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SINGAPORE FLAG, NATIONAL ANTHEM, PLEDGE



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.

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 unflinching quest for Truth, with God as our Mentor and Guide.

DESIRED OUTCOMES OF EDUCATION



Confident person

Has a zest for life, has a strong sense of right and wrong, is adaptable and resilient, Knows himself/herself, is discerning in judgement, thinks independently and critically, and communicates effectively.

Self-Directed Learner

Takes responsibility for his/her own learning, is curious, reflective and persevering in the lifelong pursuit of learning, driven by passion and purpose.

Concerned citizen

Rooted to Singapore, has a strong civic consciousness, is responsible to his/her family, community and nation, and takes active roles in improving the lives of others around him.

Active contributor

Empathetic and open-minded to collaborate effectively in teams, exercises initiatives, has courage to take risks responsibly, is innovative, and strives for excellence.



School Vision

A School on a Hill, shining a light for all

School Mission

With God as our guide, we nurture students who learn with confidence, excel with grace, lead with passion and serve with purpose in our communities.

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.

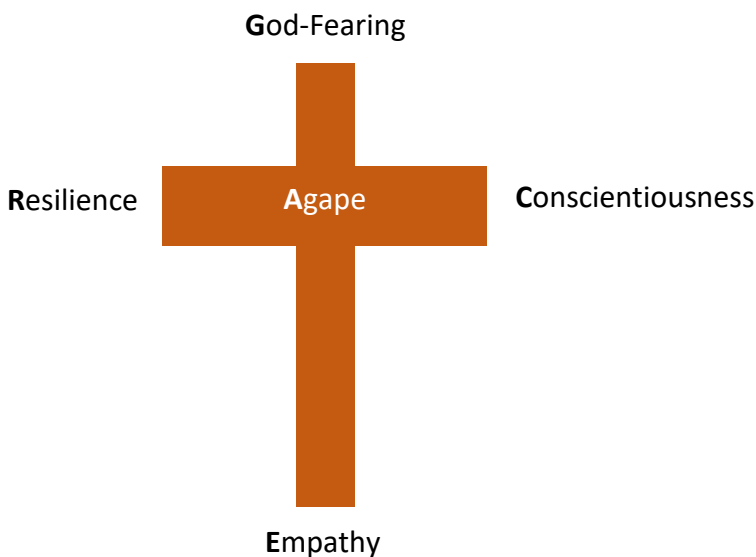
Rigour and Relevance of curriculum are integral to engagement in learning. We will thus be intentional in engaging students by providing sufficient challenge for growth and meaningful learning through the prescribed curriculum on a daily basis.

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.

SCHOOL VALUES

G.R.A.C.E.



| | | | | |
|---|--|--|---|--|
| <p>We develop a reverential relationship with God. (Mk 12:30)</p> | <p>We aspire to recover from setbacks and remain steadfast in working towards our goals. (Phil 3:14)</p> | <p>We will extend our love and care to people around us, just as God loves us unconditionally. (1 Cor 13:13)</p> | <p>Every KCPian strives to develop his/her fullest potential. (2 Tim 4:7)</p> | <p>Our compassionate God teaches us to be kind and forgiving towards one another. (Ep 4:32).</p> |
|---|--|--|---|--|

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 to 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



“Courage doesn't mean you don't get
afraid. Courage means you don't let
fear stop you.”

Bethany Hamilton

Motivational speaker

KCPSS Character and Citizenship Education

Character growth
through

G.R.A.C.E.

school values

God-fearing

Resilience

Agape

Conscientiousness

Empathy

Being an active citizen
with a will to act upon
improving the lives of others and
building a future for our nation



Being future ready
through
Education and Career Guidance



KCPSS Character and Citizenship Education

National Education (NE)

1 NE Core Events:
Total Defence Day
International Friendship Day
Racial Harmony Day
National Day

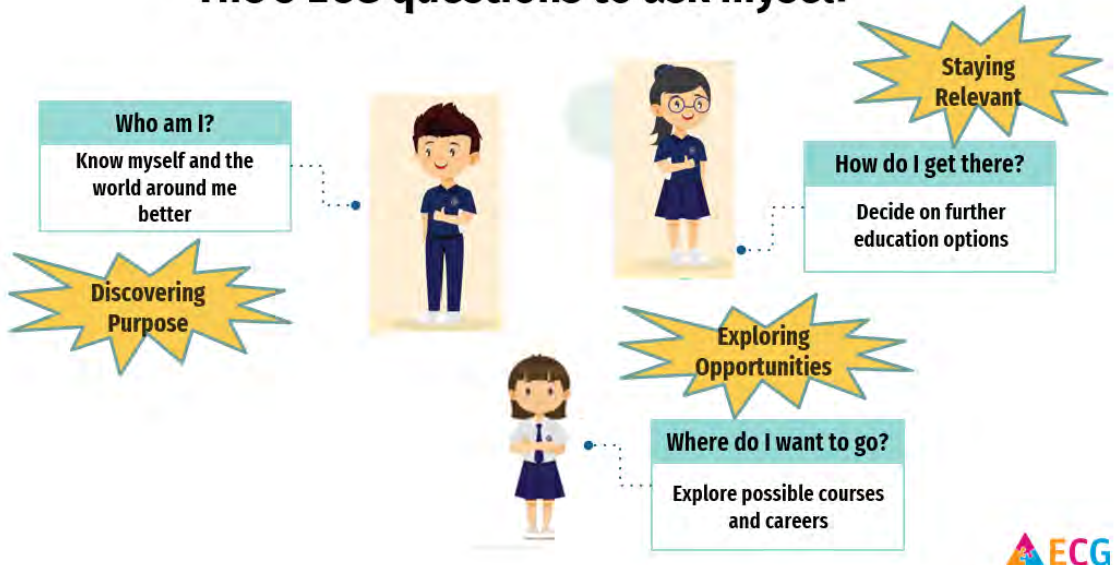
2 Student Development Experiences:
Sec 1 Learning Journey
Sec 2 Experiential Learning
Sec 3 NRIC Ceremony
Sec 4/5 NS Engagement

3 Reflection:
- MySkillsFuture Portal
- Reflection Journal / Log

Kolb's Experiential Learning Cycle:
Experience
Reflection
Abstraction
Next Steps

Education and Career Guidance (ECG)

The 3 ECG questions to ask myself



ECG Information Resource

Post-Secondary Options for Sec 4 Express / 5 Normal (Academic) students (Graduating Class 2024)

1. Explore diverse pathways following the completion of secondary education. For more information, refer to <https://www.moe.gov.sg/post-secondary> or download the [Post-Secondary Admissions Exercises booklet](#).
2. Information provided below is accurate as of December 2023.

GCE 'A' Level Course at Junior Colleges (JC)

Entry Requirement: Raw L1R5 ≤ 20 points (excluding bonus points)

| | | |
|-----------|--------------------|--|
| L1 | First Language | English/Higher Mother Tongue Language |
| R5 | 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:

- a. For entry to *Millennia Institute (MI)*, Raw L1R4 is used.
- b. To be eligible for admission to JC or MI, students must also meet the grade requirements for specific subjects. Refer to <https://www.moe.gov.sg/post-secondary/admissions/jae/junior-colleges-and-millennia-institute> for more information.
- c. Access current information on JCs and MI through [SchoolFinder](#).

ECG Information Resource

| 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) |
| EL | English Language | | | |
| R2 | 1st Subject | Art Humanities* | Elementary Mathematics / Additional Mathematics | |
| | 2nd Subject | A Math/E Math Art D&T Humanities* POA Mother Tongue | Art Humanities* POA | Science^ D&T |
| B2 | Best 2 other subjects (Excluding CCA) | | | |

ECG Information Resource

| 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 st Subject | E Math/A Math |
| | | B3 | Best 3 other subjects (Excluding CCA) | | 2 nd 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 (MER) of the course. Explore course details in [CourseFinder](#) or refer to [this document](#) for consolidated MER information across all courses.

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

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

ECG Information Resource

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">- Design & Technology- Science (Chemistry + Biology)- Science (Chemistry + Physics) | 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">- Art- Humanities ^- POA | 3 |
| Any two other subjects excluding CCA | 4 |

Note: Refer to <https://www.moe.gov.sg/post-secondary/admissions/pfp> for more information.

* Humanities: Can be Combined Humanities or Pure Literature.

ECG Information Resource

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 |

Note: Refer to <https://www.moe.gov.sg/post-secondary/admissions/dpp> and <https://www.ite.edu.sg/courses/full-time-courses/higher-nitec-for-dpp> for more information.

ECG Information Resource

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 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 skill sets as well as to develop their technical, artistic and literacy skills.

Eligibility Requirements:

- Raw ELMAB3 (English Language, Mathematics, Best 3 Subjects) raw aggregate score ≤ 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.

Note: NAFA applications are not included in the Joint Intake Exercise (JIE) and should be directly submitted to the institution. For further details, visit <https://www.nafa.edu.sg/programmes/foundation>.

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.

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.

In Academic Year 2024, ITE will provide 25 3-year Higher Nitec courses. For details, visit <https://www.ite.edu.sg/courses/full-time-courses/nitec-and-3-year-higher-nitec> or refer to the course booklet at <https://go.gov.sg/ite-course-booklet-2024>

BEING READY LEARNERS



BE PUNCTUAL

I will strive to be punctual for all lessons and in submitting our work



BE PREPARED

I will keep my classroom clean and tidy, put away my devices and take out what I need.



BE PARTICIPATIVE

Participate actively.
Listen attentively.



BEFORE SPEAKING



T

Is it true?

H

Is it helpful?

I

Is it inspiring?

N

Is it necessary?

K

Is it kind?



'Kind words can be short and easy to speak, but their echoes are truly endless.' - Mother Teresa

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.

KCPSS iPad Acceptable Use Policy (AUP)

Expected Behaviour for use of devices

| School Values | Expected Behaviour |
|---------------|--|
| G | Guard your iPad, take care of it and keep it safe! |
| R | Respect others online and be Responsible when using your iPad |
| A | Activate your thinking and learn by collaborating actively |
| C | Charge your iPad fully everyday before coming to school |
| E | Empower 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) |

4 simple steps to counter cyberbullying



responding/communicating.
You can leave the chat group/game/room.



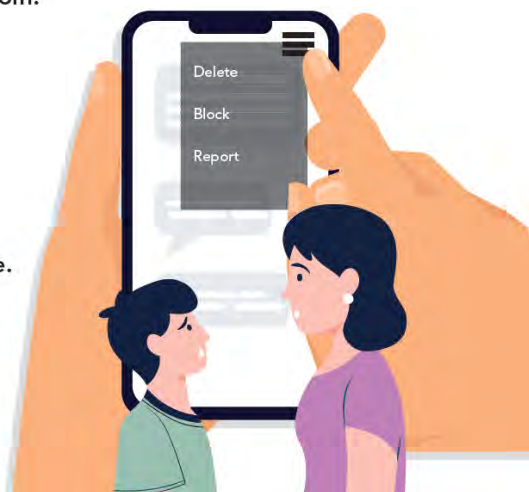
or unfollow the cyberbully.



a copy of the bullying post as evidence.



a trusted adult about the bullying.



INFORMATION ON HANDPHONE LOCKER

[new in 2024]

KCPians are focused on their learning, free from distractions in the use of electronic devices* during curriculum time.

All handphones and smart watches should not be used during curriculum hours and would be kept in designated lockers from the start of each school day until the last curriculum period.

Emergency Contact

Parents/guardians can call the General Office at 6259 3811 to contact their child/ward during curriculum hours.

Confiscation of handphone

KCPians who are found in possession of or have misused their handphones or smart watches during curriculum hours will have their devices confiscated. Parents/Guardians will be notified and the devices will be securely stored in the general office. Students may subsequently be asked to surrender their electronic devices upon arrival in school.

| Type of electronic device | Period of confiscation | Venue for collection | Time for collection |
|--|------------------------------|----------------------|---|
| Handphones, smart watches* except PLDs | 2 weeks (or 10 working days) | General Office | Official dismissal time (up to 5.00 pm) |

The following students may also have their handphones confiscated for safe-keeping:

- Late-comers
- Under investigation for major offences
- Possession of handphone during test or exam (will be deemed to have the intention to cheat and is liable to get zero mark for the paper as per National Examinations regulations)
- Appointment with counsellor/SEN officer

* *Electronic devices include handphones, laptops, tablets, smart watches with the exception of approved step trackers or watches used for contactless payment.*

EVERYDAY LEADERSHIP: RULES AND REGULATIONS

Luke 2:52

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

KCPians are values-driven and principle-centred, and they readily maintain high standards in personal conduct and self-management. The rules and regulations are put in place to guide all KCPians towards these goals.

1. General Conduct

We are proud of our school, showing respect and care for others in the school and the community.

- a) Students are polite and well-behaved. They show respect and greet the Principal, Vice-Principals, staff and visitors to the school.
- b) Students uphold the good name of the school in words and actions. They are positive school ambassadors in and out of school through good behaviour and proper attire.

2. Assembly: Flag-raising Ceremony

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

- a) All students are to report to school on time. Students who arrive at the General Office after 7.30am (or 8.30am on late days) are considered late.
- b) All students must stand at attention for the National Anthem and the school song.
- c) 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.
- d) Non-citizens are to stand at attention to respect the solemnity of the ceremony.
- e) Students are to listen attentively to the morning message and announcements.

RULES AND REGULATIONS

3. Attendance and Punctuality

We are conscientious and value our time in school.

- a) Attendance in school is compulsory.
- b) Students who are absent from any official school activities (including flag-curriculum lessons and co-curricular activities) must produce a medical certificate or have a valid reason with relevant official documents/letter of excuse, within 5 working days upon returning to school.
- c) Acceptance of letters of excuse from parents/guardians is capped at 4 per Semester. These letters of excuse are not valid reasons for students to be excused from official school assessments and examinations.
- d) Request for absences during school term will be considered on a case-by-case basis. Parents/Guardians can submit a request to the school by clicking the link below.

[Request for absence
during term time](#)

- e) Students must be punctual for all school activities. Repeated late-comings to school or class will result in disciplinary actions. Students may also receive an adverse conduct grade at the end of the semester.
- f) Students can only leave the school during school hours due to a medical or other valid reason. He/She must seek permission from Year Heads or Student Management Team. Parents will be informed that their child is leaving school.

RULES AND REGULATIONS

4. Behaviour and Conduct during Curriculum Time

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

- a) Students should exercise self-discipline and show consideration for others to promote an environment conducive to effective teaching and learning.
- b) Students should be familiar with their timetable to bring relevant textbooks, workbooks, their personal learning devices (PLD) and necessary materials for each lesson.
- c) Mobile devices and other electronic devices (with the exception of PLDs) must be switched off and deposited in class lockers during curriculum time. See section 8 below.
- d) Students must keep the classroom and school clean.
- e) Students must obtain a permission pass from the teacher if they leave the classroom during a lesson.
- f) Students are not allowed to be at the classroom block during their recess.
- g) Students must be responsible for their belongings and valuables. Refrain from bringing excessive cash or expensive items. The school will not be responsible for loss of personal items.

RULES AND REGULATIONS

5. Attire

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

- a) Students are to wear the prescribed school uniform, even during the school holidays. Modification to the uniform is not allowed. (For example, there should be no tapering of pants, shortening of pants/skirts etc.)
- b) Students should be in white school uniform that is properly tucked into their school pants/skirts on Mondays (unless otherwise stated). *Currently, students are allowed to wear their blue T-shirt on Mondays due to warm weather.*
- c) Students may report to school in their school uniform or PE/House T-shirt tucked into their school pants/skirts from Tuesdays to Fridays. CCA and approved class T-shirts are allowed on the designated dress-down day.
- d) Only approved school T-shirts and shorts are to be worn during PE lessons. After their PE lesson, students must change back into their normal school attire.
- e) Students are to be in proper school attire when leaving school.
- f) Students must wear white or predominantly white shoes with laces. Student leaders are to wear shoes that are completely black.
- g) Wearing of slippers/sandals will be permitted only with a doctor's memo. Those with foot injuries should seek permission through their Form Teachers before doing so.
- h) Only KCPSS/plain white socks covering the ankle joint are allowed.

RULES AND REGULATIONS

For Girls:

Sleeves of the shirt/blouse must not be folded

Fringe must not touch the eyebrows and held back with pins

White or predominantly white shoes with laces.
Socks clearly visible



The length of the skirt must not be more than 5cm above the back of the knee. Folding of the skirt is not allowed

For Boys:

Lower Secondary



Fringe must not touch the eyebrows

Sleeves of the shirt must not be folded

No tapering of pants. Should not be baggy or worn around the hips

White or predominantly white shoes with laces.
Socks clearly visible

Upper Secondary



RULES AND REGULATIONS

6. Appearance of Students

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

a) For Girls:

- Hair must be neat and tidy.
- The fringe must not touch the eyes or eyebrows. Loose strands of hair must be pinned up with hair pins.
- Hair that touches the bottom of the collar must be tied up.
- Only black/dark blue coloured hair accessories (pins, rubber bands) are allowed.
- Girls are allowed to wear one pair of small earrings (stud/ring/stick), of the same type on the lower lobes of the ear.
- No piercing on any part of the body other than the lower lobes of the ear is allowed.



b) For Boys:

- Hair must be neat and tidy. No fanciful or inappropriate hairstyles (such as undercutting, buzz cut, crew cut) are allowed.
- Hair must be kept short and must not touch any part of the eyebrows, ears and/or collar when combed down. Hair at the back of the head must not exceed the hairline.
- Long fringes and sideburns are not allowed.
- Boys must clean-shaven. No facial hair is allowed.
- No earrings, ear studs, ear sticks or piercings on any part of the body is allowed.
- Upper secondary boys are allowed to wear a belt (black or navy blue in colour) with small, plain buckle.



RULES AND REGULATIONS

- c) Students must keep fingernails short, clean and unvarnished.
- d) Jewellery and trinkets (including rings, non-prescriptive eyewear, bands, bracelets, necklaces, or anklets) are not to be worn.
- e) Make-up is not allowed in school.
- f) Tattoos and body art (permanent or temporary) are not allowed.
- g) Perming, dyeing (including highlight/tint) and extension of hair is not allowed. Students with improper hair may only be allowed to attend classes after rectification and approval by the school.

7. Use of Canteen

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

- a) The purchase of food and drinks is allowed only during recess time and after curriculum hours.
- b) Queue in an orderly manner when purchasing food and drinks.
- c) All food or drink (other than plain water) should be consumed at the canteen (unless otherwise approved by the school).
- d) Keep the canteen clean by returning all used utensils to the appropriate return area. Dispose of waste into the rubbish/recycling bins.

RULES AND REGULATIONS

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

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

We are also responsible users of electronic devices all forms of social media.

- a) All electronic devices including handphones, laptops, tablets and smart watches should not be used during curriculum hours.
- b) Handphones and smart watches are to be kept in designated lockers from the start of each school day until the last curriculum period. Please refer to *Information for Handphone Locker*.
- c) Personal Learning Devices (PLDs) can be used during curriculum hours only with the permission of teachers for the intended learning purposes. PLDs may be used at designated areas (school canteen and concourse) during recess and beyond curriculum hours.
- d) Students are responsible for the safekeeping of their electronic devices. The school will not be responsible for any loss or damage.
- e) Photos/videos/audio recordings of you and others should not be shared without the permission of peers, teachers or school authority.
- f) Students should use social media responsibly at all times.

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9. Others

- a) All students are not allowed to have any form of weapons in their possession. They are also not allowed to bring any weapon-like item which is used or intended to be used to cause harm to others.
- b) Cards or items related to gambling or betting are not allowed in school.
- c) Inappropriate materials such as pornography or sexually suggestive content are strictly not allowed.
- d) Students can remain the school premises after school hours only if they are engaged in an organised or approved activity.
- e) Students who cycle to school are to wear proper headgear. No cycling is allowed in the school premises. No power-assisted bicycles (PABs) or personal mobility devices (PMDs) is allowed.
- f) Photographs or video images may be taken during school activities and events such as lessons, CCAs, camps or other school activities. The school may use and publish such photographs and/or video recordings in school publications, the school's website, social media channels, or other communication channels.

OUR DISCIPLINE POLICY

Discipline is an educative process, with the goal to instil self-discipline and good character. Disciplinary measures serve as a proxy to help students learn the consequences of poor choices made, take responsibility for their actions and not repeat their mistakes.

Effective discipline creates a balanced environment to help students learn well and develop social and emotional skills needed to problem-solve and cope with challenges.

A positive and proactive approach is taken to enact discipline in KCPSS. This is achieved when:

- There is a safe, caring and supportive environment at school and at home.
- Teachers teach values, provide opportunities for students to exercise and reinforce good behaviour, and guide them to manage their behaviour and restore affected relationships.
- School counsellors address underlying issues to strengthen social emotional competencies.
- Peers provide positive influence and support.
- Parents, the church chaplaincy team, the community and other stakeholders work with the school to help students learn and grow.

OFFENCES AND CONSEQUENCES

| Minor Offences | Consequences |
|---|--|
| <ul style="list-style-type: none"> • Damage of school property due to mischief or irresponsible behaviour • Disruptive behaviour in class • Improper attire & grooming • Late-coming • Littering • Non-completion/non-submission of assignments • Skipping classes, CCAs, programmes and/or school activities without permission • Unauthorised consumption of food or sweet drinks in class • Unauthorised use of electronic devices during curriculum time (inclusive of not putting away) • Using vulgar language <p>Repeat of minor offences (including failure to rectify) will be considered as major offences</p> | <ul style="list-style-type: none"> • Verbal warning • Reflection and/or detention • Counselling/warning • Informing of parents • Confiscation of item • Other appropriate disciplinary action deemed by the school |
| Major Offences | Consequences |
| <ul style="list-style-type: none"> • Arson • Assault / Fighting • Bullying / Cyber-bullying • Cheating in weighted assessments & examinations • Consumption of alcoholic drinks • Damage to school property or other acts of vandalism • Drug / Inhalant abuse • Extortion or blackmail • Forgery • Gambling • Gangsterism • Inappropriate conduct or behaviour (in public or online) • Leaving school without permission • Name calling, making hurtful or inappropriate remarks (face-to-face/written/online) • Open defiance / rudeness / insubordination to staff (including vulgarities/rude gestures in presence of staff) • Possession of dangerous weapons • Possession / Distribution of e-cigarettes or any tobacco products • Possession / Distribution of illicit materials • Sexual misconduct • Smoking / Vaping • Theft • Truancy / Absent without valid reasons | <ul style="list-style-type: none"> • Counselling / Referral to external agencies • Detention • Resilience-in-action (corrective service) • Restricted access of mobile devices / PLDs on a daily basis • Meeting with parents about enhanced intervention support • FAIR or POOR Conduct Grade may be given • Suspension • Caning/Expulsion • Police assistance • Other appropriate disciplinary action deemed by the school <p>Students who commit major offences may not be considered for leadership positions, camps/overseas trips and school representation. They may also be removed from their position or withdrawn from programmes/competitions</p> |

Note: 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.

TEAM KCP



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 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:

| Our Values | Descriptor |
|-------------------|---|
| 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 out 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.*

Volleyball CCA will not be accepting Sec 1 intake from 2024.

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 former 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. Such cases will be considered on a case-by-case basis.

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 and international events. Higher levels of attainment recognise sustained representation over the 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 represent 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

**Representation 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.*

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 contributions 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.

WEIGHT INDICATOR DESCRIPTORS

BMI-for-age for Boys

| Age | Severely Underweight <3 rd percentile | Underweight 3 rd - <5 th percentile | Acceptable 5 th - < 85 th percentile | Acceptable 85 th - < 90 th percentile | Overweight 90 th - < 97 th percentile | Severely Overweight ≥ 97 th 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 rd percentile | Underweight 3 rd - <5 th percentile | Acceptable 5 th - < 85 th percentile | Acceptable 85 th - < 90 th percentile | Overweight 90 th - < 97 th percentile | Severely Overweight ≥ 97 th 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 |

About me



My favourite quote

5 people I can turn to
if I encounter difficulties
(include adults!)

3 things you should
know about me



3 habits I would like to set for
myself in the coming year



Student Well-Being Resources

How am I doing?

Sec/JCC1

- I'm doing great!
- I'm doing pretty good.
- I'm doing okay, *i* guess.
- I'm starting to struggle.
- I'm having a really bad time.
- I need to reach out for support.

Having difficult emotions during a stressful and uncertain period is normal. Keep a look out for some of these signs:

- D** Deliberately avoiding others
- I** Increased irritability, restlessness, agitation, stress and anxiety
- S** Sending or posting moody messages on social media
- T** Talking about death or dying
- R** Reacting differently or losing interest in things they used to like
- E** Eating more than usual or having a much reduced appetite
- S** Sleep pattern changes with difficulty going to sleep or oversleeping
- S** Slowing down of energy levels

If you notice any of these signs in yourself or your friends,
have a chat with your school counsellor or teacher,

Or contact SOS 24-hour hotline at **1800-221-4444**

For Cyberwellness related matters call **1800-612-3123** or email to **hello@help123.sg**



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Student Well-Being Resources

2:43 am 63%


How can I support my friend?

- C** **Calm them down** 7m
Are you ok? Calm down, take some deep breaths.
- H** **Hear them out** 51m
What happened?
- E** **Empathise with them** 1h
I would feel sad too if I were you.
- E** **Encourage seeking help** 1h
Is there someone you can talk to about this issue?
- R** **Refer to a trusted adult** 2h
Teacher, I am worried about my friend.

Feeling down?
Speak with your school counsellor or contact
Samaritans of Singapore Tel: 1800-221-4444
For Cyberwellness related matters: <https://www.help123.sg>
or Tel: 1800-6123-123



help123

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Useful helplines and sites

General Health

National Care Hotline:
1800-202-6868

HealthHub Hotline:
1800-225-4482



Cyber Wellness

Help123:
1800-612-3123
Email: hello@help123.sg

TOUCH Cyber Wellness:
6730-9520
Email:
cyberwellness@touch.org.sg

Mental Well-Being

Samaritans of Singapore (SOS):
1800-221-4444 or 1-SOS (1 707)
Site: www.sos.org.sg

**Institute of Mental Health's
Mental Health Helpline:**
6389-2222

**Singapore Association of Mental
Health:**
1800-2873-7019

**CHAT (Community Health
Assessment Team) from IMH:**
6493-6500 / 6493-6501
Site: www.chatmentalhealth.sg

Mindline.sg:
Site: www.mindline.sg

Notes



RESILIENCE LEARNING TOOL

The **values, beliefs and positive attitudes** that help you overcome challenges.



The **skills and strategies** to help you overcome challenges.



The **caring and supportive environment** that will help you overcome challenges.



I am...

I can...

I have...

Student Well-Being Resources

Coping Strategies

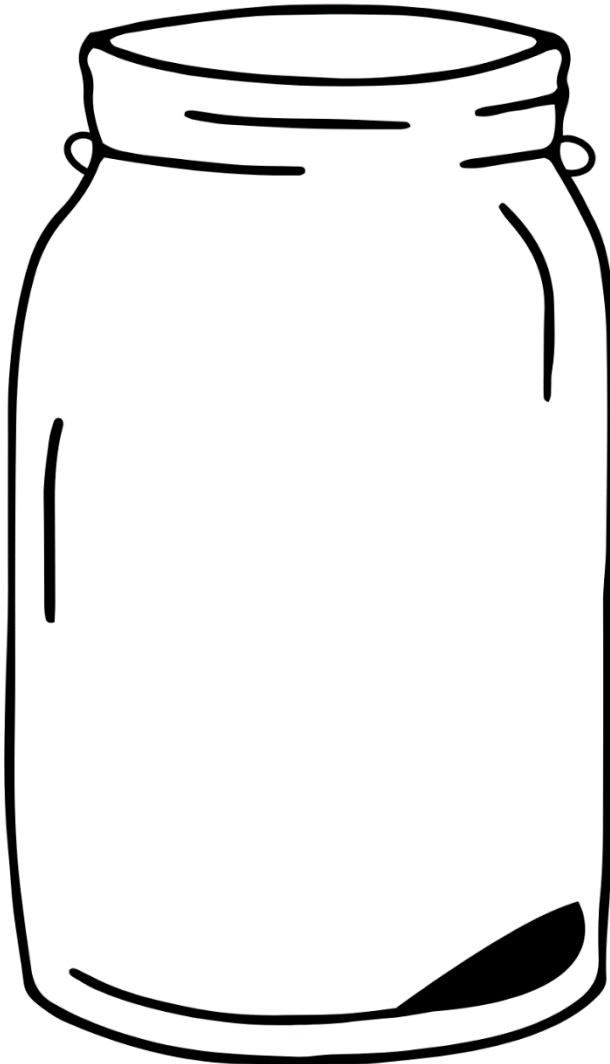
| | | | | |
|--|--|---|--|---|
|  <p>B Belief</p> |  <p>A Affect</p> |  <p>S Social</p> |  <p>I Imagination</p> |  <p>C Cognitive</p> |
| <p>Tapping on your own beliefs & values</p> | <p>Expressing emotions & feelings</p> | <p>Turning to people for support & helping others</p> | <p>Using creativity & imagination</p> | <p>Using facts and logical reasoning to understand situations & problem-solve</p> |
| <p>Exercise beliefs and values by:</p> <ul style="list-style-type: none"> • Reflecting on purpose, values and beliefs • Sharing your thoughts & emotions with a mentor | <p>Express emotions by:</p> <ul style="list-style-type: none"> • Drawing, writing or journaling • Listening to music • Sharing what you feel with a friend or trusted adult (e.g. talking it out, crying) | <p>Being social includes:</p> <ul style="list-style-type: none"> • Sharing with trusted adults or friends • Staying connected with family & friends • Participating in CCA or other social activities • Giving help & support to others | <p>This includes:</p> <ul style="list-style-type: none"> • Laughing • Using humour • Playing/making music • Watching a movie | <p>This includes:</p> <ul style="list-style-type: none"> • Thinking positive/reframing • Setting workable goals • Looking for strategies • Breaking down the problem • Processing the situation with a trusted adult |
|  <p>Ph Physiology</p> <p>Taking care of your body</p> | | <p>Examples include:</p> <ul style="list-style-type: none"> • Regular exercises (eg. running/walking) • Playing sports • Relaxation exercises • Getting enough sleep & rest • Eating healthily • Staying hydrated | | |

The coping strategies above are suggestions and there are other examples in addition to what has been listed.

Adapted from: Lahad, M. (1992). Story-making in assessment method for coping with stress: Six-piece story-making and BASIC Ph. In S. Jennings (Ed.), Dramatherapy theory and practice 2 (pp. 192-208). New York, NY: Routledge.

A JAR OF

Thankfulness



Write in the jar, all the things you are grateful for in your life.

3-2-1 Learning Log

3 things I have learnt



2 questions I still have



1 thing I commit to do



“The will to win means nothing without the will to prepare.”

— Juma Inkangaa, 1989 winner of the New York Marathon

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 & 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

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

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

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

Protocols and Processes (Assessment)

Absence from Examinations/Weighted Assessments/Tests

1. No student should absent himself/herself from Examinations/Weighted Assessments/ 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. Parent letters (Please note that only 2 parent letters with valid reasons such as family related reasons (e.g. compassionate ground) per semester may be submitted for application to students' absence from tests, subject to school's approval. Parent letters are not applicable for national and school-based 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.

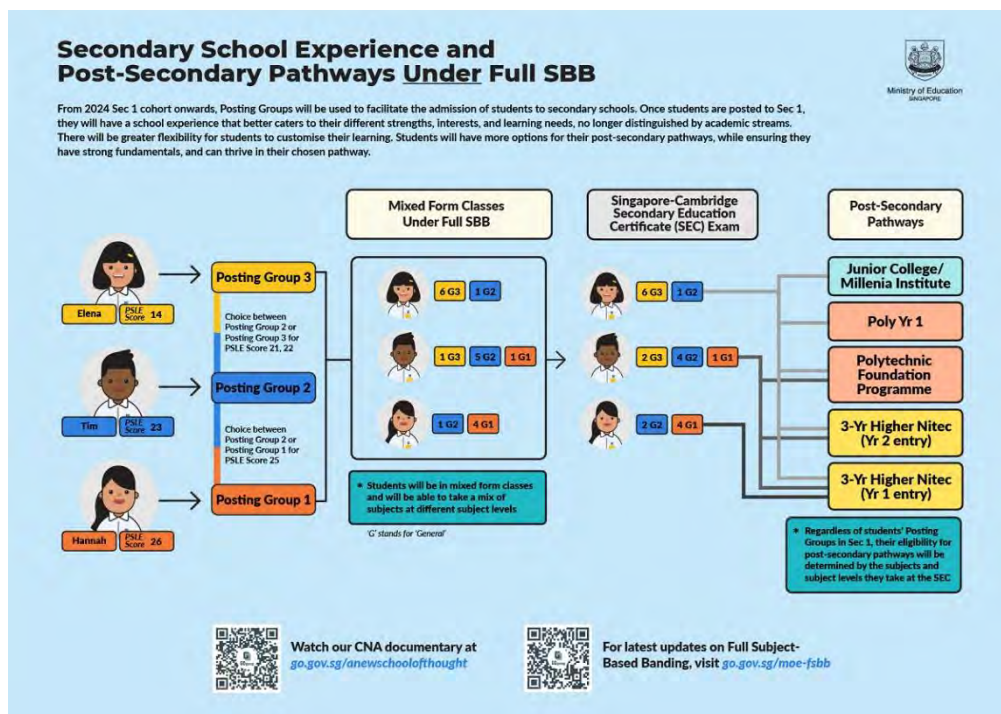
Procedures for Examinations/Weighted Assessments/Tests

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.
 - Unauthorised 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 are not allowed to borrow any stationery during the Examinations/ Tests.
4. Students are not allowed to leave the Examinations/ Tests venue (i.e. Hall or classrooms) until the end of the paper.
5. Latecomers (within half hour after start of examination) may be allowed into the Examinations/ Tests venue but no extra time will be given.
6. Students should only use a clear and transparent pencil case during tests/examinations.
7. Failure to abide by the examination/weighted assessment/test protocols or engaging in any dishonest act will be considered as malpractice.
 - Parents/guardians will be informed of the offence and the consequences meted out.
 - Other actions that may be taken include papers being voided, an adverse conduct grade, a stern warning and/or more severe consequences deemed appropriate to support positive behaviour by the Student Management Team.

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 level camps, learning journeys 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 approaches in maintaining a 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 groups (G1, G2 or G3) or at more demanding levels if found suitable.

HOW DOES FULL SUBJECT-BASED BANDING (FSBB) WORK?

Eligibility Criteria

Students posted to the G2 and G1 courses 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):

| Indicative Level of Most Subjects at Start of S1 | PSLE Standard Grade | PSLE Foundation Grade | Option to offer subject at |
|---|----------------------------|------------------------------|-----------------------------------|
| G2 | AL 5 or better | - | G3 |
| G1 | AL 5 or better | - | G3/G2 |
| | AL 6 | AL A | G2 |

There are two other junctures for Secondary 1 students to be offered subjects at a more demanding level, namely:

- a. end of Semester 1 (EL, Math, Sci and MTL) and
- b. end of Semester 2 (for take-up at start of Sec 2; EL, Math, Sci, MTL and Humanities)

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 a subject at a more demanding level.

Refer to the following website for more details on FSBB:

<https://www.moe.gov.sg/microsites/psle-fsbb/full-subject-based-banding/main.html>

Marks and Grades

For students taking their subjects at Sec 1 & 2 G3 level, their attainments will be reported in marks and percentage points. The use of grades at these levels is optional.

At Sec 3, Sec 4 Express & Sec 5 Normal (Academic) courses, students' attainment 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 | ≥ 75 | Demonstrates very good understanding of the subject |
| A2 | 70 – 74 | |
| B3 | 65 – 69 | Demonstrates good understanding of the subject |
| B4 | 60 – 64 | |
| C5 | 55 – 59 | Demonstrates adequate understanding of the subject |
| C6 | 50 – 54 | |
| D7 | 45 – 49 | Demonstrates elementary understanding of the subject |
| E8 | 40 – 44 | |
| F9 | ≤ 39 | Has not met minimum requirements of the subject |

For students taking subjects at Sec 1 to Sec 2 G2 level, and in Sec 3 to Sec 4 Normal (Academic) courses, their attainment 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 scale.

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

Progression for 2024 Sec 1 students at the end of Sec 1

- Students will be offered all subjects at existing level(s) when they progress to the next year of learning
- Students' curricular load for the next year can be adjusted to provide an educationally meaningful learning experience for each student. The holistic consideration includes students' performance and teachers' professional assessment on students' ability to manage the subject at a more demanding level (MDL) or less demanding level (LDL)
 - (a) For students who have done well, they can consider subjects at MDL if they obtain at least 75% in the subject overall mark and supported by teachers' recommendation.
 - (b) For students who are unable to manage the subject levels at which they are offering the subject, there is flexibility to offer the subject(s) at LDL to support an educationally meaningful curricular load in consultation with student, parents and teachers.

Promotion Criteria for Sec 2 G3

Sec 2 G3

Criteria for Promotion

Pass English and score at least 50% in overall average

Meet criteria

Promoted to Sec 3 G3

Do not meet criteria

Transferred to Sec 3 G2

Promotion Criteria for Sec 2 G2

Sec 2 G2

Criteria for Promotion

Pass English and two subjects OR pass four subjects

Meet criteria

Promoted to Sec 3 G2

OR

Lateral transfer to Sec 3 G3

If overall average $\geq 70\%$

Do not meet criteria

Retained in Sec 2 G2

Promotion Criteria Sec 2 G1

Sec 2 G1

Criteria for Promotion

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

Meet criteria

Promoted to Sec 3 G1 **OR**

Lateral transfer to Sec 2 G2

If overall average $\geq 70\%$

Do not meet criteria

Retained in Sec 2 G1

Promotion Criteria for Sec 3 Express

Sec 3 Express

Criteria for Promotion

Pass English and two other subjects

Meet criteria

Promoted to Sec 4 Express

Do not meet criteria

Retained in Sec 3 Express

Promotion Criteria for Sec 3 & 4 Normal (Academic)

Sec 3 Normal (Academic)

Criteria for Promotion

Pass English and two subjects OR pass four subjects

Meet criteria

Promoted to Sec 4 Normal (A)

Do not meet criteria

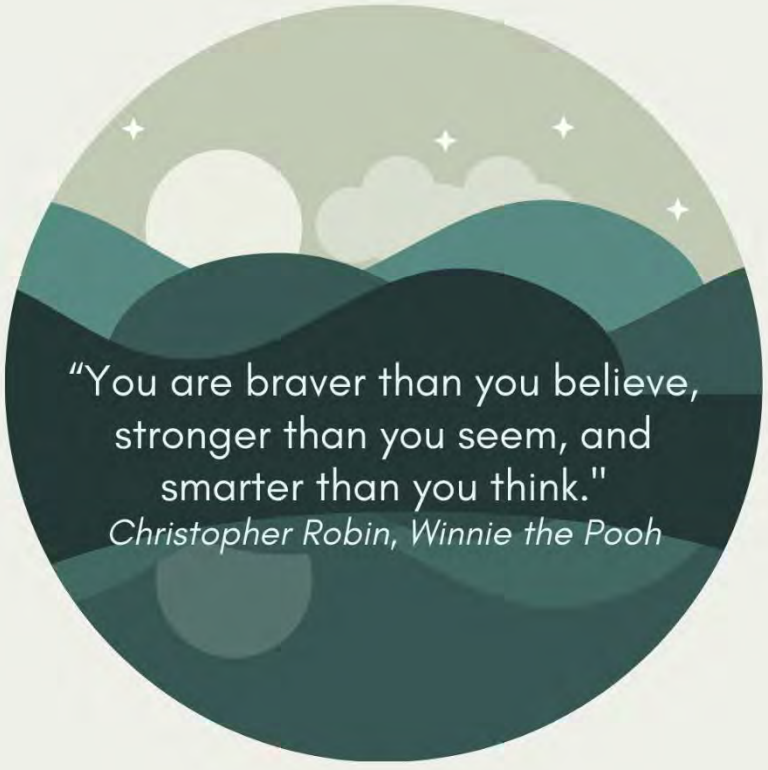
Retained in Sec 3 Normal (A)

Sec 4 Normal (Academic)

Criteria for Promotion

Pass English and total aggregate for

English, Mathematics and Best 3 subjects \leq 19 points



"You are braver than you believe,
stronger than you seem, and
smarter than you think."
Christopher Robin, Winnie the Pooh

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 the General Office'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 including evacuation route, location and use of first-aid 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/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 point when the hands are wet

SCHOOL TERMS & HOLIDAY 2024

The School Terms and Holidays for year 2024 are as follows:-

SCHOOL TERM

| | |
|----------|----------------------------|
| Term I | : Tue 2 Jan to Fri 8 Mar |
| Term II | : Mon 18 Mar to Fri 24 May |
| Term III | : Mon 24 Jun to Fri 30 Aug |
| Term IV | : Mon 9 Sep to *Fri 15 Nov |

** Last day of final term for schools which will be used as venues for the GCE O Level written examinations is Friday, 25 October 2024.*

SCHOOL HOLIDAYS

| | |
|--------------------------|----------------------------|
| Between Terms I & II | : Sat 9 Mar to Sun 17 Mar |
| Between Semesters I & II | : Sat 25 May to Sun 23 Jun |
| Between Terms III & IV | : Sat 31 Aug to Sun 8 Sep |
| At End of School Year | : Sat 16 Nov to Tue 31 Dec |

SCHEDULED PUBLIC HOLIDAYS

| | |
|------------------|--------------------------|
| New Year's Day | Mon 1 Jan |
| Chinese New Year | *Sat 10 Feb & Sun 11 Feb |
| Good Friday | Fri 29 Mar |
| Hari Raya Puasa | Wed 10 Apr |
| Labour Day | Wed 1 May |
| Vesak Day | Wed 22 May |
| Hari Raya Haji | Mon 17 Jun |
| National Day | Fri 9 Aug |
| Deepavali | Thu 31 Oct |
| Christmas Day | Wed 25 Dec |

** Mon, 12 Feb will be a public holiday and Tue, 13 Feb will be a school holiday and a designated day off-in-lieu.*

SCHEDULED SCHOOL HOLIDAYS

| | |
|---------------|--|
| Youth Day | Sun 30 Jun (Mon 1 Jul is a scheduled school holiday) |
| Teachers' Day | Fri 30 Aug |

MOE FINANCIAL ASSISTANCE

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

| Benefits Under the Scheme (Secondary Level) | |
|---|---|
| School Fees | Full waiver of \$5.00 per month |
| Standard Miscellaneous Fees | Full waiver of \$20.00 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 [^] | \$17 transport credit per month if your child takes public transport |
| Meals* | 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.

CONTACT US

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62593811
63536535



A photograph of a person's legs and feet in motion, running on a paved path. The person is wearing black leggings and colorful running shoes (one is purple and yellow, the other is teal and yellow). The background is a bright, hazy sky with a low sun, creating a warm, golden glow. A semi-transparent white rounded rectangle is overlaid on the left side of the image, containing text.

I can do all
things through
Christ who
strengthens me.
Philippians 4:13