DUNEARN
SECONDARY SCHOOL

YOUR NEXT CHAPTER



Our Vision

Lifelong Learners, Caring Leaders

Our Mission

Nurturing Students to be Future Ready -
Learn with Passion & Lead with Purpose

Our Values

R3ICH:

Respect
Responsibility
Resilience
Integrity
Care
Harmony

Contents

2-3	Principal's Message
4	Vice-Principal's (Academic) Message
5	Vice-Principal's (Administration) Message
6	I CONNECT
10	I INQUIRE
12	I DISCOVER
22	I PARTICIPATE
24	I EXPERIENCE
28	I LEAD
30	I BELONG



A Place to Learn, Grow and Belong

Dear Primary 6 students and parents,

You may have heard this familiar question: **Is the glass half-empty or half-full?**

Two people can look at the same glass and see very different things. One focuses on what is missing; the other appreciates what is already there. The glass has not changed — what changed is only the way we choose to see it.

There will be many such moments in secondary school. A difficult subject can be seen as a setback or an opportunity to learn and improve. A mistake can become a reason to give up or a lesson that helps us grow. A new environment can feel unfamiliar, or it can be a chance to make new friends and discover new possibilities.

At **Dunearn Secondary School**, we believe that a positive outlook, grounded in **gratitude**, can make a meaningful difference to how our young people learn, grow and relate to others.

To our Primary 6 students, you are approaching an exciting milestone. Secondary school will bring new friends, teachers, experiences and challenges. You will discover new interests and, importantly, learn more about yourself.

Choosing a secondary school is therefore about more than simply choosing a place to study. It is about finding a community where you can **learn, grow and belong**.

At Dunearn, we seek to build a **positive school culture** where every student feels valued, supported and encouraged to become a better version of himself or herself. We want our Dunearnites to experience the joy of learning, develop confidence through overcoming challenges, and recognize that they can make a positive difference to those around them.

Gratitude is an important part of this culture. When we learn to appreciate the encouragement of a teacher, the support of a friend, the sacrifices of our parents and the opportunities we receive, we become more aware of what we have and more willing to give back.

For us, education is therefore not only about what our students **know**, but also about who they **become**.

We want our Dunearnites to take ownership of their learning, persevere when things become difficult, act responsibly and care for others. Our teachers journey alongside our students, guiding, encouraging and challenging them to discover their strengths and learn from both successes and setbacks.

Learning also extends beyond the classroom. Through CCAs, leadership opportunities, character development and experiential learning, students discover their interests, develop new capabilities and contribute to the school community.

To parents, we recognize that choosing a secondary school is an important decision. The teenage years are formative, and we value a strong partnership between school and home in helping every child flourish.

To our Primary 6 students, as you consider your choices, ask yourself:

Where can I see myself learning?
Where can I see myself growing?
Where can I contribute?
Where can I belong?



At Dunearn, there will be challenges along the way. Adopt a glass half-full perspective and you will become a Dunearnite who can **appreciate what you have, find possibilities in challenges, and have the confidence to keep moving forward**.

If this is the kind of school experience you are looking for, we warmly invite you to make **Dunearn Secondary School** part of your next chapter.

We look forward to welcoming you at our Open House on 14 November 2026.



Learning with Purpose. Ready for Life

At DSS, we believe that learning is most powerful when it is purposeful, when students are not simply recipients of knowledge, but active builders of it.

This belief is at the heart of Inquiry-Based Learning (IBL), which guides how teaching and learning are planned and enacted across all subjects at DSS. In a Dunearn classroom, you will find students asking questions, investigating ideas, and making meaning for themselves. Learning is dynamic and student-centred, with teachers designing experiences that draw out curiosity and deepen understanding rather than simply delivering content.



Why does inquiry matter? It is because the world that our students are preparing to enter is complex, fast changing, and they would face problems that do not have straightforward answers. IBL develops the dispositions they will need, such as critical thinking, metacognition, and the ability to communicate ideas confidently and with evidence. These are not just academic skills; they are life skills.

Inquiry also creates an inclusive learning environment. Rather than following a single, fixed approach, IBL moves fluidly between direct instruction and student-centred strategies, allowing teachers to meet learners where they are. Every student has a voice, and every student has a hand in shaping his or her own learning experience. When students feel seen, heard, and involved, they are more motivated, more engaged, and more likely to grow. At DSS, lessons are not designed for a generic student. They are designed with our students in mind.

Underpinning all of this is our deep belief in our teachers. Every educator at DSS is committed to doing his or her best for their students, and we believe that great teaching is itself a lifelong journey of growth. Learning at DSS is therefore not limited to our students alone but it extends to every member of our staff. Through our professional development efforts aligned with SkillsFuture for Educators, our teachers continually deepen their practice in inquiry-based learning, reflecting on how they design learning experiences and growing in their ability to bring out the best in every student. When teachers learn with purpose, students learn better.

At DSS, we do not just prepare students for assessments. We prepare them for life.

Vice-Principal (Academic)
Ms Vikneswari



A Safe, Caring and Supportive School

Choosing a secondary school is more than a process of choosing the right academic programmes and facilities. It is about finding a place where students feel safe, supported and confident to grow. At Dunearn Secondary School (DSS), we are committed to creating a nurturing environment where every student is known, valued and cared for.

Every Student Is Known

Our teachers make a deliberate effort to understand each student's strengths, interests and needs, building trusted relationships through regular interactions across the school. We also ensure that students have meaningful opportunities to be heard, such as through the **Inspira Station**, where they can share their thoughts, aspirations and achievements. By listening to and valuing student feedback, we reinforce our commitment to ensuring that **every student is known and every voice matters**.

A Safe Environment for Learning

At Dunearn, we believe students learn best when they feel safe, secure and respected. Through regular safety briefings, emergency preparedness exercises and guidance on responsible behaviour and cyber-wellness, students and staff are equipped to respond to situations confidently and look out for one another. By fostering vigilance, mutual respect and responsible conduct, we ensure that our classrooms and common spaces remain **safe, welcoming and conducive to learning**.

Support When It Matters

Every student's journey is unique, and at DSS, a coordinated network of caring professionals is ready to provide support when it is needed. Our **Student Services Hub** offers a welcoming, central space where students can seek guidance for their social, emotional, learning and personal needs, with Allied Educators (e.g. School Councillors, etc.) working closely with families to provide timely support and intervention. Purposeful spaces and after-school programmes (e.g. Joy Hub) further promote well-being by giving students opportunities to relax, build positive relationships and engage meaningfully with caring teachers.

A Strong Sense of Belonging

At DSS, students become part of a close-knit community with a proud heritage and a strong shared identity. Through school traditions, CCAs, student leadership, level programmes and interactions with alumni, students foster friendships, confidence and pride in being a **Dunearnite**. As we celebrate our **65th anniversary in 2027**, we continue to strengthen this sense of belonging through a caring community where students are supported to discover their strengths, learn with confidence and grow with purpose.

At Dunearn, every student is known, every voice is valued, and every journey is supported.

Vice-Principal (Administration)
Mr Yap Kwee Chye



I CONNECT

Make friends. Build connections. Grow together.

School-Wide Orientation

Starting the Year with Purpose

Every new school year is a fresh beginning: a chance to reconnect, build friendships and grow together. Our School-Wide Orientation, held in Term 1 Week 1, gives every student a meaningful start to the year ahead. While each level explores a distinct level outcome, class bonding remains at the heart of Orientation across all four years, strengthening friendships as students grow together as individuals and as a cohort.

For our newest Dunearnites, Orientation marks the start of an exciting new chapter as they become part of the Dunearn family. Anchored in the theme of **Conviction**, students take part in class bonding activities, campus exploration and a Values-in-Action session, discovering the joy of giving back to society. The Secondary 1 Inauguration and Campfire bring the cohort together through songs, cheers and shared memories.













Guided by **Altruism**, Secondary Two students journey to Gardens by the Bay, discovering how care for others extends beyond the classroom. Secondary Three students embrace **Resilience** through an adrenaline-filled class outing, engaging in laser tag, learning to persevere, adapt and laugh through setbacks together. Our graduating cohort takes on the Singapore Discovery Centre's A Nation in Motion Race, guided by Excellence, broadening their perspectives and reflecting on their growth over the years.

From **Conviction to Altruism, Resilience to Excellence**, each level's theme builds on the last, shaping students into determined and disciplined individuals by the time they graduate. It is a glimpse of the Dunearn journey, **where every year begins with purpose and every value is lived, not just taught.**

GEMS Week Activities

GEMS (Going the Extra Miles) Week Activities are held at the end of Semester 1 and Semester 2. These activities serve as a well-deserved break for students to unwind and de-stress following their weighted assessments and end-of-year examinations, whilst fostering stronger bonds within classes and cultivating a positive school spirit. The week culminates in an awards ceremony where six individual class awards are presented, alongside the Best Class of the Semester award for each cohort.

Sports and Competitions

Students enthusiastically participated in inter-class games, showcasing skills developed during PE lessons. The competitive spirit was evident as classes faced off in a variety of sports, including Floorball, Softball, Basketball, Badminton, Volleyball, Futsal, Ultimate Frisbee, and Netball. These tournaments not only fostered healthy competition but also encouraged students to cheer for their classmates and demonstrate good sportsmanship.

Adventure and Exploration

Beyond the school grounds, students embarked on diverse adventures that challenged and inspired them in new ways. Activities ranged from indoor experiences at Super Park to fascinating visits to local koi farms, as well as recreational pursuits such as bowling, laser tag, combat archery, and bubble soccer. Historical and geographical investigations added an educational dimension to the fun, allowing students to explore Singapore's heritage whilst working collaboratively.















Building Connections

These varied activities successfully promoted teamwork, communication, and bonding amongst students. The informal setting allowed peers to interact beyond the classroom, strengthening friendships and fostering inclusive class dynamics. Students also had valuable opportunities to connect with their teachers in a more relaxed setting.

Student Feedback

Students consistently shared that GEMS Week Activities helped them forge closer relationships with both classmates and students from other classes. The programme successfully achieved its aims of creating positive school memories, providing stress relief after examinations, and building a stronger sense of community within the school.

Student's Voice:

CHUTIMAPORN KVICKERS, 3 Amber

My Dunearn Journey

When I first stepped through the gates of Dunearn Secondary School, I was extremely nervous. Everything felt unfamiliar. However, that quickly changed during Orientation, where the Orientation Group Leaders' (OGLs) warmth and energy put me at ease almost immediately. I remember thinking, "Maybe it's not going to be so bad after all" and I was right.

Over the last three years, I have grown as a person. Firstly, my CCA, Concert Band, through its intensive training and exhilarating performances developed my musical skills and boosted my confidence. My role as a Student Councillor and CCA president gave me the opportunities to lead, inspire and become someone others could not only look up to but depend on.

The Secondary 3 Adventure Camp pushed me further than I expected. I found myself relying on classmates I had not worked closely with before, and somewhere in the middle of all that discomfort, I learnt what real teamwork and resilience felt like.





If I had to pick one value that has stuck with me the most, it is resilience. Be it in the areas of academia, leadership or CCA, each came with its own obstacles, but I have learnt that stumbling is not the end of the story, it is simply part of the journey.

If I could say one thing to a Primary 6 student thinking about joining Dunearn Secondary School, it would be that you are in for a host of exciting experiences, opportunities to make the best of friends and gain a wealth of knowledge.

In your journey through secondary school life, keep in mind that, "no matter how many mistakes you make or how slow your progress is, never give up. You're still ahead of everyone who isn't trying."

Parent's Voice:

MATS KVICKERS
Father of Chutimaporn, 3 Amber

Watching My Child Grow

One of the most remarkable changes I have witnessed in my daughter since she started at Dunearn, is the way she has embraced responsibilities and challenges beyond what I had initially expected. She has not only become an active member of the Concert Band but has also taken on leadership responsibilities as a Student Councillor and CCA President.

Despite no one in our family playing a musical instrument, she surprised us by joining the band and flourishing in it. As a family, we try our best to attend her concerts, both at school and at other venues, to show our support. One particularly memorable occasion was the Open Stage Concert Band competition at One Tampines Hub, which I attended recently. Watching her perform with such dedication and confidence filled me with great pride.

Beyond her musical pursuits, Chutimaporn has also demonstrated a strong commitment to the school through her involvement in the Student Council. She has embraced opportunities to collaborate with her peers in organising events and programmes for fellow students.

Another experience that left a lasting impression on me was her participation in the Secondary 3 Adventure Camp, where she was awarded the title of "Best Camper" in her class. This was especially meaningful because she had initially been rather reluctant to go camping. Seeing her embrace the experience and rise to the challenge made me realise just how much she has grown. I truly believe that Dunearn has played a significant role in nurturing her confidence, independence and personal development.

As a parent, I appreciate Dunearn's regular communication, which keeps me informed and involved in my daughter's school journey. It helps me better support her involvement in school and gives me confidence that she is growing in a supportive environment. I am grateful to Dunearn for providing an environment where my daughter can discover her strengths and grow into a responsible young person.



I INQUIRE

Think. Question. Discover.

Inquiry-Based Learning (IBL):
Nurturing Curious Minds for Lifelong Learning

At our school, we believe that meaningful learning begins with curiosity. As part of our commitment to developing confident, self-directed learners, we have adopted **Inquiry-Based Learning (IBL)** as our school-wide pedagogical approach.







Rather than simply receiving information, students are encouraged to ask meaningful questions, investigate authentic issues, analyse evidence, and construct their own understanding. Through carefully designed learning experiences, they actively explore concepts, collaborate with their peers, and reflect on their learning, making the process both engaging and purposeful.

Our shared Inquiry-Based Learning framework guides students through a continuous cycle of **questioning, investigating, creating, and reflecting**. This approach empowers students to take ownership of their learning while teachers facilitate, guide, and challenge their thinking.

Why Inquiry-Based Learning (IBL)?

Through IBL, students develop competencies that prepare them not only for academic success but also for the challenges of an ever-changing world.

- **Think Critically** – Students learn to ask thoughtful questions, analyse information from multiple perspectives, evaluate evidence, and make well-reasoned decisions.
- **Construct Knowledge** – Instead of memorising facts, students actively build deep conceptual understanding by investigating real-world issues and applying their learning in meaningful contexts.
- **Communicate with Confidence** – Students collaborate with others, articulate their ideas clearly, and support their viewpoints using evidence.
- **Reflect and Grow** – Regular reflection helps students become more aware of their thinking, learning strategies, and areas for improvement, fostering resilience and a growth mindset.
- **Future-ready** – By engaging with authentic and complex issues, students develop the adaptability, creativity, and problem-solving skills needed to thrive in the 21st century.







Learning That Matters

Inquiry-Based Learning transforms classrooms into vibrant communities of learners where curiosity is valued, questions are celebrated, and every student is empowered to think deeply and learn meaningfully. By nurturing inquisitive, reflective, and confident learners, we prepare our students not only to excel in school but also to become thoughtful and responsible contributors to society.

I DISCOVER

Find your strengths. Explore your possibilities.

TALENT DEVELOPMENT AT DUNEARN

Discover Your Strengths. Develop Your Potential. Go Further.

Every student has unique strengths, interests and potential waiting to be discovered. Through our Talent Development Programme, students are given opportunities to explore what excites them, deepen their knowledge and challenge themselves beyond the classroom. Across different disciplines, they learn through authentic experiences, competitions, performances, projects, learning journeys and interactions with experts. Whether their strengths lie in the Languages, Mathematics, Sciences, the Humanities, Mother Tongue Languages or the Aesthetics, students are encouraged to explore, stretch their abilities and discover just how far their talents can take them.

ENGLISH LANGUAGE & LITERATURE

Where English Meets the World





Our Talent Development journey begins with the power of language — giving students opportunities to find their voice, encounter new perspectives and discover how English and Literature connect them with the wider world.

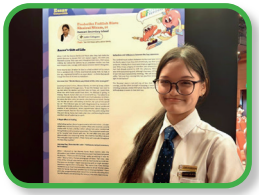
At Dunearn Secondary School, our English Language Talent Development Programme brings our department vision, "Where English Meets the World," to life. We create opportunities for students to experience, use and appreciate English beyond the classroom, through performances, competitions, writing and real conversations with the people who shape stories.

One of our key platforms is the annual English Language and Literature (ELL) Week, where the school comes alive with language, stories and performances. Through the Spelling Bee, students test their vocabulary and composure under pressure. Through Destination: Black Box, they step into the spotlight and perform for a live audience. Through Tales to Trade, they swap books and discover new narratives recommended by their peers. Each experience provides students a different way to see English as something alive, integral to social interactions and not a subject that is confined to a textbook.

Literature does not just live on the page of a book. Sometimes, it takes centre stage. Through our Learning Journeys, students step beyond the classroom to experience live theatre and connect the texts they study with the people and performances behind them. Our Secondary 4 Express Literature students met Artistic Director Derrick Chew and playwright Jean Tay, the creative minds behind their drama text, Everything But

the Brain. Our Secondary 2 students travelled to RELC to watch the performances of ‘Don't Know Don't Care’ and ‘Perfecting Pratas’, two productions by Sightlines Productions inspired by their Literature text, ‘Something Old, Something New, Something Borrowed’. Our Secondary 1 students enjoyed a special production, ‘Scaredy Kat Presents’, by Gateway Arts. From meeting theatre practitioners to watching stories unfold on stage, these experiences gave our students a fresh way to see, hear and experience the texts they study.







Beyond the school, students with a keen interest in English are given opportunities to stretch themselves through participating in external competitions and authentic writing experiences, including the Queen's Commonwealth Essay Competition, the Live On Festival Essay Competition and the YMCA Plain English Speaking Awards (PESA). Through these platforms, students engage with real world issues and share their writing and presentation skills with audiences beyond the school gates.

The department also recognises student growth through the Most Resilient Award and the Most Improved Award, affirming students who persevere through challenges and those who show significant academic progress. Together, these awards foster a school wide culture of resilience and continuous improvement.

These are just some of the experiences that help our students see English and Literature not simply as subjects to be studied, but as a means to explore the world, find their voice and connect meaningfully with others.







MATHEMATICS

From Problem-Solvers to Future Innovators

From finding their voices to finding solutions, students continue their Talent Development journey through Mathematics, where abstract ideas are transformed into coding, prototypes and solutions to real-world problems.

The Mathematics Talent Development Programme (TDP) nurtures students with a strong foundation and interest in Mathematics through a structured pathway from Secondary 1 to 3. Going beyond the syllabus, the programme develops mathematical mastery, computational and logical thinking, while giving students opportunities to apply their learning to authentic, real-world problems.

Students begin in Secondary 1 with a 14-hour coding programme, where they learn programming

and explore how code can bring sensors and microcontrollers to life. In Secondary 2, they progress to applying Mathematics and coding to solve problems by designing, testing and refining their own working prototypes. Through these experiences, students develop the confidence to think, experiment and problem-solve like young engineers.

Learning is further extended through competitions and international platforms. In 2026, TDP students represented Dunearn at SIMCC2.0, an international Mathematics and Computing challenge. They designed a smart monitoring system to support seniors to live safely and independently at home, while strengthening their teamwork and communication skills through presenting their solution to an international audience.

Students also challenge themselves through participating in competitions such as the Singapore Mathematical Olympiad (SMO), BEBRAS, International Junior Informatics Olympiad, NIE Math Challenge and SIMC Math Modeling Challenge. In 2026, six Secondary 2 students received national recognition at the SMO, achieving one Gold, two Bronze and three Honourable Mentions.

Through the TDP, students are given the space, challenge and guidance to grow as curious thinkers, confident problem-solvers and future-ready innovators.







SCIENCE

Curious Minds. Real-World Change.

That spirit of curiosity and problem-solving continues in Science, where students investigate the world around them and discover how scientific knowledge can be used to address real challenges within their community and beyond.

Science Ambassadors Programme (SAP)

The Science Ambassadors Programme (SAP) nurtures students with a keen interest and aptitude in Science, Technology, Engineering, and Mathematics (STEM) and environmental sustainability. Our vision aims to develop curious, self-directed learners who embody the spirit of scientific inquiry and are empowered to contribute meaningfully to real-world challenges — beginning within their own school community.





SAP offers an array of learning experiences that cultivate scientific literacy and E21CC competencies. Students participate in enrichment

activities such as DNA Forensic Science workshops by the Science Centre Singapore, as well as competitions like the Health and Food Science Challenge, eco_STEM challenge which sharpen their adaptive thinking, inventive problem-solving, and communication skills. A highlight of the programme is the annual Science and Environment Week, led and organised by SAP students for the whole school. This year, students spearheaded activities centred on World Water Day 2026 — setting up a Water Pledge Station and delivering sharing sessions on Singapore's water story, demonstrating their understanding of sustainability and civic literacy.







A learning journey to Sentosa, where students explored how sustainability is embedded in real-world operations, inspired the school's Vertical Farming project. Aligned with Singapore's efforts to strengthen food resilience and increase local produce, all Secondary 1 students participate in planting and harvesting vegetables. Harvest sessions also bring together elder folks from the Bukit Batok Home for the Aged, creating meaningful intergenerational interactions that foster empathy, community spirit, and values-in-action.

Through these experiences, SAP students deepen their conceptual understanding and process skills while developing leadership, confidence, and a passion for environmental stewardship — empowering them to be advocates and changemakers for a more sustainable Singapore.

HUMANITIES

Understanding Our World. Shaping Our Future.

Understanding real-world challenges requires students to consider people, places, perspectives and the decisions that shape societies. Through Humanities, students take their learning beyond the textbook and apply geographical and historical thinking to tackle complex issues.

Earth Alive Inter-School Challenge 2026

The Humanities Department provided an enriching opportunity for four Secondary 3 students with an interest and aptitude in Geography to participate in the Earth Alive Inter-School Challenge 2026, organised by the Earth Observatory of Singapore (EOS) at NTU Singapore in partnership with Science Centre Singapore. The geography-themed competition focused on Planetary Boundaries and contemporary environmental challenges, providing students with an authentic platform to extend their learning beyond the classroom.

On 20 April 2026, Joan Chew Shing Hwee, Kinge Suzan Sujit, Teo Rui Zhi and Tu Zinan (3OP) represented Dunearn Secondary School in the Challenge. The programme commenced with a webinar where Mr. Axel Eriksson (Stockholm Resilience Centre) introduced the Planetary Boundaries framework, while

Asst Prof Janice Lee (EOS) explored its application in Southeast Asia. Students subsequently worked in teams on Mission 1, creating a 90-second video on the impact of exceeding planetary boundaries on different populations. Guidance from Mr Urich Lau, Senior Lecturer at LASALLE College of the Arts, helped students develop their ability to communicate geographical ideas creatively and effectively.





At the Grand Finale at Science Centre Singapore, students applied their knowledge through Missions 2 and 3. They explored the Earth Alive exhibition, developed a coastal protection strategy for an earthquake-prone area, and participated in the EOS Dynamic Earth Games, where they took on the perspectives of communities living in hazard-prone regions. A Signs of Change workshop led by Ms. Bettina Schwalm further encouraged students to combine geographical understanding with creativity by envisioning how street signs might respond to climate change.



The programme also exposed students to the perspectives of leading experts and practitioners. The Grand Finale opened with remarks by Ms. Tham Mun See, Chief Executive of Science Centre Singapore, and Ambassador Anders Sjoberg, Ambassador of Sweden to Singapore. The programme concluded with keynote addresses by Prof Adam Switzer (EOS), Assoc Prof Per Olsson and Mr Axel Eriksson (SRC), providing students with further insights into environmental change and sustainability.

The Challenge served as a meaningful talent-development platform for students with an aptitude and interest in Geography. Through authentic problem-solving, collaboration, expert interaction and experiential learning, students strengthened their geographical reasoning, higher-order thinking, creativity, communication and perspective-taking skills. They were also challenged to evaluate evidence, make informed decisions and propose solutions to complex environmental issues.





NUS Geography Challenge 2026

This year, four Secondary 4 students - Ho Xin Ci Hannah, Beatrice Gunawan, Nisha Nalavan and Yang Zimo from 4OP, represented Dunearn at the NUS Geography Challenge 2026.

Inspired by the theme City for Tomorrow: Shaping Our Liveable Future, they tackled both individual and team segments in the preliminary round, putting their geographical knowledge, critical thinking and teamwork to the test. The challenge took sustainability beyond the pages of their textbooks as they explored real-world questions about building greener, more inclusive and liveable cities.

While they did not advance to the semi-finals, the experience gave them a fresh perspective on how Geography can shape the cities of tomorrow. All four students received a Certificate of Participation for their efforts.

The 11th National War & Diplomacy History Competition





Beyond Geography, students interested in History are challenged to examine the past from another perspective — not simply learning what happened but stepping into the roles of decision-makers themselves.

The 11th National War & Diplomacy History Competition at Bendemeer Secondary School engages students in exciting strategic historical simulations. Through the competition, students explore historical events, develop diplomacy and negotiation skills, and make strategic decisions based on real-world historical contexts. It encourages critical thinking, teamwork, communication, and a deeper appreciation of history and international relations.

MOTHER TONGUE LANGUAGES

Language, Culture and Confidence

As students explore different perspectives of the world, Dunearn provides opportunities for them to deepen their connection with language and culture, using their Mother Tongue Languages to communicate, create and express themselves with confidence.

At Dunearn, the Mother Tongue Languages Department believes that language learning extends beyond the classroom. Our Talent Development Programme seeks to nurture students' interests, strengths and potential in Chinese and Malay by providing meaningful opportunities for them to deepen their language proficiency, express themselves creatively and develop a strong appreciation of their cultural heritage.

Students are exposed to a range of authentic platforms that develop different aspects of language learning. Chinese Language students hone their creativity and written expression through the National Secondary School Chinese Creative Writing Competition (新 蕾 奖) and the Author-in-Residence Programme (驻校作家计划), while the National Text Recital Competition (全 国 朗 诵 比 赛) builds confidence, expressive speaking and an appreciation of literature.





Malay Language students similarly extend their learning through competitions such as Piala Cendekia Sahibba, which develops vocabulary, strategic thinking and teamwork; Cepat Tepat 2.0, which challenges students' knowledge of Malay language, proverbs and culture; and the Pena Emas EDN Writing Competition, which provides a platform for students to showcase their creativity in written expression.

Our students have achieved encouraging results across these platforms, including recognition for creative writing, strong competition placings and awards for exemplary conduct and sportsmanship. More importantly, the learning journey develops qualities that extend beyond competition results.

Through preparation, practice, collaboration and feedback, students learn to persevere, communicate with confidence, think creatively and take pride in their progress. By providing purposeful mentorship and opportunities to represent the school, the Mother Tongue Languages Department aims enable student discover strengths, develop talents and grow into confident communicators who value their language and heritage.

AESTHETICS

Create with Purpose. Make an Impact.

The Talent Development journey culminates in opportunities for students to turn ideas into action. Across Art, Design & Technology (D&T), Food & Consumer Education (FCE) and Music, students create, design, perform and use their talents to respond meaningfully to the world around them.

The Aesthetics Department Talent Development Programme provides students with opportunities to extend their learning beyond the classroom, develop their strengths and apply their creativity to authentic contexts. Across the 4 different subjects, students learn to create with purpose, think critically and confidently share their ideas.

In D&T, students explore sustainability through authentic learning journeys, examining energy-saving technologies, eco-friendly materials and responsible design. They apply their learning by identifying sustainability issues and proposing meaningful solutions. Our Secondary 3 D&T students also participated in the GenVision Challenge 2026, organised by Republic Polytechnic's School of Engineering in collaboration with Autodesk. Using generative design and AI-enabled tools to address real-world problems, our team proudly emerged as Champions in the competition.



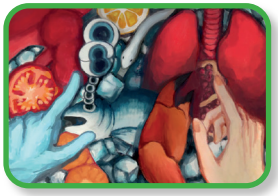
Secondary 1 FCE students visited Semula Pte Ltd, where they experienced how used plastic bottles can be transformed into useful everyday products. The experience deepened their understanding of recycling, responsible consumption and how individual actions contribute towards a more sustainable future.











Our Sec 3 Art students participated in MOH's Live On Design Challenge, using visual communication to raise awareness of organ donation. Through research, ideation and artmaking, students explored themes of empathy, compassion and community while discovering how Art can create positive social impact.

Our student, Chia Ho Cheng Gary participated in the SYF Youth Station Project, performing his original song, Hazel Eyes, at the Esplanade, an exciting milestone that showcased his creativity, songwriting and confidence as a young musician.

Together, these experiences nurture our students to become inventive thinkers, confident creators and future-ready learners who use their talents to make a meaningful difference.





EVERY STRENGTH HAS ROOM TO GROW

Your Talent. Your Journey. Your Possibilities.

At Dunearn, Talent Development is not simply about competitions or achievements. It is about **giving students opportunities to discover what they are good at, pursue what excites them and grow through experiences that challenge them to go further**.

Across English Language and Literature, Mathematics, Science, Humanities, Mother Tongue Languages and Aesthetics, students encounter different pathways to develop their talents, from writing and performing to coding and innovation; from scientific inquiry and environmental action to geographical problem-solving and historical diplomacy; and from language and cultural expression to art, design and music.

Through mentorship, authentic experiences and opportunities to represent the school, Dunearn students are encouraged to **explore boldly, develop confidently and use their strengths purposefully**. Whatever their interests and wherever their strengths may lie, we want every Dunearnite to discover new possibilities and have the opportunity to become more than they imagined.







Student's Voice:

MOHAMMAD DAINESE RYAN BIN SOPHIAN, 4 Sapphire

I chose Dunearn Secondary School as my second choice, as I had initially hoped to attend another school which was closer to home.However, Dunearn's Arts Programme caught my attention, particularly the opportunity to design items specially for the school. I was excited by the prospect of developing my design skills and expressing my creativity through meaningful projects. After receiving an AL22 for PSLE and opting for the Express stream, I was glad to be posted to Dunearn, even though it was further away from home.

On my first day, I was filled with nervousness as I stepped into an unfamiliar environment. I missed my primary school friends, but I knew that I had to step out of my comfort zone and make new connections. Thankfully, the Secondary 1 Orientation Programme made the transition much easier. My Orientation Group Leaders (OGLs) were warm, kind and supportive, and their encouragement left a lasting impression on me. Even today, I remember them fondly for the positive impact they had on my first experiences at Dunearn.

The people around me have made my school journey truly meaningful. From my friends and teachers to the cleaners and canteen stallholders, everyone has contributed to making Dunearn feel like home. I am also grateful for the opportunities I have had to serve in leadership roles, including as Vice-President of the 21st Student Council and Unit Sergeant Major of Dunearn's National Cadet Corps (NCC) in 2025. These experiences taught me that leadership is not simply about holding a title. Rather, it is about listening to others, taking responsibility and ensuring that everyone has a voice.

Dunearn has also helped me overcome my shyness and stage fright. Through class presentations, leadership responsibilities and opportunities to speak up, I gradually became more confident. I learnt to take small steps, reflect on my mistakes and keep trying, even when things did not go as planned. This is why the value of **Resilience** resonates so strongly with me. I have come to realise that making an effort, even when I stumble, is far more meaningful than holding back out of fear.

One accomplishment I am particularly proud of is designing Dunearn's school mascot, R3ICHie. I wanted the mascot to represent our school community and student body while reflecting the values that we uphold. More than just a design, I hoped that R3ICHie would become a symbol of school pride and belonging. I hope that whenever students see R3ICHie, they feel a stronger connection to Dunearn and the community they are part of. I am especially grateful to Mdm Fatimah Sawifi for giving me the opportunity to explore my creativity and grow as both a student and a leader. I would also like to thank my friends and teachers for their constant encouragement and support throughout this journey.

To Primary 6 students considering Dunearn, I would say that this is a school where you will be encouraged to discover your potential, embrace new challenges and explore your interests. Along the way, you will meet people who will support and inspire you, while building meaningful friendships and creating lasting memories. Most importantly, be willing to step out of your comfort zone and make the most of the opportunities that come your way. You may be surprised by just how much you can achieve!

Parent's Voice:

SAL AZLINA BINTE SALLEH
Mother of Dainese, 4 Sapphire

When we were choosing a secondary school for our son, we were open-minded and hoped that he would thrive in whichever school he attended. Our greatest wish was for him to settle in well and adjust to a new environment, especially since he would no longer be in the same school as his siblings, as he had been in primary school. Looking back, we are very happy to see how much he has grown and matured during his time at Dunearn.

Since joining the school, our son has become more independent, responsible and mature. At home, he is a caring older brother who looks out for his youngest sibling and takes his responsibilities seriously. He is polite, humble and respectful towards our elderly family members. He rarely raises his voice and is always willing to lend a hand with household chores. What makes us especially proud is the way he encourages his siblings to support one another and reminds them of the importance of working together as a team. These everyday moments reflect the values and sense of responsibility that he has developed over the years.

One particularly proud moment for us was seeing him becoming the Vice-President of the 21st Student Council. It was wonderful to see how much his confidence had grown and how willing he was to take on greater responsibilities. Another significant milestone was his opportunity to design Dunearn Secondary School's inaugural mascot in 2025. As parents, we were delighted to see his creativity recognised and given such a meaningful platform. Knowing that his design would become part of the school's identity made the experience especially memorable for our family.

We would also like to express our heartfelt appreciation to Ms Yvonne Tan, his Form Teacher, and all his teachers for their patience, understanding and support. Adolescence is an important stage of growth, and we are grateful that his teachers have taken the time to understand and encourage him. Their support has extended beyond his academic learning to his personal development, creativity and individual strengths. As parents, it means a great deal to know that he is surrounded by teachers who constantly guide and support him in his journey.

Seeing our son become a respectful, responsible and caring young man has reassured us that we made the right choice. I am truly grateful to Dunearn, Ms Tan and all his teachers for being an important part of his journey.



I PARTICIPATE

Find your passion. Find your team.

Co-Curricular Activities at Dunearn

Discover Your Interests. Build Your Strengths. Grow Together.

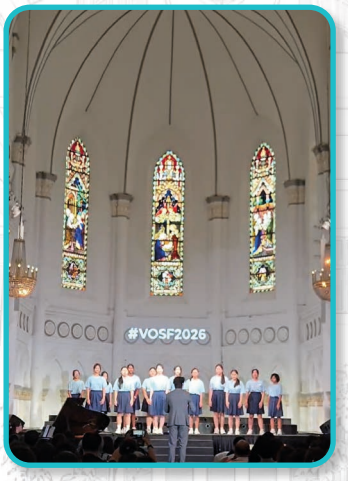
At Dunearn, Co-Curricular Activities (CCAs) are an important part of our students' holistic development and provide opportunities for learning beyond the classroom. Through regular participation, training, performances, competitions and shared experiences, students discover their interests, develop their strengths and build meaningful friendships.

Our CCA programme aims to develop students in four key areas: **CCA-specific skills, character development, leadership development, and a heart for the community.** Through working towards common goals, overcoming challenges and taking on responsibilities, students also develop confidence, resilience, teamwork and a stronger sense of belonging to the school community.















CCAs Offered at Dunearn

Uniformed Groups	Sports & Games	Performing Arts	Clubs & Societies
NCC (Land)	Basketball (Boys & Girls)	Choir	Media Resource Library Club
NPCC	Floorball (Boys & Girls)	Concert Band	Entrepreneurship Club
St. John Brigade	Table Tennis (Boys & Girls)	English Drama	New Media Club
	Softball (Boys & Girls)	International Dance	

Whatever their interests, be it **serving, competing, performing or creating**, students can find opportunities through CCA to pursue what they enjoy while developing skills and qualities that extend well beyond their secondary school years.

















I EXPERIENCE

Step beyond the classroom. Discover a wider world.

Secondary Two Overseas Values-In-Action (OVIA) Programme: Bintan

At Dunearn Secondary School, learning extends beyond classroom walls to nurture empathetic, resilient, and globally minded future leaders. Our flagship **Secondary Two Overseas Values-In-Action (OVIA) Programme to Tanjung Pinang, Bintan** offers students a transformative 3-day immersion experience, which in 2026, took place from 17th to 19th and 20th to 22nd May. Aligned to 21st Century Competencies, this signature programme provides Dunearnites with opportunities to step out of their comfort zones, embrace social responsibility, and make a positive impact on the world.

Heartfelt Service & Cultural Exchange

At the heart of the programme is the **Safe Water Garden (SWG) project**. Working collaboratively under the sun, students break ground, move materials, lay pipeline structures, and paint local homes to build sustainable sanitation systems. This physical effort leaves a lasting legacy of clean, safe water for the Bintan community while equipping students with problem-solving skills and teaching them the true value of basic resources.

Beyond service work, Dunearnites experience authentic cultural immersion. During a school visit to **SMP Negeri 5**, students are welcomed with traditional Indonesian dances and participate in joint activities—making kites, playing strategy games like *Congkak*, and exchanging popular songs. Connections are further deepened through a unique **Farm-to-Table experience**, where students harvest fresh vegetables, prepare traditional recipes side-by-side with local families, and share meals together in their homes.







Building Resilience & Personal Growth

The overseas journey challenges students to grow both intellectually and socially. An **8-station Amazing Race** tests their resourcefulness and teamwork as they navigate local villages without GPS, tackle sustainability debates, and explore local flavors and culture through sensory challenges. Come evening, students gather around a **Campfire Night** under the stars—a powerful experience where separate peer groups unite into one supportive community.

Throughout the trip, students use the **G.R.O.W.T.H. reflection guide** to process their learning. They return to Singapore with greater independence, an abiding sense of gratitude, and a renewed commitment to practising daily empathy in their classrooms and everyday lives.

The OVIA Bintan experience embodies Dunearn's commitment to holistic education—shaping caring citizens who lead with heart, courage, and global awareness.

Leading Beyond Borders

A Journey of Leadership, Culture and Discovery: Vietnam

Our Combined Uniformed Groups embarked on a five-day leadership trip to Da Nang, Vietnam, from 27 to 31 October 2025. The journey provided our student leaders with opportunities to develop their leadership skills, experience a different culture and live out Dunearn Secondary School's values of Respect, Responsibility, Resilience, Integrity, Care and Harmony.

From navigating an unfamiliar environment to working closely as a combined group, students demonstrated responsibility, care and respect for one another. Visits to the Cham Museum, Da Nang city and Ba Na Hills, including the iconic Golden Hand Bridge, broadened their cultural perspectives while challenging them to communicate, collaborate and make decisions together.

When the planned school exchange at Sky-Line School in Hoi An was cancelled due to flooding and adverse weather conditions, our students demonstrated resilience and integrity by adapting positively to the change. Alternative experiences, including a visit to a local farm and a hands-on Vietnamese cooking activity, allowed them to gain insights into local livelihoods, culture and traditions while strengthening teamwork and harmony.















The students also visited Hoi An, Marble Mountain, the Zone 5 Military Museum and Son Tra Tinh Vien Bamboo Museum, gaining a deeper appreciation of Vietnam's history, heritage and relationship with the environment. Through hiking and other group activities, they encouraged one another, demonstrating perseverance and care for their peers.

Daily debriefs and reflections encouraged students to look beyond the activities and consider what they had learnt about themselves and their peers. They reflected on how the school values guided their actions, decisions and interactions as leaders.

Ultimately, the Da Nang Leadership Trip was more than an overseas learning experience. It was a journey of leading, learning and connecting. By stepping beyond their comfort zones, adapting to challenges and embracing new experiences, our Combined Uniformed Group leaders returned with stronger bonds, greater confidence and a deeper understanding that true leadership is about serving others, upholding values and leading by example.

We look forward to organising such enriching experiences for our aspiring leaders in the coming years.



Student's Voice:

CHAN WEI HONG SHANN, 2 Ruby

When I first joined Dunearn Secondary School, I was inspired by the many talented seniors and schoolmates who became my role models. As I settled into the school community, I was given the opportunity to take on leadership roles as a Peer Support Leader and Student Councillor. Through these, I stepped out of my comfort zone, faced new challenges and contributed meaningfully to my peers. Along the way, I have also created many cherished memories that I will remember for years to come.

Some of my most enjoyable and memorable experiences at Dunearn have been the various learning journeys and school activities. These broadened my perspectives, exposed me to new experiences and strengthened my problem-solving skills. One particularly memorable experience was during GEMS Week, when we visited SuperPark. Beyond having fun, it was wonderful to bond with my classmates and build stronger friendships. My time here has helped me grow in confidence, strengthen my communication skills and learn how to positively influence those around me.

Both my teachers and family have been encouraging and supportive of my academic pursuits and leadership responsibilities. I see Dunearn as a school that always strives to provide students with meaningful experiences. The opportunities I have received have helped me grow both academically and personally, while preparing me for life after secondary school. More importantly, the school's values have shaped the way I manage my responsibilities and interact with others.

Of all the school values, the value of **Integrity** is most important to me. I believe that doing the right thing, even when no one is watching, is essential, and that honesty should always guide our actions. As a student leader, I strive to live up to this value and encourage my peers to do the same.

I find great fulfilment in being a positive influence and supporting those around me. Similarly, my cohort's level outcome, Altruism, resonates deeply with me. I believe that helping others should come from genuine kindness rather than for any reward. At Dunearn, I have been given many opportunities to put this belief into practice, and I aspire to make a positive difference in the lives of others.



Parents' Voice:

CHAN YEW MUN & CHUA LAY TIN
Parents of Shann, 2 Ruby

Dunearn Secondary School felt like the right choice for our son from the moment we visited its Open House. We were warmly welcomed by the friendly teachers and students, and the convenient travelling distance from our home was another important consideration.

Since joining the school, our son has been given many opportunities to develop his leadership abilities, including serving on the class committee and taking on other leadership responsibilities.
We are particularly grateful for the care and support provided by his Form Teacher, Ms Chen Pei Lien, who has been understanding and helpful throughout his journey.

Beyond the classroom, Dunearn has also helped him to discover his strengths and develop new skills. Whether serving as an emcee, leading others or helping to organise class and school activities, he has been encouraged to step forward, take initiative and grow in confidence. We also appreciate the school's frequent, open and timely communication with parents, which has helped us to be up to date and informed about how he is coping in school.





What we value most, however, is the school's emphasis on character development. We are grateful that Dunearn has played an important role in nurturing our son into becoming a more responsible and morally grounded individual. The school's commitment to providing different opportunities, including Co-Curricular Activities (CCAs) and Values-in-Action (VIA) projects, allows students to explore their interests, pursue their aspirations and give back to the community. We would gladly recommend Dunearn to other parents seeking a school that supports both the personal and academic development of its students.

Another aspect of Dunearn that we particularly appreciate is its emphasis on experiential learning. Through an overseas VIA project, our son had the opportunity to serve others while developing greater resilience and independence, as well as valuable life skills. Such experiences have allowed him to broaden his horizons and gain a deeper understanding of the world beyond the classroom. In addition, the school's external workshops and engaging programmes have helped him acquire new skills, explore different interests and interact with people outside his usual social circles. We are thankful that Dunearn has created such meaningful opportunities for our son to learn, grow and become a more confident and well-rounded individual.

I LEAD

Find your voice. Make a difference.

Student Leadership @ Dunearn

At Dunearn Secondary School, we believe that leadership begins with understanding oneself and grows through working with and serving others. Every Dunearnite has opportunities to discover his or her strengths, build confidence and develop the skills to contribute positively to the school and wider community.

Discover the Leader Within

Our Cohort Leadership Workshops ensure that every Dunearnite has the opportunity to develop as a leader. Through hands-on activities, team challenges and guided reflection, students build their leadership skills over three progressive stages:

Secondary 1 – Self-Leadership: Students discover their strengths and values while developing confidence, resilience and self-awareness. They learn to manage their emotions, make responsible choices and take ownership of their growth.

Secondary 2 – Team Leadership: The focus shifts to working effectively with others. Students practise clear communication, appreciate different perspectives and learn to manage differences constructively. By drawing on one another's strengths, they build trust and work towards shared goals.

Secondary 3 – Thought Leadership: Students explore issues that matter to them and the community. They consider different perspectives, develop meaningful ideas and convey them with confidence before turning these ideas into positive action.



As the workshops involve the entire cohort, leadership development at Dunearn extends beyond those who hold formal appointments. Every student gains valuable skills that can be applied in school and beyond.

Serve with Passion, Drive the Change

Those who wish to take their leadership development further can serve as Class Leaders, CCA Leaders or Student Councillors. Throughout the school term, students receive structured in-house leadership training, supplemented by workshops conducted by external trainers. Together, these experiences develop essential skills in communication, conflict management and project management.

Leading the Class

Students may serve as a Class Chairperson, Class Vice-Chairperson, Peer Support Leader, Sports Leader or CCE Leader. Working alongside their Form Teachers, Class Leaders help to create a positive and inclusive environment. They look out for their classmates, encourage participation and strengthen the sense of belonging within the class.

Leading the CCA

CCA Leaders help set and shape the direction, culture and spirit of their CCAs. In partnership with their teachers, they take ownership of activities, support training sessions and prepare their teams for performances, competitions and school events. They also uphold standards, motivate their peers and guide younger members, helping their teams grow stronger together.







With guidance from their teacher mentors, Student Councillors learn to make thoughtful decisions, respond to challenges and work as a team. Each experience builds their confidence and enables them to make a meaningful contribution to the school community.

At Dunearn, leadership is more than an appointment. It embodies the courage to step forward, the heart to uplift others and the determination to turn ideas into action. Here, Dunearnites find their voice, grow with purpose and make a difference as they serve with passion and initiate changes for the better.



Leading the School

The Student Council represents the pinnacle of student leadership in Dunearn. Student Councillors represent our students' voices and drive programmes and events that enrich school life.

They take part in every stage of the planning process; from brainstorming and developing proposals to presenting their plans to School Leaders and bringing their ideas to life. Student Councillors review submissions received through the Student Suggestion Scheme, organise the Secondary 1 Orientation Programme, and lead key events such as the Student Leaders' Investiture and Teachers' Day celebrations.







I BELONG

Be known. Be supported. Be part of something

Educational Support and Spaces

Your Dunearn journey goes beyond the classroom.

At Dunearn, we believe that students learn and grow through the experiences, friendships and connections they build every day. Our school spaces are therefore thoughtfully designed to support not only learning, but also creativity, confidence, well-being and a strong sense of belonging.

One such space is Munch Recharge Talk (MRT), a distinctive multi-functional area within our canteen, inspired by Singapore's iconic MRT system. Featuring authentic upcycled components from decommissioned Circle Line trains, MRT gives these familiar pieces of Singapore's transport heritage a new purpose, creating a vibrant space where students can recharge, interact and express themselves.

Students can make a stop at three specially designed "stations".





At **Rhythm Station**, the stage and open-mic area provide opportunities for students to make music, perform, speak and build confidence in expressing themselves.





Inspira Station provides a platform for students to showcase their artwork, ideas and messages, encouraging creativity and pride in their work.

At **Happy Station**, students can unwind and connect with friends through foosball, carrom and board games within a space creatively designed to resemble the interior of an MRT train.



Students who demonstrate Dunearn's values and practise gratitude may even be rewarded with a chance at the claw machine!

Together, these stations transform part of our canteen into more than just a place to eat. It becomes a space where students can create, connect, recharge and build friendships as part of their everyday school experience.









Supporting students also means ensuring that help is easy to find when they need it. Our Student Services Hub (SSH) brings the School Counsellors, SEN, SWO and Education Career Guidance Officers, affectionately known as the “Hubbers”, together at one accessible and welcoming location.







From spaces that encourage creativity and friendships to a support network that helps students navigate challenges, Dunearn provides an environment where every student can learn, connect, grow and thrive.

Instead of having to figure out who they should approach, students can simply visit the Hub. Whether they need support with well-being, learning needs, school attendance, personal challenges or education and career pathways, a Hubber will listen, provide initial guidance and connect them to the appropriate support.

Having our Allied Educators together also enables them to collaborate closely and provide more coordinated and holistic support for students. Most importantly, The Hub makes seeking help simple and accessible, reinforcing a culture where students know that there is always someone they can turn to.





Student's Voice:

MIRELLE FAITH YEO RUI EN, 1 Amber

I chose Dunearn Secondary School as my first choice because I felt that it was a school that suited me well. I really liked the friendly environment and the opportunities the school provides for students to learn and grow. I felt that Dunearn would be a good place for me to start my secondary school journey.

Since joining Dunearn, I have made many new friends who are very kind, friendly, and welcoming. They are always willing to help me when I need it, and they make me feel comfortable and included. I really enjoy spending time with my friends during lessons, recess, and school activities.

I am very happy that I chose Dunearn as my first choice. The teachers are supportive and always encourage me to do my best. I hope to continue doing well in my studies, growing as a person, making more friends and creating many wonderful memories at Dunearn Secondary School!

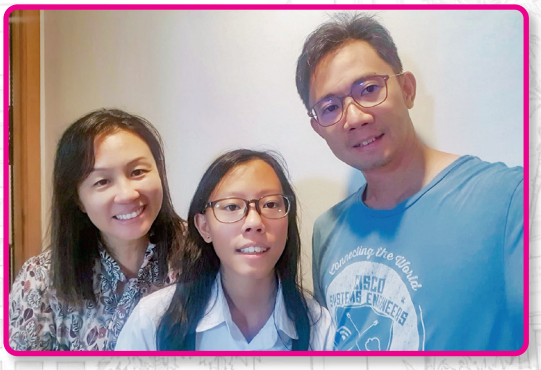
Parent's Voice:

MS IRENE CHUA TSUI HSIA, Mother of Mirelle Faith, 1 Amber

My experience as a Parent Volunteer at Dunearn Secondary School has been very meaningful and rewarding. I chose to join the Parent Support Group because I wanted to be more involved in my child's school life and contribute to the school community. It has been a great opportunity for me to understand more about the school programmes and the experiences of the students.

I appreciate how Dunearn provides a caring and supportive environment for the students. I am also impressed by the school's strict no-mobile-phone policy, as I believe it teaches students discipline, responsibility, and the importance of knowing when it is appropriate to use their devices. These values are important in helping students develop good habits and learn to do the right thing at the right time.

Being a Parent Volunteer has allowed me to contribute in significant ways while getting to know other parents and members of the school community. I am grateful for the opportunity to be part of Dunearn and to support the school whenever I can. I hope to continue contributing to the school and watching the students grow and develop throughout their secondary school journey.



DUNEARN

Seven letters.
Seven experiences.
One Dunearn Journey.



D iscover Your Strengths
Find what you love and what you're good at

U nlock Your Potential
Grow your talents and go further

N avigate New Possibilities
Explore new experiences and future pathways

E njoy the Experience!
GEMS, CCAs, learning journeys and more

A spire to Make a Difference
Lead, serve and make your impact count

R ise to the Challenge
Build confidence, resilience and independence

N urture Friendships
Find your people and a place to belong

YOUR NEXT CHAPTER STARTS HERE

21 Bukit Batok West Ave 2, Singapore 659204

65653692

dunearn_ss@moe.edu.sg

https://www.dunearnsec.moe.edu.sg/

CONNECT WITH US

@dunearnsecondaryschool

https://www.facebook.com/profile.php?id=615785713

