

2026

**HOUGANG**  
SECONDARY SCHOOL



# Student Handbook

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# Respecting our Nation

## OUR NATIONAL FLAG



The National Flag consists of two equal horizontal sections, red above white. A white crescent moon occupies the upper left red section. Next to the moon are five white stars arranged in a circle.

Each feature of the Flag bears a unique symbolic meaning. Red stands for universal brotherhood and equality of man. White symbolises pervading and everlasting purity and virtue. The crescent moon represents a young nation on the ascendant, and the five stars depict Singapore's ideals of democracy, peace, progress, justice and equality.

## THE NATIONAL ANTHEM

### **Majulah Singapura**

Mari kita rakyat Singapura  
Sama-sama menuju bahagia  
Cita-cita kita yang mulia  
Berjaya Singapura  
Marilah kita bersatu  
Dengan semangat yang baru  
Semua kita bersatu  
Majulah Singapura  
Majulah Singapura

### **Onward Singapore (English Translation)**

Come, fellow Singaporeans  
Let us progress towards happiness together  
May our noble aspiration bring  
Singapore success  
Come, let us unite  
In a new spirit  
Let our voices soar as one  
Onward Singapore  
Onward Singapore

## THE NATIONAL PLEDGE

### **Our Pledge**

We, the citizens of Singapore, pledge ourselves as one united people, regardless of race, language or religion, to build a democratic society based on justice and equality so as to achieve happiness, prosperity and progress for our nation.

# Respecting our School

## SCHOOL HISTORY

Hougang Secondary School (HS) was established in 2001. On 20 December 2001, the school relocated to its current site at 2 Hougang Street 93.

## SCHOOL PHILOSOPHY

HS admits pupils who are keen to learn and develop them according to their abilities through a quality education that emphasises character development.

## SCHOOL VISION

Nurturing Empowered, Future-Ready Hougeans of Character and Purpose

## SCHOOL MISSION

**Care. Lead. Inspire. Partner.**

## SCHOOL VALUES

Gratitude. Respect. Empathy. Adaptability. Trustworthiness.

## SCHOOL DESIRED OUTCOMES

Future-Ready Learners

Empowered Leaders

Resilient Innovators

Community Builders

## SCHOOL MOTTO

Make The Difference

## SCHOOL CREST

### HOUGANG SECONDARY SCHOOL



**THREE WHITE LINES** represent the acquisition of knowledge, skills and positive attitude in Hougang Secondary School.

**GOLDEN FIGURE** stands for the nurturing of each Hoguean to be a person with good character and other stellar qualities.

### SCHOOL COLOURS

White symbolises Purity

Yellow symbolises Dignity and Excellence

Blue symbolises Nobleness

### SCHOOL SONG

We sing our song with joy and pride  
To tell the world we do things right  
Search ourselves to be true  
Uphold the creed Hogueans learn in school

We learn the skills with grit and zeal  
To stand the tests both tough and real  
Urge ourselves to excel  
Prepare for the future that none can tell

Chorus:

Respect ourselves, respect others  
Thus, we develop noble characters  
Work together for Singapore  
Make the difference on any shore

*Music by: Soh Kay Cheng  
Lyrics by: Chia Choon Kiat  
(Founding Principal)*

# Nurturing GREAT Hougeans

## School Values

### **Gratitude**

Hougeans are thankful for what they have and are appreciative of others.

### **Respect**

Hougeans value the worth and esteem of others and themselves.

### **Empathy**

Hougeans show kindness, compassion, and concern to foster genuine connections with others.

### **Adaptability**

Hougeans exhibit openness to new ideas, flexible thinking, and resilience in embracing changes.

### **Trustworthiness**

Hougeans are honest and reliable, actively building trust with others.

Value	It Looks Like....	It Does Not Look Like...	Example
Gratitude	showing gratitude for a new day by <b>greeting one another</b> cheerfully and sincerely.	walking past without acknowledging one another.	I will take the initiative to greet others whom I encounter by saying "Good morning/afternoon".
	being thankful for what you have in HS by <b>giving constructive feedback</b> to make HS a better place for teaching and learning to take place.	taking what you have been provided for granted.	I will give constructive feedback via the HS School Forum (Student Voice) to the school management.
	recognising and <b>showing appreciation</b> for contributions made.	being an inconsiderate user of common spaces.	I will offer help to keep the common spaces clean in appreciation of the good work of the cleaning staff.
Respect	<b>treating others the way you would like to be treated.</b>	behaving in an unkind way or hurting others using words/actions.	I will demonstrate respect for others by listening attentively to others and responding in an appropriate and positive way to exert positive influence on others.
	respecting yourself and others by <b>behaving appropriately</b> on all occasions.	disregarding school rules and class rules.	I will manage my behaviour and use an appropriate voice tone and language.
	aspiring towards <b>one's best</b> self and having <b>a sense of purpose</b> in life.	choosing to live life with a lack of motivation to improve oneself or work towards meaningful goals.	I will take action(s) and focus my attention to execute the plan towards developing my strengths and interests.
Empathy	<b>considering others' feelings</b> , thoughts and point of view.	passing judgement and criticising others for sharing their feelings and points of view.	I will practise active listening to seek understanding of others' feelings and perspectives.
	<b>recognising cultural differences</b> and understanding that others have different perspectives shaped by their cultural backgrounds.	making it unsafe for others to share their feelings and point of views.	I will play an active role in fostering and promoting social cohesion by acknowledging the feelings and experiences of others during their sharings in group discussions.
	<b>supporting others</b> who are going through a challenging time.	ignoring or undermining others who are facing difficulties.	I will offer a supportive word, or a gesture of kindness to a friend who is going through a challenging situation.

Value	It Looks Like....	It Does Not Look Like...	Example
Adaptability	being <b>curious and willing to explore</b> novel concepts, perspectives and approaches.	being complacent and unwilling to step out of comfort zone.	I will be proactive in acquiring new knowledge, skills, technology and ways of thinking as I learn and grow.
	adjusting <b>one's mindset and approach</b> in response to evolving situations.	being reluctant to change one's way of thinking of doing things.	I will consider multiple solutions to a problem and ascertain when additional help is required and seek help from appropriate sources.
	<b>being determined about achieving your goals and springing back</b> from a challenge better and stronger than before.	giving up easily because of the belief that failure is permanent and/or pervasive.	I will reflect on my successes and setbacks and see challenges and obstacles as opportunities for growth and persevere to execute the plan towards achieving my goals.
Trustworthiness	<b>admitting if a mistake is made</b> and having the <b>courage to face consequences</b> .	giving excuses for mistakes made.	I will approach the teacher and make an apology if I forget to do my homework. If a consequence is meted out, I will accept the consequence and learn from it.
	<b>completing tasks and fulfilling commitments on time</b> and as promised.	staying silent and not getting help when you are unable to complete your assigned task.	I will fulfil my responsibility in a group project on time and communicate openly if I encounter any difficulties that may affect the project's progress.
	<b>being someone, whom others can count on.</b>	being inconsistent in my words and actions.	I will meet my obligations, keep my promises, and follow through my commitments.

# School Desired Outcomes

## 1. As Future-Ready Learners, Hougeans

- are purposeful and passionate learners, continually adapting to an ever-evolving world.
- are curious, critical thinkers equipped with problem-solving abilities for tackling complex challenges.
- embrace lifelong learning and technology, and are adept at learning, unlearning, and relearning, thriving in a rapidly changing world to contribute meaningfully to society.

## 2. As Empowered Leaders, Hougeans

- drive positive change with purpose, empathy, and a global perspective, inspiring and mobilising others towards common good.
- navigate complex global issues with integrity, recognising that true leadership goes beyond titles.
- role model and champion fairness, inclusivity, and ethical decision-making to make a lasting positive impact on society.

## 3. As Resilient Innovators, Hougeans

- embrace failures as an opportunity to learn, adapt, and grow.
- think creatively and apply their knowledge to solve complex real-world problems with interdisciplinary skills.
- push boundaries, challenge conventions, and transform ideas into tangible realities that benefit society as a whole.

## 4. As Community Builders, Hougeans

- focus on collective well-being and actively engage with their communities to make them more inclusive, equitable, and sustainable.
- work collaboratively, empathise, and bridge divides to foster a more equitable and harmonious world.
- strengthen the social fabric, promoting unity, inclusiveness and a sense of belonging for all members of society where every voice is heard, and every person is valued.

## Above All, Hougeans of Character and Purpose

Hougeans are guided by the school values of **Gratitude, Respect, Empathy, Adaptability and Trustworthiness (GREAT)** as they navigate the complexities of the future.

# School Rules

The school rules serve to ensure acceptable student behaviour and conduct. They are designed to help students cultivate a set of positive behaviour that will empower them to learn in a safe and meaningful environment. Every student is expected to be familiar and comply with these stipulated rules. These rules apply within the school premises and at all other school-organised activities held outside the school.

## Respect for our Nation and School

- 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.

## Respect for our Personal and School Property

- Students are to keep every part of the school clean.
- Students are to take good care of all school property and keep them clean at all times.
- Students can only enter special rooms with the supervision of a teacher. Students must observe the rules and regulations governing the use of these rooms and the equipment in them.
- Students are to report any equipment fault to the relevant parties promptly.
- Students are to return all borrowed items to the appropriate parties promptly and in good condition.
- Students must be responsible and accountable for safekeeping of their personal belongings.  
The school will not be held liable for any loss.

## Attendance and Punctuality

- Students must always observe punctuality for all school-related activities.
- Students are required to be seated at the stipulated reporting venue by 7.30 a.m. on Monday, Tuesday, Thursday, and Friday and by 8.30 a.m. on Wednesday.
- If a student is unable to attend school because he/she is unwell, he/she should submit the medical certificate (only from MOH-registered clinics) to the Character Coach the following school day.
- Students who need to apply for leave from school must submit their parents' request to the principal, at least 2 weeks in advance. Taking leave during term time for local or overseas holiday is not allowed and will be considered as absence without valid reason.

## Morning Assembly (Flag Raising)

- Students are to observe silence during morning assembly once the school personnel-in-charge/student leader takes his/her position.
- Students are expected to bring the appropriate reading materials and do silent reading every morning.
- Students are to return to their classrooms in an orderly manner at the end of the morning assembly.

## **Curriculum Time**

The school emphasises the 5As (Attendance, Attire, Attitude, Activities, Attention) as follows:

### **Attendance**

- Students are to be present and punctual for all classes.
- Students must obtain permission pass from the teacher before leaving the classroom.
- Students must obtain written permission from the Character Coach (endorsed by a Head of Department/Year Head) before leaving school during curriculum time.

### **Attire**

- Students are to ensure that their attire and grooming are appropriate at all times. (Refer to pages 19 - 22).

### **Attitude**

- Students must not bring items that are not relevant to the curriculum and/or the learning process. For example, game/trading cards and sharp objects (including scissors with sharp points).
- Students are to demonstrate the school values and social skills in class.
- Students are not allowed to purchase or consume food during curriculum time.

### **Activities**

- Students are to ensure that their learning environment is clean.
- Students are to have their learning materials (including Personal Learning Device - PLD) ready before lessons.
- Students are to participate actively during lessons.  
“Screens down” – Students to focus on teacher and put PLD in sleep mode.  
“Screens up”- Students to begin/continue with learning activity using PLD.
- Students are to move in an orderly and quiet manner when moving from one classroom to another during curriculum time.
- Students must complete and submit all homework promptly and neatly.

### **Attention**

- Students are to stand and greet their teachers before the start of lesson and at the end of lesson.
- Students are to pay full attention to teacher in class.

## **Recess & Lunch Time**

Students are to leave their classrooms quietly and in an orderly manner so as not to disturb classes that are having lessons during recess/ lunch.

- Students are to have their meals only at the canteen, i.e. not in the classrooms.
- Students are not allowed to stay in their classrooms during recess.
- Students are to queue up to purchase food and drinks.
- Students are to purchase and consume all food and drinks during recess time.
- Students must return all utensils, cutlery, empty cups, etc. to the receptacles provided by the vendors.
- Students must help to maintain cleanliness in the canteen.
- Students are to engage in sports-related activities only at designated areas.
- Students are to return to class quickly and quietly five minutes before the end of recess time.
- The no-usage of mobile phone rules applies during recess and lunch time.

## **Weekly Assembly (Wednesday, 1.30 p.m. to 2.30 p.m.)**

- Students are to move quickly and quietly to the school hall/respective classrooms for assembly.
- Students are to observe silence when they are in the hall/respective classrooms at all times.
- Students are to be seated with their class neatly when in the school hall for assembly.
- Students must show respect towards all speakers and/or performers by paying attention.

## **After Dismissal**

- Students must not loiter in public areas such as shopping malls, playgrounds and void decks after school.
- Students must behave in a respectable manner and uphold the school values at all times.

## **Possession of weapons and weapon-like items**

- Students are not allowed to have in their possession any weapons. They are also not allowed to bring any weapon-like item which is intended to be used to cause harm to others.

## **Mobile Phones**

- Mobile phones may be used only before 7.30 a.m. and after the last period of curriculum time (3.00 p.m. on Mondays, Tuesdays and Thursdays, 2.30 p.m. on Wednesdays and 12.30 p.m. on Fridays).
- Students are not allowed to use their mobile phones during recess, lunch, CCA and Structured Consultation Time (SCT).
- Students are to store their mobile phones in their personal lockers before 7.30 a.m. and to retrieve them after the last period of curriculum time (2.40 p.m. on Mondays, Tuesdays and Thursdays, 2.30 p.m. on Wednesdays and 12.30 p.m. on Fridays).
- During curriculum time, mobile phones are to always be out of sight. This includes during the change-over of lessons and while students are walking along the corridor.
- Students can only use mobile phones for learning purposes when permission is given by a school staff.
- If the mobile phone policy is violated, the mobile phone will be confiscated immediately and kept under lock and key in the General Office.

For the first and second offence (for the year), the phone will be confiscated up till 5.00 p.m. on that day.

For the third offence and above (for the year), confiscated mobile phones will be returned only after 5 school days. For example, if a mobile phone is confiscated on Monday in Term 1 Week 1, the mobile phone will be returned after 5 full school days of confiscation, which is on Friday in Term 1 Week 1.

- An information form will be issued to the student. Confiscated mobile phone will be returned only after 5 school days with a signed parent's reply slip.
- Failure to comply with the confiscation order will be treated as defiance towards authority which is classified as a major offence in the school.

# Acceptable Use Policy for EdTech Resources

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

## EdTech Resources

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

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

For more information, please refer to:

Student Kit on Cyber Wellness and Learning with a Learning Device (Primary)

<https://go.gov.sg/cw-studentkitpri>

Student Kit on Cyber Wellness and Learning with a Personal Learning Device (Secondary)

<https://go.gov.sg/cw-studentkit>

As a general guideline,

- Students should not attempt to access data, system and information that they are not authorised to.
- Students are reminded that the use of learning devices and school's EdTech resources should solely be for the purpose of learning.

# Responsibilities in using Personal Learning Devices (PLDs)

## General

- Students are responsible for their PLDs. 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 PLDs are intended for use every day at school. Students must be responsible for bringing their PLDs to all classes.
- Students are to bring their PLDs home with them at the end of every school day.
- Students are not to use the school's electrical power to charge their PLDs. They should ensure that their PLDs are fully charged before bringing them to school.
- Students are responsible for securely storing the PLDs in the common storage facility (i.e. personal lockers) when they are not in use for learning purposes. Under no circumstance should PLDs be stored in unsupervised areas. Unsupervised areas include the school grounds, canteen, library, special rooms, toilets or any other entity that is not securely locked or in which there is no supervision.
- Students' PLDs are installed with device management software. When enrolled, the software will manage students' device usage based on settings determined by the school. Students should not attempt to tamper with, uninstall, de-enrol themselves or make attempts to bypass from the software. Any violation might lead to disciplinary action in accordance with the school's discipline policy.
- Students are reminded to keep their PLDs updated by installing the relevant patches and updates when being prompted by the system.
- 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 with the school's discipline policy.
- Students should always use respectful and appropriate language on cyberspace. Students should not transmit any material that is profane, obscene, abusive, or offensive to others.
- Students may be selected at random to provide their PLDs for inspection. The purpose for inspection is to check for proper care and maintenance, and for inappropriate material carried into the school.
- Use of PLDs for personal use (e.g., watching shows/using social media) is not allowed in school.
- Students are responsible for regularly backing up their learning materials in their PLDs to prevent data loss.

## **Account**

- Students are responsible and accountable for all activities conducted via their own accounts.
- 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 change their passwords every 3 months. Failure to do so would constitute negligence.
- Students are to use their full name as stated in their EZlink cards for all account IDs. Aliases, nicknames, and pseudonyms are not allowed.
- Students should not use school-owned computing devices for any online trade (i.e., buying and selling of goods and services).
- Students should not use devices to store, modify or create content (e.g., documents, presentations, pictures, videos) that is pornographic or defamatory in nature.

## **Email & Social Media**

- Students are not to 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 the 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, they should 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 user, without the consent of the individual, is an act of vandalism and subject to disciplinary action in accordance with the school's discipline policy.
- Students should not go into any chat room other than those set up or mandated by their teacher. Private chatting, during class, without permission is not allowed.

## **Respecting Copyright**

- Students should not access, download, copy or share any copyrighted materials (such as pictures, videos, music) without explicit permission from the owner(s).
- Students should not own, copy, or share software or digital files in an unauthorised 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.
- Plagiarism is a violation of the school's discipline code. Students should give credit to all sources used, whether quoted or summarised. This includes all forms of media on the Internet such as graphics, movies, music, and text.

## **Using Artificial Intelligence (AI)**

- Students must ensure that they meet the minimum age requirement specified in each AI tool's age restrictions before using it.
- If the use of AI is permitted, students should acknowledge the use of AI in weighted assessments and homework as required.
- Students are to practice academic integrity and be responsible for their own learning when using AI. Students need to understand that they are ultimately short-changing themselves if they pass off other's work as their own.

## **Staying Safe and Secure Online**

- Students should report any incidents (e.g. unusual device behaviour or inappropriate use of devices), to the school.
- Students are reminded to develop online safety habits. This includes not disclosing personal access credentials (e.g. MIMS password, PLD passcode, etc.), sensitive personal data (e.g. home address, passwords) online or on AI platforms, verifying credibility of online content before sharing, avoiding clicking on suspicious links or downloading unknown files, and being cautious when interacting with others online (e.g. on social media) by not engaging with strangers.
- Students should exercise caution regarding the limitations of AI tools, including potential inaccuracies / fabricated responses, inherent biases and outdated information.

## **Digital Wellbeing and Balance**

- Students are reminded to balance screentime with other activities including physical exercise and face-to-face social interactions.
- Students should avoid excessive use of your devices outside learning hours.
- Students should take regular breaks to rest their eyes and minds.
- Students are reminded to practice good sleep hygiene by not using their devices one hour before bedtime.

**All students are required to abide by the rules stated above on the usage of EdTech Resources. Violation of any rules may result in confiscation of related devices and other disciplinary actions, as decided by the Pupil Management Department.**

## Attire and Grooming

Students are to wear the prescribed school uniform and modification to the uniform is not allowed.

### For Male Students



- Hairstyle should be neat and short.
- Fringe when combed down must not be touching the eyebrows.
- Sideburns should not touch the tip of the ears or cover the ears.
- Hair at the back of the neck should be sloped and above the collar.
- Outlandish hairstyles (e.g. Mohawk, overlap, extremely high slope, side shave) are not allowed.
- Dyeing of hair is not allowed.
- All male students must be clean-shaven at all times. Moustache and beards are not allowed.
- Name tag should be seen at all times.
- Pants should not be altered to look tapered, baggy or of inappropriate length.
- School tie is to be worn during morning Flag Raising Ceremony every Monday.

## For Female Students



- Long hair must be tied up neatly.
- Female students with shoulder-length hair or hair touching the collar must tie up their hair at all times.
- Fringe touching the eyebrows must be pinned up using a black pin.
- Only simple black hair accessories are allowed.
- Dyeing of hair is not allowed.
- Name tag should be seen at all times.
- Skorts' length is to touch the knee cap.
- School tie is to be worn during morning Flag Raising Ceremony every Monday.

## **School Uniform/Grooming**

- Students are to wear their prescribed school uniform without any alteration when reporting for, attending and leaving school and school events.
- Students are to wear their uniform comprising the school tie, shirt/blouse and skorts/pants every Monday.
- Students are allowed to wear their school shirt/blouse, polo t-shirt or PE t-shirt with skorts/pants on all days except Monday.
- On days where there are PE lessons, students are required to report to school in their school shirt/blouse, polo t-shirt, PE t-shirt or CCA t-shirt with pants/skorts (i.e. not allowed to report to school in PE shorts). If they wish to, students can choose to wear their PE shorts under their pants/skorts instead. They are allowed to wear PE attire only during PE lessons.
- Students are expected to be in prescribed school uniform for his/her CCA when they return to school outside normal school hours and during school holidays.

## **PE/CCA Attire**

- HS PE attire (both t-shirt and shorts) must be worn during all PE lessons.
- Other sports attire is not allowed during PE lessons (e.g., FBT, Nike or Adidas etc.).
- CCA t-shirt is allowed to be worn to school with skorts/pants on Tuesdays and Fridays during curriculum time. Students who have PE on that day will change into their CCA t-shirts during recess, lunch or after 3.00 p.m.

## **Shoes and Socks**

- Only school shoes which are predominantly white in colour are allowed. Only white shoelaces are allowed.
- Use of black, grey or blue should be limited to a small part of the shoes.
- Neon or fluorescent-coloured panels/stripes are not allowed.
- Only plain white ankle-length socks without any logos are allowed.
- High-cut shoes are not allowed.
- Students who are unable to wear school shoes due to injury must produce a medical certificate and seek approval from their Character Coach before coming to school in slippers/sandals.

## **Cosmetics and Fingernails**

- Use of cosmetics is not allowed.
- Fingernails must be always kept short and clean.
- Use of nail polish is not allowed.
- Nail/hand painting is not allowed.
- Tattoos are strictly not allowed. Students with tattoos may be suspended indefinitely until the tattoo is removed.

## **Accessories**

- Jewellery, rings, friendship or coloured bands, bracelets, anklets or any cosmetic ornaments are not to be worn. Students will be given a verbal warning, and parents will be informed. The inappropriate items will be confiscated till the end of the semester if the earlier warning was disregarded.
- Body piercing is not allowed.
- Only girls are allowed to wear one pair of pin-sized silver ear studs of the same design, with one ear stud on each ear at the bottom of the lobe. Earrings or expensive ear studs should not be worn. Students will be given a verbal warning, and parents will be informed. The inappropriate items will be confiscated till the end of the semester if the earlier warning was disregarded.

## **Contact Lenses and Spectacle Frames**

- Coloured or fanciful contact lenses (i.e. circle lenses) are not allowed.
- Fanciful and loud coloured spectacle frames are not allowed. For example, red, yellow, orange and neon-coloured frames.

## **Wearable Technologies**

- Wearable technologies such as Smart Watches with features such as camera and video recording functions and other internet-enabled features are not allowed during all weighted assessments and examinations.
- The responsibility is on the student to remove wearable technologies before the start of all weighted assessments and examinations. If found in possession of wearable technologies during weighted assessments and examinations, it may be deemed as an attempt to cheat.

## Description of Offences

### Minor Offences

Offence Type	Offence	Description
Attendance	Late coming	Late arrival to school after stipulated timings for all school activities. Students can be sent home if they arrive after 8 a.m.
	Skipping Classes	Absence from formal lessons without a valid reason.
Misconduct	Improper attire and grooming	Not abiding by the school rules on attire and grooming.
	Littering	Dropping or leaving rubbish within and outside school premises.
	Not doing assignments	Not handing in class work, homework and project work neatly, promptly and punctually.
	Use of vulgarities	Use of vulgar language within and outside school.
	Unauthorised use of mobile phones/electronic devices	Violation of the mobile phone policy.

## Major Offences

Offence Type	Offence	Description
Attendance	Leaving school	Leaving school premises during school hours without permission.
	Truancy	Absence from school without a valid reason on school days.
Misconduct	Cheating in assessments/ tests/exams	Possession of unauthorised materials and/or notes. Copying from others, allowing others to copy, tampering with marks. Attempt to communicate with others.
	Forgery	Forging signatures, medical certificates, consent forms, etc. with the intention to deceive.
	Open defiance and rudeness	Display of rudeness and disrespect in speech or actions.
	Bullying (including verbal and cyber bullying)	Hurting, intimidating, or slandering others using power and strength in person or through other electronic forms like emails, mobile phones and other social networking websites.
	Disruptive Behaviour	Act or conduct which interferes with the smooth running of class or school events.
	Abuse of Technology	Improper, unlawful, or incorrect use of information communications and technology. Violation of the school's Technology Acceptable Use Policy and Device Use Policy.
Theft / Damage of Property	Arson	Planting explosives or setting property on fire, whether attempted or actual.
	Theft	Stealing school property or property belonging to others.
	Vandalism	Wilful and malicious destruction of personal, school or public property, including graffiti.

<b>Offence Type</b>	<b>Offence</b>	<b>Description</b>
<b>Other Serious Offences</b>	Assault/Intimidation	Violence against others with the intention to hurt/intimidate regardless of whether any injury has been sustained.
	Fighting	Confrontation between individuals or opposing groups with the intention to harm using bodily force or weapons.
	Gambling	Using money or its equivalent in games, betting, etc.
	Gangsterism	Gang-related assault/threat/harassment/extortion/money laundering, whether actual or attempted.
	Pornography	Consumption/possession/distribution/sale of pornographic materials.
	Possession of Weapons	Possession of objects which is used or intended to be used to cause harm to others. This includes paper cutter and scissors with sharp edges.
	Possession of lighters/matches	Use/possession of lighters/matches.
	Smoking/Vaping	Use/possession/distribution/sale of cigarettes/e-cigarettes/vape devices and accessories.
	Substance abuse	Use/possession/distribution/sale of alcohol, drugs, inhalants.
	Sexual abuse/ Molestation	Any verbal or physical (including consensual or forced) acts of sexual misconduct.
	Outrage of Modesty	Any verbal or gestures intended to insult the modesty of others.
	Trespassing	Trespass any rooms or areas that are out of bounds to students.

Offence Type	Offence	Description
<b>Other Serious Offences</b>	Causing public nuisance /participating in activities that tarnish the school image (including intimate behaviour)	Engaging in activities in public that disrupt the public and/or tarnishes the school image.
	Any other serious offences that do not fall into the above categories	-

**NOTE:**

- Students who have committed any major offence will receive a ‘Fair’ or ‘Poor’ conduct grade for that semester.
- Repeated minor offences will also be classified as a major offence. He/she will be given a “Fair” or “Poor” conduct grade which means that he/she will not be eligible for any application of awards, scholarships, bursaries, etc.
- The offence records will also be updated in the Ministry of Education’s School Cockpit Student Offence Module (SOM).

## Actions and Consequences

Table 1 on the next page describes the possible consequences which will be applied to students who exhibit behaviours that do not support school values.

**While the sequence/stages of various disciplinary consequences outlined below in Table 1 serve as a reference point, the administration of the school disciplinary action and final decision will depend on the situation in which the offence was committed, its nature and its severity.**

In addition to the consequences outlined in Table 1, when applicable, the school will also implement **corrective measures (outlined below in Table 2)** to help students understand both the consequences of their actions and the right values on which their actions should be based on.

Corrective measures are a form of deterrence and a way to teach students to respect the school, the school staff and their peers. It is student-centric in its aim to help them change for the better.

**TABLE 1: ACTIONS AND CONSEQUENCES FOR OFFENCES**

TYPE OF OFFENCE	No. of Offences	POSSIBLE ACTIONS AND CONSEQUENCES
<b>1. Inappropriate Attire/Grooming</b>	First time Offenders	<ul style="list-style-type: none"><li>The student is required to make the rectification on the spot.</li><li>For attire/grooming issues that cannot be rectified immediately, the student will be given one day to follow up and ensure the grooming issue is rectified.</li><li>Parental Involvement.</li></ul>
	Repeat Offenders	<ul style="list-style-type: none"><li>The student will be given time to leave the school to have the grooming issue rectified.</li><li>Students with coloured hair / fanciful hairstyles will not be allowed to join their class till the issue is rectified.</li><li>Students will be given time to leave the school to have the grooming issue rectified.</li><li>Parental Involvement</li></ul>
<b>2. Minor Offences (multiple minor offences may be classified as a major offence)</b>  Examples (non-exhaustive): <ul style="list-style-type: none"><li>Late coming</li><li>Skipping Classes</li><li>Improper attire and grooming</li><li>Littering</li><li>Not doing assignments</li><li>Use of vulgarities</li><li>Unauthorised use of mobile phones/electronic devices</li></ul>	First Time & Repeat Offenders	<ul style="list-style-type: none"><li>Counselling/Reprimanding</li><li>Removal of privileges (i.e. confiscation of handphones)</li><li>Self/Public Reflection</li><li>Parental involvement</li><li>Corrective work order</li><li>After-School Detention</li><li>In-school suspension</li></ul>

<p><b>3. Serious Offences (multiple minor offences may be classified as a serious offence)</b></p> <p><b>Examples (non-exhaustive):</b></p> <ul style="list-style-type: none"> <li>• Leaving school without permission</li> <li>• Truancy</li> <li>• Cheating in assessments/ tests/exams</li> <li>• *Forgery</li> <li>• Open defiance and rudeness</li> <li>• *Bullying (including verbal and cyber bullying)</li> <li>• Abuse of Technology</li> <li>• *Arson</li> <li>• *Theft</li> <li>• Vandalism</li> <li>• *Assault</li> <li>• *Fighting</li> <li>• *Gambling</li> <li>• *Gangsterism</li> <li>• *Pornography</li> <li>• *Possession of Weapons</li> <li>• Possession of lighters/matches</li> <li>• Smoking</li> <li>• *Substance abuse</li> <li>• *Sexual abuse / Molestation</li> <li>• *Outrage of Modesty</li> <li>• *Trespassing</li> <li>• Causing public nuisance</li> </ul> <p><b>Note*:</b> <i>Very serious offences include Drug Abuse, Vaping (with etomidate), Sexual Misconduct, Assault, Fighting, Gangsterism, Severe bullying and other illegal/criminal offences under Section 424 of the Penal Code or offences which result in grievous hurt to self and/or others. This category of serious offences will result in more severe consequences.</i></p>	<p>First Time &amp; Repeat Offenders</p>	<ul style="list-style-type: none"> <li>• Counselling/Reprimanding</li> <li>• Self/Public reflection</li> <li>• Removal of privileges (i.e. confiscation of handphones)</li> <li>• Parental Involvement</li> <li>• Corrective work order</li> <li>• After-School Detention</li> <li>• In-school/home suspension</li> <li>• Caning (private/classroom/public)</li> <li>• Suspension of leadership roles, and non-eligibility for representation of school at NSG / SYF / competitions, character awards and scholarships for the rest of the year</li> <li>• Referral to police</li> <li>• Expulsion</li> <li>• All smoking/vaping offences (with and without Etomidate) will be referred to Health Science Authority. The school-based disciplinary measures (such as internal/external suspension and/or caning) will be <u>in addition to</u> the penalties that the Health Sciences Authority will impose.</li> <li>• All substance-abuse offences will be referred to Central Narcotics Bureau.</li> <li>• Any offence against the law of the Republic of Singapore is a very serious offence and as such, the school may consider expulsion of any student guilty of such an offence.</li> </ul>
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**TABLE 2: CORRECTIVE MEASURES**

<b>Restorative Actions</b>	<ul style="list-style-type: none"><li>• Guidance from teacher to help the student understand/reflect on the implications of his/her actions and to be accountable for better decisions.</li><li>• Complete reflection-based assignments related to the incident.</li><li>• Attend teacher facilitated sessions to resolve conflicts/issues.</li><li>• Attend counselling sessions.</li></ul>
<b>Re-mediatative Actions</b>	<ul style="list-style-type: none"><li>• Parental involvement</li><li>• Formulating a contract with the student in the presence of parents.</li><li>• Helping the student to draw up and comply with a time structure for a specified goal as agreed between his/her parents and the school.</li><li>• Monitoring the student's movements and conduct during lessons via a monitoring logbook system.</li><li>• Attend school programmes/activities identified for the student.</li><li>• Referral to external agencies for additional support.</li></ul>

# Character & Citizenship Education (CCE)

HS is committed to nurturing students' holistic development, focusing on moral, social, and emotional growth, resilience, and ethical decision-making. Our Character and Citizenship Education (CCE) curriculum emphasises **identity, relationships, and choices**, integrating core values, social-emotional competencies, citizenship dispositions, and emerging 21st Century Competencies that include Critical, Adaptive and Inventive Thinking, Communication, Collaboration and Information Skills and Civic, Global and Cross-Cultural Literacy (Figure 1).

Through lessons, Co-Curricular Activities (CCAs), student leadership programmes, VIA initiatives, National Education, peer support, mental health and cyber wellness programmes, and experiential learning (Figure 2), HS develops students who are confident, responsible, resilient, and socially conscious, equipped to thrive in a complex, interconnected world.

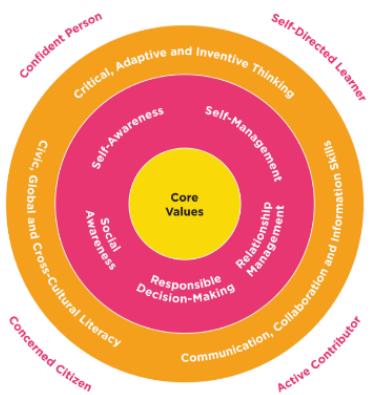


Figure 1



Figure 2

# Student Well-Being

## Need a listening ear?

Meet our Senior School Counsellor, Mrs Laila KC, at the Counselling room (level 1).

There are hotlines and chats available for students who are more comfortable seeking help using these platforms shown below.

### eC2

eC2 is an e-Counselling Centre where you can talk to a trained counsellor about the issues you are facing, right where you are.

Youths may chat with a counsellor online at: [www.ec2.sg](http://www.ec2.sg)

Monday, Thursday and Friday (Excluding Public Holidays):  
10am - 12pm & 2pm - 5pm

### Help123

Help123 is a service for youth to reach out to someone for cyber wellness issues (from cyber bullying to having your social media account hacked or having an addiction to the Internet).

Call: **1800 6123 123**  
You may also email Help123 [hello@help123.sg](mailto:hello@help123.sg) and the response time will be within 3 working days.  
Find out more: [help123.sg](http://help123.sg)

Monday - Friday (Excluding Public Holidays):  
10am - 6pm

### mindline.sg

Mindline.sg is an online platform that provides tools, tips and resources to help you manage your health and well-being. Explore and find out how you can improve your mental well-being and support your friends too.

Find out more: [www.mindline.sg](http://www.mindline.sg)



## Helplines

for seeking guidance and support

### TOUCHline

TOUCHline is a helpline to provide youths with emotional support and practical advice.

Call: **1800 377 2252**

Monday - Friday (Excluding eve of Public Holidays and Public Holidays):  
9am - 6pm

### SOS

SOS provides round the clock emotional support for those in distress, thinking of suicide or affected by suicide. This service is manned by trained volunteers.

Call: **1767**  
(24-hour helpline)

Whatsapp: **9151 1767**  
(24-hour Care Text)

There is also an alternative avenue of emotional support for those who prefer to write. Response time for this service is within 48 hours, excluding weekends and public holidays.

Email: [sos@sos.org.sg](mailto:sos@sos.org.sg)

### Carey

Carey is an online platform by Care Corner that provides free mental health check-ins with mental health professionals. Explore the self-help tools and learn how to cope better or support your friends too.

Find out more: <https://carey.carecorner.org.sg/>

## **Students with Special Educational Needs (SEN)**

Students can meet our SEN Officers, Mdm Evonne Chea or Ms Lim Pei Ying at the Counselling room (level 1).

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## **Educational & Career Guidance (ECG)**

Students are strongly encouraged to book an appointment with our ECG Counsellor, Ms Juan Pei-Ling using the ECG booking form <https://go.gov.sg/hss-ecgc>. The session can be either done online or face-to-face at the Engagement Centre, every Tuesday or Wednesday from 8.00 a.m. to 5.00 p.m.

For more information, visit our HS ECG one-stop portal using the link [HS ECG Padlet](#).

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## **Application for Financial Assistance**

Students with financial difficulties may apply for MOE financial assistance through their respective Character Coaches. Applicants who meet the criteria will receive full waiver of school fees and waiver of 50% of standard miscellaneous fees.

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## **Photography and Videography at School Events/Publication of Students' Work**

Photographs or video images of you or your parents/legal guardians may be taken during school activities and events such as classroom lessons, CCA, school camps, or concerts. The school may use and publish selected photographs or video recordings in school publications, the school's website, social media channels, or other communication channels. Parents/Legal guardians are to notify the school in writing if they do not wish to grant such permission.

# Teaching & Learning

## Assessment

The promotion of students from one level to the next is based on their performances in both the Weighted Assessments and Semestral Examination.

### Weighted Assessments (WAs)

1. Weighted Assessments at each term are in the form of class tests or Alternative modes of Assessment (AA).
2. Alternative modes of Assessment (AA) must be submitted as scheduled to attain WAs marks.
3. Students who are absent from a test without a medical certificate or any other valid reasons accepted by the school will be awarded zero marks for that test.
4. A Progress Report is issued to parents for endorsement at the end of each term.

### Semestral Examination

1. One semestral examination is conducted at the end of the year for Secondary 1 to 3.
2. One preliminary examination is conducted in Term 3 for Secondary 4.
3. Students who are absent from an examination paper without a medical certificate will be awarded zero marks for that paper.
4. Students who do not meet the promotion criteria will NOT be promoted as there will be no supplementary papers in any subject.

## 2026 Assessment Modes and Weighting for Secondary 1

Subject	Term 1 WA	Term 2 WA	Term 3 WA	Term 4 WA	Term 4 (EOY)	Total
G1, G2, G3 English Language	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Chinese & Malay Languages	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Tamil Language	15%	15%	15%	0%	55%	100%
G2, G3 Literature	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Mathematics	15%	15%	15%	5% (AA)	50%	100%
G1, G2, G3 Science	15%	15%	15%	5% (AA)	50%	100%
G2, G3 History	10%	15% (HI)	15% (HI)	10%	50%	100%
G2, G3 Geography	10%	15% (GI)	15% (GI)	10%	50%	100%
Art (Common Curriculum)	15%	15%	15%	5% (AA)	50% (CWK)	100%
Design & Technology (Common Curriculum)	NIL		15%	15%	70% (CWK+AA)	100%
Food & Consumer Education (Common Curriculum)	15%	15%	NIL		70% (AM+AA)	100%

Note: AA denotes Alternative modes of Assessment

AM denotes Applied Module

CWK denotes Coursework

HI denotes Historical Investigation

GI denotes Geographical Investigation

## 2026 Assessment Modes and Weighting for Secondary 2

Subject	Term 1 WA	Term 2 WA	Term 3 WA	Term 4 WA	Term 4 (EOY)	Total
G1, G2, G3 English Language	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Chinese & Malay Languages	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Tamil Language	15%	15%	15%	0%	55%	100%
G2, G3 Literature	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Mathematics	15%	15%	15%	5% (AA)	50%	100%
G1, G2, G3 Science	15%	15%	15%	5% (AA)	50%	100%
G2, G3 History	10%	15% (HI)	15% (HI)	10%	50%	100%
G2, G3 Geography	10%	15% (GI)	15% (GI)	10%	50%	100%
Art (Common Curriculum)	15%	15%	15%	5% (AA)	50%	100%
Design & Technology (Common Curriculum)	15%	15%	NIL		70% (CWK+AA)	100%
Food & Consumer Education (Common Curriculum)	NIL		15%	15%	70% (AM + AA)	100%

Note: AA denotes Alternative modes of Assessment

AM denotes Applied Module

CWK denotes Coursework

HI denotes Historical Investigation

GI denotes Geographical Investigation

## 2026 Assessment Modes and Weighting for Secondary 3

Subject	Term 1 WA	Term 2 WA	Term 3 WA	Term 4 WA	Term 4 (EOY)	Total
G1, G2, G3 English Language	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Chinese & Malay Languages	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Tamil Language	15%	15%	15%	0%	55%	100%
G2, G3 Literature	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Mathematics	15%	15%	15%	5% (AA)	50%	100%
G3 Additional Mathematics	15%	15%	15%	5% (AA)	50%	100%
G2, G3 Principles of Accounts	15%	15%	15%	5% (AA)	50%	100%
G3 Pure Physics / Chemistry / Biology;	15%	15%	15%	5% (AA)	50%	100%
G1, G2, G3, Combined Sciences						
G2, G3 Art	15%	15%	15%	5% (AA)	50%	100%
G1, G2, G3 Design & Technology	15%	15%	15%	5% (AA)	50%	100%
G1, G2, G3 Nutrition & Food Science	10%	15%	15%	10% (AA)	50%	100%
G1, G2, G3 Computing	15%	10%	15%	10% (PW)	50%	100%
G2, G3 Humanities (Social Studies with Geography / History / Literature in Malay)	10%	15%	15%	10% (AA)	50%	100%

Note: AA denotes Alternative modes of Assessment

## 2026 Assessment Modes and Weighting for Secondary 4 and 5

Subject	Stream	Term 1 WA1	Term 2 WA2	Preliminary Examination
Art	Express Normal (Academic) Normal (Technical)	15%	15%	70%
Computing CPA	Express Normal (Technical)	15%	15% (Practical)	70%
All other subjects	Express Normal (Academic) Normal (Technical)	15%	15%	70%

# In-school Progression and Curricular Load

## For Secondary 1 to 3

Course	Level	Remarks
Full SBB	Sec 1 Sec 2 Sec 3	<p>Students will generally progress to the next year of learning and continue to take on subjects appropriate to their pace of learning i.e. G1, G2 or G3 subjects.</p> <p>At secondary 2, students not meeting either of the following academic requirements may have its curricular load adjusted</p> <ul style="list-style-type: none"><li>• Passed English and 2 other subjects, or</li><li>• Passed at least half of <u>examinable</u> subjects</li></ul> <p>Students' curricular load for the following year can be adjusted based on the school's holistic considerations of what is educationally meaningful for each student, including adjusting the total number of subjects offered as well as offering individual subjects at a more demanding or less demanding subject level.</p> <p>In general, students taking subject(s) at a more demanding level and have met the academic requirement are encouraged to continue regardless of the grades achieved for the subjects, as it generally takes time for students to adjust to a more demanding level of rigour.</p>

## Post Secondary Pathways under Full Subject-Based Banding (SBB)

For Sec 1, 2 and 3 students, please refer to

<https://www.moe.gov.sg/secondary/schools-offering-full-sbb> for more details.

# Progressing through Secondary School Years with Full SBB

## Start of S1

All students offer the following subjects in lower secondary:

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

## Offering Subjects at More Demanding Level (MDL)

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

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

## End of S1

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

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

## End of S2

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

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

YES

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

YES

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

NO

Students will offer subjects at existing subject levels in S3.

NO

The school will engage students and parents. Options include reducing the number of subjects and/or offering subjects at LDL. Students will generally progress to S3.

## End of S3

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

If students cannot cope

The school will engage students and parents. Options include reducing the number of elective subjects and/or offering subjects at LDL. Students will generally progress to S4.

## End of S4

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

# Criteria for Progression to Post-Secondary Education Institutions for Secondary 4 & 5 students (2026 Cohort only)

## For O-Level students:

1. To be eligible for admission to a **Junior College (JC)**, the following **criteria** must be met:

a. **L1R5 must not exceed 20.** **L1R5 refers to**

- (i) first Language (English or Higher Mother Tongue Language),
- (ii) one Humanities subject (Literature, Social Studies & History elective or Social Studies & Geography elective),
- (iii) one Science / Mathematics subject,
- (iv) one Humanities / Mathematics / Science subject,
- (v) any other two GCE 'O' Level subjects.

b. **Attain the grade requirement for specific subjects, namely**

- (i) at least a C6 in English Language,
- (ii) at least a D7 in Mother Tongue Language or at least an E8 in Higher Mother Tongue Language or Merit or Pass for 'B' Syllabus,
- (iii) at least a D7 in Mathematics or Additional Mathematics.

2. To be eligible for admission to **Millennia Institute (MI)**, the following **criteria** must be met:

a. **L1R4 must not exceed 20.** **L1R4 refers to**

- (i) first Language (English or Higher Mother Tongue Language),
- (ii) two subjects from the Humanities, Science and Mathematics,
- (iii) any other two GCE 'O' Level subjects.

b. **Attain the grade requirement for specific subjects, namely**

- (i) at least a C6 in English Language,
- (ii) at least a D7 in Mother Tongue Language or at least an E8 in Higher Mother Tongue Language or Merit or Pass for 'B' Syllabus,
- (iii) at least a D7 in Mathematics or Additional Mathematics.

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3. To be eligible for admission to **Polytechnic**, the following **criteria** must be met:

a. **ELR2B2 net aggregate score must not exceed 26 except for Diploma in Nursing.**

To apply for the Diploma in Nursing, the ELR2B2 net aggregate score must not exceed 28.

**ELR2B2 net aggregate score =**

English Language (EL) + 2 Relevant Subjects (R2) + 2 Best Subjects (B2) minus CCA bonus points

b. **Meet the minimum entry requirements (MERs) of the course.**

For more information on the MERs, please refer to <https://www.moe.gov.sg/coursefinder>.

4. To be eligible for admission to a **2-year Nitec/2-year Higher Nitec/3-year Higher Nitec** course at ITE, the following **criteria** must be met:

- a. must have sat for at least 5 O-Level subjects over a maximum of 2 years,
  - b. meet the MERs of the course. For more information, please refer to [MOE Coursefinder](#)
- 

### **For Normal (Academic) students:**

1. To be eligible for admission to **Polytechnic Foundation Programme (PFP)**, the following **criteria** must be met:

- a. ELMAB3 (English, Mathematics, Best 3 subjects), a raw aggregate score of 12 points or better (excluding CCA bonus points) at the GCE 'N' Level examination; and
- b. the subject-specific requirements based on course groups 1 & 2. For more information on the requirements and grouping, please refer to [Information on PFP](#)

Note : O-Level examination grades are converted to N(A)-Level grades for N(A) students who have taken O-Level examinations in certain subjects.

2. To be eligible for admission to **Direct Entry Scheme to Polytechnic Programme (DPP)**, the following **criteria** must be met:

- a. obtain ELMAB3 aggregate score of 19 points or less, excluding bonus points, for the N-Level examinations.
- b. meet the MERs of the course. For more information, please refer to [MOE Coursefinder](#).

Note : O-Level examination grades are converted to N(A)-Level grades for N(A) students who have taken O-Level examinations in certain subjects. For more information, please refer to <https://www.moe.gov.sg/post-secondary/admissions/dpp/eligibility-criteria>

3. To be eligible for admission to **NAFA Foundation Programme (NFP)**, students must obtain ELMAB3 aggregate score of 15 points or less, excluding bonus points, for the N-Level examinations. For more information, please refer <https://www.nafa.edu.sg/programmes/foundation>.

4. To be eligible for admission to a **2-year Nitec/3-year Higher Nitec course at ITE**, students must meet the minimum entry requirements (MERs) of the course.

For more information on the MERs, please refer to [MOE Coursefinder](#).

5. To be eligible for admission to **Secondary 5N(A)**, students must obtain ELMAB3 raw aggregate score of 19 or better (excluding CCA bonus points) at the GCE 'N' Level examination and at least a grade 5 in all the subjects used in the computation of ELMAB3.

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## **For Normal (Technical) students:**

1. To be eligible for admission to a 2-year Nitec/3-year Higher Nitec course at ITE, students must obtain:
    - a. best 4 GCE ‘N’ subjects including pre-requisites and bonus points.
    - b. meet the MERs of the course. For more information, please refer to [MOE Coursefinder](#).
  2. For students who have completed their N-Level examinations with 0 or 1 passes, they may apply for 3-year Nitec course with Enhanced Nitec Foundation Programme or 4-year Higher Nitec course with Enhanced Nitec Foundation Programme.
- 

## **Bonus Points for Admission to Junior Colleges/ Polytechnics/ Institutes of Technical Education (JC/Poly/ITE).**

Bonus points are awarded for attainment in Co-Curricular activities (CCA), language grades and school affiliation. They are deducted from the gross aggregate score to compute the net aggregate score.

Please note that these bonus points are used to determine the net aggregate scores of students during posting.

A maximum of 4 bonus points can be obtained from a combination of any of these types:

- (i) CCA grade of “Excellent” – 2 bonus points or CCA grade of “Good” – 1 bonus point,
- (ii) For JC/MI admission, a grade of A1 to C6 in English and Higher Mother Tongue Language grades – 2 bonus points,
- (iii) An additional 2 bonus points are awarded if the students are selected for the Chinese, Malay or Tamil Language Elective Programme offered in some JC.

# Criteria for Progression to Post-Secondary Education

## Institutions for Secondary 4 & 5 students (from 2027 onwards)

The implementation of full SBB provides greater flexibility in subject offerings and caters to the strengths of students in different subjects. It also facilitates students to have more options for post-secondary pathways. The table below summarises the available pathways for students based on the subjects offered:

Students taking at least	POST-SEC PATHWAYS					
	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	✓	✓	✓	✓
4 G3 + 1 G2 subjects	✓	✓	✓	✓		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	✓				

Note: All students will offer at least 5 upper secondary examinable subjects.

With the introduction of the Secondary Education Certificate (SEC) examinations in 2027, the JC and MI admission criteria have been adjusted. The shift affords students greater agency to reduce the number of subjects offered to allow students to pursue other interests and strengthen their 21CC development through CCAAs and leadership opportunities. The admission criteria for the various post-secondary education institutions (PSEIs) are as follows:

### Admissions Criteria to Junior College (JC) & Millennia Institute (MI)

[JC] L1R4 ≤ 16; [MI] L1R4 ≤ 20 raw aggregate score computed with G3 subjects

Admission to	Aggregate criteria	Other Criteria
Junior Colleges (JC)	L1R4 ≤ 16	Meet minimum grade requirements
Millennia Institute (MI)	L1R4 ≤ 20	

The minimum grade requirements and award of CCA Bonus points (Max 3 points) are shown below:

Subject	Grade
English Language	A1-C6 at G3
Any 1 Mathematics	A1-D7 at G3
Any 1 Mother Tongue Language (MTL): • MTL: Chinese, Malay, Tamil • MTL approved by MOE in lieu of an official MTL (MTL-in-lieu): Bengali, Gujarati, Hindi, Punjabi, Urdu, French, German, Japanese, Arabic, Burmese, Thai	HMTL: • A1-E8 at G3  MTL: • A1-D7 at G3 • 1-5 at G2 • A-D at G1

Type of Bonus Points	Points
CCA Grade	Excellent: 2 Good: 1
EL and HMTL Grade • A1 to C6 for both subjects	2
Chinese/Malay (Special Programme) or Bahasa Indonesia Grade • A1 to C6	2
Affiliated JC	2

## Subjects Requirements for JC/ MI Admission

Component	Subjects	2028 JAE L1R4
L1	English or Higher Mother Tongue	✓
R1	Any 1 best-scoring subject from Humanities	✓
R2	Any 1 best-scoring subject from Mathematics or Science	✓
R3	Any 1 best-scoring subject from Humanities, Mathematics or Science	✓
R4	Any 1 best-scoring subject	✓

## Admissions Criteria to Polytechnic and Institute of Technical Education (ITE)

Admission to	Aggregate criteria	Other remarks
Polytechnic	four G3 subjects and one G2 subject: ELR2B2 $\leq$ 22 ( $\leq$ 24 for Diploma in Nursing)	Meet minimum entry requirements (MER)
2-year Higher Nitec	Students taking a <u>combination of G3 and G2 subjects</u> : Aggregate is calculated based on G2 scores after mapping with criteria as ELMAB3 $\leq$ 19	All Higher Nitec students with a minimum raw GPA of 3.5 will be guaranteed a place in a mapped polytechnic course
3-year Higher Nitec	Students taking predominantly G1/G2 subjects: aggregate score will be computed based on four G1 subjects after mapping	

For admission to Polytechnic, students will be able to offer one subject at G2. With this change, all students will be assessed based on four G3 subjects and one G2 subject, instead of five G3 subjects. There is no change in the requirements for admissions to the PFP.

For admission to ITE, Nitec courses will be enhanced to a three-year curricular structure leading directly to a Higher Nitec certification. Consequently, the Direct-Entry Scheme to Polytechnic Programme (DPP) pathway will cease from the 2027 Secondary 4 cohort.

For more information on the MERs, please refer to [MOE Coursefinder](#).

## Descriptors for Grades for Secondary 1 to 5

### G3 Subjects

Grades	Marks (%)	Descriptors
A1	$\geq 75$	Demonstrates a very good understanding of the subject.
A2	70 – 74	
B3	65 – 69	Demonstrates a good understanding of the subject.
B4	60 – 64	
C5	55 – 59	Demonstrates an adequate understanding of the subject.
C6	50 – 54	
D7	45 – 49	Demonstrates an elementary understanding of the subject.
E8	40 – 44	
9	$\leq 39$	Has not met minimum requirements for the subject.

### G2 Subjects

Grades	Marks (%)	Descriptors
1	$\geq 75$	Demonstrates a very good understanding of the subject.
2	70 – 74	
3	65 – 69	Demonstrates a good understanding of the subject.
4	60 – 64	
5	50 – 59	Demonstrates an adequate understanding of the subject.
6	$\leq 49$	Has not met minimum requirements for the subject.

### G1 Subjects

Grades	Marks (%)	Descriptors
A	$\geq 75$	Demonstrates a very good understanding of the subject.
B	70 – 74	
C	60 – 69	Demonstrates a good understanding of the subject.
D	50 – 59	Demonstrates an adequate understanding of the subject
E	$\leq 49$	Has not met minimum requirements for the subject.

## Grading scheme for Secondary 1 and 2 Common Curriculum Subjects

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

### Non-Examination Subjects

Grades	Art & Craft*	Music
A	Demonstrates competent skills in Art Making and handling of Art materials. Shows good application of Art elements and design principles to tasks.	Has very good knowledge and skills in the subject.
B	Demonstrates sufficient skills in Art Making and the handling of Art materials. Shows adequate application of Art elements and design principles to tasks.	Has adequate knowledge and skills in the subject.
C	Demonstrates basic skills in Art Making and the handling of Art materials. Shows elementary application of Art elements and design principles to tasks.	Has some knowledge and skills in the subject.
D	Demonstrates weak skills in Art Making and the handling of Art materials. Shows limited application of Art elements and design principles to tasks.	Has little knowledge and skills in the subject.
Grades	Social Studies*	
DI	Gather information that is consistently relevant in answering the question for investigation, make conclusions that are consistently supported by the information gathered, create a product that is consistently coherent response to the question for investigation, share reflections which are consistently connected to the product.	
ME	Gather information that is usually relevant in answering the question for investigation, make conclusions that are usually supported by the information gathered, create a product that is usually coherent response to the question for investigation, share reflections which are usually connected to the product.	
PA	Gather information that is somewhat relevant in answering the question for investigation, make conclusions that are somewhat supported by the information gathered, create a product that is somewhat coherent response to the question for investigation, share reflections which are somewhat connected to the product.	
UG	Ungraded	

\* Art and Craft and Social Studies are non-examination subjects only in the Secondary 1 to 3 Predominantly G1 students and Normal (Technical) students

## Non-Examination Subjects

Grades	Physical Education
A	Demonstrates very strong PE aptitude and skills
B	Demonstrates strong PE aptitude and skills
C	Demonstrates fair PE aptitude and skills
D	Demonstrates PE Skills with guidance

## Memorandum on Malpractice during Examination

1. Any act of dishonesty or malpractice in any paper or component will result in a zero mark for that paper or component, and disciplinary action will be taken against the candidate.
2. The following are examples of dishonesty and malpractice by candidates.  
The list is not exhaustive and other instances of dishonesty and malpractice may be considered by the Examinations Committee of Hougang Secondary School at its sole discretion:
  - (a) obtaining unauthorised access to examination material,
  - (b) introduction of unauthorised material into examination room,
  - (c) use of a calculator or other means of arriving at an answer when this is precluded in the syllabus/component,
  - (d) collusion or attempted collusion with other candidate(s) during examination,
  - (e) copying from another candidate,
  - (f) disruptive behaviour in the examination room,
  - (g) failure to abide by the instructions of an invigilator,
  - (h) impersonation,
  - (i) plagiarism,
  - (j) failure to abide by the conditions of supervision designed to maintain the security of the examinations,
  - (k) the inclusion of offensive or obscene material in scripts or Coursework,
  - (l) the failure to properly acknowledge sources in Coursework projects,
  - (m) the submission of another person's work as if it were the candidate's own,
  - (n) the alteration of any results document, including certificates, and
  - (o) any form of communication, including verbal interactions, hand gestures, or facial expressions, during the examination.
3. It is mandatory for candidates to be familiar and comply with all examination rules and regulations. Candidates who sit for the examinations are deemed to have read and understood the examination rules and regulations.

### You must not have in your possession:

- 3.1 Any unauthorised electronic, communication, smart or computerised devices within the examination premises (e.g., examination venue, quarantine room, waiting room). Examples of unauthorised devices include but are not limited to:

<ul style="list-style-type: none"> <li>• <b>Computerised devices</b> <ul style="list-style-type: none"> <li>▪ Tablet</li> <li>▪ Pocket PC</li> <li>▪ Personal Digital Assistant</li> <li>▪ Digital diary</li> <li>▪ eBook</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Communication devices</b> <ul style="list-style-type: none"> <li>▪ Mobile phone</li> <li>▪ Smart watch</li> <li>▪ Earphones</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Smart devices</b> <ul style="list-style-type: none"> <li>▪ Smart watch</li> <li>▪ Smart glasses</li> <li>▪ Fitness tracker</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Other Electronic devices</b> <ul style="list-style-type: none"> <li>▪ Camera</li> <li>▪ Audio recorder/player</li> <li>▪ Gaming device</li> <li>▪ Storage device</li> </ul> </li> </ul>

### 3.2 Unauthorised materials

Examples of unauthorised materials include but are not limited to:

- Question paper from previous examination
  - Writing paper
  - Sticky note
  - Book
  - Notes/reference material
  - Conversion table/Formulæ sheet in mathematical set or calculator cover
4. When the use of dictionaries or texts is permitted in the examination, candidates must ensure that only approved dictionaries and texts are brought into the examination room. These dictionaries or texts must be free from any notes or marginal annotation. Separate pieces of paper, such as post its and tape flags are not allowed. No critical works, teachers' notes, study notes, or any other secondary material of any kind should be brought into the examination room.

Candidates who contravene the regulations on the use of dictionaries and texts are liable to the same penalty as those who are found guilty of dishonesty or malpractice in the examination.

5. A candidate may be expelled from the examination room, refused entry for subsequent papers; and have his or her papers cancelled if he or she is detected for dishonesty.
6. Candidates who wear outerwear (e.g., jackets, cardigan, windbreaker, sweater) into the examination venue **must ensure that the outerwear does not have any unauthorised materials or devices**. The candidate may be asked to remove the outerwear for checks by examination personnel before or during the examinations.

# Physical Education

## NAPFA Standards



### NAPFA STANDARDS (SECONDARY / PRE-U) - MALES

Age group	Performance Band	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
12 years of age	Outstanding	A	5	>41	>202cm	>39cm	>24	<10.4 sec	<12:01
	Very Good	B	4	36-41	189-202	36-35	21-24	10.4-10.9	12:01-13:10
	Good	C	3	32-35	176-188	32-35	16-20	11.0-11.3	13:11-14:20
	Good	D	2	27-31	163-175	28-31	11-15	11.4-11.7	14:21-15:30
13 years of age	Satisfactory	E	1	22-26	150-162	23-27	5-10	11.8-12.2	15:31-16:50
	Outstanding	A	5	>42	>214cm	>1cm	>25	<10.3 sec	<11:31
	Very Good	B	4	38-42	202-214	38-41	22-25	10.3-10.7	11:31-12:30
	Good	C	3	34-37	189-201	34-37	17-21	10.8-11.1	12:31-13:40
14 years of age	Good	D	2	29-33	176-188	30-33	12-16	11.2-11.5	13:41-14:50
	Satisfactory	E	1	25-28	164-175	25-29	7-11	11.6-11.9	14:51-16:00
	Outstanding	A	5	>42	>225cm	>3cm	>26	<10.2 sec	<11:01
	Very Good	B	4	40-42	216-225	40-43	23-26	10.2-10.4	11:01-12:00
15 years of age	Good	C	3	37-39	206-215	36-39	18-22	10.5-10.8	12:01-13:00
	Good	D	2	33-36	196-205	32-35	13-17	10.9-11.2	13:01-14:10
	Satisfactory	E	1	29-32	186-195	27-31	8-12	11.3-11.6	14:11-15:20
	Outstanding	A	5	>42	>237cm	>5cm	>7	<10.2 sec	<10:41
16 years of age	Very Good	B	4	40-42	228-237	42-45	6-7	10.2-10.3	10:41-11:40
	Good	C	3	37-39	218-227	38-41	5	10.4-10.5	11:41-12:40
	Good	D	2	34-36	208-217	34-37	3-4	10.6-10.9	12:41-13:40
	Satisfactory	E	1	30-33	198-207	29-33	1-2	11.0-11.3	13:41-14:40
17 years of age	Outstanding	A	5	>42	>245cm	>7cm	>8	<10.2 sec	<10:31
	Very Good	B	4	40-42	236-245	44-47	7-8	10.2-10.3	10:31-11:30
	Good	C	3	37-39	226-235	40-43	5-6	10.4-10.5	11:31-12:20
	Good	D	2	34-36	216-225	36-39	3-4	10.6-10.7	12:21-13:20
18 years of age	Satisfactory	E	1	31 - 33	206-215	31-35	1-2	10.8-11.1	13:21-14:10

<b>Age</b>	<b>Performance Band</b>	<b>Performance Grade</b>	<b>Points</b>	<b>No. of Sit-ups in 1 min</b>	<b>Standing Broad Jump</b>	<b>Sit &amp; Reach Distance</b>	<b>No. of Pull-ups in 30 sec</b>	<b>4 X 100m Shuttle Run Time</b>	<b>2.4 km Run-Walk time (min:sec)</b>
<b>17 years of age</b>	Outstanding	A	5	>42	>249cm	>48cm	>9	<10.2sec	<10:21
	Very Good	B	4	40-42	240-249	45-48	8-9	10.2-10.3	10:21-11:10
	Good	C	3	37-39	230-239	41-44	6-7	10.4-10.5	11:11-12:00
	Good	D	2	34-36	220-229	37-40	4-5	10.6-10.7	12:01-12:50
	Satisfactory	E	1	31-33	210-219	32-36	2-3	10.8-10.9	12:51-13:40
<b>18 years of age</b>	Outstanding	A	5	>42	>251cm	>48cm	>10	<10.2sec	<10:21
	Very Good	B	4	40-42	242-251	45-48	9-10	10.2-10.3	10:21-11:10
	Good	C	3	37-39	232-241	41-44	7-8	10.4-10.5	11:11-11:50
	Good	D	2	34-36	222-231	37-40	5-6	10.6-10.7	11:51-12:40
	Satisfactory	E	1	31-33	212-221	32-36	3-4	10.8-10.9	12:41-13:30
<b>19 years of age</b>	Outstanding	A	5	>42	>251cm	>48cm	>10	<10.2sec	<10:21
	Very Good	B	4	40-42	242-251	45-48	9-10	10.2-10.3	10:21-11:00
	Good	C	3	37-39	232-241	41-44	7-8	10.4-10.5	11:01-11:40
	Good	D	2	34-36	222-231	37-40	5-6	10.6-10.7	11:41-12:30
	Satisfactory	E	1	31-33	212-221	32-36	3-4	10.8-10.9	12:31-13:20
<b>20 - 24 years of age</b>	Outstanding	A	5	>39	>242cm	>47cm	>10	<10.4 sec	<10:21
	Very Good	B	4	37-39	234-242	44-47	9-10	10.4-10.5	10:21-11:00
	Good	C	3	34-36	225-233	40-43	7-8	10.6-10.7	11:01-11:40
	Good	D	2	31-33	216-224	36-39	5-6	10.8-10.9	11:41-12:20
	Satisfactory	E	1	28-30	207-215	32-35	3-4	11.0-11.1	12:21-13:00

<b>Performance Band</b>	<b>Performance Grade</b>	<b>Points</b>
Outstanding	A	5
Very Good	B	4
Good	C	3
Good	D	2
Satisfactory	E	1
Needs Improvement	-	0

<b>AWARD REQUIREMENTS</b>	
<b>Awards</b>	<b>Minimum Scores</b>
Gold	C grade in all 6 stations with a minimum of 21 points
Silver	D grade in all 6 stations with a minimum of 15 points
Bronze	E grade in all 6 stations with a minimum of 6 points



## NAPFA STANDARDS (SECONDARY / PRE-U) - FEMALES

Age group	Performance Band	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
12 years of age	Outstanding	A	5	>29	>167cm	>39cm	>15	<11.5 sec	<14:41
	Very Good	B	4	25-29	159-167	37-39	13-15	11.5-11.9	14:41-15:40
	Good	C	3	21-24	150-158	34-36	10-12	12.0-12.3	15:4-16:40
	Good	D	2	17-20	141-149	30-33	7-9	12.4-12.7	16:41-17:40
	Satisfactory	E	1	13-16	132-140	25-29	3-6	12.8-13.2	17:41-18:40
	Outstanding	A	5	>30	>170cm	>41cm	>16	<11.3 sec	<14:31
13 years of age	Very Good	B	4	26-30	162-170	39-41	13-16	11.3-11.7	14:31-15:30
	Good	C	3	22-25	153-161	36-38	10-12	11.8-12.2	15:31-16:30
	Good	D	2	18-21	144-152	32-35	7-9	12.3-12.7	16:31-17:30
	Satisfactory	E	1	14-17	135-143	27-31	3-6	12.8-13.2	17:31-18:30
	Outstanding	A	5	>30	>177cm	>43cm	>16	<11.5 sec	<14:21
	Very Good	B	4	28-30	169-177	41-43	14-16	11.5-11.8	14:21-15:20
14 years of age	Good	C	3	24-27	160-168	38-40	10-13	11.9-12.2	15:21-16:20
	Good	D	2	20-23	151-159	34-37	7-9	12.3-12.6	16:21-17:20
	Satisfactory	E	1	16-19	142-150	29-33	3-6	12.7-13.0	17:21-18:20
	Outstanding	A	5	>30	>182cm	>45cm	>16	<11.3 sec	<14:11
	Very Good	B	4	29-30	174-182	43-45	14-16	11.3-11.6	14:11-15:10
	Good	C	3	25-28	165-173	39-42	10-13	11.7-12.0	15:11-16:10
15 years of age	Good	D	2	21-24	156-164	35-38	7-9	12.1-12.4	16:11-17:10
	Satisfactory	E	1	17-20	147-155	30-34	3-6	12.5-12.8	17:11-18:10
	Outstanding	A	5	>30	>186cm	>46cm	>17	<11.3 sec	<14:01
	Very Good	B	4	29-30	178-186	44-46	14-17	11.3-11.5	14:01-15:00
	Good	C	3	26-28	169-177	40-43	11-13	11.6-11.8	15:01-16:00
	Satisfactory	D	2	22-25	160-168	36-39	7-10	11.9-12.2	16:01-17:00
16 years of age	Good	E	1	18-21	151-159	31-35	3-6	12.3-12.6	17:01-17:50

Age group	Performance Band	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
17 years of age	Outstanding	A	5	>30	>189cm	>46cm	>17	<11.3 sec	<14:01
	Very Good	B	4	29-30	181-189	44-46	14-17	11.3-11.5	14:01-14:50
	Good	C	3	27-28	172-180	40-43	11-13	11.6-11.8	14:51-15:50
	Good	D	2	23-26	163-171	36-39	7-10	11.9-12.1	15:51-16:40
	Satisfactory	E	1	19-22	154-162	32-35	3-6	12.2-12.5	16:41-17:30
	Outstanding	A	5	>30	>192cm	>46cm	>17	<11.3 sec	<14:01
18 years of age	Very Good	B	4	29-30	183-192	44-46	15-17	11.3-11.5	14:01-14:50
	Good	C	3	27-28	174-182	40-43	11-14	11.6-11.8	14:51-15:40
	Good	D	2	24-26	165-173	36-39	8-10	11.9-12.1	15:41-16:30
	Satisfactory	E	1	20-23	156-164	32-35	4-7	12.2-12.4	16:31-17:20
	Outstanding	A	5	>30	>195cm	>45cm	>17	<11.3 sec	<14:21
	Very Good	B	4	29-30	185-195	43-45	15-17	11.3-11.5	14:21-14:50
19 years of age	Good	C	3	27-28	174-184	39-42	11-14	11.6-11.8	14:51-15:30
	Good	D	2	24-26	165-173	36-38	8-10	11.9-12.1	15:31-16:20
	Satisfactory	E	1	21-23	156-164	32-35	5-7	12.2-12.4	16:21-17:10
	Outstanding	A	5	>28	>197cm	>43cm	>17	<11.6 sec	<15:01
	Very Good	B	4	27-28	186-197	41-43	15-17	11.6-11.8	15:01-15:30
	Good	C	3	25-26	174-185	38-40	11-14	11.9-12.1	15:31-16:00
20 to 24 years of age	Good	D	2	23-24	162-173	35-37	8-10	12.2-12.4	16:01-16:30
	Satisfactory	E	1	21-22	150-161	31-34	5-7	12.5-12.7	16:31-17:00

AWARD REQUIREMENTS		
Awards	Minimum Scores	
Gold	C grade in all 6 stations with a minimum of 21 points	
Silver	D grade in all 6 stations with a minimum of 15 points	
Bronze	E grade in all 6 stations with a minimum of 6 points	

Performance Band	Performance grade	Points
Outstanding	A	5
Very Good	B	4
Good	C	3
Good	D	2
Satisfactory	E	1
Needs Improvement	-	0

# Co-Curricular Activities (CCAs)

Participation in a CCA is compulsory for all students in secondary schools. To enable our students to have an all-rounded education, students are expected to join one CCA offered by the school.

Their choice of CCA can come from the following categories: Uniformed Group, Physical Sports, Visual & Performing Arts, or Club and Society.

**The attendance rate for participation in their CCA must be at least 75% yearly.**

## CCA – LEAPS 2.0

The intent of LEAPS 2.0 is to affirm students for their efforts in holistic development. Through the school's co-curricular programmes, students' development in 4 domains – Participation, Achievement, Leadership and Service – will count towards their bonus points for admissions to post-secondary institutions. For the 4 domains included in bonus point computation, students may obtain levels of attainment that run from level 1 to level 5.

Brief elaboration on each domain:

<b>Participation</b>	Recognises students' membership in a school-based CCA.
<b>Achievement</b>	Recognises students' achievements from representing the school or an external organisation approved by the school. Examples include representation and accomplishment at different platforms such as concerts and competitions.
<b>Leadership</b>	Recognises students' development as leaders.
<b>Service</b>	Recognises students' contributions in community service.

Students' development in the Enrichment domain will be recorded in their co-curriculum certificate and School Graduation Certificate. Enrichment complements the other 4 domains to complete holistic development for the students.

The school will offer enrichment programmes based on students' needs. They can be from the areas of Citizenship, Self-Management and Social Skills, Physical Activities and Sports, Aesthetics, Enterprise.

## PARTICIPATION (Level of Attainment)

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

## SERVICE (Level of Attainment)

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

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

## LEADERSHIP (Level of Attainment)

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

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

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

## ACHIEVEMENT (Level of Attainment)

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

## ACHIEVEMENT (Level of Attainment)

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
			<ul style="list-style-type: none"> <li>○ Certificate of Distinction /Accomplishment</li> <li>○ SYF Art Exhibition</li> <li>○ Certificate of Recognition (Special Mention) /Recognition</li> <li>○ Presented original research paper / project accepted at the platform</li> </ul>	<ul style="list-style-type: none"> <li>○ Certificate of Distinction /Accomplishment</li> <li>○ SYF Art Exhibition</li> <li>○ Certificate of Recognition (Special Mention) /Recognition</li> <li>○ Presented original research paper / project accepted at the platform</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual placing Gold/Silver/ Bronze award / certification (or equivalent)</li> <li>○ Presented original research paper / project accepted at the platform</li> </ul>
<b>Uniformed Groups Achievement Badges</b>	<ul style="list-style-type: none"> <li>• Bronze Badge (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• Silver Badge (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• Gold Badge (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• Best Unit Cadet / Outstanding Cadet Award by UG HQ (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• Top Award for each UG (e.g. Camp Pinnacle Badge, President's Guide Award, Chief Commissioner's Award)</li> </ul>

<sup>6</sup> Self-representation or participation for personal enrichment will not be recognised. For representation of external organisations and accomplishments associated with such representation, schools' approval is required for recognition. Involvement in events whereby participation is mass in nature and/or does not require training, preparation or selection will also not be recognised in this domain.

<sup>7</sup> Intra-School Events refer to intra-school competitions, festivals, school performances/concerts, exhibitions and conferences. These events primarily do not include student participation from other schools and/or members of the public.

<sup>8</sup> Events refer to competitions, festivals, school performances/concerts, exhibitions, conferences and symposiums. Local refers to the school cluster/zone-based and MOE-organised events (SYF Arts Presentation, SYF Celebrations, SYF Art Exhibition, National Schools Games, etc.), as well as community-organised events which primarily involves student participation from other schools and/or members of the public.

<sup>9</sup> UG HQ International Events refer to the exchange programmes, performances, camps and other equivalent platforms which involve participants from other countries. Competitions are excluded.

<sup>10</sup> This refers to the Singapore National Youth Orchestra and Singapore Youth Chinese Orchestra.

<sup>11</sup> This applies to events that present different levels of awards or certificate which extend beyond the top 4 participants. The Merit award/certification constitutes the fourth placing. It should only be given for events where Merit is not accorded by default to all participants who did not receive Gold-Bronze award/certification.

## Recognition of Students' Level of Attainment

At the end of the graduating year, students' co-curricular attainment will be recognised according to Excellent/Good/Fair.

The level of attainment will be converted to a bonus point(s) which can be used for admission to Junior Colleges/ Polytechnics/ Institutes of Technical Education (JC/Poly/ITE).

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

# Safety and Environment

## Evacuation Procedure (EP)

- The EP is only used in times of emergency e.g., fire. Activation will be in the form of an alarm.
- Every room in the school has an assigned **Evacuation Route (ER)** to the Assembly Area (AA).

## The ER

- The ERs are used to move the school population from the classrooms to the Assembly Area as quickly and orderly as possible.
- No one is to deviate from the assigned ER unless instructed by the teacher or if that route has become hazardous.
- Students must participate in the evacuation drill seriously and be familiar with the ER.

## The EP

### (a) The Alarm

The alarm will be any one of these:

- Siren from the fire alarm panel
- Continuous ringing of the school bell
- Announcement through the PA system

### (b) When the alarm is sounded

1. Everyone is to stop their work, be alert and listen to the announcement.
2. When instruction is to evacuate from the science laboratories/technical workshop/Food and Consumer Education rooms, all gas outlets are to be switched off immediately.
3. Draw all curtains to the sides.
4. Students are to leave their books and belongings behind and line up orderly in twos outside their rooms as quickly as possible.
5. Students are to remain calm and obey instructions given by the Character Coaches (CCs). If there is no teacher in class, the monitor will inform the CCs who are next door nearest to them. The teacher will then take over control of the class.
6. Proceed to the Assembly Area using the assigned ER.

### (c) At the Assembly Area

1. Line up according to class register order as quickly as possible.
2. CCs are to take attendance as soon as the class is assembled.

## **Lockdown Drills**

Lockdown drills, which include the “Run-Hide-Tell” response, are activated when there is a terrorist threat or other forms of security threats on school premises.

When the **Lockdown Code** is broadcast, staff and students at an open area (field, canteen, open spaces) to apply “Run-Hide-Tell” procedures. Staff and students indoors (classrooms, special rooms) shall remain and secure windows, doors and hide themselves.

### **Run**

- Stay out of view of the attackers.
- Run away from the incident site(s) and to the nearest safe area.
- Insist that you take with you as many people as possible.

### **Hide**

At the nearest safe area(s):

- Lock the entrance from inside the safe area where possible.
- Turn off all electricity supplies in the safe area.
- Draw the curtains/blinds.
- Switch all your mobile devices to silent mode.
- Hide yourself in a manner that the intruder will not be able to see you.

### **Tell**

- Take note of the following information if available (for reporting to teachers when requested):
  - What has happened?
  - The number of intruders.
  - The location where the intruders are.
  - Whether they are armed (i.e. the weapons they used or carried).
  - What are they wearing?
  - Their facial descriptions.
- Wait for further instructions and situation updates to be given.

# **NOTES**

# School Terms and Holidays 2026

## School Calendar

### Semester I

<b>Term I</b>	Fri 2 Jan to Fri 13 Mar
<b>Term II</b>	Mon 23 Mar <sup>2</sup> to Fri 29 May
<b>Semester II</b>	
<b>Term III</b>	Mon 29 Jun to Fri 4 Sep
<b>Term IV</b>	Mon 14 Sep to Fri 20 Nov <sup>3</sup>

<sup>3</sup>The last day of the final school term for schools which will be used as venues for the GCE O-Level written examinations, will be Friday, 23 October 2026.

### School Vacation

<b>Between Terms I &amp; II</b>	Sat 14 Mar to Sun 22 Mar
<b>Between Semesters I &amp; II</b>	Sat 30 May to Sun 28 Jun
<b>Between Terms III &amp; IV</b>	Sat 5 Sep to Sun 13 Sep
<b>At End of School Year</b>	Sat 21 Nov to Thu 31 Dec

### Scheduled School Holidays

	*Sun 5 Jul <i>(The following Mon 6 Jul will be a school holiday)</i>
<b>Youth Day</b>	Fri 4 Sep

**Note:** School activities may be conducted during the school holidays, including CCA activities and structured consultations. These will be communicated to students in advance in support of their holistic development.

## Public Holidays 2026

	New Year's Day	Thu 1 Jan
<b>Term I</b>	Chinese New Year	Tue 17 Feb
		Wed 18 Feb
	Hari Raya Puasa	Sat 21 Mar <sup>4</sup>
	Good Friday	Fri 3 Apr
<b>Term II</b>	Labour Day	Fri 1 May
	Hari Raya Haji	Wed 27 May
	Vesak Day	Sun 31 May <sup>5</sup>
<b>Term III</b>	National Day	Sun 9 Aug <sup>6</sup>
<b>Term IV</b>	Deepavali	Sun 8 Nov <sup>7</sup>
	Christmas Day	Fri 25 Dec

<sup>2&4</sup> As Saturday, 21 March 2026 is a Public Holiday, Monday, 23 March 2026 will be a designated day off-in-lieu for schools (i.e. Schools, including the General Office will be closed).

<sup>5</sup> Monday, 1 June 2026 will be a public holiday.

<sup>6</sup> Monday, 10 August 2026 will be a public holiday.

<sup>7</sup> Monday, 9 November 2026 will be a public holiday.