INNOVATING BECAUSE WE CARE

THE SINGAPORE FLAG

The National Flag, Singapore's most visible symbol of statehood, reflects the ideals, beliefs and values that we stand by as a nation amidst our rich and diverse make-up. It forms crucial element of Singapore's national identity.

The National Flag was unveiled on 3 December 1959, together with the State Crest and the National Anthem, at the installation of the new head of state, the Yang di-Pertuan Negara. It was created by a committee led by the then Deputy Prime Minister, Dr Toh Chin Chye, and replaced the Union Flag, which had flown over Singapore for 140 years (1819-1959). The Flag was later adopted officially as Singapore's National Flag upon her independence in 1965.

Meaning

The National Flag consists of two equal horizontal sections, red above white. A white crescent moon occupies the upper left red section. Next to the moon are five white stars arranged in a circle. Each feature of the Flag bears a unique symbolic meaning. Red stands for universal brotherhood and equality of man. White symbolises pervading and everlasting purity and virtue. The crescent moon represents a young nation on the ascendant, and the five stars depict Singapore's ideals of democracy, peace, progress, justice and equality.

NATIONAL ANTHEM

Composed by Zubir Said in 1958, it was formally adopted as the national anthem when Singapore gained full independence in 1965.

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

SINGAPORE PLEDGE

Largely drafted by the then Minister of Foreign Affairs, S. Rajaratnam, the national pledge was recited daily by all schools since 24 Aug 1966.

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.

CONTENTS

DESIRED OUTCOMES OF EDUCATION

The Desired Outcomes of Education (DOE) are attributes that educators aspire for every Singaporean to have by the completion of his formal education. These outcomes establish a common purpose for educators, drive our policies and programmes, and allow us to determine how well our education system is doing.

The person who is schooled in the Singapore Education system embodies the Desired Outcomes of Education. He has a good sense of self-awareness, a sound moral compass, and the necessary skills and knowledge to take on challenges of the future. He is responsible to his family, community and nation. He appreciates the beauty of the world around him, possesses a healthy mind and body, and has a zest for life. In sum, he is

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;

a **self-directed learner** who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning;

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

a **concerned citizen** who is rooted to Singapore, has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around him.

At the end of Secondary school, students should:

- Have moral integrity;
- Believe in their abilities and be able to adapt to change;
- Be able to work in teams and show empathy for others;
- Be creative and have an inquiring mind;
- Be able to appreciate diverse views and communicate effectively;
- Take responsibility for own learning;
- Enjoy physical activities and appreciate the arts; and,
- Believe in Singapore and understand what matters to Singapore.

YIO CHU KANG SECONDARY SCHOOL

Our VISION

A Community of Learners, Leaders and Innovators

Our MISSION

Nurturing students of character who thrive through love of learning, and a willingness to grow and lead in meaningful service to self and others

Our MOTTO

Pursuit of Knowledge, Service to All

Our GROWTH VALUES

Gratitude, Respect, Optimism, Wholeheartedness, Teamwork, Honesty

Gratitude
Focusing on what you have and expressing appreciation

Respect
Treating others and the environment well, showing care and empathy

Optimism
Seeing the best in all situations and hopeful of a better future

Wholeheartedness
Showing complete sincerity and commitment

Teamwork
Working together, coordinating and cooperating in the interest of a common goal

Honesty
Acting with courage to uphold truth and integrity to do the morally right

YIO CHU KANG SECONDARY SCHOOL

SCHOOL LOGO

The symmetry of the logo symbolises the balance of a holistic education for all. It features three orange shapes that resemble the bloom of petals. Collectively, they represent the school's desire to nurture students who flourish as Competent Learners, Confident Leaders and Caring Innovators.

The three segments also suggest seeds beginning to burst open with energy and life, expressing optimism in growing people and nurturing aspirations. They reflect the belief that an open mind and a willingness to seek new experiences, ensures that students learn, thrive and make a difference. In this way the three seeds echo the key words of the school's enduring motto of Pursuit, Knowledge, and Service.

A strong "Y" in the centre not only stands for Yio Chu Kang Secondary School, but also suggests a tree trunk with branches pointing skyward in open embrace of learning and service to others.

The circle that brings all the elements together forms a never ending ring to symbolise the collaborative synergy of staff, students and the community working together in a spirit of inclusivity.

2022 SCHOOL THEME

Innovating Because We Care

THE YCKSS school theme for 2022 is 'Innovating Because We Care'. The theme encourages us to be see possibilities and think creatively so that we make improvements in our lives. Throughout 2022, we will bring the theme alive through our programmes and school events. We are optimistic about the possibilities 2022 will bring. We believe that this theme will encourage our students, school, and community to live out our school vision for every student to be a Competent Learner, Confident Leader, and Caring Innovator.

The global health pandemic of COVID-19 has drawn a harsh focus on personal and national vulnerabilities and challenges. It is obvious that we cannot return to the world as it was before. One of the best lessons this crisis continues to teach us is that we need to be able to work well in teams for public good and support one another's well-being. With the delicate state of the environment and climate, we also want to nurture our students to care about their community and the world. There are exciting new opportunities for us to improve the world around us. In YCKSS, we believe in the fundamental idea that we are each safe when everybody is safe; we flourish when everybody flourishes.

Imagine if every YCKSian is a candle burning brightly in a darkened room. **Anne Frank wrote** that a lighted candle **can both defy and define the darkness.** In the uncertain dimness of a world after COVID-19, we will need boldness of thought and courageous action. Certainly our students will be more exposed to wide spread availability of misinformation and distortions of truth spread by a few to create doubts and pessimism. We need people who will care and learn together, actively building trust in one another and creating hope. The world will also need creative people who can challenge old practices and innovate, and tap technology and teamwork to improve lives. Throughout the coming year therefore, we will bring the theme alive to show how YCKSians can be shining candles, by expanding in thinking, deepening knowledge, strengthening character, caring for one another, and learning skills to innovate for the good of others.

STUDENT LEADERSHIP

Vision

Every YCKSian is a Confident Leader

Mission

Growing students who are empowered to lead the self to serve their peers and the community through the provision of voice, choice and space.

Developing the Leadership Capacity of our Students

(a) In Yio Chu Kang Secondary School, we seek to nurture each student's potential by providing them with ample opportunities to anticipate, act and reflect upon their learning through a variety of leadership platforms within and beyond the school context. For instance,

    i. Secondary One students learn about self-leadership through their level camp which seeks to help them affirm their strengths, needs and values, and to also apply the skills they learnt to facilitate a smoother transition from primary to secondary school.

    ii. Secondary Two students learn about peer leadership through their level camp, where they are taught to appreciate diversity through working with others. This would also help students to foster a better understanding of their peers, sharpening their teamwork, inter-personal skills and social awareness.

    iii. Secondary Three students have the opportunity to exercise some peer- and community leadership through their Service Learning through Issues Investigation project. This requires students to conceptualise, plan and execute a project that can serve the needs of others within the community.

(b)   Students who are identified with the potential and suitability to take on official appointments within the class (i.e. Class Committee), CCA (i.e. CCA Leader) or at school-level (i.e. Student Council, Sports Leaders, Peer Support Leaders) will be given different opportunities and platforms to develop their leadership competencies. As the needs and skills required for each group are different, the school provides customised training for the various groups of student Leaders. For instance,

   i.   Student Leaders in general may have the opportunity to attend dialogue sessions, conferences, workshops or even camps. Some of these events are organised by MOE HQ, other schools or vendors.

  ii.   CCA Leaders may be selected to attend camps or trainings which are useful to impart CCA-specific leadership skills and technical knowledge. Each CCA also nominates selected students to attend the Youth Leadership Development Course, an annual leadership workshop organised by the school and planned by Student Leaders.

 iii.   The Sports Leaders play a crucial role in advocating for and building a sporting and healthy lifestyle in school. Appointed Sports Leaders have the opportunity to plan, execute for sporting-related activities in the school, such as Recess Challenges where students come together to do a short sporting challenge. Sports Leaders also assist in the execution of the school's annual Sports Carnival.

  iv.   The Student Council is an integral part of many school events. They provide support through various functions such as reception, ushering or even emceeing. Student Councillors also have the opportunity to work with teacher mentors to conceptualise, plan and execute events such as Teachers' Day Celebrations or team building activities. Some Councillors may also have the opportunity to serve as Ambassadors to carry school-wide advocacy projects on topics such as Digital Wellness.

v. The Student Council and Sports Leaders Executive Committees (EXCOs) receive dedicated mentorship from teachers and are engaged in conversations involving more complex topics, such as leadership principles or suggestions for school improvement. They are responsible for the committees they lead, ensuring they set clear direction in their planning and execution to achieve desired outcomes. The school harnesses the synergies and strengths of both EXCOs and provides them with opportunities to collaborate on and spearhead school-wide events such as the Youth Leadership Development Course and the Secondary 1 Orientation. The former is a leadership workshop held for CCA nominees, Student Councillors and Sports Leaders, where they learn about leadership competencies in areas such as teamwork, project management and peer mentoring.

(c)   In line with the national directive to forge a caring school community where members feel safe and have a sense of belonging, the school has been strengthening its efforts in peer support and relationships. Students with suitable dispositions or leadership qualities may be nominated and appointed Peer Support Leaders. Peer Support Leaders play a crucial role in looking out for their peers and building strong networks of positive relationships within and beyond the classroom.

i. A Peer Support Leader appointment is a student leadership appointment. Appointed student leaders will be provided with training to hone his/ her skills in active listening, communication and self-management, which are important qualities to prepare our students to be future-ready.

ii. Peer Support Leaders actively look out for their peers and promote help-seeking and help-giving behaviour. They may be given opportunities to spearhead, plan and execute school-wide initiatives on various peer-support related topics such as mental health, cyber wellness and building friendships in school.

Recognition for Student Leaders

The school recognises the contributions and commitment of our Student Leaders. One way is by awarding them leadership attainment levels through the LEAPS 2.0 scheme. Student Leaders are also officially invested through the Student Leaders' Investiture, a formal ceremony which recognises the appointment of the various groups of Student Leaders such as the Class Leaders, CCA Leaders, Sports Leaders and Student Councillors. Letters of Appointment and collar pins or badges are presented to the Student Leaders during the Investiture. Certificates of Appreciation are also presented to the outgoing Student Leaders during the Investiture, as a mark of the school's appreciation towards their effort and contribution to the school.

STUDENT MANAGEMENT

STUDENT CODE OF CONDUCT: The School Rules and Regulations

Our students practise sound character, good citizenship and effective self-leadership through:

4As: ATTIRE, ATTITUDE, ATTENDANCE, ASSIGNMENT

3Rs: RULES, RESPECT, RESPONSIBILITY

ATTIRE

School Uniforms
The uniform is a representation of the school and its history. The school uniform is to be worn in a dignified manner that befits a YCKSian. Students are to wear the prescribed school uniform and modification to the uniform is not allowed.

For the girls, the length of the skirt must be worn no shorter than 2 finger widths above the knee. For the boys, the pants should not be shortened beyond students' ankles.

PE Attire
Only the school PE T-shirt and shorts are to be worn for PE lessons unless permission has been granted. Students must change into their school uniform during the first available break.

Level T-shirt
Students can only wear the Level T-shirt meant for that level. This can only be worn on days when there are early school dismissals such as on Chinese New Year's Eve, Sports Carnival, National Day Celebration and Teacher's Day Celebration.

CCA Attire
Only approved CCA attire or PE attire is allowed for CCAs.

Cardigans/ Sweaters
Cardigans must not be worn except in air-conditioned rooms. Students who are feeling unwell should rest in the Sick Bay.

Religious Items
Wearing of religious items is not allowed as the school is a secular public space for all students.
Footwear

Only school-approved white shoes and white socks are allowed. Socks must be visibly worn. Sports shoes may be worn for CCAs and on special occasions such as the School Sports Carnival, with permission from the teacher-in-charge.

GROOMING

Front View for Boys

Front View for Girls

Side View for Boys

Side View for Girls

Boys	Girls
- Short, neat and tidy hairstyle with natural colour. Hair must not touch the eyebrows, ears or shirt collar. - Clean-shaven and neat in appearance. No facial hair is allowed. - No outlandish hairstyle. - No tinting, dyeing, highlighting or perming of hair. - No ear studs/sticks are allowed. No jewellery/ ornaments is to be worn. - Fingernails should be short and unvarnished. - Make-up or body art is not allowed.	- Short, neat and tidy hairstyles with natural colour. Long hair must be tied up neatly with simple rubber bands and clips that are black. - No outlandish hairstyle. - No tinting, dyeing, highlighting or perming of hair. - Hair must not fall across the face or cover the eyes. - Only one pair of simple ear studs is allowed. No jewellery/ ornaments is to be worn. - Fingernails should be short and unvarnished. - Make-up or body art is not allowed.

ATTITUDE

Conduct and Behaviour
Students are to be courteous, respectful and well-behaved at all times.

Morning Assembly
All students are to report to school by 7.25 a.m. sharp.

Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students will take the Pledge with the right fist over the heart.

Possession of Weapon
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.

Use of Mobile Devices
The rules and policies governing the use of mobile devices in the school aim to ensure the school community is a safe place for all students and staff, for students to learn values and self-management skills, and for learning to take place with minimal distractions. Students will be using Personal Learning Devices (PLDs) for learning purposes under the Personalised Digital Learning Programme (PDLP). Mobile devices must not be used for non-educational or recreational purposes (e.g. playing games, listening to music).

Mobile Phones must be switched off once students enter the school compound. Students must lock their mobile phones in the lockers provided **during curriculum hours**, unless otherwise instructed by teachers. This include recess, remedial lessons, enrichment programmes, workshops and CCAs. Students must also lock their PLDs in the lockers during recess time. **After curriculum hours**, students can use mobile phones only in the foyer (outside General Office) and canteen. Students who urgently need to contact parents can use the phone in the General Office. Parents can contact their children through the General Office at 6456 0669 during office hours.

No unauthorised use, modifications, uploading or distribution of audio, image and video recordings are allowed in any form, unless explicit permission has been sought and given.

Any violation or suspected inappropriate use of the mobile device will result in the device being withheld and checked as a disciplinary measure or for the purpose of investigation.

The school shall not be responsible for the loss of any personal equipment or possession.

ATTENDANCE

All students must attend lessons, CCAs, school events and activities regularly and punctually.

Absence from school as a result of illness must be supported by a valid Medical Certificate or letter from a certified doctor or medical specialist to be given to the Form Teacher promptly on the day the student returns to school.

A letter from the parent/ guardian will only be accepted if it is followed up by the parent/ guardian's call to the office on the day of the student's absence.

A copy of the Medical Certificate is also expected to be given to Subject Teacher(s) if it concerns any assessment (class assessment or school examination). Students without a medical certificate or valid reason for absence from any assessment will be awarded a zero mark.

Absence from school, lessons, CCAs, any activities planned by the school without leave or valid reason is considered truancy. Prompt submission of document to support the absence is critical.

ASSIGNMENTS and SCHOOL WORK

All students are to:

- Study diligently and conscientiously and to take pride in their work.
- Complete all schoolwork/homework assigned to them and to submit them on time.

The 3Rs: RULES, RESPECT, RESPONSIBILITY

All Yio Chu Kang Secondary School students are taught to respect the rights of others through responsible thinking by learning to obey instructions and rules.

DISCIPLINARY GUIDELINES

Every action has consequences. Students who break the Code of Conduct will be disciplined. Helping students realise this is one way we can empower our students to develop self-management. It is therefore important to understand the consequences for not abiding by the rules and regulations.

The following list shows the guidelines for managing disciplinary offences and violation of the Code of Conduct. The list is not exhaustive and is subject to changes. The school reserves the right to determine the disciplinary consequences in the context of each case.

No.	Offence	Actions and Consequences
1	Inappropriate Attire	1st – 3rd Offence • Parents will be informed of the consequences for subsequent recurring offence; • Student will be given the excuse slip for returning to class. *For coloured and inappropriate hairstyles, parents will be notified and they have to pick student up from school for immediate follow up.* Recurring offence (more than 3 times) • Parents will bring the appropriate uniform/shoes or pick-up student for haircut. *For parents who are not contactable or unavailable, student will be suspended from lessons for the day.*

No.	Offence	Actions and Consequences
2	Late-coming	Late for Lesson (4 times or less) • Student will provide a written statement; • Parents will be informed of consequences for subsequent recurring offence; • Student will be given an excuse slip for returning to class; • Student will serve detention (1 hour) after school. Late for School (4 times or less) • Parents will be informed of consequences for subsequent recurring offence; • Student will be given an excuse slip for returning to class; • Student will serve detention (1 hour) after school (3rd and 4th times). Recurring offence (More than 4 times) • Parents to meet Level DM; • Referral to SSC for mandatory counselling sessions; • Student will serve detention (5 hours) after school (5th and 6th times); • Suspension (1 day) from class (7th time and more) and a possible "Fair" or "Poor" conduct grade. Reporting to School after 8.00 am • Parents will be informed. Student will be suspended from school/class if there is no valid reason.

3	Truancy	Truancy from Lesson • Student will provide a written statement; • Parents will be informed and the student will be suspended from class for the day. Truancy from CCA • Student will provide a written statement; • Parents will be informed; • Student will serve detention after school (1 hour). Recurring offence • Parents will meet P/ VPs and Level DM/ HOD PE and CCA (for CCA related); • Student will be referred for mandatory counselling sessions; • Suspension from class (2 days) and "Fair" conduct grade (2nd offence); • Suspension from school (2 days) and "Poor" conduct grade (3rd offence); • Caning* and "Poor" conduct grade (4th and subsequent offences). Truancy from School • Parents will be informed and have to meet P/ VPs and Level DM; • Student will provide a written statement upon return to school; • Student will be referred for mandatory counselling sessions; • Suspension from class (3 days) and "Fair" conduct grade (1st offence); • Suspension from school (3 days) and "Poor" conduct grade (2nd offence); • Caning* and "Poor" conduct grade (recurring offences).
4	Defiance	• Student will provide a written statement; • Parents will be informed; • Level DM will determine the severity of the act of defiance. Punishments may include community service, letter of apology, public apology, mediation between parties involved or suspension; • Possible "Fair" or "Poor" conduct grade.

5	Mobile Devices	- Student will provide a written statement; - Parents will be informed of the consequences of a subsequent recurring offence; - Mobile devices will be withheld and returned at the end of the day by Level DM; - Student will have to serve Detention after school (1 hour). Recurring offence (More than 5 times) - Parents will meet Level DM; - Student may be banned from bringing mobile device to school or risk his/ her mobile device to be held by school during curriculum hours; - Student will be referred for mandatory counselling sessions (if necessary); - Possible "Fair" conduct grade.
6	Smoking	<u>Suspected of Smoking</u> a. 1st Offence - Student will provide a written statement; - Smokerlyser test (Reading will be recorded on the statement); - Parents/Guardians will be informed to pick student up from school for washing up before he/she is allowed back to school; *For parents not contactable or available, student will be suspended from lessons for the day.* - Student will be referred to Student Health Advisor (SHA) for mandatory counselling sessions; "Fair" conduct grade. b. 2nd Offence - As listed above in (a); - Parents will meet Level DM; - Student is required to attend the compulsory Smoking Cessation Programme with the SHA; - Suspended from class (1 day) and "Poor" conduct grade. c. Recurring Offence - As listed above in (a); - Parents will have to meet P/ VPs and Level DM; - Suspension from class (2 days) and "Poor" conduct grade.

		Use or Possession of any Prohibited Tobacco Products
		a. 1st Offence • Student will provide a written statement; • Smokerlyser test (Reading will be recorded on the statement); • Parents/Guardians will meet Level DM; • Student will be suspended from class (1 day); • Student will be referred to the SHA for the Smoking Cessation Programme; • "Fair" conduct grade; • Update Health Sciences Authority (HSA). b. 2nd Offence • Student will provide a written statement; • Smokerlyser test (Reading will be recorded on the statement); • Parents/Guardians will meet Level DM; • Student will be suspended from school (2 days); • Student will be referred to the SHA; • "Poor" conduct grade; • Update HSA. c. Recurring offence • Student will provide a written statement; • Smokerlyser test (Reading will be recorded on the statement); • Parents/Guardians will have to meet P/ VPs and Level DM; • Student will be referred to the SHA; • Suspension from school (3 days) and "Poor" conduct grade; • Update HSA.

7	Vandalism	• Student will provide a written statement;
		• Parents/Guardians will be informed and meet Level DM;
		• Student will be suspended immediately from class till parent's conference with School (for serious vandalism cases);
		• Student will replace and pay for damages;
		• Student will be referred for mandatory counselling sessions (if necessary);
		• "Fair" or "Poor" conduct grade.
8	Physical Violence	• Level DM will assess injuries (if any) and report straightaway to P/ VPs or DM if immediate medical attention is required;
		• Student will provide a written statement;
		• Parents/Guardians will be informed and meet Level DM;
		• Student will be suspended immediately from class until parent's conference with School;
		• Student will be referred for mandatory counselling sessions;
		• Disciplinary actions will be taken (Suspension, Caning*, Expulsion);
		• "Fair" or "Poor" conduct grade.
9	Body Art	• Student will provide a written statement;
		• Parents/Guardians will need to meet P/ VPs and DM;
		• Student will be suspended immediately from School till the date of the first consultation with specialist;
		• "Poor" conduct grade.

* Caning is only applicable to boys. Girls are subjected to other disciplinary actions e.g. suspension.

STUDENT WELL-BEING

COUNSELLING

We believe that every student has a desire to learn and to improve. To cultivate self-managing students at YCKSS, we offer multi-level counselling to support our students and guide them to handle life's ambiguities and challenges. In YCKSS, students have the option to walk-in to seek guidance.

Students may approach a School Counsellor or Teacher Counsellor for consultation and guidance in the Student Support Centre. Students may walk in without an appointment. If they wish to make an appointment, they can do so through their Form Teachers. Students can also reach out to the School Counsellors directly using the QR code or the link below.

https://go.gov.sg/ycksscounsellingsupport

School Counsellors: Ms Poh Shee Yean & Mr Koh Kwek Choong

    Time: 7.00 a.m. to 3.00 p.m. (Monday – Friday)
    Venue: Student Support Centre

Teacher Counsellors: Ms Jezreel Lau Jie Rui & Mr Yip Seng Yiam, Gerald

    Venue: Student Support Centre

Learning Behavioural Support: Ms Carmelia Trecia Arrriola
                                    Mr Muhammad Yasin Abdul Razak

    Time: 7.00 a.m. to 3.00 p.m. (Monday – Friday)
    Venue: Student Support Centre/ Synergy Room

Student Welfare Officer: Mr Chow Won How

    Time: 7.00 a.m. to 3.00 p.m. (Monday – Friday)
    Venue: Student Support Centre

Student Health Advisor: Mdm Lynn Tay

    Time: 8.00 a.m. to 5.00 p.m. (Odd Week: Monday – Friday)
    Venue: Student Support Centre

LIST OF HELPLINES

NO	HELPLINE	DETAILS	OPERATING HOURS	HELPLINE NUMBER
1	Samaritans of Singapore	SOS provides emotional support to people in crisis, thinking of suicide, or affected by suicide.	24 hours	1800-221-4444
2	Teen Challenge Youth Axis	Teen Challenge offers counselling services to address issues of family-in-crisis, teenage delinquency, cyber addiction, and other youth issues.	Mon - Fri 9.00 a.m. – 6.00 p.m.	63469332
3	Touchline	A service by TOUCH Community Services, TOUCHLine seeks to empower youths to be more effective in managing life issues.	Mon – Fri 9.00 a.m. – 6.00 p.m.	1800-377-2252
4	Youthline	A counselling hotline for youths with interpersonal, family, stress, depression or anxiety problems, by Youth Challenge.	Mon – Fri 8.30 a.m. – 6.00 p.m.	63363434
5	Care Corner Counselling Centre	For the mandarin-speaking community with family, marital or personal problems.	Daily 10.00 a.m. – 10.00 p.m.	1800-3535800

6	National Addictions Management Service (NAMS)	For individuals with various addictions, including substance behavioural addictions.	Mon – Thu 8.30 a.m. – 6.00 p.m. Fri 8.30 a.m. – 5.30 p.m. Sat 8.30 a.m. - 12.30 p.m.	63892387

MOE FINANCIAL ASSISTANCE SCHEME (FAS) 2022

The Ministry of Education provides financial assistance to Singaporean students from our Government and Government-Aided Schools who need financial assistance for their studies.

INCOME CRITERION

$2,750 OR BELOW
Gross Monthly Household Income

OR

$690 OR BELOW
Per Capita Income

$$\text{Per Capita Income} = \frac{\text{Total Gross Monthly Household Income}}{\text{No. of Household Members}}$$

BENEFITS

Item	Academic Level		
	Primary	**Secondary**	**Pre-U**
School Fees	Not applicable	Full subsidy of $5.00 per month	Full subsidy of $6.00 per month
Standard Miscellaneous Fees	Full subsidy of $6.50 per month	Full subsidy of $10.00 per month	Full subsidy of $13.50 per month
Textbooks	Free textbooks		Not applicable
School Attire	Free school attire		Not applicable
Transport Subsidy*	60% of monthly school bus fares for students taking school bus; or $15 transport subsidy per month from month of approval, up to $180 per annum for students taking public transport	$15 transport subsidy per month from month of approval, up to $180 per annum for students taking public transport	
School Meal Subsidy^	Subsidy for 7 meals per 5-day school week from month of approval, for up to 40 school weeks per annum	Subsidy for 10 meals per 5-day school week from month of approval, for up to 40 school weeks per annum	Not Applicable
Bursary	Not applicable		$1,000.00 per annum

*If the FAS application approval is not from January, the transport subsidy will be pro-rated accordingly from the month after your application is approved to December of the same year.
^Subsidies for school meals purchased and consumed in school.

HOW TO APPLY?

Application forms are available from the school or MOE website. You can return the completed form to the school and the school will inform you of the outcome.

ADDITIONAL HELP REQUIRED?

If you need additional help, you can approach your child's school for further financial assistance. Schools can also help students from low-income households to (1) own a new computer at an affordable price through IMDA's NEU PC Plus Programme#+ [www.imda.gov.sg/neupc] or (2) gain internet access through IMDA's Home Access programme# [www.digitalaccess.gov.sg]. For enquiries, please contact **6377 3800** or e-mail: **info@imda.gov.sg**.

Subject to eligibility and availability. +Applicable to Primary and JC/Pre-U students. Secondary students are provisioned with Personal Learning Device through MOE's Personalised Digital Learning Programme from 2021.

OTHER INFORMATION

PARENTS WITH CHILDREN IN DIFFERENT SCHOOLS
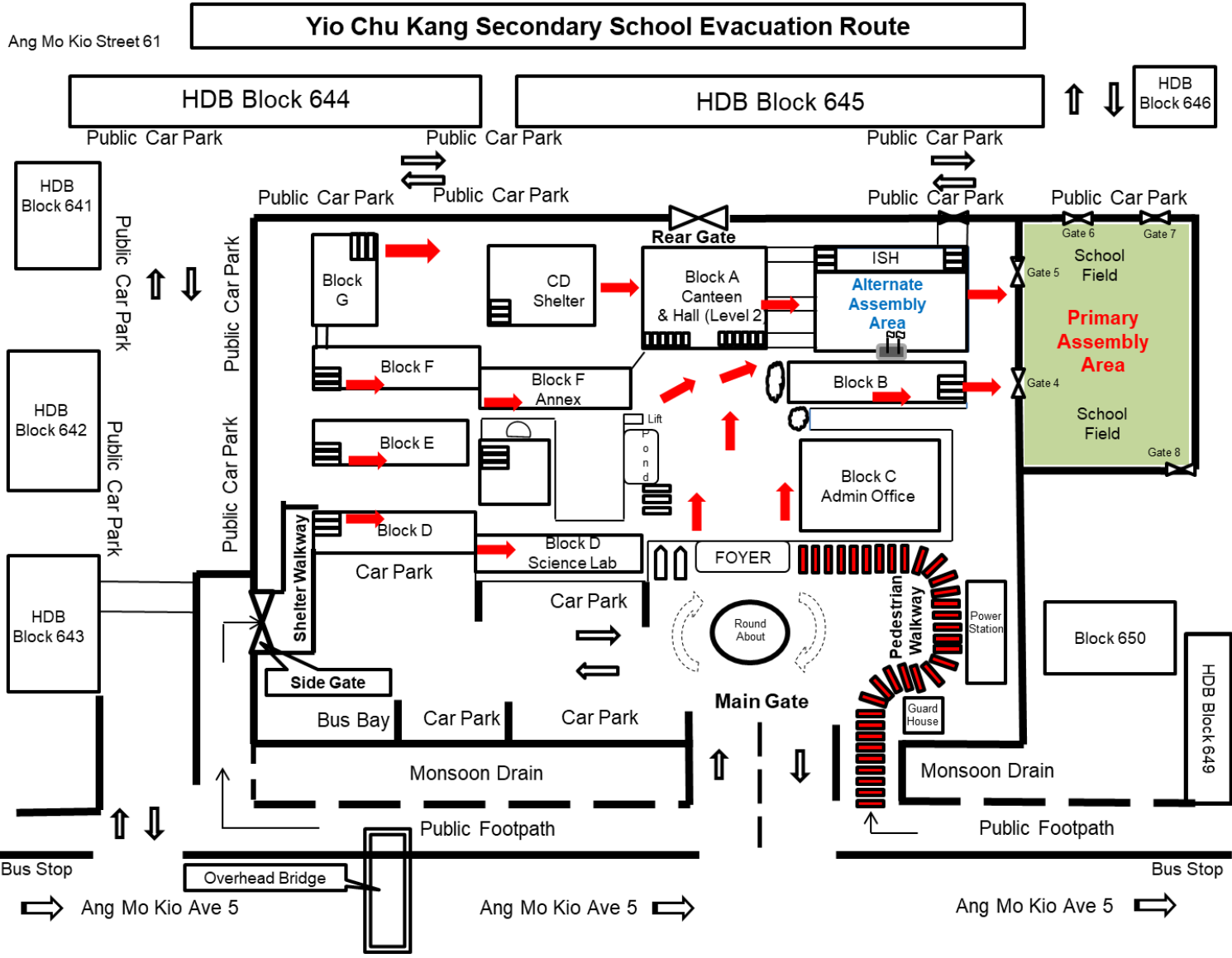You need to submit only one application form for all your school-going children to one of their schools. The school which receives the application form will inform you of the outcome for all the children.

PRIMARY 6 STUDENTS GOING TO SECONDARY 1 IN 2022
Primary 6 students can apply for MOE FAS at their primary school for Secondary 1 next year.

Ministry of Education
SINGAPORE

Yio Chu Kang Secondary School Evacuation Route

Ang Mo Kio Street 61

HDB Block 644

HDB Block 645

HDB Block 646

Public Car Park

Public Car Park

Public Car Park

HDB Block 641

Public Car Park

Public Car Park

Public Car Park

Public Car Park

Public Car Park

Rear Gate

Block G

CD Shelter

Block A Canteen & Hall (Level 2)

ISH

Alternate Assembly Area

Gate 6

Gate 7

School Field

Gate 5

Primary Assembly Area

Block F

Block F Annex

Block B

Gate 4

School Field

Gate 8

Block E

Pond

Lift

HDB Block 642

Public Car Park

Block C Admin Office

HDB Block 643

Shelter Walkway

Block D

Car Park

Block D Science Lab

FOYER

Car Park

Round About

Power Station

Block 650

Side Gate

Bus Bay

Car Park

Car Park

Main Gate

Pedestrian Walkway

Guard House

HDB Block 649

Monsoon Drain

Monsoon Drain

Public Footpath

Public Footpath

Bus Stop

Bus Stop

Overhead Bridge

Ang Mo Kio Ave 5

Ang Mo Kio Ave 5

Ang Mo Kio Ave 5

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SAFETY RULES AND REGULATIONS ON USAGE OF SPECIAL ROOMS

(SCIENCE LABORATORY, DESIGN AND TECHNOLOGY WORKSHOP, ART ROOM, FOOD LABORATORY)

Students are not allowed to enter the special rooms (Science laboratory, D&T Workshop, Art Room and the Food Laboratory) without the permission of a teacher. Students must always be accompanied by a teacher when they are in any of these special rooms.

Every student is responsible for keeping his/her work area clean. They are to take care of the apparatus, equipment or appliances issued to them. Students are to be considerate and handle all items with care as other students will be sharing the same apparatus as well.

Before the start of the practical, all students are to check their equipment / items / tools and to report any damaged or missing items to the teacher. Students must not touch any machine, material, chemical or apparatus unless permission is granted by the teacher.

Students are to pay careful attention to safety instructions given by their teacher and to strictly comply with the instructions. Instructions for the experiments to be carried out should be thoroughly understood and must be followed exactly. Students who are unsure of how to correctly use an equipment / tool / apparatus, should clarify with the teacher before they use the item safely.

Students are to wear goggles, apron and the necessary protective gear, whenever it is necessary or as instructed by the teacher. Female students with long hair are to tie up their hair neatly to prevent it from becoming a hazard during practical lessons.

Students must use the right equipment or tool for the right exercise / lesson and these should be returned to its proper place after use. Extreme care should be exercised when handling sharp-pointed, sharp-edged tools or equipment that is heated / hot.

All accidents must be reported immediately to the teacher for treatment or any other necessary action. All breakage (accidental or otherwise) must be reported to the teacher immediately and recorded in the "Breakage" book which is kept at the teacher's bench. All Students are to sign for the breakages incurred.

No items / equipment / tools must be removed from the special rooms without the permission of a teacher.

After each lesson, all items / equipment / tools must be cleaned and returned. The work area must be kept clean and dry. Waste and surplus materials must be disposed of in accordance with the teacher's instructions. Chemicals, once removed from the bottles, must not be put back into the bottles unless instructed to do so by the teacher.

Students should not run around in the special rooms. Consumption of food and drinks is also disallowed.

Failure to comply with the above rules and regulations will render the student liable for suspension from the special rooms.

NATIONAL DIGITAL LITERACY PROGRAMME(NDLP) & DIGITAL EDUCATION PROGRAMME @ YCKSS

At MOE's Committee of Supply Debate in March 2020, MOE launched the **National Digital Literacy Programme (NDLP)** for schools and Institutes of Higher Learning to help students strengthen their digital literacy. As part of the programme, every secondary school student will own a school-prescribed **Personal Learning Device (PLD)**. After careful considerations based on portability, durability and T&L affordance, the PLD selected for use at YCKSS is the Apple iPad with the accompanying Apple Pencil and keyboard combo.

The PLD will be used in tandem with the national e-learning platform called the Singapore Student Learning Space (SLS) together with other educational technology to personalise and enhance students' learning. This will enable students to acquire digital skills and apply these skills as they navigate an increasingly digitalised world. At YCKSS, we seek to do this through our **Digital Education Programme**:

Vision: Self-Directed and Innovative Digital Learners, Responsible Digital Citizens.

Mission: To grow the digital capacity of staff and students and support them to embrace technology in seizing richer opportunities for learning, living, working and playing.

The programme encourages the development of the following critical digital literacies:

- **Curation:** access, collate and analyse digital information
- **Creation:** innovate and create products/content using digital tools
- **Communication & Collaboration:** communicate, learn and collaborate through a digital media
- **Computational thinking:** investigate and solve problems systematically
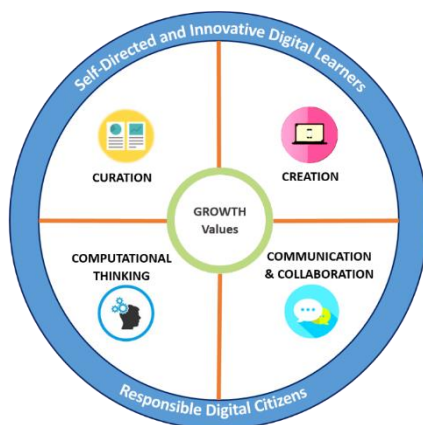
YCKSS ACCEPTABLE USE POLICY (AUP)
Be a Responsible Digital Citizen

This policy outlines the expectations for acceptable use of the **Personal Learning Device (PLD)** to ensure safe, secure and effective use of the device by students for learning.

Violation of this policy may result in the imposition of further restrictions on the use of the PLD. Disciplinary consequences may also be meted out accordingly by the school.

(1) Taking Care of Your PLD

General Precautions:
(a) Students are responsible for their PLD. The school will not be held responsible for any damage, theft or loss of the PLD.
(b) Students should always handle their PLD with care, e.g. they should avoid having food or drink next to their PLD at all times.
(c) Cords, cables, and removable storage devices must be inserted carefully into the PLD.
(d) PLDs should never be shoved into a locker or wedged into a bag as this may damage the screen.
(e) PLDs should not be exposed to extreme temperature or direct sunlight for extended periods of time. Extreme heat or cold may cause damage to the PLD.

Carrying the PLD:
(f) The ruggedized cover cum keyboard of the PLD provides only basic protection from everyday use. It is not designed to prevent damage from abusive handling.
(g) Carrying the PLD in a padded backpack or padded case is acceptable provided the backpack or case is handled with care.

(2) <u>Using Your PLD</u>

At School:
(a) The PLD is intended for use every day at school.
(b) Students must be responsible for bringing their PLD to all classroom lessons, unless specifically advised not to do so by their teacher.

At Home:
(c) Students are required to bring their PLD home after every school day throughout the school year.
(d) Students should use their PLD to complete online assignments and homework.

Charging of PLD:
(e) The PLD should be fully charged at home and brought to school the following day.
(f) Students are discouraged from charging their PLD using the school's electrical supply to avoid overloading the power point. They should seek permission from their teacher if they need to do so.

Use of Audio:
(g) Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
(h) The use of personal earphones/headphones is mandatory during audio/video playback.

Installation of Device Management Application (DMA):
(i) All PLDs must be installed with the DMA.
(j) The DMA will manage the students' device use based on the settings determined by the school.
(k) Students should not attempt to uninstall or de-enroll themselves from the DMA.

Installation of Apps:
(l) All PLDs are supplied with the latest version of the iPad OS, and other applications useful in an education environment.
(m) Updates to the iPad OS and apps, as well as new apps, will be provisioned remotely when they are available by the school administrator.
(n) Apps that are no longer needed will also be remotely removed by the school administrator.

Random Check:
(o) Students may be selected at random to provide their PLD for verification and check. The purpose is to support students in the proper care and maintenance of the device.

(3) Protecting & Storing Your PLD

Identification of PLD:
(a) PLDs will be labelled in the manner specified by the school to ensure security and to facilitate ease of identification.

Safekeeping of PLD:
(b) Students are responsible for storing their PLD securely in the individual locker provided outside their classroom during recesses, PE lessons and CCA, when the use of the device is not required.
(c) Nothing should be placed on top of the PLD when stored in the locker.
(d) Under no circumstances should a PLD be stored in unsupervised areas. Unsupervised areas include the school's common areas, canteen, unlocked classrooms, library, toilets, corridors, public transportation, or any other entity that is not securely locked or in which there is no supervision.
(e) PLDs found unsupervised in the school compound will be confiscated by staff and taken to the Technology Support Centre. Disciplinary actions will be taken against any student who leaves a PLD in an unsupervised location.
(f) Students should bring their PLD home at the end of every school day and not store it in the individual locker or anywhere else at school outside of school hours.

(4) Repairing or Replacing Your PLD[1]

PLD Undergoing Repair:
(a) School-owned PLDs may be loaned to students when their PLDs are sent in for repairs at the Technology Support Centre.
(b) Repaired PLDs may be restored to their original factory settings. Thus, it is important that students keep their school data synced to cloud drives so that their documents will not be lost. Personal information that cannot be replaced should be kept at home on an external storage device.

Warranty and Insurance:
(c) The enhanced device bundle that comes with the purchase of the PLD includes a 3-year warranty and 3-year insurance of the device and associated accessories.
(d) The coverage includes fire, lightning, power surges, accidental water spillage, accidental drop, theft due to forcible entry and robbery.
(e) Accidental loss will not be covered.
(f) In the event of damage, loss or theft of devices, students must report the matter to the school immediately.
(g) A police report must be submitted in cases of theft or loss.

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[1] Only applicable for students who purchase the PLD bundle through the school.

YCKSS DIGITAL WELLNESS POLICY
Be a Responsible Digital Citizen

Digital devices and access to the Internet have become a necessity for learning, work and play. To ensure a safe and conducive technology-enabled learning environment at Yio Chu Kang Secondary School, students are to adhere to the guidelines stated in this YCKSS Digital Wellness Policy.

This policy provides guidelines on Cyber Wellness – positive online behaviour and the safe and responsible use of cyberspace, as well as the responsible use of personal digital devices and the school's ICT facilities, equipment and resources.

SENSE

CYBER WELLNESS PRINCIPLES

Respect for Self & Others
Safe & Responsible Use
Positive Peer Influence

ACT
THINK

Sense – Think – Act Process

Sense: Identify the possible risks of harmful behaviours online and learn how to protect oneself

Think: Analyse, evaluate and reflect on the online situation based on the three CW principles

Act: Translate understanding into actions so as to be safe and have a positive presence online
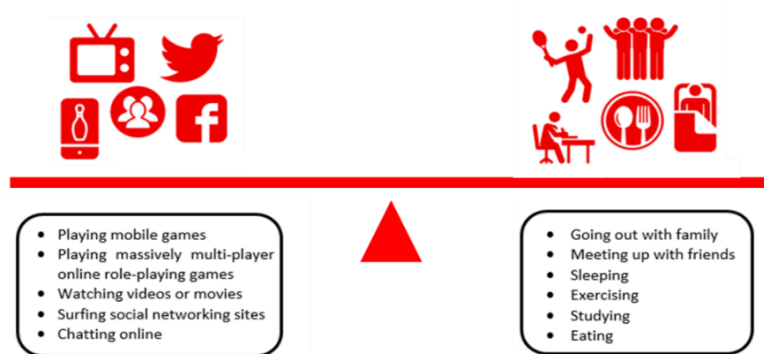
MOE Cyber Wellness Framework

Safe and Responsible Use

1. Users are responsible for using their Personal Learning Devices (PLDs), school-owned ICT facilities, equipment and resources for the purpose of learning.

2. Users should not install any computer games or social media apps on PLDs, unless prior permission is given by the HOD ICT.

3. Users should not use PLDs to store, modify or create content (e.g. documents, presentations, pictures, videos) that is pornographic or defamatory in nature.

4. Users' PLDs are installed with device management software. When enrolled, the software will manage users' device usage based on settings determined by the school. Users should not attempt to uninstall or de-enrol themselves from the software.

5. Users should bring their PLDs home with them at the end of every school day and ensure that their PLDs are fully charged before bringing it to school.

6. Users should not use the school's electrical power points to charge their PLDs and mobile phones, unless at designated charging points such as the Technology Support Centre.

7. Users should lock their PLDs in the lockers when leaving the classroom, unless otherwise instructed by teachers.

8. Users should not use their mobile phones and should keep them in the lockers during curriculum hours.

9. Users are responsible for their PLDs and mobile phones. The school will not be held responsible for any damage, theft or loss of their devices. In the event of loss or theft of devices, users must report the matter to the school immediately.

10. 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.

11. 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.

12. Users are responsible for the security of their account IDs and passwords. All account IDs and passwords should not be shared with anyone. Using another person's account and password, with or without the account holder's permission, is a serious offence.

13. Users are to use their full name as stated in their EZlink cards for all account IDs. Aliases, nicknames and pseudonyms are not allowed.

14. Users should be mindful of the risks of harmful and illegal online behaviours, and take steps to protect themselves (e.g. keep their personal information private, verify the reliability of information using various sources).

15. Users should make wise and healthy choices, including maintaining a healthy balance of their online and offline activities.

- Playing mobile games
- Playing massively multi-player online role-playing games
- Watching videos or movies
- Surfing social networking sites
- Chatting online

- Going out with family
- Meeting up with friends
- Sleeping
- Exercising
- Studying
- Eating

Adapted from MOE Educational Technology Division's ICT Connection

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Respect for Self and Others

1. Users should uphold their own dignity when online (e.g. share appropriate content and participate only in legal online activities).

2. Users should be respectful in their online behaviours. These include putting themselves in others' shoes, accepting diverse views and opinions, and not posting/sharing hurtful, insensitive or offensive remarks online.

3. Users are expected to remain courteous and polite in all online interactions.

4. Users should not send forged emails or post forged messages, spam other users, impersonate another person or send email anonymously.

5. Users should respect the privacy of others by not making any unauthorised audio, image or video recordings, unless explicit permission has been given by the relevant parties being recorded. These may include, but are not limited to, capturing images of your teachers or peers without their permission, video recordings of personal events within the school premises, and other similar contexts.

6. Users should respect the rights of others by complying with all laws and school policies regarding the protection and use of intellectual property (e.g. seeking permission from the owner before using/sharing copyrighted materials). Users should not own, copy or share software in an unauthorised or illegal manner. 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.

Positive Peer Influence

1. Users should be a positive role model online by sharing healthy and positive content and harnessing technology to do good for others.

2. Users should advocate positive online behaviours and report cases of cyber bullying to teachers promptly.

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

Violation of any policies, rules or administrative procedures may result in a temporary suspension or revocation of a student's account, or may result in stricter restrictions on the use of PLDs being imposed. The student may also face disciplinary actions accordingly.
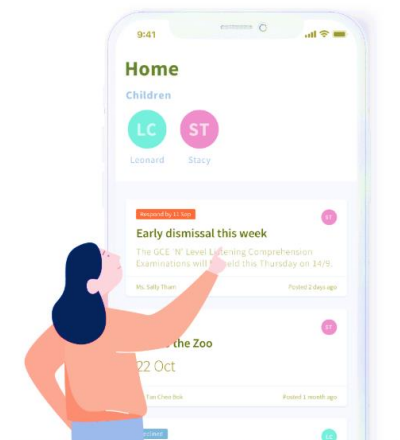
PARENTS GATEWAY

Launched on 2 Jan 2019, the "Parents Gateway" is a one-stop mobile app that allows schools to connect with parents digitally.

Yio Chu Kang Secondary School will be using the app to connect with parents actively. Using the app, parents will be able to access all official school announcements, give consent for their child's participation in school activities and keep track of upcoming activities anytime, anywhere. More services are in the pipeline and will be made available through the app in due course.

Parents are invited to come on board Parents Gateway by scanning the relevant QR code to download the app and logging in with their SingPass. To stay up to date with the latest announcements and notifications from the school, parents are advised to check and update the app regularly.

Mobile Device	Scan QR Code	Alternatively
iOS Device		Search "Parents Gateway" in the Apple Apps Store
Android Device		Search "Parents Gateway" in the Google Play Store

ACADEMIC MATTERS

SCHOOL ASSESSMENT POLICY

Vision
A learner-centred and balanced assessment system that supports quality teaching and learning.

Philosophy
Assessment is integral to the learning process. The underlying goal of assessment is to facilitate meaningful learning where the learning process is developmentally appropriate, caters to students' varied needs, and help them achieve the desired learning outcomes. *Assessment begins with clarity of purpose*. Both school-based assessment and national examinations play important and different roles in our education system. A balanced assessment system should have both Assessment of Learning and Assessment for Learning. *Assessment provides feedback to address learning gaps and improve teaching practices*. There should be regular gathering of quantitative and qualitative information about a student's progress and development, and such feedback should be used to inform learning and shape future teaching and learning practices.

Assessment for Learning & Assessment of Learning
The purpose of *Assessment for Learning* (AfL) is for teachers to collect and analyse quantitative and qualitative information to facilitate the monitoring of student learning progress and providing of necessary feedback and interventions to help them close learning gaps. Examples of AfL includes teacher questioning, learning tasks and homework assignments.

The main intent of *Assessment of Learning* (AoL) is to evaluate students' achievement for the primary purpose of reporting and progression. Nonetheless, AoL could also be used formatively where teachers provide pertinent feedback to the students based on the evaluation of their competency gaps in the assessment items. Examples of AoL includes school-based assessment such as the Mid-Year Exam, End-of-Year Exam, Preliminary Exam and Weighted Assessment.

School-Based Assessment Structure

To support sustainable learning and student well-being, the school ensures a manageable assessment load and demand on students when drawing up assessment plans and schedules. The School-Based Assessment (SBA) Structure takes into consideration the frequency, number, and scope of assessments to prevent over-testing.

	Term 1	Term 2		Term 3	Term 4
	Weighted Assessment	Weighted Assessment	Mid-Year Examination	Weighted Assessment	End-Of-Year Examination
Sec 1	15%	15%	-	15%	55%
Sec 2	15%	15%	-	15%	55%
Sec 3	15%	15%	-	15%	55%
Sec 4/5	100%	-	100%	100% (Prelim Exams)	-

For Lower Secondary D&T and FCE which are conducted in alternate semesters, the SBA structure and weighting distribution are as follows:

	Term 1	Term 2	Term 3	Term 4
	Weighted Assessment	End-Of-Course Assessment*	Weighted Assessment	End-Of-Course Assessment*
Sec 1	D&T		FCE	
	15%	85%	15%	85%
Sec 2	FCE		D&T	
	15%	85%	15%	85%

End-Of-Course Assessment comprises a Coursework & a Theory Component.

Absenteeism from any SBA must be supported with **a valid medical certificate**. Otherwise, a zero mark will be awarded for the paper. If a student is unable to sit for any SBA due to adverse conditions (e.g. bereavement), the student must first seek approval from the school with the relevant supporting documents (e.g. death certificate).

National Examination Schedule (Tentative)
The confirmed examination dates will be communicated by the teachers to students.

GCE O Level Examination

Oral Examination – EL Oral Examination MTL 'B' (Mid-Year) Oral Examination MTL Oral Examination HMTL Oral Examination MTL 'B' (Year-End) Oral Examination	Thu, 22 July – Tue, 3 August Wed, 7 July Thu, 8 July – Fri, 16 July Wed, 11 August – Tue, 17 August Mon, 27 September
Listening Comprehension	Tue, 6 Jul Mon, 18 Oct
Coursework Submission – Design & Technology Exercise & Sports Science / Food & Nutrition Art	 July August September
Practical & Written Examinations	Mon, 31 May – Tue, 1 Jun Thu, 7 Oct – Mon, 15 Nov

GCE NA & NT Level Examination

Oral Examination — EL Oral Examination MTL Oral Examination	Mon,12 Jul – Fri,16 Jul Thu, 29 Jul – Mon, 2 Aug
Listening Comprehension	Mon, 13 Sep – Tue,14 Sep
Coursework Submission – Elements of Business Studies Design & Technology / Food & Nutrition / Food Studies Art	 May July August
Practical & Written Examinations	Wed, 15 Sep – Thu, 23 Sep Mon, 4 Oct – Thu, 14 Oct

PROMOTION CRITERIA

Express Course

Level	Criteria for Promotion
1E	Pass in EL and a pass in overall percentage of all subjects combined
2E	Pass in EL and a pass in overall percentage of all subjects combined
3E	Grade 6 or better in EL and 2 other subjects

Normal (Academic) Course

Level	Criteria for Promotion
1N(A)	Grade 5 or better in • EL and 2 other subjects or • 4 subjects
2N(A)	Grade 5 or better in • EL and 2 other subjects or • 4 subjects
3N(A)	Grade 5 or better in • EL and 2 other subjects or • 4 subjects

4N(A)	• ELMAB3 (English Language, Mathematics and best three other subjects) aggregate score of 19 points or less; and,
	• At least an N(A)-level grade 5 for all subjects used in the computation of ELMAB3.
	• Additional Pathways for Sec 4N(A) graduates include the following:
	  ○ Direct Entry Scheme to Polytechnic Programme (DPP)
	  ○ Polytechnic Foundation Programme (PFP)

Normal (Technical) Course

Level	Criteria for Promotion
1N(T)	Grade D or better in 2 subjects, one of which should be EL or Math
2N(T)	Grade D or better in 2 subjects, one of which should be EL or Math
3N(T)	Grade D or better in 2 subjects, one of which should be EL or Math

SUBJECT-BASED BANDING (SBB)

for Lower Secondary N(A) & N(T) Students

SBB provides greater flexibility in subject offering at lower secondary levels, to better cater to the strengths of students in different subjects. Lower Secondary N(A) and N(T) students can take English, Mathematics, Science and/or Mother Tongue Languages at a higher level if they meet the PSLE eligibility criteria at the start of the year in Secondary 1, or school-based criteria after the Secondary 1 weighted assessments in term I and term II, and year-end assessments.

PSLE Eligibility Criteria

Course of Sec 1 Student	AL Score for PSLE Standard Subject	AL Score for PSLE Foundation Subject	Option to offer subject at
N(A)	AL 5 or better	-	Express
N(T)	AL 5 or better	-	Express / N(A)
	AL 6	AL A	N(A)

School-Based Criteria for Insert after Secondary 1 Weighted Assessments & Year-End Examinations

Course	School-based Results	Option to offer subject at
N(A)	75% or higher in specific subject & 60% or higher in the overall average	Express level starting from next semester
N(T)	75% or higher in specific subject & 60% or higher in the overall average	N(A) level starting from next semester

Taking subjects at a higher academic level can help students nurture their strengths and give them more opportunities throughout their educational journey, so that they are more engaged in learning.

Each student should take no more than 3 higher-level subjects so as to ensure that he/she can cope with the overall academic demands.

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EXAMINATION RULES AND REGULATIONS

GENERAL

1. All students must report in full school uniform for the flag-raising and / or pledge-taking ceremony during the examination period **by 7.25 a.m**. No student is allowed to leave school before the end of the last paper for the day.

2. Students who have papers later in the morning are required only to report half an hour before the start of the paper.

3. Students who do not have any papers for the day are not required to report to school.

4. Students are to be present in the examination room/hall **at least 10 minutes** before the start of the examination. Students will not be given any additional time if they report late for examination.

5. Absenteeism from any examination paper must be supported with a valid **medical certificate**. Otherwise, a zero mark will be awarded for the paper. If a student is unable to sit for any examination paper due to adverse conditions (e.g. bereavement), the student must first seek approval from the school with the relevant supporting documents (e.g. death certificate).

6. Students are to use only black or blue ink pens when answering the questions. They are to bring their own stationery and materials required for the examination. **No borrowing is permitted when the examination is in progress.**

7. Students are encouraged **not to** use correction type/fluid during the examination

8. Students should be seated according to their register number.

9. Students are to ensure that their name, register number and class are written clearly on **all answer sheets.**

10. Students are advised to:
    - read instructions carefully
    - write legibly
    - number the question papers correctly

11. Students are **not allowed to carry mobile phones** with them throughout the entire examination. Otherwise, they will be heavily penalised.

12. Students are only allowed to go to the toilet accompanied by a teacher.

IN THE EXAMINATION ROOM

Students should wait outside the examination venue and only enter when the invigilator gives the permission to do so.

1. All bags, books and related materials must be placed in front of the room before the start of the paper. This location may vary depending on the venue such as the school hall.

2. Silence is to be observed at **ALL** times. Instructions given by the invigilators should be complied with.

3. Students must notify the invigilator by raising their hands with regards to the following:
    -   where there is a blank or missing page
    -   where the printing is unclear
    -   where the wrong paper has been given
    -   where materials to be provided by the school have not been received e.g. maps, grid paper, etc.

4. Students must not open the question and answer booklets or start reading and writing unless they are told to do so by the invigilator.

5. Students are reminded to be **extra vigilant in ensuring that all their answer scripts are handed up.** Under NO circumstances will any answer script be accepted by the invigilator after the examination is over.

6. Students must not eat in the examination venue. However, they are allowed to drink water and the water bottle must be placed on the floor next to their seat.

7. Students must not leave the examination venue during or before the paper ends, unless with the permission of the invigilator.

8. Students are not allowed to go for toilet visit during the last fifteen minutes of the examination.

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AFTER THE EXAMINATION

1. Students are not allowed to take unused writing paper out of the examination venue.

2. On leaving the examination venue, students are to ensure that the place is clean and tidy.

3. Dismissal should be in an orderly manner so as to minimise disturbance to the other students who may still be sitting for a paper. Students are not allowed to loiter outside the examination venues after dismissal.

WARNING

A student may be prohibited from taking the examination, expelled from the examination venue, refused entry for subsequent papers, have his/her results nullified or suffer a grade penalty for failure to comply with the following:

1. Having any unauthorised electronic, communication, entertainment or gaming devices capable of capturing, storing, displaying and/or transmitting or receiving visual, audio or verbal information within the examination premises (e.g. Examination Room, Quarantine Room, Waiting Room). Examples of prohibited items include, but are not limited to, mobile phones, cameras, tablets, earphones/earpieces (wired or wireless) and smart wrist watches/glasses, pen with image capturing capabilities and pen with erasable ink.

2. Having any unauthorised reference materials or notes. All stationery/belongings taken into the examination venue (e.g. pencil case, calculator cover, cover for ruler, entry proof) must not have unauthorised notes/information written on them. You must also ensure you do not have any information or notes written on any parts of your body (e.g. hands and thighs).

3. Students must not commit or attempt any acts of dishonesty, or the support of such acts (e.g. taking the examination on behalf of someone else, using unauthorised devices to gain an advantage, copying of answers).

4. Students must not communicate or attempt to communicate with any other students inside or outside the examination room during the examination or any other occasion when communication is strictly prohibited (e.g. during group movement to the quarantine area).

5. Students must not turn around and should also only face the front during the examination.

6. Students must not write any offensive or obscene materials in their answer script.

7. Students must not exhibit improper conduct or misbehaviour during the examination. For example, disrupting other candidates, leaving examination area without approval or unescorted, not obeying instructions from examination personnel.

8. Students must not leave the examination room/hall, quarantine and holding room without permission from the examination personnel.

9. Students must not remove any answer booklet, writing paper, storage devices and other used or unused examination stationery from the examination venue.

Any student caught cheating or attempting to cheat will be severely dealt with.

A zero mark will be awarded for the paper if investigations by the school confirm that cheating or an attempt to cheat has taken place.

STUDY SKILLS

HOW TO DEVELOP GOOD STUDY HABITS?

Prepare Before Lessons
- Complete assigned homework before lessons
- Prepare questions to clarify doubts

Participate During Lessons
- Take notes / highlight key concepts
- Participate actively in class discussions/ exercises / pract
- Help each other through peer editing and peer evaluation
- Ask relevant questions to help you clarify your understanding

Practise What You Have Learnt
- Apply skills / lessons taught by doing your homework
- Read instructions carefully
- Submit all homework & corrections promptly
- Ask questions after completing the assignments
- Read your textbooks for revision
- Create revision notes / mind maps

HOW TO CREATE REVISION NOTES?

1. **Record** key points said by teacher.

2. **Reduce** the important facts and ideas to key words, phrases and questions. Summarise.

3. **Recite.** Use post-it notes to cover definition, formula etc. Cover & recite. This will help you remember better.

4. **Reflect.** Flag with coloured sticky tapes when you have a question, see connections, or sections you need to monitor because you were unsure. Reflect and seek clarifications from teachers or peers immediately.

5. **Review.** Use your notes to revise and make reference to the textbooks.

6. **Recap.** Test yourself by trying to answer good questions to spot areas to improve.

HOW TO CREATE MIND MAPS?

Benefits of Mind Mapping:

1. Mind Mapping facilitates the development of super memory.

2. Mind Mapping is a visual thinking tool to structure information to help analyse and create new ideas.

3. Mind Mapping helps especially visual learners to remember the content better.

4. Mind Mapping shows links and connections between related points.

5. Mind Mapping helps learners generate creative and unique ideas in less time.

6. The use of colours, images, and keywords in mind mapping aids in enhancing your memory and retention.

7. Mind Mapping makes learning fun!

Motivation and Memory

- Memory is a muscle for learning well. To strengthen it, you need motivation.
- If motivation is not instilled by the subject matter itself, you have to find personal inspiration that feeds into the need to succeed.

- Importance of setting goals:
    - Goals depends on your motivation. Long lasting memory involves interest.
    - Therefore, view the memory task as an important part of the overall learning goals. If not, the information might not sink deeply into your mind.

- When you face any task, the first and perhaps most important step is to draw up a plan to achieve it. Here is a basic plan for all memory tasks:

    - Understand what you are memorising, even if you have to do extra research.
    - Make up a schedule. Give yourself plenty of time.
    - Think only of the memory task at hand. Do not multi-task.
    - Select your memory techniques. Figure out the best strategies first, memorise later.
    - When you begin to memorise, concentrate. Don't rush. Memory takes time.
    - Over-learn, review the information repeatedly. Never assume your memory is perfect.
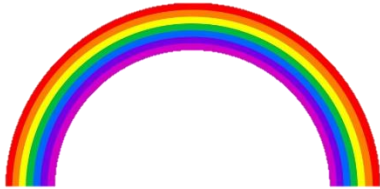
HOW TO MEMORISE WELL?

Mnemonics
Mnemonics provide a systematic and fun approach to organising and remembering facts.

a) **Acronyms** work especially well if the first letters of the words on the list happen to look like a word.

E.g. Order of the seven colours of the rainbow:
ROY G. B IV

Red, Orange, Yellow, Green, Blue, Indigo, Violet

b) **Acrostics** are somewhat similar to the acronyms. Instead of just remembering the first letters of the items in the list, you take each first letter and create a word. Then you string the words into a silly (and easy-to-remember) sentence.

E.g. Planets of the Universe

My **V**ery **E**nergetic **M**other **J**ust **S**erved **U**s **N**oodles

Link Method
- Hook new information onto old information that resides in your memory.
- Group or chunk similar material together.
- Remember similar/associated material when memory is blocked to help regain memory.

Visualise
- Form clear pictures in your mind.
- The mind remembers pictures more easily and for longer periods than words.
- Create mind maps and visualise the key words in the branches of the mind maps.

HOW TO CREATE A STUDY PLAN?

1. Refer to the chapters/units/topics for each subject.

2. Prioritise which of these subjects & chapters/ units/topics to revise first by considering:

    - How well you understand these topics (cover unfamiliar/ weaker topics earlier)
    - Importance of these topics (any prerequisite topics?)
    - Estimate how much time you need/can afford for each of these topics.

3. Determine how you would want to spread out these amounts of time over the period of revision. (use the weekly planner to help you work out this details)

4. Ensure that you allocate enough time for every subject!

5. Be realistic and also control how much time you should be spending on hobbies to achieve a healthy balance. (E.g. handphone time)

6. Fill up the weekly calendar with the subjects that you would revise every day and paste it on the wall to remind you of your daily tasks. You can use colourful Post-It notes too.

7. Make a habit of checking and reflecting how well you ae following your plan.

HOW TO FORM STUDY GROUPS?

1. **Choose Participants Wisely**
   Be careful about studying with "good" friends if they do not share your academic goals. They may serve as a distraction rather than be good study partners.

2. **Limit the Number of Members in Your Group**
   The size of your study group should range from about 2-4 members. Keeping it small ensures meetings are regular and all can concentrate.

3. **Exchange contact information**
   Exchange names, e-mail addresses, and/or contact numbers.

4. **Select a Group Facilitator**
   The group facilitator is responsible for tasks such as creating a basic agenda of topics or subjects to study and contacting members about the meeting time and location, etc.

5. **Establish a Meeting Schedule/Location**
   Attempt to limit the length of the meeting to 1-2 hours. This helps ensure members are focused and will have time to attend. Study in a quiet and conducive environment. It helps if the venue is a regular place.
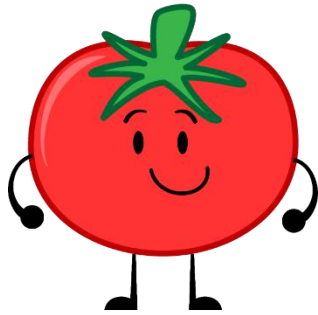
6. **Remove all distractions**
   Keep aside your mobile devices or gadgets and stay focused on the topics the study group is focusing on. Ask relevant questions and help clarify each other's thoughts. The test of a good study group is when all members practise keeping their mobile devices out of sight for the whole study period.

> **In a Digital Age, the ability to concentrate**
> **has not just become increasingly difficult to attain,**
> **but also ever rarer and valuable.**
> **Those who can focus without the distraction of mobile phones**
> **have the competitive edge.**

IMPORTANT STUDY TIPS

1. Do not cram all your studying into one session.

2. Find out what routine works best for you (with *music or no music; alone or in a group etc).* Everyone studies differently.

3. Plan when you're going to study. Stick to it!

4. Set a specific goal for each study session e.g. Today, I am going to 5 exercises for Algebra, cover one chapter of Science, attempt 1 comprehension exercise etc.

5. Organise your books and notes (use headings, highlighting, flagging using sticky flags etc). Keep good filing habits.

6. If you don't understand something, ASK! Record your questions in a list.

7. Revise! Revise! Revise!

8. Eat well. Keep hydrated. Exercise regularly.

9. Get enough sleep!

10. Stay Positive. Have a Growth Mindset!

The Pomodoro Technique

This classic time management method is an extremely effective way to train your "muscle of focus" and produce a higher-quality output. It is especially useful for procrastinators or if you are very easily distracted.

You will need a timer and a simple concept: write down a task, work on that task for 25 minutes without interruption, and then take a break for five minutes. Each 25-minute work period is called a "pomodoro", named after the Italian word for tomato.

After four "pomodoros" have passed, (100 minutes of work time with 15 minutes of break time) you then take a 15–20 minute break. Every time you finish a pomodoro, you mark your progress with an "X", and note the number of times you had the impulse to procrastinate or switch gears to work on another task for each 25-minute chunk of time.

RICE THINKING SKILLS

The school's curriculum design is guided by a set of essential thinking skills called the RICE Thinking Skills which include Reflective Thinking, Inventive Thinking, Critical Thinking and Empathetic Thinking. These skills are aligned to efforts to ensure the school curriculum remain interesting and relevant in nurturing future-ready citizens.

| Reflective Thinking | • It involves consideration of the larger context, the meaning, and the implications of an experience or action. |

| Inventive Thinking | • It is the ability to design new things or ideas using one's knowledge. |

| Critical Thinking | • It is the ability to think clearly and rationally, understanding the logical connection between ideas. |

| Empathetic Thinking | • It is the ability to understand the other's situation, perceptions and feelings from their point of view and to be able to communicate that understanding back to the other person. |

APPLIED LEARNING PROGRAMME (ALP)
NURTURING INQUIRING MINDS AND INVENTIVE THINKERS
THROUGH TECHNOLOGY

The school offers an Applied Learning Programme (ALP) to nurture inquiring minds and inventive thinkers through technology. Students are introduced to the world of Science, Technology, Engineering and Mathematics (STEM) in the form of Robotics and Emerging Technologies, and learn to develop innovative ideas and integrated solutions for real-life problems in the community. The progressive ALP curriculum equips all students with coding and computational thinking skills using an inquiry-based learning approach. Importantly, the ALP encourages students to stay curious and learn about how technology can be applied in new ways to improve the quality of life around us. In this way, the ALP hopes to nurture students capable of adapting to change and help them become future-ready.

The ALP Curriculum

The programme is carried out **during curriculum hours.** It is structured to develop digital literacies of **Computational Thinking, Creation,** and **Communication & Collaboration.**

Exposure

Sec 1

At the end of each topic, students will perform a challenge to enable them to apply their learning of the following:

* Basic coding logic using FlipRobot learning kit

* Solve real-life problems using creative technology ideas

* Digital tools using PLD

Experience

Sec 2

Students will experience three different modules that enable them to apply the Design Thinking methodology using emerging technologies in:

* 3D Modelling & Printing

* Drone Programming

* Internet of Things (IoT)

Excellence

Talent Development

Students who have a keen interest in STEM can further hone their knowledge and skills via:
* Mechatronics, Aeronautical, Robotics (MARs) Club
* External STEM competitions
* Advanced Elective Modules offered by Polytechnics at Sec 3
* Smart Electrical Technology (SET) (*for Sec 3NT Students only*)
* Mentorship Opportunities
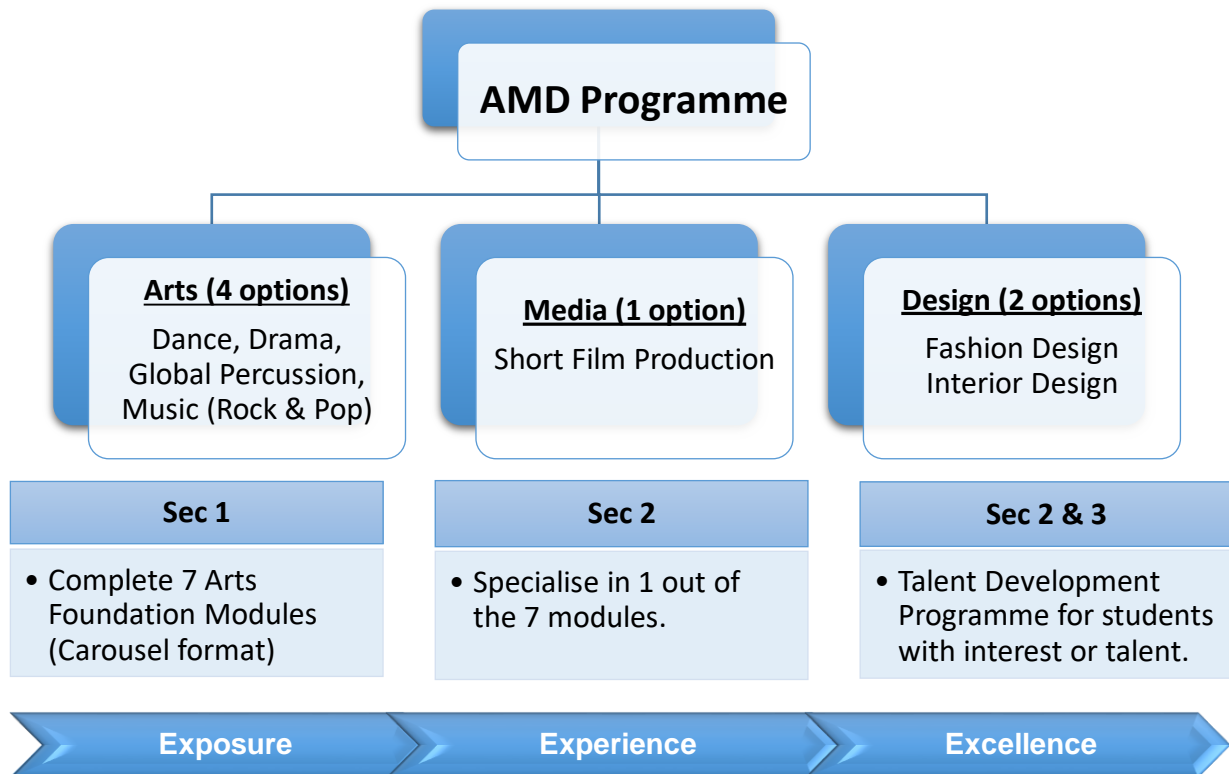* Maker Programme at Techno Sphere

LEARNING FOR LIFE PROGRAMME (LLP)
CHARACTER DEVELOPMENT THROUGH ARTS, MEDIA & DESIGN (AMD)

The Learning for Life Programme at YCKSS aims to give students an enriching experience and to foster excellence in the creative arts through the **Arts, Media and Design Programme.** This programme not only raises the level of arts appreciation and knowledge, it develops character as students persevere to learn new skills and work in teams with fellow peers. It also provides an avenue for self-expression, character building and the development of important social-emotional skills to thrive beyond the secondary school years.

The AMD Programme

AMD Programme		
Arts (4 options) Dance, Drama, Global Percussion, Music (Rock & Pop)	**Media (1 option)** Short Film Production	**Design (2 options)** Fashion Design Interior Design
Sec 1	**Sec 2**	**Sec 2 & 3**
• Complete 7 Arts Foundation Modules (Carousel format)	• Specialise in 1 out of the 7 modules.	• Talent Development Programme for students with interest or talent.
Exposure	**Experience**	**Excellence**

The AMD Programme is a structured and progressive two-year programme.

Exposure: Secondary One students are exposed to seven Arts Foundation Modules - Dance, Drama, Global Percussion, Music (Rock & Pop), Short Film Production, Fashion Design and Interior Design. Every module consists of a deliberate mix of students from different classes. At the end of each module, students reflect on their journey studying the module and how they have overcome challenges in the course learning a new skill.

Experience: Students specialise in one module of their interest and hone their skills throughout the year, demonstrating their talents in the year-end AMD Showcase.

Excellence: The AMD Talent Development Programme takes students further through student-initiated interest groups, master classes, and targeted enrichment programmes with partners and pathfinders.

ENVIRONMENTAL EDUCATION THROUGH THE YCKSS Eco ACE PROGRAMME

The Environmental Education Programme in Yio Chu Kang Secondary School, known as the Eco ACE Programme, adopts the ACE Approach and is aligned to the school's vision, 'A Community of Learners, Leaders and Innovators'.

Advocate
A community of leaders who advocates green habits and influence others in making positive impact to the environment.

Create
A community of innovators who creates sustainable ideas and green initiatives.

Educate
A community of learners who are equipped with the knowledge and skills related to environmental education.
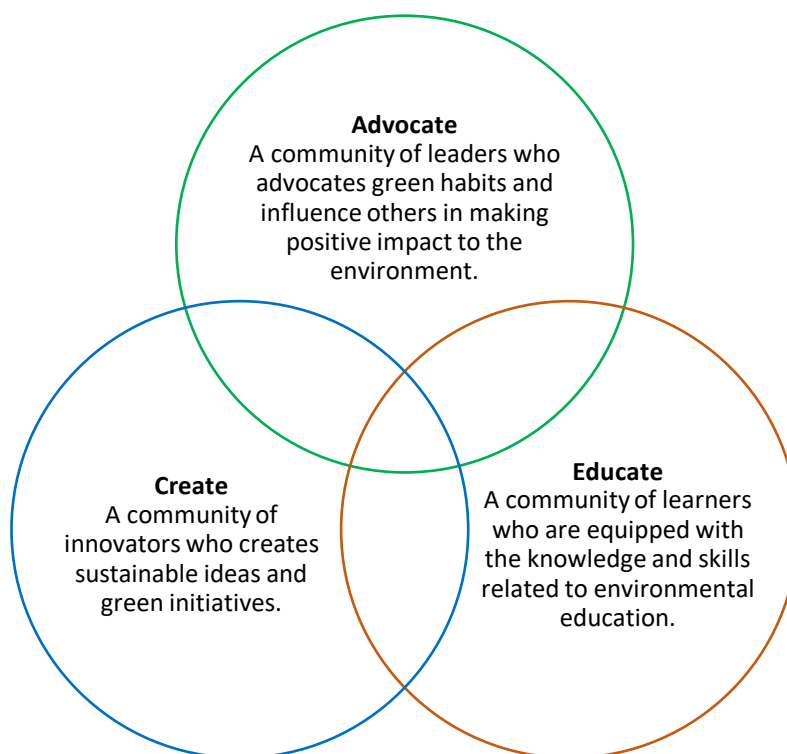
The Eco ACE Programme aims to cultivate in students the right knowledge, skills and dispositions for the future and to nurture them to grow into environmentally conscious citizens. The Secondary Two Multi-disciplinary Project Work on Clean Energy enables students to see relevance in the knowledge learnt from Science, Mathematics and Humanities. This provides an opportunity for students to learn through authentic problem solving experiences and in turn, develop core thinking skills.

The programme also leverages on existing physical and cultural infrastructure to create a school-wide movement towards sustainability. As a community of innovators, the school created and installed its own rainwater harvesting system. The rainwater collected in these tanks is used to water the green scape and for general cleaning of the school. The school also has 59 solar panels that are grid-tied to a utilities company. These panels generate a significant amount of solar energy for the school. Additional solar panels, which were installed within the sight of students, serve as an authentic learning resource for students to engage in multi-disciplinary discussions.

The school is always on the look out to develop students, who are passionate in this area, to be Environment Ambassadors. Students are provided with opportunities to advocate and do their part for the environment. Other school-wide programmes such as the Values-in-Action Programme, Service Learning and other outreach programmes also provide students with the opportunities to spread their green messages to the community.

CO-CURRICULAR ACTIVITIES (CCA)
CCA GRADING SCHEME LEAPS 2.0

RECOGNITION OF STUDENTS' LEVEL OF ATTAINMENT

At the end of the graduating year, students' co-curricular attainment will be recognised according to Excellent / Good / Fair.

The level of attainment will be converted to a bonus point(s) which can be used for admission to Junior Colleges/ Polytechnics/ Institutes of Technical Education (JC/Poly/ITE).

Co-Curricular Experience (Grade)	Basic Requirement for Level of Attainment in Domains (LAPS)	Bonus Points
Excellent	4, 3, 3, 3	2
Good	4, 1, 1, 1 3, 2, 1, 1 2, 2, 2, 1	1
Fair	Did not meet any of the above requirement. Student's attainment in co-curricular will not translate into any bonus points	0

For more information on LEAPS 2.0, please may refer to the following website or scan the QR code to view the details:

https://tinyurl.com/leapsframework

CCA POLICY

- CCA participation in school is **compulsory** for all students in secondary schools. Students are required to be **active in at least one CCA**. As we strive to meet the diverse needs of the students, there is a quota in the number of members a CCA can offer due to constraint in facilities and/or manpower.

- A student may opt to participate in **more than one CCA** to broaden his/her experience, gain more exposure and learn a wider range of skills. Such involvement will be **passion-driven** and students **will not be awarded a higher attainment** for the participation in an additional CCA.

- Continuous involvement in and commitment to the **same** CCA will be rewarded, and this is reflected through a **higher level of attainment** assigned to students who stay with the same CCA over the years.

- All students must attain a **minimum of 75% attendance** in their 1st CCA in order for points to be computed.

- The School Band and the National Uniformed Groups, comprising the National Cadet Corps (NCC), National Civil Defence Cadet Corps (NCDCC) and National Police Cadet Corps (NPCC) are **mandatory CCA** for all secondary schools. **Students in any one of the mandatory CCA are NOT permitted to change his/her CCA throughout their secondary school years, except for medical reasons, or once at the end of Secondary 1 or 2.**

- Students who wish to **change CCA** may opt for a change in CCA at the **beginning** of each academic year. Each student can only opt for change of CCA once either at the end of Sec One or Sec Two.

- The number of training sessions ranges from one to two in a week. Note that during peak season of the CCA, training sessions may increase up to three times a week.

CCA Stand Down for Examinations
- In general, CCAs will stand down 2 weeks before the start of examinations. If there are CCAs still in competitions or completing badge work in UGs, they will stand down immediately after the last day of competition. CCAs will resume after the last day of examinations.

NATIONAL YOUTH ACHIEVEMENT AWARD

The National Youth Achievement Award (NYAA) Youth Leadership Development Programme is an exciting self-development programme for young people between the ages of 13 and 30 years old. It is a holistic, balanced and non-competitive programme of voluntary leisure time activities, designed to provide our young people with a platform to develop personal qualities and skills to make a difference to themselves, their communities and the world. The new NYAA programme is designed in line with the Ministry of Education's Levels of Attainment, focusing on effort and merit of the individual.

Sec 3 YCKSS students will be enrolled in the Silver Award programme and be given opportunities to complete the required sections to qualify for the award.

LEVEL	SECTIONS			AWARD
	SERVICE LEARNING	**OUTDOOR APPRECIATION**	**HEALTHY LIVING**	
Sec 3 (15 years & under 30 years)	40 hours spread over 8 months	At least 24 hours of outdoor activities with a specific learning goal	At least 32 hours of regular activities spread over a period of 12 months.	Silver

There are **three** levels in the NYAA Programme:

Bronze Level	Silver Level
For those who are 13 and under 30 years	For those who are 15 and under 30 years
Minimum period of involvement: 6 months	Minimum period of involvement: 12 months
Gold Level	
For those who are 16 and under 30 years	
Minimum period of involvement: 18 months	

The NYAA Programme has **three** key components, which all participants are required to complete.

(1) Service Learning (Touching Lives, Making a Difference)
Objective:

- To learn how to give useful service to others in the community and to understand the meaning behind voluntary service.

- This component recognizes young people's development as socially responsible citizens who understand the issues faced by the community and explore how they can contribute actively to find a solution. They can choose to undertake a Values-In-Action project or any community service projects of their interest.

(2) Outdoor Appreciation (To be at ease with nature)
Objective:

- To be at ease with nature and develop stewardship for our environment.

- Outdoor learning supports the development of confidence building as young people are placed in unfamiliar environments outside of the classroom. It also develops young people's problem-solving skills, enhances teamwork, strengthens understanding of the natural environment and inculcates in young people a sense of stewardship for our environment.

(3) Healthy Living (Physical & Mental Wellness)
Objective:

- To develop physical and mental wellness through healthy living

- Healthy living aims to develop and maintain a healthy lifestyle that allows us to get through our daily activities. It also hopes to develop a healthy body and mind. Our behaviour has a significant impact on our wellness and adapting healthy habits with a balanced diet and exercise while avoiding destructive habits such as tobacco, drugs and alcohol will improve both our physical and emotional well-being.

For Gold Level

For the NYAA Gold Level, participants are required to undertake the fourth component:

(4) Community Leadership Initiative (Creating an Impact, Delivering Change)
- This component challenges participants to take on leadership roles in their own community service projects. Participants are to identify a need in our community and through the understanding of cultural differences, find solutions to contribute effectively to bring about a positive outcome. Participants will have the opportunity to showcase their leadership skills as they work in partnership with people from various backgrounds to undertake a community project that will not only broaden their horizons but also trains them into culturally sensitive, service-oriented and holistic leaders. The newly remodelled section hopes to see more student/youth-initiated activities that bring positive and meaningful contributions to the community, be it on the national or international level.

Objective:
- To build leadership skills while serving the needs of the community.

The Gold Level participant can embark on the initiative individually or in small groups.

For more information, refer to NYAA http://www.nyaa.org

CHARACTER AND CITIZENSHIP EDUCATION (CCE)

Character and Citizenship Education (CCE) is at the heart of education in Singapore. Through CCE, students learn values, social-emotional competencies, and develop character and citizenship dispositions that enable them to grow holistically and learn for life.

To help our students adapt to disruptions in a rapidly evolving world, the knowledge, skills, and values taught in CCE need to remain current and relevant. CCE has been developed with this in mind, to help our students navigate the realities of their time.

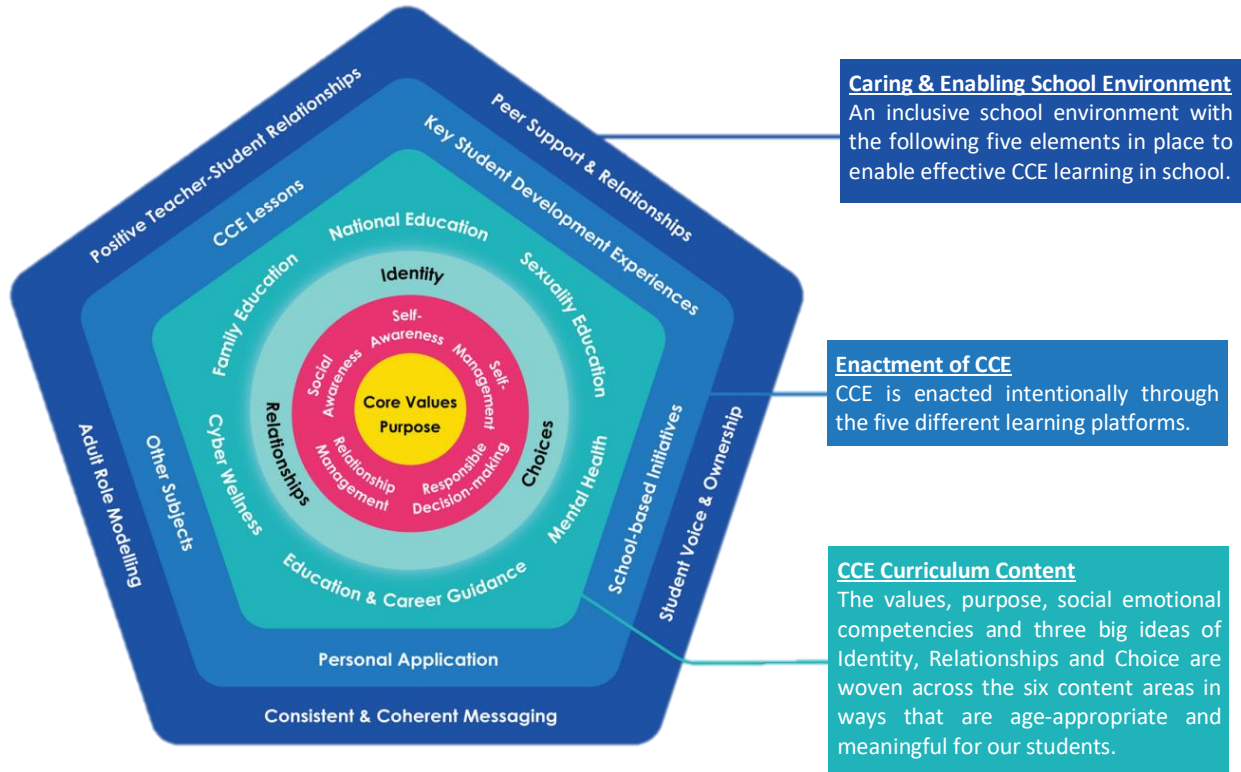With CCE , we aim to develop in our students:

CCE Curriculum Content is based on the three big ideas of Identity, Relationships and Choices. It comprises the learning of core values, social-emotional competencies, and citizenship dispositions, with a focus on developing a sense of purpose in our students.

The figure below illustrates the CCE Curriculum Frame:

Caring & Enabling School Environment
An inclusive school environment with the following five elements in place to enable effective CCE learning in school.

Enactment of CCE
CCE is enacted intentionally through the five different learning platforms.

CCE Curriculum Content
The values, purpose, social emotional competencies and three big ideas of Identity, Relationships and Choice are woven across the six content areas in ways that are age-appropriate and meaningful for our students.
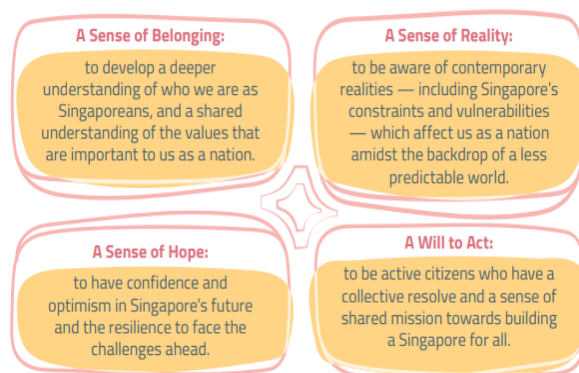
CCE @ YCKSS

In YCKSS, we strive to build a nurturing school which inculcates values and builds competencies in our students to help them grow to be good individuals and useful citizens. For the students, they will see that every school experience is a CCE lesson, every friend is a peer supporter and every adult role-model in school is a CCE teacher.

The CCE curriculum is delivered by the Form Teachers through lessons scheduled as follows.
- two periods of CCE lesson per week
- two periods of Form Teacher Time per week

National Education (NE)
In NE, students learn to understand Singapore's history and unique geo-political context, appreciate our journey to nationhood, cultivate the instincts for survival as a nation, and have confidence in our nation's future. This develops citizenship dispositions of: A sense of Belonging; A sense of Reality; A sense of Hope; The Will to Act in the students, enabling them to realise their part in the future of our community and nation.

A Sense of Belonging: to develop a deeper understanding of who we are as Singaporeans, 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.

A Will to Act: to be active citizens who have a collective resolve and a sense of shared mission towards building a Singapore for all.

One key feature of NE lessons is the use of contemporary issues for discussion and learning in the classroom. Using dynamic resources such as The Straits Times IN (Special Edition) as well as The NE Forte, students are engaged in dialogues and explored multiple perspectives on issues of national significance.

Values in Action (VIA) is one key Student Development Experience that support students' development as socially responsible citizens who contribute meaningfully to the community through the learning and application of values, knowledge and skills. One of our school's distinctive programmes is *Service Learning through Issue Investigation*, the VIA programme for our Secondary Three students. It is a platform for students to actualise what they had learnt in Social Studies Issue Investigation. Through the project, students demonstrate their values and commitment to make a difference to communities that are in need.

Sexuality Education (SEd)
Globalisation and technological advancements like the Internet and social media have exposed our young to a wide range of influences from around the world, including sexual mores that could endanger health and undermine the integrity of the family. SEd in schools is about enabling students to understand the physiological, social, and emotional changes they experience as they mature, develop healthy and rewarding relationships including those with members of the opposite sex, and make wise, informed and responsible decisions on sexuality matters.
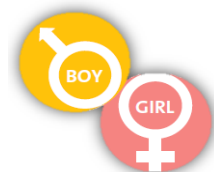
Mental Health Education (MHE)

Mental well-being is key to overall health. Students with good mental health has a balance in various aspects of life, such as having a healthy diet, exercising regularly, having sufficient sleep, and managing screen time. They are also able to manage their thoughts, feelings, and behaviours to effectively cope with life's stresses, relate to others, develop a sense of meaning and purpose in life, as well as contribute to the community. MHE therefore aims to enhance students' mental well-being, strengthen their resilience and develop their capacity to live effectively in an increasingly dynamic and complex environment.

Education and Career Guidance (ECG)

ECG is about engaging, inspiring and challenging students to develop aspirations and plan proactively for their future. The acquisition of knowledge about self and opportunities in education and work will enable students to apply decision-making skills and develop plans to achieve their life goals. Through ECG, competencies such as taking ownership, adapting flexibly to changes and bouncing back from setbacks are developed in students who will be ready for the future.

Cyber Wellness (CW)

In an increasingly digitalised world, it is essential to equip students with digital literacy to thrive in the future. Yet, this digital lifestyle has also given rise to a set of social issues such as: (1) online sexual grooming; (2) instant gratification; (3) deliberate online falsehoods; and (4) the loss of opportunities to build deep connections with peers which have an adverse impact on our students' well-being. Through CW education, students learn to be respectful as well as responsible users of technology and be a positive peer influence, advocating for the good of the community online.

Family Education (FE)

A family built on loving and healthy relationships is the key influencer in helping our children make sense of their experiences in life. Therefore, Family Education focuses on the teaching and learning of skills to strengthen relationships. This nurtures confidence and seeds positive experiences for our students to see the longer-term perspective of the value of families. Crucial for individual well-being, strong and stable families provide the foundation for the building of communities and for developing the resilience of our people for the growth of the nation.

2022 SCHOOL TERMS, SCHOOL AND PUBLIC HOLIDAYS

School Calendar

Semester I	
Term I	Tue 4 Jan to Fri 11 Mar
Term II	Mon 21 Mar to Fri 27 May
Semester II	
Term III	Mon 27 Jun to Fri 2 Sep
Term IV	Mon 12 Sep to *Fri 18 Nov

The last day of the final school term for schools which will be used as venues for the GCE O-Level written examinations will be Friday, 28 October 2022.

School Term Holidays

PRIMARY & SECONDARY	
Between Terms I & II	Sat 12 Mar to Sun 20 Mar
Between Semesters I & II	Sat 28 May to Sun 26 Jun
Between Terms III & IV	Sat 3 Sep to Sun 11 Sep
At End of School Year	Sat 19 Nov to Sat 31 Dec

Scheduled School Holidays

Youth Day	Sun 3 Jul (The following Monday, 4 Jul will be a scheduled school holiday.)
Day after National Day	Wed 10 Aug
Teachers' Day	Fri 2 Sep

Public Holidays

Term I	New Year's Day	*Sat 1 Jan
	Chinese New Year	Tue 1 Feb
		Wed 2 Feb
Term II	Good Friday	Fri 15 Apr
	Labour Day	**Sun 1 May
	Hari Raya Puasa	Tue 3 May[1]
	Vesak Day	***Sun 15 May
Term III	Hari Raya Haji	****Sun 10 Jul[1]
	National Day	Tue 9 Aug
Term IV	Deepavali	Mon 24 Oct
	Christmas Day	*****Sun 25 Dec

Monday, 3 Jan, will be a school holiday.
**Monday, 2 May, will be a public holiday.*
***Monday, 16 May, will be a public holiday.*
****Monday, 11 Jul, will be a public holiday.*
*****Monday, 26 Dec, will be a public holiday.*

[1] Following the announcement by the Majlis Ugama Islam Singapura (Muis) on 21 October 2021 on the revised dates for Hari Raya Puasa and Hari Raya Haji in 2022, the Ministry of Manpower (MOM) has gazetted 3 May 2022 and 10 Jul 2022 as the new public holidays for Hari Raya Puasa and Hari Raya Haji respectively.

2022 SCHOOL CALENDAR

Please refer to the QR code for the latest version of the school calendar.

https://go.gov.sg/school-calendar

OUR SCHOOL SONG

Our School is Yio Chu Kang.

Together, we learn and grow.

Pursuit of knowledge, service to all,

With gratitude and character, we show.

Wholeheartedly, our Home.

Through our hopes and dreams,

We see the best in all.

With heart and soul, we lead

And strive for excellence.

Wholeheartedly, our School.

Wholeheartedly, our Home.

Music & Lyrics by:

Mr Michael William Cartwright & Miss Lio Dan Wei

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

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School website: http://www.yiochukangsec.moe.edu.sg