



# Welcome to Woodlands Secondary School

**WEAVE DREAM LEAD**

**We Value-add Your child**

**Woodlands Secondary**



Corporate video

**Uniformed Groups**  
10th Award

**Sports**  
3rd Award

**Aesthetics**  
2nd Award

**PEOPLE DEVELOPER**  
SINGAPORE 2008 - 2014

**CHERISH**  
Silver Award

**ORCHID SCHOOLS' GREEN AUDIT AWARD 2009**

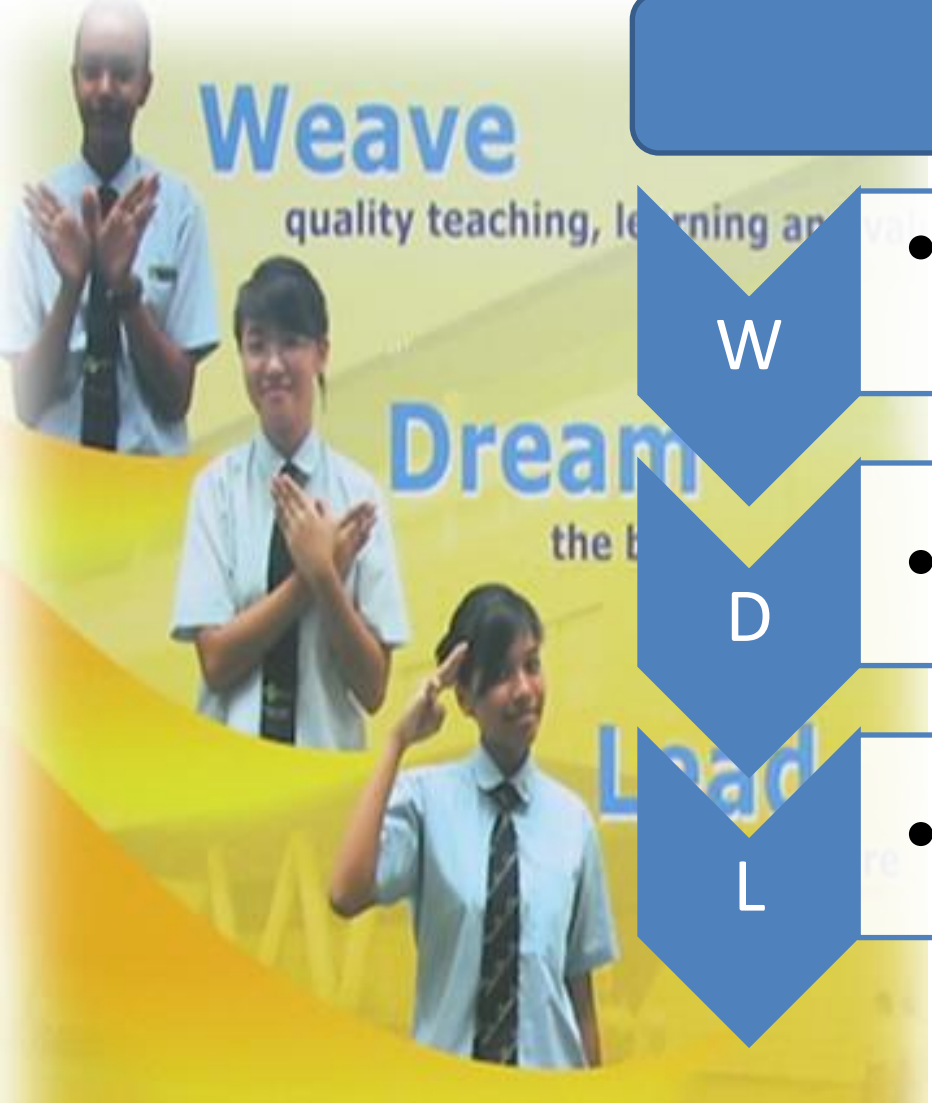
**Community in Bloom**  
Gold Award

**Development Award**  
2005-2012

**Character Development Award**  
2008-2012



WEAVE  
DREAM  
LEAD



## School Vision

W

- Weave quality teaching, learning and values

D

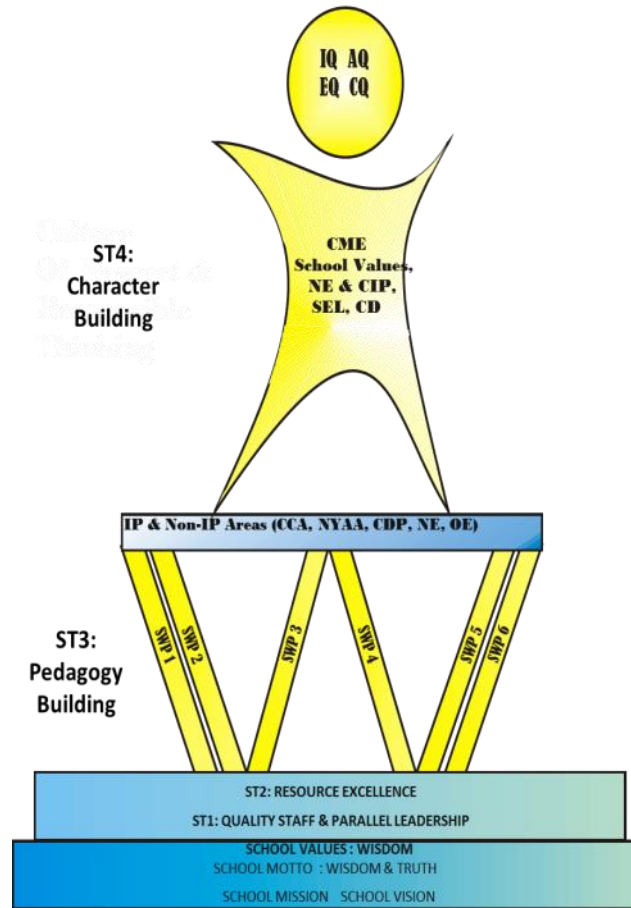
- Dream the best

L

- Lead to inspire

# Our Mission

Nurturing Caring, Confident and Creative individuals equipped to face life's challenges



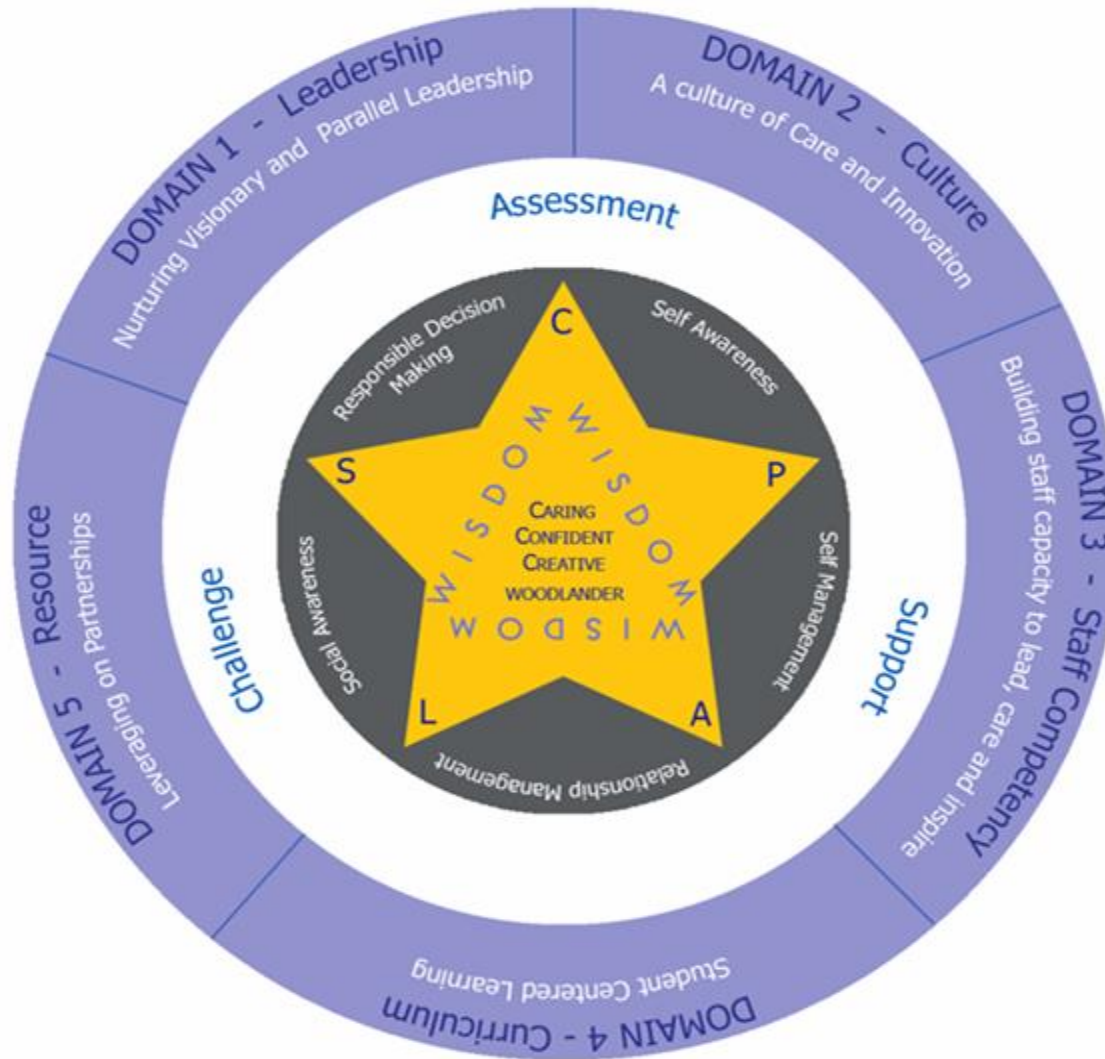
## STAR WOODLANDERS

Caring, Confident and Creative individuals  
equipped to face life's challenges

# Our Guiding Principles

- Whole school approach in values inculcation and character development
- Values inculcation and character development begin with good relationship building
- Values are caught rather than taught





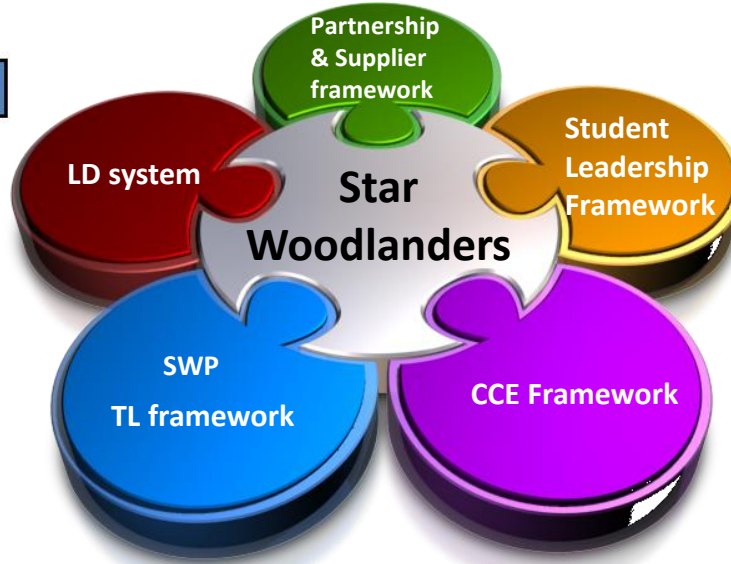
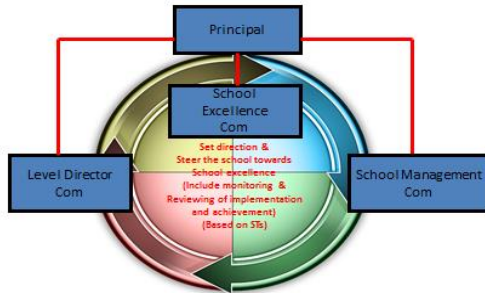
# Schoolwide Framework for Organisational Excellence

# Our Mission

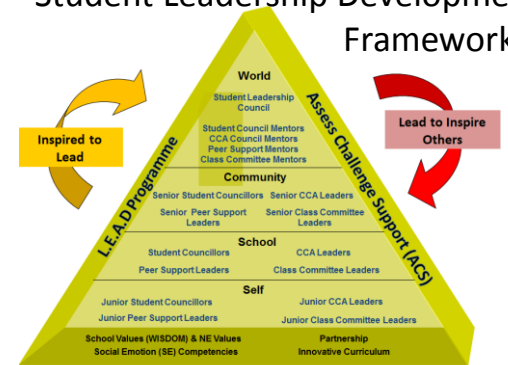
Nurturing Caring, Confident and Creative individuals equipped to face life's challenges



School Operation Chart 2012



Student Leadership Development Framework



### Schoolwide Pedagogy

A conducive learning environment

Think · Challenge · Question

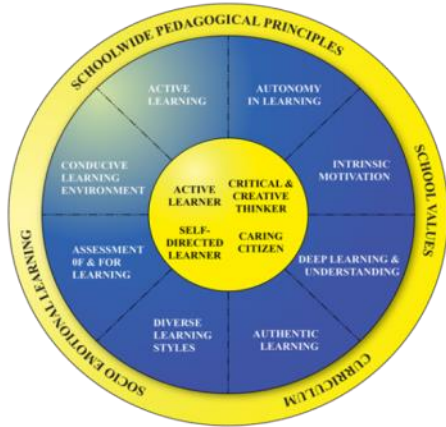
Teacher facilitation

Impart values through "teachable moments"

Provide opportunities for a variety of learning modes

Effective tapping of prior knowledge

T&L Framework



CCE Framework

### 5.3 CCE Framework

Dream the Best | Lead to Inspire

Life-long Learner, Resilient, Physically & mentally fit | A Team player, Responsible, Confident, Caring & with a Passion for Service

**Caring, Confident and Creative Woodlanders equipped to face life's challenges**

Sound Body, Mind & Soul

Social & Personal	Synergy in Diversity, Culture & Aesthetics	Sports & Holistic Health	World Community School Self	Sense of Belonging	Community Spiritiveness (Community & Environment)	Leadership
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Principles:

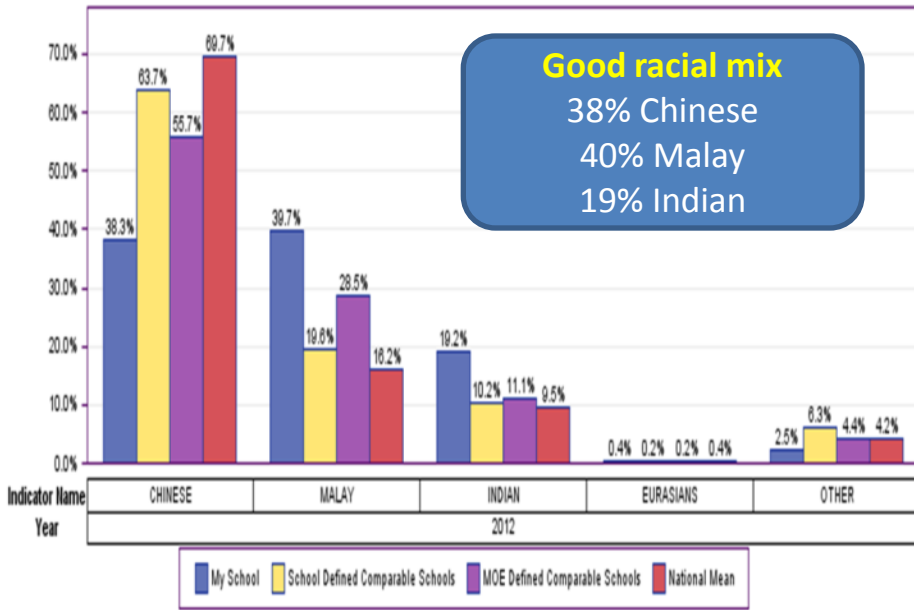
1. Head: Know, think and understand our school values, SEL competencies, the Singapore Story & Spirit
2. Heart: Love, Appreciate and Develop a Sense of Belonging to the school & to Singapore
3. Hand: Contribute to Society, Create Singapore's Future and Lead in Different Fields of Society

Innovative Curriculum (IP and Non-IP) | Partnership @WDL | Talent Management

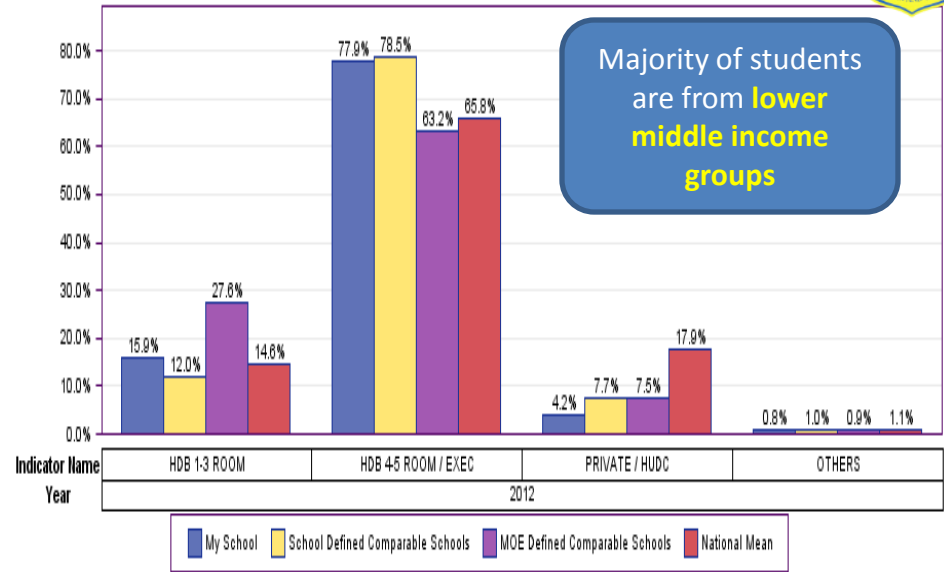
Anchored in WISDOM, NE Values and SE competencies (Restorative Approach)



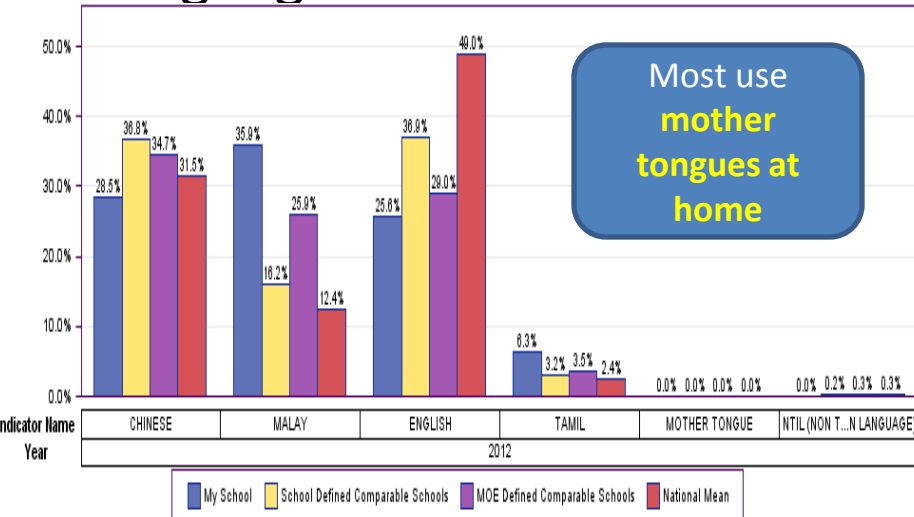
## Racial composition



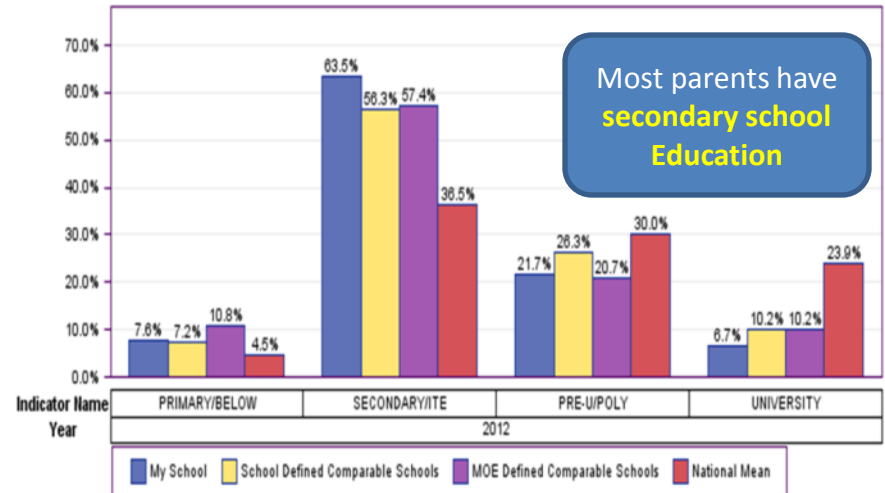
## Housing



## Language use at home



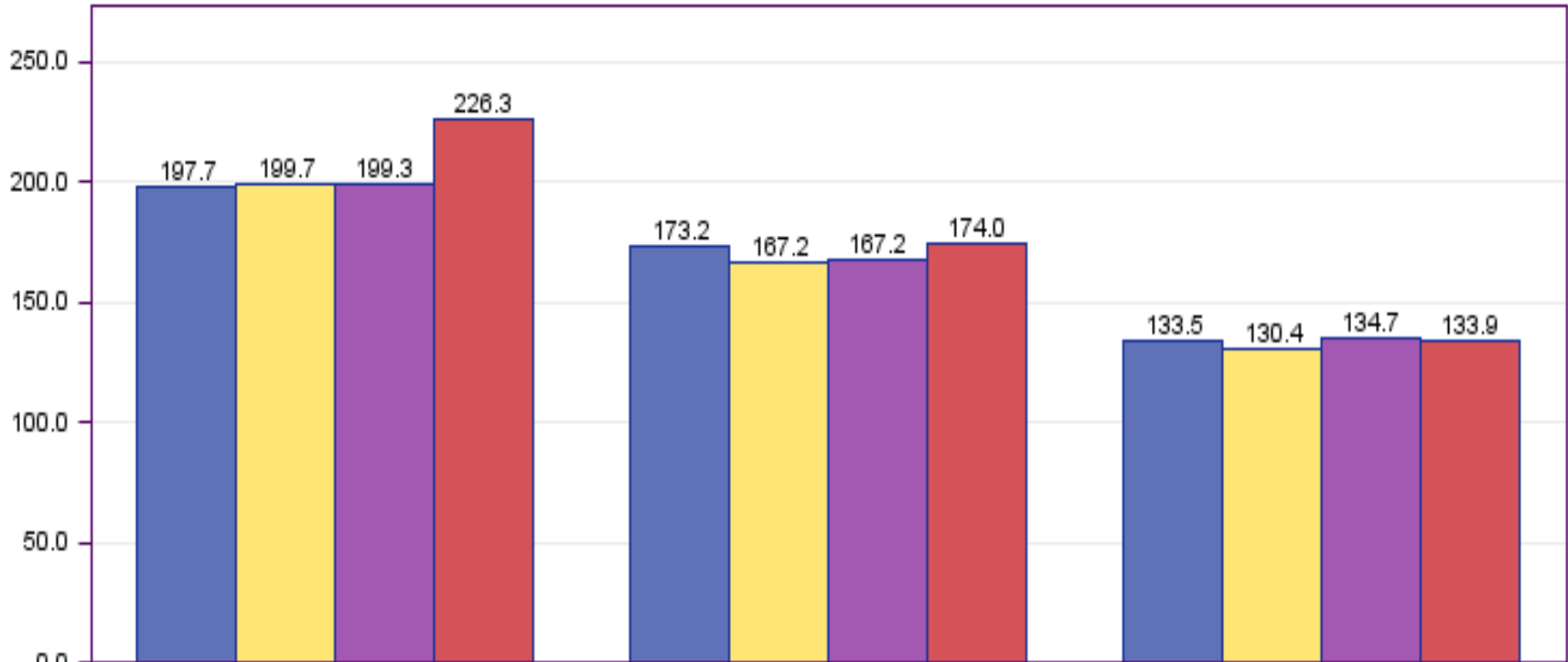
## Parent's education



# Sec 1 Student T-Score (2012)



Low T-score  
for all the  
streams



Indicator Name  
Year

SEC 1E	SEC 1NA	SEC 1NT
2012		





Address basic students' issues  
– discipline & attendance

Address larger issue that  
affect students' future

Assessment



## SWOT done in 2007

### Strengths

- Energetic, lively youngsters
- Not malicious & willing to listen
- Strong in CCA
- Teachable
- Emotional/Feeling people

### Weaknesses

- Not interested in studies
- Cannot get along with teachers
- Poor self-esteem
- Lack family support
- Neglected, lack care, concern & guidance

### Opportunities

- Expend their energies to do meaningful work
- Deepen bonding to allow learning to take place
- Love them, show them care & concern to 'win' them over

### Threats

- Commit offences in & out of school
- Poor results/ performance

## SWOT done in 2010

### Strengths

- Strong CCA (UGs, Sports, Aesthetics)
- High QSE Score
- Strong student leadership
- Caring culture

### Weaknesses

- Low T-score ( EL/ Maths/ Science )
- Students' motivation for studies

### Opportunities

- Student leadership
- Partnership with industries
- Equal distribution of 3 races

### Threats

- Competition from neighboring schools
- Public perception of school image
- Primary school pupils perception of school

# ST 1 - QUALITY STAFF AND PARALLEL LEADERSHIP



## Parallel Leadership - Ethos of care and shared responsibility

Who are involved	Strategic Objectives	Systems & Processes
School Leaders	<ul style="list-style-type: none"> <li>• Empowerment</li> <li>• Promotion</li> <li>• Nurture</li> </ul>	<p>Breakfast</p> <p>practices</p>
Level Directors	<ul style="list-style-type: none"> <li>• Nurture</li> </ul>	<p>teachers</p>
Form teachership	<ul style="list-style-type: none"> <li>• Nurture</li> <li>• Nurture</li> </ul>	
CCA teachers	<ul style="list-style-type: none"> <li>• Character</li> <li>• Nurture</li> <li>• Nurture</li> <li>• Nurture</li> <li>• Nurture</li> </ul>	<p>programme</p> <p>once a semester</p> <p>development framework</p>
Subject teachers	<ul style="list-style-type: none"> <li>• Nurture</li> </ul>	
EAS	<ul style="list-style-type: none"> <li>• Nurture W.I.S.D.O.M in Woodlanders</li> </ul>	<p>3 Cs, 7 As</p>

### How Woodlands exercise the value of CARE

#### The 3 Cs

- Care for self
- Care of others
- Care for School

#### The 7 As

- Attendance
- Attire
- Appearance
- Attitude
- Assignment
- Assessment
- Appropriateness



## ST 1 - QUALITY STAFF AND PARALLEL LEADERSHIP

### Quality Staff – Capacity building

Who are involved	Strategic Objectives	Professional development
All teachers	<ul style="list-style-type: none"><li>• Empower &amp; motivate staff to exercise leadership to promote staff professionalism</li><li>• Enhance staff competencies and capacity</li></ul>	Training in SEL 1 & 2 <b>Facilitating in deep reflection</b> <b>Service Learning</b> <b>Restorative Practices</b> <b>Alternative assessment using rubrics</b> PLC



## Build quality teacher-student relation & trust

Resources	Strategic Objectives	Systems & Processes
Time	Efficient resource management & utilization	<ul style="list-style-type: none"> <li>• <b>Set time for TSR building(1 week)</b></li> <li>• <b>Teacher-student interaction time</b></li> </ul>
Fund	Prudence & effective management of finance	<ul style="list-style-type: none"> <li>• Allocation of fund to support TSR programme / initiatives organised by LDs / Form teachers</li> </ul>
Manpower	Efficient resource management & utilization	<ul style="list-style-type: none"> <li>• 2 form teachers</li> <li>• AED</li> <li>• AED ( C ) &amp; PTSC</li> </ul>
Partnership	Leverage on partnership	<ul style="list-style-type: none"> <li>• Meet the parents session</li> <li>• Communication and working with parents (HOD PM, LD, FT, AED(C) &amp; PTSC),</li> <li>• <b>Instill values through CCA training (Coaches, instructors)</b></li> </ul>
Physical facilities	Efficient resource management & utilization	<ul style="list-style-type: none"> <li>• Conducive learning environment (Home room system)</li> <li>• Cozy corners for student-staff interaction</li> </ul>

Support

# ST 3 - PEDAGOGY BUILDING



## Curriculum design & Pedagogy to support Character Development

Curriculum	Strategic Objectives	Systems & Processes
IP programmes	Empower pupils to take responsibility of their learning	<ul style="list-style-type: none"> <li>• T&amp;L Framework</li> <li>• SWP                             <ul style="list-style-type: none"> <li>• A conducive learning environment</li> <li>• Think.Challenge.Question</li> <li>• <b>Impart values through “teachable moment”</b></li> <li>• Teacher facilitation</li> </ul> </li> </ul>
CDP	Nurture W.I.S.D.O.M in Woodlanders	<ul style="list-style-type: none"> <li>• CDP SOW</li> <li>• <b>Progressive development of SE competencies (assessment)</b></li> <li>• <b>Building reflective practices to improve ones character</b></li> <li>• <b>Reflection Journal</b></li> </ul>
NE	Nurture Woodlanders to respect diverse culture and be connected citizen	<ul style="list-style-type: none"> <li>• NE SOW</li> <li>• NE Policy</li> <li>• Thematic approach to school and NE values inculcation</li> </ul>



# Examples of reflections done by students

## Total Defence Day

Event: Total Defence Day Reflection

Date: 15/2/2011

### What happened?

- Describe what happened (success, mistakes etc)

No food to eat, mineral water and biscuit was given to the pupils here in school. We're given a coupon to redeem the food. Watched a few slides to know more about Total Defence Day. It was a miserable day for me.



### Reactions

- How do you feel?

- What was good or bad about the experience?

I feel so hungry, but I don't actually feel the real feeling of Total Defence Day, because as long as I live, there isn't any crisis happen to Singapore. It was a good experience anyway as I get to feel how the people who experience war felt the real hunger.



### Moving Forward

- What lessons have you learnt from this experience?

- What is your next step?

I learnt that in life, we need peace. No arguments, no nothing. We should be friends with one another. One friend, one less enemy. I should make friends more, so that I can have some peace in life.



I agree with you!!

Not only do you need more friends, we need

and respect one another.

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



Working with Others & Respect

## Tan Soo Uat. CCA - Athletics

Event: national track & field

Date: 26/08/11

500 ~~1000~~m, 4x100, 800m 14x400m.

### What happened?

- Describe what happened (success, mistakes etc)

~~we~~ > we only got into the semi-finals for 4x100m  
> The others were like  
> ~~we~~ ~~for~~ ~~1st~~ ~~2nd~~ ~~3rd~~ ~~4th~~ ~~5th~~ ~~6th~~ ~~7th~~ ~~8th~~ ~~9th~~ ~~10th~~ ~~11th~~ ~~12th~~ ~~13th~~ ~~14th~~ ~~15th~~ ~~16th~~ ~~17th~~ ~~18th~~ ~~19th~~ ~~20th~~ ~~21st~~ ~~22nd~~ ~~23rd~~ ~~24th~~ ~~25th~~ ~~26th~~ ~~27th~~ ~~28th~~ ~~29th~~ ~~30th~~ ~~31st~~ ~~32nd~~ ~~33rd~~ ~~34th~~ ~~35th~~ ~~36th~~ ~~37th~~ ~~38th~~ ~~39th~~ ~~40th~~ ~~41st~~ ~~42nd~~ ~~43rd~~ ~~44th~~ ~~45th~~ ~~46th~~ ~~47th~~ ~~48th~~ ~~49th~~ ~~50th~~ ~~51st~~ ~~52nd~~ ~~53rd~~ ~~54th~~ ~~55th~~ ~~56th~~ ~~57th~~ ~~58th~~ ~~59th~~ ~~60th~~ ~~61st~~ ~~62nd~~ ~~63rd~~ ~~64th~~ ~~65th~~ ~~66th~~ ~~67th~~ ~~68th~~ ~~69th~~ ~~70th~~ ~~71st~~ ~~72nd~~ ~~73rd~~ ~~74th~~ ~~75th~~ ~~76th~~ ~~77th~~ ~~78th~~ ~~79th~~ ~~80th~~ ~~81st~~ ~~82nd~~ ~~83rd~~ ~~84th~~ ~~85th~~ ~~86th~~ ~~87th~~ ~~88th~~ ~~89th~~ ~~90th~~ ~~91st~~ ~~92nd~~ ~~93rd~~ ~~94th~~ ~~95th~~ ~~96th~~ ~~97th~~ ~~98th~~ ~~99th~~ ~~100th~~  
> for 1st, we got 4th → we were running in the rain.



### Reactions

- How do you feel?

- What was good or bad about the experience?

> I feel sad & guilty for disappointing my teachers.  
> I've learnt from my experience  
> TSL - also happy & just an underachievement.  
> felt good to be running in rain, puddles made my shoe heavy.. :-)



### Moving Forward

- What lessons have you learnt from this experience?

- What is your next step?

> I should change my strategy for running, go for training more often :P  
> never give up :)  
> continue working hard :)  
> next yr 2012 do better, at least go semi-finals for track & field.



"There is no telling how many..."

Perseverance & Mindset of Excellence

Assessment

# Examples of reflections done by students

## National Education

EVENT/ACTIVITY: Reflection on passing of Dr Toh chin chye DATE: 8/2/12

Dr Toh chin chye

I think that what Dr Toh chin chye did for us was a very good thing. He really loved the country did things for us like, making of the Singapore flag, finding independence for us. It is really sad to say that he has passed away. I think whatever things Dr Toh chin chye did was a very big thing for the country. If Dr Toh chin chye did not build university, nursing homes for the elderly and many more, the country won't be a healthy country more. I am glad to say that I am proud to be a Singapore citizens. I am really proud of my country flag as it brings Singaporeans together. And I respect my country flag.

I like to contribute by taking good care of the country.

Active Contributor

## CDP lesson

Event: watching

Date: 29 July 2011

What happened?  
- Describe what happened (success, mistakes etc)

We watched a ~~movie~~ video about a dog showing its loyalty by saving the ~~dog~~ owner and when the ~~dog~~ owner left, the dog keep chasing after it.



Reactions  
- How do you feel?  
- What was good or bad about the experience?

I was touched by the ~~best~~ loyalty of the dog. And I remember during my SIF, there was some dancers that 'halfway' and I don't think that's loyalty. Thus, ~~loyalty~~ loyalty is really important. It was an awesome experience.



Moving Forward  
- What lessons have you learnt from this experience?  
- What is your next step?

I learnt what's loyalty and ~~realize~~ realize the important of loyalty. Without loyalty, the world would be in a mess. My next step is to stay loyal to my family, friends, class, CCA. A dog can be so loyal, so do us, humans.



"Our character is what we are looking." - H. Jackson Brown, Jr.

Loyalty

Assessment



# Students' Self Assessment

School Value	Traits of a Woodlander		Indicators								
			Level 1	Level 2	Level 3	Level 4					
Loyalty	I participate actively in school activities. (SE 2.2a) <ul style="list-style-type: none"> <li>Be aware and take part in school events</li> <li>Take the initiative to propose suggestions to school</li> <li>Take up leadership positions</li> </ul>		I do not put in effort to participate in school activities.	I participate in school activities as I am told to do so.	I put in effort to participate actively in school activities most of the time.	I always look forward to school activities and I am always willing to participate actively.					
							Activity 1 Nehru Day Celebration	Self-evaluation		✓	
								Teacher's evaluation		✓ 13/8	
							Activity 2	Self-evaluation		I agree! 😊	
								Teacher's evaluation		You are always encouraging others to join you in school activities. Well done!	

School Value	Traits of a Woodlander		Indicators								
			Level 1	Level 2	Level 3	Level 4					
Working with others	I am able to understand the thoughts and concerns of others. (SE 2.1) <ul style="list-style-type: none"> <li>Put himself/herself in the shoes of others to visualise how they feel</li> <li>Learn to understand why others think or react in that manner</li> </ul>		I do not feel the need to understand the thoughts and concerns of others.	I recognise the differences in others' thoughts and concerns but do not attempt to understand from their perspectives.	I recognise the differences in the thoughts and concerns of others and attempt to understand the thoughts and concerns of others.	I recognise the differences in the thoughts and concerns of others. I put myself into others' shoes and understand their thoughts and concerns from their perspectives.					
							Activity 1	Self-evaluation		✓	
							(CIP → BB) Carnival	Teacher's evaluation		✓ 30/8	
							Activity 2	Self-evaluation		Sometimes, it is good to calm ourselves down and think how others feel and why they behaved as such.	
								Teacher's evaluation			

# ST 4 - CHARACTER BUILDING



## Student Centric Co-curricular programmes to support learning & growth

Programmes	Strategic Objectives	Approaches
PD Programmes	Nurture WISDOM in Woodlanders	<ul style="list-style-type: none"> <li>• Instilling school values</li> <li>• Building confidence level</li> <li>• Motivation students to excel</li> <li>• <b>Reward and recognition of students</b></li> </ul>
NE Programmes	<p>Nurture Woodlanders to respect diverse culture and be connected citizen</p> <p>Engagement of community through CIP programme for students</p>	<ul style="list-style-type: none"> <li>• Citizenship building</li> <li>• Service to society</li> <li>• Contributing to community</li> <li>• <b>Racial harmony</b></li> <li>• 3 tiers CIP programmes</li> </ul>
Student Leadership Development programmes	Nurture confident student leaders who are inspired to lead & lead to inspire others through Lead-to-Inspire Framework	<ul style="list-style-type: none"> <li>• <b>Developing leadership quality in all</b></li> <li>• <b>Developing leaders among leaders</b></li> </ul>
CCA	<p>Nurture students' talent and potential</p> <p><b>Character Development through CCA</b></p>	<ul style="list-style-type: none"> <li>• Confidence and resilience building</li> <li>• Team building</li> <li>• Mindset of excellence</li> <li>• <b>CCA CD programme - Infusion of school values</b></li> <li>• <b>Instill values through CCA training by coaches and instructors</b></li> </ul>
NT & NA programmes	<p>Nurture WISDOM in Woodlanders</p> <p>Nurture students' talent and potential</p> <p>Nurture confident student leaders who are inspired to lead &amp; lead to inspire others through Lead-to-Inspire Framework</p>	<ul style="list-style-type: none"> <li>• Confidence and resilience building</li> <li>• Infusion of school values</li> <li>• <b>Tasting successes</b></li> <li>• Setting goals and targets</li> </ul>

Support



# Sec 2 NYAA Camp – integrates SWP, school values & SEL

Conducted by Sec 3 Camp Leaders



Support



A learning organisation – open, caring, safe

Providing a conducive environment for students to develop good character

- Confidence and resilience building
- Infusion of school values
- Tasting successes
- Setting goals and targets



Support





# Building strong character through CCA



- Confidence and resilience building
- Team building
- Mindset of excellence
- Infusion of school values

Support

# Character Development @WDL

To nurture Woodlanders who are **Rooted** in School Values and **Developed** in Social Emotional Competencies

- School Values: W.I.S.D.O.M.
- MOE SEL Goals, Standards and Benchmarks
- Desired Outcomes of a Woodlander
- WDL CCE Framework (Self to World)

# 5.3 CCE Framework



**Dream the Best**

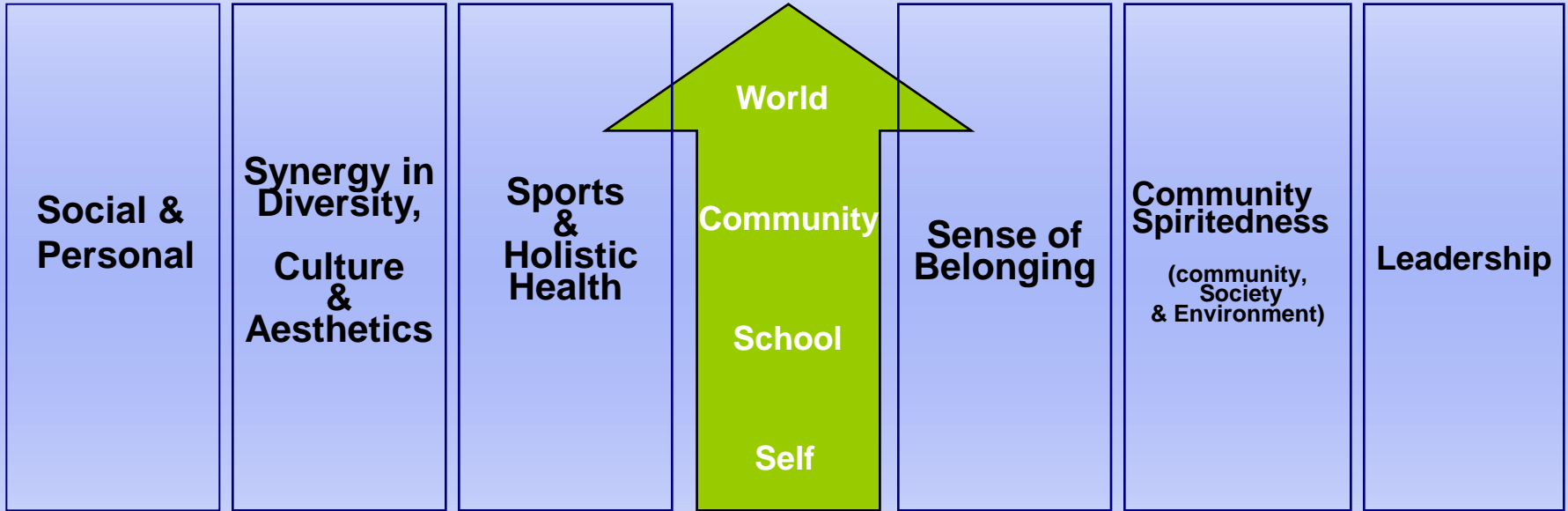
Life-long Learner, Resilient, Physically & mentally fit

**Lead to Inspire**

A Team player, Responsible, Confident, Caring & with a Passion for Service

## **Caring, Confident and Creative Woodlanders equipped to face life's challenges**

**Sound Body, Mind & Soul**



- Principles:**
1. Head: Know, think and understand our school values, SEL competencies, the Singapore Story & Spirit
  2. Heart: Love, Appreciate and Develop a Sense of Belonging to the school & to Singapore
  3. Hand: Contribute to Society, Create Singapore's Future and Lead in Different Fields of Society

**Innovative Curriculum (IP and Non-IP)**

**Partnership @WDL**

**Talent Management**

**Anchored in WISDOM, NE Values and SE competencies (Restorative Approach\*)**

**Challenge**



## 5.3 Character Development Milestones and Benchmarks

School Values	Lower Secondary		Upper Secondary		
	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5
<b>Working with Others</b>	<ul style="list-style-type: none"> <li>I am respectful to others even if I do not agree with them. (SEL 2.1)</li> <li>I am aware of how my emotions affect and shape the way I perceive, think and act. (SEL 1.1a)</li> <li>I can be counted on to do my part for any group I am a member of. (SEL 2.2a)</li> </ul>	<ul style="list-style-type: none"> <li>I resolve conflicts amicably without fighting, insults, or threats. (SEL 2.2d)</li> <li>I am able to understand the thoughts and concerns of others. (SEL 2.1)</li> <li>I am not biased and do not hold prejudice against others. (SEL 2.1)</li> </ul>	<ul style="list-style-type: none"> <li>I am able to respond sensitively to others as I am aware of their needs, emotions and motivations. (SEL 2.1)</li> <li>I listen attentively by taking note of both verbal and non-verbal cues. (SEL 2.2a)</li> <li>I am able to get along and work with people from diverse backgrounds and cultures. (SEL 2.3)</li> </ul>	<ul style="list-style-type: none"> <li>I consider different points of view when making a decision. (SEL 3.1a)</li> <li>I am able to respond appropriately without hurting others even when I am antagonized or irritated. (SEL 2.2c)</li> <li>I am able to grasp the perspectives and feelings of others. (SEL 2.2b)</li> </ul>	<ul style="list-style-type: none"> <li>I am aware of the negative impact of stereotyping on others. (SEL 2.1)</li> <li>I maintain an objective, non-judgmental tone during disagreements. (SEL 2.2b)</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>I admit when I make a mistake. (SEL 3.1a)</li> <li>I am honest in words, thought and deed. (SEL 3.1a)</li> <li>I recognize how dishonest behaviour will affect me and my decisions. (SEL 3.1a &amp; b)</li> </ul>	<ul style="list-style-type: none"> <li>I speak up when someone is bullied or hurt. (SEL 1.2b)</li> <li>I do what is morally right even if others do not. (SEL 1.2b)</li> <li>I recognize the impact of dishonesty or unethical behaviour on family, friends and loved ones. (SEL 3.1a)</li> </ul>	<ul style="list-style-type: none"> <li>I stand up for the truth, even if others do not. (SEL 1.2b)</li> <li>I am able to judge the seriousness of unethical behaviour. (SEL 3.1a)</li> <li>I demonstrate honesty and fairness while playing or working with others. (SEL 2.2d)</li> </ul>	<ul style="list-style-type: none"> <li>I take responsibility in my mistakes with the appropriate emotions. (SEL 1.2b)</li> <li>I recognise my own emotional states which impact on my ability to solve problems. (SEL 1.1a)</li> <li>I apply refusal skills for unsafe behaviours (e.g. drugs and alcohol, gang involvement, and sexual activity). (SEL 2.2d)</li> </ul>	<ul style="list-style-type: none"> <li>I take responsibility in my mistakes with the appropriate emotions. (SEL 1.2b)</li> <li>I recognize the legal issues related to the use of alcohol, tobacco and drugs by adolescents. (SEL 3.1a)</li> </ul>
<b>Perseverance</b>	<ul style="list-style-type: none"> <li>I strive to do my best in all that I do. (SEL 1.2a &amp; 1.3)</li> <li>I am able to describe the steps to achieve my goals. (SEL 1.3)</li> <li>I stay calm during crisis and stressful situations. (SEL 1.2a)</li> </ul>	<ul style="list-style-type: none"> <li>I keep working to achieve my goals even when it is difficult. (SEL 1.2a)</li> <li>I am able to resist negative peer pressure. (SEL 2.2d)</li> <li>I am able to practise self-calming techniques in times of stress. (SEL 1.2a)</li> </ul>	<ul style="list-style-type: none"> <li>I am able to assess my level of stress &amp; practise positive coping skills to handle it. (SEL 1.2a).</li> <li>I show positive responses despite facing a difficult situation. (SEL 1.1c)</li> <li>I am willing to take on new challenges. (SEL 1.1b)</li> </ul>	<ul style="list-style-type: none"> <li>I adjust my thinking and responses in the face of new information and situations. (SEL 1.1c)</li> <li>I treat the difficulties I faced as challenges and opportunities for learning. (SEL 1.3, 3.1b)</li> <li>I am able to evaluate ways of dealing with upsetting situations (e.g. being left out, losing, rejection, being teased). (SEL 1.2a)</li> </ul>	<ul style="list-style-type: none"> <li>I change my perception of a challenging situation to motivate myself to greater performance. (SEL 1.1a)</li> <li>I respond positively to constructive criticism. (SEL 2.2b)</li> </ul>

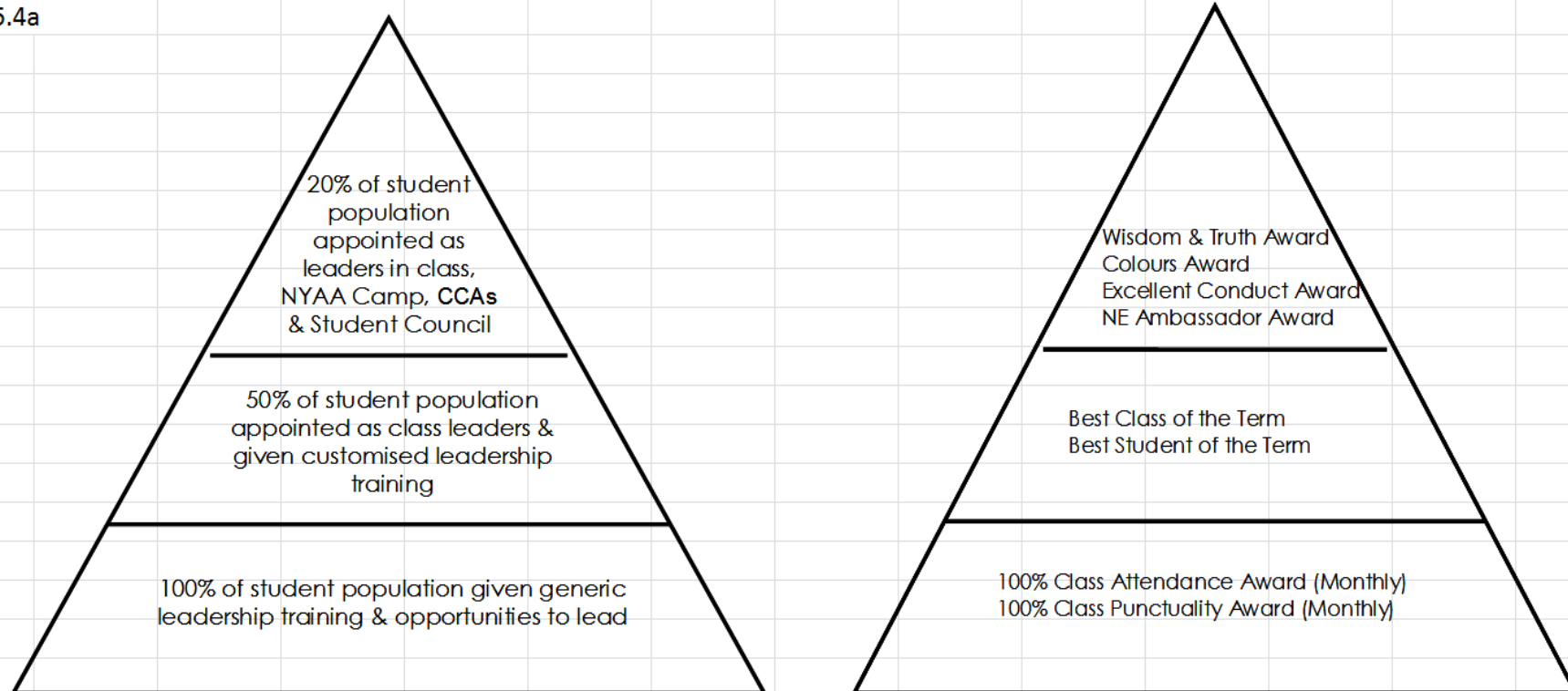




## 5.3 Character Development Milestones and Benchmarks

School Values	Lower Secondary		Upper Secondary		
	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5
<b>Dedication</b>	<ul style="list-style-type: none"> <li>▪ I work hard and maintain my focus towards my goals. (SEL 1.3)</li> <li>▪ I complete a task to my best ability. (SEL 1.3)</li> <li>▪ I will take the initiative in all the things I do. (SEL 1.3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I complete what I set out to accomplish. (SEL 1.3)</li> <li>▪ I focus on the positive side of things. (SEL 1.2a)</li> <li>▪ I contribute in the school community actively. (SEL 2.2a)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I adhered to the action steps and timeframes established for myself to achieve a goal. (SEL 1.3)</li> <li>▪ I analyse each step of a decision-making process in responding to problem scenario (SEL 3.1b).</li> <li>▪ I monitor my progress on achieving my goals and make adjustments to plan as needed. (SEL 1.3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I put others' interest before mine to achieve a common goal. (SEL 2.2a)</li> <li>▪ I assume leadership position and the role as a team player to the best of my ability to achieve the group's goals. (SEL 2.2a)</li> <li>▪ I am aware and actively involved in community affairs. (SEL 2.3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I evaluate on how well I support the leadership of others. (SEL 2.2a)</li> <li>▪ I find out the skills and credentials required to enter a particular profession and begin to prepare accordingly. (SEL 1.1b)</li> </ul>
<b>Loyalty</b>	<ul style="list-style-type: none"> <li>▪ I am responsible to my friends. (SEL 3.1b)</li> <li>▪ I show respect to my friends. (SEL 2.2d)</li> <li>▪ I am responsible to myself. (SEL 1.1c)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am responsible to my school. (SEL 2.3)</li> <li>▪ I contribute actively in school activities.</li> <li>▪ I show respect to my school community and property. (SEL 3.1a &amp; 2.2d)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I put my family's interest before mine. (SEL 2.2d)</li> <li>▪ I am responsible to my family. (SEL 2.3)</li> <li>▪ I contribute actively in CIP. (SEL 2.3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I put my nation's interest before mine. (SEL 2.3)</li> <li>▪ I am responsible to my nation. (SEL 2.3)</li> <li>▪ I show respect to my nation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I appreciate the need for rule of law. (SEL 2.3)</li> <li>• I carry out the responsibilities of citizenship (e.g., obeying laws, being informed about issues). (SEL 2.3)</li> </ul>
<b>Mindset of Excellence</b>	<ul style="list-style-type: none"> <li>▪ I know my strengths. (SEL 1.1b)</li> <li>▪ I know my weaknesses. (SEL 1.1b)</li> <li>▪ I work towards my best at all times. (SEL 1.1b)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I set goals for the things that I do. (SEL 1.3)</li> <li>▪ I believe in my abilities to succeed in all that I do. (SEL 1.3)</li> <li>▪ I face life's challenges with a positive mindset. (SEL 1.2a)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am confident of my ability to effectively manage different situations with calmness. (SEL 1.2a)</li> <li>▪ I act on opportunities provided to develop myself to be the best that I can be. (SEL 1.1b)</li> <li>▪ I strive to leverage on my strengths and work on my weaknesses to better myself. (SEL 1.1b)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I evaluate my level of goal achievement and identify factors that contributed or detracted from it. (SEL 1.3)</li> <li>▪ I reflect on how I may have done things differently to achieve greater success. (SEL 1.3)</li> <li>▪ I devote my energy to change the things that I can instead of dwelling on things that I cannot. (SEL 1.1b)</li> </ul>	<ul style="list-style-type: none"> <li>• I identify possible career opportunities based on my identified interests and strengths. (SEL 1.1b)</li> <li>• I practise turning criticism into constructive feedback (SEL 2.2a)</li> </ul>

Annex 5.4a



## OUR RECOGNITION AND REWARD FOR STUDENTS

# How do we know we have done well?

- QSE survey results (Sec 2 & 4)
- NT Benchmarked Indicators
- Conduct grades
- Serious offence cases
- CME grades
- Quality of Reflection by students
- Collection of success stories from ex-WDL students



# Our Star Woodlanders

Peter Lim  
Sports  
Scholarship

# Outstanding Sportsman

S. Murugananthan

Muru, of Class 2B, was awarded the prestigious Peter Lim Sports Scholarship (2011) in August. This scholarship is awarded to student athletes on a high-performing pathway and aims to help outstanding young athletes achieve their goals in sports performance. The cash award for secondary and tertiary athletes of up to \$3000 per year goes to support them in their training needs.

Muru intends to use the money to buy better training shoes as well as to pay the fees for competitions. In addition, he plans to sign up for workshops and courses that would help him in his personal and professional development as an athlete.

Muru trains three times a week and each session lasts three hours. Despite his rigorous training schedule, he manages to find time to study every day. What keeps him going is his passion for running. He believes that with passion, success will come naturally. He aspires to compete in the next Youth Olympics.

Dedication  
Mindset of Excellence  
Perseverance



Assessment

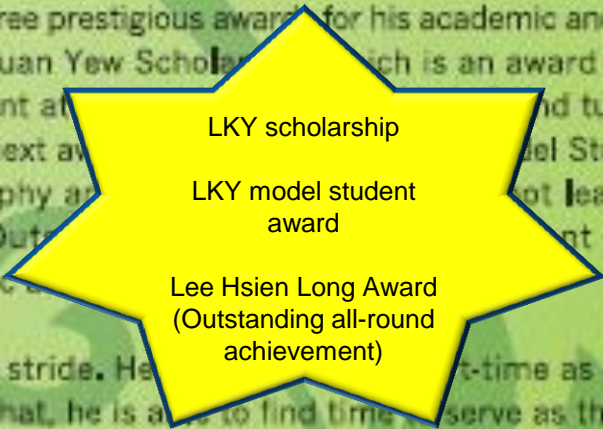




## Alvin Lee Yu Qing

Alvin Lee was as student at Woodlands Secondary School from 1999 to 2003. He is currently a Year 1 student at Singapore Polytechnic doing Computer Engineering. His ambition is to pursue a degree in Engineering.

In 2011, he bagged three prestigious awards for his academic and CCA achievements. The first is the Lee Kuan Yew Scholarship which is an award for outstanding ITE academic achievement and tuition fees is waived for three years. The next award is the Lee Hsien Long Award (2011) which includes a trophy and a cash prize of \$1000. The last award is the Lee Hsien Long Award for Outstanding Academic Achievement (2011) which for outstanding academic achievement.



Alvin's road to success was a bumpy ride but he took it in his stride. He worked part-time as a driver for a house moving company to supplement his family's income. Despite that, he is able to find time to serve as the President of ITE's billiard club as well as organised and competed in the National Youth Games with other countries. He has also served the community in various projects and the most noteworthy of these is his weekly visits to Bright Hill Evergreen Home where he entertains the old and destitute.

The most influential people in his life are his father and his sister, who have both inspired him. In addition, he fondly remembers and is grateful to his teachers at Woodlands Secondary School, such as Mr Lim Kian Beng and Mr Tan Teck Chin (a former Woodlands Sec teacher) who had shown passion and patience teaching and moulding him.

Alvin shows intense concentration, persistence and focus in everything he does, be it in school, in class or at community work. His dream is to start his own IT company and he strongly believes with motivation and determination, nothing is impossible.

Lastly, his life motto is : *Always be happy for life is short.*

Assessment

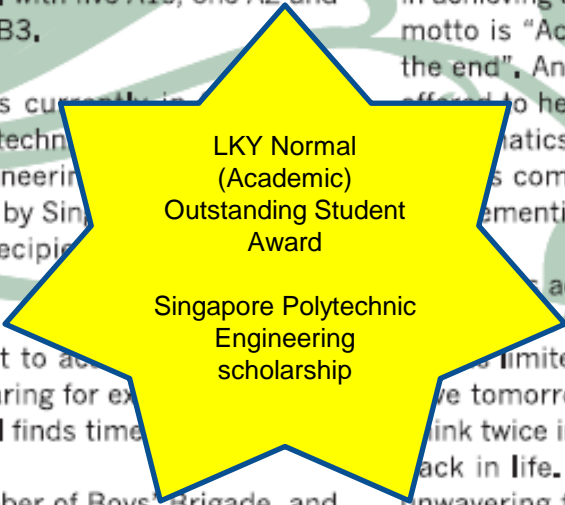


## Chong Tian En



Chong Tian En was a student in Woodlands Secondary School from 2008 to 2010. This year he was awarded the Lee Kuan Yew Normal (Academic) Outstanding Student Award for his achievements in the 'O' Level with five A1s, one A2 and one B3.

He is currently in Singapore Polytechnic studying in Electrical and Electronic Engineering and has an Engineering scholarship given by Singapore Polytechnic of which he is one of only 30 recipients among 1000 students.



LKY Normal (Academic) Outstanding Student Award

Singapore Polytechnic Engineering scholarship

According to Tian En, his secret to academic success is "studying consistently and preparing for exams 3-6 months ahead". However, he still finds time to participate in CCA.

In school, he was an active member of Boys' Brigade, and attained the rank of Staff Sergeant. His active participation in CCA has not stopped since. Currently, he is in the Infocom Club at the Singapore Polytechnic and he hopes to take the helm as President in time to come.

He attributes his academic success to his passion of becoming an engineer. His dream to explore new sources of renewable energy is fuelled by an interest in quantum physics from a very young age- as far back as 10 years old. He has also been deeply inspired by successful

individuals such as Bill Gates, Albert Einstein, Nobel and Steve Jobs. Their life stories, which have touched many lives, serve as motivation for Tian En to succeed in life.



Although his achievements may seem like a smooth ride to many, all was not a bed of roses when he arrived from Malaysia and entered Woodlands Secondary School in secondary three. He struggled with English and sought help from a Boys' Brigade affiliated church - Adam Road Presbyterian Church which gives free tuition to BB boys. He emphasizes the importance of education and perseverance in achieving academic success. To this, he adds that his life motto is "Achieve whatever I can and return to society in the end". And these are not empty words, for Tian En has offered to help our current batch of students in Additional Mathematics and he is also currently giving IT assistance, such as computer repairs, to underprivileged students at the Community Student Service Centre.

His advice to our students – Act now to pursue your dreams. You have the right attitude in whatever you do. Our future is not limited. We might not know whether we will still be here tomorrow. Live everyday like your last day on earth. Think twice in every decision you make. There is no turning back in life. Most importantly, follow your instincts with unwavering faith. Daring to achieve and develop love and passion in things that we do are what make a successful person. One can never have enough of skills and knowledge. Therefore, embrace lifelong learning and keep upgrading yourself to stay relevant. Last but not least, it is never too late to act now.

Mindset of Excellence  
Dedication  
Caring  
Loyalty

Assessment







Singapore Polytechnic  
scholarship  
(academic  
excellence and  
leadership)



## Ho Jun Lin

Ho Jun Lin was a student of Woodlands Secondary School from 2006 - 2010. He was recently awarded a Singapore Polytechnic scholarship, based on his excellent academic results (GCE 'O' levels raw score of 12 and below) and outstanding CCA records as well as strong leadership and exemplary character. He is currently pursuing a diploma in Digital Animation.



He was in the Normal(Academic) Stream when he was in primary school at Woodlands Secondary. With determination, he progressed steadily and eventually became the top scorer in the school for the 2009 'N' levels examination.

He was an active member of the Student Council Executive Committee and his strong leadership led him to become the Deputy Sergeant Major in the Boys' Brigade. He believes his involvement in Boys' Brigade shaped him to become the leader he is today.

So what is his success secret? Jun Lin believes in effective time management. In addition, he says "give your best in everything you do, and make do with whatever you have".

Values that are important to him include responsibility and discipline which stamp everything he does. When faced with challenges, he remains optimistic. He believes that "If you do your best, God will do the rest".

Dedication  
Mindset of Excellence  
Loyalty



Assessment



## **2012 Course Medalist of Nitec in Space Design (Interior & Exhibition)**

Miss Nurul Nazura Bte Nazran of Sec 4C / 2009 was recognized by ITE Central as the best performer in her Nitec course.

She was commended for her consistency in producing quality work throughout her course.

Mindset of Excellence  
Dedication



**HAFIZAH BTE RAHMAT**  
Diploma in Sports and Exercise Sciences  
United BMEC Scholarship, Merit Award



**HOR JIN HUI**  
Diploma in Biomedical Sciences  
Pesi B Davar Memorial Scholarship, 2 Module Awards, Merit Award

Mindset of  
Excellence

# 2012 Republic Polytechnic Scholarship Awardees

Assessment



# He was caught breaking in & stealing CashCard

REPORT: GERALDINE YEO  
geryeo@sph.com.sg

FOR about a year, he skipped school as he found it a bore.

Instead of studying, he whiled his time away at void decks, chatting with his friends who had also played truant.

Once, he even broke into a house and stole a CashCard from a car. He was caught by the police and sent to a boys' home.

That was the wake-up call for Tan Yuen He, 16.

At the boys' home, Yuen He decided to turn his life around.

Yesterday, the Woodlands Secondary School Normal (Technical) student emerged third best scorer in his school with four distinctions and two Bs for his N levels.

That qualifies him for the Institute of Technical Education (ITE).

An amazing turnaround, considering that just one year ago, Yuen He passed only one out of six subjects in his Sec 3 final-year exams.

The soft-spoken boy recalled with a laugh: "At the start of Sec3, I did not like to go to school as I found the teachers very naggy.

"It was definitely not worth waking up so early for."

Soon, he started playing truant and would chat with friends at void decks till the wee hours.

When morning approached, he would be too tired to get out of bed for school.

His grandparents, with whom he lives as his parents are divorced, would urge him to attend his classes, but their words would fall on deaf ears.

*"At the start of Secondary 3, I did not like to go to school as I found the teachers very naggy. It was definitely not worth waking up so early for."*

— Tan Yuen He

Yuen He turned up for school only once or twice a week. Then the school principal said, "This student is a total turnaround." So the school principal said, "After school, he was suspended for two months. For that, the school suspended him for two months."

Turn around kid –  
third best scorer in  
N level exams – 4  
As, 2 Bs

## Got into more trouble

Still, he did not learn his lesson.

In September last year, just two days before his suspension was over, Yuan He got into trouble again – with the law, this time.

He said he was with a friend in the Bukit Timah area, and the latter was looking to steal CashCards from people's cars.

"We climbed the gate of a house, opened the car door which was unlocked, and stole the CashCard inside," he said.

But before they could escape, the police arrived.

Yuen He was then put into the care of voluntary welfare organisation Gracehaven.

He stayed in Gracehaven's boys' hostel for a year.

It was during his time there that he realised going to school gave him more freedom.

"It was better than staying in the hostel and being kept in the home all the time," he said.

"I started to enjoy going to school and interacting with my classmates."

He also recalled his father's words of advice.

"My dad said that I had to work hard or I would end up doing hard labour like him," he said.

Yuen He was released from Gracehaven just two days before the N level results were released.

Mr Ng Boon Chong, the school's Head of Department for Normal (Technical), said Yuen He was a "total turnaround".

"The school is proud of his achievement. He learnt to believe in himself and as a teacher. I was very happy to witness a total transformation in his attitude," said Mr Ng.

Mr Ng taught Yuen He design and technology and computer applications.

Yuen He's father, Mr Tan Sze Yian, said he was shocked when Yuen He told him about his results.

Mr Tan, 32, an events coordinator, said: "I really didn't expect it as he was faring only moderately in school.

"He used to be a troublesome boy, mixing with the wrong company.

"But he also promised six months ago that he would try his best."



Assessment





# School Vision

“Weave. Dream. Lead”

“**W**eave quality teaching, learning and values”

“**D**ream the best”

“**L**ead to inspire”



Woodlands Secondary School



Thank You