



2025

AssumptionKnights' Handbook



ASSUMPTION ENGLISH SCHOOL

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THIS HANDBOOK BELONGS TO:

Name:	Class:	Reg No:
NRIC No:	Email:	
Address:		
Tel No: (H)	(Mobile)	
Form Teacher: (O)		(email)
Form Teacher: (O)		(email)
In Case of Emergency		
Name:	Relationship:	
Address:		
Tel No: (H)	(O)	(HP)

PERSONAL DATA

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

Self-Help Lines

Name of Organisation	Contact Information	Type of Assistance
Singapore Association for Mental Health Counselling Help Line	1800-283 7019	For individuals with emotional or relationship issues.
BABES (Beyond Social Service)	24 Hrs Crisis Hotline: 8111 3535 http://babes.org.sg	For pregnant teens who need support.
National Addictions Management Service (NAMS), Institute of Mental Health (IMH)	1800-666 8668 https://www.imh.com.sg/clinical/page.aspx?id=263	For individuals with various addictions, including substance and behavioural addictions.
Samaritans of Singapore (SOS)	1800-221 4444 https://sos.org.sg	For people who are feeling distressed, or knows someone who is feeling suicidal.
Singapore Anti-Narcotics Association (SANA)	6732 1122 http://www.sana.org.sg	For individuals who need to see a counsellor on drugs issue.
Touch Cyber Wellness	6730 9520 https://www.touch.org.sg/about-touch/our-services/touch-cyber-wellness-homepage	For youths who face online gaming or cyber wellness issues.

Family Help Lines

Name of Organisation	Contact Information	Type of Assistance
ComCare	1800-222 0000 (24 hrs) http://app.msf.gov.sg/ComCare/Learn-More-About-ComCare	Social assistance for low-income individuals and families.
Social Service Office (Bukit Panjang)	1800-222 0000	For families with financial needs.
Credit Counselling	6225 5227 http://www.ccs.org.sg	For people seeking help for serious debt problems.
Counselling & Care Centre	6536 6366 www.counsel.org.sg	For families facing emotional, psychological, relationship, and marital problems.
Centre for Promoting Alternatives to Violence (PAVE)	6555 0390 http://www.pave.org.sg	For families facing violence in need of counselling and support services.

Family Service Centres

Name of Organisation	Tel No	Type of Assistance
Fei Yue Family Service Centres • Bukit Batok • Bukit Panjang • Choa Chu Kang	Blk 185, Bukit Batok West Ave 6 #01-187, S(650185) Tel: 6569 0381 Fax: 6569 5868	Counselling service is available to individuals and families experiencing difficulties such as financial difficulties, marital or family conflicts and interpersonal issues or concerns.
Care Corner Family Service Centres • Sembawang • Woodlands	Blk 645, Woodlands Ring Road #01-12, S(730645) Tel: 6362 2481 Fax: 6362 4824 E-mail: wlfsc@carecorner.org.sg	
Lakeside Family Services • Jurong West	Blk 516, Jurong West St 52 #01-73, S(640516) Tel: 6567 1908 Fax: 6565 6435 E-mail: lfsjw@lakeside.org.sg	Please refer to Pg 30 for other Social Services.

General Emergency Hotlines

Non-Emergency Ambulance	1777 (24 hrs)	
Fire/Ambulance	995 (24 hrs)	
Police	999 (24 hrs)	

NATIONAL SYMBOLS

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

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

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

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

Source: National Heritage Board

OUR NATIONAL FLAG



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

Meaning

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

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

OUR NATIONAL ANTHEM

Majulah Singapura

Mari kita rakyat Singapura
Sama-sama menuju bahagia
Cita-cita kita yang mulia
Berjaya Singapura
Marilah kita bersatu
Dengan semangat yang baru
Semua kita bersatu
Majulah Singapura
Majulah Singapura

Onward Singapore (English Translation)

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

OUR PLEDGE

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

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

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

THE NATIONAL COAT OF ARMS



Meaning

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

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

ABOUT ASSUMPTION ENGLISH SCHOOL



EXPLICATION OF THE SCHOOL CREST

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

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

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

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

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

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

All Gabrielite institutions in Singapore and abroad adopt this crest.

SCHOOL MOTTO

"Labor Omnia Vincit"

Through Work Achieve Success

MISSION STATEMENT

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

VISION STATEMENT

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

CHRIST VALUES

- Compassion
- Humility
- Respect
- Integrity
- Sense of Responsibility
- Trust

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

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

Fortitude, Mastery and Charity.

MONTFORT BROTHERS OF ST. GABRIEL

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

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

BOYS' TOWN SINGAPORE

Boys' Town Singapore

624 Upper Bukit Timah Road, Singapore 678212

Tel: 6690 5420

Fax: 6762 7846

Email: info@boystown.org.sg

<http://www.boystown.org.sg>

Boys' Town is a charity started by the Brothers of St. Gabriel in 1948 to provide residential services, vocational skills training and education to disadvantaged boys.

Over the years, Boys' Town has expanded its scope of services beyond the original aim of its pioneers to include fostering, street outreach and clinical intervention to steer the organisation towards becoming a one-stop children and youth centre.

Boys' Town is a member of the National Council of Social Services (NCSS) and Caritas Singapore and a registered charity with the status of Institution of A Public Character (IPC) with the Charity Council.

MONTFORTIAN EDUCATION CHARTER

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



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

Dimension 1: Spiritual Vision

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

Dimension 2: Inclusive Education

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

Dimension 3: Participatory Methodology

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

Dimension 4: Innovation and Creativity

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

Dimension 5: Best Interest of the Child

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

Dimension 6: Partnership and Networking

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

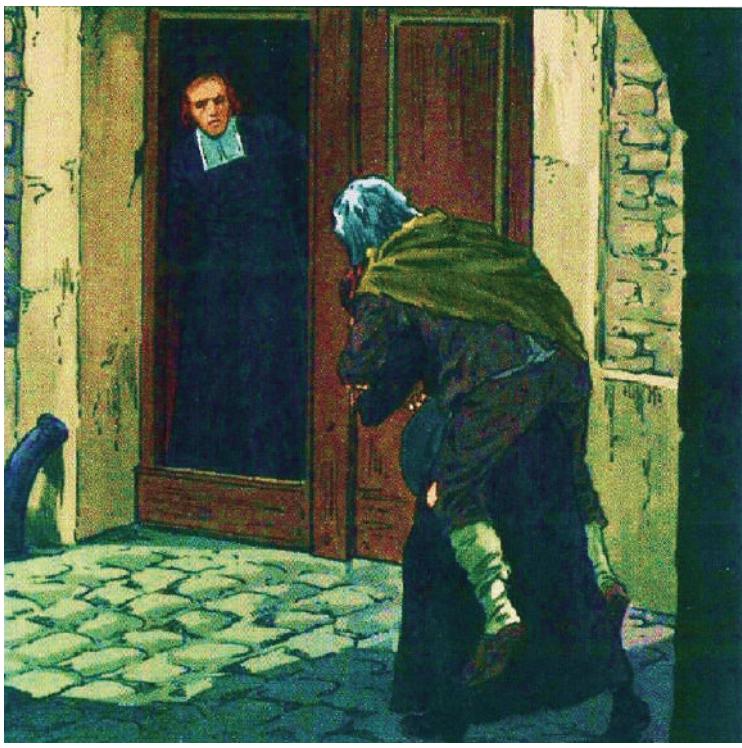
Dimension 7: Respect for Community of Life

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

Dimension 8: Quest for Excellence

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

OUR FOUNDER: ST. LOUIS MARIE GRIGNION DE MONTFORT



STORY OF A SICK MAN AT DINAN

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

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

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

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

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

St. Louis Marie Grignion de Montfort

COMPASSION



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

COLOSSIANS 3:12

SCHOOL SONG AND PRAYER

SCHOOL SONG

Verse 1

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

Chorus:

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

Verse 2

We love our Alma Mater dearly,
For all the blessing so rightly given,
The lessons she has taught so clearly,
The ceaseless care with which she has striven,
Our tender hearts with emotion are beating,
In white and blue in words we pen,
In joy and grief in the life that is fleeting,
Pupils of Assumption shall ever stand!

Chorus

AES PRAYERS

Opening:

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

Closing:

Oh Lord, help us to remember you in everything we do today.

Our Lady of Assumption, pray for us.

St. Louis Marie de Montfort, pray for us.

Dear St. Louis Marie de Montfort, grant us the grace to be a true AssumptionKnight faithful to our duties at all times, striving always for the highest standard in behaviour, sports and academic performances.

Give us the love to be caring people, helpful to all especially to the poor, the weak and the disadvantaged. Give us the courage to face and overcome difficulties and the wisdom to tell right from wrong.

May we always uphold the AES motto: "Through Work Achieve Success", and be always true and loyal to our alma mater and our country. Amen.

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

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

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

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

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

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

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

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

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

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

COMMON PRAYERS & PRAYERS WITH MONTFORT

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

2) The Lord's Prayer

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

3) The Hail Mary

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

4) Glory Be

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

5) Invocation of the Holy Spirit

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

Lord, send forth your Spirit.

And You will renew the face of the earth.

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

6) Memorare

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

7) Apostles Creed

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

7) Apostles Creed (continued)

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

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

8) For wisdom

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

9) For strength

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

10) Prayer of St Francis

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

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

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

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

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

HYMNS

1) Man of Yesterday, Man of Today

Chorus

Man of yesterday, man of today
St Louis Marie de Montfort
You have led the way to Jesus Christ
Through Mary the chosen one

1. Montfort, you proclaimed, the wisdom of God
Passionate lover in Jesus the Son by his incarnation, in Mary, our Mother.
He touched our hearts, transformed our lives.
May we live in Mary, the fullness of Christ..
Through her, with her, by her
For the reign of God.

Chorus

2. Man of contemplation, poor with the poor
Following Jesus, carrying the Cross
Healing all brokenness of body, heart and soul,
Bringing deep joy, making us whole.
May our lives in Mary be good news today.
For brothers and sisters, in search of God

Chorus

2) Pass it on

It only takes a spark to get the fire going,
And soon all those around can warm up in its glowing.
That's how it is with God's love,
Once you've experienced it.
You spread His love to everyone;
You want to pass it on.

What a wondrous time is Spring,
When all the trees are budding,
The birds begin to sing;
The flowers start their blooming.
That's how it is with God's love,
Once you've experienced it.
You want to sing it's fresh like spring;
You want to pass it on.

3) Only God (Montfort's Cry)

*Only, only God, is all I have to sing,
is all I have to know. (x2)

Take up your cross and follow me,
says the Lord.
Take up your cross and follow me (*)

Mary our Mother is the way to the Lord.
Mary our Mother is the way. (*)

Love each other as I love you,
says the Lord.
Love each other as I love you. (*)

4) How Great Thou Art

O Lord my God, When I in awesome wonder,
Consider all the worlds Thy Hands have made;
I see the stars, I hear the rolling thunder,
Thy power throughout the universe displayed.

Chorus:

Then sings my soul, My Saviour God, to Thee,
How great Thou art, How great Thou art.

When through the woods, and forest glades I wander,
And hear the birds sing sweetly in the trees.
When I look down, from lofty mountain grandeur
And see the brook, and feel the gentle breeze.

Chorus

Verse 3:
And when I think, that God, His Son not sparing;
Sent Him to die, I scarce can take it in;
That on the Cross, my burden gladly bearing,
He bled and died to take away my sin.

Chorus

Verse 4:
When Christ shall come, with shout of acclamation,
And take me home, what joy shall fill my heart.
Then I shall bow, in humble adoration,
And then proclaim: "My God, how great Thou art!"

Chorus

5) Ave Maria (As I kneel before you)

As I kneel before you,
As I bow my head in prayer,
Take this day, make it yours
and fill me with your love.

Refrain:

Ave Maria,
Gratia plena,
Dominus tecum,
Benedicta tu.

All I have I give you,
Every dream and wish are yours,
Mother of Christ,
Mother of mine, present them to my Lord.
(Repeat Refrain)

As I kneel before you,
And I see your smiling face,
Ev'ry thought, ev'ry word
Is lost in your embrace.
(Repeat Refrain)

6) O Come to the Throne of Grace

O come to the throne of grace!
O come to the heart most pure!
To Mary, our hope of life,
In whom salvation is sure.

*O Queen of the Rosary, hail!
Immaculate Mother of Grace!
O pray for us, help us today,
Thou hope of the human race.

Immaculate Heart, we kneel
To consecrate all to thee,
The present, its pain and joy,
The future, all it may be. (*)

7) On Eagle's Wing

You who dwell in the shelter of the Lord,
Who abide in his shadow for life,
Say to the Lord: My refuge, my rock in whom I trust!"

Refrain:

And he will raise you up on eagle's wings,
Bear you on the breath of dawn,
Make you to shine like the sun,
And hold you in the palm of his hand.

The snare of the fowler will never capture you,
And famine will bring you no fear:
Under his wings your refuge, his faithfulness your shield.
(Repeat Refrain)

You need not fear the terror of the night,
Nor the arrow that flies by day;
Though thousands fall about you,
Near you it shall not come.
(Repeat Refrain)

8) Easter Song

My Lord, he died for a kingdom
To redeem the hearts of men.
Now my people don't you weep,
He has risen from his sleep
He lives again alleluia.

Chorus:
Sing alleluia, the Lord is risen,
He is risen indeed, alleluia!

My Lord came forth like the morning,
With the splendour of the sun,
Came triumphant from the womb,
From the darkness of the tomb.
The vict'ry won, alleluia.

Chorus

My Lord united our mountains
With the everlasting hills.
Now the seasons and the sea
Sing his song of victory.
Rock and rills, alleluia.
Chorus

HUMILITY



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

PHILIPPIANS 2:3

AES EXECUTIVE COMMITTEE AND STAKEHOLDERS

EXCO MEMBERS

Principal	Mr Toh Kim Yong Vincent
Vice-Principal	Ms Wong Ker Sin
Vice-Principal (Administration)	Mr Tan Weiming, Brian
School Staff Developer	Mr Quek Ser Hiang
HOD English Language	Mrs Chong Chay Hoon
HOD Mathematics	Mdm Meenatchi D/O Ramasamy
HOD Science	Mr Kenny Sng
HOD Humanities	Mr Wang Yingquan Dennis
HOD Craft & Technology	Ms Seah Hui Ling Raine
HOD PE & CCA	Mr Taufeeq Affandey B Muhd Saleh
HOD Character & Citizenship	Mr Balbinder Singh S/O Sajjan Singh
HOD Info-Comm Technology	Mr Ng Shi Han
Year Head (Upper Sec)	Ms Chan Siming
Year Head (Lower Sec)	Ms Tan Wee Lin
SH Literature	Ms Bal Sheryl Kaur Sidhu
LH Science	Ms Han Su-yin Natalie
SH History	Ms Lim Zi Xin
SH Chinese Language	Ms Feline Tong Yin Sze
SH Malay Language	Ms Yew Gui Mei
SH Aesthetics	Mr Suhaimi B Sahmat
SH Student Management	Ms Koh Eng Guan Camille
SH Student Leadership	Mr Wong Wei Jie Desmond
SH Info-Comm Technology	Ms Denise Lee Yuan Ying
SH Student Well-being	Mr Tang Kok Bin
Assistant Year Head	Ms Fasiyah Bte Rahmat
Administration Manager	Ms Goh Kai Xin
Operations Manager 1	Mdm Lee Lai Hoong
Operations Manager 2	Mr New Lam Heng
	Mr Ho Yin Choy Mike

AES STAKEHOLDERS

AES stakeholders support our students in their journey of self-discovery during their formative years. They are actively involved in the programme and activities of the school, and they provide feedback, advice, financial support and manpower that enable the school to continuously learn and grow. We value and recognise them for their contributions and the partnerships have enhanced the school's efforts to educate and develop our students into Men and Women of Character and Learning in the Service of God and Community.

AES SCHOOL MANAGEMENT COMMITTEE (SMC)

Supervisor of School	Brother Dominic Yeo-Koh	Chairman	Mr Goh Khong Wee Bernard
Treasurer	Mr Teo Cheow Tong	Secretary	Mr Toh Kim Yong Vincent

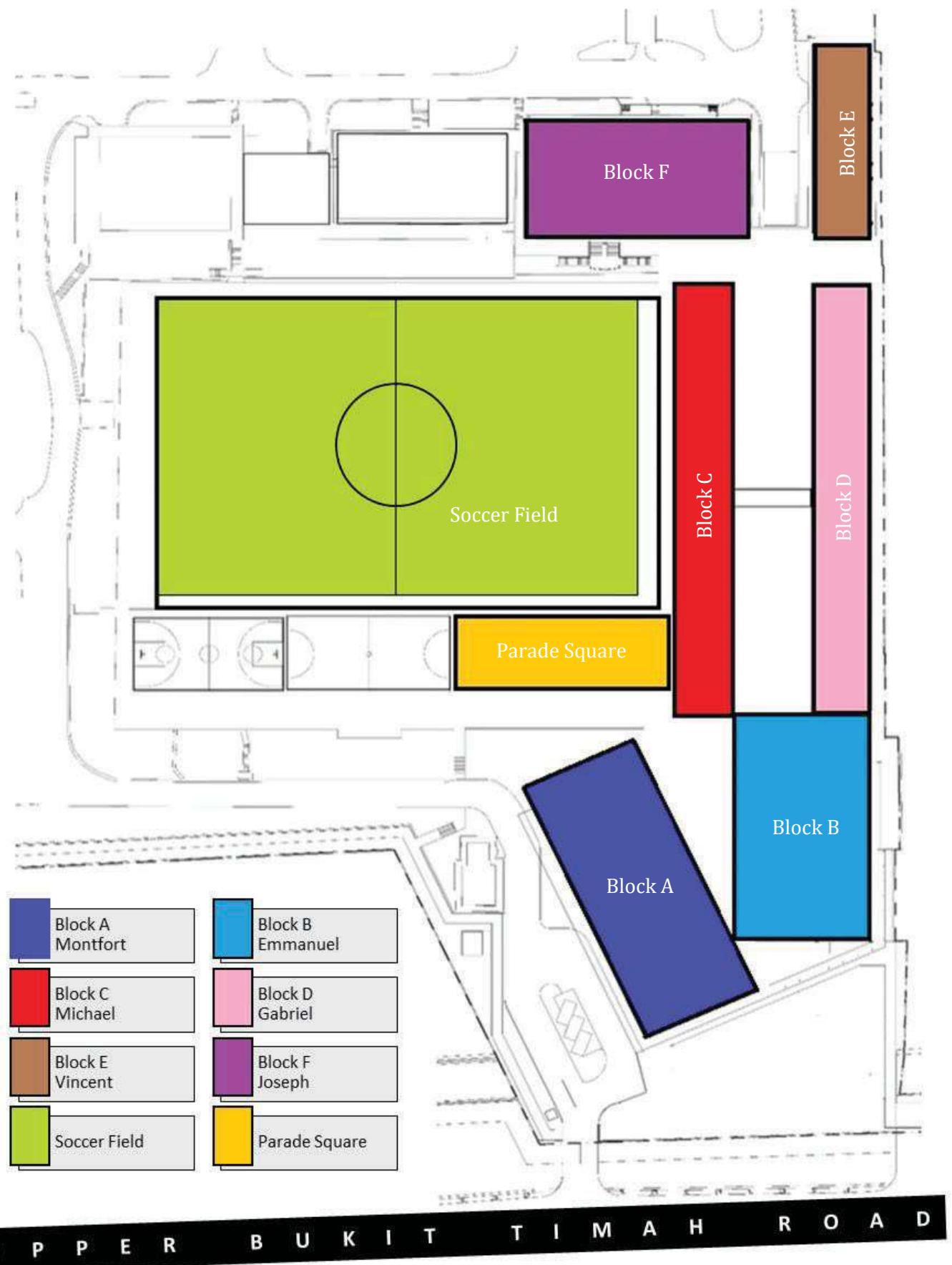
Members:

Mr Teo Poh Kheng Alvin	Mr Chua Chen How	Mr Cher Liew Hiong James	Mr Ang Thiam Huat Arthur
Ms Khaw Gim Hong	Mr Lawrence Chong	Mr Tan Meng Peow Oliver	

SCHOOL MAP (ROOMS AND VENUES)

BLOCK A: MONTFORT		BLOCK B EMMANUEL		
A1	GENERAL OFFICE	B1	HOD ROOM	
	LIBRARY		DANCE STUDIO	
A2	STAFF ROOM		SEMINAR ROOMS 1 & 2	
A3	COMPUTER LABS 1-4		BLACK BOX & VIDEO EDITING ROOM	
	COUNSELLING ROOM		MUSIC ROOM	
A4	MULTI-PURPOSE HALL	B2	CANTEEN	
A5	HALL CONTROL ROOM		BOOKSHOP	
		B3	STUDENT COUNCIL ROOM	
			ST LOUIS MARIE ROOM	
			BAND ROOM	
		B4	SHELTERED BASKETBALL COURT	
		B6	INDOOR SPORTS HALL	
BLOCK C: MICHAEL		BLOCK D: GABRIEL		
C2	CCA ROOMS	D2	ASE CENTRE	
	GAMES EQUIPMENT STORE		TUTORIAL ROOM D1	
	HEALTH AND FITNESS ROOM		MOTHER TONGUE LANGUAGE ROOMS 1 & 2	
	PHYSICS LAB 1 & 2		JUDO DOJO	
C3	FOOD LABS 1 & 2	D3	CLASSROOMS (SEC 3)	
	CHEMISTRY LABS 1 & 2	D4	CLASSROOMS (SEC 2)	
C4	IT RESOURCE ROOMS 1 - 3	D5	CLASSROOMS (SEC 1)	
	BIOLOGY LABS 1 & 2			
C5	TUTORIAL ROOMS C1 - C6			
BLOCK E: VINCENT		BLOCK F: JOSEPH		
E4	CLASSROOMS (SEC 5)	F3	IDEAS ROOM 3 & 4	
	HERITAGE ROOM 1 & 2		PROJECT ROOM	
ES	CLASSROOMS (SEC 4)		D&T GARAGE 2	
E6	CLASSROOMS (SEC 4)		ART ROOMS 1 & 2	
	CLASSROOMS (SEC 4)	F4	IDEAS ROOMS 1 & 2	
			MACHINE ROOM	
			D&T GARAGE 1	

SCHOOL MAP



RESPECT



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

PROVERBS 21:21

CULTURE OF CARE

RATIONALE

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

C

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

We will:

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

H

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

We will:

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

R

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

We will:

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

I

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

We will:

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

S

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

We will:

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

T

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

We will:

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

CULTURE OF CARE

SCHOOL RULES AND CODE OF CONDUCT

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

(A) RESPECT FOR NATION AND SCHOOL

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

FLAG RAISING CEREMONY

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

(B) ATTENDANCE

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

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

(C) EARLY DEPARTURE

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

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

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

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

CULTURE OF CARE

(D) ATTIRE AND GROOMING

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

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

Guidelines for Full-Uniform

Hair (Boys)

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

Fingernails (Both genders)

- Fingernails must be kept clean, short, non-coloured and not varnished.

Piercings & Other Forms of Body Art

- Any form of tongue, body piercing, henna painting or tattoo is not permitted.

Trousers (Upper Sec Boys)
Trousers must **cover the ankles**, must **not be tapered** or **folded at the waist**.

Shoes (Both genders)

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

Hair (Girls)

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

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

Name Tag (Both genders)
The name tag is to be sewn **above** the school crest of all uniforms i.e PE/buttoned

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

CULTURE OF CARE

Guidelines for Half-Uniform & PE Attire



SCHOOL UNIFORM

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

PE ATTIRE

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

CULTURE OF CARE

HAIR

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

GENERAL GROOMING & APPEARANCE

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

FOOTWEAR

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

SCHOOL HOLIDAY ATTIRE

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

CULTURE OF CARE

(E) SCHOOL WORK AND LEARNING ATTITUDE

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

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

CLASSROOM CONDUCT

AssumptionKnights are expected to:

1. Be prepared and ready once the teacher enters the class. Stand and greet the teacher before the lesson and thank him/her at the end of the lesson.
2. Mark attendance for each lesson and let the subject teacher endorse the attendance for the lesson. Class Chairperson or committee member should be in-charge of this.
3. Ensure that the classroom is kept clean and tidy at all times.
4. Be attentive, participative and responsible during lessons. **Sleeping during lessons and disruptive behaviours will not be tolerated.**
5. Complete all assignments and submit on time, carefully and with pride.
6. Stay in class during curriculum time. Should a need arise to leave the class for a valid reason, obtain permission and a movement pass from the teacher in class.
7. **Consume only plain water in the classroom. Consumption of food is strictly not allowed in the classroom.**
8. **The use of personal mobile phones and other communication devices are not allowed in the classroom** and must be kept in the personal lockers during lesson time. **Usage of such devices is only permitted in the authorised areas.**

(F) GENERAL CONDUCT

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

APPROPRIATE BEHAVIOUR

AssumptionKnights will exhibit the right attitude and appropriateness by:

1. Being polite and refined in manner at all times by upholding proper decorum.
2. Showing care and concern towards others by being courteous and considerate, and being respectful to school staff and visitors at all times by greeting them politely. Any form of rudeness or defiance towards a teacher or staff is unacceptable.
3. Using school property and premises with proper authorisation and care.
4. Demonstrating a sense of civic-mindedness.
5. Behaving appropriately and in an orderly manner during school events, e.g. assembly programmes, performances and celebrations, etc..

ZERO TOLERANCE TOWARDS BULLYING

All AssumptionKnights are to uphold the basic principle of respecting the dignity of each person they interact with. Everyone in the school community has the responsibility and a role to play in building a safe learning environment where everyone is treated with respect and understanding. In AES, any unlawful or disruptive behaviour will not be tolerated, and that includes any form of bullying, cyber-bullying, intimidation or retaliation.

A safe and secure community requires all members to be sensitive to others. All allegations of bullying, including cyber-bullying, will be thoroughly investigated.

CANTEEN ETIQUETTE

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

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

CULTURE OF CARE

USE OF SCHOOL FACILITIES

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

BANNED ITEMS

1. Any paraphernalia pertaining to gaming and gambling (e.g. dice, playing or trading cards, etc.) are not allowed.
2. Mobile phones and other forms of communication devices are to be used only when permission is given by a teacher or for educational purposes only.
3. **Earphones and headphones are not to be used in school at all times.**
4. **Electronic devices that do not serve educational purposes (e.g. MP3s, PSPs, iPods, portable speakers, etc.) are not to be brought to school.**
5. Consumption and/or possession of tobacco products and/or imitation products is/are strictly prohibited.
Under Section 11(1) of the Tobacco Act (Chapter 309), any person who is below the age of 21 years shall be guilty of an offence and shall be liable on conviction to a fine if found to have used any tobacco or imitation product in a public place or on a road, or bought or have in his possession, whether for his own use or not, any tobacco or imitation product.
6. AssumptionKnights are not allowed to have any weapons in their possession. They are also not allowed to bring any weapon-like item which can be used or intended to be used to cause harm to others.
7. Other prohibited items include lighters, undesirable materials such as pornographic materials, alcoholic beverage and chewing gum.

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

(G) RESPONSIBLE USE OF TECHNOLOGY

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

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

1. Personal Learning Devices (PLDs) under the Personalised Digital Learning Programme (PDLP) should only be used for educational purposes and only when permission is given by a teacher.
2. Any other types of learning devices (e.g. tablets, smartwatches and personal laptops) should only be brought to school as an educational tool. AssumptionKnights are to seek permission from the teacher before using such devices during classroom instruction.
3. Use of the school network should be for teaching and learning purposes only.
4. Mobile phones and other communication devices must be switched off and out of sight and must be kept in the personal lockers during lesson time. These devices are to be used in class **only when** permission is given by a teacher or for educational purposes only.
5. AssumptionKnights must be respectful in their online behaviour, such as in the use of social media.

CULTURE OF CARE

(H) CLASSIFICATION OF OFFENCES AND POSSIBLE CONSEQUENCES

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

The school expects every student to comply with the above rules and regulations, and reserves the right to apply appropriate consequences in the case of non-compliance.

Declaration by Student:

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

Signature of Student

Signature of Parent/Guardian

Date

PARENT AND SCHOOL COMMUNICATION POLICY

SCOPE AND DEFINITION

Communication between school and parent is an essential component of school life. It is an intentional effort and a shared responsibility in order to provide support and to improve the ways students learn and develop.

The school is committed to help and support you with sincerity and professionalism, and there must be mutual courtesy and respect.

CURRICULUM AND STUDENT RELATED COMMUNICATION

During the beginning of the school year, the class teachers and the respective subject teachers will present the scope and sequence of the curriculum in individual subjects for the class to the students.

- a. Information on methods and criteria of performance measurement will also be briefed to students.
- b. Parents can direct queries to the relevant class/subject teachers through email (aes@moe.edu.sg).

GENERAL SCHOOL COMMUNICATION

The school informs the parents about current activities via the Parents' Gateway and School Website. It is important that parents download the Parents' Gateway and read and take note of announcements published.

The AES general office will be the first point of contact for parents for non-educational questions.

The following order of communication will be the basis for all communication between the school and the parents through the AES general office at 6572 9100:

- a. For all matters concerning the lessons, the respective subject teacher can be contacted; for general class matters, the form teacher can be contacted.
- b. Teachers are not expected to provide their personal mobile numbers to students or parents.
- c. Parents will receive a response to their email queries within three working days.
- d. Generally, teachers and staff will not respond to emails after 5.00pm or on weekends unless this matter is an emergency in nature.
- e. If you wish to meet with a teacher, an appointment needs to be made prior to the meeting.

Communication should be gracious and respectful. The school owes a duty of care to its teachers and staff. This is to protect them from intimidating or threatening behaviour in a verbal or written form. The school reserves the right not to engage parents under such circumstances.

GUIDANCE AND COUNSELLING UNIT

MISSION

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

OUR SERVICES

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

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

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

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

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

SENIOR SCHOOL COUNSELLOR

Mr Desmond Chen

E-Mail Address: chen_bingcong_desmond@schools.gov.sg

SENIOR SCHOOL COUNSELLOR

Ms Dolly Loh

E-Mail Address: loh_ngiap_kai@schools.gov.sg

STUDENT WELFARE OFFICER

Ms Chan Cheok Lian Wendy

E-Mail Address: chan_cheok_lian_wendy@schools.gov.sg

SPECIAL EDUCATIONAL NEEDS OFFICER

Ms Ooi Su Xin

E-Mail Address: ooi_su_xin_a@schools.gov.sg

EDUCATION & CAREER GUIDANCE COUNSELLOR

Ms Audrey Chua

E-Mail Address: chua_sing_li_audrey@moe.edu.sg

MANAGING YOUR EMOTIONS

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

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



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

Calm Down

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

Strategy: Belly Breathing

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

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

Observe Your Emotions

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

Strategy: Emotion We Share

Share the range of emotions you've experienced on a normal day or after a particular event. Illustrate the varying intensities of emotions by using different words (e.g. irritated, angry, furious, etc.) on a scale from one to ten. Share how you displayed the emotion (e.g. verbally, through facial expressions, through body language, by hiding it, etc.). This is a great way to connect with your family and friends.

Positive Thinking

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

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

Strategy: Monitor Self-Talk

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

MANAGING YOUR EMOTIONS

Explore Options

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

Strategy: Rules of Good Solutions

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

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

Does your preferred option adhere to these two rules?

Seek Support

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

Strategy: My Ring of Support

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

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

MANAGING YOUR EMOTIONS

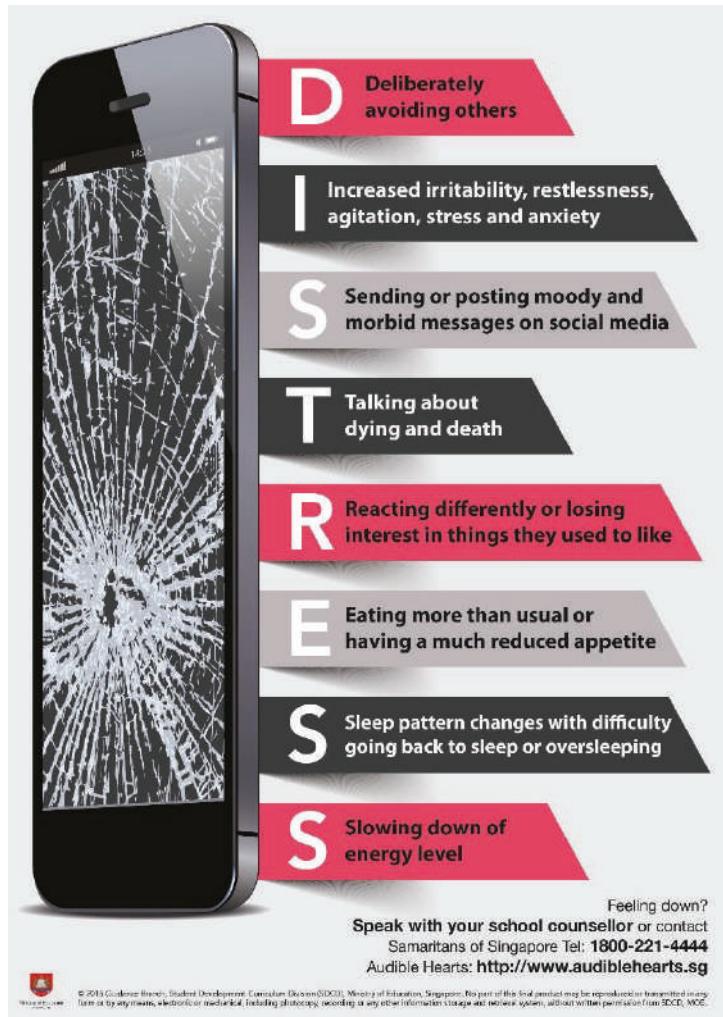


Figure 1. Signs indicative of someone who might be undergoing significant emotional/social distress.

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

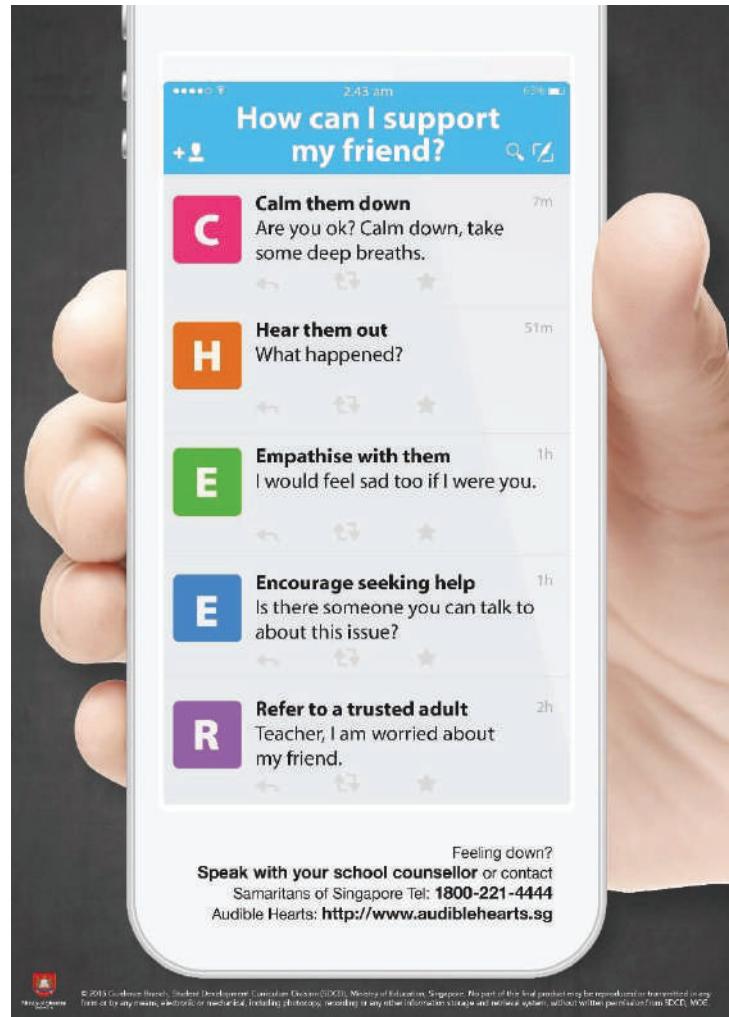


Figure 2. Supporting a friend/ peer who is feeling down.

HELPLINES AND SOCIAL SERVICES

HELP FOR INDIVIDUALS AND FAMILIES

Find the right helplines and social services.

Seniors and caregivers requiring community care services



Agency for Integrated Care

- Call 1800-650-6060
- Use the E-care Locator at www.aica.gov.sg/care-services/e-care-locator

Support for individuals with mental health & emotional needs



Agency for Integrated Care

- Visit www.aicbuzz/mindmatters-directory

Employment assistance and career advisory



Workforce Singapore's Careers Connect

- Call 6883-5884

NTUC's e2i Career Centres

- Call 6474-0606

or visit SGUnited Jobs and Skills Centres near you.

Find your nearest locations at
www.wsgov.sg/career-services.html

Civil minor/young/transnational marriages

Strengthening Families Programme@FSCs (FAM@FSCs)

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



- Call 1800-111-2222 and ask for "Marriage Support"
- Find your nearest agency at www.msf.gov.sg/dfcs/strengtheningfamilyservice/

Muslim minor/young marriages

INSPIRASI PPIS



- Call 6561-1049 or visit www.ppis.sg/inspirasi
- Call 6416-3960 / 6416-3961 or visit www.apmo.org.sg

Muslim remarriages

PPIS Vista Sakinah

- Call 6891-3090 or visit www.ppis.sg/vistasakinah

Counselling for families facing relationship issues



Strengthening Families Programme@FSCs (FAM@FSCs)

- Call 1800-111-2222 and ask for "Family Counselling"
- Find your nearest agency at www.msf.gov.sg/dfcs/strengtheningfamilyservice/
- For Online Counselling, visit www.cphonlinecounselling.sg

Divorcing/divorced families, & couples contemplating divorce



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

- Visit www.familyassist.mst.gov.sg for information and resources
- Call 1800-111-2222 and ask for "Divorce Support"
- Find your nearest agency at www.msf.gov.sg/dfcs/strengtheningfamilyservice/

Financial assistance



ComCare Hotline & Social Service Offices (SSO)

- Call 1800-222-0000
- Apply online through SupportGoWhere at go.gov.sg/smta
- Find your nearest SSO at www.msf.gov.sg/ssolocator

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



Family Service Centres

- Call 1800-222-0000
- Find your nearest centre at www.msf.gov.sg/fsclocator

Person experiencing any form of violence or abuse



National Anti-Violence and Sexual Harassment Helpline (NAVH)

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

INTEGRITY



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

PROVERBS 10:9

AWARDS AND RECOGNITION

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

ACADEMIC AWARDS

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

NON-ACADEMIC AWARDS

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

EDUSAVE AWARDS

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

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

EDUSAVE AWARD CRITERIA

	ECHA	ESSS	EMB	GPA	EAGLES
Criteria	Up to 2% of students who demonstrate CHRIST values, qualities associated to resilience and serve as role model in conduct and attitude. Proven record of service to school and the wider community. Minimum Very Good Conduct Grade.	Top 10% of each level and course. Meet promotion criteria Minimum Good Conduct Grade.	Top 25% of each level & course. Gross monthly household income below \$7,500, or per capita income of less than \$1,875. Meet promotion criteria Minimum Good Conduct Grade.	Top 10% based on improvement in rank position in each level and course. Meet promotion criteria Minimum Good Conduct Grade.	Up to 10% of students who demonstrate leadership qualities, offer good service to their CCA, community & school, & excel in non-academic activities. Meet promotion criteria Minimum Good Conduct Grade.
Amount Awarded	\$500	\$500	\$350	\$200	\$350

AWARDS AND RECOGNITION

CLASS AWARDS

OBJECTIVES

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

POINT SYSTEM

Points will be awarded for maintenance of classroom cleanliness, participation and achievement in level-based programmes and school-wide events such as Sports Day.

All these points will be counted towards awarding the **Class of the Semester** and **Class of the Year**.

OUTSTANDING ASSUMPTIONKNIGHT AWARD

OBJECTIVES

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

AWARDS

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

The Outstanding AssumptionKnight Award is given out once per semester.

AWARDS AND RECOGNITION

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

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

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

The four domains are:

Participation

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

Achievement

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

Leadership

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

Service

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

GRADING TABLE

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

For more detailed information, please refer to this link:

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

SCHOOL CURRICULUM

ACADEMIC OBJECTIVES

The school's Instructional Programmes are aligned to the school's Strategic Thrust to set a clear direction for students to strive for academic achievement through rigorous academic programmes that stretch their learning potential.

The two key academic objectives are:

- Lower Secondary - Every student experiences a broad-based curriculum where a strong foundation is built via discovery and exploration.
- Upper Secondary - Every student achieves subject mastery and skills that will enable them to pursue post-secondary goals.

CORE CURRICULUM PROGRAMMES

- ❖ Experiential Learning Tips
- ❖ Inter-class Debate Championship
- ❖ Poetry Showdown
- ❖ Experiential Learning Tips
- ❖ Learning Festivals, a collaboration between Science, Mathematics and Humanities Departments

FLAGSHIP PROGRAMMES

- The **Applied Learning Programme (ALP)** titled SPEAK (**S**peak **E**nglish with **grA**ce and **K**nowledge) focusses on developing a love and appreciation for the English Language, such that students are confident and eloquent communicators who can articulate their thoughts and opinions effectively and proficiently.
 - ❖ Secondary 1 Level: Production of book trailers where students do voice-overs for selected characters.
 - ❖ Secondary 2 Level: Student reporters who create newscasts and broadcast the news highlights.
 - ❖ Secondary 3 Level: Students campaign for a worthy cause by giving public speeches.
 - ❖ Secondary 4 and 5 Level: Students produce a 1-minute introductory clip for their tertiary portfolios.
- The **Learning for Life Programme (LLP)** is the “**DINAN**” Leadership Programme. Through the inspiring act of St. Louis Marie de Montfort’s (our patron Saint) humility and compassion for the poor and sick in Dinan, we seek to develop in our students' leadership through serving others in our school i.e. “Learn to serve, Serve to lead, Lead to Inspire”.
 - ❖ The objective of the LLP is to develop our Assumptionknights to learn to serve others with humility, and through serving others, they will learn to demonstrate compassion and be ready to lead others through our CHRIST values—Compassion, Humility, Respect, Integrity, Sense of Responsibility and Trust.

FULL SUBJECT-BASED BANDING (FULL SBB)

For 2024 Secondary 1 Cohort

Students will have greater flexibility to offer subjects at various subject levels as we shift away from course-based subject offerings. Students will graduate with a common secondary school certificate from 2027.

Beyond the start of Secondary 1, the eligibility criteria to take for the following subjects at a more demanding level, from Secondary 1 Semester 2 / Secondary 2 Semester 1 are:

English Language, Mathematics, Science and Mother Tongue Languages		
Current Subject Level	School-Based Results	Option to offer Subject from next Semester
G1	≥ 75% in the specific subject	G2
G2	≥ 75% in the specific subject	G3

Beyond the start of Secondary 1, the eligibility criteria to take for Humanities (HUM) subjects at a more demanding level, from Secondary 2 Semester 1 are:

Humanities		
Current Subject Level	School-Based Results	Option to offer Subject from next Semester
G1	≥ 75% G1 English Language (or ≥50% overall in G2 English Language) AND A Pass with Distinction for both G2 Humanities (Social Studies component) Performance Tasks in Semester 1 and 2	G2
G2	≥ 75% or higher in the specific subject	G3

Students who offer G1 Humanities in Secondary 1 and meet the eligibility criteria to offer G2 Humanities from Secondary 2 will be able to offer G2 Geography, History **and/or** Literature in English (i.e. can offer one or more Humanities subject at more demanding level) from Secondary 2.

These students do not need to offer G1 Humanities concurrently but will be required SLS lessons for the Social Studies Component by the end of Secondary 2 as Self-Directed Learning.

SCHOOL ASSESSMENT POLICY

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

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

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

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

WEIGHTED ASSESSMENT (WA)

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

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

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

LEVEL	Term 1 WA	Term 2 WA	Term 3 WA	Term 4 EOY
1, 2 and 3	15%	15%	15%	55%

LEVEL	Term 1 WA	Term 2 WA	PRELIM
4 and 5	15%	15%	70%

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

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

MARKS AND GRADE SCHEME

Sec 1 and 2 G3, Sec 3 and 4 Express, Sec 5 Normal (Acad)	Sec 1 and 2 G2, Sec 3 and 4 Normal (Acad)	Sec 1 and 2 G1, Sec 3 and 4 Normal (Tech)
A1: 75% and above A2: 70% to 74% B3: 65% to 69% B4: 60% to 64% C5: 55% to 59% Grades D7, E8, F9 and U are indicative of a Fail grade.	C6: 50% to 54% D7: 45% to 49% E8: 40% to 44% F9: Below 40% G: Below 50% (indicates a Fail grade)	1: 75% and above 2: 70% to 74% 3: 65% to 69% 4: 60% to 64% 5: 50% to 59% 6: Below 50% (indicates a Fail grade)

Students taking Mother Tongue Language Syllabus B will be awarded a Merit, Pass or it will be Ungraded.

PROMOTION CRITERIA

Sec 1 and 2 G1 to G3

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

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

Sec 2 students will be allocated classes according to the subject combination given for Sec 3.

Sec 3 students will be promoted if they meet the promotion criteria listed.

Students at 3 Normal (Technical) can be laterally transferred to Sec 3 Normal (Academic) if they meet the criteria.

Sec 4 Normal (Academic) students can be promoted to Sec 5 Normal (Academic) if they meet the criteria for their N Level examination.

Course & Level	Promoted to next higher level in the same course	Laterally Transfer to a more academically demanding course
Sec 3 Express	Promoted to 4 Express C or better in EL and 2 other subjects	Not Applicable
Sec 3 Normal (Academic)	Promoted to 4 Normal Academic Grade 5 or better in EL and 2 other subjects OR pass in any 4 subjects	Not Applicable
Sec 3 Normal (Technical)	Promoted to 4 Normal (Technical) Grade D or better in 2 subjects, one of which should be EL or Maths	Laterally Transferred to 3 Normal Academic 70% or higher for every subject AND deemed able to cope with the Normal Academic course
Sec 4 Normal (Academic)	Promoted to 5 Normal Academic Grade 5 or better in EL, Maths and best 3 subjects and aggregate score of the above 5 subjects to be 1 and below, for GCE N level exam	Not Applicable

EXAMINATION AND WEIGHTED ASSESSMENT GUIDELINES

1 Reporting for Weighted Assessment and Examination

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

2 Permitted Materials

- Only stationery (e.g. pen, ruler, and eraser) required for the examination and drinking water are permitted. Use only **dark blue** or **black** ink for writing your answers.
- Only approved calculators are to be used for the examination.
- Only approved dictionaries/ electronic dictionaries are allowed for Mother Tongue Languages Paper 1 examinations.
- Correction fluid/ tape of any type is **NOT** permitted during the examination.
- Coloured pens and pencils cannot be used on answer scripts unless specified by the teachers.
- Pens with erasable ink are **NOT** permitted.

3 Conduct of Weighted Assessments and Examinations

- Students are to listen to and follow instructions given by invigilators at all times.
- Personal belongings are to be placed at the front or back of the room.
- Students are to place their concession card on top right hand corner of their desk for attendance verification.
- **NO** reference materials, own writing paper or electronic devices capable of storing and displaying visual and verbal information are to be in candidate's possession. All communication devices are to be **switched off** and **placed in students' bags**.
- **NO** sharing of writing materials (e.g. pens, rulers), calculator or mathematical instruments (e.g. set-squares, protractors).
- Silence is to be observed during the whole duration of the assessment.
- There should be strictly **NO** communication with any other student via any means.

4 Consequences of Dishonesty during Examinations, Weighted Assessments and Milestone Assessments

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

5 Consequences of Absence from Examinations, Weighted Assessments and Milestone Assessments

- Absence from school during examinations, weighted assessments and milestone assessments **MUST** be covered by a Medical Certificate or Official Reason.
- **NO** re-sitting of the above-mentioned formal assessments for students who were absent.

Adjustments will be made by the Examination Committee where necessary.

ADMISSION CRITERIA TO POST-SECONDARY EDUCATION

ENTRY & CORE REQUIREMENT FOR JUNIOR COLLEGES AND MILLENNIA INSTITUTE FOR O-LEVEL STUDENTS

TABLE 1A: ELIGIBILITY CRITERIA FOR ADMISSION TO JUNIOR COLLEGES

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

TABLE 1B: ELIGIBILITY CRITERIA FOR ADMISSION TO MILLENNIA INSTITUTE

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

TABLE 2: REQUIREMENTS ON CORE SUBJECTS

Subject	Requirement
English Language	A1 to C6
Mother Tongue Language * : Chinese Language, Malay Language, Tamil Language OR Higher Chinese Language, Higher Malay Language, Higher Tamil Language OR Chinese Language 'B' Syllabus (CLB), Malay Language 'B' Syllabus (MLB), Tamil Language 'B' Syllabus (TLB)	A1 to D7 A1 to E8 Merit or Pass
Mathematics: Mathematics OR Additional Mathematics	A1 to D7

* Or non-Tamil Indian Languages (viz. Bengali, Gujarati, Hindi, Punjabi and Urdu) and Asian/Foreign Languages (viz. Arabic, Burmese, French, German, Japanese and Thai) approved by MOE, which may be considered in lieu of the Mother Tongue Language in deciding admission eligibility.

TABLE 3: COMPUTATION OF AGGREGATE

	L1R5: For JC Course	Example
L1	First Language – English / Higher Mother Tongue	English
R5	Relevant Subject 1 – Humanities / Higher Art / Higher Music / Malay (Special Programme) / Chinese (Special Programme) / Bahasa Indonesia	Mother Tongue
	Relevant Subject 2 – Mathematics / Science	Mathematics
	Relevant Subject 3 – Humanities / Higher Art / Higher Music / Mathematics / Science / Malay (Special Programme) / Chinese (Special Programme) / Bahasa Indonesia	Combined Humanities
	Relevant Subject 4 – Any GCE 'O' Level subjects (except Religious Knowledge)	Chemistry
	Relevant Subject 5 – Any GCE 'O' Level subjects (except Religious Knowledge)	Additional Mathematics

ADMISSION CRITERIA TO POST-SECONDARY EDUCATION

	L1R4: For Millennia Institute Course	Example
L1	First Language – English / Higher Mother Tongue	English
R4	Relevant Subject 1 – Humanities / Higher Art / Higher Music / Mathematics / Science / Malay (Special Programme) / Chinese (Special Programme) / Bahasa Indonesia	Mother Tongue
	Relevant Subject 2 – Humanities / Higher Art / Higher Music / Mathematics / Science / Malay (Special Programme) / Chinese (Special Programme) / Bahasa Indonesia	Mathematics
	Relevant Subject 3 – Any GCE 'O' Level Subjects (Except Religious Knowledge)	Chemistry
	Relevant Subject 4 – Any GCE 'O' Level Subjects (Except Religious Knowledge)	Combined Humanities

AGGREGATE TYPES FOR POLYTECHNIC COURSES

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

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

Secondary 4 Normal (Academic) students who wish to apply for the **Polytechnic Foundation Programme (PFP)** must meet the following requirements:

1. Obtain ELMAB3 (English Language, Mathematics, Best 3 Subjects) raw aggregate score of 12 points or better (excluding CCA bonus point) at the GCE N(A) Level examination;
2. The subject-specific requirements for English Language, Mathematics and 'Relevant' subjects for courses featured in Groups 1 and 2 of the programme.

For more information on the eligibility criteria of the PFP, visit https://pfp.polytechnic.edu.sg/PFP/pfp_eligibility.html.

ADMISSION CRITERIA TO POST-SECONDARY EDUCATION

AGGREGATE TYPES FOR INSTITUTE OF TECHNICAL EDUCATION HIGHER NITEC COURSES

ELB4, ELR1B3 & ELR2B2 : For ITE Higher Nitec Courses For O-Level Students

ELB4, ELR1B3 & ELR2B2 : For ITE Higher Nitec Courses For O-Level Students						
Aggregate Type	ELB4-A	ELR1B3-B		ELR2B2-C		
EL	English	EL	English		EL	
B4	Best 4 other subjects excluding CCA	R1	Elementary Mathematics Additional Mathematics Principles of Accounts	Elementary Mathematics Additional Mathematics		1st Group of Relevant Subjects
		B3	Best 3 other subjects excluding CCA		Biology Chemistry Physics Science (Chem, Bio) Science (Phy, Chem) Design & Technology	2nd Group of Relevant Subjects
			Best 2 other subjects excluding CCA			B2

The list of Higher NITEC and NITEC courses and their minimum entry requirements can be viewed at <https://www.ite.edu.sg/courses/full-time-courses>. **Secondary 4 Normal (Academic)** students who obtained an ELMAB3 aggregate not exceeding 19 points and minimum Grade 4 in both English Language and Mathematics in their Normal (Academic) Examinations will have the option of applying for the **Direct-Entry- Scheme into Polytechnic Programme (DPP)**. Under the DPP, students who successfully complete their Higher Nitec course and attain the required qualifying Grade Point Average are guaranteed a place in a polytechnic diploma course mapped to their Higher Nitec course. The list of DPP Higher Nitec courses can be viewed at <https://www.ite.edu.sg/admissions/full-time-courses/higher-nitec/direct-entry-scheme-to-polytechnic-programme>.

ITE also offers a wide range of full-time *Nitec* and 3-year *Higher Nitec* courses, such as in Engineering, Electronics & Info-comm Technology, Business & Services, Design & Media, Applied & Health Sciences and Hospitality and more, for students taking GCE N and O Levels.

Note: (Aggregate Types)

- Grades for both Higher Mother Tongue Language and Mother Tongue Language cannot be used in the same aggregate computation. "Merit" and "Pass" grades for the Mother Tongue 'B' Syllabus cannot be used for the computation of aggregate points.

FOR ADVICE ON EDUCATION AND CAREER MATTERS

You may also consult your form teacher or our school ECG counsellor for ECG advice.

You may book an appointment with the ECG counsellor to meet during your recess/ lunch breaks/ free period or after your curriculum

hours. You may consult the school ECG counsellor to discuss any of the following,

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

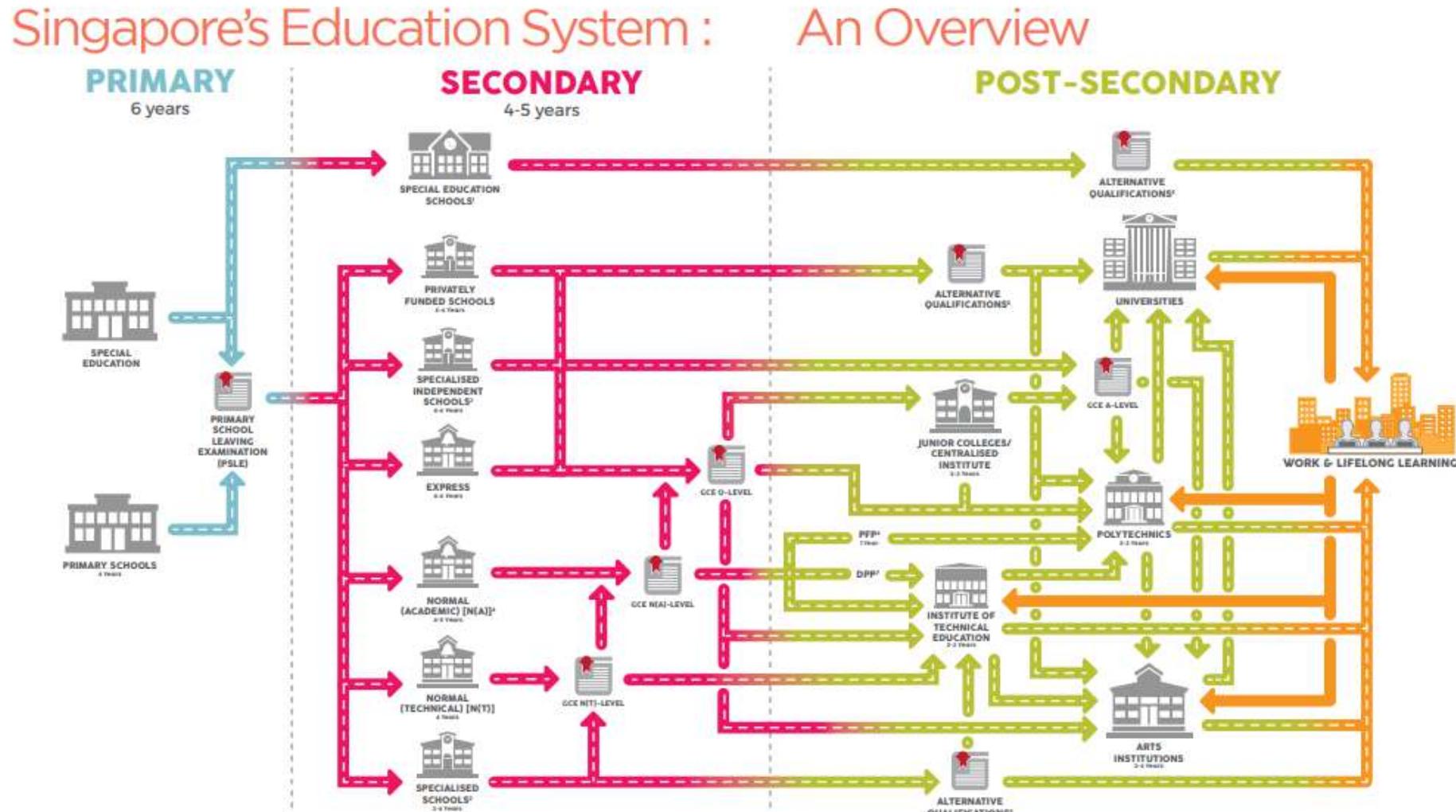
You may also refer to our school ECG site for more information: <https://go.gov.sg/aes-eca>

INFORMATION ON POST-SECONDARY EDUCATION

WHAT'S AFTER SECONDARY SCHOOL?

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

SINGAPORE EDUCATION SYSTEM: OVERVIEW



For 2024 Secondary 1 student cohort onwards, you may refer to the updated post-secondary pathways on: <https://go.gov.sg/moe-fsbb>

INFORMATION ON POST-SECONDARY EDUCATION

1. JUNIOR COLLEGES/ MILLENNIA INSTITUTE

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

WHERE DO I GO AFTER I GRADUATE?

With your GCE A-Level certificate/International Baccalaureate (IB) Diploma, you can seek admission to a university or a specialised institute of higher learning, locally or abroad. Need to know more before making a decision? Visit the MOE's website and click on 'Pre-University Education' at <https://www.moe.gov.sg/education/pre-university>.

2. POLYTECHNICS

Our polytechnic education offers hands-on experience within a dynamic and progressive learning environment. It also equips you with industry-relevant skills and competencies that will prepare you well for the workforce. There are five polytechnics in Singapore which offer courses that lead students to fulfilling careers and prepare them for lifelong learning. The list of Polytechnic courses can be viewed at <http://www.moe.gov.sg/coursefinder>

WHERE DO I GO AFTER I GRADUATE?

A polytechnic education, with its practice-oriented training and industry internships, will provide you with skills that are industry-relevant, and facilitate your entry into the workforce. In 2020, 87.4 per cent of polytechnic graduates found jobs within six months after completing their final exams.

Although the majority will join the workforce upon graduation, some may choose to apply for admission to a university, such as at the Singapore Institute of Technology (SIT), to further their studies. SIT was set up in 2009 to provide an applied learning pathway for polytechnic graduates to further their studies and obtain a degree.

3. INSTITUTE OF TECHNICAL EDUCATION

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

WHERE DO I GO AFTER I GRADUATE?

Your participation in internship programmes, local events and overseas exchange programmes can give you industry exposure. In 2015, close to 85 per cent of ITE graduates found jobs within six months after completing their final exams. ITE graduates can also opt for further studies and apply for a place in a polytechnic, if they meet the necessary entry requirements.

4. ARTS INSTITUTIONS

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

INFORMATION ON POST-SECONDARY EDUCATION

WHERE DO I GO AFTER I GRADUATE?

Internship opportunities, along with these institutions' practice-oriented education, taught by faculty who continue to practise as artists, will prepare you for entry into the creative industries and beyond. Apart from diploma programmes, LASALLE and NAFA offer degree courses for further development in your field. LASALLE also offers Master's courses.

SUPPORT AND CONTACT

For more information on post-secondary education and the various institutions, visit the MOE website at:

<https://moe.gov.sg/post-secondary/>



FOR MORE INFORMATION

AES ECG WEBSITE: <https://go.gov.sg/aes-ecg>



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

2. POLYTECHNICS			
Nanyang Polytechnic	https://www.nyp.edu.sg/	Singapore Polytechnic	https://www.sp.edu.sg/
Ngee Ann Polytechnic	https://www.np.edu.sg/	Temasek Polytechnic	https://www.rp.edu.sg/
Republic Polytechnic	https://www.rp.edu.sg/		

For more information about polytechnic education in Singapore, visit the joint portal at www.polytechnic.edu.sg.

3. INSTITUTE OF TECHNICAL EDUCATION			
ITE College Central	https://www.ite.edu.sg/colleges/ite-college-central	ITE College West	https://www.ite.edu.sg/colleges/ite-college-west
ITE College East	https://www.ite.edu.sg/colleges/ite-college-east		

For more information about ITE in Singapore, visit the joint portal at www.ite.edu.sg.

4. ARTS INSTITUTIONS			
LASALLE	https://www.lasalle.edu.sg/	NAFA	https://www.nafa.edu.sg/

USEFUL LINKS ON MYSKILLSFUTURE PORTAL (<https://www.myskillsfuture.sg/content/student/en/secondary.html>)

EDUCATION PATHWAY	https://www.myskillsfuture.sg/content/student/en/secondary/education-guide/education-landscape/explore-pathway.html
EDUCATIONAL INSTITUTES	https://www.myskillsfuture.sg/content/student/en/secondary/education-guide/explore-school.html
EDUCATION COURSES	https://www.myskillsfuture.sg/content/student/en/secondary/education-guide/courses.html
INDUSTRY LANDSCAPE	https://www.myskillsfuture.sg/content/student/en/secondary/world-of-work/industry-landscape.html
JOB ROLES/ OCCUPATION	https://www.myskillsfuture.sg/content/student/en/secondary/world-of-work/occupation.html

SENSE OF RESPONSIBILITY



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

COLOSSIANS 3:23

2025 SCHOOL TERMS AND HOLIDAYS

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

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

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

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

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

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

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

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

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

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

 School Holiday

 Public Holidays

 Youth Day

 Teachers' Day

PUBLIC HOLIDAYS

New Year's Day	01 January (Wed)
Chinese New Year	29 January (Wed)
	30 January (Thu)
Hari Raya Puasa	31 March (Mon)
Good Friday	18 April (Fri)
Labour Day	1 May (Thu)
Vesak Day	12 May (Mon)
Hari Raya Haji	07 June (Sat)*
National Day	09 August (Sat)*
Deepavali	20 October (Mon)
Christmas Day	25 December (Thu)

*Mon, 9 Jun, 11 Aug will be a designated day off-in-lieu (DOIL). Schools will be closed, including the General Office.

SCHEDULED SCHOOL HOLIDAYS

Youth Day	06 July (Sun)*
Day After Youth Day	07 July (Mon)
Monday After National Day	11 August (Mon)
Teachers' Day	05 September (Fri)

* The following Monday will be a school holiday.

TRUST



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

LUKE 16:10

WORLD MAP

WORLD MAP



The Periodic Table of Elements

Group												13	14	15	16	17	18							
1	2													13	14	15	16	17	18					
												1 H hydrogen 1												
Key																								
3 Li lithium 7	4 Be beryllium 9													5 B boron 11	6 C carbon 12	7 N nitrogen 14	8 O oxygen 16	9 F fluorine 19	10 Ne neon 20					
11 Na sodium 23	12 Mg magnesium 24													13 Al aluminium 27	14 Si silicon 28	15 P phosphorus 31	16 S sulfur 32	17 Cl chlorine 35.5	18 Ar argon 40					
19 K potassium 39	20 Ca calcium 40	21 Sc scandium 45	22 Ti titanium 48	23 V vanadium 51	24 Cr chromium 52	25 Mn manganese 55	26 Fe iron 56	27 Co cobalt 59	28 Ni nickel 59	29 Cu copper 64	30 Zn zinc 65	31 Ga gallium 70	32 Ge germanium 73	33 As arsenic 75	34 Se selenium 79	35 Br bromine 80	36 Kr krypton 84							
37 Rb rubidium 85	38 Sr strontium 88	39 Y yttrium 89	40 Zr zirconium 91	41 Nb niobium 93	42 Mo molybdenum 96	43 Tc technetium –	44 Ru ruthenium 101	45 Rh rhodium 103	46 Pd palladium 106	47 Ag silver 108	48 Cd cadmium 112	49 In indium 115	50 Sn tin 119	51 Sb antimony 122	52 Te tellurium 128	53 I iodine 127	54 Xe xenon 131							
55 Cs caesium 133	56 Ba barium 137	57–71 lanthanoids –	72 Hf hafnium 178	73 Ta tantalum 181	74 W tungsten 184	75 Re rhenium 186	76 Os osmium 190	77 Ir iridium 192	78 Pt platinum 195	79 Au gold 197	80 Hg mercury 201	81 Tl thallium 204	82 Pb lead 207	83 Bi bismuth 209	84 Po polonium –	85 At astatine –	86 Rn radon –							
87 Fr francium –	88 Ra radium –	89–103 actinoids –	104 Rf rutherfordium –	105 Db dubnium –	106 Sg seaborgium –	107 Bh bohrium –	108 Hs hassium –	109 Mt meitnerium –	110 Ds darmstadtium –	111 Rg roentgenium –	112 Cn copernicium –	113 Nh nihonium –	114 Fl flerovium –	115 Mc moscovium –	116 Lv livermorium –	117 Ts tennessine –	118 Og oganesson –							

The volume of one mole of any gas is 24 dm^3 at room temperature and pressure (r.t.p.).

The Avogadro constant, $L = 6.02 \times 10^{23} \text{ mol}^{-1}$.

NOTES