

# **Principal's Address**

Mr Lam Yui Png  
(9 Jan 2026)

# Vice-Principals

- Mr Sim Kok Hian Kenneth
- Mr Tay Yong Seah Melvin
- Mr Hee Juay Ay



# Preparing our Students for a New Tomorrow





## ACCELERATING SPEED OF TECHNOLOGICAL ADVANCEMENT & DISRUPTION

Changes & Opportunities



## CHANGING WORK EXPECTATIONS

Flexibility & Adaptability



## STRESS & OVER-EMPHASIS ON ACADEMIC QUALIFICATIONS

Skills & Dispositions



## A DIGITALLY CONNECTED BUT OTHERWISE FRAGMENTED WORLD

Ideologies & Cultures



**WHAT DOES OUR  
WORLD LOOK LIKE  
RIGHT NOW?**



## AN EVOLVING SOCIAL FABRIC

Fault Lines & Cohesion



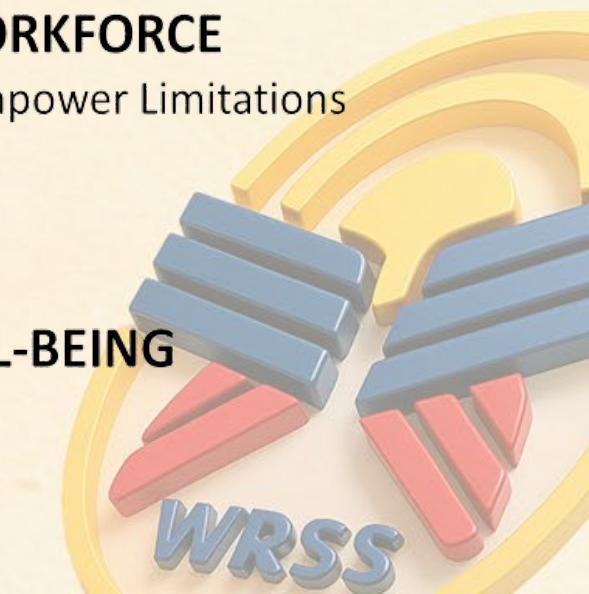
## A SHRINKING & AGEING WORKFORCE

Manpower Limitations

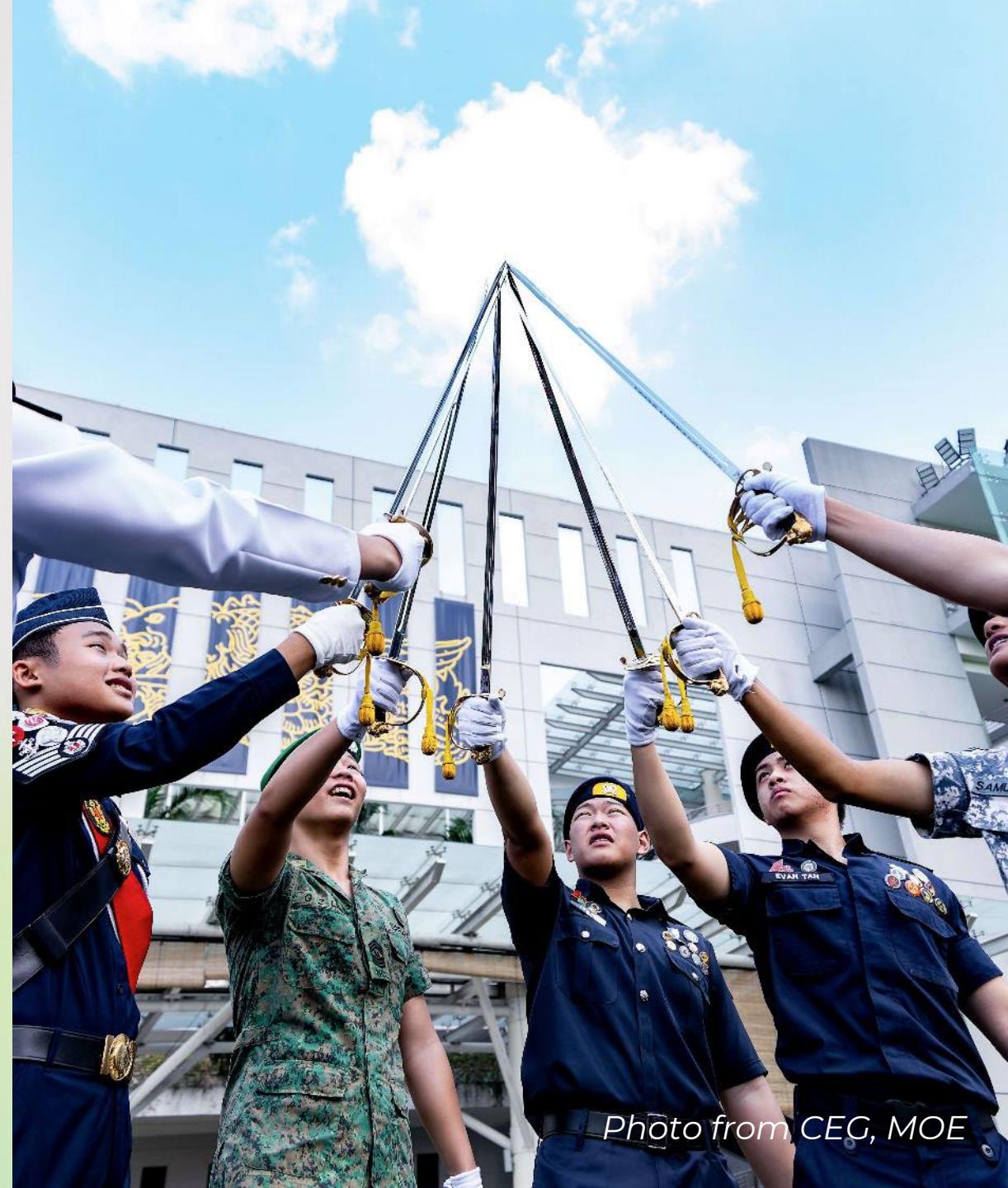


## INCREASING FOCUS ON MENTAL HEALTH & WELL-BEING

Resilience & Mindsets



**Our social compact is evolving – a “we first” mentality is necessary**

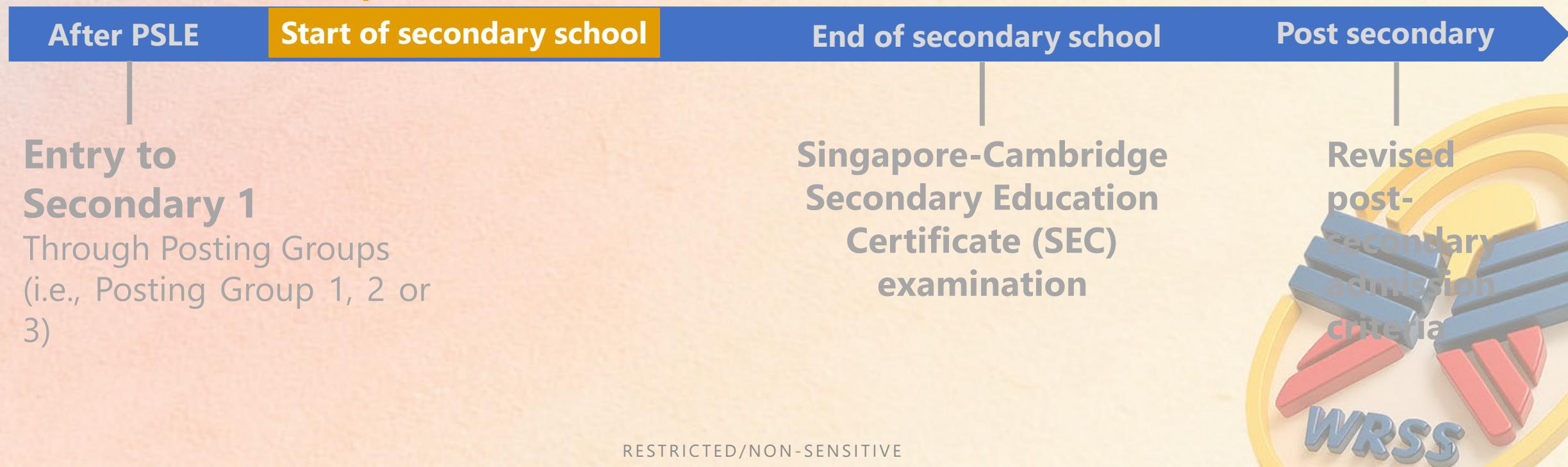


*Photo from CEG, MOE*

# Secondary school experience under Full SBB

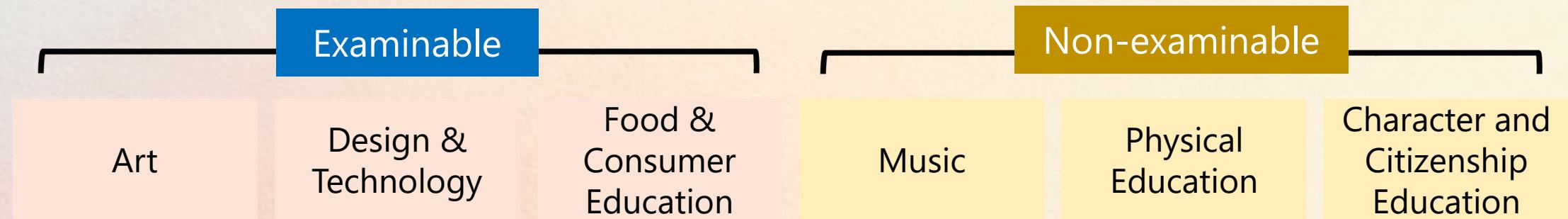
## Secondary school experience

1. Mixed form classes upon entering secondary school
2. Common curriculum subjects at lower secondary
3. Subjects to be offered at G1, G2 or G3, mapped from the standards of the N(T), N(A) and Express respectively
4. Greater flexibility to offer subjects at various subject levels
5. Shift away from stream-based subject offerings



# Common Curriculum Subjects

- Students will take six common curriculum subjects with their form class classmates:



- These subjects take up approximately one-third of curriculum time, giving students time to interact with classmates of different strengths and interests.



# Greater Customisation and Flexibility under Full Subject-Based Banding (Full SBB)

## Secondary school experience and post-secondary pathways under Full SBB

Once students enter secondary school, they will have:

- More opportunities to interact with peers of different backgrounds, strengths and interests in **mixed form classes**, where they are not grouped into form classes by Posting Groups, and can learn common curriculum subjects<sup>1</sup> together
- Greater **flexibility to offer subjects at appropriate subject levels** as they discover their strengths, interests, and learning needs, further developing their potential
- Greater **access to different post-secondary pathways** based on the combination of subjects and subject levels they offer

<sup>1</sup> There are six Common Curriculum subjects that students attend together at Lower Sec in their mixed form classes, i.e., Art, Character and Citizenship Education, Design and Technology, Food and Consumer Education, Music, Physical Education.



# Overview of Post-Secondary Pathways

From 2028,  
more post-secondary options  
will be available.

Students taking at least	POST-SEC PATHWAYS					
	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 + 1 G2 subjects	✓	✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	NEW* ✓				

\*For students who meet ITE's Year 1 academic requirements



# Student-Centred Excellence

## Our Beliefs

- **Every Student is Our Student**
- **Every Student is a Leader**
- **Every Experience a Learning Opportunity**

- **Every Staff a Dedicated Learner**
- **Every Teacher a Curriculum Designer**
- **Every Teacher a CCE Teacher**



# WRSS Motto (our identity)

**Forward with Wisdom**

- **Forward-looking**, move ahead with **courage, discernment, and integrity**.
- Education is not merely about acquiring knowledge but about **applying wisdom to navigate an ever-changing future**.



# WRSS Vision (desired future)

**Forward-looking**

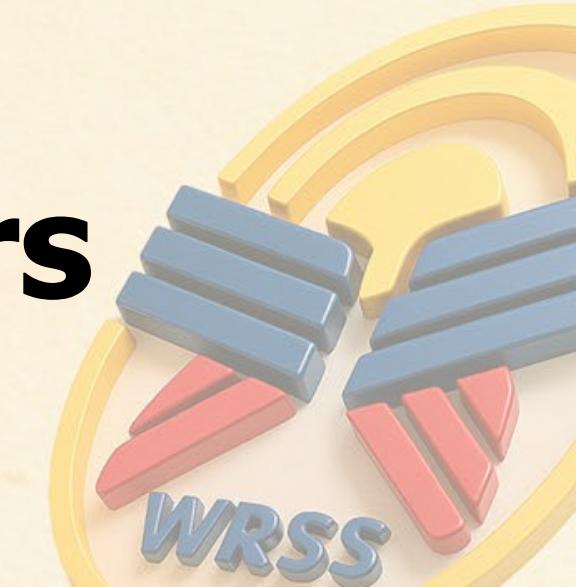


**Compassionate**



**Wise**  **and**

**Resilient**  **Leaders**



## WRSS Mission (the ‘what’ and ‘why’)

**Empowering every student  
to grow and lead with  
purpose and values**



WRSS Values (moral compass)

We RISE<sup>2</sup>

Respect Integrity Selflessness

Empathy Excellence

We RISE<sup>2</sup> symbolises  
“rise *higher*, together, with heart”



# Our new identity, vision, mission & values

## Motto

**Forward with Wisdom**

## Mission

**Empowering  
every student to  
grow and lead with  
purpose and  
values**



## Vision

**Forward-Looking,  
Compassionate,  
Wise & Resilient  
Leaders**

## Values

**We RISE<sup>2</sup>**  
**Respect ♦ Integrity ♦ Selflessness**  
**♦ Empathy ♦ Excellence**

# WRSS Student Outcome

A WRSS graduate will be:

- **Future-ready** – adaptable and wise in decision-making
- **Compassionate & Caring** – empathetic, inclusive, and service-oriented
- **Resilient & Responsible** – principled, persevering, self-directing and dependable
- **A Leader in Action** – uplifting others and contributing meaningfully to society

# Transition into Secondary One

Helping your child make the smooth transition into secondary school



## Understanding your child

### What your child may be experiencing

- **Overwhelmed** by a different school environment, longer days, and a wider range of subjects
- Navigating the **stress of making new friends**, fitting in with peers, and finding their place in a new community
- Influenced by peer relationships and online interactions, which shape their **self-image and confidence**
- **Adjusting to new routines**, multiple subject teachers, and increased personal responsibilities
- **Feeling tired** from earlier school hours and heavier curriculum load (4 subjects at PSLE to 8-10 examinable subjects, CCA is compulsory)
- **Experiencing typical teen changes** — seeking independence but still needing support and reassurance

## Supporting your child

### How you can support your child

- Take an **active interest** in what your child is curious about or learning, their friends and online activities, and not only their grades
- **Acknowledge** their feelings and normalise setbacks as part of dealing with changes
- **Affirm** effort and small improvements to build confidence
- Guide them gradually in **managing new routines** (e.g., timetable, preparing materials, balancing schoolwork and CCA)
- Encourage **healthy habits** — sleep, screen time, exercise, and family connection
- **Respect** their growing independence, while being present as a consistent and supportive guide



# We RISE<sup>2</sup>

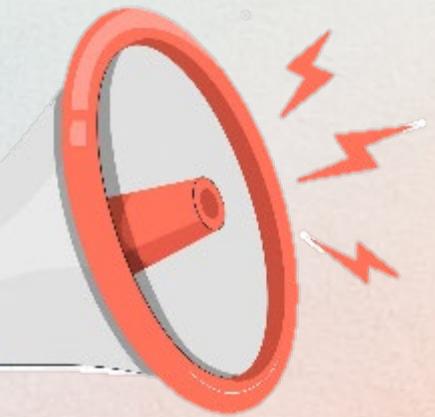
Value	What do we do
Respect	Listen actively, appreciate differences, treat others fairly
Integrity	Be honest, own up to mistakes, do the right thing even when it is difficult
Selflessness	Volunteer, support peers in need, contribute to school and community
Empathy	Show kindness, stand against hurtful behaviours, check in on peers' well-being
Excellence	Adopt a growth mindset, put in best effort, embrace challenges, learn from mistakes, celebrate progress

# Strive for Excellence

not perfection

Every Experience a Learning Opportunity





# Join Us! Parent Support Group (PSG)

A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and Career Talks for P5 and P6 students.



**No smartphone use in secondary schools from 2026, including during recess and CCAs**

**Strictly  
No Handphone\*  
Policy**



**WRSS**

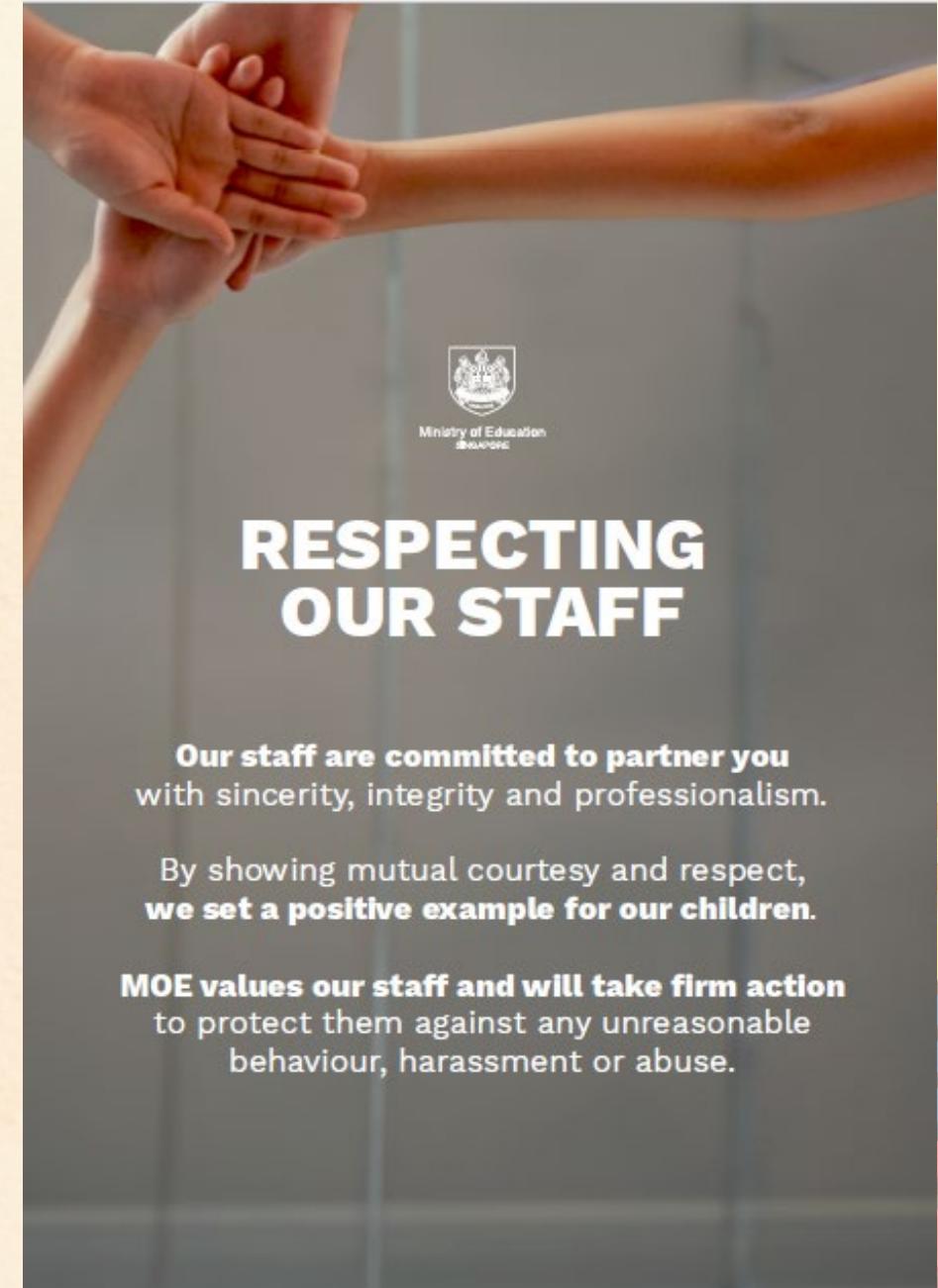
# Why is this important?

- **Perspective of Long-Term Considerations**
- **Healthier Habits**
  - To curb excessive screen time and promote better digital well-being.
- **Improved Focus**
  - To reduce distractions in class and during activities.
- **More Interaction**
  - To encourage face-to-face communication among peers.



# Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



# Construction of Our new Campus (Timeline)

- **Demolition** of current site – on-going
- **Construction** of new campus – from mid 2026
- **Completion** of new campus – **estimated end 2028**
- **Begin operations** from new campus – **beginning of 2029**

