

Think.Respect.Grow.

Secondary Three Parents' Engagement Session

30 January 2026



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**QUEENSTOWN
SECONDARY
SCHOOL**

Dare to Serve

PROGRAMME OUTLINE

Time	Activities
5:00pm	Welcome and sharing by Vice-Principal, Mr Tan Tai Huat
5:20pm	Sharing by Upper Secondary Assistant Year Head, Mr Md Fazari, HOD/CCE, Mr Tan Chee Tiong and HOD/PE, Mr Koa Chee Meng
5:50pm	Q&A
6:00pm	Interaction with Class Mentors
6.30pm	End of Programme

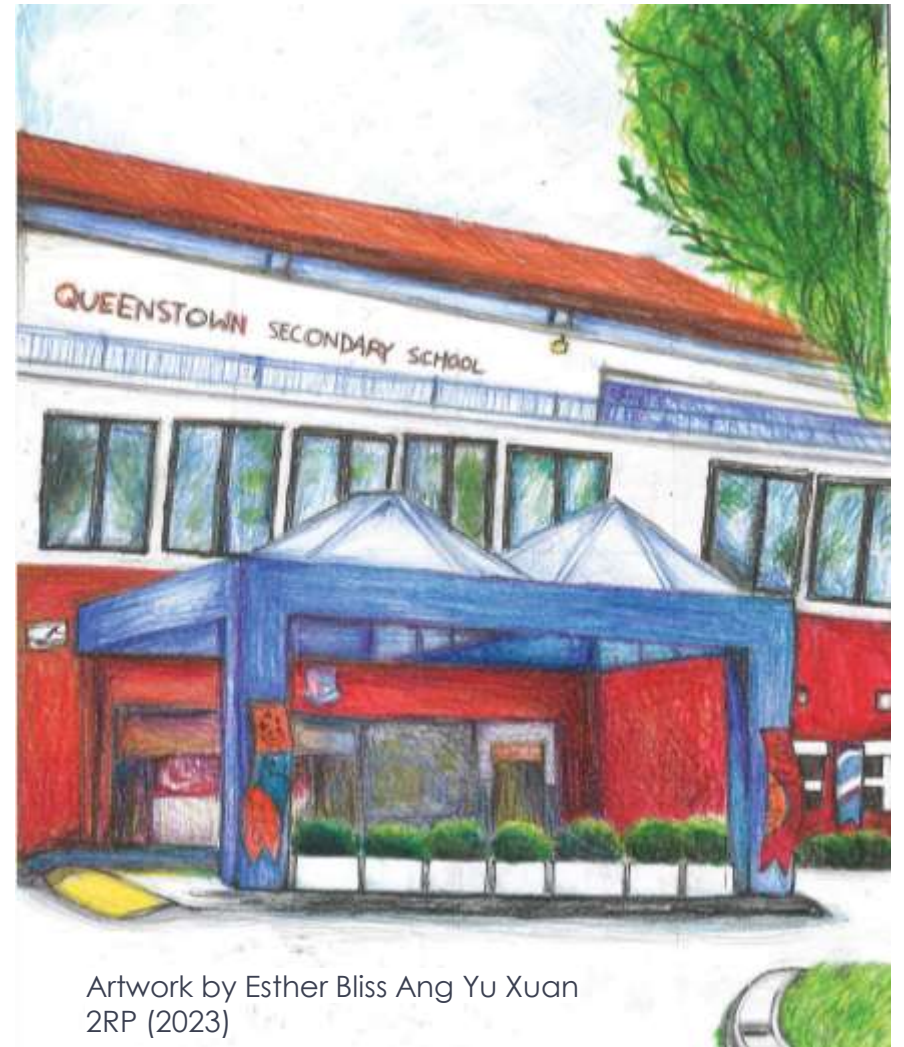
Think.Respect.Grow.

Address by Vice-Principal



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SECONDARY
SCHOOL**



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

Dare to Serve



...where your child's Quest continues

“ At Queenstown... we believe in the unique worth of the individual, the enhancement of his well-being. Celebrating different strengths, talents, and aspirations.



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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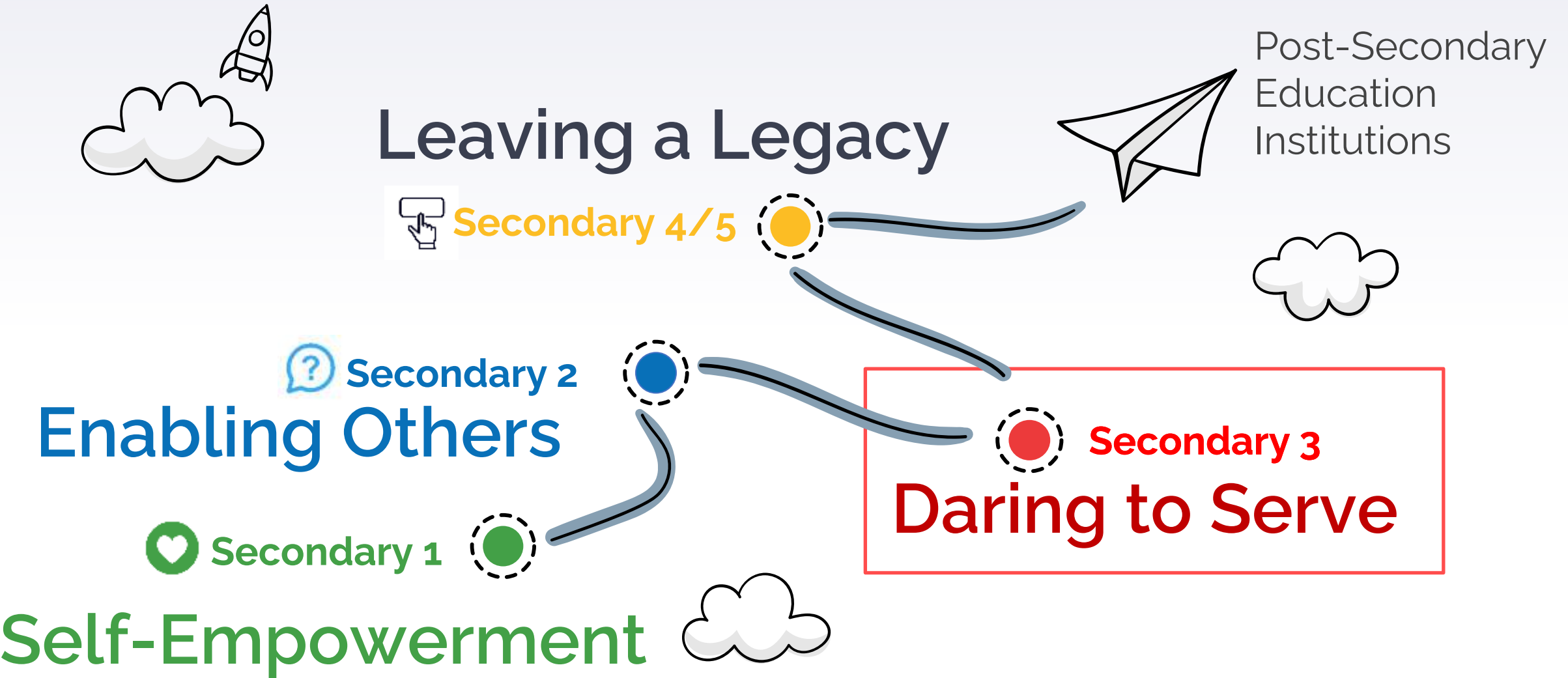
THE QUEENSTOWNIAN LIFE

A THRIVING COMMUNITY

FLOURISHING LEARNERS

FUTURE-ORIENTED LEADERS

Dreams & Hopes





Growing our potential to
lead, influence and impact



ECG Chats with Alumni Professionals





Learning Journey to
Industries of interest





ApLM@Schools



Opportunities for Growth

Higher Academic Rigour

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



Opportunities for Growth

Leadership Opportunities

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

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



Opportunities for Growth



Supporting the Transition From Sec 2 to Sec 3

CHALLENGES	DESIRED OUTCOMES
Increased expectations of being self-directed	A passionate learner who is a self-directed and manages multiple roles and expectations effectively
Face multiple demands on his/her time and multiple expectations from different areas	Be able to prioritise tasks, practice self-discipline and good time-management. Be resilience, adopts a Growth Mindset and able to handle stress.
Discover strengths and passion, and explore possible career options	A reflective thinker who works hard to achieve his/her dream, supported by parents and school.

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

Learning Spaces for 2026

Think.
Respect
Grow

Vision

Leaders for Tomorrow,
Anchored in Values,
Committed to Serve.

Mission

To nurture all Queenstownians
to rise as future-oriented leaders
actively contributing to society.

Motto

Dare To Serve
"Berani Berkhidmat"

Consultation & Discussion Spaces



Study spaces



The Foyer – Learning Spaces

Learning Commons – Learning Spaces



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

Consultation & Discussion Spaces



Learning Commons – Learning Spaces

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

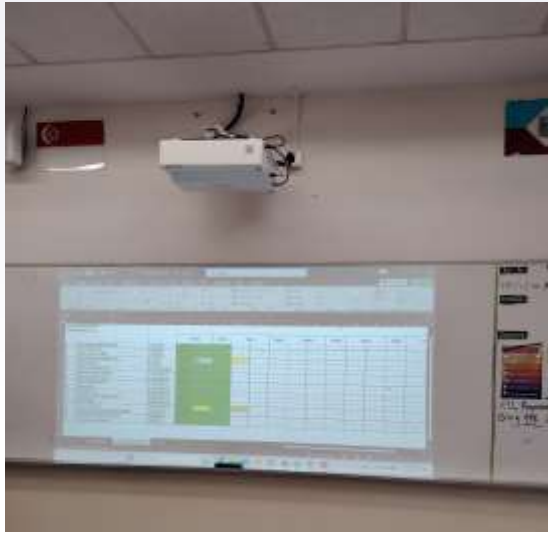


Study Area

- A place for discussion, self-study as well as consultation with teachers



A more conducive environment for Engaged Learning



Student Well-Being

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



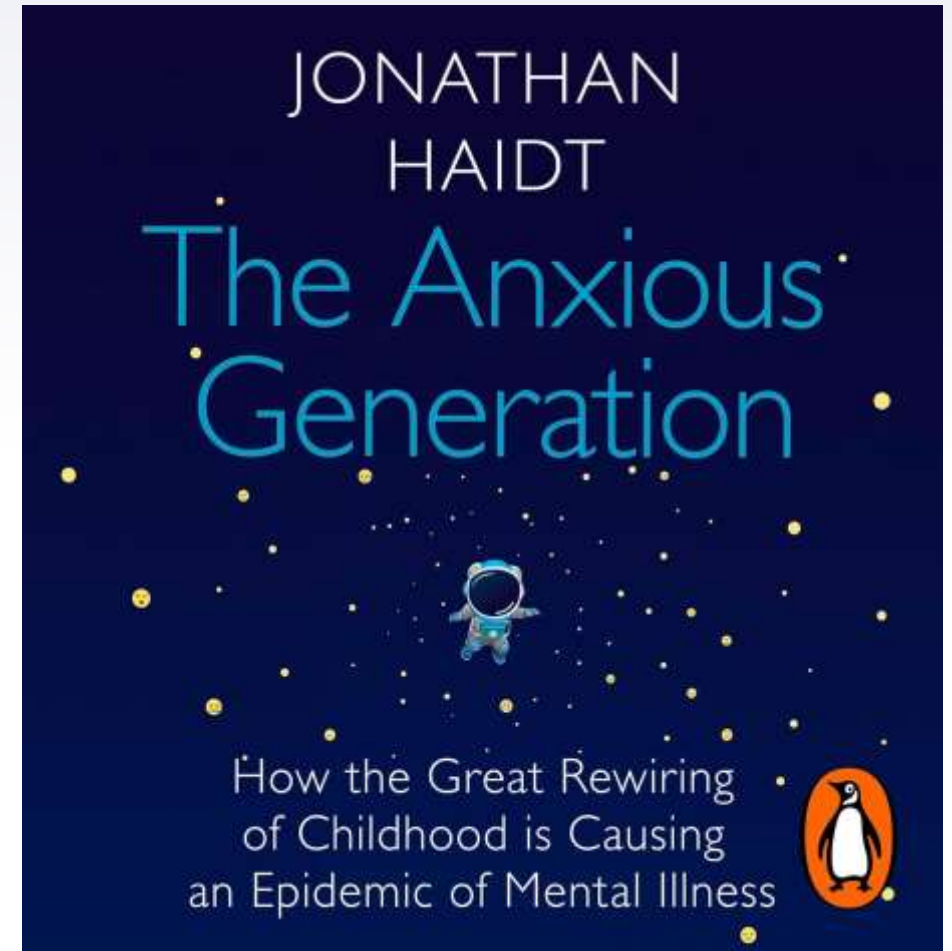
Use of mobile phones in school

- 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.**



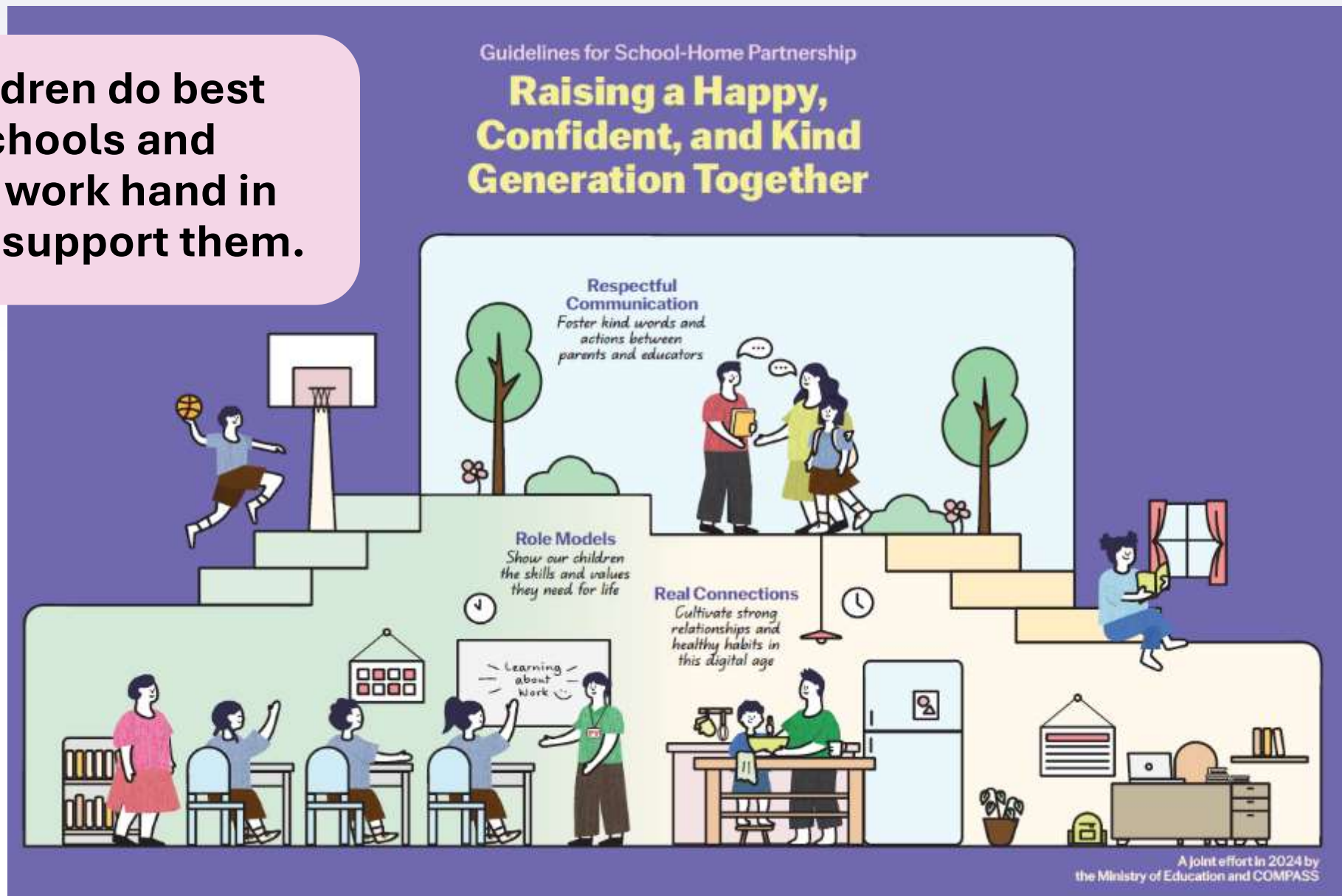
Use of mobile phones in school

- 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



School-Home Partnership

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



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

1 Respectful Communication

2 Role Models

3 Real Connections



Respectful Communication

Foster kind words and actions between parents and educators



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



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



Respect each other's time by communicating during working hours



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



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



Model good values in words and actions



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

Real Connections

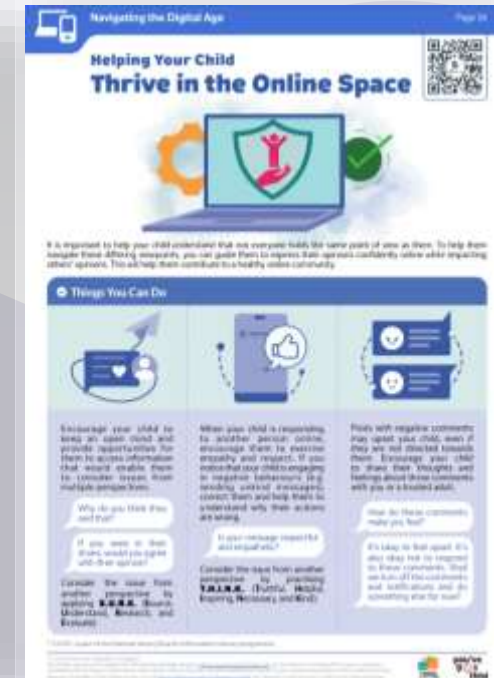
Cultivate strong relationships and healthy habits in this digital age

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



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

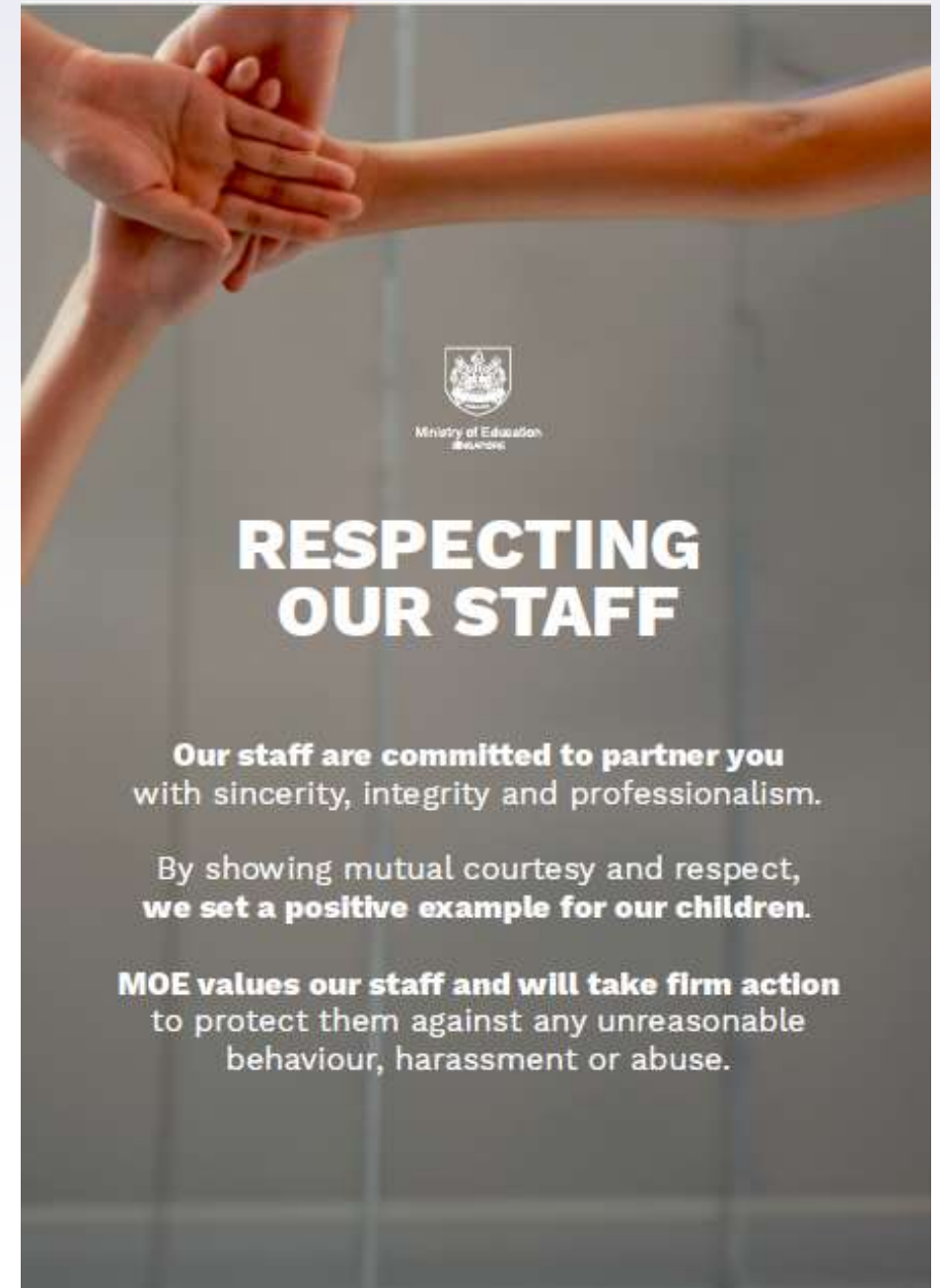
Build strong bonds through shared experiences and meaningful conversations



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

Phone Calls,
Emails &
SC Mobile
(Attendance)

**Parents
Engagement**
(PES, PTM,
PSG & Coffee
Chats)

**Termly
Parents
Letters**

**Parent
Gateway**

**School
Website**

**Parent
Support
Group**

**Social
Media**
(Facebook,
Instagram)

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

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

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

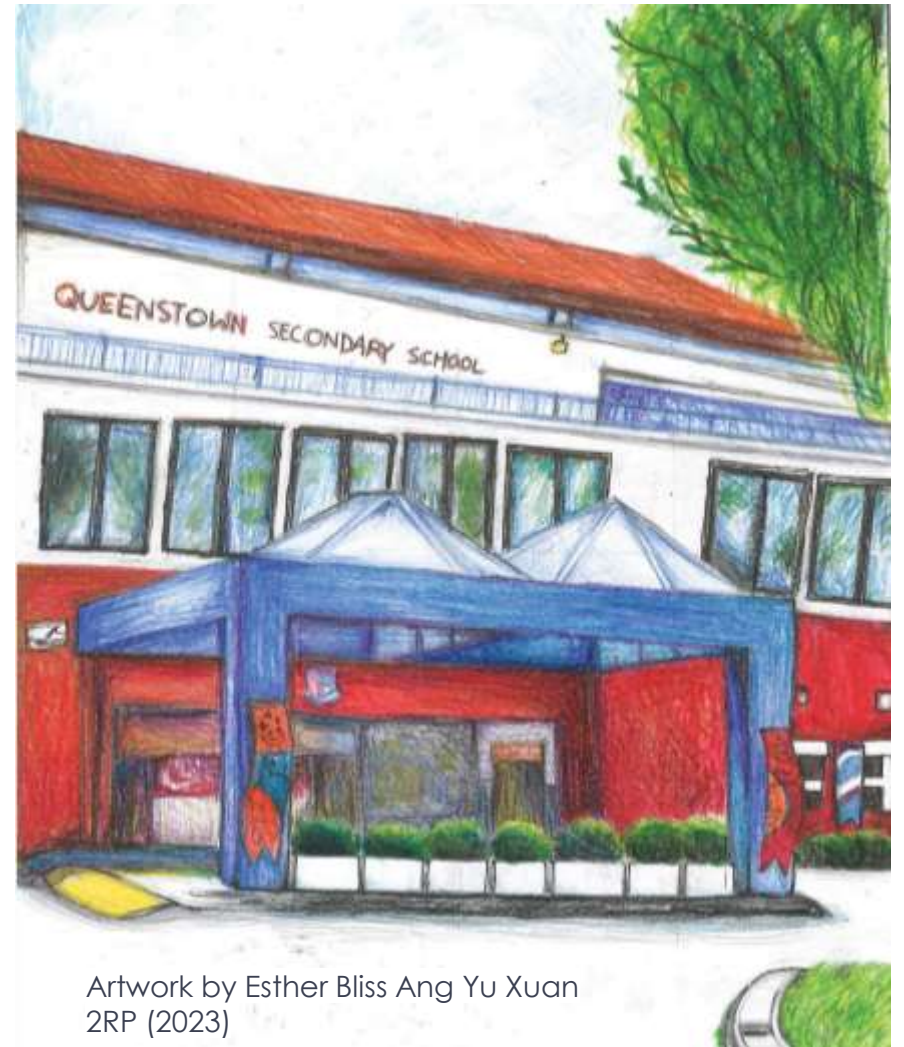
Think.Respect.Grow.

Briefing By: Upper Secondary Assistant Year Head



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Dare to Serve

Our focus in 2026

Think.Respect.Grow✓



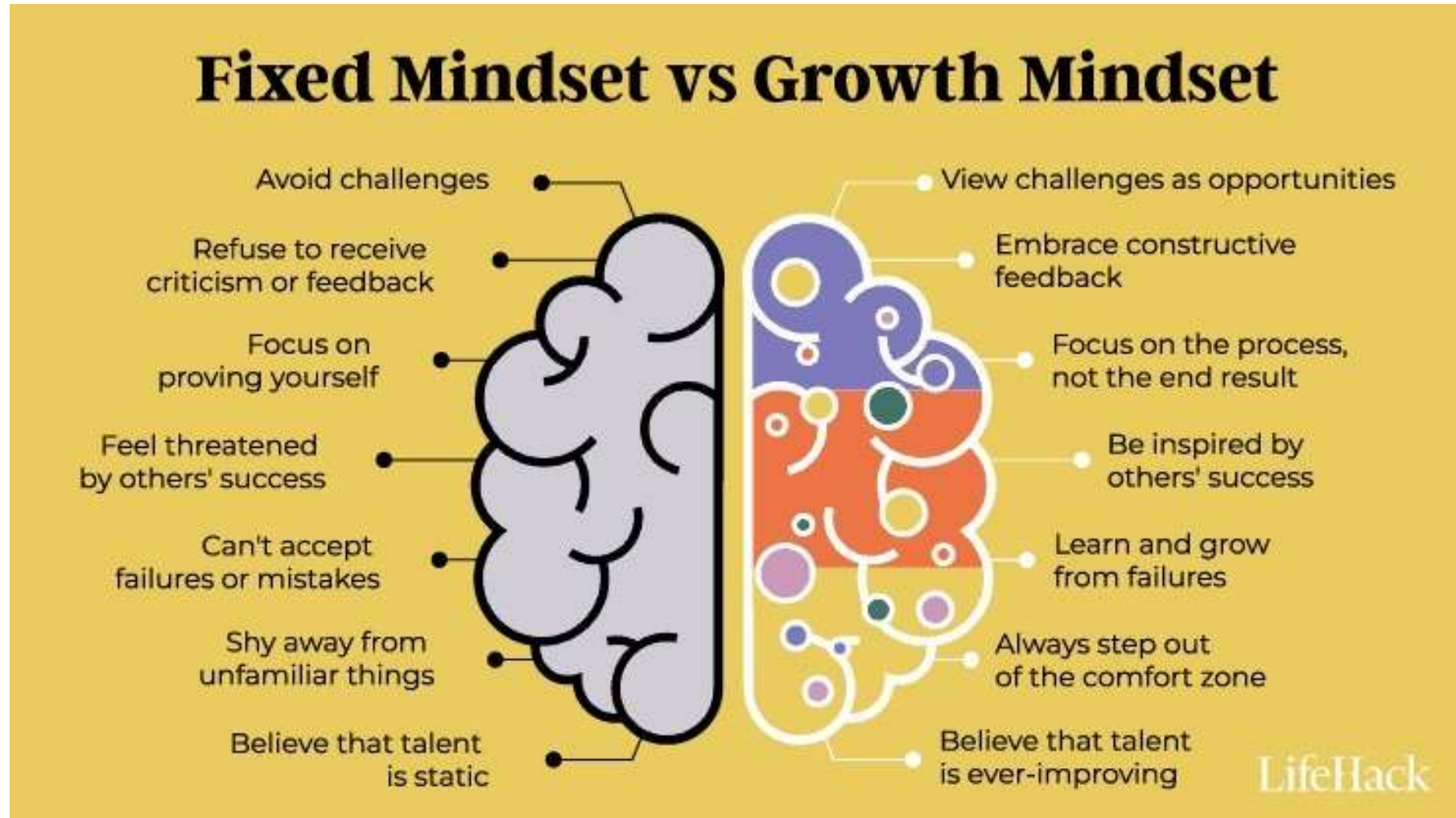
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Dare to Serve

Think

Growth Mindset: A key to success



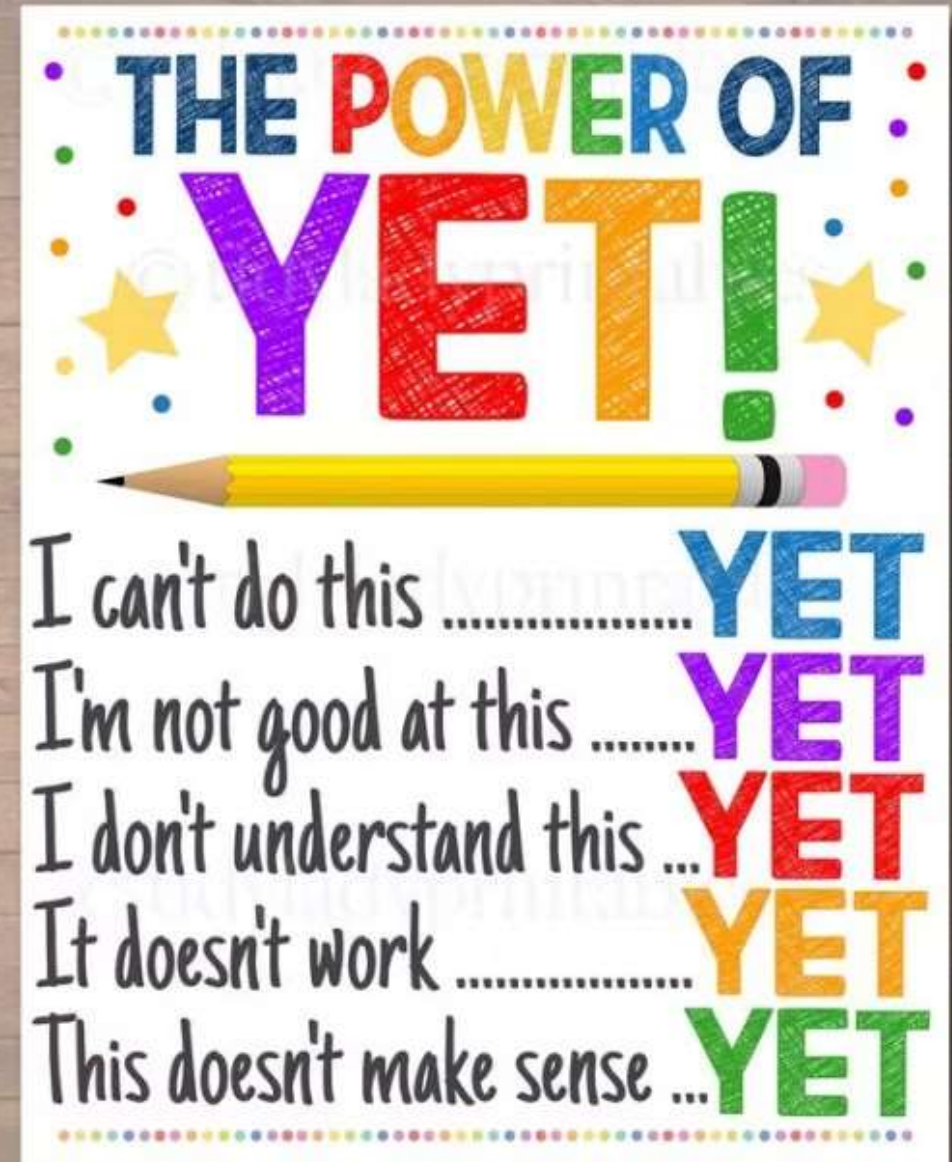
Think

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





: Our focus at Secondary 3

Self

Level of influence

Society /
Wider Community



1 Self-
Empowerment

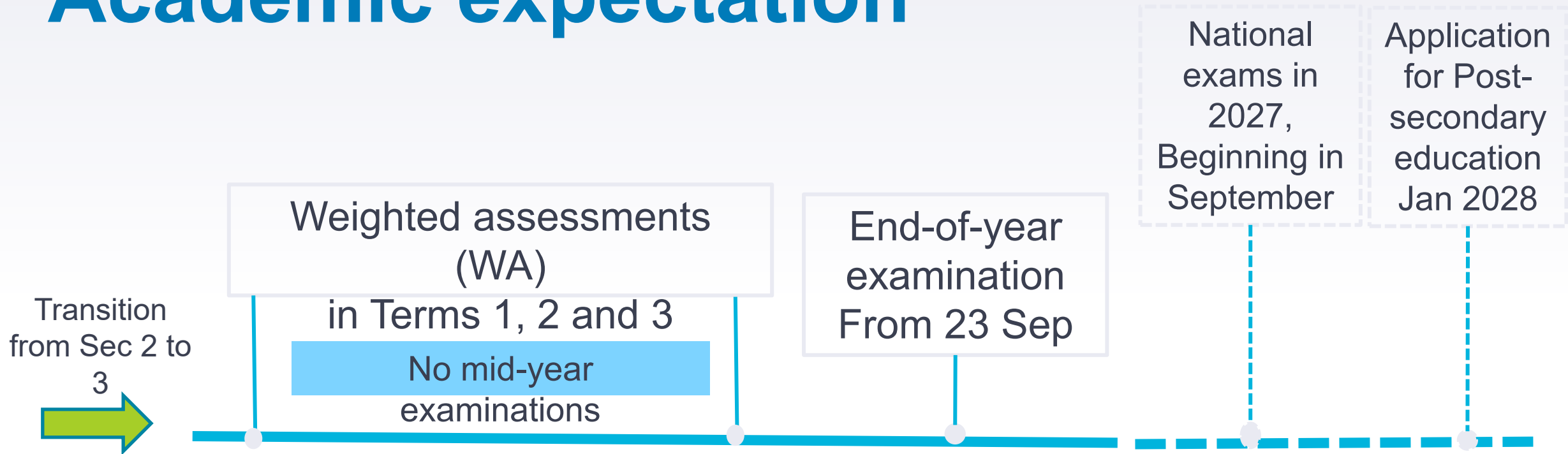
2 Self and Others:
Enabling Others

3 Self and
Community:
Daring to Serve

4/5 Self and
Community:
Leaving a Legacy

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

Academic expectation



Students have started a 1.5 years course in preparation for the SEC Examination

- Increase in academic rigor of subjects

- Increased expectations of being self-directed

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



Replacement of GCE O and N Levels with Cambridge-Singapore Secondary Education Certificate (SEC)

Similarities

Purpose:

- Both GCE O and N Levels, as well as the SEC, are used to assess students' academic abilities at the end of secondary school in Singapore and determine their pathways to further education.

Subject Areas:

- All three examinations cover similar subject areas like English, Mathematics, Science, and Humanities, though specific topics may vary depending on the G3, G2 and G1 level.

	Current		From 2027
	N-level exams	O-level exams	SEC exams
Non-written exam components (for example, oral, listening comprehension, practical exams)	Held before the start of the written exams.		
English language written exams	Held together with other written exams for N- or O-level subjects respectively.		Held in September alongside MTL written exams.
Mother tongue language (MTL) written exams	Held in one sitting for Normal (Academic) and Normal (Technical) streams.	Held in two sittings, one mid-year and one during the O-level written exam period.	G1/G2/G3* MTL and G3 higher MTL exams held in one sitting in September with English language written exams.

	Current		From 2027
	N-level exams	O-level exams	SEC exams
Other written exams	Held between mid-September and mid-October.	Held between mid-October and mid-November.	One common exam period , starting in October.
Results release	In mid-December.	In mid-January the following year.	One common release in January the following year.

Academic expectation – Assessment plan

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

Academic Requirements – Progression criteria

Level	Criteria for progression
Sec 3	Students generally need to pass English Language and two other subjects <u>or</u> pass at least half of their total number of examinable subjects.

Co-curriculum Programme

Co-Curricular
Activity (CCA)
based on
LEAPS 2.0

Education and
Career
Guidance

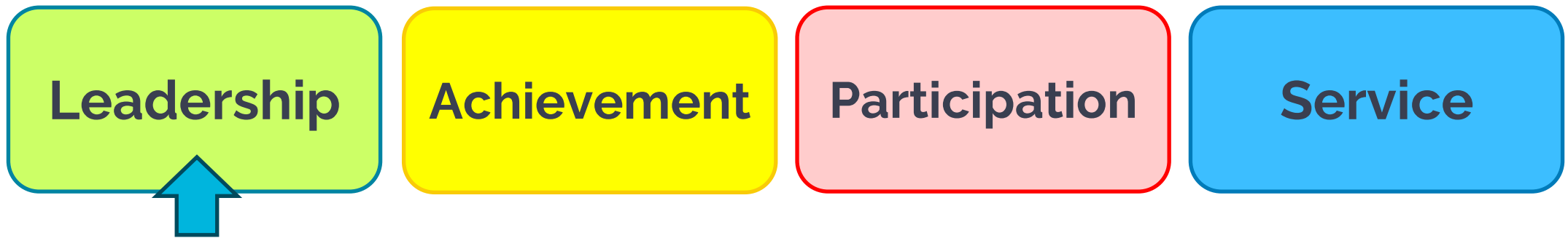
Aptitude and Interest-based
Admission to Post Secondary
Education Institutions

- Direct School Admission
- Early Admission Exercise

LEAPS 2.0

- Reinforcement of the holistic education every Singapore student should receive

4 domains with levels of attainment



NYAA (Silver) = Level 3

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



Safety and Well-Being

Quick Drop-Off and Pick-Up Points

Safety



HDB Carparks

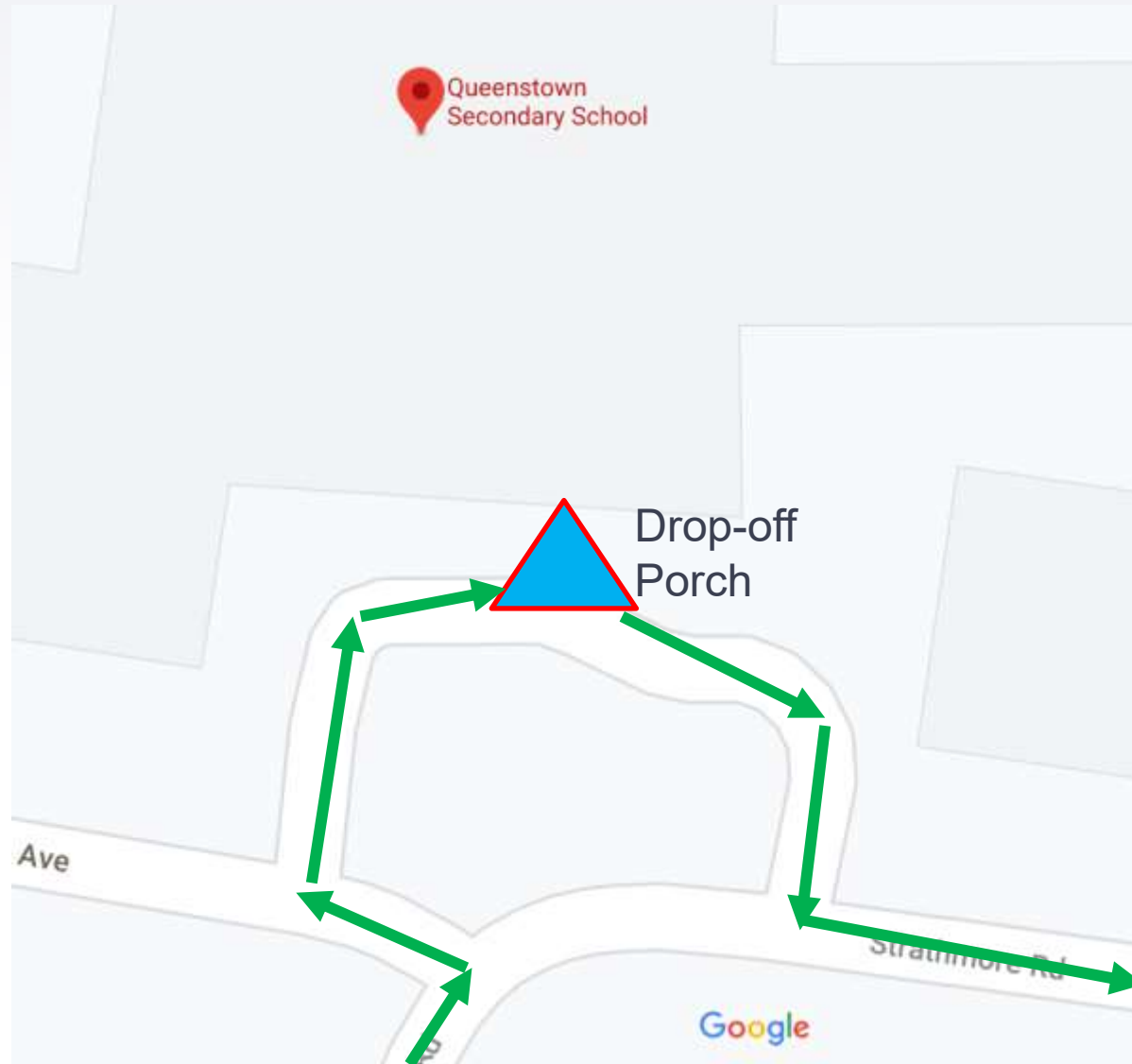
(Alternatives if the drop-off point(s) are packed)

Safety



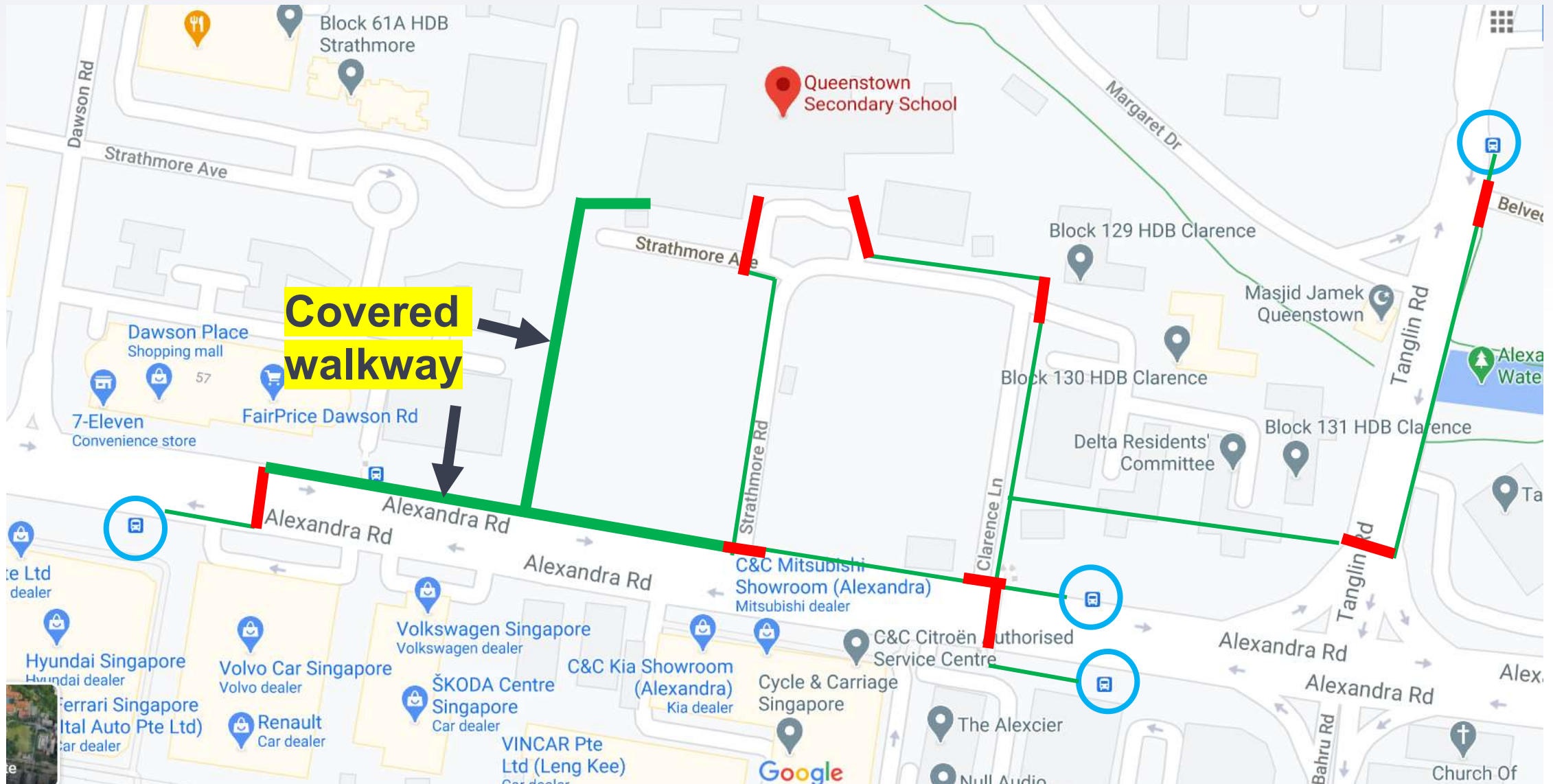
Quick Drop-Off and Pick-Up Point In the Event of Wet Weather (Inside QTSS)

Safety



Exit to main road
via Clarence Lane

Safe Routes for Walking To School



Be Vigilant at the Crossing Outside Main Gate

Safety

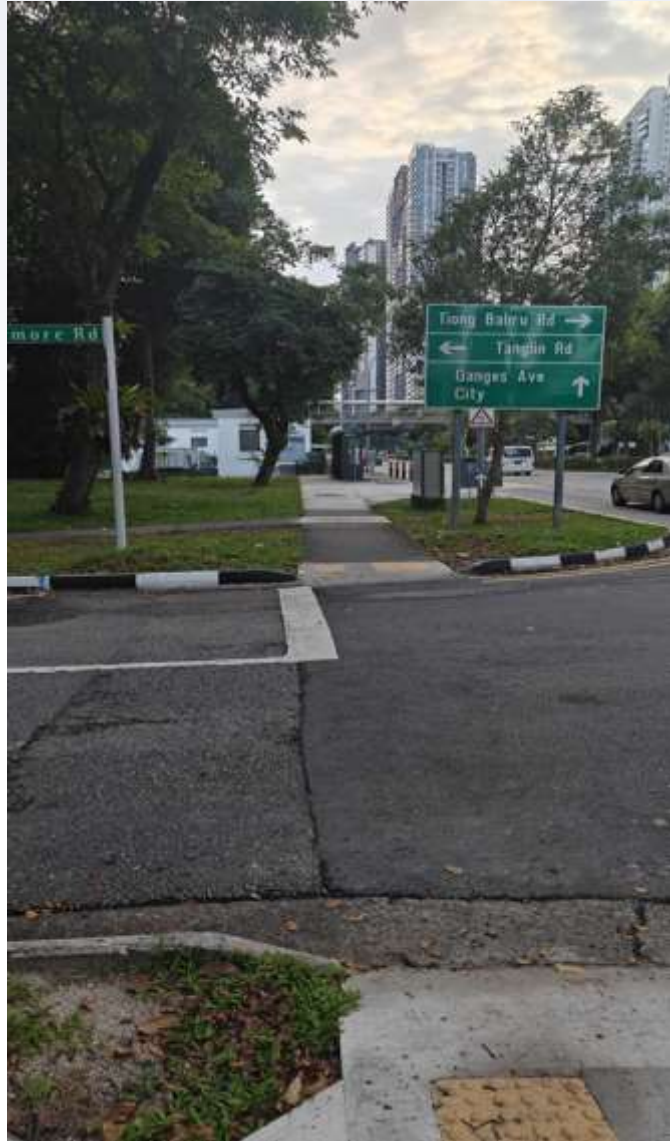


Be Vigilant when Crossing to bus stop

Safety



The school has been discussing with LTA to put in a zebra crossing to enhance safety at this road crossing.



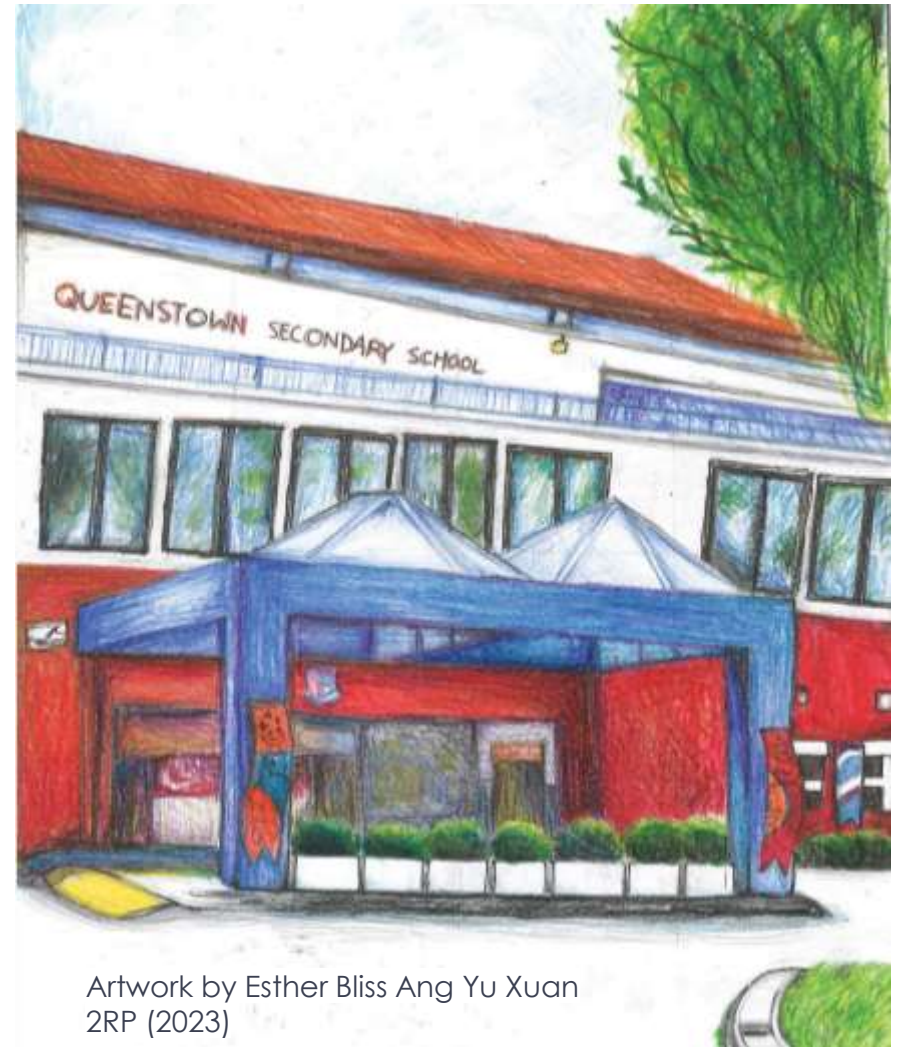
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Briefing By: HOD/CCE



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Post-secondary education pathways

What are the various Post-Secondary School options available?

3 MAIN TYPES OF OPTIONS

1. Junior Colleges (JCs) or Millennia Institute

Prepares students for the GCE 'A' level examination



3. Institute of Technical Education (ITE)

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

2. Polytechnics / LaSalle / NAFA

Trains students with relevant skills for the workplace

Secondary Education Certificate

```
graph TD; A[Secondary Education Certificate] --> B[Junior College / Millenia Institute Certificate]; A --> C[Polytechnic diploma]; A --> D[Institute of Technical Education (ITE) Certificate]; B --> E[University degree]; C --> E; C --> F[Purposeful Career + Skills Upgrading]; D --> C; D --> F; E --> F
```

The diagram illustrates a flowchart of educational pathways. It starts with a light blue box at the top left labeled 'Secondary Education Certificate'. From this box, three light blue arrows point downwards to two light green boxes: 'Junior College / Millenia Institute Certificate' on the left and 'Polytechnic diploma' in the center. A fourth light blue arrow points from the 'Secondary Education Certificate' box to the right, leading to a light green box labeled 'Institute of Technical Education (ITE) Certificate'. From the 'Junior College / Millenia Institute Certificate' box, a light green arrow points down to a yellow box labeled 'University degree'. From the 'Polytechnic diploma' box, two light green arrows point down: one to the 'University degree' box and another to a red box at the bottom right labeled 'Purposeful Career + Skills Upgrading'. From the 'Institute of Technical Education (ITE) Certificate' box, two light green arrows point down: one to the 'Polytechnic diploma' box and another to the 'Purposeful Career + Skills Upgrading' box. Finally, a yellow arrow points from the 'University degree' box to the 'Purposeful Career + Skills Upgrading' box.

Junior College /
Millenia Institute
Certificate

Polytechnic diploma

Institute of Technical
Education (ITE)
Certificate

University degree

Purposeful Career
+
Skills Upgrading

Post-Sec Progression @ a Glance (Subj-centric)

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
5 G3 subjects	✓	✓	NEW ✓	✓	✓	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

Post-Sec Progression @ a Glance II (PSEI)

Pathways	Computation Requirement		Subject Demand Level
JC	L1R4	≤16	5 (L1R4) subjects @G3
MI	L1R4	≤20	5 (L1R4) subjects @G3
Polytechnic (Yr 1)	ELR2B2	≤22 ≤24 (Nursing)	4 (ELR2B1) subjects @G3 1 (B2) subject @G2 or higher
PFP	ELMAR1B2	≤12	5 (ELMAR1B2) subjects @G2 or higher
H.Nitec (2-yr)	ELMAB3	≤19	5 (ELMAB3) subjects @G2 or higher
H.Nitec (3-yr)	B4		4 (B4) subjects @G1 or higher
Year 5	ELMAB3	≤21	5 (ELMAB3) subjects @G2 or higher

Downward mapping of aggregates

Downward Grade Mapping Table (from G3 to G2 and from G2 to G1)		
G3	G2	G1
A1, A2, B3	1	A
B4, C5, C6	2	A
D7	3	A
E8	4	B
9	5	C
-	6	D
-	-	E

Example

Polytechnic (Yr 1)	ELR2B2	≤22 ≤24 (Nursing)	4 (ELR2B1) subjects @G3 1 (B2) subject @G2 or higher
-----------------------	--------	----------------------	---

Course of interest: **Common Business Programme**
Requirements: **EL**
R2 (MA / AM / Hum / POA / Art)

Subject	Grade
English Language	2
Mother Tongue	3
Mathematics	3
Science (Phy/Chem)	3
Humanities (SS/Geog)	2
Design & Technology	3

Example 1

Polytechnic (Yr 1)	ELR2B2	≤22 ≤24 (Nursing)	4 (ELR2B1) subjects @G3 1 (B2) subject @G2 or higher
-----------------------	--------	----------------------	---

G3	G2
A1, A2, B3	1
B4, C5, C6	2
D7	3
E8	4
9	5
-	6

Course of interest: **Common Business Programme**
 Requirements: **EL**
R2 (MA / AM / Hum / POA / Art)

Subject	Grade
English Language	2
Mother Tongue	3
Mathematics	3
Science (Phy/Chem)	3
Humanities (SS/Geog)	2
Design & Technology	3

Subject	Grade
EL	2
R1	3
R2	2
B1	3
B2 @G2	1

11

Securing a Post-secondary Education Opportunity

Exam-based

- SEC – JC/MI/Poly/ITE
- Polytechnic Foundation Programme (PFP)
- ITE Year 2 Entry

Strengths, interests, and passion-based

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

Full-Time 3-Year Higher Nitec

For all students

3-Year Higher Nitec Courses by School	Course Code	College Code	2022 JIE 'N' ITE Aggregate Point (based on 4 subjects)	Minimum Entry Requirements
BUSINESS & SERVICES				
Accounting ⑦	HF3AC	CC-AM CE-SM CW-CK	3 5 4	
Sport Management ①⑦ <i>Applicants should possess a strong interest for sports, good communication skills and a service mindset. Shortlisted applicants have to attend an interview on-campus scheduled on Tue 27 Dec 2022 or Wed 28 Dec 2022 and pass a prescribed medical examination.</i>	HF3SM	CC-AM CE-SM CW-CK	6 13 9	
ELECTRONICS & INFO-COMM TECHNOLOGY				
AI Applications ⑦ NEW	HF3AI	CC-AM CW-CK	-	
Business Information Systems ⑦	HF3BI	CE-SM	4	
Cyber & Network Security ⑦	HF3CN	CC-AM CE-SM CW-CK	5 7 7	
Data Engineering ⑦ NEW	HF3DE	CW-CK	-	
Electronics Engineering ②⑦	HF3EC	CC-AM CE-SM CW-CK	8 16 13	
Immersive Applications & Game ⑦ NEW	HF3IG	CC-AM	-	
IT Applications Development ⑦	HF3IA	CC-AM CE-SM CW-CK	6 6 9	
IT Systems & Networks ⑦	HF3IS	CC-AM CE-SM CW-CK	6 9 14	

- New curricular structure that allows students
 - to graduate with **Higher Nitec after 3 years** of training and
 - a **guaranteed placement** in a mapped Poly course should **GPA≥3.5**

Examples of available courses:

Predominantly offering G3, G2

2 nd year admission to ITE	Polytechnic Foundation Programme (PFP)
• ELMAB3 $\leq$ 19 (excluding CCA bonus points) AND • Subject-specific requirements	• ELMAR1B2 $\leq$ 12 (excluding CCA bonus points) AND • Subject-specific requirements
• Computation of aggregate at G2	• Computation of aggregate at G2 • Students will enter 1 of the 3 broad based cluster before specialising after PFP year

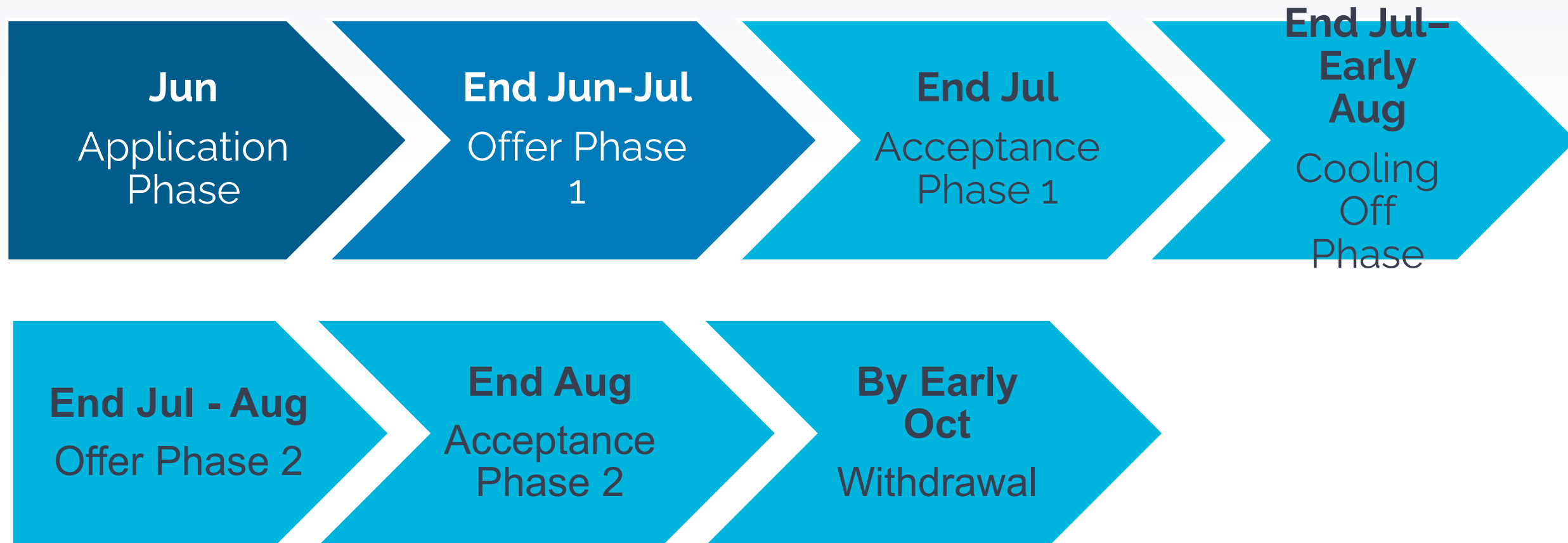
DSA-JC

- ▶ 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 Singapore Education Certificate (SEC) Examinations.

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

DSA-JC Timeline



Early Admission Exercise (EAE)

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

When to apply?

- Timeline: To be confirmed

Eligibility

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

Junior College / MI	Polytechnic
• 7 subjects • 1 major examination i.e. GCE A-Level Examination • Preparation in 2 years (JC) / 3 years (MI) • Academic-focused	• 25-30 bite-sized modules • Cumulative Grade Point Average (GPA) • Learning is paced out (3 years) • Compulsory 6-month internship in final year • Industry-focused
ITE	
• 10-14 modules with industry attachment • Cumulative Grade Point Average (GPA) • Learning is paced out (3 years) • Two compulsory internships • Industry-focused	

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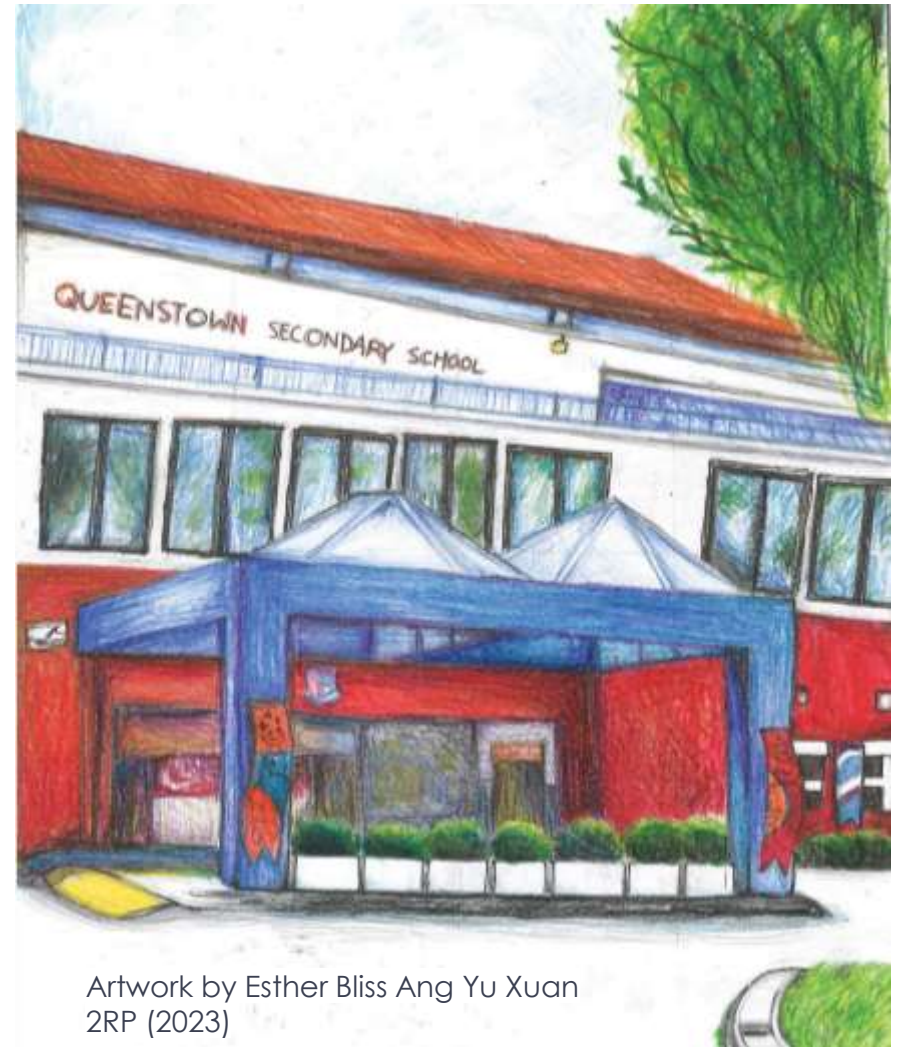
**Briefing By:
HOD/PE & CCA**

**SEC 3 Cohort Camp
Date: 24-27 Mar 2026
Venue: QTSS**



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2RP (2023)

Dare to Serve

Providing Holistic Education

- MOE aims to have every child experience a holistic education so as to **develop well-rounded individuals**.
- Outdoor Education (OE) provides **rich learning experiences** outside the classroom that can help our students develop **resilience and ruggedness**.
- **Authentic learning experiences** help our students **develop 21st century competencies** as well as competencies for **sustainable active and healthy living**.



Outdoor Adventure Learning Experiences for ALL



Lower Primary	Upper Primary	Lower Secondary	Upper Secondary
Outdoor Education in Physical Education Curriculum Outdoor skills Outdoor safety Sense of Place			
Programme for Active Learning (PAL)	3D2N Cohort Camp	4D3N Cohort Camp	5D4N Multi-school Cohort Camp in OBS (odd years) OR Vendor-Run Camp
Cohort Camp Goals • Build confidence and resilience • Value diversity through close-knit interaction opportunities • Forge camaraderie through common challenging experiences • Develop a sense of place • Lay the foundation for active and healthy living			



Key Pedagogical Approaches

For OAL Cohort camps

Experiential Learning Approach

Build upon past experiences and learn by making personal meaning of their new experiences through the process of reflection.



Place-Responsive Approach

Using the place as foreground to enrich students' understanding and appreciation of local places.



Programme Design Principles

Provide opportunities for students to:

- Exercise agency
- Exercise and develop competence
- Collaborate with others



Pre-camp Lessons



Pre-camp preparation
during FT Time



CCE Lessons



Equipping students with
outdoor skills in PE Lessons



School briefing to students

During Camp



Ministry of Education
SINGAPORE



INITIATE



BUILD



CHALLENGE



**CONSOLIDATE
& CELEBRATE**

Key Pedagogical Approaches

For OAL Cohort camps

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Pre-camp Lessons



Pre-camp preparation
during FT Time



CCE Lessons



Equipping students with
outdoor skills in PE Lessons



School briefing to students

During Camp



Ministry of Education
SINGAPORE



INITIATE



BUILD



CHALLENGE



**CONSOLIDATE
& CELEBRATE**

CAMP ACTIVITIES

- ICE Breakers and Team Building Games
- Challenge Ropes Course (Forest Adventure at Bedok Reservoir)
- Cycling at Railway Corridor and Learn-to-Cycle Programme
- Raft Building
- Orienteering
- Scavenger Hunt
- Outdoor Cooking & Master Chef
- Camp Fire

Contributes to CCA Grades - Leadership

- Outdoor Appreciation (24 hrs) is part of the requirement to attain NYAA (Silver)
- NYAA (Silver) is equivalent to Leadership Level 3 under LEAPS 2.0 (CCA Grading System)
- Students must attain 1 x Level 4 & 3 x Level 3 in the following components:
 - (1) **L**eadership
 - (2) **A**chievement (Represent QTSS in external competition)
 - (3) **P**articipation attendance (75% annually in 1 CCA)
 - (4) **S**ervice (SEC 1 to 3 VIA projects)

Safety – Activity & Participants

- Camping activities include high and low elements, journey, outdoor cooking*, as well as place-based activities.
- Inherently, there are risks involved in the conduct of these activities. MOE has conducted risk assessment for these activities and put in place appropriate measures to manage these risks to a suitable level for our students.

Safety – Activity & Participants

- We would like to assure you that the safety of our students is of the highest priority. All necessary precautions to ensure the safety of our students will be taken.
- Where applicable, students will have the autonomy to participate at the level of challenge that they are comfortable with.
- ALL the instructors are MOE-registered and are qualified to conduct each specialised activity.

Other Information

- The camp is fully subsidised by MOE & QTSS.
- We will be sending out the camp letter to parents before Chinese New Year and will be collecting personal information such as dietary needs, medical condition and contact information etc.
- Please contact Mdm Minna Cheong (SH PE) or Mr Koa Chee Meng (HOD PE & CCA) if you need more information.

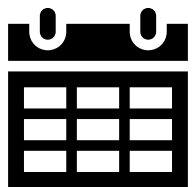


Effective Partnership with Parents

Communication modes:

Parent Gateway, Facebook, Instagram

- Parents Engagement Session (on-line)– 30 Jan 2026
- Parents-Teacher Meeting (Term 1) – 13 Mar 2026 (selected students)
[Sec 3 students will receive their Term 1 Progress Report on 27 March]
- Coffee Chat with Principal – 16 April 2026: 7:30am-8:30am
- Parents-Teacher Meeting (Term 2) – 29 May 2026 (all students)



Save the dates

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

