

Secondary 2 Principal-Meets-Parents

31 January 2026

**HOUGANG
SECONDARY SCHOOL**



Vice-Principal, Mdm Norhayati Awang

OUTLINE

1. The HS Identity

2. The Sec 2 Journey

3. School-Based Assessment

4. Post-Secondary Pathways

5. Home-School Partnership

GRATITUDE RESPECT EMPATHY ADAPTABILITY TRUSTWORTHINESS

1. The HS Identity

School Vision

**Nurturing Empowered,
Future-Ready Hougeans of
Character and Purpose**

School Mission

Care

Lead

Inspire

Partner



Our School Values

GratITUDE

Respect

Empathy

Adaptability

Trustworthiness





**FUTURE-READY
LEARNERS**

Our Desired Outcomes of Hougeans

**EMPOWERED
LEADERS**



**RESILIENT
INNOVATORS**

**COMMUNITY
BUILDERS**



1. The HS Identity

2. The Sec 2 Journey

Sec 2 Road Map

JANUARY

- GREAT Start Week
- Sec 2 Principal-Meets-Parents

FEBRUARY

- MTL Fortnight Part 1
- Start of Home-based Learning
- Student-Initiated Learning

MARCH

- Learn-a-Skill Workshop
- Inspire Series #1
- AI for Fun (Applied Learning Prog)

APRIL

- Student Leaders Investiture
- EL Oral Exam (Internal)

MAY

- Sports Carnival
- G2/G3 Literature Enrichment
- G2/G3 NIE Math Challenge
- Subject Combination Briefing
- Student Leadership Workshop
- Sports Education Programme
- Inter-Class Games
- Inspire Series #2
- Parent Teachers Meeting

Sec 2 Road Map

JULY

- Aspiring Leaders Programme
- MTL Fortnight Part 2

AUGUST

- MTL Oral Exam
- NE LJ to National Museum

SEPTEMBER

- End-of-Year Examination

OCTOBER

- Inter-Class Games
- Inspire Series #3
- Subject Combination Selection
- Parent Teachers Meeting

NOVEMBER

- Release of Subject Combination Selection Results

Developing Hougeans of CHARACTER

Every Hougean a 5A STAR



ART



D&T



NFS



MUSIC



Attention

Have only necessary materials on the desk and pay full attention during lessons. Bring device home daily to charge before coming to school the next day.  Charging 99%.



Attire

Be in proper attire. Ensure surrounding area is litter-free.

Attitude

Have the right learning attitude. Demonstrate GREAT values and STAR attributes in class.



Activities

Participate actively in class. Adhere to all safety rules. When in doubt, seek clarifications from teachers. **Screens down:** Put the screen halfway down and pay full attention to teacher.

Screens up: Continue with learning activity on device.

Attendance



Be punctual. Be present throughout lesson.



Developing Hougeans of **CHARACTER**

MAKE THE DIFFERENCE



CO-CURRICULAR ACTIVITIES

Life Skills • Social Mixing • Leadership Opportunities

LEAPS 2.0 Domains

PARTICIPATION

- Affirms students' **sustained development** in school-based CCA throughout secondary school

ACHIEVEMENT

- Affirms the different levels of **representation and accomplishment** in the student's involvement in school or other external organisations

LEADERSHIP

- Affirms students' **development as a leader**

SERVICE

- Affirms students' contributions to the community and development as **responsible and active citizens**

Participation

- Continuous sustained participation in CCA throughout the four years in school
- Absence from CCA must be accompanied by Medical Certification from a doctor
- CCA Attendance is included in the computation of Conduct Grade

Awards & Recognition

- EAGLES Award
- Scholarships at Higher Institutions
- Colours Award
- Sportsmanship Award
- Best Unit Awards (Uniformed Groups)
- Certificate of Distinction / Accomplishment (SYF)
- External Performances / Competitions (SYF, NSG)

Developing Houseans of **CHARACTER**

CHARACTER & CITIZENSHIP EDUCATION (CCE) EXPERIENCES

1. Develop **self-awareness** and **self-management** skills to achieve personal effectiveness and well-being (**Identity**)
 - Mental wellness (e.g. stamping out automatic negative thoughts)
 - Education and Career Guidance (e.g. I have a dream)
2. Develop **social awareness** and **manage relationships** for personal and social well-being (**Relationships**)
 - Social skills (e.g. making positive self statements)
 - Family Education (e.g. Not so distant relatives)
3. Make **responsible decisions** and act on them (**Choices**)
 - Goal setting in Term 1 and Review in Term 3 (e.g. academic goals, character goals and leadership aspirations)
 - Being a Positive Peer Influencer (in Sec 1)
 - Education and Career Guidance (e.g. My Skills Quest)
 - Cyberwellness lessons
 - Sexuality Education lessons

Developing Hougeans of **PURPOSE**

EDUCATION & CAREER GUIDANCE (ECG)

Discovering Purpose – *Who am I?* (Sec 1 & 2)

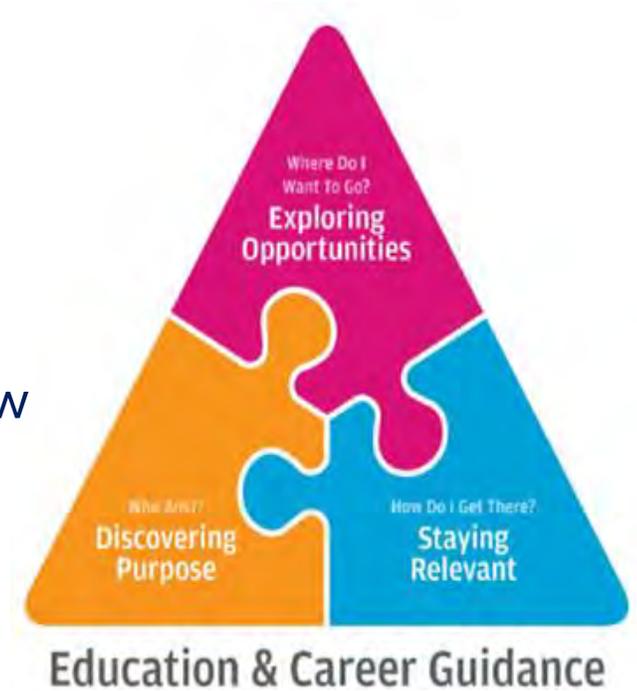
Nurture students' self-awareness by helping them understand their **values, interests, personalities, and skills**, so they can recognise how they can meaningfully contribute to their community (VIPS).

Exploring Opportunities – *Where do I want to go?* (Sec 3)

Develop students' self-directedness and confidence to **explore, evaluate, and pursue education and career pathways**, while fostering respect for the value and dignity of all occupations.

Staying Relevant – *How do I get there?* (Sec 4 & 5)

Build **students' adaptability and resilience**, empowering them to embrace change and commit to lifelong learning in an evolving world.



SCHOOL'S VISION
**NUTURING EMPOWERED,
FUTURE-READY HOUGEANS
OF CHARACTER & PURPOSE**

Secondary 1

ECG awareness - Who am I?
Discovering one's values,
interests, personalities & skills
(VIPS)

- Through CCE lessons
- (DISC profiling using Myskillsfuture)

Secondary 2

Discovering one's VIPS - Who am I

- CCE Lessons, RIASEC code
- Learn-A-Skill Workshop during Inspire Series 1
- Career Life Game and Finance Literacy
- Subject talks
- Experience ITE for N(T) student

Secondary 3

Discovering pathways - Where do i want to go?

- Building portfolio
- APLM@ Poly / school (for all)
- SHE programme (for females)
- Work Experience programme (for interested)

Secondary 4 & 5

Being prepared for National Exams and Aptitude Based Assessments - How do I get there?

- CCE lessons on resume writing, JIE and JAE trial
- Poly Open House
- Careers Day Talks by external partners
- EAE interviews
- ECG advising
- Preparing of portfolio for EAE during SIL



GREAT Start Week

Sec 2 ECG Talks on Educational Pathways & Exploring Student's Career Interests using RIASEC

LEARNING POINTS:

1. Your background does not define your limits. What you do with opportunity does.
2. Let inspiration ignite you and then, blaze your own trail.



Sec School G1 ITE POLY UNI

[NTU Instagram Post](https://www.ntu.edu.sg/hey/search-stories/detail/thanks-to-my-cousin--i-came-to-ntu)
Article: <https://www.ntu.edu.sg/hey/search-stories/detail/thanks-to-my-cousin--i-came-to-ntu>



Inspire Series 1

Sec 2 Learn-A-Skill (LAS) Workshops

Plushie Making
Balloon Sculpting
Essential Oil Hand
Massage
Digital Skills
Magic Tricks
Coding
Craft by SASCO elderly



Magic Tricks



Balloon Sculpting

Inspire Series 2 – Joy of Learning



Career Life Game

- To navigate the choices for career fit.
- To gain clarity in understanding education and career pathways and the importance of upskilling.
- To gain clarity on what to discover about themselves for education and career.
- To navigate the world of education and career through a digital game.

Financial Literacy Workshop (L-Cube Board Game)

- To equip students with essential financial literacy knowledge
- To learn about economic cycles, retrenchment, recession, savings, loans, funds management, etc.

Students reflect on the connections between happiness, money, and life goals in a meaningful way.

Inspire Series 3

ECG LEARNING JOURNEYS

Science & Engineering
Nanyang Polytechnic
(School of Engineering)

Tourism & hospitality – Grand Hyatt

Food & Beverage - Jumbo Seafood

Healthcare - IMH

Architecture - The Hive at NTU

Aviation - Singapore Aero Engine Services Private Limited (SAESL)

Objective:

For students to gain insights into the reality of the world of work / an industry of interest

Booking link



Education & Career Guidance @ The Engagement Centre (Canteen)

**School Term Tues & Wed (except PH)
8am to 5pm (last session 4pm)**

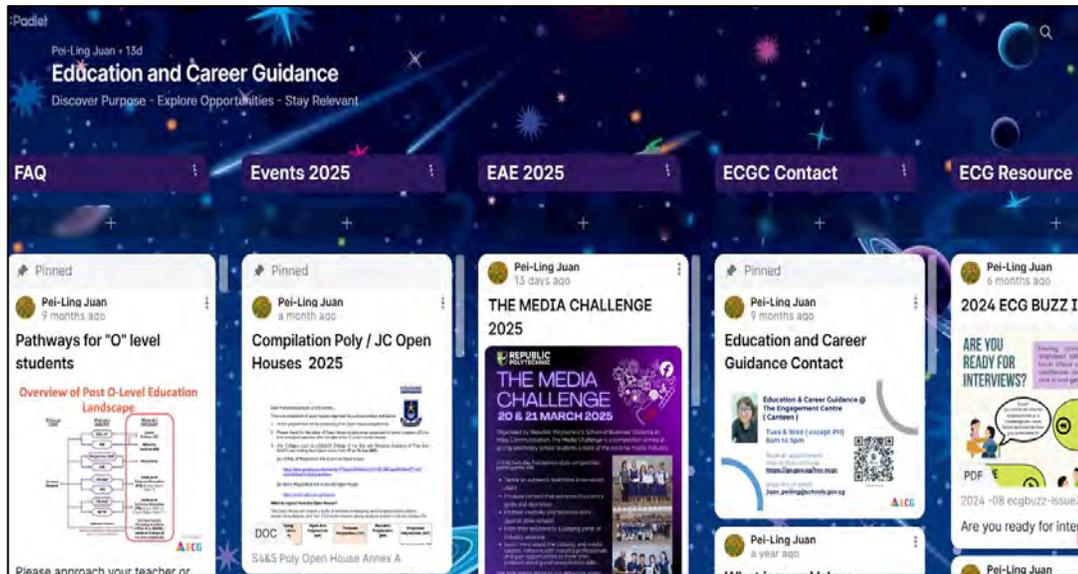
Book an appointment -
One to One or Group (max 4)
<https://go.gov.sg/hss-ecgc>

Drop me an email:
Juan_peiling@schools.gov.sg

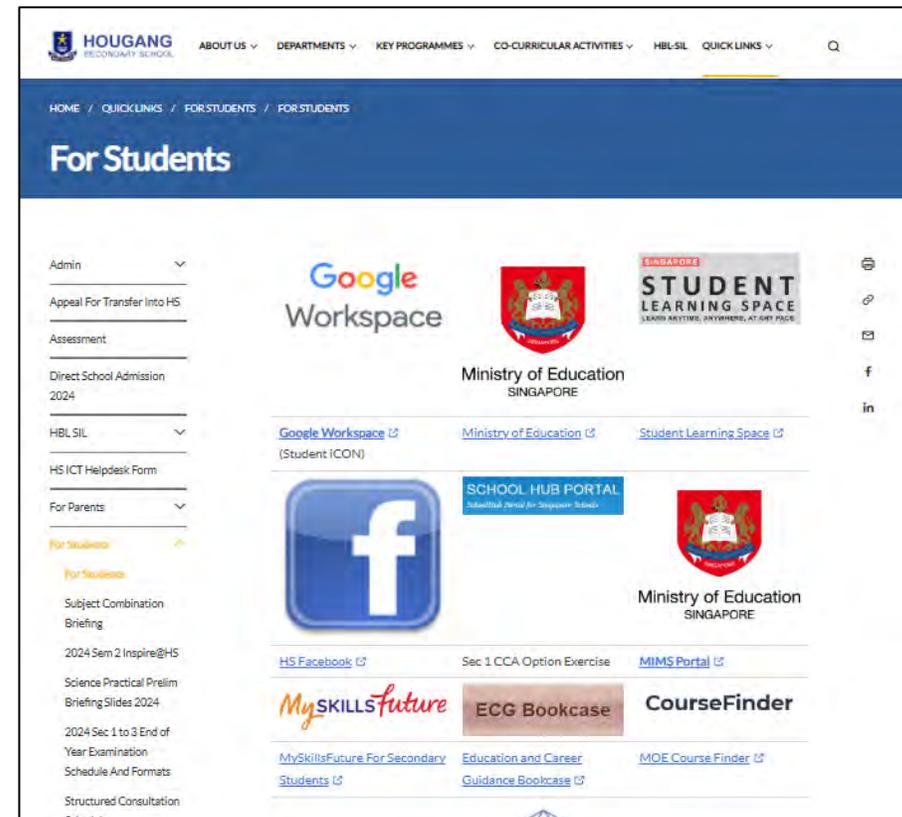
- Help students discover their strengths, interests and aspirations.
- Guide students in making informed plans for their education and career through individual and group guidance sessions or workshops.
- Support students in their applications to POLY EAE, ITE EAE, DSA-JC.

Resource

HS ECG Padlet



HS School Website





FUTURE-READY LEARNERS

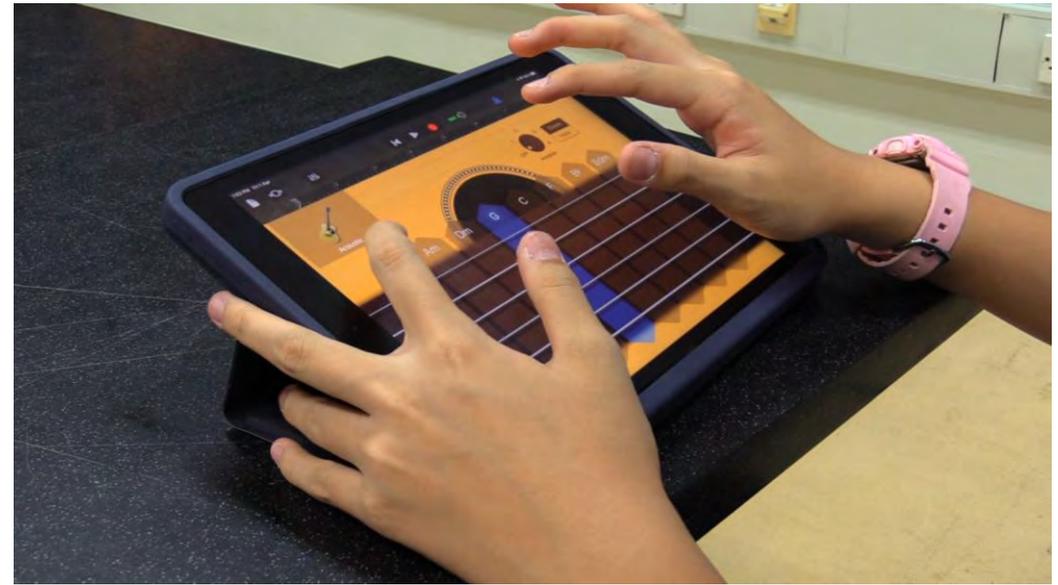
Home-Based Learning (HBL)

- ❑ Over the past few years, the global pandemic and other major disruptions have highlighted how important it is for students to be **self-directed in planning for their own learning and adapting to different modes of learning.**
- ❑ One of the ways we will help our students achieve this is to introduce **HBL days as part of Blended Learning (BL)** efforts in secondary schools and JCs/MI.
- ❑ This allows for a **seamless blending and continuity of learning.**

HBL and Student Outcomes



Self-directed and independent learners



Passionate and intrinsically motivated learners

Learning Experiences

- ❑ Adapt to varied learning experiences.

Learn content
that is within
and outside of
the
curriculum

Be given
opportunities
to plan their
own learning
for the day

Use a range
of resources
for learning,
e.g. print and
digital
materials

- ❑ Learn to look for resources, troubleshoot and problem-solve.

HBL Days

- ❑ For 2026, HBL days will be held **once a fortnight** and **rotated** across **Mon, Wed and Thur.**
- ❑ For Sec 2, it will commence from **Term 1 Week 7 (19 Feb).**

SN	Date (Day)	Remarks
1	2 Feb (Mon)	Sec 4 & 5 only
2	19 Feb (Thu)	
3	2 Mar (Mon)	
4	30 Mar (Mon)	
5	9 Apr (Thu)	
6	22 Apr (Wed)	
7	7 May (Thu)	
8	18 May (Mon)	
9	1 Jul (Wed)	S1 to S3 only
10-12	14 Jul (Tue) 15 Jul (Wed) 16 Jul (Thu)	Sec 4 National Exam (Oral)
13	27 Jul (Mon)	S1 to S3 only

Things to Note for HBL Days

- ❑ HBL will be in the form of **asynchronous learning (i.e. not ‘live’/real time lessons)** where students will learn at their own pace and time by accessing and completing lessons prepared in advance by their Subject Teachers.
- ❑ Students can follow the school’s timetable for the day, including the recess period which will serve as a break for the students.
- ❑ There will be **no morning attendance taking**, and students are encouraged to complete their assignments **before 5 pm**.

Things to Note for HBL Days

- ❑ Students **do not have to come to school** on HBL days. Those who need a more conducive environment to learn are requested to inform their Character Coaches (CCs). Arrangements can be made for these students to return to school on HBL Days, on a **case-by-case basis**.
- ❑ **Monitoring** of student engagement:
 - Through quizzes/exit passes, submission of assignments via online platforms
 - Consolidated feedback from Subject Teachers to CCs, IP HODs and Year Heads/ Asst Year Heads where necessary.

HBL Schedule



Via Sch Website

On HBL days, an hour is set aside for your child/ward for Student-Initiated Learning (SIL). Students are to use this time to explore an area of interest by initiating learning activities on their own. For example, students can try out hands-on activities on topics that they are passionate about, such as tinkering, baking or playing a musical instrument.

1. **General Instructions.** Assignments are based on the timetable for HBL Wednesday. While there is no morning attendance-taking, students are encouraged to start the day early and complete their assigned tasks before 5 pm. Please refer to the links below for the schedule and subject-specific instructions. The instructions (I), Estimated Time on Computer (ECT) and Homework (HW) (where applicable) will be indicated clearly in the schedule.

- [Sec 1 Schedule](#)
- [Sec 2 Schedule](#)
- [Sec 3 Schedule](#)
- [Sec 4/5 Schedule](#)

2. **Support for HBL.** Students may use Student ICON, SLS, MS Teams and other web applications for HBL. A computing device and internet connection may be required.

Announcements

Click on "Sec 2 Schedule"

Support from Parents for HBL

- ❑ Encourage your child to **maintain healthy sleep hours** in preparation for HBL.
- ❑ Check-in with your child/ward through **conversations** on how they are coping with the new responsibilities and expectations.
- ❑ Guide your child to **establish routines at home**, inclusive of short breaks to refresh the mind.
- ❑ **Share G.R.E.A.T. stories** of your child with their CCs or subject teachers so that we can reinforce and affirm your child's growth.

Student-Initiated Learning (SIL)

- On Home-Based Learning (HBL) days, students will spend **at least one hour** working on their **Student-Initiated Learning (SIL) project**.
- This structured time allows students to **explore an area of personal interest** by independently initiating and managing their own learning activities. These activities may be related to the school curriculum or extend beyond it.
- Through SIL, we hope to nurture students to become **lifelong learners** who are **self-directed, passionate, and intrinsically motivated**.
- Students are required to **document their SIL experience in an e-portfolio**. This e-portfolio will be used to support applications for **Aptitude-Based Admissions (DSA-JC), Early Admissions Exercise (EAE) to Polytechnic, or ITE** in their **Secondary Four or 5th Year**.
- All SIL experiences must be **completed and uploaded to the e-portfolio by Term 3 Week 8 (Tuesday, 18 August 2026)**. Students will be guided to do this during their **CCE lessons**.

SIL Projects in 2025



Learning embroidery
Farisha Binte
Muhammad Ali, 10



Learning Indonesian
language, Charissa Neo 1N



Learning Watercolour
Elisha Nabilah Johannes
Binte Jasno Johannes, 2N

ECG-Focused Student-Initiated Learning Using e-Portfolio



Education & Career Guidance

SEC 2 SIL EXPLORATIONS



Part 1

Interest Exploration

- 1. SEE – “What drew my attention?”**
What sparked your personal interest or curiosity for choosing this SIL topic or project?
- 2. EXPLORE – “What did I discover?”**
How did doing this project deepen your understanding or passion in this area? What did you learn through investigating, trying, or experimenting?
- 3. CONNECT – “What does this mean to me now?”**
What new perspectives or insights did you gain? How does this project connect to your life, future, or personal growth?



SEC 2 SIL EXPLORATIONS



Part 2

During the Journey..

- 1. THINK – Identifying the Challenge**
What problem did I notice? What possible ways could I solve it?
- 2. TEST – Trying Out Solutions**
What steps or approaches did I try? What worked or didn't work?
- 3. IMPROVE – Refining the Idea**
What new or creative improvement did I come up with for my project?



Write captions for your process and work. Credit your sources.

Student's e-portfolio

TABLE OF CONTENT

PERSONAL

[About Me](#)

[My Certificates](#)

SCHOOL EXPERIENCES

[CCA](#)

[VIA](#)

[ECG](#)

[Others](#)

EXPLORATION

[SIL Journey Page](#)

[Exploring ECG
Pathways](#)

Students can include their **SIL experiences from Secondary 1 to 4/5** in their e-portfolio to document their **interests, skills developed, and learning growth**. Together with other key student experiences and achievements, the e-portfolio serves as a **meaningful record** of their **secondary school journey**, highlighting their passions, strengths, and readiness for future pathways.

SIL within HBL Day

- ☐ SIL will take place during HBL Day. Each HBL Day will comprise both curriculum coverage and SIL:

	Curriculum Coverage	Student-Initiated Learning
Duration	5 hours	At least 1 hour
Location	HBL activities for curriculum coverage are to be designed for completion at home	At home #

For safety concerns, Students are strongly encouraged to carry out their SIL activities at home. Should there be a need for them to leave home for their SIL activities, parents' permission must be sought and informed beforehand. Please note that any expenses incurred will not be covered by the school.

Partnering Parents in Supporting Students' SIL Experiences



- Parents are requested to ensure that your child's SIL project is **safe, simple and stress free**.
- Parents are encouraged to engage your child in conversations to **explore his/her strengths and interests**, and to support him/her in planning SIL activities where necessary.
- At the same time, please help your child take ownership of his/her learning by encouraging him/her to set personal goals and action plans for SIL.
- You are also strongly encouraged to establish clear ground rules together to create a conducive home environment that supports your child's SIL experience during HBL.

For SIL resources, please refer to the **HS SIL One-Stop Portal**: <https://sites.google.com/view/hssil/home>

The portal is also accessible via the school website under the "For Parents" section.)

EMPOWERED LEADERS



Leadership Opportunities

Differentiated Student Leadership Programmes

Tier 3 (Leading School)

Student Council, Peer Support Leaders Exco
CCA Leaders Exco, Sports Leaders Exco

Tier 2 (Leading Peers)

Class Committee, CCA Committee
VIA Leaders, Sports Leaders

Class Monitors
ICT Advocates
STEM Leaders
NE Ambassadors
Peer Support Leaders
Subject Reps

Tier 1 (Leading Self)

All students



RESILIENT INNOVATORS

Applied Learning Programme (ALP) “HS Innovates, For Life!”

Code for Fun (Sec 1)

Through block-based programming, students develop essential computational thinking skills and bring their ideas to life.

Cohort Innovation Programme: Design Thinking (Sec 1)

This programme introduces students to the methodology of Design Thinking. Guided by real-world challenges, they prototype and test innovative solutions, honing their ability to empathise, ideate, and implement.



Applied Learning Programme (ALP)

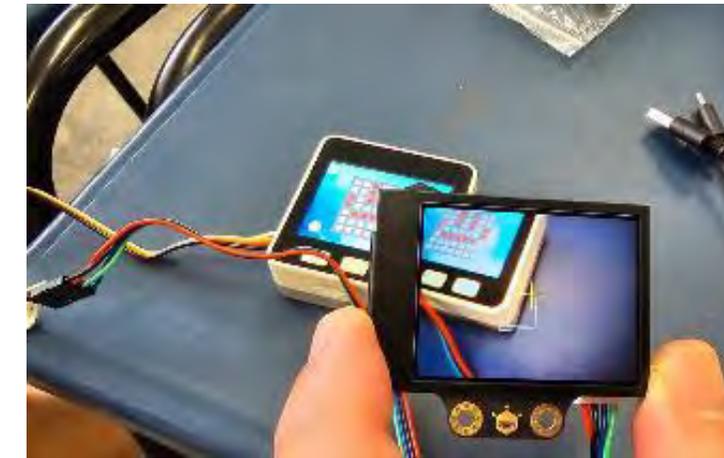
“HS Innovates, For Life!”

AI for Fun Pilot (Sec 2)

Students take their coding expertise further by exploring Artificial Intelligence and Internet of Things (IoT) devices. This programme equips them with the skills to design smart solutions, bridging the gap between software and hardware.

Computing (G1/G2/G3) (Upper Sec)

For those with a passion for technology, we offer Computing as a subject in Upper Secondary. Students dive deeper into programming, data analytics, and advanced computational concepts, gaining an edge in the digital economy.



COMMUNITY BUILDERS



Learning for Life Programme (LLP)

“Make the Difference, A Hougean’s Way of Life”

- ❑ To develop students into **Community Youth Leaders with GREAT values** who will make the difference to *themselves*, their *families*, the *school*, and the *community*.
- ❑ To provide a sustained and enhanced student-centric values education progressively over their secondary school life.
- ❑ Platforms : Lessons on Community Youth Leadership (CYL) in Term 2, Class-based Gratitude Projects during National Education Commemoration Days, CCA-VIA and Student Leadership Opportunities

Enriching
MINDS

Engaging
HANDS

Encouraging
HEARTS

Learn-A-Skill (LAS) Carnival

Intent : To provide opportunities for Sec 2 students to learn a skill and contribute to the school-initiated VIA carnival to **make a difference to the school and community.**



Guzheng students teaching and giving elderly a hand massage.



Modern Dance students teaching pandan leaves weaving



NPCC students teaching preschoolers how to make a plushie

3. School-Based Assessment

Why School-Based Assessment?

- ❑ School-Based Assessments (SBA) are conducted to monitor and track students' learning progress
- ❑ School-Based Assessments (SBA) consists of:
 - ❑ Weighted Assessments (WAs) – Class Tests & Alternative Assessments; and
 - ❑ End of Year Examination.

SBA Schedule

Weighted Assessment

- ❑ Weighted Assessment 1: Term 1 Week 5 to Week 9 (2 Feb to 6 Mar)
- ❑ Weighted Assessment 2: Term 2 Week 4 to Week 8 (13 Apr to 15 May)
- ❑ Weighted Assessment 3: Term 3: Week 4 to Week 8 (20 Jul to 21 Aug)
- ❑ Weighted Assessment 4: Alternative Assessments

End-of-Year Examination

- ❑ Term 4: Week 2 to Week 4 (24 Sep to 5 Oct)

Assessment Modes & Weighting (Sec 2)

**Student
Handbook Pg 35**



<https://go.gov.sg/hs-student-handbook-2026>

2026 Assessment Modes and Weighting for Secondary 2

Subject	Term 1 WA	Term 2 WA	Term 3 WA	Term 4 WA	Term 4 (EOY)	Total
G1, G2, G3 English Language	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Chinese & Malay Languages	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Tamil Language	15%	15%	15%	0%	55%	100%
G2, G3 Literature	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Mathematics	15%	15%	15%	5% (AA)	50%	100%
G1, G2, G3 Science	15%	15%	15%	5% (AA)	50%	100%
G2, G3 History	10%	15% (HI)	15% (HI)	10%	50%	100%
G2, G3 Geography	10%	15% (GI)	15% (GI)	10%	50%	100%
Art (Common Curriculum)	15%	15%	15%	5% (AA)	50%	100%
Design & Technology (Common Curriculum)	15%	15%	NIL		70% (CWK+AA)	100%
Food & Consumer Education (Common Curriculum)	NIL		15%	15%	70% (AM + AA)	100%

Note: AA denotes Alternative modes of Assessment

AM denotes Applied Module

CWK denotes Coursework

HI denotes Historical Investigation

GI denotes Geographical Investigation

3. School-Based Assessment

Weighted Assessment for Semester 1

Semester 1

TERM 1

	WEEK 5 2 Feb – 6 Feb		WEEK 6 9 Feb – 13 Feb		WEEK 8 23 Feb – 27 Feb			WEEK 9 2 Mar – 6 Mar		
	SUB 1	SUB 2	SUB 1	SUB 2	SUB 1	SUB 2	SUB 3	SUB 1	SUB 2	SUB 3
2G3/G2	EL	MT	Literature		Science	Art	Hist	Maths	D&T	Geo
2G1	EL	MT			Science	Art		Maths	D&T	

TERM 2

	WEEK 4 13 Apr – 17 Apr		WEEK 5 20 Apr – 24 Apr		*WEEK 6 27 Apr – 1 May		**WEEK 7 4 May – 8 May		WEEK 8 11 May – 15 May	
	SUB 1	SUB 2								
2G3/G2	EL		MT		Literature		Science	D&T	Maths	Art
2G1	EL		MT				Science	D&T	Maths	Art

Refer to letter from school via Parents' Gateway dated 13 Jan

Attendance During Assessments

Weighted Assessments and End of Year Assessment (WAs and EOY)

1. Students who are absent will be required to submit a Medical Certificate.
2. Students who are absent without a valid reason will be marked as Absent (AB). This designation constitutes a zero in the computation of overall marks for the subject at the end of the year.
3. A parent's letter will not be accepted as a valid reason for absence. However, unforeseen circumstances may be considered on a case-by-case basis.
4. Students who are absent with valid reasons will not be required to sit for make-up tests. Their marks for the subject will be rebased when processing overall results for the year.
5. There will be no make-up examinations.

4. Post-Secondary Pathways

Full Subject-Based Banding

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 subject levels respectively
4. Greater flexibility to offer subjects at various subject levels
5. Shift away from stream-based subject offerings

Start of secondary school

End of secondary school

Post-secondary

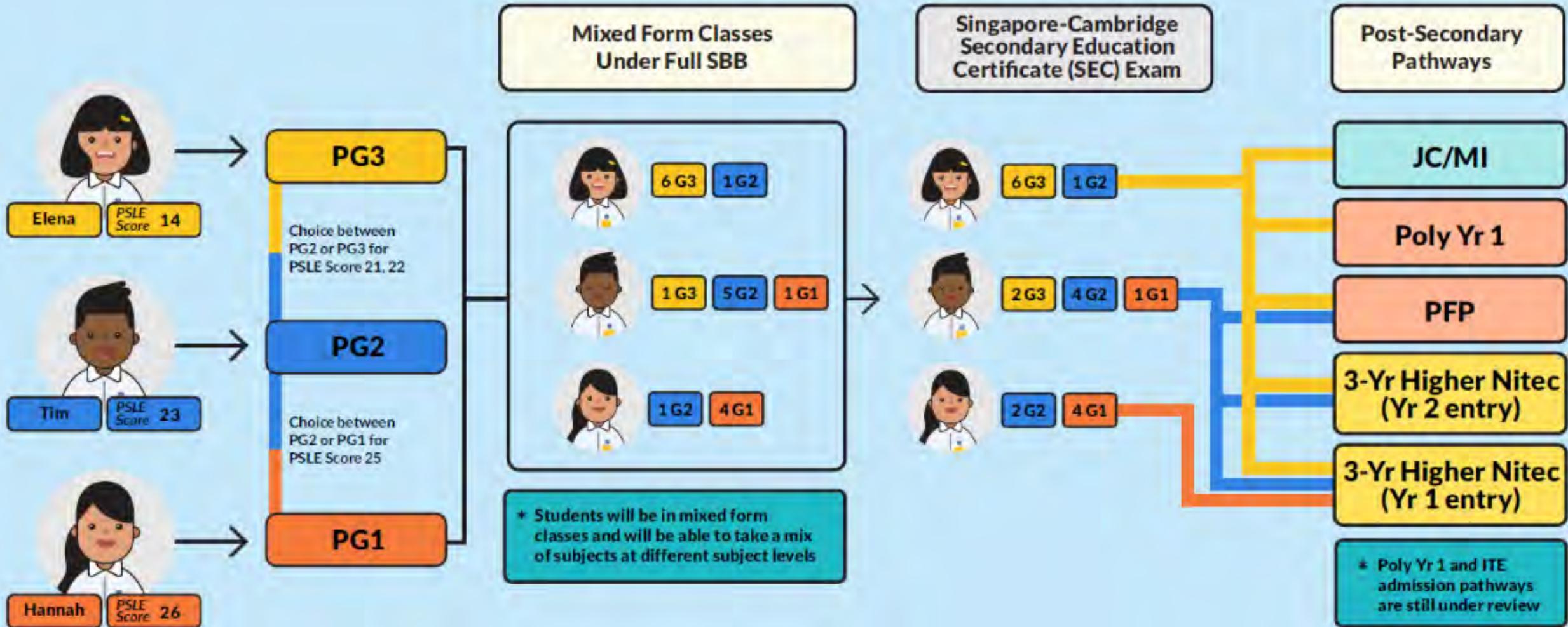
Entry to Secondary 1

Through Posting Groups
(i.e., PG1, PG2 or PG3)

Singapore-Cambridge Secondary Education Certificate (SEC) examination

Revised post- secondary admission criteria

Illustrative example: Secondary school experience under Full SBB



What's Next?

Secondary 1 & 2

End of Secondary 2

Secondary 3 & 4

Deciding on upper secondary subject combinations

Upper secondary

Students will continue to have flexibility to offer subjects at different subject levels, including elective subjects (e.g. Additional Mathematics, Art, Design & Technology).

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.

Singapore-cambridge Secondary Education Certificate

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



Overview of Post-Secondary Pathways

*Students who offer 4 G1 subjects will join Year 1 of Higher Nitec, and may be offered the accelerated pathway if they meet academic requirements during their Year 1 Semester 1 examinations. **This pathway will allow them to attain a Higher Nitec in a shorter duration of about two years.**

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

Students taking at least	POST-SEC PATHWAYS					
	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PPF)	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



Information presented is accurate as of April 2025.

© Ministry of Education, Singapore. All Rights Reserved.

5. Home-School Partnerships

Supporting Your Child Through Their Journey

Children are the priority.
Change is the reality.
Collaboration is the strategy.

DAVID E. PRICE



Supporting Your Child

- ❑ Check-in regularly and listen to your child without judgement
- ❑ Recognise their interests, skills, strengths and learning styles
- ❑ Encourage consistent study routines and healthy daily habits
- ❑ Monitor their progress while allowing your child to take responsibility
- ❑ Stay informed and communicate early with the school
- ❑ Support your child's emotional well-being and stress management
- ❑ Affirm effort and growth, not just academic results

Communicating With Teachers

- ❑ In line with the Ministry of Education's Five-Day Work Week, parents are advised that teachers can be contacted during weekdays between 7.30 am and 6 pm.
- ❑ All teachers' email addresses are also available on the school website for parents' convenience.
- ❑ Parents can also contact the General Office at 6385 1990 for further assistance.



*Thank
you*

