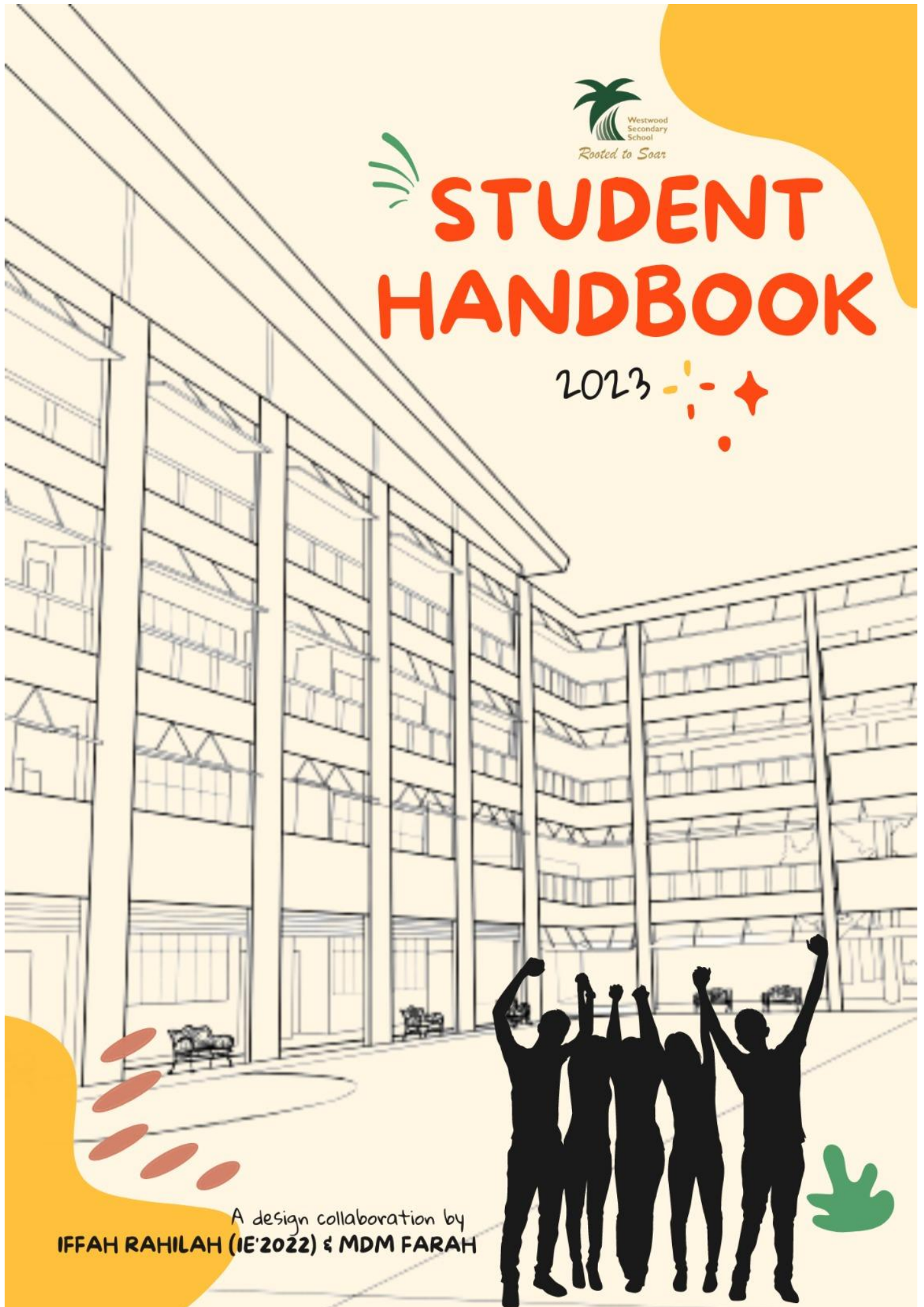




STUDENT HANDBOOK

2023 ✨



A design collaboration by
IFFAH RAHILAH (IE'2022) & MDM FARAH

ABOUT MYSELF

Name _____

Class _____

Address _____

Home Tel No _____

Mobile No _____

Email Address _____

Form Teachers _____

Year Head / Assistant Year Head _____

In case of emergency, please contact:

Name _____

Relationship to student _____

Home Tel No _____

Mobile No _____

School Information

Address : 11 Jurong West St 25 Singapore 648350

Website : <https://www.westwoodsec.moe.edu.sg>

Email : westwood_ss@moe.edu.sg

Instagram : Westwoodsecondarieschool

Telephone No : 67929737

Fax No : 67929738

Please be informed that photography may be taken during school events for publicity purposes. Kindly inform the school if you do not wish to have your photograph taken.

Thank you for your understanding and support.

TABLE OF CONTENTS

	Contents	Page
1	National Education Messages and Desired Outcomes of Education	3
2	About Westwood	4
3	Westwood Crest and Colour	5
4	Westwood Anthem and Cheer	6
5	Westwood Theme Song	6
6	Student Development	7
7	Student Management (School Rules & Regulations)	9
8	Westwood Assessment Policy	21
9	Academic Grades and Promotion Criteria	23
10	Westwood Homework Guidelines	24
11	Character and Citizenship Education & Student Well-Being	26
12	Education and Career Guidance	29
13	Student Leadership Development	35
14	Co-Curricular Activities	36
15	NAPFA for Females	37
16	NAPFA for Males	38
17	Edusave Awards	39
18	Financial Assistance Schemes	40
19	School Safety	42
20	ICT Acceptable Use Policy	43
21	Standard Operating Procedures (SOP) for Chromebooks	45



NATIONAL EDUCATION (NE)

Aims to provide Westwoodians with the knowledge, skills and values to understand Singapore's history and unique geo-political context, appreciate our journey to nationhood, cultivate the instincts for survival as a nation, and have confidence in our nation's future.

Our purpose and approach to NE support the development of the following key dispositions - ***A Sense of Belonging, A Sense of Reality, A Sense of Hope and A Will To Act.***

NE Learning Experiences in Westwood include classroom-based CCE lessons as well as other platforms such as cohort learning journeys, Applied Learning Programme (ALP), NE Commemorative Days, NRIC presentation ceremony etc.

Topics in CCE lessons include:

1. Understanding inclusivity in a diverse society.
2. Contemporary Issues; exploring dialogue and multiple perspectives.
3. Singapore's opportunities, challenges and constraints.
4. Contributing at the home, school, community, national and global levels

DESIRED OUTCOMES OF EDUCATION

A child schooled in the Singapore Education system embodies the Desired Outcomes of Education.

He/She should possess:

- A good sense of self-awareness.
- A sound moral compass.
- The necessary skills and knowledge to take on challenges of the future.

He/She should also be:

- **Confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgment, think independently and critically, and communicate effectively.
- **Self-directed learners** who take responsibility for their own learning and question, reflect and persevere in the lifelong pursuit of learning.
- **Active contributors** who are able to work effectively in teams, exercise initiative, take calculated risks, are innovative and strive for excellence.
- **Concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation and take active roles in improving the lives of others.

ABOUT WESTWOOD



Westwood Vision

Rooted in Character and Skills to Soar for the Nation.

Westwood Mission

Nurturing Westwoodians to be anchored in sound values, to have the necessary knowledge and skills to take on future challenges, and to be driven by the desire to make a difference.

Westwood Core Values

- Resilience
- Integrity
- Compassion
- Innovation
- Continual Learning

Westwood Student Outcomes

A future-ready Westwoodian who:

- possesses an international outlook
- knows how and when to take risks
- has the courage to be different, and
- is a socially responsible individual



Westwood Crest

The tree featured in the Westwood crest is the '*Pandanus furcatus*', a tree that is found in some parts of Singapore. The roots of this tree are very unusual, serving not only the purpose of drawing nutrients from the ground, but also of supporting the trunk. The graphic strokes represent the five core qualities the school instills in its students.

'Pandanus furcatus' is a strong tree that requires little maintenance to thrive, indicative of the resilience and adaptability of Westwoodians. The gradation of colour within the trunk and roots, from light to dark green, signifies the progress of Westwoodians as their minds mature.

Westwood Colours

BROWN to signify the importance of depth in character, as trees well-rooted to withstand the elements of nature.

GREEN to highlight youthful vigour and creation stretching beyond the limits, as luxuriant greens of the woods reaching towards the sun.

A touch of **SILVER** is added to reflect modernity relevant in our endeavours.



WESTWOOD ANTHEM

Verse 1:

A Happy day is a day we spend in Westwood.
A place we call our second home
Where hearts are big and teachers care
Friends are there to show compassion
Together we make things better.
A day in Westwood is a day of hopes and dreams,
We face our challenges ahead with pride and integrity.
We'll show the world our open minds will help us shine in every way,
At the fore we'll always be

Chorus:

Like a tree we're rooted firmly, spread our branches high and wide.
Like a tree we'll grow so strongly, lift our crowns to the sky.
Like a tree we're rooted deeply, standing tall as we learn and grow.
Like a tree we'll grow so strongly,
Lifting Westwood to the sky.

Verse 2:

A wholesome day is a day we spend in Westwood.
We learn resilience is the key as we reach for what's ahead.
We adapt to changes all around us in our special ways
Pressing onwards to our goals.

Music and Lyrics by Ong Hwee Binn

WESTWOOD CHEER

Westwood, Westwood, GO, GO, GO, GO! (X4)
Listen to our cheerful cries
Westwood, Westwood soaring high
Primary secret is the root
Planted firmly at the foot
Westwood, Westwood, GO, GO, GO, GO! (X4)

By Sandra Leong Fei San



STUDENT DEVELOPMENT

Philosophy

Student development in Westwood is built upon the belief that all students are unique individuals with different talents and abilities, who can learn and grow, and eventually make a difference to society. Through the provision of a range of learning opportunities, regardless of level or stream, talents and interests, all students will develop a strong foundation in the knowledge, skills, competencies and dispositions that are required for work and life in the 21st century. More importantly, all students will be imbued with strong moral values and a sense of social responsibility to enable them to continue to serve and contribute to their community even after they leave Westwood.

Guiding Principles

Westwood Student development approach is anchored on 4 key principles:

- **Values-based:** Programmes are designed to develop in students the universal values of Respect, Responsibility and Harmony, and to imbue in them the school values of Resilience, Integrity, Compassion, Innovation and Continual learning
- **Developmental:** Strong foundations in knowledge, skills and 21st century competencies will lead to delivery of outcomes that reflect the developmental stages of students, from pre-teen to adolescence, and towards growth into responsible, contributing members of society
- **Collaborative:** Learning experiences and knowledge are co-constructed in learning communities comprising both students and teachers, and opportunities for applied learning and life-skills development are enhanced through partnership with stakeholders
- **Student-centric:** Student development in Westwood is about involving and engaging students in their learning to enable them to succeed and lead purposeful lives, and enabling all to be the best they can be, for themselves and for the nation

Programmes and Provisions

The school delivers its holistic education through a range of robust curriculum and programmes, some of which are listed as follows:

- **Academic Curriculum**
- **Co-Curriculum**
 - Character and Citizenship Education (CCE)
 - Co-Curricular Activities (CCA)
 - Student Leadership Development (SLD)
 - Values in Action (VIA)
 - Enrichment and Lifeskills including the Westwood Distinctive Programmes
 - Applied Learning Programme (ALP): Innovation and Social Entrepreneurship
 - Learning for Life Programme (LLP): Arts for Life!

- **Student Well-being**

- Counselling and Support
- Discipline
- Support for Special Needs
- Financial Assistance



STUDENT MANAGEMENT

Discipline is the cornerstone on which a positive school for teaching and learning is built. Westwood adopts a whole school approach to discipline and views student discipline from a holistic and developmental perspective that goes beyond rules and consequences. Discipline in Westwood is an educative process where we aim to instil self-discipline and good character in our students. We also focus on the teaching of Socio Emotional Learning (SEL) Competencies such as self-management, self-awareness and responsible decision making. This is to build a community that promotes positive student behaviours and relationships in support of their learning and growth.

Responsibility of every Westwoodian

- Treat others as you would wish them to treat you – with politeness, respect and consideration
- Take advantage of opportunities offered and learn to the best of your ability
- Contribute to a clean, safe and positive environment that facilitates teaching, learning and personal development
- Maintain good personal hygiene and grooming at all times
- Uphold the name of Westwood

SCHOOL RULES AND REGULATION

Rules and regulations help students understand what constitutes acceptable personal and social behaviour. Besides learning, the school is also a community where respectful and caring relationships are formed and nurtured.

STANDARD SCHOOL PROCEDURES

1 Attendance

- a. Attendance in school and all school-related programmes/activities is compulsory.
- b. A medical certificate is required for absence from school and school-related programmes/activities.
- c. Absence from school without a valid medical certificate or a parent's / guardian's letter may be regarded as a truancy case and students will face disciplinary consequences which include serving Corrective Work Order (CWO).
- d. All students are not allowed to absent themselves and leave the country before the official end of school term or during compulsory holiday lessons. Special consideration may be given subject to the approval of the Principal or Vice-Principal.

2 Morning Assembly

- a. School starts at 7.30am from Mondays to Wednesdays and on Fridays. **Thursday is a late day and school starts at 8.35am, but students must report for assembly by 8.25am.** School gates will then be closed promptly at the respective timings. All students are to assemble at the assembly ground or at the classrooms in a quiet and orderly manner for the flag-raising ceremony.
- b. Students who are Singapore citizens must sing the National Anthem and take the pledge. Students will take the Pledge with the right fist placed over the heart.
- c. Non-Singapore citizens will stand at attention and be quiet and respectful throughout the ceremony.

3 Punctuality

- a. All students must be at the assembly ground or at the classrooms when the national anthem is being played, at 7.30am (Mon-Wed & Fri) and at 8.25am (Thurs).
- b. The Form Teachers will take their attendance at 7.30am (Mon – Wed & Fri) and 8.25am on Thursdays. **Students are deemed late for school should they not be at the assembly ground or at the classrooms at 7.30am (Mon-Wed & Fri) and at 8.25am (Thurs).**
- c. Students who are late must report to the Student Services Centre. A late-coming slip will be issued to students and must be presented to subject teachers when reporting for lesson, failing which students will not be allowed to join the class.
- d. All latecomers will have to serve detention class on the day of their late coming. If there is no detention class on that day, students will have to serve on the next available day. Failure to do so may result in additional consequences which include in-house suspension.
- e. For repeated late coming offenders, they could face consequences that include in-house suspension, home suspension and confiscation of their mobile phones.
- f. Detention classes are held on Tuesdays (3.00pm – 5.00pm), Thursdays (2.30pm – 4.30pm) and Fridays (1.00pm – 3.00pm).

4 Permission to Leave School

- a. Students may not leave the school premises during school hours or before the end of the school day without permission.
- b. Any student who wishes to leave the school early (with a valid reason) must first inform their Form-Teachers before completing the 'Early Departure Form' at the Student Services Centre, before he/she is allowed to leave the school.

School Attire and General Appearance

1 School Uniform

- a. Students are to wear the prescribed school uniform and modification to the school uniform is not allowed.
- b. Students must be in school attire whenever they are in school. When in full school uniform, students must wear the school collar pin on the left collar of their shirt / blouse at all times.
- c. Full school uniform must be worn neatly and smartly to meet standards and must be fitting, not oversized or overly tight. School shirt or blouse, PE / CCA / Level / Class T-shirts must be tucked in at all times to show waistband.

For Girls: Skirt worn should be of knee length

For Boys: A pair of school long pants, not tapered

- d. Students are only allowed to wear jackets or windbreakers inside school **during cold weather only.**
- e. Students are to follow this code of attire:

Monday (Odd Weeks)	Full School Uniform
Tuesday	Half-U
Wednesday	Half-U
Thursday	Half-U
Friday	Half-U (<i>may wear level t-shirt/PE t-shirt</i>)
PE Lessons & CCA	<p>Students are only allowed to change to their CCA attire after curriculum hours on CCA days.</p> <p>Students need to change to Half-U after PE lessons.</p> <p>Students must be in Half-U before they leave the school and are not allowed to leave the school in PE Attire.</p>

2 Shoes and Socks

- a. Only plain white socks or WWSS school socks are allowed, and they must be worn just above the ankle.
- b. School shoes must be mainly white.
- c. Sandals or slippers are not allowed to be worn at all times including during study breaks and school holidays, unless for medical reasons of which prior approval must be sought from the school.

Examples of proper school attire:



Full School Uniform



Half-U



PE Attire

3 Hairstyles/Appearance

a. For all students:

- Hair must be of an appropriate length and style that is acceptable to the school.
- Hair should be kept clean, properly combed and neat at all times.
- Hair must be of its natural colour and not tinted / coloured.

b. For Girls

- Fringe must be kept above the eyebrows at all times or neatly pinned up.
- Strands of hair that flow down the side/s of the face must be neatly pinned up.
- Hair that touches or is below the collar must be tied up or braided.



c. For Boys

- Male students must be clean-shaven and neat in appearance.
- Hair must be kept short and neatly groomed.
- Hair should not be thick at the top[7] of the head.
- Fringe must not touch the eyebrows, ears and the back of the shirt collar.
- Sideburns are not allowed.
- The hair at the back should be neatly sloped up (no overlapping or v-shaped hairstyle).
- No mohawk, scrape or any other types of outlandish hairstyles are allowed.
- Boys are not allowed to keep facial hair and students with facial hair will be required to be clean-shaven.



Students who fail to sport the correct hairstyle and hair colour can be sent home.

4 Accessories

a. For Girls

- Only black hair clips, ribbons and hair bands are allowed.
- Only plain, simple gold / silver / black coloured ear studs can be worn.
- Only one ear stud in each ear is permitted at any one time. The pair of ear studs should be identical. No ear sticks are allowed
- Multiple ear piercings are not allowed.

b. For Boys

- No earrings, ear studs and ear sticks are allowed.

c. For all students

- Finger nails must be kept short, clean and unvarnished.
- Stud/s in the tongue or other parts of the body is not allowed.
- Tattoo/s or any form of body art is strictly prohibited.
- Use of tinted spectacle lenses and coloured contact lenses is not allowed.
- Wearing of make-up or ornaments such as bracelets, rings, necklaces, chains, pendants and / or wristbands are not allowed.
- Religious ornaments should be worn out of sight.
- Spectacle frames should be simple in design and colour

5 Procedures for Hair and Attire Checks

- a. The school conducts an attire and hair check twice in every school term. In addition to these discipline checks, daily monitoring is carried out by teachers and other school staff.
- b. Students are to take personal responsibility to always ensure adherence to school expectations.
- c. Students who fail the check will be given a warning to rectify their hair/attire issue. Parents will be informed to assist.
- d. Students who refuse to rectify their hair/attire issues after the warning will be suspended from school till the problem is rectified. Parents will be informed to assist.

Conduct Inside School

1 Classroom Conduct

- a. Students must be punctual for all lessons and school activities.
- b. Students moving between venues must do so as a class in a quiet and orderly manner.
- c. The Class Chairperson must ensure attendance for each lesson is indicated in the Class Diary File and inform subject teachers of any discrepancies during the course of the day.
- d. All students must stand and greet the teacher before the start of lesson and thank him / her after the lesson.
- e. Students are to remain within the classroom while waiting for the next teacher to arrive, unless otherwise instructed.
- f. Students may only leave the classroom with an Exit Pass issued by a teacher. The pass must be visibly displayed.

- g. Should a student be late for class for any reason, he/she should knock and seek permission from the teacher before entering the classroom.
- h. Students should be attentive and focussed during lesson time.
- i. Students are personally responsible for their own belongings. Valuable items should not be left unattended in the classroom or anywhere in the school.

2 Use of mobile devices

- a. Students are not permitted to use their hand phones / mobile devices / ear pods during assemblies, lessons, school activities and CCAs, except when permitted by the teacher.
- b. Charging of hand phones / mobile devices is also not permitted in school.
- c. No recording in any form (audio or video) is permitted. Recording is allowed only if explicit consent of the school and persons involved is obtained.
- d. Abusing this privilege can result in confiscation by any teacher and will only be returned to the student by the end of the school day. For students who are recalcitrant, the school reserves the right to confiscate the phone for a longer period of time.
- e. Students should observe decorum and practise safe behaviour online at all times. Any act of cyber-bullying will not be tolerated.

3 Cleanliness

- a. Students are required to keep school premises clean at all times.
- b. Students are required to maintain classroom cleanliness throughout the whole day.
- c. Students are to clean up their classrooms and arrange classroom furniture neatly after use and at the end of every school day.

4 Use of Canteen Facilities

- a. Students are to queue when purchasing their food / drink.
- b. All food and drinks should be consumed in the canteen. No sweet drinks or food should be brought to the classrooms.
- c. Students are required to return all plates / bowls / cups and cutlery to the receptacles provided after use.
- d. Students may not remain inside the classrooms during recess time.
- e. Students should start returning to their classrooms 5 minutes before the end of recess.

Students are expected to cooperate with the Student Councillors and Operation Managers at all times. Any form of defiance or challenging acts will be dealt with firmly.

CONDUCT OUTSIDE SCHOOL

1. The school takes a serious view of acts that tarnish the good name of the school thus all students should uphold the name of Westwood and maintain excellent conduct outside the school, regardless whether they are in school uniform or not.
2. They should be sensitive to their surroundings and be mindful of their mannerisms and behaviour, and understand how it might impact members of the public.

PROHIBITED ITEMS

1. All students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which can be used or intended to be used to cause harm to others.
2. Neither smoking nor possession of tobacco products (including e-cigarettes, vapes, and lighters are allowed. Consequences include caning and / or home suspension.
3. Students caught in possession of prohibited items will be dealt with strictly by the school.


CONSEQUENCES OF INAPPROPRIATE CONDUCT AND BEHAVIOUR


1. Consequences for serious offences include after school detention, corrective work order, suspension from class, suspension from school, caning, student undertaking and expulsion.
2. Students may be referred for counselling by the school counsellors or counsellors from external agencies.
3. The school will collaborate closely with parents / guardians to ensure their active involvement / participation throughout the discipline process. This is critical for sustainable and long-lasting change in behaviour, conduct and / or attitude of the student.

4. Conduct Grade

At the end of each term & semester, students will be awarded a conduct grade. The conduct grade will be based on students' behaviour and conduct throughout the term/semester. It should be noted that students with Fair or Poor conduct grades will not be eligible for awards such as the Edusave Scholarship, Edusave Merit Bursary and Good Progress Award.

Expected Good Conduct

RESILIENCE
Putting in best effort in all tasks Not giving up when faced with difficulties
INTEGRITY
 Returning lost items Reporting offensive behaviour Not cheating in tests/exams
COMPASSION
Helping a schoolmate, school staff or member of the public Displaying courteous and respectful behaviour at all times Encouraging and motivating schoolmates
INNOVATION
Work together to come up with unique ideas Create and inspire through thinking out of the box
CONTINUAL LEARNING
Explore opportunities to learn and grow Seizing opportunities inside and outside of school to expand knowledge and skills Ready to learn from others / own mistakes



Misconduct and Consequences

OFFENCE	DESCRIPTION
ATTENDANCE	
Late coming	Late arrival at school without a valid reason
Skiping classes / school events / CCA	Absence from lessons, school events, CCA activities without a valid reason
Leaving school grounds without permission	Leaving the school before curriculum time ends without school's approval
Truancy	Absent from school without valid reasons
MISCONDUCT	
Misusing hand phones / mobile devices	Using hand phones / mobile devices when not permitted, eg during lessons/assembly.
Improper hair/attire	Not adhering to school rules on grooming, attire, jewellery etc
Not completing assignments	Not turning up work without a valid reason, despite reminders
Disruptive behaviour / Mischief	Inappropriate conduct which interferes with the smooth running of lesson or school activities
Abetment of a serious offence	Failure to report or provide truthful information of a serious offence to the school
Cheating in tests/exams	Disregard for exam regulations, possession of notes, copying from others, allowing others to copy or tampering with marks
Forgery	Forging of signatures, medical certificates, consent forms, etc with the intention to deceive
Smoking/Vaping (Serious Offence)	Use/ possession/ distribution/ sale of cigarettes or e-cigarettes

Gambling (Serious Offence)	Use of money in games/betting
Theft (Serious Offence)	Stealing of school property or property belonging to others
Defiance (Serious Offence)	Being rude and disrespectful to others, especially to school staff
Bullying (Serious Offence)	Intimidating, frightening or hurting others
Cyber - bullying / Abuse of technology (Serious Offence)	Offensive comments on social media, Whatsapp, SMS or any other platforms, meant to cause hurt to others
OTHER SERIOUS OFFENCES	
Assault	Violent attack against person(s), whether injured or not
Sexual Assault	Sexual acts done intentionally to cause hurt, shame to others
Fighting	Confrontation between individuals or opposing groups in which each attempts to harm or gain power over the other, as with bodily force or weapons
Gangsterism	Gang assault threat / harassment / extortion, whether actual or attempted
Pornography	Consumption / possession / distribution / sale of pornographic materials
Possession of Weapons	Possession of weapons that may be used in a crime, inside or outside school premises
Substance Abuse	Use/ possession / distribution / sale of alcohol, drugs, inhalants
Other serious offences	The nature of these offences would be so serious that they may cause physical/mental harm to others.

POSSIBLE CONSEQUENCES

Warning / Detention / Corrective Work Order (CWO) / In-house Suspension /
Confiscation of device / Parents informed

For very serious offences, consequences may include:
Caning / Home Suspension / Police Intervention

*All offences stated above as spelt out in the MOE's School Offence Module (SOM).

All offences committed by students will be keyed into the SOM.

Consequences will be meted out on a case-by-case basis and at the discretion of the school.

WESTWOOD ASSESSMENT POLICY

Quality assessments are essential components in the learning process. Well-designed assessments provide students, teachers, parents and stakeholders with information on the learning, development and progress of students. It also provides feedback on the student's learning process and informs how this learning can be improved. Assessment must thus be ongoing and designed to meet the needs of our students and learning community.

Principles of Assessment

The Westwood Assessment Policy is aligned to the Singapore Teaching Practice (STP) model. The principles of assessment are:

- Assessment forms an integral part of Teaching and Learning
- Assessment must be aligned to the intended learning outcomes, content and pedagogy
- Assessment facilitates meaningful learning, is learner-centric and has a formative effect on students' learning
- The Assessment System should be balanced – integrating both Assessment for Learning (AfL) and Assessment of Learning (AoL) in the school curriculum.
- Assessment information should be collected regularly to evaluate current school practices and enhance future teaching and learning practices

Aims of Westwood Assessment Policy

It is to:

1. Align to MOE's Assessment Philosophy to achieve a more balanced assessment system
2. Develop a common understanding among teachers regarding Assessment Standards and Expectations

Objectives of Assessment in Westwood

It seeks to:

1. Facilitate informed decision-making about students' placement and life choices
2. Report on students' level of attainment and progress to key stakeholders - parents, teachers and students

Assessment in Westwood

Our students need to be lifelong learners to meet the challenges of an increasingly complex world. To nurture lifelong learners, we need to help our students experience more joy and develop stronger intrinsic motivation in learning. In line with MOE's direction to move away from an over emphasis on academic results, the school-based assessment structures have been reviewed. Time and space has been freed up to allow our school to pace out teaching and learning, adopt effective pedagogies to deepen our students' learning, encourage self-directed learning and strengthen holistic development. These adjustments will provide us with more opportunities for student-centred teaching and learning approaches and lay the groundwork to nurture lifelong learning attitudes and skills in our students.

Termly weighted assessments will be conducted to gauge the learning progress of the students. Mid-year Exam will only be conducted for Sec 4 & 5 MTL students in view of their mid-year GCE O level MTL examinations. End-of-year examinations will be conducted at the end of Semester Two for Secondary 1 to 3 students. Preliminary Examinations will be conducted in the third term for students who are taking the GCE 'N' and 'O' Level Examinations. Performance for termly and end of year assessments will determine students' promotion to the next level of study, lateral transfers across streams or retention at the same level of study. For Secondary Two, the results of the assessment are also used in the allocation of subjects during the subject options exercise.

Other modes of assessment

As part of AfL and to allow a diversity of assessment to more effectively assess students' learning, other modes of assessment may be included as part of the termly weighted assessments where relevant.

Computation of Assessment Marks

Secondary One to Three:

Term1	Term 2	Term3	Term 4
15%	15%	15%	55%

Secondary Four and Five:

Term 1	Term 2	Term 3	Term 4
15%	15% Mid Year Exam only for MTL	Preliminary Exam	

ACADEMIC GRADES AND PROMOTION CRITERIA

Sec 1 – 4 Express and Sec 5 Normal (Academic)		
Grades	Marks	Description
A1	≥ 75	Demonstrates very good understanding of the subject
A2	70 – 74	
B3	65 – 69	Demonstrates good understanding of the subject
B4	60 – 64	
C5	55 – 59	Demonstrates adequate understanding of the subject
C6	50 – 54	
D7	45 – 49	Demonstrates elementary understanding of the subject
E8 (Sub-pass)	40 – 44	
F9 (Fail)	< 39	Has not met the minimum requirements for the subject
Sec 1 – 4 Normal (Academic)		
1	≥ 75	Demonstrates very good understanding of the subject
2	70 – 74	
3	65 – 69	Demonstrates good understanding of the subject
4	60 – 64	
5	50 – 59	Demonstrates adequate understanding of the subject
U	< 49	Has not met the minimum requirements for the subject
Sec 1 – 4 Normal (Technical)		
A	≥ 75	Demonstrates very good understanding of the subject
B	70 – 74	
C	60 – 69	Demonstrates good understanding of the subject
D	50 – 59	Demonstrates adequate understanding of the subject
U	< 49	Has not met the minimum requirements for the subject

Criteria for Promotion

Express Stream

Sec 1 & 2	Pass in English and a Pass in overall percentage for all subjects combined
Sec 3	Pass (C6 or better) in English and 2 other subjects

Normal (Academic) Stream

Sec 1 – 3	Pass (Grade 5 or better) in English and 2 other subjects, or Pass (Grade 5 or better) in any 4 subjects
Sec 4	Pass (Grade 5 or better) in English and Mathematics, and maximum aggregate of 19 points in English, Mathematics and best 3 subjects at the 'N' level examination

Normal (Technical) Stream

Sec 1 – 3	Pass (Grade D or better) in English or Mathematics and pass in one other subject
-----------	--

There is also provision for lateral transfer between streams.

WESTWOOD HOMEWORK GUIDELINES

Definition of Homework

Homework can broadly refer to learning activity that students are required to complete outside the timetabled curriculum and requires follow-up by subject teachers (e.g. marking/grading, feedback, class discussion, presentation etc).

Objectives of Homework

Enables students to:

- Apply knowledge and skills learnt in the classroom
- Consolidate their learning
- Receive timely feedback for improvements
- Realise their responsibility for independent study and strengthen their good study habits and skills such as time management and self-evaluation

Allows teachers to:

- Check for students' understanding and progress
- Review effectiveness of lesson
- Provide timely feedback, intervention and support

Provides parents with:

- Information on the learning progress of their child
- Opportunity to be more involved in their child's learning

Key Considerations of Homework

Homework assigned will be purposeful and relevant to the curriculum requirements of the subject as well as the learning needs of students. The homework will engage students in a variety of tasks and may involve the use of ICT.

Homework load will be monitored and coordinated by teachers to ensure that it is manageable for students in view of school-wide activities, e.g. during level camps and CCA days. As a general guideline, the total daily homework during school term time will not exceed 10 hours per week. For short holidays (March and September), the total homework will not exceed 2 days. For long holidays (June and Nov/Dec), the total homework will not exceed two weeks.

Roles of the School

The School Management Committee and teachers will work together to review the homework guidelines periodically and support students with teaching and learning strategies and interventions. The school will continue to engage parents on homework matters and provide them with more information pertaining to their child's learning progress at appropriate junctures.

Roles of Students

Students are to take ownership of their learning and understand the purpose of homework. Each student needs to keep track of homework instructions and deadlines by noting them down in the Student Handbook. Students need to put in their best effort and manage their time well for homework to be completed and submitted on time. Upon receiving feedback on homework submitted, students should review feedback from teachers and take the appropriate follow-up actions for improvement.

Roles of Parents

Parents are encouraged to provide a home environment conducive for studying and completion of homework, to reinforce good study habits and attitudes in support of their child's learning. Parents are encouraged to work in partnership with the school to discuss and monitor the progress of their child's/ward's progress in learning and development.

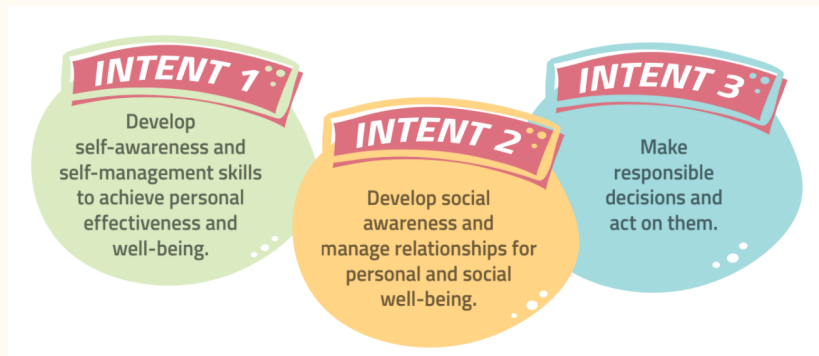


CHARACTER AND CITIZENSHIP EDUCATION (CCE)

CCE is at the heart of education in Singapore. Through CCE 2021, we aim to develop in Westwoodians:



To achieve the four overarching CCE goals, CCE learning experiences in Westwood are planned and designed with the following three broad intents:



How does Westwood deliver CCE?



Making CCE a Lived Experience. Westwood provides key platforms for students to develop depth of character within and beyond the confinement of the classroom and school. Through explicit teaching of knowledge, skills and values, and customised learning experiences in CCE lessons that encompass National Education, Sexuality Education, Education and Career Guidance, Cyber Wellness, *Mental Health and *Family Education, students are given the opportunity to develop their Social and Emotional Competencies and promote values, through class discussions on contemporary issues, sharing of personal narratives, role-playing, interactive assembly programmes and learning journeys.

The learning is further augmented and reinforced through other platforms including Rev-Up, cohort Learning Journeys and Camps, Co-Curricular Activities (CCA), Internationalisation programmes, Values-in-Action, and Westwood's distinctive programmes. All these platforms allow Westwoodians to know themselves better, develop and practise good habits and values and improve their competencies.

STUDENT WELL - BEING

In Westwood, Everyone Matters! Student mental, social and emotional well-being is of utmost importance and priority. Mental, social and emotional well-being includes your emotional affects how you think and act, influencing your ability to accept and cope with feelings of your own and others. It also helps determine how you handle stress, relate to others, and make choices.

Mental, social and emotional well-being define the quality of your experience in your day-to-day interaction with your physical and social environment. Positive experience allows you to feel happy and fulfilled, and negative experience results in you feeling dissatisfied and disheartened.

Your experience is defined by your coping. Your mental, social and emotional well-being determines how you cope.

Why is your mental, social and emotional well-being important?

Mental, social and emotional well-being is important at every stage of life. A positive well-being will allow you to achieve the following more effectively:

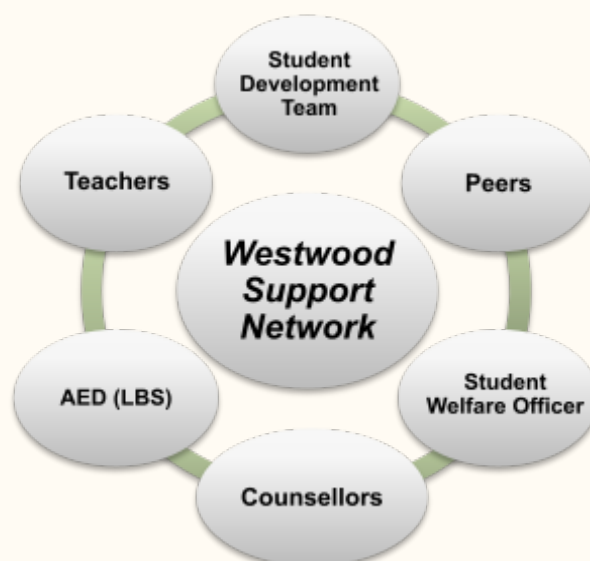
- *Cope with stresses of life*
- *Realise your full potential*
- *Study and/or work productively*
- *Develop good relationships with family and friends*
- *Make meaningful contributions to your family and community*

Example of positive coping using the five socio-emotional competencies:

Self-awareness	<i>You are aware of your physical, mental and emotional experiences.</i>
Self-management	<i>You acknowledge the experiences instead of denying the experiences. You affirm the positive experiences, and you seek to understand and learn from the negative experiences. You seek to improve yourself from these experiences.</i>
Social awareness	<i>You involve yourself in knowing and understanding the physical and social environment around you.</i>
Relationship management	<i>You use your self and social awareness to guide your relationship with the people around you. You take effort to have a happy and harmonious relationship with your peers, your teachers and your parents.</i>
Responsible decision-making	<i>You take personal responsibility to ensure that the decisions you made and the things you do are good and beneficial to yourself and to those around you. While helping your peers, you acknowledge your limitations and encourage your peers to seek help and guidance from responsible adults.</i>

Who can students turn to for mental, social and emotional support and guidance?

In Westwood, there is a strong support network where students can turn to for support, advice and/or guidance in managing mental, social and emotional issues/challenges.



Specialised Counselling and Assistance

You can always approach the following staff when faced with the following challenges/issues:

(A) Severe emotional issues/challenges

School Counsellor:

Mr Yeo Cher How

Teacher Counsellors:

Mr Mohammad Redzuan

Ms Alliot See

(B) Learning needs

SEN Officer:

Mr Muhammad Danial Abidin Amarican

Helplines to external social agencies are also available.

- Lakeside Family Services @ Jurong
6567 1908
- THK Family Service Centre @ Jurong
6716 9484
- Mental Health Helpline/Institute of Mental Health
6389 2222

24-hour hotline services:

- All Addictions Helpline 6732 6837
- Samaritans of Singapore (SOS) 1800 221 4444
- Cyber wellness related issues
HELP123 1800 612 3123
- Gaming and internet related issues
TOUCHLine 1800 377 2252

EDUCATION AND CAREER GUIDANCE

Education and Career Guidance (ECG) empowers you to understand more about yourselves, increases your motivation to learn and encourages you to focus on your future.

3 big questions you must ask yourself in your life journey of exploring, experimenting and embracing the abundant learning opportunities available. Knowing the significance of these questions will better prepare you with the active learning mindset to navigate the world of work, education and career pathways that you can choose from.



There are no dead ends. **Keep Learning. Be Resilient.**

WHO AM I?

The more I know about myself, the more likely I will be able to make good decisions.

While academic achievements are important, they are only part of your development towards your future careers. By knowing your “**VIPS**”, it will help to guide you towards choosing the appropriate educational institutions and courses, and inform you about possibilities for future careers that you desire.

<u>V</u>alues	What do you value most? What is important to you? Why?
<u>I</u>nterest	What are your interests/hobbies/favourite subjects ?
<u>P</u>ersonality	How do you interact or communicate with others?
<u>S</u>kills	What are some tasks that you enjoy or dislike doing? What are the skills that you already acquired or want to explore?

You should make use of your **RIASEC code** to have a better understanding of your personality and interests which will help you in making informed education and career decisions. You can complete the **Career Interest Test** using MySkillsFuture Portal (www.myskillsfuture.sg/secondary). Other interesting tools available in the portal include:

- Skills confidence
- Work values
- Learning styles



RIASEC: John Holland's Six Personality Types (right)

WHERE AM I GOING?

There are various education and career options that are worth exploring.

An open mind for learning and discovery. Throughout your learning in Westwood, there will be many opportunities for you to get hands-on experiences with the careers that might be of interest to you. These come in the form of ECG learning such as career fairs and talks, learning journeys, job shadowing, and platforms/programmes like CCAs, ALP and LLP. These activities are designed to develop you holistically and prepare you for the future world of work. Hence, it is important for you to have an open mind and positive attitude towards learning, actively check out the ECG noticeboard for the latest news on upcoming ECG activities and be the first to sign up!

HOW DO I GET THERE?

Embark on education and career planning. Take ownership of my goals and take steps towards fulfilling them.

A good understanding of one's VIPS is important when presented with choices in future careers. Some of the possibilities in career choices may come with requirements in skills and dispositions. You will need to then develop a plan to work towards these goals. You can monitor your SMART goals in **MySkillsFuture Portal**, or you can develop them together with your teachers, parents and the school's ECG Counsellor.



Portfolio tells a story about you. A good portfolio differentiates you from others. Having good grades can make students eligible for many education and career options but having a strong and balanced portfolio of experiences increases your chance of getting the course of study and securing the job that you desire. You must proactively update and document your learning experiences through certificates, photographs and/or personal reflection.

WHERE TO GET ADVICE?

Seek information from reliable sources to aid in decision and choice making.

Making informed decisions and responsible choices. You must be resourceful to know where to get accurate information and sound advice on the future world of work and careers. You can find out more through any of the following ways:

- Schedule an appointment to see our **ECG Counsellor, Mr Muhamed Faizal** (<http://westwoodsec.moe.edu.sg/for-students>) in his office located in the Student Services Centre
- Initiate a conversation with your teachers
- Discuss with your parents
- Explore the MySkillsFuture Portal at www.myskillsfuture.sg/secondary
- Visit The Lifelong Learning Institute located at 11 Eunos Road 8



EDUCATION AND CAREER GUIDANCE

Education Pathways for 'N' Level Students

Admission requirements to

- Secondary Five**

Aggregate of ≤ 19 points for the following subjects (ELMAB3):	
English Language Syllabus A	Grade 5 or better
Mathematics Syllabus A or Additional Mathematics	Grade 5 or better
Best three subjects	

- Polytechnic Foundation Programme (PFP)**

Foundation year in polytechnic in replacement of Secondary Five

Aggregate for ELMAB3 ≤ 12 (exclude CCA bonus points)		Aggregate for ELMAB3 ≤ 12 (exclude CCA bonus points)	
Required Subjects (for Group 1 courses)	Grade	Required Subjects (for Group 2 courses)	Grade
English Language Syllabus A	3	English Language Syllabus A	2
Mathematics Syllabus A or Additional Mathematics	3	Mathematics Syllabus A or Additional Mathematics	3
One of the following subjects: <ul style="list-style-type: none"> Combined Science Design and Technology (D&T) Food and Nutrition (F&N) 	3	One of the following subjects: <ul style="list-style-type: none"> Art Combined Humanities Geography History Literature in English Principles of Accounts (POA) 	3
Any two other subjects (exclude CCA bonus points)	3	Any two other subjects (exclude CCA bonus points)	3

Group 1 courses – Applied Sciences, Engineering, Health Sciences, Information & Digital Technologies, Business & Management, Built Environment, Media & Design and Maritime Studies

Group 2 courses – Business & Management, Media & Design, Health Sciences and Humanities

Visit <https://pfp.polytechnic.edu.sg/PFP/> for information about the specific courses offered under PFP.

- Direct Polytechnic Programme (DPP)**

Higher NITEC in ITE in replacement of Secondary Five

Aggregate for ELMAB3 ≤ 19 (exclude CCA bonus points)	
Required Subjects (for Applied Sciences, Engineering and Info-Communications Technology ITE Higher NITEC courses)	Grade
English Language Syllabus A	4
Mathematics Syllabus A or Additional Mathematics	4
Any three other subjects (exclude CCA bonus points)	5

Aggregate for ELMAB3 ≤ 19 (exclude CCA bonus points)	
Required Subjects (for Business & Services ITE Higher NITEC courses)	Grade
English Language Syllabus A	3

Mathematics Syllabus A or Additional Mathematics	4
Any three other subjects (exclude CCA bonus points)	5

Visit <https://www.ite.edu.sg/wps/portal/definitely-des/> for information about the specific courses offered under DPP.

PFP/DPP Grade Conversion Matrix

(O) Grades	N(A) Level Equivalent PFP Score
A1, A2, B3	1
B4, C5, C6	2
D7	3

'O' level grades not listed above cannot be used to determine PFP eligibility, ie Grade E8 and F9 do not count towards either the ELMAB3 aggregate score computation or in determining if the minimum entry requirements for the PFP course have been met.

• Institutes of Technical Education

Posting to a course is based on aggregate of best four GCE 'N' Level subjects, including pre-requisite subjects and CCA bonus points where applicable.

The computation of ITE aggregate points into full-time NITEC courses is as follows:

N(T) Grades	ITE Aggregate Points
A	1
B	2
C	3
D	4
U	5

N(A) Grades	ITE Aggregate Points
1,2	1
3	2
4	3
5	4
U	5

(O) Grades	ITE Aggregate Points
A1, A2, B3	1
B4, C5, C6	2
D7	3

Admission to ITE NITEC courses is merit-based. Students need to meet the entry requirements including passes in the pre-requisites subjects. For information about the requirements for specific courses offered, visit the ITE website at www.ite.edu.sg.

EDUCATION AND CAREER GUIDANCE

Education Pathways for 'O' Level Students

Admission requirements to:

- **Junior Colleges**

English Language	C6 or better
Mother Tongue or Higher Mother Tongue	D7 or better E8 or better
Mathematics or Additional Mathematics	D7 or better
Aggregate of 6 – 20 points for the following six subjects (L1R5): <ul style="list-style-type: none"> • First Language (L1) - English Language / Higher Mother Tongue • Five Relevant Subjects (R5) of which the first must be from the Humanities group, the second from either the Mathematics or Science group, the third from any one of the three groups, and another two from any 'O' level subjects except CCA and Religious Knowledge. 	

- **Millennia Institute**

English Language	C6 or better
Mother Tongue or Higher Mother Tongue	D7 or better E8 or better
Mathematics or Additional Mathematics	D7 or better
Aggregate of 5 – 20 points for the following five subjects (L1R4): <ul style="list-style-type: none"> • First Language (L1) - English Language / Higher Mother Tongue • Four Relevant Subjects (R4) of which at least two subjects must be from the Mathematics, Science or Humanities group 	

For admission into JC or MI, grades for both the Higher Mother Tongue and Mother Tongue cannot be used in the same aggregate computation. For more information on JC or MI education, visit the MOE website at <https://www.moe.gov.sg/education/pre-university>.


- **Local Polytechnics**

Aggregate of 26 points or better for the following five subjects (L1R2B2)		
	Technology / Design Courses	Non-Technology Courses
L1	English Language (D7 or better)	English Language (C6 or better)
R2	One subject from the Mathematics group and one subject from the Science / D&T / F&N / Art (C6 or better)	One subject from the Mathematics group and one subject from the Humanities / Economics / POA Group (C6 or better)
B2	Two other subjects excluding CCA	Two other subjects excluding CCA

For information about the requirements for specific courses offered, visit the websites of the polytechnics.

- Nanyang Polytechnic: www.nyp.edu.sg
- Ngee Ann Polytechnic: www.np.edu.sg
- Republic Polytechnic: www.rp.edu.sg
- Singapore Polytechnic: www.sp.edu.sg
- Temasek Polytechnic: www.tp.edu.sg

• **Institutes of Technical Education**



Courses	Requirements
Higher National ITE Certificate (Technology courses)	E8 or better in O Level English Language and Science / D&T / Computer Studies, D7 or better in Mathematics
Higher National ITE Certificate (Non-technology courses)	D7 or better in O Level English Language, Mathematics and one other subject
National ITE Certificate in Service	E8 or better in any two O Level subjects
National ITE Certificate In Science course	E8 or better in Mathematics or Science

For information about the requirements for specific courses offered, visit the websites of the ITEs.

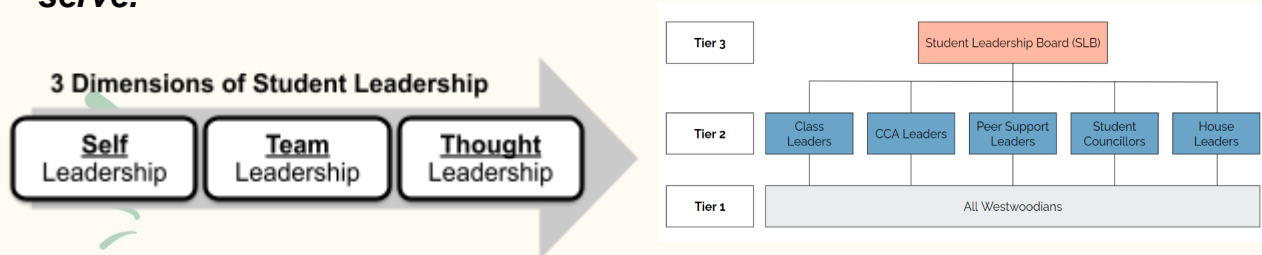
- ITE Central: <http://central.ite.edu.sg>
- ITE East: <http://ce.ite.edu.sg>
- ITE West: <http://west.ite.edu.sg>

Note: CCA level of attainment cannot be used for computation of aggregate score to determine eligibility of admission to JC, MI, Polytechnic and ITE courses. However, the level of attainment can be used in the computation of net aggregate for posting to JC, MI, Polytechnic and ITE courses. 'Excellent' will be given 2 bonus points and 'Good' will be given 1 bonus point.



STUDENT LEADERSHIP DEVELOPMENT

Westwoodians are leaders who have the courage to lead and passion to serve.



Leadership is a journey, not a destination. Against a backdrop of a caring and enabling school environment, each Westwoodian has the potential to be a peer supporter and grow as a leader. Knowledge, skills and values covered across the CCE curriculum will be reinforced and extended through student-centric, intentional and coherent student leadership development experiences. Thus enabling students to demonstrate the leadership dispositions and qualities of the three leadership dimensions of self, team, and thought.

A key aspect of student leadership development is reflection and conversations. To help students have a common language with which they make sense of their experiences, the school has adopted Kouzes and Posner's *The Leadership Challenge: Five Practices of Exemplary Student Leadership*.

Through these experiences, students develop to become **future-ready leaders who are guided by a strong moral compass, with a desire to make a positive difference**, within their own circle of influence.



Westwood Student Leadership Board

The Westwood Student Leadership Board consists of selected student leaders who represent the different student leader segments. One of the responsibilities of the board is to lead conversations in the annual Student Forum where they represent the general student body to raise concerns and provide feedback to the school management. Also passionate in helping their peers stretch their potential, the SLB leads specialised training and organise student leaders across the different segments for school events and programmes.

CO-CURRICULAR ACTIVITIES (CCAs)

Objective

CCAs develop values, socio-emotional competencies and the emerging 21CC that would enable students to lead a meaningful and purposeful life and be prepared for a VUCA (Volatile, Uncertain, Complex and Ambiguous) world. CCAs provide common spaces for social interaction amongst students from diverse backgrounds, allowing them to foster camaraderie and build friendships. Besides providing students with opportunities to pursue diverse interests as well as specialise in a chosen skill, it also supports academic learning in bringing about a holistic education for Westwoodians.

To enjoy a broad-based all round education, every Westwoodian should actively participate in **at least one CCA**. Students are expected to be committed to their CCAs, be present, punctual and properly attired for all meetings and official activities of the group. They should have a good learning attitude to do their best in all CCA-related activities. They should strive to attain leadership positions in the CCA and carry out the duties and responsibilities accorded to such positions with diligence and pride, ever ready to learn, lead and serve.

1. CCAs OFFERED IN WESTWOOD SECONDARY SCHOOL

UNIFORMED GROUPS	PHYSICAL SPORTS	PERFORMING ARTS	CLUBS & SOCIETIES
Boys' Brigade	Badminton	Concert Band	AVA
Girls' Brigade	Basketball (Boys)	Dance	Robotics
National Cadet Corps (Land)	Bowling	Drama (English)	Westwood Flying Club
National Police Cadet Corps	Football (Boys)	Guitar Ensemble	
National Civil Defence Cadet Corps	Netball (Girls)	Show Choir	
	Tchoukball (Girls)	Visual Arts	

2. LEAPS 2.0

It aims to recognise students' experiential learning and attainment in four domains of the Co-Curriculum

– **Leadership, Achievement, Participation and Service.**

Band	Descriptor	Co-Curricular Attainment
Excellent (2 Bonus points)	Student has fulfilled the requirements for holistic development and achieved quality learning in the co-curriculum	<ul style="list-style-type: none"> 2 bonus points Attained a minimum Level 3 in all 4 domains with at least Level 4 in one domain
Good (1 Bonus point)	Student has fulfilled the requirements for holistic development in the co-curriculum	<ul style="list-style-type: none"> 1 bonus point Attained a minimum Level 1 in all 4 domains with any one of the following: <ul style="list-style-type: none"> At least Level 2 in three domains; At least Level 2 in one domain and at least Level 3 in another domain; or At least Level 4 in one domain
Fair (0 Bonus point)	Student is working towards holistic development in the co-curriculum	Does not translate into any bonus point as the student has not met the minimum criteria for a Good co-curricular attainment.

At the end of the graduating year, students' CCA level of attainment will be recognised and translated to bonus point(s) which can be used for admission to Junior Colleges/Millennia Institute/Polytechnics/Institutes of Technical Education. For more information, refer to the section on "Education and Career Guidance".

Refer to the school website for further information on the levels and description of attainment for each of the four domains.

NAPFA STANDARDS (SECONDARY) FEMALE



Age group	Performance Band	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
17 years of age	Outstanding	A	5	>30	>189cm	>46cm	>17	<11.3 sec	<14:01
	Very Good	B	4	29-30	181-189	44-46	14-17	11.3-11.5	14:01-14:50
	Good	C	3	27-28	172-180	40-43	11-13	11.6-11.8	14:51-15:50
	Good	D	2	23-26	163-171	36-39	7-10	11.9-12.1	15:51-16:40
	Satisfactory	E	1	19-22	154-162	32-35	3-6	12.2-12.5	16:41-17:30
18 years of age	Outstanding	A	5	>30	>192cm	>46cm	>17	<11.3 sec	<14:01
	Very Good	B	4	29-30	183-192	44-46	15-17	11.3-11.5	14:01-14:50
	Good	C	3	27-28	174-182	40-43	11-14	11.6-11.8	14:51-15:40
	Good	D	2	24-26	165-173	36-39	8-10	11.9-12.1	15:41-16:30
	Satisfactory	E	1	20-23	156-164	32-35	4-7	12.2-12.4	16:31-17:20
19 years of age	Outstanding	A	5	>30	>195cm	>45cm	>17	<11.3 sec	<14:21
	Very Good	B	4	29-30	185-195	43-45	15-17	11.3-11.5	14:21-14:50
	Good	C	3	27-28	174-184	39-42	11-14	11.6-11.8	14:51-15:30
	Good	D	2	24-26	165-173	36-38	8-10	11.9-12.1	15:31-16:20
	Satisfactory	E	1	21-23	156-164	32-35	5-7	12.2-12.4	16:21-17:10
20 to 24 years of age	Outstanding	A	5	>28	>197cm	>43cm	>17	<11.6 sec	<15:01
	Very Good	B	4	27-28	186-197	41-43	15-17	11.6-11.8	15:01-15:30
	Good	C	3	25-26	174-185	38-40	11-14	11.9-12.1	15:31-16:00
	Good	D	2	23-24	162-173	35-37	8-10	12.2-12.4	16:01-16:30
	Satisfactory	E	1	21-22	150-161	31-34	5-7	12.5-12.7	16:31-17:00

Age group	Performance Band	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
12 years of age	Outstanding	A	5	>29	>167cm	>39cm	>15	<11.5 sec	<14:41
	Very Good	B	4	25-29	159-167	37-39	13-15	11.5-11.9	14:41-15:40
	Good	C	3	21-24	150-158	34-36	10-12	12.0-12.3	15:41-16:40
	Good	D	2	17-20	141-149	30-33	7-9	12.4-12.7	16:41-17:40
	Satisfactory	E	1	13-16	132-140	25-29	3-6	12.8-13.2	17:41-18:40
13 years of age	Outstanding	A	5	>30	>170cm	>41cm	>16	<11.3 sec	<14:31
	Very Good	B	4	26-30	162-170	39-41	13-16	11.3-11.7	14:31-15:30
	Good	C	3	22-25	153-161	36-38	10-12	11.8-12.2	15:31-16:30
	Good	D	2	18-21	144-152	32-35	7-9	12.3-12.7	16:31-17:30
	Satisfactory	E	1	14-17	135-143	27-31	3-6	12.8-13.2	17:31-18:30
14 years of age	Outstanding	A	5	>30	>177cm	>43cm	>16	<11.5 sec	<14:21
	Very Good	B	4	28-30	169-177	41-43	14-16	11.5-11.8	14:21-15:20
	Good	C	3	24-27	160-168	38-40	10-13	11.9-12.2	15:21-16:20
	Good	D	2	20-23	151-159	34-37	7-9	12.3-12.6	16:21-17:20
	Satisfactory	E	1	16-19	142-150	29-33	3-6	12.7-13.0	17:21-18:20
15 years of age	Outstanding	A	5	>30	>182cm	>45cm	>16	<11.3 sec	<14:11
	Very Good	B	4	29-30	174-182	43-45	14-16	11.3-11.6	14:11-15:10
	Good	C	3	25-28	165-173	39-42	10-13	11.7-12.0	15:11-16:10
	Good	D	2	21-24	156-164	35-38	7-9	12.1-12.4	16:11-17:10
	Satisfactory	E	1	17-20	147-155	30-34	3-6	12.5-12.8	17:11-18:10
16 years of age	Outstanding	A	5	>30	>186cm	>46cm	>17	<11.3 sec	<14:01
	Very Good	B	4	29-30	178-186	44-46	14-17	11.3-11.5	14:01-15:00
	Good	C	3	26-28	169-177	40-43	11-13	11.6-11.8	15:01-16:00
	Good	D	2	22-25	160-168	36-39	7-10	11.9-12.2	16:01-17:00
	Satisfactory	E	1	18-21	151-159	31-35	3-6	12.3-12.6	17:01-17:50

AWARD REQUIREMENTS

Awards	Minimum Scores
Gold	C grade in all 6 stations with a minimum of 21 points
Silver	D grade in all 6 stations with a minimum of 15 points
Bronze	E grade in all 6 stations with a minimum of 6 points

Performance Band	Performance grade	Points
Outstanding	A	5
Very Good	B	4
Good	C	3
Good	D	2
Satisfactory	E	1
Needs Improvement	-	0

NAPFA STANDARDS (SECONDARY) MALES



Age group	Performance Band	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
12 years of age	Outstanding	A	5	>41	>202cm	>39cm	>24	<10.4 sec	<12:01
	Very Good	B	4	36-41	189-202	36-39	21-24	10.4-10.9	12:01-13:10
	Good	C	3	32-35	176-188	32-35	16-20	11.0-11.3	13:11-14:20
	Good	D	2	27-31	163-175	28-31	11-15	11.4-11.7	14:21-15:30
13 years of age	Satisfactory	E	1	22-26	150-162	23-27	5-10	11.8-12.2	15:31-16:50
	Outstanding	A	5	>42	>214cm	>41cm	>25	<10.3 sec	<11:31
	Very Good	B	4	38-42	202-214	38-41	22-25	10.3-10.7	11:31-12:30
	Good	C	3	34-37	189-201	34-37	17-21	10.8-11.1	12:31-13:40
14 years of age	Good	D	2	29-33	176-188	30-33	12-16	11.2-11.5	13:41-14:50
	Satisfactory	E	1	25-28	164-175	25-29	7-11	11.6-11.9	14:51-16:00
	Outstanding	A	5	>42	>225cm	>43cm	>26	<10.2 sec	<11:01
	Very Good	B	4	40-42	216-225	40-43	23-26	10.2-10.4	11:01-12:00
15 years of age	Good	C	3	37-39	206-215	36-39	18-22	10.5-10.8	12:01-13:00
	Good	D	2	33-36	196-205	32-35	13-17	10.9-11.2	13:01-14:10
	Satisfactory	E	1	29-32	186-195	27-31	8-12	11.3-11.6	14:11-15:20
	Outstanding	A	5	>42	>237cm	>45cm	>7	<10.2 sec	<10:41

Age group	Performance Band	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
15 years of age	Outstanding	A	5	>42	>237cm	>45cm	>7	<10.2 sec	<10:41
	Very Good	B	4	40-42	228-237	42-45	6-7	10.2-10.3	10:41-11:40
	Good	C	3	37-39	218-227	38-41	5	10.4-10.5	11:41-12:40
	Good	D	2	34-36	208-217	34-37	3-4	10.6-10.9	12:41-13:40
16 years of age	Satisfactory	E	1	30-33	198-207	29-33	1-2	11.0-11.3	13:41-14:40
	Outstanding	A	5	>42	>245cm	>47cm	>8	<10.2 sec	<10:31
	Very Good	B	4	40 - 42	236-245	44-47	7-8	10.2-10.3	10:31-11:30
	Good	C	3	37 - 39	226-235	40-43	5-6	10.4-10.5	11:31-12:20
17 years of age	Good	D	2	34 - 36	216-225	36-39	3-4	10.6-10.7	12:21-13:20
	Satisfactory	E	1	31 - 33	206-215	31-35	1-2	10.8-11.1	13:21-14:10
	Outstanding	A	5	>42	>249cm	>48cm	>9	<10.2 sec	<10:21
	Very Good	B	4	40-42	240-249	45-48	8-9	10.2-10.3	10:21-11:10

Age group	Performance Band	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
17 years of age	Outstanding	A	5	>42	>249cm	>48cm	>9	<10.2 sec	<10:21
	Very Good	B	4	40-42	240-249	45-48	8-9	10.2-10.3	10:21-11:10
	Good	C	3	37-39	230-239	41-44	6-7	10.4-10.5	11:11-12:00
	Good	D	2	34-36	220-229	37-40	4-5	10.6-10.7	12:01-12:50
18 years of age	Satisfactory	E	1	31-33	210-219	32-36	2-3	10.8-10.9	12:51-13:40
	Outstanding	A	5	>42	>251cm	>48cm	>10	<10.2 sec	<10:21
	Very Good	B	4	40-42	242-251	45-48	9-10	10.2-10.3	10:21-11:10
	Good	C	3	37-39	232-241	41-44	7-8	10.4-10.5	11:11-11:50
19 years of age	Good	D	2	34-36	222-231	37-40	5-6	10.6-10.7	11:51-12:40
	Satisfactory	E	1	31-33	212-221	32-36	3-4	10.8-10.9	12:41-13:30
	Outstanding	A	5	>42	>251cm	>48cm	>10	<10.2 sec	<10:21
	Very Good	B	4	40-42	242-251	45-48	9-10	10.2-10.3	10:21-11:00
20 to 24 years of age	Good	C	3	37-39	232-241	41-44	7-8	10.4-10.5	11:01-11:40
	Good	D	2	34-36	222-231	37-40	5-6	10.6-10.7	11:41-12:30
	Satisfactory	E	1	31-33	212-221	32-36	3-4	10.8-10.9	12:31-13:20
	Outstanding	A	5	>39	>242cm	>47cm	>10	<10.4 sec	<10:21
20 to 24 years of age	Very Good	B	4	37-39	234-242	44-47	9-10	10.4-10.5	10:21-11:00
	Good	C	3	34-36	225-233	40-43	7-8	10.6-10.7	11:01-11:40
	Good	D	2	31-33	216-224	36-39	5-6	10.8-10.9	11:41-12:20
	Satisfactory	E	1	28-30	207-215	32-35	3-4	11.0-11.1	12:21-13:00

Performance Band	Performance grade	Points
Outstanding	A	5
Very Good	B	4
Good	C	3
Good	D	2
Satisfactory	E	1
Needs Improvement	-	0

AWARD REQUIREMENTS	
Awards	Minimum Scores
Gold	C grade in all 6 stations with a minimum of 21 points
Silver	D grade in all 6 stations with a minimum of 15 points
Bronze	E grade in all 6 stations with a minimum of 6 points

EDUSAVE AWARDS

Edusave Awards are given by the government annually to **Singaporean students** to help equalise educational opportunities and motivate them to excel in schools. These Singaporean students must have

- **Good conduct**, and
- **Performed well** or made **good progress** in their academic studies **for the year**

Eligibility and Notification of Awards

Information on the different types of Edusave Awards is given below.

	Edusave Scholarships	Edusave Merit Bursaries	Good Progress Awards	Edusave Award for Achievement, Good Leadership and Service	Edusave Character Awards
	(ESSS)	(EMB)	(GPA)	(EAGLES)	(ECHA)
Eligibility Criteria	<ul style="list-style-type: none"> • Among the top 10% of their level and course; • Student must be a Singapore Citizen 	<ul style="list-style-type: none"> • Within the top 25% of each level and course; • Student must be a Singapore Citizen • Monthly gross household income does not exceed \$6,900, or per capita household income (gross household income divided by the number of household members) does not exceed \$1,725 • Not a recipient of Edusave Scholarship 	<ul style="list-style-type: none"> • Among the top 10% who have made significant improvement in their academic performance based on their overall examination results compared to the previous year • Student must be a Singapore Citizen • Not a recipient of Edusave Scholarship or Edusave Merit Bursary 	<ul style="list-style-type: none"> • 10% of Singapore Citizen students in the school • Display good leadership, service to community and school OR excellence in non-academic activities • Based on achievements in CCA and contribution to community over a one-year period 	<ul style="list-style-type: none"> • 2% of Singapore Citizen students in the school • Demonstrate exemplary character and outstanding personal qualities through behaviour and actions
Quantum	\$500	\$350	\$200	\$350	\$500
Notification	Those who are eligible for the awards will be notified by post between the period of late November to mid-December.				

FINANCIAL ASSISTANCE SCHEMES

MOE Financial Assistance Scheme

The Ministry of Education provides financial assistance to needy Singapore Citizen students in Government or Government-Aided Schools.

Eligibility Criteria

Gross Household Income (GHI) not exceeding \$3,000 per month

OR

Per Capita Income (PCI) not exceeding \$750 per month

The introduction of PCI will enable students from larger families to benefit from financial assistance.

Household members include the student, his/her parents, and unmarried siblings of the student, **regardless** of the address.

Grandparents and other dependents living at the same address may be included on a case-by-case basis. They include:

- a. Relatives who are **old or sick and are unemployed and dependent** on the family; and
- b. Child dependent (where the family is the **legal guardian**).

PCI is computed by dividing the gross household income by the number of members in the household.

Benefits

Item	Benefits for Secondary Schools
School Fees	Full waiver of \$5.00 per month
Standard Miscellaneous Fees	Full waiver of \$10.00 per month
Textbooks	Free textbooks
School Attire	2 sets of uniforms, 2 sets of PE attire, a pair of shoes and 2 pairs of socks
School Meal Subsidy	\$3.50 per school meal for 10 meals per school week
Transport Subsidy	\$17 per month or up to \$204 per annum for students taking public transport

Other Forms of Financial Assistance Schemes

Scheme	Eligible Students
School-based Financial Assistance Scheme	Singapore Citizens only
Lee Wee Kheng Fund	
Opportunity Fund	
SAC Financial Assistance Scheme	Both Singaporean Citizens & Non-Singaporeans subject to Gross Household Income (GHI) criteria
School Pocket Money Fund	Singapore Citizens Singapore Permanent Residents

Parents may contact the General Office to enquire on the different types of financial assistance schemes.

External Bursaries / Assistance

Various organisations could provide bursary or financial assistance for our students. The school will alert students through Form Teachers, or Year Heads. Students can proceed to the General Office to obtain the necessary application forms. Alternatively, the school may identify these students and submit applications on their behalf.



SCHOOL SAFETY

The Westwood School Safety Committee oversees and coordinates the planning and implementation of school safety, security and emergency preparedness initiatives. A strong school safety culture is achieved through the strong emphasis by the school leadership, to promote safety awareness and compliance through education and communication of safety related information and practices to students, staff and stakeholders.

Our approach to school safety is aligned to MOE safety guidelines and guided by our School Safety Charter as follows:

SCHOOL SAFETY CHARTER

School Safety Vision

A strong school safety culture to facilitate teaching and learning

School Safety Mission

To sustain a safe, healthy, secure and emergency-prepared work environment for teaching and learning to take place effectively

School Safety Policy

The Westwood Community is committed to providing a safe, healthy, secure and emergency-prepared environment for all our staff, students, stakeholders and visitors.

We are expected to:

- Be **Responsible** for the safety, health and security of ourselves and other members in the Westwood Community.
- **Observe** safety rules at all times.
- Remain **Committed** to safety, health and security in our daily lives outside school.
- **Maintain** vigilance and respond effectively to emergency situations.

ICT ACCEPTABLE USE POLICY

Computing devices and access to the Internet have become a necessity for work, play and learning in the 21st century. In order to ensure a safe and conducive learning environment, please abide by the rules stated in this Acceptable Use Policy Agreement.

This policy applies to all students in this school and the use of our school's ICT facilities, equipment and resources, as well as users' personal devices (e.g. mobile phones and chromebooks). ICT facilities, equipment and resources include the following, but are not limited to, school's internet network, computer lab, hardware (e.g. laptops, tablets, computers), software (e.g. school's learning management system, productivity software, online tools) and peripherals (e.g. projector, scanner, camera).

General

1. Users are responsible for their personal learning devices (PLDs). The school will not be held responsible for any damage, theft or loss of their devices. In the event of loss or theft of devices, users must make a police report and report the matter to the school.
2. Users should bring their PLDs home with them at the end of every school day.
3. Users should not use the school's electrical power to charge their own PLDs. Users should ensure that their PLDs are fully charged before bringing it to school.
4. Users' PLDs are installed with device management software. When enrolled, the software will manage users' device usage based on settings determined by the school. Users should not attempt to uninstall or de-enroll themselves from the software. Any violation might lead to disciplinary action in accordance to the school's discipline policy.
5. Users are responsible for using school-owned ICT facilities, equipment and resources for the purpose of learning. Personal use such as gaming and engaging in social media platforms is strictly prohibited.
6. Users are responsible for any resource that is borrowed from school for the duration of the loan. The user will bear the cost of damage, theft or loss due to negligence and face disciplinary action in accordance to the school's discipline policy.

Account

7. Users are responsible and accountable for all activities conducted via their own account.
8. Users are responsible for the security of their account IDs and passwords. All account IDs and passwords should not be shared with anyone.
9. User should change their passwords every 6 months. Failure to do so would constitute as negligence.
10. Users are to use their full name as stated in their EZlink cards for all account IDs. Aliases, nicknames and pseudonyms are not allowed.

11. Users should not use their accounts for any illegal or unethical activities. These include posting online remarks that are racially and religiously insensitive, vulgar and/or offensive statements, disruptive of public order and intentionally causing emotional distress/harm to others.
12. Users should not use school-owned computing devices for any online trade (i.e. buying and selling of goods and services).
13. Users should not use devices to store, modify or create content (e.g. documents, presentations, pictures, videos) that is pornographic or defamatory in nature.

Email & Social Media

14. Users should not post or share any indecent, obscene, pornographic, defamatory material/message that offends and causes distress to other people.
15. Users are reminded that threats, harassment, embarrassment, impersonation and intimidation to others is a chargeable offence under Singapore Legal System.
16. Users are expected to remain courteous and polite in all online interactions.

Privacy and Safety

17. Users should not reveal their personal details (e.g. phone number, home address, NRIC, passwords, or passwords of other people) openly online.
18. If users inadvertently access a website that contains obscene, pornographic, or otherwise offensive material, notify a trusted adult (e.g. parents or teachers) immediately.
19. Any attempt to alter data, the configuration of a computer, or the files of another user, without the consent of the individual, is an act of vandalism and subject to disciplinary action in accordance with school's discipline policy.

Intellectual Property

20. Users should not access, download, copy or share any copyrighted materials (such as pictures, videos, music) without explicit permission from the owner.
21. Users should not own, copy or share software in an unauthorized or illegal manner.
22. The rights of all materials and data created using the school's ICT facilities and resources are jointly owned by the school and the user.

The school reserves the right to record and retain data on school-owned devices and/or accounts issued by the school for investigation or evidence.

Violation of any policies, rules or administrative procedures may result in a temporary suspension or revocation of student's account. The student may also face disciplinary action in accordance to the school's discipline policy.

STANDARD OPERATING PROCEDURES FOR CHROMEBOOKS

All students are required to bring their Chromebooks to school everyday. The device will be used to support students' learning in the various subjects in school.

Use of classroom lockers

- Keep the Chromebooks into the classroom lockers when not in use (e.g. during recess and PE lessons).
- All students must clear their lockers after the last period of the day. No overnight storage of Chromebooks is allowed.
- Report damaged or faulty lockers and numbers locks to Student Services Centre for follow-up by Operations Manager.

Care of Chromebooks

- Close your Chromebook before you carry it around.
- Always carry your Chromebook with two hands.
- Use the laptop bag provided or a bag with sufficient padding to carry your Chromebook.
- Refrain from eating and drinking when you are using the Chromebook.
- Never place heavy books on top of the Chromebook.
- Shut down the Chromebook when not in use.
- Stylus pen should be kept in the slot when not in use.
- Clean the Chromebook body, trackpad, screen, keyboard, mouse with a microfibre or glasses cloth regularly.

Reporting of Device Issues

- If students encounter issues with their Chromebooks in school, they can approach the school's ICT support staff in the Computer Labs for assistance. They will perform basic troubleshooting and assist to log a case with the contractor if needed.
- Parents/students can also contact Lenovo or Acer Service Centre for device issues. Parents/students will need the following information such as their device serial number, brand and model of the device, their name, contact number and description of the problem to log a case with the service centre.
- Parents/students can use the fortnightly collection service provided by the contractors to schools to send in their devices for repair. The devices (depending on the parts availability) will be fixed and returned to school the next fortnightly collection service day.
- The school's ICT support staff will inform the students when they can collect back their devices.

- Students can loan a temporary device from the school common pool for daily lessons during the period of repair.

Reporting of Lost Device



- Parents have to make a police report for the lost device and also inform the school so that the DMA administrator can remote lock the device.
- If the lost device is covered under the circumstances listed in the device's insurance coverage, parents should contact and inform Lenovo or Acer Helpdesk. They will need to furnish the contractor with the police report for insurance claim.
- If the device is covered under insurance, the contractor will send the new replacement device to school and school to pass to the student. If the device is without insurance coverage or the loss is due to clause(s) not covered under insurance, parents can seek school's assistance to procure a replacement device.
- School will loan a temporary device from the common pool to students.

For more details, please refer to the Westwood Secondary School PDLP Site at <https://go.gov.sg/pdlpwwss>



2023 PLANNER

January



SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

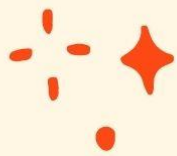
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____

Tuesday /____

Wednesday /____

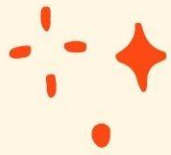
Thursday /____

Friday /____

Saturday /____

To-Do List:

-
-
-
-
-
-
-



My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

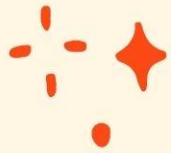
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

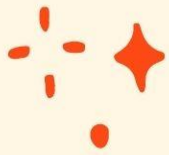


February



SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

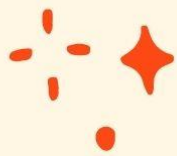
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

-
-
-
-
-
-
-





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

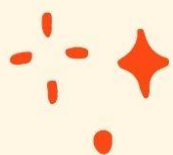
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

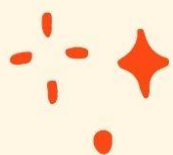
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____



Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____



March



SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

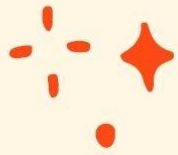
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____

Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

-
-
-
-
-
-
-



My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____


Saturday /____

To-Do List:


- _____
- _____
- _____
- _____
- _____
- _____
- _____



April



SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

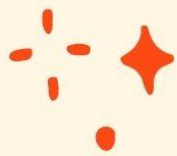
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

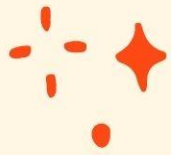
Friday /____

Saturday /____

To-Do List:

-
-
-
-
-
-
-





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____


Saturday /____

To-Do List:


- _____
- _____
- _____
- _____
- _____
- _____
- _____



May



SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

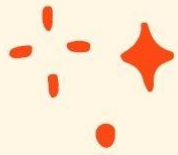
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____

Tuesday /____

Wednesday /____

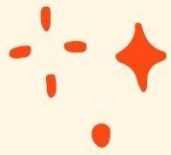
Thursday /____

Friday /____

Saturday /____

To-Do List:

-
-
-
-
-
-
-



My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

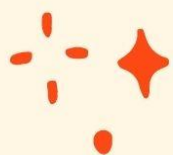
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____


Saturday /____

To-Do List:

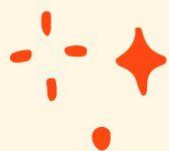
- _____
- _____
- _____
- _____
- _____
- _____
- _____



June

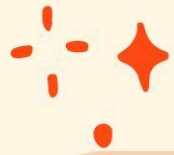


SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



NOTES





NOTES



July



SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

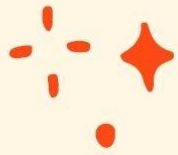
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____

Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____



My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

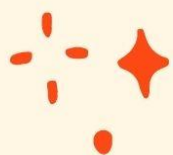
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____


Saturday /____

To-Do List:


- _____
- _____
- _____
- _____
- _____
- _____
- _____



August



SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

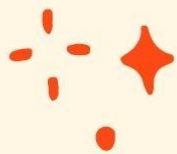
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

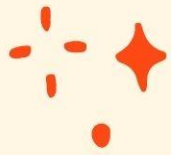
Friday /____

Saturday /____

To-Do List:

-
-
-
-
-
-
-





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____



September



SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

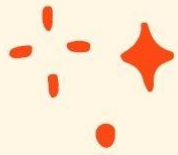
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

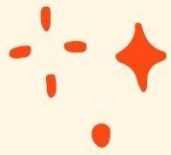
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

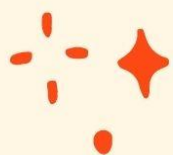
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____



Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____



October



SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

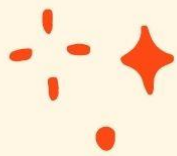
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

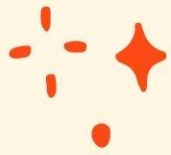
Friday /____

Saturday /____

To-Do List:

-
-
-
-
-
-





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____



Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____



November



SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		



My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

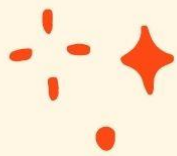
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____

Tuesday /____

Wednesday /____

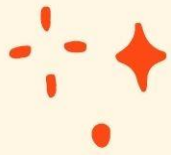
Thursday /____

Friday /____

Saturday /____

To-Do List:

-
-
-
-
-
-



My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

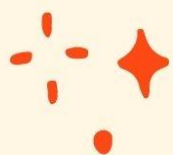
Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____





My Weekly

AGENDA

Week ____

Monday /____



Tuesday /____

Wednesday /____

Thursday /____

Friday /____

Saturday /____

To-Do List:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

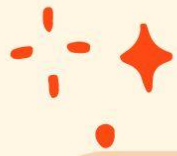


December



SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						





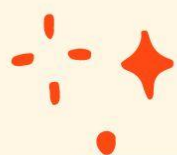
NOTES





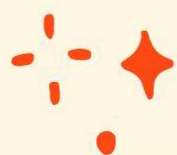
NOTES





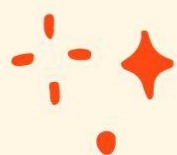
NOTES





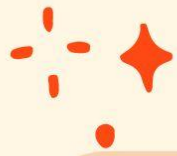
NOTES





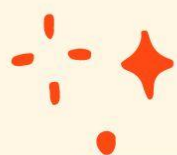
NOTES





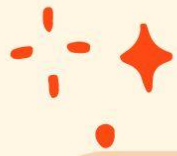
NOTES





NOTES





NOTES





NOTES

