



Together,

Achieve Personal Excellence

Student Handbook 2026

Name: _____

Class: _____



The Singapore Flag is halved horizontally, red over white. It has at the top of the hoist, a crescent moon sided by five stars in a circle, all in white. The colour red is symbolic of universal brotherhood and equality of man and the colour white signifies pervading and everlasting purity and virtue. The crescent represents a young country on the ascent in its ideals of establishing democracy, peace, progress, justice and equality as indicated by the five stars.

MAJULAH SINGAPURA

*Mari kita rakyat Singapura
Sama-sama menuju bahagia
Cita-cita kita yang mulia
Berjaya Singapura!
Marilah kita bersatu
Dengan semangat yang baru
Semua kita bersatu
Majulah Singapura
Majulah Singapura*

ONWARD SINGAPORE

*Come, fellow Singaporeans
Let us progress towards happiness together
May our noble aspiration bring
Singapore success
Come, let us unite
In a new spirit
Let our voices soar as one
Onward Singapore!
Onward Singapore!*

THE PLEDGE

*We, the citizens of Singapore,
pledge ourselves as one united people,
regardless of race, language or religion,
to build a democratic society
based on justice and equality
so as to achieve happiness, prosperity
and progress for our nation.*

All About Me

My Name : _____

My Class : _____

My Subjects	My Teachers	Lesson Venues

My CCA:		
Fun Facts about Me:		



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About Yuying

(FUN FACT) #1

Yuying is one of the few schools in Singapore with more than 100 years of history!

Yuying Secondary School was founded by the Hainanese community in 1910 as a Chinese-medium school. At that time, it was located at Prinsep Street and named Yock Eng High School. The school began with an enrolment of only 15 students. However, it soon outgrew its premises as the enrolment continued to climb. In 1939, the School Management Board initiated a campaign to raise funds for new premises.

(FUN FACT) #2

Yuying survived World War II!

In 1941, the school moved to a new campus at 65 Tanjong Katong Road. The school programme was disrupted by the outbreak of World War II. During the war, the school premises were occupied by the Japanese armed forces. The school reopened its doors to students in July 1946 with an enrolment of 600. The post-war years were a period of rapid growth for the school, in terms of enrolment and recognition. In 1958, enrolment stood at a peak of 2400 students. During the 1960s and 70s, there was a shift from Chinese-medium to English-medium education. Thus, the school admitted its first batch of English-stream students in 1981. In 1988, the last batch of Chinese stream students graduated.

(FUN FACT) #3

Hougang is our third home!

On 9 December 1985, the school relocated to its present premises at 47 Hougang Avenue 1. The school was renamed Yuying Secondary School and was officially opened on 13 August 1987. Today, Yuying continues as a government-aided secondary school. The School Management Committee and School Alumni Association (founded in 1994) continue to actively support school programmes.

My Semester 1 Timetable (Odd) Week

Class: _____

	Mon	Tue	Wed	Thurs	Fri
0740-0750	FRC	FRC	FRC	FRC	FRC
0750-0800					
0800-0835					
0835-0910					
0910-0945					
0945-1020					
1020-1055					
1055-1130					
1130-1210					
1210-1250					
1250-1325					
1325-1400					
1400-1435					
1435-1510					

My Semester 1 Timetable (Even) Week

Class: _____

	Mon	Tue	Wed	Thurs	Fri
0740-0750		FRC	FRC	FRC	FRC
0750-0800					
0800-0835					
0835-0910					
0910-0945					
0945-1020					
1020-1055					
1055-1130					
1130-1210					
1210-1250					
1250-1325					
1325-1400					
1400-1435					
1435-1510					

My Semester 2 Timetable (Odd) Week

Class: _____

	Mon	Tue	Wed	Thurs	Fri
0740-0750	FRC	FRC	FRC	FRC	FRC
0750-0800					
0800-0835					
0835-0910					
0910-0945					
0945-1020					
1020-1055					
1055-1130					
1130-1210					
1210-1250					
1250-1325					
1325-1400					
1400-1435					
1435-1510					

My Semester 2 Timetable (Even) Week

Class: _____

	Mon	Tue	Wed	Thurs	Fri
0740-0750		FRC	FRC	FRC	FRC
0750-0800					
0800-0835					
0835-0910					
0910-0945					
0945-1020					
1020-1055					
1055-1130					
1130-1210					
1210-1250					
1250-1325					
1325-1400					
1400-1435					
1435-1510					

School Crest



The school crest is made up of 2 concentric circles, with the picture of an eagle in the shape of a Capital Y depicted in the inner concentric circle.

The outer ring comprises the name of the school, Yuying Secondary School and the School Motto, 'Together, Achieve Personal Excellence.'

The inner ring has the name of the school depicted in its Chinese characters. As the Chinese word 'Yu' means to nurture or to cultivate and 'Ying' means heroes or talent, taken together, it portrays the desire of the school to nurture our students and develop their talents so that they can be useful citizens of Singapore.

The eagle in the inner ring of a 'Y' is used as a symbol to represent the kind of student which the school would like to develop i.e. to be like a soaring eagle; strong, swift and powerful, decisive and resilient, always striving to achieve greater heights.

The colour white symbolises purity while the red eagle signifies universal brotherhood and teamwork and hence the school motto, 'Together, Achieve Personal Excellence.'

Our School

VISION

Every Yuying student an EAGLE

- Enterprising, Adaptable, Gracious, Leaders of the future

每个育英学子具备创新进取精神、适应变通能力、包容谦和态度，及未来
引领者的素质。

Our vision statement represents Yuying's commitment to nurture future-ready leaders. As a school with a rich history, the vision encapsulates Yuying's ability to navigate through different seasons, developing critical skills and strengths in our students to enable them to succeed. Since its inception, Yuying has embedded the needs of the community at its core. We will continue to develop gracious individuals who create a positive and welcoming atmosphere for all while contributing to the overall wellbeing of their communities. Despite the challenges during the post-war period, our Yuying founders also sought to tap on the strengths of the community in order to pull resources together. They displayed resilience in the face of adversity and emerged as effective problem solvers by taking on the challenges. Yuying will continue to prioritise innovation among students to keep them flexible and adaptable in a dynamic and evolving world, preparing them to be leaders of the future.

MISSION

Nurturing a Curiosity to Learn and a Heart to Serve

培育富有求知精神、热心服务社会的学生

This captures the essence of our mission to foster an enthusiastic desire for knowledge in our students. Our curriculum and the Applied Learning Programme (ALP) aim to promote critical thinking and a desire to ask questions and seek out new information on a regular basis. At the same time, we aim to develop students' awareness of their surroundings and a sense of rootedness through our co-curricular activities and our Lifelong Learning Programme (LLP). This will then strengthen their resolve to do good for the community and find meaning in contributing to the lives of others.

VALUES

Integrity, Resilience, Respect and Responsibility

诚信慎行、坚韧刚毅、友爱尊重、担当尽责

The school's core values are drawn from the enduring values that form the bedrock of our national values. As a school, Yuying aims to create a positive environment that will develop our students' personal character and nurture in them our shared societal and national values.

MOTTO

Together, Achieve Personal Excellence

携手成就个人卓越

The school motto, 'Together, Achieve Personal Excellence' signifies the importance of teamwork and unity within the school. With strong partnership among staff, students and our stakeholders, the school aims for every individual to pursue their personal best with courage and determination, so that they can become better versions of themselves. This effort will help the school to achieve excellence and collective success.

DESIRED STUDENT OUTCOMES

LIFELONG LEARNER

- Takes responsibility for one's own learning
- Demonstrates curiosity and zest to take on new experiences
- Perceives any failure as a learning opportunity
- Perseveres in the pursuit of learning

COMPASSIONATE LEADER

- Displays courage to do what is right
- Exemplifies school values daily
- Shows resilience and adaptability amidst challenges
- Communicates with compassion and acts with conviction

ENTERPRISING CHANGEMAKER

- Fosters collaboration and works effectively in teams
- Thinks innovatively and exercises initiative
- Embraces challenges and strives for excellence

RESPONSIBLE CITIZEN

- Takes pride in being a Singaporean
- Contributes actively to a safe and inclusive community
- Demonstrates responsibility to family, community and nation

SCHOOL RULES AND REGULATIONS

DISCIPLINE PHILOSOPHY

We believe that every Yuying Eagle can be a disciplined individual who is able to make responsible decisions. This includes individuals exhibiting exemplary conduct and upholding school values of Integrity, Respect, Resilience and Responsibility. We also believe that every individual can influence others positively to create a caring and supportive community.

DISCIPLINE APPROACH

The school believes in providing a quality school experience for our students and adopts an educative approach in managing student discipline while enabling Yuying Eagles to learn how to manage themselves and build positive relationships with others. The set of school rules and regulations serve to provide a clear common code of conduct in order to ensure a caring and enabling environment for all.

A. RULES

The following are mandatory rules that all students must observe:

1. Flag-Raising Ceremony

The Singapore flag, National Anthem and Singapore Pledge are symbols of statehood, and reflect the ideals, beliefs and values of our nation. Students must respect the Singapore flag, National Anthem, and Singapore Pledge.

1.1 Students who are Singapore Citizens must sing the National Anthem and take the Pledge. Students will take the Pledge with their right fist over the heart.

1.2 Non-Singaporean citizens are to stand at attention.

2. Attendance and Punctuality

Attendance and punctuality are important in order that students learn well under the guidance of our teachers. Students need to have the curiosity to learn and be personally responsible to be in school punctually every day. Regular attendance enables every student to actively participate in school activities that enhance learning and promote personal development. Being in school on time helps to ensure that every student is ready for the day's programme(s).

2.1 Students must be present for all school activities including the flag-raising ceremony (FRC), lessons, co-curricular activities (CCAs) and official school functions.

2.2 An SMS will be sent to parent(s) or guardian by 9.30 a.m. via SC Mobile daily to inform parent(s) or guardian should the student's absence from school is not accounted for.

- 2.3 Students who are absent from any of these activities must produce relevant documents such as medical certificates to explain their absence.
- 2.4 Excuse letters from parents are strongly discouraged. The school permits a maximum of two parent letters per term to explain a student's absence. The letter must be signed by a parent or guardian.
- 2.5 The school does not support students going for vacation before the close of the school term or return after the start of the school term. Such absences will be marked as Absence without Valid Reason(s).
- 2.6 Inform the class teacher or CCA teacher immediately if a student feels unwell while in school. The student will be referred to the General Office to complete the 'Early Leave Form for Students'. The student's parent or guardian will be contacted to make the necessary arrangements to pick up the student from school.
- 2.7 Inform the class teacher or CCA teacher if a student needs to leave the school early for valid reasons. The student will be referred to the General Office to complete the 'Early Leave Form for Students'. The student's parent or guardian will be contacted to make the necessary arrangements to pick up the student from school.
- 2.8 Students who are unable to attend school during curriculum time due to involvement with personal commitments will need to seek special permission from the relevant Year Head.
- 2.9 School begins at 7.40 a.m. with the flag-raising ceremony. All students are expected to assemble at the **FRC venue by 7.40 a.m.** Any changes to the venue will be announced via the public announcement system. Students who are not present at FRC venue will be marked late.
- 2.10 Students who arrive in school after 7.40 a.m. need to report to the Late-coming Team at the Canteen for FRC, and for their attendance to be marked. Students who arrive after 8.25 a.m. will first report to the Guard House then proceed to the Student Management Office for their attendance to be marked.
- 2.11 Students who are late for more than three occasions will face disciplinary consequences. Students who are late for more than 4 times per term, their latecoming will be recorded as a minor offence.
- 2.12 Students who have a high frequency of latecoming and/or absence without valid reason may be awarded a "Fair" or "Poor" conduct grade in their Report Book.
- 2.13 Students who are caught not attending lessons without valid reasons may be awarded a "Fair" conduct grade in their Report Book.
- 2.14 A student whose attendance falls below 80% (excluding those with valid reasons) may not be eligible to sit for examinations.

3. Attire and Appearance

Appropriate personal grooming and appearance complement the school uniform to ensure that Yuying Eagles look smart and presentable at all times. Being appropriately attired enables Yuying Eagles to be ready for learning, which is a disposition for students to be successful in life.

3.1 School Uniform

The school uniform is part of the identity of the school. Wearing the prescribed school uniform will ensure students identify with the school while committing to upholding the common space.

3.1.1 Students are to wear the prescribed uniform and no modification to the uniform is allowed.

3.1.2 Students must wear **full school uniform** on Mondays. Students must also wear prescribed **full school uniform** during official events or examinations.

FULL SCHOOL UNIFORM

School uniform blouse and school pants / shirt



Upper Secondary Boys
Full School Uniform



Lower Secondary Boys
Full School Uniform



Girls Full School
Uniform

3.1.3 Students may report in **dress down half uniform** on CCA Days on Tuesdays and Fridays.

DRESS DOWN HALF UNIFORM

CCA or school-approved top and school pants / skirt



3.1.4 Students may report in **half uniform** on Wednesdays and Thursdays.

HALF UNIFORM

PE T-shirt and school pants / skirt



- 3.1.5 Boys are to ensure that their shorts / trousers are not tapered / altered. The length of their trousers should cover their socks. No folding is allowed.
- 3.1.6 Girls are not allowed to alter or shorten their skirts. The skirts should be maintained at knee length.
- 3.1.7 Students are expected to wear the **school's PE T-shirt and school shorts** during PE lessons. For hygiene reasons, they are to change back into their full uniform during the recess after the PE lessons. Should the PE lessons take place after recess, students are to change into their half uniform immediately after the lesson.

PE ATTIRE

PE T-shirt and PE shorts



- 3.1.8 Students must wear white athletic shoes with white laces or white velcro. Students are to wear only plain white socks without logos or designs and must visibly cover the ankle.



- 3.1.9 No slippers or sandals are allowed to be worn in school at all times, unless for medical reasons and with special permission from the school.

3.1.10 Approved attire must be worn when students return to school on Saturdays or during school holidays for activities. Please refer to 3.1.2, 3.1.3, 3.1.4 and 3.1.7 for approved attire.

3.1.11 Students are prohibited from wearing religious adornments, fashion accessories or items not in the prescribed school uniform. Fashion accessories include handbags, pouches and clutch bags. Students are expected to have a proper school bag with the appropriate items for school.

3.1.12 Only school-approved jackets, such as the school jacket, can be worn if a student feels cold.

3.1.13 All CCA-related attire must be approved by HOD / PE & CCA.

3.2 General Appearance and Grooming

3.2.1 Students should look clean and neat at all times.

3.2.2 Coloured contact lenses, pupil-enlarging contact lenses or other forms of cosmetic lenses are not allowed.

3.2.3 Fingernails must be kept short and clean, without nail polish or nail art.

3.2.4 Body art of any form is not allowed (e.g. drawings, tattoos, henna).

3.2.5 Body piercings, nose and tongue studs / rings are not allowed.

3.2.6 Students must not dye, highlight or tint their hair.

3.2.7 Girls are only allowed to wear white or neutral-coloured top undergarments.

3.2.8 Make-up of any form, including eyelash extension, is not permitted. Only neutral-coloured pimple patches are allowed.

3.2.9 Girls are only allowed to wear a matching pair of small, simple plain ear studs at the lowest ear hole of each ear lobe.

3.2.10 Boys must be clean-shaven at all times. No facial hair (moustache, beard, thick sideburn) is allowed.

3.2.11 Boys are strictly not allowed to wear ear studs / sticks / rings.

3.2.12 Students are to adhere to the following conditions pertaining to hairstyles:

BOYS



GIRLS



- Fringe must not be touching the eyebrows.
- Hair at the side should be sloped gently and not touch the ears.
- Hair should be sloped gently and not touch the collar.
- No overlaps / undercut styles are allowed.

- Hair reaching below the collar must be tied up neatly with black hair accessories.
- Fringe that is long enough to cover the eyebrows must be combed back and secured with black hair pins or a hairband. It should not hang loosely in front or at the side of the face.

3.2.13 Students with improper and/or outlandish hairstyles will be allowed to return to class only after they have their hair properly cut, styled and approved by the school.

4. Conduct

Students should exercise consideration for others and practice responsible decision-making at all times. This is necessary to create a caring and enabling environment for all.

4.1 Learning at Classrooms / Special Rooms / Laboratory / Teaching Venues

- 4.1.1 Students must always contribute towards a conducive learning environment in all venues.
- 4.1.2 Students are expected to keep their learning environment clean at all times.
- 4.1.3 Handphones must be locked up in the handphone lockers in the classrooms during curriculum hours.
- 4.1.4 Students are expected to have the necessary learning materials readily available as specified by the teachers.
- 4.1.5 Students are to remain attentive and awake during lessons.
- 4.1.6 Students are expected to move from one venue to another with a sense of urgency and in an orderly manner.

4.1.7 Students who need to leave a lesson for valid reasons must seek the permission of the classroom teacher to obtain a 'Movement Pass' from the teacher. Students are to wear the pass prominently when they leave the classrooms.

4.1.8 Specific rules pertaining to the use of special rooms / laboratories must be strictly followed.

4.2 Mealtimes at the Canteen

4.2.1 Students must queue up in an orderly manner when buying food and drinks. Placing orders on behalf of others is not allowed.

4.2.2 Food and drinks must only be consumed within the school canteen unless instructed otherwise.

4.2.3 All utensils must be returned to the respective receptacles after use.

4.2.4 Students are expected to dispose of all food waste, packaging and litter found in the canteen into the bins provided.

4.2.5 Students are not allowed to loiter in the classrooms or along the corridor during meal breaks.

4.2.6 Students must return to their classrooms before the bell rings.

4.3 Access to Staff Rooms and HOD Rooms

4.3.1 The Staff Rooms and HOD Rooms are out of bounds to all students unless their presence is required by a teacher.

4.4 Use of School Facilities

4.4.1 Students must use the school facilities (e.g. hall, gym and other special rooms) with authorisation and approval from the teacher-in-charge.

4.4.2 The rules pertaining to the use of various school facilities must be strictly adhered to at all times.

4.4.3 Students must take good care of all school facilities and equipment. This also includes maintaining the cleanliness of the spaces.

4.4.4 Students must not remove any furniture and equipment from any room without the permission of the school's Operations Manager (OM) or the school authorities.

4.4.5 Lockers are the property of the school and are provided on loan to students.

4.4.6 Students are prohibited from storing any illegal or inappropriate items in the lockers. Students are also expected to take care of their lockers.

4.4.7 Vandalism to school facilities and properties will be dealt with severely.

4.5 Reporting Lost Items and Belongings

- 4.5.1 Students must inform the class teacher or CCA teacher immediately in the event that they have misplaced their personal belongings or valuables. Students must also report the loss, which will be documented in the "Lost and Found" book at the General Office. Students will be notified of the item upon its recovery.
- 4.5.2 Students who discover an unattended item or an item that does not belong to them are required to bring it to the General Office and report it as a lost item.

5. Use of Mobile Devices and Mobile Etiquette

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, students are to abide by the rules stated in the Acceptable Use Policy Agreement.

The policy applies to all students in Yuying Secondary School and the use of our school's ICT facilities, equipment and resources, as well as students' personal devices (e.g. mobile phones). ICT facilities, equipment and resources include the following, but are not limited to, MOE / school-deployed ICT system accounts, the school's Internet network, IT, the device management application (DMA), lab, hardware (e.g. laptops, tablets, computers), software (e.g. school's learning management system, productivity software, online tools) and peripherals (e.g. projector, visualiser, camera).

Students are also reminded that the use of mobile phones are only allowed before school and after school.

Students who have infringed any of the above rules governing the use of mobile devices will have their devices confiscated and will be dealt with accordingly by the school or relevant authorities. All confiscated items (including items not mentioned in the list above) must be collected by parent(s) and at a mutually agreed time.

6. Prohibited Items

- 6.1 Students are not allowed to have any weapons in their possession. Students are also not allowed to bring any weapon-like items which can be used, or intended to be used, to cause harm to others. This includes bringing tools like pen knife, Swiss Army knife, gravity knife / butterfly knife, ninja star etc.
- 6.2 The following items are also banned in school:
 - a) Chewing gum / Bubble gum
 - b) Pornographic materials
 - c) Lighters / inflammable substances (petrol, kerosene, gas cylinders)
 - d) Any tobacco products / imitation tobacco products / imitation tobacco paraphernalia / vape device / vaping paraphernalia
 - e) Alcohol
 - f) Inhalant substances and other hazardous materials which pose a potential danger to both school environment and property
 - g) Poker cards or other card types that promote gambling
 - h) Cosmetics products i.e. makeup

Any of the above items found in the student's possession will be confiscated and consequences will be meted out accordingly. All confiscated items (including items not mentioned in the list above) must be collected by parent(s) or guardian at a mutually agreed time.

7. Personal Data Protection Act (PDPA)

7.1 Photographs or video images of students and their parents may be captured during school activities and events. The school may use and publish such photographs and/or video recordings in school publications, websites, social media channels and other communication channels.

B. OFFENCES AND CONSEQUENCES

The school has zero tolerance for serious offences that are detrimental to the physical and emotional well-being of the school community. Yuying Eagles need to exercise care for self and others and be responsible in making the right choices.

The following offences are classified as serious offences. Students who commit these offences will be dealt with severely by the school or relevant authorities. Consequences could include caning and suspension. Students will also be referred for counselling to support behavioural modification.

1. LIST OF OFFENCES

Attendance	Defiant behaviour		
<ul style="list-style-type: none">• Latecoming• Skipping classes• Leaving school grounds without permission• Truancy	<ul style="list-style-type: none">• Open defiance		
Damage or Infringement to Property and Resources		Dishonest Behaviours	
<ul style="list-style-type: none">• Negligent Damage of Property• Cybersecurity violations• Trespassing and unauthorised access	<ul style="list-style-type: none">• Vandalism• Arson	<ul style="list-style-type: none">• Cheating in assessments• Forgery	<ul style="list-style-type: none">• Scams and frauds• Theft
Inappropriate Behaviours			
<ul style="list-style-type: none">• Using vulgar and/or abusive languages or gestures• Insensitive acts and/or remarks• Playful and/or uncooperative behaviours• Online misconduct		<ul style="list-style-type: none">• Assault• Bullying (cyber, physical, social, verbal)• Gangsterism• Fighting	

Substance Abuse	Sexual Misconduct
<ul style="list-style-type: none"> • Alcohol • Inhalant • Smoking 	<ul style="list-style-type: none"> • Vaping • Drug
Others	
<ul style="list-style-type: none"> • Improper attire and grooming • Littering • Not doing or completing assignments • Disruptive behaviour 	<ul style="list-style-type: none"> • Gambling • Possession of weapons • Other offences

Any student who breaches the School Rules and Regulations is liable to face (at the school's discretion) one or more of the following disciplinary interventions (not listed in order of priority and not exhaustive) depending on the nature, frequency and severity of the offence committed.

2. DISCIPLINARY INTERVENTIONS

SCHOOL—BASED INTERVENTIONS FOR SERIOUS AND VERY SERIOUS OFFENCES

	Serious Offences	Very Serious Offences	
	Consequences		Supportive Measures
First offence	<ul style="list-style-type: none"> • Suspension: 1 – 3 days and; • Conduct Grade: 'Poor' and; • Removal of privileges 	<ul style="list-style-type: none"> • Suspension: minimum of 3 days, up to 5 days and; • Conduct Grade: 'Poor' and; • Minimum 2 strokes of cane [For boys only] and; • Removal of privileges 	<ul style="list-style-type: none"> • Mandatory Counselling
Second offence	<ul style="list-style-type: none"> • Suspension: 3 – 5 days and; • Conduct Grade; 'Poor' and; • 1 stroke of cane [For boys only] and; • Removal of privileges 	<ul style="list-style-type: none"> • Suspension: minimum of 5 days, up to 14 days and; • Conduct Grade; Poor and; • Minimum 2 strokes of cane [For boys only] and; • Removal of privileges 	
Subsequent offence	<ul style="list-style-type: none"> • Suspension: 5 – 14 days • Conduct Grade: 'Poor' and; • 2 strokes of cane [For boys only] and; • Removal of privileges 		

Other disciplinary consequences include:

- Immediate rectification
- Confiscation of item(s)
- Expulsion
- Referral to external agencies for further assistance
- Referral to Police for further investigation
- Other actions prescribed by the school

SCHOOL—BASED INTERVENTIONS FOR VAPING OFFENCES

	Vaping	Vaping with Etomidate	
	Consequences		Supportive Measures
First offence	<ul style="list-style-type: none">• Suspension: 1 – 3 days and;• Conduct Grade: 'Poor' and;• Removal of privileges	<ul style="list-style-type: none">• Suspension: minimum of 3 days, up to 5 days and;• Conduct Grade: 'Poor' and;• Minimum 2 strokes of cane [For boys only] and;• Removal of privileges	<ul style="list-style-type: none">• Mandatory Counselling
Second offence	<ul style="list-style-type: none">• Suspension: 3 – 5 days and;• Conduct Grade; 'Poor' and;• 1 stroke of cane [For boys only] and;• Removal of privileges	<ul style="list-style-type: none">• Suspension: minimum of 5 days, up to 14 days and;• Conduct Grade; Poor and;• Minimum 2 strokes of cane [For boys only] and;• Removal of privileges	
Subsequent offence	<ul style="list-style-type: none">• Suspension: 5 – 14 days• Conduct Grade: 'Poor' and;• 2 strokes of cane [For boys only] and;• Removal of privileges		

Notes:

- a. The school-based disciplinary actions will be meted out in addition to the national penalties imposed by HSA.
- b. Students caught selling and trafficking of e-vaporisers may be considered for additional school-based consequences, including expulsion (for secondary schools and JCs / MI).

SCHOOL—BASED INTERVENTIONS FOR MINOR OFFENCES

	Consequences	Supportive Measure
First-time offender	<ul style="list-style-type: none"> • Corrective Work; and/or • Reflection Essay; and/or • Apology and/or • Research and Presentation to class on harms caused and/or • Conduct Grade adjustment (where relevant) 	<ul style="list-style-type: none"> • Counselling • Skills and Competency Development
Second-time offender	<ul style="list-style-type: none"> • Corrective Work; and/or • Detention; and/or • Reflection Essay; and/or • Discipline Offence Notice; and/or • Ineligibility for scholarships/awards, leadership appointments, overseas trips, school team representation and/or • Conduct Grade adjustment and/or • Other actions prescribed by the school 	
Subsequent offenders	<ul style="list-style-type: none"> • Corrective Work; and/or • Detention; and/or • Reflection Essay; and/or • Discipline Offence Notice; and/or • Ineligibility for scholarships/awards, leadership appointments, overseas trips, school team representation and/or • Conduct Grade adjustment and/or • Other actions prescribed by the school 	

All offences committed will be entered into the School Cockpit. A student's conduct grade is awarded according to his/her demonstration of school values through his/her behaviour at the end of each semester. It would also be adversely affected by the severity and frequency of the offences committed.

A 'Fair' or 'Poor' conduct grade would affect his/her eligibility for awards, bursaries and scholarships, such as the Edusave Awards and Bursary.

Any student leader who is undergoing discipline-related follow-up will be suspended from duty. The Student Leadership Development Committee will determine the student leader's suitability in his/her role(s) after the outcome is finalised.

*** The school reserves the right to introduce new rules and regulations to modify the existing ones as and when it deems appropriate and necessary. The school also reserves the autonomy to add to the school-based consequences based on assessment of the case.**

The school-based disciplinary measures will be meted out in addition to penalties imposed by the Courts or Law Enforcement Agencies.

STUDENT WELL-BEING

1. Counselling Services

Counselling services are provided for any student who wants to have a discussion or requires support for his or her well-being. Should you require such support, you can:

- approach your Form Teachers, Subject Teachers, Year Heads, or Teacher Counsellors.
- make appointments to see our School Counsellors (Mrs Devan, Mdm Suvetha Pillay and Mr Gary Ow) either through your Form Teachers or Year Heads.
- approach the School Counsellor directly at the Wings Room (beside the St John Brigade Room). The School Counsellors are available to provide counselling support from Mondays to Fridays, from 7.30 a.m. to 3.30 p.m.

Alternatively, you may use the following hotlines if you need a listening ear after school hours.

Samaritans of Singapore (SOS)

Call: 1-767 (24 hour helpline)
Email: pat@sos.org.sg

Community Health Assessment Team (CHAT)

Call: 64936500 / 64396501
Visit: CHAT Hub at
*SCAPE, #05-05
Email: CHAT@mentalhealth.sg

TOUCHline

Call: 1800-3772252
Monday – Friday
(Excluding Public Holidays):
9am–6pm

eC2

Chat with a counsellor online
at: www.ec2.sg
Monday – Friday
(Excluding Public Holidays):
10am – 12pm & 2pm – 5pm

mindline.sg

Find out more:
www.mindline.sg

Help123

Call: 1800 6123 123
Find out more: help123.sg
Monday – Friday
(Excluding Public Holidays):
10am–6pm

2. Year Heads / Assistant Year Heads

Year Heads (Lower Secondary): Ms Linda Marie

Secondary 1: Mr Roysmond Sim

Secondary 2: Ms Anu Priya

Year Heads (Upper Secondary): Mr Eric Chew

Secondary 3: Ms Marsha Ho

Secondary 4: Mr Kelvin Goh

3. Education and Career Guidance (ECG)

Our ECG curriculum focuses on helping our students explore their strengths, interests and career aspirations and equipping them with the relevant information to make an informed choice on their post-secondary educational pathways and possible career options. The ECG curriculum is delivered as part of the Character and Citizenship Education curriculum (CCE 2021). In addition, students who are keen to explore more about subject choices, post-secondary education options or career interests can consult our school's ECG Counsellor, Mr Benjamin Png, who is stationed at the school (Wings Room) on Wednesdays and Thursdays. Students can make an appointment for a consultation session (individually or in small groups) with the ECG Counsellor through their Form Teachers or Year Heads / Assistant Year Heads.

4. Supportive strategies

The Resilience Learning Aid helps you discover how your unique strengths can support you in overcoming challenges and growing stronger.

Resilience Learning Aid



I am
The values, beliefs and positive attitudes that help you overcome challenges. Some examples can include:

- I am grateful for people in my life.
- I am confident of my abilities.
- I am learning from my mistakes/ failures.
- I am improving with practice.
- I am hopeful for the future.
- I am living out my values.

I can
The skills and strategies to help you overcome challenges. Some examples can include:

- I can think flexibly.
- I can problem-solve.
- I can manage my emotions.
- I can cope positively.
- I can seek help.

I have
The caring and enabling environment that will help you overcome challenges. Some examples can include:

- I have people who provide help during times of illness, danger or when I need to learn.
- I have people who anchor limits and parameters for me to remain safe and well.
- I have people whom I can learn the right way to do things through their words and actions.
- I have people who encourage me and give me practical help during tough times.
- I have people who nudge me to reach out for help from trusted adults or professionals when I am overwhelmed.
- I have people who believe in me and help me to be independent.

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HOW ARE YOU FEELING RIGHT NOW AND WHICH ZONE ARE YOU IN?

The ZONES of REGULATION



How can you cope with negative emotions?

- Practise relaxation techniques, such as deep breathing, squeezing your hands tightly and then releasing the tension.



Starting the Day Right with Deep Breathing and Positive Reframing

- Breathe in and check-in which zone you are in.
- Breathe out and identify what is making you feel this way.
- Breathe in and identify a thought that crossed your mind.
- Breathe out, mentally rise above the thought and positively reframe it.

Alternatively, you can also try following this guided breathing whenever you feel overwhelmed:



- Treat yourself to something you enjoy doing like listening to music or indulging in a hobby.
- Use positive self-talk. Accept and learn to love yourself. For example, tell yourself: "I can get help", "I can cope, and things will get better", "I am not what they say I am".



MAKING POSITIVE SELF-STATEMENTS

- 1 Think about past achievements or improvements you have made in your life.
- 2 Make positive statements about what you did.
- 3 Begin by saying to yourself,

"I did well when I ..."

or

"I am proud of myself when I ..."

DO

- ✓ Celebrate the little achievements and improvements you have made
- ✓ Be truthful
- ✓ Value your efforts and others' efforts

DON'T

- ✗ Look down on your own efforts
- ✗ Lie, exaggerate or boast about yourself
- ✗ Put down others' efforts

RECOGNISING OTHERS' 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 way.
- 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 ... ?"

DO

- ✓ Take time to listen
- ✓ Observe the situation carefully

DON'T

- ✗ Show impatience
- ✗ Jump to conclusions
- ✗ Judge any emotions too quickly

How can I support my friend?



Coping Strategies



The coping strategies above are suggestions and there are other examples in addition to what has been listed.

MANAGING BULLYING

Reach Out. Don't Doubt

You want to report bullying/ cyberbullying incident?

You have a concern/ issue you would like to raise to your teachers?

<https://go.gov.sg/eagle-eye>

Read more about what is cyberbullying and what to do in a cyberbullying incident:
<https://go.gov.sg/mlc-cyberbullying>



MANAGING BULLYING

What should you do if you experience Bullying?



1-2-3 Bully Free

1 - Keep Calm

- Do not react. Keep your face calm until you are away from the bully. A bully thrives on your reaction. So, do not give in to them.

2 – Diffuse

Bullying			Cyberbullying
Ignore	Walk away	Talk friendly	Stop & Block
Pretend you didn't hear it	Stand tall, head up high	Use a calm voice	STOP responding or communicating online
Do not make eye contact	Look confident	Maintain eye contact when talking	BLOCK all communications with the cyberbully
Count to five in your head slowly	Walk somewhere, preferably towards a congested area		
Take slow deep breaths	Do not look back and don't run!		

3 – Report

(For cyberbullying offences, do remember to SAVE all evidences)

Option 1: Tell a trusted adult or inform any bystander at the scene.

Option 2: Online reporting – Yuying Cares (Refer to the lower half of page 28)

ACCEPTABLE USE POLICY (AUP)

Purpose of the Acceptable Use Policy (AUP)

Technology is an essential part of learning in today's world.

This Acceptable Use Policy (AUP) establishes guidelines on the appropriate use of EdTech resources to help students understand how to use these resources safely and responsibly, in line with efforts to develop students' digital literacies and growth as digitally responsible citizens.

EdTech resources include the following, but are not limited to:

- Learning devices (e.g. Personal Learning Devices (PLDs), school devices)
- ICT system accounts (e.g. Singapore Student Learning Space (SLS), iCON); and school Internet networks.

General

1. Students should not attempt to access data, system and information that they are not authorised to access.
2. Students are reminded that the use of learning devices and the school's EdTech resources should solely be for the purpose of learning.

[For Secondary Schools] Using your PLD

3. Students are responsible for their PLDs. In the event of loss or theft of the device, students must make a police report and report the matter to the school.
4. In order to have a seamless learning experience, students should ensure that their PLDs are fully charged before bringing them to school. Should students need to charge their PLDs, they should only do so at home.
5. Students are reminded to keep their PLDs updated by installing the relevant patches and updates when being prompted by the system.
6. All PLDs are installed with a Device Management Application (DMA) to support a safe and conducive learning environment. Students should not attempt to bypass the DMA.
7. Students are responsible for regularly backing up their learning materials in their PLDs to prevent data loss.

Being a Responsible Digital Citizen

8. Students should interact with others in a respectful and responsible way. Students should not post online remarks that are
 - racially and/or religiously insensitive,
 - vulgar and/or offensive, or
 - hurtful to others.
9. Students should not use any devices to
 - store, modify, create or share content (e.g. documents, presentations, pictures and videos) that is inappropriate (e.g. indecent, pornographic, defamatory, hurtful to self or others).
 - make threats, cause harassment or embarrassment, impersonate or intimidate others.

ACCEPTABLE USE POLICY (AUP)

10. Students should not use MOE / school-deployed ICT system accounts for any commercial activities (e.g. buying and selling of goods and services).

Non-compliance with the above will lead to disciplinary action in accordance with the school's discipline policy.

Respecting Copyright

11. Students are reminded to obtain explicit permission from the content owner(s) before downloading, copying or sharing any copyrighted materials (e.g. pictures, videos, music).
12. Students should not use, copy, edit or share digital files in an unauthorised or illegal manner.

Using Artificial Intelligence (AI)

13. Students must ensure that they meet the minimum age requirement specified in each AI tool's age restrictions before using it.
14. If the use of AI is permitted, students should acknowledge the use of AI in weighted assessments and homework as required.
15. Students are to practise academic integrity and be responsible for their own learning when using AI. Students must understand that they are ultimately short-changing themselves if they pass off others' work as their own.

Staying Safe and Secure Online

16. Students should report any incidents (e.g. unusual device behaviour or inappropriate use of devices) to the school via <https://go.gov.sg/eagle-eye>.
17. Students are reminded to develop online safety habits. These include not disclosing personal access credentials (e.g. MIMS password, PLD passcode), sensitive personal data (e.g. home address, passwords) online or on AI platforms, verifying credibility of online content before sharing, avoiding clicking on suspicious links or downloading unknown files, and being cautious when interacting with others online (e.g. on social media) by not engaging with strangers.
18. Students should exercise caution regarding the limitations of AI tools, including potential inaccuracies / fabricated responses, inherent biases and outdated information.

Digital Wellbeing and Balance

19. Students are reminded to balance screen time with other activities including physical exercise and face-to-face social interactions.
20. Students should avoid excessive use of their devices outside learning hours.
21. Students should take regular breaks to rest their eyes and mind.
22. Students are reminded to practise good sleep hygiene by not using their devices one hour before bedtime.

CYBER WELLNESS

BE KIND: POSITIVE INTERNET BEHAVIOUR



The Internet is a double-edged sword that presents both opportunities and risks. When we choose to use the Internet positively, we commit to acting responsibly and ethically, while inspiring others to do the same.

Why do you need to know this?

Everything that we do or say online has real-life impact on, not just ourselves, but entire communities. It can lead to serious consequences. Hence, a little positivity will go a long way.

Here are some ways you can treat yourself and others with Respect & Dignity online:

1. Post Positively

- As a general rule of thumb, don't say anything online that you would not say to someone's face. It is common for people to have differing opinions, but there is never a need to be disrespectful or insulting.
- Think before you post! Sometimes, we may feel compelled to "rant" online after negative experiences. However, it is better to frame your thoughts constructively.
- Post positive reviews or supportive comments to encourage others online.

2. Think before you share

- Avoid oversharing personal information, such as your phone number, address or birth date.
- Before you forward a photo, link or text message you receive, it's best to check that it is not a hoax, scam or false information.
- What might seem harmless and funny online could spread negativity or end up humiliating someone else.

3. Exercise Empathy

- Treat others the way you would want them to treat you.
- Always remember that the person you're addressing online has feelings too.
- Show graciousness and kindness to fellow netizens — everyone can benefit from more positivity.

Source: Adapted from <https://www.betterinternet.sg/Resources/Resources-Listing/Be-Kind---Positive-Internet-Behaviour>

CYBER WELLNESS

HEALTHY SCREEN TIME HABITS

Why is too much screen time bad for us?

Excessive screen time is associated with:

1. **Shorter attention spans** - Constant exposure to short-form rapid-fire videos and notifications train our brains to expect instant rewards.
2. **Poorer language skills** - Passively receiving information from the screen decreases opportunities to practise responding to crucial contextual information shared in real time and looking out for non-verbal cues like facial expression and body language which makes up a large part of communication.
3. **Difficulty falling asleep** - Exposure to light one hour before sleep time reduces the production of the sleep hormone, melatonin, making it harder for the brain to wind down and sleep.
4. **Lethargy and risk of obesity** - Passively watching from a device for a continuous span of time leads to a lack of physical activity, and this decreases energy expenditure, leading to a risk of gaining weight. Also, the brain is constantly stimulated by light and sound from the device, leading to overstimulation which results in fatigue.

What are some good practices for screen time?

1. Use the 20-20-20 rule - For every 20 minutes spent on a screen, look away at an object that is at least 20 feet (6 metres) away, for at least 20 seconds.
2. Set aside time for rest, physical exercise and in-person interactions.
3. Avoid screen use within 1 hour of bedtime.

What are some alternative activities to screen time?

1. Play a physical sport or pick up a hobby that does not require the use of screens, e.g. badminton or learning a musical instrument.
2. Do an outdoor activity, e.g. hiking or cycling.
3. Spend time with family and friends in a face-to-face setting, e.g. board games or book club.

SCHOOL FEES AND FINANCIAL ASSISTANCE

School fees are collected to help defray part of the cost of education. MOE HQ determines the rates for various categories of students. The monthly school fees are as follows:

Monthly School Fees		
Singapore Citizen Student	PR Students	International Students (I.S.)
\$5*	\$680	\$1,090 (ASEAN students) \$2,190 (non-ASEAN students)

The computation of school fees as well as miscellaneous fees is done by HQ Fees System based on Students' Fees Codes. Students are advised to inform the school when there is a change in their citizenship status.

All students are encouraged to pay their school fees and miscellaneous fees through GIRO. MOE processes GIRO applications and effects deductions on a monthly basis except for February (includes January's fees) and November (includes December's fees) where 2 months' fees will be deducted. MOE issues monthly bills / reminders / warning letters to cash-paying students and students with GIRO arrears requesting for payment in cash or by cheque. These students may make their payments to the General Office on Mondays and Wednesdays between 10 a.m. and 3 p.m.

Miscellaneous Fees

Miscellaneous fees are collected to defray the cost of teaching resources and to fund educational projects, which benefit students. The current rates of miscellaneous fees are as follows:

Monthly Miscellaneous Fees
\$20

Miscellaneous fees are determined, billed, and collected together with School Fees.

Examination Fees

National examination fees will be waived for all Singaporean students in Government-funded schools, who are sitting for the Singapore-Cambridge GCE N(T), N(A) and O Level Examinations. Non-Singaporean students will continue to pay for the national examination fees which comprise the basic fees and the subject fees.

Financial Assistance

Students requiring financial assistance may visit our school website or approach staff at the General Office for assistance.

<https://www.yuyingsec.moe.edu.sg/useful-links/for-students/school-fees-and-financial-assistance/>

ASSESSMENT

1. Rationale

The assessment policy for Secondary 1 to 3 students is aimed at:

- monitoring students' learning and providing feedback that can be used by teachers and students to improve students' learning,
- encouraging students to do consistent work throughout the year and
- deploying multiple modes of assessment in alignment with the holistic development of students.

2. Weighted Assessment (WA)

Weighted Assessment refers to assessments where the scores form part of the computation of a student's overall results in a subject for the year. Apart from the standard written assessment, depending on the intended learning outcomes, alternative assessments such as oral presentation, journal and project are also used.

	Term 1 WA	Term 2 WA	Term 3 WA	End-of-Year Exam	Total
Sec 1	15%	15%	15%	55%	100%
Sec 2	15%	15%	15%	55%	100%
Sec 3	15%	15%	15%	55%	100%
Sec 4/5	15%	15%	(#Preliminary Exam) 70%		100%

* There is no WA in Term 4.

All Secondary 4 and 5 students are required to sit for their Preliminary Examination.

3. Grading Systems

Subject at G3 Level	
Marks	Grade
75 and above	A1
70 to 74	A2
65 to 69	B3
60 to 64	B4
55 to 59	C5
50 to 54	C6
45 to 49	D7
40 to 44	E8
39 and below	9

Subject at G2 Level	
Marks	Grade
75 and above	1
70 to 74	2
65 to 69	3
60 to 64	4
50 to 59	5
49 and below	6

Subject at G1 Level	
Marks	Grade
75 and above	A
70 to 74	B
60 to 69	C
50 to 59	D
49 and below	E

4. Promotion Criteria

Level	Minimum Attainment
Sec 1, 2 and 3	<p>Under Full SBB, all students generally progress to the next year of learning, guided by a common academic requirement that applies at the end of Secondary 2 and Secondary 3.</p> <p>Common academic requirement</p> <ul style="list-style-type: none">a) Pass EL and 2 subjects orb) Pass at least half the total number of examinable subjects offered. <p>Students progressing to the next year of learning have opportunities to calibrate curricular load based on the school's holistic considerations of what is educationally meaningful for each student.</p> <ul style="list-style-type: none">a) Students who have met the academic requirement and have done well could consider offering subjects at a more demanding level (MDL).*b) Students who have not met the academic requirement are to offer fewer subjects and/or offer subjects at a less demanding level (LDL).

* Refer to 5. Offering Of Subjects At A More Demanding Level

5. Offering Of Subjects At A More Demanding Level (MDL)

Students who have met the school's criteria to take up subject(s) at a more demanding level in the next academic year will be given an offer letter after the End-of-Year Examination.

Secondary 1 students are given the option to offer subject(s) at MDL at two junctures, namely:

- [For EL, MTL, MA and SCI only] end of Secondary 1 Semester 1
- [For EL, MTL, MA, SCI and Humanities] end of Secondary 1 Semester 2

Beyond Secondary 1, schools may offer suitable Secondary 2 students the option of offering subjects at MDL at the end of Secondary 2 Semester 2 with the consideration of the students' overall workload and holistic well-being.

*For more information on Full SBB, you may scan the QR code to refer to the MOE microsite.



<https://go.gov.sg/v6novq>

PRELIMINARY/ END-OF-YEAR EXAMINATION INSTRUCTIONS

Appearance

All candidates must be in proper full school uniform and hairstyle. Candidates who violate the rules will be dealt with before they are allowed to enter the examination venue, and no extra time will be given.

Punctuality

Candidates are to report at the usual time for the flag raising ceremony unless they are only taking the second examination paper for the day. All candidates are to report at least 30 minutes before the commencement of the second paper.

Absence From Examination

A valid MEDICAL CERTIFICATE with a doctor's diagnosis is required if a candidate is absent for a paper. Medical chits issued by TCM physicians are not accepted.

Status	Remarks
Student is absent <u>without valid reason</u> .	Student is awarded a <u>0</u> .
Student is absent <u>with valid reason</u> .	Student is awarded a <u>VR</u> (absence with valid reason).

GENERAL BEHAVIOUR IN THE EXAMINATION VENUE

- (a) Candidates are **not** allowed to be in possession of electronic devices, books, files and other reference materials. These should be kept in their school bags and left neatly in the examination venue, as instructed by the invigilators. Candidates found in possession of the above at their desks shall be treated as cheating or attempting to cheat. All cases of cheating and attempted cheating will be dealt with severely.
- (b) Candidates should keep their stationery in transparent cases. Alternatively, they can place them directly on the table without any pencil case. This is to ensure that they do not accidentally store any notes in the pencil case during the examination. Calculator covers should be removed and only approved calculators with the school logo stickers can be used.
- (c) Candidates are not allowed to read the questions before permission is granted. They should check the subject name and subject code given on the cover page when instructed by the invigilators, to make sure they are given the correct set of question paper(s). Any doubts or discrepancies should be clarified before commencing the examination.
- (d) All candidates are to observe orderliness and silence during the entire examination (including the collection of papers) and keep the examination venue clean. There should be no communication with other candidates during the entire duration of the paper. All queries / requests are to be raised with the invigilator(s). They are not allowed to borrow or share stationery, or use correction tape or fluid. They are also not allowed to leave the examination venue before the end of each paper.

Cheating

Cheating is a serious offence. A candidate found cheating, attempting to cheat or helping others to cheat in any form during the examination may be expelled from the examination venue. He/she will be awarded **ZERO** for the exam in the subject even if they have sat for one or more papers for the subject, and he/she may be barred from sitting for ALL subsequent papers. His/her conduct grade will be downgraded to **"FAIR"** for the semester.

PHYSICAL EDUCATION

1. General

- Students must arrive promptly at the respective PE venues.
- They will deposit their belongings with the PE teacher.
- The current guideline on exemption for vaccinated students would apply.

2. Attire

- Students must report in the official school PE uniform.
- On CCA days (Tuesdays and Fridays), students may wear their CCA T-shirts or camp T-shirts instead of the official PE attire for PE lessons. However, students from the Uniformed Groups who are in full uniform are required to change into proper PE attire for PE lessons.
- After completing PE lessons, students must change into the official school school shorts / pants for the boys and skirts for the girls.

NB: Students cannot wear alternative shorts other than the school's official PE shorts.

3. Safety

- Students must promptly inform their PE teacher if they:
 - a) are unwell or sick
 - b) have been recently vaccinated (within 14 days)
 - c) have recently recovered from illness
 - d) have existing medical conditions, particularly respiratory or heart conditions
- Students are to bring their water bottles for hydration.
- Excused students will either assist the teacher or be assigned an observation worksheet. They are not to engage in non-PE tasks or assignments during this time.
- Asthmatic students must have working inhalers (within their validity period).

4. Behaviour

- Students must exercise responsibility and due diligence in caring for their classmates, equipment, and infrastructure. They should not engage in any mischief, such as manipulating or excessively using equipment, which can hurt others or damage school property.
- Students must seek permission from their PE teachers before leaving the PE lesson venue.
- Students are not allowed to retrieve their peers' valuables on their behalf unless directed by the PE teachers.
- **Students are not supposed to occupy venues meant for PE lessons during their unstructured play.**

5. Consequences for Non-Compliance:

- 1st & 2nd offence: Verbal Warning
- 3rd & 4th offence: Assignment of PE duties
- Subsequent offences: Reflection time @ SRC

6. PE Grade

- The PE grade is aggregated from the following components.

- Skills Enactment –**
Application of movement and sport-specific skills in game situations.
- Outdoor Education & Safety in Physical Health –**
Spatial and active engagement in outdoor activities while demonstrating health and safety practices.
- NAPFA Score –**
Overall scores from the six NAPFA stations.
- Body Mass Index (BMI) Progress –**
Maintenance of or improvement toward achieving a healthy BMI range.
- Alternative Assessment –**
Holistic tasks (e.g. short videos or presentations).

The grade would be calculated from the weighted outcomes and the criteria is as follows:

Grade	Attitude (Values/e21CC)	Skills & Knowledge	Outcomes
A	Participates actively and motivates others.	Demonstrates PE skills and knowledge with exceptional proficiency.	Achieves outstanding results in assessments.
B	Participates enthusiastically and engages positively with others.	Demonstrates PE skills and knowledge with high competence.	Attains consistently good results in assessments.
C	Participates willingly and cooperates with others.	Demonstrates PE skills and knowledge with satisfactory competence.	Achieves adequate results in assessments.
D	Participates inconsistently and occasionally disengages from others.	Displays basic competence in PE skills and knowledge.	Attains fair results in assessments.
E	Shows minimal participation and engagement.	Displays limited competence in PE skills and knowledge.	Achieves poor results in assessments.

- PE grade is important for eligibility for Secondary 2G3 students to take Exercise and Sports Science in the upper levels, provided the other criteria are met.**
- Applicants with sports background that they are currently training for would be favourably considered.

CO-CURRICULAR ACTIVITIES (CCA)

Type	CCA	Gender	Level	Entry
Uniformed Groups	Boys' Brigade	Boys	Core	Sec 1 – 2
	Girls' Brigade	Girls	Core	Sec 1 – 2
	National Cadet Corps*	Boys	Core	Sec 1 – 2
	National Police Cadet Corps	Mixed	Core	Sec 1 – 2
Sports	Badminton*	Girls	Core	Sec 1 – 2
	Badminton*	Boys	Core	Sec 1 – 3
	Basketball*	Boys	Core	Sec 1 – 3
	Volleyball*	Girls	Core	Sec 1 – 3
	Table Tennis (Cluster-based)	Boys	Core	Sec 1 - 3
	Wushu*	Mixed	Core	Sec 1 – 3
Visual & Performing Arts	Concert Band	Mixed	Core	Sec 1 – 3
	Guzheng Ensemble	Mixed	Core	Sec 1 – 3
	Guitar Ensemble*	Mixed	Core	Sec 1 – 3
	Chinese Dance	Girls	Core	Sec 1 – 3
	Malay Dance	Mixed	Core	Sec 1 – 3
	24 Seasons Drums	Mixed	Core	Sec 1 – 3
	Photography*	Mixed	Core	Sec 1 – 3
	Drama Club*	Mixed	Core	Sec 1 – 3
Clubs & Society	InnoTech Club*	Mixed	Core	Sec 1 – 3
	Eco EAGLES*	Mixed	Core	Sec 1 – 2

***CCAs with trials** – Selections for popular CCAs are necessary to sustain an instructor-student ratio for safe and effective learning. If oversubscribed, students must clear trials/auditions or meet entry requirements (i.e. portfolio, artefacts).

2nd CCAs – Students are allowed to participate in a 2nd CCA if they have both good CCA attendance and academic performance. Students will not continue with the 2nd CCA if these two conditions are not met.

CCA REGISTRATION & RE-OFFERING

Activity	Segment/Period	Remarks
CCA Selection	Sec 1/ January	<ol style="list-style-type: none"> 1. Students must attend trials for CCAs with limited vacancies. They must be shortlisted before choosing these CCAs; otherwise, their choices will be invalid. 2. Students must choose and rank the CCAs on an 'All-Ears' electronic form. 3. They must ensure that their four CCA choices include at least one CCA from each grouping of Sports, Uniformed Groups, and Performing Arts. The final choice can be from any group. 4. Students who do not fulfil the above requirements will be assigned to other CCAs with vacancies.
CCA Changing	Sec 1-3/ Term 1	<ol style="list-style-type: none"> 1. Students must inform their CCA teacher of their intention to change CCA and obtain a verbal acknowledgment. 2. Students should then obtain a date-stamped 'Change of CCA' form from the Administrative Executive (AE) located at the PE Office. 3. The Overall-In-Charge (OIC) of the releasing CCA must sign the form. 4. Thereafter, students must get the OIC of the receiving CCA to endorse the form, after which this OIC must hand over the endorsed form to the AE. 5. The AE will update School Cockpit within seven working days and inform both OICs (releasing and receiving CCAs) of the official transfer. <p>For newly-joined students:</p> <ol style="list-style-type: none"> 6. Year Heads and Form teachers will ensure these students obtain the necessary CCA form from the AE. <p>NB: <i>Students must be aware that good CCA attendance throughout the four years ensures a Level 3 is achieved for the participation domain. This is a requirement for an 'Excellent' grade to be attained for LEAPS 2.0. Additionally, it is dependent on successfully clearing trials for certain CCAs with limited vacancies. Please also refer to LEAPS 2.0 Framework - https://www.moe.gov.sg/-/media/files/programmes/leaps-2-framework.pdf</i></p>
	Sec 4-5/ Non-applicable	<ol style="list-style-type: none"> 1. Students are strongly discouraged from changing CCAs except for medical or exigent reasons. They are advised to sustain good CCA attendance in their current CCA until CCA activities cease by May.
	Special Cases / Non-applicable	<ol style="list-style-type: none"> 1. The school reserves the right to assign CCAs on a case-by-case basis for special cases like medical reasons etc.

PS: Students holding on to the "Change of CCA" form - either signed or unsigned for more than 1 week would face disciplinary actions.

MY PERSONAL GROWTH JOURNEY: MY V.I.P.S

Value

What is important to me?

I value

because

Interest

What are my interests?

I am interested in

because

Personality

What is my preference for doing things?

I prefer

because

Skills

What am I able to do well?

I can

because

MY CHARACTER GOAL - ON MY WAY TO A BETTER ME

Character building is an ongoing journey in our lives. Identify one character trait that you would like to work on for this year.

Use the SMART Goals Guide below to help plan your goal.

Goal:

S
specific

What specifically am I trying to achieve?

M
measurable

How will I measure success?

A
attainable

What steps do I need to take to attain the goal?

R
relevant

Is this relevant for my long-term objectives? Is this the right time?

T
time-bound

What is the time frame for the goal?

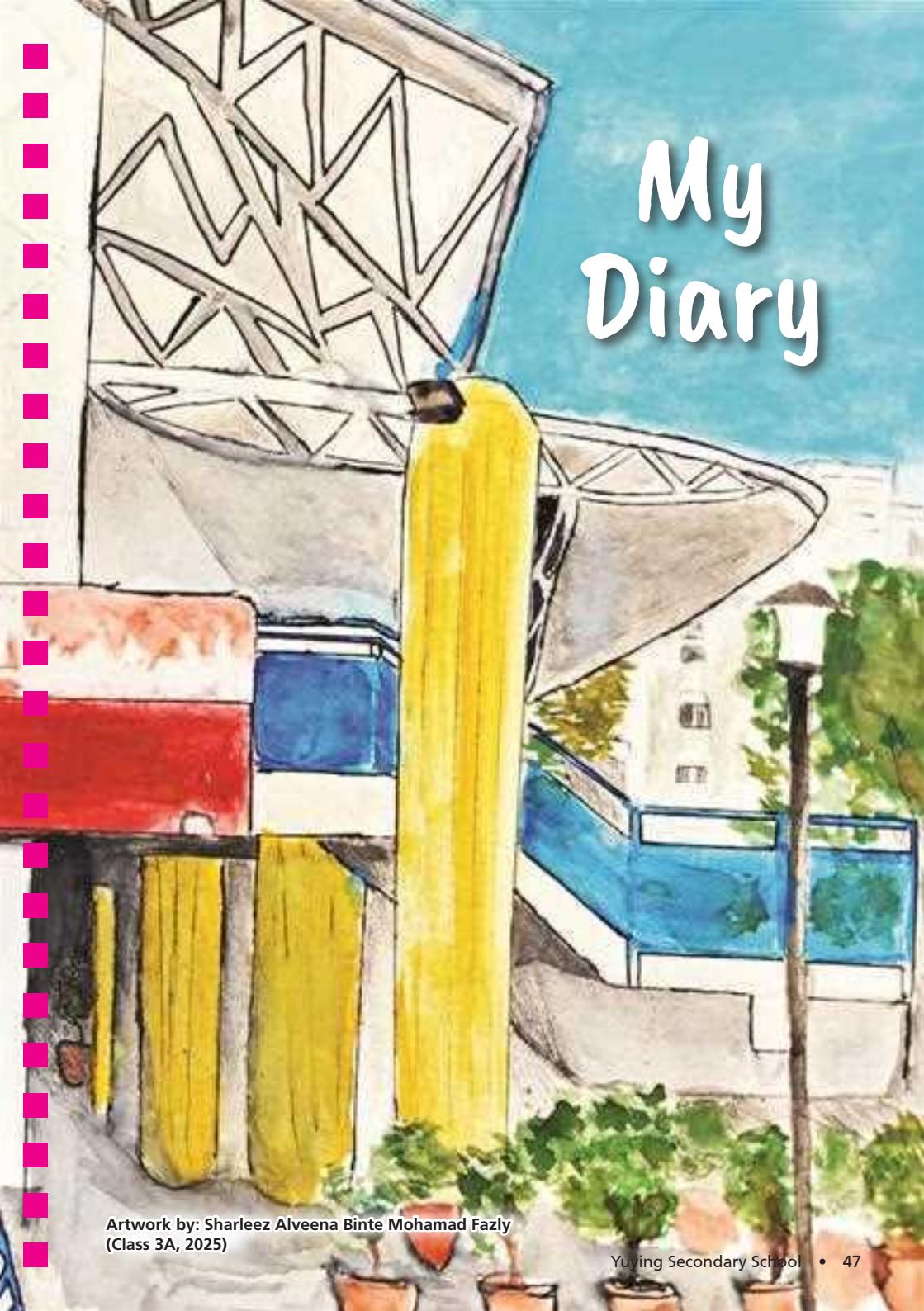
MY ACADEMIC GOALS

Now that you have identified one Personal Quality which you want to work on, let's set your academic goals for this year.

Subjects	Target Grade	ACTIONS TO TAKE	WA1	WA2	WA3	EOY/ Preliminary Examination
English Language						
Mother Tongue						
Mathematics						

MY ACADEMIC GOALS

Now that you have identified one Personal Quality which you want to work on, let's set your academic goals for this year.



My Diary

Artwork by: Sharleez Alveena Binte Mohamad Fazly
(Class 3A, 2025)

December 2025 / January 2026

"With integrity, you earn trust — and trust is your greatest asset."

— Mr Lee Hsien Loong, Prime Minister [2015]

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
			1 New Year's Day Public Holiday	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
T1 • W4	T1 • W3	T1 • W2	T1 • W1	T1 • W0	T1 • W3	T1 • W2

December 2025 / January 2026

Term 1 • Week 0

29 MONDAY

30 TUESDAY

31 WEDNESDAY

1 THURSDAY

New Year's Day Public Holiday

2 FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

January 2026

Term 1 • Week 1

5 MONDAY

6 TUESDAY

7 WEDNESDAY

8 THURSDAY

9 FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

January 2026

Term 1 • Week 2

12

MONDAY

15

THURSDAY

13

TUESDAY

16

FRIDAY

14

WEDNESDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

January 2026

Term 1 • Week 3

19

MONDAY

20

TUESDAY

21

WEDNESDAY

22

THURSDAY

23

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

January 2026

Term 1 • Week 4

26

MONDAY

29

THURSDAY

27

TUESDAY

30

FRIDAY

28

WEDNESDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

February 2026

“Integrity means doing what is right, even when no one is watching.”
 – Inspired by Singapore Civil Service Values [2012]

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18 Chinese New Year Public Holiday	19 Chinese New Year Public Holiday	20	21	22
23	24	25	26	27	28	
T1 • W8	T1 • W7	T1 • W6	T1 • W5	T1 • W4		

February 2026

Term 1 • Week 5

WA1 Study Schedule

February 2026

Term 1 • Week 6

9 MONDAY

10 TUESDAY

11 WEDNESDAY

12 THURSDAY

13 FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

February 2026

Term 1 • Week 7

16

MONDAY

Chinese New Year Public Holiday

17

TUESDAY

Chinese New Year Public Holiday

18

WEDNESDAY

Chinese New Year Public Holiday

19

THURSDAY

20

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

February 2026

Term 1 • Week 8

23

MONDAY

24

TUESDAY

25

WEDNESDAY

26

THURSDAY

27

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

March 2026

“Be honest. Even small acts of integrity shape your future.”
– Ms Josephine Teo, Minister for Communications and Information [2022]

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21 Hari Raya Puasa Public Holiday	22
23	24	25	26	27	28	29
T2 • W1		Term break	T1 • W10	T1 • W9	T1 • W8	

March 2026

Term 1 • Week 9

2 MONDAY

3 TUESDAY

4 WEDNESDAY

5 THURSDAY

6 FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

March 2026

Term 1 • Week 10

9	MONDAY	10	TUESDAY	11	WEDNESDAY
12	THURSDAY	13	FRIDAY	THIS WEEKEND	

WEEKLY GOALS/NOTES

TERM 1 REFLECTION

REFLECT ON OUR GROWTH

Learning to see and keep track of changes in one's achievements and growth in character will reinforce the value of effort and boost confidence in learning for life. When we keep track of our progress and regularly reflect on it, we will develop the ability to better manage our behaviour, emotions and thoughts in pursuit of personal goals we have set towards becoming our best selves.



Academic Reflection

Have I achieved my goals for this term?

GOALS

What efforts have I made to help me achieve my goals for this term?



What have I enjoyed learning about this term?



What have I found challenging this term?



What strategies can I take to overcome these challenges for next term?



HOW AM I DOING?

REFLECT ON OUR GROWTH

Think of a positive change you have made with regards to your personal qualities and reflect on what you have learnt about yourself using the following questions:

What positive change have I made?

The positive change I have made is...

What did I do to make the change happen? What are the resources and support I received?

I have...

What strengths have I discovered about myself?

I am / I can / I have...

My Notes



March 2026

Term 1 • Break

16

MONDAY

19

THURSDAY

17

TUESDAY

20

FRIDAY

18

WEDNESDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

March 2026

Term 2 • Week 1

23

MONDAY

Day Off-in-Lieu- School Closed

24

TUESDAY

25

WEDNESDAY

26

THURSDAY

27

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

April 2026

"Integrity is about staying true to your values, not just following rules."
- Mr Ng Chee Meng, former Education Minister [2019]

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1	2	3 Good Friday Public Holiday	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
T2 • W6	T2 • W5	T2 • W4	T2 • W3	T2 • W2		

March / April 2026

Term 2 • Week 2

30

MONDAY

31

TUESDAY

1

WEDNESDAY

2

THURSDAY

3

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

April 2026

Term 2 • Week 3

WA2 Study Schedule

April 2026

Term 2 • Week 4

13

MONDAY

14

TUESDAY

15

WEDNESDAY

16

THURSDAY

17

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

April 2026

Term 2 • Week 5

20

MONDAY

21

TUESDAY

22

WEDNESDAY

23

THURSDAY

24

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

May 2026

“Resilience means falling down seven times, and getting up eight.”
 — Madam President Halimah Yacob (On Youth and Crisis) (2020)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
				1 Labour Day Public Holiday	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27 Hari Raya Haji Public Holiday	28	29	30	31 Vesak Day
T2 • W10	T2 • W9	T2 • W8	T2 • W7	T2 • W6		

April / May 2026

Term 2 • Week 6

WEEKLY GOALS/NOTES

May 2026

Term 2 • Week 7

WEEKLY GOALS/NOTES

May 2026

Term 2 • Week 8

11

MONDAY

14

THURSDAY

12

TUESDAY

15

FRIDAY

13

WEDNESDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

May 2026

Term 2 • Week 9

18

MONDAY

19

TUESDAY

20

WEDNESDAY

21

THURSDAY

22

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

May 2026

Term 2 • Week 10

25

MONDAY

Handwriting practice lines for Monday.

26

TUESDAY

Handwriting practice lines for Tuesday.

27

WEDNESDAY

Hari Raya Haji Public Holiday

Handwriting practice lines for Wednesday.

28

THURSDAY

Handwriting practice lines for Thursday.

29

FRIDAY

Handwriting practice lines for Friday.

THIS WEEKEND

Handwriting practice lines for the weekend.

WEEKLY GOALS/NOTES

Handwriting practice lines for weekly goals and notes.

TERM 2 REFLECTION

REFLECT ON OUR GROWTH

Learning to see and keep track of changes in one's achievements and growth in character will reinforce the value of effort and boost confidence in learning for life. When we keep track of our progress and regularly reflect on it, we will develop the ability to better manage our behaviour, emotions and thoughts in pursuit of personal goals we have set towards becoming our best selves.

Academic Reflection

Have I achieved my goals for this term?



What efforts have I made to help me achieve my goals for this term?



What have I enjoyed learning about this term?



What have I found challenging this term?



What strategies can I take to overcome these challenges for next term?



HOW AM I DOING?

REFLECT ON OUR GROWTH

Think of a positive change you have made with regards to your personal qualities and reflect on what you have learnt about yourself using the following questions:



June 2026

"You may face setbacks, but never let them define you."
- Mr Chan Chun Sing, Minister for Education [2023]

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 Vesak Day Public Holiday	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
T3 • W1	Term break					

June 2026

Term 2 • Break

1

MONDAY

Public Holiday

2

TUESDAY

3

WEDNESDAY

4

THURSDAY

5

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

My Notes



July 2026

“Every challenge is a chance to grow stronger.”
– Mr Tharman Shanmugaratnam, President of Singapore [2023]

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1	2	3	4	5 Youth Day
6 Youth Day School Holiday	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
31						

June / July 2026

Term 3 • Week 1

29

MONDAY

30

TUESDAY

1

WEDNESDAY

2

THURSDAY

3

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

July 2026

Term 3 • Week 2

WA3 Study Schedule

July 2026

Term 3 • Week 3

13

MONDAY

14

TUESDAY

15

WEDNESDAY

16

THURSDAY

17

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

July 2026

Term 3 • Week 4

20

MONDAY

21

TUESDAY

22

WEDNESDAY

23

THURSDAY

24

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

July 2026

Term 3 • Week 5

27

MONDAY

28

TUESDAY

29

WEDNESDAY

30

THURSDAY

31

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

August 2026

"You must believe in yourself, especially when times are tough."
- Mr Lee Hsien Loong, Prime Minister [2020]

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
31					1	2
3	4	5	6	7	8	National Day
10	11	12	13	14	15	16
National Day Public Holiday						
17	18	19	20	21	22	23
24	25	26	27	28	29	30
T3 • W9	T3 • W8	T3 • W7	T3 • W6	T3 • W5		

August 2026

Term 3 • Week 6

3	MONDAY	4	TUESDAY	5	WEDNESDAY
6	THURSDAY	7	FRIDAY	<i>THIS WEEKEND</i>	

WEEKLY GOALS/NOTES

August 2026

Term 3 • Week 7

10

MONDAY

National Day Public Holiday

11

TUESDAY

12

WEDNESDAY

13

THURSDAY

14

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

August 2026

Term 3 • Week 8

17

MONDAY

18

TUESDAY

19

WEDNESDAY

20

THURSDAY

21

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

August 2026

Term 3 • Week 9

24

MONDAY

27

THURSDAY

25

TUESDAY

28

FRIDAY

26

WEDNESDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

September 2026

"Be responsible not only for yourself, but for the people around you."

- Mr Lawrence Wong, Deputy Prime Minister [2023]

T4 • W3	T4 • W2	T4 • W1	Term break	T3 • W10	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						1	2	3	4 Teacher's Day School Holiday	5	6
					7	8	9	10	11	12	13
					14	15	16	17	18	19	20
					21	22	23	24	25	26	27
					28	29	30				

August / September 2026

Term 3 • Week 10

31 MONDAY

1 TUESDAY

2 WEDNESDAY

3 THURSDAY

4 FRIDAY

Teachers' Day School Holiday

THIS WEEKEND

WEEKLY GOALS/NOTES

TERM 3 REFLECTION

REFLECT ON OUR GROWTH

Learning to see and keep track of changes in one's achievements and growth in character will reinforce the value of effort and boost confidence in learning for life. When we keep track of our progress and regularly reflect on it, we will develop the ability to better manage our behaviour, emotions and thoughts in pursuit of personal goals we have set towards becoming our best selves.

Academic Reflection

Have I achieved my goals for this term?

GOALS

What efforts have I made to help me achieve my goals for this term?



What have I enjoyed learning about this term?



What have I found challenging this term?



What strategies can I take to overcome these challenges for next term?



HOW AM I DOING?

REFLECT ON OUR GROWTH

Think of a positive change you have made with regards to your personal qualities and reflect on what you have learnt about yourself using the following questions:

What positive change have I made?

The positive change I have made is...

What did I do to make the change happen? What are the resources and support I received?

I have...

What strengths have I discovered about myself?

I am / I can / I have...

My Notes



September 2026

Term 3 • Break

7

MONDAY

8

TUESDAY

9

WEDNESDAY

10

THURSDAY

11

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

EOY Study Schedule

September 2026

Term 4 • Week 1

14

MONDAY

17

THURSDAY

15

TUESDAY

18

FRIDAY

16

WEDNESDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

September 2026

Term 4 • Week 2

21	MONDAY	22	TUESDAY	23	WEDNESDAY
24	THURSDAY	25	FRIDAY	THIS WEEKEND	

WEEKLY GOALS/NOTES

October 2026

"Being responsible means doing the right thing, even when it's not the easiest choice."
– Mr Teo Chee Hean, Senior Minister [2016]

October 2026						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Vacation						

September / October 2026

Term 4 • Week 3

28	MONDAY	29	TUESDAY	30	WEDNESDAY	
1	THURSDAY	2	FRIDAY	THIS WEEKEND		

WEEKLY GOALS/NOTES

October 2026

Term 4 • Week 4

5 MONDAY

6 TUESDAY

7 WEDNESDAY

8 THURSDAY

9 FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

October 2026

Term 4 • Week 5

12

MONDAY

13

TUESDAY

14

WEDNESDAY

15

THURSDAY

16

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

October 2026

Term 4 • Week 6

19

MONDAY

20

TUESDAY

21

WEDNESDAY

22

THURSDAY

23

FRIDAY

THIS WEEKEND

WEEKLY GOALS/NOTES

October 2026

Term 4 • Week 7

26	MONDAY	27	TUESDAY	28	WEDNESDAY
29	THURSDAY	30	FRIDAY	THIS WEEKEND	

WEEKLY GOALS/NOTES

TERM 4 REFLECTION

REFLECT ON OUR GROWTH

Learning to see and keep track of changes in one's achievements and growth in character will reinforce the value of effort and boost confidence in learning for life. When we keep track of our progress and regularly reflect on it, we will develop the ability to better manage our behaviour, emotions and thoughts in pursuit of personal goals we have set towards becoming our best selves.

Academic Reflection

Have I achieved my goals for this term?

GOALS

What efforts have I made to help me achieve my goals for this term?



What have I enjoyed learning about this term?



What have I found challenging this term?



What strategies can I take to overcome these challenges for next term?



HOW AM I DOING?

REFLECT ON OUR GROWTH

Think of a positive change you have made with regards to your personal qualities and reflect on what you have learnt about yourself using the following questions:

What positive change have I made?
The positive change I have made is...

What did I do to make the change happen? What are the resources and support I received?
I have...

What strengths have I discovered about myself?

I am / I can / I have...

END-OF-YEAR REVIEW

Reflect on your personal growth and development this year using the following sentence starters.



Let's think about the next steps for the year ahead!



November 2026

“If you make a mistake, own up and learn from it. That is responsibility.”
 - Mr Masagos Zulkifli, Minister for Social and Family Development (2021)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
30						1
2	3	4	5	6	7	8 Deepavali
9	10	11	12	13	14	15
	Deepavali Public Holiday					
16	17	18	19	20	21	22
23	24	25	26	27	28	29
Vacation	Vacation	Vacation	Vacation	Vacation	Vacation	Vacation

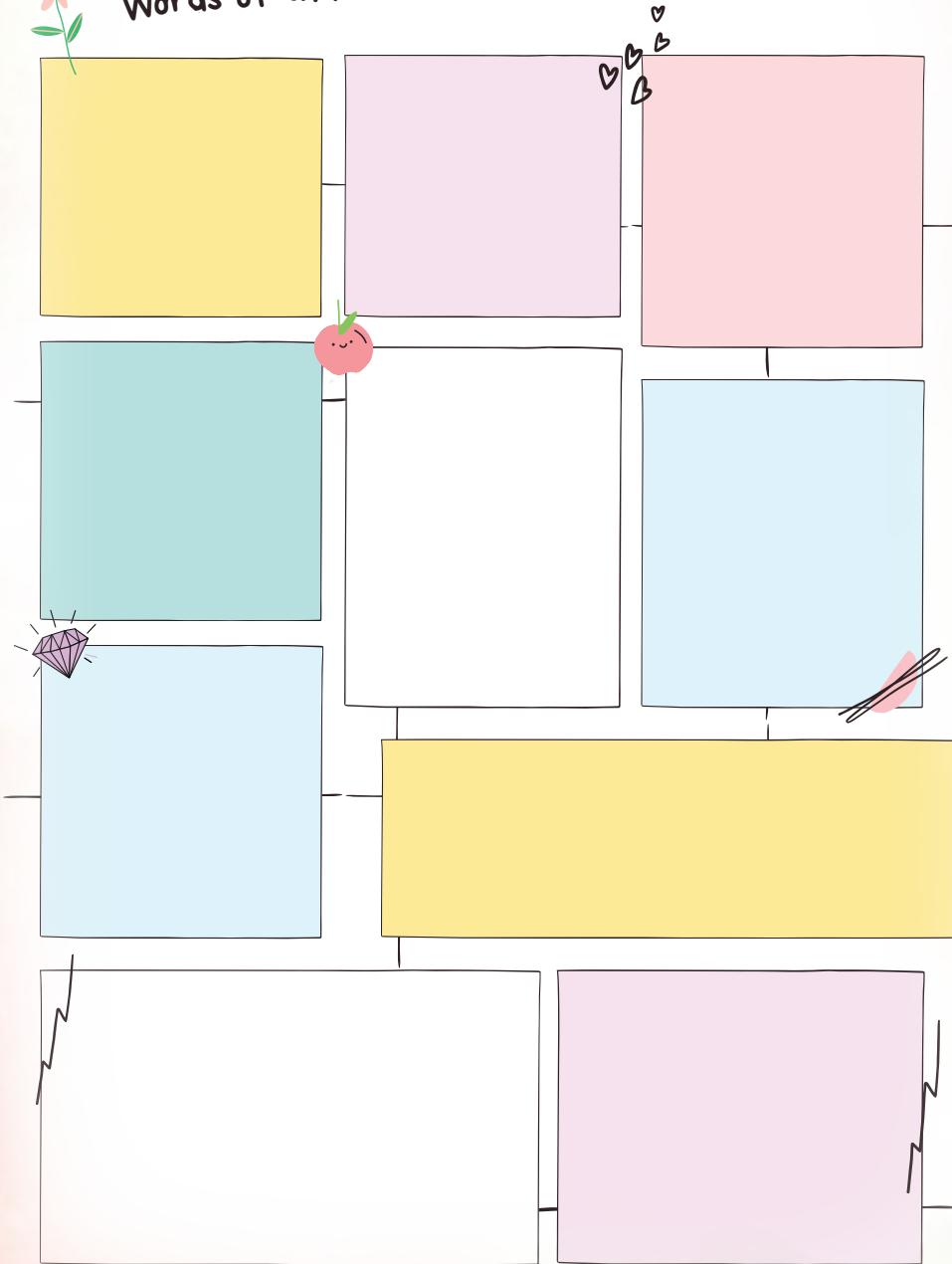
December 2026

"Responsibility starts with small things — keeping your word, doing your part."
- Mr Lim Siong Guan, former Head of Civil Service [2017]

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25 Christmas Day Public Holiday	26	27
28	29	30	31			

Recognising your shine!

Words of affirmation and encouragement

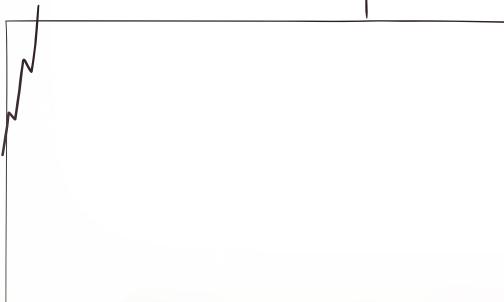
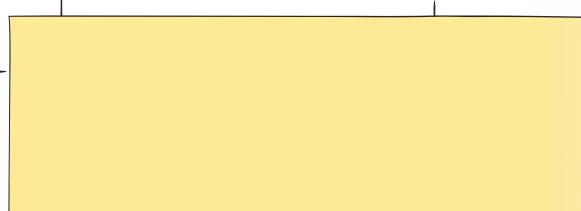
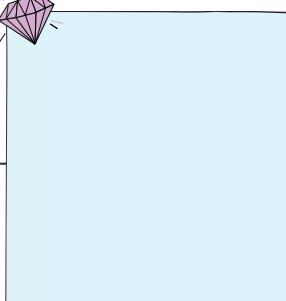
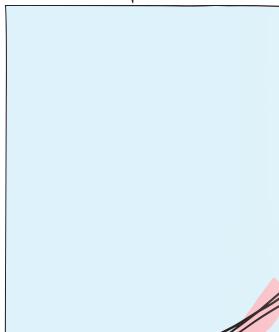
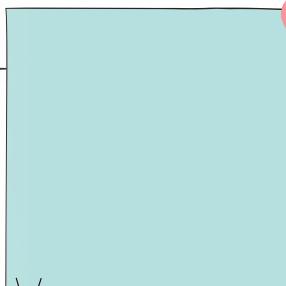
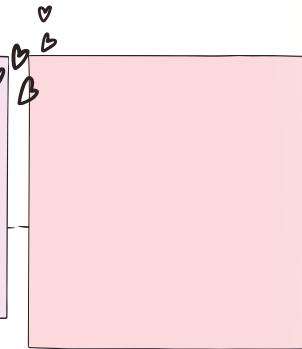
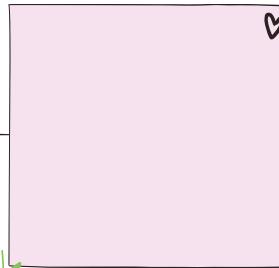
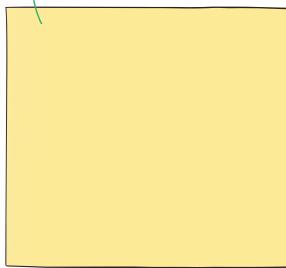




Recognising your shine!



Words of affirmation and encouragement



BIRTHDAY

calendar



JANUARY



FEBRUARY



MARCH



APRIL



MAY



JUNE



JULY



AUGUST



SEPTEMBER



OCTOBER



NOVEMBER



DECEMBER

School Song

YU - YING, YU - YING... You nur - ture us,
Dis - ci - pline our hearts, our minds and will.
Show- ing us our mis - sion, You teach us
to serve our coun - try. The
fu - ture dawns, YU - YING will shine, like the
ea - gle, we soar and rise. To - - get -
her, we a - chieve
per - so - nal ex - ce - llence.



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