

“ Victoria has showered me with endless opportunities that help me reap invaluable experiences and mature into a fine gentleman. These experiences are made all the more meaningful by the friends whom I had laughed and cried with. Victoria will always hold a special place in my heart because of the invaluable friendships I have forged through her, the dedicated staff that have been with me through it all and my seniors from whom I have benefited greatly. ”

**Mansoor Amir, Sec 4A
Head Prefect 2005**

**Victoria is something more,
the school that watched us grow ...**



personal particulars

My information:

name: _____ nric/id no.: _____

class: _____ reg.no.: _____ date of birth: _____

address: _____

contact(H): _____ (hp) _____

email address : _____

Teacher's information:

form teacher: _____ ext. no.: _____

email add.: _____

mentor: _____ ext. no.: _____

email address: _____

In case of emergency, contact:

name: _____

phone no.: _____

relationship: _____

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"Victoria has provided me with a take-off pad for action-packed adventures, the mid-flight journey of everlasting fun and learning and finally, the landing pad for beautiful beginnings."

Emmanuel Goh Sec 3E



SCHOOL CREST

The open book symbolises lifelong learning.

The torch symbolises truth and the passing on of a tradition. It also illuminates the way Victorians who venture forth to excel beyond the shores of Singapore.

SCHOOL COLOURS

Yellow: Stands for dignity and excellence

Red: Symbolises universal brotherhood and equality

SCHOOL MOTTO

nil sine labore - nothing without labour

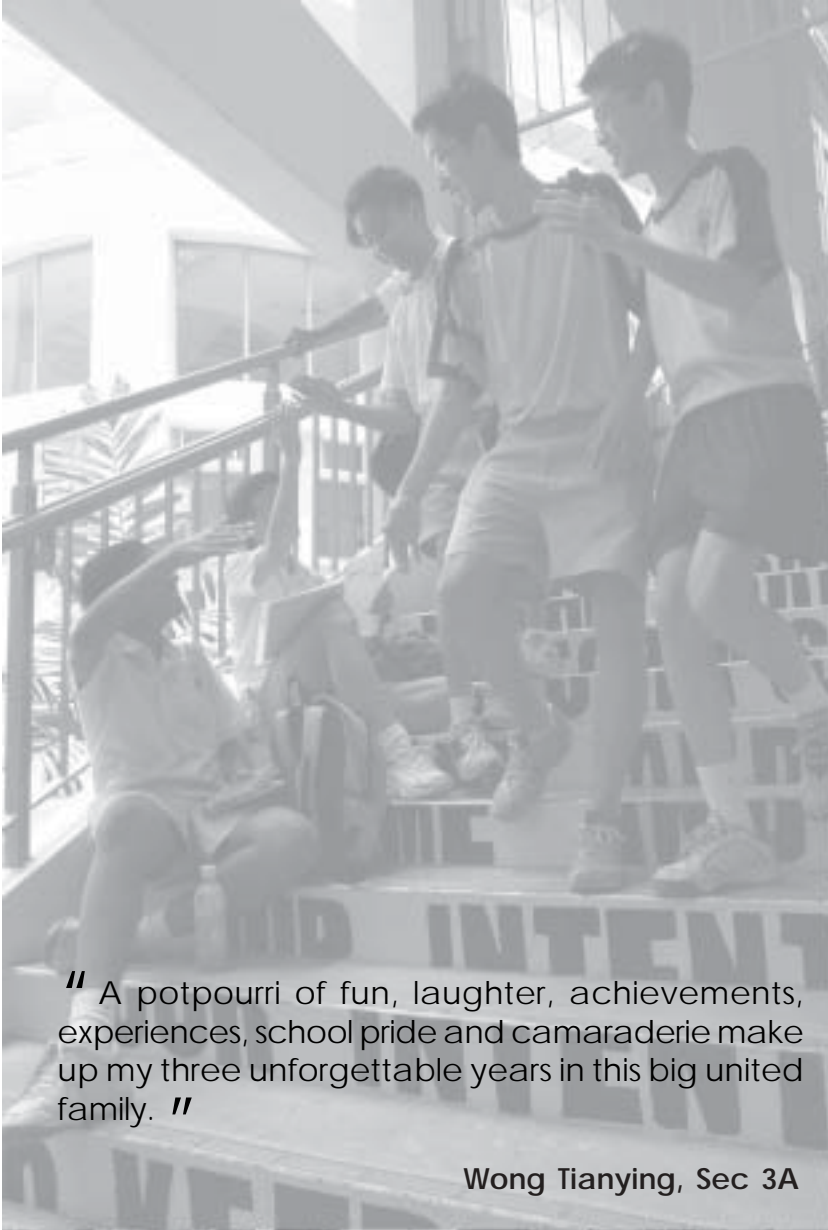
MISSION

Victoria School provides a stimulating environment that promotes life-long learning for high-calibre students from Singapore and abroad, as well as inculcates in them the values to be responsible and effective individuals.

Our mission is to be a premier school recognised for our rich tradition of excellence, and our ability to groom upright and balanced individuals with leadership qualities. We are dedicated to instilling in Victorians a spirit of achievement, and nurturing them into becoming innovative and respectable leaders.

core values

- Performance Excellence
- Integrity
- Tradition
- Professionalism
- Innovation
- Global - Mindedness
- Strategic Alliances
- Compassion



“ A potpourri of fun, laughter, achievements, experiences, school pride and camaraderie make up my three unforgettable years in this big united family. ”

Wong Tianying, Sec 3A



THE VICTORIAN PROFILE:

Our mission is to develop Victorians in both academic and non-academic areas. The **Victorian Profile** is a tool designed for Victorians to challenge themselves in this endeavour to be a **true Victorian**.


Every pupil will be assessed in areas that reflect Victoria's core values. Some areas are mandatory, namely Academic, CCA, and Health.

A score of **30 points** is set as a qualifying benchmark for the Victorian Profile and for Victorians to qualify for other awards. At the end of four years, certificates will be awarded to Victorians who gain 30 points, distinguishing themselves as true Victorians.

For a detailed breakdown of descriptors and points, please refer to the Victorian Profile Assessment Rubric in the school website.

victorianprofile


a c a d e m i c

| | | | |
|----|--|----------------------------------|---|
| 1A |  | Academic Results | 5 |
| | | Speech Day Award / higher Awards | 3 |
| | | Intra-school non-sport prize | 2 |


c o - c u r r i c u l a r

| | | | |
|----|--|--------------------------|---|
| 1B |  | CCA Grade | 5 |
| | | Zone / National Awards | 3 |
| | | Intra-school sport medal | 2 |


p h y s i c a l - h e a l t h

| | | | |
|----|--|---------------------------------------|---|
| 1C |  | NAPFA Test Results | 5 |
| | | Demonstrate active, healthy lifestyle | 3 |
| | | Acceptable or improved BMI | 2 |


i n t e g r i t y

| | | | |
|---|---|--|---|
| 2 |  | Disciplinary record | 5 |
| | | Testimonial from external organisation | 3 |
| | | Commendable act within school | 2 |


c o m p a s s i o n

| | | | |
|---|--|---|---|
| 3 |  | Volunteer service in external organisation | 5 |
| | | Volunteer service in school project / programme | 3 |
| | | Fulfil CIP requirements | 2 |


t r a d i t i o n

| | | | |
|---|---|--|---|
| 4 |  | Member of CCA team attaining Sustained Achievement award | 5 |
| | | Win prizes in Inter-school competitions (niche areas) | 3 |
| | | Participate in school niche areas | 2 |

p r o f e s s i o n a l i s m

| | | | |
|---|---|---|---|
| 5 |  | Distinguished Service or School / Zone / National Colours | 5 |
| | | School Service Awards | 3 |
| | | Class / CCA Committee Member | 2 |

i n n o v a t i o n

| | | | |
|---|---|--|---|
| 6 |  | Implemented WITS project or suggestion | 5 |
| | | Suggestion considered for implementation | 3 |
| | | Use of different technologies for IP | 2 |



Victoria – “our intent to keep her flag unfurled”

expectationsofavictorian

English Department

- be well-read and articulate.
- constantly strives to be an active and critical reader, writer, listener and confident speaker of the English Language.



MT Department

- use MT with ease and confidence.
- appreciate their culture and heritage.
- realise the value of MT acquisition as the key to going global.



Humanities Department:

- integrate information, ideas and opinions from a variety of sources.
- gain a global perspective of physical and human landscapes.
- understand achievements of world civilizations.
- deal with ambiguity and situations where there is no right answer.



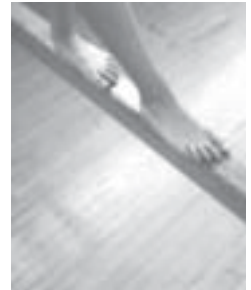
Science Department

- learn how scientists work and realise the importance of experimental evidence in supporting scientific ideas.
- be able to apply scientific ideas and models to explain phenomena and events and carry out various investigations using different methods.
- learn and develop scientific process skills and use them to explore the world around them and understand the relevance of things around them to daily life.
- be able to think about the advantages and drawbacks of scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions.



Mathematics Department

- focus on the attainment of Mathematical problem solving ability which is dependent on five inter-related components – Concepts, Skills, Processes, Attitudes and Metacognition.
- build firm foundation as new concepts are often built upon previous knowledge or concepts.
- revise, monitor and evaluate their own progress and performance consistently.
- love Mathematics by understanding how Mathematics is linked to other subject areas and how it is a part of real-life.



Music Unit:

- explore with an open mind the different types of music and musical forms available in our world.
- be creative with the forms of musical expression that are provided in the VS General Music Programme.



Design and Technology Unit

- be resourceful, creative, innovative and enterprising.
- be able to plan and manage a project within a time frame.
- be able to make decisions based on sound rationale.
- be able to conceive, develop and communicate ideas.



Home Economics Unit

- acquire knowledge of life skills which will prepare students for adult life.
- complete all coursework within the stipulated time frame.
- appreciate finer points of cooking and sewing.



Pupil Development Department

- seize the many opportunities in VS to achieve a well-balanced and holistic experience.
- learn to lead oneself before leading others.



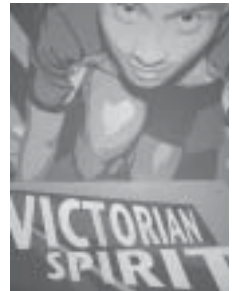
Physical Education Department

- demonstrate successful movement in a few physical activities
- apply movement concepts and principles in skill learning.
- exhibit a physically active lifestyle.
- demonstrate responsible personal & social behaviour.



Visual Arts Unit

- provide a broad-based visual art education.
- provide an interactive and enjoyable experience and environment with which to explore ideas and materials.
- incorporate IT and themes related to NE in the curriculum.
- stretch and develop our pupils into leaders in the arts in Singapore.





Victorians are expected to have the right attitude towards **learning** and be **well-behaved**. All Victorians are expected to know and apply *five basic principles* that will help them to achieve a high standard of personal discipline.

These principles are:

1. Follow **Rules** - Rules must be followed, otherwise chaos will reign. Victorians must know that there are consequences to face when rules are broken.
2. Show **Respect** - Victorians must respect themselves, their families, the school, and the community.
3. Take **Responsibility** - Victorians must bear responsibility for their own actions and be accountable. Victorians must know that any irresponsible act has consequences not only to themselves but also to others.
4. Build **Relationships** - Victorians must build good relationships with family members, teachers, friends and other Victorians. Good relationships help to bond people together and create mutual understanding and support.
5. Practise **Reflection** - When mistakes (offences) are committed, Victorians must reflect and learn from them. Victorians must be able to go through a process of self-reflection and learn not to repeat the same mistake or offence.

1. School Uniform & Grooming

- 1.1 Victorians are to wear the prescribed school uniform and modification to the uniform is not allowed.
- 1.2 Shirts are to be buttoned up and tucked in. Shorts/Trousers are to be worn well fit around the hips and waist.
- 1.3 Belts, if worn by upper secondary pupils, must be purchased from the school tailor.
- 1.4 Victorians are to wear white-based track/canvas shoes which are low cut and properly laced. Victorians are to wear VS socks appropriately.
- 1.5 Victorians are to wear the school uniform in school and at school functions or activities.
- 1.6 Victorians are to wear the school tie Mondays and during school functions.
- 1.7 Victorians are to wear their PE attire during PE lessons, games and physical activities.

2. Grooming

- 2.1 Hair must be kept short and neatly combed.
- 2.2 Hair should not cover the eyes or be outlandishly styled.
- 2.3 Hair must not be dyed or coloured.
- 2.4 Face is to be properly shaven and facial hair is not to be kept.
- 2.5 Fingernails are to be kept clean and short.
- 2.6 Chains and rings must not be worn.

3. Attendance

- 3.1 Daily attendance in school during term time is compulsory. Victorians must be punctual for class lessons and school activities. Absence without valid reasons will not be condoned.
- 3.2 Only a medical certificate, which must be submitted to the Form Teacher on the next working day, will be accepted to explain absence from school for medical reasons. A letter from parent/ guardian will be accepted for absence for non-medical reasons, and only under exceptional instances such as funerals, religious festivals, etc.
- 3.3 Victorians must obtain written permission from the Form Teacher before leaving the school premises during curriculum time.
- 3.4 Permission may be sought from the Principal or Vice-Principal to leave early in the event of illness or unexpected circumstances.
- 3.5 Victorians must seek the permission of the teacher-in-charge before any absence from non-curricular school activities.

4. Flag Raising Ceremony

- 4.1 Victorians who are Singapore citizens must sing the National Anthem and take the Pledge.
- 4.2 Victorians will take the Pledge with the right fist placed over the heart.
- 4.3 Victorians must be punctual to attend this ceremony.

- 4.4 Victorians must assemble and line up in an orderly and quiet manner.
- 4.5 Victorians must stand at attention and face the flags when National Anthem is being sung and pledge recited.
- 4.6 Victorians must observe the ceremony with solemnity and respect.

5. Classroom Conduct

- 5.1 Victorians attend classes regularly and punctually.
- 5.2 Victorians respect teachers and classmates.
- 5.3 Victorians do not disrupt class or waste curriculum time.
- 5.4 Victorians take pride in work and submit best effort in good time.
- 5.5 Victorians keep the classroom neat and clean.
- 5.6 Victorians obtain teacher's permission before entering and leaving any classroom.

6. Handphones/Electronic devices/Playing Cards/etc

- 6.1 Victorians carry handphones to school at their own risk.
- 6.2 Handphones must be switched off and must not be used at any time within the school compound.
- 6.3 Any Victorian found with his handphone on or using it in school will have to hand it to the Operations Manager (Discipline). The handphone will only be returned after one month for the first offence and confiscated for the year on the second offence.
- 6.4 Victorians do not bring nor use electronic devices like pagers, discmans, walkmans and do not bring nor play with playing cards in school.

7. Canteen Rules

- 7.1 Victorians queue up for food and drinks.
- 7.2 Victorians return used utensils to the receptacles provided.
- 7.3 Victorians consume all food and beverages in the canteen.
- 7.4 Victorians keep the canteen clean and dry.
- 7.5 Victorians do not go to the canteen for food during curriculum time.

8. General

- 8.1 Victorians must prepare well to excel in any competition and be sporting/gracious in accepting the decision or outcome.
- 8.2 Victorians do not go to unauthorized places or be a nuisance at public places.
- 8.3 Victorians look after their personal possessions in school.
- 8.4 Victorians do not bring excessive cash or expensive branded items to school.
- 8.5 Victorians obey the Pedestrian Crossing Rules and the Laws of Singapore.

offences&consequences

| OFFENCE | CONSEQUENCES |
|---|---|
| Tinted Hair / Long Hair / Inappropriate Hairstyle / Facial Hair | First Time - Dye hair back to original colour / send to barber for haircut / cut by OM, DM or P / shave in school / repeat school / Community Service / Home Involvement / Demerit Point / Caning |
| Late for school | After 3 times - School Community Service / Home Involvement / Demerit Points |
| Skipping Lessons | School Community Service / Demerit Point |
| Sneaking into School after Morning Assembly | Detention outside Principal's Office until the end of the day/ Home Involvement/ Demerit Points Repeat – Caning |
| Playing Truant | School Community Service / Home Involvement/ Demerit Points / Caning |
| Smoking and Possession of Cigarettes | Cessation Clinic/ School Community Service/ Home Involvement/ Demerit Points/ Caning |
| Theft in School | School Community Service/ Home Involvement/ Demerit Points/ Caning/ Police Report |
| Shoplifting | Home Involvement/ Demerit Points/ Caning/ Police Report |
| Other Serious Offences Gambling / Vandalism / Substance Abuse / Fighting / Bullying / Cheating during Tests or Exams / Forging or Doctoring Documents / Possession of Pornographic Materials / Disrespect for School Staff | School Community Service/ Home Involvement/ Demerit Points/ Caning / Expulsion / Police Report (Depending on severity of offence) |

School Community Service/ Home Involvement/ Demerit Points/ Caning / Expulsion / Police Report (Depending on severity of offence)

School Community Service – Any form of school service as deemed fit by the school authorities to assist a pupil repent and redeem his incorrect behaviour.

Parents will be informed of the offences and actions will be taken. All offences committed will be recorded in the School Cockpit. Police assistance will be sought for serious offences.

STUDENTS' APPLICATION FOR FINANCIAL ASSISTANCE/BURSARY IN VICTORIA SCHOOL

Schemes

MOE Financial Assistance Scheme

- Full waiver of school fees
- Waiver of 50% standard miscellaneous fees
- Textbook grant

Eligibility Requirements

- Singapore Citizens
- Family with 1 or 2 children: S\$900 (Gross)
- Family with 3 or more children: S\$1,050 (Gross)

Application Procedures

- Application should be submitted on prescribed forms that are available at the General Office.
- Applications are invited twice yearly – January and June

School Advisory Committee Financial Assistance Scheme

Eligibility Requirements

- Pupils who are not on any form of financial assistance scheme
- Pupils who are facing financial hardship

Application Procedures

- Application should be submitted on prescribed forms that are available at the General Office.
- Applications are open twice yearly – January and June

Bursaries sponsored by charity organisations and various ethnic group welfare organisations are available. Pupils can either apply directly or through the Head of Department - Pupil Welfare.

financial commitments

The table below summarises the **expected financial commitment** of Victorians over the year, not including the cost of textbooks and uniforms. The amount stated for items 3 and 4 may vary depending on the activities and events planned. Eligible Victorians may use their Edusave account to defray part of the cost. The school would also help to defray some of the cost through the school's Edusave account, school funds as well as donations from well-wishers.

| S/No | Description | Amount for Year |
|------|--|------------------------|
| 1. | School Fees, Miscellaneous fees & Autonomous School Fees : | |
| | a) Singapore Pupil | About \$264 |
| | b) Foreign Pupil | About \$1764 |
| 2. | GCE 'O' Level Examination Fees (for sec 4 Victorians) | About \$380 |
| 3. | Enrichment and Miscellaneous Activities | Between \$200 to \$250 |
| 4. | Printing Costs including: | |
| | a) Photocopy | \$50 |
| | b) School Magazine | \$15 |
| 5. | Student Insurance | \$4 |

Victorians are also expected to help raise funds for the school and for the community. We do not expect every Victorian to raise a minimum sum but we do expect that a Victorian commits himself to do his part for the school and the community.

A Framework for Responsible Decision Making

GROW



Characteristics of a Goal

SMART Goals

- Specific
- Measurable
- Achievable
- Realistic
- Time-Bound

Sec 1 Orientation Camp

"All too soon, it was time to leave the Sec One camp. The fun, laughter and tears shed while going through the camp activities had brought the freshmen much closer together. The friendships forged were stronger than imaginable. The flying fox, rappelling, kayaking, advanced obstacle course and campfire night made up a memorable chapter in our lives. I have now come to know what it feels like to be welcomed into the Victorian family and what the much talked about Victorian spirit is all about."

Tarang Jethwa, 1H



Sec 3 Overseas Adventure Camp

The Secondary Three Annual Overseas Adventure camp was timely organized to enable the Sec Threes who had been assigned to different classes the opportunity for interaction and for a shared experience. The March term break spent roughing it out and living together at Kluang in Johore during the 4-day-3-night camp proved to be eventful. A series of camp activities lined up to test group tenacity, camaraderie, ingenuity and resilience accelerated the process of maturation for many participants. Despite the toil and sweat, it was all worth it. Lake crossing with self-constructed raft, farm topography quiz, the ascent up Mt. Lambak, friendly matches with Chong Hwa High School and the much-anticipated campfire were the main highlights of the camp. The camp had once again ignited the Victorian spirit and strengthened the determination to keep our flag unfurled.

To attain academic excellence, Victorians are encouraged to strive to be professional self-directed learners who actively take charge of their own learning by setting realistic targets and displaying the discipline to adhere to a robust study plan.

Start benchmarking your own progress early and tailoring your study plans and targets in the templates provided from page 36 to page 53.



“ To be a professional, one has to be self-driven and self-corrective in order to maintain uncompromising standards of excellence. ”

PSLE Score _____

Overall target for English Language

| Year | Sec 1 | Sec 2 | Sec 3 | Sec 4 |
|--------------------------|--------------|--------------|--------------|--------------|
| Overall Grade | | | | |
| | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
| My Strengths | | | | |
| My Areas for Improvement | | | | |
| Others | | | | |

My Targets & Achievements

| | | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|--|
| A1 | | | | | | | | | |
| A2 | | | | | | | | | |
| B3 | | | | | | | | | |
| B4 | | | | | | | | | |
| C5 | | | | | | | | | |
| C6 | | | | | | | | | |
| D7 | | | | | | | | | |
| E8 | | | | | | | | | |
| F9 | | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | | |

Target Grade - RED
Actual Grade - BLUE

My Grade Banding

| | | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|--|
| T | | | | | | | | | |
| M1 | | | | | | | | | |
| M2 | | | | | | | | | |
| B | | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | | |

PSLE Score _____

Overall target for Mother Tongue

| Year | Sec 1 | Sec 2 | Sec 3 | Sec 4 |
|--------------------------|--------------|--------------|--------------|--------------|
| Overall Grade | | | | |
| | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
| My Strengths | | | | |
| My Areas for Improvement | | | | |
| Others | | | | |

My Targets & Achievements

| | | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|--|
| | | | | | | | | | |
| A1 | | | | | | | | | |
| A2 | | | | | | | | | |
| B3 | | | | | | | | | |
| B4 | | | | | | | | | |
| C5 | | | | | | | | | |
| C6 | | | | | | | | | |
| D7 | | | | | | | | | |
| E8 | | | | | | | | | |
| F9 | | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | | |

Target Grade - RED
Actual Grade - BLUE

My Grade Banding

| | | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|--|
| | | | | | | | | | |
| T | | | | | | | | | |
| M1 | | | | | | | | | |
| M2 | | | | | | | | | |
| B | | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | | |

PSLE Score _____ Overall target for _____

| Year | Sec 1 | Sec 2 | Sec 3 | Sec 4 |
|--------------------------|--------------|--------------|--------------|--------------|
| Overall Grade | | | | |
| | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
| My Strengths | | | | |
| My Areas for Improvement | | | | |
| Others | | | | |

My Targets & Achievements

| | | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|--|
| | | | | | | | | | |
| A1 | | | | | | | | | |
| A2 | | | | | | | | | |
| B3 | | | | | | | | | |
| B4 | | | | | | | | | |
| C5 | | | | | | | | | |
| C6 | | | | | | | | | |
| D7 | | | | | | | | | |
| E8 | | | | | | | | | |
| F9 | | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | | |

Target Grade - RED
Actual Grade - BLUE

My Grade Banding

| | | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|--|
| | | | | | | | | | |
| T | | | | | | | | | |
| M1 | | | | | | | | | |
| M2 | | | | | | | | | |
| B | | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | | |

PSLE Score _____ Overall target for _____

| Year | Sec 1 | Sec 2 | Sec 3 | Sec 4 |
|--------------------------|--------------|--------------|--------------|--------------|
| Overall Grade | | | | |
| | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
| My Strengths | | | | |
| My Areas for Improvement | | | | |
| Others | | | | |

My Targets & Achievements

| | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|
| A1 | | | | | | | | |
| A2 | | | | | | | | |
| B3 | | | | | | | | |
| B4 | | | | | | | | |
| C5 | | | | | | | | |
| C6 | | | | | | | | |
| D7 | | | | | | | | |
| E8 | | | | | | | | |
| F9 | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | |

Target Grade - RED
Actual Grade - BLUE

My Grade Banding

| | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|
| T | | | | | | | | |
| M1 | | | | | | | | |
| M2 | | | | | | | | |
| B | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | |

PSLE Score _____ Overall target for _____

| Year | Sec 1 | Sec 2 | Sec 3 | Sec 4 |
|--------------------------|--------------|--------------|--------------|--------------|
| Overall Grade | | | | |
| | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
| My Strengths | | | | |
| My Areas for Improvement | | | | |
| Others | | | | |

My Targets & Achievements

| | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|
| A1 | | | | | | | | |
| A2 | | | | | | | | |
| B3 | | | | | | | | |
| B4 | | | | | | | | |
| C5 | | | | | | | | |
| C6 | | | | | | | | |
| D7 | | | | | | | | |
| E8 | | | | | | | | |
| F9 | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | |

Target Grade - RED
Actual Grade - BLUE

My Grade Banding

| | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|
| T | | | | | | | | |
| M1 | | | | | | | | |
| M2 | | | | | | | | |
| B | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | |

PSLE Score _____ Overall target for _____

| Year | Sec 1 | Sec 2 | Sec 3 | Sec 4 |
|--------------------------|--------------|--------------|--------------|--------------|
| Overall Grade | | | | |
| | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
| My Strengths | | | | |
| My Areas for Improvement | | | | |
| Others | | | | |

My Targets & Achievements

| | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|
| A1 | | | | | | | | |
| A2 | | | | | | | | |
| B3 | | | | | | | | |
| B4 | | | | | | | | |
| C5 | | | | | | | | |
| C6 | | | | | | | | |
| D7 | | | | | | | | |
| E8 | | | | | | | | |
| F9 | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | |

Target Grade - RED
Actual Grade - BLUE

My Grade Banding

| | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|
| T | | | | | | | | |
| M1 | | | | | | | | |
| M2 | | | | | | | | |
| B | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | |

PSLE Score _____ Overall target for _____

| Year | Sec 1 | Sec 2 | Sec 3 | Sec 4 |
|--------------------------|--------------|--------------|--------------|--------------|
| Overall Grade | | | | |
| | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
| My Strengths | | | | |
| My Areas for Improvement | | | | |
| Others | | | | |

My Targets & Achievements

| | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|
| A1 | | | | | | | | |
| A2 | | | | | | | | |
| B3 | | | | | | | | |
| B4 | | | | | | | | |
| C5 | | | | | | | | |
| C6 | | | | | | | | |
| D7 | | | | | | | | |
| E8 | | | | | | | | |
| F9 | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | |

Target Grade - RED
Actual Grade - BLUE

My Grade Banding

| | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|
| T | | | | | | | | |
| M1 | | | | | | | | |
| M2 | | | | | | | | |
| B | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | |

PSLE Score _____ Overall target for _____

| Year | Sec 1 | Sec 2 | Sec 3 | Sec 4 |
|--------------------------|--------------|--------------|--------------|--------------|
| Overall Grade | | | | |
| | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
| My Strengths | | | | |
| My Areas for Improvement | | | | |
| Others | | | | |

My Targets & Achievements

| | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|
| A1 | | | | | | | | |
| A2 | | | | | | | | |
| B3 | | | | | | | | |
| B4 | | | | | | | | |
| C5 | | | | | | | | |
| C6 | | | | | | | | |
| D7 | | | | | | | | |
| E8 | | | | | | | | |
| F9 | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | |

Target Grade - RED
Actual Grade - BLUE

My Grade Banding

| | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|
| T | | | | | | | | |
| M1 | | | | | | | | |
| M2 | | | | | | | | |
| B | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | |

PSLE Score _____ Overall target for _____

| Year | Sec 1 | Sec 2 | Sec 3 | Sec 4 |
|--------------------------|--------------|--------------|--------------|--------------|
| Overall Grade | | | | |
| | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 |
| My Strengths | | | | |
| My Areas for Improvement | | | | |
| Others | | | | |

My Targets & Achievements

| | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|
| A1 | | | | | | | | |
| A2 | | | | | | | | |
| B3 | | | | | | | | |
| B4 | | | | | | | | |
| C5 | | | | | | | | |
| C6 | | | | | | | | |
| D7 | | | | | | | | |
| E8 | | | | | | | | |
| F9 | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | |

Target Grade - RED
Actual Grade - BLUE

My Grade Banding

| | | | | | | | | |
|----|-----|-----|-----|-----|--|--|--|--|
| T | | | | | | | | |
| M1 | | | | | | | | |
| M2 | | | | | | | | |
| B | | | | | | | | |
| | CA1 | SA1 | CA2 | SA2 | | | | |

Tips from Student Care Services

1. Be well prepared.
2. Accept your strengths and limitations.
3. Set realistic expectations.
4. Think positive by saying " I can face the challenge " and " I can do my best " .
5. Talk about your stress with friends, trusted adults and school counsellors or email care4u@students.org.sg.
6. Eat well and sleep well.
7. Distract your mind from anxiety by thinking of something humorous or visit <http://www.2be.org.sg>.

When there are stumbling blocks in your life, look for other routes. Seek help. We are always available.

Teacher Counsellors

Miss Marliza Bte Muhd

Mr Hazrin B Zainal

Miss Kong Su May

Please also refer to the forum page on the school website, under the Counselling Thread.

Befrienders of Youth:

Tel: 6256-4440

Beyond Social Services:

Tel: 6375-2940

Fei Yue Family Service Centre: Counselling Centre

Tel: 1800-565-6626 (Mon-Fri, 2-5pm)

Samaritans of Singapore:

Tel: 1800-221-4444 Website: <http://www.samaritans.org.sg>

Student Care Services:

Hougang Centre Tel: 6286-9905

Clementi Centre Tel: 6778-6867

Yishun Centre Tel: 6759-6821

Teensline: Tel: 6221-4949

Teen Challenge: Tel: 6793-7933

Crisis Care Hotline: 6346-9333

Streetwise Hotline: 6440-1865

Website: <http://www.teenchallenge.org.sg>

Touch Community:

Tel: 6377-0122

Touchline:

Tel: 1800-377-2252

Youth Challenge :

Tel: 6336-3434

Youth Guidance Outreach:

Tel: 6368-8392

reflections

reflections

reflections

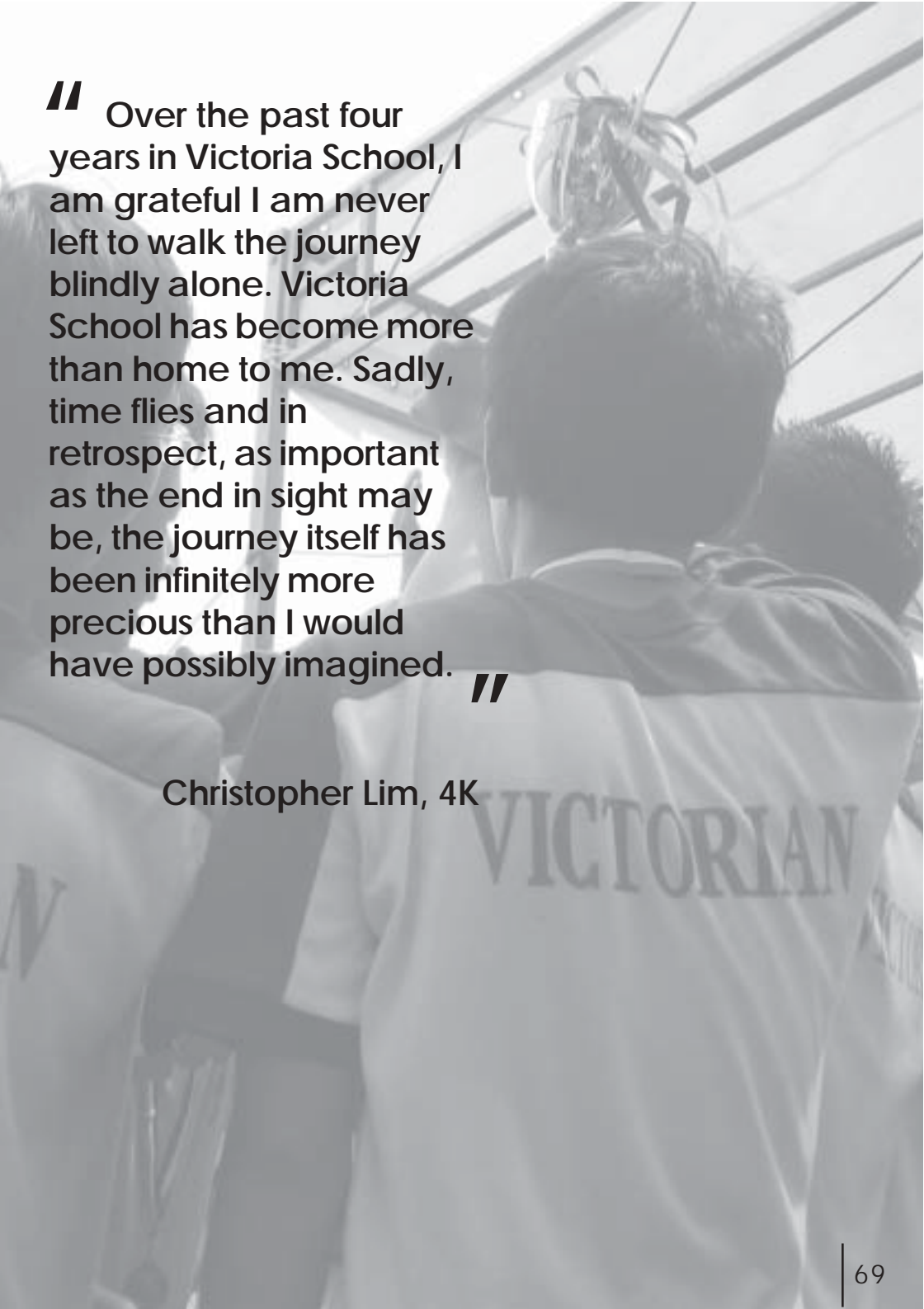
reflections

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reflections

- **The National Symbols**
- **Our Shared Values, Desired Outcomes of Education & NE Messages**
- **Victoria School Anthem**
- **Academic Curriculum**
- **Academic Policies & Benchmarks**
- **Year 2005 CA & SA Target Setting**
- **2006 Secondary 3 Subject Combinations**
- **Co-Curricular & Enrichment Programmes**
- **Co-Curricular Activities (CCAs)**
- **Integrated Programme For Pupil Development**
- **Speech Day Awards**
- **Pupil Service Matters**
- **Pupil referral**
- **School rules**
- **Information for Parents**
- **Financial Assistance, Edusave Scholarships, Bursary & other Awards**
- **Success Profile from VS to Junior College**
- **School Publications**
- **and other additional information . . .**



“ Over the past four years in Victoria School, I am grateful I am never left to walk the journey blindly alone. Victoria School has become more than home to me. Sadly, time flies and in retrospect, as important as the end in sight may be, the journey itself has been infinitely more precious than I would have possibly imagined. ”

Christopher Lim, 4K