

September 2026

DPSIS Times

EXAM
Edition

A School in Full Colour

My school through my lens



Yellow, green and brick: the school wears its colours proudly.

The first thing anyone notices about DPS International School is the colour. The walls are bright yellow with green trim, and long panels of terracotta brick full of little holes that let the light through. On a clear morning, with the blue sky above, Block A looks less like a building and more like something a child might have drawn and dared us to build.

I have walked past it so many times that I forget to actually look at it. But every time someone visits for the first time, they stop and say the same thing: "Your school looks so alive."

My favourite part is the rainbow walkway—a covered corridor where each pillar is painted a different colour, from red and orange to green, blue, and purple, all the way to the staircase at the end. Most days my friends and I just gather at our usual spot along that hallway during lunch break. There is no real reason for it. We talk, get some fresh air, and let a break actually feel like a break. It is nothing special, but those few minutes are honestly some of my favourite parts of the day.

Around the school there's plenty of green — the turf cricket court with its netting, the grass between the blocks with leaves scattered across it, and the playground. Then there's the big white canopy, with a basketball court underneath it. It's also where the whole school gathers for assemblies, all of us packed under one roof and out of the sun.

After a while, the buildings stop being what defines the school. It becomes the people instead. The teachers know us—not just our names, but how we learn, what we enjoy, and when we need encouragement. Over the years, classmates become close friends, familiar faces become part of every day, and simple routines become memories without us even realising it.

One day, I will walk out of those gates for the last time. I'll leave behind the classrooms and the corridors, but I know I'll carry something much bigger with me. I'll remember a school that was full of colour, laughter, and people who made it feel like home. By the time I leave, I'll have spent eleven years here — and that is what this place will mean to me.

That is my school, through my lens. I hope you can see it the way I do.



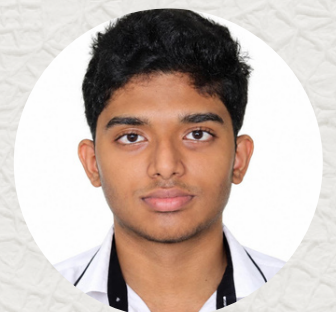
The rainbow walkway



The long, bright, corridor open to the outside.



The green heart of the school.



Harshith Mukesh
12 AL

Small Actions, Big Returns

Our mentor's genuine passion for environmental conservation has always inspired us to become more aware and enthusiastic about taking action. When our school formed a student team to raise awareness about the Beverage Container Return Scheme (BCRS), I was grateful for the opportunity to be part of it. We began by researching the scheme, but soon realised that simply sharing information was not enough—we needed to make BCRS feel simple, relevant and easy for everyone to participate in.

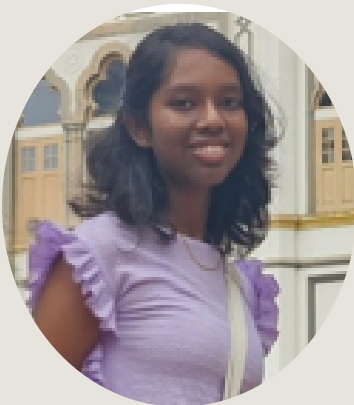
We started within our school through class-to-class presentations for Grades 9-12, a BCRS poster-making competition for Grades 6-12, and an awareness campaign during the school assembly. One of the most rewarding moments was when younger students told us that, after learning about BCRS, they had returned their beverage containers for the first time. We then took our message beyond school by setting up an interactive BCRS booth at the Paya Lebar Kovan CC National Day Carnival, where we engaged with the wider community.

These experiences also inspired the BCRS awareness video we created, focusing on how easily everyone can participate and make a difference. This journey taught me that meaningful environmental change does not always require huge actions. Sometimes, it begins with something as small as returning an empty bottle or can. With our mentor, Anindita ma'am's guidance and encouragement, we learnt how awareness, participation and small individual choices can grow into collective action for a more sustainable future.



Akshaya Siri
12 AL

From Awareness to Action – Dengue Prevention



Harshitha
11 ISC

Participating in the NEA Dengue Prevention Survey Campaign gave me a completely new perspective on public health and community responsibility. Conducting surveys around our school and neighbourhood made me realise how something as simple as a small amount of stagnant water can become a serious health risk.

Our aim was to raise awareness about dengue and introduce the 5-step Mozzie Wipeout to the community. I initially assumed that most people were already familiar with dengue prevention, but our interactions showed otherwise. Many were unaware that easily overlooked places, such as hardened soil in potted plants or water collected in dish racks, could become mosquito-breeding spots. Speaking directly with people, clearing misconceptions and sharing practical prevention measures made the experience especially meaningful.

The campaign taught me that creating awareness is not just about distributing information—it is about having real conversations and encouraging people to adopt better everyday habits. I am truly grateful to our school for giving us this opportunity. The guidance, encouragement and trust we received gave us the confidence to take our learning beyond the classroom and engage meaningfully with the wider community.

Looking Beyond Ourselves

Kindness may seem like a small gesture, but it can make a meaningful difference. The Friends of Singa experience reminded me that being kind is often about noticing others, including them, and trying to understand what they may be going through. What made the FOS experience memorable was the way it encouraged us to step away from our usual routines and look at everyday interactions differently. It made me reflect on empathy, inclusion, neighbourliness, and the way we connect with the people around us.

As a Grade 12 student, I found this particularly relevant because school life can often become a cycle of academics, deadlines, activities, and personal responsibilities. It is easy to get caught up in our own world and forget that everyone around us has their own experiences and challenges. FOS encouraged me to be more observant and to make a conscious effort to connect with people beyond my usual circle.

I also realised that stepping outside my comfort zone does not have to involve anything dramatic. Sometimes, it simply means starting a conversation, inviting someone to join in, listening without judgement, or offering support when it is needed. These may seem like small things, but they can make someone feel included and valued.

My biggest takeaway from FOS is that small actions can create meaningful change. The experience has encouraged me to be more empathetic, open-minded, and aware of how my actions affect others. As I move towards the next stage of my life, I hope to carry this mindset with me, not just within the school community, but wherever I go.



Dennis Rufus
12 ISC

And perhaps kindness is easier than we think. A smile costs nothing, a "hello" takes two seconds, and including someone takes very little effort, but the impact can last much longer. FOS reminded me that we do not need a superhero cape to make a difference. Sometimes, all we need is a little awareness, a little courage, and the willingness to take that first step.

The Corals Amongst Us



Juan Joverly
10 IGB

Recently WWF brought their All About Corals program to DPS, and I was overjoyed when I was selected for the team. They supplied us with an actual live coral growth tank, bringing the reefs to us. It was one thing to read about the threat of coral bleaching, but another when the delicate polyps of the coral were seen to be gently swaying in the current, making its reality all the more of an immediate and impending threat.

After learning so much from the sessions conducted by our mentor from WWF, we were finally ready to do our part in spreading awareness among the public. We set up an Instagram page (the_coral_projekt) and conducted public surveys at *SCAPE. We entered assuming we would have to start from scratch explaining coral bleaching and the plight of corals. However, the number of people who already knew about coral bleaching and cared about our reefs surprised us. This was very motivating because it assured us that we were doing something important.

Of course, none of this would have been possible without our incredible mentors. From patiently answering our questions to assisting us in setting up the tank to constant encouragement, our mentors have supported us through every step.

When the program ended, the most valuable lesson I learned was that true conservation starts with small individual actions. One cannot wait for someone else to save the oceans. Instead, we must rise, speak up, and create a wave of change today.

Preparing for the Journey Ahead: ISC & A-Level Orientation Programmes



The school recently conducted orientation programmes for parents to provide greater clarity and confidence as students prepare for important academic milestones.

The ISC Orientation Session for Parents introduced families to the ISC curriculum, academic expectations, assessment pattern and examination requirements. It also highlighted the importance of consistent effort, effective time management and independent learning, while reinforcing the vital role parents play in supporting students throughout their ISC journey.

On 1 September, the A-Level Orientation Programme, led by the Principal and CIE Coordinator, familiarised parents with the Cambridge A-Level pathway, subject selection, assessment structure and university opportunities. The session was highly interactive, with parents actively raising thoughtful questions about subject combinations, university choices and future academic pathways.

Together, both programmes reflected the school's commitment to informed decision-making, strong parent-school partnership and personalised academic guidance, ensuring that students are supported in making choices aligned with their strengths, interests and aspirations.

From Classroom to Campus: DPS Students Discover Future Pathways at NTU

On 17 September 2026, our Grade 12 A-Level students stepped beyond the classroom for an enriching educational visit to Nanyang Technological University (NTU). The experience offered students an exciting glimpse into university life and helped them explore possible academic and career pathways.



The programme included an informative Admissions Talk, a visit to the College of Computing and Data Science (CCDS), and a guided tour of the campus. Together, these experiences gave students valuable insights into university expectations, courses and the opportunities available to them after school.

A special highlight of the visit was meeting Andrea, a DPS alumna from the Class of 2022-23, who is currently studying at NTU. She shared her own journey from DPS to university life, offering first-hand advice and encouraging students to pursue their goals with confidence. The visit proved to be both informative and inspiring, connecting present-day learning with future possibilities and leaving students more confident and excited about the journey ahead.

Responsible Use of *Artificial Intelligence*

Artificial Intelligence (AI) has become ubiquitous in our lives. AI can write messages, e-mails, essays and codes. AI can create the itinerary for your next trip or better still advise you the places you can visit depending on your budget, family and preferences.

Inside the classroom, this rampant use of AI can be tricky. Some students use AI to learn, while others use it simply to get answers. When students use AI to find the answers for their Math assignment or to write the 400-word English essay, this is known as cognitive offloading - handing over the thinking process to a tool rather than doing the thinking yourself. Cognitive offloading does reduce a student's mental workload, allowing them to focus on higher-order critical thinking and complex problem-solving rather than rote memorization.

Yes, the assignment may be completed in a jiffy. But the more important question is: What have you actually learnt?

AI can be a powerful learning tool when you use it to understand concepts, explore ideas, get feedback, or improve your work. However, when it does the thinking and learning for you, you may finish the assignment without developing the knowledge and skills the assignment was meant to build. Much as we save time, we lose out on something very essential. Relying entirely on AI to store facts can prevent long term memory formation. Over-offloading foundational math or spelling can leave students unable to perform tasks manually. Students confuse having information accessible on a screen with actually understanding it.

While this reduces the capacity for deep thinking, comprehension, metacognition and problem solving, there are some more pertinent issues that need to be looked into. In a team project, if every member contributes to the project with an AI generated output rather than a sit down to discuss, thrash and refine ideas, the team is losing out an opportunity to read social cues, resolve conflicts face-to-face, and manage personal reactions.

Does it mean that students should not use AI at all? Not at all. According to MOE, AI use for students should be introduced progressively, taking into account students' age, development and learning needs at every stage of growth.

Students should use AI in a responsible manner:

Transparency: If the students have used AI in the assignment they should inform the teacher about it.

Data privacy: Students should not use names, addresses, contacts and other personal details of anyone while using AI. A rule of thumb should be if you cannot share it with a stranger, you cannot share it with an AI.

Hallucinations: Check and verify the output generated by AI.

Use AI to scaffold your learning and not replace your learning.

Future academic and professional success will be defined not by who can copy and paste answers, but by who leverages AI to comprehend foundational methodologies. The student who painstakingly crafts their own essay will inherently outclass the peer who relies on automated shortcuts.



Ms Maya Gurav
HOD - Computer Science

DPSIS Embraces the Spirit of Neighbourliness



At DPS International School, we believe that education goes beyond academic excellence and plays an important role in nurturing compassionate, responsible and socially aware individuals. As part of Friends of Singa (FOS) 2026, organised by the Singapore Kindness Movement, our students embarked on a meaningful campaign titled "Neighbourliness - The Social Safety Net." The initiative focused on encouraging kindness, empathy and stronger connections within our school community.

Through engaging activities such as Social Bingo, the Hidden Heroes Narrative and the Unity Mosaic Project, students were encouraged to step beyond their usual friendship groups, interact with new people and appreciate the importance of making others feel valued and included. The campaign also challenged students to look beyond the conventional meaning of 'neighbour' and recognise that everyone who shares our school environment is part of our wider community.

A key highlight was the active participation of our 16 student leaders, who demonstrated initiative, teamwork and leadership while helping plan and implement the campaign.

Their involvement reflected DPS International School's commitment to empowering students to become responsible changemakers. The campaign reached approximately 500 students and 10 educators. Feedback was encouraging, with 80% of respondents reporting that the experience had a significant impact on their future behaviour towards others.

The Friends of Singa journey reminded us that kindness is not merely a value to be taught - it is a culture to be practised every day. At DPS, we are proud of our students for turning this message into meaningful action and strengthening the spirit of community within our school.



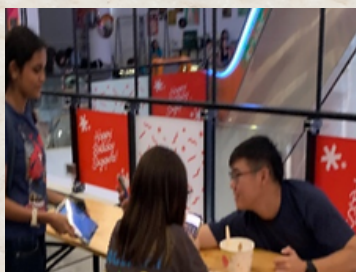
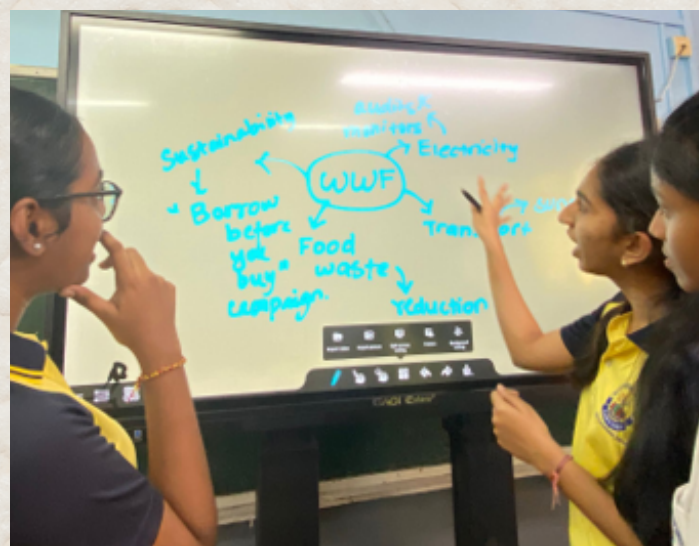
Ms Rajni Singh
Mentor : Literary Society
Department of English

SUSTAINABILITY IN ACTION

WWF Eco-Schools Programme

Building sustainable habits through student-led action

Under the guidance and coordination of Ms Anandita Shrivastav, DPS International School continues to strengthen its environmental commitment through the WWF Eco-Schools Programme. Students have actively worked across key sustainability areas including energy conservation, sustainable transport, food-waste reduction and, most importantly, coral conservation. Through audits, monitoring, surveys, awareness campaigns and sustainability responsibilities within the school, students are learning to analyse real environmental challenges and translate their findings into practical action. The programme has helped place student leadership at the heart of the school's journey towards more responsible and sustainable everyday practices.



Ms Anandita Shrivastav
HOD - Geography

Avyukth Clinches First Prize in U-18 Writing Competition!

Short Story English - Junior



We are delighted to celebrate another outstanding literary achievement by Avyukth Ratheesh, who secured First Prize in the U-18 category at the Singapore Malayalee Literary Forum Writing Competition. Avyukth received his trophy from MP Lee Hui Ying, marking yet another proud milestone in his journey as a young writer.

His award-winning story, Colourless, takes readers into the unusual world of Alan, a boy who grows up believing that colour is dangerous and is kept isolated from the colourful world outside. As his curiosity grows, Alan begins to question everything he has been taught. The story ultimately explores fear, freedom, curiosity and the courage to break away from beliefs passed down through generations.

This achievement adds to Avyukth's growing literary journey. His satirical story "The 'Intelligent' Species" was also recently published in the Singapore Malayalee Association's annual Onam publication, Onopaharam 2026.

Heartiest congratulations, Avyukth! Your imagination, creativity and love for storytelling continue to make us proud. We look forward to seeing where your words take you next!

See you on 3rd
October with
your friends &
family !

Teacher Spotlight



Mrs. Nirali Desai joins DPS International School with over five years of experience in teaching, curriculum design, and academic coordination across higher education institutions in the USA and India. She holds a Master of Science in Bioinformatics from a university in Boston, USA, and a Master's in Integrated Life Sciences from a university in India, giving her a strong foundation in research, data analysis, and evidence-based thinking.

Mrs. Desai has taught and mentored learners across diverse academic levels and worked as a freelance academic trainer, designing programmes for students with varied learning needs.

She has also co-authored peer-reviewed research publications in established scientific journals, reflecting her commitment to rigorous research, academic excellence, and lifelong learning.

Known for her adaptability, patience, and individualised approach, Mrs. Desai brings a global academic outlook to the classroom. She encourages students to communicate confidently, consider diverse perspectives, question assumptions, and connect learning to the wider world.

