



Junyuan Secondary School Sec 2 Parents Engagement 2026

Agenda

- Opening
- Full Subject-Based Banding and Post-Secondary Pathways
- Academic and Well-being Matters
- Subject Combination
- Sec 2 Resilience Camp
- Q&A
- Parenting Workshop

Slides will be posted on Parents Gateway after today's session

Climate Change & Sustainability



Rising heat, extreme weather & resource constraints

Geopolitical Tensions & Conflicts



Global rivalries & regional conflicts



Challenges for Singapore

Technological Disruption & AI



Automation & job disruption

Ageing Population & Shrinking Workforce



More seniors, fewer workers

Our youths are learning and growing in a period of anxiety and disruption

We Surveyed Students On Their Common Negative Emotion

Mind Reading / Fortune Telling

You start predicting the future or reading the mind of others. You jump to conclusions or make negative predictions without evidence or facts.

Blame Self

You mistakenly believe you are the cause of negative events. You take everything personally and may even think that people's comments are directed at you even if they are not.

Catastrophising

You take a little problem and make it big. You imagine the worst-case scenarios and exaggerate how awful or unpleasant they will be.

Blame Others

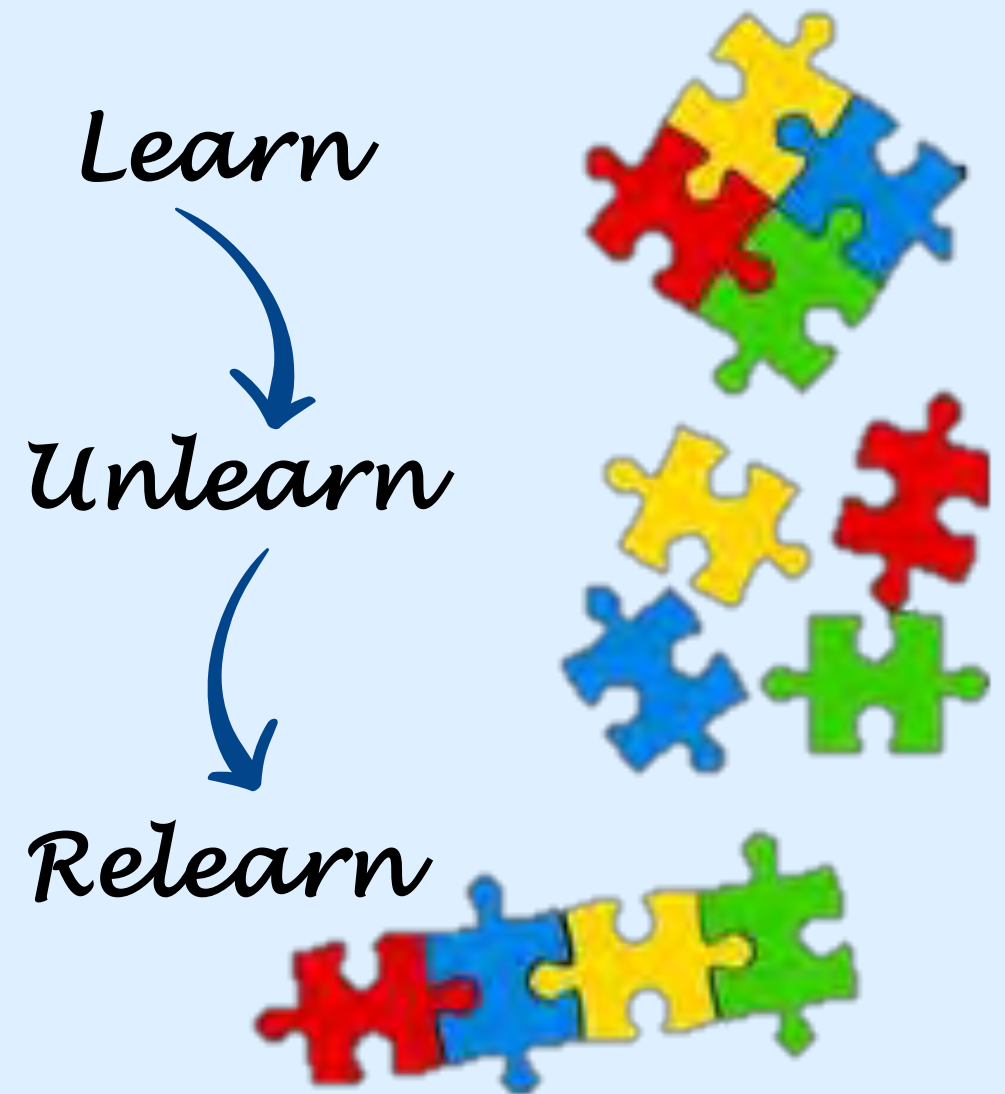
You do not see how you have contributed to the problem. You believe that it is all to do with what the other person is doing or not doing.

SINGAPORE: The pace of acquiring skills and knowledge must intensify, **with individuals changing jobs every four to five years**, said Minister for Education Chan Chun Sing on Thursday (Feb 10).

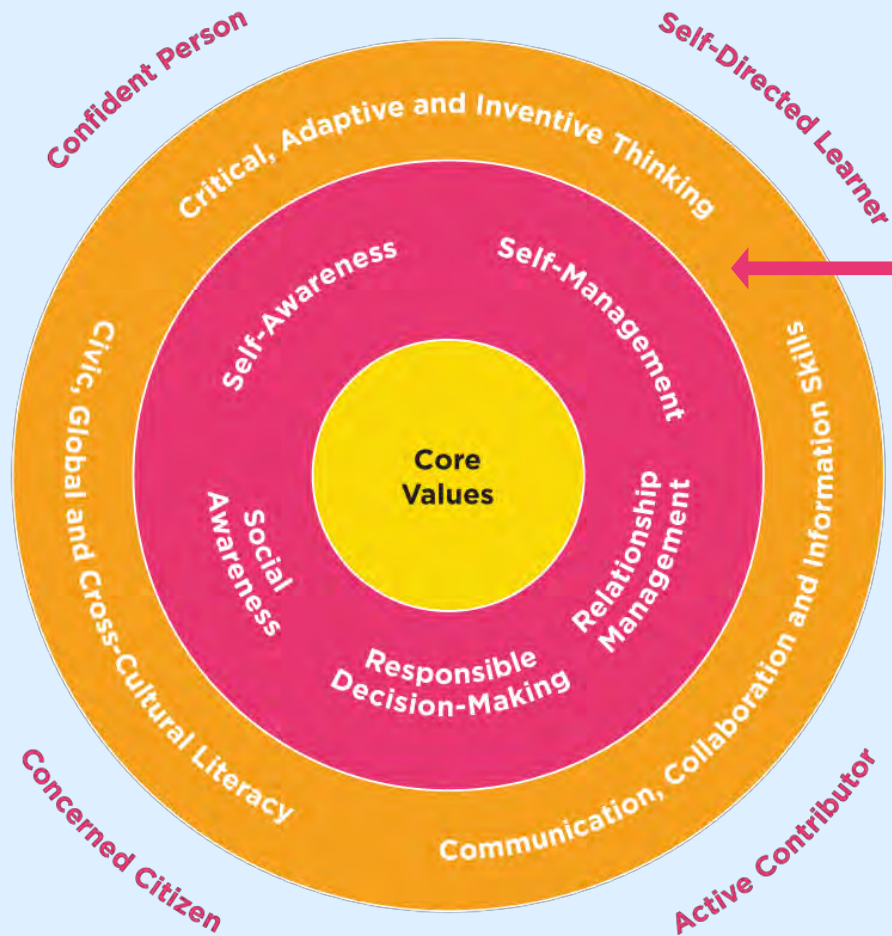
Stressing the importance of continual learning, Mr Chan said: "If the half-life of skills and knowledge has shrunk, then it must follow that **the pace of acquiring skills and new knowledge must intensify**."

"It used to be said that we may use almost 20 years to prepare for our first job and maybe the only job for life. That's our parents' generation. But what if we need to do 10 different jobs for life, changing every five years on average? That's our generation."

Pace of acquiring skills and knowledge must intensify, continual learning will help people remain relevant: Chan Chun Sing – CNA (10 Feb 2022)



Uncertain Future: Future Realities are Beyond Our Control and So Students Need Timeless Competencies



Social-Emotional Competencies are needed for students to develop healthy identities, recognise and manage their emotions, develop a sense of responsibility and develop positive relationship with others

21st Century Competencies enable students to thrive in and beyond school while living, learning and working in rapidly changing, highly digitalised, and interconnected environments

- Critical Thinking and Problem Solving
- Adaptive and Inventive Thinking
- Communication and Collaboration

Value of CCAs and Student Leadership

- Develop skills in leadership - motivation, communication and problem-solving
- Work in teams that provide opportunities to serve, influence and motivate their peers
- Serve others, while teaching them to effectively empathise, influence and motivate others



In this period of adolescence, how can we evolve our interactions and communication with youths to build trust and strengthen relationships?



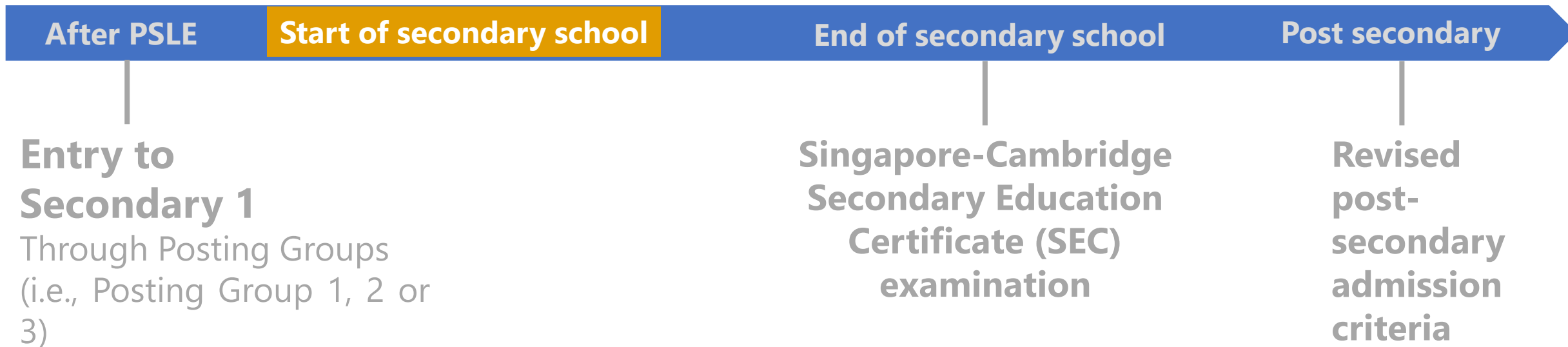
Full Subject-Based Banding (Full SBB)

Parent Engagement Deck
Accurate as of March 2025

Secondary school experience under Full SBB

Secondary school experience

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



Learn for Life – Current Post Secondary Pathways

Course	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Direct-Entry-Scheme to Polytechnic Programme (DPP)	Polytechnic Year 1	Millenia Institute	Junior College
Express	✓	✓			✓	✓	✓
Normal Academic (Sec 4)	✓	✓	✓	✓			
Normal Academic (Sec 5)	✓	✓			✓	✓	✓
Normal Technical	✓						

Pathways are tagged to academic courses

Learn for Life – New Post Secondary Pathways

Students taking at least	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millenia Institute	Junior College
6 G3 subjects	✓	✓	✓ (new)	✓	✓	✓
5 G3 subjects	✓	✓	✓ (new)	✓	✓	✓ (new)
4 G3 + 1G2 subjects	✓	✓	✓ (new)	✓ (new)		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	✓ (new)				

Pathways are tagged to subject-based strengths

Summary of Post Secondary Pathways

Institution	Programme	Eligibility
Junior College / Centralised Institute	A-Level*	<ul style="list-style-type: none"> Students apply to JC/MI using their basket of 5G3 subjects English and Maths must be at G3 level
Polytechnic	Diploma*	<ul style="list-style-type: none"> Students apply for admission to Yr 1 of polytechnic, using their basket of 4 G3 and 1G2 subject Students who take all G3 subjects will have their last subject mapped to G2 level, based on the conversion table. Example in next slide English must be at G3 level
		<ul style="list-style-type: none"> Students apply for the Polytechnic Foundation Programme (PFP), using their basket of 5G2 subjects Students who take predominantly G3 subjects will have their subjects mapped to G2 level, based on the conversion table Upon completion of this 1 year PFP, students will progress to Yr 1 of polytechnic
ITE	3 Year Higher Nitec*	<ul style="list-style-type: none"> Students apply for admission to Yr 1 of ITE using their aggregate score comprising G1 subjects Students who take predominantly G3 or G2 subjects will have their subjects mapped to G1 level, based on the conversion table

* subject-specific requirements apply

Revised Downward Grade Mapping

Students can use grade mapping to aggregate scores across subjects offered at different subject levels for post-secondary progression.

ELR2B2 for Poly Admission	
Subjects	Subject Level
English Language (EL)	G3
2 Relevant subjects (R2)	
One of the [B] subjects	
2 nd [B] subject	G2 (G3 subjects to be mapped to G2 grade)

Downward grade mapping table from G3 to G2	
G3	G2
A1-B3	1
B4-C6	2
D7	3
E8	4
9	5
	6

For example, a student who scores the following:

G3 English – A2

G3 MTL – B3

G3 Maths – B4

G3 Humanities – B4

G3 Science – C6

ELR2B@ aggregate = 2 + 3 + 4 + 4 + 2 = 15 points

G2 Science – 2

Calibrating Subject Combination in Upper Secondary



- If all students are to offer between 5 and 7 examinable subjects for upper secondary, how many subjects should my child take?
- Does he/she need to take more demanding subjects? How does that help?
- If my child is struggling, what will happen if he/she drops to a less demanding subject?
- Pathways are designed to cater to your child's interests and strengths.
- Polytechnic admission is becoming increasingly competitive for choice courses so it's important to aim for a good aggregate
- **Students should pass as many subjects as possible, especially for the subjects of English and Mathematics in order to access choice post-secondary institutions**
- Parents are encouraged to discuss with their child which combination best suit their strengths and aspirations. Encourage your child to stay open to possible pathways
- Trust their abilities to grow to become better versions of themselves, while being careful not to project your expectations on them

Calibrating Subject Combination in Upper Secondary

When students are doing well in the subject, they can consider **offering subjects at more demanding level in upper secondary**

- To score 75% and above for the subject, **to take on new subjects at more demanding level**, e.g. moving from Sec 2 G2 Maths to Sec 3 G3 Maths
- To score 50% and above **to continue taking subject at more demanding level**, e.g. moving from Sec 2 G3 Maths to Sec 3 G3 Maths

When students are unable to clear multiple subjects, they can consider **offering subjects at less demanding level in upper secondary**

- If students are unable to cope with the subject levels at which they are offering, there is flexibility to offer the subject(s) at a less demanding level based on the school's holistic considerations after considering other possible options to support the student.
- Students should pass as many subjects as possible, especially for the subjects of English and Mathematics in order to access choice post-secondary institutions.

Singapore-Cambridge Secondary Education Certificate (SEC)

- From 2027, students will sit for the new SEC examinations, comprising different papers for each subject level.
 - Students will offer the Full SBB equivalent of retired subjects (e.g. G1 Computing instead of CPA).
 - SEC examination timetable will be harmonised to allow students to better pace their learning with all students taking their examinations in the same period
 - Written examinations for English and Mother Tongue Language (MTL) will be conducted ~1 month ahead of other subjects, with only one sitting for MTL



What's next?

End of Secondary 4/5

Singapore-Cambridge Secondary Education Certificate (SEC) Examination

From 2027, students will sit for the new SEC examinations, with different papers for each subject level.

5th year of secondary education will continue to be available for eligible students.

- This allows them to pace their learning and possibly offer subjects at a more demanding level to access more post-secondary pathways.

Post-Secondary

Admission to post-secondary education institutes

Admission criteria have been progressively updated to recognise students taking different combinations of subjects and subject levels.

- E.g., Polytechnic Foundation Programme (PFP) has been expanded to allow access to students offering G3 subjects, or a mix of G2 and G3 subjects.

Eligibility for 5th Year (Similar to Going from Sec 4NA to Sec 5NA under N Level System)

- 5th year of secondary education allows eligible students to pace their learning and possibly offer subjects at a more demanding level to access more post-secondary pathways
- ELMAB3, computed at G2, is used to determine students' eligibility for the 5th year.
- Student can return for the 5th year if ELMAB3, computed at G2 is less or equal to 19.

Key Changes to Post-Secondary Pathways

Previous	New
<ul style="list-style-type: none">▪ O Level students use their L1R5 score to qualify for JCs▪ Bonus points are capped at 4	<ul style="list-style-type: none">▪ Students use their L1R4 score to qualify for JCs▪ Bonus points are capped at 3
<ul style="list-style-type: none">▪ O Level students need to have five O Level subjects in order to apply for poly	<ul style="list-style-type: none">▪ Students need at least four G3 subjects and one G2 subject in order to apply for poly
<ul style="list-style-type: none">▪ NA Level students can apply for Poly Foundation Programme (PFF) using their N Level aggregate	<ul style="list-style-type: none">▪ Students offering G3 subjects, or a mix of G2 and G3 subjects will also be allowed to access PFP
<ul style="list-style-type: none">▪ NT students apply for two-year Nitec course at ITE. Upon completion, they apply for two-year Higher Nitec course	<ul style="list-style-type: none">▪ All ITE Nitec courses are changed to an enhanced three-year curricular structure leading directly to a Higher Nitec certification

Details are elaborated in the next few slides

Admissions to JC/MI

- From 2028 JC1 cohort, JC admission criteria will be **revised from L1R5 to L1R4**;
 - This allows students to recalibrate curriculum load by offering one fewer subject, and use freed-up time to pursue their interest and strengthen development of 21st Century Competencies e.g. through CCA or school programmes
- Bonus points cap will be lowered from four to three

1) Qualifying threshold for JC revised to L1R4 ≤ 16 and retained at L1R4 ≤ 20 for MI

	Aggregate Scores (computed with G3 subjects)	Qualifying Threshold
Junior College	L1R4	≤ 16
Millenia Institute	L1R4	≤ 20

2) Minimum subject grade requirements will remain

Subject	Grade
English Language	1-6 at G3
Mathematics (Elementary/Additional)	1-7 at G3
Any one Mother Tongue Language	Higher Mother Tongue Language: 1-8 at G3 Mother Tongue Language: 1-7 at G3; 1-5 at G2; A-D at G1

Admissions to JC/MI

- **JC/MI aggregate score will include Language, Humanities and Mathematics/Science subjects**
 - This ensures that students continue to cope with the academic rigour of the A-Level pathway

JC/MI aggregate score composition	Subjects
First Language ("L1")	English or Higher Mother Tongue
Relevant Subject 1 ("R1")	Best-scoring subject from Humanities
Relevant Subject 2 ("R2")	Best-scoring subject from Mathematics or Science
Relevant Subject 3 ("R3")	Best-scoring subject from Humanities, Mathematics or Science
Relevant Subject 4 ("R4")	Any best-scoring subject except Religious Knowledge

- Students who apply through the Joint Admission Exercise (JAE) and are selected for Language Elective Programme (LEP) continue to be eligible for two bonus points on top of this cap for admission to respective JCs

Admissions to Polytechnic Foundation Programme (PFP)

- **Students offering G3 subjects, or a mix of G2 and G3 subjects will be allowed to access PFP**
 - For purposes of admission to PFP, the requirements for English, Math, the 'Relevant' [R] subject and 'Best' [B] subjects will be mapped at the G2 level, instead of G3.
 - The minimum G2 grades are indicated in the table below.

Subject specific requirements for PFP	
G2 subjects	New grade requirement
English Language	3
Mathematics	3
Relevant Subject	3
Two "Best" Subjects	4

Grade Mapping Table from G3 to G2	
G3	G2
A1, A2, B3	1
B4, C5, C6	2
D7	3
E8	4
9	5
-	6

Admissions to Polytechnic Foundation Programme (PFP)

- Admissions will be restructured to a cluster-based approach
- Students will enter one of the following three key broad clusters. At the end of the PFP year, students will then apply to a specific diploma course within the cluster, and posting will be based on their PFP performance and course choice:
 - Sciences
 - Humanities, Art, Media and Business
 - Design, Engineering & Technology (*NYP and TP offer two sub-clusters: (i) Design and (ii) Engineering & Technology*)
- Diploma-specific admission to PFP will continue for Nursing, Tamil Studies in Early Education and Early Childhood Development & Education courses as these courses are more specialised. Students who are keen on these specialised diploma courses can continue to gain admission through entering PFP for the specific diploma directly or through the cluster-based approach.

Admissions to Polytechnic Year 1

- From 2028, one 'Best' [B] subject can be fulfilled at G2 or G3 as part of the ELR2B2 aggregate score for admission to Polytechnic Year 1
 - Students who offer both [B] subjects at G3 will have the [B] subject with a lower grade mapped from G3 to G2 based on a grade mapping table.
 - Correspondingly, the net aggregate cut-off will be adjusted from 26 points to 22 points.

ELR2B2	
Subjects	Subject Level
English Language (EL)	G3
2 Relevant subjects (R2)	
One of the [B] subjects	
2 nd [B] subject	G2 (G3 subjects to be mapped to G2 grade)

Grade Mapping Table from G3 to G2	
G3	G2
A1, A2, B3	1
B4, C5, C6	2
D7	3
E8	4
9	5
-	6

ITE Curricular Structure

- By AY2026, ITE will transit all its Nitec courses to the enhanced **three-year** curricular structure leading directly to a Higher Nitec certification[^]
 - In Year 1, students will undertake broad-based foundation courses exposing them to fundamental skills needed for the relevant industry sector
 - In Years 2 and 3, they will take more specialised modules, leading to a Higher Nitec certification
 - Students are also exposed to two industry attachments (IA): a three-month IA in Year 2 and a six-month IA in Year 3, with the latter building on the learning outcomes and workplace competencies of the former

[^] Potential introduction of a 3-year Higher Nitec in Early Childhood Education (from the current 2-year Higher Nitec) under review

Admissions to ITE Year 1

- From AY2028 ITE intake, admissions requirements for entry to **Year 1** of **3-year** Higher Nitec courses will be set at G1
- ITE aggregate score will be computed based on four G1 subjects
- G3 and G2 grades will be mapped to G1 based on the grade mapping table

Grade mapping table (G3 to G2 to G1)			ITE Aggregate score
G3	G2	G1	
A1-B3	1	A	1
B4-C6	2	A	
D7	3	A	
E8	4	B	2
9	5	C	3
-	6	D	4
-	-	E	5

Admissions to ITE Year 2

- From AY2028 ITE intake, admission requirements for direct entry into Year 2 of three-year Higher Nitec courses will be set at G2
- Student must obtain an ELMAB3 aggregate of 19 points or better, based on G2 grades
- Students with G2 subjects, or a mix of G2 and G3 subjects will be able to apply for direct entry into Higher Nitec Year 2. G3 grades will be mapped to G2 based on the grade mapping table

Grade Mapping Table from G3 to G2	
G3	G2
A1, A2, B3	1
B4, C5, C6	2
D7	3
E8	4
9	5
-	6

Progression from ITE to Polytechnics

- From the AY2027 Poly intake, all Higher Nitec graduates with a minimum raw GPA of 2.5 will be eligible to apply for admission to Polytechnics. This was revised from minimum raw GPA of 2.0, to ensure that ITE graduates can better cope with the academic rigour of a polytechnic education
- From the AY2027 Poly intake, polytechnic admission will be guaranteed to all Higher Nitec graduates with a minimum raw GPA of 3.5, for admission to poly courses that are mapped to ITE courses.

Academic and Well-being Matters for 2026

Timetable Matters

Junyuan Secondary School [Semester 1]
1A, Timetable A

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Mo		CCE		FCE					G3 EL (TG1)		Recess		G3 SCI (TG1)		G3 MA (TG1)				Break Mon							
Tu			FCE						G3 EL (TG1)	G3 MA (TG1)				Recess		Music				Art						
We				CCE							PE			Recess												
Th		CCE		PE					G3 GEO (TG1)		Recess		G3 MA (TG1)		G3 EL (TG1)				Break Thu							
Fr									G3 MA (TG1)	G3 SCI (TG1)	G3 EL (TG1)								Break Fri							

Timetable generated 5/1/2026 a3c Timetables

- Each class will have two separate timetables
 - For Timetable A, students will attend F2F lessons in school from Mon to Fri
 - For Timetable B, they learn from home (HBL) on Thurs or Friday of the week. The rest of the week will be F2F learning in school

Junyuan Secondary School [Semester 1]
1A, Timetable B

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Mo		CCE											G3 SCI (TG1)		G3 MA (TG1)				Break Mon							
Tu											CCE		Recess		PE					FCE						
We				FCE							Recess			Art		PE										
Th		CCE											G3 GEO (TG1)		G3 SCI (TG1)		G3 MA (TG1)									
Fr																										

Timetable generated 5/1/2026 a3c Timetables

- This approach is needed to accommodate the diverse subject combinations within mixed form classes
- Timetable A will be the default timetable for most weeks in Semester 1. Students will be informed when to switch to Timetable B
- 40min recess (Mon to Thurs) and 20min break (Fri)

Key Events for Semester 1 2026

Information has been shared through Parents Gateway on 31 Dec 2025

Date	Event
2 to 6 Jan 2026	Start Right Programme (programme has been shared via Parents Gateway earlier)
6 Jan 2026 / 8 Jan 2026	CCA Commences based on CCA schedule
7 Jan 2026	Lessons commence
2 Feb to 6 Mar 2026	Weighted Assessment 1 (schedule will be shared closer to the period)
13 Mar 2026	Study Skills Workshop
2 April 2026	Awards Day Ceremony
9 April 2026, 6pm	Sec 2 Parents Engagement (F2F)
13 April to 22 May 2026	Weighted Assessment 2 (schedule will be shared closer to the period)
17 April 2026	EL and MTL Oral Examinations
27 to 30 April 2026	Values in Action (VIP) Week (programme will be shared in a subsequent announcement)
29 May 2026	Parents Engagement with Form Teachers
3 to 5 June 2026	Bridging Programme for selected students who are taking on new more demanding level subjects

Assessment Matters

Distribution of Assessment for the Year				
Level	WA (Term 1)	WA (Term 2)	WA (Term 3)	Year-end Exam (Term 4)
Sec 1 to 3	15%	15%	15%	55%

Distribution of Assessment for the Year			
Level	WA (Term 1)	WA (Term 2)	Preliminary Examinations (Terms 3 to 4)
Sec 4 and 5	100%	100%	100%

Please refer to our Learning and Assessment Plan for details (available from end Jan 2026)
<https://junyuansec.moe.edu.sg/student-information/learning-and-assessment>

Home Based Learning (HBL)



Home-Based Learning (HBL) is a platform for students to learn in settings beyond school through a blend of online and offline activities.

During HBL days, subject teachers will assign lessons and assignments based on the day's timetable from 7.30am to 12.40pm.

Students are expected to take personal ownership of their learning by following the instructions in the online lessons assigned.

HBL Sessions in 2026:

- 17 April 2026 (Fri)
- 15 May 2026 (Fri)
- 29 May 2025 (Fri)
- 14 to 16 Jul 2026 (Tue to Thur)
- 21 Aug 2026 (Fri)
- 25 Sep 2026 (Fri)

How families can help:

- Avoid scheduling family activities on HBL mornings
- Encourage your child to follow a learning routine, by waking up on time
- Advise your child to seek help from teachers if they encounter difficulties in learning

Well-being Matters

1. School Reporting Time

- Mon – 7.50am to 4pm
- Tue – 7.50am to 2.30pm, followed by CCA (up to 5.30pm)
- Wed – 8.30am to 4pm
- Thur – 7.50am to 2.30pm, followed by CCA (up to 5.30pm)
- Fri – 8.30am to 12.40pm

Students may leave by 1.20pm (Mon to Thur) and by 12.20pm (Fri) after their last timetabled lesson

- ## 2. Beyond reporting for assembly, punctuality for all lessons supports students' readiness to learn and contributes to their overall learning success. Our teachers will reach out to parents should there be persistent late-coming or attendance concerns, so that timely support can be put in place.

Well-being Matters

3. The school will apply appropriate consequences ranging from verbal reminders, warning letters, suspension or restriction of privileges to inculcate the right attitude and values towards school and learning. Students who are recalcitrant late-comers may also be required to complete their HBL in school or attend detention on selected Fridays.
4. Individual lockers have been installed for students outside their classroom for students to keep their mobile phones before morning assembly. In the case of an emergency, parents can call the school General Office at 6587 3683 to reach their child.

Well-being Matters

5. The school takes a firm stand towards the irresponsible use of mobile phones and communication devices during curriculum time. Students found using their mobile phones or communication devices during lessons will have their device confiscated for a designated period based on the incidence of the offence:
- **1st offence** – return of device after curriculum hours on day of offence, i.e. students will collect devices from their teachers
 - **2nd offence** – return of device after curriculum hours on day of offence, i.e. students will collect devices from their teachers
 - **3rd offence** – return of device after one week, i.e. devices confiscated on Monday will be collected by students on the following Monday from the General Office during office hours 8.30am to 5.00pm
 - **4th offence onwards** – return of device after one week, i.e. devices confiscated on Monday will be collected by the parent/guardian on the following Monday from the General Office during office hours 8.30am to 5.00pm

Well-being Matters

6. Students who are unwell must be covered by a medical certificate (mc) or parent's letter (up to 2 per term). Subsequent absences beyond the 2nd occasion will be recorded as 'Absence without Valid Reason' if they are not covered by mc. Students with a high frequency of late-coming and absenteeism will have their conduct grades downgraded.
7. Should there be a need to miss school for other valid reasons, please email the Principal (junyuan_ss@moe.edu.sg) to seek permission. Kindly note that unless it is an urgent family matter (local or overseas), absence during term time is strongly discouraged.

Well-being Matters

8. Parents may contact teachers during the school term from 7:30 AM to 5:00 PM, Mondays to Fridays, via email or school phone.

- For learning related matters, please email our subject teachers <https://www.junyuanssec.moe.edu.sg/our-identity/school-organisation/departments/>
- For well-being related matters, please email our form teachers <https://www.junyuanssec.moe.edu.sg/our-identity/school-organisation/form-teachers/>
- For all other queries, please email junyuan_ss@moe.edu.sg

As teachers will be engaged in lessons and school duties throughout the day, calls are likely to be returned at the end of their duties. Messages received outside school hours, on weekends, public holidays, or during school holidays will be replied to during the next school day.

9. For urgent matters during school hours, parents should contact our General Office at 6587 3683

Well-being Matters

10. To ensure that queries are addressed appropriately, the school uses the following general guidelines:
- 3 working days – General queries
 - 7 working days – Queries requiring follow-up or investigation
 - 21 working days – Queries involving greater complexity
11. Actual response times may vary depending on the nature of the query and teachers' schedules. Teachers will prioritise teaching and student-related matters during the school day.

Vaping is illegal in Singapore

Penalty imposed for **possessing, using or purchasing e-cigarettes**

All offences

Fine not exceeding \$2,000 and school based consequences

This is still considered a sale

"I bought 2 e-cigarettes 1 for me and 1 for my friend, who paid me for his share."



"I bought an e-cigarette online, but I did not use it."

This is still considered as a **purchase**

MOE's Firm Stand against Vaping

- **Vaping is categorised as a serious offence.**
- When students are **caught using** or **in possession of e-vaporisers**,
 - the prohibited product will be confiscated and parents will be informed.
 - Schools will report the offender to HSA and also manage vaping-related offences through existing disciplinary frameworks. These include taking school-based disciplinary actions, such as suspension or caning for boys.
 - Students caught vaping will also be placed on cessation support programmes where counsellors will guide them through their cessation journey to effect long-term behavioural change.

School-Based Consequences for Vaping Offences

# of offences	Vape related offences (Purchase, Use, Possession)		Vape related offences (PUP) with Etomidate	
1st Offence	<u>Boys</u> <ul style="list-style-type: none"> • 1 stroke of the cane • 1 day suspension • Conduct grade downgrade 	<u>Girls</u> <ul style="list-style-type: none"> • 3 days suspension • Conduct grade downgrade 	<u>Boys</u> <ul style="list-style-type: none"> • 2 strokes of the cane • 3 days suspension • Conduct grade capped at Fair 	<u>Girls</u> <ul style="list-style-type: none"> • 5 days suspension • Conduct grade capped at Fair
2nd Offence	<u>Boys</u> <ul style="list-style-type: none"> • 2 strokes of the cane • 3 days suspension • Conduct grade capped at Fair 	<u>Girls</u> <ul style="list-style-type: none"> • 5 days suspension • Conduct grade capped at Fair 	<u>Boys</u> <ul style="list-style-type: none"> • 3 strokes of the cane • 5 to 14 days suspension • Conduct grade Poor 	<u>Girls</u> <ul style="list-style-type: none"> • 5 to 14 days suspension • Conduct grade Poor
Subsequent Offences	<u>Boys</u> <ul style="list-style-type: none"> • 3 strokes of the cane • 5 to 14 days suspension • Conduct grade Poor 	<u>Girls</u> <ul style="list-style-type: none"> • 5 to 14 days suspension • Conduct grade Poor 		

- 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.**
- Students caught in vape related offences (PUP) will have their **privileges removed**, including suspension of leadership roles, and non-eligibility for representation of school at NSG / SYF / competitions, overseas trips, character awards and scholarships for the rest of the year.

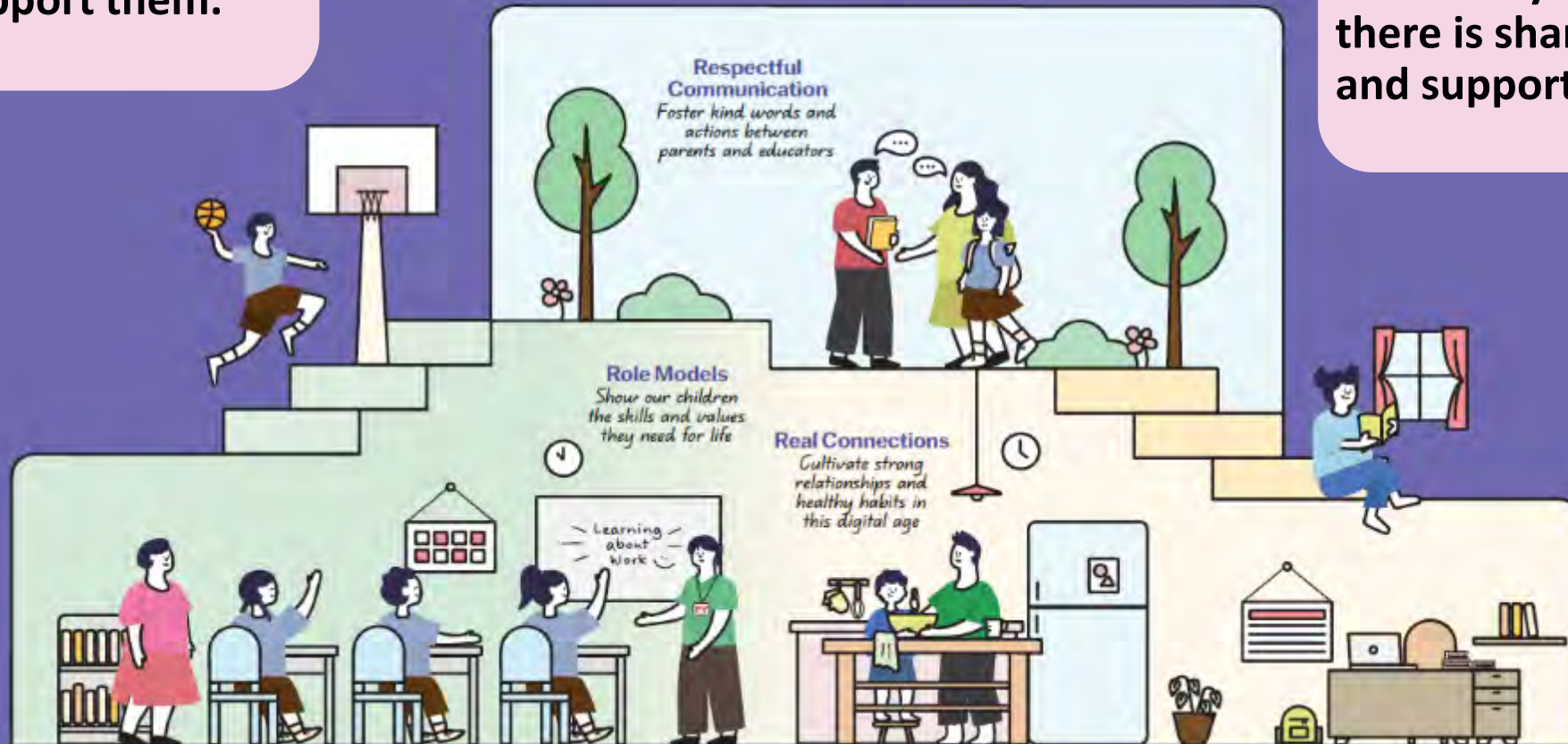
School-Home Partnership

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

Guidelines for School-Home Partnership

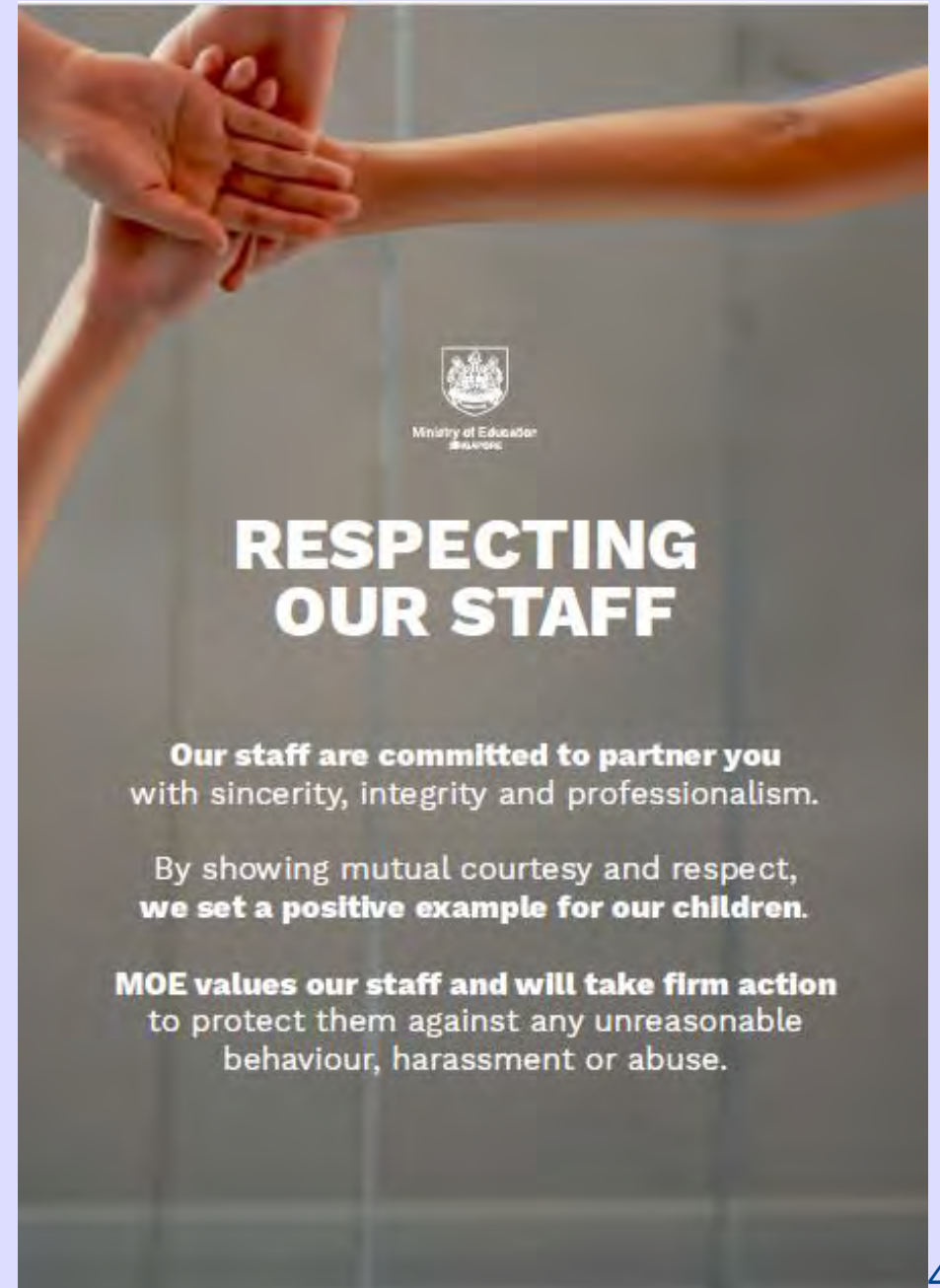
Raising a Happy, Confident, and Kind Generation Together

Our teachers care for your child. They work best when there is shared understanding and support from parents



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.



Nurturing Our Students to be Resilient



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



Giving school the time and space to investigate matters thoroughly



Working together to help our students examine their emotions and action

