CW-CK	8 16 13	
Immersive Applications & Game (7) NEW	HF3IG	CC-AM	-	
IT Applications Development (7)	HF3IA	CC-AM CE-SM CW-CK	6 6 9	
IT Systems & Networks (7)	HF3IS	CC-AM CE-SM CW-CK	6 9 14	
Security System Integration (2)(7)	HF3SI	CE-SM CW-CK	- 11	

Examples of available courses:

- ▶ New curricular structure that allows students to graduate with Higher Nitec after 3 years of training instead of 4 years.

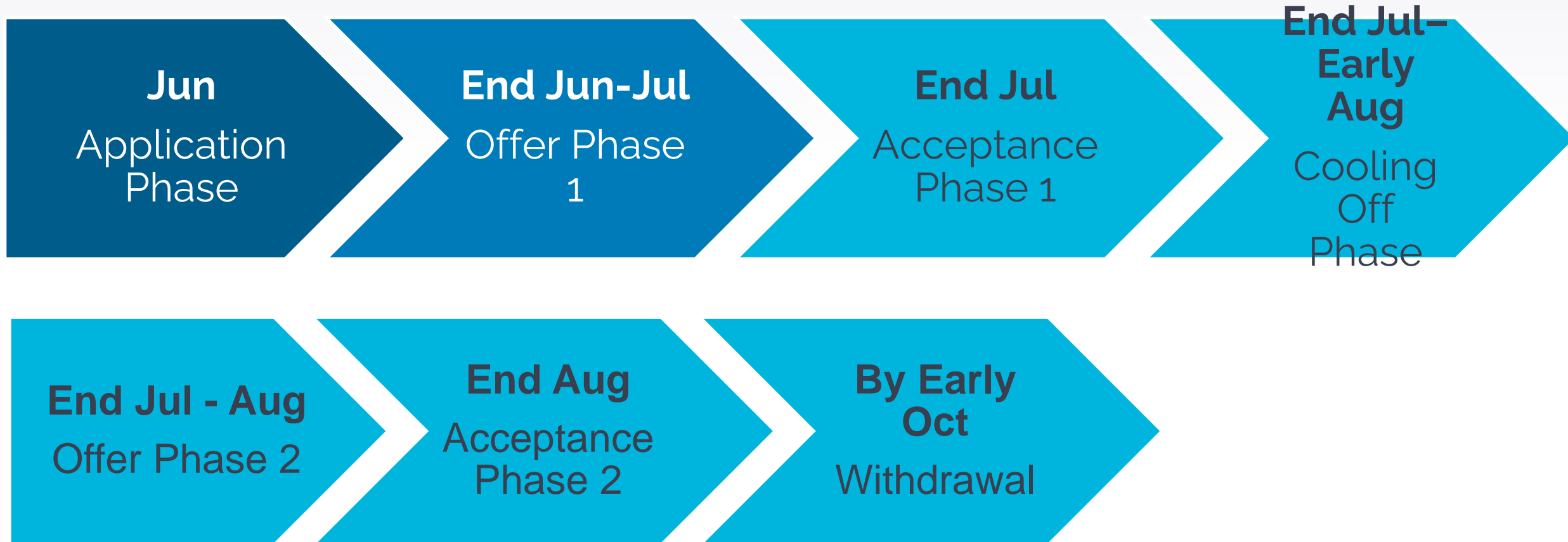
DSA-JC

- ▶ What is Direct School Admission (DSA)?

DSA-JC allows students to seek admission to a Junior College (JC) on the **basis of talents and achievements** that may not be demonstrated at the GCE 'O' level examination.

DSA-JC enables students to enter suitable academic and non-academic programmes in JCs that can develop the students in these areas. ***DSA-JC will require the students to submit their Secondary 3 EOY results**

DSA-JC Timeline



Early Admission Exercise (EAE)

- ▶ Aptitude-based admissions exercise that allows students to apply and receive conditional offers for admission to Poly or ITE **before** receiving results of the national examinations

When to apply?

- Submit application from May (ITE) to June (Poly)
 - ▶ **Eligibility**
- Pass various modes of assessment to assess aptitude and interest for the courses
 - ▶ As part of selection process, students may need to submit portfolios, undergo interviews and aptitude tests.
 - ▶ Where relevant, selection will also consider student's achievement in sports, arts leadership, entrepreneurship and community service (participation in CCA is important)

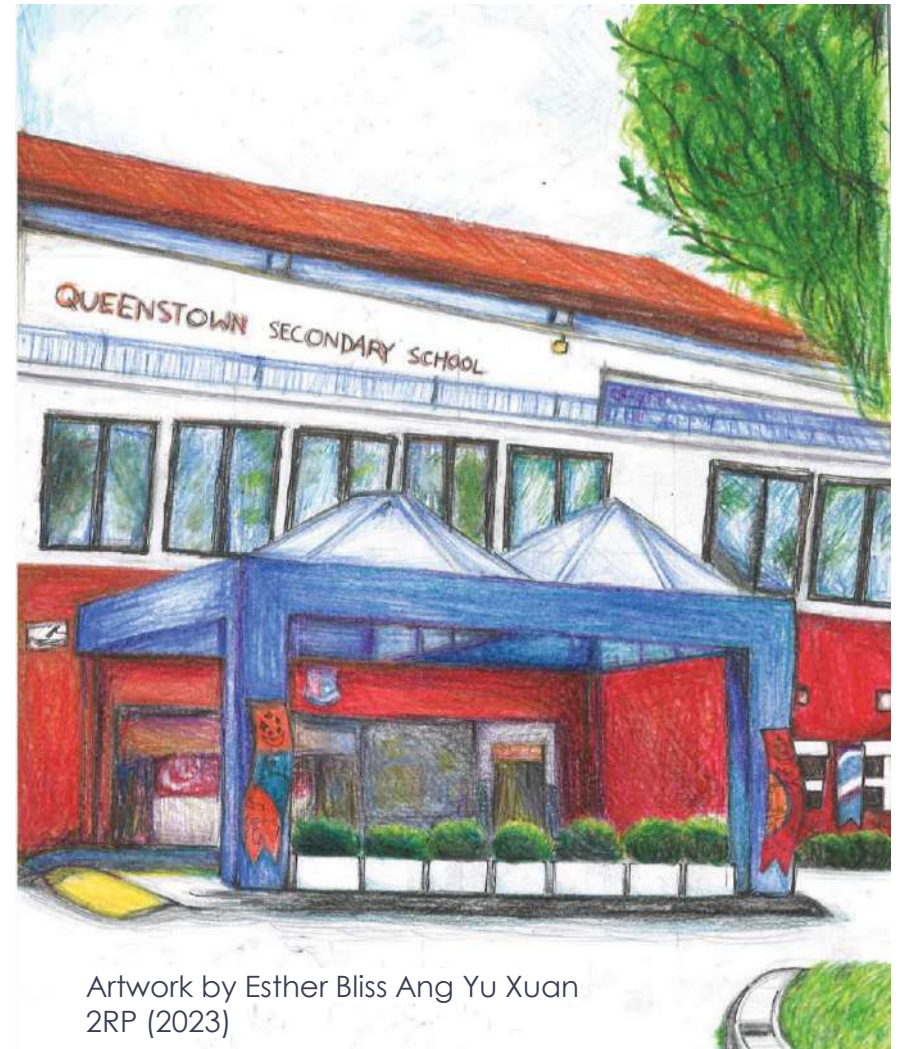
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Briefing By: SH/PE



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Parents Briefing for MOE-OBS Challenge Programme

COURSE DATES:

Course A: 3 – 7 Feb 2025 (3SG 1, 3, 4 and 7)

Course B: 10 – 14 Feb 2025 (3SG 2,5 and 6)



Ministry of Education
SINGAPORE

TEACHER CO-ORDINATOR:

Mrs Minna Cheong

E-MAIL ADDRESS OF TEACHER CO-ORDINATOR:

Koh_Minna@schools.gov.sg



CONTENT

01 What is the MOE-OBS Challenge (MOC) Programme?

02 Safety – Our Top Priority

03 How can I help to prepare my child for the MOC?



1

WHAT IS THE MOE-OBS CHALLENGE (MOC) PROGRAMME?

A HOLISTIC EDUCATION

- As part of the **National Outdoor Adventure Education Masterplan**, students will have opportunities outside the classroom to develop holistically; building up their **ruggedness** and **resilience**.
- **Authentic learning experiences** help our students to develop 21st century competencies as well as competencies for **sustainable, active and healthy living**.



Outdoor Adventure Learning Experience For All



Lower Primary	Upper Primary	Lower Secondary	Upper Secondary
Programme for Active Learning (Outdoor Education)	Outdoor Adventure Learning (OAL) Camp	Outdoor Adventure Learning (OAL) Camp	MOE-OBS Challenge Programme

Your Child's Journey

Pre-Course Lessons & Preparation

- Outdoor Education in PE lessons
- Character and Citizenship Education (CCE) lessons
- Pre-course lesson with Form Teacher
- School briefing to cohort



MOC Course

- Students share their experiences and learning from the course
- Reflect on commitment that they set for themselves during the course – on their actions and behaviour, interactions with others and the environment




Post-Course Lessons & Reflections

- Develop character and learn values and skills through doing and reflection
- Learning in outdoor classroom



Sample of an MOC Course

First Day		Last Day
<p>Objective: Team Socialisation</p>	<p>Objective: Building competence & confidence by overcoming challenges as a team</p>	<p>Sharing of Feedback, Transfer of Learning</p>
<p>In-process administration Ice breaker Expectation setting First aid briefing Team problem solving activities Expedition preparation</p>	<p>Expedition preparation, journaling, morning circle Land and water-based expeditions Wash up, tent pitching, outdoor cooking</p>	<p>Peer affirmation Commitment activity Sharing of feedback Transfer of learning Final debrief Certificate presentation</p>
<p>Debriefing / Journaling / Sharing of reflection / Lights out</p>		



OBS Reception
& Activity
Centre

Pulau Ubin

Camp 1

Camp 2

Coney
Campus
(work in progress)

Mainland Singapore

East Coast
Campus



Reporting Location



OBS Campus



2

**YOUR CHILD'S
SAFETY IS OUR
TOP PRIORITY**

.. Your Child's Safety is Our Top Priority

As the pioneer in Singapore's outdoor adventure education, OBS upholds and delivers quality outdoor adventure programmes



Programme designed with safety in mind



Qualified and certified instructors in First Aid



Registered nurses manning the Medical Centre



In An Unlikely Event Your Child Requires Medical Attention

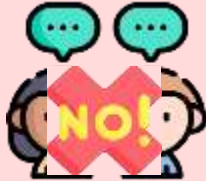
Student does not require further medical attention



OBS will assess, treat & monitor



Student recovers and is well to re-join the group, and continue with the course



School/Parent not informed, OBS will manage the non-emergency situation

Student requires further medical attention



OBS will assess, treat & monitor



Student's symptoms are not improving, to be conveyed for further medical attention at clinic/hospital



Parent/Guardian informed
School informed



3

**HOW CAN I HELP TO PREPARE
MY CHILD FOR THE MOC?**

Before MOC

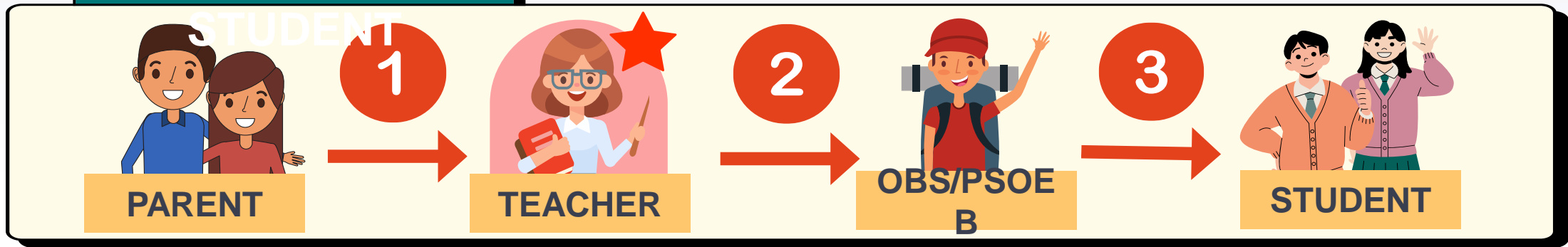
Prepare Your Child by Encouraging Him / Her To:

- 1** Be Selfless, Supportive & Encourage His/Her Teammates
- 2** Participate Actively
- 3** Maintain A Positive Outlook
- 4** Immerse in The Experience & Environment

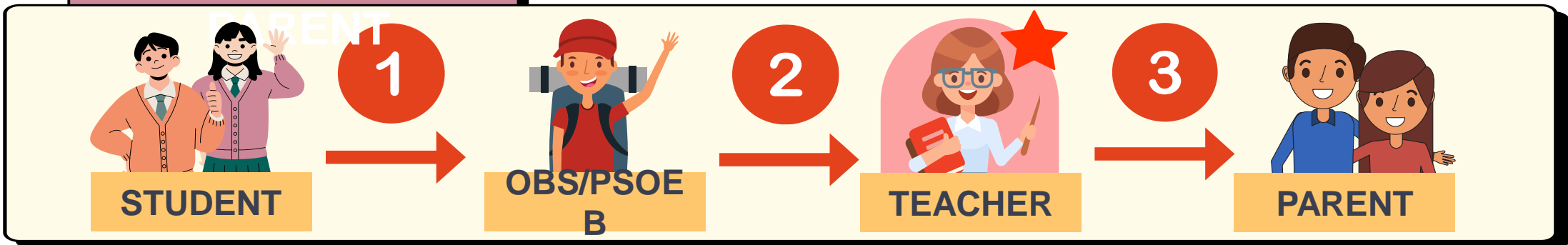


Communicating With Your Child

PARENT TO



STUDENT TO



- Your child's valuables, including phone, will be safe-kept during the duration of the programme, this communication channel should only be used in case of emergencies

MOC ASK GOV

Can my child bring his/her handphone?

Does my child need to bring a sleeping bag?



Will there be washrooms / toilets available if my child is camping outdoors?

What happens if my child is unable to swim?



<https://ask.gov.sg/obs>

Scan the QR Code to be directed to MOC ASK GOV

- ✓ An easy interactive and simplified FAQ platform to assist parents' enquiries regarding the MOC course

- Parents may also visit the MOC website (<https://go.gov.sg/moc>) to read up more on the programme

Packing List

These items will be provided by

OBS:

- Expedition bag
- Personal Floatation Device (PFD)
- Poncho
- Whistle

You may refer to this latest packing list:

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



**Students are encouraged to borrow required items from family / friends / schoolmates instead of buying.*

OBS 5-DAY EXPEDITIONARY COURSE PACKING LIST

This is a guide to help you pack. You are encouraged to borrow from friends and family if you do not have the items. Expedition items such as backpack, poncho, whistle will be provided. Do label your personal items. The recommended quantity depends on your preferred needs. Please keep your spare items at home. You are encouraged to re-use or re-purpose the items that are used during the camp to work towards minimal or zero waste.

REPORTING ATTIRE ON DAY 1, WEAR:

- 1 pc Long-Sleeved T-shirt or T-shirt with Arm Sleeves
- 1 pair Long Pants
- 1 pc Covered Shoes and Socks

PACKING LIST

- 1 pc Broad Brimmed Hat or Cap
- 2-4 pc Long-Sleeved T-shirt or T-shirt with Arm Sleeves
- Mandatory for sea expedition.
- 3 pair Long Pants
- Mandatory for climbing activities/expeditions (short-quarter pants and jeans are not allowed)
- 2 pc Short-Sleeved T-shirt
- For physical activities e.g. PE attire
- 2-2 pair Shorts
- For physical activities e.g. PE attire
- Sufficient Undergarments
- Avoid disposables to minimise trash
- 2pc Towels
- 1 for showering (wet 60cm x 130cm)
- 1 small towel for expeditions (wet 20cm x 80cm)
- 1 pair Additional Covered Shoes for Water Activities
- For protection from underwater rocks, buoys etc during sea/water activities
- 1 pair Sandals/Slippers
- For use during non-activity period e.g. showering
- Sufficient Socks

Footwear Notes:

- 1** long needs a long-sleeved t-shirt protect against insect bites, abrasions and sunburn
- 2** footwear: covered shoes need to be worn throughout the day for all activities, ensure that the soles are intact
- 3** socks: wear socks that cover the ankle to prevent blisters and protect against insect and sandy bites.

Additional Notes:

- 1** footwear: covered shoes need to be worn throughout the day for all activities, ensure that the soles are intact
- wear shoes that fit well, are comfortable and provide support to prevent blisters or injuries.

IMPORTANT PERSONAL ITEMS

- Min. 10 pcs Re-usable Face Mask with Re-usable Bag
- 1 bottle Hand Sanitiser
- Sufficient Insect Repellent
- Sufficient Sun Protection
- Sun Block (SPF 30 or higher), lip balm, and after sun-lotion
- 1-2 bottles Water bottles to hold at least 1 litre of Water
- E.g. 2 x 500ml water bottles
- Storing of personal water bottles is not allowed for hygiene purposes
- 1 set Fork & Spoon
- Metal stainless steel recommended
- Sufficient Essential Toiletries
- For hygiene e.g. shampoo, body wash, toothbrush, toothpaste and so on (only for females only)
- For camping e.g. toilet roll, body powder or picky heat powder
- Sufficient Prescribed Medication in Original Boxes
- e.g. Inhaler and medication (all prescribed medication must be declared)
- OTC (over-the-counter) medication is not required
- Sufficient Torchlight & Spare Batteries
- For night-time movement around the campsite
- 1 set MOE-OBS Course Journal & Pen
- Sufficient Plastic Bags/Re-usable Bags
- Sufficient Spare Spectacles or Contact Lenses
- Spare with spectacles bands
- Retainers and tools are not encouraged
- 1 pc IC Linked ID

OPTIONAL ITEMS

- Sufficient Tropical Lightweight Sleeping Bag or Mat
- Green or Red & is water proofed
- 1 pair Gloves
- 1 pc Rain Jacket
- 1 pair Sunglasses
- 1 pc Watch

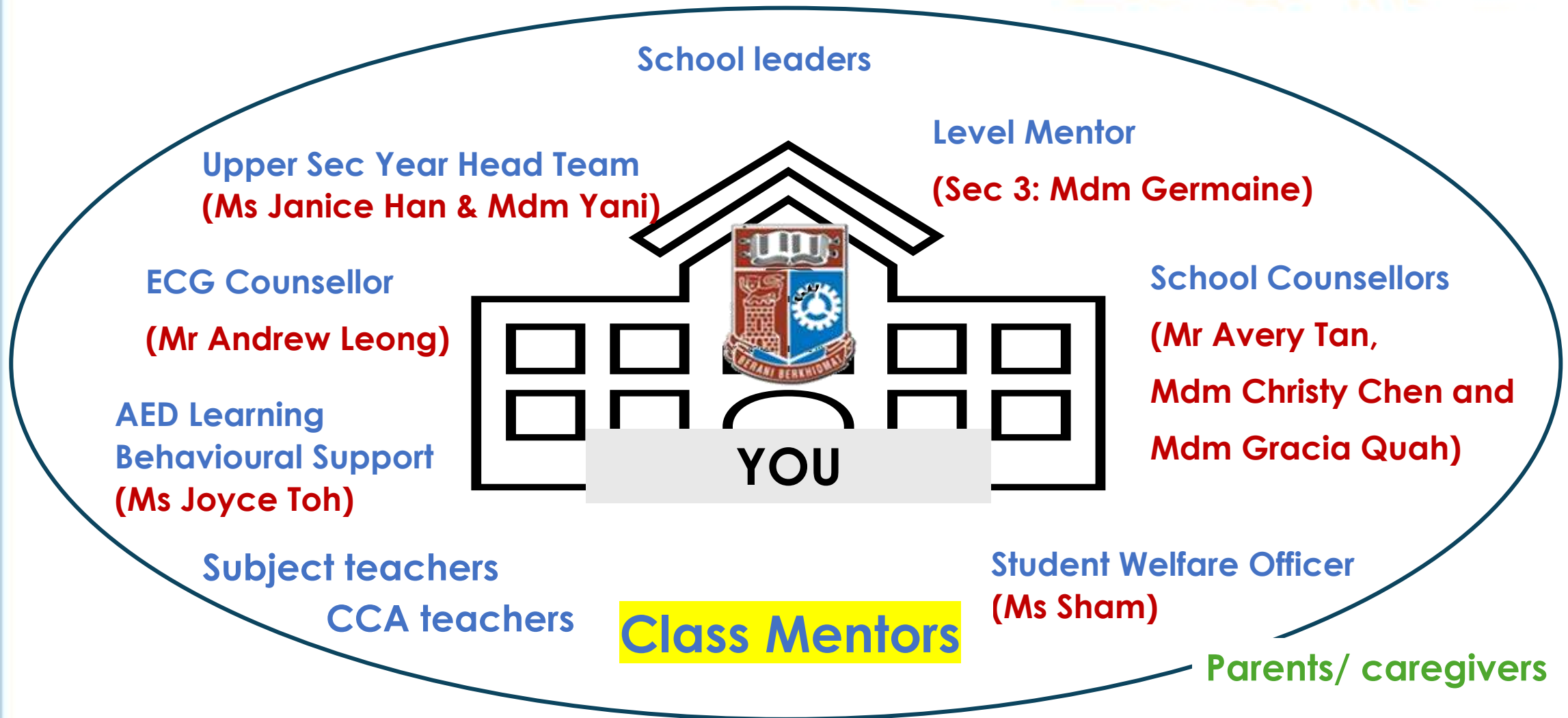
Other Items:

- 1** insect repellent: re-usable bag to keep your items during activities and to pack your clothes and shoes
- NAME**: Put your re-usable bag label with your personal details e.g. name class school
- 1** insect repellent: sun protection water bottle multi-purpose to protect against insect bites, sunburn and dehydration.
- 1** insect repellent: for sun protection
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Thank You

The people who will help me **Grow.**



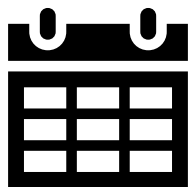


Effective Partnership with Parents

Communication modes:

Parent Gateway, Facebook, Instagram

- Parents Engagement Session (on-line)– 17 Jan 2025
- Parents-Teacher Meeting (Term 1) – 14 Mar 2025 (selected students)
- Parents-Teacher Meeting (Term 2) – 30 May 2025 (all students)
- Fika Session with Principal



Save the dates



Question & Answer

