

BRINGING OUT THE BEST IN EVERY CHILD

EDUCATION IN SINGAPORE



Ministry of Education
SINGAPORE

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Photography: Mr Tan Wen Chuan, Compassvale Secondary School





A PART OF SINGAPORE'S SUCCESS STORY

The Singapore education system aims to bring out the best in every child by enabling each student to discover his talents, realise his potential, and develop a passion for learning that lasts throughout his life.

This brochure provides an overview of the Singapore education landscape and explains the programmes and curricula available to cater to our students' diverse aptitudes and interests.

Over
360
schools
for primary, secondary
and post-secondary
education supported by
33,000
education
officers



World-Class Institutes
of Higher Learning



Annual education
budget of

\$11.5b in 2014



BRINGING OUT THE BEST IN EVERY CHILD

MOE is committed to giving each child a broad and deep foundation for a lifelong journey of learning, providing additional support for those who need it. To bring out the best in every child, the Singapore education system emphasises a broad-based and holistic education, bilingualism, high teacher quality and the integration of information and communication technologies (ICT) to aid learning. We have created a variegated education landscape with diverse pathways to provide our students with a variety of learning opportunities so as to best cater to their different interests, strengths, and learning needs. We also believe that our schools should work closely together with parents and the community to create richer learning environments and better educational outcomes.

BROAD-BASED AND HOLISTIC EDUCATION

Holistic education is about nurturing the whole child, developing in our children an enduring core of skills, dispositions and competencies, steeped in values and character, to enable them to thrive in the future workplace, and more importantly, lead purposeful and meaningful lives. Our broad-based basic education exposes each child to different possibilities and ensures a strong foundation for learning in a variety of domains.

Our schools play a key role in providing a rich diversity of learning experiences for our students. Besides building

a strong foundation of literacy and numeracy, our schools also develop the physical, aesthetic, moral, and socio-emotional aspects of our students. Apart from the academic curriculum, our students can develop their interests in the arts, music and sports through co-curricular activities (CCA). These activities provide our students with opportunities to hone their talents and leadership skills, as well as develop their socio-emotional competencies.

At the primary level, the Programme for Active Learning (PAL) engages younger students in learning and helps them discover their interests and strengths. At the secondary level, the Applied Learning Programme (ALP) and Learning for Life Programme (LLP) offers students more opportunities to pursue learning in line with their interests, and helps deepen their 21st century competencies through a combination of applied learning experiences and life-skills experiences. This is in addition to the enrichment and co-curricular programmes that cater to our students' interests. Contributing to the community around the school through Values-in-Action (VIA) projects is also an integral part of school life. In addition, education and career guidance offers perspectives beyond the classroom to help our students discover their interests and strengths, and choose the pathways that allow them to achieve their fullest potential.

All these learning experiences help our students cultivate qualities such as creativity, confidence, compassion



Photography: Mr. Chan Quang Huu, Woodlands Secondary School



and resilience – life skills essential in a rapidly changing world. They also learn values such as respect, responsibility, integrity, care, and harmony; all of which are important for safeguarding our cohesive and harmonious multi-racial and multi-cultural society. Collectively, these are the Education Ministry's efforts to ensure that all our students acquire a broad and deep foundation for a lifelong journey of learning.

BILINGUAL ADVANTAGE

Bilingualism is a key feature of Singapore's education system. While the medium of instruction in school is English, all students are expected to learn an official Mother Tongue Language.

Our bilingual policy aims to equip our students with the language competencies necessary to access Asian cultures and develop a global outlook. This gives our students a competitive edge by helping them appreciate their own culture and heritage and connecting with people from different backgrounds so that they can thrive in a globalised world.

GOOD TEACHERS AND SCHOOL LEADERS

Teachers, allied educators, and school leaders form the core of Singapore's education system. We are committed to nurturing and motivating our teachers to grow and reach their personal and professional best, in line with their aspirations and interests, and to embody the qualities articulated in our Teacher Growth Model¹. Our teachers receive comprehensive pre-service training at the National Institute of

Education (NIE). Opportunities for our teachers to strengthen their skills and deepen their craft on-the-job are present through in-service professional development led by the Academy of Singapore Teachers (AST), which are supported by other teacher academies and language institutes and complemented by networks of learning communities in schools and school clusters. In-service professional development helps to foster a stronger culture of dedication, collaborative learning, and professional-led excellence.

ICT-INFUSED CURRICULUM

We are constantly working to enrich and transform the learning environments of our students and to equip them with the critical competencies to succeed in a knowledge-based economy.

Teachers collaborate with one another and stakeholders to develop innovative teaching practices. Together with the use of purposeful integration of ICT and the provision of online quality learning resources to enhance the student-centricity of students' learning experience, we bring about new learning experiences for our students even as we prepare them for the future.

PARTNERSHIP WITH PARENTS

Parents are our key partners in delivering a holistic education for our students. Their involvement and support in school programmes is crucial to bring out the best in all our students. To this end, we encourage parents and the community to work together with schools to create a conducive learning environment in schools and within students' homes and the community.

¹ To reflect the multi-faceted nature of their work, the TGM presents a holistic portrait of the 21st century Singapore teacher with the following five desired outcomes:

- The Ethical Educator
- The Competent Professional
- The Community Builder
- The Collaborative Learner
- The Transformational Leader and



Photography by Alvin Tan

A SYSTEM THAT STANDS OUT

ONE OF THE WORLD'S BEST-PERFORMING SCHOOL SYSTEMS

We set ourselves apart with our consistent and outstanding accomplishments in Mathematics and Science across all students at all levels. Students also build strong linguistic foundations through our bilingual policy. Consequently, they have excelled in international benchmarking studies such as the Trends in Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS), and recently, the Programme for International Student Assessment (PISA).

Singapore's education system is also consistently ranked amongst the best in terms of the ability to meet the needs of a competitive economy in the Global Competitiveness Report. The McKinsey Report, which studied the characteristics of school systems that consistently produce students who perform in international benchmarking studies, placed Singapore high on its list of best-performing school systems. Quality teachers and first-rate instruction are highlighted in the report as the key reasons for the success of the Singapore education system.

Singapore identified as one of the world's best-performing school systems
McKinsey Report, published November 2010

Singapore students ranked among the top in Mathematics and Science
Trends in International Mathematics and Science Study (TIMSS) 2011

Singapore ranked among the top in Literacy and Informational Reading
Progress in International Reading Literacy Study (PIRLS) 2011

Singapore students ranked among the top in Reading, Mathematics and Science
Programme for International Student Assessment (PISA) 2012

Singapore ranked among the top in "Quality of the Educational System" and "Quality of Math and Science Education"
Global Competitiveness Report 2013-2014



**LAYING A STRONG
FOUNDATION**

PRE-SCHOOL EDUCATION



KEY FEATURES

- ▶ Two years of kindergarten education (Kindergarten 1 and Kindergarten 2)
- ▶ Typical age of children enrolled in kindergartens is 5-6 years old
- ▶ A variety of pre-school programmes offered by MOE, community-based, and private operators to cater to the different needs of children

To raise the quality of kindergarten education in Singapore, we are developing the Nurturing Early Learners (NEL) Curriculum, a comprehensive tool kit to support early childhood educators in creating quality learning experiences for children four to six years old. The NEL Curriculum comprises a Framework, an Educators' Guide, and teaching and learning resources and a parallel set of each for the Mother Tongue Languages (MTLs). The NEL Curriculum provides a shared language and tools to inspire our early childhood educators to conduct reflective practice, enhance their professional growth, and build their knowledge and confidence to support children's learning and development. We are working with the Early Childhood Development Agency to train and equip teachers to use the NEL Curriculum and resources effectively.

We have also set up the MOE Kindergartens to provide quality pre-school education that is affordable to Singaporeans. These MOE Kindergartens will also introduce new teaching and learning resources and establish good practices for sharing with the pre-school sector. Five MOE Kindergartens started operations in 2014 and a total of 15 MOE Kindergartens will be set up by 2016.

The MOE Kindergartens aim to nurture children holistically, so that they develop self-confidence, social skills as well as foundational literacy and numeracy skills. These ensure a strong foundation for children to confidently move on to formal learning in Primary 1. Key features of the MOE Kindergartens' curriculum include having a distinct Singapore flavour, which allows children to learn in an authentic context, as well as two flagship programmes.



PRIMARY SCHOOL EDUCATION



KEY FEATURES

- ▶ Six years of education (Primary 1 to Primary 6)
- ▶ Typical age of student enrolled in Primary 1 is seven years old
- ▶ Programme for Active Learning (PAL)



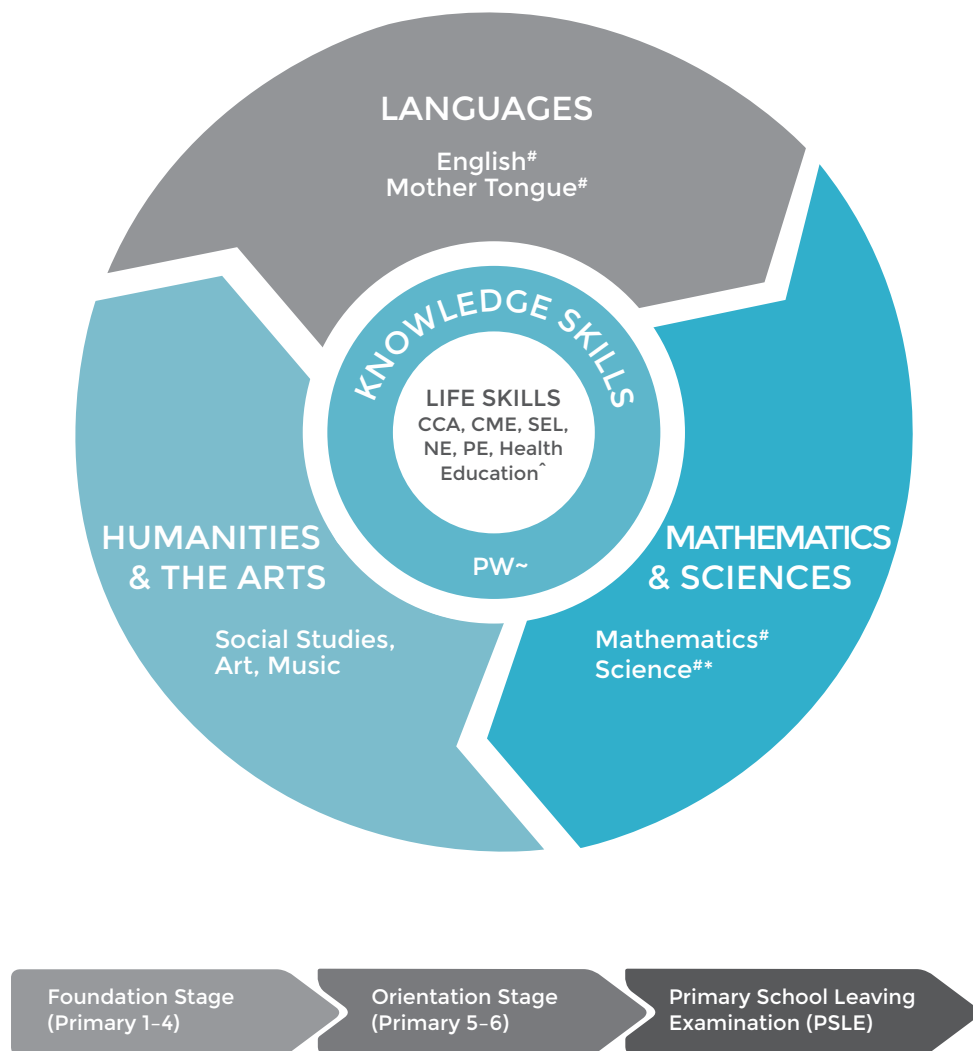
English Language, Mother Tongue Language, and Mathematics make up a significant part of the primary school curriculum with Science being introduced as a subject from Primary 3. These subjects help our students develop bilingual literacy and problem solving skills.

Students also take up subjects such as Art, Character & Citizenship Education, Music, Social Studies and Physical Education. These subjects expose our students to different areas of study at an early stage and help them discover their interests and talents, acquire a broad base of important knowledge and

skills, and develop the core values that define a person's character and their sense of responsibility to society.

Character and Citizenship Education (CCE) is an important part of the curriculum as well. In CCE, our students learn to be responsible to family and community, and understand their roles in shaping the future of our nation.

CCE comprises CCE lessons, the Form Teacher Guidance Period (FTGP), school-based CCE programmes, and the CCE Guidance Module. The outcomes of CCE are also achieved through the delivery of other components of the curriculum, e.g. Social Studies.

**LEGEND**

CCA	Co-Curricular Activities
CME	Civics and Moral Education
SEL	Social Emotional Learning
NE	National Education
PE	Physical Education
PW	Project Work

SUBJECTS TESTED IN PSLE

Standard Subjects:
English, Mother Tongue Language,
Mathematics, Science

Optional:
Higher Mother Tongue Language

Foundation Subjects:
Foundation English, Foundation
Mother Tongue Language, Foundation
Mathematics, Foundation Science

From Primary 5, English, Mother
Tongue Language, Mathematics
and Science will be taught at the
appropriate level according to the
ability of the student.

* Science is taught from Primary 3
onwards.

~ For Primary 1-4, Health Education
is not a separate subject but
relevant topics are included in the
learning of English.

~ Project Work is conducted
during curriculum time but is not an
examination subject.



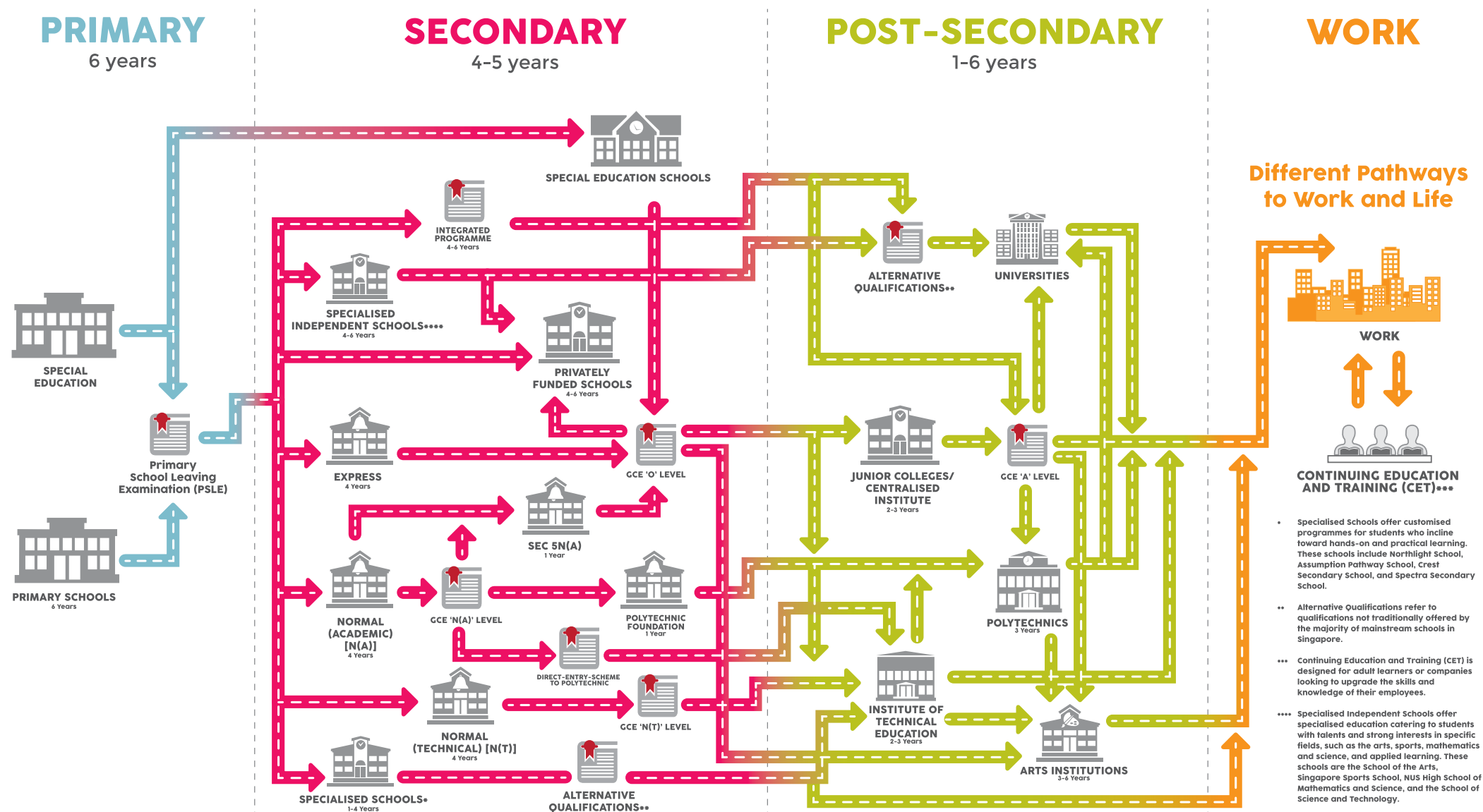
After the Foundation Stage (Primary 1 to Primary 4), students are offered English Language, Mother Tongue Language, Mathematics, and Science at either the foundation or standard level at the Orientation Stage (Primary 5 to Primary 6), depending on how well they have developed their foundation. Students who do well in their Mother Tongue Language may also take up a Higher Mother Tongue Language. The different levels available to students help teachers take into account the students' pace of development when designing and adapting lessons and assessment tasks to an appropriate pace while ensuring students remain engaged in learning.

A range of enhancements implemented in primary school education makes learning more enjoyable and meaningful for students as they develop the desired skills and values that will put them in good stead for the future.

These enhancements include a greater emphasis on engaging teaching methods and assessing students holistically, and providing opportunities for lower primary pupils to learn through activities that leverage the arts, outdoor education, and sports - the Programme for Active Learning (PAL) - that better engage them and help them discover their interests.

At the end of Primary 6, all students are assessed on their academic progress through the Primary School Leaving Examination (PSLE), and placed in a secondary school course that suits their pace of academic learning and aptitude. Other than their PSLE results, students can also seek admission to a secondary school based on their achievements and talents across a diverse range of areas (including art and sports) through the Direct School Admission exercise, which takes place before the PSLE.

THE SINGAPORE EDUCATION LANDSCAPE





**BUILDING UP
STRENGTHS**

SECONDARY SCHOOL EDUCATION

KEY FEATURES

- Four to five years of education [Four years for Express and Normal (Technical) courses, and five years for Normal (Academic) course]
- Typical age of student enrolled in Secondary 1 is 13 years old
- Students attend single-session school
- Students participate in co-curricular activities, such as sports, the arts, uniformed groups, clubs and societies

Depending on students' academic progress as indicated by their PSLE scores, students can enter Express, Normal (Academic), or Normal (Technical) courses, at the secondary school level. Throughout their secondary school education, students will have opportunities to transfer across courses based on their readiness at that time to study the curriculum offered in each of these courses.

Students in the Express course typically take six to eight subjects at the Singapore-Cambridge General Certificate of Education (Ordinary Level) examination or GCE 'O' level examination at the end of Secondary 4. Those with exceptional academic performance may have a ninth subject. Students in the Normal (Academic) course take academically-based subjects while those in the Normal (Technical) course follow a curriculum that is more practice-oriented. Students in the Normal (Academic) and Normal (Technical) courses may take more academically-challenging subjects at the upper secondary levels if they perform well in those subjects. From 2014, flexibility in subject offerings was also introduced in 12 pilot schools at the lower secondary levels to further cater to the strengths of students in different subjects. This will be extended to all secondary schools by 2018.





Photography by Chan Guang Hui, Woodlands Secondary School

Students in both the Normal (Academic) and Normal (Technical) courses will sit for the Singapore-Cambridge General Certificate of Education (Normal Level) or GCE 'N' level examination at the end of Secondary 4. Students in the Normal (Academic) course who demonstrate sufficient depth of academic knowledge in their GCE 'N' level examination can go on to a fifth year of study, and sit for the GCE 'O' level examination at the end of the fifth year. Students who performed well academically in Secondary 2 or 3 can also sit for the GCE 'O' level examination at Secondary 5 without needing to sit for the GCE 'N' level examination at Secondary 4. In addition, students in the Normal (Academic) course who sit for the GCE 'N' level

examination also have the option of being admitted directly to polytechnics through the Polytechnic Foundation Programme, or via the Institute of Technical Education (ITE) through the Direct Entry Scheme to Polytechnic Programme, if they satisfy the respective qualifying criteria.

Students in the Normal (Technical) course are admitted to the ITE for a NITEC course after they complete their GCE 'N' level examinations. They can also be transferred laterally to the Normal (Academic) course at Secondary 4 if they meet the academic requirements.

Students with a passion for the visual and performing arts, music, and languages can select from a range of elective programmes, which focus on these specific areas of interests, at secondary schools. They can also choose to take elective modules in applied areas such as Information Technology, Business, and Engineering. These are offered in partnership with polytechnics or ITE.

Some secondary schools also offer the Integrated Programme (IP) – a six-year programme that caters to academically-strong students who prefer a more independent and less-structured learning style. Given the strong academic aptitude of its students, the

IP aims to stretch their potential in non-academic aspects by engaging them in broader learning experiences beyond the academic curriculum. Students sit for the pre-university examinations at the end of six years.

SPECIAL EDUCATION

Our mainstream schools are equipped to provide support for students with mild special educational needs (SEN). For those with moderate to severe SEN, and require more specialized and intensive support, MOE and the National Council of Social Service funds and supports 20 Special Education schools operated by Voluntary Welfare Organisations (VWOs). Each Special Education school customises its curriculum, pedagogy and other services (e.g. therapy) to cater to the profile of its students. The aim is to equip them with the skills and values they need to lead fulfilling lives as independent and contributing members of society.

Over the years, MOE has worked with the Special Education schools to uplift the quality, accessibility, and affordability of Special Education, and has also put in place more pathways for students in Special Education schools, such as vocational training that leads to nationally-recognised skills certification.

KEY FEATURES

- Specialised Independent Schools such as the NUS High School of Mathematics and Science, Singapore Sports School, School of the Arts, and School of Science and Technology focus on developing students' specific talents and abilities to a higher level
- Specialised Schools such as NorthLight School, Assumption Pathway School, Crest Secondary School, and Spectra Secondary School offer enhanced programmes that are customised for students inclined towards hands-on and practical learning, leading to a combination of academic and vocational qualifications

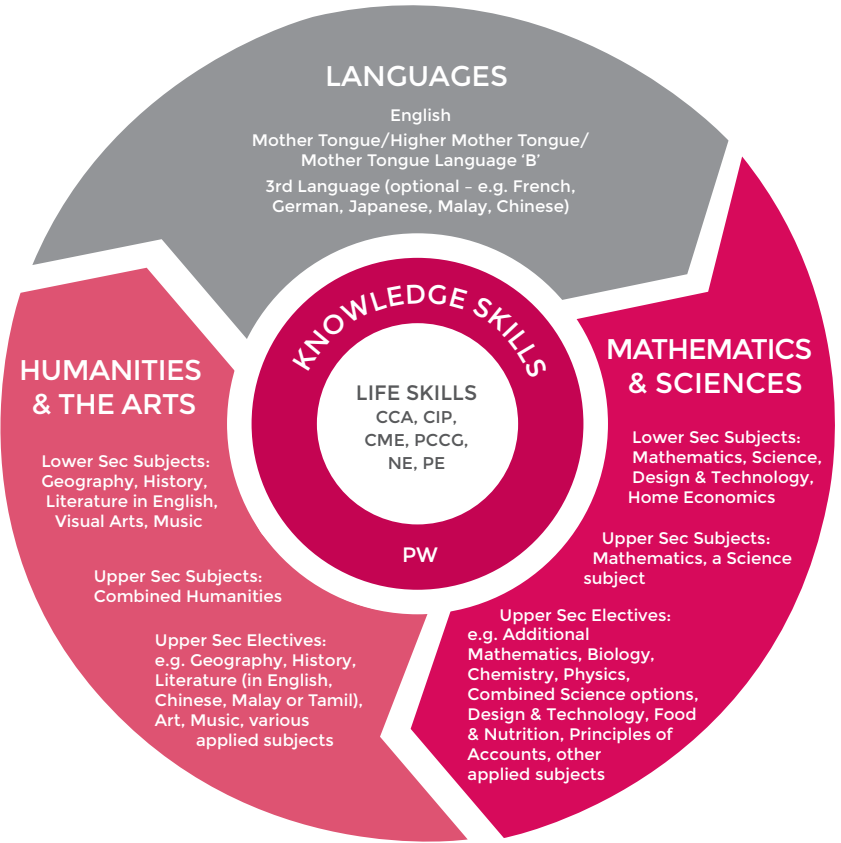
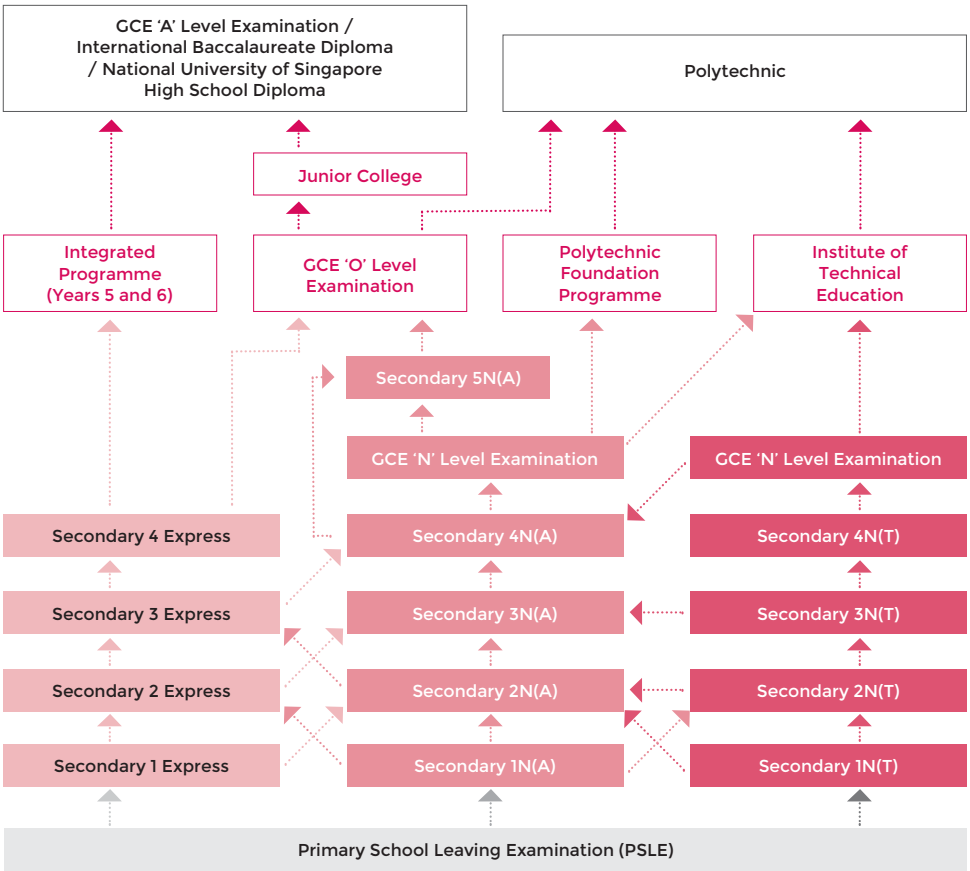
DIVERSE PATHWAYS

We recognise the talents of our students in both the academic and non-academic domains.

For instance, Specialised Independent Schools offer programmes to develop our students in areas such as the arts, sports, mathematics, and science. Specialised Schools adopt a whole-school approach in creating a nurturing environment that helps students discover and develop their strengths and interests and build strong foundations for meaningful work and life. This is achieved through a strong emphasis on social-emotional development and character education, and a customised hands-on curriculum that integrates both vocational and academic learning.

Through direct admission exercises, junior colleges and polytechnics also have some flexibility in selecting students on the basis of a diverse range of talents, and merits based on transparent and meritocratic criteria. These allow students, whose talents cannot be measured by standardised examinations, to further their study and interests in a suitable post-secondary institution that can develop their talents and deepen their skills further.

Flexibility between Courses



LEGEND	
CCA	Co-Curricular Activities
CIP	Community Involvement Programme
CME	Civics and Moral Education
PCCG	Pastoral Care & Career Guidance
NE	National Education
PE	Physical Education
PW	Project Work

GEARING UP FOR TERTIARY EDUCATION





PRE-UNIVERSITY EDUCATION

KEY FEATURES

- ▶ Two to three years of education
- ▶ Typical age of a pre-university student is 17 to 19 years old

H1

Half of H2's curriculum time.

H2

Equivalent to 'A' level subjects prior to 2006¹.

H3

Subjects with diverse learning opportunities for in-depth study (e.g. advanced content research project/ paper, university-conducted programmes).

A pre-university course leading to the Singapore-Cambridge General Certificate of Education (Advanced Level) Examination – GCE 'A' level examination – prepares our students for further education by equipping them with the essential skills and knowledge required for tertiary education.

Students may choose from a range of subjects from different academic areas such as the Languages, Humanities and the Arts, and Mathematics and the Sciences. To ensure breadth of skills and knowledge, students are required to offer at least one contrasting subject, i.e. every student should take at least one subject from Mathematics and the Sciences, and at least one subject from the Humanities and the Arts.



¹ Revised junior college (JC) curriculum introduced the H1, H2, H3 subjects where students will have to offer a contrasting subject. Prior to the revised JC curriculum, students offer subjects at the 'AO' and 'A' levels.



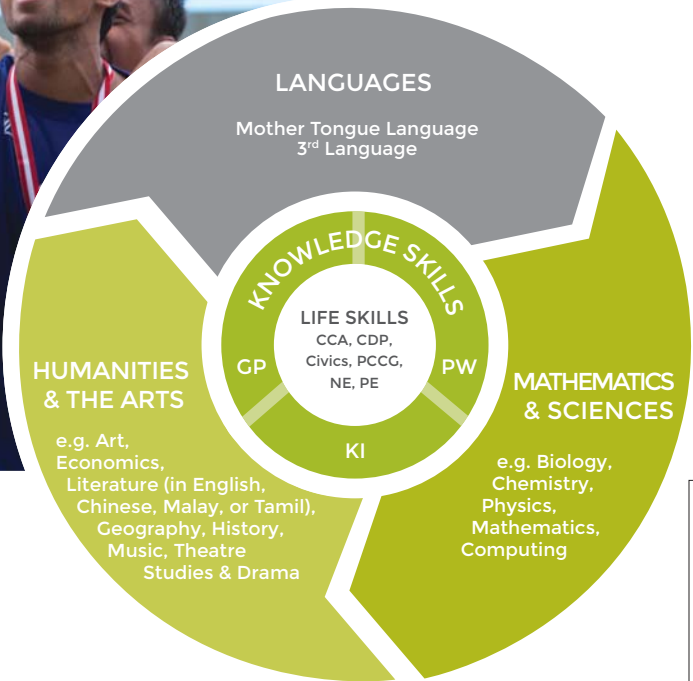
Students take subjects at three levels of study – Higher 1 (H1), Higher 2 (H2) and Higher 3 (H3). H1 subjects offer students breadth and sufficient depth for them to acquire foundational knowledge and skills in a subject area. H3 subjects offer students learning opportunities to study a subject area more deeply.

Most students will take a combination of three H2 subjects and one H1 subject, together with compulsory H1 subjects of Mother Tongue Language, General Paper, and Project Work. Students with the ability and passion for a particular subject or subject areas can offer an expanded curriculum by taking an

additional H1 or H2 subject to broaden their intellectual horizons, or by taking up to two H3 subjects for deeper specialisation.

Special elective programmes are also available to cater to students with talents in specific areas, such as visual and performing arts, music, drama, languages and the humanities, and sports science. These elective programmes are offered as supplementary courses on top of the students’ core subjects.

Besides content knowledge, socio-emotional competencies and life skills are integral parts of pre-university education. Students are given ample opportunities to engage in community work through Values-in-Action (VIA) activities that help them cultivate important life qualities such as taking initiative, leadership, social responsibility, and strength of character.



LEGEND	
CCA	Co-Curricular Activities
CDP	Character Development Programme
PCCG	Pastoral Care & Career Guidance
NE	National Education
PE	Physical Education
GP	General Paper
PW	Project Work
KI	Knowledge & Inquiry

SHARPENING SPECIALISED SKILLS AND ABILITIES



INSTITUTE OF TECHNICAL EDUCATION



KEY FEATURES

- ▶ Full-time or part-time education with different durations of study
- ▶ Typical age of an ITE student is 17 to 20 years old
- ▶ Students can choose to take up the ITE Skills Certificate (ISC), National ITE Certificate (Nitec) or Higher Nitec in a wide range of industries
- ▶ Emphasis on hands-on training

The Institute of Technical Education (ITE) currently has three campuses in Singapore: ITE College East, ITE College West, and ITE College Central.

The Institute of Technical Education aims to provide students with technical skills and knowledge that meet the workforce needs of the various industry sectors, and to build a strong foundation for the future upgrading of skills. ITE provides full-time institutional training and traineeship programmes as well as continuing education and training programmes for working adults.

ITE offers a broad-based, multi-disciplinary curriculum ranging from engineering to technical, business, and service skills areas. Through its collaborations with industry partners, ITE enriches students' learning experiences and enhances their technical and professional knowledge.

Modern amenities and advanced facilities available on the ITE campuses allow students to be immersed in vibrant learning environments and engage in hands-on learning.



POLYTECHNICS

KEY FEATURES

- Full-time or part-time education with different durations of study
- Typical age of a polytechnic student is 17 to 20 years old
- Students can choose to take up Diploma courses in disciplines such as business, chemical and bio-sciences, communications, design, digital media, engineering, and manufacturing
- Offers continuing education training in the form of Advanced and Specialist Diplomas

There are currently five polytechnics in Singapore: Nanyang Polytechnic, Ngee Ann Polytechnic, Republic Polytechnic, Singapore Polytechnic and Temasek Polytechnic.

Polytechnics offer quality practice-oriented training to provide students with the skills to contribute to the technological and economic development of Singapore. Our polytechnic graduates are knowledgeable, practice-oriented, and problem solving professionals in their varied fields, and are much sought after by employers.

The five polytechnics offer a wide range of courses that allow students to pursue their interests and develop their expertise in various fields of study. The curricular emphases are designed in close consultation with industry to meet demands and requirements of the industries. This ensures that our students keep abreast of changing technologies and developments in their chosen industry and enter the workforce with relevant and high levels of technical and professional knowledge.



UNIVERSITIES



KEY FEATURES

- Five publicly-funded autonomous universities
- Global partnerships with leading universities and educational institutions overseas such as the Cornell University, Duke University, Georgia Institute of Technology, Imperial College, Massachusetts Institute of Technology (MIT), Stanford University, University of Adelaide, and University of California, Berkeley
- SIM University offers a university education for adult learners and working professionals

There are currently five publicly-funded local universities offering full-time degree programmes: the National University of Singapore (NUS), the Nanyang Technological University (NTU), the Singapore Management University (SMU), the Singapore University of Technology and Design (SUTD), and the Singapore Institute of Technology (SIT)—the latest addition. In addition, SIM University offers publicly subsidised part-time degree programmes to adult learners and working professionals.

The publicly-funded autonomous universities maintain high standards of admission and have developed programmes to equip students to achieve their full potential and contribute to the society.

NUS and NTU have established themselves as world-class research universities that attract a large number of quality students every year. SMU

has also established a reputation for producing high-quality graduates who are highly sought after by employers in the public and private sectors. SUTD was set up with the Massachusetts Institute of Technology (MIT) in the United States and Zhejiang University in China as key partners, and matriculated its first cohort of students in 2012. SIT was conferred the status of an Autonomous University in 2014, and pioneers the applied degree pathway to cater to different interests, strengths, and learning preferences.

Our universities establish close partnerships and collaborations with other top universities worldwide to provide our students and faculty with more/greater opportunities in learning and research.

ARTS INSTITUTIONS

KEY FEATURES

- ▶ 2 specialised arts schools
- ▶ More than 40 diploma and degree courses
- ▶ Over 4,000 students

Students with an aptitude and interest in the creative arts may also choose to pursue their post-secondary education at two arts institutions in Singapore namely, the LASALLE College of the Arts (LASALLE) and the Nanyang Academy of Fine Arts (NAFA). NAFA and LASALLE offer specialist creative arts education with a practice-oriented approach, to develop artistic potential, and prepare students for entry into the creative industries and beyond.

Both LASALLE and NAFA offer publicly-funded diploma and degree programmes in a wide range of creative arts disciplines, such as music, theatre, dance, interior design, animation, and fashion design.



ADDITIONAL INFORMATION



RETURNING TO SINGAPORE?

Back to School for Returning Singaporean Children

The Ministry of Education (MOE) provides several options for school admission for returning Singaporeans to choose from, based on their individual needs.

For instance, returning Singaporeans who have a strong preference for a particular school can choose to approach the school directly to seek admission. If they are prepared to consider a few suitable schools near their residential address, they can apply to MOE for assistance to be placed in a suitable school.

Alternatively, returning Singaporeans can apply to participate in the centralised school placement exercises, such as the School Placement Exercise for Returning Singaporeans (SPERS) or the Direct School Admission (DSA) Exercise, to seek admission.

More details on the different options are provided below:

	Apply directly to schools / institutions (anytime)	Apply to MOE to facilitate placement (anytime)	Primary One Registration Exercise (Jul - Aug)	Direct School Admission Exercise (May - Aug)	School Placement Exercise (SPERS) (Jul- Oct) Supplementary Placement Exercise (Oct - Dec)
Primary					
Primary 1	✓	✓	✓		
Primary 2 to 5	✓	✓			
Secondary					
Secondary 1	✓	✓		✓	✓
Secondary 2 to 3	✓	✓			✓
Post-Secondary					
Junior College / Millennia Institute (Pre-U 1)	✓			✓	✓ (Nov)
Polytechnics	✓			✓	
Institute of Technical Education (ITE)	✓				

USEFUL WEBSITES AND LINKS

- <http://www.moe.gov.sg> - For more information on the Ministry of Education and the Singapore Education System.
- <http://www.moe.edu.sg/education/admissions/returning-singaporeans/> - For information on schooling matters for returning Singaporeans.

- <http://www.overseassingaporean.sg/> - For information on Government services available to Overseas Singaporeans.

- <http://www.moe.gov.sg/education/admissions/dsa-sec/> - For information on Direct School Admission - Secondary (DSA-Sec).

- <http://www.moe.gov.sg/education/admissions/dsa-jc/> - For information on Direct School Admission - Junior Colleges (DSA-JC).

- <http://www.moe.gov.sg/education/admissions/dpa/> - For information on Direct Polytechnic Admission (DPA) Exercise.

- <http://www.moe.gov.sg/education/admissions/primary-one-registration/> - For information on Primary One Registration Exercise.



THE BOARDING AWARDS SCHEME

Give your child the Singapore Education experience

The Boarding Awards Scheme (BAS) aims to help Singaporean parents who are working overseas, but would like their children to continue studying in a mainstream Singapore school.

The BAS places secondary school and Pre-University students in a hostel where they can live, learn, and play in a safe and secure environment.

The comforts and security of a home away from home

In a hostel, students will have the benefit of interaction with their peers.

The inclusive environment that helps students to forge friendships and encourages learning, giving them valuable experiences that build confidence and independence.

Students have access to a number of recreational facilities, with modern amenities and multi-purpose environments that allow for expression in sports, the arts, and music.

Students will have a housemaster who will be their mentor, guardian and friend. Like parents, these housemasters ensure their boarders' welfare and intellectual and emotional needs are well taken care of.

For more information on the Boarding Awards Scheme and online application, please visit <http://www.moe.gov.sg/education/admissions/returning-singaporeans/boarding-awards-scheme/>.

ELIGIBILITY

- Child and at least one parent must be a Singapore citizen
- Child must be at secondary level or Pre-University level (junior colleges and Millennia Institute)
- Both parents must reside overseas and are not expected to be in Singapore for more than 90 days in a calendar year

AWARDS

- 50% of boarding fees for students studying in Singapore secondary schools or junior colleges or Millennia Institute

- 100% of boarding fees if student is a recipient of the Edusave Entrance Scholarships for Independent Schools (EESIS) or Edusave Scholarships for Integrated Programme Schools (ESIP)

For more information on EESIS, please visit: <http://www.moe.gov.sg/initiatives/edusave/scholarships/eesis/>.

For more information on ESIP, please visit: <http://www.moe.gov.sg/initiatives/edusave/scholarships/esip/> and <http://www.moe.gov.sg/initiatives/edusave/scholarships/esip-jc/>.

DOCUMENTS NEEDED FOR APPLICATION

- Student's Birth Certificate
- Singapore Identity Card or Singapore Citizenship Certificate
- Student's academic records and letter of offer for EESIS or ESIP (if any)
- Parent(s)' Singapore Identity Card or Singapore Citizenship Certificate
- Documents to certify parent(s)' employment/overseas posting



LEAVE OF ABSENCE SCHEME

Secure a place for your child

For Singaporeans working overseas, the Leave of Absence (LOA) scheme assures parents that their child can be readmitted into the same Singapore school upon their return home.

Eligibility for the LOA

Under this scheme, children can apply for LOA with their school when they go overseas with their parents who are posted overseas, so that they can continue to be registered as a student of the school. While the students are overseas, schools can keep in touch with them and upon their return, they can be re-admitted to their schools straight away.

The school principal can only grant an LOA if the child is already a student of the school.

Primary 1 Registration Exercise

Parents who are overseas can still register their children who are Singaporean Citizens or Permanent Residents (PR) during the Primary 1 (P1) Registration Exercise held in July/August each year.

If an elder child is currently on LOA from a primary school, the younger sibling who is due to enter P1 can be registered in the same primary school under Phase 1 of the P1 Registration Exercise. If an elder child has graduated from the primary school, the younger sibling due to enter P1 can register in the same primary school under Phase 2A (2) of the P1 Registration Exercise.

Additional Information

Application for LOA can be made at the child's current school by completing the Application Form for LOA, available at <http://www.moe.edu.sg/education/admissions/returning-singaporeans/files/leave-of-absence-form.pdf>. The completed application form should be submitted to the child's current school.

ELIGIBILITY

- Child must be a Singapore Citizen or Permanent Resident who is presently a student in a Singapore school and will be accompanying his parents on overseas posting, but intends to rejoin this school upon return; or
- Has registered for Primary 1 but will not be returning from overseas to join the school at the start of the school year

APPLYING?

- Applications are made directly to the school concerned
- A nominal fee will be charged by the school annually
- The amount will depend on the school concerned (may vary from year to year)
- Parents must renew their applications every year to avoid a lapse in the child's LOA status



Photography by Miss Thian Yoke Teng, Hong Kah Secondary School

NOTES



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