

# The Personalised Digital Learning Programme (PDLP)

Briefing for Parents

A PRESENTATION BY  
MINISTRY OF EDUCATION, SINGAPORE

OFFICIAL (OPEN) NON-SENSITIVE

# Overview

1. About the The National Digital Literacy Programme (NDLP) and the PDLP
2. Intended Outcomes of PDLP
3. Learning with a PLD in Whitley Secondary
4. Supporting Students in the Safe and Effective Use of Devices
5. Role of the MOE Device Management Application (DMA) in Providing a  
Safer Digital Environment for Learning
6. Device and Funding Information
7. What's Next?

# All information shared, including the slides can be found on the school website

<https://www.whitleysec.moe.edu.s/ndlp/permalink/>



ABOUT US ▾KEY PROGRAMMES ▾CCE ▾DEPARTMENTS ▾CCAS ▾ACHIEVEMENTS ▾USEFUL LINKS ▾2026 SEC 1 ADMIN MATTERS

Q

HOME / KEY PROGRAMMES / NATIONAL DIGITAL LITERACY PROGRAMME

# National Digital Literacy Programme

Communicative Arts

Full Subject Based Banding

Active Citizenship ▾

GEAR UP

**National Digital Literacy Programme**

STEM Education ▾





## 1) The National Digital Literacy Programme

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

# **The National Digital Literacy Programme (NDLP) and the PDLP**

An Overview

# The National Digital Literacy Programme (NDLP)



## Empowering Students for a Digital Future



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.



**Each** 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 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**



# **Learning with a PLD**

## **Whitley Secondary School**

# Learning with Technology @ Whitley

## School's EdTech Vision

To harness technology purposefully to nurture

- empowered digital learners
- self-directed,
- collaborative, and are
- innovative critical thinkers.



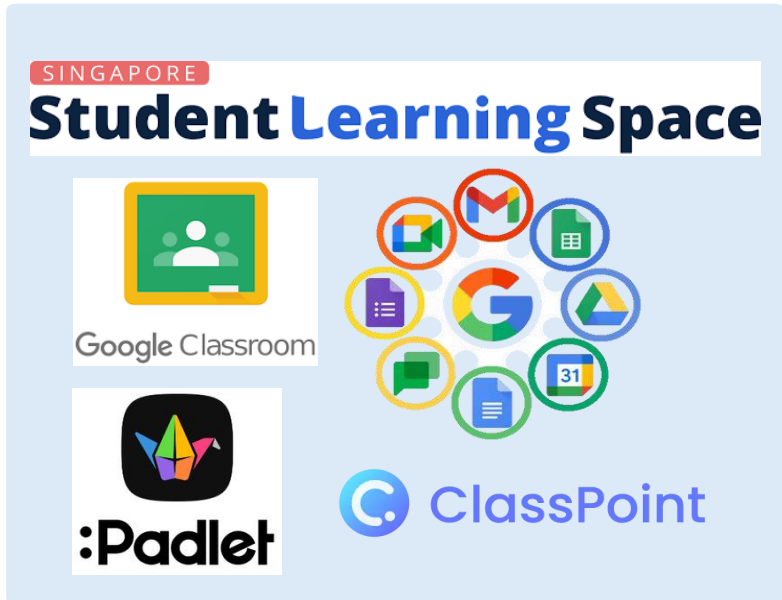
## Digital Literacy Skills



## Basic Productivity Skills

1. Calendaring
2. Managing Digital Files
3. Navigating Google Workspace
4. Email Etiquette
5. Collaborating Online
6. Basic AI Literacy

## Common Learning Platforms





# Learning with Technology @ Whitley

## Deepening Learning : Participative & Reflective



Clarissa Ong + 9 • 1d  
6097 - Decision Making (Sugar/Wheat/Eggs)  
how do we make decisions?

**Sugar**

Sugar has various functions in dishes. Investigate the effect of reducing sugar content in the preparation of dishes that will appeal to teenagers. You are to prepare a baked product of your choice.

**Wheat**

**Wheat Flour**

Wheat flour is used as an ingredient in a wide range of dishes. Investigate the differences between the various types of wheat flour in baked products. Show how the different types of wheat flour can be used in the preparation of a variety of sweet and savoury dishes for adults.

**Eggs**

Eggs are commonly used in food preparation. Plan and prepare a range of sweet and savoury dishes with the use of eggs that are interesting for families. Investigate the effects of heat on eggs to achieve a good quality egg tarts.

**Azwar**

student A has met the requirement for baking in all their dishes and has skill set 3 batter making used for their dish 1 fruit pancake with berry and has met skill set 2 dough making for their dish 3 sweet and savoury pizza and the skill biscuits and cookies for their dish 2 chocolate chip cookies but they are missing skill set 1

**Sugar - Student M**

**Veronica Lim** 5 months ago  
**Kaya Toast with Eggs**  
Sight: Golden-brown toast slices, extremely crisp at the edges. Beside it, two jiggly soft-boiled eggs sit in a shallow dish, their whites barely set and yolks glowing orange.  
Sound: The soft crunch as you bite into the toast is satisfying. A gentle tap of the spoon on the egg cracks the shell.  
Taste: The warm aroma of toasted bread mixes with the sweet fragrance of kaya. A sniff of creamy butter and the gentle hint of egg richness fills the air, with the occasional sharp tang from a dash of dark soy sauce and white pepper sprinkled on the eggs.  
Touch: Your fingers feel the warmth of the freshly toasted bread. Crisp, the top, and the soft, the bottom.

**Yueqi and Aryan**  
**eggs and toast** 5 months ago  
Sight: Golden-brown toast slices, extremely crisp at the edges. Beside it, two jiggly soft-boiled eggs sit in a shallow dish, their whites barely set and yolks glowing orange.  
Sound: The soft crunch as you bite into the toast is satisfying. A gentle tap of the spoon on the egg cracks the shell.  
Taste: The warm aroma of toasted bread mixes with the sweet fragrance of kaya. A sniff of creamy butter and the gentle hint of egg richness fills the air, with the occasional sharp tang from a dash of dark soy sauce and white pepper sprinkled on the eggs.  
Touch: Your fingers feel the warmth of the freshly toasted bread. Crisp, the top, and the soft, the bottom.

**Veronica Lim** 5 months ago  
**Roti Prata**  
Sight: A vibrant bowl filled with creamy orange-red broth, white rice noodles, slices of fish cake, prawns, tofu puffs, and a sprinkle of fresh herbs like laksa leaves or coriander.  
Smell: A rich, aromatic mix of coconut milk, lemongrass, dried shrimp, and spices, with a subtle whiff of chili and herbs.  
Taste: Bold and complex; creamy from the coconut milk, spicy from the chili, savory from the seafood broth, with a slightly sweet and tangy balance.  
Touch: Noodles are silky and smooth, tofu puffs soaked up the broth and feel spongy, soup is warm and slightly thick on the tongue.  
Sound: Gentle slurps as you eat the noodles, the occasional clink of spoon against bowl, and maybe a satisfied sigh after a spicy mouthful.

**Veronica Lim** 5 months ago  
**Satay**  
Sight: A vibrant bowl filled with creamy orange-red broth, white rice noodles, slices of fish cake, prawns, tofu puffs, and a sprinkle of fresh herbs like laksa leaves or coriander.  
Smell: A rich, aromatic mix of coconut milk, lemongrass, dried shrimp, and spices, with a subtle whiff of chili and herbs.  
Taste: Bold and complex; creamy from the coconut milk, spicy from the chili, savory from the seafood broth, with a slightly sweet and tangy balance.  
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**Veronica Lim** 5 months ago  
**Laksa**  
Sight: A vibrant bowl filled with creamy orange-red broth, white rice noodles, slices of fish cake, prawns, tofu puffs, and a sprinkle of fresh herbs like laksa leaves or coriander.  
Smell: A rich, aromatic mix of coconut milk, lemongrass, dried shrimp, and spices, with a subtle whiff of chili and herbs.  
Taste: Bold and complex; creamy from the coconut milk, spicy from the chili, savory from the seafood broth, with a slightly sweet and tangy balance.  
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**Veronica Lim** 5 months ago  
**Chili Crabs**  
Sight: A vibrant bowl filled with creamy orange-red broth, white rice noodles, slices of fish cake, prawns, tofu puffs, and a sprinkle of fresh herbs like laksa leaves or coriander.  
Smell: A rich, aromatic mix of coconut milk, lemongrass, dried shrimp, and spices, with a subtle whiff of chili and herbs.  
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**Veronica Lim** 5 months ago  
**Nasi Lemak**  
Sight: A vibrant bowl filled with creamy orange-red broth, white rice noodles, slices of fish cake, prawns, tofu puffs, and a sprinkle of fresh herbs like laksa leaves or coriander.  
Smell: A rich, aromatic mix of coconut milk, lemongrass, dried shrimp, and spices, with a subtle whiff of chili and herbs.  
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Sound: Gentle slurps as you eat the noodles, the occasional clink of spoon against bowl, and maybe a satisfied sigh after a spicy mouthful.

**Wholesome Elephant** 5 months ago  
**Roti Prata with a Spill**  
Sight: A vibrant bowl filled with creamy orange-red broth, white rice noodles, slices of fish cake, prawns, tofu puffs, and a sprinkle of fresh herbs like laksa leaves or coriander.  
Smell: A rich, aromatic mix of coconut milk, lemongrass, dried shrimp, and spices, with a subtle whiff of chili and herbs.  
Taste: Bold and complex; creamy from the coconut milk, spicy from the chili, savory from the seafood broth, with a slightly sweet and tangy balance.  
Touch: Noodles are silky and smooth, tofu puffs soaked up the broth and feel spongy, soup is warm and slightly thick on the tongue.  
Sound: Gentle slurps as you eat the noodles, the occasional clink of spoon against bowl, and maybe a satisfied sigh after a spicy mouthful.

**Charismatic Gecko** 5 months ago  
**Muqin & Hening**  
Sight: The soft-boiled eggs with specific dark soy sauce creep onto the two golden roasted bread attracting me.  
Sound: Hear a satisfying crunch as I bite into the toast, and the stirring sound from spoon.  
Smell: A warm and buttery aroma wafts from the toast.  
Taste: The first bite was filled with soy sauce and crunchy bread. It's crispy on the outside and soft inside. The mix of sweet, and salty makes each bite tasty and yummy.  
Touch: The toast is crunchy at the edges and soft in the center, with the sauce melting and sticking between fingers.

**Satay** 5 months ago  
**Joel and Jaden**  
Sight: The soft-boiled eggs with specific dark soy sauce creep onto the two golden roasted bread attracting me.  
Sound: Hear a satisfying crunch as I bite into the toast, and the stirring sound from spoon.  
Smell: A warm and buttery aroma wafts from the toast.  
Taste: The first bite was filled with soy sauce and crunchy bread. It's crispy on the outside and soft inside. The mix of sweet, and salty makes each bite tasty and yummy.  
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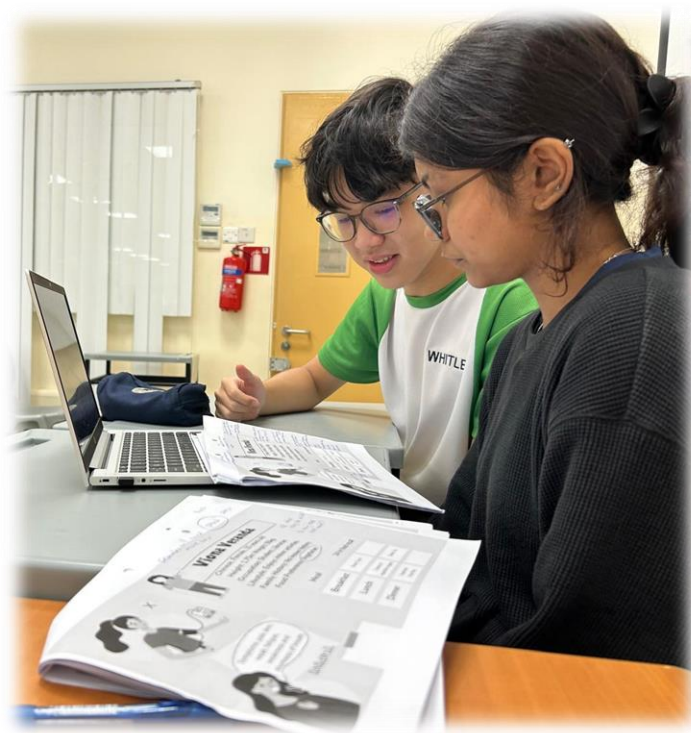
**Veronica Lim** 5 months ago  
**Revised Version**  
Sight: The golden-roasted kaya toast beckoned, its corners a deep amber that promised crispness. Across the table, the soft-boiled eggs sat in a pool of rich, dark soy sauce that swirled like a miniature galaxy.  
Sound: A satisfying crunch filled the air as I bit into the toast, followed by the gentle clink of a spoon against the chocolate cake, stirring the thick, dark chocolate.

**Veronica Lim** 5 months ago  
**Revised Version**  
The moment I stepped into the hawker centre, a wave of heat hit me, but it was the sizzling sound of the grill that drew me in. The air was thick with the sweet, smoky scent of charcoal, mingling with the rich, nutty perfume of peanuts. On my plate, the satay lay in a beautiful chaos. The meat skewers, charred black at the edges, sat in a deep chocolatey



# Learning with Technology @ Whitley

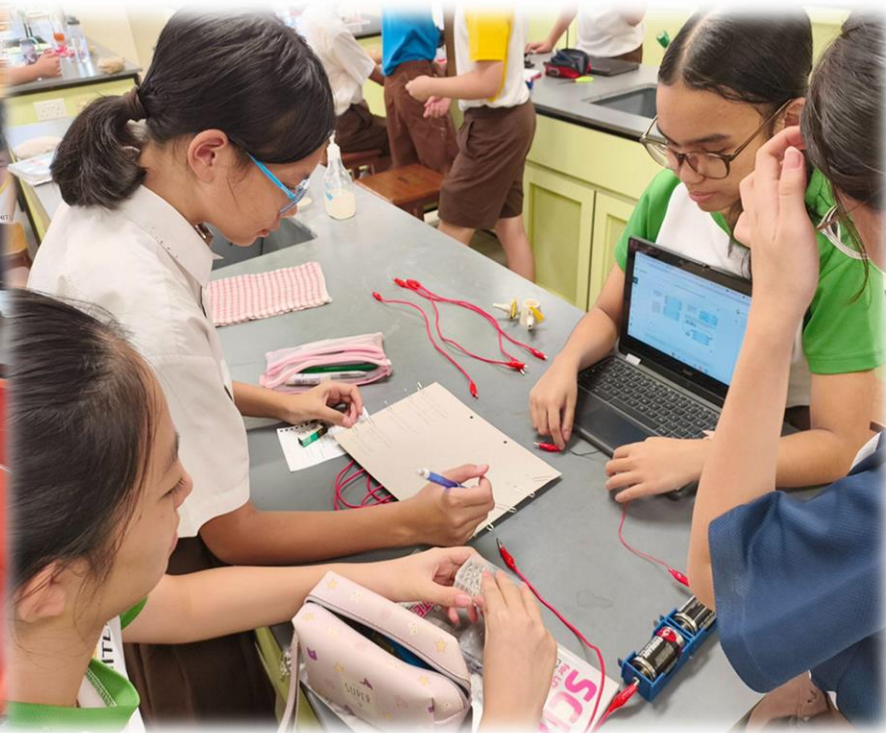
## Connect and Collaborate



**Playing Role of Dieticians  
Video Conferencing**



**Group discussion &  
Project Collaboration**

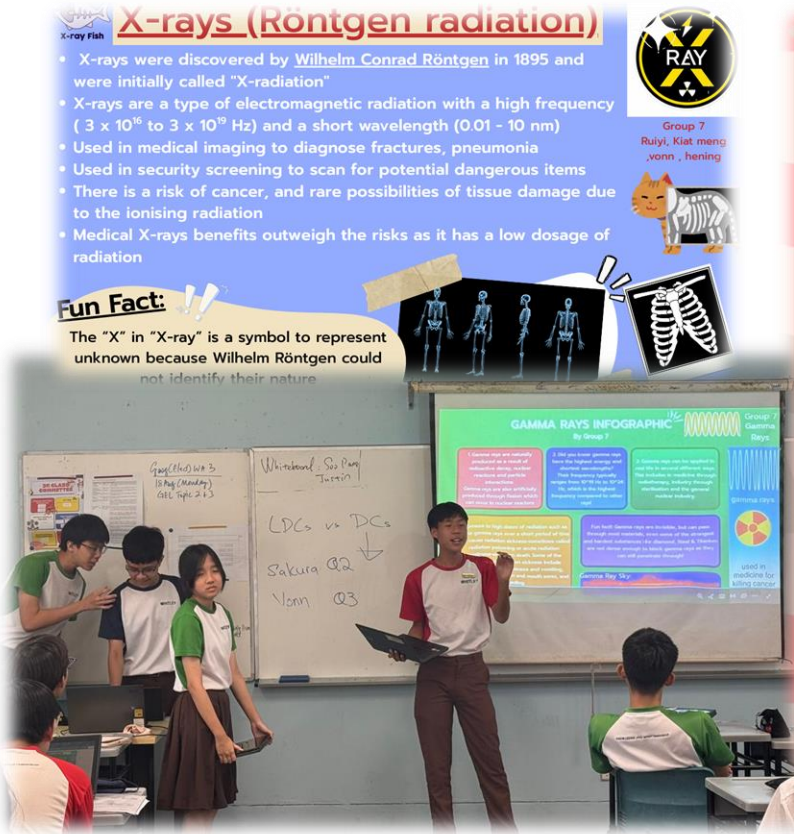


**Research, Design and  
Build Circuit Games**

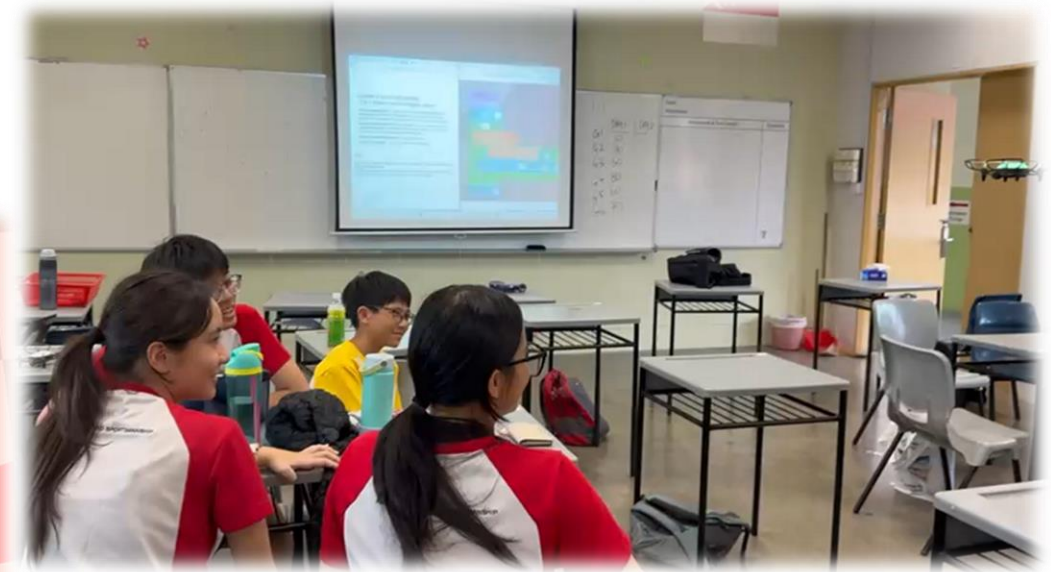
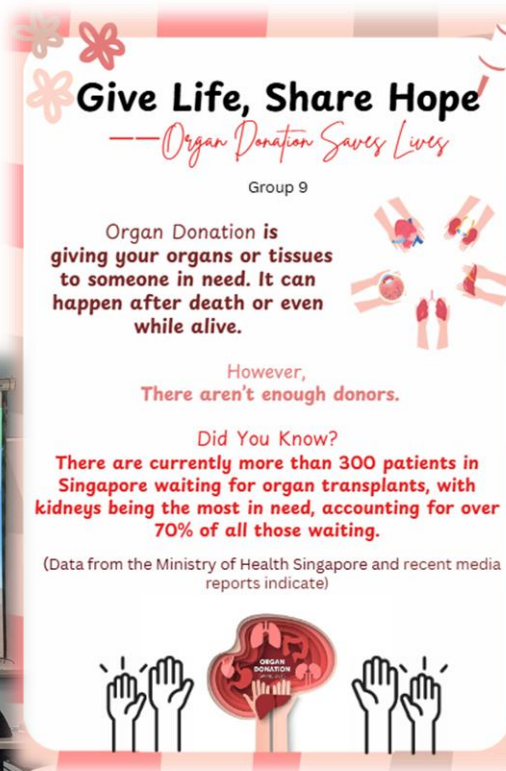


# Learning with Technology @ Whitley

## Create & Contribute



Create Infographics and Posters  
Presentation of Ideas



Computational Thinking - Drones Workshop



Design Sessions during D&T

# **Supporting Students in the Safe and Effective Use of the Devices**

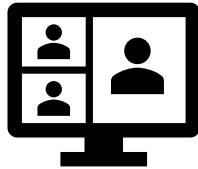
# Cyber Wellness Concerns Identified by Local Studies/Surveys



**Harmful Online  
Content**



**Gaming and  
associated risks**

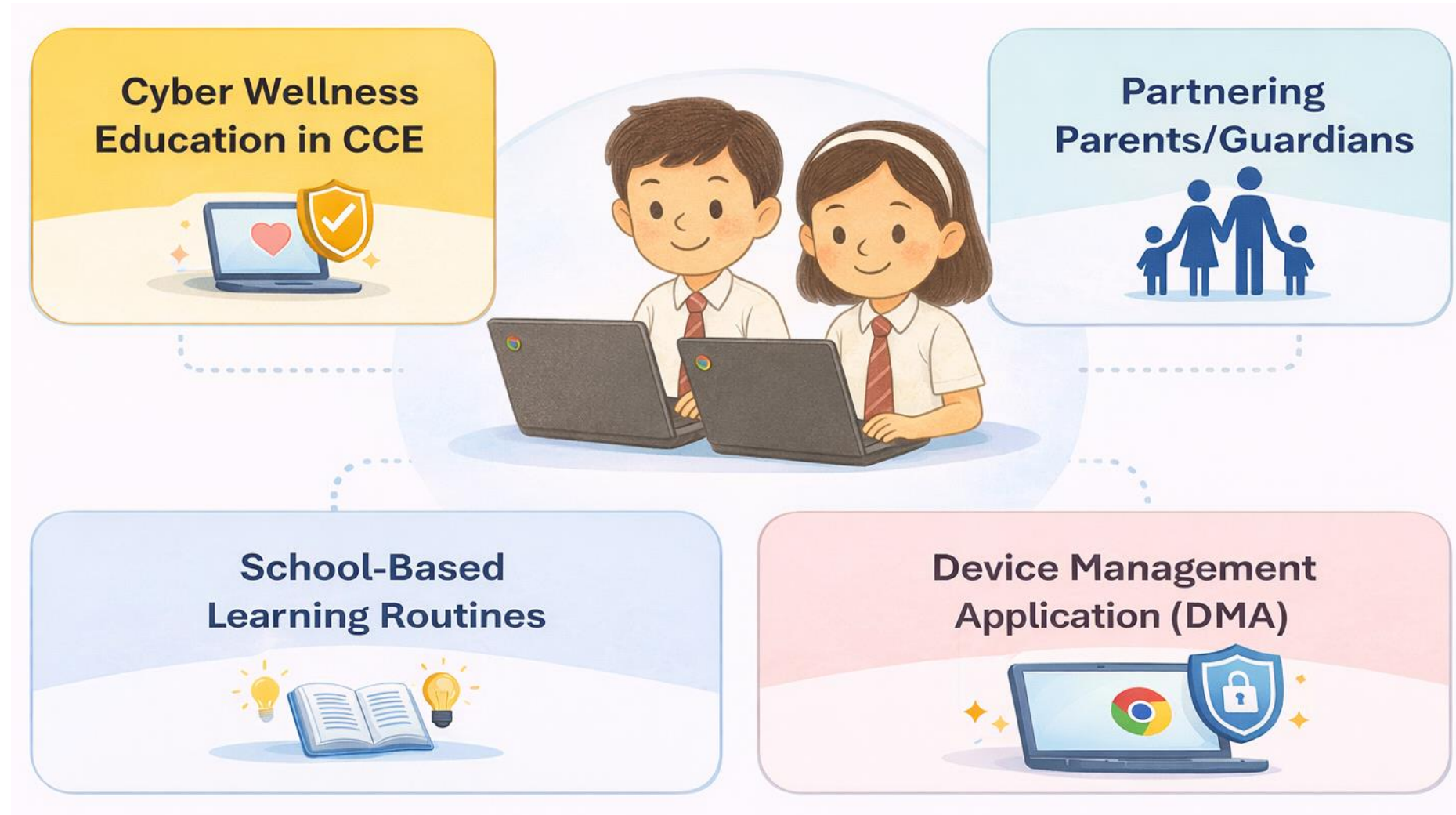


**Cyberbullying**



**Excessive social  
media use**

# Supporting Safe and Effective Use of PLDs





# 1) Cyber Wellness Education in CCE

## Educating students on Cyber Wellness

Cyber Wellness lessons will feature significantly in the Character and Citizenship Education (CCE). The broad topics covered in Cyber Wellness are:

- Cyber Use
- Cyber Identity
- Cyber Relationships
- Cyber Citizenship
- Cyber Ethics

## Throughout their Secondary School education, students will learn about:

- Balanced use and self control
- Cyber bullying and Upstanding
- How to be a positive influence online
- How to handle online falsehoods
- How to manage social media (peer influence, emotions, echo chambers)
- Online relationship and Online safety (grooming, self disclosure)
- To respect intellectual property rights

# 2a) School Rules & Learning Routines

## Before Lesson



- Bring your PLD fully charged
- Use only your school-issued PLD
- Close all tabs, keep only lesson tabs open

## Taking Care of PLDs



- Keep your PLD with you or locked safely when not in use
- Handle with care → no stacking, slamming, or placing items on keyboard

WHITLEY SECONDARY SCHOOL

**OUR GREAT ROUTINE 2025**

**GREET**  
Show respect by greeting each other.

**RESOURCES**  
Have your learning resources ready before the start of every lesson.

**ENVIRONMENT**  
Ensure that your environment is clean and conducive for learning.

**ASK & ANSWER QUESTIONS**  
Raise your hands and wait to be called to clarify your doubts.

**TIME OUT**  
Seek teacher's permission if you need a time out to visit the washroom.

30 BISHAN ST 24 S'PORE 579747

## During Lesson



- When teacher is instructing → tilt screen 45° down
- Keep PLD on the table at all times
- Ask teacher before using PLD for note-taking

## End of Lesson




- Save your work
- Log off or shut down your PLD

# 2b) Supporting Students in Using AI Effectively & Responsibly

## Using Generative AI Effectively & Responsibly

A quick guide for students



### 1 | USE AI AS A LEARNING TOOL, NOT A SHORTCUT


**Use AI to:**

- Explain concepts you don't understand
- Ask questions and explore ideas
- Get feedback to improve your work

**Do NOT:**

- Copy answers blindly
- Submit AI output as your own work

AI supports learning, you do the thinking.



### 2 | THINK CRITICALLY, AI CAN BE WRONG

**AI responses may be:**

- Incorrect
- Outdated
- Biased
- Incomplete

**Always ask:**

- Does this make sense?
- Is this accurate?
- Should I check another source?

**Check with:**

- Textbooks
- Trusted websites
- Your teachers



### 3 | ASK BETTER QUESTIONS, GET BETTER ANSWERS

AI works best when you are clear and specific.

You can try to specify your instructions to the AI chatbot with these simple handles:

**ROLE** Tell the chatbot what role you want it to take.  
E.g. "You are the expert on plants."

**TASK** Provide the task you want the chatbot to do.  
e.g., "Explain the process of photosynthesis like how you would to a 15 year old."

**OUTPUT** Tell it how you want your answers structured.  
e.g., "I want the process explained in bullet points."

Clear prompts = more useful responses.

### 4 | STAY SAFE & BE RESPONSIBLE

**Protect your privacy**

- Do NOT share personal details
- Do NOT treat AI like a friend or counsellor

**If AI gives a response that feels:**

- Strange,
- unsafe or
- pushes you to share personal info

**Remember:**

- AI is not human
- It cannot judge right or wrong.
- Conversations may be stored or reviewed.

Stop and tell a trusted adult immediately

### 5 | BE HONEST, AVOID PLAGIARISM

**Good practice when using AI:**

- Cite the AI tool used
- Keep your original draft
- Reflect on how AI helped you

**Avoid prompts that copy:**

- Artists' styles
- Brands' designs
- Copyrighted work



Your Thinking + AI Support = Meaningful Learning

AI can support learning, but the thinking must still come from them



## 2c) One-stop Site for Students

### ***W Digital Learners Portal***

*(Available from 15 Jan onwards)*



### **Welcome to the Whitley Digital Learners Portal**

This portal is your one-stop hub for information and support on the use of Personal Learning Devices (PLDs) in school. It is designed to support students with getting started, daily use, care, safety, and troubleshooting, as well as key information on digital learning and the MOE Device Management Application (DMA).

### 3) Parents'/Guardians' Role

Parents/guardians play a crucial role in guiding your child/ward to use devices responsibly and safely. We would like to partner parents/guardians so that students are well supported in their use of technology for learning.

#### YOU CAN HELP IN THESE WAYS:

##### 1 Model Good Digital Habits

- Set a good example e.g., not using devices during family meals



##### 2 Have Conversations About Digital Use

- Talk to your child/ward about the safe and responsible use of technology



##### 3 Set Ground Rules Together

- Agree on Internet/device usage rules as a family.



##### 4 Encourage Use of Productivity Tools

- Help your child/ward use productivity tools on their PLD to organise information and simplify tasks for efficiency.





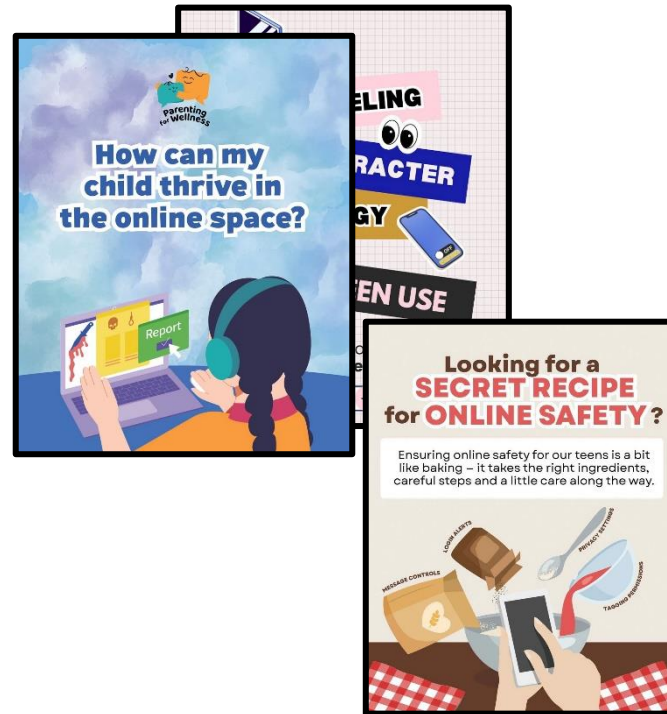
# 3) Supporting Resources for Parents

Here are some resources that you can refer to:

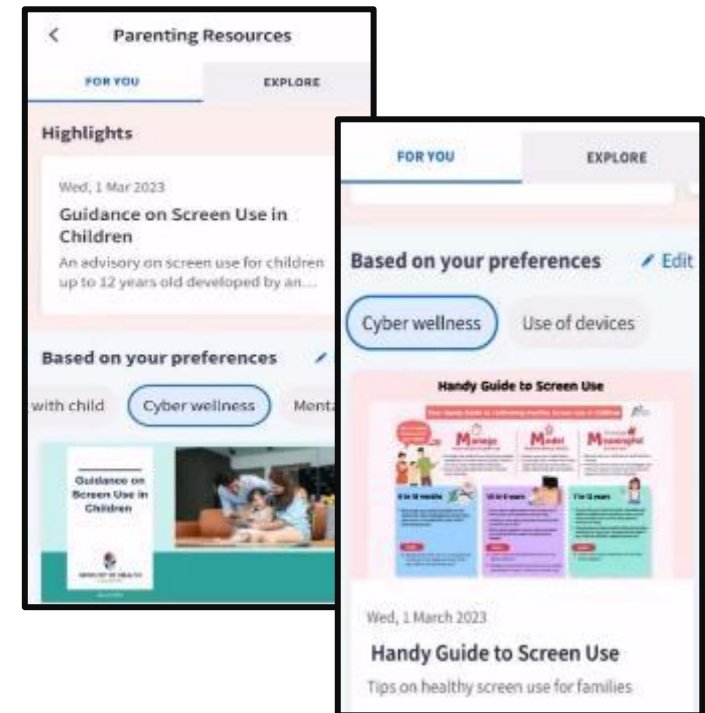
## A. Parent Kit



## 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)





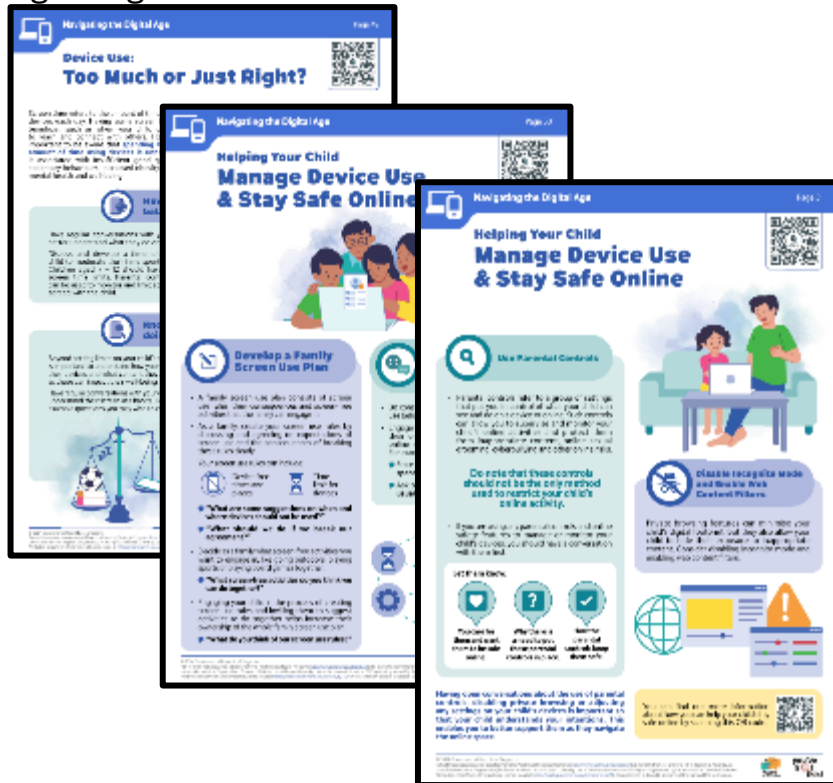
# 3) Supporting Resources for Parents

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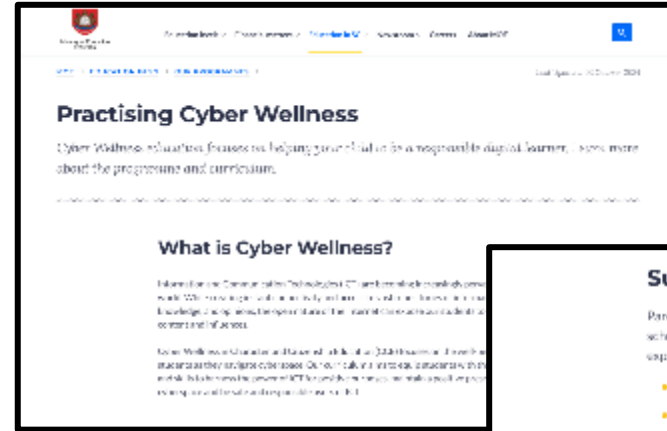
Here are some resources that you can refer to:

## 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](#)



### Support at home

Parents play a key role in their children's growth. Students benefit the most when the home and school environments are aligned to each other. To help your child stay safe and have positive experiences online, you can:

- Activate parental controls on your home devices.
- Model good digital habits for your child.
- Set ground rules for internet use.
- Navigate the internet together to understand their usage.

### Resources

Learn more about how to keep your child safe online through these resources:

#### From MOE

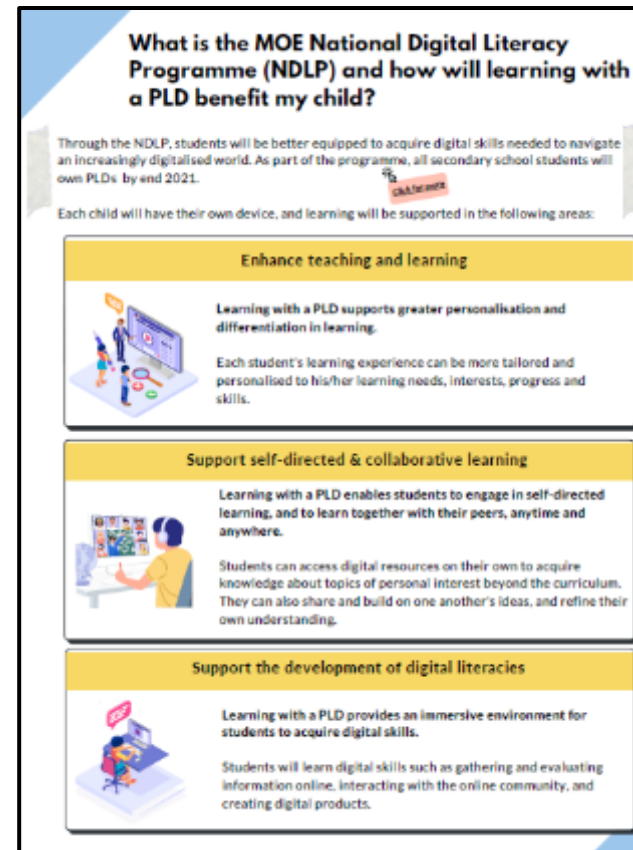
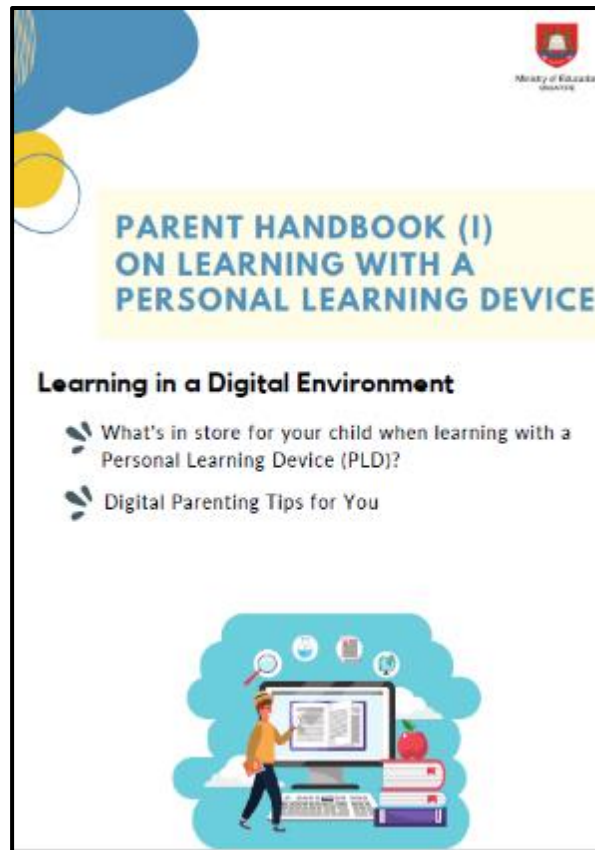
- [Children and their devices: How to strike the right balance](#)
- [Future tense: Keeping kids grounded while tech turns the world upside down](#)
- [What does a student's AI-enhanced day look like? Here's a peek](#)
- [Are you struggling with your child's excessive device use?](#)
- [7 things every parent can do to keep kids cyber-safe: A tech dad's special](#)
- [The future looks messy? Why this dad isn't afraid of the rise of AI](#)
- [Keeping kids safe online – A community effort](#)
- [Parent Kit – Raising A Digitally Smart Child](#)
- [Parent Kit – Experiencing Blended Learning with Our Children](#)
- [Recording of Instagram Live – Raising Digitally Smart Kids](#)

# 3) Supporting Resources for Parents

Here are some resources that you can refer to:

## 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 are shared via the PG notification together with the letter to purchase PLDs.



# **Role of the MOE Device Management Application (DMA) in Providing a Safer Digital Environment for Learning**

## MOE DMA

- The MOE DMA solution for Chromebook, **Lightspeed Systems®**, is an app that will be installed on all students' PLDs to support their safe and responsible use of devices.
- The DMA will be **funded by MOE**.
- The installation of the MOE DMA applies to **both devices purchased through the school and any student-owned devices** that parents/guardians opt for the student to use instead of the school-prescribed PLD.
- The MOE DMA will be installed after the collection of the device. Students will be guided on the installation.
- The MOE DMA will be uninstalled from the device when students graduate or leave the school.

## In-School DMA Settings (Default)

- MOE and the school will set the level of web content filtering, including filtering objectionable content or content that may not be conducive to teaching and learning (e.g., online messaging, social media, pornography, gambling, or websites containing extremist content).<sup>1</sup>

- **Hours**

|  |                          |
|--|--------------------------|
| <b>School Hours</b>                                  | 6.30 am to 3.00 pm       |
| <b>After School Hours</b>                            | From 3.00 pm to 10.30 pm |
| <b>Device will shut down at 10.30 pm by default.</b> |                          |

<sup>1</sup>YouTube is not blocked by default as teachers use YouTube for teaching and learning. However, YouTube videos that are categorised as harmful by YouTube Restricted and Lightspeed Smart Play are blocked.

# After-School DMA Parent Options (Summary)

|                                | Default  | Option A<br>Modify DMA settings             | Option B<br>Disable DMA settings  |
|--------------------------------|--|---|---|
| Filtering of Web Content       | MOE/School sets the level of filtering         | Parent can apply additional filters         | No content filtering  |
| Control of Applications        | Parents cannot install additional applications | Parents can install additional applications | Parent can install additional applications  |
| Limits to Screen Time          | School sets limits for screen time             | Parent can modify limits for screen time    | No limits to screen time  |
| Monitoring of Cyber Activities | Parent can monitor child’s browser history     | Parent can monitor child’s browser history  | No data is collected<br><br>Parent cannot monitor child’s use of the device through DMA |

2 weeks before the arrival of devices, you will be notified to select the After-School DMA options.

For more details, please refer to the next 5 Slides on After-School DMA Parent Options.

Opting for the Default DMA setting for after-school use is the best option for parents who prefer not to or do not feel ready to manage their child’s device use on their own.



## Support for Parents/Guardians

Consider the following questions to choose the After-School DMA Parent Option that best suits your child/ward.



### A. Child's/Ward's 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?

### B. 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 MOE DMA

## 1 The MOE DMA does **NOT** collect any of the following data:

- ✗ Login IDs and passwords entered into websites or apps
- ✗ Actions performed (e.g, posts, online comments, shopping cart items) when visiting websites and using apps
- ✗ Documents and photos stored in the PLDs
- ✗ PLD location
- ✗ Webcam videos and microphone recordings



## 2 Parents may update their **personal data** (e.g., email addresses, names) by contacting the school, in accordance with the Personal Data and Protection Act (PDPA).



## Data Security

- All user data collected through the MOE DMA will be stored in secure servers managed by appointed DMA Vendors with stringent access controls and audit trails implemented.
- Data such as device information, email address of students and parents, device information will be deleted when the student graduates or leaves school. Website URLs accessed by students will be deleted at the end of each term.
- The MOE DMA solutions used are cloud-based Software-as-a-Service (SaaS) solutions and are trusted solutions that have been operating for many years. They have also been subject to regular security reviews and assessments by independent reviewers.

## **Data Security**

- The MOE DMA solutions have sufficient security robustness to ensure that the data collected is properly stored and protected. MOE will also subject the DMA Vendors to regular security system audits based on tender requirements.
- To prevent unauthorised access, DMA Administrators and DMA Vendors will be required to access their accounts using 2-factor authentication or the equivalent to ensure proper accountability for information access and other activities performed. There will be regular account reviews and audits for DMA Administrators' and DMA Vendors' accounts.

# Device and Funding Information

# WSS Personal Learning Device

Procurement letter

## ACER CHROMEBOOK SPIN R857TN (Enhanced)

|                         |   |
|-------------------------|---|
| <b>Processor</b>        | Intel® Processor N250*  |
| <b>Memory</b>           | 8 GB  |
| <b>Storage</b>          | 64GB eMMC   |
| <b>Screen Size</b>      | 12.2" WUXGA Touch Display   |
| <b>Weight</b>           | 1.5 kg  |
| <b>Camera</b>           | Dual Webcam<br>(Top of display + Top of keyboard)                     |
| <b>Warranty</b>         | 4 Years*  |
| <b>Additional items</b> | USB Mouse, Notebook Carrying Bag,<br>Power Adapter, Active Stylus Pen |

\* School upgraded components



**Estimated Price (after GST)**

**\$ 632.20**

*Please note that 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

| Insurance Coverage   | Claimable   |
|--|---|
| <ul style="list-style-type: none"><li>• Fire</li><li>• Lightning</li><li>• Power Surges</li><li>• Accidental e.g water spillage, drop etc</li><li>• Theft due to forcible entry</li><li>• Robbery</li></ul> <p>* Accidental loss will not be covered by insurance.</p> | <p>2 repair or 1 Replacement<br/>(4-Year Insurance)</p> |

# Technical Support for Students' Devices

## 1) In-School ICT Support

### Whitley ICT Office

**Location:** Block D, **Level 1** (behind the canteen)

**Email :** [icthelpdesk@whitleysec.moe.edu.sg](mailto:icthelpdesk@whitleysec.moe.edu.sg)

### **Operating Hours**

- Monday to Friday: 9.00 am – 3.30 pm
- Closed on Public Holidays

### **Support Available**

- Troubleshooting for school-owned devices, student PLD (purchased under the school), and student MOE MIMS issues



## 2) Acer

**acer**  
SINGAPORE



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](mailto:acercare.sg@acer.com)



Website:  
<http://edu.acer.com.sg/pld>  
(For buying of accessories)

# 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 affordability of devices, MOE has provided the following Edusave top-ups:



## Annual Edusave Contributions

- ✓ \$290 per year for Secondary School students
- ✓ \$230 per year for Primary School students

## 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)  $\leq$  \$4,000, or  
Per Capita Income (PCI)  $\leq$  \$1,000  
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 Support for Singapore Citizen (SC) Students

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

$\$4,000 < \text{Gross Household Income (GHI)} \leq \$5,500$ , or

$\$1,000 < \text{Per Capita Income (PCI)} \leq \$1,375$

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 Support for Singapore Citizen (SC) Students

- Subsidies will not be provided for SC students whose family's monthly:
  - Gross Household Income (GHI) is above \$5,500 or
  - Per Capita Income (PCI)<sup>#</sup> is above \$1,375.
- Parents/Guardians can use their child's/ward's Edusave or cash to defray the device bundle cost.

<sup>#</sup>PCI is Gross Household Income divided by the number of household members.



**What's Next?**

# Parental Consent for Procurement

1. Parents/Guardians can access the **Parental Consent for the Purchase of Personal Learning Device (PLD)** via a Parents Gateway (PG) notification\* that will be sent to you on **9 Jan 2026 (After Parents' Engagement Session)**.
2. Parents/Guardians who want to use Edusave funds for the PLD (for Singapore Citizens students only), please access: **<https://go.gov.sg/edusaveformsgso>** by **21 Jan 2026** to set up a **PDLP Standing Order** as this was not applicable during primary school.

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

# For Singapore Citizens (SC) Students

| Time Frame   | Activity  |
|--|---|
| <b>By 21 Jan 2026<br/>(Wed)</b>                      | <p>Submit:</p> <ol style="list-style-type: none"><li>Consent to PLD purchase via the PG notification which includes the following:<ul style="list-style-type: none"><li>Intent to Purchase Personal Learning Device (PLD);</li><li>Authorisation Form for the Collection of PLD</li></ul></li><li>the Standing Order (SO) for the use of Edusave Account via <a href="https://go.gov.sg/edusaveformsgso">https://go.gov.sg/edusaveformsgso</a> (for Singapore Citizen students only) to set up a PDLP SO</li></ol> <p>Parents without access to PG can submit their consent via hardcopy.</p> |
| <b>Term 1 Week 10 or<br/>Term 2 Week 1<br/>(TBC)</b> | Collection of devices by students   |

## For Permanent Residents / International Students

| Time Frame   | Activity   |
|--|--|
| <b>By 21 Jan 2026 (Wed)</b>                          | <p>1. Submit consent to PLD purchase via the PG notification which includes the following:</p> <ul style="list-style-type: none"><li>• Intent to Purchase Personal Learning Device (PLD);</li><li>• Authorisation Form for the Collection of PLD</li></ul> <p>Parents/Guardians without access to PG can submit their consent via hardcopy.</p> <p>Parents/Guardians to make payment via Giro/PayNow by <b><u>21 Jan 2026.</u></b></p> |
| <b>Term 1 Week 10 or<br/>Term 2 Week 1<br/>(TBC)</b> | Collection of devices by students  |



# Important Contacts / Helplines

| To access / find out more about... | Contact / Helpline   |
|------------------------------------|--|
| Edusave balance                    | 6260 0777  |
| Financial assistance               | 6456 1336  |
| Other Information                  | <a href="http://whitleysec.moe.edu.sg/key-programmes/ndlp">whitleysec.moe.edu.sg/key-programmes/ndlp</a> |
| Whitley ICT Helpdesk               | <a href="mailto:ict_helpdesk@whitleysec.moe.edu.sg">ict_helpdesk@whitleysec.moe.edu.sg</a>               |

# Thank you



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