Queenstown Secondary School

Leaders for Tomorrow, Anchored in Values, Committed to Serve

BERANI BERKHIDMAT

Student Handbook 2024

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NATIONAL SYMBOLS
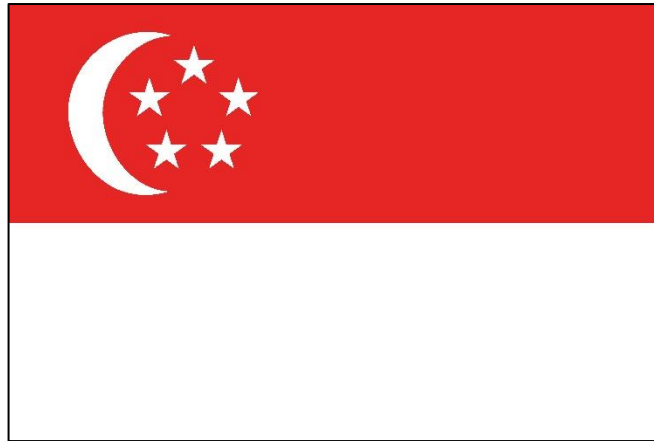
NATIONAL FLAG

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

NATIONAL ANTHEM

Majulah Singapura	*Onward Singapore*
Mari kita rakyat Singapura	Come, fellow Singaporeans
Sama-sama menuju bahagia	Let us progress towards happiness together
Cita-cita kita yang mulia	May our noble aspiration bring
Berjaya Singapura	Singapore success
Marilah kita bersatu	Come, let us unite
Dengan semangat yang baru	In a new spirit
Semua kita berseru	Let our voices soar as one
Majulah Singapura	Onward Singapore
Majulah Singapura	Onward Singapore

NATIONAL COAT OF ARMS

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

NATIONAL PLEDGE

We, the citizens of Singapore,
pledge ourselves as one united people,
regardless of race, language or religion,
to build a democratic society
based on justice and equality
so as to achieve happiness, prosperity
and progress for our nation

NATIONAL EDUCATION

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

CITIZENSHIP DISPOSITIONS

- **A sense of belonging**:

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

- **A sense of reality**:

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

- **A sense of hope**:

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

- **The will to act**:

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

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

21ST CENTURY COMPETENCIES AND DESIRED STUDENT OUTCOMES
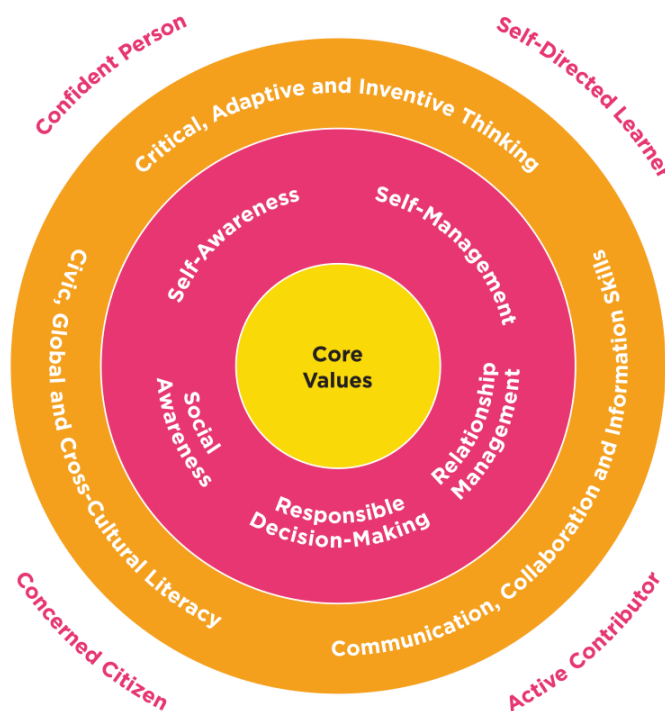
Core Values

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

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

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

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

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

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

Social-Emotional Competencies

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

Emerging 21st Century Competencies

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

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

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

Desired Outcomes of Education

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

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

They should be:

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

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

SCHOOL VISION, MISSION AND VALUES

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

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

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

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

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

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

OUR CORE VALUES
R esilience: We exhibit emotional strength and persevere in the face of challenges.

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

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

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

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

SCHOOL MOTTO, PHILOSOPHY, CREST AND CREED

OUR MOTTO
Dare To Serve
"*Berani Berkhidmat*"

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

OUR SCHOOL CREST

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

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

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

STUDENTS' CREED

We, Queenstownians, dare to serve,

With self-respect,

Working hand in hand,

Together we build,

Honest in performance,

Taking pride in all tasks.

OUR SCHOOL SONG
"DARE TO SERVE"

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

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

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

BRIEF HISTORY OF QUEENSTOWN SECONDARY SCHOOL

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

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

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

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

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

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

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

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

Our Computer Laboratory and Language Laboratory were officially opened in conjunction with our Speech Day in August 1985. Our Guest-Of-Honour was Mr Lee Yock Suan, Acting Minister of Labour. Our Computer Laboratory was equipped with 26 personal computers sponsored by the School Executive Committee, the School Advisory Committee and the Ministry of Education. Our Language Laboratory was equipped with a teacher's console and 48 students' booths.
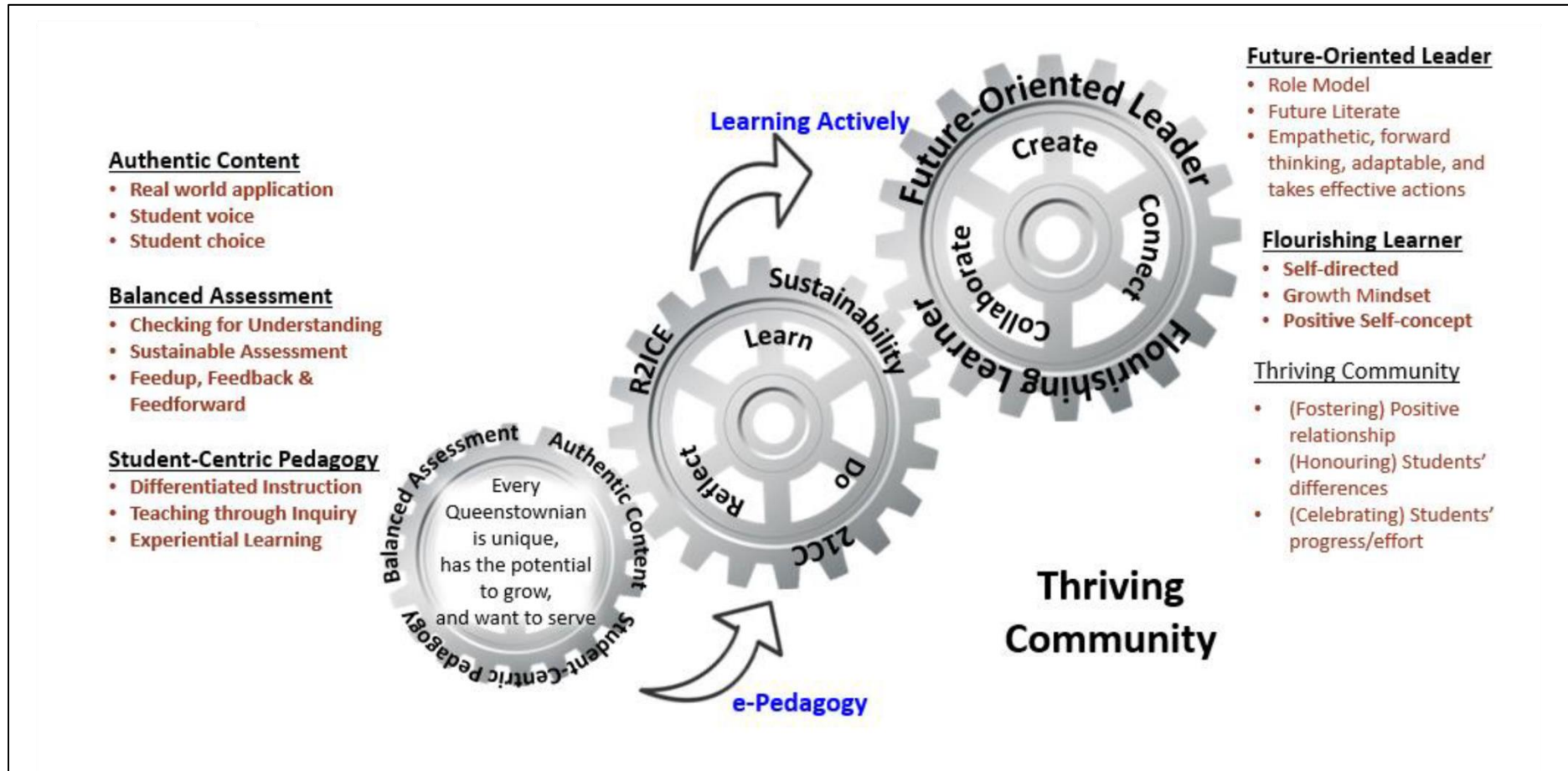
In 1988, our school was among the few secondary schools in Singapore to provide CoRT Thinking and Pastoral Care & Career Guidance to our students. In keeping with the philosophy of our school, in November 1988, we launched a 3-day seminar for secondary 1-3 students to participate in the "Growth Through Shared Responsibilities" workshops.

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

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

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

QTSS TOTAL CURRICULUM FRAMEWORK

Authentic Content
- Real world application
- Student voice
- Student choice

Balanced Assessment
- Checking for Understanding
- Sustainable Assessment
- Feedup, Feedback & Feedforward

Student-Centric Pedagogy
- Differentiated Instruction
- Teaching through Inquiry
- Experiential Learning

Every Queenstownian is unique, has the potential to grow, and want to serve

Future-Oriented Leader
- Role Model
- Future Literate
- Empathetic, forward thinking, adaptable, and takes effective actions

Flourishing Learner
- Self-directed
- Growth Mindset
- Positive Self-concept

Thriving Community
- (Fostering) Positive relationship
- (Honouring) Students' differences
- (Celebrating) Students' progress/effort

Learning Actively

e-Pedagogy

Thriving Community

POLICY ON EXAMINATIONS, PROMOTIONS AND LATERAL TRANSFERS

1 Continual and Semestral Assessments (CA and SA)

    1.1   <u>Secondary 1, 2 & 3</u>

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

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

    1.3   <u>Secondary 4 & 5</u>

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

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

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

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

Year 2024	Term 1	Term 2	Term 3	Term 4
Sec 1	WA 1 (10%)	WA 2 (15%)	WA 3 (15%)	End-of-Year Exam (60%)
Sec 2	WA 1 (10%)	WA 2 (15%)	WA 3 (15%)	End-of-Year Exam (60%)
Sec 3	WA 1 (10%)	WA 2 (15%)	WA 3 (15%)	End-of-Year Exam (60%)
Sec 4/5	WA 1	WA 2	Preliminary Exam (100%)	-

3 Criteria for Promotion and Lateral Transfer

    3.1   <u>Secondary 2 Express</u>
        Students must attain at least 50% in English Language and 50% in overall percentage of all subjects combined.

    3.2   <u>Secondary 2 Normal (Academic)</u>

    3.2.1 Students must attain at least 50% in English Language and two other subjects **OR** 50% in four subjects.
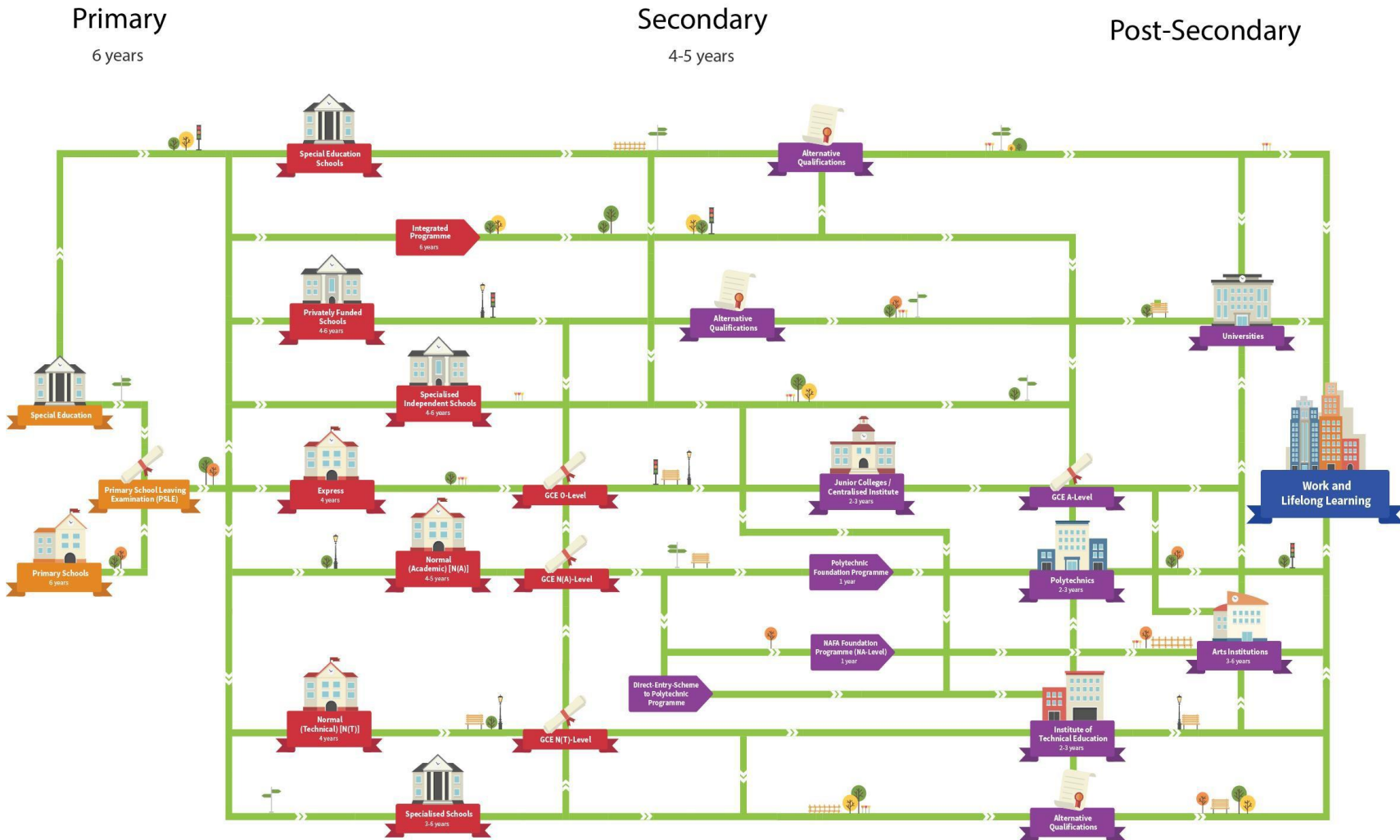
    3.2.2 For lateral transfer to Express course, students must attain a minimum of 70% in the overall percentage of all subjects combined.

3.3   Secondary 2 Normal (Technical)
3.3.1 Students must attain at least 50% in two subjects, one of which should be English Language or Mathematics.
3.3.2 For lateral transfer to Normal (Academic) course, students must attain a minimum of 70% in the overall percentage of all subjects combined **and** be deemed able to cope with the demands of the Normal (Academic) course.

3.4   Secondary 3 Express
3.4.1 Students must attain at least 50% in English Language and two other subjects **or** at least 50% in any five other subjects.

3.5   Secondary 3 Normal (Academic)
3.5.1 Students must attain at least 50% in English Language and two other subjects **OR** 50% in four subjects.

3.6   Secondary 3 Normal (Technical)
3.6.1 Students must attain at least 50% in two subjects, one of which should be English Language or Mathematics.
3.6.2 For lateral transfer to Normal (Academic) course, students must attain a minimum of 70% in the overall percentage of all subjects combined **and** be deemed able to cope with the demands of the Normal (Academic) course.

3.7   Secondary 4 Normal (Academic)
3.7.1 Students must obtain a Grade 5 or better in English Language and the aggregate score of English Language, Mathematics and best three subjects at the GCE N-Level Examinations is less than or equal to 19 points.
3.7.2 Students who meet the revised criteria for progression to Sec 5 N(A) (ELMAB3 ≤ 19) will be given the additional option of enrolling in a curriculum track comprising direct entry to Higher Nitec courses at the ITE.

3.8   Secondary 4 Normal (Technical)
3.8.1 Students must obtain at least 50% in two subjects, one of which must be either English Language or Mathematics.
3.8.2 For lateral transfer to Normal (Academic) course, students must obtain at least 70% for all Normal Technical subjects at the GCE N-Level Examinations.

4   Absence during Examination and Special Considerations

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

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

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

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

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

5   Singapore Education Landscape Overview

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

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

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

7 Grading System for the Normal (Academic) Course

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

8 Revised conversion table for Normal (Academic) students

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

9 Grading System for the Normal (Technical) Course

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

10 Revised conversion table for Normal (Technical) students

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

SUBJECT-BASED BANDING (SBB)

Queenstown Secondary School is one of the 12 prototype schools which piloted subject-based banding with Secondary One student beginning in 2014.

Objective of SBB
SBB is aimed at increasing flexibility within the education system to better cater to the strengths of students in different subjects: English Language, Mother Tongue Languages, Mathematics and Science.

Criteria to take SBB subjects

Subjects offered under SBB (Sec)	Eligibility Criteria		
	PSLE Subject level	PSLE AL for the specific subject	Option to take the Secondary One subject at:
- English Language - Mother Tongue Languages - Mathematics - Science	Standard	AL 5 or better	Express Level or N(A) Level
		AL 6	N(A) Level
	Foundation	AL A	N(A) Level

After Secondary One Posting
- Students taking subjects at a more demanding level will sit for the same examination with the students of the higher course.
- Students who are not offered SBB after PSLE but perform well in specific subjects subsequently may be offered subjects at a more demanding level at the middle or end of academic year, i.e. at the middle or end of Sec 1.
- Students would need to have clear strength in the specific subject, and able to cope with studies overall.

> *"You will have that flexibility so that you can learn each subject at a pace appropriate to you, you can build on your strengths and build up your confidence, your pride and then you can go further and fulfil your potential."*
>
> *PM Lee, National Day Rally 2013*

SUBJECTS OFFERED

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

Lower Secondary (Sec. 2)
(Express & Normal Academic)
1. English Language
2. Chinese / Malay / Tamil *
3. Mathematics
4. Science
5. Geography
6. History
7. English Literature
8. Design & Technology
9. Art
10. Food and Consumer Education
11. Character and Citizenship Education
12. Physical Education
13. Music

Lower Secondary (Sec. 2)
(Normal Technical)
1. English Language
2. Basic Chinese / Malay / Tamil *
3. Mathematics
4. Science
5. Computer Applications
6. Design & Technology
7. Food and Consumer Education
8. Art
9. Social Studies
10. Character and Citizenship Education
11. Physical Education
12. Music

Secondary 3 & 4 (Express)

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

Secondary 3, 4 & 5 (Normal Academic)

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

Secondary 3 & 4 (Normal Technical)

1. English Language
2. Basic Chinese / Malay / Tamil *
3. Mathematics
4. Science
5. Computer Applications
6. Coursework-based subjects: Design & Technology / Nutrition and Food Science / Elements of Business Skills *
7. Social Studies
8. Character and Citizenship Education
9. Physical Education

  * Students to take only one of the subjects.
 # Subjects are offered based on students' aspiration, merit and resource availability

CONDUCT GRADE DESCRIPTORS

Grade	Descriptors

Excellent	• Consistently behaves in an exemplary manner:
	   • is always courteous, polite and respectful
	   • is always dependable; does things well on his/her own
	   • shows very clear sense of right and wrong through speech and action
	• Attends school regularly with no more than 2 days of late-coming in a semester
	• Has not committed any minor or serious offence

Very Good	• Consistently behaves well:
	   • is always courteous, polite and respectful
	   • is dependable; does things well on his/her own most of the time
	   • show clear sense of right and wrong through speech and action
	• Attends school regularly with no more than 4 days of late-coming in a semester
	• Has not committed any minor or serious offence

Good	• Behaves well most of the time:
	   • is courteous, polite and respectful most of the time
	   • is dependable; does things well on his/her own most of the time
	   • shows sense of right and wrong through speech and action most of the time
	• Attends school regularly with no more than 6 days late-coming in a semester
	• Has not committed any serious offence

Fair	• Occasionally shows unacceptable behaviour – needs guidance from teachers on behaviour • Attendance is irregular OR 7 – 9 days late-coming in a semester • May have committed one serious offence or accumulated 5 or more minor offences during the semester
Poor	• Frequently shows unacceptable behaviour – needs regular counselling by teachers on behaviour • Attendance is poor OR 10 days or more late-coming in a semester • May have committed a few serious offences or multiple occurrences of the same serious offences during the semester

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

RUBRICS FOR ASSESSMENT OF PERSONAL QUALITIES IN HOLISTIC DEVELOPMENT PROFILE

Rating / Quality	Level 1 Emerging (or not observed)	Level 2 Developing	Level 3 Competent	Level 4 Exceeding
Respect Believes in his own self-worth and the intrinsic worth of all people	• Seldom considers how his/her actions impact on others despite reminders • Seldom consider the feelings and rights of others	• Considers how his/her actions impact on others with constant reminders • Considers the feelings and rights of others with constant reminders	• Considers how his/her actions impact on others with occasional reminders • Considers the feelings and rights of others with occasional reminders	• Considers how his/her actions impact on others without reminders • Considers the feelings and rights of others without reminders
Resilience Ability to handle challenges, pressure and setbacks	• Gives up easily • Shows great difficulty coping with pressure • Unable to handle setbacks	• Shows attempt to overcome challenges with assistance • Needs guidance to cope with pressure • Needs assistance to handle setbacks	• Able to overcome difficulties under normal circumstances • Able to work under pressure • Able to bounce back after a setback	• Shows the determination to succeed under most circumstances • Works well under pressure • Bounces back with renewed energy after a setback
Integrity Being accountable for one's actions and having the moral courage to make right decisions	• Unwilling to be accountable for one's actions • Gives in easily to peer pressure when making difficult decisions	• Learning to be accountable for one's actions • Takes considerable effort to make the right decisions	• Is accountable for one's actions most of the time • Able to make the right decision after weighing the pros and cons	• Is accountable for one's actions • Has the courage to make decisions based on moral reasons despite the risk of adverse consequences
Care Having the respect for everyone and showing empathy for the community acts of kindness	• Seldom shows respect to others • Seldom shows empathy nor willing to serve the community	• Shows respect only to some (e.g. only close friends or teachers) • Shows empathy to some and serve the community after • encouragement	• Shows respect to most people • Shows empathy for the community and serves them enthusiastically	• • Shows respect to everyone • Shows empathy to the community and initiates programmes to serve them
Excellence Taking ownership for learning and constantly striving to be the best	• Seldom takes charge of one's learning • Seldom set targets	• Needs considerable guidance in learning • Aims to meet expected targets	• Takes ownership in learning • Sets and aims to meet challenging targets	• Takes pride in what one does • Strives to surpass one's personal best
Leadership Being a leader with desirable values, contributing to the community	• Depends on others to provide directions	• Attains personal mastery in terms of self-awareness and self-management • Able to lead a small team in the completion of a task (e.g. a group leader)	• Demonstrates the ability to lead a team towards the completion of projects (e.g. as class monitor, CCA leaders, etc)	• Demonstrates the ability to enthuse and motivate the others to support a worthy cause and serve the community

CCA POLICY AND GUIDELINES
SECONDARY 1 TO 5

A. Framework for Co-Curricular Activity (CCA)

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

B. Scope

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

Group A: Sports & Games
1. Basketball
2. Football (Boys)
3. Table Tennis
4. Volleyball
5. Wushu

Group B: Uniformed Groups
1. Girl Guides
2. NCC (Land)
3. NPCC
4. Sea Scouts (Boys)
5. Red Cross Youth

Group C: Performing Arts
1. Choir
2. Chinese Dance
3. Concert Band
4. English Drama
5. Malay Dance
6. Digital Media

Group D: Clubs & Societies
1. Design and Innovation
2. Strategy Games

C. Participation in CCA

6. CCA participation is COMPULSORY for all students. Every student in the school must take part in at least one CCA from the 4 groups, namely Sports and Games, Uniformed Groups, Performing Arts or Clubs and Societies.
7. All students must have a MAIN CCA each year from one of the 4 groups. The attendance rate for participation will be based on the attendance of the MAIN CCA. Students are encouraged to pursue and specialise in their MAIN CCA.
8. Students who are keen to experience the different CCAs offered in school may opt for a change at the beginning of each academic year. The attainment for the previous CCA would be credited to the students' new CCA except for PARTICIPATION, which will be affected. Students must seek approval from the school before they are allowed to change their CCA otherwise they will not be allowed to earn CCA points from their new CCA.
9. Students may participate in more than one CCA if they so desire, but approval must first be obtained from the school. Students who participate in a second CCA without approval will not be allowed to earn CCA points.
10. Students who participate in a second CCA can only earn CCA points at the school representation level or higher. Minimum attendance in the second CCA is not a criterion for points to be computed.
11. Students who participate in National Sports Associations' Youth Training Programmes may be awarded CCA points.
12. Students who are keen on a CCA not offered in the school can propose a student-initiated CCA by gathering interested peers. There should be at least 15 students interested in participating in the student-initiated CCA. Students must seek the support and endorsement of a mentor teacher before it can be implemented.
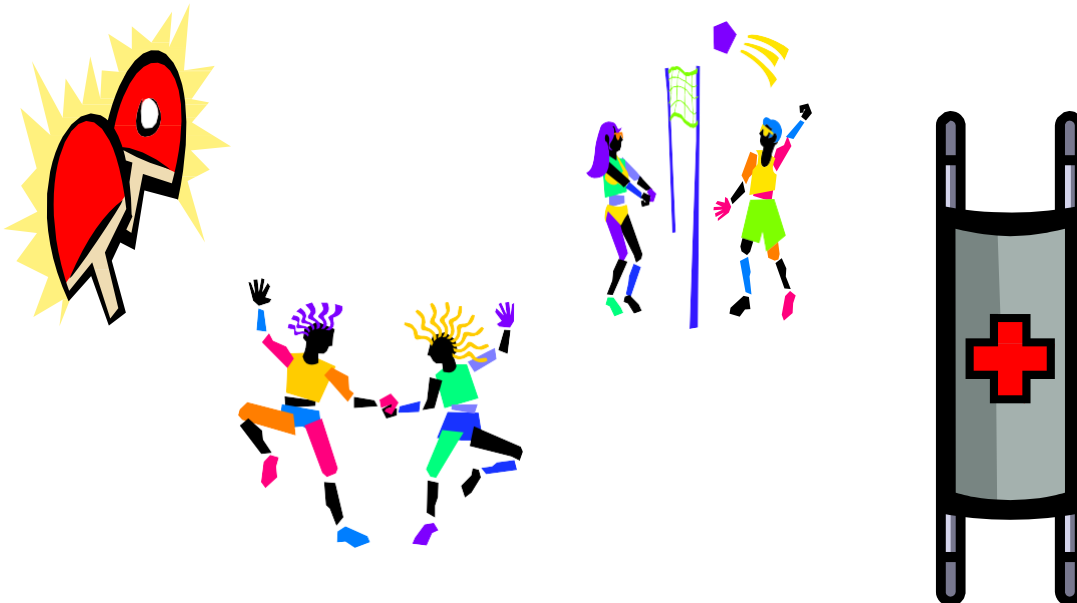
A HOLISTIC EDUCATION FOR SECONDARY SCHOOL STUDENTS – LEAPS 2.0

LEAPS 2.0 DOMAINS

Participation

This domain recognises students' participation in one school-based[2] Co-Curricular Activity (CCA). Recognition is based on the number of years of participation and exemplary conduct and active contribution[3] 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.

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[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.

SCHOOL RULES AND REGULATIONS

The school expects all Queenstownians to maintain high standards of personal conduct by behaving in an exemplary manner and complying with school rules and regulations.

GENERAL CONDUCT

- Students are to be polite, respectful and maintain proper decorum at all times.
- Students are to uphold the good name of the school when they are out of the school. They should be courteous and considerate to others when they are on public transportation or at any public places.
- Students must uphold the rule of law at all times and report any suspicious behaviour.
- Students are to participate actively in all school activities and functions.
- Gambling, betting or playing of any card games of any form are prohibited in school.
- Students are to greet all staff and visitors when they meet them for the first time in the day.
- **All students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which can be used or intended to be used to cause harm to others.**

RESPECT FOR NATION AND SCHOOL

Flag-raising, Assembly and School Functions
- All students are to observe the flag raising ceremonies with dignity and respect.
- **Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students must recite the Pledge with the right fist placed over the heart.**
- All students are to sing the school song and recite the Student's Creed respectfully.
- Proper decorum and behaviour must be observed during all school assemblies and functions. Students are to be quiet and seated in an orderly manner during school events such as assembly period.
- All students are expected to uphold the reputation of the school and nation at all times - e.g. there must be no defamation (in any form) of the school or any staff of the school or any of the leaders of the nation.

Use of School Facilities
- Students must adhere to the school's directives on the use of school facilities.
- Students must take care of school and public property and not vandalise them.
- Students should not waste electricity, water, or other school resources.
- Students must follow the security procedures of the school and take care of their belongings.
- Students are strictly not allowed to enter the Staff Room. Students can communicate with teachers via the intercom system outside the Staff Room or through MS Teams from 0700h to 1800h during school days.
- Students must maintain a conducive learning environment by keeping their noise level down along the corridors, stairways, near classrooms, laboratories or special rooms.

Use of School Canteen
- Students may only visit the canteen before morning assembly, during recess, lunch and after school. They are not allowed to patronise the canteen stalls during curriculum time.
- Students are expected to queue up orderly when buying food at the canteen stalls.
- All food and drinks must be consumed in the canteen. Students are not allowed to bring any food and drinks out of the canteen
- Students are expected to wipe down the tables after they have finished eating, dispose their leftover food and waste into the trash bins, and return the utensils to the respective stall receptacles.

Use of Classrooms
- Students are expected to keep classrooms and learning areas tidy, presentable and clean at all times. Only plain water can be brought to the classroom. All other drinks should only be consumed in the canteen.
- All students are not allowed to stay inside their classrooms during recesses and 30 minutes after the last period of the day, unless accompanied by a teacher.
- Classrooms are to be locked after the last period of the day by the Class Chairperson and keys are to be returned to the General Office.

ATTENDANCE AND PUNCTUALITY

Reporting Time
- Students are expected to be punctual for all school activities.
- Students are required to report for morning assembly at the designated assembly venue for the day (Hall, Classrooms or Parade Square) at the following times:
  - Mondays, Tuesdays, Wednesdays & Fridays: 7.30 am
  - Thursdays: 8.15 am
- Students will be considered late if they are not at the assembly venue by the reporting time. They are to report to the foyer/General Office to obtain a late slip and complete a reflection before being allowed to join their class for lessons.

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

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

SCHOOL ATTIRE

Uniform
- **Students are to wear the prescribed school uniform. Any modification to the uniform is not allowed.**
- Students with PE lessons on a school day are to attend the flag-raising ceremony in formal uniform (on Mondays) or half-uniform (on other days). They are to change to PE attire before the start of the PE lesson.
- Students found to have modified their school uniforms e.g., tapered pants, shortened skirts etc. will be asked to correct their modification or purchase a new one. The school reserves the right to determine what it deems as acceptable.
- Students who come to school during the holidays must wear the prescribed school attire or PE/CCA attire. This includes appropriate shoes. Students who are in inappropriate attire will be denied entry into the school.
- The school tie is to be worn for the weekly assembly period on Monday mornings. Students who do not wear the school tie on Monday will be required to report to school in formal uniform and school tie the next school day.
- Students may come to school in the designated school T-shirt with school shorts/skirts/pants on the following days:
    - Wednesday: CCA T-shirt
    - Fridays: Class T-shirt
- Class/CCA/Event T-shirts designs must be approved by the school's Corporate Communications team.

Lower Secondary Male Half-Uniform	Upper Secondary Male Formal Attire	PE Attire	Female Formal Attire

Grooming, Hair and Accessories
- Students are to keep nails short, clean and unpainted. No nail polish or henna should be used.
- Outlandish hairstyles dyed or tinted hair are strictly not allowed. Students with unacceptable hairstyles are required to make the necessary correction before they are allowed back in school.
- Body piercings and tattoos are strictly prohibited.
- Students are not allowed to wear coloured contact lenses or tinted spectacles.
- Students are not allowed to wear make-up, jewellery, accessories or ornaments to school. Accessories such as lanyards, necklaces, friendship bands and ankle-bands are not allowed.

Boys' Attire
- Boys are to keep their hair short and neat. The hair must be above the collar and ears, sloped at the back and sides. The sideburn must not be longer than the half ear mark. The fringe must not touch the eyebrows when combed down.
- Boys with unacceptable hairstyles (e.g. undercutting or overlapping, dyed hair) may have their hair cut by the school's designated barber or sent home to have their hairstyle corrected before they are allowed back in school.
- **Boys should be clean-shaven at all times and facial hair (i.e. moustache, goatee, beard) is not to be kept.**
- Boys are not allowed to wear any ear accessories, including ear sticks.

Girls' Attire
- Girls are to keep their hair neat at all times. Fringes should be above the eyebrows or pinned neatly to the sides with black clips/ hair band, showing the ears. Girls with long hair must have it plaited or tied up with black or navy blue hair clips or ribbons. Short bobs should not be sloped or coupled with fanciful fringes. Outlandish hairstyles (hair extensions, curls, undercutting, overlapping or dyed hair) are not allowed.
- There should be no modification to the school skirt. The bottom of the skirt must be no more than 3 fingers spacing above knees.
- Girls are allowed to wear one small pair of round ear studs. They must be in black, navy blue, gold or silver in colour. Only transparent ear sticks are allowed. The ear studs and sticks must be worn only at the bottom of the ear lobes.

Appropriate School Attire and Grooming

Front And Side View Of Expected Boys' Grooming	Front And Side View Of Expected Girls' Grooming

Footwear
- Students may wear white canvas shoes with shoelaces or Velcro straps, or Sports Shoes, preferably running shoes, with:
    - White, black, or blue (shades of blue) base;
    - Coloured logos and simple designs; and
    - Shoelaces or Velcro straps.

- The following footwear are not allowed:
    - Non-sports shoes e.g., slip-ons, loafers, leather shoes, pumps, platform shoes, boots;
    - Glittery and jewelled shoes;
    - Cartoons or complex patterns; or
    - Shoes with inappropriate designs.

Socks
- Students are to wear white coloured socks, which cover the ankles and must be clearly visible. Simple coloured logos on the socks are allowed.
- The following socks are not allowed:
    - White socks that do not cover the ankles;
    - Coloured socks;
    - Socks with designs and patterns on them, e.g. stripes, polka dots; or
    - Socks with striped logos.

Alternative Footwear Due to Medical Reasons
- Students who need to wear sandals or slippers to school due to medical reasons must seek the school's permission, through their Class Mentors, prior to wearing them to school.

USE OF ELECTRONIC DEVICES

Mobile Phones
- Students may bring mobile phones to school for the purpose of communication. Students are expected to adhere to the following regulations:
    - All mobile phones must be switched off and kept in the lockers/mobile phone cabinets during curriculum time and school events.
    - Students may only collect their mobile phones from the handphone cabinets/lockers at the end of the school curriculum hours.
    - Students are not to take any photograph, video or audio recording of any school staff or student without seeking their permission.
    - Students found to be in possession of mobile phones during tests and exams will be considered as attempting to cheat and will face disciplinary action.
- Students who do not adhere to the regulations will have their mobile phones confiscated and parents informed.

Personal Learning Devices (PLD)
- Students are to use the approved PLDs for the purpose of learning. Students need to ensure that their PLDs are fully charged before arriving in school. (For details on User Guide and Advisory on PLD, please refer to pages 39-43)

CLASSROOM CONDUCT

Readiness for Learning: ACLAP

Attendance	Be punctual for lessons (5mins for movement between venues)
CLeanliness	Clean and tidy classroom before lesson starts
Attire	Be in neat and appropriate attire for lessons
Preparedness	Place all materials on table, mobile phones kept in lockers

- Students are to stand up to greet teachers before the lesson and thank them at the end of the lesson.
- Students are to be attentive and diligent in class. Sleeping during lesson is strictly not allowed.
- Students are to hand in and complete all assignments on time.
- Students are expected to show consideration for their teachers and classmates and not to disrupt learning.

Use of Exit Pass
- Students are allowed to visit the washrooms only when permission is granted by teachers. Students are to display the "Exit Pass" when leaving the classroom during curriculum time.

Snack Break
Students are to take note of the following:
- Remain in the classroom and seat during Snack Break.
- Bring simple food such as sandwiches, bread or muesli bars, and consume only plain water
- Pack food neatly in a re-sealable storage bag or air tight container.
- Clean table after eating.
- Dispose leftover food/ waste properly in the big bins <u>outside</u> the classroom

INFORMATION TECHNOLOGY / MEDIA RESOURCE USAGE POLICY

- Items, events, circumstances that pertain to terms of acceptable and responsible usage of information technology and media resource will take reference from the **Acceptable Use Policy (AUP)** on page 44.

PERSONAL DATA PROTECTION ACT

- Photographs or video images of students, parents or guardians may be taken during school activities and events such as classroom lessons, CCA, school camps, or school concerts. The school may use and publish such photographs or video recordings in school publications, the school's website, social media channels, or other communication channels. **A request for an exemption for these photographs or videos to be published must be made in writing to the school prior to the start of the academic year.**

- The school may disclose students' personal information such as their name, class, NRIC, Date of birth etc to approved school vendors for the purpose of conducting external enrichment & activities. **A request for the exemption from these disclosures must be made in writing to the school before the start of the academic year.**

VIOLATION OF SCHOOL RULES

The following will be considered violations of the school rules.

Attendance
- Late-coming
- Skipping Classes
- Leaving school grounds without permission
- Truancy

Misconduct
- Improper Attire and Grooming
- Littering
- Not doing Assignments
- Using Vulgar Language
- Bullying
- Cheating in Tests and Exams
- Disruptive Behaviour
- Forgery
- Open Defiance and Rudeness

Theft / Damage of Property
- Theft / shoplifting
- Vandalism
- Arson

Other Serious Offences
- Assault
- Fighting
- Gangsterism
- Gambling
- Smoking
- Drug abuse
- Inhalant abuse
- Pornography
- Sexual Misconduct
- Alcohol abuse
- Possession of weapons

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

ZERO-TOLERANCE POLICY

- The school has a zero-tolerance policy for rudeness, defiance, bullying, violence, crime and any action that threatens the safety and well-being of all students and staff.
- Students found responsible for such acts will be dealt with immediately and disciplinary action will be taken against them. If necessary, the school may refer culprits to the authorities.

PHYSICAL EDUCATION RULES & REGULATIONS

1. Students are expected to actively participate in all PE lessons. Students who are unable to attend PE lesson must produce a medical certificate or parent letter to the PE teacher prior to or on the day of the lesson.

2. Student who are unwell or do not have a medical certificate must report for the lesson in their PE attire. This will include students with parent letters.

3. Students are expected to report for PE lessons within five minutes of the period bell. Likewise, they are expected to be back in their classroom for the next lesson within 5 minutes of PE lessons dismissal.

4. Students can only wear their PE T-shirts and shorts for PE lessons. T-shirts are to be neatly tucked in. School uniforms, class, CCA or any other T-shirts are not allowed.

5. Students are not allowed to patronise the canteen stalls before, during or after PE lessons, unless it's during the timings stated under Use of School Canteen.

6. For morning PE lessons, students are to change back into their school uniform by recess time. If PE lesson is held after recess, students are expected to change into their PE attire at the start of their PE lesson. They are allowed to be in PE attire after their lesson until lunch or school dismissal.

7. Students are to handle all PE equipment with care. They will be held responsible for any damaged or lost equipment.

GENERAL LABORATORY SAFETY REGULATIONS

1. Students must not enter or work in laboratories unless a teacher is present.

2. Laboratory storerooms and preparation rooms are out of bounds to all students.

3. Long hair should be tied back to avoid any interference with laboratory work.

4. Eating and drinking are prohibited in laboratories.

5. Students should always work thoughtfully and purposefully. Practical jokes and other acts of carelessness are strictly prohibited.

6. Students should seek clarification from the teacher if instructions for an experiment are not thoroughly understood. Students should not proceed with an experiment if in doubt.

7. Safety goggles must be worn whenever there is any risk of injury to the eyes.

8. Protective gloves and clothing must be worn when handling hazardous materials.

9. Hands must always be thoroughly washed before leaving the laboratory, regardless of whether or not gloves are worn.

10. Equipment used to handle or transfer hazardous materials must be inspected for leaks, cracks and other forms of damage before use.

11. Damaged equipment, breakages, accidents and spillage should be immediately reported to the teacher.

12. Electrical wirings must be kept away from naked flames and heaters. Areas around electrical equipment should be kept dry and where appropriate, kept far from water.

13. Unlabelled chemicals should not be used. Unlabelled containers should be reported to the teacher.

14. Chemicals or other materials must never be tasted unless specifically directed by the teacher.

15. Students should not take apparatus or chemicals out of the laboratory without permission of a teacher.

16. Unauthorised experiments are prohibited.

17. Pipetting should always be carried out using a pipette aid and never by mouth.

18. Sharps (such as needles, razors or pins) should not be discarded in waste-bins or trash bags. Instead, a sturdy container should be used for sharp waste objects.

QUEST LIBRARY RULES

All students are members of the Quest Library.

Entitlement

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

Opening Hours

Monday to Friday: 08:00 to 17:30 (Closed for lunch 12:15 – 13:00).

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

Quest Library Rules

1. Silence is to be observed at all times.

2. No bags should be brought into the library, but students may bring in PLDs, notes or files for studying.

3. No eating or playing is allowed in the Library.

4. The Library should be kept clean at all times.

5. All books are on loan status, except reference books bearing the letter "R" and the encyclopaedia. Temporary loan of reference books (for one hour) may be allowed as long as students leave their student passes with the librarian.

6. All materials taken out from the Library should be checked by the librarian on duty.

QTSS PERSONAL LEARNING DEVICE (PLD)
USER GUIDE AND ADVISORY

Updated 29 December 2023

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

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

Screen Care
The PLD screen is particularly sensitive and prone to damage if it is not properly cared for. Exerting excessive pressure on the screen or on the laptop may damage the screen. Every student should:
- Clean the PLD screen with a soft, dry anti-static, micro-fibre cloth or pre-moistened tissue. Do not use window cleaner liquids, harsh cleaning solutions or water.
- Not place heavy objects on the PLD as that could crack the screen.
- Not poke/scratch the screen with sharp objects.
- Ensure that there are no objects in between the screen and the keyboard before you close the screen.

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

3. Managing Files and Saving Work

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

4. Software on PLDs

Microsoft (MS) Applications

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

Device Management Application (DMA)

Students' PLDs are installed with Device Management Application (DMA) to support a safe and conducive learning environment. Students should not attempt to uninstall the DMA or de-enrol their PLDs from the DMA. Non-compliance may lead to disciplinary actions in accordance with the school's discipline policy.

Virus Protection and Firewalls

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

Additional Software

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

Inspection

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

5. Protecting & Storing Your PLD

PLD Identification
PLDs will be labelled by the school in the following manner:
- Record of serial number
- Name and Class of Student

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

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

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

6. Repairing or Replacing Your PLD
Students who encounter any problem with their PLD can approach the school's Technical Support Counter, located in Computer Lap 3, or contact Mr Chua Zhen An for assistance. The Technical Support Counter is opened from Mon to Fri, 9am to 12pm & 2pm to 4pm.

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

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

PLDs Undergoing Repair

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

Insurance and Warranty

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

Device Loss

Students are responsible for their PLDs. In the event of loss or theft of the device, the student must immediately report the matter to the school and make a police report.

Queenstown Secondary School
Acceptable Use Policy (AUP)

Safe Usage
- I will take care of my well-being when using my PLD.
- I will practise the good ICT habits as mentioned in the PLD User Guide and Advisory (PUGA).
- I will alert a trusted adult immediately upon coming across any instances of inappropriate use/content when using my PLD which may compromise my learning or safety.
- I will not attempt to modify, uninstall or de-enrol the Device Management Application (DMA) on my PLD.

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

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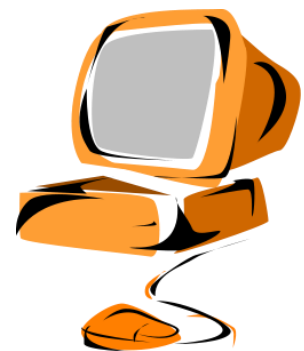
COMPUTER LAB RULES

Do's

1. Sit according to index number or seating arrangement given by teacher.

2. Check all the equipment such as laptops, mouse and printers for any missing parts before the start of the lesson.

3. Report any equipment failure to subject teacher.

4. Ensure your work area is clean.

5. Push in your chair and shut down the laptop after use at the end of the lesson.

Don'ts

1. Do not eat or drink in the computer laboratory.

2. Do not misbehave in the computer laboratory.

3. Do not remove anything from the computer laboratory.

4. Do not vandalise any equipment in the computer laboratory.

5. Do not plug in any external devices to the laptop without teacher's permission.

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

EMERGENCY EVACUATION ROUTE

Assembly Area:
School Field

BLOCK D

BLOCK C

BLOCK E

BLOCK B

BLOCK F

BLOCK A

Towards School Field