



# Warm Welcome

## Sec 1 Meet-Parent-Session 2026



**ONWARD**

**Gan Eng Seng School**





- Programme
- School Leadership Team
- School Routine
- School Attendance

# Mr Clarence Loh Year Head (Sec 1 and 4)



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**Gan Eng Seng School**

# Programme

5.00 pm	Waka Waka Dance Performance by Sec 1 Best Campers
	Welcome by Mr Clarence Loh (Year Head) and Mr Paul Lee (Sec 1 Gatekeeper)
5.10 pm	Address by Principal, Ms Tan Hwee Pin
5.30 pm	National Digital Literacy Programme by Mdm Siti (HOD ICT)
5.50pm	Briefing on LEAPS 2.0 and CCA Matters by Mr Goh (PE & CCA)
6.05 pm	Initiation Ceremony Recital of School Creed and Singing of School Song
6.20 pm	Form Teachers' Interaction Time
7.00 pm	End of Session



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# School Leaders

## Principal

Ms Tan Hwee Pin

## Vice-Principals

Mr Goh Thye Heng

Mrs Oh-Ong Lay Ling



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# Key Personnel for Sec 1 cohort



**Mr Clarence Loh**  
Year Head (Sec 1 & 4/5)



**Mr Paul Lee**  
School Staff Developer  
Sec 1 Gatekeeper



**Mrs Clara Chua**  
HOD / Aesthetics  
Sec 1 Gatekeeper



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# Heads of Department



**Ms Lim Hwee Mean**  
HOD/ Mother Tongue  
Language



**Ms Deborah Tan**  
HOD/ English Language  
& Literature



**Mdm Wong Teck Yen  
Esther**  
HOD/ Humanities

# Heads of Department



**Mrs Tan-Ong Li Pei**  
HOD/ Mathematics



**Ms Tan Zilin Aileen**  
HOD/ Science



**Mr Goh Chuan Hwee**  
HOD/ PE & CCA

# Heads of Department



**Mr Lim Say Chionh**  
HOD/ Special Projects



**Mdm Siti Zuraidah**  
HOD/ ICT



**Mdm Leong Pui Wan**  
HOD/ Character &  
Citizenship Education



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# Heads of Department



**Mr Tay Yong Chiang**  
HOD/ Student Management



**Mr Alvin How**  
Year Head (Sec 2 & 3)



**Mr Tan Yong Geng**  
SH/ Student Management

# Specialised Personnel



**Mr Sim Kwang  
Mong**  
Senior School Counsellor



**Ms Yap Soo Ting**  
Senior Special  
Educational Needs  
Officer (SENO)



**Ms Hemalatha**  
Roving Student Welfare  
Officer

# Form Teachers

*Get to know them  
after the hall  
segment*



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**Gan Eng Seng School**

# School Routines

We value punctuality in our students.  
Late-comers will have to serve detention.

	Reporting	Venue	Assembly (National Anthem)	First Period
Mon	7.50am	Arena	8.00am	8.20am (P1)
Tue	7.50am	Classroom	8.00am	8.20am(P1)
Wed (odd)	8.10am	Arena	8.20am	8.40am (P2 Reads)
Wed (even) – HBL*	-		-	-
Thu	7.50am	Classroom	8.00am	8.20am (P1)
Fri	7.50am	Arena	8.00am	8.20am (P1)

\*HBL is on every Even Wednesday and will start from Term 1 Week 2.

**Due to release of O Level results, HBL for Week 2 will be rescheduled to (Thurs), 15th Jan 2026**



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# School Attendance

We value punctuality in our students.  
Late-comers will have to serve detention.

Every school experiences are learning experiences which are specially curated by the school. Attendance is required.

For students who are absent from school –

- Only medical certificates from certified doctors are accepted
- Parents' letters are not encouraged

We do not encourage absence due to overseas travel during curriculum time unless on emergency matters -

- A **parent's letter** stating the reason for absence is to be addressed to the Principal through the Year Head **at least three weeks in advance**

# School Attendance

We value punctuality in our students.  
Late-comers will have to serve detention.

## From 2026

- Parents will receive a PG notification by **9.30am** should your child be absent in school. In due course, we will adjust the timing to be as close to the start-time of school.
- Parents can submit the reason and softcopy of the Medical Certificate via PG.



- Our Proud History - 140 years
- Vision
- Mission
- Values

# Mr Paul Lee

## School Staff Developer

### Sec 1 Gate-Keeper



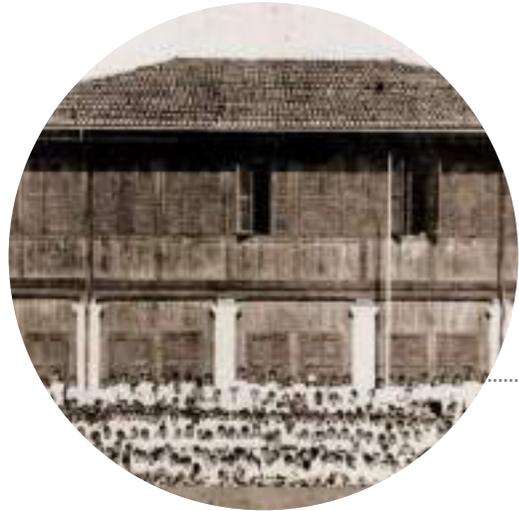
**ONWARD**

**Gan Eng Seng School**

Our Proud History

# 140 Years

**Growing Gessians of  
Excellence, Standing and Significance**



**1885**

**Founded by**

**Mr Gan Eng Seng**

Started by a philanthropist who wanted to provide a bilingual education for boys who were poor.



**PRE-WAR**

**Supported by  
Board of Trustees**

Operated as a free school with English and Chinese education. Became a government school in 1938.



**POST WAR**

**Headed by  
Mr P F Aroozoo**

Re-opened in 1945 after World War II. New building in Anson Road in 1951.



**PRESENT**

**Well-known** for its brand of education that focuses on the **holistic development of students**

# VISION

Gessians of  
Excellence  
Standing &  
Significance



**ONWARD**

**Gan Eng Seng School**

# MISSION

Nurturing the best  
in each &  
Striving ever  
onward



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**Sec 1 Orientation 2026**

# SCHOOL VALUES

**I**ntegrity

**C**ompassion

**R**espect

**D**iscipline

**R**esilience



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**Sec 1 CCA Trial**

# Ms Tan Hwee Pin Principal

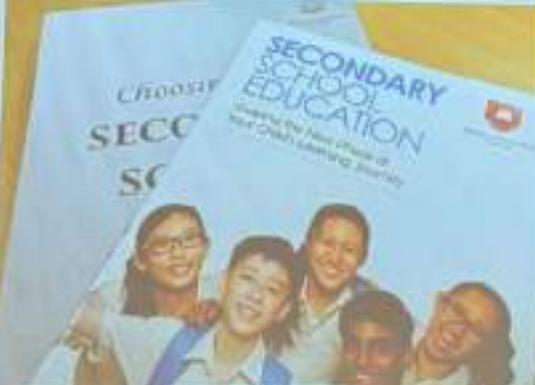
- Open House 2025
- Welcome S1 Gessians
- ONWARD! Every Gessian's Journey
- Full Subject-Based Banding, Assessment
- Transition Phase
- Easing Sec 1 Students into Secondary School Life



**ONWARD**

**Gan Eng Seng School**

The Next Phase: Choosing a Secondary School



any more articles in MDE School Bag website

1. Talk to your child
2. Understand your child's strengths and interests
3. Find out about schools
4. Visit schools during their Open House
5. Consider the PSLE score



For the article, scan this code.

# OPEN HOUSE Nov 2025



**WELCOME S1 GESSIANS ! JAN 2026**

# MOTTO

*Onward!*



**ONWARD**

**Gan Eng Seng School**

# Every Gessian's Journey **ONWARD!**

- **Every student is unique.**
- They will need **time** to settle in and make friends.
- Let's support them by practising **patience, empathy and kindness.**
- Together, we help every Gessian find **their place, their people, and their path ONWARD!**

# Full Subject-Based Banding

Assessment –

For more information on topics and skills tested, please visit our school website:

<https://www.ganengsengsch.moe.edu.sg/wighted-assessment/>

**Full SBB aims for students to:**



Have **greater ownership of their learning** according to their strengths, interests, abilities, talents and learning needs



Develop a **growth mindset and an intrinsic motivation** to learn for life



Have **more opportunities to interact with friends** of different strengths, interests, abilities and talents



Have **more options for post-secondary pathways**, while ensuring they have strong fundamentals and can thrive in their chosen pathway

# MOE Sexuality Education (SEd)

## Role of Parents

You play a key role in the sexuality education of your children.



- All parents should opt-in for their children to attend the sexuality education programme conducted by teachers in the school.
- More details will be provided in a PG letter

Lessons are taught by MOE SEd trained teachers

- SEd lessons outlined and objectives are available in our school website.
- Lessons topics for Sec 1 to 4 are shown below:

2026 SEd lessons will include **content, messages and laws** related to **emerging issues such as Generative AI, Deepfakes, and Sextortion**; as well as to strengthen messaging on respecting boundaries.



School Website  
SEd Lessons

# TRANSITION PHASE

Primary to Secondary



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# New and Exciting Phase - Secondary School Experience

## *For Students :*

- Long days
- Many subjects
- New classmates
- Full Subject-Based Banding
- New CCAs/  
Instructors/coaches
- New Teachers
- New environment



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# PARENT KIT

## Ready, Sec(ondary), Go!



Supporting our children's social and emotional needs will enable them to embrace new experiences in secondary school positively. How can we journey alongside them?



December 2025



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Here are some experiences our children may encounter:

### MANAGING LONGER DAYS AT SCHOOL

- **Maintain an interest** in the things that they are learning or trying out. Check in regularly about new subjects, new CCAs and new friends. You can also note on a calendar the days that they will return home later to keep family members in the loop.
- **Acknowledge their efforts** when they try new things and as they step out of their comfort zone courageously.
- **Guide them to regularly plan** their schedules and **let them take ownership of their time management** to balance school, home, leisure, and rest.
- **Encourage them to seek support** from family, teachers or peers should they feel overwhelmed by busier schedules or unfamiliar experiences.



# MOE Parent Kit



GO.gov.sg

<https://go.gov.sg/e0hwq8>

**MOE PARENT KIT**



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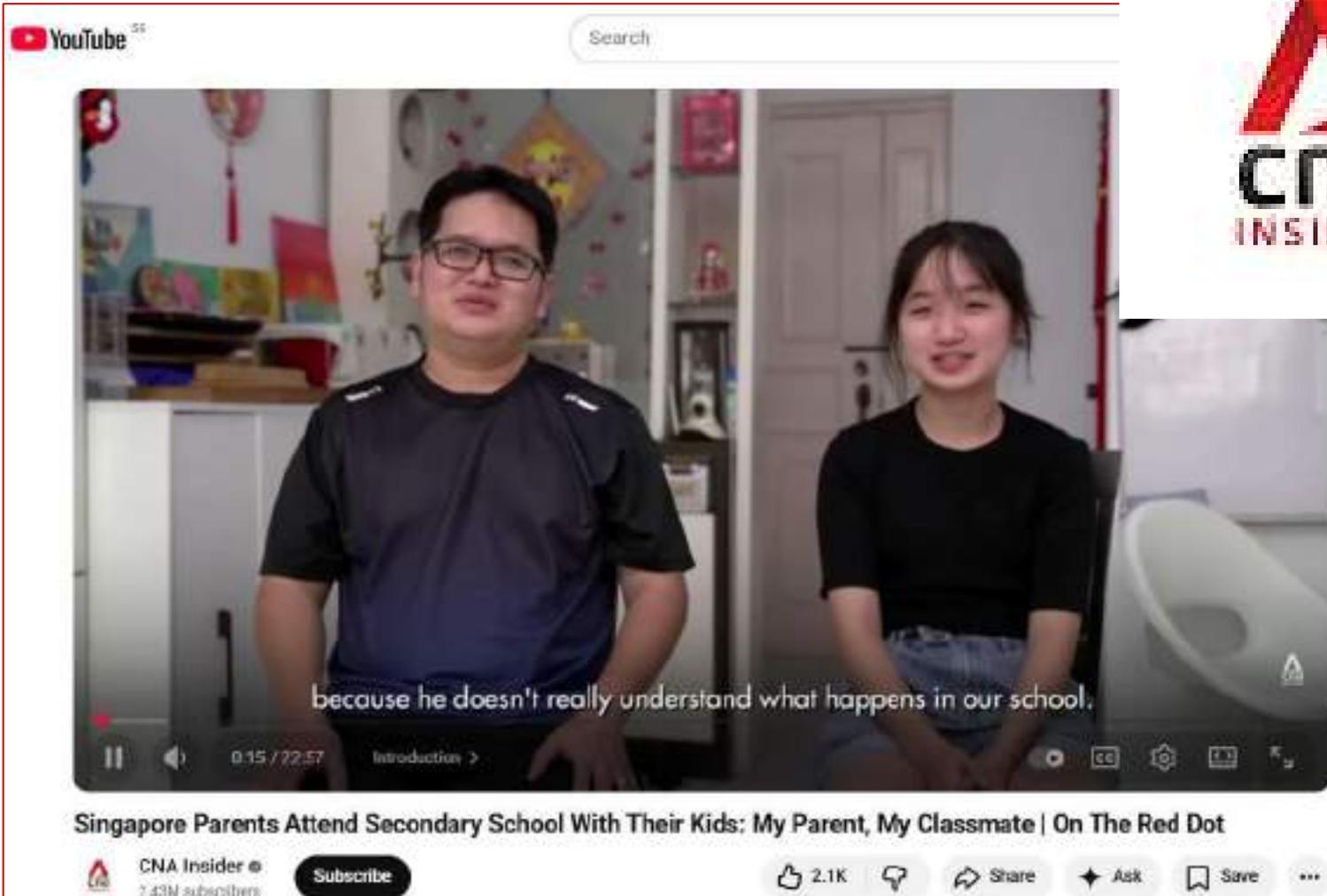


**BIG CHANGES  
ARE COMING**

## **For Parents ...**

- Busier Days
- New Relationships
- New ways of communications

# Singapore Parents Attend Secondary School With Their Kids: My Parent, My Classmate | On The Red Dot



**CNA Youtube**

Parents - Steven Wong, Diana Raja, Janice Soh and Mazni Senain embark on a six-week journey as they return to secondary school to gain firsthand insight into contemporary student life. In the first week, Steven struggles to adapt to the use of technology to do his class assignment while Mazni makes a new friend.

# **HOW CAN** **School and Parents** **Ease Sec 1 Students into** **Secondary School Life?**



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# GAN ENG SENG SCHOOL

## Structures in Place

- Student Development Team

## Right People in Place

- Instructional Programme Heads
- Non-Instructional Programme Heads
- Year Heads
- Gate Keepers
- Form Teachers
- Student Leaders



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# Channels of Communication (Reaching Out to School)

- Parents Gateway
- Term Letter to parents
- Email addresses of staff on school website
- Generic School Email Address: [gess@moe.edu.sg](mailto:gess@moe.edu.sg)
- General Office Contact: **64745594**

## CESS Social Media Platforms



## Teachers

- Contactable during office hours on weekdays
- Will reply within 3 working days

CONTACT US



# 2026 Changes

## To Support you and your learning

No Usage of  
Smartphone and  
Smartwatches  
during school  
hours

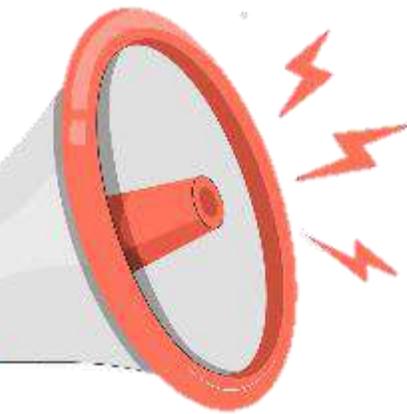


As communicated by MOE, from Jan 2026:

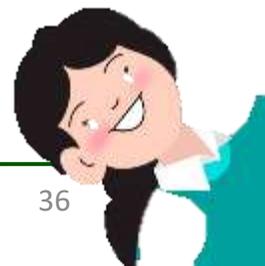
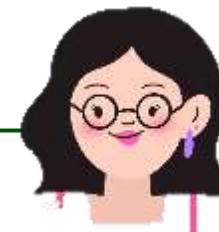
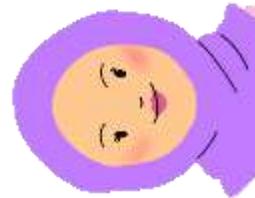
- Students will not be allowed to use mobile phones and smartwatches during school hours.
- This includes lesson time, **recess, and CCA sessions** to support focus, well-being, and positive interactions.



# Join Us! PARENT-TEACHER ASSOCIATION



A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and Career Talks.



# SCHOOL-HOME PARTNERSHIP



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# School-Home Partnership

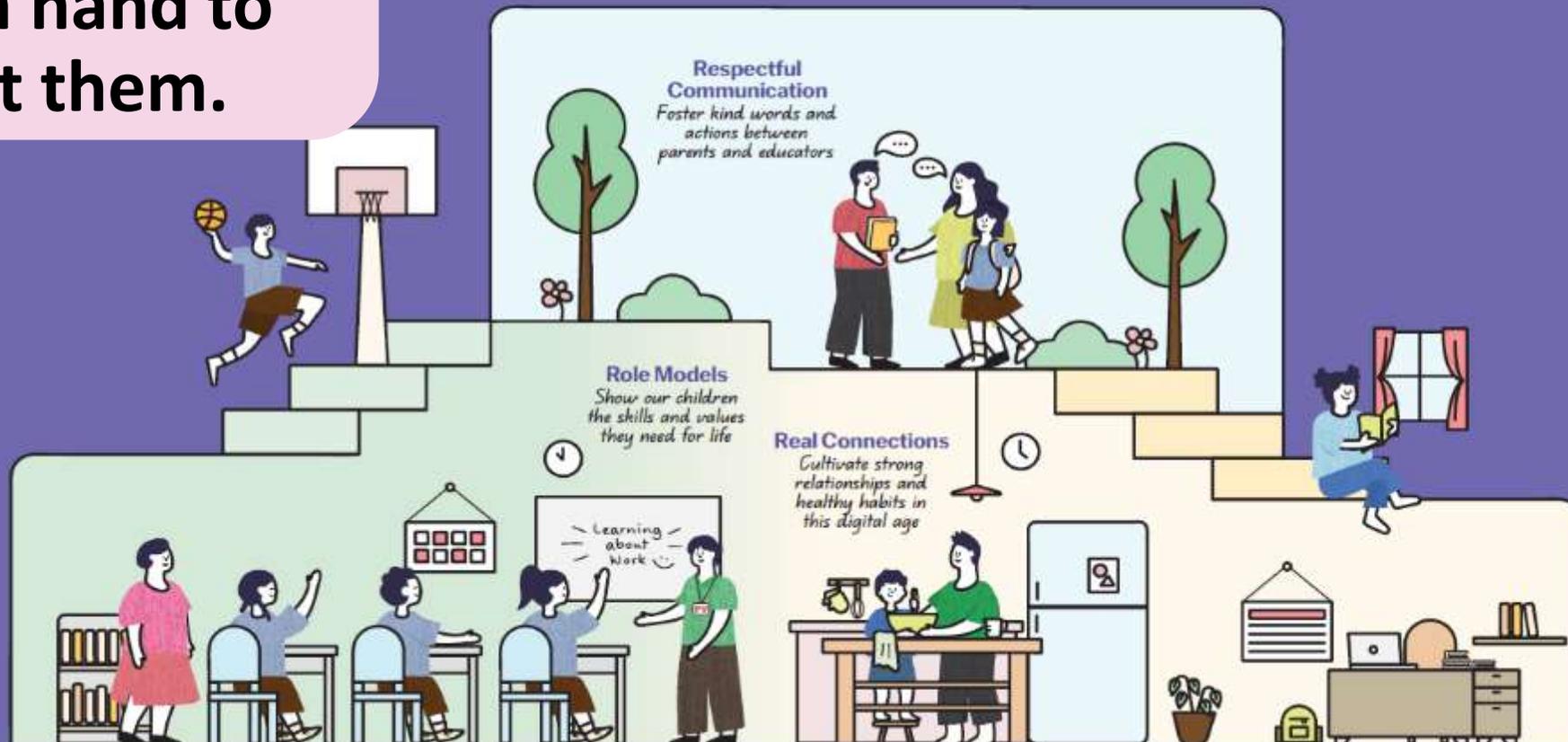


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Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

## Raising a Happy, Confident, and Kind Generation Together



**Respectful Communication**  
Foster kind words and actions between parents and educators

**Role Models**  
Show our children the skills and values they need for life

**Real Connections**  
Cultivate strong relationships and healthy habits in this digital age

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

**1 Respectful Communication**

**2 Role Models**

**3 Real Connections**



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# 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.



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A photograph of several hands of different skin tones being held together in a supportive grip, symbolizing unity and partnership.

  
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## RESPECTING OUR STAFF

**Our staff are committed to partner you** with sincerity, integrity and professionalism.

By showing mutual courtesy and respect, **we set a positive example for our children.**

**MOE values our staff and will take firm action** to protect them against any unreasonable behaviour, harassment or abuse.

# Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



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



Model good values in words and actions



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

# Real Connections

Cultivate strong relationships and healthy habits in this digital age

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



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

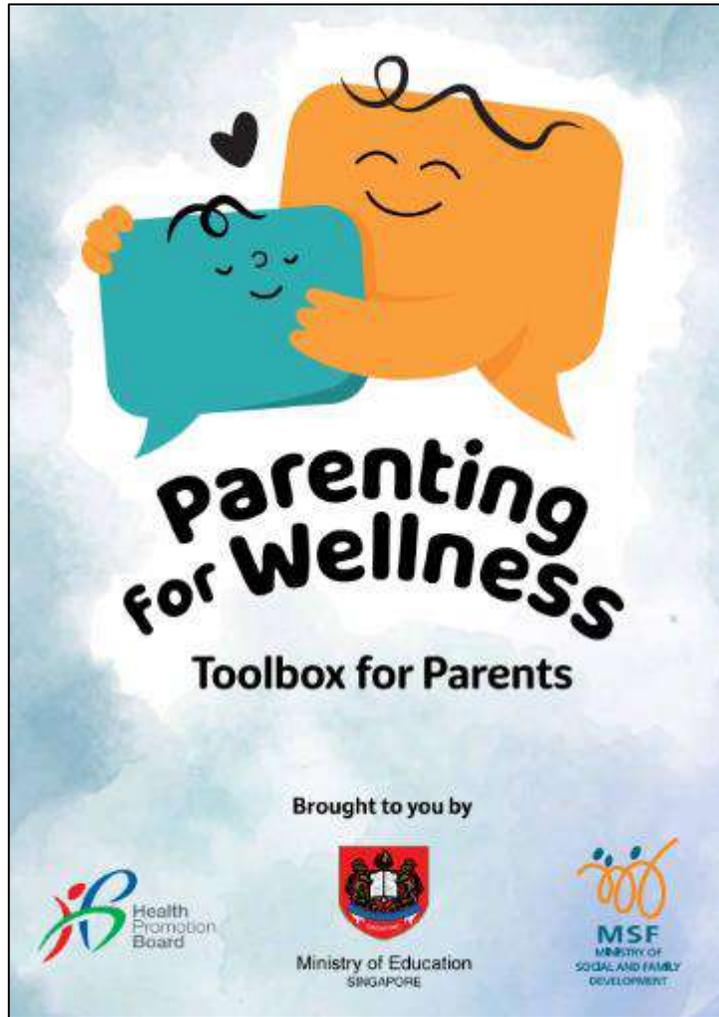


Build strong bonds through shared experiences and meaningful conversations



*Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.*

# Latest Resource: Parenting for Wellness Toolbox



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

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



# Check out more resources from MOE

## Parent Kit



### Parent Kit

[www.moe.gov.sg/parentkit](http://www.moe.gov.sg/parentkit)

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

## MOE Social Media Platforms



[www.instagram.com/parentingwith.moesg](http://www.instagram.com/parentingwith.moesg)



[www.facebook.com/moesingapore](http://www.facebook.com/moesingapore)



[www.instagram.com/  
moesingapore](http://www.instagram.com/moesingapore)



[www.youtube.com/  
moespore](http://www.youtube.com/moespore)

# Understanding Mental Health and Well-Being



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# Lower Secondary

During  
CCE  
lessons,  
students  
will be  
taught:



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- **Managing Thoughts, Feelings & Behaviour**
  - Managing negative thought patterns and stress
  - Practising self-control and emotional awareness
- **Strengthening Resilience and Well-being**
  - Building personal resilience using individual strengths
  - Reframing failure
- **Building Positive Relationship**
  - Connecting with people from diverse backgrounds
  - Challenging stereotypes and prejudices 



An example of a lesson in managing emotions. Resource Material from Sec 1 Lesson titled “Bouncing Back Stronger”. Parents can discuss with their child ways of overcoming challenges.

# Extending Mental Health Education beyond school

- Parents are encouraged to have conversations with their children about what they are learning in their CCE lessons and school's well-being activities/programmes.
- Be present and show positive attention.

**For older children**

- 1 Ask about topics like their social interactions.
- 2 Pace conversations based on their receptiveness and responses. Avoid pressuring them to respond.
- 3 Let them know that you are asking because you love them and are curious about their interests.
- 4 Let them know you will listen whenever they are ready to share.

**Dialogue Example:**

Parent: 1 How was school today? You had a CCA leadership meeting, right?

Child: It was okay...

Parent: 2 What were some interesting things that happened?

Child: ...nothing much. I don't really want to talk about it.

Parent: 3 It seems like you've had a long day. 4 I know your CCA is important to you, and I want to support you. 4 Let me know when you want to talk about it later.

# Importance of Family Support

- The Termly Check-In Surveys indicate that whilst *friends in school* are steadily growing as a source of support for Secondary School students, families remain a **primary source of support** when they are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being.**



**Parents** remain a **primary source** of support for their child



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# Did You Know?

*The Difference between Stress and Distress*



# How can you support your child?

Look out for these signs of **DISTRESS** which indicate your child may need help to cope.



Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. For the full toolbox, please refer to the additional resources slide at the end of the deck.

**D**

Deliberately avoiding others

**I**

Increased irritability, restlessness, agitation, stress and anxiety

**S**

Sending or posting moody messages on social media

**T**

Talking about death or dying

**R**

Reacting differently or gradually losing interest in things they used to like

**E**

Eating more than usual or having a much reduced appetite

**S**

Sleep pattern changes with difficulty falling asleep or oversleeping

**S**

Slowing down of energy levels

If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.



Scan the QR Code to read an example in the Parenting for Wellness toolkit, of how CHEER can be used. The full toolbox is available at the end of the presentation.

A vertical list of six icons on a light blue background, each representing a step of the CHEER acronym. The icons are: 1. A smiling face with closed eyes. 2. An ear with sound waves. 3. Two hands holding a heart. 4. A hand holding a heart. 5. A hand holding a heart. 6. A hand holding a heart. Each icon is accompanied by a text label to its right.

- C**alm them down
- H**ear them out
- E**mpathise with their feelings
- E**ncourage them to seek help
- R**eassure them



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# Additional Resources

Bite-sized practical tips and strategies to build strong parent-child relationships

Parenting for Wellness Toolbox for Parents (condensed info)	<a href="https://go.gov.sg/pfw-toolbox-for-parents">go.gov.sg/pfw-toolbox-for-parents</a>
Parenting for Wellness Website (full content)	<a href="https://go.gov.sg/hpbpfw">go.gov.sg/hpbpfw</a>
MOE YouTube video on how parents can support the social-emotional learning of their children.	<a href="https://go.gov.sg/selhome">go.gov.sg/selhome</a>
MOE Parent Kit	<a href="https://www.moe.gov.sg/parentkit">https://www.moe.gov.sg/parentkit</a>

# Mdm Siti Zuraidah HOD/ICT

How does the  
Personalised Digital  
Learning Programme  
(PDLP) enhance Teaching  
and Learning?



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# **Personal Learning Device (PLD) Initiative**

# The National Digital Literacy Programme (NDLP)

1. The NDLP was launched in March 2020 to help students **strengthen their digital literacy and acquire digital skills** needed to navigate an increasingly digitalised world.
2. Under the NDLP, every secondary school student will **own a school-prescribed Personal Learning Device (PLD)**. Students may use funds from their Edusave Account to pay for the PLD.

# Intended Outcomes PLD Initiative

The use of the PLD for teaching and learning aims to:



**Support the Development  
of Digital Literacy**



**Support Self-Directed and  
Collaborative Learning**



**Enhance Teaching and  
Learning**

# How will your child/ward use the PLD in Gan Eng Seng School?

- Assessing SLS for teachers-curated lessons and repository of curriculum aligned resources
- Digital Mind mapping and Concept Plan Drawing
- Group Brainstorming, Class Discussions and Collaborations through apps such as SLS, Padlet and Classkick
- Annotation and submission of assignments via Google Classroom, using student iCON accounts

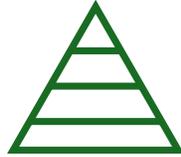


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# **Supporting Students in the Safe and Effective Use of the Devices**

# Supporting Students in the Safe and Effective Use of the Devices



Time and structure are needed for students to develop the ability to self-regulate their use of PLDs.



Schools and parents must work together to help our students foster good digital habits and develop self-regulation skills.

To enable a safer digital environment for learning with PLDs, the school has implemented some of the following measures:

- School rules on digital device use
- Classroom management routines, including the use of Classroom Management Service (CMS)
- MOE Device Management Application (DMA) to support a safer digital environment for learning
- Cyber Wellness Education in CCE
- Partnering parents/guardians to support students in their use of technology for learning

# Supporting Students in the Safe and Effective Use of the Devices

- PLD Cupboard



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# LEARN

LEARN UP - LEARNING BY CHARGING YOUR DEVICE



## BE PREPARED

- Fully charge your PLD
- Get ready all your login details



## KEEP UPDATED

- Update software and applications regularly



## BE ORGANISED

- Organise your files and folders properly



# LEARN

ENJOIN WITH RESPONSIBLY WITH YOUR DEVICE



## BE DISCIPLINED

- Screen down unless instructed
- Do not AirDrop materials to your peers during lessons



## STAY CONNECTED

- Check that PLD is connected to the Wi-Fi
- Notifications are switched off



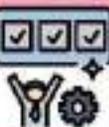
## BE SAFE

- Only access websites assigned by your teacher



## USE RESPONSIBLY

- Use your PLD for learning when in school
- Check notifications for assignments daily
- Submit assignments promptly



# LEARN

ALWAYS SAFE GUARD YOUR DEVICE



## BE SECURE

- Use a strong password and remember it
- Don't share your password
- Don't open / download any suspicious file



## PROPER STORAGE

- Keep your PLD & Pencil together
- Label your PLD for easy identification
- Don't leave your PLD unattended



## PROPER CARE

- Clean and sanitise your PLD often
- Don't put heavy things or food and drinks on your PLD



# LEARN

RESPECTFUL AND RESPONSIBLE USE ONLY



## SHOW RESPECT

- Practise good cyberethics habits
- No cyberbullying
- no taking pictures of someone without consent
- no posting of inappropriate materials



## HAVE INTEGRITY

- Use your own PLD with permission when in class
- No impersonating others by using your peers' PLD
- Use your own name



## SELF CARE

- Practise simple eye-care routine
- Avoid prolonged screen time



# LEARN

NOTIFY YOUR TEACHER WHEN SOMETHING IS NOT RIGHT



## SEEK HELP

- Inform teachers if help is required



## DO THE RIGHT THING

- Inform teachers if your peers are misusing their PLDs
- If you lose your PLD / found an unattended one, report to the general office immediately



# Cyber Wellness Programme

In addition to these CCE lessons, through various programmes in school, students will continue to learn to be **respectful, safe, and responsible users of technology.**



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# Parents'/Guardians' Role

- Parents/guardians play a crucial role in guiding your child/ward to use devices responsibly and safely. We would like to partner parents/guardians so 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.
  - Discuss and come up with ground rules for internet/device usage that both your child/ward and you can agree with.
  - Encourage your child/ward to use productivity tools on his/her PLD, to organise information and simplify tasks for efficiency.



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# How will your teenager use AI to learn in school?

Find out how your child will use AI to learn and develop AI literacy through the school curriculum



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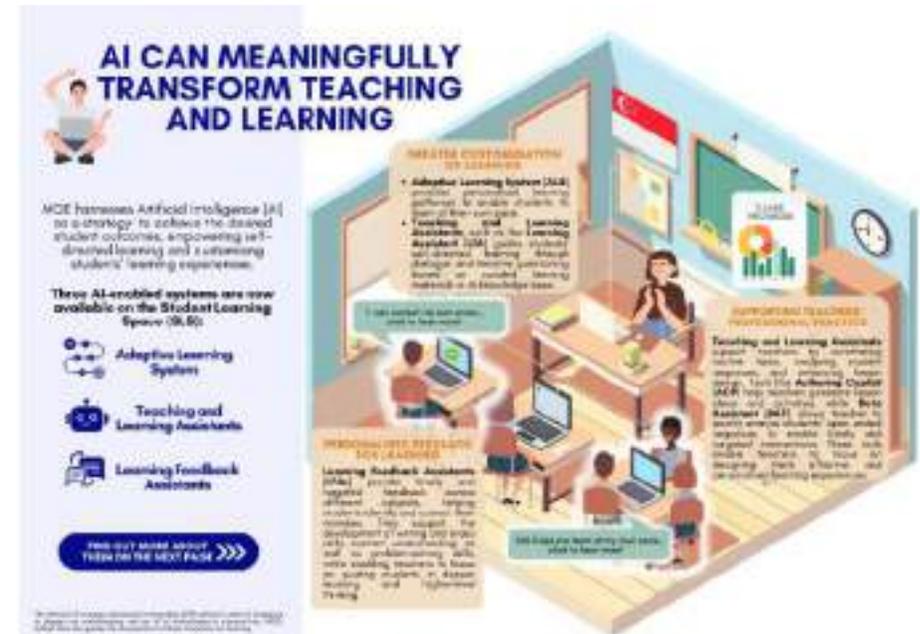
# Students will learn to harness AI ethically to augment their capabilities in life and at work

1. AI use for teaching and learning must support students to develop competencies to use AI effectively.
  - **Lower Secondary students** will learn to take greater ownership of how AI can be used to support learning. Student learning experiences will also provide opportunities for them to reflect on how and why they use AI.
  - **Upper Secondary students** will learn to use AI in a way that guards against always turning to AI first and to use AI in an ethical manner.
2. There are safe and pedagogically sound AI tools available in the Singapore Student Learning Space (SLS). Students will use these tools when their teachers incorporate these tools within the assigned SLS modules.



Scan QR code to read more about SLS AI-enabled features!

Three AI-enabled systems in the Singapore Student Learning Space (SLS):



# Students will develop AI literacy throughout secondary school

- Under MOE's National Digital Literacy Programme (NDLP), students will develop **9 digital competencies** under the **Find, Think, Apply, Create (FTAC) Frame**.
- Students will build on the digital competencies they acquired in primary school to broaden and deepen their AI literacy.

Lower secondary students will understand the ethical considerations when using AI-generated output and the need to check AI output for accuracy and credibility



Upper secondary students will understand that AI cannot replicate aspects of human intelligence and that AI can be used to produce digital artefacts (e.g. videos, presentations etc.) but that these artefacts need to be inspected and adjusted accordingly.



To access information on MOE's NDLP



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

# MOE DMA Installation

- The MOE DMA solution for iPad, Jamf, is an app that will be installed on all students' PLDs to support their safe and responsible use of devices.
- The DMA will be funded by MOE.
- The installation of the MOE DMA applies to both devices purchased through the school and any student-owned devices that parents/guardians opt for the student to use instead of the school-prescribed PLD.
- The MOE DMA will be installed after the collection of the device. Students will be guided on the installation.
- The MOE DMA will be uninstalled from the device when students graduate or leave the school.

# What is the Device Management Application (DMA) and why is it necessary?

## Did you know?

- A study by the Ministry of Digital Development and Information (MDDI) identified potential risks related to exposure to **harmful online content**, including:

- Cyberbullying
- Sexual content
- Inciting racial/religious tension
- Violent content

Most common types of harmful online content

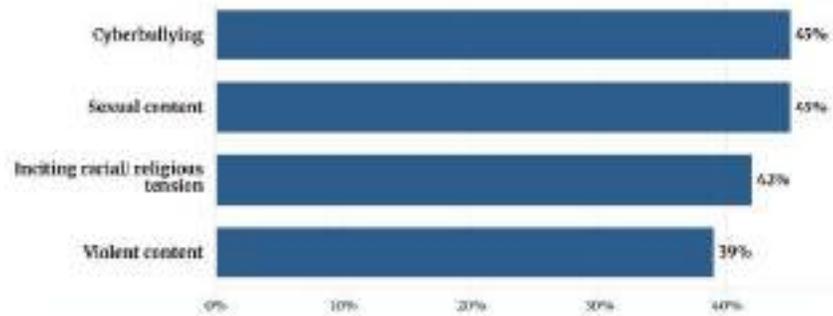


Chart: Clara Ho  
Source: Ministry of Digital Development and Information, Jul 25, 2016



## Why is the DMA so important?

- The MOE DMA is the technical means to **ensure a safe and effective digital environment** to support our students' use of technology in school and at home.
- The school has determined the DMA settings for **in-school use**. As a default, these settings will continue to be in place after school.



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# In-School DMA Settings (Default)

Schools will determine DMA settings for **in-school use**. As a default, these settings will continue to be in place after school as well:

- MOE and the school will set the level of web content filtering, including filtering objectionable content or content that may not be conducive to teaching and learning (e.g., online messaging, **social media**, pornography, gambling, or websites containing extremist content).<sup>1</sup>
- School hours are defined to be from **6:30 am to 5.00 pm** and after school hours from **5 pm to 10:30 pm**. The device will shut down at **10:30 pm** by default.
- The school will determine the applications and programs to be installed to support teaching and learning. **For example, YouTube and Netflix are blocked in our school.**

# After-School DMA Parent Options

1. After-School DMA Parent Options provide parents with the flexibility in managing their child's/ward's use of PLD after school hours.
2. The following tables outline the different levels of restrictions, controls, and monitoring for each DMA option after school hours.

Default	Option A	Option B
<p><b>Default Setting</b> (Note: This will apply if no alternative options are chosen)</p>	<p><b>DMA settings can be modified by Parents/Guardians after school hours</b></p>	<p><b>DMA will be inactive after school hours<sup>1</sup></b></p>
<p>For parents/guardians who want their child's/ward's use of the PLD 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 prefer to take charge of the level of restrictions for their child's/ward's use of the PLD after school hours regulated by the DMA.</p>	<p>For parents/guardians who do not want their child's/ward's use of the PLD after school hours to be regulated by the DMA at all.</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, which is the existing practice.

# After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified)	Alternative Setting: Option B (DMA will be inactive only after school hours)
<b>Protect students from objectionable content</b>	<p>Web content filtering will include, and not limited to, the following categories:</p> <ul style="list-style-type: none"> <li>• Violent/extremist content</li> <li>• Sexual/pornographic content</li> <li>• Gambling-related content</li> <li>• Suicide/self-harm content</li> <li>• Cyberbullying content</li> <li>• Content endangering public health</li> </ul>	<p>Parents/Guardians will be able to include additional web content filtering using the Jamf Parent app. However, parents/guardians cannot allow access to web content that is filtered out under the Default Setting.</p>	<p>No content filtering after school hours.</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, which is the existing practice.

# After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified from the Default settings in place)	Alternative Setting: Option B (DMA will be inactive only after school hours)
<b>Reduce distractions from learning through control of applications</b>	Parents/Guardians will <b>not</b> be able to install additional applications.	<p>Parents/Guardians will be able to install additional applications after school hours by signing in to the Apple App Store using their personal Apple Accounts.</p> <p>Applications installed by parents/guardians/students will not be accessible during school hours.</p> <p>Parents/Guardians can limit after school access to applications that they install on the PLD.</p>	<p>Parents/Guardians/Students will be able to install additional applications after school hours by signing in to the Apple App Store using their personal Apple Accounts.</p> <p>Applications installed by parents/guardians/students will not be accessible during school hours.</p>



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# After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified from the Default settings in place)	Alternative Setting: Option B (DMA will be inactive only after school hours)
<b>Limit screen time</b>	The school will define the specific hours during which the student can use the PLD.	Parents/Guardians can modify the amount of screen time for their child/ward by setting the PLD sleep hours to any time between 5 pm and 10:30pm or earlier. This can be done on the Jamf Parent Application. <sup>2</sup>  Parents/Guardians can determine the duration of use of specified applications.	No limitation on duration of screen time. after school hours.  Sleep hours are not enforced. <sup>3</sup>

# After-School DMA Parent Options

	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified from the Default settings in place)	Alternative Setting: Option B (DMA will be inactive only after school hours)
<b>Monitor students' cyber activities</b>	Parents/Guardians will not be able to track their child's/ward's web browsing history due to Apple's Privacy Policy.		
<b>Provision of Jamf Parent account</b>	X	✓	X

# Support for Parents/Guardians

Parents/guardians may wish to consider the following questions to decide the After-School DMA Parent Option that best suits your child/ward.



## A. Child's/ward's current device usage habits

- How much time does my child/ward spend on their device?
- How well is my child/ward able to regulate their device usage on their own?
- Does my child/ward get easily distracted while doing online learning?

## B. Parents'/Guardians' involvement

- How confident and familiar am I with managing my child's/ward's cyber wellness?
- Are there existing routines and open conversations on the use of the Internet at home?
- Am I aware of how to prevent different types of cyber threats that my child/ward might face?



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# Supporting Resources

Parents/guardians play a crucial role in guiding your child/ward to use devices responsibly and safely. DMA complements your efforts in supporting your child/ward as they navigate the digital space. Here are some resources that you can refer to:



Refer to  
[go.gov.sg/gesspdlp](https://go.gov.sg/gesspdlp)

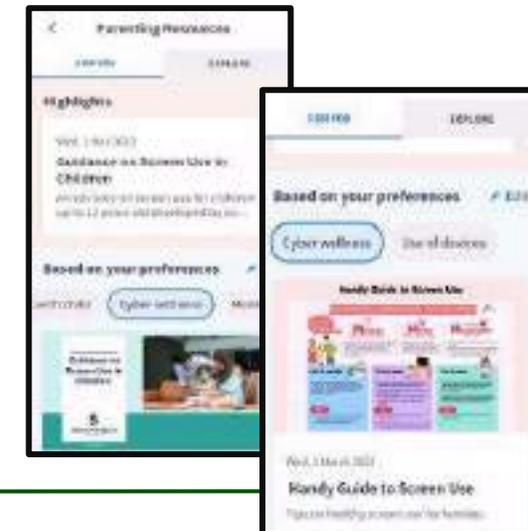
## A. Parent Kit



## B. Bite-size tips and advice via Parentingwith.MOEsg Instagram



## C. Resources from MOE and other agencies (available on resources repository in Parents Gateway)



# Where to find the link to these resources?

- Visit GESS PDLP sites at the following link :

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



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

# Data Collected by the MOE DMA

1. The MOE 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
2. Parents may update their personal data (e.g., email addresses, names) by contacting the school, in accordance with the Personal Data and Protection Act (PDPA).



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# **Device and Funding Information**

# Our PLD of choice in GESS

## Apple iPad WiFi

- - Model: iPad 11-inch (A16)
- Processor: A16 Bionic chip
- Memory (size, type, speed): 6GB
- Storage (type and size): 128GB
- Enhanced Bundle Warranty: 4-Year Carry-in Warranty
- Enhanced Bundle Insurance: 4-Year Insurance

### Add-on/Accessories Item(s):

- Apple Pencil (1st Gen) With USB-C Adapter Warranty Valid With 4y AppleCare+ For School
  - Logitech Rugged Combo 4 iPad 11-inch A16/10.9-inch 10 Gen [4 Year Warranty]
- 
- The price of the device bundle (inclusive of GST) is **S\$860.90 (estimated)**



# Apple iPad 11-inch A16 Bionic chip, 6 GB Memory, 128 GB Storage



We chose the device because of:

- Interoperability of applications (e.g. Microsoft Office, Google Classroom accessible through Student iCON email accounts);
- Unsurpassed annotation capabilities of the Apple Pencil;
- Device/interface familiarity;
- Maintenance and servicing through 7 service locations around Singapore



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# PLD Bundle

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

- **4-year warranty and 4-year insurance**
- **2 repairs or 1 replacement claim**

Insurance Coverage	Claimable
<ul style="list-style-type: none"><li>• Fire</li><li>• Lightning</li><li>• Power Surges</li><li>• Accidental e.g water spillage, drop etc</li><li>• Theft due to forcible entry</li><li>• Robbery</li></ul> <p>* Accidental loss will not be covered by insurance.</p>	2 repairs or 1 replacement claim (4-year insurance)

## Important Note

You do **NOT** need to purchase a PLD if you have an iPad installed with iOS 14.6 (minimum), and if you consent to installing the DMA on this device.

There is also no 'upgrade' option (e.g. to a 256GB model).

You will have to purchase your own Apple Pencil and case for your child/ward, if you choose to use your own device.

## Important Note

You will receive a link next week to indicate your reply with regards to the purchase of PLD via Parents Gateway.

You can indicate your intention to NOT purchase the PLD on the consent form, and the school ICT team will contact you regarding the device suitability assessment.

If you indicated your desire to purchase the PLD, changed your mind, please fill in the consent form again before the deadline. We will take the latest response.

# 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 miscellaneous fees.
- To ensure the affordability of devices, MOE has provided Edusave top-ups from 2020 to 2023 to all eligible Singaporean students in primary and secondary schools. **In 2025, MOE has provided a \$500 Edusave top-up for students aged 13-16 years old.**
- These top-ups are on top of the **annual \$290** credited into the Edusave account for Secondary School students and **\$230** for Primary School students.

# 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)  $\leq$  \$4,000, or**

**Per Capita Income (PCI)  $\leq$  \$1,000**

**MOE 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, MOE 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:

**$\$4,000 < \text{Gross Household Income (GHI)} \leq \$5,500$ , or**

**$\$1,000 < \text{Per Capita Income (PCI)} \leq \$1,375$**

**MOE 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, MOE 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

- Subsidies will not be provided for SC students whose family's monthly:

**Gross Household Income (GHI) is above \$5,500 or  
Per Capita Income (PCI) is above \$1,375.**

- 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 Permanent residents (PR) and international students (IS)

- Permanent residents (PR) and international students (IS) who need support can apply for subsidies, if they meet the following criteria:

**Gross Household Income (GHI) is below \$5,500 or  
Per Capita Income (PCI) is below \$1,375.**

- For more details, please approach the Ms Jacqueline Tham at [jacqueline\\_tham\\_lai\\_kuen@schools.gov.sg](mailto:jacqueline_tham_lai_kuen@schools.gov.sg)



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# Home Access Programme

Application for Home Access Programme provide subsidised fibre broadband for household who meet with requirement.

For more information, visit:

[www.digitalaccess.gov.sg](http://www.digitalaccess.gov.sg)

For more details, please approach the Ms Jacqueline Tham at [jacqueline\\_tham\\_lai\\_kuen@schools.gov.sg](mailto:jacqueline_tham_lai_kuen@schools.gov.sg)

**What's Next?**

# Parental Consent for Procurement

1. Parents can access the **Parental Consent for the Purchase of Personal Learning Device (PLD)** via a Parents Gateway (PG) notification\* that will be sent to you by 12<sup>th</sup> January 2026. **Please respond by 18<sup>th</sup> January 2026.**
2. Parents who want to use Edusave funds for the PLD (for Singapore Citizens students only), please submit the online Standing Order Form via this link:

<https://go.gov.sg/edusaveformsgso> by **18<sup>th</sup> January 2026** if you have not done so previously.

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



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# Timeline of key events moving forward

Time Frame	Activity
18 <sup>th</sup> January 2026	<p>Submit response via PG indicating intention to purchase PLD, which includes the following annexes:</p> <ul style="list-style-type: none"><li>• Intent to purchase</li><li>• Use of Edusave</li></ul> <p>Parents without access to Parents Gateway can submit their consent via hardcopy.</p>
19 January to 26 January 2026	<b>School ICT Team to contact parents who indicated their intention to use their own iPad</b> , for the device suitability assessment.
By Early March (Estimated Week 9)	Collection of devices by students. Edusave will be deducted prior to the collection of devices.

# For Permanent Residents / International Students

Time Frame	Activity
18 <sup>th</sup> January 2026	Submit <b>Parental Consent for the Purchase of Personal Learning Device (PLD)</b> which includes the following: <ul style="list-style-type: none"><li>• Intent to Purchase Personal Learning Device (PLD);</li><li>• Authorisation Letter</li></ul>
10 <sup>th</sup> February 2026	Parent/Guardian to make payment via Giro/PayNow
By Early March (Estimated Week 9)	Collection of devices by students

# Collection of Devices

- Your child/ward will be collecting his/her device in school **from Early March 2026.**  
**(Tentative date : 4<sup>th</sup> March 2026 – email will be sent)**
- If you would like to personally/have another adult to verify the condition of the device during collection with your child/ward:
  - a) You may arrange to collect the device **at the school general office at least 1 day after the mass collection.**  
**(Do indicate in the PG form)**
  - b) 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 at [gess\\_it\\_helpdesk@moe.edu.sg](mailto:gess_it_helpdesk@moe.edu.sg) for further advice or clarification if you would like to make this arrangement.

# Important Contacts / Helplines

To access / find out more about...	Contact / Helpline
The PDLP rollout programme in GESS	Parents Gateway Letter and Consent Form
Edusave balance	6260 0777
Financial assistance	Mdm Jacqueline Tham <jacqueline_tham_lai_kuen@schools.gov.sg>
Other queries about device and/or DMA	Mdm Siti Zuraidah Binte Kamis <siti_zuraidah_kamis@schools.gov.sg>
Technical / DMA Support	<a href="mailto:gess_it_helpdesk@moe.edu.sg">gess_it_helpdesk@moe.edu.sg</a>



# Mr Goh Chuan Hwee HOD PE & CCA

- LEAPS 2.0 & Co-Curricular Activities



# The Focus

- Purpose of CCA
- Important points to follow
- Parental Support



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# HOLISTIC DEVELOPMENT OF GESSIANS

A holistic education provides students with a broad and deep foundation for life-long learning.

- More than just the academic areas.
- Develop values and life skills
- Discover strengths, interests and talents.





## Important Pt #1

### COMPULSORY FOR ALL

- CCA participation is compulsory at the secondary school level.
- In GESS, students participate in **ONE** CCA and are given opportunities in
  - Leadership
  - Courses, Camps, Competitions
  - Community Services



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## Important Pt #2

### ATTENDANCE (PARTICIPATION)

- $\geq 75\%$  attendance in ALL years, including graduating year.
- Training Days
  - Tuesday : 3.00pm to 5.00pm
  - Friday : 2.00pm to 5.00pm
  - Saturday : based on HQ schedule
- CCA Suspension during Examinations (end of the Year) and celebrations of important events
- Graduating students will step down in month of May in their examination year.



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## Important Pt #3

### 4 YEAR COMMITMENT

- Students are strongly encouraged to remain in the **SAME CCA** for 4/5 years.
  - ❖ Deepen the mastery of skills
  - ❖ Grow in Leadership appointments/skills
  - ❖ Attain Level 4 in LEAPS 2.0 Participation Domain



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## Important Pt #4

# REQUEST FOR CHANGE

- Students who are keen to experience a different CCA may
  - ❖ opt for a change at the beginning of each academic year in Sec 1 and 2 only.
  - ❖ Successful re-allocation depends on vacancies.
  - ❖ Because of the change in CCA, the level of attainment in Participation Domain will be at Level 3. (except due to medical reasons)



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## Important Pt #5

# THE UNIFORMED GROUPS

- Strongly encourage students to join the Uniformed Groups.
  - ❖ Structured curriculum by UG HQ
  - ❖ Leadership appointments
  - ❖ Discipline and resilience



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## Important Pt #6

### LEAPS 2.0 GRADING SCHEME

Comprises 4 Domains namely

- Leadership,
- Achievements,
- Participation (Attendance)
- Service

**Students ensure Attendance  
Teachers provide guidance in domains  
of LEAPS.**



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# DOMAIN : LEADERSHIP

- Provide opportunities for leadership development in School and CCA
  - Prefects, Class Chairperson, Peer Support Leaders, Sports Leaders, CCA Exco, Captains, Conductors, etc
- Attain **National Youth Achievement Award (NYAA) Silver** at Sec 4.
- Aim : at least Level 3 Leadership



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# DOMAIN : ACHIEVEMENTS

- Provide opportunities to showcase their talents as well as benchmark their level of mastery.
- Represent GESS or other organisations (endorsed by school) in competitions, festivals or their equivalent
- Aim : at least Level 3 Achievements



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# DOMAIN : PARTICIPATION

- Recognise student Attendance in school-based Co-curricular Activities (CCA)
- Sustain good attendance over 4 years in SAME CCA
- Aim : Level 4 Participation



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# DOMAIN: SERVICE

- Develop students as a socially responsible individual who contributes to the well-being of others.
- Participate in Values-in-Action (VIA) in school, CCA and beyond.
- Aim : Level 4 Service



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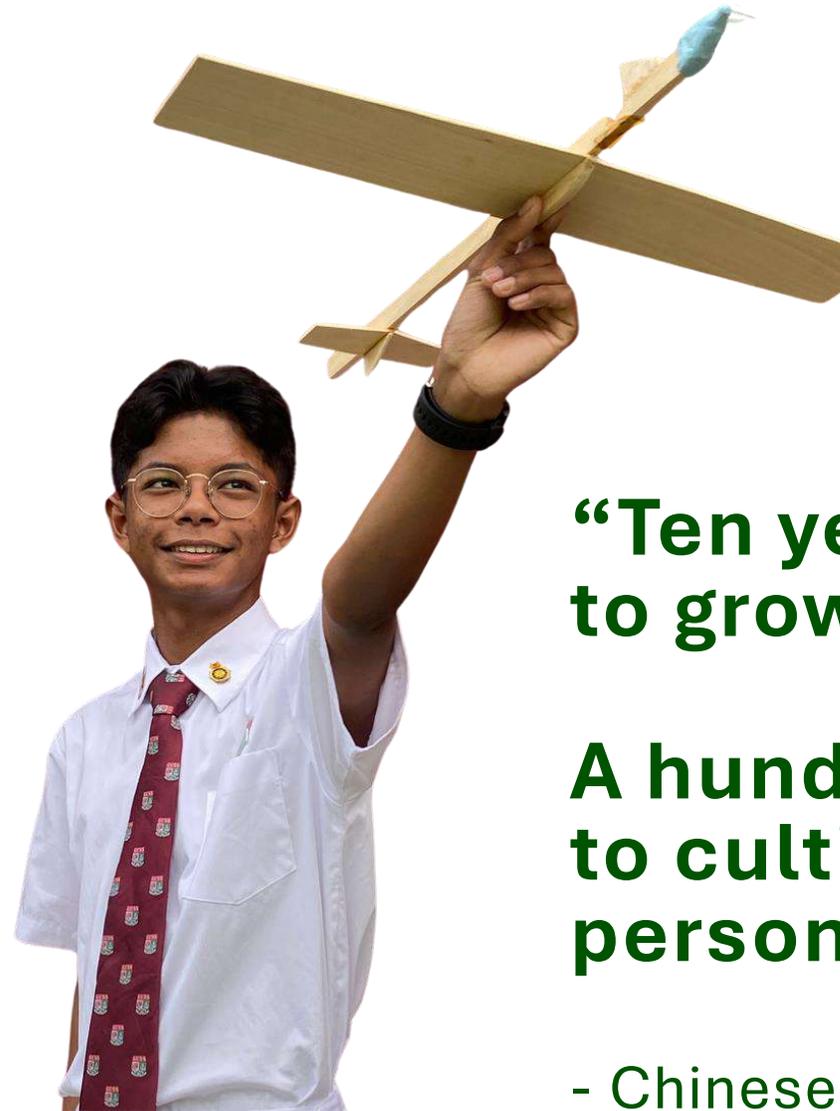
# BEGIN WITH THE END IN MIND

## Gessians of Excellence, Standing and Significance

- Excellence in CCA = Character Development + Social-emotional Learning competencies
- Bonus points to higher institute of learning (desired courses via JAE, PFP, DPP, EAE)

# PURPOSE OF CCA

- Compulsory for All
- Attendance
- 4 Years Commitment
- The Uniformed Groups
- LEAPS (Leadership, Achievements, Participation and Service)



**“Ten years  
to grow a tree,**

**A hundred years  
to cultivate the  
person.”**

- Chinese Idiom



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Thank you.



That as many hands build a house, so many hearts make a school.



# Gessians of Excellence, Standing and Significance

