Yuan Ching Secondary School

PARENT ENGAGEMENT SESSION

Secondary 2



Yuan Ching Secondary School

Our School Mission
Enriching Minds, Unleashing Potential, Impacting Lives

Our School Vision
Every Individual a Thinker, an Achiever, a Concerned Citizen

Our School Values
IExCEL: Integrity, Excellence, Compassion, Enterprise, Loyalty

Our School Motto
Efforts Today, Rewards Tomorrow

Yuan Ching Secondary School

2027 Secondary 3 Subject Options Briefing to Parents

YUAN CHING SECONDARY SCHOOL

Efforts today, Rewards tomorrow.



Outline

1. Considerations, Policies and Guidelines

2. Subject Combinations for 2027

3. Subject Allocation Process & Timeline



Key considerations when choosing subjects

1. Interests and Strengths
2. Aspiration



Post Secondary Pathways

English is important for the calculation of aggregate scores.

From 2028, more post-secondary options will be available.

Students taking at least	POST-SEC PATHWAYS							
	3-Year Higher Nitec	2-Year Higher Nitec	NAFA Foundation Programme (NFP)	Arts Institutions	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 subjects + 1 G2 subject	✓	✓	NEW ✓	NEW ✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓		✓			
4 G1 subjects	✓	NEW* ✓						

*Students who offer 4 G1 subjects will join Year 1 of Higher Nitec, and may be offered the accelerated pathway if they meet academic requirements during their Year 1 Semester 1 examinations. This pathway will allow them to attain a Higher Nitec in a shorter duration of about two years.



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Key considerations when choosing subjects

1. Interests and Strengths:
   Choose the subjects that best suits the student, based on **strengths**, learning style, **interests** and readiness level





Key considerations when choosing subjects

2. Aspiration:

   Each subject combination offers a wide range of options, allowing students to **develop their strengths** and **access various pathways**.

   It is important for students to have **awareness of their aspirations** and choose subjects that are **aligned**.





Policies and Guidelines

1. Allocation of subjects is based on **merit**, **resources available** and **teachers' recommendations**.

2. To ensure efficient and justifiable resource allocation, elective subjects require a **minimum class size of 15 students**.

3. School will make the **final decisions** on the subject combination allocation.



2027 Secondary 3 G1 Subject Options

Students offering
mostly G1 subjects



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Students offering mostly G1 subjects

Subjects 1-4 and 6 can be offered at G1 or G2 (MDL)

1. English Language
2. Mother Tongue Language
3. Mathematics
4. Science
5. G1 Computing
6. Humanities (non-examinable at G1)



Students offering mostly G1 subjects

Students may offer subjects at MDL level (at G2 level) based on the **criteria listed**.

All G2 subjects are examinable.

B. More Demanding Level (MDL) Subjects:
Subjects at **G2** level will be offered to students who meet the following criteria at Secondary 2.

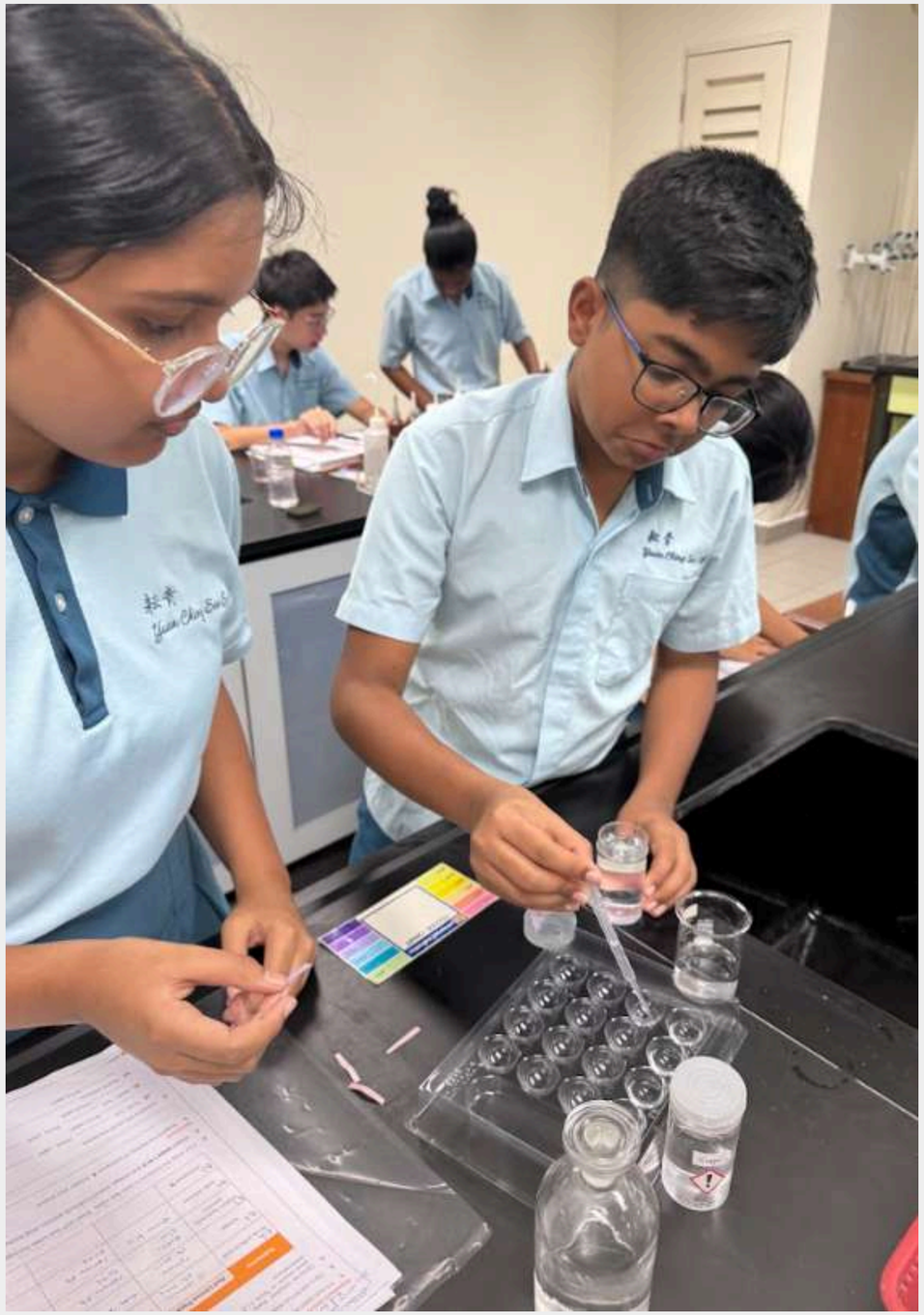
	Subject(s)	Criteria
Existing MDL students	• English Language • Mother Tongue Language • Mathematics • Science (Physics/Chemistry) • Humanities (Social Studies/Geography **OR** Social Studies/History)	Pass the MDL subject
Non-MDL students	• English Language • Mother Tongue Language • Mathematics • Science (Physics/Chemistry)	1. Achieve at least **75%** in the specific subject overall result at G1 level; 2. Deemed able to cope with the subject at a higher level.
Non-MDL students	• Humanities (Social Studies /Geography **OR** Social Studies/History)	1. Achieve at least **75%** in overall G1 English Language (or at least 50% overall in G2 English Language); 2. A Pass with Distinction grade for both G1 Humanities (Social Studies component) Performance Tasks in Semesters 1 and 2; 3. Deemed able to cope with the subject at a higher level.

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2027 Secondary 3 G2 Subject Options

Students offering
mostly G2 subjects



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Students offering mostly G2 subjects

Subjects 1-5 may be offered at G2 or G3 level (MDL)

1. English Language
2. Mother Tongue Language
3. Mathematics
4. Science (Physics/Chemistry **OR** Chemistry/ Biology)
5. Humanities (Social Studies/Geography **OR** Social Studies/History)
6. Principles of Accounts (POA) **OR** Design & Technology (D&T) **OR** Nutrition and Food Science (NFS) **OR** ART



Students offering mostly G2 subjects

Students may offer subjects at MDL level (at G3 level) based on the **criteria listed**.

	Subject(s)	Criteria
Existing MDL students	• English Language • Mother Tongue Language • Mathematics • Science (Physics/Chemistry **OR** Chemistry/Biology) • Humanities (Social Studies/Geography **OR** Social Studies /History)	Pass the MDL subject
Non-MDL students	• English Language • Mother Tongue Language • Mathematics • Science (Physics/Chemistry) • Humanities (Social Studies/Geography **OR** Social Studies /History)	1. Achieve at least 75% in the specific subject overall result at G2 level; 2. Deemed able to cope with the subject at a higher level.

Subject	Pre-requisites (based on Secondary 2 results)	Skills/Foundation Preferred
Design & Technology / Nutrition and Food Science /	Placement to G3: At least 70% in D&T/FCE overall results	Demonstrates curiosity and self-motivation to explore subjects deeply, along with perseverance in completing and refining performance tasks. Able to research and explore problems independently, generating and developing ideas with creativity and consideration. Demonstrates strong decision-making and reflective thinking to resolve and complete their assigned work.
Principles of Accounts	At least 50% in English and Mathematics overall results	Able to apply good use of English and Mathematical skills with neat presentation of numerical data.



2026 Secondary 3 G3 Subject Options

Students offering
mostly G3 subjects



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Students offering mostly G3 subjects

Students in Upper Secondary offering mostly G3 subjects will take **up to 7 subjects**.

Compulsory subjects are as follows:

1. English Language
2. Mother Tongue Language
3. Mathematics
4. Science
5. Humanities

Subject combinations offered in 2027 will be released at a later date.



Full List of G3 Subjects Offered

1. English Language
2. Mother Tongue Language
3. Mathematics
4. Humanities (Social Studies/Geography **OR** Social Studies/History)
5. Science (Physics/Chemistry) **OR** Science (Chemistry/Biology)
6. Physics/ Chemistry/ Biology
7. Additional Mathematics
8. Literature in English/ Geography/ History
9. Principles of Accounts (POA) **OR** Design & Technology (D&T) **OR** Nutrition and Food Science (NFS) **OR** Art
10. Computing*

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Possible Subject Combinations

All subjects are offered at G3 level

Course Offering 1 (7 subjects)	Course Offering 2 (7 subjects)	Course Offering 3 (6 subjects)
1. English Language		
2. Mother Tongue Languages		
3. Mathematics		
4. Humanities (Social Studies/Geography **OR** Social Studies/History)		
5. Additional Mathematics	5. Additional Mathematics	5. Science (Physics/Chemistry) **OR** Science (Chemistry/Biology)
6. Chemistry	6. Physics **OR** Biology **OR** Computing **OR** English Literature **OR** Geography **OR** History	6. Principles of Accounts **OR** Computing **OR** English Literature **OR** Design & Technology **OR** Nutrition and Food Science **OR** Art **OR** Additional Mathematics
7. Physics **OR** Biology	7. Science (Physics/Chemistry) **OR** Science (Chemistry/Biology)	

Students offering mostly G3 subjects

Students may offer ***specific*** subjects at G3 level based on the **criteria listed**.

Choice of Subject / Subject Combination	Pre-requisites (based on Secondary 2 results)	Skills/Foundation Preferred
Design & Technology / Nutrition and Food Science	At least 70% in D&T/FCE overall results	Demonstrates curiosity and self-motivation to explore subjects deeply, along with perseverance in completing and refining performance tasks. Able to research and explore problems independently, generating and developing ideas with creativity and consideration. Demonstrates strong decision-making and reflective thinking to resolve and complete their assigned work.
English Literature	At least 60% in English overall results	Able to apply good use of English to analyse and appreciate literary texts from the genres of prose, poetry and drama.
Principles of Accounts	At least 50% in English and Mathematics overall results	Able to apply good use of English and Mathematics with neat presentation of numerical data.
Double Pure Sciences 1. Chemistry + Physics **OR** 2. Chemistry + Biology	At least 70% in Science overall results and at least 70% in Mathematics overall results	Able to think critically, locate and assess reliable information to carry out scientific investigations, coupled with the use of logical thinking and Mathematics skills.
1 Pure Science with 1 Science 1. Pure Physics and Science (Chemistry / Biology) **OR** 2. Pure Biology and Science (Physics/Chemistry)	At least 70% in Science overall results and at least 70% in Mathematics overall results	Able to think critically, locate and assess reliable information to carry out scientific investigations, coupled with the use of logical thinking and Mathematics skills.

Students offering mostly G3 subjects

Point to note:

- Students attend G3 Computing lessons at **Clementi Town Secondary School** once a week.
- Selection is done by MOE. Selection outcome will be made known to the applicants in Oct.

Choice of Subject / Subject Combination	Pre-requisites (based on Secondary 2 results)	Skills/Foundation Preferred
Additional Mathematics	At least 60% in Mathematics overall results	Able to display strong proficiency in algebraic manipulation with important mathematical processes such as reasoning, communication and application (including the use of models).
Computing (Centre-based)	1. At least 65% for Secondary 1 G3 overall Mathematics result 2. At least 60% for Secondary 2 G3 overall Mathematics result 3. Recommended by school. 4. Provide a personal statement of not more than 200 words to share about their interest to offer G3 Computing.	Able to think critically to identify possible solutions and analyse them to problem solve, coupled with the use of logical thinking and Mathematics skills. Displayed passion, interest or background in Computing (observed through CCA, ALP Tier 1 or 2)

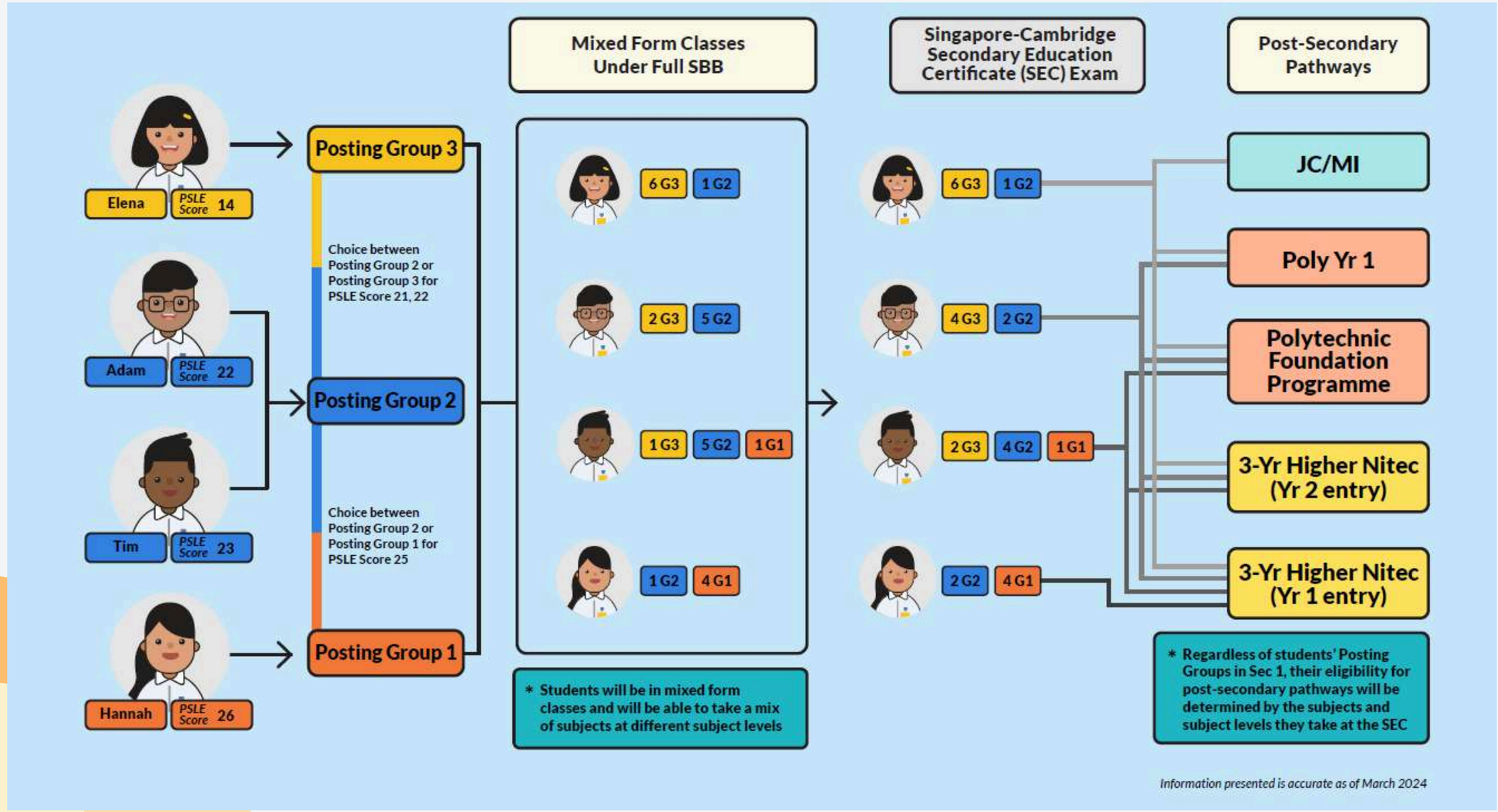


Subject Allocation Timeline

Period	Activity
Late May	Students' subject interest survey
September	Subject Combination Details and dates of Subject Combination Exercise to be released to students and parents
October	Students submit options
End Oct/Early Nov	Release of subject allocation results



Overview of Post-Secondary Pathways under Full SBB





Admission Criteria for IHLs

- The following different admission criteria for the different IHLs will be shared in detail through PG.
  - JC/MI
  - Polytechnic Yr 1
  - PFP
  - ITE Yr 1
  - ITE Yr 2

*The different pathways will help with the informed decision for **awareness of their aspirations** and choose subjects that are **aligned**.*



Making an Informed Decision
Subject-Specific Expectations



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Science

Mostly G3 Subjs	Pure Science (P/C/B)	Combined Science (P/C) or (C/B)
Workload and Rigour	**Each** science (Physics/ Chemistry/ Biology) is **a standalone subject.** Covers more **complex topics**	**Two** sciences count towards **one subject grade**. Content is **less rigorous** than Pure Science
Post Secondary Pathways	Usually *recommended* for **H2 Sciences in JC**	Requires a very good grade (A1/A2) to take H2 Sciences in JC

	Science Subjs Offered
Mostly G2 Subjs	Science (**Physics**/ Chemistry) or Science (Chemistry/ **Biology**)
Mostly G1 Subjs	Upper Secondary G1 Science



Mathematics

	Elementary Mathematics	Additional Mathematics (offered at G3 Level)
Topic Coverage and Scope	• **Mandatory** • Builds **essential mathematical concepts, skills and processes,** develops **critical thinking skills** which valuable across all subjects.	• **Optional** • Delves into **abstract, complex** Mathematical concepts/ topics such as Logarithms, Calculus, and Trigonometry identities, which are required for further studies in science and engineering courses.
Rigour	Develops **practical competency** and confidence in Mathematics needed for problem solving including • making sense of problems • selecting and applying strategies • monitoring and evaluating solutions Content is **less rigorous** than A Math.	• Explore advanced mathematical concepts, build **in-depth** analytical, logical thinking and reasoning skills to address **complex problems** • Require strong foundation the Mathematics, especially Algebra • Recommended for students intending to take **H2 Math in JC**



Mathematics

Pathway	Mathematics Requirement	Additional Notes
Core, Mandatory component in calculating raw aggregate scores for post-secondary pathways		
Junior College (JC)/ Millennia Institute (MI)	Minimum D7 in G3 Math/ G3 Additional Math	With L1R4 gross aggregate score must not exceed -16 for JC admission -20 for MI admission (starting from 2028 PSE)
Polytechnic Foundation Programme (PFP)	Minimum Grade 3 or better in G2 Math	With ELMAB3 aggregate of 12 points or lower
Institute of Technical Education (ITE)	Pass in Math	A pass in Math qualify for more ITE courses

For more information: https://www.moe.gov.sg/post-secondary/admissions/pse



Humanities & Principles of Accounts

What do you think your children will need most in the future?

As we prepare our children for the future, what kind of society do we hope they build?

MOE to raise spending to $556m over next five years to boost social science and humanities research

Sign up now: Get tips on how to help your child succeed



Education Minister Desmond Lee speaking at the launch of the 2026 Social Science and Humanities Ideas Festival, held at SMU on Feb 26.

Source: The Straits Times

Humanities & Principles of Accounts

Offered at G3 Level	**COMPULSORY** **Combined Humanities (SS/Geog) or (SS/Hist)**	***NEW*** **Pure Geography/ Pure History**
Workload and Rigour	Two humanities count towards **one subject grade**. Covers less content as compared to Pure Humanities.	**Each** humanities **a standalone subject.** **Covers more content** as compared to Combined Humanities.

Note that students **CANNOT** take the same subject at different levels.
E.g. If you choose to take Pure Geography, then your combined humanities will be SS/Hist.

Offered at G2 Level	Combined Humanities (SS/Geog) Combined Humanities (SS/ Hist)
Offered at G1 Level	Upper Secondary G1 SS + 1 HEM (Geog/Hist/ Lit)



Humanities & Principles of Accounts

	SOCIAL STUDIES	GEOGRAPHY	HISTORY
Some Topics	• Exploring Citizenship & Governance • Living in a Diverse Society • Being Part of a Globalised World	• Geography in Everyday Life • Climate Cluster	• Rise of Authoritarian Regimes • The Cold War
Question Type	Source-based Questions Structured Response Questions	Structured Questions Essay Questions	Source-based Questions Structured Response Questions



Humanities & Principles of Accounts

Principles of Accounts is a practical subject that teaches you the "language of business“.	
Offered at G3 Level	• Allows students to develop the knowledge and skills to prepare, communicate and use accounting information for decision-making • G3 requires stronger analytical thinking, while G2 focuses more on building a solid understanding of the fundamentals.
Offered at G2 Level	

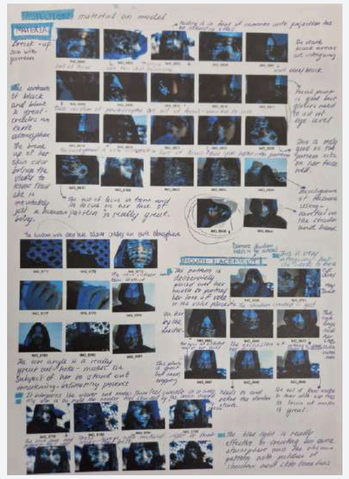


Craft and Technology (CT Department)

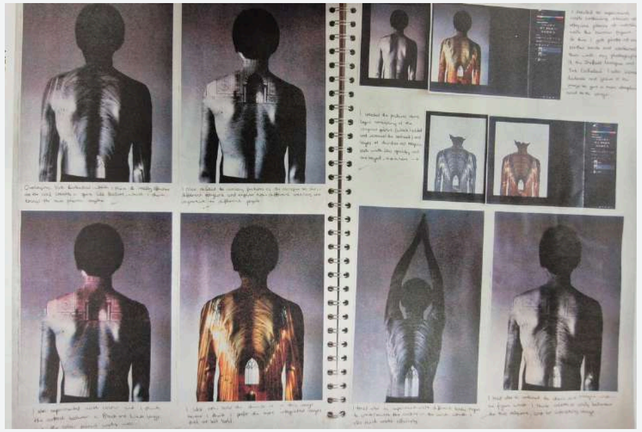
- Subjects under CT – Art, Design and Technology (DT), Nutrition and Food Science (NFS)
- National Exam – **Coursework (Paper 2)** + Written Paper (Paper 1)

	ART	DT	NFS
Weightage	Coursework – 50% Theory- 50%	Coursework – 60% Theory- 40%	Coursework – 60% Theory- 40%
Coursework components	<u>Portfolio / Journal</u> • Selection of Visual materials (at least 3 Art forms and media) • Commentary on the art form showcased in above	<u>Design Project</u> • Design Journal • Presentation board • Prototype	<u>Coursework Report</u> • Research • Decision making • Investigation (Prepare dish) • Planning • Execution (Prepare dish) • Evaluation
Theory Component	1. Visual Analysis / Discussion 2. Exploratory Sketching	1. Design Question 2. Technology Questions – Electronics, Structure and Mechanisms	1. Nutrient and Health 2. Food Literacy (diet and meal planning etc) 3. Food Science (science of food preparation, reaction in food when cooking)

Examples of Students Work (ART)







My love of manga has focused my attention to all things manga and anime. I hope to be a manga artist or anime artist. I am crazy about manga! In my research, I have looked at Jujutsu Kaisen characters, Genshin Impact and Juju Brawl characters. I love reading manga and also watching Anime and the stories, mood and characters, and clothes and technology can make me very happy and sad. I can be lost in the manga world and be ok. Manga has helped me understand perspective, layering, light and contrast, different pov and colours! I even developed my own manga character with my signature colour palette. My earliest drawings were ok but stiff and I almost appear to be covering my own eyes at how shy or bad I was. But within the year, my jelly fish inspired character of myself is more confident now and the final artwork I want to highlight is my challenge to create a face but explain through colour the concept of stress and migraines. This design work of swirling colours like a mixing bowl of colours is my challenge now, and how to unswirl the colours to bring the face back but looking slightly different. I will do it in painting first then maybe try using photography or video before using a computer and maybe AI with prompts to see the effects that is revealed.

Colours is very important to me. And in manga I discovered how the heavy saturation, tone and hue or absence of, creates contrast and really can bring focus. The use of colours and how colours can transform was learn in Secondary 1 and my artwork test my understanding of colour theory. That lesson, Matisse and the Fauves was so wonderful! I really was shocked at how colours popped in the work. The use of colour by Matisse and the shapes and forms can be connected to Manga too because of the energy. So in Secondary 3, i did another painting of Henri Matisse, Open Window, 1905, Oil Paint. It was better because I had more ideas now than in Sec 1.

In my selection of visual materials I have tried poster design, photography and photo editing, game card design, desktop publishing designs and also painting. I have chosen these for my Portfolio because they represent who I am and my challenge now is how to use colours to communicate emotions or mental states..

In all my works, the vibrant colours influenced by manga, anime and the Fauvist artists who inspire me. I am still learning and about colour mixing and new techniques but also want to try AI because the creations can be amazing! I am learning that its not just the character or subject matter but the small details, like background, contrast, muted colours or patterns that make everything sing, whisper or shout. They all play a part like how layout and text and colours and lines all impact our senses.

494 words



Selection of Visual Materials

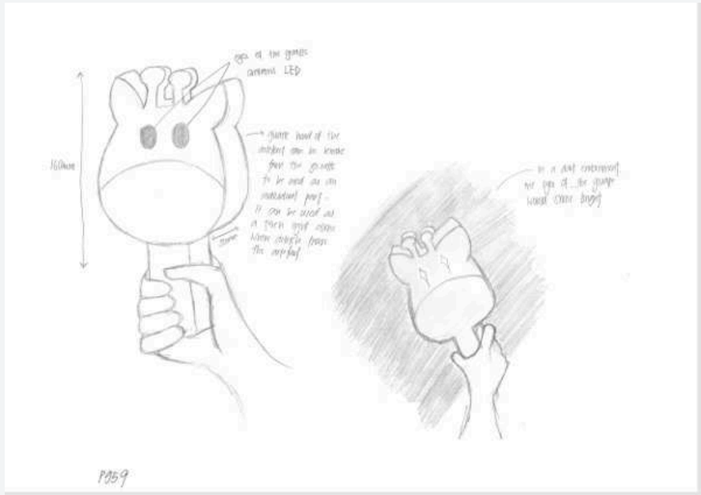
Commentary

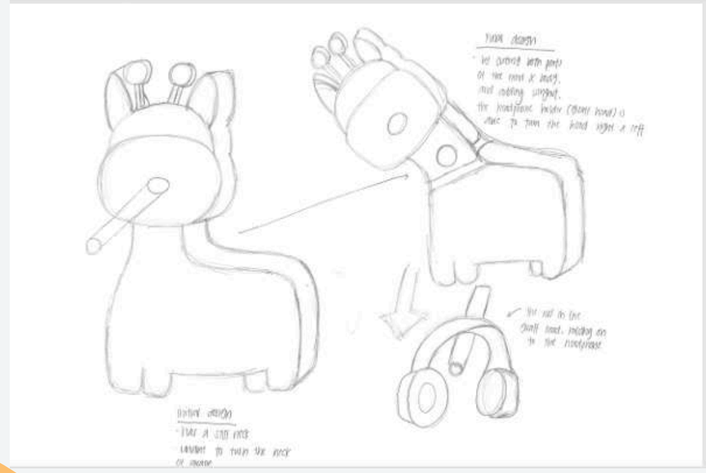
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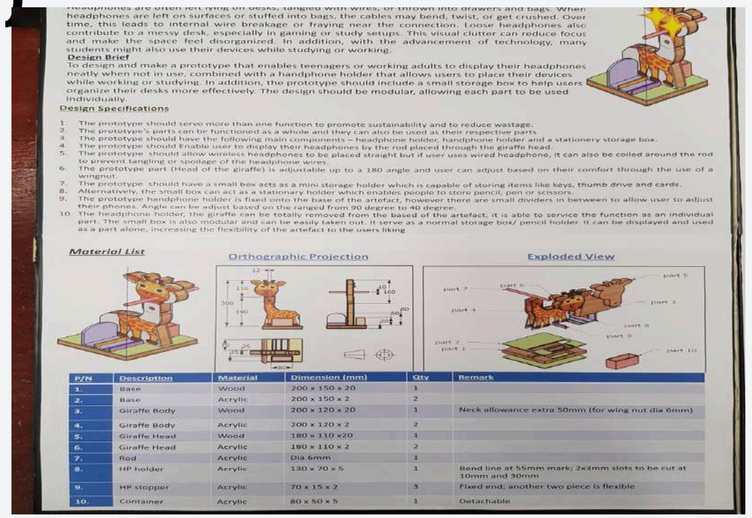


Examples of Students Work (DT)





Design Journal



Headphones are often left lying on desks, tangled with wires, or thrown into drawers and bags. When headphones are left on surfaces or stuffed into bags, the cables may bend, twist, or get crushed. Over time, this leads to internal wire breakage or fraying near the connection. Loose headphones also contribute to a messy desk, especially in gaming or study setups. This visual clutter can reduce focus and make the space feel disorganized. In addition, with the advancement of technology, many students might also use their devices while studying or working.

Design Brief

To design and make a prototype that enables teenagers or working adults to display their headphones neatly when not in use, combined with a handphone holder that allows users to place their devices while working or studying. In addition, the prototype should include a small storage box to help users organize their desks more effectively. The design should be modular, allowing each part to be used individually.

Design Specifications

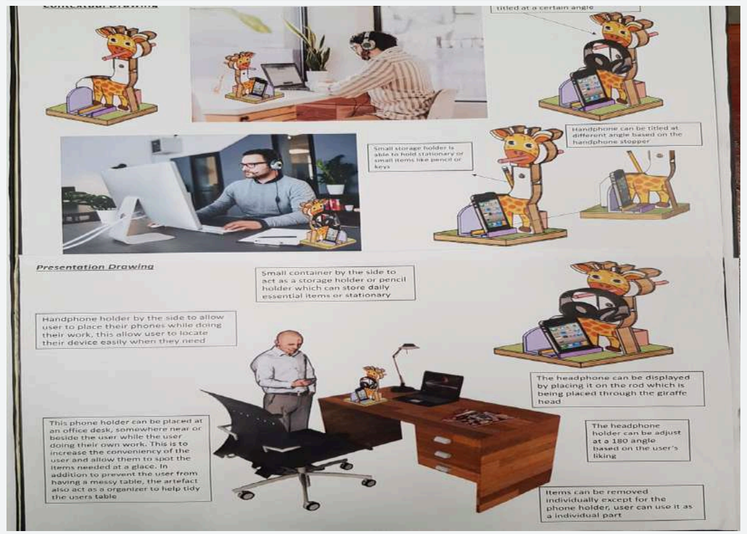
1. The prototype should serve more than one function to promote sustainability and to reduce wastage.
2. The prototype's parts can be functioned as a whole and they can also be used as their respective parts.
3. The prototype should have the following main components – headphone holder, handphone holder and a stationery storage box.
4. The prototype should Enable user to display their headphones by the rod placed through the giraffe head.
5. The prototype should allow wireless headphones to be placed straight but if user uses wired headphone, it can also be coiled around the rod to prevent tangling or spoilage of the headphone wires.
6. The prototype part (Head of the giraffe) is adjustable up to a 180 angle and user can adjust based on their comfort through the use of a wingnut.
7. The prototype should have a small box acts as a mini storage holder which is capable of storing items like keys, thumb drive and cards.
8. Alternatively, the small box can act as a stationary holder which enables people to store pencil, pen or scissors.
9. The prototype handphone holder is fixed onto the base of the artefact, however there are small dividers in between to allow user to adjust their phones. Angle can be adjust based on the ranged from 90 degree to 40 degree.
10. The headphone holder, the giraffe can be totally removed from the based of the artefact, it is able to service the function as an individual part. The small box is also modular and can be easily taken out. It serve as a normal storage box/ pencil holder. It can be displayed and used as a part alone, increasing the flexibility of the artefact to the users liking

Material List

Orthographic Projection

Exploded View

P/N	Description	Material	Dimension (mm)	Qty	Remark
1.	Base	Wood	200 x 150 x 20	1	
2.	Base	Acrylic	200 x 150 x 2	2	
3.	Giraffe Body	Wood	200 x 120 x 20	1	Neck allowance extra 50mm (for wing nut dia 6mm)
4.	Giraffe Body	Acrylic	200 x 120 x 2	2	
5.	Giraffe Head	Wood	180 x 110 x20	1	
6.	Giraffe Head	Acrylic	180 x 110 x 2	2	
7.	Rod	Acrylic	Dia 6mm	1	
8.	HP holder	Acrylic	130 x 70 x 5	1	Bend line at 55mm mark; 2x4mm slots to be cut at 10mm and 30mm
9.	HP stopper	Acrylic	70 x 15 x 2	3	Fixed end; another two piece is flexible
10.	Container	Acrylic	80 x 50 x 5	1	Detachable



Presentation Board



Prototype

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Example of Student Work (NFS)

Plan and prepare a range of interesting and reduced fat dishes that would appeal to teenagers.

Examples of interesting dishes that will appeal to teenagers:

1.mac and cheese

Mac and cheese can be an interesting dish through different ways. For example, teenagers can experiment with the different types of cheese in the mac and cheese as different cheeses have different tastes and there is a large variety for them to try out. They can also try adding many different ingredients from processed foods such as hot dogs or crabsticks to vegetables such as tomato and corn. Even a simple thing like a fried egg can be added on top, hence making the dish more interesting.

Dish	Dish name	Skillset	Key factor
1	Sponge cake	SS2: whisking	different amounts of eggs range of interesting and reduced fat dishes
2	Mac & cheese	SS3: sauce making	range of interesting and reduced fat dishes appeal to teenagers
3	beef burger	SS1: cutting, shaping	range of interesting and reduced fat dishes appeal to teenagers

Planning

Basic recipe	
Ingredients	Equipment
Batter 50 g plain flour ½ teaspoon baking powder 60 ml cup milk ½ egg, beaten ½ tbsp of castor sugar 1 tbsp oil	1 mixing bowl 1 measuring cup 1 tablespoon 1 teaspoon 1 fork 1 frying pan 1 frying slice

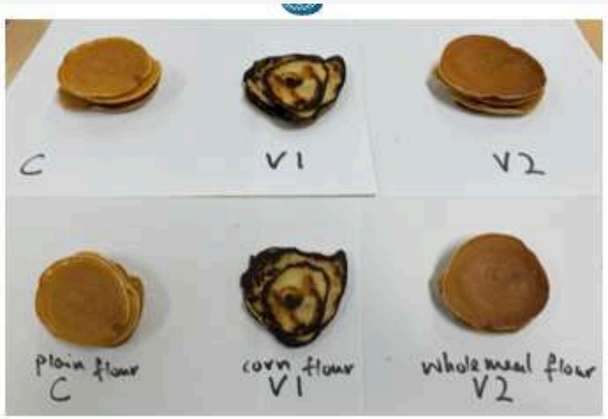
Steps

1. Sift plain flour into a mixing bowl.
2. Make a well in the center.
3. Collect milk, oil and sugar in a bowl. Mix well.
4. Add beaten eggs and half of the milk mixture and whisk well.
5. Pour in the remaining milk mixture and whisk until the mixture is smooth and runny.
6. Put into a measuring jug.
7. Heat and grease the frying pan.
8. Pour sufficient batter and tilt the frying pan.
9. Use palette knife for loosening sides and bottom. Flip over the pancake to cook on the other side.

0815-0830 (15mins)	Sponge cake Wanton	• While the sponge cakes are baking, use a cook's knife and the green chopping board to diced a piece of strawberry for garnishing • After dicing the strawberry, start washing up the necessary equipments (metal spoon, green chopping board) • Dice the shitake mushroom into fine pieces • Place a greaseproof paper on the baking tray • Mix diced shitake mushroom with 50g of minced chicken together in a mixing bowl and add ½ tsp corn flour. • At 0830, use a oven glove to take out the sponge cakes and place them on a cooling rack to allow it to cool down

Execution





Appearance

Control (Plain flour): The smooth surface of the plain flour pancake results from well-developed gluten networks and optimal starch gelatinization. The light golden-brown color develops through Maillard reactions between proteins and reducing sugars during cooking.

Variation 1 (corn flour): Corn flour pancakes' pale yellow color comes from natural carotenoid pigments, primarily xanthophyll. The very smooth surface results from the high proportion of fine starch granules, while the increased holes may be attributed to weaker structural integrity due to the absence of gluten. I will not choose this variation as it has a weak structure and may break easily.

Variation 2 (wholemeal flour): Wholemeal flour's darker color may be due to the natural pigmentation of bran and increased Maillard reaction activity due to higher mineral content. The rough surface texture is a direct result of bran particles disrupting the smooth protein-starch matrix. I will not choose this variation because of the rough surface texture and it may not appeal to the 'target group-elderly'.

Evaluation

Cupcake

Appearance: The cupcakes were golden brown in color and the surface of the cupcakes were rounded. The surface of the cupcakes was also quite smooth.

Taste: The cupcakes tasted quite sweet due to the vanilla essence bring added into the batter.

Texture: The cupcakes felt very crisp on the outside but slightly moist on the inside. The cupcakes were also

Be **supporters and facilitators** of our children's education and career journey by:

- Recognising that our **children are unique** and providing opportunities at home for them to **discover their strengths and interests**, and what they enjoy doing;
- Being **aware of the various education pathways** available and how they cater to the strengths and interest of our children;
- Guiding our children to **set targets** in working towards their goals and helping them **develop resilience** by encouraging them to see mistakes and failures as opportunities for growth.



Thank You

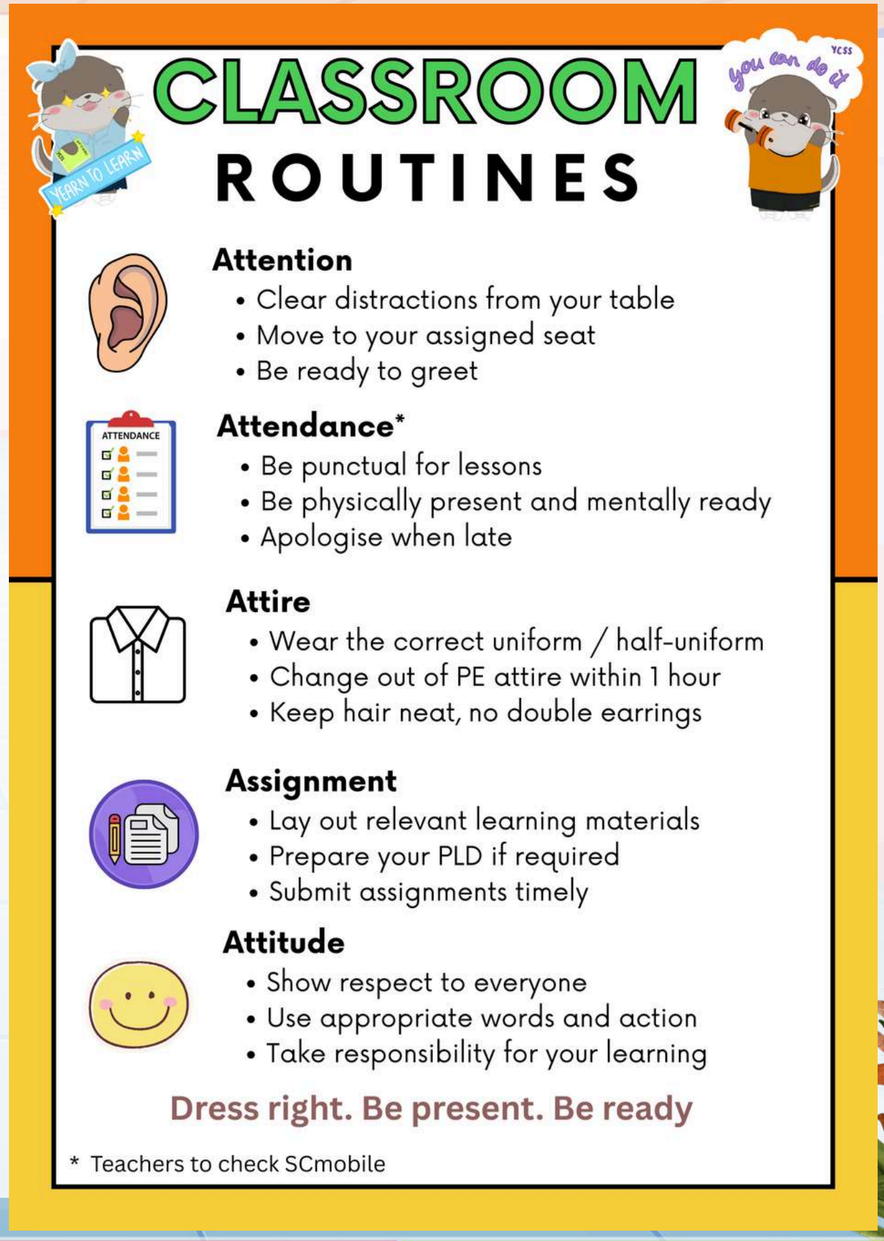
Slides have been uploaded onto the school website

5 AS OF DISCIPLINE

- Attendance
- Attire
- Attention
- Assignment
- Attitude

  (Be My Best)





Yuan Ching Secondary School

Our School Mission
Enriching Minds, Unleashing Potential, Impacting Lives

Our School Vision
Every Individual a Thinker, an Achiever, a Concerned Citizen

Our School Values
IExCEL: Integrity, Excellence, Compassion, Enterprise, Loyalty

Our School Motto
Efforts Today, Rewards Tomorrow

HANDPHONE POLICY

Tightened Guidelines for Use of Smartphones/smartwatches in Secondary Schools



- Phones are not to be used in school at **all times**, including during remedial lessons and CCAs.
- Keep phones switched off and out of sight.
- PLDs should only be used only for learning purposes.

BULLYING IN SCHOOL

- Serious Offence
  - Verbal/Social/ Cyber/Physical Bullying
- **Zero tolerance** for bullying in Yuan Ching
- Students as upstanders instead of bystanders





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