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Education @ Peicai
Foreword

This booklet is not meant to provide the most comprehensive, updated and detailed information about the school and what it does to provide a good educational experience for each student. The booklet’s aim is more modest:

- To articulate the school’s direction and purpose through clarifying its mission, vision, values and strategic direction
- To connect this direction and purpose with MOE’s commitment in developing the Desired Outcomes of Education
- To articulate the key student outcomes that we hope each Peicai student will achieve at the end of his/ her time in Peicai. What they achieve will be “proof” that the school has done its job
- To outline the 4 Key Long-term Strategies that will enable the school to achieve the key student outcomes

I hope you will view this booklet from the above perspective.

Having clarified the above caveat, however, do feel free to give feedback on how this booklet can be improved to meet your needs. It will always be a work in progress, and we hope that by articulating what we intend to do with and for the students, you will appreciate our commitment and intent to do our best for each and every child. And we also hope that you will, in turn, provide us your fullest support to ensure that we will be able to continue giving our best in the interest of the students.

Together, We Make the Difference
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A BIT OF HISTORY

Peicai Secondary School, which took over the facilities of the former Hwi Yoh Secondary School, was established in 1984 as a result of the amalgamation of Parry Secondary School and Hwi Yoh Secondary School.

The school name is formed from the Hanyu Pinyin names of its two 'mother' schools. Thus, 'Peicai' in Hanyu Pinyin stands for "The Nurture of Talents'.

The first Principal, Mr Tan Yong Hui, was responsible for the amalgamation of the schools. Since then, the school has had 6 principals. They are:

i. Mr Chong Heng Yeun - 1985 to Dec 1989
ii. Mrs Song Geok Hua - Dec 1989 to Dec 1994
iii. Mr Kwok Kah Kuoy - Dec 1994 to Dec 1999
iv. Mrs Feng Moh Cheng - Dec 1999 to Dec 2007
v. Mr Mohamed Razali - Dec 2007

The school moved from its old site at Serangoon North Avenue 1 to its premises at 10 Serangoon Avenue 4 in Dec 1998. It underwent PRIME from Dec 2007 to Nov 2009, with its holding site at 15 Serangoon North Avenue 1. It returned to its Serangoon Avenue site in Nov 2009.

After its formation, Peicai made its name as a pioneer in Pastoral Care as it lead in the creation of a comprehensive and effective pastoral care programme for the students. It was also one of the first schools to provide work attachment experiences for its students, and overseas learning journeys for the staff. Its partnership with the Rotary Club of Changi led to the formation of one of the first Interact Clubs in Singapore in 1988, and this relationship has continued to this day.

In the academic front, Peicai has a proven value-added track record. It was a value-added school from 1997 to 2005 and again in 2008, 2011, 2012 and 2013. More than 90% of the O level Express cohort and more than 60% of the SNA cohort in 2013 are eligible for the Polytechnics. Close to 30% of the 2013 Express cohort are also eligible for the JCs, while the 17% of the SNA who are similarly eligible is the highest percentage in the last 8 years.

Peicai has also a rich pedigree in CCA. It was a Hockey and Volleyball powerhouse in the 80s and 90s, and a Softball contender from 2005 onwards, capturing the B division Boys championship in 2008, and the B Girls runner-up position in 2010. In recent years, the Basketball teams have also done well, capturing top 4 positions in the Zone competitions. In 2013, both the Basketball and Volleyball teams qualified for the Nationals.

The achievements of its Uniformed Groups and Performing Arts have also been laudable. The St. John Ambulance Brigade notched a Silver award for its 2010 and 2012 Unit Proficiency Award, while the NPCC achieved the pinnacle Gold award for the 2011 and 2012 UOPA to add to the Silver it achieved in 2008. Our Guzheng Ensemble has achieved Gold and Distinction Awards for 3 consecutive SYFs (2009, 2011, 2013), while the Dance and Drama groups achieved the Silver and Accomplishment Awards in 2011 and 2013. In 2012, 2013 and 2014, the average CCA grade for a Peicai graduate was a B3, with almost half getting distinctions.

The school received the Character Development Award in 2008, which was revalidated in 2012.
Begin with the End in Mind...

**MOE’s Commitment**

The person who is schooled in the Singapore Education system embodies the Desired Outcomes of Education. He has a good sense of self-awareness, a sound moral compass, and the necessary skills and knowledge to take on challenges of the future. He is responsible to his family, community and nation. He appreciates the beauty of the world around him, possesses a healthy mind and body, and has a zest for life. In summary, he will have been nurtured to become a confident person, a self-directed learner, an active contributor and a concerned citizen, imbued with the right sets of values and social emotional competencies, and armed with the knowledge and skills (21st Century Competencies – 21CC) to thrive in a future driven by globalization and technological advancements.

The diagram below encapsulates all that MOE has tasked the schools to do to achieve the above outcomes. These outcomes establish a common purpose for educators, drive our policies and programmes, and allow us to determine how well our education system is doing.

**Confident Person**
- Strong sense of right and wrong
- Adaptable and resilient
- Knows himself
- Discerning in judgment
- Thinks independently & critically
- Communicates effectively

**Active Contributor**
- Able to work effectively in teams
- Exercises initiative
- Takes calculated risks
- Innovative
- Strives for excellence

**Self-directed Learner**
- Takes responsibility for his own learning
- Questions, reflects & perseveres in the pursuit of learning

**Concerned Citizen**
- Rooted to S’pore
- Strong civic consciousness
- Informed
- Active in bettering the lives of others around him

**21st Century Competencies**
- Core Values – R³ICH
  - Respect, Responsibility, Resilience, Integrity, Care, Harmony
- Social & Emotional Competencies
  - Core
  - Relationship Management
  - Critical and Inventive Thinking
  - Automation and Communication Skills
  - Civic Literacy, Global Awareness and Cross-Cultural Skills
At the end of the key stage of secondary school, students should demonstrate the following 8 desired outcomes of education:

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

Peicai’s commitment in achieving the Desired Outcomes of Education is encapsulated in:

|---------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|

Our Aim is for all Peicaians to demonstrate the following ATTRIBUTES in 2 Key Domains:

<table>
<thead>
<tr>
<th>Critical Mind</th>
<th>Compassionate Hearts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discernment – make informed judgments to differentiate right from wrong and truth from fallacies</td>
<td>Selflessness</td>
</tr>
<tr>
<td>Having an Inquiring Mind – ask questions to understand better</td>
<td>Demonstrating love for self and others</td>
</tr>
<tr>
<td>Analytical – identify root causes of problems and synthesise information</td>
<td>Having Empathy for others</td>
</tr>
<tr>
<td>Perceptive – putting ourselves in other people’s shoes and see issues from different perspectives</td>
<td>Being Kind and Forgiving</td>
</tr>
<tr>
<td>Objective – using data and rationale to balance emotions</td>
<td>Good Listening Skills</td>
</tr>
<tr>
<td></td>
<td>Desire to give back to the School and Society</td>
</tr>
<tr>
<td></td>
<td>Showing Care, Consideration and Thoughtfulness</td>
</tr>
</tbody>
</table>
KEY STUDENT OUTCOMES - 2 DOMAINS OF ATTRIBUTES; 3 DOMAINS OF ACHIEVEMENTS

How do we know we have arrived at our vision? We will know when our students graduate from Peicai and begin to lead purposeful lives. We will know when the students articulate and demonstrate the key attributes in the two vision domains of Critical Mind and Compassionate Heart. And we will also know because when the students leave Peicai, they will have indisputable proof that they have attained a large part of the 8 desired outcomes of a secondary school graduate.

What would constitute “indisputable proof” of a Peicaian graduate? A Peicaian would have attained Key Outcomes in 3 Domains of Achievements and Experience:

<table>
<thead>
<tr>
<th>Domain of the “Head”</th>
<th>Domain of the “Heart”</th>
<th>Domain of the “Hand” - Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progression to a post-secondary course of education</td>
<td>Demonstrated PRRIDE values and SE competencies as manifested in the Holistic Development Profile</td>
<td>Achieved a NAPFA Silver Award</td>
</tr>
<tr>
<td>▪ O levels L1B5/ L1B4 which is at least 2 points better than his cohort expectation</td>
<td>▪ Committed at least 60 hours in significant contributions to the community</td>
<td>Attained competency in two physical recreation activities</td>
</tr>
<tr>
<td>▪ N levels ELMAB3 which is at least 19 points</td>
<td>▪ Participated in an Internationalisation experience which enhances his/ her sense of belonging to Singapore</td>
<td>Achieved a CCA Grade of B3</td>
</tr>
<tr>
<td>▪ GCE NT level pass in EL or Maths for NT students</td>
<td>▪ Experience Character and Citizenship Education@Peicai</td>
<td>Organised a school-level event</td>
</tr>
<tr>
<td>Stretched their potential via the CLASS Learning Experience</td>
<td></td>
<td>Opportunities to appreciate Aesthetics experiences</td>
</tr>
</tbody>
</table>

How would developing the 2 Domains of Attributes of the School Vision lead to student attainment in the 3 Domains of Achievements and Experience?

An analytical and perceptive person will understand the need to achieve academically (*progression to a post-secondary education*) in order to flourish in the meritocracy which is Singapore. To achieve academically, he must have an inquiring mind to participate and benefit fully from the learning experiences in the school. Having benefitted from the learning process, he will be able to objectively discern the positive correlation between a healthy mind and body, and be willing to take steps to lead a healthy lifestyle (*NAPFA Silver, competencies in physical activities, CCA grade*).

A selfless person demonstrates love for self and others through making significant contributions to the community (*60 hours*). To show that he has developed empathy, care, consideration and thoughtfulness, he propagates these attributes through his participation in international experiences, his appreciation of the aesthetics and his demonstration of the SE competencies. Through his leadership experiences, he develops team attributes – listening skills and the ability to be kind and forgiving – which are manifested when he organizes events and gives back to the school and society.
2 KEY IDEAS, 3 APPROACHES, 3 STRATEGIC THRUSTS, 4 KEY LONG-TERM STRATEGIES

To achieve the Key Student Outcomes and develop the Attributes of the School Vision, 2 Key Ideas about School and Students must be propagated:

1. School experience must be a positive learning experience which grows students to become persons for others
2. When students leave the school, the key we give them must open as many doors as possible

To operationalise these 2 key ideas, we leverage on 3 Key Approaches to Make a Difference:

- Building Quality Relationships and Capacity in our People
- Improving and Communicating our Processes
- Leveraging on and Integrating across appropriate Platforms

These 3 Key Approaches in turn drive the 3 Strategic Thrusts of the School:

- Academic Excellence
  - Academic Accomplishments
  - Confident
  - Critical and Inventive Thinker
- Character Excellence
  - Competent in SE Domains
  - Demonstrate PRRIDE values
  - Rooted to Singapore
  - Able to work in teams
  - Persons for others
- Sense of Achievement
  - Quality Relationships
  - Respect and Rapport
  - Healthy Emotional Bank Account
- Sense of Belonging
  - Competent Excellence
  - Committed to continuous learning, innovation & school improvement
  - Culture which promotes well-being
- Staff Excellence
  - Rigorous Curriculum
  - Needs Based Pedagogy
  - Conducive Environment
  - Competent in holistic development

These 3 Strategic Thrusts interact in a virtuous cycle to provide direction and focus to the school programmes and together with the 3 Approaches are deployed via 4 Key Long-Term Strategies for Student Development:

<table>
<thead>
<tr>
<th>Provide Common School Experiences</th>
<th>Segment Needs, Differentiate Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engender common purpose</td>
<td>Meet Differentiated Needs</td>
</tr>
<tr>
<td>Enhance sense of belonging</td>
<td>Provide Appropriate Support</td>
</tr>
<tr>
<td>Inspire Giving Back</td>
<td>Reach out to Every Student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discover Strengths, Stretch Potential</th>
<th>Leverage and Integrate Processes and Platforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extend Learning</td>
<td>Clarify Purpose</td>
</tr>
<tr>
<td>Enrich Experience</td>
<td>Deploy Optimally</td>
</tr>
<tr>
<td>Inspire Excellence</td>
<td>Think Win-Win</td>
</tr>
</tbody>
</table>
During the 2013 MOE Workplan Seminar, Minister Heng Swee Keat unpacked the future of a Student-Centric Values-Driven Education where every student will be supported to build a broad and deep foundation for the journey of life and lifelong learning. There will be broad and inclusive opportunities for each student, giving each a broad and holistic education. Each child will be instilled with deep values and a deep commitment to Singapore and given a deep foundation in numeracy, literacy and 21st Century Competencies. Education will be about planting the seeds for lifelong learning, unleashing the human spirit, finding purpose and learning to live a good life.

Secondary Schools are when these foundations are consolidated, and where students are given opportunities to find and pursue their interests and strengths. One of the key drivers to enable these is the school’s Learning for Life Programme (LLP). In Peicai, our LLP is Becoming Persons for Others – Developing Leadership Through and For the Community. In a nutshell, the LLP seeks to achieve 2 objectives:

- Developing Personal Mastery through the explicit teaching of Leadership Knowledge, Skills and Values
- Leveraging on Community Relationships to become Persons for Others through values-in-action and community improvement projects

In Peicai, we believe that Personal Mastery is the manifestation of SEL competencies and values which make a positive difference to the community. A person’s internal values cannot be seen in isolation; it can only be viewed through one’s actions when one makes a positive impact in the community:

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**Transfer of Learning**

- **Personal Mastery (Self)**
  - Explicit Teaching of KSVs (3H CCE)
- **Community Relationships**
  - Project Mgt (VIA)
- **Selflessness (Others)**
  - Assessment for Learning
  - Student Affirmation
4 Key Long-Term Strategies for Student Development

1. Providing Common School Experiences

Common School Experiences achieves the following objectives:

- Ensures a basic but unique educational foundation for all Peicaian students
- Provides, common purpose, coherence and stability in student programmes as they progress from one year to the next
- Enhances students’ sense of belonging to the school
- Enables the community to demonstrate school values, nurture a culture of care and inspires giving back

Peicai provides common school experiences either via a whole-school approach or a level-approach. The following are some examples of whole-school common experiences:

a. Character and Citizenship Education@Peicai (CE@Peicai)

Since 2007, Peicai has developed a comprehensive Character Education curriculum encompassing the following components of student development – development of social-emotional competencies (SE competencies), inculcation of school values, educational and career guidance, sexuality education and cyberwellness and student leadership. Anticipating MOE’s focus on Character and Citizenship Education (CCE), CE@Peicai also began infusing the NE (National Education) framework in its curriculum in 2009. The curriculum is delivered through explicit lessons and assembly/level programmes within the curriculum (at least 2 hours a week), and infused in the core academic curriculum, co-curricular programmes and citizenship programmes. More details about CCE@Peicai are given in Annex A.

b. Student Leadership Development

The Student Leadership Vision of developing Visionary, Inspiring and Passionate (VIP) leaders is delivered through the 5Es developmental framework (Enable, Educate, Empowerment, Evaluation and Endorsement). While there are 4 levels of leadership to which students can aspire, all students experience Leadership@Peicai through explicit leadership lessons in the curriculum and through their participation in level common experiences (see next section). The 4 levels of leadership start at the class level - the basic level of membership and contributions in class committees (Level 1), and the next level of defined class leadership roles such as Chairman and Subject Leaders/Representatives (Level 2). Levels 3 and 4 are school-based roles – Student Councillors, Peer Support Leaders, CCAs and Sports Leaders (Level 3), and Executive Committees of the Student Council, PSL Board and the CCAs. In Peicai, we believe that there is a leader in every child, and we will give every child an opportunity to develop his/her leadership potential
c. Your Free Day (YFD)

Started in 2009, the objectives of YFD are as follows:

- To enable students to self-organise and take ownership of conducting an activity/programme that they like in order to develop their leadership skills in planning and organising
- Provide Opportunities for students to Practice Ownership and Responsibility

Each year, a day is set aside during post-examinations for each class to decide on the programme for the day. As part of developing their leadership and collaborative abilities, each class will form a planning committee to propose a programme for the class, draw up and administer a budget, and operationalize activities which may incorporate bonding activities, community involvement or learning. The planning elements are incorporated into the CCE@Peicai curriculum and the school supports by providing a limited budget for transport.

The following are some examples of common level-experiences:

a. Sec 1 Charity Fair

This was first mooted in 2009 as part of a student-leader initiated idea to promote Youth Day Appeal. Spearheaded by the Student Council who plan, organise and oversees the execution of the Fair, it gives the new Sec One students their first taste of a community involvement project which directly benefits the community – their own. Facilitated by their form teachers, the Student Leadership committee, and staff in the CE and NE committees, the Sec Ones create and manage stalls to raise funds for their needy peers. In 2009 and 2010, the Fair was part of the school’s Racial Harmony Day commemoration, while in 2011, it was incorporated into the Homecoming Carnival. It also involves key suppliers such as the canteen vendors who are roped in to provide support.

b. Sec 2 Leadership and Adventure Camp

Organised by the dedicated staff of the school, the camp aims to instil both collective and personal leadership amongst the students. Revamped and launched in 2011, the experiential approach through adventure education develops resilience and sense of belonging amongst the cohort. To promote peer leadership and ownership, students are invited to nominate themselves to became Camp Leaders, and undergo a comprehensive training programme to prepare them for leadership roles during the camp. Values of community living, mutual respect and teamwork are practiced and reinforced.

c. Project Heart@Peicai – Educating and Serving the Elderly (Sec 2)

Inaugurated in 2013, Project Heart@Peicai succeeds the hugely successful Restaurant@Peicai initiative organised by the Nutrition and Food Science Department which ran from 2006 to 2012. Project Heart@Peicai integrates skills learned during Home Economics lessons with 21st Century competencies and adopts a values-based approach to make learning more authentic. Leveraging on the school’s partnership with the Lions Home for the Elderly, students spend half-a-day with the elderly, serving them meals, while teaching them about healthy living, and interacting via conversation and the sharing of knowledge and personal lives.
d. Sec 3 Organisation of School Events

A key challenge in developing leadership in students is the lack of a “real” platform for students to actually see how decision-making, SEL competencies and teamwork impacts real-life. Peicai has been innovative and daring in its decision to make use of school events as these “real” platforms. Since 2009, each Sec 3 class has been “assigned” a major school event to organise, including Awards/Speech Day and the NE commemoratory events of Total Defence Day, International Friendship Week, Racial Harmony Day and National Day. Innovation feeds innovation as the classes and students themselves come up with ideas to impact on school life – working with external organisations such as Mercy Relief and World Vision, and even venturing into curriculum areas such as the organisation of English-focused activities in 2012. Facilitated by their Form teachers and staff in the event’s organising committees, this common school experience sharpens shared responsibility and inculcates sense of belonging to the school.

e. Sec 4 and 5s Humanities Overseas Trip

The Sec 4 and 5 Humanities Overseas trip is a tradition that goes back to 2002/3. It provides the graduating pupils the opportunity to experience first-hand the head-knowledge gained from textbooks during their geography lessons. Taking advantage of the larger hinter-land that is Malaysia, cohorts of students have travelled across the Causeway to see and learn more about agriculture, eco-tourism, different industries, and different governance. Teachers leverage on experiential learning and field study skills to enhance the students’ learning experience, and take the opportunity provided by living together to further forge quality relationships with these students in their final lap with Peicai.

e. Academic Excellence Programme for graduating students

The final year for each Peicaian can be a stressful and unnerving period. The school recognises this and provides various support structures to ensure that the students face their national exams ready and confident to do well. The Academic Excellence programme actually starts at the end of the final-year exams in Sec 3. While the rest of the student community start their end-of-year vacation break, the Sec 3 Normal Academic and Express continue with bridging programmes in November crafted to shore up their curriculum gaps surfaced during the year-end exams. These programmes continue well into the second week of November. When they return as Sec 4s in the following year, the intensity and effort is maintained through a structured after-school recovery programme meant to ensure that the whole cohort keeps pace with the syllabus. For the O level students, before their first national Mother Tongue exams in June, the school restructures the timetable to provide maximum focus and attention to the subject. Similarly for the N level students, prior to the first set of N level papers (Mother Tongue, English and Social Studies) in September, an intensive timetable is structured to focus instruction on these three subjects. After the preliminary examinations, in addition to the after-school recovery programme, individual and smaller-group consultation sessions are made available for students to book with individual teachers. In 2012, Project Homerun was initiated, where the school provided further support in the form of it being a venue for self-study and revision in the evenings after 6pm.
2. Segmenting Needs, Differentiating Approaches

The school recognises that each student is unique and has different needs based on not only the course of study that he/she is in, but also on the level he/she is at, and his/her own rate of progress. Segmenting the needs of the students and differentiating the approaches to engage them help to achieve the following objectives:

- Communicates the school’s commitment to create a culture of care by providing support
- Enhances Quality Relationships in the community by meeting different needs
- Engenders sense of affiliation to the school and keeps at-risk pupils in school

The following are some examples of how Peiaci crafts segmented programmes which meet the different needs of the students

a. Normal Technical 4+1 Hands-On Modular Elective (HOME) Programme

Started in Semester 2 of 2008, the 4+1 programme was piloted with the Sec 1NT cohort. The objectives of the programme were simple but powerful; to broaden the students’ educational experience through out-of-classroom experiences; to allow students to experience and celebrate small successes through challenging but achievable tasks; to help students build character and life-skills. This programme incorporates Elective Modules, skills-based programmes, out-of-classroom excursions and the development of character and life skills, and is operationalized on a 4+1 approach. The traditional curriculum is compressed into the first 4 days of the week, and the Friday is set aside for the HOME programme curriculum. Since its inception in 2008, NT cohorts have benefited from hairdressing and culinary courses, motor vehicle workshops, computer-based programmes such as games design, and unique outdoor experiences such as sailing and circus skills. In turn, the school has leveraged on them for community involvement in Batam, performances during school events, and provision of services such as Teachers’ Day lunch. From a pilot for only Sec Ones, the 4+1 has become embedded into the Peicaian NT curriculum, through the adoption of the 4 Es framework – Explore (1NT), Engage (2NT), Empower (3NT) and Exemplify (4NT). It has also evolved to incorporate curriculum modules such as Elements of Business Skills and Science.

b. Segmented Normal Academic Programmes – Awakening the GIANT in ME, Life-Skills and Enrichment (LSE), SPEAR (Social Awareness, Positive Thinking, Empathy, Affect, Responsibility)

Recognising the need to engage the NA students differently, the school initiated two pilots in 2008. The first was an after-school Sec 2 self-improvement programme aimed at students who needed a structured after-school environment to complete their homework and engage in self-revision. The second was a within-curriculum Pull-Out Programme for selected Sec Ones who would benefit from a more individualised approach to enable them to cope with the academic syllabus and manage their behaviour. The Pull-Out programme gradually evolved in 2009 into the Awakening the GIANTS programme for the Sec 2s, which aimed to positively improve the students’ academic performance while developing their SE competencies and build character and life-skills. This was done not only through a customised academic curriculum, but also through the provision of experiences such as work attachments and involvement in challenging activities such as climbing Mount Kinabalu. In 2010, the scope was expanded through the
creation of the SPEAR programme whose focus was slightly different (enhancing sense of belonging, self-esteem, confidence and social-awareness), but whose target students remained those in the NA cohort at the Sec 2 level. In 2010, a differentiated approach was again adopted based on the needs of the Sec 1 cohort – this time the Sec 1NA girls. The LSE after-school programme was then launched. In all these different NA segmented programmes, some fundamental objectives remained; engaging potential at-risk students so that they do not drop out of school; developing a sense of affiliation and belonging to the school community so that they are not unduly affected by undesirable influences; providing platforms for success and achievement so that both they and the community can change their perspectives.

c. Internationalisation Experiences

The school is fully aware of its limited resources in terms of providing an enhanced internalisation experience for each of the students. Nevertheless, the school continues to maintain its commitment to at least provide the opportunity for each Peicaian to be involved in an overseas trip. Since 2009, the percentage of graduating students who have gone for at least one school-organised overseas experience has increased – from 31% in 2009 to 50% in 2013. Peicai’s overseas segmented approach revolves around the following key trips:

i. Annual Sec 4/5 Humanities Field Trip – common school experience (Malaysia and Vietnam)
ii. Annual Uniformed Group Overseas Expedition – school support for uniformed groups programmes (Australia and Malaysia)
iii. Student Leaders/CCA Overseas Outreach – student leadership and community improvement programme (Vietnam 2009, Cambodia 2010 and 2012, Batam 2014)

While the above trips form the core of the school’s internationalisation framework, other groups have still been able to benefit. The following trips have been organised over the years:

- Sports Training Tours – Volleyball (China), Softball (Hong Kong) in 2008, Basketball (Malaysia) in 2014, Volleyball (Malaysia) in 2014
- Performing Arts Trip to China in 2008
- Science and Humanities Japan Expedition (2010)
- Sec 2 Overseas Exchange to Penang (2010)
- Sec 3NT Batam EBS and Community Improvement Expedition (2010)
- Malaysian Leadership and Adventure Experience (2014)
- Mount Syue Shan (Taiwan) Expedition in 2013

Ensuring that our students are globalised is a responsibility that the school tries its best to fulfil. While not all the students may go overseas as a Peicai student, the school is confident that it can provide the experience to the majority.

d. Pupil Care Services and Assistance Programmes

The school is fortunate enough to have 2 full-time school counsellors, and two part-time school counsellors. One of the part-time school counsellors is under the school’s payroll (vs MOE’s payroll), as the school believes that providing quality care services to our students will help meet the needs of the demographics of the cohort. The counsellors and allied educators work collaboratively to provide the following Pupil Care Services:
- Emotional support for individual case counselling
- Group Guidance (Coping with Stress, Conflict Management, Academic and Career Counselling)
- Expert Support and Referrals for Special Needs
- Management of School Refusal Cases
- Management of At-risk students
- Mentoring programmes
- Collaboration with external agencies (ESU, MCYS, REACH, FSCs, SFE programme, CYGO)

Assistance Programmes in the school includes:
- Financial Assistance
- Meal Coupons
- Bursaries (NTUC back-to-school vouchers, Buddhist lodge, etc)
- NEU-PC subsidy

e. Segmentated Approach for components of Character Education@Peicai

CE@ Peicai infuses the following components of student development into its curriculum; Cyberwellness, Sexuality Education and Education & Career Guidance. The school adopts a comprehensive Cyberwellness framework which focuses on developing the pupil’s instincts to protect himself and empower him to take responsibility for his own well-being in cyberspace. The framework highlights two principles to guide pupils in their actions, and describes a 3-step cyclical process for them to explore cyberwellness issues - Think-Sense-Act. The two principles guiding the Cyberwellness programme are "Respect for Self and Others" and "Safe and Responsible Use". These principles are cascaded in different ways for the different levels.

Similarly, Sexuality Education in the school has a different focus for the different levels. To meet the different maturity levels, the Sex Ed syllabus follows closely to the guidelines set out by MOE, thus ensuring that the right content and knowledge is cascaded to the right segments. Specially identified teachers deliver the contents of the curriculum, adhering closely to the Sexuality Education Workplan.

The school’s Education and Career Guidance programme is under the purview of the Subject Head for Student Leadership. He monitors the execution of the workplans, plans training for the teachers to enable them to facilitate ECG modules, and liases with external partners for assembly programmes and industrial and school visits. The school adopts the following strategies to deliver the ECG programme; increasing awareness through Notices and Displays, education and career assessment and counseling and educational/industrial visits or attachments for Sec 3 students. School platforms are leveraged on to build awareness. ITEs and polytechnics set up booths in the school as part of their community outreach programmes, targeting different stream and levels. Companies and organisations who conduct Assembly talks and Roadshows in the school tailor their content for different groups. To guide students to make more informed choices about their future careers, sessions are incorporated into the curriculum to familiarise them with the eCareer Portal or Career Compass, and to enable them to complete the Personal Globe Inventory (PGI). The school also organises visits to post-secondary institutions or publicises Open Houses for junior colleges and polytechnics for the graduating students.
3. **Discovering Strengths and Stretching Potential**

A major challenge for every school is to live up to its promise of developing each child’s potential. While this promise is difficult to uphold, it does not mean that the school will stop trying. In Peicai, this long-term strategy is aligned to its commitment to build a culture which has an ethos of excellence, and sets high expectations for community achievement. The following approaches and programmes seek to provide experiences to discover and stretch talent, and enable platforms for these talents and abilities to be showcased:

**a. Co-curricular Activities**

The school offers 3 Sports (Basketball, Volleyball and Softball), 4 Uniformed Groups (NCC [Sea], NPCC, Girl Guides and St. John’s Ambulance Brigade) , 4 Performing Arts (Band, Drama, Dance and Guzheng) and 4 Clubs (Aero modelling, Art, Infocomm, Sports Club). Students indicate their CCA of interest through an option exercise during the Sec 1 CCA orientation. Students in the Sports CCA are stretched through training programmes which prepare them for inter-school competitions. The Uniformed Groups craft workplans to give the best possible experiences to the cadets aligned to the Unit Overall Proficiency Award (UOPA). The Performing Arts align their developmental plans so that the students peak during the Singapore Youth Festival Central Judging Competitions. The mean subject grade for CCA for the graduating cohort in 2013 was 3.1, with more than 90% obtaining a pass grade, and more than 40% achieving distinctions.

**b. Sports Carnival**

This annual extravaganza is the platform for students who are not in the Sports CCAs to engage in friendly competition at a class level in a variety of sports such as floorball, basketball, captain’s ball, football, and badminton. The manifestation of this event’s success in stretching potential is the classes’ own commitment to initiate training after-school and engaging the PE dept for equipment and practice venues.

**c. IGNITE public concert**

This biennial concert is another platform for the SYF performing arts groups to hone and master their skills. In the most recent incarnation in 2010, the groups stepped outside their comfort zone to dabble in an integrated genre which showcased not only each groups’ abilities, but also highlighted their capacity to work and collaborate as a single entity.

**d. Lunch-time Concerts**

For the aesthetically-inclined, the school provides this platform for them to perform in public, but in a very encouraging and non-threatening setting. Started in 2010 by the newly-formed Aesthetics Committee, student-performers audition to perform in front of their friends in a busking-style setting after-school. These concerts are organised three to four times a year to provide more opportunities for a wider group of students.

**e. Art Exhibition and Auction –ART-mosphere**

The Art department started this exhibition series in 2009 to showcase the products and artifacts of the Art students. The community has been very supportive, snapping up batik prints and art pieces and donating the proceeds to the needy pupil fund. These exhibitions also provide the Art
students the opportunity to articulate their products, instilling self-confidence and improving self and social awareness

**f. Extending and Enriching Academic Experiences**

**Art** – Overseas trips in 2009, 2011 and 2013

**Design and Technology** – Work Attachment to CHOSEN Holdings; Participation in Tan Kah Kee Young Inventors competition

**English** – Debating workshops and competitions (Upper Sec); Public Speaking (Lower Sec)

**Humanities** – Maths and Humanities Trail, Learning Journeys

**Mathematics** – Maths and NE Trail; Maths and Science Trail, Maths Olympiad Training

**Mother Tongue Languages** – Conversational Chinese/ Malay; organisation of Mother Tongue fortnight

**Nutrition and Food Science** – Excursions to Health Zone, Projects with Shatec, trips to Desaru

**Science Department** - NJC Sigma Labs in NJC, Advanced Elective Modules (AEMS) in the Polytechnics; Students-Teach-Student

**General** – Offering of Higher Mother Tongue subjects, Offering of O level subjects to NA students, enabling students in Sec 3 to sit for the O levels at the end of Sec 3
CCE@Peicai is a comprehensive, intentional and proactive framework to nurture Peicaians of Character who demonstrate Social Emotional (SEL) competencies* and the school values of Perseverance, Responsibility, Respect, Integrity, Discipline and Empathy. The framework enables the school to ensure that opportunities and experiences in school not only infuse the teaching of these competencies and values in the various programmes and initiatives, but also provide the platforms for students to manifest behaviours consistent with these values and competencies:

### Perseverance
- Keeps a positive mindset
- Overcomes obstacles
- Strives for excellence

### Responsibility
- Is reliable
- Is Trustworthy
- Is accountable

### Respect
- Is polite
- Accepts differences
- Treats self and others with dignity & thoughtfulness

### Integrity
- Is honest
- Has moral courage
- Lives out our values

### Discipline
- Sets priorities & stay on task
- Practises self-control
- Follows rules & regulations

### Empathy
- Shows care & concern for others
- Puts yourself in the shoes of others
- Is encouraging

The framework for CE@Peicai is captured in the form of a house – where:
- The foundation is underpinned by the School Vision, school values and SE competencies;
- The school programmes of the Core, Co- and Citizenship curriculum provide windows of opportunities and experiences for the community to learn and manifest positive behaviours;
- A positive school culture of care, shared responsibility and individual accountability provides the protective shelter and insulation to enable the nurturing of Peicaians of Character to take place.

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**Appendix 1**

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**School values – PRIDE**
- Perseverance
- Responsibility
- Integrity
- Discipline
- Empathy

**School vision – Critical Mind, Compassionate Heart**
The school’s Character Education Programme is the key vehicle which drives the school’s Strategic Thrust 2 - Nurturing Peicians of Character. The programme strives to instill character through the teaching and inculcation of SEL competencies and school values (PR2IDE). The approach to cascading and infusing CE in Peicai is based on the 5Cs:

- Developing Core Competencies and values to achieve the school vision
- Incorporating Citizenship Programmes in the core and co-curriculum
- Ensuring a values-based approach in the conduct of Co-Curricular Programmes through character building activities
- Infusing teachable moments for CCE and values inculcation in the Core Curriculum
- Developing a Culture of Care and shared responsibility and individual accountability

At the individual class level the CCE syllabus incorporates both explicit CCE lessons and infusion into the core curriculum. Two periods a week are set aside in the school curriculum to deliver the CE syllabus and workplans. Leveraging on the 6 school values and 5 Social Emotional competencies, the CE syllabus is crafted to infuse the explicit teaching of these values and competencies. This is done through moral discourse sessions and sharing of case studies highlighting these values and competencies. Within the CE curriculum, sessions for Heart-to-Heart (H2H) are also infused to achieve the purpose of building quality relationships between the form teachers and the class. Through H2H, teachers not only get a better understanding of their students (and vice-versa), they are also able to use these one-on-one sessions to share values and ideas that will help the students to reflect on their own values and competencies.

At the school level, to invoke a common language for Character Education, one value or competency is selected each fortnight as a focus. The selection of specific values enables individual teachers to craft their own teachable moments within that timeframe and infuse it into their own lessons. As part of role-modelling these values, teachers and students are given the opportunity to come up with applicable Quotes of the Fortnight that are in line with the value to be focused on during those two weeks. These Quotes of the Fortnight are shared with the school community during morning assemblies. At the school level too, the selection of the value or competency to be focused on is explicitly aligned to specific school events or special commemorations. For example, Relationship Management may be the focus competency during the week of International Friendship Day, or Perseverance may be the focus value during the week of Total Defence Commemoration. This effort at alignment helps to deepen understanding on the meaning of these values and strengthen the linkages between CE and community life.

Every fortnight, as a culmination of the activities and lessons revolving around the focus value or competency, the school organises Voices and Vision. Voices and Vision is a community platform held every Friday for students to express and share their experiences and views with their fellow schoolmates. During these assemblies, students talk about their ideas and opinions about the values and competencies they have learnt, or share specific experiences with the school that they have recently undergone. In addition, Voices and Vision is also a platform for Student Affirmation. This is when CE awards such as the Student of the Fortnight are distributed to a student from each class who best displays the focus value or competency. The school also leverages on the Voices and Vision platform to celebrate school success - presenting medals won during inter-school competitions, acknowledging contribution of students, and communicating school achievements.
Peicai’s Student Affirmation Framework recognised student achievement in different domains. It aims to encourage students to aspire to excellence and positive experience.

<table>
<thead>
<tr>
<th>No</th>
<th>Award Name</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 1  | Edusave Scholarships for Secondary schools (ESSS)            | Top 10% of each level & stream  
Overall marks greater than 50%  
Good conduct  
Singapore citizen |
| 2  | Edusave Merit Bursary (EMB)                                 | Top 25% of each stream, excluding ESSS awardees  
Overall marks greater than 50%  
Good conduct  
Singapore citizen  
Gross household income below $4000 per month |
| 3  | Good Progress Award (GPA)                                   | Best 10% of each level & stream based on good progress  
Overall marks greater than 50%  
Good conduct  
Singapore citizen |
| 4  | Edusave Character Award (ECHA)                              | 2% of the school enrolment  
Exemplary Character on a consistency basis  
Via nomination  
Submission of personal statement  
Singapore Citizen  
For graduating students |
| 5  | Top Student Award                                           | Top 3 students in the class based on prelim results L1R5 for 4/5 Exp;  
ELMAB3 for 4 NA (to be given during graduation ceremony)  
Top 3 students in the class based on EOY overall percentage(Sec 1 – 3) |
| 6  | Top Performance Award                                       | Identified Exp students with good L1R5 results; NA students with good ELMB3 results for CA1, SA1 and SA2; Top 5 NT students  
Top in Subject  
For graduating students |
| 7  | Home Run Award                                              | Marked improvements in L1R5 from MYE to Prelim Exam for O level classes |
| 8  | Distinction Award                                            | At least 4 distinctions in national exams |
| 9  | Achievement Award                                           | Students with T-Score of 196 or less with L1B5 of 20 and below |
| 10 | Top Student Award                                           | Top student of the level and stream (Sec 1 to 3) |
| 11 | Top Student Award                                           | Top O, NA and NT level Student |
| 12 | Chosen Holdings Busary Award                                | Under FAS  
Good academic performance (at least Top 40%, limited to 30) |
| 13 | Rotary Club of Changi Scholarship                           | Applied to become a PSL  
Top 15% of NT, NA, Express student at the end of Sec 1  
Up to 5 students |
<p>| 14 | Top in Humanities                                            | Top 3 pupils identified for each humanities subject per class (Geography &amp; History for Lower Sec, Combined Humanities for Upper Sec) |
|    | Improvement Achiever                                         | Top pupil who has most improved from Test 1 to Test 2 |</p>
<table>
<thead>
<tr>
<th>No</th>
<th>Award Name</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Physical Education Award</td>
<td>All students awarded with Gold, Silver or Bronze for NAPFA test Certificates and Badges</td>
</tr>
<tr>
<td>16</td>
<td>Edusave Award for Achievement, Good Leadership &amp; Services (EAGLES)</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tier: A pass in school exam, good conduct, Singapore citizen and for awards in Leadership, have assumed leadership appointment OR for awards in achievement, have represented school in competitions, exhibitions or performances recognized by MOE OR for awards in Service, have completed min no of CIP hours 2&lt;sup&gt;nd&lt;/sup&gt; Tier: satisfy a set of criteria laid down by school – CCA grade of A1 and A2 with at least good conduct</td>
</tr>
<tr>
<td>17</td>
<td>National Colours / Zone Colours Award</td>
<td>National Top 4 will be issued Member of Singapore Schools Team</td>
</tr>
<tr>
<td>18</td>
<td>School Colours Award</td>
<td>Achieve top 4 in the zone competition for 2 consecutive years or top 4 in the national competition for 1 year.</td>
</tr>
<tr>
<td>19</td>
<td>School SYF Award</td>
<td>Achieve at least a Silver Award in Singapore Youth Festival.</td>
</tr>
<tr>
<td>20</td>
<td>Contribution to School Award</td>
<td>For graduating students, optional: hold leadership position. Maximum 2 nominations per CCA. No limitation for student leaders e.g. PSL, Class leaders, Student councilors</td>
</tr>
<tr>
<td>21</td>
<td>Student Leaders Recognition</td>
<td>PSL, Student Councilors CCA leaders who are appointed for the year</td>
</tr>
<tr>
<td>22</td>
<td>Model Peicaian</td>
<td>Demonstrate Peicai values and SE Competencies At least a B for CCA Top 30% of cohort or achieved GPA Peer’s nomination taken into account</td>
</tr>
<tr>
<td>23</td>
<td>Student of the Fortnight Award</td>
<td>Display the value in word, attitude and action Encouraged and influenced positively his/her peers toward this value Displayed SEL competencies</td>
</tr>
<tr>
<td>24</td>
<td>Commendable Act Award</td>
<td>Display one of the school values in the act. Go out of their way with little hesitation to help others who are in unfortunate situations.</td>
</tr>
<tr>
<td>25</td>
<td>Good Samaritan Award</td>
<td>Display public-spiritedness and nominated by others</td>
</tr>
<tr>
<td>26</td>
<td>Affirmation of pupils on duty during flag raising</td>
<td>Flag Bearers, Announcer, Pledge Taker, Commandant and AVA members who have contribute to flag-raising on a daily basis for a week.</td>
</tr>
</tbody>
</table>
Students as the Focus - Key Student Outcomes’ aligned to MOE’s 8 Key Stage outcomes and Attributes of the School Vision

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

**Peicai’s Key Student Outcomes**
- Progression to post-secondary course of education
- Demonstrated SEL Competencies & PRRIDE values
- Committed at least 60 hours of significant contributions
- Participated in an Internationalisation Experience
- Experienced CCE@Peicai
- Achieved NAPFA Silver Award & proficiency in 2 physical activities
- CCA Grade of B3
- Organised a school event
- Opportunities to appreciate aesthetics experiences
- Experienced Leadership@Peicai

**Attributes of Vision**
- **CRITICAL MIND**
  - Discernment
  - Inquiring Mind
  - Analytical
  - Perceptive
  - Objective

- **COMPASSIONATE HEART**
  - Selflessness
  - Love for self & others
  - Empathy
  - Kind & Forgiving
  - Listening Skills
  - Giving Back
  - Care Consideration & Thoughtfulness
## ACADEMIC PERFORMANCE

### Table 6 - GCE “O” Level Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Express % PASS (Nat)</th>
<th>Normal Academic % PASS (Nat)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 or more subjects</td>
<td>3 or more subjects</td>
</tr>
<tr>
<td>2006</td>
<td>81.8 (86.4)</td>
<td>78.5 (84.3)</td>
</tr>
<tr>
<td>2007</td>
<td>73.4 (90.7)</td>
<td>86.4 (84.2)</td>
</tr>
<tr>
<td>2008</td>
<td>86.7 (80.8)</td>
<td>89.1 (84.6)</td>
</tr>
<tr>
<td>2009</td>
<td>65.9 (81.6)</td>
<td>75.7 (83.8)</td>
</tr>
<tr>
<td>2010</td>
<td>74.1 (81.6)</td>
<td>81.2 (84.7)</td>
</tr>
<tr>
<td>2011</td>
<td>79.8 (81.8)</td>
<td>69.6 (85.6)</td>
</tr>
<tr>
<td>2012</td>
<td>76.6 (81.0)</td>
<td>84.4 (86.7)</td>
</tr>
<tr>
<td>2013</td>
<td>81.8 (81.2)</td>
<td>80.4 (86.2)</td>
</tr>
</tbody>
</table>

### Table 7 - Mean Aggregate Score (L1B5 / L1B4) and CCA Grade

<table>
<thead>
<tr>
<th>Year</th>
<th>Exp L1B5 (Comp Schs)</th>
<th>Normal L1B4 (Comp Schs)</th>
<th>Mean O level CCA Gr (Comp Schs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>24.3 (24.5)</td>
<td>25.6 (25.6)</td>
<td>4.8 (3.6)</td>
</tr>
<tr>
<td>2007</td>
<td>24.8 (24.9)</td>
<td>24.4 (24.9)</td>
<td>4.1 (3.3)</td>
</tr>
<tr>
<td>2008</td>
<td>21.3 (24.8)</td>
<td>23.6 (24.5)</td>
<td>3.7 (3.2)</td>
</tr>
<tr>
<td>2009</td>
<td>27.1 (23.7)</td>
<td>26.4 (24.8)</td>
<td>3.3 (3.0)</td>
</tr>
<tr>
<td>2010</td>
<td>24.3 (23.4)</td>
<td>25.4 (23.1)</td>
<td>3.9 (3.2)</td>
</tr>
<tr>
<td>2011</td>
<td>23.0 (23.1)</td>
<td>25.1 (24.7)</td>
<td>3.1 (3.3)</td>
</tr>
<tr>
<td>2012</td>
<td>23.8 (24.6)</td>
<td>21.4 (23.1)</td>
<td>3.0 (3.2)</td>
</tr>
<tr>
<td>2013</td>
<td>25.1 (25.1)</td>
<td>23.0 (23.6)</td>
<td>2.8 (3.0)</td>
</tr>
</tbody>
</table>

### Table 8 – Eligibility of GCE ‘O’ Level Candidates (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>Eligible for JC’s</th>
<th>Eligible for Polytechnics</th>
<th>Actual Posting %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Express</td>
<td>Normal</td>
<td>Express</td>
</tr>
<tr>
<td>2006</td>
<td>30.7</td>
<td>1.3</td>
<td>95</td>
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<tr>
<td>2007</td>
<td>31.7</td>
<td>9.1</td>
<td>87.3</td>
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<tr>
<td>2008</td>
<td>46.9</td>
<td>10.9</td>
<td>95.9</td>
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<tr>
<td>2009</td>
<td>26.8</td>
<td>5.7</td>
<td>81.2</td>
</tr>
<tr>
<td>2010</td>
<td>30.4</td>
<td>3.1</td>
<td>88.9</td>
</tr>
<tr>
<td>2011</td>
<td>39.47</td>
<td>10.7</td>
<td>91.23</td>
</tr>
<tr>
<td>2012</td>
<td>36.2</td>
<td>15.6</td>
<td>89.4</td>
</tr>
<tr>
<td>2013</td>
<td>27.7</td>
<td>17.0</td>
<td>92.2</td>
</tr>
</tbody>
</table>