Document

Of

Intent

Peicai Secondary School

Created Nov 2008
Most recent update – Dec 2014
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**
Peicai’s Commitment

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><strong>Discernment</strong> – make informed judgments to differentiate right from wrong and truth from fallacies</td>
<td><strong>Selflessness</strong></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><strong>Analytical</strong> – identify root causes of problems and synthesise information</td>
<td>Having Empathy for others</td>
</tr>
<tr>
<td><strong>Perceptive</strong> – putting ourselves in other people’s shoes and see issues from different perspectives</td>
<td>Being Kind and Forgiving</td>
</tr>
<tr>
<td><strong>Objective</strong> – 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>
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</tbody>
</table>
Students as the Focus - 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></td>
<td></td>
</tr>
<tr>
<td>▪ O levels L1B5/ L1B4 which is at least 2 points better than his cohort expectation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ N levels ELMAB3 which is at least 19 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ GCE NT level pass in EL or Maths for NT students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stretched their potential via the PCSS Teaching &amp; Learning Framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Demonstrated PRRIDE values and SE competencies as manifested in the Holistic Development Profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Committed at least 60 hours in significant contributions to the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Participated in an Internationalisation experience which enhances his/her sense of belonging to Singapore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Experience Character and Citizenship Education@Peicai</td>
<td></td>
<td></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.
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
2 Key Ideas, 3 Key Approaches, 3 Strategic Thrusts

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 school’s Strategic Thrusts* which provide focus and direction for the school’s programmes and strategies. In order for the Strategic Thrusts to help the school achieve the school vision, they must interact in a virtuous cycle:

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

*Refer to the Strategic Plan Document 2015-2017
To deploy the 3 Key Approaches, we adopt 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>
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</tbody>
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<table>
<thead>
<tr>
<th>Discover Strengths, Stretch Potential</th>
<th>Leverage and Integrate Processes and Platforms</th>
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<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>

These Strategies & Approaches are underpinned by 5 Building Blocks of School Culture:

1. Quality Relationships with their peers and significant adults in the community
2. A Culture of Care, Shared Responsibility and Individual Accountability
3. A Community Ethos that believes that Everybody Can Excel
4. High Expectations of what the community can achieve
5. Sound Processes and Systems that leverage on effective use of data, information and reviews

How do we know if these Building Blocks of Culture are in place? **We will know when we have reached the following Community Milestones:**

1. Recognised as a Best Practice School in Character and Citizenship Education
2. Recognised as a Best Practice School in Student All-Around Development
3. Achieved an Overall Mean Response Indicator (MRI) for the Quality of School Experience (QSE) which is 0.2 points above the cohort MRI
4. Enabled our students to achieve value-added academic results
5. Achieved a CCA MSG of 3.0 for all graduating students
6. Achieved an MRI for indicators in the School Climate Survey that matches the national average
People – Build Relationships and Capacity

Academic Excellence

**LTG 1.1:** Peicaians who are confident individuals and self-directed learners

**STG 1.1.1:** Peicaians with academic accomplishments

**STG 1.1.2:** Peicaians who demonstrate critical and inventive thinking skills

**LTG 2.1:** Peicaians are guided by values & possess lifeskills to achieve goals in life

**STG 2.1.1:** Peicaians competent in the social emotional domains

**STG 2.1.2:** Peicaians demonstrate PRIDE values

**LTG 2.2:** Peicaians are constructive members of the community

**STG 2.2.1:** Peicaians rooted to Singapore

**STG 2.2.2:** Peicaians better the lives of others

**STG 2.2.3:** Peicaians work effectively in teams.

Nurturing Peicaians of Character

**LTG 3.1:** A culture where there is a high level of staff engagement

**STG 3.1.1:** Staff competent in holistic development of students

**STG 3.1.2:** Staff engaged in continuous learning & innovation

**STG 3.1.3:** Caring culture which supports well-being

Staff Excellence

Staff Excellence Underpins Approaches & Strategies

21st Century Competencies
1. Civic Literacy, Global Awareness, Cross Cultural Skills
2. Critical and Inventive Thinking
3. Communication, Collaboration & Information Skills

SE Competencies
1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Management
5. Responsible Decision-Making

Core Values
- Respect
- Responsibility
- Resilience
- Integrity
- Care
- Harmony

Building Blocks of School Culture manifest the values of the community:
- Perseverance
- Respect
- Responsibility
- Integrity
- Discipline
- Empathy

Common School Experiences
- People – Build Relationships and Capacity

Segment Needs, Differentiate Approaches
- Processes – Improve & Communicate

Discover Strengths, Stretch Potential
- Platforms – Leverage and Integrate

Sound Processes and Systems
- Underpins Approaches & Strategies

KPIs
- 0.2 points above cohort MRI
- Students achieve CCA MSG of 3.0

Community Milestones
1. Best Practice in CCE
2. Best Practice in Student All-round development
3. Overall (MRI) for the Quality of School Experience (QSE)
4. Students achieve value-added academic results
5. Students achieve CCA MSG of 3.0
6. MRI for SCS indicators that matches the national average

--- Achievement of milestones indicates existence of positive School Culture ---

MOE’s Key Stage Outcomes (Secondary)

21st Century Competencies
1. Civic Literacy,
2. Global Awareness,
3. Cross Cultural Skills
4. Critical and
5. Inventive Thinking
6. Communication,
7. Collaboration &
8. Information Skills

SE Competencies
1. Self-Awareness
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Many great movements of positive change start with one guiding belief or philosophy, usually encapsulated in an epochal speech – Lincoln’s Gettysburg Address; King’s “I have a Dream”; Gandhi’s “On Non-Violent Resistance”. For any organization that works with, for and through people, the guiding belief and philosophy for its existence must be that the Quality of Relationships determines its Organisational Success. **DH Kim’s Core Theory of Success** provides a visual framework to highlight this relationship.

Quality Relationships is not only friendship and camaraderie. It is friendship and camaraderie that leads to positive growth for both the individual and the organization. Quality Relationships is propagated through Positive Conversations, balancing Advocacy and Inquiry to enhance the Quality of Thinking. This, in turn, leads to better Quality of Actions and Results which will further enhance the Quality of Relationships. In Peicai, to help us engage in more Positive Conversations, we adopt the Rules of Engagement and practice the Code of Behaviour (CoB) within the community.
RULES OF ENGAGEMENT

1. Be Present.

2. One Conversation at a time.

   - Use Phrases that move the conversation forward positively.
   - Clarify when in doubt.

4. Participate Actively.
   - Everyone to contribute.
   - Be open to different views.

5. Adopt an evidence-based approach.

6. We agree to disagree but once decided, we must sing the same tune.

PEICAI SECONDARY SCHOOL

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**Code of Behaviour (CoB)**

**Our Rights and Responsibilities**

- Everyone has a Right to learn. Everyone has a Responsibility to ensure learning takes place.

- Everyone has a Right to be respected. Everyone has a Responsibility to respect others.

- Everyone has a Right to feel safe. Everyone has a Responsibility to keep our environment safe.