The West Zone Publicity Committee (WZPC) would like to welcome you to the inaugural issue of WESTories, our collection of stories from the secondary schools, specialised and specialised independent schools in the West Zone. Through these narratives, we hope to give fresh insights on the endeavours of each school and its teachers in delivering “student-centric, values-driven education”, and how the school partners the community to create authentic learning experiences for its students.

Our lives are made up of stories and the stories we share with one another. No one has a story that is insignificant, and all are of equal stature although we may tell it in different ways. Every school has a fascinating story to share and an utterly unique perspective from which to tell it. Stories bring people together and we hope that WESTories will connect our schools with you: students in the primary schools who are looking to start a new chapter in your journey of education. We believe the stories will be helpful to parents and teachers in guiding students towards choosing schools that can cater to their interests and strengths.

WZPC would like to express our appreciation to Ms Theodora Tan, Zonal Director Schools West for her advice and support for The committee, and without whom this publication would not have been possible. We would also like to thank the Design Branch, Communications Division, MOE for their wonderful workshops that have helped the teams of writers in our schools hone their voices, in writing out the narratives within this publication. Most of all, we would like to thank all the schools for contributing the many delightful stories that show how they “lead, care and inspire” those under their charge.
How do you want to fill up yours in secondary school?

The pages in this inaugural publication, WESTories, give insights to the many different experiences of learning in West Zone secondary schools. We hope it would serve as a guide and a resource, as you embark on the next chapter of your learning journey, in choosing a secondary school.
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Developing Men and Women of Character and Learning since 1953

APPLIED LEARNING PROGRAMME (ALP):

SPEAK Out, SPEAK Loud!

A familiar greeting can be heard over the PA system every morning as a Lower Secondary student is scheduled to report the news headlines to the school population as part of the school’s Applied Learning Programme (ALP), Speak English with grace and knowledge (SPEAK).

In AES, students overcome their shyness and take on various media roles as part of their English Language curriculum.

Secondary 1 (Book Trailers)
In groups, students produce book trailers with the aim of encouraging others to read. They write their own scripts and set the directions for their trailers, making use of narrative skills and techniques, as well as articulation strategies taught in class to produce the clips.

Secondary 2 (News Clips)
Students continue to develop these skills and techniques in their new roles. Assumption Knights take on the perspectives of news producers, anchors and reporters, writing and reporting news based on the assigned theme or story.

Secondary 3 (Campaigns)
As they grow in confidence, Assumption Knights learn to become persuasive advocates for their passions and causes. Secondary 3 seniors take turns to address their peers during break times, heightening awareness about their selected social campaigns, and persuade their counterparts to join them in the cause.

Upper Secondary Levels (Public Speaking)
Platforms such as the Inter-class Debate Championships and the YMCA Plain English Speaking Awards (PESA) allow confident seniors to engage in intellectual debates with their peers, and present their views to a larger audience.

Trina Ng’s Prepared Speech for the 29th Plain English Speaking Awards (PESA) – “Happiness is...” http://tinyurl.com/trina-ng-pesa
Imagine a mad scientist with messy hair blowing up the science laboratory by accident?

Not quite, the Interdisciplinary Project Work (IPW) in AES provides authentic learning opportunities for students to apply their knowledge and skills in Science, Technology, Engineering and Mathematics (STEM) to solve real-world problems in a safe environment which encourages exploration.

Secondary One students bring forth the true Da Vinci spirit in being “Master of many skills” in the theme of Connectivity through Music. Just like Da Vinci, a great engineer in his time, students learn to assemble a Cajón (a musical instrument), applying scientific knowledge on the properties of sound and using data loggers and sound probes to vary the positions of snares inside the instrument.

The result? A bespoke self-made cajón from each of the groups used at a class performance together with other musical instruments.

Watch some of their performances here:

Class 1/3 (2017) – Musical Performance using the Cajóns
http://tinyurl.com/1-3cajon2017

Class 1/5 (2016) – Musical Performance using the Cajóns
http://tinyurl.com/1-5cajon2016

Secondary Two students move on from creating fun music to becoming more responsible users of technology in line with the theme of Sustainability. In their projects, AssumptionKnights embrace the belief that cars can also be environmentally friendly by building LEGO car prototypes that are powered by wind energy.

The challenge for students is to examine how wind energy can be better harnessed for the machines to travel further. They are challenged to see real world problems as more complex than the theories learnt in class.

In groups, they collaborate and deliberate on the best solution possible using their trial and observation notes, making adjustments wherever possible.

Students who are up for the inventive AES spirit can embrace all these opportunities to truly develop their competencies in collaboration, communication, and critical and inventive thinking.
OUTDOOR LEARNING OPPORTUNITIES:
Classrooms Without Walls for Richer Learning

Learning truly comes alive at AES. Through various Performance Tasks, students learn to apply their understanding in authentic settings. At the same time, they develop a deeper sense of empathy for various global issues.

Secondary 1 Mathematics (Mathematical modelling to design kites) – Students use estimation and measurement skills to calculate areas of shapes and polygons needed to make their kites.

Secondary 2 Science (Design a solar cooker) – Through an authentic performance task, students explore the scientific concepts of conduction, convection and radiation.

Subject Learning Weeks/ Festivals – In AES, there is a stipulated learning week for each instructional programme.

For example, for Humanities Week in 2017, “Heal the World” was chosen as the event theme to raise students’ global awareness of the events happening around the world and what they can do to make a difference.

Students examined the refugee crisis in various countries and joined in a mock ‘Communal Kitchen’ to experience the conditions of refugees’ living environment.

“Heal the world, make it a better place.”

AFTER-SCHOOL ENGAGEMENT:
A Home Within School

Fancy a game of Nerf War? Or perhaps, you would like to hang out with your classmates over a game of pool or Foosball? Stay in school.

The Assumption Cabin is a safe haven in school for Assumption Knights to let their hair down after a long day of lessons, and to build meaningful relationships with their peers.

The Cabin is designed to provide a cosy ambience for those who just wish to hang out after school. There is a good range of games to cater to every student’s preference – Xbox, Nerf guns, and board games.

Every year, a group of students are identified to become Cabin Leaders. They undergo training to equip themselves with necessary management and facilitation skills so that they may oversee the general running of the Cabin and supervise the visiting students to ensure proper, fair use.

The Cabin Leaders also take charge of planning and running engagement activities, such as the Nerf War Championship, for their fellow Assumption Knights.
Catholic School Education:
The Only Co-Educational Catholic Secondary School in the West

Assumption English School was founded in 1953 by the Montfort Brothers of St. Gabriel. We started out as a boys’ school, providing for boys in need. Today, we are the only Co-educational Catholic Secondary School in the West, committed to developing Men and Women of Character and Learning, in the service of God and Community.

Assumption English School is part of a larger network of the Gabriellite schools in 34 countries and 5 continents.

Co-Curricular Activities:
Wild, Wild Wet in the West

Great navigators like Sir Christopher Columbus and Admiral Cheng Ho share a common passion with AES NCC (Sea) cadets — the Spirit of Exploration!

AES National Cadet Corps (NCC) is one of the 17 sea units in Singapore, and our cadets take the “Sea” in NCC (Sea) to a whole new level of adventure through active participation in water-based activities.

Besides participating in Navy traditions and ceremonial activities, our cadets embrace the fun and challenges of kayaking, rowing, sailing and diving and undergo basic training to attain certifications and badges, recognised and endorsed by the Singapore Canoe Federation and NCC Headquarters.

AES NCC (Sea) celebrates the Spirit of Exploration and strives to nurture this brave spirit in every student cadet because without exploration, there can be no discovery of the new.

Our cadets can truly embrace the spirit of Christopher Columbus who is quoted to have said, “I have come to believe that this is a mighty continent which was hitherto unknown!”
In Assumption Pathway School, staff and stakeholders work closely together to prepare all students to stay relevant and employable in the technologically advanced world upon graduation. Students are provided with Foundation Education in English Language, Mathematics and Information & Communication Technology in Years 1 and 2. In Year 2, all of them will take up a Skills Induction Programme of the various vocational courses offered at APS. They will then choose to specialise in one of the following ITE Skills Certification (ISC) courses in Years 3 and 4:

- ISC in Baking Practices
- ISC in Culinary Skills
- ISC in Hospitality Services
- ISC in Hairdressing
- ISC in Facility Services
- ISC in Desktop Publishing and Design

In Years 3 and 4, students will go for industrial attachments and experience how vocational skills learnt are put to practical use in the real world.

APS has its own training restaurant named The ART (Assumption Restaurant for Training), a baking production kitchen and canteen stall which are all located within the school's compound and operated mainly by students.

These in-house training platforms provide an authentic working environment for APS students to put their skills into practice.

Upon graduation, students will be awarded the ITE Skills Certificate. This certificate gives graduates the opportunity to study at the ITE or other higher education institutions and enables graduates to find a job.

“IAPS is where I discovered my love for baking and the culinary arts. Thanks to the training I had in APS, I am proud to be a Commis chef now at Pan Pacific Hotel Singapore.”

SHERRY OH, GRADUATE (2013)
CHARACTER DEVELOPMENT PROGRAMME:

**iSTAY in School for 2 Weeks Every Year**

A PS has its own residential facilities located within the school premises. Each student gets to go through a 2-week iSTAY Programme at this residential facility every year. This provides students with the opportunity to learn personal and desired social habits through communal living. Students will learn the importance of having good habits and discipline, daily routines, self-management as well as social awareness.

The iSTAY programme is customised to the needs of different levels. Generally, students would be involved in team-building and outdoor activities that build self-confidence, such as kayaking and abseiling. Learning journeys included in the programme may involve introducing students to the various industrial partners, visits to heritage sites as part of National Education, or engaging in community service. Students will stay overnight in the school for the week. They are also required to carry out daily living routines on their own such as making their own beds, tidying their room, washing their own dishes after meal, and ironing their uniforms. Group reflections on the day’s activities and what they have learned are important components in the iSTAY programme to consolidate their learning.

Parents are happy that their children pick up good habits and continue with good daily routines at home after going through the iSTAY programme.

CHARACTER DEVELOPMENT PROGRAMME:

**Take Up A Challenge and Realise Your Dream**

A PS students are given opportunities to discover their potential, develop new skills and realise their dreams through the Income OrangeAid APS Challenge, a signature APS programme funded by Income OrangeAid. It is a 10-week programme that aims to inculcate in students the confidence to dream big and the perseverance to realise these dreams.

The Income OrangeAid Challenge will take students through adventure and sports activities, performing arts and community service learning projects, overseas photography trips, inter-school baking competitions, and meal preparation and haircut projects at homes for the elderly. The Year 3 and 4 students shared how happy they were in being able to contribute back to the community using the many vocational skills learnt at APS.
VOCATIONAL TRAINING PROGRAMME:

Getting Out of Classrooms, Going into The Industry

Learning to be work-ready and work-resilient is part of the APS experience. At Year 2, students go for learning journeys to various industries. They get an idea of the real work environment for their respective industry trades and have a better understanding of what they will be working as in the future.

All Year 3 and Year 4 students will then complete the Industry Experiential Programme (IEP). They are attached to the school’s various industry partners for 2 weeks where they apply what they have learnt in school to the real work context. Students may even extend their attachments with the companies during the school holidays and earn an allowance!

EDUCATION AND CAREER GUIDANCE:

Providing Support Even After Graduation

Students are well supported by the Education and Career Guidance (ECG) Centre even after they graduate. This ECG Centre is run by counsellors and staff trained in career facilitation and counselling skills. This Centre helps connect students and graduates to potential career pathways by equipping them with the necessary information and resources. The ECG counsellor and staff work closely with teachers and industry partners to plan programmes such as career talks, workshops and immersion programmes. With such professional guidance, parents and students have a better understanding of the multiple pathways for career progression.

"We want our students to understand their career options. Most students are only aware of the common ones such as becoming a teacher, police officer and doctor. They feel that their options are limited and therefore feel constrained in their choices when they have to select a vocation to specialise in."

MS WETSY YAP, ECG STAFF

DID YOU KNOW:

From the Garden to the Table

Fruit trees, herbs and edible plants can be found sprouting in almost every corner of APS.

Visitors are enthralled by the wide variety of plants such as basil, peppermint, celery and dill, thriving in rows of planters. There are also rows of fruit trees bursting with papayas and bananas, greeting visitors as if urging them to “pluck me!”

For the chefs at The ART, our training restaurant, the abundance of edible greens, herbs and fruits is an inspiration.

Students, who are on the work-study programme at The ART, are taught the benefits of urban gardening with its promise of low carbon footprint and freshness.
**DID YOU KNOW:**

**Wait TWO Months for A Scrumptious Porridge Buffet**

One would have to wait two months to secure a seat for the porridge buffet which is held on every last Friday of the month. The ART is open to the public on weekdays during the school term for lunch, tea and dinner (on Fridays).

Even though The ART is just a training restaurant, it strives to provide quality food with good service at affordable prices. Students gain practical experience interacting with customers and are exposed to different types of cuisines.

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Yes, it’s worth the two months’ wait.

MS RACHEL LAU
RICE MEDIA WRITER

**AT A GLANCE**

**Address**
30 Cashew Road,
Singapore 679697

**Phone Number**
6879 3900

**School Website**
www.aps.edu.sg

**School Vision**
Every student a CARER, Achieving Personal Success.

**How to get there**
Nearest MRT Station
Cashew

**Bus Services**
67, 75, 170, 170A, 171, 176, 178, 184, 598, 961, 961C, 963, 970

**Distinctive Programmes**

**Vocational Training Programmes:**
6 ITE Skills Certificate (ISC) courses and Industry Experiential Programme

**Character Development Programmes:**
iSTAY Programme and Income OrangeAid APS Challenge

**Subjects Offered**
The school’s curriculum is designed around 3 pillars of education which are necessary for success at the workplace as well as personal lives.

- **Foundation Education:** English, Mathematics, Information Communication and Technology (ICT). Character Education: Montfort Development Programme, iSTAY Programme, Income OrangeAid APS Challenge, Arts Appreciation Programme, Co-Curricular Activities (CCA).
- **Vocational Education:** Vocational Training Programme (6 ISC Courses), Skills Induction Programme (SIP), Vocational Elective Modules, Industry Experiential Programme (IEP).

**CCAs**

**Physical Sports:**
Football, Floorball, Tchoukball, Sepak Takraw, Basketball

**Uniformed Groups:**
Scouts

**Visual and Performing Arts:**
Percussion Band, Dance Club, Art Club, Ukulele Band and Malay Dance Club

**Clubs and Societies:**
Junior Chef Club, Pastry Club, Robotics Club, Publication, Photography and AV Crew

---

**DID YOU KNOW:**

**Delectable Cakes and Festive Goodies at The ART**

Come order your festive goodies at The ART! During the various festive periods, one can purchase pineapple tarts, mooncakes and even Christmas fruitcakes. Apart from the freshly baked buns and pastries for sale over the deli counter daily, The ART also has a range of delectable cakes such as Tiramisu, American Cheese Cake and Chocolate Truffle available for order.

Students at APS baking production kitchen work to fulfil deadlines in order to ensure a constant supply of freshly baked items for sale at The ART daily. The students also pick up the skills and tenacity to fulfill ad hoc orders and handle large production requirements during the festive seasons.

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BOON LAY SECONDARY SCHOOL
www.boonlaysec.moe.edu.sg

STUDENT DEVELOPMENT PROGRAMME:
In BLS, We Discover, Experience & Aspire!

What is it like to have every word scrutinised, to be constantly open to criticism? Miss Kuik Shiao-Yin, Nominated Member of Parliament, shared her experiences with a group of students. She talked about being a member of parliament as well as her concerns about being open to public criticism and losing privacy.

Afterwards, one student said, “I want to be a voice for the voiceless!”

These eager students from Boon Lay Secondary (BLS) were involved in “Young Parliamentarian”, one of the modules running over three school terms, offered to help them explore career options.

Other students were at different venues learning about Da Vinci’s Golden Ratio, training to be journalists, and improvising song lyrics and melodies.

To encourage students to discover their passion and work towards their aspirations, the school has in place a Student Development (SD) Programme to support these pursuits.

The programme comprises mandatory SD modules such as INSPIRE@BLS, which focus on music and the performing arts, nurturing student expression and creativity through arts-related modules and experiences.

In the ‘Young Ambassador to Japan’ SD module, their enthusiasm made the afternoon an enjoyable one, although the language and culture were foreign. It’s meaningful for students to be learning beyond the examination syllabus.

“Students also have the option to build on their interest in a CCA. For instance, a student can take up an introductory module to basketball or soccer even if he’s not in these CCAs at a competitive level. This will help him discover if he likes the sport. If he does, more advanced lessons are available.

In all, the SD programme promises them ample opportunities to take ownership of their learning journey and gain greater self-awareness at the end.”

MR PHUA CHENG PENG, VICE PRINCIPAL (ADMIN) (2017)
CO-CURRICULAR ACTIVITIES:

Building Your Foundation, Shaping Your Destiny

A dramatic transition is taking place at BLS. CCA teachers here play a more significant role than ever as mentors to bring out the greatness in every child.

Students find identities in their new family through their choice of CCAs instead of the traditional “form class” or “house”. Morning assemblies are not the same at BLS: CCA leaders ensure students are present and ready for learning.

CCA teachers also use Character and Citizenship Education lessons to foster positive interactions, underpinned by the school motto “To Love and To Forgive”.

With CCA leaders, school seniors and alumni as mentors to younger students, students’ sense of belonging, commitment and sense of responsibility to the school is further deepened.

BLS hopes its pupils will also build on their interests, to be able to live their passion and even pursue them.

For example, if a student develops interest in a sport, they could choose to pursue post-secondary qualifications in sports and exercise sciences.

CCA has deepened my passion towards basketball and sports. It helps me decide the path to take. This is the reason why after my ‘O’ Levels, I chose to pursue a Diploma in Sports and Exercise Sciences at Republic Polytechnic.

TAN CHENG SAN, SEC 4 (2016)

SCHOOL MUSICAL:

Let the Students Sing Together

In July 2016, the performing arts clubs from Boon Lay Secondary and Pioneer Secondary collaborated to produce a musical for school leaders, alumni, parents and community partners in the neighbourhood.

The performance was titled Singeralla – inspired by the Disney classic on overcoming adversity.

It was the first time students from both schools had worked together. This collaboration proved to be exemplary in promoting unity among students as the two secondary schools finally merged in 2017.
LEARNING FOR LIFE PROGRAMME (LLP):
What’s in the Box?

Every lesson at Boon Lay’s Materials Science Studio begins with a plain-looking green box. Students become scientists seeking to understand the behaviour of materials—the foundation for technology ranging from aerospace aluminium to human body implants.

Part of the Student Development Programme, these classes are specially designed for Secondary 1 and 2 students.

Every lesson is about triggering curiosity in students to learn. The joy of exploration shows on their faces as they explore a dye that changes colour when wet and a Peltier tile that heats up only on one side.

By unravelling a mystery every lesson, they are rewarded with new knowledge necessary to help them set up an experiment, such as powering a fan by heating a Peltier tile with a candle.

Weekly experiments culminate in a summary project, where students propose a useful product for other people. Some have dreamed up HDB windows that close themselves when rain is detected, and “warning” bathroom tiles for the elderly that change colour when the floor is wet, and thus slippery.

“Many of the projects students propose have a real-life application. This is reassuring, because it means they understand the value of what they’re learning.”

KWEK JOON HONG, SCIENCE TEACHER

Aspiring young scientists also have opportunities to visit high-tech factories such as global manufacturer 3M, and attend workshops conducted by industry professionals.

They also get to prototype objects such as toys and stationery, thanks to the studio’s 3D printers.

Boon Lay’s Favourite Lab

The Materials Science Studio appeals to the students as a whole new level of hands-on, interactive classes are available to them in this colourful laboratory, designed in collaboration with Singapore Science Centre. Here, they can use special and exotic materials like shape memory alloys and piezoelectric sensors to create their solutions for the community. They can also use Chromebooks, 3D printers and a laser cutter as they produce 3D-printable solutions.

Aspiring young scientists also have opportunities to visit high-tech factories such as global manufacturer 3M, and attend workshops conducted by industry professionals.

They also get to prototype objects such as toys and stationery, thanks to the studio’s 3D printers.

CUSTOMISED LEARNING STUDIOS:
Flexible and Fun Learning Spaces

Scribbling their ideas on flip-top whiteboard tables, students stand up and confidently share them with their peers. With rewritable pillars and walls to support pair and group presentations, students willingly step out of their comfort zone to articulate their views and opinions.

These innovative fixtures are found in Boon Lay’s three “Learning Studios” dedicated to the English, Humanities and Mathematics departments.

These studios feature designs unique to subjects offered by the departments.

The English Learning Studio has dark window blinds and interlocking seats that convert the learning space into a black-box theatre for drama lessons.

The Humanities and Mathematics studios have visual cues and seats like bean bags to allow for a range of collaborative activities.

Interestingly, the studios are housed in a round tower standing next to the parade square.
LEARNING FOR LIFE PROGRAMME (LLP):
Developing Confidence to Shine

Students passionate about the Performing Arts can take their interest to thrilling new heights in BLS.

INSPIRE@BLS (Igniting Students’ Passion and Interests through Arts-related Experiences) allows students to experience specialised workshops as well as level excursions to exhibitions and performances.

With an array of workshops available, the Lower Secondary students are spoilt for choice: KPop and Hip Hop Dance, Sand Animation, Stop Motion Animation and Cajon, students struggle to decide on the one workshop they can enrol in each year. Students demonstrating a stronger interest may pursue their journey further.

With support from the National Arts Council and La Salle College of the Arts, these students get to visit La Salle College for class immersion.

They also get to interact with local performers and dancers, gaining insights that help them prepare their own portfolios for admission into arts-related courses in post-secondary institutes in the future.

How’s this for homework: form a Facebook group with students from countries like Italy, India and Netherlands; then share aspects of your culture with them.

That’s one of the things Boon Lay’s Secondary 2 Express and Normal (Academic) students get to do for Project Work.

Boon Lay is part of the Asia-Europe Classroom Network (AEC-NET), which connects schools from both continents to work on online projects. They cover topics like food, traditional games and photography. They culminate in collaborations such as creating a fusion dish with ingredients from various countries.

BLS students appreciate that their school is the only one in Singapore participating in this initiative. A few will even be able to work on the projects with their foreign friends in person, either by being sent overseas to meet them, or hosting them in Singapore.

“ I enjoy the lessons as we use computers and social media to collaborate. We also make friends from different countries, which we normally wouldn’t do on our own.”

ELYSSA NUR Binte MOHAMED FAZLI, SEC 3 (2017)
CHARACTER DEVELOPMENT:
Preparing for Future Challenges

Walking along our common corridor, one cannot help but notice the eye-catching signboards hanging from the ceiling.

These hard-to-miss Habits of Mind (HOM) visuals are daily reminders of good learning habits and thinking dispositions like “Listening with Empathy and Understanding” that every student in BBSS practises to prepare himself or herself for future challenges.

These HOM dispositions have been the driver of student character development in the school since 2003. We believe in Activity-Based Learning in which students go through the learning cycle of Taught, Caught and Practice.

Starting with the disposition of “Gathering Data Through All Senses”, our Sec 1 students learn to tap their five senses to observe the school environment as they walk around the school during their HOM lessons. They should be able to describe these locations vividly to parents or friends who have never been to that part of the school before.

Sec 2 students hone the disposition of “Take Responsible Risks” through playing an exciting game of Stacko in which they steadily pull out blocks while still maintaining the balance of the structure.

Every year, Sec 3 students take on a challenging outdoor camp to strengthen their dispositions to “Persist” and “Think Interdependently” as they negotiate high-obstacle courses and work in teams to reach common goals.

Graduating cohorts facing the challenging national examinations would apply the disposition of “Thinking Flexibly” and “Thinking with Clarity and Precision” to good effect as they prepare to demonstrate their learning at the examinations.

HOM dispositions are practised every day – in class, at CCA, during Values in Action (VIA) activities, on overseas trips. They are reflected upon frequently through platforms like reflection logs post-activity, using the disposition of “Thinking About Your Thinking”.

Developing HOM dispositions is one of our key approaches to achieve the school mission – Self Directed Learners with Abundance Mentality.
COMMUNITY YOUTH LEADERSHIP (CYL):
Leading with Abundance Mentality

Youth leader Chong Kah Yu used her disposition of “Remaining Open to Continuous Learning” when she reflected on the challenges faced during the Youth Leadership Stretch Programme in 2017.

Then, a group of 20 Sec 3 student leaders trekked through the hilly areas of Hong Kong such as the Dragon’s Back Trail (8 km) and MacLehose Trail Stages (15 km).

The annual five-day overseas expedition builds students’ mental and physical resilience, and trains them to be self-disciplined and independent while being supportive of each other as teammates. Youth Leaders like Kah Yu go on to lead and develop more peers as leaders through various Values In Action (VIA) opportunities in the school.

Another such opportunity is Project Mi: our student leaders lead student and adult volunteers in canvassing for, collecting and distributing rice to needy residents in Bukit Batok and Jurong East, as well as organisations such as the Willing Hearts, Food Bank and the Lotus Light.

Through this project, ongoing for seven years, students develop “Listening with Understanding and Empathy”.

This coupling of the YL and VIA Programmes forms the bedrock of the school’s Community Youth Leadership (CYL) Programme, supported by the school in two ways:

- Mentoring peers in lower secondary classes and guiding them to assume leadership roles as they progress to the upper secondary levels. These activities help develop “Thinking and Communicating with Clarity”.
- Teachers guide students from Sec 1 to 4 during Form Teacher Guidance (FTG) periods using lesson plans adapted from the CCE package. Through the Strengths Explorer Leadership Workshop, all students discover their personal strengths and learn to appreciate their peers’ variety of strengths.

The trip has taught me that everyone has a part to play as a member of the team and we are responsible for leading the whole team to the foot of the mountain.

CHONG KAH YU, SEC 4 (2018)

CREATING, IMAGINING AND INNOVATING:
BBSS Radio Station

Created by students for students in 2017, radio presenters (DJs) from Secondary 1 to 4 host a radio show once a week. The process enables them to apply English language skills and acquire radio recording skills. Led by the Radio Executive Committee (REC), the student leaders operate the station in authentic contexts. Their talents, ideas and aspirations are given the platform to be actualised and nurtured while the student body receives a dose of knowledge and wit whilst listening to their favourite tunes.

Our Teachers:
Sowers of Seeds for the Future

Anchored on the belief that every child is unique and has innate abilities to be developed, our teachers work towards developing self-directed learners with an abundance mentality.

In doing so, we have and will continue to nurture future generations of people who will possess the dispositions and confidence to face the ever changing VUCA (Volatile, Uncertain, Complex and Ambiguous) environment.

Our students appreciate their efforts, as our alumni are only too happy to attest:

My formative years spent in BBSS were highly beneficial for my personal and professional growth. Under the wings of teachers who not only cared for our grades but also our personal development, I developed the confidence I needed to excel in school and in life.

CHANG YEN, ALUMNUS (CLASS OF 2009)
QUALITY CO-CURRICULAR ACTIVITIES:

Enduring 85km Ocean Paddling

Every BBSS sea cadet experiences an arduous 36km Mini Kayaking Expedition (MKE) – tapping on their disposition of “Persist” to prepare for a gruelling three-day 85km Annual Kayaking Expedition (AKE). It is indeed a defining moment for our students as they put to the test their weeks of training in preparation for this expedition.

It is just one of the activities that BBSS students do – our school is one of only 17 nationwide with NCC (Sea) as a CCA. The unit also offers an array of exciting activities, from kayaking and dragon boating to overseas trips to Mount Ophir and the International Cadet Exchange Programme (ICEP).

Our cadets learn basic and advanced sea-craft skills including Sea Proficiency, Bends and Hitches as well as participate in exciting competitions and expeditions such as the gruelling Annual Kayaking Expedition (AKE). The BBSS NCC (Sea) unit was the only contingent to have female cadet leaders complete the AKE in 2015. In the recently completed AKE 2017, BBSS had the largest contingent of 14 cadets, five of whom were female cadet leaders.

The unit programme provides cadets the chance to learn new skills and have fun at the same time. This gratifying experience has helped the unit attain the Best Unit Competition Gold Award for seven consecutive years (2011-2017). We also emerged as the Overall Girls Bends and Hitches Champion in 2016 and again in 2017. In 2018, 3 of our cadets had the distinction to participate in the Mid-Shipman Training Deployment (MSTD) from Phuket to Singapore.

Only four other schools besides BBSS have both NCC Sea and Land units.

Other exciting CCAs include:

**Chinese Orchestra (CO)**

The CO conductor, Mr Sim, has a sense of humour that draws students to CO practice sessions every week. Tapping the disposition of “Listening with Empathy and Understanding”, this award-winning orchestra has given many performances, including performing with the Keat Hong CO as well as performing for public audiences at Gardens by the Bay.

**Girls’ Brigade (GB)**

One-room flat residents in Taman Jurong celebrate Chinese New Year in their freshly cleaned homes at the beginning of each year, grateful that our guides and volunteers had spruced up their homes in the weeks before. This is one of the many enriching and meaningful activities that develop BBSS students in their spiritual, physical, educational and social domains (SPES).

Through the disposition of “Thinking Interdependently”, our GB trained hard for the biennial Dr Low Guat Tin (LGT) Challenge to clinch the Gold Award for 2017. Through such dedication and efforts, it is no surprise that the Company has attained their 11th consecutive Company Gold Award.

For our Malay Dance group, “Striving for Accuracy” is a disposition that each member hones every time they take to the dance arena. The high standard of their spirited performances earned them accolades including clinching the Distinction Award for the Singapore Youth Festival since 2011.
In 2008, 2nd Lieutenant Kok Khew Fai, an alumni of BBSS, shielded a recruit from a hand grenade blast using his body during a Live Throw in Pulau Tekong. Fortunately, both escaped unhurt. For this, he became the first full-time National Serviceman to receive the SAF Medal for Distinguished Act.

In these activities, they “Apply Past Knowledge to new Situations”. It becomes more exciting for Sec 2 students when they are exposed to many more sensors and platforms to help them solve problems, that students themselves identify. They have fun figuring out many possibilities and further developing the dispositions of “Responding with Wonderment and Awe” and “Creating, Imagining and Innovating”.

At the upper secondary levels, students collaborate with school partners such as Infineon Technologies to design solutions for real-life issues, participate in engineering competitions, job shadowing and attend STEM-related elective modules. Through these activities, we hope to cultivate in students the dispositions of “Remaining Open to Continuous Learning” and “Questioning and Problem Posing” which would prepare them well for SkillsFuture.

Through the ALP, the school enables students to:
- Connect academic knowledge and skills with the real world;
- Apply thinking skills and connect knowledge across subject disciplines in authentic settings; and
- Grow in motivation as they appreciate the relevance and value of what they are learning in the academic curriculum.

MR Veeramani s/o Chidambaram, ex-National runner and coach in the Singapore Athletics Association, was a first batch BBSSian and alumni.

In 1994, he represented Singapore and emerged as champion for the 800m race at the ASEAN Schools Games. He is currently a Physical Education Lecturer at ITE College Central. What better way to honour his feat than to invite him as Guest-of-Honour for Sports Day?

APPLIED LEARNING PROGRAMME (ALP):
Sensors, Coding and Problem Solvers!

Our Sec 1 students learn to build portable devices embedded with sensors. Some groups mount their jig onto underwater robots to conduct water profiling of the school pond, others use it to profile the water quality of the school’s water coolers.

In these activities, they “Apply Past Knowledge to new Situations”. It becomes more exciting for Sec 2 students when they are exposed to many more sensors and platforms to help them solve problems, that students themselves identify. They have fun figuring out many possibilities and further developing the dispositions of “Responding with Wonderment and Awe” and “Creating, Imagining and Innovating”.

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- Grow in motivation as they appreciate the relevance and value of what they are learning in the academic curriculum.

Mr Veeramani with a group of enthusiastic fans!
LEADERSHIP DEVELOPMENT PROGRAMME:
Becoming Leaders of Self Before Others

To be a leader or not to be? That becomes a moot question the moment a student joins the BPian family. Every BPian undergoes a leadership quest to develop the qualities required of a leader. They acquire the skills to first lead themselves, then the school and subsequently the community. To lead and serve others is not a choice but a privilege entrusted to every BPian.

At Secondary 1, BPians uncover why Frodo -- the smallest and most powerless being in The Lord of the Rings, was entrusted with the heavy burden of saving the world. Having learnt to value the contribution that every individual can make, BPians are then guided to discover their own strengths and values so as to decide for themselves the kind of leader they want to be and the impact they want to create.

At the Secondary 2 3D2N Adventure Camp, BPians soar the skies and sail the seas to build on the leadership skills they have acquired. Activities include overcoming a rope obstacle course in mid-air, scaling a wall and paddling a dragon boat, BPians learn to conquer their fears and develop the confidence and resilience to prepare themselves to take on greater leadership roles at the upper secondary level.

At Secondary 3, BPians go through a Leadership Camp where they collaborate with their peers to complete a project. The experience enables them to practise the value of respect and responsibility, exemplify the project planning and management skills they have learnt and also demonstrate the art of public speaking they have honed by sharing their projects at the school assembly.

As a key aspect of leadership is to model the way for others, BPians are empowered to initiate projects to promote a cause they believe strongly in. Over the years, BPians have championed worthy causes to support animal rights, raise awareness about healthy lifestyles and to simply show appreciation to those whom they might otherwise have taken for granted whether the cleaners in the school or the bus drivers plying the routes to school.

By successfully navigating each checkpoint of their personal leadership quest, every BPian is groomed first to lead themselves before taking on the role of leading others.
**BP DAY:**

**Work Hard, Play Harder!**

A day to build class spirit and embrace the school spirit. A day when students go to school to leave it - and enjoy some ‘play’ as a class.

On a designated day in Semester 1, we celebrate BP Day. The school grounds look deserted because all BPians can be found everywhere else: from mowing down pins in a bowling alley at a clubhouse; to digging their heels in the sand for a game of beach volleyball at Sentosa; or even cycling and exploring the rustic landscape of Pulau Ubin.

To prepare for BP Day, students in the class come together to discuss, plan and organise a bonding activity for everyone a month before the actual day during the Form Teacher period. Through the process, students learn to:

- Share ideas in a giant brainstorming session
- Carry out cost-benefit comparisons to streamline ideas to meet objectives and guidelines, and
- Develop values of empathy, inclusivity and consensus-building within the class.

This signature programme provides an excellent opportunity for BPians to exercise initiative, trial different ideas, make responsible decisions and be engaged in “play” beyond the classroom environment. The time they spend preparing for the activity, as well as during the activity, with their classmates and teachers has and will invariably generate fond memories for every cohort of BPians.

**CHARACTER AND CITIZENSHIP EDUCATION:**

**Charting a Path for the Future**

Alice: Would you tell me, please, which way I ought to go from here?
Cat: That depends a good deal on where you want to get to.
Alice: I don’t care where …
Cat: Then it doesn’t matter which way you go.

BPians don’t want to stay wandering in their future like Alice in Wonderland. Our Education and Career Guidance (ECG) programme in the school is customised to provide a variety of practical experiences to encourage BPians to explore their strengths, arouse their intrinsic motivation, find and develop their passion, and make an informed decision on post-secondary institutions and possible career options suited to them.

Besides the ECG-related Character and Citizenship Education (CCE) lessons that are carried out in the classroom, BPians get to participate in the following:

**Secondary 2 Apprenticeship Programme**
BPians choose a profession from a selected list they would like to explore and undergo a 6-session programme between October and November where they are mentored by professionals from different industries to gain an insight into what working in that profession would be like.

**Secondary 3 Work Attachment Programme**
Our students choose from a range of options - 5 different jobs they would like to learn more about to expand their future career options. Based on their interest and/or suitability assessed through teacher feedback, students are attached to an industry of their choice for at least a week during the June vacation. This allows them a glimpse of the day-to-day operations of an industry they are interested in and enables them to pick up soft skills including communication, collaboration and problem-solving.

**Secondary 4/5 Career Talks and Visits to Post-Secondary Educational Institutions**
Advanced Elective Modules and Elective Modules
These are organised for Normal (Academic) and Normal (Technical) students in June and first week of Term 3 respectively to explore their interests and deepen their understanding of the demands of industries they are interested to join in future.
CO-CURRICULAR ACTIVITIES:
A Kaleidoscope of Experiences

With 22 main Co-Curricular Activities to choose from, BPians are indeed spoilt for choice when it comes to pursuing their passion and developing the desired leadership skills and competencies, grounded in values. Some of these include:

Canoeing and Dragon Boating
Propelling a boat down the waterway may seem effortless to an onlooker, but it is definitely not. Rowers invest hard work in every training session to hone their skills, speed and in the process, they build up their resilience, determination and the will to succeed, whether in the next race or in life.

Fencing
Fencing is not reserved only for Musketeers or Jack Sparrow-wannabes. Both boys and girls in BPGHS can challenge their personal limits, and sharpen their finesse and mental and physical agility through rigorous training.

Science Team
Can artificial intelligence be used to replace humans in complex tasks like nursing and teaching?

While others may be wondering about this, members of our Science Team have actively striven to decode the science behind things in our daily lives and explore how science can be harnessed to improve the quality of life.

APPLIED SCIENCE PROGRAMME:
It Isn’t Rocket Science

Bent over plants on the rooftop garden, fingers dancing across Arduino hardware and software sketch, BPians are hard at work. They’re not just gardening, they’re immersed in what the Harvard Business Review identifies as five key skills essential for innovation -- associating, questioning, observing, experimenting and networking.

To enable BPians to stay at the leading edge of change, curriculum time is set aside every week for all Secondary 2 students to be involved in an Applied Science Programme (ASP). Our students get to observe and inquire something that seems basic: how nutrients can affect plant growth and design an automated greenhouse system that would provide the optimal conditions necessary for plants to thrive.

Through ASP, we learned new skills in gardening, coding and system designing and it is heartening to pass these skills to our students. We feel a sense of achievement when our students are able to see the bigger picture, how our small efforts can help our community as a whole.

MR VINOD KUMAR, TEACHER

ASP enhances my learning because we get to apply what we learn in class to a project. Coding is fun as it is very hands-on and when we get our sketch to work, it is very satisfying!

CHUA SIM YING, SEC 2 (2017)
Brains + Grit = Win

“Which quantum phenomenon allows electrons to be emitted from a tip by applying an electrostatic field? 9 characters.”

20 questions. 10 seconds to respond to each. It’s what you get in the Rapid Fire Round of the televised (and much coveted) National Science Challenge (NSC). Despite the immense pressure, BPians have excelled and were crowned NSC Champions three times: in 2009, 2012 and 2016.

It’s no easy feat. The team undergoes months of training in quick thinking, presentation skills and scientific knowledge for the annual battle of wits and compose. Through sheer hard work and determination, BPians have proven they are a force to be reckoned with.

Answer: Tunneling

United We Stand

No one can remember when the BPian Cheer started. But everyone knows the words to it. The BPian Cheer has served as a clarion call over the decades to unite all BPians at key school events, binding their hearts and voices as one for generations to come.

Yo, check it out! (Oi! x 4)
BP, where’s the heat?
Show that you can rock the beat!
Yeah, BP!
Choa Chu Kang, Oi!
Bukit Panjang, Oi!
All the way, Oi!

All the way, Oi!
If they charge, Oi!
We will barge, Oi!
So we say, Oi!
All the way, Oi!
Yeahhhhh BP!

We were impressed by the school’s strong culture of pursuing excellence and the BPian pride and spirit. Over the years, we have seen our child acquire knowledge and skills beyond the academic domain to build interpersonal relationships in a multi-racial environment, develop leadership skills and more importantly, learn a benevolent attitude towards others.

MRS ANDREAE LOO, CHAIRPERSON, PARENTS SUPPORT GROUP (PSG)

Thank you, teachers, for always being willing to sacrifice your own personal time to give us extra lessons and consultations. Thank you for always making sure your students were alright, emotionally. I remember many times when teachers bought us food to keep us going, which brightened those days. Lastly, thank you for teaching us so much more than just what’s in the books. You have touched our hearts and shaped our souls, and I hope you never stop inspiring generations to come -- they would be lucky to have you, as were we.

YEO TSING NGIA, 2016 VALEDICTORIAN
APPLIED LEARNING PROGRAMME (ALP):

Environmentally Friendly Actions

Here at Bukit View, students don’t just learn about scientific concepts like energy, torque and aerodynamics from a textbook. They build cars and race them. Imagine designing, coding and flying your very own drones, manoeuvring little robots to save “stranded animals”, and creating music through programming. These are some of the things our students do when they undergo the school’s ALP – the JOULES (Junior OUTstanding Leaders in Energy for Sustainability) Programme.

The JOULES Programme focuses on STEM (Science, Technology, Engineering and Mathematics) education to develop core STEM-related skills. This 4-year programme, which involves a multi-disciplinary study of the environment, provides students with knowledge and experience in design thinking, coding, programming, environment and sustainable energy. It emphasises on STEM and environmental advocacy to develop leaders of the future who will continue to champion sustainable development through the use of technology.

Using authentic learning experiences, the ALP curriculum fosters the application of critical and inventive thinking skills, and helps students to connect the knowledge learnt across subject disciplines to solve real-world environmental problems in future smart cities. At the lower secondary levels, all students learn about power generation and transport by applying the skills learnt in coding and computational thinking (such as mBot), and designing and building solar cars; the issues of water pollution are explored through programming a water-sensing robot. At the upper secondary levels, students are given opportunities to take elective modules at the Polytechnics to further deepen their interests and knowledge. Bukit View Secondary is also one of the first few schools to offer Computing as an ‘O’ Level subject.

Our efforts to teach and spread environmental awareness clinched our school the prestigious President’s Award for the Environment in 2016. It is hoped that our students will develop a strong awareness of environmental issues in Singapore and the world, and become environmental advocates in the future.

"I enjoy creating something tangible. The more I learn, the more I am able to create. This gives me a thirst for coding knowledge."

IAN WONG, SEC 2 (2017)
DID YOU KNOW:

**Talent Development Programme**

Did you know that a Singaporean scientist pioneered work on using human blood cells from just a pricked finger, to form stem-cell analogues?

Dr Jonathan Loh’s research work on the “reprogrammable” cells has earned him national and international accolades. An Assistant Professor at NUS Department of Biological Sciences and Harvard graduate, Dr Loh’s interest in Science was sparked while he was a student in Bukit View.

To inspire more students like Dr Loh, the school has a Talent Development Programme (TDP) where JOULES scholarships are given out to Bukit Viewans who show a keen interest in environment and sustainable energy, as well as leadership potential in advocating these areas. Identified students also undergo the Thinking HATS (High Achieving Talent in Science) Programme. The TDP seeks to deepen and develop students’ passion into strengths, and to their fullest potential.

Bukit View’s niche is in environment studies. The school has invested a lot in this area. I want to become an engineer in the energy sector, to help people harness hydrogen as clean fuel.

CARL SHANE, SEC 4 (2017)

LEARNING FOR LIFE PROGRAMME (LLP):

**Confidence with Shakespeare**

Have you ever considered that drama could be used to learn values? Do you know that learning drama skills can help you to express, and read others’ thoughts and emotions better?

Bukit View Secondary’s Learning for Life Programme (LLP), which focuses on the affective domain of students’ development, is Learning the Arts, Living the Values. It entails the explicit learning of values and development of socio and emotional competencies in our students through drama. It is offered to all Secondary 1 and 2 students as part of the formal curriculum. The syllabus is designed with the help of professional artists involved in the Singapore theatre scene.

Drama, as a pedagogical tool, is powerful because the use and balance of thoughts and feelings make learning enjoyable, exciting and engaging for the students. It has helped even the shy students develop their confidence, and given the more active ones a safe outlet to express themselves.

Our Secondary Two students collaborated with the Singapore Heritage Board and brought stories of our past to life in front of a public audience at the Singapore Heritage Festival.

To support students’ interests, passion and strengths, students who have expressed that they would like to explore drama at the next level have the option of joining the English Literacy Drama and Debates Society (ELDDS).

In the classroom, our students have come alive and many want to do well. It’s the same for the shy ones. The most important thing they pick up is confidence.

MR MUHAMMAD FADLY LITERATURE SUBJECT COORDINATOR
FACILITIES:

Clean, Green and Smart School Design

Bukit View Secondary School incorporates eco-green design in our school building. Solar panels on our rooftops can power the entire school building on weekends and during the holidays.

Rainwater collected from one roof is piped to fill our school's two ponds. One pond has a solar-powered filtration system, while the other uses plants to absorb waste materials.

Water from the ponds are in turn channelled to nourish small pots of plants in the nearby pavilion, as part of the school's aquaponics project. The pavilion can be used as an outdoor classroom.

To provide a unique learning space in-house, the school has built the JOULES Smart Centre. In partnership with the Singapore Green Building Council (SGBC), the Centre uses materials and fixtures certified green by SGBC. The Centre helps to educate students and guests of the functionalities of green products and how they can be co-deployed to create an innovative green space. The Centre is also a venue for student collaboration and co-creation, a hub for solutions to questions posed by the school or life.

FUTURE READY:
Shaping Future Innovators

One of the first things new Secondary students would notice when they step into Bukit View Secondary are the Chromebooks held by every student. We believe in developing students who take ownership of their learning, collaborate effectively with others, and are able to extend their learning beyond the classroom. Therefore, one-to-one computing is put in place to facilitate ICT-enriched learning.

Our teachers tap on educational technology to design effective lessons. Technology is used not only to promote active, engaged, and self-directed learning, but also to enable teachers to better track their students' understanding of concepts taught, and assess learning.

As a Google Partner school, all BVSS teachers use Google Classroom tools in their practice to aid students in their learning and prepare them for an ever-changing future. We have observed how 1-to-1 ICT-enabled learning engages students in active and deep learning.

MR ALEXANDER CHIA, HOD EDUCATIONAL TECHNOLOGY

The JOULES Smart Centre at Bukit View Secondary School is a testament to what can be achieved when community and industry come together as one. It is truly wondrous seeing many green building products and materials coming together in a cohesive manner to create a healthy educational facility for the next generation.

MR MASAGOS ZUKIFLI MINISTER FOR THE ENVIRONMENT AND WATER RESOURCES, AT THE OFFICIAL OPENING OF THE JOULES SMART CENTRE, 22 FEBRUARY 2018

Surrounding the ponds and pavilion is an eco-garden with small plots of herbs and butterfly-attracting plants. This brings a slice of Singapore’s biodiversity into the school compound.

MR HENG CHONG YONG, HOD PARTNERSHIP

Cool aids for interactive learning

The JOULES Smart Centre – our clean, green and smart learning lab

Surrounding the ponds and pavilion is an eco-garden with small plots of herbs and butterfly-attracting plants. This brings a slice of Singapore’s biodiversity into the school compound.

MR HENG CHONG YONG, HOD PARTNERSHIP
We teach others about the importance of caring for the environment.

## POSITIVE EDUCATION:

### Helping Students to Flourish

Every student can be responsible for his or her own learning, and believe that he or she is capable of success in Bukit View Secondary.

Towards this end, we help students cultivate a growth mindset to fulfil their potential, where they develop a desire to lead, embrace challenges, persist in the face of setbacks, and see effort as the path to mastery.

In line with the school’s mission to nurture creative, passionate and resilient learners who possess moral integrity and are responsible to self and society, the Student Development Team provides student support programmes grounded in Positive Education that allow our students to flourish. Through the CCE curriculum, Form Teacher Time, structured Teacher-Student-Conferences and other student development programmes, Bukit Viewans are equipped with social-emotional competencies to build character strengths to lead meaningful and fulfilling lives. Students develop skills to lead a healthy lifestyle, enhance personal resilience, be fully engaged, and find joy in their learning.

“We want to equip our students with the competencies to be resilient individuals with a growth mindset. With the positive school experiences that come from building positive emotions and strengthening positive relationships, our students will flourish with confidence and contribute meaningfully to the society.”

MISS ANG BEE LEE
YEAR HEAD (UPPER SECONDARY)

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### AT A GLANCE

**Address**
16 Bukit Batok Street 21,
Singapore 659633

**Phone Number**
6566 1990

**School Website**
www.bukitviewsec.moe.edu.sg

**School Vision**
A Dynamic Institution that Adds Value to All.

**How to get there**
Nearest MRT Station
Bukit Batok
Bus Services
173

**Distinctive Programmes**
- Applied Learning Programme: Clean Energy and Environmental Technology
- Learning for Life Programme: Learning the Arts, Living the Values

**Subjects Offered**
Additional Mathematics, Art, Biology, Chemistry, Chinese, Computer Applications, Computing, Design and Technology, Design Studies, Elements of Business Skills, English, Food and Nutrition, Food Studies, Geography, Higher Chinese, Higher Malay, Higher Tamil, History, Humanities (Social Studies, Geography), Humanities (Social Studies, History), Humanities (Social Studies, Literature in English), Malay, Mathematics, Physics, Principles of Accounts, Science (Physics, Chemistry), Tamil

**CCAs**
- Physical Sports: Badminton, Hockey, Track & Field, Table Tennis, Volleyball, Floorball
- Uniformed Groups: Girls’ Brigade, NPCC, NCC (Land)
- Visual and Performing Arts: Band - Military, Choir, Dance Club, Drama - English, Media Club
- Clubs and Societies: Environmental Club, Health and Fitness Club, Infocom Club, Singapore Youth Flying Club

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### WHERE MUSIC MEETS ART

Form a band of eight (or fewer), and students can enjoy a jamming session in between classes – for up to two hours – in the sound-proof Jamming Studio that comes complete with electric guitars, a keyboard, drums, standing microphones and sound amplifiers. Aspiring musicians are also encouraged to work with both their music and art teachers to create their very own CDs! Some of our students’ work have been submitted for competitions and our musicians have gone on to showcase their talents at national events!
APPLIED LEARNING PROGRAMME (ALP):

Happy Coding!

Fancy a ‘Laundrobot’ that automatically brings in your wash when it rains? How about a ‘Watch-My-Back’ tee-shirt for cyclists to signal a turn? Or a smart pet food dispenser for times when you’re overseas? These are some of the ideas our students came up with for smart living.

Utilising their knowledge of coding learned in our Robotics and Automation programme, our students design prototypes of products that could potentially become a reality and banish some of our more mundane woes.

Robotics and Automation is our school’s niche. Like it or not, we are on the verge of a whole new world where robots are making their way beyond industry, military and search and rescue situations into our ordinary, daily lives. In an increasingly globalised world, coding will become the new lingua franca for youths.

In Chua Chu Kang Secondary School, students learn user-friendly tools, such as Arduino, which enable them to programme and customise robots. Arduino is a popular electronics development platform that is easy to programme and fun, for just about anyone.

Responses from the students who have gone through the Robotics and Automation programme have been very positive. Arianne Lim and Angeline Cheong, both in Secondary 2 and good friends, agreed that the lessons gave them the chance to learn about coding, and added that understanding how coding works led to a lot of fun.

Joey Chew felt that being in the Robotics and Automation programme allowed her to understand the fundamentals of engineering. It also gave her the opportunity to learn coding, as well as use the different components needed to make her robot work.

Our aims are to stimulate interest and excitement in our students in STEM, to provide them with opportunities to better appreciate technologies and gain a practical understanding of their applications.

It looks like we have made some good headway. Hey, who knows, we might just see the next Bill Gates in our midst!

Initially, I had the impression that programming was tough and tedious, but once I became better in it, I found coding fascinating!

LAKSHITA, SEC 1 (2017)
LEARNING FOR LIFE PROGRAMME (LLP):
Leadership with Compassion

To lead, one must first learn to serve. At CCKSS, we believe that leaders should stay humble, act with integrity and have their heart in the right place. This important understanding will pave the way for them to develop and be effective leaders beyond the school years.

Student Leadership Development is serious business for us. Our students experience the 3Es – Explicit Teaching, Experiential Learning and Effective Reflection – and learn what it means to lead.

We follow the steps laid out in The 360 Degree Leader by John C. Maxwell. Students learn that they can be leaders in their own right, whatever their position is, in any organisation.

And it’s not all just ‘head’ knowledge. As students learn increasingly mature skills – such as the practices of Leading Up, Leading Across, and Leading Down – they get opportunities to apply what they have learnt in various capacities – be it as group leaders for class projects or for self-initiated endeavours under the Youth-For-Causes programme, class committee members, leaders in their co-curricular activities, National Education (NE) ambassadors and as Prefects.

Both in and outside of the classroom, teachers carefully guide students as they put theory into practice. Effective reflection and feedback from their teachers and peers then help to consolidate the students’ learning and allow them to grow in their own leadership journeys.

VALUES-IN-ACTION:
Mission: Make a Difference!

Every year, the entire CCKSS community – students, teachers, parents – fans out in droves around our neighbourhood. Armed with shopping trolleys, raffia string, and a whole lot of zeal, our students, accompanied by teachers and parent volunteers, go about collecting old clothes and newspapers from the residents to promote recycling and the green cause.

At the same time, our students become ambassadors for eco-friendly practices – they engage residents on Earth Hour and speak earnestly to neighbours about how all of us, in our little ways, can reduce our carbon footprint. This annual school-wide Values-In-Action activity is one where parents get to join in the fun and bond with their children, while doing something meaningful. It is also a much-anticipated school ‘tradition’.

At the school level, students learn to care for the environment through our annual VIA. At each level and through their CCA, students are empowered to identify a cause and make a difference to the community.

The focus in Secondary 1 is to get to know the Choa Chu Kang and Teck Whye community. Last year (2017), the Secondary 1 cohort worked their artistic magic and brought colour to the residential areas – through ‘plank art’ to celebrate National Day.

Secondary 2 students took up projects to help young children of different backgrounds. They raised funds and collected books to be donated to the library for children under the National Library kidsREAD programme.

Secondary 3 students brought cheer to the elderly in the community. They visited homes for the elderly, planned activities which they could carry out with the residents and even sang and danced for them. Taking time out to bring cheer to the elderly residents in the home gave our students the opportunity to acknowledge and appreciate the many sacrifices and contributions of the silver generation.

Secondary 4 and 5 students rolled up their sleeves and went to help in the enormous soup kitchen of Willing Hearts, the organisation which distributes packed meals for the less privileged, and the Food Bank Singapore, a charity organisation that distributes surplus food rations to those in need. Whether they were cutting up ingredients or cleaning out big ovens, or cutting and packing bread and pastries for distribution, the Secondary 4 and 5 students learnt how many people work behind the scenes to make positive contributions to the lives of the less privileged.

Through the four or five years in CCKSS, we hope our students become active citizens with a keen social conscience, learn to look beyond themselves, to appreciate the many blessings around them and pay it forward.
CO-CURRICULAR ACTIVITIES:

A CCA Buffet

On Wednesdays and Fridays, students make a beeline for the canteen, chomp down on their lunch, and slip into a dizzying array of neon jerseys, smart uniforms, colourful costumes and T-shirts emblazoned with loud slogans, proudly declaring the co-curricular activities (CCAs) they each claim.

For a moment, the school transforms into a kaleidoscope of colours, with students thronging across hallways as they gather at the 23 different activity areas, all ready to kick start their training.

Considering our student enrolment of a little over a thousand, students are spoilt for choice with 23 different CCAs – 5 Uniformed Groups, 5 Performing Arts groups, 5 Clubs and Societies and 8 Sporting groups, including Swimming and Wushu.

As educators, we find CCAs are the best platforms for students to taste success, imbibe strong values and learn life skills. They also remember most fondly the time they spend on their CCAs because very often, it is here that they discover more about themselves and form lasting friendships with others.

The alumni connection is also very much alive as seen from how our former students feel a strong sense of belonging to the school and their CCA, and volunteer to come back to train their juniors on a regular basis.

And our students naturally do well. 4 out of our 5 Uniformed Groups in the school are awarded Gold annually, our boys in the Sepak Takraw and Soccer teams regularly win the National Schools Games at zonal levels, and even make it to the national stages, our Performing Arts CCAs put up a good showing at the biennial Singapore Youth Festival as do our Clubs & Societies in their respective competitions.

One thing that I will certainly miss in CCKSS after I graduate is the esprit de corps, the brotherhood of Scouts. The camaraderie we forged will probably last us into adulthood.

AW KAI RUI, OUTGOING SEA SCOUTS CREW LEADER AND SEC 4 (2017)

CARING COMMUNITY:

Choreographed to Care

Step into the school and you will see students smiling and bowing politely in greeting. Parents and visitors to CCKSS are often pleasantly surprised by the students’ courtesy and helpfulness. A positive school tone does not happen by chance.

Our Student Management team has put in place strong support structures such as PCTMs (Parent-Child-Teacher Meetings) and monthly level meetings with teachers during which discussions centre on the student’s well-being and academic progress. And, it takes every teacher in the school to see each child as his own and to live the talk.

Teachers here practise classroom protocol GT61 to reinforce an active learning stance, conduct Circle Time and 1-to-1 dialogues to get to know students’ interests and needs, and provide learning support. Individual or small group consultation sessions in the afternoons at study areas are also not uncommon and for students who need learning support, our teachers go the extra mile.

At the same time, students learn to be grateful. Under a programme run by the Student Welfare team, students make little gifts and pen their appreciation for the school cleaners, canteen vendors and office staff on Appreciation Day.

In addition, every year the school receives hundreds of write-ups from students nominating their teachers for the Caring Teacher Award. Felicia Sng’s sentiment about Miss Nur Janna, Year Head and winner of the National Caring Teacher Commendation Award, sums up what CCKSS students appreciate most about their teachers. “Because she cares for me, she makes me want to do my best.”

Our school tone is not a chance result. It takes care.
DID YOU KNOW:

**Green, Green Everywhere**

The first thing that strikes visitors is our green surroundings. The two school buildings sit nestled among numerous tall and majestic trees, many of which are as old as the school. The lush trees provide a pleasant environment for all to work and play.

We also have little creatures roaming freely amidst the greenery. The jungle fowl (an occasional visitor to our school grounds) crows early in the morning, much to the amusement of our teachers and students. Students break out into smiles and chuckles when they hear the playful Asian Koel call, as if on cue, right smack in the midst of a lesson, competing with the teacher for the students’ attention.

It is also not uncommon to hear students squealing in delight when they see a squirrel scurrying across our parade square and shimmying up the trees.

And, our grounds are sweetly productive too! We have in our backyard, mangoes, rambutans, cempedak, bananas, papayas, noni fruit and lime – alas, no durians! When the fruits are in season, students and teachers alike enjoy a hearty feast of mouth-watering tropical fruits, fresh from our own backyard!

DID YOU KNOW:

**GT61 – Guess What It Is?**

While GT61 (Read: G-T-Sixty-One) may sound like some model of a sports car, it is not. Ask any student and teacher from CCKSS, and they will gladly tell you GT61 is an acronym for our classroom protocol.

‘G’ stands for Getting Ready
‘T’ for Taking Turns
‘6’ for 6-inch Voice
‘I’ for I-Conversation

Practised in class, the GT61 protocol helps set the tone for learning to take place. It promotes a positive learning environment, by reminding students to be responsible for their own learning and being prepared for lessons, as well as to show respect and consideration for their teachers and classmates.

DID YOU KNOW:

**Size Does (Not) Matter**

Did you know that the original site of Chua Chu Kang Secondary School was not intended for a secondary school? According to the first blueprints of the school drawn some three decades ago, the site was meant for St. Margaret’s Primary School, but later re-designated for our use.

That explains why some of our facilities seem a little, well, ‘scaled-down’ – things like our school hall, our lower than usual canteen stall counters, the wash basins in the students’ toilets and...erm...toilet bowls – to facilitate use by primary school children. In 1994, the second year the school was in operation, we had a bumper enrolment of 19 Secondary One classes and that meant, we needed to make space work with some creativity.

While we started off built for smaller, younger students, we have grown to meet needs of secondary students. In 1999, a new extension was constructed (this time, the right size) because the school was bursting at its seams.

This new extension is where the current General Office, staff rooms and additional classrooms are situated. The school also went single session that year. So now, we have two blocks and guess the names of these two blocks – The Old Block and The New Block! (Did you guess it? 😊)
APPLIED LEARNING PROGRAMME/PROJECT WORK:
Future-Ready Clementeens

Controlling the Star Wars BB8 Sphero Robot’s movements using an iPad. Designing interactive art works that bloom into a gorgeous array of LED lights upon sensing an approaching audience.

Fun, imaginative and tapping into teenage movie mania, these projects by our lower secondary students are part of the school’s Applied Learning Programme (ALP), Computing to Discover and Empower (CODE).

Coding is a key skill for the future, opening doors to many careers and opportunities. It also teaches problem-solving and logical thinking. Through weekly lessons, our ALP provides each Clementeen with early exposure to computer science and coding in interesting and fun-filled ways that ignite their motivation. Students can then go on to offer Computing as an O-level Applied Subject.

Besides learning logical thinking and problem solving through coding, our students also need skills like critical thinking, collaboration and communication to be ready for the future. Our school aims to build these skills explicitly from a young age. Hence, in Secondary One, Clementeens embark on interdisciplinary Project Work (PW). It introduces our students to critical thinking tools, research and statistical skills, ways of working collaboratively with their peers, methods of using new technologies to collaborate and how to speak and present well.

“I think it’s great that the school is giving opportunities to everyone who likes programming... We get to experience visits to top leading tech companies, and take part in camps and competitions!”

VEGAS LEE, SEC 4 (2018)

“I barely had any experience in computational thinking. However, as time passed, I started to be more confident in programming. Everyone’s programming is unique as people think differently. After sharing our unique codes with one another, it widens our horizons to new possibilities!”

BENJAMIN LIEW, SEC 4 (2018)
I have applied the skills learnt in Project Work in other areas such as evaluating methods of preventing water shortage in Geography. Project Work skills have helped me to communicate with others better, so I can explore things from others’ points of view.

JOSHUA TAN, SEC 3 (2018)

The idea of ‘Classparents’ conveys how CTSS is a second home for our students... and all teachers treat each student the way we would treat our own child.

MRS TERESA CHUA, HEAD OF DEPARTMENT (ENGLISH) WHO HAS BEEN WITH THE SCHOOL SINCE 1994

LEARNING FOR LIFE PROGRAMME/STUDENT LEADERSHIP:

Aspire with Our Uniformed Groups (UGs)

It’s not just the uniforms and drills. CTSS uses our UGs for the Learning for Life Programme (LLP), Leadership Development through UGs. We tap on the rich and authentic experiences that UGs provide to our students to cultivate leadership traits, develop skills and inculcate values in them.

Under the LLP:

- All Clementeens go for yearly cohort ASPIRE camps, where they learn and live out the school values: Adaptability, Self-Discipline, Perseverance, Integrity, Respect, and Empathy. Each year’s camp is designed to cater to the needs of the level.

- For example, the Secondary One Camp Chrysalis focuses on helping new Clementeens to transit smoothly into secondary school life and build new friendships.

- Lower secondary students receive broad-based leadership development training, anchored in Sean Covey’s “The 7 Habits of Highly Effective Teens”. Through this programme, students learn greater discipline and self-leadership.

- The UG cadets take the lead in this programme by sharing during the school assemblies how they have applied some of “The 7 Habits” in their daily lives.

My boys joined CTSS via Direct School Admission (DSA), in the Uniformed Group, Scouts. Scouts provides a wide range of activities that sharpen our youths in terms of leadership and life skills.

MDM CATHERINE CHAN, ON HER SONS THEODORE AND THADEUS CHUA
AESTHETICS EDUCATION:

Values Education Through The Arts

Drama and the arts are powerful vehicles for character education and we use them very effectively at CTSS. They help the students to develop respect and empathy for others, build confidence in themselves, and are also platforms for them to apply their teamwork and public speaking skills.

The lower secondary Normal Technical students participate in a Drama-in-Curriculum Programme, where they get to perform an adaptation of their chosen texts, enabling these texts to come vividly to life.

These experiences culminate in a large-scale biennial school musical, with auditions open to the entire school, and students working as cast and crew!

The aesthetics groups are also a big and vibrant part of the school scene, doing the school proud by achieving six Certificates of Distinction in the Singapore Youth Festival (SYF) 2017 Arts Presentations.

STUDENT DEVELOPMENT:

Whatever Their Starting Point, Our Students Grow and Achieve

Our school’s philosophy is that we will help every student to learn, grow and achieve, no matter where their starting point is.

For students in the Normal Course, for instance, the school has a strong and innovative programme to help cater to their pace and style of learning. In recognition of the effectiveness of our programme, CTSS was awarded the Lee Hsien Loong Award for Innovations in the Normal Course (attained in 2009 and renewed in 2015).

We are extremely heartened to see our students being recognised for their all-round excellence, strong leadership qualities and sound values.

For students who are talented and passionate about science, the school also provides many learning opportunities for them to grow.

At the lower secondary level, students can take part in programmes such as the Innovation Programme (iP), organised by the MOE Gifted Education Branch. The iP exposes them to innovation, engineering and design thinking.

At the upper secondary level, the school provides the Science in Action Science Mentorship Programme (SiA SMP). This programme enables selected Secondary Three students to work on a year-long project under the mentorship of experts from tertiary institutions.

When all doors seem to close on me, there was always a teacher who would guide me through another door. CTSS is a theatre of dreams and a place where I made and realised my dreams!

LEE JAYING, SEC FIVE NORMAL STREAM. RECIPIENT OF THE LEE KUAN YEW AWARD FOR ALL-ROUND EXCELLENCE (LKY-ARE) 2016

The school’s ASPIRE values shaped me to persevere in the face of adversity. I attribute my achievements to hard work and the unflagging belief that my teachers had in me.

DON SIM, RECIPIENT OF THE LEE KUAN YEW AWARD FOR ALL-ROUND EXCELLENCE (LKY-ARE) 2011
LIFE-LONG LEARNING:

Teachers Who Don’t Stop Learning

Achiving the school vision of creating a vibrant community of lifelong learners with the spirit to serve and to excel requires a school team that never stops learning. We take reference from Thomas Friedman who shared in his book ‘The World is Flat: A Brief History of the Twenty-first Century’ that what stayed with him from his schooling days were not the facts that the teachers imparted but the excitement about learning they inspired.

I have a good grasp of the real life applications of Chemistry through the study of fragrances, personal care and cosmetics products. Did you know the boiling points of oils determine a light or heavy note in the perfume? These are invaluable authentic experiences which I can bring back to the classroom.

MRS TAN WEN YI, SENIOR TEACHER (CHEMISTRY)

Today’s science students must study what is happening on the cutting edge – not just of the discipline, but of their interstices, which is where all the really interesting work is going on. This is why we must keep up-to-date with the development in these fields.

Also, today’s students have short attention spans. Sometimes my classes are loud and seemingly chaotic, with all students interacting with one another or engaged in hands-on activities. But many students shine in this collaborative learning environment, where there is constructive buzz and the co-creation of understanding.

MS LI QIANYI, SUBJECT HEAD (BIOLOGY)
MAKER EDUCATION AND DESIGN THINKING: 
Playing Seriously

Imagine seeing your self-made remote-controlled aeroplane take off to the skies or repairing your own skateboard. At Commonwealth Secondary, this is not “mere” play but the foundation at the heart of nurturing creativity.

To start, teachers equip new students with “making skills”. From 3D printers to laser cutters to micro-controllers, our well-resourced Makerspace allows students to then explore and experiment in areas they are keen on. As students immerse themselves in making, they learn valuable skills and mindsets such as resourcefulness and resilience, learning not just to fail and push on to success, but also ways of thinking around a problem.

Our students also get to put on a designer’s hat through our in-house Design Thinking curriculum where they learn to be human-centric problem solvers. In these classes, they get to work in teams to identify complex problems, understand the needs of those around them, and follow up with prototyping and testing their innovative solutions.

In the process of observing, identifying and solving these problems, students learn empathy, collaborative skills and the value of radical ideas.

We had no idea how to build [a remote controlled plane]. We’ve never done anything similar before. It took me more than a year and three failed prototypes before my plane finally took off.

DINI, SEC 4 (2017)
A COMMUNITY SPACE WHERE STUDENTS READ, LEARN AND DISCOVER THE WORLD:

A Space for You, Me and Us.

Step into our library and you will have a tough choice. Will you snuggle up on a couch in the Living Room with a book, escape into one of The Nooks to mull over your school work or enter the 100 Acres Wood with your friends for another quiet project discussion?

With the aims of rejuvenating the library and strengthening the reading culture in the school, the Library Committee adopted the school’s design protocol, Design Thinking, which places the users’ needs at the forefront, to reimagine what the library could and should look like. The committee conducted rounds of interviews, observation, rigorous ideation and testing with the students. The end result was a library designed for everyone, serving different needs.

Apart from being a diverse resource repository with an extensive collection of fiction and non-fiction books, the library also aims to be a community space for students to learn and discover.

Students can sign up for one of our hands-on workshops to pick up a new skill or check out an interesting book for deeper reading. You could also turn up for your favourite teacher’s book sharing during recess time or be dazzled by the authors we invite for our Meet-the-Author sessions held termly.

Besides serving as a place for students to discover their interests, our library is also a space which encourages them to express their interests and seek out others with common interests such as via mini performances or exhibitions by fellow students. The library is a space for you, me and us to read, learn and discover.

P.S: Did you know our four study rooms are named in honour of famous book characters? Come by the 100 Acres Wood, 12 Grimmauld Place, 221B Baker Street or 890 Fifth Avenue and absorb the atmosphere of your favourite books!

SERVANT LEADERSHIP:

Taking Flight by Uplifting Others

Do you remember that beautiful song “The Wind Beneath My Wings”? This pop song praises those who “uplift” others – an ethos close to the hearts of Commonwealth students.

As servant leaders, our student leaders learn to be other-centred leaders who regard the development of others as a core part of their work.

Empathy is key to achieving this as our student leaders learn to understand the needs and challenges of their peers, and thus realise their aspirations to be trustworthy stewards who carry out their duties with integrity. This creates a rich and vibrant school community, for every single student serves to leave a positive impact on the lives of others.

This vision is realised through a range of leadership opportunities within the Student Council. For example, students who are naturally confident and energetic often serve the school as House Leaders or Prefects. The Peer Support Leaders serve as the first point of contact for new students. The Prefects help to maintain the discipline and welfare of the students through the restorative approach to behaviour management.

On the other hand, those who might be more comfortable in smaller group situations excel as Peer Support Leaders or Prefects. The Peer Support Leaders serve as the first point of contact for new students. The Prefects help to maintain the discipline and welfare of the students through the restorative approach to behaviour management.

The end result is a group of student leaders with diverse strengths and talents working together to serve the school.

We recognise that leadership is not a matter of power and authority. With confidence and compassion, our student leaders are well-positioned to make the world a better place.
EXPLORING PASSION, SHOWCASING TALENT:
Our Stage for Students to Shine

A(n) artist without an audience can never see beyond the horizon and soar to greater heights. At Commonwealth, we provide a safe environment for students to share the products of their imagination and experimentation.

Building on interests, students are given the space to explore their passion in the arts be it sculpture, drawing, photography, film or the performing arts. We understand that creativity cannot happen overnight. Hence, we aim to nurture the creative flair in each student through the creative spiral process.

The very first step into the realms of creativity is appreciation for the arts. Students are exposed to aesthetic performances such as musicals, plays and recitals where they gain valuable insights and knowledge about the different forms of arts.

Thereafter, when the students are ready to imagine possibilities, they are then given many platforms to showcase their creations and experiment with alternatives before they reflect on their experiences. Through this spiral process, students learn to develop their own ideas, test boundaries, get input from others, and generate new ideas based on their experiences.

All these take place in a highly supportive environment with informal teacher mentoring, formalised training and even professional coaching, giving students the confidence to step up to the world stage and share their creativity!

EMPOWERED TO BE ENVIRONMENTAL ADVOCATES:
When Nature Calls, CWSS Responds

When our students are able to appreciate and make connections with the natural world, advocacy and activism emerge as a natural outflow of this love for nature.

To foster the love for nature, Commonwealth Secondary has created many eco-habitats for students to experience authentic out-of-classroom learning experiences through their encounters with the rich biodiversity.

Our students take their Geography lessons out of the classroom and have a first-hand opportunity to study our school’s Rainforest up-close. They are encouraged to ask questions based on their observations of the structure of the rainforest, the characteristics of the plant life and the ways in which the plants have adapted themselves to the tropical climate.

Our students also participate in the Fern-O-Rama activity to learn about the sampling technique. In the process, the students learn to appreciate biodiversity and engage in collaborative investigation of the fern species in our school’s Rainforest.

At the Wetland, our Biology students take measurement of the size of the Golden Apple Snails and analyse the data to study genetic variations.

In our Environmental Education Programme, students are engaged in identifying complex challenges, understanding the needs of those around them, and working in teams to prototype and test innovative solutions to improve the environment. Join us to make a difference!
TIMEKEEPING, OUR SHARED RESPONSIBILITY:
Commonwealth, a noBELL School

Bells were used since the Industrial Age as shepherds to move people to their next task. The time has come for us to progress beyond being just followers. Since 2015, CWSS did away with the school bell to enable students to build their own “sixth sense” of time telling. In its place, we use GPS synchronised clocks to show us when lessons start and end. This instills a sense of responsibility in our students as they develop important self-management skills. In some cases, students have even become timekeepers for teachers during lessons!

IMMERSIVE EXPERIENCE FOR CO-CURRICULAR ACTIVITIES:
See See A(pply)

Sec 1 students can try out different CCAs for a month before they finally make a choice. A student is going to spend his or her entire secondary school life in a CCA so it is only right that he or she makes an informed decision before making a commitment. This also means more motivated students during CCA. Most importantly, this provides a more immersive experience for our students and allows them to explore their passions!

CWSS, A SCHOOL WITH RICH BIODIVERSITY:
A Safe Haven for Wildlife

Imagine finding Nemo, Dory and more every day in school!
The eco-habitats we created in our school are excellent environments to attract a range of visitors: reptiles, birds, amphibians and mammals. To date, monitor lizards, pink-necked green pigeons, Asian toads and plantain squirrels have visited us for food and shelter. Some of these animals have also chosen to become the permanent residents of the school. Since 2015, we have successfully documented four instances of monitor lizards basking under the sun at ‘The Stream’ in our school. Monitor lizards are shy creatures that would avoid humans but their presence can help keep the frog and rodent populations in check.
The Esprit Retail Training Store located within the school premises provide an authentic learning experience for the students.

WHERE N(T) STUDENTS SUCCEED:

Beacon of Hope for Normal Technical Students

We know it takes all sorts to make the world – and we make sure our Crestans learn and let their unique strengths and talents shine! Through motivation and strong support, we know that they can certainly succeed. Thus our teachers and staff are committed to help empower Crestans to achieve their dreams.

Our school uses vocational training integrated with academic subjects to create an exciting platform for N(T) students to excel. For example, Crestans are introduced to Retail, Hospitality, Facilities and Mechanical Taster Modules in lower secondary where they pick up valuable life skills through hands-on activities.

In Secondary 3, they will specialise in one of the 4 specialised modules on top of preparing for their GCE ‘N’ Level examinations. By the end of Secondary 4, the students will not only graduate with a GCE ‘N’ Level certificate, but also be awarded the Institute of Technical Education (ITE) Skills Certificate (ISC) according to their specialisation – putting them in good stead as they pursue their next course of education in the ITE of their choice.
LIFE SKILLS:

Tackling the Heat and Serving Up a Feast

“New order!” The entire kitchen froze for three seconds as the orders were read out. Action quickly resumed after a swift acknowledgement of “Yes, Chef!” by the entire crew. The kitchen was hot, and tensions were high but the entire kitchen crew was focused on individual tasks and determined to make this “Authentic Lunch” a success.

Over at the dining area, the service personnel were smartly decked out in their service uniforms while serving hungry patrons.

The “Authentic Lunch” is served twice yearly at the Bistro in Crest Secondary School, and Crestans specialising in the Hospitality Services ISC are tasked to execute the entire restaurant operation. The Secondary 4 students are in charge of welcoming guests, taking orders and serving the customers while the Secondary 3 students prepare and cook the dishes in the training kitchen. This experience gives the students a taste of the hospitality industry and prepare them for the high expectations of working in a restaurant in the future.

CHEF CHANG YI PING, HOSPITALITY SERVICES TEACHER

“ I always tell my students that in order to prepare a dish well, we must first know how to make it from scratch. It is just like walking. If we did not take the first step, we wouldn't know how far we can go.”

FACILITIES:

Authentic Learning Spaces

Crestans are often seen engaged in the workshops, labs and kitchens. In addition, valued industry partners such as Esprit, Giant Hypermarket and Shimano have also set up learning spaces – mock-ups of actual retail spaces – in the school to bring authentic training closer to Crestans.

I always tell my students that in order to prepare a dish well, we must first know how to make it from scratch. It is just like walking. If we did not take the first step, we wouldn't know how far we can go.

CHEF CHANG YI PING, HOSPITALITY SERVICES TEACHER
The hallmark of a Crest staff member is their passion! From teachers to support staff, every one made a deliberate choice to join the school. ‘Crestan Warriors’ is indeed an apt name for this staff family.

**INTERNSHIPS:**

**Industry Experience**

In Sec 3, Crestans head out for a 4-week internship programme, known as the Industry Experiential Programme (IEP), in various companies across Singapore. During their internship, they gain valuable experience and catch a glimpse of working life, thus instilling confidence and self-worth along the way.

**STAFF:**

**Passionate Crestan Warriors**

The hallmark of a Crest staff member is their passion! From teachers to support staff, every one made a deliberate choice to join the school. ‘Crestan Warriors’ is indeed an apt name for this staff family.

**INNOVATIVE APPROACHES:**

**Interactive Learning**

Crest teachers take effort to design lessons that engage the students and grow their interest in learning. Some of our innovative approaches include an Escape Room for language learning, sales of snacks for Mathematics, and Learning Journeys in and out of school for various subjects.

**REACHING OUT TO COMMUNITIES:**

**Art That Reaches Beyond**

Our Crestans’ creations can be seen on the walls of the void decks around the Yuhua neighbourhood.

Themes such as ‘Anti-Love Scam’, ‘Anti-Theft’ and ‘SG-Secure’ inspire their work, which not only adds colour to the area, but also educates residents on such important messages.

Some of the creative artworks are installed in school, where they help to instil a sense of pride and belonging in students. But we take it further: artistic Crestans have also brought their talents overseas on cultural exchange trips, and painted a mural in a school in Batam. Such active collaborations allow our Crestans to express themselves creatively and play their part in making a difference to the community.
**EXPOSE, EXPERIENCE AND EXCEL:**

**Scaffolding for Success**

How would you illustrate a literary work? How about making a live dramatised trailer showing how Perseus slew the snake-headed Gorgon, Medusa?

In July 2017, our team of 12 Crestans – the only N(T) team there – carried off second prize with this trailer, at the biggest literary event for students in Singapore – the National Schools Literature Festival (NSLF).

The overseas learning journey has made me appreciate what I have in Singapore and I want to study hard to have a good future.

BOWEN CHOO YOU XIN, SEC 4 (2018)

Their hard work paid off when it was announced that they emerged second.

We know that when Crestans choose to step beyond their comfort zones with resilience and determination, they rise to the occasion!

To top it off, the win in 2017 is in fact, the third time Crest bagged a trophy at the NSLF.

**We did it! We did our best but I wasn’t sure if we were good enough. I guess it was worth all the hard work!**

RIZKI NAUFAL, SEC 2 (2018) “KING POLYDECTES” WHO ASSIGNED PERSEUS TO KILL THE GORGON

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**OVERSEAS PROGRAMMES:**

**A Different Exposure**

Crestans have the opportunity to go overseas for community service learning, cultural exposure, as well as student exchange programmes.
APPLIED LEARNING PROGRAMME (ALP):

Everybody Can Relate to Food

Dunearn’s students are strong in the sciences, and the school is one of the few offering the combination of Chemistry with Biology, so when it came to designing the school’s Applied Learning Programme, the teachers chose to focus on something related to students’ strengths: Food Science and Technology.

Food is something all students and their parents can relate to, explains Ms Aileen Tan, HOD Science. Furthermore, there are many courses and related careers in the food, chemical as well as pharmaceutical industries, which students can pursue in the future.

The basic tier programme for the whole of Secondary 1, captures students’ attention with lots of hands-on activities such as marshmallow-making and building a simple calorimeter.

In Secondary 2, students will look into Arduino (open-source code) programming and then develop their own food projects. The scientific principles mesh well with core academics and the communications and presentation skills parallel the student-development programmes.

Most importantly, the students really like it because in certain sessions, they get to taste what they’ve made!

The tier two activities involve smaller groups, particularly the school’s “Science Ambassadors”, who show greater aptitude and interest – about 30 to 40 students in total.

Upper Secondary students with greater interest, will go for industry talks with Fraser & Neave, engage in discussions about the work that its food scientists do, and participate in the Advanced Elective Modules (AEM) at Singapore Polytechnic.

Structure of the Programme

Tier 1 (Sec 1/Sec 2)
- Basic ICT training
- Communication and presentation skills
- Hands-on projects (e.g. marshmallow and ice-cream making, calorimeter making)
- Arduino programming
- Hands-on projects (e.g. energy-bar making)

Tier 2 (Sec 2 onwards)
- Learning journeys
- Industry talks (by Fraser & Neave)
- AEM at Singapore Polytechnic
- Science innovation competitions
Dunearn follows the Habitudes model of leadership at Secondary 1 and 2. Students are trained in leadership principles through images that form leadership habits and attitudes. For the upper levels, says Miss Bai Yi Rang, the programme teacher-in-charge, “Our students learn how their efforts can benefit the larger community around them - seeing global leadership with a local angle; such as discovering how local communities can address global concerns or issues like meeting the threat of deforestation by planting more trees in the neighbourhood.”

In developing Sec 3s as community youth leaders, Dunearn partners the South West Community Development Council (SWCDC). After some discussions guided by the teachers, and fronted by student councillors and Sec 3 CCE leaders, Dunearn “adopted” a block of rental flats.

Together with community partners from Persatuan Pemudi Islam Singapura (PPIS), REACH (Youth) and the teachers, the students, after they have been trained in interview techniques, conduct a door-knocking exercise. They return to school with reports on what each group of residents needs and the Sec 3 classes decide how they can help. SWCDC helps to fund selected projects – to the tune of $1,000 per project.

This year, our Secondary 3 students were involved in a Chinese New Year hamper giveaway for 396 households in Bukit Batok. The student councillors initiated a needs analysis to find out what the residents’ needs were, then the students planned the logistics of how to collect various foodstuff and distributed the hampers to the residents.

Students commenced packing of food donated by corporate partners in two batches: once on the day before Chinese New Year eve, with the remaining batch on the eve of Chinese New Year itself. After the festive celebration in school, our student groups went out to deliver the hampers, which were received with enthusiasm by the residents of the blocks!

“We wanted to give [our Sec 3s] a meaningful activity at the start of the year. We highlighted to SWCDC that the hamper-giving should be extended to the flats that we are ‘adopting’. We will have a year-long programme with them.”

MS BAI YI RANG, LLP TEACHER

Dunearn’s science teachers have been trying out flipped classrooms: they issue students reading, to prepare for class the following day. Then in class, they work through exercises with the students who demonstrate their understanding of the material. This is popular with students, despite the extra “homework”, as more classroom time can be allocated to applying and clarifying concepts with their subject teachers.

Several science teachers run micro-websites with teachers’ notes on them. This, too, is very popular with the students as it gives them access to all the materials for their lessons, all the time.

“We get to understand the context [of the lesson] before we get to class. Then in class, we have more time to work on the exercises and try out questions where our teachers can guide us…”

JERALD GIAM, SEC 4 (2016)

“You can read microsite information anywhere! I’ve seen my friend glued to his phone on the train; ‘I have a test tomorrow,’ he said.”

JAMIE ONG, SEC 5 (2017)
It takes several rehearsals to get the movements together.

DID YOU KNOW:

Diamond in the Rough

Dunearn’s school crest includes a diamond, and the classes are named after various precious gems including Pearl, Opal and Ruby to carry on the theme that students are just in need of some polishing to truly shine!

MR KEITH KOH, HOD PHYSICAL EDUCATION

CO-CURRICULAR ACTIVITIES (CCA):
Not a Sport but Modern Dance Still Scores

Mr Keith Koh, HOD PE, laughs as he repeats himself to say that modern dance is surprisingly popular in Dunearn Secondary.

The traditional sports of course attract the most attention. But modern dance was one of the most-requested for CCAs amongst students in the 2016 and 2017 intake.

The current modern dance group is 42 strong, five of whom are boys.

When asked for his theory about why modern dance is so popular with Dunearnites, Mr Koh quipped that KPop is “hot” with many young people these days.

He added that another good reason was that the group’s members are strongly committed and spread their love of the activity via word-of-mouth.

Last but not least, they take every opportunity to perform for the school, showcasing their passion and skills.

JAMIE ONG, SEC 5 (2017)

The group has had high visibility with a performance for SG50, speech days and at concerts, and will be competing at SYF. It has consistently been awarded the SYF accomplishment award.

MR KEITH KOH, HOD PHYSICAL EDUCATION

A mix of students from the different dance CCAs compete at SYF

Other popular CCAs include:
- Basketball
- Football
- Table Tennis
- Malay Dance
- Guzheng Ensemble
- Choir

MR KEITH KOH, HOD PHYSICAL EDUCATION

 Sharp dance moves brighten up all the school’s celebrations

It takes several rehearsals to get the movements together

A mix of students from the different dance CCAs compete at SYF

Our classes are named after gemstones. Our school uses gemstones like a metaphor, that we’re ‘precious’ students. Not cringey, really, we’d rather have it than 4E2, 5N1!

JAMIE ONG, SEC 5 (2017)
I think the words, the first words of the first verse are ‘As I enter...’ then, the last verse has ‘...From Dunearn I emerge...’ They trace the students’ journey.

MISS FAITH KHOO, MUSIC AND ENGLISH TEACHER FOR ALMOST 30 YEARS.
Wong Zi Qi, a student from Sec 4 class of 2017, had not interacted with elderly folk much in the past, but as an usher for the Fajar Secondary School Inter-Generational Games, she rose to the occasion. She sat on the planning committee mapping out the Games, which involved more than 150 elderly people, including our very own school cleaners, as well as visitors from St Luke’s Eldercare, SunLove Marsiling and Lions’ Club Nanyang.

The residents of the homes were all agog to visit the school and participate in a day of food, fun and family. The Inter-Generational Games were the culmination of Fajar Secondary School’s caring culture, introduced through our Learning for Life Programme, or LLP, to nurture our students into Caring, Empathic Leaders.

The caring message is also infused through the other school programmes:

- **Sec 1s** are guided to carry out school improvement projects; concurrently, they are equipped via our Applied Learning Programme (ALP) with Scientific Thinking & Engineering Design knowledge. For example, they learn to create useful products from recycled materials, and to reduce water wastage, thereby caring for and contributing to a sustainable world;
- **Sec 2s** reach out to serve our neighbourhood, including giving academic coaching, and cyber-wellness tips to younger students at nearby primary schools, as well as researching and sharing energy-saving tips learnt during ALP with the community;
- **Upper Sec Students** learn project-management skills to research the needs, devise a plan, budget for, and carry out projects for social causes. These include taking care of the needy and elderly via platforms such as “Adopt a Home” visits to one-room flats, and our annual “Inter-Generational Games”.

Thus, every FJ-ian will graduate from our school, more deeply caring for others, anchored in our FJS school values of Responsibility, Integrity, compassion, resilience, to “RISE” like the sun.

My classmates and I chose games that we thought were interesting and made adjustments so that they were suitable for elderly players. I was stationed at the Kinect station, a very new idea to them! I have learnt to be more patient and supportive -- to give them the time to process the information, and encouragement to try!

WONG ZI QI, SEC 4 (2017)
WHEN TWO BECAME ONE:
The Best of Both Worlds!

Fajar Sec (FJS) is the result of the merger of Chestnut Drive Sec Sch (CDSS) and Fajar Sec Sch (FSS) from January 2016.

This “arranged marriage” brought us together into new facilities with a spanking new façade, a new Admin Block, and (much anticipated by our students) an Indoor Sports Hall!

We now offer more CCAs including Netball, Scouts, Boys’ Brigade, Girls’ Brigade, as well as Chestnut Drive’s ALP on Scientific Thinking and Engineering Design, and Fajar’s LLP of developing Caring Empathic Leaders.

FJS CREST, FLAG, UNIFORM, SCHOOL SONG:
Creating Our Own Identity!

Staff and students from both schools came together to create our new identity based on both CDSS & FSS.

We considered the colour themes (CDSS’s Dark Blue and FSS’s Yellow), key symbols (the rising sun), and took the ones that resonated with all, to create our new FJS identity. Even the school mottos were combined to become “Persevere & Achieve”!

Our staff wove the lyrics from both school songs to compose the new FJS school song – listen to it via the QR Code at right or on our school website.

CARING FOR OUR COMMUNITY:
Trail-blazing for Social Causes

FJS has the highest number of records in the Singapore Book of Records. We have created and broken 40 Singapore Records and 1 Guinness Record.

Best of all, each record was for a social cause, where we raised funds for the needy or for the elderly as we attempted to set new records.

You can continue to share and care with us as we set ever more new records for social causes in contribution to our community, nation and beyond!
APPLIED LEARNING:

Explore and Uncover Unusual Skills

FJS seeks for our students to explore and discover their interests, talents and hopes in life. We believe our students will draw out their best to be able to give more passionately, compassionately and purposefully to others.

We have organised teacher-led applied lessons on examining the properties of energy and light; creating useful products by recycling items and reducing water wastage; making pastries under the watchful eyes of trained chefs; and trying traditional art forms, like batik-making.

This way, our students get to try out their intellectual, physical and aesthetics talents and dreams, and have fun!

FJS SHOWCASES:

Develop & Share Your Talents!

Dreams are not enough... FJS enables and facilitates the Talent Development of our students in all domains.

Students pursue their interests and abilities in greater depth in curriculum lessons, CCAs, ALP, LLP and Character & Citizenship Education (CCE). They get to develop expertise in their talents and competencies, with multiple platforms to share and showcase what they can do, including school and public performances, exhibitions, competitions and workshops.

For instance, our students in Design & Technology and Art exhibit their works in our school Artspiration Gallery, and conduct craft workshops annually at the Jurong Regional Library and Bukit Panjang Library.

Our Show Choir and Movement and Dance CCA performers stand out at the Senja-Cashew CC at Chinese New Year, National Day concerts and other community events!

I am thankful for the many opportunities to grow as a leader. I learnt useful skills in the Leadership Series workshops, but more importantly, I learnt to apply them, such as in organising this year’s Student Leaders’ Investiture with fellow student leaders.

MS NUR FARAH IMAN BINTE MOHD FARID, PRESIDENT OF STUDENT COUNCIL (2017)

THE FJ-IAN LEADER:

Stretch Your Potential!

We teach our students that “going it alone” may not take you as far as when you’re with a team. We encourage each FJ-ian to strengthen his character and values, cultivate good habits, build resilience, but above all, step forward to lead their team, community and country!

How? With varied Outdoor Education activities conducted annually during our cohort camps, as well as planning for emergencies and threats to our society with the help of the CCA Uniformed Groups such as St John Brigade, National Police Cadet Corps and National Cadet Corps.

See also the Today newspaper article ‘Wallflower who became student council VP among Fajar Sec’s top scorers’ @ appended QR Code
SERIOUS SIBLINGS FOR THE COMMUNITY:
Playing and Learning as We Give Back to Society

F"j-ians serve our community in myriad ways, passing the care from generation to generation.

Thus, the FJ-ian will undergo purposeful programmes that will expand his horizons, increase his empathy, enable him to build strong friendships and positive relationships, and enhance team spirit, so that he can better care for and contribute to his family, school, community, nation and beyond.

In addition to helping the elderly and the needy, FJ-ians also reach out to younger neighbours, by:

• Providing academic and motivational support for underprivileged children. Our students organise the annual 2-day Club Sunday programme;

• Primary School alumni peer tutoring back in their alma maters, like Bukit Panjang Primary School (BPPS);

• Conducting cyber-wellness workshops for Primary School students at nearby CHIJ Our Lady Queen of Peace (OLQP);

• Organising math games for schools in our cluster...

Our students get to be “big brothers and sisters”, guiding and caring for their younger peers!

I went for the recent Club Sunday programme where I found giving to younger children, interacting with them and becoming their friends, a joy! I have learned to empathise, lead and adapt activities to suit these children.

MUHAMMAD ALFEE MARUOKA B M A M
STUDENT LEADER, SEC 4 (2017)

(BPPS) Primary 6A students have seen improvement in their Mathematics results for Semestral Assessment, and the (FJS) tutors have played an important part in this! Thank you on behalf of all the 6A students!

MR OTHMAN ARSAN BIN MOHD ABUBAKAR
YEAR HEAD, UPPER PRIMARY, BUKIT PANJANG PRIMARY SCHOOL
TALENT DEVELOPMENT PROGRAMME:

A Place Where Talent Grows

Last year found our Fuhuanites scattered around the island...

- Sitting at the tea chapter along Neil Road and appreciating the art of Chinese tea-making.
- Observing and capturing day-to-day phenomena scientifically at Fuhua’s parade square during the solar eclipse in March 2016.
- Strumming the guitar and composing simple melodies to entertain residents at the Blue Cross Thong Kheng Home nearby.
- Rallying classmates to take action against animal abuse.

These rich learning experiences, a staple in Fuhua, are designed not just to spark students’ interest in various subjects, they also help students discover their talents.

Students are identified and placed on the various Talent Development Programmes offered at Fuhua to build on their strengths and interests in areas ranging from public speaking and creative composition to mathematical and scientific inquiry.

Examples of these programmes: “Infinity Plus”, “Inspire”, “Ignis” and “I Love MTL”.

“One of our delegates preparing her speech at the UN Office of Drugs and Crime

“Inspire”: We expose Fuhuanites to JC-level topics like quantum mechanics and chemical equilibrium. Our students even get to shadow A*STAR researchers to gain concrete knowledge of scientific research work.

“I Love MTL”: Fuhuanites sensitive to the nuances of their Mother Tongue Language hone their writing skills under notable writers in the Author-in-Residence programme. In 2016, for example, a group of 20 learned from Miss Jun Ying Lü over the course of four weeks.

“Ignis”: The English Department’s programme gives students the opportunity to represent different countries in Singapore Model United Nations simulation conferences. Students get to brainstorm on and present views on social issues like access to clean water and child labour to fellow participants.

In addition to our “I-” talent development programmes, other in-school platforms are also available to provide opportunities for students to nurture their talent.

A perennial favourite is Lunch Tunes – a platform for students to entertain their peers via balladeering, break-dancing or playing the violin. Our school canteen literally rocks with applause and cheers for our talented performers!
LEARNING FOR LIFE PROGRAMME ( LLP):
CSI Fuhua

A theft has occurred: a thumb drive has been stolen from the computer lab! Who did it?

Fuhua’s lower secondary students get trained to bust crime with science. For one and a half periods each week, they are taught to analyse fingerprints, blood samples, blood splatter, car crashes, shoeprints, handwriting and fabrics.

They even get to programme lie detectors and burglar alarms by learning and using Arduino, an open-source software.

The science teachers go the extra mile to make learning come to life: concocting synthetic blood which reacts to tests the way real blood does; practising with remote-control cars to create skid marks; and even using Listerine for breathalyser tests to simulate the alcohol in the breath.

At the end of the Forensics@Fuhua Programme, the teachers collaborate to set up a real “crime scene” with several stations for the different groups of students to tackle.

The programme, developed with Singapore Science Centre’s STEM Inc., aims to teach scientific thinking and logical reasoning via hands-on work.

Students love guessing who the culprit is, whenever they see a crime scene. We train them to look at evidence, and avoid jumping to conclusions.

MDM HIA SOO CHING
SENIOR TEACHER, CHEMISTRY

CO-CURRICULAR ACTIVITIES:
Robots, Uniforms and Fun Galore

Ask Fuhuanites what the toughest CCA is in their school and they’ll shout it back: UGs! Ask Fuhuanites what the coolest CCA is and they’ll say: Robotics Club!

The Uniformed Groups (UGs) are not technically a single CCA. They are made up of four groups, the National Cadet Corps (NCC), National Police Cadet Corps (NPCC), Red Cross Youth and Sea Scouts. A distinctive feature of the UGs at Fuhua is the sense of togetherness members across the different groups feel, an affinity that binds them as one big UG family.

Like the Fuhua Robotics Club – that has won multiple awards at the annual National Robotics Competition and the World Robot Olympiad at Doha in 2015 and New Delhi in 2016 – the UGs win over and over.

For one thing, the NCC boys achieved the best unit award for a stunning nine consecutive years. Fuhua’s Sea Scouts attained gold in the Frank Cooper Sands Awards from 2006 to 2016.

The club won Overall Champion in the 2017 National Junior Robotics Competition

The secret? Hard work, supportive teachers and committed alumni in all these CCAs.

Alumni from the UGs have been returning to their alma mater to train recruits, for up to eight years, bringing to bear lessons from National Service!

As for the 20-odd-strong Robotics Club, its dedicated members willingly hunker down in the school’s two computer labs four to six times a week – yes, outside of school hours – assembling robots out of Lego pieces and with Lego’s Mindstorms EV3 software.
LEARNING FOR LIFE PROGRAMME (LLP):

Giving Back to The Community

A definitive school experience at Fuhua is the Character for Life camps for Secondary 3. Students get a choice of serving less fortunate children in neighbouring countries Cambodia, Indonesia, Thailand or Vietnam in a 5-day 4-night camp.

They contribute by marking out volleyball courts, painting classrooms and playgrounds, even installing water-filtration systems. Students also teach the youngsters at the orphanages and schools they visit basic Mathematics, English and Art, and play games and dine with them. It’s part of Fuhua’s Community Youth Leadership (CYL) programme.

In Secondary 1, students plan and set up food or games booths at the school’s Charity Bazaar to raise funds for needy students in the school.

In Secondary 2, every class is tasked to propose a community to work with, identify its needs and design projects to address them.

At the core of CYL at Fuhua is Kouzes and Posner’s “The Leadership Challenge”. This suite of lessons, workshop and camps aims to grow confident and passionate students who care about serving others.

Yes, like many other Parent Support Groups (PSGs), the parents help out at events like the school’s charity bazaar and Teachers’ Day lunch.

But PSG members get together on their own account on festive occasions like Hari Raya and Chinese New Year. Roles within the group are flexible: “Everyone is the Chairperson!” PSG members say.

Two peculiarities of the PSG at Fuhua that make it so special are its active alumni members, as well as its high number of fathers.

Mdm Harlina, of the alumni PSG, feels the seeds of this “family feeling” are sown at the start – the Sec 1 parents gather in their children’s classrooms on the first Saturday of school.

There, they meet their children’s Form Teacher and establish networks and friendships with other parents.

MDM FLORENCE LIM, FOUNDING PSG MEMBER

Teaching the children was a real joy. Even though there was a language barrier between us and we had to rely on gestures... I can still vividly remember the times [we shared a] laugh.

IAN CHAN, SEC 3 (2017)

This big family shows children how to get along. If they see their parents bonding, they’ll learn to do the same with their schoolmates.

MDM FLORENCE LIM, FOUNDING PSG MEMBER
SCHOOL CULTURE:
Respect for Self, School and Community

It is 7am and a “white queue” forms at the traffic junction. Our students are queuing to cross the road to go to school. Nobody knows when this started, and it is not monitored by the teachers; it just happens, which impresses the Jurong community.

The school has a strong culture of mutual respect. Greeting parents, staff and visitors is second nature to our students.

The crisp, white uniform reminds students to be neat and tidy, and to take pride in their appearance, a starting point to inculcating valuable life habits and values. Putting on the silver metal buttons on the uniform helps students prepare mentally for school.

“...The silver metal buttons were also added as a design feature to pay homage to the spirit of tradition. Red was selected as the colour of the school blazer so that when it is paired with the all-white uniform, students are donning the colours of our nation.”

MR ONG KIAN CHOON
FOUNDING PRINCIPAL

AUTHENTIC LEARNING:
Learning Beyond Classrooms

Our students get “dirty” in our Food & Consumer Education (FCE) three-stage “Farm to Plate” programme.

For a start, they grow a small pot of greens (edible, of course) in school. This enables them to appreciate the tour when they visit a real-life working high-tech Singapore vegetable farm.

The finale is a “Date With Dad”, where participants (plus dads) whip up special family recipes to share with fellow classmate-parent duos.

Through this programme, our students are more aware that food is an important yet limited resource. They learn how Singapore farms use technology to overcome space constraints, to produce more food to meet our needs.

Most important of all, the father-child pair enjoys the bonding during the “Date with Dad” finale.

The “white queue” is part of the school’s culture of respect.

Students acquire green fingers and learn about food. Passing on family recipes in “Date with Dad” cook-offs.
APPLIED LEARNING PROGRAMME (ALP):

**Me, Media and the Millennial**

Have you ever wanted to be a journalist or a newscaster? Have you ever been curious about what happens behind the cameras in the newsroom?

Greenridge’s Camera, Lights, and Action Programme (CLAP!) takes you through an exciting journey in language learning. CLAP! uses real-world contexts to encourage students to take an interest in current affairs and apply their language and thinking skills to engage with the world.

Students play the role of journalists reporting on school events and design posters on issues like recycling and waste management. CLAP! fosters greater motivation in students to learn English when they understand how it relates to communication in their everyday life.

CLAP! equips Greenridgeans with the skills and competencies to think critically about the world they view through the media’s filters and unpack these messages effectively. Among others, the students are exposed to various research tools as well as searching for and evaluating resources from both print and non-print media.

Media-savvy millennials who join Greenridge through Direct School Admission (DSA) can look forward to exciting opportunities to engage in public speaking and hosting major events in the school.

In a media-saturated world, our curriculum grooms the young millennial to be sensitive to fake news and to discern the truth from various sources of information. At the core of our Applied Learning Programme lies the imperative to nurture confident and effective communicators who are able to seize opportunities and face the challenges of the 21st century.

The MLC emboldens our students with the knowledge to utilise different media forms and platforms such as videography, photography and computer animation. MLC members can look forward to exciting opportunities to engage in public speaking and hosting major events in the school.

Taking perspectives from varied lenses
LEARNING FOR LIFE PROGRAMME (LLP):

The Arts in Our Hearts

The arts impact people. The arts bond people. The arts grow people.

The arts are an excellent platform for youths to learn about different cultures, develop mental and physical abilities, and express their real, confident selves to others. This belief frames the Learning for Life Programme (LLP): Arts in Greenridge.

Greenridgeans are exposed to the Performing Arts, Visual Arts and Literary Arts. Students with artistic talents are able to develop their chosen art forms at the Upper Secondary levels. Through LLP, Greenridgeans learn new art forms, deepen their skills in arts and more importantly, share their love for the arts with the community.

As part of our annual signature community outreach programme, our Performing Arts students hold a Creative Arts Carnival at the community libraries. Our students teach children about different dances, instruments and crafts – and learn to share, mentor and interact with people from diverse backgrounds.

CHARACTER DEVELOPMENT PROGRAMME:

Esprit d' Excellence

Esprit d'Excellence means “spirit of excellence”. It enlivens the start to the school year.

All Greenridgeans engage in a 3-day school-wide programme embracing the spirit of excellence to ensure self-improvement. This series of customised programmes is planned progressively for the different levels to engage our learners through collaborative and experiential activities.

Our Secondary 1 students partake in a school camp over 3 days and 1 night, while our Secondary 2, 4 and 5 students enjoy a 3-day non-residential programme. Our Secondary 3 students experience a full 3-day 2-night out-of-school camp.

The Esprit d’ Excellence programme serves as a good platform for teachers to get to know and bond with their form classes as they participate in all the activities that are organised by our student leaders.

Starting the school year on a positive note will help to put our students in the right frame of mind for the school year ahead. Secondary 1 and 3 students are able to get acquainted with their new classmates, and Secondary 2, 4 and 5 students enjoy the various team-bonding activities with reflections for the year’s past goals and for the year ahead.
**CO-CURRICULAR ACTIVITIES:**

**Passion Brings Out the Best**

Greenridgeans pursue their passions and develop 21st Century skills and competencies outside of the classroom in the 15 Co-curricular Activities on offer. The activities truly help our students internalise and demonstrate our school motto, “From Each His Best”.

Our exciting CCAs include:

**Tchoukball**
Tchoukball is a unique indoor sport suitable for everyone. The Greenridge Tchoukball team started from an interest group of passionate Tchoukball players. Today, it is a 50-member strong CCA with members who mentor primary school students by sharing their passion in the sport with them.

**Chinese Orchestra**
The Greenridge Secondary School Chinese Orchestra (GSSCO) challenges the traditional notion that Chinese orchestras play only classical Chinese music. Beyond just classical music, the GSSCO also plays familiar tunes from Korean, Western and Chinese pop culture.

**Scouts**
The Greenridge Fox Scout Unit is the longest standing CCA in Greenridge since its inception in 1964, and recruits both boys and girls. Greenridge Scouts learn to go the extra mile, and always strive to do the best they can.

The Greenridge Fox Scout Unit is proud to receive the Frank Cooper Sands Gold Award for multiple years and our Scouts are proud winners of the Chief Commissioner’s Scout Awards and the prestigious President’s Scout Award.

**INTERNATIONAL EXCHANGE PROGRAMME:**

**Classrooms Without Walls**

What exactly is “Classrooms without Walls”, you ask? It is our enriching international exchange programme.

Greenridge Secondary School provides cultural immersion experiences through overseas learning journeys as an integral part of the school’s educational programme for students. We also foster partnership opportunities through hosting international guests.

Greenridgeans have hosted international guests from various countries in Asia. Through these interactions, our students gain a broader perspective of the world and develop cultural sensitivity.

Greenridgeans also travel to various countries in Asia where they visit schools, places of cultural interest and heritage to immerse themselves in the way of life of the locals in a foreign land. These experiences heighten their cultural awareness and sensitize them to the demands of the globalised world they live in.

At the end of each overseas learning journey, Greenridgeans organise talks and presentations for their peers in school. These interactive platforms allow them to share their overseas observations and insights with fellow schoolmates, enabling them to consolidate their learning and prepare their juniors for future overseas trips.
DID YOU KNOW:

Singapore’s track star taught in our school!

Mr. C. Kunalan, our country’s best-known sprinter, was a teacher in our school from 1967 to 1979. Before relocating to our current site, our school was formerly known as Dunearn Secondary Technical School, which was established in 1965. Our roots run as deep as our nation’s.

Mr. Kunalan was named ‘Sportsman of the Year’ in both 1968 and 1969, while he was still teaching physical education in our school. Greenridgeans have had the honour of meeting and interacting with Mr. Kunalan, whom we have invited to our school on several occasions, during which he never fails to inspire our young.

DID YOU KNOW:

We are One!

Ole Ola! The first Greenridge school dance was created in 2015 by our 16th Student Council with the objective of enhancing the school spirit. The lively dance steps are choreographed to the 2014 FIFA theme song, We are One [Ole Ola!]. The dance symbolises how the Greenridge family moves forward together and also acts as the warm-up exercise for our annual Sports Carnival and team-bonding activities on Teachers’ Day.

DID YOU KNOW:

Spectrum

Say “Spectrum” to any Greenridgean and immediately the biennial school concert comes to mind! Besides performances by the Performing Arts CCA students, students from other CCAs and interest groups come together to showcase their passion for the Arts.

Come join us as we celebrate our 10th “Spectrum” concert series in November 2018!
APPLIED LEARNING PROGRAMME (ALP):
Fly Paper Planes in Class? It’s Alright.

We’re not joking: we encourage flying paper planes in class. Why? To let our students acquire real life knowledge and skills in the field of aerospace engineering!

Hillgrove’s Flight and Aerospace (F&A) Applied Learning Programme enthuses them to embark on post-secondary courses and careers in the aerospace industry. Students can choose from a suite of F&A related CCAs such as Youth Flying Club, NCC (Air) and Air Scouts to pursue their passion in flight and aerospace, too. For instance, students in the Youth Flying Club learn how to construct their own remote control model planes while the cadets in NCC (Air) learn to operate drones.

And yes, our students particularly enjoy the making of paper planes and challenging one another to see whose plane can fly the furthest. All Secondary 1 and 2 students get immersed in weekly aviation-related lessons in which they apply concepts such as air pressure, drag and thrust, to make Science and Maths concepts come alive.

Interested students can also participate in Level 1 and 2 Space Camps in collaboration with Science Centre Singapore. There, they test their ability to cooperate, create and apply knowledge in solving space engineering problems.

Our students have simulated the fiery re-entry of spacecraft into our atmosphere, building a heat shield designed to overcome this challenge. They have studied buoyancy and built hot air balloons that soar high. Using everyday materials, students enjoy turning ordinary PET bottles into amazing rockets!
LEARNING FOR LIFE PROGRAMME (LLP):
The ABCs of Arts@Hillgrove

ArtSquare
Taking inspiration from popular squares in the world like St Mark's Square in Venice or Federation Square in Melbourne, Hillgrove ArtSquare is a space where our students gather to explore the exciting world of creativity and possibilities in the various art forms. It is also a social space for Hillgrovians to interact and share their experiences in the arts.

Broad Exposure
Our Arts Learning for Life Programme (LLP) provides opportunities for Hillgrovians to experience and appreciate the Arts. More importantly, they are developed in character, values and artistic competencies through the arts. All Secondary 1 students are exposed to art forms ranging from dance, drama, music, broadcasting, videography to graphic design. In Secondary 2, students get to specialise in two art forms of their choice to further develop their interest.

Confident Hillgrovians
We believe that the arts is an effective vehicle in building confidence in students. Thus, Hillgrove provides every student the opportunity to showcase their artwork, as well as to perform in front of a public audience. Music Fest is a yearly event in which all Secondary 2 students put up a public performance for their families and friends. No music background? No problem, our music lessons provide training and instruments every student can play.

“Expressing myself through dance is one of the most beautiful things that I have experienced. Creativity is a good measurement of self-confidence and I have found my confidence through dance at Hillgrove.”

NUR HAFIZAH BTE MOHAMED YUSOFF
VICE-PRESIDENT (MALAY DANCE TROUPE) SEC 3 (2018)

SUSTAINABLE ENVIRONMENT EDUCATION PROGRAMME:
Saving Mother Earth Together

Sustainable Environment Education
As changemakers, Hillgrovians know that every small lifestyle change they make can make a difference in saving our environment. Our students strive towards sustainable living by inculcating green habits through our Sustainable Environment Education (SEE).

Our Soak Away Rain Garden, a collaborative project with the Public Utilities Board, provides authentic learning opportunities for students to learn about the importance of having clean and safe water through the testing of water quality.

Working towards zero food waste, we have also installed a food-waste recycling set-up in collaboration with the National Environment Agency to convert discarded food into compost, which is used to fertilise soil on our school grounds.

In an effort to reduce the use of plastic, we encourage all Hillgrovians to bring their own reusable water bottles, and work with our canteen drinks vendors to stop selling mineral water bottles. Hillgrovians, with their nifty fingers also created a beautiful vertical green fence using recycled plastic bottles.

“...”

Ms Low Yen Ling officially opening the Soak Away Rain Garden

ECO Day Out
CARE CULTURE:

P + C = S
A Formula of A Different Kind

Our school philosophy is encapsulated in this simple equation, P + C = S (Potential + Character = Success). At Hillgrove, we recognise that every child comes to us with different strengths and interests. We believe in their potential and seek to unleash it by nurturing their character to help them find success in life.

Committed to creating a safe and joyful learning environment for our students, we nurture positive relationships in the school. A typical day for a Hillgrovian starts with the form teacher having a one-to-one Knowing You session with the student during the morning reading period to understand his or her needs. Once a term, the class will bond over breakfast with their form teacher and classmates during Big Breakfast.

Key to instilling pride and a positive affiliation are the various rites of passage and recognition platforms. To mark the end of orientation, the new Secondary One students are formally recognised as Hillgrovians at the Induction Ceremony. Form teachers will personally put on a collar pin bearing the shape of a paper plane to welcome each and every Secondary One student to the school.

Sports boys and girls who represent Hillgrove at inter-school tournaments are presented with their school jerseys by School Leaders during the Bestowment Ceremony. Uniformed groups take turns to lead the morning assembly on Wednesdays while the Concert Band plays the national anthem on Friday assembly.

Hillgrove believes in my potential, shapes my character and gives me the opportunities to succeed in life.

LIM WEI JUN SEBASTIAN
PRESIDENT, STUDENT COUNCIL AND MEMBER OF YOUTH FLYING CLUB 2017

EXPERIENTIAL LEARNING PROGRAMME:

The World is Our Classroom

Hillgrove’s Internationalisation Programme (HIP) aims to develop students’ 21st century competencies of global awareness and cross-cultural skills.

The school has established good relationships with our twinning partners in Japan, China and Korea and frequent exchanges with them enable our students to appreciate the different cultures and broaden their world view.

In addition, Hillgrovians relish the opportunity to make a difference overseas through service learning trips. On such trips, our students refurbish school buildings and teach English and craft in less developed countries. Our students in turn learn gratitude and others-centredness.

These varied experiences help our students to understand Singapore’s position in the global context; and deepen their commitment and sense of belonging to Singapore, enhancing their pride in being Singaporeans.
DID YOU KNOW:

Our New Playground – SPACE

Do you think paper planes can fly in space?

Hillgrove Secondary School students got the answer to their hypothesis when their experiment was chosen to be conducted aboard International Space Station in 2016. Four Hillgrove Secondary students had submitted a proposal “The Flying Paper Plane” to the Japanese Aerospace Exploration Agency (JAXA).

The team was selected to witness their experiment being conducted live at JAXA Tsukuba Space Center – a first for Singapore!

In case you were wondering – yes, paper planes can ‘fly’ in space, with notable differences needed in ‘flight control’ systems design.

DID YOU KNOW:

Hillgrove Rice Challenge

In 2016, a group of students initiated the “Hillgrove SG51 Challenge – Cycle for Rice” in conjunction with the National Day celebrations. Staff and students of Hillgrove Secondary School were encouraged to pledge 5 kg of rice for every kilometre covered in a bicycle race. Through the initiative, 1000 kg of rice was raised for 120 needy families residing in Bukit Batok. Since then, the school has continued with the tradition of collecting rice for families in need as part of National Day celebrations.

Proceeds from the recyclables go to the New Horizon Centre at Bukit Batok, which provides relief for caregivers of people with dementia and/or physical disabilities and the Haemophilia Society of Singapore, a charitable organisation looking after the welfare of people with the bleeding disorder.

DID YOU KNOW:

Karang Guni for a Day

Green@Hillgrove, which started in 2010, has been reaching out to the residents in Bukit Gombak Constituency about the importance of conservation and 4Rs (Reduce, Reuse, Recycle and Refuse). Staff and students, together with grassroots volunteers, go door-to-door collecting newspapers and old clothing.

Visual and Performing Arts: Choir, Modern Dance, Malay Dance, Drama Club, Concert Band, Art Club, Media Club

Clubs and Societies: Singapore Youth Flying Club, Robotics Club

HILLGROVE SECONDARY SCHOOL
www.hillgrovesec.moe.edu.sg

AT A GLANCE

Address
10 Bukit Batok Street 52,
Singapore 659250

Phone Number
6560 3726

School Website
www.hillgrovesec.moe.edu.sg

School Vision
Reflective Learners, Caring Changemakers

How to get there
Nearest MRT Stations
Bukit Batok, Bukit Gombak
Bus Services
176, 985, 945

Distinctive Programmes
Applied Learning Programme:
Broadening our Learning Horizons through Flight and Aerospace
Learning for Life Programme:
Nurturing Confident and Passionate Hillgrovians through the Arts

Subjects Offered
Additional Mathematics, Art, Biology, Chemistry, Chinese, Computer Applications, Design and Technology, Electronics, Elements of Business Skills, English, Food and Nutrition, Higher Chinese, History, Humanities (Social Studies, Geography), Humanities (Social Studies, History), Literature in English, Malay, Mathematics, Mobile Robotics, Physics, Principles of Accounts, Science (Physics, Chemistry)

CCAs
Physical Sports:
Badminton, Netball, Volleyball, Floorball
Uniformed Groups:
Boys’ Brigade, Girls’ Brigade, NPCC, Air Scouts, NCC (Air)

Visual and Performing Arts:
Choir, Modern Dance, Malay Dance, Drama Club, Concert Band, Art Club, Media Club

Clubs and Societies:
Singapore Youth Flying Club, Robotics Club
At Hua Yi, every day is filled with exciting possibilities.

APPLIED LEARNING PROGRAMME (ALP):
Rooted in Values

“For united we stand, divided we fall, and if our backs should ever be against the wall, we’ll be together...”

This is not the school song, nor the theme song of the school, but it could well be. For in Hua Yi Secondary school, generations of Hua Yians are strongly bonded by a strong sense of commitment to the school and care for one another. Why is this so?

Principal Ms Sandra Gwee recounts, “When I was first posted to the school, and even before I entered the school gates, in the one hour I spent with two alumni who visited me, I understood the significance of the school values of “仁义智群” (Benevolence, Justice, Wisdom and Togetherness) and how close to the hearts these values are held by the Hua Yi Family.”

Indeed these values have remained an integral part of Hua Yi’s strong heritage, and Hua Yians live out these universal values by developing themselves to be upright, moral and giving individuals in society. Hua Yi students are purposefully shaped and cultivated into strong individuals who understand the beauty of learning. They realise their potential in all that they do, through a brand of education which emphasises holistic education, recognition of different talents, and giving back to society.

Distinguished alumnus, Mr Kenny Sim, Chairman of the School Advisory Committee, said, “When I was a student in Hua Yi, these values were a constant reminder of how the staff and students of the school were always united in purpose and focus.”

Another alumnus, Mdm Roseline Chin, former Chairperson of the Parent Support Group (2016-2017), who has sent her son to Hua Yi, shared many tales of school life, and amidst the laughter generated by fond memories, said, “I felt that the school had played an important part in my upbringing, and I wanted my son to experience the same rich school heritage, learn the same school values and experience the same quality education I had growing up.”

With generations of alumni, parents, teachers and students continually contributing to it, the Hua Yi heritage stays rooted in values, a home where learning is vibrant and students are celebrated!
APPLIED LEARNING PROGRAMME / LEARNING FOR LIFE PROGRAMME (LLP):

**Empathy By Design**

All Lower Secondary students are introduced to the approach of Design Thinking to develop their problem-solving skills in Hua Yi’s Applied Learning Programme (ALP). In Secondary One, students are first introduced to research, ideation and design skills before progressing to try out their solutions to real-life problems by prototyping their ideas, in the area of in Healthcare Technologies for the Elderly in Secondary Two. They are encouraged to tinker with technology and experiment with out-of-the-box ideas to discover how they can add value to the quality of life of nursing-home patients.

In this way, they apply their learning to authentic contexts, while developing inventive thinking skills.

Hua Yians also participate actively in the school’s Community and Youth Leadership Programme, the school’s choice of the Learning for Life Programme (LLP). All students have the opportunity to learn to be empathetic contributors and resilient leaders as they are nurtured in self, team and thought leadership and apply their learning in various community service opportunities. Appointed Student Leaders are then further developed using the Leadership Challenge Model as they take on leadership responsibilities in the school’s different leadership groups – the Student Council, One Advocates, Class Leaders and CCA Leaders.

Hua Yi’s two distinctive experiential programmes, the ALP and the LLP, encourage the inculcation of the school values of “Benevolence” and “Wisdom” in Hua Yians.

**HUA YI SPORTS CARNIVAL:**

**Learning Through Play**

Hot and humid under the sun? That’s “no sweat” for Hua Yians! Full of energy and exuberance, the Hua Yi Community of students, staff, parents and alumni, come together to “learn through play” in novelty sports and games at the school’s annual Sports Carnival.

From Ultimate Frisbee to Flippa Ball, from Stand-up Paddle-boarding to Extreme Aquathon, the wide variety of sports gets the blood pumping and the adrenaline flowing, and more importantly, gets all Hua Yians involved as they choose a sport to explore and pick up new skills. The school value of “Togetherness” is clearly demonstrated as the school community come together in an impactful event that inculcates teamwork, resilience and sportsmanship.

“It’s an ideal platform to cultivate peer bonding and it allows me to truly understand that winning isn’t everything.”

-KIMBERLE SONIA SEBASTIAN, SEC 5 (2017)
OUTDOOR EDUCATION:

Hua Yians Venture

Hua Yi’s outdoor education programme brings to the fore the school value of “Justice” as Hua Yians come together in a variety of level-wide programmes which emphasise grit, determination and upholding fair play.

The Level Learning Programmes consist of level camps designed to nurture the development of different domains, particularly the physical, moral, and socio-emotional, and at the same time, develop leadership competencies in Hua Yians. Secondary 1 students go through a series of team-building activities to encourage them to make new friends and form lasting relationships. Seniors act as camp facilitators and guide them along this journey. Secondary 2s develop resilience by venturing out of school to an external campsite to experience the outdoors, and extending their physical, mental and emotional capabilities in overcoming obstacles in the high elements and water challenges. Secondary 3 students have the opportunity to embark on an overseas learning experience and venture out of their comfort zones as they travel to Batam, immerse themselves in a cultural exchange with local schools there, help out at various orphanages, and enjoy an adventurous trek through forest terrain. Secondary 4s and 5s learn interaction skills at personal branding workshops. They attend motivational talks and learn strategies to ace interviews. The outdoor experience for 2018 was for each class to design and build their own sandcastles at East Coast Park depicting their vision for the future – for themselves and for the school. The camps create opportunities for students to push the boundaries and test themselves, build resilience and to synergise, all essential qualities to succeed in the 21st Century!

“I have made many new friends during the Secondary 1 camp. We became closer as a class because we had to learn and showcase our dance for the campfire activity!”

NURUL SYAFIQAH BINTE SHAHRIZAL, SEC 1 (2017)

HOLISTIC DEVELOPMENT:

A Showcase of Learning

“Hua Yi’s Got Talent”!

Hua Yi’s annual Learning Fiesta is a flagship event that all Hua Yians look forward to as it is an opportunity for Hua Yians to showcase their performing skills and their learning from various enrichment programmes. It is from this event that aspiring actors, singers, dancers, and even rappers were previously discovered. Holistic Learning is also embraced as students take the opportunity to present their knowledge, ideas, skills and prototypes to their peers.

This event truly celebrates the joy of learning experienced in the Hua Yi Brand of Education.

Hua Yians showing off their various talents during the Learning Fiesta
DID YOU KNOW:

Distinguished Visitors

We are proud to have hosted the late Prime Minister Mr Lee Kuan Yew in 1969, after Hua Yi was established as a Government Chinese Middle School. 47 years later, in 2016, we hosted Prime Minister, Mr Lee Hsien Loong at our 60th Anniversary Celebrations! The school has also been visited over the years by numerous international delegates from countries such as China, Indonesia and Thailand. These visits give us a platform to share our illustrious history, heritage and best practices with others.

I am confident that HUA YI will continue to grow and thrive, and develop many more generations of HUA YI students to their fullest potential.

WISHES FROM PM LEE HSIEN LOONG

DID YOU KNOW:

Distinguished Alumni

Hua Yi has, among its alumni, many who have distinguished themselves in their chosen fields. The following are just some of whom we are proud to call our own:

• Ms Hong Hui Fang, TV personality
• Mr Osman Abdullah, Master Teacher (Character and Citizenship Education)
• Ms Joanne Soo, Mount Everest Climber, member of the first all women Singapore Team.

DID YOU KNOW:

Distinguished Movement

Since the movement started in the 1980s, Hua Yi has played its role in promoting and sustaining Xinyao, a unique brand of Singapore music. Xinyao appreciation talks and related activities are organised every year for all students, regardless of race or language background.

In 2016, the National Schools Xinyao Competition saw a new “song composition” category being added for the first time. Out of 37 entries from the school were shortlisted for the finals, with one winning 3rd place in the song-writing category. We are also proud to count Hua Yians among past winners of the annual Singapore Xinyao competition.
SCHOOL CULTURE:

Our Students Always Come Home

The culture in Hwa Chong allows students to forge strong bonds with one another throughout their learning journey. These bonds remain even after they graduate; every year, there are many events and platforms for current and future students to celebrate and connect.

These include the “Past versus Present” Sport Competitions, Mid-Autumn Festival celebrations, and Student Council reunions.

Alumni also constantly contribute to the learning of their juniors. They mentor Science research projects, conduct workshops and give talks regularly.

The school celebrates with them as they move through different milestones in life, including allowing them to take their wedding photos on campus.

“It's a great privilege to be able to call Hwa Chong my second home.”

AARON KOH, CLASS OF 2010, PRESIDENT'S SCHOLARSHIP SINGAPORE ARMED FORCES OVERSEAS SCHOLARSHIPS UNIVERSITY OF PENNSYLVANIA
GLOBAL LEARNING:
Venturing Out, Inviting Collaborations

Hwa Chong believes in maximising every student’s potential and preparing them for life and work in the 21st century. To achieve this, we have built a global partnership network in over 20 countries. The Hwa Chong-Beijing Satellite Campus was set up in 2007 – the first of its kind for a Singapore school. Since then, the school has launched more “Winter Campuses” in Xi’an and Guangzhou, amongst others. In addition to attending classes, students participate in industrial attachments and community service projects while in China. These experiences give our students a perspective and appreciation of China beyond just academic learning.

Hwa Chong students also have the opportunity to attend classes at one of the best schools in the United States, the Staples High School in Westport, Connecticut. Finally, Hwa Chong has had a long standing collaboration with Academy of Science (AoS), a magnet school in Louden County, Virginia, USA.

Every year, selected Hwa Chong students meet with their American counterparts there, to formulate new and exciting research projects. Once confirmed, the students work separately but collaboratively across time zones and cultural barriers to plan, execute and synthesise their projects.

This is followed almost a year later, by a visit to Hwa Chong from their American friends when the bi-national team presents their findings to an expert panel. This novel approach to science learning has been cited by Nature as one of the world’s most innovative pedagogical practices for training scientists of tomorrow.

SETTING BENCHMARKS:
Excellence as a Way of Life

Since 2006, Hwa Chong students have brought pride not just to the school, but to Singapore, winning 52 World Championship titles in various international competitions.

An annual highlight of the National Inter-schools Track and Field competition is when all 3,000 Hwa Chongians turn up to support our Track and Field team at the National Stadium. The electric atmosphere and strong school spirit buoyed the team, and propelled them to sweep all 4 divisional championship titles in 2017!

Beyond sports, Hwa Chongians are taught to think critically and creatively in the Humanities and the Sciences.

For the third time in 2017, Hwa Chongians were in the five-member winning team representing Singapore at the World Schools Debate Championships. Team Singapore bested defending champion Team England to clinch the Gold medal.

In the same year, finalists from over 25 countries competed in the Taiwan International Science Fair. Our students, Poon Wynne Hsing (Year 5, 2016) and Van Dan Thu (Year 5, 2016), not only clinched first place in the Medicine and Health category, but also received the overall Young Scientist Award from Taiwanese President Tsai Ing-wen.

To care is a way of life in Hwa Chong. At the Future Problem Solving Programme International Conference 2017, two Hwa Chong teams showcased their projects. “Painting the Future” clinched the top spot in the Education category with interactive solutions to help autistic children learn more effectively while “Project Eldestein” topped the Health category with their project on raising awareness of bone marrow donations.
**AUTHENTIC LEARNING:**

Real World Learning Solves Real World Problems

Hwa Chong has structured our seamless, broad-based programmes into 3 main stages that lead our students to fly high. In the first two years, students are exposed to a general curriculum that allows them to explore various fields of study.

In Years 3 and 4, students embark on a sustained and in-depth study of their chosen specialisation. The Special Programmes offered are:

- The Science and Mathematics Talent Programme aims to nurture students’ passion for scientific research, innovation and enterprise. This culminates in the year-long research project in collaboration with research institutions and renowned universities.

- The Humanities Programme began when Hwa Chong was chosen as the first school to offer the MOE Humanities Scholarship Programme. Under the guidance of our specialist tutors, our students are successfully placed in top universities around the world.

- The Bilingual Studies Programme started in 1990, aims to nurture bilingual and bicultural leaders. Since 2009, China’s top three universities – Peking, Tsinghua and Fudan – have awarded full scholarships to Hwa Chong students, even before the release of the A level results.

In Years 5 and 6, students are actively involved in outreach programmes and can initiate research projects in their areas of specialisation. This prepares them well to be change-makers and thought-leaders in the new economy.

**COLLABORATIVE MINDSETS:**

Servant Leaders on a Global Stage

Each year, Hwa Chong invites the world to our campus! Hundreds of students and educators gather in our campus for exciting opportunities to grow and interact.

For example, the International Science Youth Forum (ISYF) serves as a platform for high school students from all over the world who are engaged in cutting edge research to exchange ideas and forge friendships with one another. A major highlight of ISYF is for students and educators to attend masterclasses and dialogues with Nobel Prize winning Laureates – a truly inspiring experience for all students of Science.

The Asia-Pacific Young Leaders Summit hosts student leaders from all over the world, inviting them to think critically and deeply about issues that affect the future of their communities.

They have the opportunity to interact with Business leaders, Ministers and stalwarts of industries.

At the heart of each event are dedicated groups of student organisers who are empowered to plan, organise and take charge of all aspects of the event. Our student leaders lead by serving the school and the international community, learning from practical experiences bringing large-scale events to fruition.
VALUES IN ACTION:

A Positive Community that Pays It Forward

At Hwa Chong, we blend academic learning with character building and student well-being.

To start the year on the right foot, students and teachers eat their first “meal” of the year together – a ‘Tau Huay’ party. This is an important symbolic act reminding everyone that we are a closely knit community which values positive relationships and supports each other to grow holistically.

Beyond school, Hwa Chongians have a longstanding tradition of service to the community. At Westwood Primary, for example, our students collaborate with adult volunteers and the staff to plan and conduct weekly lessons for Primary 1 & 2 students in the Learning Support Programme. These lessons cover essential skills and concepts, and are aligned with their lesson progression in school. Each pair of Primary 1 & 2 students is mentored by 2 - 4 HCI students, and the HCI students journey with their young charges through the course of the year. Senior students also plan milestone events such as the annual Festival of Science and learning journeys to places of interest during the school holidays. This collaboration was mooted in 2012, and the pioneer batch of students are taking their PSLE this year.

DID YOU KNOW:

Hwa Chong’s Mega Campus is a home away from home

Indoor Sports Hall: Completed in 2017, the Indoor Sport Hall can accommodate almost 5000 students.

Holistic Education Centre: The Centre houses the Higher Education Unit to help students plan their academic journeys beyond Hwa Chong. It is also equipped with cutting-edge learning spaces for students to engage with the rigorous curriculum.

Science Research Centre: Completed in 2006, it was then the first and only Research Centre in a Secondary School. Here, Hwa Chong students work collaboratively on projects in microbiology, optics, chemical elucidations and 3D printing.

Student Activity and Leadership Training Centre: A Moot Parliament chamber helps our student leaders learn to speak in a formal setting. 2 world-class gyms, and a wide range of activity spaces allow our students to explore their interests and passions. While the campus is large, it is far from intimidating. Generations of Hwa Chongians have found a Home away from home on campus.
SCHOOL INSPIRE PROGRAMME:
Be InSPired to Dream!

Ever imagined being a professional smartphone photographer? Or seen yourself as a drone programmer or pilot?

In Jurong Secondary School (JSS), all students get a head start in transforming their passion into reality.

Our inSPire programme encourages students to explore different career pathways that match their interests and passion from Secondary 1.

How? It identifies emerging industry trends in the fields of Media & Infotech, Aesthetics & Culture, and Science & Technology, and plans workshops in these areas for our students. Through their participation in these workshops, our students explore their interests and get a glimpse of careers they might wish to pursue at the same time.

Under inSPire, all Secondary 1 and 2 students attend workshops such as Conversational Malay and Chinese and Media Literacy, while interested students can attend workshops such as Programming through Robotics and Drone Flying.

A highlight of the programme is the inSPire Award. Students keen to pursue a specific interest area can apply for cash grants of $500 and $1000 respectively (for Individual and Team awards) for approved projects. This can be used to attend courses or workshops that will allow them to pursue their interest areas in greater depth.

"Thanks to the inSPire Award, I am now one step closer to my dream of becoming a Drone Fighter Pilot. I know what course I need to attend in the polytechnic to pursue my dream."

SAYYID HUSSAIN, SEC 3 (2017)
VALUES IN ACTION:
To Receive is to Give

Mother Teresa once said, “The greatest good is what we do for one another”.

 Entire cohorts of JSS students have discovered the truth in this statement when they embarked on community service learning trips to ASEAN countries annually with the sole purpose of making a positive difference in the lives of others.

Since the programme started in 2011, 1960 JSS students have left their imprints in villages across Thailand, Cambodia and Vietnam, be it in the form of a newly constructed library or equipping eager young minds with the skills of conversing in English through play.

Through visits to sites of historical significance including the Toul Sleng Museum in Cambodia, the Death Railway in Thailand and the Cu Chi Tunnel in Vietnam, JSS students witnessed how vulnerable life is, and gained a deeper appreciation as to why Singapore must continue with her peace-keeping efforts, and why it is necessary for us to embrace differences and be gracious at all times.

APPLIED LEARNING PROGRAMME (ALP):
Saving Gaia the JSS way!

Curious about what happens to the waste we produce, or whether it is possible for Singapore to be self-sustainable in food production in the long run?

At the launch of the Sustainable Singapore Blueprint 2015, our Prime Minister Lee Hsien Loong shared his dream for Singapore to be “even greener and more liveable, and to work with others to build better cities and a healthier planet, for ourselves and future generations.”

Drawing inspiration from the plans and vision in this Blueprint, JSS rallies its students to constantly think Green in all that they do through the Environmental Studies Applied Learning Programme.

One of the highlights of our Applied Learning Programme (ALP) is the ALP Mentorship Award. Open to all interested Secondary 3 students, it encourages our students to reflect on why we must continue to push for innovations in urban farming systems, urban greening and sustainable water technologies, under the guidance of a teacher mentor.

“Through this trip, I learnt that each and every one of us can make a difference to the lives of others, no matter how insignificant we think our help may be. The gratitude on the faces of the villagers when we left was something I could never forget.”

AUSTIN YONG, SEC 4 (2018)

“Food security is quite a big issue in Singapore but I feel that it is a rather neglected one. We can start on a small scale, such as the school’s hydroponics system, and slowly find ways to optimise the small space in Singapore to grow our own produce.”

MAXYN KOH, ALP MENTORSHIP AWARD RECIPIENT, SEC 4 (2017)
RESEARCH SCHOLARS PROGRAMME:

**Pushing the Research Frontiers**

“Somewhere, something incredible is waiting to be known.”

Holding strongly to the belief shared by astrophysicist Carl Sagan, the JSS Research Scholars Programme (RSP) is all about encouraging students to push the frontiers of research by challenging them to ask ‘why’... and exploring possible solutions.

Two of our most recent RSP Scholars, Chan Yuxin and Yasmin Samad, both from the same Sec 4 (2018) class, chose to look at aquaponics and aquatic habitats, and the chemistry of happiness and positivity respectively.

†† It’s amazing how enriching the learning process can be when you embark on your own research, instead of waiting to be given the information by your teacher. ††


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LEARNING FOR LIFE PROGRAMME (LLP):

**Sporty at Heart, Sporting in Mind**

Ask any alumnus of Jurong Secondary School what the school was and is still well-known for, the answer would be ‘Sports’... And how right he would be!

As our former Basketball alumnus Chua Qiwei from the class of 2016 aptly put it, JSS was a natural choice for him although he could have easily applied to other secondary schools that are strong in basketball. Why? “I knew Jurong Sec would be able to provide me with a good balance of academic and sports excellence!”

JSS’ LLP is guided by our belief that sports can positively impact an individual’s physical, psychological and social well-being.

Introducing school-wide programmes that develop students’ interests and abilities in sports, students with passion or talent in specific sports can also look forward to receiving the School Advisory Committee-sponsored JSS Sports Scholarship and Award.

The former provides support for the growth and development of talented and outstanding Basketball and Volleyball school team players, while the latter gives opportunities for students who are keen to learn more about sports and games they are passionate about, but which are not offered in the school’s CCA or Physical Education programme.

†† Getting the Sports Scholarship allowed me to strike a good balance between excelling in both my sports and studies. Most of all, it covers a wide of range of training I had never experienced before, for example, mental strength coaching, various sports camps and overseas training. ††

‡‡ LEOW JIEYI, ALUMNUS, CLASS OF 2013

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JSS was the first secondary school to be established in the Jurong area; it was originally named Jurong Integrated Secondary School as it offered both English and Chinese mediums of instruction. The school was established in 1963 following the request by Community Leaders to our founding PM Mr Lee Kuan Yew during his visit to the Jurong area, when they spoke of the needs of children of secondary school-going age in the area. The school is honoured to have had Mr Lee lay the foundation brick for the school at its original premises at “12th mile” Jurong Road.

In fact, to cater to the needs of the growing number of students, the community rallied together to raise $300,000 to build a CCA/Library Block for the school in 1977!

In the 40th year of the school’s founding, the first Taman Jurong Community Centre-JSS Joint National Day Celebrations was held in the school under the patronage of then-Minister of Education Mr Tharman Shanmugaratnam. Just three years on, it grew into a celebration involving 10,000 residents.

Today, JSS maintains a close connection to the Taman Jurong community, aligning many of its programmes to the needs of the community. The school embraces as its mission, “Nurturing Hearts, Enriching Minds: For the Community, with the Community”, with partnerships with the community continuing to provide our students with authentic and meaningful learning experiences, helping our students to constantly reflect on the importance of gratitude and graciousness.

Subjects Offered
Additional Mathematics, Art, Biology, Chemistry, Chinese, Computer Applications, Design & Technology, Elements of Business Skills, English, Food & Nutrition, Food Studies, Geography, Higher Chinese, Higher Malay, Higher Tamil, History, Humanities (Social Studies, Geography), Humanities (Social Studies, History), Humanities (Social Students, Literature in English), Literature in Chinese, Malay, Mathematics, Mobile Robotics, Physics, Principles of Accounts, Science (Chemistry, Biology), Science (Physics, Chemistry), Tamil

CCAs
Physical Sports:
Badminton (Boys), Basketball, Dragon Boat, Cross-country, Track & Field, Volleyball (Girls), Floorball (Boys), Sports & Recreation Club
Uniformed Groups:
Girl Guides, NPCC, Singapore Red Cross Society, Scouts, NCC (Land)
Visual and Performing Arts:
Chinese Orchestra, Choir, Contemporary Dance, English Drama Club, Symphonic Band
Clubs and Societies:
Environment, Library, Media & Visual Arts, Science Explorers

Enduring Values that Guide Us

Loyalty, Industry, Sincerity, Love - we will show to the end!

original Chinese and current English versions of our school song. Ask any student in the school what the school values are, and regardless of his language or race, and the answer would be, “忠，勤，诚，爱”!
APPLIED LEARNING PROGRAMME (ALP):
Passion and Care for the Future

How can young Singaporeans respond to local and global issues? Jurong West Secondary students show us how:

• Producing a short animated film on global warming;
• Creating a mobile app aiming to warn us of terrorism;
• Designing a website with infographics and digital art sharing water-saving tips to tackle both the local and global water issues.

In JWSS, we prepare our students to be passionate learners, innovative thinkers and caring leaders who are future-ready.

As part of the school’s ALP, students bring together the skills and knowledge from Information and Communications Technology (ICT), Visual Arts and Communication to innovatively address local and global issues.

All Secondary 1 and 2 students undergo the Applied Learning Programme (ALP) that equips them with a suite of skills which include coding, app development, graphic design and persuasive communication.

Working collaboratively in groups, students research issues that they are passionate about to brainstorm and design ICT-based solutions that help improve lives and the community.

Students go on learning journeys, listen to experts to broaden their perspectives and attend elective modules of their choice to deepen their knowledge and skills.

The two-year programme culminates in a school-wide exhibition where students showcase their innovative solutions to the rest of the school.

I learned media literacy and programming which are both pretty unusual skills and we are always learning something new! That intrigues me.

CHERISE SIN, SEC 2 (2017)

ALP has helped develop our students to become concerned citizens with the many issues that they are exposed to. They also become more confident as they articulate and persuade others of the strengths of their ideas.

MR RAHMAT TIRMIZI, GEOGRAPHY TEACHER
LEARNING FOR LIFE PROGRAMME (LLP):
Helping Others Helping Ourselves

How can our students make an impact in the community?

To nurture our students as Community Youth Leaders, JWSS has partnered with Taman Jurong SilverAce’s elderly residents. The school’s LLP, that seamlessly integrates the Character and Citizenship Education (CCE) programme, in particular, Values in Action (VIA) with Student Leadership, provides our students with an integrative and immersive experience for them to apply knowledge and develop life skills. This, in turn, provides them with a broad and deep foundation for lifelong learning.

Community and Youth Leadership (CYL) as a LLP in the school serves to instill the following in our students:
- Key 21st Century Competencies
- Leadership competencies
- A sense of rootedness to Singapore
- A sense of responsibility for the community and fellow Singaporeans

In JWSS, our Community Youth Leadership (CYL) objectives are achieved through the following:
- Use of Design Thinking, where students are empowered to understand the needs of the community and propose solutions to address these needs.
- Enabling students to conceptualise, interact and engage the community by organising workshops and community projects, such as guiding the elderly on the usage of computers and the internet.
- Outstanding CYL Leaders are trained to mentor their juniors, and given the opportunity to initiate projects at the school or community level.

STUDENT WORK ATTACHMENT PROGRAMME:
Ready for a Future at Work

Future employers always pick employees with experience and skills in working with others. But how do you get experience before you even graduate from school? And how do you prepare a good portfolio for a future interview? Enter SWAP@JWSS.

Our flagship Enhanced Career & Guidance programme, Student Work Attachment Programme (SWAP) shows students that skills mastery goes beyond having the right paper qualifications. It allows students to gain a strong sensing of how the knowledge and skills they acquire in school is relevant to and can be applied in the work environment.

SWAP enables students to have greater exposure to the working world in specific industries. In the process, we hope students discover their passion early and make more informed choices in higher education and careers so that they have a greater awareness of the work environment and work ethics.

Participating organisations work very closely together with the school to draw up an attachment plan for students. A mentor, together with teachers, will ensure the smooth learning as well as the well-being of our students during the work attachment period, which is scheduled during the June and November school holidays.

Our SWAP partners include Singapore Press Holdings (SPH), Singapore Mass Rapid Transit (SMRT), National Library Board (NLB), Wildlife Reserves Singapore, Singapore Chinese Chamber of Commerce and Industry, and various law firms.
TALENT DEVELOPMENT PROGRAMME:
Jewels of The West

A raw gemstone may look just like a pebble, but when a gem cutter puts in a lot of hard work identifying, shaping and polishing it – voila! You have a jewel with a lustrous shine.

Similarly, our “gem cutter”, the Talent Development Programme, offers our students that final polish, by guiding and developing the talents of students so that they become lustrous JeWels.

What can JWSS students hone with our JeWel Programme? English Language, Mathematics, Science, Sports and Art.

We provide students with the opportunities to practise their intellectual thinking, and extend their prowess in inter-school, national and international competitions. They go through an exciting curriculum under the JeWel Programme on a weekly basis.

Our JeWel Programme prepares students with talent and passion to pursue these areas of interest at an even deeper level when they enter a Junior College or Polytechnic.

“Every child is an artist. The problem is, how to remain an artist once we grow up.”

PABLO PICASSO

The renowned artist was right, and in JWSS, we continue to provide greater opportunities for students with a keen disposition and ability in Art to further nurture and develop their talent.

As one of the only two schools in the West to offer the Enhanced Art Programme (EAP), we pride ourselves in preparing students to take Art or Higher Art at the GCE O-Level examination.

EAP@JWSS exposes students to different art media, creative processes, professions and practices in the arts and creative industries, while providing in-depth development of students in select art practices.

It equips students with competencies and skills to enable them to further their passion in art, design and media.

EAP@JWSS will nurture in our students a deep appreciation for the arts, inspiring them to embrace self-expression and developing artistic potential.
DID YOU KNOW:

A JWSS Alumnus

The Singaporean who delivered the opening address at the second United States Presidential Debate was a JWSS student. Kenneth, who is a PSC Scholar, also came back to JWSS and shared his life journey and insights with the students.

“The teachers I have had at JWSS are some of the most competent, committed, and passionate mentors I have met in my journey as a student. Their care for us does not only end at academics, but also extend to our personal well-being. Without a single shred of doubt, I would not be where I am today without these excellent mentors.”

KENNETH SNG, SEC 4 (2018)

DID YOU KNOW:

MP Attachment

Our students shadow Member of Parliament for Pioneer Constituency Mr Cedric Foo during his Meet-the-People Sessions to understand the issues that residents at Pioneer Constituency might face and how the these issues could be resolved.

Started in 2016, the JWSS MP Attachment programme has allowed our students to gain a deeper understanding of the fabric of our community and better appreciate the harmonious relationship among Singaporeans.

DID YOU KNOW:

Unique Subjects

Besides the usual core subjects, JWSS also offers unique subjects at the GCE O Levels to cater to the various talents who walk through our gates.

These subjects include: Computing, Exercise & Sports Science as well as Higher Art.
LEARNING FOR LIFE PROGRAMME (LLP):

Sports for Life: Character through Sports Exposure, Empowerment, and Excellence.

Imagine during a SEA games prize presentation, a young athlete stands in front of flashing cameras, smiling – the latest Gold medallist. It could be your child, who turns to the camera and says “The guts to never give up. Simply because giving up is too easy.” These are the words of a champion – a person of character.

Imagine if that journey started in a school where there is a wide variety of Sports Exposure. Students are given opportunities to choose the sports they would like to learn in the PE curriculum. This is also when they can “catch” values, hone character and develop positive attitudes as well as social skills. Their perspectives about sports are widened through Advanced Elective Modules like inclusive sports and sports sciences.

That journey had been further enhanced with Sports Empowerment through sports leadership development. Students are encouraged to think critically, assess options and make sound decisions, through a variety of platforms. They can propose their own interest groups and activities to the school. Throughout their school years, students have opportunities to become mentors to their juniors - sharing their knowledge and experiences. Students are also encouraged to join officiating courses or junior coaching clinics to deepen their technical knowledge of their respective games.

At the apex, Sports Excellence stretches the students to excel in their respective fields with qualified coaches who share the school’s vision, mission and philosophy. Strategic partnerships with sports organisations extend the training and developmental opportunities for these talented athletes.

“*The guts to never give up. Simply because giving up is too easy.*”

JARYL TAY, GOLD MEDALLIST (WUSHU), 2015 SEA GAMES, ALUMNUS (CLASS 2009)
APPLIED LEARNING PROGRAMME (ALP):
Preparing Students for a SMART Nation and World

Imagine everyday living made easier by technology. You live in smart homes with automated processes. It becomes a norm for drones to navigate between places and deliver parcels to where you are. A smart nation and world are no longer dreams, but reality in the near future. We can and should seize opportunities to thrive in the future.


Secondary One students design electronic games during Secondary One Project Work classes. Some of these games include pinball games and tic-tac-toe.

“I have received numerous opportunities that provided me with a strong foundation in electronics. This prepares me well in my aspiration to be an app developer in future.”

HANS DELANO, SEC 4 (2017)

Student Interaction (TSI) sessions. During these sessions, teachers spend about half an hour with each student to understand them better as well as take any follow-up action if needed.

During lessons, it is not uncommon to see students seated in a circle facing one another and every student taking turns to share. These sessions, known as “Circle Time”, are part of the school’s Restorative Practices programme which aims to strengthen a culture of care through creating a safe, trusting and empathetic environment where students learn to accept differences while embracing what they have in common.

CAREING CULTURE:
Care through Play

“IT's play time!” With that, students joyfully make their way to the school field and parade square during curriculum time to play.

In Jurongville, play is serious business. In fact, the Secondary Two students have an additional period of play time structured in their curriculum every week. This period, known as “PRIDE for PLAY”, allows teachers and students to interact informally where they share lighter moments during games, and later, over a meal in the school canteen.

This social interaction is so well-received by both teachers and students that the school started “Breakfast with Class Mentors” which takes place once every Semester to promote bonding. The Principal herself organises regular “Floral Tea Session” with the students and parents to understand their concerns.

The school also believes that regular interaction is vital to provide ample support for her students. Every student gets to meet his or her teacher one-to-one during daily Teacher-
CHARACTER DEVELOPMENT:
Beyond Self

Have you ever wondered why school is important? Do we go to school just to get good grades?

Here in Jurongville, students are encouraged to lead and serve in any way they can, and to put into action the school’s motto of going ‘beyond self’. There is so much more to education than just doing well academically, and it is equally important for students to build their character. Thus, all Jurongville students are given the chance to organise and run various projects, and become leaders who serve the community.

The upper secondary student in Jurongville has the opportunity to take part in our Service Learning programme, which allows him or her to communicate with members of the community and understand what they need. This hands-on experience will help the child to discover how to contribute to society in his or her own way.

Our students also get to pick an area they are interested in, and work with their friends to come up with ways they can benefit the community. Over the years, JVS students have worked with organisations like the National Kidney Foundation, the Association for Persons with Special Needs – Chaoyang School, Student Care Centres, and Keeping Hope Alive.

Are you wondering what other projects you can embark on? Since 2011, our students have been travelling abroad to conduct Service Learning projects as part of the Overseas Service Learning (OSL) Programme. These places include Tanjung Pinang, Indonesia, and Phnom Penh, Cambodia.

In Cambodia, for example, our students teach and give lessons to the local children, and contribute by laying pavements and painting school classrooms. While abroad, they realise how important it is to communicate with the locals. Through listening and speaking, trust and understanding were developed, which were just as important as the physical tasks that were done.

When our students see how the Cambodian children live their lives, they begin to appreciate the meaning of life. These children may not have much, but they are contented with what they have. Indeed, contentment is the source of our well-being.

When I went to Cambodia for OSL, I learnt to empathise and to show concern to the people around me by lending a helping hand to those struggling to make ends meet.

ONG ZHING, SEC 3 (2016)

The students were generous and patient with the children, one another, and themselves. But what really touched my heart was seeing that indomitable spirit of strength and perseverance to keep pushing through even when the going got tough.

MS CHNG JIA MIN, TEACHER

I’ve learnt from the children there, to be more appreciative of what we have… The children taught me to see the better side of things, they do not have the best conditions to live in but they remained cheerful and enthusiastic throughout our stay and were always happy to see us.

LORWIN JAN TAY, SEC 3 (2016)

SPEAKING UP:
Student Voices @ JVS

‘Why do you say that?’

‘What do you think about what she has just said?’

‘How does this connect with what we talked about earlier?’

These are questions that are constantly heard in the classrooms to give students the opportunity to effectively communicate subject knowledge and talk about their perspectives, reasoning and conclusion.

This helps to make our classrooms a more vibrant place where learning takes place through active discussion. With this concerted effort to increase student talk in classrooms, we can nurture our students to be confident and effective communicators.

At the school level, selected Sec 1s are identified to go for training to hone their presentation skills to prepare them to be emcees or student presenters.

Secondary 2 and 3 students are given the opportunity to present their views on how to improve the school through tea sessions with the principal or highlight learning points of projects that they have undertaken. They are involved in interviews of school leaders and editing articles in our speech day newsletter.

Selected articles by student reporters are also featured in the Chinese student paper zbcOMMA. In addition, they give talks to Primary 6 pupils, act as ambassadors to host overseas visitors, and as emcees for the MOE Edusave Award Ceremony at the Grassroots level.
DID YOU KNOW:

**Uniting as One**

In 2019, Jurongville and Hong Kah Secondary School will be merged as one school in the Jurongville campus.

However, prior to 2019 did you know that preparations were already underway to ensure both students and teachers get acquainted with one another before the big move?

For a start, both schools combined their Netball teams to compete in the 2018 West Zone Inter-Schools competition.

Next in line was a Combined Level Camp for the students in Secondary 2 and 3, together with staff from both schools.

DID YOU KNOW:

**Teachers Developing Teachers**

We introduced Professional Walk-throughs in 2016, involving lead teachers and senior teachers (teacher-leaders) visiting the classrooms of other teachers, to provide just-in-time feedback on teaching practices.

This allows teachers to de-privatise and open their classrooms so as to learn together as a community. The continual growth of teachers’ competencies will have a direct impact on the quality of student learning.

**AUTHENTIC EXPERIENCES:**

**Classrooms transformed through Virtual Reality!**

Students experience joy in learning beyond textbooks via Virtual Reality (VR) resources during Science, English, Humanities and Career Guidance classes.

The immersive nature of VR brings depth to educational content by engaging the students’ senses and allowing exploration to a degree that would be difficult to replicate within the confines of a classroom.

The school is also involved in the pilot MOE phase of Student Learning Space (SLS), of which VR is one example to promote active learning with ICT.

“**It promotes curiosity and wonder in children, by making objects such as ocean, space, human body and history come alive!**”

WEE MING HANN, TEACHER

“**Currently, we are adapting this version to allow all our department heads and teacher-leaders to open their classrooms for other teachers to visit their lessons. We hope to engender a culture of learning whereby all teachers will visit one another freely, to learn through observing one another, and to reflect on active student learning.**”

MDM FLORA ONG, PRINCIPAL

AT A GLANCE

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**Phone Number**

6563 8704

**School Website**

www.jurongvillesec.moe.edu.sg

**School Vision**

Everyone Empowered and Enlightened.

**How to get there**

Nearest MRT Stations

Jurong East, Chinese Garden

Bus Services


**Distinctive Programmes**

**Applied Learning Programme:**

Real-World Learning Through Electronics

**Learning for Life Programme:**

Sports for Life

**Subjects Offered**

Additional Mathematics, Art, Biology, Chemistry, Chinese, Computer Applications, Design and Technology, Electronics, Elements of Business Skills, English, Food and Nutrition, Geography, Higher Chinese, Higher Malay, History, Humanities (Social Studies, Geography), Humanities (Social Studies, History), Humanities (Social Studies, Literature in English), Malay, Mathematics, Physics, Principles of Accounts, Science (Chemistry, Biology), Science (Physics, Chemistry), Smart Electrical Technology, Tamil

**CCAs**

Physical Sports:

Badminton, Basketball, Football, Netball, Sepak Takraw, Tchoukball

Uniformed Groups:

Boys’ Brigade, Girl Guides, NCC, NPCC, Scouts

Visual and Performing Arts:

Band - Concert, Cultural Ensemble - Malay, Choir, Dance - International, Drama - English, Drumatix Batucada, Orchestra - Chinese

**Clubs and Societies:**

Infocomm Club

Combined netball team by both schools at the National Competition

The opportunities to compete, collaborate and commit as one will certainly strengthen the roots of our new and growing family.

Lessons come alive!
CHARACTER AND CITIZENSHIP EDUCATION:

Learning 7 Habits and The R3IGHT Values - Our Character Education Programme

Seth Wong impressed his father over the years he has been in Juying, steadily maturing. And it’s thanks to the school’s emphasis on the R3IGHT Values and The 7 Habits of Highly Effective Teens as a whole-school approach to character education.

JYians are reminded daily of how the school values of Respect, Responsibility, Resilience (R3), Integrity, Graciousness, Humility and Teamwork help them in their school life.

JYians also use the 7 Habits as a guide for achieving success with concepts such as “Begin with the end in mind” and having an “abundance mindset”.

Since the school adopted the 7 Habits in 2016, teachers and parents have noticed a transformation in our students’ display of leadership traits, personal and inter-personal effectiveness and having better focus in their learning.

“I am happy that my son has become more independent and mature after undergoing the 7 Habits character education programme at Juying.”

MOTHER OF JAYDON NG, SEC 3 (2018)

“[My son] Seth has been moulded in a holistic way. He has learnt skills like ‘Sharpen the Saw’, renewing himself in continuous learning and self-improvement.”

OPPORTUNITIES FOR ALL:

Learning How Other People Live

From opportunities to teach English to under-privileged children in Chiangmai, to bringing the message of shark and marine conservation to the villagers of Lombok, Indonesia, JYians have visited different communities in the region and contributed donations in kind, time and effort in their interaction with the people there. Students discuss and plan their Values-In-Action (VIA) programmes as a class before deciding on which country to go to for their Trips for International Experience (TIE).

Student-directed learning is a key aspect of the TIE-VIA journey, which marks a significant milestone in the JYians’ school life. The shared experience and rich learning as a class during the trip build strong bonds and class spirit, among classmates as well as with their Form Teachers.

JYians have gone to Vietnam, Thailand, Hong Kong and Indonesia to carry out their VIA project.

LEARNING FOR LIFE PROGRAMME (LLP):

Juying - A Gathering of Talents

Juying in Mandarin means ‘a gathering of talents’. Many talented students have chosen Juying Secondary School to experience a holistic development and to hone their innate talents. Our LLP is on Aesthetics, and it serves as a platform to achieve the mission: “Every JYian, an Artiste”! Our LLP enables all JYians to learn dance, ukulele and guzheng, while our aesthetics CCAs take them further in their skills development.

In International Dance CCA, namely Hip Hop, Juying has in past years attained top international awards and we continue to clinch various awards at national levels and the Certificate of Accomplishment at the Singapore Youth Festival (SYF). The aesthetics CCAs have provided JYians precious experiences in public performance, building their confidence and presentation skills.

Our Cultural Dance troupe learns to perform different local ethnic dances every year. The troupe has also won the SYF Certificate of Accomplishment.
APPLIED LEARNING PROGRAMME (ALP):
Stand & Deliver

Madeline, a Secondary 3 student, used to shy away from public speaking. Even standing up in front of her classmates terrified her! That all changed with Juying’s Applied Learning Programme (ALP) that aims to develop our students to become confident and competent speakers.

During the Stand and Deliver sessions under the ALP, all students get to practise speaking in front of friends, and are taught coping mechanisms, through teachers’ coaching as well as through training programmes designed for them by level. The students then get to have their 5 minutes (or more) of limelight to speak at recess to the larger student body. The speakers are supported with a well-equipped podium, lectern, sound system and video broadcast at our Stand and Deliver “Speaker’s Corner” at the school canteen.

Students speak on diverse issues from current affairs and global news to personal interests, with topics like what Total Defence means to them, helping the elderly and how using the 7 Habits helped them in their studies. Students have also spoken on Racial Harmony, Water Conservation or their overseas VIA experience.

Our Stand and Deliver programme aims to benefit the entire student population from Secondary 1 to 5. Every day during the 3 recess periods, different students get the opportunity to speak to the recess crowd in the canteen, while avid supporters cheer and clap for them.

OUTDOOR EDUCATION PROGRAMME:
Overcoming Heights to Soar

At Juying, students are constantly engaged with exciting and fun-filled activities. Stretching up three storeys and overlooking the Parade Square, the Juying Rock Wall is an iconic part of Juying Secondary School. As part of their CCA programme, Uniformed Group activities and Student Leadership Training, students get a chance to climb the rock wall, after being given guidance and training in securing holds and footing.

Besides the Rock Wall, our students also have the chance to experience abseiling within the school compound. It is not just about conquering the wall or having fun abseiling. At Juying, we imbue the spirit of resilience in JYians to overcome their fears, persevere and do their best.

STUDENT LEADERSHIP DEVELOPMENT:
Every JYian A Values Driven Leader

At Union Bank of Switzerland (UBS) CampVision, JYians benefit from having mentors who are executive leadership coaches with international experience. It is held at the historic Command House, formerly the President’s residence during renovation of the Istana.

Our Student Councillors also implement initiatives such as the “Ripple Effect” to promote positive mindsets towards social issues among their schoolmates, such as recycling and environmental conservation.
SPECIAL PROGRAMMES:

Future-ready with Technology

At Juying, all students benefit from our specially-designed 2-year IT Programme (ITP) carried out within curriculum hours. JYians are developed in cutting-edge ICT proficiency such as coding, cloud collaboration, 3D/AR modelling and Micro:bits programming. With Micro:bits, JYians have created lie detectors and special keyboards that play musical tunes. JYians learn to use Google platforms for inter-disciplinary project work, so undoubtedly JYians are well-empowered to navigate the future ahead of them!

FACILITIES AND PROGRAMMES:

Dancing “On Stilts”

At the heart of Juying Secondary stands a sky-level structure that seems to dance on stilts criss-crossing a corner of the school canteen. Up there, our Hip Hop and cultural dancers, Guzheng and Ukulele players hone their talents enveloped in glass and mirrors.

The Dance Studio is an important centre for the school’s Learning for Life Programme in aesthetics and performing arts.

PUBLICITY FOR THE SCHOOL:

A Magazine of Our Time

The Juying Times is a handy A5-size booklet which captures the heartbeat of the school featuring testimonies of students and parents who have benefitted from the Juying experience. It is given to Primary 6 pupils of primary schools which recommend many of their pupils to Juying Secondary. We express our deepest appreciation to these supportive primary schools and will continue to provide them with The Juying Times. We welcome the new cohort of 2018 P6 pupils - choose Juying Secondary, School Code 3066!
LEARNING FOR LIFE PROGRAMME (LLP):
Bringing out the Leader Within

At Kranji, we provide a myriad of opportunities and platforms for Kranjians to learn and grow as leaders.

- Celebration of Leaders’ Day every year
- Leadership opportunities for all
- Structured leadership programmes and training
- Partnering organisations and community
- Outstanding Student Leader Award

Every year in August, senior student leaders from CCAs in the school stand proudly onstage as the Principal lists the CCAs’ accomplishments and triumphs. Then another group of students will walk onto the stage – the coming year’s senior student leaders. They shake hands with their seniors, thus accepting the leadership baton on Leaders’ Day.

This celebration of the efforts and achievements of our senior student leaders is witnessed by all Kranjians, and is held in conjunction with National Day to highlight the importance of preparing our students to become future leaders of the nation.

Recognising the need to ensure that our nation is helmed by capable leaders, Kranji’s Learning for Life Programme (LLP) aims to nurture a Leader in Every Kranjian and we achieve this by exposing our Kranjians to a wide repertoire of leadership opportunities in every facet of school life, starting with, but not limited to, CCAs.

Our students are also provided with authentic experiences to apply their leadership knowledge and skills to benefit the community. One signature event is the school’s collaboration with Limbang-Yew Tee CC in organising and running the Mid-Autumn Festival Celebration.

Kranji also organises an annual outreach to primary schools where approximately 120 primary school children are mentored by Kranjian Student Leaders during the annual student-led leadership training camp. At Kranji, students are empowered to be active citizens with a heart to serve meaningfully in their community.

At the lower secondary levels, all students are taught the school-based leadership modules during Character and Citizenship Education lessons. Secondary Three Kranjians attend the Outward Bound Singapore to sharpen their leadership skills through rigorous and challenging outdoor activities.

Under Kranji’s LLP, Kranjians are well-equipped to serve and grow to become future leaders of the nation.

Leaders’ Day was especially significant to me as I was sworn in as an EXCO member of the Student Council and an Assistant Overall-In-Charge of my CCA, NPCC in front of the entire school population. As I received both badges, I felt the weight of many responsibilities on my shoulders, yet proud that I have been entrusted with so much. I will do my best in heading the “Kranji Spirit” committee as an EXCO member of the Student Council to make the school a better place.

NURAIN BT ABDULLAH, STUDENT LEADER, SEC 3 (2017)
We've Never Been in Kranji!

Kranji Secondary's location at Choa Chu Kang Street 51, is near the head of the Kranji river. We also know that the name "Kranji" has links to numerous significant landmarks and the history of Singapore, especially during the war period, such as Kranji War Memorial, Kranji River and Kranji Resilience Trails.

So the school organises its learning activities (NE, Sciences, Humanities, Languages/Literature) in the Kranji vicinity, exposing students to its rich heritage and historical significance. All students go through this purposeful Kranji experience and when they leave our gates as they venture to further their education journey, they would have fully acquired the true Kranjian Identity!

APPLIED LEARNING PROGRAMME (ALP):
Bringing out the Thinker

Does making your very own air cannon excite you? How about analysing the ingredients that go into making Panadol?

These incredible opportunities and more are available as part of Kranji's Applied Learning Programme (ALP). Our ALP employs the Thinking Curriculum to develop students into open-minded and curious thinkers.

We used to think that Project Work was simple as it was just computer work. Now we know that it is actually very challenging. We faced many issues, such as being rejected for interviews and having difficulty finding a common time for us to meet and work together. Persistence and resilience are two important values we learnt in the process. During the Project Work journey, we went through lots of ups and downs and there were times when we did not agree with one another. However, we did our very best and all of us played a part in the success of our project.


Our Secondary 1 Kranjians are first exposed to simple protocols for exploring ideas, which make the students' thinking visible to themselves and others, so that they can improve themselves. Such routines are integrated into lessons across the various subjects at the Lower Secondary level to reap maximum benefit.

Once our Kranjians are equipped with critical thinking skills, they embark on Project Work in Secondary 2, delving into scientific or social issues and everyday experiences. The fruits of their labour will then be showcased during ‘Innovation Day’, a day set aside to celebrate their completed projects.

Finally, at Secondary 3, students participate in a Social Studies Inquiry Project where they investigate social issues or problems linked to government policies.

Our students get the opportunity to collaborate with professionals. They also attend workshops conducted by Nanyang Polytechnic lecturers, embark on industrial attachment and participate in selected Elective Modules in ITE.

With the myriad of opportunities available in our ALP, our Kranjians graduate, enriched by their holistic learning experiences, ready to take on the world.

"We used to think that Project Work was simple as it was just computer work. Now we know that it is actually very challenging. We faced many issues, such as being rejected for interviews and having difficulty finding a common time for us to meet and work together. Persistence and resilience are two important values we learnt in the process. During the Project Work journey, we went through lots of ups and downs and there were times when we did not agree with one another. However, we did our very best and all of us played a part in the success of our project."


Thinkers with the Drive to Excel

We Have a Keranji Tree

The Keranji Tree is a species native to Singapore, once widespread but now critically endangered. Our school name, Kranji, is derived from this tree and it serves as a symbol of the values, such as resilience, and a sense of rootedness to the community, that we want to develop in Kranjians.

In 2017, Secondary Two Kranjians planted a sapling at our temporary site in Teck Whye. It has thrived here, and when we move back to Choa Chu Kang in 2019, the Secondary Two to Five students will walk – with the tree – from the Teck Whye campus to the new site, a symbolic journey which encapsulates their growth in Kranji Secondary School.

The Secondary One students will be at the new campus in Choa Chu Kang to receive their seniors, symbolising a new beginning and the planting of their roots in Kranji Secondary School.
TEACHERS LEARNING:
A Competent Professional Community

Providing the best education that we can to our students is of paramount importance to us. That is why Kranji Secondary is committed to ensuring that our teachers are rigorously trained and regularly upgraded so that their teaching skills can be continually maintained at their best for the benefit of our students.

We must ourselves learn from the best, too. As such, our teachers collaborate regularly with experts in their field like Dr Tay Hui Yong of the National Institute of Education (NIE) to gain new perspectives on effective teaching pedagogies.

The recent assessment workshop conducted by Dr Tay exposed our teachers to fresh and innovative modes of student self-assessment, and our teachers took time to apply what they learnt in class.

Our long term goal is to ensure that students’ learning experiences are positive as we equip our teachers with more skills and develop their confidence.

We constantly innovate and meet regularly for Research and Curriculum Planning, reinforcing our commitment to professional development.

For the past three years, the focus of professional development has been on ‘assessment literacy’, where teachers learn how to incorporate assessment meaningfully at every stage of teaching and learning. We use Jan Chapuis’ Strategies of Assessment for Learning with a specific focus on student self-assessment.

CO-CURRICULAR ACTIVITIES:
Bringing Out the Best

All CCAs have dedicated instructors and well-planned Student Development Plans to immerse students in a fulfilling and fun CCA experience throughout their four to five years in Kranji.

Kranji’s 17 CCAs are categorised into 4 main groups: Uniformed Groups, Performing Arts, Sports and Games, and Clubs and Societies. Every group takes part in key events in school that bring out the skills and talents of every student.

• Our Uniformed Groups cadets proudly don full uniforms and show off their marching drills during our very own National Day Observance Ceremony! It is a grand display as we celebrate the birthday of Singapore.

• Kranjians in the Performing Arts group develop and showcase their talents in singing, dancing, acting and playing various instruments through participation in the Singapore Youth Festival Arts presentations and Performing Arts concerts.

• Our athletes in Sports and Games train hard for the annual Zonal competitions, and they do the school proud when they enter into the Nationals (Top Four Schools)!

• With their interest in environmental issues, talents in art, skills in audio and video production or love for photography, students from our Clubs and Societies are poised to shape our future world with the many skills they learn through CCA.

With the rich learning experiences each group is exposed to, it is no wonder that our students find their time spent in CCAs meaningful and memorable!

Kranji Transforms Students to Teachers

Our students are always surprised and excited when they discover that a group of their teachers are actually Kranji alumni! Five of them are currently teachers in Kranji Secondary and if you ask them, they will reminisce about their own school days where dedicated teachers helped them with their studies and the strong bond they formed with their Secondary School friends. Have fun finding out the identities of these teachers!
Kampung Spirit @ Kranji

‘Kampung Spirit’, a term that means community or village life, is relatable to most Singaporeans. It is what we want to create in Kranji Secondary, a big part of the Kranji Experience that we immerse our students in.

The most anticipated event amongst Kranjians is our bi-annual Cultural Fiesta Nite. It is a night filled with a host of meaningful and fun-filled activities that help our students develop cross-cultural awareness amidst all the fun and laughter.

The highlight of the night? The Kranji Mass Dance or “the 5-6-7-8!” It is a dance routine that was passed down from previous cohorts and our students laugh and cheer as they perform it in unison.

Leadership opportunities are also available for Kranjians to step up and take the lead to hype up the school spirit and atmosphere during school events like Sports Day and Sports Fiesta. Kranjians get the chance to not only interact with their classmates, but also to build a bond with their schoolmates from different levels.

We aim to balance all Kranjians’ academic development with their holistic experience – the Kranji Experience.
LEARNING OUTSIDE CLASSROOM:

MGS ROC(k)s!

Do you understand what micro-finances are? What’s the difference between a micro-financing scheme and running a Multinational Company?

Our MGS students study all this and more—we’ve had groups setting up and harvesting hydroponic crops; we’ve even had a group produce an in-MGS movie!

This is all part of our unique Reality Outside Classrooms (ROCs) Programme, which grooms each MGS student as a global citizen, poised to make a positive social impact.

Cross-cultural competence is a key advantage in our increasingly global world and the ROCs Programme has imparted generations of MGS students with the ability to engage meaningfully in culturally diverse situations.

Our students develop invaluable skills, from crafting a business proposal to running a social enterprise alongside industry leaders. At the same time, they learn to collaborate closely with peers and global partners throughout all 4 years of their time in MGS.

The convergence of behavioural and cognitive competencies honed during local and overseas learning trips allows our students to adapt, thrive and excel in various cross-cultural contexts. Our students have embarked on service learning and cultural immersion trips to countries such as Cambodia, Thailand, Vietnam, India, and China.

In addition, the Work Experience Programme offers an enticing array of options for Secondary 3 and Year 3 students to intern in an industry of their choice. It is a truly rewarding journey as our students garner insights into real-world challenges and learn from experts to explore diverse solutions.

It was spectacular as we were able to bring laughter and a different way of life to the local Cambodians, even as we learnt and enriched our social skills. I shall always treasure the friendships forged and strengthened within our team.

YEO SOON YI, SEC 4 (2016)

Working with the NUH Orthopaedic department, I learnt how the doctor advised his patients on reducing pain in the knees and the various treatments such as taking painkillers, physiotherapy and even surgery.

NATALIE GOH, SEC 3 (2017)
1:1 LEARNING:
Charged up for the Digital Age!

Each student has a Chromebook, so they are empowered to learn anytime and anywhere, beyond the confines of the classroom. Students feel more engaged and take ownership of their own learning.

What we call the 1:1 Learning Programme provides opportunities for MGS students to experience a wide range of pedagogies throughout their four years here. Technology is integrated into every subject in the curriculum, with emphasis on independent and collaborative learning and preparing our students for the Volatile, Uncertain, Complex and Ambiguous (VUCA) world ahead.

Some examples of technology used include Assessment for Learning through visible thinking routines so teachers are able to get feedback on students’ learning and guide them more effectively and efficiently; Javascript coding lessons; as well as manipulations of simulations in Science subjects. The technology also enables deeper collaboration amongst students in areas of projects and peer learning.

Our learners are connected seamlessly through a common platform that safeguards their online activity. Our strong Cyber Wellness programme complements the 1:1 Learning Programme in developing character and clarifying values in the digital world.

In the pipeline are plans to enhance the learners’ experiences through programmes such as Robotics and Coding. We are also actively preparing to harness technologies that give students new learning experiences, such as Virtual Immersive Environments.

We’re ready for the world to come.

STEM:
STEM@MGS – Supporting the Fruit of the Future

Science, Technology, Engineering, and Mathematics. Like them or hate them, they are at the forefront of our future. So how can MGS make meaningful connections among the various disciplines and guide our students to become creative innovators and passionate learners?

STEM@MGS challenges students to tackle and solve complex questions, investigate global issues, and develop solutions to real-world problems.

Every student in their lower secondary years gets the opportunity to participate in hands-on STEM learning experiences both during and outside of curriculum hours. These may include exploring the use of Smart materials that revolutionised devices in the field of Material Science or studying the transformation of bacteria using jellyfish green fluorescent proteins in Life Sciences. Together, the STEM curriculum has enabled our students to appreciate how STEM pervades every part of our lives.

MGS students are encouraged to express their values and practices through platforms such as the Science Olympiads, Science Mentorship Programmes (SMP) and the International Youth Science Forum (IYSF). In addition, our students also participate in the Research@Youth Defence Science Programme (YDSP) which provides them opportunities to experience research work in DSO, Temasek Labs, NTU, NUS and their research institutes.

In STEM@MGS, our students will have the opportunity to integrate discovery and innovation into their learning, through collaboration with our strategic partners such as DSTA, Singapore Science Centre and UN Women Singapore.

Our valued partners provide our students with real world experiences and a bridge between academic experiences and career applications.
PERFORMING ARTS:
Reach for the HeArts

In MGS, the arts is a platform by which we can share precious moments with special needs children by creating music with handbells or having the MGS String Ensemble share the joy of music at hospitals and help raise funds for a dog charity.

Our students get to display their artistic talents with 8 arts CCAs and a strong culture of arts appreciation. We believe that the arts have the power to elevate the soul and warm the hearts of our audiences.

Creativity and collaboration are the key tenets in how we work with our instructors to explore, develop and showcase our students’ artistic expressions. We often partner with industries in our Values-in-Action projects and contribute in significant ways.

Last year was a meaningful one for us. After the intense period of SYF Arts Presentation, our handbell girls played at the inclusive Ministry of Bells PROMS with special needs students, and performed at the SGH Christmas Charity Bazaar.

The String Ensemble was also the opening act at Jazz for Dogs by Action for Singapore Dogs (ASD) and the quartet performed for the children at Paediatric General Ward 47 at NUH. Our Guitar Ensemble also volunteered to be part of ‘Swim for Rheumatology!’ fundraising event by SGH.

Gloria a Dio Performing Arts Night 2017 also had the privilege of reaching out to 80 senior citizens from Care Corner SAC (TP149) and Lions Befrienders (Ghim Moh) Senior Activity Centre by inviting them to our matinee concert.

Not only do the arts add to the school's character and identity, they enliven and bring vibrancy to our learning experiences. Whether at Founder's Day, Open House or lunchtime performances at the Shaw Foundation stage, there are always plenty of opportunities to enjoy the offerings of our arts groups.

As we nurture creative confidence and personal mastery in our art forms, we envision our students expanding into greater levels of inspiring interest and connecting with the wider community through the arts.

“Performing Arts in MGS promises every student enriching experiences of musicality, artistry and showmanship.”

RACHEL RAJAN GEORGE
PRESIDENT (GUITAR ENSEMBLE), SEC 4 (2018)

“Being part of the Drama Society is truly enjoyable and gives us great exposure. We discover new skills and are given opportunities to showcase our talents.”

THIAM WAN XUAN, SHERVON
VICE PRESIDENT (DRAMA SOCIETY), SEC 3 (2018)

“We hope to have more opportunities to do good and impact the community with our musical talents.”

CHAN YI SHI
PRESIDENT (HANDBELL CHOIR), SEC 4 (2018)

“Being in Dance allows me to be who I am and what I want to be for others.”

MEGAN LING RUIEN
PRESIDENT (DANCE CLUB), SEC 4 (2018)

SPORTING CULTURE:
Dive Right into MGS Life!

From her very first day at MGS, each MGS student is given the opportunity to challenge herself not just mentally, but physically as well. Engaging in rigorous curricular and co-curricular programmes augments the diverse MGS learning experience, building character and imbuing strong values while honing a wide range of competencies, skills and attitudes.

Learning experiences outside the classroom provide a rich environment for the MGS student to develop sportsmanship, teamwork, discipline, resilience, respect and leadership. These qualities stay with the MGS student and stand her in good stead to navigate the complex landscape of the 21st century with confidence.

Through intensive practice sessions for the National School Games at the tennis and squash courts and SYF Arts Presentation at the dance studios and band room of the MGS Sports Complex, the MGS student not only grows in her repertoire of capabilities but also in personhood.

Swim classes and annual school swim meets at the 50-metre competition pool, as well as weekly PE lessons at the synthetic turf field or indoor multi-purpose hall integrate the MGS student into the school's sporting culture, nurturing a young generation of confident sportswomen.

The MGS Handbell Choir lending their talents towards a good cause

The MGS String Ensemble performing at a school concert and sharing the joy of music

The pool enables MGS students and the MGS Swim and Synchronized Swimming Teams to hone skills and competencies and showcase their best

Pooling our Resources

The MGS community of students, staff and parents come together as volunteers on a regular basis to help SPD, formerly known as the Society for the Physically Disabled. Offering the group the use of our 20-metre training pool enables us to assist these special needs children with their aqua therapy sessions.
KAP SPACE:
KAP Lives On!

Conceptualized through a partnership between the school, McDonald's and parents, an empty space outside the Secondary IT Labs was refurbished with furniture donated by the King Albert Park (KAP) McDonald's, and a glass writing board, inspiration wall and mural similar to KAP's hands-up feature was put up in the area. The furniture — tables, chairs, stools, lampshades and even the bin — helped capture happy memories as it created an environment familiar to the MGS students.

Representing the school's dedication to students' development and their welfare, the KAP Space's cafe ambience, warm tones and vibrant colours were a fresh addition to the school and encouraged students to utilise the space to discuss, ideate, collaborate and socialise. Indeed, the learning spaces within the school embody the school's belief, supported by our partners and stakeholders, in the environment being our third teacher. We hope our use of structures will continue to help to drive good behaviours and contribute to the conducive learning of our students.

MGS HERITAGE CENTRE:
MG Shines over a Century

MGS, established in 1887 by Miss Sophia Blackmore, is one of the oldest girls' schools in Singapore. Amongst the many distinguished alumnae in the school’s long standing history is Mdm Kwa Geok Choo, wife of Singapore's first prime minister Mr Lee Kuan Yew.

The MGS Heritage Centre within the school traces our proud legacy of nurturing students into Godly Women of Excellence with a Heart of Love, and exhibits artefacts dating back to the pre-war era. All this serves to remind our students that they belong to a time-honoured, greatly cherished MGS heritage and culture, together with generations of MGS girls before them.

MGS PASSPORT:
Passport “Chops”?

All Secondary 1s are presented with their very own MGS Passport during the first week of school. Containing pertinent information for every MGS student, it serves to inspire and guide them through their milestones and experiences over the years at the school. As the cohort blossoms into young trailblazers, they can look back on their journey at the checkpoint of graduation, where this signature passport will stand as a keepsake for their memories, reflections and friendships made.
ENVIRONMENTAL EDUCATION:

Planting SEEDs for our Future

Championing an environmental cause and investigating the impact of our actions through scientific experiments are a few of the many interesting ‘Sustainable Environment EDucation (SEED)’ experiences that students explore at Nan Hua High School.

All students reflect on how they should be prudent in the usage of energy and water resources. They also hone their thinking skills by using scientific apparatus to analyse specimens collected from the environment and relate their findings to their understanding of environmental issues.

Secondary Two and Three students develop a deeper understanding of the importance of biodiversity through experiential learning at Lee Kong Chian Natural History Museum and Sungei Buloh Wetland Reserve.

Good habits are cultivated in all students to protect the environment. They collect used newspapers in class which are transported to IKEA every week for recycling. Students also segregate their food waste daily and recycle them through a food waste digester machine to convert it into compost.

Students play an active role to champion an environmental cause every year, such as by setting up booths at Clementi West Street 2 to educate members of the public on the effects of climate change.

Students also grow organic vegetables (in partnership with parent volunteers) which are served as salads to their peers to advocate the reduction of our carbon footprint. The school has also been organising the annual National Environment Quiz for more than ten years to educate young participants from primary and secondary schools on environmental issues.

In recognition of our efforts at environmental conservation, Nan Hua High was awarded the International Green Flag for 2016-2017 and 2018-2019 by the World Wide Fund (WWF) for Nature.

Getting students to grow vegetables has helped them to learn that it’s hard work and that they shouldn’t waste food!

JORINE TAY, PARENT VOLUNTEER
SAP BICULTURAL PROGRAMME:
Where East Meets West

Shakespeare’s Butterfly Lovers?

In this globally-connected world, it is important to possess the skills to work in cross-cultural teams and contexts. Hence, our Bicultural Programme distils the best from Eastern and Western schools of thought so that our students develop a balanced worldview, while acquiring vital skills.

The Programme enables our students to learn and compare Chinese and Western culture through classical literature such as The Butterfly Lovers and Romeo and Juliet. By examining the commonalities and differences, students develop a better understanding of their own culture while appreciating foreign ones. An important plus that students acquire is the ability to translate Chinese to English and vice-versa.

During the annual Bicultural Forum, students also get to attend talks and workshops by renowned artists and writers with experience working in Eastern and Western countries, who share with them their own cultural observations of both worlds.

In addition to learning about Chinese Literature, History and Philosophy, students also enjoy learning about traditional art forms such as Calligraphy, Chinese Painting and Seal-Carving through hands-on activities.

During the Confucian Ethics modules, students acquire a better understanding of the practical use of Confucianism in modern and contemporary contexts, and get opportunities to demonstrate their learning through service learning projects with the community, such as sharing Chinese tea with residents of the neighbourhood.

AUTHENTIC LEARNING:
Learning Beyond the Textbooks

What was it like, living through the Japanese Occupation of Singapore? Nan Hua’s students not only research it in the curriculum module ‘A Blast from the Past’, but go on to act as museum guides at the Old Ford Factory.

A Box Full of Beats is an integration of Art, Music and Design & Technology. Through the module, students get to construct their own cajón (a type of percussion instrument) by joining wooden planks together. They then put their artistic skills to good use by decorating their cajón with a mosaic of their design, before learning how to create music with drumming techniques.

Secondary Three Students extend their learning beyond the curriculum by choosing from a range of 20 elective modules at Nan Hua High. These cover fields as varied as archaeology, film criticism, computer coding and forensic science.

Through these lessons, we hope to give our students more opportunities to discover their passion and ignite their joy of learning, while developing important life skills and 21st century competencies at the same time.

CHIA CHEE AN, CLASS OF 2018
CO-CURRICULAR ACTIVITIES:

Dancing to a National Audience

The largest and most well-known CCA in the school, the Nan Hua Dance Society focuses on character-building and forging a strong esprit de corps so that its members are able to continue ‘dreaming’ with their hands and feet.

For the past 15 years, it has been given the privilege of performing annually at multiple national level events such as the Chingay Parade, National Day Parade, Youth Olympic Games, Asian Youth Games and ASEAN Schools Games.

Dance on, Nanhuarians!

Other CCA Highlights:

The Performing Uniformed Groups

The school’s performing arts niche is echoed by all the six Uniformed Groups. For example, the Boys’ Brigade boasts a Hip Hop Dance Group as well as a Bagpipes & Drums Band, while the National Cadet Corps has award-winning Freestyle Drill and Precision Drill teams.

Calligraphy Club

In calligraphy, each distinct stroke complements other strokes to create beautiful art. Our Calligraphy Club enables its members to unleash their creativity through art displays at multiple events every year.

Dancing to Sports Awards

Mental focus and a strong sense of camaraderie in the Athletics Club helped them to clinch the championship for ‘B’ Division Girls in the 2017 National Inter-school Cross Country Championships. All Sports CCAs at Nan Hua High have effective training programmes to develop excellence in their members. Table Tennis, Badminton and Netball are also consistently among the top-placed teams nationwide.

THE NAN HUA FAMILY:

Where Lasting Friendships are Forged

At Nan Hua High, we believe that no man is an island and everyone must rely on the company and comfort of others in order to thrive.

Our teachers make time to get to know each and every student through weekly one-to-one chit-chat sessions and teacher-student bonding time is very much treasured during school events such as the Chinese New Year Class ‘Lohei’, where all students gather at the canteen to toss ‘Lohei’ with their teachers to wish for blessings and strong friendships.

Form Teachers lead by example and participate actively in school and class activities together with their students, such as brainstorming with them on class projects, playing games and dancing with them during school celebrations, and enjoying home-cooked food with their students during ‘Makan and Mingle’ sessions. Through these platforms, teachers forge strong relationships with their students.

Within the class, students get to work together to form their class identity and common goals. For example, each term, a Best Class Award spurs students to do their best through teamwork. Project DREAM is another platform that inspires students to work with their fellow classmates on a project which strengthens their class spirit and creates camaraderie.

Ask any Nanhuarian and they will agree that Nan Hua is like a second home to them, a place where they belong and where there are adults they look up to and peers with whom precious memories are made.

“My juniors are like my little brothers and sisters. When I come back to Nan Hua High, it’s like returning home!”

STEPHANIE NG, ALUMNUS (CLASS OF 2015)

A man of humanity is one who, in seeking to establish himself, finds a foothold for others and who, in desiring success for himself, helps others to succeed.

CONFUCIUS

Makan and Mingle - Informal get-together by the class over a meal
EFFECTIVE COMMUNICATION:
Conquering the CommOlympics

The world celebrates athletic prowess at the Olympic Games once every four years. Here at Nan Hua High, we organise the annual CommOlympics, a day set aside for students to learn about and showcase their communication skills through immersive games and interactive competitions. Students collaborate with their peers to triumph over communication challenges and put their oratorical skills to good use by speaking in front of a large audience.

SCHOOL TRADITIONS:
Tie ‘em Up!

It’s easy to spot Nanhuarians in a crowd because all of our girls who have long hair tie it up in plaits to reflect a long-held tradition of the school. When they join the school in Secondary One, they are even taught how to do so as part of orientation. Our alumni often comment that their hairstyle is one of the things that help them establish a sense of school identity.

STUDENT ACTIVITY HUB:
Who says school can’t be fun?

Foosball, Air Hockey, Pool and Board Games—these are just some of the interactive gaming equipment that can be found at Nan Hua Hype, our student activity hub. A gathering place for students to relax and bond with their peers during breaks or after school, the place is often abuzz with laughter as friendships are forged and strengthened over games.

NAVIGATING A COMMUNICATIONS MINEFIELD

Pleased with Plaits

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THE WORLD CELEBRATES ATHLETIC PROWESS AT THE OLYMPIC GAMES ONCE EVERY FOUR YEARS. HERE AT NAN HUA HIGH, WE ORGANISE THE ANNUAL COMMOLYMPICS, A DAY SET ASIDE FOR STUDENTS TO LEARN ABOUT AND SHOWCASE THEIR COMMUNICATION SKILLS THROUGH IMMERSIVE GAMES AND INTERACTIVE COMPETITIONS. STUDENTS COLLABORATE WITH THEIR PEERS TO TRiumPH OVER COMMUNICATION CHALLENGES AND PUT THEIR ORATORICAL SKILLS TO GOOD USE BY SPEAKING IN FRONT OF A LARGE AUDIENCE.

SCHOOL TRADITIONS:
TIE ‘EM UP!

IT’S EASY TO SPOT NANHUArians IN A CROWD BECAUSE ALL OF OUR GIRLS WHO HAVE LONG HAIR TIE IT UP IN PLAITS TO REFLECT A LONG-HELD TRADITION OF THE SCHOOL. WHEN THEY JOIN THE SCHOOL IN SECONDARY ONE, THEY ARE EVEN TEAUGHT HOW TO DO SO AS PART OF ORIENTATION. OUR ALUMNI OFTEN COMMENT THAT THEIR HAIRSTYLE IS ONE OF THE THINGS THAT HELP THEM ESTABLISH A SENSE OF SCHOOL IDENTITY.

STUDENT ACTIVITY HUB:
WHO SAYS SCHOOL CAN’T BE FUN?

FOOSBALL, AIR HOCKEY, POOL AND BOARD GAMES—THESE ARE JUST SOME OF THE INTERACTIVE GAMING EQUIPMENT THAT CAN BE FOUND AT NAN HUA HYPE, OUR STUDENT ACTIVITY HUB. A GATHERING PLACE FOR STUDENTS TO RELAX AND BOND WITH THEIR PEERS DURING BREAKS OR AFTER SCHOOL, THE PLACE IS OFTEN ABBUZZ WITH LAUGHTER AS FRIENDSHIPS ARE FORGED AND STRENGTHENED OVER GAMES.
Life is not a dress rehearsal. But whether they’re onstage, backstage or offstage, students at Nanyang plan, rehearse and produce exciting ventures!

This opportunity to explore life scenarios through drama gives students the platform to work on life skills such as discipline, organisation and teamwork, whether they are involved in casting, script-writing, directing, producing, costume and set designing, or makeup. The skills learnt enable the development of confidence and rapport as students perform before a live audience and professional judges. By observing each other’s creative contributions and supporting one another in this highly team-oriented programme, the students take away valuable lessons in humility as well as self-understanding and personal growth.

And when the curtain goes up – whether on opening night for a show or in life – our students are ready to wow the world!

It is rewarding for the teachers to understand the strengths of our students and guide them to learn and apply a repertoire of skills in a professional production team.

MS WANG FANG, DRAMA TEACHER

We made magic on stage and I feel really proud of how we worked in harmony to see our project through.

HAZEL TAN, SEC 2 (2017)

It is an emotional moment for the students and I feel a sense of pride in how they hold high standards for their task.

MRS CHEK LAM ENG, VICE-PRINCIPAL
INTERDISCIPLINARY STUDIES (IDS):
Making Connections, Weaving a Web for the Future

How often do students wonder what their school campus would be like in the future? How often do they consider the ‘what ifs’, the possibilities and implications of moving their campus to a different site?

In NYGH, all Sec One students work together on an interdisciplinary studies (IDS) project. For example, students have worked on a project to design future school campus and plan operations imagining what school would be like in 2030 in a new location.

As they cast their minds to future possibilities, students learn to consider and apply concepts related to sustainability, architecture styles, school heritage and human geography.

At Sec Two, their journey expands to include innovations with the potential to improve the lives of members of the community. They focus on four main areas of importance today and in the future - Mobility, Health, Entertainment and Environment.

Every year, the students’ models and prototypes are presented to external assessors and parents at the annual NYGH Lower Secondary IDS Exposition. This is the hallmark of our students’ learning experience where they show how they have found relevance and meaning and applied knowledge in these joyful interdisciplinary pathways.

Dragon Boating - All in the Same Boat

“Oar for one, one for all”

The long-held tradition of Dragon Boating is an activity that all Secondary One students can look forward to when they enter NYGH. As an initiation rite from primary school to secondary, this activity is an apt vessel for team-bonding.

Their first-ever dragon-boating experience coaxes students out of their comfort zone. Working hand in hand, they discover that when they give something new a try and when they help one another, they can overcome what at first may seem daunting.

As they continue into the following weeks, they develop confidence and establish that secondary school is a safe environment for embarking on their learning voyage!
GLOBAL CLASSROOM PROGRAMME (GCP) AND BOARDING SCHOOL EXPERIENCE (BSE):
Exploring New Horizons, Developing the Self

All students in NYGH have the opportunity to take part in the Global Classroom Programme (GCP) and the Boarding School Experience (BSE) in their four years of secondary school.

In the GCP, students learn to:
• possess a global outlook and operate within multinational settings
• heighten their awareness of their role as gracious ambassadors of Singapore
• develop positive thinking and problem-solving skills when out of their comfort zone
• sharpen their sense of responsibility to their surroundings
• develop leadership and
• further develop their sense of curiosity and deepen their understanding of the world.

In the BSE, the entire Secondary Two cohort does a four-week stay-in programme that develops them into reflective, responsive and responsible individuals.

• learns to live together (based on the theme of self-discovery and rooted in the principles of experiential learning)
• learns to explore different places together on their Saturday outings as boarding-mates.

The experiential learning approach is adopted in every trip where the focus is on at least one of the three experiential learning domains, with the longer trips covering all three aspects. Reflective activities are conducted during and after the trips, and our teachers are trained facilitators.

MR MUHAMMAD IMRAN BIN HASSAN, COORDINATOR, GCP 2017

COMMUNITY ENGAGEMENT PROGRAMME:
Towards an Inclusive Society

Diversity matters to NYGH. In our school, we encourage our students to observe their surroundings and to take initiative to find out more about the different communities. An example is the Sec Two Community Education Programme that involves the entire cohort. This programme adopts a structured approach to heightening the students’ awareness of their surroundings and their sense of engagement.

Spanning a semester, this programme starts with community exploration, followed by six sessions in which the students understand the needs of the community and the organisation they would be working with.

Students choose a focus in the following areas:
• the elderly
• people with special needs
• lower-income families

These experiences raise the students’ desire to do their part for different communities and become more inclusive in their outlook. They develop an appreciation of the community, not just in terms of the people’s needs, but also for who they are. For example, when the school was undergoing construction of its building extensions, the girls celebrated the Mid-Autumn festival with the construction workers and introduced this heart-warming festival to the non-Chinese workers.

Another example is our Hair Catchers’ Project initiated by our Sec Three and Sec Four girls of 2017 to get 100 students to cut 7-8 inches of their hair to make wigs for cancer patients. Here, students learnt the importance of empathy and compassion in making the world a better place for others.

Deepening our girls’ engagement with the community helps build in them a sense of solidarity as Singaporeans.
OUR BACKYARD CAFÉ:
You can have your cake, and eat it!

The NYGH Backyard Café, called the 4 Degrees Café, started with a group of teachers and students who wanted to have a corner in the school for coffee and cake. They also wanted to harness the greenery of the school to create a relaxing environment for all to have a little get-away in the midst of a busy day.

Response to this initiative was overwhelming. Many students volunteered their time to learn gardening skills, how to set up the café and basic barista skills. As part of their green efforts they also converted ground coffee dregs into fertiliser for the café garden.

In addition, students took charge of organising environmental talks by speakers from N Parks for the benefit of the entire school community.

Beyond serving as a fun and relaxing place, the café is also an example of the students’ efforts to promote sustainability and a green lifestyle.

CYCLING FOR ALL NANYANG GIRLS:
Healthy Habits, Healthy Lives - Bike On!

To inculcate lifelong healthy habits and a love for sports, all Sec Three students are introduced to cycling.

The key components covered in this course are:

• Safety measures for cycling
• Checking of bike before using
• Cycling theory
• Hands-on skills
• Circuit training
• Trips out of school (for the advanced learners)

Cycling was introduced because besides being a way to travel from place to place, it is also an individual sport that our girls can enjoy as adults. We do not want them to have very limited options such as only going to the gym or jogging when they want to exercise.

MR LANCE TEO, HOD/PE

MAKERSPACE @ NYGH:
Empowering our girls through making

NYGH has a Makerspace that empowers our students to explore their interests related to STEM/STEAM. These interests range from computers, machining, technology, science and digital art to electronic art.

The Maker Culture brings together teachers, parents and students with the common interest in designing and creating together. Besides co-creation of knowledge, there is sharing of ideas and information, display of creativity and assessment of ways to overcome challenges.

Through the process of thinking, design, making and reflecting, we hope that our students will have an enriched school experience.

Bringing our craft ideas to fruition

AT A GLANCE
Address
2 Linden Drive, Singapore 288683
Phone Number
6466 3275
School Website
www.nygh.moe.edu.sg
School Vision
Every Nanyang Girl a Respected Member of Society
How to get there
Nearest MRT Stations
Sixth Avenue, Tan Kah Kee
Bus Services
66, 67, 74, 151, 154, 156, 157, 170, 171, 174, 852, 961
Distinctive Programmes
Nanyang Seal of Excellence Talent Development Programme:
Four-Tier Chinese Language and Culture Programme which includes Bicultural Studies (Chinese) and Chinese Language Elective Programme, Humanities Programme, Science and Mathematics Talent Programme, Art Elective Programme (AEP) and Higher Music Programme (HMP)
Other programmes that further enrich the students’ holistic learning experience include
Global Classroom Programme, Boarding School Experience, Conversational Malay, Community Education, Community Leadership Programme, Research Programme, Translation
Subjects Offered
Advanced Literature, Advanced Music (Higher Music Programme), Biology, Chemistry, Geography, Higher Art (AEP), Higher Chinese, History, Integrated Humanities, Integrated Mathematics, Language Arts, Malay Special Programme (Third Language), Philosophical Inquiry, Drama, Dance (non-examinable), Physics
CCAs
Physical Sports:
Artistic Gym/Trampoline, Badminton, Basketball, Judo, Netball, Sailing, Shooting, Softball, Swimming, Table Tennis, Tennis, Track & Field, Volleyball, Wushu
Uniformed Groups:
Girl Guides, NPCC, St. John Brigade
Visual and Performing Arts:
Chinese Dance, Chinese Orchestra, Choir, Concert Band, Guzheng, Lion Dance Troupe / Drum Ensemble, Modern Dance, String Ensemble, Theatre Club
Clubs and Societies:
ART & AESTHETICS PROGRAMME:

Plugging into Sights and Sounds

From the vantage point of the school’s foyer, a group of Secondary 3 students are looking intently at the school’s display of sculptures that line the green lawn and sketching them.

In the Music room, a class of Secondary 2 students is getting organised with their percussion instruments and their choral section. They are rehearsing for a class performance.

In the Art room, a Secondary 4 Art student, with a palette and paintbrush at hand, is standing in front of a 1.7m by 1m canvas, contemplating how to harness colours creatively to bring life to the canvas.

True to the artistic spirit of the school since its founding in 1965, Newtowners have learnt to appreciate the different shades of colour around them. Through participating in creative expressions from art to photography and the new media, our students develop an eye for detail and an appreciation for the rhythms of nature.

At the lower secondary level, our students are exposed to a wide range of musical skills and everyone learns how to play at least one instrument – the guitar. By learning how to read guitar chord tabs and play the instrument with different strumming patterns, they pick up different techniques of harmonising musical sounds. From the guitar, they move on to the percussion instruments, learning to layer music through the rhythms and collaborating in groups to put up a pop band performance.

At the upper secondary level, Newtowners’ opportunity to develop deep artistic talent and experiences was given a boost when our school was selected by MOE to be one of the nine secondary schools to offer the Enhanced Art Programme (EAP).

Through the school’s Applied Learning Programme (Visual Communication), Newtowners enjoy a creative space to develop their talents and passion, as well as engage in creative expression to realise the school’s vision of “Nurturing Talents, Sharing Success”.

Harnessing colours creatively to bring life to the canvas

Exploring the functions of a camera

Learning to use the digital medium

Learning to play at least one instrument in New Town
LEARNING FOR LIFE PROGRAMME (LLP):
Leading with A Heart

Like the human body, Newtowners’ leadership begins with the heart.

Our students start with personal mastery and progress to peer mastery and team mastery.

In lower secondary, our students learn self-mastery and self-discipline. They participate in leadership training with the focus on engaging the heart as the foundation of leadership.

In upper secondary, our students are empowered to lead, plan and implement service learning projects. Demonstrating team mastery, our students decide how they want to contribute to the larger community.

In New Town, there is no shortage of leadership opportunities from appointment holders in the Student Council, CCAs and Class Committees to Peer Support Leaders (PSLs). Imbued with the mission to support the school’s character education and having developed in personal mastery, our PSLs are trained to be alert to changes in their friends’ behaviours and to recognize common signs of distress. They reach out to their friends in need by exuding a strong stream of positive energy among their peers.

To lead is to have a voice. During the morning assembly, the school comes together to celebrate inspirational stories of leadership. Newtowners take the stage weekly to share their leadership experiences. Our student leaders thus become more confident and compassionate to lead, serve and excel.

To me, encouraging the heart is when a leader focuses on the team’s goals while at the same time caring for the people he or she is working with. It is affirming your peers and finding ways to celebrate their accomplishments.

SHANNON CHEW, SEC 4 (2018)
CO-CURRICULAR AND ENRICHMENT ACTIVITIES:
Equipped with Life Skills - To be Future-Ready

Are you ready for the uncertainties of tomorrow? Our school provides a wide range of CCAs and enrichment activities for students to choose from. Through these activities, our students discover their interests and talents while developing values and competencies that will prepare them for a rapidly changing world.

The opportunities to participate in work attachment at the different industries allow our students to get a glimpse of the demands and challenges in the working world and help to equip them with the skills and values needed for them to be future-ready.

To develop resilience in our students, we organise an Outdoor Adventure & Leadership Camp for all our Secondary 3 students.

One highlight of this camp is kayaking. Standing beside their team mates, with their safety vests properly strapped and holding on to the oars, our students line up along the beach and conduct their last check on their equipment. It is a maiden experience for most of them.

By braving the water together, overcoming the fear of their kayak capsizing and coordinating movements with their team mates, our students learn the importance of trust and resilience in teamwork and thinking on their slightly wet feet.

Colleague with Community:
Learning – Real World, Real Time

Want to be a prolific writer? You should join the group of Newtowners heading to the National University of Singapore across the school gate. We are going to meet up with the University Scholars Programme (USP) students to participate in the thNK! Writing Mentorship Programme – a collaboration between the school and the USP to raise greater awareness of global issues by developing our students’ critical thinking and writing skills.

Prefer to set a record in the Singapore Book of Records in a meaningful way? Join us and show support for the Down Syndrome Association Singapore (DSA) by helping us to form the largest human kite at the Bishan-Ang Mo Kio Park.

What about joining the students in our Service Learning projects? Our Secondary 4 students can be heard buzzing in deep discussions as our Service Learning Representatives lead their classes in discussions on the type of services to provide for their adopted Voluntary Welfare Organisations (VWOs).

These are snapshots of authentic learning in action in the community, as our students go beyond textbooks, notes and classroom. Through an extensive network of partnerships and collaborations with stakeholders, the learning experiences of Newtowners are enhanced.

My boys had a great time rock climbing as part of the Multi-level Activity Week Programme. More importantly, I believe this sport builds character and confidence in a child. The instructors were encouraging yet assertive. My boys found their confidence and climbed all the way to the top. They surprised themselves and me!

MDM JEN LEE, PARENT OF JAEGAN AND JAENAH NG, SEC 3 (2018)
SCHOOL HISTORY:
We are As Old As Singapore
The school’s official opening was 1965. By 1975, New Town was the largest secondary school in Singapore with more than 3540 students. As a result, New Town has produced many prominent alumni. The alumni still contribute actively to their alma mater, by providing work attachment opportunities and sharing their experiences with the current students.

In 1987, we started our first Pre-University classes with a total of 120 students. These classes ceased in 1991 so that we could focus on providing secondary education for students. Currently, we offer Express and Normal Academic courses for about 1000 students.

How we called New Town Secondary?
After the Second World War, the Housing Committee of Singapore proposed to decentralise the population away from the city to build self-contained residential areas in the suburbs to curb the problem of inadequate housing in Singapore.

The old campus of the school was then situated in Queenstown Estate, which was the first satellite town built in Singapore. That was why the school was named New Town.

Subsequently, when Queenstown Estate matured and there were fewer schoolgoing children, the school moved to its current site at Dover Road in 1998.

ART & AESTHETICS TRADITIONS:
Art is in Our DNA
We have had a strong focus on Art education since our founding in 1965. Starting with Chinese paintings and sculptures in the earlier years, our students today have the opportunity to experience a variety of media for visual expression. With the implementation of our Applied Learning Programme (ALP) on Visual Communication in 2016, as well as being accorded the Enhanced Art Programme (EAP) in 2017, every Newtowner has the opportunity to learn photography and digital animation. Our Art Gallery was opened in 2018 to provide a platform for Newtowners to showcase their works and learn from one another.
RESEARCH, INNOVATION AND ENTERPRISE PROGRAMME:

Pathways from Passion

Fuelled by caffeine, Girish Kumar pulled many all-nighters to fix the bugs in his code and to rectify his algorithm. The result – RevUP: a web application that can auto-generate multiple choice questions from online texts for revision.

The winner of the Google Technologist Award in 2016, a first for Singapore, attributes his win to the rigorous research programme at NUS High that allowed him to find his passion and fulfil his ambitions. At NUS High School, all students have to complete an Advanced Research Project (ARP) as part of their graduation requirement that ranges from design and engineering projects to clinical research.

The school supports and empowers the students’ research endeavours by connecting them with suitable research institutes and mentors. Time is set aside every Wednesday for the students to embark on this year-long project and their research journey culminates in a presentation at the NUS High Research Congress.

In preparation for the ARP at NUS High, all students go through the bespoke Da Vinci Programme. NUS High’s keystone programme for research, innovation and enterprise is a six-year programme that nurtures students’ appreciation and understanding of the multi- and interdisciplinary nature of knowledge and research in this fast-changing world. Students undergo a series of structured programmes in the lower years to prepare them to carry out a research project in their senior years.

I was given the right amount of guidance. Ideas were never imposed on me, answers were never spoon-fed. I was given plenty of room to explore, set my own directions for the project and, of course, fail.

GIRISH KUMAR, ALUMNUS (CLASS OF 2015)
SUBJECT INTEREST GROUPS:

Taking Charge!

How do our students show that they care? They form Subject Interest Groups (SIGs)!

NUS High has seen the birth of 10 SIGs since it was founded: Biology, Chemistry, Physics, Mathematics, Engineering, English, Current Affairs, the Humanities, Music and Art, and – the newest member – Computing Studies.

Unyielding in their commitment to spread their passion, the students undertake meaningful events and activities with the support from the respective departments. In 2017, the Biology, Chemistry and Physics Interest Groups planned interactive activities, innovative science games and an enlivening learning atmosphere for fellow NUS High students as part of Science Carnival.

Not to be outdone, the Music & Art Ambassadors showcase their love for the arts via the Aesthetics Appreciation Programme; the English Interest Group cultivates the love of the English Language via the Literary Fair and the Engineering Interest Group teams up with non-profit organisations to empower disadvantaged communities.

Regardless of the scale of their undertakings, the NUS High SIGs have made a big impression on all.

HUMANITIES PROGRAMME:

The Science of Advocacy

Every year, more than 200 students gather at NUS High School to assume the role of delegates representing stakeholders at the United Nations.

In their roles, they raise their concerns, share their insights and propose solutions to related issues.

This is part of NUS High’s annual student-initiated and student-run event, the Sustainable Development Youth Convention (SDYC). This humanities programme brings together the humanities and sciences, providing fresh perspectives on issues revolving around sustainable development.

Since its inception in 2010, the convention has provided a dynamic platform for our student body to foster a deep appreciation of social, economic, political and environmental issues revolving around the central theme of sustainable development in both local and global contexts.

It is an outgrowth of the unique Humanities and English Language & Literature capstone, the Socrates Programme, which presents students with opportunities to go beyond the curricula requirements. Students lead and champion causes that encourage them to think critically, solve challenging problems, and develop skills such as public speaking, research, media literacy, teamwork, and planning.

NUS High hopes to enable our youths to gain a more well-rounded understanding of sustainable development and its issues through SDYC.
AN INNOVATIVE CULTURE:

Feeding the App-etite for Helping

Often regarded as an oracle of computing studies by his peers, Year 6 student Wayne Tee wanted to expand the range of SIG-activities to allow like-minded people to pursue ambitious projects – projects beyond the scope of an individual.

So the co-founders of Appventure, the NUS High Computing Studies (CS) Interest Group, Wayne and Ambrose Chua (Year 5), together with their fellow enthusiasts, completed two significant projects. Developed solely by AppVenture are the Interactive Display Project and the AppVenture Website.

The first project was an installation of a touchscreen android display at the main entrance of NUS High. The display includes features such as an interactive campus map, real-time schedule of buses outside the school bus-stops and a “Places of Interest” app.

The AppVenture website is a platform built to showcase the work of our CS students. Projects range from small utility apps to competition-winning projects. An interesting feature, the requests page, allows students, staff and even non-profit organisations to share their needs and ideas, allowing AppVenture to connect CS students with the community.

With quiet determination and imaginations unleashed, our CS students are translating ideas into real possibilities one App at a time.

Check out the AppVenture website at appventure.nushigh.edu.sg.

OVERSEAS COMMUNITY INVOLVEMENT PROJECT:

The Language of Compassion

“Choum Reap Sor” or “How do you do?” in Cambodian rolled easily off the tongues of 22 NUS High students and four staff. After all, they had just spent eight days in December in Siem Reap, Cambodia, as part of their Overseas Community Involvement Project (OCIP).

Our students spent six days in a village where they visited homes, revamped a bicycle shed into a low-walled compound for pre-primary Cambodian students and constructed a disposal stove.

They also taught the village youngsters some elementary English, conducted simple science activities, engaged in art and craft and played games with the primary schoolers. It was a great success, thanks to the extensive preparations before the trip to build team dynamics and sharpen students’ sensitivities to the needs of their hosts.

"Given the vast differences in the environments and cultures, we’ve realised how much more sensitive we need to be towards their situation. The OCIP has been a steep and meaningful learning curve!"

THIRRSHA MURUGAN AND MOHD SYAHMI, OCIP YEAR 6 STUDENT LEADERS (2017)

Since its inception in 2012, the OCIP as part of the Values-in-Action (VIA) Programme, has taken off successfully and every year our students are actively engaged in helping to improve the lives of the less privileged children in the region.

Rather than letting them stay cocooned in their physical and mental comfort zones, OCIP gives our students an invaluable opportunity to contribute to the society-at-large.
**STAR RESEARCHERS:**

**Our Stellar Students**

3 NUS High Students have namesakes orbiting space! As 1st Grand Award winners at the Intel International Science and Engineering Fair, they have the honour of having asteroids named after them. Google these names in the NASA Database:
25100 Zhaiweichao
25102 Zhaoye
28277 Chengherngyi

**Herng Yi at the Singapore Science and Engineering Fair with a project on origami. He was selected in 2011 to represent Singapore at the Intel International Science and Engineering Fair**

**Zhao Ye and Weichao at the 2007 Intel International Science and Engineering Fair**

**VOICING OUR ASPIRATIONS:**

**On a High Note**

With the birth of the school in 2005, staff and students had the opportunity to write and compose the school song which reflected their dreams and aspirations. The NUS High School song was put together by students from the first Student Council and Dr Emilia Wong, the current Head of Music and Art Department, arranged the piano accompaniment and later orchestrated the score for the school orchestra. It is a song that will resonate with the staff and students for years to come.

Our pioneer batch of students helped in the composition of our school song

**TALENT DEVELOPMENT:**

**Age is no Barrier**

The youngest student to pass an NUS module was one of our Year 1 students. In NUS High, age is no barrier in qualifying to read university undergraduate modules. With the National University of Singapore as the school’s parent organisation, students can apply to register for NUS modules in their areas of interest and aptitude.

Modules read by our students are diverse – ranging from Mathematics, Science and Engineering, to Literature and Economics.

As they aspire to build a nanosatellite for the school, some of our students are reading relevant modules in NUS

**AT A GLANCE**

**Address**
20 Clementi Ave 1, Singapore 129957

**Phone Number**
6516 1709

**School Website**
www.nushigh.edu.sg

**School Vision**
Future-ready Pioneers, Humanitarians and Innovators for the World.

**How to get there**
Nearest MRT Station
Clementi

**Bus Services**
189, 196, 151, 183

**Distinctive Programmes**
Aesthetic Appreciation Programme
Da Vinci Programme (Research, Innovation and Enterprise)
Einstein+ Programme (Talent Development)
Galileo Programme (Space Engineering)
Humanities Education
Internationalisation Programme
Socrates Programme (Humanities and Languages)

**Subjects Offered**
Art, Biology, Chemistry, Chinese, Computing Studies, Economics, English, English Literature, Foreign Languages (French or Japanese), Chinese or Malay as Third Language, Geography, Higher Chinese, Higher Malay, Higher Tamil, History, Malay, Mathematics and Statistics, Music, Physics and Engineering, Tamil

**CCAs**
Physical Sports:
Badminton, Basketball, Football, Netball, Outdoor Adventure Club, Table Tennis, Tennis, Track & Field, Water Sports

Uniformed Groups:
NCC (Land), Scouts, St John Brigade

Visual and Performing Arts:
Astronomy Club, Chess Club, Gavel/Debate Club, Journalism Club, Media Club, Robotics, Youth Flying Club

Clubs and Societies:
Chinese Orchestra, Dance Club, Drama Club, High School Choir, School Orchestra
ASPIRATIONS PROGRAMMES:

Taking Dreams, Defining New Paths

Dreams of yesteryear seemed simpler: to be a doctor, lawyer, teacher, accountant... But young people today are facing more complex and challenging transitions to adulthood.

An increasing array of non-linear paths in education is open to them and they have highly individualised ways to realise their goals.

Regent’s Aspirations Programme gives students the opportunity to understand their own unique viewpoints, actively explore diverse possibilities, chart their own paths and work towards their goals.

Discover, Decide, Develop and Dream – these are the four themes that encompass Regent’s Aspirations Programme. Students are progressively exposed to these themes over their four years in Regent.

As students journey through the lower secondary years, they learn how the different subject combinations in upper secondary will complement and reinforce their strengths. This paves the way to their desired goals as they decide on their paths to realise their aspirations.

In the upper secondary years, students research their post-secondary options and embark on work experience and programmes that give them relevant exposure.

In the graduating years, students pursue the dreams they have shaped. Regent’s signature programmes for the graduating students include Careers Day and Course Advisory Sessions which offer them an opportunity to hear from industry practitioners on the current trends and needs of the industry.

This progressive journey leads students to complete their secondary school education with confidence as they are poised to take on their desired post-secondary course and eventually their dream jobs.

I found my work attachment engaging and meaningful as it taught me how large businesses manage audits. I helped with some work which gave me an outside-classroom experience.

MUHAMMAD HAMIZAN B ABDULLAH
SEC 5 (2017)

Students on work attachment programme at Nanyang Polytechnic
LEARNING FOR LIFE PROGRAMME (LLP):
Youth of Today, Leaders of Tomorrow

Youths are the future leaders of society. They possess enormous and multi-dimensional talents and creative abilities which can be moulded and harnessed in a conducive atmosphere. At Regent, our LLP aims to develop students’ character, leadership and spirit for volunteering. This is achieved through our Student Leadership and Values-in-Action Programme.

The Student Leadership programme equips our students with the attitude, knowledge and skills to lead self, peers and community. Values-in-Action (VIA) provides our students with the platforms and opportunities to take action and make a difference in the school and community.

Some of the VIA activities include reaching out to residents in Yew Tee neighbourhood on water conservation and raising awareness on prevention of dengue fever.

“...The VIA programme was certainly an enriching experience. Many of us had the opportunity to step out of our comfort zones to approach residents and raise awareness on how they can save water."

ANG CHENG YANG CALVIN, SEC 3 (2017)

APPLIED LEARNING PROGRAMME (ALP):
Underwater Robotics

So often we talk about making education relevant. We want our students to make connections to the real world and to see value and relevance in what they are doing in school. We endeavour to create a learning environment that is both challenging and applicable to the world we live in.

The activity-based learning environment in ALP engages students and supports the development of interpersonal skills. Students are given the opportunity to work in groups, lead project teams and delegate and share duties.

The skills and competencies taught in the programme include:

- Scientific inquiry and literacy
- Reasoning and problem-solving
- Design thinking
- Computational thinking
- Data analysis and the use of technology

“I like hands-on activities and we got to do things like soldering and wiring up a circuit.”

SHERRINSHAH RIDUAN, SEC 1 (2017)
OUTDOOR EDUCATION:  
**Boundless Classrooms**

The opportunities for learning at Regent extend far beyond the classroom as students take on experiential challenges that build resilience, relationships and leadership. Our Outdoor Education programme offers a progression of experiences culminating in a series of camps for students across the levels.

The Outdoor Education programme allows students to disconnect from the distractions of technology and reconnect with the world outside the school. It provides an opportunity for them to explore the external environment in a safe setting, learn from mistakes and develop perseverance and adaptability. The activities are designed to draw from students a greater range of skills and talents that they may never know they possess.

Using different approaches like problem-based learning and design thinking, tasks are crafted to suit the learning needs of the students. Students take responsibility for their own learning through various project tasks which integrate several subject disciplines.

ENTREPRENEURIAL SPIRIT:  
**Making Things Happen**

The Entrepreneurial Club builds on the strong culture of innovation and creativity in the school, and aims to imbue commerce-related skills in our students. Café operations, fund-raising activities and upcycling projects are some ways through which our students develop these skills.

CO-CURRICULAR ACTIVITIES:  
**Learning Through Involvement**

CCAs are an integral part of our students’ holistic education. 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 from diverse backgrounds as they learn, play and grow together.

CCAs are also crucial in enabling the students to build confidence and realise their potential.
DID YOU KNOW:

Zeal for Games

The Sports Carnival serves as a platform to promote healthy living through sports and to build class and team spirit. The skilful players compete in one category and have the opportunity for greater competition while the students with fewer competitive skills join another category and enjoy a good game.

DID YOU KNOW:

Do Good, Feel Good:

As part of their VIA project, our Secondary 1 students taught a group of elderly how to play balloon-style table tennis. Not only could the elderly interact with the younger generation, they could also practise hand-eye coordination and do some light exercise.
LEADERSHIP AND CHARACTER DEVELOPMENT:

Tackle a pandemic in 15 hours? No sweat!

Imagine that a pandemic illness has broken out in Singapore. You are now a member of a health statutory board while your peers take on the role of the Immigration and Checkpoints Authority officers. You have 15 hours to handle the situation.

In River Valley High School’s Leadership and Character Development signature event, the Youth. Leverage Educate Actuate Develop (Y.LEAD) Seminar, participants race to formulate action plans and standard operating procedures (SOPs) for imaginative scenarios such as this. They must come up with prototypes and present their solutions in the form of skits while pushing their physical and mental limits. The solutions presented at the most recent Y.LEAD seminar last year, were most impressive as students danced to a remix of *Butterfly*, put up a news broadcast and several dramatic skits.

The 15 Hour Challenge has always been a highlight of the Y.LEAD Seminar and it has had different themes every year, ranging from Super Heroes to Military Resistance. In 2017, 800 young leaders from various countries such as South Korea, China, Japan and the US participated in the seminar. Participants engaged in activities that put their knowledge and skills acquired during the seminar to the test.

Student leadership has traditionally been a mainstay of River Valley High School’s curriculum. Organised and run by Year 5 students for all Year 3 students and our international participants, the Y.LEAD Seminar aims to develop students’ 21st Century competencies, heighten their awareness of global social challenges and empower them to become future leaders who can make a positive change to society.

Given the large number of international participants taking part in this large scale event, students have the opportunity to broaden their network of international friends, develop their global perspective, engage in cross-cultural learning and learn to work with people from different cultural backgrounds.

Other activities in the seminar include panel discussions, games, learning journeys, Cross-Cultural Night and Commencement Night.
**DEVELOPING 21ST CENTURY COMPETENCIES AND PROMOTING LEARNING BEYOND THE CLASSROOM:**

**Construct. Integrate. Differentiate.**

Through a collaboration with the National Museum of Singapore (NMS), Phoebe Tan and her group members were trained to curate oral histories of Singaporeans during the Japanese Occupation. One of the oral histories curated by the group was even selected by NMS to be featured in its Witness to War exhibition last year.

What Phoebe and her group members went through is only a sample of what students can expect with the CID4+ programme here at River Valley High School. This experience gave the students further insight into how history is documented by the professionals.

> While [the accounts of our interviewee] made the Japanese Occupation seem frighteningly real to us, we were also moved by her stories of compassion, strength and grit that saw her through very difficult times.

**PHOEBE TAN, YEAR 4 (2017)**

**ENTREPRENEURSHIP AND VALUE CREATION:**

**Riding The TIDE at #startathon Junior**

Coder, Maker, Dealer, Empathiser, Designer. Sounds alien? Not to our Year 3s who attend River Valley’s (RV) entrepreneurship master classes as part of our Technology, Innovation, Design and Entrepreneurship (TIDE) Programme. From app coding, business modelling, media design and product design to developing ideas into viable business ventures, our students are ready to take on the world!

Last year, selected students took part in the second instalment of #startathon Junior, a two-day-one-night nation-wide competition. Apart from applying their entrepreneurial skills and validating their business ideas, they had to ideate and build their prototype in our state of the art Fab Lab, which is equipped with advanced prototyping and computer-aided design equipment.

RV’s team impressed a panel of six judges from Nanyang Technopreneurship Centre (NTC), Nanyang Technological University, National University of Singapore, Fintech & Innovation Group at OCBC, and raiSE (Singapore Centre for Social Enterprise) with their prototype – a hearing-aid arm kit which sends visual input to the elderly or the hearing impaired whenever sounds are detected – and emerged champions in the competition.

This affirms our TIDE programme which seeks to establish a culture of innovation and creative play through student collaboration and empowerment to develop our students’ entrepreneurial dare and empathy for the needy in our community.

**RIVER VALLEY HIGH SCHOOL**

www.rivervalleyhigh.moe.edu.sg
EDUCATION AND CAREER GUIDANCE EXPERIENCE: The Heart of Your Future

Always wanted to know what the job of an urban farmer or a science researcher is like? RV’s flagship Year 4 Education and Career Guidance (ECG) Experience is a specially designed exploratory programme that prepares our students for life by increasing their awareness of career options and the skills needed at the workplace.

What it does is to give our students the chance to find an urban farmer or researcher and talk to them about their work to find out more. With a myriad of activities such as career talks with professionals from different walks of life, fireside chats with university undergraduates and a comprehensive MBTI personality profiling workshop designed to give students greater awareness of their own learning styles and career preferences, they are able to explore viable future options with a view to making informed decisions. The programme also inculcates in students an appreciation for all occupations and an awareness of how they contribute to a well-functioning society.

A reader of the TODAY paper, Lim Lih Mei, wrote a forum letter (“Top marks for camp that helped 16-year-olds in choice of career path”, 18 July 2015) to commend RV for “the efforts by the teachers involved and the school for arranging this well-thought-out activity” as the ECG Experience was “a well-defined learning activity that truly benefited the students”.

We’re proud of our new programme and look forward to seeing new generations uncover their paths to the working world.

BUILDING STUDENTS’ INDEPENDENCE AND BICULTURAL ACMEN: Nurturing Students’ Bicultural Acumen Through an Overseas Experiential Learning Programme

A week away from loved ones in a foreign land might seem daunting for most 14 year olds, but it is a challenge readily accepted by RVians.

After all, they are on a learning adventure visiting different parts of China to learn more about its culture and traditions, and China’s economy through industrial visits, as part of RV’s Year 2 Overseas Experiential Learning Programme (OELP).

Students mingle with their Chinese counterparts at local schools and every night, they attend a teacher-led sharing session to consolidate and reflect on the day’s activities. These sessions are integrated with their own extensive research prior to the trip, on the multiple facets of China during the Year 2 Construct, Integrate, Differentiate (CID) lessons, which is our signature critical thinking and research skills programme.

After returning to Singapore from the trip, RV students share their learning and the memories forged with their classmates at our school’s Learning Symposium which is held annually for all RVians to view the work of their peers.

Through this programme and the trip, students develop cultural quotient and critical awareness that will serve them well in the future.
QUALITY PROGRAMMES:
RV is an S.I.A. school!

RV HS moved 7 times in a span of 62 years and as it moved, it evolved to meet the changing needs of the students. From being the first Chinese government school to a Special Assistance Plan school in 1979, RV was awarded the Autonomous status in 1994 and was given the green light to run the Integrated Programme in 2010. Now, we are one of the only two Special Assistance Plan, Integrated Programme, Autonomous S.I.A. schools in Singapore.

AT A GLANCE
Address
6 Boon Lay Avenue,
Singapore 649961

Phone Number
6567 8115

School Website
www.rivervalleyhigh.moe.edu.sg

School Vision
A world-class institution that develops leaders of distinction for Singapore.

How to get there
Nearest MRT Station
Boon Lay

Bus Services

Distinctive Programmes
Integrated Programme
Special Assistance Programme
CID (Construct Integrate Differentiate)

Subjects Offered

CCAs
Physical Sports:
Badminton, Basketball (Boys), Cross Country (Girls), Floorball, Football (Boys), Netball, Softball, Wushu, Table Tennis, Volleyball (Girls), Ultimate Frisbee*

Uniformed Groups:
Girl Guides, National Cadet Corps, National Police Cadet Corps, Scouts, St. John Ambulance Brigade, Ventures & Rovers*

Visual and Performing Arts:
Chinese Literary, Drama and Debate Society, Chinese Orchestra, Choir, Concert Band, Dance Society, English Literary, Drama and Debate Society, Guitar Ensemble#

Clubs and Societies:

* Years 5 & 6 only
# Years 1 – 4 can take this as a second CCA
^ External CCA

TALENT DEVELOPMENT:
RV’s GEMs

In RV, every student is a GEM and is polished by our school through an inclusive, integrated talent development framework – Grow, Excel, Magnify – which caters to a range of talents in various domains. To develop students’ talents, there are 6 Academies that are well-resourced with their own custom-built rooms, partnerships with industries and Institutes of Higher Learning, and opportunities for local and overseas exposure. Students can become Science Leaders, Bicultural Leaders, Environmental Leaders, Mathematics Leaders, Humanities and Social Science Leaders, while honing their leadership competencies.

SELF-DIRECTED STUDENTS:
No Need for a School Bell!

Many parents appreciate the schooling experience that RV provides, and continue to send their children to RV. In fact, one grandmother graduated in 1961, her daughter graduated in 1991 and her granddaughter is currently in Year 2. They were featured in MediaCorp Channel 8 Tuesday Report’s “When the School Bell Rings” on 25 July 2017 and shared their happy memories of the school. One of the changes the alumni noticed was that RV no longer relies on the school bell to indicate a change of periods as our students are self-directed and follow their given timetables. They also noted that school life has also become more vibrant with a lot more learning opportunities for our students to grow holistically!
CHANGEMAKERS PROGRAMME:
Innovating to Spur Innovation

Jasper Koh was intrigued by an item in his booklist while making preparations to start his secondary school life in SST. He had already known about SST’s unique approach to applied learning and thought himself well-prepared. After all, the school had provided glimpses into its learning approaches through events such as ADay@SST, where students experience some of SST’s learning programmes.

The object of curiosity, the SSTuino, is a newly introduced micro-controller meant to facilitate ICT learning under the ChangeMakers Programme for lower secondary students. Students learn to programme the SSTuino and use it for prototyping their projects.

The ChangeMakers Programme provides students with an integrated learning experience towards developing the attitudes and attributes of an innovator with an entrepreneurial mind. The programme synergises principles, knowledge and skills relating to design, innovation and entrepreneurship, information and communication technology, mathematics and science.

Students learn to apply design thinking as an integral part of the innovation process to conceive ideas that improve the lives of people. Industry partners provide students with insights of real-world applications, and where possible, mentor students on projects. Jasper believes this will all be worth the journey and help him in the future economy.

“The self-directed learning approach and the unique buffet of learning opportunities will prepare me well for the dynamic world of tomorrow.” he mused.
OVERSEAS LEARNING EXPERIENCE:
Bringing Home Overseas Learning

“I was excited to travel with my schoolmates on my overseas learning trip. I was expecting the teacher to bring us to the landmarks and cultural centres to deepen our cultural understanding of China. However, the trip did more than that.” As a Secondary 1 student, Matthew Tan travelled to Beijing in 2017 as part of SST’s Overseas Learning Experience.

Matthew contemplated, “The trip was a humbling experience. I learnt and explored knowledge beyond the textbooks.”

OVERSEAS LEARNING EXPERIENCE:
Bringing Home Overseas Learning

“Students build and programme android remote-control ground vehicle robots.

Overseas travel has been a valuable experience in many schools as it fosters independence and cross-cultural understanding. In SST, all students get to travel to meet counterparts within the ASEAN region and beyond. As they hone their collaborative skills in joint projects, students also take the opportunity to observe their new environments closely.

The students’ advocacy projects cover salient environment and social issues.

Students promote a range of causes at a primary school.

Xie Zun Kye, another year 2 student, reflected, “I got to see real-world issues from a different perspective and learnt how communities use different approaches to overcome 21st-century challenges. The advocacy programme has made it more meaningful, allowing me to make a positive impact on the society I live in. This is learning the SST way.”

DISCOVER PROGRAMME:
Discovering What’s Next

Passionate about robotics and electrical engineering, Tan Zhengjie has always wondered about possible careers in those fields. At the Singapore University of Technology and Design (SUTD), he had a glimpse into how design and engineering work hand in hand to produce a low cost electric vehicle.

Waxing lyrical about his experience, he said, “The camp not only allowed me to see how conceptual knowledge can be applied to real-world design, but enabled me to see how hands-on learning could be like in higher education.”

The SUTD-SST Big D Camp is one of the experiences under the Discover Programme for year 4 students. Through unique out-of-classroom experiences, students uncover strengths and interests. In workshops and learning journeys, they gain insights into what the future holds in terms of career pathways.

The school also works with Nanyang Technological University, Singapore to hold an applied sciences camp. Corporate and government organisations such as Pestbusters, GIC and BCA also provide enriching perspectives into their respective fields.

Reflecting on his experience, Zhengjie said, “The programme has given me more motivation to pursue my interest in engineering. I have learnt that designing an engineering system requires detailed planning and being able to adapt to constraints. Apart from future aspirations, a more immediate reward for me is applying what I had learnt to robotics projects in school.”

A workshop facilitator demonstrates sputter deposition of gold on a coin.

Students promote a range of causes at a primary school.

Year 4 student Tan Zhengjie and his friends are designing and building a low-cost vehicle.

Students build and programme android remote-control ground vehicle robots.

The students’ advocacy projects cover salient environment and social issues.
INdUSTRIAL AND RESEARCH ATTACHMENT:
Cracking Tough Eggs for a Term

In their review, Caitlin, Celine and Sajidah felt there was inadequate research that investigate the strength of an eggshell. With the intent of helping engineers design cages that minimise breakage of eggs, the girls carried out an experiment to determine the strength of an eggshell at different points.

The SST Investigative Skills in Science (ISS) module at Secondary 2 enables students to spend a term developing a science project or research of their choice in place of regular classes. Students have the latitude to explore different topics. The result is an array of projects that range from investigating the strength of wifi signals on plant growth to investigating the effect of using PET water bottles to cool down a room. The young researchers are mentored by teachers and outstanding projects are developed and sent for external competitions.

The three friends also took their learning to the next level through SST’s Industrial and Research Attachment Programme (IRAP) at N&N Agriculture.

Reflecting on the internship, the girls quipped about how they had gained greater insight into how science and technology is applied in industries to increase productivity. Summing up, Sajidah said, “The ISS and IRAP kindled my interest in biology. Beyond opportunities for research, I was able to see how concepts are applied in real life.” The experience has even inspired Sajidah to take up Biotechnology as her applied subject for the O-levels.

Currently in their fourth year with SST, the students were delighted to know that their work had given their juniors some food for thought. In their project, the next generation of “eggxperimenters” found that washing of eggs encouraged bacteria growth. The students will soon challenge their understanding of the topic, by retracing their seniors’ steps at N&N Agriculture, where eggs are washed and waxed. To find out what happens, follow SST’s Facebook page: https://www.facebook.com/ssts.1technologydrive/.

TALENT DEVELOPMENT:
Every #SSTudent is a Talent

Robin Vinod is a member of the Student Council, which had faced logistical issues documenting late coming. It is a blessing that he happens to be the President of SST Inc. Continuum Systems, Robin’s subsidiary under SST Inc, has developed “Lately”, an app that streamlines the processes of managing latecoming. Removing the need for paper documentations, the app identifies students through their EZlink card. Parents are notified of their child’s late-coming through an automated system.

SST Inc. is one of SST’s Talent Development Programmes, which help students gain and hone competencies based on their personal strengths and unique talents. The companies at SST Inc engage clients such as KK Hospital and SportSG. Their projects include games, learning apps and productivity solutions. Mirroring the start-up world, the companies even conduct mergers and acquisitions!

A year-end performance review with the SST Inc. Chairman, Mr Aurelius Yeo, serves as a selection mechanism to qualify students for a trip to Silicon Valley. Mr Yeo, who is also SST’s Head of Education Technology, said, “Students get to visit tech giants such as AutoDesk, Apple and Google. A highlight for them is attending the Developers’ Week, where students always end up with job offers.”

“To the relief of my principal and parents, and dismay of those kids, I’ve always gotten everyone home,” he chuckled.
DID YOU KNOW:

ICT learning > Coding?

Learning to code equips students with computational thinking and creativity skills. Do you know that ICT learning extends beyond coding? Recognising that students have different talents and interests, SST’s programmes seek to build up skills relating to a programmer, maker and designer.

While students pick up fundamental skills, such as python, prototyping and videography as a cohort, they have the flexibility to progress along different routes. Should they wish to deepen their learning in programming or design, they can choose to pick up skills in ethical hacking and cybersecurity or learn more about user interface and user experience design.

Working with partners such as 3M, the school challenges students to apply what they have learnt in authentic scenarios. In the 2017 SST-3M InnoScience Challenge, students were guided by mentors from 3M in developing solutions for sustainable living. Beyond problem-based challenges, students have leveraged ICT skills to improve their own learning. In the learning of humanities, for example, students co-create knowledge through their own iBooks in place of published textbooks.

DID YOU KNOW:

Students are The Best Advocates of Digital Citizenship

Ever wondered how parents of SST manage their children’s use of MacBook in a 1-1 computing school? For starters, all MacBooks are termed as learning devices to emphasise the intent of harnessing ICT to optimise learning. SST holds a series of Parents Engagement Programmes for our Secondary 1 parents, led by our student Cyber Wellness Ambassadors (CWSA). The CWSAs plan, organise and conduct sharing sessions on areas such as improving security and productivity when using a learning device.

As a 1-1 school, cyberwellness is an essential component of student learning. Our students go beyond imbibing the tenets of digital citizenship to advocating core values to peers, juniors from other schools, parents of SST and even educators at various platforms.

DID YOU KNOW:

A School Without School Bells

In SST, school bells do not exist to indicate when classes end. Students are expected to be self-directed learners and this is an instance in which they take responsibility for managing their time. The school does, however, have a bell to remind students to go home at the end of the day. With the myriad ways in which they get to explore and deepen their talents, time does fly when learners experience the joy of learning!

AT A GLANCE

Address
1 Technology Drive,
Singapore 138572

Phone Number
6571 7200

School Website
www.sst.edu.sg

School Vision
A global leader in transforming learning

How to get there
Nearest MRT Station
Dover

Bus Services
14, 74, 105, 106, 147, 166, 185

Distinctive Programmes
SST offers a distinctive 4-year secondary programme for university-bound students who want a solid academic foundation, particularly in Science, Technology, Engineering, Aesthetics and Mathematics (STEAM) and immersion in real world applications.

Holistic education is emphasised through the offering of various programmes and opportunities for Cognitive, Social-Affective, Physical, Character, Leadership and Citizenship development; in the process steering students towards acquiring higher order cognitive, innovative and entrepreneurial mindsets, competencies and skills to meet the challenges and needs of the 21st Century.

Highlights of SST’s programmes include the Active Citizenship Programme, the Talent Development Programme, ChangeMakers Programme for lower secondary, the Discover Camp and a range of applied subjects for upper secondary.

Subjects Offered
Additional Mathematics, AS-Computing +, AS-Biotechnology, AS-Electronics, Design Studies, ChangeMakers Programme, Biology, Chemistry, Chinese, English, Higher Chinese, Higher Malay, Higher Tamil, Humanities (Social Studies, Geography), Humanities (Social Studies, History), Integrated Humanities, Malay, Mathematics, Physical Education, Physics, Science, Tamil

CCAs
Physical Sports:
Athletics, Badminton, Basketball, Fencing, Floorball, Football, Taekwondo

Uniformed Groups:
Scouts

Visual and Performing Arts:
English Drama Club, Guitar Ensemble, Media Club, Show Choir

Clubs and Societies:
Astronomy Club, Robotics Club, Singapore Youth Flying Club
LEARNING FOR LIFE PROGRAMME (LLP):

The World is Our Classroom

At Swiss Cottage, you will find students role-playing as the US president and his team of advisors, stating and defending the current White House’s point of view about immigration.

Other students will take on the roles of other lobby groups and research the facts to oppose his views.

This takes place during our Glocal Perspectives (GP) Programme, which introduces global and local issues to the students. Immigration has a Singaporean context, too, and our students learn about the prejudices against migrant workers and their working conditions.

Takeaways? Our students learn about current global issues and how they affect us locally. Through this, they develop critical-thinking skills, explore the issues through moral reasoning and develop informed personal opinions. After the lesson, they round it up by writing down solutions on this scenario.

The students continue to explore the issue in the real world, as well. Invited speakers from the Migrant Workers’ Centre share about the difficulties these workers encounter in Singapore. Students then visit local worker dormitories to gain a deeper understanding of the conditions and challenges faced by migrant workers.

The learning experience culminates in a Gratitude Project, where our students create “Thank you” cards with personal notes. These handmade cards are then presented to the migrant workers in appreciation of their efforts and contributions to Singapore.

Through the programme, our students gain the knowledge, skills and confidence to navigate the increasingly interconnected world.

Through Glocal Perspective, I have learnt to take multiple perspectives and have a better understanding of the world around me.

GAW YONG EN, SEC 2 (2017)
APPLIED LEARNING PROGRAMME (ALP):
Ensuring Our Future with Science

What are the benefits of sustainable development?

What do you think our school can do to promote sustainable development through engineering?

If you think that such big and technical terms are only for scientists and environmentalists, think again.

At Swiss Cottage, our students explore the questions through their Science lessons and a series of Applied Sciences programmes.

When students enter our school at Secondary 1, they are immediately introduced to Applied Sciences concepts infused in normal lessons. They learn about material science and environmental science, and the practical applications of these disciplines.

For example, in the Paper Towel research, our students experimented on different brands of paper towels to find out how durable and value for money they are. This leads to the learning of filtration concepts and real-world applications of filters on clean water and sanitation.

In Secondary 2, our students move on to mechanical and electrical engineering, and biomedical sciences. As an introduction to engineering, they are tasked to create a robotic hand with three mechanical fingers. Following which, our students learn about design thinking, enabling them to further improve their initial robotic-hand designs.

Through all these lessons, our students also learn the importance of using the resources of the planet responsibly.

For our students with a greater interest in the sciences, they have the opportunity to join our Science Talent Development Programme. Teacher mentors guide them in taking part in competitions to expand their horizons.

They also take on the role of ambassadors for science to fellow Swiss students and students from overseas.

“ I know that I can play my part in making the world a better place through science!”

LIM CHUAN HAO, SEC 3 (2017)

What is sustainable development?

The United Nations defines sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. It is a discipline that combines many fields to solve problems faced by mankind.

Educating youths about how they can contribute to sustainable development helps to ensure our future.

STUDENT LEADERSHIP:
To Walk in Others’ Shoes

What is the best way to empathise with someone who is different from you?

What is the best way to empathise with someone who is different from you?

You walk in their shoes, of course. Or, for us Swiss, we wear their gloves.

It is hard to feel much with thick gloves on. Just imagine the difficulty you will have picking up small items like beans. It is like losing your sense of touch and that is exactly the experience our student councillors wanted their peers to have!

Ageing changes the way our senses (touch, vision, hearing, smell, taste) give us information. In order to understand the challenges this can pose to the elderly, Swiss Cottage student councillors started the Eldercare Project.

They designed tools and activities that can help students empathise with the challenges faced by the elderly.

One tool specially created is a pair of blurred spectacles to be worn by participants to experience changes in eyesight. With the blurred spectacles on, participants will have to find their way through a simulated clinic and go through an eye test.

To simulate changes in the sense of hearing, the participants wear a pair of earmuffs which cuts off external sounds. With these on, students will have to listen to and repeat a set of given instructions.

Through these experiential activities, the participants experience first-hand, the challenges that the elderly sometimes experience.

Now, many Swiss students are volunteering at the Hong Kah North Day-care Centre.

This further sensitises the students to an important Singaporean challenge, our ageing population, and how they as the younger generation can play their part to help.

“ Doing things that might seem easy to us, may not be that easy for the elderly.”

LIM YING WEI, STUDENT COUNCIL PRESIDENT SEC 4 (2017)
**GPI/ALP (EDUPLAY):**

**Not Just Child’s Play**

A 3D puzzle made of 3D-printed material, an automated remote-control car and a basketball hoop that lights up with each successful shot. These are some of the toys you will find presented by Swiss students during a toy showcase.

One is the “Piano Spinner”, with rainbow panels and a wheel that can spin to attract young children’s attention, and carries instructions to teach them dancing and jumping actions.

Another is the puzzle mentioned before, made with 3D-printed materials – it imparts basic mathematical concepts like addition and subtraction.

Our Secondary 2 students created toys as part of their six-month inter-disciplinary project. The toys are then brought to nearby kindergartens on Values in Action visits – boosting their meaningfulness.

To arrive at the final products, students embark on a series of learning programmes which include curriculum lessons on Singapore’s education system and early childhood education, Arduino programming, 3D-printing design and Design Thinking.

They also visit kindergartens to interact with pre-schoolers, interview the teachers and observe lessons, so they can understand the children better before creating the toys.

The project culminates in a final visit to the kindergartens where our students share their toys with the pre-schoolers and organise games and activities around them.

I really enjoyed this entire project. It was interesting to be able to programme my own toy. Seeing the pre-schoolers play with the toy felt so rewarding!

LIM YU HENG, SEC 3 (2017)

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**STUDENT DEVELOPMENT:**

**Dungeon Masters**

Dungeon? What dungeon? It’s the nickname for D’Hangout, our after-school student activity centre. In the basement (thus the nickname!) just below the canteen, the Dungeon boasts a pool table, plush sofas and beanbags, and even a Nintendo Wii!

Students manage the space themselves and also plan afternoon activities for their peers. It is a fun way to learn leadership and organisational skills – not to mention motivating others – as they take ownership.

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**CREATIVE LEARNING SPACES:**

**Centres for Sharing**

- Chairs on wheels are common, but tables on wheels? You can find these special tables in the Swiss Cottage Glocal Perspectives Room. Our students can move them seamlessly into different formations to effect better learning and discussions.
- Step into our newly opened Centre for Sustainable Development. It has interactive panels to show students new concepts as they conduct their own scientific investigations.
- For photoshoots, recording interviews and creating animations, our students enjoy the recently set-up Media Lab with its state-of the art audio and video equipment.
SCIENCE DEPARTMENT:
Green Living – Second Nature to Us

Betel-leaf, chili and kaffir lime are some of the plants that are grown in the Swiss Eco-Garden!

To keep the plants healthy and green, our students work together to make suitable compost for the plants and take good care of the lush scenery in the garden.

Special plant species are also planted to attract butterflies so that the students can observe their life cycles. Now, the eco-garden has become the pride and joy of the staff too, who take pride in tending to the garden. Going green is second nature to Swiss!

CCA – MILITARY BAND:
Marching to a New Beat!

Walk past the military band room at Swiss Cottage, and you might stop in your tracks – because they’re listening to Adele.

“We aren’t taking a break!” says Sabrina Rifqah, the Secondary Three Cornet sectional leader, “we are learning our next performance piece.”

They’ve already learned “Hello” by Adele and “Counting Stars” by One Republic and are now scanning the hits lists for future showpieces.

This does not mean that Swiss Winds cannot be serious. They have participated in the Military Tattoo in SEA Games 2015 and are seasoned participants in the National Day Parade in 2014, 2015 and 2017.

As the only National Cadet Corps Command Band in Singapore, Swiss Winds also performs at World War II Commemoration ceremonies organised by the SAF Veterans League and the annual Remembrance Day. In 2016, the band marched around the Istana grounds during the Chinese New Year Open House, entertaining the public.

With the many accolades under their belt, what do they feel most proud of?

“Our military cadet corps uniform!” says Danielle Goh, a Secondary Two clarinettist, “And being able to throw our instrument in the air and catch it!”
APPLIED LEARNING PROGRAMME (ALP):
Finding the Path, Leading the Community

Who has the opportunity to lead PM Lee Hsien Loong and Minister for National Development and Second Minister for Finance Mr Lawrence Wong through the Singapore Botanic Gardens while sharing interesting facts about local flora?

The answer: our students do! A group of our students got to do just that as part of Tanglin PLUS (Perspectives & Literacies to Understand Society).

Learning at Tanglin is a plus because of the myriad ways students take their learning beyond classrooms. Our Secondary 1 students do not just attend Geography lessons about tropical rainforests, they actually spend time in the Tyersall Learning Forest learning about reforestation and habitat enhancement efforts. They also advocate and help others learn as station guides to visitors.

Growing up as students in the Tanglin family means being challenged to think critically, to exercise empathy, and to understand their roles as contributing members of society. Secondary 2 students reflect deeply on what the Singapore Story means by taking an Interactive Heritage Trail through the Civic District and getting a rare glimpse into Singapore’s past through wood-block prints in the National University of Singapore (NUS) Museum.

Secondary 3 students learn of the challenges faced by migrant workers and gain a deeper understanding of the work of the Religious Rehabilitation Group (RRG) by visiting a migrant workers dormitory and the RRG Resource and Counselling Centre. They also get a chance to work with these organisations to help raise public awareness of their work.

These experiences help our students to see through the lens of historians, writers and artists, leading them to make deeper connections to our country’s history and the intricate fabric of society. With broadened perspectives from the investigation of complex issues, our students become more reflective and informed. They are also able to appreciate the past, make meaning of the present and look ahead to imagine better futures that can be shaped together.

At the heart of all this - the goal to develop Tanglinians as informed and critical thinkers, confident and effective communicators who are ready for the future.

“I have cultivated a greater appreciation for green spaces. I have also become a more confident person.”

CASEY LIM, SEC 1 (2017)

“The visit to the Westlite Dormitory was a true eye-opener for me as I began to understand the plight of migrant workers and empathise with their situation.”

MUHAMMAD YASSIN KHAN, SEC 4 (2017)
LEARNING FOR LIFE PROGRAMME (LLP):

The World’s Our Stage: We Love Arts

Tanglinians are no strangers to creative expression. Every student is exposed to the arts through our Arts Programme. Experiencing the arts and performing help our students to discover their interests and deepen their talents in Music, Dance and Visual Art.

• In Sec 1: Students enjoy broad-based exposure to dance, guitar, and acrylic paintings.
• In Sec 2: Students choose which talent development elective to take to deepen their interest and skills in an art form – show choir, dance, guitar or batik art (2D mixed media).
• In Sec 3: Students extend their learning through collaborations with partners such as Nanyang Academy of Fine Arts (NAFA) and National Arts Council (NAC) which offer exciting glimpses of enriching career opportunities in the arts scene.

This journey helps the students to develop aesthetic sensibility, build deep skills, and most importantly, discover new insights about themselves.

As they engage in performances and exhibitions, Tanglinians find and nurture their own voices to express themselves confidently and creatively.

We create platforms for Tanglinians not only to showcase their talents but also to bring joy to those around them.

Students enrich community life through public performances at events like the West Coast Constituency National Day Dinner, West Side HeARTbeat and other community celebrations. They also bring the gift of music to the patients and their loved ones when they perform at hospitals.

I’m happy to be in Tanglin where the students get to express themselves creatively and perform for others.

IBRAHIM WIJAYA PUTRA, SEC 2 (2017)

EDUCATION AND CAREER GUIDANCE PROGRAMME:

I’m the One You’re Looking For!

What are my best strengths? How do I convey my passion and purpose? How do I convince people I’m deserving - that I’m the one they want?

In Tanglin Secondary School, students figure out the answers to these important questions when they develop a video to market themselves.

Under our Education and Career Guidance (ECG) Programme, students identify their career aspirations and research the institutions and courses they are interested in to prepare for the next stretch of their educational journey.

The purpose is not merely to develop a video. The whole experience allows every Tanglinian to understand themselves better - who they are, what matters to them and what they value as individuals. The goal is to help them to develop a stronger sense of self and to take powerful steps in the direction of their aspirations.

To produce an impactful video, our students demonstrate clarity of thought and skills to tell a compelling story showcasing their strengths and talents. The film-making techniques and ICT skills picked up in the course of the production are the icing on the cake.

They even get to test their videos out on professionals. Entrepreneurs, lawyers, bankers, lecturers, film producers and artistes are invited to give talks on Career Day@Tanglin and give feedback on our students’ videos to help them improve. These interactions help the students glean new insights and strengthen their resolve to pursue their dream careers.

That is how we prepare our students well for the next milestone of their lives!
I wasn’t sure if I could lead at first, but I’ve grown so much in confidence and skills. Now I’m in the Student Council!

SOLOMON CHUA, SEC 4 (2017)
**CO-CURRICULAR ACTIVITY:**

**Fraternity of Fencers**

Singapore fencing has deep roots in TSS. We were the first secondary school to introduce Fencing as an Extra-Curricular Activity (ECA) in 1964. In fact, we are proud to have a national fencer, Dennis Leong, among our alumni. He was the first Singaporean to serve as a sporting official at the Olympic Games. Today, fencing continues to be a distinctive sport in TSS, cultivating self-discipline, strategic thinking and a desire for excellence.

**AT A GLANCE**

**Address**
301 West Coast Road, Singapore 127391

**Phone Number**
6424 8200

**School Website**
www.tanglinsec.moe.edu.sg

**School Vision**
Leaders of the Future, Pride of the Community.

**How to get there**
Nearest MRT Station
Clementi

Bus Services
30, 51, 78, 143, 176, 285

**Distinctive Programmes**

**Applied Learning Programme:**
Humanities (Tanglin PLUS)

**Learning for Life Programme:**
TSS Arts Programme

**Subjects Offered**
Additional Mathematics, Art, Chemistry, Chinese, Computer Applications, Design & Technology, Electronics, Elements of Business Skills, English, Food & Nutrition, Higher Chinese, Humanities (Social Studies, Geography), Humanities (Social Studies, History), Literature in English, Malay, Mathematics, Physics, Principles of Accounts, Science (Chemistry, Biology), Science (Physics, Chemistry), Tamil

**CCAs**

**Physical Sports:**
Badminton, Basketball, Fencing, Football, Netball, Volleyball

**Uniformed Groups:**
Boys’ Brigade, National Cadet Corps (Land), National Police Cadet Corps, Scouts, St John Brigade

**Visual and Performing Arts:**
Band, Contemporary Dance, Dance Ensemble, Guzheng Ensemble, Percussion Ensemble

**Clubs and Societies:**
InfoComm Club

**AESTHETICS PROGRAMME:**

**Where Stars Shine**

We are one of the first schools in Singapore to develop an aesthetics programme structured as part of our curriculum, a testament to Tanglin’s strong support of the performing arts. We are proud to be a home for the arts, nurturing talents who advocate for the arts in the community. Some of our TSS stars who have carved a career for themselves in the entertainment world include Alaric Tay, Nadiah Md Din, Andie Chen, Jaylee Woo, Haylee Woo and Syirah Jusni.

Music that will tug at your heartstrings

We are the rising stars
APPLIED LEARNING PROGRAMME (ALP):

Designing Life by Thinking

Teck Whye students are suggesting a design for a park in the neighbourhood. To do this, they interview residents to gather feedback on what would be the best kind of park for them. They then produce prototype projects that take into consideration residents’ needs.

They’re using a powerful tool that designers, innovators and entrepreneurs use to meet the challenges of the disruptive world – Design Thinking. It gives them a structured process and promotes the mindset for them to realise they can play an active role in shaping the world around them, and take action towards a more desirable future.

As the students interact with the residents as part of their Project Work module, they develop empathy and at the same time, are able to communicate effectively, think inventively and develop cultural sensitivity and civic literacy, key 21st century competencies that are vital skills identified for survival in today’s changing world.

In 2018, students will embark on the use of LEGO® educational solutions that would expose them to creative problem-solving skills in the area of STEM. Students will stretch their creativity when they build LEGO® robotic sets to complete specific tasks which are exciting and fun, and at the same time transform abstract STEM concepts into tangible teaching and learning experiences using the hands-on approaches of LEGO®.
SCIENCE INNOVATION:
The Orchid Whisperers

“It took them... 5 different graduating cohorts to breed the golden orchid ... It took many rounds of trying and failing.” Minister of Education (Schools) Ng Chee Meng at the 2017 Committee of Supply debates.

To celebrate our school’s 50th Anniversary, our students hybridised a golden orchid (Dendrobium TWSS50 Orchid) which was patented by the Royal Horticultural Society of the United Kingdom.

This was a five-year long Design Thinking project which our students took great pride in and we at Teck Whye are very proud that it was mentioned in Parliament by Minister Ng.

The Orchid Hybridisation Programme is the core of the Science Talent Development Programme. After learning theoretical concepts relating to plant biology in the first half of their school year, students visit an orchid farm to get hands-on experience in growing orchids. In addition to hybridising orchids, the students take part in other related activities such as gardening, marketing and selling of orchid products.

During the programme, students learn that the value of resilience is the key to excellence. They also get to apply the principles of Design Thinking during the hybridisation process and are able to learn and use key 21st century skills as they work together.

LEADERSHIP IN THE COMMUNITY:
We Made A Carnival Happen

That’s all it takes: 27 Teck Whyeans who wish to Lead, Serve and Achieve.

Our student group got together with CCKCC YEC to initiate REPLAY 2, a carnival for the community to re-think fun and play with a series of games and activities which catered to both the young and old.

From planning the activities, publicising the event and being on hand to manage the crowds, logistics and fringe activities, our students learnt to think on their feet, take decisive action – all while picking up important collaborative and communication skills.

The smiles on everyone’s faces and the excitement of the residents they brought joy to have inspired more of our students to follow the pioneering batch and initiate other social change projects in the community where they strive to make a difference.
INTERNATIONAL EXPERIENCE:
Xin Chào! 你好!

Common greetings in Vietnam and China, these phrases are the first things our students learn as part of the school’s Trips for International Experience (TIE) programme as they interact with their counterparts and hone their cultural awareness skills.

Being away from home and living for five days with their friends and teachers shows students how to adapt to unfamiliar surroundings, food and social situations. They also learn to look out for each other and gain the confidence to step up to lead group activities.

We were very heartened to see our Vietnam group students shedding their inhibitions to become little kids again in order to bring forth smiles from a group of special needs orphans from the Go Vap Orphanage. They also brought much joy to the students of the schools they visited and became mini celebrities for a day!

Our students also interacted with their Hangzhou counterparts where they picked up Chinese paper-cutting skills and exchanged ideas on how they studied for subjects they both had in common.

In both countries, the students also visited the Singapore Consulate General where they were able to learn firsthand about diplomacy and Singapore’s relations with China and Vietnam.

SPORTS AND SPORTSMANSHIP:
I Came, I Played, I Had Fun!

Every year, students in Secondary 2 can choose one sport from a variety of non-mainstream sports such as tennis, fencing, canoe polo, sports climbing or windsurfing.

Their juniors, students in Secondary 1, go through an orienteering module at the Sports Hub; and seniors, students in Secondary 3, do dragon boating.

Part of the school’s Learning for Life Programme (LLP) is the Sports Education Programme (SEP) where every Teck Whyean has a chance to pick up new and exciting sports which are not commonly taught in schools. Through the SEP, students are equipped with the values and skills necessary to live a healthy lifestyle for life.

Through their daily Physical Education lessons and the school’s All Participate and Exercise (APEX) Day, Teck Whyeans are developed in the Physical Domain and can utilise the skills they pick up to inspire their families to get fit together and stay fit for life.
DID YOU KNOW:

**You Can Be a Star!**

Every 2 years, our budding performing artists are given a platform at a public performance venue to showcase their talents. Celebrating their achievements from the previous year’s SYF showcase, our dancers and musicians perform for their friends, family and members of the public. Known as ArtSynergy, this exposure builds resilience in our performing artists, synergises their talent and allows them that magic moment to be stars in their own right.

DID YOU KNOW:

**Hockey Sticks Triumph!**

Six of our former Teck Whyean Hockey Girls’ team members were part of the Singapore Women’s National Hockey Team which edged out Indonesia for the Bronze Medal at the 2017 29th SEA Games in Kuala Lumpur, Malaysia. And within the school itself, talented students who play for the school’s Hockey and Floorball Teams (Boys and Girls) also get the opportunity to play for the National Hockey Team and local or overseas clubs as part of the school’s Talent Development for Hockey and Floorball.

DID YOU KNOW:

**Our Mdm Pua Is a TV Star!**

Did you see the 2016 MOE recruitment video? It was based on TWSS’s own Mdm Pua Lee Too and how she inspired her student to not give up in the face of failure. When the video was unveiled, Mdm Pua’s student, Sherry, surprised her and it was a beautiful and emotional reunion. Since she came to TWSS in 1993, Mdm Pua has always tried to touch the lives of her students. And many of them, after graduating, continue to make it a point to meet with her annually at Chinese New Year.
APPLIED LEARNING PROGRAMME (ALP):
Every Unitian a Scientist

All over our school grounds, you’ll see students in long, white lab coats. As part of our ALP (Applied Learning Programme), every child in Unity is a junior scientist championing food security in Singapore by learning how to clone plants for large scale farming!

They learn about genetic engineering in our science laboratories, experiment with solar technology, and get exclusive access to Singapore Polytechnic’s Fabrication Labs where they are exposed to 3D digital design and printing.

In these ways, they acquire the skills to do scientific research which will help them as they progress in their future careers.

In Unity, our ALP lessons tie back to real life applications - to inspire through Biotechnology in Food Sustainability. Not only do Unitians merge an academic knowledge of science with technology, mathematics and engineering, but they also acquire essential values, such as intellectual persistence, team work and openness to ideas, as they attempt to solve one of the biggest problems in our world – hunger – through the sustainable growing of food.

Besides learning about sustainable living and the importance of growing our own food, Unitians get the opportunity to acquire insights on food industries and urban planning in Singapore. This gives them an invaluable advantage in their future plans and careers.

LEADERSHIP DEVELOPMENT:
Every Unitian Can Soar

In Unity, we believe that every child has the potential to become an inspiring leader. This is reflected in our Eagle Leadership Development Curriculum.

Just as the eagle in our school crest symbolises our school’s vision and philosophy, the numerous integrated activities we have for each cohort and in their CCAs equip students with the resilience, leadership skills, passion and the drive to excel.

In fact, different types of CCAs and the Unity Councillors embody different strengths of the eagle, and at Unity, all students will get opportunities to develop their leadership and obtain badges to reflect their leadership styles and capabilities.
CO-CURRICULAR ACTIVITIES:

United in Uniform

Unity builds its strong base through Uniformed Groups (UGs), and the fact that all five UGs are Gold Award winners is due to our discipline and teamwork.

It is common to see our NCC (Air), NPCC, BB, GB and Scouts cadets working together in combined drill performances, parades, and during training. They often share knowledge and skills to help one another in their common goals of discipline and UG excellence.

A particular highlight for cadets in Unity is the annual Sec 2 Combined UG Camp, organised by the cadet leaders.

During this camp, teams of cadets from mixed UGs challenge each other in activities designed to hone their teamwork, leadership and resilience.

The cadets also take part in the annual Remembrance Day Parade at Kranji War Memorial, and they even learn to start and build their own campfire (with the help of our Scouts)!

LEARNING FOR LIFE PROGRAMME (LLP):

Every Unitian An Adventurer

All our students learn to use odd sounding terms: “stern”; “forward stroke”; “hatch”; “PFD”...

Our students memorise these phrases for their one-star kayaking LLP (Learning for Life Programme) in Secondary 2.

Kayaking not only teaches our students to paddle canoes, it has made them more confident and resilient as they acquire the skills to navigate through the waters (and through life challenges).

In Unity we believe that outdoor adventure shapes good character. Besides kayaking, our LLP exposes our students to survival skills such as risk assessment, orienteering, swimming and outdoor cooking. These basic skills are necessary to equip our students for the Secondary 3 camp.

As part of the LLP, Unitians also get to learn eight different games and sports that will develop their motor-skills and inculcate team work.

All Unitians get to learn:
1. Badminton
2. Basketball
3. Floorball
4. Football
5. Netball
6. Softball
7. Ultimate Frisbee
8. Volleyball
CO-CURRICULAR ACTIVITIES:

Unity in Basketball

“Talent wins games, but teamwork and intelligence win championships!”

— Michael Jordan

Basketball is one of the most celebrated CCAs in Unity. Through intensive training and teamwork our school girls and boys teams have won numerous trophies.

But our players know that basketball is not just about winning on the courts – the game teaches our students important values such as perseverance and strategy in the face of adversity.

Being the Captain of the team taught me invaluable lessons that cannot be found in textbooks. I had to overcome my shyness and lead my team by motivating and encouraging them. It was also important to put the needs of others above my own, for the benefit of the team.

EE CHEW FONG OLIVIA CAPTAIN (BASKETBALL) SEC 4 (2016)

Melvin Chua of 1E4 won the 2016 Most Valuable Player (Boys) prize at the Junior NBA All-Stars Camp. He then travelled to Shanghai for the Junior NBA All-Stars experience camp, where he trained with NBA stars and players from all over the world.

Basketball can truly open up our students’ world!

The mental strength of the team comes to the fore when they have to deal with many tough fixtures within a short span of time for the playoffs.

TEACHERS:

Uniquely Talented

In Unity, our teachers are not only curriculum leaders, they are also talented in many areas, especially the arts. Some of Unity’s teachers have formed their very own band and have entertained the school during the school concerts.

Other teachers showcase their talents in acting by starring in in-house film productions or by dancing during our school performances. We even have a teacher who is a published poet!

Thanks to our teachers, our students have vibrant class experiences!

Being the Captain of the team taught me invaluable lessons that cannot be found in textbooks. I had to overcome my shyness and lead my team by motivating and encouraging them. It was also important to put the needs of others above my own, for the benefit of the team.

EE CHEW FONG OLIVIA CAPTAIN (BASKETBALL) SEC 4 (2016)
ACADEMIC FOCUS:  
**Uniting to Find Your Dream**

At Unity, we believe that every child is unique, and our talent development programmes help every Unitian to find their passion in the subjects they love.

Talent Programmes in Science, English, Humanities and Mathematics provide our students with experiences and platforms for them to take their dreams to the next level, through specialised modules, learning journeys and more!

In our Young Scientist Programme (YSP) for instance, students embark on their own research projects and compete with other budding scientists in Singapore through competitions. They also organise and take part in our annual Unity Scientific Innovation Challenge!

On the other hand, students from our Leaders of English Programme (LEP) learn from renowned writers such as Cyril Wong, Affian Sa’at and Jean Tay Inn.

Our students have been writing their own scripts and acting them out in our school concerts as well as participating in numerous writing competitions!

Students from our Unity Humanities Programme (UHP) are exposed to research and innovation in the Humanities and are actively involved in social entrepreneurship causes through polytechnic-organised competitions.

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**PSG:**  
**Parents + School = Unite for Young Eagles**

We understand the anxiety that parents experience as their child moves on to the next phase of their education.

In Unity, we believe that for our students to excel, strong bonds must first be forged between the school and parents, thus letting students fly a little – like baby eaglets – before our programmes encourage them to soar into the sky.

In Unity, we provide workshops and seminars to equip parents with effective parenting skills. We have an active PSG that plans bonding activities such as games and baking sessions.

Ex-Unitians regularly return to school to share with our parents their experiences as students and the different educational paths that they have pursued.
STUDENT DEVELOPMENT:
Learning Beyond the Red Dot

Imagine being given the opportunity to plan a trip for a family of 40! That is what our Secondary Three students get to do for the Secondary Three Overseas Values-in-Action (VIA) Camps.

Our signature programme gives students a chance to conduct research on the country: ranging from Vietnam, Cambodia, Indonesia to Malaysia.

As part of the planning process, they have the fun of developing their own itineraries, giving them a greater sense of ownership as they propose both the venue and the itinerary.

This heightens the sense of involvement and expectancy in learning beyond the red dot.
Students participate in VIA activities that give them the opportunity to visit different schools and engage with the disadvantaged students there, repainting their school buildings, teaching them basic English and even cleaning the schools.

Feedback from past VIA trips show that they have taught our students to appreciate their life here in Singapore and allow them to contribute meaningfully to others.

Besides VIA, some students also get to participate in adventure activities like kayaking, trekking and caving. These help to develop mental strength and teamwork, as well as resilience.

Upon returning from their trip, students reflect on their learning and share their experiences with the whole school.

Learning beyond the red dot has provided an avenue for our students to be global citizens of character and learning in line with our school’s mission.
LEARNING FOR LIFE PROGRAMME (LLP):
Shoot for Perfection, Settle for Excellence!

From the comfort of the fully air-conditioned rifle range, students sweat it out in training for their upcoming national competition. At every corner of the rifle range, students are involved in strength-training or conducting precision and accuracy shoots. Nothing can make them settle for anything less than excellence.

Shooting accurately involves patience, discipline and accuracy. Championships are often won and lost on decimal point scores, so concentration and determination are key.

With such intensity and focus during training, it is no surprise that in 2017, our team of ladies that represented the school in the Air Pistol category achieved 4th at the National Shooting Championships. The team comprised Kiley Ng (Sec 3B), Leong Xin Min (Sec 3C), Ee Yun Lin (Sec 4B) and Nicole Tan (Sec 4G).

The shooters’ daily sessions are conducted by professional coaches, and include:
- weight training,
- target shooting sessions,
- working on technical skills to attain precision and accuracy, and
- team bonding activities such as the annual CCA camp.

These help them to sustain the achievements that their alumni have attained over the years. All Secondary One students also get to experience the Shooting Programme during their Physical Education lessons. The students are trained to follow through on instructions given, and are provided direction on the correct shooting techniques.

CO-CURRICULAR ACTIVITIES:
Display Band – The Sport of the Arts

“If music be the food of love, play on!” The Display Band is one of the core CCAs in West Spring that has inspired pride and passion in our students.

Being one of six secondary schools that offer Display Band as a CCA, West Spring has achieved great heights despite being the youngest display band in Singapore.

A Display Band is essentially the Sports of the Arts, a uniquely 3-in-1 CCA. It is a
- Performing art
  It combines music and choreography through marching, dance and drama, presenting a musical show production which can consist of up to 150 participants.
- Sport
  As body strength and flexibility are vital in the show production, student’s strength, endurance and coordination are important. Rhythmic breathing exercises and jogging with steps in-sync with tempo of music are all part of the training.
- Uniformed group
  Foot drills and team-building exercises are conducted and all players must work together harmoniously and stay committed in order to produce excellent performances.

At the biennial Singapore Youth Festival (SYF) Arts Presentation of Display Bands, the band has made progressive improvements over the years with four silver awards, one gold award, and two certificates of distinction with an outstanding visual performance award.

The West Spring Display Band educates their members through:
- Annual Band Camps and Music workshops
- Local Band Exchanges and Overseas Cultural Exposure
- Indoor Band Concert Performances
- Outdoor Marching Display Presentations
- Engaging the Community through community and primary school events and most importantly, strengthening the national spirit with military music.
AFTER SCHOOL ENGAGEMENT:

OOSH! Our Own Special Home!

Because balance is not something that is easily found, but something created, West Spring Secondary School has created our own special home (OOSH) for students who wish to spend time meaningfully in school, resting and catching up on school work, instead of spending time aimlessly before going home in the evenings.

Furnished comfortably, there are sofas in the OOSH room for the students to relax after a day of learning, and in the comfort of an air-conditioned room equipped with gaming facilities. Students get to enjoy the experience of playing board games with one another instead of going through loneliness at home or hanging out aimlessly at shopping malls. The OOSH room is a safe haven for students to interact with each other playing board-games, foosball and video games.

Open daily except on Fridays from 2.30pm till 5pm, there are appointed Ambassadors, student volunteers to facilitate the loaning out of games equipment, and also adult supervision during the opening hours.

There are also activities and programmes for the students to sign up for such as tote-bag printing workshops and visits to interesting exhibitions.

ACADEMIC EXCELLENCE:

To Literature, and Beyond!

To meet our students’ varied strengths and interests, we offer Literature in English to all Lower Secondary and Upper Secondary students in both the Express and Normal (Academic) streams.

Why? We feel that Literature can train our students to have discourses on drama, poetry and prose. This ultimately enhances their appreciation of the written word and through the exposure to various writers, they learn about the different cultures from different time periods.

ENTREPRENURIAL DARE:

West Spring Water

In a bid to promote entrepreneurial spirit, West Spring has its own brand of West Spring oxygenated water.

Profits gained from the sales go to funding students who require financial assistance.
CO-CURRICULAR EXCELLENCE:

Our Sporting Talents

Two of our lower secondary students, Zen Koh (Sec 2A) and Alyssa Pok (Sec 1D), won plaudits at the 2017 Inter-school competition for Short Track Speed Skating: Overall 3rd in Top 3 schools Zen won Bronze (500m) and Silver (1000m); while Alyssa scored Gold (500m and 777m).

As a school keen on supporting talents in a variety of areas, we hope this success spurs Zen and Alyssa to greater heights as they pursue their dreams of achieving excellence and representing Singapore on the international stage.

We applaud all our students who believe, achieve and succeed!
APPLIED LEARNING PROGRAMME (ALP):
Celebrate! A Sense of Possibility

This year’s ISE VIA Carnival, “Celebrate! A Sense of Possibility” serves to develop and empower students with a sense of ownership and possibility to make a meaningful and positive difference to their schooling experience, local community and regional community.

Secondary One: In a collaboration by the Science Department, Mathematics Department and Environment Committee, Secondary One students were imparted with knowledge to address issues encountered within the school through a Schooling Experience Improvement Challenge. The students aimed to improve their schooling experience by addressing issues that mattered most to them. Their innovative solutions were then showcased during the ISE VIA Carnival.

Secondary Two: In collaboration with the Food and Consumer Education Unit, Secondary Two students underwent a series of ISE programmes and activities in preparation for the Westwood ISE VIA Carnival Booth Challenge which aims to develop their ability to empathise and cultivate their social entrepreneurial spirit. Students were equipped with basic financial literacy, budgeting knowledge, four Ps (price, promotion, product and place) of marketing and basic business management skills to assist them in running a booth business within the school on 8 August 2017. The proceeds from their booth were partially utilised to plan for their visits to the adopted beneficiaries while the remainder was donated to the beneficiaries.

Secondary Three: In collaboration with the Internationalisation Committee, Secondary Three students were tasked to develop an innovative business solution to solve an actual social need in the country they visited during their Overseas Level Camp held in May 2017. Quality solutions were then showcased during ISE VIA Carnival and selected to enter national competitions involving innovation and social entrepreneurship.

“Creativity earns opportunity and nothing would be accomplished if not for one’s initiative and perseverance.”

DEWI, AMOS, JENEVIEVE & JOYCE SEC 3 (2017)
LEARNING FOR LIFE PROGRAMME (LLP):
Sing it Out, Dance it up, Live it Arts!

The annual Westwood Arts Festival serves as a platform to expose Westwoodians to the visual performing arts, fostering an appreciation and passion for it. As part of the school’s Learning for Life programme (LLP), the Westwood Arts Festival is a unique initiative that enhances the vibrancy of the school’s arts culture.

The week-long festival premiered with a series of interactive and educational assembly performances. The Arts Festival assembly programmes instil in students pride for local culture and talent by introducing them to various local talents and artistes. It also seeks to broaden students’ worldview by exposing them to a wider variety of traditional, contemporary and lesser-known art forms such as calligraphy, street jazz and ventriloquism.

The assembly performances also showcased the efforts and contributions of our Visual Performing Art (VPA) Co-curricular activity (CCA) groups.

Students also had the opportunity to pick up new skills through a variety of workshops specially arranged to cater to their interests. The workshops included sand animation, ukulele and hip-hop dance. The festival culminated in an upsized Arts Market carnival, where students participated in various hands-on activities such as batik painting, art jam sessions and stamp-making. Through these initiatives and experiences, Westwood aims to inspire our youth to become future patrons of the arts.

INTERNATIONALISATION:
Reach Out to the World

As part of the 2017 Internationalisation Programme, our Westwood Ambassadors hosted students and staff from various countries such as China, Indonesia, Japan and Thailand.

Our ambassadors had the opportunity to interact with the visitors and introduce them to interesting aspects of Singapore culture.

Our Secondary Three students also had the opportunity to venture overseas to countries such as China, Indonesia, Malaysia and Thailand, for their Secondary Three level camp. During the trip, the students visited local schools to interact with their foreign counterparts, as well as cultural sites, to deepen their appreciation of cross-cultural diversity and lifestyle.
CHARACTER AND CITIZENSHIP EDUCATION:

Byte-Size Values Education

In 1966, Mr Lee Kuan Yew said, “You must leave the boy and the girl with something to start a life-long cultivation of mental and cultural habits. The person who can pick up from where he left off in school and who can continue his interests in life is the person you must educate. He cannot just have passed examinations.”

Westwood Bytes, a programme unique to Westwood Secondary, seeks to stay true to Mr Lee’s philosophy to develop each Westwoodian holistically. Made up of three distinct programmes, Rev-Up, In-Touch and Home@Westwood, students go beyond the textbooks and cultivate lifelong values.

Students start the morning with Rev-Up, participating in various activities such as tchoukball or tug-of-war. Battling it out this early in the morning cultivates resilience and fosters active interaction with their peers.

Midweek, students are immersed in discussions on current local or global issues. Listening to others’ perspectives and giving voice to their own, grows in each Westwoodian critical thinking and discernment, the ability to communicate confidently and effectively, while broadening their horizons.

Finally, the week is capped off by Home@Westwood on Friday.

Conducted by form teachers, the session helps build teacher-student rapport and focuses on values education, ranging from character and citizenship education to cyber-wellness and sexuality education. Students engage in Circle Time to share their thoughts on topics such as bullying and respect, and in the process, learn to empathise with others.

ACADEMIC PROGRAMME:

Learning the Fun Way

Library Week 2017
The school held its first Library Week this year to promote reading and create a more vibrant reading culture in school. There were various activities throughout the week, drawing both students and teachers to the library. The highlight of Library Week was the talk by a local author who shared his insights behind his poetry and short stories, providing for an engaging session.

Mother Tongue Fortnight
Mother Tongue Fortnight serves to create an immersive environment for the learning and appreciation of Mother Tongue Languages, through an array of activities targeted at different streams and levels of students. Through these activities, students learnt more about their Mother Tongue Languages in a fun and interactive way.

Model United Nations Conference 2017
Participants from all around the world take part in various committees as delegates who will debate and discuss various pressing issues faced by our society today. Topics at the conference include social, security, economic and humanitarian issues. Through these conferences, students challenge their limits and fears as they push themselves to speak out and air their views. Students emerge from the experience as confident speakers, able to discuss global issues at a deeper level.
I was a Student Councillor and the Band Major of Westwood Concert Band. I learnt to manage my time with the help of teachers who gave me their unwavering support. My journey in Westwood was a fruitful one. Everyone's experience is different, and it depends on how you want yours to be. Therefore, I encourage my juniors to cherish their time in Westwood, to learn, take risks, and dream boldly.

PAY XIN NI, WESTWOOD CONCERT BAND
WESTWOOD SECONDARY ALUMNUS

Westwood Dance Mania 2017
As part of LLP, in Secondary One, students discover and develop their dance techniques and choreography. After months of hard work, selected students represented their classes in the annual Westwood Dance Mania competition. Through this programme, students developed a greater sense of self-confidence and showmanship.

AT A GLANCE
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School Website
www.westwoodsec.moe.edu.sg
School Vision
Rooted in Character & Skills to Soar for the Nation.
How to get there
Nearest MRT Stations
Boon Lay
Bus Services
181, 185, 172, 199
Distinctive Programmes
Applied Learning Programme:
Innovation and Social Entrepreneurship
Learning for Life Programme:
Arts for Life!
Subjects Offered
Additional Mathematics, Art, Biology, Chemistry, Chinese, Computer Applications, Design and Technology, Exercise and Sports Science, Elements of Business Skills, English, Food and Nutrition, Geography, Humanities (Social Studies, Geography), Humanities (Social Studies, History), Humanities (Social Studies, Literature in English), History, Higher Chinese, Literature in English, Malay, Mathematics, Physics, Principles of Accounts, Science (Chemistry,Biology), Science (Physics,Chemistry)
CCAs
Physical Sports:
Badminton, Basketball, Bowling, Football, Hockey, Netball, Tchoukball
Uniformed Groups:
Boys’ Brigade, Girls’ Brigade, National Cadet Corps (Land), National Police Cadet Corps, St. John Ambulance Brigade
Visual and Performing Arts:
Art Club, Concert Band, Choir, ELDDS, Guitar Ensemble, Modern Dance
Clubs and Societies:
AVA Club, CABIN, Robotics Club, Westwood Flying Club

TALENT SHOWCASE:
Catering to Diversity
Xin Yao Singing Competition 2017
The annual National Schools singing and songwriting competition aims to spot and nurture young local talent amongst the youth, encourage creativity and promote the use of Mandarin. Westwood Secondary School took part in this competition for the first time in 2017 and successfully emerged Top 10 after two tough rounds.

Through my leadership experience, I have learnt to be more confident and trust my choices and judgement. I learnt to be open-minded towards other people’s opinions as well as become more outgoing. As President of the Student Council, I had many opportunities to learn and develop myself. Being a student leader of Westwood, I was able to learn so much more about myself and I strive to improve myself further to become a better person.

CHAN YI YANG, PRESIDENT STUDENT COUNCIL (2017)
Learning for Life Programme (LLP):

rowing Values, Impacting Lives

Row, row, row the boat... Together, we row values! In Yuan Ching, our students have the opportunity to go through a myriad of authentic learning experiences under our Learning for Life Programme (LLP) to develop their character as well as enable them to lead an active and healthy lifestyle.

As part of the LLP, Secondary One students learn life skills such as water safety, water survival and swimming skills.

Our Secondary Two students engage in water sports, such as the Dragon Boat orientation and raft-building using recycled materials. Not only will they learn how to be environmentally friendly, but they can also ride on the raft that they have built! They will also be able to display their creativity and innovate using the materials given.

Secondary Three students participate in the Dragon Boat Quest in which they learn how to better communicate, care for and collaborate with one another to realise their team goals. Through such experiences, our students are able to build their physical strength and mental resilience. They will also feel the joy of being part of a team.

Students with the talent and aptitude for the sport can pursue it further by joining the Dragon Boat CCA – which has consistently achieved many awards during national competitions.

Through these authentic learning experiences, students will get to discover more about themselves and their passion – acquiring life skills like cognitive flexibility, decision-making, people management and critical thinking that will help them to accomplish their ambition and live to their fullest potential.

“Joining Yuan Ching’s Dragon Boat team was a pivotal moment in my life. That opportunity shaped my future, first becoming a national athlete before setting up a Dragon Boat team for the deaf and now, running my own social enterprise!”

MS DEBRA LAM, ALUMNA (CLASS OF 2009)
I&E PROGRAMME:
InnovAct! Dare to Innovate

Do you enjoy thinking outside the box? Once a year, we celebrate our school’s innovations. Students and staff members will showcase projects that exhibit innovation and creativity.

Our lower secondary students enjoy this day as they have the chance to witness their peers’ creativity come to life!

Student presenters also grow in confidence as they share their prototypes with peers, such as a Solar Powered Boat. And students also celebrate teachers’ innovations by viewing their projects as well.

“It was exciting to see how teachers from different departments work with students to make such multiplication of learning possible. We had the chance to see and celebrate many innovations on display and that has definitely helped raise the awareness and reinforce our school culture of innovation.”

MR TAN KOK CHIEW, YEAR HEAD

PARTNERSHIP WITH PARENTS:
Fun That’s All in the Family!

At Yuan Ching, we believe in establishing a strong partnership with parents.

Our signature programme, PArents involved in Reading (Project PAiR), leverages partnership with parents to help inculcate the habit of reading among our students.

Parents will be encouraged to read similar articles as their child so that a meaningful discussion can take place.

Our students will then document the discussion and reflect on what they have read. They will also share their reflections with their parents and their peers in school.

Our parents are also encouraged to have fun with their child through play.

During school events such as Sports Day and Cross Country Day, parents are invited to participate with their child in the parent-child games.

Other sporting events also include relay runs and tug-of-war. Hence, there is never a dull moment for our parents!

“My child and I seldom discuss any news article or a book together. The activity in Project PAiR inspired us to love reading together.”

MS ANDREA, PARENT OF A SEC 3 (2018) STUDENT
APPLIED LEARNING PROGRAMME (ALP):

Nurturing STEM Leaders the Yuan Ching Way!

The school’s Applied Learning Programme in Marine Robotics provides opportunities for all lower secondary students to deepen their interest and passion in Science, Technology, Engineering and Mathematics. Students learn relevant life skills, values and competencies to apply their knowledge in the real-world context. They gain new authentic experiences from the building of the water robots to exploring innovative applications to overcome different water challenges. They also learn the importance of clean water and how they can play their part for a sustainable and green environment.

SUSTAINABLE LIVING IN A CLEAN & GREEN ENVIRONMENT:

Dare to Differ for the Environment!

Fun fact – there is a recycling corner in each and every classroom at Yuan Ching Secondary. Since 2005, our students have been involved in our newspaper recycling project. Students take pride in collecting old newspapers especially since they know that this will benefit the environment.

It is a common sight on every Friday when Environmental Champions of each class will queue up to have the newspapers weighed. Students also use recyclable materials for many of their projects, such as when designing their posters for E(Art)h Hour and the PET Rocket Programme.

During the PET Rocket Project, our students will design “rockets” made out of plastic bottles and other recycled materials. They will then launch their “rockets” over the field and see how well their product can fly.

Staff members play a part too. Twice a week, during our “Bring Your Own Container” days, staff members will bring their own containers for buying takeaway food, in an effort to stop using non-biodegradable materials such as styrofoam.

TEACHERS GROWING TEACHERS @YCSS:

Mentoring for Professional Excellence

We pride ourselves in having a team of educators who believe in the professional development of self and others for students’ learning. The strong learning culture amongst staff is developed through the collective efforts of both the Heads of Department and Teacher Leaders. The instructional mentors comprising our School Staff Developer, Lead Teacher and Senior Teachers, work closely with beginning teachers new to the school, to induct them and to build their professional competence. Mr Chew Chong Kiat, Lead Teacher for Mathematics, was conferred the Excellence in Mathematics Teaching Award 2017 and Mr Malek, Physics teacher, was presented with the Outstanding Science Teacher Award 2016.

The Recycling Project allows the students to step out of their comfort zone and be adaptable as they had to learn to communicate with residents who may not be able to converse in English or their Mother Tongue language. I am glad that our students are able to work well in their teams as they demonstrated team work when they brought the recyclables back to the collection centre.

Ms Lim Qiu Ping, Teacher

I was afraid to give out pamphlets to the residents at first as I was scared that the residents will ignore me. However, I overcame my fear eventually and approached the residents to spread the message on our recycling bazaar.

I find satisfaction in being able to help my junior. Having been in the programme for two months now, I feel more confident of my English as I see myself explaining more vocabulary and helping my junior read more fluently.

NG XIN HUI JOYCE, SEC 4 (2018)

You will never walk alone when it comes to reading. Students from our upper secondary classes volunteer to guide their juniors by reading the same book with them.

Through their joint reading journey, they have forged strong friendships and learned together at the same time. They also get to be engaged in discussions about the plot or the characters from the book.

I have benefited from this programme as I am able to learn difficult words quickly from my senior. She would correct me on the spot and that gives me time to learn more words.

ANG PHITCHAYAPA, SEC 3 (2018)

Public Speaking:

Stand up & Speak up!

“I’m afraid of making a speech in front of my friends!”

Is this a familiar fear? Every student is given the opportunity to speak during morning assembly for our Values of the Month (VOTM) presentations. Through this platform, our students will overcome their fear of public speaking and learn to internalise and demonstrate our school values at the same time.

Paired Reading:

Friendships Forged through Books

You read, I read, We read together!
LEARNING FOR LIFE PROGRAMME (LLP):

Music Is How We Fuel Excellence

From the start, music and aesthetics have been at the core of how we build character and strengthen the community spirit within and beyond the school.

For over thirty years, our Concert and Harmonica bands have brought us glory and accolades with their sterling standards of performance and ability to transform students without any music background into outstanding musicians.

Beyond the way the bands nurture bandsmen who have discipline, grit and who excel in their academic pursuits, what is more significant is the creative leap forward the school has taken by harnessing the power of music to strengthen character and transform talents into strengths of every Yuhuan.

We are one of the four schools in Singapore offering Music as a GCE ‘O’ level subject, under the Enhanced Music Programme. Our Learning for Life Programme (LLP), MELODY – Music Empowered Learners, Our Dynamic Yuhuans – uses music and aesthetics to encourage self-discovery, hone values, build a spirit of adventure and inculcate critical thinking dispositions in all students.

MELODY is weaved through myriad programmes from Secondary One to Secondary Four and Five.

The Secondary One Orientation Camp, Camp MELODY, introduces students to rhythm and movement, as well as provides them the opportunity to be creative and collaborative. The students explore various instruments and learn to STOMP while building synergy and camaraderie as a class.

Furthermore, students from all levels are invited and encouraged to display their talents by performing during lunch breaks at the canteen. These Lunchtime MELODY sessions build self-confidence and inspire many to want to pursue their passions.

MELODY also fosters strong partnership between the school, the Jurong Community and the public through two biennial public concerts, the Yuhua Show at the Jurong Spring Community Club and the Yuphonic Renditions Concert.

While it is heart-warming to see the students – from every CCA – sparkle and shine as their parents look on with pride, it is also refreshing to see the cadets from the Uniformed Groups and the sportsmen displaying their skills through music.

We have and will always believe Plato who said, “Music is to the mind as air is to the body.”
**APPLIED LEARNING PROGRAMME (ALP):**

**Transformers are Here**

Not the flashy noisy robots, but something even better!

Our students created a gadget to help residents at the St Luke’s Eldercare play table tennis, without the hassle of having to retrieve balls that have dropped on the floor.

The youthful and energetic cohort of Lower Secondary students visited St Luke’s Eldercare, and interviewed their elderly friends in the home to understand their needs. They were then tasked to apply the principles of Design Thinking to empathise with the needs, ideate on a problem, prototype and implement the solutions to the problems that they had identified.

Over a period of two terms, repeated visits were made, and different solutions trialled, before the students eventually settled on a robot, lovingly named Serve2.0 to reflect the team’s commitment to service to the community.

Serve2.0 is a cost-effective solution, making use of easily accessible and available Arduino based controllers, which are customised with students’ coding abilities, to enable the elderly to enjoy a game of table tennis. A mBot moves through a pre-defined route on the floor to pick up the balls, while a serving arm releases a ball when a sensor is activated. In harnessing technology and adding value to existing machines, students become active creators instead of being mere passive consumers of technology.

This is one of many projects that all Lower Secondary students go through, as part of the school’s Applied Learning Programme (ALP), CODER – Coding, Design Thinking and Robotics. Other projects included an automatic-watering system for plants and football playing robots.

Thus, our students are developed, inculcated with the 21st century competencies of being a concerned citizen and an active contributor, even as they help transform other people’s lives.

"This project has made me more aware of some of the challenges faced by the elderly. I feel that the coding skills that I have learnt have come into good use and that my team has actually contributed to the betterment of the community."

GOH BING DA, SEC 3 (2017)

**INTERDISCIPLINARY SCIENTIFIC EXPERIENTIAL AND EXPLORATORY PROGRAMME:**

**Eureka! See through the Lenses of Curiosity**

Thoughts about how things work in the natural and physical world around us often flash through the young curious minds of Yuhuans like Putri Amira from Secondary One as they take on the role of scientists.

The design of iSEE, Interdisciplinary Scientific Experiential and Exploratory, programme adopts a scientific investigative approach and extends the learning of science to the outdoors. Anchored in the 5E inquiry-based learning model (Engage, Explore, Explain, Extend, Evaluate), iSEE provides rich and authentic learning contexts for students to enhance their understanding of Science and related concepts that spans three fields in Science, namely, (i) biodiversity, (ii) Chemistry and our environment, and (iii) the physical world around us.

From science-based detective stories of “Who Dunnit?” to the “Heated Business of New Energy”, these novel and cross-disciplinary learning experiences nurture Yuhuans’ scientific attributes and motivate them to extend their learning beyond the classroom.

With a concoction of curiosity, creativity and scientific concepts, iSEE hopes to awaken the young Archimedes, Newton or Galileo in our Yuhuans, enabling them to create their own Eureka! lightbulb moments in science.

"The cells, they were so interesting that I decided to find out more about them after school!"

PUTRI AMIRA, SEC 1 (2017)
POSITIVE EDUCATION:
Finding My Way from Basement to Balcony

As part of the school’s Positive Education that focuses on harnessing Strengths, building Teams, developing Endurance, and training flexibility in thinking (S.T.E.F), all Secondary Three students go through a Strengths-based profiling workshop to learn about their top three talent themes that influence how they think, feel and act.

This helps them develop confidence in leading self and others. In turn, this will improve peer relationships as students learn to complement one other’s talent themes and manage differences amicably.

During the workshop, students learn how their talent themes can be “strengths” when they are at their “Balcony Behaviour” and when talent themes can be perceived as “weaknesses” when they are at their “Basement Behaviour”.

“I learnt about strengths which I never knew I had. The school’s Positive Education taught me how to understand my talent themes and apply them in daily life.”

MUHD RAZI RAFIQIN, SEC 3 (2017)
(TOP 3 TALENT THEMES: MAXIMISER, DISCIPLINE, CONSISTENCY)

“It taught me how to work effectively with others after understanding our unique strengths. I am able to devote more time to developing my strengths and addressing my shortcomings.”

CHERIE TAN LIN HUI, SEC 3 (2017)
(TOP 3 TALENT THEMES: DISCIPLINE, INPUT, INTELLECTION)

SUPPORT FROM ALUMNI:
A Lethal Spike!

We are certainly not referring to the spikes of a porcupine or sea urchin, but rather, a power move in our recent Volleyball Alumni Cup!

For the many batches of Volleyballers, who have since graduated, the saying “When you drink water, think of where it came from” – could not have been more apt. Many have continued to hone their skills as they pursue their post-secondary education. Once a year, these alumni come back to the school and pit their skills against our current students, as well as the other alumni batches. The 17th edition of the Volleyball Alumni Cup saw close to 20 teams of past and present students participating.

At the school, volleyball is more than just a sport – it is about the connection between current and past batches and the spirit of giving back. The current coach, Mr Lim, is one of the many alumni coaches who have continued to contribute to the school after graduation, acting as a mentor to our current students as well.

“Growing from strength to strength – a journey of strengths discovery and talent development.

“I hope that this spiking will be even more effective and lethal in time to come.”

AMILYA, CAPTAIN, ‘B’ DIVISION GIRLS CLASS OF 2017
AT A GLANCE

Address
35 Jurong West Street 41, Singapore 649406

Phone Number
6566 1985

School Website
www.yuhuasec.moe.edu.sg

School Vision
A Future-Ready School That Inspires Excellence.

How to get there
Nearest MRT Station
Lakeside

Bus Services
49, 98, 99, 157, 185, 187, 198, 335, 502

Distinctive Programmes
Applied Learning Programme:
Science, Technology, Engineering & Mathematics (STEM), CODER- Coding, DEsign Thinking and Robotics

Learning for Life Programme:
Music & Performing Arts, MELODY- Music Empowered Learners, Our Dynamic Yuhuans

Subjects Offered
Additional Mathematics, Art, Biology, Chemistry, Chinese, Computer Applications, Design and Technology, Physical Education, Electronics, Elements of Business Skills, English, Food and Nutrition, Geography, Humanities (Social Studies, Geography), Humanities (Social Studies, History), Humanities (Social Studies, Literature in English), Higher Chinese, Malay, Mathematics, Mobile Robotics, Music, Music (O Level), Physics, Project Work, Science, Science (Chemistry, Biology), Science (Physics, Chemistry), Social Studies, Tamil

CCAs
Physical Sports:
Football, Tchoukball, Volleyball, Wushu, Floorball

Uniformed Groups:
National Civil Defence Cadet Corps, NCC (Land), NPCC, Boy’s Brigade

Visual and Performing Arts:
Band – Concert, Choir, Dance, Harmonica Band, Stagewright

Clubs and Societies:
Infocomm and Media Club, Ldds – Chinese, Library, Robotics Club

LESSONS FROM NATURE:
Standing Tall, Against the Odds

Scientifically known as Tectona grandis, this teak tree has added value to the outdoor education for Yuhuans. Geography teachers have used it to spark students’ curiosity and further linked it to climate types and the importance of forests. As teak trees normally grow in a tropical monsoon climate, the tree in our school compound is an embodiment of strength and adaptability, having beaten the odds and taken root in Singapore’s equatorial climate. Its presence echoes our school values of resilience and adaptability, reminding Yuhuans that we must always be ready to change and adapt to changing conditions, and to persevere and fight on despite challenging circumstances.

Our Geography teacher conducting outdoor learning near the Teak Tree

PARTNERING THE COMMUNITY:
Project G.I.F.T. - Spreading Festive Cheer

In preparation for the Lunar New Year every year, students engage the residents through various activities, like the door-to-door distribution of mandarin oranges and hand-made festive cards (拜年), block spring-cleaning, level-marker painting and visits to the community hospitals to engage the elderly patients. The staff and students work in partnership with the South West Community Development Council.

"It was meaningful to do community work to usher in the new year...together we help residents, such as cleaning the lift landings and painting the yellow markers to heighten the awareness to seniors of the difference in the levels."

TAN NICOLE, A MEMBER OF PROJECT GIFT CLASS OF 2018

Yuhuans sharing the joy of the Chinese New Year festive season with the elderly at the Yuhua Senior Activity Centre

MERGING AS ONE BIG FAMILY:
We are growing from strength to strength!

Shuqun Secondary School and Yuhua Secondary School will come together to form a larger family, and function as a merged school from January 2019 onwards. Building on their strengths in providing students with experiential and practice-based learning, both schools will offer common Applied Subjects, Mobile Robotics for Normal (Technical) students and Electronics for Express students, from 2018.

Common strengths and long-standing traditions of both schools will continue to feature in the merged school, including the Band and Volleyball CCAs. To bond the students ahead of the merge, several of the CCAs have been holding joint training. There are also joint school events so that students from the two schools work collaboratively together. Shuqun’s history and heritage will be reflected in various spaces on the merged site. For example, a heritage area will be set up. With the merger, we aim to harness the legacies of the two schools and upsize the learning opportunities of our students.

Shuquinites and Yuhuans working collaboratively during the Chinese New Year Celebrations 2018

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Shuquinites and Yuhuans working collaboratively during the Chinese New Year Celebrations 2018
APPLIED LEARNING PROGRAMME (ALP):
“Tech-ling” Water Issues

‘Water is precious’- This is not a mere slogan. It is a way of life in Yusof Ishak Secondary School. The school cleverly taps on technologies such as Arduino and data loggers to expose students to many real-life applications of what they learn about water chemistry. The lower secondary students undergo a series of activities to understand the importance of clean water. Students carry out fieldwork visiting water bodies to collect data for analysis using flotation devices (Sea Perch) built by students. Upper secondary students have the opportunity to participate in Advanced Elective Modules such as Discovering Water Chemistry conducted by local polytechnics.

To extend their learning, students can look forward to participating in the Young Leaders Programme in Environment and Sustainability in Melbourne, Australia where they exchange ideas with peers who share the same passion, giving them a global perspective about the issues concerning water.

“Students pose with the ROV

I like the hands-on activities most, such as the construction of Sea Perch and water filters, and the use of Arduino to build a water alarm. These expose me to the fields of science and technology and additional knowledge that I would never get from textbooks alone.

HEE CHEE SENG, SEC 4 (2017)

This programme has given me the opportunity to play my part to spread the message of water conservation to my fellow schoolmates and family.

PREMANANTH LAVANYA, SEC 3 (2017)

Students show resilience in constantly improving their water filters. They are also being encouraged to think of innovative ways to come up with new sources of clean water.

MRS TAN YI LIN
HEAD OF DEPARTMENT FOR SCIENCE
CENTRE FOR TEACHING AND LEARNING EXCELLENCE:
Concepts Come Alive!

As YI students study a model of the Direct Circuit (DC) motor in groups, their understanding of how electromagnetism works brings home the point that science is literally everywhere. Their enthusiasm is infectious as they poke and prod the model and experiment with its workings.

At YI, Master Teachers work with our teachers to create innovative and engaging learning experiences for our students in the form of live demonstrations. For example, in science classes, students learn about projectile motion by launching toy rockets. Using the toy rocket, students predict the landing point after it is propelled. The learning does not stop there! Students then use computing devices to deepen their learning of the topic.

The weekly professional development meetings and the opportunity to co-teach with a Master Teacher have enabled me to try out new strategies and reflect on their effectiveness in my teaching. The development of the Centre has indeed been very beneficial and has been a good move which has worked out well for both students and teachers.

MR WILLIAM HONG, SCIENCE AND MATHEMATICS TEACHER

In September 2015, our school was made the Centre for Teaching and Learning Excellence. This is a unique collaboration between YI, Academy of Singapore Teachers (AST), the National Institute of Education (NIE) and the Ministry of Education (MOE). Master Teachers and researchers work closely with our teachers to design learning that caters to the different needs of the students.

Of course, behind every lesson there is extensive discussion of ideas and planning amongst the Master Teachers, partners and teachers. All this, to make learning in the classroom become a masterpiece at YI.

The Master Teacher and our teachers interact a lot with the class and always make sure the lessons are exciting with hands-on tools to make the concepts become real for us.


The Centre has had a great impact on the teachers’ professional learning and the outcome has been better student engagement and of course a deeper understanding of what has been taught in the classroom. It is a place where ideas and innovative practices are born.

MR YAP BOON CHIEN, MASTER TEACHER FOR PHYSICS.

STUDENT CONFERENCE:
When Students Do the Teaching

K-pop, making of slime (it’s a thing), baking, creating a piece of artwork - these are some of the exciting and fun activities that students and staff have the opportunity to participate in, during the school’s annual Student Conference. What makes this conference unique is that the teachers for the day are all YI students!

I have learnt that it takes courage and confidence to speak and teach in front of others. It is also a good opportunity to collaborate and to get to know my peers and teachers. I feel happy and proud that I could share tips on baking while learning new things.

NIKOL GOH ZHI WEI, SEC 2 STUDENT-PRESENTER AT THE 2017 STUDENT CONFERENCE

The Student Conference provides opportunities for Yusoffians to share their learning and what they are passionate about with fellow schoolmates and their teachers. Students form their own teams to collaborate on their proposals, planning the flow and activities for the sharing, and resources required. Each group is assigned a teacher-mentor whom they can turn to, to fine-tune their sharing session.

I was really impressed by how clear and confident the students were during their presentation. They have grown in their confidence in speaking in front of an audience. The presenters also worked well with each other and articulated their thoughts with clarity.

MDM SALLY HONG
ART AND ENGLISH TEACHER
CCE LESSONS:
Your Voice Is Heard!

In this digital age, more and more students want to air their opinions and share their life stories on social networking sites. So why not tap on this interest in the classroom as well? In Character and Citizenship Education (CCE) lessons at YI, students use the digital space of Google Classroom to share with their classmates their personal experiences and opinions. In this way, they learn more about the different perspectives of their friends and this helps them to reflect on their own beliefs. Teachers then use the ideas, thoughts and insights shared by their students to spark discussion on an issue or topic. This not only makes the lessons more interesting, it also allows students to explore the topic of discussion in depth.

With the 1:1 computing programme at YI, technology is used in every aspect of student learning. By placing a personal learning device in the hands of every student, teachers can guide students to access learning resources beyond the classroom and collaborate with others outside of school. It also promotes more positive learning experiences for students and teachers. These put Yusoffians in good stead for the changing demands of the working environment especially as Singapore moves to become a Smart Nation.

LEARNING FOR LIFE PROGRAMME (LLP):
Hearts in Tune

Do the names Georgette Chen, Liu Kang and Chua Mia Tee ring a bell? Do they sound unfamiliar? Not to our Secondary One students! Ask any of them and they will definitely be able to identify the Nanyang artists they discovered on their learning journeys that focus on local artists. Students are even able to discuss the elements of music and drama which are infused in the artworks.

The fun doesn’t end here! Secondary Two students are transported back in time as they visit the Intan, a Peranakan heritage home-museum. Students get to interact with the museum owner and even enjoy delicious Peranakan delights.

The history and heritage of our nation come alive in the music and art lessons at YI. As part of the Learning for Life Programme, H²eArts in Tune: History and Heritage through Arts and Music Programme, all lower secondary students are enthused about the history and heritage of our national collection of artworks that spans a rich historical and cultural landscape.

As part of their learning, students paint masks to represent their personal impressions of Singapore. This is just one of many activities that allow students to connect with the history and culture of the nation. Students also create stop motion works based on the theme of racial harmony and also learn how to play different musical instruments such as the Guzheng, Kompang and Angklung. These musical and artistic experiences culminate in a showcase of the artworks and performance at the end of the school year, ending the year on a real high!

I enjoy using the google classroom for CCE lessons. It helps me become closer to my classmates as we get to exchange opinions and ideas together.

NOOR DINI ZAHIAH BTE KHAIRUZIN, SEC3 (2017)

I have personally enjoyed using the digital platform for students to discuss their projects and even note down their reflections at every stage. This helps students to share their thoughts and feelings in a safe environment.

MS SANDRA VINCENT, LITERATURE AND ENGLISH TEACHER
DID YOU KNOW:

Only School Named After a President!

We’re named for the First President of Singapore who was respected as a statesman, scholar and sportsman. He embodied the values of responsibility, resilience, respect, confidence, and compassion – qualities which Yusoffians embrace and look up to. Our school first started “life” as Jubilee Integrated Secondary School in 1965 and later, on 26 July 1966, then-Prime Minister Lee Kuan Yew declared Yusof Ishak Secondary School open.

Did You Know:

We Created The Presidents’ Trail

Back in 2015, in conjunction with SG50 and YI50, the school developed ‘The Presidents’ Trail’, an idea first mooted by current President Halimah Yacob, then Member of Parliament for Bukit Batok East Constituency and Speaker of Parliament. It is part of the school’s contribution to the SG50 commemoration activities and one that seeks to unveil a side of Singapore’s history that citizens do not often hear about. The Trail shares the personal stories of our first seven Presidents, inspirational stories that are life lessons for us all!

DID YOU KNOW:

Sporting Good Times!

We don’t play football in the field. We play in water! We don’t play traditional sports on flat surfaces like soccer and volleyball courts. We play on an inflatable court featuring a trampoline on each side of the net! We don’t play dodgeball using a rubber ball. We play using large foam tips! Oh yes, you heard it right! The Sports Carnival at YI features modern sports such as Water Soccer, Bossa Ball and Tag Archery. So what are you waiting for? Join us and join in the fun!

Students presenting The Presidents’ Trail App to Mr Tony Tan

Picture of the Old School Building at Jubilee Road

Our Beginnings - Jubilee Road Campus

Students while playing Water Soccer

Bossa Ball

AT A GLANCE

Address
11 Bukit Batok Street 25,
Singapore 658712

Phone Number
6500 9800

School Website
www.yusofishaksec.moe.edu.sg

School Vision
The First President School, an institution that nurtures Scholars, Sportsmen and Statesmen.

How to get there
Nearest MRT Station
Bukit Batok

Bus Services
61, 66, 77, 106, 157, 174, 178, 506, 852, 963

Distinctive Programmes
Applied Learning Programme: Programme for Authentic Science, Technology and Environmental Learning
Learning for Life Programme: H2eArts in Tune Programme: History & Heritage through Arts & Music Programme

Subjects Offered
Additional Mathematics, Art, Biology, Chemistry, Chinese, Computer Applications, Design and Technology, Elements of Business Skills, English, Food and Nutrition, Geography, Humanities (Social Studies, Geography), Humanities (Social Studies, History), History, Higher Chinese, Higher Malay, Literature in English, Malay, Mathematics, Physics, Science (Chemistry, Biology), Science (Physics, Chemistry), Tamil

CCAs
Physical Sports: Badminton, Floorball (Boys), Netball (Girls), Sepak Takraw (Boys)
Uniformed Groups: NCC Land (Boys & Girls), NPCC (Boys & Girls)
Visual and Performing Arts: Art And Design Club, Band – Symphonic, Choir, Dance – Indian, Dance – Malay
Clubs and Societies: Interact Club, New Media Club
LEARNING FOR LIFE PROGRAMME (LLP):
Outdoor Education Is in the School’s DNA

Secondary 1 students will all get to try the Challenge Pole, a 10m-high pole, where they need to leap into thin air and grab a trapeze.

It’s one of the school’s high elements, and is right in front of the school, as the driveway sweeps to the foyer.

They are daily reminders to students of their school’s emphasis on outdoor education and character-building.

Other than the Challenge Pole, Secondary 1 students will also meet the Cargo Net (near the Indoor Rock Wall) during orientation.

Secondary 2 students will have the opportunity to venture out on a location based-learning exercise for Geography. Also, in PE lessons, they get to try out the abseiling wall and rock wall.

Secondary 3 students get to plan and execute a three-day, two-night adventure hike-and-camp, taking them as far away as Labrador Park, Changi Chapel, and Pasir Ris.

Unsurprisingly, one of the school’s most popular CCAs is its Outdoor Activities Club (ODAC).

Whether it’s field-cooking, dragon-boating at the Sports Hub, building sandcastles at East Coast Park or cycling on Coney Island, the student leaders plan each week’s programme.

ODAC students also have exclusive access to some of the tougher high elements in the school, for which the school will call in specialist vendors.

We’re not afraid of heights… right?

A run-down of the outdoor facilities in Zhenghua:

Outdoor Rock Wall – A favourite with the students, there is an annual intra-school rock-climbing competition, and ODAC members get certified as climbers in their own campus.

Indoor Rock Wall – Two storeys high, it is housed in a pavilion with the Cargo Net. For PE lessons and rainy days.

Abseiling Wall – Three storeys high, allows students to learn how to descend a wall using a rope.

Challenge Pole – A 10m-high pole (and safety set up) with a trapeze.

Cargo Net – The curved pole and safety harnesses allow students to climb as far as the pavilion roof.

Leap of Faith – Two high platforms over a metre apart. One student stands on each and they have to swap places.

Broken Bridge – A horizontal rope ladder stretching between two wings of the classroom block, four storeys high.
CO-CURRICULAR ACTIVITIES:

The Air Advantage at Zhenghua

NCC is common, but NCC (Air) is much less so. It joins ACS, SJI, Bartley, Changkat Changi, Unity Secondary School and a mere handful of other Singaporean schools with Air units.

It’s the most popular CCA in the school, with some 100 students, and is overseen by several teachers.

Apart from drills, leadership training and camping, as with other UGs, NCC (Air) members get to visit airbases and make remote-control planes.

Other CCAs include:

INFOCOMM CLUB: Zhenghua’s students were invited by the Ministry of Education to come up with the opening sequence animation video for the 2016 International Conference on Teaching and Learning with Technology.

ART CLUB: Members get to unleash their artistic impulses to benefit the school, by helping with decorations for various events and creating delightful gifts for guests of honour.

THE HANDBELL ENSEMBLE: Currently a 30 member strong group, each student is assigned one bell. They have to work on their coordination, precise timing, and focus in order to produce a beautiful melody.

THE DRUMS ENSEMBLE: It’s a good way to let loose frustration, but it also teaches the students basic rhythms of drumming and percussion.

OUTDOOR ADVENTURE CLUB: Get outdoors and relish in the thrilling fun of activities such as camping, orienteering, hiking, and more. Members pride themselves on being open to new challenges and being resilient.

PSG:

Night Study Munchies

Friday nights in Term 4, closer to the exams, students can look forward to a free dinner if they need it. They’re encouraged to come in and study on any night from 6pm - 8.30pm in the quiet school canteen, where they are chaperoned by teachers.

Zhenghua’s very active PSG raises funds to pay for food to fuel the students. Biscuits and Milo are available at any time, but on Friday nights at about 7pm, students will queue up to get packet meals on a first-come-first-serve basis.

Ex-PSG vice-chairman Mdm Maslina, who is also the vendor of the canteen’s Western food stall, prepares 40 or so packets. She notes, “The last night before exams, I come up with a special treat; let the children have something fun before the final struggle!”.

The discipline is strict, kids [are encouraged to] go straight home after school. My son doesn’t just ‘hang out’ and get into trouble. Also, the discipline applies to his schedule: school work, homework and CCAs. He’s in NCC, an admin head. This will help him grow into a ‘future-ready leader’ just like the school vision says.

MRS JANICE CHEW, PSG CHAIRMAN (2017)

The last night before exams, I come up with a special treat; let the children have something fun before the final struggle!

MDM MASLINA, VICE-CHAIRMAN OF PSG (2017)
SEC 3 PLACE-BASED EXPEDITION:

How many 15-year-olds get to plan their own three-day two-night camp?

In Zhenghua, the entire Secondary 3 cohort gets to DIY their class expedition, instead of just following a teacher’s plans, as is the case with most camps.

Led by the PE department, each class breaks into various subcommittees, planning where to go, researching transport routes to each night’s campsite.

They may end up as far away as Changi or Labrador park, or in MOE’s Outdoor Adventure Learning Centres.

The meals committee allocates how much to spend on each meal (including one barbecue). They even go to supermarkets to buy food.

The students also discuss who takes pictures and even what colour T-shirts their class should get.

Since phones are banned throughout the expedition, it forces the students to interact as they walk. And of course, they learn to negotiate and share duties as well as supplies.

Takeaways gathered from the students were that the expedition was more fun than other camps because the students got to do everything on their own.

Another takeaway was that they all got to bond. Whether it was through chatting while hiking, or by sharing food once they arrived at the campsite, that close bonding was something the students would remember for years to come.

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Billed as a “geographical inquiry”, this hour-long lesson turns a cohort of geography students loose in the Bukit Panjang neighbourhood.

Each class is sent out to explore the community, find answers to geographical questions, and to interview residents.

Students are split into pairs and given an activity worksheet with questions to ask anyone they meet.

These include, “Do you like your estate?” and “Do you think there are sufficient amenities in the area?”

Each pair also has to also come up with a final question. Fairly common ones include, “Would you continue to stay in Bukit Panjang if you had the chance to move out?” or “How do you rate the place you are staying in now?”

Students relished in the freedom of roaming around the neighbourhood, poking around the nooks and crannies of the area. Some students even discovered a public amphitheatre hidden near a car park in Bukit Panjang!

However, some students found the interview portion of their task tough, as it was difficult to find people who were willing to do their survey. Occasionally, there were also some language issues with monolingual residents.

Despite the challenge, the process allowed students to learn how to be confident communicators - a skill that will definitely come in handy in the future.

AUTHENTIC LEARNING:
	Out of School in the Real World

Students discuss findings in groups at the neighbourhood playground after talking to residents
APPLIED LEARNING PROGRAMME (ALP):
Dance, Robots, Dance!

All lower secondary students learn how to command mobile robots (mbots) to sense and react to their surroundings.

They learn to code using Scratch programming, and make their mbots follow lines on the ground and engage in crazy antics such as dancing to flashing their own “disco lights”!

At the Upper Secondary levels, selected students get to collaborate with Google, the school’s industry partner.

Thanks to this partnership, they get the chance to visit the Google Data Centre and participate in an APP creation workshop. In the workshop, they learn to interact with an iBoardbot, a robot capable of writing texts and drawing with great precision, through the iBoardbot WebAPP.

CULTURE:
Connecting with Each and Every Child

“How are you this morning?”

Five simple words, but how often do people ask one another this question? And how many more will actually listen to the answer?

At Zhenghua, teachers start the day chatting with students as part of the Morning Touch-base with students.

Teachers take the opportunity to check in on students’ wellbeing and needs during this short chat, which allows students to share their inner thoughts and concerns outside the classroom. They help shape that safe and caring environment that Zhenghua is known for.

All students get to have a one-to-one chat with their teachers at least a few times a year through various platforms such as the Student-Teacher conferences, Form Teacher time, and this Morning Touch-Base with students.

In the event that a student needs to speak to another adult, they can also turn to the school counsellors as well. Educators at Zhenghua see more than “a student”, they see a unique individual with potential, possibilities, and aspirations.
Acknowledgements

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