AISS

WELCOME TO

AHMAD IBRAHIM SECONDARY SCHOOL

STUDENT HANDBOOK

Vision

Learners with Character
Leaders with Heart
Champions of Change

Mission

To provide a growth-oriented learning environment that empowers students who lead with empathy and drive positive change

Values

Adaptability
Courage
Empathy

Strategic Thrusts

Strategic Thrust 1: Empowering Staff and Growing Organizational Capacity
Strategic Thrust 2: Pursuing Holistic Student Development
Strategic Thrust 3: Strengthening Strategic Partnerships
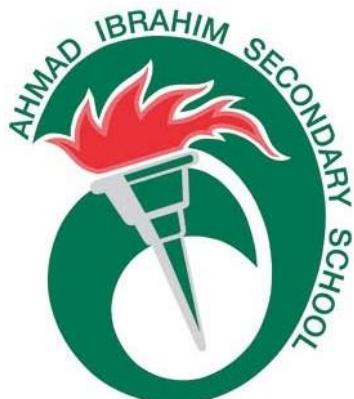
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Our School Crest

The torch, with its glowing red flame, symbolizes the light of integrity and the warmth of compassion. It inspires every student to bear the truth, stand up for righteousness and at the same time, have a heart for others, and serve those in need.

The combination of the twirling background design together with the torch is a stylized depiction of the letters, "ai", the abbreviated form of the school's name, Ahmad Ibrahim Secondary School.

Green represents our shared value of harmony in a multi-racial, multi-religious school and the colour silver, our perseverance in the pursuit of excellence.

Our School Song

With different dreams and aspirations
We've come to share a vision
Where each of us is special and treasured
With love and patience we are nurtured
Our school our home, our cosy haven
A place to learn life's lessons
With different races and many faces
In harmony we'll make a difference

With hearts that care, we journey
From strength to strength we grow
Undaunted by the challenges
We strive towards our goal

Ahmad Ibrahim, my school I hold so dear
Ignited with passion to learn and care
Growing together with all I share

Ahmad Ibrahim, my school I hold so dear
To serve my school and nation
With integrity and compassion

Music	Mdm. Cherry Chan
	Mr. Burton Row
Lyrics	Mdm. Cherry Chan

History of Ahmad Ibrahim Secondary School

Origins of Our School and Our Unique Heritage

Ahmad Ibrahim Secondary School's story began in 1963. Our school was named after the late Encik Ahmad Ibrahim, the former Minister for Health and Labour, who was also the Assemblyman for Sembawang. First located in Upper Thomson, the school moved to the current Yishun campus in 1985.

Since its founding, our school has been called to serve a key role in the larger Singapore story. A very significant fact about our history is that we started out as an integrated school that offered two mediums of instruction - the Chinese and the English language - during a time when most schools only offered one. The Malay Language was introduced shortly after. In doing so, the school played a key role in helping to promote social cohesion among students of different ethnic groups and languages in the early nation-building years.

In 1987, in line with the national education policy, the school adopted English as the main medium of instruction. The last batch of Chinese-educated students graduated in 1986.

Today, we continue to champion an inclusive environment, welcoming diverse groups of students. Our school is a microcosm reflective of the multi-ethnic and multi-cultural society that Singapore is, as it continues to bring together students of different languages, cultural backgrounds and student needs.

In terms of student needs, another unique feature of our school is the integration of visually impaired students into mainstream education. In 1967, we were the first pilot school for the Open Education Programme for the blind. Today, we continue to have visually impaired students studying together in the same class as other students.

The Story of Encik Ahmad Ibrahim

Encik Ahmad Ibrahim began his career under British rule in Singapore. He was an unionist known for his courage in speaking up for the rights and welfare of the workers in the Naval Base in Sembawang.

In 1955, the British agreed to grant limited self-government to Singapore, allowing 25 locals to be elected to the government which would give locals a greater say in how the country was run. Encik Ahmad Ibrahim took part in the 1955 elections as an independent candidate. He won in Sembawang, reflecting the trust the people of Sembawang had in him to speak up for their cause.

A year later, Encik Ahmad Ibrahim joined the People's Action Party (PAP) led by Mr Lee Kuan Yew. In the 1959 General Elections, this time as part of the PAP, Encik Ahmad Ibrahim won yet again and was appointed Minister for Health. Two years later, in 1961, he was appointed Minister for Labour in a Cabinet reshuffle.

History of Ahmad Ibrahim Secondary School

As Minister for Health, Encik Ahmad Ibrahim navigated Singapore through challenging times. To tackle the tuberculosis pandemic in Singapore, he campaigned for locals to get themselves tested, reassuring them it was safe to go for X-ray scans to detect and treat the disease early. Encik Ahmad Ibrahim also proposed the decentralisation of healthcare to housing estates, introducing polyclinics during his time as Minister for Health. As Minister for Labour, he faced immense pressure in managing labour unrest and the influence of the communists, but never wavered. Even as he battled chronic illness for years, he answered the nation's call to serve with distinction, placing others before self.

In 1962, Encik Ahmad Ibrahim passed on at the tender age of 35. The state flag was lowered at half-mast and a state funeral was held as a mark of high regard and respect for Encik Ahmad Ibrahim. A year later, our school was named after Encik Ahmad Ibrahim to honour his contributions to Singapore posthumously.

Significance of the School Name - Living out the AI Spirit
Being named after Encik Ahmad Ibrahim serves as a reminder and an inspiration for our teachers and students to emulate his qualities of resilience, determination, courage, integrity and service. The school strives to live out these qualities through our core school values and school programmes.

Encik Ahmad Ibrahim displayed great resilience in serving the nation in spite of his illness. In our school, we hope to develop a similar spirit of resilience in our students through our Outdoor Learning Experience (OLE). Students venture outdoors, participating in kayaking, rock climbing, cycling as well as hiking in nature reserves. These outdoor activities typically stretch over four days, so students learn to build up their mental and emotional strength as they take on physical challenges. We hope that in the process, our students will develop 'great guts' and 'great determination'; qualities that our former Prime Minister Lee Kuan Yew used to describe Encik Ahmad Ibrahim. Introduced in 2005, OLE has provided a unique set of collective memories that define our AI identity and heritage. Batches after batches of AI students have gained much from OLE and remember their experiences for years to come.

Encik Ahmad Ibrahim is well-remembered for his heart of service. The school's Applied Learning Programme (ALP) - Critical Social Inquiry and Media Literacy - seeks to continue his legacy, as we develop students to be critical thinkers and concerned citizens who care deeply about the community they live in and who have the courage to lead and serve by taking action on societal causes they believe in.

Reinforcing this is the school's service learning programme that aims to nurture in our students the same spirit of service to the community. In Ahmad Ibrahim Secondary School, we take a whole-school approach to service learning. Every year, each class undertakes a service learning project of their choice. This is entirely student-initiated; students find out about various community groups that need help, decide on the community project they wish to focus on and plan for the project over a period of eight to nine weeks. On Community Day, the school carries out various community service projects, reaching out to serve different segments of society all over Singapore. This is yet another way we live out the values of Encik Ahmad Ibrahim, serving others, unwaveringly, just as Encik Ahmad Ibrahim had done.

History of Ahmad Ibrahim Secondary School

Key Milestones

2022
Mr Chong Wensheng was one of the finalists for the Outstanding Youth in Education Award for his dedication and impactful contribution to the education fraternity.

2023
- AI celebrated its 60th Anniversary with multiple keystone events such as the Achievement Day, Ceramics Artwork Project and Homecoming

- Mdm Penny Chong received the Princess Maha Chakri Award (PMCA), an international accolade for teachers in Southeast Asia, in recognition of her outstanding contribution to inclusive education for visually-impaired students in a mainstream school. She was also a finalist for the President's Award for Teachers in 2021.

2018
The indoor sports hall was built to provide a more conducive environment for students to participate in PE lessons, Sport CCAs and physical activities.

2016
- Outdoor Learning Experience (OLE) is now our Learning for Life Programme (LLP).

- AI conferred the status as centre for Enhanced Music Programme (EMP) to promote rich musical experience to a diverse range of students.

2011
AI offers Critical Social Inquiry and Media Literacy as our Applied Learning Programme (ALP).

2011
Mr. Burton Row was one of the finalists for the President's Award for Teachers.

2011
AI Celebrated its 35th Anniversary with a carnival and a musical 'King and I' production

2012
AI celebrated its 50th Anniversary with multiple keystone events such as the AI concert and Gala Dimer.

2008
Ms. Deborah Ng was honored with the NIE-Exxon Mobil Caring Teacher Award.

1987
AI was given the Guinness Stout Effort Award in recognition for our concerted efforts in integrating visually impaired students into the Open Education Programme

1976
AI organised the first outdoor camp for student leaders on St John's Island.

1986
The school moved to a new building in Yishun. It was also the first school to function in that area.

1963
One of the pioneer government schools in Singapore, AI was named after the former Minister of Labour and Assemblyman for Sembawang, Encik Ahmad Ibrahim Bin Ibrahim, for his contributions to the nation. It was located at Sembawang Hills Estate.

1967
Our school was chosen as the first pilot school for the Open Education Programme for the blind, whereby the visually-impaired students were integrated into mainstream.

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SCHOOL INFORMATION

GENERAL OFFICE HOURS
- Mondays to Fridays: 0700 to 1800

SCHOOL ADDRESS
- 751, Yishun Avenue 7, Singapore 768928

SCHOOL WEBSITE
- http://www.ahmadibrahimsec.moe.edu.sg

SCHOOL EMAIL ADDRESS
- aiss@moe.edu.sg

SCHOOL NUMBER
- 6758 5384

SCHOOL FAX
- 6755 7778

INQUIRIES
- Parents who would like to make any inquiries Principal, Form Teachers or Subject Teachers may email or call the school.

VISITOR
- register at the security guard post using official photo ID (i.e. passport, NRIC, driver's licence, work permit) which will be scanned, after which the document will be returned to the visitor
- visitors who fail to present the requested document may be denied entry to the school
- visitors will be issued with a sticker which should be displayed at all times when in school

BUS SERVICES
- Bus Stop 59279 (Yishun Ave 7, opposite the School) - 965
- Bus Stop 59271 (Yishun Ave 7)- 800, 811, 965
- Bus Stop 59129 (Yishun Ring Road) - 670, 800, 812

NEAREST MRT STATION
- Canberra MRT NS12
- Yishun MRT NS13

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ADMINISTRATIVE MATTERS

1. School Concessionary Smart Card (SSC) for Secondary School Students

Students will be issued with a new SSC when they are admitted into Secondary 1. The card is valid until they reach the end of their Pre-U education or when they leave the school system even though it is before the expiry date of the SSC.

Secondary 1 students will receive their new SSC by April. Between January and April, they may continue to use their Primary School SSC. If they purchase Monthly Concessionary Passes, they will be paying Secondary School rates. After 30 April, the Primary School SSC (yellow) will expire and they are required to use the Secondary School SSC (Blue).

Students who are repeating their Secondary 4 or 5 will have to re-validate their SSCs for concessionary travel granted by Transitlink Pte Ltd (TL). Please approach the General Office for an application form. After 5 working days, students can proceed to present his/her card at TL Ticket Office (TO), Passenger Service Centre (PSC), General Ticketing Machines (GTM) or Add Value Machines (AVM) which are located at any MRT stations or bus interchanges for the concession card extension.

Other Usage of the SSC
The SSC serves as a student identification pass. It also serves as a library card for borrowing books in the school library and branches of the National Library Board.

Report of Loss of the SSC
Students should report the loss of the SSC by calling Transitlink Hotline at 1800-2255663. Students should also report the loss of the SSC at the nearest community or regional library (except for Sengkang Community Library) or file a report at NLB website: http://www.nlb.gov.sg or call NLB at 6332 3255 to block the use of the lost card.

Replacement for Lost or Damaged SSC
Students can apply for a replacement online via Transitlink website. For more information, please visit Transitlink website at http://www.transitlink.com.sg

Advice on Use of the SSC
- Do not lend your School Smart Card to any other person for use in the public transport system
- Do not use any School Smart Card that does not belong to you.
- Do not use an invalid School Smart Card.
- Do not tamper with or affix any sticker on your School Smart Card.

Misuse of the School Smart Card is a serious matter and will lead to immediate withdrawal of a student's concession privilege for 12 calendar months.

ADMINISTRATIVE MATTERS

2. AISS IT Policies and Practices

Dear Student,

Computing devices and access to the Internet have become a necessity for work, play and learning in the 21st century. To ensure a safe and conducive learning environment, please abide by the rules stated in this IT Policies and Practices.

These policies and practices apply to all students in this school and the use of our school's ICT facilities, equipment and resources, as well as students' personal devices (e.g. mobile phones and Chromebook). ICT facilities, equipment and resources include the following, but are not limited to, school's internet network, IT Lab, hardware (e.g. laptops, tablets, computers), software (e.g. school's learning management system, productivity software, online tools) and peripherals (e.g. projector, scanner, camera).

General

1. You are responsible for your own personal devices. The school will not be held responsible for any damage, theft or loss of your devices. In the event of loss or theft of devices, you must make a police report and report the matter to the school.

2. You should bring your personal devices home with you at the end of every school day.

3. You should not use the school's electrical power to charge your own personal device. You should ensure that your personal devices are fully charged before bringing it to school.

4. Your personal learning device (Chromebook) is installed with the device management software (DMA). When enrolled, the software will manage your device usage based on settings determined by the school. You should not attempt to uninstall or de-enroll yourself from the software. Any violation might lead to disciplinary action in accordance with the school's discipline policy.

5. You are responsible for using school-owned ICT facilities, equipment and resources for the purpose of learning. Personal use such as gaming and engaging in social media platforms is strictly prohibited.

6. You are responsible for any resource that is borrowed from school for the duration of the loan. You will bear the cost of damage, theft or loss due to negligence and face disciplinary action in accordance with the school's discipline policy.

ADMINISTRATIVE MATTERS

Acceptable Use Policy (AUP) for use of EdTech Resources

Purpose of the Acceptable Use Policy (AUP)
Technology is an essential part of learning in today's world.

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); and
school internet networks.

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
1. You should not attempt to access data, system and information that you are not authorised to.

2. You are reminded that the use of learning devices and school's EdTech resources should solely be for the purpose of learning.

Using your PLD

3. 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.

4. In order to have a positive learning experience, you should ensure that your PLD is fully charged before bringing it to school.

5. You are reminded to keep your PLD updated by installing the relevant patches and updates when being prompted by the system.

6. All PLDs are installed with a Device Management Application (DMA) to support a safe and conducive learning environment. You should not attempt to bypass the DMA.

7. You are responsible for regularly backing up your learning materials in your PLD to prevent data loss. You may explore this SLS lesson on file management and data backup: https://go.gov.sg/aiss-data-backup

Being a Responsible Digital Citizen

8. 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, or hurtful to others.
9. 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.

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

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

Respecting Copyright

11. 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).

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

Using Artificial Intelligence (AI)

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

14. If the use of AI is permitted, you should acknowledge the use of AI in weighted assessments and homework as required.

15. You are to practice 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

16. You should report any incidents (e.g. unusual device behaviour or inappropriate use of devices), to the school's ICT helpdesk.

17. You are reminded to develop online safety habits. This includes not disclosing personal access credentials (e.g. MIMS password, PLD passcode, etc.), sensitive personal data (e.g. home address, passwords) online or on AI platforms, verifying credibility of online content before sharing, avoiding clicking on suspicious links or downloading unknown files, and being cautious when interacting with others online (e.g. on social media) by not engaging with strangers.

18. You should exercise caution regarding the limitations of AI tools, including potential inaccuracies / fabricated responses, inherent biases and outdated information.

Digital Wellbeing and Balance

19. You are reminded to balance screentime with other activities including physical exercise and face-to-face social interactions.

20. You should avoid excessive use of your devices outside learning hours.
21. You should take regular breaks to rest your eyes and mind.

22. You are reminded to practice good sleep hygiene by not using your devices one hour before bedtime.

SCHOOL REPORTING TIME AND ATTENDANCE MATTERS

The school reserves the right to amend or add to the school rules from time to time and keep stakeholders updated promptly.

1. Reporting Time and Assembly in the Morning (Tuesday, Wednesday, Thursday and Friday). On Monday, students will report to the classroom for flag-raising at 0830.

0750	Students get ready for morning assembly - Classroom (Monday) - Hall (Tuesday to Friday) Music will be played for students to move to the assembly area and be seated silently in class register order with their reading materials.
0800	Flag-raising Ceremony Students who are Singapore Citizens must sing the National Anthem and take the National Pledge clearly and audibly with pride. Students will take the Pledge with the right fist placed over the heart. Foreign students are to stand at attention during the singing of the National Anthem and the taking of the National Pledge. On Wednesdays, after singing the National Anthem and taking the National Pledge, all students are expected to sing the school song clearly and audibly with pride.
0805-0825	Silent Reading All students are to bring along a book or a newspaper for reading. Thursday's silent reading time is allocated for reading of Mother Tongue Language materials. School texts and subject notes are not encouraged. Announcements
0830	Academic time-table begins

2. Home Based Learning (HBL)

HBL provides students the opportunity to develop the mindset and habits for self-directed learning as well as time to pursue their interests. It takes place fortnightly, based on MOE guidelines for all secondary schools. The school takes the following approach and structure for HBL:

Semester 1	Semester 2
15 Jan, 26 Jan, 13 Feb, 24 Feb, 11 Mar, 24 Mar, 9 Apr, 22 Apr, and 4 May	14, 15 & 16 July

For more information, please visit the MOE microsite https://www.moe.gov.sg/-/media/files/parent-kit/experiencing-blended-learning.pdf or scan the QR code below:

Should there be changes to the HBL schedule, notifications will be sent via Parents Gateway (PG

SCHOOL REPORTING TIME AND ATTENDANCE MATTERS

3. Attendance

   a. Students are expected to attend school on all curriculum days. Students are expected to attend post-examination programmes after the End-of-Year Examinations. Attendance at school celebrations or events, e.g., Chinese New Year celebrations, National Day celebrations, Sports Carnival is compulsory.

   b. All absences from school, school programmes, activities and events; and CCAs during school hours and outside school hours, excursions, special programmes signed up for, etc. MUST be covered by a valid reason - medical certificate OR parents' letter of excuse.

   c. Medical certificates/letters must be presented to the teacher on the day the student returns to school. If the student fails to submit the document within 3 days after the student returns to school, he/she will be considered "Absent Without a Valid Reason'.

   d. The maximum number of days of absence that can be covered by parents' letter is as follows:

Semester 1	Semester 2
5 Days	5 Days

These letters must carry the contact number of the parent who signed the letter for verification. Parents are advised that if they exceed the maximum number of days of absence due to medical reason covered by parents' letters, per semester, the student and parents may be called in to meet the Discipline Head/Year Head/Assistant Year Head.

Format of Parents' Letter of Excuse

Date: _____

To: _____ (Name of Teacher)

Letter of Excuse for Absence for _____ (Name & Class)

from: _____ (fill in the blank e.g. School/ CCA / Extra Lessons, etc)

for _____ day/s from dd/mm/yyyy to dd/mm/yyyy

because of _____ (given reason of absence).

You may contact me for any clarification at

(contact number of parent signing the letter)

Yours sincerely,
<signature of parent>

Name of Parent

e. To be excused from any weighted assessment or examination, only medical certificates are accepted. Parents' letter of excuse **will not** be accepted. Should a student be absent from the paper without a valid medical certificate, he/she will receive a zero score for the paper.

f. All other letters of excuse pertaining to other reasons, e.g., death of immediate family member, medical appointment and external examinations, need to be supported by necessary documents e.g., appointment letter/card, letter from external school and will be verified by the school.

g. Students who need to leave the school during school hours must report to the Genera Office to seek permission from the Principal/Vice-Principal/HOD on duty. Parents will be contacted before permission to leave is granted.

h. Students taking Mother Tongue Language and/or Foreign Language lessons in the respective language centres are to note that attendance for these lessons is considered as part of school attendance.

CODE OF CONDUCT

The Code of Conduct serves to guide and encourage positive behaviour in our students to create a caring and safe environment where learning can take place. The AI community nurtures our students towards the school mission while inculcating in them the School Values. In addressing actions that do not comply with the code of conduct, the school will support our students in understanding the consequences of their actions as we repair and restore the relationships that were affected by their actions.

1. Students' Movement

a.   All students should be punctual for their lessons. They are to move quickly to their lesson venues as a class. There should not be any straggling or loitering.

b.   Students should start moving back to class at the bell which signals the end of their respective recesses. They should not be buying any food and drink, going to the toilet, changing into their uniform, etc after this bell.

c.   Permission to leave the class, to go to the toilet, bookshop etc. can only be given by the teacher. Students should wear the movement pass visibly when moving along the corridor during lesson time.
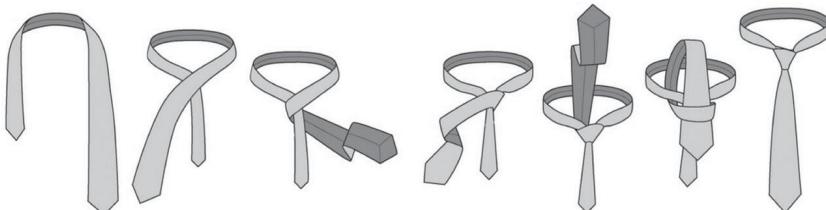
2. School Dress Code for Students

All students are to wear the prescribed school uniform. Any modification of the uniform is not allowed. Students are to respect the school uniform as a symbol of pride and project the positive school image that is expected of them the moment they put on the school uniform.

A. School Uniform

a.   The school badge is to be worn on the top right-hand corner of the pocket.

b.   White blouse/shirt must be neatly tucked in.

c.   Lower and Upper secondary school boys should wear short and long grey pants respectively. Pants must not be altered or modified in any way, e.g., tapered or narrowed. Adjustment to the length of the pants is permitted and the pants should the socks in a standing posture.

d.   Girls should wear the green school skirt. It must cover the kneecap when standing up straight.

e.   Plain white socks are to be worn and must be visible above the rim of the shoe. There should not be any visible coloured labels.

f.   School shoes must be completely white. Sports shoes may be worn during PE lessons and CCA sessions only. Students may change into sports shoes for their PE lessons and change back into their school shoes at the end of PE lessons.

g.   Wearing of special footwear, slippers or sandals due to medical reasons must be supported with a doctor's letter.

h.   The Formal Uniform comprising the school tie worn with the regular shirt and school shorts/pants for boys, and blouse and skirt for girls is to be donned during the weekly school assembly period on Wednesday, formal school functions and school representations. The school tie should be neatly worn and look presentable.

i.   On Fridays, students are allowed to be in half-uniform with OLE T-shirt or approved class T-shirt together with school shorts/pants/skirts.

j.   During the school holidays, students coming to school must be in full uniform, school-approved CCA attire or half-uniform. They may wear track shoes instead of their all-white school shoes. No slippers, sandals or other kinds of footwear are allowed.

k.   If activities in school require other attire, the attire should be brought to school and changed into before commencing the activity. After the activity, students must change back into their proper attire before leaving school.

How to tie the school tie

Left: Girls – *Half Uniform*
Right: Boys – *Half Uniform (Lower Secondary)*

Left: Girls – *Full Uniform*
Right: Boys – *Full Uniform (Lower Secondary)*

Left: Boys – *Full Uniform* (Upper Secondary)
Middle: Boys – *Full Uniform* (Lower Secondary)
Right: Boys – *Full Uniform* (Upper Secondary)

Boys and Girls – PE Attire

B. Sports Attire

    a. Only school-approved T-shirts and shorts are allowed for CCA activities.

b. Only the school PE T-shirt and plain black shorts or track pants (with special permission) can be worn during PE lessons.

c. On PE days, students are allowed to be in half-uniform (i.e. PE T-shirt and school shorts/ pants/skirt) for the day. Students should change back into their half- uniform/ school uniform during recess if the PE lessons are conducted before recess or before leaving the school compound if the PE lessons are conducted after recess.

C. Hair

Girls

a. Hair at shoulder length or longer should be tied up neatly.
b. Long fringe, bangs and loose hair in front of the ear must be pinned up using black, white or green hair accessories.
c. Dyeing, tinting, highlighting, bleaching of hair is not allowed.

Boys

a. Hairstyle must be short and neat. Outlandish hairstyles are not allowed. These include but are not limited to Outlandish combing is not allowed, e.g., spiked up hair with gel and haircuts, mohawks, permed hair, stylistic patterns shaved onto the sides, stylised patterning shaving/cropping, short crop or shaved sides with thick and long top uncut are not allowed. The school reserves the right to define the term 'outlandish'.

b. Fringe should not touch the eyebrow.

c. Sideburns must not extend beyond the level of the tragus.

d. Hair at the side must not touch the top of the ear.

e. The natural hair line at the back of the neck should be visible.

f. Dyeing, tinting, highlighting, bleaching of hair is not allowed.

D. Accessories

a. Students are not allowed to wear any jewellery or ornaments.

b. Religious accessories or ornaments (where special permission is given by the school) should be worn discreetly and not be visible.

c. Contact lenses that alter the natural look of the eyes are not allowed.

d. Only girls may wear one identical pair of ear studs in the centre of the ear lobes. They should be simple studs. Fanciful studs are not allowed. Only one pair of transparent ear-sticks is to be used in place of ear studs when needed. Boys are not allowed to wear any ear-sticks or ear accessories.

e. Spectacles are to be worn by prescription, not to be used as a fashion accessory.

E. General Personal Grooming

a. Fingernails should be always kept short.

b. Use of cosmetics lips gloss, eyeliner, nail polish, etc. is not allowed.

c. Students are not allowed to sport tattoos or other body markings.

d. Fashion accessories e.g., tongue studs, sports bands are not permitted.

e. All boys must always be clean-shaven. No sporting of facial hair (e.g., moustache or beard) is allowed.

3. General Conduct

A. Self

a. Students should see themselves as a valued member of the school and take pride in their clean appearance and positive image presented to others.

b. Students are not to be involved in illegal activities e.g., smoking, vaping, consumption of alcohol, inhalant or drug abuse.

c. Students are not to engage in any activities that will bring about personal embarrassment to themselves, their school, and their family, e.g., gambling, possession/viewing of pornography, sexual harassment or molestation.

d. Students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like items that can be used or intended to be used to cause harm to others.

B. Relationships with Others

a. All students should show respect to one another.

b. Students are not to misuse technology and new media by posting hurtful or negative messages online.

c. Students are not to use verbal or non-verbal gestures on schoolmates with the intent of causing hurt to schoolmates.

C. Relationship with School and Staff

a. Students must show respect to all staff.

b. Students must hand in school assignments of good quality on time.

c. Students should be honest in their dealings with others and the school. Honesty should be paramount especially for schoolwork, tests and examinations.

d. Students must treat all school property, facilities and equipment with care and respect. There should not be any misuse, vandalism, dirtying or damaging school property or premises.

e. Students should not litter in the school premises.

f. Students cannot remove any equipment from the classroom without the permission of the Operations Manager or Form Teachers.

g. Students are not allowed to use any electronic gadgets in the classrooms or special rooms without the teachers' permission.

h. Student Conduct in Canteen:

- Students are to queue up to purchase their food. They are not allowed to purchase food on behalf of others.

- All used plates, bowls and cutlery must be returned to the receptacles provided by the stallholder.

- Consumption of food and drinks are only allowed in the canteen. Only plain water is allowed in the classrooms and other areas in the school. Students will be sent to the canteen to finish the food and drinks or to discard the items before going back to the classrooms.

- Bringing food and drinks to other areas of the school, e.g., hall, courtyard, basketball court, etc. is not allowed.

D. Serious Offences

a. Students who commit serious offences may have their Conduct Grade downgraded to "Fair" or "Poor".

b. The list of serious offences can be found in the next section.

4. Rules Governing the Use of Mobile Devices

Mobile devices are defined as mobile phones, smartphones, smart-watches, tablets, etc. that are used to communicate via voice, SMS, Bluetooth, access the internet, or any other forms of technology enabling communication verbally or non-verbally.

a. The use of mobile devices is not allowed on campus. The only exception is the zoned area within the foyer for the purpose of contacting parents or booking transportation.

b. Students are not to use their mobile devices during school hours including recess, CCA and after-school programmes (e.g., supplementary / enrichment / remedial lessons).

c. Mobile devices should be switched off and kept in the school lockers during school hours before the start of the school.

d. School staff may ask students to hand over their mobile devices for investigative purposes. Students who refuse to comply may have their mobile devices confiscated by the school.

e. Students who fail to comply with the rules governing the proper use of mobile devices will have their mobile devices confiscated.

- *1st to 3rd offence:* Students will have their mobile device locked in in a phone pouch and may only unlock it after 5pm on the same day at the General Office.

- *Subsequent offences:* Students will have their mobile device locked in a phone pouch, and returned to them. The pouch will only be unlocked after 7 days at the General Office after 5pm.

All students are to take personal responsibility for their personal property.

SERIOUS OFFENCES

An offence is considered serious when a student:

- causes serious harm and/or disruption to self, whether physical, psychological or social; and/or
- causes serious harm and/or disruption to others, whether physical, psychological or social; and/or
- causes serious damage to property or resources; and/or
- shows defiance against authorities.

For serious offences which also involve a breach of the law (e.g., Substance Abuse, Vaping, Theft, Possession of weapons, Scams and Frauds), schools will **report the offence to the relevant law enforcement agencies (LEAs)** promptly. For such cases, schools will **mete out school-based consequences, in addition to the consequences meted out by the authorities.**

Part I: Attendance	
Offences	**Consequences**
Leaving School Grounds without Permission Leaving school grounds after reporting but before the end of the school session without the school's approval	Detention/ Suspension/ Caning/ School Exclusion Parental involvement *If the programme is subsidised or paid for by the school, the student will then bear the full cost of the programme.*
Truancy Being absent from school and school events or programmes without a valid reason	

Part II: Misconduct	
Offences	**Consequences**
Bullying / Severe Bullying* A repeated pattern of behaviour where a student or group **intentionally targets others to cause distress**. It can be <u>cyber</u> (using technology to repeatedly harass, threaten or humiliate others), <u>physical</u> (acts of causing physical harm, intimidation or property damage), <u>social/relational</u> (acts of intentional exclusion or causing reputational damage) or <u>verbal</u> in nature (acts of name-calling, threats or spreading of rumours).	**The school has a zero tolerance policy towards bullying**. Apology to the victim(s) Detention/ Suspension/ Caning/ School Exclusion Parental involvement Police involvement ***Students who are involved in serious acts of bullying will be reported to the police.***
Cheating in Assessments Possessing notes or other prohibited items, copying from others, allowing others to copy, communication (verbal or non-verbal) during assessments/ collection or distribution of scripts, tampering with marks, tampering with scripts.	Zero marks for the paper Barred from the rest of the examination Parental involvement
Disruptive Behaviour Interfering with the smooth running of class or school events	Detention/ Suspension/ Caning/ School Exclusion Parental involvement
Forgery/ Providing False Evidence or Testimony	Detention/ Suspension/ Caning/ School Exclusion

Offences	Consequences
Forging signatures, medical certificates, consent forms, etc. with the intention to deceive. Intentionally providing false evidence or information to mislead.	Parental involvement
Open Defiance and/or Rudeness and/or Threatening Staff Refusing to conform to school rules, norms and practices/ disobeying teachers' instructions/ displaying rudeness and disrespect in speech or body language/ threatening to cause hurt to school staff.	Apology (verbal/written) to staff Detention/ Suspension/ Caning/ School Exclusion Parental involvement *Students who threaten school staff will be reported to the police.*

Part III: Theft/Damage of Property

Offences	Consequences
Arson Planting explosives or setting property or items on fire, whether attempted or actual	Suspension/ Caning/ School Exclusion Parental involvement Police involvement
Theft Stealing school property or property belonging to others	Returning the stolen items/money Apology (verbal/written) to victim(s) Detention/ Suspension/ Caning/ School Exclusion Parental involvement
Vandalism / Damage or infringement to Property and Resources Cybersecurity violations, trespassing and unauthorised access, vandalising, causing damage to school or property belonging to others, writing graffiti.	School service Repair and restoration of property either in cash or in kind Suspension/ Caning/ School Exclusion Parental involvement Police involvement

Part IV: Other Serious Offences

Offences	Consequences
Assault* Attacking others violently, whether causing injury or not	Apology (verbal/written) to victim(s) Suspension/ Caning/ School Exclusion Parental involvement Police involvement
Fighting* Being involved in a confrontation between individuals or opposing groups in which each attempts to harm or gain power over the other, as with bodily force or weapons	Suspension/ Caning/ School Exclusion Parental involvement Police involvement

4

Offences	Consequences
Gambling Using money or items in place of money in games, betting, etc.	Suspension/ Caning/ School Exclusion Parental involvement
Gangsterism/ Unlawful Assembly/ Rioting* Being involved in a group or gang assault/ threat/ intimidation/ harassment/ extortion, whether actual or attempted. Being in a group of more than people with the intention of committing an offence.	Suspension/ Caning/ School Exclusion Parental involvement Police involvement ***Students involved in acts of gangsterism will be referred to the Secret Society Branch.***
Pornography Consuming/ possessing/ distributing/ selling pornographic materials	Confiscation of pornographic material Suspension/ Caning/ School Exclusion Parental involvement Police involvement
Offences	**Consequences**
Sexual Misconduct* Being involved in attempted rape, outrage of modesty, petting, underage sex, sexual exploitation, sexual grooming, sexual abuse, sexual assault, sexually suggestive communication, peeping, sexual harassment, voyeurism etc.	Apology (verbal/written) to victim(s) Suspension/ Caning/ School Exclusion Parental involvement Police involvement ***Students who are involved in sexual offences will be reported to the police.***
Possession of weapons* Possessing weapons (or weapon-like objects), explosives or dangerous items that that may be used in a crime or that might result in hurt to others. This includes possession of these items within school grounds or outside school grounds.	Confiscation of dangerous item Suspension/ Caning/ School Exclusion Parental involvement Police involvement ***Students who are found in possession of a dangerous weapon will be reported to the police.***
Smoking Using/ possessing/ distributing/ selling cigarettes in and outside of school.	Confiscation of tobacco/ tobacco-imitation products. Suspension/ Caning/ School Exclusion Parental involvement Police involvement
Vaping / Vaping (Etomidate)* Using/ possessing/ distributing/ selling e-vaporisers and related paraphernalia in and outside of school.	

	Students who are involved in vaping or vaping (etomidate) will be reported to the Health Sciences Authority (HSA) and National Penalties involving fines will apply. For recalcitrant offenders, the penalties also include rehabilitation, mandatory supervision, rehabilitation at the Drug Rehabilitation Centre and prosecution.
Alcohol/ Drug/ Inhalant Abuse* Consuming/ possessing/ distributing/ selling alcohol Using/ possessing/ distributing/ selling drugs Using/ possessing/ distributing/ selling inhalants	Confiscation of alcohol/ drug/ inhalant Suspension/ Caning/ School Exclusion Parental involvement Police involvement *Students who are involved in drug abuse will be reported to the Central Narcotics Bureau.*

*Indicates a very serious offence.

MINOR OFFENCES

Part I: Attendance	
Offences	**Consequences**
Latecoming Being late for school without a valid reason • All students should be in the assembly area (hall/ classroom) for the flag-raising ceremony by 0800 on Tuesday to Friday and by 0830 on Monday.	Students who are not physically present in the assembly area at 0800 will be considered late. *Before 0830 (or 0900 on Mondays):* Latecomers will report at the foyer and have their attendance taken by the Discipline Committee. *After 0830 (or 0900 on Mondays):* Latecomers will register their names with the Security Officer on duty at the gate before proceeding to the General Office to have their attendance taken by the counter staff on duty. A green slip will be issued that should be handed to the subject teacher. Latecomers will need to sing the National Anthem and School Song and recite the Pledge in front of the General Office. | 1-2 times	Verbal warning
3rd time onwards	1 detention class for each instance of late-coming
4th time	A warning letter through Parents Gateway
6th time	Conduct Grade is affected | ***Extreme Late-coming: Students who arrive in school past 0930 without any valid reason (i.e. medical reasons) will be sent home.** Their attendance will be recorded but their tardiness as reflected in their arrival timing is inexcusable.
Skipping Class Being absent from formal lessons/ school programmes/ remedial lessons/ CCA without a valid reason	Detention/ Suspension Parental involvement *If the programme is subsidised or paid for by the school, the student will then bear the full cost of the programme.*
Delay in Attending Class Loitering around the school and taking an unreasonably long time to arrive at the next class.	Detention/ Suspension Parental involvement

Part II: Misconduct	
Offences	**Consequences**
Consumption of Food and Drinks Outside Designated Areas	Food/drinks will be confiscated and disposed.
Failure to Return Utensil or Plates	School service
Improper Attire and Grooming	
Attire	*Attire*
Not wearing school badge, belt (for male students)	Removal of accessories and coloured contact lenses.
	Purchase of school badge
Not tucking in school shirt or t-shirt.	Remind students to tuck in shirt immediately.
Wearing of tapered pants, short skirts.	Remind students to report in the expected attire (pants, skirts, socks, shoes) the next school day
Wearing socks that have labels/ designs	Parental involvement
Wearing shoes that are not plain white.	**Students who repeatedly do not comply with rules regarding attire will receive sterner consequences and may be barred from lessons.**
Wearing of coloured contact lenses	
Wearing of fanciful ear studs or accessories (female students)	
Hair	*Hair*
Long fringe, sideburns, back	**Students with extremely long hair/ coloured hair/ outlandish hairstyles will be asked to rectify their hair to ensure compliance with the Code of Conduct before they are allowed back into school.**
Coloured hair	
Outlandish hairstyles	Parents will be informed before the student is sent home.
Facial Hair	*Facial Hair*
Unshaven facial hair	Male students who need to shave will be provided with a disposable shaver.
Nails	*Nails*
Coloured nails	Students will be asked to use a nail polish remover to remove the nail polish on the spot.
Long nails	Students will be given a nail clipper to trim their nails on the spot.
	Body Markings
	Students with tattoos will be suspended from school until the tattoo(s) is/are removed or an appointment made with National Skin Centre for removal.
Body Markings	Students with henna art will be given a deadline to remove the henna art.
Tattoos	
Henna	Students with marker drawings on their body will be asked to wash it off immediately.
Drawings	
Offences	**Consequences**
Littering	Pick up the litter and dispose in appropriate places
Dropping or leaving rubbish in school premises or public places	School service/ detention/ suspension
	Parental involvement

Trespassing Entering restricted areas of the school without permission, entering the school outside of official school hours.	School service/ detention Parental involvement Police involvement
Not Doing Assignments Not turning in class work, homework, project work, etc. without a valid reason	Stay back to complete the assignments after school Parental involvement
Hurtful Behaviour Use of hurtful/ abusive/ vulgar/ discriminatory language towards others.	Apology to victim(s) Detention/ suspension Parental involvement
Misuse of Technology Wrongful use of technological tools, online platforms, social media to make derogatory remarks, cause distress and hurt to others.	Apology to victim(s) Detention/ suspension Parental involvement

The school reserves the right to amend rules as and when it deems fit, and when necessary, introduce new rules to protect the interests of its student and staff population.

The school will carefully deliberate on the merits of each case and in any dispute, the school's decision is final.

Any other actions committed, not stated in this guide, but deemed to be an offence will be dealt with by the school authorities.

Photographs and Videos taken During School Activities

Photograph(s) or video image(s) of you and your parents may be captured during school activities and events such as classroom lessons, CCAs, school camps, school concerts, etc. The school may use and publish such photographs and/or video recordings in school publications, website, social media channels, and other communication channels.

Your continued presence during school activities can thus be deemed as your consent to the possibility of photograph(s) /video(s) taken of you.

SCHOOL <u>CLASSROOM</u> ROUTINES
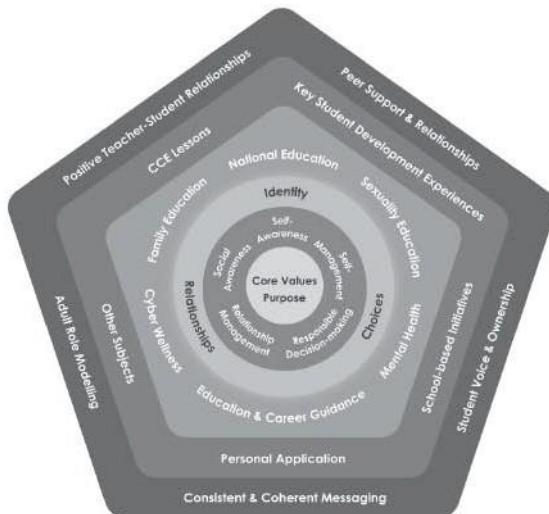
		Behaviour Observed	Some Questions to Ask and Actions to follow
S	Self	Check yourself	· Am I at my assigned seat? · Is my attire correct? · Are my learning materials ready? · Am I mentally and emotional present?
T	Teacher	Teacher check	· Has my teacher taken attendance? · Is my teacher's laptop set up? · Does my teacher need assistance in this?
A	Area	Check the area (learning space)	· Is the floor, whiteboard, furniture clean, neat and tidy? · Are the windows open for good ventilation? · Is the space ready for learning to start?
R	Respect	Everyone should demonstrate respectful behaviour	· Let's show respect by greeting each other sincerely. · Let's keep the respect for each other by using polite words and appropriate voice volume. · Let's be respectful of the teaching and learning taking place by focusing our efforts and attention on the lesson.

STUDENT DEVELOPMENT MATTERS

1.   Character and Citizenship Education CCE 2021

CCE is at the heart of education in Singapore. Through CCE, students learn values, social-emotional competencies, and develop character and citizenship dispositions that enable them to grow holistically and learn for life.

In AI, we value the holistic development of every student. The school has implemented the CCE curriculum to anchor AI students on a strong foundation of moral values, good character and resilience.This is in alignment to our mission to grow students with strength of character, nurture inquiring and disciplined minds and inspiring them with courage to lead and serve. We will also encourage AI students to play a more active role as citizens of Singapore as they care, learn and excel for AI and for the nation.

CCE 2021 Curriculum Framework

Goals

CCE 2021 aims to inculcate AI students with **good character** who have a sound moral compass and a strong sense of right and wrong. The AI student **will** be able to think critically and ethically, be discerning in judgment and take responsibility for his/her own choices and actions.

Students will also demonstrate **resilience** when faced with challenges and enhance their **social- emotional well-being** through a balanced sense of self and healthy relationships with their peers.

In addition, AI will promote **active citizenship** based on a sense of belonging to the nation, a sense of hope in themselves and the future, an awareness of the reality of Singapore's vulnerabilities and constraints, and the will to act on improving the lives of others and building a future for our nation.

Lastly, we aim to prepare AI students to be **future ready** by developing the dispositions of adaptability and lifelong learning so students will be able to navigate education and career pathways purposefully/ and take on the challenges of the future. There are several learning platforms where CCE is enacted with,intentionality. These include CCE lessons during curriculum time, key Student Development Experiences (SDEs) beyond the classroom, school-based initiatives, teachable moments during other subject lessons, and learning opportunities beyond school.

STUDENT DEVELOPMENT MATTERS

1. Cyber Wellness

Cyber Wellness refers to the positive well-being of internet users. It involves an understanding of the norms of appropriate, responsible behaviour with regard to technology use as well as knowledge, skills, values and attitudes on how to protect oneself and other internet users in the cyber world. It looks into the positive physical and psychosocial well-being of students in their use of mobile and internet technologies.

With assembly talks, follow-up lessons, exhibitions and competition on Cyber Wellness, the aim of the Cyber Wellness programme at AI is to develop AI students into discerning and responsible ICT users who are able to protect themselves and be responsible for their well- being in the cyberspace.

While creating instant connectivity and access to vast repositories of information, knowledge, and opinions, the open nature of the Internet can expose our students to undesirable content and influences. Cyber Wellness lessons in CCE are important as they focus on the well-being of our students as they navigate cyberspace, equipping them with the knowledge and skills to harness the power of ICT for positive purposes, maintain a positive presence in cyberspace, and be safe and responsible users of ICT.

The school adopts MOE's Cyber Wellness Framework in educating our students on Cyber Wellness. This framework focuses on three key processes: Sense, Think and Act.

Sense - Think - Act Process

Sense: Identify the possible risks of harmful behaviours online and learn how to protect oneself

Think: Analyse, evaluate and reflect on the online situation based on the three CW principles

Act: Translate understanding into actions to be safe and have a positive presence online

For more on Cyber Wellness matters:

- https://www.healthhub.sg/programmes/mindsg/caring-for-ourselves/learning-about-cyber-wellness-youths (Healthhub)
- https://www.moe.gov.sg/-/media/files/parent-kit/cyber-wellness-for-your-child.pdf (MOE Parent Kit)

- https://www.touch.org.sg/get-assistance/tips-and-articles.html (articles from TOUCH Community Services)
- https://www.digitalforlife.gov.sg/Learn/Resources/All-Resources?profile=profileO&topic-=all&type=all&page=1 (Digital for Life)

STUDENT DEVELOPMENT MATTERS

Personal Qualities (PQ) Ratings

Students will be rated in the demonstration of the school values of **Adaptability, Courage** and **Empathy** in their Personal Qualities (PO) Rating.

Ratings in Progress Report
- Not demonstrated (or Not Observed)
- Demonstrates to Some Extent
- Demonstrates Adequately
- Demonstrates Strongly
- Demonstrates Very Strongly

STUDENT DEVELOPMENT MATTERS

2. Student Leadership Development

Our Vision for Student Leadership Development
At AISS, we aim to nurture our students with the strength of character to care, lead and serve.

Our Beliefs

We believe that
- *Every student can and should be developed as a leader.*
- *Leadership can be developed over time.*
- *Leadership development should be intentional.*
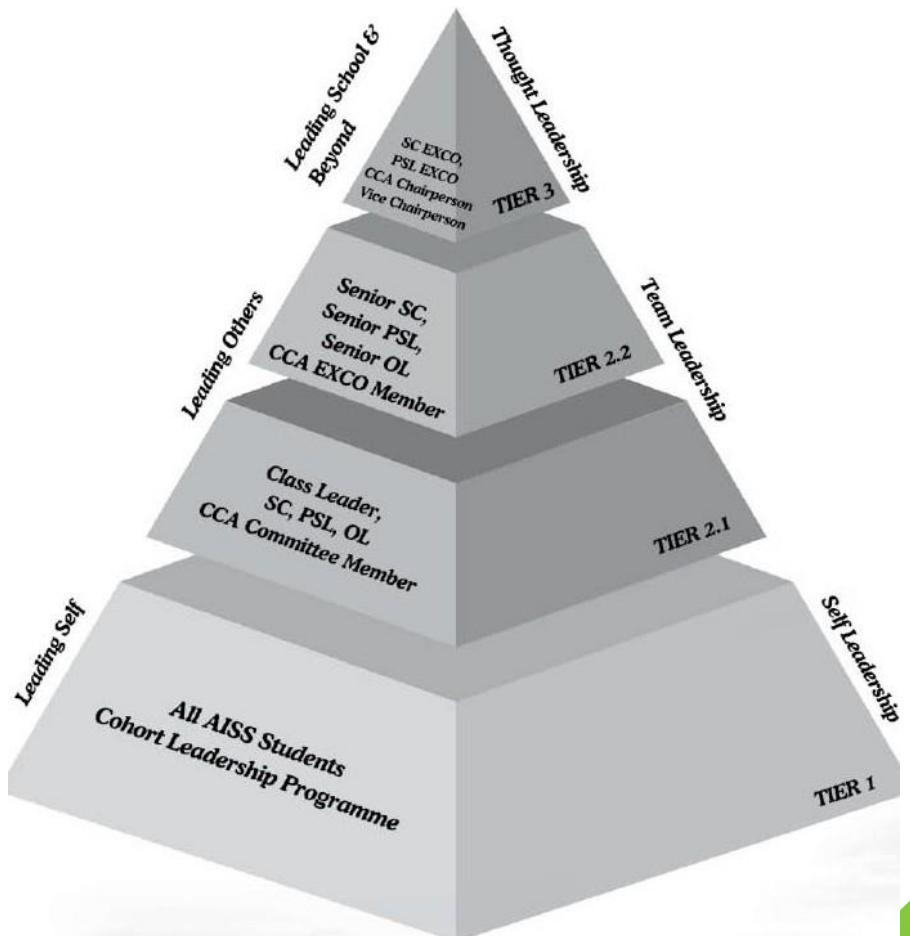
Our Approach
Our approach to student leadership development is undergirded by Kouzes and Posner's Student Leadership Challenge model which encapsulates our beliefs and principles in developing the leadership competencies in Al students. The framework exemplifies the desired student outcomes, where a student leader in Al is an agent of positive change; is proactive and possesses adaptive, critical and inventive thinking; a confident communicator who empathizes and in doing so, better serve the community.

STUDENT DEVELOPMENT MATTERS

With a structured approach, we are intentional in developing our student leaders through various leadership opportunities and training. As AI students lead and serve the school and community, they apply what they have learnt, evaluate their leadership effectiveness and reflect on how they can sharpen their leadership competencies.

STUDENT DEVELOPMENT MATTERS

3. **Co-Curricular Activities (CCA)**

Our Vision for Co-Curricular Activities

All ladies and gentlemen will nurture their talents and learn life skills to excel with the strength of character while anchored in values.
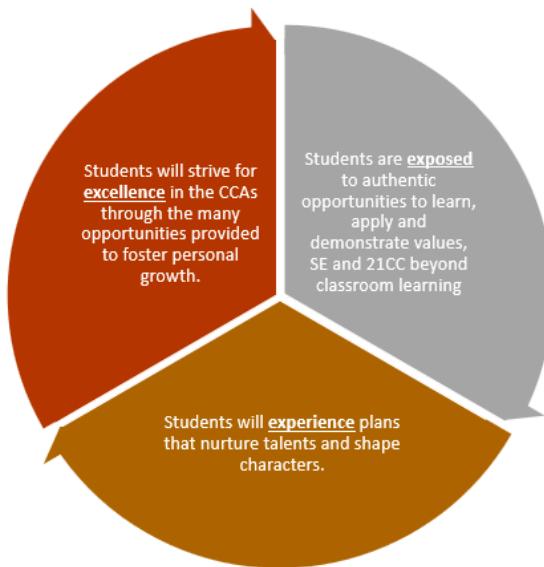
Our Beliefs

We believe that

- Every student will learn, grow and excel in their respective CCAs.
- Every student is given the opportunity to discover their interests and talents.
- Every CCA will provide the opportunities for students to learn life skills and values to navigate future challenges.

Our Approach:

AISS students are holistically developed through a 3E approach (Exposure, Experience, and Excellence). The delivery of CCAs is learner-centered, and the student development plans intentionally provide the opportunities to shape character and citizenship in our students as they work towards the achievement of the 21st Century Competencies and Student Outcomes.

Students will strive for **excellence** in the CCAs through the many opportunities provided to foster personal growth.

Students are **exposed** to authentic opportunities to learn, apply and demonstrate values, SE and 21CC beyond classroom learning

Students will **experience** plans that nurture talents and shape characters.

STUDENT DEVELOPMENT MATTERS

1.1 CCA is compulsory for all secondary school students. Secondary school students may pursue their interests and participate in external activities, but not in-lieu of a school-based CCA.

1.2 Every student must fulfill at least 75% attendance with valid reasons given for non-attendance. Action will be taken against students who do not turn up for CCA despite repeated warnings from Teacher-In-Charge.

- Points are awarded for participation in the main CCA with at least 75% attendance rate.
- Students who do not fulfill the 75% attendance rate may not be eligible for any school-based awards, MOE Awards, or any written testimonials about CCA.

1.3 The school will allocate the CCA to Secondary 1 students (after considering students' submitted preferences and specific CCA requirements). This will be based on maximizing students' potential, considering the school's focus. Students are not allowed to change their CCA once it has been finalised. Secondary 1 students will have until the end of February to decide on their CCA, subject to available vacancies.

1.4 Students cannot change or terminate their participation in their CCA unless they can produce a valid medical certificate stating that they are unable to continue in the activities. The student must fill out a transfer form with the Teacher-In-Charge and parent's endorsement.

1.5 CCA practices/training sessions and meetings are usually held weekly after 1430 hrs on Wednesday and Friday. (Some CCAs can be held on Monday afternoons, and a PG message will be issued to parents to confirm the timing of the CCA at the start of the year.) Whenever the need arises, especially closer to competition or performances, practices may be conducted on other days.

1.6 CCAs will stand down 3 weeks before the end-of-year examinations.

1.7 The change of CCA for Secondary 2 to 5 students will only be in January and February. Students are to obtain the transfer form from the CCA teachers and obtain the necessary approval from the respective Teacher-In-Charge. The CCA teacher accepting the student must sign the form first before the releasing CCA teacher will sign.
Note: There will not be any extension to the period for the change of CCA unless medical documentation is produced. **Nonetheless, LEAPS 2.0 will continue to accord higher recognition to students with sustained participation in the same CCA to encourage progressive CCA-specific development and character development.**

LEAPS 2.0
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.

Participation
This domain recognises students' participation in one school-based Co-Curricular Activity

(CCA) [1]. Recognition is based on the number of years of participation and exemplary conduct and active contribution [2] to the CCA. Sustained engagement in the same CCA allows for progressive development of character, skills, knowledge and friendships, and will be accorded higher recognition.

Service

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

Leadership

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

Achievement

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

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

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

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/ Institute of Technical Education (JC/Poly/lTE).

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 activities do not translate into any bonus points.

For more information, please refer to the link https://go.gov.sg/leaps2students

STUDENT DEVELOPMENT MATTERS

4.   Student Well-Being

Student Well-Being is at the core of the school's approach for holistic development.
The school is the second home for students where they learn, grow and develop a strong sense of belonging and school pride in a caring and enabling environment.
Guided by the school's Vision, Mission and anchored in our school Values, the Student Well-Being

Framework articulate the approach in creating engaging, meaningful, and valued-based student experiences as follow:

- a.   Positive School Tone
- b.   Positive Relationships
- c.   Empowerment
- d.   Recognition

Through the building of a positive school tone, the school is a safe, caring and enabling environment for student learning and development. Positive relationships, including positive TSR (teacher-student relationships) and PSR (peer support and relationships), ensure that students have trusted adults and peers in school whom they can rely on for support. The school empowers students by ensuring student voice and student choice in various aspects of school life. The school also recognises student efforts and achievements through various platforms such as the AI GEM Awards, Ordinary Miracles@AI and parent-teacher meetings.

Students are encouraged to approach their Form Teachers or other adults in school such as the School Counsellor, SEN officers, Student Welfare Officer should they need help or support.

In addition, the following external organisations are able to assist students in need:

1.   **eC2 by Fei Yue Community Services**
Provides Quick Chat, a one-to-one mental health screening via online chat for youths aged 12 - 25 year-olds to talk about their mental health or emotional concerns.
Operating hours: Mon, Thurs, Fri, 10am - 12pm, 2pm - 5pm (excluding PH)
Website: https://fycs.org/ec2-sg/

2.   **TOUCHline**
For youth who wish to speak to trained counsellors on any topic, including cyber wellness.
Operating hours: Monday to Friday, 9am - 6pm
Contact: 1800 377 2252

3.   **HELP123 by TOUCH Youth Integrated Team**
For individuals who would like to find out more or get help on cyber wellness issues.
Operating hours: Monday to Friday, 9am - 6pm
Contact: 1800 612 3123

4.   **Singapore Association for Mental Health (SAMH)**
For individuals, couples and families with psychological, psychiatric and/or relationship problems
Operating hours: Monday to Friday, 9am - 6pm
Contact: 1800 283 7019

5. Student Recognition

To support student holistic development, the school recognises students who demonstrate the school values and excel in academic and co-curricular domains. There are awards in different categories at school and national levels to promote school pride and sense of belonging. This is part of the school's continuous efforts in nurturing students of good values and character, who are active contributors and concerned citizens.

At the national level, the **Lee Kuan Yew Award for All-Round Excellence (ARE)** is the pinnacle award that aims to recognise well-rounded students who have excelled in both academic and non-academic spheres, and who exemplify the qualities articulated in the desired outcomes of education at the end of secondary education. In addition, **MOE Edusave Character Award (ECHA)** recognises Singaporean students who demonstrate exemplary character and outstanding personal qualities through their behaviour and actions. Other MOE Edusave awards include **Edusave Scholarships (ES)**, **Edusave Award for Achievement**, **Good Leadership and Service (EAGLES)**, **Edusave Merit Bursary (EMB)** and **Edusave Good Progress Award (GPA)**.

At the school level, students who embody the school's vision and exemplify the school values are recognised through the AI GEM (Growth with Excellence and Motivation) Award, on a termly basis. This affirms students for their growth and demonstration of school values in their daily interactions. Students are recognised for being intrinsically motivated to do the right things well with a mindset of excellence.

The school also recognises students' development using **Conduct Grade**, **Personal Quality ratings**, **academic awards**, **fitness awards**, **LEAPS** and **Co-curricular Excellence Awards (Merit and Distinction)**. The school affirms our students' achievements in academics, participation in CCA, school activities or competitions through various platforms such as Honouring Sessions, School Assemblies and Achievement Day.

ACADEMIC MATTERS

1.   Assessments

Philosophy

In AISS, assessments are designed for you to understand how well you have learned at appropriate junctures of the school year. Assessments are not just tests or examinations but include daily assignments on paper or digital platforms, including the in-class quizzes and projects. The feedback that you gain from the assessments will help you grow and move forward in your learning. Feedback may come in the form of marks and written comments from teachers, critique from your peers in group work or self- assessment when comparing your own work against a set of rubrics or success criteria. Instead of focusing on the marks, adopt a growth mindset and use the feedback to discover your strengths and uncover your learning gaps so that you can take the necessary steps to improve.

Besides the end-of-year examination, you will have two or three weighted assessments conducted in various modes so that you can demonstrate your learning in different ways. Your assessments may be in the form of class tests, performance tasks, practical assessments, or project work, where you may be assessed individually or in groups. For example, for Secondary 2 Geography, there is a Geographical Investigation task you will complete collaboratively as a group. These various modes of assessment and learning experiences will help you develop emerging 21st Century Competencies such as adaptive and inventive thinking, civic literacy and communication skills.

It is important for you to adopt positive learning habits and avoid cramming revision only for the end- of-year examination. With consistent revision and completion of assignments, you will not be overly stressed or anxious when facing tests or examinations, and you will have a more enjoyable overall learning experience.

Assessment Structure

For Secondary 1 to 3 students, the weightings of the Weighted Assessments (WA) and End-of-Year Examination (EYE) are shown in Table 1 while Table 2 shows the weightings for Art, FCE and D&T for Lower Secondary.

Table 1: Weightings of Assessments for Secondary 1 to 3 students

Assessment	WA1	WA2	WA3	End-of-Year Examination
Weighting {%)	15	15	15	55

Table 2: Weightings of Assessment for Art, FCE and D&T in Secondary 1 and 2

Assessment / Level & Subject	WA1 Weighting	WA2 Weighting	WA3 Weighting	End-of-Year Examination Weighting
Secondary 1 FCE	-	-	30	70
Secondary 2 FCE	30	70	-	-
Secondary 1D&T	30	70	-	-
Secondary 2 D&T	-	-	30	70

Note that for Lower Sec Food & Consumer Education (FCE), and Design & Technology (D&T) will not have end-of-year examinations. Assessments will be completed in Terms 3 and 4.

For Secondary 4 and 5 students, besides class tests and informal assessments, you will sit for Weighted Assessment 2 in Term 2 and the Preliminary Examinations in Term 3, prior to the national examinations, as reflected in the table below.

Assessment / Level & Subject	WA2 (Term 2) (%)	Prelim Examination (Term 3) %
For all subjects	0	100

Examination Guidelines

1) Students are expected to be in proper school uniform when taking an examination.

2) Students must also follow the Code of Conduct at all times.

3) Students are expected to be punctual for the examination. If a student is late due to unforeseen circumstances, he/she should report to the General Office to take his/her attendance and obtain a green slip for late-coming. They should not report directly to the exam venue.

4) If a student is sick on the day of assessment, including weighted assessments and examination, the student should ask his/her parents to call and notify the school in the morning (6758 5384). **Only a medical certificate will be accepted to cover the student's absence for that assessment**. **There will not be a re-sit for the assessment**.

5) Before the start of each paper during the examination period, students should:
   (a) Prepare all necessary stationery as borrowing of any material is not allowed.
   (b) Clear all books and materials under the table.
   (c) Check that there is no unauthorised materials in their pencil cases and pockets of their uniforms.
   (d) Ensure all communication devices of any form are switched off and kept in the school bag as possession of any communication devices, such as mobile phones, during examination is strictly not allowed. Mobile phones should be kept in lockers.

6) When sitting for a paper, students should:
   a) Use a blue or black pen for answers unless the question requires construction (in Mathematics), graphs or shading of the OAS where pencil can be used.
   b) Check that the examination paper has the correct Subject Code.

7) Students should note that cheating is a serious offence. Communication of any form is prohibited in the duration of an examination. If a student requires any assistance, he/she should raise his/her hand to seek the invigilator's help.

8) Any student caught cheating, giving or trying to obtain assistance from his/her peers during the examination will automatically be given a zero for the paper. Parents will also be notified.

2.   Assessments

In the pursuit of academic excellence, we are committed to developing learners with character and learners who are always striving to ACE in what they do. At AISS, lessons within and beyond the classroom, on or offline, are designed to be purposeful, relevant and within the real-world context where possible. This provides students the opportunity to immerse themselves whole-heartedly in learning and discovering new horizons.

Personal Digital Learning Plan and Blended Learning in AISS

The usage of Personal Learning Devices (PLDs) is transforming our school's learning environment as it allows our teachers and students to harness technology for greater effectiveness in teaching and learning. The use of personal learning devices for teaching and learning will also help to support the development of digital literacies in our students as well as develop them as self-directed and collaborative learners.

Student-Initiated Learning (SIL) in AISS

At AISS, Student-Initiated Learning (SIL) empowers our students to take ownership of their learning journey, fostering independence and a lifelong passion for discovery. In an ever- changing world, adaptability and self-reliance are essential. SIL helps our students build the skills they need to   thrive by encouraging them to remain curious, resilient, and resourceful.

A core principle of SIL is student autonomy. Learners independently identify and pursue topics that spark their interest, developing crucial self-directed learning habits. This is especially impactful during Home-Based Learning (HBL) days, where students are encouraged to use this time to proactively explore their own passions—whether it's coding, baking, creative writing, music, or any other personal interest—on their own terms.

A key component of this initiative is our dedicated makerspace, which provides students with the tools and technology to turn their ideas into reality. This creative hub supports hands-on projects in robotics, engineering, digital fabrication, and more, ensuring that theoretical learning is consistently paired with practical application.

By independently pursuing these interests, students not only discover more about their strengths and passions but also cultivate a clearer sense of purpose. SIL equips them with the confidence, practical skills, and direction needed to make informed choices about their future pathways when they graduate from AISS.

3.   Academic Learning

Marks and Grading System

G3 / Sec 4 Express and Sec 5

	Fail			Pass				Distinction	
Grade	F9	E8	D7	C6	C5	B4	B3	*A2.*	A1
Marks	0- 39	40-44	45 - 49	50-54	55- 59	60-64	65 - 69	70 - 74	75 - 100

G2 / Sec 4 Normal (Academic)

	Ungraded	Pass			Distinction	
Grade	6	5	4	3	2	1
Marks	0-49	50- 59	60-64	65-69	70- 74	75 - 100

G1 / Sec 4 Normal (Technical)

	Ungraded	Pass			Distinction
Grade	E	D	C	B	A
Marks	0 - 49	50- 59	60 - 69	70- 74	75 - 100

Grade Mapping

Grade Mapping Table from G3 to G2 and from G2 to G1		
G3	**G2**	**G1**
A1, A2, B3	1	A
B4, C5, C6	2	A
D7	3	A
E8	4	B
F9	5	C
	6	D
		E

Note that a Grade 9 at O-Level does not count towards the ELMAB3 aggregate score for PFP admission. Students also cannot use G2 Grade 6 and G1 Grade E for aggregate computation for admission to Polytechnic Foundation Programme, Direct-Entry-Scheme to Polytechnic Programme and S5 / the 5th year.

Progressing through Secondary School Years with Full Subject-Based Banding (Full SBB)

With Full SBB, all secondary school students will generally progress to the next year of learning. They have the flexibility to adjust their subject levels at appropriate junctures based on their overall strengths, interests and learning needs, and the school's holistic considerations.

This infographic shows how students can adjust their curricular load across the secondary years. By giving students greater ownership of their learning, we hope that they will develop a growth mindset and an intrinsic motivation to learn for life.

Start of S1

All students offer the following subjects in lower secondary:

English Language (EL)	Students' Posting Groups will guide the initial subject levels students offer at the start of S1.
Mother Tongue Language (MTL)	
Mathematics (MA)	
Science (SCI)	
Humanities (HUM)	
Art	
Design & Technology (D&T)	
Food & Consumer Education (FCE)	Common Curriculum Subjects
Music	
Physical Education (PE)	
Character & Citizenship Education (CCE)	

Offering Subjects at More Demanding Level (MDL)
Eligible students can offer EL, MTL, MA and SCI at MDL based on their PSLE Achievement Level (AL) for each of these subjects.

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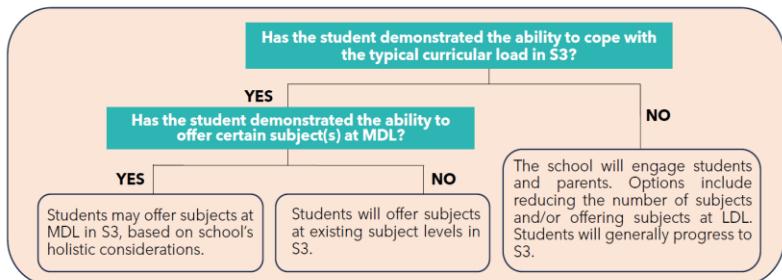
End of S1

Students will progress to S2 and offer subjects at existing subject levels.

Students who have done well may offer subjects at MDL in S2, based on school's holistic considerations.

End of S2

Students can adjust their curricular load the following year, based on school's holistic considerations which include students' subject-specific performance and their ability to cope with all subjects.

Has the student demonstrated the ability to cope with the typical curricular load in S3?

YES

Has the student demonstrated the ability to offer certain subject(s) at MDL?

YES — Students may offer subjects at MDL in S3, based on school's holistic considerations.

NO — Students will offer subjects at existing subject levels in S3.

NO — The school will engage students and parents. Options include reducing the number of subjects and/or offering subjects at LDL. Students will generally progress to S3.

End of S3

Students will continue to offer their same subject combination in S4 if they are able to cope.

If students cannot cope → The school will engage students and parents. Options include reducing the number of elective subjects and/or offering subjects at LDL. Students will generally progress to S4.

End of S4

The 5th year will continue to be available under Full SBB, to allow eligible students to pace their learning and offer subjects at a more demanding level to access more post-secondary pathways.

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In line with developing our students holistically and for them to be involved in meaningful pursuits such as CCAs and developing other talents and spending time with family and friends, a homework policy will act as a guide to ensure this balance.

1. The time norms for AISS' homework policy are aligned with MOE's recommended norms, as shown in the table below.

Levels	Approximate Weekly Time Norms
S1 to S2	< 13h
S3 to S5	< 14h

2. Homework is pitched at the appropriate level with consideration to homework given by other teachers such that students' homework does not exceed the norms. This does not include time spent on studying for tests/ exams. Teachers will establish and communicate clear expectations to students on the purpose and procedure of homework.

3. Homework given during school holidays will not be excessive, and is expected to be no more than 50% of the daily load given during the school term