



A Montfortian Gabrielite Education Institution

*Labor omnia vincit*  
THROUGH WORK ACHIEVE SUCCESS

# TWENTY TWENTY SIX

STUDENT HANDBOOK



FORTITUDE  
MASTERY  
CHARITY

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## PERSONAL PARTICULARS

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Name: \_\_\_\_\_ My class is: \_\_\_\_\_ My Index No. is \_\_\_\_\_

My Posting Group (PG) is \_\_\_\_\_ My Teaching Group (TG) is \_\_\_\_\_

My Email ID: \_\_\_\_\_

My Home Address: \_\_\_\_\_

My Home Number: \_\_\_\_\_ My Handphone Number: \_\_\_\_\_

I was born on: \_\_\_\_\_

My form teacher is: \_\_\_\_\_ Email of FT: \_\_\_\_\_

My form teacher is \_\_\_\_\_ Email of FT: \_\_\_\_\_

I am allergic to \_\_\_\_\_ My blood group is: \_\_\_\_\_

My CCA is \_\_\_\_\_ My CCA Teacher is \_\_\_\_\_

## IN CASE OF EMERGENCY

Please call: (name) \_\_\_\_\_ who is my: (relationship) \_\_\_\_\_

Contact Number: (H) \_\_\_\_\_ (HP) \_\_\_\_\_

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### ASSUMPTION ENGLISH SCHOOL

A Montfortian Gabrielite Education Institution  
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+65 6572 9100 | @assumptionenglishsch  
<https://www.assumptionenglish.moe.edu.sg/>  
Email: [aes@moe.edu.sg](mailto:aes@moe.edu.sg)

#### PERSONAL DATA

Photograph(s) or video image(s) of you and your parents may be captured during school activities and events such as classroom lessons, CCA, school camps, school concerts. The school may use and publish such photographs and/or video recordings in school publications, website, social media channels and other communication channels.

# NATIONAL SYMBOLS

It was the year 1959. Singapore was about to embark on a brand new path in her history. On 30 May 1959, the People's Action Party (PAP) won the first General Elections for a fully elected government and from June 1959, Singapore became a self-governing nation with Mr Lee Kuan Yew as the first Prime Minister of Singapore.

Self-rule meant that Singapore would henceforth be governed by a Prime Minister and Cabinet drawn from a Legislative Assembly voted in by adult citizens. The Cabinet would have control over all domestic policies, while foreign affairs and external defence remained in the hands of the British, who were then still the colonial ruler of Singapore.

The young nation-state needed symbols that could represent Singapore in the world as well as unite all citizens as one nation. The first three National Symbols – the National Flag, State Crest (National Coat of Arms) and National Anthem were unveiled during the installation of Encik Yusof bin Ishak as the first Malayan-born Yang di-Pertuan Negara (Head of State) on 3 December 1959 at the City Hall Chambers.

The National Pledge was written in 1966, a year after Singapore declared full independence. The other two National Symbols – the National Flower and the Lion Head Symbol – were introduced in the 1980s.

*Source: National Heritage Board*

## OUR NATIONAL FLAG



The National Flag, Singapore's most visible symbol of statehood, reflects the ideals, beliefs and values of our nation.

### Meaning

The National Flag consists of two equal horizontal sections, red above white. A white crescent moon occupies the upper left red section. Next to the moon are five white stars arranged in a circle.

Each feature of the Flag bears a unique symbolic meaning. Red stands for universal brotherhood and equality of man. White symbolises pervading and everlasting purity and virtue. The crescent moon represents a young nation on the ascendant, and the five stars depict Singapore's ideals of democracy, peace, progress, justice and equality.

## OUR 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

### Onward Singapore (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 Anthem was composed by Mr Zubir Said in 1958 and was launched on 3rd December 1959 together with the National Flag and the State Crest.)*

## 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.

*(The Singapore pledge was written by  
Singapore's first Minister of Foreign Affairs, S.  
Rajaratnam, in 1966.)*

## THE NATIONAL COAT OF ARMS



### Meaning

The State Crest consists of a shield emblazoned with a white crescent moon and five white stars against a red background. Red is symbolic of universal brotherhood and the equality of man, and white signifies pervading and everlasting purity and virtue. The five stars represent the five ideals of democracy, peace, progress, justice and equality.

Supporting the shield are a lion on the left and a tiger on the right. Below the shield is a banner inscribed with the Republic's motto, Majulah Singapura, which is the title of the National Anthem. The lion represents Singapore itself and the tiger, the island's historical links with Malaysia.

# ABOUT ASSUMPTION ENGLISH SCHOOL



## EXPLICATION OF THE SCHOOL CREST

The centrepiece of the school crest is the Coat of Arms, which has four quadrants. The top-left quadrant has the letters A.M. with the lily flower that is an abbreviation for "Ave Maria." This was the greeting of the Angel Gabriel to Mary, the mother of Jesus. This is also the beginning of the "Hail Mary" prayer. According to St. Louis Marie de Montfort, wisdom can be attained through living a life of gentleness and authenticity, modelled after Mary, the mother of God.

The bottom-right quadrant has the letters D.S. with a cross. D.S. is the abbreviation for Dieu Seul, which is God Alone in French. God Alone is the all-motivating force in the life of St. Louis Marie de Montfort. To him God is the centre of his life and in everything he does, God is foremost for him. For St. Louis Marie de Montfort, all knowledge comes to nothing if one does not know God. Thus, to know all things but not to know God is to know nothing at all.

On the top-right quadrant, there is the sailboat at sea. It symbolises that in life there will be struggle and mortification that we shall experience. Much like the ship at sea, we will come out better if we are able to weather through the storms of life. No problem is too great to overcome and it is in perseverance and resilience that one shall be able to face all difficulties in life.

On the bottom-left quadrant, there is the Star and the boat. This symbolises the Star of the sea, where seamen navigate to their destination in the vast ocean. If we are focused on the essential values of life, we shall reach our ultimate destiny in life. The Star of the sea shall be the guiding light that lights up the way in our life.

The Crest is adorned with green olive branches, which is derived from Ancient Greece, to symbolise peace and prosperity. It is thus the duty of each individual to promote peace in the world, a peace that will last. Prosperity connotes not only the generation of wealth but also the integral development of human society.

The Crest carries the Latin motto "Labor Omnia Vincit" which stands for "Labour conquers all things." Hard work embodied in diligence and perseverance leads one to achieve greater things in life. It can thus be said that in whatever you do, do your best.

All Gabrielite institutions in Singapore and abroad adopt this crest.

## SCHOOL MOTTO

"Labor Omnia Vincit"

Through Work Achieve Success

## MISSION STATEMENT

To educate the whole person in the Montfortian Spirit of Learning, Charity and Love

## VISION STATEMENT

Men and Women of Character and Learning, in the Service of God and Community

## CHRIST VALUES

Compassion  
Humility  
Respect  
Integrity  
Sense of Responsibility  
Trust

Education is a journey of self-discovery where students discover their talents, clarify their values and form their moral compass.

AES creates an ethos that cares and challenges our AssumptionKnights to become Learners and Leaders who demonstrate

***Fortitude, Mastery and Charity.***

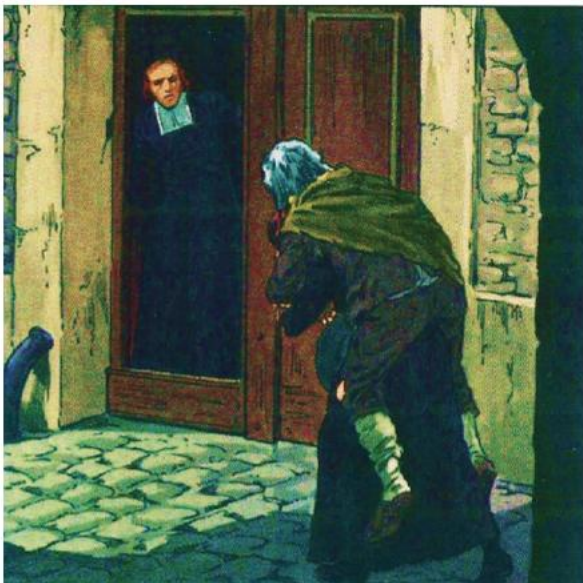
## SCHOOL THEME FOR 2026

## MONFORT BROTHERS OF ST. GABRIEL

The Montfort Brothers of St. Gabriel linked their foundation to St. Louis Marie de Montfort (1673 – 1716) in France. The first Brothers were associated with the founder, St. Louis Marie de Montfort, and assisted him in his missionary preaching in the western part of France. In the course of his mission in those parts of France, St. Louis Marie de Montfort established charitable schools for needy children. He entrusted this work to the early followers, from whom the group grew to be later known as the Montfort Brothers of St. Gabriel.

The Montfort Brothers of St. Gabriel arrived in Singapore at the end of 1936. They took over the running of Holy Innocent English School (later on known as Montfort School) in 1937 at the invitation of the late Bishop Deval. The mission in Singapore grew and flourished and today we have the Montfort Junior and Secondary Schools; the Boys' Town, which include the Boys' Town Home, the Assumption Pathway School and the Assumption English School; and the St. Gabriel's Primary and Secondary Schools. Today there are no longer any Brothers directly teaching in the school but the spirit of the founder continues among the many lay personnel of the schools and institution. The St. Gabriel's Foundation established in 2001 constituting of lay members and Brothers now governs the schools and institution in the spirit of the founder St. Louis Marie de Montfort as emulated by the early founding Brothers.

## OUR FOUNDER: ST. LOUIS MARIE GRIGNION DE MONTFORT



### STORY OF A SICK MAN AT DINAN

One night while returning from a mission in Dinan, Louis Marie found a poor and sick man all covered with sores on the street.

He carried him on his back and brought him to the mission house. The door keeper of the house where he stayed was very much astonished to hear him knock at the door one night and cry aloud several times: "Open to Jesus Christ!"

He took the sick man to his own room, laid him on his bed and spent the night either praying or warming and nursing the sick man. Louis Marie saw in the poor the person of God Himself.

This story reminds AssumptionKnights to **serve the lost, the last and the least**, by lending a helping hand to those in need whenever they can.

*"Those whom the world rejects must move you the most."*

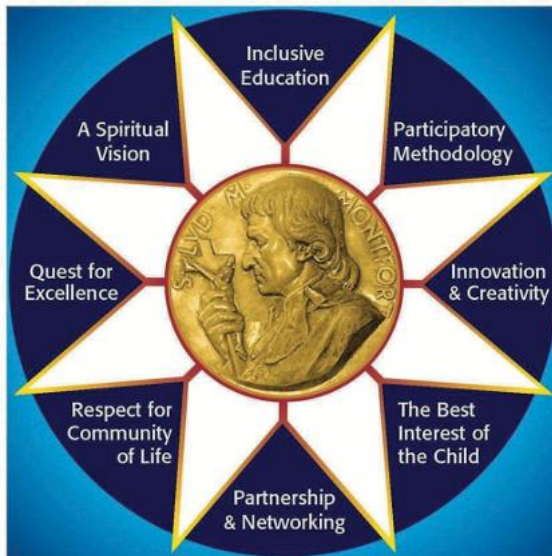
St. Louis Marie Grignon de Montfort

### Reflection:

1. Montfort saw the poor and vulnerable as God Himself.  
This week, who around you might need your kindness or support, and how can you respond to them?
2. Think of one concrete action you can take in class, at CCA, at school, or at home to show compassion and make a difference in someone's day.

# MONTFORTIAN EDUCATION CHARTER

The Montfortian Education Charter is based on the ideals and beliefs of our patron Saint Louis Marie De Montfort. It upholds the tenets to guide the school to plan its programmes to be responsive to the demands of the 21<sup>st</sup> Century and nurture each student to be contributing members of society.



Here are some ways in which we can observe Montfort's philosophy.

## **Dimension 1: Spiritual Vision**

- Develop a critical consciousness and personal conviction on matters of one's religion
- Respect and be enriched by the faith convictions of others

## **Dimension 2: Inclusive Education**

- Treat everyone fairly and without bias
- Seek to understand the needs of others, and motivate self and peers to work towards goals
- Respect one and all, and be inclusive in mind-set

## **Dimension 3: Participatory Methodology**

- Build empathy through involvement in service to the community
- Reach out to those in need

## **Dimension 4: Innovation and Creativity**

- Internalise learning through application
- Build a mind-set of wanting to improve the world around you
- Develop the ability to cope with challenges and change

## **Dimension 5: Best Interest of the Child**

- Provide feedback and suggestions about decisions concerning you
- Participate actively during lessons and in school activities
- Strive to be the best that you can be

## **Dimension 6: Partnership and Networking**

- Engage your parents in your educational journey
- Work collaboratively with others towards your goals

## **Dimension 7: Respect for Community of Life**

- Respect and care for the community and environment
- Adopt a lifestyle that enhances your quality of life

## **Dimension 8: Quest for Excellence**

- Set short-term and long-term goals for yourself
- Work towards continual improvement

# SCHOOL SONG AND PRAYER

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## SCHOOL SONG

Once more unite our youthful voices,  
Amidst our halls the strains to raise,  
With rapid swell the heart rejoices,  
When Virtue is the theme of praise,  
We follow those who have trodden uprightly,  
As well in sunshine as in rain,  
Pupils old and new we do fashion so tightly,  
Enduring links of one long chain.

*Chorus:*

We pupils of Assumption English School,  
When God from on High sheds his light on our way,  
We, pupils of Assumption English School,  
The white and the blue shall be known far and wide,  
The white and the blue, the white and the blue,  
Shall be ever Assumption Knight's pride.

## AES PRAYERS

*Opening:*

Lord, you are the way, the truth and the life.

*Closing:*

Oh Lord, help us to remember you in everything we do  
today. Our Lady of Assumption, pray for us.  
St. Louis Marie de Montfort, pray for us.

Dear St. Louis Marie de Montfort, grant us the grace to be a true Assumption Knight faithful to our duties at all times, striving always for the highest standard in behaviour, sports and academic performances.  
Give us the love to be caring people, helpful to all especially to the poor, the weak and the disadvantaged. Give us the courage to face and overcome difficulties and the wisdom to tell right from wrong.  
May we always uphold the AES motto: "Through Work Achieve Success", and be always true and loyal to our alma mater and our country. Amen.

Lord, you are the example for us to live by. Guide us in our CHRIST values.

We pray for **Compassion** to go the extra mile to help those in need in our school and community.

We pray for **Humility** to obey those in authority and to receive feedback so that we may learn and grow.

We pray that we will learn to **Respect** ourselves and those we meet daily, our friends, teachers; and family members.

We pray for **Integrity**, that we may choose to do what is right even when it takes a lot of effort.

We pray for a **Sense Of Responsibility**, to complete what is expected of us.

We pray for **Trust**, that we may always remember to place our trust in you Lord, that you will guide us to the right path. Amen.

Grant, O Lord, to all students and staff, true discernment to value what is precious in your sight and to reject what is evil in your eyes. Above all, may we search out and do what is most pleasing to you. Bless us and our staff to be motivated to work towards our goal of being persons of character and learning. Amen.

Father of light and wisdom, thank you for giving us a mind that can know and a heart that can love. Help us to keep learning everyday of our lives no matter what the subject may be. Let us be convinced that all knowledge leads to you and let us know how to find you and love you in all the things you have made.

Encourage us when the studies are difficult and when we tempted to give up, enlighten us and help us grasp the truth. Grant us the grace to put our knowledge to use in building a kingdom of God on Earth so that we may enter the kingdom in heaven. Amen.

# COMMON PRAYERS & PRAYERS WITH MONTFORT

**1) In the name of the Father, and of the Son and of the Holy Spirit. Amen.**

## **2) The Lord's Prayer**

Our Father, who art in heaven. Hallowed be thy name. Thy kingdom come, thy will be done on earth as it is in heaven. Give us this day our daily bread. Forgive us our trespasses as we forgive those who trespass against us. Lead us not into temptation but deliver us from evil, Amen.

## **3) The Hail Mary**

Hail Mary full of grace. The Lord is with you. Blessed are you among women, and blessed is the fruit of your womb, Jesus. Holy Mary Mother of God, pray for us sinners now and at the hour of our death. Amen.

## **4) Glory Be**

Glory be to the Father, and to the Son and to the Holy Spirit, as it was in the beginning is now and ever shall be, world without end. Amen.

## **5) Invocation of the Holy Spirit**

Come Holy Spirit, fill the hearts of your faithful. And enkindle in them the fire of your love.

Lord, send forth your Spirit.  
And You will renew the face of the earth.

O God, who instructs the hearts of your faithful with the light of Your Holy Spirit. Make us responsive to His inspirations, so that we may be truly wise and ever rejoice in His consolations, through Christ our Lord, Amen.

## **6) Memorare**

Remember, O most gracious Virgin Mary, that never was it known that anyone who fled to your protection, implored your help, or sought your intercession was left unaided. Inspired with this confidence, I fly to you, O Virgin of virgins, my mother To you do I come, before you I stand, sinful and sorrowful. O Mother of the Word incarnate, despise not my petitions, but in your mercy hear and answer me. Amen.

## **7) Apostles Creed**

I believe in God,  
the Father Almighty,  
Creator of heaven and earth,  
and in Jesus Christ, his only Son, our Lord,  
who was conceived by the Holy Spirit,  
born of the Virgin Mary  
suffered under Pontius Pilate,  
was crucified, died and was buried;  
he descended into hell;  
on the third day he rose again from the dead;

## **7) Apostles Creed (continued)**

he ascended into heaven,  
and is seated as the right hand of God the Father Almighty;  
from there he will come again to judge the living and the dead.

I believe in the Holy Spirit,  
the holy Catholic Church  
the communion of saints,  
the forgiveness of sins,  
the resurrection of the body,  
and life everlasting.  
Amen.

## **8) For wisdom**

O God, give me the courage to change the things I can,  
the serenity to accept the things I cannot change,  
and the wisdom to know the difference.  
Amen.

## **9) For strength**

I ask You then, Lord, stretch out Your hand over us.  
May You guide us and be our protection. Come to us and raise us up again.  
Stay with us and be our constant help, so that we can grow strong and live in You.  
Amen.

## **10) Prayer of St Francis**

O Lord, make me an instrument of your peace.  
Where there is hatred, let me sow love;  
Where there is injury, pardon;  
Where there is doubt, faith;  
Where there is despair, hope;  
Where there is darkness, light;  
Where there is sadness, joy.

O Divine Master, grant that I  
May not so much seek to be  
Consoled as to console;  
To be understood as to understand;  
To be loved as to love.

For it is in giving that we receive;  
It is in pardoning that we are pardoned;  
And it is in dying that we are born to eternal life.  
Amen.

## **11) O Jesus Living In Mary (P. Olier)**

O Jesus living in Mary, come and live in your servant  
In the spirit of your holiness, in the fullness of your gifts,  
In the perfection of your ways, in the truth of your virtues,  
In the communion of your mysteries.  
Subdue within me, the power of flesh and demon  
By your Holy Spirit,  
For the glory of God the Father, Amen.

# CULTURE OF CARE

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## RATIONALE

To cultivate good character and enhance students' well-being, Assumption English School promotes a "Culture of Care" that guides and sustains practices in building positive relationships among members of our school community. We aim to create a safe environment that nurtures moral development with our school values as the foundation.

**C**

Showing **COMPASSION** is to do what is required to help those who are in need.  
We will:

- be aware of those that need our help,
- give our best to help those in need, regardless of race, language or religion,
- seek to help others to help themselves.

**H**

To be **HUMBLE** is to acknowledge that our achievements result from the contributions and support of others.  
We will:

- give credit to those who have made us successful,
- obey instructions from authority with a positive attitude,
- have the resilience to keep trying and not give up, and strive to improve ourselves.

**R**

To show someone **RESPECT** is to accept and value the person for who he or she is.  
We will:

- accept and value others for who they are,
- be considerate of the feelings of others and be able to put ourselves in the shoes of others,
- be gracious, display good manners, use appropriate language, and show that we care.

**I**

To have **INTEGRITY** is to act in a way that is honest and sincere. It is also to have ideals and values and use them to guide our actions in a consistent manner.  
We will:

- have the moral courage to stand up for what is right and to speak the truth,
- admit it when we are wrong.

**S**

To have a **SENSE OF RESPONSIBILITY** is to know and do what is expected of us.  
We will:

- accept accountability for what we undertake to do,
- fulfil our duty to the best of our ability, do what is right and right what is wrong.

**T**

To have **TRUST** is to believe in the honesty and reliability of self and others. To have TRUST is also to always put our trust in God.  
We will:

- keep to our word and be true to our group or team by fulfilling our commitments,
- have a healthy sense of self-worth by believing in the ability and goodness of God, self and others.

# CULTURE OF CARE

## SCHOOL RULES AND CODE OF CONDUCT

A student of Assumption English School is one who is in school for the purpose of learning and building character. In order to achieve these, he/she must be attentive to instructions given by the authorities in the school. He/she must exhibit the CHRIST values. In line with these expectations, all AssumptionKnights are to comply with the following rules:

### (A) RESPECT FOR NATION AND SCHOOL

*All AssumptionKnights are to demonstrate **respect** and a sense of pride and belonging to Singapore and the school. All AssumptionKnights are expected to uphold the reputation of the nation and the school at all times.*

#### FLAG RAISING CEREMONY

1. All AssumptionKnights must attend and observe the flag raising ceremonies with dignity and respect.
2. AssumptionKnights who are Singapore Citizens must sing the National Anthem and take the Pledge. AssumptionKnights will take the Pledge with the right fist placed over the heart.
3. All AssumptionKnights are to sing the school song audibly and with pride.

### (B) ATTENDANCE

*All AssumptionKnights are expected to be present and punctual for all lessons, school-organised activities and CCA sessions. All AssumptionKnights are to be **responsible** for their own learning and are also expected to remain on campus during school hours.*

1. AssumptionKnights are expected to be at the assembly venue for the flag raising ceremony before 7.40am.
2. AssumptionKnights who fail to report to the assembly venue by 7.40am will be considered late for school. AssumptionKnights who are late 3 times or more will face disciplinary action.
3. AssumptionKnights who are unwell and cannot attend school should have their parent/guardian inform their Form Teacher before 7.20am.
4. All absences from school (including CCA) must be substantiated by a medical certificate or a letter of explanation from the parent/guardian with supporting documents attached. **Only 2 such letters from parent/guardians will be accepted per semester.** The documents must be submitted to the Form Teacher/CCA Teacher immediately upon returning to school. Failure to do so may be considered as a form of truancy from school.
5. Students are not allowed to leave school compound without authorisation.

### (C) EARLY DEPARTURE

*AssumptionKnights are to be responsible for their learning and must exercise due diligence in following the stated procedures should they have a need to leave school before official dismissal time.*

1. AssumptionKnights who have a valid reason to leave school during school hours must produce official documents (such as appointment letters) for verification by the Form Teacher and office staff.
2. AssumptionKnights who are unwell are to inform the subject teacher in class for permission to report to the General Office and should rest at the sick bay. The office staff will attend to the student and contact the parent/guardian if necessary.
3. For safety reasons, AssumptionKnights can only leave the school premises when their parent/guardian arrives in school. If the parent/guardian is unable to do so, he/she must authorise the school to allow their child/guardian to return home unassisted instead.
4. AssumptionKnights may only leave with their parent/ guardian, or an authorised adult by their parent (e.g. relative, sibling, deemed appropriate by the school). The school reserves the right to verify the identity of the authorised adult prior to the dismissal of the student.
5. An Early Departure form (Yellow Form) must be obtained from the General Office and endorsed by the Vice-Principal/Principal before student's departure from school.
6. AssumptionKnights will need to produce a portion of the exit form to the security guard on duty to leave the school premises.

For normal dismissal, AssumptionKnights who leave by private transport should arrange with their parents/guardians to arrive at a reasonable time to minimise traffic congestion at the pick-up/drop-off point.

The school reserves the right to verify the identity of all visitors and take the necessary action against non-authorised personnel.

# CULTURE OF CARE

## (D) ATTIRE AND GROOMING

AssumptionKnights are expected to foster and demonstrate **Self-Respect** and **Respect** for school rules. They are expected to have a neat and tidy appearance, wear the uniform according to the school rules and behave in a respectful manner.

Wearing the uniform correctly gives AssumptionKnights a sense of belonging. AssumptionKnights are to portray themselves as confident and **self-disciplined** individuals.

### Guidelines for Full-Uniform

#### Hair (Boys)

- Hair is to be kept short (not touching the eyebrows, ears or the collar)
- Hair is to be kept neat and natural in terms of haircolour & style (**no perming or alteration to look otherwise**).
- Male students must be clean-shaven and are **not allowed to keep facial hair** such as beard, long side-burn or moustaches.

#### Fingernails (Both genders)

- Fingernails must be kept clean, short, non-coloured and not varnished. a **Piercings & Other Forms of Body Art**
- Any form of tongue, body piercing, henna painting or tattoo is not permitted.

#### Trousers

##### (Upper Sec Boys)

Trousers must **cover the ankles**, must **not be tapered** or **folded at the waist**.

#### Shoes (Both genders)

- Shoes must be of covered, laced white shoes **without visible brand logo**, and worn together with a pair of white socks/prescribed school socks.
- **Socks must be without visible brand logo**, covering the ankles, and must be worn at all times.
- Shoes must be kept clean. Shoes that cover the ankle (high-cut) are not permitted.

#### Hair (Girls)

- Hair is to be kept clean and neat and natural (hair colour, **style, type** etc.).
- Hair that is of shoulder length or longer must be tied up.
- Fringes must be pinned up neatly and not touch the eyebrows.
- 0 hair accessories are to be used.

#### Accessories (Girls)

**Only female students** are allowed to wear 1 pair of **simple (smaller than 0.5cm), identical ear studs or sticks** for both ears. No other forms of jewellery are allowed  
E.g. ear rings

#### Name Tag (Both genders)

The name tag is to be sewn/ironed **above** the school crest of all formal buttoned uniform top.

#### Culottes (Girls)

Culottes must be of knee length (touch the top of the knee cap) and cannot be tailored or **folded at the waist**.



## CULTURE OF CARE

## Guidelines for Half-Uniform & PE Attire



## SCHOOL UNIFORM

1. All AssumptionKnights are to wear the prescribed school uniform and modification to the uniform is not allowed.
2. The school uniform should be neatly pressed with shirt/blouse **tucked in at all times**. It is compulsory to have a name tag on the school uniform. The name tag is to be sewn **above** the school crest of all uniforms, i.e. PE/buttoned shirt/blouse.
3. **AssumptionKnights are to wear the school tie whenever required by the school.** The top collar button must be fastened when the tie is worn. AssumptionKnights who do not comply will face disciplinary action.

## PE ATTIRE

1. The school PE T-shirt and shorts worn must be of standard design as reflected in the photograph above.
2. The PE T-shirt must be **tucked in smartly at all times.**
3. The full PE attire should only be worn during PE lessons, mass physical activity and other physical activities (e.g. CCA training sessions, Sports Day, etc.)
4. Besides days informed by the school or on days with PE lesson or mass physical activity before recess, AssumptionKnights are to report to school in their **full formal buttoned uniform.**

# CULTURE OF CARE

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## HAIR

1. Boys – Hair is to be kept clean, neat and short. It is to be trimmed with a slope at the back and must not touch the eyebrows, ears and the shirt collar. Male AssumptionKnights must be clean shaven and neat in appearance. Facial hair such as beards, long side-burns or moustaches is not allowed.
2. Girls – Hair is to be kept clean and neat. Hair is to be tied if it touches the collar. Fringes must be pinned up neatly and not touch the eyebrows. Only white, black or dark blue hair accessories can be used.
3. All AssumptionKnights' hair must be of **natural colour and must not be permed or altered to look otherwise.**
4. Outlandish hairstyles and hairstyles that are **deemed inappropriate in school are strictly prohibited. School reserves the right to determine whether a student's hairstyle is appropriate and to require changes where necessary.**

## GENERAL GROOMING & APPEARANCE

1. AssumptionKnights are expected to keep their fingernails clean, short, non-coloured and unvarnished.
2. Fanciful spectacles or frames are not allowed. Tinted or coloured lenses on spectacles for aesthetic purposes are not allowed.
3. Tinted or coloured contact lenses worn for aesthetics purposes are not allowed.
4. Female AssumptionKnights are allowed to wear only one pair of identical ear studs of a plain, simple design not exceeding 0.5cm in diameter, or a pair of transparent ear sticks **on the ear lobes.**
5. No other form of jewellery or accessories should be worn.
6. Make-up is strictly not allowed.
7. Tongue-piercing, body piercing, henna painting, tattoo or any other forms of body art are strictly not permitted.
8. Inner garments (including T-shirt and singlet worn underneath the school shirt/blouse) with striking or luminous colours are not allowed.

## FOOTWEAR

1. All AssumptionKnights are to wear a pair of covered white shoes **with laces**, together with a pair of white socks/prescribed school socks covering the ankles at all times. Shoes must be kept clean and presentable.
2. **Shoes and socks must not have visible brand logos.**
3. Shoes that cover the ankles (high-cut) are not allowed.
4. No other form of footwear is to be worn except when written permission has been sought from the Student Management Committee

## SCHOOL HOLIDAY ATTIRE

1. During school holidays, AssumptionKnights are allowed to wear the school PE T-shirt with PE shorts or school trousers/culottes with white school shoes. CCA T-shirts or CCA jerseys with PE shorts or school pants/skirt and CCA-related footwear may be worn for CCA activities.
2. All other school rules on attire and grooming apply during the school holiday. No other attire and footwear is allowed.
3. AssumptionKnights who do not comply by the School Holiday Attire will be asked to leave the school compound, **e.g. coloured hair/unkempt hairstyles/improper attire and footwear etc.**

# CULTURE OF CARE

## (E) SCHOOL WORK AND LEARNING ATTITUDE

AssumptionKnights are to display a **Sense of Responsibility** in completing their school work and submitting their homework on time. All school work should be done carefully and with pride. AssumptionKnights should prepare for tests and examinations diligently by being consistent in their studies and revision throughout the year.

All AssumptionKnights are expected to have the **Integrity** and **Humility** to admit their mistakes and learn from them. They are to demonstrate **humility** as they learn from their teachers and peers.

## CLASSROOM CONDUCT

AssumptionKnights are expected to:

1. Be prepared and ready once the teacher enters the class. Stand and greet the teacher before the lesson and thank him/her at the end of the lesson.
2. Assist the teacher with attendance-taking for each lesson and let the subject teacher endorse the attendance for the lesson. Class Chairperson or committee member should take charge of this.
3. Ensure that the classroom is kept clean and tidy at all times.
4. Be attentive, participative and responsible during lessons. **Sleeping during lessons, defiance towards teachers and disruptive behaviours will not be tolerated.**
5. Complete all assignments and submit on time, carefully and with pride.
6. Stay in class during curriculum time. Should a need arise to leave the class for a valid reason, obtain permission and a movement pass from the teacher in class.
7. **Consume only plain water in the classroom. Consumption of food is strictly not allowed in the classroom.**
8. **Personal mobile smartphones and other communication devices such as smartwatches must be deposited in student's designated phone lockers @ Level 1, upon entering the school without the need to be prompted. Students are to retrieve their personal smartphones and such devices only before they leave school**

## (F) GENERAL CONDUCT

AssumptionKnights are to be committed in performing each task to the best of their abilities, and display a sense of propriety at all times – to do the right thing at all times.

## APPROPRIATE BEHAVIOUR

AssumptionKnights will exhibit the right attitude and appropriateness by:

1. Being polite and refined in manner at all times by upholding proper decorum.
2. Showing care and concern towards others by being courteous and considerate, and being respectful to school staff and visitors at all times by greeting them politely. Any form of rudeness or defiance towards a teacher or staff will not be tolerated.
3. Using school property and premises with proper authorisation and care. **Vandalism acts will not be tolerated and will be severely dealt with.**
4. Demonstrating a sense of civic-mindedness.
5. Behaving appropriately and in an orderly manner, e.g. Queuing up in the canteen during break time, gathering for assembly programmes, performances and celebrations, etc.

## ZERO TOLERANCE TOWARDS BULLYING

All AssumptionKnights are to uphold the basic principle of respecting the dignity of each person they interact with. Everyone in the school community has the responsibility and a role to play in building a safe learning environment where everyone is treated with respect and understanding. Any form of bullying or unkind acts will not be tolerated. In AES, any deliberate acts to cause physical or emotional harm to others are considered unkind acts. E.g. Spreading rumours, social exclusion, physical bullying, cyber-bullying, intimidation, retaliation. **A safe and secure community requires all of its members to be sensitive to others. All allegations of unkind acts like bullying and cyber-bullying, will be thoroughly investigated.**

## CANTEEN ETIQUETTE

AssumptionKnights are to exhibit proper etiquette in the school canteen by:

1. Queueing up in an orderly manner for food and drinks.
2. Purchasing food or drinks only during scheduled breaks in the timetable.
3. Returning all used utensils to the respective receptacles provided and clearing all other items from the tables used.
4. Consuming all food and drinks in the canteen. **Eating or drinking beyond the canteen is not allowed.**

# CULTURE OF CARE

## USE OF SCHOOL FACILITIES

1. AssumptionKnights **are not allowed to use the lifts**, unless permission is granted.
2. AssumptionKnights are to be responsible for the use of all school facilities including classrooms, science laboratories, workshops and all other special rooms and venues.
3. All lights, fans, air-conditioning and electrical appliances must be switched off before leaving the classroom/venue.
4. Permission must be sought for the use of any school facility from the respective teachers-in-charge.
5. AssumptionKnights are to keep all school facilities clean and tidy after use. Any act of vandalism will not be tolerated.

## BANNED ITEMS

1. Any paraphernalia pertaining to gaming and gambling (e.g. dice, playing or trading cards, etc.) are not allowed.
2. **Personal mobile smartphones and other communication devices such as smartwatches, must be deposited in student's designated phone lockers @ Level 1, upon entering the school without the need to be prompted. Students are to retrieve their personal smartphones and such devices only before they leave the school compound.**
3. **Earphones and headphones are not to be used in school at all times.**
4. **Electronic devices that do not serve educational purposes (e.g. MP3s, PSPs, iPods, portable speakers, etc.) are not to be brought to school.**
5. **Consumption and/or possession of tobacco products and/or imitation products is/are against the law and strictly prohibited.**

*Under the Tobacco (Control of advertisement and Sale) Act 1993 (Control of use of tobacco products by under-aged persons), any person who is under-age (21 years of age) shall be guilty of an offence and shall be liable on conviction to a fine if found to have used or has in his possession in a public place or on a road in Singapore, any tobacco product.*

*Under the Tobacco (Control of advertisement and Sale) Act 1993 (Prohibition of imitation tobacco products), any person must not import into Singapore, or distribute, sell, offer for sale or possess for sale in Singapore, that resembles, or is designed to resemble, a tobacco product, capable of being smoked, that may be used in such a way as to mimic the act of smoking. Any person must not possess, purchase or use any such item in Singapore.*

*From 1 September 2025, etomidate and its analogues will be classified as Class C controlled drugs under the Misuse of Drugs Act 1973 (MDA).*

6. AssumptionKnights are not allowed to have any weapons in their possession. 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.
7. Other prohibited items include lighters, undesirable materials such as pornographic materials, alcoholic beverage and chewing gum.

**AssumptionKnights who are found with any of the above banned items will have to surrender them to the Student Management Team upon request. Disciplinary action will be taken against those who do not comply.**

## **(G) RESPONSIBLE USE OF TECHNOLOGY**

*AssumptionKnights are to be **respectful** to others on online platforms and demonstrate a **sense of responsibility** towards the use of technology. Students are not to use smartphones and/or smartwatches, during lessons unless explicit permission is given by the teacher.*

AssumptionKnights are to observe the following rules and guidelines in their use of technology:

1. Personal Learning Devices (PLDs) under the Personalised Digital Learning Programme (PDL) should only be used for educational purposes and **only when permission is given by a teacher.**
2. Any other types of learning devices (e.g. tablets, smartwatches and personal laptops) should only be brought to school as an educational tool. AssumptionKnights are to seek permission from the teacher before using such devices during classroom instruction.
3. Use of the school network should be for teaching and learning purposes only.
4. **Personal mobile smartphones and other communication devices such as smartwatches, must be deposited in student's designated phone lockers @ Level 1, upon entering the school without the need to be prompted. Students are to retrieve their personal smartphones and such devices only before they leave the school compound.**
5. AssumptionKnights must be respectful in their online behaviour, such as in the use of social media.

# CULTURE OF CARE

## ACCEPTABLE USE POLICY (AUP) FOR USE OF EDTECH RESOURCES

### **Purpose of the acceptable use policy (AUP)**

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

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

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

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

For more information, please refer to:

Student Kit on Cyber Wellness and Learning with a Personal Learning Device (Secondary) – <https://go.gov.sg/cw-studentkit>

### **AUP - General**

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

### **Using your PLD:**

1. You are responsible for your PLD. In the event of loss or theft of the device, you must report the matter to the school immediately and the school will need to make a police report.
2. To have a positive learning experience, you should ensure that your PLD is fully charged before bringing it to school.
3. You are reminded to keep your PLD updated by installing the relevant patches and updates when being prompted by the system.
4. All PLDs are installed with a Device Management Application (DMA) to support a safe and conducive learning environment. You should not attempt to bypass the DMA.
5. You are responsible for regularly backing up your learning materials in your PLD to prevent data loss.

### **Being a Responsible Digital Citizen:**

1. You should interact with others in a respectful and responsible way. You should not post online remarks that are
    - racially and/or religiously insensitive,
    - vulgar and/or offensive, or
    - hurtful to others.
  2. You should not use any devices to:
    - store, modify, create or share content (e.g. documents, presentations, pictures and videos) that is inappropriate (e.g. indecent, pornographic, defamatory, hurtful to self or others).
    - make threats, cause harassment or embarrassment, impersonate or intimidate others.
  3. You should not use MOE/school-deployed ICT system accounts for any commercial activities (e.g. buying and selling of goods and services).
- Non-compliance with the above will lead to disciplinary action in accordance with the school's discipline policy.

### **Respecting Copyright:**

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

### **Using Artificial Intelligence (AI):**

1. You must ensure that you meet the minimum age requirement specified in each AI tool's age restrictions before using it.
2. If the use of AI is permitted, you should acknowledge the use of AI in weighted assessments and homework as required.
3. You are to practice academic integrity and be responsible for your own learning when using AI. Understand that you are ultimately short-changing yourself if you pass off other's work as your own.

# CULTURE OF CARE

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## **Staying Safe and Secure online:**

1. You should report any incidents (e.g. unusual device behaviour or inappropriate use of devices), to the school.
2. You are reminded to develop online safety habits. This includes not disclosing personal access credentials (e.g. MIMS password, PLD passcode, etc.), sensitive personal data (e.g. home address, passwords) online or on AI platforms, verifying credibility of online content before sharing, avoiding clicking on suspicious links or downloading unknown files, and being cautious when interacting with others online (e.g. on social media) by not engaging with strangers.
3. You should exercise caution regarding the limitations of AI tools, including potential inaccuracies / fabricated responses, inherent biases and outdated information.

## **Digital Wellbeing and Balance:**

1. You are reminded to balance screentime with other activities including physical exercise and face-to-face social interactions.
2. You should avoid excessive use of your devices outside learning hours.
3. You should take regular breaks to rest your eyes and mind.
4. You are reminded to practice good sleep hygiene by not using your devices one hour before bedtime.

# CULTURE OF CARE

## (H) CLASSIFICATION OF OFFENCES AND POSSIBLE CONSEQUENCES

| BASIC OFFENCES                                                                                                                                                                                                                                                                                                                                                                                                                                       | SERIOUS OFFENCES                                                                                                                                                                                                                                                                                                                                                                                                                 | POSSIBLE CONSEQUENCES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Late-coming</li> <li>Skipping classes</li> <li>Improper attire and grooming</li> <li>Littering (case-dependent)</li> <li>Not doing assignments</li> <li>Rough play/Play that voluntarily causes hurt to others</li> <li>Dishonesty/Lying</li> <li>Use of vulgar/inappropriate language</li> </ul> <p><i>A fourth and subsequent occurrence of the same offence will be regarded as 1 Serious Offence.</i></p> | <b><u>Attendance</u></b> <ul style="list-style-type: none"> <li>Truancy</li> <li>Leaving school grounds without permission</li> </ul>                                                                                                                                                                                                                                                                                            | <p>One or more of the following consequences may be applied to offences:</p> <ul style="list-style-type: none"> <li>Parental involvement</li> <li>Warning</li> <li>Apology</li> <li>Reflection</li> <li>Compensation</li> <li>Counselling</li> <li>Revision of Conduct Grade</li> <li>Record in School Offence Module</li> <li>Corrective Work</li> <li>After-school detention</li> <li>In-house suspension</li> <li>Suspension from school</li> <li>Caning</li> <li>Referral to External Agencies</li> <li>Police Assistance</li> <li>Expulsion</li> <li>Any other action deemed necessary by the school.</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b><u>Misconduct</u></b> <ul style="list-style-type: none"> <li>Open defiance and/or rudeness</li> <li>Disruptive behaviour</li> <li>Bullying</li> <li>Littering (case-dependent)</li> <li>Cheating (applicable to all forms of assessments)</li> <li>Forgery</li> <li>Sexual misconduct</li> </ul>                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b><u>Theft/Damage of Property</u></b> <ul style="list-style-type: none"> <li>Theft</li> <li>Vandalism</li> </ul>                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b><u>Other Serious Offences</u></b> <ul style="list-style-type: none"> <li>Assault</li> <li>Fighting</li> <li>Gambling</li> <li>Gangsterism</li> <li>Possession of weapons</li> <li>Arson</li> <li>Drug-related offences</li> <li>Inhalant-related offences</li> <li>Alcohol-related offences</li> <li>Smoking/vaping-related offences</li> <li>Any other serious offences that do not fall in the above categories.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Learning takes place best where there is order and discipline so the child may grow in self-respect and integrity.

Every student is expected to comply with the above rules and regulations, and the school reserves the right to apply appropriate consequences in the case of non-compliance.

### Declaration by Student:

I, \_\_\_\_\_ (name of student), from class \_\_\_\_\_, have read and understood the Rules and Regulations of Assumption English School, and I pledge to abide by them.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

# GUIDANCE AND COUNSELLING DEPARTMENT

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## MISSION

Assumption English School is committed in ensuring the social, emotional, spiritual and moral well-being of all our students. To support this commitment, the Guidance and Counselling Department provides well-defined and accessible counselling services.

## OUR SERVICES

The counsellors use their specialised knowledge and skills in counselling to support the students' personal, social and emotional growth and development, with a positive impact on their academic performance and career readiness.

Our Special Educational Needs Officers (SEN Officer) support students with mild special educational needs by providing direct intervention through individual/small group intervention support.

Our Student Welfare Officer (SWO)'s role is to strengthen the safety net for the at-risk students. The main responsibilities of the SWO are to provide student-centric social support to address barriers to learning in the families and support the healthy development of at-risk students. The SWO also supports students with statutory cases.

Education & Career Guidance (ECG) Counsellor provides education and career guidance through group or individual sessions with students. The session aims to help students explore their strengths and interests, in relation to their aspirations and guiding them in making informed decisions for their education and career pathways.

Students can schedule an appointment by approaching their Form Teacher or a staff in the General Office for a referral to Guidance and Counselling Department. Alternatively, they can send an email to one of the counsellors directly.

## SENIOR SCHOOL COUNSELLOR

Mr Desmond Chen

E-Mail Address: chen\_bingcong\_desmond@schools.gov.sg

## SENIOR SCHOOL COUNSELLOR

Ms Dolly Loh

E-Mail Address: loh\_ngiap\_kai@schools.gov.sg

## SENIOR SPECIAL EDUCATIONAL NEEDS OFFICER

Ms Ooi Su Xin

E-Mail Address: ooi\_su\_xin\_a@schools.gov.sg

## SPECIAL EDUCATIONAL NEEDS OFFICER

Mdm Fadzilah Binte Matin

E-Mail Address: Fadzilah\_Matin@schools.gov.sg

## STUDENT WELFARE OFFICER

Ms Chan Cheok Lian Wendy

E-Mail Address: chan\_cheok\_lian\_wendy@schools.gov.sg

## EDUCATION & CAREER GUIDANCE COUNSELLOR

Ms Audrey Chua

E-Mail Address: chua\_sing\_li\_audrey@moe.edu.sg

# MANAGING YOUR EMOTIONS

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Feeling down, angry, or scared are natural human emotions. They are reactions to the hassles and hurdles of life. Most of the time, we are able to get past them with time and care. However, it is important for us to understand how to manage these emotions.

For a useful and positive way in dealing with emotions, follow the C.O.P.E.S framework.



One practical strategy has been included for each category. Add these tips to your own personal repertoire of emotion management.

## **Calm Down**

It is important to remember that it is perfectly normal to be worried, angry or upset in difficult situations, and one should not be faulted when we have these experiences. However, it is important for us to express and manage these emotions appropriately.

### **Strategy: Belly Breathing**

Use this simple breathing technique when you are feeling angry, tense or afraid. Placing your hands on your belly, slowly breathe in and out while feeling your hands move up and down.

Use this technique when experiencing heightened emotions before and during examinations, class presentations or competitions.

## **Observe Your Emotions**

Emotions are more complicated than they appear. An emotional experience involves the heart, mind and body. Being able to recognise the emotions you are experiencing and its intensity is a fundamental skill in emotion regulation.

### **Strategy: Emotion We Share**

Share the range of emotions you've experienced on a normal day or after a particular event. Illustrate the varying intensities of emotions by using different words (e.g. irritated, angry, furious, etc.) on a scale from one to ten. Share how you displayed the emotion

(e.g. verbally, through facial expressions, through body language, by hiding it, etc.).

This is a great way to connect with your family and friends.

# MANAGING YOUR EMOTIONS

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## Positive Thinking

"They're going to laugh at me!" "It's too difficult for me..." "I'm never going to make it!"

Do these statements sound familiar? Such negative self-talk limits us from thinking through the possible solutions and overcoming challenges. What we say to ourselves affects the way we feel. Self-talk is our inner voice, the voice in our minds which we do not necessarily say out loud. It can affect our outlook on life, our attitudes and how we relate to others.

### **Strategy: Monitor Self-Talk**

Write down or draw a difficult situation and your initial thoughts about it/yourself. Determine whether this self-talk is more positive or negative. Thereafter, flip the paper over and write down an alternative version of your self-talk. Remember that there are always two sides to a coin – we can choose to see it as a problem or an opportunity to improve! Affirm yourself to be able to see the positive.

## Explore Options

What are you currently doing to cope with difficult emotions? Try to generate a list of possible solutions, before trying out an option you have decided on. This will be a trial-and-error process. Remind yourself that if you should fail at first, it is important to try and try again! This is because when things do not work out as planned, they have a whole list of other options you can try out.

### **Strategy: Rules of Good Solutions**

Sometimes you may find it difficult to decide which option to use to solve the problem. Just remember the two simple rules of good solutions:

- (a) It improves the situation and makes me feel better;
- (b) It doesn't hurt me or others.

Does your preferred option adhere to these two rules?

## Seek Support

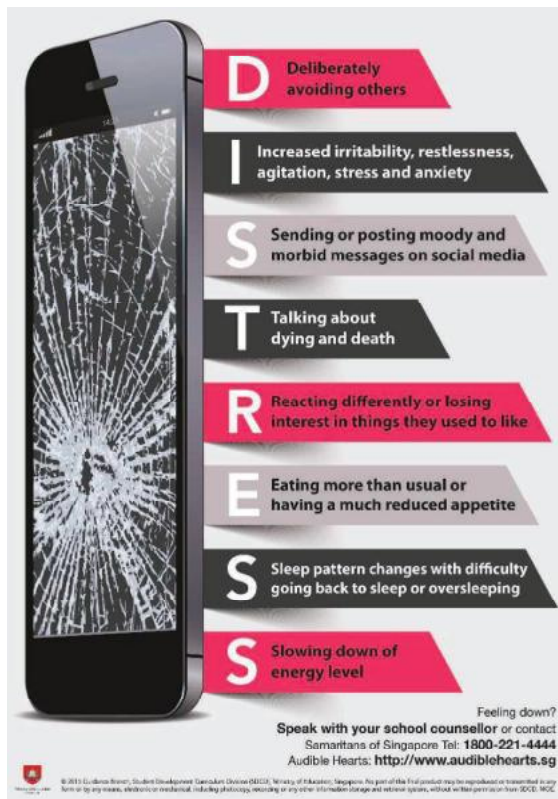
Self-reliance and independence are admirable qualities, but learning to be inter-dependent is also important. Remind yourself that you are never alone. Build and maintain a supportive and caring culture in the classroom and school. Remember to seek help from others, as well as to offer help to others.

### **Strategy: My Ring of Support**

Ask yourself whom you can seek help from. You can approach your teachers, school counsellors or any other trusted adult or family, to discuss any concerns. Share with them and by doing so, you can get more ideas to solve the problem!

*Source: The COPES Guide 2014, Health Promotion Board, Singapore*

## MANAGING YOUR EMOTIONS



*Figure 1.*  
*Signs indicative of someone who might be*  
*undergoing significant emotional/social distress.*

- Signs are non-exhaustive.
- Signs could be in combination, over a period of time and/or extreme forms.
- When in doubt, approach a trusted adult/ School Counsellor.

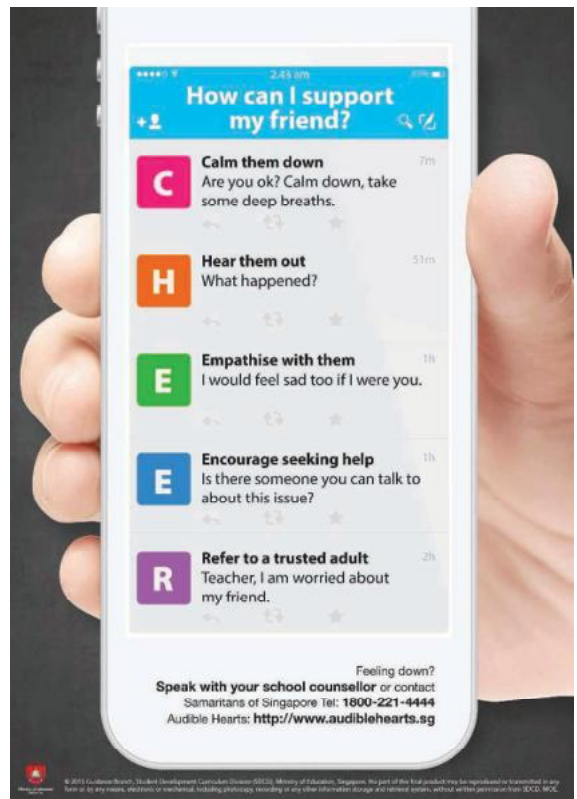


Figure 2.  
Supporting a friend/ peer who is feeling down.

## HELP FOR INDIVIDUALS AND FAMILIES

Find the right helplines and social services.

### Seniors and caregivers requiring community care services



#### Agency for Integrated Care

- Call 1800-650-6060
- Use the E-care Locator at [www.aic.sg/care-services/e-care-locator](http://www.aic.sg/care-services/e-care-locator)

### Support for individuals with mental health & emotional needs



#### Agency for Integrated Care

- Visit [www.aicbuzz/mindmatters-directory](http://www.aicbuzz/mindmatters-directory)

### Employment assistance and career advisory



#### Workforce Singapore's Careers Connect

- Call 6883-5884
- NTUC's e2i Career Centres
- Call 6474-0606

or visit SGUnited Jobs and Skills Centres near you.

Find your nearest locations at [www.wsg.gov.sg/career-services.html](http://www.wsg.gov.sg/career-services.html)

### Civil minor/young/transnational marriages Strengthening Families Programme@FSCs (FAM@FSCs)

(Fei Yue - Choa Chu Kang or Care Corner - Tampines)



- Call 1800-111-2222 and ask for 'Marriage Support'
- Find your nearest agency at [www.msf.gov.sg/dfcs/strengtheningfamilyservice/](http://www.msf.gov.sg/dfcs/strengtheningfamilyservice/)

### Muslim minor/young marriages INSPIRASI PPIS

- Call 6561-1049 or visit [www.ppis.gov.sg/inspirasi](http://www.ppis.gov.sg/inspirasi)
- Call 6416-3960 / 6416-3961 or visit [www.ama.org.sg](http://www.ama.org.sg)

#### Muslim remarriages

- Call 6891-3090 or visit [www.ppis.gov.sg/vistagasingh](http://www.ppis.gov.sg/vistagasingh)

### Counselling for families facing relationship issues



#### Strengthening Families Programme@FSCs (FAM@FSCs)

- Call 1800-111-2222 and ask for 'Family Counselling'
- Find your nearest agency at [www.msf.gov.sg/dfcs/strengtheningfamilyservice/](http://www.msf.gov.sg/dfcs/strengtheningfamilyservice/)
- For Online Counselling, visit [www.cohonlinecounselling.sg](http://www.cohonlinecounselling.sg)

### Divorcing/divorced families, & couples contemplating divorce



#### Strengthening Families Programme@FSCs (FAM@FSCs) and Divorce Support Specialist Agencies (DSSAs)

- Visit [www.familyassist.msf.gov.sg](http://www.familyassist.msf.gov.sg) for information and resources
- Call 1800-111-2222 and ask for 'Divorce Support'
- Find your nearest agency at [www.msf.gov.sg/dfcs/strengtheningfamilyservice/](http://www.msf.gov.sg/dfcs/strengtheningfamilyservice/)

### Financial assistance



#### ComCare Hotline & Social Service Offices (SSO)

- Call 1800-222-0000
- Apply online through SupportGoWhere at [go.gov.sg/smta](http://go.gov.sg/smta)
- Find your nearest SSO at [www.msf.gov.sg/ssolocator](http://www.msf.gov.sg/ssolocator)

### Support for lower-income or vulnerable individuals & families with social/emotional issues



#### Family Service Centres

- Call 1800-222-0000
- Find your nearest centre at [www.msf.gov.sg/fsclocator](http://www.msf.gov.sg/fsclocator)

### Person experiencing any form of violence or abuse



#### National Anti-Violence and Sexual Harassment Helpline (NAVH)

- Call 1800-777-0000 or
- Call 999 or SMS 71999 (police) immediately if the person's life or safety is in imminent danger

## AWARDS AND RECOGNITION

Assumption English School is committed to giving recognition to students who have done well. This is in line with the school's vision of developing our students to become "Men and Women of Character and Learning in the Service of God and Community". Students who have been supported and recognised for their achievements are expected to return to the community through service.

### ACADEMIC AWARDS

| Award                         | Description                                                                                                                                                                                                                                                                         |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Award for Academic Excellence | <ul style="list-style-type: none"> <li>Top GCE 'O' level candidates whose L1B5 (4E)/L1B4 (5N) is 12 points and below.</li> <li>Top GCE 'NA' level candidates whose EMB3 is 12 points and below.</li> <li>Top GCE 'NT' level candidates whose EMB1 is 5 points and below.</li> </ul> |
| Subject Prizes                | Subject Award allocated to the top AssumptionKnight for each subject at each level and stream from Secondary 1 to Secondary 3.                                                                                                                                                      |

### NON-ACADEMIC AWARDS

| Award                               | Description                                                                                                                                                                                |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brother Vincent Award of Excellence | Awarded to the top AssumptionKnight graduand of each cohort who epitomises the CHRIST Values and Vision of Assumption English School (i.e. excels in both character and academic results). |
| Brother Emmanuel Leadership Award   | Awarded to the Student Leader who exhibits outstanding character and demonstrate excellent leadership.                                                                                     |
| Sportsperson of the Year Award      | Awarded to an AssumptionKnight with outstanding sporting achievements and values                                                                                                           |
| Outstanding CCA Individual Award    | Awarded to AssumptionKnights for exemplary contribution to their CCA in the areas of Leadership, Representation, Achievements and Service.                                                 |

### EDUSAVE AWARDS

Edusave Awards are given by the government annually to Singaporean students to help enhance educational opportunities and motivate pupils to excel in schools in academic and non-academic domains. These Singaporean students must have performed well or made good progress in their school work and have good conduct. Each student is eligible for only one Edusave academic award, and/or ECHA award and/or EAGLES award, up to a maximum of 3 awards:

- Edusave Character Award (ECHA)
- Edusave Scholarships for Secondary Schools (ESSS)
- Edusave Merit Bursary (EMB)
- Edusave Good Progress Award (GPA)
- Edusave Awards for Achievement, Good Leadership and Service (EAGLES)

### EDUSAVE AWARD CRITERIA

|                       | ECHA                                                                                                                                                                                                                                                      | ESSS                                                                                                         | EMB                                                                                                                                                                                                            | GPA                                                                                                                         | EAGLES                                                                                                                                                                                                                                                                                  |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Criteria</b>       | <p>Up to 2% of students who demonstrate CHRIST values, qualities associated to resilience and serve as role model in conduct and attitude.</p> <p>Proven record of service to school and the wider community.</p> <p>Minimum Very Good Conduct Grade.</p> | <p>Top 10% of each level and course in terms of academic performance.</p> <p>Minimum Good Conduct Grade.</p> | <p>Top 25% of each level &amp; course in terms of academic performance.</p> <p>Gross monthly household income below \$9,000, or per capita income of less than \$2,250.</p> <p>Minimum Good Conduct Grade.</p> | <p>Top 10% of each level and course in terms of improvement in academic performance.</p> <p>Minimum Good Conduct Grade.</p> | <p>Up to 15% of students who have demonstrated good conduct and one or more of the following: (i) leadership qualities, (ii) service to community and schools, (iii) excellence in non-academic activities or, (iv) 21st Century Competencies in a consistent and exemplary manner.</p> |
| <b>Amount Awarded</b> | \$500                                                                                                                                                                                                                                                     | \$500                                                                                                        | \$350                                                                                                                                                                                                          | \$200                                                                                                                       | \$350                                                                                                                                                                                                                                                                                   |

# AWARDS AND RECOGNITION

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## CLASS AWARDS

### OBJECTIVES

The class awards aim to affirm AssumptionKnights for their holistic development across all aspects of school life, through which we hope to build the students' sense of belonging to the class and thus, strengthen the class identity.

### POINT SYSTEM

Points will be awarded for maintenance of classroom cleanliness, class participation and achievement in level-based programmes such as Inter-Class Games, and school-wide events such as AssumptionKnight Challenge.

All these points will contribute towards determining the **Class of the Year**.

## OUTSTANDING ASSUMPTIONKNIGHT AWARD

### OBJECTIVES

The Outstanding AssumptionKnight Award honours deserving students who have exhibited the student outcomes of Fortitude, Mastery and Charity.

### AWARDS

- Fortitude Award – to recognise students who have shown perseverance and resilience
- Mastery Award – to recognise students who have shown excellence in their academics or CCAs
- Charity Award – to recognise students who have shown empathy and compassion
- Most Improved Award - to recognise students who have exhibited improvement in learning attitude or trying their best to achieve the student outcomes of fortitude, mastery and charity

The Outstanding AssumptionKnight Awards are given out at the end of each semester.

## AWARDS AND RECOGNITION

### LEAPS 2.0 – RECOGNITION OF STUDENTS' ATTAINMENT AND LEARNING IN THE CO-CURRICULUM

This LEAPS 2.0 framework is implemented for all students who enrolled in Secondary 1 in 2014 onwards.

LEAPS 2.0 recognises students' experiential learning and attainment in the four domains of the co-curriculum as they progress through their secondary school years. At the end of the graduating year, students' co-curricular attainment will be translated to bonus point(s) which can be used for admission to Junior Colleges / Polytechnics / Institutes of Technical Education.

The four domains are:

#### Participation

- recognises the student's participation in school-based Co-curricular Activities (CCA) for the development of specific knowledge and skills, be it in Clubs and Societies (C&S), Physical Sports, Uniformed Groups (UG) or Visual and Performing Arts (VPA);

#### Achievement

- recognises the different levels of representation and accomplishment in the student's involvement in school or other external organisations;

#### Leadership

- recognises the development of the student's leadership dispositions - as an individual who can lead himself/herself, work with others in a team and grow as a leader to become a confident person;

#### Service

- recognises the student's development as an individual who is socially responsible and understands his/her role in contributing to the well-being of others.

#### GRADING TABLE

| Co-Curricular Attainment | Criteria                                                                                                                                                                                                                         | Award          |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Excellent                | Minimum Level 3 in all four domains AND at least Level 4 in one domain                                                                                                                                                           | 2 bonus points |
| Good                     | Minimum Level 1 in all four domains AND Any one of the following:<br>1. At least Level 2 in three domains;<br>2. At least Level 2 in one domain and at least Level 3 in another domain; or<br>3. At least Level 4 in one domain. | 1 bonus point  |
| Fair                     | Did not meet the minimum criteria for 'GOOD'                                                                                                                                                                                     | 0 bonus point  |

For more detailed information, please refer to this link:

<https://www.moe.gov.sg/-/media/files/programmes/leaps-2-framework.pdf>

# SCHOOL CURRICULUM

## ACADEMIC OBJECTIVES

The school's Instructional Programmes are aligned to the school's Strategic Thrust to cultivate confident lifelong learners who embrace learning with joy and purpose through

- designing and implementing authentic and relevant curriculum to develop enhanced 21<sup>st</sup> century competencies,
- adopting student-centric pedagogies to engage and differentiate for joyful and meaningful learning to take place.

### FLAGSHIP PROGRAMMES

- The **Applied Learning Programme (ALP)** titled **SPEAK (SPeak English with grAce and Knowledge)** aims to nurture confident and eloquent communicators who can articulate their thoughts and opinions well. Using a spiral progression of skills approach, our AssumptionKnights develop important speaking and communication skills.
  - ❖ Secondary 1 – Speak Accurately by producing book trailers where students record voiceovers for selected characters.
  - ❖ Secondary 2 – Speak Confidently by taking on roles of news anchors and reporters.
  - ❖ Secondary 3 – Speak Persuasively through public speeches, campaigning for a worthy cause.
  - ❖ Secondary 4 and 5 – Speak Passionately by producing a one-minute introductory clip for their tertiary level portfolios.
- The **Learning for Life Programme (LLP)** is the "DINAN" Leadership Programme where students "Learn to Serve, Serve to Lead, Lead to Inspire". Through the inspiring act of St. Louis Marie de Montfort's (our patron Saint) humility and compassion for the poor and sick in Dinan, we seek to grow AssumptionKnights into compassionate leaders. We teach students to serve with humility and leading others through our CHRIST values—Compassion, Humility, Respect, Integrity, Sense of Responsibility and Trust.
- The **Asian Young Leaders for Human Fraternity (AYLFH)** is a youth impact initiative by AES to provide a platform for young leaders of Asia to connect and communicate with each other, building bonds and forging friendships, regardless of race, language, religion or nationality. This promotes the importance of mutual understanding and respect.
- Our **Internationalisation Programme** slows students to go on overseas trips to gain global awareness and cross-cultural understanding. These authentic experiences broaden their perspectives and empower them to become compassionate leaders and responsible global citizens.
- Our **Young Scientists Programme (YSP)** is a special programme for students interested in Science to further deepen their scientific knowledge and develop critical thinking and problem-solving skills.

In lower secondary, every student experiences a broad-based curriculum where a strong foundation is built via discovery and exploration. In upper secondary, every student achieves subject mastery and skills that will enable them to pursue post-secondary goals.

### Authentic Learning in the classroom and beyond

- ❖ English and Literature Theatre Exposure Programme
- ❖ Science Experiential Projects
- ❖ Historical Investigation and Geographical Investigation
- ❖ Mother Tongue Fortnight
- ❖ Kite-Design and Flying through Mathematics

### FULL SUBJECT-BASED BANDING (FULL SBB)

Students will have greater flexibility to offer subjects at various subject levels as we shift away from course-based subject offerings. Students will graduate with the Singapore-Cambridge Secondary Education Certificate from 2027.

**Beyond the start of Secondary 1**, the eligibility criteria to take **English Language**, **Mother Tongue Language**, **Mathematics** and **Science**, at a more demanding level, from Secondary 1 Semester 2 and/or Secondary 2 Semester 1 are:

| From Current Subject Level to a more Demanding Level | School-Based Results          |
|------------------------------------------------------|-------------------------------|
| From G1 to G2 OR From G2 to G3                       | ≥ 75% in the specific subject |

**Beyond the start of Secondary 1**, the eligibility criteria to take for **Humanities (HU)**<sup>^</sup> subjects at a more demanding level, from Secondary 2 Semester 1 are:

| more Demanding Level | School-Based Results                                                                                                                                                                               |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| From G1 to G2        | ≥ 75% G1 English Language (or ≥ 50% overall in G2 English Language) _____<br>A Pass with Distinction grade for both G1 Humanities (Social Studies component) Performance Tasks in Semester 1 and 2 |
| From G2 to G3        | ≥ 75% or higher in the specific subject                                                                                                                                                            |

<sup>^</sup>Humanities subjects include History, Geography and Literature.

# SCHOOL ASSESSMENT POLICY

Assessment is the process of gathering and documenting information of a student's level of achievement and performance in the various domains. This data can then be used for making informed decisions about the student, curricular, programmatic and/or institutional policies.

The 3 tenets of the **AES Assessment Policy** guides the assessment practices in the school:

- 1) Assessment practices are **student centric** to develop students to become self directed learners based on the best interest of the child.
- 2) Multiple modes of assessment are used to **prepare students for the real world** and engage them in purposeful learning.
- 3) **Feedback** is key for students to continuously improve in their learning.

Assessment is thus used to provide feedback to students in reaching their academic goals. The categories of assessment are summarised as follows:

## WEIGHTED ASSESSMENT (WA)

Weighted Assessment (WA) refers to assessments where the scores form part of the computation of a student's overall results in a subject for the year for Secondary 1, 2 and 3 classes.

## PRELIMINARY AND END-OF-YEAR EXAMINATIONS (PRELIM AND EOY)

There will be no Mid-Year Examinations for all levels. End of Year Examinations will take place for Secondary 1, 2 and 3 classes. Graduating classes will take the Preliminary Examinations in place of the End of Year Examinations. The weighting for each level is shown below.

| LEVEL             | Term 1 WA | Term 2 WA | Term 3 WA | Term 4 EOY EXAM |
|-------------------|-----------|-----------|-----------|-----------------|
| <b>1, 2 and 3</b> | 15%       | 15%       | 15%       | 55%             |

| LEVEL          | Term 1 WA | Term 2 WA | PRELIMINARY EXAM |
|----------------|-----------|-----------|------------------|
| <b>4 and 5</b> | 15%       | 15%       | 70%              |

\* These weightings are for all subjects except Design and Technology (D&T) and Food and Consumer Education (FCE) at the lower secondary level.

\* Sec 4/5 students who are taking the O Level MTL paper in June will sit for their MTL Preliminary Examination in Term 2.

## MARKS AND GRADE SCHEME

| Sec 1, 2 and 3 G3,<br>Sec 4 Express, Sec 5 Normal (Acad)                                                                                                                                                                                                                    | Sec 1, 2 and 3 G2 and Sec 4 Normal (Acad)                                                                                     | Sec 1, 2 and 3 G1 and Sec 4 Normal (Tech)                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| A1: 75% and above<br>A2: 70% to 74%<br>B3: 65% to 69%<br>B4: 60% to 64%<br>C5: 55% to 59%<br>Grades D7, E8, F9 and U are indicative of a Fail grade.                                                                                                                        | 1: 75% and above<br>2: 70% to 74%<br>3: 65% to 69%<br>4: 60% to 64%<br>5: 50% to 59%<br>6: Below 50% (indicates a Fail grade) | A: 75% and above<br>B: 70% to 74%<br>C: 60% to 69%<br>D: 50% to 59%<br>E: Below 50% (indicates a Fail grade) |
| Students taking common curriculum subjects at lower secondary (FCE, Art, D&T) will be awarded a BG (beginning), DV (developing), CP (competent) or PF (proficient). Students taking Mother Tongue Language Syllabus B will be awarded a Merit, Pass or it will be Ungraded. |                                                                                                                               |                                                                                                              |

## Student Progression

Under Full SBB, all students will generally progress to the next year of learning.

Sec 1 students will progress to Sec 2 and offer the subjects at the same subject levels the following year without needing to meet the common academic requirement. This eases the transition of a student from primary to secondary school and provides time for students to adjust to the curriculum.

At the end of Sec 2 and Sec 3, students will need to meet the common academic requirement to progress to the next year of learning. Students who have not met the common academic requirement are to adjust their curricular load based on the school's holistic considerations which include students' subject-specific performance and their ability to cope with all subjects. The common academic requirement is as such:

- pass English Language and 2 subjects, or
- pass at least half the total number of examinable subjects offered.

Sec 4 Normal (Academic) students can be promoted to Sec 5 Normal (Academic) if they meet all the following criteria in the GCE N(A)-Level Examination:

- obtained N(A)-Level Grade 5 or better in English, Maths and best 3 subjects,
- obtained an aggregate score of 19 points or less for the above 5 subjects,
- met the age eligibility.

# EXAMINATION AND WEIGHTED ASSESSMENT GUIDELINES

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## 1 Reporting for Weighted Assessment and Examination

- Students should be in the designated attire for the day based on the school's guidelines.
- Students are to report to the designated assessment venues for Weighted Assessments. No extra time will be given to latecomers unless there is a valid reason.
- Students need to present their student concession card or other suitable documents for identification for end of year and preliminary examination.

## 2 Permitted Materials

- Use only **dark blue** or **black** ink for writing your answers. Pens with erasable ink are **not** permitted.
- Pencils cannot be used on answer scripts unless specified by the teachers.
- Correction fluids/tapes of any type are **not** permitted for use.
- Only approved calculators can be used.
- Only approved dictionaries/electronic dictionaries are allowed for Mother Tongue Languages Paper 1 examinations.

## 3 Conduct of Weighted Assessments and Examinations

- Students are to listen to and follow instructions given by invigilators at all times.
- Personal belongings are to be placed at the front or back of the room.
- **No** reference materials, own writing paper or electronic devices capable of storing and displaying visual and verbal information are to be in candidate's possession. All communication devices (including mobile phones and smart watches) are to be **switched off** and **placed in students' bags**.
- **No** borrowing of writing materials (e.g. pens, rulers), calculator or mathematical instruments (e.g. set-squares, protractors) are allowed once the assessment begins.
- Silence is to be observed during the whole duration of the assessment.
- There should be strictly **no** communication with any other student via any means.

## 4 Consequences of Dishonesty during Examinations and Weighted Assessments

- Candidates may be expelled from the examination venue, refused entry for subsequent papers and have his/her paper cancelled or be given zero marks if he/she is found to have:
  - attempted to obtain unfair assistance, conduct and/or help others in the act of dishonesty/ cheating.
  - in his/her possession any prohibited materials or any communication equipment such as a mobile phone.
- Dishonesty or disruption of exam proceedings is considered an offence. Referral will be made to the Student Management Committee for disciplinary action and parents will be informed.

## 5 Consequences of Absence from Examinations and Weighted Assessments

- Absence from school **must** be covered by a Medical Certificate or Official Reason. Medical certificates from unlicensed TCM practitioners will not be accepted.
- There will be **no** re-sitting of the above-mentioned formal assessments for students who were absent. Students can still obtain the papers from their subject teachers for checking their understanding. The overall subject grade and marks will be determined by the remaining Weighted Assessments and Examinations the students sit for.

## 6 Access Arrangements

- Students will only be given access arrangements (e.g. extra time) for preliminary and end-of-year examinations. The allocated time for weighted assessments is sufficient for all students, including those who have provision, to complete their WAs.

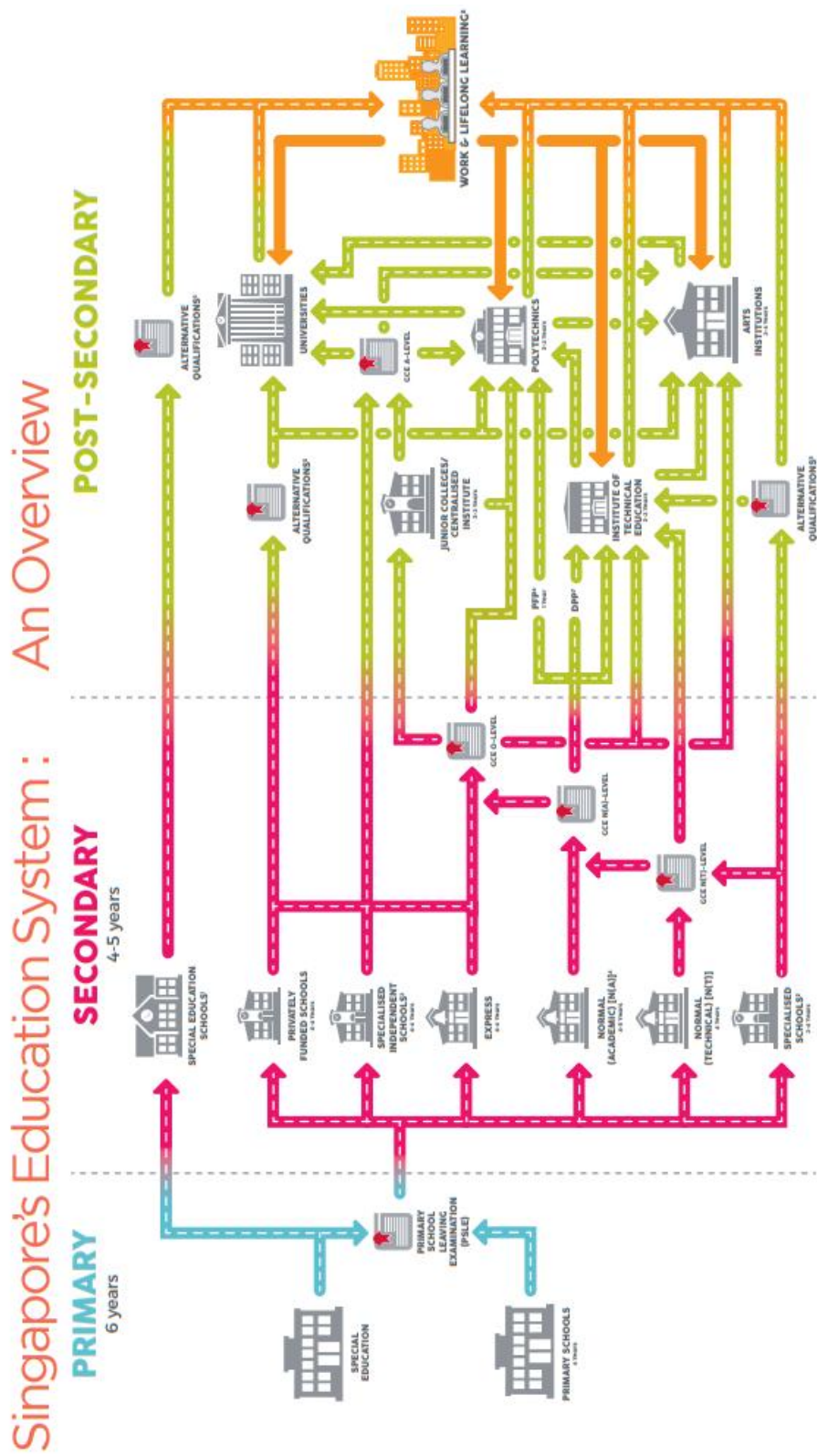
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## INFORMATION ON POST-SECONDARY EDUCATION

### WHAT'S AFTER SECONDARY SCHOOL

Our education system has many choices for you to pursue your next phrase of learning. Pick a pathway that best suits your interests, abilities and passions. Start by getting to know the different post-secondary education institutions and see where your interests and strengths fit in.

#### SINGAPORE EDUCATION SYSTEM: OVERVIEW



**FULL SUBJECT-BASED BANDING (FOR STUDENTS GRADUATING IN 2027 ONWARDS)**

Full Subject-Based Banding (Full SBB) is part of MOE's ongoing efforts to nurture the joy of learning and develop multiple pathways to cater to the different strengths and interests of our students.

With Full SBB, we are moving towards a secondary school education where students learn each subject at the level that best caters to their overall strengths, interests and learning needs. Under Full SBB, there will no longer be separate Express, N(A), and N(T) streams, and students will be in mixed form classes where they can interact with peers of different strengths and interests.

Under Full SBB, MOE will expand Subject-Based Banding (SBB) beyond the four PSLE subjects, to allow eligible students to offer Humanities subjects at a more demanding level from Secondary 2.

Other subjects such as Art, Design and Technology, Food and Consumer Education, Music will be offered as an accompanying set of Common Curriculum subjects at lower secondary.

The table below shows the minimum number of subjects at each subject level that students will have to offer in their fourth year of secondary education to qualify for the various post-secondary pathways:

| Students taking at least | POST-SEC PATHWAYS |                  |                                        |                    |                     |                |
|--------------------------|-------------------|------------------|----------------------------------------|--------------------|---------------------|----------------|
|                          | ITE Year 1 Entry  | ITE Year 2 Entry | Polytechnic Foundation Programme (PFP) | Polytechnic Year 1 | Millennia Institute | Junior College |
| 5 G3 subjects            | ✓                 | ✓                | NEW ✓                                  | ✓                  | ✓                   | NEW ✓          |
| 4 G3 + 1 G2 subjects     | ✓                 | ✓                | NEW ✓                                  | NEW ✓              |                     |                |
| 5 G2 subjects            | ✓                 | ✓                | ✓                                      |                    |                     |                |
| 4 G1 subjects            | ✓                 | NEW* ✓           |                                        |                    |                     |                |

\*Students who offer 4 G1 subjects will join Year 1 of Higher Nitec, and may be offered the accelerated pathway if they meet academic requirements during their Year 1 Semester 1 examinations. This pathway will allow them to attain a Higher Nitec in a shorter duration of about two years.

# INFORMATION ON POST-SECONDARY EDUCATION

## 1. JUNIOR COLLEGES/ MILLENNIA INSTITUTE

The Junior Colleges (JCs) and Millennia Institute (MI) of the Ministry of Education (MOE) prepare students by equipping them with the skills and knowledge required for universities or institutes of higher learning in Singapore and abroad. Most JCs/MI offer the GCE A-level curriculum, which provides students with learning opportunities in three areas: life skills, knowledge skills and subject disciplines.

## 2. POLYTECHNICS

Our polytechnic education offers hands-on experience within a dynamic and progressive learning environment. It also equips you with industry-relevant skills and competencies that will prepare you well for the workforce. There are five polytechnics in Singapore which offer courses that lead students to fulfilling careers and prepare them for lifelong learning.

## 3. INSTITUTE OF TECHNICAL EDUCATION

The Institute of Technical Education (ITE) aims to equip its students with the technical skills and knowledge to meet the workforce needs of various industry sectors. Whether you aspire to be a technician, an engineering assistant or even a chef, you will find many interesting courses to choose from at ITE. You will be able to discover and develop your talents, and acquire new skills through hands-on and interactive learning at the same time.

## 4. ARTS INSTITUTIONS

There are two arts institutions in Singapore offering specialist creative arts education to develop your artistic potential. They are: LASALLE College of the Arts (LASALLE) and Nanyang Academy of Fine Arts (NAFA). Both LASALLE and NAFA offer a wide range of design, media, fine arts and performing arts courses to inspire the most creative minds. At these institutions, you can transform your vision into breath taking forms with courses in graphic design and fine arts. You can stage your own play or develop your musical repertoire with courses in theatre and music.

FOR MORE INFORMATION, VISIT: <https://www.moe.gov.sg/post-secondary/overview>

# ADMISSION CRITERIA TO POST-SECONDARY EDUCATION

## ADMISSION TO JUNIOR COLLEGES AND MILLENNIA INSTITUTE

### FOR STUDENTS GRADUATING IN 2026:

TABLE 1A: ELIGIBILITY CRITERIA FOR ADMISSION TO JUNIOR COLLEGES

| Aggregate Range for L1R5 excluding Bonus Points<br>(Refer to Table 3 for details on aggregate computation) | Meet Requirements as specified in Table 2 |                                                                                                        |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
|                                                                                                            | Yes                                       | No                                                                                                     |
| ≤ 15                                                                                                       | Eligible                                  | Eligible for Conditional Admission                                                                     |
| 16 – 20                                                                                                    |                                           | Eligible for Conditional Admission only if students have grades of 'A1' or 'A2' in all the R5 subjects |

TABLE 1B: ELIGIBILITY CRITERIA FOR ADMISSION TO MILLENNIA INSTITUTE

| Aggregate Range for L1R4 excluding Bonus Points<br>(Refer to Table 3 for details on aggregate computation) | Meet Requirements as specified in Table 2 |                                                                                                        |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
|                                                                                                            | Yes                                       | No                                                                                                     |
| ≤ 15                                                                                                       | Eligible                                  | Eligible for Conditional Admission                                                                     |
| 16 – 20                                                                                                    |                                           | Eligible for Conditional Admission only if students have grades of 'A1' or 'A2' in all the R4 subjects |

100%

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| 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 | 2034 | 2035 | 2036 | 2037 | 2038 | 2039 | 2040 | 2041 | 2042 | 2043 | 2044 | 2045 | 2046 | 2047 | 2048 | 2049 | 2050 | 2051 | 2052 | 2053 | 2054 | 2055 | 2056 | 2057 | 2058 | 2059 | 2060 | 2061 | 2062 | 2063 | 2064 | 2065 | 2066 | 2067 | 2068 | 2069 | 2070 | 2071 | 2072 | 2073 | 2074 | 2075 | 2076 | 2077 | 2078 | 2079 | 2080 | 2081 | 2082 | 2083 | 2084 | 2085 | 2086 | 2087 | 2088 | 2089 | 2090 | 2091 | 2092 | 2093 | 2094 | 2095 | 2096 | 2097 | 2098 | 2099 | 2100 | 2101 | 2102 | 2103 | 2104 | 2105 | 2106 | 2107 | 2108 | 2109 | 2110 | 2111 | 2112 | 2113 | 2114 | 2115 | 2116 | 2117 | 2118 | 2119 | 2120 | 2121 | 2122 | 2123 | 2124 | 2125 | 2126 | 2127 | 2128 | 2129 | 2130 | 2131 | 2132 | 2133 | 2134 | 2135 | 2136 | 2137 | 2138 | 2139 | 2140 | 2141 | 2142 | 2143 | 2144 | 2145 | 2146 | 2147 | 2148 | 2149 | 2150 | 2151 | 2152 | 2153 | 2154 | 2155 | 2156 | 2157 | 2158 | 2159 | 2160 | 2161 | 2162 | 2163 | 2164 | 2165 | 2166 | 2167 | 2168 | 2169 | 2170 | 2171 | 2172 | 2173 | 2174 | 2175 | 2176 | 2177 | 2178 | 2179 | 2180 | 2181 | 2182 | 2183 | 2184 | 2185 | 2186 | 2187 | 2188 | 2189 | 2190 | 2191 | 2192 | 2193 | 2194 | 2195 | 2196 | 2197 | 2198 | 2199 | 2200 | 2201 | 2202 | 2203 | 2204 | 2205 | 2206 | 2207 | 2208 | 2209 | 2210 | 2211 | 2212 | 2213 | 2214 | 2215 | 2216 | 2217 | 2218 | 2219 | 2220 | 2221 | 2222 | 2223 | 2224 | 2225 | 2226 | 2227 | 2228 | 2229 | 2230 | 2231 | 2232 | 2233 | 2234 | 2235 | 2236 | 2237 | 2238 | 2239 | 2240 | 2241 | 2242 | 2243 | 2244 | 2245 | 2246 | 2247 | 2248 | 2249 | 2250 | 2251 | 2252 | 2253 | 2254 | 2255 | 2256 | 2257 | 2258 | 2259 | 2260 | 2261 | 2262 | 2263 | 2264 | 2265 | 2266 | 2267 | 2268 | 2269 | 2270 | 2271 | 2272 | 2273 | 2274 | 2275 | 2276 | 2277 | 2278 | 2279 | 2280 | 2281 | 2282 | 2283 | 2284 | 2285 | 2286 | 2287 | 2288 | 2289 | 2290 | 2291 | 2292 | 2293 | 2294 | 2295 | 2296 | 2297 | 2298 | 2299 | 2300 | 2301 | 2302 | 2303 | 2304 | 2305 | 2306 | 2307 | 2308 | 2309 | 2310 | 2311 | 2312 | 2313 | 2314 | 2315 | 2316 | 2317 | 2318 | 2319 | 2320 | 2321 | 2322 | 2323 | 2324 | 2325 | 2326 | 2327 | 2328 | 2329 | 2330 | 2331 | 2332 | 2333 | 2334 | 2335 | 2336 | 2337 | 2338 | 2339 | 2340 | 2341 | 2342 | 2343 | 2344 | 2345 | 2346 | 2347 | 2348 | 2349 | 2350 | 2351 | 2352 | 2353 | 2354 | 2355 | 2356 | 2357 | 2358 | 2359 | 2360 | 2361 | 2362 | 2363 | 2364 | 2365 | 2366 | 2367 | 2368 | 2369 | 2370 | 2371 | 2372 | 2373 | 2374 | 2375 | 2376 | 2377 | 2378 | 2379 | 2380 | 2381 | 2382 | 2383 | 2384 | 2385 | 2386 | 2387 | 2388 | 2389 | 2390 | 2391 | 2392 | 2393 | 2394 | 2395 | 2396 | 2397 | 2398 | 2399</ |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--------|

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| Age Group | Percentage |
|-----------|------------|
| 18-24     | 10%        |
| 25-34     | 20%        |
| 35-44     | 30%        |
| 45-54     | 25%        |
| 55-64     | 15%        |
| 65-74     | 10%        |
| 75-84     | 5%         |
| 85+       | 5%         |

# ADMISSION CRITERIA TO POST-SECONDARY EDUCATION

## FOR STUDENTS GRADUATING IN 2027 ONWARDS:

To be eligible for admission to a junior college (JC) or millennia institute (MI), you must meet these criteria:

- 1) Your L1R4 gross aggregate score must not exceed:
  - 16 for JC admission
  - 20 for MI admission
- 2) MEET THE GRADE REQUIREMENTS FOR SPECIFIC SUBJECTS AS FOLLOWS:

| Subject                                                                                                                                                                                                                                                                                                     | Requirement                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| G3 English Language                                                                                                                                                                                                                                                                                         | A1 to C6                                                                                                                                                                                                 |
| Any 1 Mathematics <ul style="list-style-type: none"> <li>• G3 Additional Mathematics</li> <li>• G3 Mathematics</li> </ul>                                                                                                                                                                                   | A1 to D7                                                                                                                                                                                                 |
| Any 1 Mother Tongue Language (MTL) <ul style="list-style-type: none"> <li>• G1, G2, G3 MTL: Chinese, Malay, Tamil</li> <li>• G1, G2 or G3 MTL approved by MOE in lieu of an official MTL (MTL-in-lieu): Arabic, Bengali, Burmese, French, German, Gujarati, Hindi, Japanese, Punjabi, Thai, Urdu</li> </ul> | MTL and MTL-in-lieu: <ul style="list-style-type: none"> <li>• G3: A1 to D7</li> <li>• G2: 1 to 5</li> <li>• G1: A to D</li> </ul> HMTL: <ul style="list-style-type: none"> <li>• G3: A1 to E8</li> </ul> |

*\* Based on the MTL subject that you have taken, you will offer either H1 MTL or MTL 'B' at JC and MI. Learn more about it here: <https://www.moe.gov.sg/post-secondary/a-level-curriculum-and-subject-syllabuses?toggle-id=mtl-subject-offering-in-jc-and-mi-from-2028>*

**AGGREGATE SCORE COMPUTATION – ALL SUBJECTS USED IN AGGREGATE SCORE COMPUTATION FOR JC AND MI ADMISSIONS MUST BE TAKEN AT G3.**

|           |                                                                                            |
|-----------|--------------------------------------------------------------------------------------------|
| <b>L1</b> | G3 English or Higher Mother Tongue Language                                                |
| <b>R4</b> | Relevant Subject 1 – Any 1 best-scoring G3 subject from Humanities                         |
|           | Relevant Subject 2 – Any 1 best-scoring G3 subject from Mathematics or Science             |
|           | Relevant Subject 3 – Any 1 best-scoring G3 subject from Humanities, Mathematics or Science |
|           | Relevant Subject 4 – Any 1 best-scoring G3 subject                                         |

## WHAT CANNOT BE USED FOR AGGREGATE COMPUTATION

- Religious knowledge as one of the best-scoring subjects for aggregate score computation.
- The grades of both higher mother tongue language and mother tongue language in the same aggregate computation. For example, if higher Chinese is used as the first language (L1), Chinese cannot be used as a relevant subject (R4).

**Conditional admission criteria:** If you did not meet the minimum grade requirements for the specific subjects listed above, find out whether you are eligible for conditional admission here: <https://www.moe.gov.sg/post-secondary/admissions/jae/changes-from-2028>

**Bonus points criteria:** The bonus points are subtracted from your L1R4 gross aggregate score to obtain the net aggregate score for JAE posting. [L1R4 net aggregate score = L1R4 gross aggregate score – bonus points]

- (I) You get a maximum of 3 bonus points from a combination of any of these types:

| Type of bonus points                                                      | No. of bonus points |
|---------------------------------------------------------------------------|---------------------|
| CCA grade: Excellent                                                      | 2                   |
| CCA grade: Good                                                           | 1                   |
| English and higher mother tongue language grade: A1 to C6                 | 2                   |
| Chinese or Malay (Special Programmes) or Bahasa Indonesia grade: A1 to C6 | 2                   |
| Affiliated JC                                                             | 2                   |

- (II) You will get an additional 2 bonus points if you applied and got selected for one of the following programmes at a JC: Chinese Language Elective Programme | Malay Language Elective Programme | Tamil Language Elective Programme

If you are admitted to these programmes, you must offer the respective subject and sit for its GCE A-level examination. Regardless of whether the 2 bonus points were considered for your posting, you are required to remain in the programme while studying in the JC. If not, you can be asked to leave the school.

# ADMISSION CRITERIA TO POST-SECONDARY EDUCATION

## ADMISSION TO POLYTECHNICS:

FOR 4E5N STUDENTS GRADUATING IN 2026 AND STUDENTS OFFERING AT LEAST 4 G3 AND 1 G2 SUBJECTS IN 2027 ONWARDS

| ELR2B2: For Polytechnic Courses      |                                                                                            |                                                                                                                          |                                                                  |                                                                                                                          |
|--------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Aggregate Type                       | ELR2B2-A                                                                                   | ELR2B2-B                                                                                                                 | ELR2B2-C                                                         | ELR2B2-D                                                                                                                 |
| EL                                   | English                                                                                    |                                                                                                                          |                                                                  |                                                                                                                          |
| 1st Group of Relevant Subjects       | Art<br>Combined Humanities<br>Literature in English                                        | Mathematics<br>Additional Mathematics                                                                                    |                                                                  |                                                                                                                          |
| R2<br>2nd Group of Relevant Subjects | Additional Mathematics<br>Art<br>Combined Humanities<br>Design & Technology<br>Mathematics | Food & Nutrition<br>Higher Chinese<br>Higher Malay<br>Higher Tamil<br>Literature in English<br>Chinese<br>Malay<br>Tamil | Art<br>Combined Humanities<br>Literature in English<br>Geography | Design & Technology<br>Food & Nutrition<br>Biology<br>Chemistry<br>Physics<br>Science (Phy, Chem)<br>Science (Chem, Bio) |
| B2                                   | Best 2 other subjects excluding CCA                                                        |                                                                                                                          |                                                                  |                                                                                                                          |

The net ELR2B2 aggregate of the lowest ranked students who were admitted to polytechnic courses through the latest Joint Admissions Exercise can be viewed at <https://www.moe.gov.sg/coursefinder> as a reference for applicants applying to these courses, and do not constitute the admission scores for subsequent admission exercises.

## POLYTECHNIC FOUNDATION PROGRAMME (PFP)

Only FOR 4N STUDENTS GRADUATING IN 2026 AND STUDENTS OFFERING AT LEAST 5 G2 SUBJECTS IN 2027 ONWARDS

The Polytechnic Foundation Programme (PFP) is a one-year programme that offers a practice-oriented curriculum taught by polytechnic lecturers, to better prepare polytechnic-bound students in the NA stream (graduating in 2026) or offering mostly (at least 5) G2 subjects (graduating in 2027 onwards) for entry into the relevant Polytechnic Diploma courses. This is an alternative to the Sec 5 year. PFP students are given provisional places in diploma programmes, subject to them passing all modules in the one-year PFP. The requirement to pass all modules ensures that students are equipped with the necessary academic foundation for Diploma studies. Students should have no difficulties in meeting the requirement with sufficient effort.

All full-time Polytechnic Diploma courses will be offered under the PFP.

Students who wish to apply for the Polytechnic Foundation Programme (PFP) must have sat for their GCE 'N'-level examination in the preceding year as a Secondary 4 N(A) school candidate / the Singapore-Cambridge Secondary Education Certificate (SEC) examination, and met both of the following requirements:

- 1) ELMAB3 (English, Mathematics, Best 3 Subjects) raw aggregate score of 12 points or better (excluding CCA bonus points) at the GCE 'N'-Level examination; and
- 2) the following subject-specific requirements, which would be determined by the cluster or sub-cluster of or specific diploma courses they wish to apply to.

From the Academic Year (AY) 2026 intake, admissions to the PFP will be restructured to a cluster-based approach.

Students in the PFP will enter one of three key broad clusters:

- (i) Sciences
- (ii) Design, Engineering & Technology or
- (iii) Humanities, Art, Media and Business, before posting to a specific diploma course based on their interest and PFP performance.

All full-time Polytechnic Diploma courses will be offered under the PFP.

For more information on the eligibility criteria of the PFP, visit [https://pfp.polytechnic.edu.sg/PFP/pfp\\_eligibility.html](https://pfp.polytechnic.edu.sg/PFP/pfp_eligibility.html).

# ADMISSION CRITERIA TO POST-SECONDARY EDUCATION

## ADMISSION TO THE INSTITUTE OF TECHNICAL EDUCATION HIGHER NITEC COURSES

Different categories of 3-year Higher Nitec courses under JIE 'N' come with different entry requirements ranging from completed GCE 'N' Level to 3 GCE 'N' Level passes. GCE 'N' Level holders applying for admission to full-time 3-year Higher Nitec courses must first satisfy the entry requirements including passes in the pre-requisite subjects for the courses applied. Admission is merit-based, and posting to a course is based on aggregate of best 4 GCE 'N' Level subjects, including pre-requisite subjects and bonus points where applicable and is subjected to availability of vacancies. A lower aggregate point is indicative of better performance.

Selected courses will require applicants to attend interview/apptitude test. The computation of ITE aggregate points for Normal (Technical), Normal (Academic) and GCE 'O' Level subject grades for merit-based ranking for admission to full-time 3-year Higher Nitec and 2-year Nitec courses, is shown in the tables below:

**Computation of ITE Aggregate Points for Normal (Technical) / G1 Subjects**

| Normal (Technical) / G1 Grade | ITE Aggregate Points |
|-------------------------------|----------------------|
| A                             | 1                    |
| B                             | 2                    |
| C                             | 3                    |
| D                             | 4                    |
| E / U                         | 5                    |

**Computation of ITE Aggregate Points for Normal (Academic) / G2 Subjects**

| Normal (Academic) / G2 Grade | ITE Aggregate Points |
|------------------------------|----------------------|
| 1, 2, 3                      | 1                    |
| 4                            | 2                    |
| 5                            | 3                    |
| 6                            | 4                    |

**Computation of ITE Aggregate Points for GCE 'O' Level / G3 Subjects**

| GCE 'O' Level / G3 Grade | ITE Aggregate Points |
|--------------------------|----------------------|
| A1 - D7                  | 1                    |
| E8                       | 2                    |
| F9                       | 3                    |

The Normal (Technical) and G1 Grade E/U, Normal (Academic) and G2 Grade 6/U and GCE 'O' Level and G3 Grade F9 will not be allowed to be used for fulfilment of subject-specific minimum entry requirements. However, these grades will be allowed to be used for aggregate computation for admission to full-time 3-year Higher Nitec courses.

### CCA Bonus Points

The table below provides details for the computation of bonus points available. Please note that these bonus points are not taken into account when considering whether applicants are eligible for courses. The bonus points will only come into effect when the applicant has been deemed eligible and is being considered for posting based on merit.

| Types of Bonus Points                         | Number of Bonus Points Awarded |
|-----------------------------------------------|--------------------------------|
| For applicants with the following CCA grades: |                                |
| a) Excellent or Grades of A1 - A2             | 2 points                       |
| b) Good or Grades of B3 - C6                  | 1 point                        |

ITE will transition all its Nitec courses to the enhanced three-year curricular structure leading directly to a Higher Nitec certification by AY 2026. The list of Higher NITEC courses and their minimum entry requirements can be viewed at <https://www.ite.edu.sg/secondary-school-students/admissions/entry-qualifications/gce-n-level/for-gce-n-and-gce-o-students-jie-n/>

### For students taking the Normal (Academic) level examination in 2026:

Secondary 4 Normal (Academic) students who obtained an ELMA3 aggregate not exceeding 19 points and meet the course-specific minimum entry requirements will have the option of applying for the **Direct-Entry-Scheme into Polytechnic Programme (DPP)**. Under the DPP, students who successfully complete their Higher Nitec course and attain the required qualifying Grade Point Average are guaranteed a place in a polytechnic diploma course mapped to their Higher Nitec course. The list of DPP Higher Nitec courses can be viewed at <https://www.ite.edu.sg/secondary-school-students/ite-full-time-courses/higher-nitec-for-dpp/>.

### For students taking the Singapore-Cambridge Secondary Education Certificate (SEC) examination from 2027 onwards:

Starting from the Academic Year 2028, the admission requirements for direct entry into 2-year Higher Nitec courses will be set at G2. This means that students taking a combination of G3 and G2 subjects can apply for 2-year Higher Nitec with ELMA3 aggregate score of 19 points or less.

| 1. JUNIOR COLLEGES/ CENTRALISED INSTITUTE |                                                                                                       |                          |                                                                                       |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------|
| Anderson Serangoon JC                     | <a href="https://asrjc.moe.edu.sg/">https://asrjc.moe.edu.sg/</a>                                     | National JC              | <a href="http://nationaljc.moe.edu.sg">http://nationaljc.moe.edu.sg</a>               |
| Anglo-Chinese JC                          | <a href="http://acjc.moe.edu.sg">http://acjc.moe.edu.sg</a>                                           | Raffles Institution      | <a href="http://www.ri.edu.sg/">http://www.ri.edu.sg/</a>                             |
| Anglo-Chinese School (Independent)        | <a href="https://www.acsindep.moe.edu.sg/">https://www.acsindep.moe.edu.sg/</a>                       | River Valley High School | <a href="https://rivervalleyhigh.moe.edu.sg/">https://rivervalleyhigh.moe.edu.sg/</a> |
| Catholic JC                               | <a href="http://cjc.moe.edu.sg/">http://cjc.moe.edu.sg/</a>                                           | St Andrew's JC           | <a href="http://standrewsjc.moe.edu.sg">http://standrewsjc.moe.edu.sg</a>             |
| Dunman High School                        | <a href="https://dunmanhigh.moe.edu.sg/">https://dunmanhigh.moe.edu.sg/</a>                           | St Joseph's Institution  | <a href="http://www.sji.edu.sg">http://www.sji.edu.sg</a>                             |
| Eunoia JC                                 | <a href="https://eunoiajc.moe.edu.sg/">https://eunoiajc.moe.edu.sg/</a>                               | Tampines Meridian JC     | <a href="http://tmjc.moe.edu.sg/">http://tmjc.moe.edu.sg/</a>                         |
| Hwa Chong Institution                     | <a href="http://www.hci.edu.sg">http://www.hci.edu.sg</a>                                             | Temasek JC               | <a href="http://temasekjc.moe.edu.sg">http://temasekjc.moe.edu.sg</a>                 |
| Jurong Pioneer JC                         | <a href="http://www.jpjc.moe.edu.sg">http://www.jpjc.moe.edu.sg</a>                                   | Victoria JC              | <a href="https://victoriajc.moe.edu.sg/">https://victoriajc.moe.edu.sg/</a>           |
| Nanyang JC                                | <a href="https://nanyangjc.moe.edu.sg/">https://nanyangjc.moe.edu.sg/</a>                             | Yishun Innova JC         | <a href="https://yijc.moe.edu.sg/">https://yijc.moe.edu.sg/</a>                       |
| Millennia Institute                       | <a href="https://www.millennia institute.moe.edu.sg/">https://www.millennia institute.moe.edu.sg/</a> |                          |                                                                                       |

| 2. POLYTECHNICS      |                                                               |                       |                                                             |
|----------------------|---------------------------------------------------------------|-----------------------|-------------------------------------------------------------|
| Nanyang Polytechnic  | <a href="https://www.nyp.edu.sg/">https://www.nyp.edu.sg/</a> | Singapore Polytechnic | <a href="https://www.sp.edu.sg/">https://www.sp.edu.sg/</a> |
| Ngee Ann Polytechnic | <a href="https://www.np.edu.sg/">https://www.np.edu.sg/</a>   | Temasek Polytechnic   | <a href="https://www.rp.edu.sg/">https://www.rp.edu.sg/</a> |
| Republic Polytechnic | <a href="https://www.rp.edu.sg/">https://www.rp.edu.sg/</a>   |                       |                                                             |

For more information about polytechnic education in Singapore, visit the joint portal at [www.polytechnic.edu.sg](http://www.polytechnic.edu.sg).

| 3. INSTITUTE OF TECHNICAL EDUCATION |                                                                                                                       |                  |                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------|
| ITE College Central                 | <a href="https://www.ite.edu.sg/colleges/ite-college-central">https://www.ite.edu.sg/colleges/ite-college-central</a> | ITE College West | <a href="https://www.ite.edu.sg/colleges/ite-college-west">https://www.ite.edu.sg/colleges/ite-college-west</a> |
| ITE College East                    | <a href="https://www.ite.edu.sg/colleges/ite-college-east">https://www.ite.edu.sg/colleges/ite-college-east</a>       |                  |                                                                                                                 |

For more information about ITE in Singapore, visit the joint portal at [www.ite.edu.sg](http://www.ite.edu.sg).

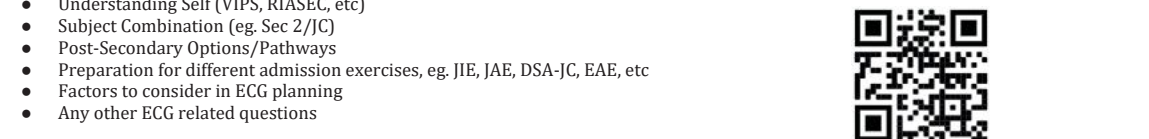
|                             |                                                                       |      |                                                                 |
|-----------------------------|-----------------------------------------------------------------------|------|-----------------------------------------------------------------|
| <b>4. ARTS INSTITUTIONS</b> |                                                                       |      |                                                                 |
| LASALLE                     | <a href="https://www.lasalle.edu.sg/">https://www.lasalle.edu.sg/</a> | NAFA | <a href="https://www.nafa.edu.sg/">https://www.nafa.edu.sg/</a> |

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GENERAL INFORMATION</b>                      | <a href="https://www.myskillsfuture.gov.sg/content/student/en/secondary.html">https://www.myskillsfuture.gov.sg/content/student/en/secondary.html</a>                                                                                                                                                                                                                                                                                                                                                         |
| <b>EDUCATION PATHWAY</b>                        | <a href="https://www.myskillsfuture.gov.sg/content/student/en/secondary/education-guide/education-landscape/explore-pathway.html">https://www.myskillsfuture.gov.sg/content/student/en/secondary/education-guide/education-landscape/explore-pathway.html</a>                                                                                                                                                                                                                                                 |
| <b>EDUCATIONAL INSTITUTES</b>                   | <a href="https://www.myskillsfuture.gov.sg/content/student/en/secondary/education-guide/explore-school.html">https://www.myskillsfuture.gov.sg/content/student/en/secondary/education-guide/explore-school.html</a>                                                                                                                                                                                                                                                                                           |
| <b>EDUCATION COURSES</b>                        | <a href="https://www.moe.gov.sg/coursefinder">https://www.moe.gov.sg/coursefinder</a><br><a href="https://www.myskillsfuture.gov.sg/content/student/en/secondary/education-guide/courses.html">https://www.myskillsfuture.gov.sg/content/student/en/secondary/education-guide/courses.html</a>                                                                                                                                                                                                                |
| <b>INDUSTRY LANDSCAPE &amp; CAREER PATHWAYS</b> | <a href="https://www.myskillsfuture.gov.sg/content/student/en/secondary/world-of-work/industry-landscape.html">https://www.myskillsfuture.gov.sg/content/student/en/secondary/world-of-work/industry-landscape.html</a><br><a href="https://www.myskillsfuture.gov.sg/content/student/en/secondary/world-of-work/occupation.html">https://www.myskillsfuture.gov.sg/content/student/en/secondary/world-of-work/occupation.html</a><br><a href="https://discover.nyc.gov.sg/">https://discover.nyc.gov.sg/</a> |
| <b>INDEPENDENT LEARNING</b>                     | <a href="https://www.rp.edu.sg/ace/micro-learning-courses">https://www.rp.edu.sg/ace/micro-learning-courses</a><br><a href="https://www.coursera.org/">https://www.coursera.org/</a><br><a href="https://discover.nyc.gov.sg/omw/Join-Programmes">https://discover.nyc.gov.sg/omw/Join-Programmes</a><br><a href="https://discover.nyc.gov.sg/omw/Resources">https://discover.nyc.gov.sg/omw/Resources</a>                                                                                                    |

FOR ADVICE ON EDUCATION AND CAREER MATTERS

You may consult your form teacher or book an appointment with the ECG counsellor to discuss any of the following:

- Understanding Self (VIPS, RIASEC, etc)
  - Subject Combination (eg. Sec 2 /JC)
  - Post-Secondary Options/Pathways
  - Preparation for different admission exercises, eg. JIE, JAE, DSA-JC, EAE, etc
  - Factors to consider in ECG planning
  - Any other ECG related questions
- 



You should attend ECG Counselling during your free periods or after school.

You may also refer to our school's ECG site for more information: <https://go.gov.sg/aes-ecg>

# 2026 SCHOOL TERMS AND HOLIDAYS

| JANUARY |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| S       | M  | T  | W  | T  | F  | S  |
|         |    |    |    | 1  | 2  | 3  |
| 4       | 5  | 6  | 7  | 8  | 9  | 10 |
| 11      | 12 | 13 | 14 | 15 | 16 | 17 |
| 18      | 19 | 20 | 21 | 22 | 23 | 24 |
| 25      | 26 | 27 | 28 | 29 | 30 | 31 |

| FEBRUARY |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
| 1        | 2  | 3  | 4  | 5  | 6  | 7  |
| 8        | 9  | 10 | 11 | 12 | 13 | 14 |
| 15       | 16 | 17 | 18 | 19 | 20 | 21 |
| 22       | 23 | 24 | 25 | 26 | 27 | 28 |

| MARCH |    |    |    |    |    |    |
|-------|----|----|----|----|----|----|
| S     | M  | T  | W  | T  | F  | S  |
| 1     | 2  | 3  | 4  | 5  | 6  | 7  |
| 8     | 9  | 10 | 11 | 12 | 13 | 14 |
| 15    | 16 | 17 | 18 | 19 | 20 | 21 |
| 22    | 23 | 24 | 25 | 26 | 27 | 28 |
| 29    | 30 | 31 |    |    |    |    |

| APRIL |    |    |    |    |    |    |
|-------|----|----|----|----|----|----|
| S     | M  | T  | W  | T  | F  | S  |
|       |    |    | 1  | 2  | 3  | 4  |
| 5     | 6  | 7  | 8  | 9  | 10 | 11 |
| 12    | 13 | 14 | 15 | 16 | 17 | 18 |
| 19    | 20 | 21 | 22 | 23 | 24 | 25 |
| 26    | 27 | 28 | 29 | 30 |    |    |

| MAY |    |    |    |    |    |    |
|-----|----|----|----|----|----|----|
| S   | M  | T  | W  | T  | F  | S  |
|     |    |    |    |    | 1  | 2  |
| 3   | 4  | 5  | 6  | 7  | 8  | 9  |
| 10  | 11 | 12 | 13 | 14 | 15 | 16 |
| 17  | 18 | 19 | 20 | 21 | 22 | 23 |
| 24  | 25 | 26 | 27 | 28 | 29 | 30 |
| 31  |    |    |    |    |    |    |

| JUNE |    |    |    |    |    |    |
|------|----|----|----|----|----|----|
| S    | M  | T  | W  | T  | F  | S  |
|      | 1  | 2  | 3  | 4  | 5  | 6  |
| 7    | 8  | 9  | 10 | 11 | 12 | 13 |
| 14   | 15 | 16 | 17 | 18 | 19 | 20 |
| 21   | 22 | 23 | 24 | 25 | 26 | 27 |
| 28   | 29 | 30 |    |    |    |    |

| JULY |    |    |    |    |    |    |
|------|----|----|----|----|----|----|
| S    | M  | T  | W  | T  | F  | S  |
|      |    |    | 1  | 2  | 3  | 4  |
| 5    | 6  | 7  | 8  | 9  | 10 | 11 |
| 12   | 13 | 14 | 15 | 16 | 17 | 18 |
| 19   | 20 | 21 | 22 | 23 | 24 | 25 |
| 26   | 27 | 28 | 29 | 30 | 31 |    |

| AUGUST |    |    |    |    |    |    |
|--------|----|----|----|----|----|----|
| S      | M  | T  | W  | T  | F  | S  |
|        |    |    |    |    |    | 1  |
| 2      | 3  | 4  | 5  | 6  | 7  | 8  |
| 9      | 10 | 11 | 12 | 13 | 14 | 15 |
| 16     | 17 | 18 | 19 | 20 | 21 | 22 |
| 23     | 24 | 25 | 26 | 27 | 28 | 29 |
| 30     | 31 |    |    |    |    |    |

| SEPTEMBER |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
|           |    | 1  | 2  | 3  | 4  | 5  |
| 6         | 7  | 8  | 9  | 10 | 11 | 12 |
| 13        | 14 | 15 | 16 | 17 | 18 | 19 |
| 20        | 21 | 22 | 23 | 24 | 25 | 26 |
| 27        | 28 | 29 | 30 |    |    |    |

| OCTOBER |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| S       | M  | T  | W  | T  | F  | S  |
|         |    |    |    | 1  | 2  | 3  |
| 4       | 5  | 6  | 7  | 8  | 9  | 10 |
| 11      | 12 | 13 | 14 | 15 | 16 | 17 |
| 18      | 19 | 20 | 21 | 22 | 23 | 24 |
| 25      | 26 | 27 | 28 | 29 | 30 | 31 |

| NOVEMBER |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
| 1        | 2  | 3  | 4  | 5  | 6  | 7  |
| 8        | 9  | 10 | 11 | 12 | 13 | 14 |
| 15       | 16 | 17 | 18 | 19 | 20 | 21 |
| 22       | 23 | 24 | 25 | 26 | 27 | 28 |
| 29       | 30 |    |    |    |    |    |

| DECEMBER |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    | 1  | 2  | 3  | 4  |
| 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 26       | 27 | 28 | 29 | 30 | 31 |    |

 School Vacation       Public Holidays       School Holidays

## SCHOOL CALENDAR

| Semester 1 |                                          |
|------------|------------------------------------------|
| Term 1     | 2 January (Fri) to 13 March (Fri)        |
| Term 2     | 23 March (Mon) to 29 May (Fri)           |
| Semester 2 |                                          |
| Term 3     | 29 June (Mon) to 4 September (Fri)       |
| Term 4     | 14 September (Mon) to 20 November* (Fri) |

\*The last day of the Term for schools which will be used as venues for the GCE O-Level written examinations, will be Friday 23 October 202 .

## PUBLIC HOLIDAYS

|        |                  |                                |
|--------|------------------|--------------------------------|
| Term 1 | New Year's Day   | 01 January (Thu)               |
|        | Chinese New Year | 17 February (Tue)              |
|        |                  | 18 February (Wed)              |
| Term 2 | Hari Raya Puasa  | 31 March (Sat) <sup>1</sup>    |
|        | Good Friday      | 3 April (Fri)                  |
|        | Labour Day       | 1 May (Fri)                    |
|        | Hari Raya Haji   | 27 May (Wed)                   |
|        | Vesak Day        | 31 May (Sun) <sup>2</sup>      |
| Term 3 | National Day     | 09 August (Sun) <sup>3</sup>   |
| Term 4 | Deepavali        | 08 November (Sun) <sup>4</sup> |
|        | Christmas Day    | 25 December (Fri)              |

<sup>1</sup>As Saturday, 21 March 202 is a Public Holiday, Monday, 23 March 202 will be a designated day off-in-lieu for schools. (i.e. Schools, including the General Office, will be closed.)

<sup>2</sup>Monday, 01 June 202 will be a Public Holiday.

<sup>3</sup>Monday, 10 August 202 will be a Public Holiday.

Monday, 9 ovember 202 will be a Public Holiday.

## SCHEDULED SCHOOL HOLIDAYS

|                              |                    |
|------------------------------|--------------------|
| Youth Day                    | 05 July (Sun)      |
| School Holiday for Youth Day | 06 July (Mon)      |
| Teachers' Day                | 04 September (Fri) |



# Compassion

As the chosen of God, then, the holy people whom he loves, you are to be clothed in heartfelt compassion, in generosity, and humility, gentleness and patience.

Colossians 3:12

# GROWTH MINDSET

## Discover the Magic of a Growth Mindset!

A growth mindset is all about believing in your ability to improve and grow. It means understanding that intelligence and skills can be developed through dedication and hard work. With a growth mindset, you can overcome challenges, learn from mistakes and achieve great things!

## Challenge Yourself

With a growth mindset, you know that challenges are opportunities for growth. Don't be afraid to take on new and difficult tasks. Step out of your comfort zone, set goals and watch yourself grow.

## Learn from Mistakes

With a growth mindset, every mistake becomes a stepping stone to success. When you slip up or get something wrong, pause and take a deep breath. Reflect on what happened, learn from it, and try again. Each attempt makes you stronger, more confident and better prepared for the next challenge.

## Believe in Your Potential

With a growth mindset, you understand that intelligence and talents can be developed over time. Keep pushing yourself, stay positive and believe in your ability to achieve anything you set your mind to. You have unlimited potential.

## Embrace Effort and Persistence

With a growth mindset, you know that effort and perseverance are the keys to achieving your goals. Stay determined, work hard and celebrate the progress you make along the way!

# GROWTH

## Mindset

My potential is limitless with effort and perseverance.

I am in control of my own success.

I am open to new ideas and different perspectives.

Learning from others is a valuable part of my journey.

I can learn anything I set my mind to.

I can achieve my goals through effort.

Persistence leads to progress.

Challenges help me to improve.

I am capable of achieving great things.

Mistakes are opportunities to grow.

Learning is a lifelong journey.

Every setback is a setup for a comeback.

Feedback is a gift that helps me learn.

Effort is the path to mastery.

Failure is a stepping stone to success.

I can always improve with practice.

# GROWTH MINDSET

The driver behind a learner's motivation and achievement

## FIXED MINDSET

## GROWTH MINDSET

I already know it all

I want to learn

I give up easily

I welcome and learn from feedback

I ignore useful feedback

I learn from others

I can't change how smart I was born

I can train my brain

I don't need to practice

I can work hard to get better at something

I'll never be good at this

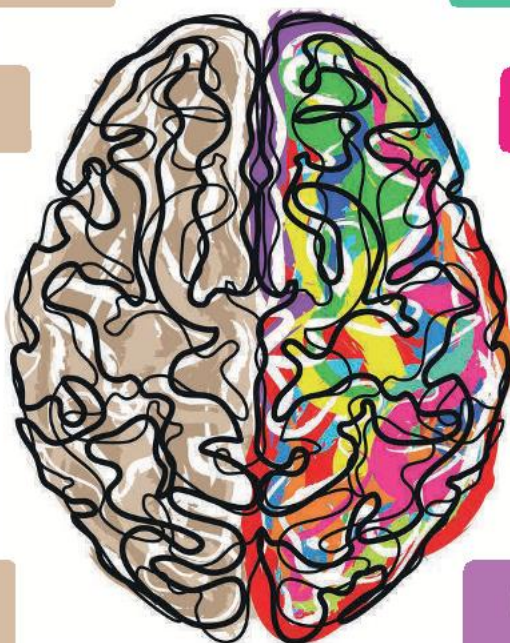
I will keep trying

Mistakes are bad so I avoid them

Mistakes are learning opportunities

I avoid things that require effort

I want to be challenged



# GROWTH MINDSET

LET'S MAKE LEARNING CHALLENGES  
AN OPPORTUNITY TO GROW.

WHAT TO SAY INSTEAD OF "I GIVE UP."

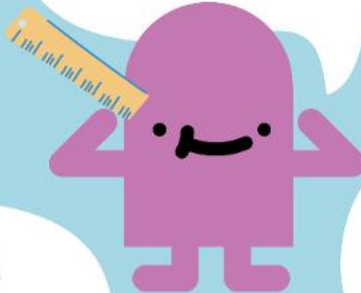
"I WILL GET BETTER  
WITH PRACTICE."



"I AM GOING TO  
FIGURE OUT HOW MY  
CLASSMATES DO IT."



"I CAN ALWAYS  
IMPROVE SO  
I WILL KEEP  
TRYING."



"MISTAKES  
HELP ME TO  
LEARN BETTER."



"THIS WILL TAKE  
TIME AND EFFORT,  
AND THAT IS OKAY."



# THE POWER OF **YET**

a growth mindset attribute

I don't understand this...

I can't do this...

I'm not good at this...

It doesn't work...

This doesn't make sense...

I'm not an expert at this...

**YET**

**YET**

**YET**

**YET**

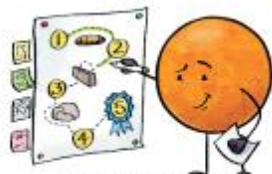
**YET**

**YET**



# Executive Functioning Skills We Are Building

[www.thepathway2success.com](http://www.thepathway2success.com)



## PLANNING

Developing a strategy before starting a task



**TASK INITIATION**  
Starting tasks right away



**TIME MANAGEMENT**  
Making the best use of time to complete tasks



**ORGANIZATION**  
Developing and maintaining systems to stay tidy



**SELF-CONTROL**  
Managing thoughts and feelings to make good choices



**WORKING MEMORY**  
Holding information in our brains while we work



**METACOGNITION**  
Being aware of what we know to help us learn



**ATTENTION**  
Focusing on a task or person for a period of time



**FLEXIBILITY**  
Adapting to new situations and dealing with change



**PERSEVERANCE**  
Working through challenges to complete a goal

# EAT well

Fuel for growth and learning.  
Good nutrition can support growth and enhance overall health and development.

# SLEEP well

Rest for success.  
Healthy sleeping routines can improve concentration, mood and physical development.

Grow Well  
SG

# LEARN well

Engage in diverse learning experiences for holistic development.  
Excessive screen use and unrestricted access to digital technology may hinder our learning and affect our mental well-being.

# EXERCISE well

Active bodies, active minds.  
Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem

# BOND well

The cultivation of strong relationships within the family and social connections with friends.  
Bonding well supports and reinforces healthy lifestyles.

<https://www.moh.gov.sg/staying-healthy/growwellsg/>



## 2. Create a conducive learning space

### 3. Discipline with study time

#### 4. Make a To Do List (Daily Target)

## 5. Avoid things that can make you fail to focus

To stay focused and do our best, it helps to create a calm learning space by keeping our smartphones aside during lessons. When we choose to stay present and ignore social media notifications, we are training our minds to concentrate better. By setting healthy limits, we can balance fun and learning in a way that supports our growth.



# MY TIMETABLE



# MY Targets *at a glance*

|             | WA1    |        | WA2    |        | WA3    |        | END OF YEAR EXAMINATION |        |
|-------------|--------|--------|--------|--------|--------|--------|-------------------------|--------|
| SUBJECT     | TARGET | ACTUAL | TARGET | ACTUAL | TARGET | ACTUAL | TARGET                  | ACTUAL |
| ENGLISH     |        |        |        |        |        |        |                         |        |
| MATHEMATICS |        |        |        |        |        |        |                         |        |
|             |        |        |        |        |        |        |                         |        |
|             |        |        |        |        |        |        |                         |        |
|             |        |        |        |        |        |        |                         |        |
|             |        |        |        |        |        |        |                         |        |
|             |        |        |        |        |        |        |                         |        |
|             |        |        |        |        |        |        |                         |        |
|             |        |        |        |        |        |        |                         |        |
|             |        |        |        |        |        |        |                         |        |
|             |        |        |        |        |        |        |                         |        |
|             |        |        |        |        |        |        |                         |        |
|             |        |        |        |        |        |        |                         |        |

Setting targets helps you stay motivated and focused. Your WA targets act as regular check-ins that offer feedback on how you are progressing, allowing you to adjust your learning approaches along the way. Through this process, you learn that improvement comes from effort and effective strategies rather than chance, which reflects a growth mindset. Each target you work towards becomes a meaningful step that guides you to your larger academic goal of doing well in your EOY, Prelim and National examinations.

Date:



# Self Care Planner

## My Priorities

A large, empty teal rectangular box with rounded corners, intended for writing priorities. To its left is a large orange hand-drawn star.

## Goals for My Health

A large, empty yellow rectangular box with rounded corners, intended for writing health goals.

## Goals for My Mind

A large, empty teal rectangular box with rounded corners, intended for writing mind goals. To its right are two orange hand-drawn starburst shapes.

# PERSONAL GROWTH

What Is My Biggest Concern?

My Motivation

How Can I Achieve My Goal?

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Notes

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# Humility

Don't do anything from selfish ambition or from a cheap desire to boast, but be humble toward one another, always considering others better than yourselves.

PHILIPPIANS 2:3

« « « « « 54

February

MONTHLY PLANNER

| SUNDAY | MONDAY | TUESDAY          | WEDNESDAY        | THURSDAY | FRIDAY | SATURDAY |
|--------|--------|------------------|------------------|----------|--------|----------|
| 1      | 2      | 3                | 4                | 5        | 6      | 7        |
| 8      | 9      | 10               | 11               | 12       | 13     | 14       |
| 15     | 16     | 17               | 18               | 19       | 20     | 21       |
|        |        | CHINESE NEW YEAR | CHINESE NEW YEAR |          |        |          |
| 22     | 23     | 24               | 25               | 26       | 27     | 28       |
|        |        |                  |                  |          |        |          |

# March

## MONTHLY PLANNER

| SUNDAY | MONDAY                            | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY        |
|--------|-----------------------------------|---------|-----------|----------|--------|-----------------|
| 1      | 2                                 | 3       | 4         | 5        | 6      | 7               |
| 8      | 9                                 | 10      | 11        | 12       | 13     | 14              |
| 15     | 16                                | 17      | 18        | 19       | 20     | 21              |
|        |                                   |         |           |          |        | HARI RAYA PUASA |
| 22     | 23                                | 24      | 25        | 26       | 27     | 28              |
|        | HARI RAYA PUASA<br>SCHOOL HOLIDAY |         |           |          |        |                 |
| 29     | 30                                | 31      |           |          |        |                 |

April

MONTHLY PLANNER

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

# May

MONTHLY PLANNER

| SUNDAY    | MONDAY | TUESDAY | WEDNESDAY      | THURSDAY | FRIDAY     | SATURDAY |
|-----------|--------|---------|----------------|----------|------------|----------|
|           |        |         |                |          | 1          | 2        |
|           |        |         |                |          | LABOUR DAY |          |
| 3         | 4      | 5       | 6              | 7        | 8          | 9        |
|           |        |         |                |          |            |          |
| 10        | 11     | 12      | 13             | 14       | 15         | 16       |
|           |        |         |                |          |            |          |
| 17        | 18     | 19      | 20             | 21       | 22         | 23       |
|           |        |         |                |          |            |          |
| 24        | 25     | 26      | 27             | 28       | 29         | 30       |
|           |        |         | HARI RAYA HAJI |          |            |          |
| 31        |        |         |                |          |            |          |
| VESAK DAY |        |         |                |          |            |          |

| SUNDAY | MONDAY                                                           | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------|------------------------------------------------------------------|---------|-----------|----------|--------|----------|
|        | 1<br><br><br><br><br><br><br><b>VESAK DAY<br/>PUBLIC HOLIDAY</b> | 2       | 3         | 4        | 5      | 6        |
| 7      | 8                                                                | 9       | 10        | 11       | 12     | 13       |
| 14     | 15                                                               | 16      | 17        | 18       | 19     | 20       |
| 21     | 22                                                               | 23      | 24        | 25       | 26     | 27       |
| 28     | 29                                                               | 30      |           |          |        |          |

July  
MONTHLY PLANNER

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

August

MONTHLY PLANNER

| SUNDAY       | MONDAY                         | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------------|--------------------------------|---------|-----------|----------|--------|----------|
|              |                                |         |           |          |        | 1        |
| 2            | 3                              | 4       | 5         | 6        | 7      | 8        |
| 9            | 10                             | 11      | 12        | 13       | 14     | 15       |
| NATIONAL DAY | NATIONAL DAY<br>PUBLIC HOLIDAY |         |           |          |        |          |
| 16           | 17                             | 18      | 19        | 20       | 21     | 22       |
| 23           | 24                             | 25      | 26        | 27       | 28     | 29       |
| 30           | 31                             |         |           |          |        |          |

# September

MONTHLY PLANNER

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

# October

## MONTHLY PLANNER

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

# November

## MONTHLY PLANNER

| SUNDAY    | MONDAY                      | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|-----------|-----------------------------|---------|-----------|----------|--------|----------|
| 1         | 2                           | 3       | 4         | 5        | 6      | 7        |
| 8         | 9                           | 10      | 11        | 12       | 13     | 14       |
| DEEPAVALI | DEEPAVALI<br>PUBLIC HOLIDAY |         |           |          |        |          |
| 15        | 16                          | 17      | 18        | 19       | 20     | 21       |
| 22        | 23                          | 24      | 25        | 26       | 27     | 28       |
| 29        | 30                          |         |           |          |        |          |

# December

## MONTHLY PLANNER

| SU | MO | TU | WE | TH | FR            | SA |
|----|----|----|----|----|---------------|----|
|    |    | 1  | 2  | 3  | 4             | 5  |
| 6  | 7  | 8  | 9  | 10 | 11            | 12 |
| 13 | 14 | 15 | 16 | 17 | 18            | 19 |
| 20 | 21 | 22 | 23 | 24 | 25            | 26 |
| 27 | 28 | 29 | 30 | 31 | CHRISTMAS DAY |    |

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# Respect

“Be kind and honest and you will  
live a long life; others will  
respect you and treat you fairly.”

PROVERBS 21:21

TERM 1 WEEK 0

DECEMBER/ JANUARY

MONDAY

29 DEC

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TUESDAY

30 DEC

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WEDNESDAY

31 DEC

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THURSDAY

1 JAN

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FRIDAY

2 JAN

☒ START RIGHT PROGRAMME

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SATURDAY / SUNDAY

3 / 4 JAN

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NOTES

PRIORITIES

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# TERM 1 WEEK 1

JANUARY

MONDAY

5 JAN

☒ **START RIGHT PROGRAMME**

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TUESDAY

6 JAN

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WEDNESDAY

7 JAN

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THURSDAY

8 JAN

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FRIDAY

9 JAN

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SATURDAY / SUNDAY

10 / 11 JAN

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NOTES

PRIORITIES

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# TERM 1 WEEK 2

JANUARY

MONDAY

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TUESDAY

13 JAN

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14 JAN

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16 JAN

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SATURDAY / SUNDAY

17 / 18 JAN

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TERM 1 WEEK 3

JANUARY

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23 JAN

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SATURDAY / SUNDAY

24 / 25 JAN

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TERM 1 WEEK 4

JANUARY / FEBRUARY

MONDAY

26 JAN

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27 JAN

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PRIORITIES

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21 / 22 FEB

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NOTES

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## TERM 1 REFLECTION



3 What are three things I learned about myself this term, especially in how I respond to challenges or setbacks?

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2 What are two actions I took that helped me grow in character, learning, or friendships?

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1 What is one specific goal I want to work on next term to become a more confident and responsible learner?

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I am grateful for...

My Happy Moments...

# TERM 1 SCHOOL HOLIDAYS

MARCH

MONDAY

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SATURDAY / SUNDAY

21 / 22 MAR

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NOTES

PRIORITIES



# Integrity

Whoever walks in integrity walks  
securely, but he who makes his  
ways crooked will be found out.

PROVERBS 10:9

# TERM 2 WEEK 1

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MONDAY

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TERM 2 WEEK 6

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SATURDAY / SUNDAY

9 / 10 MAY

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## TERM 2 WEEK 8

MAY

MONDAY

11 MAY

TUESDAY

12 MAY

WEDNESDAY

13 MAY

THURSDAY

14 MAY

FRIDAY

15 MAY

SATURDAY / SUNDAY

16 / 17 MAY

## NOTES

## PRIORITIES

TERM 2 WEEK 9

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TUESDAY

19 MAY

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SATURDAY / SUNDAY

23 / 24 MAY

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PRIORITIES

TERM 2 WEEK 10

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NOTES

PRIORITIES

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## TERM 2 REFLECTION



3 What are three things I learned about myself this term, especially in how I respond to challenges or setbacks?

2 What are two actions I took that helped me grow in character, learning, or friendships?

1 What is one specific goal I want to work on next term to become a more confident and responsible learner?

I am grateful for...

My Happy Moments...

# TERM 2 SCHOOL HOLIDAYS

JUNE

MONDAY

1 JUN

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TUESDAY

2 JUN

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SATURDAY / SUNDAY

6 / 7 JUN

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# TERM 2 SCHOOL HOLIDAYS

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9 JUN

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# TERM 2 SCHOOL HOLIDAYS

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# TERM 2 SCHOOL HOLIDAYS

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SATURDAY / SUNDAY

27 / 28 JUN

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NOTES

PRIORITIES



# Sense of Responsibility

“  
Whatever you do, work at it  
with all your heart, as though  
you were working for the Lord  
and not for the people.  
”

COLOSSIANS 3:23

# TERM 3 WEEK 1

JUNE / JULY

MONDAY

29 JUN

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30 JUN

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SATURDAY / SUNDAY

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# TERM 3 WEEK 5

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## TERM 3 REFLECTION



3 What are three things I learned about myself this term, especially in how I respond to challenges or setbacks?

2 What are two actions I took that helped me grow in character, learning, or friendships?

1 What is one specific goal I want to work on next term to become a more confident and responsible learner?

I am grateful for...

My Happy Moments...

# TERM 3 SCHOOL HOLIDAYS

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# Trust

Anyone who is trustworthy in  
little things, is trustworthy in  
great; anyone who is dishonest in  
little things is dishonest in great.

LUKE 16:10

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FORTITUDE  
MASTERY  
CHARITY

A white heart shape is positioned on the left side of the image. A long, flowing white line starts from the bottom left, passes through the heart, and extends towards the right side of the image, ending in a small dot.

*Labor omnia vincit*