

# **Student Handbook 2023**





## **The Singapore Flag**

The National Flag comprises two equal horizontal sections, red above white. In the upper left section is a white crescent moon next to five white stars, forming a circle. Each feature of the flag has its own distinctive meaning and significance; red symbolizes universal brotherhood and equality of man; white signifies pervading and everlasting purity and virtue; the crescent moon represents a young nation on the ascendant; and the five white stars stand for Singapore's ideals of democracy, peace, progress, justice and equality.

## **Our 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

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.

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### **THE SCHOOL EMBLEM & MOTTO**

The school emblem is circular in shape. In an inner circle, a book rests on top of a shield. This book is the Bible. A band of gold, representing the light of God, runs across the shield.

In the centre of the shield are the flames and the burning bush. The flames are red and they do not destroy the green bush because these are the supernatural flames of God.

At the base of the shield, the sun radiates out in gold and this, with the gold band on top, completes the omnipresence and sovereignty of God, the Light.

The book and shield is set in a sea of dark blue with streams of white. The dark blue represents the stability of the Christian faith and the white is purity and the grace of God.

Encircling this inner circle which contains the burning bush is the motto, 'Aflame For Truth', taken from the Book of Exodus, Chapter 3, verses 1-12.

The school is the place where students are taught the truth of God's Word and the importance of always upholding the truth. The motto thus reminds students to uphold Truth in Action, Speech and Thought because God is Truth.

In this way, the school acknowledges the presence of God in our midst, guiding and inspiring our students to become upright and responsible people. The 'burning bush' is thus a befitting emblem to the school's unfailing quest for Truth, with God as our Mentor and Guide.

# DESIRED OUTCOMES OF EDUCATION

## What are the Desired Outcomes of Education?

1. The Desired Outcomes of Education (DOE)<sup>1</sup> are attributes that educators aspire for every Singaporean to have by the completion of his formal education. These outcomes establish a common purpose for educators, drive our policies and programmes, and allow us to determine how well our education system is doing.

2. The person who is schooled in the Singapore Education system embodies the Desired Outcomes of Education. He has a good sense of self-awareness, a sound moral compass, and the necessary skills and knowledge to take on challenges of the future. He is responsible to his family, community and nation. He appreciates the beauty of the world around him, possesses a healthy mind and body, and has a zest for life. In sum, he is

- a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;
- a **self-directed learner** who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning;
- an **active contributor** who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence; and,
- a **concerned citizen** who is rooted to Singapore, has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around him.

## The Key Stage Outcomes

3. The DOE are translated into a set of developmental outcomes for each key stage of our education system. The Key Stage Outcomes spell out what the Education Service aspires to develop in our students through Primary, Secondary, and Post- Secondary<sup>2</sup> education. Each educational level builds upon the previous stages and lays the foundation for subsequent ones. For example, primary school students start by learning to know and love Singapore. In doing so, their belief in Singapore will be strengthened and they will understand what matters to Singapore by secondary school. They will grow to be proud of Singapore and understand our country within the global context at the post-secondary level.

4. There are eight outcomes at each key stage. Taken together, the Key Stage Outcomes make explicit what we aspire to develop in our young so as to lay the strong foundations for them to thrive and achieve success in life as contributing members of society.

<sup>1</sup> The original DOE were first formulated in 1997.

<sup>2</sup> Post-Secondary includes the Pre-university Institutions, Institute of Technical Education (ITE) and the Polytechnics.

## The Key Stage Outcomes of Education

At the end of <u>Primary</u> school, students should:	At the end of <u>Secondary</u> school, students should:	At the end of <u>Post-Secondary</u> education, students should:
Be able to distinguish right from wrong	Have moral integrity	Have moral courage to stand up for what is right
Know their strengths and areas for growth	Believe in their abilities and be able to adapt to change	Be resilient in the face of adversity
Be able to cooperate, share and care for others	Be able to work in teams and show empathy for others	Be able to collaborate across cultures and be socially responsible
Have a lively curiosity about things	Be creative and have an inquiring mind	Be innovative and enterprising
Be able to think for and express themselves confidently	Be able to appreciate diverse views and communicate effectively	Be able to think critically and communicate persuasively
Take pride in their work	Take responsibility for own learning	Be purposeful in pursuit of excellence
Have healthy habits and an awareness of the arts	Enjoy physical activities and appreciate the arts	Pursue a healthy lifestyle and have an appreciation for aesthetics
Know and love Singapore	Believe in Singapore and understand what matters to Singapore	Be proud to be Singaporeans and understand Singapore in relation to the world

# Defining The KCPian

## School Vision

Every KCPian a Servant Leader & Scholar

## School Mission

We provide a conducive and nurturing Christian environment for the holistic development of every child through high engagement in, achievement through, and enjoyment of learning.

## School Philosophy

We believe that;

Every KCPSS student (KCPian) is uniquely endowed and is capable of learning and growth.

By providing a caring, nurturing environment founded on Christian values, we will promote personal discipline, diligence and stewardship of gifts and talents in every KCPian.

The KCPian is central to everything we do as a school and all decisions and actions must be taken with the KCPian's best interest in mind.

Staff members who are caring and committed to learning, experimentation and professional growth are key to all we achieve as a school.

Quality teacher-student relationships are foundational blocks for quality teaching and learning. As such, these must be actively and intentionally cultivated by the teacher to support learning and growth for every KCPian.

Rigour and Relevance of curriculum is integral to engagement in learning. We will thus be intentional in engaging students by providing sufficient challenge for growth and meaningful learning through the prescribed curriculum on a daily basis

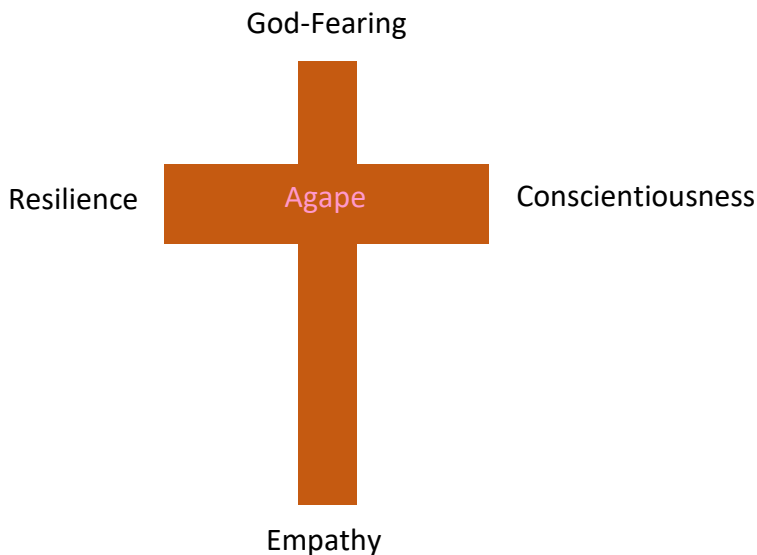
Reflection and consolidation of learning enhances understanding and knowledge creation. As such, effective assessment modes will be employed to provide KCPians with meaningful feedback that encourages reflection and promotes self-directed learning.

Partnerships with parents and stakeholders provide the wealth of the community in nurturing the child and will be sought actively to enrich the school experience for every KCPian.



## Desired Attributes of the KCPian Graduate

- a self-directed learner who questions, reflects, perseveres and takes responsibility for his own learning. He exhibits his love for learning through active engagement in learning and the pursuit of excellence.
- a confident person who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, is creative, embraces failure, thinks independently and critically, and communicates effectively. He remains optimistic in the most trying situations and seeks to create a more just and caring world.
- an active contributor who is able to work effectively in teams, is innovative, exercises initiative, takes calculated risks and strives for excellence.
- a concerned citizen who is rooted to Singapore, has a strong sense of civic responsibility & actively seeks to serve the community, is informed about Singapore and the world, takes an active part in bettering the lives of others around him and seeks to leave the place in a better condition than it was in when he found it.





## School Values

### G.R.A.C.E.

	What it means for Students	Anchor Verse	Alignment to School Culture
<b>God-Fearing</b>	I exercise integrity in all that is entrusted to me and do the morally correct thing even when it is difficult	Whatever you do, do your work heartily, as for the Lord rather than for men" Col 3:23	<b>Excellence &amp; Care</b> Staff & students set high expectations of themselves & align decisions and choices to school core values.
<b>Resilience</b>	I persevere in the face of challenge and never give up	"But as for you, be strong and do not give up, for your work will be rewarded". 2 Chron15:7	<b>Excellence , Care &amp; Collaboration</b> Staff & students, display flexibility to deal with change, challenge & uncertainty, & rise up stronger after every challenge.
<b>Agape</b>	As I have been loved unconditionally by God, I will seek to see the best in others and extend love and care to my peers, teachers, members of my family and community and all other persons that I have opportunity to come in contact with	This is real love—not that we loved God, but that he loved us and sent his Son as a sacrifice to take away our sins." 1 John 4:10	<b>Care, Collaboration &amp; Excellence</b> Staff & students are provided opportunity and support for learning & experimentation. We support one another & work in teams with a singular focus on learning & growth for all
<b>Conscientiousness</b>	I take care to put my best effort into every piece of work and strive for excellence in all I do.	Always work enthusiastically for the Lord, for you know that nothing you do for the Lord is ever useless." 1 Corinthians 15:58	<b>Care, Excellence &amp; Collaboration</b> Staff and students set high expectations of themselves, do not settle for the mediocre and constantly challenge themselves for new breakthroughs in their areas of work and responsibility.
<b>Empathy</b>	I consider the feelings of my peers and teachers and relate to them with respect and consideration	"Don't look out only for your own interests, but take an interest in others, too". Phil 2:4	<b>Care &amp; Collaboration</b> Staff & students seek to understand one another & show consideration for one another. Effort is made to ensure every student learns and achieves in a safe, secure and positive learning environment that is characterized by supportive and caring adults.
<b>G.R.A.C.E</b>	I am willing to do a lot more than is expected of me for my peers and teachers and to contribute towards school goals.	"And he said unto me, My grace is sufficient for thee: for my strength is made perfect in weakness" 2 Cor 12:9	<b>Care, Collaboration &amp; Excellence</b> Staff & students strive to make every day a day of high engagement in work, high achievement through hard work and high enjoyment of work through collaborative effort with caring peers.

# OUR SCHOOL ANTHEM

We pledge to thee our School, our loyalty,  
Our faithful service render we to thee.  
Here, 'neath thy banner we shall take our stand,  
Thy precepts we shall cherish and defend.  
'Aflame for truth' our motto ever be,  
Our sacred emblem the Burning Tree.

Teach us to build a brotherhood of man  
Till truth and justice o'er the world shall span  
Grant us the strength to love, the will to give,  
The grace to live, the gladness to forgive.  
Teach us, in faith, to trust God's Fatherhood,  
His plan for man, His purpose for our good.

Stand like the brave United we shall be  
One happy, strong and peaceful family  
Here 'neath our flag the anthem loud we raise  
Together we shall sing our song of praise  
Together we shall strive courageously,  
GOD bless our school and may we steadfast be.

(Music by Samuel Ting Chu San)

# THE SCHOOL HYMN

O Jesus, strong and pure and true,  
Before thy feet we bow;  
The grace of earlier years renew,  
And lead us onward now.

The joyous life that year by year  
Within these walls is stored,  
The golden hope, the gladsome cheer,  
We bring to Thee, O Lord.

Our faith endow with keener powers,  
With warmer glow our love;  
And draw these halting hearts of ours  
from earth to things above.

In paths our bravest ones have trod  
O make us brave to go,  
That we may give our lives to God  
In serving man below.

Scorn we the selfish aim or choice,  
And love's high precept keep,  
Rejoice with those that do rejoice,  
And weep with those that weep.

So hence shall flow fresh strength and grace,  
As from a full-fed spring,  
To make the world a better place,  
And life a worthier thing.

(Words by William Walsham How / Music by Capel)

# SONG OF BENEDICTION

Now unto Him who is able to keep

Able to keep you from falling

And present you faultless

Before the presence of His glory

With exceeding joy

To the only wise God our Saviour

Be Glory and Majesty

Dominion and power both now and forever

Amen

# KCPSS CHARACTER AND CITIZENSHIP EDUCATION

KCPSS Character and Citizenship Education aims to develop in our students:

<b>Good character:</b>	Have a sound moral compass, a strong sense of right and wrong, think critically and ethically, be discerning in judgment, take responsibility for choices and actions, be caring towards others and strive for excellence;
<b>Resilience and social-emotional well-being:</b>	Have a balanced sense of self, form healthy relationships, be resilient when faced with challenges, find meaning in life, and have a sense of gratitude and appreciation;
<b>Active citizenship:</b>	Develop a strong national identity based on a sense of belonging to the nation, a sense of hope in themselves and the future, an awareness of the reality of Singapore's vulnerabilities and constraints, and the will to act on improving the lives of others, and building a future for our nation; and
<b>Future readiness:</b>	Have a sense of purpose in life, develop the dispositions of adaptability and lifelong learning so as to be able to navigate education and career pathways purposefully and take on the challenges of the future, including the world of work.

## KCPSS CCE Developmental Milestones

Intent	Lower Secondary	Upper Secondary
<b>Develop self-awareness and self-management skills to achieve personal effectiveness and well-being</b>	<ul style="list-style-type: none"> <li>● Be aware of the power of socializing forces and consciously incorporate positive influences, constructive feedback from others and personal experiences in the construction of one's self-perception and identity.</li> <li>● Take actions to develop one's character strengths, values, talents, skills and interests.</li> <li>● Exercise continuous self-monitoring and self-reflection to improve how one regulates emotions, thoughts and behaviours.</li> <li>● Evaluate and improve strategies for self-regulation and self-control.</li> <li>● Understand the importance of continual improvement in one's personal life and future work life.</li> <li>● Show appreciation for one's ability to handle challenges.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate accuracy of self-perception. Analyse implications of self-perception.</li> <li>● Apply knowledge of one's character strengths, values, talents, skills, and interests to be a positive influence and contributor.</li> <li>● Identify the factors that cause emotional reactions and evaluate expectations from self and others to manage one's emotions, thoughts and behaviour.</li> <li>● Apply moral reasoning to demonstrate self-control and exercise sound judgement in various settings.</li> <li>● Develop the habits of lifelong learning and striving for excellence in personal life and future work life.</li> <li>● Develop the ability to see hope in the face of adversity.</li> </ul>
<b>Develop social awareness and manage relationships for personal and social well-being</b>	<ul style="list-style-type: none"> <li>● Value and strengthen positive relationships with family, friends and others.</li> <li>● Resist negative influences and be a positive influence to others.</li> <li>● Recognise the strengths of others to work collaboratively towards common goals.</li> <li>● Identify social stereotyping/ prejudices and reflect on</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise and cherish positive relationships to build a supportive network of family, friends and others.</li> <li>● Stand up against negative influences and be an advocate for positive change in the community and society.</li> <li>● Build consensus and influence others to work towards common goals.</li> </ul>

Intent	Lower Secondary	Upper Secondary
	<p>one's own prejudices and biases.</p> <ul style="list-style-type: none"> <li>● Understand situations from a wider perspective and show empathy towards others.</li> <li>● Make sense of the principles and ideals that Singapore stands for. Appreciate our socio-cultural diversity.</li> <li>● Be aware of local and global contemporary issues and their impact at the personal, national and global level.</li> <li>● Understand that one can make a positive difference to one's home, community and nation. Initiate activities / programmes to address needs of one's school and community.</li> </ul>	<ul style="list-style-type: none"> <li>● Gain a deeper understanding of the varied and shared values of different groups in society to work towards social cohesion.</li> <li>● Appreciate the complexity of multiple perspectives to deepen our understanding of people and situations.</li> <li>● Make sense of one's national identity, feel a sense of belonging and a collective responsibility, as members of Singapore society.</li> <li>● Be aware of local and global contemporary issues and their impact at the personal, national and global level.</li> <li>● Understand that one can make a positive difference to one's home, community and nation. Initiate activities / programmes to address needs of one's school and community.</li> </ul>
<b>Make responsible decisions and act on them</b>	<ul style="list-style-type: none"> <li>● Recognise and evaluate the motives behind one's decisions and actions. Have the moral courage to make values-based decisions regardless of circumstances.</li> <li>● Keep an open mind and learn from the perspectives of others, while being clear about one's own perspectives on prevailing contexts, issues and dilemmas.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflect on and evaluate broader social and moral issues when stating viewpoints and making decisions. Act on and live by responsible decisions, and have the conviction to stand by the decisions made.</li> <li>● Keep an open mind and learn from the perspectives of others, while being clear about one's own perspectives on prevailing contexts, issues and dilemmas.</li> </ul>



# KCPSS iPad Acceptable Use Policy (AUP)

In order to ensure a safe and conducive learning environment, students are reminded to observe the guidelines stated in this Acceptable Use Policy (AUP) on the use of iPads.

## **General**

1. Students are accountable for their iPads and all activities conducted with their devices. Use of iPads is to be consistent with the school's curriculum and instructional goals.
2. All iPads should be switched off and placed in students' bags until permission is given by the teachers to take the iPads out for use during lessons. Students will follow the school's current SOP on the usage of handphones and other electronic devices.
3. Students should bring their iPads home with them at the end of every school day and ensure that their iPads are **fully charged** before bringing them to school.

## **Account**

4. Students are responsible for the security of their account IDs and passwords. All account IDs and passwords should be kept secure and should not be shared with anyone.

## **Privacy and Safety**

5. Students should keep their personal details (e.g. phone number, home address, NRIC, passwords, or passwords of other people) secure.
6. Students should use the iPad with the apps that are downloaded and not remove or add any apps.
7. Student must respect the files and privacy of others' sharings, photos and videos online, bearing in mind the impact of misuse of identities in cyber space and manage the use of social media and cyber space with care and due responsibility.

## **Intellectual Property**

8. Students should put in correct referencing for the use of visual media (e.g. photographs, paintings, infographics, maps etc) in their work/ assignments.
9. The rights of all materials and data created using the school's ICT facilities and resources are jointly owned by the school and the user.

## **Cyber Wellness**

10. Students should practise good netiquette, always use appropriate language and be responsible for their behaviour in cyberspace.
11. Students should demonstrate the school values of G.R.A.C.E. in their online interactions and activities.

School Values	Expected Behaviour
<b>G</b>	<b>G</b> uard your iPad, take care of it and keep it safe!
<b>R</b>	<b>R</b> espect others online and be <b>R</b> esponsible when using your iPad
<b>A</b>	<b>A</b> ctivate your thinking and learn by collaborating actively
<b>C</b>	<b>C</b> harge your iPad fully everyday before coming to school
<b>E</b>	<b>E</b> mpower yourself by using your iPad Efficiently  (check your calendar, task list, take notes in class, check your email, e-file your document and sharings properly)

# ACADEMIC EXCELLENCE: ASSESSMENT AT KCPSS

## Purpose of Assessment

Meaningful assessment is integral to effective teaching and learning. KCPSS has in place assessment structures to provide feedback to teachers on the effectiveness of their teaching and feedback to students on the depth of their understanding. Teachers use assessment data to support student learning and involve students in self-regulation of their own learning. Students are encouraged to reflect on and address assessment feedback to enhance their learning and performance.

## Overview of Assessments

**Formative assessment:** It is an on-going assessment in the form of learning checkpoints which are conducted to enable students to monitor their own level of subject mastery as well as enable teachers to make instructional decisions to further support student learning.

**Assessment for Academic Progression:** Termly weighted assessments (WA) and End-Year Examination (EYE) will contribute towards student's academic progression for the year and determine promotion status for Sec 1, 2 and 3 students. Individual departments will inform students of the WA schedules for the respective subjects.

Guidelines of weightage for formal weighted assessment is given below.

For Sec 1, 2, 3 courses\*

Term 1	Term 2	No Mid-Year Examination	Term 3	Term 4
WA1 15%	WA2 15%		WA3 15%	SA 55%

\*Courses refer to Express/Normal Academic N(A)/Normal Technical N(T) for sec 1, Express/N(A) for Sec 2 & 3

For Sec 4E,5N(A), and 4N(A)

Term 1	Term 2	Semester 2
WA1 15%	WA2 15%	Preliminary Examination 70%

## FULL SUBJECT-BASED BANDING (FSBB)

Full Subject-Based Banding (Full SBB) is part of MOE's ongoing efforts to nurture the joy of learning and develop multiple pathways to cater to the different strengths and interests of our students. In alignment with MOE's effort, KCPSS will provide Full SBB curriculum structure with the Sec 1 cohort from 2023 onwards.

### *Form Class*

Each form class will have a mix of students from different academic courses in the same form class. Students will get to benefit in an environment with diverse perspectives, useful in building communication, collaboration and cross-cultural skills. Students' participation in cohort programmes such as camp, learning journey or VIA facilitate peers to interact and appreciate the diverse strengths, and develop competencies to care for and value one another, with support from form teachers.

### *Common Curriculum Subjects*

For subjects such as Art, Design and Technology, Food and Consumer Education, Music and Physical Education, taught as common curriculum subjects in the form class, students will be assessed through a common standard regardless of the course. Teachers will differentiate their teaching to meet the needs of a class of students using a range of teaching approach in maintaining high level of quality and rigour in teaching and learning.

### *Core subjects*

For English, Math, Science, Mother Tongue and the Humanities, students will learn these subjects at their respective assigned academic courses or more demanding level if found suitable.

## WHAT IS SUBJECT-BASED BANDING (SBB)?

Subject-Based Banding (SBB) is one of many pathways for students to nurture their aptitudes and enhance their access to opportunities throughout their educational journey. SBB allows students to take specific subjects at more demanding level starting from Sec 1 if found suitable.

## HOW DOES SUBJECT-BASED BANDING (SBB) WORK?

### *Eligibility Criteria*

Students posted to the N(A) and N(T) course are eligible to take some subjects (English Language, Mathematics, Science and Mother Tongue Languages) at a more demanding level from the start of Sec 1, if they have performed well in these subjects at the Primary School Leaving Examination (PSLE):

Course	PSLE Standard Grade	PSLE Foundation Grade	Option to offer subject at
N(A)	AL 5 or better	-	Express
N(T)	AL 5 or better	-	Express / N(A)
	AL 6	AL A	N(A)

There are two other junctures for Secondary 1 students to be offered these subjects (English Language, Mathematics, Science and Mother Tongue Languages) at more demanding level, namely:

- end of Semester 1, and
- end of Semester 2 (for take-up at start of Sec 2)

Students will be offered based on holistic assessment from the combination of results from weighted assessments (75% or higher in the specific subject) and teachers' professional assessment of students' ability to manage subject at more demanding level.

Students posted to the N(A) or N(T) course who do well in school-based examinations at the end of Sec 1 may also be considered the option to offer Humanities subjects (Geography, History, Literature in English) in addition to the above mentioned subjects at a more demanding level from Sec 2, if found suitable to do so.

## Marks and Grades

Students' attainment levels in Sec 1 and 2 Express courses will be reported in marks and percentage points. The use of grades at these levels is optional.

At Sec 3, Sec 4 Express, and Sec 5 Normal (Academic) courses, students' attainment levels will be reported in both marks and grades.

A nine-grade scale is used. The descriptors and equivalent marks for grades in this scale are given in the table which follows.

Grades	Mark (%)	Descriptors
A1 A2	$\geq 75$ 70 – 74	Demonstrates <b>very good</b> understanding of the subject
B3 B4	65 – 69 60 – 64	Demonstrates <b>good</b> understanding of the subject
C5 C6	55 – 59 50 – 54	Demonstrates <b>adequate</b> understanding of the subject
D7 E8	45 – 49 40 – 44	Demonstrates <b>elementary</b> understanding of the subject
F9	$\leq 39$	Has <b>not met minimum requirements</b> of the subject.

Students' attainment levels in the Sec 1 to 4 Normal (Academic) courses will be reported in both marks and grades.

A six-grade scale is used. The table below gives the descriptors and equivalent marks for grades in this scales.

Grades	Mark (%)	Descriptors
1 2	$\geq 75$ 70 – 74	Demonstrates <b>very good</b> understanding of the subject
3 4	65 – 69 60 – 64	Demonstrates <b>good</b> understanding of the subject
5	50 – 59	Demonstrates <b>adequate</b> understanding of the subject
U	$\leq 49$	Has <b>not met minimum requirements</b> of the subject.

# Promotion Criteria (Express)

Sec 1 Express	
<b><u>Criteria for Promotion</u></b> Pass English and score at least 50% in overall average	
<b><u>Meet criteria</u></b> Promoted to Sec 2 Express	<b><u>Do not meet criteria</u></b> Transferred to Sec 2 Normal (A)

Sec 2 Express	
<b><u>Criteria for Promotion</u></b> Pass English and score at least 50% in overall average	
<b><u>Meet criteria</u></b> Promoted to Sec 3 Express	<b><u>Do not meet criteria</u></b> Transferred to Sec 3 Normal (A)

Sec 3 Express	
<b><u>Criteria for Promotion</u></b> Pass English and two other subjects	
<b><u>Meet criteria</u></b> Promoted to Sec 4 Express	<b><u>Do not meet criteria</u></b> Retained in Sec 3 Express



# Promotion Criteria (Normal Academic)

Sec 1 Normal (Academic)	
<u>Criteria for Promotion</u>	
Pass English and two subjects OR pass four subjects	
<u>Meet criteria</u> Promoted to Sec 2 Normal (A) <b>OR</b> Lateral transfer to Sec 2 Express <b>If overall average <math>\geq 70\%</math></b>	<u>Do not meet criteria</u> Retained in Sec 1 Normal (A) <b>OR</b> Transferred to Sec 2 Normal (T)

Sec 2 Normal (Academic)	
<u>Criteria for Promotion</u>	
Pass English and two subjects OR pass four subjects	
<u>Meet criteria</u> Promoted to Sec 3 Normal (A) <b>OR</b> Lateral transfer to Sec 3 Express <b>If overall average <math>\geq 70\%</math></b>	<u>Do not meet criteria</u> Retained in Sec 2 Normal (A)

Sec 3 Normal (Academic)	
<u>Criteria for Promotion</u>	
Pass English and two subjects OR pass four subjects	
<u>Meet criteria</u> Promoted to Sec 4 Normal (A)	<u>Do not meet criteria</u> Retained in Sec 3 Normal (A)

Sec 4 Normal (Academic)	
<u>Criteria for Promotion</u>	
Pass English and total aggregate for English, Mathematics and Best 3 subjects $\leq 19$ points	

# Promotion Criteria (Normal Technical)

## Sec 1 Normal (Technical)

### Criteria for Promotion

Pass two subjects, one of which should be English Language or Mathematics

#### Pass

Promoted to Sec 2 Normal (T) **OR**  
Lateral transfer to Sec 2 Normal (A)

**If overall average  $\geq 70\%$**

#### Do not meet criteria

Retained in Sec 1 Normal (T)

## Sec 2 Normal (Technical)

### Criteria for Promotion

Pass two subjects, one of which should be English Language or Mathematics

#### Meet criteria

Promoted to Sec 3 Normal (T) **OR**  
Lateral transfer to Sec 2 Normal (A)

**If overall average  $\geq 70\%$**

#### Do not meet criteria

Retained in Sec 2 Normal (T)

## Sec 3 Normal (Technical)

### Criteria for Promotion

Pass two subjects, one of which should be English Language or Mathematics

#### Meet criteria

Promoted to Sec 4 Normal (T) **OR**  
Lateral transfer to Sec 3 Normal (A)

**If overall average  $\geq 70\%$**

#### Do not meet criteria

Retained in Sec 3 Normal (T)

## Sec 4 Normal (Technical)

### Criteria for Promotion

Grade A for both English and Mathematics, and Grade B or better for one other subject.

## **Protocols and Processes related to Assessment**

### *Absence from Examinations / Tests*

1. No student should absent himself/ herself from Examinations / Tests without a valid reason. Students who are absent without a valid reason will receive a 'zero' for that paper.
2. The situations that satisfy the condition for absence with valid reason are:
  - a. Students with Medical Certificate (MC)
  - b. Parents' Letters (Please note that only 2 parents' letters per semester are allowed for students' absence from school or tests. Parents' letters are not applicable for Examinations).
3. Pertaining to WA/EYE/Prelim, if a student is absent for a paper with valid reason (i.e. VR), the "VR" status will be applied accordingly based on the following scenarios:
  - a. If student misses 40% or less of the subject component, only that component will be computed as VR.
  - b. If a student misses more than 40% of the subject component, the whole subject will be computed as VR.

### *Procedures for Examinations/ Tests*

1. Students are to be dressed in proper school attire (i.e. Dark blue school T-shirt or white shirt with school skirts, shorts or pants) when they take their Examinations/ Tests. PE attire is not allowed.
2. Students should not possess any unauthorised electronic, communication, entertainment or gaming devices capable of capturing, storing, displaying and / or transmitting or receiving visual, audio or verbal information within the examination/test premises. (e.g. examination venue, quarantine room, waiting room)

Examples of unauthorised devices include (but not limited to) mobile phones, cameras, tablets, earphones / earpieces (wired or wireless), fitness trackers, smart wrist watches / glasses, pen with image capturing capabilities, game consoles or music player.

Non-authorised possession of any of these during the examinations/tests will be deemed as an irregularity. Disciplinary actions may be taken against students who have any unauthorised items in their possession. Only approved MT dictionaries and calculators are allowed for the subjects concerned.

3. Students should place all bags and files/books at the front/back of the classroom or at the designated area in the examination venue before the commencement of the examination/test.
4. Students are to remain silent from the start of the paper till dismissal from the Examinations/ Tests venue (i.e. Hall or classrooms). Any attempt to communicate with another student will be deemed as an irregularity. If there are any queries about the paper, the student should raise his/her hand to clarify with the invigilators.
5. Students are not allowed to borrow any stationery during the Examinations/ Tests.
6. Students are not allowed to leave the Examinations/ Tests venue (i.e. Hall or classrooms) until the end of the paper.
7. Students should not place their answer scripts in such a way that others can read them.
8. Latecomers (within half hour after start of examination) may be allowed into the Examinations/ Tests venue but no extra time will be given.
9. Students should not make noise or linger around the classroom block after Examinations/ Tests as other classes may still be having their Examinations/ Tests.
10. Students can leave the school after their last paper of the day. This is applicable to examinations only.

#### Disciplinary Actions for Irregularities in Examinations/ Tests

Students are expected to abide by examination protocols at all times. Disciplinary action will be taken against any student who fails to abide by examination protocols or engages in any dishonest act.

# CURRICULUM – SUBJECTS OFFERED IN KCPSS

## Sec One and Two

English Language	Art
Literature in English	Design & Technology
Higher Mother Tongue (HCL, HTL)	Food & Consumer Education
Mother Tongue (CL, ML, TL)	Computer Application (N(T) only)
Mathematics	Music
General Science	Character & Citizenship Education
Geography	Physical Education
History	

## Sec Three, Four and Five

English Language	Principles of Accounts
English Literature	Art
Higher Mother Tongue (HCL, HTL)	Design & Technology
Mother Tongue (CL, ML, TL)	Character & Citizenship Education
Mathematics	Physical Education
Additional Mathematics	
Biology	
Chemistry	
Physics	
Combined Science	
- Chemistry / Physics	
- Chemistry / Biology	
Combined Humanities	
- Social Studies / Geography	
- Social Studies / History	



Team Kuo Chuan Presbyterian or Team KCP is a representation of our spirit as a school. It is a spirit of excellence that spurs us to do our best in whatever we do. It is a spirit of resilience that drives us to push on amidst the most challenging situations. It is also a spirit of respect for teachers, peers and even opponents. It permeates every aspect of our lives, inside the classroom and on the CCA arena. It drives us on to achieve together what we cannot accomplish as individuals.

Together, we are stronger. Together, we are Team KCP.

### **Our Symbol**

The image of the Flaming Bush draws inspiration from our Christian roots and serves as an enduring symbol of Faith. The Flame Tree also connects with our school heritage as a reminder to be rooted in our core values and beliefs as we forge ahead to chase our dreams with a fiery passion.

### **Attributes of a Team KCP Member**

All staff and students of the school are members of Team KCP. As members, we strive to uphold our school G.R.A.C.E. values in all that we do:

<b>Our Values</b>	<b>Descriptor</b>
God-Fearing	Gives glory and honour to God, the provider of our talents by developing them to their fullest potential.
Resilience	Possesses a strong resolve to overcome any challenges and try our best regardless of the difficulty and outcome.
Agape	Shows respect for teachers, school mates, CCA mates and opponents.
Conscientiousness	Commits to attend CCA and school events unless with a valid reason. Strives to work hard in class and during CCA to maximise learning.
Empathy	Supports juniors or peers who need help  Supports teachers in the conduct of lessons and CCA.

# CO-CURRICULAR ACTIVITIES

## Aim

The aim of CCA is to build character, team spirit and responsibility through a variety of experiences and the acquisition of skills. It provides students with the opportunity to pursue diverse interests as well as specialise in a chosen skill. This is done in an environment that promotes social integration and cultivates national values.

## Policy

In order to enable students to have a broad-based, all-round education, CCA participation is compulsory and all students must take part in at least 1 CCA. Students who are keen to experience a different CCA may opt for a change at the end of each academic year. However, this does not apply to those who are in a mandatory CCA.

CCAs currently offered by the school are:

Sports/Games	Uniformed Groups	Performing Arts	Clubs and Societies
Badminton (Boys)	Boys' Brigade	Choir	Art Club
Basketball (Boys)	Girls' Brigade	Concert Band	InfoComm Club
Netball (Girls)	Girl Guides	Dance	Photography Club
Shooting (Boys/Girls)	National Police Cadet Corps *	Drama	Robotics Club
Football (Boys)	National Civil Defence Corps *	Guzheng Ensemble	
Table-Tennis (Boys/Girls)			
Volleyball (Boys)			

*\*Mandatory CCA – Students who are in the mandatory CCA are allowed only one change of CCA at the end of Sec 1 or 2. After Sec 2, change of mandatory CCA is strictly restricted to medical reasons.*



## CCA GRADING SCHEME (LEAPS 2.0)

1. LEAPS 2.0 recognises students' experiential learning and attainment in four domains of Co-Curriculum as they progress through their secondary school years. The four domains are Participation, Achievement, Leadership and Service. At the end of the graduating year, students' Co-Curriculum attainment will be recognised. This recognition will be translated to bonus points which can be used for admission to Junior Colleges/Polytechnics/Institutes of Technical Education.
2. This Recognition System is designed to:
  - a) Motivate holistic and balanced participation in the Co-Curriculum;
  - b) Encourage students to develop skills and competencies that would enable them to lead a meaningful and purposeful life, and be prepared for an uncertain and changing world;
  - c) Help students focus on the efforts required for progression in the pursuit of excellence;
  - d) Recognise each student's diverse interests and involvement.
3. The Recognition System is centred on the concept of "Levels of Attainment" achieved by a student for the respective four domains. At the end of the graduating year, the students' Co-Curriculum attainment will be recognised according to the table below. The co-curriculum attainment will be translated to bonus point(s) which can be used for admission to Junior Colleges/Polytechnics/Institutes of Technical Education.

Co-Curriculum Attainment	Descriptor
Excellent	The student has fulfilled the requirements for Holistic Development and achieved quality learning in the Co-Curriculum.
Good	The student has fulfilled the requirements for holistic development in the Co-Curriculum.
Fair	The student is working towards holistic development in the Co-Curriculum.

For an "Excellent" Co-Curricular attainment, which is translated to two bonus points, the student should have attained a minimum Level 3 in all four domains with at least Level 4 in one domain.

For a "Good" Co-Curricular attainment, which is translated to one bonus point, the student should have attained a minimum Level 1 in all four domains with any one of the following:

- a) At least Level 2 in three domains;
- b) At least Level 2 in one domain and at least Level 3 in another domain; or
- c) At least Level 4 in one domain.

A “Fair” Co-Curricular attainment will not translate into any bonus points as the student has not met the minimum criteria for a good Co-Curricular attainment

#### **4. Levels of Attainment - Domains**

##### **a) Participation**

The criterion for the different Levels of Attainment is designed to reflect the progression of the number of years of participation in a CCA, with at least 75% attendance for each year. In addition, the higher levels of attainment in the Participation domain will reward commitment to and continuous involvement in the same CCA, as well as exemplary conduct and active contribution to a CCA.

Levels 1, 2, 3 and 4 recognise the student's participation in a CCA for two, three, four and five years with at least 75% attendance respectively.

Levels 3 to 5 also recognise the student's exemplary conduct and active contribution to the CCA.

Levels 4 and 5 also recognise the student's continuous involvement in and commitment to the same CCA.

##### **International Students**

International students who join the school mid-stream will need to participate in a CCA in school from the year of enrolment. The student's involvement in the various domains (Participation/Achievement/Leadership/Service) as well as external (i.e. non-school based) activities in his/her own country during his/her secondary school education (or equivalent) will be recognised with the submission of proper documentation, subject to endorsement by his/her school.

##### **Participation in External Activities**

A student may participate in a non-school based CCA or a community based activity to pursue his/her interests which are not offered in the school, but not in lieu of a CCA in school. These activities will mainly be interest driven and the additional participation will not contribute to a higher attainment level in this domain.

##### **Change of CCA**

Students who are keen to experience a different CCA offered in school may opt for a change at the beginning of each academic year. In such cases, the number of years of participation in the previous CCA can be credited to the student's new CCA.

Continuous involvement in and commitment to the same CCA will be rewarded and this is reflected through a higher level of attainment assigned to students who stay with the same CCA over the years. However, there could be several exceptional and valid reasons that may affect the continual participation of a student in his/her CCA, through no fault of the student. These include: (i) medical concerns; (ii) closure of CCA; (iii) no corresponding CCA for transfer students in their new school. In such cases, the student will be considered as having been in the same CCA.

### **Students on Exemption**

Students may be exempted from CCA for a period of time for the following reasons: (i) Training with National Sports Association (ii) Medical Reasons (iii) Student on Suspension.

Students who are selected to undergo a sustained programme with a National Sports Association (NSA), may seek exemption from the school's Principal to be excused from the school's CCA training sessions. If endorsed, the student's participation must be monitored by the NSA and the student will have to resume training with the school's CCA once the training stint with the NSA ends.

For students with Medical Reasons or on Suspension, the 75% attendance for that year will be derived from the total number of sessions that the student is able to attend (instead of the total number of sessions in the year).

### **Participation in National Projects of Excellence**

For students who have been selected to undergo a sustained programme with a National Project of Excellence (NPOE), namely the Singapore National Youth Orchestra (SNYO) and the Singapore Youth Chinese Orchestra (SYCO) operated by MOE, their involvement with the NPOE can be considered as their CCA. Their participation will be based on their attendance in the NPOE and calculated according to the same participation criterion as a school-based CCA. Students who change from a school-based CCA to a NPOE during their secondary school years will be considered as having remained in the same CCA.

## **b) Achievement**

The criterion for the different Levels of Attainment is designed to reflect the progression of representation\* in intra-school to inter-school, to international events. Higher levels of attainment recognise sustained representation over the

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*\*Representation here refers to being selected and endorsed by an organisation (e.g. the School or Community Club) to contribute, compete or perform at an event. Self-representation or personal participation (e.g. performing at a concert with no endorsement from any organisation) is not recognised.*

years, serving as an affirmation of students' abilities and hard work put in through regular, dedicated training and practices. The level of attainment for students who achieve excellence at such competitions, festivals or their equivalent i.e. win accolades or awards, is at least one level higher as compared to that of representation.

Level 1 recognises student representation at Intra-school events for a year or more. Intra-school events may include inter-class/house games. It can also include performances at school concerts where the audience does not include the public.

Level 2 recognises the student who represents his/her school or an external organisation at local/international events for a year. These events include inter-school or inter-club competitions, public performances, local exhibitions, conferences or symposiums. Representation of school or external organisation at an international event for one year is also pegged at Level 2.

Level 3 recognises the student who represents his/her school or an external organisation at local/international events for two years. Representation needs to occur over two different years. The student can also be recognised for his/her representation in two different years and does not need to be with the same organisation.

This level also recognises the student who represents his/her school or an external organisation at local/international events and won accolades/awards for one year.

Level 4 recognises the student who represents his/her school or an external organisation at local/international events for three years or more, as well as students who represents the Uniformed Group's HQ in international events (excluding competitions). A student who won accolades/awards for two years or more will also be awarded this level.

Level 5 recognises the high ability students who represent MOE, the Singapore Schools Sports Teams, National Projects of Excellence (e.g. Singapore National Youth Orchestra) or the nation in local/international events. It also recognises the student who represents the Uniformed Group's HQ in international competitions.

Levels 1 to 5 also recognise the progressive attainment of Uniformed Groups' badges. Level 5 in particular recognises students with outstanding contribution in the Uniformed Group, which are comparable to the high ability students who have represented MOE and the nation (or equivalent).

### **c) Leadership**

This domain serves to recognise the student's development of personal and inter-personal effectiveness, which enables the student to effectively assume responsibilities that serve his/her peers and the community. Hence, the recognition

of leadership development is not limited to leadership positions, but also the extent to which the student takes charge of his/her own learning and development (e.g. through NYAA) and contributes to the community.

At Level 1, the student should complete at least two modules of leadership training which will prepare him/her for leadership roles in the future.

Level 2 recognises the student who takes initiative, actively contributes and makes an impact on the class or small groups within CCAs. It also recognises the student who embarks on the NYAA and obtains a Bronze Award.

Level 3 recognises the student who demonstrates confidence and strong leadership skills in assuming responsibilities which impact peers from other classes, CCA and even the whole cohort. It also recognises the student who has sustained involvement in NYAA activities and obtains a Silver Award or beyond.

Levels 4 and 5 recognise the student who holds top leadership positions in school or at the national level. He/she displays exceptional ability in leading and mentoring big groups across levels or the whole school.

### **Extent of Impact**

The student's level of attainment is based first on the leadership position held. However, if the student demonstrated a wider extent of impact than what the position is pegged at, the school has the autonomy to recognise the student's leadership attainment by one level higher.

### **Customisation of Leadership Positions**

Schools are also given the autonomy to add and recognise leadership positions within the school or CCA which have not already been defined in any of the attainment levels listed below.

## **d) Service**

This domain recognises student involvement in community service and learning experiences through service activities and Values-in-Action (VIA) projects.

At Level 1, the expectation is to fulfil the basic range of hours of service to the school or community, which starts from the minimum of 24 hours and ends at less than 30 hours.

Level 2 recognises service of at least 30 hours up to less than 36 hours. Alternatively, it recognises a student who has completed at least one VIA project that has impact on the school or community.

Level 3 recognises service of at least 36 hours or the completion of two VIA projects that have impact on the school or community. Alternatively, it can

recognise the completion of at least 24 hours of service and completed at least one VIA project.

At Levels 4 and 5, students are required to fulfil the stipulated 24 service hours and also to participate in at least two VIA projects.

Level 5 recognises students who role model a spirit of service to the community. These students fulfil at least 24 hours of service and at least two VIA projects, of which at least one is a student-initiated VIA project that impacts the community.

#### 5. **Enrichment Programmes in the Co-Curriculum**

In addition to the four domains, Enrichment Programmes are also an integral part of the Co-Curriculum for the holistic development of students. However, Enrichment Programmes are not pegged to the levels of attainment under LEAPS 2.0. Hence, they are not included as one of the criteria for the awarding of bonus points.

Key school-based Enrichment Programmes completed by each student will still be recorded in the Holistic Development Profile (HDP), Co-Curriculum Certificate and School Graduation Certificate (SGC), in order to reflect a holistic profile of the students' learning in the Co-Curriculum.

# EVERYDAY LEADERSHIP: RULES & REGULATIONS

Luke 2:52

*And Jesus grew in wisdom and stature and in favour with God and men.*

One of the deciding characteristics of the KCPian Servant Leader and Scholar is the high level of personal management that students exhibit. KCPians are values-driven and principle-centred, and they readily maintain high standards in personal conduct and academic and CCA excellence. The rules and regulations are put in place to guide all KCPians towards these goals.

## 1. General Conduct

*We respect and care for others in our school and in our community. We are proud of our school and we show it in our conduct.*

- 1.1 Be polite and well-behaved at all times. Greet teachers, friends and visitors to the school. Obey and respect those in authority (Principal, Vice-Principal, teachers, non-teaching staff and student leaders).
- 1.2 Uphold the good name of the school at all times by your speech, deeds, attitude and attire both in and out of school. As an ambassador of the school, be well-groomed and well-behaved at all times, in all places, as an individual or in a group.
- 1.3 All students are not allowed to have in their possession any weapon. Students are also not allowed to bring any weapon-like item which can be used or intended to be used to cause harm to others.

## 2. Assembly: Flag-raising ceremony

*We observe the ceremony with dignity and respect. We are loyal to our country.*

- 2.1 Students who report outside General Office after 7.30am are considered late.
- 2.2 Listen attentively to the morning message and announcements delivered.
- 2.3 Stand at attention (regardless of where you are) whenever the National Anthem and the school song are played.
- 2.4 Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students will take the Pledge with the right fist placed over the heart.
- 2.5 Non-citizens are to stand at attention to respect the solemnity of the ceremony.

## 3. Attendance

*We are conscientious and value our time in school.*

- 3.1 Submit medical certificates or any other official documents to the form teacher during the morning assembly immediately upon returning to school after any period of absence.
- 3.2 Only 2 letters of excuse from parents or guardians are accepted per semester for student's absence from school without an official medical certificate. These



letters of excuse are not valid reasons for students to be excused from official school assessments and examinations.

- 3.3 Should you be required to be absent from school during term time due to pre-planned private/family reasons (e.g. external overseas competitions, to attend to family matters etc.), your parent/guardian must submit a formal request to the school for approval. Absences that have not been approved by the school will be considered as 'truancy'.
- 3.4 Be punctual for all school activities and school organised events.
- 3.5 Late-comers must report to the General Office. Failure to do so is considered a serious offence.
- 3.6 In the event of sudden illness while in school, seek permission from the school authority (Principal, Vice Principal, or HODs) to leave school early or to rest in the school's sick bay.
- 3.7 Do not leave the school premises during school hours unless permission is granted by the school authority. Parents will be informed that their child is leaving school.

#### 4. Behaviour and Conduct during Curriculum Time

*We are responsible for our own learning. We have a positive learning mindset and we learn best in a conducive classroom environment.*

- 4.1 Be attentive in class and have an open and inquiring mind.
- 4.2 Check your timetable and bring the relevant textbooks, workbooks and other necessary materials for each lesson.
- 4.3 **Switch off all mobile phone and electronic gadgets and keep them in your bags during curriculum hours. Place all bags on the floor, open all classroom windows and doors, ensure that the floor is clean and furniture is in an orderly state.**
- 4.4 Hand in quality work and assignments and do your corrections promptly.
- 4.5 Keep the classroom clean at all times. Consumption of food and drinks (except plain water) is not allowed in the classroom.
- 4.6 Remain in your classroom throughout the lesson. Obtain a permission pass from the teacher and display it prominently before leaving the classroom.
- 4.7 Switch off the lights and fans when the classroom is not in use.
- 4.8 Move quietly and in an orderly manner from one classroom to another during the change of periods.
- 4.9 Be responsible for your possessions in school. **Do not leave your valuables unattended.** Refrain from bringing excessive cash or expensive items to school. The school will not be responsible for the loss of any personal items.
- 4.10 For loss of cash or valuables, kindly file a report with the General Office. If the item(s) are found, students will have to claim their item(s) from the General Office within a week from the date of the notice. The school will dispose of any uncollected Lost & Found items after one week, by whatever means, within the school's discretion.
- 4.11 Students are not allowed to stay in the classroom during recess.

## **5. Attire in School**

*We take pride in our school uniform and choose to uphold the good name of our school in how we wear our uniform.*

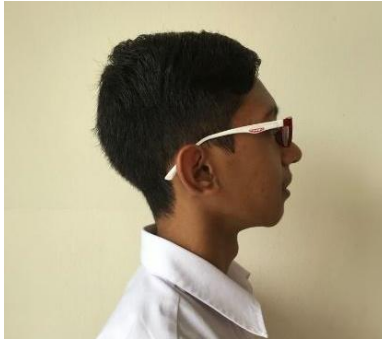
- 5.1 Students are to wear the prescribed school uniform at all times, even during the school holidays. Modification to the uniform is not allowed. The school uniform must be purchased only from the school bookshop.
- 5.2 Students are to wear the White Blouse or Shirt every Monday. T-shirts are not to be worn within the white blouse or shirt. Shirts / Blouses are to be tucked in at all times. Pants / Shorts / Skirt must be worn at the waist.
- 5.3 Top: Short-sleeved (above elbow) White Shirt / Blouse / Blue School T-shirt. Faded school badge must be replaced. Sleeves must not be folded.
- 5.4 Bottom: Navy Blue Shorts / Pants or Skirts. Pants can only be altered in length not tapered to be slimmer or wider. Skirts should be pleated and its length should touch the knee when worn. There should not be any modification to the school uniform.
- 5.5 Socks: White school socks are to be worn. The top elastic band of the socks should be 2 cm above the ankles.
- 5.6 Shoes: School shoes should be predominantly white with laces.
- 5.7 PE Attire: Blue School T-shirt or PE T-shirt and school PE shorts. Students are to change to normal school attire after their PE lessons.
- 5.8 Belts should be either black or navy blue in colour with buckles no bigger than 4 cm in length and width.
- 5.9 Students are not allowed to report to school in PE attire.

## **6. Appearance of Students**

*We show our respect for self and others by being neat and well-groomed at all times.*

- 6.1 Boys:
  - 6.1.1 Hair is kept neat and tidy at all times. It should be neatly combed off their face. Fringes are not allowed.
  - 6.1.2 Hair must be cut short.
  - 6.1.3 Hair must not touch any part of the ears when combed down.
  - 6.1.4 Hair must not grow longer than the hairline at the back of the head. It should not touch the top of the collar.
  - 6.1.5 Hair must not touch the eyebrow when combed down.
  - 6.1.6 Slope on the side and the back must not be too high. Crew cuts and Flat tops are not allowed.
  - 6.1.7 Mohawk hairstyles or spiking the hair with hard gel are not allowed. Fringes on the side and back of the head must not be too high, creating a flapping turf of hair on top of the head.
  - 6.1.8 No earrings, plastic sticks or piercings on any part of the body is allowed for boys.

- 6.1.9 Male students must be neat in appearance and clean-shaven.  
No facial hair is allowed.



6.2 Girls:

- 6.2.1 Long fringes are to be kept off the front and the side of the face with black hair pins or black hair bands. All “tendrils” are to be pinned up neatly and not just swept behind your ears. Fringe must be kept at least one finger above the eyebrow.
- 6.2.2 Hair that touches the bottom of the collar must be tied up neatly with plain black rubber bands or clips.
- 6.2.3 Girls are allowed to wear one pair of small ear-studs. (no more than 0.3cm in diameter), one on each lower lobe of the ears.
- 6.2.4 No piercing on any part of the body other than the ear is allowed for girls.



6.3 All Students

- 6.3.1 Jewelry, rings, ear-sticks, non-prescriptive fashion eyewear, friendship or coloured bands, necklaces, lockets, bracelets, anklets or any trinkets are not to be worn.
- 6.3.2 Make-up is not allowed in school.
- 6.3.3 Permanent body art on any part of the body is not allowed.
- 6.3.4 Colouring, highlighting or tinting of hair is not allowed.
- 6.3.5 Students are advised to use the photographs of model students as a guide to the acceptable hair length and hair style.

## **7. Use of Canteen**

*We are a civic-minded community with good social graces.*

- 7.1 Food and drinks are to be purchased only during recess time and after school
- 7.2 Queue in an orderly manner for the purchase of food and drinks.
- 7.3 Consume food and drinks in the canteen only. No food and drinks (other than plain water) can be consumed outside the canteen.
- 7.4 Clear your table after your meals. Return all used utensils to the respective bins provided by the stallholders.
- 7.5 Keep the canteen clean. Dispose used cans, bottles, plastic bags and other litter into the rubbish bins.

## **8. Use of mobile phones / electronic devices / social media**

*We are focused on our studies and desire to be free from distractions from learning.*

*We are also responsible users of mobile phones and electronic devices.*

*We understand that the virtual world is open and transparent; we will be responsible users of all forms of social media.*

- 8.1 All electronic devices such as mobile phones should not be used during curriculum hours.
- 8.2 Permission must be granted by the school authority for any audio / video recording in the school compound.
- 8.3 All mobile phones must be switched off and kept in the school bag during curriculum hours.
- 8.4 Do not use social media irresponsibly to send texts, photos or videos that will annoy, insult or intimidate another person.
- 8.5 Do not commit any actions in the virtual world that you would not do in the real world.

## **9. Possession of items that endanger self or others / items that contravene social values or moral principles**







- 9.1 All students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which is used or intended to be used to cause harm to others.
- 9.2 Poker cards or similar play items that relate to gambling or betting are not allowed to be brought to school.
- 9.3 Hard copies or soft downloads of materials that are pornographic or sexually suggestive are strictly not allowed to be brought or accessed while in school.
- 9.4 External speakers are not allowed to be brought to school.

*Note: It is impossible to list all possible offences. For offences which are not listed and for offences which may tarnish or hurt the school's image, appropriate disciplinary actions will be taken at the discretion of the school.*

## 10. Photography and Videos

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.

### SCHOOL ATTIRE

Lower Secondary Boys	 A photograph of a male student in a navy blue polo shirt and navy blue shorts, standing against a plain background.	 A photograph of a male student in a white short-sleeved button-down shirt and navy blue shorts, standing against a plain background.
Upper Secondary Boys	 A photograph of a male student in a navy blue polo shirt and navy blue trousers, standing against a plain background.	 A photograph of a male student in a white short-sleeved button-down shirt and navy blue trousers, standing against a plain background.
Upper and Lower Secondary Girls	 A photograph of a female student in a navy blue polo shirt and navy blue pleated skirt, standing against a plain background.	 A photograph of a female student in a white short-sleeved button-down shirt and navy blue pleated skirt, standing against a plain background.

# SCHOOL OFFENCES AND DISCIPLINARY ACTIONS / CONSEQUENCES

Level of Offence	Offences	Consequences
1	a. Non-completion or non-submission of assignments	<ul style="list-style-type: none"> <li>• Verbal warning</li> </ul>
	b. Disruptive behaviour in class	<ul style="list-style-type: none"> <li>• Reflection</li> </ul>
	c. Late for school or lesson	<ul style="list-style-type: none"> <li>• Surrendering of mobile devices or PLD for safekeeping (for offence (e) only)</li> </ul>
	d. Name calling, making hurtful or inappropriate remarks (face-to-face/ written/ online)	<ul style="list-style-type: none"> <li>• Detention</li> </ul>
	e. Misuse of mobile device or PLDs during curriculum time inclusive of failure to put away these devices	<ul style="list-style-type: none"> <li>• Parents will be informed by teachers</li> </ul>
	f. Inappropriate grooming (hair, attire, shoes, accessories)	
	g. Inappropriate attire for class/school events	
	h. Skip lessons, CCAs, enrichment programmes and school activities or leaving school without permission	
	i. Littering	
	j. Using vulgarities or abusive language when interacting with peers	
	k. Unauthorised consumption of food or sweet drinks in class	
2	a. Repeated occurrence of Level 1 offences	<ul style="list-style-type: none"> <li>• Reflection</li> </ul>
	b. Inappropriate grooming (hair, attire, shoes, accessories) – failure to rectify identified problem	<ul style="list-style-type: none"> <li>• Surrendering of mobile devices for safekeeping on a daily basis</li> </ul>
	c. Defiance / rudeness / insubordination to staff/ teachers	<ul style="list-style-type: none"> <li>• Limit access for PLD</li> </ul>
	d. Using vulgarities or abusive language/gestures in the presence of teacher/ school staff	<ul style="list-style-type: none"> <li>• Detention / Corrective work order</li> </ul>
	e. Late for school (5 or more times in a term) or persistently late for lesson	<ul style="list-style-type: none"> <li>• Parents will be informed by Level Manager</li> </ul>
	f. Truancy inclusive of absence from school without valid reason or leaving school without permission	<ul style="list-style-type: none"> <li>• Conduct Grade may be affected</li> </ul>

Level of Offence	Offences	Consequences
<b>3</b>	Repeated occurrence of Level 2 offences	<ul style="list-style-type: none"> <li>• Detention / Corrective work order</li> <li>• Counselling</li> <li>• Meet parents and work together with them on enhanced intervention support and seek parents' support for a Letter of Under-taking</li> <li>• Suspension from lesson or CCA</li> <li>• In-school suspension or home suspension</li> <li>• Caning/Expulsion</li> <li>• Possible intervention by external agencies</li> <li>• Police involvement where necessary</li> <li>• FAIR or POOR Conduct Grade may be given</li> </ul>
	Using vulgarities or abusive language/gestures at teachers/school staff	
	Late for school (7 or more times in a term)	
	Long term absenteeism	
	Gambling	
	Theft	
	Consumption of alcoholic drinks	
	Serious cyber offences	
	Forgery	
	Cheating in assessments and examinations	
	Extortion or blackmail	
	Bringing dishonour to the school name through inappropriate conduct, acts or behaviour in public or online	
	Damage to school property or other acts of vandalism	
	Arson	
	Assault / Fighting	
	Bullying / Cyber-bullying	
	Gangsterism	
	Possession of dangerous weapons	
	Possession/ Consumption/ Distribution of e-cigarettes or other tobacco products	
	Drug / Inhalant abuse	
	Possession or distribution of pornography	
	Sexual misconduct	

**Level 1 offences to be addressed by Subject Teachers and /or Form Teachers**

**Level 2 offences to be addressed by Level Manager**

**Level 3 offences to be addressed by HOD or SH Student Management**

# WEIGHT INDICATOR DESCRIPTORS

## BMI-for-age for Boys

Age	Severely Underweight <3 <sup>rd</sup> percentile	Underweight 3 <sup>rd</sup> - <5 <sup>th</sup> percentile	Acceptable 5 <sup>th</sup> - < 85 <sup>th</sup> percentile	Acceptable 85 <sup>th</sup> - < 90 <sup>th</sup> percentile	Overweight 90 <sup>th</sup> - < 97 <sup>th</sup> percentile	Severely Overweight ≥ 97 <sup>th</sup> percentile
12	≤ 14.4	14.5 - 14.8	14.9 - 22.8	22.9 - 24.3	24.4 - 29.2	≥ 29.3
13	≤ 14.7	14.8 - 15.1	15.2 - 23.5	23.6 - 25.0	25.1 - 30.0	≥ 30.1
14	≤ 15.0	15.1 - 15.4	15.5 - 24.0	24.1 - 25.5	25.6 - 30.6	≥ 30.7
15	≤ 15.3	15.4 - 15.8	15.9 - 24.5	24.6 - 26.1	26.2 - 31.2	≥ 31.3
16	≤ 15.6	15.7 - 16.1	16.2 - 25.0	25.1 - 26.5	26.6 - 31.7	≥ 31.8
17	≤ 15.9	16.0 - 16.3	16.4 - 25.4	25.5 - 27.0	27.1 - 32.1	≥ 32.2
18	≤ 16.1	16.2 - 16.6	16.7 - 25.8	25.9 - 27.4	27.5 - 32.4	≥ 32.5
19 and above	≤ 18.4		18.5 - 24.9		25.0 - 29.9	≥ 30.0

## BMI-for-age for Girls

Age	Severely Underweight <3 <sup>rd</sup> percentile	Underweight 3 <sup>rd</sup> - <5 <sup>th</sup> percentile	Acceptable 5 <sup>th</sup> - < 85 <sup>th</sup> percentile	Acceptable 85 <sup>th</sup> - < 90 <sup>th</sup> percentile	Overweight 90 <sup>th</sup> - < 97 <sup>th</sup> percentile	Severely Overweight ≥ 97 <sup>th</sup> percentile
12	≤ 14.4	14.5 - 14.8	14.9 - 22.1	22.2 - 23.4	23.5 - 27.5	≥ 27.6
13	≤ 14.8	14.9 - 15.2	15.3 - 22.7	22.8 - 24.0	24.1 - 28.3	≥ 28.4
14	≤ 15.1	15.2 - 15.5	15.6 - 23.2	23.3 - 24.6	24.7 - 28.9	≥ 29.0
15	≤ 15.4	15.5 - 15.8	15.9 - 23.7	23.8 - 25.0	25.1 - 29.4	≥ 29.5
16	≤ 15.7	15.8 - 16.1	16.2 - 24.0	24.1 - 25.4	25.5 - 29.7	≥ 29.8
17	≤ 15.9	16.0 - 16.3	16.4 - 24.3	24.4 - 25.7	25.8 - 30.0	≥ 30.1
18	≤ 16.1	16.2 - 16.5	16.6 - 24.6	24.7 - 25.9	26.0 - 30.3	≥ 30.4
19 and above	≤ 18.4		18.5 - 24.9		25.0 - 29.9	≥ 30.0

\* Note: For aged 19 and above, the students will follow the adults BMI norms



# NAPFA STANDARDS (SECONDARY)



## STANDARDS FOR MALES

Age group	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	A	5	>41	>202cm	>39cm	>24	<10.4 sec	<12:01
	B	4	36-41	189-202	36-39	21-24	10.4-10.9	12:01-13:10
	C	3	32-35	176-188	32-35	16-20	11.0-11.3	13:11-14:20
	D	2	27-31	163-175	28-31	11-15	11.4-11.7	14:21-15:30
	E	1	22-26	150-162	23-27	5-10	11.8-12.2	15:31-16:50
13	A	5	>42	>214cm	>41cm	>25	<10.3 sec	<11:31
	B	4	38-42	202-214	38-41	22-25	10.3-10.7	11:31-12:30
	C	3	34-37	189-201	34-37	17-21	10.8-11.1	12:31-13:40
	D	2	29-33	176-188	30-33	12-16	11.2-11.5	13:41-14:50
	E	1	25-28	164-175	25-29	7-11	11.6-11.9	14:51-16:00
14	A	5	>42	>225cm	>43cm	>26	<10.2 sec	<11:01
	B	4	40-42	216-225	40-43	23-26	10.2-10.4	11:01-12:00
	C	3	37-39	206-215	36-39	18-22	10.5-10.8	12:01-13:00
	D	2	33-36	196-205	32-35	13-17	10.9-11.2	13:01-14:10
	E	1	29-32	186-195	27-31	8-12	11.3-11.6	14:11-15:20
15	A	5	>42	>237cm	>45cm	>7	<10.2 sec	<10:41
	B	4	40-42	228-237	42-45	6-7	10.2-10.3	10:41-11:40
	C	3	37-39	218-227	38-41	5	10.4-10.5	11:41-12:40
	D	2	34-36	208-217	34-37	3-4	10.6-10.9	12:41-13:40
	E	1	30-33	198-207	29-33	1-2	11.0-11.3	13:41-14:40
16	A	5	>42	>245cm	>47cm	>8	<10.2 sec	<10:31
	B	4	40 - 42	236-245	44-47	7-8	10.2-10.3	10:31-11:30
	C	3	37 - 39	226-235	40-43	5-6	10.4-10.5	11:31-12:20
	D	2	34 - 36	216-225	36-39	3-4	10.6-10.7	12:21-13:20
	E	1	31 - 33	206-215	31-35	1-2	10.8-11.1	13:21-14:10
17	A	5	>42	>249cm	>48cm	>9	<10.2 sec	<10:21
	B	4	40-42	240-249	45-48	8-9	10.2-10.3	10:21-11:10
	C	3	37-39	230-239	41-44	6-7	10.4-10.5	11:11-12:00
	D	2	34-36	220-229	37-40	4-5	10.6-10.7	12:01-12:50
	E	1	31-33	210-219	32-36	2-3	10.8-10.9	12:51-13:40
18	A	5	>42	>251cm	>48cm	>10	<10.2 sec	<10:21
	B	4	40-42	242-251	45-48	9-10	10.2-10.3	10:21-11:10
	C	3	37-39	232-241	41-44	7-8	10.4-10.5	11:11-11:50
	D	2	34-36	222-231	37-40	5-6	10.6-10.7	11:51-12:40
	E	1	31-33	212-221	32-36	3-4	10.8-10.9	12:41-13:30
19	A	5	>42	>251cm	>48cm	>10	<10.2 sec	<10:21
	B	4	40-42	242-251	45-48	9-10	10.2-10.3	10:21-11:00
	C	3	37-39	232-241	41-44	7-8	10.4-10.5	11:01-11:40
	D	2	34-36	222-231	37-40	5-6	10.6-10.7	11:41-12:30
	E	1	31-33	212-221	32-36	3-4	10.8-10.9	12:31-13:20

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)



## STANDARDS FOR FEMALES

Age group	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	A	5	>29	>167cm	>39cm	>15	<11.5 sec	<14:41
	B	4	25-29	159-167	37-39	13-15	11.5-11.9	14:41-15:40
	C	3	21-24	150-158	34-36	10-12	12.0-12.3	15:41-16:40
	D	2	17-20	141-149	30-33	7-9	12.4-12.7	16:41-17:40
	E	1	13-16	132-140	25-29	3-6	12.8-13.2	17:41-18:40
13	A	5	>30	>170cm	>41cm	>16	<11.3 sec	<14:31
	B	4	26-30	162-170	39-41	13-16	11.3-11.7	14:31-15:30
	C	3	22-25	153-161	36-38	10-12	11.8-12.2	15:31-16:30
	D	2	18-21	144-152	32-35	7-9	12.3-12.7	16:31-17:30
	E	1	14-17	135-143	27-31	3-6	12.8-13.2	17:31-18:30
14	A	5	>30	>177cm	>43cm	>16	<11.5 sec	<14:21
	B	4	28-30	169-177	41-43	14-16	11.5-11.8	14:21-15:20
	C	3	24-27	160-168	38-40	10-13	11.9-12.2	15:21-16:20
	D	2	20-23	151-159	34-37	7-9	12.3-12.6	16:21-17:20
	E	1	16-19	142-150	29-33	3-6	12.7-13.0	17:21-18:20
15	A	5	>30	>182cm	>45cm	>16	<11.3 sec	<14:11
	B	4	29-30	174-182	43-45	14-16	11.3-11.6	14:11-15:10
	C	3	25-28	165-173	39-42	10-13	11.7-12.0	15:11-16:10
	D	2	21-24	156-164	35-38	7-9	12.1-12.4	16:11-17:10
	E	1	17-20	147-155	30-34	3-6	12.5-12.8	17:11-18:10
16	A	5	>30	>186cm	>46cm	>17	<11.3 sec	<14:01
	B	4	29-30	178-186	44-46	14-17	11.3-11.5	14:01-15:00
	C	3	26-28	169-177	40-43	11-13	11.6-11.8	15:01-16:00
	D	2	22-25	160-168	36-39	7-10	11.9-12.2	16:01-17:00
	E	1	18-21	151-159	31-35	3-6	12.3-12.6	17:01-17:50
17	A	5	>30	>189cm	>46cm	>17	<11.3 sec	<14:01
	B	4	29-30	181-189	44-46	14-17	11.3-11.5	14:01-14:50
	C	3	27-28	172-180	40-43	11-13	11.6-11.8	14:51-15:50
	D	2	23-26	163-171	36-39	7-10	11.9-12.1	15:51-16:40
	E	1	19-22	154-162	32-35	3-6	12.2-12.5	16:41-17:30
18	A	5	>30	>192cm	>46cm	>17	<11.3 sec	<14:01
	B	4	29-30	183-192	44-46	15-17	11.3-11.5	14:01-14:50
	C	3	27-28	174-182	40-43	11-14	11.6-11.8	14:51-15:40
	D	2	24-26	165-173	36-39	8-10	11.9-12.1	15:41-16:30
	E	1	20-23	156-164	32-35	4-7	12.2-12.4	16:31-17:20
19	A	5	>30	>195cm	>45cm	>17	<11.3 sec	<14:21
	B	4	29-30	185-195	43-45	15-17	11.3-11.5	14:21-14:50
	C	3	27-28	174-184	39-42	11-14	11.6-11.8	14:51-15:30
	D	2	24-26	165-173	36-38	8-10	11.9-12.1	15:31-16:20
	E	1	21-23	156-164	32-35	5-7	12.2-12.4	16:21-17:10

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

# CCE RESOURCES

## Mental Wellness Tips

- 1) Get sufficient sleep (and have a sleep schedule) so that you can:
  - Focus better,
  - Understand new concepts faster,
  - Able to regulate emotions well,
  - Become less irritable.
- 2) Exercise regularly.
  - Get at least 150 minutes of moderate aerobic activity or 75 minutes of vigorous aerobic activity a week. A general goal is to aim for about 30 minutes of moderate activity daily.
  - Find a sustainable activity that you enjoy. This will also help you to sleep better.
- 3) Eat healthily.
  - Have a balanced diet of carbohydrates, proteins, fruits and vegetables daily. You can refer to [Health Hub website](#) on how a healthy meal looks like.
  - Drink plenty of water instead of canned drinks.



- 4) Study effectively:
  - Ensure that you have all your materials at your study area before you start studying.
  - Plan early in how you would like to balance your week that includes studying.
  - You might want to attempt more challenging topics before easier ones when you plan your study schedule.
  - Clarify your doubts on topics you are unsure of early.
- 5) Manage your capacity and time:
  - Have a realistic view about your own capacity and how to manage your time better. If you are unable to cope, speak to a trusted adult who will be able to help you in this area.
  - Prioritize the important things that need to be completed in the day.
- 6) Manage your Inner voice:
  - Be aware of any negative thoughts that distract you and stop those thoughts.
  - Exchange negative statements to positive ones. From “I am going to fail” to “I am going to do my best”.
- 7) Talk to friends or family members that can help
  - Identify friends or family members who are positive influences on you and talk to them when you feel overwhelmed.
- 8) Practice Deep Breathing:
  - This will help to create the body’s natural ability to relax. Close your eyes and get into a comfortable position. Place one hand on the stomach and the other on the chest. Take a deep breath through your nose and exhale through your mouth slowly. You should feel your belly rise more than your chest. Pay attention to how your body relaxes. Repeat.
  - This increases the oxygen intake to the brain and calms the part of the nervous system that handles the ability to relax
- 9) Engage in an activity that you enjoy daily like cycling, listening to calming music, drawing, journaling, baking, etc.
- 10) Make an appointment with the School Counsellor for additional support.

## Education & Career Guidance Information Resource.

### Post-Secondary Options for Sec 4 Express / 5 Normal (Academic) students

- For more information, refer to <https://www.moe.gov.sg/education/post-secondary>.
- Information provided below is accurate as of December 2022.

GCE 'A' Level Course at Junior Colleges (JC)		
Entry Requirement: Raw L1R5 ≤ 20 points (excluding bonus points)		
<b>L1</b>	First Language	English/Higher Mother Tongue Language
<b>R5</b>	Relevant Subject 1	Humanities*
	Relevant Subject 2	Mathematics/Science^
	Relevant Subject 3	Humanities*/Mathematics/Science^
	Relevant Subject 4	Any GCE 'O' level subjects (excluding CCA)
	Relevant Subject 5	Any GCE 'O' level subjects (excluding CCA)

Note:

- For entry to Millennia Institute (MI), Raw L1R4 is used.
- To be eligible for admission to JC or MI, students must also meet the grade requirements for specific subjects. Refer to the Joint Admissions Exercise booklet for more information.

Diploma Course at Polytechnics					
Entry Requirement: Net ELR2B2 ≤ 26 points (including CCA bonus points)					
Aggregate Type		Arts/Media/ Humanities Courses (ELR2B2-A)	Business Courses (ELR2B2-B)	Science and Technology Courses (ELR2B2-C)	Design Courses (ELR2B2-D)
<b>EL</b>		English Language			
<b>R2</b>	<b>1<sup>st</sup> Subject</b>	Art Humanities*	Elementary Mathematics / Additional Mathematics		
	<b>2<sup>nd</sup> Subject</b>	A Math/E Math Art D&T Humanities* POA Mother Tongue	Art Humanities* POA	Science^ D&T	Art Science^ D&T
<b>B2</b>		Best 2 other subjects (Excluding CCA)			

2-Year <i>Higher Nitec</i> Courses at Institute of Technical Education (ITE)						
Services Courses (ELB4-A)		Business Courses (ELR1B3-B)		Chemical or BioTechnology/ Architecture / Engineering / ICT Courses (ELR2B2-C)		
EL	English Language	EL	English Language	EL		English Language
B4	Best 4 other subjects (Excluding CCA)	R1	E Math/A Math/ POA	R2	1 <sup>st</sup> Subject	E Math/A Math
		B3	Best 3 other subjects (Excluding CCA)		2 <sup>nd</sup> Subject	Science^ D&T
			B2		Best 2 other subjects (Excluding CCA)	

*Note: To be eligible for admission to Polytechnics or ITE, students must also meet the minimum entry requirements of the course. Refer to the Joint Admissions Exercise booklet for more information*

*\* Humanities: Can be Combined Humanities or Pure Literature.*

*^ Science: Can be Combined Science or Pure Chemistry/ Physics/ Biology.*

## Polytechnic Foundation Programme (PFP) for Sec 4 Normal (Academic) students

The Polytechnic Foundation Programme (PFP) is a diploma-specific foundation programme conducted over two academic semesters at the polytechnics. It caters to students in the Normal (Academic) course who have decided to pursue a polytechnic education and meet the PFP eligibility requirements at the end of Secondary 4. Secondary 4N(A) students who have sat for subjects at the GCE O-Level can apply for the PFP by combining their GCE N and O-Level examination results to compute their eligibility. If a student takes the same subject at both the GCE N and O-Level, only the better grade will be computed for the aggregate score.

### Eligibility Requirements:

- Raw ELMAB3 (English Language, Mathematics, Best 3 Subjects)  $\leq$  12 points (excluding CCA bonus points)
- Students must also obtain the following:

Group 1 Courses (Engineering / Science / IT / Design)	Minimum Required Grades
English Language Syllabus A	3
Mathematics (Syllabus A/ Additional)	3
One of the following subjects: <ul style="list-style-type: none"><li>- Design &amp; Technology</li><li>- Science (Chemistry + Biology)</li><li>- Science (Chemistry + Physics)</li></ul>	3
Any two other subjects excluding CCA	4 #

Group 2 Courses (Business / Humanities / Media)	Minimum Required Grades
English Language Syllabus A	2
Mathematics (Syllabus A/ Additional)	3
One of the following subjects: <ul style="list-style-type: none"><li>- Art</li><li>- Humanities ^</li><li>- POA</li></ul>	3
Any two other subjects excluding CCA	4 #

\* Humanities: Can be Combined Humanities or Pure Literature.

# Minimum Required Grades of any two other subjects (excluding CCA) will be adjusted from Grade 3 to Grade 4 for graduating cohort 2023 onwards.

## Direct Entry Scheme to Polytechnic Programme (DPP) for Sec 4 Normal (Academic) students

The Direct-Entry-Scheme to Polytechnic Programme (DPP) prepares students for progression into selected polytechnic diploma courses via a two-year *Higher Nitec* course at ITE. Under the DPP, students who successfully complete their *Higher Nitec* course and attain the required minimum qualifying *Higher Nitec* Grade Point Average (GPA) are guaranteed a place in a polytechnic diploma course mapped to their *Higher Nitec* course. Upon the release of the GCE N-Level examination results, eligible Secondary 4N(A) students can apply for the DPP using their GCE N-Level examination results and school-based GCE O-Level preliminary examinations, if applicable.

### Eligibility Requirements:

- Raw ELMAB3 (English Language, Mathematics, Best 3 Subjects)  $\leq 19$  points (excluding CCA bonus points)
- Students must also obtain the following:

Applied Sciences, Engineering and ICT <i>Higher Nitec</i> DPP Courses	Minimum Required Grades
English Language Syllabus A	4
Mathematics (Syllabus A/ Additional)	4
Any three other subjects excluding CCA	5

Business & Services <i>Higher Nitec</i> DPP Courses	Minimum Required Grades
English Language Syllabus A	3
Mathematics (Syllabus A/ Additional)	4
Any three other subjects excluding CCA	5

## NAFA Foundation Programme (NFP) for Sec 4 Normal (Academic) students

The NAFA Foundation Programme (NFP) is a one-year bridging course that prepares students for a successful enrolment and completion of a diploma course at NAFA. In this course, a wide range of subjects will be taught, which aims to equip students with broad skillsets as well as to develop their technical, artistic and literacy skills.

### Eligibility Requirements:

- Raw ELMAB3 (English Language, Mathematics, Best 3 Subjects) raw aggregate score  $\leq 15$  points (excluding CCA bonus points)
- Applicants who score Grade 4 and above in English language will be required to attend an interview.
- Applicants must pass an admission test or audition, depending on their selected course of study. Applicants may be asked to attend an interview.

Successful applicants will be given a conditional offer of admission to the diploma courses. Upon the successful completion of the NFP, students will be offered a place in their chosen diploma course.



### **3-Year *Higher Nitec* and 2-Year *Nitec* for graduating students with GCE N (Technical and Academic) and GCE O-Level qualifications**

Starting with selected courses in Academic Year 2022, ITE has introduced a new 3-year *Higher Nitec* full-time programme, which will allow students to attain a *Higher Nitec* qualification directly, in only three years instead of the current four years.

Normal (Academic) and Normal (Technical) students can apply for this new 3-year *Higher Nitec* programme using the existing *Nitec* entry requirements.

O-level and DPP Normal (Academic) students will join the programme directly in the second year and will continue to attain their *Higher Nitec* in 2 years.

ITE will adopt a phased implementation approach beginning with eleven *Higher Nitec* courses in Academic Year (AY) 2023:

- *Higher Nitec* in Accounting
- *Higher Nitec* in Sport Management
- *Higher Nitec* in AI Applications
- *Higher Nitec* in Business Information Systems
- *Higher Nitec* in Cyber & Network Security
- *Higher Nitec* in Data Engineering
- *Higher Nitec* in Electronics Engineering
- *Higher Nitec* in Immersive Applications & Game
- *Higher Nitec* in IT Systems & Networks
- *Higher Nitec* in IT Applications Development
- *Higher Nitec* in Security System Integration

Students may apply for admission to these courses through the Early Admissions Exercise (EAE) in May or the Joint Intake Exercise (JIE) in December, during the year of application.

For more information on the list of 3-Year *Higher Nitec* and 2-Year *Nitec* courses, please refer to <https://www.ite.edu.sg/courses/full-time-courses/nitec-and-3-year-higher-nitec>

# MOE FINANCIAL ASSISTANCE

Eligibility Criteria	
a)	Student is Singaporean Citizen
b)	<p>The family's Gross Household Income (GHI) does not exceed \$3,000 per month; <b>OR</b>                      The family's Per Capita Income (PCI) not exceeding \$750 per month.</p> <p>(PCI is computed by dividing the gross household income by the number of members in the household.)</p>

Benefits Under the Scheme (Secondary Level)	
School Fees	Full waiver of \$5.00 per month
Standard Miscellaneous Fees	Full waiver of \$10.00 per month
Textbooks	Free textbooks, workbooks and writing materials in the approved school booklist.
School Attire	Free school attire (eligible for up to 2 sets of uniform, 2 sets of PE attire, a pair of shoes and 2 pairs of socks in each academic year.)
Bursary	Not applicable
Transport <sup>^</sup>	\$17 transport credit per month if your child takes public transport
Meals <sup>*</sup>	A \$3.50 per meal subsidy of school meals, applicable to 10 meals per school week.

*\*The school meal subsidy will only be provided from the month after your application is approved. There will be no reimbursement or retrospective subsidy for school meals incurred in the months prior or in which your application is approved.*

*^The public transport subsidy will be pro-rated based on the number of remaining months in the calendar year after your application is approved.*

Students who wish to apply for the scheme can submit via the following ways:

1. Apply through the FormSG directly: <https://go.gov.sg/moe-efas>; OR
2. Submit the completed application form with the relevant supporting documents to the School's General Office.
  - The application form can be downloaded from the following link: <https://www.moe.gov.sg/financial-matters/-/media/932c5159d07c4a128d30374925806a6a.ashx> or a hardcopy form can be obtained from the School's General Office.

# **GENERAL SAFETY**

## **Safety Vision**

A safety culture facilitating effective teaching and learning.

## **School Safety Philosophy**

Together, we create a safe and secure school environment for everyone.

## **School Safety Management**

### **Hazard Reporting**

Hazard is danger or risk presented by an occurrence, such as defective building feature, unplanned activity or presence of dangerous items or animals (e.g., snake in the garden). When a hazard is observed, it must be immediately reported to the Operations Manager to be dealt with. The report can be made at the General Office or through phone at 6259 3811.

### **Near Miss Reporting**

Near miss is a 'close call', an unplanned event that threatens human safety (e.g., narrowly missed being hit by a falling branch). By reporting the incident, it will help the school look into preventive measures to prevent future occurrences. Near miss incidents are to be reported to the Operations Manager, similar to Hazard Reporting.

### **Lightning Risk**

Our school has a Lightning Risk Alert System to provide warning to students and staff exposed to lightning risk when it is present. There is a warning siren and beacon situated at both sides of the parade square which will blast a short siren to be followed by flashing beacons for the entire period where the risk is present. Everyone in the open field and parade square are to immediately seek shelter at the school blocks and will remain so until the beacons stop flashing.

### **Haze Crisis**

In the event of haze crisis where the 24hr PSI reading exceeds 100, prolonged and strenuous outdoor physical activities will be reduced or ceased. Students are to listen to the announcements from the school's public address system and comply with the instructions.

## **Flu Pandemic**

In the event of flu pandemic, the school and MOE will advise parents/guardians on the safety measures that will be implemented in the school. Depending on the Disease Outbreak Response Condition (DORSON) announced by the government, the school will provide the appropriate safety instructions to students for compliance. The concerted efforts of school and parents/guardians will make the school a safe place for students to continue lessons in the pandemic.

## **Road Safety**

### **Parents Driving Students to School**

- Be alert when making the turn into the school along Bishan Street 13. Anticipate school children and pedestrians crossing the school Main Gate.
- The speed limit for all vehicles within the school premises is restricted to 15 km/hour and drivers shall comply with the instructions given by the security guards and road signs.
- The pick-up / drop-off point is at the roundabout car porch outside the General Office.
- Driver must remain in the car while in the driveway zone and not to leave the car, however momentarily. If there is a need to leave the car, the driver is expected to park in the designated lots.
- Passengers must enter and exit from the left side of the vehicle only. This is a safety precautionary measure.

### **Road Safety for Students**

- Students shall use the traffic lights on either side of the Main Gate to cross the road (Bishan Street 13). Students shall not jay walk and offenders will be disciplined.
- Students are not allowed to cross at the Main Gate during the morning peak hour due to heavy traffic approaching the school Main Gate from both sides of Bishan Street 13. They shall use the pedestrian gates at the Main Gate (Gate A1) and at the Indoor Sports Hall or ISH (Turnstile Gate B1) to enter the school. Gate B1 will be opened from 6.00am to 7.30am on school days.

### **Road Safety for Cyclists**

- Students who wish to cycle to school must be registered with the Operations Manager.
- Students are not allowed to cycle into the school compound. At the Main Gate, they must disembark and push their bicycles along the footpaths.
- Cyclists are required to park their bicycles at the bicycle stand behind Block A.
- No-one is allowed to ride a bicycle within the school compound.

### Use of Personal Mobility Devices (PMDs)

- PMDs are not allowed to be used in the school compound.
- Permission must be sought from Operations Manager at the General Office to bring a PMD into school.
- No charging of PMD is allowed in the school.
- Any violation of safety rules may result in the confiscation of the PMDs.

### **Emergency Evacuation**

- Upon hearing the fire alarm ringing continuously, listen for instructions over the public address system for evacuation instructions.
- Upon order to evacuate, turn off all lights, air conditioners, fans and electrical appliances.
- Walk briskly and orderly to the Assembly Area by the designated route.
- Help those with difficulties in walking, if necessary.
- Check that buddy is present and inform teacher immediately if he/she is missing.
- Cooperate during roll-call and wait for further instructions from teacher.
- Do not leave the Assembly Area without permission.

### **Feeling ill**

- When feeling ill, report immediately to teacher. If teacher is not around, report to General Office. Seek support from fellow students if help is needed in movement.
- Inform Form Teacher and rest in sick bay until well enough to resume lesson or call parents / guardians to bring student home.
- While at sick bay and waiting for parents / guardians, surgical mask is to be drawn from the General Office and be worn if student is showing signs of flu (fever, coughing, running nose, nausea).

### **Injuries**

- When injury occurs during a school activity, report to teacher and go to General Office to seek treatment.
- First aid will be rendered to students and parents / guardians will be contacted to bring the student to seek medical help at clinic or general hospital.
- If evacuation to hospital by ambulance is required, the parents / guardians will follow student to hospital from the school.
- Incident report will be filed by teacher / staff immediately at the General Office.
- Parents to seek Admin Manager's assistance to file insurance claim through the school (if valid).

## SCIENCE LABORATORY SAFETY RULES

- Students must not enter or work in laboratories unless a teacher is present.
- Laboratory storerooms and preparation rooms are out of bounds to all students.
- Long hair should be tied back to avoid any interferences with laboratory work.
- Eating and drinking are prohibited in laboratories.
- Safety goggles must be worn when instructed by teacher.
- Hands must always be thoroughly washed before leaving the laboratory, regardless of whether or not gloves are worn.
- Damaged equipment, breakages, accidents and spillages should be reported to the teacher immediately.
- Broken thermometer with splattered mercury should be reported to the teacher immediately. **DO NOT** touch the mercury.
- Chemicals or other materials must never be tasted unless specifically directed by teacher.
- Students should not take apparatus or chemicals out of the laboratory without permission of a teacher.
- Place your bags under the table.
- Return apparatus in the same way it has been given unless otherwise stated.
- Queue in an orderly manner to collect apparatus.

# ART ROOM SAFETY RULES

## General Safety Rules

- Do not enter the Art room unless permission is given by the teacher.
- Art storerooms and project rooms are out of bounds to all students.
- Know the general safety rules, procedures concerning accident or fire such as evacuation route, location and use of first-aid items and fire-fighting equipment in the Art room.
- No practical work is to be carried out by any student without the presence of the teacher.
- Covered footwear must be worn at all times.
- Ensure good ventilation by opening windows and doors during works that involve volatile substances such as varnish, thinners, spray paints, glazes, adhesives, fixatives, etc .
- Pass flammable and hazardous waste to the teacher/ instructor for proper disposal.
- Always work thoughtfully and purposefully. Practical jokes and other acts of carelessness are strictly prohibited.
- Clean up the work area after each session.
- All accidents and injuries must be reported to the teacher immediately.
- When in doubt, always ask.

## Art Room Equipment/ Electrical Appliances Safety Rules

- Do not operate machines unless you have been instructed upon the correct use and are under close supervision of teacher.
- Always use the right tool for the right job and return it to its proper place after use.
- Exercise extreme care when handling sharp-pointed or sharp-edged tools.
- Do not use tools that are rusty, blunt, badly worn or in poor condition.
- Areas around electrical equipment should be kept dry.
- Do not handle electrical appliances or points when the hands are wet.

# DESIGN AND TECHNOLOGY WORKSHOP SAFETY RULES

## General Safety Rules

- Do not enter the Design and Technology (D&T) Workshop unless permission is given by the teacher/ instructor.
- D&T Wood Machinshop is out-of-bound to all students and all staff not trained in D&T teaching and learning.
- Know the general safety rules, procedures concerning accident or fire such as evacuation route, location and use of first-aid items and fire-fighting equipment in the D&T workshop.
- No practical work is to be carried out by any student without the presence of the teacher/ instructor.
- Wear covered footwear, and aprons or overalls (blue) properly so that they do not get in the way when working at the bench/equipment/machines.
- Do not wear long-sleeved shirts, school-ties, watches, rings, bracelets and bangles during practical sessions.
- Females with long hair should have the hair tied up neatly.
- Put on personal protective equipment (e.g. ear muffers, safety goggles, disposable face masks, gloves) in situations which require these protections.
- Ensure good ventilation by opening windows/ doors during works that involve volatile substances.
- Pass flammable and hazardous waste to the teacher/ instructor for proper disposal.
- Always work thoughtfully and purposefully. Practical jokes and other acts of carelessness are strictly prohibited.
- Clean up the work area after each practical session.
- All accidents and injuries must be reported to the teacher/ instructor immediately.
- When in doubt, always ask.

## D&T Workshop Tools/ Equipment/ Electrical Appliances Safety Rules

- Do not operate machines unless you have been instructed upon the correct use and are under close supervision of teacher/ instructor
- Always use the right tool for the right job and return it to its proper place after use
- Exercise extreme care when handling sharp-pointed or sharp-edged tools
- Do not use tools that are blunt, badly worn, mushroomed or in poor condition
- Areas around electrical equipment should be kept dry
- Do not handle electrical appliances or points when the hands are wet
- In case of emergency, use the emergency-stop switches to stop the electrical machines in the workshop



# FOOD LABORATORY SAFETY RULES

## General Safety Rules

- Do not enter the Food Lab unless permission is given by the teacher.
- Food lab prep room is out-of-bounds to all students.
- Know the general safety rules, procedures concerning accident or fire such as evacuation route, location and use of first-aid items and fire-fighting equipment in the Food Lab.
- No practical work is to be carried out by any student without the presence of the teacher.
- Covered footwear must be worn at all times.
- Wear aprons or overalls (white) properly so that they do not get in the way when working at the equipment/machines.
- Females with long hair should have the hair tied up neatly.
- Ensure good ventilation by opening windows and doors.
- Close the gas supply after use.
- Always work thoughtfully and purposefully. Practical jokes and other acts of carelessness are strictly prohibited.
- Clean up the work area after each session.
- All accidents and injuries must be reported to the teacher immediately.
- When in doubt, always ask.

## Food Lab Tools/ Equipment/ Electrical Appliances Safety Rules

- Do not operate machines unless you have been instructed upon the correct use and are under close supervision of teacher
- Always use the right tool for the right job and return it to its proper place after use
- Exercise extreme care when handling sharp-pointed or sharp-edged tools
- Do not use tools that are rusty, blunt, badly worn or in poor condition
- Areas around electrical equipment should be kept dry
- Do not handle electrical appliances or points when the hands are wet

# SCHOOL TERMS & HOLIDAY 2023

The School Terms and Holidays for year 2023 are as follows

## SCHOOL TERM

Term I	: Tue 3 Jan to Fri 10 Mar
Term II	: Mon 20 Mar to Fri 26 May
Term III	: Mon 26 Jun to Fri 1 Sep
Term IV	: Mon 11 Sep to *Fri 17 Nov

*\* Last day of final term for schools which will be used as venues for the GCE O Level written examinations is Fri, 27 Oct.*

## SCHOOL HOLIDAYS

Between Terms I & II	: Sat 11 Mar to Sun 19 Mar
Between Semesters I & II	: Sat 27 May to Sun 25 Jun
Between Terms III & IV	: Sat 2 Sep to Sun 10 Sep
At End of School Year	: Sat 18 Nov to Sat 31 Dec

## SCHEDULED PUBLIC HOLIDAYS

New Year's Day	*Sun 1 Jan
Chinese New Year	**Sun 22 Jan & Mon 23 Jan
Good Friday	Fri 7 Apr
Hari Raya Puasa	***Sat 22 Apr
Labour Day	Mon 1 May
Vesak Day	Fri 2 Jun
Hari Raya Haji	Thu 29 Jun
National Day	Wed 9 Aug
Deepavali	****Sun 12 Nov
Christmas Day	Mon 25 Dec

*\* Monday, 2 Jan, will be a public holiday.*

*\*\* Monday, 24 Jan, will be a public holiday*

*\*\*\* Monday, 24 Apr, will be a school holiday*

*\*\*\*\* Monday, 13 Nov, will be a public holiday*

## SCHEDULED SCHOOL HOLIDAYS

Youth Day	Sun 2 Jul (Mon 3 Jul is a scheduled school holiday)
Day after National Day	Thu 10 Aug
Teachers' Day	Fri 1 Sep

# CONTACT US

SCHOOL ADDRESS	10 Bishan Street 13 Singapore 579795
SCHOOL WEBSITE	<a href="http://www.kuochuanpresbyteriansec.moe.edu.sg">www.kuochuanpresbyteriansec.moe.edu.sg</a>
SCHOOL EMAIL	<a href="mailto:kcpss@moe.edu.sg">kcpss@moe.edu.sg</a>
SCHOOL TELEPHONE	62593811
FAX	63536535

# IMPORTANT TELEPHONE NUMBERS

POLICE	999
FIRE BRIGADE / AMBULANCE	995
SAMARITANS of SINGAPORE	1800 221 4444

Below are some useful helplines that you can tap on:

S/N	Agency	When to consider calling	Brief Description	Contact
<b>CHILDREN AND YOUTH</b>				
1	CHAT Hub (*SCAPE)	When information about mental health or assessment services is needed	CHAT- program that provides youth mental health info and free assessment services	6493 6500 <a href="mailto:chat@YouthInMind.sg">chat@YouthInMind.sg</a>
2	eC2.sg (Fei Yue Community Services)	If you feel a great need to talk to someone who will listen	An e-Counselling Centre built specially for Singaporean youths and young adults aged 12 - 25	<a href="http://www.eC2.sg">www.eC2.sg</a> (Quick Chat - Monday, Thursday, Friday 10am to 12pm, 2pm to 5pm (excluding Public Holidays))
3	Help123	When you feel that the digital devices are used excessively	A one-stop platform to address cyber wellness concerns faced by young people, parents, caregivers and educators	Call: 1800 6123 123 (Mon - Fri: 10am to 6pm) E-mail: <a href="mailto:hello@help123.sg">hello@help123.sg</a> (will respond within one working day) Visit <a href="http://help123.sg">help123.sg</a> for more resources
4	TOUCH Cyber Wellness	When you feel that the digital devices are used excessively	For responsible use of digital technologies aimed at children and youth	6730 9520 <a href="mailto:cyberwellness@touch.org.sg">cyberwellness@touch.org.sg</a>
5	Touchline (TOUCH Youth Services)	If you feel the need to speak to someone who can hear you out	For youth aged 12 - 19 who need someone to talk to	1800 377 2252 (Mon - Fri: 9am - 6pm)
<b>CHILD ABUSE/ CHILD PROTECTION</b>				
6	MSF (Ministry of Social and Family Services) Child Protection Service Hotline	When you feel that the safety of the child has been breached	Child Protection and welfare services	1800 777 0000 Mon - Fri: 8.30am - 5.30pm Sat: 8.30am - 1.00pm
7	Big Love Child Protection Specialist Centre	If you feel that the safety of the child has been compromised	Child Protection Specialist Centre that works with the child and family	6445 0400 Mon - Fri: 9am - 6pm
8	SAFE SPACE (Community-based Child Protection Specialist Centre)	If you feel that the safety of the child has been compromised	Child Protection Specialist Centre that works with the child and family	6266 0171 Mon - Fri: 9am - 1pm, 2pm - 6pm
<b>FAMILY VIOLENCE</b>				
9	Care Corner Project START	If there is verbal or physical violence occurring in your family	Intervention provided for families that experience family violence	6476 1482 Mon - Fri: 10am - 5pm
10	PAVE	If there is verbal or physical violence occurring in your family	Intervention provided for families that experience family violence	6555 0390 Mon - Fri: 9am - 6pm
<b>SUICIDE PREVENTION</b>				
11	Samaritans of Singapore (SOS)	If you feel you are in a crisis and need to talk to someone who will listen	Provide confidential emotional support for those in crisis, thinking of suicide or affected by suicide	1-767, 9151 1767 (WhatsApp), 1800 221 4444 (24 hrs) E-mail Befriending: <a href="mailto:pat@sso.org.sg">pat@sso.org.sg</a>
<b>MENTAL HEALTH</b>				
12	Child Guidance Clinic (CGC)	When emotional or behavioural issues might be different from others quite drastically	Any child or youth with significant or severe emotional and behavioural problems	6368 2000
13	Singapore Association for Mental Health (SAMH)	If you feel the need for further follow up after seeking professional help	Anyone with psychological, psychiatric, emotional or social issues	1800 283 7019 Mon - Fri: 9am - 6pm
14	Mental Health Helpline/ Mobile Crisis Service	If you feel that you are experiencing a mental health crisis and need advice on how to best proceed	Manned by trained counsellors from IMH for those requiring advice on mental health issues	6389 2222 (24 hrs)
<b>ADDICTIONS</b>				
15	National Addictions Management Service (NAMS)	If you feel the need to help break a particular bad habit	All Addictions Helpline - Problem Gambling Helpline	6732 6837 1800 6668668

## NOTES



Jesus said, "Come to Me, all you who are weary and burdened, and I will give you rest." Matthew 11:28

