2026
STUDENT HANDBOOK

PASIR RIS SECONDARY SCHOOL

Confident learners, Caring & Resilient Citizens

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Singapore National Flag and Anthem

NATIONAL FLAG

The National Flag is halved horizontally-red over white. It has at the top a crescent moon sided by five stars in a circle, all in white.

Red symbolises the universal brotherhood and the equality of man, while white signifies pervading and everlasting purity and virtue. The crescent represents a young nation on the ascent in its ideals of establishing democracy, peace, progress, justice and equality as indicated by the five stars.

NATIONAL ANTHEM – MAJULAH SINGAPURA (ONWARD SINGAPORE)	
Mari kita rakyat Singapura Sama-sama menuju bahagia Cita-cita kita yang mulia Berjaya Singapura	Come, fellow Singaporeans Let us progress towards happiness together May our noble aspiration bring Singapore success
Marilah kita bersatu Dengan semangat yang baru Semua kita berseru Majulah Singapura Majulah Singapura	Come, let us unite In a new spirit Together we proclaim Onward Singapore Onward Singapore

National Pledge

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.

IKRAR KITA

Kami, warganegara Singapura,
sebagai rakyat yang bersatu padu,
tidak kira apa bangsa, bahasa, atau ugama,
berikrar untuk membina suatu masyarakat yang demonkratik,
berdasarkan kepada keadilan dan persamaan untuk mencapai kebahagiaan
kemakmuran dan kemajuan bagi negara Kami.

信约

我们是新加坡公民，
誓愿不分种族、言语、宗教，
团结一致，建设公正平等的民主社会，
并为实现国家之幸福、繁荣与进步，共同努力。

நமது உறுதிமொழி

சிங்கப்பூர் குடிமக்களாகிய நாம், இனம், மொழி, மதம்
ஆகிய வேற்றுமைகளை மறந்து ஒன்றுபட்டு, நம் நாடு
மகிழ்ச்சி, வளம் முன்னேற்றம் ஆகியவற்றை அடையும் வண்ணம்
சமத்துவத்தையும், நீதியையும் அடிப்படையாகக் கொண்ட
ஜனநாயக சமுதாயத்தை உருவாக்குவதற்கு
உறுதி மேற்கொள்வோமாக.

National Education Messages

Singapore is our homeland; this is where we belong.
We treasure our heritage and take pride in shaping our own unique way of life.

We must preserve racial and religious harmony.
We value our diversity and are determined to stay a united people.

We must uphold meritocracy and incorruptibility.
We provide opportunities for all, according to their ability and effort.

No one owes Singapore a living.
We find our own way to survive and prosper, turning challenge into opportunity.

We must ourselves defend Singapore.
We are proud to defend Singapore ourselves, no one else is responsible for our security and well-being.

We have confidence in our future.
United, determined and well-prepared, we have what it takes to build a bright future for ourselves, and to progress together as one nation.

School Mission and Vision

School Vision

Confident Learners, Caring & Resilient Citizens

We want to nurture every Pasirian to become:

One who cares deeply for his peers and the community and takes steps to contribute to a sustainable future.

One who embraces challenges and has the moral courage to make a positive difference to the lives of others.

School Mission

Inspiring Lives, Nurturing Talents, Realising Dreams

We will lead, care and inspire all our students. We believe that every student is a gem, every student can learn and grow given the right support and guidance. We will help every student realise his potential and aspiration.

School Motto and Colour

Pasir Ris Secondary School

MOTTO

PRIDE AND RESPONSIBILITY

Our school logo reflects the type of education the school aims to provide for our students.

Our motto, Pride and Responsibility, derived from the initials of the school, are the values which we hope to instil in our students.

These virtues, like sails in the wind, will carry us forward to success and work excellence. The waves that form the base on which Pride and Responsibility rest, symbolise our students' aesthetic and moral development, which are integral to their all-rounded education.

COLOURS

YELLOW AND GREEN

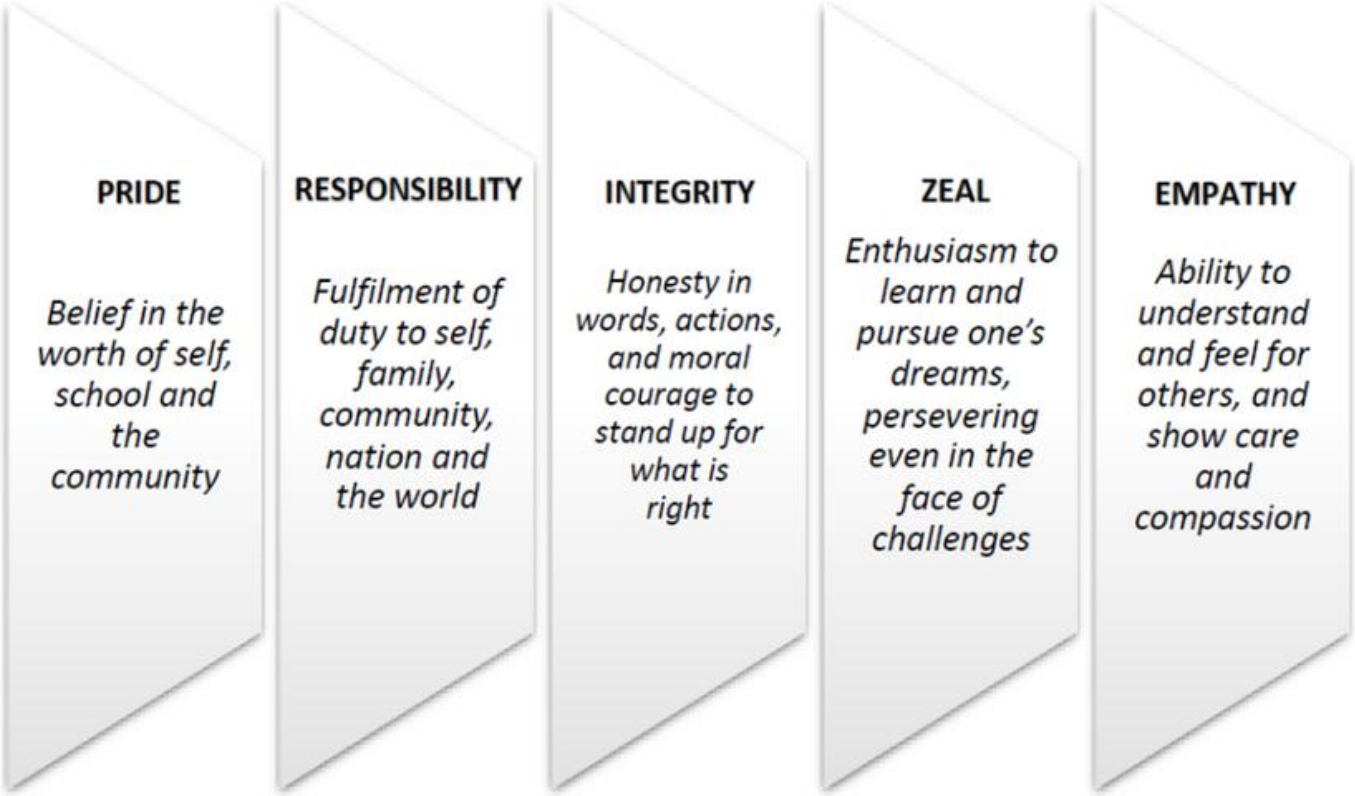
The school colours, yellow and green, represent the freshness and enlightenment a sound education provides.

It is the school's aspiration to provide the best possible education for our students to ensure that the future generations of Singapore citizens will show pride in their pursuits and shoulder their responsibilities with commitment and dedication.

School Core Values

P . R . I . Z . E Values

Pride • **R**esponsibility • **I**ntegrity • **Z**eal • **E**mpathy



STUDENT CREED

"We Pasirians will be upright in character and exemplary in conduct.
We will learn with passion and strive for excellence.
We will lead with confidence and inspire others.
We will show care and respect at all times.

We will be committed to serve our school, community and nation."

School Song and Cheer

Our school song calls on all Pasir Ris Secondary School students to take pride in ourselves, in our deeds, to be true and sincere and to give our best in our service to others.

We must always sing our school song with pride and joy.
It is the duty of every student to know and understand the meaning of the school song.

With pride and joy let us sing
Let truth and sincerity come right from your heart
These and other thoughts we gladly bring
To Pasir Ris right from the start

There's care and service we offer
Give kindness to everyone and grudging to none
These and other deeds to you we proffer
Realising the best from everyone

Chorus
Have pride in self and concern for others
But never from the good to stray away

With pride and joy let us sing
Let truth and sincerity come right from your heart
These and other thoughts we gladly bring
To Pasir Ris right from the start
To Pasir Ris right from the start!

The Pasirian Family

Verse 1
A place in Tampines
A place with a new story
Going through many journeys
Creating fondest memories

My teachers saw me grow
My friends I'll never let go
Soaring through the clouds
I learnt to stand proud
Now I just wanna shout out loud

Chorus
Pasir Ris my family
I found a friend and company
Pasir Ris believes in me
She's always there for me

Pasir Ris I'm proud of thee
I'll be the best I know I'll be
Doing my part, with all my heart
for my Pasirian family

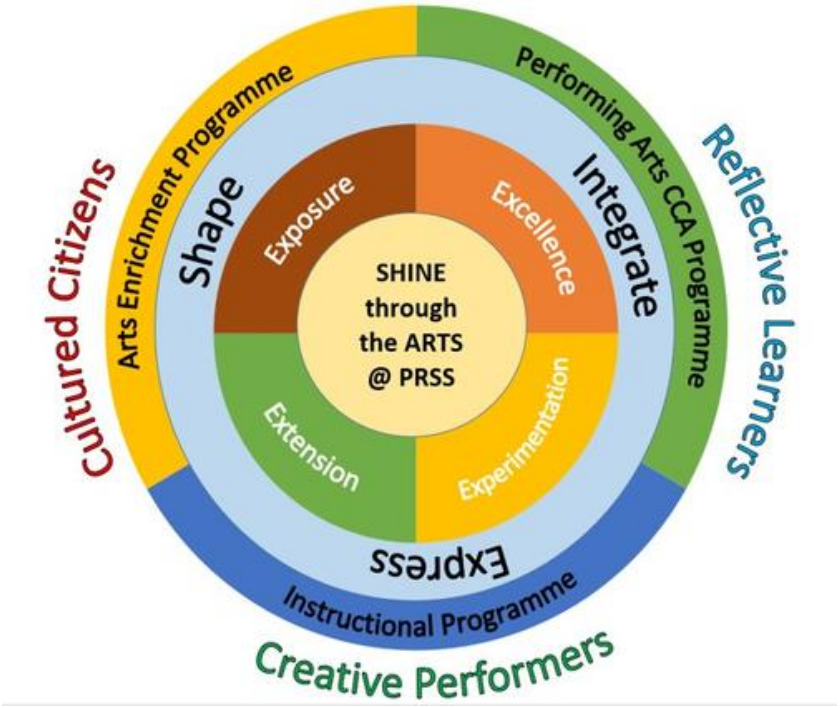
Verse 2
She shines the path of light
She shows a future that's bright
Guiding me to what is right
Helping me reach greater heights

My friends are my family
Making history
All those days we work and play
They'll always be with me

Bridge
Those big waves we rode together
And all the storms, we will weather
It doesn't matter where I am
A Pasirian, I will always be
Always be

Learning for Life Programme: Music and Performing Arts

The Learning for Life Programme (LLP), SHINE@PRSS, aims to develop Pasirians into Cultured Citizens who are well acquainted with Singapore's rich Cultural Heritage, Reflective Learners who are expressive when responding to multiple art forms and Creative Performers who are actively and passionately creating and experimenting with the ARTS. Building on our strength in the Music and Performing Arts, the LLP will provide a vibrant arts environment where every Pasirian can SHINE through the ARTS.



We **SH**ape, **IN**tegrate and **E**xpress through these 5 key strategies:

Self-discovery of interest and ability (S)
Provide structured and integrated programmes for students to develop self-awareness and self-management through discovery and pursuit of their artistic interests.

Heritage and Cultural appreciation (H)
Heighten students' cultural awareness, respect for diversity and appreciation of the uniqueness of the various cultures through exposure to the music and drama programmes of the different cultural groups.

Interaction and Collaborative Learning (I)
Provide opportunities for students to work in teams on their projects within the school or with external organisations and institutions (locally or overseas) to develop their interpersonal and collaboration skills.

Engagement in Community Outreach and Partnership (N)
Provide platforms for students to contribute to the community by putting up performances to entertain, educate and foster closer relationships as part of their Values-In-Action projects.

Excellence in Artistic Expressions (E)
Provide more opportunities for students in Performing Art CCAs to hone their aesthetic skills, develop their leadership competencies, foster teamwork, cultivate resilience and develop a mindset of excellence.

School Rules and Regulations

PRSS believes good discipline is the key to success and achievement for our students. All students and teachers are expected to contribute actively to improve school discipline. With that in mind, the school rules provide guidelines for acceptable student behaviour and conduct. Every student is expected to be familiar and comply with these stipulated rules at all times. The aim is to be self-disciplined.

1. General Conduct

All Pasirians are expected to conduct themselves appropriately, uphold the good name of the school and live out the school values of Pride, Responsibility, Integrity, Zeal and Empathy (PRIZE) in their words and deeds.

All students are expected to:

- Be courteous to all staff, schoolmates and visitors.
- Be kind and considerate to others.
- Demonstrate honesty, behave with dignity and treat others with respect and courtesy.

This includes the use of appropriate language and behaviour, especially in a conflict.

- Take responsibility for their actions.
- Respect school rules, opinions and rights of others.
- Treat all property belonging to the school and to others with care.
- Hand over any found property to the General Office immediately for safekeeping.
- Take responsibility for their own valuables including handphones, wallets/purses and school bags.

All students are expected to comply with the following policies:

1.1 Attire

- Students are to wear the prescribed uniform and modification to the school uniform is not allowed.
- Students are allowed to wear half-uniform from Monday to Friday.
- The school may designate certain days for full school uniform.
- The school tie should be worn during stipulated school functions.
- All students are to maintain a neat appearance at all times. The shirt/blouse should be worn during normal school days and should be tucked in neatly. Pants and skirts should be worn at the waist level. Skirts should be at least knee length when standing upright and not be folded around the waist when worn. Length of long pants must be altered to its correct length, i.e., be in contact with the back of shoes when standing upright.
- Wear only plain white socks with plain white shoes. Socks must be worn to conceal the ball of the ankle completely.
- On days with PE lessons, students are allowed to report to school in half-uniform. (school approved T-shirts* with school shorts/pants/skirts). T-shirts should be tucked in neatly.
- Students are permitted to wear their official CCA T-shirt ONLY during CCA lessons or after curriculum time, i.e., 3pm onwards.

School Rules and Regulations

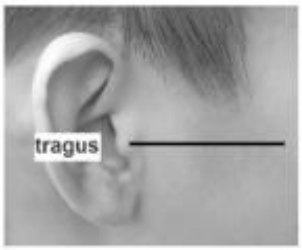
- Students are expected to wear PE attire during PE lessons (ONLY official school T-shirts and shorts listed as follows:

official school level camp / anniversary T-shirt	round neck school PE T-shirt	official school PE shorts

1.2 Appearance

- Hair must be kept neat and tidy in its natural colour. Outlandish, under-cut /side-shaved/unkempt or dyed/coloured/highlighted hair is not allowed.
- Fingernails must be kept short and clean. No polish, lacquer or nail colour is allowed.
- All male students must be clean-shaven at all times. Moustache and beards are not allowed.
- The following are strictly not allowed:
  - any visible form of tattoos or body-art
  - coloured, cosmetic or fanciful contact lenses or sclera lenses
  - any form of make-up, e.g., lipstick, mascara, eye-shadow, etc
  - accessories, such as jewellery, necklaces, wristbands, friendship bands and fanciful hair bands
  - sandals or flip-flops (permitted only with recommendation from a certified medical doctor)

School Rules and Regulations

Grooming for Girls	Grooming for Boys
• Hair that falls below the collar should be tied up. Fringes should be neatly pinned up such that the forehead and eyebrows are not covered. • Only dark coloured hairpins and rubber bands are allowed. • Only one pair of black, silver or gold ear studs (max 5mm in diameter), or one pair of translucent ear sticks on each earlobe. • **Multiple** earrings or ear sticks are **not** allowed. • Dyed, tinted, highlighted hair is **not** allowed.	• Hair must be short and neat. Hair should be sloped and when combed down should not touch the eye brows, the ears and the collar. • Male students must maintain a clean shaven appearance at all times in school. • Sideburns cannot be lower than the *tragus*. • Earrings or ear sticks (for boys) are **not** allowed. • Dyed, tinted or highlighted hair is **not** allowed. 

1.3 School Premises

- Students are not allowed to have in their possession any weapons or bring any weapon-like items what will cause harm or is intended to cause harm to others.
- All students are not allowed to have in their possession any contraband items or items that infringes the law such as cigarettes, vaporisers, explosives and any other such paraphernalia.
- Students are not allowed to ride their bicycles, skateboards, and other personal mobility devices in the school compound.
- Students must register with the school before the bicycles are allowed to be parked at the designated bicycle bay. Students must ensure that their bicycles be compliant with LTA rules and regulations.
- Students are to dismount from their bicycles in the school compound and walk their bicycles to the designated bicycle bay.

School Rules and Regulations

1.4 School Handphone Policy

- The use of handphones and other electronic devices, including smart watches, capable of transmitting data is NOT allowed during school hours, including all after-school activities.
- Students must switch-off their handphones and store them in their PLD lockers during school hours.
- Handphones can be used after school hours only at waiting area outside the General Office. Handphones should be out of sight at all times.
- Handphones will be confiscated if a student violates any of the rules related to the use of handphones.
- Recalcitrant students will be barred from bringing handphones to school should they repeatedly breach the school rules on usage of handphones.
- Students must be responsible and not allow other students to misuse their handphones or they will also have their privileges withdrawn.
- Students are to seek consent before any audio or video recordings or picture-taking is permitted.
- Circulation of undesirable pictures or videos that bring disrepute to the school is considered a major offence.

1.5 Photography & Videos

Photographs or video images of Pasirians and their 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 and other communication channels.

2. School Expectations and Guidelines

2.1 Flag Raising and Assembly

- Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students will take the Pledge with the right fist placed over the heart.
- Students who are not Singapore citizens must stand at attention and maintain respectful silence.

2.2 Attendance and Punctuality

- Attendance in school is compulsory. Students are also required to attend all activities planned for them (e.g. lessons after school, CCA training sessions, enrichment courses, learning journeys, school events) unless certified medically unfit for school or excused due to valid reasons.
- Students are to assemble in the School Hall/Parade Square/Classroom and be ready for the morning assembly by 8.30am on Mondays, and 7.30am from Tuesdays to Fridays.
- Students/parents are requested to inform the school if a student is unable to report to school.
- Students are to submit their Medical Certificate to their Home Teacher upon their return to school. The school will take into consideration letters from parents/guardians for non-medical emergencies/urgent family matters. A maximum of 5 letters per semester will be accepted. Absence without a valid reason for school or CCA is deemed as Truancy and students will face due consequences.

- Students who need to leave the school during school hours for official reasons (such as medical appointments or examinations at external venues) should inform their Home Teachers and fill in the 'Permission to Leave the School' form. Students may leave school upon approval from the Vice-Principal/Principal.
- Students who are unwell and wish to go home should inform their subject teacher in the classroom and request permission to report to the General Office. Students must be accompanied by a class leader. Students who are not well are not allowed to go home on their own. Parents/Guardians must fetch them from school. Parents/ Guardians must also complete the 'Permission to Leave the School' form. Students may leave school upon approval from the Vice-Principal/Principal.
- Students who are late to school are to show their late-coming slip to the subject teacher and submit it to their Home Teacher by the end of that day.

2.3 Movement

- Be in the classroom at all times.
- Students are to seek teacher's permission when they need to leave the class.
- Students to move as a class, quickly and quietly, when proceeding for lessons in special rooms and other venues, and vice versa.
- Before you leave a classroom, ensure that all electrical equipment, fans and lights have been switched off and close all doors.
- Students are not allowed to use the designated special rooms and venues such as Science Labs, Computer Labs and School Halls, etc, for any activity at any time unless authorized by a teacher.

2.4 Recess

- Purchase items from the canteen vendors only during the following time slots: before school, during recess and after school.
- Queue up for food, drinks and other services in an orderly manner.
- Consume all food and drinks in the canteen only. Students are not allowed to eat in class.
- Return all cutlery and plates to the appropriate collection points after the consumption of food. The table must be cleared of tissue paper and leftover food. Keep the canteen litter-free at all times.
- Students may consume food during the 'snack break'. Snacks are small portions of dry foodstuff.
- Only plain water is permitted in classrooms.

2.5 Outside School

- Students are not to loiter in public spaces such as void decks of HDB estates before and after school hours in school uniform.
- Students are required to abide by all traffic regulations outside the school compound.
- Students are expected to conduct themselves well within and outside school.

School Rules and Regulations

Conduct Grade

A student's Conduct Grade, as reflected in the Progress Report, is related to the student's conduct and behaviour throughout the year. It takes into account the student's attitude in his/her daily work, whether there is respect for teachers and peers and whether the student exhibits responsibility for his/her actions. The student's attendance, punctuality in school and the number of offences committed in and outside of school are also important criteria in determining the student's conduct grade.

Conduct Grade	Descriptors
Excellent	An exemplary student who is a role model to others in his words, deeds and thoughts.
Very Good	Consistently well-behaved, demonstrates school motto of 'Pride & Responsibility
Good	Conducts himself/herself in an acceptable manner
Fair	Needs reminder from time to time to abide by all school rules and stay on track
Poor	Recalcitrant student who does not demonstrate pride and responsibility expected of a Pasirian

Note to Parents:

- A student will get a Fair/Poor grade for poor school attendance (<80%), as well as CCA attendance (<75%). Another factor would be the committing of one or more major offence(s).
- Students who receive Fair/Poor conduct grades disqualify themselves from overseas trips, Edusave Awards and other privileges for the next 6 months.
- The School Management may, from time to time, review the school rules and regulations, disciplinary measures and school policies, and make suitable changes to them.
- Students will be informed of the amendments before the new term/semester begins.

Personal Qualities

The Personal Qualities of students are based on the school values of PRIZE, namely Pride, Responsibility, Integrity, Zeal and Empathy. For each of the values, the home teacher will assess the extent to which each student demonstrated it. The assessment will capture the student's strengths as an individual, as well as the areas where he/she has displayed growing maturity or development.

Core Values/Grade	Descriptors
Pride	Belief in the worth of self, school and community
Responsibility	Fulfilment of duty to self, family, community, nation and the world
Integrity	Honesty in words and actions, and moral courage to stand up for what is right
Zeal	Enthusiasm to learn and pursue one's dreams, persevering even in the face of challenges
Empathy	Ability to understand and feel for others, and show care and compassion

School Rules and Regulations

Recognition and Consequences

The school places a strong emphasis on discipline, values inculcation and character-building, besides providing students with quality learning experiences. All good behaviour or exemplary conduct is encouraged and highlighted. Students who demonstrate the PRIZE values or show consistent improvement in behaviour will be nominated for the PRAISE awards. Acts of honesty and civic-mindedness are also shared with the entire school during assembly and the student(s) involved will be commended publicly.

As the school believes in disciplining with care to ensure that the students become positive and responsible citizens, consequences are aimed at correcting undesirable behaviour of students. In supporting the well-being of these students, appropriate counselling is given to the students by the teachers, School Counsellors and DMs.

The list of possible offences and consequences are listed as follows:

Minor Offences

•Attendance
- Latecoming
- Skipping classes

•Damage to property
- Negligent Damage of Property

•Inappropriate Behaviours
- Insensitive acts/remarks
- Playful/uncooperative behaviours
- Online misconduct
- Using vulgar/abusive language or gestures

•Others
- Improper attire and grooming
- Littering
- Not doing assignments

•Misuse of handphone, Personal Learning Device and use of other unauthorised electronic devices during curriculum time

Some of the possible consequences may include warning, detention, counselling and services to the community. For the misuse of handphone, students may be barred from bringing their handphones to school.

School Rules and Regulations

Serious Offences

- Attendance
  - Leaving school grounds without permission
  - Truancy
- Defiant Behaviours
  - Open defiance
- Damage/ Infringement to Property and Resources
  - Cybersecurity violations
  - Trespassing and unauthorised access
  - Vandalism
  - Arson
- Dishonest Behaviours
  - Cheating in assessments
  - Forgery
  - Scams and frauds
  - Theft
- Hurtful Behaviours
  - Bullying (cyber, physical, social, verbal)
  - Gangsterism
  - Fighting
  - Assault
- Sexual Misconduct
  - Pornography
  - Sexual Harassment
  - Sexual Exploitation
  - Sexual Abuse/ Assault
  - Other Forms of Sexual Misconduct
- Substance Abuse
  - Alcohol
  - Inhalant
  - Smoking
  - Vaping
  - Drug
- Others
  - Disruptive behaviour
  - Gambling
  - Possession of weapons
  - Other serious offences
- Other criminal offences and inappropriate acts in public that bring disrepute to the School

Some of the possible consequences may include caning for boys, suspension or expulsion from school. Offences such as sexual misconduct, arson, rioting, possession / consumption of drugs and other criminal offences may warrant police intervention.

For malpractice and dishonesty in test/exam, students may be given zero marks for the paper. For vandalism, students may need to repair or incur the cost to replace the vandalised items.

Cyber Wellness

Cyber Wellness (CW) refers to the positive well-being of Internet users. It involves an understanding of online behaviour and awareness of how to protect oneself in cyberspace. The focus of CW is about helping students to become discerning and responsible digital learners. When navigating cyberspace, students should demonstrate **respect for self and others** and practise **safe and responsible use**. Students should also be a **positive peer influence** by harnessing technology for collaboration, learning and productivity as well as advocating positive use of technology for the good of the community.

The 3 Cyber Wellness Key Messages

- Embrace the affordances of technology while maintaining a balanced lifestyle between offline and online activities.
- Be a safe and responsible user of technology and maintain a positive online presence.
- Be responsible for personal well-being in cyberspace.

Common Examples of Cyber Issues and How to Deal with Them

1. Cyber Bullying

What is this cyber issue?

Cyber bullying occurs when electronic gadgets like mobile phones, computers, social media, and Internet services are used as a means to intentionally hurt someone in cyberspace. There are seven common forms of cyberbullying:

How can I deal with this cyber issue?

a) Do not retaliate or reply to the perpetrator
b) Save the evidence
c) Block the sender
d) Update your privacy settings
e) Remove content from online services (e.g. Instagram, Facebook, Snapchat)
f) Tell a trusted adult who can help or call a helpline
g) Report the incident to the provider of the service

Cyber Wellness

2. Excessive Use Of Internet / Gaming

What is this cyber issue?

In today's digital age, we are online to chat with family and friends, learn new information, shop, p games and pick up new hobbies. However, when we overindulge or engage excessively in online activities, it can affect other aspects of our daily lives. At times, we may find it difficult to stop ourselves from spending too much time online, or we may feel moody and anxious when we are unable to engage in online activities.

Some signs to watch out for:

Constantly listens out for the phone when away from it; feels distressed when it cannot be found

Wakes up in the middle of the night to use the phone; sleep deprivation

Feels irritable or anxious when not allowed to use the Internet

Experiences health issues such as obesity, muscle and joint ache

Goes online to escape from stress

Keeps spending more money on online activities

Lies about time spent online to family and friends

Gives up or replaces social events or hobbies for Internet use

Performs poorly in school due to inability to focus

How can I deal with this cyber issue?

1. Explore offline activities (e.g. sports, reading, volunteer work, start a new hobby) with friends and family.
2. Set a time limit or a schedule for internet use and/or gaming. Use a timer or an app to keep track and stick to it.
3. Create an internet / game free zone. Disable unnecessary notifications to keep out distractions. Prioritise your tasks and complete them.
4. Have a tech-free time between 15 and 30 minutes before your sleep. Switch off all gadgets and/or keep them out of your room.

Adapted from Cyber Wellness 101, Ministry of Education.

For more information and resources, go to https://www.moe.gov.sg/education-in-sg/our-programmes/cyber-wellness

MOE Cyber Wellness Framework

Sense – Think – Act Process

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

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

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

Cyber Wellness in PRSS

Cyber Wellness (CW) Lessons are conducted during the AC2E periods in PRSS and seeks to equip students with life-long social-emotional competencies and sound values so that they can become safe, respectful and responsible users of Information and Communications Technology (ICT).

The **Cyber Wellness Champs** in every class further help to advocate CW messages to their classmates by being a positive role model as well as the sharing reminders with the school on how to keep themselves safe online prior to the term holidays. The CW Champs also conduct the **Cyber Wellness Fest** for the Sec 1s, where they teach their juniors the Cyber Wellness Principles of Respecting Self and Others and Safe and Responsible Use through games.

Pasirians are strongly encouraged to speak to a trusted adult (e.g., parent, Home Teacher, subject teachers, school counsellor) when they, or their peers, are faced with cyber issues.

Classroom Routines
Students are expected to abide by the CHAMPS routine (page 42) when using their Personal Learning Device (PLD) in school. The routines are intended to guide students in using their PLDs responsibly through good usage habits and handling their devices with care.

PRSS Cyber Wellness Framework

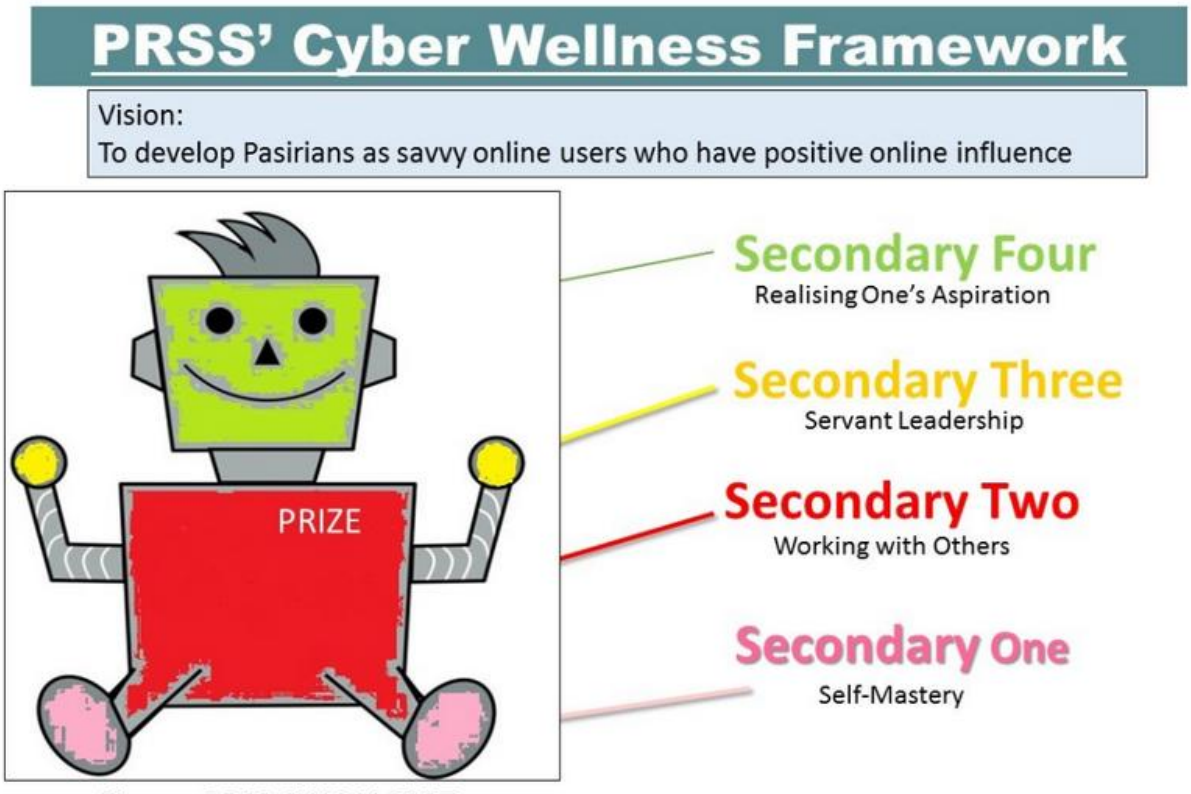


Figure: PRSS CW MASCOT

Education and Career Guidance

Education and Career Guidance (ECG) is about equipping students with the necessary knowledge, skills and values to make informed decisions to transit from secondary school to post-secondary education.

ECG helps students develop a sense of purpose in life. By nurturing self-awareness and self-directedness for lifelong learning, ECG helps students develop a growth mindset, adaptability and a resilient attitude to embrace future opportunities and appreciate the value of all occupations.

GOALS OF ECG

The goals of ECG are to support students in:

Discovering purpose - Who am I?
- Nurture students' self-awareness to support them in discovering how they can meaningfully play a part in their community.

Exploring opportunities - Where do I want to go?
- Develop students' self-directedness and confidence to explore and leverage education and career opportunities while respecting the value of all occupations.

Staying relevant - How do I get there?
- Build students' adaptability and resilience to embrace the need for lifelong learning.

Post-Secondary School Education Pathways
(For students graduating from 2027 onwards)

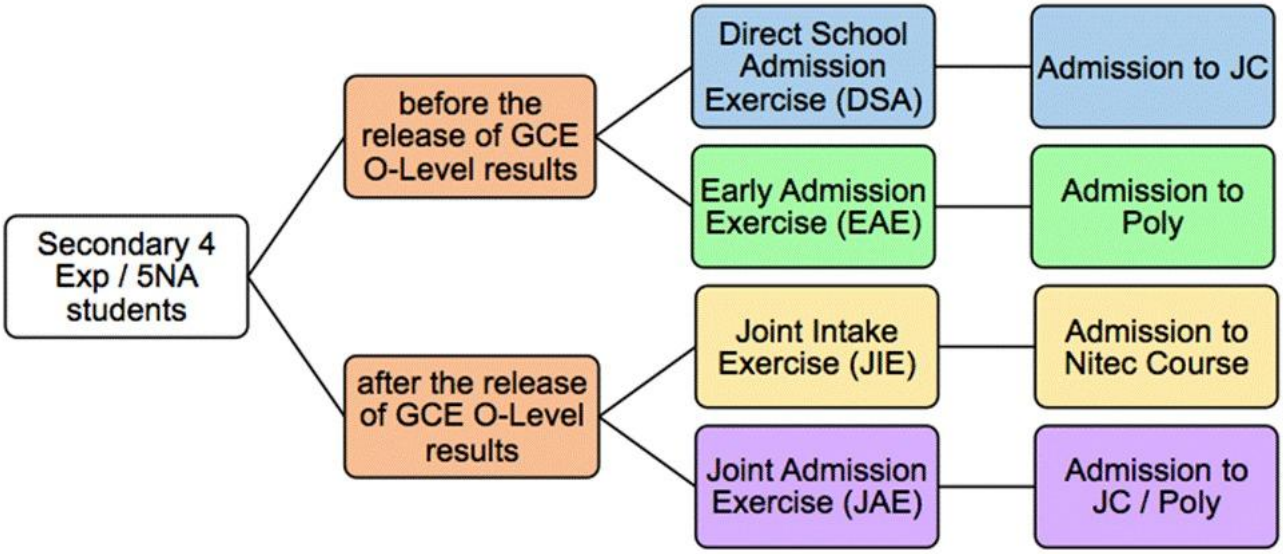
Students taking at least	POST-SEC PATHWAYS: ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 subjects + 1 G2 subject	✓	✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	NEW* ✓				

*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.

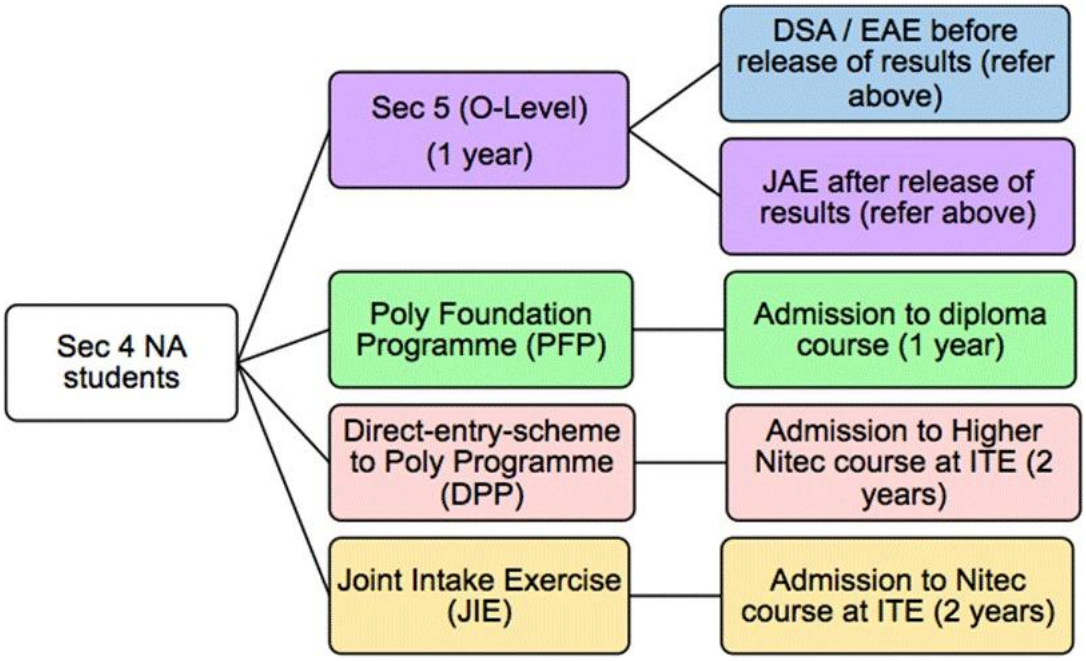
Education and Career Guidance

Post-Secondary School Education Pathways
(For students graduating from 2026)
For more information, go to https://www.moe.gov.sg/post-secondary/admissions

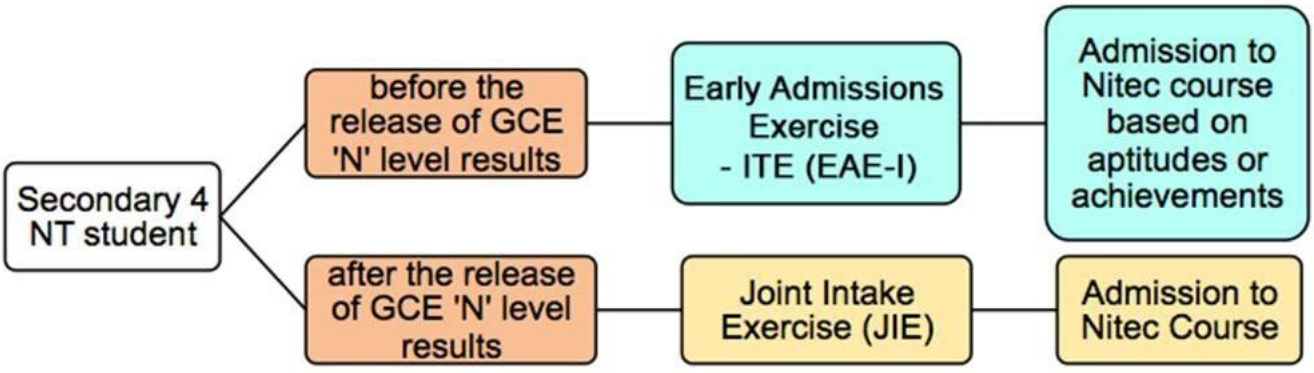
Pathway for Students through GCE O-Level



Pathway for Students through GCE Normal (Academic) Level



Pathway for Students through GCE 'NT' Level



Education and Career Guidance in PRSS

ECG Lessons are conducted during the CCE periods as part of the CCE curriculum to allow students to develop self-awareness, explore possible career pathways and discover various education options. Customised student development experiences such as career talks or fairs, Post-Secondary Education Institution (PSEI) open house visits, etc. also provide students opportunities to explore their interests. Students can also utilise the MySkillsFuture Student Portal for further exploration.

In-house talks and workshops are also conducted by our ECG Counsellor on Early-Admissions-Exercise (EAE), Direct-Entry-Scheme to Polytechnic Programme (DPP) and Direct School Admission for junior colleges (DSA-JC) to help students prepare in their applications to various PSEIs via these alternative routes.

Pasirians can also book ECG counselling sessions with our in-house ECG Counsellor for both face-to-face or zoom consultations via the following QR code or link:

ECG CENTRE @ MOE

The ECG Centre @ MOE provides ECG counselling services for students during periods such as the release of their GCE N-Level, O-Level and A-Level examination results.

Email: MOE_ECG@moe.gov.sg
ECG Hotline: +65 6831 1420

Mental Health and Resilience

Mental well-being is an important aspect of our overall health and development. Having healthy life habits, such as having a healthy diet, exercising regularly, having sufficient sleep and managing screen time, can help us to maintain positive well-being and feel our best everyday.

Why focus on mental health?

As you are growing up in an increasingly dynamic and complex environment, it is important to understand what supports your mental well-being. Learning to differentiate between normal stress and distress helps you cope effectively with current challenges and future uncertainties. By building your resilience, maintaining good mental health and increasing your help-seeking efficacy, you strengthen your ability to survive and thrive. With on-going broader efforts in our society to de-stigmatise mental issues, it is also important for us to learn how to respond with empathy and support - both in your friendships and the wider community. Together, we can create a more caring and inclusive environment where everyone feels safe to talk about their mental health and seek help when needed.

Mental Health Education in PRSS

Mental Health Education (MHE) builds on the foundation of Social and Emotional learning to equip you with knowledge, values and competencies to maintain your well-being. Through MHE, you will learn to better understand common mental health problems and their symptoms, recognise signs of mental distress, know when and how to seek help and support. It also helps you develop empathy and care towards people with mental health problems or mental illnesses.

As part of learning to build resilience, you are encouraged to use the “I Am, I Can, I Have” framework to reflect on your strengths and support systems:

I Am
The values, beliefs and positive attitudes that help you overcome challenges

I Can
The skills and strategies to help you overcome challenges

I Have
The caring and supportive environment that will help you overcome challenges

By understanding and applying these, you can strengthen your ability to cope with difficulties, build confidence, and contribute to a more caring and supportive community in PRSS.

Resilience Learning Aid

I am

The **values, beliefs and positive attitudes** that help you overcome challenges. Some examples can include:

- **I am** a confident learner
- **I am** an Assessment-Capable Visible Learner.
- **I am** a digitally literate citizen.
- **I am** a creator, connector and contributor.
- **I am** prepared for a technology-transformed world.
- **I am** responsible for my own learning.

I can

The **skills and strategies** to help you overcome challenges. Some examples can include:

- **I can** use the feedback provided to reflect & improve my learning.
- **I can** use digital tools to set goals and manage my learning.
- **I can** discern, analyse, and evaluate information critically.
- **I can** connect with others digitally to co-construct and share knowledge.
- **I can** use a range of digital tools to create innovative solutions.

The **caring and supportive environment** that will help you overcome challenges. Some examples can include:

- **I have** skilful teachers who design quality lessons.
- **I have** subject teachers who work collaboratively to design interdisciplinary learning experiences.
- **I have** a PLD which allows me to learn anytime, anywhere.
- **I have** fortnightly BL Days to let me manage my own learning.
- **I have** dedicated time in the form of SIL on BL Days to pursue my interests and passions beyond the classroom curriculum.

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Note that the examples are non-exhaustive.

MINISTRY OF HEALTH
SINGAPORE

EARLY INTERVENTION IN FOUR KEY AREAS

Eat Well

Good nutrition can support growth and enhance overall health and development

Sleep Well

Healthy sleeping routines can improve concentration, mood and physical development

Learn Well

Engage in diverse learning experiences for holistic development

Exercise Well

Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem

An equally important area:

Bond Well

Cultivation of strong relationships within the family and social connections with friends. This supports and reinforces healthy lifestyles.

PRSS Assessment Policy

INTENT

The PRSS Assessment Policy guides the planning and administration of assessments, outlining standards and practices that support student learning and development. It ensures alignment between Content, Pedagogy, and Assessment to create a learner-centered, balanced system that fosters quality teaching and learning.

With EdTech Master Plan 2030 and MOE's focus on 21CC, the policy has been updated to integrate technology to enhance assessment practices. Digital tools personalize learning, foster self-directed learning, and improve feedback mechanisms, empowering students as Assessment Capable Visible Learners (ACVL).

RATIONALE OF ASSESSMENT

Assessment is integral to student learning and development at PRSS. In nurturing Assessment Capable Visible Learners (ACVL) (Hattie, 2011; Frey et al., 2018), we shift the focus from academic results to fostering a love for learning. ACVLs take ownership of their progress, using assessment to track growth against personal goals.

Aligned with the EdTech Master Plan 2030, PRSS assessment practices promote lifelong learning, student agency, and inclusivity through technology. Digital tools enable self- and peer-assessment, while online platforms provide timely, data-driven feedback, reinforcing assessment's formative role. Technology also supports differentiated learning, catering to diverse student needs, particularly within the Full-Subject Based Banding (FSBB) framework, fostering an inclusive classroom environment. More specifically, assessments:

- Inform students of their progress in mastering **knowledge, skills, attitudes, and values**, aligned with curricular and co-curricular outcomes.
- Enhance student learning and motivation through **timely and regular feedback** on performance, in relation to success criteria and learning intentions.
- Provide meaningful feedback to teachers on students' learning, guiding **instructional design and delivery**.
- **Feed forward learning**, helping students understand how to progress (Frey et al., 2018).

ASSESSMENT STRUCTURE

To ensure a Balanced Assessment, PRSS employs both Assessment for Learning (AfL) and Assessment of Learning (AoL) to evaluate students' knowledge and skills in a valid, reliable, and holistic manner.

- **Assessment for Learning (AfL):** Embedded in every lesson through observations and questioning, AfL checks students' understanding and guides learning toward intended outcomes. It encourages students to think critically, connect new information to prior knowledge, and construct deeper learning (Earl, 2006).
- **Assessment of Learning (AoL):** Conducted at key junctures, AoL evaluates students' progress and readiness to advance. It provides valuable insights for teachers, students, and parents. End-of-Year examinations and other AoL practices align with the Curriculum Policy Office's assessment pitching guidelines (2020).

A balanced assessment system, integrating AfL and AoL, is enhanced by technology in alignment with the EdTech Master Plan. Digital platforms enable real-time AfL practices—such as interactive quizzes, polls, and online collaboration—providing instant feedback to adjust teaching strategies. For AoL, e-assessments ensure standardized, reliable evaluation while leveraging AI-driven analytics to track student progress.

MODES OF ASSESSMENT

PRSS adopts a holistic approach to assessment, utilizing diverse and progressive methods for both formative and summative purposes. This allows students to demonstrate learning in varied ways aligned with assessment objectives while developing 21st Century Competencies (21CC). ICT is leveraged to enhance formative assessment, ensuring meaningful evaluation across curricular and co-curricular domains.

EdTech tools expand assessment modes, improving effectiveness and fostering 21CC development. Digital learning environments like the Student Learning Space (SLS) and Google Classroom facilitate seamless assessments. Key applications of technology in assessment include:

- Online quizzes, automated grading, and interactive assessments via platforms like SLS and Google Classroom.
- E-assessments for languages (English and MTL) and the progressive adoption of digital formats.
- Data analytics to track learning patterns and provide targeted interventions.
- Alternative assessments, such as digital portfolios, video presentations, and gamified learning experiences, to assess critical thinking and creativity.

PRSS Assessment Policy

A. Assessment in the Academic Domain

To foster progressive development of subject content, learning dispositions, and skills, the school employs diverse modes of assessment. A key application of technologies (KAT) is Assessment for Learning (AfL), where a wide range of educational software and applications are utilized to support both formative and summative assessments. Results are formally reported under the Weighted Assessment (WA) or End-of-Year Exam components. Examples of assessment modes include:

- Short quizzes or performance tasks conducted in physical or online classrooms (e.g., via SLS or Google Classroom)
- Pen-and-paper tests
- Alternative assessments (e.g., performance tasks, authentic assessments)
- Official formal assessments prescribed by the Ministry of Education (MOE) for various syllabuses, including the progressive implementation of e-assessments since 2022 (e.g., e-assessments for languages such as English and Mother Tongue Languages).

To ensure students' well-being, alternative modes of assessment are strategically spaced throughout the academic year, with students typically managing no more than three projects at any given time. The number of pen-and-paper tests is capped at three per day, in line with the guidelines set for National Examinations.

B. Assessment for Learning in Character and Citizenship Education (CCE)

The school adopts a three-pronged approach to assess student development and performance in Character and Citizenship Education (CCE). This approach includes teacher observations, student reflections, and peer feedback. These assessments are integrated across various CCE learning experiences, including CCE lessons, level camps, Values-in-Action (VIA), Education & Career Guidance (ECG), and student leadership programs. These assessments contribute to the overall **Conduct Grade (CG)** and **Personal Qualities (PQ)** awarded to students at the end of each semester:

- **Conduct Grade (CG)**: A summative grade reflecting the students' overall behavior, attitude, and progress within the school environment.
- **Personal Qualities (PQ)**: An assessment of how students demonstrate school values, highlighting both their strengths and areas for further development and growth.

This holistic assessment approach supports the development of students in both academic and personal dimensions, fostering their growth as responsible and engaged citizens.

C. Assessment in Physical Education (PE)

Assessment in PE is focused on three key areas: Cognitive, Affective, and Psychomotor, with both formative and summative assessments conducted to evaluate student progress.

Formative assessments in PE are centered on the learning outcomes of each module and are carried out through self-assessment, peer assessment, or teacher assessment. These assessments provide ongoing feedback to guide students' learning and development throughout the course.

Summative assessments, conducted at the end of each semester, evaluate the cognitive (50%) and affective (50%) components of the PE module. The cognitive component is assessed through a theory paper, while the affective component is based on the school's PRIZE values, reflecting students' attitudes and behavior in relation to the curriculum.

ASSESSMENT FEEDBACK

Feedback, both quantitative and qualitative, plays a crucial role in supporting student learning. It is integrated into various assessment tasks and delivered through written and verbal forms. The purpose of feedback is to "progressively close the gap between present and desired performance" (Frey et al., 2018, citing Hattie, 2009). Effective feedback addresses three key questions:
• Feed Up – What are the learning goals, as reflected by success criteria and learning intentions?
• Feed Back – How is the learner progressing toward these goals?
• Feed Forward – What actions can the learner take to continue moving forward?

Traditionally, feedback has been provided by teachers. However, to strengthen students' assessment capabilities, checklists and rubrics are now used to support self-assessment and peer evaluation. This approach empowers students to take a more active role in their learning.

To ensure effective learning, feedback is provided at regular intervals, minimizing the time lag between performance tasks and feedback. This enables students to assess their progress quickly and make timely adjustments to their learning strategies.

Technology enhances feedback processes by providing timely, specific, and actionable insights. Digital assessment platforms enable:

- Automated feedback on quizzes and assignments, allowing immediate corrections and learning adjustments.
- AI-generated feedback to track student progress and inform their next steps.
- Online rubrics and checklists for self- and peer-assessment, promoting student agency.
- Adaptive learning technologies that offer personalized recommendations for improvement.

By aligning PRSS's Assessment Policy with the EdTech Master Plan 2030, the school ensures a forward-thinking approach that leverages technology to enhance assessment practices, foster student ownership of learning, and develop the competencies necessary for lifelong success.

PRSS Assessment Policy

Assessment Report

(a) School-Based Assessment - Weighted Assessments & End-of-Year Examination

The removal of mid-year examinations for all levels by 2022 is another step towards fostering the joy of learning and part of ongoing efforts to move away from an overemphasis in academic grades. The school has reviewed and refined its school-based assessments (SBA) to foster student agency and the development of desired learning dispositions.

Weighted Assessment (WA) refers to an assessment where the score forms part of the computation of the student's overall results in a subject for the year. It also serves formative purposes, i.e. to find out how effective the teaching process has been, and to diagnose the strengths and weaknesses of the students, with a view to taking corrective measures where necessary. End-of-Year Examinations (EYEs) are summative in nature and provide a milestone check on the students' learning progress during the year.

Weightings for the various WAs and EYEs are as follows:

Sec 1 and 2 subjects with fSBB (G3/G2/G1)

Level		T1 (WA1)	T2 (WA2)	T3 (WA3)	T4 (EYE)
Sec 1-2	English, (Higher) Mother Tongue, Mathematics, Science, Literature in English*, Geography*, History*	15%	15%	15%	55%

*For History and Geography, WA2 and WA3 are made up of the Historical Inquiry and Geographical Inquiry projects, which collectively makes up 30% of the year's work. 2024 Sec 1 Students taking G1 Humanities will not be sitting for History, Geography and Literature in English.

PRSS Assessment Policy

Sec 1 and 2 Common Curriculum Subjects

Level		T1 (WA1)	T2 (WA2)	SA1	T3 (WA3)	T4 (WA4)	SA2
Sec 1	Food and Consumer Education	20%	20%	60% (Project)			
	Design & Technology				40% (Project)	-	60% (Project)
	Music	-	-	50% (Project)	-	-	50% (Project)
	Art	10% (Project)	15% (Project)	-	15% (Project)	-	60% (Project)
Sec 2	Food and Consumer Education				20%	20%	60% (Project)
	Design & Technology	20% (Project)	20% (Project)	40% (Project) 20% (Written)			
	Music	-	-	50% (Project)	-	-	50% (Project)
	Art	10% (Project)	15% (Project)	-	15% (Project)	-	60% (Written)

Sec 3 subjects

Level		T1 (WA1)	T2 (WA2)	T3 (WA3)	T4 (EYE)
Sec 3 G3/G2/G1	All Subjects *	15%	15%	15%	55%
	Design & Technology, Art, EBS, Music	15%	15%	15%	55%
		Part of EYE is based on coursework			

Sec 4/5 subjects

Level		T1 (WA1)	T2 (WA2)	T4 (Prelims)
Graduating Classes	All Subjects	15%	15%	70%

(b) Holistic Reporting

The school seeks to provide regular, timely and meaningful feedback on students' development in both the academic and non-academic areas. The Semestral Reports, Progress Test Reports, Holistic Development Profile (HDP) and Conduct Grade provide parents with a comprehensive picture of their children's progress and learning throughout the year. The holistic feedback reported is as follow:

- Progress Reports (end of Term 1 and Term 3)
  - Tests, projects and assignments as part of WA;
- Semestral Reports (after WA2 and Preliminary/ End-of-Year Examinations respectively)
  - WA and SA (where relevant) results
  - Holistic Development Profile (HDP) and Conduct Grade

(c) Absence from Exams and Tests

Students who are absent from exams/tests are to submit valid official documentation such as a Medical Certificate from a certified doctor to account for their absence. Students who do not submit valid documentation may be given zero mark for the exams/tests they have missed.

The table below details the awarding of marks for absentees:

EYE		
S/N	**Scenario**	**Action to be Taken**
1	Absent for 50% or less of the paper with valid MC.	Compute the overall marks based on the papers the student has taken and award 'VR' for paper missed
2	Absent for more than 50% of the subject with valid MC.	A 'VR' is to be awarded for the subject.
3	Absent for exam without a valid MC.	Zero mark for the paper(s) the student did not take.

PRSS Assessment Policy

SCHOOL BASED ASSESSMENT (SBA)

Conduct of examination

All students are expected to be at their best conduct during tests and examinations. Any act that places a student's integrity in question during tests and exams, e.g., cheating, attempting to cheat or assisting others in cheating will be treated as a discipline case. Zero marks are given to students found cheating.

•Students are required to attend the flag-raising ceremony during the examination period and attendance will be taken. For students who are only sitting for the second paper of the day, they may report to school 30 minutes before the start of the examination.

•Students should report to the examination venue and be seated at least **15 minutes** before the start of the examination.

•Students who are late for the examination are to inform their Home Teachers and report to the General Office. No make-up time will be given for students who are late for the examination. Students who are more than 30 minutes late without a valid reason may not be allowed to take the examination. In the event of a major train disruption, affected students will be given the full duration to sit the paper as long as they arrive before the end of the paper.

•Students must place all their belongings, unauthorised reference materials (e.g., textbooks and notes) and electronic devices (e.g., mobile phones, smart watches, fitness trackers, earphones, tablets) in their bags in front of the classroom or outside the hall. All stationery/belongings (e.g., pencil case, mathematical set, calculators) used during the examination must not have any unauthorised notes/information written on them.

•Students are only allowed to use MOE-approved calculators and electronic dictionaries for the examination. Students should remove their calculator covers and place them in their bags before the examination. Calculators must not have any mathematical formulas, conversion tables and instructions. The original model number and brand of the calculator/ electronic dictionary must be indicated clearly on the devices for verification purposes.

•Students should not use any form of correction fluid/tape during the examination. Students should bring their own stationery (e.g., rulers, erasers, brushes, calculators) for the examination. No sharing of stationery/calculator/ electronic dictionary is allowed during the examination.

•Students must not communicate or attempt to communicate with one another or any unauthorised examination personnel inside or outside the examination room.

•Students are not allowed to leave the examination room unescorted or without permission from authorised examination personnel.

•Students who are absent during the examination must produce a medical certificate.

•If a student is unwell before the start of the examination and signs out at the General Office, he/she must submit a medical certificate to his/her Home Teacher upon return to school. If a student signs out after the examination has started, the marks obtained for all questions attempted will count towards the Semestral Assessment grade.

•Students are not allowed to leave the school premises during break time between examination papers, whether the papers are held in the morning or afternoon.

PRSS Assessment Policy

(A) PROMOTION CRITERIA

Level/Stream	Criteria For Promotion
Sec 1 - 3	All students will generally progress to the next level. Teachers will check in with students and parents to discuss the subjects and respective subject levels that best suit the student. Students may be offered subjects at a more or less demanding level based on his/her learning progress and interest.

(B) DESCRIPTION OF GRADES

SEC 1 - 3 G1 subjects AND SEC 4 NORMAL TECHNICAL

GRADES	MARKS	DESCRIPTION
A B	≥ 75 70 -74	Demonstrates very good understanding of the subject
C	60 - 69	Demonstrates good understanding of the subject
D	50 - 59	Demonstrates adequate understanding of the subject
U (E for G1 subjects)	≤ 49	Has not met the minimum requirements for the subject

SEC 1 - 3 G2 subjects AND SEC 4 NORMAL ACADEMIC

GRADES	MARKS	DESCRIPTION
1 2	≥ 75 70 -74	Demonstrates very good understanding of the subject
3 4	65 - 69 60 - 64	Demonstrates good understanding of the subject
5	50 - 59	Demonstrates adequate understanding of the subject
U / (6 for G2 subjects)	≤ 49	Has not met the minimum requirements for the subject

PRSS Assessment Policy

SEC 1 - 3 G3 subjects AND SEC 4 EXPRESS & SEC 5 NORMAL ACADEMIC

GRADES	MARKS	DESCRIPTION
A1 A2	≥ 75 70 -74	Demonstrates very good understanding of the subject
B3 B4	65 - 69 60 - 64	Demonstrates good understanding of the subject
C5 C6	55 - 59 50 - 54	Demonstrates adequate understanding of the subject
D7 E8	45 - 49 40 - 44	Demonstrates elementary understanding of the subject
9	≤ 39	Has not met the minimum requirements for the subject

SEC 1 and 2 Common Curriculum Subjects

GRADES	MARKS	DESCRIPTION
Proficient (PF)	≥ 70	Demonstrates very good understanding of the subject
Competent (CP)	60 - 69	Demonstrates good understanding of the subject
Developing (DV)	50-59	Demonstrates adequate understanding of the subject
Beginning (BG)	< 50	Has not met the minimum requirements for the subject

Full Subject-Based Banding (FSBB)

Intent
Starting FSBB at lower secondary levels will better cater to the strength of each student in different subjects and give them a stronger foundation in subjects that they are good at. It is a broad and inclusive approach, creating a more diverse and flexible education system, with opportunities for all.

Eligibility Criteria
Sec 1 students posted in from 2024 onwards are eligible for G3 and G2 subjects for EL/Math/Sc/MTL, based on their PSLE subject grades. They have a choice to decline the offer. Table 1 shows the PSLE Eligibility Criteria for offering the subjects at the various levels.

Table 1

Indicative Level of Most Subjects at Start of S1	PSLE Standard grade	PSLE Foundation grade	Option to offer subject at
G2	AL 5 or better	-	G3
G1	AL 5 or better	-	G2 / G3
	AL 6	AL A	G2

Sec 1 students who meet the eligibility criteria at Weighted Assessments (WA) may be offered English Language, Mathematics, Science, Mother Tongue Languages at a more demanding level in the next semester. Students reading G1 Humanities may also be offered G2 Humanities at the start of Sec 2, depending on their results in Sec 1.

Table 2 shows the eligibility criteria for offering subjects at more demanding levels at Sec 1 WA2 and EYE examinations. There will be bridging programmes conducted for the students to who joined in at mid-year or end-of-year to close the gaps in their learning.

Table 2

Current Subject level	School-based results (Overall)	Option to offer subject at
G2	•75% or higher in specific subject •Deemed able to cope with the G3 subject	G3 level from next semester
G1	•75% or higher in specific subject •Deemed able to cope with the G2 subject	G2 level from next semester

All Sec 1 students will continue to offer the subjects at the more demanding level in Sec 2 unless otherwise advised by the school.

Full Subject-Based Banding (FSBB)

At Sec 2, students will also be able to offer Humanities subjects (Geography, History, and Literature in English) at a more demanding level. The criteria for taking Humanities at a more demanding level will be based on students' aptitude for and interest in these subjects at Sec 1.

Secondary One	**Humanities subjects**	**School-based assessment**	**Option to offer Humanities at a more demanding level from Secondary Two:**
G2	Geography History Literature in English	Aptitude and interest for specific subject	G3 Geography, History and/or Literature in English (i.e., can offer one or more Humanities subjects at a more demanding level)
G1	Humanities Social Studies component Humanities Exposure Modules (HEMs) in Geography, History and Literature in English	Aptitude in English Language and G1 Humanities	G2 Geography, History and/or Literature in English (i.e., can offer one or more Humanities subjects at a more demanding level)

Only Sec 2 SBB students who have passed their higher-level subjects will be allowed to take subjects at a more demanding level in the upper secondary.

Personalised Digital Learning Programme (PDLP)

Under the PDLP, every secondary school student will own a school-prescribed personal learning device (PLD). The PDLP will allow students to use the PLDs in tandem with the Singapore Student Learning Space (SLS) to personalise and enhance their learning. The PDLP will also better enable students to acquire digital skills and apply these skills as they navigate an increasingly digitalised world.

At PRSS, all students use a **Google Chromebook** as their PLD. Chromebooks are chosen for their variety of affordances, including seamless learning experiences alongside existing teaching and learning technologies such as the SLS, Google Suite for Education Apps and Microsoft Pro Plus. This device is a touchscreen convertible laptop (i.e., can be used as a laptop or rotated 180° into a tablet) and comes with its own in-built stylus for inking functions. It is also a relatively lightweight and portable device that offers students convenient learning on-the-move.

In addition, all PLDs must be installed with a Device Management Application (DMA) before they can be used in school. The DMA will be uninstalled from the PLD when students graduate/leave the school.

The DMA has three main services:

Mobile Device Management Service (MDM)	**Classroom Management Service (CMS)**	**Usage Management Service (UMS)**
Allows the installation of relevant apps for learning and helps support device security.	Helps your teacher manage the PLDs during lessons, and to easily share relevant apps, websites and lesson materials.	Protects you from harmful online content, and sets helpful limits on the use of the PLD.

The DMA must be applied to ALL PLDs for in-school PLD use during school hours (7.00 a.m. to 6.00 p.m. on school days). The default sleep hours are set between 10.30 p.m. and 6.00 a.m. daily, during which the PLD will not be available for use to ensure students have ample time to sleep and rest.

All DMA settings will continue by default after school hours, on weekends and during holidays. However, parents may have different needs and preferences for after-school PLD use and may select a different option which will be communicated separately.

Acceptable Use Policy (AUP)
For use of EdTech Resources

Purpose of the Acceptable Use Policy (AUP)

Technology is an essential part of learning in today's world.

This Acceptable Use Policy (AUP) establishes guidelines on the appropriate use of EdTech resources to help you understand how to use these resources safely and responsibly, in line with efforts to develop your digital literacies and growth as digitally responsible citizens.

EdTech resources include the following, but are not limited to:
•Learning devices (*e.g. Personal Learning Devices (PLDs), school devices*)
•ICT system accounts (*e.g. Singapore Student Learning Space (SLS), iCON*); and school internet networks.

For more information, please refer to:

Student Kit on Cyber Wellness and Learning with a Personal Learning Device (Secondary) – https://go.gov.sg/cw-studentkit

General

1. You should not attempt to access data, system and information that you are not authorised to.
2. You are reminded that the use of learning devices and school's EdTech resources should solely be for the purpose of learning.

Using your PLD

3. You are responsible for your PLD. In the event of loss or theft of the device, you must make a police report and report the matter to the school as soon as possible.
4. In order to have a positive learning experience, you should ensure that your PLD is fully charged before bringing it to school every school day, unless special instructions have been communicated by your teachers. Should you need to charge your PLD in school, you should only do so at the designated charging stations in the School Library, during recess and/or after-school hours.
5. You are reminded to keep your PLD updated by installing the relevant patches and updates when being prompted by the system.
6. All PLDs are installed with a Device Management Application (DMA) to support a safe and conducive learning environment. You should not attempt to bypass the DMA, which is deemed a school offence.
7. You are responsible for regularly backing up your learning materials in your PLD to prevent data loss. Refer to the SLS Module on "*Digital Literacy and Technological Skills – File Management and Data Backup*" for more information.

Acceptable Use Policy (AUP)

For use of EdTech Resources

Being a Responsible Digital Citizen

8. You should interact with others in a respectful and responsible way. You should not post online remarks that are

    - racially and/or religiously insensitive,
    - vulgar and/or offensive, or
    - hurtful to others.

9. You should not use any devices to

    - store, modify, create or share content (*e.g. documents, presentations, pictures and videos*) that is inappropriate (*e.g. indecent, pornographic, defamatory, hurtful to self or others*).
    - make threats, cause harassment or embarrassment, impersonate or intimidate others.

10. You should not use MOE/school-deployed ICT system accounts for any commercial activities (*e.g., buying and selling of goods and services*).

Non-compliance with the above will lead to disciplinary action in accordance with the school's discipline policy.

Respecting Copyright

11. You are reminded to obtain explicit permission from the content owner(s) before downloading, copying or sharing any copyrighted materials (*e.g., pictures, videos, music*).

12. You should not use, copy, edit or share digital files in an unauthorised or illegal manner.

Using Artificial Intelligence (AI)

13. You must ensure that you meet the minimum age requirement specified in each AI tool's age restrictions before using it.

14. If the use of AI is permitted, you should acknowledge the use of AI in weighted assessments and homework as required.

15. You are to practice academic integrity and be responsible for your own learning when using AI. Understand that you are ultimately short-changing yourself if you pass off other's work as your own.

Staying Safe and Secure Online

16. You should report any incidents (*e.g. unusual device behaviour or inappropriate use of devices*), to your HTs or write to the school email directly at prss@moe.edu.sg.

17. You are reminded to develop online safety habits. This includes not disclosing personal access credentials *(e.g., MIMS password, PLD passcode, etc.*), sensitive personal data (*e.g., home address, passwords*) online or on AI platforms, verifying credibility of online content before sharing, avoiding clicking on suspicious links or downloading unknown files, and being cautious when interacting with others online (*e.g., on social media*) by not engaging with strangers.

18. You should exercise caution regarding the limitations of AI tools, including potential inaccuracies / fabricated responses, inherent biases and outdated information.

Digital Wellbeing and Balance

19. You are reminded to balance screentime with other activities including physical exercise and face-to-face social interactions.

20. You should avoid excessive use of your devices (including mobile phones) outside learning hours.

21. You should take regular breaks to rest your eyes and mind.

22. You are reminded to practice good sleep hygiene by not using your devices one hour before bedtime, and to have at least seven hours of sleep every night.

CHAMPS Routine - Usage and Taking Care of your PLD

C harge PLD Fully

- ✓ Charge your PLD fully before coming to school

H ighlight Issues

- ✓ Seek help from ICT Champs
- ✓ Inform Teachers if necessary
- ✓ Approach ICT Office for unresolved issues

A lert in Safeguarding PLD & Belongings

- ✓ Do not leave your PLD unattended
- ✓ Carry your PLD in a suitable laptop carrier
- ✓ Protect your PLD from potential hazards

M anage WiFi, Calendar & Online Lessons

- ✓ Check that WiFi is connected to pdlp@SSOE in school
- ✓ Actively learn and be self-directed
- ✓ Keep track of tasks in Google Calendar
- ✓ Complete assignments and activities promptly

P rotect Passwords

- ✓ Remember your passwords and keep them safe
- ✓ Attempt self-reset of passwords first
- ✓ Inform your Teacher / ICT Office after 2 failed logins

S creendown Fully & Pay Attention

- ✓ Lower your screens and listen carefully when your Teacher is giving instructions or going through lessons

- ➢ **When I am not in class with my PLD, have I secured it in my PDLP locker?**
- ➢ **Is my PLD ready for my next lesson?**

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Blended Learning and Student-Initiated Learning (SIL)

It is important for our students to be equipped with the necessary knowledge, skills and dispositions to thrive in an interconnected, diverse and rapidly-changing world. **Blended Learning** is a key feature of the schooling experience to further develop their ability to be self-directed, passionate and life-long learners. Students will learn what is prescribed by the curriculum through a mix of home-based and in-school activities, and leverage both online and offline approaches to learning. This provides students with more opportunities to learn at their own pace and to be empowered to take charge of their learning.

Through Blended Learning, regularly scheduled HBL days will complement teaching and learning in schools. In PRSS, the HBL days will typically take place fortnightly on **odd week Fridays in 2026**. The list of confirmed HBL days will be shared on the school website and via Parents' Gateway at the start of every term.

Students who wish to undergo HBL in school due to the lack of a conducive environment at home can put in their request via their Home Teachers. Students will conduct their learning on HBL Days according to the school's planned schedule, similar to those who are at home.

There is also an emphasis on **Student-Initiated Learning (SIL)**, whereby dedicated time and space will be provided to allow students to exercise agency, explore their interests and passions, both within and beyond the curriculum. In tandem with the shift towards the future economy (i.e. Learn for Life), the following themes (ALPS) were conceptualised to build future-ready competencies for our students.

Scan the QR code for more information on SIL.

Blended Learning and Student-Initiated Learning (SIL)

To encourage students to take greater ownership of their own learning, the SIL Rubrics and S.T.A.R. learning routine can be used to help students manage, monitor and extend their learning to the real-world context.

STUDENT-INITIATED LEARNING (SIL) RUBRICS

SIL Objective: Student exercises agency, explores his/her interests and passions, both within and beyond the curriculum.

Points to note:

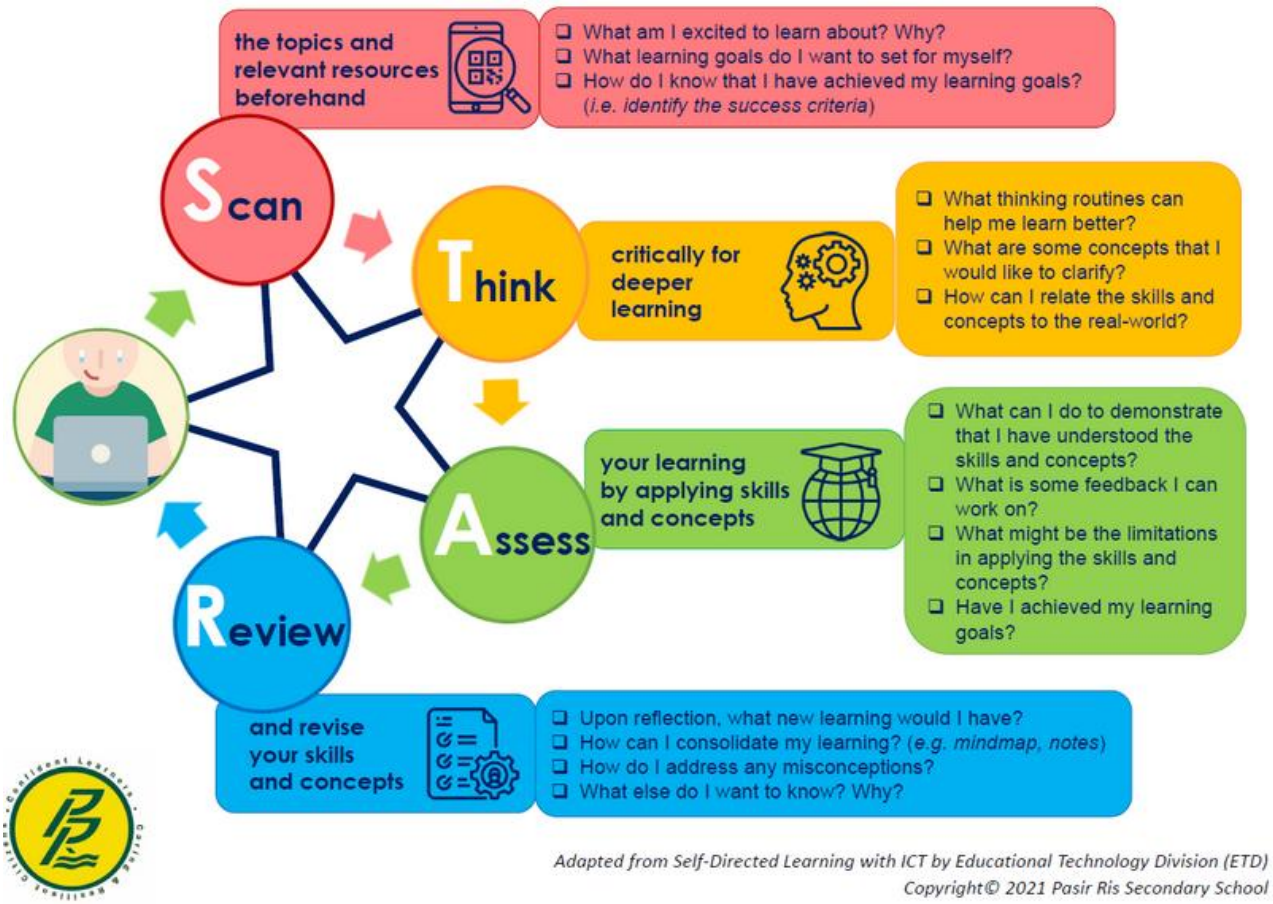
- For students who wish to explore an area of interest, they can submit their proposal via Google Form to their HT
- Students can reflect on their learning using the following rubrics and submit to their HT upon completion of their SIL.

Learning Outcomes	Put a tick (/) in the appropriate column		Remarks (if any)
	Yes	No	
1. I took the initiative to plan my own learning in a specific area of interest.			
2. My area of interest is beyond the curriculum / subjects taught in class.			
3. I have learnt a new skill and/or gain new knowledge through the SIL.			
4. I am able to manage my learning and progress throughout the SIL activity.			
5. I enjoy the learning in the SIL activity and would recommend this activity to my friends.			
6. I can use my new knowledge / skills to help others or make a positive difference to the community *(please elaborate under remarks column where possible)*			

Any other comments/thoughts you would like to share:

.....

.....



Adapted from Self-Directed Learning with ICT by Educational Technology Division (ETD)

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Refer to the link for video explanation: https://tinyurl.com/STARroutine

The Co-Curricular Activities (CCA) Programme

The CCA Programme provides students with a platform to discover their interests and talents, as well as to develop CCA-specific knowledge, skills, values and attitudes through sustained participation. CCA participation is **compulsory** for all students in secondary schools. All students are expected to take part in at least one CCA from the four CCA groups, namely, *Sports and Games*, *Uniformed Groups*, *Performing Arts* and *Clubs & Societies*. Students will be graded according to the *LEAPS 2.0* system.

CCA Participation
All students must be enrolled in a CCA throughout their secondary education. Points will be awarded for participation only when attendance rate is above 75%. Students with poor CCA attendance (less than 75%) will be given a conduct grade of fair and their CCA points will not be computed for the year.

All students are encouraged to remain in the CCA assigned to them throughout their secondary education. Changing of CCA will only be considered due to medical reasons. In this case, the LEAPS 2.0 points will not be affected.

Students may participate in more than one CCA on a case-by-case basis approved by the HOD/ PE & CCA.

Bonus points for admission to JC / Poly / ITE
Under LEAPS 2.0, students who obtain an 'Excellent' grade in CCA will be given two bonus points while those who obtain a 'Good' grade will be given one bonus point.

Four CCA Groups

Uniformed Groups	Performing Arts Groups
•National Cadet Corps (NCC) •National Civil Defence Cadet Corps (NCDCC) •National Police Cadet Corps (NPCC)	•Chinese Orchestra •Choir •Concert Band •Drama Club •Modern Dance
Sports Groups	**Clubs and Society**
•Badminton (Boys) •Basketball (Boys & Girls) •Floorball (Boys) •Football (Boys) •Netball (Girls) •Volleyball (Boys & Girls)	•Audio Visual Lights (AVL) •Tinkers' Club

Scan the QR for more information on LEAPs 2.0:

My Values-in-Action Records

Start Date	End Date	Partner Organisation	No. of Hours	Brief Description of Activity	Name of Teacher-in-charge
Total Number of Hours of VIA					

Class Leaders Committee (CLC)

Objectives

- To develop class identity and spirit so that the students demonstrate the school motto of Pride and Responsibility.
- To build a sense of belonging to the class by fostering care, concern and cooperation between classmates.
- To look after the well-being of all students in the class and work towards achieving the school vision of Confident Learners, Caring and Resilient Citizens.

Structure of Class Leaders Committee*

*Besides the appointment of CLC, the respective Subject Teachers may also appoint Subject Champions where necessary.
**Unlike other CLC roles, the appointment of Peer Support Leader is based on a two-year term (i.e., students will serve in this role from start of Sec 1 to end of Sec 2 / from start of Sec 3 to end of Sec 4).

Class Leaders Committee (CLC)

Roles and Responsibilities
The duties outlined below are general guidelines for further refinement by the respective CLCs.

The **Chairperson** will:
- Work with the Home Teachers to maintain a high standard of discipline and ethos in the class.
- Support Home Teachers in promoting class cohesion through class bonding activities.
- Coordinate and supervise all class activities and programmes.
- Monitor the class climate and report to Home Teachers about the concerns and issues raised by the class.
- Collaborate and support CLC members in their discharge of duties.
- Inform and/or remind the class of important matters, notices and events concerning class or school.
- Convene CLC meetings once a term to discuss class-related matters.
- Assist Home/Subject Teacher during emergency evacuations.

The **Vice-Chairperson** will:
- Support Home Teachers and Chairperson in maintaining a high standard of discipline and ethos in the class.
- Support Home Teachers and Chairperson in promoting class cohesion through class bonding activities.
- Ensure no wastage of resources such as electricity whenever the students leave the classroom and recycling of paper waste.
- Report promptly any faulty fans and/or lights to the General Office.
- Craft out the class duty roster and ensure that duties assigned are carried out by classmates.
- Supervise and coordinate the displays on the class notice board to enhance the class identity and promote awareness of environmental issues.

The **Peer Support Leader** will:
(more details in the next section)
- Create and sustain a strong sense of belonging within class, CCA, and school.
- Provide a listening ear and emotional and social support to those in distress.
- Provide practical help to those in need (e.g., students with SEN).
- Look out for, befriend and inform teachers of students who are (i) excluded/bullied and (ii) those who need help and are at risk.
- Mediate between peer conflicts.
- Upstand to bullying behaviour.
- Advocate for student overall well-being, as well as positive mindsets and prosocial behaviours.

The **Cyber Wellness Champion** will:
- Attend training and workshops related to cyber-wellness and ICT-related matters.
- Take charge of the setting up of ICT/AV equipment and report promptly faulty ICT/AV equipment to ICT Dept.
- Organise Cyber Wellness Festival and projects with other Cyber Wellness Ambassadors, as well as advocate Cyber Wellness by conducting Cyber Wellness lessons to the home class.
- Advocate the importance of staying safe in the cyber world and cyber-wellness.
- Be a positive role model on these platforms to classmates.
- Support Home Teachers by monitoring the class' chat group and social media activities.

The **Environment Champion** will:
- Support Vice-Chairperson to ensure that class duties assigned are carried out by classmates.
- Supervise and coordinate the displays on the class notice board to enhance the class identity and promote awareness of environmental issues.
- Support the Subject Teachers in ensuring adherence to safe distancing measures (when necessary).
- Remind classmates to put on their masks (when necessary).
- Oversees the recycling corner in the classroom and ensures recycling efforts in class.
- Champion causes related to eco-stewardship and environment education.

The respective **Subject Champion** will:
- Advocate the dispositions and traits that are relevant to the subject.
- Assist the Subject Teacher in distributing and collecting lesson-related materials.
- Disseminate subject-related matters, notices and events for the Subject Teacher.
- Raise possible issues and concerns on class learning progress to the Subject Teacher.

Peer Support Leaders

Supportive Peer Relationships: Building and Sustaining a Caring School Culture

A caring school culture is one where all members of the school community feel safe and cared for, have a sense of belonging for and feel connected to the school. Students experience a caring school culture primarily through positive teacher-student relationships (TSR) and positive student-student relationships (SSR).

Students contribute to a caring and positive school environment when they look out for one another and provide support to their peers in need. With a peer support mindset, our students are able to create a community of care and support amongst peers. This is important as most adolescents would prefer to draw support and strengths from their peers.

The promotion of a peer support mind-set includes:

- Reduce stigma against help-seeking behaviour
- Encourage students to alert a trusted adult when their friends call for help in crisis situations or when the situation calls for adult/expert intervention
- Sustain a supportive and caring school culture for students, by students

Each student will be equipped with skills to:

- Identify sources of social support in their lives
- Be alert to changes in friends' behaviour and recognise common signs of distress
- Render help to their friends
- Seek help from their friends

In PRSS, this approach moves beyond programmes to focus on developing a supportive mindset where every student is a peer supporter who can look out for and provide help to one another. In addition, to promote a caring school culture, two to four students from each class will be officially nominated as the Peer Support Leader (PSL) and will work alongside members of the Class Leaders Committee. Together with their Home Teachers, they will look into improving and supporting the physical and mental well-being of the class.

PSLs who have exemplified strong leadership qualities may also be recommended to take on the role of a PSL Peer Mentor, where they will work with teachers to spearhead student well-being initiatives to strengthen the caring school culture.

Student Care Services & Useful Telephone Numbers

Counselling Service

The school counselling service provides a regular space and time for students to talk about their concerns and difficulties. Counselling is also for students seeking self-improvement, career guidance or coping with changes in their lives.

Providers	Who is it for	Method of Contact
School Counsellors	Students who need someone to talk to about their concerns & difficulties.	6501 0839 (Miss Lorraine Teo and Miss Jasmine Ng) Email Miss Teo at: lorraine_teo_pek_lian@moe.edu.sg Email Miss Jasmine Ng at: ng_si_min_jasmine@moe.edu.sg
Special Education Needs Officer	Students who need support with special educational needs (SEN).	6501 0839 (Ms Atiqah Nasir) Email Ms Atiqah at: nur_atiqah_nasir@moe.edu.sg
School Education & Career Guidance Counsellor (ECGC)	Students who need guidance on their subject choices, post-secondary education options or looking to explore their interests, strengths, and passions.	6501 0763 (Mr Mohd Syahril Samsudin) E-mail Mr Syahril at: mohammed_syahril_samsudin@moe.edu.sg

Other Useful Numbers

Providers	Who is it for	Telephone
SOS	Individuals who are suicidal or affected by suicide	1800 221 4444
SANA Helpline	Drug abusers, their families and the general public	1800 733 4444
National Addictions Management Service (NAMS)	Treating people was additions issues	6 732 6837
Care Corner Mandarin Counselling Centre	Mandarin speaking community with family, marital and personal problems	1800 353 5800
Touchline	Youths in need of someone to talk to for emotional support especially for gaming addiction and internet-related issues	1800 377 2252
Tampines Family Service Centre	Individuals who need counselling on personal, financial, emotional or family-related issues	6 787 2001
Pasir Ris Family Service Centre		6 581 2159
Centre for promoting Alternatives to Violence (PAVe)	Families facing violence in need of counselling & support services	6 555 0390
BABES	Unwed teenagers needing support and counselling during pregnancy	1800 833 6666
Pregnancy Crisis Service	Unwed teenagers who face unplanned or unwanted pregnancies	6 339 9770
WE CARE Community Services	Individuals with addiction problems	6 547 5459
Counselling & Care Centre	Individuals with psychological, marital and family problems	6 536 6366
AMP Helpline & Counselling Services	Malay/Muslim families in crises or those who need help	6 416 3960
HELP Family Service Centre	Single parent families needing support	6 457 5188

Emergency Numbers

Police	999	Fire & Ambulance	995

IT'S OKAY TO NOT BE OKAY

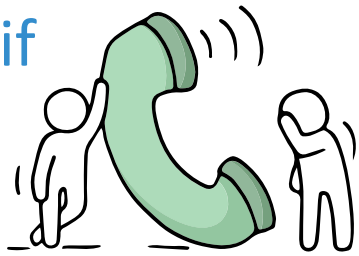
HERE'S A HAND. REACH OUT, WE ARE HERE TO HELP!

go.gov.sg/prsshelpline

Facing a problem?
Scan the QR code and let it all out.
A teacher will be in touch shortly.

Sources of Support for Students

There are hotlines and chats available if your students are more comfortable seeking help using these platforms.



SOS

SOS provides round the clock emotional support for those in distress, thinking of suicide or affected by suicide. This service is manned by trained volunteers.

Call: **1767**
(24-hour helpline)

Whatsapp: **9151 1767**
(24-hour Care Text)

There are also alternative avenues for emotional support for those who prefer to write. Response time for this service is within 48 hours, excluding weekends and public holidays.

Email: **pat@sos.org.sg**

TOUCHline

TOUCHline is a helpline to provide youths with emotional support and practical advice.

Call: **1800 377 2252**

Monday- Friday (Excluding public holidays): 9am – 6pm

eC2

eC2 is an e-Counselling Centre where you can talk to a trained counsellor about the issues you are facing, right where you are.

Youths may chat with a counsellor online at:
www.ec2.sg

Monday to Friday, 9:30 a.m. to 5:30 p.m. (excluding public holidays)

Mindline

Mindline is a round-the-clock Singapore national mental health helpline and textline service. The service is manned by trained counsellors who are ready to listen and support you.

Call: **1771**
(24-hour helpline)
WhatsApp: **6669 1771**
(24-Hour messaging service via WhatsApp)

Community Health Assessment Team (CHAT)

If you experience prolonged difficulties, CHAT provides personalised and confidential mental health checks and face-to-face consultation for youth aged 16 to 30. To speak with a youth support worker, you can:

Visit: **CHAT Hub at *237978**
Call: **6493 6500/6501**
Email: **chat@mentalhealth.sg**

Carey

Carey is an online platform by Care Corner that provides free mental health check-ins with mental health professionals. Explore self-help tools and learn how to cope better or support your friends too.

Find out more:
https://carey.carecorner.org.sg/

My Reflections (Term 1)

Assessing my current reality and closing the gaps in my learning

What were your major achievements this term?

Areas to reflect:

1. Study skills & habits
2. Management of distractions
3. Friends
4. Family
5. CCA
6. Strengths and weaknesses

What are the reasons for achieving/not achieving my targets?

List three things you're grateful for this term

Identify key priorities and goals for the upcoming term.

- ○ _____
- ○ _____
- ○ _____
- ○ _____
- ○ _____

My Mid-Year Reflection

Assessing my current reality and closing the gaps in my learning

TOP 5 ACCOMPLISHMENTS

-
-
-
-
-

WHAT DID I DO WELL?

HOW CAN NEXT SEMESTER BE BETTER?

BIGGEST LESSONS

GRATEFUL FOR

THE HARDEST THING ABOUT THIS SEMESTER WAS

WHAT I NEED TO IMPROVE ON

My Reflections (Term 3)

Assessing my current reality and closing the gaps in my learning

What were your major achievements this term?

Areas to reflect:

1. Study skills & habits
2. Management of distractions
3. Friends
4. Family
5. CCA
6. Strengths and weaknesses

What are the reasons for achieving/not achieving my targets?

List three things you're grateful for this term

Identify key priorities and goals for the upcoming term.

- ○ _____
- ○ _____
- ○ _____
- ○ _____
- ○ _____

My End-Year Reflection

Assessing my current reality and closing the gaps in my learning

TOP 5 ACCOMPLISHMENTS

-
-
-
-
-

WHAT DID I DO WELL?

HOW CAN NEXT YEAR BE BETTER?

BIGGEST LESSONS

GRATEFUL FOR

THE HARDEST THING ABOUT THIS YEAR WAS

WHAT I NEED TO IMPROVE ON

My Well Being (PIES) Card

DOMAIN FOR WELL BEING	TARGET	Term 1	Term 2	Term 3	Term 4
1.PHYSICAL • Fitness level e.g., BMI • Eating healthy meals • Having sufficient sleep e.g., 8 hrs per day • Exercise regularly e.g., 3x/wk					
2.INTELLECTUAL • No. of passes • No. of distinctions • Ave /Aggregate score • Learning dispositions I want to improve: a. Take ownership of my own learning (i.e., hand in work on time, plan ahead for tests/exams, compile own notes, read up on the subject/topic on my own, etc.) b. Communicate clearly and effectively in EL and MTL (speak and write with clarity) c. Becoming a confident learner (e.g., motivated, reflective, self-directed)					
3. SOCIAL EMOTIONAL • Manage my emotions • Peer Relations (managing friendship issues) • Time management • Cultivating good habits					
4. CCA PARTICIPATION • Attendance • Skills to learn • Projects/competitions to manage • Training juniors					
5. CONDUCT • Demonstration of a. Pride b. Responsibility c. Integrity d. Zeal e. Empathy					
For Lower Sec Only IPW Grade					

Useful Study Tips for Students

1. TAKE NOTES

An effective method to conceptualise what you have learnt in class is to have effective note-taking skills, and to note ideas in a space that you will refer to (e.g. a designated notepad).

The ability to take good notes during lessons will help you in recalling and understanding the content you are learning because:

- You are consistently paying close attention to your teacher's teaching.
- You are thinking of how to make sense of what you are writing on the notepad.
- You are trying to make relevant connections between topics.
- You want the notes to be a point of reference during revision.

There are two methods of note-taking:

a) Drawing of Mind Maps

b) Charting and Outlining

You should explore and find the one that is suitable for your learning style.

a) Mind maps

Mind maps are visual diagrams used to organise information and ideas around a central topic. It is a useful technique as it has the potential to bridge relationships between topics. This may be particularly useful for topics with a lot of information that you will need to memorise.

<u>Steps to designing your own mind map</u>

Step 1: On a blank document, write the main topic / idea at the centre of the page.
Step 2: You will branch off from the main topic for subtopics.
Step 3: You will note any important points to each subtopic.
Step 4: You should continue this cycle as long as the lesson is ongoing.

b) Charts and Outlines

Charts and outlines help you to organise notes with headings and bullet point/point forms. For this method, columns are created to outline and organise the information taught during the lesson.

<u>Steps to designing your very own chart</u>

Step 1: You will start by writing the main topic at the top of a blank document.
Step 2: You will begin by writing the first subtopic at the extreme left side and listing the content in a single bullet point below it.
Step 3: You will gradually create more columns (towards the right side) once your teacher introduces you to more sub-topics.

Useful Study Tips for Students

2. INDEPENDENT STUDY

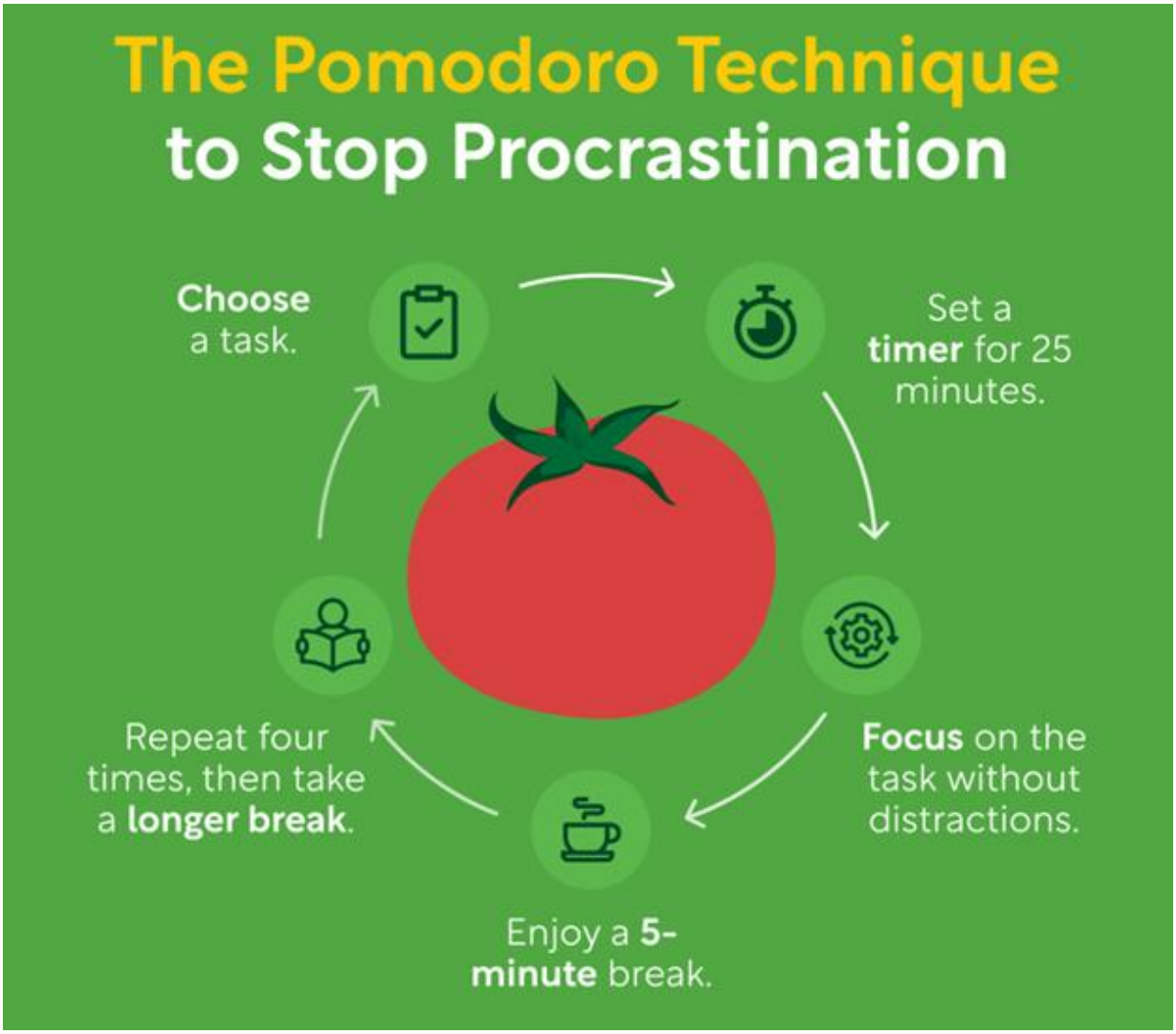
Studying alone at home helps you to minimise possible distractions and encourages you to focus better and discover your learning style.

WHY IS IT IMPORTANT TO MINIMISE DISTRACTIONS WHILE STUDYING?

When you are studying alone at home, you will face fewer distractions than studying in a group or a public place. This could allow you to pace your learning and improve your focus, minimizing time wasted on random chatting that may happen when you study in groups.

WHY DO I NEED A PERSONAL STUDY ENVIRONMENT?

A personal study environment allows you to create your very own study space. Studying alone allows you to explore study tactics that are the most effective to suit your own learning style. You might encounter topics that require some time to understand, and studying alone allows you the time and space to conceptualise what your teacher has taught during lesson.



Tips on How You can be More Productive

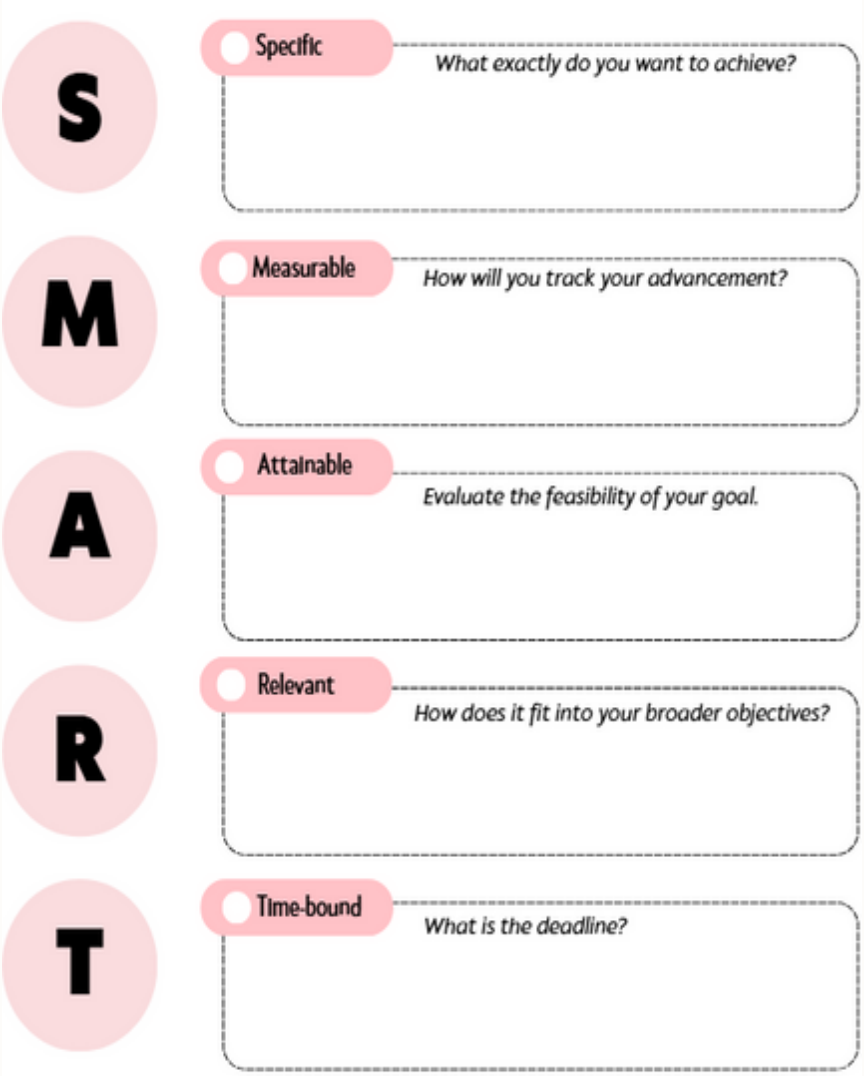
1. List down the tasks you are required to act on and complete
Regardless of the timeline or the due date, it is important to note down every single task that you are supposed to complete/accomplish in a planner.

2. Take note of the deadlines
When you have noted down every task in your planner, you will have a clearer picture of what should come first on the list and complete them. You should set reminders of the deadlines in advance too. The reminders will prompt you to complete the task before it is due.

3. Complete the important tasks first
Classify each task into four quadrants based on importance and urgency — important and urgent (do now), important but not urgent (schedule), not important but urgent (delegate), and not important and not urgent (eliminate). [Google **'Eisenhower Matrix'** to find out more]

4. SETTING SMART GOALS
SMART is an acronym that you can use to guide your goal setting. To make sure your goals are clear and feasible, each one should be:

- **S**pecific (simple, sensible, significant).
- **M**easurable (meaningful, motivating).
- **A**chievable (agreed, attainable).
- **R**elevant (reasonable, realistic and resourced, results-based).
- **T**ime-bound (time-based, time-limited, time/cost limited, timely, time-sensitive).



LEVEL 1
Pasir Ris Secondary School
ECO Garden
STAIR C1
F
HC
Block C
Grass Patch
STAIR D2
Seize the Moment Gallery
STAIR G1
STAIR G2
Block G
Basketball / Volleyball Court
Outdoor Amphitheatre
STAIR E2
STAIR F4
STAIR F3
F
HC
M
Block F
Canteen
Book store
STAIR F1
STAIR F2
Block B
Grass Patch
STAIR D1
F
M
CR
SB
Block D
Admin Office
STAIR E1
Block E
Foyer
Parade Square
M
F
HC
Block A
EXTG STAIR A2
EXTG STAIR A1
Car Park
PRSS Fountain
Block A
GP
A1-03 CLR
Entrance
Exit
Football Field
: Staircase
: Spiral Staircase
M : Male Toilet
F : Female Toilet
HC : Handicap Toilet
GP : Guard Post
: Barbeque Pit
: Gate
CR : Conference Room
SB : Sick Bay
PR : Prep Room
CLR Cleaner Room

School Terms and Holidays 2026

School Calendar 2026

Semester 1	
Term 1	Fri 2 Jan to Fri 13 Mar
Term 2	Mon 23 Mar to Fri 29 May
Semester 2	
Term 3	Mon 29 Jun to Fri 4 Sep
Term 4	Mon 14 Sep to Fri 20 Nov[1]

[1]The last day of the final school term for schools which will be used as venues for the GCE O-Level written examinations, will be Friday, 23 October 2026.

School Holidays 2026

Semester 1	
Between Terms 1 and 2	Sat 14 Mar to Sun 22 Mar
Between Semesters 1 and 2	Sat 30 May to Sun 28 Jun
Semester 2	
Between Terms 3 and 4	Sat 5 Sep to Sun 13 Sep
At End of School Year	Sat 21 Nov to Thu 31 Dec

School Terms and Holidays 2026

Scheduled School Holidays 2026

Youth Day	Sun 5 Jul	The following Mon 6 Jul will be a school holiday.
Teachers' Day	Fri 4 Sep	

Public Holidays 2026

Term 1

New Year's Day	Thu 1 Jan	
Chinese New Year	Tue-Wed, 17-18 Feb	

Term 2

Hari Raya Puasa	Sat 21 Mar	The following Mon 23 Mar will be a designated day off-in-lieu for schools.
Good Friday	Fri 3 Apr	
Labour Day	Fri 1 May	
Hari Raya Haji	Wed 27 May	
Vesak Day	Sun 31 May	The following Mon 1 Jun will be a public holiday.

Term 3

National Day	Sun 9 Aug	The following Mon 10 Aug will be a public holiday.

Term 4

Deepavali	Sun 8 Nov	The following Mon 9 Nov will be a public holiday.
Christmas Day	Fri 25 Dec	

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Medium: Acrylic Paint and Pen on canvas
Artist name: Kat Si En (2.6, 2025)

Artist Statement: This artwork explores movement, emotion, and connection through colours. The vibrant colours and overlapping forms represent the complexity of daily school life, where emotions, responsibilities, friendships, and personal growth intersect. Bright, saturated hues express joy, curiosity, and intensity, while patterned line work reflects routine and structure. The artwork communicates the dynamics between chaos and order that defines adolescence, capturing a period of exploration, self-discovery, and playfulness.