

# QUEENSTOWN SECONDARY SCHOOL

*Leaders for Tomorrow, Anchored in Values, Committed to Serve*



## School Handbook 2022

## School Handbook:

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## NATONAL SYMBOLS



### THE SINGAPORE FLAG

Our National Flag consists of two equal horizontal sections, red above white. In the top left canton is a white crescent moon beside five white stars within a circle. Each feature of the flag has its own distinctive meaning and significance: red symbolises 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 stars stand for the nation's ideals of democracy, peace, progress, justice and equality.

### NATIONAL ANTHEM

#### MAJU-LAH 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,  
Maju-lah Singapura!  
Maju-lah Singapura!

#### ONWARD SINGAPORE

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



## **NATIONAL COAT OF ARMS**

### **Origin**

The National Coat of Arms, or State Crest, was launched on 3 December 1959. It was unveiled together with the National Flag and National Anthem at the installation of the new head of state, the Yang di-Pertuan Negara, at the steps of City Hall.

### **Meaning**

The State Crest consists of a shield emblazoned with a white crescent moon and five white stars against a red background. Red is symbolic of universal brotherhood and the equality of man, and white signifies pervading and everlasting purity and virtue. The five stars represent the five ideals of democracy, peace, progress, justice and equality.

Supporting the shield are a lion on the left and a tiger on the right. Below the shield is a banner inscribed with the Republic's motto, Majulah Singapura, which is the title of the National Anthem. The lion represents Singapore itself and the tiger, the island's historical links with Malaysia.

## **THE 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.

# **National Education**

## **Key Dispositions**

### **1. A Sense of Belonging.**

- To develop a deeper understanding of who we are as Singaporeans, and a shared understanding of the values that are important to us as a nation.

### **2. A Sense of Reality.**

- To be aware of contemporary realities – including Singapore's constraints and vulnerabilities – which affect us as a nation amidst the backdrop of a less predictable world.

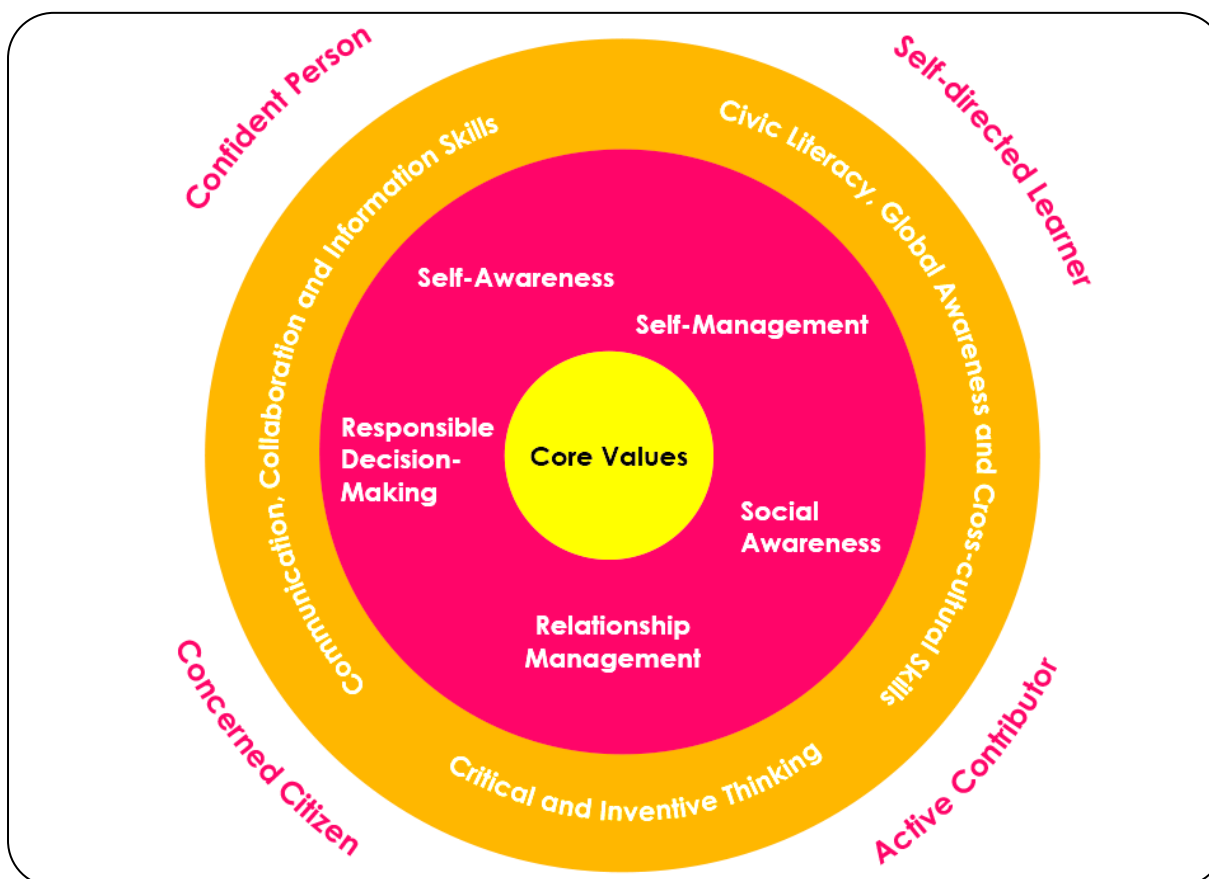
### **3. A Sense of Hope.**

- To have confidence and optimism in Singapore's future and the resilience to face the challenges ahead.

### **4. The Will to Act.**

- To be active citizens who have a collective resolve and a sense of shared mission towards building a Singapore for all.

## 21st Century Competencies and Desired Student Outcomes



### Desired Student Outcomes

The desired outcomes for every student are:

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

### 21st Century Competencies

- At the centre are our core values. Knowledge and skills must be underpinned by **values**. Values define a person's character. They shape the beliefs, attitudes and actions of a person, and therefore form the core of the framework of 21st century competencies.
- The middle ring indicates the **Social and Emotional Competencies**—skills necessary for children to recognise and manage their emotions, develop care and concern for others, make responsible decisions, establish positive relationships, as well as to handle challenging situations effectively.
- The outer ring of the framework represents the **21st century competencies** necessary for the globalised world we live in. These are:
  - Civic literacy, global awareness and cross-cultural skills
  - Critical and inventive thinking
  - Communication, collaboration and information skills.
- Together, these competencies will enable our young to tap into the rich opportunities in the new digital age, while keeping a strong Singapore heartbeat.

### **Values at the Core of 21st Century Competencies (R<sup>3</sup>ICH)**

**Respect:** You demonstrate respect when you believe in your own self-worth and the intrinsic worth of all people.

**Responsibility:** You are responsible if you recognise that you have duty to yourself, your family, community, nation and the world, and fulfil your responsibilities with love and commitment.

**Resilience:** You are resilient if you have emotional strength and persevere in the face of challenges. You manifest courage, optimism, adaptability and resourcefulness.

**Integrity:** You are a person of integrity if you uphold ethical principles and have the moral courage to stand up for what is right.

**Care:** You are caring if you act with kindness and compassion, and contribute to the betterment of the community and the world.

**Harmony:** You value harmony if you seek inner happiness and promote social cohesion. You appreciate the unity and diversity of a multicultural society.

### **Social and Emotional Competencies (middle ring)**

**Self-Awareness:** You have self-awareness if you understand your own emotions, strengths, inclinations and weaknesses.

**Self-Management:** You can manage yourself effectively if you have the capacity to manage your own emotions. You should be self-motivated, exercise discipline and display strong goal-setting and organisational skills.

**Social Awareness:** You have social awareness if you have the ability to accurately discern different perspectives, recognise and appreciate diversity, empathise with and respect others.

**Relationship Management:** You can manage relationships effectively if you have the ability to establish and maintain healthy and rewarding relationships through effective communication, and are able to work with others to resolve issues and provide assistance.

**Responsible Decision-Making:** You can make responsible decisions if you have the capacity to identify and analyse a situation competently. You should be able to reflect upon the implications of decisions made, based on personal, moral and ethical considerations.

### **Competencies for the 21<sup>st</sup> Century (outer ring)**

#### **Civic Literacy, Global Awareness & Cross-cultural Skills**

Our society is becoming increasingly cosmopolitan and more Singaporeans live and work abroad. We will therefore need a broader worldview, and the ability to work with people from diverse cultural backgrounds, with different ideas and perspectives. At the same time, we should be informed about national issues, take pride in being Singaporean and contribute actively to the community.

#### **Critical and Inventive Thinking**

To be future-ready, we need to be able to think critically, assess options and make sound decisions. We should have a desire to learn, explore and be prepared to think out of the box. We should not be afraid to make mistakes and face challenges that may at first appear daunting.

#### **Communication, Collaboration and Information Skills**

With the Internet Revolution, information is often literally just a click away. It is important that we know what questions to ask, how to sieve information and extract that which is relevant and useful. At the same time, we need to be discerning so that we can shield ourselves from harm, while adopting ethical practices in cyberspace. The workplace of the 21st Century requires us to be able to work together in a respectful manner to share responsibilities and make decisions with one another to meet group goals. Importantly, we should be able to communicate our ideas clearly and effectively.



### **School Vision**

Leaders for Tomorrow,  
Anchored in Values,  
Committed to Serve.

### **School Mission**

To nurture all Queenstownians to R<sup>2</sup>ISE as future-ready leaders, actively contributing to society.

### **School Philosophy**

We believe in the unique worth of the individual, the enhancement of his well-being and the symbiotic relation between him and society.

### **School Core Values**

#### **R<sup>2</sup> I S E**

<b>Resilience</b>	We have the determination to persevere and prevail in the face of challenges.
<b>Respect</b>	We respect ourselves, others and the environment.
<b>Integrity</b>	We have the courage to stand for what is right.
<b>Service</b>	We have the responsibility to serve our community, demonstrating respect and empathy.
<b>Excellence</b>	We strive for the best in all that we do.



## **The School Aims & Objectives**

1. To create an environment conducive to effective learning and healthy living.
2. To provide a balanced Instructional Programme for academic excellence.
3. To inculcate in students the proper attitudes, desirable habits, good behaviours, leadership qualities and a sense of responsibility, through both the academic and non-academic school programme.
4. To instil in students the desire for continuous self-improvement and equip them with the basic skills to be life-long thinkers and learners.
5. To empower students in their learning and to involve them in decision making.
6. To instill in students a sense of loyalty towards Home, School and Nation, thus bringing about a caring society.
7. To produce school leavers who are effectively bilingual and equipped with essential skills for post-secondary and gainful employment.
8. To provide staff members with opportunities for personal and professional development to meet the changing needs of society as they continue to strive for greater professionalism.
9. To promote team spirit and open communication among staff members.
10. To reinforce links between the school, parents and the community.
11. To develop national instincts for survival and confidence in the future of Singapore through National Education.
12. To promote and enhance creativity and IT culture amongst staff and students.
13. To instil a sense of caring, sharing and service by involving students in Community Projects.

## The School Crest



The School Crest consists of a shield with the school colours, sky blue and maroon. The sky blue reflects the limitless opportunities to strive for and the maroon signifies the spirit of fraternity. The open book symbolises learning and knowledge, and the wheel symbolises the technical aspect of education offered in the school. On the tower, which denotes strength, is the lion which signifies courage and from which Singapore derives its name. Below the shield is a banner with the school motto “Berani Berkhidmat” written on it. The motto which means “Dare to Serve” is the most appropriate at the time when our young independent Singapore requires men and women of courage to serve her, and we are confident all Queenstownians will equal to the challenge that lies ahead.



## THE SCHOOL SONG "DARE TO SERVE"

1. In Queenstown Secondary our minds are trained  
Our hands acquire the skill  
Whatever the task we're here to serve  
We have the heart, the will
2. Queenstown Secondary the pioneer  
The school that leads the way  
In every field we do our best  
To learn, to work, to play

**Chorus** Berani Berkhidmat, dare to serve  
Dare to do to be!  
Dare to serve – yes! with our hearts  
To keep our country free  
Berani Berkhidmat, dare to serve  
Dare to do to be!  
We dare to serve – yes! with our hearts  
To keep our country free



### Students' Creed

We, Queentownians,  
Dare to Serve  
With self-respect,  
Working hand in hand,  
Together we build,  
Honest in performance,  
Taking pride in all tasks.

### QTSS Student Outcomes



## **A BRIEF HISTORY OF QUEENSTOWN SECONDARY SCHOOL**

Queenstown Secondary School started as Queenstown Secondary Technical School in 1956 as an all-boys technical school. It was then housed in Jalan Eunus School. In January 1957, it moved to Strathmore Avenue (there were only three main blocks) with 343 students in secondary one and two.

In 1959, all 92 of our first batch of students sat for the 1959 General Certificate of Education Examinations. By 1960, our school began to take shape of a technical school but facilities were still lacking as there were insufficient lathes and workshop benches. Improvements to the school building were completed in 1963. The addition of four new classrooms enabled us to have a proper library and reading rooms. Of the 200 students who sat for the Cambridge School Certificate Examination, 150 or 80% passed. The best student was Lee Yock Suan, who scored 7 distinctions. Ang Hock Chye was awarded the Yang DiPertuan Negara Scholarship, now known as the President Scholarship.

In January 1965, a Pre-University class was started to meet the new requirements into degree courses at the Polytechnic.

In 1966, Lee Yock Suan became the second Queenstownian to be awarded the President's Scholarship. Several others were awarded Colombo Plan Scholarships. The Queenstown Secondary Technical Alumni Association was registered. The construction of a 4-storey building, a hall-cum-canteen and 4 Science Laboratories were completed on 2 April 1968. The Minister of Education, Mr Ong Pang Boon, officially declared the new extensions open.

Girls were admitted to our school in 1971, making it a co-education school from then onwards. In the GCE 'O' Level in 1974, all 5 top students were from this lot of female 'pioneers'. Two joined the National Junior College (NJC) while the other three opted to remain in Queenstown even though they secured places in NJC.

The first Student's Council was formed with 12 members in 1976. New facilities were added to the school in 1977 in the form of two basketball courts in the field, one volley ball court between the two workshops, ten table-tennis tables made of concrete and nine wooden tables in the hall. That year, we secured yet another distinction. Queenstownian Mui Chee Wai became the only person to secure a P1 distinction for Basic Electricity. He continued his studies in the United Kingdom. Today, he continues to render services to his alma mater by assisting in our Scout Troupe.

In 1980, newly clothed in a shining and immaculate coat of paint, the school was ready to launch the students into a "New Experience" brought about by the changes in Singapore's education policy, affecting in particular, students in the pre-university centres which offered only the 3-year course.

The School Executive Committee was formed in 1983. The Committee helped to air-condition the library and improved its facilities. A computer was installed to store information regarding the library. 1984 saw the addition of the air-conditioned Audio Visual Theatre, which was officially declared open by Goh Kim Leong, Permanent Secretary (Education/Director of Education).

Our Computer Laboratory and Language Laboratory were officially opened in conjunction with our Speech Day in August 1985. Our Guest-Of-Honour was Mr Lee Yock Suan, Acting Minister of Labour. Our Computer Laboratory was equipped with 26 personal computers sponsored by the School Executive Committee, the School Advisory Committee and the Ministry of Education. Our Language Laboratory was equipped with a teacher's console and 48 students' booths.

In 1988, our school was among the few secondary schools in Singapore to provide CoRT Thinking and Pastoral Care & Career Guidance to our students. In keeping with the philosophy of our school, in November 1988, we launched a 3-day seminar for secondary 1-3 students to participate in the "Growth Through Shared Responsibilities" workshops.

In keeping with times, the school has been renamed Queenstown Secondary School since 1 January 1993. In December 1993, the school moved out of the premises in Strathmore Avenue to a temporary site at 369 Commonwealth Avenue. This was to make way for the second rebuilding programme which saw the demolition of the old buildings and the construction of school's new sprawling blocks with up-to-date facilities on the 3-hectare site just adjacent to the old school site along Strathmore Road. In December 1994, our last batch of Pre-U students completed their education in Queenstown Secondary School. We are pleased that our last batch of Pre-U students did well in their GCE 'A' Level Examination

The new school was completed in April 1997. Since June 1997, the school has shifted back to its new building and is now functioning as a single session school. It was officially opened by our old boy and former Minister for Information and Arts and Minister for the Environment, Mr Lee Yock Suan, on 9 July 1999. A third on-site building upgrading for the school was completed in October 2009. During the last upgrading, a new academic block (Block D) and the Indoor Sports Hall were added, together with upgrades done to the classrooms, staff room, hall, canteen and the school field.

To date, 15 Principals and 14 Vice-Principals have served the school. We have come a long way since 1956 when we started with only 116 students in three secondary classes and 227 students in six secondary one classes, 15 teachers, 5 clubs and 1 uniformed group in borrowed premises. Today, we have more than 1000 students, 90 teaching staff and 15 Co-Curricular Activities.

**DISTINGUISHED QUEENSTOWNIANS  
SCHOLARSHIP RECIPIENTS**

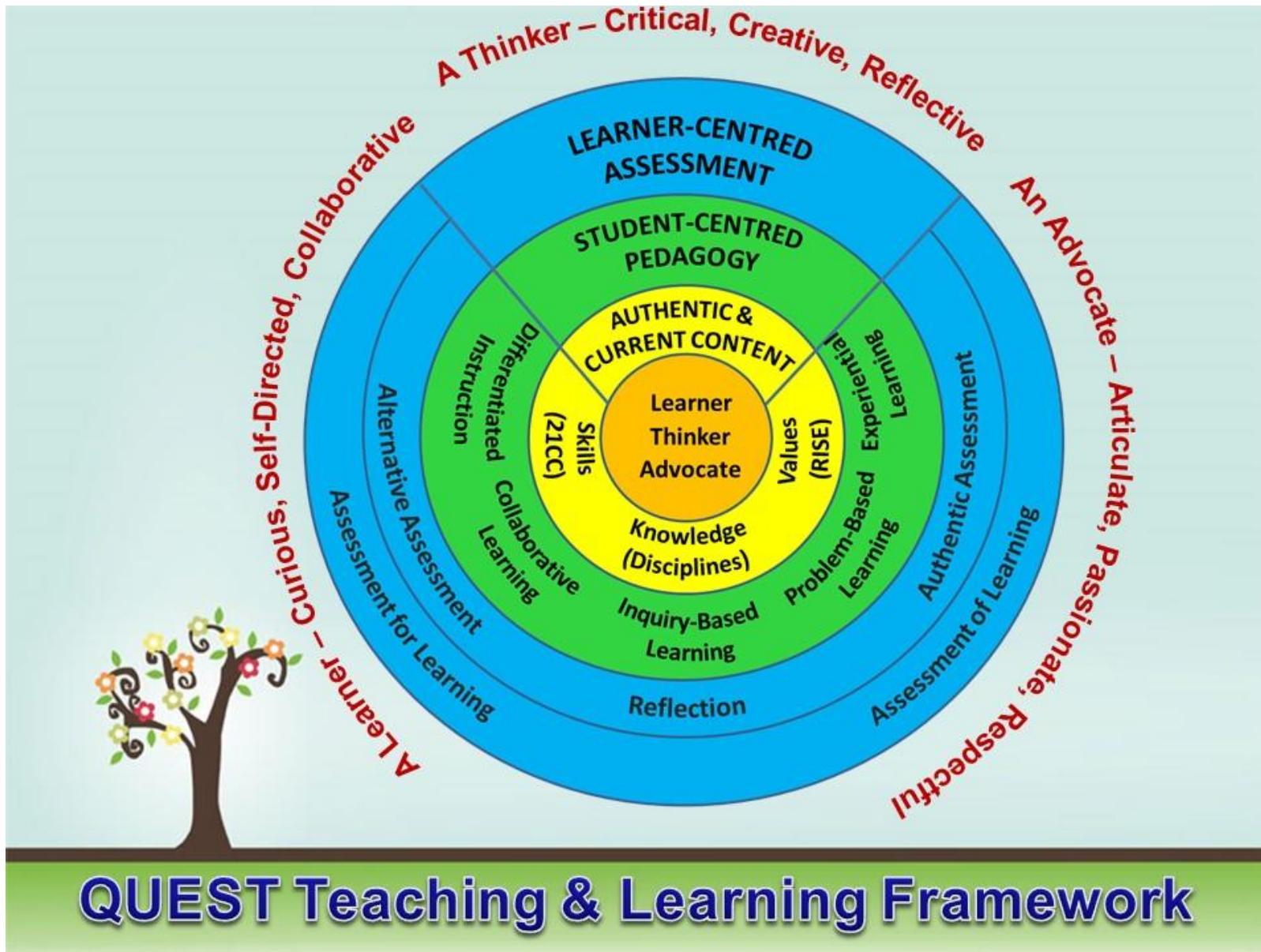
	Year of Award	Course of Study	Country
<b>STATE SCHOLAR</b>			
Dr. Han Cheng Fong	1963	Physics	Singapore
Dr. Wong Kwei Chong	1963	Physics	Singapore
<b>YANG DI PERTUAN NEGARA SCHOLARSHIP</b>			
Mr. Ang Hock Chye	1965	Chemical Engineering	United Kingdom
<b>PRESIDENT SCHOLAR</b>			
Mr. Lee Yock Suan	1966	Chemical Engineering	United Kingdom

**COLOMBO PLAN SCHOLARSHIPS AND OTHER OVERSEAS SCHOLARS**

Year of Award	Name	Course of Study	Country
1965	Chan Ngon Yue	Chemical Engineering	Canada
1966	J.A. Bragassam	Naval Architecture	UK
1966	Koh Than Chiang	Fish Processing Engineering	Canada
1966	Lee Chai Hock, Allen	Mechanical Engineering	Canada
1966	Low Tien Sio	Quantity Surveying	UK
1966	Tay Ah Ong	Mechanical Engineering	Australia
1967	Fok Wing Chung	Mechanical Engineering	Australia
1967	Lee Seck Eng	Metallurgical Engineering	Germany
1967	Loke Ho Yong	Naval Architecture	UK
1967	Tan Thiam Soon	Electrical Engineering	Australia
1967	Wong Kok Choy, Harry	Mechanical Engineering	Australia
1967	Wong Meng Hoe	Naval Architecture	UK
1967	Lee Kwang Mong	Marine Engineering	UK
1968	Lee See San	Valuation	New Zealand
1968	Ng Chong Thong	Mechanical Engineering	Australia
1969	Tan Beng Hai	Marine Engineering	UK
1969	Tan Hai Yong	Marine Engineering	UK
1969	Tan Tiong Cheng	Valuation	New Zealand
1970	Ang Lip Tiong	Mechanical Engineering	New Zealand
1970	Lim Soon Leng	Aeronautical Engineering	Australia
1970	Sim Soon Hock	Industrial Engineering	Canada
1974	Yeo Huang Joo	Architecture	Australia
1975	Leong Wai Leng	Engineering	UK
1976	Chan Yew Cheong	Electrical Engineering	France
1976	Ho Cheok Kong	Civil Engineering	Australia
1977	Cheong Hock Wee	Ship-Building	W. Germany
1980	Phoon Yew Tian	Music Performer	Australia

## OTHER DISTINGUISHED ALUMNI

Year of Graduation	Name	Past and/or Current Achievements
1963	Liew Mun Leong	<ul style="list-style-type: none"> <li>• President and Chief Executive Officer (CEO) of CapitaLand Group.</li> <li>• Chairman of Changi Airport Group (Singapore) Pte Ltd.</li> <li>• Named Outstanding CEO of the Year in the Singapore Business Awards in 2006</li> <li>• Conferred the CEO of the Year award in The Business Times' Singapore Corporate Awards in 2007.</li> <li>• Named Asia's Best Executive of 2008 (Singapore) by Asiamoney and Best CEO in Asia (Property) by Institutional Investor in 2008.</li> </ul>
1963	Professor Poo Aun Neow	<ul style="list-style-type: none"> <li>• Director of the Bachelor of Technology Programme, Faculty of Engineering, NUS</li> </ul>
	Low Wong Fook	<ul style="list-style-type: none"> <li>• Principal of Singapore Polytechnic from 1996 to 2007</li> <li>• Director on the boards of Singapore Polytechnic International Pte Ltd, Jurong Health Services Pte Ltd and Society for the Physically Disabled</li> </ul>
	Goh Phai Cheng	<ul style="list-style-type: none"> <li>• Senior Counsel, on the panel of the Singapore International Arbitration Centre (SIAC)</li> <li>• Fellow of the Singapore Institute of Arbitrators (SI Arb)</li> <li>• Accredited adjudicator on the Register of Adjudicators under the Building and Construction Industry Security of Payments Act</li> <li>• Principal Mediator on the panel of the Singapore Mediation Centre (SMC)</li> <li>• Former Judicial Commissioner of the Supreme Court of Singapore, President of the Industrial Arbitration Court, Vice-President of the Law Society of Singapore.</li> </ul>
1975	Arthur Tay Teng Guan	<ul style="list-style-type: none"> <li>• Executive Director of SUTL Global Pte. Ltd.</li> <li>• Chief Executive Officer , President, Executive Director and Member of Nominating Committee of Achieva Ltd</li> </ul>
	Leong Wai Leng	<ul style="list-style-type: none"> <li>• Chief Financial Officer, Temasek</li> </ul>
2005	Reynold Kwok Peng Jee	<ul style="list-style-type: none"> <li>• Recipient of inaugural LKY Award for All-Round Excellence</li> </ul>





## POLICY ON EXAMINATIONS, PROMOTIONS AND LATERAL TRANSFERS

### 1 Continual and Semestral Assessments (CA and SA)

#### 1.1 Secondary 1 & 3

1.1.1 All Secondary 1 and 3 students will only be sitting for **one** Examination: the End-of-Year Examination.

1.1.2 In addition, they will have **one** Weighted Assessment (WA) per term for Terms 1, 2 and 3.

#### 1.2 Secondary 2

1.2.1 All Secondary 2 students have to sit for **two** Examinations: the Mid-Year Examination and the End-of-Year Examination.

1.2.2 In addition, they will have **one** Weighted Assessment (WA) per term for Terms 1, 2 and 3.

#### 1.3 Secondary 4 & 5

1.3.1 All Secondary 4 and 5 students have to sit for **two** Examinations: the Mid-Year Examination and the Preliminary Examination.

1.3.2 In addition, they will have **one** Weighted Assessment (WA) per term for Terms 1 and 2.

All assessment papers will be returned to the students. Parents / Guardians are requested to acknowledge the marks scored in each assessment and to take the necessary remedial action to help their child / ward when required.

- 2 The following is a summary of the assessments that the students of each level have to sit for in each academic year:

Year 2022	Term 1	Term 2	Term 3	Term 4
<b>Sec 1</b>	WA 1 (10%)	WA 2 (15%)	WA 3 (15%)	End-of-Year Exam (60%)
<b>Sec 2</b>	WA 1 (10%)	WA 2 (5%) + Mid-Year Exam (25%)	WA 3 (15%)	End-of-Year Exam (45%)
<b>Sec 3</b>	WA 1 (10%)	WA 2 (15%)	WA 3 (15%)	End-of-Year Exam (60%)
<b>Sec 4/5</b>	WA 1 (15%)	Mid-Year Exam (25%)	Preliminary Exam (60%)	-

### 3 Criteria for Promotion and Lateral Transfer

#### 3.1 Secondary 1 and 2 Express

Students must attain at least 50% in English Language and 50% in overall percentage of all subjects combined.

#### 3.2 Secondary 1 and 2 Normal (Academic)

3.2.1 Students must attain at least 50% in English Language and two other subjects **OR** 50% in four subjects.

3.2.2 For lateral transfer to Express course, students must attain a minimum of 70% in the overall percentage of all subjects combined.

3.3 Secondary 1 and 2 Normal (Technical)

3.3.1 Students must attain at least 50% in two subjects, one of which should be English Language or Mathematics.

3.3.2 For lateral transfer to Normal (Academic) course, students must attain a minimum of 70% in the overall percentage of all subjects combined **and** be deemed able to cope with the demands of the Normal (Academic) course.

3.4 Secondary 3 Express

3.4.1 Students must attain at least 50% in English Language and two other subjects **or** at least 50% in any five other subjects.

3.5 Secondary 3 Normal (Academic)

3.5.1 Students must attain at least 50% in English Language and two other subjects **OR** 50% in four subjects.

3.6 Secondary 3 Normal (Technical)

3.6.1 Students must attain at least 50% in two subjects, one of which should be English Language or Mathematics.

3.6.2 For lateral transfer to Normal (Academic) course, students must attain a minimum of 70% in the overall percentage of all subjects combined **and** be deemed able to cope with the demands of the Normal (Academic) course.

3.7 Secondary 4 Normal (Academic)

3.7.1 Students must obtain a Grade 5 or better in English Language and the aggregate score of English Language, Mathematics and best three subjects at the GCE N-Level Examinations is less than or equal to 19 points.

3.7.2 Students who meet the revised criteria for progression to Sec 5 N(A) ( $ELMAB3 \leq 19$ ) will be given the additional option of enrolling in a new curriculum track comprising direct entry to Higher Nitec courses at the ITE.

3.8 Secondary 4 Normal (Technical)

3.8.1 Students must obtain at least 50% in two subjects, one of which must be either English Language or Mathematics.

3.8.2 For lateral transfer to Normal (Academic) course, students must obtain at least 70% for all Normal Technical subjects at the GCE N-Level Examinations.

**4 Absence during Examination and Special Considerations**

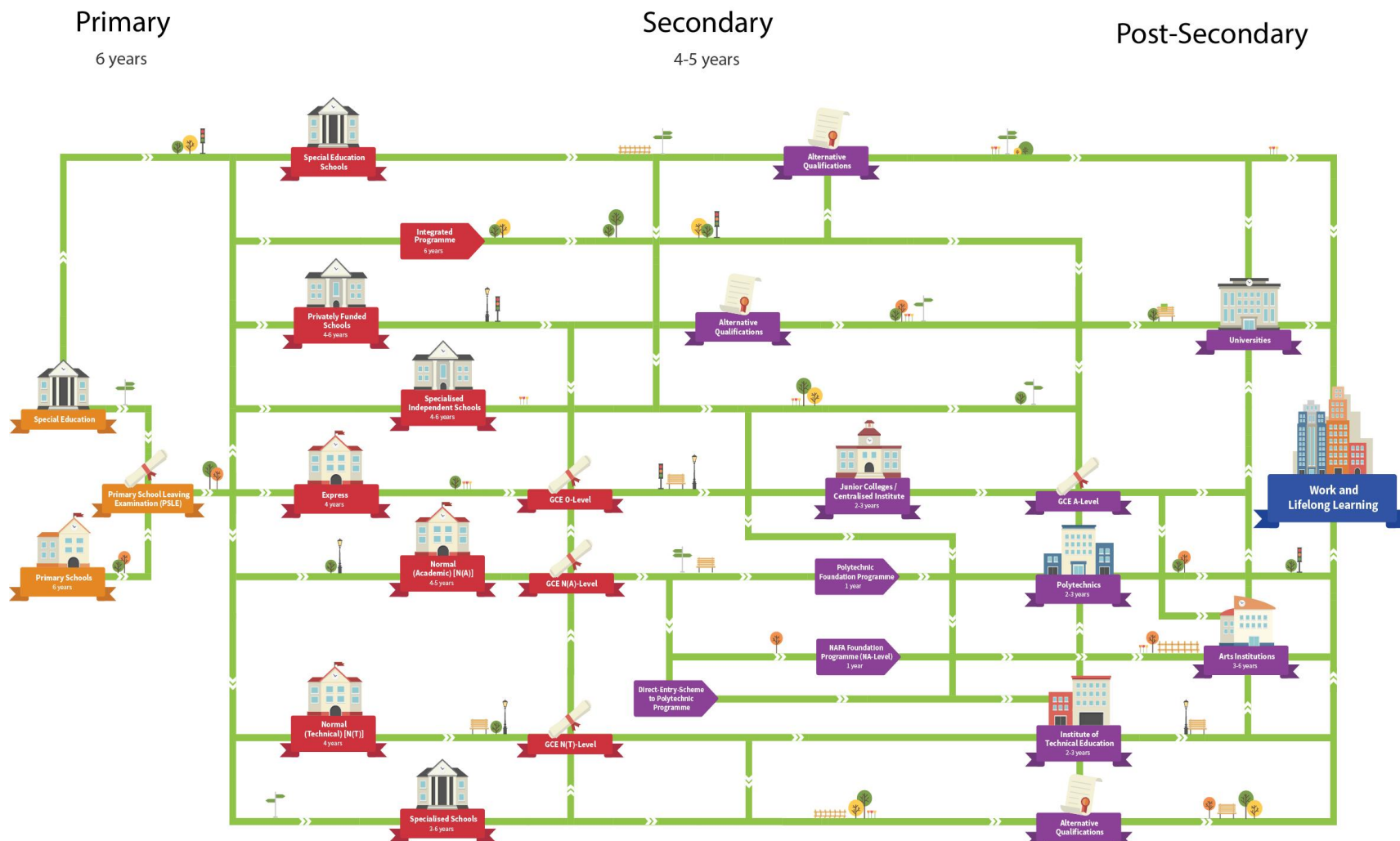
4.1 For students who are absent for any paper during the examination, a valid Medical Certificate with doctor's diagnosis or official supporting documents (e.g. death certificates, letter from the court, etc.) must be produced. Letter of excuse from parents will not be accepted.

4.2 For students who are absent without valid reasons, no marks will be awarded for the paper.

4.3 There will be no re-test for students who are absent for any paper during the examinations. Copies of the examination paper(s) may be given to students who are absent from the examination for their reference/practice at home.

- 4.4 For students who need special assistance, a doctor's letter must be produced at the beginning of the year to state the type of assistance required.
- 4.5 For students who need extra time, a doctor's letter must be produced at the beginning of the year to state the condition. The school will refer to the guidelines by SEAB to recommend the amount of extra time required.

## 5 Singapore Education Landscape Overview



Source: <https://www.myskillsfuture.gov.sg/content/student/en/secondary/education-guide/education-landscape/landscape-overview.html>

## 6 Grading System for the Express and Sec 5 Normal (Academic) Course

Grade	Marks
A1	75 and above
A2	70 - 74
B3	65 - 69
B4	60 - 64
C5	55 - 59
C6	50 - 54
D7	45 - 49
E8	40 - 44
F9	39 and below

## 7 Grading System for the Normal (Academic) Course

Grade	Marks
1	75 and above
2	70 - 74
3	65 - 69
4	60 - 64
5	50 - 59
U (Ungraded)	49 and below

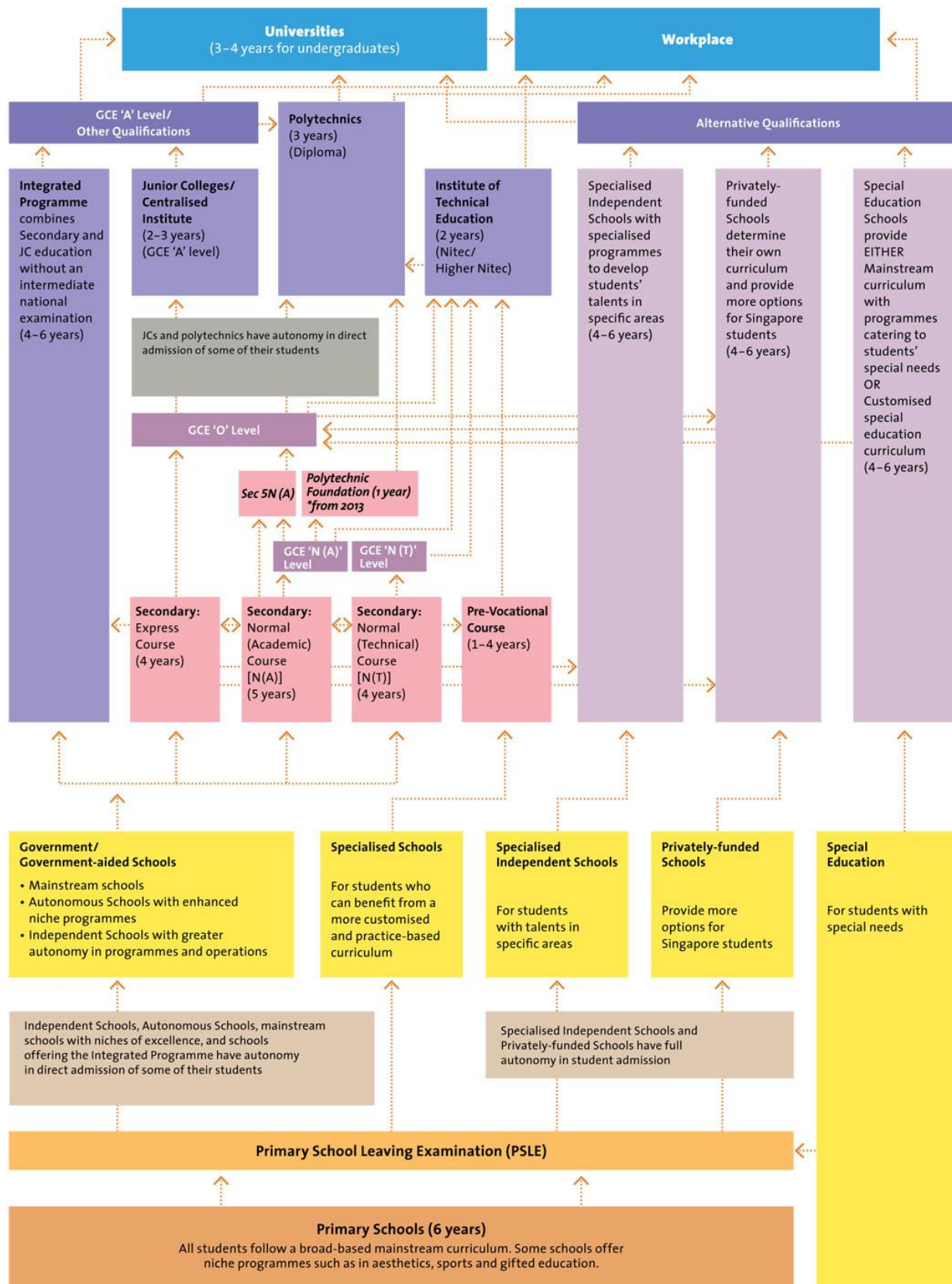
## 8 Revised conversion table for Normal (Academic) students

From O-Level		To N(A)-Level	
Grades	Mark Range	Grades	Mark Range
A1, A2, B3	65 - 100	1	75 - 100
B4, C5, C6	50 - 64	2	70 - 74
D7, E8	40 - 49	3	65 - 69
F9	35 - 39	4	60 - 64
F9	30 - 34	5	50 - 59
F9	0 - 29	U	0 - 49

## 9 Grading System for the Normal (Technical) Course (w.e.f. 2008)

Grade	Marks
A	75 and above
B	70 - 74
C	60 - 69
D	50 - 59
U (Ungraded)	0 - 49

## 10 Singapore's Education Journey



## Subject-Based Banding (SBB)

Queenstown Secondary School is one of the 12 prototype schools which piloted subject-based banding with Secondary One students beginning in 2014.

### Objective of SBB

SBB is aimed at increasing flexibility within the education system to better cater to the strengths of students in different subjects: English Language, Mother Tongue Languages, Mathematics and Science.

### Criteria to take SBB subjects (English Language, Mother Tongue Languages, Mathematics and Science).

- N(A) & N(T) students will be able to study these subjects at the Express Level if they scored at least an A in their PSLE.
- N(T) students will be able to take these subjects at the N(A) if they scored B, C or 1 (for Foundation subjects) in their PSLE.

### After Secondary One Posting

- Students taking higher level subjects will sit for the same examination with the students of the higher stream.
- Students who are not offered SBB after PSLE but perform well in specific subjects subsequently may be offered higher level subjects at the middle or end of academic year, i.e. at the middle or end of Sec 1.
- Students would need to have clear strength in the specific subject, and able to cope with studies overall.

*"You will have that flexibility so that you can learn each subject at a pace appropriate to you, you can build on your strengths and build up your confidence, your pride and then you can go further and fulfill your potential."*

*PM Lee, National Day Rally 2013*

## SUBJECT OFFERED

### Lower Secondary (Sec. 1 & 2) (Express & Normal Academic)

1. English Language
2. Chinese / Malay / Tamil \*
3. Mathematics
4. Science
5. Geography
6. History
7. English Literature
8. Design & Technology
9. Art
10. Food and Consumer Education
11. Character and Citizenship Education
12. Physical Education
13. Music

### Lower Secondary (Sec. 1 & 2) (Normal Technical)

1. English Language
2. Basic Chinese / Malay / Tamil \*
3. Mathematics
4. Science
5. Computer Applications
6. Design & Technology
7. Food and Consumer Education
8. Art
9. Social Studies
10. Character and Citizenship Education
11. Physical Education
12. Music

### Secondary 3 & 4 (Express) #

1. English Language
2. Chinese / Malay / Tamil \*
3. Additional Mathematics / Principles of Accounts \*
4. Mathematics
5. Physics / Chemistry / Biology
6. Science (Physics, Chemistry) / Science (Physics / Biology)
7. Geography / Literature
8. Humanities (Social Studies & Geography / History Elective \*)
9. Coursework-based subjects: Art / Design & Technology / Nutrition and Food Science \*
10. Character and Citizenship Education
11. Physical Education

### Secondary 3, 4 & 5 (Normal Academic) #

1. English Language
2. Chinese / Malay / Tamil \*
3. Mathematics
4. Science (Physics, Chemistry)
5. Humanities (Social Studies & Geography, History Elective \*)
6. Principles of Accounts
7. Coursework-based subjects \*: Art / Design & Technology / Nutrition and Food Science
8. Character and Citizenship Education
9. Physical Education

### Secondary 3 & 4 (Normal Technical)

1. English Language
2. Basic Chinese / Malay / Tamil \*
3. Mathematics
4. Science / Elements of Business Skills \*
5. Computer Applications
6. Design & Technology / Food Studies \*
7. Social Studies
8. Character and Citizenship Education
9. Physical Education

\* Students to take only one of the subjects.

# Subjects are offered based on students' aspiration, merit and resource availability.



## STUDENTS' CONDUCT GRADES

Grade	Descriptors
Excellent	<ul style="list-style-type: none"> <li>● Consistently behaves in an <b>exemplary</b> manner –               <ul style="list-style-type: none"> <li>➢ is always courteous, polite and <b>respectful</b></li> <li>➢ is always <b>dependable</b>; does things well on his/her own</li> <li>➢ shows <b>very clear sense of right and wrong</b> through speech and action</li> </ul> </li> <li>● Attends school <b>regularly</b> with no more than 2 days of late-coming</li> <li>● <b>Has not committed any minor or serious offence</b></li> </ul>
Very Good	<ul style="list-style-type: none"> <li>● Consistently behaves well –               <ul style="list-style-type: none"> <li>➢ is always courteous, polite and <b>respectful</b></li> <li>➢ is <b>dependable</b>; does things well on his/her own most of the time</li> <li>➢ show <b>clear sense of right and wrong</b> through speech and action</li> </ul> </li> <li>● Attends school <b>regularly</b> with no more than 4 days of late-coming</li> <li>● <b>Has not committed any minor or serious offence</b></li> </ul>
Good	<ul style="list-style-type: none"> <li>● Behaves well most of the time -               <ul style="list-style-type: none"> <li>➢ is courteous, polite and <b>respectful most of the time</b></li> <li>➢ is <b>dependable</b>; does things well on his/her own most of the time</li> <li>➢ shows <b>sense of right and wrong</b> through speech and action most of the time</li> </ul> </li> <li>● Attends school <b>regularly</b> with no more than 6 days Late-coming</li> <li>● <b>Has not committed any serious offence</b></li> </ul>
Fair	<ul style="list-style-type: none"> <li>● Occasionally shows unacceptable behavior –               <ul style="list-style-type: none"> <li>➢ needs guidance from teachers on behaviour</li> </ul> </li> <li>● Attendance is irregular <u>OR</u> 7 – 9 days Late-coming</li> <li>● May have committed a serious offence</li> </ul>
Poor	<ul style="list-style-type: none"> <li>● Frequently shows unacceptable behaviour –               <ul style="list-style-type: none"> <li>➢ needs regular counseling by teachers on behaviour</li> </ul> </li> <li>● Attendance is poor OR 10 days or more Late-coming</li> <li>● Has committed either a few serious offences or multiple occurrences of a single serious offence (e.g. Police Cases)</li> </ul>

## Rubrics for Assessment of Personal Qualities, Holistic Development Profile

Rating Quality	Level 1	Level 2	Level 3	Level 4
	Not Demonstrated (or Not observed)	Developing	Competent	Exceeding
<b>Respect</b> Believes in his own self-worth and the intrinsic worth of all people	<ul style="list-style-type: none"> <li>Does not consider how his/her actions impact on others despite reminders</li> <li>Does not consider the feelings and rights of others</li> </ul>	<ul style="list-style-type: none"> <li>Considers how his/her actions impact on others with constant reminders</li> <li>Considers the feelings and rights of others with constant reminders</li> </ul>	<ul style="list-style-type: none"> <li>Considers how his/her actions impact on others with occasional reminders</li> <li>Considers the feelings and rights of others with occasional reminders</li> </ul>	<ul style="list-style-type: none"> <li>Considers how his/her actions impact on others without reminders</li> <li>Considers the feelings and rights of others without reminders</li> </ul>
<b>Resilience</b> Ability to handle challenges, pressure and setbacks	<ul style="list-style-type: none"> <li>Gives up easily</li> <li>Unable to cope with pressure</li> <li>Unable to handle setbacks</li> </ul>	<ul style="list-style-type: none"> <li>Shows attempt to overcome challenges with assistance</li> <li>Needs guidance to cope with pressure</li> <li>Needs assistance to handle setbacks</li> </ul>	<ul style="list-style-type: none"> <li>Able to overcome difficulties under normal circumstances</li> <li>Able to work under pressure</li> <li>Able to bounce back after a setback</li> </ul>	<ul style="list-style-type: none"> <li>Shows the determination to succeed under most circumstances</li> <li>Works well under pressure</li> <li>Bounces back with renewed energy after a setback</li> </ul>
<b>Integrity</b> Being accountable for one's actions and having the moral courage to make right decisions	<ul style="list-style-type: none"> <li>Does not admit one's mistakes</li> <li>Gives in easily to peer pressure when making difficult decisions</li> </ul>	<ul style="list-style-type: none"> <li>Learning to be accountable for one's actions</li> <li>Takes considerable effort to make the right decisions</li> </ul>	<ul style="list-style-type: none"> <li>Is accountable for one's actions most of the time</li> <li>Able to make the right decision after weighing the pros and cons</li> </ul>	<ul style="list-style-type: none"> <li>Is accountable for one's actions</li> <li>Has the courage to make decisions based on moral reasons despite the risk of adverse consequences</li> </ul>
<b>Service</b> Having the respect for everyone and showing empathy for the community through service	<ul style="list-style-type: none"> <li>Does not show respect to others</li> <li>Does not show empathy nor willingness to serve the community</li> </ul>	<ul style="list-style-type: none"> <li>Shows respect only to some (e.g. only close friends or teachers)</li> <li>Shows empathy to some and serve the community after encouragement</li> </ul>	<ul style="list-style-type: none"> <li>Shows respect to most people</li> <li>Shows empathy for the community and serves them enthusiastically</li> </ul>	<ul style="list-style-type: none"> <li>Shows respect to everyone</li> <li>Shows empathy to the community and initiates programmes to serve them</li> </ul>
<b>Excellence</b> <i>Taking ownership for learning and constantly striving to be the best</i>	<ul style="list-style-type: none"> <li>Does not take charge of one's learning</li> <li>Does not set targets</li> </ul>	<ul style="list-style-type: none"> <li>Needs considerable guidance in learning</li> <li>Aims to meet expected targets</li> </ul>	<ul style="list-style-type: none"> <li>Takes ownership in learning</li> <li>Sets and aims to meet challenging targets</li> </ul>	<ul style="list-style-type: none"> <li>Takes pride in what one does</li> <li>Strives to surpass one's personal best</li> </ul>
<b>Leadership</b> Being a leader with desirable values, contributing to the community	<ul style="list-style-type: none"> <li>Depends on others to provide directions</li> </ul>	<ul style="list-style-type: none"> <li>Attains personal mastery in terms of self-awareness and self-management</li> <li>Able to lead a small team in the completion of a task (e.g. a group leader)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the ability to lead a team towards the completion of projects (e.g. as class monitor, CCA leaders, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the ability to enthuse and motivate the others to support a worthy cause and serve the community</li> </ul>

## CCA POLICY AND GUIDELINES SECONDARY 1 TO 5

### A. Framework for Co-Curricular Activity (CCA)

1. CCAs in school play a significant role in the holistic development of our students. They inculcate sound moral values, build strength of character and foster camaraderie. CCAs also cultivate healthy habits and instil aesthetic and cultural appreciation in our students.
2. Each CCA has its specific objectives. For instance, sports develop robustness, fair play and team spirit in students. The performing arts instil in students a sense of graciousness and appreciation for the rich culture and heritage of a multi-racial society. Uniformed Group activities aim to make good citizens of students by inculcating in them self-reliance, resilience, discipline and a spirit of service to others. Besides, the inculcation of values, CCA also imbue in our students an entrepreneurial spirit, a risk-taking attitude and an appreciation for aesthetics, all of which are necessary for the holistic development of an individual.
3. The overall framework for CCA is one that is committed to developing character and instilling core values in our students.

### B. Scope

4. The school offers a wide range of CCAs to cater to the diverse interests of students. Students are advised to have a good balance between CCA and formal schoolwork, and to pursue a CCA for its own intrinsic value and interest.
5. The list of CCAs offered for the year is as follows:

#### Group A: Sports & Games

1. Basketball
2. Football
3. Table Tennis
4. Volleyball
5. Wushu

#### Group B: Uniformed Groups

1. NCC (Land)
2. NPCC
3. Girl Guides
4. Scouts
5. Singapore Red Cross Society

#### Group C: Performing Arts

1. Concert Band
2. Choir
3. Chinese Dance
4. English Drama
5. Malay Dance
6. Digital Media

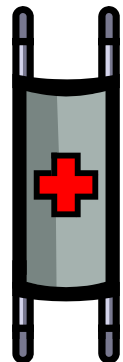
#### Group D: Clubs & Societies

1. Design and Innovation
2. Infocomm Technology
3. Strategy Games



### C. Participation in CCA

7. CCA participation is **COMPULSORY** for all students. Every student in the school must take part in at least one MAIN CCA from the 4 groups, namely sports and games, uniformed groups, performing arts or clubs and societies.
8. All students must have a MAIN CCA each year from one of the 4 groups. The attendance rate for participation will be based on the attendance of the MAIN CCA. Students are encouraged to pursue and specialise in their MAIN CCA.
9. Students who are keen to experience the different CCAs offered in school may opt for a change at the beginning of each academic year. The marks awarded for the previous CCA would be credited to the students' new CCA. Students must seek approval from the school before they are allowed to change their CCA otherwise they will not be allowed to earn CCA points for the new CCA.
10. Students in the school Concert Band, NCC and NPCC are **NOT** permitted to change their CCA throughout the secondary school years except on medical reasons; otherwise all the points earned for the CCA will be annulled.
11. Students may participate in more than one CCA if they so desire, but approval must first be obtained from the school. Students who participate in a second CCA without approval will not be allowed to earn CCA points.
12. Students who participate in a second CCA can only earn CCA points at the school representation level or higher. Minimum attendance in the second CCA is not a criterion for points to be computed.
13. Students who participate in National Sports Associations' Youth Training Programmes may be awarded CCA points.
14. Students who are keen on a CCA not offered in the school can propose a student-initiated CCA by gathering interested peers. There should be at least 15 students interested in participating in the student-initiated CCA. Students must seek the support and endorsement of a mentor teacher before it can be implemented.



## A Holistic Education for Secondary School Students - LEAPS 2.0

A holistic education provides students with a broad and deep foundation for lifelong learning. This includes learning not just in the academic areas. Equally important is the development of values and life skills in each child. This will equip the child to handle the challenges in life later on.

A holistic education also supports students to discover their strengths, interests and talents. Students tend to flourish in areas they are interested in. Thus, as far as possible, we should allow them to pursue their areas of interest.

Schools offer a range of co-curricular programmes to help students achieve a holistic education. Community service is also invaluable in helping students develop qualities such as care, concern and respect for others in society.

### LEAPS 2.0<sup>1</sup>

LEAPS 2.0 is a framework to recognise secondary school students' holistic development. Students will be recognised with levels of attainment in four domains: Participation, Achievement, Leadership and Service.

### SUPPORTING YOUR CHILD

As parents, you play an important role in ensuring your child's holistic and balanced development. Your child benefits most when the emphasis on developing values, life skills and your child/ward's interests and strengths are reinforced at home.

You can discuss the following areas with your child when selecting his/her co-curricular activities:

- Identifying interests and strengths  
*Example: What is your child interested in? What is your child good at?*
- Setting objectives  
*Example: What kind of person does your child want to be? What kind of values and life skills should your child be developed in?*
- Encouraging self-directed learning  
*Example: How does your child want to pursue this development? What are the possible opportunities that can help support this development?*
- Managing commitments  
*Example: Is your child able to cope? How can you help to support him/her in the learning pursuits?*

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<sup>1</sup> LEAPS stands for Leadership, Enrichment, Achievement, Participation and Service. LEAPS 2.0 builds on the LEAPS system to better reflect MOE's current emphasis on Student-Centric, Values-Driven education.

## LEAPS 2.0 DOMAINS

### *Participation*

This domain recognises students' participation in one school-based<sup>2</sup> Co-Curricular Activity (CCA). Recognition is based on the number of years of participation and exemplary conduct and active contribution<sup>3</sup> to the CCA. Sustained engagement in the same CCA allows for progressive development of character, skills, knowledge and friendships, and will be accorded higher recognition.

### *Service*

This domain recognises students' development as socially responsible citizens who contribute meaningfully to the community. Every secondary school student will contribute at least 6 hours per school year to the community. They can choose to embark on a Values-In-Action project (VIA). Students will be recognised for the time they put into planning, service and reflection, when participating in a VIA project.

### *Leadership*

This domain recognises students' leadership development. Recognition is accorded to students' ability to take charge of personal development, work in a team and assume responsibilities in service of others. In addition to formal leadership appointments, participation in student leadership modules/workshops, the National Youth Achievement Award (NYAA) and leadership positions in the school, CCA or student-initiated/student-led projects will also be recognised.

### *Achievement*

This domain recognises students' **representation** and **accomplishment** in co-curricular involvements beyond the classroom. Opportunities for representation and accomplishment present valuable learning experiences for students to learn discipline, resilience and develop their character. Students may represent the school or organisations endorsed by the school. Recognising external opportunities better caters to students' diverse interests and talents. It also recognises the community's role in developing the child.

**Representation** refers to being selected and endorsed by the school or an organisation endorsed by the school (e.g. the community club or national association) to contribute, perform or compete. It need not be tied to his/her CCA in school.

**Accomplishment** refers to attaining accolades and awards at competitions, festivals, performances, exhibitions, conferences and symposiums where the student represents the school or other organisations endorsed by the school.

The details on the levels of attainment for each of the domains are attached at [Annex A](#).

<sup>2</sup> School-based CCA refers to CCA that are organised within the school or have been endorsed by the school.

<sup>3</sup> Schools have processes in place to determine 'exemplary conduct and active contribution' with respect to their school's context.

### Recognition of Students' Level of Attainment

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

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

# School Rules and Regulations

The school expects every Queenstownian to maintain high standards of personal conduct by behaving in an exemplary manner.

1. **General**
  2. **Respect for Nation and School**
  3. **Attendance and Punctuality**
  4. **School Attire**
  5. **Grooming & Hair**
  6. **Use of Electronic Devices (EDs)**
  7. **Classroom Conduct**
  8. **Use of School Canteen**
  9. **Snack Break**
  10. **PE Rules & Code of Conduct**
  11. **School Youth Protection Policy**
  12. **Information Technology / Media Resource Usage Policy**
  13. **Personal Data Protection Act**
- 

## 1. **General**

- a) Students are to be polite, respectful and maintain proper decorum at all times.
- b) Students are to participate actively in all school activities and functions.
- c) Students must respect and obey school rules and personnel, including the Principal, Vice-Principals, teaching and non-teaching staff, and student-leaders.
- d) Students are to uphold the good name of the school when they are out of the school. They should be courteous and considerate to others when they are on public transportation or at any public places.
- e) Students must always uphold the law and report students who are behaving suspiciously.
- f) Students must maintain a conducive learning environment by keeping their noise level down along the corridors, stairways, near classrooms, laboratories or special rooms.
- g) Students must adhere to the schools' directives on the use of school facilities.
- h) Students must take care of school and public property and not vandalise them.
- i) Students should not waste electricity, water, or other school resources.
- j) Students must follow the security procedures of the school and take care of their belongings.



- k) Students are strictly not allowed to enter the Staff Room. Students can speak to teachers via the intercom system outside the Staff Room.
- l) Gambling, betting or playing of any card games of any form are prohibited in school.
- m) **All students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which can be used or intended to be used to cause harm to others.**

## **2. Respect for Nation and School**

- a) All students are to observe the flag raising and lowering ceremonies with dignity and respect.
- b) **Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students must recite the Pledge with the right fist placed over the heart.**
- c) All students are to sing the school song and recite the Student's Creed respectfully.
- d) Proper decorum must be observed during all school assemblies and functions. Students are to be quiet and seated in an orderly manner during all school events such as assembly period.
- e) All students are expected to uphold the reputation of the school and nation at all times - e.g. there must be no defamation (in any form) of the school or any staff of the school or any of the leaders of the nation.
- f) Students are to greet all staff and visitors when they meet them.

## **3. Attendance and Punctuality**

- a) Students must be present for morning assembly at the assembly venue no later than 7.30am (8.15am on Thursdays). Students are considered late if they are not at the assembly venue and will serve detention for late-coming.
- b) Students who are late for school are expected to report to school 15 minutes before reporting time on the next 3 consecutive school days. Students who do not report early on the assigned days, without a valid reason, will serve detention.
- c) Students are expected to be punctual for morning assembly, lessons, remedial classes, CCAs and all other school activities/ programmes.

- d) A student who absents himself from school or any school activity is expected to bring a medical certificate or a letter from the parent or guardian on the day he returns to school. **Parent letters will be capped at 5 per semester.**
- e) Students who would like to apply for leave from school must submit their parent's request, in writing, to the Principal, at least 2 weeks in advance. Taking leave during term time for local or overseas holiday is not allowed and will be considered as absence without valid reason.
- f) If students are feeling unwell or have valid reasons to leave school during school hours, they may ask for permission to leave school earlier. They are to obtain a form at the General Office and seek recommendation from their Class Mentor before attaining approval from HOD/SH Student Management, Vice-Principal or Principal.

#### **4. School Attire**

- a) **Students are to wear the prescribed school uniform. Any modification to the uniform is not allowed.**
- b) Students who come to school during the holidays must wear the prescribed school attire or PE/CCA attire. This includes appropriate shoes. Students who are in inappropriate attire will be denied entry into the school.
- c) Students should tuck in their shirts at all times and the name tag must be sewn in line with the pocket.
- d) The school tie is to be worn for the weekly assembly period on Monday mornings.
- e) Students found to have modified their school uniforms e.g. tapered pants, shortened skirts etc. will be asked to correct their modification or purchase a new one. The school reserves the right to determine what it deems as acceptable.
- f) Class/CCA/Event T-shirts designs must be approved by the school's Corporate Communications team.
- g) **Only plain white canvas shoes (samples shown in QTSS attire guidelines) are allowed.** No sandals or slippers are to be worn except on medical grounds. Only white socks are allowed and must be visible at all times. Students with unacceptable shoes or socks may be asked to purchase acceptable ones.
- h) Undershirts worn by students should be either white or of neutral skin-tones.
- i) Students with PE lessons on a school day are to attend the flag-raising ceremony in full school uniform. They are to change to PE attire before the start of the PE lesson.
- j) School uniforms should be purchased from the following vendors:

#### Uniforms Supplier

Finest Fashion Centre

Beauty World Centre, #B1-03

144 Upper Bukit Timah Road, Singapore 588177

Website: <https://finestuniform.com/>

Contact no.: 6466 5697

#### PE Attire Supplier

My Uniform Shop (Asia) Pte Ltd

209 New Upper Changi Rd, #03-651, Singapore 460209

Website: [www.myuniformshop.com.sg](http://www.myuniformshop.com.sg)

Contact no.: 6276 6689

#### **Footwear**

- a) Students are to wear plain white canvas shoes with white shoelaces and logos only. Leather shoes, sport shoes, high-cut shoes and slip-on shoes are not allowed.
- b) Students are to wear plain white socks, which cover the ankles and must be clearly visible at all times. Coloured and ankle-length socks are not allowed.
- c) Students who need to wear sandals or slippers to school due to medical reasons must to seek the school's permission prior to wearing them to school.

#### **Grooming & Hair**

- a) Students are to keep nails short, clean and unpainted. No nail polish or henna should be used.
- b) Students are not allowed to wear coloured contact lenses or tinted spectacles.
- c) Students are not allowed to wear make-up, jewellery, accessories or ornaments to school. Accessories such as lanyards, necklaces, friendship bands and ankle-bands are not allowed.
- d) Body piercings and tattoos are strictly prohibited.
- e) Outlandish hairstyles dyed or tinted hair are strictly not allowed. Students with unacceptable hairstyles are required to make the necessary correction before they are allowed back in school.

#### **Boys' Attire**

- a) Boys are to keep their hair short and neat. The hair must be above the collar and ears, sloped at the back and sides. The sideburn must not be longer than the half ear mark. The fringe must not touch the eyebrows when combed down.
- b) Boys with unacceptable hairstyles (e.g. undercutting or overlapping, dyed hair) may have their hair cut by the school's designated barber or sent home to have their hairstyle corrected before they are allowed back in school.

c) **Boys should be clean-shaven at all times and facial hair (i.e. moustache, goatee, beard) is not to be kept.**

d) Boys are not allowed to wear any ear accessories, including ear sticks.

### **Girls' Attire**

a) Girls are to keep their hair neat at all times. Fringes should be above the eyebrows or pinned neatly to the sides with black clips/ hair band, showing the ears. Girls with long hair must have it plaited or tied up with black or navy blue hair clips or ribbons. Short bobs should not be sloped or coupled with fanciful fringes. Outlandish hairstyles (hair extensions, curls, undercutting, overlapping or dyed hair) are not allowed.

b) There should be no modification to the school skirt. The bottom of the skirt must be no more than 3 fingers spacing above knees.

c) Girls are allowed to wear one small pair of round ear studs. It must be in black, navy blue, gold or silver in colour. The ear studs and sticks must be worn only at the bottom of the ear lobes.

## **5. Use of Electronic Devices (EDs)**

a) Students must take full responsibility for the safe-keeping of their EDs. The school will not be held responsible for the damage or loss of their EDs.

b) Student are not allowed to take any photograph, video or audio recording of any school staff or student without seeking their permission.

c) Students who do not adhere to the regulations may have their **EDs confiscated** and parents informed. Repeat offenders will not be allowed to bring their EDs to school.

d) The school may confiscate the electronic devices as a disciplinary measure or for the purpose of investigation.

### **Mobile Phones**

Students may bring mobile phones to school for the purpose of communication. Students must adhere to the following regulations:

a) All mobile phones must **switched off** and **kept in the lockers** during curriculum time and school programme/events.

b) Students found to be in possession of mobile phones during tests and exams will be considered as attempting to cheat and face serious consequences.

### **Personal Learning Devices (PLD)**

a) Students are to use the approved PLDs for the purpose of learning. Students need to ensure that their PLDs are fully charged before arriving in school.

## **6. Classroom Conduct**

- a) Students must stand up to greet teachers before the lesson and thank them at the end of the lesson.
- b) Students must be attentive and diligent in class. Sleeping during lesson is strictly not allowed.
- c) Students are to hand in and complete all assignments on time.
- d) Students are expected to show consideration for their teachers and classmates and not to disrupt learning.
- e) Students are allowed to visit the washrooms only when permission is granted by teachers. Students are to display the “Movement Pass” when leaving the classroom during curriculum time.
- f) Students are expected to keep the classroom tidy, presentable and clean at all times. Only plain water can be brought to the classroom. All other drinks should only be consumed in the canteen.
- g) All students are not allowed to stay inside their classrooms during recesses and after 30 minutes after the last period of the day, unless accompanied by teacher.

## **7. Use of School Canteen**

- a) Students can only visit the canteen before morning assembly, during recess, lunch and after school. They are not allowed to patronise the canteen stalls during curriculum time.
- b) Students are expected to queue up orderly when buying food at the canteen stalls.
- c) All food and drinks must be consumed in the canteen. Students are not allowed to bring any food and drinks out of the canteen, except for valid reasons i.e. Makan-In-Class.
- d) Students are expected to wipe down the tables after they have finished eating, dispose their leftover food and waste into the trash bins, and return the utensils to the respective stall receptacles.

### **Snack Break**

Students are to take note of the following:

- a) Remain in the classroom and seat during Snack Break.
- b) Bring simple food such as sandwiches, bread or muesli bars, and consume only plain water

- c) Pack food neatly in a re-sealable storage bag or air tight container.
- d) Clean table after eating.
- e) Dispose leftover food/ waste properly in the big bins outside the classroom

## **8. PE Rules & Code of Conduct**

- a) Students are expected to actively participate in all PE lessons. Students who are unable to attend PE lesson must produce a medical certificate or parent letter to the PE teacher prior to or on the day of the lesson.
- b) Student who are unwell or do not have a medical certificate must report for the lesson in their PE attire. This will include students with parent letters.
- c) Students are expected to report for PE lessons within five minutes of the period bell. Likewise, they are expected to be back in their classroom for the next lesson within 5 minutes of PE lessons dismissal.
- d) Students can only wear their assigned house PE T-shirts and shorts for PE lessons. T-shirts are to be neatly tucked in. School uniforms, class, CCA or any other T-shirts are not allowed.
- e) Students are not allowed to patronize the canteen stalls before, during or after PE lessons, unless it's during the timings stated under Use of School Canteen.
- f) For morning PE lessons, students are to change back into their school uniform by recess time. If PE lesson is held after recess, students are expected to change into their PE attire at the start of their PE lesson. They are allowed to be in PE attire after their lesson until lunch or school dismissal.
- g) Students are to handle all PE equipment with care. They will be held responsible for any damaged or lost equipment.

## **9. School Youth Protection Policy**

- a) Items, events, circumstances that pertain to bullying, child / youth safety and protection or related issues, will take reference from the **School Youth Protection Policy**.

## **10. Information Technology / Media Resource Usage Policy**

- a) Items, events, circumstances that pertain to terms of acceptable and responsible usage of information technology and media resource will take reference from the **School Information Technology & Media Resource Usage Policy**.

#### **11. Personal Data Protection Act**

- a) Photographs or video images of students, parents or guardians may be taken during school activities and events such as classroom lessons, CCA, school camps, or school concerts. The school may use and publish such photographs or video recordings in school publications, the school's website, social media channels, or other communication channels. **Request for the exemption for these photographs or videos to be published must be made in writing to the school before the start of the academic year.**
- b) The school may disclose students' personal information such as their name, class, NRIC, Date of birth etc to approved school vendors for the purpose of conducting external enrichment & activities. **Request for the exemption from these disclosures must be made in writing to the school before the start of the academic year.**

#### **Offences**

The following are offences that would result in disciplinary action.

#### *Attendance*

- Late-coming
- Skipping Classes
- Leaving school grounds without permission
- Truancy

#### *Misconduct*

- Improper Attire and Grooming
- Littering
- Not doing Assignments
- Using Vulgar Language
- Bullying
- Cheating in Tests and Exams
- Disruptive Behaviour
- Forgery
- Open Defiance and Rudeness

#### *Theft / Damage of Property*

- Theft / shoplifting
- Vandalism
- Arson

#### *Other Serious Offences*

- Assault
- Fighting
- Gangsterism
- Gambling
- Smoking
- Drug abuse
- Inhalant abuse
- Pornography
- Sexual Misconduct
- Alcohol abuse
- Possession of weapons

The list above is not exhaustive. The school reserves the right to exercise its discretion and authority over the rules and regulations and accompanying consequences and arrangements, depending on the cases involved, in consideration of the well-being of the student(s) involved and / or the well-being, security and interests of the general school population) at large.



### **General Laboratory Safety Regulations**

1. Students must not enter or work in laboratories unless a teacher is present.
2. Laboratory storerooms and preparation rooms are out of bounds to all students.
3. Long hair should be tied back to avoid any interference with laboratory work.
4. Eating and drinking are prohibited in laboratories.
5. Students should always work thoughtfully and purposefully. Practical jokes and other acts of carelessness are strictly prohibited.
6. Students should seek clarification from the teacher if instructions for an experiment are not thoroughly understood. Students should not proceed with an experiment if in doubt.
7. Safety goggles must be worn whenever there is any risk of injury to the eyes.
8. Protective gloves and clothing must be worn when handling hazardous materials.
9. Hands must always be thoroughly washed before leaving the laboratory, regardless of whether or not gloves are worn.
10. Equipment used to handle or transfer hazardous materials must be inspected for leaks, cracks and other forms of damage before use.
11. Damaged equipment, breakages, accidents and spillage should be immediately reported to the teacher.
12. Electrical wirings must be kept away from naked flames and heaters. Areas around electrical equipment should be kept dry and where appropriate, kept far from water.
13. Unlabelled chemicals should not be used. Unlabelled containers should be reported to the teacher.
14. Chemicals or other materials must never be tasted unless specifically directed by the teacher.
15. Students should not take apparatus or chemicals out of the laboratory without permission of a teacher.
16. Unauthorised experiments are prohibited.
17. Pipetting should always be carried out using a pipette aid and never by mouth.
18. Sharps (such as needles, razors or pins) should not be discarded in waste-bins or trash bags. Instead, a sturdy container should be used for sharp waste objects.

## **QUEST Library Rules**

All students are members of the Quest Media Resource Library.

### **Entitlement**

You are entitled to borrow 4 books for a duration of two weeks.

### **Opening Hours**

Monday to Friday : 0830 to 1700 hours

Closed on weekends, public holidays, school events and the March, June, September and November / December vacations unless otherwise stated.

### **Quest Library Rules**

1. Silence is to be observed at all times.
2. No bags may be brought into the library, but students may bring in notes or files for studying.
3. No eating or playing is allowed in the Library.
4. The Library should be kept clean at all times.
5. No magazines or newsletters are to be brought out of the Magazine Area.
6. All books are on loan status except: Reference books bearing the letter "R" and the encyclopedia. Temporary loan of reference books (1 hour) may be allowed as long as students leave their student passes with the librarian.
7. All materials taken out from the Library must be checked by the Librarians on duty.
8. The workroom is out of bounds to all students except Librarians



# QTSS Personal Learning Device (PLD) User Guide and Advisory

Updated 10 July 2021

## 1. Taking Care of Your Personal Learning Device (PLD)

### **General Precautions:**

Students must be responsible in taking good care of their PLDs. Students should:

- Store/carry the PLD in a padded backpack, padded case or laptop bag. They should not shove it into their school bag or lockers as this may damage the PLD.
- Refrain from carrying/storing the PLD while the screen is open.
- Keep food and drinks away from the PLD at all times.
- Insert/remove cords, cables, and removable storage devices carefully into/from the PLD.
- Shut down the PLD or put it in Sleep-Mode when not in use to conserve battery life.
- Not expose the PLD to extreme temperatures or direct sunlight for extended periods of time.

### **Screen Care:**

The PLD screen is particularly sensitive and prone to damage if it is not properly cared for. Exerting excessive pressure on the screen or on the laptop may damage the screen. Students should:

- Clean the PLD screen with a soft, dry anti-static, micro-fiber cloth or pre-moistened tissue. Do not use window cleaner liquids, harsh cleaning solutions or water.
- Do not place heavy objects on your PLD as that could crack the screen.
- Do not poke/scratch the screen with sharp objects.
- Ensure that there are no objects in between the screen and the keyboard before you close the screen.

## 2. Using Your PLD

- Students are expected to bring their PLDs to school daily.
- Students should charge their PLD battery to full capacity at home daily before bringing it to school.
- Students are discouraged to charge their PLDs in school and hence need not bring your AC Adapter power cord (charger) to school.
- Students should ensure that their PLDs are ready to be used for learning in every lesson.
- Students should not use their PLD during lessons without a teachers' permission.
- Students must bring their personal earphones/buds to school and use it when audio is required.
- Students are required to bring their PLDs home at the end of every school day.
- Student are to abide by the school's Acceptable User Policy (AUP) when using their PLDs.

### **3. Managing Your Files and Saving Your Work**

Students are strongly encouraged to save your school work on Microsoft (MS) account and apps such as MS Teams, OneNote or Microsoft Sharepoint, and not on the PLD storage or external memory devices such as miniSD cards or USB flash drives. Saving your work on MS account enables you to accessible your files from any computer with internet access, anytime and anywhere.

### **4. Software on PLDs**

#### **Microsoft (MS) Applications:**

All PLDs are installed with MS Operating System (OS) and the necessary MS web-based and local applications. The web-based applications do not require installation space on a hard drive. Essential local applications, such as MS Teams & MS Office, are pre-installed on your PLD to enable you to work off-line in the event you do not have internet access. Students must not modify the settings and/or delete these MS OS and applications on their PLDs.

#### **Device Management Application (DMA)**

Students' PLDs are installed with a Device Management Application (DMA) to support a safe and conducive learning environment. Students should not attempt to uninstall the DMA or de-enroll their PLD from the DMA. Non-compliance may lead to disciplinary actions in accordance with the school's discipline policy.

#### **Virus Protection and Firewalls:**

Virus protection and Firewalls are pre-installed on students' PLDs. The anti-virus software will be automatic updated to protect the PLDs from viruses, malwares, spyware and cookies.

#### **Additional Software:**

Students are strongly discouraged from installing additional software on their PDLs as that may reduce the speed of the PLD processors, hinder your learning and compromise the safety and security of your PLDs. Students will only be able to install additional software only if their parents opted for Option A or B for the Parents' DMA Control. Gaming applications are not encouraged as the PLD is meant to be a learning device. Additional software installed by students will be de-activated during school hours, unless approved by the school.

#### **Inspection:**

The school reserves the right to inspect students' PLDs to ensure that they are properly cared for, maintained, and that no illegal modifications have been made.

### **5. Protecting & Storing Your PLD**

#### **PLD Identification:**

PLDs will be labelled by the school in the following manner:

- Record of serial number
- Name and Class of Student

Students should not remove the school's identification label sticker which is pasted on the PLD. Students may wish to paste additional name stickers or labels on your PLDs for easy identification.

**Storing Your PLD:**

Students must be responsible for the safe-keeping of their PLDs and not leave them unattended. During lessons, students should have their PLDs in class and kept them in their laptop bags or padded cases when not in use. During recess, PE or CCAs, they should store their PLDs in their assigned lockers with the lock securely fastened. Students should not reveal their number lock combination, or hand their locker keys to others as that will compromise the security of their belongings in their lockers. Students are required to bring their PLDs home at the end of every school day.

**PLDs Left in Unsupervised / Unsecured Areas:**

Under no circumstances should a PLD be stored in unsupervised areas. Unsupervised areas include the school grounds and campus, the canteen, unlocked classrooms, library, toilets, hallways, buses, in a car, or any other entity that is not securely locked or in which there is no supervision. Unsupervised PLDs will be safe-kept by the school and deposited at the Lost and Found Counter in the General Office.

**6. Repairing or Replacing Your PLD**

Students who encounter any problem with their PLD can approach the school's Technical Support Counter, located in Computer Lap 3, or contact Mr Wan or Mr Bryan Chng for assistance. The Technical Support Counter is opened from Mon to Fri, 9am to 12pm & 2pm to 4pm.

**School Technical Support:**

Services provided by the school include:

- Diagnosing and troubleshooting the problem
- Password Identification & Reset
- User account support
- Coordination of warranty repair
- Loan of PLDs (if PLD is sent for repair)
- Operating System, DMA or software configuration support
- Restoring PLD to factory default
- System software updates

Note: For hardware problems and issues, the PLDs will have to be sent to Lenovo Service Centre for repair.

**PLDs Undergoing Repair:**

- Students may be required to send in their PLDs to Lenovo Service Centre (LSC) for repair if the school Technical Support Team is unable to resolve the problem.
- The repair duration may be up to two weeks, pending the issues. Students may request to loan a replacement PLD while their PLDs are under repair.
- Repaired PLDs will be returned in original factory settings. Hence, it is important that students save their work in MS storage account so that all data can be restored by logging into students' MS accounts. Please note that student-installed applications and data saved in the PLD storage may not be restored after the repair.

**Insurance and Warranty:**

- The PLD comes with 3-year insurance and 3-year warranty which is inclusive of 2 repairs or 1 replacement claim. Parents may be billed for parts not covered by warranty and labour incurred.
- Warranty from defects in materials and workmanship is for the period of 3 years. This limited warranty covers normal use, mechanical breakdown, or faulty construction and will provide replacement parts necessary to repair or if necessary, replace the PLD. The warranty *DOES NOT* cover damage caused by misuse, abuse or accidents. Please report all PLD problems to the ICT Office.
- Details on LSC, PLD Insurance and warranty can be found on our school website.

**Device Loss:**

Students are responsible for their PLDs. In the event of loss or theft of the device, the student must immediately report the matter to the school and make a police report.

## **Classroom Learning Routine**

In order to provide a conducive learning environment, the school has adopted the following Classroom Learning Routine:

### **At the Start of Lesson**

- **ACLAP** (Attendance / Cleanliness / Attire / Preparedness)
  - **A:** Teachers to check attendance and ensure that all students report to the learning venue on time
  - **CL:** Students to ensure cleanliness of the learning environment
  - **A:** Students are to be properly attired
  - **P:** Students to keep all Electronic Devices (EDs) in lockers; only Personal Learning Devices (PLDs) and lesson materials (e.g. books/files, notes and stationery) on table; to be physically and mentally ready for lesson to begin
- Subject Teachers to write Lesson Outcomes and Success Criteria on whiteboard.
- Stand & Greet

### **During Lesson**

- Subject teachers to remind students on expected behavior (e.g. to be respectful and actively engaged) during lessons, online or otherwise.
- Subject teachers to structure short eye breaks (i.e. 20 seconds after 20 minutes of screen time) in between screen time.
- Subject teachers to Make Thinking Visible through the use of board work, tasks, 2-tier MCQs, thinking routines, etc.
- Students to ensure that their PLD is in silent mode, unless otherwise instructed.
- **‘Eyes on Me’** – Students to ensure that the cover of their PLD is closed/faced-down, to pause all activities and to look up at the speaker
- **‘Screen Down’** – Students to close their PDL screen or at 45 degrees angle
- **‘Screen Up’** – Students to resume learning activity on device
- **‘One Voice’** – Students to keep quiet and give their fullest attention to the speaker

### **At the End of Lesson**

- Subject teachers to reserve last 5 minutes before dismissal time to do lesson closure and recap the learning objectives.
- **‘End-Off’** – Students to save their work, close all unnecessary programme(s) and close the cover of the PLD/faced-down.
- Prepare for next lesson.
- Subject teachers of the last period to remind the students to charge their PLD at home.

## **Queenstown Secondary School Personal Learning Device (PLD) Pledge**

### **Safe Usage**

- I will take care of my well-being when using my PLD.
- I will practise the good ICT habits as mentioned in the PLD User Guide and Advisory (PUGA).
- I will alert a trusted adult immediately upon coming across any instances of inappropriate use/content when using my PLD which may compromise my learning or safety.
- I will not attempt to modify, uninstall or de-enroll the Device Management Application (DMA) on my PLD.

### **Respectful Usage**

- I will respect myself and others when using my PLD.
- I will uphold our school values when using my PLD and will always be courteous, honest and respectful when treating others, with the same respect I wish to receive from others.
- I will respect the classroom learning routines as stated in PUGA.
- I will not take photographs, videos or audio recordings of other individuals without their permission.
- I will also not share or post such digital contents on the internet without their consent.
- I will limit my official online communication to between 7am to 6.30pm, unless it is an emergency.

### **Responsible Usage**

- I will bring my PLD to school daily.
- I will take full responsibility for the care and safe-keeping of my PLD. I will not hold the school responsible for any damage or loss of my PLD.
- I will always lock my PLD in my assigned locker when not in use, e.g. during recess, PE or CCA.
- I will ensure that my PLD is charged daily at home before bringing it to school. Should I need to charge it in school, I will need to seek teachers' permission before charging at the school's designated charging stations during recess and/or after-school hours.
- I will ensure that I have my PLD with me during lessons and use it only for learning purposes. All other electronic devices such as mobile phones will be switched off and kept in my assigned locker at the start of the day.
- I will be responsible for all damage or loss caused by neglect or abuse for my PLD, as well as any other school-owned ICT facilities, equipment and resources.
- I will not disassemble/modify any part of my PLD or attempt to repair it on my own.
- I will file a police report in the event of theft /loss and report it to the school.
- I will comply with the school's Acceptable Use Policy (AUP), while in school as well as out of the school, and understand the consequences for non-compliance.



## Computer Lab Rules

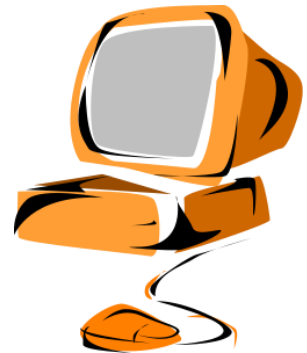
### Do's

1. Sit according to index number or seating arrangement given by teacher.
2. Check all the equipment such as laptops, mouse and printers for any missing parts before the start of the lesson.
3. Report any equipment failure to subject teacher.
4. Ensure your work area is clean.
5. Push in your chair and shut down the laptop after use at the end of the lesson.

### Don'ts

1. Do not eat or drink in the computer laboratory.
2. Do not misbehave in the computer laboratory.
3. Do not remove anything from the computer laboratory.
4. Do not vandalise any equipment in the computer laboratory.
5. Do not plug in any external devices to the laptop without teacher's permission.

**Students who fail to comply with the rules as stated above will have their computer access removed immediately and disciplinary action will be taken against him or her.**



## ***Emergency Evacuation Orders***

1. When you hear the fire alarm, listen carefully for announcements over the PA system.
2. If it is a false alarm, resume class activities.
3. **If there is an emergency**, listen for instructions on which route to take and which route to avoid.
4. Close all windows and doors. **DO NOT LOCK THE DOOR.**
5. Turn off all lights, fans, electrical and gas appliances.
6. Line up in single line outside the classroom.
7. Class Leaders to check that the classroom is empty.
8. Class Leaders to queue up at the start and end of the class.
9. Class Leaders to ensure that no classmate fall behind him/her during the evacuation to the Assembly Area.
10. Class Leaders to lead the class to the Assembly Area.
  - a. Classes on higher building level will give way to students on lower building level at the staircases.
  - b. Classes must move in one complete line.
11. Teacher-in-Class escorts students to the Assembly Area before reporting to the designated emergency station.
12. Class lines up at the allocated place in the Assembly Area.
13. Students are to squat or sit down.
14. Class Leaders to report to Teacher-in-Charge at Assembly Area.
15. Class waits for further instructions.

## Queenstown Secondary School Emergency Evacuation Route

