



**DAMAI
SECONDARY
SCHOOL**

STUDENT HANDBOOK 2026

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School History and Philosophy

Damai Secondary School was established in 2018 from a merger of Bedok North Secondary School (established in 1981) and Damai Secondary School (established in 1994). The new school functions from the existing premises at Damai Secondary School. The first batch of students at the new Damai Secondary School comprised secondary two and secondary three students from both the merging schools. The first cohort of secondary one students joined the school on 2 January 2018.

Damai Secondary School aims to nurture students into upright citizens who are determined to do their best to fulfil their purpose in life in a meaningful way. We believe that every student can contribute to the good of society and make a positive difference in all they do. Thus, everyone has a role to play and a purpose to fulfill.

The school is committed to creating opportunities for students' growth and development, laying a strong foundation for them to build their future. Through the collective efforts of all stakeholders, we strive to create a conducive environment for teaching, learning and holistic development. We will also continue to provide students with opportunities to discover themselves through their studies, their interactions with peers, teachers and the community, participation in school activities, application of values and skills learnt in authentic settings, and reflections on lessons learnt.

Anchored in sound values and equipped with a positive attitude towards learning and life, students will be empowered to make informed decisions about their pathways beyond Damai Secondary School.

School Song

Mr Chua Lek Hong

2018 Music Teachers

The musical score consists of ten staves of music. The first staff starts with a tempo of 100 c. The lyrics are: "By the edge of Be-sen-voir Demat Sec-ec-dary stand-ing tall". The second staff continues with "We may come from dif-ferent homes As one we will ne-ver walk a-lone". The third staff begins with "Serve for ex-ec-tion all we do With care pa-sion and stay-ing true To-", followed by "get-her we build our fu-ture With hope pa-sion and re-so-lute". The fourth staff starts with "Head heart and hands we of-fer Let us build our", followed by "Sing a-pore May our vi-sion le-ad us To-wards a life of". The fifth staff continues with "mean-ing and pur-pose May our vi-sion le-ad us To-", followed by "wards a life of mean-ing and pur-pose". Chords are indicated above the notes: G, F, C, G, C, Dm, C, F, Em, Dm, G, C, Am, Dm, G, F, C, Am, G, C, F, G, C, F, G, C.

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School Crest



The emblem of the school crest is a blazing beacon, consisting of three digits of a hand (representing Bedok North Secondary School) and two letters, 'DS' (representing Damai Secondary School). It symbolises the historical merger of the two schools in 2018.

The **three digits** also symbolise our school motto – Aspire, Explore and Achieve.

The **beacon** represents the school's commitment to serve as a guiding light to students and to brighten their paths by helping them to create a purposeful and meaningful life. This is achieved by leading students to acquire sound moral values, discover their interests and talents and to do their best.

School Vision, Mission, Values and Motto

School Vision

A Purposeful and Meaningful Life

School Mission

To imbue students with sound moral values, journey with them on their exploration to discover themselves, their interests and talents, and nurture them to always do their best.

School Values

Integrity, Respect, Resilience, Service

<i>Integrity</i>	Being upright in character
<i>Respect</i>	Honours others and self with dignity
<i>Resilience</i>	Having the ability to cope with and overcome adversities and challenges
<i>Service</i>	Being willing to contribute to the good of society

School Motto

Aspire, Explore, Achieve

<i>Aspire</i>	Develop a strong, steadfast belief and confidence in self to maximise own potential
<i>Explore</i>	Seize opportunities to explore and discover strengths, interests and talents
<i>Achieve</i>	Cultivate values, attitudes and skills to empower self to achieve goals and realise potential

School Goals

<p style="text-align: center;">Strategic Goal 1 Laying the foundation for life-long growth and development</p> <p>The learning needs of different segments of students are catered for and students are equipped with the necessary knowledge and skills to enable them to progress in their education.</p> <p>Students are imbued with sound moral values which instils in them the instincts to become useful citizens.</p>
<p style="text-align: center;">Strategic Goal 2 Unlocking the passion in the journey of self-discovery</p> <p>Students are offered opportunities for self-discovery – interests, talents – as well as authentic learning experiences that enrich their lives through a range of programmes and activities under the co-curriculum (which includes CCA, Student Leadership, VIA, ALP and LLP.)</p>
<p style="text-align: center;">Strategic Goal 3 Building a team of Professional and Competent Staff</p> <p>Staff learning and school needs are met through the staff professional learning and development programme.</p> <p>Staff are meaningfully engaged. Staff well-being is promoted.</p>
<p style="text-align: center;">Strategic Goal 4 Fostering strategic partnerships in support of student development</p> <p>Enriching learning experiences for students are provided for through proactive selection of and collaboration with selected partners.</p>

Student Management and Discipline

A. School Rules and Regulations

All students are expected to exercise self-discipline and abide by the school rules and regulations at all times, both within and outside of school. Students must project a positive image of a Damaian by upholding the school values of **Integrity, Respect, Resilience and Service**.

A high standard of discipline is expected of all students. Any student who sees anyone doing something that may harm the school, themselves, or others should report it immediately to a teacher or any member of the school staff.

Attire

Every Damaian must wear the school uniform with pride. The school uniform must be worn as prescribed and modification to the uniform is not allowed.

- The school shirt/blouse must be neatly tucked into the school shorts/pants/skirt.
- Shirt/blouse sleeves and trousers should not be folded up.
- Skirts should be knee-length and not be folded at the waist.
- Students may choose to wear half-uniform – PE/CCA T-shirt with school shorts/pants/skirt/PE shorts when they report to school.
- Students are only allowed to wear sweaters, jackets or cardigans in air-conditioned rooms if they feel cold. They must remove the sweater, jacket or cardigan when they leave the air-conditioned room.
- Students may wear white or black canvas school shoes or sports shoes (no colour restrictions). Wearing flip flops/sandals or other footwear is prohibited except on medical grounds. Only white socks are allowed.
- Permission must be sought for the design of class T-shirts, if any. Class T-shirts can only be worn on selected occasions with approval from the school.

Students in full school uniform



Students in half-school uniform



Students in PE attire



Grooming

- Short, neat and tidy hairstyle with natural colour. No outlandish hairstyle, tinting, dyeing, highlighting/colouring of hair.
- Hair at the front must be above the eyebrows.
- Girls: Long hair below the collar must be tied up neatly with simple hair accessories that are black or dark brown. A pair of small plain ear studs, one on each ear lobe, is allowed.
- Boys: Male students must be neat in appearance, clean-shaven and no facial hair is allowed. Hair at the back should not touch the shirt collar. Hair at the sides must not touch the ears. No sideburn is allowed. Ear studs/earrings/ear sticks are not allowed.



- No wearing of cosmetics and body markings made with ink, paint, henna or other colour dyes. Students should not apply skin products that modify one's appearance, such as whitening sunblock.
- Fingernails must be kept short and unvarnished.
- Fanciful spectacle frames, tinted glasses or coloured / big eye contact lenses are not allowed.
- Tattoos, body studs, and personal adornment such as necklaces, rings, bangles or wristbands of any colour or kind are not allowed. Only simple, plain pimple patches are allowed.
- Students with unacceptable hairstyles or coloured/dyed hair will be barred from lessons. Parents/guardians will be asked to come to the school to take them home.

Attendance and Absence from School

- Attendance in school is compulsory. Students are required to attend all activities planned for them – lessons after school, CCA training sessions, enrichment courses, learning journeys, school events – unless certified medically unfit for school or excused due to valid reasons.
- Parents/guardians must inform the Form Teachers/General Office by 7.30am when their child/ward is unable to attend school.
- Absence from school must be covered by a medical certificate or a letter of excuse (maximum of five per Semester) from parents/guardians which must be submitted to the Form Teacher the following schooling day. Absence without valid reasons is deemed ‘Truancy’ and students will face the due consequences (see Offences and Consequences.)
- Students are expected to complete the homework assigned by the teachers during the period of absence. It is the responsibility of the students to make appointments with the subject teachers concerned for consultation. They must attend make-up lessons, if required.

Punctuality

- Students must be punctual for all school activities.
- Students who are not present at the respective venues by 7.30am, for the flag-raising ceremony, will be considered late for school.
- Late coming is an offence, and students who are late will face the appropriate consequences.

Flag-raising Ceremony at Morning Assembly

- Students will assemble at the designated location in a single line according to their Class Index No. as a class.
- All students must stand at attention when the command is given at the start of the ceremony.
- Students who are Singapore Citizens must sing the National Anthem and take the Pledge. Students will take the pledge with the right fist over the heart.
- Students must sing the National Anthem and School Song and recite the Pledge with pride.
- Students must remain silent and pay attention when announcements are being made.
- Upon dismissal, students are to walk briskly to the designated venues for their lessons.

Appropriate attitude towards learning

- Students are expected to be prepared for lessons. They must have the essential materials needed for the lesson. They must stay focused and participate actively during lessons. They must not disrupt the lessons or affect the teaching and learning processes in any way.
- All personal electronic devices must be kept in the school bag during lessons unless otherwise instructed by the teacher.
- Students must seek the teacher's permission before leaving the classroom.
- Students are to move quickly from one venue to another so that lessons could begin punctually, and curriculum time is optimised.
- Students are to complete their assignments and submit them as expected. Any request for extension of deadline must be made with the teacher concerned.

Snack Break

- Students are given the privilege to eat during the designated Snack Break. Students are only allowed to eat dry finger food (e.g. bun, dry fruit, sandwich), and they must clean up the classroom after the break.
- Students are encouraged to bring their own water bottles and drink plain water to keep themselves hydrated.

- Students are not allowed to bring and/or consume coloured or sweet drinks outside of the permitted areas, which are the canteen and atrium.

Recess

- Students must exercise consideration and refrain from making excessive noise during recess. They must not loiter along the corridors, which may affect the lessons going on in the other classes.
- Students must also not loiter inside the toilets and are expected to exit immediately after use. Any student found loitering unnecessarily in the toilets may face disciplinary action.
- Students must queue up to purchase their food. They are not to make purchases for others who did not queue up.
- Students should display good table manners while consuming their food.
- After eating, students must return the utensils and crockery into the designated bins. They must clear the tables of any food remains and ensure that the canteen is kept clean for others to use.
- After recess, students are to walk briskly to the designated venues for the next lesson.

Behaviour on school grounds

- Students should move around the school in a quiet and orderly manner.
- Students are not allowed to play ball games in the classrooms, or any part of the school premises not designated for sports and games.
- Students are not allowed to cycle within the school grounds.

Use of school property

- Students should use school property (e.g. ICT facilities, equipment, learning resources, devices) with care.
- Permission must be sought for loan of school property, and students must do their best to ensure that the condition of items on loan to them is well-maintained. Students will bear the cost of damage, theft or loss due to negligence and face disciplinary action in accordance with the school's discipline policy.
- Defects or damages to school property must be reported to the

- teachers in charge or the General Office, where appropriate, immediately.
- Students must keep the school facilities (e.g. Classrooms, library, computer laboratories, science laboratories) clean and tidy after use.
 - Lights, fans/air-conditioners and other electrical appliances or devices must be switched off after use or when the students leave the room for lessons elsewhere.
 - Students must exercise consideration for others and keep the toilets clean. They must flush the toilet after use, not waste toilet paper or make the floor wet.

Personal belongings

- Students are advised not to bring valuables to school. They are responsible for the security of their personal belongings, and they must ensure that these are not left unattended.
- All students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which can be used or intended to be used to cause harm to others.
- The following items are strictly prohibited as well: chewing gum, cigarettes, e-vaporisers, lighters, hazardous chemicals, non-educational card games, pornographic materials, sharp objects, skateboards and scooters. Prohibited items will be confiscated and parents/guardians will be required to come to the school for a meeting with the school management.

ICT Acceptable Use Policy (AUP) Agreement

- 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, students should abide by the rules stated in this Acceptable Use Policy Agreement.
- This policy applies to all students in the school and the use of our school's ICT facilities, equipment and resources, as well as students' personal electronic devices (PEDs) such as smartphones, smartwatches, smart glasses, earphones, music players, tablets, laptops, cameras and personal learning devices. ICT facilities, equipment and resources include the following, but are not limited to,

school's internet network, computer laboratory, 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). ICT resources include the following, but not limited to MOE/school-deployed ICT system accounts, the device management application (DMA) and school's intranet network.

- Students should also 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."

General

- Students are responsible for the safe-keeping of their PEDs. The school will not be held responsible for any damage, theft or loss of their devices. In the event of loss or theft of devices, students must make a police report and report the matter to the school.
- The use of PEDs is prohibited during school hours including recess, CCA and after-school programmes. During school hours, the PEDs must be kept safely in the school bag, unless permission is granted by the teacher. After school hours, PEDs can only be used in the canteen. Students are allowed to use their personal learning devices (PLD) during breaks and with permission from teachers during lessons.
- Students should bring their PEDs home with them at the end of every school day.
- Students should not charge their PEDs in school. Students should ensure that their PEDs are fully charged before bringing them to school.
- The school reserves the right to check any PED brought to the school.
- Violation of any rule in the use of the PED will result in the confiscation of the item. Parents/Guardians may be required to come to the school to collect the confiscated item.
- Students' personal learning devices (PLD) are installed with DMA to support a safe and conducive learning environment. When enrolled, the DMA will manage students' device usage based on settings determined by the school during school hours. Students should not attempt to uninstall the DMA or de-enrol the PLD from the DMA. Non-compliance may lead to disciplinary action in accordance with the school's discipline policy.

- Students should not attempt to access data, system and information that they are not authorised to.
- Students 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.
- Students are responsible for any resource that is borrowed from school for the duration of the loan. The student will bear the cost of damage, theft or loss due to negligence and face disciplinary action in accordance to the school's discipline policy.

User Account

- Students are responsible and accountable for all activities conducted via their own account.
- Students are responsible for the security of their account IDs and passwords. All account IDs and passwords should not be shared with anyone.
- Students should not use their accounts for any illegal or unethical activities.
- Students should not use devices to
 - store, modify, create or share content (e.g. documents, presentations, pictures, videos) that is inappropriate (e.g. indecent, pornographic, defamatory, hurtful to self or others)
 - make threats, cause harassment or embarrassment, impersonate or intimidate others
- Students should not use MOE/school-deployed ICT system accounts for any commercial activities (e.g. buying and selling of goods and services).

Email and Social Media

- Students must be mindful of the content posted on social media platforms such as wikis, blogs, photo and video sharing sites as the content may be viewed by the public. The online behaviour of students in writing or postings, should reflect the standards of respect and consideration for others. It should not bring disrepute to themselves, the school and the rest of the student body and must not infringe the laws governing social media.
- Students are prohibited from putting up posts that identifies them as a student of Damai Secondary School (e.g. through the uniform or badge),

- unless prior permission has been granted by the School Management.
- Students should not post or share any indecent, obscene, pornographic, defamatory material/message that offends and causes distress to other people.
- Students are reminded that threats, harassment, embarrassment, impersonation and intimidation to others is a chargeable offence under Singapore Legal System.
- Students are expected to remain courteous and polite in all online interactions.

Privacy and Safety

- Students should not reveal their personal details (e.g. phone number, home address, NRIC, passwords, or passwords of other people) openly online.
- If students inadvertently access a website that contains obscene, pornographic, or otherwise offensive material, notify a trusted adult (e.g. parents or teachers) immediately.
- Any attempt to alter data, the configuration of a computer, or the files of another student, without the consent of the individual, is an act of vandalism and subject to disciplinary action in accordance with school's discipline policy.

Intellectual Property

- Students are to obtain explicit permission from the content owner before downloading, copying or sharing copyrighted materials (e.g. pictures, videos, music).
- Students should not use, copy or share digital files in an unauthorized or illegal manner.
- The rights of all materials and data created using the school's ICT facilities and resources are jointly owned by the school and the student creators.

Use of photographs or videos for publicity purposes

- In line with Data Management Policy, the school seeks "deemed consent" for the use of personal data for publicity purposes. Photographs or video images of students and their legal guardians may be taken during school activities and events such as classroom lessons, CCA and school camps. The school may use and publish such

photographs or video recordings in school publications, the school's website, social media channels, or other communication channels. Please inform the school in writing if you do not wish such photographs or video recordings to be used for publicity purposes.

Permission to leave school during school hours

- Students who need to leave the school during school hours due to valid reasons (such as medical appointment and piano examination) must submit the relevant document or parents/guardians' letter of request to the Form Teacher on the day itself. They must obtain an exit slip from the General Office and present it to the security at the guard post.
- In the event of an unforeseen circumstance or emergency, students are to report to the General Office to seek approval from the School Leaders for early departure from school.

Travel Declarations

- Students must submit their travel declarations before they go on overseas trips during the school vacation.
- For travel applications during term time, permission must be sought from the principal.

B. Discipline Management and Consequences for Misbehaviour

Students must be responsible for their conduct and behaviour and always abide by all school rules and regulations. Students who fail to do so will be dealt with and be subjected to consequences meted out in accordance with the nature of the offence and its seriousness.

Minor Offences	Consequences						
<p>Failure to comply with school rules and regulations such as</p> <ul style="list-style-type: none">• being late for school, lessons, CCA and school activities• skipping classes• inappropriate behaviours e.g. insensitive acts/remarks, playful/uncooperative behaviours, online misconduct, using vulgar/abusive language or gestures, misuse of PEDs, bringing sweet drinks/food outside permitted areas, loitering in toilet• negligent damage of property• improper attire and grooming• littering• not doing assignments• other minor offences	<ul style="list-style-type: none">• Verbal warning• Detention / Corrective work order• Reflection Essays• Pledge of Good Behaviour• Formal warning letters• Ineligibility for Scholarships, Awards, Leadership Appointments, Overseas Trips, School Team Representation• Conduct Grade adjustment <p>For late coming (after third count):</p> <table border="1"><thead><tr><th>Time of arrival</th><th>Hours of detention</th></tr></thead><tbody><tr><td>Between 7.30 and 7.50am</td><td>1</td></tr><tr><td>After 7.50am</td><td>2</td></tr></tbody></table>	Time of arrival	Hours of detention	Between 7.30 and 7.50am	1	After 7.50am	2
Time of arrival	Hours of detention						
Between 7.30 and 7.50am	1						
After 7.50am	2						

Serious Offences	Consequences
<ul style="list-style-type: none"> • Attendance <ul style="list-style-type: none"> • Leaving school without permission • Truancy • Open defiance (includes repeated infringements of school rules and regulations despite warnings/reminders) • Damage/Infringement to Property and Resources <ul style="list-style-type: none"> • Arson • Cybersecurity violations • Trespassing and unauthorised access • Vandalism • Dishonest Behaviours <ul style="list-style-type: none"> • *Cheating in assessments/tests/exams • Forgery • Scams and Frauds • Theft • Hurtful Behaviours <ul style="list-style-type: none"> • Assault • Bullying (cyber, physical, social, verbal) • Fighting • Gangsterism • Sexual Misconduct <ul style="list-style-type: none"> • Pornography • Sexual Harassment • Sexual Exploitation • Sexual Abuse/Assault • Other Forms of Sexual Misconduct 	<ul style="list-style-type: none"> • Serious Offence <ul style="list-style-type: none"> • <u>First-time offenders:</u> 1 to 3 days of suspension; AND conduct grade adjustment (no better than 'Good') • <u>Second-time offenders:</u> 3 to 5 days of suspension; AND conduct grade adjustment (no better than 'Fair') • <u>Subsequent offenders:</u> 5 to 14 days of suspension; AND conduct grade adjustment ('Poor') • #Very Serious Offence <ul style="list-style-type: none"> • <u>First-time offenders:</u> 3 to 5 days of suspension; AND conduct grade adjustment (no better than 'Fair') • <u>Second-time or subsequent offenders:</u> 5 to 14 days of suspension; AND conduct grade adjustment ('Poor')

<ul style="list-style-type: none"> • Substance Abuse <ul style="list-style-type: none"> • Alcohol • Drug • Inhalant • Smoking • Vaping • Others <ul style="list-style-type: none"> • Arrested/summoned by law enforcement agencies for offences committed • Disruptive Behaviour • Gambling • Possession of weapons • Other serious offences 	<p>In addition to the above consequences, the following may be meted out for serious or very serious offences:</p> <ul style="list-style-type: none"> • Ineligibility for Scholarships/Awards, Leadership Appointments, Overseas Trips, School Team Representation • *Zero marks will be awarded for the paper/subject for breach of assessment/examination rules and regulations • Referral to relevant authorities as required by law • Expulsion from school for serious offences with increasing frequency or causing harm to others
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#Examples of very serious offences include Drug Abuse, Vaping (with etomidate), Sexual Misconduct, Assault, Fighting, Gangsterism, Severe bullying and other illegal/criminal offences under s424 or offences which result in grievous hurt.

C. Conduct Grade

Students are expected to abide by all the school rules and regulations and uphold the school values at all times. They are to be present in school every day (unless with valid reasons); be punctual for school; maintain healthy relationships with their school mates; be respectful; be responsible in managing their academic studies as well as take part actively in CCA and school organised programmes and activities.

A student's Conduct Grade will be assigned towards the end of the Semester by the Form Teacher(s) and CCA teacher i/c. The following guide will be used:

Conduct Grade	Descriptors (in addition to the above-mentioned qualities)
Excellent	Consistently behaves in an exemplary manner <ul style="list-style-type: none">• is always courteous and respectful• is <u>always dependable</u>; does things well on his/her own• shows <u>very clear</u> sense of right and wrong through speech and action
Very Good	Consistently behaves well <ul style="list-style-type: none">• is always courteous and respectful• is dependable; does things well on his/her own <u>most of the time</u>• show <u>clear</u> sense of right and wrong through speech and action
Good	Behaves well most of the time <ul style="list-style-type: none">• is courteous and respectful <u>most of the time</u>• is dependable; does things well on his/her own most of the time• shows sense of right and wrong through speech and action <u>most of the time</u>.
Fair	Refer to Offences and Consequences
Poor	Refer to Offences and Consequences

D. School Values and Personal Quality Rubrics

School Values	What it means	Qualities
Integrity	Being upright in character	<ul style="list-style-type: none"> • Admits his/her mistakes • Shows honesty in interactions with others • Displays moral courage in withstanding negative peer pressure and/or pointing out wrongdoing
Respect	Honours others and self with dignity	<ul style="list-style-type: none"> • Demonstrates consideration for others • Shows empathy in thought and action • Weighs his/her words carefully before speaking/responding to others
Resilience	Having the ability to cope with and overcome adversities and challenges	<ul style="list-style-type: none"> • Ensures that all tasks (academic and CCA) assigned are completed to the best of his/her ability within given timeline • Displays determination to overcome challenges and perseveres despite setbacks • Is able to deal with disappointments in a mature and sensible manner
Service	Being willing to contribute to the good of society	<ul style="list-style-type: none"> • Takes the initiative to help his/her peers and those in need • Shows care and concern to others • Puts others' needs before his/her own • Actively contributes to the good of the community through his/her actions

Standards	Criteria
Demonstrates very strongly	Always upholds the school values and demonstrates all the qualities in each category
Demonstrates strongly	Upholds the school values and demonstrates most of the qualities in each category
Demonstrates adequately	Upholds the school values in general and demonstrates the qualities at a satisfactory level
Demonstrates to some extent	Attempts to uphold the school values and demonstrates some of the qualities
Not Demonstrated	Does not demonstrate the qualities as expected

E. Student Well-being

We strive to bring out the best in every student throughout their years in Damai by providing a nurturing, motivating and supportive environment. The following are in place to ensure the well-being of our students.

1. Academic Support

The school has in place academic programmes to support students with additional learning needs. These include after-school remedial programmes as well as 1-to-1 or small group consultations with teachers. Students are strongly encouraged to proactively approach their teachers for the necessary support as and when needed.

2. Financial Support

There are financial assistance schemes in support of Singaporean students with financial needs. These include **MOE Financial Assistance Scheme (MOE-FAS)**, **School-based FAS**, **DigitalAccess@Home Scheme** and **The Straits Times School Pocket Money Fund (STSPMF)**. For information on each of these schemes, please refer to this link at the school website:

<https://www.damaisec.moe.edu.sg/information/parents/financial-matters/>

3. Social and Emotional Support

The school has a School Counsellor to meet the social, emotional and developmental needs of students. They provide counselling support to both individual students and small groups. Students are encouraged to approach the counsellors on their own as part of the walk-in service provided if there is a need. The school may also refer students for counselling support to address their needs.

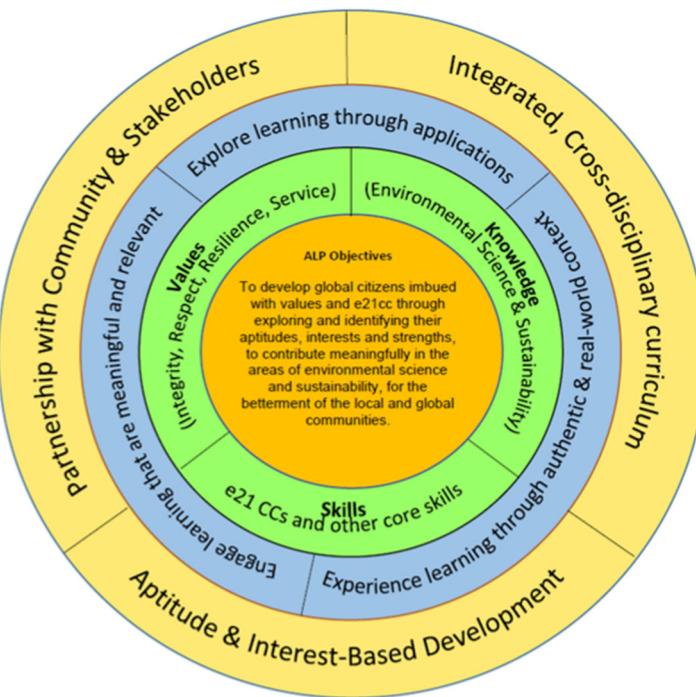
F. Useful Helplines

Emergency	
Police	999
Fire and Ambulance	995
Bedok Reservoir Neighbourhood Police Post	1800-443-9999
Counselling Hotlines and Social Work Agencies	
• Trans Family Services Centre (Bedok)	6449-0762
• Thye Hua Kwan Family Service Centre <i>Provides services such as counselling, family life education, children and youth programmes and elderly services</i>	6449-1440
• Samaritans of Singapore (SOS) <i>Provides emotional support to people who have difficulty coping during a crisis, who are thinking of committing suicide or are affected by a suicide</i>	1767 (24 hours)
• TOUCHLINE Youth Counselling	1800-377-2252
• National Addictions Management Services <i>Provide treatment and support for addictions to drugs, alcohol, gambling, gaming and others</i>	1771 (24 hours)
• Pregnancy Crisis Service <i>Supports anyone who may be facing an unwanted, suspected or unexpected pregnancy</i>	6339-9770 (24 hours)
• Babes <i>Teenage unplanned pregnancy crisis helpline</i>	6206-6641 (24 hours)
• CHAT Community Health Assessment Team <i>Provides free mental health checks for those who are 16 to 30 years old</i>	6493-6500 6493-6501
• IMH Mental Health Hotline <i>Urgent intervention for those who are facing a mental health crisis</i>	6389-2222 (24 hours)
Useful Websites	
• National Youth Council (NYC): www.nyc.gov.sg	
• eCounselling: www.eC2.sg	

Academic Programme

A. Science, Technology, Engineering and Mathematics (STEM) Applied Learning Programme (ALP): Environmental Sciences and Sustainability

Damai's STEM Applied Learning Programme (ALP) seeks to nurture students through purposeful learning experiences that promote self-discovery and personal growth, develop emerging 21st-century competencies and an innovative mindset through authentic applications. It also seeks to deepen students' understanding of key environmental issues and their impact on humanity and the natural environment. These aims shape the STEM ALP framework that guides students' learning experiences.



DSS STEM ALP Framework

Guided by the **3E approach**, the school's Applied Learning Programme (ALP) in Environmental Sciences and Sustainability provides students with a coherent and progressive learning experience through an integrated, cross-disciplinary curriculum:

- **Engage** – Students are engaged through meaningful and relevant learning contexts infused within subject lessons, enabling them to see the relevance and application of environmental and sustainability concepts across different disciplines.
- **Explore** – Students explore these concepts through inquiry and interdisciplinary application across subject disciplines, progressively developing knowledge, skills, and deeper understanding.
- **Experience** – Students experience authentic applied learning through design thinking projects conducted as part of the Values-in-Action (VIA) programme in collaboration with community partners, where they identify real-world issues, develop solutions, and contribute meaningfully to the community.

Beyond the core ALP experience, students who demonstrate interest and aptitude in Environmental Sciences and Sustainability are further developed through extended learning opportunities such as competitions, workshops, and enrichment programmes conducted in partnership with industry partners. These experiences deepen students' learning, provide exposure to real-world practices, and support the exploration of sustainability-related pathways.

Through this integrated approach, the ALP supports the holistic development of students who are able to connect learning across disciplines, apply their knowledge purposefully, and engage meaningfully with real-world sustainability challenges.

B. Homework Policy

Definition of homework

1. Homework refers to any learning activity that students are required by the school to complete outside of curriculum time.

Objectives of homework

2. Homework, when used appropriately, can improve students' academic ability, study skills and disposition towards learning. When used inappropriately or excessively, homework can impact negatively on students' achievements and motivation, and reduce their access to other activities that teach important life skills.

3. Effective use of homework can enable students to:

- (a) retain knowledge better
- (b) be more skillful in application of skills and concepts
- (c) deepen their conceptual understanding
- (d) develop good study habits and skills, such as time management, self-evaluation and self-direction
- (e) take greater ownership and responsibility for independent learning

4. Judicious use of homework allows teachers to:

- (a) consolidate learning that has taken place in class
- (b) check for students' understanding and progress, so as to provide timely feedback, intervention and support
- (c) review effectiveness of lesson

5. Homework also provides parents with:

- (a) timely information on the learning progress of their child
- (b) opportunity to be involved in child's learning

General considerations for setting homework

Quantity of Homework

6. In giving homework, the school will take into consideration the following:
- (a) The amount of homework should be age-appropriate
 - (b) There is a point of diminishing returns to giving more homework and homework overload can have detrimental effects on learning
 - (c) Assignment of homework will be regulated and coordinated across subjects/departments to avoid homework overload. Classes will make use of the Homework Planner to track the homework assigned and the deadline for submission
 - (d) There are competing demands for students' time (e.g. CCA, competitions, enrichment classes, tests, examinations). There will be no more than three tests a week and homework will not be due for submission a day before common tests and/or examinations
 - (e) Students need a balanced life, with adequate time for family bonding, social activities, personal interest(s) and sleep
 - (f) The school-based guidelines for weekly homework hours are as follows:
 - Lower Sec: < 13 hours
 - Upper Sec: < 14 hours
 - (g) As a guide, if homework is to be given during the school holidays and weekends, the daily homework load should not be more than 50% of the daily load given during the school week

Quality of Homework

7. Homework given should be well designed to bring about the intended learning outcomes. It should:
- (a) be purposeful
 - (b) be meaningful and related to class teaching
 - (c) be clearly defined so that students clearly understand what is required of them
 - (d) be within the students' capabilities and developmental readiness
 - (e) involve the use of only material resources that are known to be readily available to students
 - (f) be differentiated, where possible, to meet the needs and abilities of students

Feedback for Homework

8. Homework should be properly checked, with timely feedback, interventions and support given. To some extent, the quality of homework is only as good as the quality of feedback and interventions given by teachers

Roles and responsibilities of stakeholders

9. Educators, parents and learners all play an important role in ensuring that homework serves its intended purposes.

10. Teachers should:

- (a) Design appropriate and meaningful homework
- (b) Set realistic deadlines for submission of homework
- (c) Establish and communicate clear expectations to students on the purpose and procedure of homework
- (d) Coordinate with other teachers of the class on the frequency and quantity of homework to be given
- (e) Check homework and provide timely feedback to students
- (f) Provide timely intervention and support to students; and
- (g) Engage parents on homework matters and provide them with information pertaining to students' learning progress.

11. Students should:

- (a) Understand the purpose of homework and what is expected of them
- (b) Keep track of homework instructions and deadlines
- (c) Manage time well to ensure that homework is completed and submitted on time
- (d) Give his/her best effort in completing homework; and
- (e) Review feedback from teachers on homework submitted.

12. Parents should:

- (a) Create a home environment conducive for studying and completion of homework
- (b) Supervise and provide support for child's learning
- (c) Reinforce good study habits and attitudes

- (d) Be mindful not to overload the child with out-of-school activities; and
- (e) Work in partnership with teachers to support child's learning and development

C. School Examination Rules and Regulations

Students are expected to familiarise themselves with all pertinent information about the examination and to adhere to all examination rules and regulations. They are to be in proper school attire when sitting for the examination.

Before the examination

- Students must assemble at the respective venues at least 25 minutes before the start of the paper.
 - Students who are late to school with no valid reasons will not be given extra time.
 - Students who are late due to valid reasons such as MRT breakdown or massive traffic jam, will be managed by the Examination Committee separately.
- Students are to remain silent once they enter the examination venue.
- Students are to be seated according to their class Index numbers as specified in the examination floor plan.
- Students are to bring their own materials (such as stationery, approved calculators, approved Mother Tongue Language dictionaries, construction sets or paint) necessary for the paper. These should be placed in a casing or bag made of transparent, clear material. No one is allowed to borrow any item or stationery from others while the examination is in progress.
- Students are not allowed to use correction fluid or correction tape on the examination paper / answer scripts. Students are also not allowed to use pens with erasable ink to write their answers.
- Students must not take any book, notes or unauthorised materials such as mobile phones, smart watches into the examination venue. Any such item found on the student, on or under the student's desk will be taken to mean that the item is intended to dishonest use, whether or not the student uses it. It will be deemed as attempting to cheat, and the student will face the consequences accordingly.

During the examination

- No eating is allowed in the examination venue. Students may bring along a water bottle and drink water in a non-disruptive manner.
- Students must listen to the instructions by the invigilator attentively and abide by the instructions. They must also read the instructions on the examination paper carefully.
- Students must inform the invigilator immediately when:
 - they have received the wrong examination paper
 - the printing in the examination paper is not clear
 - the examination paper has missing pages.
- Students are not to start writing until they are told to do so.
- Students are required to write their name, Index No and class on the examination paper and every page of the answer script clearly.
- Students may ask the invigilator for any clarification when doubts arise about the question paper but must be aware that the invigilator will not answer any question that may compromise the integrity of the examination.
- There must be absolutely no communication between the students. No hand gestures or signs, or any form of communication is allowed. Offenders will be treated as 'cheating in an examination'.
- Students should be prepared to sit through the entire duration of the paper. They may ask for permission to visit the toilet if the need arises. However, no permission will be granted within the first 30 minutes and the last 30 minutes of the examination, unless there is an emergency.
- Students must stop writing immediately when told to do so at the end of the examination. Failure to do so is breach of examination rules and regulations and will be treated as a cheating case.

After the examination

- Students must remain silent and seated when the examination papers and answer scripts are being collected.
- Students must return all used and unused writing paper.
- Students are not allowed to leave the examination venue until the invigilator gives the instruction.

- Students are to ensure cleanliness before leaving the examination venue.
- Students are to leave the examination venue quietly so as not to affect the rest of the students whose examination may still be in progress.

Use of Scientific Calculators and Dictionaries

- Students are only allowed to use the approved calculator models/dictionaries listed in the Singapore Examination and Assessment Board website www.seab.gov.sg or the school website.
- Students sitting for O- or N(A)-level Paper 1 Mother Tongue Language may use the approved dictionaries.
- Students are not allowed to share the use of calculators or dictionaries during the examination.
- Calculators and electronic dictionaries used during the examination must be silent and battery operated. Any external features or instructional leaflets are prohibited and must not be taken into the examination venue.
- Dictionaries used must not have any annotations on any of the pages.
- Students who do not adhere to the rules on the use of scientific calculators and dictionaries will be deemed to have breached the examination rule and may be subjected to the penalty meted under cheating cases.

All students to note:

- Students who are absent from an examination due to illness are required to submit the original medical certificates to their Form Teachers as soon as possible. Parents/guardians' excuse letters are not acceptable, unless there is an emergency and School Leaders will manage it on a case-by-case basis.
- A student may be prohibited from taking the examination or expelled from the examination venue if he/she misbehaves during the examination.
- A student will be given zero mark if he/she commits any of the following offences:
 - Has in his/her possession (within the examination premises including waiting or quarantine rooms) any unauthorised

- electronic, communication, entertainment or gaming devices capable of storing, displaying and/or transmitting visual, audio or verbal information;
- Has in his/her possession any unauthorised equipment or material even if he/she does not intend to use it;
 - Communicates or attempts to communicate with any other candidate/person inside or outside the examination venue;
 - Commits or attempts to commit any act of dishonesty such as cheating;
 - Obtains or attempts to obtain unfair assistance on the examination material, or offers or attempts to offer unfair assistance to others before, during or after the examination;
 - Exhibits improper conduct during the examination
 - Fails to comply with any other instruction related to the examination or failing to stop writing when told to do so by the invigilator.
- A student found to have cheated during an examination will face the appropriate disciplinary action, as outlined under Offences and Consequences on pages 20-21.

D. Assessment Guidelines and Academic Grading System

Sec 1 to Sec 3

Semester	Weighted Assessments	End-of-Year Examination	Total
1	20%	-	20%
2	10%	70%	80%
Total	30%	70%	100%

Note: For Sec 4/5, there will be non-weighted assessment for most subjects in Term 1 and 2. The weight of the Preliminary Examination will be 100%.

Sec 1 & Sec 2 (Art, Design & Technology, Food and Consumer Education)

Semester	Weighted Assessments	Total
1 and 2	100%	100%

Sec 1 to Sec 3 (G3) / Sec 4 Express & Sec 5 Normal (Academic)

Marks Range	Grade	Descriptor
75 and above	A1	Excellent
70 – 74	A2	Very Good
65 – 69	B3	
60 – 64	B4	Good
55 – 59	C5	
50 – 54	C6	Satisfactory
45 – 49	D7	
40 – 44	E8	Needs improvement
39 & below	F9	Unsatisfactory

Sec 1 to Sec 3 (G1 & G2), Sec 4 Normal (Academic) & Normal Technical

Marks Range	Level	
	S1 to S3 G1, Sec 4 Normal (Technical)	S1 to S3 G2, Sec 4 Normal (Academic)
75 – 100	A	1
70 – 74	B	2
65 – 69		3
60 – 64	C	4
50 – 59	D	5
0 – 49	U	6

E. Promotion Criteria

Secondary 1

All students generally progress to the next year of learning, guided by a common academic requirement that applies at the end of Sec 2 and Sec 3.

- All students in Sec 1 will generally progress to the next year of learning.
- Students have the flexibility to offer different subjects at different subject levels (i.e. G1, G2 or G3), according to their strengths and interests, and learning needs, if they meet the eligibility criteria and based on the school's holistic considerations.
- Eligibility Criteria to take subjects at a more demanding level:

English Language, Mathematics, Science, Mother Tongue Languages		
Current subject level	School-based results	Option to offer subject at
G1	$\geq 75\%$ in the specific subject	G2 starting from Sec 2
G2	$\geq 75\%$ in the specific subject	G3 starting from Sec 2

- Eligibility criteria to take Humanities subjects at a more demanding level from Sec 2:

Humanities		
Current subject level	School-based results	Option to offer subject at
G1	$\geq 75\%$ overall in G1 English Language (or $> 50\%$ in G2 English Language); and a Pass with Distinction grade for both G1 Humanities (Social Studies component) Performance Tasks in Semesters 1 and 2.	G2
G2	$\geq 75\%$ in the specific subject	G3

- In making a holistic assessment whether students would be suitable to offer English Language, Mathematics, Science and/or Humanities subjects at a less demanding level beyond the start of Sec 1, the school would consider each on a case-by-case basis taking into consideration:

- Maintaining strong fundamentals
- Providing customisation and support for students' well-being
- Maintaining opportunities for progression.

Secondary 2 & 3

- The common academic requirement at the end of Sec 2 and 3 is as follows:
 - Pass (a) EL and 2 subjects, *or*
 - Pass at least half the total number of examinable subjects offered.
- Students who do not meet the academic requirement will be required to adjust their curricular load (e.g., offer fewer subjects, offer subjects at a less demanding level)
- At the end of Secondary 2, students can offer subject(s) at the more demanding level if they obtained $\geq 75\%$ in subject overall marks.

F. Admission to Junior College/Pre-U/Polytechnics/ITE

Refer to the following websites for the latest information:

[Post-secondary | MOE](#)

[Joint Admissions Exercise \(JAE\): Admissions matters of JCs and MI | MOE](#)

[Joint Admissions Exercise \(JAE\): Polytechnic admission and courses | MOE](#)

[ITE Early Admissions Exercise \(ITE EAE\): Overview | MOE](#)

[3-Year/4-Year Higher Nitec \(for GCE N Level & O Level qualifications\)](#)

[NAFA Foundation Programme \(NFP\) \(for GCE NA Level\)](#)

[NAFA Diploma Admissions and EAE \(for GCE O Level\)](#)

[LASALLE College of the Arts Diploma Admissions](#)

Student Development and Co-curriculum Programme

A. Student Development Programme

Our Student Development Programme comprises the Curriculum and the Co-Curriculum. Students receive a holistic education which provides them with balanced development across the moral, cognitive, social-emotional, physical and aesthetics domains.

The Co-Curriculum is integral to the holistic development of students. It is aligned to MOE's direction for 21st Century Competencies and Student Outcomes. Anchored on our school values and the 21st Century core values [R3ICH], the co-curriculum provides Damaians with a nurturing school experience through the explicit teaching of knowledge and skills for character, citizenship and student leadership development. The Co-Curriculum equips every Damaian with a positive attitude developing him/her to be a self-directed learner, a confident person, a concerned citizen and an active contributor.

Recognising the different developmental needs of students at various stages, our programmes are **scaffolded by cohort focus**.

- **Secondary 1** focuses on *identity*, supporting students in understanding themselves, their values and their place in the school.
- **Secondary 2** emphasises *relationships*, helping students build healthy peer, teacher and family relationships grounded in respect and empathy.
- **Secondary 3** centres on *choices*, guiding students to exercise sound judgement, personal responsibility and moral courage in increasingly complex situations.
- **Secondary 4 and 5** focus on *purpose*, supporting students in making meaning of their learning, clarifying aspirations, and preparing for life beyond secondary school.

Damaians enjoy a vibrant school experience through experiential learning in the key domains of Co-curricular Activities (CCAs), Learning for Life Programme (LLP) through Water and Adventure Sports, Values-In-Action (VIA), as well as aesthetics and life skills programmes.

School Values and 21st Century Core Values

The school values (Integrity, Respect, Resilience and Service) and the 21st century core values, R3ICH, are taught in a progressive manner, reaching out to all the domains of a Damaian's secondary education. These values will also be taught in relation to another, and their definitions are as follows:

	Values	Expected Outcome
School Values	Integrity	Being upright in character.
	Respect	Honours others and self with dignity.
	Resilience	Having the ability to cope with and overcome adversities and challenges.
	Service	Being willing to contribute to the good of society.
21st Century Core Values [R3ICH]	Respect	A student who believes in his own self-worth and the intrinsic worth of all people.
	Responsibility	A student who recognizes that he has a duty to himself, his family, community, nation and the world, and fulfils his responsibilities with love and commitment.
	Resilience	A student who has emotional strength and perseveres in the face of challenges. He manifests courage, optimism, adaptability and resourcefulness.
	Integrity	A student who upholds ethical principles and has the moral courage to stand up for what is right.
	Care	A student who acts with kindness and compassion. He contributes to the betterment of the community and the world.
	Harmony	A student who seeks inner happiness and promotes social cohesion. He appreciates the unity and diversity of a multi-cultural society.

B. Character and Citizenship Education 2021 (CCE 2021)

Character and Citizenship Education and Social and Emotional Learning are integral to the holistic development of our students leading to positive life outcomes. CCE 2021 provides an integrated approach to addressing our students' development of values, character, social-emotional well-being, and citizenship dispositions in a coherent and holistic way. Important aspects of CCE, such as National Education, Sexuality Education, Mental Health, Education and Career Guidance, Cyber Wellness, and Family Education are integrated within a school-wide approach. This is essential for students to internalize the necessary values, attitudes, and competencies to become self-directed learners, confident people, active contributors, and concerned citizens, which are the desired outcomes of education.

The school provides rich learning platforms and opportunities for students to be equipped with knowledge, values, skills and dispositions to understand who they are and who they can become. Through a variety of learning activities within and beyond the classroom, students experience being part of something larger than themselves and become cognizant of their roles and responsibilities in their families, communities, the nation, and beyond.

Three overarching big ideas of Identity, Relationships and Choices are the core concepts in these lessons to enable students to develop key understanding of the issues as shown in the following table.

Three Big Ideas	Identity	Relationships	Choices
Conceptual Core of CCE	Becoming My Best Self: Develop self-awareness and self-management skills to achieve personal effectiveness and well-being.	Building Connections: Develop social awareness and manage relationships for personal and social well-being.	Making Choices: Make responsible decisions and act on them.
Key Questions	<i>Who am I? Who do I want to be? What does my best self look like?</i>	<i>How do I relate to myself, others and the world around me?</i>	<i>How do I choose to be? How do I choose to act? What kind of future do I want?</i>
CCE Curriculum Content Areas	<ul style="list-style-type: none"> • National Education • Sexuality Education • Mental Health • Education and Career Guidance • Cyber Wellness • Family Education 		
Student Development Experiences (SDEs)	<ul style="list-style-type: none"> • Co-Curricular Activities • Cohort Learning Journeys • Education and Career Guidance Experiences • National Education Commemorative Days • NRIC Presentation Ceremony • Outdoor Adventure Learning Cohort Camps • Student Leadership Development 		

Please refer to the [school website](#) for more details on the school's Character and Citizenship Education programme.

C. Co-curricular Activities (CCA) and LEAPS 2.0

Co-curricular Activities play a key role in the holistic development of our students. The framework for CCA is anchored in the values of developing students' interests for life-long recreational activities and broadening students' experiences.

- It is compulsory for every student to take part in one CCA.
- Students who wish to represent the school in an activity not offered by the school will have to seek approval from HOD/PE&CCA.
- Students may opt for a change of CCA at the beginning of each academic year. However, students in the Uniformed Groups (UG) and the Symphonic Band are encouraged not to change their CCA in order to fully benefit from it over the four/five years.
- Students must:
 - obtain parents' endorsement of their participation in CCA;
 - attend CCA regularly and participative throughout the sessions;
 - inform the teachers-in-charge if they need to be excused from CCA sessions due to medical or other valid reasons.

Please refer to [school website](#) for more details.

Recognition of Students' Level of Attainment under LEAPS 2.0

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

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: <ul style="list-style-type: none">i. At least Level 2 in three domains;ii. At least Level 2 in one domain and at least Level 3 in another domain; oriii. At least Level 4 in one domain
Fair	Student's attainment in co-curricular will not translate into any bonus points.

Please refer to [school website](#) for more details.

D. Learning for Life Programme (LLP)

The school's LLP is aligned to the school vision and mission of developing students who lead purposeful and meaningful lives guided by sound moral values and a spirit to explore their interests and talents. The LLP on Water and Adventure Sports provides students with real-life experiences to develop character and values, cultivate positive attitudes and strengthen their people skills through participation in sports activities.

At Secondary One, the LLP journey begins with Outdoor Education incorporated into the PE lessons and a Sports Education Programme which provides students opportunities to explore their own interests in adventure sports such as Abseiling and Rock-climbing. All Secondary One students will attend a four-day camp during which they will have opportunities to apply skills learnt, develop their resilience through a range of challenging experiences and forge closer ties with their peers. The students will also acquire the basic skills of managing a craft, water survival skills and water safety knowledge.

In Secondary Two, students continue their journey through a second Sports Education Programme activity which allows them to acquire further skills in a selected adventure sport.

In Secondary Three, students take part in a Dragon Boat Orientation Programme, whereby they learn teamwork and appreciate the importance of always putting in their best effort. In addition, our Secondary Three students will take part in either a school-based adventure camp or the MOE-Outward Bound School (OBS) Challenge Programme to develop ruggedness, resilience and build cohesion.

All Secondary Four students can participate in one of the following water sports electives: surfing, stand-up paddling or scuba diving. This sets the stage for lifelong learning and appreciation of sports for life.

MOE and School-based Awards

A) MOE Awards

Type of Award	Criteria	Quota	Quantum
Edusave Scholarship Award	Top 10% in each level and course	25% of enrolment by level and course	\$500
Edusave Merit Bursary Award	Top 25% in each level and course Gross Household Income below \$9000 per month		\$350
Good Progress Award	Best 10% in each level and course based on improvement in academic performance	10% of enrolment	\$200
EAGLES	Satisfy any one of the criteria (i.e. Achievement, Leadership, Service or E21CC)	15% of Singapore Citizens	\$350
Edusave Character Award	Exemplary character and upholds school values	2% of Singapore Citizens	\$500

Note: To be eligible, the Conduct Grade must be at least 'Good'.

B) School-based Awards

The school recognises students for their effort, resilience and hard work in their academic pursuits and celebrates their outstanding academic achievements by presenting them an award at the school's annual Speech and Prize-Giving Day and Graduation Ceremony.

Academic Awards:

Name of Award	Level of Students	Eligibility Criteria
Best in Subject Award	Sec 1 – 4 G3/Express, G2/N(A) & G1/N(T), Sec 1 – 2 Common Curriculum	Awardees should: <ul style="list-style-type: none"> ▪ have achieved the highest overall standing in the subject in the respective courses; ▪ have demonstrated good conduct and attendance record

Best in Level Award	Sec 1 – 3 G3/Express, G2/N(A) & G1/N(T)	Awardees should: <ul style="list-style-type: none"> ▪ have achieved the highest overall standing in the respective level and courses; and ▪ have demonstrated good conduct and attendance record
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Name of Award	Level of Students	Eligibility Criteria
Overall Best Performance Award	For GCE O, N(A) & N(T) Level Examinations in the preceding year	Awardees should: <ul style="list-style-type: none"> ▪ have achieved the highest overall standing in the GCE O, N(A) & N(T) Level Examinations; and ▪ have demonstrated good conduct and attendance record.
Student of the Year Award	For GCE O, N(A) & N(T) Level Examinations in the preceding year	Awardees should: <ul style="list-style-type: none"> ▪ have achieved academic excellence in the GCE O, N(A) & N(T) Level Examinations; and ▪ have demonstrated exemplary character and conduct, and a good CCA record.
STEAM-ALP Award	Sec 2 / Upper Secondary	The award is offered to students with: <ul style="list-style-type: none"> ▪ strong aptitude, achievement, and sustained interest in Science, Technology, Engineering, Art/Aesthetics, and Mathematics (STEAM), and/or ▪ strong passion for and commitment to Environmental Sciences and Sustainability;
STEAM-ALP PINNACLE AWARD	Upper Secondary	Students who demonstrate exceptional levels of achievement and/or significant contributions in STEAM, particularly in Environmental Sciences and Sustainability, may be considered for the STEAM-ALP Pinnacle Award, which carries a higher cash award.

Besides acknowledging and affirming students' academic excellence, the school also recognises character excellence with awards for students who demonstrate excellence holistically. These include:

- Sports Girl of the Year and Sports Boy of the Year in recognition of student athletes who uphold values and exemplify attributes of good sportsmanship in their respective sports CCA
- UG Exemplary Leadership Award in recognition of Uniformed Group students who have demonstrated excellent leadership, initiative,

- and commitment to the development of their peers and CCA
- Outstanding Service Award in recognition of students who have gone beyond the call of duty in demonstrating outstanding commitment and service to the school or community.
 - Arts Excellence Award in recognition of students who have demonstrated excellence and commitment to their craft in the Visual and Performing Arts

The various awards also seek to inspire and encourage Damaians to strive towards high levels of performance and character excellence by having the awardees as positive role-model.

School Safety and Security

A. Physical Education Guidelines

Attire and Belongings

- All students are to come for PE lessons in full PE attire, including students who are not feeling well or who have just recovered from illness. Only students on MC or long-term exemption are permitted to stay in school uniform.
- All students are required to bring a filled water bottle of at least 500ml for PE lessons. Diuretics such as tea or coffee are not allowed during PE lessons.
- Students should bring along their valuables and keep them in their bags throughout the lesson.

Punctuality and Attendance

- All students present in school are to be physically present at the PE lesson. Sports Leaders must report attendance at the start of each lesson.
- Students are to report to the respective PE venue within 7 minutes of the bell marking the end of the previous lesson.

Safety

- Students who are not feeling well, on MC, or have just recovered from illness, may be excused from certain physical activities. These students will be given modified exercises or tasks and should still report in PE attire and be engaged in the lesson.
- Asthmatic students must bring their inhalers with them for PE lessons.
- All watches and hard objects should be removed for contact activities.

Discipline

- All students should be gainfully engaged during the PE lessons.
- All students are to remain in the venue throughout the PE lessons. Students who wish to leave the venue (fill water bottle, visit the toilet etc.) must seek permission from the teacher.
- Students are not to be engaged in other activities (e.g. homework, studying) during PE lessons. Students who are excused from PE lessons will be assigned specific tasks.
- Students should not use vulgarities at all times. Offenders will be removed from play and subject to disciplinary action.

B. Guidelines for Unstructured Play

- Students are allowed to engage in unstructured play during school hours when they have no lessons in the following venues: Parade Square, Basketball Court and School Field. Only badminton is allowed in the school hall. Outdoor play is not allowed between 11am and 3pm.
- Students should play responsibly and safely and be aware of their surroundings when playing.
- Students must report all incidents or injuries sustained at the General Office and seek help promptly.

C. Road Safety Rules and Advisory

Pedestrians

- Students are to be vigilant about their personal safety at all times.
- Students should enter the school by the side gates located next to the main gate.
- Students are to follow the instructions of the security officers managing the traffic flow at the pedestrian crossing.
- Students should refrain from using mobile phones or other electronic devices when walking on or crossing the road.

Cyclists

- Cyclists are advised to put on safety gears such as helmet and gloves when they travel to school.
- Cyclists are to stay visible to other road users.
- Cyclists are advised to plan their route of travel and to avoid cycling on the roads with heavy traffic condition.
- Cyclists should refrain from listening to music (e.g. with ear phones) when they are cycling.
- Cyclists are to dismount from the bicycle when they enter the school.
- Cyclists are to park their bicycles at the designated bicycle racks within the school.
- Cyclists are advised to read the Road Safety Tips for cyclists on the School Safety noticeboard.

Vehicle Drop-Off

- Students are to alight from the left side of the vehicle at the designated drop-off points located next to the parade square.

- Students are to advise their parents to observe the speed limit of 15km/h at all times within the school premises.

Students are advised to inform their parents to refer to the [school website](#) for more details on the school's Traffic Management Plan and Guidelines on Road Safety in School for Vehicles, Pedestrians and Cyclists.

D. Special Room Safety Regulations

Art Room

- Students must not enter the Art Room(s) unless a teacher is present.
- No student is permitted to carry out any unauthorised work in the Art Room(s). The teacher's permission must be sought before a student can carry out his/her own work.
- No student is permitted to use any of the art tools/materials in the Art Room(s). The teacher's permission must be sought before a student can use the Art tools/materials.
- All students must wear protective eye-goggles to protect their eyes against any injury whenever there is any risk to the eyes.
- The use of spray paint, solvents (thinner, turpentine), spray adhesives and fixatives can only be used under the teacher's supervision. These will be conducted outside the Art Room(s).
- Female students with long hair should have their hair tied up neatly.
- Tools that are blunt, badly worn out or in poor condition must not be used, and must be reported to the teacher.
- Students must not take any art materials, tools or art works out of the Art room(s) without the permission of the teacher.
- All electrical switches (including the air-con) must be turned off and all doors should be locked before leaving the Art room(s) unattended for a period of time.
- Students must report any accident involving injury, no matter how trivial, to the teacher.
- A First-Aid Box is available in every Art Room for emergency use.
- All students must be familiar with the fire evacuation route(s).

Cookery Room

- Students must not enter the cookery room unless a teacher is present.
- No practical work is to be carried out without the presence of a teacher.
- Students must not take kitchen equipment out of the cookery room without the permission of the teacher.
- Students must adhere to the instructions on the lighting of the gas burner, grill and oven.
- Extreme care should be taken when using sharp equipment / electrical appliances and fragile glassware.
- Students should not operate any electrical appliances unless they have been instructed on the correct use and safety precautions.
- Hands should be dry and appropriate footwear worn when students are using electrical appliances.
- Students should not run about in the cookery room to avoid accidents.
- Wipe off any oil spill immediately to avoid accidents.
- Students must report any accident involving injury, no matter how trivial, to the teacher.
- When operating cookers, all combustible materials e.g. paper towels; dish cloth etc. should be kept away. The cooker should not be left unattended when cooking.
- Students must put on an apron. Girls with long hair should have them plaited or tied up neatly.

Computer Laboratory

- Students are only allowed to enter the laboratory in the presence of a teacher.
- Bags are to be placed at the back / in front of the laboratory.
- Students are not allowed to take food / drinks into the laboratory.
- Students are to log-in with their username and password strictly for their use only. No sharing of accounts is allowed. In the event of log-in difficulties, please approach the teacher for assistance.
- Be responsible in the use of the computers. Practise cyber-wellness, and do not engage in conduct or activities that may infringe copyrights or other intellectual property laws.
- Internet use is limited to teacher-assigned activities or classwork. Personal internet use of chat rooms, instant messaging, email and other

social media platforms is strictly prohibited.

- No listening of music online or offline at all times in the computer laboratory.
- Students are not allowed to install or download any software or game into the computer. No Internet/Intranet gaming activities are allowed.
- Do not personalise the computer settings (this includes desktop, screen saver, etc.)
- Wilful or intentional damage to the equipment in the laboratory will result in student disciplinary action. Students who are found guilty of such misconduct are liable for payment of the damages. Students are to inform the teacher of any faulty items that they may find.
- Respect the equipment. Do not remove or disconnect parts, cables, or labels.
- Students are not to bring in unauthorised storage devices, including thumb drives, memory cards, and portable hard disk, unless permission is given by their teachers.
- Do not print out materials from the computer for personal use.
- Students should keep the laboratory in good condition and ensure that the following are done before leaving:
 - Computer is properly shut down
 - Printer is switched off
 - Chairs are properly pushed in
 - Litter is disposed of properly

Science Laboratory

- Students are not allowed to enter the Science Laboratories unless a teacher is present.
- Laboratory storerooms and preparation rooms are out of bounds to all students.
- Female students with long hair should have it tied back to avoid any interference with laboratory work.
- Eating and drinking are prohibited.
- Covered shoes should be worn in the laboratories at all times.
- Safety goggles should be worn whenever there is any risk of injury to the eyes eg during heating of substances.
- Protective gloves and clothing should be worn when handling hazardous

materials.

- Ensure the safety of yourself and others in the laboratory at all times. Be mindful of where you stand in the laboratory, for example, never stand facing a test-tube that is being heated by the Bunsen burner.
- Report damaged equipment, breakages, accidents and spillage to the teacher immediately.
- Seek clarification from the teacher if instructions for an experiment are not thoroughly understood. Student should not proceed with an experiment when in doubt.
- Report unlabelled chemicals to the teacher immediately. Unlabelled chemicals should not be used.
- Work thoughtfully and purposefully. Practical jokes and other acts of carelessness are strictly prohibited.
- Only carry out activities or investigations that are authorized and supervised by teachers.
- Keep electrical wiring away from naked flames and heaters. Keep areas around electrical equipment dry and far from water.
- Inspect equipment used to handle or transfer hazardous materials for leaks, cracks and other forms of damage before use.
- Follow the correct procedures when handling equipment, for example, positioning of hand when using a pipette.
- Discard sharp waste objects such as needles, razors or pins in a sturdy puncture-proof container designated for sharps, not in waste-bins or trash bags.
- Be aware of the evacuation route in the event of emergencies such as an outbreak of fire.
- Be aware of the location and use of first aid and emergency facilities, such as emergency eye-washers, showers, first-aid boxes and fire extinguishers, in the laboratory.
- Chemicals or other materials must never be tasted unless you are specifically directed to do so by the teacher.
- Students should not take apparatus or chemicals out of the laboratory without the permission of a teacher.
- Wash hands thoroughly before leaving the laboratory, regardless of whether or not gloves were worn.

Technical Workshop

- Students are not allowed to enter the technical workshop without the presence of the teacher.
- No workshop practice is to be carried out by students without the presence of the teacher or workshop instructor.
- Always use the right tool for the right job and return it to its proper place after use.
- Extreme care should be exercised when handling sharp-pointed or sharp-edged tools.
- Do not use tools that are blunt, badly worn, mushroomed or in poor condition.
- Students should not operate machines unless they have been instructed on their correct use.
- All machinery should have safety guards and protective gear.
- All faulty tools and machines must be reported immediately, and an "Out of Order" sign must be prominently displayed on the machines.
- All students and workshop personnel should wear aprons or overalls during workshop practice.
- Shirts with long sleeves, watches, rings, bracelets and bangles should not be worn during workshop sessions.
- Every female student should wear a hair clip or headband to keep hair from becoming a hazard during workshop practice.
- Every workshop will have a first-aid box prominently displayed and easily accessible, with adequate supplies of medicine properly labelled.
- Injuries, no matter how slight, should be given first-aid treatment and the injured should be immediately sent for medical attention, if necessary.
- All accidents and injuries must be reported and recorded.
- Unauthorised persons are not permitted in the workshop.
- No eating is allowed in the workshop.
- Do not rush. Watch your steps while in the workshop.
- Do not talk or walk unnecessarily in the workshop.
- When in doubt, always ask the teacher or workshop instructor.
- Clean up the work area after each practical session.
- Put on safety goggles, face masks, or protective gloves in situations which require these respective protections.

E. Emergency Exercises

Lockdown Drill

Objective: The main objective of a Lockdown Drill is to familiarise all staff and students to respond to an emergency lockdown in an orderly and calm manner.

Signals:

- Warning Alarm: A coded message will be announced by the Principal.
- All Clear: An ALL CLEAR announcement will be made.

Actions To Be Taken:

1. Familiarise yourself with the lockdown drill.
2. When coded message is announced, students will do the following:
 - a. Stop work immediately, hide in nearby rooms (where applicable) and listen to further announcement(s).
 - b. Lock doors, switch off all lights, fans, air conditioning units and appliances.
 - c. Stay out of sight.
3. NO ONE is permitted to leave the rooms until instructed to do so.

Emergency Evacuation Drill

Objective: The main objective of an Emergency Evacuation Drill is to familiarise all staff and students to respond to an emergency alarm in an orderly and calm manner.

Signals:

- Warning Alarm: A PROLONGED ringing of the bell. An announcement to evacuate will be made by the Principal if evacuation is necessary.
- All Clear: An ALL CLEAR announcement will be made.

Actions To Be Taken:

1. Familiarise yourself with the evacuation plan.
2. When the alarm is activated, students will do the following:
 - a. Stop work immediately and listen to the announcement(s).
 - b. If evacuation is necessary, switch off all lights, fans, air conditioning units and appliances.
 - c. Line up in twos and leave without delay under the supervision of the teacher.
3. Movement to the assembly area must be quick, smooth and without panic.
4. No student is to remain in the building.
5. Form Teachers (FTs)/covering (FTs) will take attendance at the assembly area. Students must observe SILENCE at the assembly area and listen to instructions.
6. NO ONE is permitted to leave the assembly area until instructed to do so.
7. The science laboratory technicians/technical workshop instructors/ canteen vendors will switch off all gas/electrical mains.
8. Teachers and students in Emergency Response Teams will report to their respective heads and assume duties