



Anglo-Chinese School (Barker Road)

# STUDENT HANDBOOK 2026



*A Beacon of Truth and Light*

# ACS – A Beacon of Truth and Light

*'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.'* (Matthew 5: 16)

2026 is a significant year for the ACS family. It is our 140<sup>th</sup> anniversary. What is less known for us is that in 1926, our founder Bishop William Oldham came back from the United States to visit ACS. It was at that time that Mr Henry Martyn Hoisington, a teacher and an alumnus, composed the lyrics to the tune of "The Maple Leaf Forever" to commemorate Oldham's visit. That song is now our beloved Anthem.

One of the key phrases in our Anthem is "planted a Beacon of Truth and Light". It aptly captures the mission and vision our founder has for the school. At the 140<sup>th</sup> mark, all the ACS schools have unanimously adopted "ACS – A Beacon of Truth and Light" as our theme. We want to be anchored to our root and be a Beacon of Truth and Light.

What does it mean to be a Beacon of Truth and Light? We cannot be a beacon of truth if we do not hold on to the truth. In Philippians 4:8, we are exhorted to hold on to whatever is true and honourable. We want our gentlemen to seek and hold on to truth. As ACS, our basis of truth comes from God and what is written in the Bible. We ground our values and worldview from God. Our true north comes from values that please God. Values and character education will always be a cornerstone of the ACS education. At the same time, we need to equip our gentlemen with the ability to navigate a digitalised and connected world to discern truth from falsehood. Hence, critical thinking skills will be even more important. So, for you gentlemen, read, learn, reflect and discern so that you may tell truth from lie, and be a bearer of truth.

When there is light, there is no darkness. Light, in a dark surrounding, offers comfort and direction. We seek to guide our gentlemen to discover their purpose and direction and know how to work toward their purpose. At the same time, they may be God's instrument and point others to the truth.

In Psalm 43:3, the psalmist prayed, "Send out your light and truth; let them lead me, let them bring me to your holy hill and to your dwelling!" As a school, may we be God's instrument to point others to God as we keep pursuing truth, and shining our light.

To God be the Glory!

The Best is Yet to Be!



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## 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!

### 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.

### Ikrar Kita

Kami, warganegara Singapura,  
sebagai rakyat yang bersatu padu,  
tidak kira apa bangsa, bahasa, atau ugama,  
berikrar untuk membina suatu masyarakat  
yang demokratik,  
berdasarkan kepada keadilan dan persamaan  
untuk mencapai kebahagiaan,  
kemakmuran dan kemajuan bagi negara kami.

### நமது உறுதிமொழி

நமது உறுதிமொழி

சிங்கப்பூர் குடிமக்களாகிய நாம், இனம், மொழி, மதம்  
ஆகிய வேற்றுமைகளை மறந்து ஒன்றுபட்டு, நம் நாடு  
மகிழ்ச்சி, வளம், முன்னேற்றம் ஆகியவற்றை அடையும்  
வண்ணம் சமத்துவத்தையும், நீதியையும்  
அடிப்படையாகக் கொண்ட ஜனநாயக  
சமுதாயத்தை உருவாக்குவதற்கு  
உறுதி மேற்கொள்வோமாக.

### 信约

我们是新加坡公民，  
誓愿不分种族，言语，宗教，团结一致，  
建设公正平等的民主社会，  
并为实现国家之幸福，  
繁荣与进步，共同努力。



## SCHOOL HISTORY

Anglo-Chinese School (Barker Road), or ACS(BR), is one of the six units of the ACS Family of Schools. The Anglo-Chinese School began with the vision and mission of one man, Bishop William Fitzjames Oldham. At the time, little was offered by way of education in the city-port, and he wanted to provide an education for the many boys he saw wandering aimlessly in the streets. On 1<sup>st</sup> March 1886, he founded Anglo-Chinese School in a shop house in Amoy Street with 13 students.

ACS(BR) was established on 1<sup>st</sup> January 1994 as a full government-aided school catering to both Primary and Secondary students. The purpose of establishing a full school in the ACS Family was to cater to the feeder students from 2 primary schools, who could not gain admission to ACS (Independent) but wished to continue with an ACS secondary education. Today, ACS(BR)'s role in the Family of Schools has not changed.

As the school grew, plans to redevelop the campus were made and in 1999, the school split into two schools – ACS (Primary) and ACS(BR). Both schools were relocated to separate holding schools while Barker Road Campus was being redeveloped. In January 2003, ACS (Primary) and ACS(BR) moved back to the Barker Road Campus. ACS(BR) today offers an education that holds true to Bishop Oldham's vision of a philosophy of education that stresses Academic Achievements, Strength of Character and Christian Service.

## THE ACS (BARKER ROAD) EDUCATIONAL EXPERIENCE

Education at ACS(BR) centres on the belief that God is our Strength and Provider, and that by His Grace, students come to us for a purpose – to have their lives touched and changed. We recognise and accept that each student is unique and that individual abilities differ widely. An ACS education has always stood for the total development of a child. Anchoring it is the strong belief that in addition to the mind and body, there is also a need to enrich the soul. This touches the heart and gives character to the being. It is our mission to Touch Hearts by creating memories and giving meaning to all the things that our students do, we Empower Minds by sharpening their intellect and broadening their perspectives and we Enrich Souls by helping them grow in Faith and serving others.

## VISION

Generations of educated men who are  
God-fearing and growing in Grace.

## MISSION

Touch Hearts  
Empower Minds  
Enrich Souls

## SCHOOL BELIEFS

We uphold that God is our Strength  
and Provider  
And there is strength in diversity,  
bringing out the best in everyone  
Serving God, nation and community

## SCHOOL VALUES

**Respect** for self and others  
**Integrity** in action and conduct  
**Commitment** to all endeavours  
**Excellence** in all that we do

## SCHOOL MOTTO

### THE BEST IS YET TO BE

- a motto that unites all ACSians, in  
the certainty that challenges of the  
future will be overcome, that tradition  
and present effort will allow for the  
creation of a better future.

## SCHOOL CREST



### SHIELD SHAPE

The ACS Crest is shaped as a shield to uphold knightly values such as chivalry, honour, valour, loyalty and manliness. The letters 'ACS', besides being the initials of the school's name, also spell Academic Achievements, Strength of Character and Christian Service. The crest was designed in 1930 by the late Dr Yap Pheng Geck who was then a member of the staff.

### COMPOSITE CREATURE

The upper part of the crest shows a creature with a lion head, eagle wings and a dragon body with claws, representing the fact that the School was founded when Singapore was a British colony, by the American Methodist Mission and during the Manchu dynasty in China.

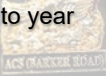
### BLUE AND GOLD PANELS

The lower part of the ACS Crest comprises a panel of blue and another of gold, representing the heavens and the earth, superimposed on which are the letters ACS in red, signifying life bridging earth and heaven.



# SCHOOL ANTHEM

In days of yore from western shores  
Oldham dauntless hero came  
and planted a Beacon of Truth and Light  
in this island of the Main.

Here may it stand from year to year  
emblem of grand endeavour   
The regions round echo the sound  
of A.C.S. forever.

(Chorus)

Sing A.C.S. forevermore,  
our A.C.S. forever.  
God save our land and heaven bless  
our A.C.S. forever.

Our students hail from China's plains  
and the Land of Rising Sun.  
We have many sons from India's strand  
and the islands of the Main.  
Our hearts our hopes our aims are one.  
No discord e'er will sever.  
We'll stand together for the cause  
of A.C.S. forever.

(Chorus again)

Sing A.C.S. forevermore,  
our A.C.S. forever.  
God save our land and heaven bless  
our A.C.S. forever.



# STUDENT'S CREED

By the grace of God,  
I am here to learn about life and  
how I should develop my talents,  
to serve my God, my country and my school.

I shall learn to sharpen my mind,  
stretch my intellect, and learn to love learning.  
I shall learn to love and respect my parents,  
my teachers and everyone else whose life touches mine.

I shall endeavour to give of my best  
in every trial and weather each storm that life throws  
at me with Faith in God,  
Hope in my heart and Love for one another.



## ACS HOUSES

**The ACS Houses were named after distinguished people who had contributed to ACS. All the ACS Schools have the same House system.**

### **CHEONG KOON SENG HOUSE (CKS)**

Mr Cheong Koon Seng was, for many years, the President of ACSOBA. One of the earliest ACSians, he joined ACS in 1891. In the 1934 ACS Magazine, Mr Cheong was memorialised as "a genial friend, a sound businessman and a loyal old boy of the school to which he had rendered valuable and ungrudging help."

Working very closely with the Methodist Mission, he helped to acquire the land at Barker Road where the ACS(BR) complex now stands.

### **GOH HOOD KENG HOUSE (GHK)**

Rev Goh Hood Keng was one of the most remarkable ACSians. He taught for about 20 years in ACS and distinguished himself as one of the most esteemed teachers at the school. He was the first Singaporean ordained Methodist minister. As a minister of the Methodist Church, he pastored the Straits Chinese Methodist Church (Kampong Kapur Methodist Church) for nearly 40 years until he retired in 1952. As a preacher, Bishop Doraisamy considered him a "legend before his time". Combining his gift of teaching with that of preaching was why the school named one of the Houses after him.

### **LEE SENG GEE HOUSE (LSG)**

Dr Lee Seng Gee became the Chairman of the Lee Foundation in 1965. Dr Lee was the eldest son of Tan Sri Dr Lee Kong Chian and was an ACSian. He was also the Chairman of Lee Rubber Pte. Ltd. and the Lee Group of Companies.

The Lee Foundation was set up by Dr Lee's father. Popularly known as the "Rubber King", a philanthropist, businessman and civic leader, Lee Kong Chian benefited from attending schools made possible by the generosity of first-generation community leaders. He made it his legacy to continue this tradition of contributing to the society from which one benefitted.

During his lifetime, Tan Sri Lee's benevolence to ACS was marked by two major donations - the Lee Kuo Chuan Auditorium on the Barker Road site in memory of his father in 1950 and later on, the building at the Lee Kong Chian block which housed the Post School Certificate classes as well as modern science laboratories.

The establishment of the Lee Foundation in 1952, served as a platform for further philanthropic work, where he assisted a wide spectrum of the community, in particular, toward the advancement of education, medical assistance and social welfare.

### OLDHAM HOUSE (OLDHAM)

Oldham House was named after Bishop William F Oldham who founded ACS in 1886. His first tour of duty in Singapore lasted about five years and the Methodist Mission was well and truly established when he left Singapore. Poor health forced him to return to America. In 1926, he and his wife visited Singapore and participated in the 40<sup>th</sup> anniversary of the school, and again in 1935 at the Golden Jubilee of the Methodist Mission.

### SHAW VEE MENG HOUSE (SVM)

Dr Shaw Vee Meng is the Chairman of the Shaw Foundation. He is the elder son of Sir Run Run Shaw and is an ACSian. He is also the Chairman of The Shaw Organisation Pte. Ltd. The Shaw Foundation was set up by Tan Sri Dr Runme Shaw and Sir Run Run Shaw in 1957.

Among Asia's most respected philanthropists, the Shaw brothers were prominent businessmen, who made their fortune from film production and distribution. Their overriding principle was wealth gained through society should be returned and in generous measures. The Shaw Foundation is one of the largest philanthropic organisations in the world, distributing generously to various fields of education, welfare, medicine and heritage.

In 1970, Shaw Foundation financed a new Olympic-sized pool, Shaw Pool, at the ACS at Barker Road, making it the first school in Singapore to own such a sporting facility. In later years, the Shaw Foundation also funded the building of one block of classrooms, named Shaw Block in the old Barker Road Campus and the Shaw Library at ACS (Independent). The Shaw Foundation has made generous donations to the ACS Family of Schools, in support of educational pursuits and the arts.



## **TAN CHIN TUAN HOUSE (TCT)**

Tan Sri Tan Chin Tuan set up the Tan Foundation in 1976. Between the mid-1950s and mid-1970s, Tan Sri Tan was appointed Chairman of OCBC Bank and eight other blue chip Singapore companies. Tan Sri Tan was an ACSian.

A magnanimous philanthropist, an astute businessman and a distinguished civic leader with an impeccable record of public service to Singapore, Tan Sri Tan lived by the highest standards of personal conduct. Well-known for his integrity and compassion, he was the benefactor, in many cases anonymously, of a host of charitable and educational institutions.

In 1950, he played a significant role in the Building Committee and gave generously to the construction of the original Barker Road Campus. Today, his generosity to his alma mater, Anglo-Chinese School, is commemorated in the gift of the Tan Cheng Siong Theatre in memory of his father at ACS(BR), the Tan Chin Tuan Auditoriums at ACS (Independent) and at Anglo-Chinese Junior College, and the numerous scholarships awarded to outstanding students at the ACS schools and named after ACS pioneers.

Through his deeds, Tan Sri Tan Chin Tuan represented the values of kindness, diligence and dedication and has become a powerful symbol of the spirit of Singapore's early pioneers.

## **TAN KAH KEE HOUSE (TKK)**

Mr Tan Kah Kee was a folk hero, not only in Singapore but also in the ASEAN region and in China. A visionary, he was a pioneer industrialist, philanthropist, social reformer and above all, a patriarch. Mr Tan was keenly interested in education and had given large donations to the Anglo-Chinese School and the then proposed Anglo-Chinese College.

## **THOBURN HOUSE (THOBURN)**

Thoburn House was named after Bishop Dr James Thoburn. He was responsible for initiating and accompanying the pioneer mission to Singapore. He (and Bishop Oldham) was responsible in the setting up of the Methodist Church as a Mission in Singapore in 1885. Bishop Dr Thoburn's vision (and Bishop Oldham) made possible the birth of ACS. Had it not been for him, there might not have been an ACS. It was his personal initiative as an important leader in the Methodist Conference in India that resulted in the planting of the first Methodist Church in Singapore in 1885.

## BIBLICAL INSPIRATION FOR ACS(BR) CLASS NAMES

### **Abraham**

*No longer will you be called Abram; your name will be Abraham, for I have made you a father of many nations. Genesis 17:5*

A man of great faith, Abraham trusted God and obeyed His instructions to leave the security of his homeland and his father's household. Consequently, God made a covenant with Abraham and made him exceedingly fruitful. Abraham is viewed as the "patriarch" (the Head) of the Jewish people and the genealogy of Jesus can be traced to Abraham.

### **Caleb**

*Then Caleb silenced the people before Moses and said, "We should go up and take possession of the land, for we can certainly do it." Numbers 13:30*

Caleb was one of the twelve Israelite spies who went into Canaan. He served God wholeheartedly and was the first to speak about taking over the land of Canaan. Caleb trusted God and believed with conviction that the land of Canaan could be conquered by the Israelites even though they were outnumbered by the Canaanites.

### **Elijah**

*At the time of sacrifice, the prophet Elijah stepped forward and prayed: "LORD, the God of Abraham, Isaac and Israel, let it be known today that that you are God in Israel and that I am your servant and have done all these things at your command." 1 Kings 18:36*

Elijah was a Hebrew prophet who communicated God's word to the kings and people in 9<sup>th</sup> century BC during the reign of King Ahab of Israel. Elijah confronted the idolatrous Ahab and challenged the false prophets of Baal to pray to their gods to make rain when Israel was experiencing drought. When they failed, Elijah revealed God's power when rain fell as he worshipped in God's name.

### **Gideon**

*But Gideon told them, "I will not rule over you, nor will my son rule over you. The LORD will rule over you." Judges 8:23*

Gideon was a prophet and judge in the Old Testament. Despite coming from the least in terms of the Israelite tribes, he was chosen by God to liberate the Israelites against the Midianites who had confiscated the grain and property that belonged to the Israelites. Even though the Israelites deserved their suffering because they chose to worship foreign gods, God chose Gideon to deliver His people. Gideon obeyed God's command and was victorious against the Midianites. Gideon recognised the sovereignty of God in his victory and declined when the Israelites wanted him to rule over them. In doing so, Gideon showed true faithfulness to God.

### **Luke**

*Many have undertaken to draw up an account of the things that have been fulfilled among us, just as they were handed down to us by those who from the first were eyewitnesses and servants of the word. With this in mind, since I myself have carefully investigated everything from the beginning, I too decided to write an orderly account for you, most excellent Theophilus, so that you may know the certainty of the things you have been taught. Luke 1: 1-4*

Luke was a Greek doctor who travelled with Paul the Apostle. According to tradition, he was the author of the book of Luke, the third gospel, and the book of Acts in the New Testament. Writing mainly for a Gentile (non-Jewish) audience, the gospel of Luke traces the birth of Christ to His ascension. That is especially important for understanding the way of salvation.

### **Moses**

*Moses said to the LORD, "You have been telling me, 'Lead these people,' but you have not let me know whom you will send with me. You have said, 'I know you by name and you have found favour with me.' If you are pleased with me, teach me your ways so I may know you and continue to find favour with you. Remember that this nation is your people." The LORD replied, "My Presence will go with you, and I will give you rest." Exodus 33:12-14*

Moses was drawn out of the Nile by the Pharaoh's daughter and adopted into the royal family, at a time when the Israelites were slaves in Egypt. God chose Moses who was Godly and faithful to lead His people out of Egypt to the Promised Land. Moses was an able leader who led the Israelites for 40 years in the wilderness and interceded with God on their behalf. Moses also received the Ten Commandments from God which govern man's relationship with God and with one another.



### **Noah**

*The LORD then said to Noah, “Go into the ark, you and your whole family, because I have found you righteous in this generation.” Genesis 7:1*

In the Old Testament, God decided to destroy earth and his people because of the wickedness and corruption in the world. Noah was the only one who walked with God. He did everything as God commanded and built an ark that allowed him, his family, and animals of each species to survive the great flood. After the flood, Noah received the sign of the rainbow as a covenant from God.

### **Samuel**

*As for me (Samuel), far be it from me that I should sin against the LORD by failing to pray for you. And I will teach you the way that is good and right. 1 Samuel 12:23*

As told in the Book of Samuel in the Old Testament, Samuel was the last of the ruling judges. Samuel acted as a messenger of the Lord and because of his upright character and God's divine blessing on him, he was able to provide spiritual leadership in a period of conflict with the Philistines. God used Samuel to select and anoint the first two kings of Israel, Saul and David. God also used Samuel to rebuke King Saul when he was disobedient. Samuel was one of the few persons whom God talked to directly.

### **Timothy**

*I am reminded of your sincere faith, which first lived in your grandmother Lois and in your mother Eunice and, I am persuaded, now lives in you also. 2 Timothy 1:5*

Timothy was a companion of Paul on his missionary journeys and the recipient of two of Paul's epistles in the New Testament. Timothy helped Paul to establish churches in Philippi, Thessalonica, and Berea. Although he was much younger than Paul, Paul trusted him and sent him to strengthen and encourage early followers of Christ and to correct false doctrines.

## PROFILE OF AN ACS(BR) GENTLEMAN

Education at ACS(BR) centres on the belief that God is our Strength and Provider, and that by His Grace, students come to us for a purpose – to have their lives touched and changed. We recognise and accept that each student is unique and that individual abilities differ widely. An ACS education has always stood for the holistic development of the student.

An ACS(BR) Gentleman is one who is committed to learn and strives to develop his talents to serve God, the country and the school. In doing so, he will achieve **A**cademic achievement, develop strength of **C**haracter and commit himself to **C**hristian **S**ervice. He epitomises the values of an ACS(BR) holistic education.

Desired Outcomes of Education	ACS(BR) Gentleman	Descriptor	Behavioural Indicator	Measure	ACS(BR) Gentleman	Outstanding ACS(BR) Gentleman
A Self-Directed Learner	<b><u>A</u>cademic Achievement</b>	An ACS(BR) Gentleman seeks to acquire knowledge and engages in critical thinking	Achieves academic progress	L1B4/L1R5/ EMB3/L1B2	Meeting Expectation	Exceeding Expectation
A Confident Person	<b><u>S</u>trength of Character</b>	An ACS(BR) Gentleman acts justly based on moral ethics	Internalises school values and social-emotional competencies	Conduct Grade	Obtains "Very Good" or "Excellent" for 50% of all Conduct Grades	Obtains at least "Very Good" for 100% of all Conduct Grades
An Active Contributor			Demonstrates competency in life skills (including 21 <sup>st</sup> Century Competencies)  Moulds his character through CCA and CDP	Personal Qualities	Demonstrates all these dispositions adequately	Demonstrates all these dispositions very strongly
A Concerned Citizen	<b><u>C</u>hristian Service</b>	An ACS(BR) Gentleman Leads through service	Exhibits the following:  Service to all: Servant Leadership, Service to class, CCA and school, Service to community, Service to nation	CCA Grade	Co-curricular attainment of "Good" (Level 1 in all 4 domains with a Level 2 in THREE domains)	Co-curricular attainment of "Excellent" (Level 3 in all 4 domains with a Level 4 in ONE domain)

**Our programmes are aligned to our level themes  
to develop our students progressively.**

Level	Level Theme	Level Outcomes	Level Award Categories	Social-Emotional Competencies Focus*	Emerging 21 <sup>st</sup> Century Competencies
Sec 1	Making of the ACS(BR) Gentlemen	A Responsible Student	Steadfast Earnest Leadership Self-Fortitude	Self-Awareness, Self-Management	
Sec 2	Working together as ACS(BR) Gentlemen	A Dependable Team Player	Trustworthy Empathetic Adaptable Motivating	Self-Management, Social Awareness	i) Critical, Adaptive and Inventive Thinking  ii) Communication, Collaboration and Information Skills  iii) Civic, Global and Cross-cultural Literacy
Sec 3	Leading as ACS(BR) Gentlemen	A Servant Leader	Listener Empowering Altruistic Diligent	Social Awareness, Relationship Management, Responsible Decision-Making	
Sec 4	Excelling as ACS(BR) Gentlemen	A Self-Directed Learner	Excellence Commitment Enterprising Limitless	Relationship Management, Responsible Decision-Making	
Sec 5	Leaving a legacy as ACS(BR) Gentlemen			Responsible Decision-Making	

\* While the social-emotional competencies focus is indicated here, it is important to note that these competencies cannot be developed in silos.



# UNPACKING OUR SCHOOL VALUES

<b>RESPECT</b> for self and others	I show respect for self and others by treating others the way they like to be treated.
	I show respect for self and others by displaying courtesy and empathy for others.
	I show respect for self and others by appreciating the diversity of others through showing awareness of the negative depictions of differences (e.g. stereotyping, discrimination against minorities, labelling peers with learning needs).
	I show respect for self and others by taking care of my mental, physical and emotional well-being.
	I show respect for self and others by working cooperatively and taking the perspectives of others.
<b>INTEGRITY</b> in action and conduct	I exercise my personal, moral and ethical responsibility to make good decisions.
	I always do what is right even when others are not looking.
	I have the courage to own up to my mistakes.
	I demonstrate honesty and fairness while playing or working with others.
<b>COMMITMENT</b> to all endeavours	I never give in to temptations even if it is difficult.
	I show commitment by setting goals to develop personal and academic successes.
	I show commitment by developing action steps and time frames towards achieving my goals.
	I show commitment by being self-disciplined and staying focussed in achieving my goals.
	I show commitment by being self-motivated and never procrastinate.
<b>EXCELLENCE</b> in all that we do	I show commitment by managing stress and never giving up when things become difficult.
	I am a self-directed learner who strives for success on my own merit.
	I am aware of barriers/support influencing the completion of my goals.
	I monitor my own progress as I work to achieve my goals and make adjustments to the plan as needed.
	I use sound judgement when considering the consequences of my actions.
	I evaluate my level of goal achievement by identifying factors that contribute or detract from it. I strive to serve my God, my Country and my School.

## RESOURCE PERSONNEL FOR STUDENTS

Matters	Staff-in-charge
<b>Student Development Team</b>	<ul style="list-style-type: none"> <li>• Sec 1: Ms Pearlyn Khoo (Asst. Year Head, Lower Sec)</li> <li>• Sec 2: Mdm Koh Poh Li (Year Head, Lower Sec)</li> <li>• Sec 3: Mr Dalvin Ho (Asst. Year Head, Upper Sec)</li> <li>• Sec 4 &amp; 5: Mdm Alice Chia (Year Head, Upper Sec)</li> <li>• Mdm Alice Wang (HoD/ Character and Citizenship Education)</li> <li>• Ms Desirée Chua (Acting HoD/ Learning &amp; Behavioural Support)</li> <li>• Mrs Mohana Eswaran (LT/ Character and Citizenship Education)</li> <li>• Mr Foo Shiang Xin (HoD/ Student Management)</li> <li>• Mr Freddy Tan (SH/ Student Leadership)</li> <li>• Ms Jasmine Zheng (SH/ Partnership &amp; Engagement)</li> </ul>
<b>Financial Assistance/ Bursaries/ Scholarships</b>	<ul style="list-style-type: none"> <li>• Ms Desirée Chua (Acting HoD/ Learning and Behavioural Support)</li> <li>• Mdm Noreen Mahmood</li> </ul>
<b>Counselling</b>	<ul style="list-style-type: none"> <li>• Mr Chong Meng Lieng (Senior School Counsellor)</li> <li>• Mr Lum Cheng Leong, Kevin (School Counsellor)</li> </ul>
<b>Learning Support</b>	<ul style="list-style-type: none"> <li>• Ms Desirée Chua (Acting HoD/ Learning &amp; Behavioural Support)</li> <li>• Mdm Chu Pei Yun (Special Educational Needs Officer)</li> <li>• Mr Lionel Lin (Special Educational Needs Officer)</li> <li>• Ms Joan-Anne Lim (Special Educational Needs Officer)</li> </ul>
<b>Discipline Committee</b>	<ul style="list-style-type: none"> <li>• Mr Foo Shiang Xin (HoD/ Student Management)</li> <li>• Mr Muhd Nabil bin Muhd Ismail (Acting SH/ Student Management)</li> <li>• Mr Alexis Ho</li> <li>• Mr Tan Yong Kai</li> <li>• Mr Richmond Su</li> <li>• Ms Lim Rui</li> <li>• Mdm Heng Wee Lee (ST/ Chinese Language)</li> <li>• Mr William Liew</li> <li>• Mr Tan Yi Fan (Operations Manager)</li> <li>• Mr Chong Meng Lieng (Senior School Counsellor)</li> <li>• Mr Lum Cheng Leong, Kevin (School Counsellor)</li> </ul>



<b>Matters</b>	<b>Staff-in-charge</b>
<b>Co-Curriculum Activities (CCA)</b>	<ul style="list-style-type: none"> <li>• Mr Thio Yu Chong (HoD/ Physical Education and CCA)</li> <li>• Mr Mohammad Faisal (SH/ Physical Education and CCA)</li> <li>• Mdm Diana Kuek (Acting SH/ Aesthetics)</li> </ul>
<b>Full Subject-Based Banding (FSBB)</b>	<ul style="list-style-type: none"> <li>• Mr Mohammed Ibrahim (School Staff Developer)</li> <li>• Ms Chong Seok Ying (HoD/ English Language &amp; Literature)</li> <li>• Mr Matthias Low (HoD/ Science)</li> <li>• Ms Wong Qi Shan (HoD/ Humanities)</li> </ul>
<b>Early Leave and Lift Pass</b>	Discipline Committee
<b>Education and Career Guidance</b>	Ms Jasmine Zheng (SH/ Partnership & Engagement)
<b>National Education/ Values in Action</b>	Mdm Alice Wang (HoD/ Character and Citizenship Education)
<b>Examinations</b>	<ul style="list-style-type: none"> <li>• External: Mdm Lee Qian Ying (SH/ Science)</li> <li>• Internal: Mdm Jacque Loo (HoD/ Mathematics)</li> <li>• Access Arrangement (External): Mr Matthias Low (HoD/ Science)</li> <li>• Access Arrangement (Internal): Ms Desirée Chua (Acting HoD/ Learning &amp; Behavioural Support)</li> </ul>
<b>Subject Combinations</b>	Mr Timothy Wong (HoD/ Data & Systems Management)
<b>Locker Service, Repairs &amp; Maintenance</b>	<ul style="list-style-type: none"> <li>• Mr Ng Kok Foo (Operations Manager)</li> <li>• Mr Tan Yi Fan (Operations Manager)</li> </ul>
<b>Insurance Claims</b>	General Office
<b>Lost &amp; Found</b>	General Office
<b>First Aid</b>	General Office

- Financial assistance is available for all needy students to help them with expenditure for school fees, school programmes & external examination fees.
- You may also look for your Form Teachers, Year Heads, Assistant Year Heads or HoD/ Learning and Behavioural Support, if you have any other concern.

## HELPLINES & OTHER RESOURCES

<b>Samaritans Of Singapore (SOS)</b> For anyone facing a crisis.	<a href="http://www.sos.org.sg">http://www.sos.org.sg</a> 1800 221 4444 Email: <a href="mailto:pat@sos.org.sg">pat@sos.org.sg</a> If you are in a crisis, please contact them at: 24-hour Hotline: 1767 24-hour Care Text: 9151 1767 (via WhatsApp)
<b>mindline.sg</b> provides tools, tips and resources to help you understand and manage your health and wellbeing.	<a href="http://mindline.sg">mindline.sg</a> 24-hour mindline: 1771
<b>MindSG – Discover</b> Explore a suite of self-care tools and resources to help you better understand and manage your mental health.	<a href="https://www.healthhub.sg/programmes/mindsg/discover">https://www.healthhub.sg/programmes/mindsg/discover</a>
<b>Singapore Association for Mental Health (SAMH)</b> For a better understanding of what mental health (mental wellness and mental illness) is.	Helpline: 1800 283 7019
<b>Teen Challenge</b> For youths facing problems related to delinquency, street gangs & alcoholism.	6793 7933
<b>TOUCH Community Services</b> <b>Counselling and Mental Wellness</b> Provides personalised therapy and counselling programmes.	<a href="https://www.touch.org.sg/get-assistance/counselling-and-mental-wellness.html">https://www.touch.org.sg/get-assistance/counselling-and-mental-wellness.html</a>
<b>TOUCHline</b> For youths between 12 and 19 years old who need a listening ear.	1800 377 2252
<b>Youthline</b> For young people with interpersonal, family, stress and gender-related challenges.	<a href="https://youthline.sg/">https://youthline.sg/</a> Helpline: 6436 6612 Text: 8533 9460
<b>Strengthening Families Programme@FSC (PPIS) or FAM@FSC (PPIS)</b> Counselling for anyone who is experiencing stress due to family-related issues, including marriage, divorce, parent-child relationships or issues among siblings or extended family.	<a href="https://ppis.sg/famfsc/">https://ppis.sg/famfsc/</a> 6744 0258
<b>Care Corner 800 Counselling Hotline (Mandarin)</b> For the Mandarin-speaking community with family, marital and personal problems and facing crisis.	1800 353 5800
<b>Family Service Centres</b> FSCs provide support for vulnerable individuals and families with social and emotional issues, and work towards stability, self-reliance and social mobility.	<a href="https://supportgowhere.life.gov.sg/services/SVC-FSCF/family-service-centre-fsc">https://supportgowhere.life.gov.sg/services/SVC-FSCF/family-service-centre-fsc</a>
<b>Chinese Development Assistance Council (CDAC)</b>	6841 4889 <a href="http://www.cdac.org.sg">http://www.cdac.org.sg</a>
<b>Yayasan Mendaki</b>	6245 5555 <a href="http://www.mendaki.org.sg">http://www.mendaki.org.sg</a>
<b>Singapore Indian Development Association (SINDA)</b>	1800 295 3333 <a href="http://www.sinda.org.sg">http://www.sinda.org.sg</a>
<b>Eurasian Association of Singapore</b>	6447 1578 <a href="http://www.eurasians.org.sg">http://www.eurasians.org.sg</a>
<b>Useful websites</b>	<b>Address</b>
<b>Cyber-wellness &amp; New Media Literacy for Children, Teenagers, Parents and Educators</b>	<a href="http://www.touch.org.sg">http://www.touch.org.sg</a>
<b>Singapore Association for Mental Health</b>	<a href="https://www.samhealth.org.sg">https://www.samhealth.org.sg</a>
<b>Ministry of Social and Family Development</b>	<a href="https://www.msfgov.sg">https://www.msfgov.sg</a>

*Disclaimer: All information obtained from the above-mentioned websites or contacts should not be considered as a substitute for advice from medical, mental health or legal professionals.*

# SCHOOL RULES AND REGULATIONS

1. The following describes the disciplinary actions that will be administered to students who exhibit behaviour that the school does not condone and that contravenes our school values. The administration of these disciplinary actions may not necessarily be sequential. The final decision will depend on the situation in which the offence was committed, its nature and its severity.
2. All offences may be recorded in the School Cockpit depending on the situation in which the offence was committed, its nature and its severity. In addition, guidelines from law enforcement agencies may require the school to report selected offences.
3. The list is not exhaustive and is meant to serve as a general guide.

## (I) Attire and Grooming

Infringement	Consequences
<b>GROOMING</b> Facial hair Long hair, fringe, sideburns – fringe should not touch the eyebrows when pulled down. Sides and back of hair should be sloped. Extreme hairstyles that are not in line with school requirements are strictly prohibited. They include but are not limited to: undercut, v-shaped back, mohawk, skinhead, pompadour hairstyles. Lines cut into hair are also not allowed. Highlighted/ Tinted/ Dyed hair Long fingernails Wearing of coloured contact lenses Wearing of jewellery Pierced ears or wearing of ear accessories Piercing on the facial regions Tattoos  <b>ATTIRE</b> No school badge No school tie Coloured socks Non-ACS(BR) socks Modified school uniform (e.g. tapered pants) Ill-fitting or torn school uniform Improper PE/CCA attire Improper wearing of uniform Improper footwear (includes slippers, flip-flops or sandals) Wearing of unapproved sweaters, windbreakers, non-black jackets, non-dark blue jackets, non-white jackets, and jackets with designs	Students to take immediate correction, and/or prohibited items to be confiscated, and/or detention class, and/or Parents/ guardians to be contacted to take necessary action, and/or suspension from school until the correction is approved by the school. Remarks 1) Wearing of prescribed school uniform <ul style="list-style-type: none"> <li>• <b>All students are to wear the prescribed school uniform to meet school standard and expectations and any form of modification to the uniform is not allowed.</b></li> <li>• <b>Students with modified uniform will have to purchase a new set of uniform and the modified uniform will be confiscated.</b></li> <li>• <b>Students who do not wear the approved school attire will be sent home to change.</b></li> </ul> 2) Clean-shaven and neat facial appearance for students <ul style="list-style-type: none"> <li>• <b>Students must be neat in appearance, clean-shaven and no facial hair is allowed.</b></li> <li>• Students with facial hair will purchase a disposable shaver to rectify their appearance immediately.</li> <li>• Students who coloured their hair <b>will have their hair crew-cut</b> to allow their natural hair to grow back. Re-dyeing the hair black is disallowed.</li> <li>• Students are not allowed to use hair wax, gel or other hair products on their hair while in school. If caught, students will have to wash off the hair product immediately.</li> <li>• Students will piercings on any part of their face or body are not allowed to wear accessories in them and must let the piercings close.</li> </ul> 3) Tattoos <ul style="list-style-type: none"> <li>• Students with tattoos will not be allowed to come to school until the tattoos are removed.</li> </ul> 4) Footwear <ul style="list-style-type: none"> <li>• Students are only allowed to wear school-approved shoes and school socks (or plain white socks) to school. All other footwear, including slippers, is not allowed on campus, including during weekends and holidays. <b>Sandals can only be worn if accompanied by a doctor's note.</b></li> </ul>

## (II) Attendance

Infringement	Consequences*	
Late for school <i>(Reporting to the assembly area after 7.40am<sup>#</sup> or a time as specified by the school.)</i>  <sup>#</sup> Wednesday reporting time is at 8.40am Consequences are counted on a per semester basis.	1 time	Verbal Warning
	2-3 times	Verbal Warning and parents informed
	4 times	1 x afternoon CWO*
	5-9 times	1 x BDC** each
	10 times	In-House Suspension * Corrective Work Order (CWO) ** Behavioural Detention Class (BDC)
<b>Students who report to school after 8.00am must report to the General Office and get a late-note before reporting to lessons. The number of days late will also be reflected in the student's HDP.</b> <b>Students who report to school after 1 hour from the start of the first period will be sent home and their attendance will be marked as "Absent without Valid Reason".</b>		
Truancy (Absent from school without a valid reason) <b>*Serious Offence</b>	Detention Class, and/or Suspension, and/or Caning	
Leaving school grounds without permission <b>*Serious Offence</b>	Detention Class, and/or Suspension, and/or Caning	
Leaving class without permission	Teacher to apply immediate disciplinary action, and/or Detention Class, and/or Suspension, and/or Caning	
Skiping class		
Late for class		
Refusal to take late note		

A Medical Certificate (MC) or a letter of excuse written by parent/ guardian must be submitted to the Form Teacher on the day the student is back in school. Parent's letters of excuse are **capped at a maximum of 10 per year**.

## (III) Misconduct

Infringement	Consequences
Disrespect towards Student Leader  Persistent disruptive behaviours in class  Eating in class (other than during snack breaks)  Failure to perform assigned duty/ Inattentiveness during lessons	Teacher to take immediate intervention measures, and/or Put student on Conduct Rating Form, and/or  Detention Class, and/or  School-Parent-Student Conferencing, and/or Time-Out from class, and/or Suspension, and/or Caning  <b>For persistent disruptive behaviours in class, student may be downgraded/ removed from awards given out by the school and/ or external organisations.</b>
Failure to bring appropriate study material for class  Failure to meet deadlines for the completion and submission of assignments	Teacher to inform parents, and/or  Academic Detention Class (ADC)  <b>Failure to attend ADC and complete the assigned work will result in a Behavioural Detention Class (BDC).</b>
Littering in class/ school  Failure to return crockery and utensils after eating  Cutting queues in canteen  Reckless behaviour resulting in minor damage to school property	Teacher to take immediate intervention measures, and/or CWO  Compensation may be required if school property has been damaged.
Possession or use of mobile communicative electronic devices (e.g. mobile phones) during school hours  <b>All mobile electronic devices should be turned off and kept in the student's own personal locker for the entire school day.</b>	Item to be confiscated (for 1 month and to be collected only by parents)  Multiple devices (from different owners) found in a locker will result in all devices being confiscated.  SIM card may be confiscated together with mobile device if agreed upon by parents.

<p>Taking photos and videos of students, staff or any other stakeholders that may be deemed inappropriate or offensive</p> <p>Taking photos or video clips in school without teacher's permission</p> <p>Spamming or broadcasting of email messages through large distribution lists indiscriminately</p> <p>Posting, sharing or sending photos and videos of students, staff or any other stakeholders on online platforms that may be deemed inappropriate or offensive</p>	<p>Item to be confiscated (for 1 month and to be collected only by parents)</p> <p>SIM card may be confiscated together with mobile device if agreed upon by parents.</p> <p>Further disciplinary action may be taken depending on the severity of the offence.</p>
<p>Possession and/or consumption of contraband items (e.g. chewing gum)</p>	<p>Item to be confiscated and parents informed, and/or</p> <p>Detention Class</p>
<p>Not singing the National Anthem and/or reciting of the National Pledge properly.</p> <p><b>All students who are Singapore Citizens must sing the National Anthem and take The Pledge. Students must take The Pledge with the right fist placed over the heart.</b></p>	<p>Teacher to apply appropriate disciplinary action</p>
<p>Gaming on the Personal Learning Device (PLD)</p> <p>Using the PLD during lesson without permission from the teacher</p> <p>Wrongful usage of the PLD during lesson (e.g. watching videos while they are supposed to do an assignment)</p>	<p>1 time: Verbal warning</p> <p>2 times: Verbal warning and parents informed</p> <p>3 times: Confiscation of PLD for 3 working days and handwritten transcription of the 'Rules for Student-owned Personal Learning Device' section three times</p> <p>4 times: Confiscation of PLD for 2 weeks and handwritten transcription of the 'Rules for Student-owned Personal Learning Device' section three times</p> <p>5 times: Confiscation of PLD for 1 term and handwritten transcription of the 'Rules for Student-owned Personal Learning Device' section three times</p>



## SERIOUS OFFENCES

- Any serious offence(s) committed may result in removal of awards (e.g. Honours Day/ SSSC/ Level Awards)
- Guidelines from law enforcement agencies (e.g. Singapore Police Force, Health Sciences Authorities and Central Narcotics Bureau) may require that the school reports to the authorities selected serious offences.
- All cases referred to or referred by law enforcement agencies will be recorded as Serious Offences.

### (IV) Serious Offences – Misconduct

All serious offences that are non-academic in nature will result in a student being minimally given an in-house suspension.

Offence	Disciplinary Actions
Bullying (Including verbal, physical, emotional and cyber-bullying)	Conflict Resolution, and/or Suspension, and/or Caning
Dishonest acts/ Cheating during test or examination (Possession of notes, copying from others, allowing others to copy, tampering with marks, altering of answers/ marks after marking Smart watches are not allowed to be brought into test/ examination venues)	Obtain '0' for the test/ examination or Deduction of marks for the paper sat for, and/or Suspension, and/or Caning.
Inappropriate behaviour during test/ examination (Talking, making unnecessary noises, non-verbal communication, borrowing of items)	
Open defiance and rudeness to school authority (This includes showing blatant disrespect to student leaders, teachers and school staff in person or through any online or electronic medium)	Suspension, and/or Caning.
Usage of vulgar language or any sexual remarks towards school authority	
Plagiarism	Obtain '0' for the assignment.

### (V) Serious Offences - Theft/ Damage of Property

Offence	Disciplinary Actions
Damage to school property with intention or otherwise (Setting property on fire, whether attempted or actual)	Compensation, and/or Suspension, and/or Caning
Vandalism (Willful and/or malicious destruction of school or personal property, writing graffiti)	
Theft/Shop Theft	

### (VI) Serious Offences – Others

Offence	Disciplinary Actions
Fighting and use of physical force on another, including and not limited to the use of excessive and intentional force which may or may not lead to injuries	Conflict Resolution, and/or Suspension, and/or Caning
Smoking/ Vaping (Use/ possession/ distribution/ sale of tobacco and tobacco related products, e.g. electronic cigarettes or its related components)	Daily school monitoring (School Smoking Cessation Programme) before and after school, and/or Suspension, and/or Caning  <b>Any student caught using or in possession of cigarettes or electronic cigarettes will be suspended immediately. Students will also be referred to the Health Sciences Authority (HSA) and may be issued a fine.</b>

<p>Substance Abuse <i>(Use/ possession/ distribution/ sale of alcohol, drugs, inhalants and related products)</i></p>	<p>Confiscation of items, and/or Suspension, and/or Caning</p> <p><b>Students caught abusing drugs or under suspicion of having done so will be referred to the Central Narcotics Bureau (CNB) for further investigations.</b></p>
<p>Sexual Misconduct</p> <p>Outrage of modesty/ underage sex/ sexual grooming/ production or distribution or sale of voyeuristic/ intimate/ compromising/ pornographic images or recordings</p> <p>Indecent sexual exposure/ consumption or possession of voyeuristic/ intimate/ compromising/ pornographic images or recordings/ sexual harassment in the form of texts, phone calls, emails, gestures, physical contact/ Repeatedly making remarks of a sexual nature</p>	<p>Confiscation of items, and/or Suspension, and/or Caning</p> <p><b>Students found guilty of severe sexual misconduct may be referred to the Singapore Police Force (SPF) for further investigations.</b></p>
<p>Gambling <i>(The use of money or its equivalent for betting in games and/or possession of gambling cards, regardless of any exchange of money or its equivalent)</i></p>	<p>Confiscation of items, and/or Suspension, and/or Caning</p>
<p>Possession of Weapons</p> <p><b>All students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which is used or intended to be used to cause harm to others.</b></p>	<p>Confiscation of items, and/or Suspension, and/or Caning</p>
<p>Gangsterism <i>(Involvement in gangs, gang assault, making threats, harassment or extortion, chanting gang-related chants or songs, whether actual or attempted.)</i></p>	<p>Suspension, and/or Caning</p> <p><b>Students found guilty of gang-related activities or actions may be referred to the Secret Society Branch (SSB) for further investigations.</b></p>
<p>Use of mobile or any digital equipment to film, download obscene, pornographic images and/or video clips</p> <p>Hacking into IT systems</p> <p>Use of email to post potentially offensive material, or for purposes for defamation or personal attack</p> <p>Impersonation</p>	<p>Confiscation of PLD or mobile/ digital equipment for at least two weeks, and possible reporting to the Singapore Police Force</p>
<p>Sale of contraband items (e.g. chewing gum)</p>	<p>Confiscation of items, and/or Suspension, and/or Caning</p>
<p>Tarnishing school reputation</p>	<p>Suspension, and/or Caning</p>

## **(VII) Reflection Sessions, Detention Classes and Corrective Work Order**

### **Reflection Session**

- Reflection sessions will take place immediately after school and are to be served with the teacher who issued it.
- The teacher who issued the reflection may inform the student to report on the next day if time does not permit.
- Failure to report for Reflection Session will result in a recorded Detention Class.

### **Behavioural Detention Classes (BDCs)**

- BDCs take place after school at a designated classroom, supervised by the Discipline Committee. The duration of a detention class is 2 hours or the length of time they take to complete the given task/ work, whichever is longer.
- BDCs take precedence over CCA.
- BDCs will be held by level on a fixed day of the week.
- Students who have to serve BDCs are to reschedule all other personal appointments.  
**Private tuition is not a valid reason for the missing of a BDC.**
- Skipping of a BDC without obtaining permission from the Discipline Committee will result in the student getting an additional BDC or a possible suspension.
- Students who have accumulated 4 detention classes may get them converted to a 1-day in-house suspension.

### **Corrective Work Order (CWO)**

- CWOs will take place after school, supervised by the Operations Manager.
- CWOs take precedence over CCA.
- CWOs will be held by level on a fixed day of the week.
- Students who have to serve CWOs are to reschedule all other personal appointments.  
**Private tuition is not a valid reason for the missing of a CWO.**
- Skipping of a CWO without obtaining permission from the Discipline Committee will result in the student getting an additional CWO or a possible suspension.



# GENERAL UNIFORM ETIQUETTE FOR LOWER SECONDARY STUDENTS



## Uniform

- The badge is to be pinned 2 finger widths above the shirt pocket.
- The badge is to hang straight and be centred over the pocket.
- School shirt to be neatly tucked in.
- The fold of the shirt is to be less than 3 finger widths.
- Only school-approved, black, dark blue, white or grey jackets/ windbreakers may be worn.
- There should be no designs on non-school-approved jackets/ windbreakers.
- The ACS(BR) bermudas is to be worn.
- The waist size of the bermudas is to be snug fitting, such that the waistline of the bermudas is no more than 2 finger widths below the navel.
- Shoes should be white based with white shoelaces. No bright or bold colours are allowed.
- Only socks bearing 'ACS(BR)' may be worn.
- Socks are to be stretched to their entire length, and they are to cover the ankles fully.

## Personal Grooming

- Beards and moustaches are strictly not allowed.
- Hair is to be short and neatly combed.
- Hair is to be sloped and not touch the ears and collar.
- The fringe should not touch the eyebrows when pulled down.
- Sideburns should be kept short.
- Use of gel/ wax for 'spiking' of hair is strictly not allowed.
- Extreme hairstyles and use of hair colouring are not allowed.

### **Eyewear**

- Spectacles, if worn, are to be of a basic and functional purpose.
- Recommended frame colours are black, dark blue, brown, gold or silver.
- Coloured contact lenses are prohibited.

### **Piercings**

- Piercing of ears and wearing of any accessories on the ears is not permitted.
- Piercing of and wearing of accessories around the facial regions is not permitted.

### **Accessories**

- Recommended colours for watches are black or silver.
- Wearing any other accessories on the wrist or fingers is not allowed.



# GENERAL UNIFORM ETIQUETTE FOR UPPER SECONDARY STUDENTS



## Uniform

- The badge is to be pinned 2 finger widths above the shirt pocket.
- The badge is to hang straight and be centred over the pocket.
- School shirt to be neatly tucked in.
- The fold of the shirt is to be less than 3 finger widths.
- Only school-approved, black, dark blue, white or grey jackets/ windbreakers may be worn.
- There should be no designs on non-school-approved jackets/ windbreakers.
- The top of trousers must be no more than 2 finger widths from the navel.
- ACS trousers should not be tapered.
- ACS trousers should not have belt loops and should be properly fitted.
- The hem of the trousers is to be neatly sewn, such that the hemline of the pants does not touch the floor.
- The hem should not be frayed.
- Shoes should be white based with white shoelaces. No bright or bold colours are allowed.
- Only socks bearing 'ACS(BR)' may be worn.
- Socks are to be stretched to their entire length, and they are to cover the ankles fully.

## Personal Grooming

- Beards and moustaches are strictly not allowed.
- Hair is to be short and neatly combed.
- Hair is to be sloped and not touch the ears and collar.
- The fringe should not touch the eyebrows when pulled down.
- The sideburn should be kept short.
- Use of gel/ wax for 'spiking' of hair is strictly not allowed.
- Extreme hairstyles and use of hair colouring are not allowed.

### **Eyewear**

- Spectacles, if worn, are to be of a basic and functional purpose.
- Recommended frame colours are black, dark blue, brown, gold or silver.
- Coloured contact lenses are prohibited.

### **Piercings**




- Piercing of ears and wearing of any accessories on the ears is not permitted.
- Piercing of and wearing of accessories around the facial regions is not permitted.

### **Accessories**

- Recommended colours for watches are black or silver.
- Wearing any other accessories on the wrist or fingers is not allowed.

## PERSONAL GROOMING

- Hair must be short, neat, tidy and properly combed to present a smart appearance.
- No outlandish and unkempt hairstyles.  
(No layering, under-cut, inner cut, side shave, dyed, highlighted or tinted hair)
- Face must be clean-shaven, and no beards and moustache.
- Fingernails must be kept short and clean for hygiene purposes.

FRONT VIEW	SIDE VIEW	BACK VIEW
Fringe is neat and short. When combed downwards, fringe must not go beyond the eyebrows.	Hair must not touch or cover the ears Hair must be gradually sloped and above the school shirt collar.	Length of hair (at the back of head) to be above the school shirt collar with a distinctive and gradual slope.
		

# ACS(BR) Acceptable Use Policy (AUP) for EdTech Resources 2026

## Purpose of the Acceptable Use Policy (AUP)

Technology is an essential part of learning in today's world and is incorporated into our teaching and learning processes to engage our students and make learning more meaningful for them.

This Acceptable Use Policy (AUP) establishes guidelines on the appropriate use of EdTech resources to help you understand how to use these resources safely and responsibly, in line with efforts to develop your digital literacies and growth as digitally responsible citizens.

EdTech resources include the following, but are not limited to:

- Learning devices (e.g. Personal Learning Devices (PLDs), school devices)
- ICT system accounts (e.g. Singapore Student Learning Space (SLS), iCON)
- School internet networks and infrastructure

All students are responsible for using the ICT devices and infrastructure in an effective, ethical, and lawful manner.

**Important Legal Reminder:** Students are reminded that unauthorised access to, modification, or interception of computer programmes or data are serious criminal offences under the Computer Misuse and Cybersecurity Act (CMCA) of Singapore. It is everybody's responsibility to report any deviation or infringement of this set of policies.

The use of computers, networks, and internet services is a privilege, not a right. Students who violate these policies may have their computer privileges limited, suspended, or revoked, and may face disciplinary action, referral to law enforcement, and/or legal actions.

For more information, please refer to: Student Kit on Cyber Wellness and Learning with a Personal Learning Device (Secondary) – <https://go.gov.sg/cw-studentkit>.

## General Guidelines

1. You should not attempt to access data, systems and information that you are not authorised to access.
2. You are reminded that the use of learning devices and school's EdTech resources should solely be for the purpose of learning and educational activities consistent with the school's educational mission, curriculum, and instructional goals.
3. All students are expected to comply with all specific instructions from teachers and other school staff when using school computers or their Personal Learning Device (PLD) in school.
4. Every student is responsible for their actions and activities involving their PLD, school computers, equipment, networks, and internet services, and for their computer files, passwords and accounts.

## Using Your Personal Learning Device (PLD)

5. The school's approved PLD is a Chromebook. No other types of personal computers or devices (e.g. MacBook, iPad, Android tablet, or Windows laptop etc.) should be used in school without explicit permission from the school's ICT department.
6. All student-owned PLDs must be configured with the school's approved image and/or settings before use in school. Configuration can be done at the school's ICT department.
7. You are responsible for your PLD. In the event of loss or theft of the device, you must make a police report and report the matter to the school authorities and ICT department immediately.
8. In order to have a positive learning experience, you should ensure that your PLD is fully charged at home before bringing it to school. A full battery charge is sufficient to last throughout the day. The PLD should not be charged during lessons or in school.
9. You are reminded to keep your PLD updated by installing the relevant patches and updates when prompted by the system.
10. All PLDs are installed with a Device Management Application (DMA) to support a safe and conducive learning environment. You should not attempt to bypass, modify or tamper with the DMA. This app will remain in place until you leave or graduate from school.
11. You are responsible for regularly backing up your learning materials in your PLD to prevent data loss.
12. All students are expected to bring their PLD and earpiece to school for lessons every day unless instructed otherwise.
13. Students should only use their PLD during lessons when instructed by teachers/ staff of the school.
14. When the PLD is not required for lessons, it should be closed and kept under the desk compartment or in bags/ lockers.
15. Students should always use their earpiece when listening to audio or video resources.
16. When leaving the classroom for lessons that do not require the PLD, students must lock their devices in their lockers. The PLD should not be left on/ under the desk or locker overnight.
17. Students should respond quickly to "Devices Up" or "Devices Down" instructions to create a conducive learning environment.
18. Students should avoid writing or putting any item on top of their PLD and take precautions to ensure their PLD is secured and safe at all times.
19. The **PLD should only be used for educational purposes**. Games or unauthorised software not related to learning should not be installed and/or played on the PLD. The school may conduct checks on students' PLDs to ensure compliance.

## Being a Responsible Digital Citizen

20. You should interact with others in a respectful and responsible way. You should not post online remarks that are:

- Racially and/or religiously insensitive
- Vulgar and/or offensive
- Hurtful to others

21. You should not use any devices to:

- Store, modify, create or share content (e.g. documents, presentations, pictures and videos) that is inappropriate (e.g. indecent, pornographic, defamatory, hurtful to self or others)
- Make threats, cause harassment or embarrassment, impersonate or intimidate others

22. You should not use MOE/ school-deployed ICT system accounts for any commercial activities (e.g. buying and selling of goods and services).

23. You should not access any form of social network sites or unauthorised webpages without specific authorisation from the supervising teacher.

## Respecting Copyright and Academic Integrity

24. You are reminded to obtain explicit permission from the content owner(s) before downloading, copying or sharing any copyrighted materials (e.g. pictures, videos, music).

25. You should not use, copy, edit or share digital files in an unauthorised or illegal manner.

26. You must not represent as your own work any materials obtained on the Internet (such as term papers, articles, etc.). When internet sources are used in your work, the author, publisher, and website must be identified.

## Using Artificial Intelligence (AI)

27. You must ensure that you meet the minimum age requirement specified in each AI tool's age restrictions before using it.

28. If the use of AI is permitted for an assignment, you must acknowledge the use of AI in weighted assessments and homework as required by your teacher. You should document the prompts used to generate AI responses and show how you incorporated this content into your work.

29. You are to practise academic integrity and be responsible for your own learning when using AI. Understand that you are ultimately short-changing yourself if you pass off other's work as your own.

## Staying Safe and Secure Online

30. You should report any incidents (e.g. unusual device behaviour or inappropriate use of devices) to the school at [acsbr\\_it@moe.edu.sg](mailto:acsbr_it@moe.edu.sg).

31. You are reminded to develop online safety habits. This includes:
- Not disclosing personal access credentials (e.g. MIMS password, PLD passcode, etc.) or sensitive personal data (e.g. home address, passwords) online or on AI platforms
  - Not sharing passwords or using other users' passwords without permission
  - Verifying credibility of online content before sharing
  - Avoiding clicking on suspicious links or downloading unknown files
  - Being cautious when interacting with others online by not engaging with strangers
32. You should exercise caution regarding the limitations of AI tools, including potential inaccuracies/ fabricated responses, inherent biases and outdated information.
33. Access to the internet through external networks including mobile broadband while on school premises is strictly prohibited. You shall not install and operate your own wireless access points.

### **Digital Wellbeing and Balance**

34. You are reminded to balance screentime with other activities including physical exercise and face-to-face social interactions.
35. You should avoid excessive use of your devices outside learning hours.
36. You should take regular breaks to rest your eyes and mind.
37. You are reminded to practise good sleep hygiene by not using your devices one hour before bedtime.

### **Email Usage Guidelines**

38. Students are to confine their use of school email accounts only for learning purposes. The school email account should not be used to subscribe to any external parties or organisations not related to learning.
39. Students should always be respectful and use appropriate language in their email and not misuse their given account or system.

### **Prohibited Activities**

The following activities are expressly prohibited and may result in disciplinary action:

1. Accessing inappropriate materials that are defamatory, abusive, obscene, vulgar, sexually explicit, threatening, discriminatory, harassing, and/or illegal
2. Using computers, networks, and Internet services for any illegal activity
3. Copying or downloading software without express authorisation
4. Malicious use, disruption, alteration, or harm to computers, software, equipment, networks, and Internet services, including hacking activities and creation/ uploading computer viruses



5. Downloads of large volumes of data including torrent platforms or servers
6. Any non-school-related uses including private financial gain, commercial, advertising, or solicitation purposes

## Consequences for Misconduct

<b>Minor Infractions</b>	
<p>Gaming on PLD; Using PLD without permission; Inappropriate usage during lessons; Email spamming</p> <p>Gaming on the PLD</p> <p>Using PLD during lesson without permission</p> <p>Wrongful usage of the PLD during lesson (e.g. watching videos while students are supposed to do an assignment)</p> <p>Email spamming</p>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> to 3<sup>rd</sup> occurrence: Verbal warning and parent notification</li> <li>• 4<sup>th</sup> occurrence: Restricted profile (minimum 1 week), handwritten transcription of PLD rules, parent notification</li> <li>• 5<sup>th</sup> occurrence and above: PLD confiscation (minimum 2 weeks), handwritten transcription of PLD rules, parent notification and follow-up call</li> </ul>
<b>Serious Offences</b>	
<p>Use of mobile or any digital equipment to film, download inappropriate, obscene, pornographic images and/or video clips</p> <p>Hacking into IT systems</p> <p>Use of email to post potentially offensive material, or for purposes of defamation or personal attack</p> <p>Impersonation</p>	<ul style="list-style-type: none"> <li>• PLD confiscation for at least 2 weeks and possible reporting to Singapore Police Force</li> </ul>

## Additional Provisions

1. Parents are responsible for supervising their child's use of the PLD and internet access when at home.
2. The Principal has final authority to decide on privilege limitations based on circumstances, prior disciplinary record, and other pertinent factors.
3. All policies apply to mobile devices such as smartphones and tablets when used on school premises.

Non-compliance with this AUP will lead to disciplinary action in accordance with the school's discipline policy.

# PERSONAL DATA PROTECTION POLICY

Anglo-Chinese School (Barker Road) recognises the importance of personal data entrusted to us.

We strongly believe and are committed to discharging our duty to ensure that your personal data is properly managed, protected and processed.

This Data Protection Policy is intended to assist you in understanding how we collect, use, disclose, protect and process any personal data that we receive from you, and designed in accordance with the requirements under the Personal Data Protection Act 2012 (“**PDPA**”).

## 1. Introduction to the Personal Data Protection Act 2012

- 1.1 “Personal Data” is hereinafter defined as data, whether true or not, about an individual who can be identified from that data or from that data and other information to which the organisation has or is likely to have access.
- 1.2 Various examples of Personal Data may include full names, NRIC/FIN numbers, passport numbers, mobile telephone numbers, photographs or video images of an individual, and personal email.
- 1.3 In general, before we collect any personal data from you, we will notify you of the purposes for which your Personal Data may be collected, used and/or disclosed, as well as obtain your consent for the collection, use and/or disclosure of your Personal Data for the intended purposes.

## 2. Purposes for Personal Data

- 2.1 Depending on the type of relationship you have with us (e.g. student, parent, alumnus, staff, applicant, vendor, service provider), the Personal Data that we gather from you may be collected, used and/or disclosed for the following purposes.
  - 2.1.1 Evaluating suitability for admission or employment, enrolling or employing, providing educational courses and training, including sending materials on course/ study/ assignment/ lecture materials, information on timetables and examination details via postal mail, electronic mail, SMS or MMS, fax and/or voice calls;
  - 2.1.2 Administering and/or managing relationships with Anglo-Chinese School (Barker Road) (including responding to enquiries, the mailing of correspondence, statements or notices which could involve the disclosure of certain Personal Data to bring about delivery of the same);

- 2.1.3 Carrying out due diligence or other screening activities (including background checks) in accordance with legal or regulatory obligations or risk management procedures that may be required by law or put in place by Anglo-Chinese School (Barker Road), including the obtaining of references and/or other information from prior educational institutions and employers;
- 2.1.4 Processing application(s) for scholarships and/or financial aid, and research support, and administering and managing scholarship/ financial aid/ grant and other support programmes, which may include use of Personal Data for development and fund raising activities and disclosure of Personal Data to donors, grantors, external evaluators and/or external organisations for purposes of periodic reports, event invitations, surveys and/or publicity of Anglo-Chinese School (Barker Road)'s related programmes;
- 2.1.5 Investigating possible fraud, misconduct, unlawful action or omission, and utilising electronic access and video systems to maintain campus security of persons or property, control access and investigate suspicious or inappropriate activities;
- 2.1.6 Responding to requests for information from government or public agencies, ministries, statutory boards or other similar authorities or non-government agencies authorised to carry out specific Government services or duties;
- 2.1.7 Carrying out market-related, evaluative or similar research and analysis for Anglo-Chinese School (Barker Road)'s operational strategy and policy planning purposes, including providing data to external parties for university programme evaluation and to students' former academic institutions and to partner institutions for jointly administered programmes;
- 2.1.8 Outreach and engagement to garner support and resources for Anglo-Chinese School (Barker Road), its community and affiliated institutions;
- 2.1.9 Supporting Anglo-Chinese School (Barker Road) functions including, but not restricted to, the teaching and personal and professional development of students, research and administration of Anglo-Chinese School (Barker Road);
- 2.1.10 Processing and administering applications for overseas exchange programmes, summer school, overseas internships and other overseas activities and administering such programmes including disclosure of information to overseas universities, employing and training organisations;

- 2.1.11 Processing, administering and conferring awards of prizes, medals, scholarships, classes of honours and other marks of distinction, and student or graduation status, and publication or releasing of information on the same;
- 2.1.12 Engaging alumni including but not limited to notification on Anglo-Chinese School (Barker Road) and alumni-related initiatives and activities, invitation to Anglo-Chinese School (Barker Road) and alumni-related events, updating of alumni information, invitation to participate in alumni surveys and sending of communication collaterals;
- 2.1.13 Processing applications and enrolment activities related to health, life and travel insurance and service provision as well as concession cards, and campus accommodation and administering matters related to use of these services;
- 2.1.14 Processing applications for and administering local and overseas career related activities, events, programmes, internships, employment opportunities, and career coaching, and sharing information with companies (whether local or overseas) for purposes of recruitment, internship, industrial attachment, job placement and research support;
- 2.1.15 Facilitating participation in student life and alumni development opportunities which may include social, cultural, athletic, and educational activities, events, volunteering and training programmes, student membership and leadership positions in clubs, societies, halls and residences, and orientation/ reception activities;
- 2.1.16 Taking of photographs and/or videos (whether by Anglo-Chinese School (Barker Road) staff or third-party photographers and/or videographers) during school programmes, events or seminars organised by Anglo-Chinese School (Barker Road) or its affiliates for publicity purposes;
- 2.1.17 For record keeping (including and not limited to campus video surveillance, visitor registration);
- 2.1.18 To provide updates on Anglo-Chinese School (Barker Road) events;
- 2.1.19 If consented to in the registration form and/or other methods of consent notification, providing marketing, advertising and promotional information via postal mail, electronic mail, SMS or MMS, fax and/or voice calls;
- 2.1.20 Any other purposes which Anglo-Chinese School (Barker Road) may inform you of in writing from time to time, but for which Anglo-Chinese School (Barker Road) will seek your separate consent.

- 2.2 In order to conduct our operations more smoothly, we may also be disclosing the Personal Data you have provided to us to our third-party service providers, agents and/or our affiliates or related corporations, which may be sited locally or outside of Singapore, for one or more of the above-stated Purposes. This is because such third-party service providers, agents and/or affiliates or related corporations would be processing your Personal Data on our behalf for one or more of the above-stated Purposes.

### **3. Specific Issues for the Disclosure of Personal Data to Third Parties**

- 3.1 We respect the confidentiality of the Personal Data you have provided to us.
- 3.2 In that regard, we will not disclose any of your Personal Data to any third parties without first obtaining your express consent permitting us to do so. However, please note that we may disclose your Personal Data to third parties without first obtaining your consent in certain situations, including, without limitation, the following:
- 3.2.1 Situations in which the disclosure is required based on the applicable laws and/or regulations;
  - 3.2.2 Situations in which the purpose of such disclosure is clearly in your interests and consent cannot be obtained in a timely way;
  - 3.2.3 Situations in which the disclosure is necessary to respond to an emergency that threatens the life, health or safety of yourself or another individual;
  - 3.2.4 There are reasonable grounds to believe that the health or safety of yourself or another individual will be seriously affected and consent for the disclosure of the data cannot be obtained in a timely way, provided that we shall, as soon as may be practicable, notify you of the disclosure and the purposes of the disclosure;
  - 3.2.5 Situations in which the disclosure is necessary for any investigation or proceedings;
  - 3.2.6 Situations in which the Personal Data is disclosed to any officer of a prescribed law enforcement agency, upon production of written authorisation signed by the head or director of that law enforcement agency or a person of a similar rank, certifying that the Personal Data is necessary for the purposes of the functions or duties of the officer; and/or
  - 3.2.7 Situations in which the disclosure is to a public agency and such disclosure is necessary in the public interest.

- 3.3 Where Personal Data is disclosed to third parties with your express consent, we will provide for adequate forms of protection over such Personal Data and employ our best efforts to require such third parties to protect your Personal Data in compliance with the PDPA and our data protection policies.

#### **4. Request for Access, Correction and/or Withdrawal of Personal Data**

- 4.1 You may request to access and/or correct the Personal Data currently in our possession or have the option to withdraw your consent for the collection, use and/or disclosure of your Personal Data in our possession or under our control at any time by submitting a written request to our PDPA Contact Person (See Below).
- 4.2 For a request to access your Personal Data, we will provide you with the relevant Personal Data within a reasonable time from such a request being made.
- 4.3 For a request to correct your Personal Data, once we have sufficient information from you to deal with the request, we will send the corrected Personal Data to every other organisation to which the Personal Data was disclosed by us within a year before the date the correction was made, unless that other organisation does not need the corrected personal data for any legal or business purpose.
- 4.4 For a request to withdraw consent, we will process your request within a reasonable time from such a request for withdrawal of consent being made, and will thereafter not collect, use and/or disclose your Personal Data in the manner stated in your request.
- 4.5 The withdrawal of your consent could result in certain legal consequences arising from such withdrawal. In this regard, depending on the extent of your withdrawal of consent for us to process your Personal Data, it may mean that we will be unable to continue with your existing relationship with us.
- 4.6 We may also be charging you a reasonable fee for the handling and processing of your request to access and/or correct your Personal Data. You will be notified in advance of such cost, and we will provide you with a written estimate of the fee we will be charging.

#### **5. Administration and Management of Personal Data**

- 5.1 We will take reasonable efforts to ensure that your Personal Data is accurate and complete and updated.

- 5.2 Reasonable security arrangements will be made to ensure that your Personal Data is adequately protected and secured. Appropriate security arrangements will be taken to prevent any unauthorised access, collection, use, disclosure, copying, modification, leakage, loss, damage and/or alteration of your Personal Data. However, we cannot assume responsibility for any unauthorised use of your Personal Data by third parties which are wholly attributable to factors beyond our control.
- 5.3 We will also take reasonable efforts and measures to ensure that the Personal Data in our possession or under our control is destroyed and/or anonymised as soon as it is reasonable to assume that (i) the purpose for which that Personal Data was collected is no longer being served by the retention of such Personal Data; and (ii) retention is no longer necessary for any other legal or business purposes.

## **6. Updates on Data Protection Policy**

- 6.1 As part of our efforts to ensure that we properly manage, protect and process your Personal Data, we will be reviewing our policies, procedures and processes from time to time.
- 6.1 We reserve the right to amend the terms of this Data Protection Policy at our absolute discretion. You may request for the latest version of the Data Protection Policy at any time.
- 6.2 You are strongly encouraged to check and/or request for the latest version of the Data Protection Policy from time to time on our website, <https://acsbr.moe.edu.sg>, to ensure that you are well informed of our latest policies in relation to Personal Data Protection.

## **7. Complaint Process and Feedback**

- 7.1 If you have any complaint, grievance or feedback regarding how we are handling your Personal Data or about our compliance with the PDPA, you are welcome to contact us with your complaint, grievance or feedback.
- 7.2 Kindly contact us through one of the following methods with your complaint, grievance or feedback:
  - 7.2.1 Telephone Number: 62561633
  - 7.2.2 Email: [acsbr@moe.edu.sg](mailto:acsbr@moe.edu.sg), attention it to 'Data Protection Officer'
  - 7.2.3 Office Address: Anglo-Chinese School (Barker Road), 60 Barker Road, Singapore 309919
- 7.3 We will certainly aim to deal with any complaint, grievance or feedback that you may have efficiently and fairly.

# LIBRARY RULES AND REGULATIONS

The library is a quiet and pleasant place for reading and self-study. To ensure that every student has a conducive environment, please be considerate and observe the following when you are in the library.

## Expected behaviour

- Switch all electronic devices to silent mode.
- Speak softly at all times within the library. Do not rearrange the tables or chairs without permission.
- Eating and drinking are not allowed in the library.

## Uniform Etiquette

Students must be in proper school attire, including footwear, when in the library.

## Electronic Devices

Electronic devices should be strictly used for school projects, research and study-related matters.

## Past Years' Examination Papers

Available for photocopying.

## Borrowing of Books

Each student is entitled to borrow 4 books at any one time. Each loan period is 2 weeks. Any book that is lost will be charged an administrative fee of \$5.00 on top of the full cost of the book.

## Bags and Sports Gadgets

Please keep your bags/ belongings in your personal lockers or in the lockers outside the library before entering the library.

*The School/Library will not be responsible for any loss of item(s) from bags left unattended.*



# RUBRICS FOR CONDUCT GRADES

Respect, Integrity, Commitment, Excellence as the guiding principles

Conduct	Descriptors
<b>Excellent</b>	<ul style="list-style-type: none"> <li>Late-coming = 0</li> <li>Academic Detention Class (ADC) = 0</li> <li>Behavioural Detention Class (BDC) = 0</li> <li>Corrective Work Order (CWO) = 0</li> <li>CCA Attendance <math>\geq 75\%</math></li> <li>Consistently behaves in an exemplary manner (A true ACS(BR) Gentleman) and is               <ul style="list-style-type: none"> <li>always courteous, polite and respectful</li> <li>always submitting quality work on time</li> <li>always dependable, doing things well on his own</li> <li>shows a very clear sense of right and wrong through speech and action</li> </ul> </li> <li>A role model in character</li> </ul>
<b>Very Good</b>	<ul style="list-style-type: none"> <li>Late-coming <math>\leq 3</math></li> <li>Academic Detention Class <math>\leq 3</math></li> <li>Behavioural Detention Class = 0</li> <li>Corrective Work Order (CWO) = 0</li> <li>CCA Attendance <math>\geq 75\%</math></li> <li>Consistently behaves well and is               <ul style="list-style-type: none"> <li>courteous, polite and respectful</li> <li>submitting quality work on time</li> <li>dependable, does things well on his own most of the time</li> <li>shows a clear sense of right and wrong through speech and action</li> </ul> </li> <li>Usually exhibits the desired character traits</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>Behaves well most of the time, and did not commit any serious offence which warrants caning or suspension, although he may have been sent for ADC, BDC or CWO and is               <ul style="list-style-type: none"> <li>usually courteous, polite and respectful</li> <li>usually submits quality work, mostly on time</li> <li>usually dependable, does things well on his own sometimes</li> <li>usually shows a clear sense of right and wrong through speech and action</li> </ul> </li> <li>Exhibits the desired character traits most of the time</li> </ul>
<b>Fair</b>	<ul style="list-style-type: none"> <li>Late-coming <math>\geq 10</math></li> <li>Has committed a serious offence, caned, suspended from school once, or has been sent for <math>\geq 10</math> BDC or <math>\geq 10</math> CWO</li> <li>Fails to hand in work occasionally</li> <li>Misbehaves in class/ uses vulgarities occasionally</li> </ul>
<b>Poor</b>	<ul style="list-style-type: none"> <li>Has committed either a few serious offences or multiple occurrences of a single serious offence, caned or suspended from school more than once</li> <li>Consistently misbehaves in class and fails to hand in work</li> <li>Rarely exhibits the desired character traits</li> </ul>

The highest Conduct Grade that a student with CCA attendance  $< 75\%$  can attain is “Good”.

# INFORMATION ON ASSESSMENTS & PROMOTIONS

## Assessment Weights

	Term 1	Term 2	Term 3	Term 4	Total
Secondary 1*	Weighted Assessment 0% - 10%	Weighted Assessment 10% - 15%	Weighted Assessment 10% - 15%	End-of-Year Examination 70%	100%
Secondary 2	Weighted Assessment 15%	Weighted Assessment 15%	Weighted Assessment 15%	End-of-Year Examination 55%	100%
Secondary 3	Weighted Assessment 15%	Weighted Assessment 15%	Weighted Assessment 15%	End-of-Year Examination 55%	100%

For Secondary 4 and 5, there will be 2 Weighted Assessments in Semester 1. In Semester 2, they will sit for the Preliminary Examinations.

\* For Secondary 1, there will be Weighted Assessments for English Language, Mother Tongue Languages, Mathematics and Science in Terms 1, 2 and 3. Each assessment will carry the weight of 10%. For the other subjects, Weighted Assessments will only be conducted in Terms 2 and 3, and each assessment will carry the weight of 15%.

## Descriptors for Grades

### Sec 4 Express and Sec 5 Normal (Academic) Courses

Grades	Marks (%)	Descriptors
A1	75 – 100	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	
9	39 or less	Has not met minimum requirements of the subject

### Sec 4 Normal (Academic) Course

Grades	Marks (%)	Descriptors
1	75 – 100	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 or less	Has not met minimum requirements of the subject

## Sec 4 Normal (Technical) Course

Grades	Marks (%)	Descriptors
A	75 – 100	Demonstrates very good understanding of the subject
B	70 – 74	
C	60 – 69	Demonstrates good understanding of the subject
D	50 – 59	Demonstrates adequate understanding of the subject
U	49 or less	Has not met minimum requirements of the subject

## Sec 1 – 3 G3 Subjects

Grades	Marks (%)	Descriptors
A1	75 – 100	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	
9	39 or less	Has not met minimum requirements of the subject

## Sec 1 – 3 G2 Subjects

Grades	Marks (%)	Descriptors
1	75 – 100	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
6	49 or less	Has not met minimum requirements of the subject

## Sec 1 – 3 G1 Subjects

Grades	Marks (%)	Descriptors
A	75 – 100	Demonstrates very good understanding of the subject
B	70 – 74	
C	60 – 69	Demonstrates good understanding of the subject
D	50 – 59	Demonstrates adequate understanding of the subject
E	49 or less	Has not met minimum requirements of the subject

## Examinable Common Curriculum Subjects (Art, D&T and FCE) in Sec 1 and Sec 2

Grade Descriptors (with abbreviations)	Mark Range
Proficient (PF)	70-100
Competent (CP)	60-69
Developing (DV)	50-59
Beginning (BG)	<50

## Non-Examinable Subjects

Grades	Marks (%)	Descriptors
A	70 – 100	Has very good knowledge and skills in the subject
B	60 – 69	Has good knowledge and skills in the subject
C	50 – 59	Has adequate knowledge and skills in the subject
D	49 or less	Has some knowledge and skills in the subject

## In-School Progression

Under Full SBB, all students will generally progress to the next year of learning.

For Secondary 2 and 3, students need to meet the common academic requirement to offer subjects at the same subject levels in the following year.

### Pass

(a) EL and 2 subjects, or

(b) at least half the total number of examinable subjects offered.

## Absence from Assessments

Students who are absent from any assessment(s) must be supported by a medical certificate, otherwise, he will be given a '0' mark for the assessment(s) he missed. For medical certificates issued by Traditional Chinese Medicine (TCM) practitioners, only medical certificates issued by TCM practitioners registered with the Singapore Medical Council are recognised.

# EXAMINATION RULES AND REGULATIONS

- 1.1 **You must not have in your possession:**
  - 1.1.1 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 premises (e.g. Examination Room, Quarantine Room, Waiting Room). Examples of prohibited 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 console or music player.
  - 1.1.2 Any unauthorised reference materials or notes. All stationery/ belongings taken into the examination venue (e.g. pencil case, calculator, mathematical set, ruler, entry proof) must not have any unauthorised notes/ information written on them. Examples of prohibited items include conversion table/ mathematical formula sheet enclosed in or printed on the mathematical instrument box, any study notes or any exam question papers.
  - 1.1.3 Any calculator or dictionary that is not listed in the Approved List of Calculator/ Dictionary. Candidate should refer to the list of approved calculators and the list of approved dictionaries.
- 1.2 **You must not commit or attempt any acts of dishonesty or support such acts.** For example, writing information/ notes on any parts of your body, taking the examination on someone else's behalf, using unauthorised devices to gain an advantage, copying of answers.
- 1.3 **You must not commit plagiarism or support such acts** (e.g. using someone else's work or findings without acknowledging the source of that information).
- 1.4 **You must not communicate or attempt to communicate** with any other candidate/ unauthorised person inside or outside the examination room during the examination or any other occasion when communication is strictly prohibited. For example, when answer scripts are collected, during movement to the quarantine area.
- 1.5 **You must not turn around and should only face the front** during the examination.
- 1.6 **You must not write any offensive or obscene materials** in your answer script.
- 1.7 **You must not exhibit improper conduct or misbehaviour** during the examination. (e.g. disrupting other candidates, leaving examination area without approval or unescorted, not obeying instructions from examination personnel)
- 1.8 **You must not leave** the examination room/ hall, quarantine and holding room without permission from the examination personnel.
- 1.9 **You must not turn over the question paper** placed on your desk until instructed to do so at the time of commencement of the examination.

- 1.10 **You must not continue to write** after the invigilator has made the announcement to stop writing. You are to remain seated quietly while your answer scripts are being collected and counted.
- 1.11 **You must not remove** any examination material and stationery without permission. These can include: any answer booklet, writing paper, storage devices and other used or unused examination stationery from the examination venue.
- 1.12 You must not report to examination centre in attire that is inappropriate for a school environment.

### Use of Calculators and Dictionaries

- 1.13 You must adhere to the following rules where the use of scientific calculators and dictionaries is allowed in the examinations. Any non-compliance will be considered as a breach of the examination regulations, and you may be subjected to the penalty measures.
- 1.14 Use of calculators: You are only allowed to use the approved calculator models listed. The calculators used in the national examination should have the following minimum features:
- a) Four arithmetic operations (+, -,  $\times$ ,  $\div$ ) including the order of operations and use of brackets.
  - b) Fractional function which retains the fraction in the form 'a/b' and 'a/b/c'.
  - c) Square root ( $\sqrt{\phantom{x}}$ ) and cube root ( $\sqrt[3]{\phantom{x}}$ ) functions; and
  - d) Value of Pi ( $\pi$ ).

The use of any calculator with unacceptable features or for retrieval of information/programs during the examinations is an infringement of the regulations.

- 1.14.1 **Your calculator must be silent, with a visual display only.**
- 1.14.2 **You are to ensure that the calculator is in working condition** (including the power supply) and any fault in the calculator will not be considered as justification for special consideration.
- 1.14.3 **You are not allowed to share** calculators with another candidate during the examination.
- 1.14.4 If the calculator comes with external storage features, you must not possess the external storage media (e.g. cards, tapes, and plug-in modules) during the examination.
- 1.14.5 Your calculator and its cover **must not have any** mathematical formula, conversion table or instructions. Any such information on the calculator that cannot be removed must be securely covered.
- 1.14.6 The original model number and brand must be indicated clearly on the calculator for verification purposes.
- 1.14.7 Your scientific calculator **must not** be programmable or with permanent features of a programmed kind e.g. calculators capable of numerical integration and/or numerical differentiation.

- 1.15 Use of dictionaries: You are only allowed to use approved printed dictionaries/ handheld electronic dictionaries for subjects that are listed in para 1.15.6. There is no approved list of dictionaries for Non-Tamil Indian Languages (NTIL). Any monolingual dictionary for the language may be used. There must be no annotation on any pages of the printed dictionary (e.g. written notes, post-it pads, highlights and quick tabs).
- 1.15.1 **You must not possess** any dictionary in an examination where the use of a dictionary is prohibited.
- 1.15.2 Your e-dictionary must be silent, and battery operated. Earpieces/ headphones are not permitted in the examination venue. Note: You should ensure that a replacement set of batteries is available.
- 1.15.3 No allowance will be made should your e-dictionary fail to function during the examination.
- 1.15.4 **You must remove any external storage media** (e.g. SD card and plug-in modules) before the examination if your electronic dictionary has an external storage.
- 1.15.5 **You are not allowed to share your dictionary with or borrow a dictionary** from other candidates during the examination.
- 1.15.6 Approved dictionaries can be used for the following papers: Chinese Paper 1, Malay Paper 1 and Tamil Paper 1.
- 1.16 **During Examination**
- 1.16.1 You must **not** open the question-and-answer booklet or start reading and writing unless told to do so by the examination personnel.
- 1.16.2 You must place your Entry Proof, NRIC or foreign identification documents on your desk throughout the examination.
- 1.16.3 Access Arrangement: If you are granted access arrangements, you should present the approved outcome letter to the examination personnel **before the start of the examination**. You must highlight immediately if your approved access arrangement is not given to you.
- 1.16.4 You should use 2B pencils for shading of the Personalised Multiple Choice Answer sheet.
- 1.16.5 You must submit your answers in the language in which the question paper is set, unless otherwise instructed by the questions.
- 1.16.6 You should avoid using **correction tape or fluid** on the answer script or writing paper as it may affect the legibility of the answers.
- 1.16.7 **You must not eat** in the examination room/ hall. However, you are allowed to drink water, and the water bottle must be placed on the floor next to your seat.

## FULL SUBJECT-BASED BANDING (Full SBB)

Full Subject-Based Banding (Full SBB) provides greater flexibility in subject offerings at Lower Secondary levels, to cater to the strengths of students in different subjects. Starting from the 2024 Secondary One cohort, students are no longer allocated Express, N(A) or N(T) streams. MOE posts students to secondary school through three Posting Groups – Posting Groups 1, 2, and 3.

Posting Groups are only used for the purposes of admitting students into secondary school and to guide the initial subject levels students can offer at the start of Secondary 1.

Throughout their secondary school education, students can take subjects at three subject levels, known as G1, G2, G3 (G stands for General). Students will have the flexibility to adjust their subject levels at appropriate junctures, based on their strengths, interests and learning needs. Students will subsequently access programmes and post-secondary pathways based on their various subjects and subject level combinations.

Full SBB allows secondary students to customise their education at the subject level, rather than at the course level. This aims to cultivate a growth mindset in students, giving them greater educational choice and ownership of their learning.

### At the start of Secondary 1

PSLE Score	Posting Groups	Indicative level for most subjects at start
4 – 20	PG3	G3
21 and 22	PG2 or PG3	G2 or G3
23 and 24	PG2	G2
25	PG1 or PG2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	PG1	G1

### Eligibility Criteria – First Intake after PSLE (only for EL, MA, SCI and MTL)

Course	PSLE Standard Grade	PSLE Foundation Grade	Option to offer subject at
PG2	AL 5 or better	-	G3
PG1	AL 5 or better	-	G2 or G3
	AL 6	AL A	G2



**Eligibility Criteria – Second Intake after Secondary 1 Mid-Year Assessment (Mid-Year Inserts) (only for EL, MA, SCI and MTL)**

Course	School-based Results	Option to offer subject at
G2	75% or higher in specific subject	G3 level starting from second semester
G1	75% or higher in specific subject	G2 level starting from second semester

**Eligibility Criteria – Third Intake after Secondary 1 End-Of-Year Assessment (Year-End Inserts) (only for EL, MA, SCI and MTL)**

Course	School-based Results	Option to offer subject at
G2	75% or higher in specific subject	G3 level starting from next year
G1	75% or higher in specific subject	G2 level starting from next year

**Eligibility Criteria – For Humanities (Geography, History and Literature in English) intake after Secondary 1 End-Of-Year Assessment**

Course	School-based Results	Option to offer subject at
G2	75% or higher in specific subject	G3 level starting from next year
G1	<ul style="list-style-type: none"> <li>75% or higher for English Language at G1 Level, or the equivalent at the G2 Level at the End-of-Year Examinations; and</li> <li>A Pass with Distinction grade for G1 Humanities Performance Tasks in Semesters 1 and 2</li> </ul>	G2 level starting from next year

Students are encouraged to continue with the subjects at the more demanding level (MDL) until the end of Secondary 2, as students do need time to adjust to the curriculum and academic demands.

**Eligibility Criteria – Fourth Intake after Secondary 2 End-Of-Year Assessment (Year-End Inserts) (for EL, MA, SCI, MTL and HU subjects) (with effect from 2025 Sec 2)**

Course	School-based Results	Option to offer subject at
G2	75% or higher in specific subject	G3 level starting from next year
G1	75% or higher in specific subject	G2 level starting from next year

**For Secondary 3 and 4 students offered FSBB subjects**

Secondary 3 and 4 students may continue with the subject/s taken at a higher- level stream at Upper Secondary if, they meet the Promotion Criteria and obtain a pass in the subject/s they are taking at the higher level.

For N(A)-Level students offering O-Level subjects, their grades will be converted to the N(A)-Level grades, as shown in the table below.

GCE O-Level Grade	GCE N-Level Grade
A1 – B3	1
B4 – C6	2
D7	3
E8	4
F9	5

**Conversion of N(A)-level Grade to N(T)-Level Grade for Computation of ITE Aggregate Points**

The computation of ITE aggregate points for N(A) and N(T) subject grades for merit-based admission is shown in the table below.

N(A) Grade	N(T) Grade	ITE Aggregate Point
1, 2, 3	A	1
4	B	2
5	C	3
6	D	4

## RATIONALE FOR BLENDED LEARNING

Blended Learning refers to the re-imagination of our students' educational experience by providing them with a more seamless blending of different modes of learning. It allows our educators to re-think curriculum and assessment design and innovate pedagogies to enable students to benefit from a wider spectrum of learning experiences. One aspect of Blended Learning is the integration of home-based learning (HBL) as a regular feature of the schooling experience. It serves to further strengthen our students' ability to be self-directed learners. By mainstreaming HBL, we can equip students with stronger abilities, dispositions and habits for independent and lifelong learning.

The dates for Learning Week for 2026 are:

### **Semester 1:**

- [All] Learning Week #1 – 12 January to 16 January
- [All] Learning Week #2 – 6 April to 10 April

### **Semester 2:**

- [All] Learning Week #3 – 14 July to 17 July



# MOE FINANCIAL ASSISTANCE SCHEME (MOE-FAS)

Name of FAS	Quantum of FAS/ Bursary	Eligibility Criteria	Additional information	Application Process
<b>MOE-Financial Assistance Scheme (MOE-FAS)</b>	<ul style="list-style-type: none"> <li>100% fee subsidies</li> <li>Free textbooks</li> <li>Free school attire</li> <li>Meal subsidies for 10 meals per week</li> <li>Monthly public transport subsidies</li> </ul>	<ul style="list-style-type: none"> <li>Student must be a Singapore citizen enrolled in a Government or Government-aided school and meets either one of the following criteria:                             <ul style="list-style-type: none"> <li>Family's average Gross Household Income (GHI) over 12 months does not exceed \$4,000 per month; or</li> <li>Per Capita Income (PCI)* does not exceed \$1,000</li> </ul> </li> </ul> <p><i>* PCI = Monthly GHI/ No. of Household Members</i></p>	<ul style="list-style-type: none"> <li>Eligible for consideration for additional financial assistance where required</li> <li>Awardees will be expected to                             <ul style="list-style-type: none"> <li>Conduct themselves well</li> <li>Contribute to the school community</li> <li>Perform reasonably well academically</li> </ul> </li> </ul>	<p>Parents may apply through either of the following options:</p> <ul style="list-style-type: none"> <li>Submit application electronically via <a href="https://go.gov.sg/moe-efas">https://go.gov.sg/moe-efas</a></li> <li>Collect the Application Form from the General Office and submit it together with the required supporting documents:                             <ul style="list-style-type: none"> <li>CPF Statements</li> <li>Income Tax Notice of Assessment</li> <li>Pay slips</li> <li>Declaration of unemployment (if applicable)</li> </ul> </li> </ul>

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## ACS BURSARIES

Name of Bursary	Description of Bursary	Quantum Value	Eligibility Criteria	Application Process
<b>Lim Teow Lin Bursary</b>	Mr Lim Teow Lin is a retired teacher who spent his entire career in the ACS schools, having taught students in the primary school, secondary school and Junior College. Even though he was not a beneficiary of an ACSian education, he devoted his life to teaching ACSians throughout his more than thirty years career. Mr Lim retired as an Art teacher at Anglo-Chinese Junior College.	<ol style="list-style-type: none"> <li>1. Amount of up to \$1,000 per bursary</li> <li>2. Up to 4 bursaries per year</li> </ol>	<ol style="list-style-type: none"> <li>1. Eligible for Singapore citizens/ Permanent Residents only.</li> <li>2. Must be a current student of ACS(BR).</li> <li>3. Applicant is a recipient of MOE-FAS.</li> <li>4. Bursary amount to be spent on school-related expenses.</li> </ol>	Student will be selected by a convening selection committee
<b>Ong Ai Teik Bursary for Leadership Opportunities</b>	<p>Mr Ong Ai Teik was a dedicated ACSian, first as a student, then a devoted teacher and later as a nurturing volunteer. Through his passionate interests, undying enthusiasm and dedicated leadership in the Boys' Brigade and various sports such as Gymnastics, these activities under his charge blossomed.</p> <p>A group of ex-students who have benefitted from his leadership aspire that such wonderful qualities should be encouraged and promoted through ACS, hence the Ong Ai Teik Fund was established to achieve said purpose.</p>	<ol style="list-style-type: none"> <li>1. Amount of up to \$1,000 per student</li> <li>2. Up to 2 awards to be given out each year</li> </ol>	<p>Mandatory indicators</p> <ul style="list-style-type: none"> <li>• Leadership role in CCA</li> <li>• Excellent participation and performance with his CCA</li> <li>• Exemplary conduct</li> </ul>	Student will be selected by a convening selection committee

# TAN CHIN TUAN FOUNDATION SCHOLARSHIPS

Name of Scholarship	Description of Scholarship	Quantum/ Value	Eligibility Criteria	Additional information
<b>Lee Hah Ing Scholarship</b>	This scholarship is made possible through the generous sponsorship of the Tan Chin Tuan Foundation.	Quantum sum of \$1,500	<ul style="list-style-type: none"> <li>Achieve at least 5 distinctions at the GCE N-Level examination</li> <li>Exemplary character and conduct</li> <li>Active contribution to the school and community.</li> </ul>	Student will be selected by a convening selection committee
<b>Goh Hood Keng Scholarship</b>	This scholarship is made possible through the generous sponsorship of the Tan Chin Tuan Foundation.	Quantum sum of \$1,500	<ul style="list-style-type: none"> <li>Top Sec 5 N(A) student at the GCE O-Level examination</li> <li>Exemplary character and conduct</li> <li>Student must go on to continue his education in a post-secondary institution.</li> </ul>	Student will be selected by a convening selection committee
<b>CB Paul Scholarship</b>	This scholarship is made possible through the generous sponsorship of the Tan Chin Tuan Foundation.	Quantum sum of \$1,500	<ul style="list-style-type: none"> <li>Top student who has excelled academically</li> <li>Achieved at least a Distinction in English Language and Mother Tongue Language in Sec 3 examinations</li> <li>Exemplary character and conduct</li> </ul>	<ul style="list-style-type: none"> <li>Student must be a student of ACS(BR) for the year under consideration and must remain a student at the time of the award ceremony</li> <li>Student will be selected by a convening selection committee</li> </ul>
<b>Thio Chan Bee Scholarship</b>	This scholarship is made possible through the generous sponsorship of the Tan Chin Tuan Foundation.	Quantum sum of \$1,500	<p>Mandatory indicators:</p> <ul style="list-style-type: none"> <li>Commendable results academically</li> <li>Leadership role in Student Leaders' Council/ CCA in Sec 3 and into Sec 4</li> <li>Excellent participation and performance in the Student Leaders' Council/ CCA</li> <li>Exemplary conduct</li> </ul> <p>Discretionary considerations:</p> <ul style="list-style-type: none"> <li>Outstanding personal achievements in other contributions to school, be it in academia or school representation</li> <li>Spearheaded initiatives for other students/ communities</li> <li>Participation with external organisation(s)</li> </ul>	<ul style="list-style-type: none"> <li>Student must be a student leader of ACS(BR) for the year under consideration and must remain a student leader at the time of the award ceremony</li> <li>Student will be selected by a convening selection committee</li> </ul>
<b>The Integrity Award – In memory of Tan Sri (Dr) Tan Chin Tuan</b>	This scholarship is set up by the ACS Foundation, in memory of Tan Sri (Dr) Tan Chin Tuan, to acknowledge and recognise one student who displayed the highest level of integrity in each calendar year.	Quantum sum of \$1,500	<ul style="list-style-type: none"> <li>The most deserving student who has displayed the highest level of integrity in his graduating year in ACS(BR).</li> <li>Exemplary character and conduct.</li> </ul>	Student will be recommended by the school to ACS Foundation for selection

# ACS SCHOLARSHIPS AND AWARDS

Name of Scholarship	Description of Scholarship	Quantum/ Value	Eligibility Criteria	Additional information
<b>ACSOBA Gold and Silver Medals</b>	The Gold and Silver Medals are presented by the ACS Old Boys' Association (ACSOBA) to the top two students in the GCE O-Level examination who continue their education in an ACS institution.	1. Gold Medal 2. Silver Medal	<ul style="list-style-type: none"> <li>Top two scorers for the GCE O-Level Examinations who continue their education in an ACS institution</li> <li>Exemplary character and conduct</li> </ul>	Awards will be given out to the recipients during the Founder's Day dinner hosted by the ACSOBA
<b>ACSOBA President's Award</b>	This award is given to an athlete who distinguished himself with outstanding contribution to the school while representing the school in the National School Games.	Award Challenge Shield	<ul style="list-style-type: none"> <li>Represented the school in the National School Games.</li> <li>Must be an outstanding leader</li> </ul>	Student will be selected by a convening selection committee
<b>ACS Sportsboy of the Year</b>	This award is given to an athlete who distinguished himself with outstanding contribution to the school while representing the school in the National School Games.	Individual Certificate of Recognition	<ul style="list-style-type: none"> <li>Represented the school in the National School Games</li> <li>Must be of good conduct and character</li> </ul>	Student will be selected by a convening selection committee
<b>ACS Performing Arts Awards</b>	This award is conferred to the most outstanding talent in a performing arts CCA in ACS(BR).	Individual Certificate of Recognition	<ul style="list-style-type: none"> <li>Must be a member in one of the five performing arts CCA: <ul style="list-style-type: none"> <li>Band</li> <li>Chinese Orchestra</li> <li>Choir</li> <li>Dance</li> <li>Drama</li> </ul> </li> <li>Student who has attained a high level of artistic and leadership excellence in the arts</li> <li>Student who has contributed immensely to the vibrancy and dynamism of the school culture</li> </ul>	Student will be selected by a convening selection committee
<b>ACS Most Outstanding Uniformed Group Leader Award</b>	This award is given to the most outstanding Youth Leader from among the four Uniformed Groups in ACS(BR).	Individual Certificate of Recognition	<ul style="list-style-type: none"> <li>Must be a member in one of the four Uniformed Groups: <ul style="list-style-type: none"> <li>Boys' Brigade</li> <li>National Cadet Corps (Sea)</li> <li>National Police Cadet Corps</li> <li>Scouts and Ventures</li> <li>Scouts</li> </ul> </li> <li>An outstanding leader in the Uniformed Group</li> </ul>	Student will be selected by a convening selection committee
<b>With JOY-full Memory of Rev &amp; Mrs T C Nga</b>	The award 'With JOY-full Memory of Rev & Mrs T C Nga' was set up by the family of the late Rev and Mrs T C Nga in memory of their parents and their sister, Joy Nga. It is disbursed from an Endowment Fund with ACS Foundation.	Quantum sum of \$1,500	The recipient is selected by the school as the Valedictorian of ACS(BR) for his cohort and is deemed to be exemplary in terms of his academic results at the GCE O-Levels, contribution in his co-curricular activity and is of good character and conduct. He must also be continuing his education in an ACS institution.	Recipient will be selected by a convening selection committee comprising of at least the Principal, a Vice-Principal and a Key Personnel who is familiar with the cohort.

# ACS SCHOLARSHIPS AND AWARDS

Name of Scholarship	Description of Scholarship	Quantum/ Value	Eligibility Criteria	Additional information
<b>Khoo Teck Quee Scholarships</b>	The Khoo Teck Quee Scholarships are sponsored by the family of the late Mr. Khoo Teck Quee in remembrance of their father who believed strongly in the value of education. They are awarded each year to a deserving student of Secondary 1, 2 and 3.	Quantum sum of \$1,500	Mandatory Indicators: <ul style="list-style-type: none"> <li>Outstanding academic achievement</li> <li>Exemplary conduct and attitude</li> <li>Excellent participation and contributions to CCA</li> <li>Noteworthy contributions to school and community service</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must be students of ACS(BR) for the year under consideration and must remain a student at the time of the award ceremony.</li> <li>Students selected for interview will be notified</li> </ul>
<b>Khoo Teck Quee Medal</b>	The Khoo Teck Quee Medal is sponsored by the family of the late Mr Khoo Teck Quee in remembrance of their father who believed strongly in the value of education.	Quantum sum of \$1,500	The medallist is the top performing student in ACS(BR) for the GCE O-Level Examination. He must also be continuing his education in an ACS institution.	
<b>Ong Ai Teik Outstanding Student Leader Award</b>	<p>Mr Ong Ai Teik was a dedicated ACSian, first as a student, then a devoted teacher and later as a nurturing volunteer. Through his passionate interests, undying enthusiasm and dedicated leadership in the Boys' Brigade and various sports such as Gymnastics, these activities under his charge blossomed.</p> <p>A group of ex-students who have benefitted from his leadership aspire that such wonderful qualities should be encouraged and promoted through ACS, hence the Ong Ai Teik Fund was established to achieve said purpose.</p>	<ol style="list-style-type: none"> <li>Individual Certificate of Recognition</li> <li>Medallion</li> </ol>	<p>Mandatory indicators:</p> <ol style="list-style-type: none"> <li>Student Leader in the school</li> <li>Excellent participation and performance in the Student Leaders' Council/ CCA</li> <li>Exemplary conduct</li> </ol> <p>Discretionary considerations:</p> <ol style="list-style-type: none"> <li>Outstanding personal achievements in other contributions to school, be it in academia or school representation</li> <li>Spearheaded initiatives for other students/ communities</li> <li>Participation with external organisation(s)</li> </ol>	<ul style="list-style-type: none"> <li>No monetary incentives will be offered</li> <li>Student will be selected by a convening selection committee</li> </ul>
<b>Tan Poh Soon Basketball and Tennis Scholarship</b>	These 2 annual scholarships are made possible through the generous sponsorship of Mr. Tan Poh Soon for current ACSians in their pursuit of sporting excellence.	Quantum sum of \$1,000 each	Applicable to Sec 3 students who show exemplary conduct, good academic performance and have displayed talent in Basketball and Tennis	Student will be selected by a convening selection committee
<b>Oldham Club Scholarships for Rugby and Water Polo</b>	These 2 annual scholarships are made possible through the generous sponsorship of Mr. Cheo Chai Hong for current ACSians in their pursuit of sporting excellence.	Quantum sum of \$1,000 each	Applicable to Sec 3 students who show exemplary conduct, good academic performance and have displayed talent in Rugby and Water Polo	Student will be selected by a convening selection committee



# GUIDELINES FOR NOMINATION OF HONOURS AWARDS FOR PHYSICAL SPORTS

## I. Objectives of Awards

- Give recognition to high standards of performance in Physical Sports
- Encourage higher achievements in Physical Sports
- Promote excellence, service to the school and good sportsmanship

## II. Types of Awards

1. Full Colours
2. Half Colours
3. ACSOBA – Choo Hwee Lim Award (Badminton)
4. Tan Poh Soon Basketball and Tennis Scholarships
5. Oldham Club Scholarships for Rugby and Water Polo
6. Team of the Year Award
7. Sportsboy of the Year
8. ACSOBA President's Award

## III. Guidelines

1. The period of review will be from 1 September of the previous year to 31 August of the current year
2. Awards may be awarded to students who have represented the school in local/ international events during the current year of review

## IV. Basic Criteria

To be considered for the awards, ALL nominees MUST have the following:

- At least 75% attendance
- Conduct grade of 'Good' or better
- No serious offences committed
- Good role model for fellow members (verified by CCA teachers)

To be considered for the awards, nominees must satisfy the basic criteria (listed above) and **ONE** of the following:

### Full Colours

NSG Top 8 Individual Placing (National)  
NSG Top 4 Team Placing (National/ National League 1)  
Training with Singapore Schools Sports Team (SSST)/ National Youth Team (NYT)  
National Representation in local or international competitions

### Half Colours

NSG 9<sup>th</sup> – 16<sup>th</sup> Individual Placing (National)  
NSG 5<sup>th</sup> – 8<sup>th</sup> Team Placing (National)  
NSG League 1 Placement (For Games with League format)

# **GUIDELINES FOR NOMINATION OF HONOURS AWARDS FOR VISUAL AND PERFORMING ARTS**

## **I. Objectives of Awards**

- Give recognition to high standards of performance in Visual and Performing Arts
- Encourage higher achievements in Visual and Performing Arts
- Promote showmanship, service to the school and teamwork

## **II. Types of Awards**

1. Performing Arts Award
2. Distinction
3. Merit

## **III. Guidelines**

1. The period of review will be from 1 September of the previous year to 31 August of the current year
2. Awards may be awarded to students who have represented the school in local/ international events during the current year of review

## **IV. Basic Criteria**

To be considered for the awards, ALL nominees MUST have the following:

- At least 75% attendance
- Conduct grade of 'Good' or better
- No serious offences committed
- Good role model for fellow members (verified by CCA teachers)

To be considered for the awards, nominees must satisfy the basic criteria (listed above) and **ONE** of the following:

### **Distinction**

SYF Arts Presentation Certificate of Distinction

Represented school/ MOE/ Singapore at major local/ international exhibition, festival or performance e.g. National Day Parade, Chingay Parade

Represented National Project of Excellence e.g. Singapore National Youth Orchestra, Singapore Symphony Orchestra

Represented school and obtained Gold Award/ Top 4 Placing at other major local festivals/ competitions

### **Merit**

SYF Arts Presentation Certificate of Accomplishment

Represented school and obtained Silver Award/ 5<sup>th</sup> to 8<sup>th</sup> Placing at other major local festivals/ competitions

# GUIDELINES FOR NOMINATION OF HONOURS AWARDS FOR UNIFORMED GROUPS

## I. Objectives of Awards

- Give recognition to high standards of performance in the Uniformed Groups (UG)
- Encourage higher achievements in the UG
- Promote service to the school and teamwork

## II. Types of Awards

1. Most Outstanding UG Leader Award
2. Distinction
3. Merit

## III. Guidelines

1. The period of review will be from 1 September of the previous year to 31 August of the current year

## IV. Basic Criteria

To be considered for the awards, ALL nominees MUST have the following:

- At least 75% attendance
- Conduct grade of 'Good' or better
- No serious offences committed
- Good role model for fellow members (verified by CCA teachers)

To be considered for the awards, nominees must satisfy the basic criteria (listed above) and **ONE** of the following:

### Distinction

Represented School/ UG HQ at international competition/ event

Boys' Brigade	NCC (Sea)	NPCC	Scouts
Senior Proficiency Award	Proficiency Badge (Gold)	NPCC Core Proficiency Level 3	Voyager Award
Founder's Award	NCC Outstanding Unit Cadet Award	NPCC HQ Best Unit Cadet Badge	Chief Scout's Award
SP Chua Medal		SPF-NPCC Badge	Venture Award

### Merit

Boys' Brigade	NCC (Sea)	NPCC	Scouts
Intermediary Proficiency Award	Proficiency Badge (Silver)	NPCC Core Proficiency Level 2	Explorer Award

# GUIDELINES FOR NOMINATION OF HONOURS AWARDS FOR CLUBS AND SOCIETIES

## I. Objectives of Awards

- Give recognition to high standards of performance in Clubs and Societies
- Encourage higher achievements in Clubs and Societies
- Promote service to school and teamwork

## II. Types of Awards

1. Distinction
2. Merit

## III. Guidelines

1. The period of review will be from 1<sup>st</sup> September of the previous year to 31<sup>st</sup> August of the current year
2. Awards may be awarded to students who have represented the school in local/ international events during the current year of review

## IV. Basic Criteria

To be considered for the awards, ALL nominees MUST have the following:

- At least 75% attendance
- Conduct grade of 'Good' or better
- No serious offences committed
- Good role model for fellow members (verified by CCA teachers)

To be considered for the awards, nominees must satisfy the basic criteria (listed above) and **ONE** of the following:

### Distinction

Represented school at local event and obtained Top 4 placing  
Represented MOE/ Singapore at local/ international event  
Represent school at international event

### Merit

Represented school at local event and obtained 5<sup>th</sup> – 8<sup>th</sup> placing

# GUIDELINES FOR NOMINATION OF HONOURS AWARDS FOR STUDENT LEADERS

## I. Objectives of Awards

- To give recognition to student leaders for their contribution to the school and their leadership excellence over the past year
- To encourage student leaders to aspire to a higher level of leadership by growing and displaying the leadership practices of **MICEE** (**M**odel the Way, **I**nspire a Shared Vision, **C**hallenge the Process, **E**nable Others to Act and **E**ncourage the Heart).

## II. Types of Awards *(period of review will be from the previous investiture to the present one)*

Distinguished Service	Meritorious Service	Recognition Service
<b>(A) Contribution and Conduct of Student/ CCA Leader</b>		
<ul style="list-style-type: none"> <li>Goes <u>over and beyond the expectations</u> of a student/ CCA leader</li> <li>Exercises his duties <u>excellently</u></li> <li><u>Contributes actively</u> to <u>numerous projects</u> of the board/ CCA</li> <li>Exemplifies <u>excellent/ very good conduct</u> both as a student and as a student/ CCA leader</li> <li><u>No disciplinary records at all</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Exceeds the expectations</u> of a student/ CCA leader</li> <li>Exercises his duties <u>well</u></li> <li><u>Contributes actively</u> to <u>some projects</u> of the board/CCA</li> <li>Exhibits <u>very good conduct</u> both as a student and as a student/ CCA leader.</li> <li><u>No serious offences</u></li> </ul>	<ul style="list-style-type: none"> <li>Meets the basic expectations of a student/ CCA leader</li> <li>Exercises his duties <u>responsibly</u></li> <li><u>Contributes responsibly</u> to <u>some projects</u> of the board/ CCA.</li> <li>Exhibits <u>very good conduct</u> both as a student and as a student/ CCA leader</li> <li><u>No serious offences</u></li> </ul>
<b>(B) Leadership Qualities of Student/ CCA Leader (MICEE Criteria)</b>		
<b>Model the way</b>	– <i>Leader is a role model of the school values and encourages others to do the same</i>	
<b>Inspire a Shared Vision</b>	– <i>Leader shares about the plans ahead, excites others and enlists others to join in the vision</i>	
<b>Challenge the Process</b>	– <i>Leader searches for ways to improve and is prepared to take risks and learns from failure</i>	
<b>Enable Others to Act</b>	– <i>Leader works well with his peers and teachers and empowers others to do their work</i>	
<b>Encourage the Heart</b>	– <i>Leaders recognises the contributions of others and builds a positive community</i>	
Demonstrates <u>at least four</u> of the MICEE criteria	Demonstrates <u>at least three</u> of the MICEE criteria	Demonstrates <u>at least two</u> of the MICEE criteria

## III. Basic Criteria

To be considered for the awards, all nominees must satisfy the following basic criteria during the year of assessment:

- Conduct grade should be at least 'very good' for student leaders and demonstrates sound character
- No serious offences committed
- For CCA Leaders**, CCA attendance has to be at least 75% for the year.

# INSTRUCTIONS FOR EMERGENCY EVACUATION

The purpose of the evacuation exercise is to help everyone to be prepared and be familiar with their roles in times of crises and emergencies.

## 1. Alarm

The evacuation alarm will ring for about 1 minute. Announcement will be made through the PA system that the evacuation exercise is being executed. The venue for the assembly area will also be announced.

- Assembly Area – Chancery Lane Activity Area
- Assembly Area – Sports Hall
- Assembly Area – Tennis Courts/ Futsal Court

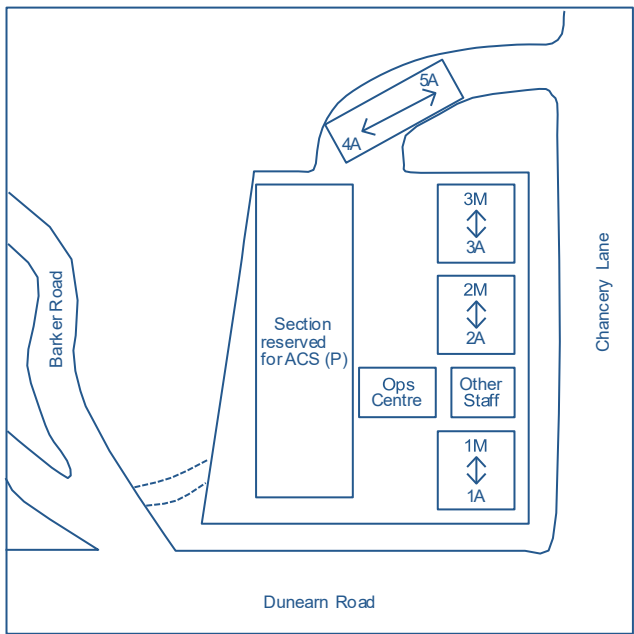
## 2. All Students

- Stop work immediately.
- Listen to the announcement for the Assembly Area as well as route(s) to avoid.
- Just bring along your wallet and your valuables and leave all other belongings behind. (If you are at recess, PE etc., you are to proceed directly to the assembly area and not venture back to your classrooms to retrieve your valuables.)
- If your valuables are in the lockers, leave them in the lockers. There is no need to retrieve them.
- Line up in twos quickly outside the classroom.
- Student leaders are to assist the teachers in getting the class to line up in twos and help maintain order.
- Walk briskly (do not run or rush) in an orderly manner to the Assembly Area when the teacher gives the signal.
- Once you have reached the assembly area, walk briskly to the designated area of your class and sit down in twos, or fours. Follow the instructions given by your teachers.
- Wait patiently for further instructions. Student leaders are to assist the teachers in maintaining discipline and order at the assembly area.

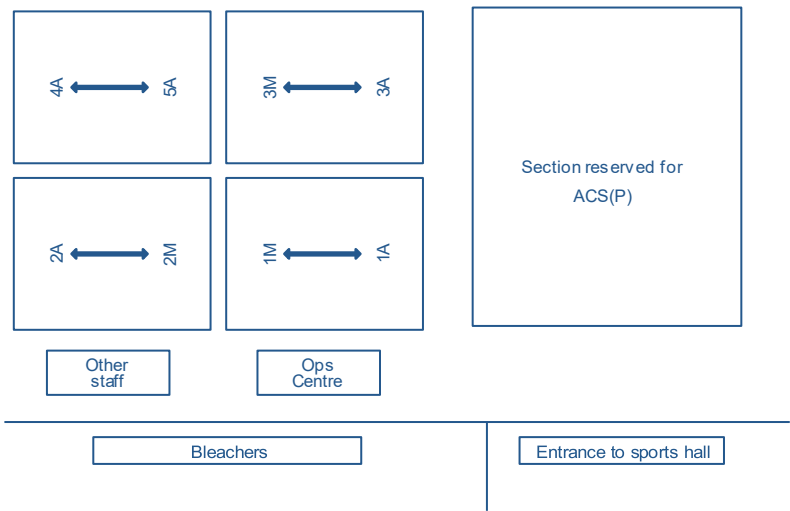
## 3. Evacuation

- All students are to follow the evacuation plans as spelt out for the respective venues/ classrooms.
- Assign helpers to assist handicapped students.

# ASSEMBLY AREA - CHANCERY LANE ACTIVITY AREA



# ASSEMBLY AREA - SPORTS HALL



# 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
Age group	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
15	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
20 to 24	A	5	>39	>242cm	>47cm	>10	<10.4 sec	<10:21
	B	4	37-39	234-242	44-47	9-10	10.4-10.5	10:21-11:00
	C	3	34-36	225-233	40-43	7-8	10.6-10.7	11:01-11:40
	D	2	31-33	216-224	36-39	5-6	10.8-10.9	11:41-12:20
	E	1	28-30	207-215	32-35	3-4	11.0-11.1	12:21-13:00

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



## Body Mass Index (BMI)- for-Age Children and Youth Aged 6 to 18 Years Old

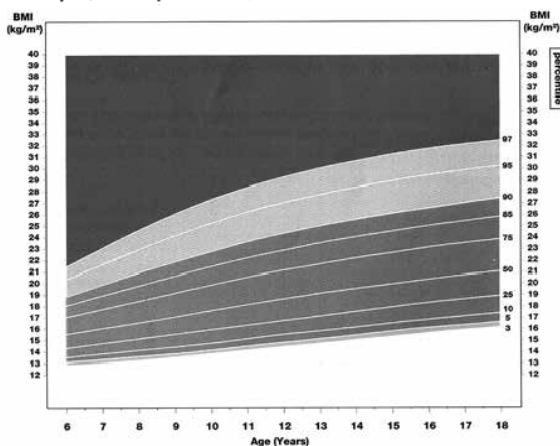
The following provides a guide to use and interpret the BMI-for-age charts

<b>Step 1</b>	Obtain and record accurate height and weight of the child.
<b>Step 2</b>	Calculate the child's BMI using the following formula: $\text{BMI} = \frac{\text{Weight (kg)}}{\text{Height (m)} \times \text{Height (m)}}$
<b>Step 3</b>	Select the appropriate BMI-for-age chart based on the gender of the child.

### Boys

Weight Indicator Age (years)	Severely Underweight < 3 <sup>rd</sup> percentile	Underweight 3 <sup>rd</sup> - < 5 <sup>th</sup> percentiles	Acceptable Weight 5 <sup>th</sup> - < 90 <sup>th</sup> percentiles	Overweight 90 <sup>th</sup> - < 97 <sup>th</sup> percentiles	Severely Overweight ≥ 97 <sup>th</sup> percentile
6	≤ 12.8	12.9 – 13.1	13.2 – 18.8	18.9 – 21.4	≥ 21.5
7	≤ 13.0	13.1 – 13.3	13.4 – 19.8	19.9 – 23.0	≥ 23.1
8	≤ 13.2	13.3 – 13.6	13.7 – 20.9	21.0 – 24.6	≥ 24.7
9	≤ 13.5	13.6 – 13.8	13.9 – 21.8	21.9 – 26.0	≥ 26.1
10	≤ 13.8	13.9 – 14.1	14.2 – 22.7	22.8 – 27.3	≥ 27.4
11	≤ 14.1	14.2 – 14.5	14.6 – 23.6	23.7 – 28.3	≥ 28.4
12	≤ 14.4	14.5 – 14.8	14.9 – 24.3	24.4 – 29.2	≥ 29.3
13	≤ 14.7	14.8 – 15.1	15.2 – 25.0	25.1 – 30.0	≥ 30.1
14	≤ 15.0	15.1 – 15.4	15.5 – 25.5	25.6 – 30.6	≥ 30.7
15	≤ 15.3	15.4 – 15.8	15.9 – 26.1	26.2 – 31.2	≥ 31.3
16	≤ 15.6	15.7 – 16.1	16.2 – 26.5	26.6 – 31.7	≥ 31.8
17	≤ 15.9	16.0 – 16.3	16.4 – 27.0	27.1 – 32.1	≥ 32.2
18	≤ 16.1	16.2 – 16.6	16.7 – 27.4	27.5 – 32.4	≥ 32.5

### Body Mass Index-For-Age Percentiles: Boys (6 – 18 years old)



Weight Status	Percentile / Percentile Range
Severely Overweight	≥ 97th percentile
Overweight	90th to < 97th percentile
Acceptable Weight	5th to < 90th percentile
Underweight	3rd to < 5th percentile
Severely Underweight	< 3rd percentile

## DESIRED LEARNING OUTCOMES OF OUTDOOR EXPERIENTIAL PROGRAMME (OEP)

*OEP does two things: it allows for self-discovery within the child and helps him learn about the social dynamics of working with others.*

### At the end of the OEP, students should:

- 1) exhibit self-belief,
- 2) exhibit confidence to deal with challenges,
- 3) exhibit ruggedness to live independently,
- 4) exhibit cross cultural skills, global awareness and,
- 5) understand the importance of working together as a team.

### ACS(BR) Outdoor Experiential Programme

	Secondary 1 Discovery Camp	Secondary 3 Cohort Camp at Outward Bound Singapore
Theme of Camp	Beacon of Truth & Light	Adventure
Focus on	Self	Managing Challenges, Self-Directed Learning, Social Mixing
Duration of Camp	4 Days 3 Nights	5 Days 4 Nights
Venue	Local - MOE Adventure Centre	Outward Bound Singapore

Key Features of Camp	<ul style="list-style-type: none"><li>• Kayaking/ water-based activities for water confidence</li><li>• High elements for confidence with heights</li><li>• Crisis scenario (ACS Challenge) for bonding as class/ cohort</li><li>• Grouping by class</li></ul>	<ul style="list-style-type: none"><li>• Water-based expedition for teamwork &amp; endurance</li><li>• Land-based expedition including navigation for teamwork &amp; confidence-building</li><li>• Grouping by OBS watches (groups)</li></ul>		
Key Objectives	<ul style="list-style-type: none"><li>• To develop self-awareness and management</li><li>• To establish vision, values, class norms and rules of the class</li><li>• To build up class spirit and to get to know their classmates</li><li>• To identify as an ACS(BR) Gentleman</li></ul>	<ul style="list-style-type: none"><li>• To develop ruggedness</li><li>• To develop resilience</li><li>• To develop cohesion amongst youths</li></ul>		
School Values	RESPECT	INTEGRITY	COMMITMENT	EXCELLENCE
Level Learning Objective (SE Competencies)	<ul style="list-style-type: none"><li>• Self-awareness</li><li>• Self-management</li></ul>	<ul style="list-style-type: none"><li>• Self-management</li><li>• Social awareness</li><li>• Relationship-management</li></ul>		<ul style="list-style-type: none"><li>• Social awareness</li><li>• Relationship management</li><li>• Decision-making</li></ul>

*\*Note: Note: The targeted 21<sup>st</sup> century skills are (a) Information and Communication skills, (b) Civic Literacy, Global Awareness and Cross-cultural skills and (c) Critical and Inventive thinking.*

# 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.

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 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 in the learning pursuits?*

## 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.

<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.

<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.

## 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 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](#).

## Recognition of Students' Level of Attainment

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

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

Please refer to examples in [Annex B](#).

For enquiries, please contact your child's school.

**PARTICIPATION** (Level of Attainment)

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

**SERVICE** (Level of Attainment)

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

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

**LEADERSHIP** (Level of Attainment)

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

<sup>4</sup> Examples of school-wide events are Open House, CCA exhibition, Speech Day, Founder's Day and the four National Education (NE) commemorative days: Total Defence Day, International Friendship Day, Racial Harmony Day and National Day.

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

**ACHIEVEMENT (Level of Attainment)**

	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Representation<sup>6</sup></b>	<ul style="list-style-type: none"> <li>Represented class/ house/ CCA at intra-school event<sup>7</sup></li> </ul>	<ul style="list-style-type: none"> <li>Represented school/ external organisation at local/ international event<sup>8</sup> for 1 year</li> </ul>	<ul style="list-style-type: none"> <li>Represented school/ external organisation at local/ international event for 2 years</li> </ul>	<ul style="list-style-type: none"> <li>Represented school/ external organisation at local/ international event for 3 years or more</li> <li>Represented UG HQ at international event<sup>9</sup></li> </ul>	<ul style="list-style-type: none"> <li>Represented Singapore Schools at local/ international competition</li> <li>Represented Singapore at international event endorsed by national bodies</li> <li>Represented National Project of Excellence<sup>10</sup> at local/ international concert</li> <li>Represented MOE at local/ international event</li> <li>Represented UG HQ at international competition</li> </ul>
<b>Accomplishment<sup>6</sup></b>			<ul style="list-style-type: none"> <li>Represented school/ external organisation at local/ international event and achieved the following (for 1 year):               <ul style="list-style-type: none"> <li>Top 4 (or equivalent) team placing</li> <li>Top 8 (or equivalent) individual placing</li> <li>Gold/ Silver/ Bronze/ Merit award/ certification<sup>11</sup> (or equivalent)</li> <li>SYF Arts Presentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Represented school/ external organisation at local/ international event and achieved the following (for 2 years or more):               <ul style="list-style-type: none"> <li>Top 4 (or equivalent) team placing</li> <li>Top 8 (or equivalent) individual placing</li> <li>Gold/ Silver/ Bronze/ Merit award / certification<sup>11</sup> (or equivalent)</li> <li>SYF Arts Presentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Represented Singapore Schools/ National Project of Excellence/ MOE at local/ international competition OR</li> <li>Represented Singapore at international event, endorsed by national bodies</li> </ul> <p>AND achieved the following:</p> <ul style="list-style-type: none"> <li>Top 4 (or equivalent) team placing</li> <li>Top 8 (or equivalent)</li> </ul>

<sup>6</sup> Self-representation or participation for personal enrichment will not be recognised. For representation of external organisations and accomplishments associated with such representation, schools' approval is required for recognition.

<sup>7</sup> Involvement in events whereby participation is mass in nature and/ or does not require training, preparation or selection will also not be recognised in this domain.

<sup>8</sup> Intra-School Events refer to intra-school competitions, festivals, school performances/ concerts, exhibitions and conferences. These events primarily do not include student participation from other schools and/ or members of the public.

<sup>9</sup> Events refer to competitions, festivals, school performances/ concerts, exhibitions, conferences and symposiums. Local refers to school cluster/ zone-based and MOE-organised events (SYF Arts Presentation, SYF Celebrations, SYF Art Exhibition, National School Games, etc.), as well as community-organised events which primarily involves student participation from other schools and/ or members of the public.

<sup>10</sup> UG HQ International Events refer to exchange programmes, performances, camps and other equivalent platforms which involve participants from other countries. Competitions are excluded.

<sup>11</sup> This refers to the Singapore National Youth Orchestra and Singapore Youth Chinese Orchestra.

<sup>12</sup> This applies to events that present different levels of award or certificate which extend beyond the top 4 participants. The Merit award/ certification constitutes the fourth placing. It should only be given for events where Merit is not accorded by default to all participants who did not receive Gold-Bronze award/certification.

## ACHIEVEMENT (Level of Attainment)

	Level 1	Level 2	Level 3	Level 4	Level 5
			Certificate of Distinction/ Accomplishment o SYF Art Exhibition Certificate of Recognition (Special Mention)/ Recognition o Presented original research paper/ project accepted at the platform	Certificate of Distinction/ Accomplishment o SYF Art Exhibition Certificate of Recognition (Special Mention)/ Recognition o Presented original research paper/ project accepted at the platform	Individual placing o Gold/ Silver/ Bronze award/ certification (or equivalent) o Presented original research paper/ project accepted at the platform
<b>Uniformed Groups Achievement Badges</b>	• Bronze Badge (or equivalent)	• Silver Badge (or equivalent)	• Gold Badge (or equivalent)	• Best Unit Cadet/ Outstanding Cadet Award by UG HQ (or equivalent)	• Top Award for each UG (e.g. Camp Pinnacle Badge, President's Guide Award, Chief Commissioner's Award)



## LEVELS OF ATTAINMENT – EXAMPLES

**Example A:** Student has attained a minimum Level 3 in all four domains and at least Level 4 in one domain (Participation). Hence, the student's co-curricular attainment is recognised as Excellent.

Domain	Description of Attainment	Level
Participation	Participated in the <u>same</u> CCA for 4 years with at least 75% attendance for each year	4
Achievement	Represented school at local competition / conference / festival / exhibition for 2 years	3
Leadership	Committee for school-wide events	3
Service	Completed at least 24 hours of service <u>and</u> at least one VIA project that impacts the school or community	3

**Example B:** The student has attained a minimum of Level 1 in all domains with at least Level 2 in three domains. Hence, the student's co-curricular attainment is recognised as Good.

Domain	Description of Attainment	Level
Participation	Participated in any CCA for 3 years with at least 75% attendance for each year	2
Achievement	Represented class/ house/ CCA at intra-school event	1
Leadership	Class Committee	2
Service	Completed at least one VIA project that impacts the school or community	2

**Example C:** The student has attained a minimum of Level 1 in all domains, with at least Level 2 in one domain (Achievement) and Level 3 for another domain (Participation). Hence, the student's co-curricular attainment is recognised as Good.

Domain	Description of Attainment	Level
Participation	Participated in any CCA for 4 years with at least 75% attendance for each year	3
Achievement	Represented school at local competition / conference / festival / exhibition for 1 year	2
Leadership	Lance Corporal (NCC)	1
Service	Completed at least 24 to less than 30 hours of service	1

**Example D:** The student has not met the criteria for a Good co-curricular attainment. Hence, the student's co-curricular attainment is recognised as Fair.

Domain	Description of Attainment	Level
Participation	Participated in any CCA for 4 years with at least 75% attendance for each year	3
Achievement	Did not represent class/ house/ CCA/ school in any event	0
Leadership	Completed 2 modules on leadership	1
Service	Completed at least 24 to less than 30 hours of service	1

## PHYSICAL EDUCATION GRADING AND BREAKDOWN

The Physical Education Curriculum at ACS(BR) seeks to achieve that ‘Every Child is Physically Educated’. Physical Education (PE) plays an important role in the physical growth and development of students. Through PE, students acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy life-style. It also provides an avenue for students to express themselves through movement and physical activity. The assessment breakdown for each cohort is as detailed below.

Level	PE Grade components			
Sec 1	Values (30%)	Games concept/ skill (55%)	Theory (15%)	
Sec 2	Values (30%)	Games concept/ skill (25%)	Theory (15%)	NAPFA (30%)
Sec 3	Values (30%)	Games concept/ skill (55%)	Theory (15%)	
Sec 4	Values (30%)	Games concept/ skill (25%)	Theory (15%)	NAPFA (30%)
Sec 5	Values (30%)	Games concept/ skill (25%)	Theory (15%)	NAPFA (30%)



# SCHOOL TERMS AND HOLIDAYS 2026

## Semester 1

<b>Term I</b>	Fri 2 Jan to Fri 13 Mar
<b>Term Break</b>	Sat 14 Mar to Sun 22 Mar
<b>Term II</b>	Mon 23 Mar to Fri 29 May
<b>Semester Break</b>	Sat 30 May to Sun 28 Jun

## Semester 2

<b>Term III</b>	Mon 29 Jun to Fri 4 Sep
<b>Term Break</b>	Sat 5 Sep to Sun 13 Sep
<b>Term IV</b>	Mon 14 Sep to *Fri 20 Nov
<b>Semester Break</b>	Sat 21 Nov to Thu 31 Dec

## Public Holidays 2026

<b>Term I</b>	New Year's Day	Thu 1 Jan
	Chinese New Year	Tue 17 Feb
		Wed 18 Feb
<b>Term II</b>	Hari Raya Puasa	Sat 21 Mar*
	Good Friday	Fri 3 Apr
	Labour Day	Fri 1 May
	Hari Raya Haji	Wed 27 May
	Vesak Day	Sun 31 May**
<b>Term III</b>	National Day	Sun 9 Aug**
<b>Term IV</b>	Deepavali	Sun 8 Nov**
	Christmas Day	Fri 25 Dec

\* Mon, 23 Mar will be a designated day off-in-lieu for schools.

\*\* 1 Jun, 10 Aug & 9 Nov will be a public holiday.

The last day of school for Sec 1-3 students is Friday, 23 Oct.

The above information is retrieved from <https://www.moe.gov.sg/education/school-terms-and-important-dates> and is accurate at the time of print. Parents may refer to the website for the latest information.

Special Holiday

School Holiday

Public Holiday

## JANUARY 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## JULY 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## FEBRUARY 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

## AUGUST 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## MARCH 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## SEPTEMBER 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## APRIL 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## OCTOBER 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## MAY 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## NOVEMBER 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## JUNE 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## DECEMBER 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# START

## PROCEDURE

**Stand up and get ready to greet**

**Tidy up the class (pick up the litter, straighten the rows of tables, clean whiteboard)**

**Attire Check (Tuck in shirt, Wear Badge)**

**Ready (Textbooks/ Files/ Homework placed neatly on tables and bags on the floor)**

**Take attendance and record in CMR**

# GST

## PROCEDURE

**Greet and thank teachers**

**Straighten the tables**

**Tidy up the classroom**

## TERM 1 2026 EVENTS & PROGRAMMES

	Sec 1	Sec 2	Sec 3	Sec 4 & 5	School-wide
<b>T1W0</b>	2 Jan: Orientation		2 Jan: OBS Registration Student Brief		2 Jan: 1 <sup>st</sup> day of school
<b>T1W1</b>	5-9 Jan: Orientation  7 & 9 Jan: Individual photo-taking  8 Jan: Sec 1 MTP		6 Jan: OBS – Briefing for Parents  7 & 9 Jan: Individual photo-taking		8 Jan: CCA Fair
<b>T1W2</b>	12-15 Jan: Discovery Camp  16 Jan: Wellness Day	12 & 14 Jan: Cohort Learning Journeys  12 Jan: TL Pongal Festival Learning Journey	12 Jan: TL Pongal Festival Learning Journey	12 Jan: TL Pongal Festival Learning Journey	12-16 Jan: Learning Week #1
<b>T1W3</b>				23 Jan: Sec 4 & 5 MTP	
<b>T1W4</b>		30 Jan: Sec 2 MTP			
<b>T1W5</b>			6 Feb: Sec 3 MTP		
<b>T1W6</b>					11 Feb: Total Defence Day Commemoration
<b>T1W7</b>					16 Feb: CNY Celebrations
<b>T1W8</b>					25 Feb: House Meeting #1 & Cross Country Briefing  26 Feb: Founder's Day  27 Feb: Well-Being Day
<b>T1W9</b>	3-5 Mar: PLD Deployment				6 Mar: Homecoming
<b>T1W10</b>	9 Mar: PLD Briefing & Training				11 Mar: Class Leaders' Appointment Ceremony  13 Mar: Inter-House Cross Country

## TERM 2 2026 EVENTS & PROGRAMMES

	Sec 1	Sec 2	Sec 3	Sec 4 & 5	School-wide
<b>T2W1</b>					
<b>T2W2</b>					30 Mar-1 Apr: Class Photo-taking 2 Apr: Maundy Thursday Chapel
<b>T2W3</b>	8-9 Apr: Sec 1 CL Camp			6-7 Apr: MTL Prelim Oral Exam 7-8 Apr: EL Prelim Oral Exam	10 Apr: International Friendship Day
<b>T2W4</b>			13 Apr: NRIC Registration	15 Apr: Geographical Investigation	15 Apr: International Friendship Day Commemoration
<b>T2W5</b>				22 Apr: Geographical Investigation	22 Apr: House Meeting #2
<b>T2W6</b>					
<b>T2W7</b>					6 May: Inter-House Games Briefing 9 May: ACS(BR) Musical
<b>T2W8</b>		15 May: Theatre Exposure – Perfecting Prata		13 May: NS Engagement Talk	
<b>T2W9</b>			19-21 May: EL Oral Exam 20 May: Career Forum 22 May: Camp Emergent for Student Leaders	22 May: MTL/ Coursework Intensive	20 May: CCA Leaders Appreciation & Appointment Ceremony 22 May: Head Student Leader Elections
<b>T2W10</b>				25-26 May: MTL/ Coursework Intensive	28 May: Inter-House Games 29 May: Mid-Year e-MTP

## TERM 3 2026 EVENTS & PROGRAMMES

	Sec 1	Sec 2	Sec 3	Sec 4 & 5	School-wide
<b>T3W1</b>			29 Jun – 3 Jul: OBS		
<b>T3W2</b>			10 Jul: Student Leaders' Investiture	7 Jul: MTL & MTB Listening Comprehension 10 Jul: Student Leaders' Investiture	Leadership Week 8 Jul: SLC Handover Ceremony 10 Jul: REVIVE
<b>T3W3</b>				13-17 Jul: O & N Level Oral Exam for EL & MTL	14-17 Jul: Learning Week #3
<b>T3W4</b>					22 Jul: Racial Harmony Day Commemoration 25 Jul: One ACS Career Forum
<b>T3W5</b>				27-31 Jul: N Level Prelim Exam	Mental Health Awareness Week
<b>T3W6</b>				3-6 Aug: N Level Prelim Exam (Written)	7 Aug: National Day Celebration
<b>T3W7</b>				12-14 Aug: O Level Prelim (Sci Practical)	
<b>T3W8</b>	20 Aug: ML Oral Exam 21 Aug: TL Oral Exam	20 Aug: ML Oral Exam 21 Aug: TL Oral Exam	20 Aug: ML Oral Exam 21 Aug: TL Oral Exam	17 Aug: O Level Prelim (Sci Practical) 18-21 Aug: O Level Prelim Exam (Written)	
<b>T3W9</b>	28 Aug: ML Camp	25-27 Aug: EL Oral Exam 28 Aug: ML Camp	26-28 Aug: MTL Oral Exam 28 Aug: ML Camp	24-28 Aug: O Level Prelim Exam (Written) 27-28 Aug: N Level Extended Curriculum	
<b>T3W10</b>		31 Aug-2 Sep: MTL Oral Exam		31 Aug-2 Sep: O Level Prelim Exam (Written)	3 Sep: Teacher's Day Celebration

## TERM 4 2026 EVENTS & PROGRAMMES

	Sec 1	Sec 2	Sec 3	Sec 4 & 5	School-wide
<b>T4W1</b>	16-18 Sep: MTL Oral Exam			14-18 Sep: GCE N Level Exam (Part 1)  15-18 Sep: O Level Extended Curriculum  15 Sep: GCE N Level EL N(A) & BMT Listening Comprehension (PM)  16 Sep: GCE N Level EL (NT) & MT Listening Comprehension (PM)	
<b>T4W2</b>	24-25 Sep: EOY Exam	24-25 Sep: EOY Exam	24-25 Sep: EOY Exam	21-24 Sep: GCE N Level Exam (Part 1)  21-24 Sep: O Level Extended Curriculum  23 Sep: GCE O Level MTB Oral Examinations (PM)  25 Sep: Graduation Chapel, Honours Day & Level Award	
<b>T4W3</b>	28 Sep-2 Oct: EOY Exam	28 Sep-2 Oct: EOY Exam	28 Sep-2 Oct: EOY Exam	30 Sep-2 Oct: GCE O Level Science Practical Exams	
<b>T4W4</b>	5-6 Oct: EOY Exam  9 Oct: EOY Script-checking	5-6 Oct: EOY Exam  9 Oct: EOY Script-checking	5-6 Oct: EOY Exam  9 Oct: EOY Script-checking	5-9 Oct: GCE O Level Science Practical Exams/ GCE N Level Exam (Part 2)	7-8 Oct: Marking Day
<b>T4W5</b>	12-13 Oct: EOY Script-checking	12-13 Oct: EOY Script-checking	12-13 Oct: EOY Script-checking	11-12 Oct: GCE O Level Science Practical Exams/ GCE N Level Exam (Part 2)  15 Oct: GCE O Level EL and MTB Listening Comprehension (PM)	
<b>T4W6</b>				19 Oct-10 Nov: GCE O Level Written Examinations	23 Oct: End-of-Year e-MTP/ Last Day of School
<b>T4W7</b>				19 Oct-10 Nov: GCE O Level Written Examinations	
<b>T4W8</b>				19 Oct-10 Nov: GCE O Level Written Examinations	
<b>T4W9</b>				19 Oct-10 Nov: GCE O Level Written Examinations  11 Nov: Graduation Night (TBC)	
<b>T4W10</b>					





*Anglo-Chinese School (Barker Road)*

