



Welcome to Damai Secondary School

Meet-the-Parent Session
Secondary 4 & 5
Friday, 27 Mar 2026



In one word, what do you hope your child will gain during their final year at Damai?



In one word, what do you hope your child will gain during their final year at Damai?

Share

Wordcloud Poll 29 responses 29 participants



Programme

1. Welcome & Introduction
2. Student Wellbeing & Development
3. Curriculum & Assessment
4. Preparing Your Child for this Milestone Year
5. Supporting your child through Education and Career Guidance
6. Home-School Partnership

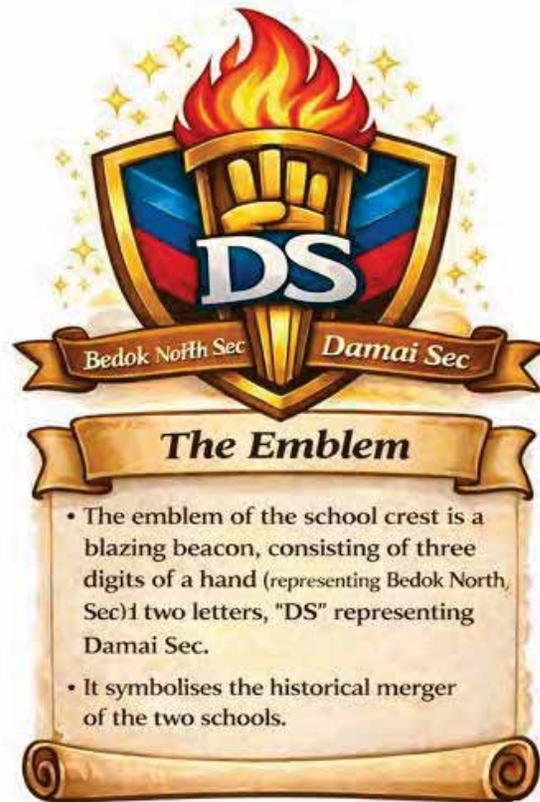
7. Engagement by Form Teachers at respective classrooms

School History

Damai Secondary School was established in 2018 from a merger of Bedok North Secondary School (established in 1981) and Damai Secondary School (established in 1994).



School Crest





School Vision

A Purposeful and Meaningful Life

School Mission

To imbue students with sound moral values, journey with them on their exploration to discover themselves, their interests and talents, and nurture them to always do their best

School Motto

Aspire, Explore, Achieve



School Values

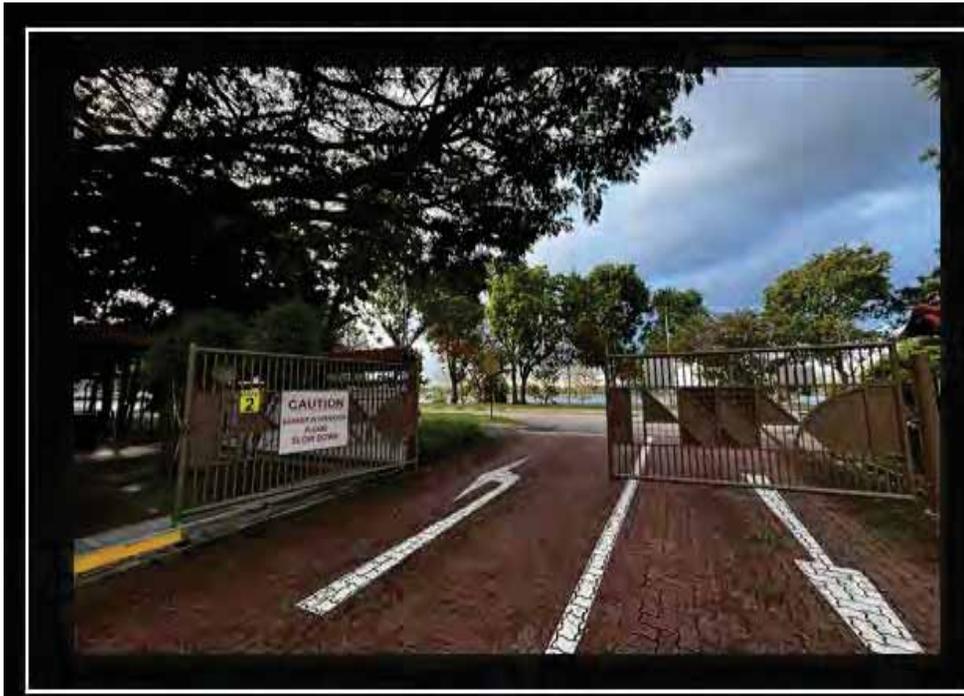
Integrity Being upright in character

Respect Honours others and self
with dignity

Resilience Having the ability to cope
with and overcome
adversities and challenges

Service Being willing to contribute
to the good of society

What is distinctive about Damai?



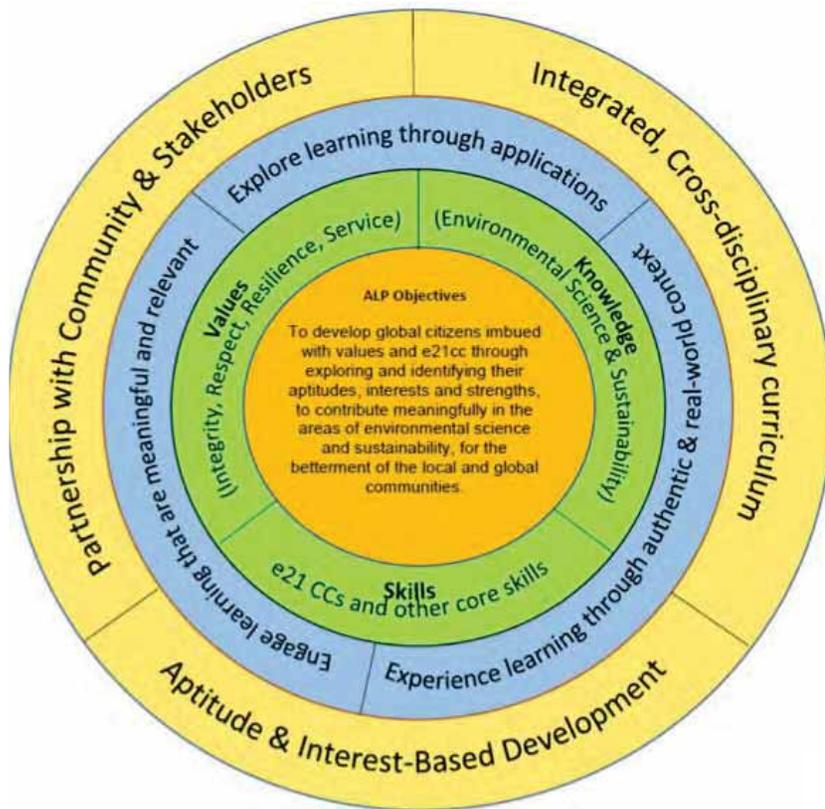


**Exploring
Nature**

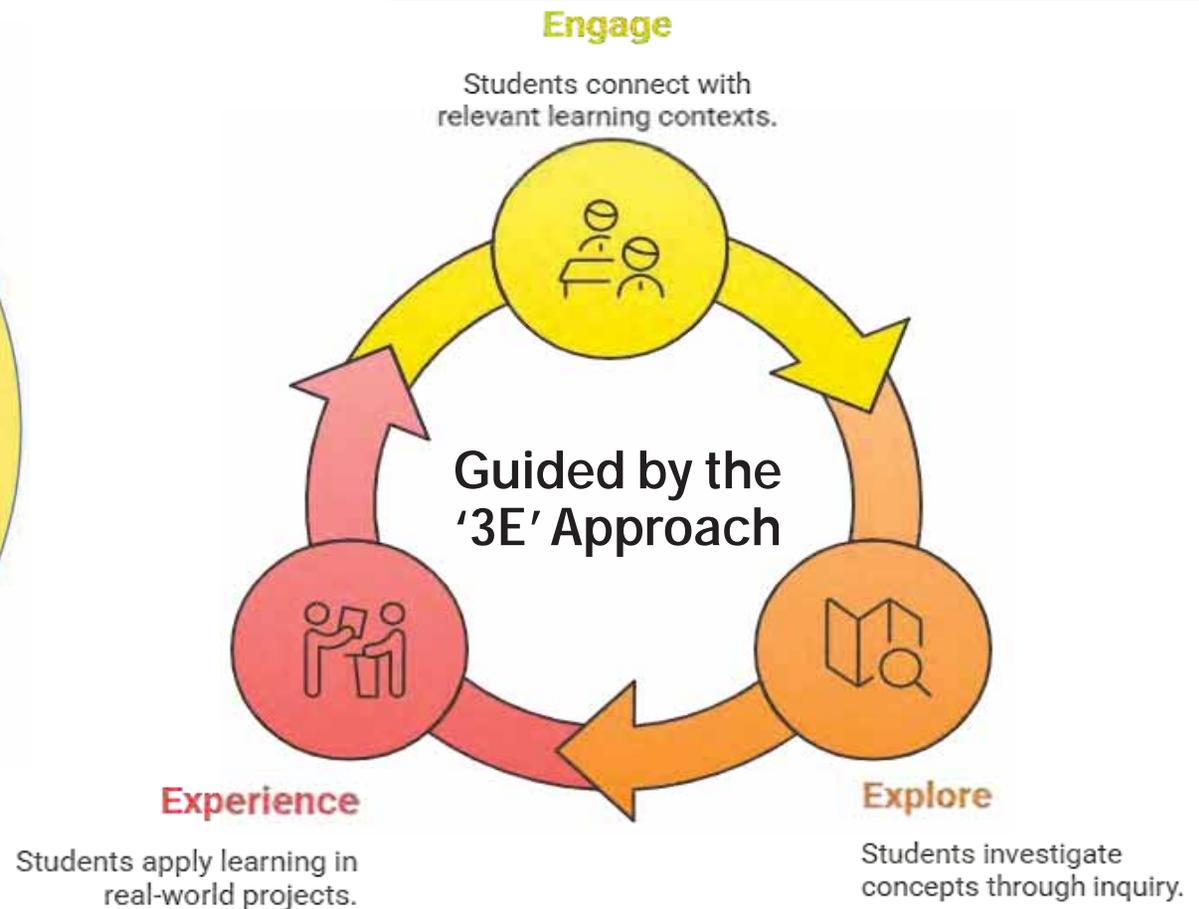
**Exploring
Outdoors**

Applied Learning Programme (ALP) Environmental Sciences and Sustainability

Developing Stewards of the Environment

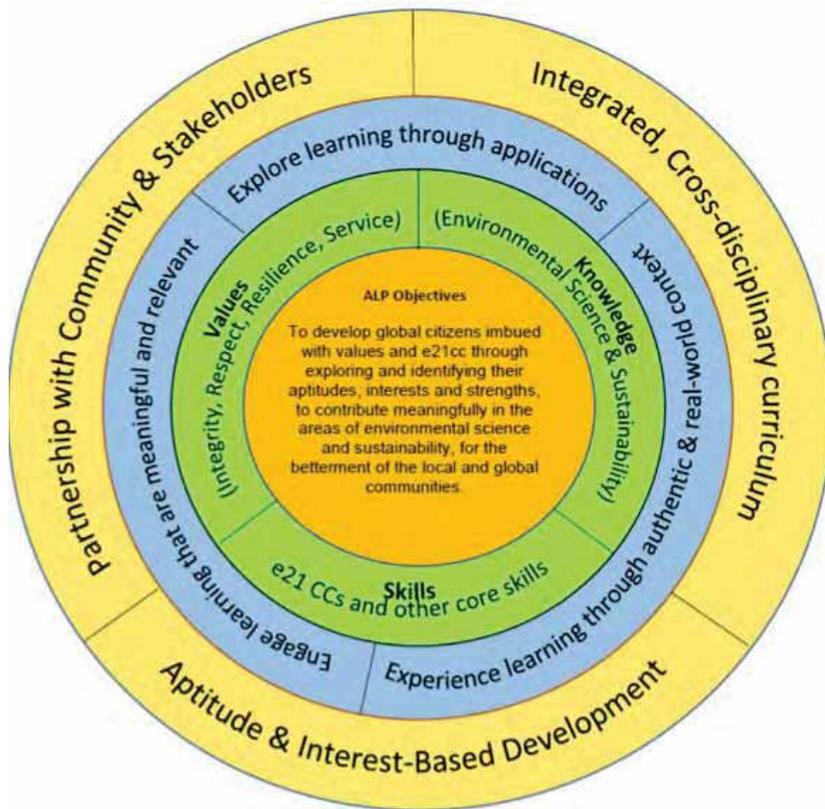


DSS ALP Framework



Applied Learning Programme (ALP) Environmental Sciences and Sustainability

Developing Stewards of the Environment



DSS ALP Framework

Develop 21st Century Skills through Hands-On, Interdisciplinary Learning

- In **Geography**, they explore climate change, in **English**, they craft environmental stories, and in **Science**, they investigate eco-systems
- Students also excel beyond school using design thinking, coding, and prototyping to tackle sustainability challenges

Understand Environmental Issues and Sustainable Technologies in Local Contexts

- Sec 1 students discovered Singapore's rich biodiversity during a Pasir Ris mangrove walk
- Sec 2 student learnt about building smart and sustainable cities through the URA-City Sprouts workshop
- Sec 3 students explored Sentosa's nature trails and visited innovative city farms showcasing modern green technologies

Take Action to Protect the Environment in School and Daily Life

- Sec 1 students collected over 100kg of recyclables through a Recycling League
- Sec 2 and 3 students picked up upcycling skills and taught seniors in the community how to turn waste into eco-crafts

Applied Learning Programme (ALP) Environmental Sciences and Sustainability

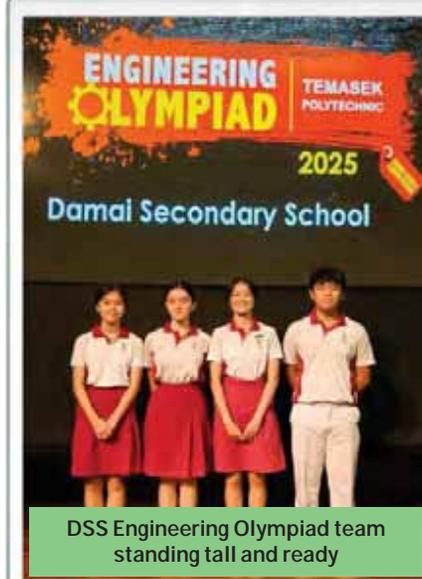
Developing Stewards of the Environment



Lower Sec students engaging in nature education at the wetland reserve



Immersed in the mangrove walk despite the rain—resilient and curious minds



DSS Engineering Olympiad team standing tall and ready



Discussion at work



Creativity at work



Preparing a data pitch during the TP-VJC Hackathon



Students doing advocacy work

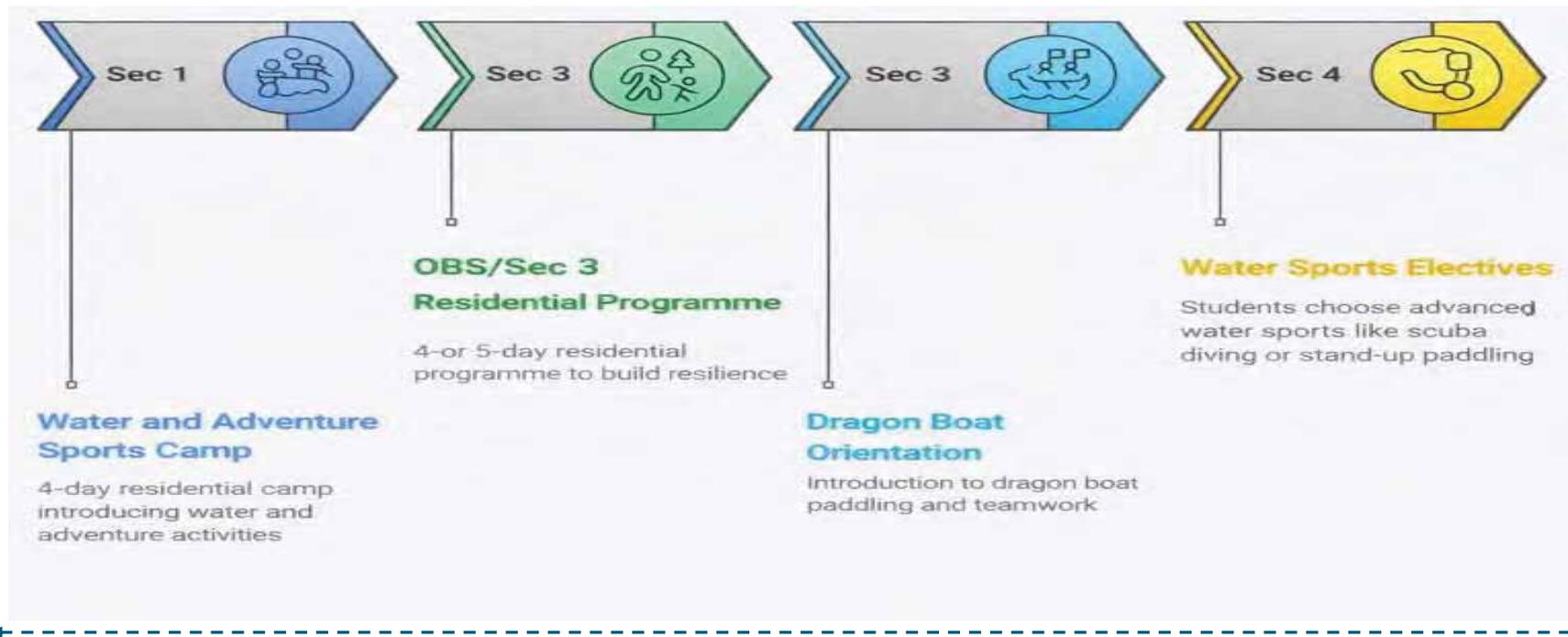


Recycling efforts

Learning for Life Programme

Water and Adventure Sports

Developing Stewards of Character and Resilience



Signature Programmes (across levels)

- Outdoor Education in PE lessons
- Sports Education Programme (SEP) (Indoor Skydiving, Rock Climbing, Sailing)

Learning for Life Programme

Water and Adventure Sports

Developing Stewards of Character and Resilience



SEP - Hiking



Stand-Up Paddling



Foot Pedal Kayak



SEP - Forest Adventure



Flippa Ball



Indoor Skydiving



Indoor Skydiving

Internationalisation Opportunities Overseas Educational Experiences

Developing Stewards of Outwardness

China Immersion Programme (Suzhou & Shanghai)

[we are exploring other trips to Asia/ASEAN]



Experiencing School Life



Exploring Culture



Expanding Horizons

Our Parents • Our Partners

The **PSG@Damai logo** was designed by members in 2021 to reflect the spirit of partnership.

- The *heart of the flower* symbolises our PSG's dedication and commitment
- The petals outlined by the word *Damai* represent the strengthening of the PSG–School partnership to enhance students' learning experiences
- The 5 petals depict the five key roles of the PSG



Our Parents • Our Partners



Participate in School Events



Parenting Workshop (by Parents for Parents)



Parent Child Bonding Activities

Our Parents • Our Partners

PSG EXCO 2026



Ms Gladys
PSG Vice-Chairperson



Ms Mauli Gulati
PSG Chairperson



Mr Desmond
PSG Treasurer

Our Parents • Our Partners

Join our PSG!

- Partner us in your child's/
ward's education 😊



<https://go.gov.sg/damai-psg>



Student Wellbeing and Development

Year Head (Upper Secondary)



Mrs Jackie Chan
Neo Ai Ling
Year Head
(Upper Sec)

Secondary 4 Form Teachers

401



Mrs Clara Chng
Xuehui



Ms Neo Hui Jun

402



Mdm Anisa



Mr Jonathan Ong



Mdm Rohasliza

Secondary 4 Form Teachers

403



Mr Goh Hong Fei



Ms Jasmine Pang

404



Mdm Georgina Low



Mdm Soraya
Suleiman



Mr Te Chee Hui

Secondary 4 Form Teachers

405



Mr Tong
Coleman



Mr Sidek
Bin Terimoh



Mrs Yiow
Yee Ling



Mrs Sulina
Pereira

Student Management



Ms Loh Yan Xiang
HOD Student
Management



Mr Teo Shu De
SH Discipline

Counselling and Learning Support

Senior
School Counsellor



Ms Ilyana Saat

Teacher Counsellor



Mdm Tan Boon Siew

Student Welfare
Officer



Ms Nurshazila Binte Sulaiman

Counselling and Learning Support

Lead Special Education
Needs Officer



Ms Rajeswari

Special Education
Needs Officer



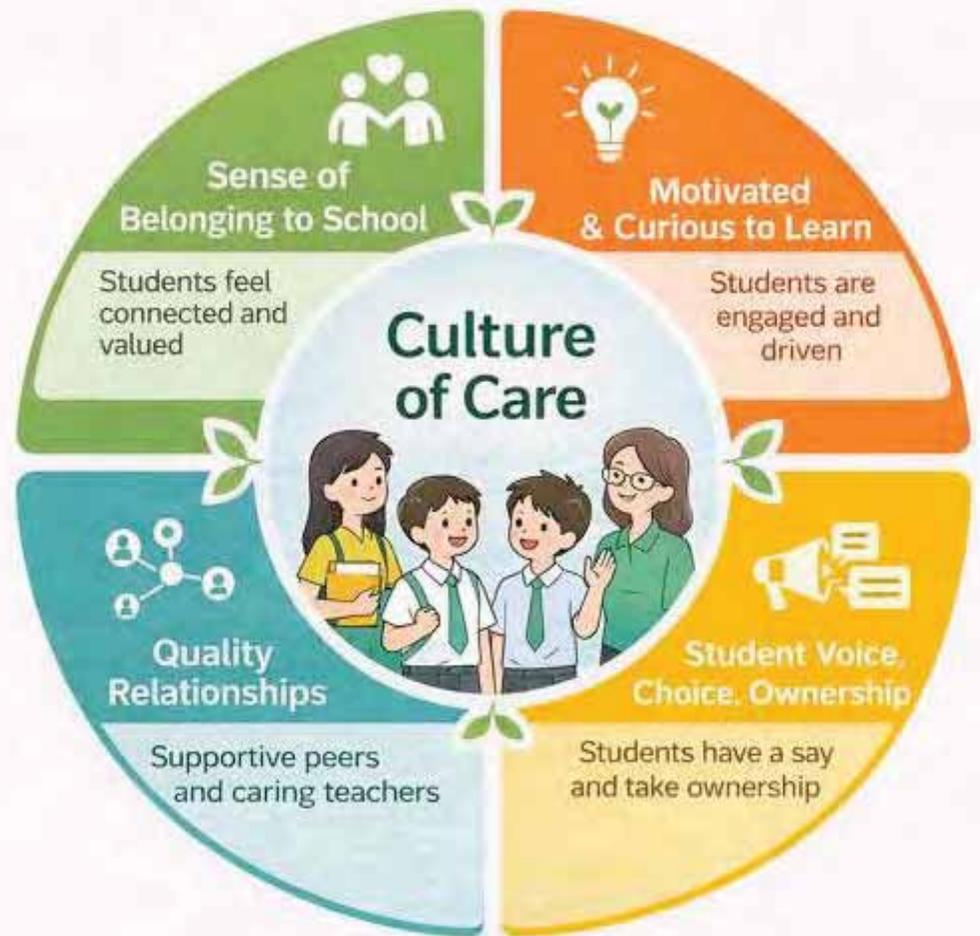
Ms Dimple Kaur

ECG Counsellor



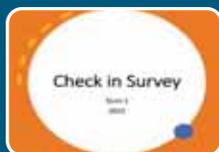
Mr Edwin Khong Ling Yang

Caring and Enabling Environment

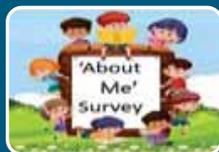


Each child is unique with strengths & needs

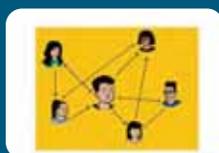
Understand students' stressors and needs through multiple sources of data



Check-In Survey: Data on students' needs and mental health at the school, cohort, class and individual
[Start of Term 1, At the end of Term 2, Start of Term 3]



1-1 Conferencing: Check-in by FTs with each student to learn more about them, their family, interests, challenges etc
[At least once every Semester]



Connecto-gram: Visual representation of the social links between students [End Term 1]



Student Management Log: Record of Infringement (Ongoing)



Academic-related Issues

- Academic stress and managing expectations
- Difficulties in adjusting to academic workload
- Difficulties in completing homework



Unresolved Peer Issues

- Conflicts/friendship issues
- Bullying / social isolation
- Boy-girl relationship issues



Family-related Issues

- Conflict with parents
- Tense relationship with siblings
- Family problems (e.g. finances)



Pre-existing Mental Health Issues

- Low mood / sense of hopelessness
- Low self-esteem/sense of worthlessness
- Issues with emotional regulation
- Existing mental health conditions (depression, anxiety)



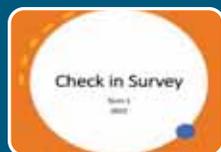
"Silent Vulnerables"

- No outward signs of distress
 - Never approached anyone for help
 - No signs that may draw the attention of teachers (no behavioral issues, disengagement from learning, academic deterioration)
 - No prior counselling or school disciplinary issues
- BUT
These students are silent and struggling



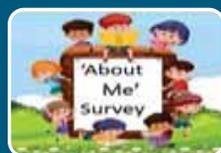
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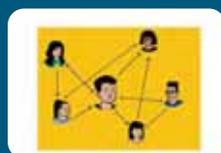
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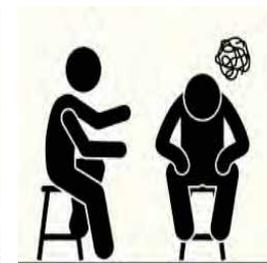
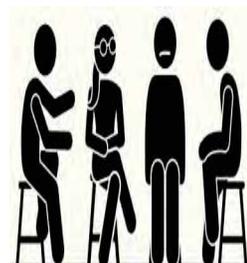
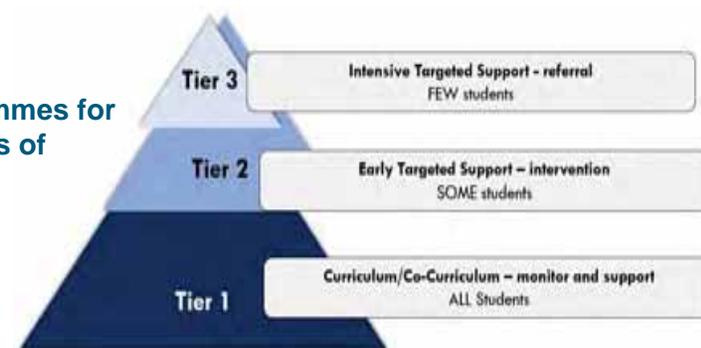
Connecto-gram: Visual representation of the social links between students [End Term 1]



Student Management Log: Record of Infringement (Ongoing)

Address students' stressors and needs through a whole-school approach

Deliver programmes for different groups of students



Teachers have chats with students, in small-groups or individually, depending on the issue or concern

Those with additional needs are supported by the School Counsellor, Student Welfare Officer, Youth Workers, Special Education Needs Officers or Education and Career Guidance (ECG) Counsellor

Cohort Focus

Aligned to our **Cohort Focus**, the learning experiences are designed to progressively build **self, resilience** and **develop socio-emotional competencies**. It also focuses on **honing personal skill sets and dispositions** in their various milestones till graduation.

Sec 1
Identity

Sec 2
Relationships

Sec 3
Choices

Sec 4 & 5
Purpose



Key Platforms



FTT – build positive teacher-student relationships, foster social-emotional learning (SEL), and support holistic development.



Upper Sec Careers Day – helping students discover their strengths and interests to make purposeful choices

Start Right Programme



GROWTH CHATS – equip students with relevant skills to manage themselves and have resilient mindset to cope with changes and challenges.



Interclass Games – for the Sec 4/5 cohort to bond, build identity and feel a sense of belonging in Damai

Level-Wide Programmes: Focus for 2026

Build teacher
student relationships
(TSR)

Build
Resilience

Build student-
student relationships
(SSR)

Build a
Generous Spirit

FT Time / Lessons
[Curriculum Time]

Water Sports Electives
10 – 11 March (PM)

Upper Sec Careers Day
27 Mar (AM)

Sec 4 VIA
7 April Training
14 April Outreach
(PM)

Sec 4 Inter-class Games
12 May (PM)

**Education & Career
Guidance Counselling**
Ongoing

Graduation Day
25 Sept (AM)

Student Management: Priority

(1) Supporting nation-wide efforts in stamping out vaping

- Science lessons
- CCE lessons

Parent involvement and engagement



Newspaper Reports on Vaping

S'porean teen first Kpod abuser admitted to DRC; foreigner has long-term pass revoked for possession

Published Dec 08, 2025, 04:28 PM

Updated Dec 18, 2025, 03:15 PM

A 16-year-old male Singaporean etomidate abuser was admitted to a Singapore Prison Service drug rehabilitation centre (DRC) on Nov 27 for two months under the Misuse of Drugs Act (MDA), after he was caught for etomidate-related offences on three occasions.

Over 2,700 people fined for vape-related offences since tougher penalties kicked in on Sept 1

Published Dec 18, 2025, 08:54 PM

Updated Dec 20, 2025, 05:51 AM

Man fined for posting vape content on social media, possession of vapes

Published Dec 17, 2025, 09:45 PM

Updated Dec 22, 2025, 06:29 AM

Summary ⓘ

- Krish Khalifa was fined \$12,000 by the HSA for posting e-vaporiser content on social media, a first such prosecution.
- Khalifa also received an additional \$2,000 fine for possessing vapes and was jailed for other offences.
- The HSA is intensifying surveillance against e-vaporiser ads online; 38 people were fined from January to November for similar posts.

What can Parents/ Guardians do to help?

- Have open conversations with your child about vaping.
 - Be **Casual**: You can bring up the topic casually, like if you and your child see vaping content on social media, a vape report on the news, or someone vaping.
 - Be **Curious**: Ask your child what they know or think about vaping. You might be surprised by how much they already know. Thank them for sharing their thoughts and foster an open dialogue.
 - Be **Candid**: Then, share your own feelings about vaping in a simple and open way. For example, you could say, "When I see people vaping, I worry about their health. Vaping has a lot of health risks and it's not worth it. I want to help you figure out what to do if someone offers you a vape."

Additional Resources for Parents

Parent's Guide on Vaping (Families for Life)

Attachments

<https://file.go.gov.sg/parents-guide-vaping.pdf>

School-based Consequences

Number of offences	Vaping	Vaping (with Etomidate)
First-time offenders	<ul style="list-style-type: none"> • 3 days of suspension; • AND conduct grade adjustment 	<ul style="list-style-type: none"> • 5 days of suspension; • AND conduct grade adjustment (no better than 'Fair')
Second-time offenders	<ul style="list-style-type: none"> • 5 days of suspension; • AND conduct grade adjustment (no better than 'Fair') 	<ul style="list-style-type: none"> • 7 to 14 days of suspension; • AND conduct grade adjustment ('Poor')
Subsequent offenders	<ul style="list-style-type: none"> • 7 to 14 days of suspension; • AND conduct grade adjustment ('Poor') 	

Notes:

- The school-based disciplinary actions will be meted out in addition to the national penalties imposed by HSA.
- Students caught selling and trafficking of e-vaporisers may be considered for additional school-based consequences, including expulsion.

Student Management: Priority

(2) Strengthening anti-hurtful / anti-bullying efforts in schools

- Zero tolerance policy
- Identifying students who may have experienced hurtful behaviours (survey)
- Student Incident Reporting Form
- Strengthen PSL role
- Timely communication with parents

Parent involvement and engagement



YOUTH ANTI-BULLYING MOVEMENT

18 schools to get card game, short film as part of fresh nationwide effort

Student Management: Priority

(3) Damai goes P.E.D free from 2026

- Promote healthy, social interactions
- Reduce screen time during school hours
- Requires alternative comms channel
- School will review implementation as it rolls out the policy

Parent involvement and engagement

No smartphone use in secondary schools from 2026, including during recess and CCAs

[Sign up now](#): Get tips on how to help your child succeed



A vast majority of our students have complied with the rules on P.E.D. use



- ✓ Less screen time during school hours
- ✓ Healthy social interactions

School will continue to explore alternative activities for Damaians to spend their time meaningfully

- **The Gym**
 - Longer opening hours, loan of sports equipment from GO
- **The Edge**
 - Pool, Table Soccer, Arcade Machine, More board Games
- **The Library**
 - Rest, Discuss, Learn, Board Games & other activities
- Other areas in school (e.g., classrooms, study benches, canteen) are also available for use.



Contact Us

School Rules, Regulations & Consequences are outlined in the Student Handbook on the school website (<https://www.damaisec.moe.edu.sg/information/students/student-handbook/>)

Ms Lenny Marlina (Lower Sec Year Head)
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Ms Lorraine Ng (HOD CCE)
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Mr Loh Yan Xiang (HOD Student Mgt)
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Mr Teo Shu De (SH Discipline)
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Mdm Rohasliza (SH NE & VIA)
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Ms Ilyana Saat (Senior School Counsellor)
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Ms Rajes (Lead Special Education Needs Officer)
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Ms Dimple Kaur (Special Education Needs Officer)
Dimple_Kaur_Baldev_Singh@schools.gov.sg

Ms Nurshazila (Student Welfare Officer)
Nurshazila_Sulaiman@schools.gov.sg

Mr Edwin Khong (ECG Counsellor)
khong_ling_yang_edwin@schools.gov.sg



Curriculum & Assessment

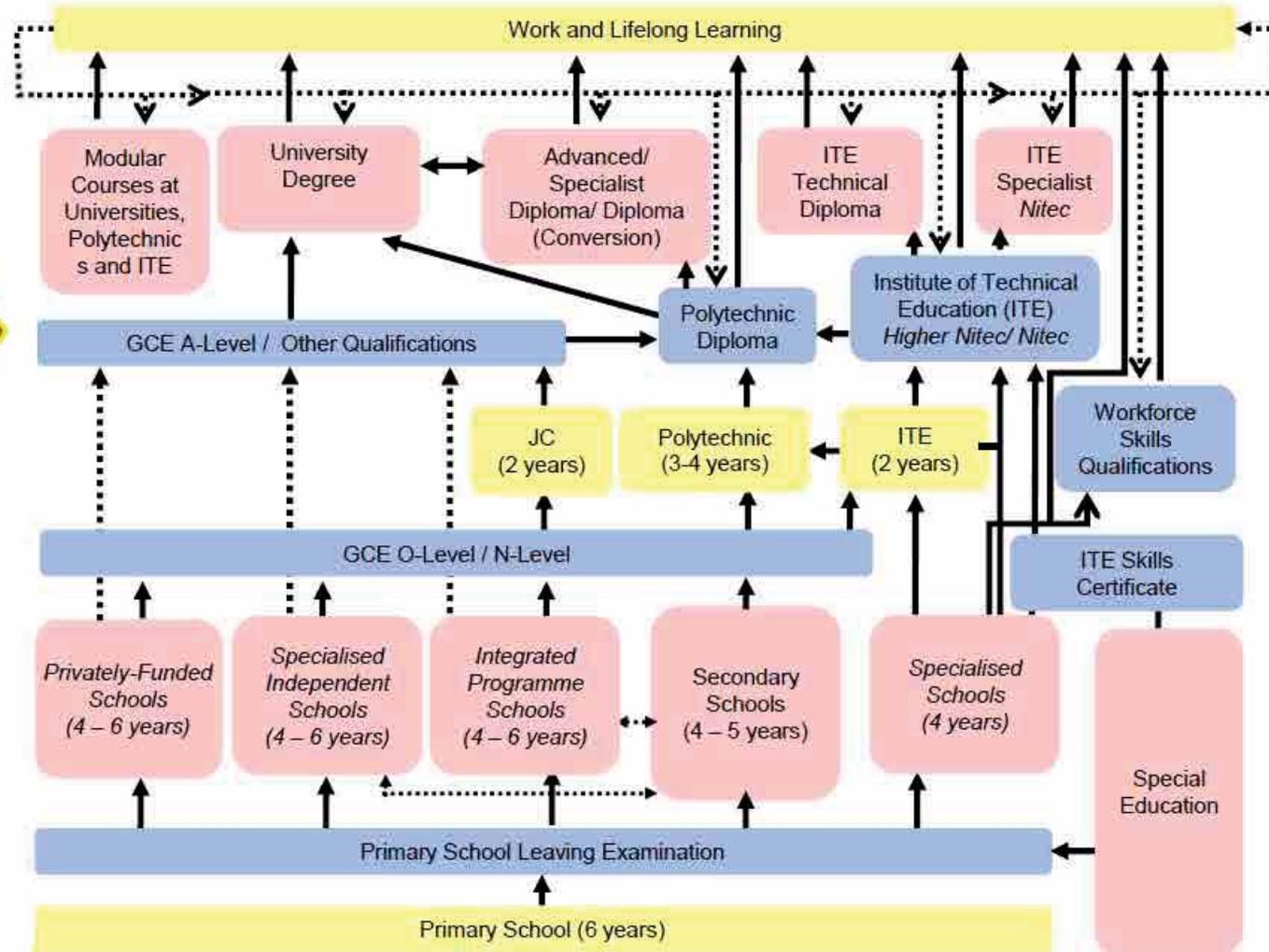
Our Academic Programme

- Teaching & Learning
- Assessment



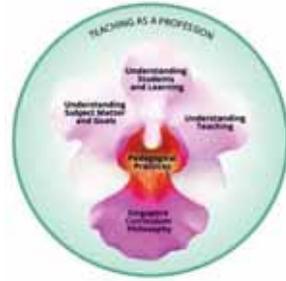
RESTRICTED/SENSITIVE (NORMAL)

Map of today's Education Pathways



The Singapore Curriculum Philosophy

Our beliefs about Teaching and Learning are encapsulated in the Singapore Teaching Practice (STP) through the Singapore Curriculum Philosophy (SCP).



We believe in holistic education **to prepare our children well for the future**, centered on values, social and emotional well-being and character development.

We believe that every child wants to and can learn. We focus on children's learning needs when designing learning experiences.

We believe that learning flourishes

- in caring, safe and **enabling** learning environments,
- **when children develop their 21st century competencies** through constructive learning experiences;
- by **harnessing technology effectively**, and **tapping experts and resources in the wider community**; and
- when assessment is used to address children's learning gaps.

Developing Future-Ready Damaians

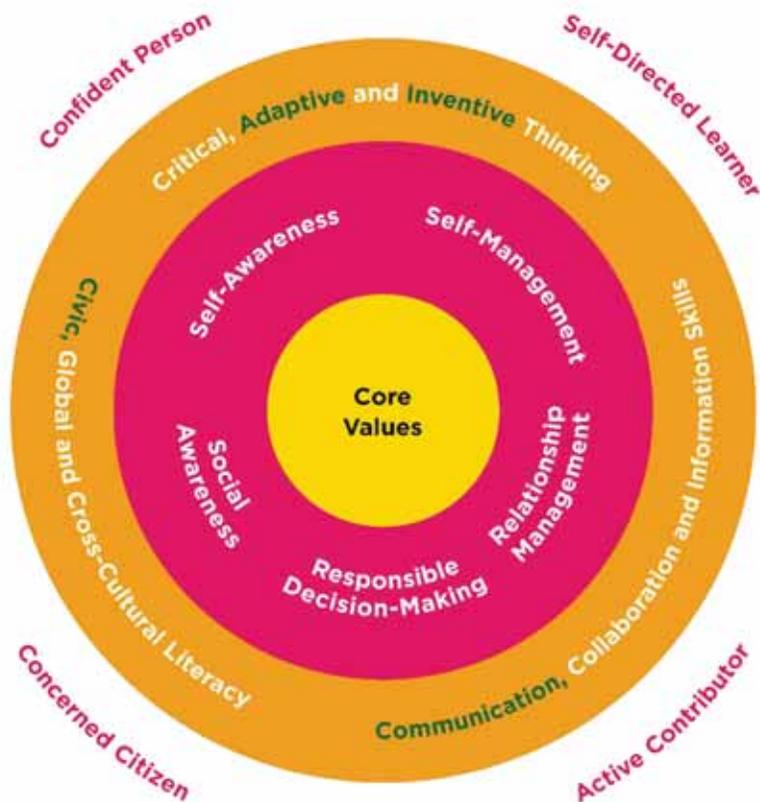
DSS has prioritised **“Communication”** as the E21CC that is to be developed across subjects

Adaptive Thinking

- i. Assesses different contexts and situations in order to make connections and draw new insights
- ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy

- i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
- ii. Plays active and constructive roles to improve the school, community and nation



Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

Communication

- i. **courageous** and spontaneous in voicing new ideas and able to persuade others; and
- ii. **open-minded** and **empathetic** so that they can communicate and collaborate across different cultures



Geography - Sustainability



Design & Technology



Science



MTL



English



Mathematics

Developing Future-Ready Damaians

Student Outcomes



Self-directed Learners



Motivated Learners

RESTRICTED/SENSITIVE (NORMAL)

Home-Based Learning

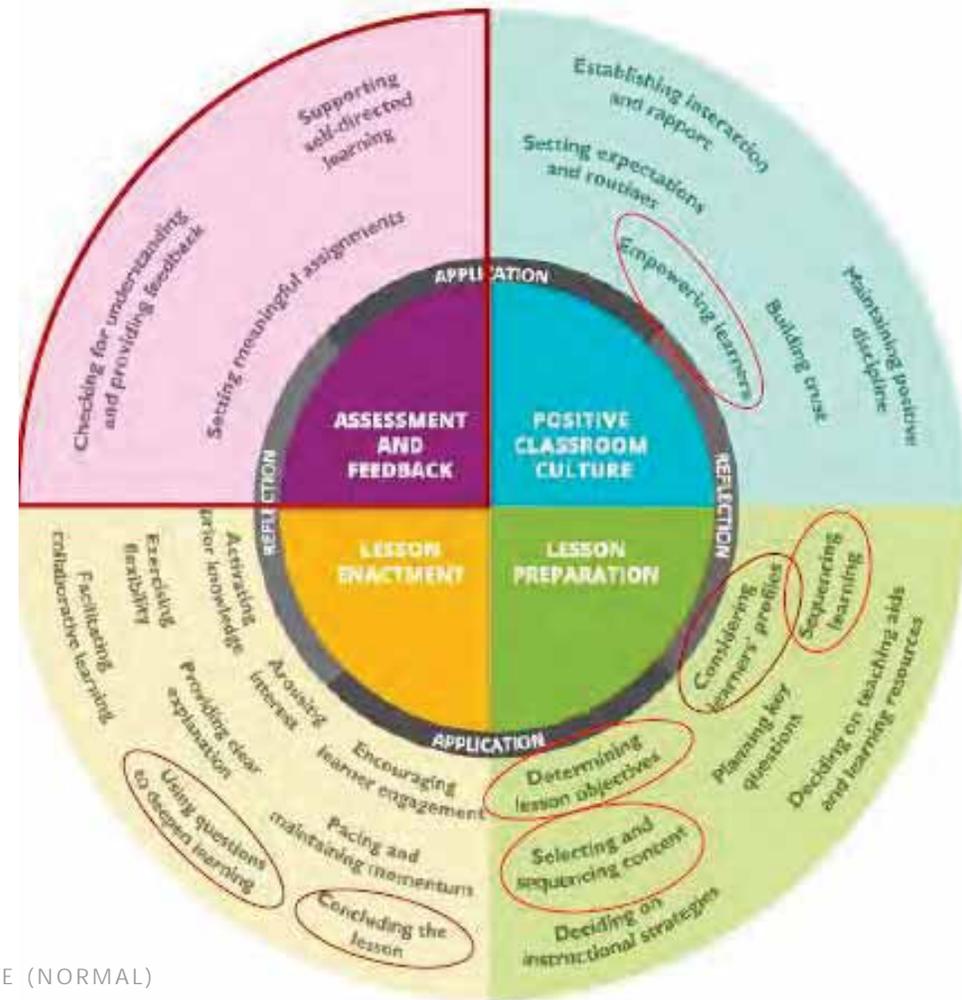
- Regular and of sufficient frequency
- Loosely structured
- Leverage both ICT and non-ICT modes of learning
- Time and space for Student-Initiated Learning

Semester	HBL Dates (Wed/Fri)	No. of Sessions	Remarks
1	9 Jan, 28 Jan, 11 Feb, 6 Mar, 27 Mar, 8 Apr, 15 Apr, 6 May, 22 May	9	Students will complete their HBL at home. For those who need support or a more conducive environment, they will report to school. All students are expected to complete their wellbeing check-in (attendance) and tasks by the given deadline.
2	14 - 16 Jul (GCE Oral) 29 Jul	4	

Assessment

- Assessment is integral to the teaching and learning process
- To gather evidence on our students; progress, provide timely and targeted feedback, and improve our teaching practices

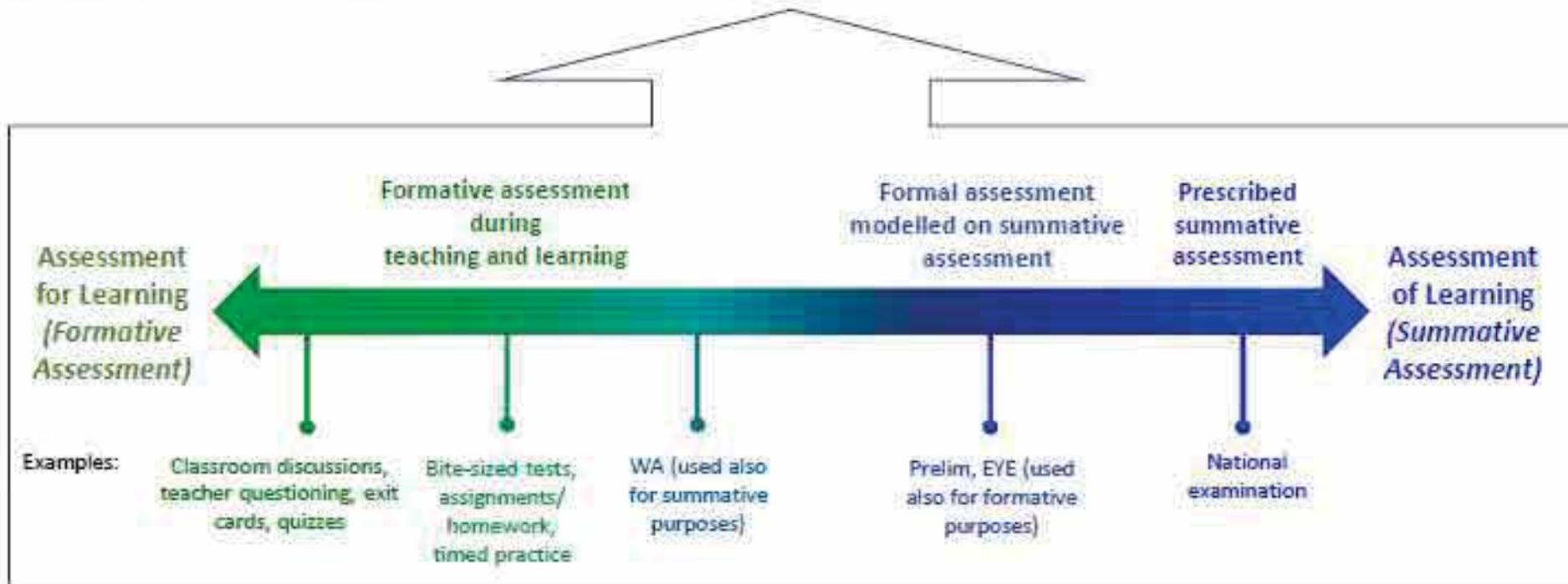
Our Assessment Vision:
Learner-centred Assessment &
Balanced Assessment



RESTRICTED/SENSITIVE (NORMAL)

Learner-Centred & Balanced Assessment

- Creates a learning path to support and enhance learning
- Improves student engagement and motivation
- Brings about higher achievement and greater confidence to learn



School-Based Assessment

Since 2019,

- **Adjustments to School-based Assessments**

- Provide more opportunity for student-centred teaching and learning approaches
- Nurture life-long learning attitudes and skills

- **No Mid-Year Exam**

- Inculcate a joy of learning in our students
- Provide more time for a variety of learning experiences
- Ongoing efforts to move away from overemphasis in academic grades

Why this shift?

- 1) Assessment is integral to teaching & learning
- 2) Reduce over-inflation of efforts on marks/ grades
- 3) Ensure student wellbeing

Our Joyful Outcomes from Subject Based Banding

Level	No. of students taking subjects at a <u>more demanding level</u> (at the start of the year)		
	2024	2025	2026
Sec 1	33	37	18
Sec 2	38	43	48
Sec 3	45	47	43
Sec 4	45	39	44

Level	No. of subjects taken at a <u>more demanding level</u> (2026)			
	1	2	3	>3
Sec 1	17	1	0	0
Sec 2	26	12	6	4
Sec 3	24	9	5	5
Sec 4	34	5	5	0

Almost all of our students Passed their subjects taken at the more demanding level. In the recent GCE N level results, at least 75% of our NT students who took subjects such as Chinese, English, Humanities [SS/HI] at the N(A) level achieved Quality Passes [Grade 1 to 3]

Assessment Weightage

TERM 1: Non-Weighted Assessment 1	TERM 2: Non-Weighted Assessment 3
TERM 3: Non-Weighted Assessment 3	TERM 4: Preliminary Examination (100%)

Note:

1) Weighting for assessment will vary for Art, D&T and FCE. Refer to the Student Handbook for more details.

2) The Schedule and Scheme of Assessment will be made available on the school website:

<https://www.damaisec.moe.edu.sg/information/students/assessment-matters/>

Absence from School-based Assessment

- Students who are absent from an examination due to illness are required to submit the original medical certificates to their Form Teachers.
- Students without an MC will be given AB for the missed component / papers of that subject.
- Parents/guardians' excuse letters are not acceptable, unless there is an emergency and School Leaders will manage it on a case-by-case basis.





**Preparing your
Child for this
Milestone year**

Targeted School Support

Integrating Assessment for Learning (AfL) into daily curriculum

Reinforce learning and close learning gaps on a continual basis

Structured Remediation from Term 2 Week 2

Early identification and support for students with weak academic outcomes within and across subjects

ECG for all student segments

Careers Day (27 Mar), EAE Preparation Clinics, ECG Counselling, Applied Learning Modules (ApLM), Industry Visits

Structured Timed Practice & After-school Study Programme in Term 3 & 4

Building students' stamina and mastery for the Preliminary and National Examination

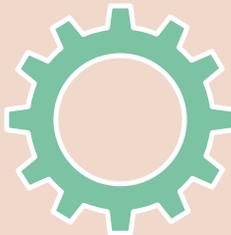
Principal Engagement with Graduating Classes & Specific Students (& Parents)

Graduating Classes – Term 2

Specific students – Term 2, 3, 4



Supporting your Child Through ECG



Meet-The-Parents Session

POST SECONDARY EDUCATION PATHWAYS



Sec 4/5 Focus: Achieve (Purpose)

**Promote self-directedness
Students take ownership of their education and career
choices by aligning to their interests, skills and
values**



Partnering with Parents

Most Preferred Industry Sector

Learning Journey to [CGH](#) to better understand the various healthcare jobs.

Learning Journey to [Cybersecurity Agency](#)

ApLM modules on [Healthcare, Engineering & IT](#)

Job Attachment with Respect SG - [F&B Business](#)

Lifeskills to Strengthen

Student Initiated Learning

Networking session with Industry partners

Residential/ OBS Camps

School wide/Assembly presentations

Require Clarity on Post-Sec Pathways

Target Setting & Pathway Plan

Individual & Group Counselling

IHL Talks during Careers Day

NAFA Open House

Greater ECG support in...

Personal Profiling and Portfolio Workshop

EAE Write up and Interview Workshops

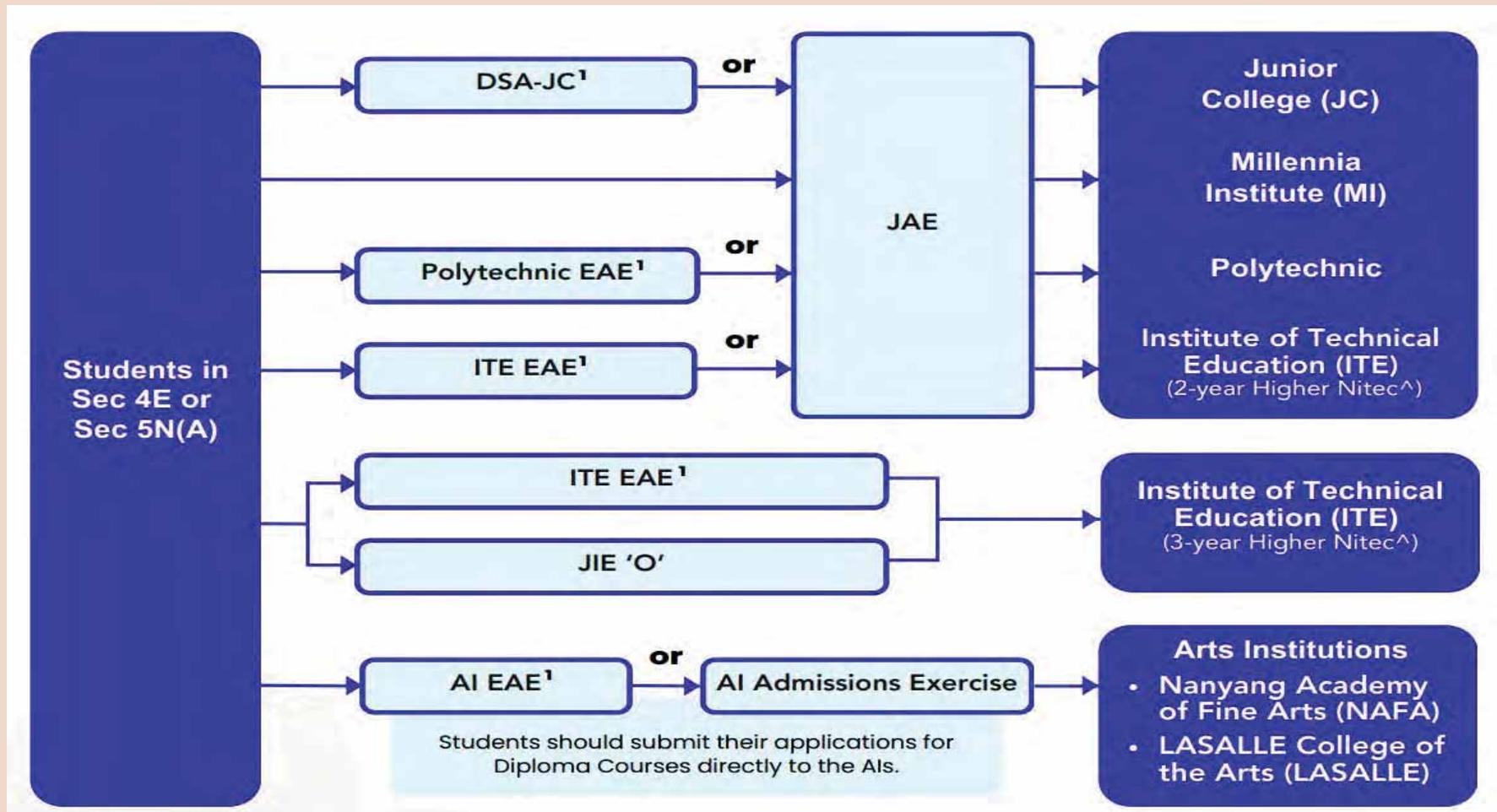
Industry Visits to MOE Kindergarten, Parkroyal Collection Marina bay & CGH

Job Attachment Programme

Post Secondary Education Landscape



Students taking O Level exams



Merit Based

Junior College (JC)

- L1R5 gross aggregate score must not exceed 20

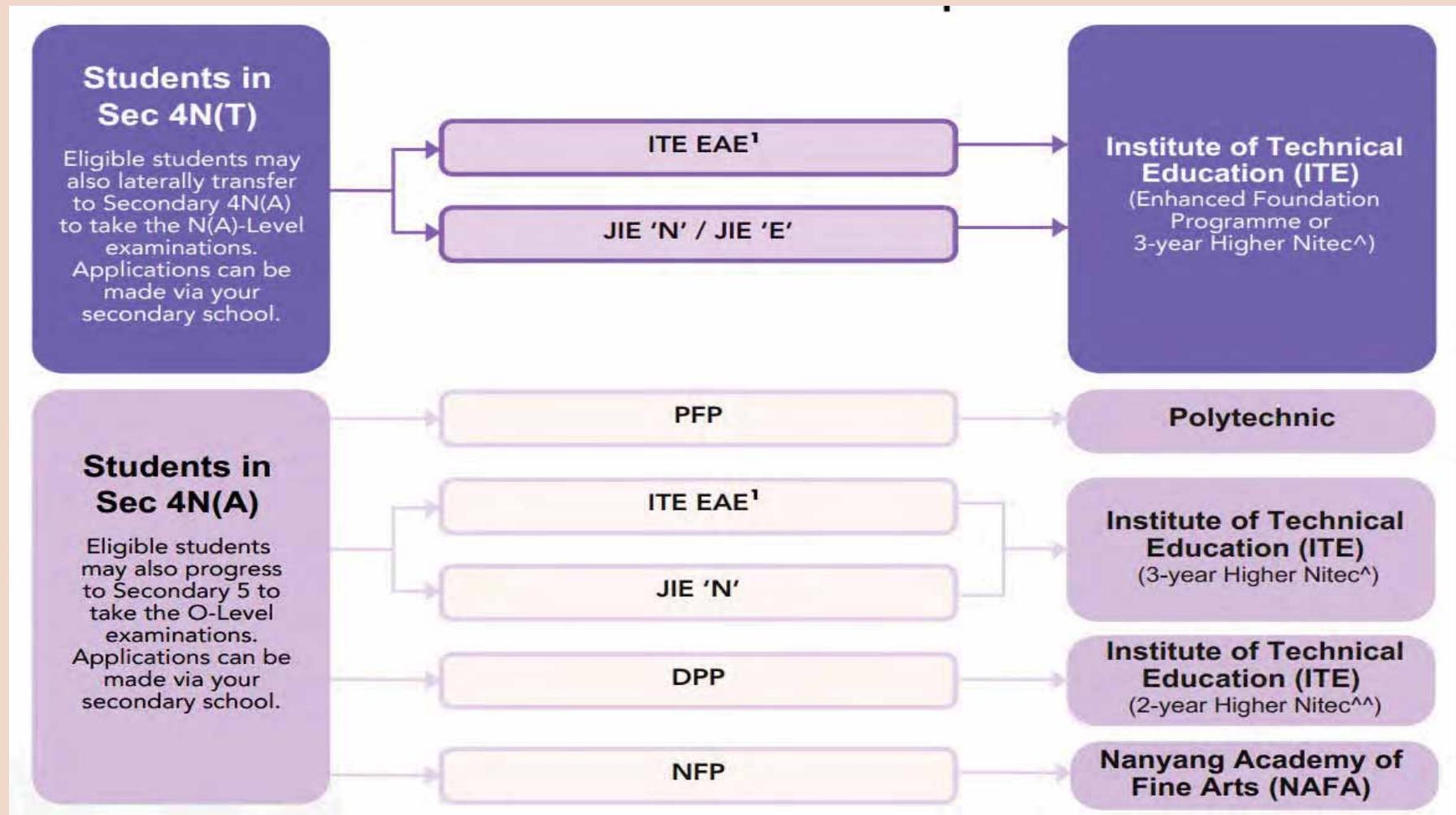
Millennia Institute (MI)

- L1R4 gross aggregate score must not exceed 20

Polytechnic

- ELR2B2 net aggregate score must not exceed 26 unless you are applying for the Diploma in Nursing. To apply for the Diploma in Nursing, your ELR2B2-C net aggregate score must not exceed 28
- Meet the minimum entry requirements (MER) of the course that you are applying for

Students taking N Level exams



Merit Based

Polytechnic Foundation Programme (PFP)

- ELR2B2 12 points or less, excluding bonus points
- There will also be subject-specific requirements based on your preferred courses

Direct-Entry-Scheme to Polytechnic Programme (DPP)

- ELR2B2 19 points or less, excluding bonus points
- There will also be subject-specific requirements based on your preferred courses

Aptitude Based

Direct School Admissions (JC)

- Talent in sports, CCAs and specific academic areas
- Application starts from May onwards
- Apply to individual JC directly

Early Admissions Exercise (ITE, Polytechnic & Arts Institutions)

- ITE (Central application in May)
- Polytechnic (Central application in June)
- Arts Institutions (Application via institutions website in May/June)
- Given conditional offers before taking national examinations, subject to meeting the course minimum entry requirement

Why “aptitude-based admissions”?



To identify aptitudes and interests that are not demonstrated through exams!

Great for students who...

knows what you are
good at

knows what you are
interested in

have **strong aspirations**

and you want to **secure a spot** into the course that can lead you to reach them!

DSA-JC

Students taking O Level

Based on talent in academic or non-academic areas

Sports



Leadership



Non-academics (CCAs, interests, etc)



Performing Arts



Clubs & Societies

Academics (Sciences, Maths, Humanities, etc)



Poly-EAE

Students taking O Level

Applicable for all courses at Polytechnics



NYP NANYANG
THE INNOVATIVE POLYTECHNIC

REPUBLIC
POLYTECHNIC
DISCOVER. TRANSFORM. ACHIEVE

Temasek
POLYTECHNIC

NGEE ANN
POLYTECHNIC

SINGAPORE | **SP**
POLYTECHNIC



Strong Portfolio
(CCA records, certificates & awards)
600-character write-up on
passion and relevant achievements



Aptitude Tests
/ Personal or
Group
Interview

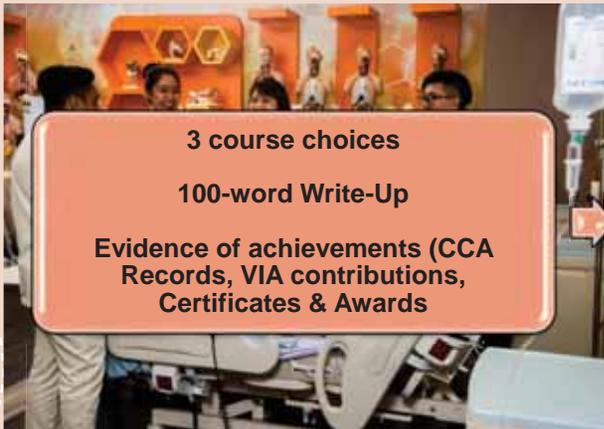


Acceptance of
Conditional offer

ITE-EAE

Applicable for all students

Applicable for all 3-year Higher Nitec Courses!



3 course choices

100-word Write-Up

Evidence of achievements (CCA Records, VIA contributions, Certificates & Awards)



Interview on why choose this course and how they have developed their interests



Acceptance of Conditional offer





DSA-JC | POLY-EAE | ITE-EAE Admissions Exercise Timeline



	MAY	JUN	JUL	AUG	SEP	OCT
ITE-EAE	(End-May) Application	(Mid-Jun – End-Jul) *Selection		(End-Aug) Offer and Acceptance	(Early-Sep) Withdrawal	
POLY-EAE		(End-June) Application	(Early-Jul – End-Aug) *Selection		(Early-Sep – Mid-Sep) Offer and Acceptance	(Mid-Sep – Mid-Oct) Withdrawal
DSA-JC (Phase 1)	(Early-May) Application	(End-Jun – Early-Jul) *Selection / Offer		Accept / Withdraw		
DSA-JC (Phase 2)	DSA-JC – Check directly at the school websites for exact dates/time.			(Mid-Aug – Early-Sep) *Selection / Offer	(Early-Sep) Acceptance	(Early-Oct) Cancel DSA-JC

Prepare early!

Application details – check JC website (JC), EAE Portal (ITE/Poly)

*Selections – Form of auditions / interviews / aptitude tests

Junior Colleges | Millenia Institute

A-Level Curriculum

Academic-based learning



TEMASEK
JUNIOR COLLEGE



CATHOLIC
JUNIOR
COLLEGE



Anglo-Chinese
Junior College

A Methodist Institution
(Founded 1881)



St Andrew's
Junior College



and more!

Admission into JC/MI

A-Level Curriculum

JC: Gross L1R5 ≤ 20	
L1R5	Subjects
L1	English or Higher Mother Tongue Language
R1	Any 1 best-scoring subject from Humanities
R2	Any 1 best-scoring subject from Mathematics or Science
R3	Any 1 best-scoring subject from Humanities, Mathematics or Science
R4, R5	Any 2 best-scoring subjects except Religious Knowledge

MI: Gross L1R4 ≤ 20	
L1R 4	Subjects
L1	English or Higher Mother Tongue Language
R1, R2	Any 2 best-scoring subjects from Humanities, Mathematics or Science
R3, R4	Any 2 best-scoring subjects except Religious Knowledge



Admission into JC/MI

A-Level Curriculum

Grade Requirements for Specific Subjects

Subject	Grade
English Language	1-6
Any 1 Mathematics <ul style="list-style-type: none">● Additional Mathematics● Mathematics	1-7
Any 1 Mother Tongue Language (MTL) <ul style="list-style-type: none">● MTL: Chinese, Malay, Tamil● MTL approved by MOE in lieu of an official MTL (MTL-in-lieu): Arabic, Bengali, Burmese, French, German, Gujarati, Hindi, Japanese, Punjabi, Thai, Urdu	<ul style="list-style-type: none">● MTL or MTL-in-lieu: 1-7● Higher MTL: 1-8● 'B' Syllabus: Merit or Pass <p>Note: There is no Higher level or 'B' Syllabus for MTL-in-lieu.</p>

Applied Learning Institutes



Institute of Technical Education



NYP Nanyang Polytechnic

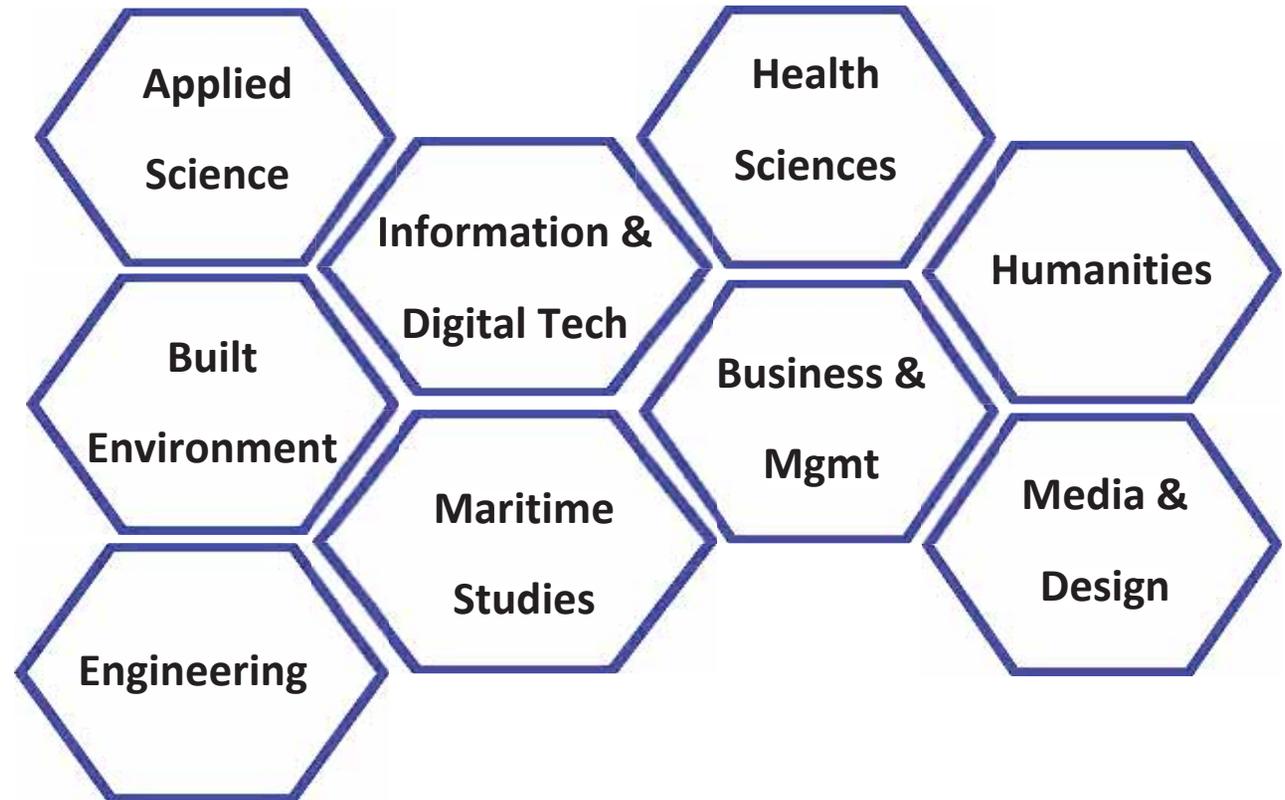
 **NGEE ANN**
POLYTECHNIC

 **REPUBLIC**
POLYTECHNIC

 **SINGAPORE**
POLYTECHNIC | **SP**

 **TEMASEK**
POLYTECHNIC
bringing education to life and life to education

About Polytechnics



Admission Criteria – Polytechnic

Polytechnic Foundation Programme (PFP)

**ELMAB3 \leq 12
(NA students)**



Sciences



Humanities, Art,
Media & Business
(HAMB)



Design,
Engineering &
Technology (DET)

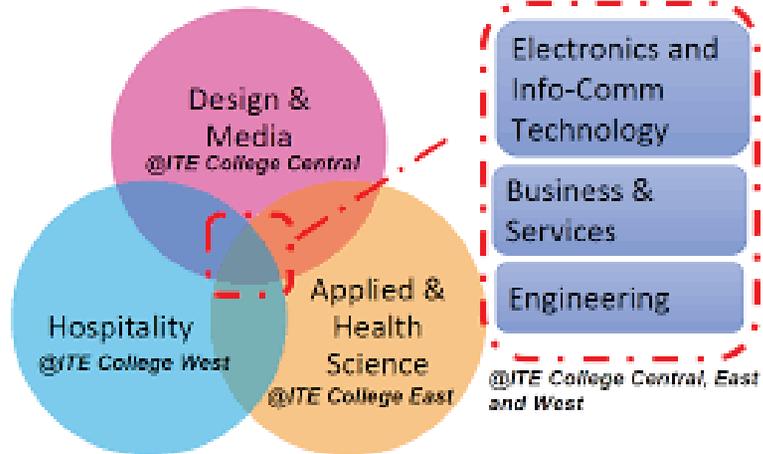
- Cluster-based programme
- On completion of PFP, students will enrol into Polytechnic Year 1

About ITE



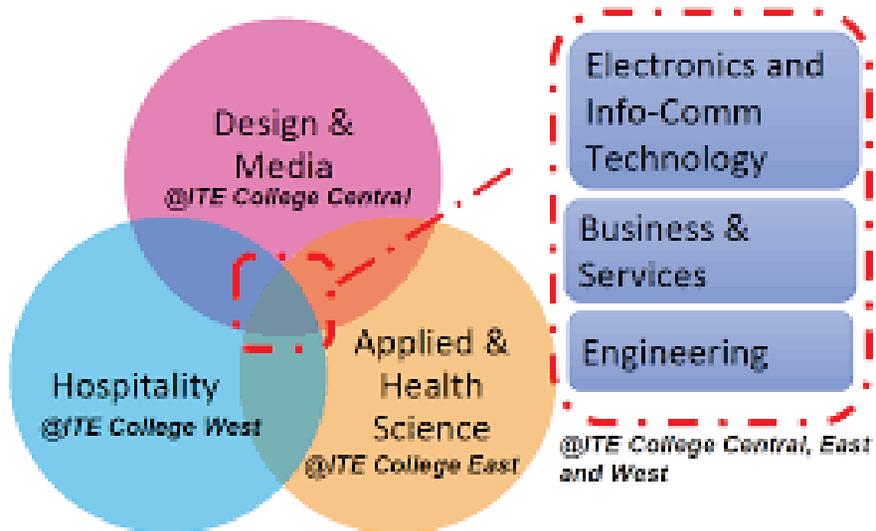
Institute of Technical Education

Course Clusters in ITE



Admission Criteria – ITE

Course Clusters in ITE



Entry into 2 Years
Higher NITEC Course

Applicable for Express &
NA students
 $ELMAB3 \leq 19$ (NA students)

Entry into 3 Years
Higher NITEC Course

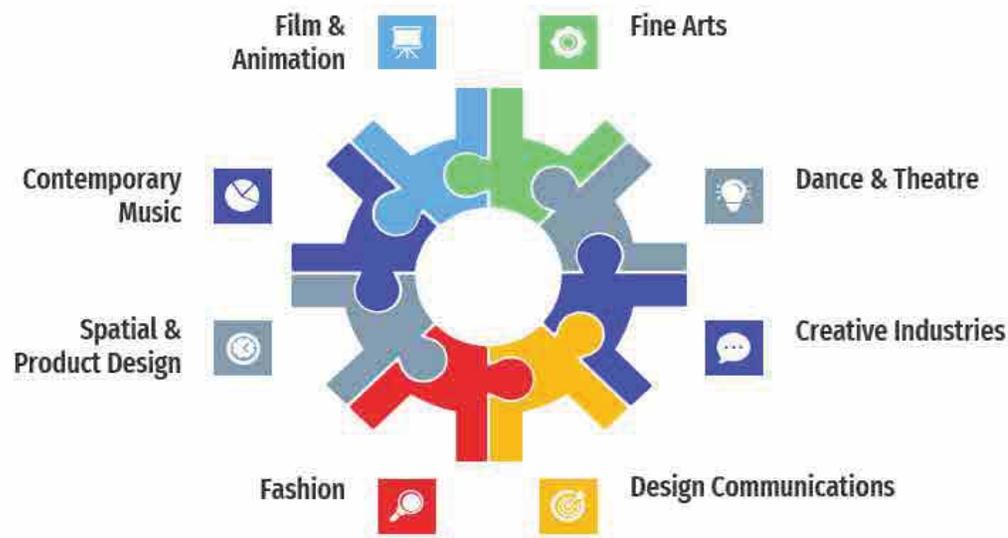
Applicable for students taking N
level

Admission Criteria – Arts Institutions

UAS University of the Arts Singapore

LASALLE
COLLEGE OF THE ARTS

NAFA
Nanyang Academy of Fine Arts





Admission Criteria – Arts Institutions

UAS University
of the Arts
Singapore

LASALLE
COLLEGE OF THE ARTS

NAFA
Nanyang Academy of Fine Arts

NAFA Foundation Programme (NFP)

#1: ELMAB3 \leq 15
(For NA students)

**#2: Portfolio, aptitude tests,
auditions**

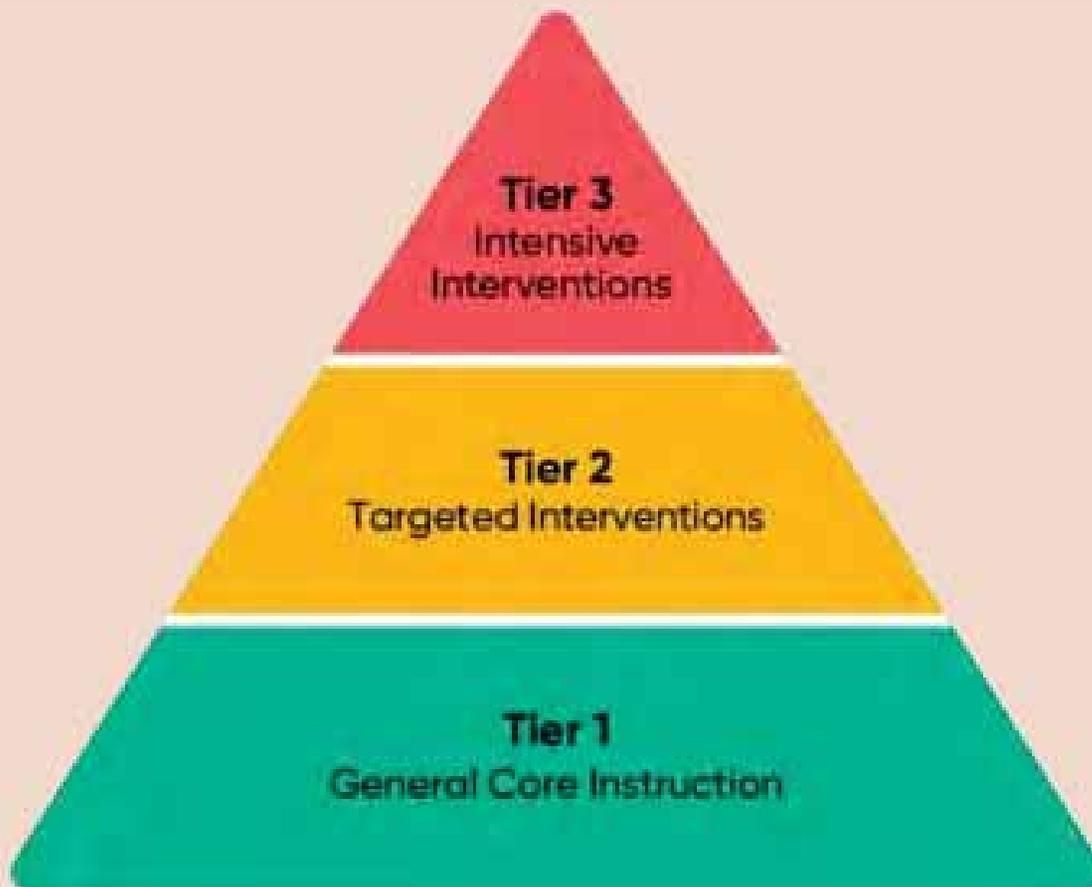
Diploma Programmes

#1: Aggregate score \leq 25
For 4 subjects
(For O Level students)

#2: Subject requirements
EL: C6 or better

**#3: Portfolio, aptitude tests,
auditions**

ECG Efforts @ Damai Secondary



- Targeted ECG counselling
- EAE Writing/Interview Coaching
- Rise Up Programme
- Pathfinder Plus Programme

- Industry Visits
- Access Compass Workshop
- Job Attachment Programme

Whole School Experiences

- ECG Lessons in CCE
- Target Setting & Pathway Plan
- Cohort ECG Talk by ECGC
- Careers Day – Talks & Workshops
- Applied Learning Modules (ApLM)

ECG Efforts @ Damai Secondary

Applied Learning Modules at Poly

Aerospace Fundamentals with Flight Simulation (SP)
Healthcare In Action (NYP)

Applied Learning Modules at ITE

Building Models with 3D Printer
Build a Robotic Gripper for a Claw Game
A Taste of Art & Science of Cooking



Pathway Plan

1) My **TARGET** grades for End of Year exams:

Subject	English	E Math	Humanities	Science	MTL				L1R5 (JC)	ELR2B2 (Poly)	ELB4 (ITE)
Grade											

(*add your elective subject(s) - Art/D&T/NFC/POA)

2) My **ACTUAL** grades for End of Year exams:

Subject	English	E Math	Humanities	Science	MTL				L1R5 (JC)	ELR2B2 (Poly)	ELB4 (ITE)
Grade											

(*add your elective subject(s) - Art/D&T/NFC/POA)

Input your target grades by next lesson

Input your actual grades immediately when you receive your End of Year exam results

Click on the relevant Post Secondary Pathway that you've selected to fill up the sections

A	Joint Admission Exercise (JAE) to JC/ MIT/ Polytechnic/ ITE	Yes/No
B	Direct School Admission for JC (DSA-JC)	Yes/No
C	Polytechnic Early Admission Exercise (PEAE)	Yes/No
D	Nanyang Academy of Fine Arts (NAFA)	Yes/No

ECG Efforts @ Damai Secondary

Pathfinder Plus Programme
Cybersecurity Agency of Singapore



ECG Efforts @ Damai Secondary

Job Attachment Programme
(November School Holiday)
RESPECT SG



Careers Day
(This morning)



What can I do now as a parent?



STAYING RELEVANT HOW DO I GET THERE?

Students will need to prepare



Personal
Statement /
Write-ups



Portfolio



Encourage child to showcase
his/her strong aptitude and
passion for the areas they
are interested in

How can I find out more?

Encourage your child to **research** to stay informed!

Visit the school websites



Speak with older siblings to graduated seniors!

How can I find out more?

MOE CourseFinder: Recommended website for a start!

CourseFinder

Explore courses based on aggregate type, score, type of institute and area of interest.

Select the institutions you want to explore:

INSTITUTE OF TECHNICAL
EDUCATION

JUNIOR COLLEGES AND
MILLENNIA INSTITUTE

POLYTECHNICS

UNIVERSITIES

AI & Data Engineering

Course code: C31

Admission Type: JAE, DAE, JPAE, Poly EAE, PFP

Nanyang Polytechnic

2024 JAE ELR2B2-C aggregate : 6 - 10

- [Course details](#)
- [Minimum entry requirements](#)
- [Modules](#)
- [Internship](#)
- [Career prospects](#)
- [How to register](#)

<https://www.moe.gov.sg/coursefinder>

The background is a solid light brown color. It features several decorative elements: three horizontal white lines of varying lengths on the left side; two white gear outlines on the right side; and several white dashed circular and semi-circular lines scattered across the bottom and left areas.

Thank You



Home-School Partnership

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



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.

How will the school engage parents ?

Respectful Communication	Role Models	Real Connections
<p>The school will inform parents to communicate with teachers through official channels.</p> <p>Teachers are not required to share their personal mobile numbers and are not expected to respond to communications after working hours (i.e. after 6.00pm).</p> <ul style="list-style-type: none"> ▪ Principal's letter to parents at the start of each semester 	<p>Model to parents how we develop the whole child</p> <ul style="list-style-type: none"> ▪ Positive communication – seeking to understand, co-creating shared goals (e.g. PTM – student voice) ▪ Communicate rationale for changes via PG/ Engagement sessions and how they can reinforce learning at home 	<p>Support students' total wellbeing by equipping parents with skills and resources</p> <ul style="list-style-type: none"> ▪ Collaborate with PSG Exco to engage fellow parents on best practices and strategies – Parent Wellness Toolkit ▪ Tap on PG/School Website to share parenting resources/ how they can reinforce key messages at home

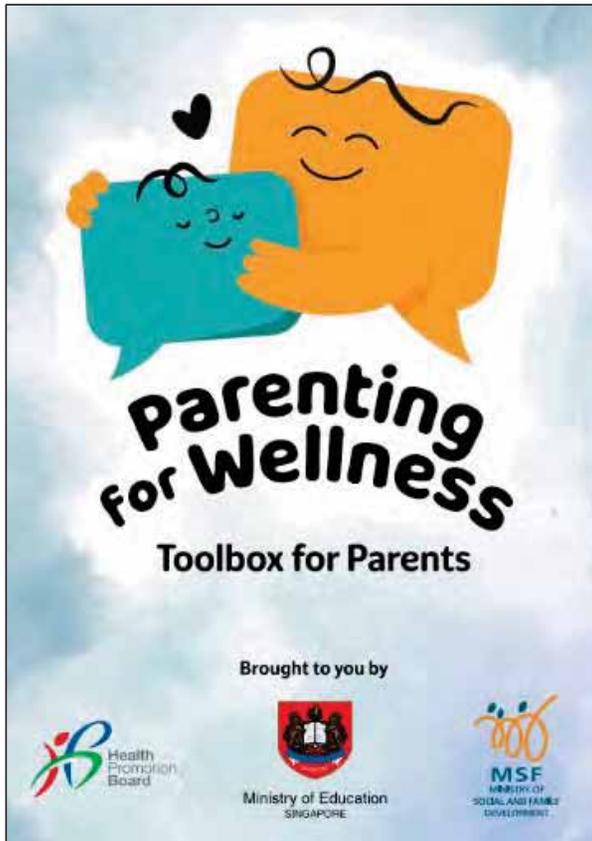
We seek your partnership in...



- Reinforcing values, life skills,
- Taking time to understand your child's needs, interests, strengths
- Encouraging, motivating and supporting your child
- Monitoring your child's progress
- Sharing your concerns and feedback with the teachers for support



Latest Resource: Parenting for Wellness Toolbox



An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

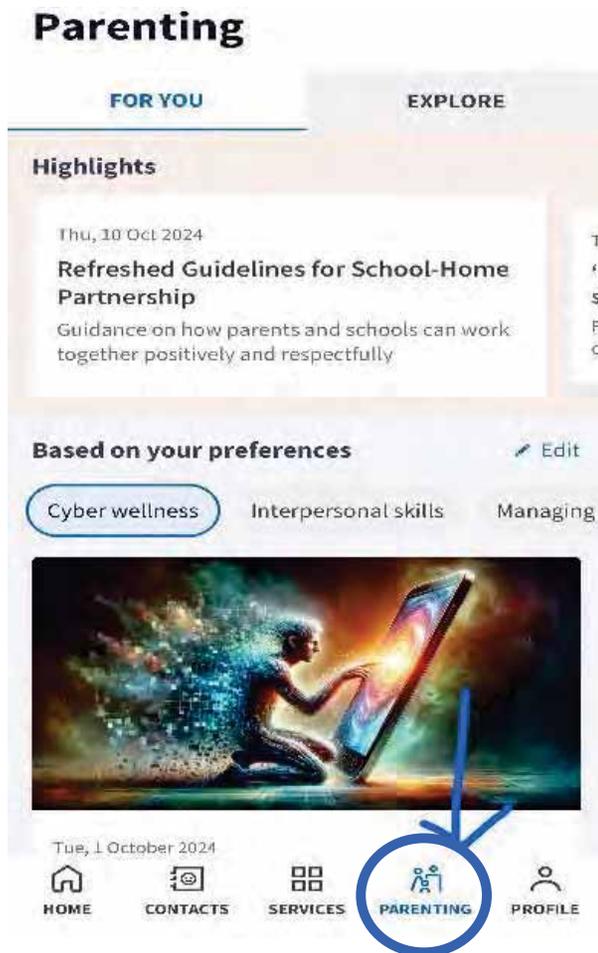
The Toolbox for Parents comprises bite-sized practical tips and strategies for parents, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.



Check out Parenting Resources on Parents Gateway (PG)

Repository of parenting resources

A repository for parents to browse resources on topics such as forging parent-child relationships and education pathways.



Find out more about Parents Gateway here.

Check out more resources from MOE

Parent Kit



Parent Kit

www.moe.gov.sg/parentkit

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

MOE Social Media Platforms



www.instagram.com/parentingwith.moesg



www.facebook.com/moesingapore



www.instagram.com/moesingapore



www.youtube.com/moespore



Thank you!