Foreword

WE STories is a collection of stories from secondary schools, specialised and specialised independent schools in the West Zone. Just as our lives are made up of stories and the stories we tell to one another, every school has a fascinating story to share and an utterly unique perspective from which to tell it. Through each narrative, we hope to give fresh insights on the endeavours of each school in creating authentic learning experiences for our students.

Building on the efforts of our inaugural issue in 2018, the West Zone Publicity Committee has worked on an electronic version for the 2019 edition of WE STories. Some new features include a map that shows the actual geographical location of schools with links that lead the reader directly to the respective schools’ stories. Information on the schools’ Applied Learning Programmes (ALP), Learning for Life Programmes (LLP) and talent areas for Direct School Admission (DSA) have also been consolidated into one list for easy referencing. We hope that this would allow P6 students to more easily identify schools that could best support their own areas of interest and passion, when selecting their secondary schools.

Stories have power to bring people together and we hope that WE STories will connect our schools with you. We believe the stories will be helpful to parents and teachers in guiding their charges towards choosing schools that can cater to their interests and strengths. More importantly, we hope our primary school students who are on the cusp of a new chapter in the education journey will be excited by the many new learning experiences that await them in secondary school.

May you be delighted by the stories we have shared!

West Zone Publicity Committee Members

Advisor:
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Superintendent West 2 Cluster

Co-Chair:
Mrs Angeline Chan
Principal, Hillgrove Secondary School

Co-Chair:
Mr Eugene Lin
Principal, Zhenghua Secondary School

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Vice-Principal, Henry Park Primary School

Mr Lee Ko Yong
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Mr Syamsul Anwar
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Mdm Diana Goh
Vice-Principal, Teck Whye Secondary School

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Vice-Principal, Lakeside Primary School
Contents

Assumption English School 6 90 Kranji Secondary School
Assumption Pathway School 10 94 Methodist Girls' School
Boon Lay Secondary School 14 98 Nan Hua High School
Bukit Batok Secondary School 18 102 Nanyang Girls' High School
Bukit Panjang Government High School 22 106 New Town Secondary School
Bukit View Secondary School 26 110 NUS High School of Math and Science
Chua Chu Kang Secondary School 30 114 Regent Secondary School
Clementi Town Secondary School 34 118 River Valley High School
Commonwealth Secondary School 38 122 School of Science and Technology
Crest Secondary School 42 126 Swiss Cottage Secondary School
Dunearn Secondary School 46 130 Teck Whye Secondary School
Fajar Secondary School 50 134 Unity Secondary School
Fuhua Secondary School 54 138 West Spring Secondary School
Greenridge Secondary School 58 142 Westwood Secondary School
Hillgrove Secondary School 62 146 Yuan Ching Secondary School
Hwa Yi Secondary School 66 150 Yuhua Secondary School
Hwa Chong Institution 70 154 Zhonghua Secondary School
Jurong Secondary School 74 158 West Zone Secondary Schools DSA Talent Areas
Jurong West Secondary School 78 161 2019 Applied Learning Programme (ALP) & Learning For Life Programme (LLP)
Jurongville Secondary School 82
Juying Secondary School 86 162 Acknowledgement
SPEAK Out, SPEAK Loud!

Good morning, Assumptionknights…

This is a familiar line that greets the school each morning during assembly. Every day, two Lower Secondary students are scheduled to report the news headlines to the school population as part of the school's Applied Learning Programme (ALP), SPeak English to the news headlines over the PA system.

In AES, students build their confidence and eloquence in speaking through a variety of programmes as part of the English Language curriculum.

Secondary 1 (Book Trailers)

In groups, Assumptionknights produce book trailers with the aim of encouraging others to read. They write their own scripts and set the direction for their trailers, making use of the narrative skills and techniques, as well as articulation strategies taught in class to produce the clips.

Secondary 2 (News Clips)

Taking on roles as news anchors and reporters, Assumptionknights continue to develop speaking and presentation skills by writing and producing news clips.

Secondary 3 (Campaigns)

As they grow in confidence, Assumptionknights learn to become convincing advocates for a variety of issues. Secondary 3 seniors take turns to raise awareness for their selected social campaigns, persuading their peers to join them in their cause.

Upper Secondary Levels (Public Speaking)

As part of the Inter-class Debate Championships and the YMCA Plain English Speaking Awards (PESA) allow eloquent students to engage in intellectual debates with their peers and present their views to a larger audience.

Beyond the Classroom Walls – Learning Comes Alive at AES

Through various performance tasks and authentic hands-on learning experiences, Secondary 1 students apply their knowledge and understanding to solve real-world problems beyond the classroom walls.

Imagine you are stranded on an island with no access to clean water. Can you build a simple water filtration system to obtain clean and drinkable water from the seawater available around the island?

With that in mind, our Assumptionknights head down to the school pond to collect water samples and find out more about water quality. They make use of their collected samples to conduct separation techniques, before finally proceeding to design and build their own water filtration system using recycled materials.

In another lesson, Assumptionknights use estimation and measurement skills learnt in Mathematics to calculate areas of shapes and polygons needed to make the best kites.

The lesson unit ends with the students running gleefully around the school field competing to see whose kite will fly the furthest, and for the longest period of time.

Through the actual fieldwork at Dairy Farm Nature Park, we saw what we learnt about in the Geography textbook. I saw the layers of the rainforest and how the canopy layer helps to provide shade. I also saw many beautiful flowers and many different types of trees. It was a breathtaking view.

― Wong Dalton, Sec 1 (2019)

Students preparing to fly their kites on the school field

A Home Within School

In Secondary 2 History, Assumptionknights learn about what life was like during the Japanese Occupation through a visit to the Ford Factory Museum for insights into those dark times. Beyond seeing, students are challenged to feel what was felt: the highlight of the whole experience is a food rationing exercise and a simulated Sook Ching operations back in school after the museum visit.

― Cabin Leaders taking ownership of their duties and responsibilities

JOY IN LEARNING: beyond the Classroom Walls

Inclusive Education and Leadership

All these are part of the GABRIEL (Guiding And Building Resilience through Inclusive Education and Leadership) Programme, which focuses on providing support and intervention for identified Assumptionknights through a wide range of programmes.

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

― Cabin Leaders also take charge of planning and running engagement activities, such as the Nerf War Championship and the AES Frisbee Clinic for the student population.
CO-CURRICULAR ACTIVITIES (CCA):

DSA (Sports) — Nurturing Players in Every Field

"Ichi, ni, san, shi! Go, roku, shichi, hachi!"

“Those are the familiar chants one will hear along the corridors of the AES Dojo, where the Judokas count in Japanese for their warm-ups and cool-down exercises. CCAs are an integral part of a vibrant school life at Assumption English School, and Judo is one of the three DSA Sports identified in our school, alongside Basketball and Football. As a form of martial art, Judo instils a sense of self-discipline and respect for others. As a sport, it sharpens reflexes, promotes better body coordination and concentration. Our football coach, Mr Philippe Aw, is a recognised Football Association of Singapore (FAS) Coach and presently the Coach of the National Under-15 Football Team.

In AES, we believe in harnessing passions and talents, but more importantly, we believe in enabling our Assumptionknights to believe in their potential, and to believe that achieving and extending that potential is possible.

Mr Benjamin Karr, AES Principal

Basketball coaches, Mr Kelly Lee and Mr Kua Hong Yong, are experienced basketball players themselves and understand the importance of confidence and strong will through exposure and practice.

Since 2019, beyond individual training sessions in the respective CCA areas, the school has established mental skills coaching arrangement from distinguished Sport and Psychology coach, Mr Hansen Bay. Mr Bay serves as the Assistant Director for Coaching Development at the Singapore Sport Institute (SSI).

With the coaching strategies shared by Mr Bay, the adult facilitators are empowered to share a common passion with AES students and to guide them better to extend beyond short-term wins.

When we learn how to focus on the process instead of the outcome, we focus on what we can control instead of what we can’t. That is how we build resilience. - Hansen Bay, Coach Developer, Sport & Psychology coach

LIFELONG LEARNING PROGRAMME (LLP):

Montfortian Way: Leading through Serving Others

We seek to develop compassionate Assumptionknights who think beyond themselves and are willing to serve others, especially those who may be in need.

Learn to Serve

Our patron saint, St Louis Marie de Montfort, showed humility and compassion for the poor and the sick in Dinan, a town in France. Inspired by his desire to help others, our school’s Lifelong Learning Programme (LLP) is titled the ‘DINAN’ Leadership Programme.

Through Values in Action projects and initiatives, Assumptionknights are encouraged to follow in Montfort’s footsteps to contribute actively towards the school and the local community.

Lead to Inspire

At the pinnacle of student leadership in AES, our Assumptionknights become confident leaders, passionate about their cause, and thoughtful in their actions - The Montfortian Way.

“Those whom the world rejects must move you the most.”

“Serve to Lead

Identified student leaders are given opportunities to lead their peers in a variety of programmes and projects. These include:

• Roles in the Class Committee
• CCA leadership
• Young Scientist Programme
• Student Council

Through the workshop, I learnt how to lead people and I could link it to how our teachers feel when they teach in class. I am glad to be part of the process of planning and leading participating in the Amazing Race during the Learning Festival.

Ngo Ping Yu, Owen, (bottom right, Sec 2 young scientist (2019))”

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! There are only 17 NCC (Sea) units in Singapore. Being one of the privileged few units on the island, 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 water-based activities such as kayaking, rowing, sailing and diving. They also undergo basic training to attain certifications and badges, recognised and endorsed by the Singapore Canoe Federation and NCC Headquarters.

AIS 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!

The Montfortian Education, we are constantly reminded to care for and to serve the lost, the least and the marginalised in our society.

34 Countires, 7 Local Institutions, 1 Mission

Assumption English School is a part of a larger network of the Gabrielite schools in 34 countries and 5 continents. Our affiliated schools include Montfort schools, St. Gabriel’s schools and Catholic Junior College.

Our 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 remain committed in our mission to develop Men and Women of Character and Learning, responsible towards self, and empathetic towards others.

Through the Montfortian Education, we are constantly reminded to care for and to serve the lost, the least and the marginalised in our society.

AT A GLANCE

Address
622 Upper Bukit Timah Road, Singapore 678177

Phone Number
6572 9100

School Website
www.assumptionenglish.moe.edu.sg

School Vision
Men and Women of Character and Learning, in the service of God and Community.

How to get there
Nearest MRT Station
Cathay

Bus Services
97, 75, 170, 171, 176, 184, 961, 965, 970

Distinctive Programmes
Apprentice Learning Programme: Speak English with grace and Knowledge (SPELL)

Learning for Life Programme: DINAN Leadership Programme - Serving the Last, the Lost, and the Least

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

CCAs
Physical Sports: Basketball, Floorball, Football, Judo, Softball
Uniformed Groups:
Girl Guides, MCC (Sea), MPC, Red Cross Youth
Visual and Performing Arts: Band - Concert, Choir, Dance Ensemble
Clubs and Societies: Green Club, English Language Drama and Debate Society

DID YOU KNOW:

- Serving the Last, the Lost, and the Least
- ‘DINAN’ Leadership Programme
- Developing Men and Women of Character and Learning since 1953
CHARACTER DEVELOPMENT PROGRAMME:

iSTAY in School to cultivate Good Behaviour and Discipline

APS 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.

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 meals, and ironing their uniforms.

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

APS 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 APS 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 haircutting 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.

VOCAIONAL TRAINING PROGRAMME:

Learning Vocational Skills at APS to be Workforce Ready

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

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, canteen stall and hairdressing salon 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.
VOCA TIONAL 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.

FOUNDATION PROGRAMME: Year One Special Programme, Choosing Your Own Form Class

The newly minted Year One students have a choice of class based enrichment programmes that are specially curated and organised for them.

At the start of the year, the Year One teachers will provide all new Year One students information about enrichment programmes they can opt in for. The students will then be grouped into classes based on the programmes they have selected. These programmes include specialised art programmes, martial arts lessons, drama or acting class and state of the art ICT based programmes.

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DID YOU KNOW: The ART Porridge Buffet to Warm Your Heart

One would have to wait two months to secure a seat for the porridge buffet which is held every last Friday of the month. The Assumption Restaurant for Training (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 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.

DID YOU KNOW: Cakes And Pastries That Makes You Smile

Cakes and Pastries baked with dedication from The ART. During festive periods, one can purchase pineapple tarts, mooncakes and even Christmas fruitcakes. Apart from the freshly baked buns and pastries for sale over the dell 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 the APS Baking Production Kitchen work together to fulfill 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.
In BLS, We Discover, Experience & Aspire!

W hat 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 Parliamentaryarian”, one of the modules running over three school terms, offered to help them explore career options.

Other students were at different venues learning new languages, training to be journalists, exploring electronics 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.

Moving teachers away from the traditional class-centric system has helped enhance teacher-student relationships. Better able to understand the individual talents and needs of my CCA students, I can better devise a developmental plan for them. It is also encouraging to see my student leaders stepping up to give advice to their juniors on how to manage their studies.

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.

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.

Through CCAs, pupils will also build on their interests, be able to live their passion and even pursue them. For example, if a student develops interest in sports CCA, they could choose to pursue post-secondary qualifications in sports and exercise sciences.

What’s in the Box?

E very 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.

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.

LEARNING FOR LIFE PROGRAMME (LLP):

In BLS, CCA teachers here play a more significant role than ever as mentors to bring out the greatness in every child.

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LEARNING FOR LIFE PROGRAMME (LLP)

**INSPIRE@BLS Developing Confidence to Shine**

Students passionate to explore 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 the Performing Arts through specialised workshops as well as level excursions to arts-related exhibitions and performances.

With an array of workshops available, the Lower Secondary students are spoilt for choice: K-pop 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.

**DID YOU KNOW**:

- Students get comfortable learning in the learning space.
- BLS Movie Day Out. It was a very new experience to be watching a movie together as a school like we do with our family members, not to mention that it is also cool to be in a school that books an entire movie theatre to take all the students out for a movie during a school day!

**Favourite Lab**

**Boon Lay’s Favourite Lab**

The Material Science Studio appeals to the students as a whole new level of hands-on, interactive classes are available to them. SETting in a colourful laboratory designed in collaboration with Singapore Science Centre, students are motivated to propose relevant projects to address real-life problems in the community.

Students no longer just craft proposals or give presentations. In this studio, they can use special and exotic materials like shape memory alloys and piezoelectric sensors to create solutions. They can also use Chromebooks, 3D printers and a laser cutter to create 3D printable products as prototypes to test their solutions.

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

Kwek Joon Hong, Science Teacher

**OUR MOVIE DAY OUT**

Students scribble their ideas and thoughts on the flip-top whiteboard tables, students feel more confident about sharing them with their peers. With reworkable 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 features are found in BLS.

**OUR MOVIE DAY OUT**

"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 Nar Binte Mohamed Fazli

"Boon Lay 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."

**TEACHERS AND STUDENTS BOND AS THEY PULL IN ONE DIRECTION**

"BLS Movie Day Out. It was a very new experience to be watching a movie together as a school like we do with our family members, not to mention that it is also cool to be in a school that books an entire movie theatre to take all the students out for a movie during a school day!"

Muhamd Mofasau Bin Md Shahriz, National Civil Defence Cadet Corps

**LEARNING STUDIO**

Learning Studios  
Flexible and Fun  
Customised

"How can the items in the box work together? BLS students discover this.

A display of the things that students concocted with the 3D printer.

"Students gear up to perform after their LLP modules.

"Follow us on Instagram!"

"Distinct Family Events, Together We Bond and We Grow"

Here at Boon Lay Secondary, everyone is part of an extended family where teachers dedicate their time and effort to support every child in the learning of knowledge, skills and values.

Here, teachers also invest time to bond with the students during the annual Movie Day and Games Day, forging fond memories of the times together as a BLS family.

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

Kwek Joon Hong, Science Teacher

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Kwek Joon Hong, Science Teacher
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 integral to 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 on 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 Stacks in which they steadily pull out blocks while still maintaining the balance of the structure.

Every year, Sec 1 students take on a challenging outdoor camp to strengthen their dispositions to “Persist” and “Think Inter-dependently” as they negotiate high-obstacle courses and develop more peers as leaders through various Values in Action (VIA) opportunities in the school.

Our Habits of Mind posters constantly remind our students to be mindful to “Persist” and “Think Inter-dependently” as they negotiate high-obstacle courses and work in teams to reach common goals.

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

Preparing for Future Challenges is a strong belief that the teachers had in me and their passion in teaching us made a huge difference to my own confidence and outlook to life.

Dr Aishworiya Ramkumar, alumnus (class of 2005), Pediatrician @ National university hospital

Our Habits of Mind posters constantly remind our students to be mindful to “Persist” and “Think Inter-dependently” as they negotiate high-obstacle courses and work in teams to reach common goals.

Our challenging outdoor camp for Sec 1 students teaches teamwork.

HOM dispositions are practised everyday in class, at GCA, 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 Rachel Tan Wai Wai, Sec 4 (2019)

Being able to be part of Project Mi and contribute back to the community makes me proud as a BBSS youth leader. It is not always that we have this chance to help those in need, so I am grateful for the opportunity to lead in Project Mi.

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.

Through this project, ongoing for eight 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:

• 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.

BBSS also taught us important lessons in resilience through the school’s motto of constantly challenging ourselves to be our best - overcoming odds to become the best versions of ourselves.

Dr Mark Lim Jiai Wei, Alumna (class of 2004), lead scientist & adjunct lecturer - energy research institute @ NTU

CREATE, IMAGING AND INNOVATING:
Enterprise and Innovation Core (EIC)

The Enterprise and Innovation Core (EIC) was formed to catalyze growth of the ideation culture in BBSS and students strongly believe that they have the innate ability to create, imagine and innovate, transforming problems into favourable outcomes.

The EIC boasts a myriad of uses and its possibilities aplenty, instantaneously bustling with a culture in BBSS and students strongly believe that they have the innate ability to create, imagine and innovate, transforming problems into favourable outcomes.

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• 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”.

Our teachers are BBSSians working interdependently as a team.

Our Habits of Mind posters constantly remind our students to be mindful to “Persist” and “Think Inter-dependently” as they negotiate high-obstacle courses and work in teams to reach common goals.

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

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The strong belief that the teachers had in me and their passion in teaching us made a huge difference to my own confidence and outlook to life.

Dr Aishworiya Ramkumar, alumnus (class of 2005), Pediatrician @ National university hospital

BUSINESS WITHIN: Partnerships With views from all stakeholders feedback incorporated by the school in two ways:

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Dr Aishworiya Ramkumar, alumnus (class of 2005), Pediatrician @ National university hospital
True to our school motto “Be Our Best”, our dancers are constantly pushing boundaries with Malay Dance like Gardens by the Bay. They also engage in creative expression of music as they challenge opportunities to hone their musical skills through performances at notable outdoor venues.

Awarded with the 4th Distinction in a row for the SYF Arts Presentation, our students get other exciting CCAs include:

**Chinese Orchestra (CO)**
- Awarded with the 4th Distinction in a row for the SYF Arts Presentation, our students get opportunities to hone their musical skills through performances at notable outdoor venues like Gardens by the Bay. They also engage in creative expression of music as they challenge themselves to present popular music using traditional instruments in school.

**English Language Drama and Debate Society (ELDDS)**
- ELDDS offers students a wide array of opportunities to develop their dramatic and oratorical skills. ELDDS members have written and performed their own scripts for both school and public performances, besides collaborating with drama students from other schools at platforms such as the M1 Youth Theatre Festival Workshops at the Esplanade.
- ELDDS members were also involved in the school’s biennial musical Metamorphosis, in addition to the Singapore Youth Festival (SYF) and the Singapore Secondary Schools’ Debate Championships (SSDC). In a supportive environment, members learn that they can persist together despite obstacles — whether onset, in the wings, or in real life.

Malay Dance
- True to our school motto “Be Our Best”, our dancers are constantly pushing boundaries with their creativity and determination. This high standard of spirited performance has earned them accolades including clinching the Distinction Award at the Singapore Youth Festival since 2011.

**Rugby**
- Enter as a boy, leave as a gentleman; an aspiration for all individuals who undergo 4 years of holistic development with BBSS Red Wings.
- We believe in developing our potential in a positive environment while encouraging discipline, commitment, integrity and honour, both on and off the pitch.
- We have been very successful in the National Schools Rugby Competitions B’Division Category. Our B’ Division gentlemen clinched 4th placing while our ‘C’ Division emerged champions in 2019.

**Softball**
- Having been absent from the Nationals since 2016, the Red Wings’ achievements are indeed momentous breakthroughs in our school history.
- Hatred and heart set us apart
- Team Spirit, Dedication, Perseverance and Gratitude defines this BBSS Softball Team.

**Softball**
- **Talent Development:**
  - **Sports:**
    - **Softball**
      - Dedication — As our team motto goes One Team, One Dream. The players train and play hard together, laugh and cry together.
      - An individual can only go so far in life alone before they realise they actually need assistance from others and it is important to understand that a team maximises the strengths and brings out the best of each individual.
      - With such dedication, our school team is constantly amongst the top eight in the National Schools Softball Competition.

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**ELDDS** — a home for all whose hearts have been touched by the beauty of the arts

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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 learn to value the contribution that every individual can make, and are guided to discover their own strengths and values so as to decide for themselves the kind of leader they want to become. This experience enables them to practise the value of respect and responsibility, demonstrate project planning and management skills they have learnt and also hone the art of public speaking by sharing their projects at the school assembly.

At Secondary 2, BPians further their leadership experience at the Outward Bound Singapore (OBS) where they journeyed and led their peers through challenges. They also participated in a Leadership Programme where they collaborate with their peers to complete a service learning project. The leadership quest, every BPian is groomed first to lead themselves before taking on the role of leading others.

At Secondary 3, BPians soar the skies and sail the seas to build and acquire the skills to first lead themselves, then the school and subsequently the community. They believe strongly in. 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.

As a class leader, I have to coordinate the whole class committee to plan BP Day. As I actively try my best to help ensure events for the class run smoothly, I learnt that the wellbeing of the class will only be achieved if the class leaders are responsible in their work. That inspires me to become a better leader every BPian Experience.

Loh Yun, Sec 4 (2018)

Work Hard, Play Harder!

Work hard and play makes Jack a dull boy. For BPians, a day is specially set aside for them to spend time ‘playing’ as a class. BP Day - a day to build class spirit and embrace the school spirit; and a day when BPians go to school to leave it, just to let their hair down and enjoy bonding together, outside the classroom and school.

On this day, all BPians can be found wherever except school: from mowing down pins in a bowling alley; to digging their toes in the sand for a game of beach volleyball at Sentosa; or even having a picnic at the scenic Marina Barrage. BPians can be found throughout the day, inside and outside the school premises. Experience being a Radio DJ for a day.

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The Secondary 4S Career Talks and Visits to Post-Secondary Educational Institutions, as well as the Advanced Elective Modules and Elective Modules continue to allow BPians to deepen their understanding of future career prospects.

www.bpghs.moe.edu.sg
THE BPIAN EXPERIENCE:

Ignite the Joy of Sports Enthusiasts

With 21 main Co-Curricular Activities to choose from, BPIans are indeed spoilt for choice when it comes to pursuing their passion for either Sports, Uniformed Groups, Performing Arts or Clubs and Societies CCAs.

Many budding sports enthusiasts step into BPGHS, and get inspired through the various sporting activities and opportunities they partake in to grow their passion in sports. Sayidah Aisyah, our alumna is a great example, she started her interest in sports as a netball player, but later blossomed in the sports arena, and became a national rower representing Singapore.

Another platform for inspiration is the much anticipated annual Sports Carnival in Term 1, that provides the opportunity for every class to put the skills that they learnt during their PE lessons against other classes. Through their games of soccer, volleyball, basketball and netball, BPIans display their skills, teamwork, sportmanship and the BPian spirit. It is always an electrifying end to the term as BPIans cheer for one another tirelessly and appreciate the efforts put in by their teammates.

THE BPIAN EXPERIENCE:

Paint an Adventure with Arts Explorers

The BPian Experience is a holistic one where BPIans get exposure to a myriad of performing arts experience. The broad-based curriculum enrichment like the Sec 1 EL Drama Workshop develops students’ creative self-expression and confidence, teamwork, communication and performance skills, as well as expose them to the elements of drama.

If you love the performing arts, you will be spoilt for choice when it comes to displaying your talents with your musical instruments! Or do you imagine yourself as seasoned stage performers who could transition between characters depicting rich emotions and actions?

Never mind if you do not have the opportunity to deepen your craft in the performing arts CCAs, there are always opportunities for you to participate in the Cultural Showcase which provides a platform for everyone to display their talents.

From the Performing Art groups such as the Choir, Dance, Drama and Band, to the more unique Chinese Opera, BPIans are treated to a mesmerizing show of flair and finesse.
I‘O Level subject. First few schools to offer Computing as an knowledge in STEM. We are also one of the polytechnics to deepen their interests and students take elective modules at the cars; water pollution by programming a generation and transport by building solar secondary students learn about power problems in future smart cities. Lower help them solve real-world environmental This JOULES programme fosters critical sustainable development.

to grow champions who will lead others in the environment is purposeful – we want environmental. This marriage of STEM and coding and programming in relation to the multidisciplinary study of the environment education. This 4-year programme provides students with rich experiences in design thinking, coding and programming in relation to the environment. This marriage of STEM and the environment is purposeful – we want to grow champions who will lead others in sustainable development. This JOULES programme fosters critical and inventive thinking skills in students to help them solve real-world environmental problems in future smart cities. Lower secondary students learn about power generation and transport by building solar cars; water pollution by programming a water-sensing robot. Upper secondary students take elective modules at the polytechnics to deepen their interests and knowledge in STEM. We are also one of the first few schools to offer Computing as an ‘O’ Level subject.

 |

Data + History + Literature = Values

Our Learning for Life Programme (LLP) is entitled “Learning the Arts, Living the Values”. All Secondary One and Two students experience this programme focusing on the affective domain. Through Drama, History and Literature, students learn values and grow in their social and emotional competencies.

The curriculum is co-designed with professional artists. Students acquire drama techniques such as improvisation and role-play and have a safe outlet to express themselves. More importantly, the LLP helps students deepen their sense of empathy as they flesh out characters they play such as the pioneers of Singapore. We also create opportunities for students to reach audiences beyond the school. Our Secondary Two students have collaborated with the Singapore Heritage Board and the National Library Board to showcase plays focused on Singapore’s history.

To support student interests, passion and strengths, the Drama Club exists for those who want to do well, even the shy ones. The two most important things they pick up are values they learned from the characters they play and confidence.

Mr Muhammad Fadly
LLP & Literature Subject Coordinator
Learning.

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

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.

We have adopted Positive Education to harness the individual strengths and motivation of students so that they learn best. Focusing on the well-being of students, Positive Education develops individual plans for learners to help them reach their goals. This is a big departure from one-size-fits-all teaching.

Positive Education has 6 domains: Positive Emotions, Positive Engagement, Positive Relationships, Positive Purpose, Positive Accomplishment and Positive Health. By grounding our student support programmes in these domains, Bukit Viewers are fully engaged and find joy in their learning as they develop social-emotional competencies to lead resilient, fulfilling and healthy lives.

Miss Ang Bee Lee
Your Head (Upper Secondary)

SELF DIRECTED STUDENTS Where Talent Meets Music Meets Art

From a band 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!
I feel that Robotics & Automation is a very useful programme to have in schools. I appreciate better now how automation is so much a part of our lives today.

Ting Zheng Long, Secondary 2

Ting Zheng Long, Secondary 2 has this to say: “Robotics & Automation lessons get us thinking, and challenge us to be more creative and innovative as we think of how automation could provide solutions to our day-to-day problems. And when our codes don’t work, we learn to troubleshoot and to be patient as we seek solutions.”

Our aims are to stimulate interest and excitement in STEM-related careers, and install better appreciation of technologies through authentic learning. Through hands-on opportunities, our students develop as critical and inventive thinkers.

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

Happy Coding!

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Happy Coding!
CHOIRILIZED COMMUNITY:

Choreographed to Care

S

Being in St John Brigade has not just equipped me with a good knowledge of first aid skills. It has also taught me the importance of discipline. The pride and discipline we have as a unit are definitely something we, and that makes all the difference," says us, but all of us know he genuinely cares for him. "Mr Benjamin is our Form Teacher. He guides us, counsels us and at times reprimands us. Mr Benjamin Pooi. Mr Benjamin's students love nominating their teachers for the Caring Student Management team has put in place strong support structures such as PCTMs and monthly place strong support structures such as PCTMs, and we will gladly tell you GT61 is an acronym for our classroom protocol. 'G' stands for Getting ready for learning 'T' for Taking turns to speak 'E' for 6-inch voice to keep noise level down 'I' for having 1 conversation at a time Practised in class, the GT61 protocol helps set the tone for a 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. While we started off built for smaller, younger students, we have grown to meet the needs of secondary students. In 1999, a new extension was added specifically for secondary school! So now, we have two blocks – The Old Block and The New Block! Our beautiful school compound! The alumni connection is also very much alive that they discover more about themselves and form lasting friendships with others. The alumni connection is also very much alive and for students who need Individual or small group consultation sessions dialogues to get to know students' interests and for students who need Individual or small group consultation sessions (Parent-Child-Teacher Meetings) and monthly 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 (refer to next page) to reinforce an active and child-friendly learning stance, conduct Circle Time and 1-to-1 discussions 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 them appreciation for the school cleaners, canteen vendors and office staff on Agriculture Day. In addition, every year the school receives hundreds of write-ups from students nominating their teachers for the Caring Teacher Award, and one such teacher is Mr Benjamin Pooi. Mr Benjamin's students love him. "Mr Benjamin is our Form Teacher. He guides us, counsels us and at times reprimands us, but all of us know he genuinely cares for us, and that makes all the difference," says Yong Jie Hui who graduated last year. Our school tone is not a chance result. It takes every teacher to see each child as his own. It takes care. 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 tree 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) cross 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 shimming up the trees. And, our grounds are sweetly productive alike enjoy a hearty feast of mouth-watering tropical fruits, fresh from our own backyard! In 1994, the second year the school was in operation 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. CO-CURRICULAR ACTIVITIES:

A CCA Buffet

On Wednesday and Fridays, students make a beeline for the canteen, chomp down on their lunch, and slip into a dazing 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 the hallways as they gather at the 22 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 22 different CCAs – 5 Uniformed Groups, 5 Performing Arts groups, 4 Clubs and Societies and 8 Sporting groups, including Swimming and Wushu. We believe that CCAs are the best platforms for students to taste success, imbibe strong values and learn life skills. Students 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 and for students who need Individual or small group consultation sessions (Parent-Child-Teacher Meetings) and monthly 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 (refer to next page) to reinforce an active and child-friendly learning stance, conduct Circle Time and 1-to-1 discussions 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 them appreciation for the school cleaners, canteen vendors and office staff on Agriculture Day. In addition, every year the school receives hundreds of write-ups from students nominating their teachers for the Caring Teacher Award, and one such teacher is Mr Benjamin Pooi. Mr Benjamin's students love him. "Mr Benjamin is our Form Teacher. He guides us, counsels us and at times reprimands us, but all of us know he genuinely cares for us, and that makes all the difference," says Yong Jie Hui who graduated last year. Our school tone is not a chance result. It takes every teacher to see each child as his own. It takes care.

At a glance

Address

3 Telok Blangah Crescent, Singapore 098802 Phone Number

6765 5228, 6764 4425 School Website

www.chuachukang.moe.edu.sg School Vision

A community of passionate learners and compassionate leaders. As a school, we are a caring community with shared values and purpose. As passionate learners, we are self-directed, resilient and have a love of learning. As compassionate leaders, we are empathetic, humble and act with integrity.

How to get there

Nearest MRT Station Chua Chu Kang Bus Services

75, 67, 97, 170, 170A, 171, 176, 178, 184, 598, 961, 961C, 963, 970 Distinctive Programmes

Applied Learning Programme: Robotics & Automation for a Better Tomorrow Learning for Life Programmes: Student Leadership Subjects Offered

Additional, Mathematics, Art, Biology, Chemistry, Chinese, Computer Applications, Elements of Business Skills, English, Food and Nutrition, Food and Consumer Education, Food Studies, Geography, Higher Chinese, Higher Malay, Higher Tamil, History, Humanities (Social Studies, Geography), Humanities (Social Studies, Literature), Malay, Mathematics, Physical Education, Physics, Science, Science (Chemistry, Biology), Science (Physics, Chemistry), Social Studies, Tamil

CAs


www.chuachukang.moe.edu.sg

www.chuachukang.moe.edu.sg

www.chuachukang.moe.edu.sg
Clementi Town Secondary School

**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 curiosity. 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.

Jack Chua Yi Chen, Sec 4 (2019)

I have always been interested in computing and programming, but I had no idea where to start. The school genuinely provides a lot of opportunities for me to develop my skills, as well as fuel my passion for computing. Competitions and learning journeys provide additional platforms for me to learn and grow.

Sista Sepia Schul, Sec 2 (2019)

Digital Applied Learning has taught me many forms of coding. We live in a generation where computers are replacing humans and to program computers, we need to learn coding. These sessions have helped me develop coding skills which are essential these days.

**Learning for Life Programme/Student Leadership:**

*Aspire with Our Unified Groups (UGs)*

It is 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. This programme is 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.*

*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.

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

Mdm Catherine Chua, on her sons Theodore and Thaddeus Chua

“I have always been interested in computing and programming, but I had no idea where to start. The school genuinely provides a lot of opportunities for me to develop my skills, as well as fuel my passion for computing. Competitions and learning journeys provide additional platforms for me to learn and grow.”

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“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

“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.”

Adrian R Chandayed, Clementeen of The Year 2019
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.

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 Jiaying, 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

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 bi-annual 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) 2019 Arts Presentations.

My daughter initially faced challenges in social interactions. She joined the Drama team and her teachers, peers, seniors and even Drama alumni kept encouraging her. She was a role in the school musical last December and I wept as I watched her on stage. I have seen such growth and maturity in her, and I can never thank CTSS enough!

Mother of a child with special needs

LIFE-LONG LEARNING:
Teachers Who Don’t Stop Learning

Achieving 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.

Taking a step back to observe and think how we can create new knowledge and skills to stay relevant in this fast-changing world is necessary as a Teacher. My teaching journey has definitely been enriched by working with educators from various collaborative platforms such as Networked Learning Community (NLC) and Subject Chapter, through collaborative learning. A significant amount of time is set aside for staff development including learning journeys to broaden our horizons, lesson planning and lesson study for professional discourses as well as fuelled bonding activities to build team spirit.

Therefore our school places a strong emphasis on staff professional development and collaborative learning. A significant amount of time is set aside for staff development including learning journeys to broaden our horizons, lesson planning and lesson study for professional discourses as well as fuelled bonding activities to build team spirit.

Staff Bonding through ‘CT Hunter’

Three generations of CTSS teachers learning together and giving back - Mdm Ang Choon Keow (left) taught Mrs Tan Wenyi (right), who taught Ms Chloe Chan (centre)

Teachers Who Don’t Stop Learning

MRS EMMELINE TENG, SENIOR TEACHER

Being able to see and “discover” new ideas about what you are studying, cemented by thorough thought processes and skills allow students to be better engaged and hence, learn better.

I see myself as an enabler of my students’ learning. When we set the framework and give students a research question, I try not to tell students how to arrive at the answer. In this way, we provide opportunities for our students to take ownership of their learning and to find ways and means to solve the problem. In most cases, there is often more than one way to find the answer to the question. This augurs well in scientific education because science requires a curiosity and an open-mindedness in order for the development of new methods to answer the questions of Science in the future.

Mrs Rachel Lehmberg, Subject Head (Science)
MAKER EDUCATION AND DESIGN THINKING: Playing Seriously

Always dream of making your own toys or furniture? 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.

In our well-resourced Makerspace, students are encouraged to use the power of their imagination to create. Students make toys, VR headsets, electric pianos and keychains for the sole purpose of realising their wildest dreams! In the process, our students become more self-directed, hands-on learners who are resourceful and resilient.

Our students also learn to be human-centric problem solvers through our in-house Design Thinking curriculum. In these classes, they get to work in teams to identify complex problems, understand the needs of those around them, brainstorm ideas, prototype and test their innovative solutions. These authentic experiences not only bring the joy of learning but also motivate the students to learn.

The design space is where the limits of my imagination are uncapped and let loose. A Dance Dance Revolution machine or a drum machine? Simple feat with all the support and equipment ready at hand.

Edolphus Hoo, Sec 4 (2019)

A LIBRARY WHERE IMAGINATION HAS NO BOUNDARIES: Imaginarium: Imagine it. Be it.

Be someone whom you always wanted to be at our Imaginarium. It’s all about your choice.

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 Acre Wood with your friends for another quiet project discussion. The library aims to be a community space for students to learn and discover.

With a range of activities from Wordsmith (creative writing workshops), Pageturners (book club) and Book Pitch (book sharing by your favourite teachers, friends or respected authors), you can be who you want to be for that day, or just for that hour or two.

I always leave the session with an even longer to-read list.

Jordan Chan, Sec 1 Pageturner (2019)

EDUCATION AND DESIGN THINKING: Playing Seriously

The design space is where the limits of my imagination are uncapped and let loose. A Dance Dance Revolution machine or a drum machine? Simple feat with all the support and equipment ready at hand.

Edolphus Hoo, Sec 4 (2019)

SCHOOL-BASED ELECTIVES: The 8th Discipline: Passion & Future-Readiness

More often than not, pursuing your non-academic interest in secondary school means spending time after school to attend enrichment programmes, carry out research and get your projects done. At Commonwealth Secondary, we value the importance of giving students the time and space for exploration and to build 21st century competencies so we do what most schools wouldn’t: offer upper secondary students the option to study an innovation-focused elective as their 8th subject.

Our first batch of Secondary 3 students got to choose the Design Elective in place of a GCE O-level subject in 2018. If design and innovation is not your cup of tea, you may want to consider our Science, Technology, Engineering and Mathematics (S.T.E.M.) Elective which will be made available from 2020.

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Wordsmiths @ work

Care to share a book? Join our Book Pitch

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

Enjoying quiet moment at the nooks

12 Grimmauld Place - a great hangout for collaborative work

Wordsmiths @ work

I always leave the session with an even longer to-read list.

Jordan Chan, Sec 1 Pageturner (2019)

“I always leave the session with an even longer to-read list.”

Jordan Chan, Sec 1 Pageturner (2019)
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, students are given the space to explore their interest and passion in the 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 hence students are exposed to aesthetic performances such as musicals, plays and recitals. When the students are ready to imagine possibilities, they are then given the chance to showcase their creations and experiment. 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 classroom learning experiences through their 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

W hen 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.

TIMEKEEPING, OUR SHARED RESPONSIBILITY:

Commonwealth, a noBELL School

B ells 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)

S ec 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

F or any coming up close with wildlife everyday? The eco-habitats we created in our school are excellent environments to attract a range of visitors: reptiles, birds, amphibians and mammals. To date, sunbirds, monitor lizards, pink-necked green pigeons, 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. Over the years, students and staff have undertaken the responsibility to report any wildlife sighting, especially when the animal is in distress or needs protection.

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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! With 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 Mechanical Design & Automation, Internet of Things Applications, Mobile Web Applications, Culinary & Restaurant Operations and Retail & E-Commerce Taster Modules in Lower secondary where they pick up valuable life skills through hands-on activities.

In Secondary 3, they specialise in two of the 5 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 will also be awarded the Institute of Technical Education (ITE) Skills Subject Certificate (SSC) according to their specialisations — 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 prepares them for the high expectations of working in a restaurant in the future.

“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

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

FACILITIES:

Authentic Learning Spaces

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Chef Chang Yi Ping, Hospitality Services Teacher

Inhaling joy of learning in a Math learning activity

Learning to code at the Mac Lab as part of the Mobile Web Application module

Students are given different roles simulating a F&B setting for our half yearly Authentic Lunch

One of the dishes served was the pan fried salmon served with green pea puree, garlic chips, potato crumbs and lemongrass infused cream sauce

Crestans exploring the world of Mechanical Design & Automation through Basic Robotics

Crestans rejoice after being crowned Overall Champions for the third year running in the ignITE Skills Challenge! They overcame challenges from various N(A) and N(T) secondary school teams in the competition organised by the Institute of Technical Education.
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 Warrior’ is indeed an apt name for this staff family.

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Passionate Crestan Warriors

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REACHING OUT TO COMMUNITIES:

Art That Reaches Beyond

In June this year, Crestans’ artwork would be circulated to 1.44 million households nationwide in the form of coasters under the “Stay Prepared” initiative commissioned by Temasek Foundation Cares. Furthermore, Our Crestans’ creations can be seen on the walls of the void decks around the Yuhua neighbourhood too. 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.

OVERSEAS PROGRAMMES: A Different Exposure

Crestans have the opportunity to go overseas for various programmes, such as community service learning, cultural exposure, as well as student exchange. The overseas learning programme is an integral part of every Sec 3 Crestan experience. The learning journey not only infuses values like care and resilience, it is also a way to broaden their horizon and see the world.

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 2018 is in fact, the fourth 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!

Ricli Hafizz, Sec 2 (2018) "King Polydectes" who assigned Perseus to kill the Gorgon

I feel grateful for all the things I have as I have seen first-hand that children in other countries are not as fortunate as I am.

Isaah Aishah Bte Md Yusoff, Sec 3 (2019)

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 2018, 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).

Our Arts and Events Management Club, who produced the trailer, had been feeling jittery about the other competitors whom they imagined to be more proficient in Literature. But the Secondary 1 team impressed the judges with their acting and enthusiasm for which they spent weeks rehearsing faithfully. Their hard work paid off when it was announced that they emerged second.

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!

Rici Hafizz, Sec 2 (2018) "King Polydectes", who assigned Perseus to kill the Gorgon

I feel grateful for all the things I have as I have seen first-hand that children in other countries are not as fortunate as I am.

Isaah Aishah Bte Md Yusoff, Sec 3 (2019)
‘Makan’ on Everyone’s Mind!

Dunearnites are strong in the sciences, and the school is one of the few offering the subject Chemistry with Biology. When it came to designing the school’s Applied Learning Programme, the teachers chose to focus on a topic that leverages students’ strengths: Food Science and Technology.

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

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

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

Most importantly, the students really like it because in certain sessions, they get to taste what they’ve made! The second tier 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 who show greater interest attend industry talks by corporations such as Fraser & Neave, where they will discuss the work that its food scientists do, and attend Advanced Elective Modules (AEM) at Singapore Polytechnic.

Another activity our Sec 3 students are involved in is the Intergenerational Learning Project. Students are paired with senior citizens in the neighbourhood to serve as guides to the world of smartphone and mobile applications, and assist them to install and use apps such as the SingHealth Health Buddy app.

Learning the Art of Leading through Giving

Dunearnites are trained in leadership principles in order to form leadership habits and attitudes. For the upper levels, according to 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.”

The lower secondary students are involved in supporting our neighbourhood, the Bukit Batok Home for the Aged, with the objective of bringing happiness by offering a listening ear and providing entertainment through performances and playing games with the residents. This long-term engagement programme rosters classes on a rotational basis to engage the elderly over 6 months in a year.

In developing Sec 3s as community youth leaders, Dunearn works with the South West Community Development Council (SWCDC) and community partners such as REACH Youth Powerhouse.

After discussions guided by the teachers, and fronted by student councillors and Sec 3 CCE leaders, Dunearn adopted a block of rental flats. Students, after they have been trained in interview techniques, conduct a neighbourhood needs survey exercise. They return with reports on what each group of residents need, and the classes decide on how they can help. This year, a food drive was conducted for the benefit of the neighbouring residents. After initiating a needs analysis to find out what the residents’ needs were, the students planned the logistics of how to collect and distribute various foodstuffs to the residents.

Aims: Enhancing the learning and development of students, particularly from Sec 2 onwards, in applying and clarifying concepts with their subject teachers.

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

Mr. Keith Koh, HOD PE & CCA, 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 CCAIs amongst students, with a sizeable increase in numbers over recent intakes.

The current modern dance group is 52 strong, with 10 boys in the ranks. When asked for his theory about why modern dance is so popular with students, Mr. Koh quipped that it’s ‘hot’ with many young people these days.

He added that other good reasons are that its 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.

Mr. Keith Koh, HOD Physical Education And Co-Curricular Activities

CO-CURRICULAR ACTIVITIES (CCA):

Dancing Our Way Into Audiences’ Hearts

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

Mr. Keith Koh, HOD Physical Education And Co-Curricular Activities

Other popular CCAs include:

- Basketball
- Football
- Table Tennis
- Malay Dance
- Guzheng Ensemble
- Choir

SCHOOLS BUILDING:

The Sun Rises On Our New Campus!

Do you know that our alumini, Ms Huang Caqin, was instrumental in the design of our spanking new school building?

In 2018, Dunearn Secondary School moved to its spacious and upgraded Bukit Batok campus, which was thoughtfully designed by Ms Huang, an architect, along with her team of consultants. The site’s purposeful interplay between physical spaces and the natural environment enhances the learning experience for our students.

The upgrade retains much of the iconic elements of the former school building, such as its distinctive original façade. These touchstones of our heritage will serve to inspire future generations of Dunearnites.

Two beautiful sculptures that were designed and built by our artist alumini were carefully preserved during the recent construction, and proudly reinstated in prominent areas in the school, preserving the continuity of Dunearn’s rich history.

Our students can now look forward to enjoying spacious classrooms, library and laboratories, a brand new Multi-Purpose Hall for games and performances, new physical training facilities, varied and exciting learning spaces, and a competition-ready Indoor Sports Hall.

The campus will serve the needs of our 21st century learners in this new era of technological innovation and rapid educational development.

SCHOOL SONG:

Our Dunearn Journey, Captured In Song

Music teacher Faith Kho, a long-serving member of staff, was tasked to write the new school song when the school moved to Bukit Batok in 1993.

She recalls that the school incorporated phrases from various staff members, including the Principal and Vice-Principal of the school at that time.

‘As I enter Dunearn’s gates, my heart swells up with pride and hope…’ was from the then-VP, Mr. Goh Soon Guan.

‘This is where I work and play’ was from another senior teacher.

And ‘Endure all pressures, overcome all obstacles’ was from the Principal at the time, Miss Dorothy Tay.

The first words of the first verse are ‘As I enter … The last verse has ‘From Dunearn I emerge…’ They trace the students’ journey.

Miss Faith Kho, Music and English teacher for almost 30 years.

DID YOU KNOW:

We Shine Bright Like A Diamond

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

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

Did You Know:

Like A Diamond

We Shine Bright
FAJAR SECONDARY SCHOOL
www.fajarsec.moe.edu.sg

PLAYING A GAME OF JENGA WITH OUR ELDERLY FRIENDS

Coaching “Uncle” in street hockey

SCHOOL-WIDE PROGRAMMES:
Cultivating Care for Generations

Fajar Secondary School’s Inter-Generational Games programme has been a platform to develop Fijians to become leader-learners. Every year, our elderly guests step into FJS, all eager to participate in a day of food and fun with the Fjian family!

The Inter-Generational Games is the culmination of our caring culture, introduced through our Learning for Life Programme, or LLP, to nurture our students into Caring, Empathic Leaders.

My classmates and I modified interesting games to make them suitable for elderly players. I was stationed at the Kinect station, a very new idea to the elderly! I have learnt to be more patient and supportive – to give them the time to process the information, and the encouragement to try the games!

Wong Zi Qi, Class of 2017

Wong Zi Qi, Class of 2017

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 44 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.

Future generations of Fijians can continue to share and care with us as we set even more new records for social causes in contribution to our community, nation and beyond!

See also the Channel NewsAsia (CNA) social documentary project ‘Back to School’ on Intergenerational Bonding @ appended QR Code!

LEARNING FOR LIFE PROGRAMME:
Community Youth Leadership

At FJS, we aim to groom students who will impact the school, community, nation and beyond through our flagship programme - Community Youth Leadership, framed by the 3Es:

Educate: encourage Fijians to develop a growth mindset and develop their leadership competencies and attitudes to serve;

Encourage: recognise students who have done good deeds and kind acts; and

Empower: provide opportunities for students to initiate, lead, plan and conduct programmes to serve the community.

Future generations of FJians can continue to share and care with us as we set even more new records for social causes in contribution to our community, nation and beyond!
F S seeks for its 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 applied lessons on examining the properties of energy and light; creating useful products by recycling items and reducing water wastage; making pastries under purposefully to others. This way, our students get to try out their intellectual, physical and aesthetics talents and dreams, and have fun!

Preparing the lemon peels before extraction

Extracting essential oil from lemon peels

Conquering the high elements during sec 2 cohort camp

The art of making batik prints

THE FIJIAN LEADER:

Stretch Your Potential!

W e teach our students that “going alone” may not take you as far as when you are with a team. We encourage each Fijian 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 when planning for emergencies and threats to our society with the help of the CCA Uniformed Groups such as National Civil Defence Cadet Corps, National Police Cadet Corps and National Cadet Corps.

See also the Today newspaper article ‘Wallflower who became student council Vice-President among Fajar Sec’s top scorers’ @ appended QR Code

Joyce Ien, Class of 2018

Children’s Camp – upon completion of the resilience hike at dairy farm

AT A GLANCE

Address
31 Gungah Road,
Singapore 678972

Phone Number
6769 1491

School Website
www.fajarsec.moe.edu.sg

School Vision
A Vibrant Community of Learners who Lead and Contribute to Family, Nation and Beyond.

How to get there
Nearest MRT/LRT Stations
 Bukit Panjang, Bukit Panjang, Petir

Bus Services
87, 75, 75A, 170, 171, 176, 180, 180A, 250, 922, 960, 961, 963C, 963E, 963R, 970, 972, 972A, 973, 973A, 975, 979

Distinctive Programmes
Applied Learning Programme: Our Applied Learning Programme (ALP) on Sustainability equips our students with Scientific Thinking and Engineering Design knowledge and skills for a sustainable world.

Learning for Life Programme: Our Learning for Life Programme (LLP) leverages on the ‘Educate-Encourage-Empower’ framework to develop caring, empathetic leaders who serve and actively contribute to society.

Subjects Offered
Additional Mathematics, Art, Art (NA), Art (NT), Basic Chinese, Basic Malay, Basic Tamil, Biology, Chemistry, Chinese, Chinese B, Chinese (NA), Computer Applications, Design & Technology, Elements of Business Skills, English, English (NA), English (NT), Food & Nutrition, Food and Consumer Education, Geography, Higher Tamil, History, Humanities (Social Studies), Geography, Humanities (Social Studies), History, Literature B, Malay, Malay B, Malay (NA), Mathematics, Mathematics (NA), Mathematics (NT), Music (NA), Physical Education, Physics, Principles of Accounts, Science, Science (Chemistry, Biology), Science (Physics, Chemistry), Social Studies (NT), Tamil, Tamil B, Tamil (NA)

Please refer to FJS School website for more details.

CCAs
Physical Sports:
Badminton, Basketball, Netball, Football

Uniformed Groups:
Boys’ Brigade, Girls’ Brigade, National Cadet Corps (Land), National Police Cadet Corps, Scouts, National Civil Defence Cadet Corps

Visual and Performing Arts:
Arts Society (Choir & Dance), Concert Band, English Drama

Clubs and Societies:
Infocomm Club, Library/ Editorial Club

FIS SHOWCASES:
Develop & Share Your Talents!

D reams 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 conduct craft workshops annually at the Jurong Regional Library, Bukit Panjang Library and Choa Chu Kang Library. This is what one of our student leaders shared about her experience in being a leader at FJS.

“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 had opportunities to apply them, for example in organising this year’s Student Leaders’ Investiture with fellow student leaders.”

Nur Farah Imon, Class of 2018

SIBLINGS FOR THE COMMUNITY:
Playing and Learning as We Give Back to Society

Fijans serve our community in myriad ways, passing the care from generation to generation.

Our Fijians reach out to younger children by planning and conducting meaningful programmes and camps, and in the process, reinforce the value of empathy, respect and resilience.

As they forge strong friendships and positive relationships with them, our students get to be “big brothers and sisters”, guiding and caring for their younger peers!

“...The children have truly enjoyed the games we planned, and together, we understood the importance of many essential values like respect, communication and teamwork.”

Joyce Ien, Class of 2018
TALENT DEVELOPMENT PROGRAMME:

CSI Fuhua

A mannequin lay on the floor with what looked like blood stains around it, and in its hand, a wine glass with a lipstick smudge. A game of Cluedo? No, a forensic science lesson at Fuhua.

Our lower secondary students are trained to step into the mind of a forensic scientist to investigate a crime scene. They have to string the given pieces of evidence together and bust crimes through science. For two periods each week, they learn how to analyse fingerprints, blood samples, blood splatter patterns, impacts of car crash, shoe print impressions, handwriting and fabrics. They even get to programme lie detectors and burglar alarms using Arduino, an open-source software. To make learning come to life for the students, our Fuhua investigators at a “crime scene” look like blood stains around it, and a mannequin lay on the floor with what looked like blood stains around it, and in its hand, a wine glass with a lipstick smudge.

I never knew that teeth marks are unique to every individual and I’m glad that at school, we are taught how to use such interesting methods to identify the culprits.

Nerissa Soh Xian Ning (2I3)

Our students analysing the blood types of the suspects

Our students working as interns at Mandarin Oriental Hotel Singapore

FINANCIAL LITERACY MODULE

Our Future-Ready Fuhuanites

Last year saw Fuhuanites sitting at a tea chapter along Neil Road and appreciating the art of Chinese tea-making at Chinatown, taking part in financial literacy modules on generating big ideas to tackle the global food wastage problem with other students at a Junior College and strumming the guitar and composing simple melodies and performing for their friends during Lunchtunes in school.

These rich learning experiences, a staple in Fuhua, are designed to provide enriching learning experiences for the students. The Mother Tongue (MTL) Department organises the annual MFL Fortnight to deepen the students’ understanding of their cultural heritage through workshops, games and learning journeys. The Mathematics Department runs a Financial Literacy module showcasing but also gifting their creative products – products which have elements of Design, Food and Nutrition, Art and Music well melded together – to the non-teaching staff in the school to show their gratitude to these unsung heroes of the school. Through this event, the students see the connectedness and authenticity of their learning and experience what joy of learning and giving is about.

“Work Experience Programme gave me an insight into the industry I would like to be in after graduating from Fuhua. The attachment programme encouraged me to be more confident and outspoken individual.”

Glady’s Ng Min Yi (4G9, 2016)

Loo Kuan Yuan Book Prize Winner 2017

Students trying out the Financial Literacy board game

“Never knew that teeth marks are unique to every individual and I’m glad that at school, we are taught how to use such interesting methods to identify the culprits.”

Nerissa Soh Xian Ning (2I3)

INNOVATION DAY:

Innovate for a Cause

This annual event sees Fuhuanites not only promoting joy of learning and to instill in students the joy of giving, the Aesthetics, Craft and Technology Department has on their calendar, the Innovation Day – Caring Cookie Challenge. This year, the event involved looking at the past and envisioning the future with a creative spin.

“Students trying out the Financial Literacy board game”

“Never knew that teeth marks are unique to every individual and I’m glad that at school, we are taught how to use such interesting methods to identify the culprits.”

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CREATIVE SPACE PLANNING:
The Third Teacher
To allow Fuhuanites to acquire the necessary competencies to solve the problems of the future, besides deploying innovative learning pedagogies in and beyond the classroom by the teachers to engage students in active learning, the school leverages the physical environment to serve as the third teacher. The Active Learning Laboratory and Applied Learning Programme Rooms are specially designed to promote synergy and collaboration to enhance learning. This year, we have added another teaching and learning space, The SPADE Learning Programme Rooms are specially designed to promote synergy and collaboration to allow Fuhuanites to acquire the necessary competencies to solve the problems of the future, besides deploying innovative learning pedagogies in and beyond the classroom by the teachers to engage students in active learning, the school leverages the physical environment to serve as the third teacher. The Active Learning Laboratory and Applied Learning Programme Rooms are specially designed to promote synergy and collaboration to enhance learning. This year, we have added another teaching and learning space, The SPADE Learning Programme Rooms are specially designed to promote synergy and collaboration to allow Fuhuanites to acquire the necessary competencies to solve the problems of the future, besides deploying innovative learning pedagogies in and beyond the classroom by the teachers to engage students in active learning, the school leverages the physical environment to serve as the third teacher. The Active Learning Laboratory and Applied Learning Programme Rooms are specially designed to promote synergy and collaboration to enhance learning. This year, we have added another teaching and learning space, The SPADE Learning Programme Rooms are specially designed to promote synergy and collaboration to allow Fuhuanites to acquire the necessary competencies to solve the problems of the future, besides deploying innovative learning pedagogies in and beyond the classroom by the teachers to engage students in active learning, the school leverages the physical environment to serve as the third teacher. The Active Learning Laboratory and Applied Learning Programme Rooms are specially designed to promote synergy and collaboration to enhance learning. This year, we have added another teaching and learning space, The SPADE

LEARNING FOR LIFE PROGRAMME:
Heart of it All
Fuhua’s Learning for Life (LLP) Programme - Community Youth Leadership aims to develop students’ leadership in and for the community. Students are taught to use Design Thinking in their designing and implementing of Values in Action projects. The use of Design Thinking will imbue in students empathy for the community they belong to and the community at large. One of the highlights of the LLP is definitely the Beyond Borders Overseas Experiential Programme for the Secondary Three students. The programme aims to heighten students’ cross cultural awareness and global literacy.

The Cambodia trip taught me what compassion truly was. Our group focused on not only helping the local children, but understanding why we needed to. Therefore, I am beginning to open up myself to help others in need and improve my relationship with my parents.

Thu Wai Shan (4E1, 2019)

SPORTSMANSHIP:
Tchouk! Stomp! Bang!
The victorious shouts at the Tchoukball games, the pulsating stomps from the National Cadet Corps (NCC) free style drills, and the explosive bangs from the firing of air pistols - these are the sights and sounds of the vibrant co-curricular activities that Fuhua offers. While fostering the students’ talents, these activities also instill values in them such as teamwork, sportsmanship, discipline, and diligence.

Come join us in appreciating the melodious symphony of fun-packed actions!

Having a WHALE of a Time!
At Fuhua, we believe that all our students can and want to thrive. Thus, we place a premium on building resilience in Fuhuanites. Fuhuanites are encouraged to embrace positive emotions and relationships so that they can leverage these competencies to turn challenges into opportunities for achieving their goals. Platforms used to build positive emotions and relationships include formal chin-chat sessions with form teachers, customised weekly Form-Teacher periods and CCE lessons, level camps and after-school enrichment activities. At “The WHALE” (the school’s after-school engagement centre), students can hang out and chill with their friends or choose to participate in the activities planned for them. Fuhua is a place where learning and fun never stop!
APPLIED LEARNING PROGRAMME (ALP):
Future-Ready Communicators

Ever wondered what it is like to be a newsreader or a journalist? How about being a public speaker addressing hundreds in the audience?

In Greenridge Secondary School (GSS), our Applied Learning Programme in the English Language and Mother Tongue Languages focuses on developing our Greenridgeans to become creative inquirers and effective communicators of the future.

Be immersed in current affairs and exciting language learning through debating, public speaking, news reporting and creative writing!

GSS Debating Team emerged 5th in 2019 Singapore Secondary Schools Debating Championships

LEARNING FOR LIFE PROGRAMME (LLP):
The Arts in Our HeArts


The Arts is the perfect 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) through the Arts in Greenridge. Through our LLP, Greenridgeans learn new art forms, deepen their skills in the arts and more importantly, share their love for the arts with the community.

Our session with world-renowned Somali-British poet, Momtaza Mehri, was an eye-opening and enriching experience. It’s amazing how poetry can help us express ourselves on issues we care about.

Joyce Lim, Sec 2 (2019)

In the GSS Debating Team, I learn to look critically at different issues and present my views persuasively.

Isaac Chen, Sec 3 (2019)

CHARACTER DEVELOPMENT PROGRAMME:

We Create the Waves of Change!

What do we see in the community around us? What positive change would we want to make?

Greenridgeans explore the answers to these questions when they work on designing and implementing their community outreach projects. They learn to be active citizens who contribute to community goals by working with partners such as SMRT-Hillion, Lions Befrienders and Bo Tien Welfare Services Society.

I realised that even a simple greeting can add cheer to a person’s day. We are definitely capable of doing so much more. Where we want change to happen, we have to be there to do something about it.

Muhammad Ammar, Sec 2 (2019)

Through the Creative Arts Carnival, I learnt to be more patient when interacting with young children. By teaching others, I became more confident in playing the Erhu.

Felicia Lee, Sec 4 (2018)

What do we see in the community around us? What positive change would we want to make?
**Greenridge Secondary School**

**Future Ready:**

**Classrooms Without Walls**

What exactly is “Classroom without Walls”, you ask? It refers to the authentic learning experiences that our Greenridgeans go through in the GSS curriculum. And what drives our Greenridgeans’ learning in these authentic experiences? Inquiry. To be future-ready, Greenridgeans are equipped with skills for critical thinking and this includes research and investigative skills. Learning is designed around questions about the world that we live in, some closer to home. Where would be the coolest spot in GSS to set up a new study corner? What makes Bangkit market so special to its residents? Through such learning experiences, students get to examine real-life situations.

My GSS experience has helped me to form well thought out opinions about the dynamic world around me. It has nurtured my passion for learning and inspired me to excel.

Geraldine Chua, Sec 4 (2018)
MD1 Humanities Scholarship

**Greenridgeans Initiate!**

Greenridgeans are very familiar with Tchoukball. But did you know that Tchoukball began in the school as a student-initiated activity? Started by a group of Greenridgeans in 2015, Tchoukball is a fast-paced and exciting sport which has gained great popularity in Greenridge. Tchoukball began in the school as a student-initiated activity. Started by a group of Greenridgeans in 2015, Tchoukball is a fast-paced and exciting sport which has gained great popularity in Greenridge.

Our GSS teachers are very supportive and motivating. They enabled me to set higher aspirations for myself like starting and growing the Tchoukball community in the school.

Shravash Mathia, Sec 4 (2018)
recipient of Lee Kuan Yew Award for All-Round Excellence 2018

**Where Stars Are Born**

Winning: Students can fall deeply in love with Science in GSS. We inject a huge dose of curiosity in our Science students’ DNA as we take them through an inquiry-based, transformational journey in the learning of Science. Since 2018, four Greenridgeans have received the A*STAR Science Award (Upper Secondary), in recognition of their outstanding performance and deep passion in Science and Mathematics. The award gives them the opportunity to interact with leading scientists in A*STAR research institutes, attend Science seminars and participate in hands-on research workshops.

I enjoy learning Science in school because we conduct research and experiments. Being in the A*STAR Research Exposure Programme further broadens my learning.

Ng Yu Le Evan, Sec 4 (2018)
2018 A*Star Science Award winner

**DID YOU KNOW:**

**Go B.I.G.**

Looking for a special place to enjoy the arts? Look no further than GSS B.I.G. Gallery.

B.I.G. stands for “Beyond Imagination Greenridge”. True to its name, the B.I.G. Gallery is home to a range of creative art pieces produced by our very own Greenridgeans. With the gallery, students also learn to curate and introduce art works to visitors. Since its opening in May last year, the B.I.G. Gallery has welcomed close to 400 visitors from various schools.

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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 rockets! Hillgrove has taken the lead locally to ignite students’ interest in the fascinating world of flight by setting up the Hillgrove ArtSquare, a space where our students can 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, videoography 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.

SUSTAINABLE ENVIRONMENT EDUCATION PROGRAMME:
Saving Mother Earth Together

“We do not inherit the earth from our ancestors; we borrow it from our children.”

Do you know that Singapore’s average daily mean temperature can rise by 1.4 to 4.6 degrees Celsius by end of 21st century due to climate change?

As changemakers, Hillgrovians know that every small lifestyle change they make can make a difference to saving our environment. Our students strive towards sustainable living by developing green habits through various green initiatives. A herb garden has been set up and is lovingly cared for by our Hillgrovians. All Secondary 1 students plan and carry out Values-in-Action projects related to environment.

As advocates for sustainable living, Hillgrovians are also part of the Environment Club. Students plan and carry out Values-in-Action projects related to environment. Hillgrovians are also advocates for sustainable living. Annually, the school works with grassroots organisations to organise Green@Hillgrove. Hillgrovians are also advocates for sustainable living. Annually, the school works with grassroots organisations to organise Green@Hillgrove. Hillgrovians are also advocates for sustainable living. Annually, the school works with grassroots organisations to organise Green@Hillgrove.

We go into the Bukit Gombak neighbourhood to collect newspapers, old clothing and e-waste. Besides spreading the conservation message, the proceeds from the sale of recyclables go towards two voluntary welfare organisations.

Our Environment Advocates also host regular learning journeys for South View Primary School’s Environment Club to promote sustainability.
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 ceremonies. 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.

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 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.

REFLECTIVE LEARNERS:
Hillgrove’s 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.

CARING CHANGEMAKERS:
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.

VOICE OF HILLGROVE:
Hillgrove Heartbeats

Our student deejays go on air every morning at our very own broadcasting station, Hillgrove Heartbeats. Besides streaming the latest hits, our deejays share their personal experiences and report on school events or issues of the moment. Hillgrove Heartbeats is a student-initiated group under the English Language Department. By providing students with the opportunities to read and articulate their views confidently before a large audience, the students’ oracy skills are honed.

In the course of the year, our budding broadcasters also get to present skits to commemorate events like Chinese New Year and International Friendship Day. They are involved in at least one hands-on multimedia learning journey to record and present a public broadcast during assembly.

CONCERT BAND plays the national anthem on Friday assembly.

Ready, get set, cycle!

Rice collected from students and staff

Wong Idota Shun
President, Student Council
Staff Sergeant, NCC (AIR)

How to get there

Nearest MRT Stations
Bukit Batok, Bukit Gombak

Bus Services
176, 185, 945

Distinctive Programmes
Applied Learning Programme:
Broadening our Learning Horizons through Flight and Aerospace

Learning for Life Programmes:
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:
Boy’s Brigade, Girls’ Brigade, NPF, 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

www.hillgrovesec.moe.edu.sg
At Hua Yi, every day is filled with exciting possibilities.

Shine Bright like a Diamond!

Entering the main gates of Hua Yi and into the main building, one would be greeted by a pair of baby stone elephant statues. The baby elephant statues are aptly named “万象更新” (beginning a new chapter, charting a new direction) and “拔犀擢象” (cultivating talents, enriching lives), which represent the desire of Hua Yi to nurture each and every Hua Yian to flourish and blossom, while remaining rooted in our school values of “仁义智群” (Benevolence, Justice, Wisdom and Togetherness), values that all alumni, staff and teachers hold dear.

These values remain an integral part of Hua Yi’s strong heritage, and Hua Yians live out these values by developing themselves to be upright, moral and giving individuals who realise their potential in all that they do. The Hua Yi brand of education emphasises the importance of holistic education, recognition of different talents, and giving back to society.

Apart from being a school with a long heritage, Hua Yi is also a home where learning is vibrant and students are celebrated. Annual learning festivals ignite the joy of learning as students take time to learn new skills such as t-shirt printing, sushi-making, conversational Japanese and Korean, and also enjoy enriching experiences such as film appreciation of local films and learning from local film directors.

HUA YI SECONDARY SCHOOL
www.huayisec.moe.edu.sg

APPLIED LEARNING PROGRAMME (ALP):

Never Too Old to Makey Makey

In line with Hua Yi’s Applied Learning Programme theme “Technology for Active Living”, our Secondary Ones embarked on a new journey with Makey Makey this year, and are the first batch to enjoy the use of this award-winning tool. Paired with Scratch Programming, Makey Makey allows them to exercise their creative juices and critical thinking to solve real-life problems using technology. For example, students designed games involving coordination and memory-work in order to help the rehabilitation of stroke patients, and to delay the onset of dementia in elderly. Students created prototypes from interesting items such as fruit, aluminium foil, play-doh and even gummies in their efforts to contribute to increasing the quality of healthcare through technology.

The Secondary Twos designed wearable products to enhance the lives of the elderly. The entire experience was authentic learning at its best, as students interviewed the elderly to understand their problems and needs. They then developed prototypes to help the elderly using design thinking techniques. A fashion show was included in the 2019 edition to allow students to showcase their projects in a fun and meaningful manner.

HUA YI SPORTS CARNIVAL:

Learn to Play, Play to Learn

Have you tried Dodge Ball, Flipper Ball, Inline Skating, Surfing and Swimathon?

These are just a few of the many exciting activities that Hua Yians learn to play in the school’s annual Sports Carnival. This annual event sees students, staff, parents and alumni all coming together to participate and bond through novelty sports and games. Amidst the play, Hua Yians learn new skills, new sports, new games, and even important life lessons! This year, Hua Yians had the opportunity to meet Mr Lim Tong Hai, former Singapore national team football player, and learnt much from his personal experiences and life stories.
“Friends, sun, sand and sea, that sounds like a summer to me.”

– Unknown

Hua Yi’s Level Programmes bring Hua Yians into the great outdoors. Secondary One students go through an orientation camp filled with fun activities, and facilitated by their seniors. They explore the school, make new friends in the process, and venture into the wonderful unknown of secondary school life. The Secondary Two challenge themselves in their outdoor leadership camp, where they overcome obstacles in high elements and experience new activities such as dragon boating under the hot sun. Secondary Three students cross seas to embark on an overseas learning experience. This year, our Secondary Threes travelled to Batam and immersed themselves in a cultural exchange with local schools there, and helped out at various orphanages. The Secondary Four and Five students depicted their vision and future by creating magnificent sandcastles at East Coast Park. Indeed, these Level Programmes are a summer of fond memories and strong bonds forged!

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. 43 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.

Wishes from PM Lee Hsien Loong

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.

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 backgrounds.

In 2018, our Secondary Four student Xu Haoran teamed up with alumna Li Shaojia (who graduated in 2016) and did Hua Yi proud by clinching 2nd in the National Xinyao Competition, song-writing category.

Hua Yi’s Got Talent!

Indeed! From modern dance to hip-hop, from singing to reciting poetry to acting, Hua Yians excel in every single one! This was evident from “Montage” 2018 – a huge production that involved about 400 students and staff. “Montage” was an excellent platform which showcased Hua Yi’s skills and talents through song, dance, drama, music and poetry. Hua Yians were treated to a visual and acoustic feast, enthralled by jaw-dropping and heart-stringing performances. They savoured the performances and learnt about concert etiquette in the process, adding yet another dimension to the holistic education that they receive at Hua Yi.

HOLISTIC DEVELOPMENT:

Hua Yi’s Got Talent!

OUTDOOR EDUCATION:

“Friends, sun, sand and sea, that sounds like a summer to me.”

– Unknown

www.huayisec.moe.edu.sg
HWA CHONG INSTITUTION

www.hwachong.edu.sg

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 X’ian 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 Loudoun 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.

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 2019! 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 Eldenstein” topped the Health category with their project on raising awareness of bone marrow donations.
Solves Real World Problems

Hwa Chong has structured its 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.

Rare is the school with a vibrant and sustained research culture that supports excellence in teaching and learning, that recognises and nurtures the intellectual capacity of the mind to achieve, invent and share, that educates students to be leaders who will forge a better future.

Professor Ruth Vanz
Columbia University

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.

Students work with rigour and precision in their areas of specialisation

Hwa Chong’s Integrated Programme model

Students can turn to our teachers any time for advice

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 have graduated from the programme in 2018.

Hwa Chong taking a quarantined (or family portrait) to celebrate start of the new year

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

Holistic Education Centre (HEC): 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 (SRC): 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 (SALT): 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.

Hwa Chong is a home away from home

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.

At Hwa Chong, student leaders are empowered to plan and run international events

DID YOU KNOW:
Hwa Chong’s Mega Campus is a home away from home

Subjects Offered


CCAs

Physical Sports: Air Rifle / Shooting, Artistic Gymnastics, Badminton, Basketball, Canoeing/Rowing/ Dragon Boat, Cross Country, Fencing, Judo, Softball, Table Tennis, Tennis, Track & Field, Volleyball, Water Polo, Wushu

Uniformed Groups: NCC (Land), NSCC, Scouts, St. John Brigade

Visual and Performing Arts: Band, Chinese Drama, English Drama, String Ensemble, Chinese Orchestra

Clubs and Societies: Audio & Video PA Club, Chinese Chess Club, Debating And Oratorical Society, Infoscram Club, Library Council, Singapore Youth Rhythmic Club, Warg Club

AT A GLANCE

Address
661 Bukit Timah Road, Singapore 269734

Phone Number
6498 3955

School Website
www.hci.edu.sg

School Vision
Empowering our Students to Live with Passion and Lead with Compassion.

How to get there
Nearest MRT Station
Tan Kah Kee

Bus Services
66, 87, 74, 151, 154, 156, 157, 171, 174, 852, 961

Distinctive Programmes
MOE Humanities Programme
MOE Art Elective Programme
MOE Bicultural Studies Programme
MOE Language Elective Programme (Chinese) Science and Mathematics Talent Programme

Subjects Offered


CCAs

Physical Sports: Air Rifle / Shooting, Artistic Gymnastics, Badminton, Basketball, Canoeing/Rowing/ Dragon Boat, Cross Country, Fencing, Judo, Softball, Table Tennis, Tennis, Track & Field, Volleyball, Water Polo, Wushu

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SCHOOL INSPIRE PROGRAMME:
Be InSPired to Dream!

Selamat datang ke Jurong Secondary!

Imagining being able to converse in Chinese or Malay with your friends in school without having to pay for any expensive classes. How about learning to code, or fly drones, all for free?

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

Microbit programming workshop allows us to learn how technology actually helps us in even the simplest of our daily activities. I never thought that coding would be so fun, too!

Ong Jia Xuan, Sec 2 (2019)

Under inSPire, students get to attend workshops such as Conversational Malay and Chinese, as well as Microbit coding which allows them to understand the principles behind the Design Thinking approach.

A key highlight is the inSPire Award. Students can apply for cash grants of $200 and $1000 respectively for approved individual or team projects. This can be used to attend courses or workshops that will allow them to pursue their interest areas in greater depth.

VALUES IN ACTION:
Research, Seek, Probe … Eureka!

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

Hold 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 then finding possible solutions, working on projects, in teams and developing leadership skills.

One of our most recent RSP Scholars, Zhang Yunting from a Secondary 4 class of 2019, chose to embark on a study on jobs of the future and the accompanying set of vital skills which youth will need to succeed in the future.

Introduced in 2006 under the sponsorship of the JSS School Advisory Committee, the school has also introduced modules on Research Foundation Studies and Methods of Research to support our students’ journeys of inquiry. This culminates in the signature overseas immersion trip at Secondary 3.

RSP alumnus Liaw Zheng Kai, from a Sec 4 class of 2015, reflected that although it has been so many years ago, “visiting other schools in Shanghai and experiencing the different ways in which learning takes place are experiences I might not have received elsewhere.”

Indeed, RSP has given me the chance to be more exposed to the world of research and develop a fervent keenness in learning.

Zhang Yunting, Sec 4 (2015)

APPLIED LEARNING PROGRAMME (ALP):
Sustaining Sustainability, the JSS Way!

Have you ever thought 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 ALP is the Research 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.

Indeed, RSP has given me the chance to be more exposed to the world of research and develop a fervent keenness in learning.

Zhang Yunting, Sec 4 (2015)
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, and the answer would be ‘Sports’... And how right he would be!

As our former Basketball alumnus Chua Qiwei of Sec 4 class of 2016, aptly puts 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 would be able to provide me with a good balance of academic and sports excellence!’

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

Complementing 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 range of training I had never experienced before, for example, mental strength coaching, various sports camps and overseas training.

Leone Senyi, Alumnus, Class of 2013

In collaboration with Assumption Pathway School, The Pod Café was started with the belief that students would benefit from an authentic hands-on learning experience. The Café project is intended to present students with an authentic learning experience, and let them learn more about what is involved in the operation of a F&B outlet and being in the service industry.

Through this project, students acquire basic service and business-related knowledge and skills, aligned to what is learnt in subjects such as Elements of Business Skills and Food Studies in the setting of running and managing a café.

I really enjoy baking and brewing different kinds of hot beverage to serve our customers. I hope this can be the start of my journey in learning more about the F&B industry!

Siti Norhayati, Sec 2 (2019)

A Legacy of Giving, a Culture of Caring

Jurong Secondary School has had a long history of giving; in fact, it was a school built for the community, by the community. Starting with only 100 students and 5 teachers in 1963, the school soon grew to become a highly regarded educational institution in the west. In fact, to cater to the needs of the growing number of communities in the west. 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 and Library Block for the school in 1977.

Just as we have grown with the help of the community, especially the Taman Jurong community, we seek to always help other communities too. Entire cohorts of JSS students have experienced this when they embarked on 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, 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 Tuol Sleng Museum in Cambodia, 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.

I really enjoy baking and brewing different kinds of hot beverage to serve our customers. I hope this can be the start of my journey in learning more about the F&B industry!

Siti Norhayati, Sec 2 (2019)

Our Volleyball ‘B’ Division girls emerging as National Champions in 2019

DID YOU KNOW:
Something Hot’s Brewing in JSS!

Wouldn’t it be awesome to be able to have a cuppa and freshly baked muffins after a long day at school? In JSS, we have just the thing for you!

In collaboration with Assumption Pathway School, The Pod Café was started with the belief that students would benefit from an authentic hands-on learning experience. The Café project is intended to present students with an authentic learning experience, and let them learn more about what is involved in the operation of an F&B outlet and being in the service industry.

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I really enjoy baking and brewing different kinds of hot beverage to serve our customers. I hope this can be the start of my journey in learning more about the F&B industry!

Siti Norhayati, Sec 2 (2019)

A legacy of sports excellence in JSS

DID YOU KNOW:
Values that Bind us Through Time

In the years leading up to our school motto in the early years, later embraced as the school values, we endeavored ourselves to all Jurong Secondary students past and present. Introduced in 1968 by the school’s second Principal, Mr Bernard Fong Fook Chak, these values are today assimilated into all spheres of life in JSS, including the name of the school’s House system, cuplets in the School Hall and the 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, the answer would be, ‘行，信，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 to raise awareness on terrorism;
- Designing a website with infographics to brainstorm and design ICT-based solutions to research issues that they are passionate about;
- Engaging local residents in discussions about how they can contribute to address these needs.

In JWSS, we prepare our students to be caring leaders who are values-centred, and passionate learners, innovative thinkers and skilled communicators who can effectively engage their peers and the community.

As part of the school’s ALP, students bring together the skills and knowledge in 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, as well as a public showcase of their projects in the community.

JWSS students illustrating on iPad Pro using apple pencil

LEARNING FOR LIFE PROGRAMME (LLP):

Community Youth Leadership

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 instil 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 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.

As guiding the elderly on the use of computers and the internet.

Students on attachment at the Singapore Chinese Chamber of Commerce and Industry

On attachment at Think Tank Studios

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 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 with 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 for 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, various law firms and more organisations due to come onboard.

Outstanding CYL Leaders are trained to mentor their juniors, and given the opportunity to initiate projects at the school or community level.

Mr Rahmat Tirmizi, Geography Teacher

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

Cherlisa Sin, Sec 4 (2019)

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.

Scan this QR Code for more information on ALP@JWSS

Students demonstrating the use of their micro:bit to help the elderly communicate easily with their caregivers

Scan this QR Code for more information on LLP@JWSS

Students on attachment at Taman Jurong SilverAce’s elderly residents.
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 Jewel.
What can JWSS students hone with our JeWel Programme? English Language, Mathematics, Science, Sports and Art.
We provide passionate and talented students with 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 the talent and passion to pursue these areas of interest at an even deeper level when they enter a Junior College or Polytechnic.

ENHANCED ART PROGRAMME:
A Showcase of Learning
“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 exciting opportunities for students with a keen disposition and ability in Art to further nurture and develop their talent. As one of 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, 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 (2008)

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 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.

DID YOU KNOW:
Overseas Student Exchange Programme
JWSS brings our students to Shanghai, China as well as Shizuoka, Japan to nurture our students through a diverse learning environment so as to sharpen their global awareness and cross cultural skills.

DID YOU KNOW:
Overseas Student Exchange Programme
Overseas Student Exchange Programme to Japan

JURONG WEST SECONDARY SCHOOL
www.jurongwestsec.moe.edu.sg
LEARNING FOR LIFE PROGRAMME (LLP):

Sports for Life

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 – an athlete of character.

At Jurongville, we leverage our Learning for Life Programme (LLP) to develop our students’ love for physical activities and their character. Through Sports Exposure, all students in the school are given opportunities to choose the sports they would like to learn during Physical Education Lessons. During such activities, they acquire values and develop positive attitudes as well as social skills. Their perspectives are also widened through activities including inclusive education lessons. During such activities, they acquire values and develop positive attitudes as well as social skills. Their perspectives are also widened through activities including inclusive education lessons.

Their learning is further enriched through Sports Empowerment. Students are encouraged to think critically, assess options and make sound decisions, through various sports leadership development activities. Selected students have the opportunity to become mentors when they share their knowledge and experiences at sports related camps, workshops and courses.

At the apex, Sports Excellence stretches the students to excel in their respective sports. Through Sports Exposure, all students in the school are given opportunities to choose the sports they would like to learn during Physical Education Lessons. During such activities, they acquire values and develop positive attitudes as well as social skills. Their perspectives are also widened through activities including inclusive education lessons.

At the apx, Sports Excellence stretches the students to excel in their respective sports. Strategic partnership with various sports organisations aims to develop these excellent student athletes with the necessary skills and values to pursue and develop their passion in competitive sports.

APPLIED LEARNING PROGRAMME (ALP):

Being Electronics-Smart!

To better prepare our students for a technology-driven world, our school has been developing our Electronics Applied Learning Programme (ALP) since 2014. Through ALP, our students understand the fundamentals of digital technology through various stimulating learning experiences within and beyond the school.

Our lower secondary students learn coding skills and the basics of electronics during their ALP lessons. They are challenged to develop prototypes that can solve authentic problems within the community. Some interesting projects include smart medicine boxes, smart void deck lighting and an automatic plant watering system.

Upper secondary students continue to pursue their interest in Electronics through our school’s enrichment programmes. Selected students can even take up the O-Level Applied Subject, Electronics, in Secondary 3 and 4. A good number of our students go on to pursue educational courses related to Electronics after they leave Jurongville!

COGNITIVE DEVELOPMENT IN VARIOUS DOMAINS:

Nurturing Talented JV-nites

Have you ever thought of being a student reporter or participating in Math or Science challenges or honing your negotiating skills as a UN delegate? These are the various opportunities available for students who are passionate about and have a talent for the different academic subjects.

Students with a flair for the languages are selected to participate in a journalism project where they contribute to the school newsletter by being student reporters. Those who demonstrate an interest in Science and Mathematics are encouraged to explore innovative ways to solve problems or improve situations that they observe through Mathematics Challenges and the Scientific Inquiry Research Experience. The school also enables students who love to explore world issues to participate in the River Valley Model United Nations, as well as the Geography Challenge organised by NUS. Regardless of your interest and passion, the school seeks to nurture it through its different academic talent development programmes.

Student representatives for the various CCAs

Primary Six Sports for Life Carnival held by our school

Student reporters for the JVSS Newsletter

Student participants at the River Valley Model United Nations

End product of the newsletter produced by student reporters

“

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

Jaryl Tay, Gold Medalist (Wushu), 2015 Sea Games, Alumnus (Class 2009)

“
Connections in our Global Village

Some of our school’s mission is to nurture World-Ready students. But what exactly is a World-Ready student? For a start, a World-Ready student must possess a strong sense of global awareness and have the cross-cultural skills to better understand and appreciate the world. Through our internationalisation programmes, we bring our students out into the world and also bring the world to our students.

Multiple cultural immersion trips are organised every year to countries such as Japan, China, Thailand and Malaysia. Each trip also caters to different student interests. For example, students who are keen on contributing to the overseas community are able to embark on Service Learning trips to Thailand and Indonesia. Our student athletes are better prepared for life and work in a globalised world. Our students also develop a stronger sense of identity and belonging as Singaporeans through the internationalisation programmes.

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World-Ready students are active contributors, with effective communication and collaborative skills.

DID YOU KNOW:

Learning Spaces

A part of the school’s outdoor education programme, the Secondary 2 students experienced a 10-day adventure camp at Labrador MOE Campsite. The camp activities were designed and customised for the students by the PE department. During the camp, students went through many memorable experiences. One of the special activities was the caving experience that many students look back fondly. Yet another special highlight of the camp was having our JVS Alumni coming back to volunteer as camp facilitators. This shows the strong connection and sense of belonging that the alumni have for their alma mater!

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.

Mr Cheong Sia Min, Teacher

Students trying their hand at traditional Chinese paper cutting at Hai He High School in Tianjin

Engaging Cambodian kids through a pop quiz

Close bonds forged between facilitators and participants

DID YOU KNOW:

Developing Student Leaders

In JVS, we believe that leadership can be nurtured and the JVS student leadership programme is designed to develop our student leaders to be world-ready with the passion to learn, lead and serve. Student leaders have the opportunity to go through a series of developmental training sessions based on Kouzes and Posner’s Leadership Challenge Model. They hone their leadership through facilitation workshops and also opportunities to organise key school events such as Sec 1 Orientation Programme and Graduation Day.

Who’s who in the JVS student body is a list of our student leaders for the year 2014. From the list, you will see that our leaders have taken on all sorts of responsibilities.

NURTURING WORLD-READY STUDENTS: Connections in our Global Village

P art of our school’s mission is to nurture World-Ready students. But what exactly is a World-Ready student? For a start, a World-Ready student must possess a strong sense of global awareness and have the cross-cultural skills to better understand and appreciate the world. Through our internationalisation programmes, we bring our students out into the world and also bring the world to our students.

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So how do we bring the world to our students? Our school has a longstanding partnership with Tokyo Kokishakawa High School and their educators and students have been visiting us yearly. Through engaging interactions such as the playing of traditional games, working on group presentations and learning about and experiencing our school’s ALP Electronics programme, both groups of students got to know one another better.

By providing different platforms for cross-cultural interactions, our students are better prepared for life and work in a globalised world. Our students also develop a stronger sense of identity and belonging as Singaporeans through the internationalisation programmes.

We’ll always serve with steadfastness, and honour her ideal; To be committed and responsible, and give beyond ourselves with zeal.
Hi I’m Goh Li Yan, a Secondary 1 JYian. Please allow me to share with you my exciting journey of exploration through my PASSION Module!

I look forward to the Passion-Ignite Day every week. My Passion team-mates from different classes share a similar passion – Science exploration which we chose. I found myself engaged in fun and interesting hands-on activities with my peers. There were talks by external experts, learning journeys and experiments that stretched my thinking. They made me feel the need to care for others and improved my socio-emotional competencies!

All the learning culminated on SPARK! Day (end of semester) when we students got to share our area of passion in a festival-like fair. There were balloons, booth cards and goodie bags given out to visitors to our booth as we took turns to present our new learning!

I realized how important it is to have good communication skills and confidence. More importantly, I feel that my Passion team-mates and I have made a positive change in our fellow JYians in terms of increased graciousness!
JUYING SECONDARY SCHOOL
www.juyingsec.moe.edu.sg

STUDENT CENTRED:
Future-Ready with Technology

A t 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 proficiencies such as coding, Google cloud collaboration skills, 3D/AR modelling and creating microbit DigitalMaker projects such as truth detectors and special keypads that play programmable musical tunes. JYians learn to use a host of Google Education platforms for their inter-disciplinary project work, so undoubtedly JYians are well-empowered and future-ready!

Experiencing VR while catching a glimpse of the future

TALENT DEVELOPMENT:
Stand & Deliver

J Yians in Secondary 1 might begin as shy students, afraid of public speaking. But soon, all will gain new confidence with our Applied Learning Programme (ALP) that aims to develop our students as confident and competent speakers. Students undergo a tiered oracy programme undergoing training for Public speaking/Drama, Debate & Interview skills (Tier 1), specialized training at Tier 2 (ELDDS / Ambassadorship at Gardens by the Bay & Ted-Talk Training) to Tier 2+ training (Newscasting/Emceeing). A Speakers’ Corner, well-equipped with a podium, lectern, sound system and video broadcast in the canteen, allows students to confidently address their schoolmates on various issues. 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, while avid supporters cheer for them.

RIGH T VALUES INCU LATION: OYSTER GIFT FOR P6s

T he Juying OYSTER is a handy booklet which captures the heartbeat of the school featuring testimonies of students and parents who have benefited from the Juying experience. It is given to Primary 6 pupils of primary schools in our vicinity. We welcome P6 pupils to choose Juying Secondary, School Code 3066.

Our RIGHT Values:
Respect
Responsibility
Integrity
Gratitude
Humility
Tenacity

OYSTER Philosophy:
Opportunities for All
Yearning for Lifelong Learning
Student-Centered
Talent Development
Empowerment
RIGHT Values Inculcation

JUYING SECONDARY SCHOOL
www.juyingsec.moe.edu.sg
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
- Leadership opportunities for all
- Structured leadership programmes and training
- Partnering organisations and community
- Outstanding Student Leader Award

As a tradition, we uphold in Kranji every year in April, senior student leaders from CCAs in the school stand proudly onstage as the Principal lists the CCAs’ accomplishments, triumphs and invaluable service rendered to the school. The junta will come on stage and shake hands with the incumbent seniors, thus accepting the leadership baton on Leaders’ Day.

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 and activities to apply their leadership knowledge and skills to benefit the community. One signature event is the school’s collaboration with Limbang Grassroots Organisations in organising 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 course 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.

We Have a Keranji Tree

The Keranj 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 2 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 2 to 5 students walked – 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 1 students were 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.

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.

This broad and flexible framework aims to enrich classroom learning through meaningful projects and activities tailored for every level, both inside and outside school, to inculcate a thinking culture in our students.

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 as ambassadors in NPark’s Community in Nature (CIN) initiative. The CIN programme aims to firstly, develop science communication skills through student involvement in nature outreach efforts and secondly, equip students with the relevant skills and knowledge to engage the public in developing an interest in Singapore’s biodiversity and to advocate for the conservation of our natural heritage through biodiversity education.

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.
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.

Last year, Kranji teachers underwent a series of in-house professional development workshops that centred on the Singapore Teaching Practice learning framework. Guided by our core team of teacher leaders, the teachers revisited how our students learn by looking at student motivation. Specifically, they identified a range of strategies that can help develop and increase the intrinsic level of motivation in students.

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.

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 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.

• 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 qualify for the Nationals (Top Four) in every sport.

• 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 exposed to, it is no wonder that the intrinsic level of motivation in students.

With the rich learning, experiences each group is exposed to, it is no wonder that our students find their time spent in CCAs meaningful, enriching and memorable!

CO-CURRICULAR ACTIVITIES:
 Bringing Out the Best

Kranjiani Transforms Students to Teachers

Our students are always surprised and excited when they discover that a group of their teachers are actually Kranji alumni! Four 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!

UNIQUELY KRANJI:
The Kranji Experience

The most anticipated event amongst Kranjians is our biennial Cultural Fiesta Nite. The event is organised as part of the school’s Racial Harmony Day celebrations, which serve to promote inter-racial understanding and social cohesion amongst students. 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.

Both teachers and students take part in the festivities by donning a dazzling array of ethnic costumes. Alumnus members as well as students’ family and friends come to show their support and enjoy the myriad performances lined up for them. The highlight of the night? The Kranji Mass Dance with 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 and courses.

We aim to balance all Kranjians’ academic development with their holistic experience – the Kranji Experience.

DISTINCTIVE PROGRAMMES

Kranji Secondary School has two distinctive programmes. Through the Applied Learning Programme (ALP), Thinking Curriculum, Kranji Secondary nurtures communities of reflective and inquisitive learners, grounded in the Thinking Routine. In the LLP, students are taught to think critically and analytically, and analyse situations from different perspectives, increasing the level of engagement in Project-Based Learning. The second distinctive programme is the Learning for Life Programme (LLP). The objective of the LLP is to develop A Leader in Every Kranjian. The focus is on student leadership in the school. A variety of leadership opportunities are available for students in the school council, prefects, and Kranji Boosters organizations.

Subjects Offered

With 30 A levels and 20 O levels, Kranji Secondary School offers a diverse range of subjects. Students can choose from 50 different subjects, including the traditional sciences, arts, and social sciences. Some of the subjects offered include Mathematics, Physics, Chemistry, Biology, Economics, Business Studies, History, Geography, Accountancy, English Language, Literature in English, Chinese Language, Malay Language, Tamil Language, Music, Physical Education, Art, Music, Dance, Drama, and Film Studies.

Kranji Secondary School

Kranji Secondary School is a co-educational school located in Choa Chu Kang, Singapore. The school offers a comprehensive curriculum that prepares students for successful lives in Singapore and beyond. Kranji Secondary School is known for its strong emphasis on academic excellence, student well-being, and extracurricular activities. The school is committed to providing a positive learning environment that fosters the development of well-rounded individuals who are equipped to succeed in their futures.

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LEARNING OUTSIDE CLASSROOM:
MGS ROC(k)s!

Do you want to explore how gemstones are made into jewellery or what the latest innovations in advanced manufacturing arts, or do you wonder what it is like as a lawyer, restaurateur or IT programmer?

How about helping to set up a school library, building a well or teaching children craftwork to benefit a village community?

This is all part of our unique Reality Outside Classrooms (ROCs) Programme, which groom 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.

In addition, the Work Experience Programme offers an enticing array of options for cultural immersion trips to countries such as Cambodia, Thailand, Vietnam, India, and China.

Secondary 3 and Year 3 students to be an 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.

Strings as a CCA has nurtured us to become better musicians. We have connected not only musically but as a team through the many platforms to give back to society with our community performances.

Lee En Yi Hannah
President, Guitar Ensemble, Year 4 (2019)

Being part of the guitar ensemble has enabled me to develop in confidence and shown me the collaborative effort needed among my ensemble mates. It is truly an enriching experience!

Lim Jia Rui Charis
Vice President, String Ensemble, Sec 4 (2019)

It is truly an enriching experience!

MGS Drama Society has provided every member an outlet for their individual creative expression. Its multiple facets help us to learn new skills and develop our character and values.

Lin Yu Qi
Vice President, Drama Society, Sec 3 (2019)

Indian dance is the hidden language of the soul and body. It teaches us discipline and perseverance for us to give our best in our endeavours.

Jayakumar Sabitha
President, Indian Dance, Sec 4 (2019)

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President, Indian Dance, Sec 4 (2019)

"I have learnt how people-centered the healthcare industry is and the passion, respect and efficiency of all the staff has really inspired me. This work experience has really given me an insight into the operations of a polyclinic."

Chong Shueh Li Sheena, Sec 3 (2018)

"The trip taught us that we can make an impact on people around us in different ways. Travelling to Chennai was truly a blessing and eye-opening experience for every one of us!"

Lisa Xin Kuek & Masy Lin, Sec 3 (2018)

"I have learnt how people-centered the healthcare industry is and the passion, respect and efficiency of all the staff has really inspired me. This work experience has really given me an insight into the operations of a polyclinic."

Chong Shueh Li Sheena, Sec 3 (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. Encouraging 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.

The MGS pool augments the school’s swim legacy in developing young talents in the water. Swim classes and annual 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.

Pooling our Resources: The Sports Complex is also where our girls develop and use their gifts and talents to light the world of others in the community. The MGS community of students, staff and parents come together as volunteers on a regular basis to help SPO, 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.

MGS HOUSES: 4 Houses, 1 MGS Family

The MGS House system was first formed in 1932, with the four houses named after Methodist pioneers in Singapore: Blackmore, Oldham, Shellabear and Horley. They were later renamed Blackmore, Olson, Lee and Jackson.

These current House mascots were created by the students themselves, selected based on their positive qualities, and meaningful Biblical references to spur each girl to greater heights, not just for their house but also for the MGS family.

The MGS House spirit comes alive during school events such as the MGS Swimming Championships and Secondary Cross-Country Meet when the students don their house colours and cheer for their houses with enthusiasm. Fridays are House Days, where all students are encouraged to come to school in their respective House T-shirts to bring across greater house unity and affiliation.

MGS PASSPORT: Passport “Chops”?副

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 keepsake passport will stand as a keepsake for their memories, reflections and friendships made.

Are you ready to embark on your education experience and be part of our MGS legacy?
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.

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.

Students also grow organic vegetables (in partnership with parent volunteers) which are served as salads to their peers to advocate for Nature.

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.

Secondary Three Students extend their learning beyond the curriculum by choosing from a range of 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 passions and ignite their joy of learning, while developing important life skills and 21st century competencies at the same time.
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 ‘dancing’ 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’ and ‘C’ Division Boys in the 2019 National Inter-school Cross Country Championships. All Sports CCA 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.

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 platform 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.

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 Canteen to toss ‘Lohei’ with their teachers to wish for blessings and strong friendships.

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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 desiring success finds a foothold for others in order to thrive.

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Pleased with Plaits

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Makan and Mingle - informal get-together by the class over a meal

Nan Hua Dance Society at Chingay Parade

Freestyle Drill Sequence by NCC Girls

Nan Hua Dance Society at Chingay Parade

Pleased with Plaits
As an established SAP school, we take pride in providing all our students a conducive bilingual, bicultural environment. Students are given a strong foundation for understanding the East and the West and achieving mastery in both the English and the Chinese languages.

Lower Secondary students learn about Chinese history and culture during the weekly Appreciation of Chinese Culture lessons. In Upper Sec, there is a 4-tier Bicultural Studies curriculum to empower all students to appreciate both the East and the West cultures in greater depth. It is also a programme that broadens students’ horizons and global perspectives.

Our students pursue their passion for bilingualism in a variety of ways. For example, this year, the inaugural Asia BYMUN (Bilingual Youth Model UN) was championed by our own Secondary 4 students from the 2018 batch, in a bid to provide a bilingual version of MUN in the region. With the theme, “Transforming the world: Voices of Youth”, BYMUN brought together participants from Singapore, Shanghai, Ningbo and Taiwan to deepen their understanding of diplomacy and international relations, while enhancing their bilingual proficiency, critical thinking skills, teamwork, and leadership abilities.

We also believe in learning through experience. Our bicultural programme includes trips to China and the UK as part of the Global Classroom Programme. Students participate in various cultural and entrepreneurship activities and even make industrial visits to learn the basics of business set-ups both locally and overseas.

What students say:

“Experiencing a different culture through interacting with locals allows me to understand more about the UK as well as the difference between the UK and Singapore or even western countries vs eastern countries.”

“This trip has allowed me to be more culturally informed and has helped shaped my foreign culture acceptance so that I can better assimilate into any cultural context.”

“After I arrived here (China), I realised that I needed to embrace the Chinese culture with open arms to be able to fully appreciate my trip here. For me, this trip was about overcoming my difficulty with the Chinese language, and gaining understanding of the people and customs here.”

EMPOWERED LEARNERS:

SPICE Up Your Learning at Nanyang

At NYGH, we delve deeply into complex issues. We think critically and creatively to synthesize knowledge. This allows us to solve problems in a collaborative environment. This is SPICE (Serving People through Innovation, Creativity and Enterprise). Our students appreciate and apply their learning to real-life situations.

We focus on values, attitudes and skills that students need to possess in the face of an uncertain and fluid future. An array of stand-alone programmes support this. For example, the Local Cross-Cultural Programme and Community Education take an interdisciplinary approach. Our Maker Education and Educational Technology teams complement these programmes.
Agents of CHANGE

The secret is out. For years, women stayed in the background, quietly working behind the scenes. But now they are among us. Heroinies in the making, saving the planet, transforming lives, being the movers and shakers of society.

Let us take a look at some of our student-initiated projects that have enacted change in our community:

Challenge #1: How can we save the earth?

We're the planet, you can be one too, ‘cause saving the planet is a thing we do! In the footsteps of her senior, Ang Zyn Yee who started the Straw-Free Singapore movement straight out of Secondary Four, we’ve got…a troll! We’re referring to Laura Lee who initiated projects that have enacted change and shakers of society.

Challenge #2: How can we transform a regular school life into an unforgettable one?

Locked away in a corner of the basement car park of our school is a haven that is special for students. Fondly known as the SAC (Student Activity Centre), this place of refuge is popular with all students as it is a place where they can let their hair down (literally) in a safe and comfortable environment. Started in August 2004 in response to calls from students to have an area just for themselves, the SAC recently had a face-lift and now boasts three unique areas for students to relax and enjoy themselves. Whether you want to play games like Jenga or Monopoly, hold a birthday celebration for your CCA group, hold a project meeting in air-conditioned comfort or have a nap, the SAC has got it covered.

Challenge #3: How can we enliven Singaporeans’ daily commute?

Bestowed with powers of art and music, students from our Art Elective Programme (AEP) put up their original creations on the walls of Sixth Avenue MRT station sending cheer and messages of love. Meanwhile, Higher Music Programme (HMP) students partnered with Singa the Lion and serenaded Higher Music Programme (HMP) students’ daily commute with many of the students who fondly call her their godmother and come back to visit her even after they have graduated from Nanyang. Every year, Aunty Shirley decides to take charge of the SAC in July as her way of giving back to her alma mater. Since then, she has forged deep relationships with many of the students who fondly call her godmother and come back to visit her even after they have graduated from Nanyang. Ever ready to lend a listening ear and a shoulder to cry on, Aunty Shirley has decided to take charge of the SAC in July as her way of giving back to her alma mater. Since then, she has forged deep relationships with many of the students who fondly call her even after they have graduated from Nanyang. Ever ready to lend a listening ear and a shoulder to cry on, Aunty Shirley has decided to take charge of the SAC in July as her way of giving back to her alma mater. Since then, she has forged deep relationships with many of the students who fondly call her godmother and come back to visit her even after they have graduated from Nanyang. Ever ready to lend a listening ear and a shoulder to cry on, Aunty Shirley has decided to take charge of the SAC in July as her way of giving back to her alma mater. Since then, she has forged deep relationships with many of the students who fondly call her godmother and come back to visit her even after they have graduated from Nanyang. Ever ready to lend a listening ear and a shoulder to cry on, Aunty Shirley has decided to take charge of the SAC in July as her way of giving back to her alma mater. Since then, she has forged deep relationships with many of the students who fondly call her godmother and come back to visit her even after they have graduated from Nanyang. Ever ready to lend a listening ear and a shoulder to cry on, Aunty Shirley has decided to take charge of the SAC in July as her way of giving back to her alma mater. Since then, she has forged deep relationships with many of the students who fondly call her godmother and come back to visit her even after they have graduated from Nanyang. Ever ready to lend a listening ear and a shoulder to cry on, Aunty Shirley has decided to take charge of the SAC in July as her way of giving back to her alma mater. Since then, she has forged deep relationships with many of the students who fondly call her godmother and come back to visit her even after they have graduated from Nanyang.

The MakerSpace

Built a 3D model of your ideal school of the future, modify a wheelchair to make it more user-friendly or fabricate props for your class play, these are just some things our students do in our very own MakerSpace. Fully equipped with a full range of wood and tools, 3D printers, CNC router and so much more, it is no wonder that students are so fond of our MakerSpace.

Backyard Café

Carving a slice of red velvet cake with a cup of frothy cappuccino? Forget Starbucks and head over to the Backyard Café run by our very own Nanyang baristas! Set in the beautiful sustainable garden set up by the Nature Society CCA group, this self-run café serves up a range of desserts and hot and cold beverages that are a welcome treat from the usual canteen fare.

Aunty Shirley with her “godchildren” at the Student Activity Centre

Aunty Shirley with her “godchildren” at the Student Activity Centre

https://www.instagram.com/strawfreesingapore/

https://www.instagram.com/toiletroll.sg/
F to appreciate the different shades of colour founding in 1965, Newtowners have learnt True to the artistic spirit of the school since its creatively to bring life to the canvas.

In the Art room, a Secondary 4 Art student, are rehearsing for a class performance. They are getting organised with their percussion instruments and their choral section. They are exposed to a wide range of musical nature.

Exploring the functions of a camera Learning to play the guitar in New Town

Environmental Education:
Recycling? How About Upcycling?

In New Town Secondary School, students have gone beyond recycling within the school and carry out upcycling on unwanted items for the purpose of reducing waste and improving the efficiency of resource use as well as community-based green initiatives to create a better environment for the community.

Since the establishment of the Environment Education as one of the school’s signature programmes in 2005, “Going green” has become an integral part of daily life at New Town Secondary School. Both staff and students make sure that they turn off the lights and fans when they leave the classrooms and they also consume their food at the canteen instead of packing their food using plastic disposables. In the Humanities and Science curriculum, students discuss current issues like climate change, energy conservation as well as ways to save the trees and minimise food wastage. They also write reflections and draw posters to articulate their thoughts. Besides environment-focused discussions, students venture on field trips to Sungei Ulu Pandan and East Coast Park to learn about human impacts on water quality and the importance of water conservation.

At the school level, Earth Day is commemorated yearly to expand students’ knowledge of the environment through talks and skit performances by the Green Guardians on marine conservation and the 4Rs (Reduce, Reuse, Recycle and Refuse). Other initiatives also include creating a solar-air conditioner, students pledging to save water in support of the Singapore World Water Day and the tracking of the biodiversity in school.

Newtowners’ quest to promote a cleaner and greener environment goes beyond the school. We reach out to the community, distributing flyers and sharing helpful information on the fight against mosquito breeding and preventing dengue fever. Through participation in these projects, our students learn the importance of being proactive and taking on shared responsibilities in keeping the environment clean.

New Town’s environmental education efforts have earned the school the Lotus Sustained Achievement Award for seven consecutive years from 2011 to 2017 and the Vanda Miss Joaquim Award in 2018. The school also bagged the Green Schools & South West – Sustained Achievement Award in 2016 for three consecutive years with Gold Awards from 2013 to 2018.

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 in New Town. A leader is one who fuses different ideas together and help the team to succeed.

Sharing stories on school values and leadership

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.

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Ready Equipped with Life allow our students to get a glimpse of the attachment at the different industries The opportunities to participate in work rapidly changing world.

activities, our students discover their interests and talents while developing values and future-ready. 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 final 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.

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 4 (2019)

A great kayaking experience Together, we overcome our fears

Collaboration 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 thesis Writing Mentorship Programme – a collaboration between the school and USP to raise greater awareness of global issues by developing our students’ critical thinking and writing skills.

What about joining the students in our Service Learning projects? Our Secondary 4 and 5 students can be heard buzzing in deep discussion as our Service Learning Representatives lead their classes in discussion on the type of services to provide for their adopted Voluntary Welfare Organisations (VWOs). These are many opportunities for authentic learning in the community, as our students go beyond textbooks, notes and classrooms. Through an extensive network of partnerships and collaborations with stakeholders, the learning experiences of Newtowners are enhanced.

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.

Our Founding Prime Minister Mr Lee Kuan Yew visited the school in 1967. 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 900 students.

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NUS HIGH SCHOOL OF MATH & SCIENCE

RESEARCH, INNOVATION AND ENTERPRISE PROGRAMME:
Research Close to their Hearts

In 2017, Vijayakumar Ragavi’s grandmother’s brush with cancer prompted her to find out more about genetic diseases as part of her Advanced Research Project (ARP). So she, together with her peers Ethan Ho Ji En and Maxine Hong Minxin, worked under the guidance of Dr Chrishan Ramachandra at the National Heart Centre Singapore for their ARP on Hypertrophic Cardiomyopathy (HCM). Although a prevalent genetic heart condition, many people remain unaware of it, or HCM. Although a prevalent genetic heart condition, many people remain unaware of it, or HCM.

NUS High students during the poster presentation at Singapore Science and Engineering Fair

The team hopes that this study will lead to more personalized and targeted treatment for the patients in the future. Besides clinching the silver award at the Singapore Science and Engineering Fair, Ragavi won the top prize at the 2018 A*STAR Talent Search.

Passionate about science, Ragavi and her team mates are thankful for the various research opportunities at NUS High. They support and empower students’ research endeavours by connecting them with suitable research institutes and mentors. At NUS High, all students have to complete an ARP as part of their graduation requirement and in preparation for the ARP, 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.

NUS High students working on a solar tracker during a Da Vinci class

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. 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.

NUS High students during the poster presentation at Singapore Science and Engineering Fair

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.

Enthusiastic students from Quanta - NUS High's Physics Interest Group

Regardless of the scale of their undertakings, the NUS High SIGs have made a big impression upon all.
Adding the Algorithmic Touch

When Ng Quan Hao, Kyle Zheng Ching Han, Winson Heng and Deepak Alagubasramaniam were wrestling with ideas on how to save the environment, little did they realise that they would hit the bin on the head. As part of the NEA Environment Challenge for Schools 2019, the four Year 6 computing students developed a modified recycling bin and an accompanying smartphone application. The team partnered with Conservation International (CI) Singapore, a non-governmental organisation that champions environmental causes in Singapore, for this competition. Once the team decided to tackle the low domestic recycling rate and the high frequency of tainted loads in recycling bins, they leveraged their knowledge of artificial intelligence-based programs to help address these concerns. CI Singapore discussed with them the practicality of their solutions and provided them with the necessary resources. This led to the birth of a modified bin equipped with a microbit-enabled proximity sensor and camera. When an item is dropped into the smart bin, the proximity sensor signals the camera which snaps a picture of the item and, using artificial intelligence-based algorithms, smartly identifies whether the item is recyclable. The item is then sorted according to its recyclability.

The accompanying smartphone application has two main features. The recyclable checker feature utilises similar algorithms and allows users to take a photograph of any item to find out whether it is recyclable. The point reward system enables users to scan QR codes at the collection bins and earn points for every recyclable item dropped in. These points may then be exchanged for rewards like grocery vouchers.

The team's project won the Best Project (Open Category) and Best Team Presentation (Open Category) at the Challenge. Quan Hao, Kyle, Winson and Deepak donated a part of their winnings to CI Singapore in support of their conservation efforts. The boys hope that their technological innovation will make some headway in encouraging more people to recycle and to do so correctly in Singapore.

HUMANITARIAN EDUCATION PROGRAMME
Rising to the Occasion

As part of the pilot for the Humanitarian Education Programme (HEP) in 2018, a group of nine NUS High students focused on injecting a stronger sense of kinship amongst the elderly at Casa Clementi residential area; and they figured what better way to do than through the stomach!

So, the team comprising Ang Zhi Tat, Chong Kay-En, Goh Ang Ye, Hisao Yu Jer, Joshua Raj Selvam, Koh Ji Kai Hubert, Tang Yenong, Huang Hoang Anh and Zhu Jingyi partnered with Lions Befrienders Service Association Singapore and decided to put together a 2-hour bread-making demonstration and workshop for the elderly. They aimed to not only create opportunities for the elderly to interact but to also introduce simple and healthy recipes for them to try out.

What ensued was weeks of planning and preparation with days where they had to go back to the drawing board. But the team of nine possessed the perfect alchemy for the successful planning and execution of the community service project: adaptability, collaboration, ingenuity and humility. On 18 June, the team taught 20 elderly at Casa Clementi residential area; and the heart was filled with warmth and joy.

The team reached out to the elderly through the HEP, now an integral aspect of the curriculum, comprises platforms for students to interact with people from different walks of life and learn from experts in various fields. Our Year 5 students are equipped with effective communication, thinking and community building skills, and use creative approaches to prototype solutions that contribute to the well-being of people and society. It is said that the heart of a country lies not in its modern skylines, trendy hangouts or its vibrant nightlife; instead, it is in its people, and the students at NUS High exemplify this.

STAR RESEARCHERS:
Our Stellar Students

3 NUS High Students have nameakes 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 Zhaiweicheau
- 25102 Zhaoye
- 28277 Chenghernyi

The modified bin with a sensor and camera to identify if the item is recyclable.

From NUS High Students to Young Scientists

霄 Jer and Zhu Jingyi donned their vision for the future.
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 the Yew Tee neighbourhood on water conservation and raising awareness on prevention of dengue fever.

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)

Values-in-Action: Student Council members helping to clean the rental flats in Limbang

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.

Shernishah Nisairi, 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 have known they possessed.

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.

JOY OF LEARNING: Making Things Happen

Some of our Secondary Three students participated in the NUS-Dow Surprising Science Workshop and the NUS Forensic Science Workshop at the Faculty of Science, National University of Singapore. They learned how Science can be applied in the real world through hands-on activity during these enrichment workshops. They had a truly fun experience and rediscovered the joy of learning.

Students are examining bugs as they learn more about Forensic Entomology

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 crucial in enabling the students to build confidence and realise their potential. The Outdoor Education programme is designed to draw from students a greater range of skills and talents that they may never have known they possessed.

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.

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. More 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.

- **Making Things Happen**
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- **Do Good, Feel Good**
  - As part of their VIA project, our Secondary 3 students taught a group of elderly how to prepare spinach muffins. Not only could the elderly interact with the younger generation, they could also practce their culinary skills.

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<thead>
<tr>
<th>Distinctive Programmes</th>
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<tbody>
<tr>
<td>Applied Learning Programme:</td>
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<td>Undergraduate Robotics, Coding with Micro-bit, Drones, Flight Programming, Music via “Makey Makey” Invention Kit, Aesthetics Modules (Guitar and Musical Keyboard, iPad Garage band, Hip-Hop), Computer Programming – Code for Fun and Digital Maker</td>
</tr>
<tr>
<td>Learning for Life Programme:</td>
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<tr>
<td>Community Youth Leadership, Speech and Drama classes, Values-in-Action for youth volunteerism development, REGENT habits development, Basic/ Advanced Leadership Development, Media Literacy Modules (Cyber Wellness, CIA Ambassador’s Leadership Development Programme)</td>
</tr>
<tr>
<td>Subjects Offered</td>
</tr>
<tr>
<td>Additional Mathematics, Art, Biology, Chemistry, Chinese, Design and Technology, Exercise and Sports Science, English, Food and Nutrition, Geography, History, Humanities (Social Studies, Geography), Humanities (Social Studies, History), Literature in English, Malay, Principles of Accounts, Science (Chemistry, Biology), Science (Physics, Chemistry)</td>
</tr>
<tr>
<td>CCAs</td>
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<tr>
<td>Physical Sports: Badminton, Football, Handball, Netball, Taekwondo</td>
</tr>
<tr>
<td>Uniformed Groups: Boy Scout Brigade, National Police Cadet Corps, National Cadet Corps (Land), Red Cross</td>
</tr>
<tr>
<td>Visual and Performing Arts: Regent Wind Symphony, Regent Revolution Show Choir, Movement and Dance, English Language and Drama Society</td>
</tr>
<tr>
<td>Clubs and Societies: AVPA Club, Entrepreneur Club, InfoComm Club, Green Book Club, Robotics Club</td>
</tr>
</tbody>
</table>

AT A GLANCE

Address
51 Choa Chu Kang North 5, Singapore 689821

Phone Number
6765 3828

School Website
www.regentsec.moe.edu.sg

School Vision
A Self-Directed Learner. A Confident Leader. In pursuit of Excellence

How to get there
Nearest MRT Station: Yew Tee
Bus Services: 97, 100, 170, 178, 925, 927, 960, 961

www.regentsec.moe.edu.sg
Tackle a pandemic in 15 hours? No sweat!

LEADERSHIP AND CHARACTER DEVELOPMENT: mental limits. The solutions presented at the form of skits while pushing their physical and prototypes and present their solutions in the scenarios such as this. They must come up with to formulate action plans and standard Develop (Y.LEAD) Seminar, participants race event, the Youth. Leverage Educate Actuate and Character Development signature In River Valley High School’s Leadership hours to handle the situation.

Checkpoints Authority officers. You have 15 take on the role of the Immigration and a health statutory board while your peers out in Singapore. You are now a member of.

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 annual Y.LEAD Seminar are most impressive as students dance to a remix of classics, put up a news broadcast and several dramatic skits. The 15 Hour Challenge has always been a highlight of the YLEAD 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 YLEAD 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.

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ENTREPRENEURSHIP AND VALUE CREATION: Riding The TIDE at #startathon Junior

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! Every year, selected students take part in #startathon Junior, a two-day-one-night nation-wide competition. Apart from applying their entrepreneurial skills and validating their business ideas, they ideate and build their prototype in our state of the art Fab Lab, which is equipped with advanced prototyping and computer-aided design equipment.

In 2017, RV’s team impressed judges from Nanyang Technopreneurship Centre (NTC), Nanyang Technological University, National University of Singapore, Fintech & Innovation Group at OCB, and rac(ce) (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.

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BUILDING STUDENTS’ INDEPENDENCE AND BICULTURAL ACUMEN:

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) and SAP experience.

Students mingle with their Chinese counterparts at local schools and every night, they attend a teacher-led sharing session to counter their counterparts at local schools and every night, they attend a teacher-led sharing session to counter the change in their 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.

QUALITY PROGRAMMES:

RV is an S.I.A. school!

RV moved 7 times in a span of 62 years but it is one of the only two Special Assistance Plan, Integrated Programme, Autonomous S.I.A. schools in Singapore.

TALENT DEVELOPMENT:

RV’s GEMs

In RV, every student is a GEM and is polished with a myriad of activities such as different walks of life, fireide chats with university undergraduates and a comprehensive MBI 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 Li 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.

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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. The SAP experience has opened doors of opportunities for many RVians and this invaluable set of skills will continue to serve RVians well into the future.

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 3. 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!

This may not ring a bell with our current students as it was used in the 1950s and how teachers comfortably in our school’s heritage centre

Watching a cultural performance at The Master of Nets Garden, Suzhou

The art of Chinese painting

Harvesting the long beans

Learning Journey to the Singapore Press Holdings

Bicultural Leaders Academy students learning about America’s involvement in the Vietnam War

RIVER VALLEY HIGH SCHOOL

www.rivervalleyhigh.moe.edu.sg
What is the most intriguing item in your booklist? For Jasper Koh, it was the SSTuino, a microcontroller that facilitates ICT learning in your booklist. It inspired him to pursue his interest in engineering, Tan Zheng Jie has always wondered about possible careers in those fields. At the Singapore University of Technology and Design (SUTD), he was inspired by how design and engineering work hand in hand to produce an energy efficient Electric Vehicle (EV).

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.

Reflecting on his experience, Zheng Jie 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 is applying what I have learnt. And I did this recently through helping my juniors in the SUTD EV Design Challenge.”

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The SSTuino is a microcontroller designed by alumni of the SST-3M InnoScience Challenge. It is used to improve the quality of life for our elderly at the 2018 ChangeMaker Innofest. The SSTuino has assisted in distributing products to underprivileged families.

Advocacy has extended SST's Overseas Learning Experience. Students also collaborate with regional schools on advocacy outreach.
How would you like to be a researcher for a term? 

Have you ever found an area of science more interesting than another? Or realised that some experiments require you to pull in knowledge from different concepts? If you have answered yes to one of those questions, the SST Investigative Skills in Science (ISS) Module may excite you!

ISS enables all secondary 2 students to spend a term developing a science project or research of their choice in place of regular classes. Students can explore different topics and are mentored by teachers.

Caitlin, Celine and Ummus wanted to help engineers design cages that minimise breakage of eggs. So they carried out an experiment to determine the strength of an eggshell at different points. The three friends also took their learning to the next level through SST’s Industrial and Research Attachment Programme (IRAP) at N&N Agriculture.

Their experience had in turn inspired their juniors to also embark on a research about eggs but focusing on health science. Through their investigations, Allya Suflyah’s team discovered that washing eggs would remove the protective layer on the egg, leading to bacteria growth. In a twist, the students had to challenge their findings at N&N Agriculture, where eggs are washed and waxed.

Industrial and Research Attachment:

The companies in SST Inc engage clients such as KK Hospital and SportsSG, producing 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 Chairmen, Mr Aurelius Yeo, serves as a selection mechanism to qualify students as a programmer, maker and designer. The companies in SST Inc, a tech conglomerate, associated with a word. The app can be used in a 1:1 computing school? For starters, all MacBooks are termed as learning devices manage their children’s use of MacBook productivity when using a learning device.

While students acquire fundamental skills as 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.

ICT learning > Coding?

Do you know that ICT learning extends beyond coding? Students in SST have the flexibility to develop skills relating to a programmer, maker and designer.

Students are able to learn skills such as python coding, prototyping and videography as a cohort 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.

A School Without School Bells

Since the school’s establishment, there has been no school bells 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!
LEARNING FOR LIFE PROGRAMME (LLP):
The World is Our Classroom

A t Swiss Cottage, you may find students role-playing as world leaders, defending their country’s immigration policies. They decide if they want to isolate their country or open their doors wide. After learning about each country’s needs, they debate the pros and cons of immigration.

Through this, they learn why some countries are so resistant to immigrants. They also learn why some risk their lives to leave their homelands.

This takes place during our Global Perspectives (GP) Programme, which introduces global and local issues to the students. Immigration has a Singaporean context, too. Students learn about why people, including migrant workers, migrate to Singapore. At the end of the year, they visit local worker dormitories to gain a deeper understanding about the challenges migrant workers face.

Takeways! Our students learn about global issues and how they affect us locally.

The learning continues in the real world too.

Secondary 2 students get to pick a country of their choice to broaden their perspectives about the country. Some choose Bangkok, Thailand to find out more about their cultural heritage, while others choose Ho Chi Minh City, Vietnam to serve community needs.

Selected students have the opportunity to learn about technological advancements in Osaka. Geography students hand-on with coastal fieldwork investigations in Sedili. Others embark on a trip to Shanghai to learn about their sophisticated SMART and green technology, while appreciating their rich history.

These global experiences widen students’ perspectives of what’s going on around them. At the same time, they grow confidence in navigating in our increasingly interconnected world.

To introduce the Secondary 2 students to the world of engineering, they are tasked to create a wind-powered mobile. Following hands-on, our students use the Design Thinking Process to make further improvements to their prototype. They learn about renewable energy, and how it can be applied in the real world.

For example, in the Paper Towel research project, 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 how filters are used to clean water. They brainstorm ways to bring clean water to vulnerable communities who don’t have access to it.

At the Global Round, they go against scholars near and far, from Vietnam, to Australia, to Abu Dhabi. It was eye-opening to interact with people from such diverse backgrounds.

Besides the WSC, TDP students get to choose from a variety of programmes that suit their interests.

Some take part in the Global Issues Problem Solving (GIPS) Programme. They go deep into a pressing world issue, such as Education Disparity or Climate Change, and come up with possible solutions. They evaluate the effectiveness of a solution, a skill they have to think on their feet, and out of the box.

“The programme is tough, because we have to learn things outside the curriculum. But we get to learn fascinating facts like black markets and untold histories. It’s general knowledge you don’t know you can use!”

The students train hard in preparation for the WSC, TDP and GIPS. They simulate challenges faced by the elderly. Other students take part in the Global Issues Problem Solving (GIPS) Programme. They go deep into a pressing world issue, such as Education Disparity or Climate Change, and come up with possible solutions. They evaluate the effectiveness of a solution, a skill they have found useful in everyday life.

Others take part in Destination Imagination. Here they hone their creative thinking to solve challenges. The competition also has a performance element too. For some, dramatisation is a step out of their comfort zone. But it has helped them grow more confident of themselves.

If it doesn’t say you can’t, it means you can. You’ve got to be imaginative in solving the problems. That’s the fun part.

Isabelle Hakim, Sec 4 (2019)

Students simulate challenges faced by the elderly.
Excited to Invent!

Have you seen a vending machine that dispenses goodies when a correct answer is given to a Math question? How about a basketball hoop that lights up with each shot? These are some of the toys you will find presented by Swiss students during the ALP showcase.

One is the “Piano Spinner”, with rainbow panels and a wheel that can spin to attract young children’s attention. It comes with instructions to teach children dancing and jumping actions. These products are some of the prototypes designed and produced by the Swiss Cottage students as part of their six-month inter-disciplinary project. The products are then exhibited to their peers and juniors who are curious to learn the mechanisms behind the automated toys.

The students embark on aseries of workshops which include lessons on Design Thinking, technology-infused lessons to learn Arduino or a Micro:bit board programming. They then attend Design and Technology lessons to produce the outer casing, culminating in an attractive casing for their toy.

With what they have learned, they have free play to create a product from an aid for the elderly, tools to protect the environment, to even carnival toys! The possibilities are as endless as their imagination.

I really enjoyed this entire project. It was interesting to be able to programme my own toy.

Bernomy Goh, Sec 3 (2019)

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’re already learned “Hello” by Adele and “Counting Stars” by One Republic and are looking out for the latest hits for future showcases. 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 almost yearly.

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 dance and groove along to the music while we are performing!”

CCAs – Military Band

STUDENT-INITIATED PROJECTS:
What new initiative will you start?

Over the years, self-initiated projects have gained traction in Swiss Cottage.

In 2017, a group of Secondary 3 students from the Publication and Media Club (PMC) produced a video to commemorate all the Secondary 4 leaders for their contributions to the school. They called it the Memory Lane Project.

A conversation about poor handwriting among peers became the catalyst for an initiative to teach good penmanship. The Secondary 4 students spent several afternoons conducting Calligraphy workshops.

Share-a-tot was a project to spread positivity. With a blackboard and some chalks, this group of students encouraged their peers to share words of kindness with one another. By the end of the project, the blank slate became a rainbow canvas of encouraging words.

These initiatives show an independent spirit that has been ignited. What will ignite your spirit today?

STUDENT DEVELOPMENT:
Let’s Hang Out

Head down the quiet stairwell behind the canteen, and you may be surprised to discover a spacious room with a pool table, plush sofas, board games and even a Nintendo Wii!

Students manage the space themselves and also plan afternoon activities for their peers. Those looking for a comfortable place to play games with friends often make their way here. It is a fun way to learn leadership and organisational skills as they take ownership of this space.

To Walk in the Shoes of Others

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 weave their clothes, it is hard to feel much with thick gloves on. Just imagine the difficulty you will have losing your sense of touch. That is exactly what the student councillors wanted their peers to experience!

In order to help their peers understand the challenges many elderly folks have, Swiss Cottage student councillors started the Eldercare Project.

One tool they designed is a pair of blurred spectacles that participants wear in order to experience what limited vision feels like. With the blurred spectacles on, participants find their way through a simulated clinic and go through an eye test.

Through these experiential activities, the participants experience first-hand, the challenges that the elderly may experience.

CCA – Military Band:
Marching to a New Beat!

When ever they could, they would make their way to the field to play Ultimate Frisbee. Then it became regular sessions. And as their desire to see improvements grew stronger, they started to organise weekly trainings.

Today, Ultimate Frisbee is a thriving interest group. Besides taking part in (and winning!) tournaments, they have also started to organise their own tournaments.

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Bernomy Goh, Sec 3 (2019)
APPLIED LEARNING PROGRAMME (ALP):
Designing Life by Thinking

Ever wish you could go back to your childhood days where you spent hours creating new items with lego blocks? Well, you could probably get your wish and learn to make an item which might just help you feel a little like Tony Stark in The Avengers!

Using LEGO® educational solutions, students are exposed to creative problem-solving skills and will stretch their creativity when they build LEGO® robotic sets to complete specific tasks.

Helping students to decide on which robotic set to build would be the approach of Design Thinking (DT), where the user of the end-product is consulted for feedback. This helps the students to build empathy for the user’s needs and helps them ideate and prototype a design that will benefit the end-user.

As such, our ALP serves to connect academic knowledge in Science, Technology, Engineering and Mathematics (STEM) with hands-on training to transform abstract STEM concepts into tangible teaching and learning experiences.

Creative robotics experience through authentic thinking exposure

SCIENCE INNOVATION:
The Orchid Whisperers

The orchid is an important national symbol in Singapore. Our national flower is an orchid, visiting dignitaries have orchids named after them and every day, hundreds of tourists buy home fresh orchids or an orchid-themed souvenir from Singapore.

In TWSS, our students are exposed to orchids too. However, they do not just study them, they work together like matchmakers and “marry” two orchid species to create a new one! Since its start in 2012, the Orchid Hybridisation Programme (OHP), has seen its students produce two species, Phalaenopsis Teck Whye Secondary School and Dendrobium TWSS50.

What was exciting for the students was watching their orchid “babies” grow and develop and then, like proud parents, presenting these orchids at official functions where they confidently explain the hybridisation process to visitors.

In addition to hybridising the orchids, the students involved learn important values like team work, resilience and creative thinking as they also embark on side projects during different years which involve marketing the orchids or designing souvenirs for use during school functions.

In 2018, students presented a hybridised orchid, Dendrobium Tan Hong Lian, to Mr Tan, a resident of Society of the Aged Sick, whose work with plants inspired the home to contact “The Wish” - a programme to help Singaporeans realise their dreams. Recognising Mr Tan’s passion for plants, the students showed him the hybridisation process and gave him his own orchid to place in the community garden at Society of the Aged Sick.

Put your creativity and talent to the test! (It’s safer than Jurassic World!)

NATIONAL EDUCATION:
Citizenry Experience

With sweat dripping down their faces and their legs numb, Teck Whyeans commemorated Total Defence Day with a 40 minute lockdown drill, experiencing what it would feel like if an active threat was roaming around the school.

Following that experience, the next part of the day was spent on Total Defence Day commemoration activities which included an assembly programme, classroom-based discussions and game activities in the school foyer.

However, the highlight of the day was the much-awaited recess period. Students were issued with ration coupons that entitled them to basic hardship staples such as sweet potatoes and plain porridge.

Although the food was plain, the students appreciated the experience and learnt that food was hard to come by during the war-time years. An interesting twist to the learning experience was the flourishing black market of snacks which teachers noticed some of the students had brought to school!

Through a whole day of commemorative activities, the students learnt that peace cannot be taken for granted and that working together, regardless of race or religion, for the good of society, is the best way to keep safe our way of life.

I enjoyed the ideating and prototyping process the most. We designed and built a frog and made its hind legs move with software commands. The fun part was coming together as a group to see how many possible ways we could get the frog to clear obstacles. Not only was it challenging, it was very fun as well!

Isyraf Nor Irfan Bin Borhanudin, Sec 3

Enjoying their rations

Discussing how best to contribute towards the Total Defence of Singapore

Admiring what a little creativity can do

Watch the episode of “The Wish” here
EXPANDING THE RANGE OF COUNTRIES TO INCLUDE LEAST ONCE DURING THEIR TIME IN THE SCHOOL. ENSURES THAT TECK WHYEANS GET TO TRAVEL AT FUTURE WHILE STILL KEEPING ITSELF ROOTED TO ITS LAKE AND HOW CHINA IS FORGING AHEAD IN THE THEY APPRECIATED THE SCENIC BEAUTY OF WEST HANGZHOU. WHILE THEY DID NOT CATCH FISH, ABOUT CHINESE OPERA IN A DRAMA CLASS IN A FEW HUNDRED KILOMETRES AWAY, IN A MUCH TO STEP UP TO LEAD GROUP ACTIVITIES. OUT FOR EACH OTHER AND GAINED THE CONFIDENCE TO ADAPT TO UNFAMILIAR SURROUNDINGS, FOOD AND SOCIAL SITUATIONS. THE STUDENTS ALSO LEARNED TO LOOK OUT FOR EACH OTHER AND GAINED THE CONFIDENCE TO STEP UP TO LEAD GROUP ACTIVITIES.

A FEW HUNDRED KILOMETRES AWAY, IN A MUCH COOLER CLIMATE, THEIR FRIENDS IN CHINA LEARNED ABOUT CHINESE OPERA IN A DRAMA CLASS IN HANGZHOU. WHILE THEY DID NOT CATCH FISH, THEY APPRECIATED THE SCENIC BEAUTY OF WEST LAKE AND HOW CHINA IS FORGING AHEAD IN THE FUTURE WHILE STILL KEEPING ITSELF ROOTED TO ITS HISTORY.

PART OF THE TWSS OVERSEAS EXPERIENCE ENSURES THAT TECK WHYEANS GET TO TRAVEL AT LEAST ONCE DURING THEIR TIME IN THE SCHOOL. EXPANDING THE RANGE OF COUNTRIES TO INCLUDE THAILAND AND VIETNAM, IT IS HOPED THAT STUDENTS WILL GET A CHANCE TO LEARN ABOUT REGIONALISATION AND THE IMPORTANCE IT PLAYS IN HELPING SINGAPORE STAY RELEVANT IN THE FUTURE AS IT SEEKS OPPORTUNITIES TO GROW THROUGH INVESTMENT AND COLLABORATION WITH ITS REGIONAL AND GLOBAL Neighbours.

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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, WATER 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.

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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 EXCEL PROGRAMME (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.

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I TEACHING AN OVERSEAS PROFESSOR ABOUT HISTORY!

MOST STUDENTS WOULD FEEL NERVOUS PRESENTING THEIR WORK IN FRONT OF THEIR CLASSMATES, BUT TECK WHYEANS, THROUGH KNOWLEDGE BUILDING, HAVE DONE JUST THAT. CONFIDENTLY SHARING HOW THEY CO-CREATE HISTORICAL KNOWLEDGE, OUR LOWER SECONDARY STUDENTS CERTAINLY CONVINCED A FEW EDUCATORS TO ADOPT THE KNOWLEDGE BUILDING PEDAGOGY IN THEIR CLASSROOMS!

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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 the drive to excel, in fact, different types of CCAs and the Unity Councilors embody different strengths of the eagle, and at Unity, all students will get opportunities to develop as leaders and obtain badges to reflect their leadership styles and capabilities.

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 Applied Learning Programme (ALP), every student 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 for 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 our school’s vision and philosophy, the LEADERSHIP DEVELOPMENT: Every Unitian can Soar. 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 number of integrated activities we have for each cohort in their CCAs equip students with the resilience, leadership skills, passion and the drive to excel.

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LEARNING FOR LIFE PROGRAMME (LLP):
Every Unitian An Adventurer

All our students learn to use odd sounding terms: “stem”; “forward stroke”; “hatch”; “PFD”...

Our students memorise these phrases for their one-star kayaking, as part of their Learning for Life Programme (LLP) in Secondary 2. Kayaking not only teaches our students to paddle canoes. Kayaking, together with Dragonboating in Secondary 3, make Unitians 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.

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 testament 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)!

d Unions merge an academic knowledge of science with technology, mathematics and engineering, but they also acquire essential values, such as intellectual persistence, teamwork 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.

What kind of leader will your child become?

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 UGs get to learn:
1. Badminton
2. Basketball
3. Floorball
4. Football
5. Netball
6. Softball
7. Ultimate Frisbee
8. Volleyball

Assistant Sergeant Major Cheah Zhang Yong hosting Senior Minister of State Dr Janil Puthucheary at a Boys’ Brigade event

Being part of a team defines who you are.

Assistant Sergeant Major Cheah Zhang Yong giving a Boys’ Brigade event

The NCC Freestyle Drill Squad is one of many award winning drill teams in Unity. Heng Hong Quan (rightmost) was also awarded the NCC Outstanding Cadet Award 2016-2017

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Learning how to live in plant communities

Scientists busy at work

Ameras busy at work

Ameras busy at work

Ameras busy at work

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Basketball is one of the most celebrated CCA’s 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.

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.

Basketball has taught me about discipline and teamwork. When the season is near, trainings will be tougher but we persevere on. We encourage each other throughout the season and give feedback to one another so as to improve our game. We train as a team, we play as a team and we win as a team.

Lim Lek Kar, Captain (Basketball-Girls) Sec 3 (2019)

ACADEMIC FOCUS:
Uniting to Find Your Dream

On the other hand, students from our Leaders of English Programme (LEP) learn from renowned writers such as Mr Alvin Pang, Mr Cyril Wong and Ms Jean Tay Inn. Beyond writing for and performing in school performances, our students take part in writing competitions and organise the Unity Young Writers Festival, a poetry event which saw 27 schools take part in 2019.

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.

Mr Alvin Pang at the Unity Young Writers Festival 2019

TEACHERS:
Talents in Unity

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!

Mr Timothy Ong, the school’s resident poet

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.

Our alumni, making us proud in their uniforms!

Parents Support Group (PSG):
Ex-Unitians regularly return to school to share with our parents their experiences as students and the different educational paths that they have pursued.

PSG sports activities

CO-CURRICULAR ACTIVITIES:
Unity in Basketball

"Talent wins games, but teamwork and intelligence win championships."
— Michael Jordan

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PSG sports activities
Finding commonalities, integrating efforts, enhancing learning: this is the purpose of the Secondary One Experiential Learning.

The collaboration between the Geography, Science and Mathematics departments to enhance how students learn these three subjects was truly a memorable experience for the students involved.

Taking a trip to Pang Sua Pond and learning the functions of a reservoir built within a neighbourhood allowed students to see for themselves the intricate workings of a reservoir and how Man interacts with the environment. They observe how human activities can pollute water bodies, hence affecting the water available to us.

Students conduct Geographical Investigations into the turbidity of the water, the levels of dissolved oxygen and pH levels – all indicators of water quality. They then go on to produce water filtration system prototypes in their Science lessons. They use their Mathematical knowledge to calculate the perimeter and estimated volume of water. The experience allows them to see how each subject complements the others and the links they can draw helped them to understand the relevance of what they are learning in class.

The whole experience allowed students to gain awareness of the techniques involved in obtaining drinking water from non-portable sources, and how the water quality affects aquatic life. This truly reflects learning in the real world.

Shooting accurately involves patience, discipline and accuracy. Championships are often won and lost on decimal point scores, so concentration and determination are key. 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.

Our shooters participate actively in national shooting competitions organised by various institutions including the NUS Invitational Shooting Competition. They have attained excellent results over the years and under the guidance of the coaches and teachers, they look to further achieve more success and excellence in their field.

Marching Band – The Sport of the Arts

"If music be the food of love, play on!"

The West Spring Marching Band has inspired pride and passion in our students for many years.

The Marching Band has achieved recognition for its performances over the years and with four silver awards, one gold award, and three certificates of distinction with an outstanding visual performance award at the biannual Singapore Youth Festival (SYF) Arts Presentation of Display Bands, West Spring Marching Band looks forward to many more achievements in the future.

Encompassing performing arts, sports and uniformed groups, the Marching Band combines music and choreography to form a grand musical show production portraying marching, dance and drama. Students also build strength, endurance and coordination through their training.

Besides training members with skills, the display band also emphasises character development and relevant social values such as group discipline and esprit de corps through workshops, band exchanges and community events. Most importantly, it instils a sense of national identity to boost the national spirit with military music.
LEARNING FOR LIFE PROGRAMME (LLP):

Be a STAR@WS

Aim for the moon; even if you miss, you’ll land among the stars!” goes a well-known adage about aiming high and being among the best. That is what West Spring Secondary’s Learning for Life Programme (LLP) is all about - training our students to be excellent sportsmen while imbue in the students passion for sports and health, as well as develop their resilience in face of challenges in life.

STAR stands for Sportsmanship, Teamwork And Resilience through sports. This programme has been West Spring’s distinctive programme since 2015 and rebranded to focus more on character and resilience.

The objectives of unleashing the human spirit, connecting with others, finding purpose and passion in life while honing social and emotional competencies, all students go through various programmes focused on equipping them with transferable skills to enable them to see relevance of learning at work and industries and be exposed to post-secondary learning possibilities. We hope to imbue in the students passion for sports and health, as well as develop their resilience in face of challenges in life.

SPORTS & OUTDOOR EDUCATION:

Physical Sports:
Badminton, Football, Netball, Shooting, Volleyball

Uniformed Groups:
Girl Guides, NCC (Land), NDCCC, NPCC

Visual and Performing Arts:
Display/ Marching Band, English Drama, Guitar Ensemble, Guzheng Ensemble, International Dance, Festive Drums

Dubs and Societies:
Audio & Video PA Club, Infocomm Club, Photography and Digital Media

Club and Societies:
Dance, Festive Drums Ensemble, Guzheng Ensemble, International Display/Marching Band, English Drama, Guitar Ensemble, Visual and Performing Arts:

Subjects Offered:
Additional Mathematics
Pure and Combined Sciences, Geography, English (Upper Sec), Principles of Accounts

Principles of Accounts, Cyberwellness.

Me-Lit

Growing up as millennials, a key skill that is needed to help us navigate this new world is critical thinking.

At West Spring Secondary, this is one of the school’s focus for its Applied Learning Programme – Effective Communication and Critical Thinking in Media Literacy (Me-Lit). Students pick up public speaking, creation of digital media and products as well as cyberwellness.

Building confidence and being critical thinkers ensure our students graduate with the necessary 21CC skills and ability to engage their audience. The ALP curriculum is infused in the English Language, Geography and Social Studies curriculum and the synergy allows students to see the relevance of the skills learnt in these subjects.

This in turn helps generate more buzz in these subjects and creates the Joy of Learning.

VALUES-IN-ACTION (VIA):

Project Touching Hearts

Project Touching Hearts (PTH) is West Spring Secondary’s signature annual Values-in-Action Programme. Almost 30 Secondary Three students commit themselves to a 6-day community service project in Cambodia.

Not only do our students engage the children there in fun lessons and games, they also work together with the locals to construct a waste incinerator, de-grass and clean the school area.

Persuading through the hard work, PTH is an enriching, thought-provoking and enlightening experience for our students who learn about resilience, empathy and leadership.

WEST SPRING SECONDARY SCHOOL
www.westspringsec.moe.edu.sg
LEARNING FOR LIFE PROGRAMME (LLP):

Arts for Life!

Through “Arts for Life!” , the school hopes to build a vibrant arts culture in Westwood, where students are confident and passionate to showcase their talents and bring arts into the community.

Westwood Arts Festival

As part of the school’s Learning For Life Programme (LLP), the annual Westwood Arts Festival serves as a platform to expose Westwoodians to the various performing arts, fostering an appreciation and passion for the arts.

On top of watching and learning from the performances, students were given opportunities to pick up new skills through a variety of workshops like songwriting, claymation and hip-hop dance. The Secondary 3 students went on learning journeys to various arts organisations such as the Ministry of DJ and O School to meet with artists practitioners.

Westwood staff were involved in the Arts Festival. Some tried their hand at leather crafting while others tried creating ceramic artwork. The Hidden Gems revealed the artistic talents of some Westwood staff. The Arts Festival ended on a high note with performances after school by both students and staff.

INTERNATIONALISATION:

Learn. Grow. Discover

The Westwood Internationalisation Programme aims to develop in our students the 21st Century competencies of global awareness and cross-cultural skills. Westwoodians are provided with authentic learning opportunities to “Reach Out To The World” - by learning, collaborating and interacting with youths from different cultures to develop a strong international outlook and at the same time, deepen their commitment and rootedness to Singapore.

In 2018, our Westwood Ambassadors hosted students and staff from various countries such as Indonesia, Japan, China, Thailand and Korea. The ambassadors had the opportunity to interact with the visitors and introduce to them various elements of the Singapore culture such as traditional games, art forms unique to each culture as well as some local and childhood snacks.

As a student Ambassador, I hope to improve on my communication and leadership skills so I can make our visitors’ experience to Westwood a memorable one.

Nadeshda Zara Gustaf, Sec 3 (2018)
STUDENT LEADERSHIP:
Learning to Lead

The Student Leadership Investiture is the hallmark event for student leaders in Westwood, as outgoing leaders hand over the mantle of leadership to the incoming leaders of 2018. This event signals the start of the journey of the Secondary Three leaders, who take over the responsibility to carry forward the Westwood name in their respective areas. The different leadership segments include the National Education Ambassadors, Class Leaders, House Leaders, Co-Curricular Activities (CCA) Leaders, Student Councillors and the Student Leadership Board.

Student Leaders Day Camp
Student Leaders from various segments, Student Leadership Board (SLB), Student Council (SC), Class Chairpersons, CCA, and House, gathered together on the afternoon of 29th June 2018 to develop a deeper understanding of themselves, as well as their leadership roles and purposes.

After months of hard work, selected students from each class will be representing their class to compete in the annual Westwood Dance Mania competition in May. The students will also be given opportunities to further hone their skills by training with the professionals to promote continual learning amongst students in their fields of interest.

TALENT DEVELOPMENT PROGRAMME (TDP):
Learning the fun way

Westwood TDP is designed to stretch the potential of students to further hone their creative and critical thinking skills. Westwood students have been given opportunities to showcase their creative thinking skills and capacity to express their views and opinions through local and international platforms such as Model United Nations Conferences and Destination Imagination National Tournament and Global Finals.

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STUDENT’S VOICE:
A Life Changing Decision

Tai Hui Xuan, Alumna

Westwood is unique, compared to other schools around us. We are well known for our positive attitude towards education and curriculum. The teachers set high standards for our discipline and our attitude, and always place a strong focus on our core values, vision and mission. Today, I am a voluntary officer in St John Brigade. From the 4 years of experience as an officer, I grew a lot as a leader and also given an opportunity to lead a contingent in last year’s National Day Parade.

WESTWOOD TALENTS:
Dance Dance Dance!

Dance Dance Mania

Westwood Dance Mania is a 10-week enrichment programme for all Secondary One students in Westwood. Students are taught different dance techniques and develop showmanship and confidence. Designed on the basis of the school values, the Dance Programme also aims to develop students in their resilience, compassion and innovation.

WESTWOOD TALENTS:
Sing for the Stars!

Westwood Superstar

Westwood Superstar is an annual event for the school’s talented singers and musicians among Westwoodians. Participants who qualify for the finals will have the opportunity to be mentored by external vendors as well as our very own talented Westwood teachers. Students then perform in front of the entire school cohort on a bigger stage to compete for the top three positions. Winners get the opportunity to represent the school in nation-wide singing competitions. Through this programme, students will get to experience what it feels like to perform in front of a massive crowd, thus gaining confidence in the process.

WESTWOOD TALENTS:
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LEARNING FOR LIFE PROGRAMME (LLP):
gRowing Values, Impacting Lives

Row, row, row the boat... Together, we gRow 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.

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 facilitate bonding between parent and child over a common activity, and help inculcate the love for reading among our students.

Parents and child will be encouraged to read similar articles and exchange their insights with each other. Our students will then note down the discussion and 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!

I&E PROGRAMME:
InnoAct! 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 such as a Solar Powered Boat with peers. 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.

Ms Tan Kok Chiew, Year Head

The exhibition is a good experience for my teammates and me. I have also become more confident as I present more often to others. The time spent was worth it as it forces us to delve deeper into the project that we were doing.

Joshua Ng & Liew Jun Jie, Sec 4 (2017)

Before this, 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 4 (2019) student
APPLIED LEARNING PROGRAMME (ALP): (STEM)pede to the Future!

Through our ALP (Marine Robotics), our students are able to deepen their interest and passion in Science, Technology, Engineering and Mathematics (STEM). They have the opportunity to learn life skills, values and competencies to apply their knowledge in the real world context. By working together, they are able to gain new authentic experiences from the building of the water robots to exploring innovative applications to overcome different water challenges. Together, they can learn the importance of clean water and how they can play their part for a sustainable and green environment. The next wave of leaders - our STEM Leaders.

PROFESSIONAL DEVELOPMENT @YCSS:
Teachers Growing Teachers

Feeling anxious because your child’s subject fear form teacher is new to the profession and the school? Fear not! Our school has a team of teachers who believe in the professional development of self and others for students’ learning. Headed by the school staff developer, our teachers meet weekly and form professional learning teams to come up with projects to improve teaching and learning. We also have a mentoring programme with the senior teachers working closely with the beginning teachers to induct them into the school and build their professional competence.

SUSTAINABLE LIVING IN A CLEAN & GREEN ENVIRONMENT:
Doing your part for the E(Art)h!

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 alternate 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.

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.

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.”

Ng Xin Hui Joyce, Sec 4 (2018)

“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)

“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 Phitchayapha, Sec 4 (2019)

PALAI READING:
Friendships Forged through Books

You read, I read, We read together!

“The Recycling Project allows the students to step out of their comfort zone and be as adaptable as they have 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.”


“Let’s construct the SeaPerch from scratch!”

Our Instructional Mentors

“Tongue language. I am glad that our students are able to work well in their teams 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.”

PET Rocket made from recyclable materials
Note the safety goggles, just in case

School-wide Recycling Project

“Every Individual a Thinker, an Achiever, a Concerned Citizen.
Give our unwavering support for our Yuan Ching family. Like the radiating sun of our crest, our school grows a passion for lifelong learning, echoed by our school motto, ‘Efforts Today, Rewards Tomorrow’.”

SCHOOL CREST:
Our Pride, Our Heritage

Can you spot students holding hands in our school crest? Through our partnership with past and present members of our school, we care for one another and give our unwavering support for our Yuan Ching family. Like the radiating sun of our crest, our school grows a passion for lifelong learning, echoed by our school motto, ‘Efforts Today, Rewards Tomorrow’.

Address
103 Yuan Ching Road,
Singapore 618654

Phone Number
6261 2489

School Website
www.yuanching.moe.edu.sg

School Vision
Every Individual a Thinker, an Achiever, a Concerned Citizen.

How to get there
Nearest MRT Station
Lakeside
Bus Services
154, 240, 246, 98, 154, 180, 182, 240, 246

Distinctive Programmes
Applied Learning Programme: Marine Robotics
Learning for Life Programmes: Growing Values through Sports & Outdoor Experiences

Subjects Offered
Additional Mathematics, Art, Biology, Chemistry, Chinese, Computer Applications, Design and Technology, Design Studies, Electronics, Elements of Business Skills, English, Food and Nutrition, Food Studies, Geography, History, 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: Basketball, Cross Country, Dragon Boat, Football, Netball
Uniformed Groups: NCC, NPCC, Scouts
Visual and Performing Arts: Art and Craft Club, Chinese Dance Concert Band, Dragon & Lion Dance Troupe, Drama – English, Guzheng Ensemble, Indian Dance, Malay Dance
Clubs and Societies: Environmental Club, Infocomm/Media Library, Robotics Club

Students sharing school values with passion and conviction

Friends of Yuan Ching Secondary School Community
BECOMING ONE YUHUA:

We are growing from strength to strength!

Shuqun Secondary School and Yuhua Secondary School came together as a merged school in January 2019. Shuqun's history and heritage is reflected in various spaces in the merged school. For example, a heritage area has been set up, and a SG50 mural by Shuqun students has been put up. With the merger, we harness the legacies of the two schools and upsize the learning opportunities for our students.

As one family, we have built upon the strengths of the two schools in areas such as Music, Robotics & Coding as well as Sports & the Performing Arts to offer a distinctive experience that helps students achieve both excellence and well-being.

We also have a strong team of caring teachers, some of whom have received awards at the national level for teaching excellence, who look forward to working with you as we welcome you to become a part of our family.

S

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 Lower Secondary students visited St Luke’s Eldercare, and interviewed their elderly friends in the home to understand their needs. They applied 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 serve the community.

Serve2.0 is a cost-effective solution, making use of easily accessible and available Arduino based controllers to enable the elderly to enjoy a game of table tennis. A robot 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 several projects all Lower Secondary students go through under CODER – COding, Design thinking and Robotics. Other projects include an automatic-watering system for plants and football-playing robots.

“This project made me aware of some challenges the elderly face. I feel the coding skills I learnt have come to good use, and that my team has helped the elderly.”

Goh Bing Da, Sec 4 (2018)

LEARNING FOR LIFE PROGRAMME (LLP):

Music Is How We Fuel Excellence

Our Learning for Life Programme, MELODY – Music Empowered Learners, Our Dynamic Yuhuans is weaved through myriad programmes from Secondary One to Secondary Four and Five. We want to encourage self-discovery, develop values, build a spirit of adventure and inculcate critical thinking in Yuhuans. It is also through music and the aesthetics that our school seeks to encourage self-discovery, hone values, build a spirit of adventure and inculcate critical thinking dispositions in all Yuhuans.

Over the years, the school has established its distinctive strength in Music, winning various awards nationally and being recognized as a niche school for Concert Band in 2007. Today, we are one of four schools in Singapore offering Music as a GCE ‘O’ level subject, under MOE’s Enhanced Music Programme.

The Secondary One Orientation Camp, Camp MELODY, introduces students to rhythm and movement, as well as provides them the opportunity to collaborate and be creative. 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 at various platforms such as during recess, at community events at the Jurong Spring Community Club and Esplanade, as well as national events such as NDP 2018 and Singapore Youth Festival 2019.

Through music, our students build confidence, improve their concentration and learn to work with others. By using music to contribute to the community, they are doing good and feeling good, which is what Yuhua as a Positive Education School is all about.

Music - a universal language which connects all Yuhuans
A Lethal Spike!

Support from Alumni:

From Basement to Balcony

Most importantly, Positive Education is about “doing good and feeling good”. At Yuhua, there are many opportunities for students to “do good” through empathy projects, student-led initiatives to improve graciousness within the school, service to community organisations and overseas service learning. Through these opportunities, our students help to improve the lives of others and “feel good” having made a positive difference.

“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 4 (2018)

Yuhuans Doing Good and Feeling Good

No fear; we can overcome all odds by working together

LESSONS FROM NATURE:

Standing Tall, Against the Odds

S

scientifically known as Tectona grandis, this 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. Its presence reminds Yuhuans that we must always be ready to change and adapt to changing conditions, and to persevere and fight on despite challenging circumstances.

LEARNING EXPERIENCES AND EXPLORATORY PROGRAMME

Eureka! See through the Lenses of Curiosity

Thoughts about how things work in the natural and physical world often flash through the young curious minds of Yuhuans like Putri Amira from Secondary Two as they take on the role of scientists. The Interdisciplinary Scientific Experiential and Exploratory programme (iSEE) adopts a scientific investigative approach and extends the learning of science to the outdoors. Anchored in the 5E (Engage, Explore, Explain, Extend, Evaluate) learning model, iSEE provides rich and authentic learning contexts for students to enhance their understanding of Science and related concepts 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 Dunnit?” to the “Heated Business of New Dunnit?”, 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.

Unlocking the code - “A-ha” moments for Yuhuans through science inquiry beyond the classroom

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Putri Amira, Sec 2 (2018)

Standing Tall, Against the Odds

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Putri Amira, Sec 2 (2018)
LEARNING FOR LIFE PROGRAMME (LLP):
Outdoor Education Is in the School’s DNA
Secondary 1 students will get to try the Challenge Pole, a 10m-high pole, where they leap into thin air and grab a trapeze. It’s one of our school’s high elements, and is right in front of the school, as the driveway sweeps to the foyer. It is a daily reminder to students of our emphasis on outdoor education and character building.

Secondary 2 students will have the opportunity to venture out on a location-based learning exercise for Geography. In PE lessons, they get to try out the vertical playpen and the rock walls. All of them will also learn kayaking and acquire water confidence skills.

Secondary 3 students get to DIY, plan and execute a three-day, two-night class expedition, taking them as far away as Labrador Park, Changi Chapel, and Pasir Ris.

Unsurprisingly, one of our most popular CCAs is the Outdoor Adventure Club (ODAC). ODAC students also have exclusive access to some of the tougher high elements in the school.

We’re not afraid of heights... right?
A run-down of the outdoor facilities in Zhenghua:

Outdoor Rock Wall – A favourite with students, there is an annual intra-school rock-climbing competition, and ODAC members get certified as belayers in their own campus.

Indoor Rock Wall – Two storeys high, it is housed in a pavilion with the Vertical Playpen. For PE lessons and rainy days.

Abseiling Wall – Three storeys high; also used by neighbouring schools.

Challenge Pole – 10m-high pole (and safety set up) with a trapeze.

Vertical Playpen – The curved net and safety harnesses allow students to climb as far as the pavilion roof.

Broken Bridge – A horizontal rope ladder stretching between two wings of the classroom block, four storeys high.

Multi Vines Traverse – A tightrope running alongside the Broken Bridge.

PSG:
Night Study Munchies
Friday nights in Term 4, the Sec 4 and 5 students can look forward to a free dinner if they need it. They are encouraged to come in and study on any night from 6.30pm-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 drinks are available at any time, but on Friday nights at about 6pm, students will queue up to get packet meals and fruits on a first-come-first-serve basis.

PSG Alumni, Mdm Maslina who is also the vendor of the canteen’s Western food stall, prepares 40 or so packets while PSG Chairman, Mr Johnny Ng has been coordinating and helping with the distribution of the meals for the past two years.

Students are focused during the Night Study. The session has helped them greatly as students have a conducive place to revise.

As the PSG, it is our pleasure to be able to do something for the graduating students and show our support for them in their final preparation for the exams.

Mr Johnny Ng, PSG Chairman 2019

The last night before exams, I come up with a special treat; let the children have something fun before the final struggle!

Mdm Maslina PSG Alumni

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 Singapore schools with Air units.

It’s one of the most popular CCAs in the school with some 100 students, and requires several teachers.

Apart from drills, leadership training and camping, as with other UGs, NCC (Air) members get to visit airbases and fly remote-control planes.

Other CCAs include:

SCOUTS: Zhenghua’s Scouts unit is unique in that it offers Chinese Drums as part of the CCA. The Scouts also take part in many outdoor activities such as camping, hiking, and camp-craft activities. They also go on overseas exchange trips.

AVA CLUB: Members get to learn about how the sounds, lights, and visuals contribute to the success of an event. Apart from learning how to manage the equipment, they also get to experience what goes on behind the scenes for every school event.

HANDBELLS ENSEMBLE: Each student is assigned one bell, and the members have to work on their coordination, precise timing, and focus in order to produce a beautiful melody.

DRUMS ENSEMBLE: It’s a good way to let loose frustration, but it also teaches the students basic rhythms of drumming.

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.
SEC 3 PLACE-BASED EXPEDITION:
Student-planned, Student-led

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 the adventure hike, instead of just following a teacher’s plans, as is the case with the Outward Bound Singapore camps. Led by the PE department, each class breaks into various subcommittees, planning where to go, researching transport routes to each night’s camp. They may end up as far away as Changi or Labrador Park, or in MOE’s Outdoor Adventure Learning Centres. The food 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 at the campsite, bonding was the big thing remembered. Another takeaway was that they all got to share and keep.

A class pauses for a wefie before ending the hike with some tent pitching (below right)  

The students also discuss who takes pictures away pictures, they all had good memories remembered as they appeared many times.” Teachers also use ICT games like Kahoot and Gimkit to enhance the learning experience.

OBS because they got to plan and execute everything on their own. Also, with teachers’ phone cameras taking away pictures, they all had good memories to share and keep.

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, bonding was the big thing the students remembered.

The students remember “facts and examples that are not found in the textbook” and “I enjoyed the game very much. I learnt facts that are not found in the textbook and spent a good time with my classmates.” Heavier items and food is driven to the campsites by staff. And each class has three or four teachers with them. Since phones are banned on site, it forces the students to talk as they walk. And of course, they learn to negotiate and share duties as well as supplies.

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A key takeaway from the students was that the Adventure camp was more fun than just following a teacher’s plans, as is the case with the Outward Bound Singapore camps.

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### West Zone Secondary Schools DSA Talent Areas

#### ENTREPRENEURSHIP AND INNOVATION

<table>
<thead>
<tr>
<th>OSA Talent Area</th>
<th>School</th>
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<tbody>
<tr>
<td>Innovation</td>
<td>Nanyang Girls’ High School</td>
</tr>
<tr>
<td>Social Innovation</td>
<td>Westwood Secondary School</td>
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#### LANGUAGES AND HUMANITIES

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<th>OSA Talent Area</th>
<th>School</th>
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<tr>
<td>Bilingualism</td>
<td>Hwa Chong Institution</td>
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<tr>
<td>Debate</td>
<td>Nanyang Girls’ High School</td>
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<tr>
<td>Public Speaking</td>
<td>Hwa Chong Institution</td>
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<tr>
<td>Humanities</td>
<td>Methodist Girls’ School (Secondary) - Integrated Programme</td>
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#### LEADERSHIP AND UNIFORMED GROUPS

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<th>School</th>
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<td>Leadership</td>
<td>Bukit Batok Secondary School</td>
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<tr>
<td>Boys’ Brigade</td>
<td>Bukit Batok Secondary School</td>
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<tr>
<td>Girl Guides</td>
<td>Clementi Town Secondary School</td>
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<tr>
<td>National Cadet Corps (NCCL) Land</td>
<td>Clementi Town Secondary School</td>
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<tr>
<td>National Police Cadet Corps (NPCPC)</td>
<td>Clementi Town Secondary School</td>
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#### PERFORMING ARTS

<table>
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<th>DSA Talent Area</th>
<th>School</th>
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<tbody>
<tr>
<td>Concert Band</td>
<td>Boon Lay Secondary School</td>
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<tr>
<td>Display / Marching Band</td>
<td>Bukit Batok Secondary School</td>
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#### SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

<table>
<thead>
<tr>
<th>OSA Talent Area</th>
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<tbody>
<tr>
<td>Forensic Science</td>
<td>Bukit Batok Secondary School</td>
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<tr>
<td>Coding</td>
<td>Clementi Town Secondary School</td>
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<td>Computational Thinking Skills (Coding)</td>
<td>Bukit Batok Secondary School</td>
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<tr>
<td>Design and Technology Innovation</td>
<td>Bukit Batok Secondary School</td>
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<tr>
<td>Electronics</td>
<td>Jurongville Secondary School</td>
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<td>Environmental Science</td>
<td>Bukit Batok Secondary School</td>
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#### SPORTS AND GAMES

<table>
<thead>
<tr>
<th>OSA Talent Area</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td>Teck Whye Secondary School</td>
</tr>
<tr>
<td>Badminton</td>
<td>Assumption English School</td>
</tr>
<tr>
<td>Basketball</td>
<td>Bukit Batok Secondary School</td>
</tr>
</tbody>
</table>

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158

159
## DSA Talent Area

<table>
<thead>
<tr>
<th>School</th>
<th>Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jurong Secondary School</td>
<td>Basketball: Squash, Softball, Shooting</td>
</tr>
<tr>
<td>Jurong West Secondary School</td>
<td>Basketball: Squash, Softball, Shooting</td>
</tr>
<tr>
<td>Kranji Secondary School</td>
<td>Basketball: Squash, Softball, Shooting</td>
</tr>
<tr>
<td>Nan Hua High School</td>
<td>Basketball: Squash, Softball, Shooting</td>
</tr>
<tr>
<td>Nanyang Girls' High School</td>
<td>Basketball: Squash, Softball, Shooting</td>
</tr>
<tr>
<td>River Valley High School</td>
<td>Football: Artistic, Football, Floorball</td>
</tr>
<tr>
<td>Swiss Cottage Secondary School</td>
<td>Football: Artistic, Football, Floorball</td>
</tr>
<tr>
<td>Unity Secondary School</td>
<td>Football: Artistic, Football, Floorball</td>
</tr>
<tr>
<td>Hwa Chong Institution</td>
<td>Canoeing: Hwa Chong Institution</td>
</tr>
<tr>
<td>Nanyang Girls' High School</td>
<td>Chess - International Chess - Weiqi: Hwa Chong Institution</td>
</tr>
<tr>
<td>Hwa Chong Institution</td>
<td>Chess - Weiqi: Hwa Chong Institution</td>
</tr>
<tr>
<td>Bukit Batok Secondary School</td>
<td>Cross Country: Taekwondo</td>
</tr>
<tr>
<td>Commonweal Secondary School</td>
<td>Cross Country: Taekwondo</td>
</tr>
<tr>
<td>Hwa Chong Institution</td>
<td>Cross Country: Taekwondo</td>
</tr>
<tr>
<td>River Valley High School</td>
<td>Floorball: Hwa Chong Institution</td>
</tr>
<tr>
<td>Swiss Cottage Secondary School</td>
<td>Floorball: Hwa Chong Institution</td>
</tr>
<tr>
<td>West Spring Secondary School</td>
<td>Floorball: Hwa Chong Institution</td>
</tr>
<tr>
<td>Assumption English School</td>
<td>Football: Assumption English School</td>
</tr>
<tr>
<td>Commonwealth Secondary School</td>
<td>Football: Assumption English School</td>
</tr>
<tr>
<td>Jurongville Secondary School</td>
<td>Football: Assumption English School</td>
</tr>
<tr>
<td>Kranji Secondary School</td>
<td>Football: Assumption English School</td>
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<tr>
<td>Swiss Cottage Secondary School</td>
<td>Football: Assumption English School</td>
</tr>
<tr>
<td>West Spring Secondary School</td>
<td>Football: Assumption English School</td>
</tr>
<tr>
<td>Hwa Chong Institution</td>
<td>Gymnastics - Artistic: Nanyang Girls' High School</td>
</tr>
<tr>
<td>Nanyang Girls' High School</td>
<td>Judo: Assumption English School</td>
</tr>
<tr>
<td>Teck Whye Secondary School</td>
<td>Judo: Assumption English School</td>
</tr>
<tr>
<td>Nanyang Girls' High School</td>
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<tr>
<td>River Valley High School</td>
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<tr>
<td>West Spring Secondary School</td>
<td>Judo: Assumption English School</td>
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<tr>
<td>Hwa Chong Institution</td>
<td>Netball: Bukit Panjang Government High School</td>
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<tr>
<td>Nanyang Girls' High School</td>
<td>Netball: Bukit Panjang Government High School</td>
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<tr>
<td>River Valley High School</td>
<td>Netball: Bukit Panjang Government High School</td>
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<tr>
<td>West Spring Secondary School</td>
<td>Netball: Bukit Panjang Government High School</td>
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<tr>
<td>Hwa Chong Institution</td>
<td>Rugby: Bukit Batok Secondary School</td>
</tr>
<tr>
<td>Nanyang Girls' High School</td>
<td>Rugby: Bukit Batok Secondary School</td>
</tr>
<tr>
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<td>Rugby: Bukit Batok Secondary School</td>
</tr>
<tr>
<td>West Spring Secondary School</td>
<td>Rugby: Bukit Batok Secondary School</td>
</tr>
<tr>
<td>Hwa Chong Institution</td>
<td>Shooting: Nan Hua High School</td>
</tr>
<tr>
<td>Nanyang Girls' High School</td>
<td>Shooting: Nan Hua High School</td>
</tr>
<tr>
<td>River Valley High School</td>
<td>Shooting: Nan Hua High School</td>
</tr>
<tr>
<td>West Spring Secondary School</td>
<td>Shooting: Nan Hua High School</td>
</tr>
<tr>
<td>Hwa Chong Institution</td>
<td>Squash: Bukit Batok Secondary School</td>
</tr>
<tr>
<td>Nanyang Girls' High School</td>
<td>Squash: Bukit Batok Secondary School</td>
</tr>
<tr>
<td>River Valley High School</td>
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</tr>
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<td>West Spring Secondary School</td>
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<tr>
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<td>Squash: Bukit Batok Secondary School</td>
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<td>Squash: Bukit Batok Secondary School</td>
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## DSA Talent Area

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<tr>
<th>School</th>
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<tbody>
<tr>
<td>Methodist Girls' School (Secondary)</td>
<td>Swimming: Methodist Girls' School (Secondary) - Integrated Programme</td>
</tr>
<tr>
<td>Methodist Girls' School (Secondary)</td>
<td>Synchronised Swimming: Methodist Girls' School (Secondary) - Integrated Programme</td>
</tr>
<tr>
<td>Methodist Girls' School (Secondary)</td>
<td>Table Tennis: Methodist Girls' School (Secondary) - Integrated Programme</td>
</tr>
<tr>
<td>Methodist Girls' School (Secondary)</td>
<td>Taekwondo: Methodist Girls' School (Secondary) - Integrated Programme</td>
</tr>
<tr>
<td>Methodist Girls' School (Secondary)</td>
<td>Schoolball: Methodist Girls' School (Secondary) - Integrated Programme</td>
</tr>
<tr>
<td>Methodist Girls' School (Secondary)</td>
<td>Tennis: Methodist Girls' School (Secondary) - Integrated Programme</td>
</tr>
<tr>
<td>Methodist Girls' School (Secondary)</td>
<td>Track and Field: Hwa Chong Institution</td>
</tr>
<tr>
<td>Methodist Girls' School (Secondary)</td>
<td>Volleyball: Nanyang Girls' High School</td>
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<tr>
<td>Methodist Girls' School (Secondary)</td>
<td>Water Polo: Nanyang Girls' High School</td>
</tr>
<tr>
<td>Methodist Girls' School (Secondary)</td>
<td>Washu: Hwa Chong Institution</td>
</tr>
<tr>
<td>Methodist Girls' School (Secondary)</td>
<td>Visual Arts: Methodist Girls' School (Secondary) - Integrated Programme</td>
</tr>
</tbody>
</table>

## 2019 Applied Learning Programme (ALP) & Learning for Life Programme (LLP)

### Assumption English School
- **Title:** Speak English with grace and knowledge (FLEAD)
- **Focus Area:** Languages
- **Learning for Life Programme:** Community & Youth Leadership

### Bukit Batok Secondary School
- **Title:** Developing Proactive Problem-Solvers who care for our World through STEM
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Bukit View Secondary School
- **Title:** Clean Energy and Environmental Technology
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Chua Chu Kang Secondary School
- **Title:** Robotics & Automation for a Better Tomorrow
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Clementi Town Secondary School
- **Title:** CO2: Cogitating to Discover and Empower
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Dunearn Secondary School
- **Title:** Sci-communie Dureas as confident and creative young scientists through Food Science and Technology
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Fajar Secondary School
- **Title:** Sustainability through 21st Century Critical and Creative Thinking Skills (ACCT)
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Fajar Secondary School
- **Title:** Forensic Science@Fuhua
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Greenridge Secondary School
- **Title:** The Use of Media in Engaging 21st Century Learners in the English Language Classroom - Camera, Light, Action, Programme (GLAP)
- **Focus Area:** Languages
- **Learning for Life Programme:** Community & Youth Leadership

### Hillgrove Secondary School
- **Title:** Nurturing Confident and Passionate Philropolitans through the Arts
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Hwa Yi Secondary School
- **Title:** Health Information Technologies for the elderly
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Jurong Secondary School
- **Title:** Environmental Studies: An Interdisciplinary Approach to Sustainable Urban Living
- **Focus Area:** Humanities
- **Learning for Life Programme:** Sports & Outdoor Education

### Jurong West Secondary School
- **Title:** Harnessing Technology, Communication and the Visual Arts in Authentic Contexts
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Jurongville Secondary School
- **Title:** Real World Learning through Electronics
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Jurongville Secondary School
- **Title:** Developing Confident & Competent Communicators through Gomy Skills Programme
- **Focus Area:** Languages
- **Learning for Life Programme:** Community & Youth Leadership

### Kranji Secondary School
- **Title:** Nurturing Communities of Reflective and Independent Learners through Thinking Curriculum
- **Focus Area:** Interdisciplinary
- **Learning for Life Programme:** Community & Youth Leadership

### New Town Secondary School
- **Title:** Developing Critical and Inventive Thinkers through Visual Communication
- **Focus Area:** Aesthetics
- **Learning for Life Programme:** Community & Youth Leadership

### Regent Secondary School
- **Title:** Engineering @ Regent
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Swiss Cottage Secondary School
- **Title:** Applied Sciences for Sustainable Development
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Teck Whye Secondary School
- **Title:** Re-designing the Future with Materials Science
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Unity Secondary School
- **Title:** Biotechnology in Food Sustainability
- **Focus Area:** STEM
- **Learning for Life Programme:** Sports & Outdoor Education

### West Spring Secondary School
- **Title:** Effective Communication and Critical Thinking through Media Literacy
- **Focus Area:** Humanities
- **Learning for Life Programme:** Sports & Outdoor Education

### Westwood Secondary School
- **Title:** Innovation & Social Entrepreneurship
- **Focus Area:** Business & Entrepreneurship
- **Learning for Life Programme:** Arts for Life (AfL)

### Yuan Ching Secondary School
- **Title:** Marine Architecture and Engineering
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Yuhua Secondary School
- **Title:** Coding, Design, Thinking and Robotics (CODER)
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership

### Zhenghua Secondary School
- **Title:** Game Design, Simulation and Robotics
- **Focus Area:** STEM
- **Learning for Life Programme:** Community & Youth Leadership
Acknowledgements

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• Design Branch, Communications Division, Communications and Engagement Group, Ministry of Education Singapore

And all others who have helped to make this publication possible.
YOUR GUIDE TO SELECTING A SECONDARY SCHOOL IN 2019