Evergreen in Learning, Exceptional in Character

Sec 1 Parents Engagement Session

- **9 January 2026**
- **1530 to 1700**

Evergreen Secondary School
Evergreen in Learning, Exceptional in Character

Principal's Welcome Address

Ms Bian Yu Wei

Bian_Yu_Wei@schools.gov.sg

The Questions on our Sec 1s' minds

- How to make friends
- How to study
- How to get into a CCA they like
- How to become a student leader
- How to cope with stress and new responsibilities
- Phone/iPad use

Ready, Sec(ondary), Go!
Supporting Our Children in Secondary School

Firm And Kind

- Managing longer days in school

- Developing greater self-directedness and independence

- Changes in the way teenagers wish to communicate and interact

- Managing device use and online presence (having consistent routines)

- Peer Relationships: Zero Tolerance for Bullying and Hurtful Behaviours

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

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

2 **Role Model**

3 **Real Connections**

1 **Respectful Communication**

The Total Evergreen Experience

WARM & POSITIVE SCHOOL CULTURE

THE EVG EDGE
Ready for Tomorrow, Today

WORLD AS OUR SCHOOL

DIGITAL & AI CURRICULUM

LEARNING ENVIRONMENT

BILINGUAL COMMUNICATION

SPORTS & HEALTHY LIVING LLP

SUPPORTIVE RELATIONSHIPS

Academic Programme
Core-Support-Stretch

Key Student Development Experiences
CCE, CCA, LEADERSHIP

Active Citizens
Adaptive Thinker
Lifelong Learner
Leader of Character

CHARACTER, DISCIPLINE & VALUES

NATIONAL EDUCATION

APPLIED LEARNING MODULES

NETWORK FOR TEACHING ENTREPRENEURSHIP

MUSIC PRISM PROGRAMME

STEM IPW

OUR STAFF, OUR PRIDE

Highlights of our Core Academic Programme

- **Rigorous Core Curriculum**
- Varied assessment modes
- Differentiated instruction
- Experiential Learning

- **Opportunities to participate in Stretch Programmes**
- Prestigious Abbott Singapore STEM Internship
- Math Olympiad
- Humanities Talent Development Programme
- English and MTL Speech Competitions

- **Academic Support**

Curriculum Features:
Full Subject–Based Banding

Year 2020
Full SBB Pilot School

Roll-out of Full SBB

Year 2024
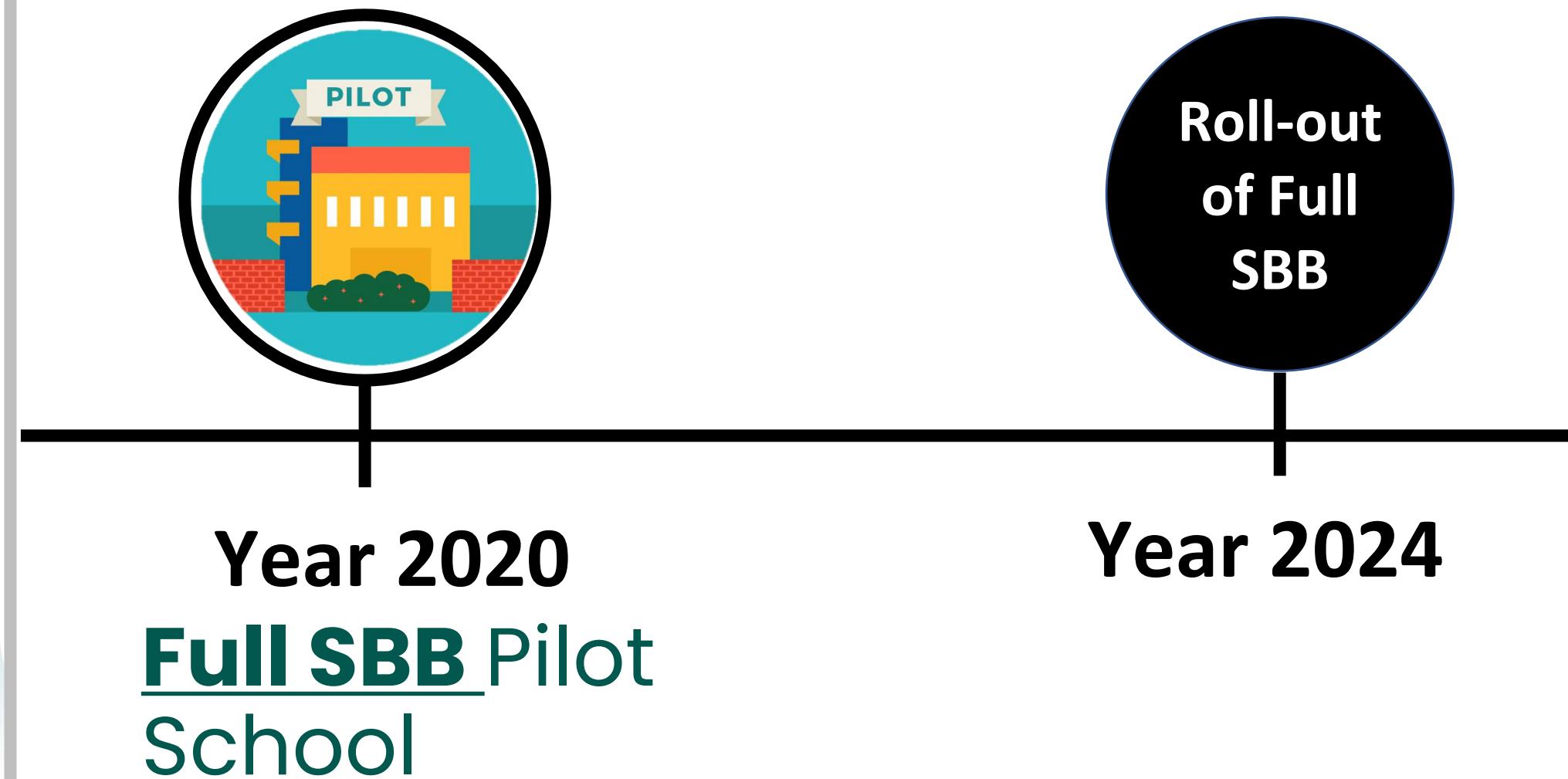
Key Features

- Mixed form classes with Common Curriculum @ Lower Sec

- Greater exploration, customisation & flexibility with subject offerings

- New Singapore-Cambridge Secondary Education Certificate (SEC) exam to take place in 2027

- Greater post-secondary options

Curriculum Features

Days/ Features	Monday	Tuesday	Wednesday	Thursday	Friday
Reporting	Morning Assembly starts at 7.30am *Principal's Monday Musings	**Late Start Day:** Students report at **8.50am**	Morning Assembly starts at 7.30am	**Late Start Day:** Students report at **8.50am**	Morning Assembly starts at 7.30am
Subjects	**Lower Sec Common Curriculum Subjects** Art FCE D&T CCE Music PE		**Lower Sec Subjects (G1, G2, G3)** English Mother Tongue (CL & ML only) Mathematics Science Literature History Geography Humanities Exposure Module (G1 only)		**Recess** Recess Period Snack Breaks in Class
CCAs		CCA Days		CCA Days	CCA for UGs
After-School Activities	- Remedials, Consultations - Enrichment (Learning Journeys, stretch programmes etc) - Digital and AI Curriculum, ALP Programmes				

Curriculum Features

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 (PFP)	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* ✓				

*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.

- **Upper Sec Subject Offerings at G3 (as of 2026)**
  - Triple Pure Sciences
  - Additional Mathematics
  - Pure History
  - Pure Literature
  - Combined Humanities (SS/History/Geog/Lit)
  - Combined Sciences
  - Principles of Accounts
  - Computing (external)
  - Art

Curriculum Features

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

| | | POST-SEC PATHWAYS | | | | |
Students taking at least	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 **G3** subjects	✓	✓	NEW ✓	✓	✓	NEW ✓
4 **G3** + 1 **G2** subjects subject	✓	✓	NEW ✓	NEW ✓		
5 **G2** subjects	✓	✓	✓			
4 **G1** subjects	✓	NEW* ✓				

*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.

- **Upper Sec Subject Offerings at G2 (as of 2026)**
- English
- Math
- Science(Phy/Chem)
- CL & ML
- Humanities (SS/Geog)
- Humanities (SS/History)
- Pure Literature
- Principles of Accounts
- Art
- Nutrition and Food Science

Curriculum Features

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 (PFP)	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* ✓				

*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.

- **Upper Sec Subject Offerings at G1 (as of 2026)**
  - English
  - Math
  - Science
  - CL & ML
  - Computing
  - Elements of Business Studies
  - Nutrition and Food Science
  - Humanities Elective Module (non-examinable)

Refreshed Applied Learning Programme for 2026
Bilingual Voices, Active Citizens

Teaching EVGians to **listen deeply, speak responsibly, and build common ground** through effective **bilingual** communication.

Bridging Voices Podcast (Sec 2)
Civic Inquiry through Bilingual Dialogue
Deepen students' inquiry and communication skills in two languages through interactive formats (e.g., podcasting)

Bridging Voices Theatre (Sec 3)
Civic Leadership through Bilingual Public Discourse
Equip students to demonstrate civic leadership and bilingual communication in formal, authentic settings

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World as Our School Programme

2025 Humanities and Math Trip to South Korea

2025 CCA and LLP Trip to Bangkok

- Unique **Cross-Disciplinary Approach** and Inquiry-Based Pedagogy

- Deep learning through exposure to global contexts and real-world learning opportunities

2025 Mother Tongue and Aesthetics Trip to Jogjakarta

2024 Academic Outcomes

% O-Level Students Eligible for JC/MI	89%
% O-Level Students Eligible for Poly	94%
% O-Level Students Scored at least 5As	32%
% O-Level Students Scored 5 or more O-Level Passes	94%
% N-Level Students Eligible for Polytechnic Foundation Programme (PFP)	27%
% N-Level Students Eligible for Direct Entry to Polytechnic (DPP)	93%

Highlights of our Student Development Programme

The Evergreen Tree

Blossom with Readiness

Branch Out with Resilience

Stand Tall with Dynamism

Take Root with Confidence
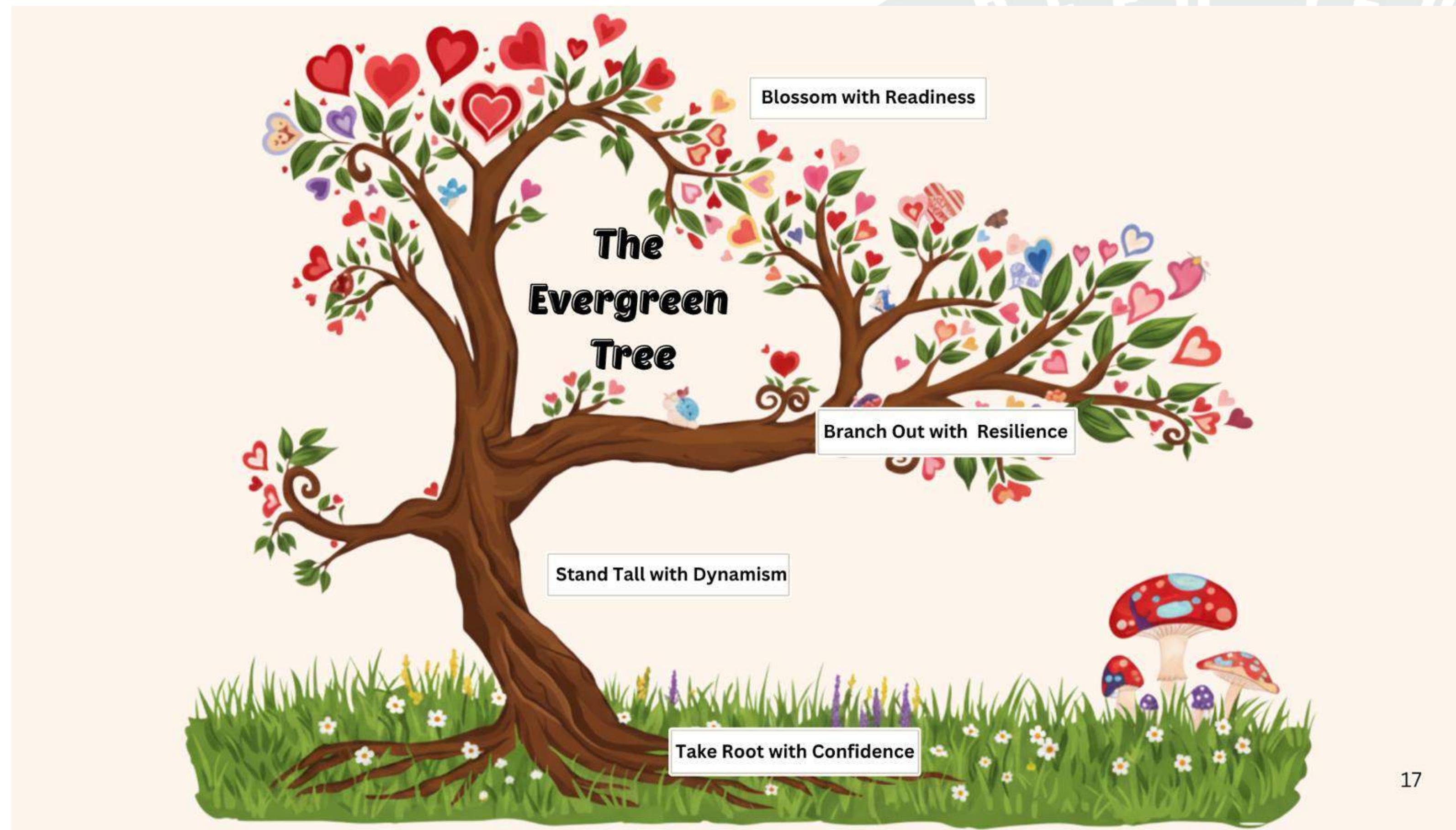
Strong CCA Culture:
Developing Character, Resilience and Leadership

Volleyball Girls- League 2 Champions 2025!

Youth Flying Club

- **19 CCAs** across:
  - Uniformed Groups
  - Sports
  - Performing Arts
  - Clubs and Societies

- **Unique CCAs:** Youth Flying Club, Rugby, Gamelan Ensemble, Cross Country

- **High Performing CCAs across all fields**

Learn for Life Programme: Strengthening Resilience, Character and Leadership through Sports Education

- Annual Camps
- Dynamic House Activities
- Outdoor Education
- Termly Sports Events
- Inclusive Sports through Play Inclusive

Student Leadership

- **Many Leadership Opportunities**
- Prefectorial Board
- CCA EXCO
- CCA Leaders
- Peer Support Leaders
- Class Chairpersons
- House Captains
- Class Committee

EVG CCA EXCO

SERVE LEAD
EVG PREFECTS

Character and Citizenship Education
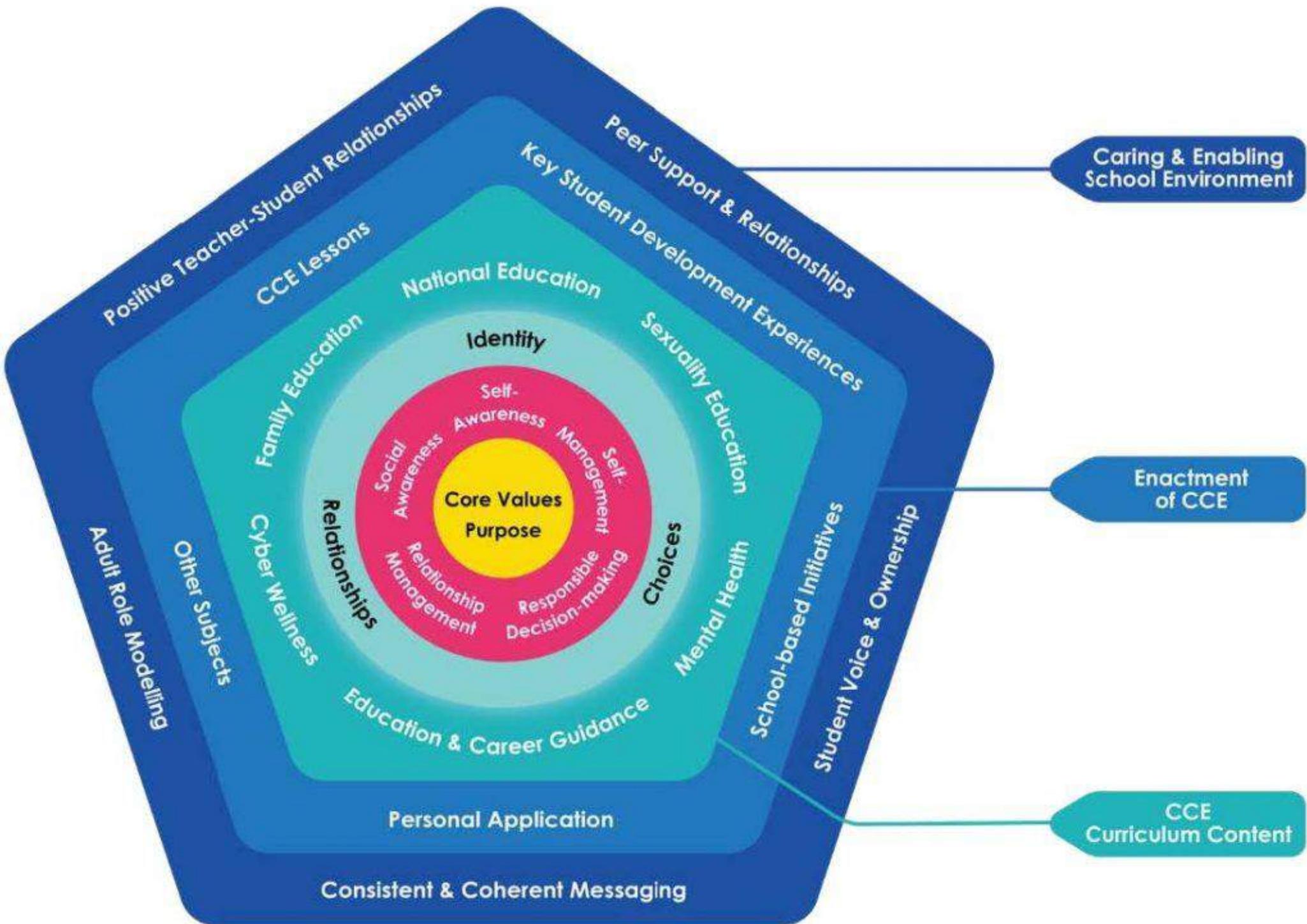
- Anchored on the PRIMED Character Education Framework

- Exceptional Character Development through Character Time (CT) twice a week

- Rich Student Development Experiences across the year

Our Staff, Our Pride

- Happy, Learning Teachers= Happy, Learning Students
- A Caring, Empowered Professional Community
- All of our staff are a Significant Adult and Character Coach to every EVGian

PRIMED: 6 Principles for Effective Character Education

1 Prioritization
2 Relationships
3 Intrinsic Motivation
4 Empowerment
5 Developmental

Upcoming Learning Environment Improvements

- Canteen Refresh
- Library Refresh
- Hall air-conditioning
- Student Services Hub
- Podcast Studio
- Tech-Enabled Learning Spaces: Interactive Smartboard TVs for classroom teaching & learning
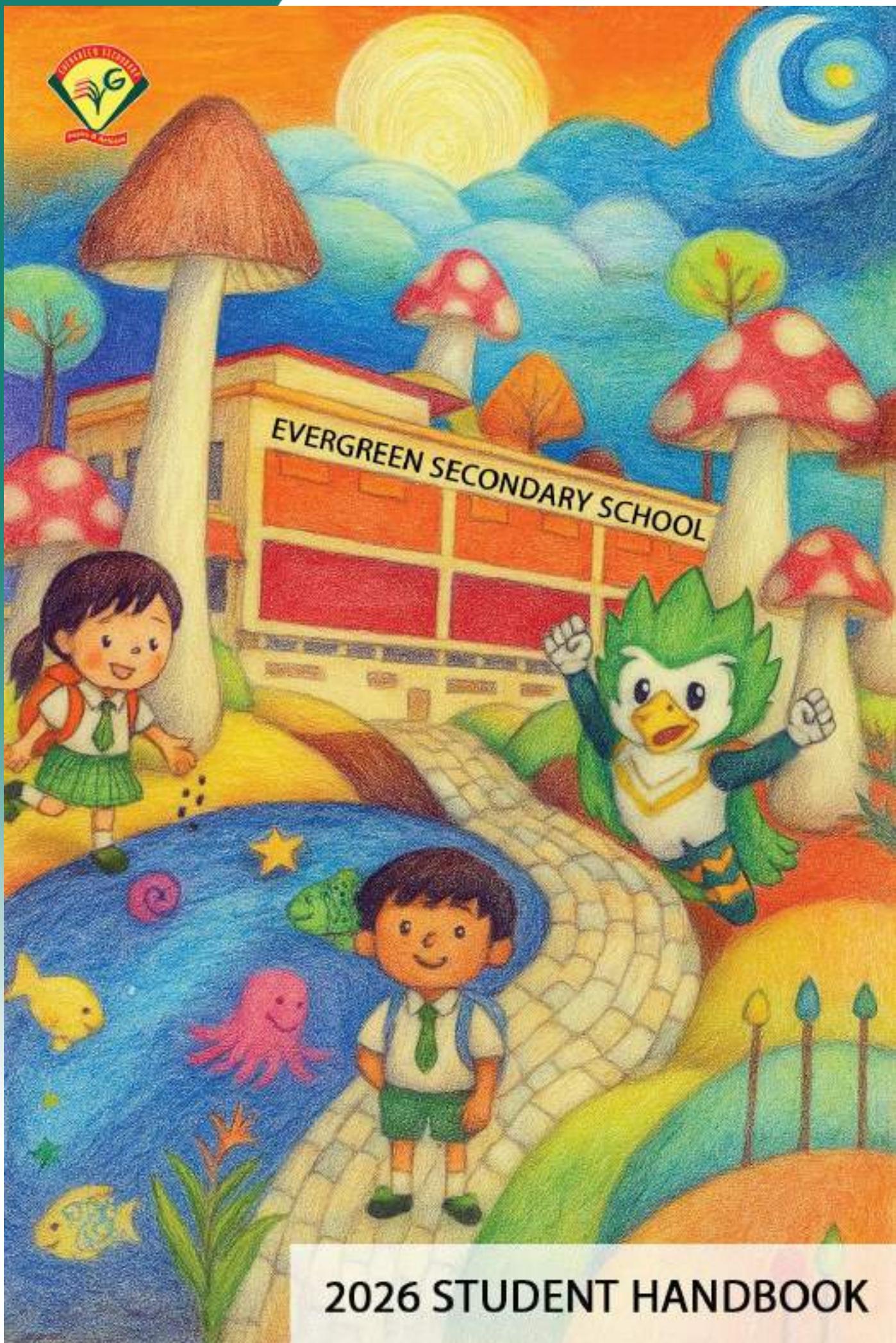
Student Handbook 2026

- School rules and expectations
- School policies, e.g. Assessment policies
- Details about key student programmes
- Tips for students about how to study, manage stress and set targets
- Key dates are in the <u>online</u> school calendar

Full Subject-based Banding (Full SBB)

Ms Hanna Maryam Samri

HOD / English Language and Literature

Full Subject-based Banding (Full SBB)

Your child/ward is in mixed form classes, i.e., each class consists of students posted in via different posting groups.

Subjects Offered in Lower Sec

1. English Language
2. Mother Tongue Language
3. Mathematics
4. General Science
5. Art
6. Music
7. Design & Technology (D&T)
8. Food & Consumer Education (FCE)
9. Physical Education (PE)
10. Character and Citizenship Education (CCE)

for **all** students

11. Literature in English (offered at G2 and G3 levels)
12. Geography (offered at G2 and G3 levels)
13. History (offered at G2 and G3 levels)
14. Humanities Exposure Modules (HEMS) (offered at G1 level)

2026 Semester One Timetable
1 Respect

EVERGREEN SECONDARY SCHOOL, Singapore

Timetable Example

	1 (7:50 - 8:25)	2 (8:25 - 9:00)	3 (9:00 - 9:35)	4 (9:35 - 10:10)	5 (10:10 - 10:45)	6 (10:45 - 11:20)	7 (11:20 - 11:55)	8 (11:55 - 12:30)	9 (12:30 - 13:05)	10 (13:05 - 13:40)	11 (13:40 - 14:15)	12 (14:15 - 14:50)	13 (14:50 - 15:25)
Mo	PE — Angela	PE — Angela	Music (Music Room) — Nelson		LS Sci (D2-04,Spectrum 2) — Gregory / Joan / Reeve / Pris Teng / Melissa / TanKK / ChongSS / AaronKoh	Recess	MT (MT Room 2,MT Room 5,MT Room 4,HMT Room) — LianXL / Chen Ping Xin / KohYL / ChewSH / Wenny / Shimah / Yati / Nurul		Eng (D3-07) — Tyrus / Syairah / Hanna Andy Lim / Anan / Ashreena Ee Von		Maths (E3-01,D2-04) — NgKT / Amirul Anthony / Steven Tan / WongWT LeeWL		
Tu			LS Sci (Spectrum 2,D2-04) — Gregory / Joan / Reeve / Pris Teng / Melissa / TanKK / ChongSS / AaronKoh		Geo (Spectrum 2) — Zam / Izzati / Nabila; Lit — KohSC / Rachna; Maths (D2-04) — LeeWL; Eng (D3-07) — Ee Von		Recess		D&T/FCE (Kitchen 1,WS 2A) — HoKW / Loola		CT		
We	Art — Tiffany		PE — Angela		LS Sci (Spectrum 2,D2-04) — Gregory / Joan / Reeve / Pris Teng / Melissa / TanKK / ChongSS / AaronKoh	Recess	Eng (D3-07) — Tyrus / Syairah / Hanna Andy Lim / Anan / Ashreena Ee Von		Maths (E3-01,D2-04) — NgKT / Amirul / Anthony Steven Tan / WongWT LeeWL		Lit — Rachna / Tyrus; Hist (D2-04) — Lynn / Pradeepa		
Th			LS Sci (D2-04,Spectrum 2) — Gregory / Joan / Reeve / Pris Teng / Melissa / TanKK / ChongSS / AaronKoh		Maths (E3-01,D2-04) — NgKT / Amirul / Anthony Steven Tan / WongWT LeeWL		Recess	MT (MT Room 2,MT Room 5,MT Room 4,HMT Room) — LianXL / Chen Ping Xin KohYL / ChewSH / Wenny Shimah / Yati / Nurul		Eng (D3-07) — Tyrus / Syairah / Hanna Andy Lim / Anan / Ashreena Ee Von			
Fr	Hist (D2-04) — Alawden / Elicia / Lynn / Mariam; Geo (E3-01) — Zam / Nabila; HEMS (D3-07) — Pradeepa / Sabrina		Maths (D2-04,E3-01) — NgKT / Amirul / Anthony / Steven Tan / WongWT / LeeWL	Recess	MT (MT Room 2,MT Room 5,MT Room 4,HMT Room) — LianXL / Chen Ping Xin KohYL / ChewSH / Wenny Shimah / Yati / Nurul		CT						

Timetable generated:2/1/2026

aSc Timetables

Assessment in Evergreen

Evergreen in Learning, Exceptional in Character

- We adopt **learner-centric** and **balanced assessment** practices to nurture emerging 21st Century Competencies (E21CC) and lifelong learning.

- Our balanced assessment approach includes both formative and summative assessments.

- Summative assessments include Weighted Assessments (WA) and End-of-Year Examinations (EYE).

- WAs may be conducted in **pen-and-paper** format, and they may also take the form of **Alternative Assessments** (AAs) such as performance tasks, projects and presentations.

Assessment for 2026

One weighted assessment per term:

Levels	Term 1	Term 2	Term 3	Term 4
S1, 2 and 3	1st WA	2nd WA	3rd WA	EOY
	15%	15%	15%	55%
S4 and 5	1st WA	2nd WA	Prelim	
	15%	15%	70%	

Secondary 1 Progression

With Full SBB, schools are moving towards a secondary school education where students learn each subject at the level that best caters to their overall strengths, interests and learning needs.

As such, all students will generally progress to Secondary 2.

- Teachers will check in with students and parents to discuss the subjects and respective subject levels that best suit the student.

- Students can offer certain subjects at a more demanding level based on his/her interest and learning progress, as well as school's holistic considerations.

Eligibility Criteria to Take Subjects at More Demanding Level

- Students who are currently taking subjects at G1 or G2 level will be offered the subject at more demanding level if they meet the following criteria:

Current Subject Level	School-based results for Semester 1, or Secondary 1 overall for Semester 2	Option to offer subject at
G1	**75% or higher** in specific subject	G2 level starting from next semester
G2		G3 level starting from next semester

- Your child/ward **may choose** to **accept or reject** the offer.

Points of Entry to Take Subjects at More Demanding Level

Dec 2025	After release of PSLE posting result (Letters of Offer issued)
May 2026	Based on Semester 1 weighted assessments and teachers' feedback of learning attitudes and aptitude
Oct 2026	After release of End-of-Year Examination results and teachers' feedback of learning attitudes and aptitude

Applied Learning Programme (ALP)

Bilingual Voices, Active Citizens

Nurturing Confident Bilingual Communicators and Active Citizens

Ms Ma Ning

Lead Teacher / Chinese Language

ALP and Enhanced ALP

We are the only school in the North Zone, and 1 out of 4 schools in Singapore, to offer the Enhanced ALP in Mother Tongue Languages to all students.
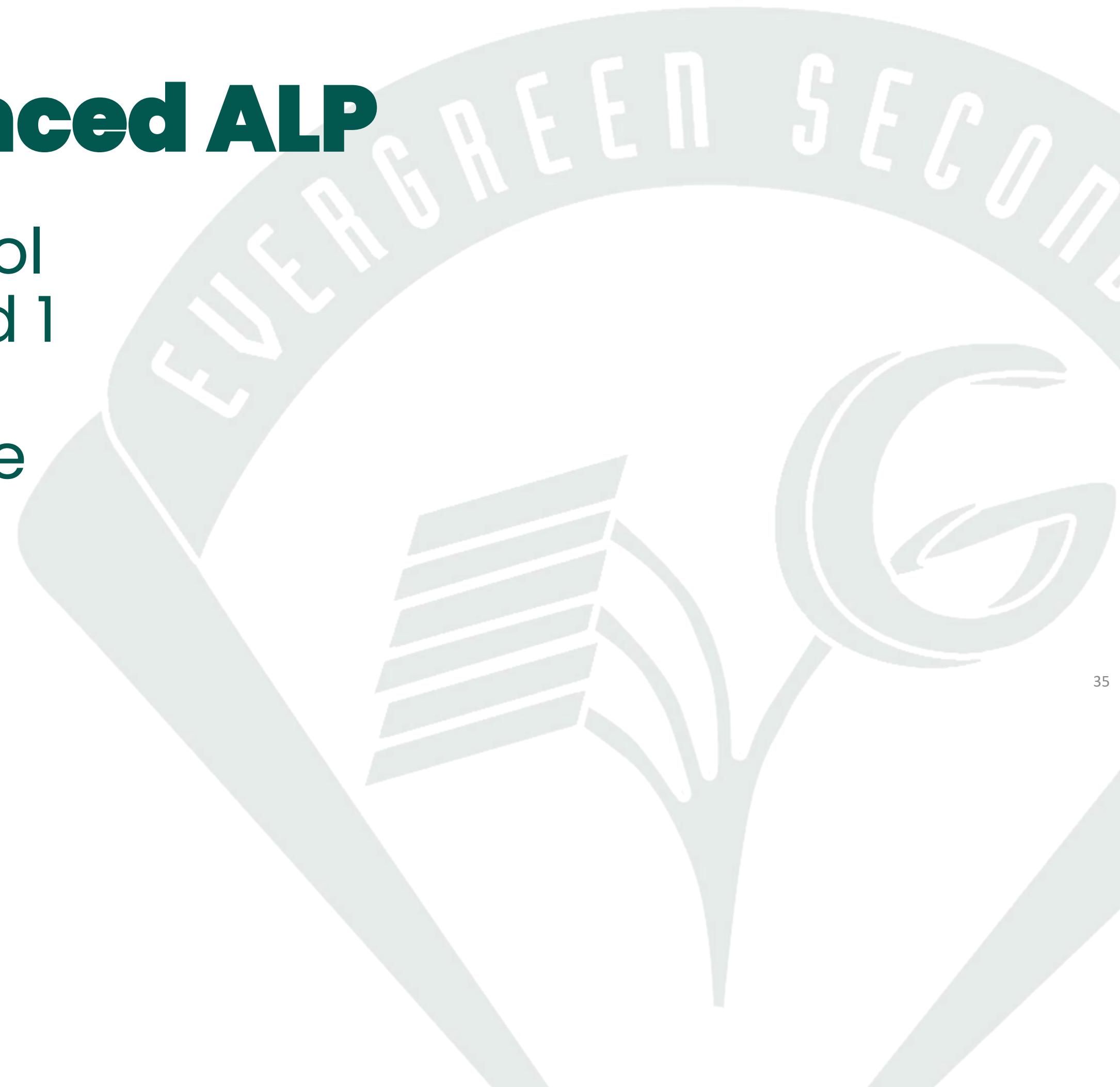
ALP Objectives

- Empower students to express themselves confidently and purposefully in both English and their Mother Tongue Languages.

- Immerse students in real-world civic themes, to develop effective bilingual communication, cross-cultural understanding, and a strong sense of social responsibility.

Key ALP Learning Experiences

ALP for English Language

Tier 1 (Foundation)	Tier 2 (Application)	Tier 3 (Expression)
• Sec 1: Drama • Sec 2: Podcast **New!!** • Sec 3: Forum Theatre	• Emcee Training • School Tours during Open House	• ELDDS Debate, Drama & Writing competitions • Outreach Ambassadors • KidsREAD Ambassadors

Key ALP Learning Experiences

Enhanced ALP for Mother Tongue Languages

Tier 1 (Foundation)	Tier 2 (Application)	Tier 3 (Expression)
• Sec 1: Story Challenge • Sec 2: Podcast **New!!** • Sec 3: Forum Theatre	• Reading Programme Sharing Session • In-house competitions • Speech workshops	• National & Zonal competitions (e.g. CL, ML Speech Competitions) • Authentic learning experiences

Key ALP Learning Experiences

As our school's signature ALP learning experience, we will teach EVGians to **listen deeply, speak responsibly, and build common ground** through effective **bilingual** communication.

Bridging Voices Podcast (Sec 2)
Civic Inquiry through Bilingual Dialogue
Deepen students' inquiry and communication skills in two languages through interactive formats

Bridging Voices Theatre (Sec 3)
Civic Leadership through Bilingual Public Discourse
Equip students to demonstrate civic leadership and bilingual communication in formal, authentic settings

EVG P.R.I.S.M. Experience – Creative Expressions Through Music

- One of the unique features of EVG's ALP and Enhanced ALP

- Develops musical talents through a structured talent development programme that sees students participating in and organising music events in and outside school.

PRISM experiences

Powering
Real-world
Interdisciplinary
Student
Music
experiences

LLP Programmes

Tier 3: Empower

1. Play Inclusive
2. MOE-OBS Sailing Programme
3. Sports Leaders camp by Sports Singapore
4. National Team/Clubs/Referee course

Tier 2: Enrich

1. APLM: Sports Science Module (YH/ECG-CCE)
2. Sports Overseas Learning Journey (Bangkok) (New-Since 2025) (WOS)
3. Learning Journey/Sports Education Programme (New)
4. Sports Camp (New)
5. Youth Sports Science Symposium (New - Since 2025)
6. National/Inter-national athelets invitationals.

Tier 1 : Educate

1. Cohort Camps
2. EVG Road Run & Sports Carnivals
3. Game Organisation Module (Sec 4/5)

03

02

01

Level Camps

Secondary 1
Take Root with Confidence → **CAMP CONFIDENCE**

Secondary 2
Stand Tall with Dynamism → **CAMP DYNAMISM**

Secondary 3
Journeying with Resilience → **CAMP RESILIENCE**

Secondary 4 & 5
Flying High with Readiness → **CAMP READINESS**

Range of CCA Options

Sports	Performing Arts	Clubs and Societies	Uniformed Groups
Badminton	Chinese Dance	ELDDS	NCC
Netball	Malay Dance	Digital Media Club	NPCC
Table Tennis	Gamelan Ensemble	Youth Flying Club	Red Cross Youth
Rugby (boys)	Chinese Orchestra	Interact Club	NCDCC
Volleyball	Guitar Ensemble		
Cross-country			

CCA Policy

- CCA is **COMPULSORY** for all Secondary school students.
- Active participation in at least **ONE** CCA
- Minimum of **75% attendance** for the first CCA in each academic year
- **Truancy from CCA = Truancy from school/class**
- CCA Attendance affects **Conduct Grade**
- **CCA points** are based on **LEAPS 2.0** – 4 domains of holistic development, namely Leadership, Achievement, Participation and Service

A Student-Centric, Values-Driven Education

A Broad and Deep Foundation for a Lifelong Journey

LEAPS 2.0

- 4 Domains
- 5 Levels of Attainment: 1 - 5

| Leadership | Achievement | Participation | Service |

LEAPS 2.0 CCA Recognition

Co-Curricular Experience	Basic Requirement for Level of Attainment in the 4 Domains	Bonus Points (for applications to JC/MI, Poly & ITE)
Excellent	4,3,3,3	2
Good	4,1,1,1 3,2,1,1 2,2,2,1	1
Fair	Did not meet above criteria	0

Recognising Participation Outside School

External CCA

- Students' representation of external organisations can be recognised.

- Please seek school endorsement by submitting relevant documents containing the details of the external activities.

- Students must participate in at least **one CCA in school** before recognition can be given to their external CCAs.

Strategic Partnership CCA (SP-CCA) [Water Polo, Athletics, Canoeing, Hockey]

- Travel to centralised locations for training

- Do not need to have a school-based CCA

- Twice a week training including a Saturday

- Email MOE_SDCO@moe.gov.sg for general enquires

Timeline for CCA Allocation

Dates	Events
Week 1 - 4	CCA Marketing for Sec 1 Recruitment
9 Jan 2026 (Fri)	CCA Open House
12 Jan – 29 Jan 2026	CCA Trials
30 Jan 2026	Start of Online CCA Option Exercise *(4 choices from at least 2 CCA groups, max of 2 from each CCA group)*
2 Feb 2026	End of Online CCA Option Exercise
10 Feb 2026	Results of CCA Allocation

Vision: Dynamic, Thinking and Caring Leaders

- Dynamic – Adaptable, Proactive and Visionary
- Thinking – Critical thinkers and problem solvers with a growth mindset
- Caring – Empathetic leaders with a heart to serve

Mission: To develop student leaders who are role models, with a passion to contribute and excel

Tier-based leadership development

Tier	Leadership
Tier 1	Every EVG-ian is a leader
Tier 2	Formal Leadership - Prefects, Class Chairpersons & Committee, Peer Support Leaders, Digital Ambassadors, VIA Leaders, CCA Leaders and Arts Ambassadors
Tier 3	Executive Leadership - Prefect EXCO, CCA EXCO, CCA Leaders (Captains, Vice-Captains, Cadet Leaders, etc) House Captains

Positive Discipline @ EVG

Mdm Rekha Veliappan

HOD / Student Management

What is Positive Discipline?

- **Approach**: Guide and develop well-adjusted youths
- **Firm and Affirm**: Balancing discipline with support
- **Focus**: On the behaviour, not the person
- **Goal**: Long-term change

Objectives and Intended Outcomes of Positive Discipline

- Self-directed to do the right thing when no one is watching
- Demonstrating responsibility to self and others
- Respecting self and others in physical and online contexts
- Encouraging one another to be the best of themselves each day
- Eventually leading others in good behaviour

Parents, Our Partners

- Build positive habits
- Reject negative influences
- Sustain a healthy lifestyle

EDUCATE

ENGAGE

ENFORCE

Communication Channels

- Form Teachers
- Subject Teachers
- Discipline Level Coordinators (DLCs)

Key School Policies – Reporting Time

Day	Assembly Time
Monday	7.30 am
Tuesday	8.50 am
Wednesday	7.30 am
Thursday	8.50 am
Friday	7.30 am

Key School Policies – Attendance

- Consistent attendance builds strong foundations for learning
- Students may be excused up to 5 days per semester for valid reasons with a parent/guardian's letter
- Valid reasons include:
  - Student is unwell
  - Compassionate reasons (bereavement or serious illness of a family member)

Key School Policies – Smart Devices

Tightened guidelines for use of smart devices in secondary schools

Students will not be allowed to use smartphones and smartwatches during all school hours.

This applies to non-lesson time too – recess, CCAs, and supplementary, enrichment or remedial lessons.

Hurtful Behaviours and Bullying

In Singapore, local studies show that verbal/social bullying forms the bulk of the types of bullying experienced in schools and they often start as 'harmless teasing' or leaving someone out but escalate into bullying.

↓

Hence, **we need to take a serious view of all forms of hurtful behaviours and bullying,** starting from once-off insensitive remarks before they become normalised or escalated.

Hurtful behaviours
Unkind and hurtful acts that include insensitive words/actions, even physical violence.

Bullying
Happens when a person behaves in a way that hurts someone **repeatedly <u>and</u> on purpose**

Examples of Hurtful Behaviours

Physical
Hitting someone or damaging someone's belongings, tends to occur alongside other forms of hurtful behaviours
It can extend from offline to online platforms, amplifying its visibility

Social
Leaving someone out of a group or things on purpose

Multiple forms could be experienced by the same student at the same time or sequentially.

Verbal
Name-calling, spreading rumours or making threats

Cyber
Occurs when online technology (e.g. mobile phones, computers or social media) is used as a means to hurt or upset someone on purpose and repeatedly (through sharing and/or resurfacing a post)

Some common forms of cyber bullying include flaming, harassment, cyber stalking, denigration, impersonation, exclusion, trickery and doxxing.

Hurtful Behaviours and Bullying

- Our Firm Stance on Hurtful Behaviours and Bullying
  - Any form of hurtful behaviour is wrong and unacceptable
  - We will take action when informed
- Zero tolerance for hurtful behaviour and bullying
- A safe and positive school environment enables all to thrive
- Thank you for your partnership in instilling excellent character and values in our children

What can parents do when their child encounters a bullying incident?

If your child is bullied

Remain calm to assess the situation and provide emotional support. Have a conversation with them using **C.H.E.E.R** as a guide to understand what they are experiencing

- **C**alm them down. Speak in a gentle tone.

- **H**ear them out.

- **E**mpathise with and acknowledge feelings.

- **E**ncourage them to seek help.

- **R**eassure them that you will be there to support and listen to their problems.

What can parents do when their child encounters a bullying incident?

If your child is the bully

Remain calm and try to find out more from them. You can:

- **Ask questions** to understand what happened.
- Let them know bullying is unacceptable. **Encourage them to apologise sincerely and make amends** to repair relationships.
- **Monitor** their online activities (if relevant)
- Reach out for **extra support from school**.

That action was hurtful, but you're capable of being kind.

What can parents do when their child encounters a bullying incident?

If your child is a bystander

It is important for them to feel **safe** and **supported**. You can guide your child to take on **upstanding behaviours** and **look out for friends in need.**

- Ask your child whether they want you to **listen**, to **help with more ideas about what to do** or **help them to report the incident**.

- Remind your child **not to like, share, record or repost** the message or media if the act is surfaced online.

- Let your child know that **it is okay if they don't feel safe or confident to stand up to bullying**. Brainstorm with them on ways they can support the victim, e.g., go with another friend to report to teacher.

Key School Policies – Smoking and Vaping

- Vaping is illegal in Singapore
  - The Government has intensified efforts to combat vaping
  - From 1 September 2025, individuals caught possessing, using or purchasing e-vaporisers will face higher penalties
  - Recalcitrant users may be required to undergo rehabilitation

VAPING IS PROHIBITED IN SINGAPORE
MAXIMUM FINE $2,000

Key School Policies – Smoking and Vaping

- Use of vapes, not just etomidate abuse, are **serious offences in schools**

- Students caught **smoking, vaping and substance abuse** will be reported to **HSA and CNB respectively**

- In addition, **school-based disciplinary consequences** will be meted out

Key School Policies – Smoking and Vaping

- School-based disciplinary consequences include
  - Suspension
  - Caning (boys only)
  - Conduct grade adjustment to POOR
  - Non-representation of school at competitions and events
  - Recalcitrant offenders will face harsher measures

Key School Policies – Offence Management

- When informed of an incident, the following steps are taken:
  - Same Day
    - Ensure well-being of all parties
    - Classification of case
    - Informing parents/guardians of incident

Key School Policies – Offence Management

– Between 3 to 21 working days (depending on the complexity of the case)

- Fact finding from witnesses and students involved
- Consequences decided
- Parents/guardians updated
- Consequences, including restorative actions carried out

– Teachers will continue monitoring students

Key School Policies – Offence Management

Grooming Expectations and Detention Class Procedures

- Hair and Grooming Standards
  - hair not dyed/tinted
  - no fanciful hairstyles
- Detention Class Protocol
  - confiscation of mobile phones

Key School Policies

Refer to Student Handbook for details on the following:

- Attire
- Grooming
- Mobile phone usage
- Lockers
- Personal Learning Devices (when students receive their own set)

Key Beliefs

Good character has no shelf-life, unlike skills and knowledge.

Every child can be nurtured to become a citizen of good character.

Deep learning happens when we engage the **head, heart and hands**.

Character development takes place when there is **care**.
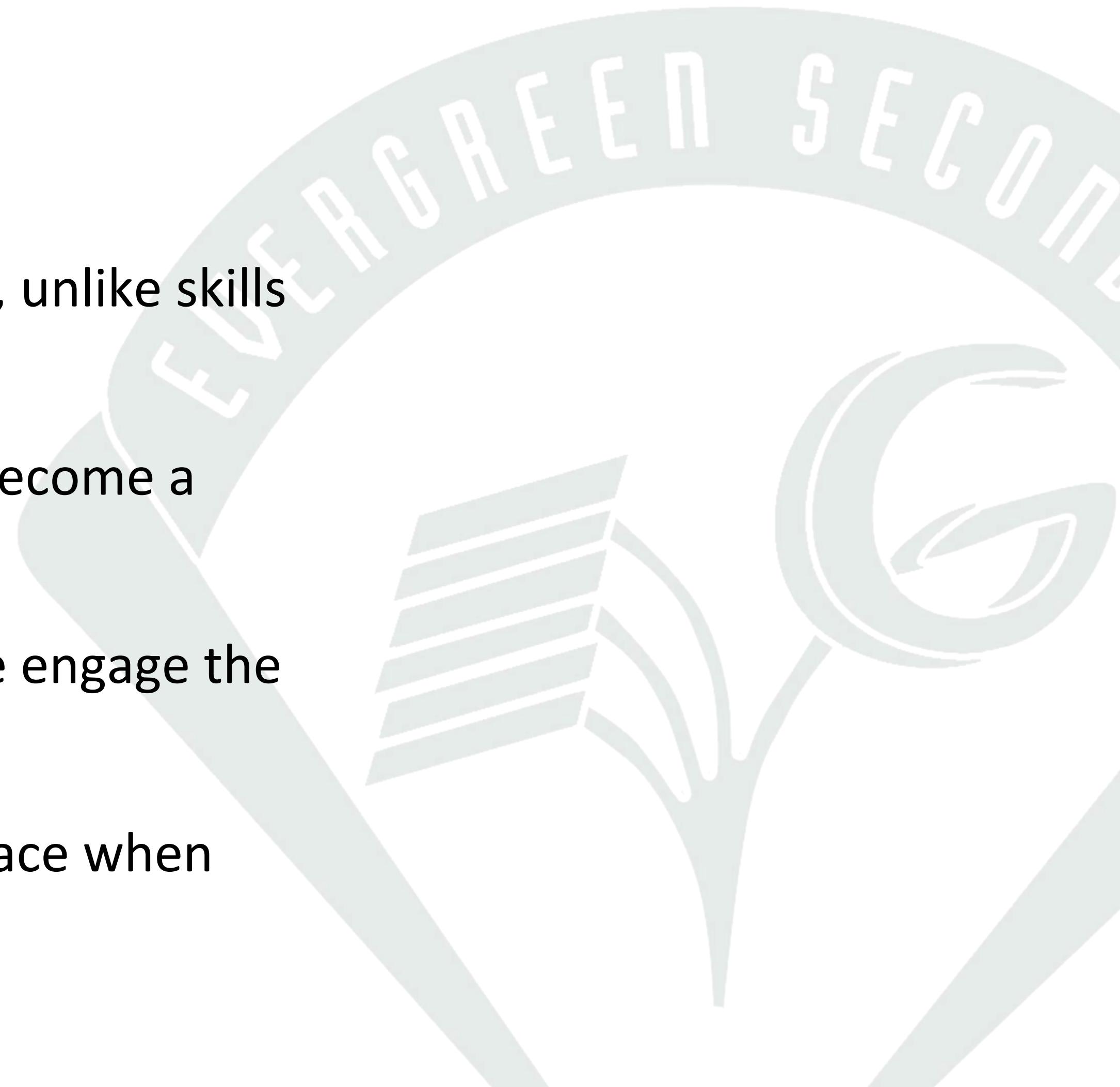
Overview of Programmes

- Character & Citizenship Development Lessons

- Character Time Periods

- Cyber Wellness

- Sexuality Education

- Education and Career Guidance

- National Education

- Values in Action

Examples of Programmes

Racial Harmony Day

Education & Career Guidance

Values Education in lessons, e.g. PE

Cyber Wellness Programmes

Values In Action

Partnership with Parents

EVG Parent Support Group

Participation in Workshops, Parent-Child Bonding Activities & School Events

Event: PSG Term 1 Meeting

Date: Saturday 24 January 2026 from 9.30 to 11.00 a.m.

Venue: School Library (Level 3)

Join Us!
Parent Support Group (PSG)

https://go.gov.sg/joinevgpsg

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 school events.

EVERGREEN
Parent Support Group

Blended Learning (BL) Day

Mr Melvin Chua

HOD / EdTech

Home-based BL Days

- MOE introduced home-based learning with *Student-initiated Learning (SIL)* as a regular feature of schooling experience.

- Since 2022, all secondary schools and junior colleges have home-based learning days.

- In EVG, we call ours "***Blended Learning Day***".
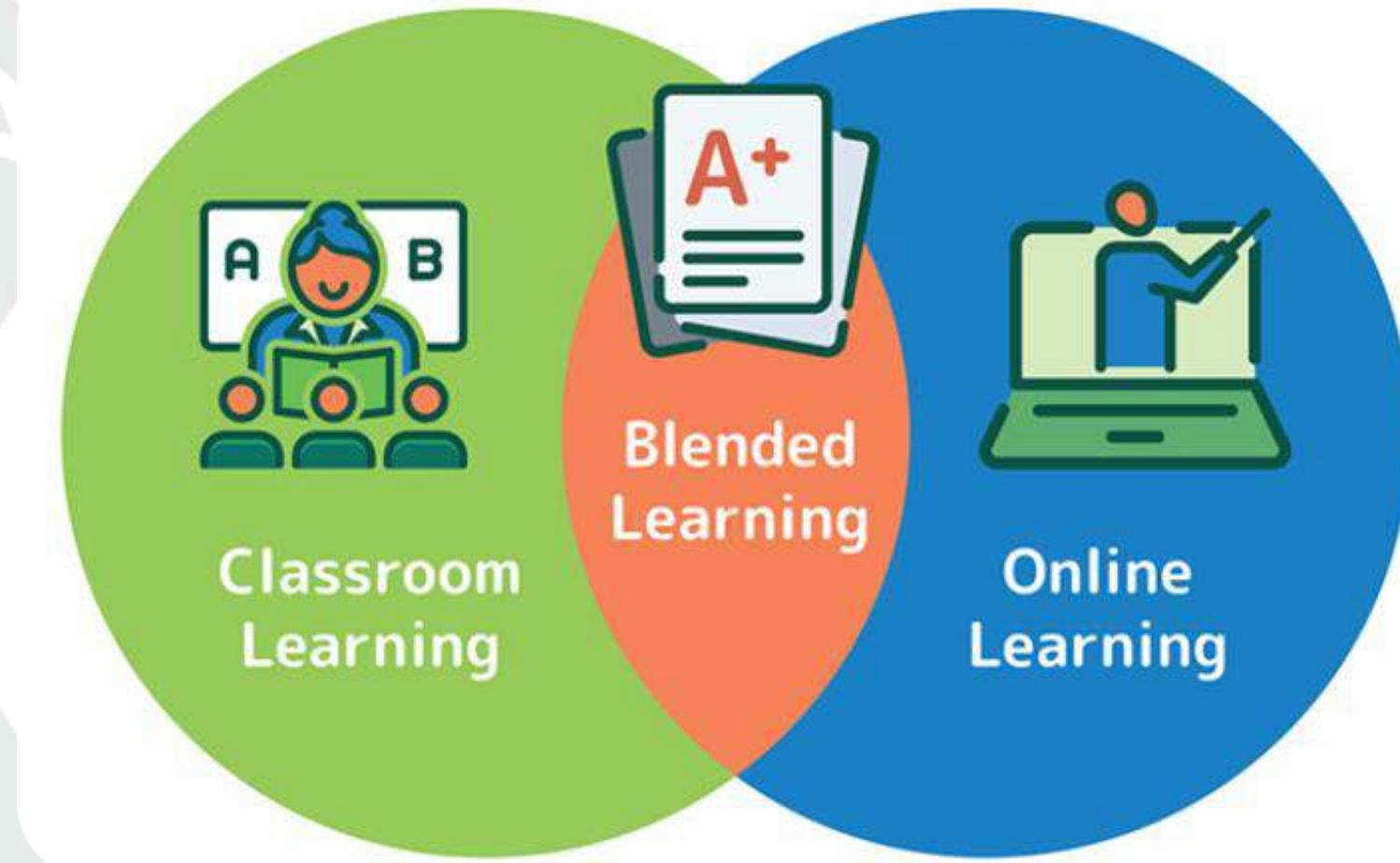
Intent of Blended Learning

- Nurture self-directed and independent learners

- Develop passionate and intrinsically motivated learners

Student-Initiated Learning (SIL)

SIL is

✓ an opportunity for your child/ward to learn to be an **independent**, **passionate** and **lifelong learner**

✓ a dedicated time during HBL for your child/ward to explore his/her personal interests, both within and outside the curriculum

BL Days in Term 1 (2026)

Week 6 Mon

February

9

Week 8 Wed

February

25

Sample of BL Day Timetable

Time	BL Day 1	BL Day 2
0800 to 0900	G3 & G2 Geography G1 Humanities Exposure Module	PE
0900 to 1000	Mother Tongue	English
1000 to 1030	**Break time**	
1030 to 1130	Design & Technology	Mathematics
1130 to 1230	Science	Music
1230 to 1330	**Lunch Break**	
1330 to 1430	**Student-Initiated Learning (SIL)**	

Expectations of Students during BL Days

- Follow the revised timetable for the BL Day
- Access the online learning resources/lessons/assignments
- Exercise self-discipline and complete all the online assignments
- Proactively check in with Teachers about any questions they may have
- Practise safe and responsible behaviour when online

Personalised Digital Learning Programme (PDLP)

Mr Melvin Chua

HOD / EdTech

LEARN FOR LIFE:
Equipping Ourselves for a Changing World

The world is fast-changing with digital technology becoming integral in our lives. The National Digital Literacy Programme (NDLP) was launched to **prepare our children to be future-ready.**

This Personalised Digital Learning Programme (PDLP) will support your child to:
- **learn better in this digital age;** *and*
- **be ready for the digital economy.**

Choice of Personal Learning Device (PLD)

The iPad was chosen due to its user-friendliness, portability, strong battery life, productivity and support for teaching and learning.

Responsible Use of Devices

Cyber Wellness Education

- MOE has made significant changes to the **Character and Citizenship Education**
- Topics include: **Cyber Use, Cyber Identity, Cyber Relationships, Cyber Citizenship, Cyber Ethics**

Device Management Application (DMA)

- Installed on **device to ensure safe learning experience & prevent misuse**
- Will be **uninstalled when the child graduates/leaves school**

Acceptable Use Policy (AUP)

- **Understand the expectations of device use to enable a conducive learning environment**
- **Outlines the consequences for violating the policy**

Parents as Partners

- Model **good digital habits** for your child
- Have **conversations** with your child about **safe and responsible use of technology**

Safe Use of Devices

Some **common dangers** when online:

- Risk of online safety/scam & loss of privacy (e.g. chatting with strangers online)
- Cyber bullying
- Exposure to harmful online content (e.g. violent content, sexual content, inciting racial/religious tension)

Measures for a safer digital environment:

- Acceptable Use Policy (AUP) & learning routines on device use
- Cyber Wellness Education
- MOE Device Management Application (DMA)
- Partnership with parents/guardians to support students to foster good digital habits and develop self-regulation skills

Responsible Use of Generative AI

- **What is Generative AI (Gen AI)?**
- **What opportunities does it present?**

*'Artificial intelligence (AI) is **rapidly changing** the way **children and adolescents play, communicate, and learn.** While it has potential to help solve complex problems, **AI presents both significant opportunities and notable risks concerning child well-being'** – [1]UNICEF (2023)*

While AI is a type of technology that allows computers to perform tasks that usually require human thinking, Gen AI is a type of AI that is probabilistic and predicts the most likely answer.

GenAI presents opportunities for learning:

- Supports learning through personalised and instant feedback

- Assists with ideation

- Provides an avenue to improve digital literacy, critical thinking, and problem-solving skills

[1]UNICEF (2023), *Generative AI: Risks and Opportunities for Children. Wow can we empower and protect children in the face of Artificial Intelligence?*, Innocenti – Global Office of Research and Foresight, https://www.unicef.org/innocenti/generative-ai-risks-and-opportunities-children (accessed on 22 July 2024).

Responsible Use of Generative AI

What are the limitations and potential risks of GenAI?

We recognise that GenAI might pose risks, especially when it is not used effectively:

- May give inaccurate or biased answers

- May create tendency for over-reliance when overused

- May pose risks if personal information is shared

- Probabilistic and predicts the most likely answer– it can sound confident even when it is wrong

- Responds like a person, but it does not truly understand or experience emotions.

About 1 in 2 teens would trust AI-generated news story to the same extent or more than one written by a human.[2]

[1]Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds,* https://www.commonsensemedia.org/press-releases /nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds (accessed on 23 October)

[2]UNICEF, *The risky new world of tech's friendliest bots AI companions and children*, https://www.unicef.org/innocenti/stories/risky-new-world-techs-friendliest-bots

[3]Parents, More Kids Are Turning to AI Companions—And It's Raising Red Flags https://www.parents.com/more-kids-are-turning-to-ai-companions-and-its-raising-red-flags-11790959#toc-how--why-kids-are-using-ai-companions-today

Responsible Use of Generative AI

How should children interact with GenAI?

Parents should discourage your children from relying on AI Companions for social-emotional support, as this may pose challenges for their development:

- Children can become attached to AI Companions (e.g. chatbots) as trusted friends however this interaction poses a number of a concerns.

- It blurs the line between fantasy and reality and makes it harder to distinguish good advice from bad advice.

- Overuse of AI may limit opportunities for face-to-face communication, the development of one's empathy and emotional regulation.

- Over prolonged use, children may lack key socio-emotional competencies and struggle with real-world interactions[3] .

About 1 in 3 teens use AI companions for social interaction and find them as satisfying or more satisfying than those with real-life friends.[1]

[1]Common Sense (2025), *Nearly 3 in 4 Teens Have Used AI Companions, New National Survey Finds,* https://www.commonsensemedia.org/press-releases /nearly-3-in-4-teens-have-used-ai-companions-new-national-survey-finds (accessed on 23 October)
[2]UNICEF, *The risky new world of tech's friendliest bots AI companions and children*, https://www.unicef.org/innocenti/stories/risky-new-world-techs-friendliest-bots
[3]Parents, More Kids Are Turning to AI Companions—And It's Raising Red Flags https://www.parents.com/more-kids-are-turning-to-ai-companions-and-its-raising-red-flags-11790959#toc-how--why-kids-are-using-ai-companions-today

AI Literacy in EVG

- Upcoming cohort-wide **AI Literacy Curriculum** for Sec 1: April & May (Term 2)

- Focus on **effective, responsible and safe use of AI**

- Encourage your child to go through the SLS onboarding module and the self-paced AI literacy modules on SLS

SLS Onboarding (Secondary)

[Secondary/JC/MI] Basic Module on AI and AI-enabled Features in SLS

What is Device Management Application (DMA)

- Your child's/ward's PLD will be installed with a Device Management Application (DMA) to provide a safer digital environment for learning.

- Installation of the DMA will be performed after the collection of the device.

- This applies to both devices purchased through the school and pre-existing student-owned devices.

- The DMA will be **funded by MOE** and will be **uninstalled** from the device **when your child/ward graduates/leaves the school**.

PLD Device Bundle

What Does It Include

- Apple iPad (11" A16, 128GB)
- Apple Pencil (USB-C)
- External Keyboard
- 4 years Insurance and Warranty
- Cost of bundle with GST: $856.60

Device Cost for Singapore Citizens (SC)

To ensure affordability, MOE has provided Edusave top-up of $500 in 2025 to all eligible Singaporean students. This is on top of the annual Edusave contribution of $290 for secondary school students.

$856.60

MOE FAS
GHI ≤ $4,000
PCI ≤ $1,000

Subsidy
-$350.00

Edusave *
$506.60

Cash
$0

Non-MOE FAS
$4,000 < GHI ≤ $5,500
$1,000 < PCI ≤ $1,375

Subsidy
-$200.00

Edusave *
$606.60

Cash
$50

Non-FAS
GHI > $5,500
PCI > $1,375

Subsidy
$0

Edusave
$856.60 **

Cash
**If insufficient Edusave
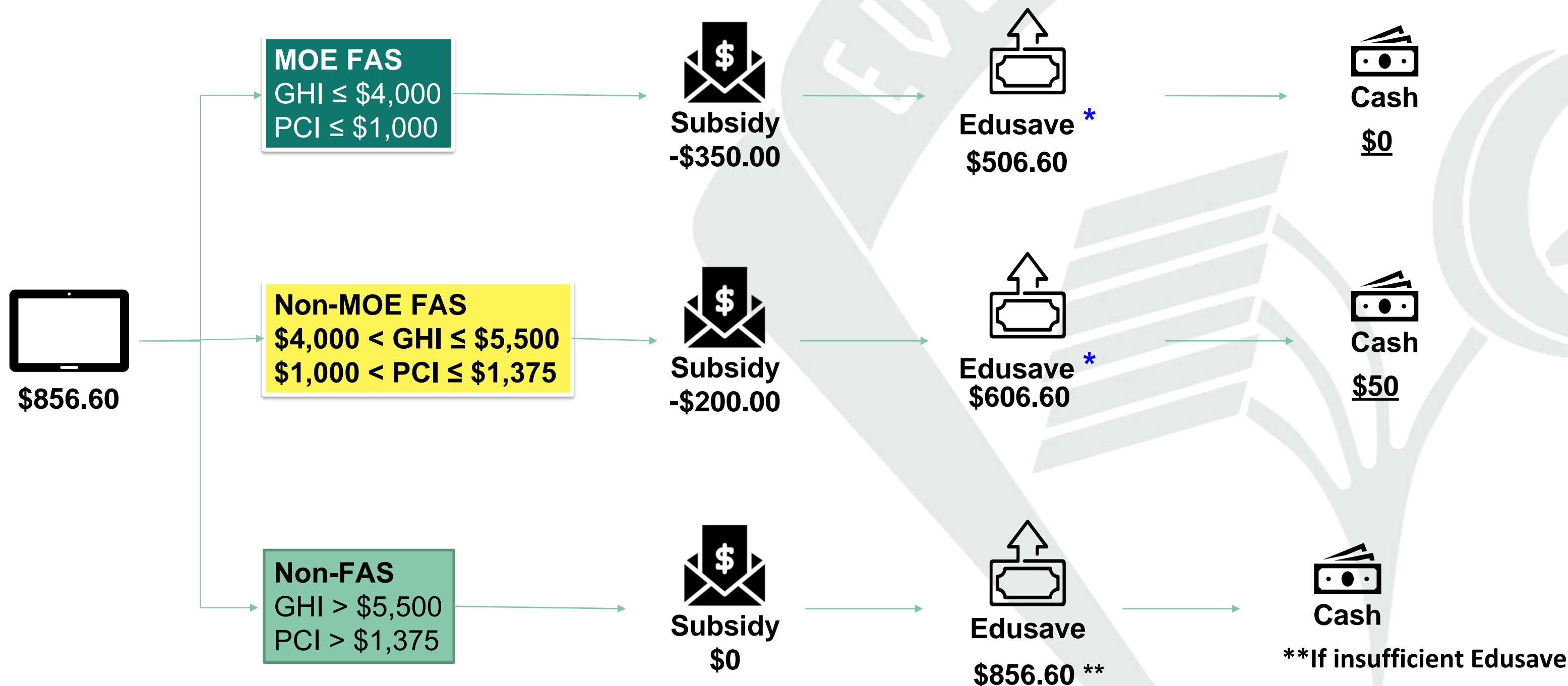
* If insufficient Edusave, additional subsidy will be provided.

Device Cost for Permanent Residents / International Students (PR/IS)

$856.60

PR/IS
GHI > $5,500
PCI > $1,375

Subsidy
$0

Cash
$856.60

PR/IS
$4,000 < GHI ≤ $5,500
$1,000 < PCI ≤ $1,375

Subsidy
-$171.32

Cash
$685.28

PR/IS
GHI ≤ $4,000
PCI ≤ $1,000

Subsidy
-$200

Cash
$656.60
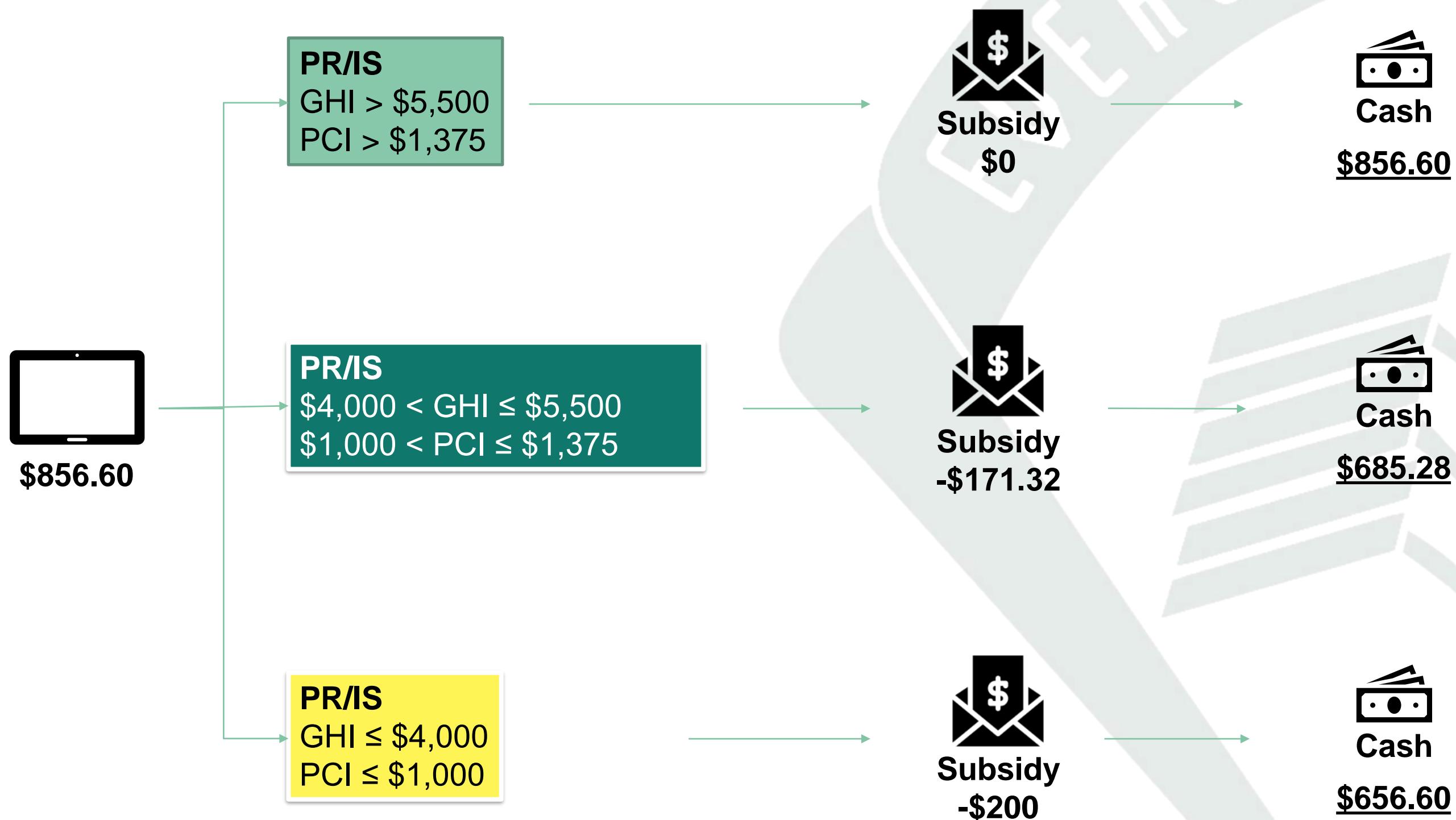
Financial Assistance for PLD

- Subsidies are available for students who require funding support to purchase a PLD.
- It is compulsory for all students on the MOE Financial Assistance Scheme (FAS) to use their Edusave to pay for the PLD, after subsidies have been granted.
- The table below shows information on the eligibility for the subsidy:

Students eligible for subsidy	Income criteria	How to Apply for Subsidy
Students under MOE FAS	Gross Household Income ("**GHI**") is $4,000 or less, or Per Capita Income ("**PCI**")* is $1,000 or less (*** PCI** refers to the GHI divided by the total number of family members in the household.)	No action required. PLD is automatically subsidised.
Students under School-based FAS	**GHI** is $5,500 or less, or **PCI** is $1,375 or less	
Students who are currently not under the MOE FAS or School-based FAS	**GHI** is $5,500 or less, or **PCI** is $1,375 or less	Apply through the FormSG Link that will be provided in the Letter via Parents Gateway (PG).

Estimated Timeline

Time Frame (2026)	Activity
By mid Jan	Details and admin info to be sent via Parents' Gateway (PG) on: 1) Parental Consent for purchase of device bundle 2) Parental Consent for Edusave withdrawal (for Singapore Citizens) 3) Submission of income documents for subsidy application (for those eligible)
End Jan – Mar	Collating responses, processing of subsidy applications and ordering of device bundle, updates on DMA for parents
From April onwards	Collection of device bundle

Frequently Asked Questions about PLD

Q1) Can students opt out from using the school-selected iPad device if they wish to use their own iPad?

Students are encouraged to use the iPad model prescribed by the school for a smooth learning experience. If students wish to use their own iPad devices, these iPad devices must meet the necessary specifications such as processor speed and compatibility with the school's Device Management Application (DMA).

Q2) What is the insurance and warranty coverage?

The 4 years insurance and warranty allows for 2 repairs or 1 replacement. The insurance coverage is only applicable for situations of damages and loss where the student has taken precautions to safeguard the device. It is for the main device only and does not cover accessories.

Parent-Teacher Meetings (PTM) in 2026

Mid Year	End of Year
29 May Friday	30 Oct Friday