



# WOODGROVE SECONDARY SCHOOL

A COMMUNITY OF FUTURE-READY LEARNERS AND THOUGHTFUL LEADERS



Name (index): \_\_\_\_\_ ( )

Class: \_\_\_\_\_

## INFORMATION TO PARENTS/GUARDIAN

1. Any parent/guardian visiting the school is to report to the Security Counter to obtain a visitor's pass, before proceeding to the General Office.
2. Parents/Guardians who wish to meet the Principal, Vice-Principals or teachers should call the General Office at 68932564 to arrange for an appointment.
3. Parents can also email the school at [woodgrove\\_ss@moe.edu.sg](mailto:woodgrove_ss@moe.edu.sg) for enquiries.
4. Photographs or video images of students or their legal guardians may be taken during school activities and events such as classroom lessons, CCA, school camps, or school concerts. The school may use and publish such photographs or video recordings in school publications, the school's website, social media channels, or other communication channels.
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Address: 3 Woodlands Ave 6 S(738990)

Tel: +65 6893 2564

Fax: +65 6893 4458

Email: [woodgrove\\_ss@moe.edu.sg](mailto:woodgrove_ss@moe.edu.sg)



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## SECTION A – MY NATION

### Understanding the Significance of Our Daily Flag-Raising Ceremony

With a stirring melody and lyrics that echo the enduring hope and spirit of Singaporeans for progress, the National Anthem, "Majulah Singapura" (meaning "Onward Singapore"), is a musical expression of Singapore's identity as a nation.

"Majulah Singapura" was composed in 1958 by the late Encik Zubir Said. Then Mayor of the City Council of Singapore, Mr. Ong Eng Guan, approached Encik Zubir Said to write an official song for the City Council to commemorate the newly renovated Victoria Theatre. It was first played by the Singapore Chamber Ensemble. It was performed again on 3 December 1959 as Singapore's National Anthem. Dr Toh Chin Chye who was the then Chairman of the ruling party, wanted the Anthem to be in Malay, as this is the indigenous language of the region.

**Dignity and decorum should be observed whenever the National anthem is played or sung.**

**Everyone must stand at attention during the National Anthem as a mark of respect.**

*The above write-up is extracted from National Heritage Board. Click [here](#) to read the full write-up.*

## Our National Anthem, Flag and Pledge

### **THE NATIONAL ANTHEM – MAJULAH SINGAPURA**

**Mari kita rakyat Singapura  
Sama-sama menuju bahagia  
Cita-cita kita yang mulia  
Berjaya Singapura**

**Marilah kita bersatu  
Dengan semangat yang baru  
Semua kita berseru  
Majulah Singapura  
Majulah Singapura**



#### **English Translation**

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

## **THE NATIONAL FLAG**

The Flag consists of two horizontal halves, red above white. Red, symbolises universal brotherhood and equality of men; white, purity and virtue.

In the upper left corner, a white crescent moon and five white stars form a circle. The crescent moon represents a young nation on the rise. The five stars stand for Singapore's ideals of democracy, peace, progress, justice and equality.



## **OUR PLEDGE**

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



# TOTAL DEFENCE



The way war is conducted today, our limited resources, the nature of our society and the size of our country, require that our country have a Total Defence capability which involves not only the Singapore Armed Forces (SAF) but also the civilian population.

Through Total Defence, every sector of society is mobilised and has a part to play to ensure Singapore's security.

In Total Defence, our people are organised to defend the country against all forms of attack, both military and non-military. Total Defence comprises the 6 pillars viz. Military, Civil, Economic, Social, Digital and Psychological Defence.

**Military Defence** is having a strong Singapore Armed Forces to deter aggression and protect the country. It also involves citizens doing their part to support the military.

**Civil Defence** provides for the safety and basic needs of the whole community so that life may go on as normally as possible during emergencies.

**Economic Defence** is the government, business and industry organising themselves to support the economy at all times. Individuals contribute by working hard and meeting the challenges of development. Those who continually improve themselves to stay relevant play an even bigger role.

**Social Defence** is about people living and working together in harmony and spending time on the interests of the nation and community.

**Digital Defence** requires every individual is the first line of defence against threats from the digital domain.

**Psychological Defence** is each person's commitment to and confidence in the nation's future.

In short Total Defence is about everyone playing a part in the defence of Singapore.

(source: Total Defence website: <https://www.mindef.gov.sg/web/portal/mindef/defence-matters/defence-topic/defence-topic-detail/total-defence>)



## SECTION B: KNOW MY SCHOOL



### VISION – MISSION - VALUES (VMV)

#### School Vision:

#### **A community of future-ready learners and thoughtful leaders**

Our school vision encapsulates our aspirations to prepare our students to face challenges, seize new and exciting opportunities, and lead others with confidence and compassion.

Woodgrovers will develop into future-ready learners equipped with the necessary 21st Century Competencies. They will grow to be self-directed learners who will be able to navigate and thrive in a fast-changing world, with an array of skills and dispositions acquired through a holistic education.

Every Woodgrover will develop the strength of character through the development of key competencies in Social and Emotional Learning. They will play active roles in the community and bring out the best in themselves and in others by being exemplary and compassionate leaders.

## School Mission:

### **Nurturing Woodgrovers of character with a passion for lifelong learning and active citizenship**

Our school mission reflects our ethos to nurture students with strong values who will be active contributors in our society. As they discover their passions and achieve their aspirations, our students remain grounded and well-informed about local and global issues such that they proactively give back to society and build a more sustainable world for future generations.

## School Values:

**Be Your Best Self:** Striving for excellence in our thoughts and actions, and having a zest for learning.

**Embrace Challenges:** Having a positive mindset to seize opportunities, and being resilient when faced with setbacks.

**Practise Gratitude:** Appreciating what we have, as well as affirming others.

**Serve to Lead:** Putting the needs of others first through serving and leading.



## VISION

A community of future-ready learners and thoughtful leaders.



## MISSION

Nurturing Woodgrovers of character with a passion for lifelong learning and active citizenship.



## VALUES

Be Your Best Self

Embrace Challenges

Practise Gratitude

Serve to Lead

# OUR SCHOOL HISTORY

Woodgrove Secondary School was established in 2000 as a Government co-educational school at 3 Woodlands Avenue 6. The school was officially opened on 5 July 2002.

In 2002, the school attained the first of its sustained series of SEC Lotus Award for its green effort. In 2005, Woodgrove Secondary School was identified as the North Zone Centre of Excellence for Design and Technology. It also won the Zonal Award for Best School in terms of Thinking Culture. In 2007, the school was the first secondary school in Singapore to be equipped with a high-end design software in the form of an AutoDesk Edulab. In 2010, the school attained the first of its Sustained Partnership (Gold) Award with NEA and the prestigious PUB Watermark Award for its water conservation efforts. In 2011, it won the President's Award for the Environment and the Business Excellence Niche (People) Award for 2012 to 2016. In 2012, the school attained the Niche Programme Status in Environmental Education and won the following national awards – City Developments Limited Outstanding Singapore Environmental Achievement Award, and the first of its sustained series of the Community in Bloom (Gold) Award given by National Parks Board for the school's horticultural efforts. In 2013, the school attained MOE Best Practice Award for Staff Well-Being. In 2014, it attained its Learning for Life Programme in Community and Youth Leadership, and in 2015, it attained its Applied Learning Programme in Materials Science for Sustainable Living as well as the ASEAN Eco-Schools Award. In 2016, the school attained the first of its sustained series of North West Outstanding School Partner Award and in 2017, it attained the Building and Construction Authority's prestigious Green Mark Gold Plus Award for its efforts to make the workplace green and healthy.

Principals:

- Mrs Helena Song (2000 to 2007)
- Mdm Sung Mee Har (2007 to 2014)
- Mr Chee Chit Yeng (2014 to 2019)
- Mr Chua Chor Huat (2020 - present)

## School Motto

*Surfacing Gifts, Realising Dreams*

## School Crest



The school crest depicts birds ready to soar into the sky from a sturdy branch. The birds signify Woodgrovers as dynamic learners, grounded on sound values and daring to fly up high to achieve their goals and overcome future challenges.

The leaves signify life and growth in a harmonious, safe and supportive environment as the school prepares the learners well in their pursuits of their dreams.

The colour yellow symbolises positive attitudes and a strong commitment to excel in one's responsibilities. The colour orange mirrors a burning passion, the vigour and hunger for progress as well as a determination to achieve one's goals. The colour green denotes virtue and an appreciation for the aesthetics and the colour white projects purity, integrity, and a professional image and standard.

## School Song

There's a ray of hope in our hearts  
 For in Woodgrove, we will learn and grow  
 We will shape the future from this start  
 Loving our country with all of our hearts

Woodgrove Secondary where we grow in grace and dignity.  
 This is where we will live in hope and joy, love and harmony

Realise our dreams, no matter how hard it seems to be  
 Determined to be the best!



School Song (Full) mp3.mp3

# Milestones

| Year | Key Event   |
|------|---|
| 2000 | Founding of the School  |
| 2002 | School was officially opened on 5 July by Dr Maliki Osman with the theme, <i>Where Dreams Come True</i>   |
| 2005 | Accorded North Zone Centre of Excellence for Design and Technology<br>Won the Zonal Award for Best School in the Thinking Culture category  |
| 2010 | Attained its first of a series of Sustained Partnership (Gold) Award with NEA. Attained the PUB Watermark Award for its water conservation efforts  |
| 2011 | Attained the President's Award for the Environment<br>Attained the Business Excellence Niche (People) Award (2012-2016)   |
| 2012 | Attained Niche Programme Status in Environmental Education<br>Won the CDL Outstanding Singapore Environmental Achievement Award<br>Attained the first of its sustained series of Community in Bloom (Gold) Award given by National Parks Board for its horticultural efforts. |
| 2013 | Attained MOE Best Practice Award for Staff Well-Being   |
| 2014 | Accorded its Learning for Life Programme in Community and Youth Leadership  |
| 2015 | Accorded the Applied Learning Programme in Materials Science for Sustainable Living. Won the ASEAN Eco-Schools Award  |
| 2017 | Won the BCA Green Mark Gold Plus Award  |

# OUR CODE OF CONDUCT

## Core Beliefs

- Our school is a place for students to learn and grow.
- Our school is also a community in which staff and students feel a sense of safety and where respectful and caring relationships are formed.
- Discipline is not about enforcing behavioural compliance in students according to school rules and regulations. It is an educational process that focuses on developing our students to be individuals with self-discipline.

## General Expectation of Student Behaviour and School Rules

Woodgrovers are ambassadors of the school. At all times, whether within or outside the school, they are to:

- exhibit behaviour that upholds the school vision, mission and values;
- uphold the good name and image of themselves and the school. Hence, students are to be well-groomed and well-behaved at all times, in all places, as an individual or in a group.

The following school rules are to guide students in their behaviour. They are neither exhaustive nor final. The rules may be reviewed and changes may be made when necessary.

### 1. The National Anthem and Pledge

**Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students will take the pledge with their right fist placed over their heart. Everyone must stand at attention during the national anthem, the Pledge and the school song.**

### 2. Attendance

- Students are to be seated at the parade square, Hall or classroom by 7.25am. **Any student who comes to class / assembly area after 7.30 am will be deemed as a latecomer.**
- Please report to your form-teacher for attendance-taking from 7.25am to 7.45am (8.25am – 8.45 am on Tuesdays). Students who arrive at school later than 7.45am from Monday to Friday (except Tuesday) or later than 8.45am on Tuesday are to report to the Responsible Thinking Classroom (RTC) for attendance and temperature taking.
- Absence from school must be accompanied by a medical certificate or letter from parent/guardian. The letter must include the parent's or guardian's signature as well as their contact number. In addition, please note that the school will only accept **no more than three letters from parent/guardian per term** to account for any absence. Beyond that, any absence without a medical certificate will be marked as Absent Without Valid Reason. Students are advised to see a doctor whenever they are unwell.
- Any student who is absent from school without an official reason will be considered as being truant and appropriate disciplinary actions will be taken against them.

### 3. School Uniform and Appearance

- a) The school uniform – be it Uniform 1 or 2 - is to be worn in a proper manner at all times. Please refer to the photos below and the text that follows for a clear illustration of what the school uniforms and PE attire are and how they should be worn.

#### UNIFORM 1



Lower Secondary Level

Upper Secondary Level

#### UNIFORM 2



- b) **Students are to wear the school uniform (PE attire inclusive) and modification to the uniform or PE attire is not allowed.** If a student makes any modification to the school uniforms or PE attire, parents will be informed and disciplinary actions will be taken e.g. being internally suspended.





c) Uniform for Boys

White short-sleeved shirt with the school name on the left pocket. **The shirt is to be tucked in at all times.** Shorts for lower secondary boys and long pants for upper secondary boys. No tapering of any shorts or pants is allowed.

d) Uniform for Girls

Skirt of blue colour with box pleats. The skirt length must cover the knee or longer.

e) Shoes and Socks

Students can wear white canvas or sports shoes with white socks that cover the ankle. For **sports shoes, they can be in any colour**, but preferably, not predominantly neon-coloured.

f) No slippers or sandals are allowed unless a student has a foot injury and parents/guardians have informed the school.

g) Physical Education (PE) Attire

- Student are not to report to school in their PE attire, even if PE is the first period.
- Students who have been approved to wear track pants for PE should only wear black track pants that are not figure-hugging.
- Students must change out of their PE shorts after PE lessons. Only Uniform 1 or 2 is allowed during classroom lessons.
- For after-school activities or activities during holidays, students must be properly attired in either of the school uniforms, P.E. attire, CCA T-shirt, Class T-shirt with school pants or school skirts.

h) Appearance for Boys

- **Boys must be neat in appearance, clean shaven and no facial hair is allowed.**
- Boys' hair must be cut short and neat. No hair should touch the collar and the fringe should not touch the eyebrows when it is combed down. In addition, long side burns are not allowed and the sides of the hair must not touch the top of the ears. (See photos below for an appropriate hairstyle for boys.)
- No fanciful haircut is allowed. Hair must not be tinted or dyed. No shaving or cropping the sides and back.
- Boys with inappropriate hairstyle, e.g. dyed hair, long fringe or outlandish hairstyle, will be internally suspended and parents will be called to bring the student back to have it corrected.



Front View



Side View

i) Appearance for Girls

- Girls with hair touching the lower collar must tie it up neatly with a black elastic band.
- Loose hair or fringe must be neatly pinned up.
- No fanciful haircut is allowed. Hair must not be tinted or dyed.
- Only a pair of simple and small ear studs is allowed.
- Girls with inappropriate hairstyle, e.g. dyed hair or outlandish hairstyles, will be internally suspended and parents will be called to bring the student back to have it corrected.



Front View



Side View

j) Jewellery and Contact Lenses

- No ornament or jewellery is allowed except for a pair of simple and small ear studs for girls.
- Tinted or patterned contact lenses are not allowed.

k) General Appearance and Hygiene

- Nails are to be kept clean and short at all times. Nail polish is not allowed.
- No make-up is allowed.
- Henna painting on any part of the body is not allowed.
- No form of body art or piercing will be allowed.
- Students found with body art or piercing would be required to have the body art or piercing removed by a professional medical practitioner. Students failing to do so will be subject to external suspension or dismissal from school.
- School shoes and socks are to be kept cleaned and washed at least once a week for hygiene purpose.

4. Code of Conduct in the Classroom

- Classrooms must be kept clean at all times. Students on duty are to ensure that the classrooms are kept clean and tidy.
- All chairs are to be pushed under the desks at the end of the last period of the day in the classroom. All windows must be closed.
- Lights and fans should be switched off when not in use.
- Class notice boards should be vibrant, contain the class code of conduct and motto and articles or art pieces that reflect the values of care, respect, resilience, integrity and zest for learning. A noticeboard with updates on current affairs or global issues of concern is encouraged.
- Permission must be obtained from the teacher before students can leave the classroom during lesson. During any changeover of periods, there should be no movement of student out of a classroom.
- Movement to and from the classroom should be brisk and orderly. Students should also move quietly so as not to distract other students from their lessons.
- Students are not allowed to enter other classrooms without the teacher's permission, especially when no one is in the classroom.

- When the student leaves the class, they are to bring their valuables, e.g. handphones and wallets, along with them. Do not leave any valuable item unattended in the class.

#### 5. Start Every Lesson Right (SELR): 3-Step Rule

- Start every lesson with a **Greeting**. Stand and greet your teacher as a class, at the start of every lesson.
- Students to do this **Peer Support check** – check on each other’s hair and attire and advise their friends to change or adjust where necessary.
- Students to carry out this act of kindness to show **Care for the Environment**. Check the area around the classroom and pick up any litter and throw them into either of the two covered dustbins in their classrooms/labs/special rooms/PE learning areas.

#### 6. Academic Discipline

- Students are to get ready for lessons with relevant textbooks, personal learning devices, notes, etc. on their desks. There should be no sharing of learning materials.
- Bags should not be placed on desks.
- Students must sit up straight and be attentive to the teacher during lessons. No sleeping or lying down is allowed in the classrooms.
- All work given must be completed on time by the students themselves. Late submission or copying of other people work would have severe consequences
- No student is allowed to leave the school premises during school hours without permission from the Principal, Vice-Principals or HOD/Student Management.

Students who are not feeling well and wish to go home must report to the RTC Room after seeking permission from their subject teachers to leave the classroom. Parents or guardians are to fetch the student from school. If the parents or guardians are unable to fetch the student, the student will remain in the RTC or Sick Bay until dismissal time.

#### 7. Code of Conduct at Canteen

- The canteen is out of bounds, except during recess and PE lessons when the PE teachers have given permission.
- Students are to queue up to purchase food. Food and drinks are to be consumed in the canteen only.
- Sit in the designated seat as assigned by the school based current Safe Management Measures (SMM).
- Conduct the wipe down routine after consuming your food and/or drinks.
- Wash your hands with the hand-washing liquid provided before leaving the canteen.
- Used crockery and cutlery are to be returned to the respective stalls/receptacles provided in the canteen. Students are to ensure that leftovers/empty cans and cups are thrown into the bins provided and not left on the tables.

## 8. Code of Conduct in the Use of Mobile Devices

To ensure a conducive environment for teaching and learning, students must abide by the following rules on the use of mobile devices (such as phones, tablets, laptops and smart watches) in school:

- a) Mobile devices may be used by students only during these times:
  - Before 7.30 am
  - During recess time
  - After the last period of the formal curriculum time
- b) During lessons, teachers would decide on the appropriate use of the mobile devices which could enhance the teaching and learning process. Without teacher's explicit instruction and permission, students are to have their mobile devices on silent mode and keep them safely in their pockets. Students must bear in mind the need to not get distracted by their mobile devices during lessons.
- c) During examinations or tests, the mobile devices are to be switched off and kept in the bags. **Students should not be found in possession of their mobile devices during the examination.** Disciplinary actions will be taken against students who violate this rule.
- d) Students who do not adhere to the rules on usage of mobile devices will have his/her mobile device confiscated by the HOD/Student Management (SM) and parents will need to collect it from him/her.
- e) If a student's mobile device is suspected to be involved in a disciplinary issue, the mobile device will be confiscated and an investigation will be carried out by the school. Parents will be informed of the offence. The device will only be returned to the parents after the investigation is concluded.
- f) It is the sole responsibility of the students to safeguard their mobile devices. The school will not be responsible for the loss or damage of the students' mobile devices.

## 9. Code of Conduct in Using ICT (Information Communication Technology) Facilities, Equipment and Resources

Please refer to the Acceptable Use Policy (AUP) Agreement below:

### Acceptable Use Policy (AUP) Agreement

Dear Student,

Computing devices and access to the Internet have become a necessity for work, play and learning in the 21st century. Woodgrove Secondary School is committed to providing a safe and conducive learning environment for all students. As a user of our ICT facilities, you are required to abide by the rules stated in this Acceptable Use Policy (AUP) Agreement. This policy applies to all students in this school and the use of our school's ICT facilities, equipment and resources, as well as users' personal devices (e.g. mobile phones). ICT facilities, equipment and resources include the following, but are not limited to, school's internet network, computer labs, hardware (e.g. laptops, tablets, computers), software (e.g. school's learning management system, productivity software, online tools) and peripherals (e.g. projector, scanner, camera).

#### General

- i. Users are responsible for using school-owned ICT facilities, equipment and resources for the purpose of learning. Personal use such as gaming and engaging in social media platforms is strictly prohibited.
- ii. Users are responsible for any resource that is borrowed from school for the duration of the loan. The user will bear the cost of damage, theft or loss due to negligence and face disciplinary action in accordance to the school's discipline policy.
- iii. Users are responsible for their personal devices. The school will not be held responsible for any damage, theft or loss of their devices.
- iv. Users should not use the school's electrical power to charge their own personal devices. Users should ensure that their personal devices are fully charged before bringing it to school.

#### Account

- i. Users are responsible and accountable for all activities conducted via their own accounts.
- ii. Users are responsible for the security of their account IDs and passwords. All account IDs and passwords should not be shared with anyone.
- iii. Users should change their passwords every 3 months. Failure to do so would constitute as negligence.
- iv. Users are to use their full names as stated in their EZ link cards for all account IDs. Aliases, nicknames and pseudonyms are not allowed.
- v. Users should not use their accounts for any illegal or unethical activities. These include cyber-bullying, posting online remarks that are racially and religiously insensitive, vulgar and/or offensive statements, disruptive of public order and intentionally causing emotional distress/harm to others.
- vi. Users should not use school-owned computing devices for any online trade (i.e. buying and selling of goods and services) and gambling.
- vii. Users should not use devices to store, modify or create content (e.g. documents, presentations, pictures, videos) that is pornographic or defamatory in nature.
- viii. Users are reminded that threats, harassment, embarrassment, impersonation and intimidation to others is a chargeable offence under Singapore Legal System.

Email & Social Media

- ix. Users should not post or share any indecent, obscene, pornographic, defamatory material/message that offends and causes distress to other people.
- x. Users are expected to observe netiquette (rules on behaviour on the internet) and to remain courteous and polite in all online interactions.

Intellectual Property

- i. Users should not access, download, copy or share any copyrighted materials (such as pictures, videos, music) without explicit permission from the owner.
- ii. Users should not own, copy or share software in an unauthorized or illegal manner.
- iii. The rights of all materials and data created using the school's ICT facilities and resources are jointly owned by the school and the user.

**Acknowledgment of the Acceptable Use Policy Agreement**

The school reserves the right to record and retain data on school-owned devices and/or accounts issued by the school for investigation or evidence. Violation of any policies, rules or administrative procedures may result in a temporary suspension or revocation of student's account. The student may also face disciplinary actions in accordance to the school's discipline policy.

**Student: I understand and will abide by the Acceptable Use Policy Agreement.**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent: I have read the Acceptable Use Policy Agreement with my child. We have discussed and understood the Agreement.**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## OFFENCES AND CONSEQUENCES

### **Minor Offences**

Please note that the list of minor offences below is not exhaustive. As a committed member of our school community, students should aspire to be the best version of themselves and not commit any offence. If there is a breach, students will then have to face one or more of the consequences listed on page 11.

- Late-coming which involves being late for school without a valid reason
- Skipping classes which involves being absent from formal lessons without a valid reason
- Improper attire & grooming which involves disobeying school rules on attire, hairdo, jewellery, etc. (excluding cases where the school uniform is modified, which is a serious offence)
- Littering which involves dropping or leaving rubbish in school premises or public places
- Not doing assignments which involves not turning in class work, homework, project work, etc. without a valid reason
- Using vulgar language which involves verbalising coarse or abusive language

Frequent commitment of any minor offence will result in the school addressing the offence as a serious offence.

**Major Offences**

Please note that the list of major or serious offences given below is not exhaustive. As a committed member of our school community, students should aspire to be the best version of themselves and not commit any of these offences. If there is a breach, students will be given a Fair conduct grade and have to face one or more of the consequences listed in page 11.

| Serious Offence  | Description  |
|--|--|
| <b>1. ATTENDANCE</b><br><br>a) Leaving school grounds without permission<br><br>b) Truancy   | Leaving school grounds after reporting but before the end of the school session without the school's approval<br><br>Being absent from school without a valid reason on school days (Monday to Friday)   |
| <b>2. MISCONDUCT</b><br><br>a) Bullying<br><br>b) Cheating in assessments / tests / exams<br><br>c) Disruptive behaviour<br><br>d) Forgery<br><br>e) Open defiance and/or rudeness<br><br>f) Abuse of technology | Hurting, frightening or intimidating others to deliberately cause harm, distress or humiliation. It can be physical, verbal or psychological in nature<br><br>Possessing notes or other prohibited items, copying from others, allowing others to copy, tampering with marks<br><br>Interfering with the smooth running of class or school events<br><br>Forging signatures, medical certificates, consent forms, etc. with the intention to deceive<br><br>Refusing to conform to school rules, norms and practices; disobeying teachers' instructions; displaying rudeness and disrespect in speech or body language<br><br>Using information communications and technology (e.g. social media, ICT devices) inappropriately or unlawfully |



| Serious Offence   | Description  |
|---|--|
| <b>3. THEFT/DAMAGE OF PROPERTY</b><br><br>a) Arson<br><br>b) Theft<br><br>c) Vandalism  | Planting explosives or setting property on fire, whether attempted or actual<br><br>Stealing school property or property belonging to others<br><br>Vandalising school or personal property, writing graffiti  |
| <b>4. OTHER SERIOUS OFFENCES</b><br><br>Assault<br><br>Fighting<br><br>Gambling<br><br>Gangsterism<br><br>Pornography<br><br>Possession of weapons<br><br><br><br><br><br><br><br>Sexual Misconduct<br><br><br><br><br><br><br><br>Smoking or Vaping<br><br><br><u>Types of Abuse</u> <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Drug</li> <li>• Inhalant</li> </ul> Tattooing | Attacking others violently, whether causing injury or not<br><br>Being involved in a confrontation between individuals or opposing groups in which each attempts to harm or gain power over the other, as with bodily force or weapons<br><br>Using money in games, betting, etc.<br><br>Being involved in a gang assault/ threat/ harassment/ extortion, whether actual or attempted<br><br>Consuming/ possessing/ distributing/ selling pornographic materials<br><br>Possessing weapons that may be used in a crime. All students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which can be used or intended to be used to cause harm to others<br><br><br><br><br><br><br><br>Being involved in attempted rape, outrage of modesty, underage sex, sexual grooming, peeping, etc.<br><br><br><br><br><br><br><br>Using/ possessing/ distributing/ selling cigarettes or e-cigarettes<br><br><br>Consuming/ possessing/ distributing/ selling alcohol<br>Using/ possessing/ distributing/ selling drugs<br>Using/ possessing/ distributing/ selling inhalants<br><br>No form of tattoos is allowed. |

## CONSEQUENCES

The consequences listed below is a school guideline. The final consequence(s) will be subject to the discretion of School Leaders and the Student Management Committee. This means that the final consequence(s) will vary with the frequency and severity of the offence committed, which may differ on a case-by-case basis.

### Possible consequences

- Warning
- Home involvement
- Restorative conference
- Sent back home for rectification (due to grooming)
- Purchase of new uniform (due to unapproved modification of uniform)
- Service to the school
- Referral to external agency such as MSF, FSC, SSO, SPF, Singapore Customs, HSA
- Detention
- Compensation for damaged personal belonging or property
- Zero mark for cheating in class test or school exam
- Receiving a Fair or Poor conduct grade
- Suspension (internal or external)
- Caning
- Expulsion

### **Note:**

- a) The school can add or amend school rules and consequences meted out from time to time.
- b) All serious offences will be referred to School Leaders and the Student Management Committee.
- c) Parents will be notified after school has meted out the consequences.
- d) The Student Management Committee is authorised to decide on the form of consequences to be meted out for any misbehavior or misdeed of a student which the school deems as an offence.

## CRITERIA FOR AWARDING OF CONDUCT GRADE

| Conduct Grade | Descriptors  |
|---------------|--|
| Excellent     | <p>Consistently behaves in an exemplary manner</p> <ul style="list-style-type: none"> <li>• is always courteous, polite and respectful</li> <li>• is always dependable and shows very good initiative</li> <li>• shows very clear sense of right and wrong through speech and action</li> <li>• attends school regularly (No Absence Without Valid Reason)</li> <li>• gets along very well (shows team spirit, is cooperative, is caring, is considerate...) with his/her peers</li> <li>• work is always submitted on time</li> <li>• has contributed to the class, school or CCA in a significant way</li> <li>• has not committed any minor or serious offence</li> </ul> |
| Very Good     | <p>Consistently behaves well</p> <ul style="list-style-type: none"> <li>• is always courteous, polite and respectful</li> <li>• is very dependable and shows initiative</li> <li>• shows clear sense of right and wrong through speech and action</li> <li>• attends school regularly (No Absence Without Valid Reason)</li> <li>• gets along well (shows team spirit, is cooperative, is caring, is considerate...) with his/her peers</li> <li>• work is always submitted on time and participates well in class or CCA</li> <li>• has not committed any minor or serious offence</li> </ul>   |
| Good          | <p>Behaves well most of the time -</p> <ul style="list-style-type: none"> <li>• is courteous, polite and respectful most of the time</li> <li>• is dependable and does things well on his/her own most of the time</li> <li>• shows sense of right and wrong through speech and action most of the time</li> <li>• attends school regularly (No Absence Without Valid Reason)</li> <li>• gets along well (shows team spirit, is cooperative, is caring, is considerate...) with his peers</li> <li>• work is usually submitted on time</li> <li>• has not committed any serious offence</li> </ul>   |
| Fair          | <p>Has shown below par conduct in one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Daily school attendance is less than 80% and absences are without valid reason</li> <li>• CCA attendance is less than 75% per term and absences are without valid reason</li> <li>• Has committed a serious offence</li> <li>• Has serious late-coming issues with invalid reasons for late-coming, e.g. being late for school more than 8 times per term</li> </ul>  |
| Poor          | <p>Has shown below par conduct in one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Daily school attendance is less than 70% and absences are without valid reason</li> <li>• CCA attendance is less than 50% per term and absences are without valid reason</li> <li>• Has committed more than one serious offence or a repeated serious offence</li> <li>• Frequently shows unacceptable behaviour despite being counselled and supported by the Student Management Department or Student Development Team (SDT)</li> </ul>   |

# SCHOOL SAFETY

## Important Safety Rules

Woodgrove Secondary School aims to establish a safe environment for our community and to cultivate good safety habits in the individual to engender a strong safety culture in the School.

**Safety Vision** : A Safe School for a Community of Future-Ready Learners and Thoughtful Leaders

**Safety Mission** : To provide a safe environment for working and engaged learning

### Safety Values

*Be Your Best* : We honour safety and safety SOPs to provide a conducive learning and work environment for all. We are committed to be accountable for our own safety and security.

*Embrace Challenges* : We persist in the drive to overcome challenges in sustaining a safe school environment. We embrace honesty and rigour in evaluating and reviewing our safety practices.

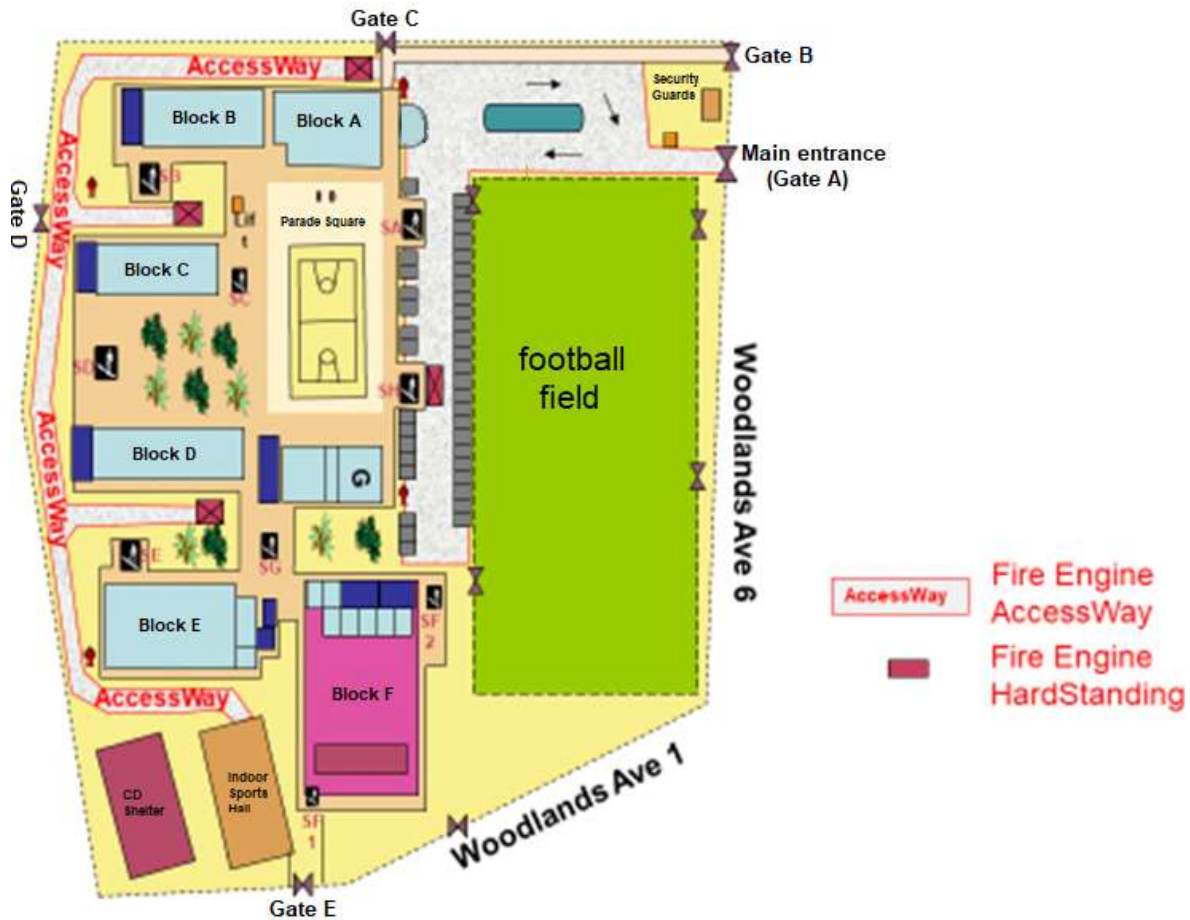
*Practise Gratitude* : We lend safety support beyond the WGS community. We take pride in upholding Workplace Safety standards for the school community.

*Serve to Lead* : We aim to sustain a caring environment focused on well-being of the Woodgrove family. We foster cooperation and collaboration in area of safety management.

# TRAFFIC AND ROAD SAFETY

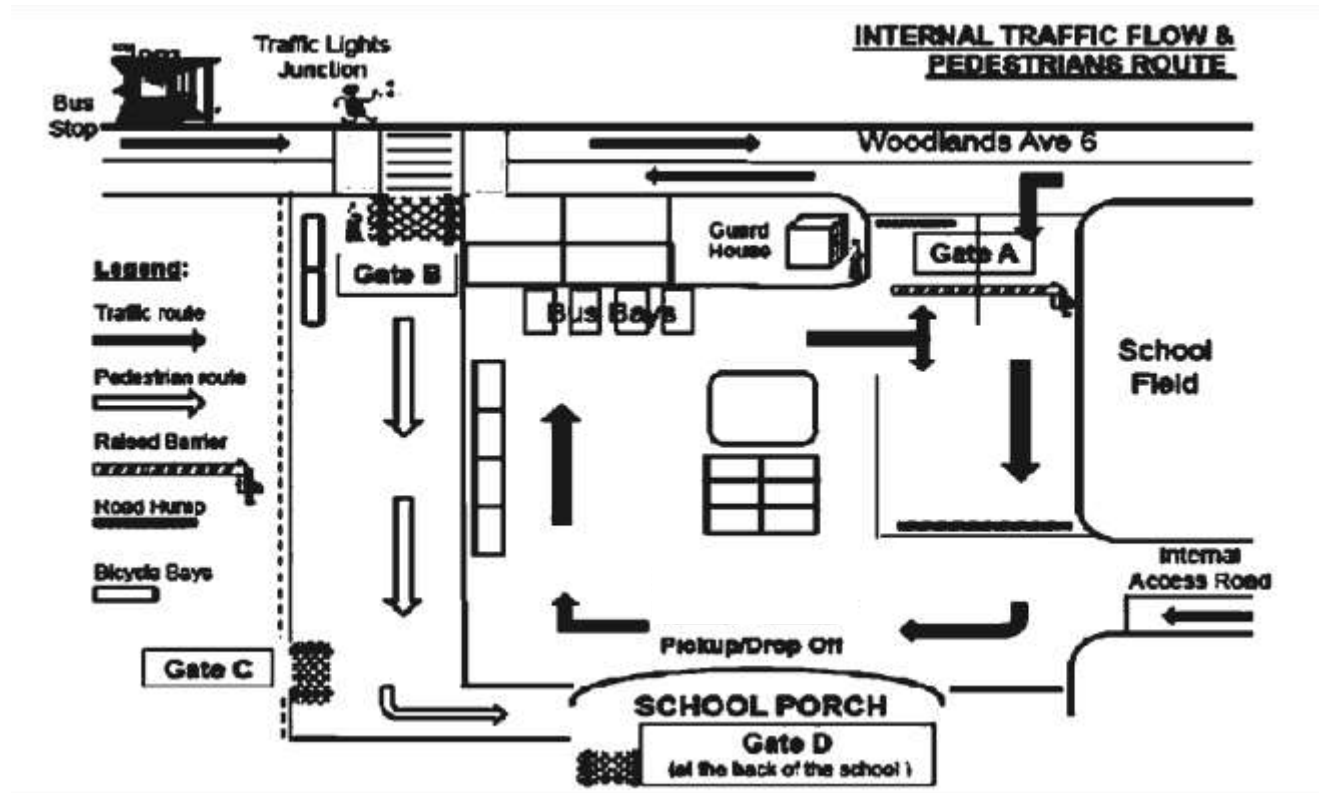
## 1. School Plan

The School overall plan is as illustrated. Student classrooms are located at Blocks C and D. Special rooms such as computer rooms, media resource library and laboratories are located at Blocks B, E and G. The school canteen is located at level 1 of Block F.



## 2. School Traffic Management Plan

The Woodgrove Secondary School (WGS) Traffic Management Plan (TMP) is an integral part of the School Safety Management.



### A Vehicles Coming Into and Exiting School

- All vehicles must comply with the speed limit of 15km/h within the school\compound.
- Vehicles entering the school shall follow the instructions given by the Security Officers and school authorized personnel.
- Parent are allowed to drive into the school to drop off/pick-up their children at the immediate front of the porch. No vehicle is allowed to park at the school porch or the immediate front of the porch.

### B Vehicles Outside the School Compound

Parents are to refrain from parking or stopping their vehicles along Woodlands Ave 6 (outside the school). They are advised to park their vehicles at the HDB car park at Blk 586A and Blk 578A, and wait for their children at Gate B.

### C Students/Parents/Visitors Coming into and Leaving School

- At the start and end of school, pedestrians are to use Gate B and Gate E to enter and leave the school.
- Pedestrians are required to obey all traffic rules when crossing the road.
- Pedestrians entering school by Gate B are to use the covered walkway that links to the school main building. Pedestrians are not to cut across the parking area and driveway.
- Pedestrians are able to enter and exit the school during school term via Gates A, B, C, D and E which have the following stipulated gate opening hours:

| Gate          | Monday to Friday  | Saturday         |
|---------------|---|------------------|
| Gate A (Main) | 6.30am – 6.30pm   | 6.30am – 12.30pm |
| Gate B        | 6.30am – 7.45am &<br>2.30pm – 3.30pm  | Closed           |
| Gate C        | 6.45am – 7.45am<br>6.45am – 8.45am (Tue)  | Closed           |
| Gate E (ISH)  | 6.45am – 7.25am (IN)<br>6.45am – 8.25am(Tue) (IN)<br>2.20pm – 5.30pm (OUT)<br>12.20pm – 5.30pm(Fri) (OUT) | Closed           |

### D Cyclists Coming Into and Leaving School

- **Parents are to obtain the consent form from the General Office and submit the signed form before their child can cycle to school.**
- No cycling is allowed in the school compound. The cyclist must dismount from the bicycle and push the bicycle within the school compound.
- All bicycles are to be parked and locked at the bicycle bay near the entrance of Gate B.
- Parents are to ensure that their child wears the essential safety gears when travelling on the bicycle. It is also the responsibility of the parents to ensure that the bicycle is properly equipped and maintained.
- No other forms of transportation are allowed (i.e. pmd, skateboards, ...)



## PHYSICAL ACTIVITIES

(PE LESSONS, FITNESS TEST, CCAs AND UNSTRUCTURED PLAY)

### 1. Well-being

- a. Be physically healthy when participating in physical activities.
- b. Those who are unwell or/and exempted from physical activities should inform teacher/s-in-charge and stop participating in physical activities.
- c. Relevant supporting medical documents (e.g. medical certificate) should be submitted to teacher/s-in-charge. The school should be updated on a regular basis regarding students' medical status via supporting medical documents submitted to Form Teachers.
- d. Report any injuries, if any to the PE or CCA teacher during or at the end of the session.

### 2. Personal Medication

- a. Bring along personal prescribed medication (e.g. inhaler) when participating in physical activities.

### 3. Attire and Protective Gear

- a. Wear appropriate attire (including footwear) and protective gear (e.g. shin guards) when required for any physical activities. For footwear, the sole should not be worn off.
- b. Wear full school PE attire (tuck-in) when participating in PE lessons and wear CCA jersey or training attire (tuck-in) during sports CCA training sessions.
- c. Wear at least half-uniform during unstructured play.
- d. All accessories (e.g. watches) should be removed and only ear studs are allowed.
- e. Long hair should be pulled and tied back and fingernails should be kept short.
- f. Dry clean with a towel and change into a clean set of school uniform or PE attire after participating in physical activities.

### 4. Regular Hydration

- a. Bring along a water bottle and hydrate regularly when participating in physical activities. Students are allowed to drink appropriate amount of fluids (preferably water) before, during and after exercise to prevent heat injuries. However, over hydration should be avoided.





## 5. Play Area

- a. Avoid running/playing on wet grounds.
- b. Outdoor physical activities should be avoided during inclement weather (including haze) and between 1030 to 1530 hrs when the heat and UV rays are at a high level.
- c. When using the fitness/sporting facilities, the information on the instructional poster/signboard should be followed and students should apply the safe management practices taught during PE lessons.
- d. Students should only enter the Indoor Sports Hall (ISH) with adult supervision.

## 6. Equipment

- a. All equipment should be handled with care.
- b. Students should not hang or climb on goalposts or/and attachments (e.g. crossbar, basketball rims/backboards, etc.), including those that are mounted, anchored and unanchored.
- c. Students should only move sports equipment (e.g. basketball backboards, netball/volleyball poles) with adult supervision.
- d. Students are only allowed to use sports equipment such as bat, racquet, hockey stick, shot putt, javelin and discus with teacher's supervision to ensure safe and proper usage.

## 7. Damage Reporting

- a. Damaged equipment should not be used at all times.
- b. Report to the General Office or teachers when equipment is lost or damaged.

## 8. School Lightning Warning System

The School has installed Lightning Warning lights and sirens at the school field, parade square, school canteen and the Indoor Sports Hall. Upon hearing the warning siren or when the warning light is flashing, students are expected to stay within the enclosure of buildings until the warning signals have been cancelled.

## 9. Students Reporting Sick / Injuring Reporting

If you are unwell or has sustained injuries while in school, he/she would need to report to the General office. The unwell/injured student will be accompanied to at the sick bay located in the General Office. Parents may be contacted by our staff, depending on the seriousness of the illness or injury.



## SPECIAL ROOMS

### (COMPUTER LAB)

#### Start of lesson:

1. Students are to line up in pairs outside the laboratory to be received by the teacher or instructor.
2. Do not enter or work in the laboratory unless the teacher or instructor is present.
3. Do not bring any food and/or drinks into the laboratory
4. Do not bring in any storage or media device(s) or CD-ROMs without the permission of the teacher or instructor in charge.
5. Switch on the computers only when instructed by the teacher or instructor.

#### During lesson:

6. Keep to the activity or task which the teacher or instructor has assigned to you.

#### End of lesson:

7. Switch off the computers following proper 'shut down' procedures.  
Do not simply switch off the power.
8. Before leaving, help to keep the laboratory in good condition by ensuring that the:
  - Notebook is properly shut down and the lid of the notebook is closed
  - Chair is neatly pushed back in
  - Litter is disposed properly

All computer labs are monitored by CCTVs. Vandalism of computers and peripherals and theft of computer parts will not be tolerated and offenders will be severely dealt with.



## SPECIAL ROOMS

### (Science Laboratory)

The school science laboratory should be a safe environment for students to carry out scientific experiments and investigations. Accidents can be avoided if safety regulations are conscientiously observed and enforced.

The following general laboratory safety regulations apply to all laboratory activities.

- 1 Students must not enter or work in laboratories unless a teacher is present.
- 2 Laboratory storerooms and preparation rooms are out of bounds to all students.
- 3 Long hair should be tied back to avoid any interference with laboratory work.
- 4 Eating and drinking are prohibited in laboratories.
- 5 Students should always work thoughtfully and purposefully. Practical jokes and other acts of carelessness are strictly prohibited.
- 6 Students should seek clarification from the teacher if instructions for an experiment are not thoroughly understood. Students should not proceed with an experiment if in doubt.
- 7 Safety goggles must be worn whenever there is any risk of injury to the eyes.
- 8 Protective gloves and clothing must be worn when handling hazardous materials.
- 9 Hands must always be thoroughly washed before leaving the laboratory, regardless of whether or not gloves are worn.
- 10 Equipment used to handle or transfer hazardous materials must be inspected for leaks, cracks and other forms of damage before use.
- 11 Damaged equipment, breakages, accidents and spillage should be immediately reported to the teacher.
- 12 Electrical wiring must be kept away from naked flames and heaters. Areas around electrical equipment should be kept dry and where appropriate, kept far from water.
- 13 Unlabelled chemicals should not be used. Unlabelled containers should be reported to the teacher.
- 14 Chemicals or other materials must never be tasted unless specifically directed by the teacher.
- 15 Students should not take apparatus or chemicals out of the laboratory without the permission of a teacher.
- 16 Unauthorised experiments are prohibited.
- 17 Sharp instruments (such as needles, razors or pins) should not be discarded in waste-bins or trash bags. Instead, a sturdy container should be used for these sharp waste objects.



## **SPECIAL ROOMS**

### **(Library- The Nook)**

1. All students **MUST** observe silence when in MRL at all times.
2. No food and soft drinks are allowed to be consumed in the library.
3. Obtain permission from the librarian before you use the computers. No one is allowed to view / share / send explicit materials using the computers
4. Clean the tables and chairs you have used, and push in the chairs before you leave the library.
5. Leave your bags at the front counter when using the library.
6. Do not leave your bags unattended for Jong hours while you are not in the library. MRL will not be responsible for any Joss of belongings.
7. Use of phones is allowed only with earpiece and on silent mode. No phone calls are allowed.
8. All students **MUST** be in school attire (Uniform 1 or Uniform 2) at all times when in MRL.
9. All students **MUST** wear school shoes or proper shoes when in MRL. Slippers & sandals are not allowed.
10. After browsing, return books to their original location on the bookshelves before you leave the library.
11. Ensure you have your Ezlink card to complete the book borrowing procedures
12. Sharing of Ezlink card for book borrowing is not allowed.
13. Do not take any book or other library materials out of the library without following the borrowing procedures.
14. Return the borrowed books by the due date or arrange for extension with the librarian before the due date.
15. Never write in the borrowed books or cut pages out of them. Do not fold the pages of the books.
16. Report any damages in the books that you've borrowed/ read.
17. When attending lesson in MRL, keep the noise level down. The general rules still apply during lessons conducted in the library.

## SPECIAL ROOMS

(FOOD LAB, D N T LAB, ART ROOM)

### Food Laboratory

1. Do not enter the laboratory without permission.
2. All students are to wear aprons during practical sessions. Female students with long hair are to tie up their hair before entering the room.
3. Use of cooking appliances/equipment is not allowed by students without the presence of the teacher.
4. Use all appliances/equipment with care.
5. Bring tea towel, dish cloth and suitable food containers for every cookery lesson. Do not use the same plastic bag for keeping food.
6. Fingernails should be kept clean and short.
7. All accidents and injuries must be reported and recorded immediately.
8. Report any gas leakage or spoilt equipment immediately.
9. Switch off all electrical appliances, lights and fans after every lesson.

### Design & Technology Workshops

1. Do not enter the workshops without permission.
2. All students are to wear aprons during practical sessions. Female students with long hair are to tie up their hair before entering the room.
3. No workshop practice is to be carried out by students without the presence of the teacher or instructor.
4. Always use the right tool for the right job and return it to its proper place after use.
5. Observe all safety precautions when handling tools and machines.
6. All accidents and injuries must be reported and recorded immediately.
7. Switch off all electrical appliances, lights and fans after every lesson.

### Art Room

1. Bring all necessary art materials required for every lesson so that you can complete all your assignments effectively.
2. Basic Art materials include a soft eraser, poster paints, palette, water container, 3-5 sizes of brushes and drawing paper.
3. Cover the table top with newspaper before each painting session.
4. Do not choke the sink with any litter such as used tissue paper, art specimens or wax. Always clean the sink after each use.
5. Handle all sharp equipment, electrical appliances or hot materials carefully.



# Section C: MY ACADEMIC REQUIREMENTS

## Woodgrove Secondary School Assessment Policy

### Philosophy of Assessment

1. In WGS, we believe that assessment is an iterative and continuous process which motivates learning and helps students to achieve the desired learning outcomes in both the academic and co-curriculum areas.
2. Through the information gathered from assessments, we hope to achieve the following:
  - Students will become self-directed learners, i.e., they are able to use the feedback provided from assessment for self-reflection and self-directed learning to promote deep learning and improve future performance.
  - Teachers can purposefully chart subsequent instructions to address students' learning gaps and for future teaching. This will lead to students' continued growth in the acquisition and application of core **Attitudes, Skills and Knowledge (ASK)** in both the academic and co-curriculum areas.

### Principles of Assessment

3. Our principles of assessment are based on the national principles as articulated in The Singapore Teaching Practice framework:
  - Assessment is integral to the learning process.
  - Assessment must be aligned to the intended learning outcomes, content and pedagogy.
  - Assessment must be designed with clarity of purpose and to provide our students and us with feedback to address learning gaps and improve teaching practices.
4. Through the implementation of these principles, we will
  - encourage students to share responsibility of their own learning,
  - identify student's strengths and diagnose their weaknesses for future learning,
  - record and report progress and achievement to students, parents, teachers and other agencies when required,
  - enable students and teachers to set targets to secure continuity and progression in learning, and
  - enable the school to review and evaluate curriculum, and the organisation of learning.

## Types of Assessment

5. In WGS, we have a balanced assessment system with both Assessment of Learning (AoL) as well as Assessment for Learning (AfL). AoL serves to provide information on students' mastery of content knowledge and skills and is also used for placement purposes, while AfL informs students and teachers of students' learning progress and effectiveness of teaching strategies, and both students and teachers to plan future steps to reach learning goals.
6. Beyond the pen-and-paper mode of standardised testing, students will engage in alternative assessment modes such as project work, portfolios, oral presentation or hands-on demonstrations of learning. The variety of assessment modes provide opportunities for students to demonstrate their abilities to perform various meaningful performance tasks and receive feedback on their levels of competency through rubrics. They also help to develop and strengthen vital 21<sup>st</sup> century competencies (21CC) in our students, e.g., critical and inventive thinking, and communication, collaboration and information skills.
7. Assessment for Learning (AfL) is one of the key pedagogical tools used to gather and interpret evidence about student learning for the purpose of determining where students are in their learning, where they need to go and how best to get there.
8. The following AfL strategies are commonly used by the various departments to engage students in learning:
  - Questioning
  - Sharing Learning Targets and Criteria
  - Feedback (both oral and written)
  - Self/Peer Assessment

## School-based Assessment Weighting

9. These are detailed below:

| Term \ Level   | Term 1   | Term 2  | Term 3  | Term 4    |
|----------------|--|---|---|-----------|
| <b>Sec 1</b>   | WA1 (10%)  | WA2 (15%)   | WA3 (15%)   | EYE (60%) |
| <b>Sec 2</b>   | WA1 (10%)  | MYE (30%)   | WA2 (15%)   | EYE (45%) |
| <b>Sec 3</b>   | WA1 (10%)  | WA2 (15%)   | WA3 (15%)   | EYE (60%) |
| <b>Sec 4/5</b> | WA1 (include theory papers for Art, D&T and F&N) | MYE (for all subjects except for MTL, Art, D&T and F&N) | Preliminary Examination (except for 4E/5N MTL, 4NT Art) |           |

### Note

- Meaning of abbreviations used WA: Weighted Assessment; MYE – Mid-Year Examination; EYE – End-of-Year Examination

- The percentage components for coursework subjects, namely, Design & Technology, Art and Food & Nutrition, may differ from those stated above and will be given to parents separately.

## Grading System

10. The national grading systems used in the various academic courses are given below:

| Express Course |       | Normal (Academic) Course |       | Normal (Technical) Course |       |
|----------------|-------|--------------------------|-------|---------------------------|-------|
| Marks (%)      | Grade | Marks (%)                | Grade | Marks (%)                 | Grade |
| 75 or more     | A1    | 75 or more               | 1     | 75 or more                | A     |
| 70 – 74        | A2    | 70 – 74                  | 2     | 70 – 74                   | B     |
| 65 – 69        | B3    | 65 – 69                  | 3     | 60 – 69                   | C     |
| 60 – 64        | B4    | 60 – 64                  | 4     | 50 – 59                   | D     |
| 55 – 59        | C5    | 50 – 59                  | 5     | 49 or less                | U     |
| 50 – 54        | C6    | 49 or less               | U     |                           |       |
| 45 – 49        | D7    |                          |       |                           |       |
| 40 – 44        | E8    |                          |       |                           |       |
| 39 or less     | F9    |                          |       |                           |       |

### Absence from Weighted Assessments (WAs) and Examinations

A student who is absent for a paper due to illness, must produce a valid medical certificate to cover his/her absence. A student without a valid medical certificate will be given zero mark for the paper he/she missed. Please note that letters from parents/guardians will not be accepted.

11. Any student who is absent for the mid-year and/or year-end examination will not be allowed to re-sit for any paper that he/she has missed.

12. The table below provides details on how absence from examinations will affect the student:

| With Medical Certificate (MC)  | Without Medical Certificate (MC)                                    |
|--|---|
| All component(s) taken by students will be reflected as “VR” – Valid Reason in the Result Slip | ‘0’ – zero will be reflected in the Result Slip                     |
| Computation of subject total will not take into consideration the component(s) with “VR”       | Computation of subject total will include the component(s) with ‘0’ |

13. This practice will ensure:

- Alignment with national examinations where there is no re-sitting for examination papers missed
- Fairness for all students
- Students do not need to sit for multiple papers upon their return from their sick leave



14. For WAs, students would need to sit for the papers that they have missed upon their return within the 5 working days period. This is so that the students do not miss out on too many assessment points and have an overall grade that is as representative as possible. For re-sits, a maximum of 3 WAs per day is adhered to so as to ensure the well-being of the students.

15. The table below provides details on how absence will affect the student during WAs:

| With Medical Certificate (MC)  | Without Medical Certificate (MC)                                    |
|--|---|
| Within 5 working days after day of assessment – students will sit for the paper upon return and the marks will be keyed in.      | '0' – zero will be reflected in the Result Slip                     |
| More than 5 working days after the day of assessment – the component will be reflected as “VR” – Valid Reason in the Result Slip |   |
| Computation of subject total will not take into consideration the component(s) with “VR”   | Computation of subject total will include the component(s) with '0' |

16. We seek parents'/guardian's cooperation **NOT** to send your child/ward to school for tests/examinations if he/she is unwell. **Please take your child/ward to the doctor when he/she is unwell for your child's/ward's health and well-being, and get a medical certificate** so that the school can process the results accordingly.

### Academic Conduct, Integrity and Responsibility

17. All students are responsible for upholding the highest standards of academic conduct and integrity in all academic undertakings. Any act of academic dishonesty, including cheating and plagiarism, will be subjected to stern disciplinary action. Please refer to the section of the Student Handbook on ***Exam Rules and Guidelines for Students***, page 44.

### 18. Guidelines for providing feedback on assessment

- All student work will be returned within one week of the submission deadline.
- Feedback will include written comments to help students improve in their performance.

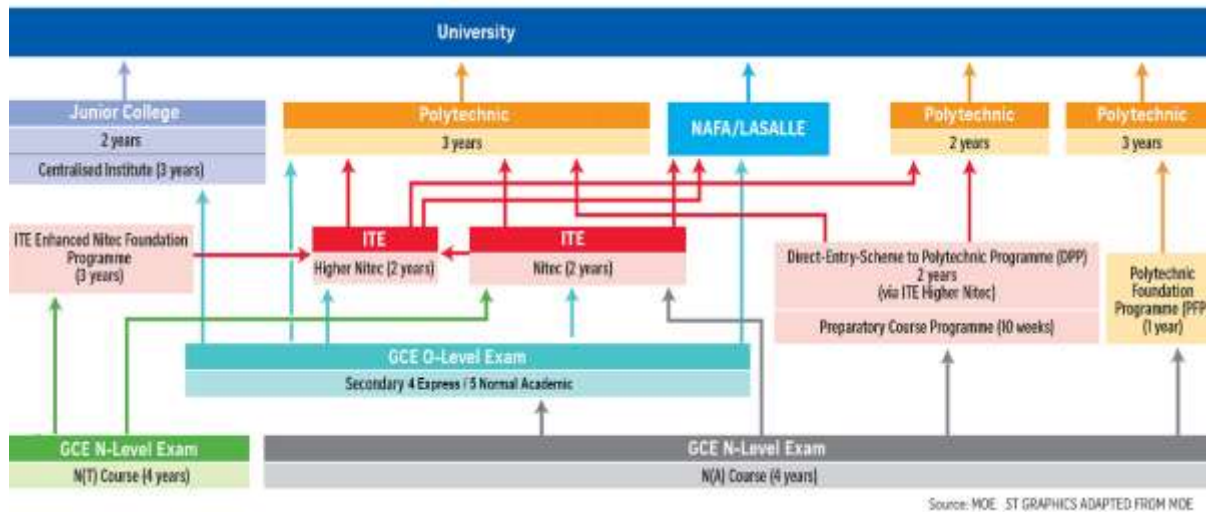
### Sec 1 – 3 Promotion Criteria

19. For promotion to the next level, students must meet the following minimum criteria:

|               |  |
|---------------|--|
| Sec 1E and 2E | Pass EL and an overall percentage of 50%   |
| Sec 3E        | Pass EL and two other subjects or pass five subjects                             |
| Sec 1NA – 3NA | Pass EL and two other subjects or pass four subjects                             |
| Sec 1NT – 3NT | Pass at least two subjects, one of which must be English Language or Mathematics |

### Post-Secondary Admission Criteria

20. The infographic below provides an overview of the multiple education pathways available for post-secondary students in Singapore’s education system.



20. To gain admission to the various post-secondary education institutions, students must meet the following minimum criteria,

| Post-Secondary Education Institutions              | Minimum qualifying criteria   |
|--|---|
| <b>For ALL students</b>                            |   |
| ITE Nitec  | <ul style="list-style-type: none"> <li>Nitec: At least 3 GCE N Passes</li> <li>Higher Nitec: At least 2 GCE O Grades with E8 or better with other course-specific entry requirements (For students with fewer than 3 GCE N level passes or 2 GCE O level passes, there are courses available that requires candidates to have 0-1 pass.)</li> </ul> |
| <b>For 4NA students only</b>                       |   |
| Direct-Entry-Scheme to Polytechnic Programme (DPP) | EMB3 of 19 points or better with a minimum Grade 4 in English and Math  |
| Polytechnic Foundation Programme (PFP)             | EMB3 of 12 points or better with a minimum Grade 3 in English, Math and three other subjects  |
| <b>For 4E/5N Students only</b>                     |   |

| <b>Post-Secondary Education Institutions</b> | <b>Minimum qualifying criteria</b>   |
|--|--|
| ITE Higher Nitec                             | Pass English and four other subjects (including CCA bonus points)  |
| Nanyang Academy of Fine Arts                 | D7 or better in English with an aggregate score of 25 points in 4 subjects, excluding English (including CCA bonus points) |
| LASALLE College of the Arts                  | Pass English with an aggregate score of 25 points in 4 subjects, excluding English   |
| Polytechnics                                 | L1R2B2 of 26 points or better (including CCA bonus points)   |
| Millennia Institute (MI)                     | L1R4 of 20 points or better including a pass in English  |
| Junior College (JC)                          | L1R5 of 20 points or better including a pass in English  |

## Exam Rules and Guidelines for Students

1. Students must be in the assessment room ten minutes before the start of each paper. Students who report later than 15 minutes after the start of a paper will only be allowed to take the assessment with the approval of the Principal or the Key Personnel in charge of the assessment. No extra time will be given to latecomers unless with valid reason.
2. Students must be properly attired in school uniform and follow school rules.
3. Absolute silence must be observed at all times in the Assessment venue.
4. Students are to be seated according to their class register numbers. Students may change their seats only with the permission of the invigilator.
5. All bags, books, files and any other reference materials are to be left in the front of the assessment room. Students found in possession of any books, telecommunication devices or any unauthorised electronic devices or notes on or in their desks shall be considered to have retained them for the purpose of cheating and will face serious disciplinary action.
6. Students are strongly encouraged to use transparent pencil cases / ziplock bags. Any student who is not using the transparent pencil case / ziplock bag is required to place his / her stationery on the desk and leave his / her pencil case in his / her bag / on the floor under his / her desk.
7. Students are not allowed to use correction tape/fluid or erasable pens during assessment.
8. All calculators must be reset before any Mathematics examination.
9. Students are not allowed to communicate or borrow any items from other students during the assessment. Any such attempt is deemed an attempt to cheat and students will be awarded a zero mark for the paper.
10. Only writing paper, drawing paper and graph paper provided by the invigilator may be used in the assessment.
11. Students are not allowed to leave the assessment venue before the end of the paper without special permission and without submitting their answer scripts.
12. Disciplinary action will be taken against students who obtain assistance from and / or offer assistance to other students during the assessment.
13. Students are not allowed to remove any used or unused writing paper from the assessment room.
14. Students who are absent for the assessment due to illness must inform the school by telephone (Admin Office Tel No: 68932564) on the day of the assessment by 8.00am.

They must also produce medical certificates failing which they will be given a zero mark for that particular paper.

15. Students who disregard any of the above rules, may be suspended from the whole assessment.

## Woodgrove Secondary School Homework Policy

Homework refers to any learning activity that students are required to complete outside of curriculum time. This includes assignments and projects but not revision of school work or studying for tests and examinations.

### 1. OBJECTIVES OF HOMEWORK

Homework is part of the learning process. Through conscious and diligent effort, effective homework can:

#### Enable students to:

- Retain knowledge
- Be more skillful
- Deepen conceptual understanding
- Develop good study habits
- Take greater ownership and responsibility

#### Enable teachers to:

- Consolidate learning
- Check students' understanding and progress so as to provide timely feedback, intervention and support
- Review effectiveness of lesson

#### Enable parents to:

- Have timely information on the learning progress of their child
- Have an opportunity to be involved in their child's learning

## **2. GUIDELINES**

Homework is relevant to the learning process and is within the students' capabilities and developmental readiness.

Assignments set as homework may differ from teacher to teacher, and from subject to subject. Homework may also be differentiated to meet the different needs and abilities of students.

The school looks into co-ordinating the frequency and quantity of homework given across subjects/departments. All homework and stipulated deadlines are recorded on the class notice-board. Teachers will decide on a reasonable duration for the homework to be completed and submitted.

Students are to record homework and the given deadlines, and keep their parents informed of the work to be done. They are expected to manage their time well to give his/her best effort in completing homework, and ensure that homework is submitted on time. Teachers may engage parents on homework matters and provide them with information pertaining to students' learning progress.

## **3. FEEDBACK FOR HOMEWORK**

Homework will be checked by teachers, with timely feedback, interventions and support given. Educators, parents and students all play an important role in ensuring that homework serves its intended purposes.

Parents who wish to seek clarification on homework matters could communicate directly with the teachers or via school management. In partnership with parents, our students can develop as self-directed and responsible learners

#### 4. My Homework Responsibilities (K.A.R.T)

### 1. **K**ee a record of my homework

- I must keep a record of what kind of homework I have to do, by copying down instructions from the board into the student handbook/ notebook.
- I should keep track of homework instructions and deadlines.

### 2. **A**sk my teachers about the homework

- I should ask questions about the assignment if I don't understand it.
- I should understand the purpose of homework and what is expected of them.

### 3. **B**e **R**esponsible

- I am responsible for working on the assignment at home. If there are any questions that can't be answered, I should write a note on the sheet explaining why it wasn't answered.
- I should manage time well to ensure that homework is completed and submitted on time.
- I should give my best effort in completing homework.

### 4. **T**alk about the homework.

- I should talk to my parents and peers about the homework. They can sometimes help to clarify a problem or provide desperately needed encouragement.



## Woodgrove Secondary School PDLP Policy

### About PDLP@WGS

1. PDLP@WGS is an initiative that has every WGS student equipped with a personal digital learning device to enable learning via a digital platform. With the device, students will have greater access to digital learning resources, taking learning beyond the confines of the classroom. This allows for learning to be more meaningful, effective and engaging while also increasing the level of digital literacy and self-directedness in their learning aptitude.

2. School Policy on computer and internet use in school (for compliance)

2.1 This policy set forth the responsible and acceptable use of the Personal Learning Devices (PLDs) and Internet both in school and at home. As responsible members of the WGS Learning Community, students and their parents must respect and honour this policy.

2.2 The use of PLDs and access to network and Internet services in school are for learning purposes only. While students own their PLDs, the school governs the students' use of the PLDs and rights to access the networks and Internet services in school. In view that students are given access to school-owned on-line modules from home; this set of policy also covers the use of PLDs in Students' homes.

2.3 Students are responsible for ethical use of the PLDs and any other ICT resources of the school. Students are to comply with the rules stipulated in this policy. Appropriate disciplinary actions will be taken should students violate these rules.

2.4 Under this policy, unacceptable uses that are prohibited include, but are not limited to the following:

2.4.1 Accessing Inappropriate Materials - Accessing, submitting, posting, publishing, forwarding, downloading, scanning, or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal;

2.4.2 Illegal Activities - Using PLDs to access networks and Internet services for any illegal activity or activity that violates other school rules;

2.4.3 Violating Copyrights - Copying or downloading copyrighted materials without the owner's permission (for more information on Copyright, please refer to the Intellectual Property Office of Singapore (IPOS) at [www.ipos.gov.sg](http://www.ipos.gov.sg));

2.4.4 Plagiarism - Representing as one's own work any materials (such as essays, articles, etc.) obtained directly from the Internet. When Internet

sources are used in Students' work, the author, publisher, and Website must be identified and referenced;

2.4.5 Copying Software - Copying or downloading MOE's or school's software without the authorization of the system administrator;

2.4.6 Misuse of Passwords/Unauthorized Access - Sharing passwords, using other users' passwords and/or accessing other users' accounts without permission;

2.4.7 Malicious Use/Vandalism - Any malicious use, disruption or harm to the school networks and Internet services, including but not limited to hacking activities and creation or uploading of computer viruses;

2.4.8 Unauthorized Access to Chat Rooms/News Groups - Accessing chat rooms or news groups without specific authorization from the supervising teacher; and

2.4.9 Cyber-bullying - Send, post text or images publicly to hurt, embarrass, attack or defame the character of another person.

- 2.5 The school retains control and supervision of all computers (including student-owned PLDs), networks, and Internet services. The school reserves the right to monitor all PLDs and internet activities by students. The school will take appropriate investigative actions into the PLD and internet activities when necessary.
- 2.6 Students are discouraged from participating in on-line activities that will incur charges. Students are to seek parental approval for such activities. Even with parental approval, parents are also strongly advised not to disclose their credit card information and/or online banking PINs to their child. Transactional activities, even if it is educational in nature such as subscribing to educational resources, should be done under the supervision of parents. The school assumes no responsibility for any unauthorised charges made by students through all forms of electronics or on-line transaction.
- 2.7 A student shall not reveal his/her full name, address or telephone number on the Internet without prior permission from a teacher and parents. As highlighted in Para 3.6, transactional and registration activities should be done under the supervision of parents. For school-owned on-line modules, registration will be done under the supervision of teachers and authorized members of the staff.
- 2.8 Students should NEVER meet people they have contacted through the Internet without parental permission. Students are to report to their parents and/or teachers should they be approached by strangers on the Internet. Students should also inform their teachers if they access information or

messages that are dangerous, inappropriate, or make them uncomfortable in any way.

3. As PDLP@WGS extends beyond school to home environment, the success of the programme hinges on the strong partnership between school and parents. The school, henceforth, requires parents' written endorsement as a form of support and commitment in ensuring that their children abide to the rules set in this Acceptable Use Policy Agreement (See Annex B) to guide them on the correct use of their PLDs to achieve the outcomes.
4. Protecting and storing your personal learning device (PLD).
  - 4.1 Students' PLDs are to be labelled or tagged for easy identification. Even though the school keeps a record of PLDs owned by the students, parents and students are strongly encouraged to keep a record of the PLD's serial number.
  - 4.2 Students are required to password protect their PLDs by using Windows Log-in and keeping that password confidential.
  - 4.3 Under no circumstances should PLDs be left unattended and unsupervised.
  - 4.4 Students should take their PLDs home every day after school. Students are not allowed to leave their PLDs in the classroom or on school premises. The school will not be responsible for any loss if students have deliberately left their PLDs in the school premises or have forgotten to bring them home.
5. Appropriate use of your personal learning device (PLD) in school and classrooms.
  - 5.1 PLDs are intended for use in school each day. Students are to bring their PLDs to all lessons, unless specifically informed by their teachers.
  - 5.2 Students are reminded not to leave their PLDs unsupervised or unattended.
  - 5.3 Students may customize their desktop and screensavers for easy identification. However, the desktop background and screen savers used must be appropriate. Desktop backgrounds and screen savers that contain inappropriate visuals or language are prohibited.
  - 5.4 Students should mute the sound of their PLDs to avoid disruption during lesson. If sound is required, students are to use the headsets/earphones they have purchased.

6. Taking care of your Personal Learning Device (PLD)
  - 6.1 You are responsible for the general care of PLD both at home and in school.
  - 6.2 No food or drink is allowed next to your PLD while in use.
  - 6.3 When moving your PLD from one place to another, you should not carry your PLDs with the screen opened.
  - 6.4 Nothing should be placed on top of the PLD to avoid putting pressure and weight that may damage the computer, especially the screen. You will need to bear the full cost for the repair of the device should it be damaged. It is your responsibility to take good care of your PLD.
  - 6.5 The screens of PLDs are easily damaged due to rough treatment or excessive pressure. You are advised not to poke the LCD screen or lean against the PLD even when it is stored in a well- padded bag or protective case
  - 6.6 You must not expose the PLD to direct sunlight or rain to prevent it from any heat/water damage.
  - 6.6 You are advised to carry your PLD in well-padded bag and/or protective cases that are specially made for PLDs. These bags and cases have sufficient padding to protect PLDs from normal treatment and provide suitable means for you to carry your computer around.
7. Charging of personal learning device (PLD).
  - 7.1 Students should not use the school's electrical power to charge their PLD.
  - 7.2 They should ensure that their PLD is fully charged at home.
8. Loan Policy for personal learning device (PLD).
  - 8.1 Students can only loan a PLD from school if their notebook is faulty.
  - 8.2 Students are responsible for the PLD that is borrowed from the school.
  - 8.3 Students will bear the cost of damage, theft or loss of the PDL due to negligence and may face disciplinary action in accordance to the school's discipline policy.

## 9. Technical Support.

The ICT support office is the first point of contact for the repair of the PLD. Services provided by ICT office include:

- Password Identification
- User account support
- Coordination of warranty repair
- Distribution of loaner Notebooks
- Hardware maintenance and repair
- Operating System or software configuration support
- Restoring Notebook to factory default
- System software updates.

## 10. Reporting loss of Personal Learning Device(PLD) in school.

10.1 Students need to report the loss of PLD in the ICT Support office.

10.2 A police report must be submitted in cases of theft or loss.

## 11. Conclusion.

11.1 While the school puts in place a set of rules and guidelines to guide students towards responsible use of PLDs, there may still be areas that are not covered in this handbook. For areas that are not covered in this handbook, students and their parents are advised to refer to use the school's values – Be your Best Self, Embrace Challenges, Practise Gratitude and Serve to Lead, to guide them in making sound decisions and in the correct use of PLDs.

11.2 Please read the PDL@WGS in the Students' handbook carefully.

Students and parents are to complete Device Care for Students, Part I and Part II and return it to their respective form teacher.

## Device Care For Students

### PART I: For Students

Student's Name: \_\_\_\_\_

NRIC Number: \_\_\_\_\_

Class: \_\_\_\_\_

Year: \_\_\_\_\_

- a) I have read the PDLP@WGS in the Students' Handbook.  
I agree to follow the rules in this handbook and use my Personal Learning Device and the Internet in a responsible manner.
- b) I understand that the use of the school-owned on-line modules and Internet service is limited to academic activities. They are a privilege and not a right.
- c) I understand that my Internet access, and/or computer account may be suspended and/or terminated and other disciplinary actions may be taken against me.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

PART II: For Parents/ Guardians

Dear Parents/Guardians

IT IS EXTREMELY IMPORTANT THAT YOUR CHILD ADHERE TO THE GUIDELINES SET OUT IN THE PDLP@WGS IN THE STUDENTS' HANDBOOK. WE URGE YOU TO DISCUSS IT WITH YOUR CHILD BEFORE ENDORSING AND RETURNING IT TO THE SCHOOL.

- a) I have read and understand the PDLP@WGS in the Students' Handbook, relating to my child's use of the Personal Learning Device and Internet service in school.
- b) I understand that the computer network and Internet access are provided for educational purposes.
- c) I have discussed the guidelines set out in the PDLP@WGS -Students' Handbook with my child and understand that my child will be subjected to disciplinary action for the violation of any of these rules. I also understand that any violation will result in loss of access to the device, Internet access and termination of network privileges.
- d) I recognise that it is impossible for school to restrict access to all controversial materials available on the Internet and I will not hold the school responsible for controversial materials acquired by my child while on-line.
- e) I understand that I have an important role in guiding my child on the correct use of his/her PLDs and agree to be responsible if my child misuses the Personal Learning Device, the school network, the Internet, or other on-line systems.
- f) I understand that my child will have to bring home the PLD daily and to ensure the safe keeping of the device.
- g) I understand that the school will not be held responsible for any lost or damage of the PLD.

Name: \_\_\_\_\_

Relationship: Father / Mother / Guardian (Please circle accordingly)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Study Skills

A1 students prioritise their goals in order to achieve things which are important to them. Follow these 4 steps:

### Step 1: Decide what's important to you

Prioritise those things which you consider most important.

- Family
- Friends
- Studies
- Money
- Hobbies



### Step 2: Your goals

Take your priorities from Step 1 and set SMART goals to achieve them. SMART goals are:

- Specific
- Measurable
- Action-Oriented
- Realistic
- Time-frame

Follow this up by writing SMART Goal Statements.



### Step 3: Draw up a plan to achieve your goals

List of things I must do.

Identify resources that I need.

Schedule your milestones towards achieving your goals.





**Step 4: Implement your plan**

Be determined to carry out your progress.  
Do not be distracted by setbacks and interruptions.  
Review your plans to assess your progress.  
Make changes to accommodate unforeseen/  
unexpected events.



Section B

## An Example

**Step 1 Decide what's important to you**

Getting a good GCE 'O' Level Certificate.

**Step 2 Set your Smart goals**

- S** I want to do well in all my seven 'O' Level subjects.
- M** I want to score A1 for my A Math, E Math, Chemistry, and Physics, A2 for my Chinese and Geog, and B3 for my English Language.
- A** I will plan a revision timetable to help me revise systematically.
- R** Given the time available to me and my aptitude, I should be able to obtain the distinctions for both Math, the Sciences and Chinese. I believe I should be able to manage the distinctions for my Geography if I stick closely to my revision schedule.
- T** I will complete all my revision by Term 4 week 2, 2 weeks before the 'O' level exam commences.

**My SMART Goal Statement:** I want to obtain 6 As in my GCE 'O' Level exam by ensuring that I complete all my revision by Term 4 Week 2.

**Step 3 Draw up a plan to achieve your goals**

*List of things I must do:*

- Plan a revision timetable and stick to it.
- Complete between 6-8 practice papers for each subject before Term 4 Week 2.
- Write an essay every other day.
- Attend remedial classes for EL and Geog.
- Complete all supplementary work promptly.

*Identify resources that I need:*

Exam papers of past years and other schools.  
Supplementary work given by the subject teachers.  
Peer coaching sessions in school.  
Remedial classes for weaker students.  
Home tuition by my elder brother.

*Schedule your milestones towards achieving your goals:*

Obtain a good grade for Mother Tongue (MT) in the mid-year GCE 'O' MT exam.

Start mid-year GCE 'O' MT exam revision on **Term 2 Week 7** and to finish by **Term 2 Week 10**.

Start Prelim exam revision on **Term 3 Week 8** and to finish by term **Term 3 Week 10**.

After Prelim exam, concentrate on weaker subjects.

Target to finish the final round of revision by **Term 4 Week 2**.

## **Step 4 Implement Your Plan**

Now try setting a goal and achieving it for yourself.

# Study Habits

## Study Habits of 'A' Students

- Pay attention in class.
- Create your own questions to check your own understanding.
- Choose a favourite and conducive environment to study in.
- Study during your favourite time of the day.
- Break up each study session into shorter periods of 30 minutes each.
- Review what you have learnt before going to a new chapter.
- Make notes using your own words or visuals.
- Reward yourself for progress made.

## Time Management

Time is very valuable, once lost, it cannot be recovered. It is important for you to use your time wisely. Some tips on efficient time management:

- Differentiate the different activities in your daily life.
- Do the important things first.
- Write down all activities/tasks you want to accomplish.
- Rank your activities in order of importance.
- Complete your first activity before moving on to the next activity on the list.
- Do not postpone doing important work because of other activities.
- Do important things early to avoid last-minute rush.
- Plan ahead.

Use your weekly planner to plan for the week's activities. This will give you a good picture of how you would be spending your week. Remember to make time for rest and social commitments.

## Check and Review

- Carry out your plan.
- Spend 15 minutes at the end of each day to review what you have done, learnt or did not do.
- Re-schedule the activities that you have not done. Plan for tomorrow.

## Lesson Review

- Done within 24 hours.
- Look at the notes you have made.
- Close your notes/eyes.
- Recite and retell.

***\*For every 30 minutes of reading, you must recite / retell for 5-10 minutes.***

## Note Taking Skills

List the main facts

Ask questions – What? Why? Who? When? Where? How?

Identify links using graphic organisers like charts, mind maps, flow charts.

Summarise in your own words by picking out what is really important, making sure that the information is connected and meaningful to you.

Read beyond and use the additional relevant information to make notes more comprehensive.

## Constructing a Mind-Map

Identify a central theme.

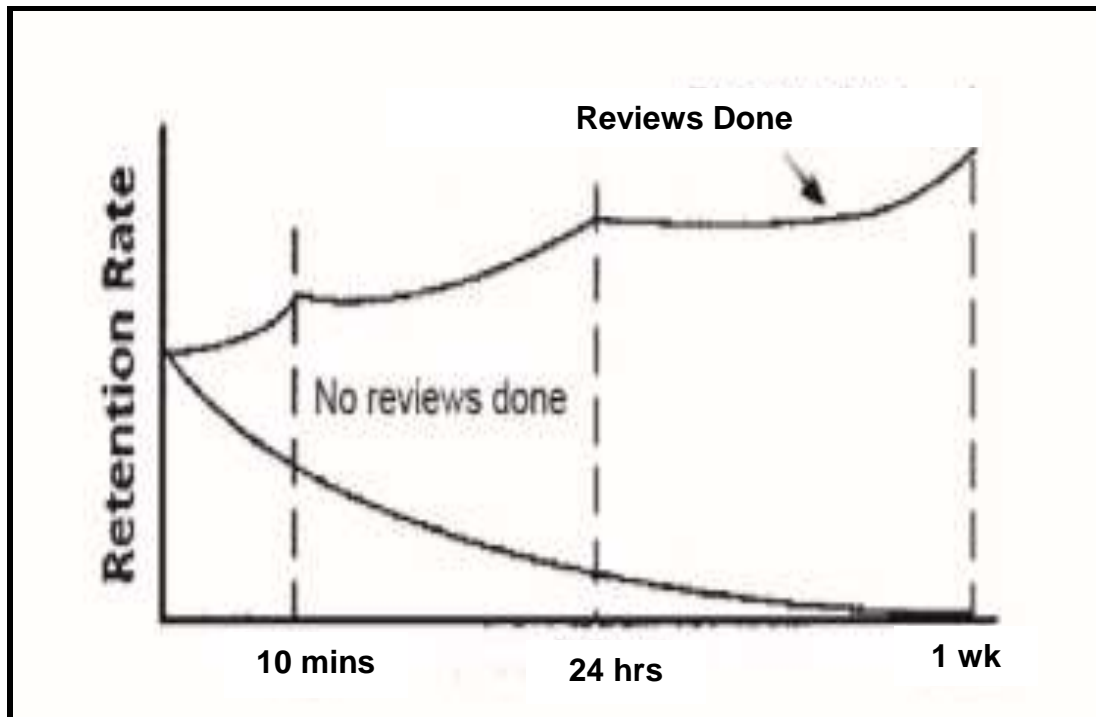
Categorise main points according to branches.

Elaborate points using sub-branches.

Use colours and visuals to enhance memory.

## Enhancing Memory Skills

Good memory can be trained if we understand how our brain retains information. Studies have shown that we forget most of what is said to us within the next 24 hours and almost all if we do not commit it to some sort of memory in a short run. To improve our memory, we have to carry out periodic reviews.



To increase our retention of information for a lesson chapter:

Focus – remove any form of distraction and focus on the topic.

Chunking information – break down information into smaller chunks.

Organise – sequence chunks of information into a logical flow.

Visualise – use pictures.

Create maps.

Associate – link your information to other facts.

## Other ways to Improve Short-Term Memory

Our brain likes patterns. When information is re-organised in patterns or associated with certain patterns, we remember it much better. For e.g. try remembering the following letters:

**RNEBIWRAOP**

□

If the letters are re-arranged into an easily recognised pattern, 'BRAINPOWER', our mind will instinctively retain and repeat all the letters with ease.

An Acronym is formed out of the first letters in a group of words.

e.g. 'PIE' is the acronym for 'Pan-Island Expressway'

'VIP is the acronym for 'Very Important Person'

The use of sight, sound, touch, taste and motion will enhance memory.

When information is connected to something familiar or weaved into a story, it can easily be recalled. When emotions are associated with certain events, facts and information, the memory of how we felt at that time will bring back all the details.

## Exam Strategies

Have sufficient rest the night before.

Organise your personal stationery.

Relaxation Sequence.

- Brain tune-up

Affirmation.

Get ready.

Read all instructions carefully.

Scan test papers.

- Check the marks distributed among questions
- Devise a plan on how to tackle the exam paper

Time distribution.

- Always allow 5 to 10 minutes to read the exam paper to get an overview
- Allocate time for each question that you are going to tackle

Tackle the questions you are most confident in first.

If you are stuck at one question move on to the next and come back to the question later.

Check your answers and workings if time permits.



## Distinctive Learning Programmes at Woodgrove

### Applied Learning Programme (ALP)

#### **Science for Sustainable Development**

Science for Sustainable Development has been chosen as the school's ALP as we aim to leverage on our school's strengths on environmental education and design education.

This programme will introduce students to the concepts of sustainable development through relevant topics from the Science, Mathematics, Geography and Design & Technology syllabus. Students will carry out laboratory work and project tasks during lessons.

Through these activities, students experience both the Scientific Inquiry Process and Design Thinking Process.

Various learning experiences will also take place during co-curriculum activities such as learning journeys and enrichment workshops that help to deepen students' understanding of sustainable development and the relevant post-secondary education opportunities.



## Learning for Life Programme (LLP)

### **Community & Youth Leadership**

“The Learners and Leaders for Life” is a Community & Youth Leadership (CYL) programme that aims to develop student leaders to attain the 3A qualities: Awareness, Affection and Ability to Act.



This can be achieved by nurturing student leaders who are aware of the community and environmental needs (Awareness), having compassion for others (Affection) and the ability to make a difference (Ability to Act).

The CYL programme is closely aligned to MOE’s 21st CC Framework and the school’s WGS Education “Learners and Leaders for Life” Framework, which strive to produce students who possess the four desirable traits:

- a. Compassionate individuals with the passion to serve
- b. Responsible, disciplined and dynamic learners
- c. Resilient citizens with integrity
- d. Confident, adaptable and innovative individuals prepared for the challenges ahead



## Education and Career Guidance

1. In line with our Ministry's thrust of ***Learn for Life***, our ECG curriculum aims to develop vital **mindsets** and **skillsets** in our students to help them make **informed decisions** about their educational and career aspirations e.g. curiosity and not being afraid to ask questions, knowing their passion(s) and the importance of diligence in realising their passion(s), and having good communication, cross-cultural and teamwork skills, etc. They will then be able to plan well and work towards gaining access to opportunities at every stage of their lives that will help them fulfil their career and life aspirations.
2. The key message of the national ECG curriculum are given below.

### 1. Discover Who You Are



Continually develop your interests, strengths and abilities; and use them to contribute meaningfully to society through your future professions.

Everyone has a set of unique attributes. The more you know about what you value, what you are interested in, and what you are good at, the more likely you will be able to make good choices in your education and career explorations.

Learn more about the world of work, education, and career pathways that you can choose. Many pathways are worth taking, and there are opportunities for continuous learning and recognition.

Explore the many possible pathways and develop an understanding about the world of work during the schooling years. There are no dead ends; through CET, you can continue to pursue your aspirations.

### 2. Navigate Pathways with Confidence



### 3. Take Informed Decisions and Own Them



You can take pride in and add value to any job.

Appreciate that each one of us can make the choice to perform our jobs to a high professional standard, and contribute to the bigger outcome.

Make considered decisions about your education and career plans, and take positive steps to embark on them.

Make decisions based on your interests, attributes, and aspirations, while considering current and future career opportunities. Take ownership of your goals, and take steps towards fulfilling them.

Develop 21st century competencies, values, and workplace readiness skills to be adaptable and resilient.

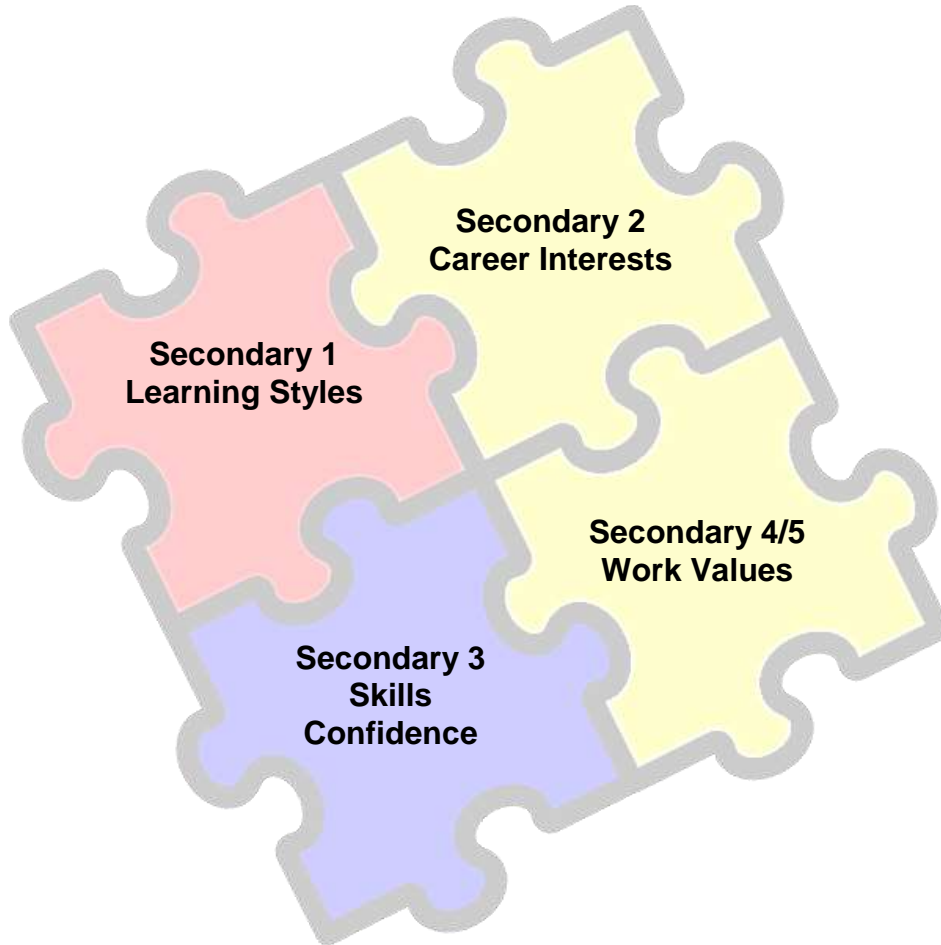
To thrive in a globalised economy and navigate meaningfully through life, you must:

- Establish sound values;
- Seize every opportunity to develop transferrable soft skills such as: cross-cultural communication skills, problem-solving skills, and team work;
- Continually develop workplace readiness skills such as literacy, numeracy, and technical skills throughout life.

### 4. Keep Learning. Be Resilient.



- The school's ECG curriculum taps on lessons available on our Ministry's MySkillsFuture portal. This is a one-stop portal that provides students to understand their learning styles and to find information on the various education and career pathways. The main tools used for each level are given below:



The web address for the portal is [www.myskillsfuture.sg/secondary](http://www.myskillsfuture.sg/secondary) and steps to login are:

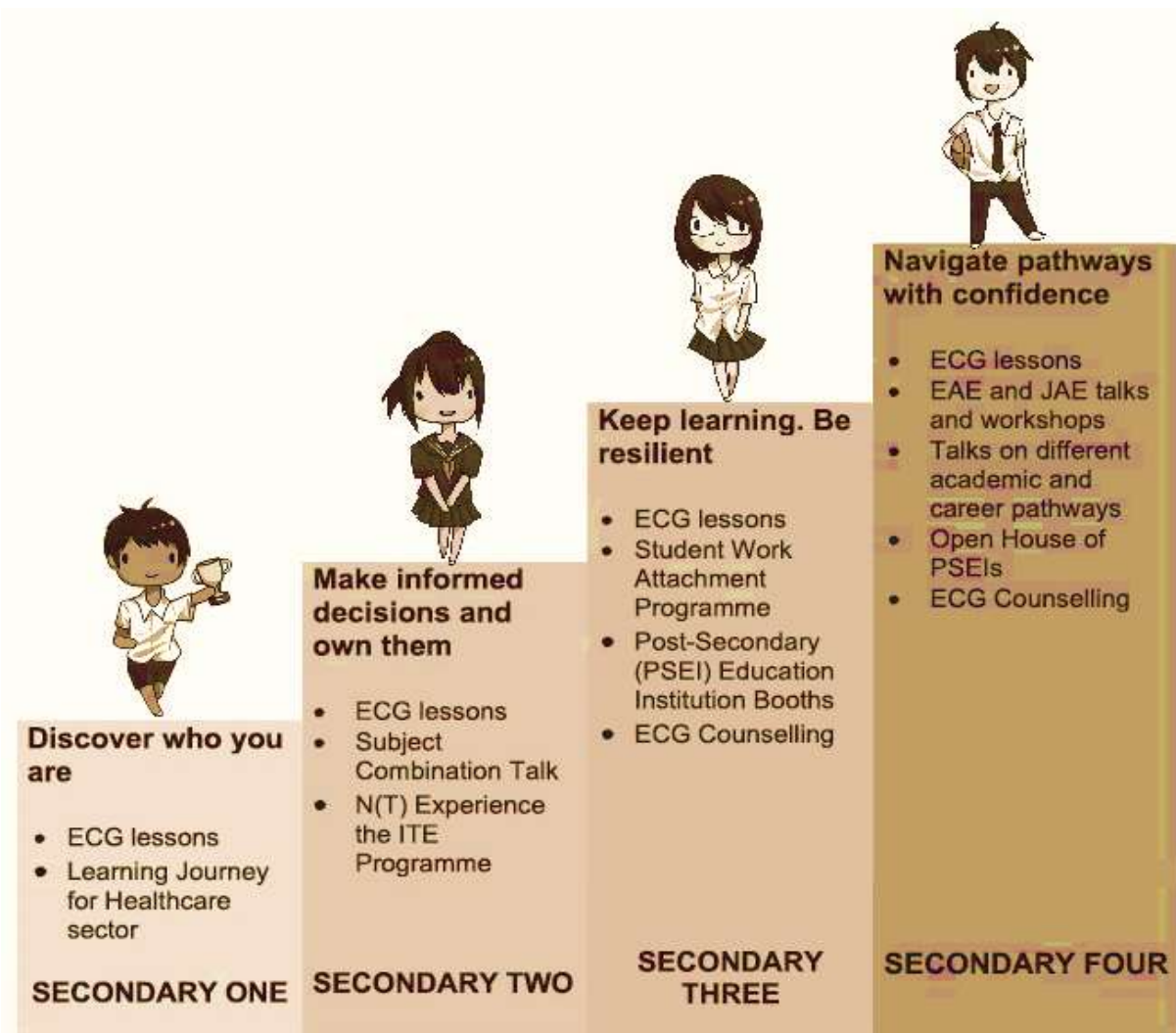
Login ID: Your NRIC

First time password: 3616 (followed by the last 6 characters of your NRIC)

Example

|          |   |   |   |   |   |   |   |   |   |   |
|----------|---|---|---|---|---|---|---|---|---|---|
| NRIC     |   | T | 0 | 3 | 1 | 2 | 3 | 4 | 5 | K |
| Password | 3 | 6 | 1 | 6 | 1 | 2 | 3 | 4 | 5 | K |

In addition to the normal ECG lessons, the school conducts level – or school-wide – programmes or activities as given below:



# SECTION D: MY CCE and CCA

## Introducing CCE 2021

### Philosophy of Character and Citizenship Education (CCE)

Character and Citizenship Education (CCE), including National Education (NE), and Social and Emotional Learning (SEL), are integral to the holistic development of our students, leading to positive life outcomes. CCE 2021 provides an integrated approach to addressing our students' development of values, character, social-emotional well-being, and citizenship dispositions in a coherent and holistic way.

The following philosophical foundations are fundamental to the broad approach towards the design and enactment of CCE 2021, in alignment with the Singapore Curriculum Philosophy.

#### The Individual

Every child has the potential to flourish and live fulfilling lives.

We can consciously build our character, and who we choose to be.

Every context and experience of life holds immense possibility for developing our character and citizenship competencies and dispositions.

The key to living a fulfilling life is to develop a sense of purpose.

#### The School

Schools provide rich learning platforms and opportunities for students to be equipped with the knowledge, moral and civic values, skills and dispositions to understand who they are and who they can become.

School leaders, key personnel, and teachers play a key role in CCE.

Teachers have direct influence over their students and need to be reflective practitioners.

#### School-Family-Community Partnership

Schools partner with families and the broader community in the upbringing and education of our children to grow in character, and play an active role in society, the nation, and beyond.

## Goals of CCE

CCE 2021 aims to develop in our students:

**Good character:** Have a sound moral compass, a strong sense of right and wrong, think critically and ethically, be discerning in judgment, take responsibility for choices and actions, be caring towards others and strive for excellence;

**Resilience and social-emotional well-being:** Have a balanced sense of self, form healthy relationships, be resilient when faced with challenges, find meaning in life, and have a sense of gratitude and appreciation;

Active citizenship: Develop a strong national identity based on a sense of belonging to the nation, a sense of hope in themselves and the future, an awareness of the reality of Singapore's vulnerabilities and constraints, and the will to act on improving the lives of others, and building a future for our nation; and

Future readiness: Have a sense of purpose in life, develop the dispositions of adaptability and lifelong learning so as to be able to navigate education and career pathways purposefully and take on the challenges of the future, including the world of work.

## Goals of CCE 2021



### CCE Lessons

CCE Lessons provide the time for teachers to engage and build relationship with their students through discussions and effective classroom strategies.

The CCE curriculum content is premised on the three big ideas of Identity, Relationships and Choices, and anchored on the teaching of core values and social-emotional competencies. To help students find a sense of purpose, these fundamentals are taught and applied in the following curriculum content areas:

- Cyber Wellness (CW)
- Education and Career Guidance (ECG)
- Family Education (FE)
- Mental Health (MH)
- National Education (NE)
- Sexuality Education (SEd)

## CCE 2021 beyond the classroom

CCE 2021 takes the learning of CCE beyond the CCE classroom to authentic Student Development Experiences (SDEs). SDEs are programmes and activities that contribute towards the holistic development of our students in the physical, aesthetic, intellectual, moral, and social domain.





### Eight CCE Learning Outcomes (LOs)

All instructional programmes and co-curricular programme in WGS are designed according to the eight CCE Learning Objectives (Los).

|  |
|--|
| <p><b><u>LO1</u></b><br/>Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness.</p>                     |
| <p><b><u>LO2</u></b><br/>Act with integrity and make responsible decisions that uphold moral principles.</p>   |
| <p><b><u>LO3</u></b><br/>Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect.</p> |
| <p><b><u>LO4</u></b><br/>Be resilient and have the ability to turn challenges into opportunities.</p>  |
| <p><b><u>LO5</u></b><br/>Take pride in our national identity, have a sense of belonging to Singapore and be committed to nation building.</p>              |
| <p><b><u>LO6</u></b><br/>Value Singapore's cultural diversity, and promote social cohesion and harmony.</p>  |
| <p><b><u>LO7</u></b><br/>Care for others and contribute actively to the progress of our community and nation.</p>  |
| <p><b><u>LO8</u></b><br/>Reflect and respond to community, national and global issues, as an informed and responsible citizen.</p>                         |



### **National Education**

**National Education is a part of Character and Citizenship Education and is anchored on the following citizenship dispositions:**

The infographic consists of four vertical blue panels, each with a unique icon at the top and text below. A large, light blue double-headed arrow spans the bottom of all four panels. The icons are: a Venn diagram of five overlapping circles in orange, yellow, red, green, and blue; a red stamp with the word 'REALITY'; two hands, one green and one blue, reaching upwards; and a black stick figure wearing a red cape and pointing.

| Icon                                     | Disposition                 | Description   |
|--|-----------------------------|---|
| Venn diagram of five overlapping circles | <b>A SENSE OF BELONGING</b> | To develop a deeper understanding of who we are as a nation.  |
| Red stamp reading 'REALITY'              | <b>A SENSE OF REALITY</b>   | To be aware of the contemporary realities - including Singapore's constraints and vulnerabilities which affect us as a nation amidst the backdrop of a less predictable world.                |
| Two hands (green and blue) reaching up   | <b>A SENSE OF HOPE</b>      | Having confidence and optimism in Singapore's future and the resilience to face the challenges ahead.   |
| Stick figure with red cape pointing      | <b>THE WILL TO ACT</b>      | Ultimately, these citizenship dispositions cultivate the will to act. To be active citizens who have a collective resolve and a sense of shared mission towards building a Singapore for all. |

## Commemorative Dates 2022

Every year, our school commemorates the 4 core NE events which have been identified as defining moments in Singapore's history.

### 15 Feb 2022: Total Defence Day:

Schools commemorate Total Defence Day (TDD) annually to mark Singapore's fall to the Japanese in 1942. Total Defence Day serves to remind us that Singapore is defensible and is worth defending, and we ourselves must defend Singapore.



\*\*\*\*\*



### 9 April 2022: International Friendship Day:

International Friendship Day (IF) helps us to understand the importance of good relations with our neighbours and beyond, and that these relations cannot be taken for granted.



\*\*\*\*\*

### 21 July 2022 Racial Harmony Day:

Racial Harmony Day (RHD) marks the anniversary of the 1964 racial riots. On this day, we will reflect on and celebrate Singapore as a harmonious society built on a rich diversity of cultures.



\*\*\*\*\*



### 9 August 2022 National Day

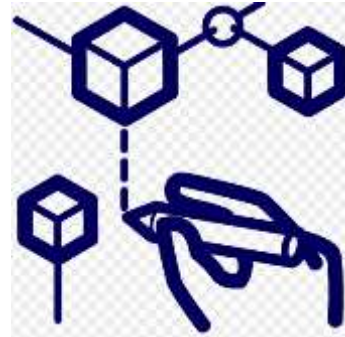
National Day marks our separation from Malaysia, and our emergence as an independent country in the community of nations.



## Co-Curricular Activities (CCA)

The CCA framework focuses mainly on character formation as well as skills, knowledge and 21<sup>st</sup> century competencies development. Through sustained participation in CCA, students will discover their interests and talents while progressively developing values and talents contributing towards their holistic character formation, social learning, physical development and actualisation of personal attainment.

### The CCA Framework



### For A Student's Holistic Development



### Holistic Development

CCA is an important and integral part of each student's holistic education and as such CCA participation is **compulsory** for all students. Every student is expected to take part in **one school-based CCA** from the four groups as their Main CCA. The four groups comprise of Physical Sports, Uniformed Groups, Visual and Performing Arts, and Clubs and Societies. Each CCA has its specific objectives.

### CCA Information and Schedule

All CCAs are conducted outside curriculum time. CCA sessions are conducted on the designated **compulsory CCA days, Tuesday and Thursday**. When the need arises, CCA members may have to attend Saturday sessions for external events/competitions while cadets in the Uniformed Groups are required to attend HQ events throughout the year. Notice and information will be issued to parents for the additional CCA sessions or/and changes in CCA schedule.

### Schedule and Information



| <b>Co-Curricular Activities (CCA)<br/>In Woodgrove Secondary School</b> |                         |                                    |                                   |
|---|-------------------------|------------------------------------|-----------------------------------|
| <b>Chinese Orchestra</b>  | <b>Badminton (Boys)</b> | <b>National Cadet Corps (Boys)</b> | <b>Green Activists Club</b>       |
| <b>Choir</b>  | <b>Basketball</b>       | <b>National Police Cadet Corps</b> | <b>Infocomm and Robotics Club</b> |
| <b>Modern Dance</b>   |                         |                                    |                                   |
| <b>Drama (English)</b>  | <b>Football (Boys)</b>  | <b>Red Cross Youth</b>             | <b>Youth Flying Club</b>          |
| <b>Symphonic Band</b>   | <b>Netball (Girls)</b>  |                                    |                                   |

### **CCA Attendance and Active Participation**

Attendance with active participation during CCA sessions is compulsory and absence from CCA is taken seriously. A student who is absent from CCA should provide a medical certificate and those who fail to attend CCA may be subjected to disciplinary measures, which may adversely affect their conduct grade. An adverse conduct grade may impact a student's chance of receiving awards that may be available to him/her.

### **Attendance and Participation**



### **Student Attire**



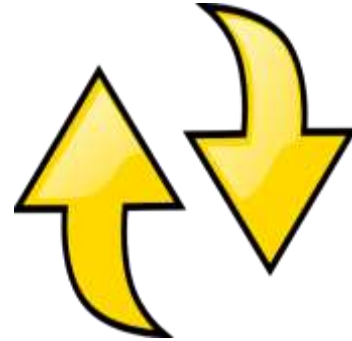
### **Attire**

Students must be properly attired for CCA. If the CCA does not have a set of its own training attire, students are expected to wear the school PE T-shirt and school shorts for physical activities. Free uniforms will be made available for all new cadets in the Uniformed Groups.

### Change of CCA

- Students are strongly encouraged to remain in their CCA for their 4/5 years in secondary school to ensure progressive learning development and attainment.
- For CCA members in Symphonic Band, NPCC and NCC, they should not change their CCA throughout their secondary school years, except for medical reasons, or once at the end of Secondary 1 or 2.
- Students can request for a change in CCA only during **1<sup>st</sup> week in Term 4 till the 2<sup>nd</sup> week in Term 1 (subsequent year)** (except for those with medical reason). The change in CCA is however subjected to availability of places and collective approval of teachers concerned, HOD PE/CCA and school leaders.

### Change of CCA



### Second CCA



### Second CCA

- Students participating in more than one CCA will be awarded points under 'Achievement' for the secondCCA.
- Students must participate actively with at least 75% of attendance in their Main CCA and maintain good academic performance in order to participate in a second CCA.
- Participation in a second CCA is subjected to availability of places and collective approval of teachers concerned.

### External CCA

- For students involved in external CCA above the main CCA in school, the principal's endorsement is required and external progress reports by the external organisation must be submitted before CCA points or level of attainment are awarded under 'Achievement'.
- Students who want to represent the school in National inter-school competitions for external CCA must inform HOD PE/CCA and seek the approval of the principal at least 1 month before registration deadline by submitting a request letter from parents and documents requested by the school.

### External CCA



### Section C

### Foreign Students or Returning Citizens

For those who join the school in mid-stream, they will be awarded LEAPS level of attainment from the year they are enrolled. Participation in CCA in previous country will be recognised with the submission of proper official documents.

### Foreign Students or Returning Citizens



### Repeating Students



### Repeating Students

They have to participate in an additional year of CCA and the scoring table for the 5-year secondary school course will be used for computation of the level of attainment into a co-curricular attainment.

## LEAPS 2.0



### Co-Curricular Grading Scheme LEAPS 2.0 for Students

The Co-Curricular Grading Scheme, **LEAPS 2.0** awards level of attainment in **Leadership, Achievement, Participation and Service Leadership**.

#### Leadership

This domain recognizes student's leadership development. Recognition is accorded to students' ability to take charge of personal development, work in a team and assume responsibilities in service of others.

In addition to formal leadership appointments, participation in student leadership modules/workshops, the National Youth Achievement Award (NYAA) and leadership positions in the school, CCA or student-initiated/student-led projects will also be recognised.

#### Achievement

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



**Representation**

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

**Accomplishment**

Students' accomplishments refer to attaining accolades and awards at competitions, festivals, performances, exhibitions, conferences and symposiums where the student represents the school or other organisations endorsed by the school.

**Participation**

This domain recognises students' participation in one school-based Co-Curricular Activity (CCA). Recognition is based on the number of years of participation and exemplary conduct and active contribution to the CCA. Sustained engagement in the same CCA allows for progressive development of character skills, knowledge and friendship, and will be accorded higher recognition. TO attain level 1 under Participation domain, students must have participated in any CCA for 2 years with at least 75% attendance for each year.

**Service**

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

### Co-Curricular Grading Scheme LEAPS2.0 for students Recognition of Students' Co-curricular Attainment

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

#### Co-curricular Attainment and conversion to bonus points

| Co-curricular Attainment | Level of Attainment to be achieved   | Descriptor  | Bonus point for admission to institutions |
|--------------------------|--|---|---|
| Excellent                | A minimum Level 3 in all four domains with at least Level 4 in one domain.   | The student has fulfilled the requirements for holistic development and achieved quality learning in the Co-curriculum. | 2   |
| Good                     | A minimum Level 1 in all four domains with any one of the following:<br>i. At least Level 2 in three domains;<br>ii. At least Level 2 in one domain and at least Level 3 in another domain; or<br>iii. At least Level 4 in one domain. | The student has fulfilled the requirements for holistic development in the Co-curriculum.                               | 1   |
| Fair                     | Has not met the minimum criteria for a Good co-curricular attainment.  | The student is working towards holistic development in the Co-curriculum.   | NIL                                       |

Refer to individual admission criteria of JC, Millennia Institute, Polytechnics and ITE for specific details.

**IMPORTANT DATES IN 2022***(The school-based dates may be subject to change)*

| <b>Date</b>      | <b>Key Activity</b>                      |
|------------------|--|
| 3 - 4 Jan        | School Holiday                           |
| 4 Jan            | First day of school                      |
| 1 Feb            | Chinese New Year Holiday                 |
| 2 Feb            | Chinese New Year Holiday                 |
| 14 Feb           | Total Defence Day Commemoration          |
| 12 – 20 Mar      | Term 1 Holidays                          |
| 21 – 23 Mar      | 3NA/NT Applied Learning Module @ ITE     |
| 28 Mar           | Woodgrove Awesome                        |
| 1 Apr            | Education and Career Guidance day        |
| 4 Apr            | International Friendship Day Celebration |
| 15 Apr           | Good Friday                              |
| 25 Apr           | Student Leader Investiture               |
| 1 – 2 May        | Labour Day Holidays                      |
| 3 May            | Hari Raya Puasa                          |
| 6 May            | Hari Raya Concert                        |
| 15 –16 May       | Vesak Day                                |
| 30 – 31 May      | O Level Mother Tongue Exam               |
| 30 May – 26 June | Term 2 Holidays                          |
| 4 July           | Youth Day Holiday                        |
| 10 - 11 July     | Hari Raya Haji                           |
| 5 July – 19 Aug  | O and N level Oral Exams                 |
| 8 Aug            | National Day Celebrations                |
| 2 Sept           | Teachers Day Holiday                     |
| 5 – 11 Sept      | Term 3 Holiday                           |
| 12 – 21 Sept     | N level Exams (Part 1)                   |
| 30 Sept          | Graduation Ceremony                      |
| 27 Sept – 13 Oct | O Level Practical Exams                  |
| 3 – 13 Oct       | N level Exams (Part 2)                   |
| 17 Oct – 14 Nov  | O Level Written Exams                    |
| 24 Oct           | Deepavali Holiday                        |
| 28 Oct           | Last day of school                       |
| 19 Nov – 31 Dec  | Term 4 Holidays                          |

# SECTION E: MY ASSISTANCE

## FINANCIAL ASSISTANCE

Woodgrove Secondary Executive Committee is committed to support our students who require financial assistance to complete his or her education in the school. No deserving student who qualifies for WGS will be denied admission because of financial difficulties.

Students may apply for the following financial assistance schemes with the school:

- Ministry of Education Financial Assistance Scheme (MOE FAS)
- School Advisory Committee Financial Assistance Scheme (SAC FAS)

### Financial Assistance Schemes

The following financial assistance schemes are available to our students. Eligibility criteria for each of the schemes apply:

#### Part I: MOE/School Financial Assistance

##### A MOE Financial Assistance Scheme

###### Type of Assistance

- Full waiver of school fees (\$5.00) and standard miscellaneous fees (\$10.00)
- Transport Subsidy (monthly subsidy)
- Free textbooks
- Free School Uniform & PE Attire
- Meal Allowance

###### Eligibility Criteria

To qualify, students must be Singaporeans and must meet the following income criteria:

- Gross Household Income (GHI) per month does not exceed \$2,750; or
- Per Capita Income (PCI) of \$690 or below

##### B SAC Financial Assistance Scheme

- Full waiver of school fees and standard miscellaneous fees
- \*Free textbooks
- \*Free School Uniforms and PE Attire

###### Eligibility Criteria

The SAC FAS application is open to any Woodgrover who is a Singapore Citizen and who does not meet the eligibility criteria for the MOE Financial Assistance Scheme and are in need of financial assistance

**How to Apply?**

Application forms are available from the Administration Office.

**Note:**

Students who were on the MOE/SAC Financial Assistance Schemes will need to re-apply for the respective Schemes if you wish to be on it for the following year.

***Approval is on a case-by-case basis.***

\*Free textbooks and uniforms are given to the FAS students before the beginning of the next school academic year (one time only). Parents are advised not to purchase these items until the FAS application is processed. Items purchased prior to receiving the approval of financial assistance are not refundable.

**Part II Other Bursaries and Financial Assistance Schemes**

Some financial assistance and bursaries given by external organisations include:

- 1) Singapore Buddhist Lodge Bursary
- 2) Lotus Light Charity Society (Singapore) Education Bursary
- 3) Singapore Federation of Chinese Clan Associations (SFCCA) Bursary
- 4) Sembcorp Marine School Book Assistance Grant (SchoolBAG)
- 5) MDIS Scholarship and Bursary Awards
- 6) Straits Times School Pocket Money Fund (STSPMF)

**Note:**

Students will be informed through their respective class Form Teachers when the above bursaries are open for application. Guidelines to apply will be made available to the students then.

**Group Personal Accident (GPA) Insurance**

All students are insured under the Group Personal Accident (GPA) Insurance. The annual premium is fully borne by the school. The plan covers all school activities and co-curricular activities.

## Stress Management

### A Treating the symptoms of stress

- Engage in meaningful activities like recreational activities to unwind or to take a break to relax.
- Talk it out with someone to release frustrations and pent-up feelings.
- Do a relaxation exercise such as the following:

1. **Sit upright, close your eyes, keep your feet on the ground and focus on your breathing.**

2. **With soft music being played:**

- Sit in a comfortable position and close your eyes.
- Relax all your muscles and let your body go limp.
- Think of a pleasant image, such as the sea, the lake, a scenic mountain, the rustling soft wind.
- Breathe slowly through your nose, hold your breath gently for a while, and breathe out slowly through your mouth.
- Clench one fist tightly, hold the tension for a few seconds, then release the tension very slowly.

3. **Open your eyes and do the following exercises:**

- Turn your head slowly to the left and sense the degree of tightness in your neck.
- Turn your head slowly to the right.
- Turn your shoulders from left to right and sense the degree of tightness on your back.
- Turn your shoulders in the reverse direction.
- Stand upright and feel your weight on your feet.

4. **Repeat this exercise with any part of your body that is tense, for example the arms. Repeat the muscle exercise in para 3(a)-(e) and check to see if your muscles are more relaxed after**

### B Address the underlying causes of stress

- Plan your time in order to complete the tasks you need to do.
- Be realistic about what you can do.
- Focus on the positive.
- Be kind to yourself.
- Keep healthy.
- Have a good sleep pattern.

*(Approach your Form Teacher or the School Counselor when you are feeling distress)*

## Useful Contact Helplines

| Hotline/Helpline            | Who is it for?  | When to Call  | Contact   |
|-----------------------------|---|---|---|
| SOS Samaritans of Singapore | Anyone in crisis and the suicidal   | Daily: 24 hours   | 1800 221 4444   |
| Teen challenge              | Drug addicts, inhalant abusers, teenage gangsters, runaways, school dropouts, delinquents, pastoral care          | Mon – Fri<br>9am – 5pm  | 6793 7933   |
| Pertapis Halfway House      | Adolescents with juvenile delinquency problems  | Daily: 24 hours   | 6746 4752   |
| Pregnancy Crisis Service    | Unmarried mothers and motherstobe having trouble copingwiththeir pregnancy or youths with sexualproblems          | Daily: 24 hours   | 6339 9770   |
| Help 123                    | Address cyber wellness concerns facedby youth &parents such as cyber bullying, online addiction and gaming issues | 10am to 6pm<br>(Mon to Fri)<br>2pm to 10pm<br>(Mon to Fri)<br>Anytime<br>(respond within 1 working day) | Call<br>1800 6123123<br><br>Live chat at:<br><a href="https://help123.sg">https:// help123.sg</a><br><br>email to:<br><a href="mailto:hello@help123.sg">hello@ help123.sg</a> |

For assistance on family issues and other forms of social and public assistance schemes you can approach the following Centres:



**Care Corner Family Service Centre  
(Woodlands)**  
Blk 345 Woodlands St 32 #01-198  
Singapore 730345  
Telephone 6362 2481

**Fei Yue Family Service Centre  
(Champions Way)**  
Blk 5688 Champions Way #01-380  
Singapore 732569  
Telephone 6690 1000







Notes



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