



Established 1928

# STUDENT HANDBOOK 2025

Serangoon Secondary School  
实仁中学

Where Stars Shine

• Excellent Individuals • Fearless Learners • Active Contributors  
• Moulding Character • Igniting Passion • Building Community

# ALL ABOUT ME

Name:

Date of Birth:

Class:

Form Teacher 1:

Form Teacher 2:

CCA:

CCA Teacher-in-charge:

Best Buddy:

Class:

Hobbies:

Aspirations:

Favourite Quotation:

## **In case of an emergency, please contact:**

Parent/Guardian:

Contact Number(s):

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## **NATIONAL EDUCATION MESSAGES**

**Singapore is our homeland; this is where we belong.**

*We treasure our heritage and take pride in shaping our own unique way of life.*

**We must preserve racial and religious harmony.**

*We value our diversity and are determined to stay a united people.*

**We must uphold meritocracy and incorruptibility.**

*We provide opportunities for all, according to their ability and effort.*

**No one owes Singapore a living.**

*We find our own way to survive and prosper, turning challenge into opportunity.*

**We must ourselves defend Singapore.**

*We are proud to defend Singapore ourselves, no one else is responsible for our security and well-being.*

**We have confidence in our future.**

*United, determined and well-prepared, we have what it takes to build a bright future for ourselves, and to progress together as one nation.*





## OUR SCHOOL HISTORY

Serangoon Secondary School began in 1928 as Serangoon English School, housed in a double-storeyed building along Simon Road. In 1949, the school became a full school offering education from Primary One to Cambridge School Certificate. In 1957, it was converted into a secondary school serving residents of Upper Serangoon district. In 1967, the school relocated to Lowland Road and was renamed Serangoon Secondary School. In 2001, it moved to its present premises at 11, Upper Serangoon View.

Since its inception, Serangoon Secondary School has not only made a number of remarkable achievements in its provision of education to those living in its neighbourhood but has also produced a cabinet minister, educators, doctors, dental surgeons, businessmen and professionals in other fields.



**RESILIENT INDIVIDUALS,  
PASSIONATE LEARNERS,  
ACTIVE CONTRIBUTORS**



**MOULDING CHARACTER,  
IGNITING PASSION,  
BUILDING COMMUNITY**



**SELF-DIRECTEDNESS  
HARMONY  
INTEGRITY  
RESILIENCE  
EXCELLENCE**



**SEEK TO GROW  
STRIVE TO EXCEL  
SERVE WITH HONOUR**

# SCHOOL EMBLEMS AND COLOURS



The zeal with which we pursue our mission is expressed in the emblems and colours of our school crest and flag.

## EMBLEMS

**Eagle** - The eagle depicted is the German Eagle, which symbolises self-discipline, dignity, esteem and power.

**Lamp** - The lamp with its radiant and glowing flame, symbolises knowledge acquired through the studying of academic subjects and a pupil's all-round development, well-being and balanced personality.

Together, the eagle and the lamp symbolise the determination with which we seek to achieve our goals.

## COLOURS

### Blue

Signifies the two important and essential qualities of a good character, viz. piety and sincerity.

### White

Embodies everything that is pure and wholesome, particularly, purity in thought, word and deed.

### Orange

Represents strength in character and physique, integrity which is strength and firmness of character, and endurance, which is the spirit of determination and the ability to persevere to the very end.

# SHINE VALUES

	<b>OUR STARS ...</b>
<b>Self-directedness</b>	take responsibility for own learning and development
<b>Harmony</b>	work and get along well with others
<b>Integrity</b>	are honest and upright in words and actions
<b>ResilieNce</b>	adapt well to change and recover from setbacks
<b>Excellence</b>	strive for personal best

## STARS LOGO



Our students are Serangoon StaRs, embodying the SHINE values for development of self and others.

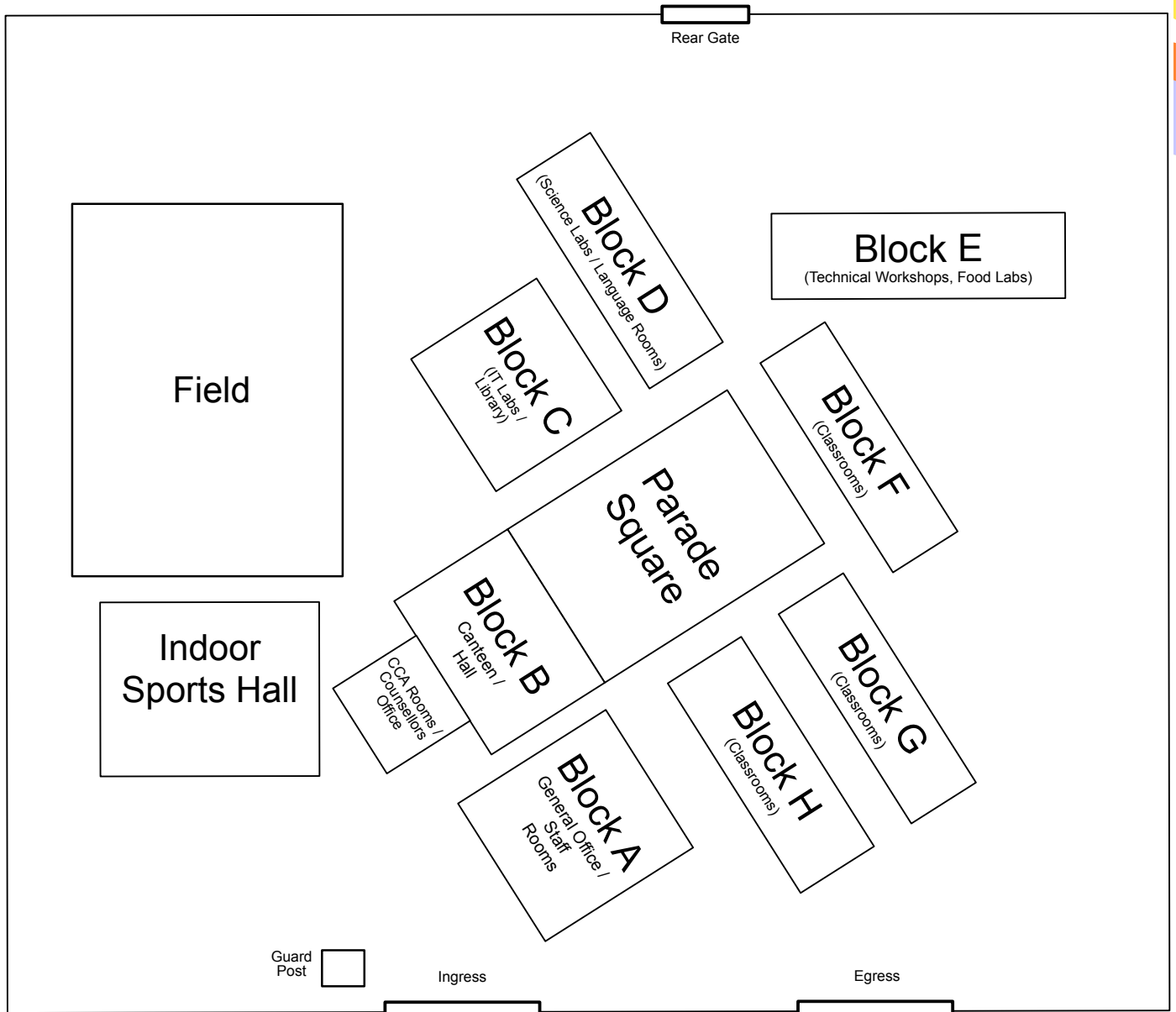
The logo depicts silhouettes of students and teachers coming together to form a Star. Members are forging bonds and building a community steeped in the school's core values.

## THE StaR's CREED

I am a Serangoon StaR  
I am self-directed and have integrity  
I am passionate about learning and strive to excel  
I believe in harmony and seek to help others in  
my community and nation  
I am resilient and adaptable in the face of challenges  
I serve with pride and bring honour to my school  
I am proud to be a Serangoon StaR


















# SCHOOL LAYOUT

















# CLASSROOM BLOCKS LAYOUT















## BLOCK F

F4-01 	F4-02 	F4-03 	F4-04 
F3-01 	F3-02 	F3-03 	F3-04 
	F2-01 	F2-02 	F2-03 
Cafe 	F1-01 	F1-02 	F1-03 

## BLOCK G

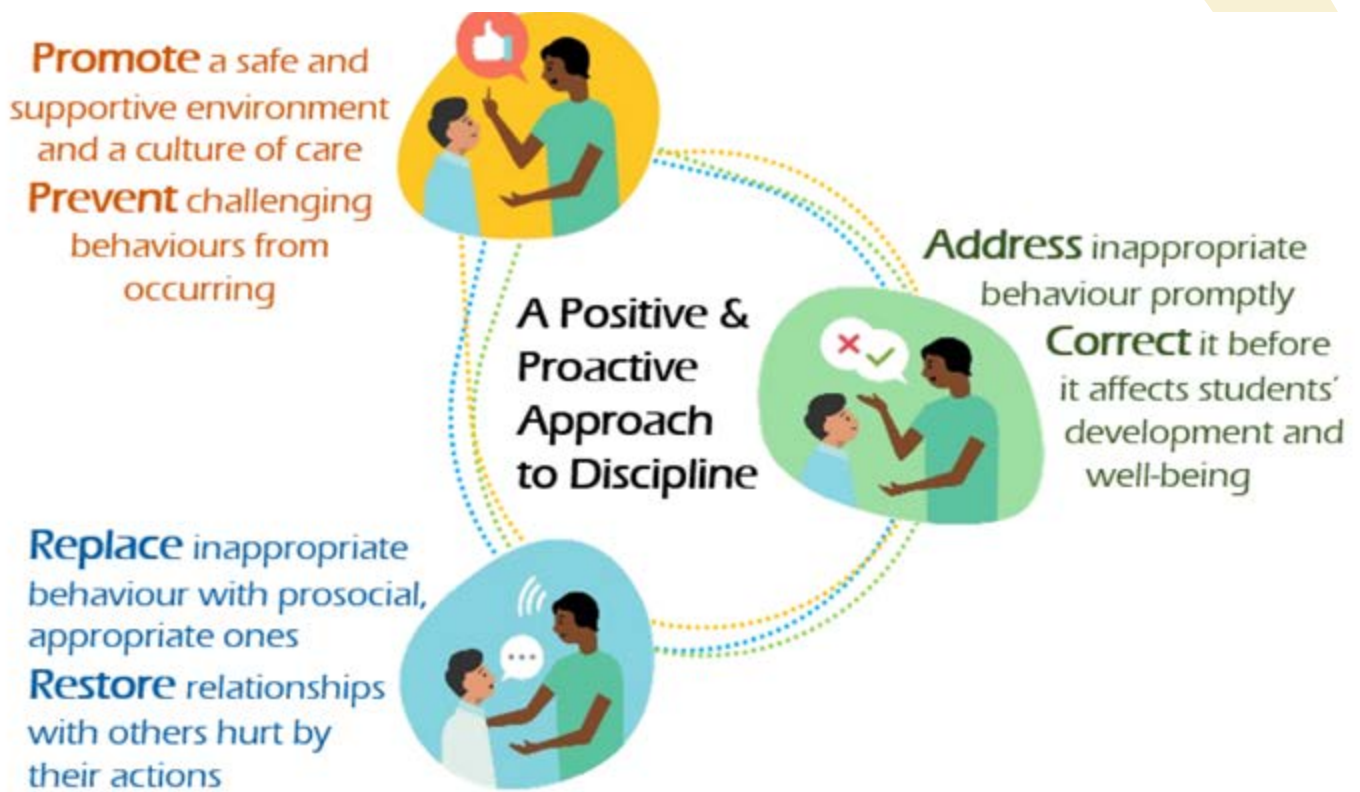
	G4-01 	G4-02 	G4-03 
	G3-01 	G3-02 	G3-03 
G2-04 	G2-01 	G2-02 	G2-03 
G1-04 	G1-01 	G1-02 	G1-03 

## BLOCK H

	H4-01 	H4-02 	H4-03 
	H3-01 	H3-02 	H3-03 
H2-04 	H2-01 	H2-02 	H2-03 
H1-04 	H1-01 	H1-02 	H1-03 

# APPROACH TO STUDENT MANAGEMENT

The school's positive and proactive approach to discipline is in line with MOE's Discipline Framework.



The Student Management Committee aims to inculcate the basic values of respect, self-discipline, social responsibility and moral integrity. We want to develop in our students (termed as Serangoon StaRs) a sense of self-control and responsibility that lays the foundation for their success in school. This is achieved by creating a supporting and nurturing environment and by communicating clear expectations of student behaviour. We also expect students to take ownership of their behaviour by ensuring exemplary conduct at all times. We discipline because we care.

The committee focuses on both aspects of discipline – preventive and corrective. Preventive discipline is achieved through communication of clear expectations and rules of behaviour in school. Students are expected to be aware of these expectations and rules and conduct themselves accordingly, whether in or out of school, until the student graduates from school.

Corrective discipline is achieved through intervention procedures to promote acceptable behaviours, and to change unacceptable behaviours to acceptable behaviours. Consequences for misconduct are clearly spelt out and followed to deter further offences. Students who misbehave are also referred for counselling.

Counselling complements the disciplinary actions taken. Counselling sessions offer opportunities for students to reflect on their own behaviour and take personal responsibility for correcting them. Students will be guided by the counsellors to focus on their actual goals for being in school and plan steps to achieve them.

# SCHOOL RULES & EXPECTATIONS

The following are general standards of good behaviour expected of all students that apply in any setting and mode of interaction, including the digital realm.

## 1. Exemplary Conduct

Students must be on their best behaviour in and out of school. This includes greeting school staff and visitors, being polite, considerate, responsible and respectful of self and others.

## 2. Respect for All

Students must respect authority. They have the responsibility to cooperate with all school staff and student leaders. Students must also respect their peers and co-create a conducive environment for learning. They can do so by not ridiculing or teasing others, to avoid disturbing their learning. They must also behave in an appropriate and reasonable manner in and out of the school. Students must also respect school property and the environment. Expectations for respect apply to all activities, including those carried out in the digital realm.

## 3. Appropriate Attitudes towards Learning

With academic success as their end in mind, every student must be present for lessons and actively participate in related activities. Punctuality for lessons and activities is also non-negotiable. Every student should be attentive during lessons, and complete and submit quality assignments and homework as expected. Students should be good team members when working in groups.

For learning to take place, students must have textbooks, stationery and other writing materials. They should bring their textbooks home to do their homework or revise the topics taught in class. Only files and dictionaries can be left in the classroom with permission from the form or subject teachers, but the school is not responsible for any loss.

It is every student's responsibility to be familiar with all school rules and expectations and observe them accordingly. Ignorance is neither a reason nor an excuse for inappropriate behaviour. Failure to observe rules and expectations will result in the student facing disciplinary measures including detention, corrective work order, suspension, caning or any other measures deemed appropriate by the school.

It is expected of every Serangoon StaR to have integrity. They must come forth when they have knowledge of wrongdoing, be it of their own or others. Students who choose to remain silent and allow wrongdoing or harm to take place are culpable and will be held accountable for their inaction.

## 1. General Conduct

### All StaRs are to ...

- 1.1. attend school regularly and all school programmes as required.
- 1.2. be punctual for school and all school activities. Latecomers will face disciplinary measures such as detention, corrective work order and/or suspension. Their conduct grade may also be affected.
- 1.3. be always polite and respectful in speech and actions to all school staff, vendors, fellow schoolmates and visitors.
- 1.4. be considerate to others both within and outside the school premises.
- 1.5. follow instructions given by the school authorities.
- 1.6. produce a medical certificate if absent from school or obtain official leave approval from school to attend to any urgent private matters.
- 1.7. leave the school premises by 6.30pm (unless supervised by a teacher).

**StaRs who wish to leave school during school hours must observe the following procedures:**

- Inform Form Teacher
- Obtain permission from the Principal / Vice-Principals / HOD Student Management
- Contact parent / guardian to come to the school
- Receive the 'Permission to leave school' note
- Leave school only when escorted by the parent / guardian unless permitted by them and verified by the school

**2. Assembly Conduct**

**All StaRs are to ...**

- 2.1. be seated at the designated assembly area by 7.40am (unless informed otherwise).
- 2.2. attend the daily flag-raising and pledge-taking ceremony. Students who are Singapore Citizens must sing the National Anthem and take the Pledge with their right fist placed over the heart. All non-Singaporeans will stand at attention throughout the ceremony.
- 2.3. sing the School Song and recite the School Creed.

**3. Classroom Conduct**

**All StaRs are to ...**

- 3.1. be responsible for their learning and respect other learners.
- 3.2. observe the classroom protocol at all times.
- 3.3. be attentive at all times and clarify when in doubt.
- 3.4. be equipped with their textbooks and other materials required.
- 3.5. be punctual in submitting work and assignments done.
- 3.6. be responsible for the cleanliness of their classrooms and personal desk. They are expected to perform their duty when rostered. Any defacing of furniture or misuse of equipment in the classrooms is considered vandalism and will be deemed a major disciplinary offence. Besides disciplinary consequences, a full payment to repair damaged property is expected.
- 3.7. request the teacher's permission and an EXIT pass to leave the classroom.
- 3.8. knock on the door and ask for permission to enter the classroom.

**4. Canteen Conduct**

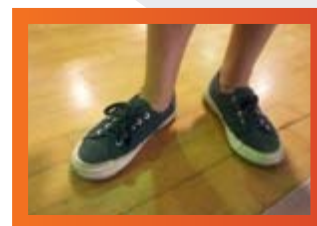
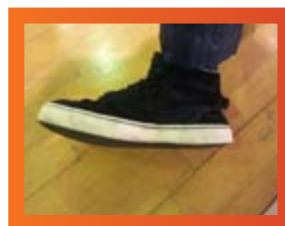
**All StaRs are to ...**

- 4.1. leave the classroom for recess with the teacher's permission when the bell rings. All classrooms are to be locked during recess to safeguard student belongings, and students must not attempt to force open the classroom doors or enter the classroom until the class chairperson or designated person unlocks the classroom towards the end of recess.
- 4.2. stay clear of the kitchen area in the canteen.
- 4.3. queue in an orderly manner when buying food or drinks.
- 4.4. buy and consume food and/or drinks during their allocated recess time and in the canteen or café area only.
- 4.5. return all used plates and utensils to the tray collection points of the respective stalls.
- 4.6. keep the canteen clean and free of litter.

## 5. Attire and Appearance

### All StaRs must ...

- 5.1. wear the prescribed school uniform and modification to the uniform is not allowed.
- 5.2. wear the school uniform and PE attire smartly within and outside the school premises, during and after school hours and even during the holidays when attending school programmes.
- 5.3. wear the school uniform (full-uniform or half-uniform) on days as prescribed.
- 5.4. wear school T-shirts and school shorts for PE lessons and games.
- 5.5. wear CCA T-shirts only during their respective CCA activities.
- 5.6. wear only a simple (no slogans/graphics/brands) black, or dark blue/grey jacket over the school uniform to keep warm, if required. No jacket is to be worn if the PE T-shirt is already worn underneath the shirt.
- 5.7. keep a simple hairstyle that projects a wholesome appearance.
- 5.8. wear plain-looking spectacles or regular colourless contact lenses, if required.
- 5.9. keep fingernails short and neat and with no nail polish applied.
- 5.10. wear shoes which are completely black, with black socks that cover the ankle.



From left to right:

- Full uniform for male students
- Full uniform for female students
- Half-uniform for male students
- Half uniform for female students
- PE attire for male students
- PE attire for female students

**All StaRs must ...**

- 5.11. **not** sport outlandish hairstyles including streaking, tinting, dyeing or colouring of hair.
- 5.12. **not** wear any form of make-up.
- 5.13. **not** wear any form of jewelry or fashion accessories.
- 5.14. **not** wear nose/tongue studs.
- 5.15. **not** have any tattoos (including temporary tattoos, Henna art) or body piercing. Students sporting tattoos will be asked to cover up their tattoos, or/and to have them removed.
- 5.16. **not** wear any coloured contact lens.

**Any accessories not permissible by the school rules will be confiscated and some of these items will only be claimable by parents/guardians in person.**

**All female students must...**

- 5.17. tie up their hair neatly once it touches the second collar line.
- 5.18. keep their fringe away from their eyebrows.
- 5.19. wear only plain black or blue ribbons, hair bands and/or hairclips.
- 5.20. wear knee-length skirts.
- 5.21. wear only a pair of simple ear studs/sticks and no other form of body piercings.



**PIN UP TO KEEP THE FRINGE AWAY FROM THE EYEBROWS**



**HAIR BEYOND COLLAR LENGTH MUST BE TIED UP**

### All male students must...

- 5.22. keep their hair short and neat, not touching the ears and eyebrows.
- 5.23. be clean-shaven at all times. Moustache and beards are not allowed.
- 5.24. keep their sideburns short.
- 5.25. have a hairstyle that shows evidence of a slope at the back of the head.
- 5.26. wear long pants, and a prescribed but optional blue/black belt with a simple buckle (pants should not be tapered and should cover the ankle completely).
- 5.27. **not** sport semi-shaven/undercut/uneven/skinhead hairstyles.
- 5.28. **not** wear ear-studs/ear-sticks/any form of body piercings.



**FRINGE IS ABOVE THE EYEBROWS**



**SIDEBURNS ARE KEPT SHORT WITH SLOPE AT THE BACK**

\*Please note that students with improper attire will be counselled and expected to rectify the issue on the spot, failing which, the student will be sent home and will only be allowed to return when the expectations of Serangoon StaRs are met.

## 6. Use of Electronic Devices

- 6.1. Personal Learning Devices (PLDs)
  - 6.1.1. Students are to use their PLDs in accordance with the Acceptable Use Policy (AUP) agreement.
  - 6.1.2. Students are not allowed to modify the PLDs to circumvent the settings managed by the Device Management Application (DMA). Students with PLDs which are found to be in breach will be addressed.
  - 6.1.3. Students are only to use PLDs for administrative, teaching and learning activities during curriculum time.
  - 6.1.4. If any student is caught using any PLD during curriculum time inappropriately, the device will be confiscated for the conduct of investigations, or for safekeeping and claimable only after 4.00pm on the day itself. For recalcitrant, the period of confiscation of PLD will be lengthened and parental involvement may be imposed for the return of the PLD.
- 6.2. Other Electronic Devices



- 6.2.1. Other than PLDs purchased under the National Digital Literacy Programme, all students are strongly discouraged from bringing other electronic devices (i.e. handphones, tablets, personal laptops) to school as they can be a cause of distraction to students' learning unless teachers require them for teaching and learning purposes.
- 6.2.2. Students who wish to contact their parents / guardian may use the telephone located outside the General Office.
- 6.2.3. Any electronic devices brought into school are the sole responsibility of the student.
- 6.2.4. Students are not permitted to have mobile phone access during curriculum time/school-organised programmes. The school's rationale is as follows:
  - a. To minimize distractions and help maintain focus in the classroom so as to promote a more conducive learning environment.
  - b. To promote face-to-face communication amongst students in meaningful ways, fostering interpersonal skills and building relationships.
  - c. To have a tiered approach towards responsible use of mobile phones.
- 6.2.5. Mobile phones are to be switched off and placed in lockers for all students by 7.40am until lessons have concluded for the day.
- 6.2.6. If any student is caught using any electronic device during curriculum time inappropriately, the device will be confiscated for the conduct of investigations, or for safekeeping and claimable only after 4.00pm on the day itself. For recalcitrant, the period of confiscation of Electronic device will be lengthened and parental involvement may be imposed for the return of the electronic device.

## **7. Social Media**

- 7.1. Students are to act responsibly and respectfully when using and communicating in the social media.
- 7.2. Students are expected to be mindful of the contents that they post in public domains and ensure that their messages are not offensive, racist, vulgar and/or threatening.
- 7.3. Harassment and cyberbullying on social media targeting at an individual with malicious comments or insults are strictly prohibited. Disciplinary actions will be taken against students who flout the above rules.

## **8. Prohibited Items**

- 8.1. The following items are not allowed in the school. If such items are found, they will be confiscated.
  - a. Gambling items e.g. poker cards / chips / dices etc.
  - b. Lighters / matchsticks / blowtorch
  - c. Pyrotechnics
  - d. Bluetooth Speakers / Audible Devices
  - e. E-Scooters / Skate-scooters / Skateboards / Roller Blades
  - f. Musical Instruments (Guitar, Hand-Held Drums) unless permission is given by teachers
  - g. All items that the school deems to be potentially dangerous, offensive, including penknives.
  - h. All other items prohibited for possession by students under Singapore law (e.g. E-cigarettes, cigarettes, pirated or unlicensed materials (in any format e.g. print, digital or accessed through cloud storage), pornographic materials)

## **9. Possession of Weapons**

- 9.1 Students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which is intended to be used to cause harm to others.

## 10. Serious Offences

If you commit serious offences, you will be dealt with severely (including caning, corrective work order, public apology or suspension, if applicable) and you may face the risk of expulsion from school. If you are caught by the police or charged in court for crimes/offences committed outside school, you are also liable to face disciplinary measures from the school.

SERIOUS OFFENCES	DESCRIPTION
1. Leaving school grounds without permission	Leaving school grounds after reporting but before the end of the school session without school's approval
2. Truancy	Absence from school without a valid reason
3. Cheating in assessments/ tests/exams	Possession of notes, copying from others, allowing others to copy, tampering with marks / documents, communication during exam/test
4. Forgery	Forging signatures, medical certificates, consent forms, or other formal documents with the intention to deceive
5. Open defiance and/or rudeness	Display of rudeness and disrespect in speech or body language to school authorities
6. Using vulgar/abusive language or gestures to authority	Verbalising coarse language between individuals or opposing groups, in which each person attempts to harm or gain power over the other

7. Bullying/Ragging	Hurting, frightening or intimidating others using power or strength
8. Disruptive behaviour	Act or conduct which interferes the smooth running of class or school events
9. Abuse of technology	Improper, unlawful, or incorrect use of information communications and technology e.g. computer, offensive/provocative blogging, SMS, offensive comments/pictures on social media
10. Arson/Vandalism	Planting explosives or setting property on fire, whether attempted or actual Willful and malicious destruction of school or personal property, writing graffiti Possession of lighters and matchsticks
11. Theft	Stealing school property or property belonging to others. e.g. shoplifting
12. Assault / Fighting	Violent attack against person(s), whether injured or not. Confrontation between individuals or opposing groups in which each person attempts to harm or gain power over the other, using bodily force or weapons
13. Gambling (any form)	Using money in games, betting, etc.
14. Gangsterism	Being part of a gang/Gang assault/hooliganism/threat/recruitment of gang members/harassment/extortion, whether actual or attempted
15. Pornography	Consumption/possession/distribution/sale of pornographic materials

16. Possession of weapons	Possession of weapons/weapon-like objects that may be used in a crime
17. Smoking and Vaping	Use/possession/distribution/sale of cigarettes/e-cigarettes/imitation tobacco products, including possession of lighters and matchsticks/smell of cigarette smoke
18. Substance Abuse	Use/possession/distribution/sale of alcohol, drugs, inhalants
19. Tattoo	Having tattoos (both permanent or removable) on any parts of the body
20. Sexual Misconduct	Severe or aggravated sexual misconduct, sexual exploitation, sexual harassment and other forms of sexual misconduct

If a student is aware of another student acting in violation of the school rules, the student is expected to report the suspected misconduct to a teacher or staff of the school as soon as possible.

The Student Management Committee reserves the right to make amendments to any school rule stated in this handbook. The disciplinary measures taken may be determined on a case-by-case basis. The school will communicate such changes when necessary.

# CONDUCT GRADES

Grade	Descriptors
Excellent	<ul style="list-style-type: none"> <li>• Consistently behaves in an exemplary manner –               <ul style="list-style-type: none"> <li>◦ is always courteous, polite and respectful</li> <li>◦ is always dependable; does things well on his/her own</li> <li>◦ shows very clear sense of right and wrong through speech and action</li> </ul> </li> <li>• Attends school regularly and participates very actively in school activities with high level of punctuality</li> <li>• Work is always submitted on time</li> <li>• Gets along very well with classmates</li> <li>• Attends CCA all the time</li> <li>• Has not committed any minor or serious offence</li> </ul>
Very Good	<ul style="list-style-type: none"> <li>• Consistently behaves well –               <ul style="list-style-type: none"> <li>◦ is always courteous, polite and respectful</li> <li>◦ is dependable; does things well on his/her own most of the time</li> <li>◦ shows clear sense of right and wrong through speech and action</li> </ul> </li> <li>• Attends school regularly and participates actively in school activities with high level of punctuality</li> <li>• Work is always submitted on time</li> <li>• Gets along well with classmates</li> <li>• Absent from CCA rarely without MC or valid reason</li> <li>• Has not committed any minor or serious offence</li> </ul>
Good	<ul style="list-style-type: none"> <li>• Behaves well most of the time –               <ul style="list-style-type: none"> <li>◦ is courteous, polite and respectful most of the time</li> <li>◦ is dependable; does things well on his/her own most of the time</li> <li>◦ shows sense of right and wrong through speech and action most of the time</li> </ul> </li> <li>• Attends school regularly and participates in school activities with acceptable level of punctuality</li> <li>• Work is usually submitted on time</li> <li>• Gets along well with classmates</li> <li>• Absent from CCA occasionally without MC or valid reason</li> <li>• Has not committed any serious offence</li> </ul>
Fair	<ul style="list-style-type: none"> <li>• Occasionally shows unacceptable behaviour –               <ul style="list-style-type: none"> <li>◦ needs guidance from teachers on behaviour</li> </ul> </li> <li>• Attendance for school and school activities is regular with occasional truancy or/and late-coming</li> <li>• Work is usually not submitted on time</li> <li>• Has occasional relationship difficulties getting along with classmates</li> <li>• Absent from CCA persistently without MC or valid reason</li> <li>• Has committed a serious offence</li> </ul>
Poor	<ul style="list-style-type: none"> <li>• Frequently shows unacceptable behaviour –               <ul style="list-style-type: none"> <li>◦ needs regular guidance by teachers on behaviour</li> </ul> </li> <li>• Attendance for school and school activities is irregular with truancy or/and high level of late-coming</li> <li>• Work is often not submitted on time</li> <li>• No CCA / Absent from CCA persistently without MC or valid reason</li> <li>• Has committed either a few serious offences or multiple occurrences of a single serious offence</li> </ul>

# TEST/EXAMINATION RULES AND REGULATIONS

## 1 You must not have in your possession:

- A. Any unauthorised electronic, communication, smart or computerised devices capable of capturing, storing, displaying and/or transmitting or receiving visual, audio or verbal information within the test/examination premises (e.g. Test/Examination Room, Quarantine Room, Waiting Room).
- B. Examples of unauthorised devices include but not limited to: mobile phone, camera, Personal Learning Device (PLD), tablet, earphone/earpiece (wired or wireless), fitness tracker, smart watch/glasses, pen with image capturing capabilities, gaming device, storage device, audio recorder/player.
- C. Any unauthorised reference materials or notes. All stationery/belongings taken into the test/examination venue (e.g. pencil case, calculator, mathematical set, ruler) must not have any unauthorised notes/information written on them.
- D. These include but not limited to: conversion table/mathematical formula sheet enclosed in or printed on the mathematical instrument box, study notes or exam question papers.
- E. Any calculator or dictionary that is not listed in the Approved List of Calculators/ Dictionaries. You can refer to <https://www.seab.gov.sg/> for the list of approved Calculators/ Dictionaries.

## 2 You must not commit or attempt any acts of dishonesty, or support such acts.

For example, writing information/notes on any part of your body, taking the test/examination on someone else's behalf, using unauthorised devices, or copying answers.

## 3 You must not communicate or attempt to communicate with any other candidate/ unauthorised person inside or outside of the test/examination room during the test/examination or any other occasion when communication is strictly prohibited.

For example, when answer scripts are being collected, or during movement to the quarantine area.

## 4 You must not turn around and should only face the front during the test/examination.

## 5 You must not write any offensive or obscene materials in your answers.

## 6 You must not exhibit improper conduct or misbehaviour during the test/examination.

Examples include disturbing other candidates or disobeying instructions from test/examination personnel.

## 7 You must not leave the test/examination room/hall, quarantine and holding room unescorted or without permission from the test/examination personnel.

## 8 You must not flip open or turn over the question paper placed on your desk until instructed to do so at the time of commencement of the test/examination.

## 9 You must stop writing after the invigilator has made the announcement to do so. You are to remain seated quietly while your answer scripts are being collected and counted.

## 10 You must not remove any test/examination material and stationery without permission.

These can include: any answer booklet, writing paper, storage device or other used/unused exam stationery from the test/examination venue.

## USE OF CALCULATORS AND DICTIONARIES

- 11. You must adhere to the following rules where the use of scientific calculators and dictionaries is allowed in the test/examination. Any non-compliance will be considered as a breach of the test/examination regulations and you will be subjected to the disciplinary measures.
  - A. You are not allowed to share your calculator/dictionary with or borrow a calculator/dictionary from other

candidates during the test/examination.

- B. The original model number and brand must be indicated clearly on the calculator for verification purposes.

## **INSTRUCTIONS FOR TAKING THE TEST/EXAMINATION**

### **REPORTING FOR TEST/EXAMINATION**

1. You are required to report to your examination venue in school uniform **at least 30 minutes** before the start of the examination.
2. You will **not** be given any make-up time if you report late for test/examination. If you report after the end of the test/examination, you will be marked as absent for the paper.
3. Absence from test/examination **MUST** be covered with a Medical Certificate with the diagnosis stated, from a qualified medical practitioner for the school's consideration. Parents' letters are not allowed.
4. If there is a major train disruption on the day of the examination, and you know that you will be late, do the following:  
**Step 1:** Call the school general office at 63851589  
**Step 2:** Observe SAFETY  
**Step 3:** Report to the Learning Hub when you reach school

DO NOT ASSUME that any disruption to the train service is a Major Train Service Disruption.

### **DURING TEST/EXAMINATION**

1. You must not **open** the question paper and answer booklet or start reading and writing unless you are told to do so by the test/examination personnel.
2. You should use a dark blue or black ink pen to write your answers.
3. You should use 2B pencils for shading of the Personalised Multiple Choice Answer sheet.
4. You should avoid using **correction tape or fluid** on the answer script or writing paper as it may affect the legibility of the answers.
5. You must not eat in the examination venue. However, you can drink water and the water bottle must be placed on the floor next to your seat.

**If you fail to comply with the above mentioned rules and regulations or any other additional instructions issued by school for any specific test/examination paper or subject, you would be deemed to have breached the test/examination rules and regulations. As a result, you will be subjected to disciplinary measures, including what is communicated during any test/examination briefing prior to the test/examination.**

# ASSESSMENT WEIGHTINGS

Types of Assessment	Term 1 Weighted Assessment	Term 2 Weighted Assessment	Term 3 Weighted Assessment	Term 4 Preliminary Examination/ End-Of-Year Examination
SEC 1	15%	15%	15%	55%
SEC 2	15%	15%	15%	55%
SEC 3	15%	15%	15%	55%
SEC 4	15%	15%	NA	70%

## ELIGIBILITY CRITERIA FOR SBB

- Eligible G1 and G2 students will receive a letter of offer, based on the following criteria:

Indicative Level of Most Subjects at Start of S1	PSLE Standard Grade	PSLE Foundation Grade	Option to offer subject at
G2	AL 5 or better	-	G3
G1	AL 5 or better	-	G3/2
	AL 6	AL A	G2

- Beyond the start of Secondary 1, students who do well in school-based assessments may be considered to take higher-level subjects if found suitable to do so by the school.
- Eligible G1 and G2 students will receive a letter of offer after the Secondary 1 Weighted Assessments in Semester 1 or year-end examinations in Semester 2, based on the following criteria:
  - 75% or higher in the subject;
  - and a Positive learning attitude to cope with higher academic demand



# EXAMINATION GRADE DESCRIPTORS

## I. EXAMINATION GRADE DESCRIPTORS BY STREAM

### G3 SUBJECTS, SEC 3 AND 4 EXPRESS & SEC 5 NORMAL (ACADEMIC) COURSES

Grades	Marks (x%)	Descriptors
A1	$75 \leq x < 100$	Demonstrates very good understanding of the subject
A2	$70 \leq x < 75$	
B3	$65 \leq x < 70$	Demonstrates good understanding of the subject
B4	$60 \leq x < 65$	
C5	$55 \leq x < 60$	Demonstrates adequate understanding of the subject
C6	$50 \leq x < 55$	
D7	$45 \leq x < 50$	Demonstrates elementary understanding of the subject
E8	$40 \leq x < 45$	
F9	$0 \leq x < 40$	Has not met the minimum requirements for the subject

### G2 SUBJECTS, SEC 3 TO SEC 4 NORMAL (ACADEMIC)

Grades	Marks (x%)	Descriptors
1	$75 \leq x \leq 100$	Demonstrates very good understanding of the subject
2	$70 \leq x < 75$	
3	$65 \leq x < 70$	Demonstrates good understanding of the subject
4	$60 \leq x < 65$	
5	$50 \leq x < 60$	Demonstrates adequate understanding of the subject
U	$0 \leq x < 50$	Has not met the minimum requirements for the subject

### G1 SUBJECTS, SEC 3 TO SEC 4 NORMAL (TECHNICAL)

Grades	Marks (x%)	Descriptors
A	$75 \leq x \leq 100$	Demonstrates very good understanding of the subject
B	$70 \leq x < 75$	Demonstrates good understanding of the subject
C	$60 \leq x < 70$	
D	$50 \leq x < 60$	Demonstrates adequate understanding of the subject
U	$0 \leq x < 50$	Has not met the minimum requirements for the subject

## II. OTHER SUBJECT-SPECIFIC EXAMINATION GRADE DESCRIPTORS

### G1 HUMANITIES- SEC 1 AND 2 SOCIAL STUDIES - SEC 3 TO SEC 4 NORMAL (TECHNICAL)

Grades	Marks (x%)	Descriptors
DI	$75 \leq x \leq 100$	Pass with Distinction
ME	$60 \leq x < 75$	Pass with Merit
PA	$50 \leq x < 60$	Pass
UG	$0 \leq x < 50$	Ungraded

### MUSIC

Grades	Descriptors
A	Has very good knowledge and skills in listening, performing and creating music.
B	Has adequate knowledge and skills in listening, performing and creating music.
C	Has some knowledge and skills in listening, performing and creating music.
D	Has little knowledge and skills in listening, performing and creating music.

# PROMOTION CRITERIA

The following are the guidelines for the promotion of students in the various streams:

Sec 1 students will progress to Sec 2 at the end of the year and offer subjects at their existing levels. Students who have done well may be given the opportunity to offer these subjects at a More Demanding Level in Sec 2 based on the school's holistic consideration.

Sec 2 students will progress to Sec 3 at the end of the year. Students can adjust their curricular load the following year, based on school's holistic considerations which include students' subject-specific performance and their ability to cope with all subjects.

## EXPRESS COURSE

Sec 3 Express	<ul style="list-style-type: none"><li>Grade 6 or better in EL <b>AND</b> 2 other subjects</li></ul>
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## NORMAL (ACADEMIC) COURSE

3 Normal (Academic)	<ul style="list-style-type: none"><li>at least 50% pass in EL <b>AND</b></li><li>at least 50% pass in 2 other subjects</li><li><b>OR</b> at least 50% pass in any 4 subjects</li></ul>
Sec 4 Normal (Academic)	<ul style="list-style-type: none"><li>Grade 5 or better for both EL and Mathematics <b>AND</b> aggregate not exceeding 19 points in English Language (EL), Mathematics and best three subjects (ELMAB3).</li></ul>

## NORMAL (TECHNICAL) COURSE

Sec 3 Normal (Technical)	<ul style="list-style-type: none"><li>at least 50% pass in EL or Mathematics <b>AND</b></li><li>a pass in one other subject</li></ul>
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# ICT RULES & REGULATIONS

## ACCEPTABLE USE POLICY (AUP) AGREEMENT NATIONAL DIGITAL LITERACY PROGRAMME (NDLP)

### Dear Student,

Computing devices and access to the Internet have become a necessity for work, play and learning in the 21st Century. In order to ensure a safe and conducive learning environment, please abide by the rules stated in this ICT Acceptable Use Policy (AUP) Agreement.

This policy applies to all students in this school and the use of our school's ICT facilities, equipment and resources, as well as students' personal learning devices (PLDs). ICT facilities, equipment and resources include the following, but are not limited to, school's Internet network, IT Lab, IT Rooms, hardware (e.g. laptops, iPads, tablets, computers), software (e.g. school's learning management system (LMS), productivity software, online tools) and peripherals (e.g. projector, control panel, external speakers, visualiser, HDMI/VGA/audio cables).

### General

1. Students are responsible for using school-owned ICT facilities, equipment and resources, including PLDs for the purpose of learning. Personal use such as gaming and engaging in social media platforms is strictly prohibited.
2. Students are responsible for any IT equipment (e.g. iPads, tablets, computers, mobile routers) and accessories (e.g. charging cable) that are borrowed from the school for the duration of loan. The user will bear the cost for damage, theft or loss and overuse of mobile data plan due to negligence and face disciplinary measures in accordance with the school's discipline policy.
3. Students are not allowed to use their mobile phones, unless permission is given by the subject teacher for learning purpose during curriculum time.

### Management of Personal Learning Devices (PLDs)

4. Students are responsible for their PLDs. The school will not be held responsible for any damage, theft or loss of their devices.
5. Students are not to use the school's electrical power to charge their PLDs without the permission from any authorised school staff. Students should ensure that their PLDs are fully charged at home before reporting to school.
6. Students are to store their PLDs in a secured place (e.g. lockers) and have easy access to them.

7. Students are to make use of the PLDs for learning in and/or out of the classrooms.
8. Students are to learn effectively and responsibly with their PLDs.
9. Teachers will actively monitor and control students' screens on their PLDs via the device management application (DMA).

### Account Access

10. Students have accessibility to technology as well as the ability to use it in and out of school. Each student in Serangoon Secondary will be issued with the following accounts:
  - SWN account (School Wide Network) tagged to their ID number which can be used to access online information services.
  - Student Learning Space (SLS) account for self-directed and collaborative learning.
  - Student iCON account for access to common G Suite Services, Zoom and Microsoft Pro Plus (Word, Excel, Powerpoint, OneNote, Publisher).
  - All these accounts are provided by the school for teaching and learning purposes.
11. Students are responsible and accountable for all learning activities conducted via their own accounts.
12. Students are responsible for the security of their account IDs and passwords. All account IDs and passwords should not be shared with anyone.

13. Students should change their passwords every 6 months. Failure to do so would constitute negligence.
14. Students should not use their accounts for any illegal or unethical activities. These include posting online remarks that are racially and religiously insensitive, vulgar and/or offensive, disruptive of public order and intentionally causing emotional distress/harm to others.
15. Students are not to use school-owned computing devices for any online trade (i.e. buying and selling of goods and services).
16. Students are not to use devices to store, modify or create content (e.g. documents, presentations, pictures, videos) that is pornographic or defamatory in nature.
17. Vandalism of computer hardware and/or software will result in the suspension of student's account. Any attempt to access, change, or destroy data of another user is considered vandalism. Vandalism includes, but is not limited to, the uploading or creating of computer viruses or Trojans. Hardware and software vandalism or damage by negligence will also result in the student having to pay partial or full costs (inclusive of GST) to repair or replace damages including any labour charges, depending on the outcome of the school's investigation of the reported case.

#### **Email and Social Media**

18. Students are to make careful and well-considered decisions and take responsibility for their own well-being in cyberspace to develop as responsible digital learners.
19. Students are not to post or share any indecent, obscene, pornographic, defamatory material/ message that offends and causes distress to other people.
20. Students are reminded that threats, harassment, embarrassment, impersonation and intimidation to others is a chargeable offence under Singapore Legal System.
21. Students are expected to remain courteous and polite in all online interactions.

#### **Intellectual Property**

22. Students should not access, download, copy or share any copyrighted materials (such as pictures, videos, music) without explicit permission from the owner.
23. Students should not own, copy or share software in an unauthorised or illegal manner.
24. The rights of all materials and data created using the school's ICT facilities and resources are jointly owned by the school and the user.
25. Photographs/videos of students/parents taken at all school events by the official school photographers may be published on the school's official media platforms (e.g. newsletters, school website or similar platforms) and used for briefings, workshops and other educational purposes. The school may publish photographs, videos and students' work/ achievements together with the names of the students from time to time. Please notify the school in writing if you do not wish to grant such permission.

#### **Standard Operating Procedure (SOP)**

##### **Before reporting to school**

1. Students are to fully charge their personal learning device (PLD) at home before reporting to school.
2. Students are to label their PLD with their name, index number and class using a sticker label.

##### **Before the start of curriculum time**

3. Students are to place their PLD on the tables at the lesson venue, unless specifically advised not to do so by their teacher.
4. Students are to check that their PLD is in good working condition. If not, students are to temporarily loan a device from the ICT Manager or DE for the day.

##### **During curriculum time**

5. Students are to handle their own PLD at all times, including during group activities.
6. Students are to switch on their PLD only when instructed by the teacher.
7. Students must follow the teacher's step-by-step instructions on the use of the device during all lessons.

8. When Internet use is needed, students are to connect their PLD to the school network at PDLP@SSOE.
9. Students must close the screen of the PLD when the teacher gives instruction to put the device away.
10. Students are to hand over their PLD to the subject teacher when he/she needs to go to the toilet.
11. Students are to bring along their PLD for all lessons at banded venues.
12. No sharing, lending or borrowing of PLD is allowed at all times. Subject teacher would call the ICT manager or DE to deploy a device for student's temporary loan in the event of technical issues that cannot be resolved after troubleshooting of the PLD by the student subject representative.
13. Students are to save their work before switching off their PLD and place their device under their table at the end of the lesson.

#### **Start of recess time**

14. Students are to form up a queue to keep their PLD in their lockers in an orderly manner.

#### **Service Centre Details:**

<b>Telephone</b>	800 852 8100 67036821 (WhatsApp Support)
<b>Email:</b>	lenovo@smartcares.com
<b>Website</b>	<a href="https://smartcares.com/lenovo">https://smartcares.com/lenovo</a> (Pre-registration for shorter waiting time)
<b>Address:</b>	Tai Seng Centre SmartCares Solutions 3 Irving Road, #01-17 Singapore 369522 (Beside Tai Seng MRT station, Exit A)
<b>Opening Hours:</b>	Mon – Sat: 11 00 – 19 00 Closed on Sun & Public Holidays

#### **End of recess time**

15. Students are to form up a queue to collect their PLD five minutes before the end of recess in an orderly manner.
16. Students are to bring their PLD home and keep their lockers locked at all times.
17. Students who temporarily loan a device are to return the device to the ICT Manager or DE at the end of the day.
18. Students are responsible for any loss or damage to their PLD.
19. Class Chairperson, Vice-Chairperson and student subject representative are to check the lesson venue to ensure that no PLDs are left behind by students.

#### **Warranty and Repairs**

Students are to contact the Service Centre to make an appointment to send their faulty PLD for repair.

Students may approach the school ICT team to borrow a spare PLD for use, subject to availability, throughout the duration that the PLD is being repaired at the Service Centre.

## Student Pledge for Acceptable Use Policy (AUP) for PLD

SHINE Values	Student Outcomes (Desired Daily Actions)
Self-directedness	<ul style="list-style-type: none"><li>• I will bring my fully-charged PLD to school daily, unless otherwise instructed by my teacher.</li><li>• I will take care of my own PLD and not leave it unattended.</li><li>• I will use my PLD for learning purposes only.</li><li>• I will close the screen of my PLD and listen attentively when the teacher is talking.</li><li>• I will manage my learning online and ensure that I submit my homework punctually.</li><li>• I will keep my account IDs and passwords safely and not share them with anyone.</li></ul>
Harmony	<ul style="list-style-type: none"><li>• I will be respectful of the language and tone I use when posting and commenting online.</li></ul>
Integrity	<ul style="list-style-type: none"><li>• I will not download illegal materials that infringe copyright or visit inappropriate websites.</li><li>• I will not copy someone else's work and pass them as my own.</li><li>• I will inform my teacher if I find an unattended PLD.</li></ul>
Resilience	<ul style="list-style-type: none"><li>• I will not allow myself to be influenced negatively by social media to commit cyber offences.</li></ul>
Excellence	<ul style="list-style-type: none"><li>• I will use my PLD well and responsibly to learn effectively.</li><li>• I will sense, think and act when navigating cyberspace.</li></ul>

**The school reserves the right to record and retain data on school-owned devices and/or accounts issued by the school for investigation or evidence.**

**Violation of any policies, rules or administrative procedures may result in a temporary suspension or revocation of student's account. The student may also face disciplinary measures in accordance with the school's discipline policy.**

# SCHOOL SAFETY GUIDELINES



## I. GENERAL SAFETY GUIDELINES

1. Abide by all safety guidelines when operating in the special rooms (e.g. Science Lab, D&T Room, Food Lab) or engaged in physical activities (e.g. PE Lessons, CCA, Learning Journeys).
2. Inform the Teacher-In-Charge if you are not feeling well or if you have a medical condition prior to the start of an activity.
3. Inform the Teacher-in-Charge immediately if you are injured during an activity.
4. Bring along prescribed personal medication (e.g. inhalers for asthma) to school. The school will not dispense or administer any oral medication.
5. Obey all road traffic safety rules and do not use mobile phones or other audio devices (earphones) while crossing the road.
6. Students who commute to school by bicycle are to wear bicycle helmets. No Personal Mobility Devices / e-Scooters / Skateboards are allowed within the school premises.
7. Bicycles without handbrakes (fixed gear bicycles) are not allowed on public paths and roads.



## II. LIGHTNING SAFETY GUIDELINES

### ACTIVITIES WITHIN SCHOOL COMPOUND

1. The activation of Lightning Warning System signifies the imminent danger posed by lightning. The warning is issued visually and audibly by a blinking strobe light and a siren located at the school parade square.
2. Upon receiving the warning, stop all activities in the open and move to sheltered area immediately.
3. Remain under shelter until the lightning warning is lifted.

### OUTDOOR ADVENTURE TRAINING

1. Upon hearing thunder or spotting distant lightning, immediately get off elevated areas such as hills or mountain ridges.
2. Never seek shelter under an isolated tree.
3. Immediately get out and away from ponds, lakes and other bodies of water.
4. Stay away from objects that conduct electricity (wire fences, power lines, etc.)





### III. FIRE EMERGENCY EVACUATION GUIDELINES

1. In the event of a fire, the fire alarm will be activated and the electric bells on every floor of the buildings will sound a continuous ring.
2. Upon confirmation of the fire and the need to evacuate, the Principal or the Vice-Principal will make an announcement through the PA system to inform all to evacuate to the assembly area at the football field.
3. On hearing the announcement, all students are to stop their activities immediately and leave their respective rooms in a quiet and orderly manner. Students should ensure the following:
  - All lights, fans and electrical appliances are switched off.
  - All windows and doors are closed.
  - All valuables (e.g. wallet, mobile phone) and personal medications are brought along.
4. The class teachers will accompany the students to the assembly area via the designated evacuation route (the evacuation routes are posted on all the common corridors).
5. Upon reaching the football field, all are to queue, at class level, in an orderly manner at the respective designated positions indicated by the class signage.
6. Attendance will be taken at the assembly area. No one is permitted to leave the assembly area until further instruction.
7. Once the Principal or the Vice-Principal has ascertained that there is no imminent danger and it is safe to return to the school premises, an "All Clear" signal will be given to resume normal routine.

# CO-CURRICULAR ACTIVITIES (CCAs)

CCAs are an important part of our students' holistic education, enriching their overall school experience. Through CCAs, students discover their interests and talents while developing values and competencies that will prepare them for a rapidly changing world. CCAs also promote friendship among students and hone leadership in them as they learn and work together with each other from diverse backgrounds. Participation in CCAs fosters social integration and deepens students' sense of belonging, commitment and sense of responsibility to the school, community and nation. CCAs provide students with opportunities to develop and deepen 21<sup>st</sup> Century Competencies, as well as experiences and memories that will last a lifetime.

The school offers a total of 17 CCAs from the following four categories:

Physical Sports	Uniformed Groups	Performing Arts	Clubs
Basketball (Boys)	Girl Guides	Chinese Ensemble	AVA & Photography
Floorball (Boys & Girls)	NCC (Land) (Boys & Girls)	Choir	InfoComm Club
Football (Boys)	NPCC (Boys & Girls)	Contemporary Dance	
Netball (Girls)	Red Cross (Boys & Girls)	Drama Club	
	Scouts	Malay Dance	
		Symphonic Band	

## EXPECTATIONS

To reap the maximum benefits from our CCA programme, students are expected to:

Be an active member of **ONE** CCA with **\*AT LEAST 75% CCA ATTENDANCE** for each year

Demonstrate commitment to their CCA by remaining in the CCA until the completion of their secondary education

Ensure that **absence from CCA is supported by a valid medical certificate or letter from parent/guardian (capped at a maximum of 3 letters per term)**

## IMPORTANCE OF CCA ATTENDANCE

Students who wilfully skip CCA without valid reason will affect their CCA attendance. The possible consequences for students with **less than 75% CCA attendance** are as follows:

- **FAIR/POOR** conduct grade, and **WILL NOT** be eligible for MOE ECHA Award, EAGLES, Edusave Scholarship/ Bursary Good Progress Award.
- Missing out on personal development through CCA

**IMPORTANT:** Students with sustained CCA attendance of less than 75% will face the risk of getting **FAIR** in the co-curricular attainment and not be awarded any bonus points for admission to Junior Colleges/ Millennia Institute/ Polytechnics/ Institute of Education (JC/MI/Poly/ITE). This will also affect their testimonial in the School Graduation Certificate.

## LEAPS 2.0

LEAPS 2.0 is a MOE framework to recognise students' holistic and balanced development. Students will be recognised with levels of attainment in four domains: Participation, Service, Leadership and Achievement.

## PARTICIPATION

This domain recognises students' **participation in one school-based CCA**. Recognition is based on the number of years of participation and exemplary conduct and active contribution to the CCA. **Sustained engagement in the same CCA** allows for progressive development of character, skills, knowledge and friendships, and will be accorded higher recognition.

## SERVICE

This domain recognises students' **development as socially responsible citizens** who contribute meaningfully to the community. Every secondary school student will contribute at least 6 hours per school year to the community. They can choose to embark on a Values in Action project (VIA). Students will be recognised for the time they put into planning, service and reflection, when participating in a VIA project.

## LEADERSHIP

This domain recognises students' **leadership development**. Recognition is accorded to students' ability to take charge of personal development, work in a team and assume responsibilities in service of others. In addition to formal leadership appointments, participation in student leadership modules/workshops, the National Youth Achievement Award (NYAA) and leadership positions in the school, CCA or student-initiated/student-led projects will also be recognised.

## ACHIEVEMENT

This domain recognises students' **representation** and **accomplishment** in co-curricular involvements beyond the classroom. Opportunities for representation and accomplishment present valuable learning experiences for students to learn discipline, resilience and develop their character. Students may represent the school or organisations endorsed by the school. Recognising external opportunities better caters to students' diverse interests and talents. It also recognises the community's role in developing the child.

**Representation** refers to being selected and endorsed by the school or an organisation endorsed by the school (e.g. the community club or national association) to contribute, perform or compete. It need not be tied to his/her CCA in school.

**Accomplishment** refers to attaining accolades and awards at competitions, festivals, performances, exhibitions, conferences and symposiums where the student represents the school or other organisations endorsed by the school.

## LEAPS 2.0 LEVEL OF ATTAINMENT

At the end of the graduating year, students' co-curricular attainment will be recognised according to Excellent/Good/Fair. The **level of attainment will be converted to a bonus point(s)** which can be used for admission to Junior Colleges/ Millennium Institute/ Polytechnics/ Institute of Education (JC/MI/Poly/ITE).

Attainment Level	Criteria
<b>Excellent</b> (2 bonus points)	Student who attains a minimum Level 3 in all four domains with at least a Level 4 in one domain.
<b>Good</b> (1 bonus point)	Student who attains a minimum Level 1 in all four domains with any one of the following: <ol style="list-style-type: none"><li>At least Level 2 in three domains; or</li><li>At least Level 2 in one domain and at least Level 3 in another domain; or</li><li>At least Level 4 in one domain.</li></ol>
<b>Fair</b>	Student's attainment in co-curricular will not translate into any bonus points.

**PARTICIPATION (LEVEL OF ATTAINMENT)**

Level 1	Level 2	Level 3	Level 4	Level 5
- Participated in any CCA for 2 years with at least 75% attendance for each year	- Participated in any CCA for <b>3 years</b> with at least 75% attendance for each year	- Participated in any CCA for <b>4 years</b> with at least 75% attendance for each year - Participated in any CCA for <b>3 years</b> with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution	- Participated in any CCA for <b>5 years</b> with at least 75% attendance for each year - Participated in any CCA for <b>4 years</b> with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution	- Participated in the <b>same CCA for 4 years</b> with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution - Participated in the <b>same CCA</b> for 5 years with at least 75% attendance for each year

**SERVICE (LEVEL OF ATTAINMENT)**

Level 1	Level 2	Level 3	Level 4	Level 5
- At least 24 to less than 30 hours of service	- At least <b>30 to less than 36</b> hours of service - Completed at least <b>one VIA project</b> that impacts the school or community	- At least <b>36 hours</b> of service - Completed <b>at least two VIA projects</b> that impact the school or community - Completed at least <b>24 hours</b> of service <b>and</b> at least <b>one VIA project</b> that impacts the school or community	- Completed at least <b>24 hours</b> of service <b>and</b> at least <b>two VIA projects</b> that impact the school or community	- Completed at least <b>24 hours</b> of service <b>and</b> at least <b>one student-initiated VIA project</b> that impacts the community beyond the school and at least one other VIA project

**LEADERSHIP (LEVEL OF ATTAINMENT)**

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>School-based Leadership Opportunities</b>	Level 1 - Completed 2 leadership modules of at least 3 hours each	Level 2 - Class Committee - Committee for student-initiated or student-led projects, approved by school (or equivalent)	Level 3 - Class Chairperson - Prefect - Peer Support Leader - Committee for school-wide events - Chairperson/ Vice-Chairperson for student-initiated or student-led projects, approved by school (or equivalent)	Level 4 - Senior Prefect - Chairperson/Vice-Chairperson for school-wide events (or equivalent)	Level 5 - Executive Committee of Student Council / Prefectorial Board (or equivalent)
<b>National Youth Achievement Award</b>		- Lower Sec CCA Committee (or equivalent)	- Lower Sec CCA Executive Committee - Upper Sec CCA Committee (or equivalent)	- Upper Sec CCA Executive Committee (or equivalent)	- CCA Captain/ Chairperson (or equivalent)
<b>Uniformed Groups (Rank)</b>	- Lance Corporal (or equivalent)	- NYAA Bronze - Corporal - Patrol Second - Assistant Patrol Leader (or equivalent)	- NYAA Silver and above - Sergeant - Patrol Leader (or equivalent)	- Staff Sergeant - Assistant Company Leader - Senior Patrol Leader (or equivalent)	- Warrant Officer - Master Sergeant - Station Inspector - Troop/ Company Leader (or equivalent)

### ACHIEVEMENT (LEVEL OF ATTAINMENT)

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<b>Representation</b>	- Represented class / house / CCA at intra-school event	- Represented school / external organisation at local / international event for 1 year	- Represented school / external organisation at local / international event for 2 years	- Represented school / external organisation at local / international event for 3 years or more - Represented UG HQ at international event	- Represented Singapore Schools at local / international competition - Represented Singapore at international event endorsed by national bodies - Represented National Project of Excellence at local / international concert - Represented MOE at local / international event - Represented UG HQ at international competition

**ACHIEVEMENT (LEVEL OF ATTAINMENT) CONTINUED**

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Accomplishment</b>			<ul style="list-style-type: none"> <li>- Represented school / external organisation at local / international event and achieved the following (for 1 year):                             <ul style="list-style-type: none"> <li>o Top 4 (or equivalent) team placing</li> <li>o Top 8 (or equivalent) individual placing</li> <li>o Gold/Silver/ Bronze/Merit award / certification (or equivalent)</li> <li>o SYF Arts Presentation Certificate of Distinction / Accomplishment</li> <li>o SYF Art Exhibition Certificate of Recognition (Special Mention) / Recognition</li> <li>o Presented original research paper / project accepted at the platform</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Represented school / external organisation at local / international event and achieved the following (for 2 years or more):                             <ul style="list-style-type: none"> <li>o Top 4 (or equivalent) team placing</li> <li>o Top 8 (or equivalent) individual placing</li> <li>o Gold/Silver/ Bronze/Merit award / certification (or equivalent)</li> <li>o SYF Arts Presentation Certificate of Distinction / Accomplishment</li> <li>o SYF Art Exhibition Certificate of Recognition (Special Mention) / Recognition</li> <li>o Presented original research paper / project accepted at the platform</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Represented Singapore Schools/ National Project of Excellence/MOE at local / international competition</li> <li><b>OR</b></li> <li>- Represented Singapore at international event, endorsed by national bodies</li> <li><b>AND</b> achieved the following:                             <ul style="list-style-type: none"> <li>o Top 4 (or equivalent) team placing</li> <li>o Top 8 (or equivalent) individual placing</li> <li>o Gold/Silver/ Bronze award / certification (or equivalent)</li> <li>o Presented original research paper / project accepted at the platform</li> </ul> </li> </ul>
<b>Uniformed Groups Achievement Badges</b>	<ul style="list-style-type: none"> <li>- Bronze Badge (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>- Silver Badge (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>- Gold Badge (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>- Best Unit Cadet / Outstanding Cadet Award by UG HQ (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>- Top Award for each UG (e.g. Camp Pinnacle Badge, President's Guide Award, Chief Commissioner's Award)</li> </ul>

# NAPFA STANDARDS

## NAPFA STANDARDS (SECONDARY)



### STANDARDS FOR MALES

Age group	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
12	A	5	>41	>202cm	>39cm	>24	<10.4 sec	<12:01
	B	4	36-41	189-202	36-39	21-24	10.4-10.9	12:01-13:10
	C	3	32-35	176-188	32-35	16-20	11.0-11.3	13:11-14:20
	D	2	27-31	163-175	28-31	11-15	11.4-11.7	14:21-15:30
	E	1	22-26	150-162	23-27	5-10	11.8-12.2	15:31-16:50
13	A	5	>42	>214cm	>41cm	>25	<10.3 sec	<11:31
	B	4	38-42	202-214	38-41	22-25	10.3-10.7	11:31-12:30
	C	3	34-37	189-201	34-37	17-21	10.8-11.1	12:31-13:40
	D	2	29-33	176-188	30-33	12-16	11.2-11.5	13:41-14:50
	E	1	25-28	164-175	25-29	7-11	11.6-11.9	14:51-16:00
14	A	5	>42	>225cm	>43cm	>26	<10.2 sec	<11:01
	B	4	40-42	216-225	40-43	23-26	10.2-10.4	11:01-12:00
	C	3	37-39	206-215	36-39	18-22	10.5-10.8	12:01-13:00
	D	2	33-36	196-205	32-35	13-17	10.9-11.2	13:01-14:10
	E	1	29-32	186-195	27-31	8-12	11.3-11.6	14:11-15:20
Age group	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
15	A	5	>42	>237cm	>45cm	>7	<10.2 sec	<10:41
	B	4	40-42	228-237	42-45	6-7	10.2-10.3	10:41-11:40
	C	3	37-39	218-227	38-41	5	10.4-10.5	11:41-12:40
	D	2	34-36	208-217	34-37	3-4	10.6-10.9	12:41-13:40
	E	1	30-33	198-207	29-33	1-2	11.0-11.3	13:41-14:40
16	A	5	>42	>245cm	>47cm	>8	<10.2 sec	<10:31
	B	4	40-42	236-245	44-47	7-8	10.2-10.3	10:31-11:30
	C	3	37-39	226-235	40-43	5-6	10.4-10.5	11:31-12:20
	D	2	34-36	216-225	36-39	3-4	10.6-10.7	12:21-13:20
	E	1	31-33	206-215	31-35	1-2	10.8-11.1	13:21-14:10
17	A	5	>42	>249cm	>48cm	>9	<10.2 sec	<10:21
	B	4	40-42	240-249	45-48	8-9	10.2-10.3	10:21-11:10
	C	3	37-39	230-239	41-44	6-7	10.4-10.5	11:11-12:00
	D	2	34-36	220-229	37-40	4-5	10.6-10.7	12:01-12:50
	E	1	31-33	210-219	32-36	2-3	10.8-10.9	12:51-13:40
18	A	5	>42	>251cm	>48cm	>10	<10.2 sec	<10:21
	B	4	40-42	242-251	45-48	9-10	10.2-10.3	10:21-11:10
	C	3	37-39	232-241	41-44	7-8	10.4-10.5	11:11-11:50
	D	2	34-36	222-231	37-40	5-6	10.6-10.7	11:51-12:40
	E	1	31-33	212-221	32-36	3-4	10.8-10.9	12:41-13:30
19	A	5	>42	>251cm	>48cm	>10	<10.2 sec	<10:21
	B	4	40-42	242-251	45-48	9-10	10.2-10.3	10:21-11:00
	C	3	37-39	232-241	41-44	7-8	10.4-10.5	11:01-11:40
	D	2	34-36	222-231	37-40	5-6	10.6-10.7	11:41-12:30
	E	1	31-33	212-221	32-36	3-4	10.8-10.9	12:31-13:20

**Bronze: At least E grade performance in all 6 test items and a total of 6 or more points**

**Silver: At least D grade performance in all 6 test items and a total of 15 or more points**

**Gold: At least C grade performance in all 6 test items and a total of 21 or more points**



# NAPFA STANDARDS (SECONDARY)



## *STANDARDS FOR FEMALES*

Age group	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
12	A	5	>29	>167cm	>39cm	>15	<11.5 sec	<14:41
	B	4	25-29	159-167	37-39	13-15	11.5-11.9	14:41-15:40
	C	3	21-24	150-158	34-36	10-12	12.0-12.3	15:41-16:40
	D	2	17-20	141-149	30-33	7-9	12.4-12.7	16:41-17:40
	E	1	13-16	132-140	25-29	3-6	12.8-13.2	17:41-18:40
13	A	5	>30	>170cm	>41cm	>16	<11.3 sec	<14:31
	B	4	26-30	162-170	39-41	13-16	11.3-11.7	14:31-15:30
	C	3	22-25	153-161	36-38	10-12	11.8-12.2	15:31-16:30
	D	2	18-21	144-152	32-35	7-9	12.3-12.7	16:31-17:30
	E	1	14-17	135-143	27-31	3-6	12.8-13.2	17:31-18:30
14	A	5	>30	>177cm	>43cm	>16	<11.5 sec	<14:21
	B	4	28-30	169-177	41-43	14-16	11.5-11.8	14:21-15:20
	C	3	24-27	160-168	38-40	10-13	11.9-12.2	15:21-16:20
	D	2	20-23	151-159	34-37	7-9	12.3-12.6	16:21-17:20
	E	1	16-19	142-150	29-33	3-6	12.7-13.0	17:21-18:20
15	A	5	>30	>182cm	>45cm	>16	<11.3 sec	<14:11
	B	4	29-30	174-182	43-45	14-16	11.3-11.6	14:11-15:10
	C	3	25-28	165-173	39-42	10-13	11.7-12.0	15:11-16:10
	D	2	21-24	156-164	35-38	7-9	12.1-12.4	16:11-17:10
	E	1	17-20	147-155	30-34	3-6	12.5-12.8	17:11-18:10
16	A	5	>30	>186cm	>46cm	>17	<11.3 sec	<14:01
	B	4	29-30	178-186	44-46	14-17	11.3-11.5	14:01-15:00
	C	3	26-28	169-177	40-43	11-13	11.6-11.8	15:01-16:00
	D	2	22-25	160-168	36-39	7-10	11.9-12.2	16:01-17:00
	E	1	18-21	151-159	31-35	3-6	12.3-12.6	17:01-17:50
17	A	5	>30	>189cm	>46cm	>17	<11.3 sec	<14:01
	B	4	29-30	181-189	44-46	14-17	11.3-11.5	14:01-14:50
	C	3	27-28	172-180	40-43	11-13	11.6-11.8	14:51-15:50
	D	2	23-26	163-171	36-39	7-10	11.9-12.1	15:51-16:40
	E	1	19-22	154-162	32-35	3-6	12.2-12.5	16:41-17:30
18	A	5	>30	>192cm	>46cm	>17	<11.3 sec	<14:01
	B	4	29-30	183-192	44-46	15-17	11.3-11.5	14:01-14:50
	C	3	27-28	174-182	40-43	11-14	11.6-11.8	14:51-15:40
	D	2	24-26	165-173	36-39	8-10	11.9-12.1	15:41-16:30
	E	1	20-23	156-164	32-35	4-7	12.2-12.4	16:31-17:20
19	A	5	>30	>195cm	>45cm	>17	<11.3 sec	<14:21
	B	4	29-30	185-195	43-45	15-17	11.3-11.5	14:21-14:50
	C	3	27-28	174-184	39-42	11-14	11.6-11.8	14:51-15:30
	D	2	24-26	165-173	36-38	8-10	11.9-12.1	15:31-16:20
	E	1	21-23	156-164	32-35	5-7	12.2-12.4	16:21-17:10

**Bronze: At least E grade performance in all 6 test items and a total of 6 or more points**

**Silver: At least D grade performance in all 6 test items and a total of 15 or more points**

**Gold: At least C grade performance in all 6 test items and a total of 21 or more points**

# IMPORTANT CONTACT NUMBERS

## SCHOOL UNIFORM AND PE ATTIRE VENDOR :

INTREND (67410930)

<https://www.intrenduniforms.com/>

Hotline / Helpline	Contact
<b>CRISIS</b>	
SG Secure / Singapore Police Force (SPF)	SMS 71999 (For emergency when unable to call 999 or speak)
Samaritans of Singapore (SOS)	1800 - 221 4444 24-hour hotline 1767 24-hour CareText WhatsApp 91511767 <a href="http://www.samaritans.org.sg">http://www.samaritans.org.sg</a> Email: <a href="mailto:pat@sos.org.sg">pat@sos.org.sg</a>
Babes Pregnancy Crisis Support	24-hour Helpline: 6206 6641 24-hour Whatsapp: 8111 3535 Email: <a href="mailto:hello@babes.org.sg">hello@babes.org.sg</a>
Pregnancy Crisis Service	6339 9770 Email: <a href="mailto:help@pregnancycrisis.sg">help@pregnancycrisis.sg</a>
IMH Mobile Crisis Service	6389 2222 (24-hour)
eCounselling Centre (eC2)	<a href="https://fycs.org/contact/">https://fycs.org/contact/</a> Monday - Friday 0930 - 1730
Touchline (Touch Youth Service)	1800 - 377 2252
<b>CYBER WELLNESS</b>	
Help123 Cyber Wellness Community Support	Tel: 1800 - 612 3123 (Mon to Fri 9am to 6pm; except public holidays)  Chat Online at: <a href="http://www.help123.sg">http://www.help123.sg</a>

**FAMILY SERVICE CENTRES (FSCS) AND VOLUNTARY WELFARE ORGANISATIONS (VWOS)**

Ang Mo Kio Family Service Centre,  
(Sengkang)

6312 8100  
<http://www.amkfsc.org.sg>

Care Corner Counselling Centre

6353 1180

Counselling and Care Centre

6536 6366

Covenant Family Service Centre

6282 8558  
Email: MWScfsc@mws.sg

Eagles Mediation and Counselling Centre

6788 8220

HELP Family Service Centre (for single  
parents)

6457 5188  
<http://www.helpfsc.org.sg>

Hougang Sheng Hong Family Service Centre

6289 5022  
Email: fsc@shenghong.org.sg

Legal Aid Bureau (For low income persons  
requiring legal assistance)

1800 225 5529

Punggol Family Service Centre

6435 5323  
<http://www.amkfsc.org.sg>

REACH Counselling Centre

6801 0730

Shan You Counselling Centre (Mandarin)

6741 0078

SHINE Children and Youth Services

6286 9905  
<http://www.shine.org.sg>  
Email: scys\_h01@shine.org.sg

WINGS Counselling Centre

6383 5745

**MENTAL WELL-BEING**

Child Guidance Clinic (IMH)

6389 2000

Singapore Association for Mental Health

1800 283 7019  
<http://www.samhealth.org.sg>

## FINANCIAL ASSISTANCE

Com Care

1800-222-0000

MSF Social Service Office (Social Assistance)

<http://www.msf.gov.sg>

## SELF-HELP GROUPS

Association of Muslim Professionals Hotline

6416 3960

<http://www.amp.org.sg>

Chinese Development Assistance Council  
(CDAC)

6841 4889

<http://www.cdac.org.sg>

Eurasian Association

6447 1578

Email: [fss@eurasians.org](mailto:fss@eurasians.org)

MUIS

6359 1199

Email: [info@muis.gov.sg](mailto:info@muis.gov.sg)

SINDA helpline

1800 - 295 4554

Yayasan Mendaki

6245 5555

<http://www.mendaki.org.sg>

## INTERNATIONAL

ACMI (for International Students) Helpline

6801 7400

9188 9162

<http://www.acmi.org.sg>

## ADDICTIONS

Quitline (smoking cessation)

1800 438 2000

Central Narcotics Bureau (CNB)

1800 325 6666 (24-hour)

# GOOD ONLINE HABITS

*It is always important to protect yourself from the harmful effects of cyber security breaches. The majority of cyber security breaches results from an online act users did or fail to do. The following Good Online Habits will keep you safe online!*



## 01

### Set Strong Password

Creating a strong password policy is key to helping us safeguard ourselves from any unauthorized intrusion into our online privacy. Keep a secure, unique password for each of your online accounts. This is critically important for your safe journey in the cyber space.



## 02

### Ignore or Close suspicious pop-up messages

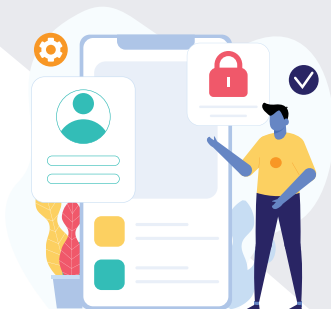
Hackers have started to use fake pop-ups to get access into your online platforms or your device. So, if you see any suspicious pop-ups, just ignore or close them. For pop-ups that won't go away, shut down your computer and clear your internet browser history.



## 03

### Delete messages with suspicious attachments or links

Be suspicious of any email attachments from unknown sources. Never open an email attachment you are unsure of. Keep an Anti-Virus program installed and updated at all times.



## 04

### Set appropriate privacy settings on social media

You should always be aware of how much personal information you post on social media platforms. The more information you post, the easier it may be for a hacker or someone else to use that information to steal your identity, access your data, or commit other crimes such as stalking.

# MY READING LOG

ENGLISH LANGUAGE				
S/No	Date Borrowed	Title	Date Returned	Star Rating

MOTHER TONGUE LANGUAGE				
S/No	Date Borrowed	Title	Date Returned	Star Rating

## STAR RATING LEGEND



I found the book inappropriate to my interests. I was absolutely disengaged because the style of writing was absolutely unable to sustain my interest and there were very few opportunities for vocabulary expansion.



I found the book somewhat inappropriate to my interests. I was somewhat disengaged because the style of writing was unable to sustain my interest and there were only few opportunities for vocabulary expansion.



The book was interesting only at times. The story was only engaging at times and I found it somewhat challenging to continue at times. It helped me expand my knowledge on styles of writing and there were only minimal opportunities for vocabulary expansion.



The book was largely interesting. The story was largely engaging but at times I found it somewhat uninteresting. It mostly widened my knowledge on styles of writing and there were opportunities for vocabulary expansion.



The book was extremely interesting. The story was absolutely engaging and I found it hard to put the book down once I started reading it. It definitely widened my knowledge on styles of writing and increased my vocabulary.

# SCHOOL TERMS AND HOLIDAYS FOR 2025

The school year for 2025 for all MOE secondary schools will start on Thursday, 2 January 2025 and end on Saturday, 15 November 2025.

## SCHOOL CALENDAR 2025

Semester I		Semester II	
Term I	Thu 2 Jan to Fri 14 Mar	Term III	Mon 30 Jun to Fri 5 Sep
Term II	Mon 24 Mar to Fri 30 May	Term IV	Mon 15 Sep to Fri 21 Nov

## SCHEDULED SCHOOL HOLIDAYS 2025

Day after Hari Raya Haji	Mon 9 Jun (Subject to further confirmation)
Youth Day	*Sun 6 Jul (The following Mon 7 Jul will be a school holiday)
Day after National Day	Mon 11 Aug
Teachers' Day	Fri 5 Sep
Term Break I	Sat 15 Mar - Sun 23 Mar
Term Break II	Sat 31 May - Sun 29 Jun
Term Break III	Sat 6 Sep - Sun 14 Sep
Term Break IV	Sat 22 Nov - Wed 31 Dec

# PUBLIC HOLIDAYS 2025

Term I	<i>New Year's Day</i>	Wed 1 Jan
	<i>Chinese New Year</i>	Wed 29 Jan
		Thu 30 Jan
Term II	<i>Hari Raya Puasa</i>	Mon 31 Mar
	<i>Good Friday</i>	Fri 18 Apr
	<i>Labour Day</i>	Thu 1 May
	<i>Vesak Day</i>	Mon 12 May
Term III	<i>Hari Raya Haji</i>	Sat 7 Jun
	<i>National Day</i>	Sat 9 Aug
Term IV	<i>Deepavali</i>	Mon 20 Oct
	<i>Christmas Day</i>	Thu 25 Dec

The school terms and holidays for 2025 are also listed on the MOE's website at <https://www.moe.gov.sg/calendar>.





# FIND BALANCE IN LIFE

## PHYSICAL WELLNESS

Are you taking good care of your body?

- Eat sensibly
- Get enough rest
- Exercise regularly

## EMOTIONAL WELLNESS

How do you deal with the ups and downs of life?

- Don't be afraid to express your emotions-appropriately
- Talk to someone when you are feeling down
- Have realistic expectations of yourself
- Surround yourself with positive thoughts

## SOCIAL WELLNESS

Who are the important people in your life?

- Make time for family and friends
- Form new relationships
- Offer support to others

## SCHOOL-LIFE BALANCE

Are you enjoying your school experiences?

- Find interest in your learning
- Find your passion
- Manage your time well
- Make more friends in school
- Take part in school activities
- Take time to unwind



**Guidance Branch**

For more information,

**contact**

[moe\\_guidance\\_branch@moe.gov.sg](mailto:moe_guidance_branch@moe.gov.sg)



# EXAM SKILLS

## WHAT TO DO...

### BEFORE EXAMS



#### Set realistic goals Develop good study habits

- ✓ Pay attention during lessons.
- ✓ Submit your homework on time.
- ✓ Revise your work daily.
- ✓ Ask your teacher/friend if you don't understand.

#### Sleep, eat, exercise, drink plenty of water

A healthy body makes for an alert mind.

#### Study smart

- ✓ Know your learning strategies.
- ✓ Know the exam format.
- ✓ Prepare a study time-table and follow it.
- ✓ Make time for rest and play in between study.
- ✓ Review your revision progress.
- ✓ Relax by:
  - » listening to music
  - » exercising
  - » talking to your teacher, school counsellor, friend or parents when you feel stressed
  - » reviewing your expectations
  - » praying

### DURING EXAMS



#### Stay calm and concentrate

- ✓ Read all instructions carefully.
- ✓ Read all questions before you start.
- ✓ Do the easy questions first.
- ✓ Write legibly.
- ✓ Check all your answers before submitting your paper.

#### Believe in yourself and do your best

### AFTER EXAMS



#### If you're not happy with your results

##### Talk to your teacher, school counsellor or parents

- ✓ Tell them how you feel.
- ✓ Find out the mistakes you made.
- ✓ Work out ways to improve.

##### Be patient with yourself

- ✓ There will be another chance to do better.

# SOCIAL SKILLS

## SOCIAL SKILLS

### Being Prepared for Class

### Using an Appropriate Voice Tone

### Completing Homework Well

### Asking for Help

### Organising Tasks and Time

### Reflecting and Improving

## SKILL STEPS

1. Be on time for class.
2. Make sure your classroom is clean.
3. Have only necessary materials on your desk.
4. Be ready to hand in your homework.
5. Listen when your teacher speaks.

1. Look at the situation and the people around you.
2. Listen to the level of the voices around you.
3. Adjust your voice volume to be suitable for the situation.
4. Think about what you want to say. Speak clearly with a respectful tone.

1. Find out the homework for today.
2. Take the required materials home.
3. Begin your homework without delay.
4. Focus. Do it well. Finish it!
5. Keep completed homework in your school bag.

1. Look for someone who can help you.
2. Check if the person has time to help.
3. Describe the problem to the person. Be specific.
4. Listen if advice is given. Reflect on it.
5. Thank the person sincerely.

1. List all tasks to be done.
2. Estimate the time needed to complete each task.
3. Rank tasks based on deadlines, time needed and importance.
4. Prepare a schedule for your tasks.
5. Complete tasks according to your schedule.

1. Think about the situation you are in.
2. Identify your behaviour and feelings.
3. Consider if your behaviour is appropriate for the situation.
4. Identify other behaviours that would be more helpful for the situation.

# SOCIAL SKILLS

## SOCIAL SKILLS

## SKILL STEPS

### Disagreeing Appropriately

1. Look at the person speaking.
2. Use a pleasant tone.
3. Say sincerely, "I hear what you are saying."
4. Say respectfully that you feel differently.
5. Give a reason why you disagree.
6. Listen to the other person.

### Accepting "No" or Consequences

1. Look at the person speaking.
2. Stay calm.
3. Say, "Okay."
4. If you disagree, plan to discuss it later.
5. Think about why he/she said that.

### Offering Help

1. Look at the person as you speak.
2. Ask the person sincerely, using a pleasant tone, if he/she needs help. "Can I help?" / "May I help you with...?"
3. Listen to what the person needs.
4. Describe how you can help.
5. Do what you agreed to do. Get other kinds of help if needed.

### Participating in Activities

1. Politely request to join the group. "May I join you?"
2. Ask what role you can play. "How can I help?"
3. Do your part well. Cooperate with others.
4. Praise others' contribution. Thank them for what they have done.

### Recognising Other's Emotions

1. Look at the situation.
2. Observe the other person's non-verbal behaviour and voice tone.
3. Think about your own feelings when you look and sound the same.
4. Identify the other person's current mood or emotions.
5. Clarify the other person's feelings with him/ her, if possible. Ask, "Are you feeling...?"

### Responding to Blame

1. Look at the person speaking. Remain calm.
2. Check your behaviour and feelings.
3. Listen carefully.
4. Say, "I hear what you are saying." Ask, "May I speak now?"
5. If the response is "Yes", explain what you were trying to do and why. If not, continue to listen; ask to speak again later.
6. Apologise if you are in the wrong.

# WHOLE-SCHOOL APPROACH TO EFFECTIVE COMMUNICATION

Use **TALK FRAMES FOR QUESTIONING AND RESPONDING** when you ***participate in activities*** such as groupwork.

Remember to discuss your ideas using an ***appropriate voice tone***.



Unsure about your friend's idea? **Seek clarification!**

With clarity, ~~misheard~~ becomes *this* and finally becomes **this**.



Don't agree with your friend's idea? You don't have to fight!

Instead you may ***disagree appropriately***.

We welcome all perspectives, so **challenge your friend's statement or assumption**.

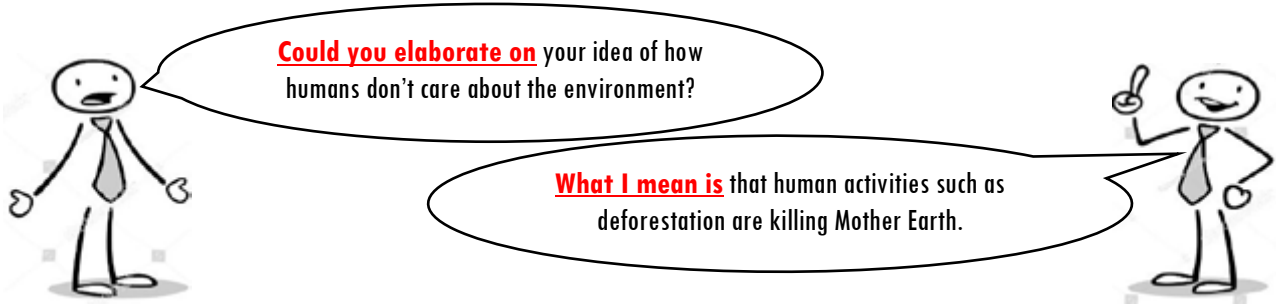
Do you want another friend's contribution?

Ask him or her **to build on an idea!**

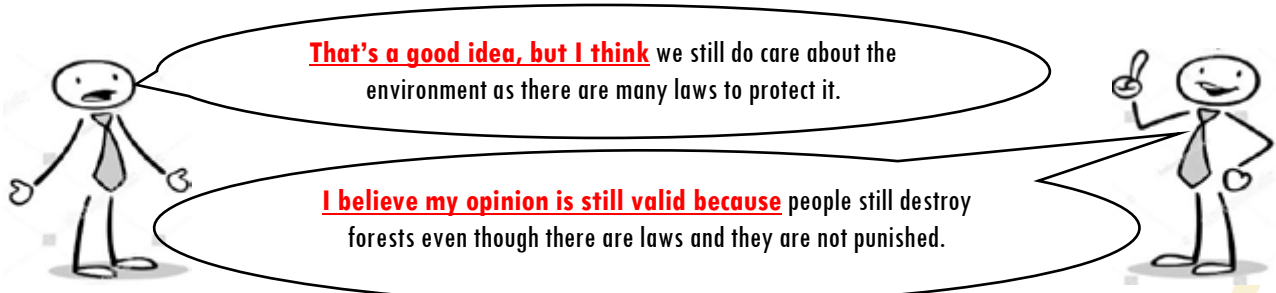
But, don't leave us hanging; remember **to summarise**.



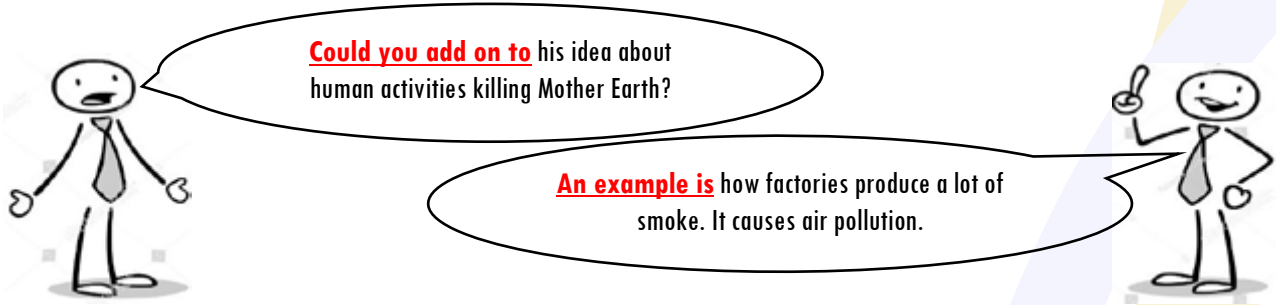
SEEK CLARIFICATION	Talk Frames for Questioning	Talk Frames for Responding
	1. Could you elaborate on...?	1. An example of this is...
	2. I'm not really clear about the part...	2. In other words...
	3. What do you mean by...?	3. What I mean is...



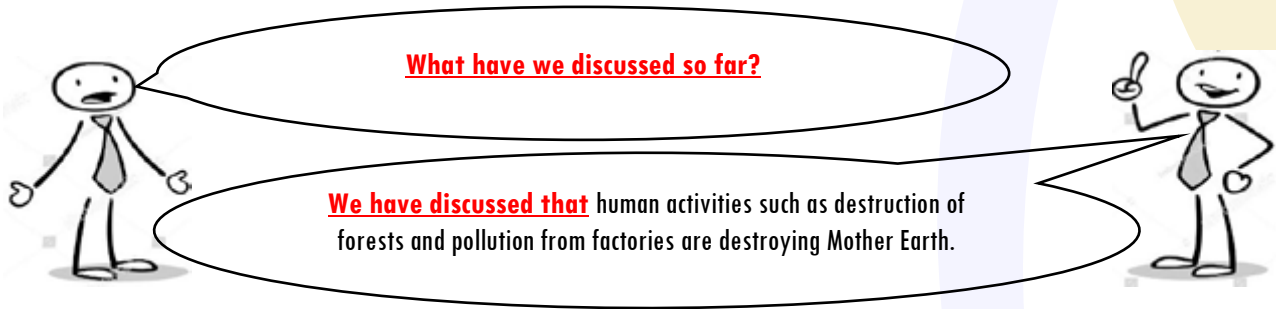
CHALLENGE YOUR FRIEND'S STATEMENT OR ASSUMPTION	Talk Frames for Questioning	Talk Frames for Responding
	1. That's a good idea, but I think that...	1. That's a good point, perhaps...
	2. What about if...?	2. I believe my opinion is still valid because...
	3. Perhaps another way to look at it is...	3. I can add more evidence to my point...



TO BUILD ON AN IDEA	Talk Frames for Questioning	Talk Frames for Responding
	1. Could you add on to...?	1. I would add that...
	2. Do you have an example to support his idea?	2. An example is...



TO SUMMARISE	Talk Frames for Questioning	Talk Frames for Responding
	1. What are the key ideas we discussed?	1. The key ideas are firstly..., secondly...etc.
	2. What have we discussed so far?	2. We have discussed that...





# TERM 1

Artwork By  
**Zhang Chenen**  
1SD5



**DEC - JAN**

**MONDAY | 30**

**TUESDAY | 31**

**WEDNESDAY | 01**

**THURSDAY | 02**

**FRIDAY | 03**

**TERM 1 WEEK 0**

**SATURDAY | 04**

**SUNDAY | 05**

**REFLECTIONS**

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# JAN

# TERM 1 WEEK 1

*"You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And YOU are the one who'll decide where to go..."*  
– Dr. Seuss, *Oh, The Places You'll Go!*

MONDAY | 06

SATURDAY | 11

TUESDAY | 07

SUNDAY | 12

WEDNESDAY | 08

## REFLECTIONS

THURSDAY | 09

FRIDAY | 10

**JAN**

**TERM 1 WEEK 2**

*"To a great mind, nothing is little," remarked Holmes, sententiously.*  
– Arthur Conan Doyle, *A Study in Scarlet*

**MONDAY | 13**

**SATURDAY | 18**

**TUESDAY | 14**

**SUNDAY | 19**

**WEDNESDAY | 15**

**REFLECTIONS**

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**THURSDAY | 16**

**FRIDAY | 17**

# JAN

# TERM 1 WEEK 3

*"He who seeks rest finds boredom. He who seeks work finds rest."*  
– Dylan Thomas

MONDAY | 20

SATURDAY | 25

TUESDAY | 21

SUNDAY | 26

WEDNESDAY | 22

## REFLECTIONS

THURSDAY | 23

FRIDAY | 24



*"If we wait until we're ready, we'll be waiting for the rest of our lives."  
– Lemony Snicket, The Ersatz Elevator*

**MONDAY | 03**

**SATURDAY | 08**

**TUESDAY | 04**

**SUNDAY | 09**

**WEDNESDAY | 05**

**REFLECTIONS**

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**THURSDAY | 06**

**FRIDAY | 07**

*"If my life is going to mean anything, I have to live it myself."*  
— Rick Riordan, *The Lightning Thief*

**MONDAY | 10**

**SATURDAY | 15**

**TUESDAY | 11**

**SUNDAY | 16**

**WEDNESDAY | 12**

**REFLECTIONS**

**THURSDAY | 13**

**FRIDAY | 14**

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## FEB

## TERM 1 WEEK 7

*"I believe in one day and someday and this perfect moment called Now."  
– Jacqueline Woodson, Brown Girl Dreaming*

MONDAY | 17

SATURDAY | 22

TUESDAY | 18

SUNDAY | 23

WEDNESDAY | 19

### REFLECTIONS

THURSDAY | 20

FRIDAY | 21



*"The way to get started is to quit talking and begin doing."  
- Walt Disney*

**MONDAY | 24**

**SATURDAY | 01**

**TUESDAY | 25**

**SUNDAY | 02**

**WEDNESDAY | 26**

**REFLECTIONS**

**THURSDAY | 27**

**FRIDAY | 28**

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*"The only thing worse than being blind is having sight but no vision."  
- Helen Keller*

MONDAY | 03

SATURDAY | 08

TUESDAY | 04

SUNDAY | 09

WEDNESDAY | 05

**REFLECTIONS**

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THURSDAY | 06

FRIDAY | 07

*"You cannot teach a person anything; you can only help him find it within himself."  
- Galileo*

**MONDAY | 10**

**SATURDAY | 15**

**TUESDAY | 11**

**SUNDAY | 16**

**WEDNESDAY | 12**

**REFLECTIONS**

**THURSDAY | 13**

**FRIDAY | 14**

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**MAR**

**TERM BREAK**

MONDAY | 17

SATURDAY | 22

TUESDAY | 18

SUNDAY | 23

WEDNESDAY | 19

**REFLECTIONS**

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THURSDAY | 20

FRIDAY | 21

## My Personal Qualities Development Journey: Term \_\_\_\_\_ Reflection

Being Prepared for Class	Never	Sometimes	Frequently	Always
Organising Task and Time	Never	Sometimes	Frequently	Always

This term, I was SELF-DIRECTED (take responsibility for my learning and development) when I...

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Using an Appropriate Voice Tone	Never	Sometimes	Frequently	Always
Disagreeing Appropriately	Never	Sometimes	Frequently	Always
Offering Help	Never	Sometimes	Frequently	Always
Participating in Activities	Never	Sometimes	Frequently	Always
Recognising Other's Emotions	Never	Sometimes	Frequently	Always

This term, I fostered HARMONY (work and get along well with others) by...

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Responding to Blame	Never	Sometimes	Frequently	Always
Accepting No or Consequences	Never	Sometimes	Frequently	Always
Asking for Help	Never	Sometimes	Frequently	Always
Completing Classwork and Homework well	Never	Sometimes	Frequently	Always
Reflecting and Improving	Never	Sometimes	Frequently	Always

This term, I demonstrated INTEGRITY (being honest and upright in words and actions) when ...

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Think about a change or a challenge you overcame this term.

What was difficult?

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Why did you persevere?

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What did you learn about yourself?

I am

(name a strength, trait or attitude that helped you to overcome this challenge)

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I can

(name a skill you used to help you overcome this challenge)

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I have

(name the people around you who supported you)

How have you grown in RESILIENCE (adapt well to change and recover from setbacks)?

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How did you strive for EXCELLENCE (strive for personal best)?

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# TERM 2

Artwork By  
**Wong Chang Hoe Jayden**  
1SD5

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will spend its whole life believing that it is stupid." ~ Albert Einstein*

**MONDAY | 24**

**SATURDAY | 29**

**TUESDAY | 25**

**SUNDAY | 30**

**WEDNESDAY | 26**

**REFLECTIONS**

**THURSDAY | 27**

**FRIDAY | 28**

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"I think that maybe forgiveness is like change—it comes in small steps."  
— Mary E. Pearson, *The Adoration of Jenna Fox*

MONDAY | 31

*Hari Raya Pusa*

SATURDAY | 05

TUESDAY | 01

SUNDAY | 06

WEDNESDAY | 02

**REFLECTIONS**

THURSDAY | 03

FRIDAY | 04

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*"For every minute you remain angry, you give up sixty seconds of peace of mind."  
– Ralph Waldo Emerson*

**MONDAY | 07**

**SATURDAY | 12**

**TUESDAY | 08**

**SUNDAY | 13**

**WEDNESDAY | 09**

**REFLECTIONS**

**THURSDAY | 10**

**FRIDAY | 11**

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“An eye for an eye only ends up making the whole world blind.”  
– Mahatma Gandhi

**MONDAY | 14**

**SATURDAY | 19**

**TUESDAY | 15**

**SUNDAY | 20**

**WEDNESDAY | 16**

**REFLECTIONS**

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**THURSDAY | 17**

**FRIDAY | 18**  
*Good Friday*

*“He is happiest, be he king or peasant, who finds peace in his home.”  
– Johann Wolfgang von Goethe*

**MONDAY | 21**

**SATURDAY | 26**

**TUESDAY | 22**

**SUNDAY | 27**

**WEDNESDAY | 23**

**REFLECTIONS**

**THURSDAY | 24**

**FRIDAY | 25**

"You may say I'm a dreamer, but I'm not the only one. I hope someday you'll join us. And the world will live as one." – John Lennon

**MONDAY | 28**

**SATURDAY | 03**

**TUESDAY | 29**

**SUNDAY | 04**

**WEDNESDAY | 30**

**THURSDAY | 01**  
*Labour Day*

**FRIDAY | 02**

**REFLECTIONS**

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# MAY

# TERM 2 WEEK 7

*"With an eye made quiet by the power of harmony, and the deep power of joy, we see into the life of things."  
– William Wordsworth*

MONDAY | 05

SATURDAY | 10

TUESDAY | 06

SUNDAY | 11

WEDNESDAY | 07

## REFLECTIONS

THURSDAY | 08

FRIDAY | 09

# MAY

# TERM 2 WEEK 8

*"A calm and modest life brings more happiness than the pursuit of success combined with constant restlessness." – Albert Einstein*

MONDAY | 12

*Vesak Day*

SATURDAY | 17

TUESDAY | 13

SUNDAY | 18

WEDNESDAY | 14

## REFLECTIONS

THURSDAY | 15

FRIDAY | 16

# MAY

# TERM 2 WEEK 9

*"Ignorance, the root and stem of all evil."  
- Plato*

MONDAY | 19

SATURDAY | 24

TUESDAY | 20

SUNDAY | 25

WEDNESDAY | 21

## REFLECTIONS

THURSDAY | 22

FRIDAY | 23

## MAY - JUN

## TERM 2 WEEK 10

*"Beware of false knowledge; it is more dangerous than ignorance."*  
– George Bernard Shaw

MONDAY | 26

SATURDAY | 31

TUESDAY | 27

SUNDAY | 01

WEDNESDAY | 28

### REFLECTIONS

THURSDAY | 29

FRIDAY | 30



**JUN**

**TERM BREAK**

MONDAY | 02

SATURDAY | 07  
*Hari Raya Haji*

TUESDAY | 03

SUNDAY | 08

WEDNESDAY | 04

**REFLECTIONS**

THURSDAY | 05

FRIDAY | 06

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**JUN**

**TERM BREAK**

MONDAY | 09

SATURDAY | 14

TUESDAY | 10

SUNDAY | 15

WEDNESDAY | 11

**REFLECTIONS**

THURSDAY | 12

FRIDAY | 13

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**JUN**

**TERM BREAK**

MONDAY | 16

SATURDAY | 21

TUESDAY | 17

SUNDAY | 22

WEDNESDAY | 18

**REFLECTIONS**

THURSDAY | 19

FRIDAY | 20

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# JUN

# TERM BREAK

MONDAY | 23

SATURDAY | 28

TUESDAY | 24

SUNDAY | 29

WEDNESDAY | 25

## REFLECTIONS

THURSDAY | 26

FRIDAY | 27

## My Personal Qualities Development Journey: Term \_\_\_\_\_ Reflection

Being Prepared for Class	Never	Sometimes	Frequently	Always
Organising Task and Time	Never	Sometimes	Frequently	Always

This term, I was SELF-DIRECTED (take responsibility for my learning and development) when I...

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Using an Appropriate Voice Tone	Never	Sometimes	Frequently	Always
Disagreeing Appropriately	Never	Sometimes	Frequently	Always
Offering Help	Never	Sometimes	Frequently	Always
Participating in Activities	Never	Sometimes	Frequently	Always
Recognising Other's Emotions	Never	Sometimes	Frequently	Always

This term, I fostered HARMONY (work and get along well with others) by...

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Responding to Blame	Never	Sometimes	Frequently	Always
Accepting No or Consequences	Never	Sometimes	Frequently	Always
Asking for Help	Never	Sometimes	Frequently	Always
Completing Classwork and Homework well	Never	Sometimes	Frequently	Always
Reflecting and Improving	Never	Sometimes	Frequently	Always

This term, I demonstrated INTEGRITY (being honest and upright in words and actions) when ...

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Think about a change or a challenge you overcame this term.

What was difficult?

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Why did you persevere?

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What did you learn about yourself?

I am

(name a strength, trait or attitude that helped you to overcome this challenge)

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I can

(name a skill you used to help you overcome this challenge)

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I have

(name the people around you who supported you)

How have you grown in RESILIENCE (adapt well to change and recover from setbacks)?

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How did you strive for EXCELLENCE (strive for personal best)?

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# TERM 3

Artwork By  
**Aisha Zafra Binte Kalimullah**  
1SD5

*“You never really understand a person until you consider things from his point of view ... Until you climb inside of his skin and walk around in it.” – Harper Lee, To Kill a Mockingbird*

MONDAY | 30

SATURDAY | 05

TUESDAY | 01

SUNDAY | 06

WEDNESDAY | 02

**REFLECTIONS**

THURSDAY | 03

FRIDAY | 04

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*"Integrity is telling myself the truth. And honesty is telling the truth to other people."  
- Spencer Johnson*

**MONDAY | 07**

**SATURDAY | 12**

**TUESDAY | 08**

**SUNDAY | 13**

**WEDNESDAY | 09**

**REFLECTIONS**

**THURSDAY | 10**

**FRIDAY | 11**

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**JUL**

**TERM 3 WEEK 3**

*"Never do a wrong thing to make a friend-or to keep one."  
- Robert E. Lee*

**MONDAY | 14**

**SATURDAY | 19**

**TUESDAY | 15**

**SUNDAY | 20**

**WEDNESDAY | 16**

**REFLECTIONS**

**THURSDAY | 17**

**FRIDAY | 18**

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# JUL

# TERM 3 WEEK 4

*"What you need to learn, children, is the difference between right and wrong in every area of life. And once you learn the difference, you must always choose the right." – Jeanne DuPrau, The City of Ember*

**MONDAY | 21**

**SATURDAY | 26**

**TUESDAY | 22**

**SUNDAY | 27**

**WEDNESDAY | 23**

**REFLECTIONS**

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**THURSDAY | 24**

**FRIDAY | 25**

**JUL - AUG**

**TERM 3 WEEK 5**

*"Be good to your work, your word, and your friend."  
- Ralph Waldo Emerson*

**MONDAY | 28**

**SATURDAY | 02**

**TUESDAY | 29**

**SUNDAY | 03**

**WEDNESDAY | 30**

**REFLECTIONS**

**THURSDAY | 31**

**FRIDAY | 01**

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# AUG

# TERM 3 WEEK 6

"If you tell the truth, you don't have to remember anything."  
- Mark Twain

MONDAY | 04

SATURDAY | 09

*National Day*

TUESDAY | 05

SUNDAY | 10

WEDNESDAY | 06

## REFLECTIONS

THURSDAY | 07

FRIDAY | 08

*"Whoever is careless with the truth in small matters cannot be trusted with important matters."  
– Albert Einstein*

**MONDAY | 11**  
*Day after National Day*

**SATURDAY | 16**

**TUESDAY | 12**

**SUNDAY | 17**

**WEDNESDAY | 13**

**REFLECTIONS**

**THURSDAY | 14**

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**FRIDAY | 15**

## AUG

## TERM 3 WEEK 8

*"To know what is right and not do it is the worst cowardice."*  
– Confucius

MONDAY | 18

SATURDAY | 24

TUESDAY | 19

SUNDAY | 24

WEDNESDAY | 20

### REFLECTIONS

THURSDAY | 21

FRIDAY | 22

*“To thine own self be true, and it must follow, as the night the day, thou canst not then be false to any man.”  
– William Shakespeare*

**MONDAY | 25**

**SATURDAY | 30**

**TUESDAY | 26**

**SUNDAY | 31**

**WEDNESDAY | 27**

**REFLECTIONS**

**THURSDAY | 28**

**FRIDAY | 29**

*“We learned about honesty and integrity - that the truth matters... that you don't take shortcuts or play by your own set of rules... and success doesn't count unless you earn it fair and square.” - Michelle Obama*

**MONDAY | 01****SATURDAY | 06****TUESDAY | 02****SUNDAY | 07****WEDNESDAY | 03****REFLECTIONS**

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**THURSDAY | 04****FRIDAY | 05***Teacher's Day*



**SEP**

**TERM BREAK**

MONDAY | 08

SATURDAY | 13

TUESDAY | 09

SUNDAY | 14

WEDNESDAY | 10

**REFLECTIONS**

THURSDAY | 11

FRIDAY | 12

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## My Personal Qualities Development Journey: Term \_\_\_\_\_ Reflection

Being Prepared for Class	Never	Sometimes	Frequently	Always
Organising Task and Time	Never	Sometimes	Frequently	Always

This term, I was SELF-DIRECTED (take responsibility for my learning and development) when I...

.....

.....

Using an Appropriate Voice Tone	Never	Sometimes	Frequently	Always
Disagreeing Appropriately	Never	Sometimes	Frequently	Always
Offering Help	Never	Sometimes	Frequently	Always
Participating in Activities	Never	Sometimes	Frequently	Always
Recognising Other's Emotions	Never	Sometimes	Frequently	Always

This term, I fostered HARMONY (work and get along well with others) by...

.....

.....

Responding to Blame	Never	Sometimes	Frequently	Always
Accepting No or Consequences	Never	Sometimes	Frequently	Always
Asking for Help	Never	Sometimes	Frequently	Always
Completing Classwork and Homework well	Never	Sometimes	Frequently	Always
Reflecting and Improving	Never	Sometimes	Frequently	Always

This term, I demonstrated INTEGRITY (being honest and upright in words and actions) when ...

.....

.....

Think about a change or a challenge you overcame this term.

What was difficult?

.....

.....

Why did you persevere?

.....

.....

What did you learn about yourself?

I am

(name a strength, trait or attitude that helped you to overcome this challenge)

.....

.....

I can

(name a skill you used to help you overcome this challenge)

.....

.....

I have

(name the people around you who supported you)

How have you grown in RESILIENCE (adapt well to change and recover from setbacks)?

.....

.....

How did you strive for EXCELLENCE (strive for personal best)?

.....

.....



# TERM 4

Artwork By  
Lee Shi Ting Charlotte  
1SD5

*"With integrity, you have nothing to fear, since you have nothing to hide. With integrity, you will do the right thing, so you will have no guilt." - Zig Ziglar*

**MONDAY | 15****SATURDAY | 20****TUESDAY | 16****SUNDAY | 21****WEDNESDAY | 17****REFLECTIONS****THURSDAY | 18****FRIDAY | 19**

*"All endings are also beginnings. We just don't know it at the time."  
 – Mitch Albom, The Five People You Meet In Heaven*

MONDAY | 22

SATURDAY | 27

TUESDAY | 23

SUNDAY | 28

WEDNESDAY | 24

## REFLECTIONS

THURSDAY | 25

FRIDAY | 26

*"The only limits for tomorrow are the doubts we have today."  
- Pittacus Lore, The Power of Six*

**MONDAY | 29**

**SATURDAY | 04**

**TUESDAY | 30**

**SUNDAY | 05**

**WEDNESDAY | 01**

**REFLECTIONS**

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**THURSDAY | 02**

**FRIDAY | 03**

*"The measure of a man is not how much he suffers in the test, but how he comes out at the end."*  
– Neal Schusterman, *UnWholly*

**MONDAY | 06****SATURDAY | 11****TUESDAY | 07****SUNDAY | 12****WEDNESDAY | 08****REFLECTIONS**

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**THURSDAY | 09****FRIDAY | 10**

*"I believed, and still believe, that you can build your dreams brick by brick. That you can accomplish anything with persistence." – Maurene Goo, I Believe In A Thing Called Love*

MONDAY | 13

SATURDAY | 18

TUESDAY | 14

SUNDAY | 19

WEDNESDAY | 15

**REFLECTIONS**

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THURSDAY | 16

FRIDAY | 17



"The real test is not whether you avoid this failure, because you won't. It's whether you let it harden or shame you into inaction, or whether you learn from it; whether you choose to persevere." – Barack Obama

MONDAY | 20

*Deepavali*

SATURDAY | 25

TUESDAY | 21

SUNDAY | 26

WEDNESDAY | 22

**REFLECTIONS**

THURSDAY | 23

FRIDAY | 24

Reflections section with horizontal lines for writing.

**OCT - NOV**

**TERM 4 WEEK 7**

*"It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things." – Leonardo da Vinci*

MONDAY | 27

SATURDAY | 01

TUESDAY | 28

SUNDAY | 02

WEDNESDAY | 29

**REFLECTIONS**

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THURSDAY | 30

FRIDAY | 31

# NOV

# TERM 4 WEEK 8

*"Kites rise highest against the wind, not with it."*  
– Winston S. Churchill

MONDAY | 03

SATURDAY | 08

TUESDAY | 04

SUNDAY | 09

WEDNESDAY | 05

## REFLECTIONS

THURSDAY | 06

FRIDAY | 07

*"If I cannot do great things, I can do small things in a great way."  
- Martin Luther King Jr.*

**MONDAY | 10**

**SATURDAY | 15**

**TUESDAY | 11**

**SUNDAY | 16**

**WEDNESDAY | 12**

**REFLECTIONS**

**THURSDAY | 13**

**FRIDAY | 14**

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# NOV

# TERM 4 WEEK 10

"Nothing can dim the light that shines from within."  
– Maya Angelou

MONDAY | 17

SATURDAY | 22

TUESDAY | 18

SUNDAY | 23

WEDNESDAY | 19

## REFLECTIONS

THURSDAY | 20

FRIDAY | 21

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## My Personal Qualities Development Journey: Term \_\_\_\_\_ Reflection

Being Prepared for Class	Never	Sometimes	Frequently	Always
Organising Task and Time	Never	Sometimes	Frequently	Always

This term, I was SELF-DIRECTED (take responsibility for my learning and development) when I...

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Using an Appropriate Voice Tone	Never	Sometimes	Frequently	Always
Disagreeing Appropriately	Never	Sometimes	Frequently	Always
Offering Help	Never	Sometimes	Frequently	Always
Participating in Activities	Never	Sometimes	Frequently	Always
Recognising Other's Emotions	Never	Sometimes	Frequently	Always

This term, I fostered HARMONY (work and get along well with others) by...

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Responding to Blame	Never	Sometimes	Frequently	Always
Accepting No or Consequences	Never	Sometimes	Frequently	Always
Asking for Help	Never	Sometimes	Frequently	Always
Completing Classwork and Homework well	Never	Sometimes	Frequently	Always
Reflecting and Improving	Never	Sometimes	Frequently	Always

This term, I demonstrated INTEGRITY (being honest and upright in words and actions) when ...

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Think about a change or a challenge you overcame this term.

What was difficult?

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Why did you persevere?

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What did you learn about yourself?

I am

(name a strength, trait or attitude that helped you to overcome this challenge)

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I can

(name a skill you used to help you overcome this challenge)

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I have

(name the people around you who supported you)

How have you grown in RESILIENCE (adapt well to change and recover from setbacks)?

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How did you strive for EXCELLENCE (strive for personal best)?

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# VIA RECORDS

Record all your VIA involvements (i.e. with your class, your CCA, own involvement outside school) in the table below.

For VIA done outside school, please pass a letter from the organisation to Ms Hazlin (Admin Executive, in the General Office), who will help to capture the hours of service rendered in the School Cockpit.

Date	Type of Activity	Venue	Organisation	No of Hours
<b>Total Number of Hours:</b>				

# MY TEST AND EXAM MARKS

Subjects	Term 1	Term 2	Term 3	Term 4	Overall
	Weighted Assessment			End-of-Year Examination	
	Sec 1 to 3	Sec 1 to 3	Sec 1 to 3	Sec 1 to 3	
	15%	15%	15%	55%	

**Graduating levels (Sec 4 & 5) will be graded by Term 1 Weighted Assessment (15%), Term 2 Weighted Assessment (15%) and Preliminary Examinations (70%).**



# REVIEWING TARGETS

Refer to your actual grades for Term 1 Weighted Assessments.

Order of Priority	Subject	Write down 2 key reasons for you not achieving / just meeting your target in the subject identified. What are the challenges you faced in this subject?  <i>E.g. I started studying for the subject only 5 days before the exam.</i>	Write down 2 <u>key strategies</u> you will use to improve your performance in the subject identified. What steps/actions would you like to take to overcome the challenges?  <i>E.g. I will spend 1 hr per day doing extra Math questions. I will read Chinese newspaper every day.</i>

# REVIEWING TARGETS

Refer to your actual grades for Term 2 Weighted Assessments.

Order of Priority	Subject	<p>Write down 2 key reasons for you not achieving / just meeting your target in the subject identified. What are the challenges you faced in this subject?</p> <p><i>E.g. I started studying for the subject only 5 days before the exam.</i></p>	<p>Write down 2 <u>key strategies</u> you will use to improve your performance in the subject identified. What steps/actions would you like to take to overcome the challenges?</p> <p><i>E.g. I will spend 1 hr per day doing extra Math questions. I will read Chinese newspaper every day.</i></p>

# REVIEWING TARGETS

Refer to your actual grades for Term 3 Weighted Assessments.

Order of Priority	Subject	Write down 2 key reasons for you not achieving / just meeting your target in the subject identified. What are the challenges you faced in this subject?  <i>E.g. I started studying for the subject only 5 days before the exam.</i>	Write down 2 <u>key strategies</u> you will use to improve your performance in the subject identified. What steps/actions would you like to take to overcome the challenges?  <i>E.g. I will spend 1 hr per day doing extra Math questions. I will read Chinese newspaper every day.</i>

# REVIEWING TARGETS

Refer to your actual grades for Preliminary/End of Year Examinations .

Order of Priority	Subject	Write down 2 key reasons for you not achieving / just meeting your target in the subject identified. What are the challenges you faced in this subject?  <i>E.g. I started studying for the subject only 5 days before the exam.</i>	Write down 2 <u>key strategies</u> you will use to improve your performance in the subject identified. What steps/actions would you like to take to overcome the challenges?  <i>E.g. I will spend 1 hr per day doing extra Math questions. I will read Chinese newspaper every day.</i>

# SETTING TARGETS

Subject	Target Grade	<i>Actual Grade</i>							
		T1 WA	Indicate Target Met with Y/N	T2 WA	Indicate Target Met with Y/N	T3 WA	Indicate Target Met with Y/N	T4 EOY	Indicate Target Met with Y/N
English Language									
Mathematics									
Mother Tongue									
*L1B5 (EXP-20), L1B4 (NA-19) L1B2 (NT-10)									

### **SCHOOL SONG**

We proudly sing about our school  
That shines among the rest.  
With youthful vigour, youthful zest,  
We'll make our school the best!

Chorus

Forward, march on,  
Serangoon Secondary School!  
We will lift our voices and sing,  
We will seek, we will strive,  
We will serve with pride,  
Honours to you we'll bring! (Repeat)

Chorus

Forward, march on,  
Serangoon Secondary School!  
We will lift our voices and sing,  
We will seek, we will strive,  
We will serve with pride,  
Honours to you!



Established 1928

### **SERANGOON SECONDARY SCHOOL | HANDBOOK 2025**

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