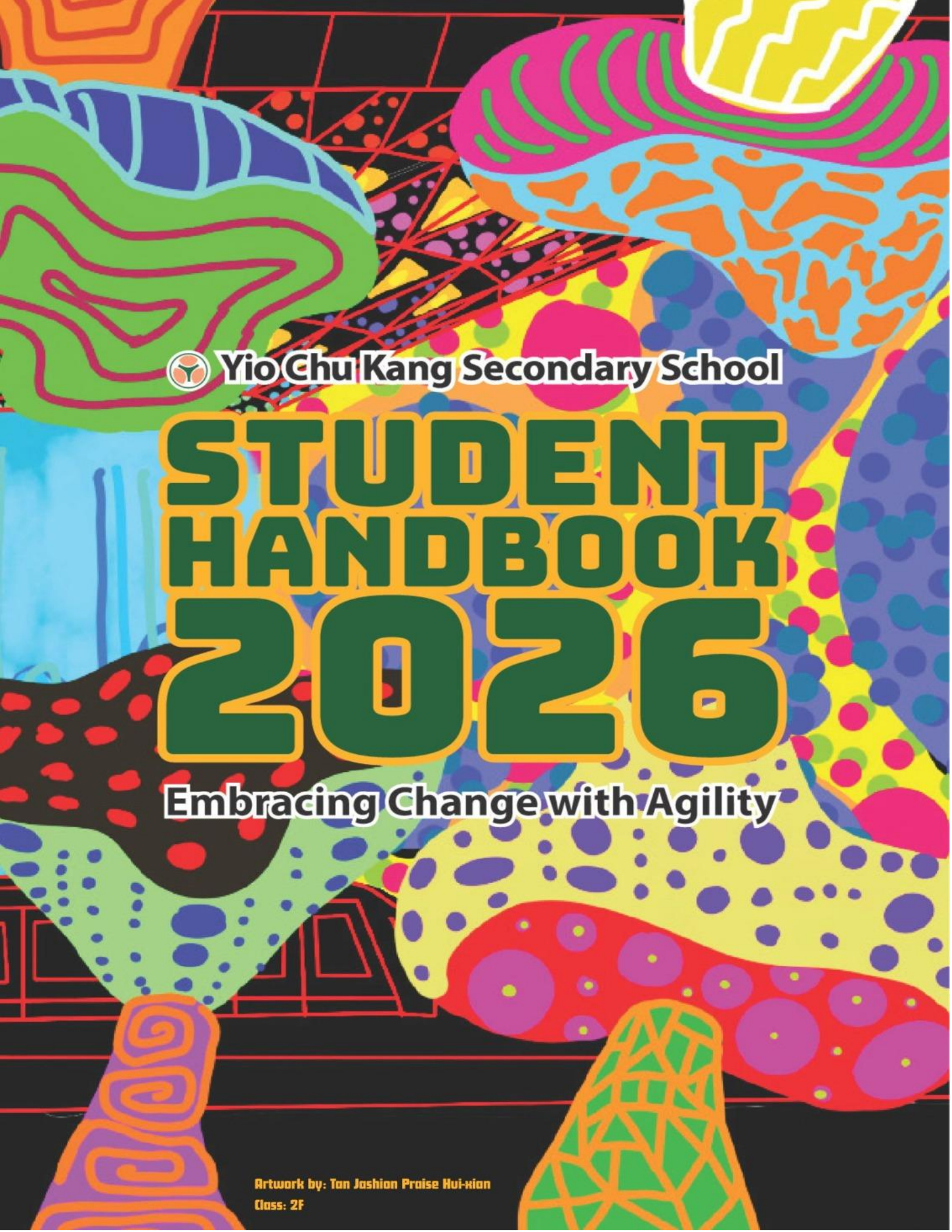

Yio Chu Kang Secondary School
STUDENT HANDBOOK 2026
Embracing Change with Agility
Artwork by: Tan Jashion Praise Hui-xian
Class: 2F

THE SINGAPORE FLAG

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

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

Meaning

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

NATIONAL ANTHEM

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

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

SINGAPORE PLEDGE

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

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

Return to Table of Contents

CONTENTS

The Singapore Flag, Anthem and Pledge	01
Desired Outcomes of Education	03
Our School	
School Motto, Vision, Mission, Values and Logo	04 - 05
School Theme 2026: Embracing Change With Agility	06
2026 Calendar, School Terms and Holidays	74 - 75
Our School Song	76
Note on Media Consent	77
Student Development & Management	
Student Leadership	07 - 09
Student Management	10 - 18
Total Student Well-Being	19 - 20
Counselling & List of Helplines	21 -25
Financial Assistance Scheme (2026)	26
POSB Smart Buddy Programme	27 - 29
School Safety	
School Safety	30 - 34
School Layout and Emergency Evacuation Plan	35
Digital Education & Wellness	
National Digital Literacy Programme (NDLP) & Digital Education Programme	36
YCKSS Acceptable Use Policy (AUP)	37 - 40
YCKSS Digital Wellness Policy	41 - 46
Parents Gateway	47
Our Curriculum	
Assessment, Examination and Academic Progression	48 - 54
Full Subject-based Banding (FSBB)	55
Study Skills	56 - 61
Emerging 21st Century Competencies Skills (E21CC)	62
Applied Learning Programme (ALP)	63
Learning For Life Programme (LLP)	64
ECO ACE Programme	65 - 66
Our Co-curriculum	
Co-Curricular Activities	67 - 69
Character and Citizenship Education (CCE)	70 - 73

Return to Table of Contents

DESIRED OUTCOMES OF EDUCATION

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

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

a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;

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

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

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

At the end of Secondary school, students should:

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

Return to Table of Contents

YIO CHU KANG SECONDARY SCHOOL

Our VISION

A Community of Learners, Leaders and Innovators

Our MISSION

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

Our MOTTO

Pursuit of Knowledge, Service to All

Our GROWTH VALUES

Gratitude, Respect, Optimism, Wholeheartedness, Teamwork, Honesty

Return to Table of Contents

YIO CHU KANG SECONDARY SCHOOL

SCHOOL LOGO

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

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

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

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

Return to Table of Contents

2026 SCHOOL THEME

Embracing Change with Agility

Dear YCKsians,

Change is the constant in life.

Technology is advancing and accelerating. What seemed like science fiction a few years ago is now readily available, such as drones, robots and artificial intelligence (AI).

All around us, there is uncertainty and volatility. Globally, big powers are competing against each other. Countries are looking after their own economic interests. People are divided.

Instead of being overwhelmed, we can respond to change with agility.

Agility isn't about being the strongest. It's about being adaptable, persevering and resilient. Being agile means you can pivot when plans change. It means we stay open to opportunities to learn. It means you keep moving forward steadily towards your goals.

To cultivate agility, when you encounter something difficult, think positively that 'You Can Do It!' Participate fully in all school activities, even those you have not tried before. Take the initiative to talk to teachers and peers, even those whom you don't know well.

Stay curious. Ask questions. Explore new interests. The more you learn about what's happening around you, the better equipped you are to navigate the changes. When things don't go as planned, think 'How Can I Do Better?' This reflective process turns every experience into a stepping-stone for success.

Embracing change with agility, with openness, curiosity and resilience, change becomes more exciting, as you discover your strengths and passions. Every time you learn a new skill, make a new friend, or bounce back from disappointment, you demonstrate agility.

Dear YCKsians, embracing change with agility is essential to overcoming challenges in future with creativity and confidence. In 2026, be at your most agile!

Return to Table of Contents

STUDENT LEADERSHIP

Vision

Every YCKSian is a Confident Leader

Mission

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

Developing the Leadership Potential of our Students

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

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

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

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

Return to Table of Contents

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

i. Student Leaders in general may have the opportunity to attend dialogue sessions, conferences, workshops or even leadership camps. Some of these events are organised by MOE HQ, other schools or vendors. Student Leaders may also have the opportunity to volunteer in community events, so as to develop their passion to contribute to societal needs and issues.

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

iii. The Sports Leaders play a crucial role in advocating for and building a sporting and healthy lifestyle in school. Appointed Sports Leaders have the opportunity to plan for and execute sporting-related activities in the school. For instance, they play a critical role in supporting the school's annual Sports Carnival and several other school events. Sports Leaders will also gain niche sporting knowledge and skills through external sporting activities organised by SportSG, while contributing to the community at the same time.

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

Return to Table of Contents

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

(c) In line with the national directive to forge a caring school community where members feel safe and have a sense of belonging, the school has been strengthening its efforts in peer support and relationships. Students with suitable dispositions or leadership qualities may be nominated and appointed Peer Support Leaders. Peer Support Leaders are important pillars in the Class Committees, as they play a crucial role in looking out for their peers and building strong networks of positive relationships within and beyond the classroom. The ultimate vision is to enable every student to become a peer supporter to promote student well-being.

i. A Peer Support Leader appointment is a student leadership appointment within the Class Committee. Peer Support Leaders actively look out for their peers and promote help-seeking and help-giving behaviour. They may be given opportunities to work with Class Leaders on class bonding activities to foster class spirit and school affiliation.

Recognition for Student Leaders

The school recognises the contributions and commitment of our Student Leaders. One way is by awarding them leadership attainment levels through the LEAPS 2.0 scheme. Student Leaders are also officially invested through the Student Leaders' Investiture, a formal ceremony which recognises the appointment of the various groups of Student Leaders such as the CCA Leaders, Sports Leaders and Student Councillors. Letters of Appointment and badges are presented to the Student Leaders during the Investiture. Certificates of Appreciation are also presented to the outgoing Student Leaders during the Investiture, as a mark of the school's appreciation towards their effort and contributions. Outstanding Student Leaders may have the opportunity to be recognized at national platforms as well, such as the Our Singapore Leadership Programme.

Return to Table of Contents

STUDENT MANAGEMENT

STUDENT CODE OF CONDUCT: The School Rules and Regulations

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

4As: ATTIRE, ATTITUDE, ATTENDANCE, ASSIGNMENT

3Rs: RULES, RESPECT, RESPONSIBILITY

ATTIRE

School Uniform for Boys

School Uniform for Girls

PE Attire for Boys

PE Attire for Girls

<u>School Uniform</u>

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

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

The school uniform **must** be worn during school assembly on **Tuesdays**.

Return to Table of Contents

PE Attire

Only the school PE T-shirt and shorts must be worn for PE lessons unless permission has been granted otherwise. On Mondays and non-HBL Fridays, when there are PE lessons, students may choose to wear the Level T-shirt.

Level T-shirt

Students can only wear the Level T-shirt meant for their level. This can only be worn on Mondays and non-HBL Fridays. The school may inform students to wear the Level T-shirt on special occasions e.g. Sports Carnival and National Day Celebration.

CCA Attire

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

Cardigans/ Sweaters

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

Footwear

Only school-approved plain white shoes and socks without any logo are allowed. Socks must be visibly worn. Sports shoes may be worn for CCAs and on special occasions such as Sports Carnival, with permission from the teacher-in-charge.

Return to Table of Contents

GROOMING

Hairstyle

Front View for Boys

Side View for Boys

Front View for Girls

Side View for Girls

Boys	Girls
• **Male students must be neat in appearance, clean-shaven and no facial hair is allowed.** • Short, neat and tidy hairstyle with natural colour. Hair must not touch the eyebrows, ears or shirt collar. • No outlandish hairstyle. • No tinting, dyeing, highlighting or perming of hair. • No ear studs/sticks are allowed. No jewellery/ ornaments is to be worn. • Fingernails should be short and unvarnished. • Coloured or fanciful contact lenses are not allowed. • Make-up (including coloured lip balm and tinted sunblock) or body art is not allowed.	• Short, neat and tidy hairstyles with natural colour. Long hair must be tied up neatly with simple rubber bands and clips that are black. • No outlandish hairstyle. • No tinting, dyeing, highlighting or perming of hair. • Hair must not fall across the face or cover the eyes. • Only one pair of simple ear studs is allowed. No jewellery/ ornaments is to be worn. • Fingernails should be short and unvarnished. • Coloured or fanciful contact lenses are not allowed. • Make-up (including coloured lip balm and tinted sunblock) or body art is not allowed.

Return to Table of Contents

ATTITUDE

Conduct and Behaviour

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

Morning Assembly

All students are to report to school by 7.55 a.m. sharp.

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

Possession of Weapon

All students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which can be used or intended to be used to cause harm to others.

Use of Personal Digital Devices

The rules and policies governing the use of personal digital devices in the school aim to ensure the school community is a safe place for all students and staff, for students to learn values and self-management skills, and for learning to take place with minimal distractions. Students will be using Personal Learning Devices (PLDs) for learning purposes under the Personalised Digital Learning Programme (PDLP). Personal digital devices must not be used for non-educational or recreational purposes (e.g. playing games, listening to music). **Students are not to use personal digital devices, including smartphones, during lessons unless explicit permission is given by the teacher.**

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

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

Return to Table of Contents

Any violation or suspected inappropriate use of a personal digital device will result in the device being withheld and checked as a disciplinary measure or for the purpose of investigation.
The school shall not be responsible for the loss of any personal digital device.

Use of wearable technologies

Wearable technologies, such as smartwatches with cameras, video recording, or internet-enabled features, are not permitted.

Possession of such devices during an assessment may be regarded as an attempt to cheat.

Social Media Conduct

Students must act responsibly and respectfully when using and communicating on social media platforms.

Students are expected to be mindful of the content they post publicly, ensuring that messages are not offensive, racist, vulgar, or threatening.

Harassment and cyberbullying, including malicious comments or insults directed at individuals, are strictly prohibited. Disciplinary actions will be taken against students who violate these guidelines.

Return to Table of Contents

ATTENDANCE

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

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

A letter from the parent / guardian will only be accepted if it is followed up by the parent/ guardian's call to the office on the day of the student's absence. For absence from school due to valid reasons and covered by parent's letter/email, the school will not accept more than 10 such parents' letters/emails per year.

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

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

ASSIGNMENTS and SCHOOL WORK

All students are to:

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

The 3Rs: RULES, RESPECT, RESPONSIBILITY

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

Return to Table of Contents

DISCIPLINARY GUIDELINES

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

The following list outlines examples of disciplinary offences. This list is not exhaustive and may be revised from time to time. The school reserves the right to determine the appropriate disciplinary action for each case, taking into consideration the nature, severity, and context of the offence. Disciplinary measures may include detention, suspension, caning (for boys only), and adjustment of the student's conduct grade.

List of offences

Minor Offences	Serious Offences	Very Serious Offences
Hurtful Behaviours		
• Insensitive remarks • Online misconduct	• Bullying (cyber, physical, social, verbal)	• Severe bullying (cyber, physical, social, verbal) • Gangsterism • Fighting • Assault
Attendance		
• Truancy (Lesson) • Late-coming* • Inappropriate use of personal digital devices* • Inappropriate attire & grooming* • Truancy (CCA)*	• Leaving school grounds without permission • Truancy (School)	

Return to Table of Contents

Minor Offences	Serious Offences	Very Serious Offences
Damage/Infringement to Property and Resources		
• Negligent damage of property	• Cybersecurity violations • Trespassing and unauthorized access • Vandalism • Arson	
Disruptive behaviours	**Defiance**	
• Playful/Uncooperative	• Open defiance	
	Dishonest Behaviours	**Sexual Misconduct**
	• Cheating in assessments • Forgery • Scams and frauds • Theft	• Pornography • Sexual harassment • Sexual exploitation • Sexual abuse/assault • Other forms of sexual misconduct
	Substance Abuse	
	• Alcohol • Vaping • Smoking	• Vaping with etomidate • Drug • Inhalant
Others		
• Other minor offences	• Gambling • Other serious offences	• Possession of weapons • Body art # • Other very serious offences

#Body art - Student will be suspended immediately from school till the date of the first consultation with specialist for removal

Refer to Page 20 for the detailed consequences for minor offences marked with *

Return to Table of Contents

Minor Offence*	Actions and Consequences
1. Late-coming 2. Inappropriate use of personal digital devices (including mobile phone, smartphone, smartwatch, PLD, etc) 3. Inappropriate attire & grooming	1st & 2nd time • Student is given warning and advice. • Student is required to make the necessary corrections immediately. • For attire or grooming issues that cannot be resolved on the spot, the student will be given one day to make the required adjustments. 3rd - 6th times • Student will serve detention (1 hour) after school. More than 6 times • Parents to meet Level DM. • Referral to SSC for mandatory counselling sessions. • Suspension (1 day) from class and a possible "Fair" or "Poor" conduct grade. • For inappropriate use of personal digital devices, student may be banned from bringing personal digital device to school or personal digital device will be held by school during curriculum hours. Reporting to School after 9.00 am • Parents will be informed. • Student will be suspended from school/class if there is no valid reason.
4. Truancy (CCA)	2nd time • Student is given warning and advice. • Student will provide a written reflection. 3rd time • Suspension (1 day) from class. More than 3 times • Suspension (1 day) from class. • Parents to meet HOD/SH CCA. • Conduct grade adjustment.

Return to Table of Contents

TOTAL STUDENT HEALTH & WELL-BEING

Yio Chu Kang Secondary School endeavours to be a Caring and Enabling School for all YCKSians. The Total Student Health & Well-Being Framework **SHAPE UP** encapsulates the areas of focus our students can develop in terms of values, knowledge, skills and habits to enhance their total health and well-being:

Social
Habits
Attitude
Physical Health
Emotional Health

Uplift
Personal Growth

Return to Table of Contents

Social	• Students develop strong peer-to-peer relationships and teacher-student relationships, promoting social cohesion and affiliation to the school • Students demonstrate Social Emotional competencies
Habits	• Students understand and maintain good sleeping and eating habits to sustain and improve total health • Students develop effective study habits to help them attain their academic goals • Students develop healthy habits on the use of their electronic device • Students develop Self-Discipline and Self-Leadership
Attitude	• Students demonstrate positive attitudes and live out the school GROWTH values through all key student development experiences and School-Based Initiatives • Students develop the attitudes and dispositions of active citizens with a will to act for the greater good • Students cultivate a mindset to keep themselves and others safe, in both physical and virtual environments
Physical Health	• Students cultivate and sustain physically active lifestyle • Students have proper nutrition and are in good physical health
Emotiona l Health	• Students develop positive mindset and are equipped with skills to overcome adversities • Students develop positive peer support relations to support students' well-being
Uplift	• Segments of students to be well supported through targeted help and effective interventions
Personal Growth	• Students find their meaningful purpose through the exploration of interest, strength and aspiration • Students are given opportunities to showcase talents and demonstrate leadership potential

Return to Table of Contents

STUDENT WELL-BEING

We believe that every student has a desire to learn and grow. At YCKSS, a dedicated team cultivates self-management skills in students by providing specialized support through the Student Services Hub, which includes the Student Support Centre and Time-Out Centre. Students can walk-in for guidance without an appointment or schedule a session through their teachers.

School Counsellors: Provide support for students' mental health and social-emotional development.

Staff:	Mr Koh Kwek Choong Ms Deniece Gomez
Time:	8.00 a.m. to 3.30 p.m. (Monday – Friday)
Venue:	Student Support Centre

Students can also reach out to the School Counsellors directly using the QR code or the link below.

https://go.gov.sg/ycksscounsellingsupport

Special Educational Needs Officer: Provide support to students with special educational needs such as dyslexia, ADHD or mild ASD and sensory/physical impairments.

Staff:	Ms Nur Hidayah M Saharudin Mr Peh Yam Khim
Time:	8.00 a.m. to 3.30 p.m. (Monday – Friday)
Venue:	Student Support Centre/ Synergy Room

Student Welfare Officer: Provide mentoring and social support to students requiring additional support.

Staff:	Mr Chow Won How
Time:	8.00 a.m. to 3.30 p.m. (Monday – Friday)
Venue:	Time-Out Centre

Return to Table of Contents

Education and Career Guidance Counsellor: Guide students in exploring their strengths, interests and aspirations at Institutes of Higher Learning.

Staff:	Mr Isaac Ling Liang Wei
Time:	8.00 a.m. to 3.30 p.m. (Tuesday and Wednesday)
Venue:	Student Support Centre

Students can also reach out to the ECG Counsellor directly using the QR code or the link below.

http://go.gov.sg/yckssecg

UPLIFT Support Officer: Build students' connection to the school and offer support to those in need of additional assistance.

Staff:	Ms Anbalaghi D/O Saravanan
Time:	8.00 a.m. to 5.00 p.m. (Monday – Friday)
Venue:	Time-Out Centre

Return to Table of Contents

LIST OF HELPLINES

NO	HELPLINE	DETAILS	OPERATING HOURS	HELPLINE NUMBER
1	National helpline	Provides round-the-clock support for mental health for individuals to seek help without fear of stigma.	24 hours	1771 (24 hours) / 6669-1771 (via WhatsApp)
2	Samaritans of Singapore	SOS provides emotional support to people in crisis, thinking of suicide, or affected by suicide.	24 hours	1-767 (24 hours) / 9151-1767 (24 hours CareText via WhatsApp)
3	Singapore Association for Mental Health	Uplifting lives and promoting mental wellness	Mon–Fri, 9 am–6 pm	1800-283-7019
4	Chat, Centre of Excellence for Youth Mental Health	Established in 2009 by the Institute of Mental Health (IMH) under Singapore's Ministry of Health (MOH). As a National First-Stop Touchpoint for Youth Mental Health Support for young people aged 16 to 30, CHAT provides timely, accessible support in a safe and inclusive space.	Tuesdays - Saturdays 12pm-9pm (Closed on Sun and PH)	6493-6500, 6493-6501
5	Touchline	A service by TOUCH Community Services to provide emotional support and practical advice for ages 12 to 25 years old on gaming addiction and internet-related issues and information on youth programmes.	Mon – Fri 9am–6pm	1800-377-2252

Return to Table of Contents

6	Counselling and Care Centre	Counselling and Care Centre (CCC) is a non-governmental, non-profit organisation dedicated to providing quality counselling and psychotherapy training and consultation to professionals in the mental health and social services.	Mondays and Wednesdays: 9am – 9pm Tuesdays, Thursdays and Fridays: 9am – 6pm	6536-6366
7	We Care Community Services	WE CARE treats all forms of addictions including drugs, alcohol, and compulsive behaviours like problem gambling, compulsive sex behaviours & porn use, overeating, problematic internet use & excessive gaming and shoplifting.	Monday to Friday from 10am-7pm	3165-8017
8	Shan You Counselling Centre	Established in 1995, **Shan You Counselling Centre** (SYCC) provides professional counselling and mindfulness-based services to the community, ...	Monday, Wednesday, Thursday & Friday: 9am-6pm Tuesday: 12pm-9pm Closed on Weekends & Public Holidays	6741-9293
9	Clarity Singapore	Clarity Singapore empowers persons with mental health conditions to lead meaningful lives through support, therapy, acceptance and recovery	Monday to Friday: 9am-5:30pm. Saturday: By appointment only.	6757-7990

[Return to Table of Contents]

10	Teen Challenge Singapore	Teen Challenge Singapore provides rehabilitation for alcohol and drug abusers with addiction issues.	Mon - Sun 9am-6pm	6793-7933
11	Care Corner Counselling Centre	For the mandarin-speaking community with family, marital or personal problems.	Daily 10am– 10pm	1800-3535800
12	National Addictions Management Service (NAMS)	The National Addictions Management Service (NAMS) was set up at the Institute of Mental Health (IMH) in 2008 with the support of the Ministry of Health (MOH) to provide treatment for people with addictions to drugs, alcohol, gambling, gaming and others.	Monday to Thursday: 8am– 5 : 30pm Friday: 8am – 5pm	General Enquiries Tel: 6389-2000 For etomidate -laced vape related queries, Tel: 6389-2929

Return to Table of Contents

MOE FINANCIAL ASSISTANCE SCHEME (FAS) 2026

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

INCOME CRITERION

Gross Monthly Household Income =

$4,000

or below

OR

Per Capita Income =

$1,000

or below

Calculate Per Capita Income =

$$\frac{\text{Total gross monthly household income}}{\text{No. of members in the same household}}$$

BENEFITS

Item	Academic Level		
	Primary	Secondary	Pre-U
School Fees	Not applicable	Full subsidy of $5 per month	Full subsidy of $6 per month
Miscellaneous Fees	Full subsidy of $13 per month	Full subsidy of $20 per month	Full subsidy of $27 per month
Textbooks	Free textbooks		Not applicable
School Attire	Free school attire		
School Meal Subsidy[1]	7 meals per school week	10 meals per school week	
Transport Subsidy	70% subsidy of monthly school bus fares for students taking school bus[1]; or $21 transport subsidy per month from the month of approval, up to a total of $252 transport subsidy per annum for students taking public transport[2]	$21 transport subsidy per month from the month of approval, up to a total of $252 transport subsidy per annum for students taking public transport[2]	Not applicable
Bursary	Not applicable		$1,600 per annum (inclusive of public transport subsidy)

[1] The school meal and school bus subsidy will only be provided from the effective month of the MOE FAS. There will be no reimbursement or retrospective subsidy for school meals and school bus fares incurred in the months prior to the effective month of the MOE FAS

[2] The public transport subsidy will only be provided from the effective month of the MOE FAS till December of the year.

HOW TO APPLY?

Applications can be submitted online via **https://go.gov.sg/moe-efasggas** The school will notify you of the outcome of your application.

OTHER INFORMATION

Parents with children in different schools

You need to submit only one application for all your school-going children to one of their schools.

Primary 6 students going to Secondary 1 in 2026

Primary 6 students can apply for MOE FAS at their primary school for Secondary 1 next year.

COMCARE recipients

Students who are existing beneficiaries of COMCARE need not apply for MOE FAS. Please submit the full set of COMCARE approval letter with the Annexes to the school.

Enquiries

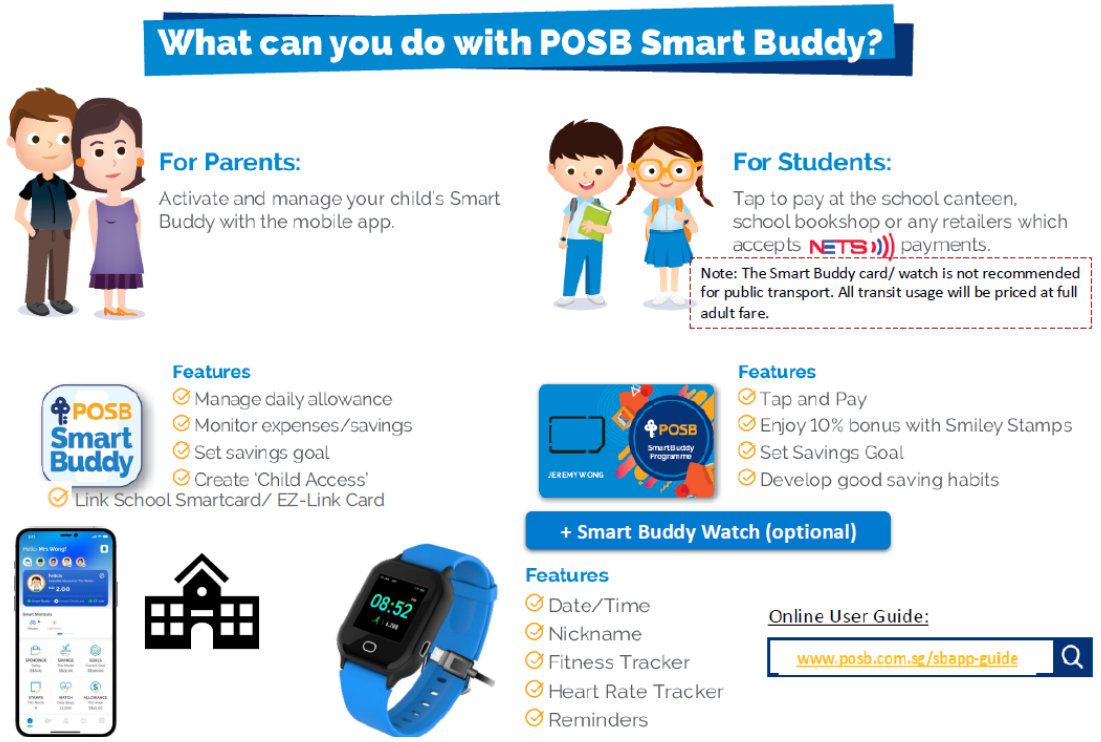
For enquiries, please contact the school at yckss@moe.edu.sg
Tel: 64560669

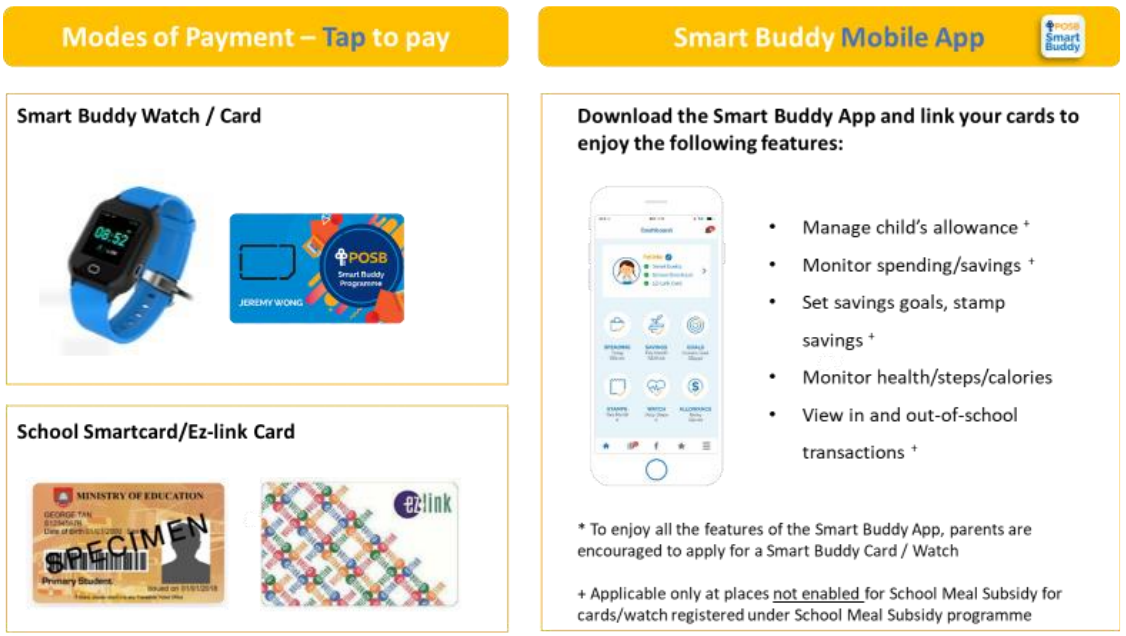
For more information, visit www.moe.gov.sg/financial-matters/financial-assistance

Return to Table of Contents

POSB SMART BUDDY PROGRAMME

POSB Smart Buddy is available as an e-payment option in our school canteen and bookstore.





Return to Table of Contents

Other Accepted Cards (But cannot be linked on the Smart Buddy mobile app)	
POSB ATM Card* 	DBS ATM Card*
POSB PAssion Card* 	Home Team NS PAssion POSB Debit Card*
NETS Pre-Paid Card (NPC) 	NETS FlashPay

**Must have NETS Contactless logo*

In addition, students can also learn good money habits and save, through the Stamp Savings feature, by purchasing Smiley Stamps from the Self-Serve Stamps Kiosk in the school canteen.

Student "buys" Smiley Stamps (S$0.50 each) with Smart Buddy allowance from the Self-Serve Stamps Kiosk in school.

Allowance used is stored as Stamp Savings, and will be automatically credited to their linked account each month.

S$1 Bonus Dollar rewarded as part of Stamp Savings for every 20 Smiley Stamps purchased per month.

FAS Students

Students who are beneficiaries of FAS School Meal Subsidy programme may use their registered POSB Smart Buddy card/watch or School Smart Card to tap and pay at the school canteen stalls. Amount will be debited from the school meal subsidy allocated.

Places Enabled for School Meal Subsidy	Places Not Enabled for School Meal Subsidy
Food & drinks at school canteen stalls	Purchases at school bookshop
	Public Transport and Out of School purchases

Balance readers are installed around the school canteen where your child can tap his/her registered card/watch to check the amount of school meal subsidy balance allocated.

Please note that while the POSB Smart Buddy watch and other accepted cards can be used for redemption of meal subsidy, FAS students will still need to use their School Smart Card for the monthly transport subsidy. Therefore, for your convenience, FAS students may wish to use only

Return to Table of Contents

your **School Smart Card** for redemption of the relevant subsidies. Please register your card at the school General Office.

More information is available on [POSB Smart Buddy - Secure Banking for Children]

Return to Table of Contents

School Safety

Safety Vision

A safe and healthy learning environment that nurtures a Community of Learners, Leaders and Innovators.

Safety Mission

To develop a strong safety culture that is essential for effective teaching and learning to take place.

Three Key Safety Messages

Safety Mindset & Attitude

Have a 'Safety First' mindset & attitude in everything you do.

Safety Mantra

Safety starts with me.

Safety Maxim

Safety is everyone's responsibility.

Return to Table of Contents

School Safety Policy

1. Yio Chu Kang Secondary School is committed to ensuring a safe, healthy and accident-free environment for all staff and students.

2. The school safety policy, as far as is reasonably practicable, seeks to:
    a. Establish and maintain a safe environment throughout the school;
    b. Establish and maintain safe working procedures among staff and students;
    c. Ensure the provision of sufficient information and supervision to enable all staff and students to avoid hazards and contribute positively to their own health and safety;
    d. Formulate effective procedures for use in case of fire or other emergencies that requires evacuation of staff and students;
    e. Establish procedures on managing incidents in school;
    f. Educate students on safety awareness and how they can contribute.

3. All staff have the responsibility to:
    a. Take care of their own health and safety and of any person who might be affected by their acts at work;
    b. Be aware of safety rules and regulations, procedures and safe working practices which are applicable to their areas of work;
    c. Ensure that tools and equipment that they may use in the course of their work are in good working condition and to report any defects to members of the School Safety Committee;
    d. Use any protective clothing and safety equipment provided and to ensure that these are kept in good condition;
    e. Ensure that any form of accidents and potential hazards are reported to members of the School Safety Committee.

4. All students are expected to:
    a. Exercise personal responsibility for the safety of themselves and their peers;
    b. Observe all safety rules as stipulated by the school;
    c. Observe and follow instruction of teaching staff during an emergency;
    d. Not wilfully misuse, neglect or damage equipment provided for safety purposes.

5. In pursuance of this policy, the school has established the School Safety Committee to advise members of the school on all matters relating to safety and to oversee implementation of the School Safety Policy.

[Return to Table of Contents]

Safety Rules and Regulations on Usage of Special Rooms
(Science Laboratory, Design and Technology Workshop, Art Room,
Food Laboratory)

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

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

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

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

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

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

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

No items / equipment / tools must be removed from the special rooms without the permission of a teacher. After each lesson, all items / equipment / tools must be cleaned and returned.

The work area must be kept clean and dry. Waste and surplus materials must be disposed of in accordance with the teacher’s instructions. Chemicals, once removed from the bottles, must not be put back into the bottles unless instructed to do so by the teacher.

Return to Table of Contents

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

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

Safety in Physical Education Lessons, Co-Curricular Activities, Sports and Games

Before the activity

- Students should check with their doctor if they have a medical condition to ascertain whether the activity is suitable for them.
- Students should inform their PE/CCA teacher if they are injured/feeling unwell/on medication/recovering from an illness.
- Students should inform their PE/CCA teacher if they have just gone for COVID-19 vaccination or recovered from COVID-19 infection. They will be exempted from strenuous physical activities for two weeks from the date of vaccination.
- Students should hydrate themselves adequately by drinking water half an hour before the exercise.
- Students should wear the appropriate attire for the activity.

During the activity

- Students should not execute any move that may put themselves or others in danger.
- Students should stop the activity if they are injured/feeling unwell. They should inform the teacher in-charge immediately and seek help.

After the activity

- Students should perform the 'cool-down' routines.
- Students should hydrate themselves adequately by drinking water after the activity.

Return to Table of Contents

Road Safety

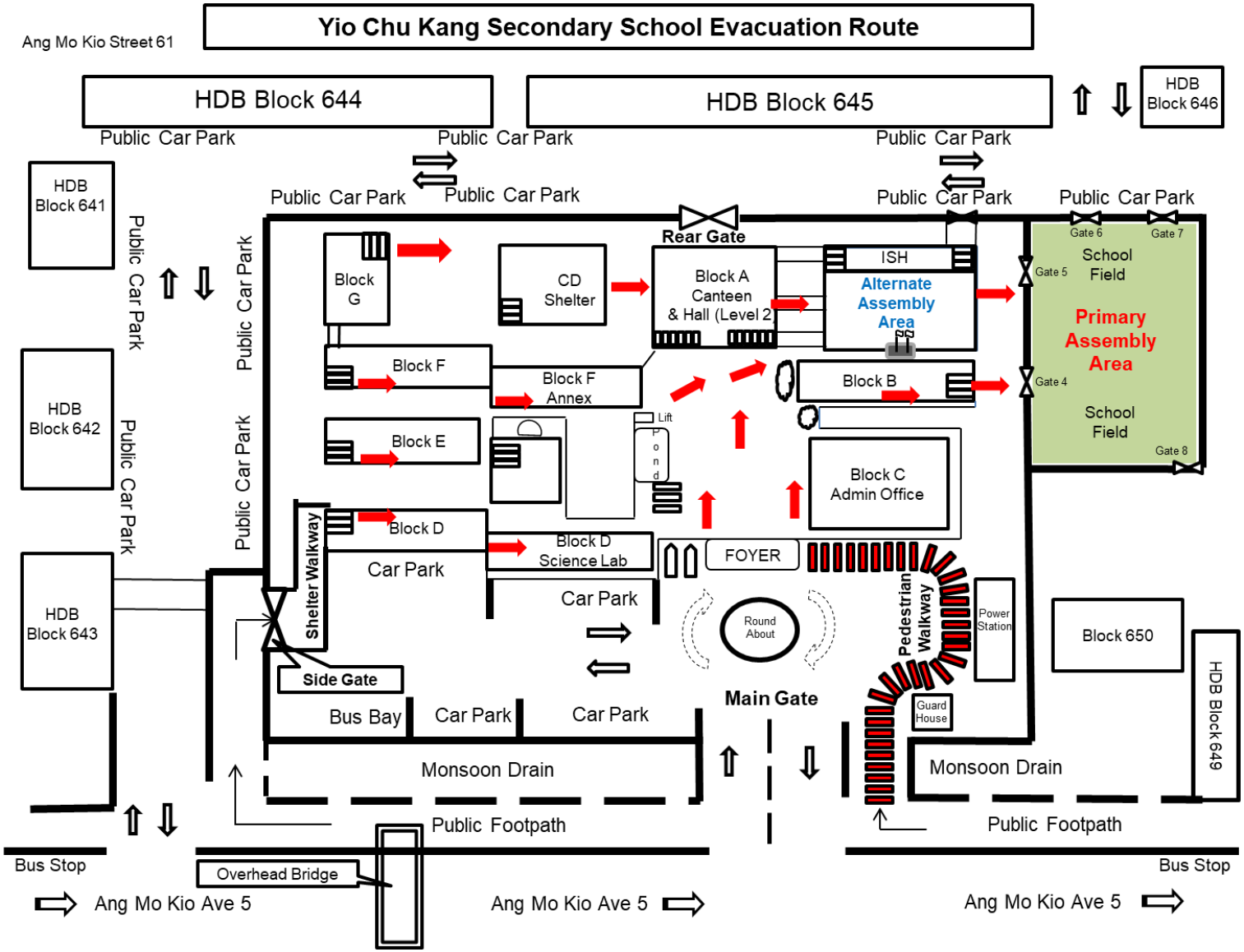
- Students are to use the designated walkway when they arrive and leave the school via Main Gate A (along AMK Ave 5).
- If it rains, students walking to school are advised to arrive and leave the school by Side Gate B that is linked to covered walkways.
- Parents and students are to adhere to the vehicle drop-off / pick up points in the school.
- Students are reminded to look out for vehicles when they cross roads.

Use the pathway when walking to school

Look out for vehicle before you cross the driveway at the main school gate

Return to Table of Contents

SCHOOL EVACUATION ROUTE



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

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

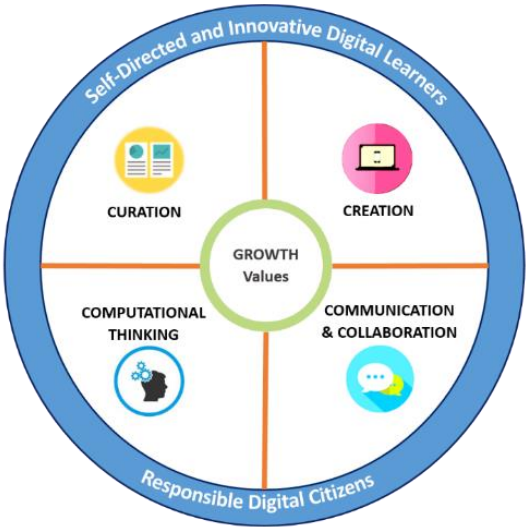
The PLD will be used in tandem with the national e-learning platform, the Singapore Student Learning Space (SLS), together with other educational technology platforms to personalise and enhance students' learning. Blended Learning is also a key feature of students' learning experience in which regularly scheduled Home-Based Learning (HBL) Days will be integrated into the curriculum to complement teaching and learning in school. This will enable students to acquire digital skills and apply these skills as they navigate an increasingly digitalised world. At YCKSS, we seek to do this through our **Digital Education Programme**:

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

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

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

- **Curation:** access, collate and analyse digital information
- **Creation:** innovate and create products/content using digital tools
- **Communication & Collaboration:** communicate, learn and collaborate through a digital media
- **Computational thinking:** investigate and solve problems systematically



Return to Table of Contents

YCKSS ACCEPTABLE USE POLICY (AUP)
Be a Responsible Digital Citizen

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

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

(1) Taking Care of Your PLD

General Precautions:

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

Carrying the PLD:

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

Return to Table of Contents

(2) Using Your PLD

At School:

(a) The PLD is intended for use every day at school.

(b) Students must be responsible for bringing their PLD to all classroom lessons, unless specifically advised not to do so by their teacher.

At Home:

(c) Students are required to bring their PLD home after every school day throughout the year.

(d) Students should use their PLD to complete online assignments and homework.

Charging of PLD:

(e) The PLD should be fully charged at home and brought to school the following day.

(f) Students are discouraged from charging their PLD using the school's electrical supply to avoid overloading the power point. They should seek permission from their teacher if they need to do so.

Use of Audio:

(g) Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.

(h) The use of personal earphones/headphones is mandatory during audio/video playback.

Installation of Device Management Application (DMA):

(i) All PLDs must be installed with the DMA to support a safe and conducive learning environment.

(j) The DMA will manage the students' device use based on the settings determined by the school.

(k) Students should not attempt to bypass, uninstall or de-enroll themselves from the DMA.

Installation of Apps:

(l) All PLDs are supplied with the latest version of the iPad OS, and other applications useful in an education environment.

(m) Students are reminded to keep their PLD updated by installing the relevant patches and updates when being prompted by the system.

(n) Apps that are no longer needed will be remotely removed by the school administrator.

Backing-up of Data:

(o) Students are responsible for backing up their work and data to a cloud storage and/or external drive regularly to ensure that the digital resources can be recovered where necessary.

Random Check:

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

Return to Table of Contents

(3) Protecting & Storing Your PLD

Identification of PLD:

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

Safekeeping of PLD:

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

(4) Repairing or Replacing Your PLD[1]

PLD Undergoing Repair:

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

Warranty and Insurance:

(c) The enhanced device bundle that comes with the purchase of the PLD includes a 4-year warranty for devices purchased from 2026 onwards.
(d) The coverage includes fire, lightning, power surges, accidental water spillage, accidental drop, theft due to forcible entry and robbery.
(e) Accidental loss will not be covered.
(f) In the event of damage, loss or theft of devices, students must report the matter to the school immediately.
(g) A police report must be submitted in cases of theft or loss.

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

Return to Table of Contents

Return to Table of Contents

YCKSS DIGITAL WELLNESS POLICY
Be a Responsible Digital Citizen

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

This policy covers:

1. Cyber Wellness: positive online behaviour and the safe, responsible use of cyberspace.
2. Digital Device Use: responsible care and use of Personal Learning Devices (PLDs) and school ICT facilities.
3. Artificial Intelligence (AI) for Education: responsible, ethical and age-appropriate use of AI tools.

Sense – Think – Act Process

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

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

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

MOE Cyber Wellness Framework

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

Return to Table of Contents

Safe and Responsible Use

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

2. Users should not attempt to access data, system and information that they are not authorised to.

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

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

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

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

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

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

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

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

11. Users are responsible for any resource that is borrowed from school for the duration of the loan. The user will bear the cost of damage, theft or loss due to negligence.

12. Users are responsible for any resource that is borrowed from school for the duration of the loan. The user will bear the cost of damage, theft or loss due to negligence.

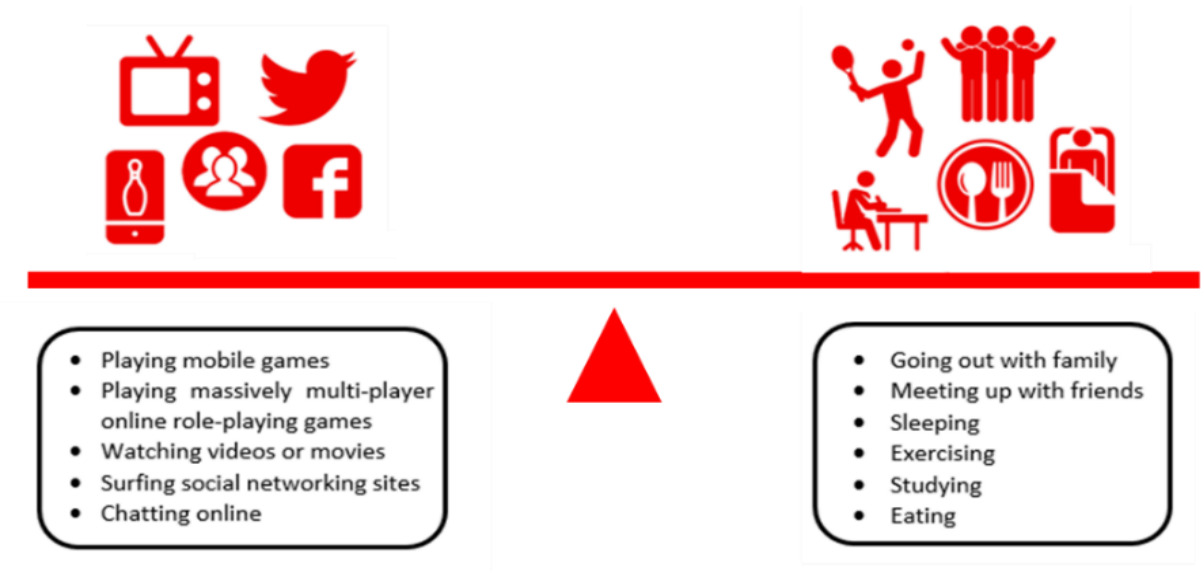
[Return to Table of Contents]

13. Users are responsible for the security of their account IDs and passwords. All account IDs, passwords and sensitive personal data (e.g. home address) should not be shared with anyone online or on AI platforms. Using another person's account and password, with or without the account holder's permission, is a serious offence.

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

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

16. Users should make wise and healthy choices, including maintaining a healthy balance of their online and offline activities (e.g. physical exercise, face-to-face social interactions).



Adapted from MOE Educational Technology Division's ICT Connection

17. Users should avoid excessive use of devices outside learning hours and should take regular breaks to rest their eyes and mind.

18. Users are reminded to practice good sleep hygiene by not using devices one hour before bedtime.

[Return to Table of Contents]

Respect for Self and Others

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

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

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

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

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

6. Users should respect the rights of others by complying with all laws and school policies regarding the protection and use of intellectual property (e.g. seeking explicit permission from the owner before using/sharing copyrighted materials, providing a reference or citation). Users should not own, copy or share software in an unauthorised or illegal manner. The rights of all materials and data created using the school's ICT facilities and resources are jointly owned by the school and the user.

Purposeful Use of AI for Education

1. Users must ensure that they meet the minimum age requirement specified in each AI tool's age restrictions before using it.

2. Users should only use AI tools when a teacher has permitted their use or when it is aligned to the purpose of the task.

3. Users should use AI tools wisely to enhance learning, ensuring that it does not replace their own effort, thinking or development.

Return to Table of Contents

4. Users should be mindful of the negative impact on learning and development if the AI tools are not used responsibly.

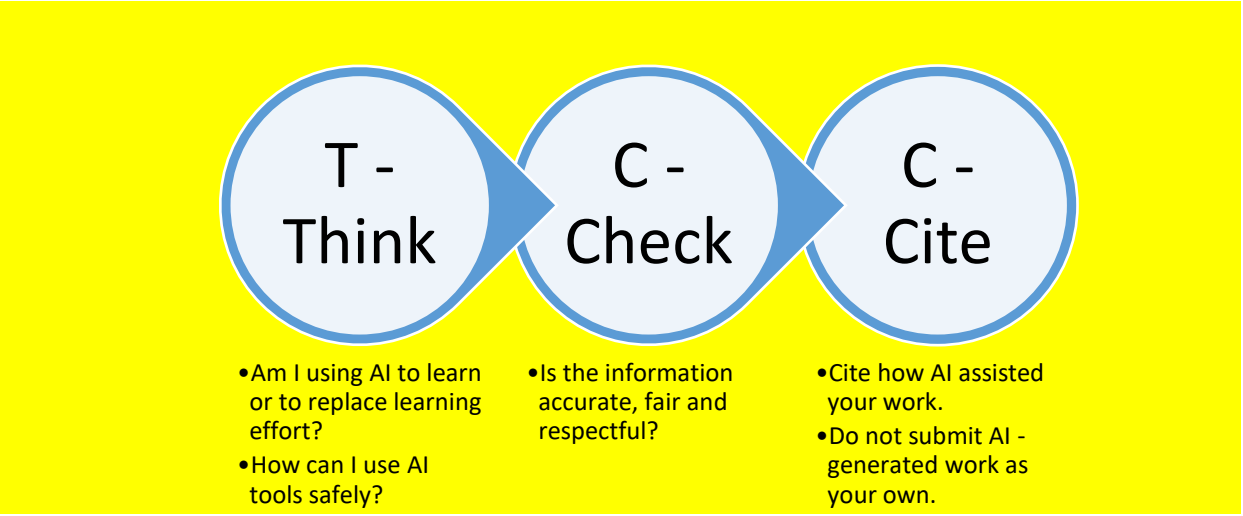
5. Users are to verify the accuracy and appropriateness of AI-generated content, exercising caution that AI can provide inaccurate, biased and outdated information.

6. Users must protect their own and others' privacy by not keying in personal or sensitive information into AI tools.

7. Users should ensure academic integrity by acknowledging which AI tool and how it was used to support their work or assessments.

8. Users are encouraged to build foundational AI literacy to better understand the benefits, limitations and risks of AI.

9. To harness AI for meaningful learning and to protect against misuse, users are expected to follow the THINK–CHECK–CITE framework:



Return to Table of Contents

10. Users are to adhere to the teachers' guidance and AI guardrails which have been put in place based on the following key focus:

Level	Key Focus
Sec 1 to 2	• Students to take greater ownership of how they use AI to support their learning. • Students to complete the [Secondary] Basic Module on AI and AI-enabled Features in SLS (go.gov.sg/ai-sec). • Students use AI to guide their thinking and development, not replace them. • Students to reflect on how and why they use AI, manage their emotions and act ethically.
Sec 3 to 4/5	• Students use AI tools with a focus on independent learning and agency. • Continued emphasis is placed on ethical use of AI. • Students to co-create with teachers, rules around the ethical and responsible use of AI in the classroom.

Positive Peer Influence

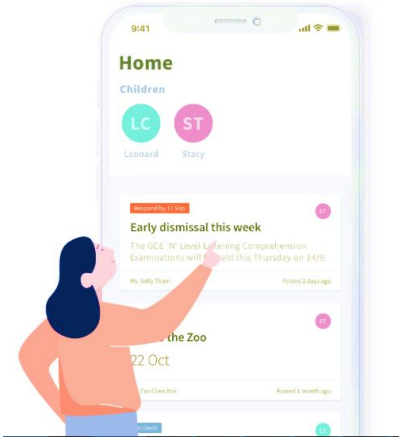
1. Users should be a positive role model online by sharing healthy and positive content and harnessing technology to do good for others.

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

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

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

Return to Table of Contents



PARENTS GATEWAY

The “Parents Gateway” is a one-stop mobile app that allows schools to connect with parents digitally.

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

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

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

Return to Table of Contents

SCHOOL ASSESSMENT POLICY

Vision

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

Philosophy

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

Assessment for Learning & Assessment of Learning

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

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

Return to Table of Contents

School-Based Assessment Structure

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

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

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

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

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

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

Return to Table of Contents

ACADEMIC PROGRESSION

Level	Progression Criteria
Sec 1	i. Students generally progress to the next year of learning and offer all subjects at existing level(s). ii. Students who obtain ≥ 75% in a subject overall mark may offer it at MDL the following year. • Students who will offer at least 3 subjects at MDL the following year may be allowed to offer additional subjects at MDL if the resulting subject combination provides more options for post-secondary pathways. The students should satisfy <u>all</u> of the following: ○ EL, Math and Science: For at least 2 of these subjects, students should qualify to offer them at MDL the following year (i.e. obtain ≥ 75%) or had already been offering at MDL and obtain ≥ 50%); ***and*** ○ Obtain ≥ 50% for other subject(s) that will be offered at MDL. iii. Students can remain at current year of learning (i.e. repeat) if there are extenuating circumstances.
Sec 2	i. Students generally progress to the next year of learning, guided by a common academic requirement: • Pass EL and 2 other subjects <u>OR</u> • Pass at least half the total number of examinable subjects offered* ** Rounded down if student offers an odd number of subjects, subject to a floor of 3.* ii. Students who have <u>met</u> academic requirements can offer subject(s) at MDL . • Students who obtain ≥ 75% in a subject overall mark may offer it at MDL the following year. • Students who will offer at least 3 subjects at MDL the following year may be allowed to offer additional subjects at MDL. The students should satisfy ***<u>all</u>*** of the following: ○ EL, Math and Science: For at least 2 of these subjects, students should qualify to offer them at MDL the

Return to Table of Contents

	following year (i.e. obtain ≥ 75%) or had already been offering at MDL and obtain ≥ 50%); ***and*** ○ Obtain ≥ 50% for other subject(s) that will be offered at MDL; ***and*** ○ For students offering G1 subjects, bridging from S2 G1 subjects to S3 G2 subjects is limited to 2 subjects. ○ For S2 students who need to bridge more than 2 G1 subjects to G2 subjects, schools will need to seek approval from SD. These students will offer the subjects at G2 as a S2 student the following year. iii. Students who have <u>not met</u> academic requirements are to offer fewer subjects and/or offer subjects at less demanding level (LDL). iv. Students can remain at current year of learning (i.e. repeat) if there are extenuating circumstances.
Sec 3	i. Students generally progress to the next year of learning, guided by a common academic requirement: • Pass EL and 2 other subjects <u>OR</u> • Pass at least half the total number of examinable subjects offered* ** Rounded down if student offers an odd number of subjects, subject to a floor of 3.* ii. Students who have <u>not met</u> academic requirements are to offer fewer subjects and/or offer subjects at less demanding level (LDL). iii. Students can remain at current year of learning (i.e. repeat) if there are extenuating circumstances.

EXAMINATION RULES AND REGULATIONS

<u>GENERAL</u>

1. All students must report in full school uniform for the flag-raising and / or pledge-taking ceremony during the examination period **<u>by 7.55 a.m</u>**. No student is allowed to leave school before the end of the last paper for the day.

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

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

Return to Table of Contents

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

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

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

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

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

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

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

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

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

IN THE EXAMINATION ROOM

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

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

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

3. Students must notify the invigilator by raising their hands with regards to the following:
    - where there is a blank or missing page

Return to Table of Contents

- where the printing is unclear
- where the wrong paper has been given
- where materials to be provided by the school have not been received e.g. maps, grid paper, etc.

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

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

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

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

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

AFTER THE EXAMINATION

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

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

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

WARNING

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

1. Having any unauthorised electronic, communication, entertainment or gaming devices capable of capturing, storing, displaying and/or transmitting or receiving visual, audio or verbal information within the examination premises (e.g. Examination Room, Quarantine Room, Waiting Room). Examples of prohibited items include, but are not limited to, mobile

Return to Table of Contents

phones, cameras, tablets, earphones/earpieces (wired or wireless) and smart wrist watches/glasses, pen with image capturing capabilities and pen with erasable ink.

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

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

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

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

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

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

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

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

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

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

Return to Table of Contents

FULL SUBJECT-BASED BANDING (FSBB)

Lower Secondary students offering G1 and G2 subjects can take English, Mathematics, Science and/or Mother Tongue Languages at a more demanding level if they meet the PSLE eligibility criteria at the start of the year in Secondary 1, or school-based criteria after the Secondary 1 mid-year and year-end assessments.

Eligible students offering G1 and G2 subjects can take Humanities at a more demanding level at Secondary 2 if they meet the school-based criteria after the Secondary 1 year-end assessments.

PSLE Eligibility Criteria

Course	PSLE Achievement Level	PSLE Foundation Achievement Level	Option to offer subject at
G2	AL 5	-	G3
G1	AL 5	-	G3 / G2
	AL 6	AL A	G2

School-Based Criteria for Insert after Secondary 1 Mid-Year and Year-End assessments

Course	School-based Results	Option to offer subject at
G2	75% or higher in specific subject	G3
G1	75% or higher in specific subject	G2

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

Return to Table of Contents

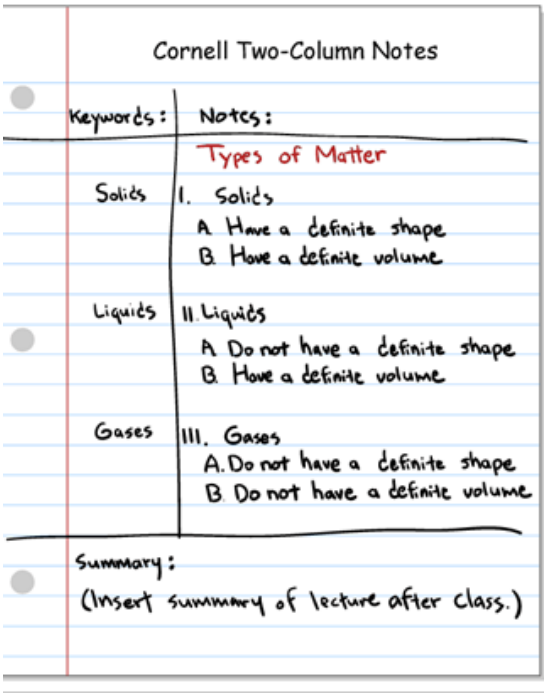
STUDY SKILLS

HOW TO DEVELOP GOOD STUDY HABITS?

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

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

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



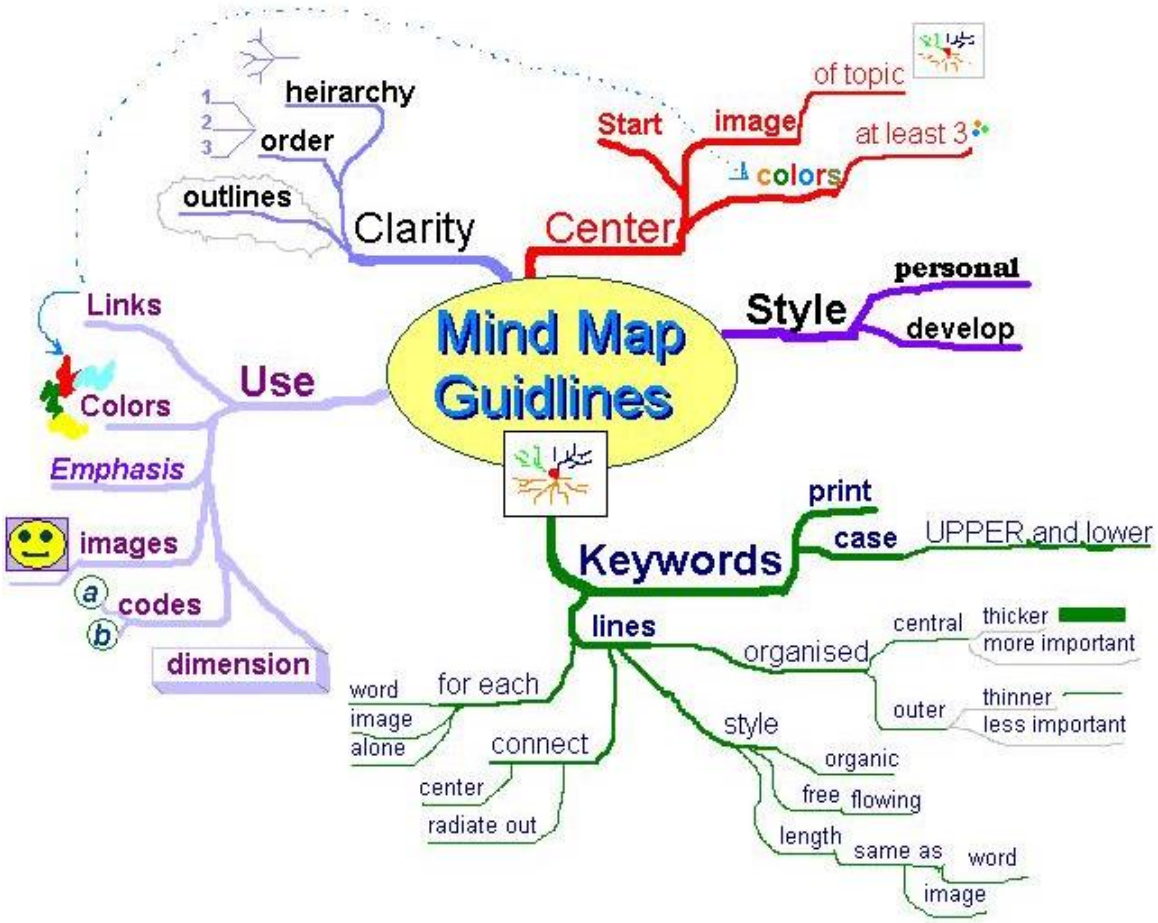
Home-Based Learning (HBL) Days
- Create a learning space at home where you can focus and exercise self-control (e.g. away from the devices).
- Have your account IDs and correct passwords on hand.
- Think about how to structure your day and complete the HBL tasks based on the HBL Assignment Plan.
- Take charge of your own schedule and learning.
- Attempt the tasks on your own and seek help from classmates & teachers if needed.
- Keep the movies for the weekends!

Return to Table of Contents

HOW TO CREATE REVISION NOTES?

- **Record** key points said by teacher.
- **Reduce** the important facts and ideas to key words, phrases and questions. Summarise.
- **Recite**. Use post-it notes to cover definition, formula etc. Cover & recite. This will help you remember better.
- **Reflect**. Flag with coloured sticky tapes when you have a question, see connections, or sections you need to monitor because you were unsure. Reflect and seek clarifications from teachers or peers immediately.
- **Review**. Use your notes to revise and make reference to the textbooks.
- **Recap**. Test yourself by trying to answer good questions to spot areas to improve.

HOW TO CREATE MIND MAPS?



Return to Table of Contents

Benefits of Mind Mapping:

- Mind Mapping facilitates the development of super memory.
- Mind Mapping is a visual thinking tool to structure information to help analyse and create new ideas.
- Mind Mapping helps especially visual learners to remember the content better.
- Mind Mapping shows links and connections between related points.
- Mind Mapping helps learners generate creative and unique ideas in less time.
- The use of colours, images, and keywords in mind mapping aids in enhancing your memory and retention.
- Mind Mapping makes learning fun!

Motivation and Memory

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

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

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

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

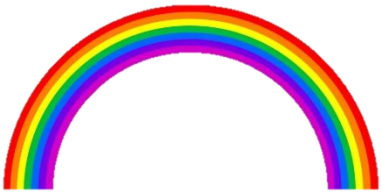
Return to Table of Contents

HOW TO MEMORISE WELL?

Mnemonics

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

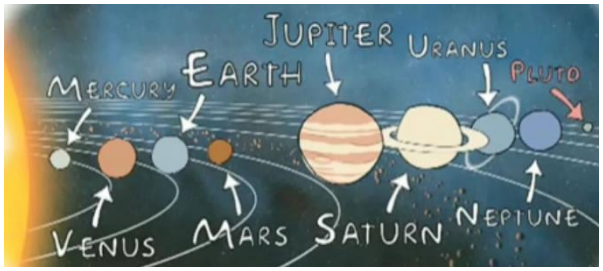
a) **Acronyms** work especially well if the first letters of the words on the list happen to look like a word.



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

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

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



E.g. Planets of the Universe

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

Hot Tips

- Recite the mnemonics out loud. *(Mouth movements and sound helps you brain remember.)*
- Write down the information several times. *(Hand movements and seeing helps too.)*
- Walk/pace if you need to while reciting, reading, etc. *(When more movements and senses combine, it also helps.)*
- Use gestures if it helps. *(Be creative.)*

Link Method

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

Visualise

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

Return to Table of Contents

HOW TO CREATE A STUDY PLAN?

1. Refer to the chapters/units/topics for each subject.
2. Prioritise which of these subjects & chapters/ units/topics to revise first by considering:

    - How well you understand these topics (cover unfamiliar/ weaker topics earlier)
    - Importance of these topics (any prerequisite topics?)
    - Estimate how much time you need/can afford for each of these topics.
3. Determine how you would want to spread out these amounts of time over the period of revision. (use the weekly planner to help you work out this details)
4. Ensure that you allocate enough time for every subject!
5. Be realistic and also control how much time you should be spending on hobbies to achieve a healthy balance. (E.g. handphone time)
6. Fill up the weekly calendar with the subjects that you would revise every day and paste it on the wall to remind you of your daily tasks. You can use colourful Post-It notes too.
7. Make a habit of checking and reflecting how well you ae following your plan.

HOW TO FORM STUDY GROUPS?

1. **Choose Participants Wisely**
   Be careful about studying with "good" friends if they do not share your academic goals. They may serve as a distraction rather than be good study partners.
2. **Limit the Number of Members in Your Group**
   The size of your study group should range from about 2-4 members. Keeping it small ensures meetings are regular and all can concentrate.
3. **Exchange contact information**
   Exchange names, e-mail addresses, and/or contact numbers.
4. **Select a Group Facilitator**
   The group facilitator is responsible for tasks such as creating a basic agenda of topics or subjects to study and contacting members about the meeting time and location, etc.
5. **Establish a Meeting Schedule/Location**
   Attempt to limit the length of the meeting to 1-2 hours. This helps ensure members are focused and will have time to attend. Study in a quiet and conducive environment. It helps if the venue is a regular place.
6. **Remove all distractions**
   Keep aside your mobile devices or gadgets and stay focused on the topics the study group is focusing on. Ask relevant questions and help clarify each other's thoughts. The test of a good study group is when all members practise keeping their mobile devices out of sight for the whole study period.

Return to Table of Contents

IMPORTANT STUDY TIPS

1. Do not cram all your studying into one session.
2. Find out what routine works best for you (with *music or no music; alone or in a group etc).* Everyone studies differently.
3. Plan when you're going to study. Stick to it!
4. Set a specific goal for each study session e.g. Today, I am going to 5 exercises for Algebra, cover one chapter of Science, attempt 1 comprehension exercise etc.
5. Organise your books and notes (use headings, highlighting, flagging using sticky flags etc). Keep good filing habits.
6. If you don't understand something, ASK! Record your questions in a list.
7. Revise! Revise! Revise!
8. Eat well. Keep hydrated. Exercise regularly.
9. Get enough sleep!
10. Stay Positive. Have a Growth Mindset!

The Pomodoro Technique

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

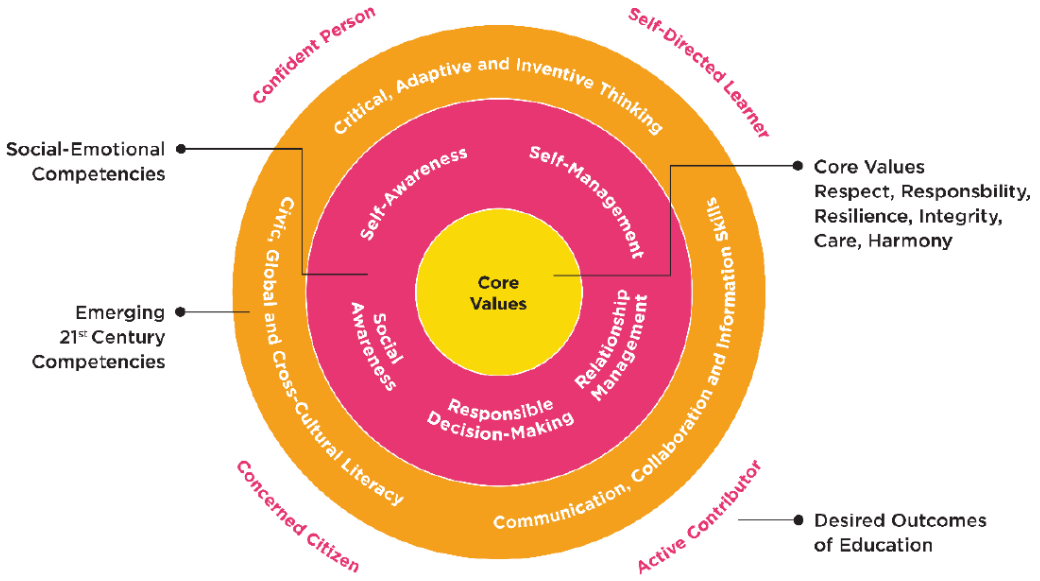
You will need a timer and a simple concept: write down a task, work on that task for 25 minutes without interruption, and then take a break for five minutes. Each 25-minute work period is called a "pomodoro", named after the Italian word for tomato.

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

Return to Table of Contents

Emerging 21st Century Competencies (E21CC)

The school's holistic development of E21CC involves intentional teaching and reinforcing of competencies that prepare our students to thrive in an increasingly complex and interconnected world. Grounded in sound values and character, E21CC are developed through the total curriculum, which includes all student learning experiences delivered within and outside the structured timetable.



Return to Table of Contents

APPLIED LEARNING PROGRAMME (ALP)

NURTURING INQUIRING MINDS AND INVENTIVE THINKERS THROUGH TECHNOLOGY

The school offers an Applied Learning Programme (ALP) to nurture inquiring minds and inventive thinkers through technology. Students explore Science, Technology, Engineering and Mathematics (STEM) with a focus on Technological Sustainability, developing innovative solutions to real-world community challenges. Through an inquiry-based approach, the progressive ALP curriculum equips all students with coding and computational thinking skills. Importantly, the programme encourages students to remain curious about how technology can be applied in novel ways to enhance quality of life. In doing so, the ALP cultivates adaptable, future-ready learners.

The ALP Curriculum

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

Sec 1

Exposure

Students are introduced to:

* Basic coding logic using SMART AI World Kit (with Micro:bit)
* Solve real-life problems using creative technology ideas & Design Thinking
* Digital tools using PLD

Sec 2

Experience

Students are introduced to:

* From Ideas to Action (F.I.T.A.) Interdisciplinary Project Work
* Solve real-life problems using creative technology ideas & Design Thinking

Talent Development

Excellence

Students who have a keen interest in STEM can further hone their knowledge and skills via:

* Mechatronics, Aeronautical, Robotics (MARs) Club
* External STEM competitions
* Advanced Elective Modules offered by Polytechnics at Sec 3
* Mentorship Opportunities
* Maker Programme at Techno Sphere

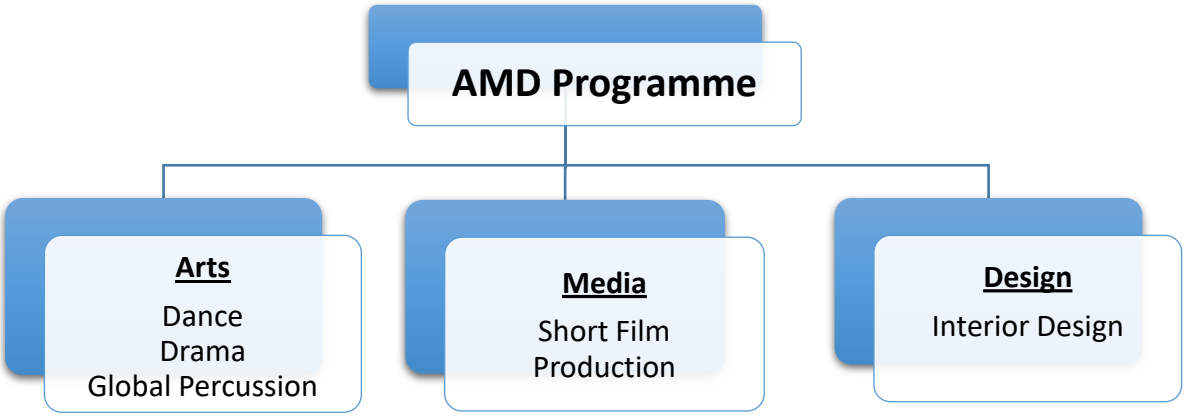
Return to Table of Contents

LEARNING FOR LIFE PROGRAMME (LLP)

CHARACTER DEVELOPMENT THROUGH ARTS, MEDIA & DESIGN (AMD)

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

The Sec 1 & 2 AMD Programme



The AMD Programme is a structured two-year programme built into the Lower Secondary curriculum through the Exposure, Experience and Excellence framework.

Exposure: Students will be exposed to a variety of art forms through assembly programmes, learning journeys and arts-based enrichment programmes.

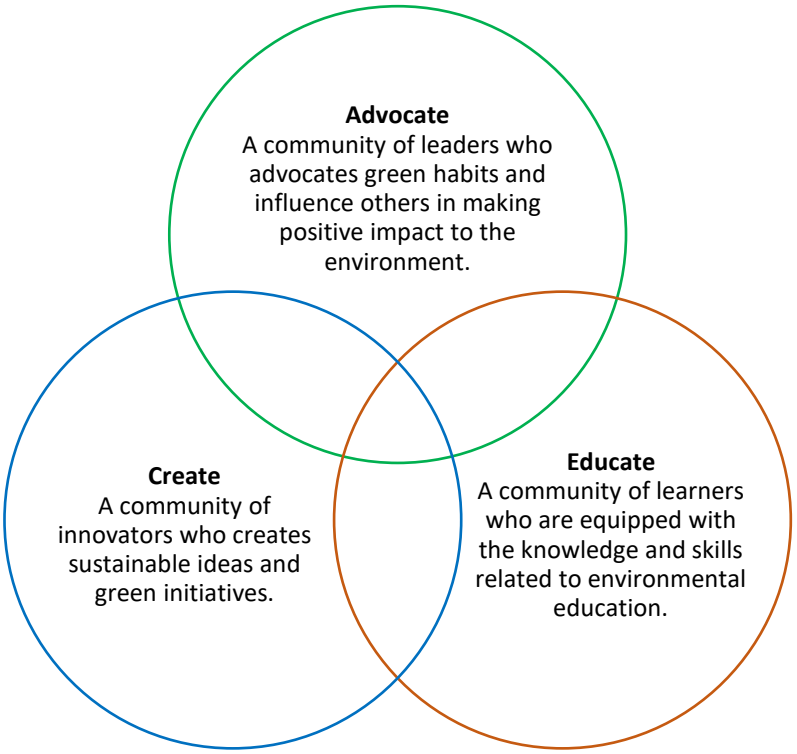
Experience: Secondary One and Two students will experience five AMD Modules - Dance, Drama, Global Percussion, Short Film Production, and Interior Design over two years. At the end of each module, students reflect on their journey studying the module and how they have overcome challenges in the course learning a new skill.

Excellence: The AMD Talent Development Programme takes students further through student-initiated interest groups in Modern Dance and Music Rock & Pop. Students with a keen passion for the performing arts will have opportunities to showcase their talents through school-based concerts and external arts-based competitions.

Return to Table of Contents

ENVIRONMENTAL EDUCATION THROUGH THE YCKSS ECO ACE PROGRAMME

The Environmental Education Programme in Yio Chu Kang Secondary School, known as the ECO ACE Programme, adopts the Advocate, Create, Educate (ACE) Approach which is aligned to the school's vision, 'A Community of Learners, Leaders and Innovators'. We hope to nurture a community of leaders who advocates green habits and influence other in making positive impact to the environment; a community of innovators who creates sustainable ideas and green initiatives, and a community of learners who are equipped with the knowledge and skills related to environment education.



Return to Table of Contents

Advocate

In line with 21st century competencies and CCE2021, there is a larger educational call to nurture students who can exercise sound and discerning decision-making as they grow into concerned and responsible citizens. There is potential to develop students' deeper appreciation for, and to motivate them into committed actions towards realising that their personal and collective lifestyle choices do have an impact on the environment. The school is always on the look out to develop students, who are passionate in this area, to be Environment Ambassadors. Students are provided with opportunities to advocate and do their part for the environment. Other school-wide programmes such as the Values-in-Action Programme, Service Learning and other outreach programmes also provide students with the opportunities to spread their green messages to the community and influence others to play their part in protecting the environment.

Create

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

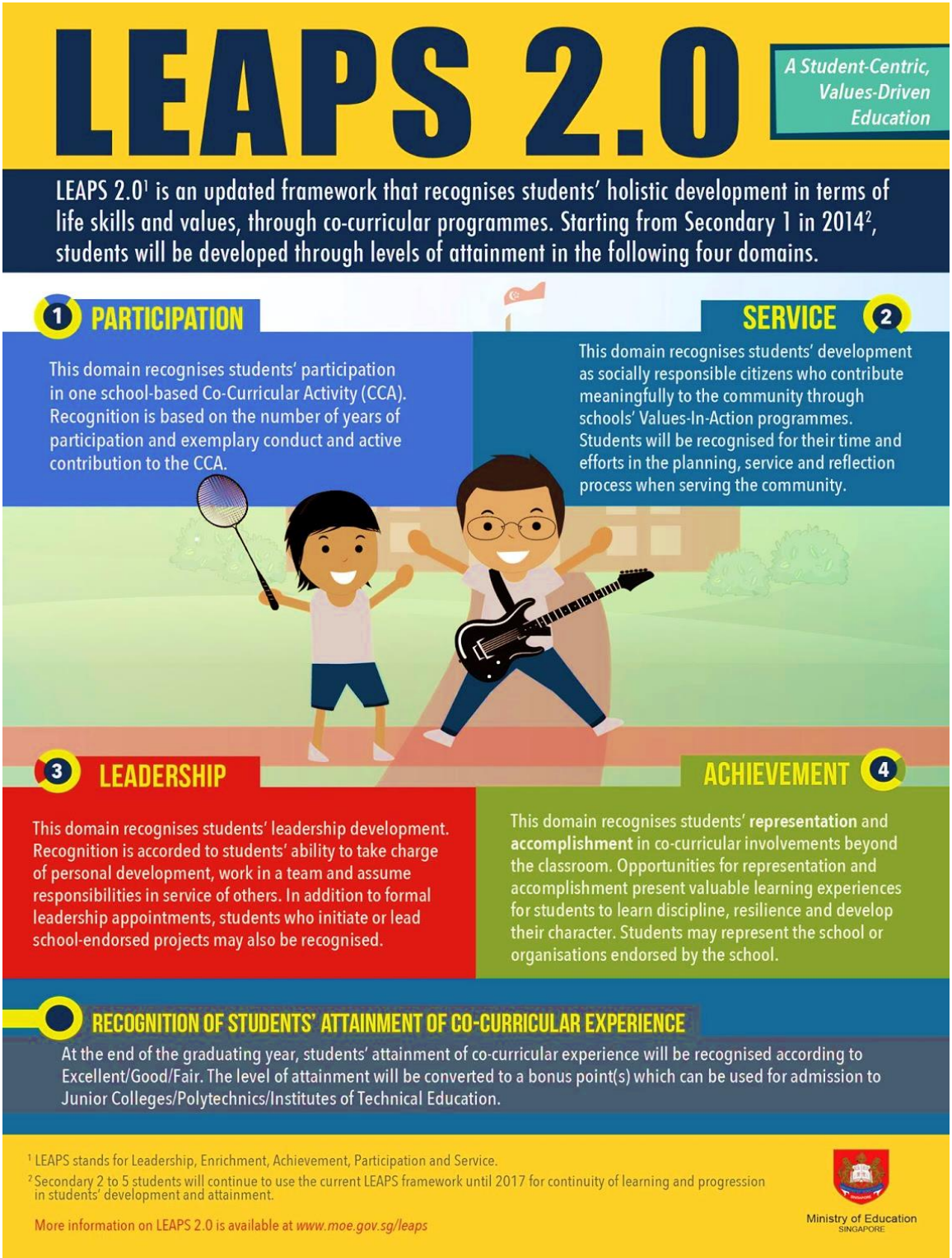
Educate

The ECO ACE Programme also aims to cultivate in students the right knowledge, skills and dispositions for the future and to nurture them to grow into environmentally conscious citizens. Through various educational programmes and learning experiences, students learn about key environmental issues and understand the role of individuals to do their part to care and protect the environment.

Return to Table of Contents

CO-CURRICULAR ACTIVITIES (CCA)

CCA GRADING SCHEME LEAPS 2.0



Return to Table of Contents

RECOGNITION OF STUDENTS' LEVEL OF ATTAINMENT

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

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

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

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

https://tinyurl.com/ccaleapsframework

Return to Table of Contents

CCA POLICY

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

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

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

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

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

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

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

CCA Stand Down for Examinations

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

- **Note: Students are expected to attend CCA sessions during Weighted Assessment period**.

Return to Table of Contents

CHARACTER AND CITIZENSHIP EDUCATION (CCE)

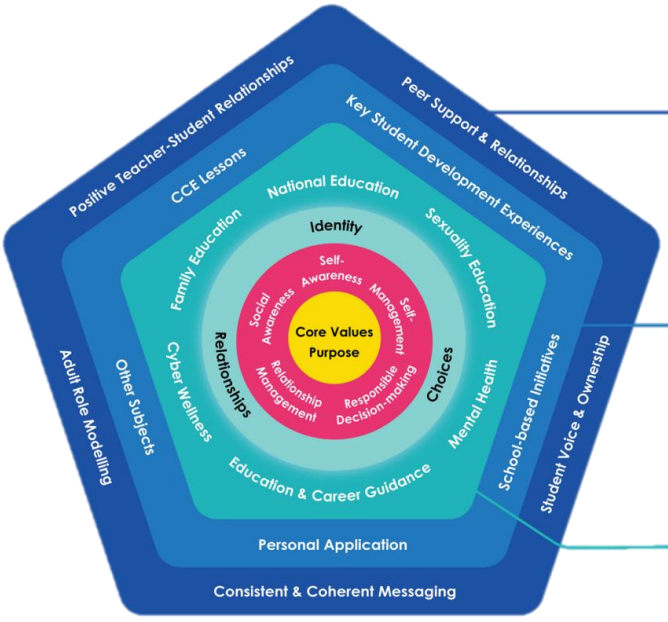
Character and Citizenship Education (CCE) is at the heart of education in Singapore. Through CCE, students learn values, social-emotional competencies, and develop character and citizenship dispositions that enable them to grow holistically and learn for life.

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

With CCE, we aim to develop in our students:

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

The figure below illustrates the CCE Curriculum Frame:



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

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

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

Return to Table of Contents

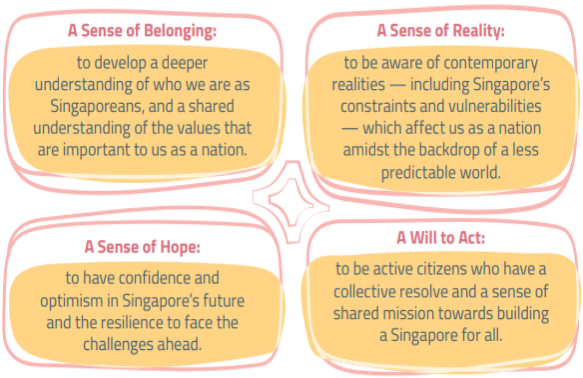
CCE @ YCKSS

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

The CCE curriculum is delivered by the Form Teachers through lessons scheduled as follows.

- two periods of CCE lesson per week
- two periods of Form Teacher Time per week

National Education (NE)



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

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

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

Return to Table of Contents

Mental Health Education (MHE)

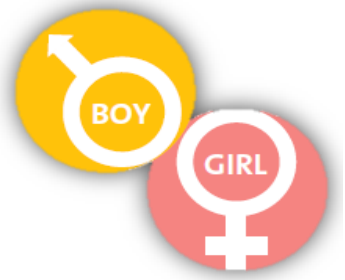
Mental well-being is key to overall health. Students with good mental health has a balance in various aspects of life, such as having a healthy diet, exercising regularly, having sufficient sleep, and managing screen time. They are also able to manage their thoughts, feelings, and behaviours to effectively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

Cyber Wellness (CW)

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

Sexuality Education (SEd)

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



Return to Table of Contents

Education and Career Guidance (ECG)

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

Family Education (FE)

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

Return to Table of Contents

2026 SCHOOL TERMS, SCHOOL AND PUBLIC HOLIDAYS

School Calendar

Semester I	
Term I	Fri 2 Jan to Fri 13 Mar
Term II	Mon 23 Mar to Fri 29 May
Semester II	
Term III	Mon 29 Jun to Fri 4 Sep
Term IV	Mon 14 Sep to Fri 24 Oct*

** 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, 24 October 2026.*

School Term Holidays

PRIMARY & SECONDARY	
Between Terms I & II	Sat 14 Mar to Sun 22 Mar
Between Semesters I & II	Sat 30 May to Sun 28 Jun
Between Terms III & IV	Sat 5 Sep to Sun 13 Sep
At End of School Year	Sat 21 Nov to Thu 31 Dec

Scheduled School Holidays

Youth Day	Sun 5 Jul (The following Monday, 6 Jul will be a school holiday.)
Teachers' Day	Fri 4 Sep

Return to Table of Contents

Public Holidays

Term I	**New Year's Day**	Thu 1 Jan
	Chinese New Year	Tue 17 Feb
		Wed 18 Feb
Term II	**Hari Raya Puasa**	Sat 21 Mar[1]
	Good Friday	Fri 3 Apr
	Labour Day	Fri 1 May
	Hari Raya Haji	Wed 27 May
	Vesak Day	Sun 31 May[2]
Term III	**National Day**	Sun 9 Aug[3]
Term IV	**Deepavali**	Sun 8 Nov[4]
	Christmas Day	Fri 25 Dec

[1]Mon, 23 Mar will be a designated day off-in-lieu for schools.

[2]Mon, 1 June will be a public holiday.

[3]Mon, 10 Aug will be a public holiday.

[4]Mon, 9 Nov will be a public holiday.

2026 SCHOOL CALENDAR

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

Return to Table of Contents

OUR SCHOOL SONG

Our School is Yio Chu Kang.

Together, we learn and grow.

Pursuit of knowledge, service to all,

With gratitude and character, we show.

Wholeheartedly, our Home.

Through our hopes and dreams,

We see the best in all.

With heart and soul, we lead

And strive for excellence.

Wholeheartedly, our School.

Wholeheartedly, our Home.

Music & Lyrics by:

Mr Michael William Cartwright & Miss Lio Dan Wei

Return to Table of Contents

Note on Media Consent

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

3063 Ang Mo Kio Ave 5, Singapore 569868

Tel: (65) 64560669 Fax: (65) 65522927

Email: yckss@moe.edu.sg

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

Return to Table of Contents