Sec 1 Parents' Infocomm Technology (ICT) Engagement

Start-It-Right 2026

Springfield's ICT Team 2026

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Agenda

01 Springfield's Personal Learning Device (PLD) Programme

02 Supporting your Child's Tech-Infused Learning and Device Usage

03 Springfield's Approach to AI in Learning

04 Further Information / Springfield's School Website

Springfield's PLD Programme

Since 2021, all Secondary School students have been issued a Personal Learning Device (PLD) under MOE's National Digital Literacy Programme (NDLP)

THE STRAITS TIMES Log in Menu

All secondary school students to get personal laptop or tablet for learning by 2021: Tharman

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During the circuit breaker period, schools have also made sure every child who needs extra support will receive the attention he or she needs.

ST PHOTO: JASON QUAH

1. Accelerated **due to the COVID-19 pandemic**
   a. To ensure learning continuity
   b. Ensure equitable access to learning, resources, and teacher support beyond the physical classroom
2. Since then, from **necessity** to **opportunity**
   a. Evolved into a key enabler of learning in increasingly digitalised post-pandemic years
   b. Transforming teaching and learning practices – e.g., collaboration, feedback, differentiated instructions, and even assessment
3. Developing **future-ready learners**
   a. Build digital literacy, self-management, and responsible online behaviours, competencies
   b. Essential for learning, work, and life

Since 2021, all Secondary School students have been issued a Personal Learning Device (PLD) under MOE's National Digital Literacy Programme (NDLP)

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

Effective and meaningful usage of the PLD supports Springfield's Digital Learning Vision

Transformative Teaching & Learning Experiences

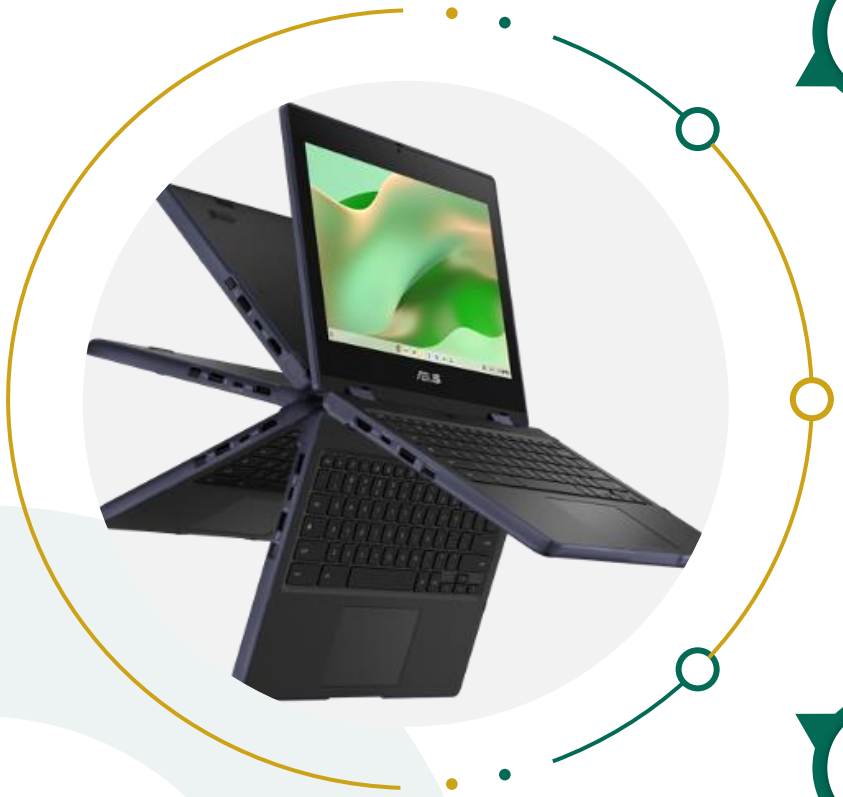
Future-Ready Learners & Innovators

Springfield's PLD is the ASUS Chromebook CR1204FTA

Key Product Specifications

1.	Processer:	Intel Processor N150 (4-core, up to 3.4 GHz)
2.	Memory:	8GB LPDDR5 4800MHz
3.	Storage:	64GB eMMC
4.	**Screen Size:**	**12.2" / Touchscreen**
5.	Resolution:	1920 x 1200
6.	**Cam (Front/Rear):**	**0.92MP / 13MP**
7.	Weight:	1.45kg
8.	Operating System:	Chrome OS
9.	Display Ratio:	16:10

Key Considerations in Choosing Our School's PLD



Portability

- **Lightweight and compact**, easy for students to carry between home and school daily
- **Long battery life** supports a full day of learning without frequent charging

Teaching and Learning Affordances

- **Built-in keyboard and trackpad** support writing, research, collaboration, and assessments
- **Seamless integration with Google Workspace for Education** enables collaboration, feedback, and self-directed learning

Durability

- **Rugged casing and reinforced components** reduce damage from knocks and drops

Springfield's PLD is the ASUS Chromebook CR1204FTA

Warranty and Insurance

1. 4-Year Warranty; and
2. 4-Year Insurance (includes 2 repairs ore 1 replacement)

Insurance Coverage	Claimable
• Fire • Lightning • Power Surges • Accidental e.g water spillage, drop etc • Theft due to forcible entry • Robbery * Accidental loss will not be covered by insurance.	2 repairs or 1 replacement claim (4-year insurance)

Technical Support

1. **Service Desk:** Set up in school during breaks and after school on a weekly basis
   a. Troubleshooting of device issues
   b. Solve connectivity issues
2. **Vendor's (JK Technology) Service Centre:**
   a. Address: 61 Kaki Bukit Avenue 1; Opening Hours: Mon – Fri: 9am – 6.30pm
   b. Repair of devices (hardware issues) – estimated 1-2 weeks

For most Singaporean students, there should be little/no out-of-pocket payment needed for the PLD.

1. **The cost of the PLD bundle can be paid using your child's/ward's Edusave account, which should be sufficient to cover the price of the device.**
   a. MOE has provided Edusave top-ups in 2020 to 2022 and $500 in 2025 to all eligible SC students in primary and secondary schools.
   b. This is on top of the annual $290 credited into the Edusave account for Secondary School student.
2. **Additional subsidies are available for students who are on Financial Assistance Schemes.**
   a. Students on FAS should expect for the cash out-of-pocket payment for the PLD to be $0.

Funding Support / Scenario 1
Student A (Singaporean Citizen)

ASUS Chromebook
$519.90 (w/ GST)

For students on FAS or

Gross Household Income (GHI) ≤ $4,000, or Per Capita Income (PCI) ≤ $1,000

MOE will subsidise **50%** of device bundle cost or **$350**, whichever is lower.

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**.

Student A (SC on MOE FAS)	
Device Bundle Cost	**$519.90**
Student Subsidy (50%)	**$260.00 (rounded up to nearest 10 cents)**
Available Edusave Balance (After setting aside for misc fees)	$200.00 before deduction $200.00 will be deducted
Additional Subsidy	**$59.90**
Cash Out-of-pocket	**$0.00**

For more details on financial assistance, please approach the school.
Each student will subsequently receive a personalised bill

Funding Support / Scenario 2
Student B (Singaporean Citizen)

ASUS Chromebook
$519.90 (w/ GST)

For Singaporean Citizen students

$4,000 < Gross Household Income (GHI) ≤ $5,500, or $1,000 < Per Capita Income (PCI) ≤ $1,375

MOE will subsidise 30% of device bundle cost or $200, whichever is lower.

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**.

Student B (SC on non-MOE FAS, from lower income family)	
Device Bundle Cost	**$519.90**
Student Subsidy (30%)	**$156.00 (rounded up to nearest 10 cents)**
Available Edusave Balance (After setting aside for misc fees)	$200.00 before deduction $200.00 will be deducted
Additional Subsidy	**$113.90**
Cash Out-of-pocket	**$50.00**

For more details on financial assistance, please approach the school.
Each student will subsequently receive a personalised bill

Funding Support / Scenario 3
Student C (Singaporean Citizen)

ASUS Chromebook
$519.90 (w/ GST)

Student C (Not Eligible for Subsidy)	
Device Bundle Cost	**$519.90**
Available Edusave Balance (After setting aside for misc fees)	$200.00 before deduction $200.00 will be deducted
Cash Out-of-pocket	**$319.90**

Timeline and Important Contacts/Helplines

Date	Action	Remarks
9 Jan	Access the the **Parental Consent for the Purchase of Personal Learning Device (PLD), which includes:** • Intent to Purchase Personal Learning Device (PLD); • Authorisation Form for the Collection of PLD	Sent via Parents' Gateway
By 16 Jan	**For Singaporean Citizen students** who want to use Edusave funds for the PLD • Submit **online Standing Order Form** via this link: https://go.gov.sg/edusaveformsgso	
By 31 Jan	**For Permanent Residents / International Students** • Make payment via GIRO/PayNow	
24 Feb *(tentative)*	**Collection of Devices**	

To access / find out more about...	Contact / Helpline
This deck of slides	https://www.springfieldsec.moe.edu.sg/
Edusave balance	6260 0777
Financial assistance	63183053

Supporting your Child's Tech-Infused Learning and Device Usage

There has been a growing focus on regulating screen time and device use. Why?

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Singapore

Guidelines on screen use to be rolled out in Singapore schools

"We've reached a critical point. We have enough evidence that prompts us to want to do something than to wait for more evidence to come up," says the Ministry of Health.

(From R to L) Health Minister Ong Ye Kung, Minister of State for Education and for Manpower Gan Siow Huang and Minister of State for Social and Family Development Sun Xueling speaking to a student at Temasek Primary School on Jan 21,...see more

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Singapore

Singapore secondary schools to forbid smartphone use during recess, CCA hours

An existing MOE guideline that already prohibits smartphone and smartwatch use during lesson time will be expanded in 2026 to cover all school hours, including supplementary, enrichment or remedial lessons.

Secondary 2 students with their personal learning devices during a subject-level mathematics class at Jurong West Secondary School. (File photo: CNA/Raydza Rahman)

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World

Australia begins enforcing world-first teen social media ban

Millions of Australian teens lose access to popular social media platforms, as the ban for under-16s commences.

Annie Wang, 14, poses after an interview discussing Australia's social media ban for users under 16 in Sydney, Australia on Nov 22, 2025. (Photo: Reuters/Hollie Adams)

While technology isn't bad, unregulated and high intensity use is.

Worsening mental health, anxiety, and depression

- Increased anxiety, depressive symptoms, low self-esteem, emotional distress, **especially among adolescents**
- Heavy screen exposure in childhood **linked to later anxiety symptoms**.

Reduced attention span and impaired learning

- **Fragments attention, reduces capacity for deep focus**
- Hence, negatively affecting academic engagement; leading to **poorer learning outcomes**

Sleep disruption and physical health effects

- Poor sleep is **strongly linked to mood issues, reduced concentration, and weakened immunity**

Impaired social development and increased online risk

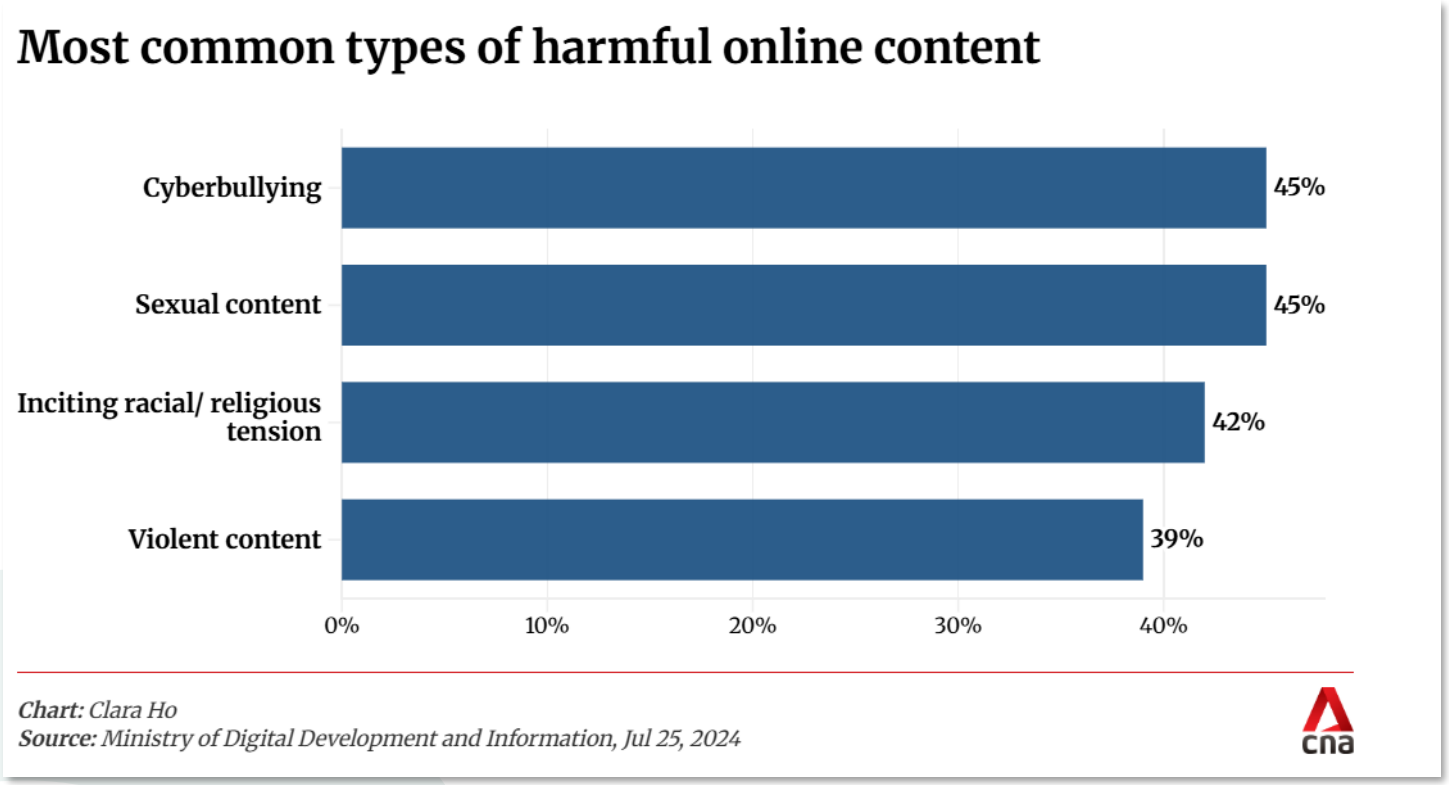
- **Displaces face-to-face interaction**, weakening communication skills and empathy
- **Increases exposure to cyberbullying** and inappropriate online content

We are committed to supporting students in the safe and effective use of devices.

To enable a safer digital environment for learning with PLDs and device usage, the school has implemented some of the following measures:

- School rules and structures on digital device use
- Classroom management routines
- MOE Device Management Application (DMA) to support a safer digital environment for learning
- Cyber Wellness Education in CCE, covering:
  - Cyber Use
  - Cyber Identity
  - Cyber Relationships
  - Cyber Citizenship
  - Cyber Ethics
- Partnering parents/guardians to support students in their use of technology for learning

What is the Device Management Application (DMA) and why is it necessary?



1. A study by the Ministry of Digital Development and Information (MDDI) identified potential risks related to exposure to **harmful online content**, including:
   a. Cyberbullying
   b. Sexual content
   c. Inciting racial/religious tension
   d. Violent content
2. The issue is not just how long students are on their devices, but **what they are consuming while they are online.**

What is the Device Management Application (DMA) and why is it necessary?

1. **DMA supports schools and parents in managing device use with the student.**
   a. Schools will determine the default DMA settings:
      i. blocks students' access to undesirable internet content
      ii. access only selected applications prescribed by the schools.
   b. Parents have the option to adjust the DMA settings for after-school hours.
      i. More detailed information will be disseminated via PG closer to PLD deployment date.

MYTH 1: DMA tracks students' online activities and spies on them.

1. DMA is **not** intended to spy on students. DMA does not track the following:
   a. Login IDs and passwords entered into websites or into any applications
   b. Actions performed (e.g., posts, online comments, items added to a shopping cart, etc.) visiting websites and using apps
   c. Documents and photos stored in the PLDs
   d. PLD location
   e. Webcam videos and microphone recordings

MYTH 2: DMA will provide access to all the students' personal information and files stored on the PLD.

a. Personal identifiable data like passwords, addresses, and identification number will **not** be stored.

b. Activities on websites are **not** captured.

c. DMA does **not** allow MOE, school, or teachers to remotely access folders or files on the PLD.

What is the Device Management Application (DMA) and why is it necessary?

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   b. Parents have the option to adjust the DMA settings for after-school hours.
      i. More detailed information will be disseminated via PG closer to PLD deployment date.

2. School hours is defined to be from **6 a.m. to 3 p.m.** and after school hours would be from. **3 p.m. – 11 p.m.**.
   a. The device will shut down at **11 p.m. by default.**

Default	Option A	Option B
Default Setting (Note: This will apply if no alternative options are chosen)	**DMA settings can be modified by Parents/Guardians after school hours**	**DMA will be inactive after school hours[1]**
For parents/guardians who want their child's/ward's use of the PLD to be restricted only to teaching and learning, and prefer to leave it to the school to decide on DMA settings after school hours.	For parents/guardians who prefer to take charge of the level of restrictions for their child's/ward's use of the PLD after school hours regulated by the DMA.	For parents/guardians who do not want their child's/ward's use of the PLD after school hours to be regulated by the DMA at all.

What is the Device Management Application (DMA) and why is it necessary?

	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified)	Alternative Setting: Option B (DMA will be inactive only after school hours)
Protect students from objectionable content	Web content filtering will include, and not limited to the following categories: • Violent/extremist content • Sexual/pornographic content • Suicide/self-harm content • Cyberbullying content • Content endangering public health • Gambling-related content	Parents/Guardians will be able to include additional web content filtering by requesting school block any harmful website in addition to major social media websites (e.g., YouTube, Pinterest, X, Instagram, Facebook). However, parents/guardians cannot allow access to web content that is filtered out under the Default Setting. Parents can pause internet access after school hours.	No content filtering after school hours if a student logs in to the Chromebook via his/her personal Google Account.

What is the Device Management Application (DMA) and why is it necessary?

	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified)	Alternative Setting: Option B (DMA will be inactive only after school hours)
Reduce distractions from learning through control of applications	Parents/Guardians and students will be unable to install additional Chrome extensions and/or applications.	Parents/Guardians will be able to install additional Chrome extensions and/or applications by submitting a request to the school. As these applications will be accessible both during and after school hours, please ensure that the requested applications support your child's/ward's learning.	Parents/Guardians and/or students will be able to install additional Chrome extensions and/or applications after school hours via the Google Play Store, using the parent's/student's personal Google account. These applications will not be accessible during school hours as students will have to login using their student iCON account.

What is the Device Management Application (DMA) and why is it necessary?

	Default Setting (This will apply if no Alternative Options are chosen)	Alternative Setting: Option A (DMA settings can be modified)	Alternative Setting: Option B (DMA will be inactive only after school hours)
Limit screen time	The school will define the specific hours during which the PLD is allowed to access the internet.	Parents/Guardians can modify the amount of screen time for their child/ward by requesting the school set sleep hours (by selecting 1 prescribed option) on their child's/ward's PLD.[2]	No limitation on duration of screen time after school hours. Sleep hours are not enforced.[3]
Monitor students' cyber activities	Parents/Guardians will not be able to track their child's/ward's browser history.	Parents/Guardians can track their child's/ward's browser history after school hours via. the Lightspeed parents' portal. A Filter Portal Weekly Report can also be emailed to them.	Parents/Guardians will not be able to track their child's/ward's web browser history.
Provision of Parent Account	X	✓	X

With a strong School–Home Partnership, we can support our Springfielders in developing healthy, responsible digital habits.

1 Respectful Communication

2 Role Models

3 Real Connections

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

(1) Respectful Communication

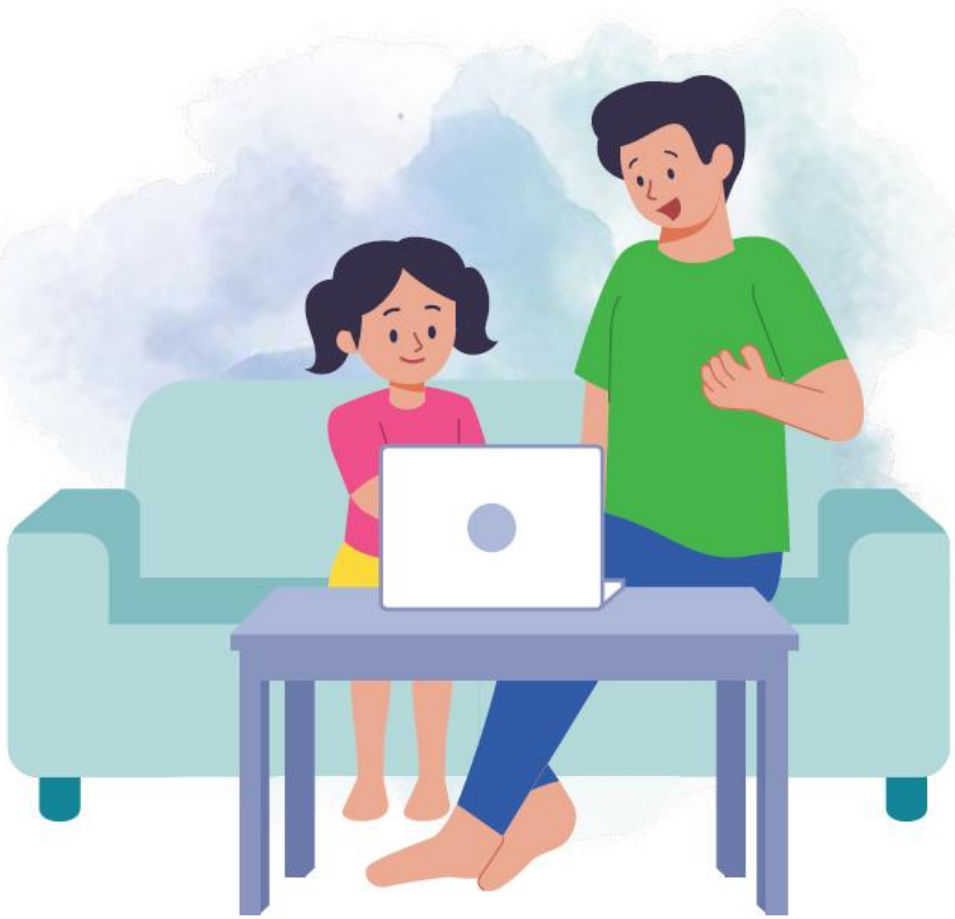
Have regular and genuine conversations with your child

- to better understand what they do online,
- how to stay safe,
- how to use technology in a responsible manner.

Communicate your actions and rationale.

- Let your child know **you care for them** and **want them to be safe online**.

Discuss with your child as you set parental controls to manage device use and stay safe online.



(2) Role Models

Role model healthy use of devices and social media and good online behaviour for your child/ward

- E.g. parents/guardians not using devices during mealtimes, respectful online communication

Role modelling respectful conversations –

- Parents are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand**, instead of listening to give advice and offer solutions.

(3) Real Connections

Provide a safe space for conversations

- Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.
- You can let your child know that it is **normal to feel or think the way they do**, and that **they can feel safe** expressing themselves with you.

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

- **Discuss and develop a timetable** with your child moderate their time spent on screens.
- **Parental control settings** can be used to monito and limit screen time as agreed with the child.

To support you, our school and the Springfield Parents' Network works with various external agencies.

ComCare

Samh Singapore Association for Mental Health

INFOCOMM MEDIA DEVELOPMENT AUTHORITY

Workshops/talks regarding device usage and parenting

Provision of subsidised broadband and laptops/tablets to lower-income households

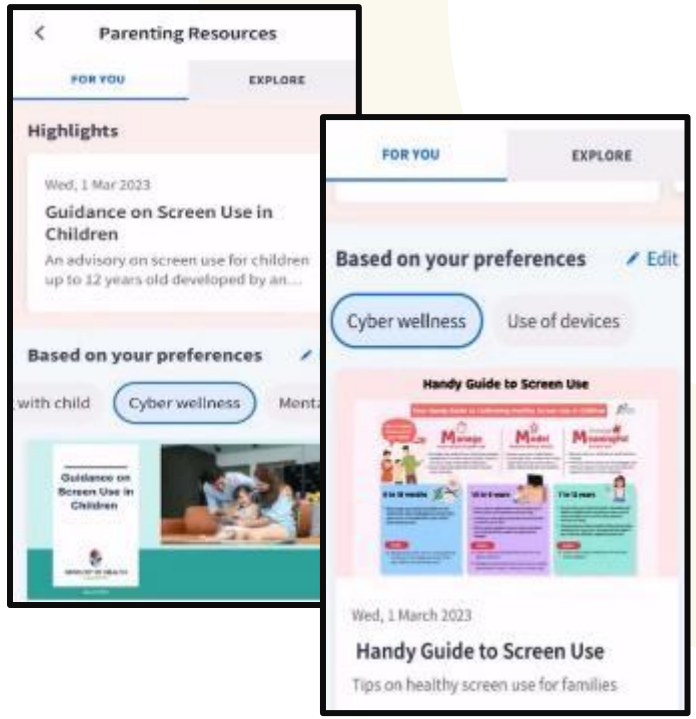
Refer to PG sent on 4 Jan

Other Resources by MOE that may be helpful to you:

A. Parent Kit

B. Bite-sized tips and advice via Parentingwith.MOEsg Instagram page

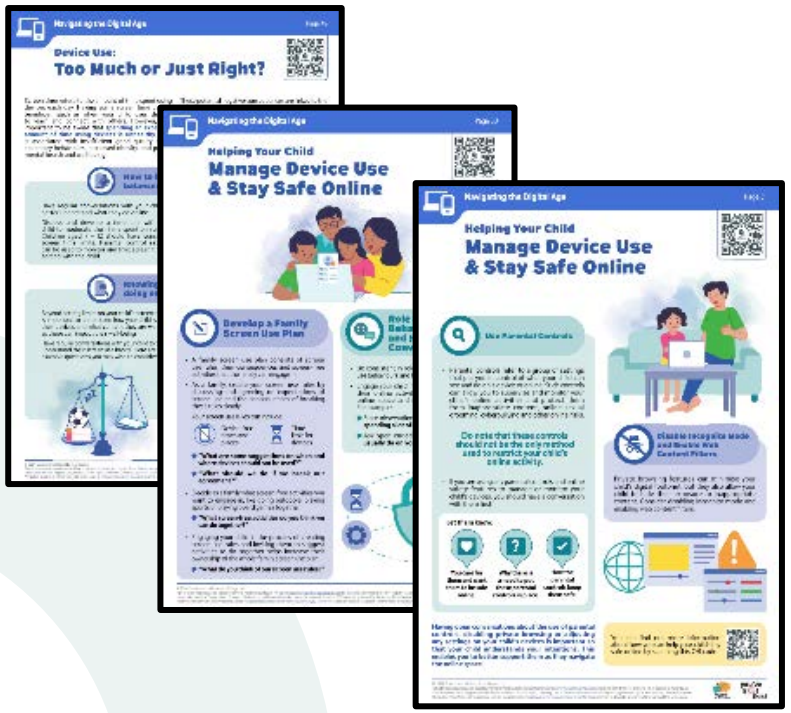
C. Resources from MOE and other agencies *(available on resources repository in Parents Gateway)*



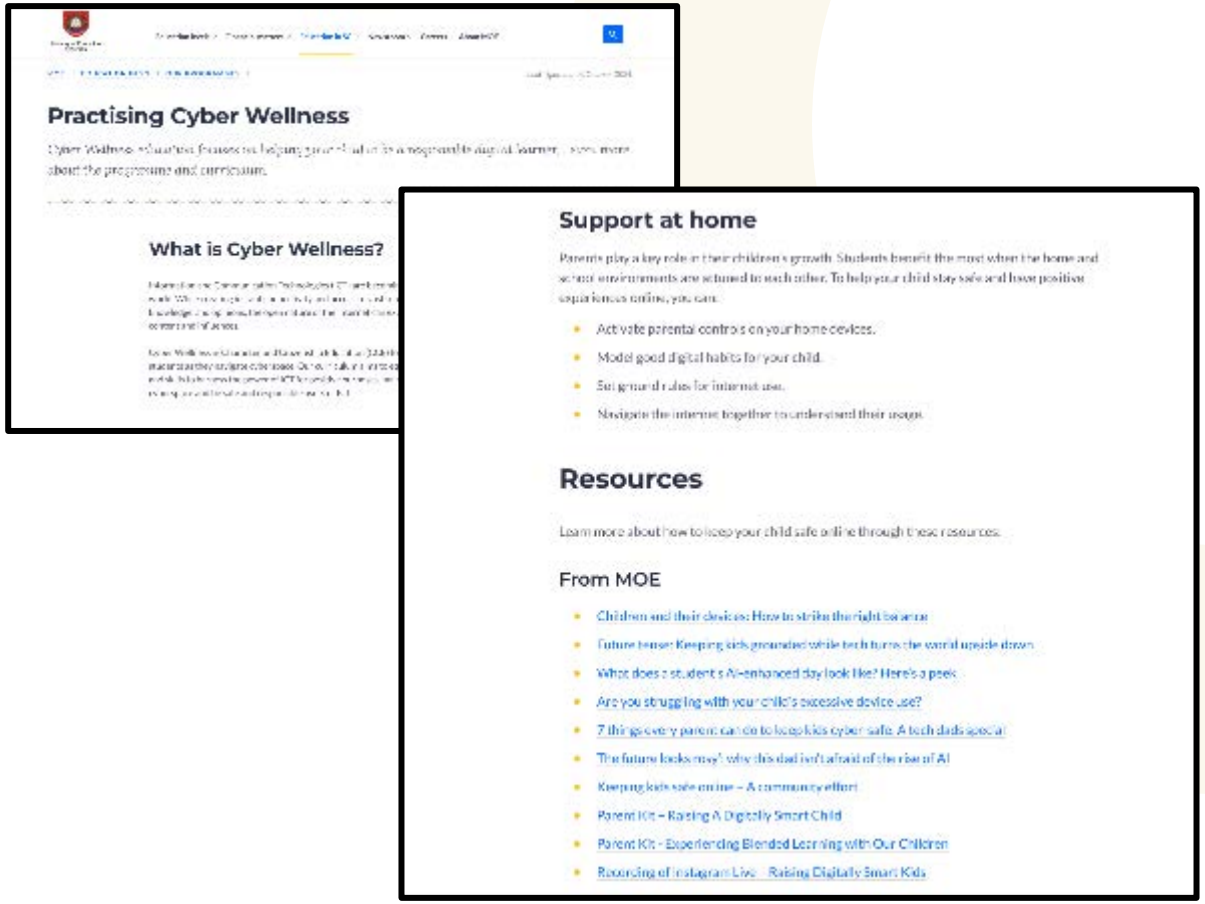
Other Resources by MOE that may be helpful to you:

D. Parenting for Wellness Toolbox for Parents and Parenting for Wellness Website on Parent Hub

The Parenting for Wellness initiative provides bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age.



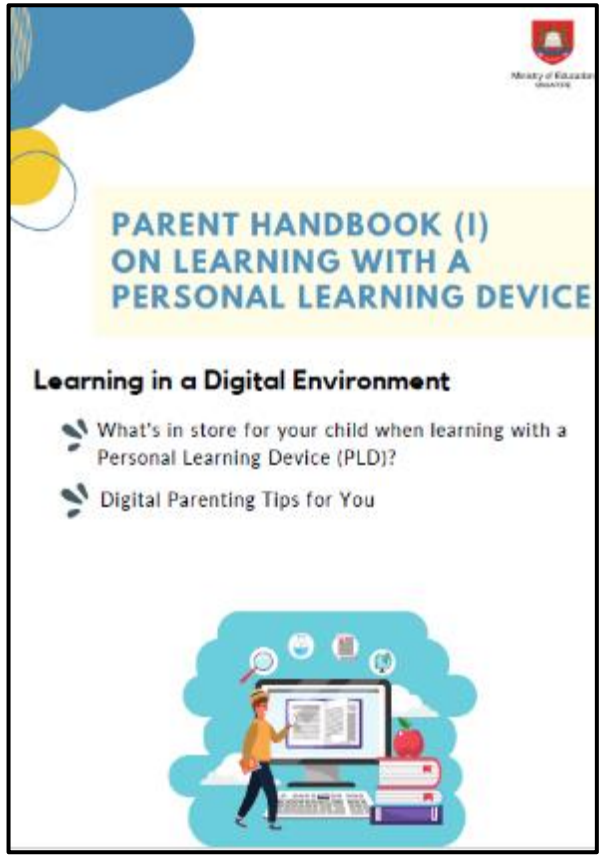
E. More resources are available via the MOE Cyber Wellness Webpage

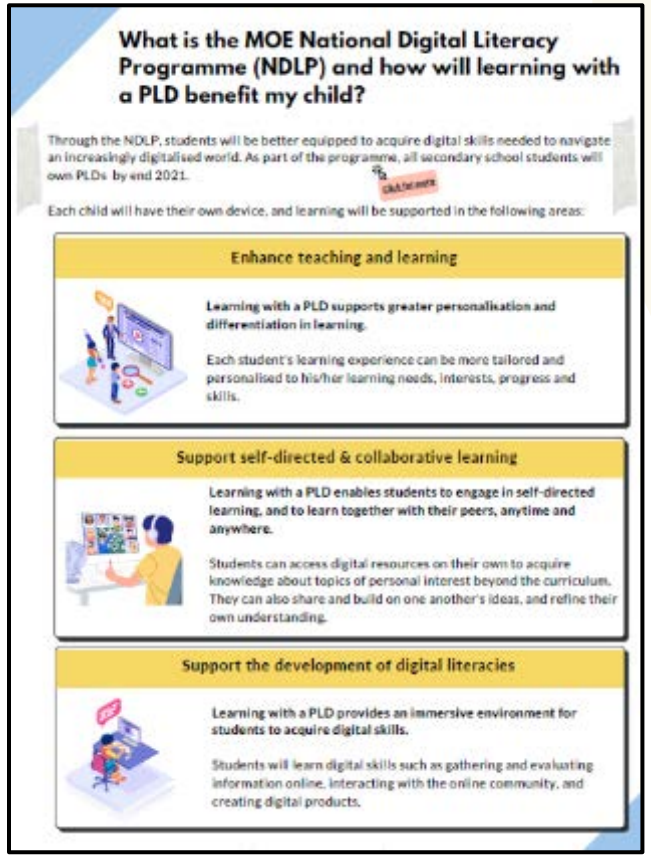


Other Resources by MOE that may be helpful to you:

F. Parent Handbooks (I) and (II) on Learning with a Personal Learning Device

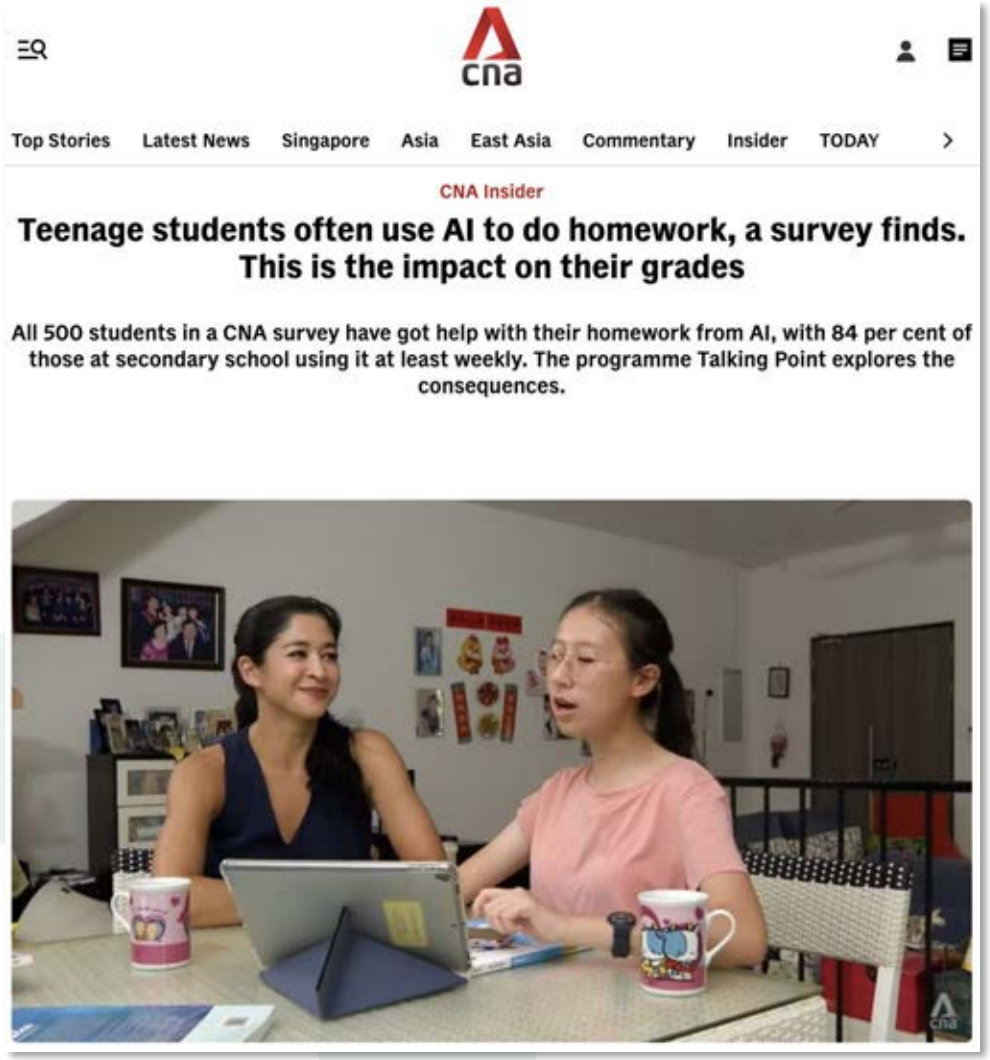
These Handbooks provide tips on supporting your child in the use of PLDs for learning and will be shared via the PG notification together with the letter to purchase PLDs.





Springfield's Approach to AI in Learning

Are our students already exposed to AI?



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CNA Insider

Teenage students often use AI to do homework, a survey finds. This is the impact on their grades

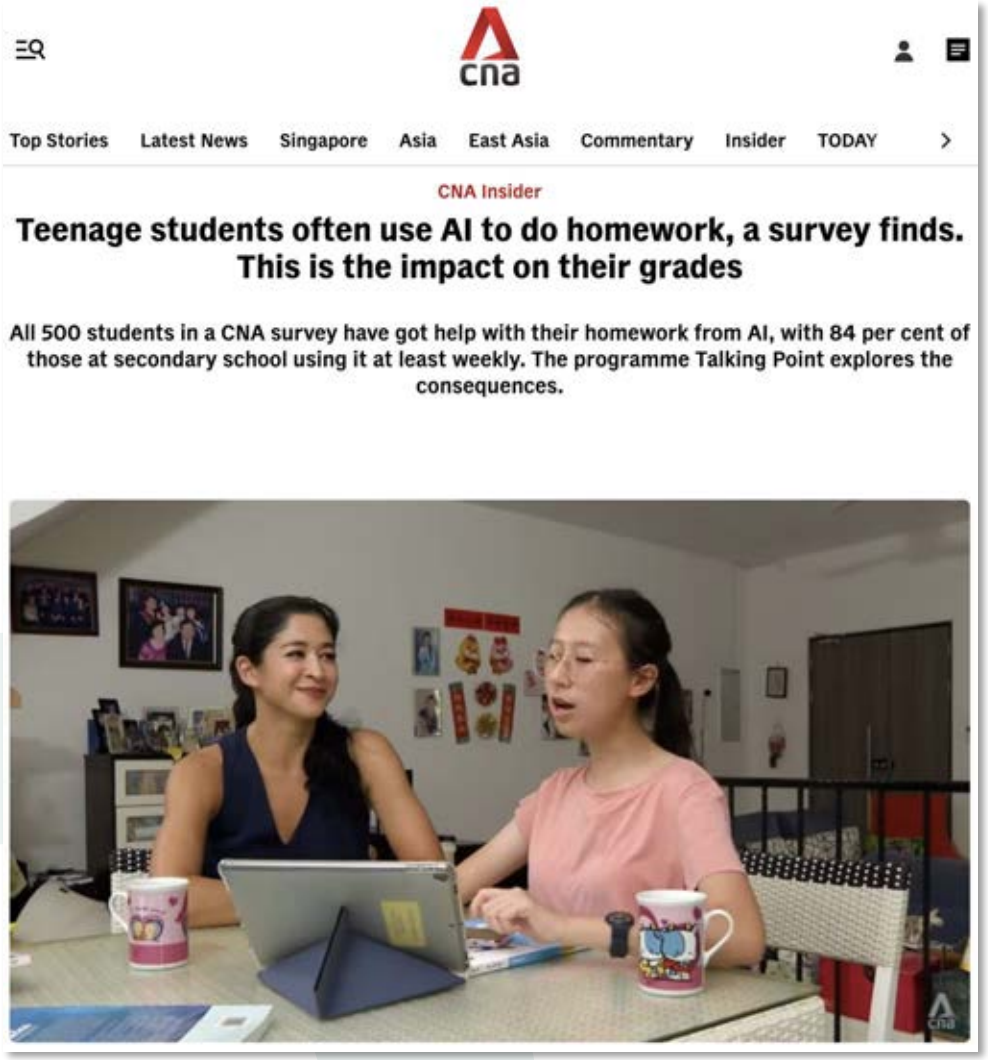
All 500 students in a CNA survey have got help with their homework from AI, with 84 per cent of those at secondary school using it at least weekly. The programme Talking Point explores the consequences.

1. **CNA conducted a survey of 500 students aged 15 years old to 25 years old:**
   a. Question 1: How Often Do You Use AI Tools for Homework/Assignment?

	Secondary
Base: All respondents	100
Several times a day	4.0%
Once a day	8.0%
Several times a week	29.0%
Once a week	43.0%
Once every two weeks	9.0%
Once a month	7.0%
Less than once a month	0.0%

~ 84%

Are our students already exposed to AI?



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CNA Insider

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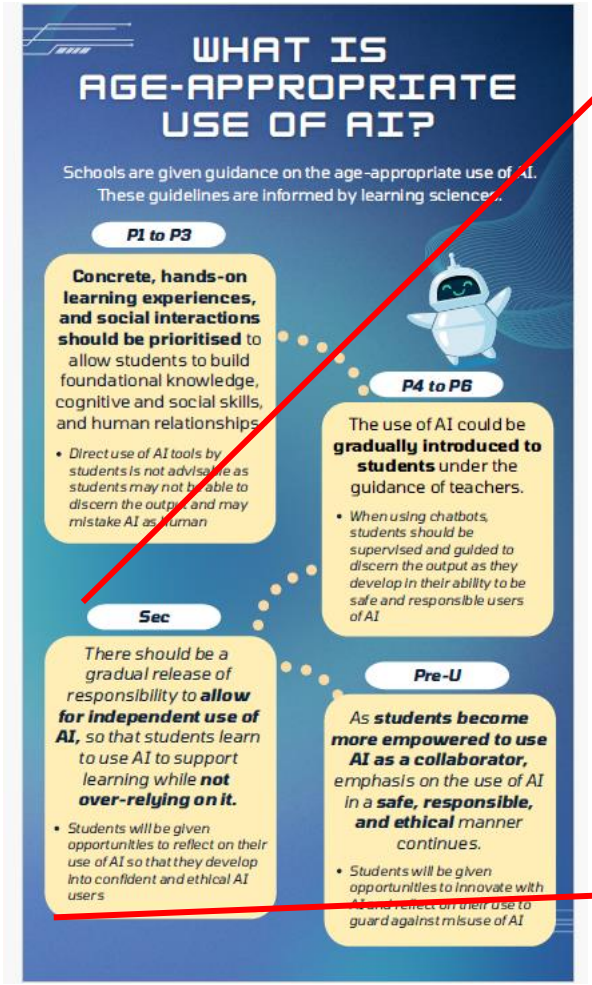
All 500 students in a CNA survey have got help with their homework from AI, with 84 per cent of those at secondary school using it at least weekly. The programme Talking Point explores the consequences.

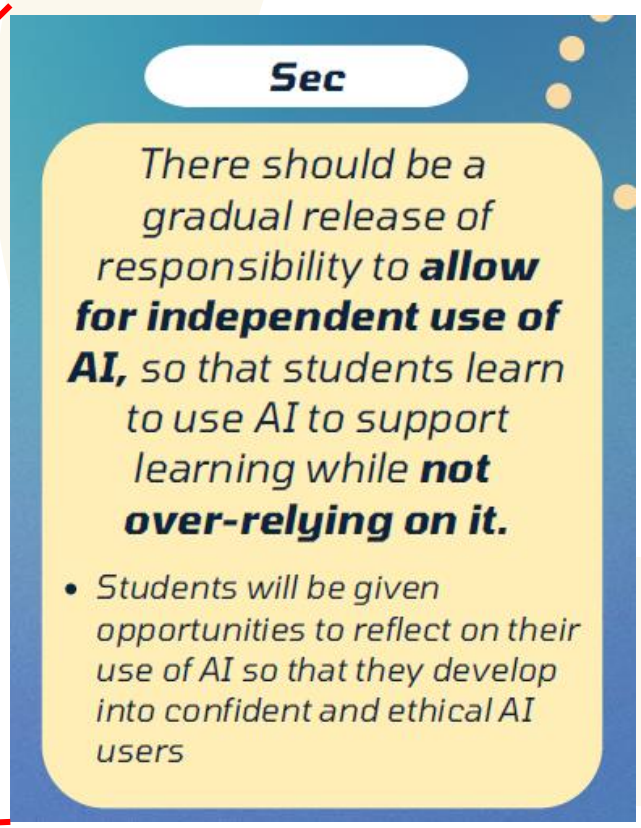
2. **When not used effectively, AI can shortcut learning:**
   a) **Using AI for homework has mixed learning outcomes.** While some students report improved writing skills, others admit they don't learn much but use it to "get work done".
   b) **Students can grow over-reliant on AI** especially if they use it too early on when learning new concepts.
   c) **AI can give inaccurate or unreliable answers.** When tested on actual O-Level papers, AI achieved mostly B3-D7 grades.

3. Students may **over-trust AI-generated information**
   a) About **1 in 2 teens would trust AI-generated news story** to the same extent or more than one written by a human.

So does AI still have a place in Teaching & Learning?

1. **Explicit teaching of AI literacy**
   a. Students are taught to question AI outputs, verify information with trusted sources, and recognise that AI can be confident but wrong.
   b. e.g., Sec 1 students undergo Code for Fun and Sec 2 students undergo AI for FUN
2. **Clear boundaries and expectations**
   a. MOE and the school will set clear guidelines on when AI use is appropriate and when it is not, especially for assessments and graded work.
3. **Teachers remain central**
   a. AI does not replace teachers, relationships, or judgment.
   b. Teachers design learning, guide thinking, and help students develop values, discernment, and responsibility.



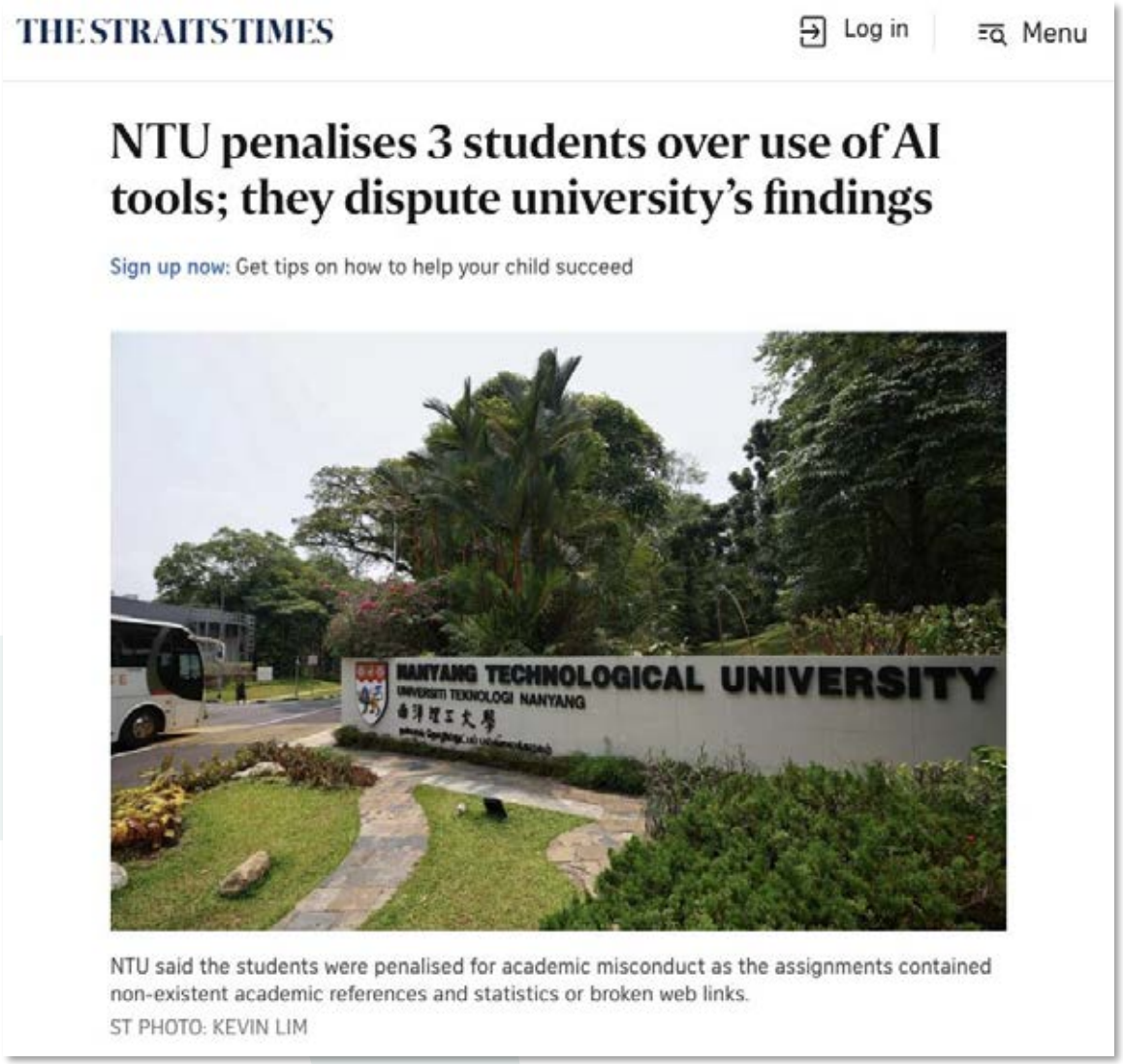


So does AI still have a place in Teaching & Learning?

Example of a safe and pedagogically sound AI tool embedded within SLS that teachers may use with your child:

Learning Assistant

So does AI still have a place in Assessments?



THE STRAITS TIMES

Log in Menu

NTU penalises 3 students over use of AI tools; they dispute university's findings

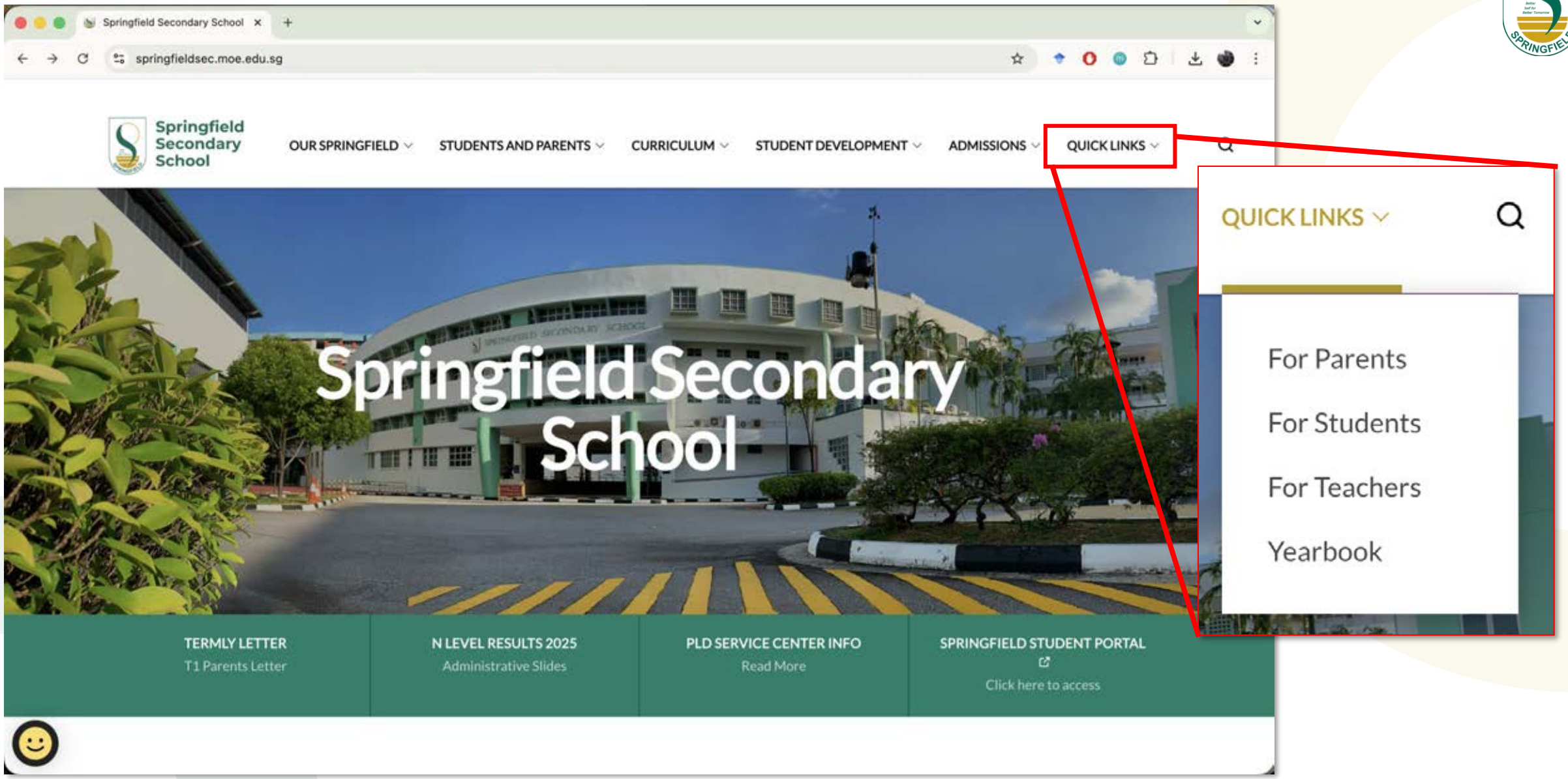
Sign up now: Get tips on how to help your child succeed

NTU said the students were penalised for academic misconduct as the assignments contained non-existent academic references and statistics or broken web links.

ST PHOTO: KEVIN LIM

1. **There has been numerous cases of students using AI in their graded work and assignments.**
   a. Most, if not all, were deemed as academic misconduct and given zero marks.
2. **With alternative assessments in Springfield, some of our Weighted Assessments are also project work, investigative tasks or other take-home assignments**
   a. Students must be taught the importance of academic integrity and be responsible for their own learning.
   b. Use of AI in assessment must be fit-for-purpose and depends on a range of factors (e.g., age-readiness, type of AI being used, learning outcomes, and assessment objectives)
   c. **Teachers will make clear if and to what extent AI is allowed in such assessments.**

Further Information & Support Channels


Springfield Secondary School
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Springfield Secondary School
OUR SPRINGFIELD
STUDENTS AND PARENTS
CURRICULUM
STUDENT DEVELOPMENT
ADMISSIONS
QUICK LINKS
Springfield Secondary School
TERMLY LETTER
T1 Parents Letter
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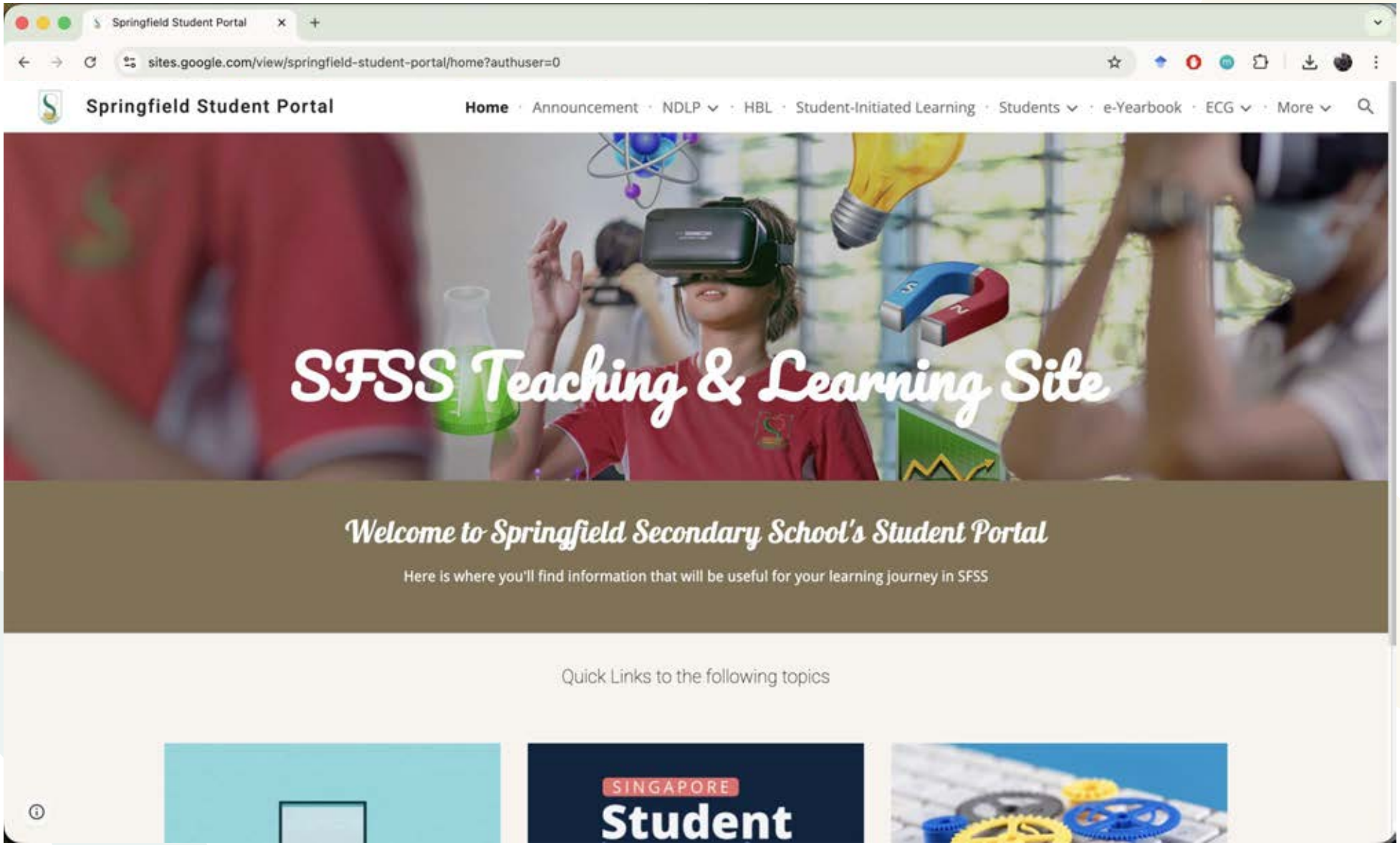
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