

Think.Respect.Grow.

Secondary Four & Five Parents' Engagement Session

24 January 2025



EST. 1956

**QUEENSTOWN
SECONDARY
SCHOOL**

Dare to Serve

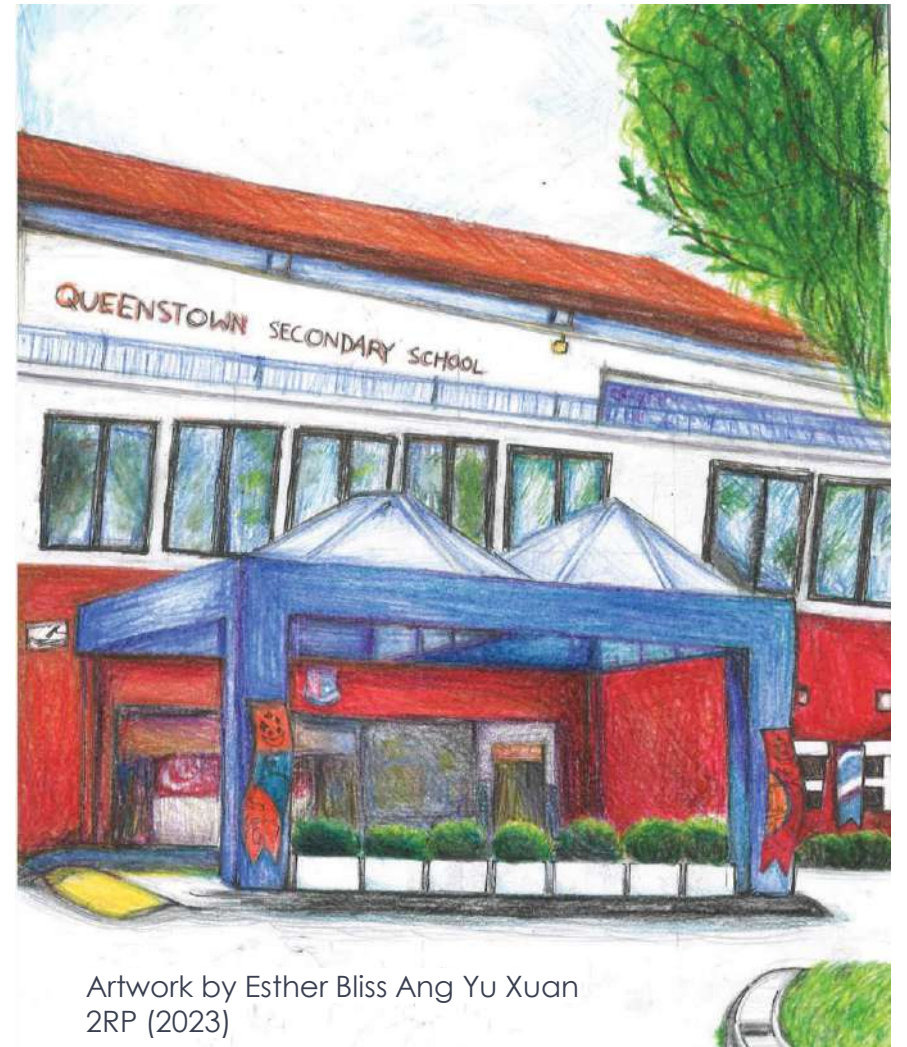
Think.Respect.Grow.

Address by Principal



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**QUEENSTOWN
SECONDARY
SCHOOL**



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

Dare to Serve

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





At **Queenstown Secondary School**

... We believe in the unique worth of the individual, the enhancement of his well-being and symbiotic relation between him and society.



Our School Motto

Berani Berkhidmat
Dare to Serve



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Our School Vision

Leaders for Tomorrow
Anchored in Values
Committed to Serve



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Our School Values

Respect

Resilience

Integrity

Care

Excellence



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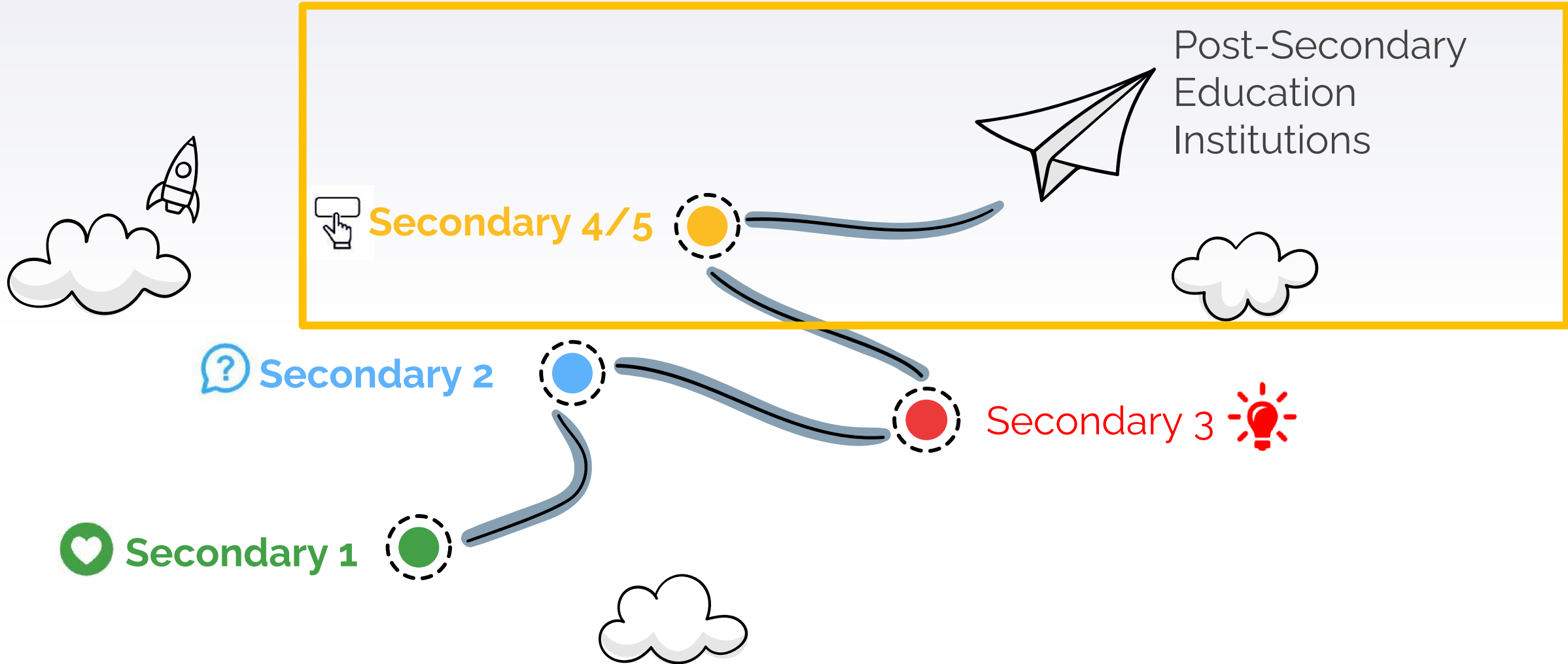
THE QUEENSTOWNIAN LIFE

A THRIVING COMMUNITY

FLOURISHING LEARNERS

FUTURE-ORIENTED LEADERS

Dreams & Hopes





2024 GCE N- and O-Level Examination Results



2024 GCE N(A) Level

2024 GCE N(A) Level Performance



passes for 3 or more subjects

Eligibility for Post-Secondary Education



Sec 5N(A)

Direct-Entry-
Scheme to
Polytechnic
Programme (DPP)



Polytechnic
Foundation
Programme
(PFP)





2024 GCE N(T) Level

2024 GCE N(T) Level Performance



passes for 2 or more subjects

**Sec 4 N(T) students who took Out-of-Stream (OOS)
subjects did very well!**



passes



2024 GCE O Level

2024 GCE O Level Performance

Sec 4 EXP



passes for 5 or more subjects

Sec 5 N(A)



passes for 5 or more subjects

2024 GCE O Level Performance

Eligibility for Post-Secondary Education

Junior College /
Millennia Institute

Polytechnic

Sec 4 EXP



Sec 5 N(A)



Celebrate Efforts

- Results are a culmination of years of hard work and perseverance
- No matter the outcome, we want to acknowledge and affirm that students have tried and put in their best effort.

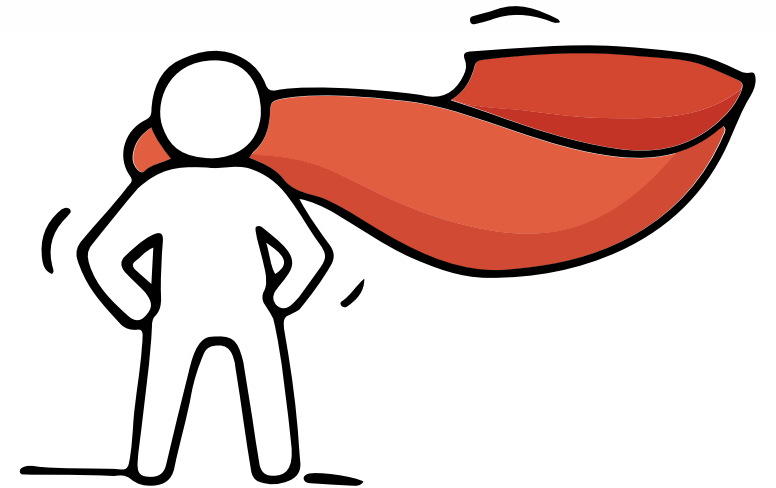


Rethink Success

Build on individual interests and strengths

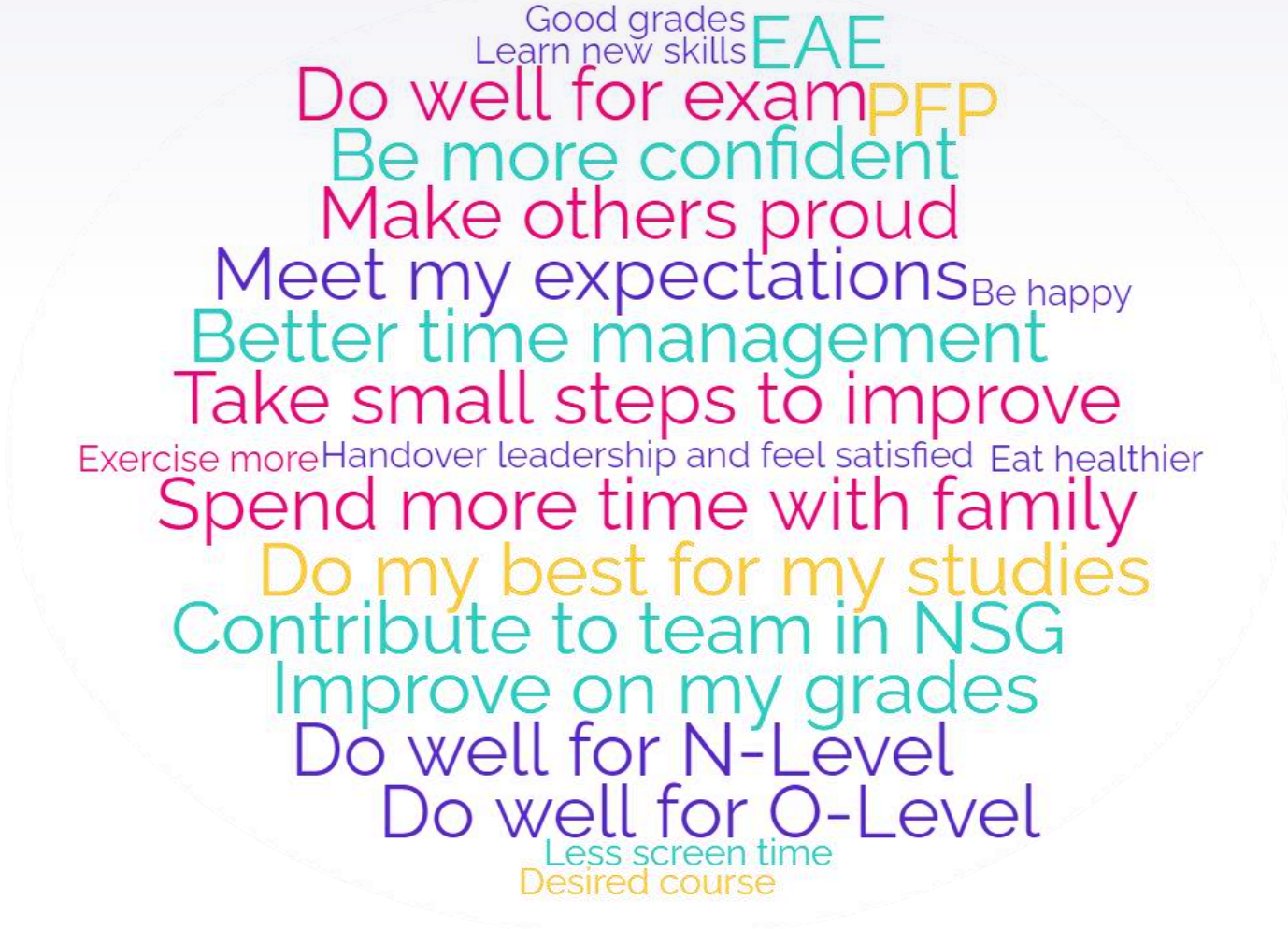
- ▶ Academic result is not the only measure of success.
- ▶ Value your child based on the level of effort put in to achieve his/her personal goals and develop his/her potential.
- ▶ Encourage them to focus on the learning process rather than outcome.

*Many different pathways
and opportunities!*



Rethink Success

Our students want to do well in both academic and co-curricular areas



Source: Hopes and Dreams Questionnaire 2024

Leadership and Achievements

National School Games

Volleyball South Zone

3rd position: B Division Boys

4th position: B Division Girls

NSG League 4

2nd position: C Division Girls

Football

NSG League 4

2nd position: C Division Boys



Leadership and Achievements

Uniform Groups

- ▶ Girl Guides – Puan Noor Aishah Honour Award (Silver)
- ▶ NCC – Unit Recognition (Distinction)
- ▶ NPCC – Unit Overall Proficiency (Gold)
- ▶ Red Cross – Excellence Unit Award
- ▶ Scouts – Frank Cooper Sands Award (Gold)



Leadership and Achievements

Other Achievements

SUPER Zonal Scrabble

South Zone

Champion: C Division

Choir

Singapore International Choral Festival

Silver Award

Sea Scouts

Four of our Sea Scouts cadets attained the Chief Commissioner's Award, the highest accolade for an individual scout.



Attendance Matters!

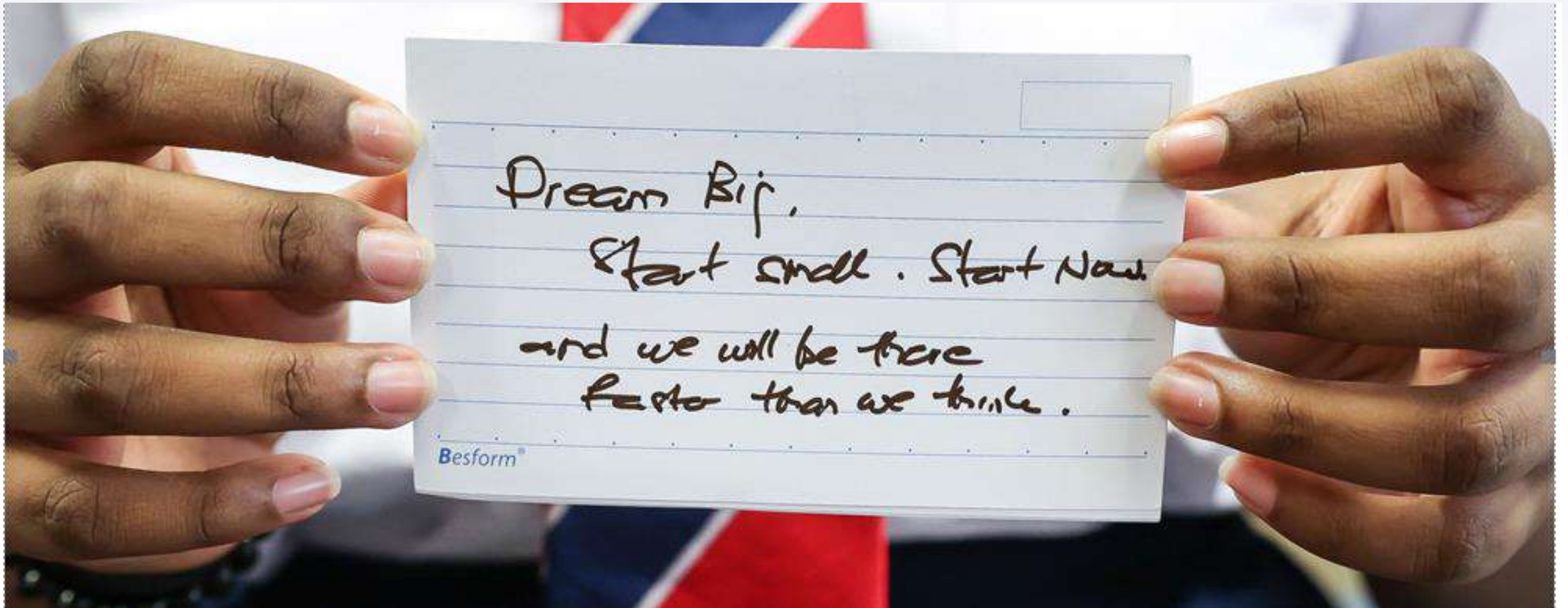
Every day and minute count

If your child misses...	That is ...
1 day per week	37 days per year
2 days per week	74 days per year
3 days per week	111 days per year

If your child misses...	That is ...
10 mins per day	50 mins per week
20 mins per day	close to 2hr per week
30 mins per day	2.5hr per week

Note: Calculation is based on 37 weeks of school term

Start Small, Start Now



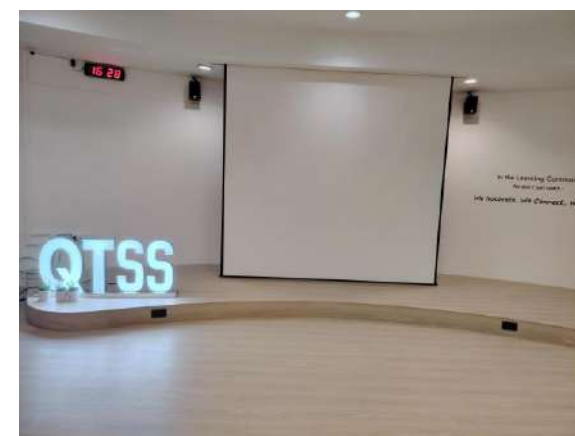
Dream Big,

Start small. Start Now.

and we will be there
faster than we think.

Besform®

Upgraded Facilities



Make your bed!

Admiral William Mcraven

Retired United States Navy four-star admiral

Trained as a Navy Seal

Last served as Commander of the United States Special Operations Command



Make your bed!

Get the first task right! Then the second task.. It grows

Get the small things right!

Small things / actions / efforts matter!

A little better everyday. It builds towards a big growth over time!

Take charge, start now!



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.

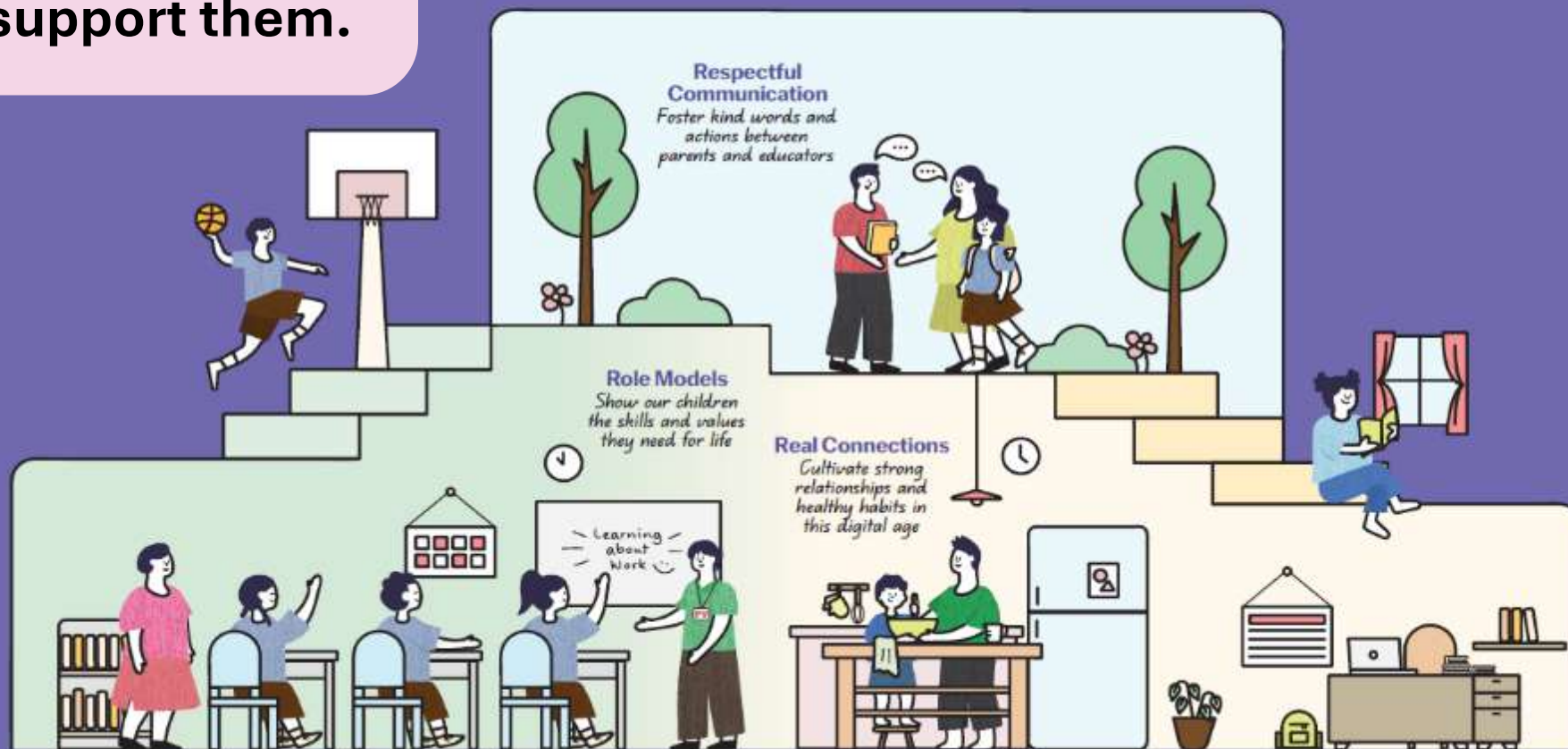


School-Home Partnership

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



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

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

- 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.
- 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

- 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?
- 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.
- 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

- 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).
- 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).
- 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!



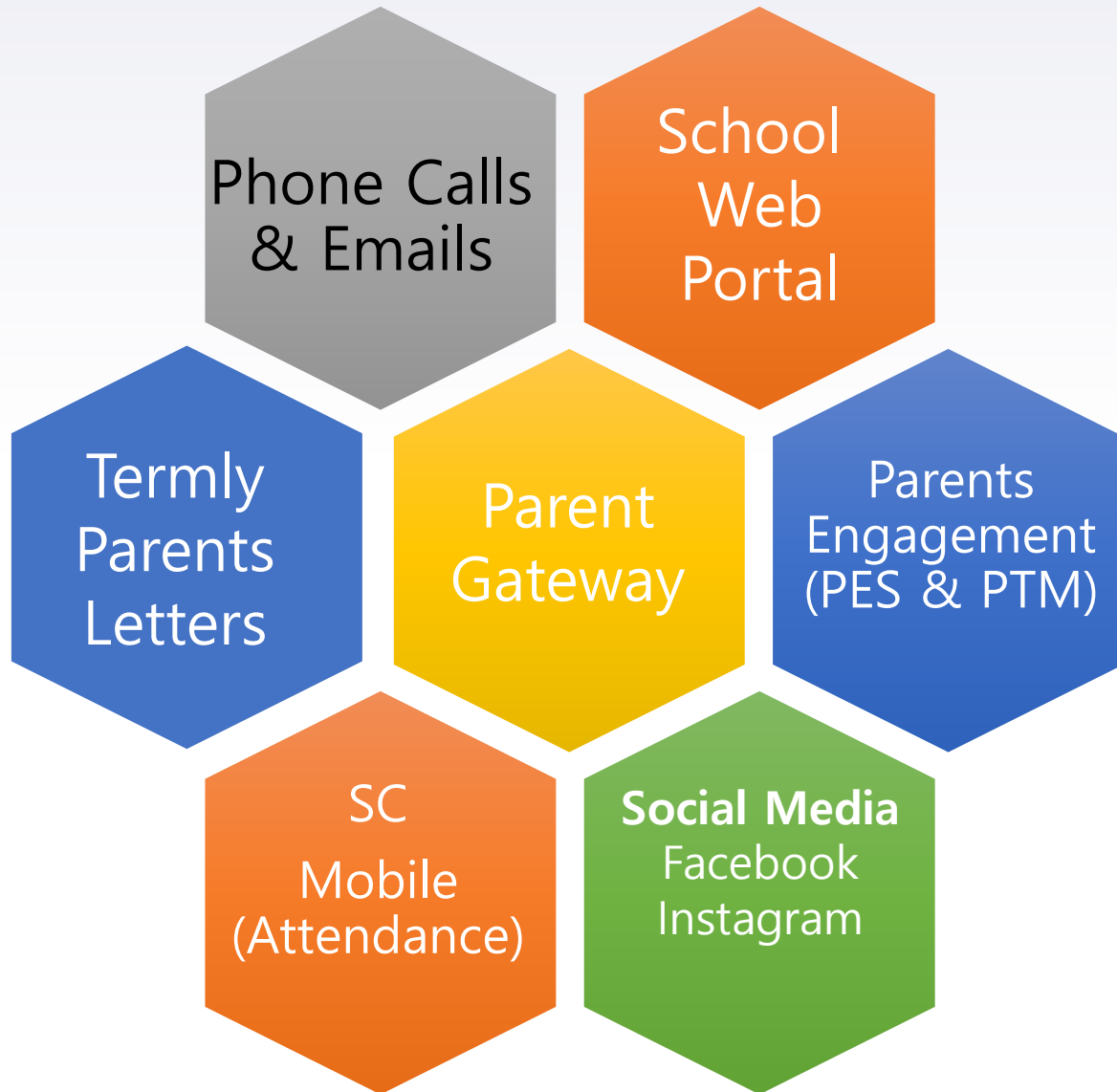
Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

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

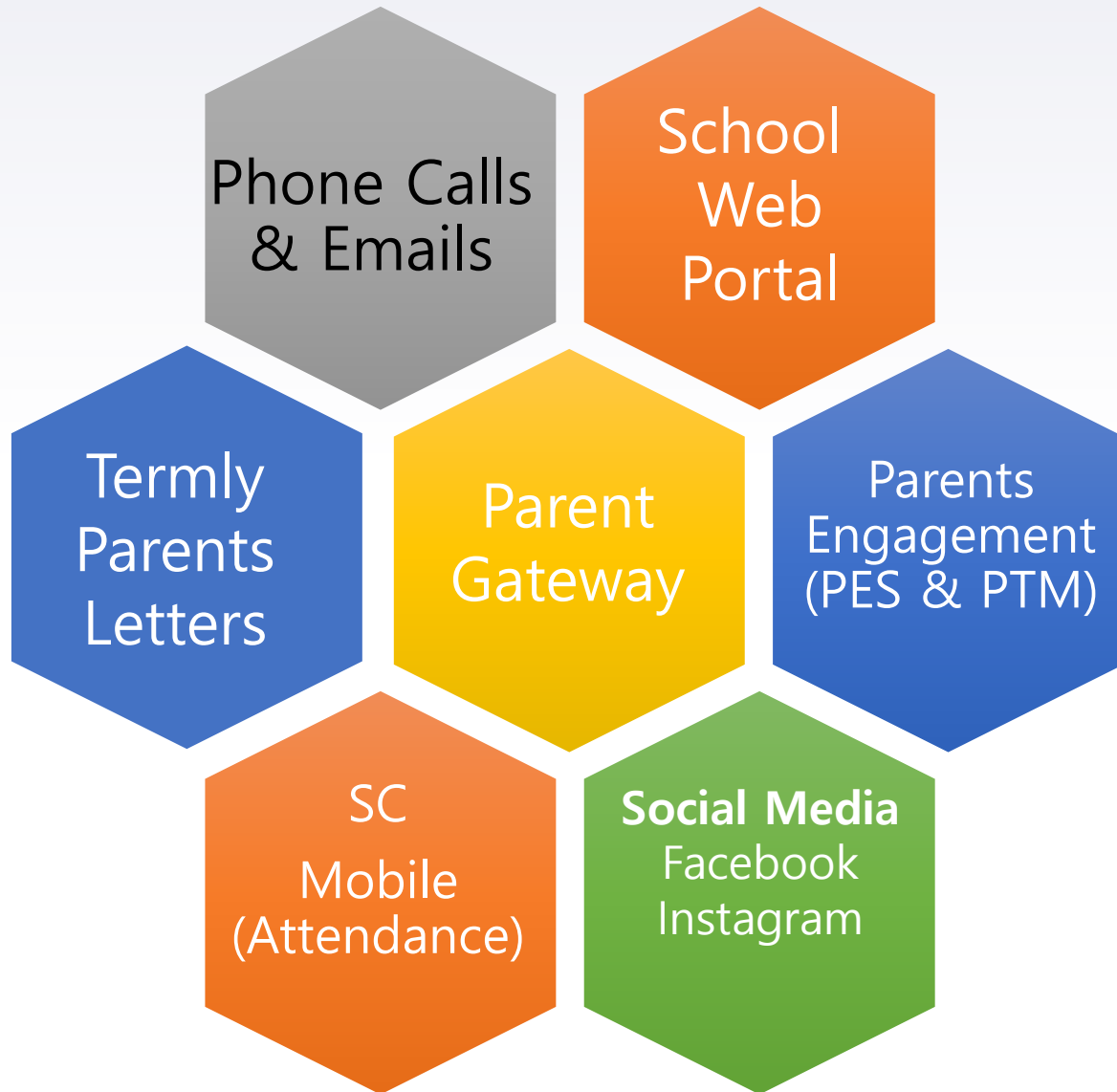


The teachers' working hours are from 7.00am – 5.30pm.

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

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

Home-School Partnership



Upcoming Plan

Coffee Talk with Mr Sim

When: Term 2

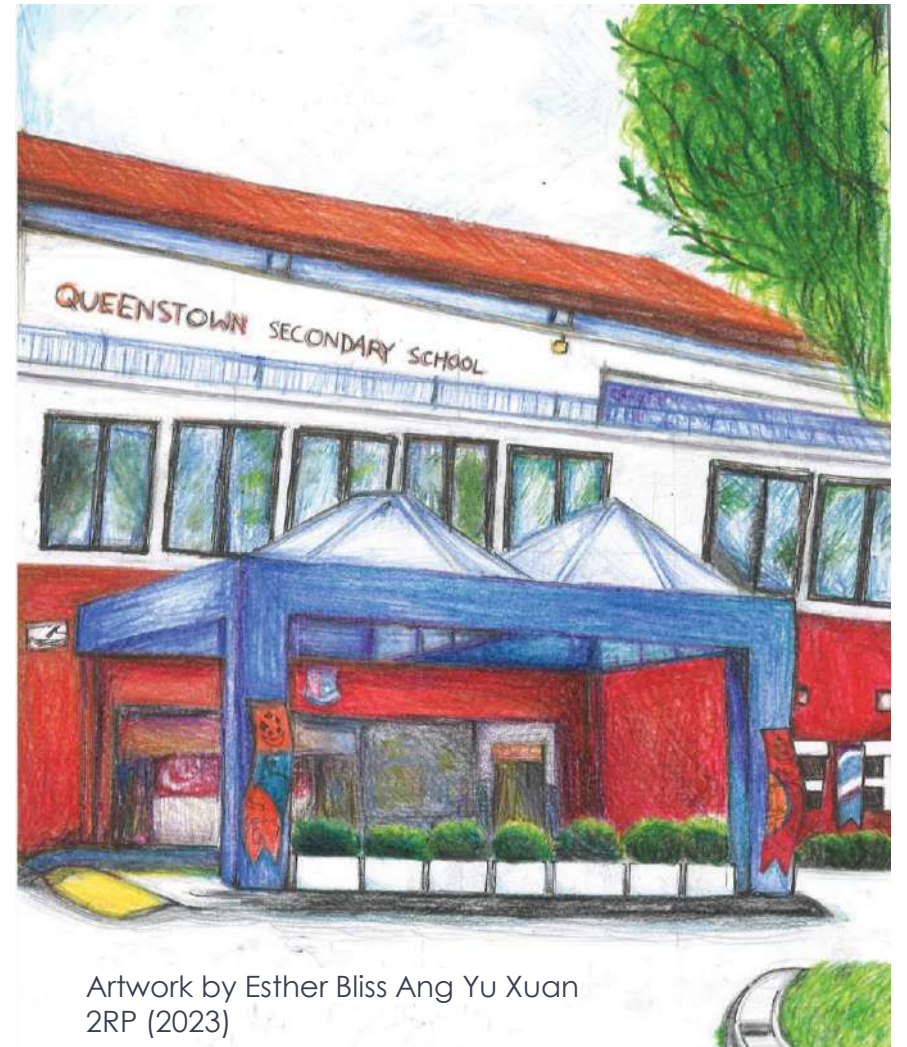
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Briefing By: Upper Secondary Assistant Year Head



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SCHOOL**



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

Dare to Serve

Our focus in 2025

Think. Respect. Grow.



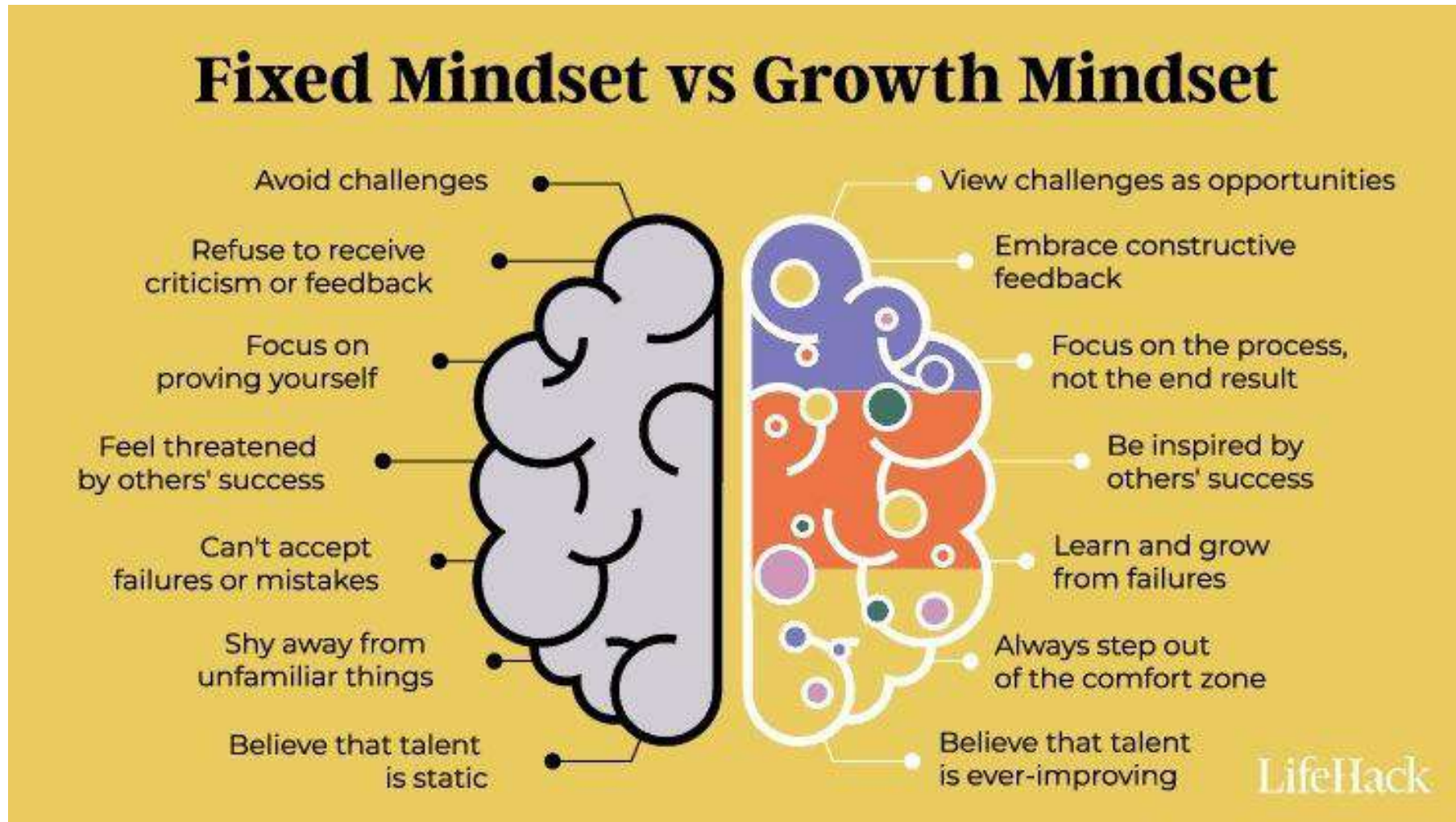
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**QUEENSTOWN
SECONDARY
SCHOOL**

Dare to Serve

Think

Growth Mindset: A key to success



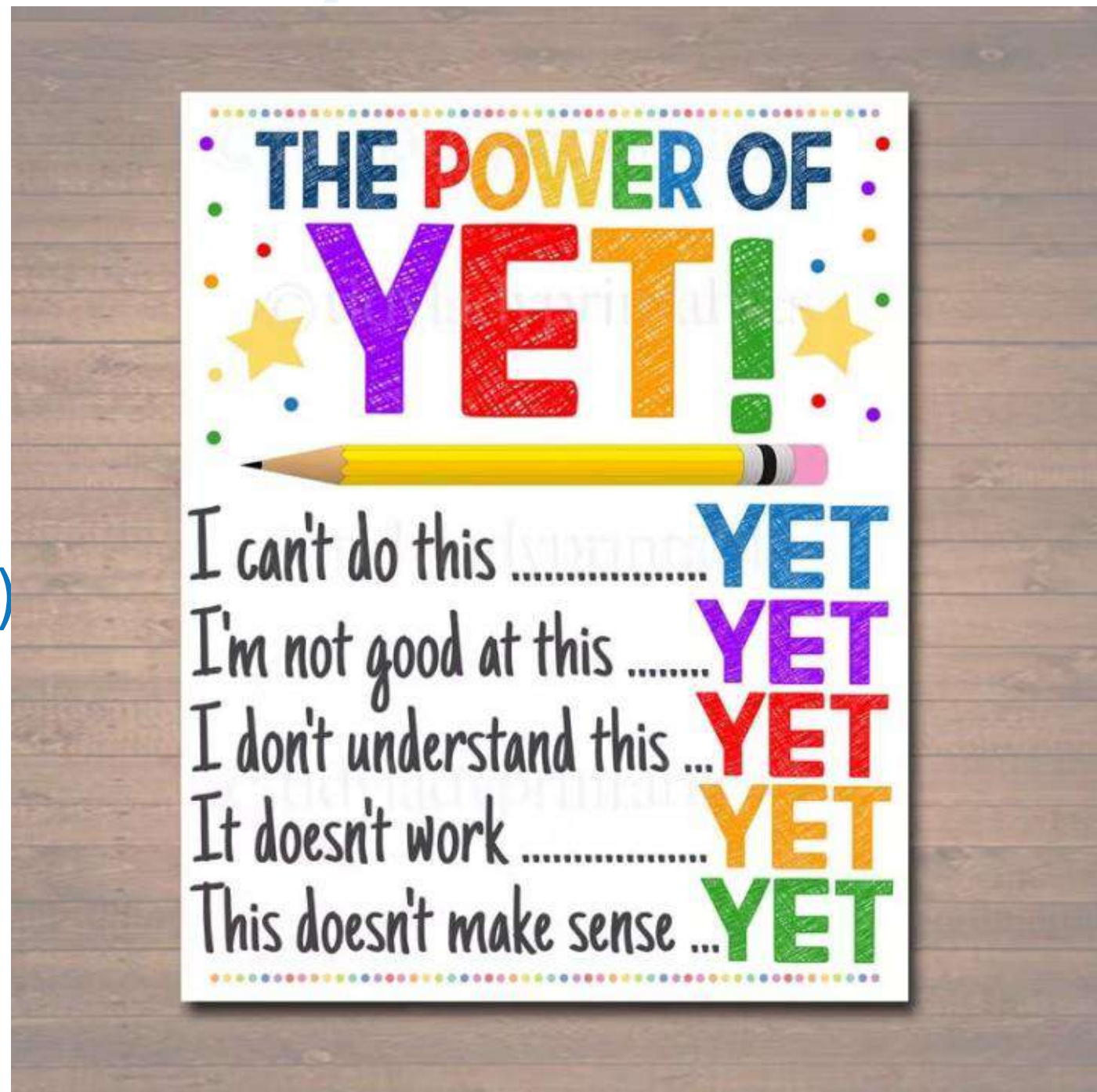
Think

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



Level Outcome

1

Self-
Empowerment

2

Self & Others:
Enabling Others

3

Self & Community:
Daring to Serve



4/5

Self & Community:
Leaving a Legacy

Intrapersonal

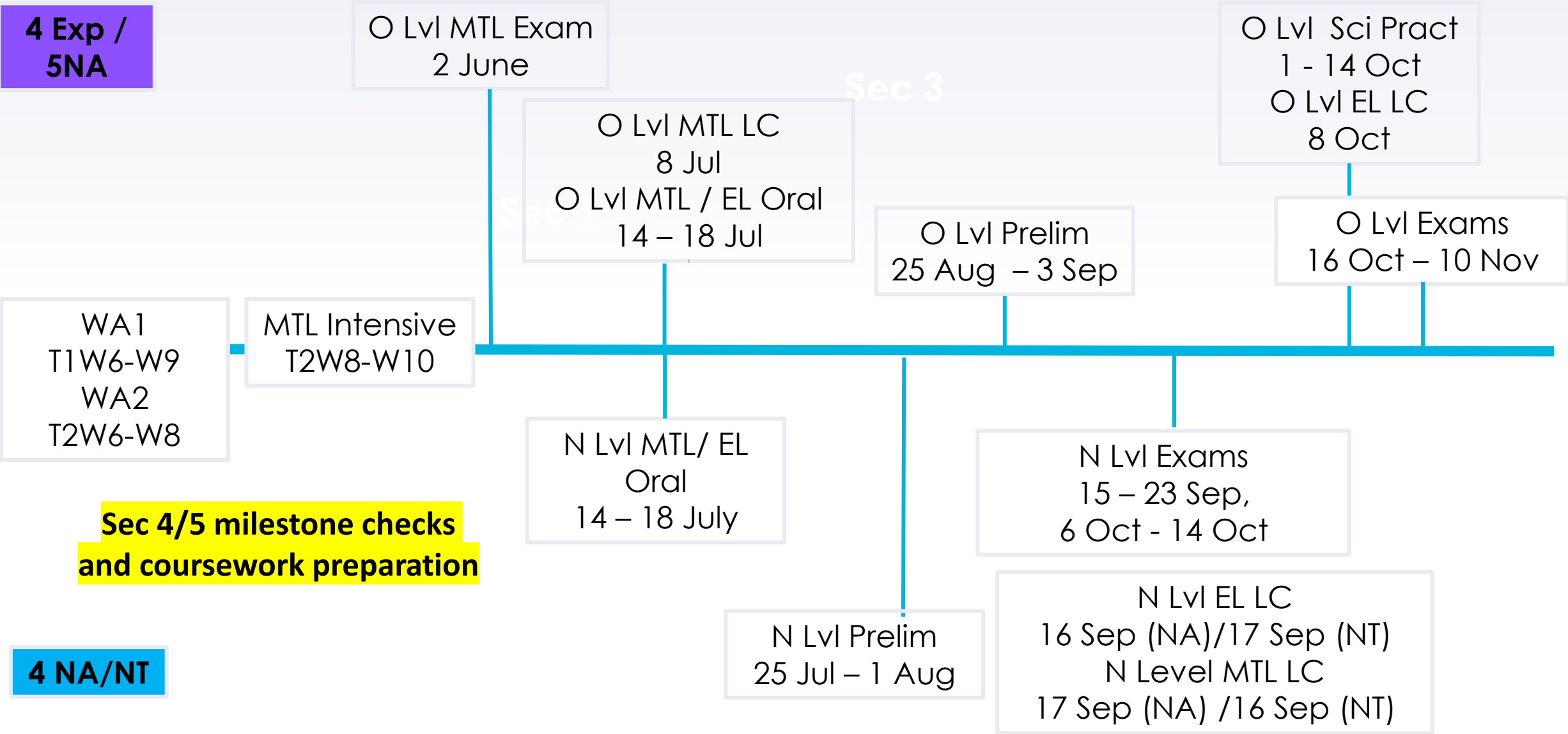
Society /
Wider Community

- Capitalise on **personal uniqueness** in making **ECG choices**
- Take **ownership of learning** with sustained motivation to achieve ECG goals
- Commit to **reflective practices** and **continuous learning**
- Continue participation in **sustainability efforts**
- Embody the quality of an **exemplary leader** (anchored in values)



What to expect in 2025?

4 Exp / 5NA



Sec 4/5 milestone checks and coursework preparation

4 NA/NT

What to expect in 2025?

Term / WA	Term 1 WA 1	Term 2 WA 2	Term 3 Prelim Exam	Term 4
Period	T1 W6 - 9	T2 W6 - 8	-	-
Weighting	-	-	100%	-

Opportunities to check progress and understanding include daily assignments and revisions



**Enabling our students to
fulfil their aspirations**

Academic Support

Supplementary lessons

Milestone Checks
(First and last week of June holidays)

MTL Intensive revision

Completion of Coursework
(March and June holidays)

Online/In Person consultations
(during study break)

Online resources using MS Teams e.g. consultation with subject teachers, additional practice papers etc.

Co-curriculum Programme

Co-Curricular
Activity (CCA)
based on
LEAPS 2.0

Education and
Career
Guidance

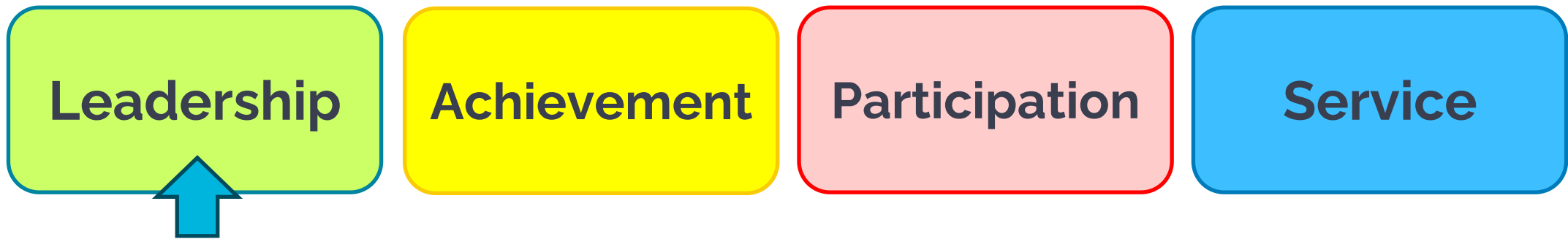
Aptitude and Interest-based
Admission to Post Secondary
Education Institutions

- 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 on our school website
<https://www.queenstownsec.moe.edu.sg/cca/leaps2/>

Levels of Attainment

- ▶ Level of attainment allows for competitive edge for entry to Post-Secondary Education Institutions (PSEIs)

Level of Attainment	Bonus Points
Excellent	2 bonus points
Good	1 bonus point
Fair	0 point

Note: Student must first be eligible for PSEI / course of study before bonus point(s) can be used.

Note: CCA attendance for graduating students will be computed till 2 April 2025 (Wednesday) except students involved in NSG (for teams through to Nationals) and SYF.



Safety and Well-Being

Quick Drop-Off and Pick-Up Points



MAIN GATE



REAR GATE

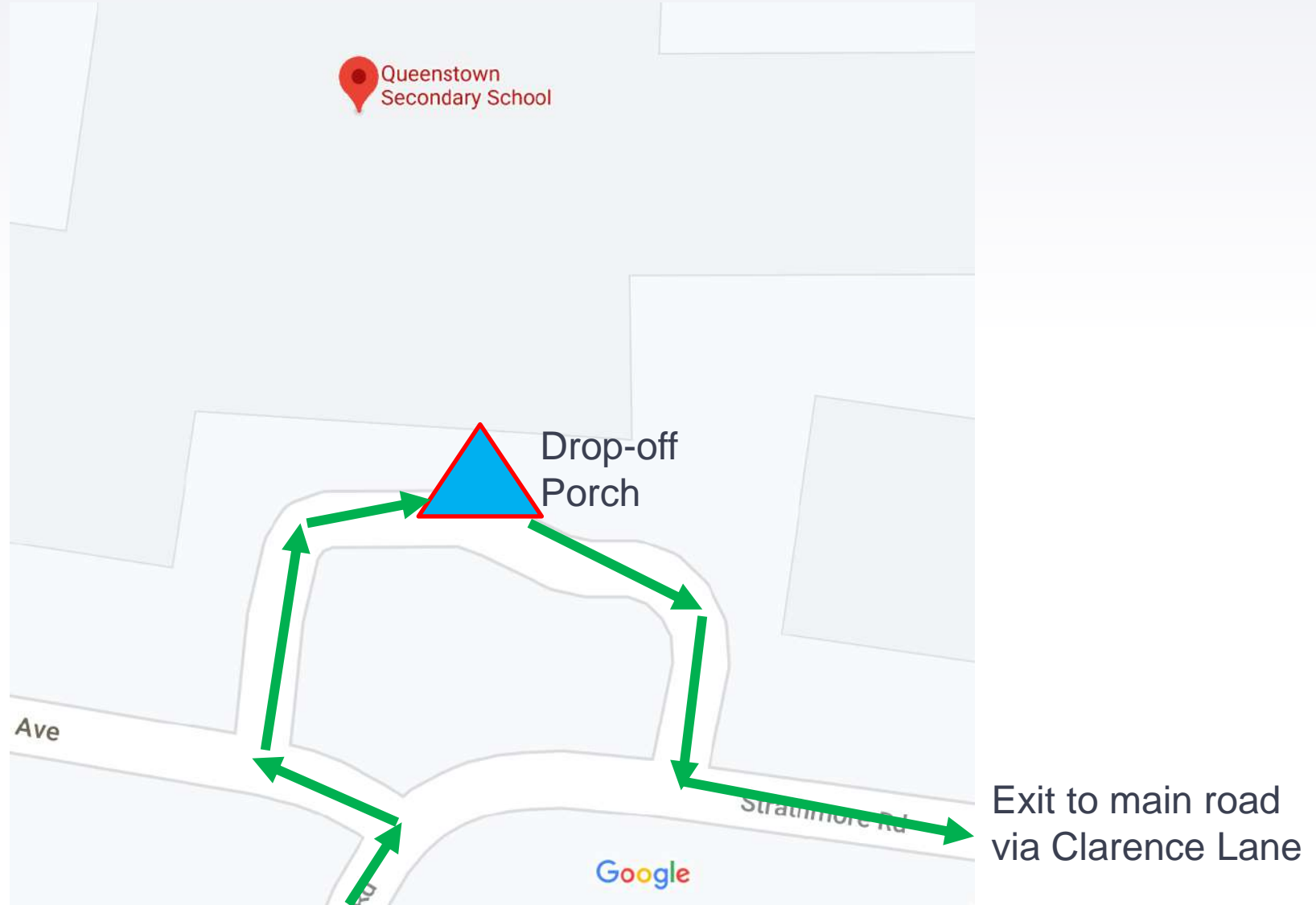
Note: Rear Gate will be closed until the construction at ISH is completed

HDB Carparks

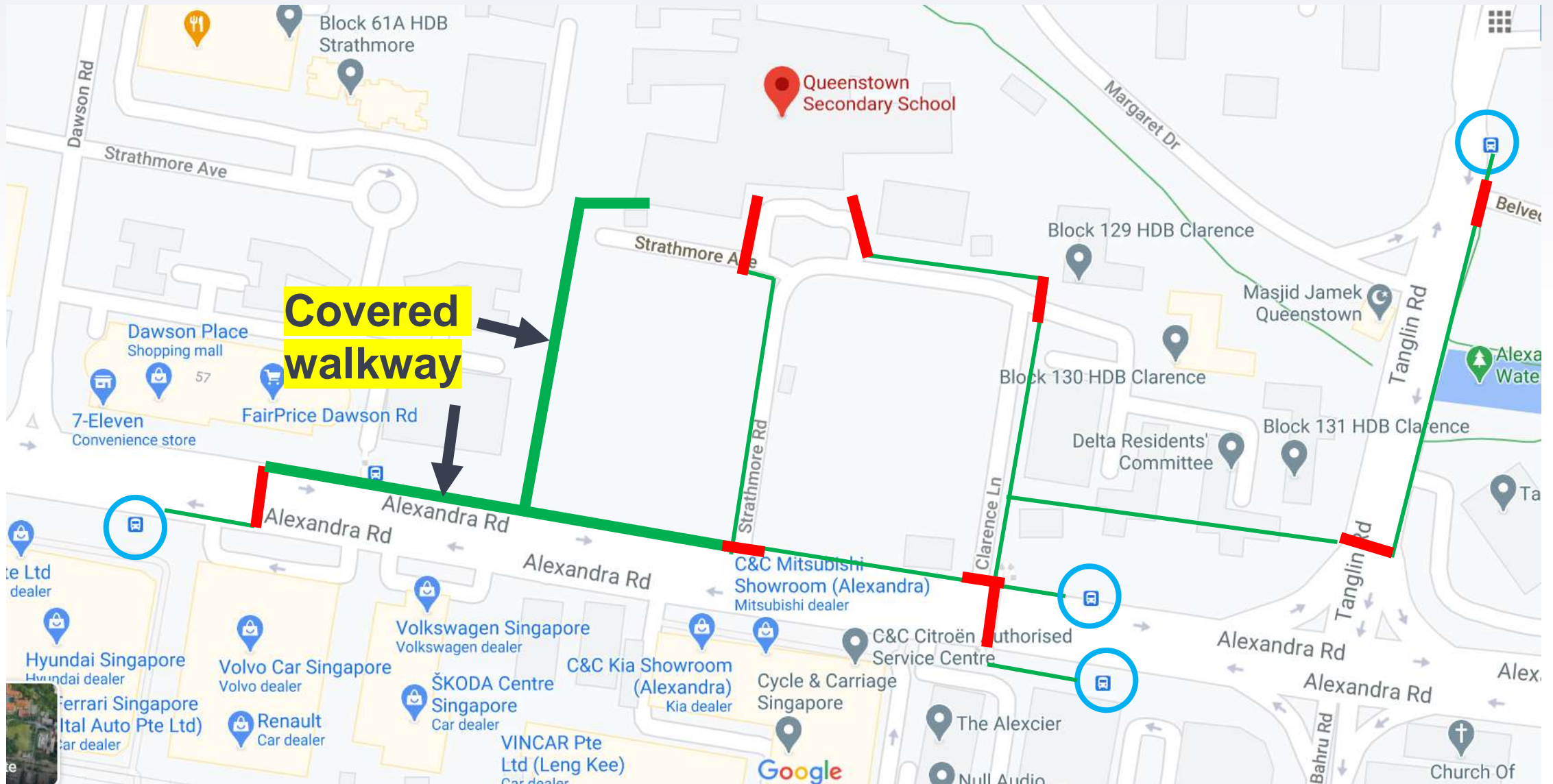
(Alternatives if the drop-off point(s) are packed)



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.

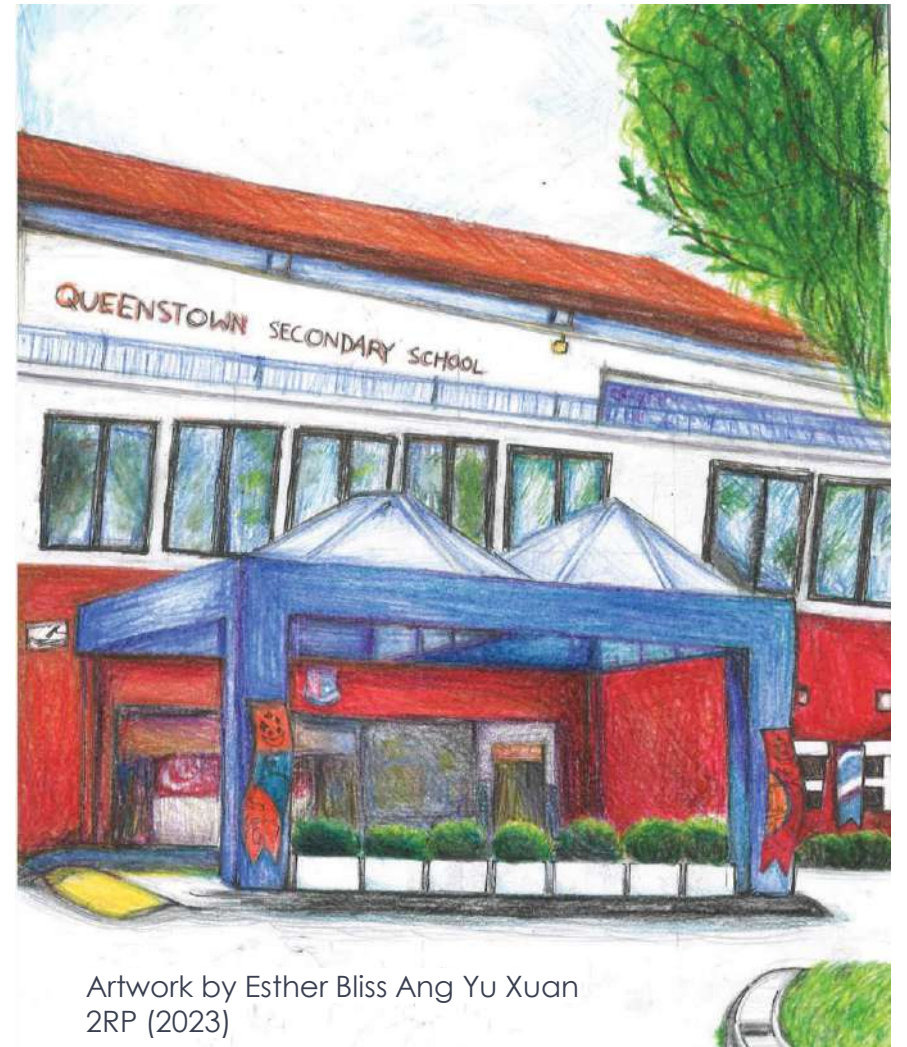
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Briefing By: HOD/CCE



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QUEENSTOWN SECONDARY SCHOOL



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

Dare to Serve

Education & Career Guidance Focus in QTSS

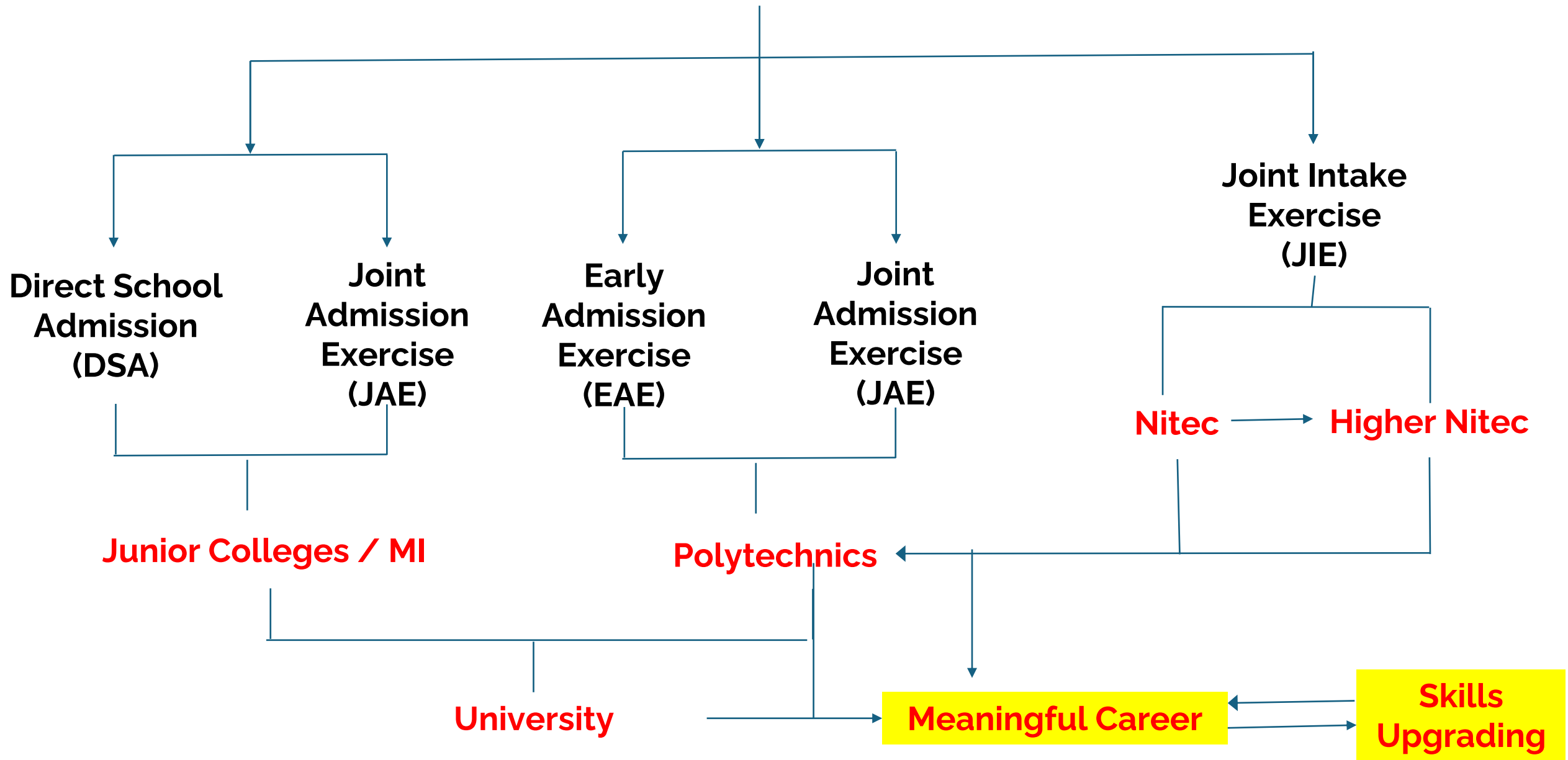
- Every Queenstownian is unique, has the potential to grow, and wants to serve
 - Unique in their strength, passion and interests
 - Leads a fulfilling live through serving the needs of the world in their career
- Queenstownians explored, supplemented by various school programmes, to find out
 - Who are they?
 - Who can they be?



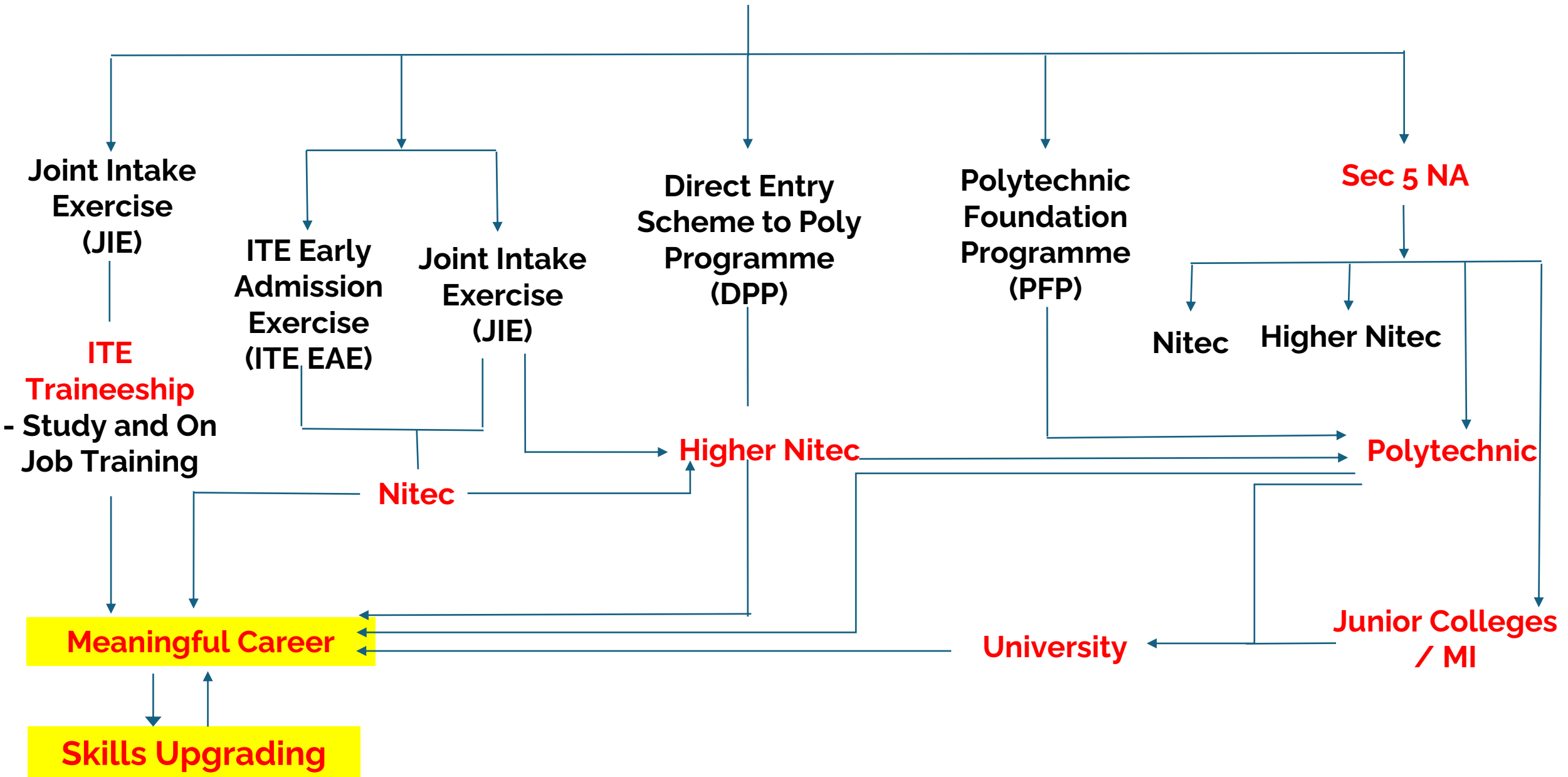
How do I get there?

Express Course

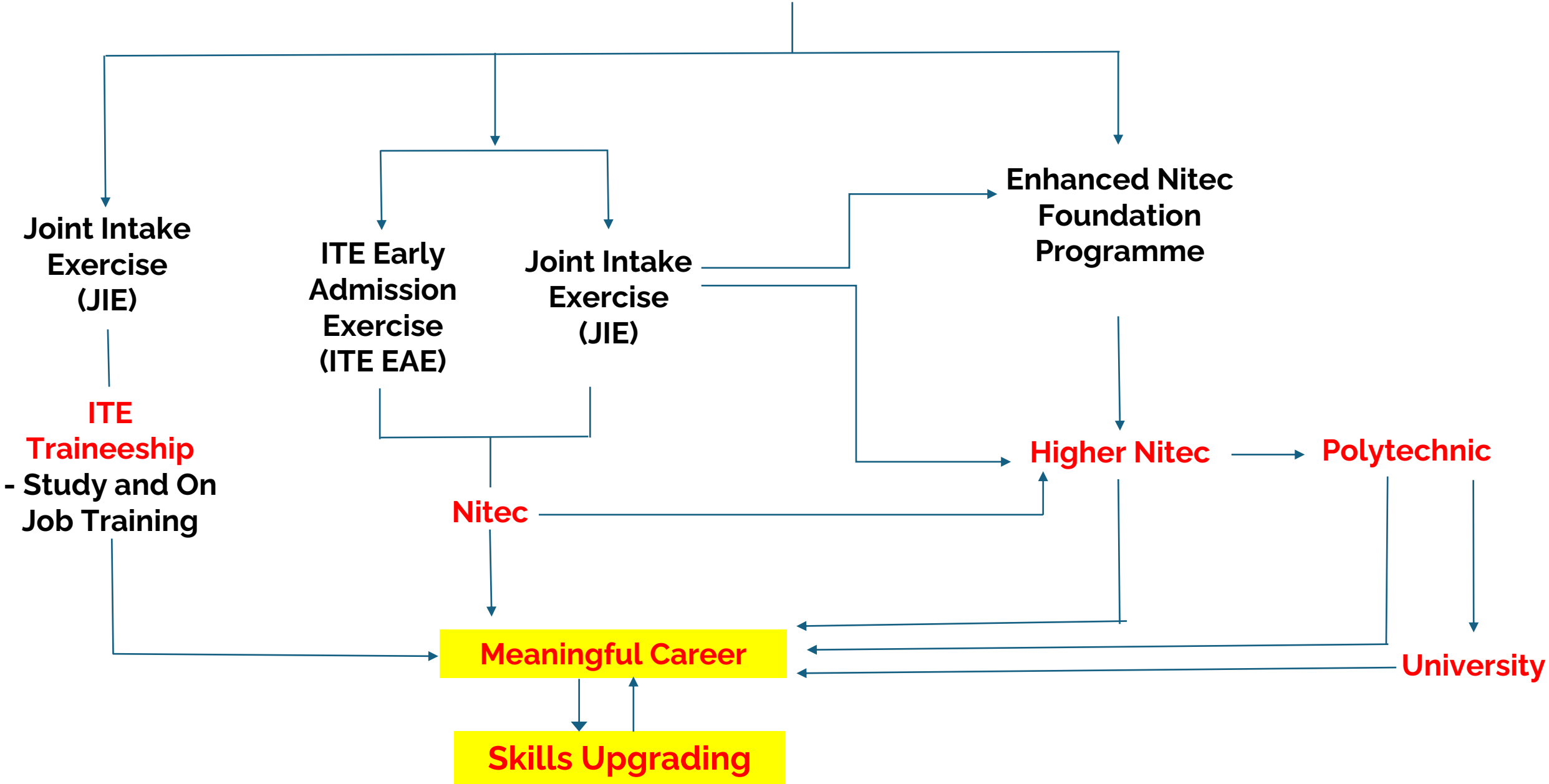
GCE O Level



GCE N Level



GCE N Level





Securing my pathway


What are my options?

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)



Early Admission Exercise (EAE)
and
Direct School Admission (DSA-JC)

What are they?

- Allow Queenstownians who are **certain of** the following questions:
 - Who are they?
 - Who can they be?
 - How are they going to get there?
- An **earlier start** compared their peers with the same education timeline

Express	NA / NT
DSA – JC EAE (Poly)	PFP DPP EAE (ITE)

- ▶ To facilitate the admission, for those **who are clear what they want to pursue**, into Post Secondary Education Institution **based on interests and aptitudes**, and not solely based on academic results.

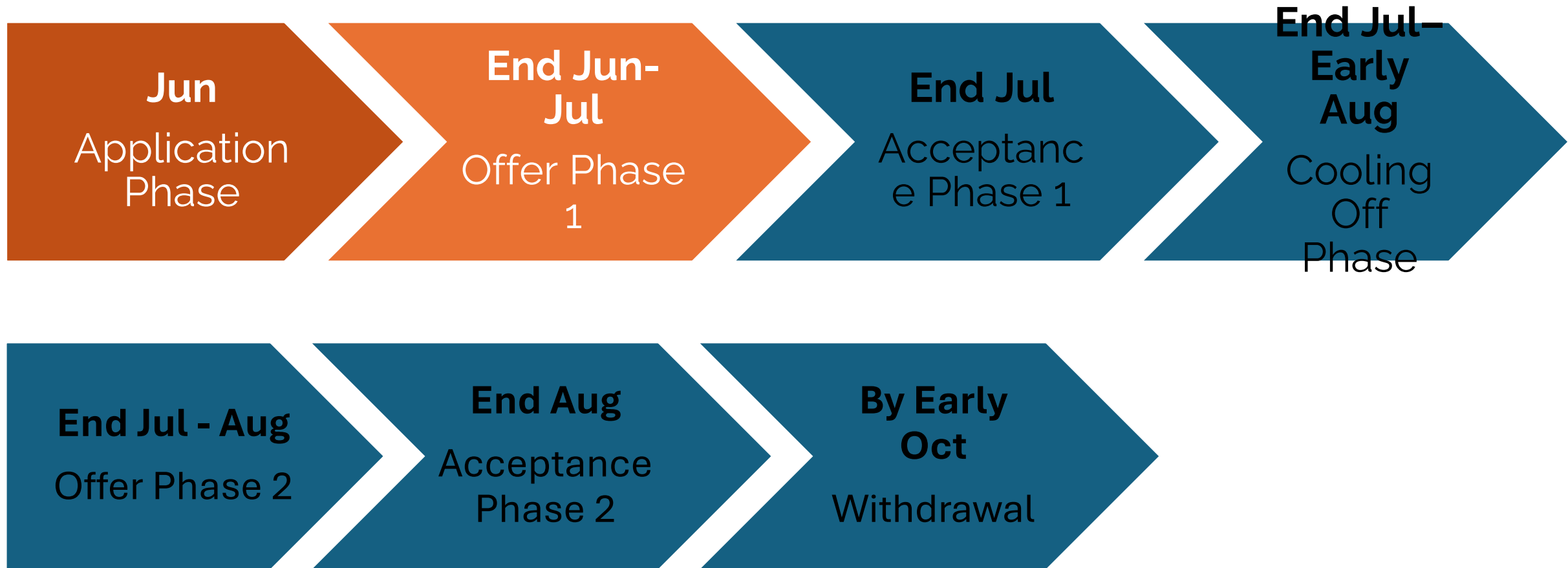
Direct School Admission (DSA-JC)

- 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 Timeline



How to apply for DSA-JC?

- Visit participating DSA-JC school's website to check for
 - application dates
 - areas of focus
 - selection criteria
 - selection process

Other areas to note for DSA-JC

- Required to **meet eligibility criteria** for admission to JC i.e. **L1R5 \leq 20 points**
- Once offer is accepted, student cannot participate in Joint Admission Exercise (JAE)
- **Commit to JC of choice** i.e. offer is not transferrable
- Participate actively in the area of sport/performing arts in admitted JC
- Subject combinations offered by accepted JC

Early Admission Exercise (EAE)

- 1. It's for those who have *aptitudes* and *interests* in specific fields of study**
 - Focus on **course-specific aptitudes and interests**
- 2. Applicant will be assessed through different modes**
 - E.g. interviews, aptitude tests, showcase of portfolio, dependent on course
- 3. All this will take place *before* the National exams**
 - If application is successful, the polytechnics and ITEs will give the applicant a **conditional offer** before the O-Level exams and N-Levels exams respectively

Early Admission Exercise (EAE)

- 4. Still have to meet the Polytechnic/ITE's criteria**
 - Poly EAE: Net ELR2B2 score of **26 points or better** at O-Levels
 - Both Poly and ITE EAE: **Minimum entry requirements** for the applied course
- 5. Upon acceptance of offer, applicant won't have to compete academically for admission to PSEI**

EAE Timeline

ITE



Polytechnic



Other areas to note for EAE

Each course may vary in their requirements depending on the course applying

- Each applicant has up to 3 choices
- Write-up to showcase
 - Polytechnic: 600 characters write-up (Course related) and 1000 characters write-up (Talents and Achievements - Not Course related)
 - ITE: 100 words write-up
- Shortlisting for evaluation through


Interview

Portfolio

**Aptitude test or
aptitude-based
activities**

Support by School

- Briefing session leading up to EAE/DSA
- Guidance for DSA-JC will be provided on a case-by-case basis as the requirement defers for each JC.
- Guidance on EAE write-ups
- Vetting of EAE write-ups
- Course-based preparation sessions with ECGC
- Provision of venue for interviews (if necessary)



Polytechnic Foundation Programme (PFP)
and
Direct-Entry to Polytechnic Programme
(DPP)

Polytechnic Foundation Programme (PFP)

Eligibility:

- **ELMAB3 ≤ 12** (excluding CCA bonus points) AND
- **Subject-specific requirements (Group 1 and Group 2)**

Legend:

EL = English Language

MA = Mathematics

B3 = 3 Best subjects

How to apply?

- Eligible N(A) students will be **invited to apply** for the Polytechnic Diploma courses of their choice after the release of the 'O'-Level results

Note: Eligibility does not guarantee placement in the programme, subject to competition based on merit and the availability of places

ITE Direct-Entry-Scheme to Polytechnic Programme (DPP)

Eligibility:

- 4N(A) students who do well in GCE N-Level examination
- **ELMAB3 ≤ 19** (excluding CCA bonus points) AND
- **Subject-specific requirements**

Legend:

EL = English Language

MA = Mathematics

B3 = 3 Best subjects

How to apply?

- Eligible N(A) students may apply after the release of GCE N-level results

Note: Eligibility does not guarantee placement in the programme, subject to competition based on merit and the availability of places

Mapping of DPP to Polytechnic Courses

2-Year Higher Nitec DPP Course ^[2]	Mapped Polytechnic Courses for Articulation from 2-Year Higher Nitec DPP Course	Offered by	Minimum Qualifying GPA ^[3]	
			Year 1 Entry ^[4]	Year 2 Entry ^[5]
IT Systems & Networks	Common ICT Programme	SP	2.5	-
	Common ICT Programme	TP	2.5	-
	Computer Engineering	TP	2.5	-
	Cybersecurity & Digital Forensics	NP	2.5	-
	Cybersecurity & Digital Forensics	NYP	2.5	-
	CyberSecurity & Digital Forensics	TP	2.5	-
	Electronics	TP	2.5	-
	Experiential Product & Interior Design (<i>Merger of Diploma in Interaction Design and Diploma in Experiential Product & Interior Design</i>)	NYP	2.5	-
	Game Development & Technology	NYP	2.5	-
	Immersive Media & Game Development (<i>Previously known as Game Design & Development</i>)	TP	2.5	-
	Infocomm & Media Engineering	NYP	2.5	3.5
Infocomm & Security	NYP	2.5	-	

Considerations for choosing of PSEI courses

It is about how they can be the best version of themselves where they can further develop their strengths and interests into meaningful and purposeful careers (Dreams and Hopes).

Supporting your child/ward as Parents

- ▶ **P**rioritise time for our child
- ▶ **A**ttend to signs of stress
- ▶ **R**emind about goals and self-revision
- ▶ **E**ncourage our child to practice Growth Mindset
- ▶ **N**urture his/her interests and holistic development
- ▶ **T**alk to our child about his/her passion, interests and school
- ▶ **S**uspend judgement and see from child's perspective

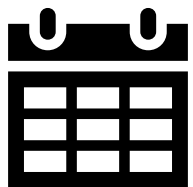


Effective Partnership with Parents

Communication modes:

Parent Gateway, Facebook, Instagram

- Parents Engagement Session (on-line) – 24 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

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

