

PEIRCE SECONDARY SCHOOL

STUDENT HANDBOOK 2026



RESILIENT LEARNERS, GRACIOUS CITIZENS

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2. OUR SINGAPORE

OUR NATIONAL FLAG



Our National Flag consists of two horizontal sections, red above white; red symbolises universal brotherhood and equality of men; white signifies pervading and everlasting purity and virtue. In the upper left canton is a white crescent moon beside five stars. The crescent moon represents a young nation on the ascendant, and the five stars stand for the nation's ideals of democracy, peace, progress, justice and equality.

OUR NATIONAL ANTHEM

MAJULAH SINGAPURA

Composed by the late Encik Zubir Said

*Mari kita rakyat Singapura
Sama-sama menuju bahagia
Cita-cita kita yang mulia
Berjaya Singapura*

ONWARD SINGAPORE

(English Translation)

We, the people of Singapore
Together march towards happiness
Our noble aspiration
To make Singapore a success

*Marilah kita bersatu
Dengan semangat yang baru
Semua kita bersatu
Majulah Singapura
Majulah Singapura*

Let us all unite
In a new spirit
Together we proclaim
Onward Singapore
Onward Singapore

OUR NATIONAL PLEDGE

Penned by the late Mr. S Rajaratnam

Polished by the late Mr. Lee Kuan Yew

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.

3. OUR SCHOOL

OUR MISSION

To build a Learning Community whose hallmark is the
Passion to **E**xcel with **I**ntegrity, **R**espect, **C**are and **E**mpathy

OUR VISION

Resilient **L**earners

Peirceans are able to rise above challenges in order to fulfill our potential

Gracious **C**itizens

Peirceans have a sense of belonging for school and nation; and seek to serve others

OUR MOTTO

FAX MENTIS INCENDIUM GLORIAE

The Passion for Glory is a Torch to the Mind

OUR P.E.I.R.C.E VALUES

What it means to me and how can I live it out:	
<i>Passion to Excel</i>	
<i>Integrity</i>	
<i>Respect</i>	
<i>Care</i>	
<i>Empathy</i>	

3. OUR SCHOOL

OUR CREST



Designed by **Late Mr Keng Tiang Tee**
(Art Teacher, 1994 –1999)

The Flame
Ignites our minds, inspires excellence.

The Triangular Torch
Tripartite efforts of parents, students and school

Yellow
Honour and Loyalty

Grey
Technological Sophistication

OUR SCHOOL SONG

FAX MENTIS INCENDIUM GLORIAE

*Lyrics by Mr Yeo Teck Cheng (Principal, 1995–1999)
Music by Mr Robert Seng*

Fax Mentis Incendum Gloriae

**The passion for glory is the torch to the mind
We of Peirce do pledge to achieve
Excellence, honour for our school**

**We dare to venture; forward we go.
We know no obstacles along the way
Those who fall will rise again
And claim victory on another day**

**Let our ambitions be fulfilled
Let our minds be liberated
Let the flame of Peirce be ignited
Fax Mentis Incendum Gloriae**

3. OUR SCHOOL

OUR SCHOOL INFORMATION

Address :	10 Sin Ming Walk Singapore 575566
Facsimile No :	6457 6448
Telephone No :	6457 6454 (General Office) 6458 0193 (HOD Room) 6457 6450 (Staff Room); 6452 0134 (PE Staff Room)
Webpage :	www.peircesec.moe.edu.sg

OUR SCHOOL MANAGEMENT COMMITTEE

Principal Benedict Keh (Mr)	peirce_ss@moe.edu.sg
Vice-Principal Sebastian Jin (Mr)	peirce_ss@moe.edu.sg
Vice-Principal Christopher Tan (Mr)	peirce_ss@moe.edu.sg
Vice-Principal (Admin) Magdalene Peh (Mrs Ma)	peirce_ss@moe.edu.sg
School Staff Developer Freida Tay (Mrs)	leong_siew_yin_frieda@moe.edu.sg
Year Head (SEC 1) Yao Lingyun (Ms)	yao_ling_yun@moe.edu.sg
Year Head (SEC 2) Lin Mei Chen Cheryl (Ms)	lee_mei_chen_cheryl@moe.edu.sg
Year Head (SEC 3) Kwan Qi Xiang (Mr)	Qi_xiang_kwan@moe.edu.sg
Year Head (SEC 4&5) Loke Pui San (Ms)	loke_pui_san@moe.edu.sg
HOD PE & CCA Foong Sau Wan (Mdm)	foong_sau_wan@moe.edu.sg
HOD Student Guidance Ashwin Selvarajan (Mr)	ashwin_selvarajan@moe.edu.sg
HOD English Language and Lit Diana Chua (Ms)	chua_may_lin_diana@moe.edu.sg
HOD Mother Tongue Languages Teo Chui Wan (Mrs)	seet_chui_wan@moe.edu.sg
HOD Science Ang Keng Kiat (Mr)	ang_keng_kiat@moe.edu.sg

3. OUR SCHOOL

HOD Design & Technology Ng Joon Yong (Mr)	ng_joon_yong@moe.edu.sg
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HOD CCE Wong Hei Man (Ms)	wong_hei_man@moe.edu.sg
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Lead Teacher Biology Ng Bing Fu (Mr)	ng_bing_fu@moe.edu.sg
Senior Teacher Educational Support Lim Christina (Mrs Lai)	christina_camilus_lim@moe.edu.sg
Senior Teacher Principles of Accounts Loh Hwee Hwa (Mdm)	loh_hwhee_hwa@moe.edu.sg

OUR SCHOOL ADMINISTRATION STAFF

School Administration Manager Toh Shufen (Ms)	toh_shufen@moe.edu.sg
School Operation Manager 1 V. Balakrishnan (Mr)	Balakrishnan_venkadasamy@moe.edu.sg
School Operation Manager 2 Teo Wei Siong Christopher (Mr)	teo_wei_siong_christopher@moe.edu.sg

4. MY PERSONAL INFORMATION

Name		Class	
Address		Mobile Tel	
E-mail Address		Home Tel	

IN CASE OF EMERGENCY (PLEASE NOTIFY)

Name		Mobile Tel	
Relationship		Office Tel	
Address		Home Tel	

OTHER IMPORTANT CONTACTS

	Name	Email Address
My Form Teacher 1		
My Form Teacher 2		
My Year Head:		
My Subject Teachers		
English Language		
Mother Tongue Language		
Mathematics		
Additional Mathematics		
General Science / Physics		
Chemistry		
Biology		
Literature		
History		
Geography		
Social Studies		
Principles of Accounts		
Design & Technology (D&T)		
Food & Consumer Education (FCE) / Nutrition & Food Science (NFS)		
Art / Retail Operations		
Computing / Computer Applications		
Physical Education (PE)		
Music		
My CCA Teachers		
Teacher in-charge 1:		
Teacher in-charge 2:		

5. OUR SCHOOL ROUTINES AND PROCEDURES

OUR BANDED/SUBJECT GROUP AND CLASSROOM PROTOCOL

1. Banded/Subject Group Protocol

The Banded/Subject Group Protocol should be observed by students who need to report to different venues for lessons.

When the teacher ends the lesson:

- Start packing quickly and wait for the teacher's instruction.
- On cue from the CM, stand up and thank the teacher.

Note: Subject Rep to take charge if there are more than two learning groups.

- Take the shortest route to the next learning room.
- Upon arrival, line up outside the learning room quietly.
- Wait for the teacher's instructions to enter the room.
- While waiting, take out your learning materials and read quietly.
- Once inside the learning room, Subject Rep will cue you to stand behind your designated seat quietly.
- Subject Rep will check and report class strength and any irregularities to Subject Teacher before the lesson starts.
- Subject Teacher will remind the class that their handphones should have kept in their lockers, and to place their bags on the floor next to their desks.
- Subject Rep will instruct the class to greet the teacher after the cue is given.
- Commencement of lesson.

2. Form Classroom Protocol

The Form Classroom Protocol should be observed by students who attend the lesson:

When you hear the end of period bell:

- Start packing quickly and wait for the teacher's instruction.
- On cue from the Class Monitor, stand up and thank the teacher.
- Class Leaders will remind the class to take out their learning materials for the next lesson and read quietly.
- Students on duty will clean the whiteboard and tidy the classroom before the next lesson.
- When the Subject Teacher arrives, the Class Leaders will cue the class to stand behind their designated seats quietly.
- CM will check and report the class strength and any irregularities to the Subject Teacher before the start of the lesson.
- Subject Teacher will remind the class to place their bags on the floor next to their desk.
- CM will instruct the class to greet the teacher after the cue is given.

Note: Assistant Class Monitor will support the CM in the stated protocol.

Handphones sighted during curriculum hours will be retained.



3. The following are also expected of students for good learning tone and a conducive learning environment:

- Students must:
 - Clip the teacher's permission tag on their school uniform before leaving the Form Classroom or learning room for a visit to the washroom.
 - Not run errands e.g. to the bookshop or photocopying service during curriculum hours; they can do so during recess.
- Class Leaders must ensure the Form Classroom is clean and tidy before the start of lesson and at the end of the day before locking the doors.
- Students with **free periods** will engage in self-directed learning at the study corner or in the library.
- Consequences will be meted out to students who:
 - Walk out of the Form Classroom or learning room without a teacher's permission tag
 - Report late for lesson without a valid reason
 - Show disruptive behaviour during movement
 - Use Handphones/PLDs for non-lesson purposes



5. OUR SCHOOL ROUTINES AND PROCEDURES

OUR FIRE DRILL / EVACUATION

1. Emergency Evacuation

- a. Evacuation refers to the act of leaving a place with urgency due to a dangerous situation, such as fire and various crises. Evacuation should be done in an orderly manner.
- b. The school will conduct two exercises each year to familiarise all with emergency evacuation procedures.
- c. When there is a need to evacuate, you will hear a continuous ringing of the fire alarm or siren from the PA system.

2. When the alarm is raised:

- a. Be on standby and **wait** for further instructions through the PA system **before** proceeding to the assembly area (sometimes it may be a false alarm!).
- b. Leave the classrooms and line up quickly in an **orderly manner**. The teacher / class monitors must do a quick count of students. Bring along **only valuable** items and leave other belongings in the classroom.
- c. CM must **switch off** the lights, and fans. **Switch off** Bunsen burners in the science labs.
- d. Students are to move in an orderly manner led by the subject teacher in the direction shown in the evacuation plan displayed in the room. Classes on the **lower floors** **should give way** to classes on the upper floors during evacuation.
- e. Upon reaching the assembly area, classes will form up in twos, according to the register number.
- f. A teacher in charge will conduct **a roll call** and **check students' attendance**.
- g. CM must **report missing students** (if any) to the teacher in charge of attendance for your class.
- h. Class leaders will lead students back to the classroom in an orderly manner when the exercise is over.

Important:

1. Do not panic, stay calm and follow instructions closely.
2. Always move as a class quickly but safely.
3. If your evacuation route is congested, proceed to the next available one.
4. Our main assembly area (AA) is the field.
5. Listen carefully to the announcement for any change to AA venue.
6. Evacuation plan is displayed prominently in each room.

OUR SCHOOL PRIVACY POLICY

Photographs or video images of you and your parents/guardians may be taken during school activities and events such as classroom lessons, CCA, school camps, or school concerts. The school may use and publish such photographs or video recordings in school publications, the school's website, social media channels, or other communication channels.

6. MY WELFARE MATTERS

FINANCIAL ASSISTANCE FOR NEEDY STUDENTS

MOE Financial Assistance Scheme (FAS)

1. To qualify, the student must be a Singapore citizen and meet the following criteria:
 - a. student from a family which is **in receipt of social welfare aids** (head of household on social welfare aid has an official registration card) or student **residing in a recognised welfare home; or**
 - b. household income to fulfill one of the two conditions below:

Gross Household Income (GHI) not exceeding \$4,000 per month

OR

Per Capita Income (PCI) not exceeding \$1,000 per month

2. The scheme comes with the following benefits:

- 100% subsidy of miscellaneous fees
- free textbooks
- 2 sets of school uniforms
- 2 sets of collared t-shirts
- 3 sets of PE attire
- 2 pairs of socks
- 1 pair of shoes
- \$8.20 per school day
- \$21 per month (Jan to Dec) public transport credit

Application Procedures

3. Any student who needs financial help can approach his/her Form Teacher/Year Head.
4. Application forms are available online @ <https://go.gov.sg/moe-efasggas>. Return the completed form with the relevant documents to the General Office/School Administration Manager and the school staff will get back to you.

6. MY WELFARE MATTERS

COUNSELLING SUPPORT@ PEIRCE

While secondary school life can be exciting, it can also be stressful and challenging as one needs to adapt to the new environment and increased academic demands. All Peirceans can seek assistance and guidance from our friendly and caring school counsellors to integrate into the Peircean Family and enjoy a positive school experience.

What is counselling?

Counselling is a generic term used to cover processes of interviewing, assessing, testing, guiding, and helping individuals to cope, manage or solve problems and plan (*Singapore Association for Counselling's website*, 2020).

When does one seek a counsellor?

When one needs help to manage any of the following:



School Counsellors

1. Ms. Vivian Yee 3. Ms. Kanni Krishnan
2. Ms. Hor Kah Wai

Consultation hours: Monday to Friday – 8.30am to 2.00pm

Venue: Guidance Centre 1 at A2-04 (2nd Level, opposite HOD Office)

Contact Number: 6458 7138

6. MY WELFARE MATTERS

LEARNING AND BEHAVIOURAL SUPPORT@ PEIRCE

Some Peirceans may have Special Educational Needs (SEN) and differentiated learning instructions are needed to maximise their full potential.

What is meant by Special Educational Needs (SEN)?

It can refer to one or more of the following faced by a student:

- Learning difficulties – in acquiring basic skills in school
- Emotional and Behavioural Difficulties – in making friends or relating to adults or behaving appropriately in school
- Specific learning difficulty – with reading, writing, number work or understanding information
- Sensory or physical needs – such as hearing or visual impairment, which might affect them in school
- Communication problems – in expressing themselves or understanding what others are saying
- Medical or health conditions – which may slow down a child's progress and/or involves treatment that affects his or her education

Who can support students with SEN?

Special Educational Needs Officers (SENO) and Teachers trained in Special Needs (TSN) are available in our school to specially cater to the needs of the SEN students.



SENO: Mr. Matthias Goh and Mr. Tan Chee Chong

Consultation hours: Monday to Friday - 8.30am to 2.00pm

Venue: SEN-tuary at A3-04 (3rd Level, opposite Art Studio)

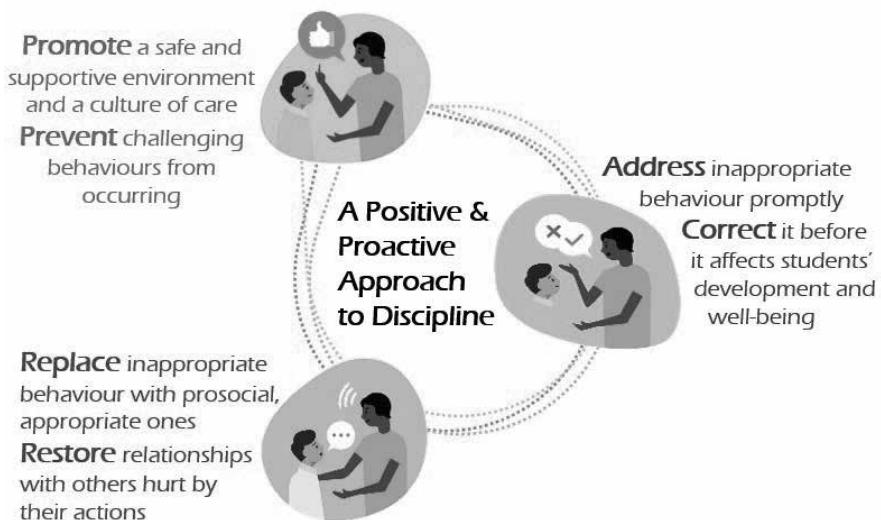
Contact Number: 6458-7138 ext. 277

7. MY SCHOOL CODE OF CONDUCT

OUR SCHOOL DISCIPLINE APPROACHES

For Student Management in PSS, we believe that to care is to discipline with dignity. When rules are broken and when student behavior & actions run counter to values, teachers have the responsibility to **address & correct, guide & counsel** to grow strong values and good life habits.

We are responsible for their character development. We are guided by MOE's Discipline Philosophy and Approach as shown below:



In Peirce, every teacher is a discipline teacher who contributes to the class and school tone through:

- Using Honour language
- 3 Rs (Be Respectful, Be Responsible and Be Reasonable)
- Practising 5A classroom routines
- Using Restorative Practice language
- Building strong Teacher-Student Relationships

1. Honour Language

Students learn and are expected (amongst other traits) to:

- ✓ **Honour Words and Deeds** – What I promise, I will do.
- ✓ **Honour People and the Environment** – I help others; I care for the environment.
- ✓ **Honour Passion, Excellence and Innovation** – I think of ways to improve.

2. Restorative Practice (RP)

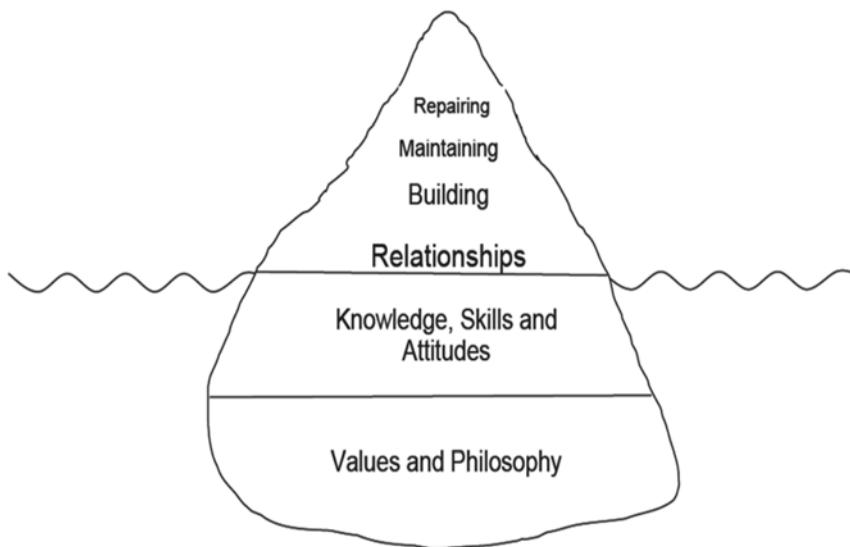
Teachers are mindful of the school's overall direction in terms of students' wellbeing and management and the use of RP approach to have students reflect on their actions. Level Discipline Managers do not need to ask all RP questions, but ask relevant questions depending on the case, to raise greater awareness of the negative impact of words and actions have on the affected party. Discipline case management provides a good platform for the team to practice RP. When applied well, students are more likely to own up and take responsibility for their actions and accept consequences.

Rationale for RP

- Restorative Approaches are value-based and needs-led.
- In such a community young people are given responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

An '**iceberg**' metaphor can illustrate a whole-school restorative approach.

The diagram below emphasises two points:



The ways in which the whole school community shares the responsibility to **build**, maintain and **repair** relationships are the more visible parts of Restorative Approaches.

Schools that consciously focus the bulk of their effort on building and maintaining relationships will find that **fewer things will go wrong** and thus **fewer occasions** when relationships need to be repaired.

3. 5As Routines for Positive Classroom Culture

The 5As refers to the routines and procedures relating to **Attendance**, **Attention**, **Attire**, **Atmosphere** and **Attitude** that will be taught / refreshed with the students at the start of each academic year. The practice of the 5A routines aim to grow good habits in students to contribute to a positive classroom environment and culture.

ATTENDANCE

- ✓ Students should be present in school unless there are valid reasons, and be in class for all lessons. This will allow students to maximise their learning.

ATTENTION

- ✓ Students should stay focused so that they can learn. This involves removing distractions such as handphones, only using their PLDs for the intended learning activities, and having their learning materials.

ATTIRE

- ✓ Students should be properly attired when in school to create a positive learning environment and build the school identity.

ATMOSPHERE

- ✓ Students should keep the classroom and school environment clean and organised to create a positive learning environment.

ATTITUDE

- ✓ Students own attitudes towards learning are the greatest factor in their achievements. Therefore, they should be ready to learn, demonstrating the school's values at all times.



4. 3 R's of a Peircean

All Peirceans are expected to keep in mind the 3 Rs of being **Responsible, Reasonable and Respectful.**

We are *Responsible* Peirceans:

- We arrive in school and report for lessons punctually.
- We wear the prescribed school uniform smartly.
- We complete and submit our assignments on time.
- We come prepared for lessons with necessary materials.
- We follow school rules and guidelines for our safety and well-being.
- We submit our MC or parents' letter for our absence on the next day.
- We take care of school property and our personal belongings.
- We manage our time effectively to balance academics and extracurricular activities.
- We adhere to the school's expectations and rules and the laws of Singapore.

We are *Reasonable* Peirceans:

- We think before we act and make decisions that are fair and sensible.
- We listen to others' viewpoints and consider them thoughtfully.
- We approach problems calmly and look for constructive solutions.
- We set realistic goals and work steadily towards achieving them.
- We accept the consequences of our actions and learn from our mistakes.

We are *Respectful* Peirceans:

- We sing the National Anthem and School Song and take the National Pledge proudly.
- We treat teachers, staff, and fellow students with kindness and courtesy.
- We use polite language and gestures in our interactions, both online and offline.
- We respect others' personal space and property by asking for permission when borrowing things.
- We appreciate diversity and embrace differences in our community.
- We contribute to a positive and inclusive school environment.



7. MY SCHOOL CODE OF CONDUCT

OUR SOCIAL EXPECTATIONS

Students to embrace the spirit of self-directedness to cultivate the school values at all times:

‘Passion to Excel with Integrity, Respect, Care and Empathy’

School value	Examples
Passion to Excel	<ul style="list-style-type: none">• I will demonstrate emotional strength and persevere in the face of challenges.• I take ownership of my own learning, track my own learning progress, and explore new ways to apply the knowledge and skills I have learnt.• I will show courage, optimism, adaptability, active participation and resourcefulness (in both academic & non-academic areas).
Integrity	<ul style="list-style-type: none">• I will take responsibility for my actions by admitting mistakes and rectifying them.• I will complete assignments and exams without cheating or plagiarising.• I will uphold ethical principles and have the moral courage to stand up for what is right.
Respect	<ul style="list-style-type: none">• I will be respectful of differences and mindful of others' boundaries/needs.• I will use polite language with everyone.• I will believe in my own self-worth and the intrinsic worth of people around me.• I will listen attentively when someone is communicating.
Care	<ul style="list-style-type: none">• I will act with kindness and compassion.• I will contribute to the betterment of the community and the world.• I will follow safety protocols and encourage others to do the same.
Empathy	<ul style="list-style-type: none">• I will understand different perspectives and promote social cohesion.• I will support my friends during difficult times.• I will appreciate the unity and diversity of a multicultural society.

OUR SCHOOL RULES AND REGULATIONS

1. Assembly Conduct

All Peirceans are to:

- 1.1 Be present in proper attire and settle down at the assembly area by 8.15am (Mondays) and 7.45am (Tuesdays-Fridays).
- 1.2 Sing the National Anthem and take the Pledge with their right fist over the heart. All Non-Singaporeans will stand at attention throughout the ceremony.

- 1.3 Sing the School Song on Mondays.
- 1.4 Latecomers are to report to the General Office to obtain a Late Slip before returning to class.

2. Recess and lunch conduct

All Peirceans are to:

- 2.1 Leave the classroom for recess and lunch with the teacher's permission. All classrooms are to be locked during recess and lunch to safeguard student belongings.
- 2.2 Buy and consume food and drinks in the canteen or UG Hub area only.
- 2.3 Queue in an orderly manner when buying food or drinks.
- 2.4 Return all used plates and utensils to the return points of the respective stalls, and clear your wrappers, tissues, and other trash to keep the table clean for your schoolmates.
- 2.5 Be mindful of the time and return to the classroom promptly when recess or lunch ends.

3. Leaving School Early

All Peirceans are to:

- 3.1 Inform their subject teacher and form teacher before reporting sick at the General Office.
- 3.2 Fill in the Permission to Leave School form and obtain permission from their form teacher and their parent/guardian before leaving school.
- 3.3 Only use the Sick Bay for up to an hour, before proceeding to go home to rest.

4. Attire

All Peirceans are to:

- 4.1 Wear the school uniform and PE attire smartly within and outside the school premises, during and after school hours and during holidays when attending school programmes.

Day	Type of Attire	Description
Monday	Formal school uniform	Full school uniform with school tie
Tuesday	Formal school uniform	Full school uniform
Wednesday and Thursday	Semi-Formal school uniform	Full school uniform or Peirce Polo T-shirt with school skirt/shorts/pants
Friday	Dress down school uniform	Full school uniform or Any approved school-based T-shirt (e.g. Peirce Polo/PE/Class/CCA/Camp T-shirts) with school skirt/shorts/pants
For PE	PE Attire	Top: PE T-shirt Bottom: Black shorts

- 4.2 Wear a plain black, navy or dark grey jacket (without slogans) when required.
- 4.3 Keep a neat hairstyle that is not artificially coloured. Only black hair accessories can be used. Boys should be clean-shaven with no visible facial hair and keep short sideburns.

- 4.4 Keep fingernails short with no nail polish applied.
- 4.5 Avoid any modification to their appearance in the form of make-up, printed pimple patches/beauty patches, eyelash extensions/lifts, jewelry, additional piercings (more than one on each side of the ears for female students only), tattoos (including semi-permanent tattoos) and coloured contact lenses.
- 4.6 Wear shoes that are of a white base, with school socks that cover the ankle.



5. Use of Electronic Devices

5.1 Personal Learning Devices (PLD)

- 5.1.1 Students are to bring a charged PLD to school daily. No charging of PLDs in school.
- 5.1.2 Students are to use their PLDs in accordance with the Acceptable Use Policy (AUP) agreement.
- 5.1.3 No modification to the PLDs to circumvent the settings managed by the Device Management Application (OMA). Students with PLDs which are found to be in breach will be addressed.

5.2 Mobile Phones and Other Electronic Devices

- 5.2.1 From 2026, secondary school students will not be allowed to use smartphones or smartwatches during school hours, including outside of lesson time. This includes non-lesson time – recess, co-curricular activities, as well as supplementary, enrichment or remedial lessons.
- 5.2.2 Mobile phones are to be switched off and placed inside the locker before the first period lesson until the end of the school day. Students who wish to contact their parents / guardian may use the telephone located outside the General Office.
- 5.2.3 Mobile phones used inappropriately will be confiscated on sight and claimable only after 5.00pm on the day itself. This period of confiscation might be extended for repeated breaches.

6. Social Media

- Students are to act responsibly and respectfully when using and communicating in social media.
- 6.1 Students are expected to be mindful of the contents that they post in public domains and ensure that their messages are not offensive, racist, vulgar and/or threatening.
- 6.2 Harassment and cyberbullying on social media targeting an individual with malicious comments or insults are strictly prohibited. Disciplinary actions will be taken against students who flout the above rules.

7. Prohibited Items

- 7.1 The following items are not permitted in the school. If such items are found, they will be confiscated.
- Gambling items e.g. poker cards / chips / dices etc.
 - Lighters / Matchsticks / Blowtorch
 - Pyrotechnics
 - Bluetooth Speakers / Audible Devices
 - E-Scooters / Skate-scooters / Skateboards / Roller Blades
 - Personal musical instruments such as guitar and hand-held drums) unless teachers give permission
 - All items that the school deems to be potentially dangerous or offensive, including penknives
 - All other items prohibited for possession by students under Singapore law (e.g. E-cigarettes, cigarettes, pirated or unlicensed materials (in any format e.g. print, digital or accessed through cloud storage), pornographic materials)
- 7.2 All students are not permitted to have in their possession any weapons. They are also not allowed to bring any weapon-like item which is used or intended to be used to cause harm to others.
- 7.3 Bringing valuable items such as jewellery and gaming devices are strongly discouraged. It is a student's responsibility to take care of his/her personal property, such as wallets and handphones.

8. Serious Offences

- 8.1 Peirce Secondary School is dedicated to fostering our students' character development, striving for academic excellence, and nurturing them to become self-directed learners through developing self-management.
- 8.2 Consequences will be meted out accordingly to the offender who commits acts that are detrimental to the well-being of self and the school community. Conduct grade will be revised accordingly.
- 8.3 Serious offences include (but are not limited to):
- Possessing tobacco products, inhalants, harmful drugs or alcohol; Vaping, smoking, glue sniffing or taking drugs
 - Altering documents such as report books, medical certificates, deliberately

- submitting false information to the school or forging signatures
- c. Possessing knives, weapons or weapon-like items, publications of an undesirable nature and any other items which are harmful to the welfare of the student
- d. Defying and challenging authority of school staff
- e. Persistent late-coming, absenteeism and truancy from school
- f. Vandalism in any form
- g. Using foul language and being rude to members of the school community and the public
- h. Cheating in tests and examinations
- i. Stealing, extortion, gambling and other offences leading to police investigations
- j. Behaving in an unruly manner inside and/or outside school that could damage the reputation of the school
- k. Offensive body language or gestures
- l. Inappropriate physical contact with another person, with consent

8. MY ACADEMIC STUDIES

SCHOOL ASSESSMENTS AND EXAMINATIONS

A. WEIGHTED ASSESSMENT (WA) & SEMESTRAL ASSESSMENT (SA)

- 1 WA and SA are the means used by the school for the purposes of assessing learning, promotion, retention or transfer of students across courses at the end of the year.
- 2 WA may include assignments, tests and other forms of alternative assessments. WA are used to determine students' level of understanding of the various subjects. Based on such assessments, teachers are able to give feedback to the students for improvement.
- 3 SA examinations are conducted at the end of the year.
- 4 Absentees for WA or SA must submit a valid Medical Certificate (MC) to their form teacher(s) and a duplicate copy to their subject teacher(s).
- 5 Absentees for English Language / Literature / Mathematics / Additional Mathematics / Principles of Accounts / Sciences WA will have to do a make-up test.

B. PREPARATION FOR SEMESTRAL ASSESSMENT

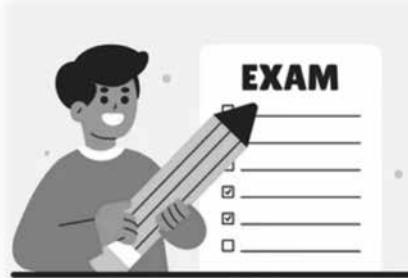
- 1 All class desks and lockers must be cleared of any files, books and papers.
- 2 Classrooms must be kept clean and tidy at all times.
- 3 All books, notes and files must be placed neatly outside the examination venue before the examination begins.
- 4 All students must report to the examination venue at least 15 minutes before the start of the paper.

C. EXAMINATION RULES AND REGULATIONS

- 1 Students must be in approved school attire and acceptable personal grooming. They may be subjected to attire checks such as removal of jackets, turning out of pockets etc. to preserve the integrity of the exams.
- 2 All students must take note of their own examination timetable. The school will not entertain any plea of ignorance. For example, during the exam period, papers on Mondays start at 8.00 am and students have to report at 7.45 am for morning assembly.
- 3 During the exam period, students need not report to school on days when they do not have any exam papers. For papers that start later than 8.00 am, students must report to the exam venue(s) 30 minutes before the paper commences. They can leave the school at the end of their last paper for the day.
- 4 Only a valid MC will be accepted for absence from exams. The MC must be submitted to the Form Teacher on the day the student returns to school. Zero marks will be given if a student is unable to produce an MC. Letters will not be accepted. In cases of extreme domestic exigencies, the school reserves the right to exercise the final decision.

D. DURING THE WEIGHTED ASSESSMENT / EXAMINATION

- 1 Students must inform the invigilator if they are given an incorrect question paper.
- 2 It is the responsibility of the students to read the instructions for any question paper and ensure that their question paper consists of the correct number of printed pages for all papers.
- 3 Students may not be permitted to sit for a paper if he/she is more than 15 minutes late.
- 4 Students are not permitted to leave the assessment/examination room before end of the paper.
- 5 Other than the stationery required for use during the examination, no other unauthorised material is permitted in the examination venue.
- 6 Students are not permitted to borrow or lend any materials to any other student(s) when the examination is in progress.
- 7 The use of correction tape, staplers and highlighters is not allowed. Only electronic dictionaries and scientific calculators approved by MOE for use are permitted.
- 8 Students must not communicate with any other student(s) in any form once they are in the assessment / examination venue.
- 9 Any student who attempts to cheat will be dealt with accordingly. A student will be given zero marks if he/she:
 - attempts to obtain unfair assistance or is detected for dishonesty; or
 - copies from another student or allows his/her answer(s) to be copied by another student.
- 10 Any form of electronic devices capable of communication (e.g. handphones, Bluetooth earpiece, smart watch etc.) are not permitted in the examination venue. If a student is found in possession of any such devices in the examination venue, he/ she will be deemed as attempting to cheat.
- 11 Personal belongings not permitted in examination venues must be placed outside the examination venue. Students are advised to not bring personal belongings that they may risk losing during the examination period.
- 12 Students who would like to seek assistance from the invigilator are to raise their hands while remaining in their seats. Students are not permitted to leave their seats unless permission is granted by the invigilator.
- 13 Students are not permitted to fold or take out any writing paper from the examination venue.
- 14 Students are to use black or dark blue ball-point pens when answering exam questions.



8. MY ACADEMIC STUDIES

SCHEME OF ACADEMIC AND NON-ACADEMIC AWARDS

Recognition of Academic Achievements

The Annual Awards Ceremony recognises the holistic yearly achievements of our students who have excelled in their academic performance with an acceptable CCA Attendance (a minimum annual attendance of 75%) and a conduct grade of GOOD or better.

1. Secondary One to Three Awards

- 1.1 Overall Academic Performance - Awarded to the top three students based on Overall Performance for each level.
- 1.2 Subject awards - Awarded to the top student of each subject based on Overall Performance (with a minimum grade of a distinction).

2. GCE 'N' Level Subject Awards

Awarded to the top student of each subject based on the GCE 'N' level results (with a minimum grade of a distinction).

3. GCE 'O' Level Subject Awards

Awarded to the top student of each subject based on the GCE 'O' level results (with a minimum grade of a distinction).

4. GCE 'O' Level SAC Distinction Awards

Awarded to all students with a minimum of 5 distinctions or an L1R5 aggregate of 10 or below based on the GCE 'O' level results.

5. All-Round Student Awards

Awarded to students of each level who excelled in both academic and non-academic areas.

6. Honour Awards

Awarded to students for exemplary demonstration of the school's values.

7. Future Ready Peircean Awards

Awarded to students who demonstrated the emerging 21st Century Competencies consistently.

8. MY ACADEMIC STUDIES

EDUSAVE AWARDS SCHEME FOR STUDENTS

EDUSAVE Scholarships for Secondary Schools (ESSS)

Eligibility	<ul style="list-style-type: none">• Singapore citizen• Sec 1 to 5 students within top 10% of each level and stream• At least Good for conduct grade• Overall mark ≥ 50%
Value of the Award	\$500

EDUSAVE Merit Bursary (EMB)

Eligibility	<ul style="list-style-type: none">• Singapore citizen• Sec 1 to 5 students, excluding those awarded ESSS.• At least Good for conduct grade• Gross monthly household income below \$5000, or per capita income of less than \$1250
Value of the Award	\$350

EDUSAVE Character Awards (ECHA)

Eligibility	<ul style="list-style-type: none">• Singapore citizen Sec 4 and 5 students• At least Very Good for conduct grade• Students demonstrating exemplary character and outstanding personal qualities through behaviour and actions
Value of the Award	\$500

EDUSAVE Awards for Achievement, Good Leadership and Service (EAGLES)

Eligibility	<ul style="list-style-type: none">• Singapore citizen• Sec 1 to 5 students• At least Good for conduct grade & pass in school examinations• Satisfy a set of criteria for Achievement, Leadership and Service, and the emerging 21st Century Competencies
Value of the Award	\$350

EDUSAVE Good Progress Award (GPA)

Eligibility	<ul style="list-style-type: none">• Singapore citizen• At least Good for conduct grade• Sec 1 to 5 students within top 10% of each level and stream based on good progress
Value of the Award	\$200

8. MY ACADEMIC STUDIES

OUR ASSESSMENT POLICY

1. About Assessment

Assessment is an integral part of a student's learning process. It helps a student to track his/ her progress academically and know what he/she can do to close his/her learning gaps through effective and timely feedback provided by his/her teachers.

2 Assessment in Peirce Secondary School

The assessment in our school is carefully planned to ensure a delicate balance between rigour and joy of learning. It employs a good mix of formative and summative assessments.

Formative assessment aims to monitor students' learning continuously and provide ongoing feedback which will bring about improvement in their learning. Formative assessment in our school takes on varied forms, such as, informal quizzes, written assignments and questioning.

Summative assessment aims to evaluate student learning and academic achievement and usually takes the form of a Weighted Assessment (WA) or an examination.

3 Weighted Assessments (WAs)

a) Modes of assessment

WA at Peirce Secondary comprises a mix of traditional pen and paper tests and alternative assessments, such as, project-based assignments, presentations and portfolios. Alternative assessments foster essential skills, such as, critical thinking and collaborative skills in our students and prepare them to be future-ready.

Subject	Tests	Alternative Assessment (e.g. course work / project work / process writing)
English Language & Literature	Make-up WA within 2 weeks	Make-up before WA deadline
Mathematics / Additional Mathematics / Principles of Accounts	Make-up WA within 1 week	Make-up before WA deadline
Sciences	Make-up WA within 1 week	Make-up before WA deadline
All other subjects: • Art • Computer Applications • Computing • Design and Technology • Humanities • Mother Tongue Languages • Nutrition Food Science	VR	Make-up before WA deadline

b) Schedule and Weightings

A separate WA schedule with corresponding weightings will be issued to students at the start of each academic year.

c) Absence from WAs

A zero grade will be awarded to students who do not have a medical certificate (MC).

4. End-of-Year and Preliminary Examinations

a. Tentative Schedule

April - May	Sec 1 to 5 EL and MT Oral Examinations
July - August	Sec 4 and 5 Preliminary Examinations
September - October	Sec 1 to 3 End-of-Year Examinations

b. Absence from End-of-Year and Preliminary Examinations

Weighting of Component(s)	Course of action for student(s) with MC
< 50% (e.g. oral exams / listening comprehension exam)	Computation of subject total will not take into consideration the component(s) with 'MC'
> 50% (e.g. EL or MT Paper 1 and 2)	VR

c. Implications of Absence from End-of-Year and Preliminary Examinations

Absence from	Implication(s)
Sec 4 and 5 Preliminary Examinations	No data for Special Consideration at national examinations
Sec 1 to 3 End-of-Year Examinations	Affect eligibility: <ul style="list-style-type: none">• to take on subjects at a more rigorous level• for Pure Sciences, Pure Humanities, Additional Mathematics and Computing at Secondary 2 Subject Options Exercise• for academic awards

8. MY ACADEMIC STUDIES

ACADEMIC REQUIREMENT

Under Full SBB, the common academic requirement is met by fulfilling the following criteria:

(a) Pass EL and 2 other subjects

or

(b) Pass at least half the total number of examinable subjects offered for levels (S2 to S3)

Criteria for offering subjects at a More Demanding Level (for Full SBB cohorts)

To Offer Subjects at More Demanding Level (MOE Guidelines)	
G1 to G2	75% or higher in the specific subject* (For English, Mother Tongue Language, Mathematics, Science and Humanities subjects*)
G2 to G3	Humanities subjects are only available for year-end insert.

Criteria for offering subjects at a Less Demanding Level (for Full SBB cohorts)

To Offer Subjects at Less Demanding Level (MOE Guidelines)	
G3 to G2	For English, Mathematics, Science and Humanities subjects, students should be encouraged to offer these subjects at as high a level as possible instead of offering them at a less demanding level as this may prematurely narrow students' post-secondary articulation options.
G2 to G1	For MTL, students who are unable to cope with the subject at the current subject level can initiate the request to offer Mother Tongue Language at a less demanding level.

8. MY ACADEMIC STUDIES

LOVE YOUR PERSONAL LEARNING DEVICE (PLD)

Rule #1: Prevent Electrical Damage

PLDs have electrical components that may malfunction when in contact with fluid, heat and rough handling.

- No food/drink allowed next to your PLD.
- Do not force your PLD into your locker/bag.
- Carefully insert cables and storage devices into the ports.
- Do not expose your PLD to extreme temperatures or direct sunlight for extended periods of time.
- Do not pick up your PLD by the screen. Carry it with care.



Rule #2: Protect your PLD

PLDs are particularly sensitive to damage and misuse.

- When not in use during lessons, close your PLD and place it at the top left corner of your table.
- Do not force draw, write or put pressure on your PLD.
- Pull down the screen gently.
- Do not poke the screen with sharp objects.
- Do not bump your PLD against lockers or walls.
- Only clean the screen with a soft, dry micro fibre cloth or anti-static cloth.
- Do not store your PLD with the screen open.
- Do not crack the screen – make sure there is nothing on the keyboard e.g. no pencils, disk drives or rulers – before closing your PLD.

Rule #3: Use Appropriate Technical Support

Any attempts to repair your PLD yourself would void the warranty and cause you to incur additional costs



- Do not wilfully tamper with the settings of your PLD.
- Do not attempt to pry open your device or alter the hardware of your device. This would void the warranty! You will bear the entire cost of repairs!
- Always seek help from the school's Tech Support Team.

8. MY ACADEMIC STUDIES

LOVE YOUR PERSONAL LEARNING DEVICE (PLD)

Rule #4: Prevent Theft and Loss

When your PLD is left unattended or visible to others, it may increase temptation of theft.

- a. Never leave your PLD unattended.
- b. Do not lend your PLD to another person. You are solely responsible for your device.
- c. Always store/pack your PLD properly in your school bag when moving to, around and/or from school.
- d. DON'T FALL PREY TO IDENTITY THEFT – Never share your online account information/passwords with others, unless requested by your school's Tech Support Team.

What should you do if you lose your PLD?

Immediately do to following:

- 1) Record 4Ws + 1H
 - Who were the people involved? Any witnesses?
 - What happened leading up to the loss of the PLD?
 - Where did you lose the PLD?
 - When did you lose the PLD?
 - How did the PLD go missing?
- 2) Report to IT Support Office in the Computer Lab 1
(Between 8am and 4pm)
- 3) Call Help Desk at 800 8526100, between 0900-1800 hrs from Monday to Friday
- 4) Make a Police Report
- 5) Be ready to schedule a face-to-face meeting with Vendor during their investigation for the insurance claim.

IMPORTANT:

- Lost PLDs will only be replaced if you have taken precautions to safeguard the device.
- Once insurance has been claimed for a replacement device, the insurance coverage will cease and full payment will be required for subsequent replacements.

Rule #5: Prolong Battery Lifespan

The average battery life is about 5 hours.

- Shut down your PLD when not in use.
- Remember to fully charge your PLD at the end of each school day.
- Do not overcharge your PLD.
- If the battery is faulty, seek help from your school's Tech Support Team.

DO NOT OVERCHARGE YOUR PLD



9. MY PHYSICAL FITNESS

NATIONAL PHYSICAL FITNESS AWARD

AWARD REQUIREMENTS AND AWARDS

Students must pass all six test items to obtain an award. The following requirements must be met:

AWARD		Minimum Grade Attained For Each Test Item			Minimum Points		
Gold		C			21		
Silver		D			15		
Bronze		E			6		

FEMALE

Age Grp	Grade	Points	No. of Sit- ups in 1 min	Standing Broad Jumps stance	Sit & Reach	No. of Inclined Pull- ups in 30 sec	4 x 10m Shuttle Run Time	2.4 km Run-Walk Time
12	A	5	>29	>167 cm	>43 cm	>15	<12.0 sec	<14:41
	B	4	26 – 29	159 – 167	38 – 43	13 – 15	12.0 – 12.3	14:41 – 15:40
	C	3	22 – 25	150 – 158	31 – 37	10 – 12	12.4 – 12.7	15:41 – 16:40
	D	2	18 – 21	141 – 149	24 – 30	7 – 9	12.8 – 13.1	16:41 – 17:40
	E	1	14 – 17	132 – 140	17 – 23	3 – 6	13.2 – 13.5	17:41 – 18:40
13	A	5	>30	>172 cm	>45 cm	>16	<11.7 sec	<14:31
	B	4	27 – 30	164 – 172	40 – 45	13 – 16	11.7 – 12.0	14:31 – 15:30
	C	3	23 – 26	155 – 163	33 – 39	10 – 12	12.1 – 12.4	15:31 – 16:30
	D	2	19 – 22	146 – 154	26 – 32	7 – 9	12.5 – 12.8	16:31 – 17:30
	E	1	15 – 18	137 – 145	19 – 25	3 – 6	12.9 – 13.2	17:31 – 18:30
14	A	5	>30	>177 cm	>47 cm	>16	<11.5 sec	<14:21
	B	4	28 – 30	169 – 177	42 – 47	14 – 16	11.5 – 11.8	14:21 – 15:20
	C	3	24 – 27	160 – 168	35 – 41	10 – 13	11.9 – 12.2	15:21 – 16:20
	D	2	20 – 23	151 – 159	28 – 34	7 – 9	12.3 – 12.6	16:21 – 17:20
	E	1	16 – 19	142 – 150	21 – 27	3 – 6	12.7 – 13.0	17:21 – 18:20
15	A	5	>30	>182 cm	>48 cm	>16	<11.3 sec	<14:11
	B	4	29 – 30	174 – 182	43 – 48	14 – 16	11.3 – 11.6	14:11 – 15:10
	C	3	25 – 28	165 – 173	36 – 42	10 – 13	11.7 – 12.0	15:11 – 16:10
	D	2	21 – 24	156 – 164	29 – 35	7 – 9	12.1 – 12.4	16:11 – 17:10
	E	1	17 – 20	147 – 155	22 – 28	3 – 6	12.5 – 12.8	17:11 – 18:10
16	A	5	>30	>186 cm	>49 cm	>17	<11.3	<14:01
	B	4	29 – 30	178 – 186	44 – 49	14 – 17	11.3 – 11.5	14:01 – 15:00
	C	3	25 – 28	169 – 177	37 – 43	11 – 13	11.6 – 11.8	15:01 – 16:00
	D	2	21 – 24	160 – 168	30 – 36	7 – 10	11.9 – 12.2	16:01 – 17:00
	E	1	17 – 20	151 – 159	23 – 29	3 – 6	12.3 – 12.6	17:01 – 17:50
17	A	5	>30	>189 cm	>49 cm	>17	<11.3 sec	<14:01
	B	4	29 – 30	181 – 189	44 – 49	14 – 17	11.3 – 11.5	14:01 – 14:50
	C	3	27 – 28	172 – 180	37 – 43	11 – 13	11.6 – 11.8	14:51 – 15:50
	D	2	23 – 26	163 – 171	30 – 36	7 – 10	11.9 – 12.1	15:51 – 16:40
	E	1	19 – 22	154 – 162	23 – 29	3 – 6	12.2 – 12.5	16:41 – 17:30

9. MY PHYSICAL FITNESS

NATIONAL PHYSICAL FITNESS AWARD

MALE

Age Grp	Grade	Points	No. of Sit-ups in 1 min	Standing Broad Jumps stance	Sit & Reach	No. of Inclined Pull-ups in 30 sec	4 x 10m Shuttle Run Time	2.4 km Run-Walk Time
12	A	5	>41	>202 cm	>39 cm	>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	>214 cm	>41 cm	>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	>225 cm	>43 cm	>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	>237 cm	>45 cm	>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	>245 cm	>47 cm	>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	>249 cm	>48 cm	>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

9. MY PHYSICAL FITNESS

MY HOLISTIC PE ASSESSMENT

Assessment Components:
Games Skill (Psychomotor)
NAPFA Test (Physical Fitness)
Theory (Cognitive)
Personal & Social Skills (Affective)

Grade Code	Description
A	Demonstrates very strong PE aptitude, attitude and skills
B	Demonstrates strong PE aptitude, attitude and skills
C	Demonstrates fair PE aptitude, attitude and skills
D	Demonstrates PE skills with guidance
E	Needs Improvement

VR: Grade for students who are exempted from the PE assessment

MY PHYSICAL WELL-BEING

Body Mass Index (BMI)

- The BMI is a tool that measures the weight of an individual in relation to the height.
- It is a guide to determine if an individual is at risk of Weight-related problems.

BMI (kg/m^2) for Teens	Health Risk
27.5 and above	High Risk
23.0 - 27.4	Moderate Risk
18.5 - 22.9	Low Risk (Healthy Range)

8 Tips to Maintain a Healthy Weight

- ✓ The best way to keep your weight within the healthy weight range is by eating sensibly and exercising regularly.
- ✓ Aim at reducing your excess weight steadily by no more than 2kg a month till you reach your healthy weight range.
- ✓ Start slowly. Don't try to lose all the excess weight all at once.
- ✓ Cut down your time spent on TV or computer games. Do some exercises at intervals e.g. stretch your legs and touch your toes, do sit-ups, help your mummy sweep the floor.
- ✓ Eat at regular mealtimes and don't skip meals. Always start your day with a healthy breakfast.
- ✓ Eat plenty of fruit, vegetables and wholegrains (e.g. barley, maize, oats, unpolished (brown) rice or wholemeal bread) as these help to keep you full.
- ✓ Drink plenty of water or unsweetened juice instead of soft drinks.
- ✓ Get your family involved. Follow your parents to do grocery shopping and help them pick healthier snacks, e.g. fruits, plain biscuits or yogurt.

$$\text{BMI} = \frac{\text{Weight (kg)}}{\text{Height (m)} \times \text{Height (m)}}$$

9. MY PHYSICAL FITNESS

MY PHYSICAL WELL-BEING

BODY MASS INDEX FOR GIRLS

Age (years)	Bervely Underweight (< 3rd percentile)	Underweight (3rd - < 5th percentiles)	Acceptable Weight (5th - 90th percentiles)	OverWeight (90th - < 97th percentiles)	Bervely Overweight (≥ 97th percentile)
6	≤ 12.6	12.7 - 12.8	12.9 - 18.3	18.4 - 20.5	≥ 20.6
7	≤ 12.8	12.9 - 13.1	13.2 - 19.1	19.2 - 21.8	≥ 21.9
8	≤ 13.1	13.2 - 13.4	13.5 - 20.1	20.2 - 23.1	≥ 23.2
9	≤ 13.4	13.5 - 13.7	13.8 - 21.0	21.1 - 24.4	≥ 24.5
10	≤ 13.7	13.8 - 14.1	14.2 - 21.9	22.0 - 25.6	≥ 25.7
11	≤ 14.1	14.2 - 14.4	14.5 - 22.7	22.8 - 26.6	≥ 26.7
12	≤ 14.4	14.5 - 14.8	14.8 - 23.4	23.5 - 27.5	≥ 27.6
13	≤ 14.8	14.9 - 15.2	15.3 - 24.0	24.1 - 28.3	≥ 28.4
14	≤ 15.1	15.2 - 15.5	15.6 - 24.6	24.7 - 28.9	≥ 29.0
15	≤ 15.4	15.5 - 15.8	15.9 - 25.0	25.1 - 29.4	≥ 29.5
16	≤ 15.7	15.8 - 16.1	16.2 - 25.4	25.5 - 29.7	≥ 29.8
17	≤ 15.9	16.0 - 16.3	16.4 - 25.7	25.8 - 30.0	≥ 30.1
18	≤ 16.1	16.2 - 16.5	16.6 - 25.9	26.0 - 30.3	≥ 30.4

BODY MASS INDEX FOR BOYS

Age (years)	Bervely Underweight (< 3rd percentile)	Underweight (3rd - < 5th percentiles)	Acceptable Weight (5th - 90th percentiles)	OverWeight (90th - < 97th percentiles)	Bervely Overweight (≥ 97th percentile)
6	≤ 12.8	12.9 - 13.1	13.2 - 18.8	18.9 - 21.4	≥ 21.5
7	≤ 13.0	13.1 - 13.3	13.4 - 19.8	19.9 - 23.0	≥ 23.1
8	≤ 13.2	13.3 - 13.6	13.7 - 20.9	21.0 - 24.6	≥ 24.7
9	≤ 13.5	13.6 - 13.8	13.9 - 21.8	21.9 - 26.0	≥ 26.1
10	≤ 13.8	13.9 - 14.1	14.2 - 22.7	22.8 - 27.3	≥ 27.4
11	≤ 14.1	14.2 - 14.5	14.6 - 23.6	23.7 - 28.3	≥ 28.4
12	≤ 14.4	14.5 - 14.8	14.9 - 24.3	24.4 - 29.2	≥ 29.3
13	≤ 14.7	14.8 - 15.1	15.2 - 25.0	25.1 - 30.0	≥ 30.1
14	≤ 15.0	15.1 - 15.4	15.5 - 25.5	25.6 - 30.6	≥ 30.7
15	≤ 15.3	15.4 - 15.8	15.9 - 26.1	26.2 - 31.2	≥ 31.3
16	≤ 15.6	15.7 - 16.1	16.2 - 26.5	26.6 - 31.7	≥ 31.8
17	≤ 15.9	16.0 - 16.3	16.4 - 27.0	27.1 - 32.1	≥ 32.2
18	≤ 16.1	16.2 - 16.6	16.7 - 27.4	27.5 - 32.4	≥ 32.5

For more information, visit HPB's website on BMIL

10. My Co-Curricular Development

THE CO-CURRICULAR ACTIVITIES - LEAPS 2.0

A holistic education provides students with a broad and deep foundation for lifelong learning. This includes learning not just in the academic areas. Equally important is the development of values and life skills in each child. This will equip the child to handle the challenges in life later on.

A holistic education also supports students to discover their strengths, interests and talents. Students tend to flourish in areas they are interested in. Thus, as far as possible, we should allow them to pursue their areas of interest.

Schools offer a range of co-curricular programmes to help students achieve a holistic education. Community service is also invaluable in helping students develop qualities such as care, concern and respect for others in society.

LEAPS 2.0¹

LEAPS 2.0 is a framework to recognise secondary school students' holistic development. Students will be recognised with levels of attainment in four domains: Participation, Achievement, Leadership and Service.

LEAPS 2.0 DOMAINS

Participation

This domain recognises students' participation in one school-based² Co-Curricular Activity (CCA). Recognition is based on the number of years of participation and exemplary conduct and active contribution³ to the CCA. Sustained engagement in the same CCA allows for progressive development of character, skills, knowledge and friendships, and will be accorded higher recognition.

Service

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

Leadership

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

Achievement

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

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

Accomplishment refers to attaining accolades and awards at competitions, festivals, performances, exhibitions, conferences and symposiums where the student represents the school or other organisations endorsed by the school. The details on the levels of attainment for each of the domains are attached at Annex A.

Recognition of Students' Level of Attainment

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

¹ LEAPS stands for Leadership, Enrichment, Achievement, Participation and Service. LEAPS 2.0 builds on the LEAPS system to better reflect MOE's current emphasis on Student-Centric, Values-Driven education.



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

ANNEX A

PARTICIPATION (Level of Attainment)

Level 1	Level 2	Level 3	Level 4	Level 5
• Participated in any CCA for 2 years with at least 75% attendance for each year	• Participated in any CCA for 3 years with at least 75% attendance for each year	• Participated in any CCA for 4 years with at least 75% attendance for each year	• Participated in any CCA for 5 years with at least 75% attendance for each year	
		• Participated in any CCA for 3 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution	• Participated in any CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution	• Participated in the <u>same</u> CCA for 4 years with at least 75% attendance for each year and demonstrating exemplary conduct and active contribution
			• Participated in the <u>same</u> CCA for 4 years with at least 75% attendance for each year	• Participated in the <u>same</u> CCA for 5 years with at least 75% attendance for each year

SERVICE (Level of Attainment)

Level 1	Level 2	Level 3	Level 4	Level 5
• At least 24 to less than 30 hours of service	• At least 30 to less than 36 hours of service	• At least 36 hours of service		
	• Completed at least one VIA project that impacts the school or community	• Completed at least two VIA projects that impact the school or community		
		• Completed at least 24 hours of service <u>and</u> at least one VIA project that impacts the school or community	• Completed at least 24 hours of service <u>and</u> at least two VIA projects that impact the school or community	• Completed at least 24 hours of service <u>and</u> at least one student-initiated VIA project that impacts the community beyond the school <u>and</u> at least one other VIA project

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

LEADERSHIP (Level of Attainment)

	Level 1	Level 2	Level 3	Level 4	Level 5
School-based Leadership Opportunities	<ul style="list-style-type: none"> Completed 2 leadership modules of at least 3 hours each 	<ul style="list-style-type: none"> Class Committee Committee for student-initiated or student-led projects, approved by school (or equivalent) 	<ul style="list-style-type: none"> Class Chairperson Prefect Peer Support Leader Committee for school-wide events⁴ Chairperson/Vice-Chairperson for student-initiated or student-led projects, approved by school (or equivalent) 	<ul style="list-style-type: none"> Senior Prefect Chairperson/Vice-Chairperson for school-wide events (or equivalent) 	<ul style="list-style-type: none"> Executive Committee⁵ of Student Council / Prefectorial Board (or equivalent)
		<ul style="list-style-type: none"> Lower Sec CCA Committee (or equivalent) 	<ul style="list-style-type: none"> Lower Sec CCA Executive Committee Upper Sec CCA Committee (or equivalent) 	<ul style="list-style-type: none"> Upper Sec CCA Executive Committee (or equivalent) 	<ul style="list-style-type: none"> CCA Captain/Chairperson (or equivalent)
National Youth Achievement Award		NYAA Bronze	NYAA Silver and above		
Uniformed Groups (Rank)	<ul style="list-style-type: none"> Lance Corporal (or equivalent) 	<ul style="list-style-type: none"> Corporal Patrol Second Assistant Patrol Leader (or equivalent) 	<ul style="list-style-type: none"> Sergeant Patrol Leader (or equivalent) 	<ul style="list-style-type: none"> Staff Sergeant Assistant Company Leader Senior Patrol Leader (or equivalent) 	<ul style="list-style-type: none"> Warrant Officer Master Sergeant Station Inspector Troop/ Company Leader (or equivalent)

ACHIEVEMENT (Level of Attainment)

	Level 1	Level 2	Level 3	Level 4	Level 5
Accomplishment⁶			<ul style="list-style-type: none"> Represented school / external organisation at local / international event and achieved the following (for 1 year): <ul style="list-style-type: none"> - Top 4 (or equivalent) team placing - Top 8 (or equivalent) individual placing 	<ul style="list-style-type: none"> Represented school / external organisation at local / international event and achieved the following (for 2 years or more): <ul style="list-style-type: none"> - Top 4 (or equivalent) team placing - Top 8 (or equivalent) individual placing 	<ul style="list-style-type: none"> Represented Singapore Schools/ National Project of Excellence/ MOE at local / international competition OR Represented Singapore at international event, endorsed by national bodies

⁴ Examples of school-wide events are Open House, CCA exhibition, Speech Day, Founder's Day and the four National Education (NE) commemorative days: Total Defence Day, International Friendship Day, Racial Harmony Day and National Day.

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

	Level 1	Level 2	Level 3	Level 4	Level 5
Accomplishment ⁶			<ul style="list-style-type: none"> - Gold / Silver/ Bronze / Merit award / certification⁶ (or equivalent) - SYF Arts Presentation Certificate of Distinction /Accomplishment - SYF Art Exhibition Certificate of Recognition (Special Mention) /Recognition - Presented original research paper /project accepted at the platform 	<ul style="list-style-type: none"> - Gold /Silver/ Bronze/ Merit award / certification¹¹ (or equivalent) - SYF Arts Presentation Certificate of Distinction /Accomplishment - SYF Art Exhibition Certificate of Recognition (Special Mention) / Recognition - Presented original research paper / project accepted at the platform 	<p>AND achieved the following:</p> <ul style="list-style-type: none"> - Top 4 (or equivalent) team placing - Top 8 (or equivalent) individual placing - Gold/Silver/ Bronze award / certification (or equivalent) - Presented original research paper / project accepted at the platform
Uniformed Groups Achievement Badges	Bronze Badge (or equivalent)	Silver Badge (or equivalent)	Gold Badge (or equivalent)	Best Unit Cadet / Outstanding Cadet Award by UG HQ (or equivalent)	Top Award for each UG (e.g. Camp Pinnacle Badge, President's Guide Award, Chief Commissioner's Award)

¹ This applies to events that present different levels of award or certificate which extend beyond the top 4 participants. The Merit award/certification constitutes the fourth placing. It should only be given for events where Merit is not accorded by default to all participants who did not receive Gold- Bronze award/certification.

Calendar 2026

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March						
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June						
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July						
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August						
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September						
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November						
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December						
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School Vacations						
Aft Term I	Sat 14 Mar - Sun 22 Mar					
Aft Term II	Sat 30 May - Sun 28 Jun					
Aft Term III	Sat 05 Sep - Sun 13 Sep					
Aft Term IV	Sat 21 Nov - Thu 31 Dec					
Scheduled School Holidays						
Youth Day*		Sun 05 Jul				
Teachers' Day		Fri 04 Sep				

Public Holidays						
New Year's Day		Thu	01 Jan			
Chinese New Year		Tue	17 Feb			
		Wed	18 Feb			
Hari Raya Puasa		Sat	21 Mar*			
Good Friday		Fri	03 Apr			
Labour Day		Fri	01 May			
Hari Raya Haji		Wed	27 May			
Vesak Day		Sun	31 May*			
National Day		Sun	09 Aug*			
Deepavali		Sun	8 Nov*			
Christmas Day		Fri	25 Dec			

* Monday, 23 Mar, will be a school holiday.

* Monday, 1 Jun, will be a school holiday.

* Monday, 10 Aug will be a school holiday.

* Monday, 9 Nov will be a school holiday.

Resilient Learners Gracious Citizens



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