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Orchid Park Secondary School



Secondary 1 Parent-Teacher Meeting (PTM)

Attendance



14 JAN 2023



<https://go.gov.sg/sec1ptm2023>

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Principal's Welcome Address



MR DANIEL CHUNG
PRINCIPAL

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MRS YVONNE ONG
VICE-PRINCIPAL



MDM CHING LEE HOE
VICE-PRINCIPAL

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**EVERY CHILD
MATTERS
AT
OPSS!**

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Our Vision



**Empowered Learners,
Compassionate Leaders,
Future-ready Orchidians**

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Our Mission



**To nurture and
empower Orchidians
to be their best so
as to lead and serve**

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Our Values

- I**ntegrity
- C**ompassion
- R**esilience
- R**espect
- R**esponsibility

I Can Really Remember what is Right

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Introduction of Sec 1 Key Personnel

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ASSISTANT YEAR HEADS (SEC 1)



MR WONG YIU HANG
Science / Mathematics



**MR AHMAD ASHRAF
BIN JASMAN**
PE / Mathematics

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GATEKEEPERS (SEC 1)



MR SALIM BIN RAMLI
HOD - MATHEMATICS



MR LEOW TENG HONG
SCHOOL STAFF
DEVELOPER

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Class Mentors: Laelia - 1



**MS REBECCA
NG CHU YING**



MR LIM HAN CHUAN

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Class Mentors Laelia - 2



**MR NIRMAL
VIVEK MENON**



MDM YU LAN

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Class Mentors Laelia - 3



**MS MARDIANA
BTE ALIAS**



MDM LEE XIN RUI

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Class Mentors Laelia - 4



MRS LOH HUI NI



MR NG TZEE BIN

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Class Mentors Laelia - 5



**MR AHMAD ASHRAF
BIN JASMAN**



MDM CAI GENGYUN



**MDM MASLIN BTE
SANI**

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Class Mentors Laelia - 6



MS HEMALATHA



MR BENEDICT TAN

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STUDENT SUPPORT STAFF



MR MATTHEW TJOW
SCHOOL
COUNSELLOR



MS SITI AISHAH
SCHOOL
COUNSELLOR

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STUDENT SUPPORT STAFF



MS LIN YILING
STUDENT WELFARE
OFFICER



MS JERLYN POH
ECG COUNSELLOR

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STUDENT SUPPORT STAFF



MR LEONG MENG LOON
SEN OFFICER



MS PARVIN NISHA
SPECIAL NEEDS
TEACHING ASSISTANT

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Academic Matters

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Academic Matters

	Subjects with General Level Suites (G1/G2/G3)	Common Curriculum Subjects (not graded)	Common Curriculum Subjects with Coursework (graded)
Subjects	<ol style="list-style-type: none">1. English Language2. Mother Tongue Languages3. Mathematics4. Science5. History6. Geography7. Literature8. Social Studies9. Computer Applications	<ol style="list-style-type: none">1. Character & Citizenship Education2. Physical Education	<ol style="list-style-type: none">1. Art2. Design & Technology3. Food & Consumer Education4. Music



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3 Modes of Secondary 1 Assessment

1. Weighted Assessment (WA)
 - a. Written assessment
 - b. Coursework (long-duration project)
 - c. Conducted in Terms 1, 2 and 3 during curriculum hours.

2. Alternative Assessment (AA)
 - a. Presentation, product creation, short-duration projects
 - b. Conducted over Term 1 to Term 3.

3. End-of-Year Examination (EOY)
 - a. Written assessment
 - b. Conducted in Term 4.

*There is no Mid-Year Examination



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Secondary 1 Assessment Weighting

	Term 1	Term 2	Term 3	Term 1 to 3	Term 4
Weighting	WA 1 (15%)	WA 2 (15%)	WA 3 (15%)	AA (10%)	EOY (45%)



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Assessment Expectations

1. Students as empowered learners who take ownership of their learning.
2. To be well-prepared and have complete knowledge of all assessment matters
 - a. Weighted Assessment – to note down dates and topics assessed for each subject in their Student's Diary
 - b. Alternative Assessment – to manage their time and work independently, understand assessment criteria for the AA and be aware of the submission dates set by their subject teachers.
 - c. End-of-Year Examination – to know dates, time, topics of the EOY examination.



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Assessment Guidelines

1. Students must observe assessment integrity
 - a. Submitting original/own work
 - b. Maintain confidentiality of the questions asked in WA/AA/EOY assessments
 - c. Maintain good conduct and behaviour throughout the duration of the assessment.
2. Students will be briefed on the assessment guidelines in greater detail by their CMs for every WA, AA and EOY.
3. Students found to have breached assessment guidelines will face disciplinary actions, possibly receive deducted or zero marks and have their conduct grade affected.

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Subject-Based Banding (SBB) Matters

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What is Subject-Based Banding (SBB)?

- Subject-Based Banding (Secondary) [SBB (Sec)] is one of many pathways for students to nurture their aptitudes and enhance their access to opportunities throughout their educational journey.
- SBB (Sec) allows your child to take specific subjects at more demanding level starting from Secondary 1 if he/she is found suitable to do so.

A screenshot of a news article from the website 'SCHOOLBAG THE EDUCATION NEWS SITE'. The article is dated 'TUESDAY, 5TH DEC' and is titled 'Providing Greater Flexibility with Subject-Based Banding'. The date '17 MAR 2017' is also visible. Below the title is a photograph of a teacher, Miss Donna Koh, interacting with two students at a table in a classroom. The article text below the photo states: 'Miss Donna Koh of CHIJ St Theresa's Convent shares about the importance of working in partnership with parents to provide opportunities for students to cope academically and emotionally.'

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What is Subject-Based Banding (SBB)?

- If your child is in N(A) or N(T) course, he/she may be able to take some subjects at Express **(G3)** and/or N(A) level **(G2)** to allow him/her to stretch himself/herself and acquire deeper competencies in his/her area(s) of strength.
- They are eligible to take some subjects (**English Language, Mathematics, Science and official Mother Tongue Languages**) at a more demanding level starting from Secondary 1 (2023) if they have performed well in these subjects at the PSLE.

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PSLE subjects offered under SBB (Sec)	PSLE subject level	PSLE AL Score for the specific subject	Option to take the Secondary 1 subject at
<ul style="list-style-type: none">● English Language● Mathematics● Science● Mother Tongue Language	Standard	AL 5 or better	Express/ N(A) level
		AL 6	N(A) level
	Foundation	AL A	N(A) level



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SECOND AND THIRD INTAKES

OPSS will offer Secondary 1 students subjects at more demanding level at two other junctures, namely:

- a. end of Semester 1 (second intake); and
- b. end of Semester 2 (third intake).

Jan 2023

[EL, MT,
Maths,
Science]

Mid_Year 2023

[EL, MT,
Maths,
Science]

EOY 2023

[EL, MT,
Maths,
Science,
Humanities]

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2nd intake



- Students who do well in WA1 & WA2 in Sec 1 may be offered opportunities to take higher-level subjects if found suitable to do so by our school.
- **80% or higher in the subject;**
- **Positive learning attitude to cope with the higher academic demand**
- **Based on sustained good performance and assessment from subject teachers of ability to cope with the rigour of the more demanding stream.**
- Our school will provide support through bridging programmes for these new SBB students.

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SECOND INTAKE (MID-YEAR INSERT) EL, MT, MATHS, SCIENCE

Course	School-based Results	Option to offer subject at
N(A)	80% or higher in specific subject	Express level starting from next semester
N(T)	80% or higher in specific subject	N(A) level starting from next semester



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3rd intake

Students who do well in EOY in Sec 1 may be offered opportunities to take higher-level subjects if found suitable to do so by our school.

- **75%** or higher in the subject;
- Positive learning attitude to cope with the higher academic demand
- **Based on sustained good performance and assessment from subject teachers of ability to cope with the rigour of the more demanding stream.**

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THIRD INTAKE (EOY) EL, MT, MATHS, SCIENCE

Course	School-based Results	Option to offer subject at
N(A)	75% or higher in specific subject	Express level starting from 2024
N(T)	75% or higher in specific subject	N(A) level starting from 2024



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HUMANITIES (THIRD INTAKE ONLY)

Course	School-based Results	Option to offer subject at
N(A)	75% or higher in specific subject	Express level
N(T)	<ul style="list-style-type: none">75% or higher for English Language at N(T) level, or the equivalent at N(A) level at the End of Year Examinations; andA Pass with Distinction grade for both SS N(T) Performance Tasks in Semester 1 and 2*	N(A) level

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What are the possible benefits of taking higher-level subjects?

- Most students (and parents) have shared that SBB allows the students to challenge themselves, and to have more options for Sec 3 subject combinations and post-secondary courses.
- A strong foundation in literacy, numeracy and reasoning, would ensure students are better prepared for various post-secondary progression pathways (e.g. to ITE and Polytechnic).

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What if my child struggles with the higher-level subject?

- Students are encouraged to continue with the higher-level subjects until the end of Sec 2, as students do need time to adjust to the higher academic demands.
- Our school will monitor students' progress in the higher-level subjects as well as overall progress in all subjects, and will endeavour to provide the necessary support to students to help them cope.





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Will my child continue with the higher-level subjects all the way to Sec 4?

- Your child may continue with the corresponding higher-level subject at upper secondary if he/she meets our school's criteria* at the end of Sec 2.

**More details on the criteria will be shared in Sec 2 during the Sec 2 Streaming Talk.*

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Under Full SBB, will students still take GCE O- and N-Level examinations at the end of their secondary education?

- Students will continue to take the GCE O- and N-Level examinations until 2026.
- Under Full SBB, the GCE O- and N-Level will be replaced with a common national examination and certification. This will apply from the 2024 Secondary 1 cohort onwards. From 2027, the common national certification will reflect the subject level at which each subject is taken.

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Thank You!

**We look forward to partnering you in your
child's/ ward's education!**

**If you have any questions, please contact SBB
Coordinator, Mr Mohd Salim (ext. 136),
or the HODs of English, Mother Tongue, Science or
Mathematics Departments.**

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Blended Learning and Home-Based Learning (HBL)

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A Unique Blend of Learning

- In 2020, the pandemic showed us that it is important for our children to be adaptable learners as learning from home became a reality.
- One of the ways we will help our children achieve this is to introduce Blended Learning as a key part of the schooling experience for our Secondary School and JC/MI students.

What do we hope to achieve through Blended Learning? We want to...



Nurture self-directed and independent learners



Develop passionate and intrinsically-motivated learners

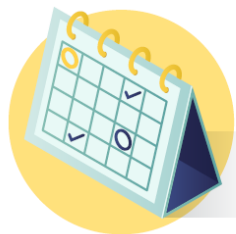
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- One key aspect of our Blended Learning approach is the integration of HBL Days as a regular feature of the schooling experience to complement teaching and learning in schools.

What will an HBL Day look like? In a nutshell, it will...



Engage students in learning the curriculum using less structured approaches than a typical school day, to provide flexibility for students to practise self-directedness in planning and managing their learning.



Engage students in different modes of learning.



Provide about an hour of dedicated time and space for student-initiated learning (SIL), where students can explore their interests and learn outside the curriculum.

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- As part of students' schooling experience, OPSS HBL Day will take place on the following days:

2023 Term 1

Week 3	19 Jan 2023 Thursday
Week 5	1 Feb 2023 Wednesday
Week 7	14 Feb Tuesday
Week 9	2 Mar Thursday

- During HBL Day, learning will take place at home. Students will not be reporting to school on that day.

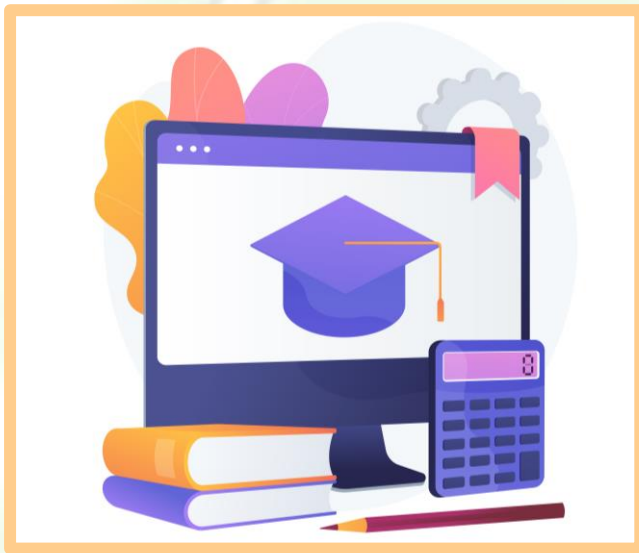
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Home-Based Learning (HBL) Day

**How it will look like for
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School?**



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VANDA 7		CM Time - Check-in with CMs	CHEM	C Hist	C Geo
19 JAN (TERM 1 / HBL 01)	Subject Teacher		MDM HSIEH	MS MAARI	MS KWOK
	Time &/or No.of Periods	[1 Period] 8am-8.30am (LIVE ZOOM)	[1 Period]	[2 Periods]	[2 Periods]
	R- Resources needed	1. Zoom; Laptop	Textbook, Workbook	SLS	1. Chromebook to access SLS 2. Mindmap
	I - Instructions	N.A	Workbook: Worksheet 1A Worksheet 1B	Paris Peace conference Do all components of D and E	Complete SLS lesson: Geography in everyday life (B:How do people acquire a sense of place in their neighbourhoods?) Complete mindmap given
	S- Submission details			By 5pm on HBL day	Complete lesson by 26 Jan 2023
	E- Extended learning (if applicable)	N.A		NA	Read textbook page 7-11

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How will the school provide feedback on students' learning progress on HBL Day?

- Class mentors and subject teachers will follow up on your child's learning during HBL Days when your child returns to school on the following school day.
- Feedback on your child's learning progress will be given through their class mentors and subject teachers.
- Parents will be contacted should there be any issues/ concerns.

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Attendance Issues

All absences from school should be covered with MC. Students who are unwell should see a doctor, in view of their well being.

For each term, a maximum of 5 days of absence as covered by Parents' Letter is allowed.

For Weighted Assessments and Exams, please note that ONLY MC is accepted.

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Student Initiated Learning (SIL)

Parents' Engagement

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What is SIL?



- Announced by MOE on 29 December 2020 (Blended Learning)
(<https://www.straitstimes.com/singapore/askst-what-is-blended-learning-and-how-does-it-differ-from-home-based-learning>)
- A dedicated time and space set aside during HBL days for students to actively discover their own interests and plan how to go about pursuing them
- A platform to explore students' interests and passions and learn within and beyond school's curriculum.



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An Example of a Typical HBL Day (Secondary)

Curriculum Coverage (total 4 hours)

English (60 min)

- Collaborates with classmates on an essay over an online platform

Math (60 min)

- Uses virtual manipulatives and watches a video on trigonometry to complete an assignment

Science (60 min)

- Conducts a safe and simple experiment at home, (e.g., making a pH indicator from red cabbage and testing the pH of common household items) and records findings

PE (60 min)

- Performs a series of bodyweight exercises learnt at the last PE lesson, identifies the muscles activated and proposes modification to the exercises based on personal ability

Student-Initiated Learning (1 hour)

- E.g., Learns about Artificial Intelligence from a module hosted on the SLS
- E.g., Joins a group of peers to learn hip-hop dance using the school's dance studio



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Examples of SIL Activities



Reading/Researching on a topic of interest



Learning to play a new sport



Learning to bake



Learning to drawing



Learning a new musical instrument

Activities must have **Educational Merit** and be **Reasonably Safe**



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Where can my child/ward learn from?



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Teachers ascertain that the planned learning activity is appropriate and meaningful

Processes of SIL

Seek permission from their parents



Carry out planned activities

Enjoy 
The Process

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Where can SIL be done?



Students must choose activities that can be done at home

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What is the role of a student?



Not expected to demonstrate their learning by:

- Doing a project although they can choose to do it if they want to
- Writing a report

Instead, they are to:

- Explore their interests and passions
- Create memories and reflect at the end of the activity

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Underlying Principles of SIL

STRESS FREE

FUN

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Holistic Learning Opportunities to choose from



Domain	Broad Definition
P (Physical)	Physical activities in line with cultivating and sustaining a healthy lifestyle, acquiring physical skills and developing talents in this domain.
I (Intellectual)	Opportunities to be engaged, stimulated and challenged cognitively through acquiring knowledge and skills beyond the school curriculum
E (Emotional)	Learning activities to enhance their socio-emotional competencies (self-awareness, self-management, social awareness, social management, and responsible decision making) and promote their mental well-being and self-efficacy.
S (Social)	
M (Moral)	Learning opportunities also promote a raised sense of national consciousness, and outreach and service to the community.
A (Aesthetics)	Greater appreciation of the arts and attain various levels of skills and talents.

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Rough Timeline of SIL (Semester 1)

Date	Works involved	Remarks
End of Term 1	<ul style="list-style-type: none">• Intro to SIL• Students' proposal for the next 3/4 session	<ul style="list-style-type: none">• SLS work• Class mentors (CMs) need to give approval before proceeding
Term 2	<ul style="list-style-type: none">- Enactment of proposal and simple logging in of activity- Reflections of their learning	Students must get approval from their CMs if there is a change in their proposal

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A common FAQ



Felicia

Hey Sylvia, my friends and I love playing online games together. Are we able to use SIL time for this?

Hmm I don't think that's a good idea, Felicia. SIL is intended for you to learn something that you're interested in. Why not make use of this opportunity to explore something new?



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A common FAQ

What if my child/ward gets injured while carrying out SIL activities?

All student-initiated learning activities that are deemed appropriate and have been endorsed by the school will be covered by NTUC Income's group accident insurance scheme. Personal injury claims arising from student-initiated learning activities on HBL Days will be adjudicated if:

1. the school confirms that the student was assigned the activity by the school through its endorsement of the activity; and
2. the school confirms that the injury occurred while the student was undergoing the assigned activity at a venue endorsed by the school.

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Personal Learning Device (PLD) Initiative



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The National Digital Literacy Programme and the PLD Initiative

An Overview

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Supporting Students in the Safe and Effective Use of the Devices

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Parents'/Guardians' Role

- We would like to partner parents/guardians so that 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.
 - Set ground rules for internet/device usage.
 - Encourage your child/ward to use productivity tools using his/her PLD, to organise information and simplify tasks for efficiency.

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Role of the DMA in Providing a Safer Digital Environment for Learning



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Device Management Application Installation

- Your child's/ward's PLD will be installed with a Device Management Application (DMA) to provide a safer digital environment for learning.
- Installation of the DMA will be performed after the collection of the device. Students will be guided on the installation.
- This applies to both devices purchased through the school and student-owned devices.
- The DMA will be funded by MOE and will be uninstalled from the device when your child/ward graduates/leaves the school.



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Providing Parents/Guardians with Greater Choice for After-School PLD Use

The school will provide parents/guardians with more information on exercising the options.

Default	Option A	Option B
<p>In-school DMA settings will continue after school hours</p>	<p>Parents/Guardians can modify the DMA settings after school hours</p>	<p>Parents/Guardians can choose to disable DMA after school hours</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 want more leeway over the use of the device, and prefer to take charge of the level of restrictions for their child's/ward's use of the device after school hours.</p>	<p>For parents/guardians who do not want their child's/ward's use of the device to be regulated by DMA after school.</p>

- 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 at any time.

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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

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Device and Funding Information

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Orchid Park Secondary School's PLD



The school will be using the **Acer Chromebook Spin R753TN** for teaching and learning.

Total cost of the bundle includes 3-year warranty and 3-year insurance with GST: **\$516.24**

- Intel N4500 processor, 4GB RAM, 64GB Storage, 11.6" Screen Size

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Orchid Park Secondary School's PLD



The school chose the device because of:

- Portability
 - Durability
 - T&L Affordances
- Acer Chromebook Spin R753TN



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PLD Bundle

Device Bundle includes

- Chromebook
- Power Adaptor, Mouse, Case, Stylus
- Insurance and Warranty

Your child's/ward's PLD will come with the **Base Device Bundle** which includes*:

- 3-year warranty and 3-year insurance
- 2 repairs or 1 replacement claim

*The price of the PLD Bundle may appear to be higher than similar models on the retail market as the price of those devices usually does not include extended warranty and insurance coverage.

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Insurance Coverage

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

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

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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 second-tier miscellaneous fees.
- To ensure the affordability of devices, MOE has provided Edusave top-ups in 2020 to 2022 (\$200 in each year) to all eligible SC 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.

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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 \$750the school 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, school will provide additional subsidy so that the cash out-of-pocket (OOP) is \$0.

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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
 $\$750 < \text{Per Capita Income (PCI)} \leq \$1,100$
the school 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, school will provide additional subsidy so that the cash out-of-pocket (OOP) is not more than \$50.

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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.

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Funding Support for Non-Singapore Citizen Students

- Permanent residents (PR) and international students (IS) who need support could apply for subsidies, particularly those whose Gross Household Income (GHI) is below \$4400 or Per Capita Income (PCI)[#] is below \$1100.
- For more details, please approach the school.

[#]PCI is Gross Household Income divided by the number of household members.

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What's Next?



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For Singapore Citizens (SC) Students

Time Frame	Activity
By 20 Jan 2023 (Fri)	<p>Submit Letter to Parents for Procurement which includes the following annexes:</p> <ul style="list-style-type: none">• Intent to purchase• Use of Edusave <p>Can be done via Parents Gateway or hardcopy forms</p>
By Mar 2023	Collection of devices by students



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For Permanent Residents / International Students

Time Frame	Activity
By 20 Jan 2023 (Fri)	Submit Letter to Parents for Procurement which includes the following annex: <ul style="list-style-type: none">• Intent to purchase Can be done via Parents Gateway or hardcopy forms
By Feb 2023	Parent/Guardian to make payment via Giro/PayNow/Cheque/etc.
By Mar 2023	Collection of devices by students



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Letter to Parents for Procurement

The Singpass logo is displayed in a white rectangular box. The word 'singpass' is written in a bold, lowercase, sans-serif font. The 'i' is black, while the 'n', 'g', 'p', 'a', 's', and 's' are red.

Parents with Singpass can access the Letter to Parents for Procurement to indicate your consent via the following link:

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

* Parents/Guardians without Singpass can request for the hardcopy letter via your child's/ward's form teacher.



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Collection of Devices

Your child/ward will be collecting his/her device in school **from March 2023**. If you would like 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.



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Important Contacts / Helplines

To access / find out more about...	Contact / Helpline
This deck of slides	https://orchidparksec.moe.edu.sg
Edusave balance	6260 0777
Financial assistance	6759 8547 (General Office)
Technical-related enquiries	6759 8547 ext 135 (Mr Benedict Tan)

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Thank you



Ministry of Education
SINGAPORE

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Orchid Park Secondary School



Introducing Co-Curricular Activities @ Orchid Park Secondary School

*An Introductory Briefing by:
Mr Paul Tan
(Head of Department PE/CCA)*



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In the School Website

<https://orchidparksec.moe.edu.sg/learning-at-opss/ccas>

Information for Parents

- **LEAPS 2.0**
- **Schedule for CCAs**
 - Names of Teachers
 - Estimated vacancies for CCAs
- **CCAs Video**
- **FAQs for CCA**



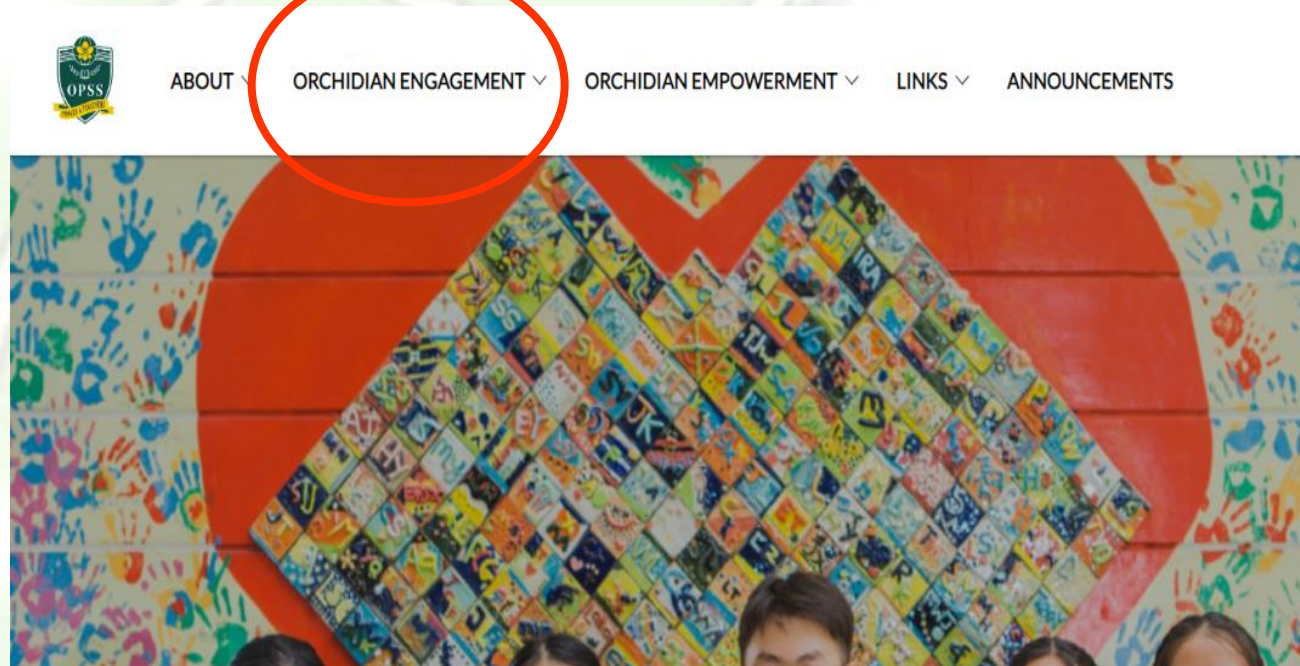


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Where to find the info on school website

ORCHIDIAN ENGAGEMENT => Co Curricular Activities (CCA)



Scroll Down

CCA Training Schedule 2023

 [Click here for CCA Schedule](#)

Information for Parents

 [LEAPS 2.0 information](#)

Short clips for our CCA

- [CCA videos](#) 

- [SYF 2021 Performing Arts](#) 

FAQ for CCA

 [Click here for FAQs](#)



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What is CCA in Secondary School?

Total Curriculum

Curriculum

Co-Curriculum

- Co-Curricular Activities (CCA)
- Values in Action (VIA)
- Student Leadership Development (SLD)
- Enrichment and Lifeskills (ENL)

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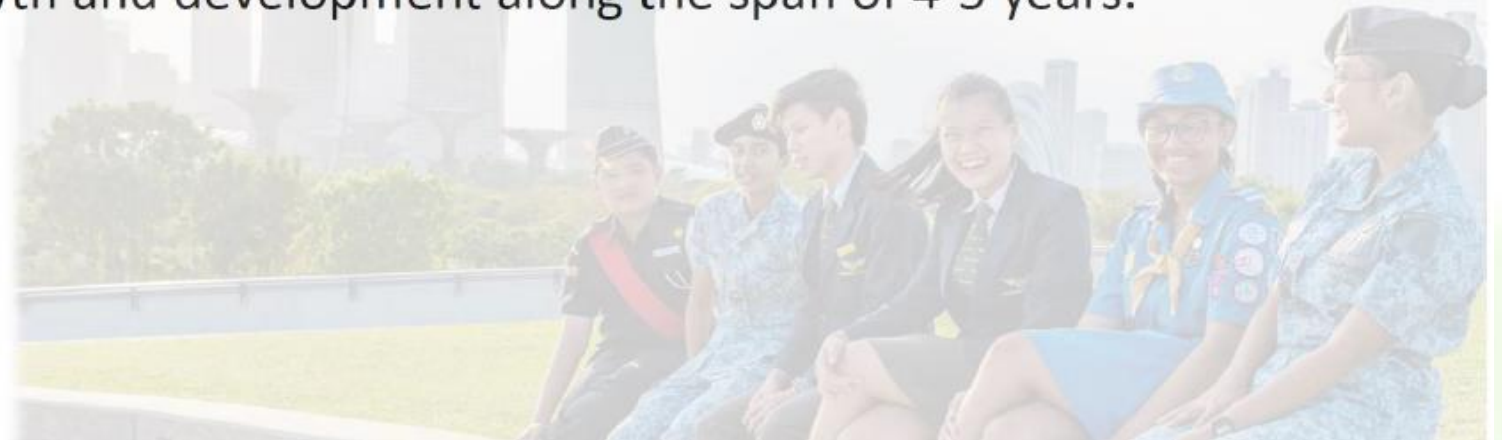
Orchid Park Secondary School



CCAs

A KEY STUDENT DEVELOPMENT EXPERIENCES (SDEs)

- Key Student Development Experiences (SDEs) are programmes and activities that all Singapore schools provide for all their students.
- CCA offers rich and authentic opportunities for the learning of Character and Citizenship Education (CCE) beyond the classroom.
- CCA provides teachers with the opportunity to observe students' well-being, growth and development along the span of 4-5 years.



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Opportunities for authentic learning within CCA itself



1 Co-Curricular Activities (CCA)

CCA focuses on the development of specific knowledge, skills and values based on the student's choice 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.

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Opportunities for authentic learning within CCA itself



7 Student Leadership Development (SLD) Programmes



SLD focuses on the development of the student as an individual who can lead himself, work with others in a team and grow as a leader. The experiences provide opportunities to nurture students' leadership dispositions and competencies. In addition to student leadership programmes organised by the school to develop leadership and teamwork skills, other learning experiences include leadership opportunities and appointments in class committees, school project teams, student-initiated activities, house system, CCA or Student Council.

Refer to *Developing Baseline Leadership Competencies through Student Leadership Development (SLD)* for more information.

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Opportunities for authentic learning within CCA itself



8 Values in Action (VIA) Experiences

VIA experiences focus on the students' development as socially responsible citizens who care about and contribute meaningfully to their community and nation. VIA experiences nurture in students a commitment to address concerns, exercise ownership and initiate ways to serve community and nation.





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CCA - A COMPULSORY EXPERIENCE

Mandated by Ministry:

- ✓ **Have 1 CCA in School**
- ✓ **Attain attendance of 75% and above for 4/5 years**

Note: Liable for a 'FAIR' conduct grade if attendance for CCA is below 50% at end of every semester

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CCA - A REWARDING EXPERIENCE

- **At the end of graduating year, student's co-curricular attainment will be translated to bonus point(s) which can be used for admission to Junior Colleges / Polytechnics / Institutes of Technical Education (JC/Poly/ITE).**
- **Testimonials**

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Possible LEAPS2.0 outcomes

FAIR



0 bonus pts

GOOD



1 bonus pts

EXCELLENT



2 bonus pts

Refer to LEAPs 2.0 in School Website or Student's Organiser for more detailed information



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CCA Grading Domains – **LEAPS 2.0**

- ✓ **L**eadership (Modules & Appointments)
- ✓ **A**chievement (School representation)
- ✓ **P**articipation (Attendance)
- ✓ **S**ervice (Values-In-Action)

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‘GOOD’ Attainment – 1 Bonus Pt



Domain	Programme in school	Level of attainment
Leadership	NYAA 'Bronze' (Complete at end Sec 2)	2
Achievement	Intra-class competitions: Sports Carnival, Urban Run	1
Participation	Attend any CCA for 4 years with at least 75% attendance for every year	3
Service	Completed 24h of service to the community	1

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'EXCELLENT' Attainment – 2 Bonus Pt



Domain	Programme in school	Level of attainment
Leadership	A leadership position in school/CCA or NYAA silver	3
Achievement	Represent School for competition in 2 different years	3
Participation	Attend any/same CCA for 4 years with at least 75% attendance for every year	3/4
Service	Completed 24h of service and 2 VIA projects (Sec 2 NYAA and Sec 3 class VIA Learning Project)	4

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ATTENDANCE is the key to getting Bonus Points in CCA

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What CCA can my child/ward join?

- ✓ **5 x Uniformed Groups**
- ✓ **6 x Physical Sports and Games**
- ✓ **6 x Visual and Performing Arts**
- ✓ **1 x Clubs & Societies**

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UNIFORMED GROUPS

1. National Police Cadet Corps
2. National Cadet Corps (Sea)
3. National Civil Defence Cadet Corps
4. Boys' Brigade (Boys) *
5. Girls' Brigade (Girls) *

* Involves some Christian activities

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PHYSICAL SPORTS AND GAMES

1. Wushu (Girls and Boys)*
2. Floorball (Girls and Boys)*
3. Basketball (Girls and Boys)*
4. Football (Boys) *
5. Netball (Girls) *
6. Centre-Based Partnership: Volleyball (Boys) (New)

*DSA Talent Areas

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VISUAL AND PERFORMING ARTS (DSA Talent Areas)

1. Art Club
2. Concert Band
3. Choir
4. Modern Dance
5. English Drama
6. Guitar Ensemble

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CLUBS AND SOCIETIES

1. Info-Comm Technology
(Media Production)

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STRATEGIC PARTNERSHIP CCA (Athletics and Water Polo)

Overview of SP-CCA

- Official MOE CCA programme that allows students to pursue their interest in a sport which is not offered by the school.
- The programme is fully subsidised by ActiveSG & MOE.
- Students can participate in lieu of school-based CCA and attain LEAPS 2.0 points.
- Programme co-designed by MOE & ActiveSG.
- Programme conducted by qualified coaches from ActiveSG who are MOE-registered.

Target Participants

- Secondary students, both boys and girls
- [Only for Water Polo] Pre-requisite: Attained SwimSafer Stage 3 Certification or equivalent or be able to swim 50m continuously (Front Crawl or Breaststroke)

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**How does my child/ward join a CCA?
(non-DSA students)**



Attend CCA Exposure

11, 13, 18, 27 Jan

3 pm – 6pm

Teachers to Assess Suitability

Ability / Aptitude

Interest / Passion

Submit CCA options

6 options

28 Jan - 3 Feb

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How does my child/ward join a CCA? (DSA students)

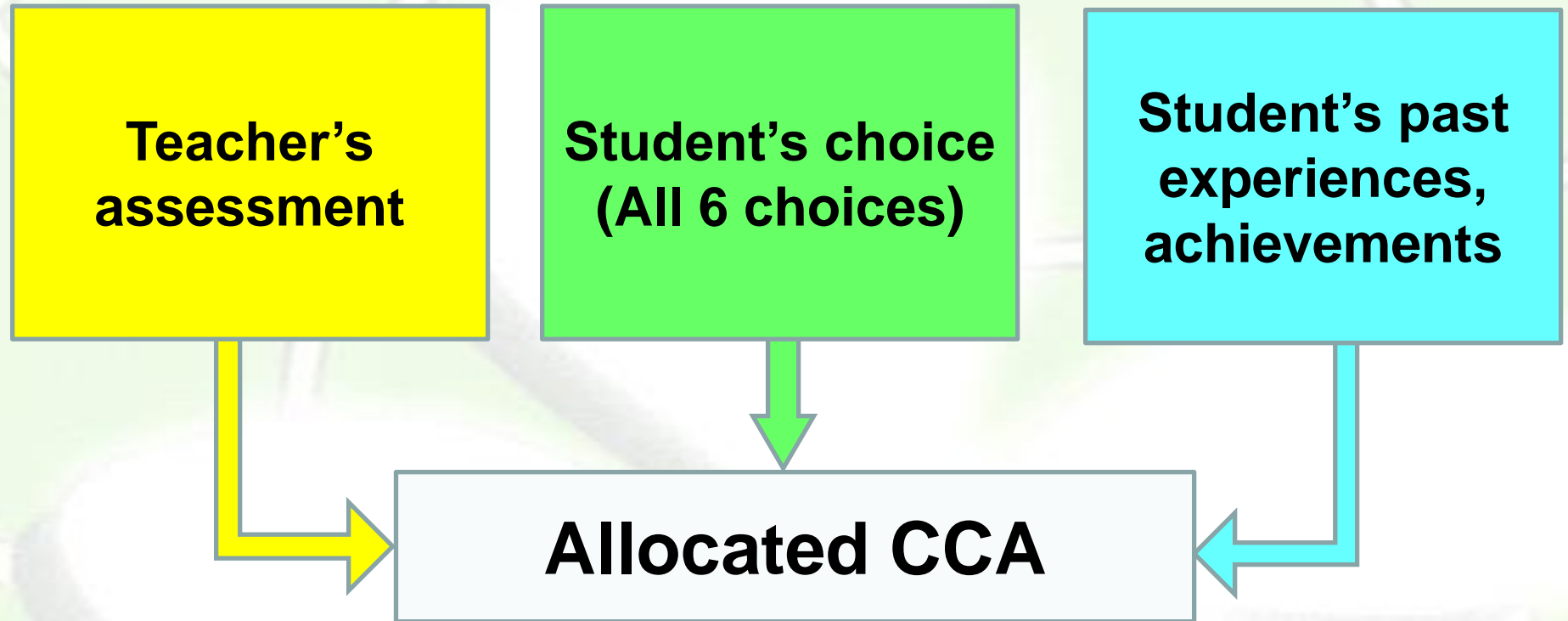
- DSA students DO NOT need to choose a CCA except for students who came in through Leadership Talent Area
- Their CCA will be allocated based on their DSA talent area
- Start attending CCA from 11th Jan

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Allocation of CCA to your child/ward



NOTE: ALL 6 Choices will be considered for allocation.

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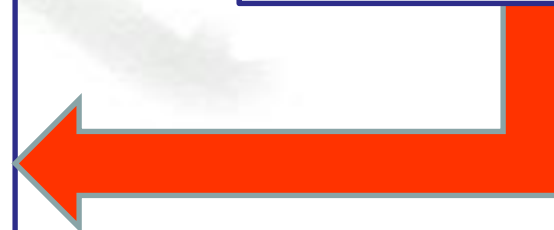


Allocation of CCA to your child/ward

Allocation results published
13 Feb

All students
should start
attending CCA
from 13 Feb

Appeal period
13 – 17 Feb



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What can I do to help my child/ward choose a CCA?

- ✓ **Listen, Discuss...**
- ✓ **Interest / Passion**
- ✓ **Sustainability (Physical & Mental demands)**
- ✓ **Choose the CCAs they want to be in but not what we want them to be in**
- ✓ **Mentally prepare them for the possibility that they might not get their 1st choice**



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Orchid Park Secondary School

THE STRAITS TIMES

March 21, 2022



THE STRAITS TIMES

March 21, 2022



Co-curricular activities offered at Raffles Girls' School include the Hardbass Ensemble (above left) and the Angklung Ensemble (above). ST PHOTO: @SMDRNF102

Chance to explore different interests

FROM C1

Teachers acknowledge that some parents express concerns that their children were unable to get into their preferred CCAs.

Mr Leong Hoon Fai, HOD of PE and CCA at Compassvale Secondary School, says such disappointments can provide life lessons as not everything pans out as one wishes.

He says: "With so much that is new in Secondary 1, there is no need to be stressed on one area. Parents can lighten the mood if their child feels down. It can be an opportunity for the child to try different sports or activities."

Besides, recreational opportunities exist in school outside of CCAs.

For example, his school's most popular CCA, badminton, is also part of the PE syllabus.

The Aeronautics Club and Robotics Club are second and third respectively in terms of popularity as CCAs at Compassvale Secondary.

Mr Leong says the Aeronautics Club "is a CCA complementing our aeronautics applied learning programme for all lower-secondary students, and students are excited to its uniqueness and novelty."

The applied learning programme in schools helps students connect academic knowledge and skills with the real world.

Mr Leong says: "In this past decade, there has been a greater variety of CCAs in schools. The revision in CCA policies, such as greater autonomy for schools to

recognise students' CCA achievements, definitely opens up more options for students to pursue a CCA of their interest."

"There is also greater emphasis on talent development and students can apply for Direct School Admission based on their CCA."

Some CCAs may have names familiar to today's parents of secondary school students, but their subject matter has changed.

Hillgrove Secondary School, for instance, has a similar applied learning focus as Compassvale, where students are exposed to STEM (sci-ence, technology, engineering, and mathematics) concepts through flight and aerospace.

Hillgrove has CCAs such as Air Scouts, Youth Flying Club and NCC (Air) where the acronym stands for National Cadet Corps.

While the culture of each is different, there are some common elements, such as learning to fly remote-controlled craft or drones.

Besides, including trials such as resilience and determination, the autonomy given to students in CCAs can stand them in good stead when they become adults, teachers say.

At Dunman High School, students can initiate activities similar to CCAs on an ad-hoc basis. Such student-led learning groups (SLGs) include one on Fashion Studies, which staged runway shows before the pandemic.

Ms Ilyana Hardianti, HOD of CCA at the school, says: "It's very student-led. We want to keep them engaged in a safe environment and to have fun. Such groups



Archery (left) is one of 19 co-curricular activities offered at Maris Stella High School. ST PHOTO: THAIQUELUS ANO

give them a chance to test some of their ideas. In school, we want to prepare them for the future."

For instance, those who wish to form an SLG must submit 20 names for the activity to go ahead. They also have to secure for a teacher adviser themselves, which involves persuading a teacher, who would already have his or her own CCA, to take on the additional load.

Dunman High School has 40 CCAs and seven SLGs.

Ms Ilyana says the bonds formed among CCA mates can surpass those among classmates in secondary school, as students may change classes after Secondary 2 based on their selection of subjects.

Some alumni members still come back to train juniors in elite sports like basketball.

Wan Fuihan, a Secondary 2 student at Dunman High, is enjoying doing Beijing opera as a CCA.

The 14-year-old has learned, for instance, that the actions of female characters in Beijing opera are more detailed and complicated than that of male characters, who can express their emotions more directly.

She is excited about the group's upcoming performance of cross-dressing Chinese wuxia heroine Mulan.

She says: "We learn a new thing almost every CCA lesson and we talk about it even after the session."

In ROS, older students can organise events and hold selection trials for CCAs like the Angklung

Co-curricular activities are integral to secondary school life and can teach important values



Venessa Lee Senior Correspondent

When Arissa Kamaruzzaman started Secondary 1, she heard the Guldplay song, Viva La Vida, played on the angklung.

Intrigued that the pop classic was being played on the traditional Indonesian instruments at the orientation event for co-curricular activities (CCAs), she signed up for the Angklung Ensemble.

"It sounded fresh and I liked how the instruments had such a unique melody. I wanted to be part of this CCA," says the 15-year-old Raffles Girls' School student.

"You get a very full experience. You get to be part of a community that evolves over four years," she says. "I was a shy Year 1. But when we prepared for competitions like SYF (Singapore Youth Festival), we managed to learn together and were united in our goals. The seniors gave us a lot of support and I came out of my shell eventually."

Now in Secondary 4, Arissa is the chairman of the executive committee of her school's Angklung Ensemble, where she plays the pendang, a two-headed Indonesian drum.

In ROS, older students can organise events and hold selection trials for CCAs like the Angklung



Ensemble, with guidance from their teachers.

With secondary schools offering a wide range of CCAs, including unusual options such as archery and Chinese opera, CCA life is different from that in primary school.

For example, CCAs are compulsory in secondary school, unlike in primary school.

Students are also strongly encouraged to stick to one CCA throughout secondary school. Rare exceptions where students request to change their CCA are granted on a case-by-case basis.

In contrast, primary school pupils are often allowed to switch and try out different CCAs.

Mr Eddie Tan, head of department (HOD) for physical education (PE) and CCA in Hillgrove Secondary School, says: "In primary school, the focus is to be

exposed to a range of CCAs and explore different interests.

"In secondary school, the focus is to have specialisation in the CCAs and to have exposure to different opportunities within the CCA."

An Education Ministry spokesman says: "The CCA programme is an integral component in the holistic education of our students."

The ministry representative says CCA is also a platform for leadership and character development, cultivating values and social-emotional competencies, as well as a foundation for life-long learning.

Ms Ting Ee Hwei, HOD of PE and CCA at Beatty Secondary School, adds: "CCAs bring students from diverse backgrounds and different academic streams together."

Perhaps reflecting the ministry's push towards a greater awareness of holistic education, some stu-

dents even take CCAs into account when applying for their secondary school after the Primary School Leaving Examination (PSLE).

Freyja Swallow, 15, who is now in Secondary 4, chose to go to Beatty Secondary School because it offered canoeing as a CCA.

She qualified for entry into Beatty with her 1-score for PSLE at the time – a different PSLE scoring system was introduced last year – while another school that offered canoeing as a CCA was too far from her home.

Freyja, who used to do synchronised swimming when she was younger, "wanted to do something related to water sports."

She says: "CCAs are a big part of secondary school life. When it came to secondary school choices, the CCA played a big factor."

Compared with primary school,

Dunman High School offers Beijing opera as a co-curricular activity, with group members sometimes in full costume (left, in a 2019 photo). PHOTO: DUNMAN HIGH SCHOOL

the decision regarding which CCA to join is weightier.

Under the Education Ministry's Leap 2.0 framework, bonus points relating to one CCA can be used for post-secondary admission.

"At the end of their graduating year, students' co-curricular attainment will be recognised and translated to bonus points, which can be used for admission to junior colleges, polytechnics or Institutes of Technical Education," says the ministry spokesman.

Terns in secondary school often spend more time engaging in their CCAs – two or three times a week – which contributes to longer school days than primary school.

Secondary 1 students typically consider their choice of CCAs in January as they begin school.

CCA orientation is part of the general orientation programme for Secondary 1 students, who are invited to attend trials or auditions for many of the CCAs on offer.

The secondary 1 students are generally asked to list several CCA choices in order of preference, and the school authorities allocate their first choice of CCA where possible.

"This is not always possible due to a scarcity of resources and manpower."

At Maris Stella High School, for instance, archery is among the 19 CCAs offered, says HOD of CCA Koh Yew Kiat.

With targets set up in a tennis court converted for use, there is a quota of just 15 students for each secondary school level for the CCA.

Many CCAs in secondary schools, especially those relating to sports, are not for purely recreational purposes, says Mr Koh.

"These CCA participants train to represent their schools as athletes."

CHANCE TO EXPLORE DIFFERENT INTERESTS Continued on C2

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What can I do to help my child/ward when they start attending CCAs?

- ✓ **Ensure that they attend all CCA sessions**
- ✓ **Provide documentation (e.g. MC) in case of absence with valid reasons**
- ✓ **Work closely with CCA teachers**
- ✓ **Encourage balance between academics & CCA**

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Our Mission in CCA



A safe environment for the young where they are challenged and empowered to explore their passions, exercise initiative, take risks, allowed to make mistakes and more importantly grow and learn from them.

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Learning outcomes of CCA

**Equip with knowledge,
skills and values related to
their chosen CCA**

**Develop leadership
ability and to work in
teams**

**Acquire Core Values,
Social and Emotional
Competencies, 21st
Century Competencies**

**Inculcate a spirit of
service to the
community**

**Forged friendships
and build a sense of
belonging**

**Cultivate a passion
towards lifelong
pursuits**

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More Questions



**Talk to the CCA teachers
at the back of the hall
after today's session**

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Contacts

✓ ***HOD PE/CCA***

✓ ***Mr Tan Paul Loong (ext 124)***

✓ ***Level Head PE/CCA***

✓ ***Mr Tan Tong Leng (ext 134)***

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**Let's work together closely
to help our children achieve
their fullest potential!**

Thank you!

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Education and Career Guidance (ECG)



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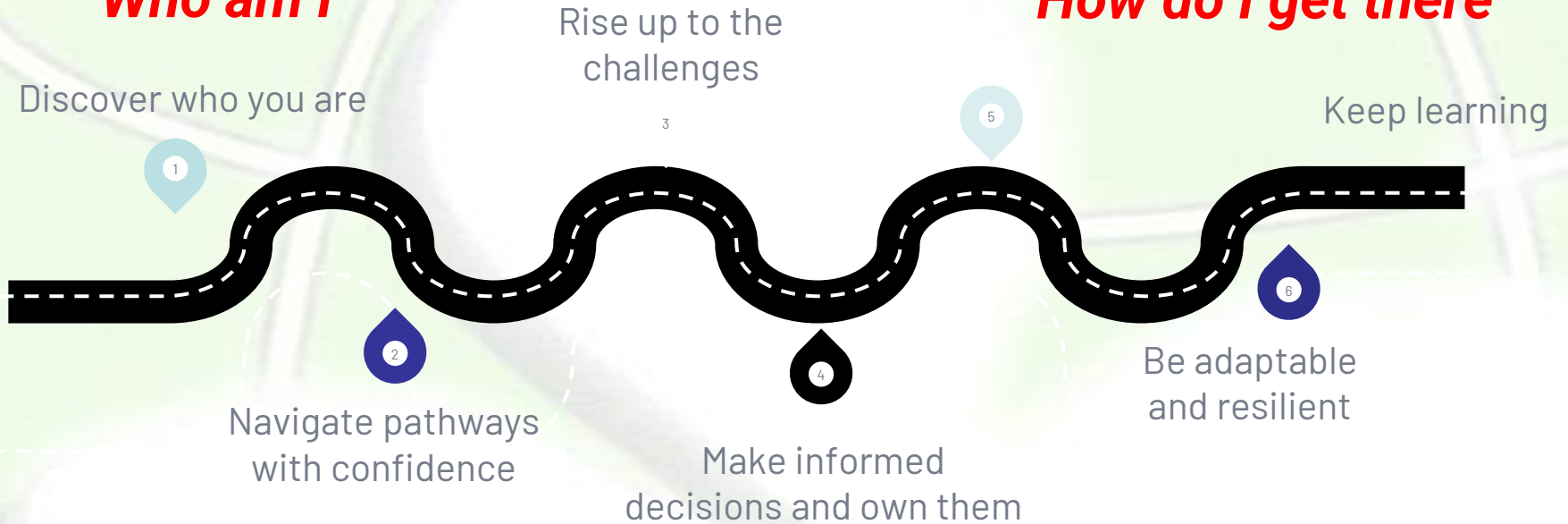
Education and Career Guidance

Discovering Purpose

Who am I

Staying Relevant

How do I get there



Exploring Opportunities

Where do I want to go

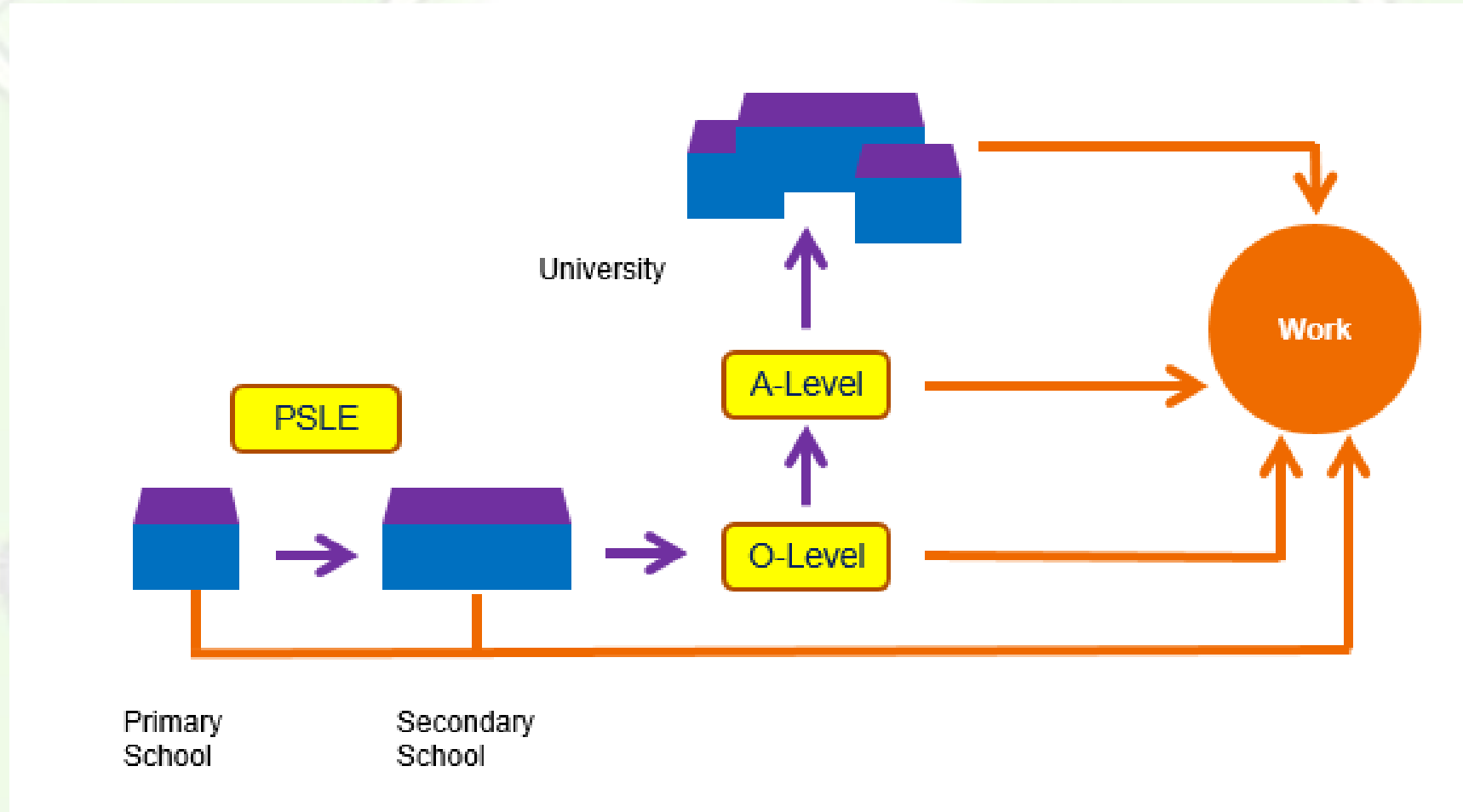


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EDUCATION LANDSCAPE HAS CHANGED

- Education Pathway Then **Was Simple**



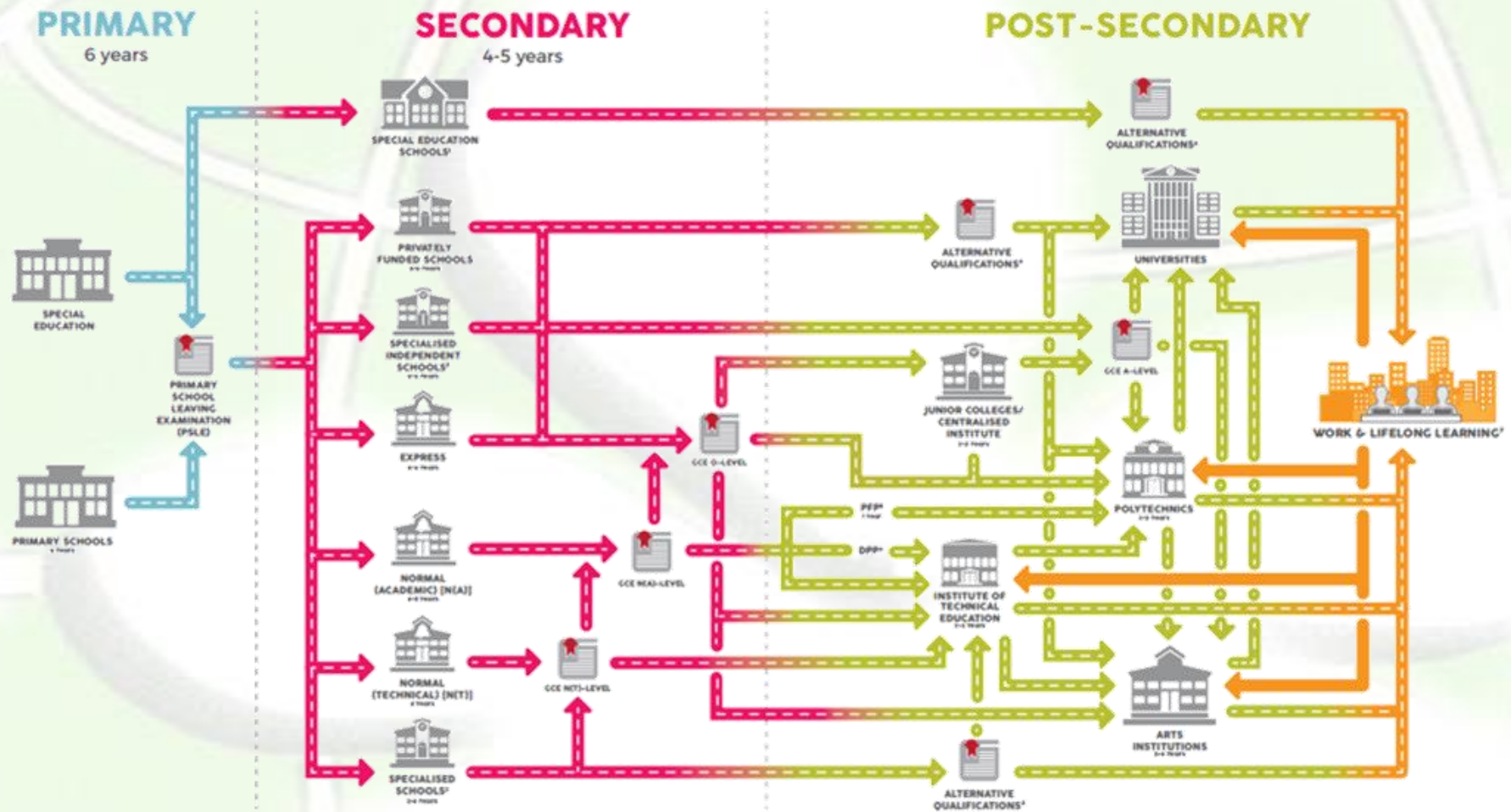


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EDUCATION LANDSCAPE HAS CHANGED

Education Pathways Now Are Multiple





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Some Changes in the Education Landscape

Revised PSLE Scoring System	Full Subject-Based Banding	Post-Secondary Landscape	IHL Landscape
New Achievement Levels scoring system	Implementation of Full Subject-Based Banding in all Secondary Schools by 2024	Expanding CEP [^] offerings by Polytechnics New ITE curriculum from 2022; shortened route to Higher Nitec Offering of ITE Work-Study Diplomas Shorter Polytechnic Diplomas for A-Level Students	Launch of NUS College of Humanities and Sciences in 2020 Establishing New University of the Arts Expanding Aptitude-Based Admissions at Autonomous Universities

*IHL : Institute of Higher Learning
^CEP : Common Entry Programme



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Have regular and genuine conversation with your child

Familiarize yourself with your child's personality and learning style

Provide opportunities for your child to grow

Show love and support which helps your child grow in confidence



Supporting our Child's Aspirations



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



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Need someone to talk to
about your Child's
Education and Career journey?



Jerlyn Poh
Education & Career Counsellor

Monday and Wednesday from 8am to 5pm
ECG Room or via Zoom

Jerlyn_poh_yoke_hui@schools.gov.sg
Appt Link - <https://go.gov.sg/opssmsjerlyn>



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

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Parent Support Group (PSG)

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Orchid Park Secondary School



Triple P Vid

PARENTING SUPPORT PROGRAMME

by Fam4Life (Families for Life @ Community)



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Register With PSG



<https://go.gov.sg/opsspsg2023>

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Thank You!

Q&A

Interaction with Class Mentors

CCA Booth Visits

PSG Welcome Tea



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Attendance



<https://go.gov.sg/sec1ptm2023>