



Design by Ho Fong Jun Coen (1 Praise, 2025)

STUDENT HANDBOOK 2026

Kuo Chuan Presbyterian Secondary School

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SINGAPORE FLAG, NATIONAL ANTHEM, PLEDGE



The Singapore Flag

The National Flag comprises two equal horizontal sections, red above white. In the upper left section is a white crescent moon next to five white stars, forming a circle. Each feature of the flag has its own distinctive meaning and significance; red symbolizes universal brotherhood and equality of man; white signifies pervading and everlasting purity and virtue; the crescent moon represents a young nation on the ascendant; and the five white stars stand for Singapore's ideals of democracy, peace, progress, justice and equality.

Our 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 berseru
Majulah Singapura
Majulah Singapura

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

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.

THE SCHOOL EMBLEM & MOTTO



The school emblem is circular in shape. In an inner circle, a book rests on top of a shield. This book is the Bible. A band of gold, representing the light of God, runs across the shield.

In the centre of the shield are the flames and the burning bush. The flames are red and they do not destroy the green bush because these are the supernatural flames of God.

At the base of the shield, the sun radiates out in gold and this, with the gold band on top, completes the omnipresence and sovereignty of God, the Light.

The book and shield is set in a sea of dark blue with streams of white. The dark blue represents the stability of the Christian faith and the white is purity and the grace of God.

Encircling this inner circle which contains the burning bush is the motto, 'Aflame For Truth', taken from the Book of Exodus, Chapter 3, verses 1-12.

The school is the place where students are taught the truth of God's Word and the importance of always upholding the truth. The motto thus reminds students to uphold Truth in Action, Speech and Thought because God is Truth.

In this way, the school acknowledges the presence of God in our midst, guiding and inspiring our students to become upright and responsible people. The 'burning bush' is thus a befitting emblem to the school's unfailing quest for Truth, with God as our Mentor and Guide.

DESIRED OUTCOMES OF EDUCATION



Confident person

Has a zest for life, has a strong sense of right and wrong, is adaptable and resilient, Knows himself/herself, is discerning in judgement, thinks independently and critically, and communicates effectively.

Self-Directed Learner

Takes responsibility for his/her own learning, is curious, reflective and persevering in the lifelong pursuit of learning, driven by passion and purpose.

Concerned citizen

Rooted to Singapore, has a strong civic consciousness, is responsible to his/her family, community and nation, and takes active roles in improving the lives of others around him.

Active contributor

Empathetic and open-minded to collaborate effectively in teams, exercises initiatives, has courage to take risks responsibly, is innovative, and strives for excellence.

School Vision

A School on a Hill, shining a light for all

School Mission

With God as our guide, we nurture students who learn with confidence, excel with grace, lead with passion and serve with purpose in our communities.

School Philosophy

We believe that:

Every KCPSS student (KCPian) is uniquely endowed and is capable of learning and growth. By providing a caring, nurturing environment founded on Christian values, we will promote personal discipline, diligence and stewardship of gifts and talents in every KCPian. The KCPian is central to everything we do as a school and all decisions and actions must be taken with the KCPian's best interest in mind.

Staff members who are caring and committed to learning, experimentation and professional growth are key to all we achieve as a school. Quality teacher-student relationships are foundational blocks for quality teaching and learning. As such, these must be actively and intentionally cultivated by the teacher to support learning and growth for every KCPian.

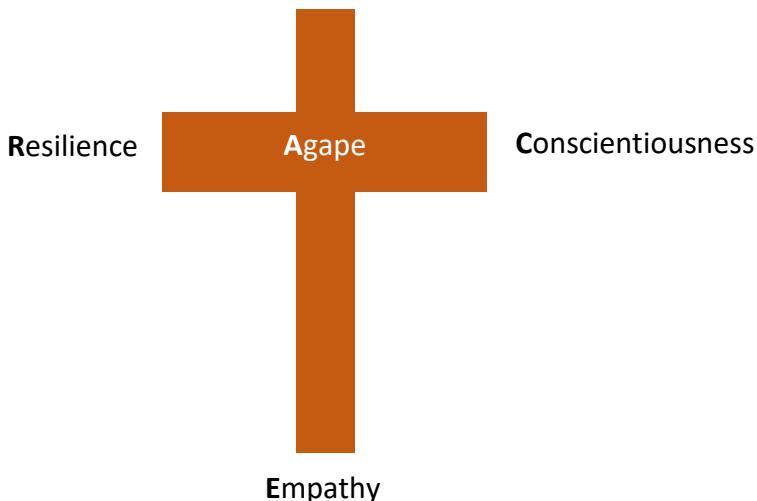
Rigour and Relevance of curriculum are integral to engagement in learning. We will thus be intentional in engaging students by providing sufficient challenge for growth and meaningful learning through the prescribed curriculum on a daily basis. Reflection and consolidation of learning enhances understanding and knowledge creation. As such, effective assessment modes will be employed to provide KCPIans with meaningful feedback that encourages reflection and promotes self-directed learning.

Partnerships with parents and stakeholders provide the wealth of the community in nurturing the child and will be sought actively to enrich the school experience for every KCPian.

SCHOOL VALUES

G.R.A.C.E.

God-Fearing



God-fearing

Resilience

Agape

Conscientiousness

Empathy

We develop a reverential relationship with God. (Mk 12:30)

We aspire to recover from setbacks and remain steadfast in working towards our goals. (Phil 3:14)

We will extend our love and care to people around us, just as God loves us unconditionally. (1 Cor 13:13)

Every KCPian strives to develop his/her fullest potential. (2 Tim 4:7)

Our compassionate God teaches us to be kind and forgiving towards one another. (Ep 4:32).

OUR SCHOOL ANTHEM

We pledge to thee our School, our loyalty,
Our faithful service render we to thee.
Here, 'neath thy banner we shall take our stand,
Thy precepts we shall cherish and defend.
'Aflame for truth' our motto ever be,
Our sacred emblem the Burning Tree.

Teach us to build a brotherhood of man
Till truth and justice o'er the world shall span
Grant us the strength to love, the will to give,
The grace to live, the gladness to forgive.
Teach us, in faith, to trust God's Fatherhood,
His plan for man, His purpose for our good.

Stand like the brave United we shall be
One happy, strong and peaceful family
Here 'neath our flag the anthem loud we raise
Together we shall sing our song of praise
Together we shall strive courageously,
GOD bless our school and may we steadfast be.

(Music by Samuel Ting Chu San)

THE SCHOOL HYMN

O Jesus, strong and pure and true,
Before thy feet we bow;
The grace of earlier years renew,
And lead us onward now.

The joyous life that year by year
Within these walls is stored,
The golden hope, the gladsome cheer,
We bring to Thee, O Lord.

Our faith endow with keener powers,
With warmer glow our love;
And draw these halting hearts of ours
from earth to things above.

In paths our bravest ones have trod
O make us brave to go,
That we may give our lives to God
In serving man below.

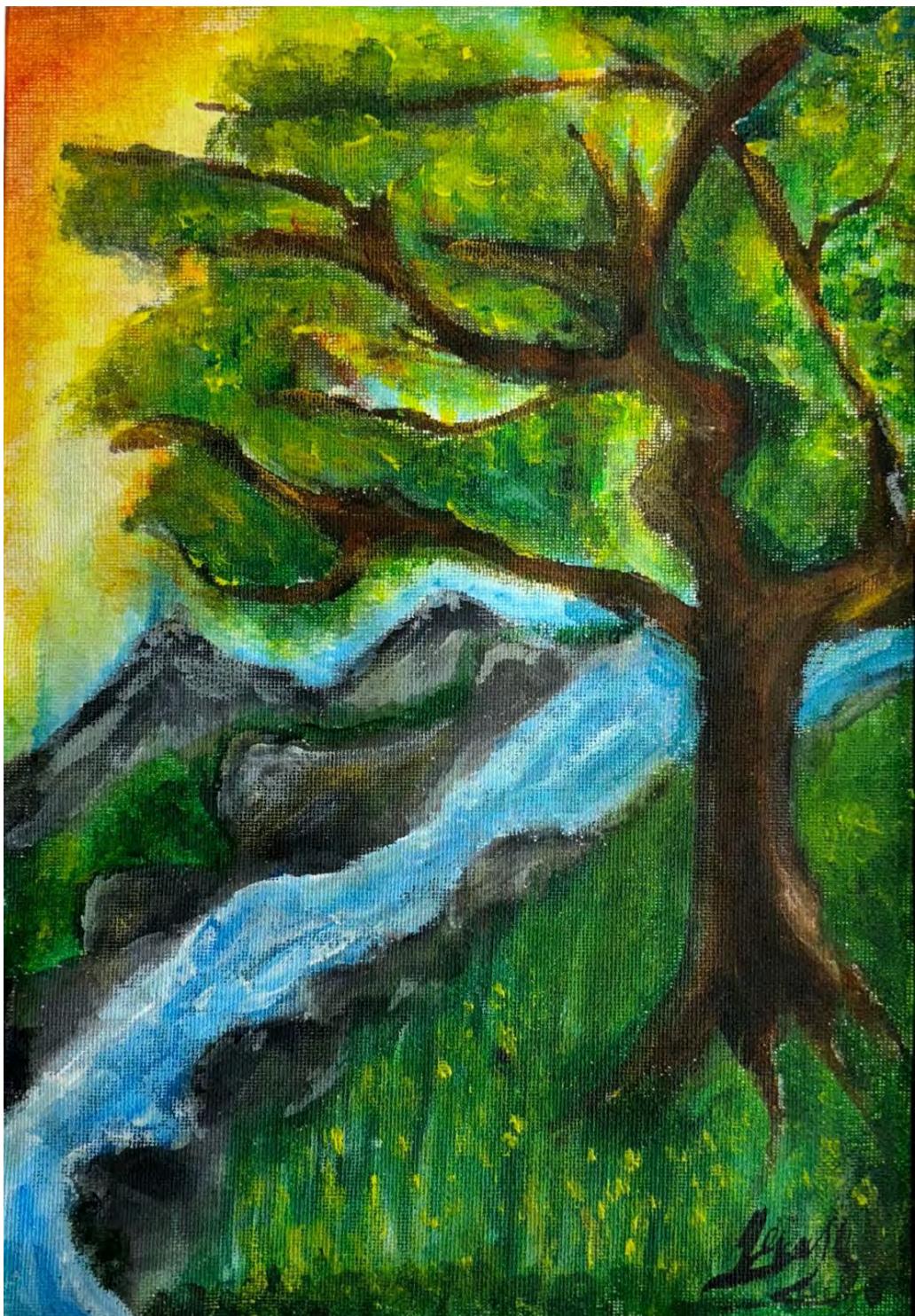
Scorn we the selfish aim or choice,
And love's high precept keep,
Rejoice with those that do rejoice,
And weep with those that weep.

So hence shall flow fresh strength and grace,
As from a full-fed spring,
To make the world a better place,
And life a worthier thing.

(Words by William Walsham How / Music by Capel)

SONG OF BENEDICTION

Now unto Him who is able to keep
Able to keep you from falling
And to present you faultless
Before the presence of His glory
With exceeding joy
To the only wise God our Saviour
Be Glory and Majesty
Dominion and power both now and forever
Amen



Painting by Lim Sheng En Elijah (4 Hope, 2025)

KCPSS Character and Citizenship Education

Character growth
through
G.R.A.C.E.
school values

God-fearing
Resilience
Agape
Conscientiousness
Empathy

Being an active citizen
with a will to act upon
improving the lives of others and
building a future for our nation



Being future ready
through
Education and Career Guidance



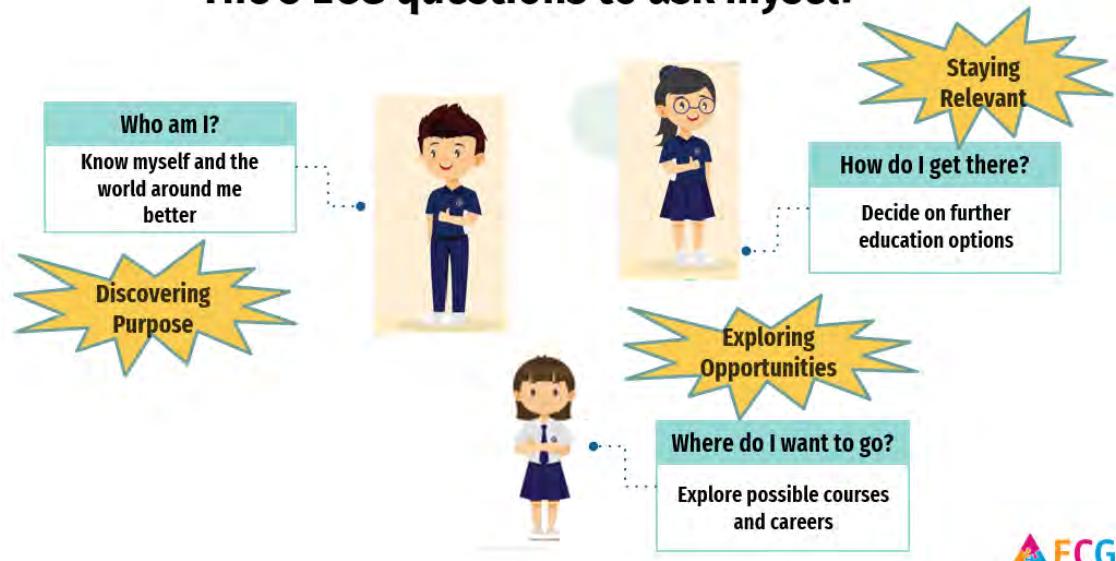
KCPSS Character and Citizenship Education

National Education (NE)



Education and Career Guidance (ECG)

The 3 ECG questions to ask myself



ECG Information Resource

Post-Secondary Options for Sec 4 Express / 5 Normal (Academic) students (Graduating Cohort 2026)

1. Explore the diverse education pathways, institutions, and courses available after secondary school — and discover those that best align with your values, interests, personality, skills (V.I.P.S.), and career aspirations. For more information, refer to <https://www.moe.gov.sg/post-secondary> or download the [Post-Secondary Admissions Exercises booklet](#).
2. Students who have completed O-Level examinations (Sec 4 Express or 5NA) can apply to Junior Colleges (JC), Millennia Institute (MI), Polytechnics or ITE based on their results. They may also apply prior to their national examinations through the Direct School Admission (DSA-JC) or Early Admissions Exercise (EAE) for Polytechnics and ITE, which provide opportunities for admission based on interests, aptitudes, and passions.
 - a. Junior Colleges (JC) / Millennia Institute (MI)

JC and MI offer students an academic route leading to the GCE 'A' Level or the International Baccalaureate (IB) qualification, which can prepare them for university studies. Admission is based on the **L1R5 (JC)** or **LR14 (MI)** aggregate score from the GCE O-Level examination.

2-Year GCE 'A' Level Course at JC		
Entry Requirement: Raw L1R5 ≤ 20 points (before deduction of bonus points)		
L1	First Language	English/Higher Mother Tongue Language
R5	Relevant Subject 1	Humanities*
	Relevant Subject 2	Mathematics/Science^
	Relevant Subject 3	Humanities*/Mathematics/Science^
	Relevant Subject 4	Any GCE 'O' level subjects (excluding CCA)
	Relevant Subject 5	Any GCE 'O' level subjects (excluding CCA)

ECG Information Resource

3-Year GCE 'A' Level Course at MI

Entry Requirement: Raw L1R4 ≤ 20 points (before deduction of bonus points)

L1	First Language	English/Higher Mother Tongue Language
R4	Relevant Subject 1	Humanities*/Mathematics/Science^
	Relevant Subject 2	Humanities*/Mathematics/Science^
	Relevant Subject 3	Any GCE 'O' level subjects (excluding CCA)
	Relevant Subject 4	Any GCE 'O' level subjects (excluding CCA)

Note:

- I. To be eligible for admission to JC or MI, students must also meet the grade requirements for specific subjects. Refer to <https://www.moe.gov.sg/post-secondary/admissions/jae/junior-colleges-and-millennia-institute> for more information.
- II. Access current information on JCs and MI through [SchoolFinder](#).

ECG Information Resource

b. Polytechnics

Polytechnics offer a wide range of diploma courses that helps students gain practical skills and real-world experience in preparation for future careers or university studies. Admission to these courses is based on students' GCE O-Level results, computed using the **ELR2B2** aggregate.

3-Year Diploma Course at Polytechnics				
Entry Requirement: Net ELR2B2 ≤ 26 points (before deduction of CCA bonus points)				
Aggregate Type	Arts/Media/ Humanities Courses (ELR2B2-A)	Business Courses (ELR2B2-B)	Science and Technology Courses (ELR2B2-C)	Design Courses (ELR2B2-D)
EL	English Language			
R2	1 st Subject	Art Humanities*		Elementary Mathematics / Additional Mathematics
	2 nd Subject	A Math/E Math Art D&T Humanities* POA Mother Tongue	Art Humanities* POA	Science^ D&T Art Science^ D&T
B2	Best 2 other subjects (Excluding CCA)			

Each polytechnic diploma course uses one of these aggregate types to assess course eligibility. Explore the courses under each aggregate type, their net aggregate scores and fields of study:

- [ELR2B2-A](#)
- [ELR2B2-B](#)
- [ELR2B2-C](#)
- [ELR2B2-D](#)

Note:

- I. Student must attain an ELR2B2 net aggregate score of not more than 26. The exception is the Diploma in Nursing, whereby the ELR2B2-C net aggregate score must not exceed 28.
- II. Students must meet the minimum entry requirements (MER) of the course that they are applying for. Find out the MER of specific courses on [CourseFinder](#) or refer to the [consolidated MER of all courses](#).

ECG Information Resource

c. Institute of Technical Education (ITE)

ITE offers 2-year Higher Nitec programmes which provide practical, hands-on training and prepare students for further studies or employment in their chosen sector.

Admission is based on the GCE O-Level results, calculated using different subject aggregates depending on the course cluster:

2-Year Higher Nitec Courses at Institute of Technical Education (ITE)					
Services Courses (ELB4-A)		Business Courses (ELR1B3-B)		Chemical or BioTechnology/ Architecture / Engineering / ICT Courses (ELR2B2-C)	
EL	English Language	EL	English Language	EL	English Language
B4	Best 4 other subjects (Excluding CCA)	R1	E Math/A Math/ POA	R2	1 st Subject
		B3	Best 3 other subjects (Excluding CCA)		2 nd Subject
				B2	Best 2 other subjects (Excluding CCA)

Each 2-year Higher Nitec course uses one of these aggregate types to assess course eligibility. Explore the courses under each aggregate type, their net aggregate scores and fields of study:

- [ELB4-A](#)
- [ELR1B3-B](#)
- [ELR2B2-C](#)

Note:

- i. Students must have sat for at least 5 O-Level subjects over a maximum of 2 years.
- ii. Students must meet the minimum entry requirements (MER) of the course that they are applying for. Find out the MER of specific courses on [CourseFinder](#) or refer to the [consolidated MER of all courses](#).

* Humanities: Can be Combined Humanities or Pure Literature.

^ Science: Can be Combined Science or Pure Chemistry/ Physics/ Biology.

ECG Information Resource

Post-Secondary Options for Sec 4 Normal (Academic) students (Graduating Cohort 2026)

a. Polytechnic Foundation Programme (PFP)

The Polytechnic Foundation Programme (PFP) is a diploma-specific foundation programme conducted over two academic semesters at the polytechnics. It caters to students in the Normal (Academic) course who have decided to pursue a polytechnic education and meet the PFP eligibility requirements at the end of Secondary 4. Secondary 4N(A) students who have sat for subjects at the GCE O-Level can apply for the PFP by combining their GCE N and O-Level examination results to compute their eligibility. If a student takes the same subject at both the GCE N and O-Level, only the better grade will be computed for the aggregate score.

Cluster-based PFP

Starting from the **2026 intake** (impacting graduating class of 2025), students will be admitted to the PFP in **three broad clusters** instead of specific diploma programmes:

- Science
- Humanities, Art, Media and Business
- Design, Engineering and Technology (*offered as two sub-clusters: (i) Design and (ii) Engineering & Technology in NYP and TP*)

Diploma-specific admission will continue for the following specialized courses:

- Nursing (NP and NYP)
- Early Childhood Development and Education (NP and TP)
- Tamil Studies with Early Education (NP)

For students posted to a cluster or sub-cluster for the PFP, after passing the PFP year, they will be posted to a specific polytechnic Year 1 course within the cluster. For detailed information, refer to the [list of clusters and courses](#) offered by each polytechnic.

ECG Information Resource

Eligibility Requirements:

- Raw **ELMAB3** (English Language, Mathematics, Best 3 Subjects) \leq 12 points (excluding CCA bonus points)
- Students must also obtain the following subject-specific minimum entry requirements:

Science / Design, Engineering & Technology Clusters	Minimum Required Grades
English Language Syllabus A	3
Mathematics (Syllabus A/ Additional)	3
One of the following subjects: - Design & Technology - Science (Chemistry + Biology) - Science (Chemistry + Physics)	3
Any two other subjects excluding CCA	4

Humanities, Art, Media and Business Cluster	Minimum Required Grades
English Language Syllabus A	3
Mathematics (Syllabus A/ Additional)	3
One of the following subjects: - Art - Humanities ^ - POA	3
Any two other subjects excluding CCA	4

Note: Refer to <https://www.moe.gov.sg/post-secondary/admissions/pfp> for more information.

* Humanities: Can be Combined Humanities or Pure Literature.

ECG Information Resource

b. Direct Entry Scheme to Polytechnic Programme (DPP)

The Direct-Entry-Scheme to Polytechnic Programme (DPP) prepares students for progression into selected polytechnic diploma courses via a two-year *Higher Nitec* course at ITE. Under the DPP, students who successfully complete their *Higher Nitec* course and attain the required minimum qualifying *Higher Nitec* Grade Point Average (GPA) are guaranteed a place in a polytechnic diploma course mapped to their *Higher Nitec* course. Upon the release of the GCE N-Level examination results, eligible Secondary 4N(A) students can apply for the DPP using their GCE N-Level examination results and school-based GCE O-Level preliminary examinations, if applicable.

Eligibility Requirements:

- Raw ELMAB3 (English Language, Mathematics, Best 3 Subjects) ≤ 19 points (excluding CCA bonus points)
- Students must also obtain the following:

Applied Sciences, Engineering and ICT <i>Higher Nitec</i> DPP Courses	Minimum Required Grades
English Language Syllabus A	4
Mathematics (Syllabus A/ Additional)	4
Any three other subjects excluding CCA	5

Business & Services <i>Higher Nitec</i> DPP Courses	Minimum Required Grades
English Language Syllabus A	3
Mathematics (Syllabus A/ Additional)	4
Any three other subjects excluding CCA	5

Note: Refer to <https://www.moe.gov.sg/post-secondary/admissions/dpp> and <https://www.ite.edu.sg/courses/full-time-courses/higher-nitec-for-dpp> for more information.

ECG Information Resource

c. NAFA Foundation Programme (NFP)

The NAFA Foundation Programme (NFP) is a one-year bridging course that prepares students for successful enrolment and completion of a diploma course at NAFA. In this course, a wide range of subjects will be taught, which aims to equip students with broad skill sets as well as to develop their technical, artistic and literacy skills.

Eligibility Requirements:

- Raw ELMAB3 (English Language, Mathematics, Best 3 Subjects) raw aggregate score ≤ 15 points (excluding CCA bonus points)
- Applicants who score Grade 4 and above in English language will be required to attend an interview.
- Applicants must pass an admission test or audition, depending on their selected course of study. Applicants may be asked to attend an interview.

Successful applicants will be given a conditional offer of admission to the diploma courses. Upon the successful completion of the NFP, students will be offered a place in their chosen diploma course.

Note: NAFA applications are not included in the Joint Intake Exercise (JIE) and should be directly submitted to the institution. For further details, visit <https://www.nafa.edu.sg/programmes/foundation>

d. 3-Year Higher Nitec for graduating students with GCE N (Technical and Academic) and GCE O-Level qualifications

Starting with selected courses in Academic Year 2022, ITE has introduced a new 3-year *Higher Nitec* full-time programme, which will allow students to attain a *Higher Nitec* qualification directly, in only three years instead of the current four years.

Normal (Academic) and Normal (Technical) students can apply for this new 3-year *Higher Nitec* programme using the existing *Nitec* entry requirements.

O-level and DPP Normal (Academic) students will join the programme directly in the second year and will continue to attain their *Higher Nitec* in 2 years.

Students may apply for admission to these courses through the Early Admissions Exercise (EAE) in May or the Joint Intake Exercise (JIE) in December, during the year of application.

In Academic Year 2025, ITE will provide 49 3-year Higher Nitec courses. For details, visit [Full-time 3-year/4-year Higher Nitec courses](#) or refer to [ITE course booklet 2025](#).

ECG Information Resource

Post-Secondary Options for FSBB Pathways (Sec 1 – Sec 3 Cohorts in 2026)

Under Full Subject-Based Banding (FSBB), students will have the opportunity to offer a more diverse combination of subjects at varying subject levels by the time they complete secondary school. To align with these changes, MOE has reviewed the admissions criteria for post-secondary pathways to recognize a wider profile of learners and ensure that students are well-prepared to thrive in their chosen pathways.

**From 2028,
more post-secondary options
will be available.**

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

*Students who offer 4 G1 subjects will join Year 1 of Higher Nitec, and may be offered the accelerated pathway if they meet academic requirements during their Year 1 Semester 1 examinations. This pathway will allow them to attain a Higher Nitec in a shorter duration of about two years.



ECG Information Resource

1. Option of a Fifth Year in Secondary School

The option of a fifth year in secondary school will continue to be available for eligible students to pace their learning and take subjects at a more demanding level to access more post-secondary pathways.

Students will be eligible for the fifth year if they meet either one of the following criteria:

- 3 or more G3 Passes, and not qualify for JC/MI/Poly Year 1
Students do not qualify for admission to Polytechnic Year 1 if they fail to meet the minimum entry requirements for any polytechnic diploma courses or if their net ELR2B2 aggregate score is 23 points or higher (after accounting for CCA bonus points).
- 2 or fewer G3 Passes, and attain a gross ELMAB3 \leq 21, ELB3 \leq 14 or MAB3 \leq 14, computed at G2
Students will need at least Grade 5 at G2 for all subjects used in computation of aggregate. Only students with a gross ELMAB3 (at least Grade 5 for all subjects computed at G2) of 19 points or better can offer all their subjects at G3 in the fifth year.

Students who do not offer sufficient G2 or G3 subjects to compute the eligibility criteria for the fifth year may consult their schools on their eligibility.

ECG Information Resource

2. Changes to Junior College (JC) and Millennia Institute (MI) admission criteria

From the 2028 Joint Admissions Exercise (JAE), MOE will reduce the number of subjects required for JC admission from six to five, by **shifting from the current L1R5 (six subjects) gross aggregate score to L1R4 (five subjects)**.

This allows students to free up time from offering one fewer subject, to strengthen their development of 21st Century Competencies and pursue other interests.

From 2028 JAE

L1R5 → L1R4

The qualifying threshold for JC eligibility will be revised from

$L1R5 \leq 20$ to $L1R4 \leq 16$

The admission criteria will continue to be based on G3 subjects to ensure students can cope with the academic rigour of the A-Level curriculum. The computation of the L1R4 aggregate continues to require three subjects from both the Mathematics/Science and Humanities subject groups. This ensures that students have an adequate foundation in the disciplines.

Subject requirements for Junior College admission under revised L1R4 criteria

Component	Subjects	Now L1R5	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	✓	✓
R5	Any 1 best-scoring subject	✓	✓

ECG Information Resource

Millennia Institute (MI)'s L1R4 subject requirements will also be updated to require three subjects from both the Mathematics/Science and Humanities subject groups, with the qualifying threshold remaining at 20.

Subject requirements for Millennia Institute (MI) admission under revised L1R4 criteria

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

ECG Information Resource

MOE will lower the cap on bonus points from a maximum of four points to three points for JC/MI admission.

Students must also meet the minimum grade requirements for the specific subjects listed below:

Grade requirements for Specific Subjects (JC/MI)

Subject	Grade
G3 English Language	<ul style="list-style-type: none">- A1 - C6
Any 1 Mathematics <ul style="list-style-type: none">- G3 Additional Mathematics- G3 Mathematics	<ul style="list-style-type: none">- A1 - D7
Any 1 Mother Tongue Language (MTL) <ul style="list-style-type: none">- G1, G2, G3 MTL: Chinese, Malay, Tamil- G1, G2, G3 MTL approved by MOE in lieu of an official MTL (MTL-in-lieu): <i>Arabic, Bengali, Burmese, French, German, Gujarati, Hindi, Japanese, Punjabi, Thai, Urdu</i>	MTL and MTL-in-lieu: <ul style="list-style-type: none">- G3: A1 to D7- G2: 1 to 5- G1: A to D HMTL: <ul style="list-style-type: none">- G3: A1 to E8

For more information, please refer to the following website: [Changes to JC and MI admission criteria from 2028 JAE](#)

ECG Information Resource

3. Changes to polytechnic pathway

The **Polytechnic Foundation Programme (PFP)** is a 1-year programme that presently offers eligible N(A) students a practice-based preparatory pathway to a polytechnic education. MOE will expand the PFP to allow for a wider profile of learners, offering a different combination of subjects at different subject levels, to access the PFP.

Starting from the **Academic Year 2026 intake**, admissions to the PFP will be restructured to a cluster-based approach. Students in the PFP can enter one of three key broad clusters: (i) Sciences (ii) Design, Engineering & Technology or (iii) Humanities, Art, Media and Business, before posting to a specific diploma course based on their interest and PFP performance. Diploma-specific admission will apply for the Diploma in Nursing, Diploma in Early Childhood Development & Education and Diploma in Tamil Studies with Early Education.

Starting from the **Academic Year 2028 intake**, the PFP will be expanded to also allow students taking **G3 subjects, or a mix of G2 and G3 subjects** to access PFP by mapping their G3 grade to the G2 equivalent – thus removing the current stream-based admission which is limited to today's N(A) students.

For admission to **Polytechnic Year 1**, starting from the **Academic Year 2028 intake**, students can offer **one [B] subject taken at either G2 or G3** in their **ELR2B2** aggregate score. The remaining four subjects must continue to be offered at G3 to ensure that students can cope with the academic rigour in the polytechnics. Students who offer both [B] subjects at G3 will have their [B] subject with a lower grade mapped from G3 to G2.

FROM 2028	
2 'Relevant' G3 subjects	1 G2 subject can be counted as 1 [B] subject. If you take a G3 subject, it will be mapped to G2.
ELR2B2	G3 Grade MAPPED TO G2 Grade
English Language G3	A1, A2, B3 1
1 'Best' G3 subject + 1 'Best' G2 or G3 subject	B4, C5, C6 2
	D7 3
	E8 4
	9 5
	- 6

Correspondingly, the net aggregate cut-off for admission to Polytechnic Year 1 will be adjusted from **26 points to 22 points**. For **Nursing** courses, the net aggregate cut-off for admission will be adjusted from **28 points to 24 points**.

ECG Information Resource

4. Changes to Institute of Technical Education (ITE) pathway

ITE is transitioning all its Nitec courses to the enhanced three-year curricular structure leading directly to a Higher Nitec certification. ITE will continue to monitor the outcomes of this implementation, and is on track to complete the transition by Academic Year 2026.

Starting from the **Academic Year 2028**, the admission requirements for entry to **3-year Higher Nitec** courses will be set at **G1**. The admission requirements for **direct entry into 2-year Higher Nitec courses** will be set at **G2**. This means that students taking a combination of G3 and G2 subjects can apply for 2-year Higher Nitec with ELMAB3 aggregate score of **19 points or less**.

Refer to the following website for more details on FSBB:
<https://www.moe.gov.sg/microsites/psle-fsbb/full-subject-based-banding/secondary-school-experience.html>

BEING READY LEARNERS

BE PUNCTUAL

I will strive to be punctual for all lessons and in submitting our work



BE PREPARED

I will keep my classroom clean and tidy, put away my devices and take out what I need.



BE PARTICIPATIVE

Participate actively.

Listen attentively.





'Kind words can be short and easy to speak, but their echoes are truly endless.' - Mother Teresa

KCPSS iPad Acceptable Use Policy (AUP)

Technology is an essential part of learning in today's world.

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

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

General

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

Using your PLD

3. You are responsible for your PLD. In the event of loss or theft of the device, you must make a police report and report the matter to the school.
4. To have a positive learning experience, you should ensure that your PLD is fully charged before bringing it to school.
5. You are reminded to keep your PLD updated by installing the relevant patches and updates when being prompted by the system.
6. All PLDs are installed with a Device Management Application (DMA) to support a safe and conducive learning environment. You should not attempt to bypass the DMA.
7. You are responsible for regularly backing up your learning materials in your PLD to prevent data loss. You may refer to the guide shared in SLS (**KCPSS PDLP Productivity Package**).

Being a Responsible Digital Citizen

8. You should interact with others in a respectful and responsible way. You should not post online remarks that are:
 - racially and/or religiously insensitive,
 - vulgar and/or offensive, or
 - hurtful to others.
9. You should not use any devices to:
 - store, modify, create or share content (e.g. documents, presentations, pictures and videos) that is inappropriate (e.g. indecent, pornographic, defamatory, hurtful to self or others).
 - make threats, cause harassment or embarrassment, impersonate or intimidate others.

KCPSS iPad Acceptable Use Policy (AUP)

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

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

Respecting Copyright

11. You are reminded to obtain explicit permission from the content owner(s) before downloading, copying or sharing any copyrighted materials (e.g. pictures, videos, music).
12. You should not use, copy, edit or share digital files in an unauthorised or illegal manner.

Using Artificial Intelligence (AI)

13. You must ensure that you meet the minimum age requirement specified in each AI tool's age restrictions before using it.
14. If the use of AI is permitted, you should acknowledge the use of AI in weighted assessments and homework as required.
15. You are to practice academic integrity and be responsible for your own learning when using AI. Understand that you are ultimately short-changing yourself if you pass off other's work as your own.

Staying Safe and Secure Online

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

Digital Wellbeing and Balance

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

KCPSS iPad Acceptable Use Policy (AUP)

Expected Behaviour for use of devices

School Values	Expected Behaviour
G	Guard your iPad, take care of it and keep it safe!
R	Respect others online and be Responsible when using your iPad
A	Activate your thinking and learn by collaborating actively
C	Charge your iPad fully everyday before coming to school
E	Empower yourself by using your iPad Efficiently <i>Check your calendar, take notes in class, check your email, and organise your files. Most importantly, ensure that you are signed in to school-managed Apple ID so your files will be backup in iCloud to prevent data loss.</i>

4 simple steps to counter cyberbullying



responding/communicating.
You can leave the chat group/game/room.



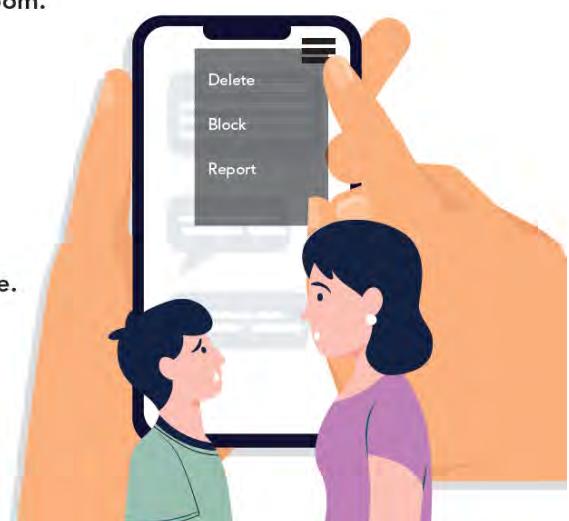
or unfollow the cyberbully.



a copy of the bullying post as evidence.



a trusted adult about the bullying.



INFORMATION ON HANDPHONE LOCKER

KCPians are expected to be focused on their learning, free from distractions in the use of electronic devices* during curriculum time, except when permission is granted by teachers to use their learning device (iPad) for lesson.

All handphones and smart watches should not be used during curriculum hours and would be kept in designated lockers from the start of each school day until the last curriculum period. Handphones would also be kept in lockers or bags during after-school activities (e.g., lessons, CCAs) unless permission is given.

Emergency Contact

Parents/guardians can call the General Office at 6259 3811 to contact their child/ward during curriculum hours.

Confiscation of Handphone

KCPians who are found in possession of or have misused their handphones or smart watches during curriculum hours will have their devices confiscated. Parents/Guardians will be notified, and the devices will be securely stored in the general office. Students may subsequently be asked to surrender their electronic devices upon arrival in school.

Type of electronic device	Period of confiscation	Venue for collection	Time for collection
Handphones, smart watches* except PLDs	2 weeks (or 10 working days)	General Office	Official dismissal time (up to 5pm)

The following students may also have their handphones confiscated for safe keeping:

- Late comers
- Under investigation for major offences
- Possession of handphone during assessments or exam (may be liable to get zero mark for the paper as per National Examinations regulations)
- Appointment with counsellor/SEN officer

* *Electronic devices include handphones, laptops, tablets, smart watches with the exception of approved step trackers or watches used for contactless payment.*

EVERYDAY LEADERSHIP: RULES AND REGULATIONS

Luke 2:52

And Jesus grew in wisdom and stature, and in favour with God and men.

KCPians are values-driven and principle-centred, and they readily maintain high standards in personal conduct and self-management. The rules and regulations are put in place to guide all KCPians towards these goals.

1. General Conduct

We are proud of our school, showing respect and care for others in the school and the community.

- a) Students are polite and well-behaved. They show respect and greet the Principal, Vice-Principals, staff and visitors to the school.
- b) Students uphold the good name of the school in words and actions. They are positive school ambassadors in and out of school through good behaviour and proper attire.

2. Assembly: Flag-raising Ceremony

We observe the ceremony with dignity and respect. We are loyal to our country.

- a) All students are to report to school on time. Students who arrive at the assembly venue after 7.30am (or 8.30am on late days) are considered late.
- b) All students must stand at attention for the National Anthem and the school song.
- c) Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students will take the Pledge with the right fist placed over the heart.
- d) Non-citizens are to stand at attention to respect the solemnity of the ceremony.
- e) Students are to listen attentively to the morning message and announcements.

RULES AND REGULATIONS

3. Attendance and Punctuality

We are conscientious and value our time in school.

- a) Attendance in school is compulsory.
- b) Students who are absent from any official school activities (including flag-raising, curriculum lessons and co-curricular activities) must produce a medical certificate or have a valid reason with relevant official documents/letter of excuse, upon returning to school.
- c) Acceptance of parent's/guardian's letters/emails for the absence of students from school due to medical or other valid reasons (e.g., external competition or bereavement) should not be more than 10 per year. These letters/emails of excuse are not valid reasons for students to be excused from official school assessments and examinations.
- d) Request for absences during school term will be considered on a case-by-case basis. Parents/Guardians can submit a formal request to the school here.

Request for absence
during term time

- e) Students must be punctual for all school activities. Repeated late-comings to school or class will result in disciplinary actions. Students may also receive an adverse conduct grade at the end of the semester.
- f) Students can only leave the school during school hours due to a medical or other valid reason. He/She must seek permission from Year Heads or Student Management Team. Parents will be informed that their child is leaving school.

RULES AND REGULATIONS

4. Behaviour and Conduct during Curriculum Time

We are responsible for our own learning. We have a positive learning mindset and learn best in a conducive classroom environment.

- a) Students should exercise self-discipline and show consideration for others to promote an environment conducive to effective teaching and learning.
- b) Students should be familiar with their timetable to bring relevant textbooks, workbooks, their personal learning devices (PLD) and necessary materials for each lesson.
- c) Mobile devices and other electronic devices (with the exception of PLDs) must be switched off and deposited in class lockers during curriculum time. See section 8 below.
- d) Students must keep the classroom and school clean.
- e) Students must obtain a permission pass from the teacher if they leave the classroom during a lesson.
- f) Students are not allowed to be at the classroom block during their recess.
- g) Students must be responsible for their belongings and valuables. Refrain from bringing excessive cash or expensive items. The school will not be responsible for loss of personal items.

RULES AND REGULATIONS

5. Attire

We take pride in our school uniform and uphold the good name of our school in how we wear our uniform.

- a) Students are to wear the prescribed school uniform, even during the school holidays. Modification to the uniform is not allowed. (For example, there should be no tapering of pants, shortening of pants/skirts etc.)
- b) Students should be in white school uniform that is properly tucked into their school pants/skirts on Mondays.
- c) Students may report to school in their school uniform or PE/House T-shirt worn with their school pants/skirts from Tuesdays to Fridays. CCA and approved class T-shirts are allowed on the designated dress-down day.
- d) Only approved school T-shirts and shorts are to be worn during PE lessons.
- e) Students are to be in proper school attire when leaving school.
- f) Students must wear white school shoes with white laces. Student leaders are to wear shoes that are completely black.

Examples of acceptable shoes	 <ul style="list-style-type: none">• white shoes with simple dark/white coloured patterns or logos (i.e., black, grey, white)
Examples of unacceptable shoes	 <ul style="list-style-type: none">• no coloured laces or linings

- g) Wearing of slippers/sandals will be permitted only with a doctor's memo. Those with foot injuries should seek permission through their Form Teachers before doing so.
- h) Only KCPSS/plain white socks worn to fully cover the ankle joint are allowed.

RULES AND REGULATIONS

For Girls:

Sleeves of the shirt/blouse must not be folded



Fringe must not touch the eyebrows and held back with black pins

The length of the skirt must not be more than 3 fingers above the knee. Folding of the skirt is not allowed

White school shoes with white laces. Socks covering ankle joint

For Boys:

Lower Secondary



Fringe must not touch the eyebrows

Sleeves of the shirt must not be folded

No tapering of pants.
Should not be baggy or worn around the hips

White school shoes with white laces. Socks covering ankle joint

Upper Secondary



RULES AND REGULATIONS

6. Appearance of Students

We show our respect for self and others by being neat and well-groomed at all times.

a) For Girls:

- Hair must be neat and tidy.
- The fringe must not touch the eyes or eyebrows. Loose strands of hair must be pinned up with hair pins.
- Hair that touches the bottom of the collar must be tied up.
- Only black/dark blue coloured hair accessories (pins, rubber bands) are allowed.
- Girls are allowed to wear one pair of small earrings (stud/ring/stick), of the same type on the lower lobes of the ear.
- Outlandish hairstyles such as hair extensions, curls, undercuts, overlapping layers or dyed hair are not allowed. Girls with such hairstyles may have their hair cut by the school's designated barber or will be sent home to correct their hairstyle before being allowed back in school.
- No piercing on any part of the body other than the lower lobes of the ear is allowed.



b) For Boys:

- Boys must keep their hair short, neat, and well-groomed. Hair should be above the collar and ears, with a gentle slope at the back and sides. Sideburns must not extend beyond the mid-ear mark, and fringes must not touch the eyebrows when combed down.
- Unacceptable hairstyles, such as undercuts, overlapping layers, permed, or dyed hair, are strictly prohibited. Boys with such hairstyles may have their hair cut by the school's designated barber or will be sent home to correct their hairstyle before being allowed back in school.
- Boys must clean-shaven. No facial hair is allowed.
- No earrings, ear studs, ear sticks or piercings on any part of the body is allowed.
- Upper secondary boys are allowed to wear a belt (black or navy blue in colour) with small, plain buckle.



RULES AND REGULATIONS

- c) Students must keep fingernails short, clean and unvarnished.
- d) Jewellery and trinkets (including rings, non-prescriptive eyewear, bands, bracelets, necklaces, or anklets) are not to be worn.
- e) Make-up is not allowed in school.
- f) Tattoos and body art (permanent or temporary) are not allowed.

7. Use of Canteen

We are a civic-minded community with good social graces.

- a) The purchase of food and drinks is allowed only during recess time and after curriculum hours.
- b) Queue in an orderly manner when purchasing food and drinks.
- c) All food or drink (other than plain water) should be consumed at the canteen (unless otherwise approved by the school).
- d) Keep the canteen clean by returning all used utensils to the appropriate return area. Dispose of waste into the rubbish/recycling bins.

RULES AND REGULATIONS

8. Use of mobile phones / electronic devices / social media

We are focused on our studies and desire to be free from distractions.

We are also responsible users of electronic devices all forms of social media.

- a) All electronic devices including handphones, laptops, tablets and smart watches should not be used during curriculum hours.
- b) Handphones and smart watches are to be kept in designated lockers from the start of each school day until the last curriculum period. Please refer to *Information for Handphone Locker*.
- c) Personal Learning Devices (PLDs) can be used during curriculum hours only with the permission of teachers for the intended learning purposes. PLDs to be kept in the school bag during lesson time when not in use. PLDs may be used at designated areas (school canteen and concourse) during recess and beyond curriculum hours. PLDs should be used strictly for educational purposes and not for gaming or other inappropriate purposes.
- d) Students are responsible for the safekeeping of their electronic devices. The school will not be responsible for any loss or damage.
- e) Photos/videos/audio recordings of you and others should not be taken or shared without the permission of peers, teachers or school authority.
- f) Students should use social media responsibly at all times.

RULES AND REGULATIONS

9. Others

- a) All students are not allowed to have any form of weapons in their possession. They are also not allowed to bring any weapon-like item which is used or intended to be used to cause harm to others.
- b) Cards or items related to gambling or betting are not allowed in school.
- c) Inappropriate materials such as pornography or sexually suggestive content are strictly not allowed.
- d) Students can remain the school premises after school hours only if they are engaged in an organised or approved activity.
- e) Students who cycle to school are to wear proper headgear. No cycling is allowed in the school premises. No power-assisted bicycles (PABs) or personal mobility devices (PMDs) is allowed.
- f) Photographs or video images may be taken during school activities and events such as lessons, CCAs, camps or other school activities. The school may use and publish such photographs and/or video recordings in school publications, the school's website, social media channels, or other communication channels.

OUR DISCIPLINE POLICY

Discipline is an educative process, with the goal to instil self-discipline and good character. Disciplinary measures serve as a proxy to help students learn the consequences of poor choices made, take responsibility for their actions and not repeat their mistakes.

Effective discipline creates a balanced environment to help students learn well and develop social and emotional skills needed to problem-solve and cope with challenges.

A positive and proactive approach is taken to enact discipline in KCPSS. This is achieved when:

- There is a safe, caring and supportive environment at school and at home.
- Teachers teach values, provide opportunities for students to exercise and reinforce good behaviour, and guide them to manage their behaviour and restore affected relationships.
- School counsellors address underlying issues to strengthen social emotional competencies.
- Peers provide positive influence and support.
- Parents, the church chaplaincy team, the community and other stakeholders work with the school to help students learn and grow.

OFFENCES AND CONSEQUENCES

Minor Offences	Consequences
<ul style="list-style-type: none"> • Damage of school property due to mischief or irresponsible behaviour • Disruptive behaviour in class • Improper attire & grooming • Late-coming • Littering • Non-completion/non-submission of assignments • Skipping classes, CCAs, programmes and/or school activities without permission • Unauthorised consumption of food or sweet drinks in class • Unauthorised use of electronic devices during curriculum time (inclusive of not putting away) • Using vulgar language <p>Repeat of minor offences (including failure to rectify) will be considered as major offences</p>	<ul style="list-style-type: none"> • Verbal warning • Reflection and/or detention • Counselling/warning • Informing of parents • Confiscation of item • Other appropriate disciplinary action deemed by the school
Major Offences	Consequences
<ul style="list-style-type: none"> • Arson • Assault / Fighting • Bullying / Cyber-bullying • Cheating in weighted assessments & examinations • Consumption of alcoholic drinks • Damage to school property or other acts of vandalism • Drug / Inhalant abuse • Extortion or blackmail • Forgery • Gambling • Gangsterism • Inappropriate conduct or behaviour (in public or online) • Leaving school without permission • Name calling, making hurtful or inappropriate remarks (face-to-face/written/online) • Open defiance / rudeness / insubordination to staff (including vulgarities/rude gestures in presence of staff) • Possession of dangerous weapons • Possession / Distribution of e-cigarettes or any tobacco products • Possession / Distribution of illicit materials • Sexual misconduct • Smoking / Vaping • Theft • Truancy / Absent without valid reasons 	<ul style="list-style-type: none"> • Counselling / Referral to external agencies • Detention • Resilience-in-action (corrective service) • Restricted access of mobile devices / PLDs on a daily basis • Meeting with parents about enhanced intervention support • FAIR or POOR Conduct Grade may be given • Suspension • Caning/Expulsion • Police assistance • Other appropriate disciplinary action deemed by the school <p>Students who commit major offences may not be considered for leadership positions, camps/overseas trips and school representation. They may also be removed from their position or withdrawn from programmes/competitions</p>

Note: For offences which are not listed and for offences which may tarnish or hurt the school's image, appropriate disciplinary actions will be taken at the discretion of the school.

TEAM KCP



Team Kuo Chuan Presbyterian or Team KCP is a representation of our spirit as a school. It is a spirit of excellence that spurs us to do our best in whatever we do. It is a spirit of resilience that drives us to push on amidst the most challenging situations. It is also a spirit of respect for teachers, peers and even opponents. It permeates every aspect of our lives, inside the classroom and on the CCA arena. It drives us to achieve together what we cannot accomplish as individuals.

Together, we are stronger. Together, we are Team KCP.

Our Symbol

The image of the Flaming Bush draws inspiration from our Christian roots and serves as an enduring symbol of Faith. The Flame Tree also connects with our school heritage as a reminder to be rooted in our core values and beliefs as we forge ahead to chase our dreams with a fiery passion.

Attributes of a Team KCP Member

All staff and students are members of Team KCP. As members, we strive to uphold our school G.R.A.C.E. values in all that we do:

Our Values	Descriptor
God-Fearing	Gives glory and honour to God, the provider of our talents by developing them to their fullest potential.
Resilience	Possesses a strong resolve to overcome any challenges and try out best regardless of the difficulty and outcome.
Agape	Shows respect for teachers, school mates, CCA mates and opponents.
Conscientiousness	Commits to attend CCA and school events unless with a valid reason. Strives to work hard in class and during CCA to maximise learning.
Empathy	Supports juniors or peers who need help Supports teachers in the conduct of lessons and CCA.



Painting by Teh Su Hui Clarisa (4 Praise, 2025)

CO-CURRICULAR ACTIVITIES

Aim

The aim of CCA is to build character, team spirit and responsibility through a variety of experiences and the acquisition of skills. It provides students with the opportunity to pursue diverse interests as well as specialise in a chosen skill. This is done in an environment that promotes social integration and cultivates national values.

Policy

In order to enable students to have a broad-based, all-round education, CCA participation is compulsory and all students must take part in at least 1 CCA. Students who are keen to experience a different CCA may opt for a change at the end of each academic year. However, this does not apply to those who are in a mandatory CCA.

CCAs currently offered by the school are:

Sports/Games	Uniformed Groups	Performing Arts	Clubs and Societies
Badminton (Boys)	Boys' Brigade	Choir	Art and Crafts
Basketball (Boys)	Girls' Brigade	Concert Band	Infocomm Technology
Netball (Girls)	Girl Guides	Modern / Chinese Dance	Photography
Shooting (Boys/Girls)	National Police Cadet Corps	English Drama	Robotics
Football (Boys)	National Civil Defence Cadet Corps	Guzheng Ensemble	
Table-Tennis (Boys/Girls)			

CCA GRADING SCHEME (LEAPS 2.0)

1. LEAPS 2.0 recognises students' experiential learning and attainment in four domains of Co-Curriculum as they progress through their secondary school years. The four domains are Participation, Achievement, Leadership and Service. At the end of the graduating year, students' Co-Curriculum attainment will be recognised. This recognition will be translated to bonus points which can be used for admission to Junior Colleges/Polytechnics/Institutes of Technical Education.
2. This Recognition System is designed to:
 - a) Motivate holistic and balanced participation in the co-curriculum;
 - b) Shape learning and attainment of skills and competencies
 - c) Facilitate self-directed learners
 - d) Recognise students' diverse interests and the role of the community in the holistic development of each student
3. The Recognition System is centred on the concept of "Levels of Attainment" achieved by a student for the respective four domains. At the end of the graduating year, the students' co-curriculum attainment will be recognised according to the table below. The co-curriculum attainment will be translated to bonus point(s) which can be used to support admission to Junior Colleges / Polytechnics / Institutes of Technical Education.

Co-Curriculum Attainment	Descriptor
Excellent	The student has fulfilled the requirements for Holistic Development and achieved quality learning in the Co-Curriculum.
Good	The student has fulfilled the requirements for holistic development in the Co-Curriculum.
Fair	The student is working towards holistic development in the Co-Curriculum.

For an "Excellent" Co-Curricular attainment, which is translated to two bonus points, the student should have attained a minimum Level 3 in all four domains with at least Level 4 in one domain.

For a "Good" Co-Curricular attainment, which is translated to one bonus point, the student should have attained a minimum Level 1 in all four domains with any one of the following:

- a) At least Level 2 in three domains;
- b) At least Level 2 in one domain and at least Level 3 in another domain; or
- c) At least Level 4 in one domain.

A "Fair" Co-Curricular attainment will not translate into any bonus points as the student has not met the minimum criteria for a good Co-Curricular attainment

4. Levels of Attainment - Domains

a) Participation

The criterion for the different Levels of Attainment is designed to reflect the progression of the number of years of participation in a CCA, with at least 75% attendance for each year. In addition, the higher levels of attainment in the Participation domain will reward commitment to and continuous involvement in the same CCA, as well as exemplary conduct and active contribution to a CCA.

Levels 1, 2, 3 and 4 recognise the student's participation in a CCA for two, three, four and five years with at least 75% attendance respectively.

Levels 3 to 5 also recognise the student's exemplary conduct and active contribution to the CCA.

Levels 4 and 5 also recognise the student's continuous involvement in and commitment to the same CCA.

International Students

International students who join the school mid-stream will need to participate in a CCA in school from the year of enrolment. The student's involvement in the various domains (Participation/Achievement/Leadership/Service) as well as external (i.e., non-school based) activities in his/her own country during his/her secondary school education (or equivalent) will be recognised with the submission of proper documentation, subject to endorsement by his/her former school.

Participation in External Activities

A student may participate in a non-school based CCA or a community-based activity to pursue his/her interests which are not offered in the school, but not in lieu of a CCA in school. These activities will mainly be interest driven and the additional participation will not contribute to a higher attainment level in this domain.

Change of CCA

Students who are keen to experience a different CCA offered in school may opt for a change at the beginning of each academic year. In such cases, the number of years of participation in the previous CCA can be credited to the student's new CCA.

Continuous involvement in and commitment to the same CCA will be rewarded and this is reflected through a higher level of attainment assigned to students who stay with the same CCA over the years. However, there could be several exceptional and valid reasons that may affect the continual participation of a student in his/her CCA, through no fault of the student. These include: (i) medical concerns; (ii) closure of CCA; (iii) no corresponding CCA for transfer students in their new school. In such cases, the student will be considered as having been in the same CCA.

Students on Exemption

Students may be exempted from CCA for a period of time for the following reasons: (i) Training with National Sports Association (ii) Medical Reasons (iii) Student on Suspension.

Students who are selected to undergo a sustained programme with a National Sports Association (NSA), may seek exemption from the school's Principal to be excused from the school's CCA training sessions. Such cases will be considered on a case-by-case basis.

For students with Medical Reasons or on Suspension, the 75% attendance for that year will be derived from the total number of sessions that the student is able to attend (instead of the total number of sessions in the year).

Participation in National Projects of Excellence

For students who have been selected to undergo a sustained programme with a National Project of Excellence (NPOE), namely the Singapore National Youth Orchestra (SNYO) and the Singapore Youth Chinese Orchestra (SYCO) operated by MOE, their involvement with the NPOE can be considered as their CCA. Their participation will be based on their attendance in the NPOE and calculated according to the same participation criterion as a school-based CCA. Students who change from a school-based CCA to a NPOE during their secondary school years will be considered as having remained in the same CCA.

b) Achievement

The criterion for the different Levels of Attainment is designed to reflect the progression of representation* in intra-school to inter-school and international events. Higher levels of attainment recognise sustained representation over the years, serving as an affirmation of students' abilities and hard work put in through regular, dedicated training and practices. The level of attainment for students who achieve excellence at such competitions, festivals or their equivalent i.e., win accolades or awards, is at least one level higher as compared to that of representation.

Level 1 recognises student representation at Intra-school events for a year or more. Intra-school events may include inter-class/house games. It can also include performances at school concerts where the audience does not include the public.

Level 2 recognises the student who represents his/her school or an external organisation at local/international events for a year. These events include inter-school or inter-club competitions, public performances, local exhibitions, conferences or symposiums. Representation of school or external organisation at an international event for one year is also pegged at Level 2.

Level 3 recognises the student who represents his/her school or an external organisation at local/international events for two years. Representation needs to occur over two different years. The student can also be recognised for his/her representation in two different years and does not need to be with the same organisation.

This level also recognises the student who represents his/her school or an external organisation at local/international events and won accolades/awards for one year.

* Representation refers to being selected and endorsed by an organisation (e.g. the School or Community Club) to contribute, compete or perform at an event. Self-representation or personal participation (e.g. performing at a concert with no endorsement from any organisation) is not recognised.

Level 4 recognises the student who represents his/her school or an external organisation at local/international events for three years or more, as well as students who represent the Uniformed Group's HQ in international events (excluding competitions). A student who won accolades/awards for two years or more will also be awarded this level.

Level 5 recognises the high ability students who represent MOE, the Singapore Schools Sports Teams, National Projects of Excellence (e.g., Singapore National Youth Orchestra) or the nation in local/international events. It also recognises the student who represents the Uniformed Group's HQ in international competitions.

Levels 1 to 5 also recognise the progressive attainment of Uniformed Groups' badges. Level 5 in particular recognises students with outstanding contributions in the Uniformed Group, which are comparable to the high ability students who have represented MOE and the nation (or equivalent).

c) Leadership

This domain serves to recognise the student's development of personal and inter-personal effectiveness, which enables the student to effectively assume responsibilities that serve his/her peers and the community. Hence, the recognition of leadership development is not limited to leadership positions, but also the extent to which the student takes charge of his/her own learning and development (e.g., through NYAA) and contributes to the community.

At Level 1, the student should complete at least two modules of leadership training which will prepare him/her for leadership roles in the future.

Level 2 recognises the student who takes initiative, actively contributes and makes an impact on the class (e.g. subject representatives) or small groups within CCAs. It also recognises the student who embarks on the NYAA and obtains a Bronze Award.

Level 3 recognises the student who demonstrates confidence and strong leadership skills in assuming responsibilities which impact peers from other classes (e.g. class committee, SLB leader), CCA and even the whole cohort. It also recognises the student who has sustained involvement in NYAA activities and obtains a Silver Award or beyond.

Levels 4 and 5 recognise the student who holds top leadership positions in school (e.g. SLB EXCO, House Captains, CCA Presidents/Captains) or at the national level. He/she displays exceptional ability in leading and mentoring big groups across levels or the whole school.

Extent of Impact

The student's level of attainment is based first on the leadership position held. However, if the student demonstrated a wider extent of impact than what the position is pegged at, the school has the autonomy to recognise the student's leadership attainment by one level higher.

Customisation of Leadership Positions

Schools are also given the autonomy to add and recognise leadership positions within the school or CCA which have not already been defined in any of the attainment levels listed below.

d) Service

This domain recognises student involvement in community service and learning experiences through service activities and Values-in-Action (VIA) projects.

At Level 1, the expectation is to fulfil the basic range of hours of service to the school or community, which starts from the minimum of 24 hours and ends at less than 30 hours.

Level 2 recognises service of at least 30 hours up to less than 36 hours. Alternatively, it recognises a student who has completed at least one VIA project that has impact on the school or community.

Level 3 recognises service of at least 36 hours or the completion of two VIA projects that have impact on the school or community. Alternatively, it can recognise the completion of at least 24 hours of service and completed at least one VIA project.

At Levels 4 and 5, students are required to fulfil the stipulated 24 service hours and also to participate in at least two VIA projects.

Level 5 recognises students who role model a spirit of service to the community. These students fulfil at least 24 hours of service and at least two VIA projects, of which at least one is a student-initiated VIA project that impacts the community.

5. Enrichment Programmes in the Co-Curriculum

In addition to the four domains, Enrichment Programmes are also an integral part of the Co-Curriculum for the holistic development of students. However, Enrichment Programmes are not pegged to the levels of attainment under LEAPS 2.0. Hence, they are not included as one of the criteria for the awarding of bonus points.

Key school-based Enrichment Programmes completed by each student will still be recorded in the Holistic Development Profile (HDP), Co-Curriculum Certificate and School Graduation Certificate (SGC), in order to reflect a holistic profile of the students' learning in the Co-Curriculum.

WEIGHT INDICATOR DESCRIPTORS

BMI-for-age for Boys

Age	Severely Underweight <3 rd percentile	Underweight 3 rd - <5 th percentile	Acceptable 5 th - < 85 th percentile	Acceptable 85 th - < 90 th percentile	Overweight 90 th - < 97 th percentile	Severely Overweight ≥ 97 th percentile
12	≤ 14.4	14.5 - 14.8	14.9 - 22.8	22.9 - 24.3	24.4 - 29.2	≥ 29.3
13	≤ 14.7	14.8 - 15.1	15.2 - 23.5	23.6 - 25.0	25.1 - 30.0	≥ 30.1
14	≤ 15.0	15.1 - 15.4	15.5 - 24.0	24.1 - 25.5	25.6 - 30.6	≥ 30.7
15	≤ 15.3	15.4 - 15.8	15.9 - 24.5	24.6 - 26.1	26.2 - 31.2	≥ 31.3
16	≤ 15.6	15.7 - 16.1	16.2 - 25.0	25.1 - 26.5	26.6 - 31.7	≥ 31.8
17	≤ 15.9	16.0 - 16.3	16.4 - 25.4	25.5 - 27.0	27.1 - 32.1	≥ 32.2
18	≤ 16.1	16.2 - 16.6	16.7 - 25.8	25.9 - 27.4	27.5 - 32.4	≥ 32.5
19 and above	≤ 18.4		18.5 - 24.9		25.0 - 29.9	≥ 30.0

BMI-for-age for Girls

Age	Severely Underweight <3 rd percentile	Underweight 3 rd - <5 th percentile	Acceptable 5 th - < 85 th percentile	Acceptable 85 th - < 90 th percentile	Overweight 90 th - < 97 th percentile	Severely Overweight ≥ 97 th percentile
12	≤ 14.4	14.5 - 14.8	14.9 - 22.1	22.2 - 23.4	23.5 - 27.5	≥ 27.6
13	≤ 14.8	14.9 - 15.2	15.3 - 22.7	22.8 - 24.0	24.1 - 28.3	≥ 28.4
14	≤ 15.1	15.2 - 15.5	15.6 - 23.2	23.3 - 24.6	24.7 - 28.9	≥ 29.0
15	≤ 15.4	15.5 - 15.8	15.9 - 23.7	23.8 - 25.0	25.1 - 29.4	≥ 29.5
16	≤ 15.7	15.8 - 16.1	16.2 - 24.0	24.1 - 25.4	25.5 - 29.7	≥ 29.8
17	≤ 15.9	16.0 - 16.3	16.4 - 24.3	24.4 - 25.7	25.8 - 30.0	≥ 30.1
18	≤ 16.1	16.2 - 16.5	16.6 - 24.6	24.7 - 25.9	26.0 - 30.3	≥ 30.4
19 and above	≤ 18.4		18.5 - 24.9		25.0 - 29.9	≥ 30.0

* Note: For aged 19 and above, the students will follow the adults BMI norms

NAPFA STANDARDS (SECONDARY)



STANDARDS FOR MALES

Age group	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
12	A	5	>41	>202cm	>39cm	>24	<10.4 sec	<12:01
	B	4	36-41	189-202	36-39	21-24	10.4-10.9	12:01-13:10
	C	3	32-35	176-188	32-35	16-20	11.0-11.3	13:11-14:20
	D	2	27-31	163-175	28-31	11-15	11.4-11.7	14:21-15:30
	E	1	22-26	150-162	23-27	5-10	11.8-12.2	15:31-16:50
13	A	5	>42	>214cm	>41cm	>25	<10.3 sec	<11:31
	B	4	38-42	202-214	38-41	22-25	10.3-10.7	11:31-12:30
	C	3	34-37	189-201	34-37	17-21	10.8-11.1	12:31-13:40
	D	2	29-33	176-188	30-33	12-16	11.2-11.5	13:41-14:50
	E	1	25-28	164-175	25-29	7-11	11.6-11.9	14:51-16:00
14	A	5	>42	>225cm	>43cm	>26	<10.2 sec	<11:01
	B	4	40-42	216-225	40-43	23-26	10.2-10.4	11:01-12:00
	C	3	37-39	206-215	36-39	18-22	10.5-10.8	12:01-13:00
	D	2	33-36	196-205	32-35	13-17	10.9-11.2	13:01-14:10
	E	1	29-32	186-195	27-31	8-12	11.3-11.6	14:11-15:20
15	A	5	>42	>237cm	>45cm	>7	<10.2 sec	<10:41
	B	4	40-42	228-237	42-45	6-7	10.2-10.3	10:41-11:40
	C	3	37-39	218-227	38-41	5	10.4-10.5	11:41-12:40
	D	2	34-36	208-217	34-37	3-4	10.6-10.9	12:41-13:40
	E	1	30-33	198-207	29-33	1-2	11.0-11.3	13:41-14:40
16	A	5	>42	>245cm	>47cm	>8	<10.2 sec	<10:31
	B	4	40-42	236-245	44-47	7-8	10.2-10.3	10:31-11:30
	C	3	37-39	226-235	40-43	5-6	10.4-10.5	11:31-12:20
	D	2	34-36	216-225	36-39	3-4	10.6-10.7	12:21-13:20
	E	1	31-33	206-215	31-35	1-2	10.8-11.1	13:21-14:10
17	A	5	>42	>249cm	>48cm	>9	<10.2 sec	<10:21
	B	4	40-42	240-249	45-48	8-9	10.2-10.3	10:21-11:10
	C	3	37-39	230-239	41-44	6-7	10.4-10.5	11:11-12:00
	D	2	34-36	220-229	37-40	4-5	10.6-10.7	12:01-12:50
	E	1	31-33	210-219	32-36	2-3	10.8-10.9	12:51-13:40
18	A	5	>42	>251cm	>48cm	>10	<10.2 sec	<10:21
	B	4	40-42	242-251	45-48	9-10	10.2-10.3	10:21-11:10
	C	3	37-39	232-241	41-44	7-8	10.4-10.5	11:11-11:50
	D	2	34-36	222-231	37-40	5-6	10.6-10.7	11:51-12:40
	E	1	31-33	212-221	32-36	3-4	10.8-10.9	12:41-13:30
19	A	5	>42	>251cm	>48cm	>10	<10.2 sec	<10:21
	B	4	40-42	242-251	45-48	9-10	10.2-10.3	10:21-11:00
	C	3	37-39	232-241	41-44	7-8	10.4-10.5	11:01-11:40
	D	2	34-36	222-231	37-40	5-6	10.6-10.7	11:41-12:30
	E	1	31-33	212-221	32-36	3-4	10.8-10.9	12:31-13:20

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

NAPFA STANDARDS (SECONDARY)



STANDARDS FOR FEMALES

Age group	Performance grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk time (min : sec)
12	A	5	>29	>167cm	>39cm	>15	<11.5 sec	<14:41
	B	4	25-29	159-167	37-39	13-15	11.5-11.9	14:41-15:40
	C	3	21-24	150-158	34-36	10-12	12.0-12.3	15:41-16:40
	D	2	17-20	141-149	30-33	7-9	12.4-12.7	16:41-17:40
	E	1	13-16	132-140	25-29	3-6	12.8-13.2	17:41-18:40
13	A	5	>30	>170cm	>41cm	>16	<11.3 sec	<14:31
	B	4	26-30	162-170	39-41	13-16	11.3-11.7	14:31-15:30
	C	3	22-25	153-161	36-38	10-12	11.8-12.2	15:31-16:30
	D	2	18-21	144-152	32-35	7-9	12.3-12.7	16:31-17:30
	E	1	14-17	135-143	27-31	3-6	12.8-13.2	17:31-18:30
14	A	5	>30	>177cm	>43cm	>16	<11.5 sec	<14:21
	B	4	28-30	169-177	41-43	14-16	11.5-11.8	14:21-15:20
	C	3	24-27	160-168	38-40	10-13	11.9-12.2	15:21-16:20
	D	2	20-23	151-159	34-37	7-9	12.3-12.6	16:21-17:20
	E	1	16-19	142-150	29-33	3-6	12.7-13.0	17:21-18:20
15	A	5	>30	>182cm	>45cm	>16	<11.3 sec	<14:11
	B	4	29-30	174-182	43-45	14-16	11.3-11.6	14:11-15:10
	C	3	25-28	165-173	39-42	10-13	11.7-12.0	15:11-16:10
	D	2	21-24	156-164	35-38	7-9	12.1-12.4	16:11-17:10
	E	1	17-20	147-155	30-34	3-6	12.5-12.8	17:11-18:10
16	A	5	>30	>186cm	>46cm	>17	<11.3 sec	<14:01
	B	4	29-30	178-186	44-46	14-17	11.3-11.5	14:01-15:00
	C	3	26-28	169-177	40-43	11-13	11.6-11.8	15:01-16:00
	D	2	22-25	160-168	36-39	7-10	11.9-12.2	16:01-17:00
	E	1	18-21	151-159	31-35	3-6	12.3-12.6	17:01-17:50
17	A	5	>30	>189cm	>46cm	>17	<11.3 sec	<14:01
	B	4	29-30	181-189	44-46	14-17	11.3-11.5	14:01-14:50
	C	3	27-28	172-180	40-43	11-13	11.6-11.8	14:51-15:50
	D	2	23-26	163-171	36-39	7-10	11.9-12.1	15:51-16:40
	E	1	19-22	154-162	32-35	3-6	12.2-12.5	16:41-17:30
18	A	5	>30	>192cm	>46cm	>17	<11.3 sec	<14:01
	B	4	29-30	183-192	44-46	15-17	11.3-11.5	14:01-14:50
	C	3	27-28	174-182	40-43	11-14	11.6-11.8	14:51-15:40
	D	2	24-26	165-173	36-39	8-10	11.9-12.1	15:41-16:30
	E	1	20-23	156-164	32-35	4-7	12.2-12.4	16:31-17:20
19	A	5	>30	>195cm	>45cm	>17	<11.3 sec	<14:21
	B	4	29-30	185-195	43-45	15-17	11.3-11.5	14:21-14:50
	C	3	27-28	174-184	39-42	11-14	11.6-11.8	14:51-15:30
	D	2	24-26	165-173	36-38	8-10	11.9-12.1	15:31-16:20
	E	1	21-23	156-164	32-35	5-7	12.2-12.4	16:21-17:10

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

About me



3 things you should know about me

My favourite quote

5 people I can turn to if I encounter difficulties (include adults!)

😊
😊
😊
😊
😊



3 habits I would like to set for myself in the coming year



Student Well-Being Resources

How am I doing?

Sec/JCC

- I'm doing great!
- I'm doing pretty good.
- I'm doing okay, i guess.
- I'm starting to struggle.
- I'm having a really bad time.
- I need to reach out for support.



Having difficult emotions during a stressful and uncertain period is normal. Keep a look out for some of these signs:

- D** Deliberately avoiding others
- I** Increased irritability, restlessness, agitation, stress and anxiety
- S** Sending or posting moody messages on social media
- T** Talking about death or dying
- R** Reacting differently or losing interest in things they used to like
- E** Eating more than usual or having a much reduced appetite
- S** Sleep pattern changes with difficulty going to sleep or oversleeping
- S** Slowing down of energy levels

If you notice any of these signs in yourself or your friends,
have a chat with your school counsellor or teacher.

Or contact SOS 24-hour hotline at **1800-221-4444**

For Cyberwellness related matters call **1800-612-3123** or email to **hello@help123.sg**



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Student Well-Being Resources

2.43 am 63%

How can I support my friend?

- C** Calm them down
Are you ok? Calm down, take some deep breaths.
- H** Hear them out
What happened?
- E** Empathise with them
I would feel sad too if I were you.
- E** Encourage seeking help
Is there someone you can talk to about this issue?
- R** Refer to a trusted adult
Teacher, I am worried about my friend.

Feeling down?

Speak with your school counsellor or contact

Samaritans of Singapore Tel: 1800-221-4444

For Cyberwellness related matters: <https://www.help123.sg>

or Tel: 1800-6123-123



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Student Well-Being Resources

Useful helplines and sites

General Health

National Care Hotline:
1800-202-6868

HealthHub Hotline:
1800-225-4482

Cyber Wellness

Help123:
1800-612-3123
Email: hello@help123.sg

TOUCH Cyber Wellness:
6730-9520
Email:
cyberwellness@touch.org.sg

Mental Well-Being

Samaritans of Singapore (SOS):
1800-221-4444 or 1-SOS (1 707)
Site: www.sos.org.sg

Institute of Mental Health's Mental Health Helpline:
6389-2222

Singapore Association of Mental Health:
1800-2873-7019

CHAT (Community Health Assessment Team) from IMH:
6493-6500 / 6493-6501
Site: www.chatmentalhealth.sg

Mindline.sg:
Site: www.mindline.sg

Notes

RESILIENCE LEARNING TOOL

The values, beliefs and positive attitudes that help you overcome challenges.



The skills and strategies to help you overcome challenges.



The caring and supportive environment that will help you overcome challenges.



I am...

I can...

I have...

Student Well-Being Resources

Coping Strategies

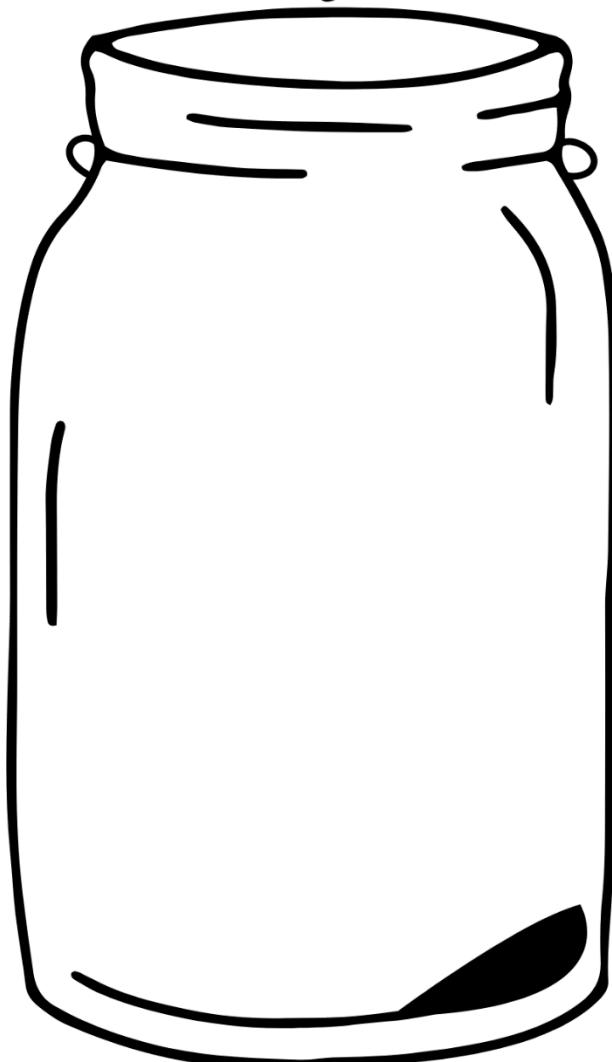


The coping strategies above are suggestions and there are other examples in addition to what has been listed.

Adapted from: Lahad, M. (1992). Story-making in assessment method for coping with stress: Six-piece story-making and BASIC Ph. In S. Jennings (Ed.), Dramatherapy theory and practice 2 (pp. 192–208). New York, NY: Routledge.

A JAR OF

Thankfulness



Write in the jar, all the things you are grateful for in your life.

Student Well-Being Resources

Letter to my future self

Write a letter to your future self at the end of the year.

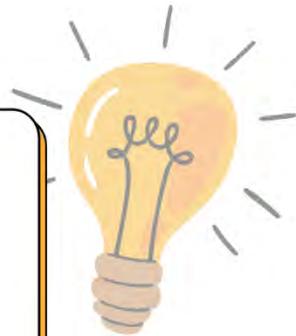
Share with your future self:

- What you hope you would have learnt and gained this year?
- How you would have liked to change and grow this year?
- Encourage your future self to press on in the face of challenges.

3-2-1 Learning Log

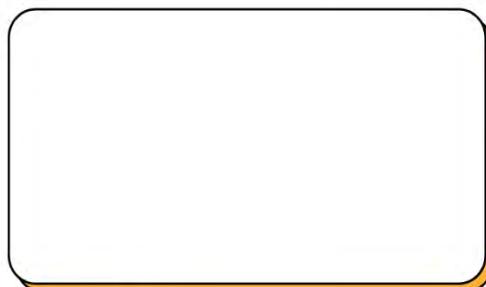
3

things I have learnt



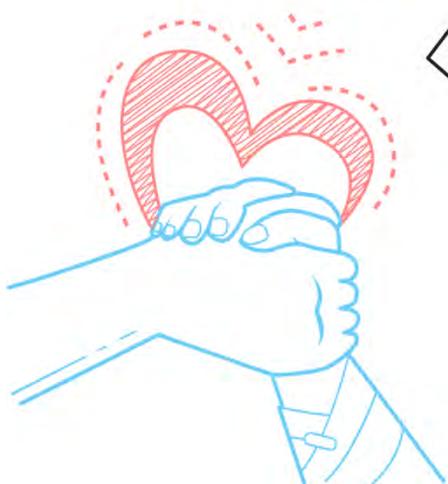
2

questions I still have



1

thing I commit to do



ACADEMIC EXCELLENCE: ASSESSMENT AT KCPSS

Purpose of Assessment

Meaningful assessment is integral to effective teaching and learning. KCPSS has in place assessment structures to provide feedback to teachers on the effectiveness of their teaching and feedback to students on the depth of their understanding. Teachers use assessment data to support student learning and involve students in self-regulation of their own learning. Students are encouraged to reflect on and address assessment feedback to enhance their learning and performance.

Overview of Assessments

Formative assessment: It is an on-going assessment in the form of learning checkpoints which are conducted to enable students to monitor their own level of subject mastery as well as enable teachers to make instructional decisions to further support student learning.

Assessment for Academic Progression: Termly weighted assessments (WA) and End-of Year Examination (EOY) will contribute towards student's academic progression for the year and determine promotion status for Sec 1, 2 & 3 students. Individual departments will inform students of the WA schedules for the respective subjects.

Guidelines of weightage for formal weighted assessment is given below:

For Sec 1, 2 & 3

Term 1	Term 2	No Mid-Year Examination	Term 3	Term 4
WA1 15%	WA2 15%		WA3 15%	SA 55%

For Sec 4E,5N(A) & 4N(A)

Term 1	Term 2	Semester 2
WA1 15%	WA2 15%	Preliminary Examination 70%

Protocols and Processes (Assessment)

Absence from Examinations /Weighted Assessments/Tests

1. No student should absent himself/ herself from Examinations / Tests without a valid reason. Students who are absent without a valid reason will receive a ‘zero’ for that paper.
2. The situations that satisfy the condition for absence with valid reason are:
 - a. Students with Medical Certificate (MC) **only** for WA/EOY/National Examinations.
 - b. Students who have missed WA due to official school activities such as NSG, SYF, Student Leadership and IP competition/activities will be given a VR.

Pertaining to WA/EOY/Prelim, if a student is absent for a paper with valid reason (i.e. VR), the “VR” status will be applied accordingly based on the following scenarios:

- a. If student misses 40% or less of the subject component, only that component will be computed as VR.
- b. If a student misses more than 40% of the subject component, the whole subject will be computed as VR.

Procedures for Examinations/Weighted Assessments/Tests

1. Students are to be dressed in proper school attire (i.e. Dark blue school T-shirt or white shirt with school skirts, shorts or pants) when they take their Examinations/ Tests. PE attire is not allowed.
2. Students should not possess any unauthorised electronic, communication, entertainment or gaming devices capable of capturing, storing, displaying and / or transmitting or receiving visual, audio or verbal information within the examination/test premises. (e.g. examination venue, quarantine room, waiting room)
 - Examples of unauthorised devices include (but not limited to) mobile phones, cameras, tablets, earphones / earpieces (wired or wireless), fitness trackers, smart wrist watches / glasses, pen with image capturing capabilities, game consoles or music player.
 - Unauthorised possession of any of these during the examinations/tests will be deemed as an irregularity. Disciplinary actions may be taken against students who have any unauthorised items in their possession. Only approved MT dictionaries

and calculators are allowed for the subjects concerned.

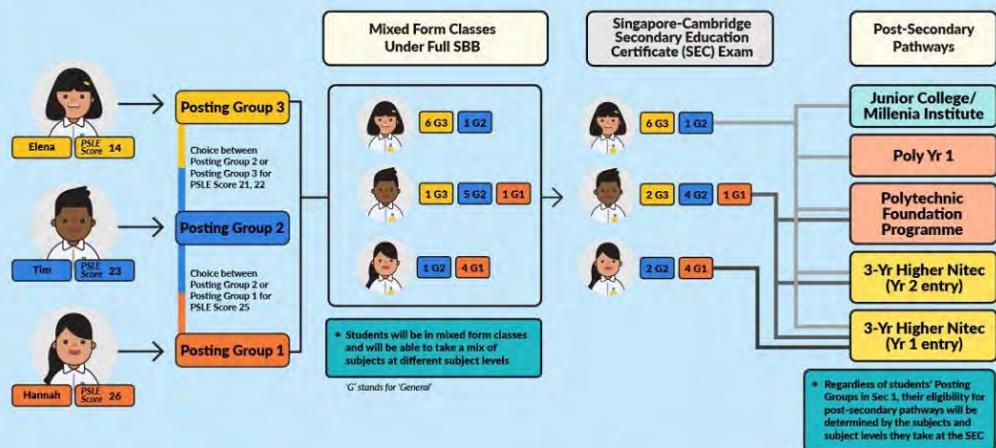
3. Students are not allowed to borrow any stationery during the Examinations/ Tests.
4. Students are not allowed to leave the Examinations/ Tests venue (i.e. Hall or classrooms) until the end of the paper.
5. Latecomers (within half hour after start of examination) may be allowed into the Examinations/ Tests venue but no extra time will be given.
6. Students should only use a clear and transparent pencil case during tests/examinations.
7. Students who fail to abide by the examination/test protocols or are found to engage in any dishonest act will be considered as malpractice in examinations/tests.
 - Parents/guardians will be informed of the offence and the consequences meted out.
 - Students will face consequences such as test/exam papers voided, conduct grade affected, warnings and/or more severe consequences as deemed appropriate to support positive behaviour by the Student Management Team.

FULL SUBJECT-BASED BANDING (FSBB)

Secondary School Experience and Post-Secondary Pathways Under Full SBB



From 2024 Sec 1 cohort onwards, Posting Groups will be used to facilitate the admission of students to secondary schools. Once students are posted to Sec 1, they will have a school experience that better caters to their different strengths, interests, and learning needs, no longer distinguished by academic streams. There will be greater flexibility for students to customise their learning. Students will have more options for their post-secondary pathways, while ensuring they have strong fundamentals, and can thrive in their chosen pathway.



Watch our CNA documentary at go.gov.sg/anewschoolofthought



For latest updates on Full Subject-Based Banding, visit go.gov.sg/moe-fsbb

Full Subject-Based Banding (Full SBB) is part of MOE's ongoing efforts to nurture the joy of learning and develop multiple pathways to cater to the different strengths and interests of our students. In alignment with MOE's effort, KCPSS will provide Full SBB curriculum structure with the Sec 1 cohort from 2023 onwards.

Form Class

Each form class will have a mix of students from different academic courses in the same form class. Students will get to benefit in an environment with diverse perspectives, useful in building communication, collaboration and cross-cultural skills. Students' participation in cohort programmes such as level camps, learning journeys or VIA facilitate peers to interact and appreciate the diverse strengths, and develop competencies to care for and value one another, with support from form teachers.

Common Curriculum Subjects

For subjects such as Art, Design and Technology, Food and Consumer Education, Music and Physical Education, taught as common curriculum subjects in the form class, students

will be assessed through a common standard regardless of the course. Teachers will differentiate their teaching to meet the needs of a class of students using a range of teaching approaches in maintaining a high level of quality and rigour in teaching and learning.

Core subjects

For English, Math, Science, Mother Tongue and the Humanities, students will learn these subjects at their respective assigned groups (G1, G2 or G3) or at more demanding levels if found suitable.

HOW DOES FULL SUBJECT-BASED BANDING (FSBB) WORK?

Eligibility Criteria

Students posted to the G2 and G1 courses are eligible to take some subjects (English Language, Mathematics, Science and Mother Tongue Languages) at a more demanding level from the start of Sec 1, if they have performed well in these subjects at the Primary School Leaving Examination (PSLE):

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

There are three other junctures for Secondary 1 students to be offered subjects at a more demanding level, namely:

- a. end of Semester 1 (EL, Math, Sci and MTL);
- b. end of Semester 2 (for take-up at start of Sec 2); and
- c. end of Sec 2 Semester 2.

Students will be offered based on holistic assessment from the combination of results from weighted assessments (75% or higher in the specific subject) and teachers' professional assessment of students' ability to manage a subject at a more demanding level.

Beyond the initial Sec 1 posting, students assessed by the school as having exceptional ability in MTL and can take HMTL without affecting their performance in other subjects will be offered the opportunity to do so.

Humanities subjects can only be offered at a more demanding level from the start of Sec 2. Students who demonstrate readiness and interest in doing so will be offered the opportunity to study specific humanities subjects at a more demanding level.

Students who did not offer specific subjects at a more demanding level (including HMTL) in lower secondary could start to offer the subject(s) at a more demanding level from the start of Sec 3 if they are deemed able to cope with the subject at a more demanding level.

Refer to the following website for more details on FSBB:

<https://www.moe.gov.sg/microsites/psle-fsbb/full-subject-based-banding/main.html>

Marks and Grades

For students taking their subjects at Sec 1 & 2 G3 level, their attainments will be reported in marks and grades as seen in the table below.

At Sec 3, Sec 4 Express & Sec 5 Normal (Academic) courses, students' attainment will be reported in both marks and grades.

A nine-grade scale is used. The descriptors and equivalent marks for grades in this scale are given in the table which follows:

Grade	Mark (%)	Descriptors
A1	≥ 75	Demonstrates very good understanding of the subject
A2	70 – 74	
B3	65 – 69	Demonstrates good understanding of the subject
B4	60 – 64	
C5	55 – 59	Demonstrates adequate understanding of the subject
C6	50 – 54	
D7	45 – 49	Demonstrates elementary understanding of the subject
E8	40 – 44	
F9	≤ 39	Has not met minimum requirements of the subject

For students taking subjects at Sec 1 to Sec 2 G2 level, and in Sec 3 to Sec 4 Normal (Academic) courses, their attainment will be reported in both marks and grades.

A six-grade scale is used. The table below gives the descriptors and equivalent marks for grades in this scale.

Grade	Mark (%)	Descriptors
1	≥ 75	Demonstrates very good understanding of the subject
2	70 – 74	
3	65 – 69	Demonstrates good understanding of the subject
4	60 – 64	
5	50 – 59	Demonstrates adequate understanding of the subject
U	≤ 49	Has not met minimum requirements of the subject

For students taking subjects at Sec 1 & 2 G1 level, their attainment will be reported in both marks and grades as shown below.

Grade	Mark	Descriptors
A	≥ 75	Demonstrates very good understanding of the subject
B	70 – 74	
C	60 – 69	Demonstrates good understanding of the subject
D	50 – 59	Demonstrates adequate understanding of the subject
E	≤ 49	Has not met minimum requirements of the subject

Progression for Full Subject Based Banding

- Students will be offered all subjects at existing level(s) when they progress to the next year of learning.
- Students' curricular load for the next year can be adjusted to provide an educationally meaningful learning experience for each student. The holistic consideration includes students' performance and teachers' professional assessment on students' ability to manage the subject at a more demanding level (MDL) or less demanding level (LDL).
 - (a) For students who have done well, they can consider subjects at MDL if they obtain at least 75% in the subject overall mark and supported by teachers' recommendation.
 - (b) For students who are unable to manage the subject levels at which they are offering the subject, there is flexibility to offer the subject(s) at LDL to support an educationally meaningful curricular load in consultation with student, parents and teachers.

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

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

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

Start of S1

All students offer the following subjects in lower secondary:

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

Character & Citizenship Education (CCE)

Offering Subjects at More Demanding Level (MDL)

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

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

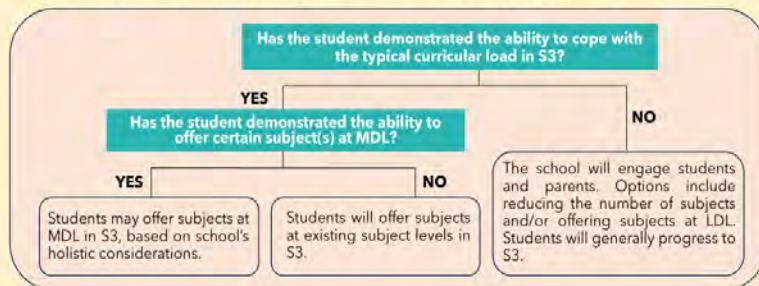
End of S1

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.



End of S3

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

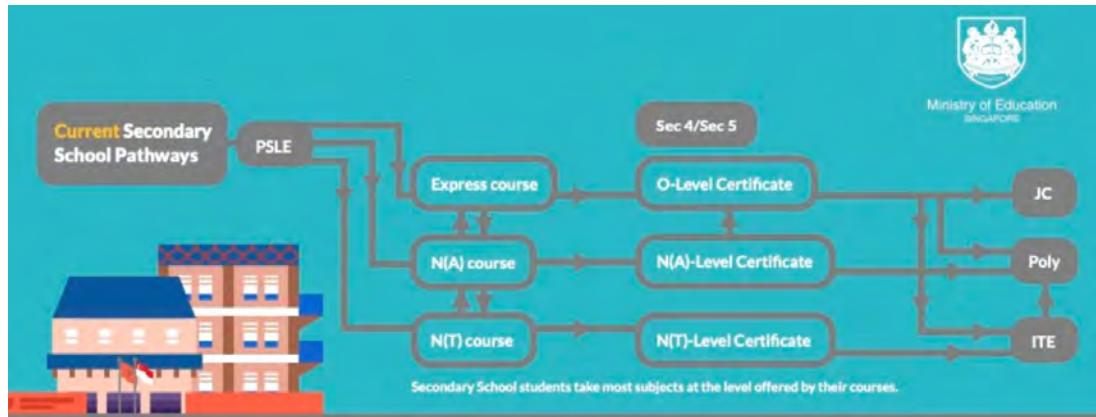
If students cannot cope

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.

Secondary School Pathways



Progression for Sec 4 Normal (Academic)

Criteria for Polytechnic Foundation Programme (PFP)

English at Grade 2/3, Math at Grade 3 and total aggregate for

English, Mathematics and Best 3 subjects \leq 12 points

Criteria for Direct-Entry Scheme to Polytechnic Programme (DPP) or 5NA

Pass English and total aggregate for

English, Mathematics and Best 3 subjects \leq 19 points

Progression for Sec 4 Normal (Technical)

Criteria for 4NA

Grade A for both English and Mathematics, and Grade B or better for one other subject.

GENERAL SAFETY

Safety Vision

A safety culture facilitating effective teaching and learning.

School Safety Philosophy

Together, we create a safe and secure school environment for everyone.

School Safety Management

Hazard Reporting

Hazard is danger or risk presented by an occurrence, such as defective building feature, unplanned activity or presence of dangerous items or animals (e.g., snake in the garden). When a hazard is observed, it must be immediately reported to the Operations Manager to be dealt with. The report can be made at the General Office or through phone at 6259 3811.

Near Miss Reporting

Near miss is a ‘close call’, an unplanned event that threatens human safety (e.g., narrowly missed being hit by a falling branch). By reporting the incident, it will help the school look into preventive measures to prevent future occurrences. Near miss incidents are to be reported to the Operations Manager, similar to Hazard Reporting.

Lightning Risk

Our school has a Lightning Risk Alert System to provide warning to students and staff exposed to lightning risk when it is present. There is a warning siren and beacon situated at both sides of the parade square which will blast a short siren to be followed by flashing beacons for the entire period where the risk is present. Everyone in the open field and parade square are to immediately seek shelter at the school blocks and will remain so until the beacons stop flashing.

Haze Crisis

In the event of haze crisis where the 24hr PSI reading exceeds 100, prolonged and strenuous outdoor physical activities will be reduced or ceased. Students are to listen to the announcements from the school’s public address system and comply with the instructions.

Flu Pandemic

In the event of flu pandemic, the school and MOE will advise parents/guardians on the safety measures that will be implemented in the school. Depending on the Disease Outbreak

Response Condition (DORSON) announced by the government, the school will provide the appropriate safety instructions to students for compliance. The concerted efforts of school and parents/guardians will make the school a safe place for students to continue lessons in the pandemic.

Road Safety

Parents Driving Students to School

- Be alert when making the turn into the school along Bishan Street 13. Anticipate school children and pedestrians crossing the school Main Gate.
- The speed limit for all vehicles within the school premises is restricted to 15 km/hour and drivers shall comply with the instructions given by the security guards and road signs.
- The pick-up / drop-off point is at the roundabout car porch outside the General Office.
- Driver must remain in the car while in the driveway zone and not to leave the car, however momentarily. If there is a need to leave the car, the driver is expected to park in the designated lots.
- Passengers must enter and exit from the left side of the vehicle only. This is a safety precautionary measure.

Road Safety for Students

- Students shall use the traffic lights on either side of the Main Gate to cross the road (Bishan Street 13). Students shall not jay walk and offenders will be disciplined.
- Students are not allowed to cross at the Main Gate during the morning peak hour due to heavy traffic approaching the school Main Gate from both sides of Bishan Street 13. They shall use the pedestrian gates at the Main Gate (Gate A1) and at the Indoor Sports Hall or ISH (Turnstile Gate B1) to enter the school. Gate B1 will be opened from 6.00am to 7.30am on school days.

Road Safety for Cyclists

- Students who wish to cycle to school must be registered with the Operations Manager.
- Students are not allowed to cycle into and within the school compound. At the Main Gate, they must disembark and push their bicycles along the footpaths.
- Cyclists are required to park their bicycles at the bicycle stand behind Block A.

Use of Personal Mobility Devices (PMDs)

- PMDs are not allowed to be used in the school compound.
- Permission must be sought from Operations Manager at the General Office to bring a PMD into school.
- No charging of PMD is allowed in the school.
- Any violation of safety rules may result in the confiscation of the PMDs.

Emergency Evacuation

- Upon hearing the fire alarm ringing continuously, listen for instructions over the public address system for evacuation instructions.
- Upon order to evacuate, turn off all lights, air conditioners, fans and electrical appliances.
- Walk briskly and orderly to the Assembly Area by the designated route.
- Help those with difficulties in walking, if necessary.
- Check that buddy is present and inform teacher immediately if he/she is missing.
- Cooperate during roll-call and wait for further instructions from teacher.
- Do not leave the Assembly Area without permission.

Feeling ill

- When feeling ill, report immediately to teacher. If teacher is not around, report to General Office. Seek support from fellow students if help is needed in movement.
- Inform Form Teacher and rest in sick bay until well enough to resume lesson or call parents / guardians to bring student home.
- While at sick bay and waiting for parents / guardians, surgical mask is to be drawn from the General Office and be worn if student is showing signs of flu (fever, coughing, running nose, nausea).

Injuries

- When injury occurs during a school activity, report to teacher and go to General Office to seek treatment.
- First aid will be rendered to students and parents / guardians will be contacted to bring the student to seek medical help at clinic or general hospital.
- If evacuation to hospital by ambulance is required, the parents / guardians will follow student to hospital from the school.
- Incident report will be filed by teacher / staff immediately at the General Office.
- Parents to seek the General Office's assistance to file insurance claim through the school (if valid).

SCIENCE LABORATORY SAFETY RULES

- Students must not enter or work in laboratories unless a teacher is present.
- Laboratory storerooms and preparation rooms are out of bounds to all students.
- Long hair should be tied back to avoid any interferences with laboratory work.
- Eating and drinking are prohibited in laboratories.
- Safety goggles must be worn when conducting experiments, especially those involving heating.
- Hands must always be thoroughly washed before leaving the laboratory, regardless of whether or not gloves are worn.
- Any damaged equipment, breakages, accidents or spillages should be reported to the teacher immediately.
- If a thermometer breaks and mercury is spilled, report it to the teacher at once. Do not touch the mercury.
- Chemicals or other materials must never be tasted unless specifically directed by teacher.
- Students must not remove apparatus or chemicals from the laboratory without a teacher's permission.
- Place your bags under the table.
- Return apparatus in the same condition in which it was issued, unless otherwise instructed.
- Queue in an orderly manner to collect apparatus.

ART ROOM SAFETY RULES

General Safety Rules

- Do not enter the Art room unless permission is given by the teacher.
- Art storerooms and project rooms are out of bounds to all students.
- Know the general safety rules, procedures concerning accident or fire including evacuation route, location and use of first-aid and fire-fighting equipment in the Art room.
- No practical work is to be carried out by any student without the presence of the teacher.
- Covered footwear must be worn at all times.
- Ensure good ventilation by opening windows and doors during works that involve volatile substances such as varnish, thinners, spray paints, glazes, adhesives, fixatives, etc.
- Pass flammable/hazardous waste to the teacher/instructor for proper disposal.
- Always work thoughtfully and purposefully. Practical jokes and other acts of carelessness are strictly prohibited.
- Clean up the work area after each session.
- All accidents and injuries must be reported to the teacher immediately.
- When in doubt, always ask.

Art Room Equipment/ Electrical Appliances Safety Rules

- Do not operate machines unless you have been instructed upon the correct use and are under close supervision of teacher.
- Always use the right tool for the right job and return it to its proper place after use.
- Exercise extreme care when handling sharp-pointed or sharp-edged tools.
- Do not use tools that are rusty, blunt, badly worn or in poor condition.
- Areas around electrical equipment should be kept dry.
- Do not handle electrical appliances or points when the hands are wet.

DESIGN AND TECHNOLOGY WORKSHOP SAFETY RULES

General Safety Rules

- Do not enter the Design and Technology (D&T) Workshop unless permission is given by the teacher/ instructor.
- D&T Wood Machine shop is out-of-bound to all students and all staff not trained in D&T teaching and learning at all time.
- Know the general safety rules, procedures concerning accident or fire such as evacuation route, location and use of first-aid items and fire-fighting equipment in the D&T workshop.
- No practical work is to be carried out by any student without the presence of the teacher/ instructor.
- Wear covered footwear, and aprons or overalls (blue) properly so that they do not get in the way when working at the bench/equipment/machines.
- Do not wear long-sleeved shirts, school-ties, watches, rings, bracelets and bangles during practical sessions.
- Females with long hair should have the hair tied up neatly.
- Put on personal protective equipment (e.g. ear mufflers, safety goggles, disposable face masks, gloves) in situations which require these protections.
- Ensure good ventilation by opening windows/ doors during works that involve volatile substances.
- Pass flammable and hazardous waste to the teacher/ instructor for proper disposal.
- Always work thoughtfully and purposefully. Practical jokes and other acts of carelessness are strictly prohibited.
- Clean up the work area after each practical session.
- All accidents and injuries must be reported to the teacher/ instructor immediately.
- When in doubt, always ask.

D&T Workshop Tools/ Equipment/ Electrical Appliances Safety Rules

- Do not operate machines unless you have been instructed upon the correct use and are under close supervision of teacher/ instructor
- Always use the right tool for the right job and return it to its proper place after use
- Exercise extreme care when handling sharp-pointed or sharp-edged tools
- Do not use tools that are blunt, badly worn, mushroomed or in poor condition
- Areas around electrical equipment should be kept dry
- Do not handle electrical appliances or points when the hands are wet
- In case of emergency, use the emergency-stop switches to stop the electrical machines in the workshop

FOOD LABORATORY SAFETY RULES

General Safety Rules

- Do not enter the Food Lab unless permission is given by the teacher.
- Food lab prep room is out-of-bounds to all students.
- Know the general safety rules, procedures concerning accident or fire such as evacuation route, location and use of first-aid items and fire-fighting equipment in the Food Lab.
- No practical work is to be carried out by any student without the presence of the teacher.
- Covered footwear must be worn at all times.
- Wear aprons (white) properly so that they do not get in the way when working at the equipment.
- Females with long hair should have the hair tied up neatly.
- Ensure good ventilation by opening windows and doors.
- Close the gas supply after use.
- Always work thoughtfully and purposefully. Practical jokes and other acts of carelessness are strictly prohibited.
- Clean up the work area after each session.
- All accidents and injuries must be reported to the teacher immediately.
- When in doubt, always ask.

Food Lab Tools and Equipment Safety Rules

- Do not operate any equipment unless you have been instructed upon the correct use and are under close supervision of teacher
- Always use the right tool for the right job and return it to its proper place after use
- Exercise extreme care when handling sharp-pointed or sharp-edged tools
- Do not use tools that are rusty, blunt, badly worn or in poor condition
- Areas around electrical equipment should be kept dry
- Do not handle electrical equipment or point when the hands are wet

SCHOOL TERMS & HOLIDAY 2026

The School Terms and Holidays for year 2026 are as follows:-

SCHOOL TERM

Term I	: Fri 2 Jan to Fri 13 Mar
Term II	: Mon 23 Mar ¹ to Fri 29 May
Term III	: Mon 29 Jun to Fri 4 Sep
Term IV	: Mon 14 Sep to Fri 20 Nov*

* *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 HOLIDAYS

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

PUBLIC HOLIDAYS

New Year's Day	Thu 1 Jan
Chinese New Year	Tue 17 Feb & Wed 18 Feb
Hari Raya Puasa	Sat 24 Mar ²
Good Friday	Fri 3 Apr
Labour Day	Fri 1 May
Hari Raya Haji	Wed 27 May ³
Vesak Day	Sun 31 May
National Day	Sun 9 Aug ⁴
Deepavali	Sun 8 Nov ⁵
Christmas Day	Fri 25 Dec

SCHEDULED SCHOOL HOLIDAYS

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

^{1&2} 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, Student Care Centres and KCare Centres, will be closed).

³ Monday, 1 June 2026 will be a public holiday.

⁴ Monday, 10 August 2026 will be a public holiday.

⁵ Monday, 9 November 2026 will be a public holiday.

MOE FINANCIAL ASSISTANCE

Eligibility Criteria	
a)	Student is Singaporean Citizen
b)	The family's Gross Household Income (GHI) does not exceed \$4,000 per month; OR The family's Per Capita Income (PCI) not exceeding \$1,000 per month. (PCI is computed by dividing the gross household income by the number of members in the household.)

Benefits Under the Scheme (Secondary Level)	
School Fees and Standard Miscellaneous Fees	Full waiver
Textbooks	Free textbooks, workbooks and writing materials in the approved school booklist.
School Attire	Free school attire (eligible for up to 2 sets of uniform, 2 sets of PE attire, 1 house t-shirt, a pair of shoes and 2 pairs of socks in each academic year.)
Bursary	Not applicable
Transport^	\$21 transport credit per month if your child takes public transport
Meals*	A \$4.10 per meal subsidy of school meals, applicable to 10 meals per school week.

Parents will no longer require submission of hardcopy and supporting documents. Parents are encouraged to submit an online application via Parents Gateway (Services > Financial Assistance). Parents may contact school's general office or email school at kcpss@moe.edu.sg, if you require assistance in the online application.

*The school meal subsidy will only be provided from the month after your application is approved. There will be no reimbursement or retrospective subsidy for school meals incurred in the months prior or in which your application is approved.

[^]The public transport subsidy will be pro-rated based on the number of remaining months in the calendar year after your application is approved.

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