



# 2022 SFSS STUDENT HANDBOOK

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# NATIONAL SYMBOLS

It was the year 1959. Singapore was about to embark on a brand new path in her history. On 30 May 1959, the People's Action Party (PAP) won the first General Elections for a fully elected Government and from June 1959, Singapore became a self-governing Nation with Mr Lee Kuan Yew as the first Prime Minister of Singapore.

Self-rule meant that Singapore would henceforth be governed by a Primer Minister and Cabinet drawn from a Legislative Assembly voted in by Adult Citizens. The Cabinet would have control over all domestic policies, while foreign affairs and external defence remained in the hands of the British, who were then still the colonial ruler of Singapore.

The young Nation-State needed symbols that could represent Singapore in the world as well as unite all Citizens as one Nation. The first three National Symbols – the National Flag, State Crest (National Coat of Arms) and National Anthem were unveiled during the Installation of Encik Yusof Bin Ishak as the first Malayan-born Yang di-Pertuan Negara (Head of State) on 3 December 1959 at the City Hall Chambers.

The National Pledge was written in 1966, a year after Singapore declared full independence. The other two National Symbols – the National Flower and the Lion Head Symbol – were introduced in the 1980s.

*Source: National  
Heritage Board*



## OUR NATIONAL FLAG

The National Flag. Singapore's most visible symbol of statehood reflects the ideals, beliefs and values of our Nation.

### Meaning

The National Flag consists of two equal horizontal sections, red above white.

A white crescent moon occupies the upper left red section. Next to the moon are five white stars arranged in a circle.

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

## OUR NATIONAL ANTHEM

With a stirring melody and lyrics that echo the enduring hope and spirit of Singaporeans for progress, the National Anthem, and “Majulah Singapura” (meaning “Onward Singapore”, is a musical expression of Singapore’s identity as a nation. “Majulah Singapura” was composed in 1958 by the late Encik Zubir Said. It was first played by the Singapore Chamber Ensemble and was performed again on 3 December 1959 as Singapore’s National Anthem.

<p>Majulah Singapura Mari kita rakyat Singapura Sama-sama menuju bahagia Cita-cita kita yang mulia Berjaya Singapura</p> <p>Marilah kita bersatu Dengan semangat yang baru Semua kita berseru Majulah Singapura Majulah Singapura</p>	<p>Onward Singapore (<i>English Translation</i>) Come, fellow Singaporeans</p> <p>Let us progress towards happiness together</p> <p>May our noble aspiration bring Singapore Success</p> <p>Come, let us unite In a new spirit</p> <p>Let our voices soar as one Onward Singapore</p> <p>Onward Singapore</p>	<p>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</p> <p><i>(The Singapore pledge was written by Singapore’s First Minister of Foreign Affairs, S. Rajaratnam, in 1966)</i></p>
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## THE NATIONAL COAT OF ARMS MEANING



The State Crest consists of a shield emblazoned with a white crescent moon and five white stars against a red background. Red is symbolic of universal brotherhood and the equality of man, and white signifies pervading and everlasting purity and virtue. The five stars represent the five ideals of democracy, peace, progress, justice and equality.

Supporting the shield are a lion on the left and tiger on the right. Below the shield is a banner inscribed with the Republic’s motto, Majulah Singapura, which is the title of the National Anthem. The lion represents Singapore itself and the tiger, the island’s historical links with Malaysia.

# ABOUT SPRINGFIELD SECONDARY SCHOOL



## THE SIGNIFICANCE OF OUR SCHOOL CREST

The blade of green grass forms the letter “S”,  
The glowing sun, together with the green grass,  
forms the letter “f”,  
The three rows of rich, golden Earth provide the  
foundation, together they represent Springfield  
Secondary School.  
The grass is also shaped to represent a hand.  
Symbolically, it portrays the tender care by which the  
School Nurtures pupils to become wholesome  
adults.

## OUR VISION

Lifelong Learners, Exemplary Leaders

## OUR MISSION

To nurture youth with a passion for learning, shape  
leaders of character and develop useful citizens  
through a comprehensive education.

## OUR VALUES - GR<sup>2</sup>ID

### Graciousness

Every Springfielder is respectful and exhibits a  
willingness to render assistance to all

### Responsibility

Every Springfielder does what is right and is  
accountable for his or her actions and words

### Resilience

Every Springfielder possesses the mental  
resolve to face challenges and overcome  
adversity

### Integrity

Every Springfielder displays strong moral values  
of honesty and truthfulness

### Diligence

Every Springfielder does his or her best through  
continuous and consistent hard work and  
application, in the pursuit of excellence

## OUR SCHOOL SONG

*Music by Soh Kay Cheng*

*Lyrics by Rosa Ie*

Springfield, oh Springfield, To you our loyalty we pledge,  
With glory your flag we raise.

In one resounding voice We sing your praise.  
Diligent in our Work, Your worth we proclaim.

Springfield, our Springfield  
In truth and virtue we grow,  
For Better Self and Better Tomorrow.

Springfield, oh Springfield,  
We strive to live up to your name,  
To bring you glory and fame.  
From the glowing Earth Rises the golden sun,  
Brightly lights the way, Till our work is done.  
Springfield, dear Springfield,  
We hear your beckoning call  
Better Self for Better Tomorrow.

# CHARACTER & CITIZENSHIP EDUCATION (CCE) FRAMEWORK

- L05** Take pride in our National Identity, have a sense of belonging to Singapore and be committed to Nation building  
**L06** Value Singapore's socio-cultural diversity, and promote social cohesion and harmony

**L02** Act with integrity and make responsible decisions that uphold moral principles

**L01** Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness



**L03** Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect

**L04** Be resilient and have the ability to turn challenges into opportunities

**L07** Care for others and contribute actively to the progress of our community and nation

**L08** Reflect on and respond to community, national and global issues as an informed and responsible citizen

In Springfield Secondary School, we seek to develop Students with a passion for learning, shape leaders of character and develop useful citizens through a comprehensive education. We want Students to be grounded in strong values such as Graciousness, Responsibility, Resilience, Integrity and Diligence, so that they will lead by example for the common good of society. Values and character development remain the core of what we do in Springfield, and our Character and Citizenship Education (CCE) framework provides an overview of how we continue to provide opportunities to our Students in inculcating Values and building competencies so that they become good individuals and useful Citizens.

Our CCE framework is also aligned with MOE's framework for 21<sup>st</sup> Century Competencies and Student Outcomes. Our approach to conceptualise the CCE framework will be the '1-6' approach as illustrated in the diagram.

- 1 – OBJECTIVES
- 2 – PLATFORMS
- 3 – COMPETENCIES & 3 BIG IDEAS
- 4 – DESIRED OUTCOMES OF EDUCATION
- 5 – SCHOOL VALUES & 5 SEL COMPETENCIES
- 6 – CCE PARTNERS

## 1 OBJECTIVE OF CCE

The main objective of the CCE programme is to engage Students in the development of their knowledge, skills, values and attitudes and to mould them into persons of good character and useful citizens.

## 2 CCE PLATFORMS

There are two main components in our CCE Framework: Formal Curriculum and Co-Curriculum.

The Formal Curriculum is made up of both class-based CCE Lessons and School-based CCE activities such as the assembly programmes and CCE Guidance Modules. The Co-Curriculum refers to programmes and activities that occur beyond the Classroom. The Co-Curriculum consists of Student Leadership, Values in Action, Co-Curricular Activities and Enrichment & Lifeskills modules.

## 3 COMPETENCIES AND 3 BIG IDEAS

The 3 Big Ideas – Identity, Relationships and Choices – are interconnected and therefore have an impact on one another. Students need to know who they are in order to relate positively with others. The relationships forged help shape their identities and influence the choices they make. The ability to make good and informed choices impacts their understandings of their own identity and relationships they form.

Our CCE programme aims to equip Students with the 21<sup>st</sup> Century Competencies to meet the challenges of a globalized and interdependent world. The following are the three 21<sup>st</sup> Century Competencies:

1. Civic Literacy, Global Awareness & Cross-cultural Skills
2. Critical and Inventive Thinking
3. Information and Communication Skills

# CHARACTER & CITIZENSHIP EDUCATION (CCE) FRAMEWORK

## 4 DESIRED OUTCOMES OF EDUCATION

With varied learning opportunities about character and citizenship, every Student will emerge with the 4 Desired Outcomes of Education, namely:

1. A confident person
2. A self-directed learner
3. An active contributor
4. A concerned citizen

## 5 SCHOOL VALUES AND 5 SEL COMPETENCIES

Our 5 School Values form the foundation of Character Building for every Springfielder. These core values which will be the moral compass for desired behaviour for all Springfielders are:

1. Graciousness
2. Responsibility
3. Resilience
4. Integrity
5. Diligence

To ensure the manifestations of our School Values in every Student, the acquisition of Social and Emotional competencies is crucial as it forms the vehicle of manifestation of the values taught. When acquired, Students are able to recognize and manage their emotions, develop care and concern for others, make responsible decision, establish positive relationships and manage challenging situations effectively. The 5 SEL Competencies are:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Management
5. Responsible Decision Making

## 6 CCE PARTNERS

6 CCE Partners are identified to be included in our CCE Framework. The partners are:

1. Staff
2. Parents
3. School Advisory Committee
4. External Organizations
5. Alumni
6. Institutes of Higher Learning



## SPF STUDENT LEADERSHIP FRAMEWORK - THE '1-5' MODEL

At Springfield, we focus on the holistic development of every Springfielder through a variety of programmes and activities. Such programmes and activities have been specifically designed to cater to the unique needs of our students with the goal of meeting the Desired Outcomes of Education<sup>1</sup>. Our school focus “Developing the Leader in You” is achieved through the opportunities provided to every student to excel.

We accomplish this through THE '1-5' MODEL:

- 1 VISION
- 2 FORMS OF PROGRAMMES
- 3 LEADERSHIP TRAITS
- 4 TIERS OF LEADERSHIP
- 5 LEADERSHIP PRACTICES

### **1 VISION**

One Vision for Student Leadership in Springfield is “Developing the Leader in You”. And it is with this vision in mind that we plan programmes that allow all students to have the opportunities to lead in one way or another. We believe that the programmes can develop our students to be responsible, civic-minded and gracious students, in line with our Strategic Thrust 2 and subsequently carry this ethic with them in their lives as lifelong learners and useful citizens, in line with our school Mission.

### **2 FORMS OF PROGRAMME**

To prepare the Springfielders for their respective leadership roles, 2 forms of leadership training programmes are provided to meet general and specific needs:

- Cohort (Level or School-based)
- Focus Group (Specific groups)

Two tables, Table 1 and Table 2, listing the 2 forms of Leadership Training Programmes in Springfield can be found in Annex 1.

<sup>1</sup> The Desired Outcomes of Education (DOE) are Confident Person, Concerned Citizen, Self-directed Learner, Active Contributor.

## 3 CRITICAL LEADERSHIP TRAITS

At Springfield, we focus on 3 leadership traits which we help to develop in our students because we believe these traits are key to meeting the DOEs and realise the school's vision of developing Lifelong Learners and Exemplary Leaders. The 3 traits are:

- **Vision** – Leaders must be able to champion the vision of the school, provide clear direction for their peers, and at the same time, enthuse and motivate others towards the vision. It is grounded in the belief that Springfielders are lifelong learners who will continue to adopt a learner stance to be equipped with the necessary knowledge, skills and values for them to take on different leadership roles and lead others.

### "Exemplary Leaders"

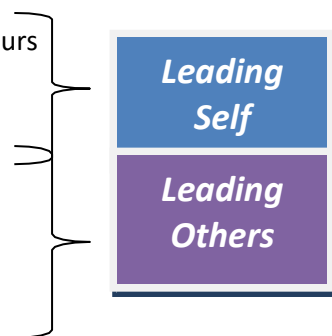
Springfielders are

- committed learners and strive to put in their best effort in their endeavours
- self-disciplined learners and have a sense of self-awareness
- good team players

In addition to the descriptors above that apply to all Springfielders,

Springfield Student Leaders are

- effective communicators
- able to lead others



### Outcome Indicators ("Exemplary Leader")

**Leading Self**

% of students with Excellent Conduct Grade  
% of students with minimum Level 3 in Leadership Domain

**Leading Others**

% of students with Excellent CCA Grade  
Perception Survey on Leadership Effectiveness of Students

- **Character** – Character fuels many of the attributes that students need to possess in order to become "Leaders of Character". A lack of character will erode a leader's credibility and they might lose the respect of their peers, eventually leading to the possibility that their friends may no longer want to follow them.

"**Leaders of Character**" are grounded in the School Values (GR<sup>2</sup>ID)

*Graciousness, Responsibility, Resilience, Integrity, Diligence*

- **Civic-Mindedness** – Civic-minded leaders are socially responsible and believe in serving the community through positive actions. They possess civic efficacy and are motivated to take actions that benefit the community at large.

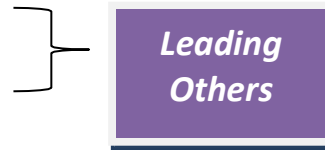
Springfielders are

- polite and gracious citizens
- able to empathise with others



Springfield Student Leaders are

- able to lead Springfielders to influence the School and Community positively



Levels	VIA Focus	VIA Outcome
Sec 1	Kindness	Springfielders are <ul style="list-style-type: none"> <li>- polite and gracious citizens</li> <li>- able to empathise with others</li> </ul>
Sec 2	Care for the Environment	
Sec 3	Care for the Community	Springfield Student Leaders are <ul style="list-style-type: none"> <li>- able to lead Springfielders to <b>influence</b> the school and community positively</li> </ul>
Sec 4 and 5	Social Entrepreneurship	

#### Outcome Indicators ("Civic-Minded Leaders")



% of students who completed at least 36 hours of service **OR**  
 % of students who completed at least two VIA projects that influence the school or community **OR** % of students who completed at least 24 hours of service and at least one VIA project that influences the school or community

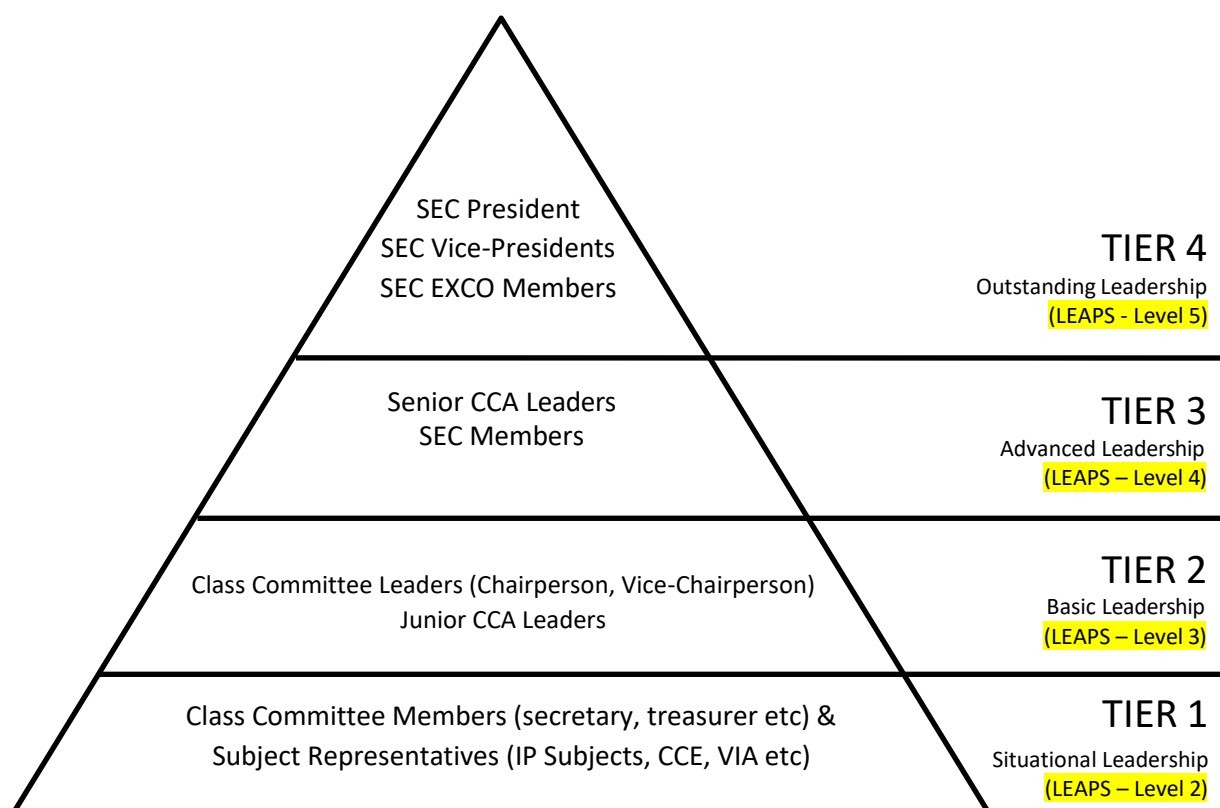


% of students who completed at least 24 hours of service and at least two VIA projects that influence the school or community (Level 4)  
 % of students who completed at least 24 hours of service and at least one student-initiated VIA project that influence the community beyond the school and at least one other VIA project (Level 5)

## STUDENT LEADERSHIP FRAMEWORK

## 4 TIERS OF LEADERSHIP

The 4 Tiers of Student Leadership delineates the different levels of development provided for the Student Leaders and subsequently determines the types of training and opportunities that will be provided for them in their leadership development.



Tiers of Leadership	Leadership Outcome
Tier 4	Springfield Student Leaders are effective communicators and are able to lead the <b>SCHOOL</b> .
Tier 3	Springfield Student Leaders are effective communicators and are able to lead their <b>CCA</b> .
Tier 2	Springfield Student Leaders are effective communicators and are able to lead the <b>CLASS and/or groups of students in their CCA</b> .
Tier 1	Springfield Student Leaders are effective communicators and are able to lead <b>in ad-hoc situations</b> .

The definitions of the different posts within the Tiers of Student Leadership can be found in Table 3 in Annex 1.



## **5 LEADERSHIP PRACTICES<sup>2</sup>**

The Five Practices of Exemplary Leadership® from Kouzes and Posner resulted from an intensive research project to determine the leadership competencies that are essential to getting extraordinary things done in organizations. The school decided to adopt the Leadership Challenge Model because of the way it helps develop the 3 critical leadership traits recognised by Springfield.

The Five Practices of Exemplary Leadership:

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart

<sup>2</sup> Springfield's 5 Leadership Practices have been adapted from Kouzes and Posner's Leadership Challenge Model ©.

## ANNEX 1

Table 1: Springfield Cohort Leadership Programmes

LEVEL	COHORT PROGRAMMES	FOCUS GROUP PROGRAMMES
Sec 1	<ul style="list-style-type: none"> <li>• Assembly Programmes</li> <li>• CCE modules: <ul style="list-style-type: none"> <li>• “Being a positive influence –Team Works” (Teamwork)</li> <li>• “The leader within –opportunities in change” (Resilience)</li> </ul> </li> <li>• CCA Orientation</li> <li>• SEC Presidential Elections</li> </ul>	<ul style="list-style-type: none"> <li>• Class Committee Training</li> </ul>
Sec 2	<ul style="list-style-type: none"> <li>• Assembly Programmes</li> <li>• CCE modules: <ul style="list-style-type: none"> <li>• “The leader within – True Courage” (Standing up for what is right)</li> <li>• “The leader within – take charge!” (Caring for our total well-being)</li> </ul> </li> <li>• SEC Presidential Elections</li> </ul>	<ul style="list-style-type: none"> <li>• Class Committee Training</li> <li>• Combined CCA Leaders Training</li> <li>• Overseas Leadership trips</li> <li>• First Aid Training</li> </ul>
Sec 3	<ul style="list-style-type: none"> <li>• Assembly Programmes</li> <li>• CCE modules: <ul style="list-style-type: none"> <li>• “The leader within – learning is for life”</li> <li>• “The leader within – change is the only constant”</li> </ul> </li> <li>• Sec 3 Overseas Camp</li> <li>• SEC Presidential Elections</li> </ul>	<ul style="list-style-type: none"> <li>• Class Committee Training</li> <li>• SEC Training</li> <li>• Student Leaders Investiture</li> <li>• Outward Bound Singapore</li> <li>• Resilience Camp</li> <li>• Overseas Leadership trips</li> </ul>
Sec 4/5	<ul style="list-style-type: none"> <li>• Assembly Programmes</li> <li>• CCE module: <ul style="list-style-type: none"> <li>• “The leader within – defining success”</li> </ul> </li> <li>• SEC Presidential Elections</li> </ul>	<ul style="list-style-type: none"> <li>• Class Committee Training</li> <li>• Student Leaders Investiture</li> </ul>

**Table 2: Focus Group Leadership Programmes**

GROUPS	LEVELS	TRAINING	OPPORTUNITIES
Class Committee	Chairperson Vice-chairperson	Class Committee Trainings <ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Facilitating discussion</li> <li>• Managing conflict</li> </ul>	Class-based events Parent-teacher meetings
CCA Leaders	Junior Senior	CCA Leaders Camp	CCA-based events Sports Day/ Team Challenge CCA Orientation Open House Other school events e.g. National Day celebrations, Teacher Day celebrations, etc.
Student Executive Committee	Member EXCO	SEC Training <ul style="list-style-type: none"> <li>• Leadership Profiling</li> <li>• Organizational Skills</li> <li>• Project Management</li> </ul>	Student Leaders Investiture SEC Presidential Elections Primary School Publicity Outreach Primary School Prefects Training Student Initiated Programs (Canteen performance & Dialogue Sessions)

# STUDENT LEADERSHIP FRAMEWORK

**Table 3: Definition of Student Leadership posts**

POSITION	TIER	REMARKS
Class committee members	1	Appointed by Form Teachers to assist with various roles, e.g. Emergency representative, Values-in-Action representative, Environment representative, IT representative, etc.
Subject Representatives	1	Appointed by Subject Teachers to help with subject-related matters.
Class Committee Leaders	2	Students who are in the following positions: 1. Chairman 2. Vice-Chairman
Junior CCA Leaders	2	CCA members in lower secondary who have been earmarked to take on key positions within the CCA <u>and</u> have successfully completed the Sec 2 CCA Leaders Camp.
Senior CCA Leaders	3	Captains and Vice-Captains of Sports and Games CCAs, Presidents and Vice-Presidents of Clubs and Societies, and Performing Arts CCAs, and Unit Commanders of Uniformed Group CCAs who have organized <u>at least one</u> CCA-based camp.
Student Executive Committee (SEC) Member	3	Students who have been nominated by their CCA teachers <u>and</u> successfully completed the SEC Training Programme.
SEC EXCO Members	4	SEC members who have taken on positions as Section Leaders within the SEC <u>and</u> involved in the organization of <u>at least one</u> school event.
SEC Vice-Presidents	4	SEC Vice-President as appointed based on intra-SEC elections.
SEC President	4	SEC President as elected by students and staff.



# VALUES-IN-ACTION FRAMEWORK

## WHAT IS VALUES-IN-ACTION?

The Community Involvement Programme (CIP) has been reframed and named as “Values in Action” (VIA), to place a greater focus on students acquiring values. VIA builds on the strengths of CIP, and encourages students to identify and understand community issues, initiate action among their peers to make a difference and improve the lives of others.

(VIA) activities are learning experiences that support Students’ developments as socially responsible citizens who contribute meaningfully to the community, through the learning and application of values, knowledge and skills. VIA fosters ownership over how they contribute to the community. As part of VIA, Students reflect on their experience, the values they have put into practice, and how they can continue to contribute meaningfully. VIA is an important component of Character and Citizenship Education (CCE).

VIA implementation is done so using the Head, Hands and Heart Approach as shown in Diagram 1.

When engaging the “Head”, Students should be actively involved in their own learning and arrive at a deeper understanding of issues. When engaging the “Heart”, Students should emotionally connect to one another; have a sense of belonging to the Class and in turn to the School, which in turn helps to cultivate a love for the nation. When engaging the “Hands”, Students should make use of opportunities to give back to their School, community and society, and realize that everyone can become leaders in one way or another. This is inline with Springfield Secondary School’s Mission: “Lifelong Learners, Exemplary Leaders”.



Diagram 1  
Source : [www.ne.edu.sg](http://www.ne.edu.sg)

# VALUES-IN-ACTION FRAMEWORK

Every year, for the class-based VIA, Students need to fulfill a minimum of **6 hour requirement to align with LEAPS 2.0 (Through class-based, and own involvement)**. However, the focus is on quality learning rather than completing the number of hours. This involvement is compulsory for each Student to help them achieve a comprehensive and holistic learning experience.

In Springfield Secondary School, we have a structured 4 to 5 year programme that develops the relevant knowledge, skills and attitudes to put values into action. The programme are aligned to the School Values and follow the **3R** approach: **Ready, Render and Reflect**.

Stage	Ready / Render / Reflect	What the stage refers to
<b>Stage 1</b>	<b>Ready</b>	Project Planning & Preparation (Identifying leaning goals)
<b>Stage 2</b>	<b>Render</b>	Project Implementation (Conscious learning)
<b>Stage 3</b>	<b>Reflect</b>	Post-Project Implementation (Reinforcing learning)

Students from Secondary 1 to 5 will go through a structured VIA Programme which will bring them through stages 1, 2 and 3 as stated above.

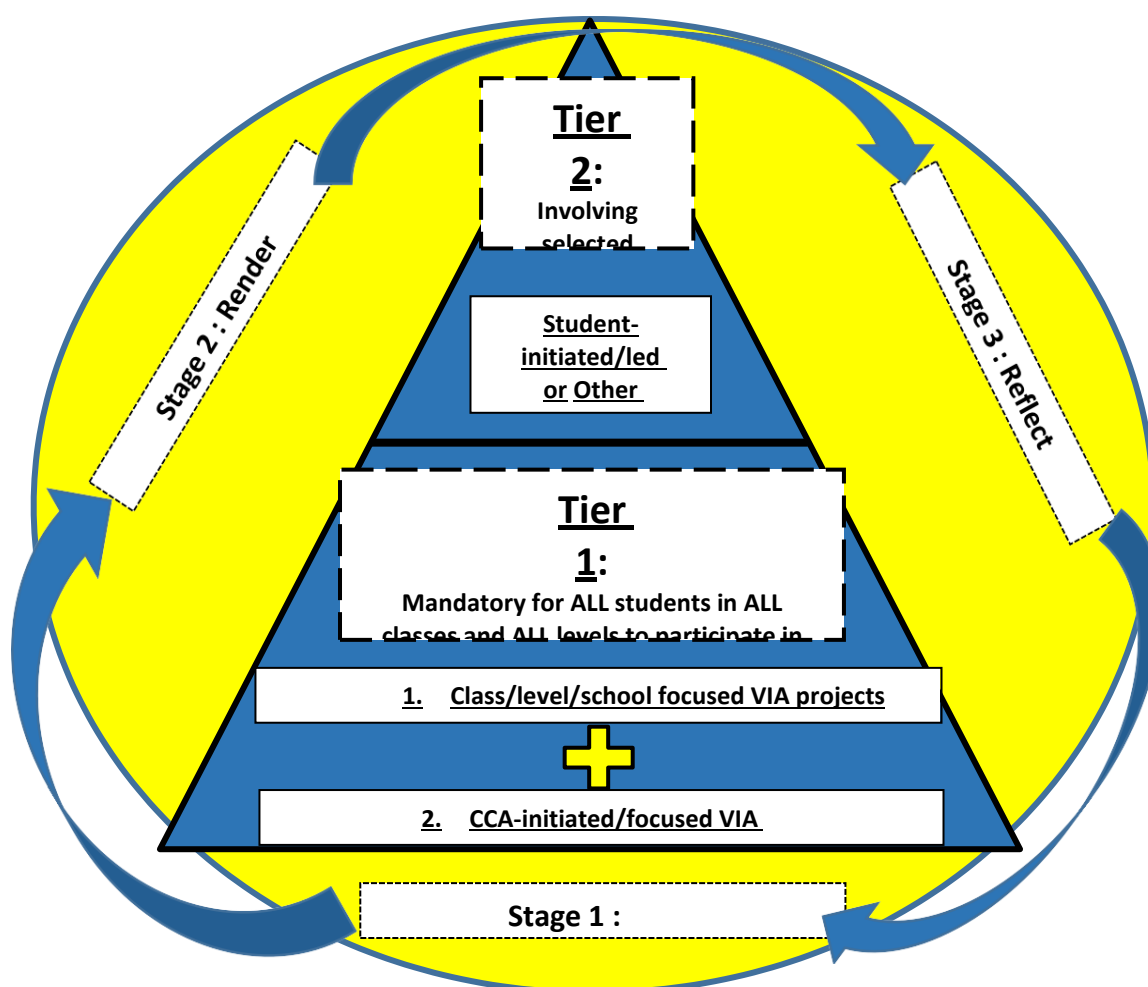
The school values are **Graciousness, Responsibility, Resilience, Integrity** and **Diligence**. Every Student in Springfield Secondary will take part in activities which will emphasise on all 5 values. However for each level, there will be a special elevated focus on one particular school value. The breakdown is shown below:

Level	School Value	How VIA Projects will incorporate our School Values
<b>Secondary 1</b>	Graciousness	The Secondary 1s will focus on kindness projects with the self, the class and the School as the focus using the 3Rs
<b>Secondary 2</b>	Responsibility	The Secondary 2s will focus on environment projects with the class, the school and community as the focus by using the 3Rs
<b>Secondary 3</b>	Resilience	The Secondary 3s will focus on community-centred projects as the focus by using the 3Rs. Classes will work collaboratively and may initiate projects with the community
<b>Secondary 4 &amp; Secondary 5</b>	Diligence & Integrity	The Secondary 4s and 5s will plan and execute social entrepreneurship projects with the aim of raising funds for the School and/or the Community

Upon completion of each VIA activity, every Student is expected to go through the reflection process together with the FT/ Teacher-in-Charge after the activity in order to gain deeper learning.

## Two-tier approach by the school towards VIA

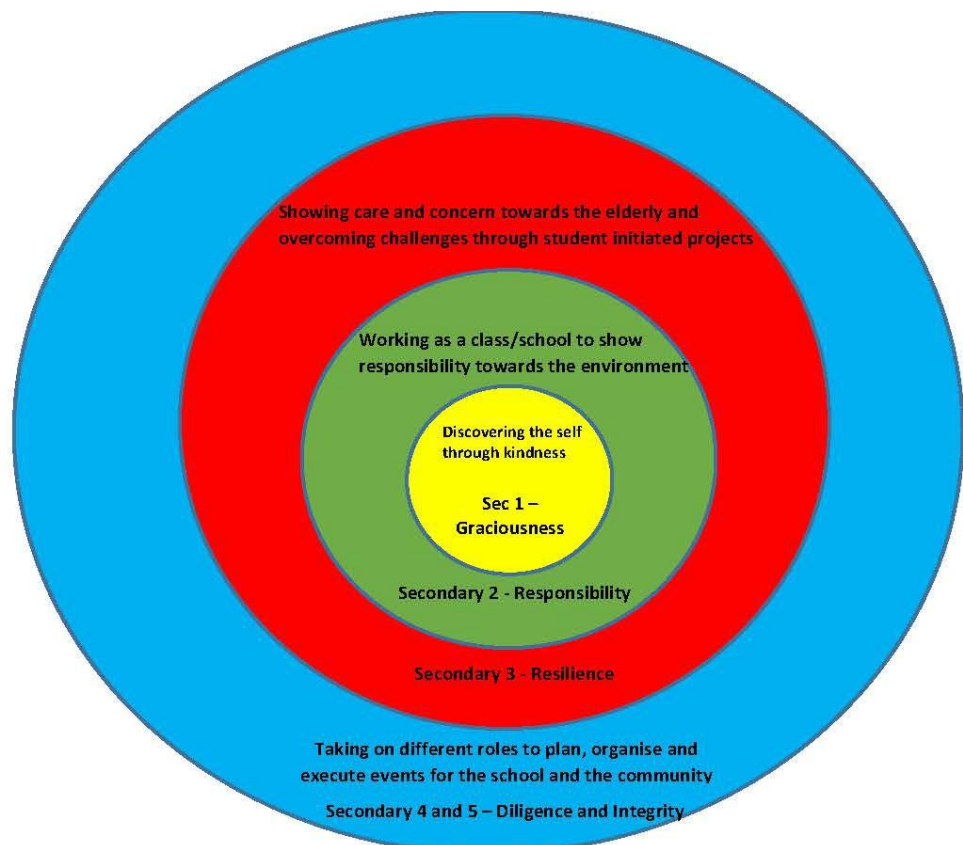
Springfield Secondary School strongly believes in nurturing the leader in every student. As such, the school adopts a 2-tiered approach in ensuring that every Student is given the opportunity to engage in the VIA programme and benefit by doing so. The 3 stages of the VIA programme, Ready, Render and Reflect, will help to shape the meaningful learning experiences each Student obtains as he/she moves up the various tiers.



## Types of VIA Involvement by Students

<p><b>Class/Level/School-focused</b></p> <p>All classes will organize and participate in at least one class/level/school based community outreach activity per year.</p> <p>This will be facilitated by their Form Teachers.</p> <p>All active project participants can get up to 6 hours per year</p>	<p><b>CCA initiated/focused projects</b></p> <p>All CCA groups can organize and undertake at least one VIA project per year as part of the CCA SOW.</p> <p>CCA groups are encouraged to use their specific talents and skills when planning and carrying out VIA projects.</p> <p>The CCA VIA projects will be coordinated by CCA ICs and facilitated by CCA Teachers-in-Charge.</p>	<p><b>Student-initiated / Student-led projects</b></p> <p>Students can form groups and initiate projects as part of student leadership service-learning.</p> <p>OR</p> <p>Teachers can source for projects and students can lead them and participate actively.</p> <p>Form teachers / Teachers-in-Charge will facilitate and monitor.</p>
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**Diagram 2 :**  
**VIA focus for the School**





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 and at least one VIA project that impacts the school or community	Completed at least 24 hours of service and at least two VIA projects that impact the school or community	Completed at least 24 hours of service and at least one student-initiated VIA project that impacts the community beyond the school and at least one other VIA project
<b>Note:</b> 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				

# VALUES-IN-ACTION FRAMEWORK

## VALUES-IN-ACTION REFLECTION FORM

Objectives:

- To consolidate all learning experiences acquired during ready and render stages
- To put into perspective things/actions that were done well/not done so well
- To elicit important learning points and take away messages from the experiences
- To understand if learning outcomes have been met and if not what were the obstacles

3

Things that my classmates and I did well... (They can be from the Ready/Render stages)

2

Things (Skills/Knowledge/Values) I have learnt from this experience... (They can be from the Ready/Render stages)

1

Things I would do differently next time round... (They can be from the Ready/Render stages)

I can understand the Value of (School Value) from the VIA Activities because .....

I am able to apply this Value to my daily life (at home/school) by .....

## STUDENT MANAGEMENT FRAMEWORK



## SCHOOL RULES & CODE OF CONDUCT

Springfield Secondary School strives to create a common place for all Students to learn and live in harmony with one another, regardless of race, language or religion.

While we respect diversity, the School strives to be a common place for all to live and learn together. Hence, the need to comply with a common code of conduct and behaviour in order to safeguard this harmony.

## A. RULES

The following are mandatory rules that all Students must observe:

### 1. NATIONAL ANTHEM & PLEDGE

Students who are Singapore Citizens must sing the National Anthem and recite the National Pledge. Students will recite the National Pledge with the right fist placed over the heart.

### 2. SCHOOL UNIFORM

2.1 Students must wear the prescribed school uniform. Modifications, alterations or additions of any forms to the uniform are NOT allowed. (Please see photograph in Annex Section for a guide on how the school uniform should be worn)

2.2 Students must wear the school uniform smartly with shirts/T-shirts tucked in at all times.

2.3 Students must not wear jewellery, ornaments or any items of religious significance while they are in school uniform. Only female students are allowed to wear only one pair of plain ear studs on the ear lobes and female students not wearing ear studs may wear only 1 pair of transparent ear sticks on the ear lobes.

2.4 During PE lessons, students must be properly attired in school PE T-shirt and shorts, and school approved sports shoes (optional). Students, who have PE lessons in the morning, are allowed to wear half uniform (school PE T-shirt only) after recess. Students, who have PE lessons after recess, are allowed to wear half uniform (school T-shirt only) after recess.

2.5 The school attire is as follows:

DAY	SCHOOL ATTIRE
MONDAY	<ul style="list-style-type: none"> <li>➤ Full school uniform with tie for morning assembly               <ul style="list-style-type: none"> <li>- Sec 1 to 4 – New school uniform with school badge</li> <li>- Sec 5 – Options of either new or old school uniform and mix of both uniform (i.e. old shirt/blouse and new bottom)</li> </ul> </li> </ul>
TUESDAY to FRIDAY	<ul style="list-style-type: none"> <li>➤ Half school uniform White polo T-shirt and school uniform bottom <i>*PE T-shirt and shorts are only allowed during PE lessons and CCA trainings.</i></li> </ul>
For hygiene purpose, ALL students are required to change out of their PE attire after PE lessons to half school uniform as described above.	

2.6 Students must wear only low-cut full white shoes with white socks that are **above and covers the ankle joint**.



### 3. ATTENDANCE & PUNCTUALITY

- 3.1 Students must be punctual for all school activities including flag-raising ceremony, lessons, CCA and official school functions. Students who are absent from any of these activities must produce medical certificates / official documentary proof of absence.
- 3.2 Students leaving school premises during curriculum hours must notify their Form Teachers so that parents and the school are kept informed. Students leaving will need to receive a chit from General Office to give to the Security Guard before proceeding out of school.

### 4. PERSONAL GROOMING

- 4.1 Students must be well-groomed at all times.  
This includes:
  - a) neat and tidy appearance with t-shirts / shirts / blouses neatly tucked in
  - b) well-groomed hair and
  - c) well-trimmed and clean finger-nails
- 4.2 Students must not dye, highlight or tint their hair.
- 4.3 Students must not have tattoos on any part of their bodies and are not allowed to have any kind of body piercing.
- 4.4 Boys must maintain short decent hair lengths with a slope at the back. Fringes must not touch the eyebrows. (Please see photograph in Annex Section for a guide on student's personal grooming)
- 4.5 Boys must be clean-shaven at all times.
- 4.6 Girls with hair reaching below their collars must keep their hair neatly tied up using black hair clips or black hair bands.
- 4.7 Girls with short hair must ensure that their hair is above the collar of the blouse.
- 4.8 Girls must comb and tuck their fringes neatly behind their ears and not allow the fringes to hang loosely in front. (Please see photograph in Annex Section for a guide on student's personal grooming)

Students wearing spectacles must take note that all brightly-coloured and flashy spectacles are **NOT** allowed. Only dark coloured frames for spectacles are allowed. In addition, coloured contact lens are **NOT** allowed.

### 5. CLEANLINESS

- 5.1 Students must not litter in and out of the school premises.
- 5.2 Students must do their part to maintain the state of cleanliness in the school premises.

### 6. SCHOOL AND PUBLIC PROPERTY

- 6.1 Students must not vandalize school or public property.
- 6.2 Students must handle with care all furniture and equipment in the school and return them to their proper place after use.

## 7. CONDUCT

### 7.1 CLASSROOM / SPECIAL ROOMS / LABORATORY

- 7.1.1 Students must always maintain a conducive learning environment in the classroom.
- 7.1.2 Movement from one place to another must be done in a quiet and orderly manner.
- 7.1.3 Students must obtain the exit 'Pass' from the teachers and wear it prominently when they leave the classrooms.

### 7.2 CANTEEN

- 7.2.1 Consumption of food and drinks beyond the canteen is not allowed except for plain/mineral water which can be brought back to the classrooms.
- 7.2.2 Students must queue in an orderly manner for food and drinks in the canteen.
- 7.2.3 Students must ensure that tables and benches are kept clean during and after their meals.
- 7.2.4 Eating utensils must be deposited in the receptacles provided by the stalls. Disposable cups and food wrappers must be thrown into the rubbish bins.

### 7.3 STAFF ROOM

- 7.3.1 The Staff Rooms is out of bounds to all students unless their presence is required by the teacher.

### 7.4 SCHOOL FACILITIES

- 7.4.1 Use of school facilities like the School Hall, Indoor Sports Hall, ITR Rooms and other special rooms must be with the permission and presence of the teacher-in-charge.
- 7.4.2 The specific rule pertaining to the use of the various school facilities must be strictly adhered to at all times.

## 8. USE OF SMART GADGETS

The use of smart gadgets is NOT allowed during curriculum UNLESS permission is granted by the teacher. All mobile phones are to be switched off or turned to the silent mode and kept in the bags during curriculum time and not displayed on or under the table. Students may ask for permission from the teacher to use their mobile phones should there be an urgent need.

## 9. INTERNET RULE & SOCIAL MEDIA ETIQUETTE

These rules apply to all types of communication, postings or pictures on the Internet:

9.1 To uphold integrity in the use of the internet. Do not use the internet to post unsubstantiated, insensitive, insulting or hostile materials or information against anyone, including the school, teaching and non-teaching staff and fellow Springfielders.

9.2 To respect others, and show responsibility by thinking carefully before giving comments. Do not use any form of vulgarities or expletives. This includes the suggestion of vulgarities or expletives, for example, writing the first letter of the word and replacing the rest of the letters with symbols or dashes.

9.3 Do not infringe any copyright law.

9.4 Do not post or access materials with pornographic content.

Students who have infringed any of the above rules will be dealt with accordingly either by the school or the relevant authorities.

## 10. BANNED ITEMS

The following items are banned in school

- a) Chewing gum / Bubble gum
- b) Pornographic materials
- c) Lighters / Inflammable substances e.g. petrol, kerosene, gas cylinders
- d) Any Tobacco products / Imitation tobacco products
- e) Inhalant substances and other hazardous materials which pose a potential danger to both school environment and property
- f) Weapons e.g. knives, metal rods or any other items which may cause grievous hurt to others
- g) Poker cards or other card types that promotes gambling

Any of the above items found in the student's possession will be confiscated and the consequences will be meted out accordingly.

## B. CONSEQUENCES

There are three forms of consequences in varying degrees of severity which will be administered to a student who has committed any offence:

### 1. REFLECTION TIME-OUT AND/OR COUNSELLING

1.1 Students are liable for the above consequences if they commit any of the following offences :

- a) late for school
- b) skipping classes / lessons
- c) truancy
- d) persistent non-submission / late submission of assignment
- e) improper attire (see Rule A4.1)
- f) improper grooming (see Rule A4.3 and 4.6)
- g) other minor offences - failure to return eating utensils after eating, littering, etc

1.2 Repeated offences will result with immediate suspension from class or school.

### 2. IN-HOUSE SUSPENSION, HOME SUSPENSION, COUNSELLING AND /OR CANING

2.1 Students will be liable for immediate suspension and/or caning (boys) if they commit anyof the following offences :

- a) gambling
- b) smoking / possession of cigarettes / lighter
- c) fighting / hooliganism
- d) vandalism
- e) theft / shoplifting
- f) possession of pornographic materials
- g) use of abusive language / gestures
- h) defiance and rudeness to any members of the school staff
- i) infringement of Internet rules and etiquette

***Offences not listed here will be handled by the school on a case-by-case basis.***

## A. CONDUCT GRADES

1. Conduct grades are awarded to a student to reflect his / her attributes and general conduct throughout each of the two semesters in a school year. Students will be appraised as follows:

Conduct Grade	Descriptors
Excellent	Exhibits ALL GRRID values No late-coming No discipline case No issues during attire check No absence w/o valid reasons Regular CCA attendance Role Model
Very Good	Exhibits most GRRID values (4 out of 5) Attends school regularly 1 day late coming AND cleared 7:11 Seldom have issues during attire check No discipline case Regular CCA attendance
Good	Exhibits some GRRID values (3 out of 5) Attends school regularly 2 – 3 late coming AND cleared 7:11 Some issues during attire check No discipline case Regular CCA attendance Attempts to improve and is improving
Fair	Seldom exhibits any GRRID values Attendance is below 80% Has discipline case(s) Irregular CCA attendance No attempt to improve
Poor	Out of school No attempt to be back in school Case by case basis to be discussed with HOD SM and YHs

2. Conduct grades are given by the form teachers of the class and approved by the HOD PE/CCA, YH and HOD/SM.

3. When a student commits any of the offences outlined in B2.1, his/her conduct marks will not be better than Fair. Failure to attend major school events or non-participation in CCA will also result in a Fair conduct grade being awarded.

## B. GENERAL

These rules and regulations serve as a guide and are subjected to review by the School Management.

Rules and regulations pertaining to specific matters on various aspects of school activities will be issued by the school as and when it is necessary to supplement or to reinforce the existing set of school rules.

## Annex for Attire and Grooming

Springfielders are expected to have a neat and tidy appearance, wear the prescribed School Uniform according to the

School Rules and behave in a respectful manner. Any modification to the School Uniform is NOT Allowed.

The prescribed School Uniform must be worn by the Springfielder whenever in the School premises, or whenever they are out of School for School Activities.

School level T-Shirts and School PE Shorts are to be worn for PE Lessons ONLY. Students must change back to their Uniform shorts/skorts/pants/skirts after PE.

## Guidelines for Full School Uniform

### Hair (Boys)

Hair should be kept short (not touching the eyebrows, ears and collar) and not tinted or dyed. Male students must be clean-shaven.

### Pants (Upper Secondary Boys)

Pants must not be tapered. Pants must cover to top of the shoes so that no sock or skin is seen while standing upright or walking.

### Shoes

Only covered laced low-cut full white shoes, together with a pair of plain white socks covering the ankles must be worn at all times.

Shoes must be kept clean. Sports shoes are allowed during sports-related CCA activities and during the school holidays. Students are allowed to wear sports shoes during PE lessons but they must change back into their white shoes after their PE lessons

### Hair (Girls)

Hair should be kept clean, neat and not tinted or dyed. Long fringes should be pinned up neatly using black/dark green hairpins.

Shoulder-length hair or any longer must be tied up using only black/dark green hair accessories.

### Accessories (Girls)

Female students are allowed to wear only one pair of plain ear studs on the ear lobes and female students not wearing ear studs may wear only 1 pair of **transparent ear sticks** on the ear lobes.

### Skirts (Girls)

Skirts must be of knee length (touch the top of the kneecap).





# Guidelines for Half School Uniform and PE Attire

## Hair (Boys)

Hair should be kept short (not touching the eyebrows, ears and collar) and not tinted or dyed. Male students must be clean-shaven.

## Hair (Girls)

Hair should be kept clean, neat and not tinted or dyed. Long fringes should be pinned up neatly using black/dark green hairpins.

Shoulder-length hair or any longer must be tied up using only black/dark green hair accessories.

## Accessories (Girls)

Female students are allowed to wear only one pair of plain ear studs on the ear lobes and female students not wearing ear studs may wear only 1 pair of **transparent ear sticks** on the ear lobes.

## Skorts (Girls)

Skorts must be of knee length (touch the top of the kneecap).

## Shoes

Only covered laced low-cut full white shoes, together with a pair of plain white socks covering the ankles must be worn at all times.

Shoes must be kept clean. Sports shoes are allowed during sports-related CCA activities and during the school holidays. Students are allowed to wear sports shoes during PE lessons but they must change back into their white shoes after their PE lessons.

## Uniform Shirt or T-shirt

Shirts must be tucked in neatly at all times.  
PE T-shirts need to be tucked in after any physical activities or PE lessons.



## 1 EXAMINATION RULES AND REGULATIONS

*It is mandatory for all students to be familiar and comply with all examination rules and regulations.*

1.1 You **must not** have in your possession:

1.1.1 Any unauthorised electronic, communication, entertainment or gaming devices capable of capturing, storing, displaying and / or transmitting and / or receiving visual, audio or verbal information within the examination 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 players.

1.1.2 Any unauthorised reference materials, notes or paper. Examples of unauthorised materials include (but are not limited to) conversion table / mathematical formula sheet enclosed in or printed on the mathematical instrument box, study note(s), personal writing paper(s), any question paper(s) from previous examinations, sticky note(s), personal flash drive(s), well-wishes card or plush toy(s).

All stationery / belongings taken into the examination venue (eg. pencil case, calculator(s), mathematical set, ruler) must not have any unauthorised notes / information written on them.

1.1.3 Any calculator or dictionary that are not listed in the list of approved calculators / dictionaries. You can refer to SEAB website or check with your subject teachers for the list of approved calculators and dictionaries / e-dictionaries. You are to check with your teachers which papers allow the use the calculators / dictionaries.

1.2 You must not commit or attempt any acts of dishonesty, or support such acts. For example, writing information / notes on any part(s) of your body, using unauthorised devices, or giving answers to or obtaining answers from another student.

1.3 You must not commit plagiarism, or support such acts. For example, copying from someone else's work.

1.4 You must not communicate or attempt to communicate with other student(s) / unauthorised person(s) during the examination, or during any occasion when communication is strictly prohibited. For example, when answer scripts are being collected, or during movement to the quarantine area.

1.5 You should only face the front and must not turn around during the examination.

1.61.6 You must not write or draw anything that is offensive or obscene in your answers.

1.71.7 You must not exhibit improper conduct or misbehaviour during the examination. For example, disturbing other students or disobeying instructions from examination personnel.

1.81.8 You must not leave the examination venue, quarantine or holding room unescorted or without permission from the examination personnel.

1.91.9 You must not flip open or turn over the question paper until you are instructed to do so.

You must stop writing and close the answer booklet (if applicable) after the invigilator has made the announcement to do so. You are to remain seated quietly while your answer script is being collected and counted.

- 1.10 You must not remove any examination material(s) and stationery without permission. These can include:
- any answer booklet(s), writing paper(s), storage device(s) and other used or unused examination stationery from the examination venue;
  - laboratory equipment, device(s) and chemical(s).
- 1.11 If you are wearing outerwear (e.g. jackets, cardigan, windbreaker, sweater) into the examination venue, you must ensure that your outerwear do not have any unauthorised materials or devices. You may be asked to remove the outerwear for checking before or during the examination.
- 1.12 You must be neatly attired with proper hairstyle, in compliance with the school rules as to grooming and attire.
- 1.13 You are to bring their own stationery and will not be allowed to borrow any items from another student during the examination.

## 2 INSTRUCTIONS FOR SITTING THE EXAMINATIONS

### 2.1 Reporting for examination

2.1.1 You are required to report at least 30 minutes before the start of the examination. You must be seated at your assigned desk at least 15 minutes before the start of the examination.

2.1.2 You will not be given any make-up time if you report late for examination. Students who report later than 15 minutes after the start of the paper will only be allowed to take the examination with the approval of the Principal, Vice-Principal or a Head of Department.

2.1.3 If you report after the end of the examination, you will be marked as absent for the paper and will receive an "ABSENT" for the subject.

### 2.2 During examination

2.2.1 You must not open the question paper and answer booklets or start reading and writing unless you are told to do so by the examination personnel.

2.2.2 You must read the instructions and questions carefully. You are to raise their hand to clarify with the examination personnel if there is any doubt.

2.2.3 You are NOT allowed to leave the Examination Room until the whole duration of paper is over and the examination personnel dismisses you. You must leave the Examination Room quietly as examination may still be going on in other parts of the school.

## 3 INSTRUCTIONS FOR UNEXPECTED SITUATIONS

3.1 All absences MUST be supported by a valid Medical Certificate. Letters from Parents and Medical Certificates issued by Traditional Chinese Medical (TCM) Practitioners WILL NOT be accepted. There will be no arrangements for re-examination.

3.2 Students who are affected by a Major Train Disruption, must still report to School. You will be allowed to sit for the full duration of the paper with the approval of the Principal, Vice-Principal or Head of Department.

## 1. DEFINITION OF HOMEWORK

1.1 Homework refers to any learning activity that Students are required by the School to revision of School Work or studying for tests and Examinations

## 2. OBJECTIVES OF HOMEWORK

### 2.1 Enable students to:

- (a) Reinforce learning and deepen understanding of lessons taught;
- (b) Practise and apply regularly the skills and concepts taught;
- (c) Develop good study skills and habits; and
- (d) Take greater ownership and responsibility for independent learning

### 2.2 Enable teachers to:

- (a) Consolidate learning that has taken place in class;
- (b) Check for Students' understanding and progress, so as to provide timely feedback, intervention and support; and
- (c) Review effectiveness of lesson

### 2.3 Enable parents to:

- (a) Have timely information on the learning progress of their child; and
- (b) Have an opportunity to be involved in the Child's Learning

### 3. KEY CONSIDERATIONS FOR HOMEWORK ASSIGNMENT

#### 3.1 Homework assigned by teachers will take into account the following key considerations:

- (a) For holistic development, Students need a balanced life with adequate time for family bonding, social activities, personal interests and rest;
- (b) The amount of Homework given should be age-appropriate and take into account the competing demands on Students' time (e.g. CCA, Competitions, Enrichment Classes, tests, Examinations);
- (c) There is a point of diminishing returns to giving more homework and homework overload can have detrimental effects on learning;
- (d) Assignment of Homework, if un-regulated and un-coordinated across subjects/ departments, can lead to homework overload; and
- (e) Amount of Homework assigned to Students, where appropriate, should be differentiated, such as academic courses or ability level

3.2 The School will strive to ensure that Homework assigned is reasonable and able to meet the holistic developmental and learning needs of the child

3.3 The School will monitor and engage feedback from stakeholders periodically to understand issues and concerns, review processes and policy and take necessary intervention when needed to ensure that the holistic development needs of the child are met;

### 4. KEY EXPECTATIONS FOR STUDENTS REGARDING HOMEWORK ASSIGNED

#### 4.1 Students will be expected to:

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

4.2 Parents can support their child by:

- (a) Creating a Home Environment conducive for studying and completion of Homework;
- (b) Supervising and providing support for Child's Learning;
- (c) Reinforcing good study habits and attitudes;
- (d) Being mindful of the stresses arising from School Homework and out-of-school activities, and help their Children prioritise their time among these activities; and
- (e) Working in partnership with Teachers to support Child's Learning and Development

## Vision Statement

Springfield Secondary School is committed to providing an Environment that stimulates growth in our Students. We encourage them to be responsible, resilient and resourceful, hence leading them towards personal well-being in their cognitive, social, emotional, physical and mental development.

The School aims to enable Students to embrace opportunities and create their own paths to success.

## Guidance Officers and Counsellors

The School Counsellor (SC) works with Staff, Students, Parents, External Professionals and Community agencies to provide quality School Counselling Support for Students' mental health, and social-emotional development. Students can schedule an appointment by approaching their Form Teacher for a referral to the Counselling Unit.

The Allied Educator (Learning and Behavioural Support) provides structured and systematic support to students with mild Special Educational Needs (SEN) in mainstream schools to enable them to cope with the academic, social, physical and emotional demands of school life, depending on their individual needs. This may include in-class support and specialised lessons.

The Student Welfare Officer (SWO) provides social support to the Students at-risk, which may include working with their Families and other Community Partners to address barriers to learning and strengthening the safety net for these Students.

The Education and Career Guidance (ECG) Counsellor guides students in planning and making informed decisions for their Education and Career Pathways, as well as helps them explore their strengths and interests, in relation to their aspirations, through ECG Counselling, workshops and other activities. Students can find ECG resources or schedule an Appointment by visiting [go.gov.sg/ecgspf](https://go.gov.sg/ecgspf) (also accessible via the QR Code below).







**Mr Sebastian Seet**  
**School Counsellor**

**Location: Staff Room, Level 2**



**Ms Janine Mathieu**  
**Learning and Behavioural Support Officer**

**Location: LBS Room, Level 4**



**Ms Nashrin Banu**  
**Learning and Behavioural Support Officer**

**Location: Staff Room, Level 2**



**Ms Rajeswary Rajaindern**  
**Student Welfare Officer**

**Location: LBS Room, Level 4**



**Ms Kathrine Yang**  
**Education and Career Guidance Counsellor**

**Location: Library, Level 2**

*Note: Ms Yang will only be available on Thursdays*

## Useful Social-Emotional Skills

### A. ANGER MANAGEMENT

Anger is a normal emotion. But when it gets out of control and turns destructive, it can lead to problems – problems in School and in your personal relationships.

The goal of anger management is not to suppress feelings of anger but rather to understand the message behind the emotion and express it in a healthy way without losing control.

To manage anger, Students need to:

- Identify physiological signs of anger (e.g rapid heart rate, feeling hot etc.)
- Identify situations that trigger the anger
- Use coping strategies to cool down



## B. ASSERTIVENESS

Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive or passively accepting 'wrong'.

Assertive individuals are able to get their point across without upsetting others, or becoming upset themselves.

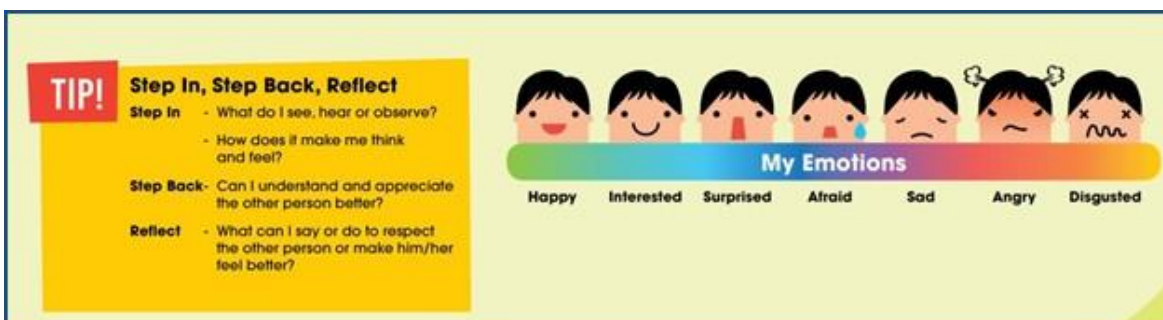


## C. SOCIAL AWARENESS AND EMPATHY

Being socially aware is to be able to recognize the feelings and perspective of others, appreciate diversity and show respect for others regardless of differences.

When Students take perspective and see things from another's point of view, they are better able to understand and interact with others.

By observing and being more attuned to a friend's non-verbal cues (e.g body language), Students learn to be a better listener and to understand how a friend feels.



## D. RESPONSE TO HURTFUL BEHAVIOURS

Hurtful behaviours include aggressive acts with the intention to hurt a person on purpose. These aggressive acts can be Physical, Verbal, Relational and/or in Cyber space.

There is an imbalance of power where the victim finds it difficult to defend himself/herself, especially when such acts happen repeatedly or frequently.

When a Student witnesses an aggressive act, it is important for the Student to report the incident to a Teacher or any trusted adult.

The student can also respond using:

TIP!

**S.W.O.R.D.**

**S**ay "Stop it!"

**W**alk away with the victim of hurtful behaviour

**O**penly and respectfully disagree with hurtful words or behaviour

**R**emind the perpetrator to calm down and be kind

**D**eclare that everyone deserves kindness and respect

Students can contribute to build a supportive environment by looking out for and providing support to their friends in need:

Students can use the 5 steps of the **CHEER** model to give help when they observe that their friends are visibly distressed:



**Calm your friends down**

Allow your friends time to cool down. Ask them to take deep and slow breaths to calm their emotions.



**Hear your friends out**

Listen attentively to your friends' words or feelings. Keep an open mind. Do not judge or interrupt.



**Empathise with your friends**

Understand how they feel by putting yourself in their shoes. Check if you have understood your friends' issues and emotions correctly.



**Encourage your friends to seek help**

If your friends cannot resolve the problem, encourage them to talk to a trusted adult, such as a parent, teacher or School Counsellor.



**Refer your friends to a trusted adult**

Talk to a trusted adult if you are worried that your friends may hurt themselves or others, or if the problem continues for a long time.

## Students' Hotline / Helpline

### Self-Help Lines

Name of Organisation	Contact Information	Type of Assistance
Singapore Association for Mental Health (SAMH)	1800-283-7019 (Weekdays 9am-6pm) Email: <a href="mailto:counselling@samhealth.org.sg">counselling@samhealth.org.sg</a> <a href="https://www.samhealth.org.sg">https://www.samhealth.org.sg</a>	Improve the lives of individual with mental issues and provide support for their families
BABES (Beyond Social Service)	8111 3535 (24 hrs) Email: <a href="mailto:hello@babes.org.sg">hello@babes.org.sg</a> <a href="http://babes.org.sg">http://babes.org.sg</a>	Provide support for pregnant teens in crisis
National Addictions Management Service (NAMS)	6732 6837 (All Addictions) 1800-666-8668 (gambling) (Daily 8am-11pm) <a href="https://www.nams.sg">https://www.nams.sg</a>	Provide treatment and support for addictions to drugs, alcohol, gambling and others
Help 123 (By TOUCH Youth Intervention)	1800-6123-123 Email: <a href="mailto:hello@help123.sg">hello@help123.sg</a> <a href="http://www.help123.sg">www.help123.sg</a>	A one-stop service for youth cyber wellness issues
Samaritans of Singapore (SOS)	1800-221-4444 (24 hrs) Email: <a href="mailto:pat@sos.org.sg">pat@sos.org.sg</a> <a href="https://www.sos.org.sg">https://www.sos.org.sg</a>	Provide emotional support and befriending to those who are distressed and suicidal
EC2 Singapore	<a href="https://www.ec2.sg/">https://www.ec2.sg/</a>	Provide free online counselling dedicated to youth and young adults of Singapore
Shan You Counselling Centre (Mandarin)	6741 0078 (Weekdays 12pm-6pm, Saturday 1pm - 5pm)	Provide free telephone counselling services in Mandarin to help with bereavement and other crisis situations

**Family Lines**

<b>Name of Organisation</b>	<b>Contact Information</b>	<b>Type of Assistance</b>
Social Service Office (SSO) @ Tampines	1800-222-0000 (24 hrs) Location: Our Tampines Hub, Public Service Centre	Provide social assistance for low-income individuals and families
TRANS Safe Centre (Bedok)	6449 9088 (Weekdays 9am-5pm) Email: transsafe@trans.org.sg <a href="https://www.breakthesilence.sg">https://www.breakthesilence.sg</a> <a href="http://www.transfamilyservices.org.sg">http://www.transfamilyservices.org.sg</a>	Provide help to victims of abuse, persons who abuse and their families who are affected by the abuse
Care Corner Centre for Co-Parenting	6258 0020 Email: ccp@carecorner.org.sg	Promote the well-being of parents and children in divorce situations
Credit Counselling	6225-5227 (Weekdays 9am-6pm) Email: enquiry@ccs.org.sg <a href="https://www.ccs.org.sg">https://www.ccs.org.sg</a>	Assist people who are seeking help for serious debt problems
SBL Vision Family Service Centre	6544 2263 Email: sbl@sblvisionfsc.org.sg <a href="http://www.sblvisionfsc.org.sg">http://www.sblvisionfsc.org.sg</a>	Provide support and care that promotes the well-being of the individual, the family and the community
Thye Hua Kwan Family Service Centre (Bedok North)	6449 1440 Email: bnfsc@thkmc.org.sg <a href="http://www.thkmc.org.sg">http://www.thkmc.org.sg</a>	Provide support and care that promotes the well-being of the individual, the family and the community

**General Emergency Hotlines**

Non-Emergency Ambulance 1777 (24 Hrs)
Fire / Ambulance 995 (24 Hrs)
Police 999 (24 Hrs)



**SCIENCE LABORATORY RULES****HOUSEKEEPING**

- Only enter or work in laboratories when a teacher is present
- Laboratory storerooms and preparation rooms are out of bounds
- Long hair should be tied back to avoid and interference with laboratory work
- Eating and Drinking are prohibited
- Covered shoes should be worn in the laboratories at all times
- Articles of clothing must not pose a safety risk in the conducting of lab activities (e.g. ties are not allowed)

**PERSONAL PROTECTIVE EQUIPMENT**

- Safety goggles should be worn whenever there is any risk of injury to the eyes
- Protective gloves and clothing should be worn when handling hazardous materials

**COMMUNICATION**

- Report damaged equipment, breakages, accidents and spillage to the Teacher immediately
- Seek clarification from the Teacher if instructions for an experiment are not thoroughly understood
- Report unlabelled chemicals to the Teacher immediately. Unlabelled chemicals should not be used

**FOLLOWING PROCEDURES**

- Work thoughtfully and purposefully. Playing around and other acts of carelessness are strictly prohibited
- Only carry out activities or investigations that are authorized and supervised by Teachers

**USING TOOLS AND EQUIPMENT**

- Follow the correct procedures when handling equipment, e.g. positioning of hand when using a pipette
- Discard sharp waste objects such as needles, razors or pins in a sturdy puncture-proof container designated for sharps, not in waste-bins or thrash bags

**VISUAL FOCUSING**

- Be aware of the evacuation route in the event of emergencies such as fire
- Be aware of the location and use of first aid and emergency facilities, such as emergency eye-washers, showers, first-aid boxes and fire extinguishers, in the laboratory

**MATERIAL HANDLING**

- Chemicals or other materials must never be tasted unless you are specifically directed by the Teacher
- Wash hands thoroughly before leaving the laboratory, regardless of whether or not gloves were worn
- Students should not take apparatus or chemicals out of the laboratory without the permissions of a Teacher

**BODY POSITIONING AND EQUIPMENT**

- Be mindful of where you stand in the laboratory, e.g. never stand facing a test-tube that is being heated by the Bunsen burner

**TECHNOLOGY WORKSHOP RULES****A) GENERAL RULES**

- No work is to be carried out in the absence of a teacher or instructor. All tools and equipment must be checked at the beginning and end of every practical session. Missing tools must be reported immediately to the Teacher
- Female students with long hair must be neatly tied up during practical lessons
- Watches and ties must not be worn during practical lessons
- Faulty tools and machines must be reported to the Teacher immediately
- All accidents and injuries must be reported immediately to the Teacher. Injuries, however slight, must be given first aid treatment immediately, and medical attention sought if necessary
- Students must not remove the safety guard of any machine

**B) ATTIRE**

- All students must put on an apron for any practical lessons

**C) SPECIFIC RULES PERTAINING TO:**

- (i) Hand Tools
  - The right tools must be used for the right job and returned to its proper place after use
  - Extreme care must be exercised when handling sharp-pointed or sharp-edged tools
  - Tools that are blunt, worn out or in poor condition must not be used
- (ii) Power Tools
  - Students must not operate power tools and machines unless they have been instructed on their correct usage. They must obtain the permission of the Teacher before using the power tools
  - Eye-shields or goggles must be worn when power tools are being used
- (iii) Materials
  - Wear a pair of goggles and a face mask if dust and fumes are produced when working on any material
  - Work in a well-ventilated area when chemicals are used
  - Wear protective gloves when heat is involved

## KITCHEN SAFETY & PERSONAL HYGIENE RULES

**DO NOT ENTER THE KITCHEN WITHOUT YOUR TEACHER.**

**Before cooking, observe the following rules:**

1. Tie up long hair to prevent hair from catching fire accidentally
2. Wash your hands and dry them well – the water dripped on floor can cause it to be slippery
3. Tie up your apron securely as any loose clothing might get in the way or catch on something

**During the preparation of food, observe the following rules:**

4. When handling knives:
  - (a) Be alert and pay attention when you are using a knife. Don't get distracted or take your eyes off what you are doing
  - (b) Always carry a knife with the blade pointing downwards and do not point it at anyone
  - (c) Do not put knives or other sharp objects in a sink full of water. Someone may reach in and get hurt
  - (d) Do not hand a knife directly to someone. Set down the knife on the table and let the other person pick it up
5. **When handling electrical appliances:**
  - (a) Always handle electrical appliances e.g cake mixer, blender etc with dry hands as wet hands increase the conductivity of electric current
  - (b) Never use equipment with frayed cords, damaged insulation or broken plugs. Inform your teacher immediately if you do spot any damage to the equipment
  - (c) Keep electrical cords away from the stove top, oven and sink
6. Wipe up spills immediately. Keep the floor dry so that no one slips and falls
7. Keep paper towels, dish cloth, tea towels and oven gloves away from the top of the stove so they don't catch fire

**During the cooking of food, observe the following rules:**

8. Always use oven gloves to handle food on the stove, in the oven or microwave and on the grill
9. When working with pots on the stove, to hold the handle while stirring to prevent the pot from slipping off the burner
10. Turn pot handles away from the front of the stove to prevent anyone bumping into them
11. Never douse water on a cooking fire- it could make fire bigger. Cover the fire with a lid instead
12. Never add water to a pan with oil in it. The oil could splatter and burn someone.
13. If you burn or cut yourself, inform your Teacher immediately.

**After your practical lesson, observe the following rules:**

14. Before leaving the kitchen, check that the switches to the oven and burners are all turned off

Computers are used to support and enhance learning. Internet access allows users to share resources, innovations, experiences and interact with people from all over the world. This policy is intended to prescribe the appropriate behaviour and use of ICT resources by Users (Students) in an effective, ethical and lawful manner.

This policy applies to the use of the ICT resources owned and managed by Springfield Secondary School, as well as those brought in for use by Users. ICT resources include Computer Accounts, Servers, Disk Storage, Software, Email, Public Folders, Network and Internet. All Users are to comply with this Policy.

## GENERAL POLICY

Users (Students) shall:

1. use the ICT Resources according to the purpose for which they are provided, for Teaching & Learning activities outside Curricular Hours
2. not engage in any activities relating to the use of the ICT Resources which will be in violation of the Laws in Singapore, in particular (but not limited to), the Computer Misuse Act (Cap 50A, available at <http://statutes.agc.gov.sg/>) as maybe amended from time to time.

Some examples of such illegal use are:

- (i) Downloading, distribution, sharing or storing of seditious, obscene or pornographic materials;
- (ii) Infringement of any copyright and intellectual property rights
3. use only software that meets legal requirements, such as having valid licences
4. not use, modify or adapt ICT resources for commercial purposes or financial gains
5. report immediately any violations or suspected violations of laws or policies as well as any loopholes or potential loopholes in the security of the ICT Resources to the School's ICT Department

## COPYRIGHTED MATERIALS & LICENSED SOFTWARE, PROGRAMMES & DATA

Users (Students) shall:

6. not transfer, duplicate, make available or obtain illegally any copyrighted material including, but not limited to, agreements, licensed software, programmes, data, music, films and other literary and artistic works
7. not make, store transmit, upload or make available unauthorized copies of copyrighted material on the school's systems, equipment or storage media, or via the School Network or the Internet using the School's Systems, Equipment or Storage Media
8. not assist or participate in any infringement of copyrighted materials by operating or connecting to a peer to peer network or index, using the School's Systems, Equipment or Storage Media;
9. respect the rights of others by complying with all the School policies regarding the protection and use of intellectual property
10. not install unlicensed or unauthorized software in the local hard disk or server drives; and comply with the guidelines of any third party organization that the School may from time to time agree to adopt for its implementation

## ACCOUNT USER IDs (ie NRICs) AND PASSWORDS

Users (Students) shall:

11. be RESPONSIBLE and ACCOUNTABLE for all activities conducted via his/her account
12. not reveal their Login User IDs (NRICs) and Passwords (to any School System) assigned to them
13. not use the User Account for any ILLEGAL activities. These include making unauthorized attempts to gain access to any account(s) not belong to him/her, hacking into Computer Systems, spreading Computer Viruses or sending UNDESIRABLE Materials
14. It's recommended for Students to change the temporary or issued Password at their first logon especially their Email Addresses. They shall change their Passwords regularly to prevent break-in and whenever there is any indication of possible System or Password compromise

## COMPUTER SYSTEM AND ELECTRONIC STORAGE MEDIA

Users (Students) shall:

15. ensure their Systems are adequately protected before connecting to the School's Network
  - a. ***An up-to-date Anti-Virus Software installed and activated,***
  - b. ***A personal firewall installed and activated,***
  - c. ***Latest Software Security Patches installed***
16. not place their Computer and Portable Electronic Storage Media near an external window or public access area where it could be subjected to physical theft
17. NOT LEAVE their Computer and Portable Electronic Storage Media UNATTENDED. If it is not possible, the Computer shall be securely locked away when not in use or secured with a cable lock by attaching it to something immovable

## WHEN TRAVELLING OVERSEAS FOR INTERNATIONALIZATION PROGRAMME

18. Users are not allowed to use MOE-issued Notebooks for Overseas travel without the Principal's permission. After permission has been granted by the Principal, Users shall only hand-carry their Computer and Portable Electronic Storage when travelling overseas. **These shall not be checked in as check-in luggage.**
19. When clearing customs, Users shall hold onto their Computer and Electronic Storage device until the person in front has gone through the method detector and shall continue to keep an eye on them when they go through the X-ray belt and emerge on the other side of the screener

## EMAIL USAGE

Users (Students) shall:

20. not transmit libelous, slanderous, defamatory in nature, threatening or abusive messages or any messages that may be reasonably construed as such
21. not forward messages containing general appeals or warnings like 'Virus Warnings', 'Request for help', by mass mail or otherwise
22. not forge the identity of or impersonate another person in an email
23. not knowingly transmit by email any harmful or malicious content (e.g. Viruses) or any other content or material that may otherwise violate the civil and criminal laws of Singapore
24. not flood an individual, group or Email System with numerous or large emails

## INTERNET ACCESS, USAGE AND SOCIAL NETWORKING

Users (Students) shall:

25. be discerning when accessing websites. They shall avoid websites of unknown or disreputable origin
26. be **Responsible** for all content that they upload, post, email, transmit or otherwise make available via the School Network
27. NOT upload or download, send or post, enter or publish any content to the Internet that is
  - ✓ **objectionable or illegal under the Singapore Law,**
  - ✓ **against the public interest, public order, national interest, racial and religious harmony,** or which offends good taste or decency, or is **otherwise indecent, obscene, pornographic or defamatory,**
  - ✓ **confidential, distasteful or prejudicial to the good name of the School**
28. be mindful of public nature of the Internet and shall not discuss or disclose confidential and proprietary information of the School or any organization
29. be respectful to Staff and fellow Schoolmates and their rights for privacy
30. be mindful of the need to protect their own privacy

## SEGREGATED WIRELESS SCHOOL NETWORK CONNECTION

31. Users are allowed to use the Wireless School Network - **SWN@SSOE** available in the School Premises
32. Users are not allowed to share their IAMS User IDs (NRICs) and Password to anyone else to use the SWN@SSOE Wireless Network
33. Users shall not install and operate their own Wireless Access Points emulating or interrupting the performance of the School's Network Infrastructure Wireless Access Points
34. Users shall not attempt to monitor another User's Data Communications nor access, read, copy, change or delete another person's files or software without authorization
35. Users shall not install or use diagnostic and/or vulnerability scanning tools on school's network under any circumstances, as such tools may be used to compromise the security of the network
36. Users shall not indiscriminately issue search instructions and download data manually or via automated intelligent agents that may potentially consume large amount of network / Internet bandwidth and ICT resources, or which may degrade the network performance
37. ***In an event that the situation poses an immediate security threat to the ICT resources or other external systems, the school may disconnect the user's computer or ICT equipment from the school's network and/or disable the user account for further pending actions and notify the user accordingly***



## LOAN OF ICT NOTEBOOKS / TABLETS OR USE OF PERSONAL SMART DEVICES / NOTEBOOKS / TABLETS

38. Users (Students) are allowed to do a short term loan / home-loan of Notebooks and iPads from the School ICT Department with the Request of Need/Approval from their Form/Subject Teachers AND Parents' Acknowledgement
39. Users (Students) are to be RESPONSIBLE for the safe-keeping of the Equipment at all times. Users (Students) are to check and ensure that the ICT equipment loaned are returned back in good working condition
40. ***Users (Students) will have to bear the cost of any repair or loss of Equipment to the School - A Police Report has to be made and accompanied with any loss of Notebooks, Tablets, Smart Devices, iPads loaned from the School***
41. Users (Students) are allowed to bring to School their own Smart Devices/Notebooks/ Tablets for their use. Additional Guidelines on use of Personal Smart Devices/ Notebooks/Tablets in School
42. Users (Students) are to ensure that all personal ICT/ Smart Devices are kept secured under their safe- keeping at all times. Users (Students) are to be responsible for any loss of such ICT Devices
43. Users (Students) are allowed to use the Internet Connection for their Personal use and are to abide the guidelines stipulated under the AUIP for Springfield Secondary School

***Failure to adhere to the policy and guidelines above may result in the suspension or revocation of the User (Student) Account. In serious cases, Users (Students) may also face disciplinary action in School and/or prosecution in the court of law if he/she uses his/her account for illegal purposes***

# SCHOOL EMERGENCY EVACUATION PROCEDURES

## **A. PRIOR TO AN EMERGENCY EVACUATION**

- ❖ Be familiar with the Evacuation plan based on your Classroom / Learning Room Location
- ❖ Ensure that the doors are open and accessible for movement
- ❖ Have your Personal medication with you at all times

## **B. DURING AN EMERGENCY EVACUATION**

- ❖ If you are at the Incident area, you may alert the School through the fire call point or call the General Office
- ❖ Move away from the Incident area immediately to a safe location
- ❖ Stop work, remain calm and listen to the Instructions and Updates given through the Public Address (PA) System
- ❖ Avoid Incident area during Evacuation and use the nearest alternative corridor and/or staircase
- ❖ Bring along your personal medication
- ❖ Provide assistance to those who may need help
- ❖ If time permits, turn off all lights and fans
- ❖ Move orderly to the stated assembly location

# SUBJECT-BASED BANDING (SBB) FOR SECONDARY ONE STUDENTS

## WHAT IS SUBJECT-BASED BANDING (SECONDARY)?

SBB(Sec) is one of many pathways for students to nurture their aptitudes and enhance their access to opportunities throughout their educational journey. SBB (Sec) allows your child to take specific subjects at more demanding level starting from Secondary 1 if he is found suitable to do so. If he is in the N(A) or N(T) course, he may be able to take some subjects at Express or N(A) Level to allow him to stretch himself and acquire deeper competencies in his area(s) of strengths.

## HOW DOES SUBJECT-BASED BANDING (SECONDARY) WORK?

N(A) and N(T) students are eligible to take some subjects (English Language, Mathematics, Science and Mother Tongue Languages) at more demanding level starting from Secondary 1 if they have performed well in these subjects at the Primary School Leaving Examination (PSLE):

- N(A) and N(T) students who scored AL5 or better in a PSLE Standard subject can take the subject at the Express Level; and
- N(T) students who scored at AL6 or better in a PSLE Standard subject or AL A in a PSLE Foundation subject can take it at N(A) Level.

N(A) and N(T) students who do well in school-based examinations may also be considered to offer Humanities subjects (Geography, History, Literature in English) in addition to the above mentioned subjects at more demanding level from Secondary 2, if found suitable to do so by their schools.

## INTAKES OF SBB STUDENTS

1st SBB Intake – After Secondary One Posting

- Eligibility criteria based on PSLE Results  
Eligible students would be given an option letter for the respective subjects through Parents Gateway.

2nd and 3rd SBB Intake

- Students who are not offered SBB based on their PSLE subject grades but subsequently perform well in specific subjects and in the overall average may be offered EL/MA/Sc/MTL at a higher level.
- Offer will be made at the middle or end of the academic year.

Additional Points to take note

- Students should take no more than 3 subjects at higher level so as to ensure that they can cope with the overall academic demands.
- Students offering higher level subjects will sit for assessments and examinations at the higher level. For example, SBB EL Students from the N(A) course will sit for the same Express examination paper as their peers from the Express Course.

## ASSESSMENTS AND EXAMINATIONS

The promotion of students from one level to the next is based on the students' performance in both the Weighted Assessments (W.A.) and Semestral Assessments (S.A.)

### Weighted Assessments (W.A.)

- The marks for Weighted Assessments may include marks from a class test, practical test, portfolio and performance task, etc.

### Semestral Assessments (S.A.)

- One Semestral Assessment (End-of-Year Examination) is conducted for Sec 1, 2 and 3.
- Two Semestral Assessments (Mid-Year and Preliminary Examination) are conducted for Secondary 4 and 5.

The results for the Weighted Assessments and Semestral Assessment are reflected in the Progress Reports / Holistic Development Profile Report issued at the end of each term. Parents are to sign on the Reports.

### Overall Marks

The Weighted Assessment and Semestral Assessment for Sec 1, 2, 3, 4 and 5 will make up the overall marks for each subject in the following proportion:

Level	Semester	W.A. 1	W.A. 2	W.A. 3	S.A.	Overall
Sec 1, 2 & 3	One	15%	15%			100%
	Two			15%	55%	
Sec 4 & 5	One	10%			20%	100%
	Two				70%	

*\* Weightings for selected subjects may differ from above.*

## CONDITIONS FOR PROMOTION

Course	Level	Promotion
Express	Sec 1 & 2	Pass in English Language and attain an overall percentage of 50% or more
	Sec 3	C6 or better in English Language and 2 other subjects
	Sec 4	Based on GCE O level result
Normal Academic	Sec 1,2 & 3	Grade 5 or better in English Language and 2 other subjects OR Pass in 4 subjects
	Sec 4	Grade 5 or better in English Language, Mathematics and 3 other subjects with an aggregate score not exceeding 19 points for English, Mathematics and 3 other best subjects in the GCE N level Examination
	Sec 5	Based on GCE O level result
Normal Technical	Sec 1,2 & 3	Attain Grade D or better in 2 subjects, one of which should be English Language or Mathematics
	Sec 4	Based on GCE N level result

## DESCRIPTORS FOR GRADES

### Sec 1 – 4 Express and Sec 5 Normal Academic Courses

Grades	Marks (%)	Description
A1	75 and above	Demonstrate very good understanding of the subject
A2	70 – 74	
B3	65 – 69	Demonstrate good understanding of the subject
B4	60 – 64	
C5	55 – 59	Demonstrate adequate understanding of the subject
C6	50 – 54	
D7	45 – 49	Demonstrate elementary understanding of the subject
E8	40 – 44	
F9	39 and below	Has not met minimum requirements for the subject

### Sec 1 – 4 NORMAL ACADEMIC COURSE

Grades	Marks (%)	Description
1	75 and above	Demonstrate very good understanding of the subject.
2	70 – 74	
3	65 – 69	Demonstrate good understanding of the subject
4	60 – 64	
5	50 – 59	Demonstrate adequate understanding of the subject
U	49 and below	Has not met minimum requirements for the subject

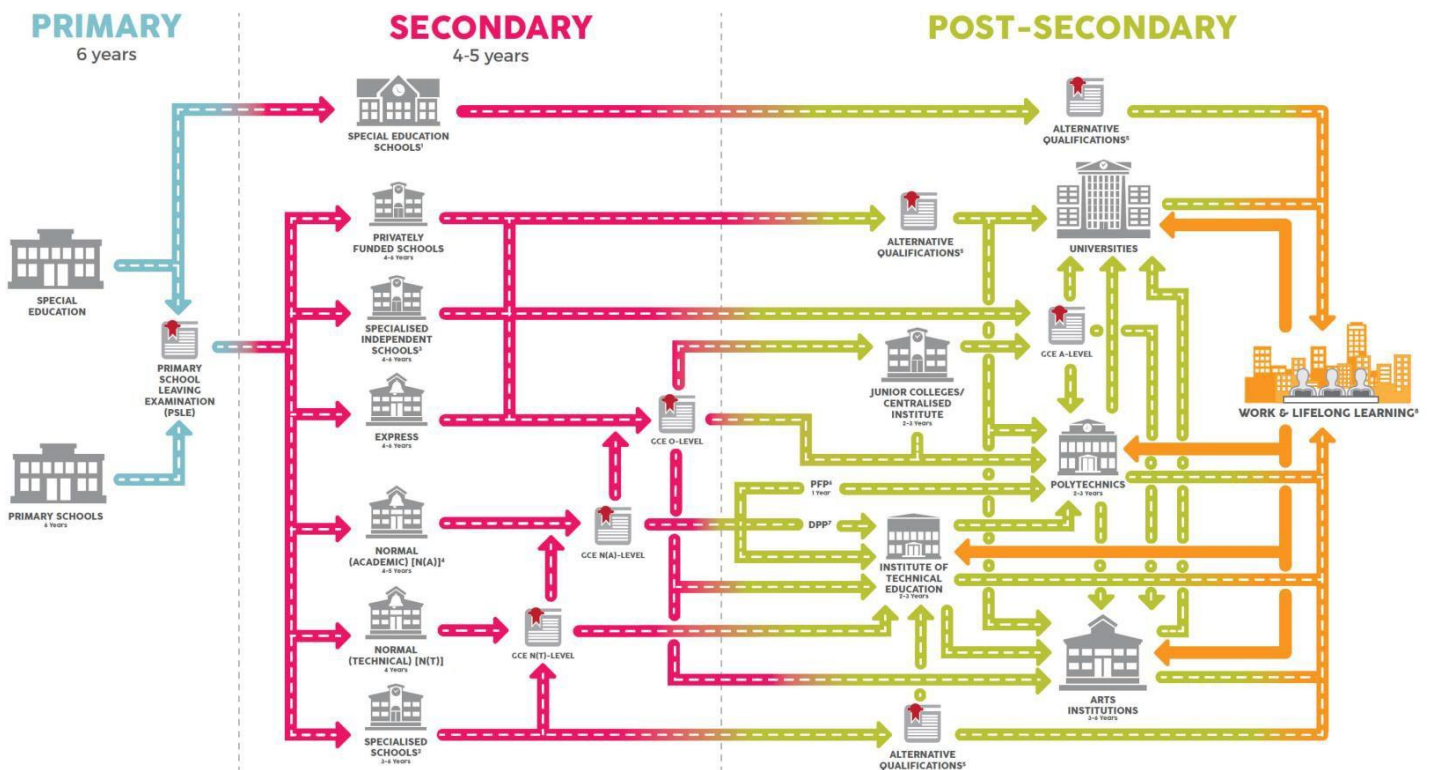
### Sec 1 – 4 NORMAL TECHNICAL COURSE

Grades	Marks (%)	Description
A	75 and above	Demonstrate very good understanding of the subject
B	70 – 74	
C	60 – 69	Demonstrate good understanding of the subject
D	50 – 59	Demonstrate adequate understanding of the subject
U	49 and below	Has not met minimum requirements for the subject

There is also provision for lateral transfer to a more academically demanding course for the lower secondary levels. The school will assess the suitability of students for the lateral transfers. As a guideline, students should be deemed able to cope with the rigour of the more demanding course (especially in literacy and numeracy), and have generally obtained a minimum of 70% in the overall percentage of all subjects combined.

# ADMISSION CRITERIA TO POST-SECONDARY EDUCATION

## Singapore's Education System: An Overview



<sup>1</sup> Students in special education schools which offer the national primary curriculum will sit for PSLE. Some students in Pathlight School who take the national secondary curriculum may also sit for the GCE N- or O-level examinations. Note: This has not been fully represented in the graphic.

<sup>2</sup> Specialised schools offer customised programmes for students who are inclined towards hands-on and practical learning. Some also offer N(T)-Level exams. These schools are Northlight School, Assumption Pathway School, Crest Secondary School and Spectra Secondary School.

<sup>3</sup> Specialised Independent Schools offer specialised education catering to students with talents and strong interests in specific fields, such as the arts, sports, mathematics and science, and applied learning. These schools are the School of the Arts, Singapore Sports School, NUS High School of Mathematics and Science, and the School of Science and Technology. Eligible students of the Singapore Sports School can progress directly to Republic Polytechnic. Eligible students of the School of the Arts can pursue a diploma programme at the Nanyang Academy of Fine Arts via special admissions after their fourth year of study.

<sup>4</sup> Secondary 4N(A) students who do well in their GCE N(A)-Level can apply for the Nanyang Academy of Fine Arts (NAFA) Foundation Programme (NFP). NFP is a full-time, one-year practice-based programme that prepares students to pursue a diploma in the creative arts at NAFA. Successful applicants will be given a provisional offer of admission to the diploma courses. Upon successful completion of the NFP, students will be offered a place in their chosen diploma courses.

<sup>5</sup> Alternative Qualifications refer to qualifications not traditionally offered at mainstream schools in Singapore.

<sup>6</sup> The Polytechnic Foundation Programme (PFP) is a diploma-specific foundation programme conducted by the polytechnics over two academic semesters for students who have completed Secondary 4N(A). Students who successfully complete the PFP may progress directly into the first year of their respective polytechnic diploma courses.

<sup>7</sup> The Direct-Entry Scheme to Polytechnic Programme (DPP) is a through-train pathway to polytechnics via ITE, for students who have completed Secondary 4N(A). DPP students who successfully complete a two-year Higher Nitec programme at ITE and attain the required qualifying Grade Point Average (GPA) scores are guaranteed a place in a polytechnic diploma course mapped to their Higher Nitec course.

<sup>8</sup> Adults and working professionals are encouraged to upskill and reskill through quality learning options in lifelong learning provided by our Institutes of Higher Learning as well as Singapore Workforce Skills Qualifications (WSQ) training providers accredited by SkillsFuture Singapore.

Note: Students can opt to transfer laterally between Express, N(A) and N(T), if they are assessed to be more suitable for these courses. (This has not been fully represented in the graphic.)

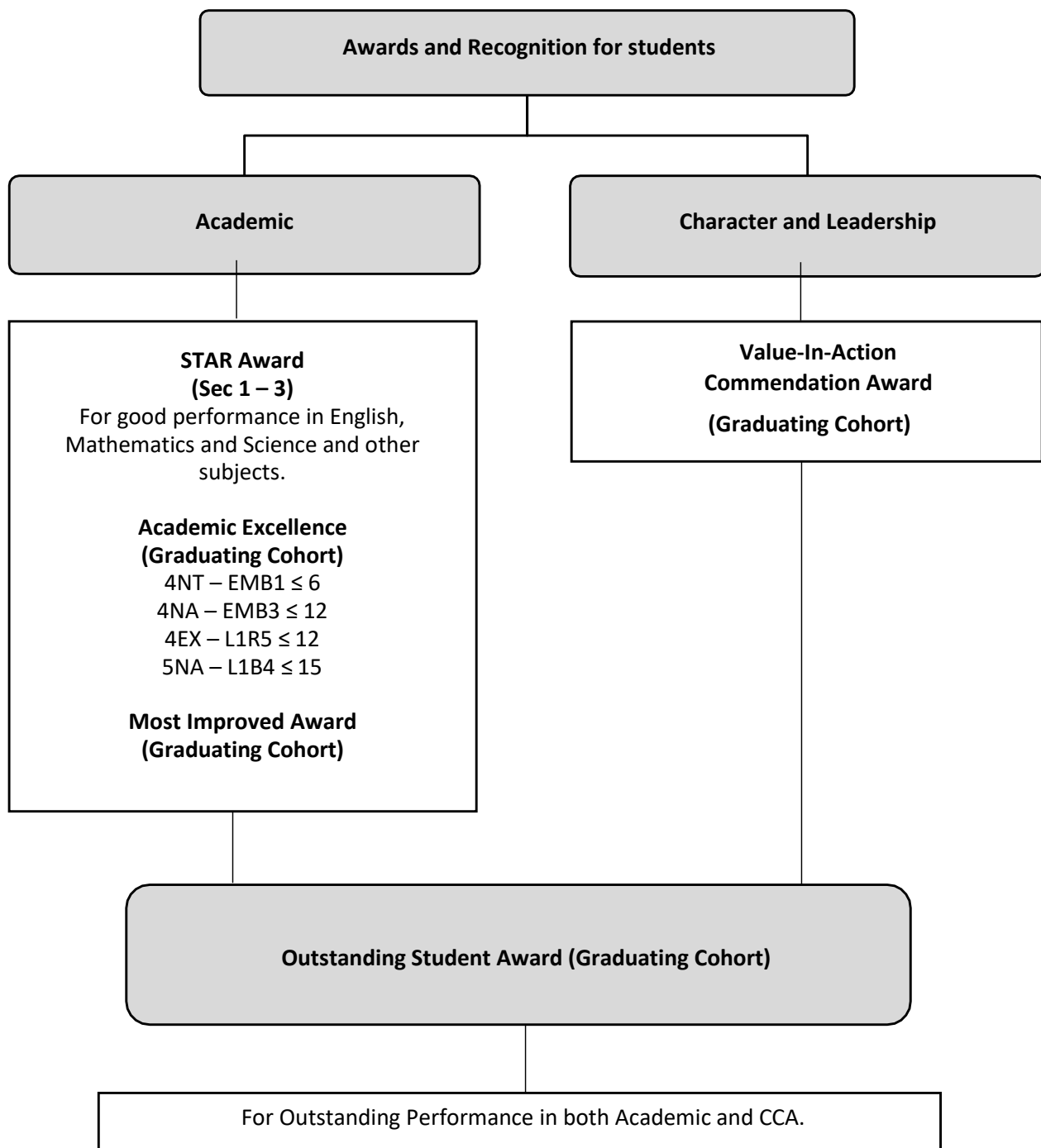


## POLYTECHNIC EARLY ADMISSIONS EXERCISE (EAE)

In Academic Year 2019, the five polytechnics (Nanyang Polytechnic, Ngee Ann Polytechnic, Republic Singapore Polytechnic and Temasek Polytechnic) admitted about 20% of their Academic Year intake EAE. The EAE intake may differ from year to year, and would depend on student demand and the quality applications.

Course Types	Aggregate Requirements		Remarks	
<u>POLYTECHNIC FOUNDATION PROGRAMME (PFP)</u>  1500 places set aside each year nationwide  To attend the 1-year Polytechnic Foundation Programme	English (EL) + Math (MA) + Best 3 other subjects (B3)	ELMAB3 ≤ 12	Grade 3 or better for EL, MA, 1 relevant subject and 2 other subjects excluding CCA.  Note: Some courses may require Grade 2 or better for EL	
			The following GCE 'O' Level Grade Conversion Matrix will be adopted during computation of aggregates.	
			'O' Level Grade	Aggregate Point for PFP
			A1 – B3	1
			B4 – C6	2
			D7	3
<u>DIRECT-ENTRY-SCHEME TO POLYTECHNIC PROGRAMME (DPP)</u>  To attend the 10-weeks Preparatory Course to prepare for Higher Nitec courses	English (EL) + Math (MA) + Best 3 other subjects (B3)	ELMAB3 ≤ 19	Grade 4 or better for both EL and MA required in the computation of ELMAB3.  Note: Some courses may require Grade 3 or better for EL	
<u>SEC 5 'N' ACADEMIC</u>	English (EL) + Math (MA) + Best 3 other subjects (B3)	ELMAB3 ≤ 19	Grade 5 or better for both EL and MA required in the computation of ELMAB3.	

## SCHOOL AWARDS AND RECOGNITION



## School Advisory Committee (SAC) Excellence Award

For Graduating students who have achieved Academic Excellence in the National Examination and display Outstanding Qualities in Conduct and CCA

### Pre-Requisite

**Very Good** Conduct grade and  
**Excellent** CCA grade (under LEAPS 2.0)



### Qualifying Criteria

Level/Stream	Criteria
4 NT	EMB1 - 6 points or lesser
4 NA	EMB3 – 12 points or lesser
4 EXP	L1R5 – 12 points or lesser
5 NA	L1B4 – 15 points or lesser

### Award Quantum

\$100 per Distinction (A1 or A2) for NA and Exp and grade “A” for NT, subject to a cap of \$500 per student

## EDUSAVE AWARDS

Type of Edusave Awards	Criteria	Monetary Amount
Edusave Scholarship for Secondary Schools (ESSS)	<ul style="list-style-type: none"> <li>• Top 10% of each level &amp; stream in terms of academic performance</li> <li>• Overall marks of at least 50%</li> <li>• Singapore citizen</li> <li>• Good conduct</li> </ul>	\$500
Edusave Merit Bursary (EMB)	<ul style="list-style-type: none"> <li>• Top 25% of each level &amp; stream in terms of academic performance (excluding those awarded Edusave Scholarships)</li> <li>• Overall marks of at least 50%</li> <li>• Singapore citizen</li> <li>• Good conduct</li> <li>• Gross monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)</li> </ul> <p><i>*Students who are eligible will receive application form by post.</i></p>	\$350
Edusave Good Progress Award (GPA)	<ul style="list-style-type: none"> <li>• Top 10% of each level &amp; stream based on progress</li> <li>• Overall marks of at least 50%</li> <li>• At least 10% improvement in rank</li> <li>• Singapore citizen</li> <li>• Good conduct</li> </ul>	\$200
Edusave Awards for Achievement, Good Leadership and Services (EAGLES)	<ul style="list-style-type: none"> <li>• Pass School Exam</li> <li>• Singapore citizen</li> <li>• Good conduct</li> <li>• Leadership Qualities, Service to Community/Schools and Excellence in Non-Academic Activities</li> <li>• Meet selection criteria laid down by the school, according to its CCA emphasis and needs</li> </ul> <p>10% of the number of Singaporean students</p>	\$350
Edusave Character Award (ECHA)	<ul style="list-style-type: none"> <li>• Singapore citizen</li> <li>• Demonstrate exemplary character and outstanding personal qualities through the students' behaviour and actions</li> <li>• Based on school-based selection criteria</li> </ul> <p>2% of the number of Singaporean students from S1 to S5</p>	\$500

## AWARDS AND RECOGNITION

## Eligibility Criteria and Type of Benefits

	TYPES OF SCHEMES	
	Ministry of Education Financial Assistance Scheme (MOE/FAS)	School Advisory Committee's Financial Assistance (SAC/FAS)
Eligibility Criteria	<p>Needy Singaporean Students from Families who meet the Criteria:</p> <p>Monthly gross income ≤\$2,750 or Per Capita Income ≤\$690</p>	<p>Per Capita Income ≤\$750</p> <p><i>*Students who do not meet the MOE FAS Income criteria, will be considered on a Case-by-Case basis</i></p>
<p><b>Monthly Gross Income = Monthly Income before CPF Deduction + Regular Allowance + Overtime Pay</b></p> <p><b>Per Capita Income = Total Gross Income ÷ No. of Household Members who are staying in the same household</b></p>		
Type of Benefits Provided	<ul style="list-style-type: none"> <li>▪ Full Waiver of School Fees (\$5/month)</li> <li>▪ Full Waiver of Standard Miscellaneous Fees (\$10/month)</li> <li>▪ Free Text Books, Workbooks &amp; Writing Materials</li> <li>▪ Free School Attires (2 sets of School Uniform, PE Attire, 1 Pair of Shoes and 2 Pairs of Socks)</li> <li>▪ Transport Allowance - \$25/month               <ul style="list-style-type: none"> <li>○ \$15/month – MOE</li> <li>○ \$10/month – School</li> </ul> </li> <li>▪ Meals Subsidy - \$5.80/day</li> </ul>	<ul style="list-style-type: none"> <li>▪ Full Waiver of School Fees (\$5/month)</li> <li>▪ Full Waiver of Standard Miscellaneous Fees (\$10/month)</li> <li>▪ Free Text Books, Workbooks &amp; Writing Materials</li> <li>▪ Free School Attires (2 Sets of School Uniform, PE Attire, 1 Pair of Shoes and 2 Pairs of Socks)</li> <li>▪ Transport Allowance – NIL</li> <li>▪ Meals Subsidy - \$5.80/day</li> </ul>
<p>Other Benefits: Subsidy on Other Teaching &amp; Learning Materials / Programme (On a Case by Case basis)</p>		
<p><b>HOW TO APPLY:</b> Application forms can be obtained from the School General Office or downloaded from School Website @ <a href="https://springfieldsec.moe.edu.sg/about-us/admin-matters/financial-assistance">https://springfieldsec.moe.edu.sg/about-us/admin-matters/financial-assistance</a></p> <p>Completed Application Forms with the supporting documents stated in the Application Form must be submitted to the School's General Office for processing.</p>		