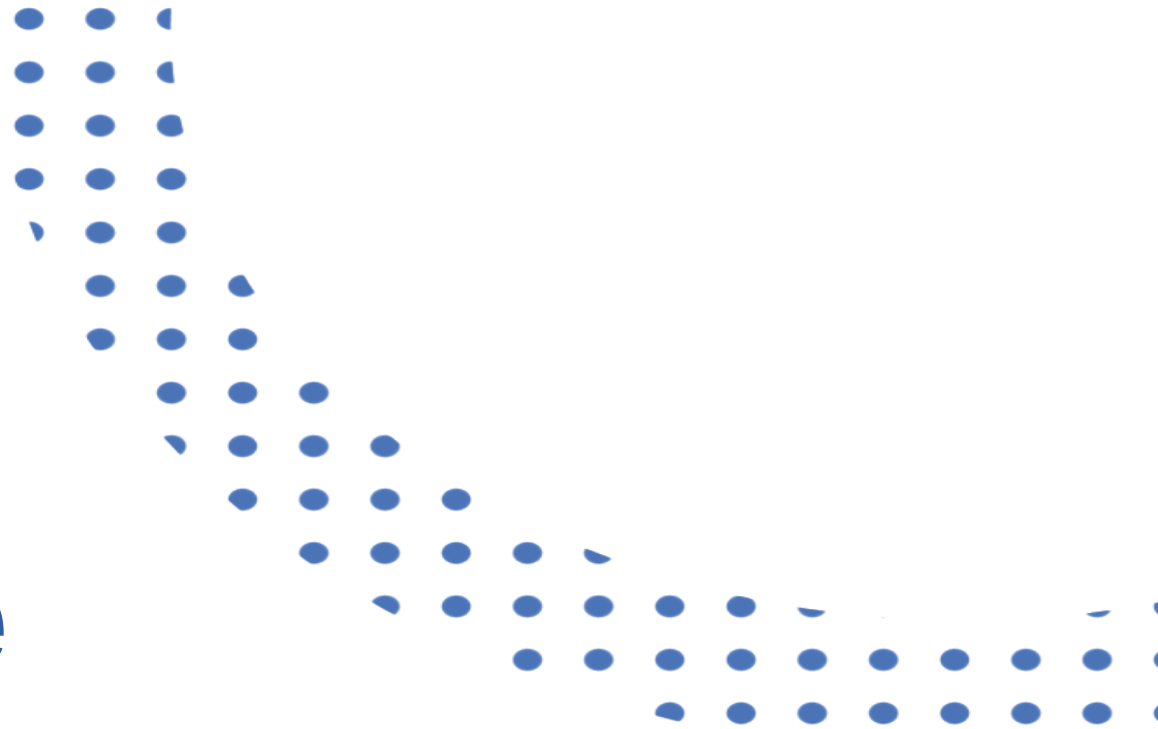


The Personal Learning Device (PLD) Initiative

Briefing for Parents

A PRESENTATION BY
MINISTRY OF EDUCATION, SINGAPORE



The National Digital Literacy Programme and the PLD Initiative

An Overview

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 of the 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

Learning with a PLD

Queenstown Secondary School

Note: The information contained in this deck of slides is customised according to our school's context and the device selected.

How will your child/ward use the PLD?

Queenstown Secondary School is onboard Microsoft Teams to enhance learning:

1. Allow easy **access of resources** for both face-to-face and remote (HBL) lessons.

The screenshot displays the Microsoft Teams 'Class Notebook' interface. On the left, a navigation pane shows 'All teams' with a team named 'Sec 2 English TG3 (Ms P...)' selected. Below this, a 'Class Notebook' section lists 'Home page', 'Class Notebook', 'Classwork', 'Assignments', 'Grades', 'Reflect', and 'Insights'. Under 'Channels', 'General' is listed. The main area shows a 'Class Notebook' for 'Sec 1 English TG3 (Mdm Phoo) Notebook'. A search bar is at the top left of this area. A list of notebook pages is shown, with 'Unit 2', 'Unit 3', 'Unit 4', and 'Unit 5' highlighted in a red box. The 'Unit 4' page is selected, showing a list of lessons: 'WS 3.1 Meaning of Frien...', 'WS 3.2 Outside My Win...', 'WS 3.3A Penfriend (1)', 'WS 3.3B Penfriend (2)', 'WS 3.4 Notes on Letter ...', 'WS 3.5 Donna's Letter to...', 'WA3 – Personal Letter D...', 'WS 3.2 Comics – Outsid...', and 'WS 3.8 Operation Freed...'. The 'WS 3.2 Outside My Win...' page is highlighted in a red box. The right side of the notebook shows a reading material titled 'Let's Read... "Outside My Window" by Khang Le'. The material includes a title, a name field, a class field, and a date field. Below this, there are several images: two small images of butterflies, a large image of a bedroom with a bed and a window, and two small images of a person's face. A blue arrow points from the text 'Students can see materials in full-colour' to the images.

How will your child/ward use the PLD?

Queenstown Secondary School is onboard Microsoft Teams to enhance learning:

2. Allow **archiving of resources** within a Class Notebook, including multi-media materials.

The screenshot displays a Microsoft Class Notebook interface. On the left, a sidebar lists various notebook pages, including 'Chapter 6 - Pressure', 'Chapter 7 - Work E...', 'Chapter 8 - Kinetic ...', 'Chapter 9 - Transfer...', 'Chapter 10 - Tempe...', 'Chapter 13 - Light', 'Chapter 15 - Sound', 'Chapter 16 - Static ...', 'Chapter 17 - Curre...', 'Chapter 18 - DC Cir...', and 'Chapter 19 - Practic...'. The main content area is titled '3A PHY Mdm Phoo Notebook' and contains a lesson plan for 'Discussion in pairs on Conduction vs Convection'. The lesson plan includes the instruction 'Watch the YouTube animation on Convection. Discuss with your partner and answer the questions below.' and a link to a YouTube video titled 'Physics - Energy - Heat Tran...'. Below the link is a video player showing a YouTube video titled 'Heat Transfer - Convection'. A blue arrow points from the video player to a storyboard titled 'Storyboardthat: Horror Comics'. The storyboard contains several panels, including a black panel and a panel with a red circle. Below the storyboard is a text box with the following text: 'It was a long night, James and I were exploring the old school campus in the middle of the night when the moon was high and bright. Right when we passed the toilet, he admitted that he needed to go to the johns. I waited for him by the door as he was doing his business until I heard a him shout and looked into the toilet only to find a little girl when the room blackened out and my torch stopped functioning as my eye was adjusting to the darkness when my torch...'. A blue arrow points from the text box to the video player. Another blue arrow points from the video player to the storyboard.

How will your child/ward use the PLD?

Queenstown Secondary School is onboard Microsoft Teams to enhance learning:

3. Allow students to do **note-taking** and teachers to **grade assignments**.

Class Notebook

File Home Insert Draw View Help Class Notebook Tell me what you want to do

Calibri Light 20 B I U [color tools] [font tools] Styles Tags abc Feed

During a trial run on a racetrack, the motorcycle accelerates uniformly from rest at a constant rate of 7.5 m/s^2 until the speed is 60 m/s . The motorcycle then travels at a constant speed until it has gone a further 600 m . It then decelerates non-uniformly to a stop in 10.0 s . Plot a speed-time graph to show the complete motion of the motorcycle in the grid below. (adapted from 008/P2A/Q3).

Annotations on the graph:
 - Blue: "constant acceleration" (for the first phase)
 - Green: "constant speed" (for the second phase)
 - Green: "deceleration to 0" (for the third phase)
 - Green: "constant deceleration" (written near the start of the third phase)
 - Green: "deceleration to 0" (written near the end of the third phase)
 - Green: "constant speed" (written near the end of the second phase)

Handwritten calculations:
 ① constant acceleration: $a = \frac{v-t}{t} \rightarrow 7.5 = \frac{60-0}{t} \rightarrow t = \frac{60}{7.5} = 8 \text{ s}$
 ② find time in constant speed: $v = \frac{d}{t} \rightarrow 60 = \frac{600}{t} \rightarrow t = \frac{600}{60} = 10 \text{ s}$
 ③ deceleration to 0: $a = \frac{v-t}{t} \rightarrow -10 = \frac{0-60}{t} \rightarrow t = \frac{60}{10} = 6 \text{ s}$

5. A car travels at 20 m/s for 3 minutes . It then accelerates uniformly to a speed of 38 m/s in 1 minute . It travels at a uniform speed of 38 m/s for a further 5.5 minutes before decelerating uniformly to rest in 1.5 minutes . (adapted from 010/P2A/Q3)

(a) On the grid below, plot a graph to show the variation with time of the speed of the car.

Annotations on the graph:
 - Blue: "constant speed" (for the first phase)
 - Blue: "constant acceleration" (for the second phase)
 - Blue: "constant speed" (for the third phase)
 - Blue: "constant deceleration" (for the fourth phase)
 - Red: "longer speed" (written near the third phase)
 - Red: "constant deceleration" (written near the start of the fourth phase)

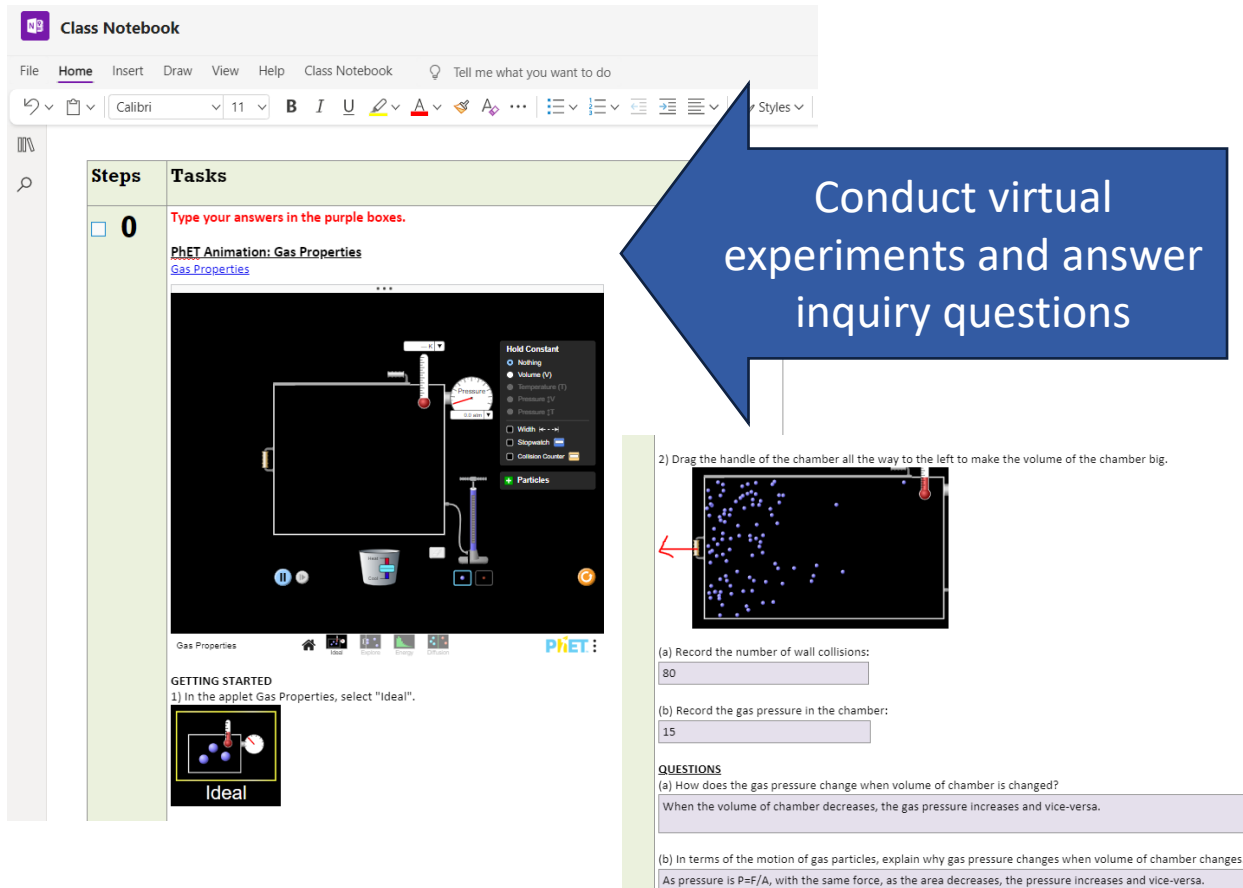
Handwritten notes:
 - "Free fall: object dropping without air resistance. \rightarrow constant acceleration: $+10 \text{ m/s}^2$ every second (NOT constant speed)"
 - "vacuum"
 - $10 - 4 = 6$
 - $38 \times 6 = 228 \text{ m}$

Students can annotate using different colours

How will your child/ward use the PLD?

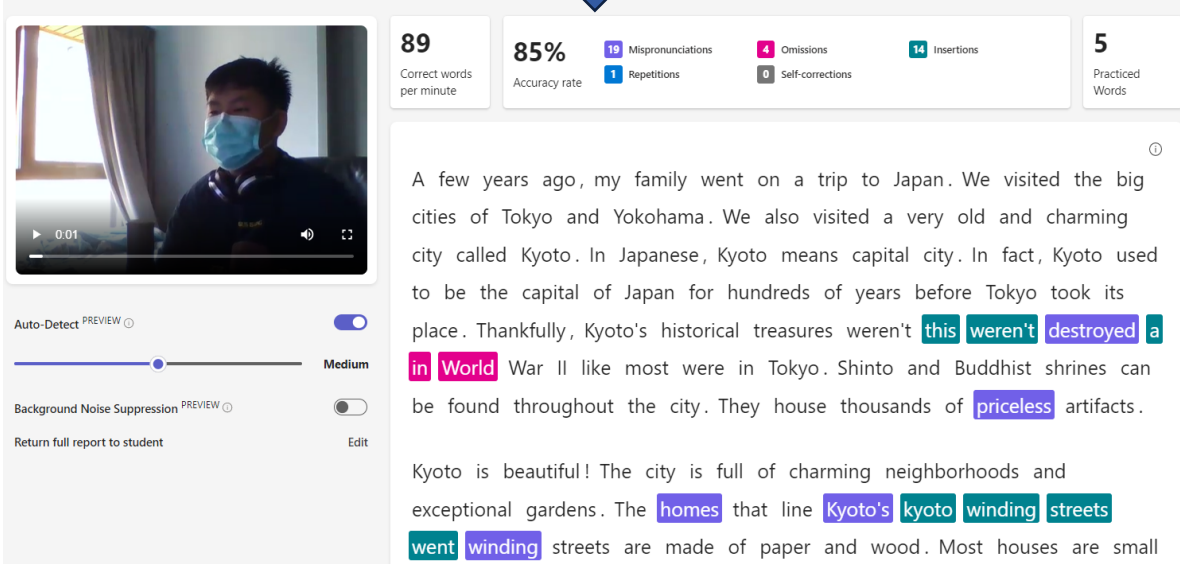
Queenstown Secondary School is onboard Microsoft Teams to enhance learning:

4. Allow for **interactive lessons** to increase **engagement** in the classrooms.



The screenshot shows a Microsoft Teams Class Notebook interface. The 'Tasks' tab is active, displaying a task titled 'PhET Animation: Gas Properties'. The task includes a PhET simulation of a gas chamber and a list of instructions. A blue callout box with a white arrow points to the simulation, containing the text: 'Conduct virtual experiments and answer inquiry questions'. Below the simulation, there are two numbered tasks: (a) Record the number of wall collisions (80) and (b) Record the gas pressure in the chamber (15). There are also 'QUESTIONS' section with two sub-questions about gas pressure and volume.

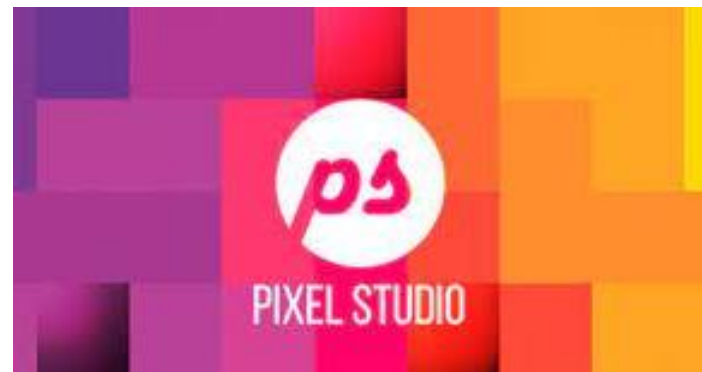
Reading Progress uses AI to assess each student's reading and give personalised feedbacks for the student to make improvements during practice.



The screenshot shows a Reading Progress interface. On the left, there is a video player showing a student wearing a blue face mask reading. To the right of the video is a performance dashboard with the following statistics: 89 Correct words per minute, 85% Accuracy rate, 19 Mispronunciations, 4 Omissions, 14 Insertions, 1 Repetitions, and 0 Self-corrections. Below the dashboard is a text passage about Kyoto, with several words highlighted in colored boxes: 'this', 'weren't', 'destroyed', 'in', 'World', 'priceless', 'homes', 'Kyoto's', 'kyoto', 'winding', 'streets', 'went', 'winding'. At the bottom right, there is a small smiley face icon.

How will your child/ward use the PLD?

Other digital tools that will be used in the classroom to aid learning:



Supporting Students in the Safe and Effective Use of the Devices

Supporting Students in the Safe and Effective Use of the Devices

The school has measures in place to enable a safer digital environment for learning with the use of PLDs, e.g.

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

School Rules on Digital Device Use




Full details in [Student Handbook](#) Pg 39-42: Personal Learning Device (PLD) – User Guide and Advisory

- Students are expected to **bring** their PLDs to school **daily**.
- Every PLD should be **fully charged at home** before it is brought to school.
- Students should not use their PLD during lessons without a **teacher's permission**.
- Students must be responsible for the safe-keeping of their PLDs and **not leave them unattended**. During recess, PE or CCAs, they should **store their PLDs in their assigned lockers**.



Classroom Management and Routines

Queenstown Secondary School adopts the following school-wide learning routines:

Before		ACLAP A - Attendance & Punctual CL : Ensure C leanliness of the Learning Environment A : Proper A ttire P : P reparedness (HP in the Locker/Materials Ready)
During		SPUR S : S tay Focussed (Know Lesson Objectives) P : P articipate Actively (Be Engaged & Check Learning) U : U se PLD Wisely (As Required by Lessons) R : R espect Each Other/Opinions (One Voice / Listen)
After		R&R R : R eflect and Consolidate your Learning R : R emember to Complete tasks and Charge your PLD

Cyber Wellness Programmes

Through various Cyber Wellness programmes in Queenstown Secondary School, students will learn to be **respectful, safe, and responsible users of technology**:

- **Cyber Wellness Week** for students to advocate about cyber wellness
- Class discussions on cyber wellness issues during **CCE lessons**
- A series of **Assembly Programmes** to share cyber wellness tips
- **Peer Support Culture** to promote a positive online presence.



Parents'/Guardians' Role

- We would like to partner parents/guardians so that 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**.
 - **Set ground rules** for internet/device usage that both your child/ward and you can agree with.
 - **Guide your child/ward to use productivity tools** using his/her PLD, to organise information and simplify tasks for efficiency.
 - Have appropriate **DMA Setting**.

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

DMA Installation

- Your child's/ward's PLD will be installed with a DMA to provide a safer digital environment for learning.
- DMA will be installed after the collection of the device. Students will be guided on the installation.
- 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 funded by MOE and will be uninstalled from the device when your child/ward graduates/leaves the school.

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 out objectionable content or content that may not be conducive to teaching and learning (e.g. pornography, gambling, or websites containing extremist content)
- Students will be able to use the device from **7:00 a.m. to 11.00 p.m.** daily
- The school will determine the apps and programs to be installed to support teaching and learning

Providing Parents/Guardians with Greater Choice of After-School DMA Parent Options

The following tables outline the different levels of restrictions, controls, and monitoring for the different DMA options after school hours.

Default	Option A	Option B
<p>In-school DMA settings will continue after school hours</p>	<p>Parents/Guardians can modify the DMA settings after school hours</p>	<p>Parents/Guardians can choose to disable DMA 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 want more leeway over the use of the device, and prefer to take charge of the level of restrictions for their child’s/ward’s use of the device after school hours.</p>	<p>For parents/guardians who do not want their child’s/ward’s use of the device to be regulated by DMA after school.</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 at any time.

Providing Parents/Guardians with Greater Choice of After-School DMA Parent Options

	Default	Option A	Option B
Protecting students from objectionable content	MOE/school sets level of web content filtering	Parents/Guardians can apply additional content filtering	No content filtering
Reduce distractions from learning through control of applications	Parents/Guardians and students are <u>unable</u> to install additional applications	Parents/Guardians and/or students can install additional applications after school hours, but these applications are disabled during school hours	
Limit screen time	School sets hours during which students are able to use the device online	Parents/Guardians can modify the amount of screen time	No control over screen time

Bite-sized video guides for parents on DMA Option A: <https://go.gov.sg/dmaparentguide-blocksi>

Providing Parents/Guardians with Greater Choice of After-School DMA Parent Options

	Default	Option A	Option B
Parent/guardian account	Provided to allow monitoring of PLD activities after school hours		Not provided
Monitor students' cyber activities	Parents/Guardians can track their child's/ward's browser history after school hours		<p>Parents/Guardians will <u>not</u> be able to monitor or control their child's/ward's use of the device through the DMA after school hours</p> <p>No data will be collected during use of PLD after school hours</p>

Deciding on the Choice of After-School DMA Parent Option

Parents/guardians may wish to consider the following questions before deciding on which After-School DMA Parent Option is best for your child/ward.

1. 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?

2. 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?

Data Collected by the DMA

The 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

Additional Resources for Parents

To support you in keeping your child/ward safe online, you may refer to these additional resources:

- Parent Handbooks (I) and (II) on Learning with a Personal Learning Device (shared by the school)
- Parent Kit on Cyber Wellness for Your Child (<https://go.gov.sg/moe-cyber-wellness>)
- Parent Kit on Raising a Digitally Smart Child (<https://go.gov.sg/moe-raising-a-digitally-smart-child>)
- Parenting with MOE: Instagram Live session on Raising Digitally Smart Kids (<https://go.gov.sg/iglive-raising-digitally-smart-kids>)
- Schoolbag article 'Keeping our teens safe online' (<https://www.schoolbag.edu.sg/story/keeping-our-teens-safe-online>)
- MOE Cyber Wellness Programme (<https://www.moe.gov.sg/education-in-sg/our-programmes/cyber-wellness>)
- Media Literacy Council's Resources for Parents (<https://go.gov.sg/better-internet-sg>)
- National Library's Learning & Information Literacy Resources (<https://sure.nlb.gov.sg/>)
- TOUCH Community Services (<https://help123.sg>)

Device and Funding Information

Queenstown Secondary School's PLD



The school will be using the
ACER TravelMate Spin TMB311RN-33
for teaching and learning.

Total cost of the bundle includes 3-year
warranty and 3-year insurance with GST:
\$623.40

11.6" HD Touch | Convertible
Intel N100 | Win11Pro | 8GB RAM | 256GB PCIe SSD
Active Stylus Pen

Queenstown Secondary School's PLD



**ACER TravelMate Spin
TMB311RN-33**

The school chose the device because of:

- Portability (1.45 kg)
- Durability
- T&L Affordances (Windows)
- **Use of stylus to write (inking function)**
- **Touchscreen**

PLD Bundle

Device Bundle includes

- Model: **Acer TravelMate Spin TMB311RN-33 Convertible**
- Processor: **Intel N100**
- Memory (GB): **Upgrade to 8GB LPDDR5 RAM (On-Board at factory level)**
- Storage (GB): **Upgrade to 256GB PCIe SSD (On-Board at factory level)**
- Add-on/Accessories Item: **Active Stylus Pen, Power Adaptor, Mouse, Carrier Bag**

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

- **3-year warranty and 3-year insurance**
- **2 repairs or 1 replacement claim**

*The price of the PLD Bundle may appear to be higher than similar models on the retail market as the price of those devices usually does not include extended warranty and insurance coverage.

Insurance Coverage

The package includes a 3-year warranty, and 3-year insurance which includes:

Insurance Coverage	Claimable
<ul style="list-style-type: none">• Fire• Lightning• Power Surges• Accidental e.g water spillage, drop etc• Theft due to forcible entry• Robbery <p>* Accidental loss will not be covered by insurance.</p>	2 repairs or 1 replacement (3-year insurance)

Technical Support for Students' Devices

Technical support will be provided to students through:

- 1. Desktop Engineers** at our level 3 and level 4 computer labs for
 - Troubleshooting of device issues
 - Solve connectivity issues
- 2. ACER Service Centre**
 - Repair of devices (hardware issues)



Help Desk Number:
6895 6278



Help Desk Operating Hours:
Mon, Tue, Thu, Fri: 0845 – 1715
Wed: 0845 – 1945
Sat: 0900 – 1200
Sun and Public Holiday: Closed



Help Desk Email:
acercare.sg@acer.com



Location:
29 International Business Park
Singapore 609923
(1.1km from Jurong East MRT)

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 of \$200 in 2020 to 2022, and \$300 in 2023, to all eligible Singaporean students in primary and secondary schools.
 - This is on top of the annual *\$290 credited into the Edusave account for Secondary School students and \$230 for Primary School students.
- * The annual \$290 top-up for SC may be credited from 4th week of January 2024.**

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 \$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.

Funding Scenario: Student A (SC)



ACER TravelMate Spin
TMB311RN-33 (11.6")
\$623.40

Student A (SC on MOE FAS) General Household Income ≤ \$3,000 or Per Capita Income ≤ \$750	
Device Bundle Cost	\$623.40
MOE Student Subsidy (50%)	\$311.70 (rounded up to nearest 10 cents)
Available Edusave Balance <i>(After setting aside for misc fees)</i>	e.g. \$200.00 before deduction \$200.00 will be deducted
Additional Subsidy	\$111.70
Cash Out-of-pocket	\$0.00

For more details on financial assistance, please approach the school (Tel: 6474 1055).
Each student would receive a personalised bill subsequently.

Funding Support for Singapore Citizen (SC) Students

- For SC students whose family's monthly income is:

$\$3,000 < \text{Gross Household Income (GHI)} \leq \$4,400$, or

$\$750 < \text{Per Capita Income (PCI)} \leq \$1,100$

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.

Funding Scenario: Student B (SC)



ACER TravelMate Spin
TMB311RN-33 (11.6")
\$623.40

Student B (School-based FAS SC) \$3,000 < Gross Household Income ≤ \$4,400 or \$750 < Per Capita Income ≤ \$1,100	
Device Bundle Cost	\$623.40
MOE Student Subsidy (30%)	\$187.00 (rounded up to nearest 10 cents)
Available Edusave Balance <i>(After setting aside for misc fees)</i>	e.g. \$200.00 before deduction \$200.00 will be deducted
Additional Subsidy	\$186.40
Cash Out-of-pocket	\$50.00

For more details on financial assistance, please approach the school (Tel: 6474 1055).
Each student would receive a personalised bill subsequently.

Funding Support for Singapore Citizen (SC) Students

- 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.

Funding Scenario: Student C



ACER TravelMate Spin
TMB311RN-33 (11.6")
\$623.40

Student C (Not Eligible for Subsidy) Gross Household Income > \$4,400 or Per Capita Income > \$1,100	
Device Bundle Cost	\$623.40
Available Edusave Balance <i>(After setting aside for misc fees)</i>	e.g. \$200.00 before deduction \$200.00 will be deducted
Cash Out-of-pocket	\$423.40

For more details on financial assistance, please approach the school (Tel: 6474 1055).
 Each student would receive a personalised bill subsequently.

What's Next?

WHAT'S NEXT?

PLD Purchase Form

singpass

Parents with Singpass can access the **Parental Consent for the Purchase of Personal Learning Device (PLD)** via the following link:

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

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



PLD Initiative Timeline

Time Frame	Activity
5 Jan 2024, Fri	<p>Secondary One Parents Engagement Session</p> <ul style="list-style-type: none"> ➤ Brief introduction to PLD Initiative ➤ Access the following via Parents Gateway and school's website: <ul style="list-style-type: none"> • Full deck of slides on PLD Initiative • Link to PLD Purchase Form (on the previous slide)
12 Jan 2024, Fri	Deadline for submission of PLD Purchase Form
19 Mar 2024, Tues (<i>TBC</i>) Term 2 Week 1	<p>PLD Distribution Day</p> <ul style="list-style-type: none"> ➤ Collection of devices by students ➤ Installation of DMA
25-29 March 2024 Term 2 Week 2	<p>CCE and CMCT Lessons</p> <ul style="list-style-type: none"> ➤ Class discussion and signing of Acceptable Use Policy (AUP) ➤ Orientation to Microsoft Teams

WHAT'S NEXT?

Important Contacts / Helplines

To access / find out more about...	Contact / Helpline
This deck of slides	(to upload first)
Edusave balance	6260 0777
Financial assistance	6474 1055 (Ms Carol Goh)
Device specifications	chua_zhen_an@moe.edu.sg (Mr Chua Zhen An)

Frequently Asked Questions (FAQ)

1. Can my child/ward not purchase the device?

- Every student is required to have a device for teaching and learning purposes. Your child/ward is strongly encouraged to purchase one.
- It is also encouraged to use the device model prescribed by the school. The uniformity of systems and software would ensure a smooth learning experience for everyone.

2. Do all students in the school have to use the same device? What about students who wish to use their own?

- It is encouraged to use the device model prescribed by the school. The uniformity of systems and software would ensure a smooth learning experience for everyone.
- The device purchased through the school will come with the necessary warranty and insurance as well.
- If students wish to use their own devices, they will have to check with the school to ascertain whether their devices meet the school's requirements. They must also be willing to let the school install Device Management Application (DMA) software to manage the devices.

3. What happens to the device after my child/ward graduates?

- The school will uninstall the DMA from students' devices upon their graduation.
- Students will then have full control and personal ownership over their devices afterwards.
- If a student's device needs to be installed with DMA in JC/MI, it can be reinstated.

Thank you





Ministry of Education
SINGAPORE