

XINMINSS NEWSLETTER

Fuelled by Purpose, Driven by Heart



@xinminss



Xinmin Secondary School
Leading Hearts, Leading Minds



Term 3 2025



2025 SPEECH DAY



This year, we were especially honoured to welcome back one of our own—Mr Gilbert Toh, an alumnus of Xinmin and the then Principal Manager at China-Singapore Suzhou Industrial Park Development Group Co., Ltd (CSSD). His speech centred on three powerful ideas: "Play the hand you're dealt—and play it well"; "Never fly solo, lead with gratitude"; and "Enjoy the process". His message served not only as an inspiring reflection on how far he has come, but also as a timely reminder to current Xinmin students—that the values nurtured here will continue to shape their paths forward, and that each of them holds the potential to rise, lead, and thrive in their own right.

On 17th April, Xinmin Secondary School warmly welcomed parents, alumni, and distinguished guests to celebrate the remarkable achievements of our students at this year's Speech Day. The event was a heartfelt tribute of academic excellence, leadership, and dedication across all domains of school life. As award recipients stepped forward to receive their honours, the hall was filled with pride, applause, and the shared joy of a community that continually strives for excellence. Stage performances added a vibrant touch to the ceremony, encapsulating the creativity and spirit that make Xinmin truly special.



Special Award Winners

L.E.A.D AWARD and Valedictorian
Chew Peng Leng Scholarship

Chew Peng Leng Scholarship

Chew Peng Leng Award for Exemplary Service

Yap Fun Hong Award for Sports and Outdoor Education (Male)

Yap Fun Hong Award for Sports and Outdoor Education (Female)

Heng Chin Soo Award for Visual, Creative and Performing Arts

Tung Sey Yew Award for Leadership in the Uniformed Groups



- CHONG YU HENG DYLAN (404)
- ALISHA DURRA BINTE MOHAMMAD ASHADI SHAH (408)
- DANIESYA BINTE ABDULLAH (409)
- JOEY TAN WEI RU (402)
- CHOONG KANG RUI (404)
- NEO KAH YIN YVAINE (402)
- AMOS PAN TAI KHENG (401)
- PHONG KAI TONG (401)



LEADING THE WAY



The school hall once again bore witness to a significant milestone in the leadership journey of our students: the 2025 Student Leaders' Investiture. With the baton officially passed on, a new generation of student leaders across the Student Council, Peer Support Board, and CCAs pledged to serve with integrity, purpose, and heart. The Xinmin Council of Exemplary Leaders (XCEL), in its second year as the pinnacle of student leadership in our school, brings together representatives from the key leadership bodies to forge stronger collaboration and strengthen the school's leadership culture.

Beyond the investiture, leadership development in the Xinmin Academy of Leaders carried on into the June holidays. In the first week of June, selected Peer Support Leaders took part in the Peer Support Leaders' Summit, a platform for sharing ideas, building empathy, and sharpening their ability to foster a supportive school environment. Later that month, our student leaders also participated in a structured leadership training programme aimed at equipping them with the skills, mindset, and confidence to lead in diverse capacities. These initiatives reflect the school's commitment to nurturing student leaders who not only step up, but also step forward to lead with clarity, compassion, and conviction.

LEADERSHIP DEVELOPMENT EXPERIENCES





THE WAY WE LEARN @XMS!

In a recent Geography lesson, students explored the critical role of earthquake-resistant building design in mitigating the effects of seismic activity, especially in disaster-prone regions. The experiential session offered students a unique opportunity to translate theory into practice through a dynamic and interactive simulation.

The lesson began with students learning about disaster risk factors and the disparities between more developed countries (DCs) and less developed countries (LDCs). Equipped with this understanding, each group was given a budget — differing amounts to simulate global inequality — to purchase materials for constructing a two-storey earthquake-resistant model building.

As students selected their materials and began construction, they were encouraged to strategise, prioritising base stability, reinforcement, and cost-effectiveness. The activity brought to light the importance of architectural planning in disaster mitigation and highlighted how financial constraints can significantly impact a country's ability to prepare for natural hazards.

The buildings were then subjected to simulated earthquakes of varying magnitudes, testing their resilience and the ingenuity of each team.

Building Resilience: A Hands-On Lesson in Earthquake Preparedness

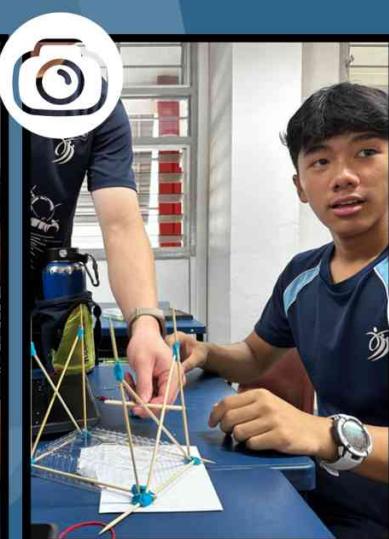
Samuel Tan of Class 402 reflected:

"The earthquake-resistant modelling lesson was compelling and fun! I was able to strategise on building the most stable structure with the frugal amount of money our group received. It made me reflect on real-world disparities, as countries with limited resources must be prudent in designing cost-effective and stable buildings."

Arjuna of Class 405 shared:

"The earthquake-resistant modelling exercise was certainly a delightful surprise for me and my friends. Not only was it a fun experience, as we got to apply and put our knowledge of earthquake-resistant design to the test by vigorously shaking our buildings on penny boards, but we also were able to learn new lessons which could not be taught through a textbook. One of which was how resources changed the dynamics between countries and how diplomacy was imperative in the allocation of essential resources needed to quell natural disasters. As my group had the most resources, we started negotiating to share our resources with other groups. This was very insightful as it grounded our abstract knowledge in a real-world context and provided additional nuance, creating a more comprehensive view of how nations fight natural disasters."

Through this engaging activity, students not only deepened their geographical understanding but also developed empathy and critical thinking. The lesson was a strong reminder that building resilience—both structurally and societally—is key to reducing the impacts of natural disasters.





Event 4: Food Shortages and Rationing

The Japanese have announced that they will ration essential food items like rice, salt and sugar because there are not enough.

- Who (which characters) are likely to have enough food (i.e. not suffer so badly from food shortages)?

- Why is it that they will have enough/more food than other locals?

Your should state your answer as "CHARACTER" + Reason, "CHARACTER" + Reason

02:26

Understanding the Japanese Occupation Through Empathy and Perspective

In a powerful lesson on historical empathy, students delved into the lived experiences of those affected by the Japanese Occupation of Singapore. Designed to foster a deeper understanding of this tumultuous period, the lesson placed strong emphasis on perspective-taking, allowing students to grasp how different groups experienced the occupation in distinct and personal ways.

At the heart of the lesson were character cards, carefully crafted based on real historical accounts. Each card featured individuals from a range of age groups, ethnicities, and socio-economic backgrounds. Students were assigned these characters and invited to step into their shoes, reflecting on how major events during the Japanese Occupation would have impacted them.

THE WAY WE LEARN @XMS!

As students moved through a timeline of significant wartime events, they considered how their assigned characters might have responded—what fears they faced, what sacrifices they made, and how their lives were forever changed. These exercises allowed students to develop a sense of empathy and a more nuanced appreciation of the human cost of war.

Through this immersive experience, students not only built their historical knowledge, but also learned to examine history through a compassionate and critical lens. The lesson served as a meaningful reminder that understanding history goes beyond memorising facts—it involves recognising the complex, diverse human stories behind the events.

KRISHNA VEERAPPEN



Name: Krishna Veerappen
Gender: Male
Age: 28
Race: Indian
Occupation: Clerk at the Singapore Port



XCUBE I



During XCUBE I, students engaged in a series of enriching end-of-semester cohort activities that promoted peer bonding, empathy, and future-readiness.

To strengthen collaboration and class spirit, all levels participated in team-building and bonding experiences. Secondary One students attended a workshop focused on communication, trust, and problem-solving. Students from other levels planned class bonding sessions outside school, engaging in games, meals, and shared moments that reinforced positive peer relationships.

A key highlight was XinminCares Day, aimed at fostering empathy and social awareness. Students deepened their understanding of the challenges faced by individuals with disabilities and special needs. Student representatives presented their class's XinminCares projects, while Secondary Three students facilitated simulation activities to help their juniors experience physical and sensory challenges. The experience inspired many to be more inclusive and empathetic.

Education and Career Guidance (ECG) Day was another highlight of XCUBE I. Through a career fair and talks by various institutions, students explored post-secondary pathways, learned about admission requirements, and understood how subject choices affect future opportunities. These sessions empowered students to make informed educational decisions.

Collectively, these activities provided meaningful opportunities for students to develop holistically—building community, empathy, and confidence for the journey ahead.





APPLIED LEARNING MODULES FOR SEC 3

Secondary Three students recently embarked on the Applied Learning Modules (ApLM) that extend learning beyond the classroom through real-world application and reflective practice.

Students selected from four modules—Banking and Finance, Food & Beverage, Healthcare, and Engineering. Each module featured industry learning journeys, in-school sessions, and a final showcase to consolidate their learning. Across all modules, students engaged in active reflection and teamwork.

In Banking and Finance, students explored financial concepts such as loans and fixed deposits. Engineering students engaged in hands-on projects such as constructing bridges and modifying Mini4WD cars. Food & Beverage students visited various outlets before applying their culinary skills in the school's food labs to prepare a meal for teachers. Healthcare participants acquired first aid knowledge and gained insights into emergency care through their visit to Singapore Ambulance Services & Training Pte Ltd.



Through these experiences, students honed 21st Century Competencies such as communication, adaptability, and collaboration. They also built confidence, resilience, and a deeper awareness of their strengths and aspirations. The final showcases reflected not only their grasp of industry-specific knowledge, but also their growth in self-directed learning and teamwork.





HUMANITIES OVERSEAS TRIP TO HANOI

From 30th May to 3rd June, 24 students and 3 teachers embarked on a trip to Hanoi, Vietnam for the Humanities Overseas Trip. Through the trip, the Humanities Department aimed for our students to:

1. gain a greater appreciation for Humanities and cultural diversity;
2. understand the history behind the Vietnam War and how it has influenced the development of the nation;
3. get a first-hand experience of elements of Community-Based Tourism and draw links to how local communities are impacted by it; and
4. see how the concepts of cultural diversity, globalisation, diplomacy and governance play out in another nation.

The students had the opportunity to watch a water puppet show, which has been classified by UNESCO as an example of intangible cultural heritage in our world. The show depicted scenes of village life such as rice planting. This depiction was brought to life before their eyes when they went on a rowing boat trip to visit the Trang An Cave Complex – seeing the natural wonder of karst formations as well as villagers harvesting rice right beside their boats.

Other highlights of the trip included cooking lessons to make traditional Vietnamese spring rolls, visiting the Hoa Lo Prison to learn more about the Vietnam War, gaining deeper insights into bilateral relations between Vietnam and Singapore through a visit to the Singapore Embassy in Hanoi, followed by sharing sessions at the Vietnam-Singapore Industrial Park and the Vietnam-Singapore Cooperation Centre. Students also had the unique opportunity to learn traditional Vietnamese martial arts as part of cultural exchange at the FPT HOÀ LẠC School.

Although the trip was short, it definitely left an indelible mark on the experiences of our students. As shared by Poh Jia An (305), "One of the most memorable parts of the trip was our school exchange. It showed me that students are actually quite similar no matter where we come from. Even though we grew up in different countries, we shared common interests, and it was easy to connect with them. This trip opened my eyes to a different culture and way of life." Similarly, Sri Imelda Faisal (308) believed that "this trip was special not just because of the knowledge I gained, but also because of the shared experiences with my friends, teachers, and the locals."

For the teachers, the trip was also an opportunity to bring Humanities to life beyond the classroom. For Ms Emily Lim, the exhibits at the various museums helped in showing the various perspectives behind the Vietnam War, allowing for a more in-depth discussion on the causes and consequences of conflict.

The Humanities Overseas Trip is an invaluable platform to give students an opportunity to live and breathe Humanities. At the same time, we are heartened by the forging of friendships amongst the participants, and even beyond national boundaries through the cultural exchanges. We are deeply appreciative of the opportunity, and will continue to seek new ways to enrich the student experience in our school!





2025 HOMECOMING

On 5 July 2025, our school was abuzz with energy and excitement as the school community came together to celebrate Homecoming Day under the inspiring theme for our 80th anniversary celebrations, "Decades of Dedication :: Shaping Future Generations". The event welcomed alumni, parents, staff, and students, honouring our shared history while looking ahead to a bright and dynamic future.

The school grounds were transformed into a vibrant carnival space filled with meaningful, fun-filled activities. Designed not only for enjoyment but also to foster entrepreneurial spirit, the day featured a wide range of student-initiated booths and vendor-partnered stalls, offering something for every age and interest. Visitors could sample delicious treats at the food stations, explore handcrafted treasures at artisanal craft stalls, or dive into creativity and innovation through workshops at our very own MakerXpace.



Among the day's highlights was the official opening of the refreshed Xinmin Heritage Gallery and Learning Centre. Made possible through the generous support of the School Advisory Committee, the refreshed space features a digitised milestone wall as well as physical artefacts recently donated by alumni from the past eight decades. Choosing Homecoming for the unveiling made it all the more meaningful — a celebration of our roots and a renewed commitment to shaping future generations, in line with the XMS80 theme.

Homecoming Day 2025 was more than a celebration — it was a living expression of the Xinmin spirit: one rooted in connection, creativity, and community. As we celebrated the bonds that span generations, we were reminded that every shared moment contributes to the shaping of future ones.





VOICES OF XINMIN - HOMECOMING

THE ALUMNI - LI ZIRUI



Welcome back! How does it feel to be back at Xinmin?

It feels like a really memorable experience coming back to Xinmin. All the memories I had of the school came flooding back the moment I stepped on campus.

It reminded me of how much this place meant to me during my secondary school years.

What did you enjoy most about Homecoming?

Definitely meeting my teachers and friends. It felt really good to see the teachers who once taught me. They still remembered me, and we had a good chat about how I have been. There were endless conversations with friends I had not seen in a while; it was like no time had passed at all. Being able to laugh, reminisce, and catch up with everyone made the whole event feel extra special.

As a graduate returning to your alma mater, what is one piece of advice or encouragement you would like to share with your juniors at Xinmin?

Always stay in touch with your secondary school friends — that is where the friendships often feel the most genuine. You have shared so many memories together, and it is nice to have people who knew you from the beginning. After you leave Xinmin, you will meet many new people, but it is those old friends who often remind you of who you are.



VOICES OF XINMIN - HOMECOMING

THE STUDENT - CHAW YU SHAN (101)



What did your class plan for Homecoming, and what was the planning process like?

Our class was assigned to assist several alumni who were selling fruits. At first, we were quite lost because we did not know where to start — for example, how to plan the duty roster, especially since it was our first time planning for our school's Homecoming event. But eventually, we figured things out and slowly went on to plan the roster and the layout of the booth.

As this was your first Homecoming, how did you find the experience?

My first Homecoming was definitely a memorable one, as I got to work closely with my friends during the planning process, and I am confident to say that it really strengthened our bond. During Homecoming itself, it was a bit overwhelming at first because there were some last-minute changes being made and we had to remake a new poster on the spot, but my team managed to pull it off successfully. Overall, it was tiring and fun at the same time, and I am already looking forward to my second Homecoming!

What was the most memorable moment for you during Homecoming?

The most memorable moment for me during Homecoming was working with my assigned group mates, selling fruits and promoting our booth together. It made me feel a strong sense of camaraderie and teamwork, it reminded me how meaningful collaboration can be and how small moments of connection can turn into lasting memories.



VOICES OF THE YOUTH

ARTICLES WRITTEN BY OUR VERY OWN XINMIN STUDENTS

The Heart of School Life

BY JOELLE TAN NING XUAN - 201



School life isn't just about exams and deadlines; it's also about the little moments that brighten each day. At Xinmin, I've come to realise that even the smallest things can bring the biggest smile to someone's face.

One moment I'll never forget was when my Math teacher noticed how tired we were during a late-afternoon class. She decided to tell us a joke — more of a riddle, really: "What do you call a toothpick that has fallen down the stairs?" The whole class started frantically guessing, but none of us could figure it out. By the end of class, everyone was more awake and lively, eagerly anticipating the answer.

It turned out to be a cotton bud. It was silly, unexpected, and somehow brought us all a little closer.

I also love how my science teacher still calls us 小朋友们 (xiǎo péngyǒumen), which means "little children" in Chinese. It's honestly such a nice and comforting gesture because, to me, it shows the bond we've formed as a class.

These small moments remind me that school isn't just about grades; it's also about growing up with people who make the journey special. Sometimes, it's the little things that matter the most. Moments like these are all around us; you just have to pause and notice them. And when you do, school life suddenly feels a lot more joyful.

Believing in Ourselves

BY GOH YUN FANG - 101

I believe in me

With exams and homework piling up, it can be hard for some to keep up. But sometimes, instead of more time or help, what we really need is to believe in ourselves — that we can do it, and we will. Believing in ourselves doesn't mean just saying we can do it and do nothing. We need to say it, work hard, and follow through, no matter what. We should never give up, even when life gets tough, because ten years from now, what feels overwhelming today might not matter as much. At the end of the day, we just need to believe in ourselves and never give up!





VOICES OF THE YOUTH

ARTICLES WRITTEN BY OUR VERY
OWN XINMIN STUDENTS

Tracing the Thread Back Home

BY LIM XI MIN CHEYENNE - 403



In today's fast-paced, modernised world, it's easy to lose touch with our cultural roots. That's why I find XMS Mother Tongue fortnight so meaningful. It allows us to remember the richness and depth of our ancestral heritage, through interactive activities that leave a lasting impression.

We took part in many activities. Some of my favourites were tying traditional Chinese knots and watching a 变脸 (face-changing) master's performance. The whole school watched in awe as he effortlessly "changed" his face with a quick movement of his head. Tying Chinese knots led me to wonder what they symbolise — how each unique weave represents something different, from love and prosperity to well wishes. To this day, it still leaves me wondering how the 变脸 master masters it, sparking my curiosity about my Chinese heritage. I often end up researching the topic for hours, reading old tales and researching traditional Chinese beliefs.

As Singapore continues to develop, the use of our mother tongue is slowly declining with the rising dominance of English. Our traditional practices aren't spared either as they become rarer with each passing day. That's why I think this programme is especially meaningful and important for all of us. It sparks curiosity, helping me feel more connected to my roots and an immense sense of pride for my culture. It reminds me that my mother tongue is not just a subject I am obliged to study, but a part of who I am — something to take pride in as part of my unique heritage. Most importantly, I learnt that mother tongue isn't just a language, it's about stories, art, and traditions passed down through generations. Sooner or later, it will be up to us to carry these traditions forward — to choose to share them with future generations and keep their stories alive.

I am deeply grateful that the school has provided us with the opportunity to embrace our cultures through meaningful activities. Through these activities, our school shows its care for preserving both personal and shared heritage, allowing us to rediscover parts of ourselves along the way. These activities deepened my understanding of my culture and ignited a genuine interest to learn more.

COMING UP!



TERM 3

Week	Programme	Date(s)	Levels
Week 2 to 9	Structured Intervention Programme	08/07 to 29/08	
Week 3	GCE N-Level EL Oral Exam	14/07 to 18/07	Sec 4/5
	GCE O-Level EL Oral Exam		
	GCE O-Level HMTL/MTL Oral Exam		
	GCE N-Level MTL Oral Exam		
	HBL Days		All Levels
Week 3 to Week 9	Weighted Assessments	14/07 to 29/08	Sec 1/2/3
Week 5	N-Level Prelim Exams	28/07 - 06/08	Sec 4NA/NT
Week 6	O-Level Science Practical Prelim Exams	07/08, 12/08, 14/08 & 15/08	Sec 4/5
	National Day Celebrations	08/08	All Levels

FOR A COMPREHENSIVE SCHOOL CALENDAR, CLICK ON THE LINK OR SCAN!

[CALENDAR HERE!](#)



COMING UP!



TERM 3

Week	Programme	Date(s)	Levels
Week 7	National Day School Holiday [No school for all]	11/08	All Levels
	Parent Workshop: Supporting the Overall Well-Being of Your Child	16/08	All Levels
	Parent Workshop: Managing Stress in the National Examination Preparation Season		Sec 4/5
Week 8 to Week 9	O-Level Prelim Exams	18/08 to 29/08	Sec 4/5
Week 10	Xinmin CCA Run	03/09	All Levels
	All Staff Day Celebrations	04/09	All Levels
	Teachers' Day School Holiday	05/09	All Levels
September School Holidays		06/09 to 14/09 (Protected Time: 05/09 to 09/09)	All Levels

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[CALENDAR HERE!](#)

