

PEIRCE SECONDARY SCHOOL

My Journal 2025



A Learning Community that Values Every Individual

1. TABLE OF CONTENTS

| | |
|---|-----------|
| 1. Table of Contents | 1 |
| 2. Our Singapore | 2 |
| 3. Our School | |
| • Our School Mission, Vision, Motto, Values | 3 |
| • Our School Crest and School Song | 4 |
| • Our School Information and School Management Committee and Administration Staff | 5 - 6 |
| 4. My Personal Information and Other Important Contacts | 7 |
| 5. Our Community | |
| • Our School Routines and Procedures | |
| + Our Banded/Subject Group and Classroom Protocol | 8 - 9 |
| + Our Fire/Drill/Evacuation Procedures | 10 |
| + Our School Privacy Policy | 10 |
| 6. My Welfare Matters | |
| • Financial Assistance for Needy Students | 11 |
| • Counselling Support@Peirce | 12 |
| • Learning and Behavioural Support@Peirce | 13 |
| 7. My School Conduct of Conduct | |
| • Our School Discipline Approaches | 14 - 17 |
| • Our Social Expectations | 18 |
| • Our School Rules and Regulations | 18 - 21 |
| 8. My Academic Studies | |
| • School Assessments and Examinations | 22 - 23 |
| • Scheme of Students Awards | 24 |
| • Edusave Awards Scheme For Students | 25 |
| • Our Assessment Policy | 26 - 27 |
| • Our Promotion Criteria | 28 |
| • Love My Personal Learning Device (PLD) | 29 - 30 |
| 9. My Physical Fitness | |
| • National Physical Fitness Award (NAPFA) | 31 - 32 |
| • My Holistic PE Assessment | 33 |
| • My Physical Well-Being | 33 - 34 |
| 10. My Co-Curricular Development | |
| • The Co-curriculum Activities–LEAPS 2.0 | 35 - 39 |
| A. My Monthly Planner and Weekly Schedule (Diary) | 42 - 111 |
| B. My School and Study Timetables and My Reflection Sheets | 112 - 147 |

2. OUR SINGAPORE

OUR NATIONAL FLAG



Our National Flag consists of two horizontal sections, red above white; red symbolises universal brotherhood and equality of men; white signifies pervading and everlasting purity and virtue. In the upper left canton is a white crescent moon beside five stars. The crescent moon represents a young nation on the ascendant, and the five stars stand for the nation's ideals of democracy, peace, progress, justice and equality.

OUR NATIONAL ANTHEM

MAJULAH SINGAPURA

Composed by the late Encik Zubir Said

***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

(English Translation)

We, the people of Singapore
Together march towards happiness
Our noble aspiration
To make Singapore a success

Let us all unite
In a new spirit
Together we proclaim
Onward Singapore
Onward Singapore

OUR NATIONAL PLEDGE

Penned by the late Mr. S Rajaratnam
Polished by the late Mr. Lee Kuan Yew

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.

3. OUR SCHOOL

OUR MISSION

To build a Learning Community whose hallmark is the
Passion to Excel with Integrity, Respect, Care and Empathy

OUR VISION

Resilient Learners

Peirceans are able to rise above challenges in order to fulfill our potential

Gracious Citizens

Peirceans have a sense of belonging for school and nation; and seek to serve others

OUR MOTTO

FAX MENTIS INCENDIUM GLORIAE

The Passion for Glory is a Torch to the Mind

OUR P.E.I.R.C.E VALUES

| What it means to me and how can I live it out: | |
|--|--|
| <i>Passion to Excel</i> | |
| <i>Integrity</i> | |
| <i>Respect</i> | |
| <i>Care</i> | |
| <i>Empathy</i> | |

3. OUR SCHOOL

OUR CREST



Designed by **Late Mr Keng Tiang Tee**
(Art Teacher, 1994 –1999)

The Flame

Ignites our minds, inspires excellence.

The Triangular Torch

Tripartite efforts of parents, students and school

Yellow

Honour and Loyalty

Grey

Technological Sophistication

OUR SCHOOL SONG

FAX MENTIS INCENDIUM GLORIAE

Lyrics by Mr Yeo Teck Cheng (Principal, 1995–1999)

Music by Mr Robert Seng

Fax Mentis Incendium Gloriae

The passion for glory is the torch to the mind

We of Peirce do pledge to achieve

Excellence, honour for our school

We dare to venture; forward we go.

We know no obstacles along the way

Those who fall will rise again

And claim victory on another day

Let our ambitions be fulfilled

Let our minds be liberated

Let the flame of Peirce be ignited

Fax Mentis Incendium Gloriae

3. OUR SCHOOL

OUR SCHOOL INFORMATION

| | | |
|--------------|---|---|
| Address | : | 10 Sin Ming Walk Singapore 575566 |
| Facsimile No | : | 6457 6448 |
| Telephone No | : | 6457 6454 (General Office) 6458 0193 (HOD Room) 6457 6450 (Staff Room); 6452 0134 (PE Staff Room) |
| Webpage | : | www.peircesec.moe.edu.sg |

OUR SCHOOL MANAGEMENT COMMITTEE

| | |
|--|--|
| Principal Benedict Keh (Mr) | peirce_ss@moe.edu.sg |
| Vice-Principal Sebastian Jin (Mr) | peirce_ss@moe.edu.sg |
| Vice-Principal Ng Boon Min (Mdm) | peirce_ss@moe.edu.sg |
| Vice-Principal (Admin) Magdalene Peh (Mrs Ma) | peirce_ss@moe.edu.sg |
| School Staff Developer Khet-Hoo Yiin Hwa (Mrs) | hoo_yiin_hwa@moe.edu.sg |
| Year Head (SEC 1) Lin Mei Chen Cheryl (Ms) | lee_mei_chen_cheryl@moe.edu.sg |
| Year Head (SEC 2) Kwan Qi Xiang (Mr) | Qi_xiang_kwan@moe.edu.sg |
| Year Head (SEC 3) Loke Pui San (Ms) | loke_pui_san@moe.edu.sg |
| Year Head (SEC 4&5) Freida Tay (Mrs) | tay_wee_chin@moe.edu.sg |
| HOD PE & CCA Foong Sau Wan (Mdm) | foong_sau_wan@moe.edu.sg |
| HOD Student Guidance (Covering) Ashwin Selvarajan (Mr) | ashwin_selvarajan@moe.edu.sg |
| HOD English Language and Lit Diana Chua (Ms) | chua_may_lin_diana@moe.edu.sg |
| HOD Mother Tongue Languages Teo Chui Wan (Mrs) | seet_chui_wan@moe.edu.sg |
| HOD Science Ang Keng Kiat (Mr) | ang_keng_kiat@moe.edu.sg |
| HOD Design & Technology Ng Joon Yong (Mr) | ng_joon_yong@moe.edu.sg |

3. OUR SCHOOL

OUR SCHOOL MANAGEMENT COMMITTEE

| | |
|--|-----------------------------------|
| HOD Mathematics Dennis Goh (Mr) | dennis_goh_chun_loong@moe.edu.sg |
| HOD Humanities Stephanie Chew (Mdm) | chew_li_ling_stephanie@moe.edu.sg |
| HOD CCE Wong Hei Man (Ms) | wong_hei_man@moe.edu.sg |
| HOD ICT Cheng Shing Kim (Mr) | cheng_shing_kim@moe.edu.sg |
| SH Student Wellbeing Jonathan Ong (Mr) | jonathon_ong@moe.edu.sg |
| SH English Language Yao Lingyun (Ms) | yao_ling_yun@moe.edu.sg |
| SH Chinese Language Loo Pei Ghee (Mrs) | tan_pei_ghee@moe.edu.sg |
| SH Data Management & Security Lim Yeok Jin Eugene (Mr) | lim_yeok_jin@moe.edu.sg |
| SH CCE (Covering) Valerie Seet (Ms) | valerie_seet@moe.edu.sg |
| SH PE & CCA Gay Wei Zhuang (Mr) | gay_wei_zhuang@moe.edu.sg |
| SH Art Lai Jia Hui (Ms) | lai_jia_hui@moe.edu.sg |
| SH Math June Yeo (Ms) | yeo_yah_hwee_june@moe.edu.sg |
| Lead Teacher Chinese Language Lam Tze Kim (Mdm) | lam_tze_kim@moe.edu.sg |
| Lead Teacher Geography Ng Chenyee (Mr) | ng_chenyee@moe.edu.sg |
| Lead Teacher Biology Ng Bing Fu (Mr) | ng_bing_fu@moe.edu.sg |
| Senior Teacher Educational Support Lim Christina (Mrs Lai) | christina_camillus_lim@moe.edu.sg |

OUR SCHOOL ADMINISTRATION STAFF

| | |
|---|--------------------------------------|
| School Administration Manager Toh Shufen (Ms) | toh_shufen@moe.edu.sg |
| School Operation Manager 1 V. Balakrishnan (Mr) | Balakrishnan_venkadasamy@moe.edu.sg |
| School Operation Manager & ICT Manager Teo Wei Siong Christopher (Mr) | teo_wei_siong_christopher@moe.edu.sg |

4. MY PERSONAL INFORMATION

| | | | |
|-----------------------|--|-------------------|--|
| Name | | Class | |
| Address | | Mobile Tel | |
| E-mail Address | | Home Tel | |

IN CASE OF EMERGENCY (PLEASE NOTIFY)

| | | | |
|---------------------|--|-------------------|--|
| Name | | Mobile Tel | |
| Relationship | | Office Tel | |
| Address | | Home Tel | |

OTHER IMPORTANT CONTACTS

| | Name | Email Address |
|---|------|---------------|
| My Form Teacher 1 | | |
| My Form Teacher 2 | | |
| My Year Head: | | |
| My Subject Teachers | | |
| English Language | | |
| Mother Tongue Language | | |
| Mathematics | | |
| Additional Mathematics | | |
| General Science / Physics | | |
| Chemistry | | |
| Biology | | |
| Literature | | |
| History | | |
| Geography | | |
| Social Studies | | |
| Principles of Accounts | | |
| Design & Technology (D&T) | | |
| Food & Consumer Education (FCE) / Nutrition & Food Science (NFS) | | |
| Art / Retail Operations | | |
| Computing / Computer Applications | | |
| Physical Education (PE) | | |
| Music | | |
| | | |
| | | |
| My CCA Teachers | | |
| Teacher in-charge 1: | | |
| Teacher in-charge 2: | | |

5. OUR SCHOOL ROUTINES AND PROCEDURES

OUR BANDED/SUBJECT GROUP AND CLASSROOM PROTOCOL

1. Banded/Subject Group Protocol

The Banded/Subject Group Protocol should be observed by students who need to report to different venues for lessons.

When the teacher ends the lesson:

- Start packing quickly and wait for the teacher's instruction.
- On cue from the CM, stand up and thank the teacher.

Note: Subject Rep to take charge if there are more than two learning groups.

- Take the shortest route to the next learning room.
- Upon arrival, line up outside the learning room quietly.
- Wait for the teacher's instructions to enter the room.
- While waiting, take out your learning materials and read quietly.
- Once inside the learning room, Subject Rep will cue you to stand behind your designated seat quietly.
- Subject Rep will check and report class strength and any irregularities to Subject Teacher before the lesson starts.
- Subject Teacher will remind the class that their handphones should have kept in their lockers, and to place their bags on the floor next to their desks.
- Subject Rep will instruct the class to greet the teacher after the cue is given.
- Commencement of lesson.

2. Form Classroom Protocol

The Form Classroom Protocol should be observed by students who attend the lesson:

When you hear the end of period bell:

- Start packing quickly and wait for the teacher's instruction.
- On cue from the Class Monitor, stand up and thank the teacher.
- Class Leaders will remind the class to take out their learning materials for the next lesson and read quietly.
- Students on duty will clean the white board and tidy the classroom before the next lesson.
- When the Subject Teacher arrives, the Class Leaders will cue the class to stand behind their designated seats quietly.
- CM will check and report the class strength and any irregularities to the Subject Teacher before the start of the lesson.
- Subject Teacher will remind the class to place their bags on the floor next to their desk.
- CM will instruct the class to greet the teacher after the cue is given.

Note: Assistant Class Monitor will support the CM in the stated protocol.

Handphones sighted during curriculum hours will be retained.

3. The following are also expected of students for good learning tone and a conducive learning environment:

- Students must:
 - Clip the teacher's permission tag on their school uniform before leaving the Form Classroom or learning room for a visit to the washroom.
 - Not run errands e.g. to the bookshop or photocopying service during curriculum hours; they can do so during recess.
- Class Leaders must ensure the Form Classroom is clean and tidy before the start of lesson and at the end of the day before locking the doors.
- Students with **free periods** must report to the Library for:
 - Attendance taking with the teacher on duty
 - Completing given homework or quiet studying

Note that students can remain outside the library to revise quietly if it is closed.

- Consequences will be meted out to students who:
 - Walk out of the Form Classroom or learning room without a teacher's permission tag
 - Report late for lesson without a valid reason
 - Show disruptive behaviour during movement
 - Use Handphones/PLDs for non-lesson purposes



5. OUR SCHOOL ROUTINES AND PROCEDURES

OUR FIRE DRILL / EVACUATION

1. Emergency Evacuation

- a. Evacuation refers to the act of leaving a place with urgency due to a dangerous situation, such as fire and various crises. Evacuation should be done in an orderly manner.
- b. The school will conduct two exercises each year to familiarise all with emergency evacuation procedures.
- c. When there is a need to evacuate, you will hear a continuous ringing of the fire alarm or siren from the PA system.

2. When the alarm is raised:

- a. Be on standby and **wait** for further instructions through the PA system **before** proceeding to the assembly area (sometimes it may be a false alarm!).
- b. Leave the classrooms and line up quickly in an **orderly manner**. The teacher / class monitors must do a quick count of students. Bring along **only valuable** items and leave other belongings in the classroom.
- c. CM must **switch off** the lights, and fans. **Switch off** Bunsen burners in the science labs.
- d. Students are to move in an orderly manner led by the subject teacher in the direction shown in the evacuation plan displayed in the room. Classes on the **lower floors should give way** to classes on the upper floors during evacuation.
- e. Upon reaching the assembly area, classes will form up in twos, according to the register number.
- f. A teacher in charge will conduct a **roll call** and **check students' attendance**.
- g. CM must **report missing students** (if any) to the teacher in charge of attendance for your class.
- h. Class leaders will lead students back to the classroom in an orderly manner when the exercise is over.

Important:

- 1. Do not panic, stay calm and follow instructions closely.
- 2. Always move as a class quickly but safely.
- 3. If your evacuation route is congested, proceed to the next available one.
- 4. Our main assembly area (AA) is the field.
- 5. Listen carefully to the announcement for any change to AA venue.
- 6. Evacuation plan is displayed prominently in each room.

OUR SCHOOL PRIVACY POLICY

Photographs or video images of you and your parents/guardians may be taken during school activities and events such as classroom lessons, CCA, school camps, or school concerts. The school may use and publish such photographs or video recordings in school publications, the school's website, social media channels, or other communication channels.

6. MY WELFARE MATTERS

FINANCIAL ASSISTANCE FOR NEEDY STUDENTS

MOE Financial Assistance Scheme (FAS)

1. To qualify, the student must be a Singapore citizen and meet the following criteria:
 - a. student from a family which is **in receipt of social welfare aids** (head of household on social welfare aid has an official registration card) or student **residing in a recognised welfare home; or**
 - b. household income to fulfill one of the two conditions below:

Gross Household Income (GHI) not exceeding \$3,000 per month

OR

Per Capita Income (PCI) not exceeding \$750 per month

2. The scheme comes with the following benefits:

- 100% subsidy of school and standard miscellaneous fees
- free textbooks
- 2 sets of school uniforms
- 2 sets of collared t-shirts
- 3 sets of PE attire
- 2 pairs of socks
- 1 pair of shoes
- \$3.80 per school meal for 10 meals per school week
- \$240 transport credit per annum for students taking public transport

Application Procedures

3. Any student who needs financial help can approach his/her Form Teacher/Year Head.
4. Application forms are available at the General Office. Return the completed form with the relevant documents to the General Office/School Administration Manager and the school staff will get back to you.

6. MY WELFARE MATTERS

LEARNING AND BEHAVIOURAL SUPPORT@ PEIRCE

Some Peirceans may have Special Educational Needs (SEN) and differentiated learning instructions are needed to maximise their full potential.

What is meant by Special Educational Needs (SEN)?

It can refer to one or more of the following faced by a student:

- Learning difficulties – in acquiring basic skills in school
- Emotional and Behavioural Difficulties – in making friends or relating to adults or behaving appropriately in school
- Specific learning difficulty – with reading, writing, number work or understanding information
- Sensory or physical needs – such as hearing or visual impairment, which might affect them in school
- Communication problems – in expressing themselves or understanding what others are saying
- Medical or health conditions – which may slow down a child's progress and/or involves treatment that affects his or her education

Who can support students with SEN?

Special Educational Needs Officers (SENO) and Teachers trained in Special Needs (TSN) are available in our school to specially cater to the needs of the SEN students.



SENO: Mr. Matthias Goh and Mr. Tan Chee Chong

Consultation hours: Monday to Friday - 8.30am to 2.00pm

Venue: SEN-tuary at A3-04 (3rd Level, opposite Art Studio)

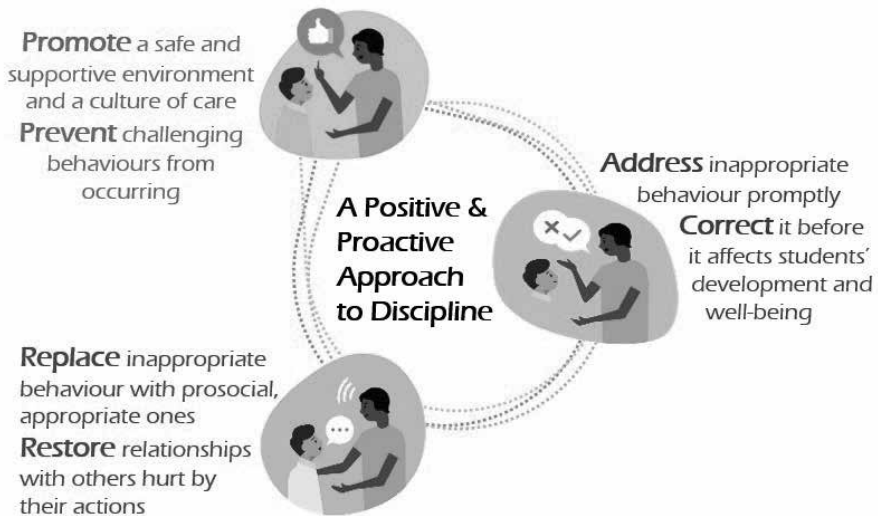
Contact Number: 6458-7138 ext. 277

7. MY SCHOOL CODE OF CONDUCT

OUR SCHOOL DISCIPLINE APPROACHES

For Student Management in PSS, we believe that to care is to discipline with dignity. When rules are broken and when student behavior & actions run counter to values, teachers have the responsibility to **address & correct, guide & counsel** to grow strong values and good life habits.

We are responsible for their character development. We are guided by MOE's Discipline Philosophy and Approach as shown below:



In Peirce, every teacher is a discipline teacher who contributes to the class and school tone through:

- Using Honour language
- 3 Rs (Be Respectful, Be Responsible and Be Reasonable)
- Practising 5A classroom routines
- Using Restorative Practice language
- Building strong Teacher-Student Relationships

1. Honour Language

Students learn and are expected (amongst other traits) to:

- ✓ **Honour Words and Deeds** – What I promise, I will do.
- ✓ **Honour People and the Environment** – I help others; I care for the environment.
- ✓ **Honour Passion, Excellence and Innovation** – I think of ways to improve.

2. Restorative Practice (RP)

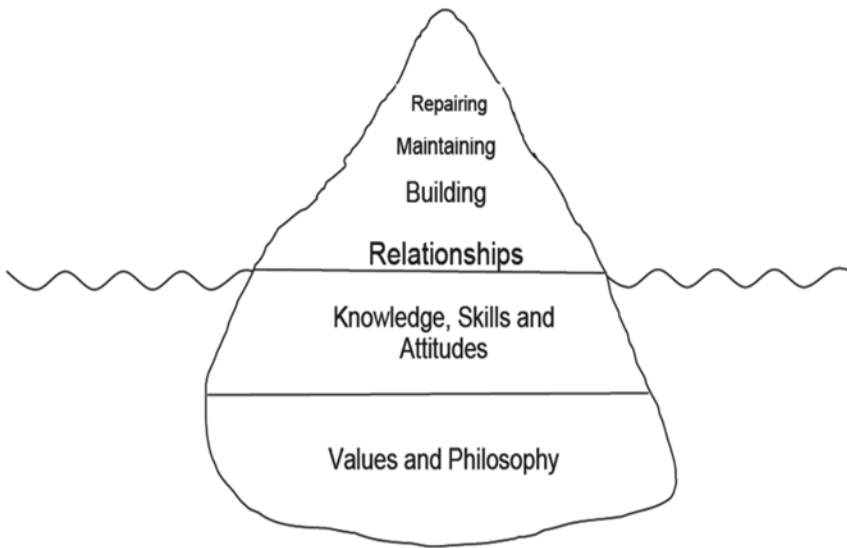
Teachers are mindful of the school's overall direction in terms of students' wellbeing and management and the use of RP approach to have students reflect on their actions. Level Discipline Managers do not need to ask all RP questions, but ask relevant questions depending on the case, to raise greater awareness of the negative impact of words and actions have on the affected party. Discipline case management provides a good platform for the team to practice RP. When applied well, students are more likely to own up and take responsibility for their actions and accept consequences.

Rationale for RP

- Restorative Approaches are value-based and needs-led.
- In such a community young people are given responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

An 'iceberg' metaphor can illustrate a whole-school restorative approach.

The diagram below emphasises two points:



The ways in which the whole school community shares the responsibility to **build**, maintain and **repair** relationships are the more visible parts of Restorative Approaches.

Schools that consciously focus the bulk of their effort on building and maintaining relationships will find that **fewer things will go wrong** and thus **fewer occasions** when relationships need to be repaired.

3. 5As Routines for Positive Classroom Culture

The 5As refers to the routines and procedures relating to **A**ttendance, **A**ttention, **A**ttire, **A**tmosphere and **A**ttitude that will be taught / refreshed with the students at the start of each academic year. The practice of the 5A routines aim to grow good habits in students to contribute to a positive classroom environment and culture.

ATTENDANCE

- ✓ Students should be present in school unless there are valid reasons, and be in class for all lessons. This will allow students to maximise their learning.

ATTENTION

- ✓ Students should stay focused so that they can learn. This involves removing distractions such as handphones, only using their PLDs for the intended learning activities, and having their learning materials.

ATTIRE

- ✓ Students should be properly attired when in school to create a positive learning environment and build the school identity.

ATMOSPHERE

- ✓ Students should keep the classroom and school environment clean and organised to create a positive learning environment.

ATTITUDE

- ✓ Students own attitudes towards learning are the greatest factor in their achievements. Therefore, they should be ready to learn, demonstrating the school's values at all times.



4. 3 R's of a Peircean

All Peirceans are expected to keep in mind the 3 Rs of being **Responsible, Reasonable and Respectful**.

We are *Responsible* Peirceans:

- We arrive in school and report for lessons punctually.
- We wear the prescribed school uniform smartly.
- We complete and submit our assignments on time.
- We come prepared for lessons with necessary materials.
- We follow school rules and guidelines for our safety and well-being.
- We submit our MC or parents' letter for our absence on the next day.
- We take care of school property and our personal belongings.
- We manage our time effectively to balance academics and extracurricular activities.
- We adhere to the school's expectations and rules and the laws of Singapore.

We are *Reasonable* Peirceans:

- We think before we act and make decisions that are fair and sensible.
- We listen to others' viewpoints and consider them thoughtfully.
- We approach problems calmly and look for constructive solutions.
- We set realistic goals and work steadily towards achieving them.
- We accept the consequences of our actions and learn from our mistakes.

We are *Respectful* Peirceans:

- We sing the National Anthem and School Song and take the National Pledge proudly.
- We treat teachers, staff, and fellow students with kindness and courtesy.
- We use polite language and gestures in our interactions, both online and offline.
- We respect others' personal space and property by asking for permission when borrowing things.
- We appreciate diversity and embrace differences in our community.
- We contribute to a positive and inclusive school environment.



7. MY SCHOOL CODE OF CONDUCT

OUR SOCIAL EXPECTATIONS

Students to embrace the spirit of self-directedness to cultivate the school values at all times:

‘Passion to Excel with Integrity, Respect, Care and Empathy’

| School value | Examples |
|-------------------------|--|
| Passion to Excel | <ul style="list-style-type: none">● I will demonstrate emotional strength and persevere in the face of challenges.● I take ownership of my own learning, track my own learning progress, and explore new ways to apply the knowledge and skills I have learnt.● I will show courage, optimism, adaptability, active participation and resourcefulness (in both academic & non-academic areas). |
| Integrity | <ul style="list-style-type: none">● I will take responsibility for my actions by admitting mistakes and rectifying them.● I will complete assignments and exams without cheating or plagiarising.● I will uphold ethical principles and have the moral courage to stand up for what is right. |
| Respect | <ul style="list-style-type: none">● I will be respectful of differences and mindful of others’ boundaries/ needs.● I will use polite language with everyone.● I will believe in my own self-worth and the intrinsic worth of people around me.● I will listen attentively when someone is communicating. |
| Care | <ul style="list-style-type: none">● I will act with kindness and compassion.● I will contribute to the betterment of the community and the world.● I will follow safety protocols and encourage others to do the same. |
| Empathy | <ul style="list-style-type: none">● I will understand different perspectives and promote social cohesion.● I will support my friends during difficult times.● I will appreciate the unity and diversity of a multicultural society. |

OUR SCHOOL RULES AND REGULATIONS

1. Assembly Conduct

All Peirceans are to:

- 1.1 Be present in proper attire and settle down at the assembly area by 8.15am (Mondays) and 7.45am (Tuesdays-Fridays).
- 1.2 Sing the National Anthem and take the Pledge with their right fist over the heart. All Non-Singaporeans will stand at attention throughout the ceremony.

1.3 Sing the School Song on Mondays.

1.4 Latecomers are to report to the General Office to obtain a Late Slip before returning to class.

2. Recess and lunch conduct

All Peirceans are to:

2.1 Leave the classroom for recess and lunch with the teacher's permission. All classrooms are to be locked during recess and lunch to safeguard student belongings.

2.2 Buy and consume food and drinks in the canteen or UG Hub area only.

2.3 Queue in an orderly manner when buying food or drinks.

2.4 Return all used plates and utensils to the return points of the respective stalls, and clear your wrappers, tissues, and other trash to keep the table clean for your schoolmates.

2.5 Be mindful of the time and return to the classroom promptly when recess or lunch ends.

3. Leaving School Early

All Peirceans are to:

3.1 Inform their subject teacher and form teacher before reporting sick at the General Office.

3.2 Fill in the Permission to Leave School form and obtain permission from their form teacher and their parent/guardian before leaving school.

3.3 Only use the Sick Bay for up to an hour, before proceeding to go home to rest.

4. Attire

All Peirceans are to:

4.1 Wear the school uniform and PE attire smartly within and outside the school premises, during and after school hours and during holidays when attending school programmes.

| Day | Attire |
|------------------------|--|
| Monday | Full Uniform with Tie |
| Tuesday | Full Uniform |
| Wednesday and Thursday | Full Uniform/Polo t-shirt |
| Friday | Full Uniform/Half Uniform with cohort t-shirt/PE t-shirt |

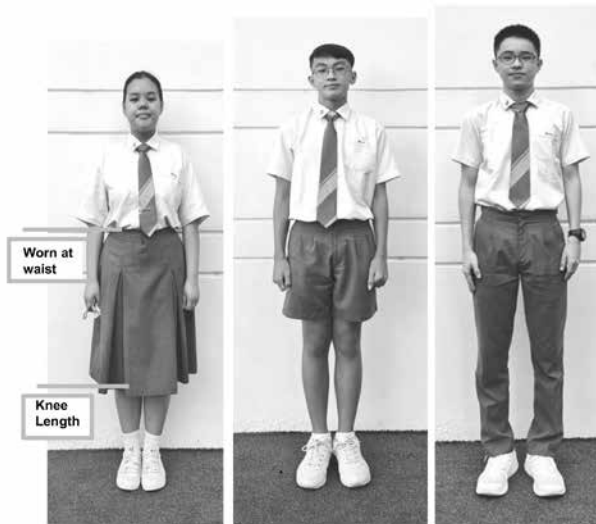
4.2 Wear a plain black, navy or dark grey jacket (without slogans) when required.

4.3 Keep a neat hairstyle that is not artificially coloured. Only black hair accessories can be used. Boys should be clean-shaven with no visible facial hair and keep short sideburns.

4.4 Keep fingernails short with no nail polish applied.

4.5 Avoid any modification to their appearance in the form of make-up, printed pimple patches/beauty patches, eyelash extensions/lifts, jewelry, additional piercings (more than one on each side of the ears for female students only), tattoos (including semi-permanent tattoos) and coloured contact lenses.

4.6 Wear shoes that are of a white base, with school socks that cover the ankle.



5. Use of Electronic Devices

5.1 Personal Learning Devices (PLD)

5.1.1 Students are to bring a charged PLD to school daily. No charging of PLDs in school.

5.1.2 Students are to use their PLDs in accordance with the Acceptable Use Policy (AUP) agreement.

5.1.3 No modification to the PLDs to circumvent the settings managed by the Device Management Application (DMA). Students with PLDs which are found to be in breach will be addressed.

5.2 Mobile Phones and Other Electronic Devices

5.2.1 Students are not permitted mobile phone access during curriculum time/school-organized programmes.

5.2.2 Mobile phones are to be switched off and placed inside the lock cabinet before first period lesson until lessons have concluded for the day. Students who wish to contact their parents / guardian may use the telephone located outside the General Office.

5.2.3 Mobile phones used inappropriately will be confiscated on sight and claimable only after 5.00pm on the day itself. This period of confiscation might be extended for repeated breaches.

6. Social Media

Students are to act responsibly and respectfully when using and communicating in social media.

6.1 Students are expected to be mindful of the contents that they post in public domains and ensure that their messages are not offensive, racist, vulgar and/or threatening.

6.2 Harassment and cyberbullying on social media targeting an individual with malicious comments or insults are strictly prohibited. Disciplinary actions will be taken against students who flout the above rules.

7. Prohibited Items

- 7.1 The following items are not permitted in the school. If such items are found, they will be confiscated.
- Gambling items e.g. poker cards / chips / dices etc.
 - Lighters / Matchsticks / Blowtorch
 - Pyrotechnics
 - Bluetooth Speakers / Audible Devices
 - E-Scooters / Skate-scooters / Skateboards / Roller Blades
 - Personal musical instruments such as guitar and hand-held drums) unless teachers give permission
 - All items that the school deems to be potentially dangerous or offensive, including penknives
 - All other items prohibited for possession by students under Singapore law (e.g. E-cigarettes, cigarettes, pirated or unlicensed materials (in any format e.g. print, digital or accessed through cloud storage), pornographic materials)
- 7.2 All students are not permitted to have in their possession any weapons. They are also not allowed to bring any weapon-like item which is used or intended to be used to cause harm to others.
- 7.3 Bringing valuable items such as jewellery and gaming devices are strongly discouraged. It is a student's responsibility to take care of his/her personal property, such as wallets and handphones.

8. Serious Offences

- 8.1 Peirce Secondary School is dedicated to fostering our students' character development, striving for academic excellence, and nurturing them to become self-directed learners through developing self-management.
- 8.2 Consequences will be meted out accordingly to the offender who commits acts that are detrimental to the well-being of self and the school community.
- 8.3 Serious offences include (but are not limited to):
- Possessing tobacco products, inhalants, harmful drugs or alcohol; Vaping, smoking, glue sniffing or taking drugs
 - Altering documents such as report books, medical certificates, deliberately submitting false information to the school or forging signatures
 - Possessing knives, weapons or weapon-like items, publications of an undesirable nature and any other items which are harmful to the welfare of the student
 - Defying and challenging authority of school staff
 - Persistent late-coming, absenteeism and truancy from school
 - Vandalism in any form
 - Using foul language and being rude to members of the school community and the public
 - Cheating in tests and examinations
 - Stealing, extortion, gambling and other offences leading to police investigations
 - Behaving in an unruly manner inside and/or outside school that could damage the reputation of the school

8. MY ACADEMIC STUDIES

SCHOOL ASSESSMENTS AND EXAMINATIONS

A. WEIGHTED ASSESSMENT (WA) & SEMESTRAL ASSESSMENT (SA)

- 1 WA and SA are the means used by the school for the purposes of assessing learning, promotion, retention or transfer of students across courses at the end of the year.
- 2 WA may include assignments, tests and other forms of alternative assessments. WA are used to determine students' level of understanding of the various subjects. Based on such assessments, teachers are able to give feedback to the students for improvement.
- 3 SA examinations are conducted at the end of the year.
- 4 Absentees for WA or SA must submit a valid Medical Certificate (MC) to their form teacher(s) and a duplicate copy to their subject teacher(s).
- 5 Absentees for English Language/Literature/Mathematics Additional Mathematics / Principles of Accounts WA will have to do a make-up test.

B. PREPARATION FOR SEMESTRAL ASSESSMENT

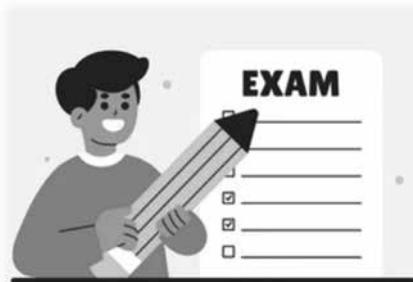
- 1 All class desks and lockers must be cleared of any files, books and papers.
- 2 Classrooms must be kept clean and tidy at all times.
- 3 All books, notes and files must be placed neatly outside the examination venue before the examination begins.
- 4 All students must report to the examination venue at least 15 minutes before the start of the paper.

C. EXAMINATION RULES AND REGULATIONS

- 1 Students must be in approved school attire and acceptable personal grooming. They may be subjected to attire checks such as removal of jackets, turning out of pockets etc. to preserve the integrity of the exams.
- 2 All students must take note of their own examination timetable. The school will not entertain any plea of ignorance. For example, during the exam period, papers on Mondays start at 8.00 am and students have to report at 7.30 am for morning assembly.
- 3 During the exam period, students need not report to school on days when they do not have any exam papers. For papers that start later than 8.00 am, students must report to the exam venue 15 minutes before the paper commences. They can leave the school at the end of their last paper for the day.
- 4 Only a valid MC will be accepted for absence from exams. The MC must be submitted to the Form Teacher on the day the student returns to school. Zero marks will be given if a student is unable to produce an MC. Letters will not be accepted. In cases of extreme domestic exigencies, the school reserves the right to exercise the final decision.

D. DURING THE WEIGHTED ASSESSMENT / EXAMINATION

- 1 Students must inform the invigilator if they are given an incorrect question paper.
- 2 It is the responsibility of the students to read the instructions for any question paper and ensure that their question paper consists of the correct number of printed pages for all papers.
- 3 Student may not be permitted to sit for a paper if he/she is more than 15 minutes late.
- 4 Students are not permitted to leave the assessment/examination room before end of the paper.
- 5 Other than the stationery required for use during the examination, no other unauthorised material is permitted in the examination venue.
- 6 Students are not permitted to borrow or lend any materials to any other student(s) when the examination is in progress.
- 7 The use of correction tape, staplers and highlighters is not allowed. Only electronic dictionaries and scientific calculators approved by MOE for use are permitted.
- 8 Students must not communicate with any other student(s) in any form once they are in the assessment / examination venue.
- 9 Any student who attempts to cheat will be dealt with accordingly. A student will be given zero marks if he/she:
 - attempts to obtain unfair assistance or is detected for dishonesty, or
 - copies from another student or allows his/her answer(s) to be copied by another student.
- 10 Any form of electronic devices capable of communication (e.g. handphones, Bluetooth earpiece, smart watch etc.) are not permitted inside the examination venue. If a student is found in possession of any such devices in the examination venue, he/ she will be deemed as attempting to cheat.
- 11 Personal belongings not permitted in examination venues must be placed outside the examination venue. Students are advised not to bring personal belongings that they may risk losing during the examination period.
- 12 Students who would like to seek assistance from the invigilator are to raise their hands while remaining in their seats. Students are not permitted to leave their seats unless permission is granted by the invigilator.
- 13 Students are not permitted to fold or take out any writing paper from the examination venue.
- 14 Students are to use black or dark blue ball-point pen when answering exam questions.



8. MY ACADEMIC STUDIES

SCHEME OF ACADEMIC AND NON-ACADEMIC AWARDS

Recognition of Academic Achievements

The Annual Awards Ceremony recognises the holistic yearly achievements of our students who have excelled in their academic performance with an acceptable CCA Attendance (a minimum annual attendance of 75%) and a conduct grade of GOOD or better.

1. Secondary One to Three Awards

- 1.1 Overall Academic Performance - Awarded to the top three students based on Overall Performance for each level.
- 1.2 Subject awards - Awarded to the top student of each subject based on Overall Performance (with a minimum grade of a distinction).

2. GCE 'N' Level Subject Awards

Awarded to the top student of each subject based on the GCE 'N' level results (with a minimum grade of a distinction).

3. GCE 'O' Level Subject Awards

Awarded to the top student of each subject based on the GCE 'O' level results (with a minimum grade of a distinction).

4. GCE 'O' Level SAC Distinction Awards

Awarded to all students with a minimum of 5 distinctions or an L1R5 aggregate of 10 or below based on the GCE 'O' level results.

5. All-Round Student Awards

Awarded to students of each level who excelled in both academic and non-academic areas.

6. Honour Awards

Awarded to students for exemplary demonstration of the school's values.

7. Future Ready Peircean Awards

Awarded to students who demonstrated the emerging 21st Century Competencies consistently.

8. MY ACADEMIC STUDIES

EDUSAVE AWARDS SCHEME FOR STUDENTS

EDUSAVE Scholarships for Secondary Schools (ESSS)

| | |
|---------------------------|--|
| Eligibility | <ul style="list-style-type: none">• Singapore citizen• Sec 1 to 5 students within top 10% of each level and stream• At least Good for conduct grade• Overall mark \geq 50% |
| Value of the Award | \$500 |

EDUSAVE Merit Bursary (EMB)

| | |
|---------------------------|--|
| Eligibility | <ul style="list-style-type: none">• Singapore citizen• Sec 1 to 5 students, excluding those awarded ESSS.• At least Good for conduct grade• Gross monthly household income below \$5000, or per capita income of less than \$1250 |
| Value of the Award | \$350 |

EDUSAVE Character Awards (ECHA)

| | |
|---------------------------|---|
| Eligibility | <ul style="list-style-type: none">• Singapore citizen Sec 4 and 5 students• At least Very Good for conduct grade• Students demonstrating exemplary character and outstanding personal qualities through behaviour and actions |
| Value of the Award | \$500 |

EDUSAVE Awards for Achievement, Good Leadership and Service (EAGLES)

| | |
|---------------------------|---|
| Eligibility | <ul style="list-style-type: none">• Singapore citizen• Sec 1 to 5 students• At least Good for conduct grade & pass in school examinations• Satisfy a set of criteria for Achievement, Leadership and Service, and the emerging 21st Century Competencies |
| Value of the Award | \$350 |

EDUSAVE Good Progress Award (GPA)

| | |
|---------------------------|--|
| Eligibility | <ul style="list-style-type: none">• Singapore citizen• At least Good for conduct grade• Sec 1 to 5 students within top 10% of each level and stream based on good progress |
| Value of the Award | \$200 |

8. MY ACADEMIC STUDIES

OUR ASSESSMENT POLICY

1. About Assessment

Assessment is an integral part of a student's learning process. It helps a student to track his/ her progress academically and know what he/she can do to close his/her learning gaps through effective and timely feedback provided by his/her teachers.

2 Assessment in Peirce Secondary School

The assessment in our school is carefully planned to ensure a delicate balance between rigour and joy of learning. It employs a good mix of formative and summative assessments.

Formative assessment aims to monitor students' learning continuously and provide ongoing feedback which will bring about improvement in their learning. Formative assessment in our school takes on varied forms, such as, informal quizzes, written assignments and questioning.

Summative assessment aims to evaluate student learning and academic achievement, and usually takes the form of a Weighted Assessment (WA) or an examination.

3 Weighted Assessments (WAs)

a) Modes of assessment

WA at Peirce Secondary comprises a mix of traditional pen and paper tests and alternative assessments, such as, project-based assignments, presentations and portfolios. Alternative assessments foster essential skills, such as, critical thinking and collaborative skills in our students and prepare them to be future-ready.

| Subject | Test | Alternative Assessment <small>(e.g. course work / project work / process writing)</small> |
|---|---------------------------|--|
| English Language Literature | Make-up WA within 2 weeks | Make-up before WA deadline |
| Mathematics | Make-up WA within 1 week | Make-up before WA deadline |
| All other subjects: • Art • Computer Applications • Computing • Design and Technology • Humanities • Mother Tongue Languages • Nutrition Food Science • Science | VR | Make-up before WA deadline |

b) Schedule and Weightings

A separate WA schedule with corresponding weightings will be issued to students at the start of each academic year.

c) Absence from WAs

A zero grade will be awarded to students who do not have a medical certificate (MC).

4. End-of-Year and Preliminary Examinations

a. Tentative Schedule

| | |
|---------------------|--|
| April - May | Sec 1 to 5 EL and MT Oral Examinations |
| May | Sec 4 and 5 MT Preliminary Examination Sec 4NT EL WA 2 e-Exam (Paper 1) |
| July - August | Sec 4 and 5 Preliminary Examination |
| September - October | Sec 1 to 3 End-of-Year Examination |

b. Absence from End-of-Year and Preliminary Examinations

| Weighting of Component(s) | Course of action for student(s) with MC |
|--|--|
| ≤ 50% (e.g. oral exams/ listening comprehension exam/ Maths Paper 1) | Computation of subject total will not take into consideration the component(s) with 'MC' |
| > 50% (e.g. EL or MT Paper 1 and 2) | VR |

c. Implications of Absence from End-of-Year and Preliminary Examinations

| Absence from | Implication(s) |
|--------------------------------------|---|
| Sec 4 and 5 Preliminary Examinations | No data for Special Consideration at national examinations |
| Sec 1 to 3 End-of-Year Examinations | Affects eligibility: <ul style="list-style-type: none">• to take on subjects at a more rigorous level• for Pure Sciences and Pure Humanities at Secondary 2 Subject Options Exercise• for academic awards |

8. MY ACADEMIC STUDIES

OUR PROMOTION CRITERIA

Promotion Criteria in the Education System (for non-Full SBB cohorts)

| Promoted to Next level (Minimum Criteria) | |
|---|---|
| Sec 3 Express | Minimum C6 for EL and 2 other subjects |
| Sec 3 N(A) | Grade 5 or better in EL and 2 subjects or 4 subjects |
| Sec 3N(T) | Pass in 2 subjects, one of which should be EL or Math |
| Sec 4 N(A) | Grade 5 or better in EL and Math. Aggregate of 19 points or less for EL+ Math+ Best 3 subjects (ELMAB3). (Note: ELMAB3 requires students to score Grade 5 or better for at least 5 subject passes, including EL and Math) |

Criteria for offering subjects at a More Demanding Level (for Full SBB cohorts)

| To Offer Subjects at More Demanding Level (MOE Guidelines) | |
|--|---|
| G1 to G2 G2 to G3 | 75% or higher in the specific subject* (For English, Mother Tongue Language, Mathematics, Science and Humanities subjects*) Humanities subjects are only available for year-end insert. |

Criteria for offering subjects at a Less Demanding Level (for Full SBB cohorts)

| To Offer Subjects at Less Demanding Level (MOE Guidelines) | |
|--|--|
| G3 to G2 G2 to G1 | For English, Mathematics, Science and Humanities subjects, students should be encouraged to offer these subjects at as high a level as possible instead of offering them at a less demanding level as this may prematurely narrow students' post-secondary articulation options. For MTL, students who are unable to cope with the subject at the current subject level can initiate the request to offer Mother Tongue Language at a less demanding level. |

8. MY ACADEMIC STUDIES

LOVE YOUR PERSONAL LEARNING DEVICE (PLD)

Rule #1: Prevent Electrical Damage

PLDs have electrical components that may malfunction when in contact with fluid, heat and rough handling.

- No food/drink allowed next to your PLD.
- Do not force your PLD into your locker/bag.
- Carefully insert cables and storage devices into the ports.
- Do not expose your PLD to extreme temperatures or direct sunlight for extended periods of time.
- Do not pick up your PLD by the screen. Carry it with care.



Rule #2: Protect your PLD

PLDs are particularly sensitive to damage and misuse.

- When not in use during lessons, close your PLD and place it at the top left corner of your table.
- Do not force draw, write or put pressure on your PLD.
- Pull down the screen gently.
- Do not poke the screen with sharp objects.
- Do not bump your PLD against lockers or walls.
- Only clean the screen with a soft, dry micro fibre cloth or anti-static cloth.
- Do not store your PLD with the screen open.
- Do not crack the screen – make sure there is nothing on the keyboard e.g. no pencils, disk drives or rulers – before closing your PLD.

Rule #3: Use Appropriate Technical Support

Any attempts to repair your PLD yourself would void the warranty and cause you to incur additional costs



- Do not wilfully tamper with the settings of your PLD.
- Do not attempt to pry open your device or alter the hardware of your device. This would void the warranty! You will bear the entire cost of repairs!
- Always seek help from the school's Tech Support Team.

8. MY ACADEMIC STUDIES

LOVE YOUR PERSONAL LEARNING DEVICE (PLD)

Rule #4: Prevent Theft and Loss

When your PLD is left unattended or visible to others, it may increase temptation of theft.

- Never leave your PLD unattended.
- Do not lend your PLD to another person. You are solely responsible for your device.
- Always store/pack your PLD properly in your school bag when moving to, around and/or from school.
- DON'T FALL PREY TO IDENTITY THEFT – Never share your online account information/ passwords with others, unless requested by your school's Tech Support Team.

What should you do if you lose your PLD?

Immediately do to following:

- Record 4Ws + 1H
 - Who were the people involved? Any witnesses?
 - What happened leading up to the loss of the PLD?
 - Where did you lose the PLD?
 - When did you lose the PLD?
 - How did the PLD go missing?
- Report to IT Support Office in the Computer Lab 1 (Between 8am and 4pm)
- Call Help Desk at 800 8526100, between 0900-1800 hrs from Monday to Friday
- Make a Police Report
- Be ready to schedule a face-to-face meeting with Vendor during their investigation for the insurance claim.



Rule #5: Prolong Battery Lifespan

The average battery life is about 5 hours.

- Shut down your PLD when not in use.
- Remember to fully charge your PLD at the end of each school day.
- Do not overcharge your PLD.
- If the battery is faulty, seek help from your school's Tech Support Team.

DO NOT OVERCHARGE YOUR PLD



9. MY PHYSICAL FITNESS

NATIONAL PHYSICAL FITNESS AWARD

AWARD REQUIREMENTS AND AWARDS

Students must pass all six test items to obtain an award. The following requirements must be met:

| AWARD | Minimum Grade Attained For Each Test Item | Minimum Points |
|--------|---|----------------|
| Gold | C | 21 |
| Silver | D | 15 |
| Bronze | E | 6 |

FEMALE

| Age Grp | Grade | Points | No. of Sit- ups in 1 min | Standing Broad Jumps stance | Sit & Reach | No. of Inclined Pull- ups in 30 sec | 4 x 10m Shuttle Run Time | 2.4 km Run-Walk Time |
|---------|-------|--------|--------------------------|-----------------------------|-------------|-------------------------------------|--------------------------|----------------------|
| 12 | A | 5 | >29 | >167 cm | >43 cm | >15 | <12.0 sec | <14:41 |
| | B | 4 | 26 – 29 | 159 – 167 | 38 – 43 | 13 – 15 | 12.0 – 12.3 | 14:41 – 15:40 |
| | C | 3 | 22 – 25 | 150 – 158 | 31 – 37 | 10 – 12 | 12.4 – 12.7 | 15:41 – 16:40 |
| | D | 2 | 18 – 21 | 141 – 149 | 24 – 30 | 7 – 9 | 12.8 – 13.1 | 16:41 – 17:40 |
| | E | 1 | 14 – 17 | 132 – 140 | 17 – 23 | 3 – 6 | 13.2 – 13.5 | 17:41 – 18:40 |
| 13 | A | 5 | >30 | >172 cm | >45 cm | >16 | <11.7 sec | <14:31 |
| | B | 4 | 27 – 30 | 164 – 172 | 40 – 45 | 13 – 16 | 11.7 – 12.0 | 14:31 – 15:30 |
| | C | 3 | 23 – 26 | 155 – 163 | 33 – 39 | 10 – 12 | 12.1 – 12.4 | 15:31 – 16:30 |
| | D | 2 | 19 – 22 | 146 – 154 | 26 – 32 | 7 – 9 | 12.5 – 12.8 | 16:31 – 17:30 |
| | E | 1 | 15 – 18 | 137 – 145 | 19 – 25 | 3 – 6 | 12.9 – 13.2 | 17:31 – 18:30 |
| 14 | A | 5 | >30 | >177 cm | >47 cm | >16 | <11.5 sec | <14:21 |
| | B | 4 | 28 – 30 | 169 – 177 | 42 – 47 | 14 – 16 | 11.5 – 11.8 | 14:21 – 15:20 |
| | C | 3 | 24 – 27 | 160 – 168 | 35 – 41 | 10 – 13 | 11.9 – 12.2 | 15:21 – 16:20 |
| | D | 2 | 20 – 23 | 151 – 159 | 28 – 34 | 7 – 9 | 12.3 – 12.6 | 16:21 – 17:20 |
| | E | 1 | 16 – 19 | 142 – 150 | 21 – 27 | 3 – 6 | 12.7 – 13.0 | 17:21 – 18:20 |
| 15 | A | 5 | >30 | >182 cm | >48 cm | >16 | <11.3 sec | <14:11 |
| | B | 4 | 29 – 30 | 174 – 182 | 43 – 48 | 14 – 16 | 11.3 – 11.6 | 14:11 – 15:10 |
| | C | 3 | 25 – 28 | 165 – 173 | 36 – 42 | 10 – 13 | 11.7 – 12.0 | 15:11 – 16:10 |
| | D | 2 | 21 – 24 | 156 – 164 | 29 – 35 | 7 – 9 | 12.1 – 12.4 | 16:11 – 17:10 |
| | E | 1 | 17 – 20 | 147 – 155 | 22 – 28 | 3 – 6 | 12.5 – 12.8 | 17:11 – 18:10 |
| 16 | A | 5 | >30 | >186 cm | >49 cm | >17 | <11.3 | <14:01 |
| | B | 4 | 29 – 30 | 178 – 186 | 44 – 49 | 14 – 17 | 11.3 – 11.5 | 14:01 – 15:00 |
| | C | 3 | 25 – 28 | 169 – 177 | 37 – 43 | 11 – 13 | 11.6 – 11.8 | 15:01 – 16:00 |
| | D | 2 | 21 – 24 | 160 – 168 | 30 – 36 | 7 – 10 | 11.9 – 12.2 | 16:01 – 17:00 |
| | E | 1 | 17 – 20 | 151 – 159 | 23 – 29 | 3 – 6 | 12.3 – 12.6 | 17:01 – 17:50 |
| 17 | A | 5 | >30 | >189 cm | >49 cm | >17 | <11.3 sec | <14:01 |
| | B | 4 | 29 – 30 | 181 – 189 | 44 – 49 | 14 – 17 | 11.3 – 11.5 | 14:01 – 14:50 |
| | C | 3 | 27 – 28 | 172 – 180 | 37 – 43 | 11 – 13 | 11.6 – 11.8 | 14:51 – 15:50 |
| | D | 2 | 23 – 26 | 163 – 171 | 30 – 36 | 7 – 10 | 11.9 – 12.1 | 15:51 – 16:40 |
| | E | 1 | 19 – 22 | 154 – 162 | 23 – 29 | 3 – 6 | 12.2 – 12.5 | 16:41 – 17:30 |

9. MY PHYSICAL FITNESS

NATIONAL PHYSICAL FITNESS AWARD

MALE

| Age Grp | Grade | Points | No. of Sit-ups in 1 min | Standing Broad Jumps stance | Sit & Reach | No. of Inclined Pull-ups in 30 sec | 4 x 10m Shuttle Run Time | 2.4 km Run-Walk Time |
|---------|-------|--------|-------------------------|-----------------------------|-------------|------------------------------------|--------------------------|----------------------|
| 12 | A | 5 | >41 | >202 cm | >39 cm | >24 | <10.4 sec | <12:01 |
| | B | 4 | 36 – 41 | 189 – 202 | 36 – 39 | 21 - 24 | 10.4 – 10.9 | 12:01 – 13:10 |
| | C | 3 | 32 – 35 | 176 – 188 | 32 – 35 | 16 – 20 | 11.0 – 11.3 | 13:11 – 14:20 |
| | D | 2 | 27 – 31 | 163 – 175 | 28 – 31 | 11 – 15 | 11.4 – 11.7 | 14:21 – 15:30 |
| | E | 1 | 22 – 26 | 150 – 162 | 23 – 27 | 5 – 10 | 11.8 – 12.2 | 15:31 – 16:50 |
| 13 | A | 5 | >42 | >214 cm | >41 cm | >25 | <10.3 sec | <11:31 |
| | B | 4 | 38 – 42 | 202 – 214 | 38 – 41 | 22 – 25 | 10.3 – 10.7 | 11:31 – 12:30 |
| | C | 3 | 34 – 37 | 189 – 201 | 34 – 37 | 17 – 21 | 10.8 – 11.1 | 12:31 – 13:40 |
| | D | 2 | 29 – 33 | 176 – 188 | 30 – 33 | 12 – 16 | 11.2 – 11.5 | 13:41 – 14:50 |
| | E | 1 | 25 – 28 | 164 – 175 | 25 – 29 | 7 – 11 | 11.6 – 11.9 | 14:51 – 16:00 |
| 14 | A | 5 | >42 | >225 cm | >43 cm | >26 | <10.2 sec | <11:01 |
| | B | 4 | 40 – 42 | 216 – 225 | 40 – 43 | 23 – 26 | 10.2 – 10.4 | 11:01 – 12:00 |
| | C | 3 | 37 – 39 | 206 – 215 | 36 – 39 | 18 – 22 | 10.5 – 10.8 | 12:01 – 13:00 |
| | D | 2 | 33 – 36 | 196 – 205 | 32 – 35 | 13 – 17 | 10.9 – 11.2 | 13:01 – 14:10 |
| | E | 1 | 29 – 32 | 186 – 195 | 27 – 31 | 8 – 12 | 11.3 – 11.6 | 14:11 – 15:20 |
| 15 | A | 5 | >42 | >237 cm | >45 cm | >7 | <10.2 sec | <10:41 |
| | B | 4 | 40 – 42 | 228 – 237 | 42 – 45 | 6 – 7 | 10.2 – 10.3 | 10:41 – 11:40 |
| | C | 3 | 37 – 39 | 218 – 227 | 38 – 41 | 5 | 10.4 – 10.5 | 11:41 – 12:40 |
| | D | 2 | 34 – 36 | 208 – 217 | 34 – 37 | 3 – 4 | 10.6 – 10.9 | 12:41 – 13:40 |
| | E | 1 | 30 – 33 | 198 – 207 | 29 – 33 | 1 – 2 | 11.0 – 11.3 | 13:41 – 14:40 |
| 16 | A | 5 | >42 | >245 cm | >47 cm | >8 | <10.2 sec | <10:31 |
| | B | 4 | 40 – 42 | 236 – 245 | 44 – 47 | 7 – 8 | 10.2 – 10.3 | 10:31 – 11:30 |
| | C | 3 | 37 – 39 | 226 – 235 | 40 – 43 | 5 – 6 | 10.4 – 10.5 | 11:31 – 12:20 |
| | D | 2 | 34 – 36 | 216 – 225 | 36 – 39 | 3 – 4 | 10.6 – 10.7 | 12:21 – 13:20 |
| | E | 1 | 31 – 33 | 206 – 215 | 31 – 35 | 1 – 2 | 10.8 – 11.1 | 13:21 – 14:10 |
| 17 | A | 5 | >42 | >249 cm | >48 cm | >9 | <10.2 sec | <10:21 |
| | B | 4 | 40 – 42 | 240 – 249 | 45 – 48 | 8 – 9 | 10.2 – 10.3 | 10:21 – 11:10 |
| | C | 3 | 37 – 39 | 230 – 239 | 41 – 44 | 6 – 7 | 10.4 – 10.5 | 11:11 – 12:00 |
| | D | 2 | 34 – 36 | 220 – 229 | 37 – 40 | 4 – 5 | 10.6 – 10.7 | 12:01 – 12:50 |
| | E | 1 | 31 – 33 | 210 – 219 | 32 – 36 | 2 – 3 | 10.8 – 10.9 | 12:51 – 13:40 |

9. MY PHYSICAL FITNESS

MY HOLISTIC PE ASSESSMENT

| Assessment Components: |
|--------------------------------------|
| Games Skill (Psychomotor) |
| NAPFA Test (Physical Fitness) |
| Theory (Cognitive) |
| Personal & Social Skills (Affective) |

| Grade Code | Description |
|------------|---|
| A | Demonstrates very strong PE aptitude, attitude and skills |
| B | Demonstrates strong PE aptitude, attitude and skills |
| C | Demonstrates fair PE aptitude, attitude and skills |
| D | Demonstrates PE skills with guidance |
| E | Needs Improvement |

VR: Grade for students who are exempted from the PE assessment

MY PHYSICAL WELL-BEING

Body Mass Index (BMI)

- The BMI is a tool that measures the weight of an individual in relation to the height.
- It is a guide to determine if an individual is at risk of Weight-related problems.

| BMI (kg/m ²) for Teens | Health Risk |
|------------------------------------|--------------------------|
| 27.5 and above | High Risk |
| 23.0 - 27.4 | Moderate Risk |
| 18.5 - 22.9 | Low Risk (Healthy Range) |

8 Tips to Maintain a Healthy Weight

- ✓ The best way to keep your weight within the healthy weight range is by eating sensibly and exercising regularly.
- ✓ Aim at reducing your excess weight steadily by no more than 2kg a month till you reach your healthy weight range.
- ✓ Start slowly. Don't try to lose all the excess weight all at once.
- ✓ Cut down your time spent on TV or computer games. Do some exercises at intervals e.g. stretch your legs and touch your toes, do sit-ups, help your mummy sweep the floor.
- ✓ Eat at regular mealtimes and don't skip meals. Always start your day with a healthy breakfast.
- ✓ Eat plenty of fruit, vegetables and wholegrains (e.g. barley, maize, oats, unpolished (brown) rice or wholemeal bread) as these help to keep you full.
- ✓ Drink plenty of water or unsweetened juice instead of soft drinks.
- ✓ Get your family involved. Follow your parents to do grocery shopping and help them pick healthier snacks, e.g. fruits, plain biscuits or yogurt.

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

9. MY PHYSICAL FITNESS

MY PHYSICAL WELL-BEING

BODY MASS INDEX FOR GIRLS

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

BODY MASS INDEX FOR BOYS

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

For more information, visit HPB's website on BMIL
www.knowyourbmi.sg/children

10. My Co-Curricular Development

THE CO-CURRICULAR ACTIVITIES - LEAPS 2.0

A holistic education provides students with a broad and deep foundation for lifelong learning. This includes learning not just in the academic areas. Equally important is the development of values and life skills in each child. This will equip the child to handle the challenges in life later on.

A holistic education also supports students to discover their strengths, interests and talents. Students tend to flourish in areas they are interested in. Thus, as far as possible, we should allow them to pursue their areas of interest.

Schools offer a range of co-curricular programmes to help students achieve a holistic education. Community service is also invaluable in helping students develop qualities such as care, concern and respect for others in society.

LEAPS 2.0¹

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.

LEAPS 2.0 DOMAINS

Participation

This domain recognises students' participation in one school-based² Co-Curricular Activity (CCA). Recognition is based on the number of years of participation and exemplary conduct and active contribution³ 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. The details on the levels of attainment for each of the domains are attached at [Annex A](#).

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).

¹ LEAPS stands for Leadership, Enrichment, Achievement, Participation and Service. LEAPS 2.0 builds on the LEAPS system to better reflect MOE's current emphasis on Student-Centric, Values-Driven education.



| 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: <ol style="list-style-type: none"> 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. |

ANNEX A

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 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 <u>same</u> 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 <u>same</u> CCA for 4 years with at least 75% attendance for each year | <ul style="list-style-type: none"> Participated in the <u>same</u> 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 <u>and</u> at least one VIA project that impacts the school or community | <ul style="list-style-type: none"> Completed at least 24 hours of service <u>and</u> at least two VIA projects that impact the school or community | <ul style="list-style-type: none"> Completed at least 24 hours of service <u>and</u> at least one <u>student-initiated</u> VIA project that impacts the community beyond the school <u>and</u> at least one other VIA project |

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.

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/ Vice-Chairperson for school-wide events (or equivalent) | <ul style="list-style-type: none"> Executive Committee⁵ of Student Council / Prefectorial Board (or equivalent) |
| | | <ul style="list-style-type: none"> Lower Sec CCA Committee (or equivalent) | <ul style="list-style-type: none"> Lower Sec CCA Executive Committee 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) |
| National Youth Achievement Award | | NYAA Bronze | NYAA Silver and above | | |
| 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) |

ACHIEVEMENT (Level of Attainment)

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-----------------------------------|---------|---------|--|---|--|
| 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 (or equivalent) team placing Top 8 (or equivalent) individual placing | <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 (or equivalent) team placing Top 8 (or equivalent) individual placing | <ul style="list-style-type: none"> Represented Singapore Schools/ National Project of Excellence/ MOE at local / international competition OR Represented Singapore at international event, endorsed by national bodies |

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|------------------------------|------------------------------|--|---|--|
| Accomplishment⁶ | | | <ul style="list-style-type: none"> - Gold / Silver/ Bronze / Merit award / certification⁶ (or equivalent) - SYF Arts Presentation Certificate of Distinction /Accomplishment - SYF Art Exhibition Certificate of Recognition (Special Mention) /Recognition - Presented original research paper /project accepted at the platform | <ul style="list-style-type: none"> - Gold /Silver/ Bronze/ Merit award / certification¹¹ (or equivalent) - SYF Arts Presentation Certificate of Distinction /Accomplishment - SYF Art Exhibition Certificate of Recognition (Special Mention) / Recognition - Presented original research paper / project accepted at the platform | <p>AND achieved the following:</p> <ul style="list-style-type: none"> - Top 4 (or equivalent) team placing - Top 8 (or equivalent) individual placing - Gold/Silver/ Bronze award / certification (or equivalent) - Presented original research paper / project accepted at the platform |
| Uniformed Groups Achievement Badges | Bronze Badge (or equivalent) | Silver Badge (or equivalent) | Gold Badge (or equivalent) | Best Unit Cadet / Outstanding Cadet Award by UG HQ (or equivalent) | Top Award for each UG (e.g. Camp Pinnacle Badge, President's Guide Award, Chief Commissioner's Award) |

¹ 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.

A grayscale illustration of an underwater scene. The background is a light gray with a subtle gradient. In the foreground, there are various marine life elements: several small fish swimming, a large coral structure on the left, and a sea turtle in the bottom right corner. Numerous small bubbles are scattered throughout the scene. The overall style is soft and artistic.

My Diary
2025

DECEMBER 2024 / JANUARY 2025

| WK | Monday | Tuesday | Wednesday |
|----|--------|---------|------------------------|
| 0 | 30 | 31 | 1 New Year's Day |
| 1 | 6 | 7 | 8 |
| 2 | 13 | 14 | 15 |
| 3 | 20 | 21 | 22 |
| 4 | 27 | 28 | 29 Chinese New Year |

Notes

Honour is simply the morality of superior men
– Henry Louis Mencken

Monthly Planner

| Thursday | Friday | Saturday | Sunday |
|------------------------|--------|----------|--------|
| 2 | 3 | 4 | 5 |
| 9 | 10 | 11 | 12 |
| 16 | 17 | 18 | 19 |
| 23 | 24 | 25 | 26 |
| 30 Chinese New Year | 31 | | |

Notes

DECEMBER 2024 / JANUARY 2025

TERM 1 WEEK 0

| | | |
|-------------------------------|--------------------|--------------------------|
| 30 DEC MONDAY | <i>Completed</i> ✓ | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 31 DEC TUESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 1 JAN WEDNESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 2 JAN THURSDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 3 JAN FRIDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 4 JAN SATURDAY & 5 JAN SUNDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |

Nothing is impossible. The word itself says 'I'm possible!
– Audrey Hepburn

TERM 1 WEEK 1

| | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | 6 JAN MONDAY | <i>Completed</i> ✓ |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | 7 JAN TUESDAY | |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | 8 JAN WEDNESDAY | |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | 9 JAN THURSDAY | |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | 10 JAN FRIDAY | |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | 11 JAN SATURDAY & 12 JAN SUNDAY | |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |

No act of kindness, no matter how small, is ever wasted.
– Aesop

20 JAN MONDAY

Completed ✓

21 JAN TUESDAY

22 JAN WEDNESDAY

23 JAN THURSDAY

24 JAN FRIDAY

25 JAN SATURDAY & 26 JAN SUNDAY

FEBRUARY 2025

| WK | Monday | Tuesday | Wednesday |
|----|--------|---------|-----------|
| 4 | | | |
| 5 | 3 | 4 | 5 |
| 6 | 10 | 11 | 12 |
| 7 | 17 | 18 | 19 |
| 8 | 24 | 25 | 26 |

Notes



Monthly Planner

| Thursday | Friday | Saturday | Sunday |
|----------|--------|----------|--------|
| | | 1 | 2 |
| 6 | 7 | 8 | 9 |
| 13 | 14 | 15 | 16 |
| 20 | 21 | 22 | 23 |
| 27 | 28 | | |

Notes

FEBRUARY 2025

TERM 1 WEEK 5

| | | | |
|-------------------------------|--------------------|--------------------------|--------------------------|
| 3 FEB MONDAY | <i>Completed</i> ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 FEB TUESDAY | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 FEB WEDNESDAY | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 FEB THURSDAY | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 FEB FRIDAY | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 FEB SATURDAY & 9 FEB SUNDAY | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |

Keep your face always toward the sunshine, and shadows will fall behind you.

– Walt Whitman

TERM 1 WEEK 6

10 FEB MONDAY

Completed ✓

11 FEB TUESDAY

12 FEB WEDNESDAY

13 FEB THURSDAY

14 FEB FRIDAY

15 FEB SATURDAY & 16 FEB SUNDAY

You cannot get through a single day without impacting the world around you. What you do makes difference, and you have to decide what kind of difference you want to make.
— Jane Goodall

24 FEB MONDAY

Completed ✓

25 FEB TUESDAY

26 FEB WEDNESDAY

27 FEB THURSDAY

28 FEB FRIDAY

1 MAR SATURDAY & 2 MAR SUNDAY

MARCH 2025

| WK | Monday | Tuesday | Wednesday |
|----|---------------------------|---------|-----------|
| 8 | 31 Hari Raya Puasa | | |
| 9 | 3 | 4 | 5 |
| 10 | 10 | 11 | 12 |
| 0 | 17 | 18 | 19 |
| 1 | 24 | 25 | 26 |

Notes

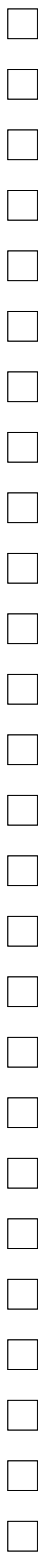
Life has got all those twists and turns.
You've got to hold on tight and off you go.
– Nicole Kidman

Monthly Planner

| Thursday | Friday | Saturday | Sunday |
|----------|--------|----------|--------|
| | | 1 | 2 |
| 6 | 7 | 8 | 9 |
| 13 | 14 | 15 | 16 |
| 20 | 21 | 22 | 23 |
| 27 | 28 | 29 | 30 |

Notes

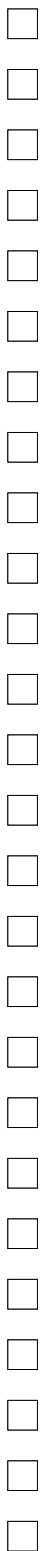
| | |
|--|--------------------------|
| 3 MAR MONDAY | <i>Completed</i> ✓ |
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| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 4 MAR TUESDAY | |
| | <input type="checkbox"/> |
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| | <input type="checkbox"/> |
| 5 MAR WEDNESDAY | |
| | <input type="checkbox"/> |
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| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 6 MAR THURSDAY | |
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| | <input type="checkbox"/> |
| 7 MAR FRIDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 8 MAR SATURDAY & 9 MAR SUNDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |



MARCH 2025

TERM 1 HOLIDAYS

| | | |
|---------------------------------|--------------------|--------------------------|
| 17 MAR MONDAY | <i>Completed</i> ✓ | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 18 MAR TUESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 19 MAR WEDNESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 20 MAR THURSDAY | | <input type="checkbox"/> |
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| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 21 MAR FRIDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 22 MAR SATURDAY & 23 MAR SUNDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |



When given the choice between being right or being kind, choose kind.

– R.J Palacio, Wonder

TERM 2 WEEK 1

24 MAR MONDAY

Completed ✓

25 MAR TUESDAY

26 MAR WEDNESDAY

27 MAR THURSDAY

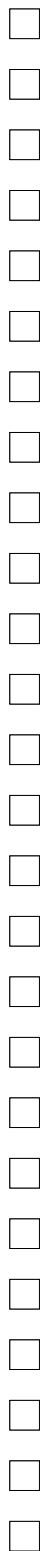
28 MAR FRIDAY

29 MAR SATURDAY & 30 MAR SUNDAY

APRIL 2025

| WK | Monday | Tuesday | Wednesday |
|----|--------|---------|-----------|
| 2 | | 1 | 2 |
| 3 | 7 | 8 | 9 |
| 4 | 14 | 15 | 16 |
| 5 | 21 | 22 | 23 |
| 6 | 28 | 29 | 30 |

Notes



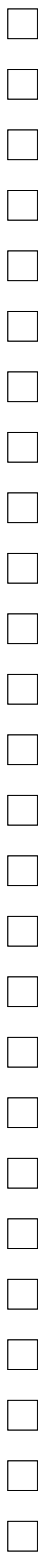
| | | |
|-------------------------------|--------------------|--------------------------|
| 31 MAR MONDAY | <i>Completed</i> ✓ | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 1 APR TUESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 2 APR WEDNESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 3 APR THURSDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 4 APR FRIDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 5 APR SATURDAY & 6 APR SUNDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |



Life is not just eating, drinking, television and cinema...The human mind must be creative, must be self-generating ; it cannot depend on just gadgets to amuse itself.
- Mr Lee Kuan Yew

| | |
|--|--------------------------|
| 7 APR MONDAY | <i>Completed</i> ✓ |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 8 APR TUESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 9 APR WEDNESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 10 APR THURSDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 11 APR FRIDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 12 APR SATURDAY & 13 APR SUNDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |

| | |
|---------------------------------|--------------------------|
| 14 APR MONDAY | <i>Completed</i> ✓ |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 15 APR TUESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 16 APR WEDNESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 17 APR THURSDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 18 APR FRIDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 19 APR SATURDAY & 20 APR SUNDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |



“You define your own life. Don't let other people write your script.”
– Oprah Winfrey

TERM 2 WEEK 5

21 APR MONDAY

Completed ✓

22 APR TUESDAY

23 APR WEDNESDAY

24 APR THURSDAY

25 APR FRIDAY

26 APR SATURDAY & 27 APR SUNDAY

MAY 2025

| WK | Monday | Tuesday | Wednesday |
|----|-----------------|---------|-----------|
| 6 | | | |
| 7 | 5 | 6 | 7 |
| 8 | 12 Vesak Day | 13 | 14 |
| 9 | 19 | 20 | 21 |
| 10 | 26 | 27 | 28 |

Notes



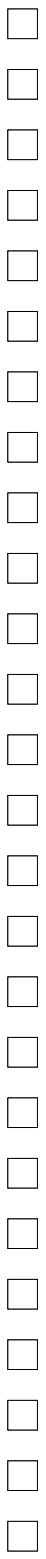
“Nothing Is As Important As Passion.
No Matter What You Want To Do With Your Life,
Be Passionate.” — Jon Bon Jovi

Monthly Planner

| Thursday | Friday | Saturday | Sunday |
|--|--------|----------|--------|
| 1 Labour Day | 2 | 3 | 4 |
| 8 | 9 | 10 | 11 |
| 15 | 16 | 17 | 18 |
| 22 | 23 | 24 | 25 |
| 29 | 30 | 31 | |

Notes

| | |
|-------------------------------|--------------------------|
| 28 APR MONDAY | <i>Completed</i> ✓ |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 29 APR TUESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 30 APR WEDNESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 1 MAY THURSDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 2 MAY FRIDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 3 MAY SATURDAY & 4 MAY SUNDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |



One of the most sincere forms of respect is actually listening to what another has to say.

– Bryant H. Mc Gill

TERM 2 WEEK 7

| | |
|--|--------------------------|
| 5 MAY MONDAY | <i>Completed</i> ✓ |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 6 MAY TUESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 7 MAY WEDNESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 8 MAY THURSDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 9 MAY FRIDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 10 MAY SATURDAY & 11 MAY SUNDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |

19 MAY MONDAY

Completed ✓

20 MAY TUESDAY

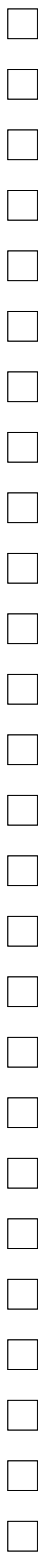
21 MAY WEDNESDAY

22 MAY THURSDAY

23 MAY FRIDAY

24 MAY SATURDAY & 25 MAY SUNDAY

| | |
|--------------------------------|--------------------------|
| 26 MAY MONDAY | <i>Completed</i> ✓ |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 27 MAY TUESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 28 MAY WEDNESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 29 MAY THURSDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 30 MAY FRIDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 31 MAY SATURDAY & 1 JUN SUNDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |



Friendship is always a sweet responsibility, never an opportunity.
– Khalil Gibran

2 JUN MONDAY

Completed ✓

3 JUN TUESDAY

4 JUN WEDNESDAY

5 JUN THURSDAY

6 JUN FRIDAY

7 JUN SATURDAY & 8 JUN SUNDAY

JUNE 2025

| WK | Monday | Tuesday | Wednesday |
|----|--------|---------|-----------|
| 0 | 30 | | |
| 0 | 2 | 3 | 4 |
| 0 | 9 | 10 | 11 |
| 0 | 16 | 17 | 18 |
| 0 | 23 | 24 | 25 |

Notes



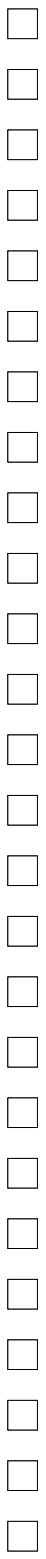
“If You Deliver Excellence Right Now, That Gives You The Best Shot At The Best Future You’ve Got Coming.”
– Robert Forster

Monthly Planner

| Thursday | Friday | Saturday | Sunday |
|----------|--------|----------------|--------|
| | | | 1 |
| 5 | 6 | 7 | 8 |
| | | Hari Raya Haji | |
| 12 | 13 | 14 | 15 |
| 19 | 20 | 21 | 22 |
| 26 | 27 | 28 | 29 |

Notes

| | |
|---------------------------------|--------------------------|
| 9 JUN MONDAY | <i>Completed</i> ✓ |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 10 JUN TUESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 11 JUN WEDNESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 12 JUN THURSDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 13 JUN FRIDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 14 JUN SATURDAY & 15 JUN SUNDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |



You don't always need a plan. Sometimes you just need to breathe, trust, let go and see what happens.— Mandy Hale

TERM 2 HOLIDAYS

| | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | 16 JUN MONDAY | <i>Completed</i> ✓ |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | 17 JUN TUESDAY | |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | 18 JUN WEDNESDAY | |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | 19 JUN THURSDAY | |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | 20 JUN FRIDAY | |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | 21 JUN SATURDAY & 22 JUN SUNDAY | |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |
| <input type="checkbox"/> | | <input type="checkbox"/> |

Have the courage to follow your heart and intuition. They somehow know what you truly want to become. – Steve Jobs

TERM 3 WEEK 1

| | |
|--|--------------------------|
| 30 JUN MONDAY | <i>Completed</i> ✓ |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 1 JUL TUESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 2 JUL WEDNESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 3 JUL THURSDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 4 JUL FRIDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 5 JUL SATURDAY & 6 JUL SUNDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |

JULY 2025

| WK | Monday | Tuesday | Wednesday |
|----|-------------------------------|---------|-----------|
| 1 | | 1 | 2 |
| 2 | 7 Scheduled School Holiday | 8 | 9 |
| 3 | 14 | 15 | 16 |
| 4 | 21 | 22 | 23 |
| 5 | 28 | 29 | 30 |

Notes



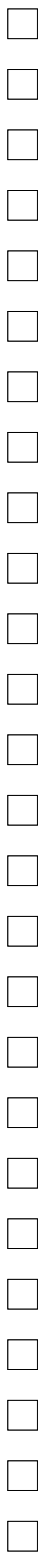
Real Integrity Is Doing The Right Thing, Knowing
That Nobody's Going To Know Whether You Did It Or Not.
– Oprah Winfrey

Monthly Planner

| Thursday | Friday | Saturday | Sunday |
|----------|--------|----------|----------------|
| 3 | 4 | 5 | 6 Youth Day |
| 10 | 11 | 12 | 13 |
| 17 | 18 | 19 | 20 |
| 24 | 25 | 26 | 27 |
| 31 | | | |

Notes

| | |
|---------------------------------|--------------------------|
| 7 JUL MONDAY | <i>Completed</i> ✓ |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 8 JUL TUESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 9 JUL WEDNESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 10 JUL THURSDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 11 JUL FRIDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 12 JUL SATURDAY & 13 JUL SUNDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |



It is during our darkest moments that we must focus to see the light.
— Aristotle

14 JUL MONDAY

Completed ✓

15 JUL TUESDAY

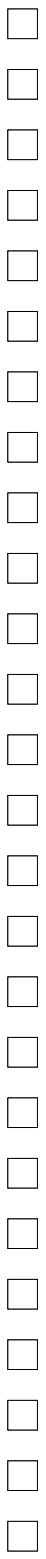
16 JUL WEDNESDAY

17 JUL THURSDAY

18 JUL FRIDAY

19 JUL SATURDAY & 20 JUL SUNDAY

| | |
|---------------------------------|--------------------------|
| 21 JUL MONDAY | <i>Completed</i> ✓ |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 22 JUL TUESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 23 JUL WEDNESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 24 JUL THURSDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 25 JUL FRIDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 26 JUL SATURDAY & 27 JUL SUNDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |



AUGUST 2025

| WK | Monday | Tuesday | Wednesday |
|----|--------------------------------|---------|-----------|
| 5 | | | |
| 6 | 4 | 5 | 6 |
| 7 | 11 Scheduled School Holiday | 12 | 13 |
| 8 | 18 | 19 | 20 |
| 9 | 25 | 26 | 27 |

Notes



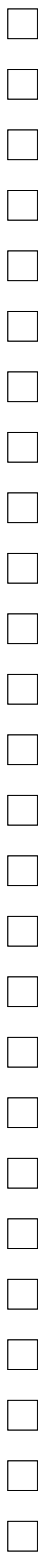
“Knowledge Will Give You Power, But Character Respect.”
– Bruce Lee

Monthly Planner

| Thursday | Friday | Saturday | Sunday |
|----------|-------------------|----------|--------|
| | 1 | 2 | 3 |
| 7 | 8 National Day | 9 | 10 |
| 14 | 15 | 16 | 17 |
| 21 | 22 | 23 | 24 |
| 28 | 29 | 30 | 31 |

Notes

| | |
|--------------------------------|--------------------------|
| 4 AUG MONDAY | <i>Completed</i> ✓ |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 5 AUG TUESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 6 AUG WEDNESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 7 AUG THURSDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 8 AUG FRIDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 9 AUG SATURDAY & 10 AUG SUNDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |



If you have good thoughts they will shine out of your face like sunbeams and you will always look lovely. — Roald Dahl

TERM 3 WEEK 7

11 AUG MONDAY

Completed ✓

12 AUG TUESDAY

13 AUG WEDNESDAY

14 AUG THURSDAY

15 AUG FRIDAY

16 AUG SATURDAY & 17 AUG SUNDAY

Just don't give up trying to do what you really want to do. Where there is love and inspiration, I don't think you can go wrong.— Ella Fitzgerald

25 AUG MONDAY

Completed ✓

26 AUG TUESDAY

27 AUG WEDNESDAY

28 AUG THURSDAY

29 AUG FRIDAY

30 AUG SATURDAY & 31 AUG SUNDAY

SEPTEMBER 2025

| WK | Monday | Tuesday | Wednesday |
|----|--------|---------|-----------|
| 10 | 1 | 2 | 3 |
| 0 | 8 | 9 | 10 |
| 1 | 15 | 16 | 17 |
| 2 | 22 | 23 | 24 |
| 3 | 29 | 30 | |

Notes



SEPTEMBER 2025

TERM 3 WEEK 10

| | | |
|-------------------------------|--------------------|--------------------------|
| 1 SEP MONDAY | <i>Completed</i> ✓ | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 2 SEP TUESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 3 SEP WEDNESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 4 SEP THURSDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 5 SEP FRIDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 6 SEP SATURDAY & 7 SEP SUNDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |

Everyone has inside of him a piece of good news. The good news is that you don't know how great you can be! How much you can love! What you can accomplish! And what your potential is! — Anne Frank

8 SEP MONDAY

Completed ✓

9 SEP TUESDAY

10 SEP WEDNESDAY

11 SEP THURSDAY

12 SEP FRIDAY

13 SEP SATURDAY & 14 SEP SUNDAY

Never do tomorrow what you can do today. Procrastination is the thief of time.
– Charles Dicken

22 SEP MONDAY

Completed ✓

23 SEP TUESDAY

24 SEP WEDNESDAY

25 SEP THURSDAY

26 SEP FRIDAY

27 SEP SATURDAY & 28 SEP SUNDAY

OCTOBER 2025

| WK | Monday | Tuesday | Wednesday |
|----|-----------------|---------|-----------|
| 3 | | | 1 |
| 4 | 6 | 7 | 8 |
| 5 | 13 | 14 | 15 |
| 6 | 20 Deepavali | 21 | 22 |
| 7 | 27 | 28 | 29 |

Notes

“Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another.”
– Anonymous

Monthly Planner

| Thursday | Friday | Saturday | Sunday |
|----------|--------|----------|--------|
| 2 | 3 | 4 | 5 |
| 9 | 10 | 11 | 12 |
| 16 | 17 | 18 | 19 |
| 23 | 24 | 25 | 26 |
| 30 | 31 | | |

Notes

SEPTEMBER / OCTOBER 2025

TERM 4 WEEK 3

| | | |
|-------------------------------|--------------------|--------------------------|
| 29 SEP MONDAY | <i>Completed</i> ✓ | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 30 SEP TUESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 1 OCT WEDNESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 2 OCT THURSDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 3 OCT FRIDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 4 OCT SATURDAY & 5 OCT SUNDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |

Real change, enduring change, happens one step at a time.
— Ruth Bader Ginsburg

TERM 4 WEEK 4

6 OCT MONDAY

Completed ✓

7 OCT TUESDAY

8 OCT WEDNESDAY

9 OCT THURSDAY

10 OCT FRIDAY

11 OCT SATURDAY & 12 OCT SUNDAY

| | | |
|---------------------------------|--------------------|--------------------------|
| 13 OCT MONDAY | <i>Completed</i> ✓ | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 14 OCT TUESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 15 OCT WEDNESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 16 OCT THURSDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 17 OCT FRIDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 18 OCT SATURDAY & 19 OCT SUNDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |



You are braver than you believe, stronger than you seem, smarter than you think and loved more than you know. – A.A Milne

TERM 4 WEEK 6

20 OCT MONDAY

Completed ✓

21 OCT TUESDAY

22 OCT WEDNESDAY

23 OCT THURSDAY

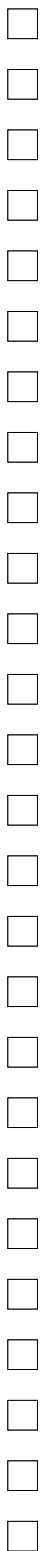
24 OCT FRIDAY

25 OCT SATURDAY & 26 OCT SUNDAY

NOVEMBER 2025

| WK | Monday | Tuesday | Wednesday |
|----|--------|---------|-----------|
| 7 | | | |
| 8 | 3 | 4 | 5 |
| 9 | 10 | 11 | 12 |
| 10 | 17 | 18 | 19 |
| 7 | 24 | 25 | 26 |

Notes



“There are no secrets to success. It is the result of preparation, hard work and learning from failure.”
– Colin Powell

Monthly Planner

| Thursday | Friday | Saturday | Sunday |
|----------|--------|----------|--------|
| | | 1 | 2 |
| 6 | 7 | 8 | 9 |
| 13 | 14 | 15 | 16 |
| 20 | 21 | 22 | 23 |
| 27 | 28 | 29 | 30 |

Notes

OCTOBER / NOVEMBER 2025

TERM 4 WEEK 7

| | | |
|-------------------------------|--------------------|--------------------------|
| 27 OCT MONDAY | <i>Completed</i> ✓ | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 28 OCT TUESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 29 OCT WEDNESDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 30 OCT THURSDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 31 OCT FRIDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| 1 NOV SATURDAY & 2 NOV SUNDAY | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |



Life is like riding a bicycle. To keep your balance, you must keep moving.
– Albert Einstein

| | |
|--|--------------------------|
| 3 NOV MONDAY | <i>Completed</i> ✓ |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 4 NOV TUESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 5 NOV WEDNESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 6 NOV THURSDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 7 NOV FRIDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 8 NOV SATURDAY & 9 NOV SUNDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |

NOVEMBER 2025

TERM 4 WEEK 9

| | | |
|---------------------------------|--------------------------|--------------------------|
| 10 NOV MONDAY | | <i>Completed</i> ✓ |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 NOV TUESDAY | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 NOV WEDNESDAY | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 NOV THURSDAY | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 NOV FRIDAY | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 NOV SATURDAY & 16 NOV SUNDAY | | |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |

And will you succeed? Yes, you will indeed! 98 and $\frac{3}{4}$ percent guaranteed.

- Dr Seuss

TERM 4 WEEK 10

| | |
|--|--------------------------|
| 17 NOV MONDAY | <i>Completed</i> ✓ |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 18 NOV TUESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 19 NOV WEDNESDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 20 NOV THURSDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 21 NOV FRIDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| 22 NOV SATURDAY & 23 NOV SUNDAY | |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |

My School and Study Timetables

“If you fail to plan, you are planning to fail.” Benjamin Franklin

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---------------|---|---|---|---|---|---|---|---|
| PERIOD | | | | | | | | |
| MON | | | | | | | | |
| TUE | | | | | | | | |
| WED | | | | | | | | |
| THUR | | | | | | | | |
| FRI | | | | | | | | |
| SAT | | | | | | | | |



My School and Study Timetables

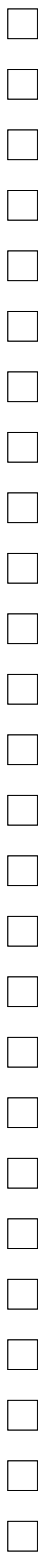
“If you fail to plan, you are planning to fail.” Benjamin Franklin

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---------------|---|---|---|---|---|---|---|---|
| PERIOD | | | | | | | | |
| MON | | | | | | | | |
| TUE | | | | | | | | |
| WED | | | | | | | | |
| THUR | | | | | | | | |
| FRI | | | | | | | | |
| SAT | | | | | | | | |

My School and Study Timetables

“If you fail to plan, you are planning to fail.” Benjamin Franklin

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---------------|---|---|---|---|---|---|---|---|
| PERIOD | | | | | | | | |
| MON | | | | | | | | |
| TUE | | | | | | | | |
| WED | | | | | | | | |
| THUR | | | | | | | | |
| FRI | | | | | | | | |
| SAT | | | | | | | | |



My School and Study Timetables

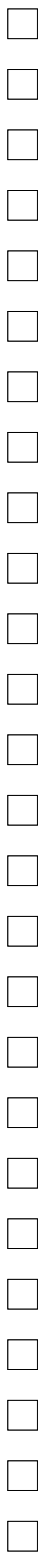
“If you fail to plan, you are planning to fail.” Benjamin Franklin

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---------------|---|---|---|---|---|---|---|---|
| PERIOD | | | | | | | | |
| MON | | | | | | | | |
| TUE | | | | | | | | |
| WED | | | | | | | | |
| THUR | | | | | | | | |
| FRI | | | | | | | | |
| SAT | | | | | | | | |

My School and Study Timetables

“If you fail to plan, you are planning to fail.” Benjamin Franklin

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---------------|---|---|---|---|---|---|---|---|
| PERIOD | | | | | | | | |
| MON | | | | | | | | |
| TUE | | | | | | | | |
| WED | | | | | | | | |
| THUR | | | | | | | | |
| FRI | | | | | | | | |
| SAT | | | | | | | | |



My School and Study Timetables

“If you fail to plan, you are planning to fail.” Benjamin Franklin

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--------|---|---|---|---|---|---|---|---|
| PERIOD | | | | | | | | |
| MON | | | | | | | | |
| TUE | | | | | | | | |
| WED | | | | | | | | |
| THUR | | | | | | | | |
| FRI | | | | | | | | |
| SAT | | | | | | | | |

Calendar 2025

| JANUARY | | | | | | |
|---------|----|----|----|----|----|----|
| 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 | ⑲ | ⑳ | 31 | |

| 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 |
| 30 | ⑳ | | | | | 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 |

| 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 |
| | | | | 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 |

| 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 |
| 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 | | | | | | |

| 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 |
| | | | 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 | |

| NOVEMBER | | | | | | |
|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 30 | | | | | | 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 |

| 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 | ⑲ | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

○ Public Holiday

⬡ Scheduled School Holiday

■ School Holiday

| Semester I | |
|---------------------------|---------------------------|
| Term I | : Thu 02 Jan - Fri 14 Mar |
| Term II | : Mon 24 Mar - Fri 30 May |
| Semester II | |
| Term III | : Mon 30 Jun - Fri 05 Sep |
| Term IV | : Mon 15 Sep - Fri 21 Nov |
| School Vacations | |
| Aft Term I | : Sat 15 Mar - Sun 23 Mar |
| Aft Term II | : Sat 31 May - Sun 29 Jun |
| Aft Term III | : Sat 06 Sep - Sun 14 Sep |
| Aft Term IV | : Sat 22 Nov - Wed 31 Dec |
| Scheduled School Holidays | |
| Youth Day* | Sun 06 Jul |
| Teachers' Day | Fri 05 Sep |

| Public Holidays | |
|------------------|--------------------------|
| New Year's Day | Wed 01 Jan |
| Chinese New Year | Wed 29 Jan Thu 30 Jan |
| Hari Raya Puasa | Mon 31 Mar |
| Good Friday | Fri 18 Apr |
| Labour Day | Thu 01 May |
| Vesak Day | Mon 12 May |
| Hari Raya Haji | Sat 07 Jun |
| National Day | Sat 09 Aug* |
| Deepavali | Mon 20 Oct |
| Christmas Day | Thu 25 Dec |

* Monday, 11 Aug, will be a School Holiday

*Monday, 07 Jul 2025 will be a scheduled school holiday





Resilient Learners Gracious Citizens

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