



2022

STUDENT — HANDBOOK

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MISSION OF MINISTRY OF EDUCATION (MOE)

“The Mission of Ministry of Education (MOE) is to mould the future of the nation, by moulding the people who will determine the future of our nation.

The mission will provide our children with a balanced and well-rounded education, develop them to their full potential, and nurture them into good citizens, conscious of their responsibilities to family, society and country.”

Ministry of Education

Moulding The Future of Our Nation

THE DESIRED OUTCOMES OF EDUCATION

At the end of secondary school, students should:

- have moral integrity
- believe in their abilities and be able to adapt to change
- be able to work in teams and show empathy for others
- be creative and have an inquiring mind
- be able to appreciate diverse views and communicate effectively
- take responsibility for own learning
- enjoy physical activities and appreciate the arts
- believe in Singapore and understand what matters to Singapore

NATIONAL EDUCATION (NE)

In preparing students for an increasingly complex world and developing them into concerned citizens who will actively contribute to Singapore, our education system needs to anchor them in sound values and a shared Singapore Spirit. In light of this, NE is anchored on citizenship dispositions to guide our students in exploring and examining their Singapore identity, and in helping them realise that all Singaporeans have an important role to play for the country to thrive. These citizenship dispositions are:

- i. **A sense of belonging** to Singapore: To develop a shared understanding of who we are, and the values that are important to Singaporeans as a nation;
- ii. **A sense of reality** about Singapore's constraints and vulnerabilities: To be aware of the contemporary realities which affect us as a nation amidst the backdrop of a less predictable world; and
- iii. **A sense of hope** towards Singapore's future: Having confidence and optimism in Singapore's future and the resilience to face the challenges ahead.

Ultimately, these citizenship dispositions will cultivate in students a strong sense of belonging to the community and the nation, and develop in them **a will to act** – where students are motivated to be active citizens who have a collective resolve and a shared sense of mission to build a Singapore for all.

Students will be provided authentic and relevant learning experiences through:

- i. **A shared and lively Singapore narrative:** Students will discover and own a narrative of Singapore that is more multi-dimensional and relevant to their lives.

During the CCE lessons, students will engage in the discussions of contemporary issues which will raise their awareness of the current affairs. They will also gain better understanding of the perspectives of others through such discussions.

- ii. **Citizenship experiences will be created and enhanced for all students:** Students will be encouraged to reflect on what it means to be Singaporean through milestone citizenship experiences in schools. Learning journeys, VIA projects and MOE OBS Camp are some of these opportunities.



BBSS VISION, MISSION, VALUES, CULTURE AND PHILOSOPHY

SCHOOL VISION

A premier school which provides quality holistic education to every BBSSian.

SCHOOL MISSION

To nurture BBSSians to be self-directed learners with abundance mentality.

SCHOOL VALUES – RESPECT

Reflection, Enterprise, Self-discipline, Perseverance, Empathy, Creativity, Teamwork

SCHOOL CULTURE

A culture of self-directed learning & abundance mentality amongst staff & students

SCHOOL PHILOSOPHY

We believe every child is unique and has innate abilities to be developed.

SELF-DIRECTED LEARNER

A self-directed learner is one who is

- Self-Managing
- Self-Monitoring
- Self-Modifying

ABUNDANCE MENTALITY

A person with an abundance mentality should

- Share - have a generosity of spirit
- Care - have a willingness to value the progress and well-being of others
- Give - be defined by a willingness to relegate his own interests, in order to provide for others first

Acquiring and applying the Habits of Mind helps one to achieve the goal of being a self-directed learner.

A Self-Managing Person	A Self-Monitoring Person	A Self-Modifying Person
<ul style="list-style-type: none">• Has a sense of clarity about the outcomes• Has a plan of action• Draws from past experiences• Anticipates success indicators• Creates alternatives for accomplishment	<ul style="list-style-type: none">• Has sufficient self-knowledge about what works• Has good reflective (metacognitive) strategies• Makes good decisions about the need to alter plans where necessary• Chooses the right actions and strategies	<ul style="list-style-type: none">• Reflects, evaluates, analyses• Constructs meaning from experiences• Modifies his thinking, attitude and behaviour after reflection• Applies the learning to future activities, tasks and challenges



SCHOOL SONG

BBSS, we pledge our best.
From the special and the ordinary.

Our talents differ but that doesn't matter,
'cause we need a pool of talents in school.

We will always be the best we can be,
Just count it on me.
We will always be the best we can be,
Just count it on me.

Our talents put together, helping one another.
We are a school that's strong and free.

Together with pride and harmony.
Together with pride and harmony.



SCHOOL CREST

The two b's emphasize the motto
"be our best";

The gold represents the reward of having
achieved our best;

The red represents the community that
has made this effort;

The Hill (or Bukit) represents the effort that
must come before achievement,
as well as the aspiration behind being
"our best"

SCHOOL MOTTO

"BE OUR BEST" is thus the school motto that places belief in the nurturing of quality life in individuals, while recognising that it takes various directions depending on the individual's makeup.

BBSS SCHOOL RULES AND REGULATIONS

Discipline Vision

A safe and conducive environment for everyone to work, study and learn.

Discipline Mission

To build self-discipline in order to achieve self-directedness.

School Values

The school values RESPECT (Reflection, Enterprise, Self-Discipline, Perseverance, Empathy, Creativity, Teamwork) form the foundation of every BBSSian. Students are guided by these 8 values in all that they do and these values are integral for the development of student discipline.

Discipline Philosophy¹

1. Every child matters and there is a star in everyone.
2. Discipline is an educative process, a teachable moment for teachers and learning point for BBSSians.
3. Disciplinary measures serve as a proxy for consequences of the poor choices made. It is not punishment, and must be meted out firmly, appropriately and fairly.
4. Discipline is everyone's responsibility.

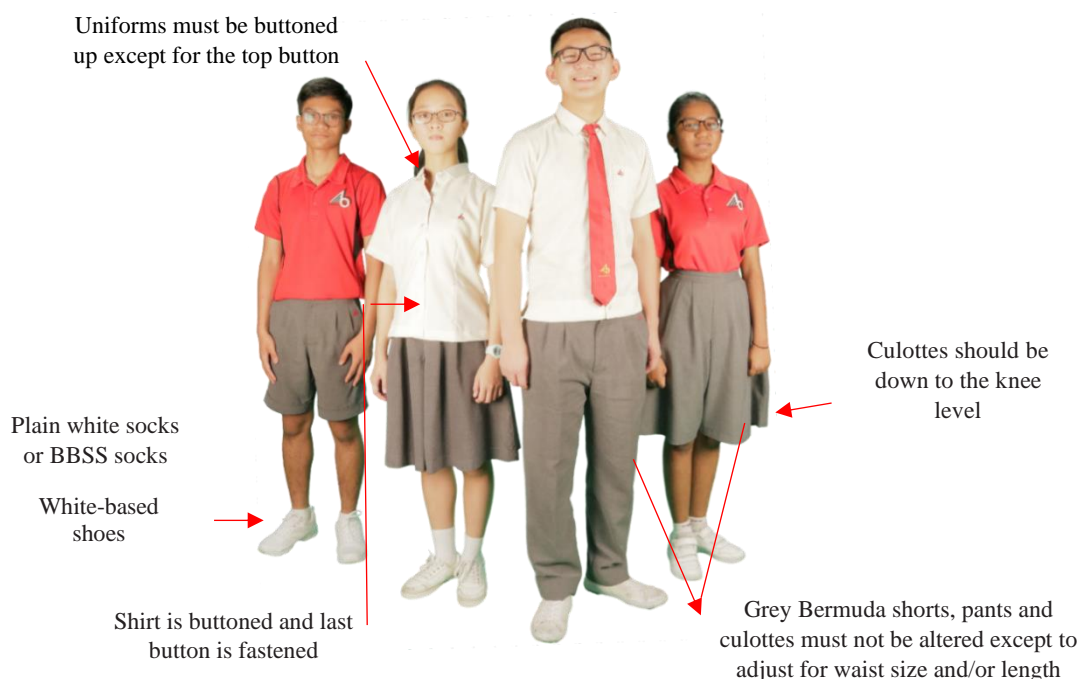
¹ Aligned to Singapore Curriculum Philosophy :

- We believe in holistic education
- We believe that learning flourish in caring and safe learning environments

SCHOOL ATTIRE GUIDELINES

- 1.1 School attires are representation of the school and its tradition and heritage. Students are expected to carry the good name of the school at all times. The way they are worn shall not reflect any individual's preferences.
- 1.2 **Students are to wear the prescribed school uniform and modification to the uniform is not allowed.** Please see the accompanying images for how the school attires must be worn in school.

Figure 1



1.3.1 The weekly attire arrangement are listed in the table below.

Level	Full School Uniform	Red Polo T- Shirt with school grey bottoms
Secondary 1	Tuesday & Thursday	Monday, Wednesday & Friday
Secondary 2 to 5	Monday, Tuesday, Wednesday & Thursday	Friday

- 1.3.2 Existing Secondary 2 to 5 students may wear red polo T-shirt on Monday and Wednesday if valid concerns are approved by school authorities.
- 1.3.3 The red polo T-shirt must be tucked in at all times regardless of gender.
- 1.3.4 Students should be in the correct attire in accordance to the days stated in 1.3.1 whenever they have full-day examinations.
- 1.3.5 Students should be properly attired in PE T-shirt and school black PE shorts for PE lessons.

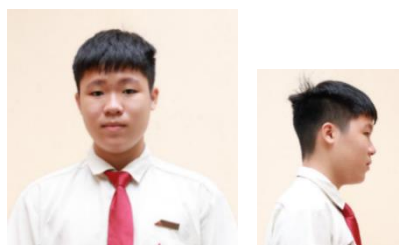
- 1.3.6 Students should only change to PE attire at the start of the PE lessons. They should change back into their school uniform or red polo T-shirts with grey bottoms immediately after the PE lessons for hygiene purposes.
- 1.3.7 Students are allowed to be in PE/official CCA T-shirts and school black PE shorts during CCA.
- 1.3.8 Students leaving school after curriculum time are expected to be appropriately dressed as stated in 1.3.1 or in PE/CCA attire approved by school authorities.
- 1.3.9 For school-related external events, competitions and seminars, students should be dressed in the prescribed attire approved by school authorities.
- 1.3.10 Students coming back to school for administrative purposes or school programmes/activities during school holidays should be appropriately dressed in any of the different sets of school attire including CCA or PE attire. Students wearing slippers, singlets and/or with tinted hair will be turned away at the security guard post.

1.4 Hairstyle and Personal Grooming

- 1.4.1 Students must adhere to hair guidelines at all times. Students may be sent for a haircut by a barber appointed by the School if hair guidelines are not adhered to.

Figure 2

Boys' Grooming Guidelines

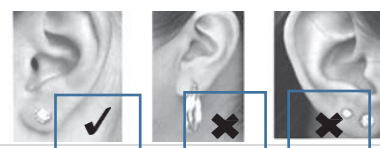


Girls' Grooming Guidelines



1	Fringe is short and above the eyebrow
2	Hair is short and neat.
3	Side of hair does not touch the ears.
4	Clean shaven, without moustache or beard.
5	Hair at the back of the neck should be above the collar.
6	No ear studs or sticks are allowed.

1	Fringe properly pinned up and not touching eyebrow
2	Hair that touches or is below the collar must be tied up or braided up.
3	No make-up must be worn.
4	Only black hair clips, hair bands or hair accessories are allowed.
5	Only plain, simple gold, silver or solid colour ear studs can be worn.
6	Only one ear stud in each ear lobe is permitted at any one time.



1.4.2 Outlandish appearances are not allowed. The list includes the following:

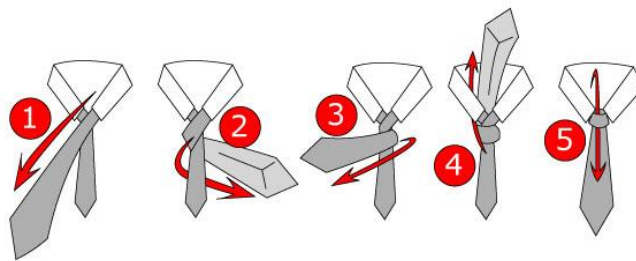
- Overlap, undershave, undercut and outlandish hairstyle.
- Coloured or cosmetic contact lens.
- Painted or varnished nails.
- Dyed or permed hair.
- Hair intentionally shaved with fanciful designs.
- Bracelets, rings, necklaces, chains, brooches or wristbands.
- Studs on the tongue or other parts of the body.
- Sweaters and wind-breakers with outlandish and offensive messages.
- Tattoos on the body.

The above list is non-exhaustive.

1.5 Tie

All students are expected to wear their school ties for the whole day on the first Tuesday of every school term. Some guidelines to wearing the school tie are as follows:

Figure 3



Do note that:

- The knot of the tie should be a simple knot or schoolboy knot.
- The tip of the tie should be near the waist level for girls and boys.

1.6 Shoes and Socks



- Only white-based shoes with white laces are allowed.
- Only plain white socks or BBSS school socks are allowed to be worn and the socks must be visible
- In the event of any foot injury, a student may wear suitable footwear to school supported with valid medical certificate.

ATTENDANCE

1. Attendance in school is compulsory.
2. A medical certificate is required for absence from school, and for tests and examinations (Refer to the school examination rules and regulations). The number of letters of excuse from parents should not exceed 4 per year for each student.
3. Students are not allowed to leave the school premises during school hours.
4. Any student who wishes to leave the school during school hours has to be accompanied/permitted by his/her parent/guardian. He/She is required to fill in and sign the Early Dismissal Book in the general office before leaving the school compound. The Principal, Vice-Principals, Year Heads or Form Teachers will endorse this.
5. Students are not to absent themselves and leave the country before the official end of term, on half-days before public holidays, or during compulsory holiday lessons. Such absence without valid reason may be counted as truancy.

MORNING ASSEMBLY

1. Students are to assemble in the correct school attire at their **reporting venue** in a quiet and orderly manner for the flag raising ceremony. All students must attend morning assembly unless the Year Heads grant permission.
2. Students must stand with their respective classes.
3. **Students who are Singapore citizens must sing the National Anthem and take the Pledge.**
4. **Students will take the Pledge with the right fist over the heart.**
5. Non-citizens will stand at attention and be quiet and respectful during this ceremony but they need not sing the Anthem or take the Pledge.

LATECOMING

1. Students are deemed to be late if they are NOT with their respective classes at the designated reporting venue(s) at the start of morning assembly.
2. Students who are late have to report to Discipline Committee members on duty, have their particulars recorded, sing the National Anthem and recite the Pledge. These apply during test and examination days.
3. Students who arrive at the school after 0825 will need to report to the Principal or Vice-Principals.

4. The table below shows the consequences and follow-up actions for latecoming.

Frequency (per sem)	Follow-up actions
3x	Form teacher(s) will warn and counsel students
4x	Form teacher(s) will work with parents to find out root cause, and work out strategies to improve punctuality of students/child.
5x	Form Teachers are to inform Year Heads (YHs)/Assistant Year Heads (AYHs) YHs)/AYHs will counsel students and also inform of possible consequences if there are no improvement.
6x	Students serve 60 minutes of detention meted out by Level Discipline Master (LDM) Parents/guardians will be informed by Form Teachers 1 st minor late-coming record offence will be captured Conduct grade will be affected
9x	Students serve 120 minutes of detention meted out by Level Discipline Master (LDM) Parents/guardians will be informed 2 nd minor late-coming record offence will be captured Conduct grade will be affected again
10x	Parents/Guardians are to meet Form Teachers and the Level Discipline Master (LDM) for Parent Teacher Conference
12x	Case will be referred to Discipline Master (DM) Student to attend face to face conferencing with DM Student will also be referred and sent for a 1-day Step Out to Step In (SOSI) Suspension
13x onwards	Persistent latecomers could face further consequences as determined by the Discipline Committee such as: <ul style="list-style-type: none"> • Referred to Vice Principal • Students to serve suspension • 1st major offence (turning up for 1st period lesson late without valid reason for 13 times or more) will be captured • Parents/Guardians will be informed Conduct grade will be downgraded further

CONDUCT IN CLASSROOM DURING CURRICULUM TIME

1. To maintain a positive classroom culture in order to support effective teaching and learning, ABCD should be practised at all times during curriculum and co-curriculum time.

Attendance & Attention	Be punctual for all lessons.
	Sit upright and give full attention to teachers.
Books	Place all relevant books and materials on the table before teachers arrive.
	Be ready to hand in homework.
Cleanliness	Keep the area under the desk and classroom clean at all times.
	Be in clean and appropriate school attire.
Devices	Place all handphones in the classroom pouches.
	Keep away other distracting items.

2. The class president is to lead the class in greeting and thanking teachers.
3. The class president is to ensure that attendance for the day is written in the class diary and to inform subject teachers of any discrepancies during the course of the day.
4. Students who are given permission to leave the classroom should display the pass cards visibly on their uniform.
5. Students must seek permission from the teacher in the classroom before entering.
6. No food and drinks are to be consumed in the classroom and special rooms at all times.
7. Students are not allowed to play any physical games that would potentially damage school property, e.g., kicking/bouncing balls, flying Frisbees and skateboarding in the school buildings. Those who do so will have their items confiscated.
8. Students should be responsible for their own belongings. They should not leave any valuable items unattended in the classroom or anywhere in the school. Students should bring along their valuables with them at all times.
9. Students should uphold good classroom conduct at all times. Classes requiring stronger supervision will be put on enhanced classroom routines by the respective Year Heads/Assistant Year Heads (YHs/AYHs) in consultation with the Discipline Committee.
10. Students are NOT allowed to stay in their classrooms during recess and lunch. Classrooms should remain out of bound and locked to all students after curriculum time and/or without the supervision of a subject teacher. Any exception will be subjected to instructions from school authority where required, for example, in the event of a national emergency.

CONDUCT DURING ONLINE LEARNING

1. To set up a positive classroom culture in order to support effective teaching and learning, ABCDE should be practised at all times during curriculum and co-curriculum time.

Attire Attendance Attention	Be present, dressed in the appropriate school attire.
	Be dressed and groomed appropriately. Students should not be dressed in revealing top and bottoms. Students should not be wearing unacceptable ear-rings, ear or tongue studs.
	Be punctual for lessons. Attendance is taken within the first 5 minutes of the lesson.
	Stay focused during the lesson. Refrain from multi-tasking on your devices, using social media, chatting and playing online games.
Books	Be ready with relevant books and materials placed in front of the student.
	Be ready to note down tasks and homework.
Conducive Learning Environment	Background should be tidy, free from distractions, quiet and well-lit
Devices	Set up your laptop/desktop/tablet and/or microphone ahead of time.
	Camera should be turned on, and adjusted such that it shows you from the chest up, with your face filling the frame and some headroom above you.
Etiquette	Act responsibly.
	Show empathy and be sensitive.
	Take turns to ask questions.
	Use proper writing style and avoid acronym.

MOVEMENT IN SCHOOL DURING CURRICULUM TIME

1. Students are to move as a class or banded class in a quiet and orderly manner when moving from one venue to another during curriculum time.
2. During lesson time (including change of period), students are only allowed to visit the toilet with pass cards which can be obtained from their teachers. Students are strongly encouraged to visit the toilet before the flag-raising ceremony, during recess and lunch periods to minimise disruption to learning.
3. Students are not permitted to leave their classrooms
 - during lessons without the permission from the subject teacher; and
 - in between lessons, students are to seek permission from the next subject teacher.
4. Staff toilets are out of bound to all students.

CONDUCT IN CANTEEN

1. Students must be considerate and observe good dining etiquette at all times. They should refrain from speaking loudly or running around in the canteen.
2. Students must queue up when buying food.
3. Students are to return their crockery and utensils after their meals and keep the canteen clean by not littering.
4. Students are NOT allowed to purchase or consume food in the canteen during curriculum time.
5. Food and drinks (except mineral water) are NOT to be brought out of the canteen.

CONDUCT OUTSIDE SCHOOL

1. Students are to carry the good name of the school at all times. They should exercise self-discipline and behave appropriately. They should respect the use of public space and show consideration for others.

PROHIBITED ITEMS

1. Students are not allowed to bring harmful or distracting objects to school.
2. **All students are not allowed to have in their possessions 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.**
3. If students are caught with any of these items, the items will be confiscated and their parents will have to claim these items from DM or LDMs.

MAINTENANCE OF SCHOOL FACILITIES AND ENVIRONMENT

1. Lights, fans and air-conditioners of rooms must be switched off when not in use.
2. All facilities are to be properly maintained and kept clean and tidy.
3. Students should take good care of all furniture and equipment in the school. School property is not to be abused. Vandalism or abuse of school property is a serious offence. Student should report any damages or malfunctioning of equipment to the General Office.
4. Both front and back doors in the classrooms must be secured when there are changes in lesson venue and/or after the end of the last timetabled lesson for the day.
5. All students are expected to take responsibility in maintaining a clean and green environment conducive to learning. Students are expected to properly dispose of all litter in the appropriate litter or recycle bins.
6. The school lifts are strictly for all staff and visitors. Students who are injured should obtain permission from YHs/AYHs to use the school lift. A copy of the permission slip should be kept with the student at all times.

7. Food or drinks should be consumed in the canteen area only. Students should return all used utensils to the respective stall receptacles and dispose of any litter or leftovers appropriately after eating.

POLICY ON HANDPHONES AND OTHER MOBILE DEVICES*

The school is a place for learning and the usage of handphones and other mobile devices can be distracting to self and others. The usage of mobile devices during curriculum time needs to be restricted so as to provide a conducive learning environment for all. Responsible usage is what we hope every **self-directed BBSSian** can internalise and demonstrate in their lives.

1. During curriculum time (between 08 10 and the end of the last scheduled lesson), students should not be using handphones. Handphones must be switched off or set to silent mode and kept in the pouches located at the respective lesson venues.
2. During recess and lunch times (i.e. allowable timings), students can use their handphones but only at the following venues: canteen, student plaza, field, basketball court and foyer. Students are also allowed to use their handphones during ICT-related lessons under supervision of their teachers.
3. After curriculum hours (after last scheduled lesson), students may use handphones as long as it does not disrupt any school programme or activity. The use of handphones under any other situations should be with permission from the teacher(s)-in-charge and/or under his/her/their supervision.
4. Usage of handphones are not allowed in the library.
5. No charging of handphones or any other mobile devices in the school premises.
6. Students who do not follow the above rules may have their mobile devices confiscated by any staff. The mobile devices may be retrieved personally by the student from the general office at the end of the last scheduled lesson of that day. For offenders who have their mobile devices confiscated three times in one semester, their respective LDM and YH/AYH reserve the right to extend the duration of confiscation to up to a week after engaging their parents/guardians.
7. During the allowable timings (point 2), after curriculum hours (point 3) and all other times outside school, students should practise responsible and sensible use of mobile devices, which include using apps and features for:
 - personal management (e.g. calendar, alarm)
 - school-related communication (e.g. email, replies to teachers, discussion)
 - student learning (e.g. Student Learning Space, Straits Times Interactive, online dictionary)
8. The school may confiscate or request the handover of students' mobile devices in the following situations:
 - students have committed offences of cyber nature or theft
 - students' devices are required for investigation purposesOn such occasions, students are required to unlock the mobile devices for the school to access the contents.

9. When the school has reason to believe that laws have been violated, but the student and/or parents refuse to cooperate with the school in its investigation, the school may report to the police for assistance.

DISCIPLINARY POLICIES

The system of correction is one that is proactive and positive. It nurtures all BBSSians to build good character such as self-discipline, respect and gratitude.

This is best achieved in the school community where:

- Every student has respect for every schoolmate, staff and school environment
- Every student is responsible for the discipline in the school
- Every student is clear, reflective and take responsibility of his/her inappropriate behaviour

School expect self-discipline and good behaviour from all students at all times.

School corrective actions are carried out in accordance to the nature of offences. A more serious offence warrants a more serious school response and home school partnership with stakeholders.

Category of Offence	Range of Corrective Actions to be taken
Not wearing the school tie on tie day	<ul style="list-style-type: none"> • Wear the school tie for the next three school days.
Unacceptable hair length	<ul style="list-style-type: none"> • Trimming of hair within grace period issued by Discipline Committee during ad-hoc hair and attire check. Else, in-house barber will trim the hair. • Liable for suspension for non-compliance.
Coloured/tinted, outlandish, punkish or inappropriate hair	<ul style="list-style-type: none"> • Not allowed to join their class till the hair style has been corrected. • Parents to be informed and students may be send out of school to rectify the issue.
Unacceptable socks length (e.g. socks not visible)/Unacceptable socks colour and/or design	<ul style="list-style-type: none"> • Confiscation and rectification on the spot (e.g. getting a new pair of socks from the school bookshop).
Unacceptable attire during school holiday/study breaks/non-school days (e.g. sandals/slippers and outside clothes)	<ul style="list-style-type: none"> • Turn away by school security guards at school gate.
Tattoo	<ul style="list-style-type: none"> • Cover up tattoo/Tattoo Removal • Suspension • Education/counselling • Parent Conferencing
Not doing assignments	<ul style="list-style-type: none"> • Subject teachers and parents to work with student to ensure completion of work. • Detention

Sleeping in class	<ul style="list-style-type: none"> • Warning • Parent Conferencing • Detention • Step Out to Step In (SOSI) Suspension
Littering	<ul style="list-style-type: none"> • Counselling • Detention • Corrective Work Order (CWO)
<p>Truancy</p> <ul style="list-style-type: none"> • absence from school without valid reason • absence from CCA without valid reason • absence from external school event(e.g. X-country) without valid reason <p>Skiping lessons</p> <ul style="list-style-type: none"> • in school but absent from lesson without valid reason • turning up for lesson more than 10 minutes late without valid reason • leaving the classroom without the permission of the teacher 	<ul style="list-style-type: none"> • Form Teacher/Parent Conferencing • Counselling • Suspension/Detention • Liable for caning*
Dishonesty/Giving false information/ Concealing of information and evidence/ Failure to provide information to school authority or having a role of a passive by-stander	<ul style="list-style-type: none"> • Counselling • Detention • Suspension
Cheating during tests and examinations Breaking test and examination regulations	<ul style="list-style-type: none"> • Form Teacher/Parent Conferencing • Counselling • Liable for zero mark • Suspension/Detention
Rudeness and/or defiance to staff (including usage of vulgar language in the presence of a staff and/or disruptive behaviour towards schoolmates/Disregard of safety of others	<ul style="list-style-type: none"> • Form Teacher/Parent Conferencing • Apology • Counselling • Suspension • Home Suspension for cases where safety of teachers and schoolmates are compromised • Liable for caning*
Smoking/Vaping/Possession of all forms of cigarettes/E-cigarettes in and/or outside school Buying of cigarettes/E-cigarettes for others or sharing them with others who are under-aged	<ul style="list-style-type: none"> • Form Teacher/Parent Conferencing • Anti-Smoking Counselling • Suspension • Liable for caning* • Referral to Health Science Authority
Vandalism/Arson/Mischief to properties	<ul style="list-style-type: none"> • Corrective Work Order (CWO) • Counselling • Pay for damage • Suspension • Liable for caning* • Police Assistance

Provocation or instigation among peers/school mates	<ul style="list-style-type: none"> • Counselling • Suspension • Liable for caning*
Assault & Fighting Gambling Bullying/Intimidation (including Cyber offences) Gangsterism/Extortion Pornography – possession,viewing,sharing Theft Outrage of modesty Possession of Weapons (including stationery or utensils used as weapons or for threatening) Substance and alcohol abuse/possession Transactional/commercial offences (e.g. Forgery, cheating, etc.)	<ul style="list-style-type: none"> • Form Teacher/Parent Conferencing • Counselling • Suspension • Home Suspension for cases where safety of teachers and schoolmates are compromised • Liable for caning* • Police Assistance • Pay medical fees, if applicable

**applicable to boys only. Female students are liable for suspension.*

Note:

1. More than one or all of the above consequences listed may be implemented for an offence in each category.
2. Additional actions as determined by the Discipline Committee may be implemented for any offence including escalation to other relevant authorities for recalcitrant students.
3. The school will mete out consequences which are fair and appropriate for any misbehaviour not specifically described in the school rules and/or category of offence.
4. Proxy of consequences will also be meted out for accomplice(s) and passive bystander(s) involved in offences. Where there is no ill-intent (e.g. ignorance), school will consider warning as well.
5. All offences will be keyed into the school cockpit system and conduct grade may be affected.

GUIDELINES FOR CLASS AND CCA T-SHIRTS

USES OF CLASS T-SHIRT

- Class events outside school, not official school events
- Official inter-class games or activities organised by the school
- Multi-Level Activities (MLA)

USES OF CCA T-SHIRT

- CCA T-shirts can only be used for CCA-related activities.

In general, the Class or CCA T-shirt is not to be worn during school events or programmes or CCA activities unless there is prior approval from the respective Year Heads (YHs), CCA teacher IC or SMC member IC of the event or programme. If permission is given, the whole class should wear the Class T-shirt.

DESIGN OF CLASS AND CCA T-SHIRT

- No offensive or inappropriate language or drawings/pictures/graphics.
- The official school logo must be printed on the top left-hand corner of the T-shirt.
- No hood, no long sleeves.
- Collared polo-shirt style is allowed.

APPROVAL PROCESS

- Class committee to submit proposed design to Form Teacher who will check before passing to the YH/AYH for final approval.
- Design of CCA T-shirt should be submitted to the CCA Teacher IC who will check before passing to the SH/PE & CCA for final approval.

Class T-shirts should not be made compulsory for all students in the class. Production of Class T-shirts should proceed only if 75% or more of the class agree.

Can students wear the Class and CCA T-shirt underneath the school uniform?

No, because of the different colours and cutting, some can be quite visible underneath the school uniform.

EXAMINATION RULES AND REGULATIONS

- 1 **You must be properly attired in full school uniform**, including socks and shoes. Your hair must be of an appropriate length and neat.
- 2 All bags are to be placed at the front or back of the examination room as instructed by the invigilator.
- 3 **You must not have in your possession:**
 - Any unauthorised electronic, communication, entertainment or gaming devices capable of capturing, storing, displaying and/or transmitting or receiving visual, audio or verbal information within the examination premises (e.g. Examination Room, Quarantine Room, Waiting Room). Examples of prohibited items include (but not limited to) mobile phones, cameras, tablets, earphone/earpiece (wired or wireless) and smart wrist watches/glasses. Pen with image capturing capabilities.
 - Any unauthorised reference materials or notes. All stationery/belongings taken into the examination venue (e.g. pencil cases, calculator cover, cover for ruler) must not have any unauthorised notes/information written on them. You must also ensure you do not have any information or notes written on any parts of your body (e.g. hands and thighs).
- 4 **You must not commit or attempt any acts of dishonesty**, or the support of such acts (e.g. taking the exam on someone else's behalf, using unauthorised devices to gain an advantage, copying of answers). **Cheating is a serious disciplinary offence.**
- 5 **You must not communicate or attempt to communicate** with any other candidate/person inside or outside the examination venue during the examination or any other occasion when communication is strictly prohibited (e.g. during group movement to the quarantine area).
- 6 **You must not turn around and should also only face the front** during the examination.
- 7 **You must not write any offensive or obscene materials** in your answer script.
- 8 **You must not exhibit improper conduct or misbehaviour** during the examination. For example, disrupting other candidates, leaving examination area without approval or unescorted, not obeying instructions from invigilator.
- 9 **You must not leave** the examination room/hall, quarantine and holding room without permission from the invigilator.
- 10 **You must not continue to write** after the invigilator has made the announcement to stop writing.

Instructions for Sitting the Examinations

Reporting time

- 11 You are required to report to your examination venue in school uniform **at least 15 minutes before the start of the examination**. You have to be seated at your assigned desk **at least 10 minutes before the start of the examination**.

- 12 **Latecomers will have to follow the usual school procedure for late-coming before they proceed to the examination venue.**
- 13 You will not be given any make-up time if you report late for examination.

During examination

- 14 You are required to bring your stationery items in a transparent pencil case or a ziplock bag (transparent plastic bags) during examinations and tests. No other pencil cases are allowed.
- 15 You must not open the question and answer booklets or start reading and writing unless you are told to do so by the invigilator.
- 16 You should use 2B pencils for shading of the Multiple Choice Answer Sheet.
- 17 You should write on both sides of the writing paper unless otherwise specified in the examination instructions.
- 18 You must write the question numbers clearly (including the alpha character, if any) on the left margin of the writing paper. No answers should be written on the left and right margins of the writing paper.
- 19 You are required to write on every line of the writing paper unless otherwise specified in the examination instructions. You should leave two lines between the answers to consecutive questions or consecutive parts of a question only when specified in the examination instructions.
- 20 You should avoid using correction tape or fluid on the answer script or writing paper as it may affect the legibility of the answers.
- 21 You are advised to read the questions carefully and write your answers legibly in dark black or blue ink. Pens/pencils of other colours may be used for maps and diagrams only.
- 22 You are required to bring your own writing materials, mathematical instruments such as calculator, set squares, compass, protractor and ruler, as these will not be supplied. Only SEAB-approved models of calculators can be brought into the examination room.
- 23 You are to ensure that the calculator is in working condition (including the power supply) and any fault in the calculator will not be considered as justification for special consideration.
- 24 You are not allowed to share your dictionary/calculator with or borrow dictionary/calculator from other candidates during the examination.
- 25 Your e-dictionary must be silent and battery operated. Ear-pieces / headphones are not permitted in the examination venue. You should ensure that a replacement set of batteries is available. No allowance will be made should your e-dictionary fail to function during the examination.

- 26 You are advised to maintain good time management. You should not spend too much time on a few questions and leave no time for others. You are expected to remain in the examination room/hall for the whole duration of the paper.
- 27 All answer scripts should be tied together at the top left hand corner with the string provided. If writing paper is used, these should be arranged in the numerical sequence of the questions, with the smallest number on top.
- 28 You should remain seated at your respective desks while your answers scripts are being collected.
- 29 You must not remove any examination material and stationery without permission. These can include:
- Any answer booklet, writing paper, storage devices and other used or unused exam stationery from the examination venue.
 - Any coursework material/artefact from the examination centre without seeking prior approval from exam personnel.
- 30 You will not be allowed to go to the toilet during the examination unless it is an urgent case. You may be asked to empty your pockets upon returning to the examination venue.
- 31 **If you are absent during the examination, you must produce a valid medical certificate immediately when you return to school. Letters from parents and medical certificates issued by Traditional Chinese Medicine (TCM) practitioners will not be accepted. If you are absent for the examination without a valid reason, you will be awarded a 0 mark for that paper.**
- 32 **If you fail to comply with any of the abovementioned rules and regulations or any other additional instructions issued by examination personnel for any specific examination paper or subject, you would be deemed to have breached the examination rules and regulations. As a result, you may:**
- **Be awarded zero mark for the paper;**
 - **Be expelled from the examination premise;**
 - **Be refused entry for subsequent papers.**

SAFETY IN SPECIAL ROOMS

Food Laboratories

1. Every new group of students will be briefed about safety in the food laboratories.
2. When operating cookers:
 - a. All combustible materials; e.g. paper towels and spray cans should be kept away.
 - b. Windows and doors should be opened for ventilation while cooking or operating a gas appliance.
 - c. The cooker should not be left unattended when cooking.
 - d. The oven/grill door should be left slightly open when using the grill.
 - e. The cooker should be kept clean and in good working order.
 - f. Access to the gas control valve at the gas meter should be kept clear from obstruction.
 - g. All cookers and ovens must be properly switched off after every lesson.
3. Every student and teacher should wear an apron during practical cooking sessions.
4. Long hair should be plaited or tied. Nails should be kept short and clean.
5. Extreme care should be taken when using sharp-pointed/sharp-edged equipment and appliance, and fragile glassware such as beakers and test tubes.
6. Safety goggles should be worn when conducting potentially dangerous food science experiments (e.g. smoke point of fats).
7. All appliances and equipment should be well maintained and serviced regularly.
8. Ensure that food laboratories are naturally well-ventilated, with windows/doors open and turn off heat sources (e.g. stoves and ovens) when not in use.
9. Students should wash their hands with soap and water at the start and end of every lesson.
10. Cooking utensils and cutlery (including knives, chopping board etc) should be washed thoroughly with soap and water before and after each use.

Design & Technology (D&T) Workshop

1. Students are not allowed to work in the workshop unless the teacher is present.
2. Students are to be properly attired during workshop lessons. They are to:
 - a) Wear apron at all times.
 - b) Remove school ties.
 - c) Remove jewellery such as rings, necklaces and bracelets to prevent any hazard.
 - d) Tuck in loose clothing.
 - e) Females with long hair should tie up their hair.
3. Protective gear is to be worn:
 - a) Wear safety goggles whenever there is any risk of injury to the eyes.
 - b) Wear face mask when carrying out processes that produce dust particles or fumes.
 - c) Wear protective gloves when handling hot tools or material.

4. Always use the right tools for the right job.
5. Never work with a blunt or a poor condition tool.
6. Return all tools to their correct place after use.
7. Students should not work on any machine in the workshop unless he/she has been taught how to use it.
8. Do not use a machine that has an 'out of order' sign on it.
9. Switch off a machine at the mains before changing cutting tools or making any adjustments.
10. Check that all parts are secure before switching on a machine.
11. Do not hold the workpiece in your hands when machining.
12. Do not remove metal waste with your fingers.
13. All solvents and thinners should be stored with care and kept away from any open flame or heat source.
14. Any spillage of liquid or solvent must be cleaned up immediately.
15. Clear waste material with a broom or a brush.
16. Never run in the workshop.

Science Laboratories

1. 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 any interference with laboratory work.
- Eating and drinking are prohibited.
- Covered shoes should be worn in the laboratories at all times.
- Articles on clothing must not pose a safety risk in conducting of lab activities.
(e.g. ties are not allowed)

2. 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.

3. 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.

4. Following procedures

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

5. Using tools and equipment

- Keep electrical wiring away from naked flames and heaters. Keep areas around electrical equipment dry and far from water.
- Inspect equipment used to handle or transfer hazardous materials for leaks, cracks and other forms of damage before use.
- Follow the correct procedures when handling equipment, e.g. positioning of hand when using a pipette.
- Pipetting should always be carried out using a pipette aid and never by mouth.
- Discard sharp waste objects such as needles, razors or pins in a designated sturdy puncture-proof container, not in waste-bins or trash bags.
- Turn off the main incoming gas valve after every lesson.

6. Visual focusing

- Be aware of the evacuation route in the event of emergencies such as fires.
- 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.

7. Material handling

- Chemicals or other materials must never be tasted unless you are specifically directed to 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 permission of a teacher.

8. 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 a Bunsen burner.

Computer Laboratories

The computer labs are to be used strictly for ICT-based lessons where 1 to 1 computing is necessary to fulfil lesson objectives. Examples of such lessons Internet research and coursework where printing of materials are required for submission.

The following guidelines should be observed when using the computer labs:

1. Only teachers have authorised access to the computer labs. Students may enter or work in a computer lab only in the presence and supervision of a teacher.
2. Students must be in proper uniform when they use the room.
3. Students must place their bags in front or at the side of the lab before proceeding to their respective work stations.
4. All users are to keep the labs clean at all times and to switch off all equipment, lights and the air-conditioners after use. Notebooks need to be properly shut down. Chairs must be properly pushed in.
5. All users are to handle the equipment with care and report any damage or possible mischief immediately.
6. The following activities are strictly **NOT** allowed:
 - Eating or drinking in the labs.
 - Disruptive behaviour that is not conducive for teaching and learning. Students exhibiting such behaviour would be instructed to shut down their notebooks and leave their respective work stations.
 - Accessing offensive, derogatory, obscene or pornographic material.
 - Downloading and copying of copyright protected material (such as music, videos and software.)
 - Playing of online games unless it is for educational purpose and is guided by the instructor/teacher.
 - Using personal storage devices (e.g. thumb drives) in the labs.
 - Copying or loading of unauthorised software into the computers. Pirated software is strictly forbidden.
 - Gaining unauthorised access to another person's or school's systems, files, data or programs.
 - Tampering with hardware and/or software configurations and settings.
 - Moving of notebooks or any peripherals out of the labs without the consent of the ICT Department.
 - Vandalising and damaging equipment and furniture.

Students who violate any of the rules above will be subjected to strict disciplinary actions. Students may have to bear the cost of repair or replacement of equipment and furniture caused by acts of vandalism or mischief.

INTERNET AND SOCIAL MEDIA ETHICS - THE BBSS WAY

In this day and age, the Internet, online forums, blogs, Facebook and other social media platforms play an increasingly significant role in people's lives. These can be used for good – they connect us to others so we can express our thoughts, enrich our perspectives and be part of a group of like-minded people. On the other hand, there are concerns about these forms of communication and self-expression because there will always be questionable sites and irresponsible users.

When using the Internet, BBSSians should always be guided by values of respect, empathy, self-discipline and responsibility.

Tap on the digital world in a positive way to:

- build people up, not to put people or the school down;
- network and interact, not to create divisions or unhealthy cliques;
- exchange and enrich ideas, not plagiarise or ridicule;
- help in personal management and planning; and
- support learning.

Do	Examples
Respect yourself, others and the school	Express balanced and reasonable views. If you have a suggestion or criticism, back up your points with sensible arguments. Express opinions in a respectful way, without hurting people.
Act responsibly	Be mindful of words that was used in chat groups or other social media platforms. Think before sending pictures and videos to others, as what is acceptable to one may be offensive or inappropriate to others. Do not help spread things which are untrue or unproven.
Show empathy and be sensitive	Do not make racial, religious, or culturally insensitive comments.
Respect owners of ideas	Acknowledge your sources. Do not plagiarise.
Show integrity	Respect copyright issues.

Don't	Examples
Engage in questionable activities.	Do not surf pornographic websites. Do not sell cosmetic contact lenses through your unlicensed blogshops. You could run foul of the Optometrists and Opticians Act, and face jail and/or fine for prescribing and dispensing contact lenses without being qualified to do so. Do not get involved in act of doxing

Please note that cyber-related offences are serious offences and appropriate disciplinary measures will be meted out to offenders.

LIBRARY RULES AND REGULATIONS

BORROWING OF LIBRARY BOOKS

1. Every student is a member of the school library. He/She may use his/her student pass to borrow books.
2. Each student is allowed to borrow four books at a time for a period of two weeks.
3. Library books can only be taken out of the library after they have been processed and issued on loan by a librarian.
4. A book which is not returned one month after it is due is deemed lost and must be replaced in cash.
5. The borrower is responsible for any damage or loss of books.
6. Library books must not be borrowed or returned on behalf of others.
7. Reference books and magazines must not be brought out from the library at any time.
8. Booking for the use of computers or any other equipment can be made on the day of use subject to availability of computers or equipment.

USE OF COMPUTERS IN THE LIBRARY

1. At any one time, a maximum of three students may share a computer terminal.
2. No copying of software is allowed.
3. Earphones are to be used with equipment if there is audio output.
4. Students may use the printers in the library. Students must buy a printing card before printing. Papers can be supplied but the number of papers used will have to be recorded.
5. The use of the Internet is strictly for school-related work. Students will not be allowed to continue using the computers or surfing the internet if they are found to be using the computer for other purposes.
6. Report faulty equipment immediately to the Library Assistant.
7. Students must not gain access to any undesirable sites when they are using the internet. Chatting is also not allowed in the library.

LIBRARY ETIQUETTE

1. Silence must be maintained.
2. Eating, drinking, sleeping or playing of games of any kind is not allowed.
3. Use of handphones in the library is strictly not allowed.
4. Return all magazines to the magazine rack. Books that are not borrowed must be returned to the trolley provided in the library.
5. Keep the library clean at all times.
6. Do not vandalise the furniture or equipment in the Library. Offenders will have to pay for the damages.
7. Mobile phones should be set to silent or vibration mode. Phone calls are to be answered outside the library.
8. Students are expected to be respectful when communicating with Library Assistants and other adult supervisors.
9. Students are to mind good manners when interacting with each other in the library.
10. Library users have the right to request others to conform to the library rules and library etiquette in the library.
11. The Library Assistants have the right to ask disruptive students to leave the library when verbal warnings are not complied.

12. Persistent and outright defiance towards the library rules and etiquette will subject the offender to disciplinary actions.

MANAGEMENT AND ROAD SAFETY

To ensure the safety of our students, the school **does not allow** vehicles to be driven into the school compound before morning assembly (7.30 am). The following serves in advising parents / guardians who drop off / pick up their child / ward at school:

- Drive carefully at all times at a much reduced speed within the school zone.
- Child / Ward should be dropped off outside the school **AFTER THE MAIN GATE** before morning assembly. The school security guards will be there to direct cars to the drop-off points. Do heed their instructions.
- Alternatively, the HDB car parks serving Block 160 to 164 may be used to drop off students while the rear gate is open till 7.30 am. There is no parking charge for vehicles exiting within 10 minutes.
- For child / ward alighting on the opposite side of the road facing the main gate, drop them off nearer to the pedestrian crossing located a short distance from the main entrance. It is **dangerous and not advisable** for the child / ward to cross the roads without the assistance of the pedestrian crossing.
- In the event of rain, cars are allowed to be driven into the school compound to drop off / pick up child / ward at the foyer.
- To ensure a smooth flow of traffic, all parents / guardians are to follow the instructions given by the security guards and volunteers on duty.

Parents / Guardians may drive their vehicles into the school and park at designated visitor lots for **up to a duration of 15 minutes** after school hours to pick up their child / ward **without leaving their vehicles**. Students should liaise with parents / guardians to pick them up only when they are ready to leave the school. It is advised for students to be picked up alternatively from the rear gate in the HDB carparks serving Block 160 to 164.

Continue to exercise care at all times while driving within the school zone and in the school compound.



Habits of Mind in our BBSSians



Thinking Interdependently

- ☞ Working together, being cooperative and supportive of one another
- ☞ Working and learning from others in reciprocal situations
- ☞ Completing tasks well and complementing others
- ☞ Seeking others' views and ideas by listening with understanding and empathy

"Achievement is a we thing, not a me thing, always the produce of many heads and hands." - J. Atkinson

In junior college, project work is compulsory for all students. It is important to be able to work together with my group members in order to successfully complete our project. I need to be able to contribute to my team while also working and learning from my teammates.

Ong Liwen, Millsa, 2015 graduate

I was given the opportunity to represent the school in a dance programme. I was sure I could handle my studies and my passion, but I soon realised that I was struggling to find a balance. I did not know what to do and I really wanted to be my best for both. I then decided to think flexibly and seek my teachers' and friends' advice. I also learnt to work together with my friends in the dance programme. They gave me all the support I needed. I now have a routine that allows me to do several things at the same time. It was hard work but I feel that I have learnt tremendously from this experience.

Dewi Ferdah Bte Mohd Sabri, 4N3 (2018)



Persisting

- ☞ Not giving up when faced with difficulties
- ☞ Seeing a task and project work through to completion, and remaining focused
- ☞ Remaining self-driven and self-directed and being prepared to face difficulties along the way

"Don't be discouraged. It's often the last key in the bunch that opens the lock." – Anonymous

When I did not do well for my Chemistry examination, I felt demoralised. I did not want to focus on it anymore until one day I thought I would just try it. Although, I did not grasp the concepts as well as I would have liked I just kept trying again and again. Even though, I did not score to my satisfaction, there was definitely an improvement in my score. Using this as a motivation, I continued to study hard. All my hard work paid off in the subsequent examinations. The best thing is that I became habituated to studying Chemistry and it became effortless.

Katta Akshitha, 2E4 (2019)

HOM is a set of habits that will help you to lead a better life and will lead you to success. I have applied persistence in my life. Last year, I received terrible results and was feeling very sad. However, I persisted on and worked hard to get better results. Although my results is not very ideal for Weighted Assessment 3, I will still persist and work harder to score well for End of Year Examinations.

Kainos Ng Kai Nuo, 2A7 (2020)



Striving for Accuracy & Precision

- ☞ Checking your work, and test and examination papers again before submission
- ☞ Nurturing a desire to be exact and precise
- ☞ Understanding task expectations and aiming to ensure all areas are covered

"Excellence is in the details. Give attention to the details and excellence will come." - Perry Paxton

I desire perfection and always ensure to hit the mark and do the best that I can. This habit taught me to produce work of the finest quality. This habit is particularly useful during examinations, where striving to score is highly important. In order to do well, we need to avoid careless mistakes. As such, I check my work to ensure that I have answered all the questions to the best of my ability.

Javen Kho Ju Hung, 3A2 (2018)

Lee Kar Hsuen Sarah always checks her work twice before handing in her work. When she does not understand the question, she would always ask her peers and would also double check with the teacher.
(awarded HOM-grown Stars Sem 1 2021)

Written by Phah Jun He Roy, 2A3 (2021)



Managing Impulsivity

- ☞ Thinking before you act and speak; remaining calm, thoughtful and deliberate
- ☞ Being in control of yourself and not being tempted, resisting the temptation to steal or bully
- ☞ Reading instructions and questions carefully before attempting the test and examination questions

"No good work is ever done while the heart is hot and anxious and fretted." - Olive Schreiner

Chua Ming Jing has managed her impulsivity by significantly reducing her screen time from 7 hours to 4 hours a day. She made use of her free time more productively by doing extra revision and attending to her commitments in Student Council. Reducing her screen time also helped her to complete more tasks on time and increased her productivity.
(awarded HOM-grown Stars Sem 2 2021)

Written by Geraldine Chua, 3A7 (2021)

I remember managing my impulsivity. I tend to be a little bit irritable, so I sometimes find it hard to manage my anger and irritation, so I find that remembering how to manage my impulsivity has been a very valuable asset to me. However, managing impulsivity is not only good for controlling emotions, it also helps with slowing down and thinking of different solutions to a problem. It can help slow you down when you're excited from finding a solution, a way to solve a particular problem, to find a better one. I usually find myself applying this aspect of managing impulsivity when I play chess to find multiple moves and select the best one from them.

Yim Kah Hong Bryan, 3A5 (2020)



Listening with Empathy & Understanding

- ☞ Seeking to understand others
- ☞ Being able to clarify or pose questions in order to extend understanding
- ☞ Understanding another person's point of view and emotions
- ☞ Knowing what your friends are going through and showing concern and care

"Listen as though your life depended on it. It does." - The Art of Pilgrimage

There were many projects which required me to work in a team. It was inevitable that we had differing opinions. I found myself practising this habit a lot whenever my team members got into an argument. This habit taught me to allow every person to share their ideas by remaining attentive to what my teammates were saying without interrupting them. I also reminded myself to avoid coming to conclusions without listening to others' points of view.

Hanson Tan Jun Xiang, 2E4 (2018)



Questioning and Problem Posing

- ☞ Asking additional questions to facilitate learning
- ☞ Critically analysing problems and situations
- ☞ Probing into causes and reasons

"Nothing shapes our journey through life so much as the questions we ask." - Greg Levoy

When my friends come to me for advice or talk to me about their problems, I try my best to offer advice or just listen to their problems so they can get a load off their shoulders. I think if we nurture this habit from young, we would find it easier to listen or help others next time when we are older and working. This would help me understand my colleagues in the future and try to understand where they are coming from and think in their shoes. Therefore, with this habit I feel like we would become a better person by being understanding instead of dismissing their problems.

Clara Ooi Xin Hui, 2A5 (2020)

I find myself applying the habit of questioning and problem posing frequently. As I do not have private tuition, I study by reading up before lessons and I make sure I pay attention in class. When I encounter things I do not understand, I approach my teachers to clarify my doubts. If I am absent, I know I have missed vital information taught in class so I find out what I have missed from my classmates. Sometimes I make appointments with my teachers for additional consultation time in the afternoons. To have a better understanding, one needs

to pose problems and think of the “What if” situations. I am responsible for my own learning so I need to take steps to enhance my learning and questioning and posing problems is the HOM that helps me achieve this.

Hedley Koh, 4S1 (2018)

When Angel Binte Masuvi is not clear about the work given by teachers she will raise up her hand and clarify with the teacher, she always thinks before she does anything and works hard in her work trying to strive for accuracy. She will also help out classmates during lessons when the classmates ask for help.
(awarded HOM-grown Stars Sem 2 2021)

Written by Jovis Ang Jing Xuan, 3A1 (2021)



Thinking and Communicating with Clarity & Precision

- ✧ Always writing clearly
- ✧ Choosing words and actions carefully
- ✧ Proof reading and checking work and exam papers before submitting

“The Most Powerful Factors in the World are Clear Ideas in the Minds of Energetic People of Good Will.” - Anonymous

Before writing an essay or speaking during oral exams, we must first think of what to write or say. Then we need put these ideas into sentences to convey them clearly to the other person. We should be clear so that others understand us easily and are not confused about what we are trying to say. In a group project, conflicts can be avoided and the project can proceed smoothly if members understand one another better through clear communication.

Dareus Hazeq Rajendramoorthy, 3N3 (2018)



Responding with Wonderment & Awe

- ✧ Being intrigued by life’s mysteries
- ✧ Wanting to know a lot more about points of interest
- ✧ Being excited to learn new things inside and outside the classroom

“The most beautiful experience in the world is the experience of the mysterious.” - Albert Einstein

During my childhood, I remember being amazed and awed by nature’s beauty. I watched National Geographic channel frequently and I remember one day, the channel was showing a documentary on Rafflesia, the largest flower in the world. It has a very pungent smell unlike other flowers. I was amazed as I always thought flowers smelt good. I love nature as I think it has many new things waiting for me to explore, and I love learning these new things each day to broaden my knowledge.

Alya Nur Batrisyia Binti Abdullah, 2E4 (2018)



Gathering Data through All Senses

- ☞ Using all senses to obtain information
- ☞ Using all senses when writing descriptive essays or when speaking
- ☞ Enjoying experiential learning such as field trips

"Tell me, and I'll forget. Show me, and I may remember. Involve me, and I'll understand." - Native American Proverb

"The water flows, making me feel on my own wherever I go.

With the fish in sight, I rest my mind.

We work for life until we forget alright,

We may fail and then thrive, but we need to know our own signs,

With nothing on the line, where it may drive,

The wooden planks with a sound equivalent to a clap."

(done during HOM lesson on Gathering Data Through All Senses)

Poem by Zulfahmi Bin Sanusi, 1A3 (2021)

Gathering data through all senses is the most important HOM disposition to me as I use it all the time to overcome my obstacles and during every day conversations. I believe that if I use my senses and stay alert I will absorb more information from my surroundings than those who do not utilise their senses fully.

Shristi Singh, 2E3 (2019)



Applying Past Knowledge to New Situations

- ☞ Using prior knowledge to tackle new situations or new problems
- ☞ Making connections and drawing on prior experience
- ☞ Transferring knowledge beyond the situation in which it was learned

"There are no secrets to success. It is the result of preparation, hard work, learning from failure." - Colin Powell

As I progress every year, I find the content taught in my lessons getting increasingly difficult. Since young, Mathematics has been my weakest subject. My result for Mathematics has always been inconsistent. Sometimes I pass, other times I fail. I learnt to use this habit in my Mathematics, where I used what I have learnt in the past to answer the questions. I recall everything I have learnt and apply them to my latest topics.

Elena Lee Ying En, 3A1 (2018)



Creating, Imagining & Innovating

- ☞ Being daring enough to try new things
- ☞ Generating novel ideas
- ☞ Using a variety of techniques to create innovative ideas and solutions
- ☞ Thinking of possibilities and generating various strategies

"Life isn't about finding yourself. Life is about creating yourself." - George Bernard Shaw

At the start of the year, as the CCE representative, I was given the responsibility to lead my class to decorate the class noticeboard as well as beautify my classroom for Chinese New Year. With the limited resources that we had gathered, I applied the habit of creating, imagining, innovating by thinking out of the box and coming up with creative ideas that fit the theme. I created a model of a dog using red packets. My classmates were inspired by my creativity and went on to use the red packets to decorate the other areas of the classroom in interesting ways. I am glad that this habit, together with our teamwork, enabled our class to win the Best CNY Decoration Award.

Ang Yu En, 5N1 (2018)

As a student, I feel that I need to be creative every day for a variety of reasons. For example, during English and Mother Tongue lessons, I am required to come up with creative ideas for my essays, and in unexpected situations such as a train breakdown or a traffic jam, I will have to think on my feet to overcome the problem.

Yim Kah Hong Bryan, 2E2 (2019)



Finding Humour

- ☞ Laughing at the funny things in life
- ☞ Using humour to relieve stress and increase productivity
- ☞ Using humour to raise spirits

"Fun is going to enhance interest because people don't feel incompetent when they are having fun." - Matthew S. Richter

During group projects, Yeap Kingsley cracked some jokes when we were typing our project out. This actually livened up the mood making it easier for us to work as he continued talking and making jokes to engage us in the group project. Also, during some classes when lessons are boring, he makes jokes to enliven the classroom atmosphere. Furthermore, he has been doing this consistently and was very good at finding humour. (awarded HOM-grown Stars Sem 2 2021)

Written by Lee Jia Yik, 2A7 (2021)



Taking Responsible Risks

- ☞ Not being afraid of meeting failure
- ☞ Seeing problems as opportunities rather than limitations
- ☞ Venturing forth and being adventurous

"The greatest mistake you can make in life is to be continually fearing you will make one." - Elbert Hubbard

Of the 16 HOM, I believe most strongly in taking responsible risk. I believe so because I feel that every choice we make, we have a risk present. If we don't decide to take the risk, we would not succeed and would only remain in our comfort zone. All the celebrities and successful people took risks. Stephen Hawking took the risk of getting laughed by the world as a scientist with disabilities and the risk of his hypothesis getting proven wrong. Bill Gates took the risk of his business failing and not even being able to return to Harvard University. So, if we don't take risk, we will not be able to persevere on to see success.

Kainos Ng Kai Nuo, 2A7 (2020)



Remaining Open to Continuous Learning

- ☞ Being humble enough to admit ignorance
- ☞ Being open to new ideas
- ☞ Enjoy learning new things inside and outside the classroom

“Live as if you were to die tomorrow. Learn as if you were to live forever.” - Mahatma Gandhi

I feel that through this habit, I have realised that people make mistakes even if they are smarter than others. For example, even if I have already learnt the same topic over and over again in advance, I still make mistakes. I know I cannot be complacent and stubborn. I have to accept that there are many ways to solve a certain problem. I try to pick up a new way of studying to remove my misconceptions about the topic. This way, I avoid making the same mistakes again. If I were to insist that my way of studying is right, I would not have made much progress.

Jonathan Wong Jia Wen, 3N1 (2018)

I like the habit of remaining open to continuous learning which is to keep an open mind, constantly seeking and learning new knowledge. I display this value by reading books during my free time and actively asking questions.

Chen Xi, 2A6 (2020)



Thinking Flexibly

- ☞ Trying a variety of approaches in working on school and class projects and other class activities
- ☞ Looking at a situation from a different perspectives
- ☞ Generating alternatives and considering your options
- ☞ Appreciating others' points of view

“When one door is shut, another one opens.” - Miguel de Cervantes

Thinking flexibly means to look at things from different perspectives. I usually apply this habit in Mathematics. I find myself having to think of different ways to solve a Mathematical problem. Another subject where I have applied this habit is Design and Technology where I have to think of creative ways to design products to solve a design flaw or problem.

Eugene Ng Yi Sheng, 3A1 (2018)

As a student, I think this habit is very important. I have to really look at something from every aspect to have an idea of what is the best way to move forward. For example, in Mathematics, I have to think of different ways to solve a word problem.

Navitha D/O Rajendaran, 2N1 (2019)



Thinking About your Thinking (Metacognition)

- ☞ Being aware of your own thoughts, strategies, feelings and actions
- ☞ Cultivating the habit of reflecting on own actions and behaviour
- ☞ Knowing what you know and what you don't know
- ☞ Evaluating efficiency of your own performance

"To do good things in the world, first you must know who you are and what gives meaning to your life." - Paula Brownlee

Metacognition is extremely helpful now that I am working. It is vital to have self-awareness. In the working world, sometimes people do not tell you what is really on their minds. You do not know exactly how they feel about you and how you have performed. When I think about my thinking, I am conscious of my own thoughts and actions. As I reflect, I know which areas I need to work on, without the need for others to tell me to do so.

Terence Yew, 2012 graduate











Whenever Elissa Haw En Xin faces a problem, instead of giving up and asking someone else to do it, she insists on continuing and finishing her task. Once, Elissa and I went to Westgate to buy presents for our classmate. When we couldn't find a suitable present, instead of buying a random gift, she told me she wanted to continue searching and after about 30 minutes, she finally found a suitable gift and the recipient loved it.

When we were having a conversation, Elissa would stop to think about what she wants to say. She would change and further improve on the content. She has strongly demonstrated thinking about her thinking, as she has been able to reflect briefly on the spot before talking and doing anything. This has happened many times during our conversations.

(awarded HOM-grown Stars Sem 1 2021)


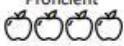
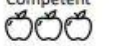

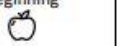


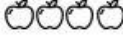


Written by Lee Wan Yu & Charles Terrence Concepcion Fiesta 1A4 (2021)






Effective Communication Programme

Effective Communication Presentation Rubric: Presenter							
Criteria			Standards				Self-Rating (Shade the )
			Proficient 	Competent 	Developing 	Beginning 	
Content	Structure	Purpose	I am very clear of the goals of my presentation.	I am clear of the goals of my presentation.	I am somewhat clear of the goals of my presentation.	I am not clear of the goals of my presentation.	
		Audience	I am very clear of whom I am presenting to.	I am clear of whom I am presenting to.	I am somewhat clear of whom I am presenting to.	I am not clear of whom I am presenting to.	
	Language	Vocabulary	I used words that are highly relevant to the subject.	I used words that are relevant to the subject.	I used words that are somewhat relevant to the subject.	I used words that are irrelevant to the subject.	
		Grammar	My grammar is highly accurate all the time .	My grammar is accurate most of the time .	My grammar is accurate sometimes .	My grammar is inaccurate .	
		Sentence Structure	I used a variety of sentence structures all the time .	I used a variety of sentence structures most of the time .	I used a variety of sentence structures sometimes .	I did not use a variety of sentence structures.	

Delivery	Verbal	Volume	I can be heard throughout the whole presentation.	I can be heard during most parts of the presentation.	I can be heard during some parts of the presentation.	I can barely be heard during the presentation.	
		Clarity	I did not mispronounce any words.	I mispronounced some words.	I mispronounced many words.	I mispronounced most of the words.	
	Non-Verbal	Eye-Contact	I maintained eye-contact throughout the presentation, with no reading off my notes.	I maintained eye-contact during most parts of the presentation, with little reading off my notes.	I maintained eye-contact during some parts of the presentation, with some reading off my notes.	I had no eye-contact during the presentation and was reading off my notes completely .	
		Posture	I stood up straight and made appropriate hand gestures throughout the presentation.	I stood up straight and made appropriate hand gestures during most parts of the presentation.	I stood up straight and made appropriate hand gestures during some parts of the presentation.	I did not stand up straight or make appropriate hand gestures during the presentation.	
	Audience Engagement [e.g. use of humour, props, wordplay]		I used my own techniques to effectively engage my audience.	I used various techniques to engage my audience.	I used some techniques but not all of them engaged my audience.	I did not use any techniques to engage my audience.	

Effective Communication Presentation Rubric: Listener

Criteria			Standards				Peer-Rating (Shade the )
			Proficient 	Competent 	Developing 	Beginning 	
Content	Structure	Purpose	The presenter was very clear of the goals of his/her presentation.	The presenter was clear of the goals of his/her presentation.	The presenter was somewhat clear of the goals of his/her presentation.	The presenter was not clear of the goals of his/her presentation.	
		Audience	The presenter was very clear of who he/she was presenting to.	The presenter was clear of who he/she was presenting to.	The presenter was somewhat clear of who he/she was presenting to.	The presenter was not clear of who he/she was presenting to.	
	Language	Vocabulary	The presenter used words that are highly relevant to the subject.	The presenter used words that are relevant to the subject.	The presenter used words that are somewhat relevant to the subject.	The presenter used words that are irrelevant to the subject.	
		Grammar	The presenter's grammar is highly accurate all the time .	The presenter's grammar is accurate most of the time .	The presenter's grammar is accurate sometimes .	The presenter's grammar is inaccurate .	
		Sentence Structure	The presenter used a variety of sentence structures all the time .	The presenter used a variety of sentence structures most of the time .	The presenter used a variety of sentence structures sometimes .	The presenter did not use a variety of sentence structures.	

Delivery	Verbal	Volume	The presenter can be heard throughout the whole presentation.	The presenter can be heard during most parts of the presentation.	The presenter can be heard during some parts of the presentation.	The presenter can barely be heard during the presentation.	
		Clarity	The presenter did not mispronounce any words.	The presenter mispronounced some words.	The presenter mispronounced many words.	The presenter mispronounced most of the words.	
	Non-Verbal	Eye-Contact	The presenter maintained eye-contact throughout the presentation, with no reading off his/her notes.	The presenter maintained eye-contact during most parts of the presentation, with little reading off his/her notes.	The presenter maintained eye-contact during some parts of the presentation, with some reading off his/her notes.	The presenter had no eye-contact during the presentation and was reading off his/her notes completely .	
		Posture	The presenter stood up straight and made appropriate hand gestures throughout the presentation.	The presenter stood up straight and made appropriate hand gestures during most parts of the presentation.	The presenter stood up straight and made appropriate hand gestures during some parts of the presentation.	The presenter did not stand up straight or make appropriate hand gestures during the presentation.	
	Audience Engagement [e.g. use of humour, props, wordplay]		The presenter used his/her own techniques to effectively engage his/her audience.	The presenter used various techniques to engage his/her audience.	The presenter used some techniques but not all of them engaged his/her audience.	The presenter did not use any techniques to engage his/her audience.	

Co-Curricular Activities

Co-Curricular Activities play an important part in the holistic development of each student. These activities reinforce the values of service, teamwork, leadership, group and self-discipline, loyalty, healthy living and sportsmanship.

Every student is expected to develop and hone his/her talents for his/her development so as to be of service to the school and the community.

Aims and Objectives of CCA

The aim of CCA, while providing for robust outdoor activities, is also to inculcate correct values and desirable attitudes in the individual.

The objectives of CCA in our school are to:

- provide a variety of activities and cater to the varied interests and abilities of the students.
- identify students with potential in sports and games for further training and development.
- foster a sense of loyalty and team spirit through CCA participation and support for the school teams at Inter-School Competitions.

Policy

- Every secondary school student will take on ONE activity only, which can be either a sport, a uniform group, a cultural activity or a club.
- Students are encouraged to pursue and specialise in one CCA. However, if they wish, they may opt to switch CCAs during the transfer window.

CCA Transfer Window	Students Eligible for transfer
Term 2 Week 9 – 10	Sec 1 - 3
Term 4 Week 6 – 7 (Post EYE)	Sec 1 - 2

- All students are to remain in their CCAs for at least one year before seeking to transfer to another CCA.
- Sec 4/5 students are not expected to make any CCA transfer as they will be stepping down from April onwards.

BBSS Co-Curricular Activities

Sports & Games	Uniformed Groups	Cultural Groups	Clubs
Shooting	NCC Land (Boys)	Choir	Media Club
Badminton	NCC Sea	Chinese Orchestra	Robotics Club
Basketball (Boys)	NPCC	Malay Dance	One Earth Club**
Rugby (Boys)	Boys' Brigade*	Modern Dance	Gym Club**
Cross-Country	Girls' Brigade*	ELDDS	
Softball (Girls)		Concert Band	

* Boys' Brigade and Girls' Brigade are Christian organisations.

** One Earth Club and Gym Club are considered as 2nd CCAs and will not be available for selection as a main CCA. Participation is subjected to approval by relevant school authority.

A Holistic Education for Secondary School Students - LEAPS 2.0

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

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

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

LEAPS 2.0¹

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

SUPPORTING YOUR CHILD

As parents, you play an important role in ensuring your child's holistic and balanced development. Your child benefits most when the emphasis on developing values, life skills and your child / ward's interests and strengths are reinforced at home.

You can discuss the following areas with your child when selecting his / her co-curricular activities:

- Identifying interests and strengths
Example: What is your child interested in? What is your child good at?
- Setting objectives
Example: What kind of person does your child want to be? What kind of values do you want to inculcate and what life skills do you want your child to have?
- Encouraging self-directed learning
Example: How does your child want to pursue this development? What are the possible opportunities that can help support this development?
- Managing commitments
Example: Is your child able to cope? How can you help to support him / her in the learning pursuits?

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

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.

Please refer to examples in [Annex B](#).

PARTICIPATION (Level of Attainment)

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

SERVICE (Level of Attainment)

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

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

LEADERSHIP (Level of Attainment)

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

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

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

	Level 1	Level 2	Level 3	Level 4	Level 5
Representation⁶	<ul style="list-style-type: none"> Represented class / house / CCA at intra-school event⁷ 	<ul style="list-style-type: none"> Represented school / external organisation at local / international event⁸ for 1 year 	<ul style="list-style-type: none"> Represented school / external organisation at local / international event for 2 years 	<ul style="list-style-type: none"> Represented school / external organisation at local / international event for 3 years or more Represented UG HQ at international event⁹ 	<ul style="list-style-type: none"> Represented Singapore Schools at local / international competition Represented Singapore at international event endorsed by national bodies Represented National Project of Excellence¹⁰ at local / international concert Represented MOE at local / international event Represented UG HQ at international competition
Accomplishment⁶			<ul style="list-style-type: none"> Represented school / external organisation at local / international event and achieved the following (for 1 year): <ul style="list-style-type: none"> Top 4 (or equivalent) team placing Top 8 (or equivalent) individual placing Gold / Silver / Bronze / Merit award / certification¹¹ (or equivalent) SYF Arts Presentation 	<ul style="list-style-type: none"> Represented school / external organisation at local / international event and achieved the following (for 2 years or more): <ul style="list-style-type: none"> Top 4 (or equivalent) team placing Top 8 (or equivalent) individual placing Gold / Silver / Bronze / Merit award / certification¹¹ (or equivalent) SYF Arts Presentation 	<ul style="list-style-type: none"> Represented Singapore Schools/ National Project of Excellence/MOE at local / international competition OR Represented Singapore at international event, endorsed by national bodies <p>AND achieved the following:</p> <ul style="list-style-type: none"> Top 4 (or equivalent) team placing Top 8 (or equivalent)

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

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

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

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

¹⁰ This refers to the Singapore National Youth Orchestra and Singapore Youth Chinese Orchestra.

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

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

LEVELS OF ATTAINMENT – EXAMPLES

Example A: Student has attained a minimum Level 3 in all four domains and at least Level 4 in one domain (Participation). Hence, the student's co-curricular attainment is recognised as Excellent.

Domain	Description of Attainment	Level
Participation	Participated in the same CCA for 4 years with at least 75% attendance for each year	4
Achievement	Represented school at local competition / conference / festival / exhibition for 2 years	3
Leadership	Committee for school-wide events	3
Service	Completed at least 24 hours of service <u>and</u> at least one VIA project that impacts the school or community	3

Example B: The student has attained a minimum of Level 1 in all domains with at least Level 2 in three domains. Hence, the student's co-curricular attainment is recognised as Good.

Domain	Description of Attainment	Level
Participation	Participated in any CCA for 3 years with at least 75% attendance for each year	2
Achievement	Represented class / house / CCA at intra-school event	1
Leadership	Class Committee	2
Service	Completed at least one VIA project that impacts the school or community	2

Example C: The student has attained a minimum of Level 1 in all domains, with at least Level 2 in one domain (Achievement) and Level 3 for another domain (Participation). Hence, the student's co-curricular attainment is recognised as Good.

Domain	Description of Attainment	Level
Participation	Participated in any CCA for 4 years with at least 75% attendance for each year	3
Achievement	Represented school at local competition / conference / festival / exhibition for 1 year	2
Leadership	Lance Corporal (NCC)	1
Service	Completed at least 24 to less than 30 hours of service	1

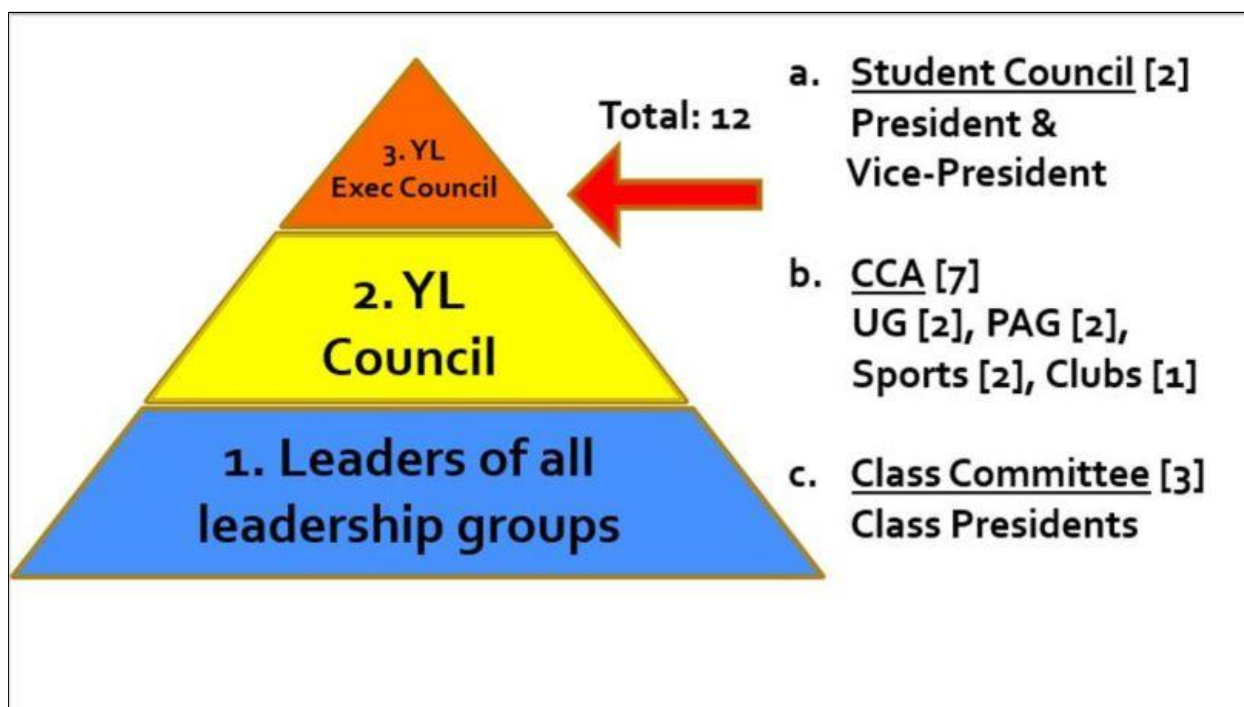
Example D: The student has not met the criteria for a Good co-curricular attainment. Hence, the student's co-curricular attainment is recognised as Fair.

Domain	Description of Attainment	Level
Participation	Participated in any CCA for 4 years with at least 75% attendance for each year	3
Achievement	Did not represent class / house / CCA / school in any event	0
Leadership	Completed 2 modules on leadership	1
Service	Completed at least 24 to less than 30 hours of service	1

BBSS Youth Leadership Development Committee

In grooming leaders, the Youth Leadership (YL) Development Committee focuses on developing BBSSians to be confident, self-directed and responsible role models. This is emphasised by the YL programme which encourages students to step forth in leading and inspiring their peers to serve the school and the community with pride.

The YL programme is grounded upon the school values of R-E-S-P-E-C-T and its training aims to reach out to every tier of the YL Pyramid:

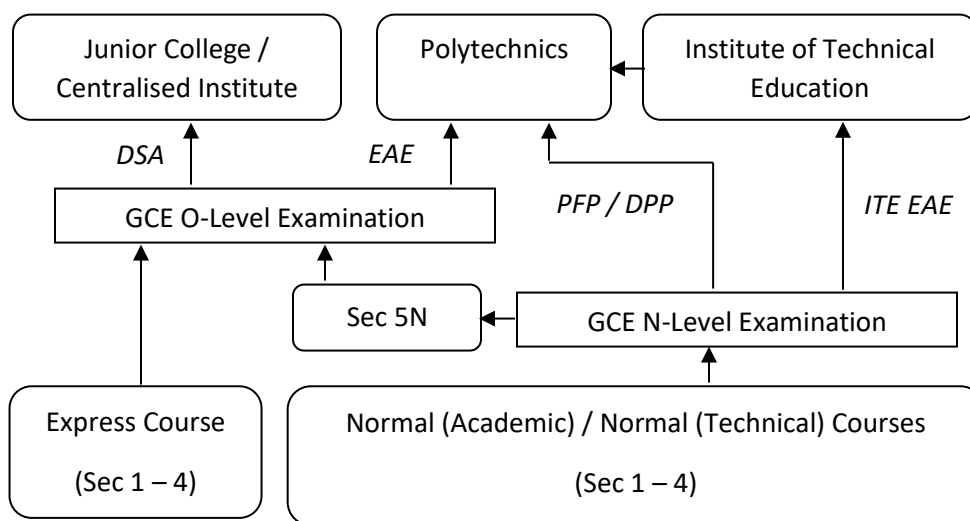


Heading the YL pyramid framework is the YL Executive Council (Exco) which comprises dynamic and creative student representatives from every facet of the student community. The selection and interview process for YL Exco members begins in Term 2 each year and the members' term of office is till the end of Term 2 in the following year.

Core training run by the YL Development Committee includes the Sec 1 Cohort Leadership Workshop, Student Council Development, Class Committee Training, Youth Leaders Conference and an annual overseas adventure training, the Youth Leadership Stretch Programme.

Youth Leaders will also organise school wide community projects annually so as to inculcate the spirit of serving the community.

ENTRY REQUIREMENTS FOR POST-SECONDARY EDUCATION INSTITUTIONS



N-Level students can apply for admission to the ITE, through the Joint Intake Exercise, to National ITE Certificate (NITEC) or Higher NITEC courses. Normal (Academic) [N(A)] students can also apply to enter the Polytechnics through the Polytechnic Foundation Programme (PFP) or the Direct entry scheme to Polytechnic Programme (DPP), instead of going through the Sec 5N – O-Level pathway.

O-Level students can apply for admission to JC/CI, Polytechnics or Higher NITEC course at the ITE through the Joint Admissions Exercise (JAE).

Direct Admissions (Refer to <https://www.moe.gov.sg/post-secondary/admissions/dae>) Students who show interest in and aptitude for particular areas may apply for admission to post-secondary institutions even before the N-Level or O-Level examinations. Selection usually takes into consideration their talents and achievements in areas beyond the curriculum such as leadership, community service, arts, sports and entrepreneurship. Successful applicants will be given a conditional offer for admission, subject to the students meeting the minimum entry requirements.

- For O-Level students: Direct School Admission – Junior Colleges (DSA-JC) and Polytechnic Early Admissions Exercise (EAE).
- For N-Level and O-Level students: ITE Early Admissions Exercise (ITE EAE) for NITEC / Higher NITEC courses.

Information on Entry Requirements for Junior Colleges (JC), Millennia Institute (MI), Polytechnics and ITEs

This section contains some of the key information regarding entry requirements and the computation of aggregate scores for JCs, MI, Polytechnics and ITEs.

Eligibility Criteria for Junior Colleges (2 year course)	
<ul style="list-style-type: none"> Aggregate of 20 points or less (excludes bonus points) for L1R5 <p>And satisfies the following subject requirements:</p> <ul style="list-style-type: none"> A1 – C6 for English A1 – D7 for Mother Tongue or A1 – E8 for Higher Mother Tongue or Merit / Pass for Mother Tongue ‘B’ syllabus A1 – D7 for Mathematics or Additional Mathematics 	
L1R5 : For JC Course	
L1	First Language - English/ Higher Mother Tongue
R5	<p>Relevant Subject 1 – Humanities/ Higher Art/ Higher Music/ Malay (Special Prog) / Chinese (Special Prog) / Bahasa Indonesia</p> <p>Relevant Subject 2 - Mathematics/ Science</p> <p>Relevant Subject 3 - Humanities/ Higher Art/ Higher Music/ Mathematics/ Science/ Malay (Special Prog) / Chinese (Special Prog) / Bahasa Indonesia</p> <p>Relevant Subject 4 - Any GCE 'O' Level subjects (except Religious Knowledge and CCA)</p> <p>Relevant Subject 5 - Any GCE 'O' Level subjects (except Religious Knowledge and CCA)</p>
<p>Note:</p> <ul style="list-style-type: none"> Grades for both Higher Mother Tongue Language (viz. Higher Chinese, Higher Malay and Higher Tamil) and Mother Tongue Language (viz. Chinese, Malay and Tamil) cannot be used in the same aggregate computation. “Merit” and “Pass” grades for the Mother Tongue ‘B’ Syllabus (viz. Chinese ‘B’, Malay ‘B’ and Tamil ‘B’) cannot be used for the computation of aggregate points. <p>Bonus Points Available:</p> <ul style="list-style-type: none"> 2 bonus points for Excellent co-curricular attainment, or 1 bonus point for Good co-curricular attainment 2 bonus points for students who obtain A1 to C6 in both their first languages (i.e. English and a Higher Mother Tongue). This is provided that these choices come before any Poly/ITE choices. 2 bonus points for students who obtain pass or merit in Malay (Special Prog) /Chinese (Special Prog). This is provided that these choices come before any Poly/ITE choices. Limited to a maximum of 4 bonus points. 	

Eligibility Criteria for Millennium Institute (3 year course)

- ◆ Aggregate of 20 points or less (**excludes** bonus points) for **L1R4**
And satisfies the following subject requirements:
 - ◆ A1 – C6 for English
 - ◆ A1 – D7 for Mother Tongue or A1 – E8 for Higher Mother Tongue
 - ◆ A1 – D7 for Mathematics or Additional Mathematics
- ◆ CCA may be included in the computation of the L1R4 aggregate, provided that all the above subject requirements are satisfied.
- ◆ 2 bonus points for students who obtain A1 to C6 in both their first languages (i.e. English and a Higher Mother Tongue)

L1R4 : For MI Course

L1	First Language - English/ Higher Mother Tongue
R4	Relevant Subject 1 - Humanities/ Higher Art/ Higher Music/ Mathematics/ Science/ Malay (Special Prog) / Chinese (Special Prog) / Bahasa Indonesia
	Relevant Subject 2 - Humanities/ Higher Art/ Higher Music/ Mathematics/ Science/ Malay (Special Prog) / Chinese (Special Prog) / Bahasa Indonesia
	Relevant Subject 3 - Any GCE 'O' Level subjects (except Religious Knowledge)
	Relevant Subject 4 - Any GCE 'O' Level subjects (except Religious Knowledge)

Eligibility Criteria for Polytechnic Courses

- ◆ Aggregate of 26 points or better for the net **ELR2B2** (i.e. English Language, 2 relevant subjects and best 2 other subjects, including CCA Bonus Points), and
- ◆ Meets Minimum Entry Requirements for the chosen course

CCA Bonus Points:

- ◆ 2 bonus points for Excellent co-curricular attainment, or
1 bonus point for Good co-curricular attainment

Note that the ELR2B2 aggregate cut-off varies by course and is lower for the more competitive courses

Minimum Entry Requirements

EL	English Language ♦ Grade A1 to B3 for Communications / Media & Design ♦ Grade A1 to C6 for Business / Finance / Logistics Management Courses ♦ Grade A1 to D7 for IT / Engineering / Sciences
R2	Grade A1 to C6 for all courses

ELR2B2 : For Polytechnic Courses				
Aggregate Type	Art-Related Courses (ELR2B2-A)	Business-Related Courses (ELR2B2-B)	Science-Based Courses (ELR2B2-C)	Design-Based Courses (ELR2B2-D)
EL	English			
R2	1st Group of Relevant Subjects	Art Combined Humanities Geography History Literature in English Music	Elementary Mathematics Additional Mathematics	
	2nd Group of Relevant Subjects	Additional Mathematics Art Chinese Combined Humanities Design & Technology Elementary Mathematics Food & Nutrition Geography Higher Mother Tongue History Literature in English Malay Music Principles of Accounts Tamil	Art Combined Humanities Geography History Literature in English Music Principles of Accounts	Biology Chemistry Combined Science Design & Technology Food & Nutrition Physics Art Biology Chemistry Combined Science Design & Technology Food & Nutrition Physics
B2	Best 2 other subjects excluding CCA			

Eligibility Criteria for Normal (Academic) Students for Direct Admissions to Polytechnic Courses

Polytechnic Foundation Programme (PFP)

(Refer to <https://pfp.polytechnic.edu.sg/PFP/index.html> for more details)

→ Raw Aggregate of 12 points or better for the net ELMAB3 (i.e. English Language, Mathematics and best 3 other subjects, excluding CCA Bonus Points), and

→ Meets Minimum Entry Requirements for the chosen course*, i.e. Grade 3 or better in English Language, Mathematics, 1 relevant subject and best 2 other subjects.

→ Students who have also sat for O-Level subjects are allowed to use their O-Level grades for the ELMAB3 aggregate computation provided that the O-Level grade is at least D7.

* Some courses require a minimum of Grade 2 in English Language.

Direct Entry Scheme to Polytechnic Programme (DPP)

(Refer to <https://www.moe.gov.sg/post-secondary/admissions/dpp> for more details)

→ Aggregate score of 19 points or less for the net ELMAB3 (i.e. English Language, Mathematics and best 3 other subjects, excluding CCA Bonus Points), and

→ Meets Minimum Entry Requirements for the chosen course*, i.e. Grade 4 or better in English Language and Mathematics, and Grade 5 or better in best 3 other subjects.

* Business and Services Higher NITEC DPP courses require a minimum of Grade 3 in English Language.

Students who complete the DPP course are assured of a place in a relevant Polytechnic Diploma course if they meet the qualifying Grade Point Average (GPA).

→ Progress to first year in Polytechnic: ITE raw GPA of at least 2.5 points (excluding CCA bonus points) for Applied Sciences, Engineering or Info-Communications Technology courses, or
ITE raw GPA of at least 3.0 points for Business and Services courses

→ Progress to second year in Polytechnic: ITE raw GPA of at least 3.5 points (excluding CCA bonus points) for Engineering or Info-Communications Technology courses

Eligibility Criteria for Institute of Technical Education (ITE)

For GCE O-Level holders: Minimum Entry Requirements for Higher Nitec Courses

→ 2 GCE 'O' Grades

→ Grade 1-8 in any two subjects

For GCE N-Level holders: Minimum Entry Requirements for Higher Nitec Courses

→ 3 GCE 'N' Passes (Grade A-D or Grade 1-5) in English/Mathematics/Science and two other Subjects

Support Group Helplines

National CARE Hotline

Daily: 8am-12am
1800 202 6868

Institute of Mental Health Helpline

24 hours
6389 2222

National Addictions Management Service

All Addictions Helpline
Mon – Sun (including Public Holidays) : 8.00am - 11pm
6-RECOVER (6732 6837)

Samaritans of Singapore (SOS)

For anybody in crisis and persons with suicidal tendencies
24 Hours
1800-221 4444

TOUCHline (TOUCH Youth)

A helpline for youth-related issues, manned by TOUCH Youth's team of counsellors who provide cyber wellness/ youth-related information or advice to both parents and youths
Mon - Fri: 9am - 6pm (Except Public Holidays, eve of New Year, Chinese New Year & Christmas)
1800 377 2252

Help123 Cyber Wellness Community Support

A one-stop platform to address cyber wellness concerns faced by youths, parents or educators.

Mon - Fri: 9am - 6pm (Except Public Holidays)
1800-6123123
Email: hello@help123.sg (replies within 3 working days)

CARE Corner Counselling Centre

For the Mandarin-speaking community with family, marital or personal problems.

www.carecorner.org.sg
Daily 10am to 10pm (Except for Public Holidays)
1800 353 5800

Sources: <https://www.ncss.gov.sg/NCSS/media/NCSS-Documents-and-Forms/NCSS%20Internal%20Documents/LIST-OF-HELPLINES.pdf>