



CHUA CHU KANG SECONDARY SCHOOL

www.chuachukangsec.moe.edu.sg

Chua Chu Kang Secondary School and Teck Whye Secondary School will merge in January 2023. The merged school will be located at Teck Whye Secondary School site. Chua Chu Kang Secondary School will not be participating in DSA-Sec and S1 posting from 2021 onwards.

Applied Learning Programme (ALP)

Coders (!Coding) {"Codes"}

Fancy a 'Laundrobot' that automatically brings in your wash when it rains? How about a 'Watch-My-Back' tee-shirt for cyclists to signal a turn? Or an intelligent 'Pop Station' installed outside your home that locks automatically when a parcel is deposited and unlocked using fingerprints or facial recognition? These are some of the ideas our students came up with for smart living.

Utilising their knowledge of coding learned in our Robotics and Automation programme, our students design prototypes of products that could potentially become a reality and banish some of our more mundane woes.



Robotics and Automation is our school's niche. Like it or not, we are on the verge of a whole new world where robots are making their way beyond industry, military and search and rescue situations into our ordinary, daily lives. In an increasingly globalised world, coding will become the new lingua franca for youths.

In Chua Chu Kang Secondary School, students learn user-friendly tools such as Arduino which enable them to programme and customise robots. Arduino is a popular electronics development platform that is easy to programme and fun, for just about anyone.

Responses from the students, who have gone through the Robotics & Automation programme have been very positive. Chong Ming Han, Secondary 2, has this to say: "I think that Robotics and Automation is a useful addition to our usual subjects, with technology being so much a part of our lives today. It's engaging, practical learning, and I enjoy partnering my friends and learning how to code. It's amazing to see your codes bring objects to life!"

Our aims are to stimulate interest and excitement in STEM, and instill better appreciation of technologies through authentic learning. Through hands-on opportunities, our students develop as critical and inventive thinkers.

It looks like we have made some good headway. Hey, who knows, we might just see the next Bill Gates in our midst!



Robotics & Automations is really mind-stimulating. It is my first experience with coding, and fun aside, I learnt the value of persistence and reflection, while working the codes and figuring out my mistakes.

Luvinne Leck, Secondary 4 (2021)



Learning For Life Programme (LLP)

Serve to Lead, Lead to Serve

To lead, one must first learn to serve. At CCKSS, we believe that leaders should stay humble, act with integrity and have their heart in the right place. This important understanding will pave the way for them to develop and be effective leaders beyond the school years.

Student Leadership Development is serious business for us. Our students experience the 5Es – Explicit Teaching, Experiential Learning, Empowerment, Effective Reflection and Evaluation – and learn what it means to lead. Our philosophy? Everyone can lead and will lead others at different points of their lives. We adopt Posner and Kouzes' Leadership Challenge Model, where students' leadership experiences are framed within the following five practices: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

And it's not all just 'head' knowledge. Students put what they learn into practice as they get opportunities to apply what they have learnt in various capacities – be it as group leaders for class projects or for self-initiated endeavours under the Youth-For-Causes programme, class committee members, leaders in their co-curricular activities, National Education (NE) ambassadors, or as Prefects.

The annual Student Leaders' Forum (SLF) and Ideas@Work are key platforms where student leaders suggest ideas

for school improvement, and thereafter present the ideas to school management. Daniel Zawro Tun, Secondary 4, has this to say: "I heard my peers during the SLF and represented them in a dialogue with our School Leaders. The experiences are both empowering and humbling. Empowering, because we present students' voices to school management, and humbling, because the same issue can be seen from different perspectives and we can all be right because we all want good. So as leaders, how do we think win-win?"

Both in and outside of the classroom, teachers carefully guide students as they empower students to put theory into practice. Effective reflection and evaluation from teachers and peers then help to consolidate the students' learning and allow them to grow in their own leadership journeys, into exemplary leaders who serve others with pride and distinction.



Leading Self, Leading Others

Values-In-Action

Mission: And the World Shall be a Better Place



Inspiring young ones to read!

Service is big in CCKSS.

Step out of our school and see how our students have touched lives in the community.

Every year, the entire CCKSS community – students, teachers, parents – fans out in droves around our neighbourhood. Armed with shopping trolleys, raffia string, and a whole lot of zeal, our students, teachers and parent volunteers go about collecting old clothes and newspapers from the residents to promote the green cause.

Our students become ambassadors for eco-friendly practices – they engage residents on Earth Hour and speak earnestly to neighbours about how all of us, in our little ways, can reduce carbon footprint. This much-anticipated school 'tradition' is one where students, teachers and parents come together for a worthy cause.

At the school level, students learn to care for the environment through our annual VIA. At each level and through their CCA, students are empowered to identify a cause and make a difference to the community.

Despite the challenges posed by COVID-19, our spirits remain unbent. Classes thought outside the box to reach out to the community in ways that are meaningful and safe. Secondary 1 students moulded colourful clay into rainbow-coloured keychains for the healthcare workers of Choa Chu Kang Polyclinic, to show their appreciation. One student, Sathiamoorthi Daurshan, currently in Secondary 2, together with his mother, delivered home cooked meals to the foreign construction workers in their estate.

Partnering children's organisations such as the Children's Cancer Foundation and Lighthouse School, our Secondary 2 students created educational videos, penned children's songs and wrote short stories that teach young children about moral values.

Secondary 3 students did their part for their elderly grandparents at home – whether it is teaching them exercise routines such as 'Tabata', or how to be more tech-savvy by using video-calling platforms such as Zoom or Google Meet to keep them active and connected.

Secondary 4 and 5 students did their part for the larger community. Some classes wrote digital messages and songs for our COVID-19 heroes fighting at the frontline. Others mounted food donation drives, prepared care packs and raised funds, to help vulnerable groups such as needy families and the migrant community.

Through the four or five years in CCKSS, COVID, or no-COVID, we aim for our students to become active citizens with a keen social conscience, to learn to look beyond themselves, appreciate the many blessings around them and pay it forward.

Co-Curricular Activities

CCA Galore!



Enchanting!

On Wednesdays and Fridays, students make a beeline for the canteen, chomp down on their lunch, and slip into a dizzying array of neon jerseys, smart uniforms, colourful costumes and T-shirts emblazoned with loud slogans, proudly declaring the co-curricular activities (CCAs) they each claim.

For a moment, the school transforms into a kaleidoscope of colours, with students thronging across hallways as they gather at various activity areas, all ready to kick start their training. Considering our student enrolment of a little over a thousand, students are spoilt for choices with over 20 different CCAs including the Uniformed Groups such as the Scouts (Sea) and National Police Cadet Corps, the Performing Arts such as Movement & Dance and the Drama Club, Sports and Games such as Floorball and

Wushu, and Clubs and Societies such as the Art Club and the Robotics Club.

CCAs are the best platforms for students to taste success, imbibe strong values and learn life skills. They also remember most fondly the time they spend on their CCAs because it is here that they discover more about themselves and form lasting friendships with others.

The alumni connection is also very much alive. Many of our former students feel a strong sense of belonging to the school. Chew Si Chao graduated in 2008 and still comes back to help. "It's a brotherhood we share – we pass on what we learn from our predecessors, to the younger generation of Scouts. Once a Scout, always a Scout," says Si Chao.

And our students naturally do well. Most of our Uniformed Groups bag the Gold award annually, our boys in the Sepak Takraw and Soccer teams regularly win the National Schools Games at zonal levels, and make it to the national stages, our Performing Arts CCAs put up a good showing at the biennial Singapore Youth Festival, as do our Clubs & Societies in their respective competitions.

Josephine Tan, who graduated last year, misses being in the Movement and Dance Club. "I love to dance and I got to pursue this passion with CCKsians–turn–good friends. I love how we move as one beautiful, fluid body of art. And I'm thankful for the rigorous discipline our teachers instill in us."

Well, COVID-19 may have temporarily dampened this buzz a little, but with the national school games and competitions slowly resuming, our students are gearing up for a good showing as they always have!

Caring Community

Care Bears, but better!

Step into the school and you will see students smiling and bowing politely in greeting. Parents and visitors to CCKSS are often pleasantly surprised by the students' courtesy and helpfulness. A positive school tone does not happen by chance.

Our Student Management team has put in place strong support structures such as PCTMs (Parent–Child–Teacher Meetings) and monthly level meetings with teachers during which discussions centre on the student's well-being and academic progress. And, it takes every teacher in the school to see each child as his own and to live the talk.

Teachers here practise classroom protocol GT61 to reinforce an active learning stance, conduct Circle Time and 1-to-1 dialogues to get to know students' interests and needs, and provide learning support. Individual or small group consultation sessions in the afternoons at study areas are also not uncommon and for students who need learning support. Our teachers go the extra mile.

At the same time, students learn to be grateful. Under a programme run by the Student Welfare team, students make little gifts and pen their appreciation for the school cleaners, canteen vendors and office staff on Appreciation Day.



Students at the centre of all we do

In addition, every year the school receives hundreds of write-ups from students nominating their teachers for the Caring Teacher Award, and one such teacher is Senior Teacher (Chemistry), Mr Benjamin Pooi. Benjamin was also one of the 12 finalists in the running for the Outstanding Youth in Education Award (OYEA) for 2019 and was featured in Channel 8 Morning Express last year for experimenting with Blended Learning. Benjamin's students love him and it is easy to understand why. Simply, he cares!

Ask Benjamin about his teaching philosophy and he has this to say: "I firmly believe every child can succeed. It is our duty to set them up for it by showing first that we care, and it is this care and mutual trust that are paramount for creating a safe learning environment – where students strive to be better versions of themselves."

Our school tone is not a chance result. It takes every teacher to see each child as his own. It takes care.



Did You Know?

Greening from Year to Year!

The first thing that strikes visitors is our green surroundings. The two school buildings sit nestled among numerous tall and majestic trees, many of which are as old as the school. The lush trees provide a pleasant environment for all to work and play.

We also have little creatures roaming freely amidst the greenery. The jungle fowl (an occasional visitor to our school grounds) crows early in the morning, much to the amusement of our teachers and students. Students break out into smiles and chuckles when they hear the playful Asian Koel call, as if on cue, right smack in the

midst of a lesson, competing with the teacher for the students' attention.

It is also not uncommon to hear students squealing in delight when they see a squirrel scurrying across our parade square and shimmying up the trees.

And, our grounds are sweetly productive too! We have in our backyard, mangoes, rambutans, cempedak, banana, papayas, noni fruit and lime – alas no durians! When the fruits are in season, students and teachers alike enjoy a hearty feast of mouth-watering tropical fruits, fresh from our backyard!



GT61 – Is it a New Robot?



While GT61 (Read: G-T-Sixty-One) may sound like some model of a robot, it is not. Ask any student and teacher from CCKSS, and he will be able to tell you that GT61 is an acronym for our classroom protocol.

'G' stands for Getting Ready
'T' for Taking Turns
'6' for 6-inch Voice
'1' for 1-Conversation.

Practised in class, the GT61 protocol helps set the tone for learning to take place. It promotes a positive learning environment, by reminding students to be responsible for their own learning and being prepared for lessons, as well as to show respect and consideration for their teachers and classmates.

X-S? No Matter! We fit!

Did you know that the original site of Chua Chu Kang Secondary School was not intended for a secondary school? According to the first blueprints of the school drawn some three decades ago, the site was meant for St. Margaret's Primary School, but later re-designated for our use.

That explains why some of our facilities seem a little, well, 'scaled-down' – things like our school hall, our lower than usual canteen stall counters, the wash basins in the students' toilets anderm... toilet bowls – to facilitate use by primary school children. In

1994, the second year the school was in operation, we had a bumper enrolment of 19 Secondary One classes and that meant, we needed to make space work with some creativity.

While we started off built for smaller, younger students, we have grown to meet the needs of secondary students. In 1999, a new extension building was constructed (this time, the right size) because the school was bursting at its seams.

This new extension is where the current General Office, staff rooms and



additional classrooms are situated. The school also went single session that year. So now, we have two blocks and guess the names of these two blocks – The Old Block and The New Block! (Did you guess it?)