



# Evening with Sec 1 Parents

8 January 2025

Through the gates of  
Woodlands Ring Secondary School,  
**walk the best!**



# Welcome to WRSS

Mr Lam Yui-P'ng  
Principal

Through the gates of  
Woodlands Ring Secondary School,  
**walk the best!**





# Our School Leaders & Key Personnel

Through the gates of  
Woodlands Ring Secondary School,  
**walk the best!**

Appointment	Names
Principal	Mr Lam Yui-P'ng
Vice-Principal	Mr Kenneth Sim
Vice-Principal	Mr Tay Yong Seah Melvin
Vice-Principal (Admin)	Mr Hee Juay Ay

Appointment	Names
Year Head (Upper Sec)	Mr Yap Choong Shiong
Year Head (Lower Sec)	Mrs Koh-Teh Yi Wen
HOD / Curriculum	Mdm Lee Swee Hoon Joyce
HOD / Craft & Technology	Mr Toh Hiew Kang
HOD / CCE	Mdm Rabiaton Bte Mohamed Zin
HOD / Mathematics	Mr Chen Xin Da
HOD / Humanities	Mr Chua Chong Guan Roy
HOD / ICT	Mr Nicholas Chua
HOD / PE & CCA	Mr Ganesan Nadarajan
HOD / Science	Mrs Teo – Ong Huei Huey
HOD / Mother Tongue	Ms Hafiza Bte Yahya
HOD / English Language (Covering)	Mdm Nor Lizawati Mohd Tahir
SSD	Mdm Chan May Peng
SSD	Mdm Rohizan Bte Talib
HOD Student Behaviour Mgt	Mr Sivakumar Murugaya



# Preparing our Students for a New Tomorrow

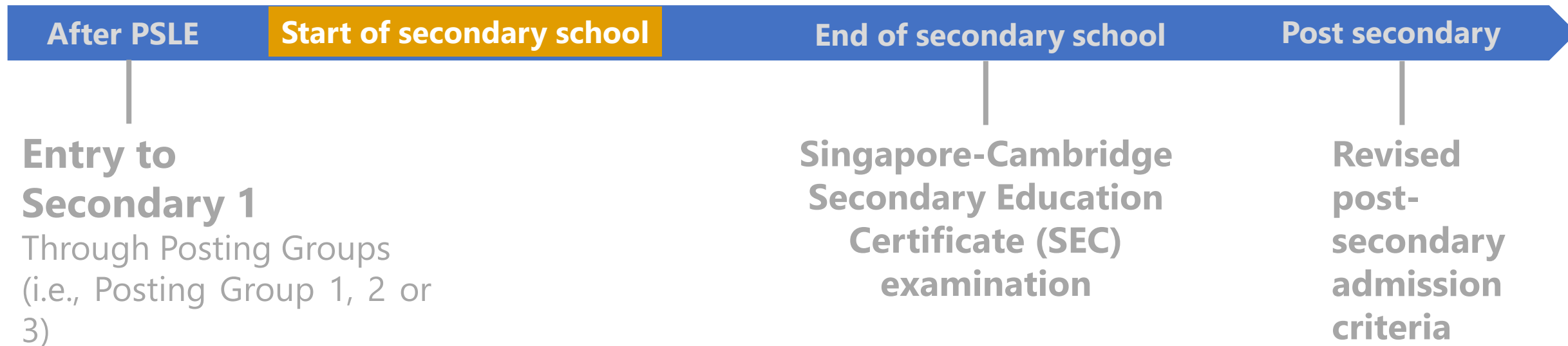
Through the gates of  
Woodlands Ring Secondary School,  
**walk the best!**



# Secondary school experience under Full SBB

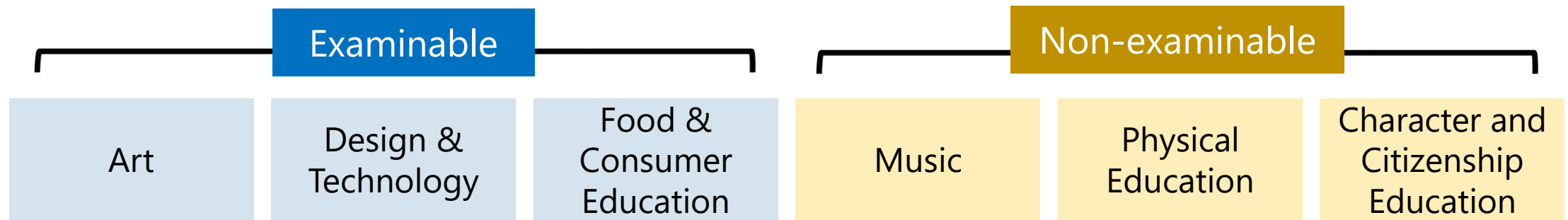
## Secondary school experience

1. Mixed form classes upon entering secondary school
2. Common curriculum subjects at lower secondary
3. Subjects to be offered at G1, G2 or G3, mapped from the standards of the N(T), N(A) and Express respectively
4. Greater flexibility to offer subjects at various subject levels
5. Shift away from stream-based subject offerings



# Common Curriculum Subjects

- Students will take six common curriculum subjects with their form class classmates:



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



# Overview of Post-Secondary Pathways

From 2028,  
**more post-secondary options**  
 will be available.

Students taking at least	POST-SEC PATHWAYS					
	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
6 G3 subjects	✓	✓	NEW ✓	✓	✓	✓
5 G3 subjects	✓	✓	NEW ✓	✓	✓	
4 G3 + 1 G2 subjects	✓	✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	NEW ✓				

\*For students who meet ITE's Year 1 academic requirements





# Forge Connections, Wondrous Radiance

---





**Bringing the best of both  
worlds together**

---

**Culture of Learning**  
**Culture of Care**

# Student-Centred Excellence

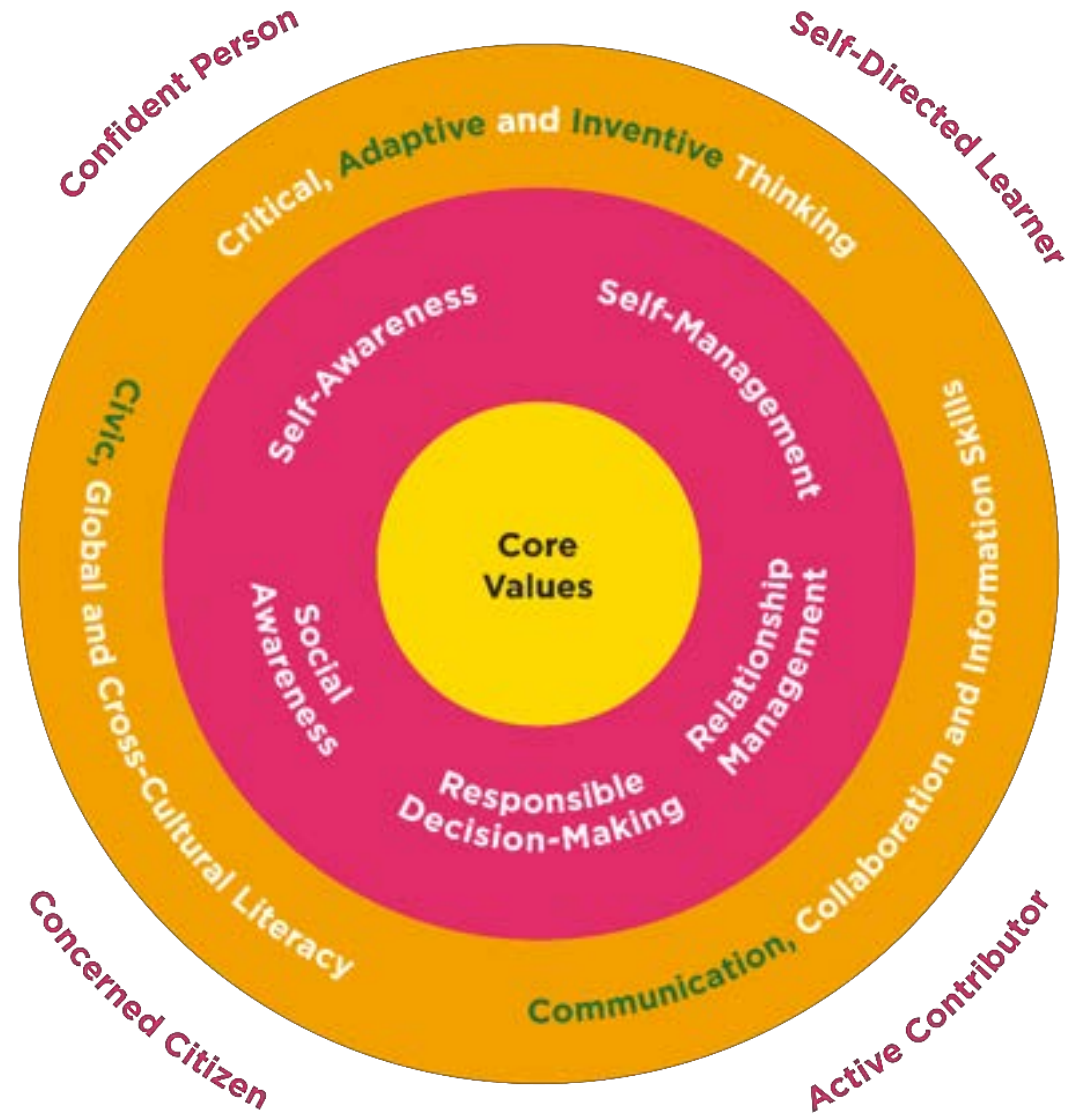
## Our Beliefs

---

- Every Student is Our Student
- Every Student is a Leader
- Every Experience a Learning Opportunity
  
- Every Staff a Dedicated Learner
- Every Teacher a Curriculum Designer
- Every Teacher a CCE Teacher



**A Confident Person**  
**A Self-Directed Learner**  
**An Active Contributor**  
**A Concerned Citizen**





# Transitioning from Primary School to Secondary 1

Through the gates of  
Woodlands Ring Secondary School,  
**walk the best!**

# From Primary 6 to Secondary 1

---

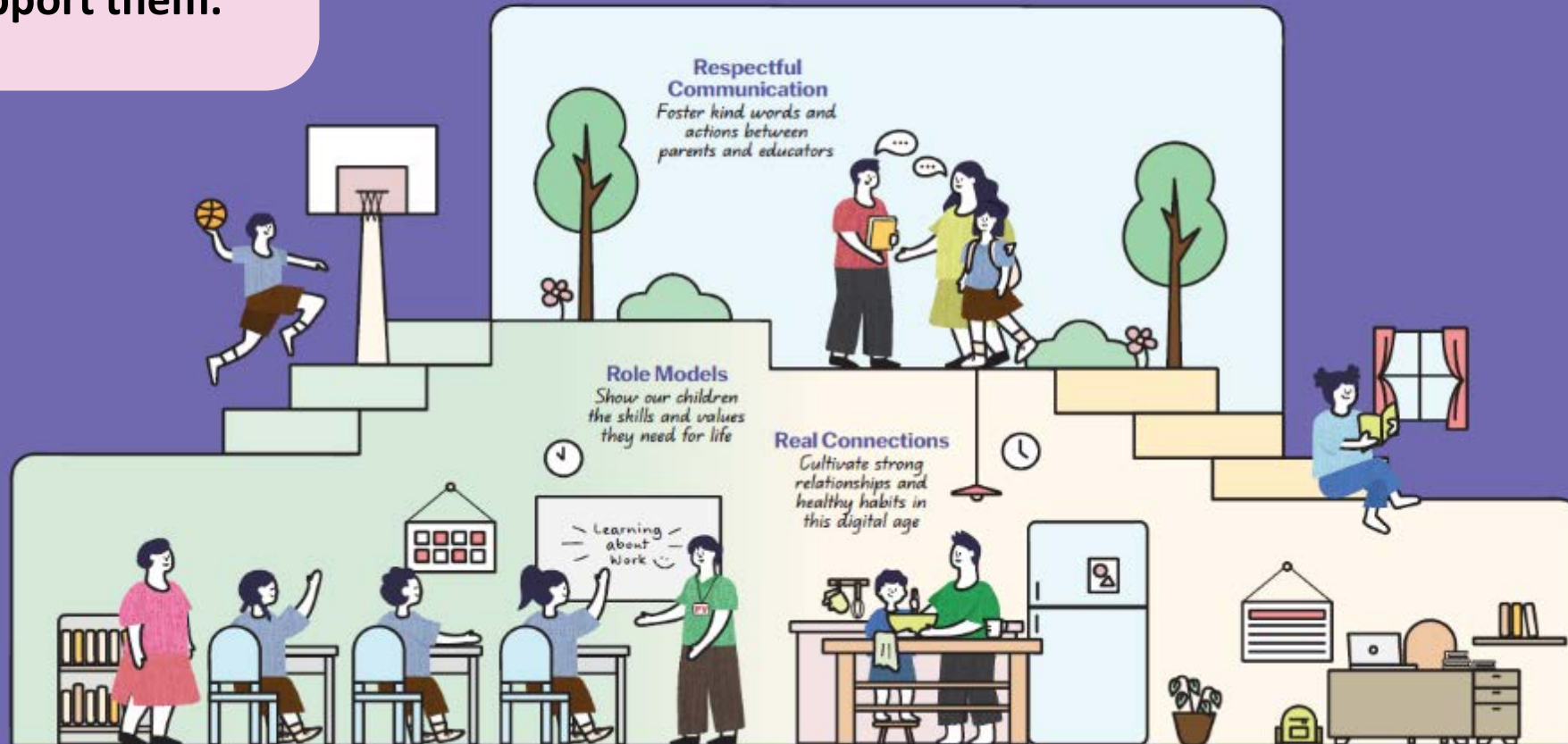
- From 4 subjects to 8 - 10 examinable subjects
- CCA is compulsory
- Longer school hours
- Self-directedness,
- Greater Responsibilities, Independence
  - Every experience a Learning Opportunity

# 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**



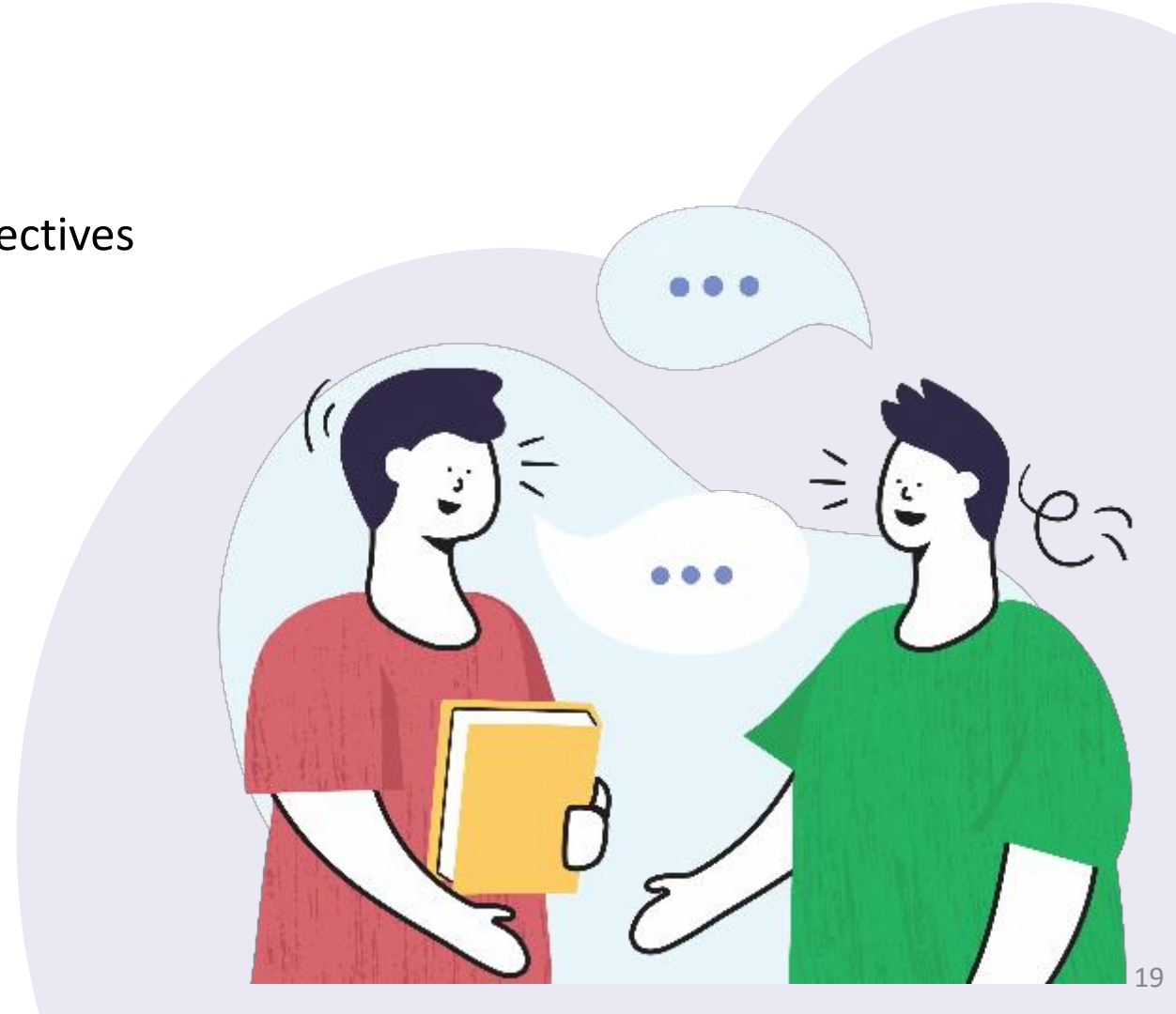
Listen to and understand each other's perspectives and concerns regarding each child



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 (7am – 6pm)



# 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



Build strong bonds through shared experiences and meaningful conversations

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



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





# Join Us! Parent Support Group (PSG)

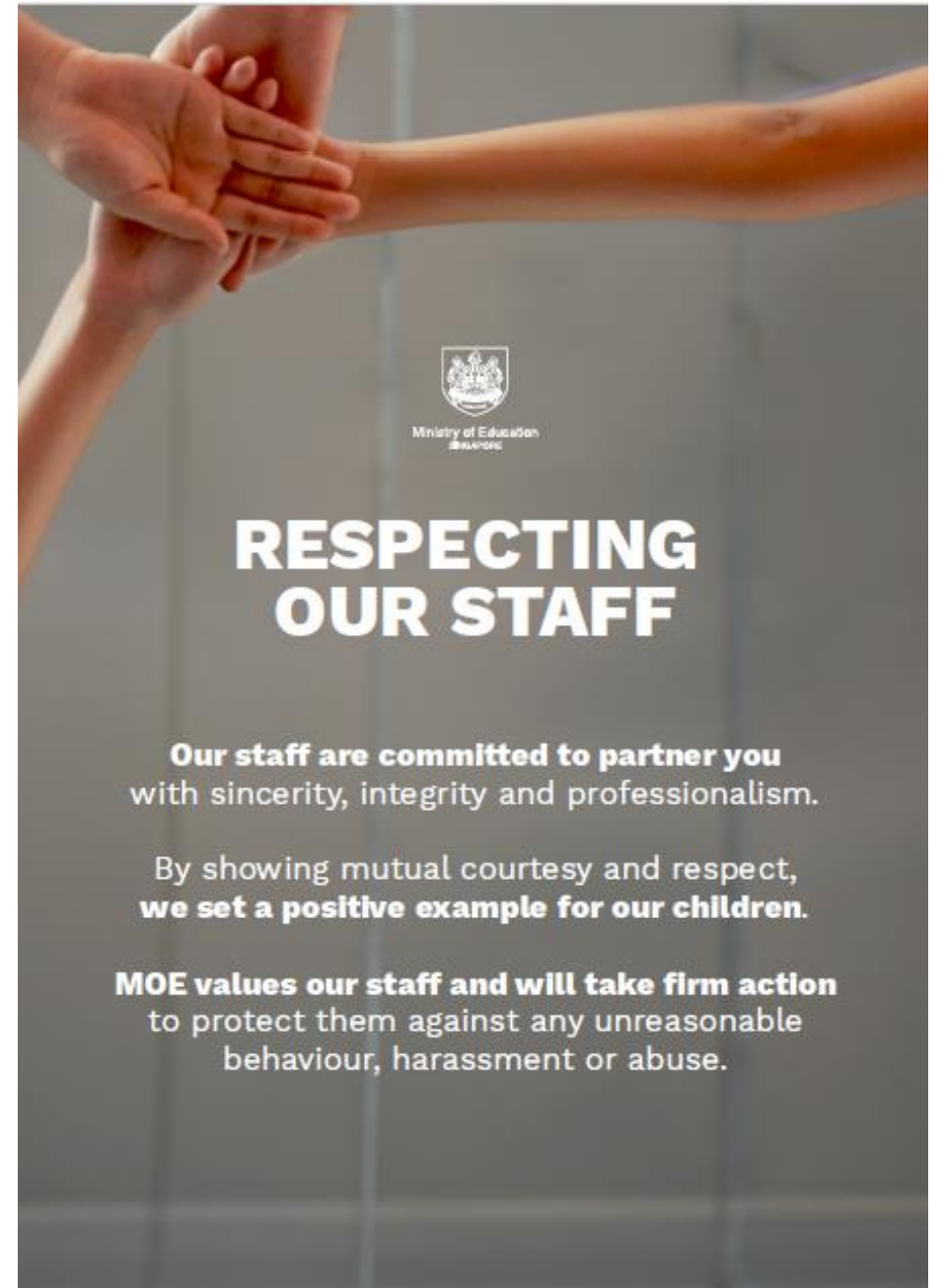


A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and Career Talks.



# 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.



# Handphone Policy

- “No Use of Handphone” policy
- Important to maintain an environment conducive for social interaction and learning



**Suggestion: Parents to keep the mobile phone after 10pm.  
Rationale: Early sleep and uninterrupted sleep.**



# Year Head Address

Mrs Koh-Teh Yi Wen

Through the gates of  
Woodlands Ring Secondary School,  
**walk the best!**





**Areas of  
Student  
Development  
Team**

**Student Behaviour  
Management**

HOD: Mr Sivakumar  
SH: Mr Joshua Tan

**Student Well-Being (Peer  
Relationships)**

SH: Mr Faizal

**CCA & PE**

HOD: Mr Ganesan

**School Counsellors**

Mdm Rachel Lim  
Mr Jeremy  
Mrs Juliana Menon

**Support Team**

OM: Mr Ashraff  
Teacher Aide: Mdm Gervry  
Teacher Aide: Mdm Azhra

**Student Well-Being and  
Development (Level)**

YH: Mr Yap Choong Shiong  
AYH: Mr Chung Yong Kai  
**YH: Mrs Koh-Teh Yi Wen**  
**AYH: Mdm Elena Chong**

**Character and Citizenship  
Education**

HOD: Mdm Rabiaton

**Educational Support**

SH: Mr Zulhafiz

**Special Education Needs  
Officer**

Mdm Amelia

**Student Welfare Officer**

Mr Chen Jiahao

**Education and Career  
Counsellor**

Ms Joanne Tan



# Vision for Lower Secondary 2025



**L**ead by Example

**E**mpower Oneself

**A**ppreciate Others

**D**evelop Teamwork

Responsibility . Respect . Resilience



# Vision for Lower Secondary 2025

## Lead by Example

Set a  
positive tone  
through  
transition

## Empower oneself

Take charge of  
your learning  
journey  
*through HBL  
and SIL*

Responsibility . Respect . Resilience



# Vision for Lower Secondary 2025

## HBL

(Home Based Learning)

- First two sessions (**21 Jan and 5 Feb**) – Sec 1s will report to school
- Assigned Days (20 Feb, 4 Mar) – HBL from Home

## SIL

(Student Initiated Learning)

- Dedicated time to explore your own interests and share with everyone!

Responsibility . Respect . Resilience





# Vision for Lower Secondary 2025

Appreciate  
Others

Show kindness  
and gratitude

Responsibility . Respect . Resilience

# Secondary 1 FTs



Class	Form Teachers
1R1	Mr Chan Han Yen Mdm Rajeswari
1R2	Mr Neo Kai Sheng Mdm Suzana Bte Sarikon
1R3	Mdm Jasmine Boo Mrs Anita Long
1R4	Mrs Chuah – Ng Lyn Mr V Pachaiperumal

Class	Form Teachers
1R5	Mr Malcolm Tan Ms Siti Hafizah
1R6	Mrs Abbas Suganthi Mr David Sagayarai Mr Quek Hian Hua
1R7	Ms Liyana Bte Juma'eh Mr Ng Yu Yi

Responsibility . Respect . Resilience

# What is Secondary School?



Develop

Teamwork

Collaborate to  
build a strong  
community

- A new school, a new beginning
- Full of opportunities

Responsibility . Respect . Resilience



# Education and Career Guidance Sharing

Ms Joanne Tan, ECG Counsellor

Through the gates of  
Woodlands Ring Secondary School,  
**walk the best!**





# Supporting Our Children's ECG Journey

**Ms Joanne Tan**

*ECG Counsellor*

**Woodlands Ring Secondary School**

**8 Jan 2025**





# CHANGES IN OUR WORLD TODAY

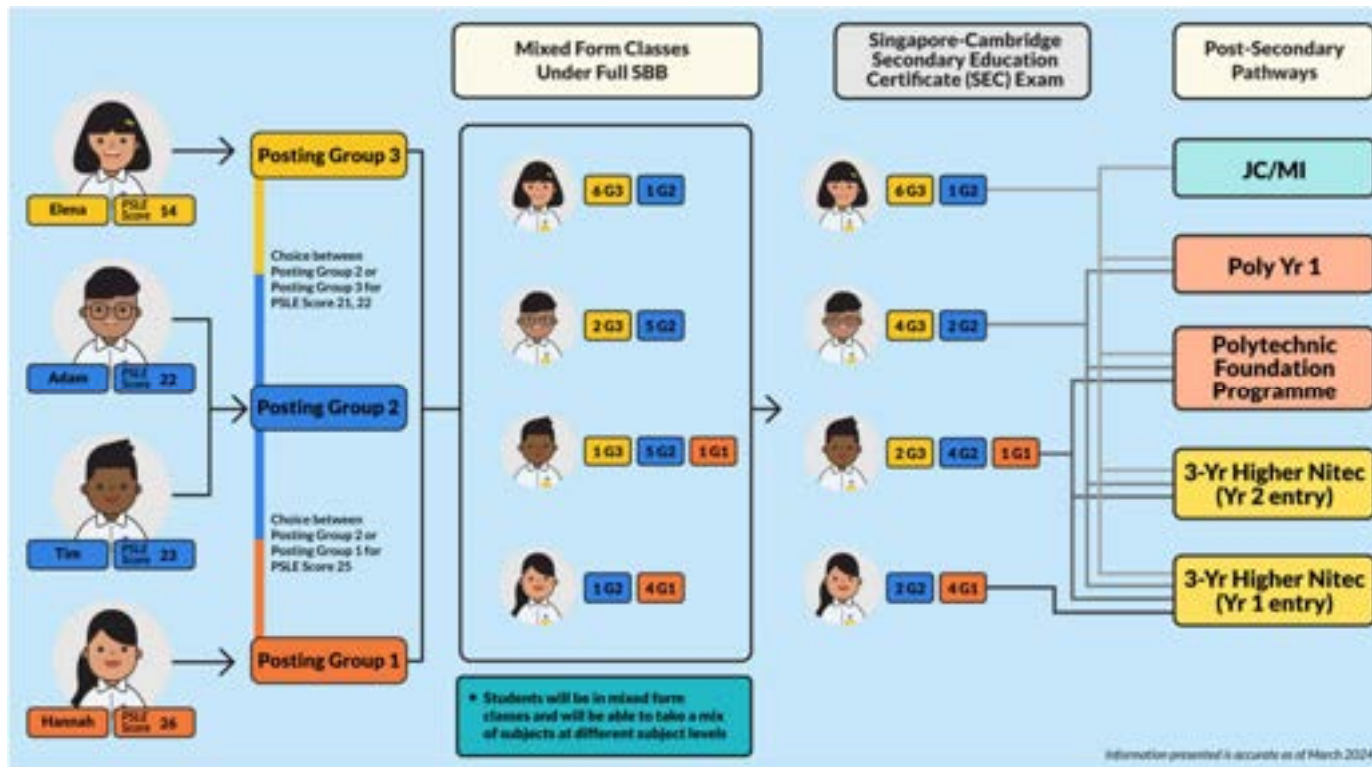
## 3 MAJOR SHIFTS :

1. Evolving Global Trends
2. Increasing Digitalisation & Other Disruptions
3. Shifting Values of Work and Aspirations



# Changes in the Education Landscape

Greater customization and flexibility in learning  
More paths, and more porosity in between



Full-Subject Based Banding  
Microsite



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

# Changes in the Education Landscape

Revised  
PSLE scoring system

Full Subject Based  
Banding

Expanding Direct School  
Admission-Junior  
College (DSA-JC)  
Opportunities

Poly Foundation  
Programme students  
choose a cluster of  
interest instead of a  
specific diploma

Streamlining of ITE  
curriculum to attain a  
Higher Nitec within a  
shorter time

Shorter Polytechnic  
Diplomas for A-Level  
Students

Expanding Common  
Entry Programme (CEP)  
offerings by Polytechnics

Increased access to  
Polytechnics. Students  
taking G3 subjects, or a  
mix of G3 & G2 subjects  
can join Poly Foundation  
Programme

Students can use a G2 subject  
to compute their ELR2B2 score  
for admission to Polytechnic  
Year 1 (**New!**)

A-level curriculum changes

Inter-disciplinary learning and  
expansion of Aptitude-Based  
Admissions at Institutes of  
Higher Learning

New University of the Arts  
welcomed its first cohort in  
AY2024



A photograph of a dirt road winding through a vineyard. The road is light-colored and leads towards the horizon. On either side of the road are rows of green grapevines. The sky is bright blue with scattered white clouds. The text "SUPPORTING OUR CHILDREN'S ECG JOURNEY" is overlaid in white, bold, sans-serif font in the center of the image.

**SUPPORTING OUR  
CHILDREN'S ECG JOURNEY**

# Supporting Our Children's ECG Journey

Who am I?  
*Discovering Purpose*

- ✓ Discover their strengths and Interests
- ✓ Role in the Community/Society

Where do I want to go?  
*Exploring Opportunities*

- ✓ Explore educational and career possibilities/pathways
- ✓ Be open-minded and prepared for possible opportunities

How do I get there?  
*Staying Relevant*

- ✓ Develop S.M.A.R.T goals and action plans
- ✓ Research on updated school information
- ✓ Consult trusted adults (e.g. parents, teachers etc)
- ✓ Continue to learn and grow

# Supporting Our Children's ECG Journey

**Be supporters and facilitators of our children's education and career journey by:**



- recognising that **our children are unique** and providing opportunities at home for them to **discover their strengths and interests**, and what they enjoy doing;



- **being aware of the various education pathways available** and how they cater to the strengths and interests of our children;



- guiding our children to **set targets in working towards their goals** and helping them **develop resilience** by encouraging them to see mistakes and failures as opportunities for growth.



# Supporting Our Children's ECG Journey

## Questions Your Children May Have

### SUBJECT COMBINATION

Which Subject Combination would bring out my strengths and interests?



### EDUCATION PATHWAYS

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



### CAREER ASPIRATION

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





# Supporting Our Children's ECG Journey

## What if your children say, "I don't know?"

Start from what we do know 😊

### Tips and Considerations:

- **Provide space and time** for conversations.
- Be intentional in inviting and **building their sense of safety to share** (e.g. through open-ended questions).
- **Observe and understand your children's strengths and interests;** Spark their enthusiasm and curiosity.
- **Affirm** your children.

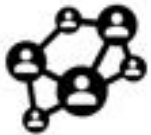
### Example

- *"It's okay not to know what you think your interest is. How about imagining with me – if you could spend tomorrow just doing one thing, what would it be?"*
- *I see that you just want to watch videos! What kind of videos do you watch?*
- *I wonder about the people who create videos and how they got there. What do you think?*



# Supporting Our Children's ECG Journey

## How can you better engage and support your children?



Guide your children to be open-minded, explore possibilities and understand that **there are pathways to purposeful work for everyone.**



Help them to **appreciate** and be **respectful towards all jobs.**



Help them **not to limit** themselves to certain education and career options **by gender or prestige stereotypes.**



Create opportunities for them to interact with peers from diverse backgrounds. Through these opportunities, students can embrace lifelong learning by continually developing their interests, skills and **create their own success stories.**

“ As parents, we all want what is best for our children...  
Within our own families, we can all **spend a bit more time  
listening to our children’s thoughts and feelings.**  
Let us walk alongside them as they grow and  
handle their new challenges. ”

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



## **SUGGESTED ACTIVITIES**





# Supporting Our Children's ECG Journey

## Suggested Activities

- **Encourage your children to explore the profiling tools** on the **MySkillsFuture Student Portal (Secondary)**.
- **Encourage your children to speak with their teachers, as well as ECG Counsellors, alumni and industry professionals** regarding information and opportunities in the education and career pathways that they may be interested in.
- **Encourage your children to engage in activities**, such as co-curricular activities (CCAs) or Values in Action (VIA), **to discover their interests, skills and strengths, and their education and career aspirations.**



Discovering Purpose



Exploring Opportunities



Staying Relevant

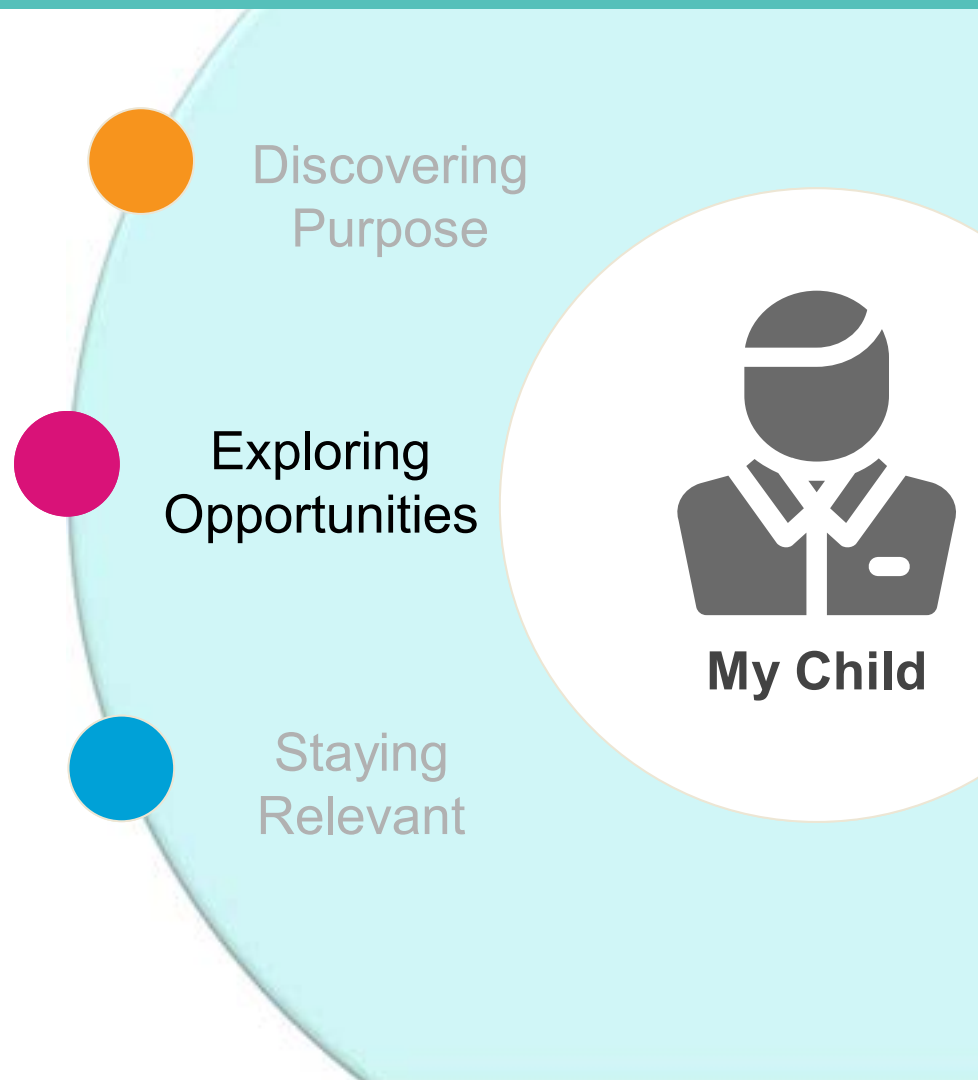


**My Child**

# Supporting Our Children's ECG Journey

## Suggested Activities

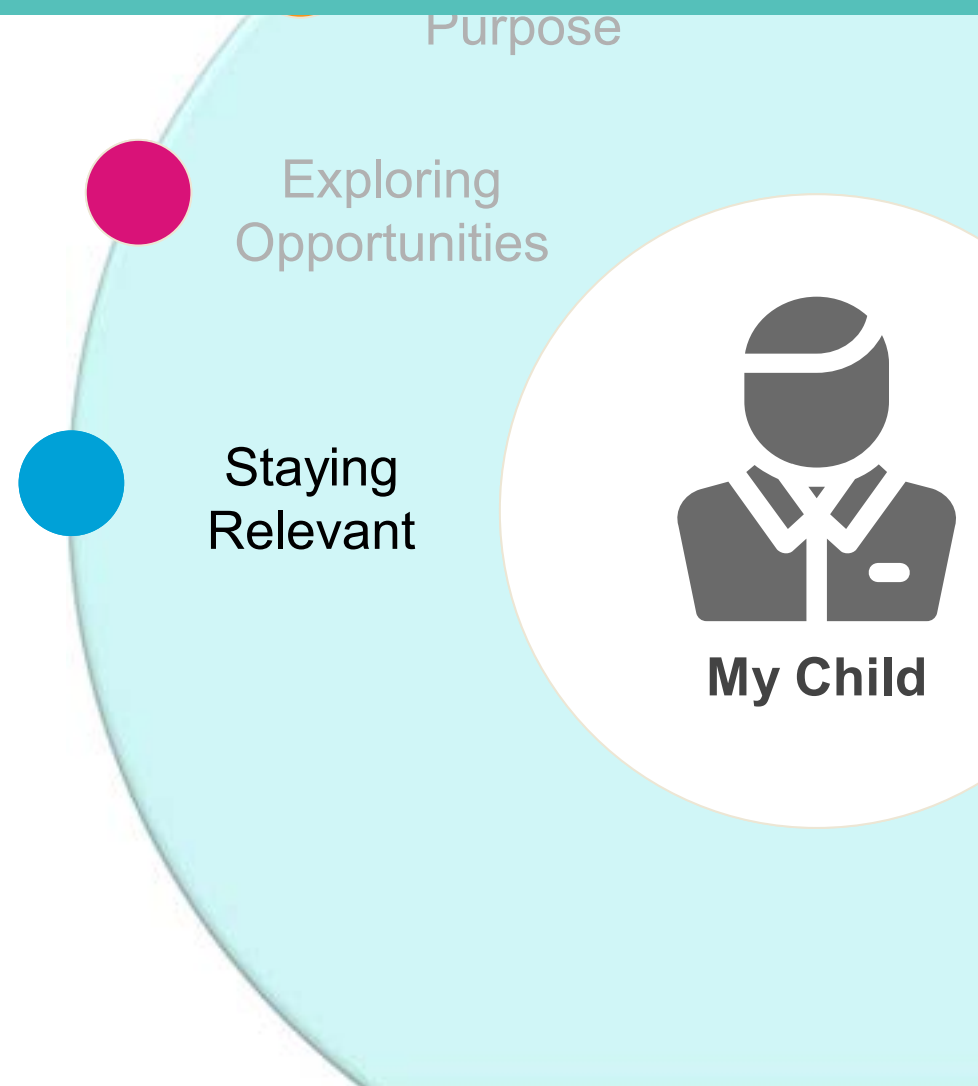
- **EXPLORE** post-secondary education institutions together with your children using the MySkillsFuture Student Portal (Secondary) or MOE Post-Secondary page.
- **Encourage your children to pursue hobbies/projects** (e.g. co-curricular activities (CCAs), Values In Action (VIA), competitions and courses) that allow them to further develop their interests and skills.
- **Support your children's participation in VIA, learning journeys and education and career fairs** to expose them to different education and career pathways.



# Supporting Our Children's ECG Journey

## Suggested Activities

- **Share your lifelong learning journey with your children**, encouraging them to **set and review self-developmental goals**, and document their learning experiences and reflection.
- **Stay updated on ECG events** through the school and the Calendar of Events on the MySkillsFuture Student Portal. **Encourage them to CONNECT AND LEARN from industry professionals** at career fairs and other events.
- Encourage your children to **find out more about the school programmes and resources available** that will allow them to develop skills and learn continually.



# TO MAKE AN ECG APPOINTMENT

- Use **this QR code** to select date and time to meet me.
- You can also email me at :  
**Joanne\_Tan\_Pek\_Gek@schools.gov.sg**
- I'm in school every **Wednesday & Thursday** for ECG consultations at the ECG Room Level 1, Blk E





## ECG Resources Available



This parent resource contains tips and advice on ECG and suggests how parents can support their children throughout their key education stages. Parents can access the soft copy at: <https://go.gov.sg/tips-for-parents>



This ECG pamphlet helps to scaffold the decision-making process for students at key education stages. Parents can access the soft copy and find out more information at: <https://go.gov.sg/whats-next-olevel>  
<https://go.gov.sg/whats-next-nlevel>



Leverage the Education Guide feature in the MySkillsFuture portal to help your children plan their next step forward after their secondary education. Parents can access the portal at: <https://go.gov.sg/mysfsec>



# Parent Support Group

Chairman for WRS PSG, Ms Wendy Wong

Through the gates of  
Woodlands Ring Secondary School,  
**walk the best!**



*Support and Inspire*





WOODLANDS RING SECONDARY SCHOOL  
PARENT SUPPORT GROUP

**OUR VISION :**

Together we build a ***BETTER*** school.

**OUR MISSION :**

***SUPPORTING*** as partners in  
education & ***INSPIRING*** as parents.





Community  
Afternoon

27 Jan 2025



**CNY Concert 28 Jan 2025**

---



Connect with us





# The Personal Learning Device (PLD) Initiative

HOD ICT, Mr Nicholas Chua

Through the gates of  
Woodlands Ring Secondary School,  
**walk the best!**





# The Personal Learning Device (PLD) Initiative

Secondary 1 MPS

Through the gates of  
Woodlands Ring Secondary School,  
**walk the best!**

# The National Digital Literacy Programme (NDLP)



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

# Intended Outcomes of the 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**

Responsibility . Respect . Resilience



# PLD Use in WRSS







# Supporting Students in the Safe and Effective Use of the Devices

- The school has measures in place to enable a safer digital environment for learning with the use of PLDs, e.g.
  - School rules on digital device use
  - Classroom management and routines
  - Cyber Wellness Education in CCE
  - Partnering parents/guardians to support students in their use of technology for learning
  - Device Management Application (DMA) to support a safer digital environment for learning

# School Rules on Digital Device Use



No Handphone Policy



Fully Charged PLD



Part of Curriculum



# Cyberwellness in WRSS

- MOE has made significant changes to the Character and Citizenship Education (CCE) curriculum. Cyber Wellness lessons will feature significantly in these lessons.
- Throughout their Secondary School education, students will learn about:
  - Balanced use and self control
  - Cyber bullying and Upstanding
  - How to be a positive influence online
  - How to handle online falsehoods
  - How to manage social media (peer influence, emotions, echo chambers)
  - Online relationship and Online safety (grooming, self disclosure)
  - To respect intellectual property rights

Responsibility . Respect . Resilience



# Parents'/Guardians' Role

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





# DMA Installation

- The iPad Device Management Application (DMA) solution, Jamf, will be installed on all students' devices to provide a safe learning experience for students. The DMA will be funded by MOE. 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).
- School hours is defined to be from **7 a.m. to 6 p.m.** and after school hours would be from **6 p.m. to 11 p.m.**. The device will shut down at **11 p.m.** by default.
- 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><b>In-school DMA settings will continue after school hours</b></p>	<p><b>DMA settings can be modified by Parents/Guardians after school hours</b></p>	<p><b>DMA will be inactive* after school hours</b></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.



# After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Setting is chosen)	Alternative Setting: Option A (DMA settings can be modified from the Default settings in place)	Alternative Setting: Option B (DMA will be inactive only after school hours)
<b>Protect students from objectionable content</b>	<p>Web content filtering will include, but not limited to the following categories:</p> <ul style="list-style-type: none"> <li>• Violent/extremist content</li> <li>• Sexual/pornographic content</li> <li>• Gambling-related content</li> </ul>	<p>Parents/Guardians will be able to include additional web content filtering by submitting a request to the school.</p>	<p>No content filtering at all after school hours.</p>





# After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Setting is chosen)	Alternative Setting: Option A (DMA settings can be modified from the Default settings in place)	Alternative Setting: Option B (DMA will be inactive only after school hours)
<b>Reduce distractions from learning through control of applications</b>	Parents/Guardians and students will be <u>unable</u> to install additional applications.	<ol style="list-style-type: none"> <li>1. Parents/Guardians and/or students will be able to install additional applications after school hours.</li> <li>2. Applications installed by parents/guardians and/or students after school hours will not be accessible during school hours.</li> <li>3. Parents/Guardians can limit access to applications installed on the device.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents/Guardians and/or students will be able to install additional applications after school hours.</li> <li>2. Applications installed by parents/guardians and/or students after school hours will not be accessible during school hours.</li> </ol>



# After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Setting is chosen)	Alternative Setting: Option A (DMA settings can be modified from the Default settings in place)	Alternative Setting: Option B (DMA will be inactive only after school hours)
<b>Limit screen time</b>	The school will define the specific hours during which the student can use the device.	<ol style="list-style-type: none"> <li>1. Parents/Guardians can adjust their child's/ward's screen time by setting rules on the device*.</li> <li>2. Parents can determine the duration of use of specified applications.</li> </ol>	No control over screen time.
<b>Monitor students' cyber activities</b>	Parents/Guardians will <u>not</u> be able to track their child's/ward's browser history.	Parents/Guardians will <u>not</u> be able to track their child's/ward's browser history via the parent account.	Parents/Guardians will <u>not</u> be able to monitor or control their child's/ward's use of the device through the DMA.
<b>Parent Account</b>	<b>X</b>	<b>✓</b>	<b>X</b>



# Data Collected by the DMA

- The DMA does NOT collect any of the following data:
  - Login IDs and passwords entered into websites or into any applications
  - Actions performed (e.g. posts, online comments, items added to a shopping cart, etc.) when visiting websites and using apps
  - Documents and photos stored in the PLDs
  - PLD location
  - Webcam videos and microphone recordings

# WRSS' PLD of Choice



iPad 10.9" 10<sup>th</sup> Gen (64GB)  
Enhanced Bundle

- Accessories
  - Apple Pencil (1<sup>st</sup> Gen) with USB-C to Apple Pencil Adapter
  - Logitech Ruggedized Combo 4
- Total cost of the bundle includes 3-year warranty and 3-year insurance with GST: **\$798**





# Insurance Coverage

- The package includes a 3-year warranty, and 3-year insurance which includes:

Insurance Coverage	Claimable
<ul style="list-style-type: none"><li>• Fire</li><li>• Lightning</li><li>• Power Surges</li><li>• Accidental e.g water spillage, drop etc</li><li>• Theft due to forcible entry</li><li>• Robbery</li></ul> <p><b>* Accidental loss will not be covered by insurance.</b></p>	2 repairs or 1 replacement claim (3-year insurance)

# Technical Support



**School ICT Service Centre**  
Block D Level 1

**asiapac** from  
**M**

**Service Centres**  
Westgate, Jewel @ Changi,  
Orchard Rd, MBS

Responsibility . Respect . Resilience

# Funding Support for Singapore Citizen (SC) Students



- **The cost of the device bundle can be paid using your child's/ward's Edusave account**, after setting aside provision for payment of miscellaneous fees.
- To ensure the affordability of devices, MOE has provided additional Edusave top-ups of \$200 in 2020 to 2022, and \$300 in 2023, to all eligible Singaporean students in primary and secondary schools.
- This is on top of the annual \$290 credited into the Edusave account for Secondary School students and \$230 for Primary School students.

# Funding Support for Singapore Citizen (SC) Students



- For SC students who are on MOE Financial Assistance Scheme or whose family's monthly income meets the following criteria:

Gross Household Income (GHI)  $\leq$  \$3,000, or

Per Capita Income (PCI)  $\leq$  \$750

MOE will subsidise 50% of device bundle cost or \$350, whichever is lower.

- The remaining amount will be payable from the students' Edusave account. If there is insufficient balance in the students' Edusave account for the remaining amount, MOE will provide additional subsidy so that the cash out-of-pocket (OOP) is \$0.



# Funding Scenario: Student A (SC)



iPad 10.9" 10<sup>th</sup> Gen (64GB)  
Enhanced Bundle  
with accessories  
\$798

Student A (SC on MOE FAS) GHI ≤ \$3,000 or PCI ≤ \$750	
Device Bundle Cost	\$798
Student Subsidy (50%)	\$399
Available Edusave Balance <i>(After setting aside for misc fees)</i>	\$200.00 before deduction \$200.00 will be deducted
Additional Subsidy	\$199
Cash Out-of-pocket	\$0.00

For more details on financial assistance, please approach the school.  
Each student would receive a personalised bill subsequently.



# Funding Support for Singapore Citizen (SC) Students

- For SC students whose family's monthly income is:

$\$3,000 < \text{Gross Household Income (GHI)} \leq \$4,400$ , or

$\$750 < \text{Per Capita Income (PCI)} \leq \$1,100$

MOE will subsidise 30% of device bundle cost or \$200, whichever is lower.

- The remaining amount will be payable from the students' Edusave account. If there is insufficient balance in the students' Edusave account for the remaining amount, MOE will provide additional subsidy so that the cash out-of-pocket (OOP) is not more than \$50.

# Funding Scenario: Student B (SC)



iPad 10.9" 10<sup>th</sup> Gen (64GB)  
Enhanced Bundle  
with accessories  
\$798

<b>Student B (Non MOE-FAS SC from lower income family)</b> \$3,000 < GHI ≤ \$4,400 or \$750 < PCI ≤ \$1,100	
Device Bundle Cost	\$798
Student Subsidy (30%)	\$200
Available Edusave Balance <i>(After setting aside for misc fees)</i>	\$200.00 before deduction \$200.00 will be deducted
Additional Subsidy	\$348
Cash Out-of-pocket	\$50.00

For more details on financial assistance, please approach the school.  
Each student would receive a personalised bill subsequently.

# Funding Support for Singapore Citizen (SC) Students



- SC students whose family's monthly Gross Household Income (GHI) > \$4,400 or monthly Per Capita Income (PCI) > \$1,100, no subsidy will be provided. Parents/Guardians can use their child's/ward's Edusave or cash to defray the device bundle cost.



# Funding Scenario: Student C (SC)



iPad 10.9" 10<sup>th</sup> Gen (64GB)  
Enhanced Bundle  
with accessories  
\$798

Student C (Not Eligible for Subsidy) GHI > \$4,400 or PCI > \$1,100	
Device Bundle Cost	\$798
Available Edusave Balance <i>(After setting aside for misc fees)</i>	\$200.00 before deduction \$200.00 will be deducted
Cash Out-of-pocket	\$598

For more details on financial assistance, please approach the school.  
Each student would receive a personalised bill subsequently.



# 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 will be sent to you on **13 Jan 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 **20 Jan 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 Singapore Citizens (SC) Students

Time Frame	Activity
By 20 Jan 2025	<p>1. Submit:</p> <ol style="list-style-type: none"><li>consent to PLD purchase via in the PG notification which includes the following:<ul style="list-style-type: none"><li>Intent to Purchase Personal Learning Device (PLD);</li><li>Authorisation Form for the Collection of PLD</li></ul></li><li>the Standing Order (SO) for the use of Edusave Account via <a href="https://go.gov.sg/edusaveformsgso">https://go.gov.sg/edusaveformsgso</a> (for Singapore Citizen students only) if you have not done so previously.</li></ol> <p>Parents without access to PG can submit their consent via hardcopy.</p>
Early Term 2 (est.)	Collection of devices by students

# For Permanent Residents / International Students



Time Frame	Activity
By 20 Jan 2025	<ol style="list-style-type: none"><li>1. Submit consent to PLD purchase which includes the following:<ul style="list-style-type: none"><li>• Intent to Purchase Personal Learning Device (PLD);</li><li>• Authorisation Form for the Collection of PLD</li></ul></li><li>• Students will be given the form via their FTs</li><li>• Students to return signed forms to their FTs</li></ol>
By end Feb 2025	Parent/Guardian to make payment
Early Term 2 (est.)	Collection of devices by students



# Collection of Devices



Your child/ward will be collecting his/her device in school **from early Term 2 (est.)**.

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

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

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

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



# FAQ: Can I use my own iPad?

- Students will have to bring the iPads to school for the ICT team to check on the compatibility with the required specifications.
- If the iPad is compatible, the DMA must be installed in the device.

# Important Contacts / Helplines



To access / find out more about...	Contact / Helpline
This deck of slides	<a href="https://www.woodlandsringsec.moe.edu.sg/">https://www.woodlandsringsec.moe.edu.sg/</a>
Edusave balance	6260 0777
Financial assistance	Mr Ershah wrss@moe.edu.sg
Device queries	Mr Nicholas Chua wrss@moe.edu.sg



**Thank You**

*Responsibility . Respect . Resilience*





# WRS CCA

HOD PE & CCA, Mr Ganesan

Through the gates of  
Woodlands Ring Secondary School,  
**walk the best!**

# Content

1. Role of CCA
2. WRSS CCA Policy
3. CCA in WRSS
4. Co-Curricular Attainment – LEAPS 2.0
5. CCA Trials & Allocation Process

# ROLE OF CCA

---

# Role of CCA

CCA enables students to discover their interests and talents while providing a platform for friendships and social integration of students from diverse backgrounds.

CCA fuels in the individual a life-long love for a particular activity, be it a sport or a musical pursuit which helps the individual to lead a balanced life in adulthood.



# Through our CCAs, we...

- **Develop character**

- Emphasising the importance of teamwork, discipline and commitment to excellence.

- **Instil core values**

- **R**esponsibility, **R**espect and **R**esilience.

- **Learn and hone new skills**

- Provide an avenue for students to **learn and hone new skills** and opportunities for the pursuit of excellence.

# WRSS CCA POLICY

---

# WRSS CCA Policy

1. CCA participation is compulsory for all students.
2. Achieve 90% attendance in their respective CCA.
3. Absence from CCA will need to be substantiated with a valid reason.
4. Not all students will be given their chosen option as CCAs that are oversubscribed will admit students based on merit.

## Example: Basketball

- Maximum possible intake = 12
- Number of suitable Secondary 1 students = 20
- Teacher & Coach will rank the 20 students according to performance during trials
- Top 12 ranked students who chose Basketball as their 1<sup>st</sup> Choice will be assigned Basketball as their CCA.

# CCA IN WRSS

---



# Co-Curricular Activities in WRSS

Sports & Games	Uniformed Groups	Performing Arts	Clubs & Societies
1. Badminton (Boys)	1. Girl Guides (Girls)	1. Choir	1. AVA & Photography
2. Basketball (Boys)	2. NCC Land (Boys)	2. Cultural Dance	2. Robotics
3. Hockey (Boys)	3. NCDCC	3. Guzheng Ensemble	3. Media Resource Library
4. Netball (Girls)	4. NPCC	4. English Drama Club	4. Singapore Youth Flying Club*
5. Softball (Boys)		5. Modern Dance	
6. Volleyball (Girls)		6. Concert Band	

\* Preferably Singapore Citizen

# CCA SCHEDULE IN WRSS

---

# CCA Schedule

- Every Monday, Wednesday and Friday
  - Monday – 2.30pm to 5.45pm
  - Wednesday – 2.30pm to 5.45pm (Volleyball and Softball)
  - Friday – 1.30pm to 5.45pm
- Additional training session may be conducted on non-CCA days in preparation for Inter-School Competition, HQ based activities for the UG and make-up sessions due to school or public holidays.
- Some CCA activities may be conducted at external venues.
- Students are to bring along their CCA equipment when they report to school in the morning of their CCA days. For safety reasons, they are strongly encouraged not to leave the school prior to the CCA session.

# CO-CURRICULAR ATTAINMENT

---

LEAPS 2.0

# LEAPS 2.0

- LEAPS 2.0 recognises students' experiential learning and attainment





# Leadership

Recognises the student's development of personal and inter-personal effectiveness, which enables the student to effectively assume responsibilities that serve his / her peers and the community.

- Recognition is not limited to position, but to extent which student takes charge of his / her own learning and development.
- Affirms students' **development as a leader**
- Students are developed through leadership modules and leadership positions.

# Achievement

Recognises the diverse talents and interests of every student. The criteria **recognises achievements beyond representation and winning accolades** to provide a broad range of opportunities and platforms, and multiple pathways for success.

- Meaningful learning experiences where students get to actualize and showcase talent.

# Participation

- Recognises the student's **sustained participation in school-based CCA** for the development of specific knowledge, skills and character
- Attainment of levels are tied to sustained participation in the CCA

# Service

- Recognises students' **development as socially responsible citizens** who contribute meaningfully to the community, through the learning and application of values, knowledge and skills in VIA.

# Enrichment

- Enrichment domain **complements** the other domains for students' holistic development
- Will be recognised in **School Graduation Certificate**
- Will not have levels of attainment



# RECOGNITION OF STUDENT'S CO-CURRICULAR ATTAINMENT

Co-curricular Attainment	Descriptor
<b>Excellent</b>	The student has fulfilled the requirements for holistic development and achieved quality learning in the co-curriculum.
<b>Good</b>	The student has fulfilled the requirements for holistic development in the co-curriculum
<b>Fair</b>	The student is working towards holistic development in the co-curriculum.

# RECOGNITION OF STUDENT'S CO-CURRICULAR ATTAINMENT

## Excellent (2 bonus points)

- Attained a minimum Level 3 in all four domains with at least Level 4 in one domain.

## Good (1 bonus point)

- Attained a minimum Level 1 in all four domains with any one of the following:
- At least Level 2 in three domains;
- At least Level 2 in one domain and at least Level 3 in another domain; or
- At least level 4 in one domain.

## Fair (No bonus points)

- Has not met the minimum criteria for a Good co-curricular attainment.

# CCA TRIALS & ALLOCATION PROCESS

---

# CCA Trials

- **Purpose**

- To have a better understanding of the CCA.
- To make informed choices based on suitability and interest.

- **CCA Trial Dates**


- CCA trials will be conducted from **Friday, 17 Jan to Monday, 10 Feb** (Term 1 Week 3 to 6).

# On-line Submission of CCA Trials Preference Form (8 to 11 January)

- Your child will need to select 4 CCAs they wish to attend the CCA trials.
  - At least 1 CCA from the 3 categories of CCA of which one CCA will need to be from the Uniformed Groups.
- URL - <https://forms.moe.edu.sg/forms/eg3a7N>







Ministry of Education  
Singapore

## MIMS Portal

Please login using your MIMS account. For Students, your MIMS login ID is <Full\_Name>@students.edu.sg. For School Staff, your MIMS login ID ends with @schools.gov.sg. For HQ Staff, your MIMS login ID ends with @hq.moe.gov.sg. If you encounter difficulties logging in, please approach your teachers (for Students) or MIMS Administrators (for Staff).

Username

Password

[Forgot Password?](#)

MIMS login ID is <Full\_Name>@students.edu.sg

Name

QUESTION 1 - RANKING

Please indicate your preferred CCA for the CCA Trials. You are to select a maximum of 4 CCA from at least 3 categories of the CCA of which one of the selection will need to be from the Uniformed Groups.

1st choice: National Cadet Corps (boys)

2nd choice: Softball (boys)

3rd choice: Concert Band

4th choice: English Drama Club

QUESTION 2 - MULTIPLE CHOICE

Do you have any existing medical condition(s)?

Yes

No

SUBMIT RESPONSE

Your response has been submitted!



Enter your email to receive a copy of your response:

SEND

RESUBMIT

LOGOUT

# TIMELINE

No.	Date	Activity
1.	<b>7 &amp; 8 Jan (Term 1 Week 1)</b>	<b>CCA Orientation</b> <ul style="list-style-type: none"><li>- CCA leaders will do an introduction of their CCA and you will have opportunity to try-out.</li></ul>
2.	<b>8 Jan to 11 Jan (Term 1 Week 1)</b>	<b>Submission of CCA Trial Preference Form – Trials and Auditions</b> <ul style="list-style-type: none"><li>- On-line submission of the CCA trials and auditions to attend</li><li>- To select <b><u>4 CCAs</u></b> from the <b><u>3 categories</u></b> of which one must be from the <b><u>UG group</u></b></li></ul>
3.	<b>15 Jan (Term 1 Week 2)</b>	Notification of the CCA Trials and Audition Schedule
4.	<b>17 Jan to 10 Feb (Term 1 Week 2 to 6)</b>	CCA Trials and Audition

# TIMELINE

No.	Date	Activity
5.	<b>11 to 14 Feb (Term 1 Week 5/6)</b>	<b>Online submission of CCA Option Form</b>
6.	<b>21 Feb (Wed) (Term 1 Week 7)</b>	<b>Release of CCA Allocation results</b>
7.	<b>24 Feb (Mon) (Term 1 Week 8 onwards)</b>	<b>Start of CCA</b>

Email: [ganesan\\_nadarajan@moe.edu.sg](mailto:ganesan_nadarajan@moe.edu.sg)

Telephone: 63643712



**THANK YOU**

---



Responsibility . Respect . Resilience