

2025

HOUGANG
SECONDARY SCHOOL



Student Handbook

2 Hougang Street 93 Singapore 534256
TEL: 63851990 EMAIL: HOUGANG_SS@MOE.EDU.SG

Contents

| | |
|---|----|
| Respecting our Nation | 3 |
| Respecting our School | 4 |
| Every Hougean a GREAT Star | 6 |
| School Values | 6 |
| School Desired Outcomes..... | 9 |
| School Rules | 10 |
| Responsibilities in using Personal Learning Devices (PLDs) in HS..... | 14 |
| Attire and Grooming | 17 |
| Description of Offences | 21 |
| Actions and Consequences | 25 |
| Character & Citizenship Education (CCE)..... | 29 |
| Student Well-Being | 30 |
| Teaching & Learning | 32 |
| Assessment | 32 |
| Promotion & Lateral Transfer Criteria | 37 |
| Criteria for Progression to Post-Secondary Education Institutions for 2024 Sec 4/5 cohort..... | 38 |
| Descriptors for Grades..... | 41 |
| Memorandum on Malpractice during Examination | 44 |
| Physical Education (NAPFA Standards) | 46 |
| Co-Curricular Activities (CCA) | 50 |
| Safety and Environment | 56 |

Respecting our Nation

OUR NATIONAL FLAG



The National Flag consists of two equal horizontal sections, red above white. A white crescent moon occupies the upper left red section. Next to the moon are five white stars arranged in a circle.

Each feature of the Flag bears a unique symbolic meaning. Red stands for universal brotherhood and equality of man. White symbolises pervading and everlasting purity and virtue. The crescent moon represents a young nation on the ascendant, and the five stars depict Singapore's ideals of democracy, peace, progress, justice and equality.

THE NATIONAL ANTHEM

MAJULAH SINGAPURA

Mari kita rakyat Singapura
Sama-sama menuju bahagia
Cita-cita kita yang mulia
Berjaya Singapura
Marilah kita bersatu
Dengan semangat yang baru
Semua kita berseru
Majulah Singapura
Majulah Singapura

ONWARD SINGAPORE (English Translation)

Come, fellow Singaporeans
Let us progress towards happiness together
May our noble aspiration bring
Singapore success
Come, let us unite
In a new spirit
Let our voices soar as one
Onward Singapore
Onward Singapore

OUR PLEDGE

We, the citizens of Singapore, pledge ourselves as one united people, regardless of race, language or religion, to build a democratic society based on justice and equality so as to achieve happiness, prosperity and progress for our nation.

Respecting our School

HISTORY

Hougang Secondary School started on 2 January 2001. It was relocated to its present site at 2 Hougang Street 93 on 20 December 2001.

PHILOSOPHY

We admit pupils who are keen to learn and develop them according to their abilities through a quality education that emphasises character development.

VISION

Nurturing Empowered, Future-Ready Hougeans of Character and Purpose

MISSION

Care. Lead. Inspire. Partner.

VALUES

Gratitude | Respect | Empathy | Adaptability | Trustworthiness

DESIRED OUTCOMES

Future-Ready Learners. Empowered Leaders. Resilient Innovators.
Community Builders

MOTTO

Make The Difference

SCHOOL CREST

HOUGANG
SECONDARY SCHOOL



THREE WHITE LINES represent the acquisition of knowledge, skills and positive attitude in Hougang Secondary School.

GOLDEN FIGURE stands for the nurturing of each Hougean to be a person with good character and other stellar qualities.

SCHOOL COLOURS

White symbolises Purity

Yellow symbolises Dignity and Excellence

Blue symbolises Nobleness

SCHOOL SONG

We sing our song with joy and pride
To tell the world we do things right
Search ourselves to be true
Uphold the creed Hougeans learn in school

We learn the skills with grit and zeal
To stand the tests both tough and real
Urge ourselves to excel
Prepare for the future that none can tell

Chorus:

Respect ourselves, respect others
Thus, we develop noble characters
Work together for Singapore
Make the difference on any shore

*Music by: Soh Kay Cheng
Lyrics by: Chia Choon Kiat
(Founding Principal)*

Every Hougean a GREAT Star

School Values

GratITUDE

Hougeans are thankful for what they have and are appreciative of others.

Respect

Hougeans value the worth and esteem of others and themselves.

Empathy

Hougeans show kindness, compassion, and concern to foster genuine connections with others.

Adaptability

Hougeans exhibit openness to new ideas, flexible thinking, and resilience in embracing changes.

Trustworthiness

Hougeans are honest and reliable, actively building trust with others.

| Value | It Looks Like.... | It Does Not Look Like... | Example |
|-----------|---|--|--|
| Gratitude | showing gratitude for a new day by greeting one another cheerfully and sincerely. | walking past without acknowledging one another. | I will take the initiative to greet others whom I encounter by saying "Good morning/afternoon". |
| | being thankful for what you have in HS by giving constructive feedback to make HS a better place for learning and teaching to take place. | taking what you have been provided for granted. | I will give constructive feedback via the HS School Forum to the school management. |
| | recognising and showing appreciation for contributions made. | being an inconsiderate user of common spaces. | I will offer help to keep the common spaces clean in appreciation of the good work of the cleaning staff. |
| Respect | treating others the way you would like to be treated. | behaving in an unkind way or hurting others using words/actions. | I will demonstrate respect for others by listening attentively to others and responding in an appropriate and positive way to exert positive influence on others. |
| | respecting yourself and others by behaving appropriately on all occasions. | disregarding school rules and class rules | I will manage my behaviour and use an appropriate voice tone and language. |
| | aspiring towards one's best self and having a sense of purpose in life. | choosing to live life with a lack of motivation to improve oneself or work towards meaningful goals. | I will take action and focus my attention to execute the plan towards developing my strengths and interests. |
| Empathy | considering others' feelings, thoughts and point of view. | passing judgement and criticising others for sharing their feelings and point of view. | I will practise active listening to seek understanding of others' feelings and perspectives. |
| | recognising cultural differences and understanding that others have different perspective shaped by their cultural background. | making it unsafe for others to share their feelings and point of view. | I will play an active role in fostering and promoting social cohesion by acknowledging the feelings and experiences of others during their sharing in group discussions. |
| | supporting others who are going through a challenging time. | ignoring or undermining others who are facing difficulties. | I will offer a supportive word, or a gesture of kindness to a friend who is going through a challenging situation. |

| Value | It Looks Like.... | It <u>Does Not</u> Look Like... | Example |
|-----------------|--|---|--|
| Adaptability | being curious and willing to explore novel concepts, perspectives and approaches. | being complacent and unwilling to step out of comfort zone. | I will be proactive in acquiring new knowledge, skills, technology and ways of thinking as I learn and grow. |
| | adjust one's mindset and approach in response to evolving situations. | being reluctant to change one's way of thinking of doing things. | I will consider multiple solutions to a problem and ascertain when additional help is required and seek help from appropriate sources. |
| | being determined about achieving your goals and springing back from a challenge better and stronger than before. | giving up easily because of the belief that failure is permanent and/or pervasive. | I will reflect on my successes and setbacks and see challenges and obstacles as opportunities for growth and persevere to execute the plan towards achieving my goals. |
| Trustworthiness | admitting if a mistake is made and having the courage to face consequences. | giving excuses for mistakes made. | I will approach the teacher and make an apology if I forget to do my homework, If a consequence is meted out, I will accept the consequence and learn from it. |
| | completing tasks and fulfilling commitments on time and as promised. | staying silent and not getting help when you are unable to complete your assigned task. | I will fulfil my responsibility in a group project on time and communicate openly if I encounter any difficulties that may affect the project's progress. |
| | being someone, whom others can count on. | being inconsistent in my words and actions. | I will meet my obligations, keep my promises, and follow through my commitments. |

Desired Outcomes

1. As Future-Ready Learners, Hougeans

- are purposeful and passionate learners, continually adapting to an ever-evolving world.
- are curious, critical thinkers equipped with problem-solving abilities for tackling complex challenges.
- embrace lifelong learning and technology, and are adept at learning, unlearning, and relearning, thriving in a rapidly changing world to contribute meaningfully to society.

2. As Empowered Leaders, Hougeans

- drive positive change with purpose, empathy, and a global perspective, inspiring and mobilising others towards common good.
- navigate complex global issues with integrity, recognising that true leadership goes beyond titles.
- role model and champion fairness, inclusivity, and ethical decision-making to make a lasting positive impact on society.

3. As Resilient Innovators, Hougeans

- embrace failures as an opportunity to learn, adapt, and grow.
- think creatively and apply their knowledge to solve complex real-world problems with interdisciplinary skills.
- push boundaries, challenge conventions, and transform ideas into tangible realities that benefit society as a whole.

4. As Community Builders, Hougeans

- focus on collective well-being and actively engage with their communities to make them more inclusive, equitable, and sustainable.
- work collaboratively, empathise, and bridge divides to foster a more equitable and harmonious world.
- strengthen the social fabric, promoting unity, inclusiveness and a sense of belonging for all members of society where every voice is heard, and every person is valued.

Above All, Hougeans of Character and Purpose

Hougeans are guided by the values of Gratitude, Respect, Empathy, Adaptability and Trustworthiness as they navigate the complexities of the future.

School Rules

The school rules serve to ensure acceptable student behaviour and conduct. They are designed to help students cultivate a set of positive behaviour that will empower them to learn in a safe and meaningful environment. Every student is expected to be familiar and comply with these stipulated rules. These rules apply within the school premises and at all other school-organised activities held outside the school.

Respect for our Nation and School

- Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students will take the Pledge with their right fist placed over the heart.

Respect for our Personal and School Property

- Students are to keep every part of the school clean.
- Students are to take good care of all school property and keep them clean at all times.
- Students can only enter special rooms with the supervision of a teacher. Students must observe the rules and regulations governing the use of these rooms and the equipment in them.
- Students are to report any equipment fault to the relevant parties promptly.
- Students are to return all borrowed items to the appropriate parties promptly and in good condition.
- Students must be responsible and accountable for safekeeping of their personal belongings. The school will not be held liable for any loss.

Attendance and Punctuality

- Students must observe punctuality at all times for all school-related activities.
- Students are required to be seated at the stipulated reporting venue by 7.30 a.m. on Monday, Tuesday, Thursday, and Friday and by 8.30 a.m. on Wednesday.
- If a student is unable to attend school because he/she is unwell, he/she should submit the medical certificate (only from MOH-registered clinics) to the Character Coach the following school day.
- Students who need to apply leave from school must submit their parent's request to the Principal, at least 2 weeks in advance. Taking leave during term time for local or overseas holiday is not allowed and will be considered as absence without valid reason.

Morning Assembly

- Students are to observe silence during morning assembly once the school personnel-in-charge/student leader takes his/her position.
- Students are expected to bring the appropriate reading materials and do silent reading every morning.
- Students are to return to their classrooms in an orderly manner at the end of the morning assembly.

Curriculum Time

The school emphasises on the 5As (Attendance, Attire, Attitude, Activities, Attention) as follows:

Attendance

- Students are to be present and punctual for all classes.
- Students must obtain permission pass from the teacher before leaving the classroom.
- Students must obtain written permission from the Character Coach before leaving school during curriculum time.

Attire

- Students are to ensure that their attire and grooming are appropriate at all times. (Refer to Pages 17 to 20).

Attitude

- Students must not bring things that are not relevant to the curriculum and/or the learning process. For example, game/trading cards and sharp objects (including scissors with sharp points).
- Students are to demonstrate the GREAT values and Social Skills in class.
- Students are not allowed to purchase or consume food during curriculum time.

Activities

- Students are to ensure that their learning environment is clean.
- Students to have their learning materials (including Personal Learning Device) ready before lessons.
- Students are to participate actively during lesson.
“Screens down” – Students to focus on teacher and put PLD in sleep mode.
“Screens up” – Students to begin/continue with learning activity using PLD.
- Students are to move in an orderly and quiet manner when moving from one classroom to another during curriculum time.
- Students must complete and submit all homework promptly and neatly.

Attention

- Students are to stand and greet their teachers before the start of lesson and at the end of lesson.
- Students are to pay full attention to teacher in class.

Recess Time/Snack Break

- Students are to leave their classrooms quietly and in an orderly manner so as not to disturb classes that are having lessons during recess.
- Students are to have their meals only at the canteen, i.e. not in the classrooms.
- Students are not allowed to stay in their classrooms during recess.
- Students are to queue up to purchase food and drinks.
- Students are to purchase and consume all food and drinks during recess time.
- Students must return all utensils, cutlery, empty cups, etc. to the receptacles provided by the vendors.
- Students must help to maintain cleanliness in the canteen.
- Students are to engage in sports-related activities only at designated areas.
- Students are to return to class quickly and quietly five minutes before the end of recess time.
- Students may bring light, healthy snacks with them and consume in class during the snack break.
- During the snack break, students are not allowed to go to the canteen to purchase food.
- Students must take ownership in ensuring good hygiene practices during the snack break to keep their classrooms clean and conducive for learning e.g. proper disposal of the wrappers from the consumption of the snacks.
- The no-usage of mobile phone rule applies during snack break period.

| Acceptable items for snack break | Unacceptable items for snack break |
|---|--|
| <ul style="list-style-type: none">• Biscuits• Bun (e.g. kaya bun)• Muffin• Slice of cake• Bread• Sandwich• Energy Bar• Fruit (e.g., apple or banana) | <ul style="list-style-type: none">• Fried Food• Rice, Porridge or Noodles• Sweets• Chocolate Bar• Tidbits (e.g., Potato Chips)• Sweetened drink |

Weekly Assembly

- Students are to move quickly and quietly to the school hall/respective classrooms for assembly.
- Students are to observe silence when they are in the hall/respective classrooms at all times.
- Students are to be seated with their class neatly when in the school hall for assembly.
- Students must show respect towards all speakers and/or performers by paying attention.

After Dismissal

- Students must not loiter in public areas such as shopping malls, playgrounds and void decks after school.
- Students must behave in a respectable manner and uphold the school values at all times.

Possession of weapons and weapon-like items

- Students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which is intended to be used to cause harm to others.

Mobile Phones

- Mobile phones may be used only before 7.30am and after the last period of curriculum time (2.40pm on Mondays, Tuesdays and Thursdays, 2.30pm on Wednesdays and 12.30pm on Fridays).
- Students are not allowed to use their mobile phones during recess, CCA and Structured Consultation Time (SCT).
- Students are to store their phones in their personal lockers before 7.30am and to retrieve it after the last period of curriculum time (2.40pm on Mondays, Tuesdays and Thursdays, 2.30pm on Wednesdays and 12.30pm on Fridays).
- During curriculum time, mobile phones are to always be out of sight. This includes during the change-over of lessons and while students are walking along the corridor.
- Students can only use the mobile phones for learning purposes when permission is given by a school staff.
- If the mobile phone policy is violated, the mobile phone will be confiscated immediately and kept under lock and key in the General Office. For the first and second offence (for the year), the phone will be confiscated up till 5pm on that day. For the third offence and above (for the year), confiscated mobile phones will be returned only after 5 school days. For example, if a mobile phone is confiscated on Monday in Term 1 Week 1, the phone will be returned after 5 full school days of confiscation, which is on Friday in Term 1 Week 1.
- An information form will be issued to student. Confiscated mobile phone will be returned only after 5 school days with a signed parent's reply slip.
- Failure to comply with the confiscation order will be treated as defiance towards authority which is classified as a major offence in the school.

Responsibilities in using Personal Learning Devices (PLDs) in HS

General

- Students are responsible for their 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, students must make a police report and report the matter to the school.
- The PLDs are intended for use every day at school. Students must be responsible for bringing their PLDs to all classes.
- Students are to bring their PLDs home with them at the end of every school day.
- Students are not to use the school's electrical power to charge their PLDs. Students should ensure that their PLDs are fully charged before bringing them to school.
- Students are responsible for securely storing the PLDs in the common storage facility (i.e. personal lockers) when they are not in use for learning purposes. Under no circumstance should PLDs be stored in unsupervised areas. Unsupervised areas include the school grounds, canteen, library, special rooms, toilets or any other entity that is not securely locked or in which there is no supervision.
- Students' PLDs are installed with device management software. When enrolled, the software will manage students' device usage based on settings determined by the school. Students should not attempt to tamper with, uninstall or de-enrol themselves from the software. Any violation might lead to disciplinary action in accordance with the school's discipline policy.
- Students 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.
- Students are responsible for any resource that is borrowed from school for the duration of the loan. The student will bear the cost of damage, theft or loss due to negligence and face disciplinary action in accordance with the school's discipline policy.
- Students should always use respectful and appropriate language on cyberspace. Students should not transmit any material that is profane, obscene, abusive, or offensive to others.
- Students may be selected at random to provide their PLDs for inspection. The purpose for inspection is to check for proper care and maintenance, and for inappropriate material carried into the school.
- Use of PLDs for personal use (e.g., watching shows/using social media) is not allowed in school.

Account

- Students are responsible and accountable for all activities conducted via their own account.
- Students are responsible for the security of their account IDs and passwords. All account IDs and passwords should not be shared with anyone.
- Student should change their passwords every 3 months. Failure to do so would constitute as negligence.
- Students are to use their full name as stated in their EZlink cards for all account IDs. Aliases, nicknames, and pseudonyms are not allowed.
- Students should not use school-owned computing devices for any online trade (i.e., buying and selling of goods and services).
- Students 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

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

Privacy and Safety

- Students should not reveal their personal details (e.g., phone number, home address, NRIC, passwords, or passwords of other people) openly online.
- If students inadvertently access a website that contains obscene, pornographic, or otherwise offensive material, notify a trusted adult (e.g., parents or teachers) immediately.
- 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 the school's discipline policy.
- Students should not go into any chat room other than those set up or mandated by their teacher. Private chatting, during class, without permission is not allowed.

Intellectual Property

- Students should not access, download, copy or share any copyrighted materials (such as pictures, videos, music) without explicit permission from the owner.
- Students should not own, copy, or share software in an unauthorised or illegal manner.
- The rights of all materials and data created using the school's ICT facilities and resources are jointly owned by the school and the student.
- Plagiarism is a violation of the school's discipline code. Students should give credit to all sources used, whether quoted or summarised. This includes all forms of media on the Internet such as graphics, movies, music, and text.

All students are required to abide by the rules stated above on the usage of learning device. Violation of any rules may result in confiscation of personal devices and other disciplinary actions, as decided by the Pupil Management Department.

Attire and Grooming

Students are to wear the prescribed school uniform and modification to the uniform is not allowed.

For Male Students



- Boys' hairstyle should be neat and short.
- Fringe when combed down must not be touching the eyebrows.
- Sideburns should not touch the tip of the ears or cover the ears.
- Hair at the back of the neck should be sloped and above the collar.
- Outlandish hairstyles (e.g. Mohawk, overlap, extremely high slope, side shave) are not allowed.
- All male students must be clean-shaven at all times. Moustache and beards are not allowed.
- Dyeing of hair is not allowed.
- Pants should not be altered to look tapered, baggy or of inappropriate length.
- Name tag should be seen at all times.
- School tie is to be worn during morning Flag Raising Ceremony on every Monday.

For Female Students



- Long hair must be tied up neatly.
- Girls with shoulder-length hair or hair touching the collar must tie up their hair at all times.
- Fringe touching the eyebrows must be pinned up using a black pin.
- Only simple black hair accessories are allowed.
- Dyeing of hair is not allowed.
- Skorts' length is to touch the knee cap.
- Name tag should be seen at all times.
- School tie is to be worn during morning Flag Raising Ceremony on every Monday.

School Uniform/Grooming

- Students are to wear their prescribed school uniform without any alteration when reporting for, attending and leaving school and school events.
- Students are to wear their uniform comprising the school tie, shirt/blouse and skorts/pants every Monday.
- Students are allowed to wear their school shirt/blouse, polo t-shirt or PE t-shirt with skorts/pants on all days except Monday.
- On days where there are PE lessons, students are required to report to school in their school shirt/blouse, polo t-shirt, PE t-shirt or CCA t-shirt with pants/skorts (i.e. not allowed to report to school in PE shorts). If they wish to, students can choose to wear their PE shorts under their pants/skorts instead. They are allowed to wear PE attire only during PE lessons.
- Students are expected to be in prescribed school uniform for his/her CCA when they return to school outside normal school hours and during school holidays.

PE/CCA Attire

- HS PE attire (both t-shirt and shorts) must be worn during all PE lessons.
- Other sports attire is not allowed during PE lessons(e.g., FBT, Nike or Adidas etc).
- CCA t-shirt is allowed to be worn to school with skorts/pants on Tuesdays during curriculum time. Students who have PE on that day will change into their CCA t-shirts during snack break, recess or after 2.40 pm.

Shoes and Socks

- Only school shoes which are predominantly white in colour are allowed. Only white shoelaces are allowed.
- Use of black, grey or blue should be limited to a small part of the shoes.
- Neon or fluorescent-coloured panels/stripes are not allowed.
- Only plain white ankle-length socks without any logos are allowed.
- High-cut shoes are not allowed.
- Students who are unable to wear school shoes due to injury must produce a medical certificate and seek approval from their Character Coaches before coming to school in slippers/sandals.

Cosmetics and Fingernails

- Use of cosmetics is not allowed.
- Fingernails must be kept short and clean at all times.
- Use of nail polish is not allowed.
- Nail/hand painting is not allowed.
- Tattoos are strictly not allowed. Students with tattoos may be suspended indefinitely until the tattoo is removed.

Accessories

- Jewellery, rings, friendship or coloured bands, bracelets, anklets or any cosmetic ornaments are not to be worn. Students will be given a verbal warning and parents will be informed. The inappropriate items will be confiscated till the end of the semester if the earlier warning was disregarded.
- Body piercing is not allowed.
- Only girls are allowed to wear one pair of pin-sized silver ear studs of the same design, with one ear stud on each ear at the bottom of the lobe. Earrings or expensive ear studs should not be worn. Students will be given a verbal warning and parents will be informed. The inappropriate items will be confiscated till the end of the semester if the earlier warning was disregarded.

Contact Lenses and Spectacle Frames

- Coloured or fanciful contact lenses (i.e. circle lenses) are not allowed.
- Fanciful and loud coloured spectacle frames are not allowed. For e.g., red, yellow, orange and neon-coloured frames.

Wearable Technologies

- Wearable technologies such as Smart Watches with features such as camera and video recording functions and other internet-enabled features are not allowed during all weighted assessments and examinations.
- The responsibility is on the student to remove wearable technologies before the start of all weighted assessments and examinations. If found in possession of wearable technologies during weighted assessments and examinations, it may be deemed as an attempt to cheat.

Description of Offences

Minor Offences

| Offence Type | Offence | Description |
|-------------------|--|---|
| Attendance | Late coming | Late arrival to school after stipulated timings for all school activities. Students can be sent home if they arrive after 8 a.m. |
| | Skiping Classes | Absence from formal lessons without a valid reason. |
| Misconduct | Improper attire and grooming | Not abiding by the school rules on attire and grooming. |
| | Littering | Dropping or leaving rubbish within and outside school premises. |
| | Not doing assignments | Not handing in class work, homework and project work neatly, promptly and punctually. |
| | Use of vulgarities | Use of vulgar language within and outside school. |
| | Unauthorised use of mobile phones/electronic devices | Violation of the mobile phone policy. |

Major Offences

| Offence Type | Offence | Description |
|---|--|---|
| Attendance | Leaving school | Leaving school premises during school hours without permission. |
| | Truancy | Absence from school without a valid reason on school days. |
| Misconduct | Cheating in assessments/ tests/exams | Possession of unauthorised materials and/or notes. Copying from others, allowing others to copy, tampering with marks. |
| | Forgery | Forging signatures, medical certificates, consent forms, etc. with the intention to deceive. |
| | Open defiance and rudeness | Display of rudeness and disrespect in speech or actions. |
| | Bullying (including verbal and cyber bullying) | Hurting, intimidating, or slandering others using power and strength in person or through other electronic forms like emails, mobile phones and other social networking websites. |
| | Disruptive Behaviour | Act or conduct which interferes the smooth running of class or school events. |
| | Abuse of Technology | Improper, unlawful, or incorrect use of information communications and technology. Violation of the school's Technology Acceptable Use Policy and Device Use Policy. |
| Theft / Damage of Property | Arson | Planting explosives or setting property on fire, whether attempted or actual. |
| | Theft | Stealing school property or property belonging to others. |
| | Vandalism | Wilful and malicious destruction of personal, school or public property, including graffiti. |

| Offence Type | Offence | Description |
|-------------------------------|--------------------------------|---|
| Other Serious Offences | Assault/Intimidation | Violence against others with the intention to hurt/intimidate regardless of whether any injury has been sustained. |
| | Fighting | Confrontation between individuals or opposing groups with the intention to harm using bodily force or weapons. |
| | Gambling | Using money or its equivalent in games, betting, etc. |
| | Gangsterism | Gang-related assault/threat/harassment/extortion/money laundering, whether actual or attempted. |
| | Pornography | Consumption/possession/distribution/sale of pornographic materials. |
| | Possession of Weapons | Possession of objects which is used or intended to be used to cause harm to others. This includes paper cutter and scissors with sharp edges. |
| | Possession of lighters/matches | Use/possession of lighters/matches. |
| | Smoking/Vaping | Use/possession/distribution/sale of cigarettes/e-cigarettes/Vape devices and accessories. |
| | Substance abuse | Use/possession/distribution/sale of alcohol, drugs, inhalants. |
| | Sexual abuse/ Molestation | Any verbal or physical (including consensual or forced) acts of sexual misconduct. |
| | Outrage of Modesty | Any verbal or gestures intended to “insult the modesty” of any women. |
| | Trespassing | Trespass any rooms or areas that are out of bounds to students. |

| Offence Type | Offence Type | Offence |
|-------------------------------|--|--|
| Other Serious Offences | Causing public nuisance/Participating in activities that tarnish the school image (including intimate behaviour) | Engaging in activities in public that disrupts the public and/or tarnishes the school image. |
| | Any other serious offences that do not fall in the above categories | - |

NOTE:

- Students who have committed any major offence will receive a 'Fair' or 'Poor' conduct grade for that semester.
- Repeated minor offences will also be classified as a major offence. He/she will be given a "Fair" or "Poor" conduct grade which means that he/she will not be eligible for any application of awards, scholarships, bursaries, etc.
- The offence records will also be updated in the Ministry of Education's School Cockpit Student Offence Module (SOM).

Actions and Consequences

Table 1 below describes the possible consequences which will be applied to students who exhibit behaviour that does not support the school’s values. **While the sequence/stages of various disciplinary consequences outlined below in Table 1 serve as a reference point, the administration of the school disciplinary action and final decision will depend on the situation in which the offence was committed, its nature and its severity.**

In addition to the consequences outlined in Table 1, when applicable, the school will also implement **corrective measures (outlined below in Table 2)** to help students understand both the consequences of their actions and the right values on which their actions should be based on. Corrective measures are a form of deterrence and a way to teach students to respect the school, the school staff and their peers. It is student-centric in its aim to help them change for the better.

TABLE 1: ACTIONS AND CONSEQUENCES FOR OFFENCES

| TYPE OF OFFENCE | No. of Offences | POSSIBLE ACTIONS AND CONSEQUENCES |
|---|-------------------------------|---|
| 1. <u>Inappropriate Attire/Grooming</u> | First time Offenders | <ul style="list-style-type: none"> • The student is required to make the rectification on the spot. • For attire/grooming issues that cannot be rectified immediately, the student will be given one day to follow up have the grooming issue rectified. • Parental Involvement |
| | Repeat Offenders | <ul style="list-style-type: none"> • The student will be given time to leave the school to have the grooming issue rectified. • Students with coloured hair / fanciful hairstyle will not be allowed to join their class till the issue is rectified. Students will be given time to leave the school to have the grooming issue rectified. • Parental Involvement |
| 2. <u>Minor Offences (multiple minor offences may be classified as a major offence)</u> Examples (non-exhaustive): <ul style="list-style-type: none"> • Late coming • Skipping Classes • Improper attire and grooming • Littering • Not doing assignments • Use of vulgarities • Unauthorised use of mobile phones/electronic devices | First Time & Repeat Offenders | <ul style="list-style-type: none"> • Counselling/Reprimanding • Removal of privileges (i.e. confiscation of handphones) • Self/Public Reflection • Parental involvement • Corrective work order • After-School Detention • In-school suspension |

| | | |
|--|--|---|
| <p>3. <u>Major</u> Offences (multiple minor offences may be classified as a major offence)</p> <p>Examples (non-exhaustive):</p> <ul style="list-style-type: none"> • Leaving school without permission • Truancy • Cheating in assessments/ tests/exams • Forgery • Open defiance and rudeness • Bullying (including verbal and cyber bullying) • Abuse of Technology • Arson • Theft • Vandalism • Assault • Fighting • Gambling • Gangsterism • Pornography • Possession of Weapons • Possession of lighters/matches • Smoking • Substance abuse • Sexual abuse / Molestation • Outrage of Modesty • Trespassing • Causing public nuisance | <p>First Time & Repeat Offenders</p> | <ul style="list-style-type: none"> • Counselling/Reprimanding • Self/Public reflection • Removal of privileges (i.e. confiscation of handphones) • Parental Involvement • Corrective work order • After-School Detention • In-school/home suspension • Caning (private/classroom/public) • Removal from any current leadership position • Referral to police • Expulsion • All smoking/vaping offences will be referred to Health Science Authority. • All substance-abuse offences will be referred to Central Narcotics Bureau. • Any offence against the law of the Republic of Singapore is a very serious offence and as such, the school may consider expulsion of any student guilty of such an offence. |
|--|--|---|

TABLE 2: CORRECTIVE MEASURES

| | |
|-----------------------------|---|
| Restorative Actions | <ul style="list-style-type: none">• Guidance from teacher to help the student understand/reflect on the implications of his/her actions and to be accountable for better decisions.• Complete reflection-based assignments related to the incident.• Attend teacher facilitated sessions to resolve conflicts/issues.• Attend counselling sessions. |
| Re-mediative Actions | <ul style="list-style-type: none">• Parental involvement• Formulating a contract with the student in the presence of parents.• Helping the student to draw up and comply with a time structure for a specified goal as agreed between his/her parents and the school.• Monitoring of the student's movements and conduct during lessons via a monitoring logbook system.• Attend school programmes/activities identified for the student.• Referral to external agencies for additional support. |

Character & Citizenship Education (CCE)

The school is committed to the character development of every student, focusing on their moral, social, and emotional growth. Our CCE curriculum emphasises the teaching and learning of core values, social-emotional competencies (SEC), and citizenship dispositions, with a strong emphasis on fostering a sense of purpose in our students.

Placing students at the heart of CCE, the school strives to address their needs, interests, and aspirations through a variety of purposefully designed learning opportunities and student development experiences, including:

- CCE lessons
- CCA programmes
- Community Youth Leadership Programme (Values-in-Action (VIA) and Student Leadership)
- National Education (NE) programmes
- Education and Career Guidance (ECG) programmes
- Peer Support programmes
- Cyber Wellness programmes
- Mental Health programmes
- Assembly programmes
- Cohort Learning Journeys
- Student Management programmes

Student Well-Being

Need a listening ear?

Meet Senior School Counsellor, Mrs Laila KC, at the Counselling room. There are other hotlines and chats available if you are more comfortable seeking help using these platforms.

SOS provides round-the-clock emotional support for those in distress, thinking of suicide or affected by suicide.

Call: **1767**

(24-hour helpline)

WhatsApp: **9151 1767**

(24-hour Care Text)

Community Health Assessment Team

(CHAT) provides personalised and confidential mental health checks and consultation for youths. To speak with a youth support worker, you can:

Visit: **CHAT Hub at *SCAPE, #05-05**

Call: **6493 6500/ 6501**

Email: **CHAT@mentalhealth.sg**

mindline.sg is an online platform that provides tools, tips and resources to help you manage your health and well-being. Find out more at:

www.mindline.sg



TOUCHline is a helpline to provide youths with emotional support and practical advice.

Call: **1800-377 2252**

*Monday- Friday (Excluding Public Holidays):
9am – 6pm*

Carey is an online platform by Care Corner that provides free mental health check-ins with mental health professionals. Find out more at:
<https://carey.carecorner.org.sg/>

eC2 is an e-Counselling Centre where you can talk to a trained counsellor about the issues you are facing, right where you are.

Chat with a counsellor at:

www.ec2.sg

*Monday – Friday (Excluding Public Holidays):
10am – 12pm & 2pm – 5pm*

Need help on Educational & Career Guidance (ECG)?

Book appointment with ECG Counsellor, Ms Juan Pei-Ling

1. face-to-face at the Engagement Centre, every Tuesday and Wednesday
2. via MOE ECG Counsellor booking form, <https://go.gov.sg/hss-ecgc>.

For Students with SEN

Meet SEN Officers, Ms Evonne Chea and Ms Lim Pei Ying at the Counselling room.

For matters related to Health and Fitness

Meet Student Health Advisor at the Engagement Centre.

For Financial Assistance

Student with financial difficulties may apply for MOE financial assistance through their respective Character Coaches. Applicants who meet the criteria will receive full waiver of school fees and waiver of 50% of standard miscellaneous fees.

Note to Students and Parents

Photographs or video images of you or your legal guardians may be taken during school activities and events such as classroom lessons, CCA, school camps, or school concerts. The school may use and publish such photographs or video recordings in school publications, the school's website, social media channels, or other communication channels.

Teaching & Learning

Assessment

The promotion of students from one level to the next is based on their performances in both the Weighted Assessments and Semestral Examination(s).

Weighted Assessments (WAs)

1. Weighted Assessments at each term is in the form of class tests or alternative modes of assessment (AA).
2. Alternative modes of assessment (AA) must be submitted as scheduled to attain WA marks.
3. Students who are absent from a test without a medical certificate or any other valid reasons accepted by the school will be awarded zero mark for that test.
4. A Progress Report is issued to parents for endorsement at the end of each term.

Semestral Examination (SA)

1. One semestral examination is conducted at the end of the year for Secondary 1 to 3.
2. One preliminary examination is conducted in Term 3 for Secondary 4 and 5.
3. Students who are absent from an examination paper without a medical certificate will be awarded zero mark for that paper.
4. Students who do not meet the promotion criteria will NOT be promoted as there will be no supplementary papers in any subject.

2025 Assessment Modes and Weighting for Secondary 1

| Subject | Term 1 WA | Term 2 WA | Term 3 WA | Term 4 WA | Term 4 (EOY) | Total |
|---|-----------|-----------|-----------|-----------|--------------|-------|
| G1, G2, G3 English Language | 10% | 15% | 15% | 10% (AA) | 50% | 100% |
| G1, G2, G3 Chinese & Malay Languages | 10% | 15% | 15% | 10% (AA) | 50% | 100% |
| G1, G2, G3 Tamil Language | 15% | 15% | 15% | 0% | 55% | 100% |
| G2, G3 Literature | 10% | 15% | 15% | 10% (AA) | 50% | 100% |
| G1, G2, G3 Mathematics | 15% | 15% | 15% | 5% (AA) | 50% | 100% |
| G1, G2, G3 Science | 15% | 15% | 15% | 5% (AA) | 50% | 100% |
| Art (Common Curriculum) | 15% | 15% | 15% | 5% (AA) | 50% (Cwk) | 100% |
| G2, G3 History | 10% | 15% (HI) | 15% (HI) | 10% | 50% | 100% |
| G2, G3 Geography | 10% | 15% (GI) | 15% (GI) | 10% | 50% | 100% |
| Design & Technology (Common Curriculum) | NIL | | 15% | 15% | 70% (Cwk+AA) | 100% |
| Food & Consumer Education (Common Curriculum) | 15% | 15% | NIL | | 70% (AM+AA) | 100% |

Note: Cwk denotes coursework

HI denotes Historical Investigation

GI denotes Geographical Investigation

AM denotes Applied Module

2025 Assessment Modes and Weighting for Secondary 2

| Subject | Term 1 WA | Term 2 WA | Term 3 WA | Term 4 WA | Term 4 (EOY) | Total |
|---|--------------|--------------|--------------|--------------|------------------|-------|
| G1, G2, G3 English Language | 10% | 15% | 15% | 10% (AA) | 50% | 100% |
| G1, G2, G3 Chinese & Malay Languages | 10% | 15% | 15% | 10% (AA) | 50% | 100% |
| G1, G2, G3 Tamil Language | 15% | 15% | 15% | 0% | 55% | 100% |
| G2, G3 Literature | 10% | 15% | 15% | 10% (AA) | 50% | 100% |
| G1, G2, G3 Mathematics | 15% | 15% | 15% | 5% (AA) | 50% | 100% |
| G1, G2, G3 Science | 15% | 15% | 15% | 5% (AA) | 50% | 100% |
| Art (Common Curriculum) | 15% | 15% | 15% | 5% (AA) | 50% | 100% |
| G2, G3 History | 10% | 15% (HI) | 15% (HI) | 10% | 50% | 100% |
| G2, G3 Geography | 10% | 15% (GI) | 15% (GI) | 10% | 50% | 100% |
| Design & Technology (Common Curriculum) | 15% | 15% | NIL | | 70% (Cwk+AA) | 100% |
| Food & Consumer Education (Common Curriculum) | NIL | | 15% | 15% | 70% (AM + AA) | 100% |

Note: CMN denotes common curriculum

CWK denotes coursework

HI denotes Historical Investigation

GI denotes Geographical Investigation

AM denotes Applied Module

2025 Assessment Modes and Weighting for Secondary 3

| Subject | Stream | Term 1 WA | Term 2 WA | Term 3 WA | Term 4 WA | Term 4 (EOY) | Total |
|--|-----------|--------------|--------------|--------------|--------------|-----------------|-------|
| English Language | E, NA, NT | 10% | 15% | 15% | 10% (AA) | 50% | 100% |
| Chinese and Malay Languages | E, NA, NT | 10% | 15% | 15% | 10% (AA) | 50% | 100% |
| Tamil Language | E, NA, NT | 15% | 15% | 15% | 0% | 55% | 100% |
| Literature in English | E, NA | 10% | 15% | 15% | 10% (AA) | 50% | 100% |
| Mathematics | E, NA, NT | 15% | 15% | 15% | 5% (AA) | 50% | 100% |
| Additional Mathematics | E | 15% | 15% | 15% | 5% (AA) | 50% | 100% |
| Principles of Accounts | E, NA | 15% | 15% | 15% | 5% (AA) | 50% | 100% |
| Pure Physics / Chemistry / Biology; Combined Sciences | E, NA, NT | 15% | 15% | 15% | 5% (AA) | 50% | 100% |
| Art | E, NA, NT | 15% | 15% | 15% | 5% (AA) | 50% | 100% |
| Design & Technology | E, NA, NT | 15% | 15% | 15% | 5% (AA) | 50% | 100% |
| Nutrition and Food Science | E, NA, NT | 10% | 15% | 15% | 10% (AA) | 50% | 100% |
| Computing | E | 15% | 10% | 15% | 10% (PW) | 50% | 100% |
| Computer Applications | NT | 15% | 15% | 15% | 5% (AA) | 50% | 100% |
| Humanities (Social Studies with Geography / History / Literature in Malay) | E, NA | 10% | 15% | 15% | 10% (AA) | 50% | 100% |

2025 Assessment Modes and Weighting for Secondary 4/5

| Subject | Stream | Term 1 WA1 | Term 2 WA2 | Preliminary Examination |
|--------------------|------------------|---------------|---------------|----------------------------|
| Art | 4E, 4NA, 5N | 15% | 15% | 70% |
| Computing | 4E | 15% | 15% (Pract) | 70% |
| EBS | 4NT | 15% | 15% (Cwk) | 70% |
| All other subjects | 4E, 4NA, 4NT, 5N | 15% | 15% | 70% |

Note: CWK denotes coursework

Pract denotes practical

Promotion & Lateral Transfer Criteria

| Course | Level | Promotion Criteria (i.e., minimum requirements) | Remarks |
|----------|-----------------|---|--|
| Full SBB | Sec 1 and Sec 2 | Not applicable. | <p>Students will progress to the next year of learning and continue to take on subjects appropriate to their pace of learning i.e. G1, G2 or G3 subjects. Students may be offered subjects at a more demanding or less demanding level at specific junctures, <u>subject to school's assessment</u>.</p> <p>In general, students taking subject(s) at a more demanding level are encouraged to continue until the end of Sec 2 regardless of the grades achieved, as it takes time for students to adjust to the more demanding level of rigour.</p> |

| Course | Level | Promotion Criteria (i.e., minimum requirements) | Remarks |
|---------------------------|-------|---|---|
| Express (E) | Sec 3 | Passed EL and 2 other subjects | Students who do not meet the promotion criteria and are below the maximum age will be retained at Sec 3E. |
| Normal (Academic) (N(A)) | Sec 3 | Passed EL and 2 other subjects or Passed 4 subjects | Students who do not meet the promotion criteria and are below the maximum age will be retained at Sec 3N(A). |
| Normal (Technical) (N(T)) | Sec 3 | Passed 2 subjects, including EL or Maths | <p>Students who meet the promotion criteria, obtain 70% or more in the overall percentage of all subjects combined may be laterally transferred to Sec 3N(A).</p> <p>Students who do not meet the promotion criteria and are below the maximum age will be retained at Sec 3N(T).</p> |

Criteria for Progression to Post-Secondary Education Institutions for 2025 Sec 4/5 cohort

For Sec 4 Express and Sec 5 Normal (Academic) :

1. To be eligible for admission to a **Junior College (JC)**, the following **two criteria** must be met:
 - a. L1R5 must not exceed 20. L1R5 refers to
 - (i) first Language (English or Higher Mother Tongue Language),
 - (ii) one Humanities subject (Literature, Social Studies & History elective or Social Studies & Geography elective),
 - (iii) one Science / Maths subject,
 - (iv) one Humanities / Maths / Science subject,
 - (v) any other two GCE 'O' Level subjects.
 - b. Attain the grade requirement for specific subjects, namely
 - (i) at least a C6 in English Language,
 - (ii) at least a D7 in Mother Tongue Language or at least an E8 in Higher Mother Tongue Language or Merit or Pass for 'B' Syllabus,
 - (iii) at least a D7 in Mathematics or Additional Mathematics.
2. To be eligible for admission to **Millennia Institute (MI)**, the following **two criteria** must be met:
 - a. L1R4 must not exceed 20. L1R4 refers to
 - (i) first Language (English or Higher Mother Tongue Language),
 - (ii) two subjects from the Humanities, Science and Maths,
 - (iii) any other two GCE 'O' Level subjects.
 - b. Attain the grade requirement for specific subjects, namely
 - (i) at least a C6 in English Language,
 - (ii) at least a D7 in Mother Tongue Language or at least an E8 in Higher Mother Tongue Language or Merit or Pass for 'B' Syllabus,
 - (iii) at least a D7 in Mathematics or Additional Mathematics.
3. To be eligible for admission to a **Polytechnic**, the following **two criteria** must be met:
 - a. ELR2B2 net aggregate score must not exceed 26 except for Diploma in Nursing.
To apply for the Diploma in Nursing, the ELR2B2 net aggregate score must not exceed 28.

ELR2B2 net aggregate score =
English Language (EL) + 2 Relevant Subjects (R2) + 2 Best Subjects (B2) minus CCA bonus points
 - b. Meet the minimum entry requirements(MERs) of the course.
For more information on the MERs, please refer to <https://www.moe.gov.sg/coursefinder>.

4. To be eligible for admission to a **2-year Nitec/3-year Higher Nitec/2-year Higher Nitec** course at ITE, the following **two criteria** must be met:

- a. must have sat for at least 5 O-Level subjects over a maximum of 2 years,
- b. meet the MERs of the course.

For more information on the MERs, please refer to <https://www.moe.gov.sg/coursefinder>.

For Sec 4 Normal (Academic) :

1. To be eligible for admission to **Polytechnic Foundation Programme (PFP)**, students must obtain:
 - a. ELMAB3 (English, Maths, Best 3 subjects) , a raw aggregate score of 12 points or better (excluding CCA bonus points) at the GCE 'N' Level examination; and
 - b. the subject-specific requirements based on course groups 1 & 2. For more information on the requirements and grouping, please refer to https://pfp.polytechnic.edu.sg/PFP/pfp_courses.html

Students who have taken the O-level examinations for some subjects can convert and combine

2. To be eligible for admission to **Direct Entry Scheme to Polytechnic Programme (DPP)**, students must
 - a. obtain ELMAB3 aggregate score of 19 points or less, excluding bonus points, for the N-Level examinations.
 - b. meet the subject-specific requirements based on course groups 1 & 2 . For more information on the grouping, please refer to <https://www.ite.edu.sg/admissions/full-time-courses/higher-nitec-dpp/entry-requirements>

Students who have taken O level examinations for some subjects can convert and combine these grades with your N-Level results to apply for the DPP.

For more information, please refer to

<https://www.moe.gov.sg/post-secondary/admissions/dpp/eligibility-criteria>

3. To be eligible for admission to **NAFA Foundation Programme (NFP)**, students must obtain ELMAB3 aggregate score of 15 points or less, excluding bonus points, for the N-Level examinations. For more information, please refer to <https://www.nafa.edu.sg/courses/foundation/nafa-foundation-programme>.
4. To be eligible for admission to a **2-year Nitec/3-year Higher Nitec course at ITE**, students must meet the minimum entry requirements (MERs) of the course. For more information on the MERs, please refer to <https://www.moe.gov.sg/coursefinder>.

5. To be eligible for admission to Secondary 5, students must obtain ELMAB3 raw aggregate score of 19 or better (excluding CCA bonus points) at the GCE 'N' Level examination and at least a grade 5 in all the subjects used in the computation of ELMAB3.

For Sec 4 Normal (Technical) :

1. To be eligible for admission to a 2-year Nitec/3-year Higher Nitec course at ITE, students must obtain:
 - a. best 4 GCE 'N' subjects including pre-requisites and bonus points.
 - b. meet the minimum entry requirements (MERs) of the course. For more information on the MERs, please refer to <https://www.moe.gov.sg/coursefinder>.
2. For students who have completed their N-Level examinations with 0 or 1 passes, they may apply for 3-year Nitec course with Enhanced Nitec Foundation Programme or 4-year Higher Nitec course with Enhanced Nitec Foundation Programme.

Bonus Points for Admission:

Bonus points are awarded for attainment in Co-Curricular activities (CCA), language grades and school affiliation. They are deducted from the gross aggregate score to compute the net aggregate score.

Please note that these bonus points are used to determine the net aggregate scores of students during posting.

A **maximum of 4 bonus points** can be obtained from a combination of any of these types:

- (i) CCA grade of "Excellent" – 2 bonus points or CCA grade of "Good" – 1 bonus point,
- (ii) For JC/MI admission, a grade of *A1 to C6 in English and Higher Mother Tongue Language grades* – 2 bonus points,
- (iii) An additional 2 bonus points are awarded if the students are selected for the Chinese, Malay or Tamil Language Elective Programme offered in some JC.

Other information (For Sec 1 and 2 students)

For Post Secondary Pathways under Full SBB, please refer to <https://www.moe.gov.sg/secondary/schools-offering-full-sbb> for more details.

Descriptors for Grades

Sec 1 G3, Sec 2 G3, Sec 3 – 4 Express and Sec 5 of the Normal Course

| Grades | Marks (%) | Descriptors |
|--------|-----------|--|
| A1 | ≥ 75 | Demonstrates a very good understanding of the subject. |
| A2 | 70 – 74 | |
| B3 | 65 – 69 | Demonstrates a good understanding of the subject. |
| B4 | 60 – 64 | |
| C5 | 55 – 59 | Demonstrates an adequate understanding of the subject. |
| C6 | 50 – 54 | |
| D7 | 45 – 49 | Demonstrates an elementary understanding of the subject. |
| E8 | 40 – 44 | |
| 9 | ≤ 39 | Has not met minimum requirements for the subject. |

Sec 1 G2, Sec 2 G2, Sec 3 – 4 of the Normal (Academic) Course

| Grades | Marks (%) | Descriptors |
|--------|-----------|--|
| 1 | ≥ 75 | Demonstrates a very good understanding of the subject. |
| 2 | 70 – 74 | |
| 3 | 65 – 69 | Demonstrates a good understanding of the subject. |
| 4 | 60 – 64 | |
| 5 | 50 – 59 | Demonstrates an adequate understanding of the subject. |
| 6 | ≤ 49 | Has not met minimum requirements for the subject. |

Sec 1 G1, Sec 2 G1, Sec 3 – 4 Normal (Technical) Course

| Grades | Marks (%) | Descriptors |
|--------|-----------|--|
| A | ≥ 75 | Demonstrates a very good understanding of the subject. |
| B | 70 – 74 | |
| C | 60 – 69 | Demonstrates a good understanding of the subject. |
| D | 50 – 59 | Demonstrates an adequate understanding of the subject |
| E | ≤ 49 | Has not met minimum requirements for the subject. |

Non-Examination Subjects

| Grades | Art & Craft* | Music |
|----------|--|--|
| A | Demonstrates competent skills in Art Making and handling of Art materials. Shows good application of Art elements and design principles to tasks. | Has very good knowledge and skills in the subject. |
| B | Demonstrates sufficient skills in Art Making and the handling of Art materials. Shows adequate application of Art elements and design principles to tasks. | Has adequate knowledge and skills in the subject. |
| C | Demonstrates basic skills in Art Making and the handling of Art materials. Shows elementary application of Art elements and design principles to tasks. | Has some knowledge and skills in the subject. |
| D | Demonstrates weak skills in Art Making and the handling of Art materials. Shows limited application of Art elements and design principles to tasks. | Has little knowledge and skills in the subject. |

| Grades | Social Studies* |
|-----------|---|
| DI | Gather information that is consistently relevant in answering the question for investigation, make conclusions that are consistently supported by the information gathered, create a product that is consistently coherent response to the question for investigation, share reflections which are consistently connected to the product. |
| ME | Gather information that is usually relevant in answering the question for investigation, make conclusions that are usually supported by the information gathered, create a product that is usually coherent response to the question for investigation, share reflections which are usually connected to the product. |
| PA | Gather information that is somewhat relevant in answering the question for investigation, make conclusions that are somewhat supported by the information gathered, create a product that is somewhat coherent response to the question for investigation, share reflections which are somewhat connected to the product. |
| UG | Ungraded |

*** Art and Craft and Social Studies are non-examination subjects only in the Normal (Technical) Course**

Non-Examination Subjects

| Grades | Physical Education |
|----------|---|
| A | Demonstrates very strong PE aptitude and skills |
| B | Demonstrates strong PE aptitude and skills |
| C | Demonstrates fair PE aptitude and skills |
| D | Demonstrates PE Skills with guidance |

Memorandum on Malpractice during Examination

1. If dishonesty or malpractice by a candidate is found in any paper or component of a subject, the candidate will be given a ZERO for that paper or component.
2. The following are examples of dishonesty and malpractice by candidates. The list is not exhaustive and other instances of dishonesty and malpractice may be considered by the Examinations Committee of Hougang Secondary School at its sole discretion:
 - (a) obtaining unauthorised access to examination material,
 - (b) introduction of unauthorised material into examination room,
 - (c) use of a calculator or other means of arriving at an answer when this is precluded in the syllabus/component,
 - (d) collusion or attempted collusion with other persons during examination,
 - (e) copying from another candidate,
 - (f) disruptive behaviour in the examination room,
 - (g) failure to abide by the instructions of an invigilator,
 - (h) impersonation,
 - (i) plagiarism,
 - (j) failure to abide by the conditions of supervision designed to maintain the security of the examinations,
 - (k) the inclusion of offensive or obscene material in scripts or Coursework,
 - (l) the failure to properly acknowledge sources in Coursework projects,
 - (m) the submission of another person's work as if it were the candidate's own,
 - (n) the alteration of any results document, including certificates, and
 - (o) any form of communication, including verbal interactions, hand gestures, or facial expressions, during the examination.
3. It is mandatory for candidates to be familiar and comply with all examination rules and regulations. Candidates who sit for the examinations are deemed to have read and understood the examination rules and regulations.

You must not have in your possession:

- 3.1 Any unauthorised electronic, communication, smart or computerised devices within the examination premises (e.g., examination venue, quarantine room, waiting room). Examples of unauthorised devices include but are not limited to:

| | |
|--|---|
| <ul style="list-style-type: none"> • Computerised devices <ul style="list-style-type: none"> ▪ Tablet ▪ Pocket PC ▪ Personal Digital Assistant ▪ Digital diary ▪ eBook | <ul style="list-style-type: none"> • Communication devices <ul style="list-style-type: none"> ▪ Mobile phone ▪ Smart watch ▪ Earphones |
| <ul style="list-style-type: none"> • Smart devices <ul style="list-style-type: none"> ▪ Smart watch ▪ Smart glasses ▪ Fitness tracker | <ul style="list-style-type: none"> • Other Electronic devices <ul style="list-style-type: none"> ▪ Camera ▪ Audio recorder/player ▪ Gaming device ▪ Storage device |

3.2 Unauthorised materials

Examples of unauthorised materials include but are not limited to:

- Question paper from previous examination
- Writing paper
- Sticky note
- Book
- Notes/reference material
- Conversion table/Formulae sheet in mathematical set or calculator cover

4. When the use of dictionaries or texts is permitted in the examination, candidates must ensure that only approved dictionaries and texts are brought into the examination room. These dictionaries or texts must be free from any notes or marginal annotation. Separate pieces of papers, such as post-its and tape flags are not allowed. No critical works, teachers' notes, study notes, or any other secondary material of any kind should be brought into the examination room.

Candidates who contravene the regulations on the use of dictionaries and texts are liable to the same penalty as those who are found guilty of dishonesty or malpractice in the examination.

5. A candidate may be expelled from the examination room, refused entry for subsequent papers; and have his or her papers cancelled if he or she is detected for dishonesty.



NAPFA STANDARDS (SECONDARY / PRE-U) - 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 |
| | Satisfactory | E | 1 | 22-26 | 150-162 | 23-27 | 5-10 | 11.8-12.2 | 15:31-16:50 |
| 13 years of age | 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 |
| | 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 |
| 14 years of age | 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 |
| | 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 |

| 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 |
| | Satisfactory | E | 1 | 30-33 | 198-207 | 29-33 | 1-2 | 11.0-11.3 | 13:41-14:40 |
| 16 years of age | 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 |
| | 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 |

6. If a candidate is wearing outerwear (e.g., jackets, cardigan, windbreaker, sweater) into the examination venue, **the candidate must ensure that the outerwear does not have any unauthorised materials or devices**. The candidate may be asked to remove the outerwear for checks by examination personnel before or during the examinations.

| 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 |
| | Satisfactory | E | 1 | 31-33 | 210-219 | 32-36 | 2-3 | 10.8-10.9 | 12:51-13:40 |
| 18 years of age | 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 |
| | 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 |
| 19 years of age | 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 |
| | 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 |
| 20 to 24 years of age | Outstanding | A | 5 | >39 | >242cm | >47cm | >10 | <10.4 sec | <10:21 |
| | 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 |



NAPFA STANDARDS (SECONDARY / PRE-U) - FEMALES

| 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 |

| 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 |

| 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 |

Co-Curricular Activities (CCA)

Participation in CCA is compulsory for all students in secondary schools. To enable our students to have an all-rounded education, students are expected to join one CCA offered by the school. Their choice of CCA can come from the following categories: Uniformed Group, Physical Sports, Visual & Performing Arts, or Club and Society. The attendance rate for participation in their CCA must be at least 75% yearly.

CCA – LEAPS 2.0

The intent of LEAPS 2.0 is to affirm students for their efforts in holistic development. Through the school's co-curricular programmes, students' development in 4 domains – Participation, Achievement, Leadership and Service – will count towards their bonus points for admissions to post-secondary institutions. For the 4 domains included in bonus point computation, students may obtain levels of attainment that run from level 1 to level 5.

Brief elaboration on each domain:

| | |
|----------------------|---|
| Participation | recognises students' membership in a school-based CCA |
| Achievement | recognises students' achievements from representing the school or an external organisation approved by the school. Examples include representation and accomplishment at different platforms such as concerts and competitions. |
| Leadership | recognises students' development as leaders |
| Service | recognises students' contributions in community service |

Students' development in the Enrichment domain will be recorded in their co-curriculum certificate and School Graduation Certificate. Enrichment complements the other 4 domains to complete holistic development for the students. The school will offer enrichment programmes based on students' needs. They can be from the areas of Citizenship, Self-Management and Social Skills, Physical Activities and Sports, Aesthetics, Enterprise.

PARTICIPATION (Level of Attainment)

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|--|---|--|
| <ul style="list-style-type: none"> Participated in any CCA for 2 years with at least 75% attendance for each year | <ul style="list-style-type: none"> Participated in any CCA for 3 years with at least 75% attendance for each year | <ul style="list-style-type: none"> Participated in any CCA for 4 years with at least 75% attendance for each year Participated in any CCA for 3 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution | <ul style="list-style-type: none"> Participated in any CCA for 5 years with at least 75% attendance for each year Participated in any CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution Participated in the same CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution | <ul style="list-style-type: none"> Participated in the same CCA for 5 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution Participated in the same CCA for 5 years with at least 75% attendance for each year |

SERVICE (Level of Attainment)

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|---|--|--|
| <ul style="list-style-type: none"> At least 24 to less than 30 hours of service | <ul style="list-style-type: none"> At least 30 to less than 36 hours of service Completed at least one VIA project that impacts the school or community | <ul style="list-style-type: none"> At least 36 hours of service Completed at least two VIA projects that impact the school or community Completed at least 24 hours of service and at least one VIA project that impacts the school or community | <ul style="list-style-type: none"> Completed at least 24 hours of service and at least two VIA projects that impact the school or community | <ul style="list-style-type: none"> Completed at least 24 hours of service and at least one <u>student-initiated</u> VIA project that impacts the community beyond the school and at least one other VIA project |

Note: One example of an approach to VIA is Service-Learning. Time spent on VIA projects, including the planning, service and reflection components, will count towards the minimum hours of service stated in the above criterion.

LEADERSHIP (Level of Attainment)

| School-based Leadership Opportunities | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---------------------------------------|---|--|--|--|--|
| | <ul style="list-style-type: none"> Completed 2 leadership modules of at least 3 hours each | <ul style="list-style-type: none"> Class Committee Committee for student-initiated or student-led projects, approved by school (or equivalent) | <ul style="list-style-type: none"> Class Chairperson Prefect Peer Support Leader Committee for school-wide events⁵ Chairperson/ Vice-Chairperson for student-initiated or student-led projects, approved by school (or equivalent) | <ul style="list-style-type: none"> Senior Prefect Chairperson/Vice-Chairperson for school-wide events (or equivalent) | <ul style="list-style-type: none"> Executive Committee⁵ of Student Council / Prefectorial Board (or equivalent) |
| National Youth Achievement Award | | <ul style="list-style-type: none"> Lower Sec CCA Committee (or equivalent) | <ul style="list-style-type: none"> Lower Sec CCA Executive Committee Upper Sec CCA Committee (or equivalent) | <ul style="list-style-type: none"> Upper Sec CCA Executive Committee (or equivalent) | <ul style="list-style-type: none"> CCA Captain/ Chairperson (or equivalent) |
| | | <ul style="list-style-type: none"> NYAA Bronze | <ul style="list-style-type: none"> NYAA Silver and above | | |
| Uniformed Groups (Rank) | <ul style="list-style-type: none"> Lance Corporal (or equivalent) | <ul style="list-style-type: none"> Corporal Patrol Second Assistant Patrol Leader (or equivalent) | <ul style="list-style-type: none"> Sergeant Patrol Leader (or equivalent) | <ul style="list-style-type: none"> Staff Sergeant Assistant Company Leader Senior Patrol Leader (or equivalent) | <ul style="list-style-type: none"> Warrant Officer Master Sergeant Station Inspector Troop/ Company Leader (or equivalent) |

Examples of school-wide events are Open House, CCA exhibition, Speech Day, Founder's Day and the four National Education (NE) commemorative days: Total Defence Day, International Friendship Day, Racial Harmony Day and National Day.

⁵ Executive Committee (applies to all subsequent mentions) – may include Secretary, Treasurer and Heads of sub-committees.

ACHIEVEMENT (Level of Attainment)

| Representation ⁸ | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-----------------------------|---|--|---|--|---|
| | <ul style="list-style-type: none"> Represented class / house / CCA at intra-school event⁷ | <ul style="list-style-type: none"> Represented school / external organisation at local / international event⁶ for 1 year | <ul style="list-style-type: none"> Represented school / external organisation at local / international event for 2 years | <ul style="list-style-type: none"> Represented school / external organisation at local / international event for 3 years or more Represented UG HQ at international event⁹ | <ul style="list-style-type: none"> Represented Singapore Schools at local / international competition Represented Singapore at international event endorsed by national bodies Represented National Project of Excellence¹⁰ at local / international concert Represented MOE at local / international event Represented UG HQ at international competition |
| Accomplishment ⁸ | | | <ul style="list-style-type: none"> Represented school / external organisation at local / international event and achieved the following (for 1 year): <ul style="list-style-type: none"> Top 4 (or equivalent) team placing Top 8 (or equivalent) individual placing Gold/Silver/ Bronze/Merit award / certification¹¹ (or equivalent) SYF Arts Presentation | <ul style="list-style-type: none"> Represented school / external organisation at local / international event and achieved the following (for 2 years or more): <ul style="list-style-type: none"> Top 4 (or equivalent) team placing Top 8 (or equivalent) individual placing Gold/Silver/ Bronze/Merit award / certification¹¹ (or equivalent) SYF Arts Presentation | <ul style="list-style-type: none"> Represented Singapore Schools/ National Project of Excellence/MOE at local / international competition <p>OR</p> <ul style="list-style-type: none"> Represented Singapore at international event, endorsed by national bodies <p>AND achieved the following:</p> <ul style="list-style-type: none"> Top 4 (or equivalent) team placing Top 8 (or equivalent) |

ACHIEVEMENT (Level of Attainment)

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|--|---|---|---|
| | | | Certificate of Distinction / Accomplishment <ul style="list-style-type: none"> SYF Art Exhibition Certificate of Recognition (Special Mention) / Recognition Presented original research paper / project accepted at the platform | Certificate of Distinction / Accomplishment <ul style="list-style-type: none"> SYF Art Exhibition Certificate of Recognition (Special Mention) / Recognition Presented original research paper / project accepted at the platform | Individual placing <ul style="list-style-type: none"> Gold/Silver/ Bronze award / certification (or equivalent) Presented original research paper / project accepted at the platform |
| Uniformed Groups Achievement Badges | <ul style="list-style-type: none"> Bronze Badge (or equivalent) | <ul style="list-style-type: none"> Silver Badge (or equivalent) | <ul style="list-style-type: none"> Gold Badge (or equivalent) | <ul style="list-style-type: none"> Best Unit Cadet / Outstanding Cadet Award by UG HQ (or equivalent) | <ul style="list-style-type: none"> Top Award for each UG (e.g. Camp Pinnacle Badge, President's Guide Award, Chief Commissioner's Award) |

⁶Self-representation or participation for personal enrichment will not be recognised. For representation of external organisations and accomplishments associated with such representation, schools' approval is required for recognition. Involvement in events whereby participation is mass in nature and/or does not require training, preparation or selection will also not be recognised in this domain.

⁷Intra-School Events refer to intra-school competitions, festivals, school performances/concerts, exhibitions and conferences. These events primarily do not include student participation from other schools and/or members of the public.

⁸Events refer competitions, festivals, school performances/concerts, exhibitions, conferences and symposiums. Local refers to the school cluster/zone-based and MOE-organised events (SYF Arts Presentation, SYF Celebrations, SYF Art Exhibition, National Schools Games, etc.), as well as community-organised events which primarily involves student participation from other schools and/or members of the public.

⁹UG HQ International Events refer to the exchange programmes, performances, camps and other equivalent platforms which involve participants from other countries. Competitions are excluded.

¹⁰This refers to the Singapore National Youth Orchestra and Singapore Youth Chinese Orchestra.

¹¹This applies to events that present different levels of awards or certificate which extend beyond the top 4 participants. The Merit award/certification constitutes the fourth placing. It should only be given for events where Merit is not accorded by default to all participants who did not receive Gold-Bronze award/certification.

Recognition of Students' Level of Attainment

At the end of the graduating year, students' co-curricular attainment will be recognised according to Excellent/Good/Fair. The level of attainment will be converted to a bonus point(s) which can be used for admission to Junior Colleges/ Polytechnics/ Institutes of Technical Education (JC/Poly/ITE).

| Co-Curricular Attainment | Details |
|-------------------------------|--|
| Excellent (2 bonus points) | Student who attains a minimum Level 3 in all four domains with at least a Level 4 in one domain. |
| Good (1 bonus point) | Student who attains a minimum Level 1 in all four domains with any one of the following: i. At least Level 2 in three domains; ii. At least Level 2 in one domain and at least Level 3 in another domain; or iii. At least Level 4 in one domain. |
| Fair | Student's attainment in co-curricular will not translate into any bonus points. |

Safety and Environment

Evacuation Procedure (EP)

- The **EP** is only used in times of emergency e.g., fire. Activation will be in the form of an alarm.
- Every room in the school has an assigned **Evacuation Route (ER)** to the Assembly Area (AA).

The ER

- The **ERs** are used to move the school population from the classrooms to the Assembly Area as quickly and orderly as possible.
- No one is to deviate from the assigned **ER** unless instructed by the teacher or if that route has become hazardous.
- Students must participate in the evacuation drill seriously and be familiar with the **ER**.

The EP

(a) The Alarm

The alarm will be any one of these:

- Siren from the fire alarm panel
- Continuous ringing of the school bell
- Announcement through the PA system

(b) When the alarm is sounded

1. Everyone is to stop their work, be alert and listen to the announcement.
2. When instruction is to evacuate from the science laboratories/technical workshop/Food and Consumer Education rooms, all gas outlets are to be switched off immediately.
3. Draw all curtains to the sides.
4. Students are to leave their books and belongings behind and line up orderly in twos outside their rooms as quickly as possible.
5. Students are to remain calm and obey instructions given by the Character Coaches (CCs). If there is no teacher in class, the monitor will inform the CCs who is next door nearest to them. The teacher will then take over the control of the class.
6. Proceed to the Assembly Area using the assigned **ER**.

(c) At the Assembly Area

1. Line up according to class register order as quickly as possible.
2. CCs are to take attendance as soon as the class is assembled.

Lockdown Drills

Lockdown drills, which include the “Run-Hide-Tell” response, are activated when there is a terrorist threat or other forms of security threats on school premises.

When the **Lockdown Code** is broadcast, staff and students at an open area (field, canteen, open spaces) to apply “Run-Hide-Tell” procedures. Staff and students indoors (classrooms, special rooms) shall remain and secure windows, doors and hide themselves.

Run

- Stay out of view of the attackers.
- Run away from the incident site(s) and to the nearest safe area.
- Insist that you take with you as many people as possible.

Hide

At the nearest safe area(s):

- Lock the entrance from inside the safe area where possible.
- Turn off all electricity supplies in the safe area.
- Draw the curtains/blinds.
- Switch all your mobile devices to silent mode.
- Hide yourself in a manner that the intruder will not be able to see you.

Tell

- Take note of the following information if available (for reporting to teachers when requested):
 - What has happened?
 - The number of intruders.
 - The location where the intruders are.
 - Whether they are armed (i.e. the weapons they used or carried).
 - What are they wearing?
 - Their facial descriptions.
- Wait for further instructions and situation updates to be given.