

School Leaders' Talk for Secondary One Parents

3 January 2025, 6.30pm



School Leaders' Talk and Sec 1 Orientation Campfire with Secondary 1 Parents

Date: 3 Jan 2024 (Fri)

Time: 6.00 - 9.30 pm

Programme Overview and Venues:

6.00 - 6.30pm: Refreshments @ HYSS Centrestage (Level 2)

6.30 - 7.10pm: Sharing by School Leaders @ HYSS Centrestage (Level 2)

7.10 - 9.30pm: Secondary 1 Campfire @ Quadrangle (wet weather: Centrestage)



Introductions – School Leaders & House Advisors

Principal : Dr Lim Siew Yee

Vice-Principal : Mrs Celine Wong-Tan

Vice-Principal: Mr Ng Joo Koon

House Advisor & Year Head: Mrs Tan Cailing

House Advisor & Year Head: Ms Aishah

House Advisor & HOD/Student Management: Ms Lee Tao Jing



Introductions – Sec 1 Form Teachers

1A: Ms O Ming Fen & Mr Huang Wei Jie

1B: Mdm Kalarani & Mr Wong Liang Wee

1C: Mr Beh Yong Hua & Ms Khatijah Bee

1D: Mdm Anggreini & Ms Jasmine Tan

1E: Mr Joo Chan Hock & Mrs Eleanor Chen

1F: Ms Keziah Seow & Mrs Angie Ng

1G: Mr Ramachandran S/O Palanisamy & Ms Lim Lee Lian



School History & Heritage

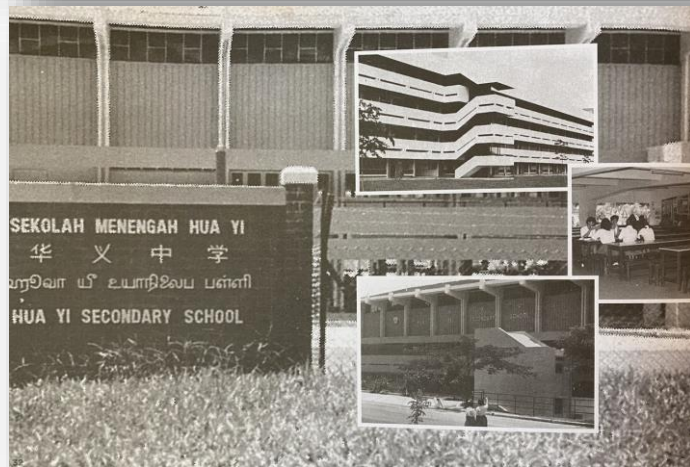


Established in 1956 and formerly known as Hua Yi Government Chinese Middle School (华义政府华文中学), where the medium of instruction was Chinese.

Hua Yi students were fondly referred to as 华义人, which was later translated to *Hua Yians*.

Strong and committed alumni, many of whom continue to contribute to the school in different ways

Transitioned through five campuses, continuously enhancing facilities.



Our Core Belief

All students are unpolished gems with different gifts and abilities. All can learn and grow, have the potential to excel, and eventually, will make a difference to society.

Our Vision

Inculcating Values
Inspiring Talents
Impacting Communities

Our Mission

To nurture **passionate learners, resilient leaders, empathetic contributors** and **glocalised citizens** who are grounded in values and ready to make a difference to society

Our Values

仁: Benevolence
义: Justice
智: Wisdom
群: Togetherness

HYSS School Values

BENEVOLENCE 仁

Hua Yians aspire to be gracious and show care and respect for others.



JUSTICE 义

Hua Yians aspire to uphold integrity and treat others with fairness.



WISDOM 智

Hua Yians aspire to uphold a high level of responsibility towards their work and remain resilient in the face of challenges.



TOGETHERNESS 群

Hua Yians aspire to learn and grow in harmony with others regardless of race and religion.





Designed by
Tan Si Ying Class 22-4F
Regina Lim 23-3F
Jaenyca Lim 23-3B
May Myanmar 23-3C



School Theme 2025: Voices that Care

Student/Staff Voice & Agency



Theme Song: Voices That Care

Jiselle Eng 23-3E

Pearl Boonta, 23-3G

Nicole Liu, 23-3G

Phang Wei Xuan, 23-3G

An exciting journey ahead!



Transitioning to Secondary School: Adjusting and Thriving in a New Environment

New Routines:

Longer hours in school and learning to be more independent

Greater Academic Rigour:

More subjects to study and hence a more demanding curriculum

Active CCA Participation:

CCAs are a significant part of secondary school life.

Building Friendships:

Encourage your child to make new friends.

Support System:

Your child's form teachers will be there to guide your child, and their seniors have planned an orientation programme to help them adjust quickly.



Transitioning to Secondary School (For Parents)

Give your child the chance to learn to be more independent. Let them solve their own problems.

Help your child build school affiliation

Letting go doesn't mean relinquishing all control—set clear boundaries on aspects like device usage, homework schedules, and curfews for returning home.

Be generous in showing love for your child

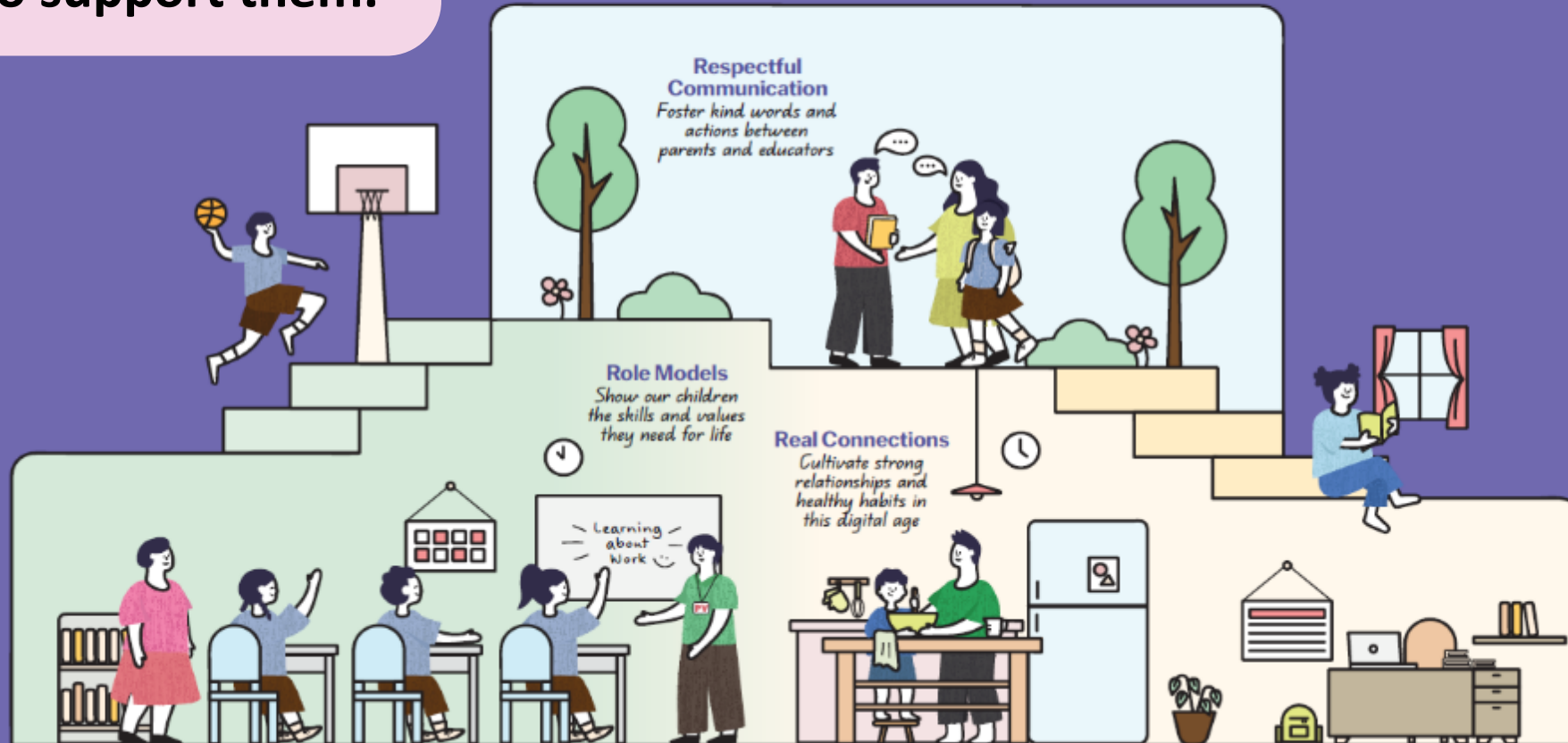


School-Home Partnership

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



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

1 Respectful Communication

2 Role Models

3 Real Connections



Respectful Communication

Foster kind words and actions between schools and educators



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



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



Respect each other's time by communicating during working hours



Communication Channels

- Semester Letter from School
- School Website: <https://huayisec.moe.edu.sg/>
- Parents Gateway
- School email address: hyss@moe.edu.sg
- School Phone Number: 6563 4568
- Individual email addresses and extension numbers of FTs, KPs and SLs are available on the school website

(Staff will not be obligated to respond, either by phone or email, on weekends and beyond 6.30pm on school days, unless it is an emergency.)



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



Build strong bonds through shared experiences and meaningful conversations

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

Building Relationships Page 20

Helping Your Child Build Healthy Relationships

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

Things You Can Do

- Expose your child to a range of social situations.**
 - For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
 - For older children, encourage them to make friends with peers who have similar interests.
- Encourage your child to strengthen existing relationships.**
 - Foster healthy relationships with supportive extended family members.
 - Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

Things You Can Say

- Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.

If you ever feel pressured to do something or be someone you are not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.
- Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.

How has this affected you or your friend?
What are your expectations of a good friend?
How can you make things better?

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you've got this!

Navigating the Digital Age Page 54

Helping Your Child Thrive in the Online Space

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

Things You Can Do

- Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives.

Why do you think they said that?
If you were in their shoes, would you agree with their opinion?
Consider the issue from another perspective by applying **S.U.R.E.** (Source, Understand, Research, and Evaluate).
- When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.

Is your message respectful and empathetic?
Consider the issue from another perspective by practicing **T.H.I.N.K.** (Toughful, Helpful, Inspiring, Necessary, and Kind).
- Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.

How do these comments make you feel?
It's okay to feel upset. It's also okay not to respond to these comments. Shall we turn off the comments and notifications and do something else for now?

* S.U.R.E. is part of the National Library Board's Information Literacy programme.

you've got this!



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

Schools in Singapore impose phone bans to reduce distractions, rekindle social interaction



Schools in Singapore have in recent years stepped up measures to curb the use of mobile phones in schools.



Elisha Tushara

UPDATED AUG 17, 2024, 03:29 PM



SINGAPORE

Said Ms Chen: “This measure helps students avoid being distracted by their phones during lessons and encourages social interaction with their peers during breaks.”

Amid mounting research showing the relationship between screen time on smartphones and mental health issues in youth, schools in Singapore have in recent years stepped up measures to curb the usage of smartphones.

Singapore is not alone. Others like France, Finland and China have already banned the use of mobile phones in schools.

In 2023, the United Nations called for a global ban on smartphones in schools arguing that they can disrupt students’ learning and affect their mental health.

Hua Yi's Total Curriculum and Signature Programmes

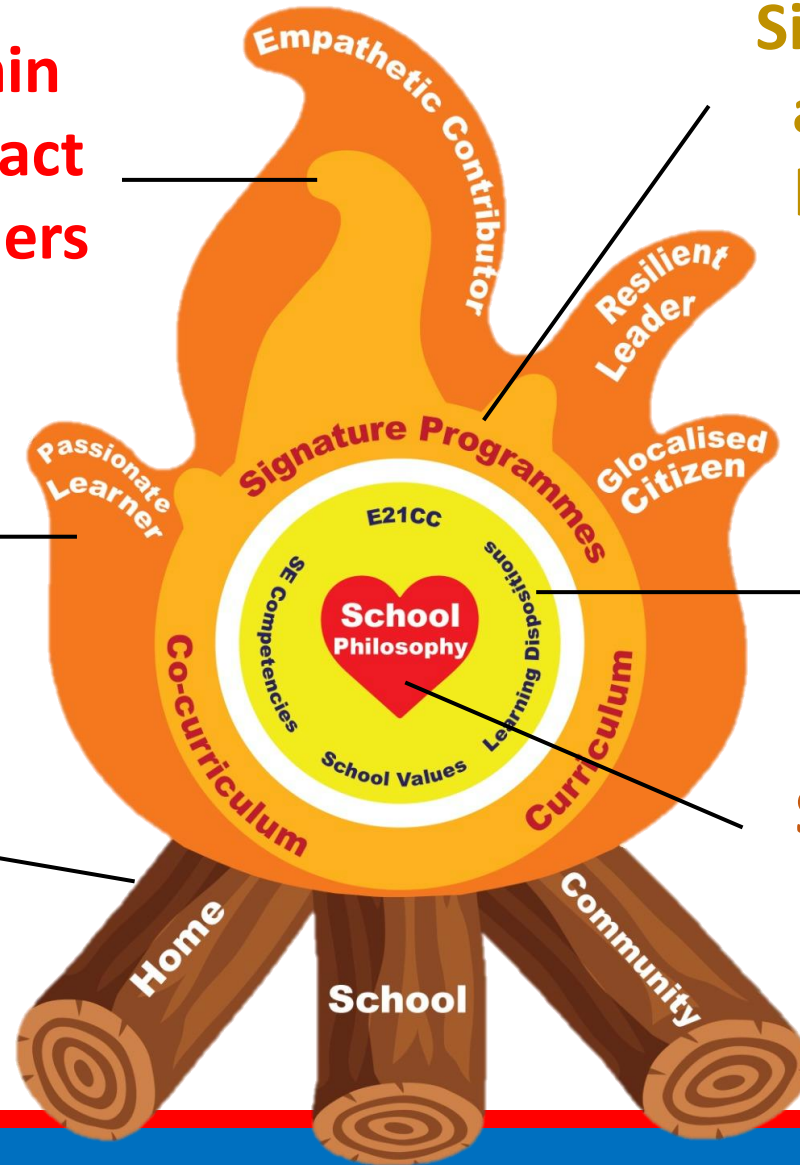


Hua Yi's Total Curriculum

Igniting the passion within Hua Yians, making an impact and being the light for others

Student Outcomes of the Hua Yi Education

Supported by 3 pillars of Home-School-Community Partnerships



Signature Programmes, Curriculum and Co-curriculum being the key levers in developing the Student Outcomes

School Values, E21CC, Social-Emotional Competencies & Learning Dispositions forming the guiding principles for our programmes

School Philosophy at the heart



5 Houses



(Higher)



(Faster)



(Longer)



(Stronger)



(Wider)

House Structure in Hua Yi

House Advisors – Year Heads and HOD Student Management

House Masters – Asst Year Heads or Subject Heads

Assistant House Masters – Student Management & Leadership Teachers

House Manager – Form Teachers

Form Teachers of each class in the House

House Captain – Students

House Leaders – Students

Key Student Development Experiences (SDEs) for Sec 1

Cohort-wide programmes



Start-it-Right and Orientation programme



Sec One Outdoor Adventure Camp (12 to 14 Feb)



CCA Experience (13 Jan to 11 Feb)



Conversational Chinese/Malay



Applied Learning Programme



Learning for Life Programme

School-wide events



Learning Festival – May & Oct



Independent Learning Day (Even week Fri)



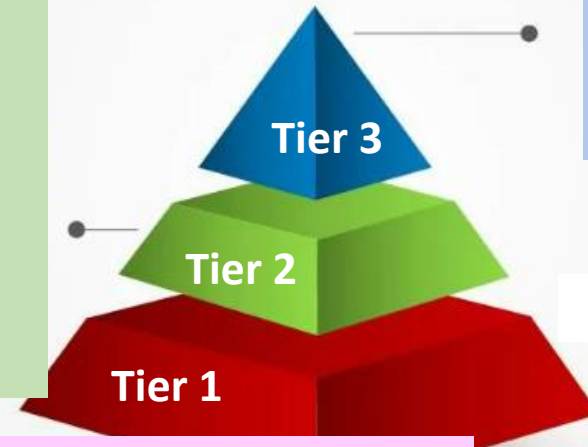
Sports Carnival (17 Apr)



Applied Learning Programme – STEM: Technology for Active Living

A distinctive programme that embraces **Design Thinking** and an **interdisciplinary** approach, integrating various subjects such as English, Design & Technology, ICT, Science, and Character and Citizenship Education.

- Provides opportunities through competitions, projects
- Learning Journeys
- Interest based TechSpace projects



- Collaboration with overseas partners on projects

Sec 1

- Introduction to Design Thinking (DT)
- M5GO technology
- Prototype using sensors for active living
- VIA Integration

Sec 2

- Introduction to more sensors
- Interdisciplinary project
- Using DT, identify problems, prototype solutions
- VIA Integration

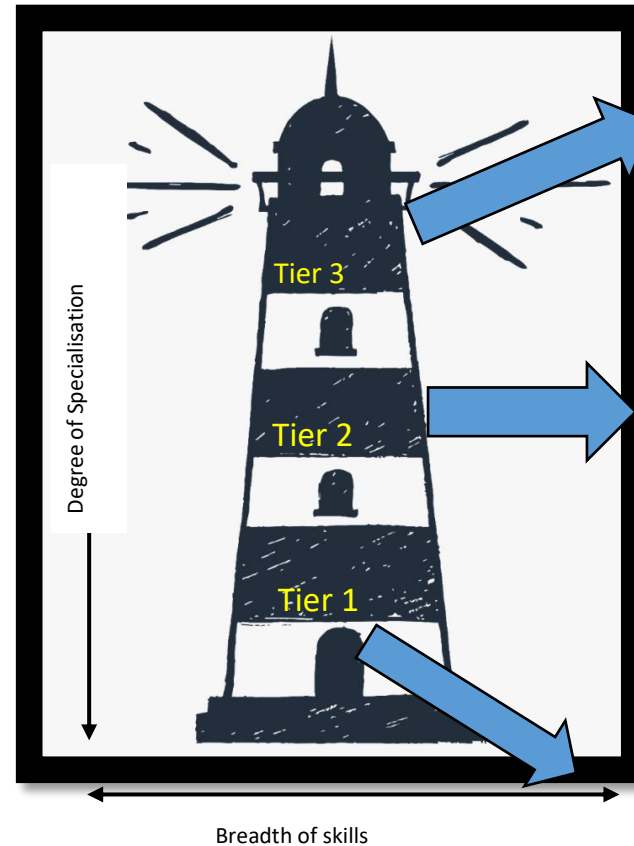
Sec 3

- ApLM for Sec 3 cohort



Learning for Life Programme – Community Youth Leadership

Provide students with opportunities **to lead in serving the community**; An extension of students' VIA experiences and provide opportunities for students to *broaden* their understanding of the needs and aspirations of the community **through authentic experiences**, and to *deepen* the development of leadership skills and attitudes.



Pinnacle Leadership Progr
Overseas experiences for student leaders to extend their learning

Differentiated Curriculum
Student leaders are equipped with role-specific leadership and management skills to undertake signature community outreach events

Cohort-wide Curriculum
Cohort-wide leadership training modules (Leadership Challenge Model) and VIA opportunities

School-Based Assessment Blended Learning

Mr Ng Joo Koon, Vice-Principal (Teaching & Learning)



School-Based Assessment (SBA)


(p. 15&16, 69 & 70 of Student Handbook)

Academic	Holistic
<ul style="list-style-type: none">• Weighted Assessments (WA)<ul style="list-style-type: none">• Different Modes• Term 1, Term 2, Term 3• No Mid-Year Exams• Summative Review (SR) at year-end	<ul style="list-style-type: none">• Learning Dispositions (LD)<ul style="list-style-type: none">• To assess students' desired learning behaviour across academic subjects and CCA• E-My Learning Journey Portfolio (e-MLJ)<ul style="list-style-type: none">• Showcase self-selected pieces of work which allows students to demonstrate learning and achievement



Personalised Digital Learning Programme (PDLP)


- Under the National Digital Literacy Programme, MOE announced in 2020 that every student will own a **school-prescribed personal learning device (PLD)**. Singapore Citizen students can use their **Edusave Account to pay for the PLD**.
- Hua Yi's programme will see teachers and students **employing technology more purposefully for teaching and learning**.

 TODAYonline

[All sec school students to own a digital learning device which ...](#)

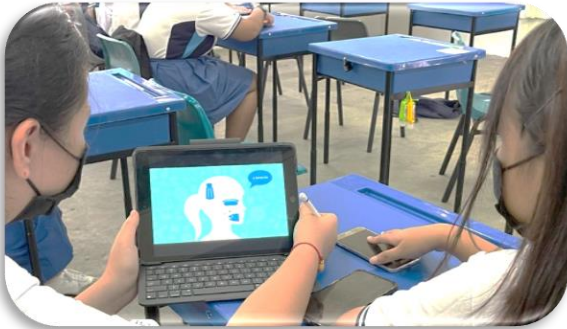
... 1 cohort, Minister for Education Ong Ye Kung announced in Parliament during the debate on the ministry's budget on Wednesday (March 4). ... He added that most students should have enough balance in their ... "The idea is

3 Mar 2020



Personalised Digital Learning Programme (PDLP)

The use of the Personal Learning Device for teaching & learning aims to:



**Support the
development
of digital
literacies**



**Support self-directed
& collaborative
learning**



**Enhance teaching &
learning**



Even Week Fridays – Asynchronous

- **Curriculum Coverage (JOY)**
 - Takes the form of research, collaborative projects, applied learning
- **Student Initiated Learning (Project Sandbox)**
 - Students pursue interests of their choice in areas such as Music and Drama, Art & Craft, Sports & Fitness, Languages, Digital Media, etc.
 - Form teachers as mentors
 - Largely home-based, with some school-based options



Personalised Digital Learning Programme (PDLP)

Mr Shaheful Bin Mansor, HOD (ICT)



Hua Yi Secondary School PLD



The school will be using the Apple iPad 10.9" 10th Gen (Enhanced) for teaching and learning.

Total cost of the bundle includes 3-year warranty and 3-year insurance with GST: **\$869.80**

Apple iPad 10.9" 10th Gen (Enhanced)

A14 6-core CPU, 4-core graphics 64GB Storage 10.9" Display (diagonal), 2360x1640 Built in 28.6 watt-hour rechargeable lithium-polymer battery 802.11ax (2.4+5GHz), HT80 MIMO Touch ID, Three-axis gyrom, Accelerometer, Barometer, Ambient Light Sensor 3 Years Warranty + Battery (Walk-In) + Insurance

Accessories:

1. Apple Pencil
2. Logitech Ruggedized Combo 4



Funding Support for Singapore Citizen (SC) Students

To ensure the affordability of devices, MOE has provided additional Edusave top-ups of \$200 in 2020 to 2022, and \$300 in 2023, to all eligible Singaporean students in primary and secondary schools.

	Family Income or Per Capita Income	Subsidies
1	For SC students who are on MOE Financial Assistance Scheme or whose family's monthly income meets the following criteria: Gross Household Income (GHI) \leq \$3,000, or Per Capita Income (PCI) \leq \$750	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 .
2	For SC students whose family's monthly income is: \$3,000 < Gross Household Income (GHI) \leq \$4,400, or \$750 < Per Capita Income (PCI) \leq \$1,100	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 .
3	SC students whose family's monthly Gross Household Income (GHI) > \$4,400 or monthly Per Capita Income (PCI) > \$1,100, no subsidy will be provided.	Parents/Guardians can use their child's/ward's Edusave or cash to defray the device bundle cost.

DMA Installation

- The iPad Device Management Application (DMA) solution, Jamf, will be installed on all students' devices to provide a safe learning experience for students. The DMA will be funded by MOE. The DMA will be funded by MOE.
- The installation of DMA applies to both devices purchased through the school and any student-owned devices that parents/guardians opt for the student to use in lieu of the school-prescribed PLD.
- The DMA will be uninstalled from the device when students graduate or leave the school.



After-School DMA Parent Options

1. After-School DMA Parent Options provide parents with the flexibility in managing your 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 After-School DMA Parent Option.

Default	Option A	Option B
<p>In-school DMA settings will continue after school hours</p>	<p>DMA settings can be modified by Parents/Guardians after school hours</p>	<p>DMA will be inactive* after school hours</p>
<p>For parents/guardians who want their child’s/ward’s use of the device to be restricted only to teaching and learning, and prefer to leave it to the school to decide on DMA settings after school hours.</p>	<p>For parents/guardians who prefer to take charge of the level of restrictions for their child’s/ward’s use of the device after school hours regulated by the DMA.</p>	<p>For parents/guardians who do not want their child’s/ward’s use of the device after school hours to be regulated by the DMA at all.</p>

*No data will be collected after school hours when the DMA is inactive.

- 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.

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. social media, pornography, gambling, or websites containing extremist content).
- School hours is defined to be from **6 am - 4 pm** and after school hours would be from **4 pm – 11 pm**. The device will shut down at 11 pm by default.
- The school will determine the applications and programs to be installed to support teaching and learning.



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 on **Monday, 6th January 2025**.
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 **Friday, 10th January 2025** 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.



Thank you!

