

# Chung Cheng High School (Yishun)

Student Handbook

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# SCHOOL SONG

词：庄右铭

曲：施育艺



Overlooking the eastern shore of Singapore,  
Gallantly stands the magnificent Chung Cheng of ours.  
Spreading far and wide our cultural heritage and traditions,  
Enriching it with the best of all great civilizations,  
By this, we fulfil our mission.  
With enthusiasm and perseverance, we strive  
To achieve moral virtues and excellence.  
With new knowledge and wisdom, we seek  
To constantly reinforce our confidence.  
To be the best we can be,  
Our success and glory we share  
With people of all countries.  
To eternity we perpetuate  
The aspirations of our magnificent Chung Cheng,  
Far beyond all boundaries.



# NATIONAL EDUCATION MESSAGES

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- 1. Singapore is our homeland: This is where we belong.**  
We treasure our heritage and take pride in shaping our own unique way of life.
- 2. We must preserve racial and religious harmony.**  
We value our diversity and are determined to stay a united people.
- 3. We must uphold meritocracy and incorruptibility.**  
We provide opportunities for all, according to their ability and effort.
- 4. No one owes Singapore a living.**  
We find our own way to survive and prosper, turning challenge into opportunity.
- 5. We must ourselves defend Singapore.**  
We are proud to defend Singapore ourselves; no one else is responsible for our security and well-being.
- 6. We have confidence in our future.**  
United, determined and well prepared, we have what it takes to build a bright future for ourselves, and to progress together as one nation.

## SINGAPORE 21: NATIONAL VISION

- 1 Every Singaporean matters**
- 2 Strong families**
- 3 Opportunities for all**
- 4 The Singapore heartbeat**
- 5 Active citizenship**



# ACADAMIC DEVELOPMENT

## FULL SUBJECT-BASED BANDING

Full SBB SBB is part of MOE's ongoing efforts to nurture the joy of learning and develop multiple pathways to cater to the different strengths and interests of our students. Full SBB will be fully implemented in 120 secondary schools from 2024 onwards. Students will graduate with a common secondary school certificate from 2027.

| Aspect of Full SBB  | How will this aspect be implemented?   |
|---|--|
| <b>Mixed form classes with the provision of a common curriculum</b>               | <p>Secondary 1 students will be grouped in <b>mixed form classes</b>, comprising students from different courses of study. Mixed form classes present more opportunities for students to interact with other students taking different subject combinations, and with different strengths and interests.</p> <p>In their mixed form classes, students will take a set of subjects at a common level, amounting to about one-third of curriculum time. This would allow students in mixed form classes to spend curriculum in these subjects.</p> <p>These subjects are:</p> <ul style="list-style-type: none"> <li>• Art</li> <li>• Character and Citizenship Education</li> <li>• Design and Technology</li> <li>• Food and Consumer Education</li> <li>• Music</li> <li>• Physical Education</li> </ul> <p>Teachers will adopt <b>a range of teaching approaches</b> to meet the different learning needs and pace of their students in the same form class.</p> <p>English Language, Mother Tongue Languages, Mathematics, and Science will be offered at G3, G2 and G1 Level. The criteria for taking these subjects at a more demanding level from the start of Secondary One is based on students' PSLE AL Score for each subject. Students will be grouped in different classes based on their subject level of each subject.</p> |
| <b>Offering of Humanities subjects at a more demanding level from Secondary 2</b> | <p>Currently, secondary school students can offer <b>English Language, Mother Tongue Languages, Mathematics and Science</b> at a more demanding level from the start of Secondary One based on students' PSLE Achievement Level (AL) for each subject. Beyond the start of Secondary 1, students may also offer these subjects at a more demanding level based on their performance in secondary school.</p> <p>Our school will also provide <b>Secondary 2 students</b> the opportunity to take <b>Humanities subjects at a more demanding level</b>, if they meet subject-specific criteria. This is applicable to students who are in the Secondary 2 G2 from 2023, and G1 students from 2024.</p> <p>The criteria for taking Humanities at a more demanding level will be based on the students' aptitude for and interest in these subjects at Secondary 1. They should also possess positive attitude towards learning and strong commitment to offer the subject at a more demanding level.</p>   |

| Window Periods<br>for Offering of<br>More<br>Demanding<br>Level Subjects<br>for Secondary 1 | Subjects         | Based on <b>PSLE Score:</b><br><br>Hence, take MDL Subject<br>at <b>start of 2025 Sec 1</b><br>(From Term 1 in Semester<br>1) | Based on Overall Results<br>at the <b>end of 2025</b><br><b>Semester 1:</b><br><br>Hence, take MDL Subject<br>at <b>start of 2025 Sec 1</b><br>(From Term 3 in Semester<br>2) | Based on Overall Results<br>at the <b>end of 2025</b><br><b>Semester 2</b><br>(Sem 1 + Sem 2):<br><br>Hence, take MDL Subject<br>at <b>start of 2026 Sec 2</b><br>(From Term 1 in Semester<br>1) |
|---|------------------|---|---|--|
|   | English Language | ✓   | ✓   | ✓  |
|   | Mathematics      | ✓   | ✓   | ✓  |
|   | Mother Tongue    | ✓   | ✓   | ✓  |
|   | Science          | ✓   | ✓   | ✓  |
|   | Humanities       | Not applicable  | Not applicable  | ✓  |
|   |                  |   |   |  |

# SCHOOL ASSESSMENT

## Rationale of Assessment

Assessment is an integral part of learning. Assessments provide on-going diagnostic data that helps teachers to gain insight into what students understand in order to guide and encourage effective approaches to learning. Results of assessment help students to see their progress and can be a motivational tool to improve and attain better results.

With effect from 2025, for transition years Sec 1 and 3, students will only have 1 WA each in terms 2 and 3. In term 1, Sec 1 students will use the time to understanding the new secondary school subjects offered while Sec 3 students can transit smoothly to the new class and demands of the chosen subject combinations.

The revised weighting for Sec 1-5 is as follows:

| Year Long implementation |         |         |             |     |
|--------------------------|---------|---------|-------------|-----|
| <b>Sec 1, 3</b>          |         | WA1     | WA2         | EYE |
| <b>Weighting</b>         | -       | 15%     | 15%         | 70% |
| <b>Sec 2</b>             | WA1     | WA2     | WA3         | EYE |
| <b>Weighting</b>         | 15%     | 15%     | 15%         | 55% |
| <b>Sec 4/5</b>           | Non WA1 | Non WA2 | Prelim Exam | -   |
| <b>Weighting</b>         | -       | -       | 100%        | -   |

This is the weighting for Subjects on Modular (Only for Sec 1 and 2)

| Modular subjects for Lower secondary                                |        |        |                         |        |                   |
|---|--------|--------|-------------------------|--------|-------------------|
| Modular Subjects: Food & Consumer Education and Design & Technology |        |        |                         |        |                   |
|   | Term 1 | Term 2 | Term 2                  | Term 3 | Term 4            |
| <b>Sec 1</b>  |        | WA1    | SA1                     | WA2    | SA2               |
| D&T Weighting   | -      | -      | 100% (Final Coursework) | -      | -                 |
| FCE Weighting   | -      | -      | -                       | 15%    | 85%               |
| <b>Sec 2</b>  | WA1    | WA2    | SA1                     | WA3    | SA2               |
| D&T Weighting   | -      | -      | -                       | -      | 100% (Coursework) |
| FCE Weighting   | 15%    | 15%    | 70%                     | -      | -                 |

## Criteria for Progression to next level (For FSBB Cohort - 2025 Sec 1 and 2025 Sec 2)

- All students generally progress to next year of learning.
- For Sec 2 and Sec 3, progression is guided by Common Academic Requirements that applies at the end of the year.

| At the end of Sec 1...   |  |  |  |
|--|--|--|--|
| Progression pathway to Sec 2   | Criteria   | Applies to...  |  |
| <b>Taking subject at the same level in Sec 2</b><br><br>e.g. From Sec 1 G2 EL in 2025 to Sec 2 G2 EL In 2026                           | No academic requirement  | All subjects   |  |
| <b>Being offered to take subject(s) at a more demanding level in Sec 2</b><br><br>e.g. From Sec 1 G2 EL in 2025 to Sec 2 G3 EL in 2026 | At least 75% Overall Score for the subject(s)  | Subject  | Change offered   |
|  |  | <ul style="list-style-type: none"> <li>• EL</li> <li>• MTL</li> <li>• Math</li> <li>• Science</li> </ul> | <ul style="list-style-type: none"> <li>• From Sec 1 G1 to Sec 2 G2 OR From Sec 1 G2 to Sec 2 G3</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• A pass with Distinction for BOTH G1 Humanities Performance Tasks in Semester 1 and 2</li> <li>• At least 75% in G1 English Overall Score OR At least 50% in G2 English Overall Score</li> </ul> | G1 Humanities  | From Sec 1 G1 Humanities to Sec 2 G2 History/ Geography /Literature  |

## At the end of Sec 2 and Sec 3 (Applies to FSBB Cohort - 2025 Sec 1 and 2025 Sec 2)

| Common Academic Requirements (CAR)   |  |  |
|--|--|--|
| Meet either Requirement #1 or Requirement #2 based on overall score for each subject |  |  |
| <b>Requirement #1</b><br>Pass in EL AND 2 other subjects                             | <b>Requirement #2</b><br>EITHER #2.1 or #2.2, <i>whichever option requires more subject passes</i>   |  |
|  | <u>#2.1</u><br>Pass at least 3 subjects  | <u>#2.2</u><br>Pass more than half the total number of examinable subjects taken   |
| <b>Example A</b><br>Student meets CAR by passing EL, Math and Science.               | <b>Example B</b><br>Student takes 4 examinable subjects <ul style="list-style-type: none"> <li>• Did not pass EL</li> <li>• To meet requirement #2, student needs to pass at least 3 out of the 4 subjects.</li> </ul> | <b>Example C</b><br>Student takes 8 examinable subjects <ul style="list-style-type: none"> <li>• Did not pass EL</li> <li>• To meet requirement #2, student needs to pass at least 4 out of the 8 subjects.</li> </ul> |



| At the end of Sec 2...  |  |  |   |
|---|--|--|---|
| Progression Pathway to Sec 3  | Criteria   |  | Applies to...   |
| <b>Calibrate academic load</b><br>Student <b>must calibrate</b> their curricular load by offering fewer subject(s) and/or offering subjects at Less Demanding Level before they can progress to Sec 3<br><br>Students reading the minimum of 5 G1 subjects will progress to Sec 3 with no changes to the curricular load. | Did not meet Common Academic Requirements (shown in pg. 8) |  | All subjects  |
| <b>Taking subject at the same level in Sec 3</b><br><br>e.g. From Sec 2 G2 EL in 2025 to Sec 3 G2 EL In 2026  | Meet Common Academic Requirements (shown in pg. 8)         |  | All subjects  |
| <b>Being offered to take subject(s) at a more demanding level</b><br><br>e.g. From Sec 2 G2 EL in 2025 to Sec 3 G3 EL in 2026   | Criteria   |  | Subject   |
|   | Meet Common Academic Requirements (shown in pg. 8)         | At least 75% Overall Score for the subject(s)  | <ul style="list-style-type: none"> <li>• EL</li> <li>• MTL</li> <li>• Math</li> <li>• Science</li> </ul> From Sec 2 G1 to Sec 3 G2 OR From Sec 2 G2 to Sec 3 G3 |
|   |  | <ul style="list-style-type: none"> <li>• A pass with Distinction for BOTH G1 Humanities Performance Tasks in Semester 1 and 2</li> <li>• At least 75% in G1 English Overall Score OR At least 50% in G2 English Overall Score</li> </ul> | <ul style="list-style-type: none"> <li>• Geog</li> <li>• History</li> <li>• Literature</li> </ul> From Sec 2 G2 to Sec 3 G3                                     |
|   |  |  | G1 Humanities<br>From Sec 2 G1 Humanities to Sec 3 G2 Humanities (SS, History/Geog /Literature)   |

| At the end of Sec 3...   |  |
|--|--|
| Progression Pathway to Sec 4   | Criteria   |
| <b>Calibrate academic load</b><br>Student <i>must</i> calibrate their curricular load by offering fewer subject(s) and/or offering subjects at Less Demanding Level before they can progress to Sec 4.<br><br>Students reading the minimum of 5 G1 subjects will progress to the next year of learning with no changes to the curricular load. | Did not meet Common Academic Requirements (shown in pg. 8) |
| <b>Taking subject at the same level in Sec 4</b><br>e.g. From Sec 3 G2 EL in 2026 to Sec 4 G2 EL In 2027   | Meet Common Academic Requirements (shown in pg. 8)         |

## **Criteria for Progression to next level (2025 Sec 3 cohort)**

### **Promotion Criteria for Sec 3 to Sec 4**

- Normal (Technical)
  - Pass in 2 subjects one of which should be English Language or Mathematics
- Normal (Academic)
  - Pass in English Language and 2 other subjects OR Pass in 4 subjects
- Express
  - Pass in English Language and 2 other subjects

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## **Semestral Assessments**

Students with less than 85% of overall attendance (excluding medical or valid reasons) can be barred from sitting for tests and/or examinations.

## **Absence from Tests and Examinations**

Student must produce a Medical Certificate from a certified doctor. Those issued by Traditional Chinese Medicine (TCM) Physicians and letters of excuse from parents or guardians are not acceptable. There will be no re-assessment for Semestral and Preliminary Examinations for absentees with valid medical certificates.

## **Progress Reports**

Students will receive their progress reports after the termly and semestral assessment. Parents/guardians must sign the report slips to acknowledge students' progress and return them to the Form Teachers.

With full SBB, all Secondary 1 students will generally progress to Secondary 2. Teachers will check in with students and parents to discuss the subjects and respective subject levels that best suit the student. Students can offer certain subjects at a more demanding level based on his/her interest and learning progress.

## **School Graduation Certificate**

Students taking the GCE 'O' and 'N' Level Examinations will be issued with a School Graduation Certificate by MOE after the receipt of their national examination results.

# EXAMINATION PROCEDURES

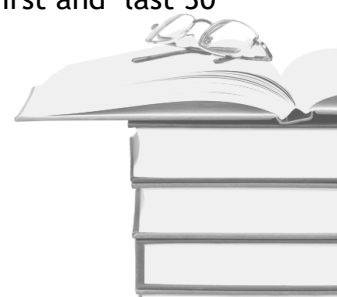
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## Before the Exam

- 1 Students are to report to school as usual for flag raising ceremony. Students sitting for the examination must adhere to the school rules concerning attire, hairstyle, and accessories.
- 2 Students must be seated at least 15 minutes before the commencement of the examination according to their register number. (Students sitting for their papers in other exam venues must follow the seating plan displayed.)
- 3 Remove all books and papers from under your desk. Students must not have scraps of papers / notes/ storage devices such as thumb drives in their possession or in the pencil case and pockets.
- 4 Electronic gadgets and communication devices such as mobile phones and smartwatches must be switched off and kept in the bags. Only SEAB-approved non-programmable calculators and dictionaries are allowed.
- 5 A student who is found to be in possession of unauthorized materials/gadgets will be investigated for cheating. The penalty for cheating, which is an act of dishonesty, will be severe. The student may receive a zero for the paper involved.
- 6 All bags and files are to be placed neatly at the front of classroom or at the side of the hall.
- 7 Identification card or entry proof (for national exams) are to be placed on the top right-hand corner of the writing table. Pencil cases, calculators and water bottles are to be placed on the floor, next to you. Required stationery can be left on the table. Students are not allowed to borrow any stationery from each other during the exam.
- 8 No extra time will be given to latecomers. Students who report 30 minutes after the paper has started, may not be allowed to sit for the paper.
- 9 Students are advised to visit the toilet before the start of a paper to minimize unnecessary loss of time during the examination.

## During the Examination

- 1 Students are to read the instructions carefully immediately upon receiving your question papers. Students are to ensure that they are sitting for the correct subject/ paper. Alert the invigilator if there are missing pages or misprints.
- 2 Students must not communicate with their classmates verbally or through non-verbal means. Students caught doing so will be considered as cheating. If there are queries, students are to raise their hands and clarify with the invigilator.
- 3 A student who cheats/helps someone to cheat may receive a zero for the paper involved.
- 4 Stop writing immediately when the invigilator announces the end of the paper.
- 5 Students are not allowed to leave the exam venue within the first and last 30 minutes of a paper.



## After the Exam

- 1 At the end of each paper, students are to remain quiet and ensure that all scripts are handed in as instructed by the invigilator.
- 2 Students are required to submit a blank script with their name written on it if they have not attempted the paper / any section of the paper.
- 3 Ensure that the examination hall/room is clean of any unwanted paper before leaving the examination venue.
- 4 Leave the venue quietly and do not disturb other students who might still be sitting for their papers.

## Dictionaries and Calculators

- 1 Only SEAB-approved dictionaries and calculators are permitted for use in the examination.
- 2 Students must be responsible to check with the school on the approved dictionaries and calculators prior to the examination period.
- 3 Electronic bilingual devices are not allowed.



# NURTURING SELF-DIRECTED LEARNERS

The school encourages students to develop the capacity for lifelong learning through:

- 1 providing regular, purposeful homework.
- 2 engaging students in setting realistic yet challenging academic targets and monitoring their progress after each major assessment.
- 3 communicating expected learning outcomes / criteria for assessment to students.
- 4 promoting the use of self and peer assessment activities
- 5 providing constructive feedback for student self-reflection and improvement and
- 6 celebrating the effort and achievement of deserving students.

## Target Setting

The school encourages students to take responsibility for their own learning and to cultivate a mindset of excellence. Thus, all students are guided through a target setting process. Students are encouraged to work towards attaining their targets or to exceed performance expectations through diligent and unremitting effort.

## Reward and Recognition for Academic Excellence

### 1. School Awards

| Chung Cheng High School (Yishun) Award   |  |   | Chung Cheng High Schools Award [both CCHM and CCHY]   |  |
|--|--|---|---|--|
| Chuang Wei Lang Bursary  | Top in Subject   | CCHY Good Progress Award  | 庄竹林博士奖学金<br>Dr Chuang Chu-Lin Scholarship   | 庄为琅卓越数学奖<br>Chuang Wei Lang Mathematics Award  |
| <ul style="list-style-type: none"> <li>Obtained MOE Edusave Scholarship/ MOE Edusave Merit Bursary/ MOE Edusave Good Progress Award</li> <li>Under MOE Financial Aid Scheme (FAS) or school-based FAS</li> </ul> | Top student for each subject in each level: <ul style="list-style-type: none"> <li>Top in subject</li> <li>≥ 70% for subject overall</li> <li>Pass in EL</li> <li>Conduct grade of "Very Good" or above</li> <li>Subject must be taught in CCHY</li> <li>Minimum candidature of 5</li> </ul> | <ul style="list-style-type: none"> <li>Based on teachers' nominations and endorsement by IP heads</li> <li>Conduct grade of "Very Good" or above</li> <li>Not a recipient of MOE Edusave Good Progress Award</li> </ul> | Sec 1 to 3 students from their respective streams for being first in their standard.<br><br><i>Dr Chuang Chu-Lin was Chung Cheng High School's first principal.</i> | Students who have achieved outstanding results in Mathematics.<br><br><i>Mdm Chuang Wei Lang was a devoted Mathematics teacher who served as former principal of Chung Cheng High School (Branch) from 1970 to 1978.</i> |

### 2. MOE Edusave Award for Academic Excellence

| Award                       | Eligibility   | Amount |
|-----------------------------|---|--------|
| Edusave Scholarship         | Students within top 10% of each level and course academically and who have good conduct.  | \$500  |
| Edusave Merit Bursary       | Students within top 25% of each level and course academically, have good conduct and gross household income below \$5,000 per month (or per capita income of below \$1,250) | \$350  |
| Edusave Good Progress Award | Students within top 10% academic improvement and have good conduct.   | \$200  |

\*Eligible awardees will be notified by post in late November

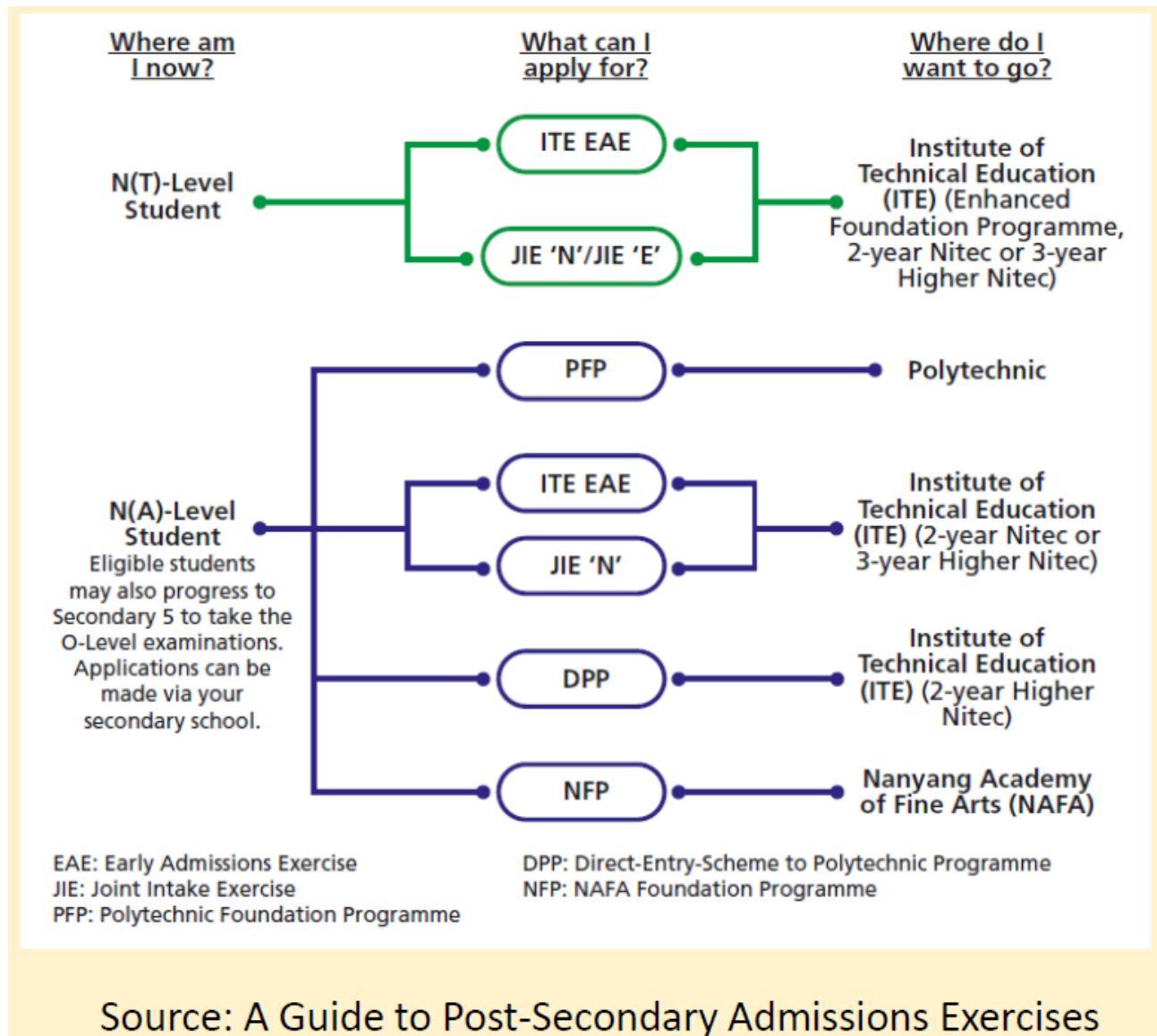




## ENTRY REQUIREMENT FOR POST-SECONDARY EDUCATION

| Education Pathways                     | Duration of study   | Certificate   | Criteria   |
|--|---|---------------|--|
| Junior College                         | 2 years   | GCE 'A' Level | L1 + Relevant 5 $\leq$ 20  |
| Millennia Institute                    | 3 years   | GCE 'A' Level | L1 + Relevant 4 $\leq$ 20  |
| Polytechnic                            | 3 years   | Diploma       | EL + Relevant 2 + Best 2 $\leq$ 26<br><b>AND</b> meet the course's specific minimum entry requirements   |
| Polytechnic Foundation Prog (PFP)      | 1 yr foundation + 3 yrs poly  | Diploma       | ELMB3 $\leq$ 12 AND<br>Grp 1 : EL $\leq$ 3<br>Grp 2 : EL $\leq$ 2,<br>Math and Relevant Subjects $\leq$ 3<br>2 of the Best subjects can be $\leq$ 4  |
| Direct-entry scheme to Poly Prog (DPP) | 10 weeks preparatory course, and<br>2 yrs Higher NITEC + 3 yrs poly               | Diploma       | For courses in Applied Sciences, Engineering, Info-Communications Technology:<br>EL $\leq$ 4, MA $\leq$ 4, Any B3 $\leq$ 5<br><br>For courses in Business & Services:<br>EL $\leq$ 3, MA $\leq$ 4, Any B3 $\leq$ 5 |
| Sec 5N                                 | 1 yr  | GCE 'O' Level | ELMB3 $\leq$ 19<br>All 5 subjects pass   |
| ITE For NT/NA Students                 | 2 yr NITEC + 2 yr Higher NITEC + 3 Yr Poly<br><br>3 yrs higher NITEC + 3 yrs poly | Diploma       | 4 GCE 'N' passes   |
| ITE For O-level Students               | 2 yrs higher NITEC + 3 yrs poly   | Diploma       | ELB4-A, ELR1B3-B, ELR2B2-C<br>*depends on the type of course selected  |

## POST-SECONDARY PATHWAYS



# STUDENT DEVELOPMENT

## CO-CURRICULAR ACTIVITIES (CCA)

- 1 The school has constantly been attaining laudable results for both academic and CCA domains. These results serve as testaments of the institute's ability to nurture our students holistically. Our students are aptly prepared to receive post-secondary education upon graduation from CCHY.
- 2 Every student takes part in one CCA taken from the following options:
  - Clubs and Societies (CS)
  - Physical Sports (PS) Uniformed Groups (UG)
  - Visual and Performing Arts (VPA)

*Please refer to our school website for a comprehensive information on the CCAs we offer.*

- 3 CCA is an integral part of the student's holistic education in school. Hence, CCA participation is **compulsory** at the secondary school level. Participation in a school-based CCA allows the teachers to guide and chart the development of the student beyond the learning from the subject disciplines in the classroom, in areas such as leadership and character development, and the 21st Century Competencies (21CC).
- 4 Students must achieve at least **75% attendance** (excluding MC) for the year. Our CCA attendance policy is as follows:

| CCA Attendance Policy                                |   |
|--|---|
| Absence from CCA w/o Valid Reasons                   | Follow Up Action  |
| 1 <sup>st</sup> to 3 <sup>rd</sup> absence from CCA  | <b>Verbal Warning from CCA Teacher</b><br>Parents will be informed by CCA Teacher. Parents may produce a letter or MC.  |
| 4 <sup>th</sup> and 5 <sup>th</sup> absence from CCA | <b>Official Warning letter from School</b><br>CCA Teachers will meet parents in school. They will counsel students to understand reasons for poor attendance. Student will be at risk of getting a FAIR conduct Grade, affecting LEAPS 2.0 Participation Level. |
| 6 <sup>th</sup> absence from CCA                     | <b>Suspension from School</b><br>POOR conduct Grade will be accorded. LEAPS 2.0 Participation Level will be affected. Students to attend make up sessions to improve CCA attendance to 75%.   |

| End of Year Conduct Grade Computation for CCA defaulters |               |   |
|--|---------------|---|
| Students Overall CCA Attendance                          | Conduct Grade | Remarks   |
| > 5 parents letter per Semester                          | GOOD          |   |
| 30% ≤ Attendance < 75%                                   | FAIR          | Students given a chance to make-up their attendance (in September) to 75% before finalisation of end-of-year conduct grade. |
| 0% Attendance < 30%                                      | POOR          |   |

Attendance is derived from the total number of sessions that the student is able to attend.



## CO-CURRICULAR GRADING SYSTEM [LEAPS 2.0]

- 1 The school aims to provide a holistic education which supports students in discovering their strengths, interests and talents. To achieve this, we offer a range of co-curricular programmes. A framework to tie these together and recognise students' development is the LEAPS 2.0.
- 2 LEAPS 2.0 is a framework to recognise students' holistic development. Students will be recognised with levels of attainment in four domains: Participation, Achievement, Leadership and Service.
- 3 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/ITE).

| Co-Curricular Attainment      | Details  | Bonus Points |
|-------------------------------|--|--------------|
| Excellent<br>(2 bonus points) | Student who attains a minimum Level 3 in all four domains with at least a Level 4 in one domain.   | 2            |
| Good<br>(1 bonus point)       | Student who attains a minimum Level 1 in all four domains with any one of the following:<br>i. At least Level 2 in three domains;<br>ii. At least Level 2 in one domain and at least Level 3 in another domain; or<br>iii. At least Level 4 in one domain. | 1            |
| Fair                          | Student's attainment in co-curricular will not translate into any bonus points.  | 0            |

### Admission to Institutes of Higher Learning

|                     |                                  |
|---------------------|----------------------------------|
| Junior College      | Excellent Grade = 2 Bonus points |
| Millennia Institute | Good Grade = 1 Bonus point       |
| Polytechnic / ITE   | Bonus points can be used         |



## LEAPS 2.0 Domains

### Participation

This domain recognises students' participation in one school-based CCA for the development of a specific knowledge and skills. Sustained engagement in the same CCA over the four/five years allows for progressive development of character, skills, knowledge and friendships.

### Achievement

This domain recognises students' representation and accomplishment in co-curricular involvement beyond the classroom. Representation is recognised when students showcase their talents to contribute, perform or compete in competitions, festivals, performances, exhibitions, conferences and symposiums that are organised or recognised by school. It need not be tied to his/her CCA in school. Accomplishment refers to attaining accolades and awards in the areas of representation.

### Leadership

This domain recognises students' leadership development to lead self and to lead others. In addition to the formal leadership appointments, recognition is also accorded to students' participation in leadership modules and workshops and ability to lead in student-initiated school wide projects.

### Service

This domain recognises students' development as socially responsible citizens who contribute meaningfully to the community. Every student will contribute at least 6 hours per school year to the community in planned Values-in-Action (VIA) activities. Students will be recognised according to their efforts put into planning, service and reflection when they are actively participating in the VIA activities.

## Reward and Recognition

### 1. School Awards

| Award  | Eligibility   |
|--|---|
| Chung Cheng Character Award                    | Students who have demonstrated the school values and are good role models to others, including non-Singaporeans.  |
| 中正金輝獎 Award<br>(by SMC member, Mr Aw Chye Wee) | Students, including non-Singaporeans, who have demonstrated the school values, are good role models to others, and display outstanding achievement in their respective talent/interest. |

### 2. MOE Edusave Awards

| Award                   | Eligibility   | Amount |
|-------------------------|---|--------|
| Edusave Character Award | Students who demonstrate exemplary values and personal qualities through their behaviour and actions. This is given to up to 2% of Singaporean pupils who have obtained conduct grade of very good or better.   | \$500  |
| EAGLES                  | Students who demonstrate leadership qualities, offer good service to community and schools, and excel in non-academic activities. Pupils must also pass the school exams and have good conduct. This is given up to 10% of eligible Singaporean pupils. | \$350  |



## STUDENT LEADERSHIP DEVELOPMENT

Students are provided with opportunities to learn the values and best practices of exemplary leadership and platforms to allow for experiential learning and development.

Student leaders are chosen based on a rigorous selection process. They are expected to exude the school spirit and values, in addition to being a role model to their peers. Student leaders are also monitored to ensure good academic performances and CCA records. To achieve our school's vision, our students are given the opportunity to develop 3Cs (Competent, Confident & Compassion) leadership competencies in the tiers listed below.



# STUDENT WELL-BEING

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## FINANCIAL ASSISTANCE

There are various financial assistance and bursaries open for application during the course of every academic year.

## MINISTRY OF EDUCATION FINANCIAL ASSISTANCE SCHEME (FAS)

The Ministry of Education Financial Assistance Scheme (FAS) offers financial help to eligible students who are Singapore Citizens so that they can benefit from the best opportunities in education. This includes subsidies for school fees, enrichment programmes, free textbooks and uniforms.

The Student Edusave Fund offers subsidies for all students in all school programmes, initiatives or purchase additional resources which benefit students' learning and school experience.

The Opportunity Fund is given to eligible students from lower income households who are Singapore Citizens to level up co-curricular development opportunities. This includes overseas trips or organized local camps. FAS recipients are directly eligible while others should seek to apply for the grant based on the set criteria.

## BURSARY

- |  |                                     |
|--|-------------------------------------|
| 1. School Management Committee Bursary | 3. Singapore Buddhist Lodge Bursary |
| 2. Chuang Wei Lang Bursary             | 4. Northwest CDC Bursary            |

## HOW TO APPLY FOR FINANCIAL ASSISTANCE

Parents / Students may approach Form Teachers or any staff in the General Office for more information on the application of Financial Assistance

Application forms are available at the general office

Application can be made anytime during the year and/or when the need arises Students who meet the eligibility criteria can apply for only ONE bursary per academic year including bursary applications made outside school, unless granted otherwise.

General application criteria include:

- |                               |  |
|-------------------------------|--|
| • Per capita income of family | • Positive academic results                  |
| • Citizenship                 | • Positive conduct grade (min. 'Good' grade) |

## OTHER SCHOOL PERSONNEL

Students who require counselling or advice may approach the Form Teachers, Subject Teachers, Year Heads or the following school personnel:

| Support Personnel                        | Name  | Type of support                                       | Where to find them  |
|--|---|---|---|
| School Counsellor                        | Mr Rajinder Singh<br>Ms Seah Lay Kian<br>(Mon, Tue & Thu) | Social Emotional                                      | Counselling room (A1-12), 1 <sup>st</sup> floor, before lift.                             |
| Special Needs Officer                    | Ms Goh Shu Xian   | Special needs & learning behavioural support          | LBS room (B3- 03), 3 <sup>rd</sup> floor, next to ITR1.                                   |
| Educational & Career Guidance Counsellor | Ms Yap Hwee Hoon<br>(Tue & Thu)                           | Post Secondary Education pathways and Career Guidance | ECG room @library next to librarian counter. Appointment via yap_hwee_hoon@schools.gov.sg |

You may also call the following helplines for specific concerns or issues you are facing:

|   |                       |  |               |
|---|-----------------------|--|---------------|
| CRISIS HOTLINE<br>(Samaritans of Singapore) | Any issues            | 24 hours   | 1800 221 4444 |
| YOUTHLINES<br>(Youth Challenge)             | Any issues            | 8.30am – 6.00pm (Mon-Fri)                          | 6336 3434     |
| QUITLINE<br>(Health Promotion Board)        | Smoking Issues        | 8.30am – 5.00pm (Mon-Fri)<br>8.30am – 1.00pm (Sat) | 1800 438 2000 |
| HELP123                                     | Cyber wellness issues |  | 1800 6123 123 |



# RULES AND REGULATIONS

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## POSITIVE LEARNING & BEHAVIOUR

### 1 Punctuality

- Students should assemble by 7.25 a.m. in the school parade square when the bell rings.
- Students will be considered late if they fail to attend the flag raising/pledge taking ceremonies which takes place at 7.30 a.m.
- Students are given 5 minutes to move between classes and are expected to be in class for lessons no more than 5 minutes after the bell for the lesson rings. Students will be considered late if they are more than 5 minutes late. Students will be considered as skipping a class if they are not in class for more than 10 minutes after the bell rings.

### 2 Flag Raising

- All students must attend the Flag-raising Ceremony and observe it with respect and solemnity.
- **Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students will take the Pledge with their right fist placed over the heart.**

### 3 Late coming

- The school places emphasis on punctuality as an important trait to success. Late-comers (up to 3 times errant) are expected to serve community service within the school premise.
- Persistent late-comers will be suspended from school and conduct grade will be affected.

### 4 Permission to leave school early before official dismissal time

- A student can obtain permission to leave school during curriculum hours if he / she is unwell or has other valid reasons.
- Student will be issued with a slip after the General Office confirms reason for early dismissal from parents/guardians. The slip will have to be endorsed by the Year Head / Assistant Year Head / Form Teacher and has to be presented to the security guard on duty before student leaves the school premise.

## 5 Absence from School

#### a. Sick Leave

A student taking sick leave should inform the form teacher and produce a medical certificate/ letter of excuse immediately when he / she returns to school.

#### b. Urgent Leave

A student seeking permission not to report to school due to urgent matters should produce a letter from parents / guardian stating the reason to his / her form teacher. Acceptance of letter(s) from the parent/guardian is capped at 5 days of absence per semester.

#### c. Leave of absence

Students who plan to leave the country before the term ends must seek permission from the school prior to departure. Failure to do so will be deemed as absent without valid reason.

#### d. Overall Attendance

Students with an overall attendance of less than 85% (excluding medical and valid reasons) can be barred from sitting for any tests / examinations.

# RULES AND REGULATIONS

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## 6 Recess & Lunch Breaks

- During recess / lunch break, all students must leave the classroom unless permission is granted.
- Students must not consume food and drinks beyond the canteen except for plain water.
- Students are not allowed to leave the school premise during lunch break and within the curriculum hours. Students attending CCA must also consume lunch in the school canteen.

## 7 Personal technological devices & belongings

- Students who bring handphones or smart watches are to securely place them in their lockers or school bags at the start of the school day.
- Students are allowed to use their handphones only during recess or after curriculum hours, at the Designated Mobile Phone Zones which are at:
  - The foyer (outside the General Office)
  - The canteen
- Any student found using their handphone outside the permitted zones or times will have to surrender their handphone to school staff. The handphone will be kept at the General Office until the end of curriculum time, after which it may be collected. This is our school supportive measure to help students develop healthy boundaries and responsible digital habits.
- Students who breach the school handphone policy repeatedly may be considered as open defiance which is an offence.
- If a student needs to contact their parents urgently during curriculum hours, they must seek permission from their Form Teacher or Subject Teacher to use the phone at the General Office.
- Students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which is intended to be used to cause harm to others.
- Students have the sole responsibility to ensure security and safety of all personal belongings that they bring to school.
- Photograph(s) or video image(s) of students and their parents may be captured during school activities and events. The school may use or publish such photographs and/or video recordings in school publications, websites, social media channels, and other communication channels. If you have any objections, please inform the school staff. The school looks forward to your support and cooperation on this matter.

## 8 Policy on the Use of the Student Locker

Students are to adhere to the following on the use of the student lockers in the classrooms:

1. Students must purchase padlocks on their own to secure their lockers.
2. The lockers are meant for the safekeeping of student's Personalised Learning Devices (PLDs), mobile phones, books and other personal belongings. No perishable food and drink items are to be kept in the lockers.
3. Do not share lockers or swap lockers with anyone.
4. School has the right to carry out random student locker checks.
5. The student lockers are part of the property of the school. It is an offence for students to vandalize or damage the lockers and the offender will need to bear the cost of the locker repair.



# RULES AND REGULATIONS

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## 9 Acceptable Use Policy (AUP)

Computing devices and access to the Internet have become a necessity for work, play and learning in the 21st century. Students should navigate the digital space in a safe and responsible manner. More information can be found in the “Student Kit on Cyber Wellness and Learning with a Personal Learning Device”.

In addition, students are reminded to observe the guidelines stated in this Acceptable Use Policy (AUP) on the use of personal learning devices (PLDs) and the school’s ICT resources. ICT resources include the following, but are not limited to, school-deployed ICT system accounts, the device management application (DMA) and school’s internet network.

- Students are responsible for their own PLD. In the event of loss or theft of the device, students must make a police report and report the matter to the school.
- To have a seamless learning experience, students should ensure that their PLDs are fully charged before bringing it to school.
- All PLDs are installed with a device management application (DMA) to support a safe and conducive learning system. Any attempt to uninstall the DMA or de-enrol the PLD from the DMA may lead to disciplinary action in accordance with the school’s discipline policy.
- Students should not access data, system and information that they are not authorised to.
- Students are reminded that the use of PLDs and school’s ICT resources should solely be for the purpose of learning.

## 10 Daily routines

- Students must keep noise to a minimum and move from one place to another in an orderly manner.
- Students must obtain an exit pass from the teacher if they would like to leave the classroom or visit the toilet during curriculum hours.
- Students must ensure school and classroom environment is always conducive for learning by ensuring tidiness and cleanliness.



# POSITIVE APPEARANCE



## 1 School Uniform

- a. Students are to wear the prescribed school uniform and modification to the uniform is not allowed.
- b. Necessary accessories include:
  - o School badge which must be worn above the left breast pocket
  - o 7 metallic buttons to be attached to each side of the shoulder, pocket and which must be wear front of the shirt / blouse
  - o School tie during weekly school assemblies and major school functions.
- c. For PE lessons, students must be properly attired in the approved PE Attire comprising the school PE t-shirt and school PE shorts.
- d. On days with PE lessons, students can choose to wear the PE t-shirt with skirt or shorts / pants throughout the day.
- e. Half-uniform / CCA attire can be worn ONLY during school holidays or CCA activities
- f. Students on study leave should wear either the white uniform or the PE t-shirt with skirt or shorts / pants when they come back to school for consultations.
- g. Visible markings on parts of the body are not allowed e.g. henna markings or tattoos.

## 2 Footwear

- a. Students are to wear strictly white low cut shoes. Any colours or logos should be minimal and in muted tones.
- b. Students must wear only the school socks with the “CCHY” emblem above the ankle joint.

# POSITIVE APPEARANCE

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## 3 Hairstyle

For the boys:

- a. Hair should be short and neat with the back of hair not touching the collar and the fringe not touching the eyebrows.
- b. Hair cannot be coloured, tinted or highlighted.

**All male students must be clean-shaven at all times. Moustache and beards are not allowed.**

For the girls:

- a. Girls are to keep a neat hair style and fringes should not cover the eyebrows. Keep hair away from the face area using pins. Long hair extending beyond the collar should be tied up with black or dark blue hair accessories.
- b. Hair cannot be coloured, tinted or highlighted.

## 4 Alumni

The school welcomes all graduates to attend invited school celebrations or to visit their teachers. Visiting graduates are reminded to dress appropriately when they are in the school premise, as they are to be positive role models to our students.

## 5 Jewellery

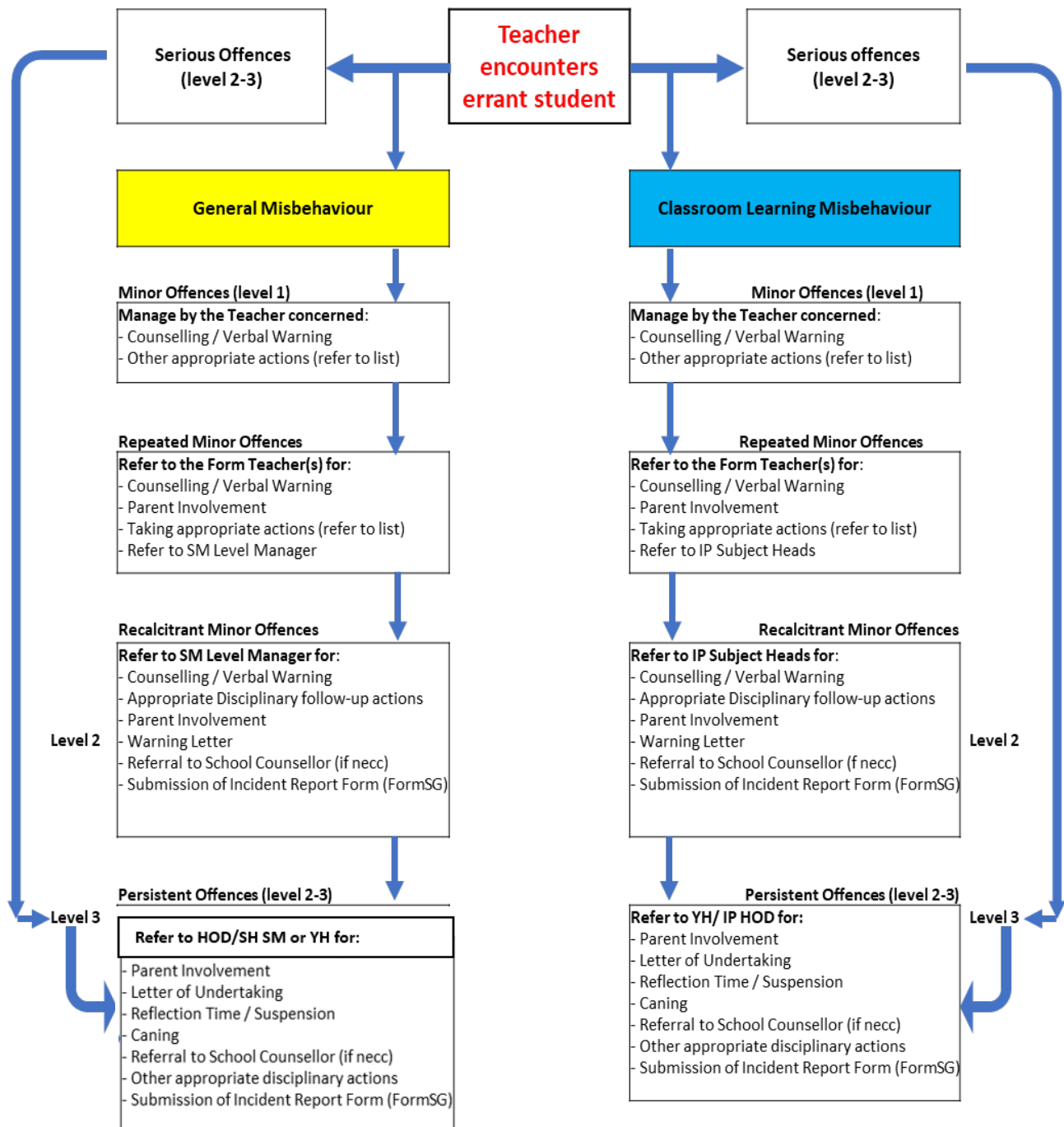
- a. Students must not wear jewellery, ornaments or any other accessories while they are in school uniform.
- b. Female students are allowed to wear only one matching pair of gold / silver / black plain circular ear studs not exceeding 0.2cm in diameter on the ear lobes or a pair of ear sticks.



# POSITIVE DISCIPLINE

As every student matters, the school believes that discipline is an educative process and aims to instil self-discipline and good character in our students.

## CCHY DISCIPLINE REFERRAL SYSTEM



## **Offences and Consequences**

| <b>Level</b>   | <b>General Inappropriate Behaviour</b>   | <b>Possible Consequences</b>   |
|----------------|--|--|
| <b>Level 1</b> | Late-coming<br>Improper Attire<br>Improper Appearance<br>Rudeness to teachers<br>Disruptive Behaviour<br>Consumption of food/drink outside the canteen<br>Possession/Consumption of chewing gum<br>Not bringing required learning materials (including PLD)<br>Incompletion of assignments / Poor quality submission of work<br>Inappropriate usage of handphone | Verbal warning<br>Reflection Time/Detention<br>Warning letter<br>Community / School Service<br>Confiscation of items<br>Referral to IP HOD/SM (if needed)<br>Other appropriate follow-up actions |

**\*3 Strikes Policy: If a student repeats the same offence 3 times or more, it will be considered a Level 2 offence**

|                |  |   |
|----------------|--|---|
| <b>Level 2</b> | Late-coming (recalcitrant cases)<br>Bullying (including cyber-bullying)<br>Truancy<br>Disruptive Behaviour<br>Open defiance and/or rudeness to teachers<br>Skipping class without reason/informing teacher, for more than 15 mins<br>Leaving school without permission<br>Body Piercing<br>Public display of affection<br>Loitering / Being a nuisance in public<br>ICT offences e.g. surfing prohibited/restricted websites, illegal downloading or sharing of information, unauthorised use or sharing of passwords, publishing undesirable content/remarks online<br>Multiple occasions of inappropriate usage of handphone | Record in SOM<br>Warning Letter<br>Community / School Service<br>Counselling<br>Parent Involvement<br>Reflection Time/Detention<br>Suspension<br>Referral to IP HOD/SM/YH<br>Letter of Undertaking<br>Caning<br>Counselling (in-house/external agency)<br>Other appropriate follow-up actions |
|----------------|--|---|

|                |   |   |
|----------------|---|---|
| <b>Level 3</b> | Persistent Late-coming<br>Persistent Bullying<br>Persistent Truancy<br>Forging of Signature<br>Cheating during tests / exams<br>Open defiance<br>Abusive / Aggressive Behaviour<br>Gangsterism<br>Extortion<br>Use of threat / bullying<br>Assault / Fighting<br>Tattoo<br>Possession and/or distribution of pornographic/objectable materials<br>Possession / consumption of drugs, alcohol<br>Smoking / Vaping / E-cigarettes | Record in SOM<br>Warning Letter<br>CWO<br>Reflection Time/Detention<br>Suspension<br>Parent Involvement<br>Letter of Undertaking<br>Referral to IP HOD/SM/YH<br>Police Assistance<br>Expulsion<br>Caning<br>Counselling (in house/external agency)<br>Other appropriate follow-up actions |
|----------------|---|---|

*The consequences listed above will be decided by the Student Management Team (and School Leaders, where necessary), on a case-by-case basis. Form Teachers will be kept in the loop for all consequences meted out.*



## **Conduct Grade Guidelines**

At Chung Cheng High School (Yishun), we believe that character development is just as important as academic progress. Our Conduct Grade framework is rooted in four core values that shape our school culture:

**With Integrity we live, with Grit we strive, with Gratitude we serve, with Empathy we lead.**

The **Conduct Grade** is a holistic reflection of a student's behaviour in and out of the classroom, sense of responsibility, and demonstration of school values over the course of the semester.

### **1. What Is the Conduct Grade Based On?**

Students are assessed across various observable behaviors and values in the following areas:

1. Daily conduct in class and around school
2. Punctuality and attendance (e.g., late-coming, CCA attendance)
3. Effort and responsibility shown in learning and school duties
4. Respect for others and demonstration of empathy
5. Honesty, perseverance, and response to feedback
6. Disciplinary records, where applicable

Teachers, Form Teachers, and key personnel work collaboratively to evaluate students fairly and consistently, using shared rubrics and professional judgment.

### **2. Why Conduct Grades Are Aligned With School Values**

Our Conduct Grade framework is deliberately grounded in the core values of Integrity, Grit, Gratitude, and Empathy, which form the foundation of our school culture. By aligning conduct expectations with these values, we aim to:

- Create consistency and clarity in behaviour expectations across levels and classrooms
- Nurture moral character by helping students internalize what it means to do what is right, not just follow rules
- Encourage reflection and self-awareness, so students learn to evaluate their actions through the lens of shared values
- Build a positive school climate where respect, responsibility, and compassion guide daily interactions
- Prepare students for life beyond school, where values-based decision-making and resilience are essential for success

### 3. Understanding the Grades

The Conduct Grade is assessed using the following scale:

- Excellent
- Very Good
- Good
- Fair
- Poor

Each grade reflects a combination of student behavior, consistency in values, and degree of teacher intervention required. For detailed grade descriptors, please refer to the attached document, *Conduct Grade Descriptors*.

### 4. Every Student Can Grow

We believe that character is not fixed—it is formed through daily choices, learning moments, and the courage to grow. Our approach to Conduct Grades reflects this belief. Whether a student is learning to take more responsibility, developing empathy, or striving to act with greater integrity, we see each step forward as a meaningful success.

With the right support from teachers and encouragement from home, students are continually given opportunities to reflect, make better choices, and grow into their best selves. No matter where they are in their journey, every student has the capacity to rise.

| Conduct Grade | Integrity: with Integrity we Live   | Grit: with Grit we Strive   | Gratitude: with Gratitude we Serve  | Empathy: with Empathy we Lead   |
|---------------|---|---|---|---|
| EXCELLENT     | <p>Does the right thing, even when no one is watching, <u>all the time</u>.</p> <p><u>Always</u> puts forth their best effort and takes full responsibility for their actions.</p> <p><u>Speaks up against injustice</u>, standing firm in their beliefs and living by them.</p> <p>Does not tolerate dishonesty and <u>remains truthful, even in challenging situations</u>.</p> | <p>Demonstrates perseverance and succeeds where others might give up, <u>all the time</u>.</p> <p>Embraces the fear of failure as a learning opportunity and continues to strive for success.</p> <p>Overcomes obstacles with determination and maintains focus on goals.</p>                         | <p><u>Consistently</u> expresses appreciation for what they have and values the efforts of others.</p> <p><u>Always respects the people and circumstances</u> that have benefitted them.</p> <p><u>Frequently</u> shows appreciation and returns kindness selflessly because it is the right thing to do.</p> | <p>Shows respect to others <u>all the time</u>.</p> <p>Demonstrates <u>an acute awareness</u> of others' feelings and perspectives, even when they differ.</p> <p>Strives to understand others <u>deeply</u> and withholds judgment.</p> <p><u>Actively</u> serves others without expecting anything in return.</p> <p><i><b>Leads as an effective peer supporter/buddy or effective student leader (bonus)</b></i></p> |
| VERY GOOD     | <p>Does the right thing, even when unsupervised <u>most of the time</u>.</p> <p>Puts in strong effort and takes responsibility for <u>most tasks</u>.</p> <p><u>Usually</u> stands up for justice and speaks their mind when necessary.</p> <p><u>Generally</u> truthful but <u>may occasionally find it challenging to address difficult situations honestly</u>.</p>            | <p>Shows perseverance and pushes forward despite challenges <u>most of the time</u>.</p> <p>Acknowledges the fear of failure but works to overcome it.</p> <p><u>Often</u> maintains focus on goals, though may occasionally require support to navigate obstacles.</p>                               | <p>Expresses appreciation and acknowledges the contributions of others <u>most of the time</u>.</p> <p><u>Generally</u> respects the people and circumstances that have helped them.</p> <p><u>Often</u> shows appreciation and returns kindness when reminded.</p>   | <p>Shows respect to others <u>most of the time</u>.</p> <p>Is <u>often aware</u> of and considers others' feelings and perspectives.</p> <p><u>Attempts</u> to understand others' viewpoints, even if they differ, and <u>usually</u> withholds judgment.</p> <p><u>Frequently</u> participates in serving others selflessly.</p>   |
| GOOD          | <p><u>Sometimes</u> does the right thing, especially when encouraged or guided.</p> <p>Puts in effort <u>but may try to avoid responsibility for difficult tasks</u>.</p> <p><u>Occasionally</u> stands up for justice but may hesitate in challenging situations.</p> <p><u>Generally</u> truthful but may struggle with honesty to make situations easier.</p>                  | <p><u>Sometimes</u> demonstrates perseverance, particularly when encouraged or guided.</p> <p><u>Struggles with the fear of failure and may find it challenging to use setbacks as opportunities for growth</u>.</p> <p><u>Occasionally</u> pushes through obstacles but may lose focus at times.</p> | <p><u>Sometimes</u> expresses appreciation, particularly when prompted.</p> <p><u>Occasionally</u> acknowledges and respects the people and circumstances that have benefitted them.</p> <p>Shows <u>basic acts of gratitude</u> but may need reminders to return kindness.</p>                               | <p>Shows respect to others <u>occasionally</u>, only when reminded or guided.</p> <p>Demonstrates <u>basic awareness</u> of others' feelings and perspectives but may require encouragement to understand different viewpoints.</p> <p><u>Occasionally</u> participates in serving others but with limited consistency.</p>   |

|      |  |  |  |   |
|------|--|--|--|---|
| FAIR | <p><u>Rarely</u> does the right thing without supervision.</p> <p><u>Frequently</u> avoids taking responsibility and shifts tasks to others.</p> <p><u>Struggles to stand up for justice</u> and often remains silent in the face of wrongdoing.</p> <p><u>May</u> resort to dishonesty to avoid work or make situations easier.</p> <p>Has less than 85% school attendance and/or less than 30% CCA attendance.</p> | <p>Rarely demonstrates perseverance and frequently gives up in the face of challenges.</p> <p><u>Often</u> hindered by the fear of failure and struggles to maintain focus on goals.</p> <p>Requires <u>significant intervention</u> to continue working through obstacles.</p> <p>Has over 5 instances of late-coming per semester.</p> | <p>Rarely expresses appreciation and often overlooks the contributions of others.</p> <p><u>Struggles to respect</u> the people and circumstances that have benefitted them.</p> <p>Returns kindness infrequently and only with significant prompting.</p> | <p>Rarely shows respect to others without significant prompting.</p> <p><u>Struggles</u> to consider others' feelings or perspectives and often passes judgment.</p> <p><u>Participates in serving others only when compelled or under supervision.</u></p> |
| POOR | Frequently disregards school rules. Has major/serious offences or police case.   |  |  |   |

# SCHOOL SAFETY

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## BE SAFE AT ALL TIMES

### 1 Walking

- Practice the kerb drill (look, stop, listen) and avoid using mobile devices.
- Make use of footpaths, pedestrian crossings, overhead bridge and traffic lights. Avoid crossing the road at dangerous corners and intersections.
- Obey the directions given by security guard or school personnel.

### 2 Travelling by bus or MRT

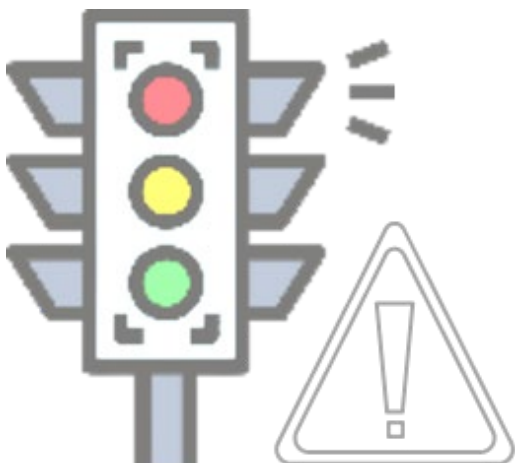
- Queue up and board or alight in an orderly manner.
- Respect other users and behave when travelling in the bus or MRT.

### 3 Cycling

- Ensure your bicycle is properly maintained and follow the correct riding procedure (riding in single file outside the school, holding the handlebar and use of correct hand signals)
- No cycling is allowed in school compound. Student who cycle to school must dismount from the bicycle and push it to the designated lot to park and secure.

### 4 Travelling by car or school buses

- Speed limit within the school compound is 15km/h.
- Waiting cars or school buses should park at the designated waiting areas as advised by the security guard or school personnel.



## **GUIDELINES FOR USING OF SPECIAL ROOMS**

### **MPH or Sports Hall**

- The MPH and Sports Hall should be kept clean before and after use. No food is allowed.
- No unauthorized person is allowed in the MPH and Sports Hall. Discipline must be maintained at all times.
- A teacher-in-charge is required to be present with the students.
- The Office must be informed immediately of any damage or accidents that occur during the time of use.

### **Science Laboratory**

- Do not enter or work in the Laboratory unless a teacher is present.
- Do not take apparatus or chemicals out of the laboratory without the permission of a teacher.
- The storerooms and preparation rooms are out of bounds to all students. Always work quietly and thoughtfully. Horseplay is not allowed.
- Do not store, prepare or consume food or drinks in the laboratory. Always wear safety goggles when mixing, heating or handling chemicals.
- Never pipette poisonous substances, hot solutions or corrosive liquids by mouth. Use pipette filler.
- Do not take chemicals from unlabeled containers. Hand over such containers to the teacher.
- Report to the teacher any damaged equipment, bottles or containers
- Instructions for the performance of an experiment should be thoroughly understood and must be followed exactly. If in doubt, do not proceed and ask the teacher.
- Unauthorized experiments are forbidden. If you wish to conduct an experiment on your own, discuss with your teacher and obtain his/her permission.
- Keep your bench tidy and uncluttered when you carry out your experiment. Chemicals, once removed from the bottles, must not be poured back into the bottles unless instructed to do so by the teachers.
- Never use flammable liquids near a naked flame.
- Never taste chemicals or other materials unless you are specifically directed by your teacher.
- Bottles of chemicals should not be carried by the neck.
- Should a chemical be swallowed accidentally or if it comes into contact with the skin or clothing, wash with plenty of running water immediately.
- Report all breakage, accidents and spillage immediately to the teacher.
- Waste and surplus material must be disposed of in accordance with instructions. Wash your hands thoroughly after all practical work.



## **Computer Laboratory**

- Do not enter or work in the laboratory unless a teacher is present. Do not bring your bags into the laboratory.
- Do not bring food and drinks into the laboratory.
- Do not bring in or take out data storage devices from the laboratory without permission.
- Do not save files onto or delete files from the hard disk unless told to do so by the teacher-in-charge.
- Duplication of programs is not allowed unless authorized by the teacher-in-charge.
- Playing of computer games or chatting on the Internet is not allowed without permission.
- Users must ensure that the laboratory is clean and tidy after use.
- Use only the computer terminal that you have been assigned to.
- Report any hardware fault immediately to the teacher-in-charge.
- Switch off the computer system and printer after use.

## **Kitchen**

- Do not enter or work in the kitchen unless a teacher is present. The storeroom is out of bounds to all students.
- All students must wear clean aprons during every practical lesson.
- Instructions for the performance of a task should be thoroughly understood and must be followed exactly.
- Do not remove any equipment or appliances from the room without the permission of the teacher.
- Handle all sharp equipment and electrical appliances with care. Wipe off any spills on the floor immediately.
- Dry your hands before operating any electrical appliances.
- Report any breakage, damage or accidents to the teacher immediately.
- Queue up when collecting ingredients or materials from the center store table.
- Work quietly and briskly. Do not run or play in the room at all times.
- Do not eat in the room without the permission of the teacher.
- Clean cookers and sinks thoroughly after each practical lesson.
- Clean, dry and store all equipment in their respective places.
- Switch off all electrical appliances and power points after use.

## **Use of Toilets**

- Students must always flush after use.
- Girls should dispose of sanitary pads in the proper sanitary bins provided. The bins must be kept closed.
- Students should turn off all taps after use. Do not leave taps to drip or flow after use.
- Do not leave strands of hair or pieces of tissue paper in or around the sinks.

## **Care of School Property**

- Students should not litter but make use of the litterbins and waste paper baskets provided.
- Students should not deface the walls and furniture
- Students should not waste water or electricity. All lights and fans should be switched off when a room is vacated.

## **Canteen**

- Students should only visit the canteen during the official recess and lunch breaks. After PE lessons, students are only allowed to drink from the water coolers and not to buy drinks from the vending machines or drink vendors.
- Students must queue up in an orderly manner when buying food. All food and drinks must be consumed in the canteen.
- Students should observe proper table manners. There should be no littering and spilling to ensure that everyone can enjoy their meal in a clean and pleasant environment.
- All used utensils are to be returned to their proper places after each meal.
- Do not remove any tables or benches from the canteen without prior permission.

## **Library User Responsibilities**

- You are held responsible for all books which are borrowed with your card. Loans must be made personally. Do not lend your books to anyone.
- Handle all books with care. You are responsible for checking the condition of any book that you are borrowing. Inform the librarian of any missing or vandalized pages (e.g. scribbled or torn) before borrowing the books or you will be held responsible for any missing or vandalized page when you return the books.
- Report the loss of any library books you borrowed to the librarian immediately.

## **Library Manners**

- Silence must be observed at all times.
- Students entering the library must be in proper school uniform. Do not bring in or consume food and drinks in the library.
- Students should keep the library and book shelves tidy. Do not re-arrange the furniture or litter in the library.
- Students are not permitted to bring their school bags into the library. Bags should be left in the bag counter or at the entrance of the library.
- Students must ensure that no library materials are taken away from the library without authorization. If a student is found leaving the library with a library book that has not been checked out, it will be assumed that he/she has stolen the book, and disciplinary action will be taken.
- Students must handle all library materials with care. Vandalism is a serious offence.

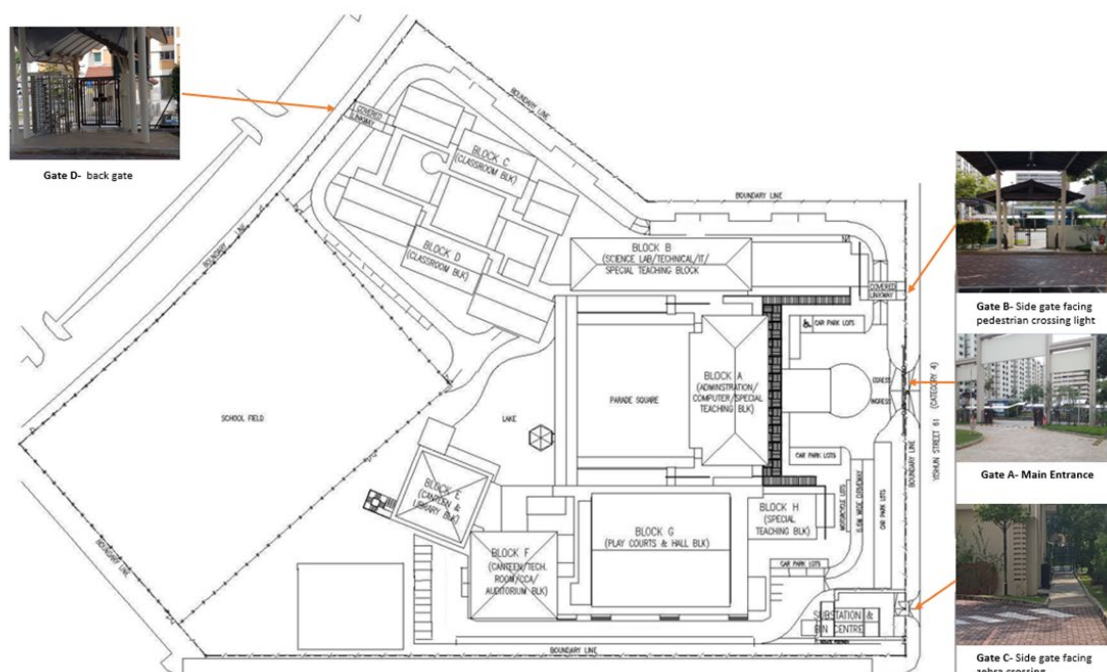
## FIRE PRECAUTION AND EMERGENCY EVACUATION

Be on alert at all times and if you notice any fire or emergency, please inform staff at the general office immediately.



### Evacuation Procedure:

1. The school bell will ring continuously.
2. Wherever you are, stop what you are doing immediately, stay calm and listen to the instructions made through Public Announcement (PA) System. Listen for the location of the Assembly Area (AA) to evacuate to (in school or External Holding Area (EHA)) and details of dangerous areas to avoid.
3. If you are in the classroom,
  - Do not panic or talk.
  - Switch off all fans and lights.
  - Do not carry your school bag.
  - Move out in twos and walk swiftly to the assemble area in an orderly manner.
  - The route taken during evacuation depends on the location of the fire/danger. Staff and students should be familiar with alternative exits or evacuation routes. Should a specific staircase be rendered unsafe for use due to smoke or fire, alternative routes should be used.
4. At the Assembly Area (AA) or External Holding Area (EHA)
  - Maintain silence at the AA or EHA and listen to instructions from teachers.
  - Monitors will assist teachers in taking attendance.



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