



2021

Edgefield Secondary

STUDENT HANDBOOK

Giving you the **EDGE** to Succeed



THIS IS ME

Name : _____

Home Address : _____

Home Telephone : _____ Handphone: _____

Identity Card No. : _____

E-mail Address : _____

My Class : _____

My Form Teacher(s) : _____

My CCA(s) : _____

In Case of An Emergency,

Please Call : _____

Relationship to Me : _____

Address : _____

Home Telephone : _____ Handphone: _____

Office : _____

My Blood Group : _____

Medical Condition /
Allergies: : _____

Acknowledgement of Content

I have read through the contents in the handbook and I am clear of the information and criteria that are essential and necessary for me to excel in school.

My signature: _____ Date: _____

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THE NATIONAL SYMBOLS

THE SINGAPORE FLAG



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.

THE NATIONAL ANTHEM

Majulah Singapura

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

Onward Singapore

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

THE PLEDGE

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

THE STATE CREST



The State Crest of Singapore is formed by a shield emblazoned with a white crescent moon and five white stars against a red background. Red is used to symbolise universal brotherhood and the equality of man, while white signifies pervading and everlasting purity and virtue. The five stars represent the national ideals of democracy, peace, progress, justice and equality. This motif is also found on the National Flag. Supporting the shield are a lion on the left and a tiger on the right. A banner below the shield is inscribed with the Republic of Singapore's motto, 'Majulah Singapura' (meaning 'Onward Singapore' in Malay). The lion embodies Singapore itself while the tiger represents Singapore's historical ties with Malaysia.

THE LION HEAD SYMBOL

SINGAPORE



The Lion Head symbolises courage, strength and excellence. It is in solid red against a white background - the colours of the National Flag. The mane has five partings that represent the same five ideals embodied in the five stars of the National Flag, namely democracy, peace, progress, justice and equality. The lion's tenacious mien symbolises the nation's single-minded resolve to face and overcome any challenges.

THE EDGEFIELD ETHOS

"The future belongs to those who believe in the beauty of their dreams."

- Eleanor Roosevelt

This is what Edgefield staff and students believe in. Together, they work towards their dream of building Edgefield into a premier institution in teaching and learning, anchored in values and culture.



THE SCHOOL CREST

The Edgefield Secondary School Crest is round to represent the school's commitment in preparing the students to be global citizens while engendering a sense of rootedness to Singapore, the little "red dot".

The book signifies the pursuit of wisdom with a sense of wonderment and curiosity to cultivate a love for life-long learning and the school's ideals of nurturing resolute and compassionate role models anchored in strong values.

The diamond in the centre reflects the school's core belief that every student is a diamond and it seeks to uncover the innate potential in students to help them acquire 'deeper than deep' learning.



SCHOOL VISION

The school's vision of nurturing "Collaborative Innovators, Compassionate Leaders" encapsulates the school's aspirations for the students to become complex problem-solvers who are able to work collaboratively in designing innovative solutions, and values-driven leaders with a heart to lead and serve others with compassion and empathy. Students learn to develop entrepreneurial mindset, solve real-world problems and become active contributors to the society and in the midst of all, appreciate the joy of learning.

SCHOOL MISSION

The school's mission "Growing Minds, Glowing Hearts" reflects the school's deep-rooted ethos to develop students who are self-directed learners capable of adapting to changing conditions effectively. One of the key focuses of our work is to develop Social-Emotional (SE) skills that will enable students' success by developing good habits in studies and behaviour. Role modelling by every staff is the key to building the character of the students.

SCHOOL MOTTO

The motto "Sincerity and Honour" serves as the school's key guiding principle in our cultivation of the moral character of students, and to guide staff in their decision-making as well as day-to-day interaction.

SCHOOL VALUES

Edgefield Values are "Moral Courage and Compassion", forming the acronym $E = mc^2$, the famous energy equation by Albert Einstein who was one of the greatest scientists in the last century. $E = mc^2$ helps to focus students' mental attitude in doing what is right and being able to make a positive difference to the people around them.

OUR SCHOOL SONG

We the students of Edgefield
Sincerity, Honour our guide
Growing strong in Moral Courage
To be Role Models who are Resolute and Compassionate in all we do

A journey of a thousand miles begins with a single step
With the goal in sight, we will pace our stride
We will strive hard to achieve our aspirations
With grace and virtue our guiding light

We the stu - dents of Edge - field Sin - cer - i - ty, hon - our our guide Grow - ing
strong in Mor - al Cour - age To be role mod - els who are re - so - lute and com -
pass - ion - ate in all we do A jour - ney of a thous - and miles be -
gins with a sing - le step With the goal in sight we will pace our stride We will
strive - hard to a - chieve our as - pir - a - tions With grace and vir - tue our guid - ing light A
jour - ney of a thous - and miles be - gins with a sing - le step With the goal in sight we will pace our
stride We will strive hard to a - chieve our as - pir - a - tions With grace and vir - tue our guid - ing light

Music by: Mr Sim Kok Heng
Lyrics by: Mr Leong Kok Kee

THE DESIRED OUTCOMES OF EDUCATION & KEY STAGE OUTCOMES OF EDUCATION

THE 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.

THE KEY STAGE OUTCOMES

The DOE are translated into a set of developmental outcomes for each key stage of our education system. The Key Stage Outcomes spell out what the Education Service aspires to develop in our students through Primary, Secondary, and Post-Secondary education. Each educational level builds upon the previous stages and lays the foundation for subsequent ones. For example, primary school students start by learning to know and love Singapore. In doing so, their belief in Singapore will be strengthened and they will understand what matters to Singapore by secondary school. They will grow to be proud of Singapore and understand our country within the global context at the post-secondary level.

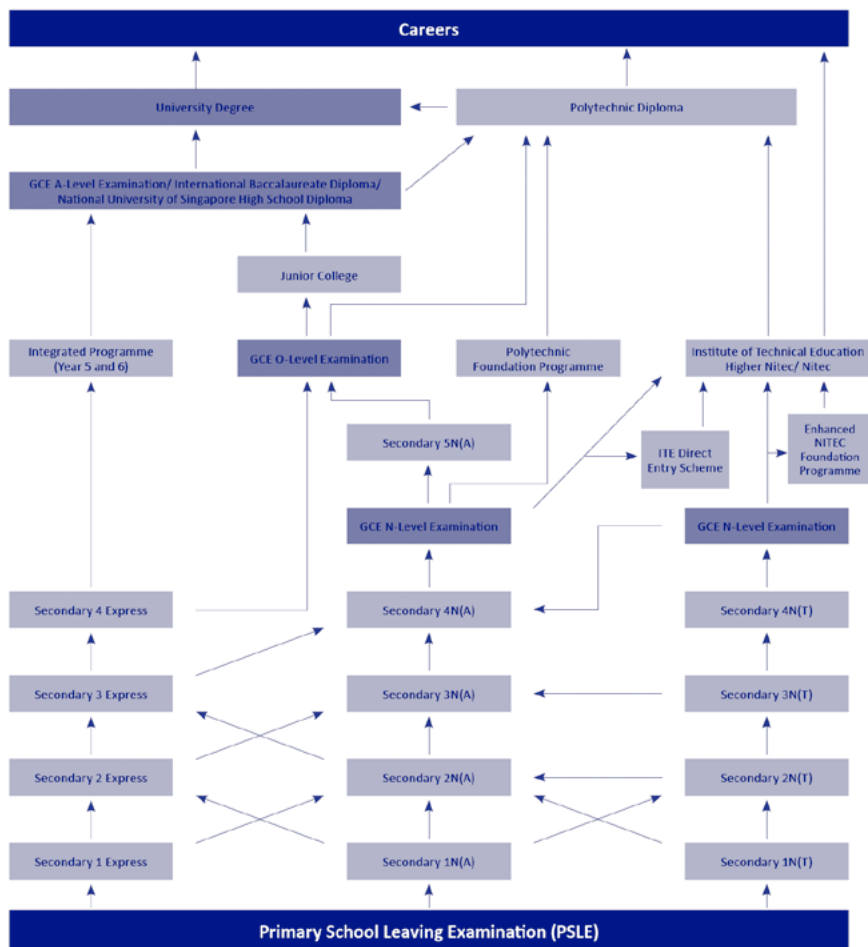
There are eight outcomes at each key stage. Taken together, the Key Stage Outcomes make explicit what we aspire to develop in our young so as to lay the strong foundations for them to thrive and achieve success in life as contributing members of society.

The Key Stage Outcomes of Education

At the end of Primary school, students should:	At the end of Secondary school, students should:	At the end of Post-Secondary education, students should:
be able to distinguish right from wrong	have moral integrity	have moral courage to stand up for what is right
know their strengths and areas for growth	believe in their abilities and be able to adapt to change	be resilient in the face of adversity
be able to cooperate, share and care for others	be able to work in teams and show empathy for others	be able to collaborate across cultures and be socially responsible
have a lively curiosity about things	be creative and have an inquiring mind	be innovative and enterprising
be able to think for and express themselves confidently	be able to appreciate diverse views and communicate effectively	be able to think critically and communicate persuasively
take pride in their work	take responsibility for their own learning	be purposeful in pursuit of excellence
have healthy habits and an awareness of the arts	enjoy physical activities and appreciate the arts	pursue a healthy lifestyle and have an appreciation for aesthetics
know and love Singapore	believe in Singapore and understand what matters to Singapore	be proud to be Singaporeans and understand Singapore in relation to the world

EDUCATION SYSTEM

1. Based on their PSLE performance, students will be admitted to the Express Course, Normal (Academic) Course or Normal (Technical) Course offered by the school.
2. Lateral transfer from one course to another is possible and is based on the overall performance of the student. Generally, if a student fails, he / she will be transferred to a less demanding course. Similarly, pupils in Lower Secondary who do very well and are deemed to be able to cope will be offered to be transferred to a more challenging course.



For more information on Secondary School Education, please refer to MOE's Secondary School Education booklet available at <http://www.moe.gov.sg/education/secondary/files/secondary-school-education-booklet.pdf>

Name: _____

Class: _____

MOCK JAE EXERCISE - Instructions

Objectives:

1. Find out what courses you are eligible for given your exam results.
2. Shortlist courses according to your personality strengths and interests.
3. Set a target score for your next examination.

Instructions:

- 1 Go to pscq.edgefield.sg



- 2 Fill in your recent exam grades into the left corner. (Include bonus points)

You will see your various points calculated:

- L1R5: for JCs
- L1R4: for MI
- ELR2B2-A: for Poly (mainly education and psychology type courses)
- ELR2B2-B: for Poly (mainly business and marketing type courses)
- ELR2B2-C: for Poly (mainly engineering and science type courses)
- ELR2B2-D: for Poly (mainly design and animation type courses)

On the right, you will also see the following:

- Courses you are eligible for in white
- Courses that you *almost* qualify for (if you score 2 points better) in red.

Each course is linked to the course/school website. You can click on it to learn more about the course.

- 3 Separately on another tab, go to MySkillsFuture Secondary Website:
<https://www.myskillsfuture.sg/content/student/en/secondary.html>



Course Checker

Points	# Courses			
L1R5	1	23A	Catholic JC	Arts
L1R4	7	36S	Tampines Meridian JC	Science
ELR2B2-A	9	35S	Jurong Pioneer JC	Science
ELR2B2-B	12	23S	Catholic JC	Science
ELR2B2-C	12	35A	Jurong Pioneer JC	Arts
ELR2B2-D	12	34A	Yishun Interra JC	Arts
		34S	Yishun Interra JC	Science

ENTER YOUR GRADES

English Language: Higher MT: **A3**

Maths: **A1**

Humanities 1: **A1** Humanities 2: **A1**

Science 1: **A1** Science 2: **A1**

Science 3: **A1**

E-Maths: **A4** A-Maths: **C5**

SAT / IBA: **A1** Art: **A1**

Higher Art: **A1** Higher Music: **A1**

Score Pro (2024/25)

L1R4 (7) [HUM 1, HUM 2, SCI 1, SCI 2]

Code	JC/MI	Stream	Cutoff	Alerts
43S	Milkenia Institute	Science	17	
43A	Milkenia Institute	Arts	18	
43C	Milkenia Institute	Commerce	20	

ELR2B2-A (9) [EL, HUM 1, HUM 2, MT 1, SCI 1]

Code	Poly	Course Title	Cutoff	Alerts
168	TP	Early Childhood Development & Education	-	
N96	NP	Early Childhood Development & Education	-	
N77	NP	Psychology Studies	8	You need to lower your score by 1 point(s)
148	TP	Psychology Studies	10	
541	SP	Creative Writing for Television & New Media	12	
N70	NP	Chinese Studies	14	
543	SP	Applied Drama & Psychology	14	
153	TP	Social Sciences in Gerontology	16	
N95	NP	Tanul Studies with Early Education	21	

ELR2B2-B (12) [EL, EMATH 1, HUM 1, MT 1, HUM 2]

Code	Poly	Course Title	Cutoff	Alerts
167	TP	Marketing	-	
110	TP	Business	-	
107	TP	Logistics & Operations Management	-	
S91	SP	Common Business Programme	-	
B57	BP	Common Business Programme	-	
N97	NP	Common Business Programme	-	
N85	NP	International Trade & Business	10	You need to lower your score by 2 point(s)
N45	NP	Business Studies	11	You need to lower your score by 1 point(s)
N51	NP	Accountancy	11	You need to lower your score by 1 point(s)
N53	NP	Banking & Finance	11	You need to lower your score by 1 point(s)
N72	NP	Tourism & Resort Management	11	You need to lower your score by 1 point(s)
N91	NP	Arts Business Management	11	You need to lower your score by 1 point(s)
N79	NP	Business & Social Enterprise	12	
N40	NP	Hotel & Leisure Facilities Management	13	

- 4 Retrieve your RIASEC Code by going to "Know Yourself" > Under "History Heading" click on "Discover Career Interests".

Check out the suitable job roles and related industries matched to your RIASEC Code.

History

YOUR RESULTS LISTING	GENERATED ON	ACTION
Your Learning Styles	13/02/2018 15:39	
Your Work Values	13/02/2018 15:33	
Your Skills Confidence	13/02/2018 15:26	
Your Career Interests	06/02/2018 14:11	
Consolidated Report		

ASI
Artistic Social Investigative

Suitable Job Roles and Related Industries

View the list of industries/job roles suggested based on your Career Interests.

7 matching industries

Industries	Job Roles
Early Childhood Care and Education	
Arts, Entertainment and Recreation	

Matching Job Roles:

- Arts Teacher (Private Tutor)
- Community Arts Facilitator
- Art Teacher (Private Tutor)

Which tool should I start with?

Every tool here allows you to discover a different aspect of yourself, it will help to bring you a step closer to finding the educational and career pathway most suited for you.

[Find Out More](#)

- 5 On the next page, shortlist 12 courses which you are eligible for based on your interests and RIASEC code matching.

R: Realistic (Doers) - People who like to work with "things". They tend to be "assertive and competitive, and are interested in activities requiring motor coordination, skill and strength." They approach problem solving "by doing something, rather than talking about it, or sitting and thinking about it." They also prefer "concrete approaches to problem solving, rather than abstract theory." Finally, their interests tend to focus on "scientific or mechanical rather than cultural and aesthetic areas."

I: Investigative (Thinkers) - People who prefer to work with "data". They like to "think and observe rather than act, to organize and understand information rather than to persuade." They also prefer "individual rather than people oriented activities."

A: Artistic (Creators) - People who like to work with "ideas and things." They tend to be "creative, open, inventive, original, perceptive, sensitive, independent and emotional." They rebel against "structure and rules," but enjoy "tasks involving people or physical skills." They tend to be more emotional than the other types.

S: Social (Helpers) - People who like to work with "people" and who "seem to satisfy their needs in teaching or helping situations." They tend to be "drawn more to seek close relationships with other people and are less apt to want to be really intellectual or physical."

E: Enterprising (Persuaders) - People who like to work with "people and data." They tend to be "good talkers, and use this skill to lead or persuade others." They "also value reputation, power, money and status."

C: Conventional (Organizers) - People who prefer to work with "data" and who "like rules and regulations and emphasize self-control...they like structure and order, and dislike unstructured or unclear work and interpersonal situations." They also "place value on reputation, power, or status."

Name: _____

Class: _____

MOCK JAE EXERCISE

(A) RIASEC CODE

Write down the 3 letters of your RIASEC Code:

--	--	--

Write down some careers that suit your RIASEC Code / you are interested in:

(B) COURSE PREFERENCE

No	Course Code	Course Name	Cut-off Points	No	Course Code	Course Name	Cut-off Points
1.				7.			
2.				8.			
3.				9.			
4.				10.			
5.				11.			
6.				12.			

(C) TARGET SETTING

No	Subject	Current Grade	Target Grade	No	Subject	Current Grade	Target Grade
1.	English			7.			
2.	Mother Tongue			8.			
3.	E. Mathematics			9.			
4.	Combined Humanities			10.			
5.				11.			
6.				12.			

MOE EDUSAVE SCHOLARSHIPS AND AWARDS

MOE Edusave Scholarships and Awards are given by the government annually to Singaporean students to enhance educational opportunities and motivate students to excel in their academic and non-academic areas. The various types of awards include

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

Eligibility and Notification of Scholarships and Awards

Scholarships and Awards	Eligibility	Quantum of Award	Notification of Award
Edusave Scholarships (ES)	Students who are within the top 10% of students of their level and stream based on their overall school examination results for the year and who also have good conduct.	\$500	Pupils who are eligible for the award will be notified by post in late November.
Edusave Merit Bursary (EMB)	Students who are not recipients of Edusave Scholarships are eligible for the Edusave Merit Bursary if they are within the top 25% of each level and stream in their schools, have good conduct and have a monthly gross household income not exceeding \$6,000 (or if their per capita household income, i.e. gross household income divided by the number of household members, does not exceed \$1,500.)	\$350	Students who are eligible for the bursary will receive an application form by post in late November. Successful applicants will be notified by post in December.

Scholarships and Awards	Eligibility	Quantum of Award	Notification of Award
Good Progress Award (GPA)	Students who are not recipients of any Edusave Scholarship or Edusave Merit Bursary are eligible for the Edusave Good Progress Award if they are among the top 10% who have made significant improvement in their academic performance based on their overall examination results compared to the previous year and who have good conduct.	\$200	Students who are eligible for the award will be notified by post in December.
Edusave Awards for Achievement, Good Leadership and Service (EAGLES)	<p>Students who display good leadership, service to community and school or excellence in non-academic activities. Students must also pass the school exams and have good conduct.</p> <p>A maximum of 10% of eligible Singaporean students will be selected by the school to receive the award.</p>	\$350	Eligible students will be selected by schools. Awardees will be notified by post in December.
Edusave Character Awards (ECHA)	<p>Students who demonstrate exemplary character and outstanding personal qualities through their behaviour and actions.</p> <p>The awards are given to a maximum of 2% of Singaporean students in each level selected by the school at the end of the year.</p>	\$500	Eligible students will be selected by schools. Awardees will be notified by post in December.

FINANCIAL ASSISTANCE

The Ministry of Education provides financial assistance to needy Singapore Citizen students in Government or Government-aided schools so that all Singaporeans, regardless of their financial background, can benefit from the best opportunities in education.

ELIGIBILITY CRITERIA

A student is eligible for MOE FAS if he or she is a Singapore Citizen and meets either of the following income criteria:

- Gross Household Income (GHI) not exceeding \$2,750 per month OR
- Per Capita Income (PCI) not exceeding \$690 per month

Note:

1. $PCI = \text{Monthly Gross Household Income} / \text{No. of members in the household}$
2. Household members include parents, unmarried siblings and grandparents of the child as well as other dependents living in the same household.

BENEFITS (FOR SECONDARY SCHOOL STUDENTS)

School Fees	Full waiver of \$5.00 per month
Standard Miscellaneous Fees	Full waiver of \$10.00 per month
Textbooks	Free textbooks
School Attire	Free school attire
Transport Subsidy	\$15 transport subsidy per month for students taking public transport
Meal Subsidy	\$5.80 meal subsidy per school day

APPLICATION PROCESS

Students who wish to apply for the scheme can obtain the application form from the school's general office, or download a copy of the MOE FAS Application Form from MOE's website at www.moe.gov.sg/education/financial-assistance/.

All application forms must be submitted together with the relevant documents to the school's general office.

Parents / Guardians only have to submit one application form for all their school-going children / wards to one of the schools. The school which receives the application form will inform the parents / guardians of the outcome for all the children.

ADDITIONAL HELP / OTHER INFORMATION

Parents / Guardians who need additional help can approach the school for further financial assistance.

The school can help students from low-income households to own a new computer at an affordable price through IMDA's NEU PC Plus Programme. For details about the NEU PC Plus Programme, please visit www.imda.gov.sg/neupc or contact Tel: 6684 8858.

IMPORTANT SCHOOL RULES

OUR SCHOOL RULES & REGULATIONS

1. General Conduct

- 1.1 Be courteous and be considerate at all times.
- 1.2 Respect and obey those in authority.
- 1.3 Demonstrate a strong sense of civic mindedness.
- 1.4 Uphold the good name of the school at all times, in all places as an individual or in a group.

2. Assembly: Flag-raising ceremony

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

- 2.1 Arrive punctually in school. All students should assemble at the assembly venue at 7.45 am and be reading a book. Flag raising ceremony starts promptly at 8.00 am. Students who are not in school by 7.55 am are considered late.
- 2.2 Be attentive during all proceedings.
- 2.3 Stand at attention (regardless of where you are) whenever the National Anthem and the school song are being played.
- 2.4 Sing the school song as required during special assemblies.
- 2.5 Leave the assembly area quickly and in an orderly manner upon dismissal.

3. Attendance and Punctuality

- 3.1 Attend school, lessons, CCA and any other school events punctually.
- 3.2 Absence from any school activities must be substantiated with a valid medical certificate.
The school should be informed via telephone.
- 3.3 All absences should be accounted for. Parent/guardian should follow up with a letter to the school for absences not substantiated with a valid medical reason and the school reserves the right not to accept such letters of excuse.
- 3.4 No one is allowed to leave the school premises during school hours unless permission is granted by the school authority. Parents/Guardians will be notified once permission is granted. A parent/guardian should accompany a student home after registering with the General Office.
- 3.5 Students reporting to school after 8.15am are to report to General Office to collect a 'late-coming slip' before proceeding back to class.

4. Behaviour and Conduct during Curriculum Time

- 4.1 Be responsible for one's own learning. Participate actively in class.
- 4.2 Bring textbooks, workbooks and other relevant materials for lessons. After school, textbooks and related materials should not be left in class.
- 4.3 Hand in quality work, corrections and assignments promptly.
- 4.4 Keep the classroom neat and clean. No eating and drinking (except plain water) is allowed in the classroom.
- 4.5 Seek permission from the teacher if there is a valid need to leave class. Obtain a movement pass from the teacher before leaving the classroom.
- 4.6 Move quietly and orderly from one classroom to another during the change of periods.
- 4.7 Be responsible for one's personal belongings in school. Refrain from bringing excessive cash or expensive items.
- 4.8 Students should not order food delivery during curriculum time.

5. Use of Electronic /Mobile Devices

- 5.1 The school does not encourage students to bring electronic/mobile devices to school. If there is a need for the student to bring these devices to school, the students must take responsibility for the use of the devices. The electronic/mobile devices must be switched off (and not set on vibration mode) during curriculum hours so as to ensure that learning is given full focus and attention.
- 5.2 All electronic/mobile devices* such as mobile phones / tablets/ portable music players / game consoles should not be seen or used in the classroom blocks as it would cause distraction and disruption to the lessons.
- 5.3 Mobile phones can only be used productively in the canteen/ café after school hours. It cannot be used during recess or lunch breaks.
- 5.4 Gaming (on laptop or mobile devices) are not allowed on school premises at all times.
- 5.5 Permission must be granted by the school authority for any audio / video recording in the school compound.
- 5.6 For security reasons, students should keep their mobile phones in their pockets or in respective lockers. For Lower Secondary students, they are to keep their mobile devices in the cabinet provided in each classroom.
- 5.7 Students are to use their electronic devices responsibly and in accordance to the Digital Citizenship Agreement. Any student not adhering to the rules on mobile phones will face disciplinary consequence.
- 5.8 The school may confiscate the mobile device as a disciplinary measure or for the purpose of investigation.

*except for use of school authorised devices such as iPad Pro for the purpose of teaching and learning.

6. Attire in School

Students are to wear the prescribed school uniform, and modification to the uniform is not allowed.

Students are the school's ambassador in public. As such, they have the responsibility of projecting a proper image of a student to the general public by wearing their uniforms properly.

Students demonstrate respect for self and others by being neat and well-groomed at all times.

- 6.1 The school uniform must be clean, neat and tidy.
- 6.2 Wear the school badge above the name tag prominently at all times. Sleeves should not be folded.
- 6.3 School ties must be worn on Monday till 9.45am.
- 6.4 Students can wear plain dark coloured sweater/jacket on days when the weather is chilly or when they are feeling unwell. However, the jacket is strictly not to be worn during morning assembly.
- 6.5 Pants / shorts with alteration such as tapered or bell-bottoms, drain-pipes or pleats are strictly not allowed. Pants should end below the ankle bone.
- 6.6 Skirts must be knee length and it should cover half of the kneecap when standing upright.
- 6.7 Shirt / blouse must be buttoned up and tucked in neatly at all times.
- 6.8 Only white socks or school socks are allowed. The length of the socks should reach above the ankle bone.
- 6.9 Only sport shoes or school shoes are allowed. No brightly coloured or patterned shoes. No sandals, flip-flops or any non-standard footwear is allowed unless for medical reasons. No high cut or casual shoes are allowed i.e. shoes cannot cover the ankle, and shoes must have laces. The shoe should be primarily white, grey, blue or black. No neon and bright colours are allowed on any part of the shoe (i.e. when the shoe is placed under light, no part of the shoe must reflect light).
- 6.10 Proper attire must be worn for PE and CCA. Students may remain in their PE attire after lesson but must be in their full uniforms after recess. This does not apply if it is school assembly after PE, i.e. students must attend school assembly in full uniform.

School Uniform for Boys



School Uniform for Girls



PE Attire



7. Appearance of Students

7.1 Boys:

- 7.1.1 Male students must be clean-shaven and neat in appearance. No facial hair is allowed, e.g. moustache, beard or long sideburns.
- 7.1.2 Hair must be kept neat and tidy at all times. It should be neatly combed away from the face. Fringes must not cover the eyebrow when combed down.
- 7.1.3 Hair at the back of the head and around the ears should be sloped.
- 7.1.4 Undercut/outlandish hairstyles, “spiky” hairstyles, streaking, colouring, highlighting or dyeing of hair are not allowed.
- 7.1.5 Earrings, plastic sticks or piercings on any part of the body are not allowed for boys.

7.2 Girls:

- 7.2.1 Hair should be neat and tidy and kept away from the face with black and dark blue hair accessories.
- 7.2.2 Long hair past the collar should be neatly tied up with the above-stated hair accessories.
- 7.2.3 Colouring, highlighting or tinting of hair is not allowed.
- 7.2.4 Girls are allowed to wear small ear-studs, one in each lower lobe of the ears. It should be less than 3mm in diameter and white or gold in colour. Multiple ear-studs and/or ear-sticks are not to be worn.
- 7.2.5 No piercing of any part of the body other than the ear is allowed for girls.
- 7.2.6 Indiscreet and indecent undergarments or coloured bras are not allowed in school at all times. Only skin-coloured or white undergarments are allowed.

7.3 All Students:

- 7.3.1 Jewellery e.g. rings, bracelets, wristbands, are not allowed for security and safety reasons.
- 7.3.2 No religious or health ornaments are to be worn but they may be kept in the pocket.
- 7.3.3 Tattoos (permanent or not, visible or not) are strictly prohibited.
- 7.3.4 Nails must be kept short, clean and without nail polish.
- 7.3.5 Coloured contact lenses and make-up are not allowed.
- 7.3.6 Outlandish spectacle frames are not allowed. Tinted lenses are not allowed unless supported with medical reasons.
- 7.3.7 Branded or fanciful school bags are not allowed in school.

Appearance for Boys



Appearance for Girls



8. Use of School Canteen

- 8.1 All food and drinks are to be consumed only within the canteen/ café area. Only bottled plain water can be brought outside of the school canteen/ café.
- 8.2 Queue in an orderly manner when buying food and drinks.
- 8.3 Return utensils to the respective receptacles after use.
- 8.4 Keep the canteen/ café clean. Dispose used cans, bottles, plastic bags and other litter into the rubbish bins.

9. Internet Usage and Security

- 9.1 The Internet is a public forum and students should be mindful of what they post online. The irresponsible posting of content on the Internet, especially content which brings disrepute to the school's name is an offence. Examples of irresponsible posting include posting of pictures and videos showing students committing school offences, e.g. fighting, smoking, etc.
- 9.2 Cyber-bullying. The school takes a serious view on online bullying. All cases reported to the school authorities will be investigated. Cyber-bullying includes the use of Internet platforms to:
 - 9.2.1 harass or use threatening words on another student.
 - 9.2.2 conduct a "hate" campaign, badmouth, or use vulgar and obscene language on another student.
 - 9.2.3 post content that is meant to embarrass or humiliate another person.
 - 9.2.4 blackmail another student.

Students who have peer conflict issues should resolve their differences in a peaceful and equitable manner. Students can seek help from their teachers or the school counsellor to mediate disputes.

- 9.3 Cyber-abuse of school staff. The school takes a very serious view of abuse of school staff on the Internet. All reported cases will be investigated. This is a major offence, and students found to engage in such actions will be subjected to disciplinary actions.

Students who have issues with their teachers may resolve their differences through dialogues with the teachers concerned, or inform their parents and let their parents resolve the matter. Showing disrespect to teachers in the public domain of the Internet is neither helpful nor considered acceptable behaviour for students.

- 9.4 Impersonation. The school takes a serious view of students who impersonate other Internet users or set up fictitious online account(s) for the unsuspecting victim. All reported cases will be investigated. Students are reminded that victims of such cases have the right to lodge a police report.
- 9.5 Abuse of passwords for school computer accounts. This is considered a major offence as such acts compromise system security. Examples include sharing passwords with friends, or stealing passwords to gain unauthorised entry to accounts or sites. Depending on the seriousness of the case, students may be reported to the police.
- 9.6 Hacking into school computer system. Hacking is a major offence and students are liable to be reported to the police.

9.7 Media Engagement Guidelines

- 9.7.1 You are responsible for what you post online. It is important to know that once information is published online, it is considered public and is often not retractable.
- 9.7.2 Your online behaviour is a reflection of your behaviour. Your online behaviour should reflect the same standards of honesty, respect and consideration that you would use in face-to-face interactions.
- 9.7.3 Understand your personal responsibility.
Your online conduct will influence how others view the students of our school. Avoid offensive discussions or topics.

10. Media Resource Library

10.1 Opening Hours

The library will be open during school term and school holidays, except public holidays and stock- taking days.

Monday to Friday 0800 – 1700 Hours

10.2 Membership

All students of the school are entitled to use the school library. The book loan system is fully computerised and students are to use their student identification cards when making a loan.

10.3 Students' Responsibilities

- 10.3.1 All loans must be made personally.
- 10.3.2 Students are not allowed to lend their student identification cards to anyone.
- 10.3.3 Students are held responsible for all items on loan.
- 10.3.4 Check the condition of the books or magazines before taking the loan. Inform the librarian of any missing or mutilated pages (e.g. scribbled or torn) before borrowing.
- 10.3.5 Should a student be found leaving the library with a library book or magazine which has not been checked out, it would be assumed that he / she had the intention of stealing the book and disciplinary action will be taken.
- 10.3.6 Students will be barred from borrowing books for 10 weeks if they misuse the library resources.

10.4 Loan Duration

- 10.4.1 Students may borrow up to four books over a duration of 14 days.

10.5 Overdue & Renewal

- 10.5.1 Students are required to pay a fine of 10 cents per day for each book that is overdue, including school holidays. This, however, excludes weekends and public holidays.
- 10.5.2 If a book borrowed has not been reserved by another student, it can be renewed for a maximum of 14 more days.

10.6 Loss / Damage of Library Books or Software

- 10.6.1 Students should report the loss of library books or magazines borrowed to the librarian immediately.
- 10.6.2 The student responsible for the loss will be charged the replacement cost of the lost book or magazine and an additional processing fee of \$5 each.
- 10.6.3 No refund will be given once payment for a lost book has been made, even if the lost book or magazine is found later.

10.7 Dress Code

- 10.7.1 Students must be properly attired in full uniform in the MRL at all times. PE attire is not allowed.

11. Information and Communications Technology

11.1 Computer Access

- 11.1.1 The whole campus is equipped with a wireless network. Wireless access is best within a 10m radius from a wireless access point.
- 11.1.2 No gaming is allowed.

11.2 Students' Responsibilities

- 11.2.1 Handle all learning devices with care.
- 11.2.2 Lock all learning devices in lockers during PE or Assembly.
- 11.2.3 Students are held responsible for the loss of learning devices in school.
- 11.2.4 Students will be barred from using the computers if they misuse any ICT equipment in school.
- 11.2.5 Students will be fined if they misuse any AV equipment in school.

11.3 Loss of ICT / AV Equipment

- 11.3.1 Students should report the loss of the equipment to the nearest Police Post immediately.
- 11.3.2 Inform the teacher in charge and submit the lost report issued by the Police as soon as possible.
- 11.3.3 Students are liable for the cost of replacement or repair of the equipment should it be lost or damaged due to the negligence of the students.
- 11.3.4 If the lost item is found later, there will be a refund of the payment once the replacement has been made.

SCHOOL OFFENCES AND DISCIPLINARY ACTIONS / CONSEQUENCES

SCHOOL OFFENCES

1. Arriving to school / class late
2. Improper attire
3. Improper grooming
4. Failure to care for the classroom / school environment (e.g. spitting / littering / dirtying the wall)
5. Causing unnecessary disruption during lessons
6. Failure to complete assignments / homework promptly
7. Failure to bring the relevant materials for lessons
8. Use of inappropriate electronic devices during curriculum time

Whenever students commit the above mentioned school offences, they will face one or more of the following disciplinary actions:

1. Verbal warning
2. Immediate corrective measures (e.g. cutting of long finger nails)
3. Demerit points issuance
4. Community Service (e.g. picking up litter, weeding)
5. Confiscation of items (e.g. inappropriate ear studs)
6. Reflective Detention after school
7. Parental Involvement (e.g. parents must collect their child's mobile phone personally if it is confiscated)
8. Restitution may be required in some cases
9. Records of offences will be kept in the student dossiers

Note: More severe consequences will be given to students who repeatedly commit similar offences despite corrective measures given.

SERIOUS SCHOOL OFFENCES

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

A) Attendance-related

1. Absence from school without a valid reason
2. Skipping of lessons
3. Leaving school without permission from the school authority
4. Missing detention
5. Absence from CCA or school functions without valid reasons

B) Showing disrespect

1. Use of vulgar language or gestures
2. Open defiance and rudeness to school authorities
3. Bringing dishonor to the school name in public places

C) Harm Brought to Oneself

1. Dishonest acts such as forgery, lying or cheating
2. Gambling / possession of poker playing cards
3. Smoking / possession of tobacco products and/or smoking peripherals (in or outside school/ in or out of school uniform)
4. Possession of undesirable materials (e.g. weapons, cigarettes, illegal drugs, inhalants, pornographic materials, illegal DVDs etc.)
5. Inhalant / Substance abuse
6. Consumption of alcoholic substances
7. Consumption of illegal drugs
8. Posting online of a dangerous act on social media

D) Harm Brought to Others

1. Fighting / Assaulting
2. Causing grievous hurt to others
3. Involvement in gangs
4. Extortion
5. Vandalism / Arson
6. Theft / Shoplifting
7. Bullying* / threatening others
8. Posting online of undesirable video/image

** Bullying is a harmful and deliberate behaviour intended to hurt the victim physically and/or mentally, repeatedly. There are 5 types of bullying which are elaborated below.*

- 1) Relational bullying
 - Spreading rumours about another person
 - Asking others not to associate with a person or to isolate the person from a group
- 2) Verbal bullying
 - Name calling
 - Making fun of someone's physical appearance, skin color, race etc
 - Saying words deliberately to make someone feel embarrassed, angry, sad or worried
- 3) Extortion bullying
 - Taking someone's belonging without permission to cause anxiety
 - Making threats to frighten someone
- 4) Physical bullying
 - Use of physical force on another person (e.g. Hitting / pushing / pulling / grabbing others)
 - Throwing objects at someone (e.g. shooting rubber bands)
- 5) Cyber bullying
 - Sending anonymous hate mail, mean SMSes, insults and / or abusive language via electronic devices
 - Posting and publicising private pictures / videos over the Internet or mobile devices
 - Insulting someone in blogs, Facebook or other social network websites openly

SCHOOL DISCIPLINARY ACTIONS

Whenever students commit serious offences, they will face one or more of the disciplinary actions listed below. The severity of the punishment will depend on the extent of harm, the intention of the offender, and the frequency and the nature of the offence. The school will follow a set of guidelines that will be fair and consistent in meting out the punishment. All students who commit serious offences will receive school counselling in the effort to educate and reform them to become better students.

1. Meeting with parents / guardians
2. Signing of Undertaking / Behaviour Contract
3. Reflective Detention
4. In-House School Suspension
5. Community Service
6. Out of School Suspension
7. Involvement of external agencies such as Health Sciences Authority, the Police etc
8. Caning

We must abide by the laws and statutes stipulated in Singapore. Students violating these laws will face the possibility of being charged in the Judiciary Court of Law. Those convicted may face fines, confinement in institutions such as Boys' / Girls' Homes / Reform Training Centres etc and be placed on criminal records imposed by the authorities. In addition, the school will mete out the appropriate punishment to offenders as a form of deterrence.

Note: The rules and regulations stated in the handbook are written to guide the general conduct of our students. They are not exhaustive. Thus, necessary disciplinary action will be taken at the discretion of the school for incidents and behaviours that are not listed in the handbook but are deemed inappropriate and harmful. The school reserves the right to make amendments to any of the school expectations stated in the handbook without prior notice. The school reserves the right to suspend or expel any persistent or serious offender after thorough investigations and considerations.

DIGITAL CITIZENSHIP AGREEMENT

The vast majority of students use their computers appropriately and with respect to our Digital Citizenship Agreement (DCA). The most common problem is torrenting while at school. Torrenting applications cause a huge flow of data through the network and degrade the wifi quality for the entire school. This is addressed in the Appropriate Use of Networked Resources section of the DCA.

Here are some of the most common applications that cause torrent traffic:

1. Torrenting applications to download music, video or software (eg. uTorrent / Transmission / Vuze / BitTorrent)
2. Multi-player online games (eg. World of Warcraft / Starcraft / Call of Duty: Black Ops)
3. IP masking applications (eg. Hotspot Shield)
4. Gaming networks (eg. Steam)

It is recommended that these types of applications be removed from a student's computer if it is going to be brought to school. If AUP violations are caused by these applications or similar ones, they will be uninstalled.

In addition to straining the network use of torrenting applications for peer-to-peer, file sharing of copyrighted files is also illegal.

Edgefield Secondary School actively promotes the appropriate use of technology. All use of technology must have proper authorization, and adhere to the School's Acceptable Use Policy to ensure that all users can maximize the benefits.

Respect and Maintain The School's and Your Property and Data

- It is the user's responsibility to exercise reasonable judgment to ensure that no equipment or software is destroyed, modified, or abused in any way. Student-owned technology used at school is expected to be in good working condition with only properly licensed software installed, with sufficient battery life to operate when required in classrooms. Laptops may be checked by faculty and staff at any time to verify ownership.
- Users must ensure that all food and drinks are kept away from all equipment.
- Regular maintenance and servicing of personal technology is the responsibility of the user.
- Maintain Integrity and Lawfulness
- Users are responsible for adhering to the laws for copyrighted materials under Singapore and international guidelines.
- All software installed on school-owned technology must be owned by Edgefield Secondary School with sufficient licensing agreements.

- All software installed on personal technology is expected to adhere to Singaporean copyright laws (eg. no pirated software).
- Respect others' privacy and property
- Each user shall respect others' work, files, passwords and property (hardware and software).
- Every user is responsible for keeping his passwords strong, private and secure. Users are encouraged to change passwords on a regular basis.
- Users shall not seek information on, obtain copies of, or modify files, data, or passwords belonging to others.
- Users shall not misrepresent themselves, others or the school in communications and/or online posts.
- Derogatory, obscene, or otherwise inappropriate communications and posts are prohibited.

Appropriate Use of the Networked Resources

- It is the user's responsibility to keep all inappropriate materials and files, virus-infected media, or other software dangerous to the integrity of the system away from the school's technology.
- The school expects that users will not access inappropriate materials. Inappropriate use, materials and/or access include, but are not limited to, plagiarism, pornography, hate mail, cyber-bullying, chain letters, unauthorized access (hacking), and email messages that initiate false alarms, etc.
- Students are expected to access only classroom-related sites and applications during class time.
- Activities that degrade the performance of the network are strictly prohibited and will result in suspension of network privileges. Such activities include, but are not limited to, peer-to-peer file sharing, downloading software, video or audio files.
- Monitored Use
- Please understand that communication systems and use of the School's networks should not be considered confidential and may be monitored by the School at any time to ensure reliability, integrity, security and appropriate use.

Use of the iPad and Mobile Device Management (MDM)

- iPad and Apple Pencil have to be kept in your lockers when not in use
- Please do not remove Mobile Device Management (MDM) without consent from your parents or school ICT department.

Guidelines on Photography & Videography

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

Food and Drinks

- Eating and drinking are not allowed in the computer labs. Anyone with food and/or drinks will be asked to leave. Please keep the computer labs clean at all times.
- Shutdown and Energy Saving
- Shut down the computer when you leave the facility and will not be using it. Similarly, if you are the last person to leave the facility, please switch off the machines, lights, projectors and external devices.

Guidelines on using Social Media

- **Don't Tell Secrets** It's perfectly acceptable to talk about your day and have dialogue with friends, but it's not okay to publish confidential information. Confidential information includes things such as student information, grades, or any other personal, sensitive information that would identify individuals. We must respect the privacy of others.
- **Protect Your Own Privacy** Privacy settings on social media platforms often change and should be revisited frequently. Other privacy settings that might allow others to post information or see information that is personal should be set to limit access. Be mindful of posting information that you would not want the public to see. Do not blog anonymously, using pseudonyms or false screen names. We believe in transparency and honesty. Do not say anything that is dishonest, untrue, or misleading. If you have a vested interest in something you are discussing, point it out. Be smart about protecting yourself and your privacy. What you publish will be around for a long time, so consider the content carefully and also be cautious about disclosing personal details.
- **Respect Copyright Laws** It is critical that you show proper respect for the laws governing copyright and fair use or fair dealing of copyrighted material owned by others. You should never quote more than short excerpts of someone else's work, and always attribute such work to the original author/source. It is good general practice to link to others' work rather than reproduce it.
- **Respect Others** Exercise proper consideration of privacy and of topics that may be considered objectionable or inflammatory. Use your best judgment
- **Be the First to Respond to Your Own Mistakes** If you make an error, be up front about your mistake and correct it quickly. If you choose to modify an earlier post, make it clear that you have done so. If someone accuses you of posting something improper (such as their copyrighted material or a defamatory comment about them), deal with it quickly.
- **Think About Consequences** It's all about judgment. Think about the consequences before you post negative comments.

Consequences

The consequences for failure to adhere to this Acceptable Use Policy may result in restricted or complete loss of access to technology, the School's networks, or other disciplinary measures deemed appropriate by the school administration.

First violation

- Warning and temporary loss of network access
- Email student, counsellor, Vice Principal and parents
- Violation logged in discipline records
- Proceed to Apple Service Centre to uninstall peer-to-peer software

Second violation

- Warning and temporary loss of network access
- Email student, counsellor, Vice Principal and parents
- Violation logged in discipline records
- Proceed to Apple Service Centre to uninstall peer-to-peer software
- Meeting with Vice Principal

Third violation

- One day of suspension
- Counselling with parents and Vice Principals
- Email student, counsellor, Vice Principal and parents
- Violation logged in discipline records

NOTE: DCA Violations are cumulative over your four / five years of education at Edgefield Secondary School.

CONDUCT GRADES

Students are assessed by their Form, Subject and CCA teachers based on their interaction with them. In the awarding of conduct grade at the end of each semester, students are assessed based on 6 different criteria as defined below:

Criteria	Expectations
Courtesy and Respect	<ul style="list-style-type: none"> Displays politeness in attitude and behaviour towards others Demonstrates consideration for the feelings and rights of others
Interpersonal Effectiveness	<ul style="list-style-type: none"> Displays social awareness Manages relationships effectively Shows consideration for the needs of others Demonstrates ability to interact effectively and work well with others
Self-Discipline	<ul style="list-style-type: none"> Displays self-awareness and self-management Takes personal responsibility in appropriate grooming Demonstrates accountability in learning and interacting with others
School Attendance	<ul style="list-style-type: none"> Takes responsibility to be present and punctual for all school days Takes responsibility to account for all absences from school with valid reasons, supported with official documents
CCA Attendance	<ul style="list-style-type: none"> Takes responsibility to be present and punctual for all CCA days Takes responsibility to account for all absences from CCA days and activities with valid reasons, supported with official documents
Behaviour	<ul style="list-style-type: none"> Displays sincerity and honour, abides by the school rules and regulations and upholds the good name of the school

CHARACTER AND CITIZENSHIP EDUCATION (CCE)

CCE is integral to the holistic development of students, leading to positive life outcomes. Every child has the potential to flourish and live fulfilling lives – as individuals, family members, friends, community members, and citizens of Singapore and the world.

The CCE curriculum focuses on this common purpose: adopting an integrated approach to addressing our students' development of values, character, social-emotional well-being, and citizenship dispositions in a coherent and holistic way.

The Framework for 21st Century Competencies and Student Outcomes (refer to Figure 1) informs the CCE 2021 Curriculum Frame. In addition, CCE 2021 aims to develop in our students good character, resilience and social-emotional well-being, active citizenship, and future-readiness.

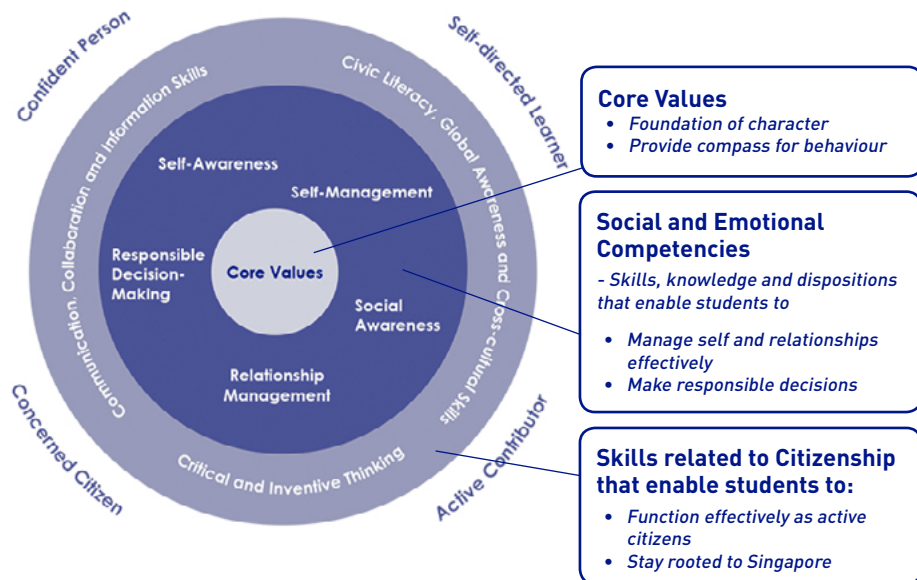


Figure 1: Framework for 21st Century Competencies and Student Outcomes

KEY FEATURES OF THE CCE CURRICULUM

6 CORE VALUES

The core values of Respect, Responsibility, Resilience, Integrity, Care and Harmony are fundamental for a person of good character and a useful citizen of Singapore. They guide students to discern between right and wrong, help them to make responsible choices and become more aware of their roles in society.

3 BIG IDEAS

Identity	Knowing who we are, what we can become and knowing our roles and responsibilities in our society.
Relationships	Forming connections with people in a meaningful and respectful manner.
Choices	Applying our values, making decisions and acting on them in a responsible way.

PURSUIT OF HAPPINESS @ EFSS

To complement CCE 2021, the Pursuit of Happiness taskforce at EFSS has identified from leading research (on resilience and personal well-being) two inextricably connected and mutually reinforcing factors that determine one's degree of happiness in life: quality relationships and a healthy identity.

Based on research, the dispositions of empathic compassion, gratitude, resilience and optimism (or 'positivity') are paramount to the wellbeing of students and in forming a healthy identity. These dispositions will enable them to form quality relationships over the course of their lives.

For a start, find out more in the next few pages how one can build self-identity through knowing one's character strengths, develop positive thinking, and build quality relationships through expressing gratitude and affirming others (pages 33 to 36 and pages 39 to 42 can be removed for gifting to others).

Character Strengths

Do you know that you possess 24 character strengths in varying degrees that shape you into who you are as you learn and develop? Your character strengths profile comprises dominant strengths unique to you that makes it different from others. Knowing how to leverage your strengths can enhance relationships and support your overall wellbeing, especially during trying times! Take the survey via the URL or QR Code to find out your character strength profile:



<https://tinyurl.com/yyrtzvcz>

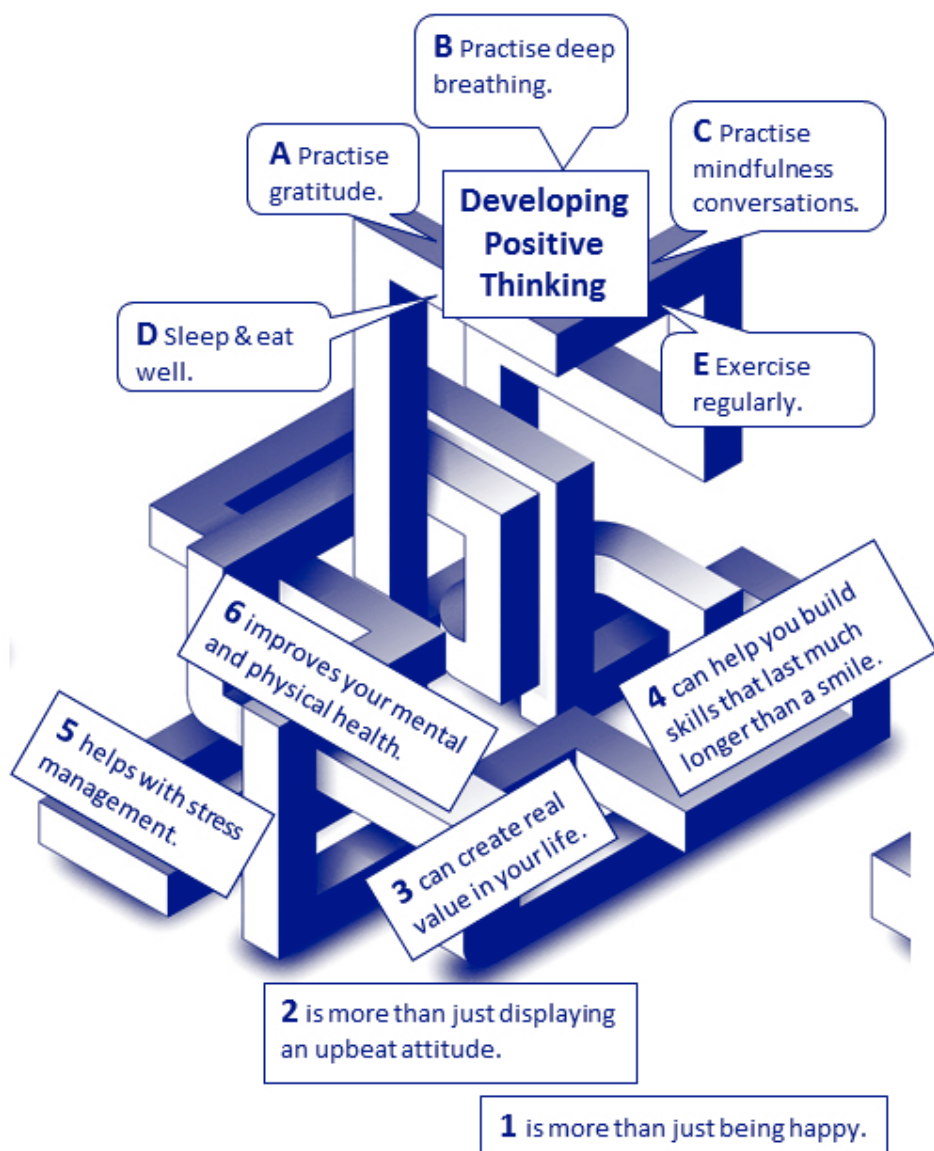
Does our character strength profile change? How do we leverage character strengths to enhance our wellbeing? Check out the following links to find out more!

<https://www.viacharacter.org/character-strengths>

<https://positivepsychology.com/classification-character-strengths-virtues/>

<https://tinyurl.com/y6mmpjax>

Positive Thinking



Positive Thinking ...



Gratitude

Express it

*We should certainly count our blessings,
but we should also make our blessings count.*

Neal A. Maxwell

Research has found many benefits of practising gratitude, such as increased happiness and positive mood, more satisfaction with life, less materialistic motivations, better physical health, greater resilience, and stronger relationships. Practising gratitude also helps in the development of patience, humility, and wisdom.

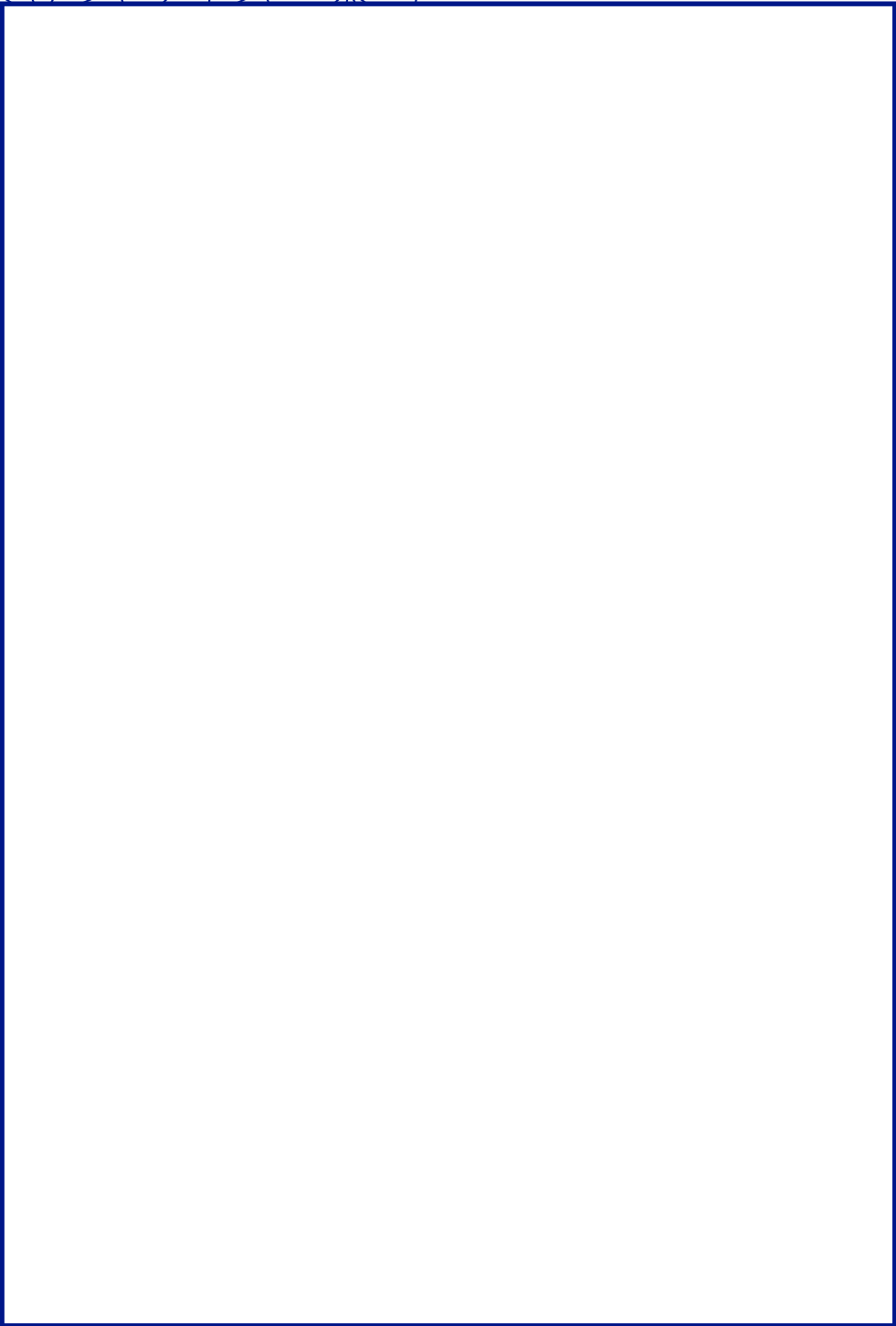
To help you flex your gratitude “muscle”, here are some templates for you to get started on counting your blessings AND expressing your gratitude too! Do think about how others or even the environment has been a blessing to you, and pluck up some courage to express yourself!

Hi

I'm grateful for

Yours sincerely



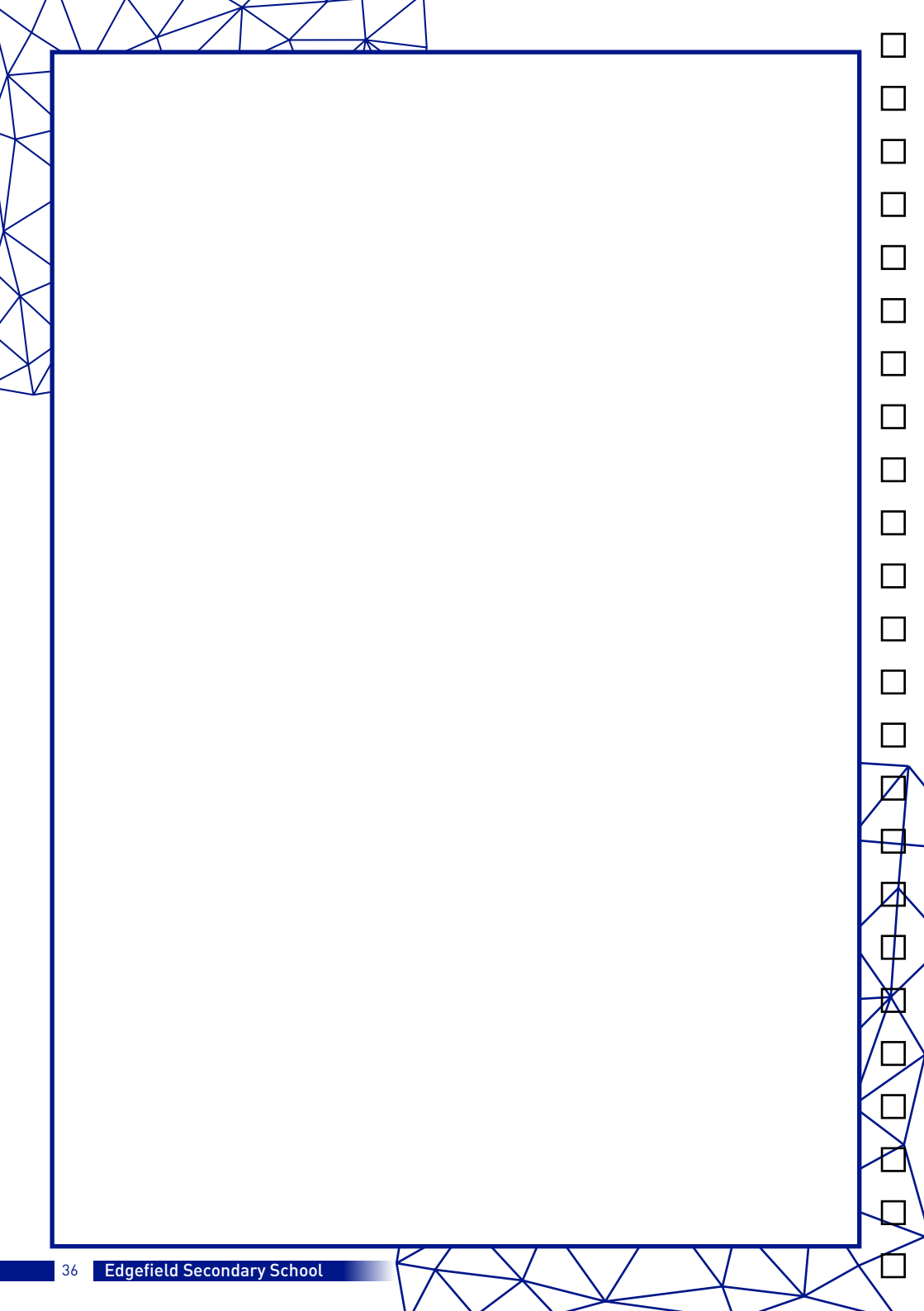


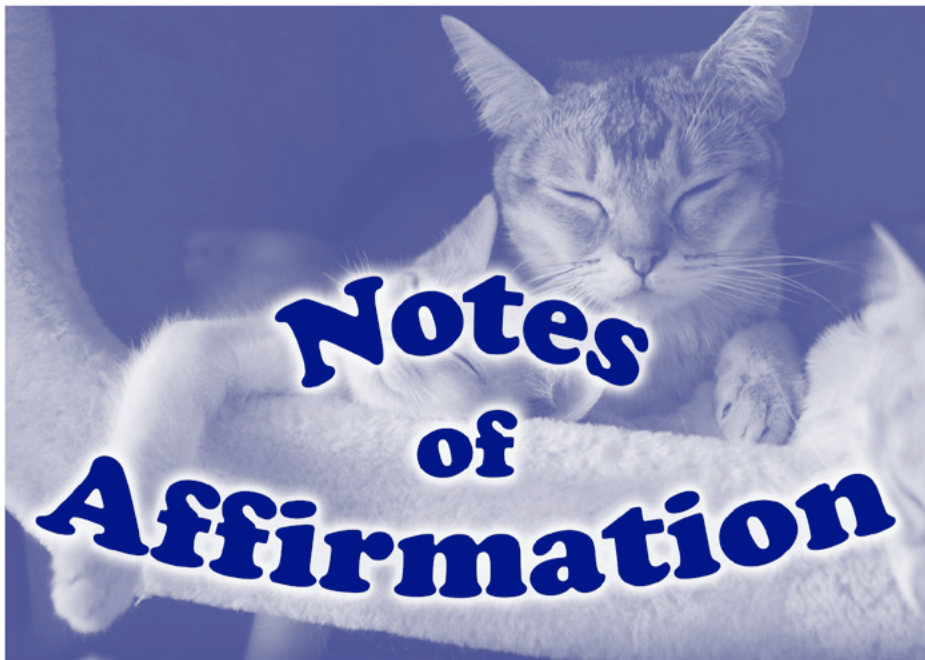
Hi

I'm grateful for

Yours sincerely







Notes of Affirmation

It's the repetition of affirmations that leads to belief.

*And once that belief becomes a deep
conviction, things begin to happen.*

Muhammad Ali

Dear students, every bit of affirmation we receive helps to build us up for greater things. You can help your friends, family members, teachers or anyone else feel more appreciated by expressing your affirmation for them.

To help you out in your journey to affirm others, here are some notes that you can cut out and pass to a person whom you wish to affirm.

Don't be shy, put a smile on someone's face today!



**I APPRECIATE
YOU BECAUSE
YOU ARE ABLE
TO GIVE CLEAR
INSTRUCTIONS.**



**I THINK YOU ARE
INNOVATIVE. I
LIKE HOW YOU
COME UP WITH
INTERESTING
IDEAS.**



**YOU ARE A
TRUSTWORTHY
FRIEND. I
APPRECIATE
HOW YOU HAVE
ALWAYS KEPT
YOUR PROMISES.**



**I THINK YOU ARE
VERY
ENCOURAGING
ESPECIALLY
WHEN YOU
CHEER OTHERS
ALONG.**



**I LIKE HOW YOU
ARE A
GOOD TEAM
PLAYER AND
BUILD ON THE
IDEAS OF THE
TEAM.**



**I LIKE YOUR
POSITIVE
ATTITUDE. YOU
HELP ME TO
LOOK ON THE
BRIGHTER SIDE
OF LIFE!**



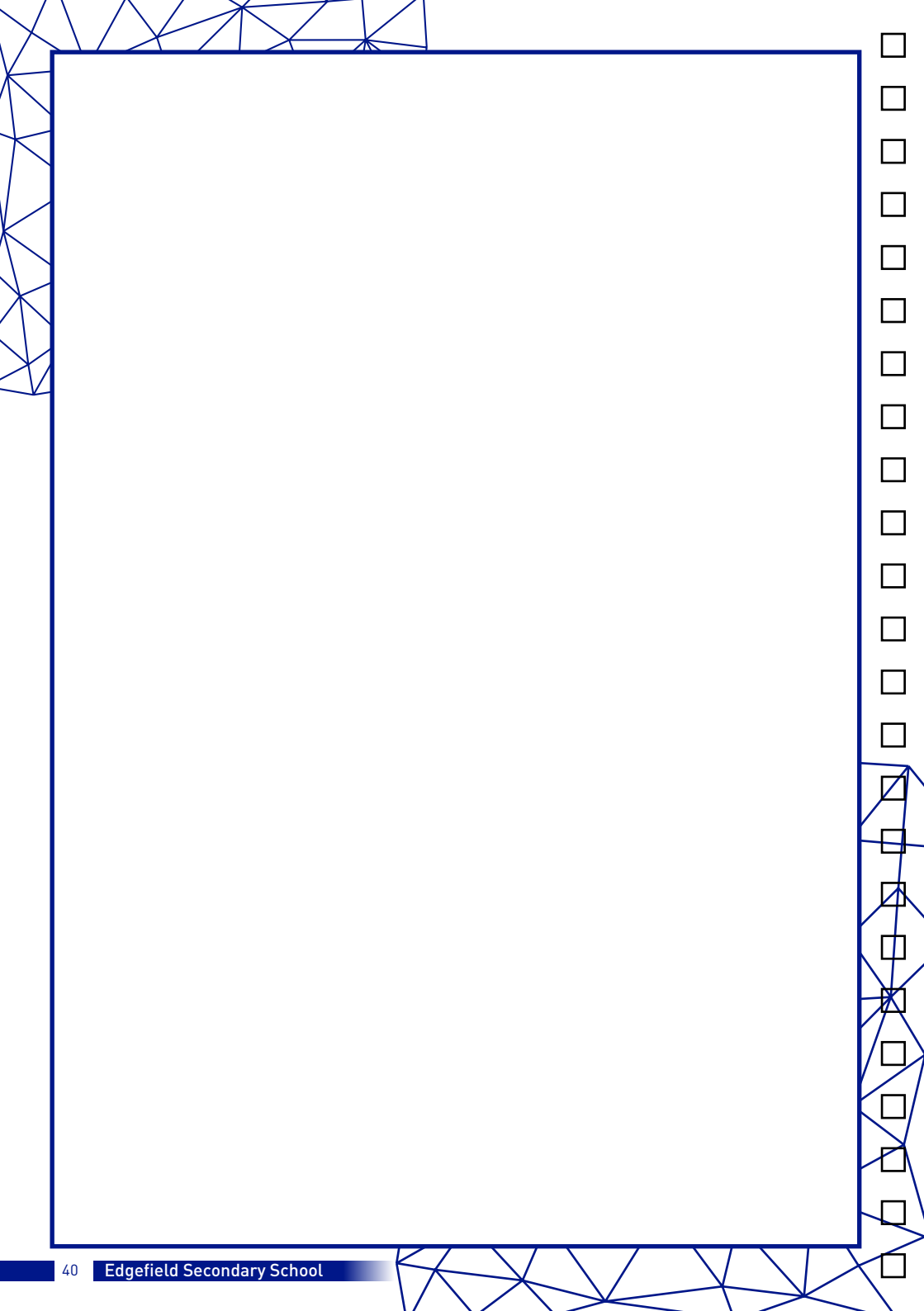
**YOU ARE AN
UPRIGHT
PERSON. YOU
OFTEN CHOOSE
TO DO THE
RIGHT THING
EVEN WHEN IT'S
DIFFICULT FOR
YOURSELF.**



**YOU ARE A
TACTFUL
PERSON. I
APPRECIATE
HOW YOU ARE
ABLE TO
RESPOND
SENSITIVELY TO
OTHERS.**



**YOU ARE A
GRACIOUS
PERSON. THANK
YOU FOR
RESPONDING IN
SUCH A KIND
WAY TO ME EVEN
AFTER I
OFFENDED
YOU.**





**YOU ARE
ORGANISED. I
LIKE HOW YOU
TAKE NOTE OF
DETAILS.**



**YOU ARE GREAT
AT TAKING
THE LEAD FOR
US TO PLAN OUR
ACTIONS.**



**YOU ARE A GOOD
FRIEND. I
APPRECIATE
HOW YOU ARE
ALWAYS THERE
FOR ME.**



**I LIKE YOUR
PATIENCE
WHENEVER I ASK
YOU FOR HELP.**



**I LIKE HOW YOU
REMAIN
CALM IN
CHALLENGING
SITUATIONS.**



**YOU ARE A
GREAT
ROLE-MODEL. I
HAVE LEARNT
SOME GOOD
HABITS FROM
YOU.**



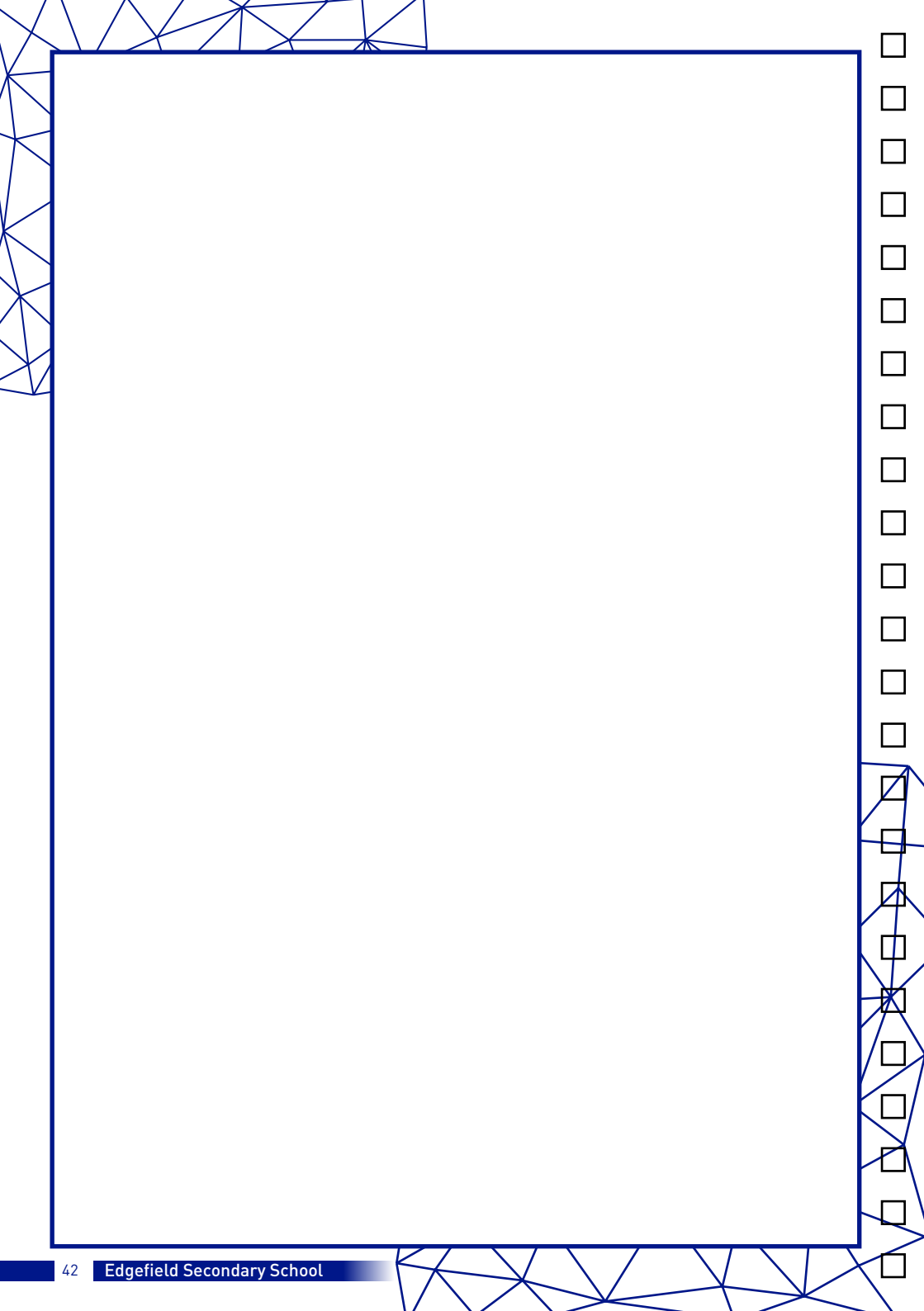
**YOU ARE A GOOD
COMMUNICATOR.
I LIKE HOW YOU
CAN GUIDE
OTHERS WELL.**



**YOU ARE
RESOURCEFUL. I
LIKE HOW YOU
ARE ABLE TO
THINK ON YOUR
FEET.**



**YOU ARE A
COMPASSIONATE
PERSON. I
APPRECIATE
HOW YOU
HELPED ME
WHEN I FACED
DIFFICULTIES.**



NOTES

My Holistic Development Progress

Student Outcomes	Qualities	Descriptors	Grade yourself honestly using the letters M, P or N. M = I do this most of the time or all of the time; P = I do this part of the time; N = I am not doing this yet and I need to work on doing this more.	Sem 1	Sem 2
Confident Person	Communication	Effective communicator	I am able to communicate confidently, clearly, effectively and concisely.		
		Tactful communicator	I choose my words carefully before speaking/responding.		
	Passion for Life	Independent Learner	I am able to work / carry out tasks independently / with minimal supervision.		
	Working with Others	Care & Concern	I am a good listener. (ie. I listen when others speak).		
		Friendship	I get along well with my classmates.		
		Friendship	I have formed strong bonds with my peers.		
	Work Attitude	Commitment	I keep my promises.		
		Resilience	I am able to manage stress/pressure effectively.		
		Sense of responsibility	I am a responsible and helpful student.		
	Innovation & Enterprise	Decision making	I will consider all possible alternatives when making decisions.		
	Leadership Ability	Confidence	I am able to think and act independently.		
		Intellectual Capacity	I think things through carefully before making decisions.		
		Strength of Character	I am able to work well with others.		
		Strength of Character	I am able to work with difficult people and promote team spirit.		
		Strength of Character	I am well-respected by my peers.		
Self-Directed Learner	Communication	Responsive / proactive	I will not hesitate to ask questions / seek clarification when I am in doubt.		
	Passion for Life	Enquiring Mind	I am enthusiastic to learn / I am a self-directed learner.		
		Self-Worth	I am aware of my own strengths and weaknesses.		
	Work Attitude	Take Pride	I am punctual and regular in my attendance at school / at handing in assignments.		
	Innovation & Enterprise	Creativity	I am able to use technology adeptly for my learning, research and project work.		
		Enterprise	I have an enterprising spirit and am willing to persevere in spite of setbacks / difficulties.		
		Resilience	I am able to handle criticism well and use it in a constructive manner.		
	Leadership Ability	Analytical thinking	I am able to analyse information effectively.		
		Analytical thinking	I am good at analysing and adjusting work procedures for maximum efficiency.		
		Analytical thinking	I am systematic / methodical in approaching challenges.		
		Independence	I will make use of all opportunities for continual learning in order to develop my potential.		
		Strength of Character	I am able to solve problems in a sensitive, diplomatic/tactful and patient manner.		
		Strength of Character	I am well-disciplined, trustworthy and responsible.		

Student Outcomes	Qualities	Descriptors	Grade yourself honestly using the letters M, P or N. M = I do this most of the time or all of the time; P = I do this part of the time; N = I am not doing this yet and I need to work on doing this more.	Sem 1	Sem 2
Concerned Citizen	Working with Others	Care & Concern	I will volunteer to help my teachers and classmates.		
		Care & Concern	I am sincere and respectful when dealing with others.		
		Compassion	I am willing to help those in need.		
	Moral Values	Compassion	I am able to put myself in the shoes of others / empathise with others.		
		Graciousness	I am able to express my gratitude.		
		Integrity	I honour all my commitments.		
		Moral Courage	I will stand up for what is right.		
		Respect	I am able to show respect to others by being humble and polite.		
		Respect	I am a good role model for my peers (e.g. proper attire /good manners to everyone).		
		Responsibility	I project a good image of the school through my good behaviour.		
	National Pride	Global Thinking	I keep in touch with local as well as international issues.		
		Loyalty to Nation	I sing the National Anthem with pride and gusto.		
		Pride in School	I participate actively in all activities and support school events.		
		Pride in School	I will take the initiative to improve the image of the school and the well-being of the school community.		
	Social Responsibility	Responsibility	I behave in a responsible manner with others always.		
		Service to Others	I volunteer my time and resources in helping the less privileged.		
Active Contributor	Passion for Life	Drive	I take on duties/tasks with enthusiasm.		
	Work Attitude	Achieving	I am focused on achieving good results.		
		Adaptable	I am resourceful in dealing with unexpected situations.		
		Adaptable	I deal well with unforeseen circumstances.		
		Dedication	I will take the initiative and possess the drive to get work done promptly and efficiently.		
		Resolute	I strive continually for success.		
	Innovation & Enterprise	Innovation	I am an independent worker who comes up with fresh and innovative ideas /solutions.		
		Management	I am able to adapt quickly to changing situations / environments.		
		Resilience	I am able to overcome difficulties and setbacks well.		
		Risk taking	I am willing to try out untested routes, without fear of failure (ie. dare to venture beyond my comfort zone).		
		Teamwork	I work well with others despite differences in viewpoints so as to achieve optimal results.		
		Teamwork	I am able to work closely with team members.		
	Leadership Ability	Initiative	I take initiative to plan and organise activities for my peers, school or the community.		
		Strength of Character	I am able to perform multiple tasks efficiently.		
		Strength of Character	I take my duties very seriously and execute them with pride and energy.		
		Strength of Character	I am committed to a high standard of performance.		

VALUES IN ACTION (VIA)

Values in Action (VIA) are learning experiences that enhance students' development as socially responsible citizens through ownership of their contribution to the community. Through VIA, students are guided to take ownership of an issue they care about, exercise social responsibility in their spheres of influence, and play their part through meaningful contribution to the community.

Adopting a modular approach where students exercise autonomy in choosing a social cause that they personally feel for, students then form groups to tackle this issue. Using thinking routines learnt across curriculum and co-curriculum areas (e.g., convergent and divergent thinking skills from the Future Ready Programme), students study the issue at hand by talking to community stakeholders to discover the problem before coming up with solutions to solve that problem.

In this way, students are encouraged to be change-makers and compassionate leaders as they work in teams and be involved in inventive thinking as well as cooperative and collaborative learning as they plan and lead their VIA projects. In this process, students

- discover what they care about in the community,
- engage with stakeholders about the issue and problem at hand,
- dream of possible ways of contributing to the community,
- design solutions to make a difference and
- deliver through action- or advocacy-based projects that lead to a positive change in the community.

VIA and LEAPS 2.0 CCA Grading System:

Please refer to the LEAPS 2.0 grading system in the Co-Curricular Activities (CCA) section of the student handbook for more details on how VIA constitutes a part of the CCA points which will be useful for post-secondary educational institution admission applications.

To achieve Level 5 under 'Service' in LEAPS 2.0, students are required to complete at least 24 hours of service and at least one student-initiated VIA project that impacts the community beyond the school and at least one other VIA project.

NATIONAL EDUCATION (NE)

THE 6 NATIONAL EDUCATION MESSAGES

1. Singapore is our homeland; this is where we belong.
We treasure our heritage and take pride in shaping our own unique way of life.
2. We must preserve racial and religious harmony.
We value our diversity and are determined to stay a united people.
3. We must uphold meritocracy and incorruptibility.
We provide opportunities for all, according to their ability and effort.
4. No one owes Singapore a living.
We find our own way to survive and prosper, turning challenge into opportunity.
5. We must ourselves defend Singapore.
We are proud to defend Singapore ourselves, no one else is responsible for our security and well-being.
6. We have confidence in our future.
United, determined and well-prepared, we have what it takes to build a bright future for ourselves, and to progress together as one nation.

OBJECTIVE OF NATIONAL EDUCATION

To infuse and integrate National Education messages into the curriculum

OUR SHARED VALUES

- Nation before community and society above self
- Family as the basic unit of society
- Community support and respect for the individual
- Consensus, not conflict
- Racial and religious harmony

NE COMMEMORATIVE EVENTS IN SCHOOLS

- Total Defence Day
- International Friendship Day
- Racial Harmony Day
- National Day

CITIZENSHIP DISPOSITIONS

- A Sense of Belonging
- A Sense of Reality
- A Sense of Hope
- The Will to Act



CO-CURRICULAR ACTIVITIES (CCA)

CCA participation is compulsory for all students and complements the formal education by playing a significant role in the holistic development of our students. Students are taught essential skills, core values and desirable social habits that will lead to healthy living and build strength of character. In addition, CCA helps to foster camaraderie amongst students.

Regulation for CCA Session

- Attire will be that which is officially approved by the school and bearing relevance to the activity concerned.
- Students are required to participate actively in at least one CCA, namely, Sports and Games, Uniformed Groups or Performing Arts.
- Attendance is compulsory at all sessions. Absence from CCA must be justified by a medical certificate.

LEAPS 2.0

LEAPS 2.0 is a framework to recognise secondary school students' holistic development. Students will be recognised with levels of attainment in four domains: **Participation, Achievement, Leadership and Service.**

Participation

This domain recognises students' participation in one school-based CCA. Recognition is based on the number of years of participation and exemplary conduct and active contribution to the CCA. Sustained engagement in the same CCA allows for progressive development of character, skills, knowledge and friendships, and will be accorded higher recognition.

Service

This domain recognises students' development as socially responsible citizens who contribute meaningfully to the community. Every secondary school student will contribute at least 6 hours per school year to the community. They can choose to embark on a Values-In-Action project (VIA). Students will be recognised for the time they put into planning, service and reflection, when participating in a VIA project.

Leadership

This domain recognises students' leadership development. Recognition is accorded to students' ability to take charge of personal development, work in a team and assume responsibilities in service of others. In addition to formal leadership appointments, participation in student leadership modules/workshops, the National Youth Achievement Award (NYAA) and leadership positions in the school, CCA or student-initiated/student-led projects will also be recognised.

Achievement

This domain recognises students' representation and accomplishment in co-curricular involvements beyond the classroom. Opportunities for representation and accomplishment present valuable learning experiences for students to learn discipline, resilience and develop their character. Students may represent the school or organisations endorsed by the school. Recognising external opportunities better caters to students' diverse interests and talents. It also recognises the community's role in developing the child.

Representation refers to being selected and endorsed by the school or an organisation endorsed by the school (e.g. the community club or national association) to contribute, perform or compete. It need not be tied to his/her CCA in school.

Accomplishment refers to attaining accolades and awards at competitions, festivals, performances, exhibitions, conferences and symposiums where the student represents the school or other organisations endorsed by the school.

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 Education (JC/Poly/ITE).

Co-Curricular Attainment	Details
Excellent (2 bonus points)	Student who attains a minimum Level 3 in all four domains with at least a Level 4 in one domain.
Good (1 bonus point)	Student who attains a minimum Level 1 in all four domains with any one of the following: i. At least Level 2 in three domains; ii. At least Level 2 in one domain and at least Level 3 in another domain; or iii. At least Level 4 in one domain.
Fair	Student's attainment in co-curricular will not translate into any bonus points.

The details on the levels of attainment for each of the domains are found in the following tables.

PARTICIPATION (Level of Attainment)

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> Participated in any CCA for 2 years with at least 75% attendance for each year 	<ul style="list-style-type: none"> Participated in any CCA for 3 years with at least 75% attendance for each year 	<ul style="list-style-type: none"> Participated in any CCA for 4 years with at least 75% attendance for each year 	<ul style="list-style-type: none"> Participated in any CCA for 5 years with at least 75% attendance for each year 	<ul style="list-style-type: none"> Participated in the same CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution
		<ul style="list-style-type: none"> Participated in any CCA for 3 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution 	<ul style="list-style-type: none"> Participated in any CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution 	<ul style="list-style-type: none"> Participated in the same CCA for 5 years with at least 75% attendance for each year
			<ul style="list-style-type: none"> Participated in the same CCA for 4 years with at least 75% attendance for each year 	<ul style="list-style-type: none"> Participated in the same CCA for 5 years with at least 75% attendance for each year

SERVICE (Level of Attainment)

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> At least 24 to less than 30 hours of service 	<ul style="list-style-type: none"> At least 30 to less than 36 hours of service 	<ul style="list-style-type: none"> At least 36 hours of service 		
<ul style="list-style-type: none"> Completed at least one VIA project that impacts the school or community 	<ul style="list-style-type: none"> Completed at least two VIA projects that impact the school or community 	<ul style="list-style-type: none"> Completed at least 24 hours of service and at least one VIA project that impacts the school or community 	<ul style="list-style-type: none"> Completed at least 24 hours of service and at least two VIA projects that impact the school or community 	<ul style="list-style-type: none"> Completed at least 24 hours of service and at least one student-initiated VIA project that impacts the community beyond the school and at least one other VIA project
<p>Note: One example of an approach to VIA is Service-Learning. Time spent on VIA projects, including the planning, service and reflection components, will count towards the minimum hours of service stated in the above criterion.</p>				

LEADERSHIP (Level of Attainment)

	Level 1	Level 2	Level 3	Level 4	Level 5
School-based Leadership Opportunities	<ul style="list-style-type: none"> Completed 2 leadership modules of at least 3 hours each 	<ul style="list-style-type: none"> Class Committee Committee for student-initiated or student-led projects, approved by school (or equivalent) 	<ul style="list-style-type: none"> Class Chairperson Prefect Peer Support Leader Committee for school-wide events⁴ Chairperson/Vice-Chairperson for student-initiated or student-led projects, approved by school (or equivalent) 	<ul style="list-style-type: none"> Senior Prefect Chairperson for school-wide events (or equivalent) 	<ul style="list-style-type: none"> Executive Committee⁵ of Student Council / Prefectorial Board (or equivalent)
National Youth Achievement Award		<ul style="list-style-type: none"> Lower Sec CCA Committee (or equivalent) 	<ul style="list-style-type: none"> Lower Sec CCA Executive Committee (or equivalent) Upper Sec CCA Committee (or equivalent) 	<ul style="list-style-type: none"> Upper Sec CCA Executive Committee (or equivalent) 	<ul style="list-style-type: none"> CCA Captain/Chairperson (or equivalent)
Uniformed Groups (Rank)	<ul style="list-style-type: none"> Lance Corporal (or equivalent) 	<ul style="list-style-type: none"> Corporal Patrol Second Assistant Patrol Leader (or equivalent) 	<ul style="list-style-type: none"> Sergeant Patrol Leader (or equivalent) 	<ul style="list-style-type: none"> Staff Sergeant Assistant Company Leader Senior Patrol Leader (or equivalent) 	<ul style="list-style-type: none"> Warrant Officer Master Sergeant Station Inspector Troop/ Company Leader (or equivalent)

⁴ Examples of school-wide events are Open House, CCA exhibition, Speech Day, Founder's Day and the four National Education (NE) commemorative days: Total Defence Day, International Friendship Day, Racial Harmony Day and National Day.

⁵ Executive Committee (applies to all subsequent mentions) – may include Secretary, Treasurer and Heads of sub-committees

ACHIEVEMENT (Level of Attainment)

	Level 1	Level 2	Level 3	Level 4	Level 5
Representation⁶	<ul style="list-style-type: none"> Represented class / house / CCA at intra-school event⁷ 	<ul style="list-style-type: none"> Represented school / external organisation at local / international event⁸ for 1 year 	<ul style="list-style-type: none"> Represented school / external organisation at local / international event for 2 years 	<ul style="list-style-type: none"> Represented school / external organisation at local / international event for 3 years or more Represented UG HQ at international event⁹ 	<ul style="list-style-type: none"> Represented Singapore Schools at local / international competition Represented Singapore at international event endorsed by national bodies Represented National Project of Excellence¹⁰ at local / international concert Represented MOE at local / international event Represented UG HQ at international competition
Accomplishment⁶			<ul style="list-style-type: none"> Represented school / external organisation at local / international event and achieved the following (for 1 year): <ul style="list-style-type: none"> Top 4 (for equivalent) team placing Top 8 (for equivalent) individual placing Gold/Silver/Bronze/Merit award / certification¹¹ (for equivalent) SYF Arts Presentation 	<ul style="list-style-type: none"> Represented school / external organisation at local / international event and achieved the following (for 2 years or more): <ul style="list-style-type: none"> Top 4 (for equivalent) team placing Top 8 (for equivalent) individual placing Gold/Silver/Bronze/Merit award / certification¹¹ (for equivalent) SYF Arts Presentation 	<ul style="list-style-type: none"> Represented Singapore Schools/ National Project of Excellence/MOE at local / international competition <p>OR</p> <ul style="list-style-type: none"> Represented Singapore at international event, endorsed by national bodies <p>AND achieved the following:</p> <ul style="list-style-type: none"> Top 4 (for equivalent) team placing Top 8 (for equivalent)

⁶ Self-representation or participation for personal enrichment will not be recognised. For representation of external organisations and accomplishments associated with such representation, schools' approval is required for recognition. Involvement in events whereby participation is mass in nature and/or does not require training, preparation or selection will also not be recognised in this domain.

⁷ Intra-School Events refer to intra-school competitions, festivals, school performances / concerts, exhibitions and conferences. These events primarily do not include student participation from other schools and/or members of the public.

⁸ Events refer to competitions, festivals, school performances / concerts, exhibitions, conferences and symposiums. Local refers to school cluster/zone-based and MOE-organised events (SYF Arts Presentation, SYF Celebrations, SYF Art Exhibition, National Schools Games, etc.), as well as community-organised events which primarily involves student participation from other schools and / or members of the public.

⁹ UG HQ International Events refer to exchange programmes, performances, camps and other equivalent platforms which involve participants from other countries. Competitions are excluded.

¹⁰ This refers to the Singapore National Youth Orchestra and Singapore Youth Chinese Orchestra.

¹¹ This applies to events that present different levels of award or certificate which extend beyond the top 4 participants. The Merit award/certification constitutes the fourth placing. It should only be given for events where Merit is not accorded by default to all participants who did not receive Gold- Bronze award/certification.

	Level 1	Level 2	Level 3	Level 4	Level 5
Uninformed Groups Achievement Badges	<ul style="list-style-type: none"> ■ Bronze Badge (or equivalent) 	<ul style="list-style-type: none"> ■ Silver Badge (or equivalent) 	Certificate of Distinction /Accomplishment <ul style="list-style-type: none"> o SYF Art Exhibition Certificate of Recognition (Special Mention) / Recognition o Presented original research paper / project accepted at the platform 	Certificate of Distinction /Accomplishment <ul style="list-style-type: none"> o SYF Art Exhibition Certificate of Recognition (Special Mention) / Recognition o Presented original research paper / project accepted at the platform 	Individual placing <ul style="list-style-type: none"> o Gold/Silver/ Bronze award /certification (or equivalent) o Presented original research paper / project accepted at the platform
	<ul style="list-style-type: none"> ■ Bronze Badge (or equivalent) 	<ul style="list-style-type: none"> ■ Silver Badge (or equivalent) 	<ul style="list-style-type: none"> ■ Gold Badge (or equivalent) 	<ul style="list-style-type: none"> ■ Best Unit Cadet/ Outstanding Cadet Award by UG HQ (or equivalent) 	<ul style="list-style-type: none"> ■ Top Award for each UG (e.g. Camp Pinnacle Badge, President's Guide Award, Chief Commissioner's Award)

PHYSICAL EDUCATION (PE)

PHYSICAL EDUCATION

Physical Education (PE) programme is an integral part of the scholastic curriculum at Edgefield Secondary School. It provides students with opportunities to cultivate broad-based physical competencies and to be involved in recreational participation. The PE programme complements other school programmes and contributes to holistic education and the development of 21st CC skills to prepare the students to succeed in a fast-changing and globalised world.

VISION STATEMENT

Edgefielders to be equipped with the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle.

MISSION STATEMENT

To develop students holistically by creating an awareness of active and healthy living, through the inculcation of the school's core values.

During PE lessons

Students are expected to:

- be punctual for lesson.
- be properly attired. Put on our school's official PE T-shirt and shorts.
- bring a 500ml water bottle to class for hydration purposes.
- be mindful of safety of self and others around them.
- return promptly to class for the next lesson.

Students are exempted from PE lessons only on medical grounds. Students have the responsibilities to provide supporting documents should they require exemption from PE lessons.

BODY MASS INDEX (BMI)

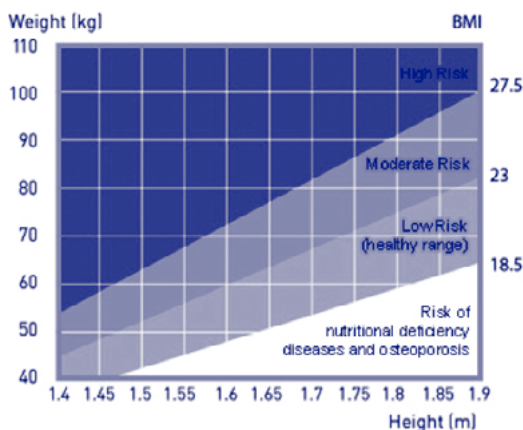
BMI measures the relationship between your weight and height to measure the amount of body fat you have. The higher your BMI is, the higher the amount of fat is in your body. Having a high BMI poses greater risk of developing health problems such as heart disease and diabetes. The formula for calculating BMI is stated below:

BMI Ranges

18.5 TO 22.9 LOW RISK

23 TO 27.4 MODERATE RISK

27.5 AND ABOVE HIGH RISK



Note: BMI should not be used to calculate health risk in pregnant women, people with muscular build and the elderly. These BMI ranges also do not apply to youths below 18 years.

Calculation of Body Mass Index (BMI)

$$BMI = \frac{Weight(kg)}{Height(m) \times Height(m)}$$

BMI Charts

BMI-for-age for Girls aged 6-18 years

Weight Indicator Age (years)	Severely Underweight	Underweight	Acceptable Weight	Overweight	Severely Overweight
	< 3 rd percentile	3 rd - < 5 th percentiles	5 th - < 90 th percentiles	90 th - < 97 th percentiles	≥ 97 th percentile
6	≤ 12.6	12.7 - 12.8	12.9 – 18.3	18.4 - 20.5	≥ 20.6
7	≤ 12.8	12.9 - 13.1	13.2 – 19.1	19.2 - 21.8	≥ 21.9
8	≤ 13.1	13.2 - 13.4	13.5 – 20.1	20.2 - 23.1	≥ 23.2
9	≤ 13.4	13.5 - 13.7	13.8 – 21.0	21.1 - 24.4	≥ 24.5
10	≤ 13.7	13.8 - 14.1	14.2 – 21.9	22.0 - 25.6	≥ 25.7
11	≤ 14.1	14.2 - 14.4	14.5 – 22.7	22.8 - 26.6	≥ 26.7
12	≤ 14.4	14.5 - 14.8	14.9 – 23.4	23.5 - 27.5	≥ 27.6
13	≤ 14.8	14.9 - 15.2	15.3 – 24.0	24.1 - 28.3	≥ 28.4
14	≤ 15.1	15.2 - 15.5	15.6 – 24.6	24.7 - 28.9	≥ 29.0
15	≤ 15.4	15.5 - 15.8	15.9 – 25.0	25.1 - 29.4	≥ 29.5
16	≤ 15.7	15.8 - 16.1	16.2 – 25.4	25.5 - 29.7	≥ 29.8
17	≤ 15.9	16.0 - 16.3	16.4 – 25.7	25.8 - 30.0	≥ 30.1
18	≤ 16.1	16.2 - 16.5	16.6 – 25.9	26.0 - 30.3	≥ 30.4

BMI Charts

BMI-for-age for Boys aged 6–18 years

Weight Indicator Age (years)	Severely Under-weight	Under-weight	Acceptable Weight	Overweight	Severely Over-weight
	< 3 rd percentile	3 rd - < 5 th percentiles	5 th - < 90 th percentiles	90 th - < 97 th percentiles	≥ 97 th percentile
6	≤ 12.8	12.9 – 13.1	13.2 – 18.8	18.9 – 21.4	≥ 21.5
7	≤ 13.0	13.1 – 13.3	13.4 – 19.8	19.9 – 23.0	≥ 23.1
8	≤ 13.2	13.3 – 13.6	13.7 – 20.9	21.0 – 24.6	≥ 24.7
9	≤ 13.5	13.6 – 13.8	13.9 – 21.8	21.9 – 26.0	≥ 26.1
10	≤ 13.8	13.9 – 14.1	14.2 – 22.7	22.8 – 27.3	≥ 27.4
11	≤ 14.1	14.2 – 14.5	14.6 – 23.6	23.7 – 28.3	≥ 28.4
12	≤ 14.4	14.5 – 14.8	14.9 – 24.3	24.4 – 29.2	≥ 29.3
13	≤ 14.7	14.8 – 15.1	15.2 – 25.0	25.1 – 30.0	≥ 30.1
14	≤ 15.0	15.1 – 15.4	15.5 – 25.5	25.6 – 30.6	≥ 30.7
15	≤ 15.3	15.4 – 15.8	15.9 – 26.1	26.2 – 31.2	≥ 31.3
16	≤ 15.6	15.7 – 16.1	16.2 – 26.5	26.6 – 31.7	≥ 31.8
17	≤ 15.9	16.0 – 16.3	16.4 – 27.0	27.1 – 32.1	≥ 32.2
18	≤ 16.1	16.2 – 16.6	16.7 – 27.4	27.5 – 32.4	≥ 32.5

STUDENT LEADERSHIP

The Student Leadership Framework in Edgefield Secondary is based on The Leadership Challenge Model, designed by leadership experts, Jim Kouzes and Barry Posner.

Stage	What Leaders Build	Values Emphasized	Leadership Competencies based on TLC Model	C2015 Framework (Desired Outcomes)
Sec 1: Self-Leadership	Trust	Sincerity Honour Moral Courage	Model The Way	Self-Directed Learner
Sec 2: Peer-Leadership	Partnerships	Compassion (Empathy & Perspective-taking)	Encourage The Heart Enable Others To Act	Concerned Citizen
Sec 3: Organisational / Community-Leadership	Respect & Credibility	Continuous Learning (Continuous Learning & Excellence)	Challenge The Process	Active Contributor
Sec 4/5: Cultural-Leadership	Followers (into Leaders)	All Values	Inspiring A Shared Vision	Confident Person

The school provides opportunities and nurtures the leadership potential of every student through on-the-job training, leadership courses and camps. There are 4 branches of student leadership, namely Prefects / Role Models, CCA Leaders, Class Leaders and Advocates.

Role Models are elected in Year 1. Role Models are also elected through peer, self or teachers' nomination. They will be probationary prefects in Year 2 and formally appointed as prefects when they are in Year 3.

CCA Leaders are appointed by the respective CCA Teachers.

Class Leaders are elected by their peers together with their Form Teachers and they will assist their Form Teachers in managing class matters.

Advocates are a group leaders who are drivers of special programmes in school. These leaders are nominated by the teachers-in-charge of these special programmes.

In addition, the Leaders' Council was established to drive greater student voice in the school. This is a student leadership body that comprise Year 3 student representatives from all 4 student leadership branches.

The Leadership Challenge Model by Kouzes and Posner

Based on Kouzes and Posner's extensive research on the traits that exemplary leaders possess, they have developed The Five Practices of Exemplary Leadership. These five practices are elaborated below. These five practices are integrated into the school's training programme in the development of students' leadership competencies.



Model the Way

Leaders establish principles concerning the way people (constituents, peers, colleagues, and customers alike) should be treated and the way goals should be pursued. They create standards of excellence and then set an example for others to follow. Because the prospect of complex change can overwhelm people and stifle action, they set interim goals so that people can achieve small wins as they work towards larger objectives. They unravel bureaucracy when it impedes action; they put up signposts when people are unsure of where to go or how to get there; and they create opportunities for victory.



Inspire a Shared Vision

Leaders passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the organization can become. Through their magnetism and quiet persuasion, leaders enlist others in their dreams. They breathe life into their visions and get people to see exciting possibilities for the future.



Challenge the Process

Leaders search for opportunities to change the status quo. They look for innovative ways to improve the organization. In doing so, they experiment and take risks. And because leaders know that risk taking involves mistakes and failures, they accept the inevitable disappointments as learning opportunities.



Enable Others to Act

Leaders foster collaboration and build spirited teams. They actively involve others. Leaders understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful.



Encourage the Heart

Accomplishing extraordinary things in organizations is hard work. To keep hope and determination alive, leaders recognize contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments. They make people feel like heroes.

<http://www.leadershipchallenge.com/about-section-our-approach.aspx>

PROMOTION CRITERIA

Express Course

Sec 1 and Sec 2

- Pass in EL and a pass percentage in the average for all subjects

Sec 3

- C6 or better in EL and 2 other subjects

Normal (Academic) Course

Sec 1, Sec 2 and Sec 3

Obtain a Grade 5 or better in

- EL and 2 other subjects OR
- 4 subjects

Sec 4 [for promotion to Sec 5 N(A) course]

- EMB3* score of 19 points and below
- At least a Grade 5 for all subjects used in the computation of EMAB3

Sec 4 [for entry to 1-year Polytechnic Foundation Programme (PFP)]

- EMB3 raw aggregate of 12 points and below (excluding CCA bonus points) at the GCE 'N' Level exams
- Meet the subject-specific requirements of the courses they are applying for:

For Courses featured in <u>Group 1</u>	Minimum Required Grades
English Language	3
Mathematics / Additional Mathematics	3
One of the following relevant subjects: - Design and Technology - Food and Nutrition - Science (Chemistry, Biology) - Science (Physics, Biology) - Science (Physics, Chemistry)	3
Any two other subjects excluding CCA	3

Normal (Academic) Course

For Courses featured in <u>Group 2</u>	Minimum Required Grades
English Language	2
Mathematics / Additional Mathematics	3
One of the following relevant subjects: - Art - Literature in English - History - Combined Humanities - Geography - Principles of Accounts	3
Any two other subjects excluding CCA	3

Group 1 Courses	Group 2 Courses
Applied Sciences	*Health Sciences
*Health Sciences	*Business & Management
Engineering	*Media & Design
Information & Digital Technologies	Humanities
Built Environment	
Maritime Studies	
*Business & Management	
*Media & Design	

Note:

(*) Different diploma courses under Health Sciences, Business & Management and Media & Design fall under different groupings.

More information is available at
<https://pfp.polytechnic.edu.sg/PFP/index.html>

<p>Normal (Academic) Course</p>	<p>Sec 4 [for entry to 2-year ITE Direct Entry Scheme to Polytechnic Programme (DPP)]</p> <ul style="list-style-type: none"> • EMB3* score of 19 points or below and • either Grade 4 or better for EL and Math for Higher Nitec DPP courses in Applied Sciences, Engineering and Info-Communications Technology • or Grade 3 or better for EL and Grade 4 or better for Math for Higher Nitec DPP courses in Business & Services. <p><i>More information is available at https://www.ite.edu.sg/admissions/full-time-courses/higher-nitec/direct-entry-scheme-to-polytechnic-programme</i></p> <p><i>* EMB3 refers to the aggregate score of English Language (E), Mathematics (M) and the best of 3 other subjects (B3) at the GCE 'N' Level examinations</i></p>
<p>Normal (Technical) Course</p>	<p>Sec 1, Sec 2 and Sec 3</p> <ul style="list-style-type: none"> • Obtains a Grade D or better in 2 subjects (one of which should be EL or Mathematics)

FULL SUBJECT BASED BANDING

1. Subject-Based Banding (SBB) provides greater flexibility in subject offering at lower secondary levels, to better cater to the strengths of students in different subjects. Secondary 1 Normal (Academic) [N(A)] and Normal (Technical) [N(T)] students can take English, Mathematics, Science and Mother Tongue Languages at a higher level subjects if they meet the PSLE eligibility criteria at the start of the year.
2. Based on the PSLE results of Secondary 1 students, the 1st intake of eligible students is based on the guidelines below. Students who accept the offer to take higher level subjects will constitute the first intake of SBB students.

Course	PSLE Standard Grade	PSLE Foundation Grade	Option to offer subject at
N(A)	A*, A	-	Express
N(T)	A*, A	-	Express / N(A)
	B, C	1	N(A)

3. After the weighted assessments in Mid-year, there is a 2nd intake of SBB students, based on the suggested criteria below. Eligible students who met the criteria are then shortlisted and feedback from teachers is considered to assess student's ability to cope with the higher academic demands. Successful students are then issued the 'Letter of Offer'.

Course	School-based Results (MYE and EOY)	Option to offer subject at
N(A)	75% or higher in specific subject	Express level starting from next semester
N(T)	75% or higher in specific subject	N(A) level starting from next semester

4. The 3rd intake of SBB students is done after End-Of-Year examinations. The eligibility guidelines follow the same as 2nd intake in (3) above.
5. Humanities subjects (Geography, History and Literature in English) are also offered as part of Full SBB for Secondary 2 Normal (Academic) and Secondary 2 Normal (Technical) students. The selection is done after Secondary 1 End-of-Year examinations. Eligible students are shortlisted and assessed using the same criteria in (3) above.

MARKS & GRADES

SEC 1 to 4 EXPRESS AND SEC 5 NORMAL (ACADEMIC)

Grades	Marks (%)	Grades	Marks (%)
A1	75 & above	C6	50 – 54
A2	70 – 74	D7	45 – 49
B3	65 – 69	E8	40 – 44
B4	60 – 64	F9	39 & below
C5	55 – 59		

NB: Grades A, B and C are passing grades

SEC 1 TO 4 NORMAL (ACADEMIC)

Grades	Marks (%)
1	75 – 100
2	70 – 74
3	65 – 69
4	60 – 64
5	50 – 59
U	0 – 49

NB: Grades 1 to 5 are passing grades

SEC 1 TO 4 NORMAL (TECHNICAL)

Grades	Marks (%)
A	75 – 100
B	70 – 74
C	60 – 69
D	50 – 59
U	0 – 49

NB: Grades A to D are passing grades

Computation of Aggregate Points for PFP/DPP

GCE 'O'-Level Grade conversion matrix for PFP

'O'-Level Grade	Aggregate Point for PFP
A1 – B3	1
B4 – C6	2
D7	3

'O'-Level grades not listed above cannot be used to determine PFP eligibility (ie 'O'-Level grades E8 and F9 do not count towards either ELMAB3 aggregate score computation or in determining if minimum entry requirements for the PFP course have been met).

GCE 'O'-Level Grade conversion matrix for DPP

'O'-Level Grade	ITE Aggregate Points
A1 – B3	1
B4 – C6	2
D7- E8	3

The GCE 'O'-Level grade of F9 will not be used to determine DPP eligibility. It will not be considered in both the aggregate score (ELMAB3) computation as well as minimum entry requirements.

Computation of ITE Aggregate Points for Normal (Academic) Subjects

Normal (Academic) Grade	ITE Aggregate Points
1, 2	1
3	2
4	3
5	4
U	5

SETTING SMART GOALS

When setting goals for yourself, keep in mind that they should be SMART.

<u>S</u>PECIFIC	Be clear and specific about the goals and avoid generalising. (E.g. I want to get A1 for Mathematics)
<u>M</u>EASURABLE	They should be measurable so that you can track your progress towards the attainment of your goals. (E.g. I want to score at least 75 marks in my Mathematics Mid-Year Exams)
<u>A</u>TTAINABLE	Set goals that are realistic and attainable. It should be high enough to stretch you but not extreme and beyond attainment. (E.g. I aim to improve my Math results by 1 grade for the next test)
<u>R</u>ELEVANT	Set goals that are relevant, timely and worthwhile. (E.g. Setting goals for your studies, CCA or personal fitness)
<u>T</u>IME BOUND	Ensure that there is a specific time frame set towards the achieving the goal. (E.g. I want to improve on the results for my Math tests by the end of Term 1)

REFLECTIONS		TERM 1	TERM 2
What are the areas that I need to improve on?			
How do I plan to improve the areas identified?			
What resources and support will I need to carry out my plan to improve?			
What is the time frame that I have set myself to make the above improvements?			

“Setting goals is the first step in turning the invisible into the visible.”
 ~ Tony Robbins

REFLECTIONS		TERM 3	TERM 4
What are the areas that I need to improve on?			
How do I plan to improve the areas identified?			
What resources and support will I need to carry out my plan to improve?			
What is the time frame that I have set myself to make the above improvements?			

“Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success.” ~ Pablo Picasso

SEMESTER 1 SMART GOAL MAP

S

What do I want to accomplish?

M

How will I know when it's accomplished?

A

How can I accomplish the goal?

R

Is this goal worth the efforts I put in to accomplish? Explain.

T

By when I wish to see the goal accomplished?

SEMESTER 2 SMART GOAL MAP

S

What do I want to accomplish?

M

How will I know when it's accomplished?

A

How can I accomplish the goal?

R

Is this goal worth the efforts I put in to accomplish? Explain.

T

By when I wish to see the goal accomplished?

SCHOOL TERMS & HOLIDAYS

The School Terms for 2021 will be as follows:

Semester 1	Semester 2
Term 1 Mon 4 th Jan to Fri 12 th Mar	Term 3 Mon 28 th Jun to Fri 3 rd Sep
Term 2 Mon 22 nd Mar to Fri 28 th May	Term 4 Mon 13 th Sep to Fri 29 th Oct

School Vacations:

Between Terms 1 & 2	Sat 13 th Mar to Sun 21 st Mar
Between Semesters 1 & 2	Sat 29 th May to Sun 27 th Jun
Between Terms 3 & 4	Sat 4 th Sep to Sun 12 th Sep
At the End of School Year	Sat 20 th Nov to Fri 31 st Dec

Scheduled Public Holidays for 2021:

New Year's Day	: Fri 1 Jan
	: Fri 12 Feb
Chinese New Year	: *Sat 13 Feb
Good Friday	: Fri 2 Apr
Labour Day	: **Sat 1 May
Hari Raya Puasa	: Thu 13 May
Vesak Day	: Wed 26 May
Hari Raya Haji	: Tue 20 Jul
National Day	: Mon 9 Aug
Deepavali	: Thu 4 Nov
Christmas Day	: Sat 25 Dec

**Monday, 15 Feb, will be a school holiday.*

***Monday, 3 May, will be a school holiday.*

Scheduled School Holidays for 2021:

Youth Day	: *Sun 4 Jul
Day after National Day	: Tue 10 Aug
Teachers' Day	: Fri 3 Sep

**Monday, 5 July 2021 will be a scheduled school holiday.*

Calendar 2021

January

Su	Mo	Tu	We	Th	Fr	Sa
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

April

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

Su	Mo	Tu	We	Th	Fr	Sa
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

June

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

Su	Mo	Tu	We	Th	Fr	Sa
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



School Holiday



Scheduled School Holiday



Public Holiday

JANUARY 2021

	Sunday	Monday	Tuesday	Wednesday
T1 - Week 0	31			
T1 - Week 1	3	4	5	6
T1 - Week 2	10	11	12	13
T1 - Week 3	17	18	19	20
T1 - Week 4	24	25	26	27

JANUARY 2021

Thursday	Friday	Saturday	2021																																																																																				
	1 New Year's Day	2	<div>December 2020</div> <table><tr><th>Su</th><th>Mo</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr></table> <div>February</div> 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FEBRUARY 2021

	Sunday	Monday	Tuesday	Wednesday
T1 - Week 5		1	2	3
T1 - Week 6	7	8	9	10
T1 - Week 7	14	15 Scheduled School Holiday	16	17
T1 - Week 8	21	22	23	24
T1 - Week 9	28			

FEBRUARY 2021

Thursday		Friday		Saturday		2021																																											
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MARCH 2021

	Sunday	Monday	Tuesday	Wednesday
T1 - Week 9		1	2	3
T1 - Week 10	7	8	9	10
T1 - Holidays	14	15	16	17
T2 - Week 1	21	22	23	24
T2 - Week 2	28	29	30	31

MARCH 2021

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APRIL 2021

	Sunday	Monday	Tuesday	Wednesday
T2 - Week 2				
T2 - Week 3	4	5	6	7
T2 - Week 4	11	12	13	14
T2 - Week 5	18	19	20	21
T2 - Week 6	25	26	27	28

APRIL 2021

Thursday		Friday		Saturday		2021																																											
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MAY 2021

	Sunday	Monday	Tuesday	Wednesday
T2 - Week 6	30	31		
T2 - Week 7	2	3 Scheduled School Holiday	4	5
T2 - Week 8	9	10	11	12
T2 - Week 9	16	17	18	19
T2 - Week 10	23	24	25	26 Vesak Day

MAY 2021

Thursday	Friday	Saturday	2021
		1 <	

JUNE 2021

	Sunday	Monday	Tuesday	Wednesday
T2 - Holidays			1	2
T2 - Holidays	6	7	8	9
T2 - Holidays	13	14	15	16
T2 - Holidays	20	21	22	23
T2 - Holidays	27	28	29	30

JUNE 2021

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JAN 2021 • TERM 1 WEEK 1

My goals for the week

04 | Monday

Submissions...

Today I am grateful for...

05 | Tuesday

Submissions...

Today I am grateful for...

06 | Wednesday

Submissions...

Today I am grateful for...

07 | Thursday

08 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

09 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

10 | Sunday

JAN 2021 • TERM 1 WEEK 2

My goals for the week

11 | Monday

Submissions...

Today I am grateful for...

12 | Tuesday

Submissions...

Today I am grateful for...

13 | Wednesday

Submissions...

Today I am grateful for...

14 | Thursday

15 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

16 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

17 | Sunday

JAN 2021 • TERM 1 WEEK 3

My goals for the week

18 | Monday

Submissions...

Today I am grateful for...

19 | Tuesday

20 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

21 | Thursday

22 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

23 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

24 | Sunday

JAN 2021 • TERM 1 WEEK 4

My goals for the week

25 | Monday

Submissions...

Today I am grateful for...

26 | Tuesday

Submissions...

Today I am grateful for...

27 | Wednesday

Submissions...

Today I am grateful for...

28 | Thursday

29 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

30 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

31 | Sunday

FEB 2021 • TERM 1 WEEK 5

My goals for the week

01 | Monday

Submissions...

Today I am grateful for...

02 | Tuesday

Submissions...

Today I am grateful for...

03 | Wednesday

Submissions...

Today I am grateful for...

04 | Thursday

05 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

06 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

07 | Sunday

FEB 2021 • TERM 1 WEEK 6

My goals for the week

08 | Monday

Submissions...

Today I am grateful for...

09 | Tuesday

Submissions...

Today I am grateful for...

10 | Wednesday

Submissions...

Today I am grateful for...

11 | Thursday

12 | Friday Chinese New Year

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

13 | Saturday Chinese New Year

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

14 | Sunday

FEB 2021 • TERM 1 WEEK 7

My goals for the week

15 | **Monday** Scheduled School Holiday

Submissions...

Today I am grateful for...

16 | **Tuesday**

Submissions...

Today I am grateful for...

17 | **Wednesday**

Submissions...

Today I am grateful for...

18 | Thursday

19 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

20 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

21 | Sunday

FEB 2021 • TERM 1 WEEK 8

My goals for the week

22 | Monday

Submissions...

Today I am grateful for...

23 | Tuesday

Submissions...

Today I am grateful for...

24 | Wednesday

Submissions...

Today I am grateful for...

25 | Thursday

26 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

27 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

28 | Sunday

MAR 2021 • TERM 1 WEEK 9

My goals for the week

01 | Monday

Submissions...

Today I am grateful for...

02 | Tuesday

Submissions...

Today I am grateful for...

03 | Wednesday

Submissions...

Today I am grateful for...

04 | Thursday

05 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

06 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

07 | Sunday

MAR 2021 • TERM 1 WEEK 10

My goals for the week

08 | Monday

Submissions...

Today I am grateful for...

09 | Tuesday

Submissions...

Today I am grateful for...

10 | Wednesday

Submissions...

Today I am grateful for...

11 | Thursday

12 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

13 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

14 | Sunday

MAR 2021 • TERM 1 SCHOOL HOLIDAYS

My goals for the week

15 | Monday

Submissions...

Today I am grateful for...

16 | Tuesday

Submissions...

Today I am grateful for...

17 | Wednesday

Submissions...

Today I am grateful for...

18 | Thursday

19 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

20 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

21 | Sunday

MAR 2021 • TERM 2 WEEK 1

My goals for the week

22 | Monday

Submissions...

Today I am grateful for...

23 | Tuesday

24 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

25 | Thursday

26 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

27 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

28 | Sunday

MAR / APR 2021 • TERM 2 WEEK 2

My goals for the week

29 | Monday

Submissions...

Today I am grateful for...

30 | Tuesday

31 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

01 | Thursday

02 | Friday Good Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

03 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

04 | Sunday

APR 2021 • TERM 2 WEEK 3

My goals for the week

05 | Monday

Submissions...

Today I am grateful for...

06 | Tuesday

Submissions...

Today I am grateful for...

07 | Wednesday

Submissions...

Today I am grateful for...

08 | Thursday

09 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

10 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

11 | Sunday

APR 2021 • TERM 2 WEEK 4

My goals for the week

12 | Monday

Submissions...

Today I am grateful for...

13 | Tuesday

Submissions...

Today I am grateful for...

14 | Wednesday

Submissions...

Today I am grateful for...

15 | Thursday

16 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

17 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

18 | Sunday

APR 2021 • TERM 2 WEEK 5

My goals for the week

19 | Monday

Submissions...

Today I am grateful for...

20 | Tuesday

21 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

22 | Thursday

23 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

24 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

25 | Sunday

APR / MAY 2021 • TERM 2 WEEK 6

My goals for the week

26 | Monday

Submissions...

Today I am grateful for...

27 | Tuesday

28 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

29 | Thursday

30 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

01 | Saturday Labour Day

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

02 | Sunday

MAY 2021 • TERM 2 WEEK 7

My goals for the week

03 | Monday Scheduled School Holiday

Submissions...

Today I am grateful for...

04 | Tuesday

05 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

06 | Thursday

07 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

08 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

09 | Sunday

MAY 2021 • TERM 2 WEEK 8

My goals for the week

10 | Monday

Submissions...

Today I am grateful for...

11 | Tuesday

Submissions...

Today I am grateful for...

12 | Wednesday

Submissions...

Today I am grateful for...

13 | Thursday Hari Raya Puasa

14 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

15 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

16 | Sunday

MAY 2021 • TERM 2 WEEK 9

My goals for the week

17 | Monday

Submissions...

Today I am grateful for...

18 | Tuesday

Submissions...

Today I am grateful for...

19 | Wednesday

Submissions...

Today I am grateful for...

20 | Thursday

21 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

22 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

23 | Sunday

MAY 2021 • TERM 2 WEEK 10

My goals for the week

24 | Monday

Submissions...

Today I am grateful for...

25 | Tuesday

Submissions...

Today I am grateful for...

26 | Wednesday Vesak Day

Submissions...

Today I am grateful for...

27 | Thursday

28 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

29 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

30 | Sunday

MAY / JUN 2021 • TERM 2 SCHOOL HOLIDAYS

My goals for the week

31 | Monday

Submissions...

Today I am grateful for...

01 | Tuesday

02 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

03 | Thursday

04 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

05 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

06 | Sunday

JUN 2021 • TERM 2 SCHOOL HOLIDAYS

My goals for the week

07 | Monday

Submissions...

Today I am grateful for...

08 | Tuesday

09 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

10 | Thursday

11 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

12 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

13 | Sunday

JUN 2021 • TERM 2 SCHOOL HOLIDAYS

My goals for the week

14 | Monday

Submissions...

Today I am grateful for...

15 | Tuesday

16 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

17 | Thursday

18 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

19 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

20 | Sunday

JUN 2021 • TERM 2 SCHOOL HOLIDAYS

My goals for the week

21 | Monday

Submissions...

Today I am grateful for...

22 | Tuesday

23 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

24 | Thursday

25 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

26 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

27 | Sunday

JULY 2021

	Sunday	Monday	Tuesday	Wednesday
T3 - W 1				
T3 - W 2	4 Youth Day	5 Scheduled School Holiday	6	7
T3 - W 3	11	12	13	14
T3 - W 4	18	19	20 Hari Raya Haji	21
T3 - W 5	25	26	27	28

JULY 2021

Thursday	Friday	Saturday	2021																																										
1	2	3	<div><div>June</div><table><tr><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td><td>Fr</td><td>Sa</td></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr></table></div>	Su	Mo	Tu	We	Th	Fr	Sa			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
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8	9	10	<div><div>August</div><table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table></div>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											
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AUGUST 2021

	Sunday	Monday	Tuesday	Wednesday
T3 - W 6	1	2	3	4
T3 - W 7	8	9 National Day	10 Scheduled School Holiday	11
T3 - W 8	15	16	17	18
T3 - W 9	22	23	24	25
T3 - W 10	29	30	31	

AUGUST 2021

Thursday		Friday		Saturday		2021																																																		
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SEPTEMBER 2021

	Sunday	Monday	Tuesday	Wednesday
T3 - W 10				1
T3 - Holidays	5	6	7	8
T4 - W 1	12	13	14	15
T4 - W 2	19	20	21	22
T4 - W 3	26	27	28	29

SEPTEMBER 2021

Thursday		Friday		Saturday		2021																																											
2		3		4		<div>August</div> <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											
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OCTOBER 2021

	Sunday	Monday	Tuesday	Wednesday
T4 - W 3	31			
T4 - W 4	3	4	5	6
T4 - W 5	10	11	12	13
T4 - W 6	17	18	19	20
T4 - W 7	24	25	26	27

OCTOBER 2021

Thursday	Friday	Saturday	2021																																										
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21	22	23																																											
28	29	30																																											

NOVEMBER 2021

	Sunday	Monday	Tuesday	Wednesday
T4 - W 8		1	2	3
T4 - W 9	7	8	9	10
T4 - W 10	14	15	16	17
T4 - Holidays	21	22	23	24
T4 - Holidays	28	29	30	

[illegible][illegible]

DECEMBER 2021

	Sunday	Monday	Tuesday	Wednesday
T4 - Holidays				1
T4 - Holidays	5	6	7	8
T4 - Holidays	12	13	14	15
T4 - Holidays	19	20	21	22
T4 - Holidays	26	27	28	29

DECEMBER 2021

Thursday		Friday		Saturday		2021																																											
2		3		4		<div>November</div> <table><tr><th>Su</th><th>Mo</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr></table>		Su	Mo	Tu	We	Th	Fr	Sa		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
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23		24		25																																													
30		31		Christmas Day																																													

JUN / JUL 2021 • TERM 3 WEEK 1

My goals for the week

28 | Monday

Submissions...

Today I am grateful for...

29 | Tuesday

30 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

01 | Thursday

02 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

03 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

04 | Sunday Youth Day

JUL 2021 • TERM 3 WEEK 2

My goals for the week

05 | Monday Scheduled School Holiday

Submissions...

Today I am grateful for...

06 | Tuesday

07 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

08 | Thursday

09 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

10 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

11 | Sunday

JUL 2021 • TERM 3 WEEK 3

My goals for the week

12 | Monday

Submissions...

Today I am grateful for...

13 | Tuesday

14 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

15 | Thursday

16 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

17 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

18 | Sunday

JUL 2021 • TERM 3 WEEK 4

My goals for the week

19 | Monday

Submissions...

Today I am grateful for...

20 | Tuesday Hari Raya Haji

21 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

22 | Thursday

23 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

24 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

25 | Sunday

JUL / AUG 2021 • TERM 3 WEEK 5

My goals for the week

26 | Monday

Submissions...

Today I am grateful for...

27 | Tuesday

Submissions...

Today I am grateful for...

28 | Wednesday

Submissions...

Today I am grateful for...

29 | Thursday

30 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

31 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

01 | Sunday

AUG 2021 • TERM 3 WEEK 6

My goals for the week

02 | Monday

Submissions...

Today I am grateful for...

03 | Tuesday

04 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

05 | Thursday

06 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

07 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

08 | Sunday

AUG 2021 • TERM 3 WEEK 7

My goals for the week

09 | Monday National Day

Submissions...

Today I am grateful for...

10 | Tuesday Scheduled School Holiday

11 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

12 | Thursday

13 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

14 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

15 | Sunday

AUG 2021 • TERM 3 WEEK 8

My goals for the week

16 | Monday

Submissions...

Today I am grateful for...

17 | Tuesday

18 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

19 | Thursday

20 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

21 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

22 | Sunday

AUG 2021 • TERM 3 WEEK 9

My goals for the week

23 | Monday

Submissions...

Today I am grateful for...

24 | Tuesday

Submissions...

Today I am grateful for...

25 | Wednesday

Submissions...

Today I am grateful for...

26 | Thursday

27 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

28 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

29 | Sunday

AUG / SEP 2021 • TERM 3 WEEK 10

My goals for the week

30 | Monday

Submissions...

Today I am grateful for...

31 | Tuesday

01 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

02 | Thursday

03 | Friday Teachers' Day

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

04 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

05 | Sunday

SEP 2021 • TERM 3 SCHOOL HOLIDAYS

My goals for the week

06 | Monday

Submissions...

Today I am grateful for...

07 | Tuesday

08 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

09 | Thursday

10 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

11 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

12 | Sunday

SEP 2021 • TERM 4 WEEK 1

My goals for the week

13 | Monday

Submissions...

Today I am grateful for...

14 | Tuesday

Submissions...

Today I am grateful for...

15 | Wednesday

Submissions...

Today I am grateful for...

16 | Thursday

17 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

18 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

19 | Sunday

SEP 2021 • TERM 4 WEEK 2

My goals for the week

20 | Monday

Submissions...

Today I am grateful for...

21 | Tuesday

Submissions...

Today I am grateful for...

22 | Wednesday

Submissions...

Today I am grateful for...

23 | Thursday

24 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

25 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

26 | Sunday

SEP / OCT 2021 • TERM 4 WEEK 3

My goals for the week

27 | Monday

Submissions...

Today I am grateful for...

28 | Tuesday

Submissions...

Today I am grateful for...

29 | Wednesday

Submissions...

Today I am grateful for...

30 | Thursday

01 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

02 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

03 | Sunday

OCT 2021 • TERM 4 WEEK 4

My goals for the week

04 | Monday

Submissions...

Today I am grateful for...

05 | Tuesday

06 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

07 | Thursday

08 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

09 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

10 | Sunday

OCT 2021 • TERM 4 WEEK 5

My goals for the week

11 | Monday

Submissions...

Today I am grateful for...

12 | Tuesday

13 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

14 | Thursday

15 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

16 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

17 | Sunday

OCT 2021 • TERM 4 WEEK 6

My goals for the week

18 | Monday

Submissions...

Today I am grateful for...

19 | Tuesday

20 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

21 | Thursday

22 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

23 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

24 | Sunday

OCT 2021 • TERM 4 WEEK 7

My goals for the week

25 | Monday

Submissions...

Today I am grateful for...

26 | Tuesday

27 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

28 | Thursday

29 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

30 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

31 | Sunday

NOV 2021 • TERM 4 WEEK 8

My goals for the week

01 | Monday

Submissions...

Today I am grateful for...

02 | Tuesday

Submissions...

Today I am grateful for...

03 | Wednesday

Submissions...

Today I am grateful for...

04 | Thursday Deepavali

05 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

06 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

07 | Sunday

NOV 2021 • TERM 4 WEEK 9

My goals for the week

08 | Monday

Submissions...

Today I am grateful for...

09 | Tuesday

Submissions...

Today I am grateful for...

10 | Wednesday

Submissions...

Today I am grateful for...

11 | Thursday

12 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

13 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

14 | Sunday

NOV 2021 • TERM 4 WEEK 10

My goals for the week

15 | Monday School Holiday

Submissions...

Today I am grateful for...

16 | Tuesday

17 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

18 | Thursday

19 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

20 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

21 | Sunday

NOV 2021 • TERM 4 SCHOOL HOLIDAYS

My goals for the week

22 | Monday

Submissions...

Today I am grateful for...

23 | Tuesday

24 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

25 | Thursday

26 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

27 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

28 | Sunday

NOV / DEC 2021 • TERM 4 SCHOOL HOLIDAYS

My goals for the week

29 | Monday

Submissions...

Today I am grateful for...

30 | Tuesday

01 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

02 | Thursday

03 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

04 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

05 | Sunday

DEC 2021 • TERM 4 SCHOOL HOLIDAYS

My goals for the week

06 | Monday

Submissions...

Today I am grateful for...

07 | Tuesday

Submissions...

Today I am grateful for...

08 | Wednesday

Submissions...

Today I am grateful for...

09 | Thursday

10 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

11 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

12 | Sunday

DEC 2021 • TERM 4 SCHOOL HOLIDAYS

My goals for the week

13 | Monday

Submissions...

Today I am grateful for...

14 | Tuesday

15 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

16 | Thursday

17 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

18 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

19 | Sunday

DEC 2021 • TERM 4 SCHOOL HOLIDAYS

My goals for the week

20 | Monday

Submissions...

Today I am grateful for...

21 | Tuesday

Submissions...

Today I am grateful for...

22 | Wednesday

Submissions...

Today I am grateful for...

23 | Thursday

24 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

25 | Saturday Christmas Day

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

26 | Sunday

DEC 2021 / JAN 2022 • TERM 4 SCHOOL HOLIDAYS

My goals for the week

27 | Monday

Submissions...

Today I am grateful for...

28 | Tuesday

29 | Wednesday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

30 | Thursday

31 | Friday

Submissions...

Submissions...

Today I am grateful for...

Today I am grateful for...

01 | Saturday

- *Did I accomplish my goals?*
☐ Yes ☐ No
- *If I did not, why? What can I do differently next week?*
- *If I did, why? What did I do well?*

02 | Sunday

SCHOOL EMERGENCY EVACUATION

PROCEDURE

Upon activation of the fire alarm, students should

1. Keep CALM
2. WAIT for announcement.

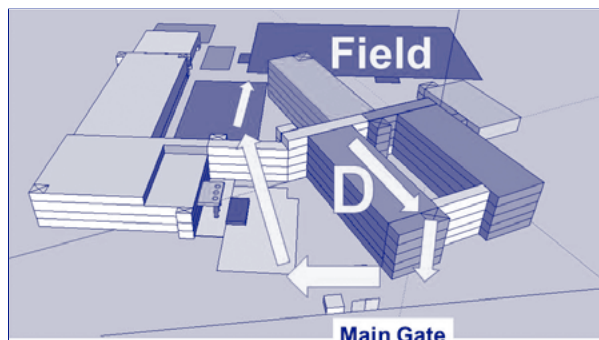
When the announcement is made for students to evacuate, students should

1. Quickly and quietly pack your valuables and medication (if any).
2. Switch off all electrical points.
3. Line up in 2s outside classroom
4. Move quickly and quietly towards the school field via the following evacuation routes.

EVACUATION ROUTES

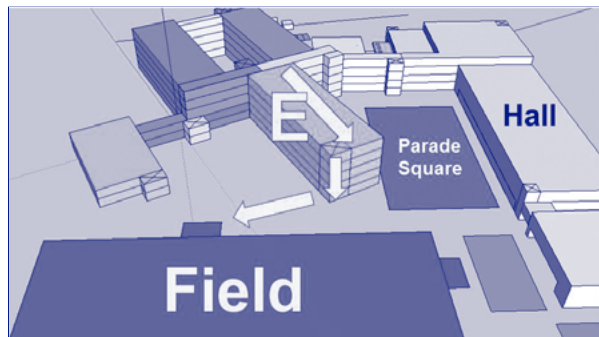
Depending on your location, please use the following routes for evacuation to the school field.

From Classroom Block D to School Field



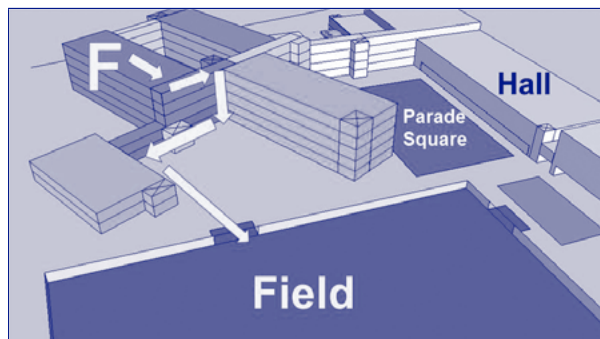
1. Use the staircase at the end of Block D and move down to Level 1.
2. Move onto the road and proceed towards the school field via the school porch and parade square.

From Classroom Block E to School Field



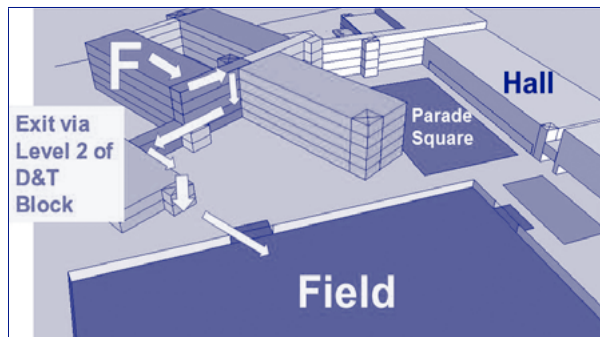
1. Use the staircase at the end of Block E and move down to Level 1.
2. Proceed directly to the school field.

From Classroom Block F to School Field (If Fire is on the Second Level)



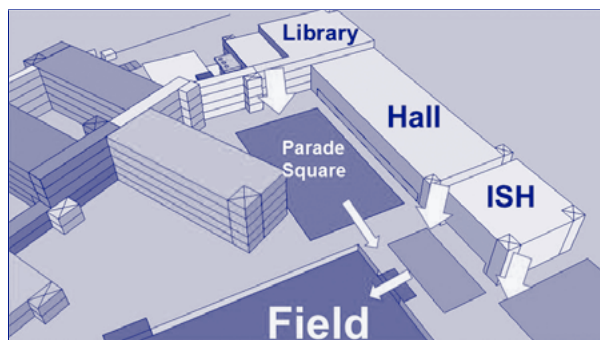
1. Use the central staircase and move down to Level 1.
2. Move to Level 1 of the D&T block.
3. Move towards the end of the D&T block and onto the school field.

From Classroom Block F to School Field (If Fire is on the First Level)



1. Use the central staircase and move down to Level 2.
2. Move to Level 2 of the D&T block.
3. Use the staircase at the end of the D&T block and move down to Level 1 and towards the school field.

From Non-Classroom Blocks to School Field



1. Use the staircase nearest to you and move down to the ground floor.
2. Move directly to the school field.

A copy of the above evacuation routes has been put up in every classroom. Please familiarise yourself with the evacuation routes so that you are ready to respond appropriately in an emergency.

Safety in Science Laboratories

Check (✓) the boxes below as you read the laboratories safety rules.

1. ☐ Students must not enter or work in laboratories unless a teacher is present.
2. ☐ Laboratory storerooms and preparation rooms are out of bounds to all students.
3. ☐ Unauthorized experiments are prohibited.
4. ☐ Long hair should be tied back to avoid any interference with laboratory work. Wear close-toed shoes and no loose-fitting clothes.
5. ☐ Safety goggles must be worn whenever there is any risk of injury to the eyes.
6. ☐ Protective gloves and clothing must be worn when handling hazardous materials.
7. ☐ Eating and drinking are prohibited in laboratories.
8. ☐ Hands must always be thoroughly washed before leaving the laboratory regardless of whether or not gloves are worn.
9. ☐ Equipment used to handle or transfer hazardous materials must be inspected for leaks, cracks and other forms of damage before use.
10. ☐ Damaged equipment, breakages, accidents and spillage should be immediately reported to the teacher.
11. ☐ Electrical wirings must be kept away from naked flames and heaters. Areas around electrical equipment should be kept dry and where appropriate, kept far from water.
12. ☐ Unlabeled chemicals should not be used. Unlabeled containers should be reported to the teacher.
13. ☐ Chemicals or other materials must never be tasted unless specifically directed by the teacher.
14. ☐ Pipetting should always be carried out using a pipette aid and never by mouth.
15. ☐ Sharps (such as needles, razors or pins) should not be discarded in waste-bins or trash bags. Instead, a sturdy container should be used for sharp waste objects.
16. ☐ Students should not take apparatus or chemicals out of the laboratory without the permission of a teacher.
17. ☐ Students should always work thoughtfully and purposefully. Practical jokes and other acts of carelessness are strictly prohibited.
18. ☐ Students should seek clarification from the teacher if instructions for an experiment are not thoroughly understood. Students should not proceed with an experiment if in doubt.

I have read and agree to follow all of the safety rules set forth in this document. I realize that I must obey these rules to ensure my own safety, and that of my fellow students and teachers. I will cooperate to the fullest extent with my teacher and fellow students to maintain a safe lab environment.

Student Name

Class

Student Signature

Date

USEFUL HELPLINES

Encountering problems and getting stressed is part and parcel of the adventure of life. Nobody is free from it. All of us will have to learn to cope. You are not alone if you feel stressed and overwhelmed by problems. If you ever feel that you are alone with your problems, remember that help is always close by. Talk to your friends, your parents, your siblings, your school counsellors or your teachers.


When you feel stressed out and overwhelmed by problems, try **COPES**:

- C** – Calm down
- O** – Options available. Look for options that may resolve the problem.
- P** – Positive thinking. Believe that you can overcome all challenges.
- E** – Explore the best solutions to the problem.
- S** – Seek help from people you trust (e.g. parents, teachers and counsellors)

Encountering problems and getting stressed is part and parcel of the adventure of life. Nobody is free from it. All of us will have to learn to cope. You are not alone if you feel stressed and overwhelmed by problems. If you ever feel that you are alone with your problems, remember that help is always close by. Talk to your friends, your parents, your siblings, your school counsellors or your teachers.

If you don't wish to confide in someone you know, then don't hesitate to call any of the following telephone numbers.

Agency	Contact	Services / Hours
Student Care Services	6286 9905 www.students.org.sg	Social work & counselling services for young people, students & their families
Samaritans of Singapore (SOS)	1800 221 4444 (24-hour helpline)	Emotional first aid for students feeling down and depressed
TOUCH-line	1800 377 2252	Counselling (including helping students with gaming addiction)
Promoting Alternatives to Violence (PAVe)	6555 0390	Social work and counselling services for individuals & families affected by violence
Com Care call / Family Service Centre (FSC)	1800 222 0000 (Mon – Sun, 7am – 12 midnight)	Social assistance & social services, including financial assistance
HELP Single Parent Family Service Centre	6457 5188	Social work and counselling services for single-parent families
Singapore Association for Mental Health (SAMH)	1800 283 7019 www.samhealth.org.sg	Social work & counselling services for students/adults with mental health issues. (e.g. stress, depression, eating disorder, anxiety & common adolescent issues)
Institute of Mental Health & Child Guidance Clinic (CGC)	6389 2000(General) 6389 2200 (CGC) www.imh.com.sg	Hospital providing inpatient/outpatient mental health services
Singapore Planned Families Association (SPFA)	6775 8981	For youths with questions on sexuality and adolescence
Association of Women for Action & Research (AWARE) Helpline	1800 777 5555 (Mon – Fri, 3pm – 9.30pm) 6779 7137	For young women with any problems
Teen Challenge	6793 7933	For youths with concerns about substance abuse, running away and delinquency problems
CHAT	6493 6500 / 6501 (Tue – Sat 12pm – 9pm) CHAT@mentalhealth.sg	For young people with mental health concerns
E-Counselling for Youths	ec2.sg	Counselling by a trained counsellor
Self Help Groups		
Chinese Development Assistance (CDAC)	6841 4889	Assistance for the various ethnic communities
Yayasan MENDAKI	6245 5555	
Singapore Indian Development Association (SINDA)	1800 295 4554	
Eurasian Association (EA)	6447 1578	



The future belongs to
those who believe in the
beauty of their dreams.

Eleanor Roosevelt



WISDOM BEGINS WITH WONDER

