

Full Subject-Based Banding (FSBB)

1. How does the school support students who may struggle academically in their initial subject group placement, especially those new to secondary school?

Students who struggle academically could seek academic support from their subject teachers during and beyond lessons while they can also consult their Form Teachers and subject teachers to help them understand and address the issues that could be causing them to struggle. The school encourages all students to take subjects at the subject level determined by their overall PSLE Score, and ensures students are exposed adequately to the demands of the subjects at the subject level before making informed decisions on their subject level offerings.

2. How does the school determine whether a student is ready to take a subject at a more demanding level (e.g. G2 to G3)? What factors are considered beyond school-based assessment results?

There are two criteria that the school consider in determining the eligibility of students to take subjects at a more demanding level (MDL). Firstly, students must achieve 75% or higher for the specific subject in school-based assessments, i.e. Weighted Assessments and End-of-Year Examinations. Secondly, both subject teachers and Form Teachers will be consulted for their professional judgement and feedback on the readiness of the students to take the subject at MDL. The school will assess holistically whether the students can cope with the subjects at MDL and their overall workload, including subjects which they may already take at MDL, and well-being.

3. Under what circumstances might a student take a subject at a less demanding level (e.g. G3 to G2)?

Students are encouraged to offer subjects at as high a level as possible instead of taking them at a less demanding level (LDL) as this may prematurely narrow students' post-secondary options. However, if students are unable to cope with the subject levels at which they are taking the subject, there is flexibility beyond Sec 1 to offer the subject at a LDL based on the school's holistic considerations, after considering other possible options to support the student. The school will engage the students and parents before proceeding with any change in subject level.

4. Does being placed in G1 mean a student will necessarily study until Secondary 5, or are there opportunities for progression along the way?

Students are provided opportunities beyond the start of Sec 1 to take subjects at MDL. In Sec 1, there are two junctures - end of Semester 1 (mid-year) and end of Semester 2 (year-end). In Sec 2, there is one juncture at the end of the year together with the Sec 3 Subject Combination Exercise.

Personal Learning Device Programme (PDLP)

1. Is the Personal Learning Device compulsory, and what is its role in supporting students' learning in school?

Yes, the Personal Learning Device (PLD) is compulsory under MOE's Personalised Digital Learning Programme (PDLP). It is an essential learning tool that is integrated into daily teaching and learning across subjects. Students use the PLD to access learning materials on platforms such as Student Learning Space (SLS), complete assignments, receive feedback, collaborate with their peers, and develop important digital literacy and self-directed learning skills. The device is therefore not an optional add-on, but a core component of students' secondary school learning experience.

2. Can students use an existing iPad for school-based learning, and what device specifications are acceptable?

Students may use an existing iPad for school-based learning, provided that it meets MOE's minimum device specifications and is able to support the installation of the Device Management Application (DMA). Parents are encouraged to refer to the device specification list shared by the school to ensure compatibility. Devices that do not meet these requirements may face limitations during lessons.

3. What support is available for families who may face financial difficulties in purchasing the Personal Learning Device?

MOE provides financial assistance schemes to ensure that no student is disadvantaged due to family circumstances. Eligible families may receive subsidies for the purchase of the PLD. Parents who require assistance are encouraged to approach the school.

4. Why has the school adopted an iPad-based platform instead of other operating systems, and are alternative options available?

The school has adopted the iPad platform as it is one of MOE's approved device categories and offers strong reliability, effective classroom management features through DMA, good compatibility with SLS and other learning applications, and ease of use for students across subjects. Standardising on one platform also allows the school to provide more consistent technical support and classroom management. For these reasons, alternative operating systems are generally not recommended as they may not integrate fully with school systems and lesson designs.

5. Where can parents find information on the school's AI guidelines and expectations for responsible technology use?

Our school aligns its practices with the Ministry of Education's AI-in-Education (AIEd) Ethics Framework, which outlines principles for the safe, responsible and meaningful use of AI in schools. Parents may refer to MOE's official webpage for more details: <https://www.moe.gov.sg/education-in-sg/educational-technology-journey/edtech-masterplan/artificial-intelligence-in-education>. Additional information is also available on our school website under the National Digital Literacy Programme (NDLP) section. In school, these expectations are embedded in students' learning via Character and Citizenship Education lessons and the school's EdTech programme, which explicitly teaches AI literacy, cyber wellness, and digital responsibility.

6. What happens to device management settings (DMA) on the PLD when a student graduates from the school?

When a student graduates, the school will initiate the removal of the Device Management Application from the PLD. Once this is done, school restrictions and management profiles will be lifted, and the device will function as a normal personal iPad for the student's own use. Parents and students will be informed of the procedure closer to the graduation period.

Co-Curricular Activities (CCA)

1. Is a student allowed to participate in more than one CCA, and how does the school balance commitment and student well-being?

At the Secondary level, students are strongly encouraged to commit to only one CCA, as the academic demands and overall rigour are significantly higher than in primary school. We also consider how well students are coping with their academic workload before approving any additional commitments. Hence, we would first advise that your child focus on his/her current CCA and studies.

2. How does the CCA selection process work if students indicate more than one choice?

Students will be given eight choices in the e-application form and will be allocated based on their indicated preferences. We will do our best to match students to their first few choices. At the same time, we would like to emphasise that the other choices are equally important, as they help us ensure a fair and balanced allocation for all students.

3. Are there trial sessions for CCAs, and where can students find information about schedules and timelines?

Yes. It will be between 8 Jan to 21 Jan. Students can attend the CCA sessions based on the CCA Information Booklet that was given to them during the CCA Display Day. Students need not stay throughout the session. This will allow them to walk around and see more CCAs

4. What is the school's attire policy for PE and CCA activities (e.g. wearing long pants)?

During PE and CCA sessions, student will be required to report in standard school PE attire (school PE T-shirt and PE shorts). Additionally, for CCAs, if they are required to report in their CCA attire for a reason, (e.g. Performing Arts performances, Uniform Group sessions, National School Games or events where CCA T-shirt is required etc) students will be informed on it.

5. If a student has an existing external commitment (e.g. CSP Third Language programme), how and when should this be declared during the CCA selection process?

This should be flagged as early as possible. If students are already aware of their external commitments, they should select CCAs that do not conflict with their Higher Mother Tongue or external Mother Tongue lessons.

Academic Support

1. What forms of academic support are available for students who need additional help in specific subjects?

Students can seek subject teachers for additional support in their academics through consultations. Upon receiving their PLDs, students will learn how to make consultation bookings with their subject teachers through TEAMS calendar.

General / Others

1. What is the redemption period for MOE Financial Assistance Scheme (FAS) transport vouchers?

Students can only redeem the e-vouchers from the 28th of the current month to the 10th of the next month.

Students can choose to redeem the e-voucher through the Transitlink Add Value Machines (AVM) or at any TransitLink Ticket Offices located at selected stations.

2. What are the school's arrangements regarding students' mobile phones (e.g. storage, lockers, usage)?

Students are advised to switch off their mobile phones and secure their devices in their school bags.

The school currently has lockers for students to rent. Parents may refer to this booking link:
<https://lockerrental.relacsys.com/locations/location-detail?locationId=4d53b89fa3d9a0f6f0d4>

3. Besides the main gate, what are the designated entry and exit points for students during school hours?

The school is accessible via the turnstiles located at the side and back gate. For security reasons, the turnstiles operating hours are:

Mon, Tue, Wed, Fri

0600 hrs – 0730 hrs

1330 hrs onwards

Thu

0600 hrs – 0820 hrs

1330 hrs onwards

4. What does the Northbrooks Secondary School logo represent, and what values does it symbolise?

WATER

Just as water is the basis of life, the school both nurtures and challenges Brooksians to learn and grow into Champions, impacting the community.

TREES

Just like trees such as Aspens and Giant Redwoods that support one another with their strong roots intertwined, Brooksians are firmly connected with one another and their loved ones. Just as Oaks hold one another up with their deep roots during strong winds and violent storms, we seek to do the same by building strong foundation of moral values in our students so that they have the moral courage to make the right choices in life when they are pounded by the storms of life. The wide branches of the Oaks are good nesting places that provide shelter for birds. Likewise, Northbrooks provides a safe and nurturing environment for students to develop their talent and maximise their potential.

GOLD BACKGROUND

Like gold, strong moral values provide Brooksians a solid foundation to stand firm against the challenges of a rapidly changing world. With good values, Brooksians become valuable individuals who impact the community and the nation positively.