



**“ Victoria School. A second home to many indeed. This is where small boys are transformed into young and confident men who are ready to face any challenges the world might pose. This is where many of our fond memories were formed. All the fun times we had in class, cheering as a school at sporting events and singing the Victorian Anthem with pride and glory. This is the place which I am sure that we will never forget in our lifetime. And although every year, a batch of Victorians graduate from the school, nobody actually leaves as VS is forever in our hearts. Viva La Victoria! ”**

**Surya Narayanan  
Sec 4C, Head Prefect 2009/2010**

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



04	School Crest / Colours / Motto
05	Vision / Mission / Core Values
07	Victorian Profile
10	Expectations of a Victorian
18	Discipline
19	School Rules
24	Offences & Consequences
25	Financial Aid
26	Financial Commitments
27	Character Development
33	What Gels Our Victorians
34	The Victorian Gentleman & Sportsman
37	TfU in Victoria School
39	Learning for Understanding
41	The Victorian Professional
42	End-of-Year Promotion Criteria
43	Admission to JC
44	What drives a Victorian
46	Targets & Achievements
50	Teacher / Parent Communication
52	Student Care Services
53	Helplines
54	Stress Management Tips
56	Exam Stress Management Tips
58	Exam Tips for Parents
60	Parent Support Group
62	Website Information
63	School Terms & Vacation



## **SCHOOL CREST**

The open book symbolises lifelong learning. The torch symbolises truth and the passing on of a tradition. It also illuminates the way for Victorians 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**

## Vision

A Victorian is ultimately a Gentleman, a Professional and a Sportsman who makes tangible contributions to his family, work, community and nation.

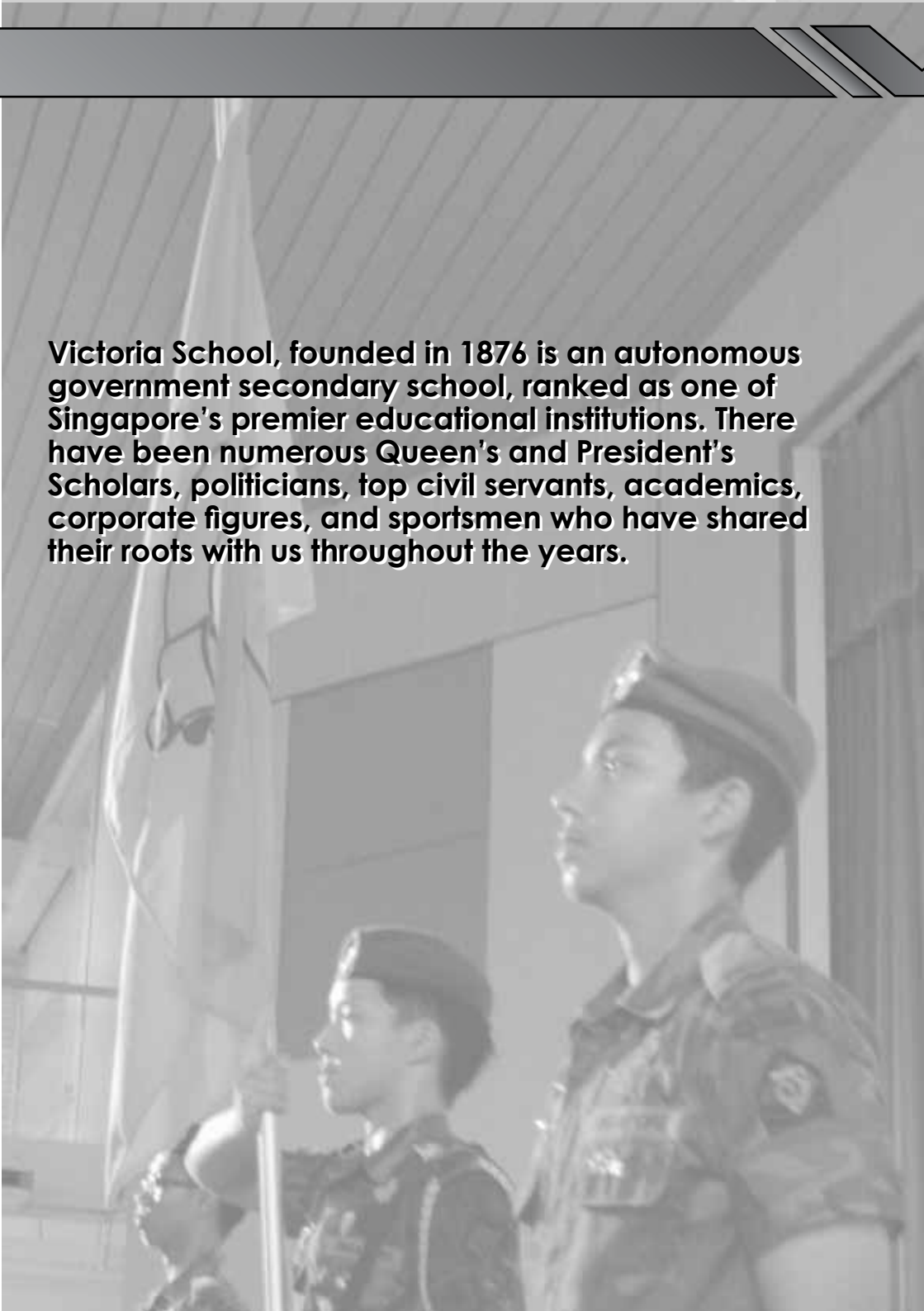
## Mission

**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**



**Victoria School, founded in 1876 is an autonomous government secondary school, ranked as one of Singapore's premier educational institutions. There have been numerous Queen's and President's Scholars, politicians, top civil servants, academics, corporate figures, and sportsmen who have shared their roots with us throughout the years.**

## 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, CCA and Health.

A score of **30 points** is set as a qualifying bench mark 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.

***“The Victorian spirit lives in us. This is the power and strength that runs through the very veins of every Victorian, allowing us to triumph over obstacles with determination and zest, elevating ourselves into new heights where we get evermore groomed, ultimately emerging as Gentlemen, Professionals and Sportsmen. It binds us together as one mighty force, cheering fervently for our fellow Victorians at sports events, regardless of results. This spirit is further reinforced by the burning passion and love that our teachers shower us with; the sacrifices that they made have indeed touched our hearts and we are indeed greatly thankful for them. All our stories in Victoria School will soon come to an end, but what lives forever are the loveliest memories and the Victorian spirit that lays engraved on our hearts. Victoria, we give you many thanks!”***

***Low Jun Yew, 4D (2010)***

# Victorian Profile

1A



a c a d e m i c

Academic

1B



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

CCA

1C



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

Healthy Lifestyle

2



i n t e g r i t y

Discipline

3



c o m p a s s i o n

Community Service

4



t r a d i t i o n

Achievement

5



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

Leadership

6



i n n o v a t i o n

Innovation

7



g l o b a l - m i n d e d n e s s

Global-mindedness

8



s t r a t e g i c - a l l i a n c e

Life-long Learning

# Expectations of a Victorian

## 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.



## Mother Tongue Department

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



## Mathematics Department

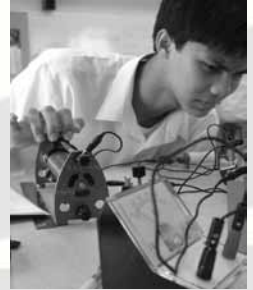
- acquire mathematical concepts and skills for everyday life, and for continuous learning in mathematics and related disciplines.
- make effective use of a variety of mathematical tools to produce imaginative and creative work arising from mathematical ideas.
- develop the abilities to reason logically, to communicate mathematically, and to learn cooperatively and independently.



# Expectations of a Victorian

## Science Department

- understand that Science refers to a system of acquiring knowledge about the way the natural world works by the use and accumulation of experimental evidence.
- model how scientists uncover and build on scientific knowledge by bringing scientific process skills (observation, classification, measurement, inference, prediction and communication) to bear on scientific ideas, and events, and to carry out various investigations using different methods.
- apply scientific ideas and process skills to explain phenomena and events, and to carry out various investigations to solve problems.
- develop an informed interest in matters of scientific import and recognise the advantages and drawbacks of scientific and technological developments for society and the environment.



## Humanities Department:

- integrate information, ideas and opinions from a variety of sources.
- gain a global perspective of physical and human landscapes.
- comprehend achievements of world civilizations.
- deal with ambiguity and situations where there are no standard answers.



# Expectations of a Victorian

## Music Unit:

- have an open mind to explore the different types of music and musical forms.
- be creative with the different forms of musical expression.



## Design and Technology Unit

- demonstrate resourcefulness, creativity, innovation and enterprise.
- apply decision-making based on design principles and sound rationale.
- conceive, develop and communicate ideas through design.



## Home Economics Unit

- demonstrate competency in cooking and sewing.
- make conscious and informed nutritional choices.



# Expectations of a Victorian

## Pupil Development Department

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



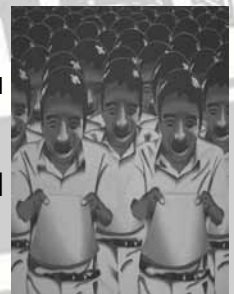
## Physical Education Department

- 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 Art Unit

- develop critical thinking.
- demonstrate understanding of art media through exploration.
- attain visual literacy and promote avid support for visual art.



# Community Involvement Programme

## **Aims:**

To develop a concerned and giving spirit in our youth and a volunteering culture in our nation

## **Benefits you and the community:**

- Increases awareness of current issues in society
- Nurture community and civic responsibility
- Develop life skills
- Fosters social and personal development
- Provides meaningful services to our community

## **Approach:**

- Through Form class activities (min. 6 hours)
- Through CCAs (suggested 6 hours)
- Through Ad-hoc School Programmes
- Direct volunteer with external agencies

## **Requirement:**

Annual minimum requirement of 6 hours of CIP participation within school context.

## **Projected Targets by levels (accumulative):**

Sec 1: 20 hrs, Sec 2: 40 hrs, Sec 3: 60 hrs, Sec 4: 80 hrs

## **LEAPS:**

LEAPS Points System

Points are awarded for every 20 hours contribution made within and outside school context, capped at a maximum of 5 points.

Hours Contributed	Service Point
20 - 39	1
40 - 59	2
60 - 79	3
80 - 99	4
100 and above	5

## Ways to Initiate Your Own Community Involvement Programme

Through CCA Teachers,  
Through Form Teachers,  
Direct to CIP Teachers

### Application of Funds

Youth Leadership Development Grant,  
Young Change Makers Project Grant,  
NYGR Youth Initiated Project Grant,  
Overseas Youth Programme Grant

<i>Type of Grant</i>	<i>Purpose</i>	<i>Amount</i>
Youth Leadership Development Grant	For Training and Development in Leadership, Project Management, Service Learning Application	60% of the training cost capped at \$300 per youth per year
Young Change Makers Project Grant	For Projects that benefit Local Community and Society at large  Can range from action programmes to public awareness programmes	80% of project cost or \$3000, whichever is lower
NYGR Youth Initiated Project Grant	Community Projects addressing Youth-at-Risk issues [maximum time frame : 6 months]	80% of project cost or \$3000, whichever is lower
Overseas Youth Programme Grant	For developing and strengthening the capabilities of youth through engagement in overseas programmes	50% of project cost or \$5000, whichever is lower

For more information, visit <http://www.nyc.pa.gov.sg> or <http://www.nvpc.org.sg>

## Some good reasons to start volunteering

- To help others
- To learn about an activity or organization that interests you
- To beat boredom (if you find yourself sitting around the house feeling totally bored, volunteering in an activity you enjoy can be a great way to change things)
- To gain perspective on life (there is no better way to understand your blessings than to help people in need)

## 10 Ways to Volunteer

1. Through Arts or Science Programmes via Arts for Us All, Art Outreach Singapore or The Singapore Science Centre.
2. Helping Others Learn to Read via SINDA's Project Read.
3. Hospitals via SGH's Friends of SGH, or other hospitals like KKH, NUH.
4. Libraries via National Library Board's Friends of the Library Programme.
5. Senior Citizens Centres around your neighbourhood.
6. Animal Welfare. Check out Action for Singapore Dogs, House Rabbits Society of Singapore, Cat Welfare Society or SPCA.
7. Humanitarian Organisations via Habitat for Humanity Organization, Singapore Red Cross Society or The Salvation Army.
8. Doing Your Bit for the Environment via Green Volunteer Network or visit [www.wildsingapore.com](http://www.wildsingapore.com) or National Environmental Agency.
9. Website Creation for various charities or organizations that do not have websites.
10. Persons with Special Needs via Riding for Disabled Association, MINDS, Special Olympics Singapore.
11. Youth Programmes via Student Care Service, Children-at-risk Empowerment Association, WOW! A Youth Service, Youth Challenge, Touch Community Services.

## **Service Learning & Community Involvement Programme**

In Victoria School, to make the Community Involvement Programmes more meaningful, Service Learning Methodology is deployed to allow students to be more engaged, and understand the purpose of Community Involvement Programmes.

Service Learning refers to a method in which students learn and develop through thoughtfully-organized service that is conducted to meet the needs of a community. It is coordinated with an institution of higher education that help to foster civic responsibility among our students. Service Learning is also integrated into the academic curriculum where structured time is set aside for students to reflect on their service experience.

We hope that our students will find Volunteerism meaningful and fun, and will continue to lead a purposeful life through active Volunteering.

Nil Sine Labore



Victorians are expected to have the right attitude towards **learning** and be **well-behaved**. All Victorians are expected to know and apply the *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 be accountable for their own actions. 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 & Proper Attire

- 1.1 Victorians are to wear the prescribed school uniform. 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 Upper Secondary Victorians are to wear the prescribed VS Belts purchased from the school bookshop.
- 1.4 Victorians are to wear white-based track/canvas shoes which are low cut and properly laced with white shoelaces. 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 on 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 be grown to reach the eyebrows in front, the collar at the back and the ears at the sides nor 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.
- 2.7 Ear/nose/tongue/lip sticks/studs and other piercings on the body 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 and religious festivals.
- 3.3 Victorians must obtain written permission from the Form Teacher before leaving the school premises during curriculum time.

# School Rules

## School Uniform

**Note: Students are to wear the prescribed school uniform.  
Modification of the school uniform is not allowed.**



Lower Sec Attire



Upper Sec Attire



PE Attire (front)



PE Attire (side)

- 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 chest.
- 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 their work and submit their best effort in time.
- 5.5 Victorians keep the classroom neat and clean.
- 5.6 Victorians obtain the teacher's permission before entering and leaving any classroom.

## **6. Canteen Rules**

- 6.1 Victorians queue for food and drinks.
- 6.2 Victorians return used utensils to the receptacles provided.
- 6.3 Victorians consume all food and beverages in the canteen.
- 6.4 Victorians keep the canteen clean and dry.
- 6.5 Victorians do not go to the canteen for food and drinks during curriculum time.

## **7. General**

- 7.1 Victorians must prepare well to excel in any competition and be sporting and gracious in accepting the decision or outcome.

**VICTORIANS DO NOT BULLY, DO NOT CHEAT,  
DO NOT LIE AND DO NOT STEAL.**

# School Rules

- 7.2 Victorians do not go to unauthorized places or be a nuisance at public places.
- 7.3 Victorians do not patronize places of public entertainment like cyber cafes, gaming centres, arcades, etc in school uniform.
- 7.4 Victorians are to look after their personal possessions in school.
- 7.5 Victorians do not bring excessive cash or expensive branded items to school.
- 7.6 Victorians obey the Pedestrian Crossing Rules and the Laws of Singapore.

## **8. Mobile Phones/Electronic devices/Playing Cards/IT Policy/etc**

- 8.1 Victorians carry mobile phones to school at their own risk.
- 8.2 Mobile phones must be switched off and must not be used at any time within the school compound.
- 8.3 Victorians found with mobile phones switched on or caught using them in school will have to hand them 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.
- 8.4 Victorians do not misuse electronic devices and do not bring nor play with playing cards in school.
- 8.5 Victorians are to adhere to the IT Acceptable Use Policy (AUP) found in the school website.

## **9. CyberCode of Conduct**

- 9.1 Inter-Relay Chat (IRC) and the sending out of 'chain letters' (spam or unsolicited emails) are considered as misuse of ICT system and may result in the suspension of the users' privilege. You will be held accountable for all actions including any spam/unsolicited emails originating from your logged I.P. network account, network device or any spam/unsolicited emails that cause Victoria School to respond regardless of point of origin.
- 9.2 You will not post/transmit or knowingly receive any material that is copyrighted (e.g. movies or music files), pornographic, sexually graphic, violent, or for solicitation. You will not post any material that is illegal, libelous, tortious, or likely to result in retaliation against Victoria School by offended users.

- 9.3 You will not use mobile communication devices or other technologies to engage in cyber-bullying, cyber-stalking, harassment or threats. Doing so will result in the disciplinary action taken against you.
- 9.4 You will not use mobile communication devices or other technologies that disrupt the instructional process.
- 9.5 Do not use another user's account or share your account. Doing so will result in the loss of privileges for both parties.
- 9.6 Do not use your accounts for any financial gain and commercial activities. The use of electronic resources for recreational games is strictly prohibited.
- 9.7 Be polite. Do not be abusive in your messages to others. Hate mail, harassment, discriminatory remarks and other anti-social behaviours are prohibited.
- 9.8 Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language, material and images.
- 9.9 Do not post, transmit, or permit Internet access to information you desire to keep confidential. Do not reveal your full name, phone number, or home address or those of other students when using the Internet.
- 9.10 Keep your personal login and account password private and log off the application/network immediately after each use.

# Offences & Consequences

OFFENCE	CONSEQUENCES
<b>Tinted Hair / Long Hair / Inappropriate Hairstyle / Facial Hair</b>	First Time - Dye hair back to original colour / send to barber for haircut / haircut by OM, DM or P / shave in school / detention / Community Service / Home Involvement / Caning
<b>Late for school</b>	After 2 times - School Community Service / Home Involvement
<b>Skipping Lessons</b>	School Community Service
<b>Sneaking into School after Morning Assembly</b>	Detention outside OM/DM's Office until the end of the day/ Home Involvement/ Caning
<b>Truancy</b>	School Community Service / Home Involvement / Caning
<b>Smoking and Possession of Cigarettes</b>	Cessation Clinic/ School Community Service/ Home Involvement/ Caning
<b>Theft in School</b>	School Community Service/ Home Involvement/ Caning/ Police Report
<b>Shoplifting</b>	Home Involvement/ Caning / Police Report
<b>Other Serious Offences</b> <b>Gambling / Vandalism / Substance Abuse / Fighting / Bullying / Assault / Cheating during Tests or Exams / Forging or Doctoring Documents / Possession of Pornographic Materials / Misuse Computer / Video Abuse / Disrespect for School Staff</b>	School Community Service/ Home Involvement/ 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 in changing their 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

### A) Schemes

#### MOE Financial Assistance Scheme

- Full waiver of school fees
- Waiver of standard miscellaneous fees
- Textbook grant
- School shoes
- Uniform

### Eligibility Requirements

- Singapore Citizens
- Family with 1 or 2 children: S\$1500 or below.
- Family with 3 or more children: S\$1800 or below.

### Application Procedures

- Application should be submitted on prescribed forms that are available at the General Office.

### B) School Advisory

#### Committee Financial Assistance Scheme & Opportunity Fund (Local Students)

### 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.

Bursaries sponsored by charity organisations and various ethnic group welfare organisations are available. Pupils can either apply directly or through the General Office.

# 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. Victorians who are eligible 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 \$276
	b) Foreign Pupil	About \$4272
2.	GCE 'O' Level Examination Fees (for sec 4 Victorians)	About \$420
3.	Enrichment Activities (Local)	Between \$200 to \$250
4.	Printing Costs including:	
	a) Photocopy	\$50
	b) School Magazine	\$15
5.	Student Insurance	\$4
6.	Victoriana	\$2

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.

## **Victoria School's Character Development Programme**

is inter-woven into all aspects of the students' school life. Character Education is taught explicitly in Civics & Moral Education lessons and Pastoral and Life skills lessons. It is also infused into our academic curriculum as part of a whole school approach towards character education. In CCAs, character education is given a priority as the boys are groomed to be disciplined team players and responsible leaders. Essentially, Victoria School's Character Development Programme aims to nurture compassionate, steadfast and principled young men who possess a sense of social responsibility and contribute positively to the community.

### **Leadership**

VS believes each Victorian is a leader. The school utilizes the EDGE (Experience, Develop, Grow, Emerge) model for students to be groomed in as competent leaders. Our student leadership programmes enable the boys to be directly involved in planning, teamwork and effective execution of various tasks. With diligence, determination and discipline, all Victorians should emerge at the end of Secondary 4 as a Leader, in the mould of a Gentleman, Professional, and Sportsman.

### **Citizenship**

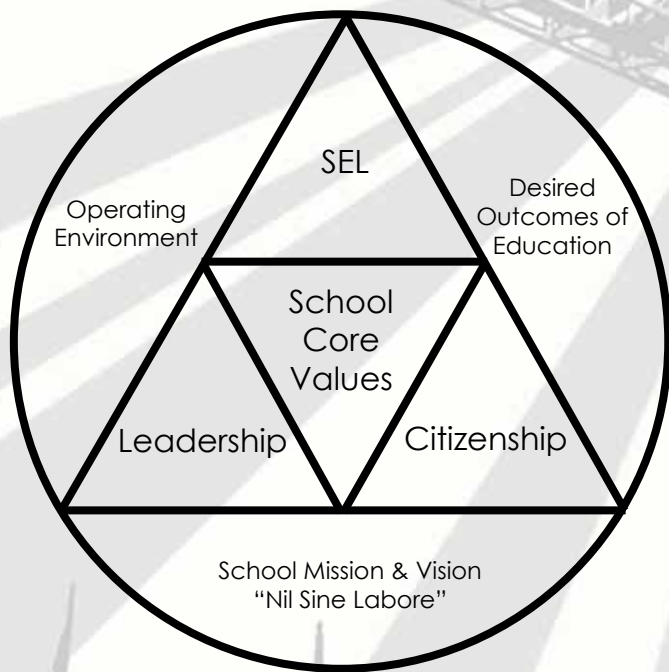
VS has a rich multi-racial profile which mirrors the racial composition in Singapore. With students from China, India and the ASEAN countries, it is also a cosmopolitan school, uniquely Singaporean, yet global in outlook. Other than an all-year-round National Education programme infused into the curriculum, VS also offers a variety of meaningful overseas exchange programmes and Community Involvement Projects. VS provides the environment that will cultivate good citizens, contributing to the wider community.

# Character Development

## Social Emotional Learning (SEL)

VS believes the manifestation of sound character is only possible with good SEL skills. The social and emotional well-being programme for students seeks to develop the following competencies:

- i) Self Awareness
- ii) Self Management
- iii) Social Awareness
- iv) Relationship Management
- v) Responsible Decision Making



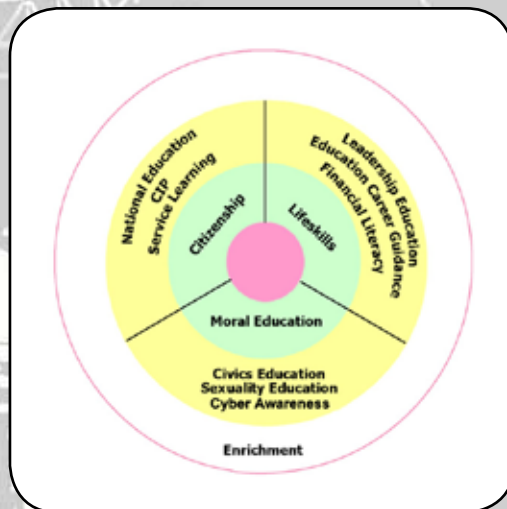
# Character Education in Victoria School

In relation to all the Character Development Programmes carried out in Victoria School, Character Education (CE) serves as an anchor for lifeskills, moral and citizenship education. In Victoria School, CE is taught every Monday with the aim of enhancing interaction and understanding among students of different racial and religious backgrounds. CE lessons provide a common platform for students to engage in group activities and discussions on moral and civics issues, thereby nurturing and strengthening the social bonds on the school community.

## Modular Focus of CE:

In Victoria School, the teaching of CE focuses on nurturing good character from within through the following modules taught:

- 1) Moral Education
- 2) Lifeskills
- 3) Citizenship



The three modules encompass other related programmes (shown on the chart) to provide students with authentic learning opportunities that help them to internalize the values taught and acquire the skills and attitudes necessary for developing good character.

# Character Education in Victoria School

## CE Assessment:

Assessment of CE is broad-based and multi-dimensional so as to take into account the complex nature of values transmission and learning. Assessment is designed to check students' understanding and to facilitate the learning of skills and knowledge taught.

Assessment is done through the following format:

1)	CME project	30%
2)	NE project	30%
3)	CIP reflection	10%
4)	CIP hours	30%

Students are assigned grades which are entered in their report books. Below is a suggested grading system:

Grade	A	B	C	D
Marks based on the above four components	70 % & above	60 - 69 %	50 - 59 %	Below 50%

# Character Development

## Personal Qualities (PQ) Assessment

VS Core Values are chosen and aligned to the type of Curricular and Co-Curricular Programmes that the cohort has been offered:

	Sec 1	Sec 2	Sec 3	Sec 4
VS Core Values	Integrity Compassion Leadership*	Integrity Innovation Compassion Leadership*	Integrity Innovation Compassion Global-mindedness Leadership*	Integrity Innovation Compassion Global-mindedness Leadership* Professionalism

\* Leadership is a core component of the school's mission statement

The competencies (adopted from CME non-formal assessment rubrics) are also carefully selected to match the selected VS Core Values. The inherent competencies tied to the VS Core Values are:

VS Core Values	Competencies	Student is able to:	Sec 1	Sec 2	Sec 3	Sec 4
Integrity	Moral Awareness	Understand the right things to do in difficult situations	X	X	X	X
Innovation	Critical Thinking / Problem Solving	Recognise possible alternatives and their consequences		X	X	X
Compassion	Empathy	Feel for others and understand what they are going through	X	X	X	X
Global-mindedness	Harmony	Work harmoniously with others		X	X	X
Leadership	Moral Courage	Take responsibilities for decisions and actions	X	X	X	X
Professionalism	Competence	Display social and emotional skills				X

On a scale rating (Not Demonstrated, Demonstrates to some extent, Demonstrates Adequately, Demonstrates Strongly, Demonstrates Very Strongly), the expected rating for the various levels are:

- Sec 1: Demonstrates to Some Extent
- Sec 2: Demonstrates Adequately
- Sec 3: Demonstrates Strongly
- Sec 4: Demonstrates Very Strongly

# Character Development

## Leadership Education in VS

Student Leadership Education is instituted as part of Character Development in Victoria School, in the quest of grooming upright and balanced individuals with leadership qualities. Leadership Education aims to instill in Victorians a spirit of achievement, and nurturing them into becoming innovative and respectable leaders.

The Student Leadership Practices in VS is built upon Jim Kouzes and Barry Posner's "The Leadership Challenge" Five Practices of Exemplary Leadership. The table below gives a short introduction into the five practices.

 <p><b>MODEL</b> the Way</p>	<p><b>Model the Way</b></p> <p>Leaders establish principles concerning the way people should be treated and the way goals should be pursued. They create standards of excellence and then set an example for others to follow. They display and demonstrate the exemplary traits and values that they live by, in so doing, acting as effective role models for their peers and juniors alike.</p>
 <p><b>INSPIRE</b> a Shared Vision</p>	<p><b>Inspire a Shared Vision</b></p> <p>Leaders passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the CCA can become. Through their magnetism and quiet persuasion, leaders enlist others in their goals and targets for the CCA. They breathe life into their visions and enthuse others about the possibilities for the future.</p>
 <p><b>CHALLENGE</b> the Process</p>	<p><b>Challenge the Process</b></p> <p>Leaders search for opportunities to change the status quo. They look for innovative ways to improve the CCA. In the school setting, student leaders should be confident in offering viable solutions to improve problems situations that they may have identified.</p>
 <p><b>ENABLE</b> Others to Act</p>	<p><b>Enable Others to Act</b></p> <p>Leaders foster collaboration and build spirited teams. They actively involve others. Leaders understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful.</p>
 <p><b>ENCOURAGE</b> the Heart</p>	<p><b>Encourage the Heart</b></p> <p>Accomplishing extraordinary things in the CCA is hard work. To keep hope, enthusiasm and determination alive, leaders recognize contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments.</p>

(Adopted from The Leadership Challenge Model by Jim Kouzes and Barry Posner)

## Sec 1 Orientation Camp

On the first day of school, all the fresh Secondary One Victorians had to attend a 3day-2night camp at Jalan Bahtera MOE Adventure Campsite. There, all of us were able to participate in various activities such as rock climbing, the 2.4km run and kayaking. This all happened from 4th January to 6th January where we experienced several activities that made the camp exciting and memorable. We were also given the rare opportunity to try our hands at activities which built our confidence and allowed us to break our personal barriers such as the Abseil, Flying Fox and Nature Rumble. For the "Campfire Skit Competition", we had to come up with a skit as a class about the repercussions of bullying. This made us aware of our acting skills and also aided us to bond with one another and the teachers. During the campfire, we also learnt the Victorian cheers that symbolises the true Victorian spirit of all Victorians. Mostly, this camp taught me the most valuable lesson about being a Victorian. That is- "A Victorian is a Gentlemen, a Professional and a Sportsman".

Arjit Pandey, 1H (2010)



## Sec 3 Overseas Adventure Camp

"The Sec 3 Overseas Adventure Camp was something that all Sec 3 Victorians looked forward to at the start of the year. And it surely did not disappoint. It was more than just a life changer of the group of 300 Victorians who went to the Kahang Organic Rice Eco Farm (KOREF) – it was where we learnt and striven too, and played the sportsman's game. We spent hours in the sun and rain together, climbing the over 400m high Gunung Lambak, having to rely only on friends. This camp marked our transition from little innocent sec 2 Victorians to fine young Sec 3 gentlemen. As the campfire started to die down, deep in our hearts we knew, this was not the end of another camp for us – it was the start of something more."

Preshant Achuthan, 3C (2010)

# The Victorian Gentleman & Sportsman

To attain holistic development, Victorians are encouraged to be self-driven in tracking their own involvement in CCAs, enrichment activities and community service programmes that aim to mould them into compassionate and useful social beings.

## CO-CURRICULAR MATTERS

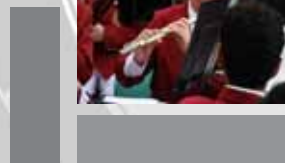
### 'LEAPS' CCA GUIDELINES & GRADING SCHEME

#### 'LEAPS' CCA SCORING SYSTEM

<b>Categories</b>	<b>Maximum Points</b>	<b>Award of points up to: (will be totalled up)</b>
<b>Leadership</b>	<b>12</b>	2 activities - Only the highest point awarded for each activity will be considered. - Points awarded for up to 2 activities will be considered.
<b>Enrichment</b>	<b>3</b>	6 CDP modules with 2 from each of 3 domains. ONE Bonus point will be awarded for 2 additional Sports/Rugged activities.
<b>Achievement</b>	<b>15</b>	3 sub-categories
<i>Representation</i>	<b>8</b>	Only the highest points awarded for up to 2 activities will be considered.
<i>Attainment</i>	<b>6</b>	Only the highest points awarded for up to 2 activities will be considered.
<i>Accomplishment</i>	<b>6</b>	Only the highest points awarded for up to 2 activities will be considered.
<b>Participation</b>	<b>10</b>	Main CCA attendance and 2 other activities - Only the highest points for 2 other activities will be considered.
<b>Service</b>	<b>5</b>	100 or more hours of service

## 'LEAPS' CCA GRADING SCALE

4 - Year Secondary Course	
Points	Grade
25 & above	A1
20 - 24	A2
16 -19	B3
13 - 15	B4
10 - 12	C5
8 - 9	C6
4 - 7	D7
1 - 3	E8
0	U



# The Victorian Gentleman & Sportsman

Categories	CCA/ Committee	No. of Activities Attended	Type of Activities
<b>Participation</b>		1	
		2	
		3	
		4	
		5	
		6	

<b>Service</b>	1	
	2	
	3	
	4	
	5	

**Points Accumulated at the end of year 1/2/3/4**

**Sec 1: L ( ) E ( ) A ( ) P ( ) S ( )**

**Total Points: ( )**

**Sec 2: L ( ) E ( ) A ( ) P ( ) S ( )**

**Total Points: ( )**

**Sec 3: L ( ) E ( ) A ( ) P ( ) S ( )**

**Total Points: ( )**

**Sec 4: L ( ) E ( ) A ( ) P ( ) S ( )**

**Total Points: ( )      Grade: ( )**

## Teaching for Understanding

**Victoria School** has adopted the **Teaching for Understanding** (TfU) framework – a framework developed through a 6-year project at Project Zero of the Harvard University Graduate School of Education - as a school-wide curriculum innovation to spearhead its **Teach Less Learn More** (TLLM) strategy to enhance students' holistic development.

The objectives of the school-based curriculum innovation are:

- (a) Enriching the quality of interaction between teachers and students to better engage students in their learning; and
- (b) Achieving the outcomes of education with understanding as a central goal.

The introduction of Teaching for Understanding in the school has brought knowledge to life by engaging students in active learning. Students are proactive in making sense, and connecting prior ideas with new ones. Various assessment modes are used to enable students to generate deeper meaning and understanding of perspectives and concepts.

What are the big ideas that you want your students to focus on this year?

**Throughlines**

How will you and students know what they understand?

**Ongoing Assessment**

**Teaching for Understanding Framework**

What will students learn about? Why is this worth learning?

**Generative Topics**

What will students do to build and demonstrate their understanding?

**Performances of Understanding**

What will students come to understand during this unit?

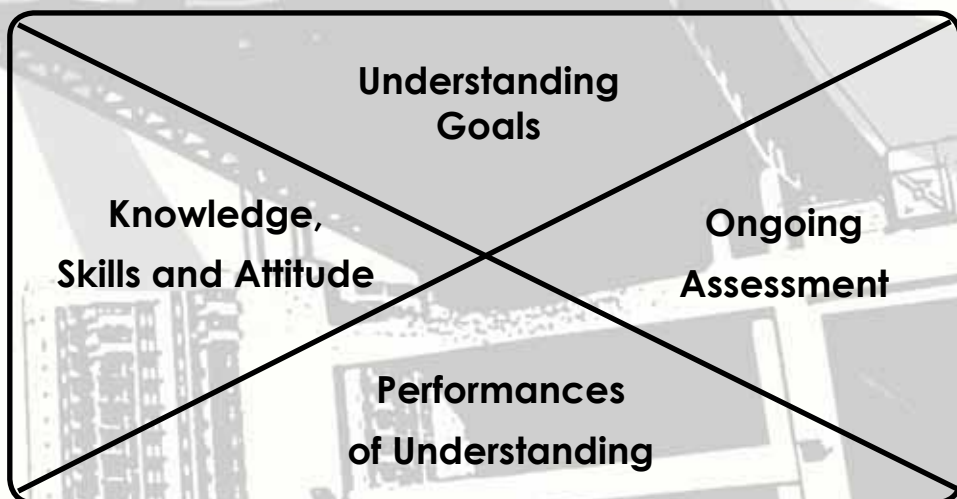
**Understanding Goals**

*(Harvard University, Graduate School of Education)*

# Learning for Understanding (LfU)

The TfU framework has provided teachers with a language and structure for planning classroom teaching practices, and for discussing teaching for understanding with other colleagues. In the next phase, we also want to extend this 'language capability' to other key participants in the learning process – Students.

As such, VS has added to the knowledge base by developing a '**Learning for Understanding**' framework for students. This will imbue students with the 'understanding language' and engender in them an ownership for learning. As an example, students will have their own targets set for the whole year, for the purpose of recording their targets and expectations, and charting their achievements.



**“Victoria, thy sons are we and we will not forget...”**



# The Victorian Professional



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 46 to page 49.

**“ A Professional - A Victorian who strives for success no matter what the obstacle as success does not fall on one’s lap; one has to go get it. ”**

# End of Year Promotion Criteria

## Sec 1 Express

Sec 1 (Express) Victorians need to obtain a pass in EL **and** a pass percentage (i.e. 50% or greater) in the average for all subjects to be **Promoted to Sec 2 Express**.

## Sec 2 Express

Sec 2 (Express) Victorians need to obtain a pass in EL **and** a Pass percentage (i.e. 50% or greater) in the average for all subjects to be **Promoted to Sec 3 Express**.

## Sec 3 Express

Sec 3 (Express) Victorians need to obtain a grade 6 or better in EL **and** 2 other subjects to be **Promoted to Sec 4 Express**.

## Sec 4 Express

All Sec 4 Victorians will have promotion status displayed as "Completed Sec 4 Express" in the results slips.

## Aggregate Types

L1R5: For JC Course		
L1	First Language -	English/ Higher Mother Tongue
R5	Relevant Subject 1 - Relevant Subject 2 - Relevant Subject 3 -	Humanities/ Higher Art/ Higher Music Mathematics/ Science Humanities/ Higher Art/ Higher Music/ Mathematics/ Science
	Relevant Subject 4 -	Any GCE 'O' Level subjects (except Religious Knowledge and CCA)
	Relevant Subject 5 -	Any GCE 'O' Level subjects (except Religious Knowledge and CCA)

## Bonus Points to JCs

- Affiliation: VS pupils get 2 bonus points for entry to VJC provided VJC is their First Choice.
- CCA: Grade A1 & A2 (2 points)  
Grade B or C (1 point)
- Obtain A1 to C6 in both EL and HMT and get 2 bonus points.
- Maximum number of bonus points per pupil is capped at 4.
- Bonus points are used for ranking and not for eligibility to the Pre-U courses at MI.



## Characteristics of a Goal

### SMART Goals

#### Specific

Make goals SPECIFIC

Eg. I want to score 8 points and below for 'O' Levels

#### Measurable

Make goals MEASURABLE

Eg. I want to score A2 for English and Humanities, A1 for Maths, Physics, Chemistry and Mother Tongue

#### Achievable

Set up an ACTION plan

Eg. Systematically, I will plan a revision time table to revise

#### Realistic

Eg. Given the time available for revision on top of schoolwork, with my capability and interest in Physics, Maths and Mother Tongue, I should be able to do well if I stuck close to the revision time table. However, considering my weakness in the other subjects, I need to spend more time and work harder.

#### Time-Bound

Set a TIMELINE

Eg. I will complete all my revision by 23 September 2011, about 2 weeks before the exam commences.

## A Framework for Responsible Decision Making

### GROW ME











# Teacher/Parent Communication

**DATE**

**NOTES**

**SIGNATURE**

# Teacher / Parent Communication

**DATE**

**NOTES**

**SIGNATURE**

## Tips from Student Care Services

1. Be well prepared. Maintain a steady pace.
2. Accept your strengths and limitations.
3. Manage your expectations. Set realistic goals.
4. Focus on the present, not the past.
5. Keep a positive attitude. Be willing to face life's challenges and always try to do your best.
6. Maintain adequate exercise, rest and nutrition.
7. Talk about your stress with friends, trusted adults and school counsellors or email [care4u@students.org.sg](mailto:care4u@students.org.sg).
8. Distract your mind from anxiety by thinking of something humorous or visit <http://www.2be.org.sg>.

“

**Need a listening ear, you can  
turn to us for help.**

”

### **Counsellors**

*Mdm Tasmine Tham  
Mdm Tang Wai Yue  
Ms Lim In Siew*

*Full-time School Counsellor  
Subject Head/Teacher-Counsellor  
Teacher-Counsellor*

Please also refer to the forum page on the school website, under the Counselling Thread or visit <http://vs.moe.edu.sg/counsellor>

**Befrienders of Youth**

Tel: 6256-4440

**Beyond Social Services:**

Tel: 6375-2940

**Care Corner 800 Hotline**

Tel: 1800-353-5800

(10.00am to 10.00pm except PH)

**Counselling and Care Centre**

Tel: 6536-6366

**Child Guidance Clinic**

Tel: 6435-3878/9

(Mon-Fri: 8.00am to 5.00pm)

**Fei Yue Family Service Centre**

Counselling Centre

Tel: 1800-565-6626

(Mon-Fri: 2-5pm)

**Moral Family Service Centre  
(Bedok North)**

(for Family related problems)

Tel: 6449-1440

**Marine Parade FSC**

Tel: 6445-0100

**National Family Service  
Centre Helpline**

Tel: 1800-838-0100

**Student Care Services**

Hougang Centre Tel: 6286-9905

Clementi Centre Tel: 6778-6867

Yishun Centre Tel: 6759-6821

**Useful Websites**

<http://www.neeteen.sg>

<http://www.youth.sg>

**Samaritans of Singapore**

(for the suicidal, lonely and anyone in crisis)

Tel: 1800-221-4444

Website:

<http://www.samaritans.org.sg>

email: [pat@samaritans.org.sg](mailto:pat@samaritans.org.sg)

**Teensline**

(for young people with interpersonal, stress/ depression/ anxiety and sexuality-related problems)

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

**TRANS Centre (Bedok)**

(for young people and families with problems)

Tel: 6449-0762

**Touchline**

Tel: 1800-377-2252

**Youth Challenge**

Tel: 6336-3434

**Youth Guidance Outreach:**

Tel: 6368-8392

# Stress Management Tips

***Stress is a fact of life, but being stressed out is not. Being overly anxious is not just a mental hazard; it's a physical one too. Here are some easy alternatives to anxiety. Read on and relax!***

## **1. Breathe Easily**

To breathe deeply and easily, begin by putting your hand on your abdomen just below the navel. Inhale slowly through your nose and watch your hand move out as your belly expands. Hold the breath for a few seconds, then exhale slowly. Repeat several times.

## **2. Visualize Calm**

Close your eyes, take three long, slow breaths, and spend a few seconds picturing a relaxing scene, such as walking in the park or lying on the beach. Focus on the details - the sights, the sounds, the smells.

## **3. Compose a Mantra**

Think of an affirmation - a short, clear, positive statement that focuses on your coping abilities. Affirmations are a good way to silence the self-critical voice we all carry with us that only adds to our stress. For example, the next time you feel immense pressure, repeat 10 times, "I feel calm. I can handle this."

## **5. Put It on Paper**

Writing provides perspective. Divide a piece of paper into two parts. On the left side, list the stressors you may be able to change, and on the right, list the ones you can't. Change what you can and stop fretting over what you can't.

## 6. Count to 10

Before you say or do something you'll regret, step away from the stressor and collect yourself. Use your time-out to take a few deep breaths, do a slow count of 1 to 10, stretch, or recite an affirmation.

## 7. Just Say No

Trying to do everything is a one-way ticket to serious stress. Be aware of your limits, and stop trying to please everyone all the time.

## 8. Admit It

Each of us has uniquely individual stress signals - neck or shoulder pain, shallow breathing, stammering, teeth gritting, loss of temper. Learn to identify yours, then say out loud, "I'm feeling stressed," when they crop up. Recognizing your personal stress signals helps slow the buildup of negativity and anxiety.

## 9. Take a Walk

It forces you to breathe more deeply and improves circulation. Step outside if you can; if that's not possible, you can gain many of the same benefits simply by walking to the bathroom, outside your home, or by pacing back and forth.

## 10. Confide in a Friend

Sharing your troubles can give you perspective, help you feel cared for and relieve your burden.

***“Focus on your priorities and maintain balance. Respect your time.”***

Robin Sharma

# Exam Stress Management Tips

## Before Exam

- **Set realistic goals**
- **Develop good study habits**
  - Pay attention during lessons
  - Submit your homework on time
  - Revise your work daily
  - Ask your teacher/friend if you don't understand
- **Sleep, eat, exercise, drink plenty of water**

A healthy body makes for an alert mind

- **Study Smart**
  - Know your learning strategies
  - Know the exam format
  - Prepare a study time-table, and follow it
  - Make time for rest and play in between study
  - Review your revision progress
  - Relax when you feel too stressed: listen to music; exercise; talk to your teacher, friend or your parents; review your expectations; do relaxation exercise; pray etc.

## During Exam

- **Stay calm and concentrate**
  - Read all instructions carefully
  - Read all questions before you start
  - Do the easy question first
  - Write legibly
  - Check all your answers before handing in your scripts. Catch your mistakes before they catch you!
- **Believe in yourself, do your best and don't worry about the rest**

## After Exam

- **Celebrate !!! You deserve it**
- **If you're not happy with your results**
  - Tell someone how you feel
  - Find out what mistakes you made
  - Work out better ways to succeed
- **Be patient with yourself**
  - There will be another chance to do better

## Support your child through an examination

- **Maintain a good relationship** with your child.
- **Love** your child **unconditionally**:
  - Love your child regardless of his results;
  - Appreciate your child for the effort he makes to study: focus on the process, not the marks;
  - Do not compare your child's performance with others'.
- **Identify** your child's **strengths** and weaknesses. Do not dwell on his weaknesses.
- **Have realistic expectations** of and **achievable goals** for your child. Set goals in manageable incremental steps to enable your child to achieve them and experience success.
- Help your child to **develop a structure and routine for study**.
- **Create a conducive environment** that suits your child's learning style/habits.
- **Encourage** your child, especially when he is disheartened; help him to see what he can learn from his mistakes, and to accept that failure is only a temporary setback.

**“The best gift you could ever give your children is your love. Get to know them again. Show them that they are far more important to you than the fleeting rewards of your professional career. Live your children’s childhood.”**

**Robin Sharma**

- **Do not sting on your praises.**
- **Make time for your child and enjoy his company.**
- **Be alert to your child’s fears, worries and concerns:**
  - Listen to him;
  - Help him express his feelings;
  - Brainstorm solution;
  - Seek help from school or from other professionals, if necessary.

**“The best inheritance a parent can give to his children is a few minutes of their time each day.”**

**M. Grundler**



## **PARENT SUPPORT GROUP**

We are a group of committed and enthusiastic parents, who provide non-academic opportunities for the boys, their parents and teachers to grow and strengthen their life and family skills.



PSG oversees the organisation of all family life events for ALL parents of Victorians, past and present.

## **ONGOING ACTIVITIES**

### **For Parents & Staff**

- Parenting Tips
- Marriage Enrichment
- Financial & stress management
- Work-life harmony  
eg. Understanding your child, Family Bonding, Sexuality

### **For Students**

- Lifeskills
- Character development
- Financial & exam stress management  
eg. Build self-esteem, Be money wise, Stress and conflict management

## **OUR DESIRED OUTCOME**

Please join us in our activities, because together we can contribute to your son's holistic development and welfare, and your learning may be enriched as well!

Thank You



# Parent Support Group



Night Study Programme: The boys collecting their dinner from the parents



Parenting Talk: Parents learning skills through playing games



Coffee Talk: "Transiting Your Child into Victoria School" - Tour of the School ground - Speakers' Corner



Coffee Talk: "Transiting Your Child into Victoria School" - Tour of the School ground - Library



Lohei 2010 : Enjoying their 'Lohei' dish



Lohei 2010 : Performing their talents

**CHECK OUR WEBSITE FOR 2011 ACTIVITIES!**

<http://vs.moe.edu.sg/psg>

For more information, please email the Secretary, VS PSG  
[psg1@vs.moe.edu.sg](mailto:psg1@vs.moe.edu.sg)

**URL: <http://vs.moe.edu.sg>**

- **The National Symbols**
- **Our Shared Values, Desired Outcomes of Education & NE Messages**
- **Victoria School Anthem**
- **Victoria School History**
- **Academic Curriculum**
- **Academic Policies & Benchmarks**
- **Year 2011 CA & SA Target Setting**
- **Secondary 3 Subject Combinations**
- **Co-Curricular & Enrichment Programmes**
- **Co-Curricular Activities (CCAs)**
- **Integrated Programme For Student Development**
- **Speech Day Awards**
- **Student Service Matters**
- **Student referral System**
- **Incident / Accident Flowchart**
- **EAGLES - Edusave Awards for Achievement, Good Leadership and Service**
- **Information for Parents**
- **Financial Assistance, Edusave Scholarships, Bursary & other Awards**
- **Success Profile from VS to Junior College**
- **School Publications**
- **and other additional information . . .**

# School Terms & Vacation

## SCHOOL TERMS AND HOLIDAYS FOR 2011

The school terms and holidays for the year are as follows:

### SCHOOL TERMS

#### Semester I

Term I: Monday 4 January – Friday 11 March

Term II: Monday 21 March – Friday 27 May

#### Semester II

Term III: Monday 27 June – Friday 2 September

Term IV: Monday 12 September – Friday 18 November

### SCHOOL VACATIONS

#### Semester I

After Term I: Saturday 12 March – Sunday 20 March

After Term II: Saturday 28 May – Sunday 26 June

#### Semester II

After Term III: Saturday 3 September – Sunday 11 September

After Term IV: Saturday 19 November – Saturday 31 December

### SCHEDULED SCHOOL HOLIDAYS

Term III : Youth Day - Sunday 3 July  
Day after National Day - Wednesday 10 August  
Teacher's Day - Friday 2 September

### SCHEDULED PUBLIC HOLIDAYS

Term I : New Year's Day - Saturday 1 January  
Chinese New Year - Thursday 3 February - Friday 4 February

Term II : Good Friday - Friday 22 April  
Labour Day - Sunday 1 May  
Vesak Day - Tuesday 17 May

Term III : National Day - Tuesday 9 August

Term IV : Hari Raya Puasa - Tuesday 30 August  
Deepavali - Wednesday 26 October  
Hari Raya Haji - Sunday 6 November  
Christmas - Sunday 25 December

# January 2011

Sun	Sat	Fri	Thu	Wed	Tue	Mon
2	1 New Year's Day					31
9	8	7	6	5	4	3
16	15	14	13	12	11	10
23	22	21	20	19	18	17
30	29	28	27	26	25	24

# February 2011

Sun	Sat	Fri	Thu	Wed	Tue	Mon
6	5	4 Chinese New Year	3 Chinese New Year	2	1	
13	12	11	10	9	8	7
20	19	18	17	16	15	14
27	26	25	24	23	22	21
						28

# March 2011

Sun	Sat	Fri	Thu	Wed	Tue	Mon
6	5	4	3	2	1	
School Holiday	School Holiday					
13	12	11	10	9	8	7
School Holiday	School Holiday	School Holiday	School Holiday	School Holiday	School Holiday	School Holiday
20	19	18	17	16	15	14
27	26	25	24	23	22	21
			31	30	29	28

# April 2011

Sun	Sat	Fri	Thu	Wed	Tue	Mon
3	2	1				
10	9	8	7	6	5	4
17	16	15	14	13	12	11
		Good Friday				
24	23	22	21	20	19	18
	30	29	28	27	26	25

# May 2011

Sun	Sat	Fri	Thu	Wed	Tue	Mon
Labour Day 1					School Holiday 31	School Holiday 30
8	7	6	5	4	3	2
15	14	13	12	11	10	9
22	21	20	19	18	Vesak Day 17	16
School Holiday 29	School Holiday 28	27	26	25	24	23

# June 2011

Sun	Sat	Fri	Thu	Wed	Tue	Mon
School Holiday	School Holiday	School Holiday	School Holiday	School Holiday		
5	4	3	2	1		
School Holiday	School Holiday	School Holiday	School Holiday	School Holiday	School Holiday	School Holiday
12	11	10	9	8	7	6
19	18	17	16	15	14	13
School Holiday	School Holiday	School Holiday	School Holiday	School Holiday	School Holiday	School Holiday
26	25	24	23	22	21	20
			30	29	28	27

# July 2011

Sun	Sat	Fri	Thu	Wed	Tue	Mon
Youth Day 3	2	1				
10	9	8	7	6	5	4
17	16	15	14	13	12	11
24	23	22	21	20	19	18
31	30	29	28	27	26	25

# August 2011

Sun	Sat	Fri	Thu	Wed	Tue	Mon
				31	30 Hari Raya Puasa	29
7	6	5	4	3	2 National Day	1
14	13	12	11	10 School Holiday	9	8
21	20	19	18	17	16	15
28	27	26	25	24	23	22

# September 2011

Sun	Sat	Fri	Thu	Wed	Tue	Mon
School Holiday	School Holiday	Teacher's Day				
4	3	2	1			
School Holiday	School Holiday	School Holiday	School Holiday	School Holiday	School Holiday	School Holiday
11	10	9	8	7	6	5
18	17	16	15	14	13	12
25	24	23	22	21	20	19
		30	29	28	27	26

# October 2011

Sun	Sat	Fri	Thu	Wed	Tue	Mon
2	1					31
9	8	7	6	5	4	3
16	15	14	13	12	11	10
23	22	21	20	19	18	17
30	29	28	27	26	25	24
				Deepavali		

# November 2011

Sun	Sat	Fri	Thu	Wed	Tue	Mon
Hari Raya Haji 6	5	4	3	2	1	
13	12	11	10	9	8	7
School Holiday	School Holiday					
20	19	18	17	16	15	14
School Holiday	School Holiday	School Holiday	School Holiday	School Holiday	School Holiday	School Holiday
27	26	25	24	23	22	21
				School Holiday	School Holiday	School Holiday
				30	29	28

# December 2011

Sun	Sat	Fri	Thu	Wed	Tue	Mon
School Holiday 4	School Holiday 3	School Holiday 2	School Holiday 1	School Holiday	School Holiday	School Holiday
School Holiday 11	School Holiday 10	School Holiday 9	School Holiday 8	School Holiday 7	School Holiday 6	School Holiday 5
School Holiday 18	School Holiday 17	School Holiday 16	School Holiday 15	School Holiday 14	School Holiday 13	School Holiday 12
School Holiday Christmas 25	School Holiday 24	School Holiday 23	School Holiday 22	School Holiday 21	School Holiday 20	School Holiday 19
	School Holiday 31	School Holiday 30	School Holiday 29	School Holiday 28	School Holiday 27	School Holiday 26

# Key School Events

## Term 1

1. Sec 1 Orientation and Bonding Camp
2. CA 1 in Week 7
3. Total Defence Day

## Term 2

1. Sec 1,2 and 3 E-Learning
2. Sec 1 - 3 Mid-Year Exams
3. Sec 4 Prelim I Exams

## Term 3

1. CA 2 in Week 8
2. Sec 4 Prelim II Exams
3. 134<sup>th</sup> School Anniversary and Speech Day
4. Victoria Challenge

## Term 4

1. Graduation Day
2. Sec 1 - 3 Year-End Exams



# Performance Excellence

**“Performance excellence is to be at the top of the table in what a person is involved in and even when he is not, he is constantly working towards that goal.”**

Benjamin Tan, 4A (2010)

# Integrity

**“Integrity is more than just about being honest. It is about taking the initiative to tell the truth and thus taking it a step further. Like the saying goes, there is nothing better than the truth, honestly.”**

Iskandar D, 4A (2010)



## Tradition

**“ Tradition is customs passed from generation to generation. As Victorians we strive to pass on our spirit, our nature and our beliefs to the next generation. This is the baby step to leaving our legacy behind. ”**

Lakshman Muthiah, 4A (2010)

## Professionalism

**“ Professionalism implies the means of achieving one’s set goal, and attaining it through one’s perfection of evolving and engaging in constant practise ensuring that all challenges are fought with all rigour, be it by certain ways or methods of achieving it. For Victorians it is to strive for academic excellence and distinguishing ourselves to become an all-rounded individual. Victorians are encouraged to be a professional with an individualistic mindset and especially to be self-directed and motivated learners who actively take charge of their own learning by setting realistic targets and portraying one’s discipline to adhere to a robust study plan. Victorians need to have the motivation and most importantly the spirit to reach the targets and expectations set by them and the school despite the various obstacles and challenges. With a mindset to achieving success as a driving force, Victorians are envisioned as true professionals embarking on their route to attain their personal goals. ”**

Nicholas Yew, 4A (2010)



## Innovation

**“Innovation is a change in the thinking process for coming out with an idea. It may not always be the best solution but it provokes people to think out of the box for the best solution. At times, we might even come out with something that good that may amaze even ourselves.”**

Jason Kok, 4I (2010)

## Compassion

**“It is the feeling we have for the underprivileged in society as we learn how privileged we are in Victoria School. We can then take steps to look after them so that Singapore can be a better place for all.”**

Dhruv Madaan, 4B (2010)



## Strategic Alliances

**“ When we begin to unite ourselves and work together despite our differences, we forge new friendships, complement each other and show the world what the Victorian Spirit is at the same time. ”**

Tan Yuan Rong, 4A (2010)

## Global-mindedness

**“ It is to be aware of the current affairs of the world and of your surroundings. To also be engaged in real-world issues and ultimately achieving the spirit of inquiry.”**

Alex Tan, 4A (2010)



# National Anthem

## MAJULAH SINGAPURA

Mari Kita rakyat Singapura  
Sama-Sama menuju, Bahagia  
Cita-cita kita yang mulia  
Berjaya Singapura!  
Mari-lah kita bersatu  
Dengan semangat yang baru  
Semua kita berseru  
Majulah Singapura!  
Majulah Singapura!

## ONWARD SINGAPORE

We, the people of Singapore  
Together march towards happiness  
Our noble aspiration  
To make Singapore a success  
Let us all unite  
In a new spirit  
Together we proclaim  
Onward Singapore  
Onward Singapore

***Music and Lyrics by Zubir Said***

# Victorian Anthem

Victoria In Singapore,  
There are other schools we know,  
Victoria is something more,  
The school that watch'd us grow.

For here we've learnt and striven too.  
And played the sportsman's game;  
Victoria, we give to you  
The honour that you claim.

Victoria thy sons are we,  
And we will not forget,  
Victoria thy triumphs see,  
And victories we share yet.

For others came before and went,  
And carried to the world,  
Victoria's fame and our intent  
To keep her flag unfurled.

***Lyrics by J A Frazer***

***Music by W E Meyer***