



QUEENSTOWN SECONDARY SCHOOL

Student Handbook 2026

Contents

| | |
|--|-----------|
| About Nation | 2 |
| National Symbols | 2 |
| National Education | 4 |
| 21 st Century Competencies and Desired Student Outcomes | 5 |
| About Queenstown Secondary School | 7 |
| School Vision, Mission and Values | 7 |
| School Motto, Philosophy, Crest and Creed..... | 8 |
| Our School Song “Dare to Serve” | 9 |
| Brief History of Queenstown Secondary School | 10 |
| Academic Matters | 12 |
| QTSS Total Curriculum Framework..... | 12 |
| Policy On Examinations, Promotions and Lateral Transfers..... | 13 |
| Full Subject-Based Banding | 19 |
| Subjects Offered..... | 20 |
| Student Development | 23 |
| Conduct Grade Descriptors | 23 |
| Rubrics for Assessment of Personal Qualities in Holistic Development Profile | 24 |
| CCA Policy and Guidelines | 27 |
| A Holistic Education for Secondary School Students – LEAPS 2.0..... | 29 |
| Code of Conduct | 31 |
| School Rules & Regulations | 31 |
| Physical Education Rules and Regulations..... | 44 |
| General Laboratory Safety Regulations..... | 46 |
| Learning Commons@Quest Rules | 47 |
| Information Technology / Media Resource Usage Policy | 48 |
| QTSS Personal Learning Device (PLD) User Guide and Advisory | 49 |
| Acceptable Use Policy (AUP) | 53 |
| Computer Lab Rules | 54 |
| Emergency Evacuation Route | 55 |

About Nation

National Symbols

National Flag



The National Flag consists of two equal horizontal sections, red above white. A white crescent moon occupies the upper left red section. Next to the moon are five white stars arranged in a circle. Each feature of the Flag bears a unique symbolic meaning. Red stands for universal brotherhood and equality of man. White symbolises pervading and everlasting purity and virtue. The crescent moon represents a young nation on the ascendant, and the five stars depict Singapore's ideals of democracy, peace, progress, justice and equality.

National Anthem

Majulah Singapura

Mari kita rakyat Singapura

Sama-sama menuju bahagia

Cita-cita kita yang mulia

Berjaya Singapura

Marilah kita bersatu

Dengan semangat yang baru

Semua kita berseru

Majulah Singapura

Majulah Singapura

Onward Singapore

Come, fellow Singaporeans

Let us progress towards happiness together

May our noble aspiration bring

Singapore success

Come, let us unite

In a new spirit

Let our voices soar as one

Onward Singapore

Onward Singapore

National Coat of Arms



The State Crest of Singapore is formed by a shield emblazoned with a white crescent moon and five white stars against a red background. Red is used to symbolise universal brotherhood and the equality of man, while white signifies pervading and everlasting purity and virtue. The five stars represent the national ideals of democracy, peace, progress, justice and equality. This motif is also found on the National Flag. Supporting the shield are a lion on the left and a tiger on the right. A banner below the shield is inscribed with the Republic of Singapore's motto, 'Majulah Singapura' (meaning 'Onward Singapore' in Malay). The lion embodies Singapore itself while the tiger represents Singapore's historical ties with Malaysia.

National 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

National Education

National Education provides opportunities for our Queenstownians to explore and examine their identity as Singaporeans and arrive at a common set of ideals and values. Therein allowing Queenstownians to acquire the following key citizenship dispositions:

Citizenship Dispositions

- **A sense of belonging:**

To develop a deeper understanding of who we are, and a shared understanding of the values that are important to us as a nation.

- **A sense of reality:**

To be aware of the contemporary realities — including Singapore's constraints and vulnerabilities — which affect us as a nation amidst the backdrop of a less predictable world.

- **A sense of hope:**

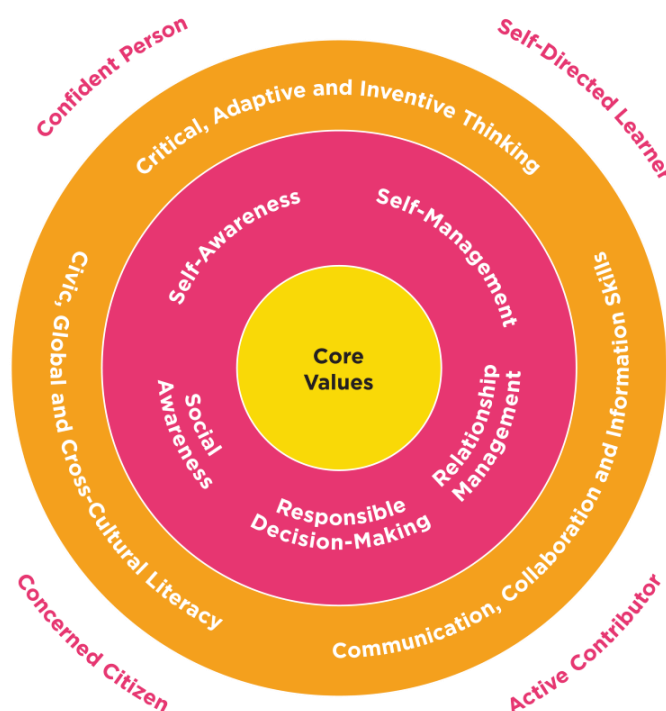
Having confidence and optimism in Singapore's future and the resilience to face the challenges ahead.

- **The will to act:**

To be active citizens who have a collective resolve and a sense of shared mission towards building a Singapore for all.

For more information, go to: <https://www.moe.gov.sg/education-in-sg/our-programmes/national-education>

21st Century Competencies and Desired Student Outcomes



©2023 Ministry of Education, Singapore

Core Values

Respect: Our students demonstrate respect when they believe in their own self-worth and the intrinsic worth of people.

Responsibility: Our students are responsible when they recognise they have a duty to themselves, their families, community, nation and the world, and fulfill their responsibilities with love and commitment.

Resilience: Our students are resilient when they demonstrate emotional strength and persevere in the face of challenges. They show courage, optimism, adaptability and resourcefulness.

Integrity: Our students demonstrate integrity when they uphold ethical principles and have the moral courage to stand up for what is right.

Care: Our students are caring when they act with kindness and compassion, and contribute to the betterment of the community and the world.

Harmony: Our students uphold harmony when they promote social cohesion and appreciate the unity and diversity of a multicultural society.

Social-Emotional Competencies

- Self-Awareness
- Self-Management
- Responsible Decision-Making
- Social Awareness
- Relationship Management

Emerging 21st Century Competencies

Building on a sound character foundation, the following Emerging 21st Century Competencies enable students to thrive in and beyond school while living, learning and working in rapidly changing, highly digitalised, and interconnected environments:

- Critical, Adaptive and Inventive Thinking
- Communication, Collaboration and Information Skills
- Civic, Global and Cross-Cultural Literacy

For more information, go to: <https://www.moe.gov.sg/education-in-sg/21st-century-competencies>

Desired Outcomes of Education

The Desired Outcomes of Education are attributes that we aspire for every Singaporean to possess by the time they complete their formal education. These outcomes establish a common purpose for our educators, drive our policies and programmes, and allow us to consider how well our education system is doing.

A child schooled in the Singapore education system embodies the Desired Outcomes of Education. They should possess a good sense of self-awareness, a sound moral compass, and the knowledge, skills and dispositions to take on the opportunities and challenges of the future.

They should be:

- **Confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgment, think independently and critically, and communicate effectively.
- **Self-directed learners** who take responsibility for their own learning, are curious, reflective, and persevering in the lifelong pursuit of learning, driven by their passion and purpose.
- **Active contributors** who are empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative and strive for excellence.
- **Concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation and take active roles in improving the lives of others.

For more information, go to: <https://www.moe.gov.sg/education-in-sg/desired-outcomes>

About Queenstown Secondary School

School Vision, Mission and Values

Our Vision

Leaders for Tomorrow, Anchored in Values, Committed to Serve.

Leaders for Tomorrow – Tomorrow refers to a future state that is marked by unpredictability – a “VUCA” environment that is Volatile, Uncertain, Complex and Ambiguous. We aim to equip every student with the knowledge, skills and values to enable our students to be a leader who is reflective, passionate, adaptable, innovative and confident. With the knowledge, skills, values and leadership qualities, our students will be able to meet the demands of a “VUCA” environment and thrive in the future world.

Anchored in Values – Values refer to the values of Resilience, Respect, Integrity, Care and Excellence. We aim to instil in our students the values so that they will be able to make ‘right’ decisions in difficult and challenging situations.

Committed to Serve – Serve refer to the desire to actively contribute to the society. In alignment with our school motto of ‘Dare to Serve’, we want our students to be committed to make a positive and lasting contributions to the society upholding the Singapore Spirit.

Our Mission

To nurture all Queenstownians to rise as future-oriented leaders, actively contributing to society.

We are committed to cater to the needs of our students:

- Inculcating the school’s core values of Resilience, Respect, Integrity, Care and Excellence in them
- Developing them to be future-oriented leaders
- Equipping them with 21st century skill sets and mind sets so that they are able to face the demands of the rapidly changing world
- Instilling in them a sense of empathy and the motivation to be of service to the community

Our Core Values

Resilience: We exhibit emotional strength and persevere in the face of challenges.

Respect: We believe in our own self-worth and the intrinsic worth of others.

Integrity: We account for our own actions and have the moral courage to make right decisions.

Care: We act with kindness and compassion, and contribute to the betterment of the community and the world.

Excellence: We take ownership of our learning and constantly strive to improve ourselves.

School Motto, Philosophy, Crest and Creed

Our Motto

Dare To Serve

"Berani Berkhidmat"

Our Philosophy

We believe in the unique worth of the individual, the enhancement of his well-being and symbiotic relation between him and society.

Our School Crest



The School Crest consists of a shield with the school colours, sky Blue and maroon. The sky blue reflects the limitless opportunities to strive for and the maroon signifies the spirit of fraternity.

The open book symbolizes learning and knowledge, and the wheel symbolises the technical aspect of education offered in the school. On the tower, which denotes strength, is the lion which signifies courage and from which Singapore derives its name.

Below the shield is a banner with the school motto "*Berani Berkhidmat*" written on it. The motto, which means "Dare To Serve", is most appropriate at a time when our young independent Singapore requires men and women of courage to serve her and we are confident all Queenstownians will equal to the challenge that lies ahead.

Students' Creed

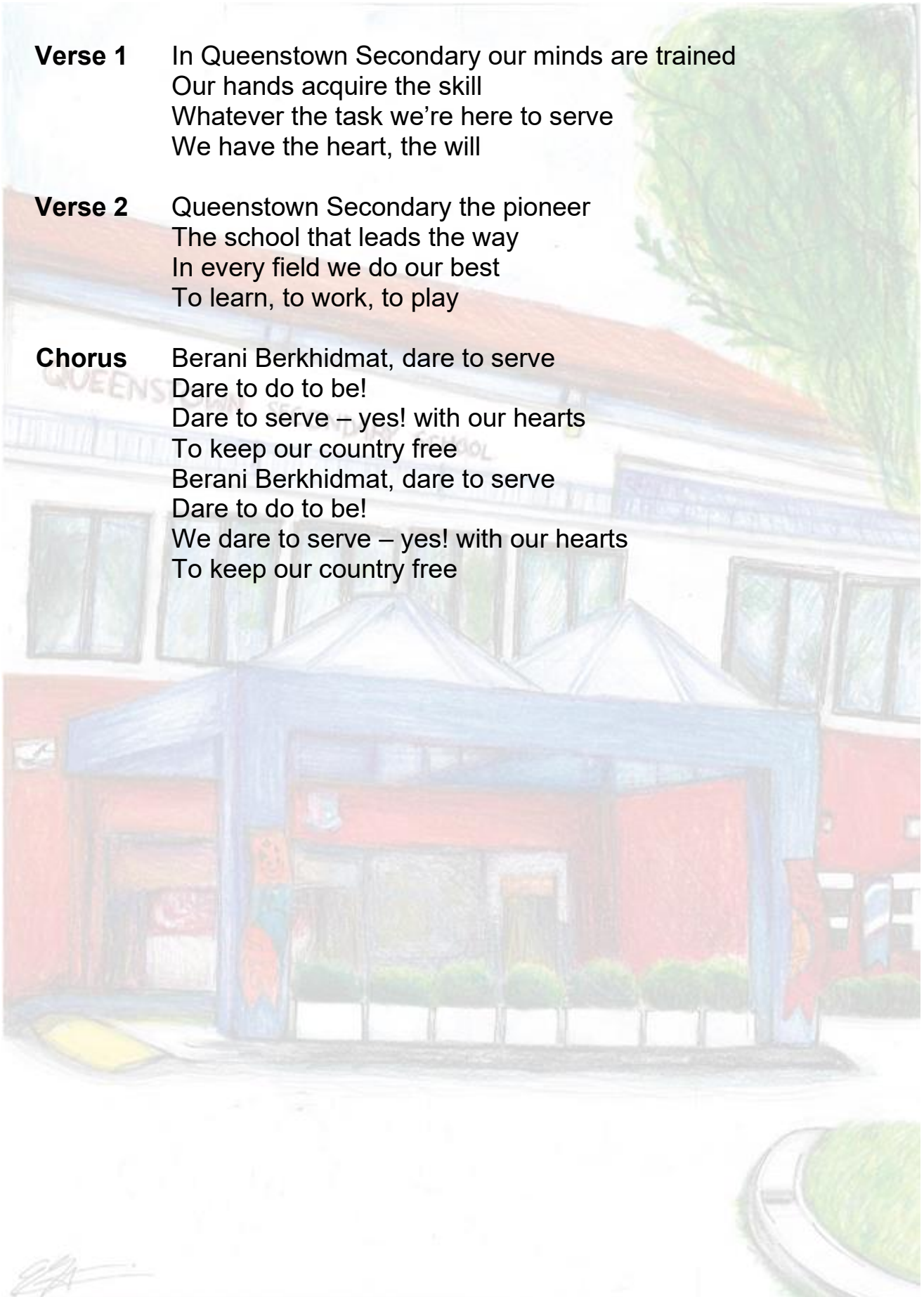
We, Queenstownians, dare to serve,
With self-respect,
Working hand in hand,
Together we build,
Honest in performance,
Taking pride in all tasks.

Our School Song "Dare to Serve"

Verse 1 In Queenstown Secondary our minds are trained
Our hands acquire the skill
Whatever the task we're here to serve
We have the heart, the will

Verse 2 Queenstown Secondary the pioneer
The school that leads the way
In every field we do our best
To learn, to work, to play

Chorus Berani Berkhidmat, dare to serve
Dare to do to be!
Dare to serve – yes! with our hearts
To keep our country free
Berani Berkhidmat, dare to serve
Dare to do to be!
We dare to serve – yes! with our hearts
To keep our country free



Brief History of Queenstown Secondary School

Queenstown Secondary School started as Queenstown Secondary Technical School in 1956 as an all-boys technical school. It was then housed in Jalan Eunus School. In January 1957, it moved to Strathmore Avenue (there were only three main blocks) with 343 students in secondary one and two.

In 1959, all 92 of our first batch of students sat for the 1959 General Certificate of Education Examinations. By 1960, our school began to take shape of a technical school but facilities were still lacking as there were insufficient lathes and workshop benches. Improvements to the school building were completed in 1963. The addition of four new classrooms enabled us to have a proper library and reading rooms. Of the 200 students who sat for the Cambridge School Certificate Examination, 150 or 80% passed. The best student was Lee Yock Suan, who scored 7 distinctions. Ang Hock Chye was awarded the Yang DiPertuan Negara Scholarship, now known as the President Scholarship.

In January 1965, a Pre-University class was started to meet the new requirements into degree courses at the Polytechnic.

In 1966, Lee Yock Suan became the second Queenstownian to be awarded the President's Scholarship. Several others were awarded Colombo Plan Scholarships. The Queenstown Secondary Technical Alumni Association was registered. The construction of a 4-storey building, a hall-cum-canteen and 4 Science Laboratories were completed on 2 April 1968. The Minister of Education, Mr Ong Pang Boon, officially declared the new extensions open.

Girls were admitted to our school in 1971, making it a co-education school from then onwards. In the GCE 'O' Level in 1974, all 5 top students were from this lot of female 'pioneers'. Two joined the National Junior College (NJC) while the other three opted to remain in Queenstown even though they secured places in NJC.

The first Student's Council was formed with 12 members in 1976. New facilities were added to the school in 1977 in the form of two basketball courts in the field, one volleyball court between the two workshops, ten table-tennis tables made of concrete and nine wooden tables in the hall. That year, we secured yet another distinction. Queenstownian Mui Chee Wai became the only person to secure a P1 distinction for Basic Electricity. He continued his studies in the United Kingdom.

In 1980, newly clothed in a shining and immaculate coat of paint, the school was ready to launch the students into a "New Experience" brought about by the changes in Singapore's education policy, affecting in particular, students in the pre-university centres which offered only the 3-year course.

The School Executive Committee was formed in 1983. The Committee helped to air-condition the library and improved its facilities. A computer was installed to store information regarding the library. 1984 saw the addition of the air-conditioned Audio Visual Theatre, which was officially declared open by Goh Kim Leong, Permanent Secretary (Education/Director of Education).

Our Computer Laboratory and Language Laboratory were officially opened in conjunction with our Speech Day in August 1985. Our Guest-Of-Honour was Mr Lee Yock Suan, Acting Minister of Labour. Our Computer Laboratory was equipped with 26 personal computers sponsored by the School Executive Committee, the School Advisory Committee and the Ministry of Education. Our Language Laboratory was equipped with a teacher's console and 48 students' booths.

In 1988, our school was among the few secondary schools in Singapore to provide CoRT Thinking and Pastoral Care & Career Guidance to our students. In keeping with the philosophy of our school, in November 1988, we launched a 3-day seminar for secondary 1-3 students to participate in the "Growth Through Shared Responsibilities" workshops.

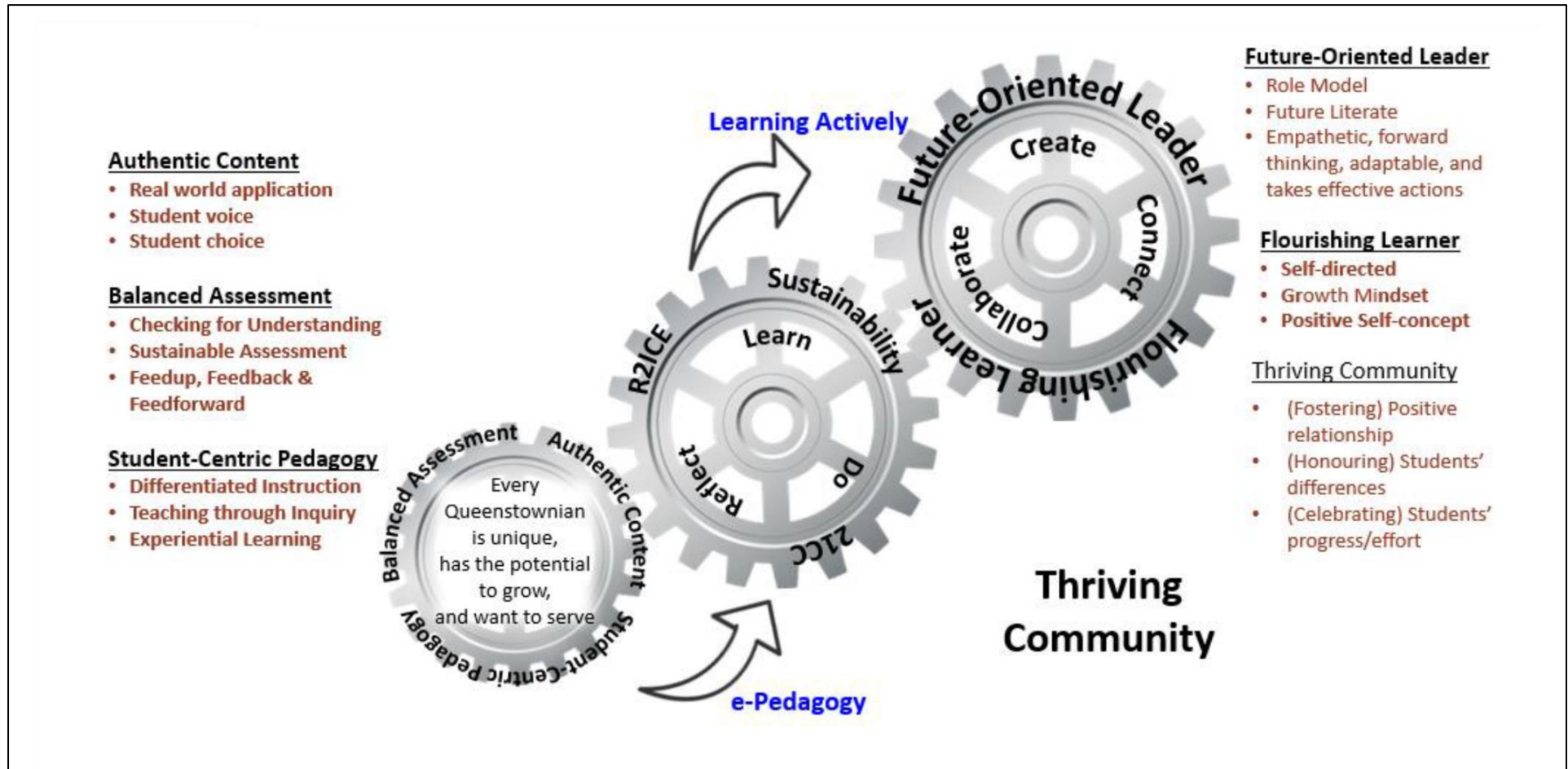
In keeping with times, the school has been renamed Queenstown Secondary School since 1 January 1993. In December 1993, the school moved out of the premises in Strathmore Avenue to a temporary site at 369 Commonwealth Avenue. This was to make way for the second rebuilding programme which saw the demolition of the old buildings and the construction of school's new sprawling blocks with up-to-date facilities on the 3-hectare site just adjacent to the old school site along Strathmore Road. In December 1994, our last batch of Pre-U students completed their education in Queenstown Secondary School. We are pleased that our last batch of Pre-U students did well in their GCE 'A' Level Examination

The new school was completed in April 1997. Since June 1997, the school has shifted back to its new building and is now functioning as a single session school. It was officially opened by our old boy and former Minister for Information and Arts and Minister for the Environment, Mr Lee Yock Suan, on 9 July 1999. A third on-site building upgrading for the school was completed in October 2009. During the last upgrading, a new academic block (Block D) and the Indoor Sports Hall were added, together with upgrades done to the classrooms, staff room, hall, canteen and the school field.

To date, 16 Principals have served the school. We have come a long way since 1956 when we started with only 116 students in three secondary classes and 227 students in six secondary one classes, 15 teachers, 5 clubs and 1 uniformed group in borrowed premises. Today, we have more than 1000 students, 90 teaching staff and 18 Co-Curricular Activities.

Academic Matters

QTSS Total Curriculum Framework



Policy On Examinations, Promotions and Lateral Transfers

1 Continual and Semestral Assessments (CA and SA)

1.1 Secondary 1, 2 & 3

1.1.1 All Secondary 1, 2 and 3 students will only be sitting for **one** Examination: The End-of-Year Examination.

1.1.2 In addition, they will have **one** Weighted Assessment (WA) per term for Terms 1, 2 and 3.

1.3 Secondary 4 & 5

1.3.1 All Secondary 4 and 5 students will only be sitting for one Examination: The Preliminary Examination.

1.3.2 In addition, they will have **one** Weighted Assessment (WA) per term for Terms 1 and 2.

All assessment papers will be returned to the students. Parents / Guardians are requested to acknowledge the marks scored in each assessment and to take the necessary remedial action to help their child / ward when required.

2 The following is a summary of the assessments that the students of each level have to sit for in each academic year:

| Year 2026 | Term 1 | Term 2 | Term 3 | Term 4 |
|-----------|---------------|---------------|-------------------------|------------------------|
| Sec 1 | WA 1 (10%) | WA 2 (15%) | WA 3 (15%) | End-of-Year Exam (60%) |
| Sec 2 | WA 1 (10%) | WA 2 (15%) | WA 3 (15%) | End-of-Year Exam (60%) |
| Sec 3 | WA 1 (10%) | WA 2 (15%) | WA 3 (15%) | End-of-Year Exam (60%) |
| Sec 4/5 | WA 1 | WA 2 | Preliminary Exam (100%) | - |

3 Criteria for Promotion and Lateral Transfer

3.1 Secondary 2 and 3 Common Academic Expectations

Students must pass EL and two other subjects **OR** pass at least half the total number of examinable subjects offered (i.e. G3 & G2 = 5 subjects; G1 = 3 subjects).

3.2 Secondary 4 Normal (Academic)

3.2.1 Students must obtain a Grade 5 or better in English Language and the aggregate score of English Language, Mathematics and best three subjects at the GCE N-Level Examinations is less than or equal to 19 points.

3.2.2 Students who meet the revised criteria for progression to Sec 5 N(A) (ELMAB3 \leq 19) will be given the additional option of enrolling in a curriculum track comprising direct entry to Higher Nitec courses at the ITE.

3.3 Secondary 4 Normal (Technical)

3.3.1 Students must obtain at least 50% in two subjects, one of which must be either English Language or Mathematics.

3.3.2 For lateral transfer to Normal (Academic) course, students must obtain at least 70% for all Normal Technical subjects at the GCE N-Level Examinations.

4 Absence during Examination and Special Considerations

4.1 For students who are absent for any paper during the examination, a valid Medical Certificate with doctor's diagnosis or official supporting documents (e.g. death certificates, letter from the court, etc.) must be produced. Letter of excuse from parents will not be accepted.

4.2 For students who are absent without valid reasons, no marks will be awarded for the paper.

4.3 There will be no re-test for students who are absent for any paper during the examinations. Copies of the examination paper(s) may be given to students who are absent from the examination for their reference/practice at home.

4.4 For students who need special assistance, a doctor's letter must be produced at the beginning of the year to state the type of assistance required.

4.5 For students who need extra time, a doctor's letter must be produced at the beginning of the year to state the condition. The school will refer to the guidelines by SEAB to recommend the amount of extra time required.

5 Conduct during WA / Examination

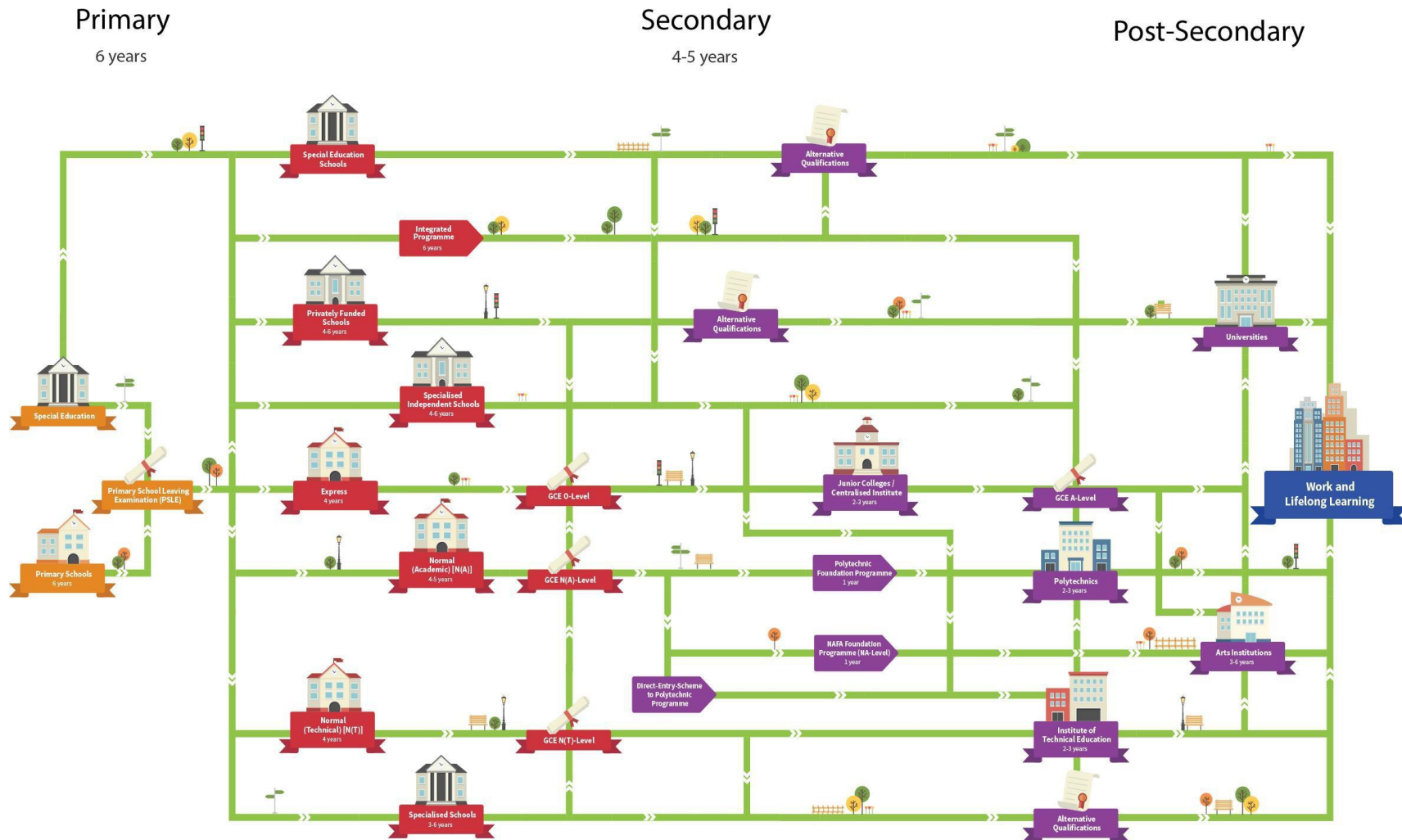
5.1 Students are to ensure that they:

- Do not have any unauthorised materials, mobile phones, smart watches, PLDs and any other electronic devices capable of scanning, storing or displaying visual and verbal information
- Do not communicate with other students, verbally or non-verbally
- Check that the Question Paper contains the correct number of printed pages

5.2 Malpractice / Cheating

- Definition of malpractice:
 - Malpractice refers to the act of obtaining or giving unfair advantage in an examination setting.
 - Malpractice also refers to the breaching of any examination regulations or instructions.
- Examples of malpractice:
 - Having in possession unauthorised materials such as notes or formula sheets.
 - Having in possession electronic devices capable of scanning, storing or displaying visual and verbal information such as mobile phones, smart watches and PLDs.
 - Referring to answers from another student, either with or without the others' knowledge.
 - Verbal and/or non-verbal communication with another student, either in or outside of the examination venue.
 - Obtaining and/or giving out examination questions or answers to a student who has yet to sit for that examination.
 - Non-compliance with examination regulations and instructions (i.e. starting to write before instruction is given by examiner, failure to stop writing after the instruction had been given by examiner).
 - Submitting plagiarised work.
 - Use of Artificial Intelligence (A.I) platforms without acknowledging the source or/and when it has been stated that A.I usage is not allowed.
- Consequence of malpractice
 - Any form of cheating or attempt to cheat will not be tolerated. Students found guilty of malpractice and/or cheating may be awarded a zero for that particular paper and their conduct grade will be affected.

6 Singapore Education Landscape Overview



Source: <https://www.myskillsfuture.gov.sg/content/student/en/primary/education-guide/education-landscape/landscape-overview.html>

7 Grading System for the Express and Sec 5 Normal (Academic) Course

| Grade | Marks |
|-------|--------------|
| A1 | 75 and above |
| A2 | 70 - 74 |
| B3 | 65 – 69 |
| B4 | 60 – 64 |
| C5 | 55 – 59 |
| C6 | 50 – 54 |
| D7 | 45 – 49 |
| E8 | 40 – 44 |
| 9 | 39 and below |

8 Grading System for the Normal (Academic) Course

| Grade | Marks |
|-------|--------------|
| 1 | 75 and above |
| 2 | 70 – 74 |
| 3 | 65 – 69 |
| 4 | 60 – 64 |
| 5 | 50 – 59 |
| 6 | 49 and below |

9 Revised conversion table for Normal (Academic) students

| GCE O-Level Grade | GCE N(A)-Level Grade |
|-------------------|----------------------|
| A1, A2, B3 | 1 |
| B4, C5, C6 | 2 |
| D7 | 3 |
| E8 | 4 |
| 9 | 5 |

10 Grading System for the Normal (Technical) Course

| Grade | Marks |
|-------|--------------|
| A | 75 and above |
| B | 70 – 74 |
| C | 60 – 69 |
| D | 50 – 59 |
| E | 0 – 49 |

11 Revised conversion table for Normal (Technical) students

| GCE N(A)-Level Grade | GCE N(T)-Level Grade |
|----------------------|----------------------|
| 1, 2, 3 | A |
| 4 | B |
| 5 | C |
| 6 | D |

Full Subject-Based Banding

1. What is Full Subject-Based Banding (SBB)?

Full SBB is part of MOE's ongoing efforts to nurture the joy of learning and develop multiple pathways to cater to the different strengths and interests of our students. With SBB, students who meet eligibility criteria can learn each subject at the level that best caters to their overall strengths, interests and learning needs. The increased flexibility empowers students to take greater ownership of their learning according to their subject-specific strengths and interests.

Under Full SBB, MOE expands SBB beyond the four PSLE subjects, to allow eligible students to offer Humanities subjects (Geography, History, and Literature in English) at a more demanding level from Secondary 2.

Other subjects such as Art, Design and Technology, Food and Consumer Education, Music will be offered as accompanying set of Common Curriculum subjects at lower secondary.

With Full SBB, students will be in mixed mentor classes from Secondary One to Secondary Four and have opportunities to interact and learn with peers of different backgrounds, strengths, and interests.

2. How does Full SBB work?

At the start of Secondary 1

All students can offer English Language, Mother Tongue languages, Mathematics and Science at a more demanding level based on their PSLE Achievement Level (AL) for each subject, based on the following criteria:

| Eligibility criteria to offer English Language, Mother Tongue Languages, Mathematics and/or Science at a more demanding level | | | |
|--|----------------------------|------------------------------|-----------------------------------|
| Indicative Level of Most Subjects at Start of S1 | PSLE Standard grade | PSLE Foundation grade | Option to offer subject at |
| G2 | AL 5 or better | - | G3 |
| G1 | AL 5 or better | - | G2 / G3 |
| | AL 6 | AL A | G2 |

Beyond the start of Secondary 1

Students may adjust their subject levels across their secondary school journey, for example:

- They can offer English Language, Mathematics, Science and/or Mother Tongue Languages at a more demanding level from Secondary 1 Semester 2.
- They can offer Humanities subjects at a more demanding level from Secondary 2 onwards, based on their results in Secondary 1.

This will be based on the following criteria:

| Current subject level | School-based results | Option to offer subject at |
|------------------------------|-------------------------------|-----------------------------------|
| G1 | ≥75% in the specific subject* | G2 starting from next semester |
| G2 | ≥75% in the specific subject* | G3 starting from next semester |

* Together with strong recommendation by subject teachers that the student is deemed able to cope with the subject at a more demanding level.

- By default, students will continue to offer subjects at the existing level(s). Secondary 1 students who attempt a subject at a more demanding level and cannot cope with the subject can initiate the request to offer the subject at less demanding level. School can decide based on holistic considerations.

Subjects Offered

Lower Secondary (Sec 1 and Sec 2)

1. English Language - G1/G2/G3
2. Higher Chinese/ Chinese / Malay / Tamil * - G1/G2/G3
3. Mathematics - G1/G2/G3
4. Science - G1/G2/G3
5. Humanities (Geography) - G2/G3
6. Humanities (History) - G2/G3
7. Humanities (English Literature) -- G2/G3
8. Humanities (Social Studies, Humanities Exposure Modules) – G1
9. Design & Technology
10. Art
11. Food and Consumer Education
12. Character and Citizenship Education
13. Physical Education
14. Music

Upper Secondary (Sec 3 and Sec 4) #

G3

1. English Language
2. Higher Chinese / Chinese / Malay / Tamil *
3. Mathematics
4. Additional Mathematics
5. Physics / Chemistry / Biology
6. Science (Physics, Chemistry) / Science (Physics, Biology) *
7. Geography / Literature / Principles of Accounts *
8. Humanities (Social Studies, Geography) / Humanities (Social Studies, History) *
9. Coursework-based subjects: Art / Design & Technology / Nutrition and Food Science *
10. Character and Citizenship Education
11. Physical Education

G2

1. English Language
2. Chinese / Malay / Tamil *
3. Mathematics
4. Science (Physics, Chemistry)
5. Humanities (Social Studies, Geography) / Humanities (Social Studies, History) *
6. Principles of Accounts
7. Coursework-based subjects: Art / Design & Technology / Nutrition and Food Science *
8. Character and Citizenship Education
9. Physical Education

G1

1. English Language
2. Basic Chinese / Malay / Tamil *
3. Mathematics
4. Science / Computing *
5. Coursework-based subjects: Design & Technology / Nutrition and Food Science *
6. Humanities (Social Studies, History)
7. Character and Citizenship Education
8. Physical Education

* Students to take only one of the subjects.

Subjects offered may vary based on students' aspiration, merit and resource availability.

Student Development

Conduct Grade Descriptors

| Grade | Descriptors |
|-----------|--|
| Excellent | <ul style="list-style-type: none">Consistently behaves in an exemplary manner:<ul style="list-style-type: none">is always courteous, polite and respectfulis always dependable; does things well on his/her ownshows very clear sense of right and wrong through speech and actionAttends school regularly with no more than 2 days of late-coming in a semesterHas not committed any minor or serious offence |
| Very Good | <ul style="list-style-type: none">Consistently behaves well:<ul style="list-style-type: none">is always courteous, polite and respectfulis dependable; does things well on his/her own most of the timeshow clear sense of right and wrong through speech and actionAttends school regularly with no more than 4 days of late-coming in a semesterHas not committed any minor or serious offence |
| Good | <ul style="list-style-type: none">Behaves well most of the time:<ul style="list-style-type: none">is courteous, polite and respectful most of the timeis dependable; does things well on his/her own most of the timeshows sense of right and wrong through speech and action most of the timeAttends school regularly with no more than 6 days late-coming in a semesterHas not committed any serious offence |
| Fair | <ul style="list-style-type: none">Occasionally shows unacceptable behaviour – needs guidance from teachers on behaviourAttendance is irregular OR 7 – 9 days late-coming in a semesterMay have committed one serious offence or accumulated 5 or more minor offences during the semester |
| Poor | <ul style="list-style-type: none">Frequently shows unacceptable behaviour – needs regular counselling by teachers on behaviourAttendance is poor OR 10 days or more late-coming in a semesterMay have committed a few serious offences or multiple occurrences of the same serious offences during the semester |

Students with 'Fair' or 'Poor' conduct grade will not be considered for bursary or scholarship applications.

Rubrics for Assessment of Personal Qualities in Holistic Development Profile

| Rating Quality | Level 1 | Level 2 | Level 3 | Level 4 |
|--|---|--|---|---|
| | Emerging (or not observed) | Developing | Competent | Exceeding |
| Respect Believes in one's own self-worth and the intrinsic worth of all people | <ul style="list-style-type: none"> • Rarely shows due regards for self and others through active listening and appropriate acknowledgement • Rarely appreciates the value of diverse perspectives and seeks to achieve a consensus | <ul style="list-style-type: none"> • Shows due regards for self and others through active listening and appropriate acknowledgement some of the time • Appreciates the value of diverse perspectives and seeks to achieve a consensus some of the time | <ul style="list-style-type: none"> • Shows due regards for self and others through active listening and appropriate acknowledgement most of the time • Appreciates the value of diverse perspectives and seeks to achieve a consensus most of the time | <ul style="list-style-type: none"> • Influences others to show due regards for self and others through active listening and appropriate acknowledgement • Influences others to appreciate the value of diverse perspectives and seeks to achieve a consensus |
| Resilience Exhibits emotional strength and persevere in the face of challenges | <ul style="list-style-type: none"> • Rarely able to positively re-frame problems/challenges • Rarely adapts learnt knowledge and adjust strategy when faced with challenges • Starting to build a network of support during normal times | <ul style="list-style-type: none"> • Able to positively re-frame problems/challenges some of the time • Able to adapt learnt knowledge and adjust strategy when faced with challenges some of the time • Has a network of support but does not proactively reach out to them, when necessary, during challenges | <ul style="list-style-type: none"> • Able to positively re-frame problems/ challenges most of the time • Able to adapt learnt knowledge and adjust strategy when faced with challenges most of the time • Proactively reaches out to network of support, when necessary, during challenges | <ul style="list-style-type: none"> • Influences others to positively re-frame problems/challenges • Influences others to adapt learnt knowledge and adjust strategy when faced with challenges • Influences others to build a network of support during normal times |

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|---|---|--|
| Rating Quality | Emerging (or not observed) | Developing | Competent | Exceeding |
| Integrity Being accountable for one's actions and having the moral courage to make right decisions | <ul style="list-style-type: none"> • Rarely does the right thing without being prompted or monitored • Rarely shares credible information and perspectives in constructive and ethical ways • Struggles to take accountability when mistakes are made. | <ul style="list-style-type: none"> • Does the right thing some of the time without being prompted or monitored • Shares credible information and perspectives in constructive and ethical ways some of the time • Takes accountability when mistakes are made some of the time | <ul style="list-style-type: none"> • Does the right thing most of the time without being prompted or monitored • Shares credible information and perspectives in constructive and ethical ways most of the time • Takes accountability when mistakes are made most of the time | <ul style="list-style-type: none"> • Influences others to do the right thing all the time without being prompted or monitored • Influences others to share credible information and perspectives in constructive and ethical ways • Influences others to take accountability when mistakes are made |
| Care Acts with kindness and compassion, and contributes to the betterment of the community | <ul style="list-style-type: none"> • Rarely able to empathise and proactively help others without being prompted • Rarely able to take appropriate and constructive steps to address issues at multiple levels • Struggles to show kindness in both actions and words | <ul style="list-style-type: none"> • Able to empathise and proactively help others some of the time • Able to take appropriate and constructive steps to address issues at multiple levels some of the time • Shows kindness in both actions and words during interactions with peers some of the time | <ul style="list-style-type: none"> • Able to empathise with the diverse situations of others and proactively help others most the time • Able to take appropriate and constructive steps to address issues at multiple levels most the time • Shows kindness in both actions and words during interactions with peers most of the time | <ul style="list-style-type: none"> • Influences others to be empathetic and proactively help others • Influences others to take appropriate and constructive steps to address issues at multiple levels • Influences others to show kindness in both actions and words during interactions with peers |

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| Rating Quality | Emerging (or not observed) | Developing | Competent | Exceeding |
| Excellence Taking ownership for learning and constantly striving to be the best | <ul style="list-style-type: none"> • Rarely generates and evaluates ideas iteratively, using relevant strategies to achieve goals • Rarely sets and take proactive steps to meet challenging targets • Struggles to take ownership of learning and requires frequent prompting to stay engaged | <ul style="list-style-type: none"> • Generates and evaluates ideas iteratively, using relevant strategies to achieve goals some of the time • Sets and take proactive steps to meet challenging targets some of the time • Takes ownership of learning some of the time, with some prompting to stay engaged | <ul style="list-style-type: none"> • Generates and evaluates ideas iteratively, using relevant strategies to achieve goals most of the time • Sets and take proactive steps to meet challenging targets most of the time • Takes ownership of learning most of the time, setting clear goals and striving for improvement. | <ul style="list-style-type: none"> • Influences others to generate and evaluate ideas iteratively, using relevant strategies to achieve goals • Influences others to set and take proactive steps to meet challenging targets • Takes ownership of learning all the time, inspiring peers to strive for continuous improvement and excellence. |
| Leadership Being a leader with desirable values, contributing to the community | <ul style="list-style-type: none"> • Struggles to contribute to team ownership and commitment through coherent and persuasive conveyance of understandings and ideas • Demonstrates at least 1 of the 5 leadership practices of the LCM on a consistent basis | <ul style="list-style-type: none"> • Contributes to team ownership and commitment some of the times through coherent and persuasive conveyance of understandings and ideas • Demonstrates at least 2 of the 5 leadership practices of the LCM on a consistent basis | <ul style="list-style-type: none"> • Contributes to team ownership and commitment most of the time through coherent and persuasive conveyance of understandings and ideas • Demonstrates at least 3 of the 5 leadership of the LCM on a consistent basis | <ul style="list-style-type: none"> • Influences others to contribute to team ownership and commitment through coherent and persuasive conveyance of understandings and ideas. • Inspires others to demonstrate the 5 leadership practices of the LCM |

CCA Policy and Guidelines

A. Framework for Co-Curricular Activity (CCA)

1. CCAs in school play a significant role in the holistic development of our students. They inculcate sound moral values, build strength of character and foster camaraderie. CCAs also cultivate healthy habits and instill aesthetic and cultural appreciation in our students.
2. Each CCA has its specific objectives. For instance, sports develop robustness, fair play and team spirit in students. The performing arts instill in students a sense of graciousness and appreciation for the rich culture and heritage of a multi-racial society. Uniformed Group activities aim to make good citizens of students by inculcating in them self-reliance, resilience, discipline, and a spirit of service to others. Besides, the inculcation of values, CCA also imbue in our students an entrepreneurial spirit, a risk-taking attitude, and an appreciation for aesthetics, all of which are necessary for the holistic development of an individual.
3. The overall framework for CCA is one that is committed to developing character and instilling core values in our students.

B. Scope

4. The school offers a wide range of CCAs to cater to the diverse interests of students. Students are advised to have a good balance between CCA and formal schoolwork, and to pursue a CCA for its own intrinsic value and interest.
5. The list of CCAs offered for the year is as follows:

Group A: Sports & Games

1. Basketball
2. Football (Boys)
3. Table Tennis
4. Volleyball
5. Wushu

Group B: Uniformed Groups

1. Girl Guides
2. NCC (Land)
3. NPCC
4. Sea Scouts (Boys)
5. Red Cross Youth

Group C: Performing Arts

1. Choir
2. Chinese Dance
3. Concert Band
4. English Drama
5. Malay Dance
6. Digital Media

Group D: Clubs & Societies

1. Design and Innovation
2. Strategy Games



C. Participation in CCA

6. CCA participation is **COMPULSORY** for all students. Every student in the school must take part in at least one CCA from the 4 groups, namely Sports and Games, Uniformed Groups, Performing Arts or Clubs and Societies.
7. All students must have a **MAIN CCA** each year from one of the 4 groups. The attendance rate for participation will be based on the attendance of the **MAIN CCA**. Students are encouraged to pursue and specialise in their **MAIN CCA**.
8. Students who are keen to experience the different CCAs offered in school may opt for a change at the beginning of each academic year. The attainment for the previous CCA would be credited to the students' new CCA except for PARTICIPATION, which will be affected. Students must seek approval from the school before they are allowed to change their CCA otherwise they will not be allowed to earn CCA points from their new CCA.
9. Students may participate in more than one CCA if they so desire, but approval must first be obtained from the school. Students who participate in a second CCA without approval will not be allowed to earn CCA points.
10. Students who participate in a second CCA can only earn CCA points at the school representation level or higher. Minimum attendance in the second CCA is not a criterion for points to be computed.
11. Students who participate in National Sports Associations' Youth Training Programmes may be awarded CCA points.
12. Students who are keen on a CCA not offered in the school can propose a student-initiated CCA by gathering interested peers. There should be at least 15 students interested in participating in the student-initiated CCA. Students must seek the support and endorsement of a mentor teacher before it can be implemented.



A Holistic Education for Secondary School Students – LEAPS 2.0

LEAPS 2.0 DOMAINS

Participation

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

Service

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

Leadership

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

Achievement

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

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

Accomplishment refers to attaining accolades and awards at competitions, festivals, performances, exhibitions, conferences and symposiums where the student represents the school or other organisations endorsed by the school.

The details on the levels of attainment for each of the domains are attached at [Annex A](#).

² School-based CCA refers to CCA that are organised within the school or have been endorsed by the school.

³ Schools have processes in place to determine 'exemplary conduct and active contribution' with respect to their school's context.

Recognition of Students' Level of Attainment

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

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

Code of Conduct

School Rules & Regulations

- Students learn best in an environment that balances discipline, care, and encouragement, allowing them to learn from mistakes and improve.
- Discipline is an educative process aimed at building self-discipline, good character, and positive behaviour through teaching values, skills, and providing corrective guidance. Beyond enforcing rules, it focuses on creating a safe, supportive environment that fosters responsibility, respect, and emotional growth.
- Queenstownians are expected to uphold high standards of personal conduct by demonstrating exemplary behaviour and complying with both the law and school's rules and regulations.

General Conduct

- Students are to be polite, respectful and maintain proper decorum at all times.
- Students are to greet all staff and visitors respectfully when meeting them for the first time each day.
- Students must uphold the good name of the school outside school by being courteous and considerate, especially on public transportation and in public places.
- Students are expected to actively participate in all school activities and functions.
- Students must maintain a conducive learning environment by keeping their noise level down along the corridors, stairways, near classrooms, laboratories or special rooms.
- Students are strictly prohibited from gambling, betting, or engaging in any form of card games on school grounds.



Safety & Security

- Students must abide by the rule of law at all times and promptly report any suspicious behaviour.
- Students must take personal responsibility for the safekeeping of their personal belongings. Excessive cash or valuable items should not be brought to school.
- Never leave valuables unattended.
- Lost and found items must be handed over to the General Office.
- Students must not loiter in the neighbourhood or public places, either alone or in groups, before or after school.
- Students are to obey all pedestrian crossing rules to ensure their safety and the safety of other road users.
- Students are not allowed to enter or use Special Rooms unless supervised by a teacher. Students must comply with safety instructions during all school activities and observe necessary safety precautions in Science Laboratories, Technical Workshops, Computer Laboratories, Kitchens, and other Special Rooms.
- Students are not to activate the fire alarm, fire extinguishers, or fire hose reels unless in an emergency.
- Students are not allowed to have in their possession any cigarettes, lighters, matches, e-cigarettes and/or any items which are prohibited by law.
- **All students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which can be used or intended to be used to cause harm to others.**
- Students found to be in possession of prohibited items will have such items confiscated and face disciplinary action, which include referral to the relevant authorities.

Attendance & Punctuality

Reporting Time

- Students are expected to be punctual for all lessons and school activities.
- Students must report for morning assembly at the designated venue and be seated at least 3 minutes before the reporting time. Refer to the table below for reporting times and venues:

| | Mondays | Tuesdays | Wednesdays | Thursdays | Fridays |
|---------------------------|----------------|-----------------|-------------------|------------------|----------------|
| Reporting Time | 7.30 am | 7.30 am | 7.30 am | 8.15 am | 7.30 am |
| Lower Sec Reporting Venue | Hall | Hall | Classrooms | Classrooms | Parade Square |
| Upper Sec Reporting Venue | | Classrooms | Hall | | |

Flag-raising, Assembly and School Functions

- All students are to observe the flag raising ceremonies with dignity and respect.
- **Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students must recite the Pledge with the right fist placed over the heart.**
- All students are to sing the school song and recite the Student's Creed respectfully.
- Proper decorum and behaviour must be observed during all school assemblies and functions. Students are to be quiet and seated in an orderly manner during school events such as assembly period.

Late-coming

- Students who are not at the reporting venue by the reporting time will be considered late. They must report to the foyer or General Office to obtain a late slip, surrender their mobile phones to the Student Management Office, and complete a reflection exercise before joining their class. Mobile phones can be collected from the Student Management Office after the last lesson of the day.

Absence from School

- Students are expected to attend school regularly to maximise learning.
- Any absence from school must be supported by a medical certificate (MC) or parent's letter (not more than 5 per semester)
- Parent's letter must be printed/neatly written on A4 sized paper with date(s) and reason(s) for absence stated clearly. All parent's letter must be signed off with original signature, name of parent and contact number. The school may reject the letters if the requirements are not met.
- All students are expected to attend school during the school term. Any request to leave Singapore during term time must be submitted in writing by parent/guardian and approved by the Principal / Vice-Principal at least 2 weeks prior to departure. Taking leave during term time for local or overseas holiday is not allowed and will be considered as absence without valid reason.

Early Departure





- Students who are feeling unwell or have valid reasons to leave school during school hours may ask for permission to leave school earlier.
- They are to be escorted to the General Office by a Class Leader to obtain an Early Departure Form.
- Students leaving school during school hours are to inform their Class Mentors before attaining approval from HOD/SH Student Management or Vice-Principal/ Principal.

Attire & Grooming

- **Students are to wear the prescribed school uniform. Any modification to the uniform is not allowed.**
- Students are expected to be properly attired and presentable in their school-based attire at all times.

| Mondays | Tuesdays to Fridays |
|--|---|
| <ul style="list-style-type: none"> • Students are expected to be in their formal uniform during morning assembly. • The formal uniform consists of white collared school shirt, navy-blue pants, shorts or skirts and the school tie. • All school shirts/blouses are to be neatly tucked in at all times, whether students are in and out of school. | <ul style="list-style-type: none"> • Students are expected to be in their half-uniform during daily morning assembly. • The half-uniform consists of navy-blue pants, shorts or skirts and approved school T-Shirts. <ul style="list-style-type: none"> ○ Tuesdays, Thursdays: PE T-shirt ○ Wednesdays: *CCA T-shirt ○ Fridays: *Class T-shirt <p>*Class/CCA/Event T-shirts designs must be approved by the school's Corporate Communications team.</p> |

- Students found to have modified their school uniforms e.g., tapered pants, shortened skirts etc. will be asked to correct their modification or purchase a new one. The school reserves the right to determine what it deems as acceptable.
- Students may wear plain sweaters/cardigans with no offensive words/images. Sweaters/cardigans should be removed for flag-raising ceremony.
- Students who come to school during the holidays must wear the prescribed school attire or PE/CCA attire. This includes appropriate hair, grooming and shoes. Students who are in inappropriate attire will be denied entry into the school.

| Lower Secondary Male Half-Uniform | Upper Secondary Male Formal Uniform | Female Formal Uniform | PE Attire |
|--|---|--|--|
|  |  |  |  |
| <ul style="list-style-type: none"> • PE T-shirt, neatly tucked in (unless it is the new design for untuck polo-tee, which generally end just below the waist, and is split at both ends) • Formal navy-blue shorts | <ul style="list-style-type: none"> • White school shirt, neatly tucked in • Navy-blue pants • School tie | <ul style="list-style-type: none"> • White school blouse, neatly tucked in • Navy-blue skirt • School tie | <ul style="list-style-type: none"> • PE T-shirt, neatly tucked in • Black school PE shorts |

Nails, Hair and Accessories

| | |
|--------------------|---|
| Nails | <ul style="list-style-type: none"> • Students must keep their nails short, clean, and free of nail polish or henna. |
| Hair | <ul style="list-style-type: none"> • Students' hair should be of a natural colour, without any tints, dyes, highlights, or bleaching. The school may request a letter from the parent/guardian to justify the student's hair colour if necessary. • Outlandish hairstyles, as well as dyed or tinted hair, are strictly prohibited. Students with unacceptable hairstyles must make the necessary corrections before returning to school. |
| Accessories | <ul style="list-style-type: none"> • Body piercings and tattoos, whether permanent or temporary, are strictly prohibited. Students found with tattoos will be suspended until efforts are made to remove them. • Students are prohibited from wearing coloured contact lenses or tinted spectacles. • Make-up, jewellery, and accessories such as lanyards, necklaces, friendship bands, ankle bands, or any other items deemed inappropriate or unsafe by the school are not allowed. |

Boys' Grooming

- Boys must keep their hair short, neat, and well-groomed. Hair should be above the collar and ears, with a gentle slope at the back and sides. Sideburns must not extend beyond the mid-ear mark, and fringes must not touch the eyebrows when pressed down.
- Unacceptable hairstyles, such as undercuts, overlapping layers, permed, or dyed hair, are strictly prohibited. Boys with such hairstyles will be sent home to correct their hairstyle before being allowed back in school.
- Boys should be clean-shaven at all times and facial hair (i.e. moustache, goatee, beard) is not to be kept.**
- Boys are not permitted to wear any ear accessories.

Front And Side View Of Expected Boys' Grooming





Girls' Grooming

- Girls must keep their hair neat at all times. Fringes should be above the eyebrows or pinned neatly to the sides with clips/hair band, ensuring the ears are visible.
- Girls with long hair must tie it up with black or navy-blue hair accessories. Short bobs should not be sloped or styled with fanciful fringes.
- Outlandish hairstyles such as hair extensions, curls, undercuts, overlapping layers or dyed hair are not allowed.
- There should be no modification to the school skirt. The skirt length must not exceed 3 fingers' spacing above the knees.
- Girls may wear only one pair of *simple ear studs*, no wider than 0.5cm, in black, navy blue, gold, or silver. Ear studs must be worn only at the bottom of the earlobes.
- Earsticks are not allowed.
- For safety reasons, ear loops/earrings are not allowed.

Front And Side View Of Expected Girls' Grooming



| | |
|---|--|
| Footwear | <p>Students may wear white canvas shoes with shoelaces or Velcro straps, or Sports Shoes, preferably running shoes, with:</p> <ul style="list-style-type: none"> • White, black, or blue (shades of blue) base • Coloured logos and simple designs • Shoelaces or Velcro straps <p>The following footwear are <u>not allowed</u>:</p> <ul style="list-style-type: none"> • Non-sports shoes e.g., Crocs, slip-ons, high-cuts, loafers, leather shoes, pumps, platform shoes, boots • Glittery and jewelled shoes • Cartoons or complex patterns • Shoes with inappropriate designs • Sandals and slippers |
|  | |
|  | |
| Socks | <p>Students are to wear white coloured socks, which cover the ankles and must be clearly visible. Simple coloured logos on the socks are allowed.</p> <p>The following socks are <u>not allowed</u>:</p> <ul style="list-style-type: none"> • White socks that do not cover the ankles • Coloured socks • Socks with designs and patterns on them, e.g. stripes, polka dots • Socks with striped logos |
| Alternative Footwear Due to Medical Reasons | <p>Students who need to wear sandals or slippers to school for medical reasons must obtain prior approval through their Class Mentors by submitting a letter from their parent/guardian along with supporting medical documents.</p> |

Learning Attitude & Behaviour

ACLAP Learning Routine

Queenstownians follow the ACLAP Learning Routine and are prepared to learn.

| | |
|---------------------------|--|
| Arrive on Time | <ul style="list-style-type: none">• Report for lessons punctually.• Move between venues within 5 minutes. |
| Cleanliness | <ul style="list-style-type: none">• Keep the classroom clean and tidy before and after the lesson. |
| Learning Materials | <ul style="list-style-type: none">• Have all required learning materials on tables (e.g. stationery, textbook/file).• All other items should be kept in their bags or lockers. |
| Attention | <ul style="list-style-type: none">• Be attentive and focused during lessons.• Submit all assignments on time.• Respect teachers' and classmates' right to teach and learn. |
| Positive Greetings | <ul style="list-style-type: none">• Greet teachers at the start of the lesson.• Thank teachers at the end of the lesson. |

Use of Exit Pass

- Students must seek permission from their teacher if they need to leave the classroom during a lesson.
- Students may leave the classroom only after receiving an Exit Pass from the teacher. The pass must be worn visibly and returned to the teacher upon re-entering the classroom.

Use Of Electronic Devices

- Students are expected to use technology responsibly and ethically, including their electronic devices and the internet. Their use should not bring disrepute to themselves, the school, any staff member, or student, nor should it violate any laws.
- Any misuse or inappropriate use of technology to harm the school, staff, students, or members of the public will result in the confiscation of the device and may lead to severe disciplinary action.
- Inappropriate behaviour includes spamming, scamming or phishing, personal attacks, accessing or distributing pornography, posting inappropriate content on any platform, and taking photographs or videos of school staff, students, or members of the public without permission.

Personal Learning Devices (PLD)

- All Personal Learning Devices (PLDs) must be stored in student lockers during school hours unless actively required for learning as directed by a teacher.
- Students should secure their PLDs in lockers when leaving the classroom for recess, lunch, PE lessons, CCA sessions, or any activities that do not involve PLD use.
- PLDs must be switched off and stored in lockers to prevent damage or disruption when not in use.
- Students are responsible for ensuring their PLDs are fully charged and ready for instructional or learning activities.
- PLDs must be taken home daily for charging and brought back to school the next day. They should not be left in lockers or classrooms overnight.

Mobile Phones

Students may bring mobile phones to school for the purpose of communication but must adhere to the following regulations:

- All mobile phones must be switched off and kept in the handphone hotels during curriculum time and school events.
- Students may collect their mobile phones from the handphone hotels at the end of the school curriculum hours.
- Students may use their mobile phones after curriculum hours.
- Students are not to take any photograph, video or audio recording of any school staff or student without seeking their permission.
- Students found using their mobile phones during curriculum hours without permission will be asked to submit their mobile phone to the Student Management Office. Mobile phones will be returned on the same day after the last lesson for the school day.

- Possession of mobile phones during tests or exams will be treated as an attempt to cheat and will result in disciplinary action. Students who do not adhere to the regulations will have their mobile phones confiscated and their parents will be notified.
- In case of an emergency, parents may contact the General Office at 6474 1055. For non-emergency situations, parents should send a text message requesting their child to return the call after reading the message, once curriculum hours have ended.

Smart Watches

- Smart watches are not permitted for communication (e.g., calls and text messages) during school hours.
- Smart watches are not permitted during school-based assessments and national examinations. Wearing of smart watches will be treated as an attempt to cheat and will result in disciplinary action.

Use Of School Facilities

- Students must adhere to the school's guidelines on the use of school facilities.
- Students are responsible for taking care of both school and public property and must not engage in vandalism.
- Students should use electricity, water, or other school resources responsibly and avoid waste.
- Students are strictly prohibited from entering the Staff Room. They may communicate with teachers via the intercom system outside the Staff Room or through MS Teams from 7.00 am to 6.00 pm on school days.

School Canteen

- Students may visit the canteen only before morning assembly, during recess, lunch, and after school. They are not allowed to visit the canteen stalls during curriculum time.
- Canteen stallholders will not be selling food or drinks 5 minutes before assembly.
- Students must queue up in an orderly manner when purchasing food at the canteen stalls.
- All food and drinks must be consumed in the canteen. Students are only permitted to take plain water outside the canteen.
- After eating, students are expected to wipe down their tables, dispose of leftover food and waste in the trash bins, and return utensils to the designated stall receptacles.

Classrooms

- Students are expected to keep classrooms and learning areas tidy, presentable, and clean at all times.
- Students are not allowed to remain in classrooms during recess, lunch or for 30 minutes after the last period of the day, unless accompanied by a teacher.
- Classrooms must be locked during recess, lunch, and after the last period of the day by the Class Chairperson. The class keys should be returned to the General Office after the classroom is locked.

Lockers

- Students must use only the locker assigned to them for storing learning materials, and Personal Learning Devices.
- Students are responsible for the condition of their lockers and must report any damage or required repairs to the school's General Office.
- Students are to ensure that their lockers are locked with a number lock.
- Students are to keep the combination of their number locks to themselves.
- Students are not allowed to modify the appearance of their lockers, including drawing on or pasting stickers.
- Students must not open lockers that belong to others. Unauthorised access or tampering with locks is considered a serious offence.
- Students are not allowed to store food or drinks in their lockers.
- Lockers must be emptied and left unlocked at the end of each semester to allow for cleaning during school holidays.
- The school reserves the right to access any locker if it is found to be compromised or misused.
- The school is not liable for any loss or damage to locks or items stored in lockers under any circumstances

Lift

- Students may use the lift only for valid reasons. Students with medical conditions or lower limb injuries may use the lift by submitting medical documents through their Class Mentors. A lift pass will be issued for the approved duration.

Device Management Application (DMA) for Personal Learning Devices

Students' PLDs are installed with Device Management Application (DMA) to support a safe and conducive learning environment. Students should not attempt to uninstall the DMA or de-enrol their PLDs from the DMA. Students should not use their personal laptops/tablet/iPads in school without DMA installed. Non-compliance may lead to disciplinary actions in accordance with the school's discipline policy. Should students be found to have de-enrolled/uninstalled himself/herself from the DMA, their parents will be informed and the DMA software re-installed in his/her device. Subsequently, should he/she attempt to uninstall or de-enrol himself/herself from the software again, his/her PLD will be confiscated and he/she will face a 3-day suspension from school. Note that Cybersecurity violations are classified as serious offences which mandated a minimum of 3 days suspension.

Zero-Tolerance Policy

- The school has a zero-tolerance policy for rudeness, defiance, bullying, violence, and any action that compromises the emotional and physical safety of oneself or others, disrupts racial and religious harmony, violates the law, tarnishes the school's image, or compromises integrity.
- Students found responsible for such acts will be dealt with immediately and disciplinary action will be taken against them. If necessary, the school may refer culprits to the authorities.
- Any form of disruptive behaviour after the teacher's intervention(s) may lead to the student losing the privilege of staying in class.

Violation Of School Rules & Consequences

| Minor Offences (Note that repeated minor offences will be considered defiance, which constitute serious offence) | Serious Offences |
|---|--|
| <ul style="list-style-type: none"> • Attendance <ul style="list-style-type: none"> ○ Latecoming ○ Skipping classes • Damage to property or resources <ul style="list-style-type: none"> ○ Negligent damage of property • Inappropriate behaviours <ul style="list-style-type: none"> ○ Insensitive acts/remarks ○ Playful/uncooperative behaviours ○ Online misconduct ○ Using vulgar/abusive language or gestures • Others <ul style="list-style-type: none"> ○ Improper attire and grooming ○ Littering ○ Not doing assignments <p>Other minor offences</p> | <ul style="list-style-type: none"> • Repeated Minor Offences • Attendance <ul style="list-style-type: none"> ○ Leaving school grounds without permission ○ Truancy • Defiant Behaviours <ul style="list-style-type: none"> ○ Open defiance • Damage / Infringement to Property and Resources (Note that students will have to bear the full cost of repairing or replacing the damaged property, which includes labour charges and GST) <ul style="list-style-type: none"> ○ Cybersecurity violations ○ Trespassing and unauthorised access ○ Vandalism ○ Arson • Dishonest Behaviours <ul style="list-style-type: none"> ○ Cheating in assessments ○ Forgery ○ Scams and frauds ○ Theft • Hurtful Behaviours <ul style="list-style-type: none"> ○ Bullying (cyber, physical, social, verbal) ○ Gangsterism ○ Fighting ○ Assault • Sexual Misconduct <ul style="list-style-type: none"> ○ Pornography ○ Sexual harassment ○ Sexual exploitation ○ Sexual abuse/assault ○ Other forms of sexual misconduct • Substance abuse <ul style="list-style-type: none"> ○ Alcohol ○ Inhalant ○ Smoking ○ Vaping ○ Drug • Others <ul style="list-style-type: none"> ○ Disruptive behaviour ○ Gambling ○ Possession of weapons • Other serious offences |

| Consequences for Minor Offences | Consequences for Serious Offences *Please refer to the table below for more details. |
|--|--|
| <ul style="list-style-type: none"> • Warning • Reflection • School service • Confiscation of item/mobile phone • Parental involvement • “Conduct Grade” adjusted • Referral to Counsellor/ SENO (if required) | <ul style="list-style-type: none"> • School service • Caning and/or suspension • Parental involvement • Mandatory counselling • “Conduct Grade” adjusted • External enforcement agencies |

| Consequences for Serious Offences | |
|--|---|
| First-time offenders | <ul style="list-style-type: none"> • 3 days inclusive of School Service and suspension; and • 1 stroke of the cane (for boys only); and • Conduct grade adjustment (no better than “Fair”); and • Banned from 1 school representation |
| Second-time offenders | <ul style="list-style-type: none"> • 5 days inclusive of School Service and suspension; and • Up to 2 strokes of the cane (for boys only); and • Conduct grade adjustment (“Poor”); and • Banned from 3 school representations for the year; and • Relief from leadership role and bar from school-organised overseas trip |
| Subsequent offenders | <ul style="list-style-type: none"> • 7 days inclusive of School Service and suspension; and • Up to 3 strokes of the cane (for boys only); and • Conduct grade adjustment (‘Poor’); and • Banned from all school representations for the year |

The list above is not exhaustive. The school reserves the right to exercise its discretion and authority over the rules and regulations and accompanying consequences and arrangements, depending on the cases involved, in consideration of the well-being of the student(s) involved and / or the well-being, security and interests of the general school population) at large.

Physical Education Rules and Regulations

1. Students are expected to actively participate in all PE lessons. Those unable to attend must produce a medical certificate or a parent's letter to the PE teacher prior to or on the day of the lesson.
2. Students who are unwell but do not have a medical certificate must still report for the lesson in their PE attire, including students with parent letters.
3. Students must report for PE lessons within five minutes of the period bell and return to their classroom within five minutes after the PE lesson ends.
4. Students are permitted to wear only the official PE T-shirts and shorts during PE lessons. T-shirts must be neatly tucked in. School uniforms, class T-shirts, CCA T-shirts, or any other attire are not allowed.
5. Students must bring their own filled non-disposable water bottle to every PE lesson for health and safety reasons. Disposable water bottles are not allowed.
6. Students are not allowed to purchase food or drinks from the canteen stalls during PE lessons.
7. For morning PE lessons, students must change back into full or half-uniform by recess. For PE lessons after recess, students should change into their PE attire at the start of the lesson and may remain in it until lunch or dismissal.
8. Students must handle all PE equipment with care and will be held responsible for any equipment that is damaged or lost.

General Laboratory Safety Regulations

1. Students must not enter or work in laboratories unless a teacher is present.
2. Laboratory storerooms and preparation rooms are out of bounds to all students.
3. Eating and drinking are prohibited in the laboratory.
4. Long hair should be tied back to avoid any interference with laboratory work.
5. Articles of clothing must not pose a safety risk in the conducting of lab activities (e.g. ties are not allowed).
6. Safety goggles should be worn whenever there is any risk of injury to the eyes.
7. Protective gloves and clothing must be worn when handling hazardous materials.
8. Wash hands thoroughly before leaving the laboratory, regardless of whether or not gloves were worn.
9. Work thoughtfully and purposefully. Playing around and other acts of carelessness are strictly prohibited.
10. Students should seek clarification from the teacher if instructions for an experiment are not thoroughly understood. Students should not proceed with an experiment if in doubt.
11. Equipment used to handle or transfer hazardous materials must be inspected for leaks, cracks and other forms of damage before use.
12. Report damaged equipment, breakages, accidents and spillage to the teacher immediately.
13. 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.
14. Chemicals or other materials must never be tasted unless specifically directed by the teacher.
15. Be mindful of where you stand in the lab. E.g. never stand facing a test tube that is being heated by the Bunsen burner.
16. Unauthorised experiments are prohibited.
17. Electrical wirings must be kept away from naked flames and heaters. Areas around electrical equipment should be kept dry and where appropriate, kept far from water.
18. Sharps (such as needles, razors or pins) should not be discarded in waste-bins or trash bags. Instead, a sturdy container should be used for sharp waste objects.
19. Unlabelled chemicals should not be used. Unlabelled containers should be reported to the teacher.
20. Students should not take apparatus or chemicals out of the laboratory without permission of a teacher.

Learning Commons@Quest Rules

All students are members of Learning Commons@Quest, formerly School Library.

Entitlement

Students are entitled to borrow up to **4 (four)** books for a duration of **2 (two)** weeks. The loan may be renewed **2 (two) more times**, through the librarian on duty, or OPAC (<https://schoollibrary.moe.edu.sg/queenstownsec/>).

Opening Hours

Monday to Friday: 08:30 to 18:00 (Closed for lunch 12:3 – 13:15).

Closed on weekends, public holidays, school events and the March, June, September and November / December vacations, unless otherwise stated.

Learning Commons@Quest Rules

1. Silence is to be observed at all times.
2. No bags should be brought into the learning commons, but students may bring in PLDs, notes or files for studying.
3. No eating or playing is allowed in the learning commons.
4. The learning commons should be kept clean at all times.
5. All books are on loan status, except reference books bearing the letter “R” and the encyclopaedia. Temporary loan of reference books (for one hour) may be allowed as long as students leave their student passes with the librarian on duty.
6. All materials taken out from the learning commons—including to the Outdoor Zone—should be checked by the librarian on duty.



Information Technology / Media Resource Usage Policy

- Items, events, circumstances that pertain to terms of acceptable and responsible usage of information technology and media resource will take reference from the **Acceptable Use Policy (AUP)** on page 52.

Personal Data Protection Act

- Photographs or video images of students, parents or guardians may be taken during school activities and events such as classroom lessons, CCA, school camps, or school concerts. The school may use and publish such photographs or video recordings in school publications, the school's website, social media channels, or other communication channels. **A request for an exemption for these photographs or videos to be published must be made in writing to the school prior to the start of the academic year.**
- The school may disclose students' personal information such as their name, class, NRIC, Date of birth etc to approved school vendors for the purpose of conducting external enrichment & activities. **A request for the exemption from these disclosures must be made in writing to the school before the start of the academic year.**

1. Taking Care of Your Personal Learning Device (PLD)

General Precautions

Students must be responsible in taking good care of their PLDs. Every student should:

- Store/carry the PLD in a padded backpack, padded case or laptop bag. Student should not shove PLD into his/her school bag or locker as this may damage the PLD.
- Refrain from carrying/storing the PLD while the screen is open.
- Keep food and drinks away from the PLD at all times.
- Insert/remove cords, cables, and removable storage devices carefully into/from the PLD.
- Shut down the PLD or put it in Sleep-Mode when not in use to conserve battery life.
- Not expose the PLD to extreme temperatures or direct sunlight for extended periods of time.

Screen Care

The PLD screen is particularly sensitive and prone to damage if it is not properly cared for. Exerting excessive pressure on the screen or on the laptop may damage the screen.

Every student should:

- Clean the PLD screen with a soft, dry anti-static, micro-fibre cloth or pre-moistened tissue. Do not use window cleaner liquids, harsh cleaning solutions or water.
- Not place heavy objects on the PLD as that could crack the screen.
- Not poke/scratch the screen with sharp objects.
- Ensure that there are no objects in between the screen and the keyboard before you close the screen.

2. Using the PLD

- Students are expected to bring their PLDs to school daily.
- Students should charge their PLDs fully at home everyday before bringing them to school.
- Students should not charge their PLDs in school and hence need not bring their AC Adapter power cords (charger) to school.
- Students should ensure that their PLDs are ready to be used for learning in every lesson.
- Students should not use their PLDs during lessons without their teachers' permission.
- Students must bring their personal earphones/buds to school and use them when audio is required.
- Students are required to bring their PLDs home at the end of every school day.
- Students are to abide by the school's Acceptable User Policy (AUP) when using their PLDs.

3. Managing Files and Saving Work

Students are strongly encouraged to save their schoolwork on Microsoft (MS) account and Apps such as MS Teams, OneNote or Microsoft SharePoint, instead of PLD storage or external memory devices such as miniSD cards or USB flash drives. Saving their works on MS account enables them to accessible their files from any computer with internet access, anytime and anywhere.

4. Software on PLDs

Microsoft (MS) Applications

All PLDs are installed with MS Operating System (OS) and the necessary MS web-based and local applications. The web-based applications do not require installation space on a hard drive. Essential local applications, such as MS Teams & MS Office, are pre-installed on students' PLDs to enable them to work off-line in the event they do not have internet access. Students must not modify the settings and/or delete these MS OS and applications on their PLDs.

Virus Protection and Firewalls

Virus protection and Firewalls are pre-installed on students' PLDs. The anti-virus software will be automatically updated to protect the PLDs from viruses, malwares, spyware and cookies.

Additional Software

Students are strongly discouraged from installing additional software on their PLDs as that may reduce the speed of the PLD processors, hinder their learning and compromise the safety and security of their PLDs. Students are only able to install additional software if their parents opted for Option A or B for the Parents' DMA Control. Gaming applications are not encouraged as the PLDs are meant for learning. Additional software installed by students will be de-activated during school hours, unless approved by the school.

Inspection

The school reserves the right to inspect students' PLDs to ensure that they are properly cared for, maintained, and that no illegal modifications have been made.

5. Protecting & Storing Your PLD

PLD Identification

PLDs will be labelled by the school in the following manner:

- Record of serial number
- Name and Class of Student

Students should not remove the school's identification label sticker which is pasted on the PLD. Students may wish to paste additional name stickers or labels on your PLDs for easy identification.

Storing Your PLD

Students must be responsible for the safe-keeping of their PLDs and not leave them unattended. During lessons, students should have their PLDs in class and keep them in their laptop bags or padded cases when not in use. During recess, PE or CCAs, they should store their PLDs in their assigned lockers with the lock securely fastened. Students should not reveal their number lock combinations or hand their locker keys to others as that will compromise the security of their belongings in their lockers. Students are required to bring their PLDs home at the end of every school day.

PLDs Left in Unsupervised / Unsecured Areas

Under no circumstances should a PLD be stored in an unsupervised area. Unsupervised areas include the school grounds and campus, the canteen, unlocked classrooms, library, toilets, hallways, buses, in a car, or any other entity that is not securely locked or in which there is no supervision. Unsupervised PLDs will be safe-kept by the school and deposited at the Lost and Found Counter in the General Office if found.

6. Repairing or Replacing Your PLD

Students who encounter any problem with their PLD can visit the School-Based Service Desk, located in Computer Labs 1 and 3. The Service Desk is open from Mon to Fri, 8am to 12pm & 2pm to 4pm. If no personnel is able to assist, you can contact ICT Associate through the General Office.

School Technical Support

Services provided by the school include:

- Diagnosing and troubleshooting the problem
- Password Identification & Reset
- User account support
- Coordination of warranty repair
- Loan of PLDs (if PLD is sent for repair)
- Operating System, DMA or software configuration support
- Restoring PLD to factory default
- System software updates

Note: For hardware problems and issues, the PLDs will have to be sent to ACER Service Centre for repair.

PLDs Undergoing Repair

- Students may be required to send in their PLDs to ACER Service Centre for repair if the school Technical Support Team is unable to resolve the problem.
- The repair duration may be up to four weeks, pending the issues. Students may request to loan replacement PLDs while their PLDs are under repair.
- Repaired PLDs will be returned in original factory settings. Hence, it is important that students save their work in MS storage account so that all data can be restored by logging into students' MS accounts. Please note that student-installed applications and data saved in the PLD storage may not be restored after the repair.

Insurance and Warranty

- The PLD comes with 3-year insurance and 3-year warranty which is inclusive of 2 repairs or 1 replacement claim. Parents may be billed for parts not covered by warranty and labour incurred.
- Warranty from defects in materials and workmanship is for the period of 3 years. This limited warranty covers normal use, mechanical breakdown, or faulty construction and will provide replacement parts necessary to repair or if necessary, replace the PLD. The warranty *DOES NOT* cover damage caused by misuse, abuse or accidents.
- Details on ACER Service, PLD Insurance and warranty can be found on our school website.

Device Loss

Students are responsible for their PLDs. In the event of loss or theft of the device, the student must immediately report the matter to the school and make a police report. These students should purchase a replacement PLD as the school does not allow long term loan of replacement PLDs.

Acceptable Use Policy (AUP)

Safe Usage

- I will take care of my well-being when using my PLD.
- I will practise the good ICT habits as mentioned in the PLD User Guide and Advisory (PUGA).
- I will alert a trusted adult immediately upon coming across any instances of inappropriate use/content when using my PLD which may compromise my learning or safety.
- I will not attempt to modify, uninstall or de-enrol the Device Management Application (DMA) on my PLD. Students who have uninstalled/de-enrolled themselves from the DMA will face a 3-day suspension and have their PLD confiscated till the parent of the student collects it directly from the General Office.

Respectful Usage

- I will respect myself and others when using my PLD.
- I will uphold our school values when using my PLD and will always be courteous, honest and respectful when treating others, with the same respect I wish to receive from others.
- I will respect the school-wide learning routines when using my PLD in the classrooms.
- I will not take photographs, videos or audio recordings of other individuals without their permission.
- I will also not share or post such digital contents on the internet without their consent.
- I will limit my official online communication to between 7am to 6.30pm, unless it is an emergency.

Responsible Usage

- I will bring my PLD to school daily.
- I will take full responsibility for the care and safe-keeping of my PLD. I will not hold the school responsible for any damage or loss of my PLD.
- I will always lock my PLD in my assigned locker when not in use, e.g. during recess, PE or CCA.
- I will ensure that my PLD is charged daily at home before bringing it to school. Should I need to charge it in school, I will need to seek teachers' permission before charging at the school's designated charging stations during recess and/or after-school hours.
- I will ensure that I have my PLD with me during lessons and use it only for learning purposes. All other electronic devices such as mobile phones will be switched off and kept in my assigned locker at the start of the day.
- I will be responsible for all damage or loss caused by neglect or abuse for my PLD, as well as any other school-owned ICT facilities, equipment and resources.
- I will not disassemble/modify any part of my PLD or attempt to repair it on my own.
- I will file a police report in the event of theft /loss and report it to the school.
- I will comply with the school's Acceptable Use Policy (AUP), while in school as well as out of the school, and understand the consequences for non-compliance.

Computer Lab Rules

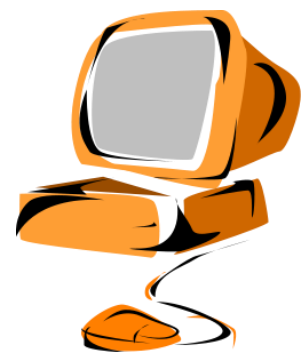
Do's

1. Sit according to index number or seating arrangement given by teacher.
2. Check all the equipment such as laptops, mouse and printers for any missing parts before the start of the lesson.
3. Report any equipment failure to subject teacher.
4. Ensure your work area is clean.
5. Push in your chair and shut down the laptop after use at the end of the lesson.

Don'ts

1. Do not eat or drink in the computer laboratory.
2. Do not misbehave in the computer laboratory.
3. Do not remove anything from the computer laboratory.
4. Do not vandalise any equipment in the computer laboratory.
5. Do not plug in any external devices to the laptop without teacher's permission.

Students who fail to comply with the rules as stated above will have their computer access removed immediately, and disciplinary action will be taken against them.



Emergency Evacuation Route

