

Principal-Meets-Parents 2026 (Secondary 3)

HOUGANG
SECONDARY SCHOOL



Mrs Audrey Ee, Vice-Principal

31 January 2026



Outline

- 1. Our Identity**
- 2. Your Child's Journey in HS**
- 3. Student Leadership**
- 4. HS Internationalisation Programme**
- 5. HBL and SIL**
- 6. School-based Assessment**
- 7. Updates to Post-Secondary Pathways**

1. Our Identity

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SECONDARY SCHOOL





Our Mission

Care
Lead
Inspire
Partner





Our Vision and Values

**Nurturing Empowered,
Future-Ready Hougeans of
Character and Purpose**

GratITUDE

Respect

Empathy

Aadaptability

Trustworthiness





Desired Outcomes of Hougeans



01 Future-Ready Learners



02 Empowered Leaders



03 Resilient Innovators



04 Community Builders

2. Your Child's Journey in HS

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Your child's journey in HS

Sec 1



Sec 2

- Sec 1 Orientation Camp
- Learner Centred Programme on time management and study skills
- Applied Learning Programme
- Innovation Programme; Code For Fun
- Outdoor Adventure Learning Camp
- Year End Bonding Activities (Bowling, Ice Cream making , Laser Tag, Escape Room)

- Great Start Formation Week (East Coast)
- Learner Centred Programme on Conflict Management Strategies
- Applied Learning Programme
- Innovation Programme: AI for Fun
- Financial Literacy Workshop
- Subject Combination Exercise
- Year End Bonding Activities (Super Park)

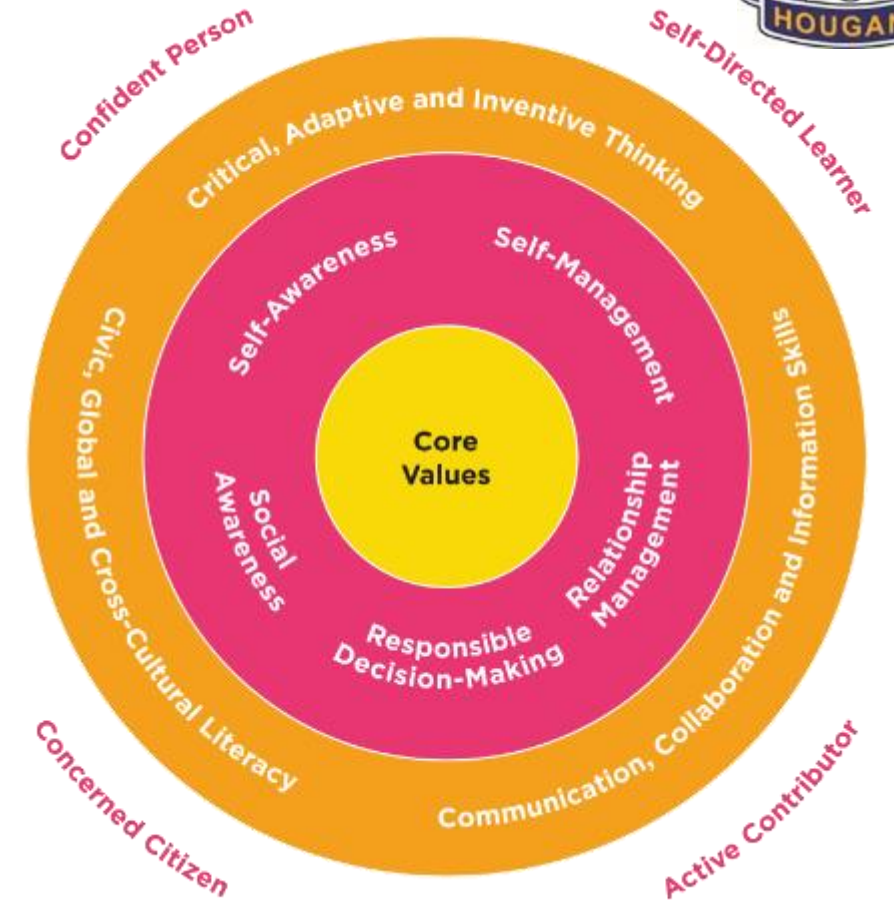
Developing competencies:
Communication Skills, Digital Literacy, Self Awareness, Self Management, Social Skills, Resilience



Your child's journey in HS

A year of Growth & Discovery

- Discover strengths, talents, gifts, interests
- Enhance 21st Century Competencies
- Finding Purpose



3. Student Leadership in HS

Every Hougean an Empowered Leader

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Nurturing Empowered Leaders

Engaging Hands – Provide Opportunities

We believe that every child has the **potential to be a leader** with the right environment and circumstances. As such, the school adopts a tiered approach to **provide leadership opportunities** for all students.

Differentiated Student Leadership Programmes

Tier 3 (Leading School)

Student Council, Peer Support Leaders Exco
CCA Leaders Exco, Sports Leaders Exco

Tier 2 (Leading Peers)

Class Committee, CCA Committee
VIA Leaders, Sports Leaders

Class Monitors
ICT Advocates
STEM Leaders
NE Ambassadors
Peer Support Leaders
Subject Reps

Tier 1 (Leading Self)

All students



Nurturing Empowered Leaders

At the Secondary 3 level, students are provided with structured leadership development opportunities to prepare them for greater responsibilities. This includes:

- **Progressive Leadership Roles:** Students are encouraged to take on larger roles within their CCAs, Student Council, Peer Support Leader, and school-wide leadership events.
- **Mentorship & Guidance:** Secondary 3 student leaders are mentored by their seniors and teachers to refine their leadership skills and decision-making abilities.
- **Applied Leadership Practice:** Students get hands-on leadership experience through organizing events, leading teams, and making school-wide contributions, such as Student Leaders' Investiture, Teacher's Day celebrations, Secondary 1 Orientation, and Student Voice.



Nurturing Empowered Leaders

Secondary 3 students can take on various leadership positions. Example:

**Student Council
Exco**

Leading school-wide initiatives, mentoring juniors & representing student voice

CCA Leaders

Becoming Chairpersons or Exco members, where they will lead team initiatives and co-create a positive CCA culture

**Peer Support
Leaders Exco**

Supporting peers, fostering a positive school culture and promoting mental well-being

**Sports Leaders
Exco**

Leading school-wide initiatives towards promoting an active and healthy living lifestyle

**Class
Committee**

Taking on class committee roles or subject representatives to support classroom engagement and student well-being



Nurturing Empowered Leaders

To equip Secondary 3 students with essential leadership skills, the school provides:

- **Community Youth Leadership Lessons in Term 2 during lesson time**
- **Leadership Camps & Workshops:** These focus on communication, problem-solving, and event management.
- **Cross-School Leadership Exchange:** Opportunities to interact with student leaders from other schools to gain new perspectives and best practices.
- **Customised Training for Student Leaders:** Targeted training sessions based on leadership roles (e.g., CCA leaders undergo specific coaching on teamwork and discipline).



Nurturing Empowered Leaders

The Student Leaders' Investiture is a formal ceremony that recognises the appointment of new student leaders across various domains.

- ▷ **Date:** Friday 10 April 2026, 3pm - 5pm
- ▷ **Venue:** School Hall (Level 2)
- ▷ **Parental Involvement:** Parents of selected student leaders will receive invitations to witness the event and celebrate their child's leadership journey.



Student Leaders' Investiture in 2025

Learning for Life Programme (LLP)

Every Hougean a Community Builder

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LLP through CYL & VIA

Make The Difference, A Hougean's Way of Life

- To develop students as **Community Youth Leaders with GREAT values** who will **make the difference** to *themselves*, their *families*, the *school*, and the *community*.
- To provide a sustained and enhanced student-centric values education progressively over 4 to 5 years to develop students into **community builders**.

Enriching MINDS

Secondary 1 to 3 students will attend Community Youth Leadership lessons during CCE periods on Tuesdays in Term 2. These lessons aim to deepen students' skills in reflection and in enabling others to take action by advocating for a cause.

All students will also embark on a Values in Action (VIA) journey in school, guided by the Design Thinking approach.

Engaging HANDS

Secondary 1 to 3:

Students will lead their CCA peers in CCA programmes and VIA projects, making a positive difference to the school and the wider community.

Secondary 4 & 5:

Students will take part in class-based VIA projects to serve the needs of the Hougang community.

Encouraging HEARTS

Secondary 1 to 3:

Students will lead their CCA peers in reflection and celebrate their learning.

Secondary 4 & 5:

Students' efforts will be showcased during a school assembly.

All efforts will be shared via HS Facebook & IG.

Planning VIA Project by CCAs using Design Thinking (EDGE)

Process	Activity	Timeline
Empathise + Define	VIA Leaders visit beneficiaries to understand their needs and find out what they would like to learn / teach.	Jan
Generate	Each CCA group to brainstorm for ideas and decide on a skill* they can teach.	Feb
Execute	CCAs to prepare for Carnival, refine their prototype, by teaching their CCA mates and finally teach beneficiaries a skill at the Carnival	May-June 10 July
Reflection	Reflections as a CCA	July (after carnival)

CCA	Skill	CCA	Skill
Red Cross Youth	Teaching first aid and Anti-smoking	Guzheng Ensemble	Hand massage
Judo	Game activity, table bowling	Media Resource Club	Teaching about digital literacy and scams
NPCC	Plushie making	Wushu	Teaching about Tiktok and content creation
Basketball	Mini dadaqiu	Angklung Ensemble	Magic trick
Netball	Teaching about digital literacy and scams	Band	Balloon sculpting
Modern Dance	Weaving using pandan leaves		

Last year, a total of 11 CCAs were involved in the carnival

Learn-A-Skill (LAS) Carnival in July

To provide opportunities for Secondary 3 students to lead their CCA peers in school-initiated VIA project to make a difference to the school and community as VIA Leaders.

The VIA leaders will guide their CCA peers in organising VIA projects designed to involve beneficiaries in acquiring various skills, such as sports, digital skills, handicrafts and first-aid.

Beneficiaries in 2026:

Home Nursing Foundation, Fei Yue AAC (Buangkok Green & Hougang), Bethesda Seniors , Jia Ying AAC, APSN, SASCO, THK and Harmoni Preskool.

We encourage Hougeans to contribute beyond school-based VIA with our AACs through sign-ups!



NPCC students teaching preschoolers how to make a plushie



Guzheng students teaching and giving elderly a hand massage.



Group photo with elderly and CCA group

4. HS Internationalisation Programme

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HS Internationalisation Programme

Cultural Development / Global Awareness

- Deepen in our students the 21CC of global awareness and cross-cultural skills and sensitivities
- To offer students immersive learning opportunities that go beyond what can be experienced locally



School and Cultural Immersion @
Hong Duc Secondary School (Vietnam)



Immersive Experience while
visiting the Forbidden City (Beijing, China)



Application Process

Application Date/ Closing Date:

- 30 March – 2 April 2026 (Term 2 Week 2)

Application Process:

- Students to sign up through All Ears.
- Students to rank the countries of their choice in order of preference.
- Students will compose a brief paragraph detailing their reasons for wanting to participate in the programme.
- Shortlisted participants will be informed via the School ICON email and Parents Gateway.

More details about the trip will be shared with the students in Term 1 Week 8.

5. Home-based Learning (HBL) & Student-Initiated Learning (SIL)

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List of HBL Days in 2026

SN	Date (Day)	Remarks
1	2 Feb (Mon)	Sec 4 & 5 only
2	19 Feb (Thu)	
3	2 Mar (Mon)	
4	30 Mar (Mon)	
5	9 Apr (Thu)	
6	22 Apr (Wed)	
7	7 May (Thu)	
8	18 May (Mon)	
9	1 Jul (Wed)	S1 to S3 only
10 -12	14 Jul (Tue) 15 Jul (Wed) 16 Jul (Thu)	Sec 4 National Exam (Oral)
13	27 Jul (Mon)	S1 to S3 only

- ❑ For 2026, HBL days will be held **once a fortnight** and **rotated** across Mon, Wed and Thur.
- ❑ For Sec 3, it will commence from **Term 1 Week 7 (19 Feb).**

Things to Note for HBL Days

- ❑ HBL will be in the form of asynchronous learning (i.e. not 'live'/real time lessons) where students will learn at their own pace and time by accessing and completing lessons prepared in advance by their Subject Teachers.
- ❑ Students can follow the school's timetable for the day, including the recess period which will serve as a break for the students.
- ❑ There will be no morning attendance taking, and students are encouraged to complete their assignments before 5 pm.

Things to Note for HBL Days

- ❑ **Students do not have to come to school on HBL days. Those who need a more conducive environment to learn are requested to inform their Character Coaches (CCs). Arrangements can be made for these students to return to school on HBL Days, on a case-by-case basis.**
- ❑ **Monitoring of student engagement:**
 - Through quizzes/exit passes, submission of assignments via online platforms
 - Consolidated feedback from Subject Teachers to CCs, IP HODs and Year Heads/ Asst Year Heads where necessary.

HBL Schedules for Reference

❑ Centralised HBL schedule for reference (on school website):

1H	T1W7	20 Feb 2025	Thursday	ETC (mins)
Time	Lesson	Teacher	Instruction	
0800h	G3 EL LIT	Ms Tan YW	Complete Act 2 Scene 1 and 2 WS. Hard copy given in class on 30/7, soft copy on Google Classroom.	45
0800h	G3 EL LIT	Ms Cruz	Complete Act 1 Scene 3 and Act 2 Scenes 1 & 2 worksheets (Answers on Google Classroom). Revise for Literature WA3 (on Week 8 Mon)	45
0900h	SNACK BREAK			
0910h	G3 SCI	Ms Rachel Yona	Refer to Google Classroom for instructions	45

HBL Schedules for Reference



ABOUT US ▾

DEPARTMENTS ▾

KEY PROGRAMMES ▾

CO-CURRICULAR ACTIVITIES ▾

QUICK LINKS ▾



Via Sch Website

HBL and SIL

Education and Career Guidance (ECG) and Counselling Services

Admin

Appeal For Transfer Into HS

Assessment

Direct School Admission

Extended Curriculum Time

HS ICT Helpdesk Form

For Parents

For Students

For Staff

PLD Initiative

OUR FACEBOOK

OUR INSTAGRAM





OUR LATEST UPDATES

Announcements

HBL Schedules for Reference

On HBL days, an hour is set aside for your child/ward for Student-Initiated Learning (SIL). Students are to use this time to explore an area of interest by initiating learning activities on their own. For example, students can try out hands-on activities on topics that they are passionate about, such as tinkering, baking or playing a musical instrument.

1. **General Instructions.** Assignments are based on the timetable for HBL Wednesday. While there is no morning attendance-taking, students are encouraged to start the day early and complete their assigned tasks before 5 pm. Please refer to the links below for the schedule and subject-specific instructions. The instructions (I), Estimated Time on Computer (ECT) and Homework (HW) (where applicable) will be indicated clearly in the schedule.

- [Sec 1 Schedule](#) 
- [Sec 2 Schedule](#) 
- [Sec 3 Schedule](#) 
- [Sec 4/5 Schedule](#) 

Click on
"Sec 3 Schedule"

2. **Support for HBL.** Students may use Student ICON, SLS, MS Teams and other web applications for HBL. A computing device and internet connection may be required.

Support from Parents for HBL

- ❑ Encourage your child to maintain healthy sleep hours in preparation for HBL.
- ❑ Check-in with your child/ward through conversations on how they are coping with the new responsibilities and expectations.
- ❑ Guide your child to establish routines at home, inclusive of short breaks to refresh the mind.
- ❑ Share G.R.E.A.T. stories of your child with their CCs or subject teachers so that we can reinforce and affirm your child's growth.

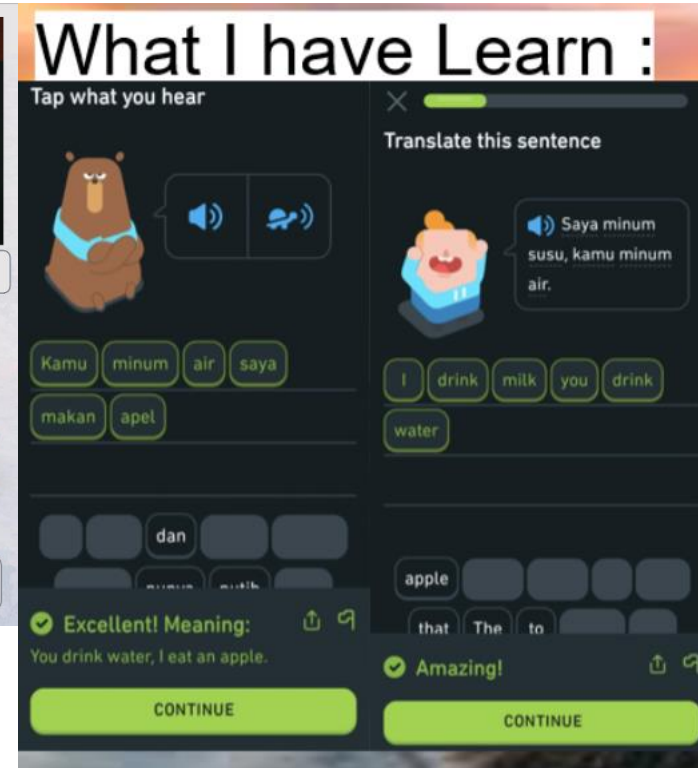
What is Student-Initiated Learning (SIL)?

- Held on Home-Based Learning (HBL) days (one hour)
- For students to explore an area of personal interest by independently initiating and managing their own learning activities. These activities may be related to the school curriculum or extend beyond it.
- Through SIL, we hope to nurture students to become lifelong learners who are self-directed, passionate, and intrinsically motivated.
- Students are required to document their SIL experience in an e-portfolio.
- This e-portfolio will be used to support applications for Aptitude-Based Admissions (DSA-JC), Early Admissions Exercise (EAE) to Polytechnic, or ITE in their Secondary Four or 5th Year.
- All SIL experiences must be completed and uploaded to the e-portfolio by Term 3 Week 2 (Tuesday, 7 July 2026). Students will be guided to do this during their CCE lessons.

SIL Projects in 2025



Learning embroidery
Farisha Binte
Muhammad Ali, 10

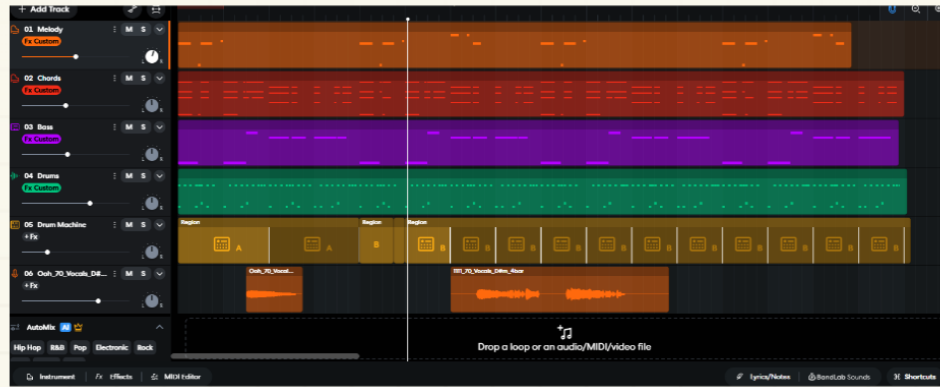


Learning Indonesian
language, Charissa Neo 1N



Learning Watercolour
Elisha Nabilah Johannes
Binte Jasno Johannes, 2N

Learning how to make beats:



Link of the beat here:

https://youtu.be/eQ7b_ucf4c0



Mohammad Adam Bin Mohammad Adli, 2U



Learning Sign Language
Tee Yu En, 3E



Hair cutting and styling
Foo Yong Jie Kins, 3E



Making Shrimp Sinigang
Jamal Natajsha Batin Acuna, 3H2



ECG-Focused Student-Initiated Learning using e-Portfolio



Education & Career Guidance

SEC 3 SIL EXPLORATIONS



Part 1

Interest Exploration

1. SEE – “What drew my attention?”

What sparked your personal interest or curiosity for choosing this SIL topic or project?

2. EXPLORE – “What did I discover?”

How did doing this project deepen your understanding or passion in this area? What did you learn through investigating, trying, or experimenting?

3. CONNECT – “What does this mean for me now?”

What new perspectives or insights did you gain? How does this project connect to your life, future interests, or personal growth?

SEC 3 SIL EXPLORATIONS



Part 2

During the Journey..

1. THINK – Identifying the Challenge

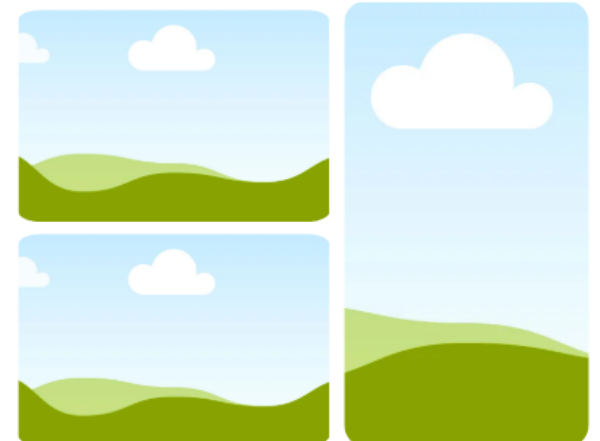
What problem did I notice? What possible ways could I solve it?

2. TEST – Trying Out Solutions

What steps or approaches did I try? What worked or didn't work?

3. IMPROVE – Refining the Idea

What new or creative improvement did I come up with for my project?



Write captions for your process and work. Credit your sources.



Overview of the student's e-portfolio

TABLE OF CONTENT

PERSONAL

About Me

My Certificates

SCHOOL EXPERIENCES

CCA

VIA

ECG

Others

EXPLORATION

SIL Journey Page

Exploring ECG
Pathways

Students can include their **SIL experiences** from **Secondary 1 to 4/5** in their e-portfolio to document their **interests, skills developed, and learning growth**. Together with other key student experiences and achievements, the e-portfolio serves as a **meaningful record** of their **secondary school journey**, highlighting their passions, strengths, and readiness for future pathways.

SIL within HBL Day

- ❑ SIL will take place during HBL Day. Each HBL Day will comprise both curriculum coverage and SIL:

	Curriculum Coverage	Student-Initiated Learning
Duration	5 hours	At least 1 hour
Location	HBL activities for curriculum coverage are to be designed for completion at home	At home #

For safety concerns, Students are strongly encouraged to carry out their SIL activities at home. Should there be a need for them to leave home for their SIL activities, parents' permission must be sought and informed beforehand. Please note that any expenses incurred will not be covered by the school.

Partnering Parents in Supporting Students' SIL Experiences



- ☐ Parents are requested to ensure that your child's SIL project is safe, simple and stress free.
- ☐ Parents are encouraged to engage your child in conversations to explore his/her strengths and interests, and to support him/her in planning SIL activities where necessary.
- ☐ At the same time, please help your child take ownership of his/her learning by encouraging him/her to set personal goals and action plans for SIL.
- ☐ You are also strongly encouraged to establish clear ground rules together to create a conducive home environment that supports your child's SIL experience during HBL.

For SIL resources, please refer to the HS SIL One-Stop Portal:

<https://sites.google.com/view/hssil/home>

The portal is also accessible via the school website under the "For Parents" section.)

Queries

- ❑ **For matters relating to HBL or HBL assignments, you may contact the respective subject teachers.**
- ❑ **For queries on SIL, please contact your child's Character Coaches.**

6. School-based Assessment

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School-Based Assessment

- **Weighted Assessment 1 – Term 1 Week 5 to Week 9 (2 Feb to 6 Mar)**
 - **Weighted Assessment 2 – Term 2 Week 4 to 8 (13 Apr to 14 May)**
 - **Weighted Assessment 3 – Term 3 Week 4 to 8 (20 Jul to 21 Aug)**
 - **Weighted Assessment 4 – Alternative Assessments (AAs)**
 - **End-of-Year Examination – Term 4 Week 2 to 4 (24 Sep to 5 Oct)**
-
- **English Oral Exam (G3) – 6 Apr**
 - **English Oral Exam (G2 & G1) – 13 Apr**
 - **MTL Oral Exam (G3 & HCL) – 23 Apr**
 - **MTL Oral Exam (G2 & G1) – 30 Apr**

Attendance during Assessments

Weighted Assessments and End of Year Assessment (WAs and EOY)

1. Students who are absent will be required to submit a Medical Certificate.
2. Students who are absent without a valid reason will be marked as Absent (AB). This designation constitutes a zero in the computation of overall marks for the subject at the end of the year.
3. A parent's letter will not be accepted as a valid reason for absence. However, unforeseen circumstances may be considered on a case-by-case basis.
4. Students who are absent with valid reasons will not be required to sit for make-up tests. Their marks for the subject will be rebased when processing overall results for the year.
5. There will be no make-up examinations.

Weighted Assessment Schedule 2026

Semester 1

TERM 1

	WEEK 5 2 Feb – 6 Feb		WEEK 6 9 Feb – 13 Feb		WEEK 8 23 Feb – 27 Feb			WEEK 9 2 Mar – 6 Mar		
	SUB 1	SUB 2	SUB 1	SUB 2	SUB 1	SUB 2	SUB 3	SUB 1	SUB 2	SUB 3
3G3	EL	MT	Chemistry	Physics/Biology Science (Phys/Chem) Science (Chem/Bio)	Maths	CH (SS + HY/GY/M Lit)		Computing / POA/E Lit/ Art/NFS/D&T	A Maths	
3G2	EL	MT	Science (Phys/Chem)		Maths	CH (SS + HY/GY/M Lit)		Computing / POA/E Lit/ Art/NFS/D&T		
3G1	EL	MT	Science		Maths			Computing / D&T /NFS		

TERM 2

	WEEK 4 13 Apr – 17 Apr		WEEK 5 20 Apr – 24 Apr		*WEEK 6 27 Apr – 1 May		**WEEK 7 4 May – 8 May		WEEK 8 11 May – 15 May	
	SUB 1	SUB 2	SUB 1	SUB 2	SUB 1	SUB 2	SUB 1	SUB 2	SUB 1	SUB 2
3G3	MT		EL		Physics/Biology Science (Phys/Chem) Science (Chem/Bio)	Chemistry	Maths	CH (SS + HY/GY/ M Lit)	Computing / POA/E Lit/ Art/FN/D&T	A Maths
3G2	MT		EL		Science (Phys/Chem)		Maths	CH (SS + HY/GY/ M Lit)	Computing / POA/E Lit/ Art/NFS/D&T	
3G1	MT		EL		Science		Maths		Computing / D&T /NFS	

Refer to letter from
school via Parents'
Gateway dated 13 Jan

* 1 May - Labour Day,

**7 May - Speech Day & 8 May - Sports Carnival

Note: Following subjects would be considered as single WA papers: Sec 3 Combined Science and Sec 3 SS + Elective.

Assessment Modes & Weighting (Sec 3)

Subject	Term 1 WA	Term 2 WA	Term 3 WA	Term 4 WA	Term 4 (EOY)	Total
G1, G2, G3 English Language	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Chinese & Malay Languages	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Tamil Language	15%	15%	15%	0%	55%	100%
G2, G3 Literature	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Mathematics	15%	15%	15%	5% (AA)	50%	100%
G3 Additional Mathematics	15%	15%	15%	5% (AA)	50%	100%
G2, G3 Principles of Accounts	15%	15%	15%	5% (AA)	50%	100%
G3 Pure Physics / Chemistry / Biology;	15%	15%	15%	5% (AA)	50%	100%
G1, G2, G3, Combined Sciences						
G2, G3 Art	15%	15%	15%	5% (AA)	50%	100%
G1, G2, G3 Design & Technology	15%	15%	15%	5% (AA)	50%	100%
G1, G2, G3 Nutrition & Food Science	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Computing	15%	10%	15%	10% (PW)	50%	100%
G2, G3 Humanities (Social Studies with Geography / History / Literature in Malay)	10%	15%	15%	10% (AA)	50%	100%

Note: AA denotes Alternative modes of Assessment

**Student
Handbook Pg 36**



<https://go.gov.sg/hs-student-handbook-2026>

7. Updates to Post-Secondary Education Pathways

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Overview of Post-Secondary Pathways

From 2028,
more post-secondary options
will be available.

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

*For students who meet ITE's Year 1 academic requirements

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





**Thank you
Have a GREAT year
ahead!**

