



2026 STUDENT HANDBOOK

VISION

A Vibrant Learning Community
distinguished by Wisdom, Conduct,
Benevolence and Aspiration

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MANJUSRI SECONDARY SCHOOL



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OUR HISTORY (IN BRIEF)

In June 1974, the Singapore Buddhist Federation decided to set up a Buddhist secondary school on a piece of land at Sims Drive offered by the Ministry of Education. ‘Manjusri’ - the Bodhisattva of Great Wisdom, was chosen to be the name for the school.

In February 1976, a committee was set up to raise funds for the new school. Construction work began on 11 March 1978. The school was furnished and ready for use at the end of 1981.

The year 1982 saw the admission of our first batch of students. On 11 March 1984, the school building was officially opened by Mr Ong Pang Boon, the then Minister for the Environment.

In December 1996, the school embarked on the Extension and Alteration Project; and the project was completed in March 1999.

In 2005, the school was selected by the Ministry of Education to embark on **PRIME** - Programme for **R**ebuilding and **I**mproving **E**xisting schools at a new site in Ubi Avenue 1. This relocation next to the affiliated Maha Bohi School was intended to bring both schools closer for greater synergy and collaboration. Manjusri Secondary School shifted to and began operating at the new campus on 11 November 2008. The campus was subsequently officially opened by Dr Ng Eng Hen, then Minister for Education and Second Minister for Finance, on 22 April 2010.

The school celebrated its 30th Anniversary with a public concert at LASALLE, College of the Arts on 5 April 2012. A Homecoming Dinner for alumni was held on 23 November and attended by Mr Heng Swee Keat, then Minister for Education.

During the 35th Anniversary event on 7 April 2017, the School Heritage Corner was opened by Venerable Seck Kwang Phing, Supervisor School Management Committee and President of Singapore Buddhist Federation.

In 2022, a series of four bronze sculptures “The Manjusrian Virtues” was commissioned by the School Management Committee; and unveiled on 18 November during the school’s 40th Anniversary commemorative event. The artworks are situated in the central garden and depict each of the virtues enshrined in the school motto i.e., Wisdom, Conduct, Benevolence and Aspiration.

On the same occasion, the newly renovated school library was officially opened by then Speaker of Parliament of Singapore Mr Tan Chuan-Jin. This was made possible by a bequest of the estate of the late Venerable Suit Woo Foong, former Chairman of School Management Committee (1997 – 2001).

A STORY ON THE MANJUSRI BODHISATTVA

(as transcribed from the Official Opening of the Campus in 2010)

In the time of Buddha, monks would gather to hear his teachings, or the teachings of the bodhisattvas. They would sit at his feet respectfully and silently, and hear the teacher's wisdom.

One day, the monks all gathered to hear Manjusri Bodhisattva teach. They were eager to hear him, for Manjusri Bodhisattva was said to be as wise as Buddha himself.

However, Manjusri Bodhisattva had not arrived. The monks waited for many hours, then for many days, then for many weeks, but still Manjusri Bodhisattva did not arrive. The monks became puzzled, then impatient, then resentful, then angry.

Finally, Manjusri Bodhisattva arrived. The monks all went to him: some were curious; some were impatient; some were calm, and some were angry. And Manjusri Bodhisattva said, "I have been amongst the children of the poor, and the women of the night; I have been with the farmers in the field, and the servants in the houses of the rich." When they heard this, the monks who were curious grew troubled; those who were impatient went away; and those who were angry became outraged. Loudly they called for Manjusri Bodhisattva to be expelled from their assembly, for he was not worthy to be their teacher. Manjusri Bodhisattva remained silent.

Suddenly, there was a great noise of thunder, as of a storm. Buddha appeared amongst the monks, and said, "Manjusri Bodhisattva has taught five hundred amongst the children of the poor, and five hundred amongst the women of the night; he has taught five hundred amongst the farmers in the field and five hundred amongst the servants in the houses of the rich, who would henceforth never lose their determination to seek Enlightenment."

The monks were astounded, and asked Manjusri Bodhisattva how he had accomplished such a thing. And Manjusri Bodhisattva replied, "I used many ways to teach them. I played games with the children, or I used money with the poor; I demonstrated good deeds, or I revealed my powers; I came to them as gods, or I came to them as Buddha; I terrified them with faces of fear, or I consoled them with visages of love. Why did I do so? You should know, that people are different, so I had to preach to them in different ways."

And Manjusri Bodhisattva said, "Regard the white lotus, and the white lily, they do not grow on dry ground, that is fit for planting. The lotus and the lily grow in the swamps, and on mud banks. In the same way, virtue and wisdom do not grow in people who are already virtuous and wise, but in people who are like swamps and mud banks of confused passions and desires. And so I go to them."

The monks marveled at Manjusri Bodhisattva's compassion and wisdom, and they bowed low before him. And so learning from Manjusri Bodhisattva's example, they too went forth, their hearts filled with compassion to teach, their minds filled with the clarity of Manjusri Bodhisattva's words.

School Vision

A Vibrant Learning Community distinguished by Wisdom, Conduct, Benevolence and Aspiration.

School Mission

Nurturing Passionate Learners and Compassionate Leaders who are future-ready and anchored in values.



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School Crest

The school crest has an oriental design. It consists of the letter M, which stands out in bold maroon with a graceful white lotus resting on it. A thin border of a pale red colour defines the badge, giving it character and uniqueness.

The letter M represents the name of the school 'Manjusri'. The white lotus is symbolic of its aim and ideal, which is to instil in our students, purity of thought and exemplary behaviour through Buddhism. The maroon colour signifies brotherhood, warmth and sincerity. The pale-red colour denotes youthfulness and vitality. The distinctive oriental design represents our goal to preserve the eastern traditions of our culture.

School Motto

Wisdom is like a lamp emitting light in a world of darkness. Manjusri was a disciple of Vairocana Buddha and he symbolises the Light of Wisdom.

Conduct is the action that leads to the future fulfillment of one's goal in life. With wise and appropriate conduct we would not be led astray, but would achieve our goals and perform our duties in a disciplined manner.

Benevolence is sympathy and universal love for all living beings. Being one of the most important aspects of Buddhism, benevolence brings us happiness and alleviates mankind's pain and suffering. Benevolence embraces all - regardless of age, race and capabilities.

Aspiration refers to the strong desire to achieve something high or great. Buddhists observe the Four Aspirations, namely better conduct, self-improvement, pursuit of truth and preservation of all life.

SCHOOL VALUES

R.I.C.E.	Examples of Observables
<u>Respect</u> We respect self, others and the environment. We extend graciousness towards our community.	• Always display good manners. • Be punctual for all occasions. • Respect the right of others to learn. • Respect by showing care to school property and the property of others.
<u>Integrity</u> We strive to be morally upright in our thoughts and deeds. We have the moral courage to stand up for what is right.	• Be honest with self and others. • Own up for your actions. • Stand up for what's right. • Uphold sportsmanship in games and activities.
<u>Care</u> We are mindful about one another's well-being. We act with kindness and compassion.	• Use positive language. • Be considerate. • Seek to listen then to be understood. • Lend a helping hand to others.
<u>Excellence</u> We strive for continuous learning and improvement. We persevere and seek to be the best that we can be in all that we do.	• Be focused and engaged during lessons. • Submit quality work on time. • Strive to do better each time. • Show persistence and perseverance towards learning.

THE SCHOOL SONG

文殊师利，智慧之光， wén shū shī lì, zhì huì zhī guāng, 闪耀在青年学生的胸膛。 shǎn yào zài qīng nián xué sheng de xiōng táng. 远离贪嗔痴，树立道德风范， yuǎn lí tān chēn chī, shù lì dào dé fēng fàn, 指引学生向前方。 zhǐ yǐn xué sheng xiàng qián fāng. 启大慈悲，普度众生， qǐ dà cí bēi, pǔ dù zhòng shēng, 挥智慧剑，破除迷障。 huī zhī huì jiàn, pò chú mí zhàng. 只等待雄狮奋起，吼声震荡， zhǐ děng dài xióng shī fèn qǐ, hǒu shēng zhèn dòng, 佛陀真理放光芒。 fó tuó zhēn lǐ fàng guāng máng.	Bodhissatva Manjusri, the Light of Wisdom Glowing in our hearts and illuminating our minds. Free us from greed, anger and ignorance as we strive for exemplary conduct. Forward we move with our heads held high. With great loving kindness and compassion, we help all sentient beings With wisdom, we overcome all delusions. While we wait for the Lion to stand and roar. The Truth of the Dharma, The teachings of the Buddha, Forever shining far and bright.
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The Morning Recital

We wholeheartedly take refuge in the Buddha and respect the Buddha as our teacher.

We wholeheartedly take refuge in the Dharma and practise the Noble teaching.

We wholeheartedly take refuge in the Sangha and accept the guidance of the Sangha.

We pledge ourselves to cultivate kindness, to keep right speech and to do good deeds.

With the blessing of the Triple Gem, may our wisdom grow for the betterment of our conduct and study.

May our deeds be filled with loving kindness and compassion.

May all beings attain the State of Calmness, Peace, Prosperity and Happiness.

THE MJR SCHOOL CHEERS

The MJR school cheers were created by our Student Council as a way to boost team spirit, foster a sense of community, and show pride in our Manjusri school identity. They were first introduced in 2024, and are taught to all students during the Sec 1 Orientation. They can be chorused at games to motivate players or at school events to create a supportive atmosphere. Let's shout these cheers at the top of our lungs!

MJR CHEERS

**M**

Cheer 1

MJR, unite!
No matter where we stand,
no matter where we land,
we always have each other,
hand in hand.
Go...MJR!

J

Cheer 2

Hey Manjusri
Let's get fired up today!
Hey Manjusri
Let's seize the day with no delay!
Go...MJR!

R

Cheer 3

MJR, MJR, we are the best!
Trust in us, you'll find nothing less!
MJR, MJR, we are the best!
Together, we'll always be better than
the rest!

OUR COUNTRY

The Singapore Flag



The National Flag comprises two equal horizontal sections, red above white. In the upper left section is a white crescent moon next to five white stars, forming a circle. Each feature of the flag has its own distinctive meaning and significance; red symbolises universal brotherhood and the equality of man; white signifies pervading and everlasting purity and virtue; the crescent moon represents a young nation on the ascendant; and the five white stars stand for Singapore's ideals of democracy, peace, progress, justice and equality.

The National Anthem

Majulah Singapura

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

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

Onward Singapore

We, the people of Singapore
Together march towards happiness
Our noble aspiration
To make Singapore a success

Let us all unite In a new spirit
Together we proclaim Onward Singapore
Onward Singapore
Onward Singapore

The Pledge

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

DESIRED OUTCOMES OF EDUCATION

We want to nurture each child to become a:

confident person who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;

self-directed learner who questions, reflects and perseveres and takes responsibility for his own learning;

active contributor who is able to work effectively in teams, is innovative, exercises initiative, takes calculated risks, and strives for excellence; and,

concerned citizen who is rooted to Singapore, has a strong sense of civic responsibility, is informed about Singapore and the world, and takes an active part in bettering the lives of others around him.

NATIONAL EDUCATION CITIZENSHIP DISPOSITIONS

A Sense of Belonging

To develop a deeper understanding of who we are and a shared understanding of the values that are important to us as a nation.

A Sense of Reality

To be aware of contemporary realities - including Singapore's constraints and vulnerabilities - which affect us as a nation amidst the backdrop of a less predictable world.

A Sense of Hope

To have confidence and optimism in Singapore's future and the resilience to face the challenges ahead.

(culminating in)

The Will to Act

To be active citizens who have a collective resolve and a sense of shared mission towards building a Singapore for all.

21ST CENTURY COMPETENCIES

Core Values of 21st Century Competencies

Our Core Values are acknowledged as values that are at the foundation of our shared societal and national values.

Respect:

Our students demonstrate respect when they believe in their own self-worth and the intrinsic worth of people.

Responsibility:

Our students are responsible when they recognise they have a duty to themselves, their families, community, nation and the world, and fulfill their responsibilities with love and commitment.

Resilience:

Our students are resilient when they demonstrate emotional strength and persevere in the face of challenges. They show courage, optimism, adaptability and resourcefulness.

Integrity:

Our students demonstrate integrity when they uphold ethical principles and have the moral courage to stand up for what is right.

Care:

Our students are caring when they act with kindness and compassion, and contribute to the betterment of the community and the world.

Harmony:

Our students uphold harmony when they promote social cohesion and appreciate the unity and diversity of a multicultural society.



Social-Emotional Competencies

These are competencies necessary for children to develop healthy identities, recognise and manage their emotions, develop a sense of responsibility, care and concern for others, relate to others and develop positive relationships, handle challenges, make responsible decisions, and act for the good of self, others and the society.

Emerging 21st Century Competencies

Building on a sound character foundation, Emerging 21st Century Competencies enable students to thrive in and beyond school while living, learning and working in rapidly changing, highly digitalised, and interconnected environments.

Together, these core values and competencies will help our students embody the Desired Outcomes of Education so that they possess the dispositions, skills and knowledge to take on the opportunities and challenges of the future.

CO-CURRICULAR ACTIVITIES (CCA)

CCAs are an integral part of our students' holistic, well-rounded education. They help nurture in students, qualities such as resilience, tenacity, confidence and perseverance, which prepare them to adapt and thrive in a rapidly changing world.

The school offers a wide range of CCAs and encourages active participation of the students in the CCA programme.

Sports & Games	Uniformed Groups	Performing Arts	Clubs & Societies
• Badminton* • Basketball • Football* • Table Tennis • Wushu	• Girl Guides[#] • National Cadet Corps (NCC Land)* • National Police Cadet Corps (NPCC) • Scouts*	• Chinese Orchestra • Chinese Dance[#] • Concert Band • Choir	• Buddhist Interact Club (BIC) • Chinese Calligraphy • Media Club

* CCA only recruits boys / [#] CCA only recruits girls

CCA GUIDELINES

- CCA is compulsory and students may participate in more than one CCA, subject to school's approval.
- Students are strongly encouraged to remain with the same CCA throughout secondary school.
- Students may opt to change their CCA at the end of each academic year, subjected to school's approval.
- Students in the Uniformed Groups may change CCAs once, at the end of Secondary 1 or 2 year, subjected to school's approval. Otherwise, they are not permitted to change their CCAs, unless student has medical reasons, supported by medical documents.
- Change of CCA in the 4th and 5th year of study is strongly discouraged and subjected to school's approval.

VALUES-IN-ACTION PROGRAMME

In line with the school motto of “Benevolence”, Manjusri Secondary School aims to build a culture of care and compassion in our students.

The school implements a 4-year Values-in-Action (VIA) framework across different platforms to reinforce learning of Values, Skills and Knowledge in an authentic service learning environment.

Students participate in cohort programmes which adopt the progressive approach of caring for the school, neighbourhood and community, to develop students who actively serve the community and the environment.

- **Cohort VIA:** At the respective levels, students learn about school and community needs and participate in milestone projects to address those needs.
- **CCA-based VIA:** CCAs in Manjusri adopt respective organisations where they provide a sustained service, thereby building a strong rapport with community partners to bring benefits to the beneficiaries and the environment.
- **Student-Initiated VIA:** Our Secondary 3 students develop and demonstrate their community sensitivity and leadership through a hybrid Social Studies Investigation-Values-in-Action project. They participate in a whole problem-solving process of needs identification, brainstorming and project planning, and implementation, providing tangible solutions and support to the community and the environment.

MINDFULNESS FOR LEARNING PROGRAMME

The Mindfulness for Learning Programme aims to enhance our students' learning and well-being by nurturing effective learners who possess positive learning dispositions and routines. This is to nurture motivated, joyful and reflective learners.

Mindfulness for Learning Programme Framework

Mindfulness for Learning Programme		
Mindfulness	Learning Strategies	Growth Mindset - The Power of 'Yet'
Concentration	Managing Time	Embrace challenges
Calm	Notetaking	Persist in the face of setbacks
Reflection	Retaining Information	See effort as the path to mastery
		Learn from criticism
		Find lessons and inspiration in the success of others

META is the acronym for Mindful Evaluation and Targeted Action. META also stems from the word metacognition, which is learner's thinking about thinking. This refers to the thinking processes used to plan, monitor, and evaluate one's understanding and performance.

Meta-learning Strategies to use when	
Reviewing a lesson	Daily monitoring of progress
Ask yourself: - What have I learnt today? - What was confusing or difficult? - What question should I ask the teacher?	Ask yourself: - Which assignments do I have to complete? - Which topics should I revise? - Have I reviewed today's lessons?
Preparing for Assessments	Reviewing after completed assignments
Ask yourself: - What will be tested? - What areas do I struggle with or feel confused about? - How much time should I set aside to prepare? - What strategies will I use to study? - What is my target?	Ask yourself: - What questions did I get wrong, and why did I get them wrong? - What are the areas that I need to clarify with my teachers? - Am I making use of specific feedback from my teacher to help me progress?

NATIONAL DIGITAL LITERACY PROGRAMME (NDLP)

Background

MOE launched the National Digital Literacy Programme (NDLP) in March 2020 to help students strengthen their digital literacies. Through the NDLP, all secondary school students will own a school-prescribed Personal Learning Device (PLD). Under the programme, students will acquire the digital skills across four components in the “Find, Think, Apply and Create” framework.



Personal Learning Device (PLD)

The school-prescribed Personal Learning Device (PLD), Lenovo Convertible Chromebook has a variety of affordances, including seamless integration with existing teaching and learning technologies, such as the national e-learning platform – the Singapore Student Learning Space (SLS) and other educational technology tools.

The PLDs enable students to benefit from active, technology-enabled learning experiences, enhance their learning through the application of productivity tools and provide opportunities for students to pick up digital literacies that will help them successfully navigate digital environments.

Parents/ Guardians of Sec 1 students will receive the information on the procurement of PLD during the Meet The School (MTS) session in January.

Student Locker

As part of our school's continuous effort to create a safe and seamless learning environment, lockers have been installed for students to use with their own personal locks. The lockers are school properties, and the school reserves the right to open, search, and inspect any student locker, or take disciplinary action for damaged/ vandalised lockers. Any unauthorised items found may be confiscated, secured, and used in disciplinary investigation. At the end of the academic year, students are required to clear their lockers and personal locks have to be removed.

More details on NDLP and the rules and regulations for use of school lockers can be found on the school website, NDLP page: <https://manjusrsec.moe.edu.sg/students-and-parents/national-digital-literacy-programme-ndlp>

CYBER WELLNESS AND SECURITY

Cyber Wellness@MJR

The school's Cyber Wellness (CW) Programme aims to equip students with lifelong social-emotional competencies and sound values so that they can become safe and responsible digital learners.

The three Cyber Wellness principles, 'Respect for Self and Others', 'Safe and Responsible Use' and 'Positive Peer Influence' will enable our students to develop the instincts for making careful and well-considered decisions.



The school adopts a multi-pronged approach towards Cyber Wellness education by leveraging on CCE lessons, school-wide assembly programmes, as well as the Peer Support Leaders (PSLs), who also act as Cyber Wellness Ambassadors. The PSLs promote positive online behavior by being role models to their peers, acting as 'cyber-sensors' to report inappropriate online behaviour, and through conducting the annual Cyber Wellness week activities.

Cyber Security

Computing devices and access to the Internet have become a necessity for work, play and learning in the 21st century. To ensure a safe and conducive learning environment, please abide by the rules stated in this Acceptable Use Policy Agreement.

This policy applies to all students in this school and the use of our school's ICT facilities, equipment and resources, as well as users' personal devices (e.g. PLD and mobile devices). ICT facilities, equipment and resources include the following, but are not limited to, school's internet network, computer lab, hardware (e.g. laptops, tablets, computers), software (e.g. school's learning management system, productivity software, online tools) and peripherals (e.g. projector, scanner, camera).

General

1. Users are responsible for using school ICT facilities, equipment and resources for the purpose of learning. User should check the condition of the device at the beginning of the lesson and at the end of the lesson. Report to the teacher immediately if there is any damages or missing parts/accessories.
2. Users are responsible for any resource that is borrowed from school for the duration of the loan. The user will bear the cost of damage, theft or loss due to negligence and face disciplinary action in accordance to the school's discipline policy.
3. Users are not to change any settings or delete an app or software from school device. The device and its accessories should be returned in the same condition given with all accounts logged out.
4. Personal use such as gaming and engaging in social media platforms without teacher's permission is strictly prohibited.

Account

1. Users are responsible for the security of their account IDs and passwords. All account IDs and passwords should not be shared with anyone.
2. Users are responsible and accountable for all activities conducted via their own account.
3. Users are to use school or MOE accounts, such as Student ICON as official account IDs. Aliases, nicknames and pseudonyms are not allowed.
4. Users should not use their accounts for any illegal or unethical activities. These include posting online remarks that are racially and religiously insensitive, vulgar and/or offensive statements, disruptive of public order and intentionally causing emotional distress/harm to others.
5. Users should not use school-owned computing devices for any online trade (i.e. buying and selling of goods and services).
6. Users should not use devices to store, modify or create content (e.g. documents, presentations, pictures, videos) that is pornographic or defamatory in nature.

Email & Social Media

1. Users should not post or share any indecent, obscene, pornographic, defamatory material/message that offends and causes distress to other people.
2. Users are reminded that threats, harassment, embarrassment, impersonation and intimidation to others are chargeable offences under Singapore Legal System.
3. Users are expected to remain courteous and polite in all online interactions.

Intellectual Property

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

The school reserves the right to record and retain data on school-owned devices and/or accounts issued by the school for investigation or evidence.

Violation of any policies, rules or administrative procedures may result in a temporary suspension or revocation of the student's account. The student may also face disciplinary action in accordance to the school's discipline policy.

Student MIMS Password Policies

1. Complex password policy: your password must contain at least 12 characters from three out of four following categories:
 - uppercase alphabet letter
 - lowercase alphabet letter
 - numerical figure
 - special character

i.e. UbiAvenue20&

 - Password must not be one of 3 previous passwords.
 - Password must not match or contain user ID, first name and last name.
2. 90-day password expiry applies to students in Secondary Schools, and Junior Colleges/ Centralised Institute. Users will be alerted via email 7 days before the expiry date.
3. Maximum of 5 login attempts are allowed.
4. Enforced password change upon first-time login applies to all students when you request for password reset.

Password Reset (MIMS)

Visit school website at:

<https://manjusrisec.moe.edu.sg/students-and-parents/forms-n-useful-links> and click the link "Student Password Reset and Account Unlock".

Personal Data Protection Act (PDPA) in Publications

Manjusri Secondary seeks to provide rich and meaningful learning experiences for our students through various activities. The school may take photographs or video images during curriculum time, school activities, rehearsals, SYF Arts Presentation, National School Games and any organised external competitions, and photograph(s) or video image(s) of your child/ward may be captured. We may use and publish such photographs and/or video recordings in school publications, website, social media channels, and other official school communication channels. Photographs or videos, which feature your child/ward, may therefore appear in the public domain. We wish to assure you that we will always portray our students with respect and dignity.

Please inform the school through an email to the school's email address at manjusri_ss@moe.edu.sg should you wish that your child's/ward's photograph(s) and video image(s) not to be used in official school communication channels.

MENTAL HEALTH

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. Mental well-being is an important aspect of our overall health and development. It also helps determine how we handle stress, relate to others, and make choices.

Mental health is important at every stage of life, from childhood and adolescence through adulthood. Positive mental health allows us to realize our full potential, and cope with the stresses of life.

It is important for us to learn to identify some common signs of distress, and not hesitate to reach out for help:

Some common signs of distress:

1. Lethargy or moodiness;
2. Withdrawal or isolation from others;
3. Difficulty in paying attention and disengaged;
4. Feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared
5. Eating or sleeping too much or too little

Tips to maintain positive mental health

Stay positive by developing healthy life habits

Having healthy life habits, such as having a healthy diet, exercising regularly, having sufficient sleep, and managing screen time on social media, will contribute to positive mental health.

Reach out if you need to speak to someone

Many of us can experience dips in our emotional or psychological well-being. If you need to talk to someone about what you are experiencing, do not hesitate to reach out to your peers, teachers, and school counsellors.

School Counselling Services

The school provides counselling services for all levels, and we practise an open-door policy for our students. The School Counsellors will also work with the class teachers to advise them on ways to engage and better support students in their learning, social and emotional development in school.

Any information shared during counselling sessions will be kept strictly confidential, in accordance with the Personal Data Protection Act.

SCHOOL RULES AND REGULATIONS

The MJR school rules and regulations serve to protect the well-being and foster good discipline in all students. To create a safe and conducive learning environment, all students have to abide by the rules and regulations. Every teacher plays a part in overseeing the discipline of students and every student has to bear responsibility for his/her behaviour and actions. In the choices students make with regard to their behaviour and actions, they have to face consequences when the rules and regulations are not observed. We believe self-discipline is essential to character building and it starts with students having high expectations of themselves and taking personal responsibility in the following ways:

- I am responsible for my behaviour and actions. If I choose to behave and/or act in unacceptable ways, I must accept the consequences
- I am responsible for my learning. No one can learn for me.
- I am responsible for treating others with respect and for showing care and consideration in my interactions with others. I am responsible for contributing positively in what I do in the class, school and community.
- I am responsible for contributing to the cleanliness of my class, school and community and for treating school property with care.

School Assembly and Attendance

- All students must stand at attention for the flag-raising ceremony and accord the occasion with dignity and respect. All students who are Singapore Citizens must sing the National Anthem and take the Pledge with the right fist placed over the heart.
- All students must sing the School Song with pride and respect.
- All students should be seated at the assembly venue by 0730 hrs for silent reading and flag raising.
- Students not present at the assembly venue by 0740 hrs will be considered late for school.
- Uninterrupted Sustained Silent Reading will be conducted during morning assembly. All students must have their reading materials for silent reading.
- Students must attend school, remedial lessons, CCAs and other school activities punctually and regularly.
- Absence from school or any school activities must be supported by a medical certificate or relevant official document to be submitted upon return to school.
- Permission to leave school early may be granted for special cases. Permission must be obtained from the Principal or the Vice-Principal.

Movement from Point to Point

- When moving as a class, students must proceed in a single file or double file and walk quietly in an orderly manner.

Classroom Conduct & Academic Discipline

- Students must stand up to greet the teacher before the lesson and thank him/her after each lesson.
- Students are to get ready for each lesson with relevant learning materials on their desks at the start of each lesson. Students should be attentive, co-operative and responsive during lessons.
- Students must complete and submit all assignments on time, neatly done.
- Students must seek permission from the teacher if they need to leave the classroom.

Maintaining a Conducive Classroom Environment

- The classroom must be kept clean, neat and tidy at all times.
- Students are to refill their water bottles only during recess or lunch break.
- Students must avoid behaviours or actions that are disruptive to teaching and learning.

Demonstrating Responsible Behaviour

- Students must perform their assigned classroom duties diligently.
- Students will observe any applicable Safe Management Measures at all times in school to protect themselves and the health of others.
- Students must ensure that all lights, fans and any other electrical equipment are switched off when they leave any room after having used them.
- Students are to consume food and sugary drinks in the canteen.
- Students are to return utensils to the collection bins after meals in the canteen.
- Students must take full responsibility for the safe-keeping of their personal learning devices, mobile phones, electronic gadgets and other valuables.
- Students can only use their mobile phones or electronic gadgets at the end of school day.
- Students are to keep their mobile phones in their lockers prior to the first lesson, and may retrieve their mobile phones after school.
- All school bags are to be placed on the floor.
- All students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which can be used or intended to be used to cause harm to others. No images or media recordings may be taken of school activities, lessons or programmes unless it is by authorised persons for purposes of official school print and media publications.

ATTIRE AND GROOMING

School Uniform, P.E. & CCA Attire

- Students must wear the school uniform neatly and smartly. No modification to the school uniform is allowed.
- The shirt/blouse/T-shirt/polo shirt must be fully tucked in at the waist at all times.
- The shorts/pants/culottes are worn at waist-level. Culottes to be at knee length. Pants should be of appropriate length; the hem should rest at the back of the shoe (socks and ankles should not be seen).
- The school P.E. T-shirt and shorts must be worn for P.E. lessons. Students must change into their full school uniform at the end of the P.E. lesson.
- The school polo shirt is to be worn on Mondays and Fridays and may be worn on other school occasions as informed by the school.
- CCA attire can only be worn during CCA training and at specified school activities.
- Coloured contact lens and tinted glasses are not permitted.
- Shoes are to be white with no coloured designs or logos that stand out. Students with a medical condition for their feet must seek permission from School Leaders to wear alternative footwear.
- Socks are to be white with no logo(s) (or MJR socks) and cover the ankle bone.
- Student returning to school during the school holidays for coursework or consultations must be in full school uniform or P.E. T-shirt with school pants / culottes and school shoes.

Grooming Code

APPEARANCE FOR GIRLS	APPEARANCE FOR BOYS
• Girls with shoulder length or long hair must tie it up with black or dark blue hair bands. • The fringe of the hair should be above the eyebrow or pinned up. • Dyeing/highlighting of hair and/or fanciful hairstyles (i.e. undercut, eyebrow slit, hair slit) are not permitted. • Make-up is not permitted. • Nails are to be kept short and clean. Nail polish is not permitted. • Wearing of rings, necklaces or pieces of jewellery of any kind is not permitted. • Henna painting is not allowed on any part of the body. • No form of body art (e.g. tattoo). • No body piercing except for one piercing on each ear lobe (a pair of simple, identical ear studs).	• Face must be clean-shaven and free of facial hair. • Hair must be kept short, neat and well combed. It should not touch the eyebrows, ears or collar. • Dyeing/highlighting of hair and /or fanciful hairstyles (i.e. undercut, burst fade, eyebrow slit, hair slit) are not permitted. • Nails are to be kept short and clean. • Wearing of ear-sticks, rings, necklaces or jewellery of any kind is not permitted. • Henna painting is not allowed on any part of the body. • No form of body art (e.g. tattoo). • No body piercing is allowed.

Hair tied (and clipped) neatly with the fringe styled above the eyebrow.

One simple studded earring on each ear lobe.



No jewellery or accessories to be worn (necklace, bracelets, bands etc)

Sloped haircut; hair not touching the ears, collar and eyebrows.

Face is clean-shaven. No piercings.



Shirt/Blouse is tucked in, with the white waist band visible

CONSEQUENCES FOR INFRINGEMENT OF SCHOOL RULES AND UNIFORM CODE

Any student who violates the school rules and regulations will be subject to disciplinary action in accordance to the nature and seriousness of the offence.

Minor Offences	Consequences
• Late coming • Improper attire and grooming • Loitering • Leaving class without permission/ skipping class • Eating in the classroom • Littering • Not bringing books for lessons • Failure to hand in assignments • Failure to perform class duties • Bringing food and sugary drinks out of the canteen • Failure to return utensils after eating in canteen • Charging of mobile phones / electronic gadgets • Infringement in use of mobile phones / electronic gadgets • Not attending CCA	• Verbal / Written Warning • Learning Reflection Class • Corrective Work Order • Safekeeping or retention of Items - parents may be required to collect mobile phones retained. • The school reserves the right to ban students from possessing and using mobile phones in school for recalcitrant offenders. • Any other consequences which the school deems appropriate.

Major Offences	Consequences
- Repeatedly committing minor offences - Truancy - Absent from school without valid reason - Leaving school grounds without permission - Forgery - Stealing - Vandalism - Gambling - Dishonesty / cheating / impersonating school personnel - Misuse of Social Media - Instigating, inciting others to commit offences - Use of rude, insulting, abusive, vulgar language - Open defiance to school authority - Acts of Bullying, intimidation, fighting, assault - Gangsterism, extortion - Doing dangerous acts - Possession or transmission / sharing of pornographic materials and obscene images - Possession / consumption of tobacco products, alcohol or vape and lighter - Possession of weapons, weapon replicas or weapon-like items - Police reported cases of offences committed outside of school e.g. shoplifting etc. - Tattoo - Infringement in use of mobile phones / electronic gadgets	- Compensation - Involvement of Parents / Guardian - Corporal punishment; caning (for boys only) - In-school suspension - Home suspension - Expulsion - Involvement of Police and/or any other consequences which the school deems appropriate. - Learning Reflection Class - Corrective Work Order

STUDENT HOLISTIC DEVELOPMENT PROFILE

CONDUCT GRADE ASSESSMENT

The determination of a student's conduct grade is based on a holistic evaluation of the individual's all-round development at school, and how well the student demonstrates the school R.I.C.E values.

R.I.C.E. VALUES	Conduct Grade				
	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
<u>R</u>espect Respecting self, others and the environment	Demonstrates very strongly at all times.	Demonstrates strongly most of the time.	Demonstrates adequately.	Demonstrates to some extent.	Demonstrates little or none at all.
<u>I</u>ntegrity Possessing the proper intention and courage to stand up for what is right and to do what is right.	Demonstrates very strongly at all times.	Demonstrates strongly most of the time.	Demonstrates adequately.	Demonstrates to some extent.	Demonstrates little or none at all.
<u>C</u>are Showing kindness and compassion to others in words and deeds.	Demonstrates very strongly at all times.	Demonstrates strongly most of the time.	Demonstrates adequately.	Demonstrates to some extent.	Demonstrates little or none at all.
<u>E</u>xcellence Doing one's best and seeking continuous learning and improvement.	Demonstrates very strongly at all times.	Demonstrates strongly most of the time.	Demonstrates adequately.	Demonstrates to some extent.	Demonstrates little or none at all.

LEAPS 2.0 FRAMEWORK

- LEAPS 2.0 is a framework to recognise students' holistic development.
- Grading Scheme: Under LEAPS 2.0, levels of attainment are awarded in four domains - Leadership, Achievement, Participation and Service.
- All students have to achieve a minimum CCA attendance of 75% for recognition under the 'Participation' domain in LEAPS.
- At the end of the graduating year, students' co-curricular attainment will be recognised and be translated to bonus point(s) which can be used for admission to Junior Colleges, Polytechnics and Institutes of Technical Education.

LEAPS 2.0 Grading Scheme

Band Descriptor	Requirements	Bonus Point(s)
Excellent	Attained a minimum Level 3 in all four domains with: - At least Level 4 in one domain	2
Good	Attained a minimum Level 1 in all four domains with any one of the following: - At least Level 2 in three domains; - At least level 2 in one domain and at least level 3 in another domain; or - At least Level 4 in one domain	1
Fair	Did not meet any of the above requirements.	0

Details of the LEAPS grading is found in <https://manjusrisec.moe.edu.sg/cca/cca-framework>



FULL SUBJECT-BASED BANDING (FULL SBB)

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. Since 2024, students have been posted to secondary school through three Posting Groups – Posting Groups 1, 2 and 3. Posting Groups will only be used for the purposes of admitting students into secondary school and to guide the initial subject levels students can offer at the start of Secondary 1.

Throughout their secondary school education, students can take subjects at three subject levels, known as G1, G2 and G3 (G stands for General). Students will have the flexibility to adjust their subject levels at appropriate junctures, based on their strengths, interests and learning needs.

Mixed Form Classes

Secondary 1 students will be grouped into mixed form classes, with each form class comprising students from different Posting Groups. Students will have opportunities to interact and learn with peers of different backgrounds, strengths, and interests.

In their mixed form classes, students will spend around one-third of curriculum time taking a set of six common curriculum subjects:



Subjects Offered at G1, G2 and G3

English Language, Mother Tongue Languages, Mathematics, Science, and Humanities subjects will be offered at three subject levels, known as G1, G2 and G3 (G stands for General). Students will be grouped in different classes based on their subject level for each subject.

At the start of Secondary 1, eligible students can offer English Language (EL), Mother Tongue Languages (MTLs), Mathematics (MA) and Science (SCI) at a more demanding level (MDL) or less demanding level (LDL) based on their PSLE Achievement Level (AL) for each subject.

At the end of Secondary 1, eligible students will have the opportunity to offer Humanities subjects at a more demanding level in the following year.

1.1 SECONDARY ONE (START-OF-YEAR OFFERING – 1ST INTAKE)

Offering subjects at a More Demanding Level

The criteria for students to offer EL, MA, MTL and SCI at a more demanding level at the start of Secondary 1 is shown in the table below.

Table 1: Eligibility of students to offer subject(s) at a more demanding level - 1st Intake (Start-of-Year Juncture)			
Posting Group	PSLE Standard Grade	PSLE Foundation Grade	Option to offer subject at
PG2	AL 5 or better	-	G3
	AL 5 or better	-	G2 or G3
PG1	AL 6	AL A	G2

Offering subjects at a Less Demanding Level

Students will generally start with subjects at a subject level based on their overall PSLE Score, or at a more demanding level based on their performance in individual PSLE subjects. In some instances, students may have flexibility to offer some subjects at a less demanding level from Secondary 1.

Students who face exceptional difficulties coping with their Mother Tongue Languages (MTL) will have the option to offer G1 or G2 MTL. At the start of Secondary 1, students can offer MTL at a less demanding level based on the following criteria:

Table 2: Eligibility of students to offer MTL at a less demanding level - 1 st Intake (Start-of-Year Juncture)			
Posting Group	PSLE Standard Grade	PSLE Foundation Grade	Option to offer subject at
PG3	AL 6	AL A	G2
	AL 7-8	AL B-C	G1 or G2
PG2	AL 7-8	AL B-C	G1

1.2 SECONDARY ONE (MID-YEAR AND END-OF-YEAR OFFERING)

Secondary 1 students may also offer subjects at more demanding level in the next semester at:

- end of Semester 1 (2nd intake); and
- end of Semester 2 (3rd intake).

EL, MA, SCI & MTL (SECOND AND THIRD INTAKES)

The criteria to qualify for EL, MA, SCI and MTL at a more demanding level for the 2nd and 3rd intakes are as follows:

Table 2: Full SBB 2 nd & 3 rd Intake for EL, MA, MTL & SCI (End of Semester 1 & 2)		
Course	School-based Results	Option to offer subject at
G2	75% or higher in the specific subject; and - Teachers' recommendation	G3 in the next semester
G1	75% or higher in the specific subject; and - Teachers' recommendation	G2 in the next semester

HUMANITIES (THIRD INTAKE ONLY)

Secondary 1 students may offer Humanities subjects (Geography, History, and Literature in English) at a more demanding level. The criteria for the taking Humanities at a more demanding level will be based on students' aptitude for and interest in these subjects in Secondary 1. The criteria to qualify for the offering is shown in the table below.

Table 3: Full SBB Humanities Offering (End of Semester 2)		
Subject Level	School-based Results	Option to offer subject at
G2	75% or higher in specific subject (Geog/ Hist/ Lit); and - Teachers' recommendation	G3 in Secondary 2
G1	75% or higher in G1 English Language (or 50% or higher in G2 English Language; and - A <u>Pass with Distinction</u> grade for Social Studies Performance Tasks in Semester 1 & 2; and - Teachers' recommendation	G2 in Secondary 2

The school will work closely with students and parents to advise on the decision to offer subjects at more or less demanding levels, based on holistic considerations, should they be eligible to do so.

For more information on Full SBB, visit www.moe.gov.sg/microsites/psle-fsbb.

ASSESSMENT AND PROGRESSION

Criteria for Promotion / Progression

Sec 1 [Full SBB Cohort from 2024]	Students will generally progress to Sec 2 and offer subjects at existing subject levels, except under extenuating circumstances. Students who have done well may offer subjects at More Demanding Level in Sec 2, based on school's holistic considerations.
Sec 2 and 3 [Full SBB Cohort from 2024]	Students will generally progress to Sec 2 and 3, except under extenuating circumstances. Their curricular load will be adjusted, with guidance by a common academic requirement as below and holistic considerations: Pass (a) EL and 2 subjects, or (b) at least half the total number of examinable subjects offered
Sec 4N(A)	Either: a) $ELMAB3 \leq 19$ (ELMAB3 refers to the aggregate score of English Language, Mathematics and best 3 subjects) at the 'N' level examinations or b) at least an N(A)-level Grade 5 for all subjects used in the computation of ELMAB3.

Marks and Grades

Marks	75-100	70-74	65-69	60-64	55-59	50-54	45-49	40-44	< 40
O Level	A1	A2	B3	B4	C5	C6	D7	E8	9

Marks	75-100	70-74	65-69	60-64	50-59	< 50
N(A) Level	1	2	3	4	5	6

Marks	75-100	70-74	60-69	50-59	0 - 49
N(T) Level	A	B	C	D	E

Assessment Weightings

Level	Term 1	Term 2	Term 3	Term 4
Sec 1 to 3	Weighted Assessment 1 (15%)	Weighted Assessment 2 (15%)	Weighted Assessment 3 (15%)	End-of-Year Examinations (55%)
Sec 4/5	Weighted Assessment 1 (15%)	Weighted Assessment 2 (15%)	Preliminary Examinations (70%)	

EXAMINATION RULES & REGULATIONS

1. All school rules must be observed throughout the examination period.
2. Students must attend the morning assembly either in the parade square, classroom or outside MPH/RH, if they have an examination paper starting before 0900 hrs. Students need not attend school on days within the examination period for which they have no papers.
3. Students must report at the assigned examination venue at least 30 minutes before the start of the examination. Students must be seated at the assigned desk at least 15 minutes before the start of the examination. Students who report late for examination will not be given any make-up time.
4. Students who report after the end of the examination will be marked as absent for the paper.
5. Aligning to the national healthcare protocols, students who are tested positive for Covid, may present a positive ART test result (including name, class and date of test result taken on day of exam) as valid medical reason for being absent from paper.
6. For other medical illnesses, absentees must submit original medical certificates from a medical practitioner who is registered under the Medical Registration Act on the Singapore Medical Council Website
<https://www.healthprofessionals.gov.sg/smc/becoming-a-registered-doctor/register-of-medical-practitioners>
Parents' letters will not be accepted. Absentees without valid reasons will be given a zero mark for the paper.
7. Students are not allowed to go to the restroom within the first and last 30 minutes of the examination. They should use the restroom before the start of the examination.
8. In between papers for the day, students are not allowed to leave the school compound.
9. Students are allowed to leave for home after their last paper for the day. They should not loiter around the school or the neighbourhood.
10. Students are required to bring their own writing and mathematical instruments. There is strictly no sharing of writing and/or mathematical instruments during the examination.
11. Only essential writing materials and authorised materials (e.g., approved calculators and dictionaries) are allowed on the students' desks. All bags, books and unauthorised materials should be placed at the front of the examination venue.

The duration for the absence recognised will be based on national guidelines during the examinations.

12. Students who commit the following offences will be subjected to disciplinary action (including being given zero marks for the paper).

- Possess unauthorised devices (e.g. mobile phones, smart watches and/or electronic gadgets that can capture, store, display, transmit, and/or receive information), and/or unauthorised reference materials (e.g. study notes and/or formula sheet), and/or non-approved calculators or dictionaries once they are seated within the examination venue;
- Commit or attempt any act of dishonesty, or support such acts, e.g. giving answers to or obtaining answers from others;
- Communicate (e.g. verbal - whisper, and/or non-verbal – signal) during the examination, or at times when communication is prohibited (e.g. when examination materials are being distributed or collected).
- Exhibit improper conduct or misbehaviour e.g. not facing the front during examination, disobeying instructions from invigilator, removing examination materials and/or leaving examination venue without permission.

DURING THE EXAMINATIONS

13. Students must not read or write on the question paper and/ or answer booklets until they are told to do so by the invigilator.
14. Students are to listen to the examination instructions read out by the invigilators and read the instructions stated on the question papers.
15. Students should write their answers legibly in black or dark blue ink. Use pencils for shading of Personalised Multiple Choice Answer Sheet (PMCAS). Pens or pencils of other colours may be used for maps and diagrams only.
16. Students are advised to practise good time management and not spend too much time on selected questions at the expense of other questions.
17. Students are advised to read the questions carefully. No marks will be awarded for provision of unnecessary information.

SCHOOL SAFETY

SCHOOL EMERGENCY EVACUATION PROCEDURES

An emergency is defined as a sudden incident involving actual and/or potential loss of lives or damage to property on a scale in excess of what a school can normally deal with. Some examples are Fire or explosion of chemical or flammable substance; Gas leakage; Short circuit or overheating of electrical appliances or machines; and Act of mischief or sabotage.

Evacuation Procedures

1. A fire alarm siren would sound.
2. Continue class activity, but get ready to evacuate, if required.
3. Wait for the announcement through the PA system about the incident.

In the event of an emergency evacuation is required,

1. Listen attentively to the announcement for:
 - Venue of the assembly area
 - Incident area (Danger areas to avoid)
2. Stay calm and be alert. Stop all activities.
3. Listen to your teacher's instructions.
4. Switch off lights, fans and electrical equipment in the room.
5. Bring along your valuables (wallet/ mobile devices) only; Leave the school-bags and other belongings in the room.
6. Keep the room doors open (for any Search & Rescue).
7. Line up orderly in twos outside their rooms as quickly as possible.
8. Move orderly and briskly to the primary or secondary Assembly Area.
9. Use the designated evacuation route (found on the evacuation chart in each room), but avoid the incident area and congested route.

Upon reaching the Assembly Area,

1. Stand/Sit by your form class in two rows according to the class register order.
2. Attendance would be taken by your teacher, assisted by the class leaders.
3. Alert any teachers if you notice your classmate is
 - Missing; or
 - Not feeling well.
4. Wait for further announcements, as the school is dealing with the emergency incident and await for the quick support from the Police and SCDF. Be patient.

SAFETY RULES IN THE SCIENCE LABORATORIES

General Safety Rules

- Do not enter the Science Laboratories unless permission is given by a Science teacher.
- Do not conduct any experiments without the presence of a Science teacher.
- Know the general safety rules, procedures concerning accident or fire such as evacuation route, location and use of first-aid items and fire-fighting equipment (e.g. fire extinguisher and fire blanket) in the Science laboratories.
- Covered footwear must be worn at all times.
- Females with long hair should have the hair tied up neatly.
- Ensure good ventilation by opening windows and doors.
- Keep your lab bench clean and tidy at all times.
- Ensure all switches are off and gas knobs are turned off after use.
- Notify the teacher immediately of any unsafe conditions you observe. All accidents and injuries must be reported to the teacher immediately.
- When in doubt, always ask.

Use of Laboratory Apparatus/ Chemicals/ Electrical Appliances Safety Rules

- Do not return used or unused chemicals to their original container as they may be contaminated.
- Students are required to wear safety goggles when handling chemicals or heating elements.
- Avoid having any contact with face, eyes, mouth, and body while using chemicals or lab equipment. Wash your hands with soap and water after performing all experiments.
- If a chemical should splash on your skin or eyes, immediately flush with running water or use the eye wash. Inform your teacher.
- Do not handle electrical appliances or points when the hands are wet.
- All chemicals in the laboratory are to be considered dangerous. Never mix chemicals in sink drains and follow instructions from your teacher for proper disposal of chemicals.
- Do not handle broken glass with your bare hands. Inform your teacher and call for assistance. All broken glass will be disposed in a designated glass disposal container.
- Do not immerse hot glassware or lab apparatus in cold water. They should be set aside at a designated location to cool and picked up with caution. Use tongs or the dry cloth, where necessary.

SAFETY RULES IN ART ROOMS

General Safety Rules

- Do not enter the Art rooms unless permission is given by the teacher. Art rooms should be locked when there are no lessons. Art storerooms and project rooms are out of bounds to all students.
- Know the general safety rules, procedures concerning accident or fire such as evacuation route, location and use of first-aid items and fire-fighting equipment in the Art room.
- Covered footwear must be worn at all times.
- Do not wear long-sleeved shirts/ jackets, school-ties, watches and other loose items during lessons/activities as these loose items can get caught in the materials or moving piece of equipment. Females with long hair should have the hair tied up neatly.
- Adhere to the safe practice of one student working at a shared equipment/machine within the work zone.
- Wash your hands with soap and water at the start and end of every lesson.
- Perform moist wipe down for high touch points of tools at the start and end of each lesson.
- Disinfect and put on personal protective equipment (e.g. safety goggles, gloves, dust or respiratory masks, ear plugs) in situations which require these respective protections.
- Keep the doors and windows of the art room open without blockage to ensure good ventilation. Use volatile substances such as varnish, thinners, spray paints, glazes, adhesives, and fixatives etc. only in well-ventilated spaces or in an outdoor area away from people.
- Always work thoughtfully and purposefully. When in doubt, always ask.
- Clean up the work area after each session. Pass flammable and hazardous waste to the teacher for proper disposal.
- Do not dispose waste which could clog pipes (e.g. cement, acrylic paint) through the sinks or floor drains.
- All accidents and injuries must be reported to the teacher immediately.

Use of Art Room Equipment/ Electrical Appliances Safety Rules

- Do not operate machines unless you have been instructed on the correct use and are under close supervision of teacher.
- Return materials and tools to their proper place after use.
- Exercise extreme care when handling sharp-pointed or sharp-edged tools. Do not use tools that are rusty, blunt, badly worn or in poor condition.
- Maintain a safe distance from hot materials (e.g. hot wax, soldering iron, hot glue gun).
- Areas around electrical equipment must be kept dry. Do not handle electrical appliances or points when the hands are wet.
- Ensure all electrical switches are turned off after use.

SAFETY RULES IN THE DESIGN AND TECHNOLOGY WORKSHOPS

General Safety Rules

- Do not enter the Design and Technology (D&T) Workshops unless permission is given by the teacher/ instructor. D&T Wood Machine shop is out-of-bounds to all students and all staff not trained in D&T teaching and learning.
- No practical work is to be carried out by any student without the presence of the teacher/ instructor.
- Know the general safety rules, procedures concerning accident or fire such as evacuation route, location and use of first-aid items and fire-fighting equipment in the D&T workshop.
- Wear covered footwear, and aprons or overalls (blue) properly so that they do not get in the way when working at the bench/equipment/machines.
- Do not wear long-sleeved shirts/ jackets, school-ties, watches, rings, bracelets and bangles during practical sessions. Females with long hair should have the hair tied up neatly.
- Strictly adhere to the safe practice of one student working at a shared equipment/machine within the work zone.
- Wash your hands with soap and water at the start and end of every lesson.
- Perform moist wipe down for high touch points of tools at the start and end of each lesson. Dust should be removed first (with brush or vacuum cleaner) before performing a moist wipe down.
- Disinfect and put on personal protective equipment (e.g. ear muffs, safety goggles, disposable face masks, gloves) in situations which require these respective protections.
- Ensure good ventilation by opening windows/ doors during works that involve volatile substances.
- Always work thoughtfully and purposefully. When in doubt, always ask.
- Clean up the work area after each practical session. Pass flammable and hazardous waste to the teacher/ instructor for proper disposal.
- All accidents and injuries must be reported to the teacher/ instructor immediately.

Use of D&T Workshop Tools/ Equipment/ Electrical Appliances Safety Rules

- Do not operate machines unless you have been instructed on the correct use and are under close supervision of teacher/ instructor.
- Sanitise your hands with the non-alcohol based hand sanitiser before and after using shared tools / equipment / machines.
- Always use the right tool for the right job and return it to its proper place after use. Do not use tools that are blunt, badly worn, mushroomed or in poor condition. Exercise extreme care when handling sharp-pointed or sharp-edged tools.
- Areas around electrical equipment should be kept dry. Do not handle electrical appliances or points when the hands are wet.
- Ensure all electrical switches are turned off after use. In case of emergency, use the emergency-stop switches to stop the electrical machines in the workshop.

SAFETY RULES IN THE NUTRITION AND FOOD SCIENCE FOOD LABORATORIES

General Safety Rules

- Do not enter the Nutrition and Food Science (NFS) food laboratories unless permission is given by a teacher. No practical work is to be carried out by any student without the presence of a NFS trained teacher.
- Know the general safety rules, procedures concerning accident or fire such as evacuation route, location and use of first-aid items and fire-fighting equipment in the food laboratory.
- Wear covered footwear and clean aprons (white) and ensure that they do not get in the way when working in the food laboratory. Females with long hair should have the hair tied up neatly.
- Wash your hands with soap and water at the start and end of every lesson. Hand sanitisers should not be used, because you are handling food.
- Ensure good ventilation by opening windows and doors and turning off heat sources (e.g. stoves and ovens) when not in use.
- Always work thoughtfully and purposefully. When in doubt, always ask.
- Clean up the work area after each session.
- All accidents and injuries must be reported to the teacher immediately.

Use of NFS Food Laboratory Food Preparation/ Cooking and Tools/ Equipment/ Electrical Appliances Safety Rules

- Check the expiry dates of non-perishable food to ensure they are safe for use. Stored food in refrigerators should be checked for freshness to prevent food contamination.
- Keep your nails short and clean. Use disposable hand gloves when handling food at all times except when cutting ingredients using knives.
- Always use the right tool for the right job and return it to its proper place after use. Exercise extreme care when handling sharp-pointed or sharp-edged tools.
- Wash the cooking utensils and cutlery (including knives, chopping board etc.) thoroughly with soap and water before and after each use. Use separate chopping boards and crockery when preparing raw and cooked food to prevent cross contamination.
- Wipe down high touch points of the common shared equipment and apparatus using soapy water and clean with dish cloth before and after each use.
- Do not operate electrical appliances unless you have been instructed on the correct use and are under close supervision of a teacher.
- Areas around electrical equipment should be kept dry. Do not handle electrical appliances or points when the hands are wet.
- Do not leave the stove unattended when cooking. Do not taste raw / undercooked food. Thawed food must not be re-frozen for use to prevent possible food poisoning.
- Ensure all electrical switches and gas levers are turned off after use.

SCHOLARSHIPS, PRIZES AND AWARDS

To motivate students to excel and to recognise student achievement, there are two levels of awards. Students can aspire for the Ministry of Education Awards or internal school awards.

Academic Awards

- **MOE Edusave Scholarship** – This award is given to Singaporean students who are within the top 10% of their level and course in terms of academic performance at the end-of-year examinations and have demonstrated good conduct. Each recipient receives \$500.
- **MOE Edusave Merit Bursary** – This award is given to Singaporean students who are within the top 25% of their level and course in terms of academic performance at the end-of-year examinations, have demonstrated good conduct and whose gross monthly household income or per capita income does not exceed guidelines set by the Ministry of Education, and is not a recipient of Edusave Scholarship. Each recipient receives \$350.
- **MOE Edusave Good Progress Award** – This award is given to eligible Singaporean students who are not recipients of any Edusave Scholarship or the Edusave Merit Bursary but who are within the top 10% of their level and course in terms of improvement in academic performance at the end-of-year examinations and have demonstrated good conduct. Each recipient receives \$200.
- **MJR School Honours Roll** – The names of students who top the national exams in their respective streams and courses are inscribed on the honours board.
- **MJR Most Improved Student Award** – Certificates are presented to students for each subject in each year. Students whose results have shown the most improvement in overall results between Semester 1 and Semester 2 of the same academic year are recognised.

School Management Committee Book Prizes – This comprises the following:

- **Best Performing Student (non-Full SBB Cohorts)** – This award is given to the top student for each level and stream based on the overall end-of-year examination results with a score of not less than 65 percent.
- **Best in Subject (All Levels)** – This award is given to the top student for the subject based on the overall end-of-year examinations.
- **Ven. Sik Kwang Sheng Challenge Shield** – This award is given to the top student of the school in the GCE NT, GCE NA, or GCE O Level examinations for the year. Each recipient receives \$300.
- **Achievement Award** – This award is given to students who score a minimum of 5 distinctions in the GCE O Level examinations.
- **Good Performance Award** – This award is given to students who score a minimum of 5 distinctions in the GCE NT or GCE NA examinations and obtain a pass in EL and Math. For GCE NT, the EMB1 must be 6 points and below; for GCE NA, the EMB3 must be 10 points and below.

- **SMC Scholarship** – This award is given to Secondary 1 to 3 students who meet the criteria below based on the end-of-year examination results and have demonstrated good conduct. Each recipient receives \$350.

Subject Combination	Criteria
Offering mostly G3 or G2 Subjects	Pass or better in EL and 6 distinctions or more (may include EL) in the EOY School Examination
Offering mostly G1 Subjects	Grade C or better in EL and 5 distinctions or more (may include EL) in the EOY School Examination

- **SBF-Manjusri Merit Scholarship** – This award is given to Primary 6 students who attain any one of the following PSLE scores listed in the table below when starting their Secondary 1 education at Manjusri Secondary School.

PSLE Score	Sec. 1 students from affiliated primary schools (Maha Bodhi & Mee Toh)	Sec. 1 students from other primary schools
13 to 15	\$400 per year	\$300 per year
10 to 12	\$500 per year	\$400 per year
9 or less	\$600 per year	\$500 per year

Awardees will continue to receive the scholarship until Secondary 4, conditional upon the maintenance of good results and good conduct.

- **Singapore Regional Centre of the World Fellowship of Buddhists (SRCWFB) Bilingual Award** – This award is given to students for each level from Secondary 1 to Secondary 3 who attain distinction in both G3 English Language and Mother Tongue Language subjects, obtain an overall pass in the school examinations and demonstrate good conduct. There are ten cash awards per year.

Non-academic Awards

- **Most Outstanding Manjusri Award**

This award (formerly known as Student of the Year Award) is given by the Manjusri alumni to recognise a final-year student (Sec 4NT, 4NA, 4EXP or 5NA) who has demonstrated strength of character and exemplary conduct in the school's core values of respect, integrity, care and excellence.

- **MOE Edusave Character Award (ECHA)**

Singaporean students who have demonstrated exemplary character (e.g. civic consciousness), and outstanding personal qualities (e.g. resilience), through their behaviour and actions are eligible for the award. Deserving candidates who demonstrate strong core values of respect, integrity, care and excellence are nominated by teachers and students in Term 3. Shortlisted nominees submit a personal statement of their beliefs and goals, and undergo a panel interview to be selected for the award. Up to 2% of the school population may be selected for the award. Students who are recipients of Edusave scholarships, bursaries or good progress awards and EAGLES are also eligible for this award.

- **MOE Edusave Award for Achievement, Good Leadership, Service and E21CC (EAGLES)**

Singaporean students who demonstrate leadership qualities, contribute voluntary service to the community and school, excel in their Co-curricular Activities (CCA) and/or demonstrate emerging 21st Century Competencies are eligible for the award. Students must also attain conduct grade of 'Good' or better. Students who are recipients of Edusave scholarships, bursaries or good progress awards and ECHA are also eligible for this award.

- **Mee Toh Foundation Arts Scholarship**

These scholarships are given by Mee Toh Foundation on an annual basis to students of Manjusri Secondary School to enhance educational opportunities and motivate them to excel in the Performing Arts Co-curricular Activities (CCAs) which include Chinese Orchestra, Chinese Dance, Choir, Concert Band and Chinese Calligraphy. Students who meet the eligibility criteria will be shortlisted. The tenure of the Scholarship is one year.

- **Kwan Im Thong Hood Cho Scholarship (Sports) / (Uniformed Groups)**

These scholarships are given by Kwan Im Thong Hood Cho Temple on an annual basis to students of Manjusri Secondary School to enhance educational opportunities and motivate them to excel in the Sports and Uniformed Groups Co-curricular Activities (CCAs) which include Wushu, National Police Cadet Corps (NPCC), National Cadet Corps (NCC) Land, Girl Guides and Scouts. Students who meet the eligibility criteria will be shortlisted. The tenure of the Scholarship is one year.

- **MJR Alumni CCA Award (Clubs & Societies)**

These awards are given by Manjusri Alumni on an annual basis to recognise students of Manjusri Secondary School for their contributions and achievements in their Co-curricular Activities (CCAs), specifically in Clubs and Societies. Individual awards will be presented to four outstanding students from these CCAs.

- **Singapore Schools Sports Council (SSSC) Colours Award**

This award is given to recognise students representing Singapore schools in sports and games and/or for excellent achievements in competitions. The students must also display exemplary conduct and sportsmanship on and off the field of play at all times.

- **SMC CCA Performance Award**

This award is given to CCA groups that have achieved good performance based on the criteria below.

Category	Criteria
Performing Arts	Achieved Certificate of Distinction or Certificate of Accomplishment in the SYF Arts Presentation
Uniformed Group	Achieved Gold/Distinction or Silver in their respective unit assessment
Sports	Achieved Top 4 placing either in the Zonal and / or at the National School Games

- **Friends of Manjusri Award**

This award is to recognise ex-Manjusrians or stakeholders who have regularly volunteered their services for a period of three years or more, or made significant contributions to the school.

MOE FINANCIAL ASSISTANCE SCHEME

The Ministry of Education provides financial assistance to needy Singapore Citizen students in Government or Government-Aided Schools. The income limits and type of assistance given to needy students in Government or Government-Aided Schools under this financial assistance scheme are shown below, subject to periodic revisions:

Income Criteria

- Gross household income $\leq$ \$4,000 per month or
- Per capita income $\leq$ \$1,000

Benefits Under the FAS Scheme

Item	Academic Level - Secondary
Fees	100% fee subsidies
Textbooks and Uniforms	Free textbooks and uniforms
School Meal Subsidy ¹	\$4.10 per meal up to 10 meals per week
Transport	\$21 transport subsidy per month from month of approval, up to a total of \$252 transport subsidy per annum for students entitled to public transport ² subsidy

- The school meal subsidy will only be provided from the effective month of the MOE FAS. There will be no reimbursement or retrospective subsidy for school meals incurred in the months prior to the effective month of the MOE FAS.*
- The public transport subsidy will only be provided from the effective month of the MOE FAS till December of the year.*

Students who wish to apply for the scheme can submit an online application using this link: <https://go.gov.sg/moe-efasggas>.

Types of Bursaries Available

	Name of Bursary	Quantum of Bursary	Eligibility Criteria
1	Kuan Im Tng (Joo Chiat) Bursary	\$350.00 (all levels)	- Open to Singapore citizens or permanent residents; and - Total gross household income not exceeding \$1,800.00 for families with 1 or 2 children or total gross household income not exceeding \$2,100.00 for families with 3 or more children; or per capita income $\leq$ \$450.00 * Regular attendance and good conduct * Recipient of not more than 2 other bursaries/allowance (excluding MOE FAS).
2	Singapore Buddhist Lodge Bursary	\$ 400.00 (Sec 1,2) \$ 500.00 (Sec 3, 4 & 5)	- Open to Singapore citizens or permanent residents; - Total gross monthly income not exceeding \$1500; or per capita income not exceeding \$500; and - Passed End-of-Year Examination and promoted to the next level

School will announce the Bursary details when application is open. Students who wish to apply may obtain the application form from General Office and submit the completed form together with the relevant documents to the General Office.

INFOCOMM MEDIA DEVELOPMENT AUTHORITY (IMDA) DIGITALACCESS@HOME

DigitalAccess@Home provides subsidised broadband and laptops/tablets to lower-income households to support their lifestyle needs, including work and social activities.

Who can apply?

Low-income households living in HDB flats with at least one Singapore Citizen are eligible to apply for DigitalAccess@Home.

You can check your eligibility at this website <https://go.gov.sg/digitalaccesschecker>

How to apply?

You can apply in two ways:

1. Log in to digitalaccess.gov.sg via Singpass.
2. Hard copy submission (by mail): download and print the DigitalAccess@Home form at <https://go.gov.sg/digitalaccess-application-form>, complete it and mail it to IMDA.

How can I find out more?

For details about the DigitalAccess@Home programme, you can find out more by:

1. Calling the IMDA hotline at 6377 3800
2. Emailing digitalaccess@imda.gov.sg
3. visiting <https://www.imda.gov.sg/how-we-can-help/digital-access-at-home>

SCHOOL FACILITIES AND SERVICES

THE SCHOOL LIBRARY

Operation Hours	Monday – Friday	8:30 am to 12:30 pm & 1:30 pm to 5:00 pm
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Library Rules & Procedures

Loan Policy

A maximum of 4 books may be borrowed at a time, for a period of 4 weeks. Books borrowed from the library should be returned on/before the due date.

Penalty

A fine of 15 cents per day is charged for each overdue book. Each student is responsible for the item(s) borrowed under his/her name. When a book or item or library facility is damaged, the student will be required to pay for the cost to replace or repair the item(s).

Use of Library Facilities

- No bags are allowed in the library. Students are advised to deposit their bags at designated spaces before entering. They are not to leave valuables in the bags.
- All library materials and facilities must be handled with care.
- As a courtesy to other library users, any loss/accidental damage should be reported immediately to the librarian.
- No food or drinks are allowed in the library.
- Silence and all school rules must be observed in the library.

Please note that a student's borrowing privileges will be suspended once fines are incurred. They will be restored after the outstanding fines are settled.

SCHOOL COUNSELLORS

	Counselling Services	Education Career and Guidance Services
Operation Hours	<u>Monday – Friday</u> Miss Krystal Goh Miss Jodi Tan (The Cove) You may either ask your Form Teachers to make an appointment on your behalf or walk into their office directly.	<u>Monday and Wednesday</u> 1.45 pm to 4.00 pm Book an appointment by going to the web link or scanning the QR code below: https://go.gov.sg/mjr-ecg 

Hotline / Helpline	Contact
Crisis Samaritans of Singapore (SOS) (24-hour) IMH Mobile Crisis Service (24-hour)	1800 221 4444 or 1767 9151 1767 (24-hour CareText WhatsApp) 6389 2222
Mental Well-being Child Guidance Clinic (IMH) Singapore Association for Mental Health TOUCH Community Services (TOUCHline counselling services) Care Corner Counselling Centre We Care Community Services Shan You Counselling Centre Online resources	6389 2000 (24-hour hotline) 6389 2200 (for appointments) 1800 283 7019 1800 377 2252 63531180 1800 3535 800 (Counselling in Mandarin) 31658017 67419293 Mindline.sg/fsmh eC2.sg tinklefriend.sg chat.mentalhealth.sg carey.carecorner.org.sg limitless.sg/talk shanyou.org.sg

GENERAL OFFICE

Operation Hours	Monday – Friday	7:30 am to 6:00 pm (during School Term) 8:00 am to 5:00 pm (during School Holidays)
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Telephone: 6842 4558

Fax: 6745 4492

Email: manjusri_ss@moe.edu.sg

THE ICT HELPDESK

(The Cove at Level 4)

Operation Hours	Monday – Thursday	7:45 am to 9:00 am and 1:50 pm to 3:00 pm
	Friday	7:45 am to 9:00 am and 12:40 pm to 2:00 pm

THE BOOKSHOP

(School Canteen)

Operation Hours	Monday	8:00 am to 3:00 pm
	Tuesday - Friday	8:00 am to 3:30 pm

SCHOOL UNIFORM

(School Canteen)

Operation Hours	Thursday	9:00 am to 2:30 pm
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SCHOOL GATE B2 AND GATE D

Operation Hours (Non-HBL Days)	(Gate B2)	
	Monday – Friday	6:30 am to 7:30 am
	Monday - Friday	1:15 pm to 4:30 pm, 12.30 pm to 3.30 pm (Fri)
	Monday - Friday	5.15 pm to 6.30 pm, 4.30 pm to 6.30 pm (Fri)
	(Gate D)	
	Monday – Friday	6:30 am to 7:30 am (IN only with guard)
	Monday – Thursday	1:30 pm to 6:30 pm (Turnstile OUT only)
	Friday	12.30 pm to 6:30 pm (Turnstile OUT only)

STUDY TIPS FOR SUCCESS

Here are the top 10 tips to help you study effectively:

1. Find your study space

- Everyone has different ideas about the best place to study.
- Do you prefer silence or music?
- Do you work better alone or with friends?
- Do you like studying at home, in school, or in the library?
- Find a space that works for you and stick with it.

2. Be organised

- Make sure you have all the materials you need before starting.
- Looking for a ruler or pencil sharpener halfway will waste time and break your focus.

3. Clear your mind

- If you have a lot on your mind, jot down your thoughts first.
- Keep spare paper nearby. If something pops into your head, write it down and deal with it later.

4. Get motivated

- Think about how good it will feel to do well.
- Keep the end goal in mind.
- Put up a quote, picture, or something that reminds you of success where you can see it.

5. Plan your time and use it well

- Use a calendar to mark down WA and EOY dates.
- Plan which subjects/topics to revise each week.
- Do difficult work when you feel fresh and alert.
- Save easier tasks for when you're tired.
- Study content-heavy subjects in the morning; practise-based ones at night.
- Work in 1-hour cycles: 45 minutes of study, 15 minutes break.
- Set time limits for each task.

6. Come up with your revision notes

- Make concise notes — mind maps, concept maps, or summaries on A4 paper.
- Use cue cards for sub-topics you are weaker in.

7. Know your learning style

- Everyone learns differently. Find out what works best for you:
- Auditory learners: Read notes aloud, record and listen, or discuss with others.
- Visual learners: Use colours, diagrams, or pictures to remember ideas.
- Kinesthetic learners: Learn by doing — role-play, build models, or use hands-on methods.
- You can take online quizzes to discover your learning style.

8. Make your own study materials

- Create flashcards or practice questions.
- You learn twice — once when making them, and again when using them.

9. Test yourself

- Don't wait for exams to check your knowledge.
- Quiz yourself regularly.
- Ask friends or family to test you.
- Teach your friends — explaining is a great way to learn.

10. Take time out

- You study better when you feel good.
- Eat well, sleep enough, and stay hydrated.
- Exercise to keep your energy up, but don't overdo it.
- Take regular breaks.
- Develop strategies that work best for you.

These tips are just some strategies to help you get the most out of your study time. You may discover other methods that work even better for you.

Ask your friends how they study — you might pick up useful tricks. Don't forget to check with your teachers too; they often have great advice.

Most importantly, once you find a method that works for you, stick with it and put it into practice. Consistency is key — so go for it!

Remember: Success comes from consistent effort, not last-minute cramming. Start early, stay focused, and take care of yourself along the way!

EFFECTIVE TIME MANAGEMENT STRATEGIES

1. Plan Your Time

- Study consistently: Pick a regular time each day to make it a habit.
- Plan your week: Schedule weekly reviews and mark all assignments/projects in a planner.
- Use focused study blocks: Study in 45-minute sessions with short breaks in between.
- Create a distraction-free environment:
 - Turn off your phone and avoid unnecessary web browsing or emails.
 - Keep your study area dedicated to studying only.
- Track assignments: Write down all tasks with due dates and check them off as you complete them.
- Use small pockets of time: Review notes while waiting, commuting, or before class.
- Make daily to-do lists: Plan your next day in advance, including study time, routines, and errands.

2. Follow Your Plan

- Don't let peer pressure or short-term temptations decide your priorities.
- Focus on your goals and follow through on what's most important.
- Align your priorities with your long-term values and objectives.

3. Prioritise Your Tasks

- Tackle the most important or challenging tasks first, even if you dread them.
- Include tasks you enjoy to stay motivated.
- Reward yourself when you complete tasks.
- Remember: what you do today shapes your long-term success.

4. Overcome Procrastination

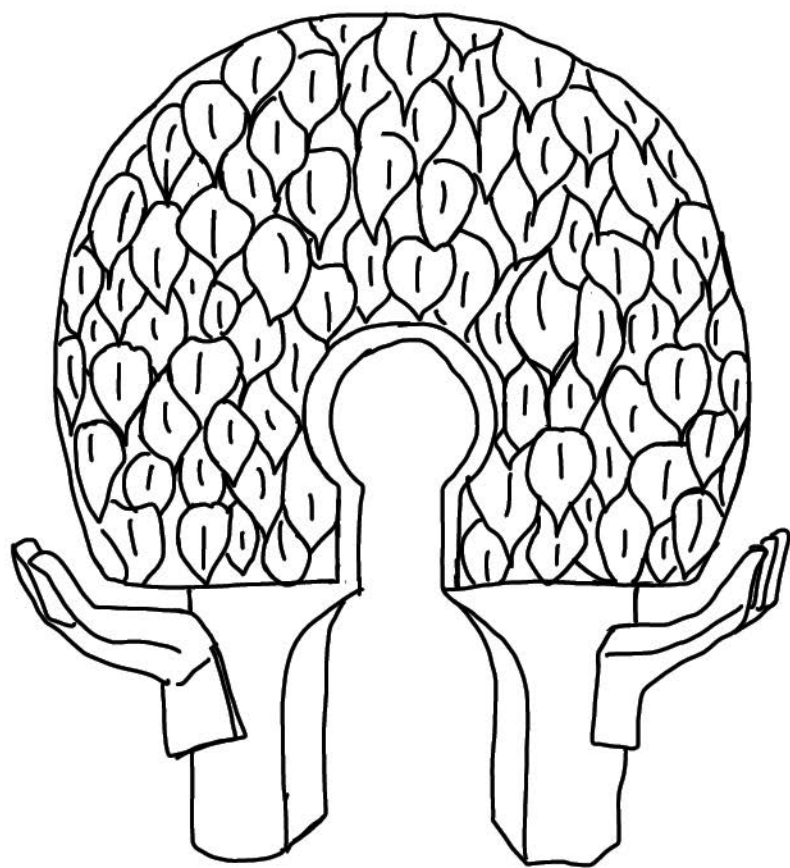
- Set start dates for assignments by counting backwards from the due date.
- Start early to reduce stress and avoid last-minute panic.
- Aim to finish tasks ahead of time rather than just on time.
- Break large tasks into smaller steps ("How do you eat an elephant? One bite at a time.")
- If unsure how to proceed, ask your teacher for guidance.
- Refocus if you get distracted — check your to-do list and return to the top priorities.

School is a stage in your life that can shape your future. The choices you make today will influence your success tomorrow, so keep that perspective and make each daily decision count.

"The beautiful thing about learning is that no one can take it away from you." – B.B. King

Diary
2026

Mindfulness in Practice



WISDOM

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MINDFULNESS CALENDAR

Do something you've been putting off.	Watch a new, uplifting TV show.	Break down one of your goals into smaller steps.	Do one small thing for self-care today.	Figure out what your strengths are and how to apply them in your daily life.
Cut down on sugar to see if it improves your mood.	Take time to feel and name your negative emotions	Try something new, like a food or an activity.	Limit your passive scrolling on social media and spend more time connecting.	Read a book that inspires you to be a better person.
Be open to receiving help from others.	Send a heartfelt thank you to someone who helped you.	Care for the environment – it's what happy people do!	Take 10 minutes today to practise mindfulness.	Imagine your life without a loved one, to appreciate them more.
Set goals for your screen time.	Understand that forgiveness is a process, and it will take time to heal.	Practise active listening in our conversations to understand people better.	Speak up for what you believe in.	Reconnect with someone you lost touch with – or take steps to make new friends.
Take a walk outside and be mindful of what you see, hear and smell.	Tired? Take a nap!	Gratitude can make you resilient. Write down three good things that happened today.	Offer your ear (or your shoulder) when someone needs support.	Get in some exercise today. Your brain will thank you.

We are Reflective Learners!



My Growth Mindset Plan for Learning

(adapted from The Growth Mindset Coach)

I want to learn _____

My deadline for this is _____

The resources I need to do this are _____

I will accomplish this by _____

Barriers to my learning are _____

I will overcome barriers by _____

If I make a mistake, I will _____

My fixed mindset might say _____

My growth mindset will respond _____

Here are some ways that I'll know that I've shown growth in:

1. _____

2. _____

Mindfulness in Practice



CONDUCT

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MAY 2026

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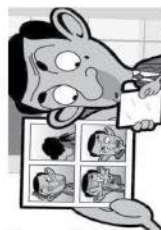
30 • Saturday

31 • Sunday *Vesak Day*

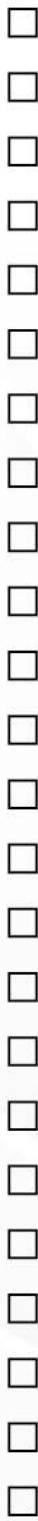
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Metalearning XSLC

We are Reflective Learners!



Strengths (any 1 set of question)	Areas for Growth (any 1 set of question)	Plans (any 1 set of question)
- What is one area of performance in the past semester / this year that you are satisfied with? <i>E.g. learning attitude / study habits</i> - How did you achieve this?	- What has been the most challenging experience for you in the past semester / year? - How do you plan to overcome similar challenges? - I still need help with	- What is your plan for school next year / what are your aspiration? - What support do you need from the school and from your parents?
- What is your proudest achievement in the past semester / year? - I learned that	(from META reflection) - What is the subject / topic that requires attention? - How can you work on this?	- How different would next year be for you? - What help can the school and your parents provide for you next year?
- What is one area you in which you have done well in the past semester / this year? - How can you continue this in Semester 2 / next year?	- What was the hardest thing you have experienced in the past semester / year? - How did you solve it?	- What are your goals for the next semester / year? - What help would you need to achieve your goals? - I hope to be able to



10 MINUTES TO RECOGNISE THE GOOD STUFF

_____ Date: _____

Things, people, and places you adore:

One thing you've worked hard to achieve:

One thing that's going well right now:

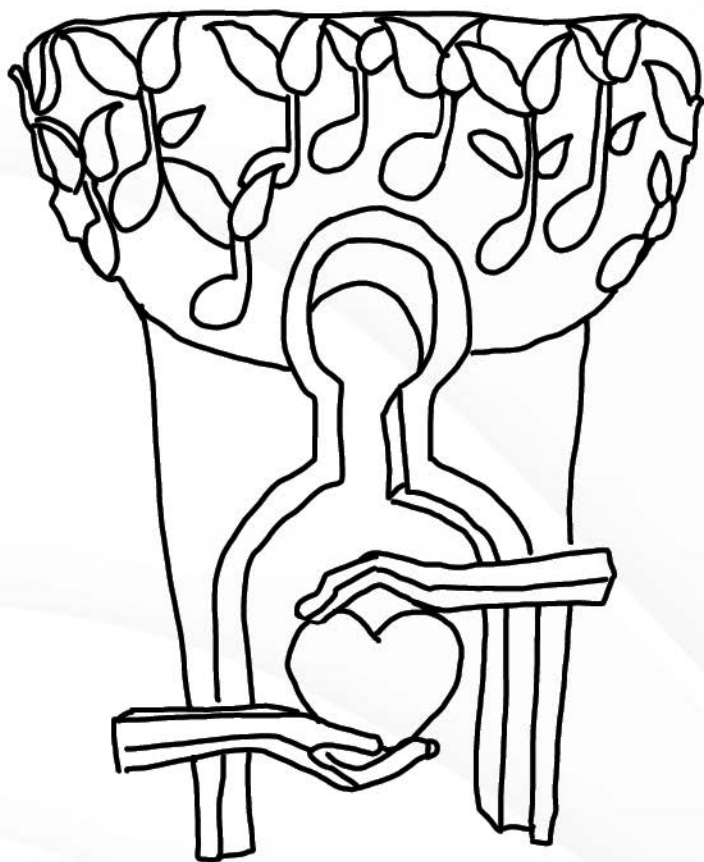
Two subjects or pursuits you're passionate about:

Two people you can count on for warm hugs and kind words:

Three things to look forward to:

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BENEVOLENCE

29 • Monday☐☐☐☐**30 • Tuesday**☐☐☐☐**01 • Wednesday**☐☐☐☐**02 • Thursday**☐☐☐☐**03 • Friday**☐☐☐☐**04 • Saturday****05 • Sunday** *Youth Day*☐☐☐

06 • Monday *Scheduled School Holiday*

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04 • Friday *Teachers' Day*

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MANJUSRI SECONDARY SCHOOL MLP @ SCHOOL



When you apply the Growth Mindset, you

- ✓ are interested in becoming a better learner.
- ✓ are interested in how you learn as an individual
- ✓ know your strengths and weaknesses as a learner
- ✓ can talk about what skills you need to make progress
- ✓ can talk about how learning works for you
- ✓ think about how you feel about school



Growth Mindset

Strength	Area to Improve
Choose your questions below and put them in the next page.	Choose your questions below and put them in the next page.
(From META)	(From META)
What is one subject / topic in this Semester that you feel happy about?	What is one subject / topic in this Semester that requires attention?
What is your proudest achievement in this Semester?	What is the most challenging learning experience in school in this Semester?
What is one area in which you have seen improvement in this Semester?	What is one area that has slipped in this Semester?
What is one thing that helped you complete this Semester smoothly?	What is one thing that kept you worried in this Semester?

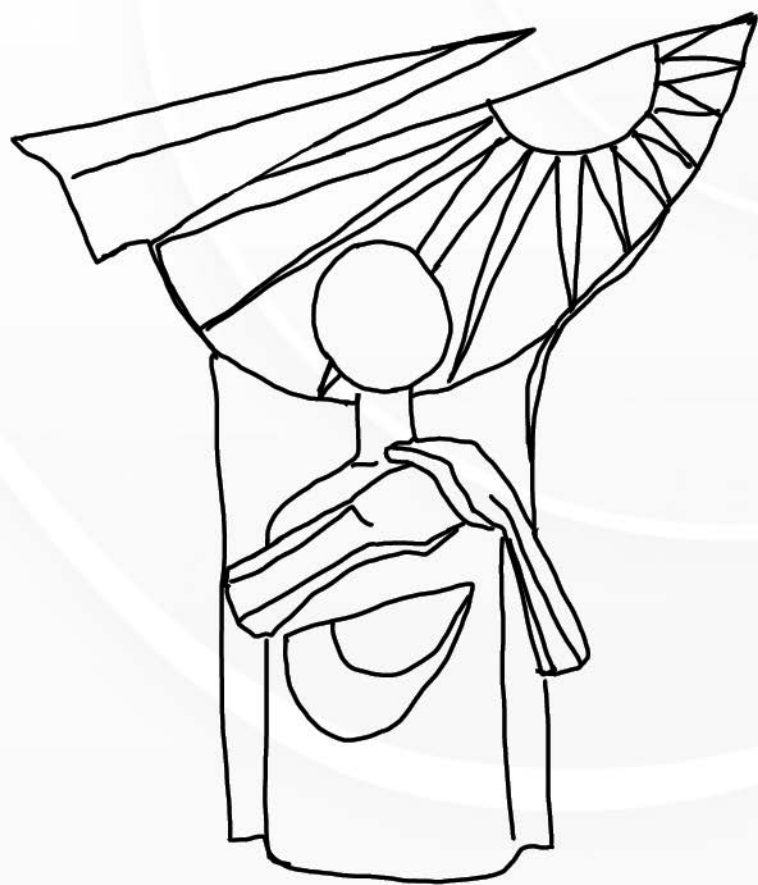


After learning about _____, here are some ways I can relate to what I've learnt!

Text to Self Connections  How does this new piece of information impact your life?	Text to Text Connections  How does this story remind you of other relevant facts/ information?	Text to World Connections  How does what you've learnt remind you about things in the real world?



Mindfulness in Practice



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NOTES

SCHOOL TERMS AND HOLIDAYS 2026

School Terms

Semester 1

Term 1 Fri 2 Jan to Fri 13 Mar

Term 2 Mon 23 Mar to Fri 29 May

Semester 2

Term 3 Mon 29 Jun to Fri 4 Sep

Term 4 Mon 14 Sep to Fri 20 Nov

School Vacations

Between Terms 1 & 2

Sat 14 Mar to Sun 22 Mar

Between Semesters 1 & 2

Sat 30 May to Sun 28 Jun

Between Terms 3 & 4

Sat 5 Sep to Sun 13 Sep

At the End of School Year

Sat 21 Nov to Thu 31 Dec

Public Holidays

New Year's Day Thu 01 Jan

Chinese New Year Tue 17 Feb

Wed 18 Feb

Hari Raya Puasa Sat 21 Mar*

Good Friday Fri 03 Apr

Labour Day Fri 01 May

Hari Raya Haji Wed 27 May

Vesak Day Sun 31 May**

National Day Sun 09 Aug**

Deepavali Sun 08 Nov**

Christmas Day Fri 25 Dec

* As Saturday, 21 March 2026 is a Public Holiday, Monday, 23 March 2026 will be a designated day off-in-lieu for schools (i.e. Schools, including the General Office, Student Care Centres and KCare Centres, will be closed).

** Monday 1 June, 10 August & 9 November will be public holidays respectively.

At the End of School Year

Youth Day Sun 5 Jul

(The following Mon 6 Jul will be a school holiday)

Teachers' Day Fri 4 Sep

JANUARY

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FEBRUARY

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○ Public Holidays

⬡ Scheduled School Holidays

■ School Holidays



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Sec 1-2 2025



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