



ESTD 1906

OUTRAM SECONDARY SCHOOL

2025 Student Handbook

TABLE OF CONTENTS

GENERAL

Principal's Foreword	4
Our School History	6
About Sir James Outram	11
Our School Motto, Vision, Mission, Purpose and Values	12
Our School Crest	15
Our School Song	16
Our Country	17
21st Century Competencies	19
Our School Map	20
Emergency Evacuation Plan	21

RULES AND POLICIES

School Rules and Regulations	23
Offences and Consequences	34
Bullying: What is it?	43
Mobile Phone Policy	45
Weighted Assessments/Examinations	46
Science Laboratory	49
Computer Laboratory	51
Design and Technology Workshop	52
Food and Consumer Room	54
Media Resource Library	56

ACADEMIC MATTERS & STUDENT DEVELOPMENT MATTERS

Subject Combinations	58
Progressing through Secondary School Years with FSBB	51
Cohort Themes and Level focus	63

TABLE OF CONTENTS

CCA Grading Scheme - LEAPS 2.0	70
Character and Citizenship Education	76
CCE and VIA Level Outcomes	78
CCE Developmental Self-Assessment	79
Student Financial Assistance Schemes	82
Edusave Character Award	83
Mental Well-being & Study Tips	84

SIGNATURE PROGRAMME

Educational and Career Guidance	88
Applied Learning Programme	90
Student Leadership	93

OTHER MATTERS

Words to Remember By	96
Contacts Available	97

PRINCIPAL'S FOREWORD

DEAR OUTRAMIANS,

I stand in awe of the rich history and heritage that Outram Secondary School stands for since its inception in 1906. Paying tribute to educators, alumni, parents and partners past and present who make a positive and resounding difference in its enduring efforts to develop Learners for Life, Leaders of Integrity and Contributors with Compassion, I hope that all Outramians appreciate this goodwill and kindness, and commit ourselves to building on and propagating this benevolence for generations of Outramians to come.



In navigating through the secondary school experience, the School Leaders and teachers would like to espouse our shared beliefs that – we value every Outramian for each of us is unique with intrinsic worth, bringing with us our personal strengths, interests, passion and learning needs; we want every Outramian to succeed where each of us pursues our hopes and dreams and where our Outramian staff are committed to open vistas and find pathways to energise us to live a purposeful life; we believe all Outramians can learn and become self-directed and collaborative, digital and connected learners who exercise critical and inventive thinking, taking a leaf from our Outramian staff in role-modelling the desire to learn and the process of learning.

Opportunities abound within the rich and diverse Outramian school experience to explore, internalise and live out our Outram SPIRIT values: Sense of Belonging, Perseverance, Integrity, Responsibility, Innovative, Teamwork. As we embark on this uplifting expedition to discover our purpose and aspirations, we also want to assure all Outramians that we value strong positive teacher-student relationships and peer support culture in classes and student groups, and would like to entreat all of us to be an active contributor in cultivating healthy, inclusive and supportive relationships, and in sustaining a safe, vibrant and conducive learning environment.

PRINCIPAL'S FOREWORD

As a Principal, our MOE Citizenship Dispositions resonate with me deeply, and it is my fervent wish that under the caring influence and guidance of our Outramian staff that each of us nurtures the Sense of Hope, the Sense of Belonging, the Sense of Reality, culminating in the Will to Act. And in developing these dispositions, I invite all of us to reflect how we can help each other

- feel heard and belong in the school environment;
- appreciate diversity;
- empower ourselves to contribute to the school and community;
- support our well-being; and
- work together?

Quoting from the late Mr Lee Kuan Yew,

*“To the young and to the not so old, I say,
look at that horizon, follow that rainbow, go ride it”*

and from Robert Frost in his poem titled “The Road Not Taken”

*“Two roads diverged in a wood, and I—
I took the one less travelled by,
And that has made all the difference.”*

I am proud to declare and will continue to establish Outram Secondary School as a place for growth and learning. Our desire is for every Outramian to step out of our comfort zone through resilience-building and responsible decision-making, and to step up to seize new opportunities and responsibilities to serve our peers, our school, our community and our nation.

*Labor Omnia Vincit
Labour Conquers All*

**Mr Keith Tan,
Principal**

OUR SCHOOL HISTORY

- 1906** Sir John Anderson formally opened 'Outram Road School' on 26th February. It functioned as a primary school and acted as a feeder school to Raffles Institution.
- 1939** By Gazette notification, the word 'Road' was deleted and thereafter the school was known as 'Outram School'.
- 1942** The feeder arrangement between Outram School and Raffles Institution ceased with the fall of Singapore to the Japanese in February.
- 1950** The Outram School's Parent-Teacher Association was formed.
- 1954** Outram School ceased to be a purely primary school on 1st January and was converted to a four-year secondary commercial school, offering a course leading to the School Certificate of Commercial Education of the London Chamber of Commerce. The school motto was changed from 'ON THE SUCCESS' to 'LABOR OMNIA VINCIT' — Labour Conquers All. The School's crest was also changed.
- 1958** Girls were admitted as students for the first time.
- 1961** Outram School was renamed 'Outram Secondary School'.
- 1965** The Old Outramians Association for alumni was formed on 14th August.
- 1968** The Outram Secondary School Advisory Committee was formed in July. On 23rd October, the school moved to its current premises at York Hill, off Chin Swee Road, because of urban renewal and development.
- 1969** The school was converted to a multi-purpose secondary school, offering academic education with a commercial bias at Upper Secondary level. Chinese Stream classes were also introduced. Higher School Certificate in Commercial Education was introduced for the first time in Singapore and the school was the only one in Singapore with Commercial Education up to H.S.C. Level.



OUR SCHOOL HISTORY

- 1976** The late Mr. Hon Sui Sen, then Minister for Finance and Member of Parliament for Havelock, laid the foundation stone of the swimming pool on 12th December.
- 1977** The pool was completed and officially opened by the late Mr. Hon Sui Sen on 15th October.
- 1979** The three-year Pre-University course was introduced.
- 1983** Chinese Stream classes were phased out.
- 1994** The school moved to a temporary site at 10 Winstedt Road in June while the building at York Hill was demolished to make way for a new one.
- 1998** The school returned to a new school building at York Hill on 30th May.
- 1999** Outram Secondary School's new building was officially opened by an Old Outramian, Mr. Wong Kan Seng, the Minister for Home Affairs, on 28th August.
- 2003** The school's vision 'A Hallmark of Distinction' was crafted and the school's core values SPIRIT (Sense of Belonging, Perseverance, Integrity, Responsibility, Industriousness, and Teamwork) were set.
- 2005** The Museum was officially opened in the school. The school signed a Memorandum of Cooperation with Singapore Polytechnic. The LCCI was offered to Upper Secondary students.
- 2006** The school celebrated 100 years in education with the theme, 'Celebrating the Outram SPIRIT'. Old Outramian Mr. Wong Kan Seng, Deputy Prime Minister and Minister of Home Affairs, was Guest-of-Honour at the school's Speech Day and Centennial Dinner Celebration. A coffee-table book and the Outram Centennial Fund were launched. A time-capsule was encased.
- 2007** The school established itself as a Niche Programme school for Rock Climbing and the South 4 Cluster Centre of Excellence for Business and Enterprise.
- 2008** Outram Secondary was the only secondary school in Singapore to offer GCE 'O' Level Business Studies. In collaboration with Singapore Polytechnic, the applied subject — Introduction to Enterprise Development was offered to Upper Secondary students.
- 2011** The Outram Sports Academy was established.
- 2013** Outram's B Division Water Polo Team clinched a historical national title, beating Anglo-Chinese School (Independent) with a score of 7-6.



OUR SCHOOL HISTORY

- 2014** Outram established its Applied Learning Programme (ALP) and Learning for Life Programme (LLP). The ALP seeks to provide a quality education in Business and Enterprise while reaching out to students at the national level. The LLP attempts to provide real-life experiential learning via sports engagement activities and events. These programmes are carried out under the Character and Citizenship Education total curriculum framework, which was introduced nationally as a new platform nurturing 21st century self-directed students with core moral values.
- 2015** Outram Secondary School proudly participated in commemorating Singapore's Golden Jubilee spectacular, also known as SG50. An entire year was dedicated to Outram's appreciation of the nation's history.
- 2016** This year marked the 110th anniversary of the school's long and rich history. The Homecoming Carnival took place in May, where students past and present were invited to participate in traditional and cultural games. The Speech Day Dinner was held in July, with the first ever auction of art pieces and sculptures.
- 2017** Outram Secondary School upstaged traditional Water Polo rival ACS (I), earning the title of B Division National Champions for the second time in five years. Apart from sports, Outram faced victories in the aesthetics and sciences. The Concert Band attained its first ever Certificate of Distinction at the SYF Arts-Presentation 2017 (Wind Ensemble), while the Robotics Club clinched the top two positions in the local Robotics Olympiad 2017.
- 2018** The school began its re-envisioning exercise in response to the changing educational needs in the new century. A new school vision was crafted: Lifelong Learners. Innovative Leaders. Caring Contributors. The school value 'Industriousness' was replaced with 'Innovative' to reflect the changing desired attribute of Outramians, in line with the MOE's 21st Century Competencies.
- 2019** Outram Secondary School was proud to celebrate Bicentennial SG, which marked 200 years since Sir Stamford Raffles' arrival in the nation as well as key historical events that have taken place since 1819.



OUR SCHOOL HISTORY

2024 In January 2026, Outram Secondary School will embark on a significant chapter in its rich history with its relocation to a new campus in Sengkang to meet the growing demand for school places in Sengkang and Punggol. While retaining its heritage and name, students enrolled before the relocation will remain at the York Hill campus until the end of 2027, ensuring minimal disruption to their education. The final cohort at York Hill will be the 2024 Secondary 1 intake, with the campus ceasing operations after their graduation. From 2026, the school will welcome new Secondary 1 students at its state-of-the-art Sengkang campus.

This relocation underscores Outram Secondary School's commitment to nurturing lifelong learners and leaders of integrity while embracing new opportunities for growth and development. As the school moves forward, it remains committed to its mission of developing students who will make meaningful contributions to society, while continuing to honor the values and traditions that have defined its legacy.



OUR SCHOOL HISTORY



ABOUT SIR JAMES OUTRAM



Sir James Outram, Baronet, G.C.B., K.C.S.I. was born on 29th January 1803 in Scotland. During his school days, he was a recognised school leader and nicknamed 'Captain Outram'. He excelled in cricket, football, swimming and tree-climbing and whiled away his time carving wooden elephants with a pocket knife.

Before he was eighteen, his college education came to an unexpected end. He then started work on a cadet-ship in India and by October 1820, he was Acting Adjutant in one of the East India Company's best regiments. He was a filial son and sent money home to his mother regularly.

In India, Lieutenant James' favourite sport was boar-hunting. He sternly opposed corruption and oppression, advocated reform and pleaded for patience and tolerance. To the Indian, the sepoy, and the British soldier, 'Honest James Outram' was a friend and not just a superior officer. He was a generous man and the first Soldiers' Institute in India was built and furnished at his expense.

When he became a Major, he was presented with a sword bearing the inscription 'The Bayard of India'. In 1958, he was given the title of 'Baronet' by Queen Victoria in recognition of his service during the Indian Mutiny.

Sir James Outram gave his life and health to India. He died on 11 March 1863 and was buried in Westminster Abbey.

Outramians, past, present and of the future, ought to be proud that their school bears the name of such a great and distinguished man. His energy, courage, honesty, generosity, nobility and devotion to duty should indeed inspire all who dwell within these walls that bear his name.

OUR SCHOOL MOTTO

Labor Omnia Vincit
(Labour Conquers All)

OUR VISION

Learners for Life. Leaders of Integrity. Contributors with Compassion.

OUR MISSION

We honour the voice and empower the agency of Outramian staff and students in co-creating rich educational experiences in an inclusive community of future-ready learners.

OUR SCHOOL VALUES

Stewardship

Passion

Integrity

Resilience

Inventiveness

Teamwork

OUR SCHOOL VALUES

Stewardship

I am responsible for and committed to sustaining the well-being of my schoolmates, and guiding others.

I can effectively manage resources, lead by example, and mentor my peers in caring for our community.

I have the support and trust of my school community to take on leadership responsibilities and discharge them with honour and pride.

Passion

I am enthusiastic and dedicated to my studies and co-curricular activities.

I can pursue my interests and hobbies with determination.

I have the encouragement and support of my teachers and peers to follow my passions.

Integrity

I am honest and uphold strong moral principles.

I can take responsibility for my mistakes and learn from them.

I have a caring environment that values honesty, ethical decision, words and deeds.

OUR SCHOOL VALUES

Resilience

I am determined to overcome challenges.

I can bounce back from setbacks and keep trying until I succeed.

I have the support of my family, friends, and teachers to stay motivated and resilient.

Inventiveness

I am creative and open-minded when solving problems and generating new ideas.

I can experiment with different approaches and adapt to new situations.

I have an encouraging environment that nurtures my curiosity and creativity.

Teamwork

I am a collaborative and respectful team player.

I can work well with others to achieve common goals.

I have a supportive team and school community that values collaboration and mutual respect.

OUR SCHOOL CREST



ESTD 1906

What the symbols represent:

- BOOK** Academic learning. The principle aim of the school is to instruct, to impart knowledge, to teach and to learn.
- LION** Our association with Singapore, the Lion City.
- CASTLE** A tower of learning. School is a place where all can study, and a place where unity, cooperation and team work produce a community (or tower) of strength.

What the colours represent:

- RED** Community spirit, togetherness, oneness (*referenced in the School Song — 'Victory', 'standards high', 'conquers'*)
- YELLOW** Excellence and success
- BLUE** Loyalty to the school (*referenced in the School Song — 'brave and true hearts', 'loyal Outramians', 'be true', 'sincere'*)

OUR SCHOOL SONG

We will go marching on together
True to our Alma Mater
We will strive and march to victory
Loyal Outramians are we

Chorus:

Onward friends be true, sincere
Work and foes we must not fear
Never falter, never fall
Labour conquers all

We will raise our standards high
And with our voices cry
‘Brave and true hearts we will always be
Loyal Outramians are we.’

Repeat chorus

Music by: Teresa Khoo

Lyrics by: Vincent Khoo

OUR COUNTRY



THE SINGAPORE FLAG

Our National Flag consists of two equal horizontal sections, red above white. In the upper left canton is a white crescent moon beside five white stars within a circle. The features of the flag were not arbitrarily chosen — each feature has its own distinctive meaning and significance: red symbolises universal brotherhood and equality of man; white signifies pervading and everlasting purity and virtue; the crescent moon represents a young nation on the ascendant; and the five stars stand for the nation's ideals of democracy, peace, progress, justice and equality.

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

THE 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.

OUR COUNTRY

THE NATIONAL ANTHEM

MAJULAH SINGAPURA

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

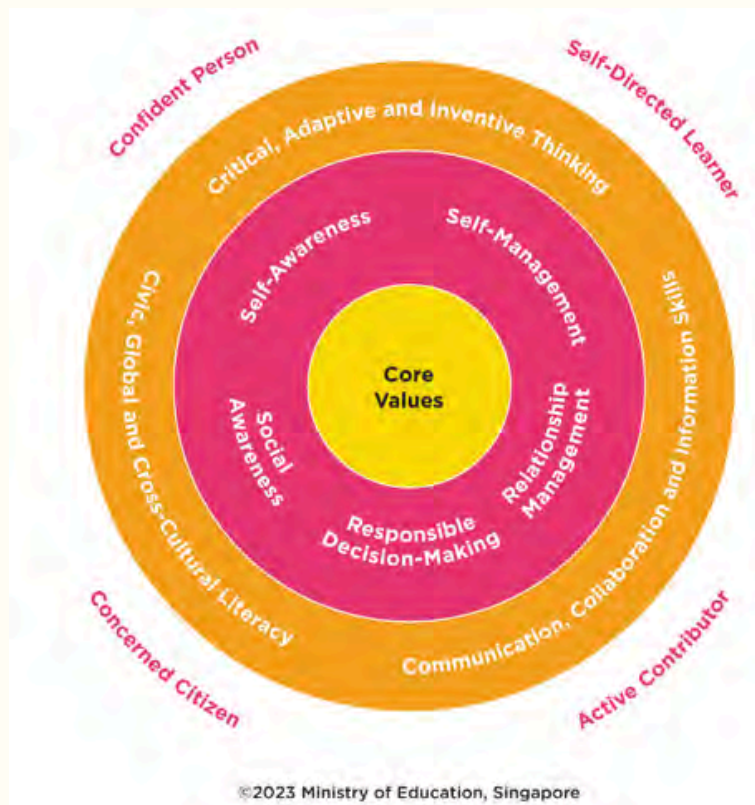
Marilah kita bersatu
Dengan semangat yang baru
Semua kita berseru
Majulah Singapura
Majulah Singapura

ONWARD SINGAPORE

Come, fellow Singaporeans
Let us progress toward happiness together
May our noble aspiration bring
Singapore success

Come, let us unite
In a new spirit
Together we proclaim
Onward Singapore
Onward Singapore

21ST CENTURY COMPETENCIES



We aspire for every Outramian to embody the Ministry of Education's 4 Desired Outcomes of Education. Every Outramian should be a/an:

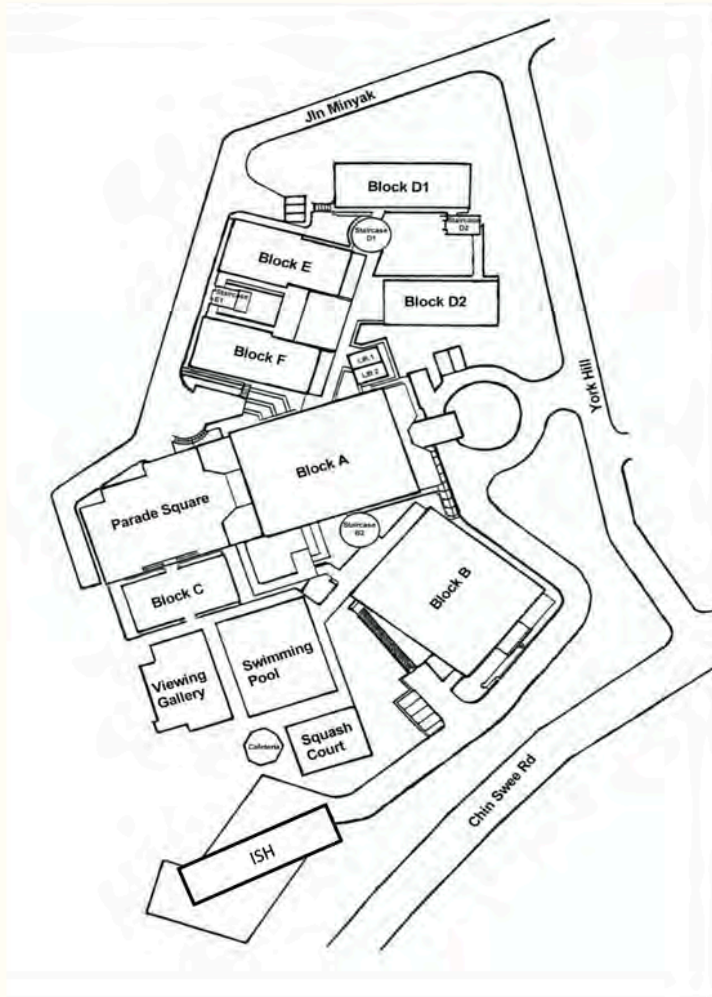
CONFIDENT PERSON who can think independently, communicate effectively, and has good inter-personal skills.

SELF-DIRECTED LEARNER who can take responsibility, question, reflect, persevere, and uses technology adeptly.

CONCERNED CITIZEN who is informed about world and local affairs, empathises with and respects others, and participates actively.

ACTIVE CONTRIBUTOR who exercises initiative and takes risks, is adaptable, innovative and resilient, and aims for high standards.

OUR SCHOOL MAP



Block A

- 1st level:** General Office
Museum
Amphitheatre
CCA Walk of Fame
- 2nd level:** HOD Room
Counsellor's Room
E-Cafe
Retail Lab
- 3rd level:** Staff Room 1
- 4th level:** School Hall
- 5th level:** Viewing Gallery

Block B

- 1st level:** Technical Workshop 1
- 2nd level:** Technical Staff Room
Design Studio
Technical Workshop 2
- 3rd level:** Canteen & Bookshop
- 4th level:** Sport Hall

Block C

- 1st level:** CCA Rooms
Gymnasium
R2Hub
- 2nd level:** Student Councillors
Alumni / Snooker Room
Dance Studio

Block D1 & Block D2

- 1st - 6th level:** 36 units of Classroom

Block E

- 1st level:** Cookery Rooms 1 & 2
- 2nd level:** Needlework Room
- 3rd level:** Retail Hub
Music Room
Computer Lab 4
B & E Room
Staff Room 2
- 4th level:** Language Rooms
- 5th level:** Art Rooms 1 & 2
- 6th level:** Library
AVA Theatre

Block F

- 2nd level:** Chemistry Labs 1 & 2
- 3rd level:** Biology Labs 1 & 2
- 4th level:** Physic Labs 1 & 2
- 5th level:** Computer Labs 1 & 2
- 6th level:** Computer Lab 3

Indoor Sports Hall: ISH

EMERGENCY EVACUATION PLAN

THE ALARM

The school's fire alarm will ring continuously.

METHOD OF EVACUATION

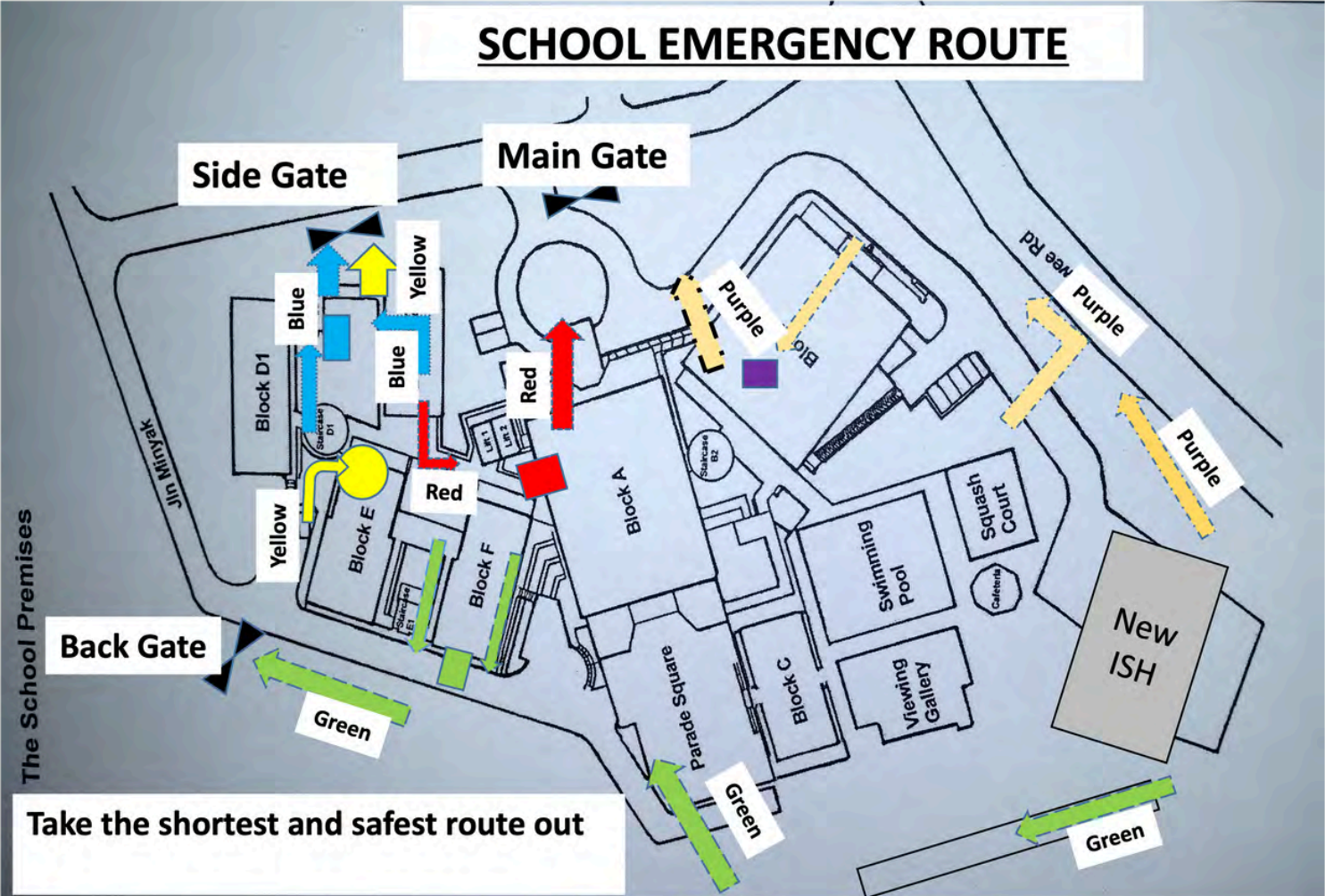
1. Upon hearing the alarm, students must stop work immediately and listen to the Principal's announcement over the Public Announcement system.
2. Students are to move quickly and in an orderly manner led by the teacher or class Chairman to the Emergency Assembly Area.
3. During the evacuation, students are to follow the coloured arrows of their respective locations to be led to the main school gate.
4. The classes on the top floors will give way to the classes on the lower floors so that there will be an easy flow of movement.
5. Thereafter, students will proceed to and assemble only in the Emergency Assembly Area which is the Indoor Sports Hall, unless otherwise announced by the Principal. (Refer to the school emergency route on Page 18).

DUTIES OF THE CLASS CHAIRMAN

1. During the evacuation, the class Chairman will ensure that no one is left behind in the classroom and that the students do not return to the classroom.
2. In the absence of a teacher in the class, the class Chairman is to switch off the lights and fans in the classroom, line the students up quickly outside the classroom and move to the Emergency Assembly Area as instructed.

EMERGENCY EVACUATION PLAN

SCHOOL EMERGENCY ROUTE



SCHOOL RULES AND REGULATIONS

1. ATTENDANCE AND PUNCTUALITY

Having pride for and a sense of belonging to Outram require students' active participation in school and its activities.

1.1 Attendance is compulsory for all

- School events
- Assemblies
- Flag-raising and pledge-taking ceremonies
- Classes and enrichment programmes
- Co-curricular activities
- Any other activity conducted by teachers

1.2 A medical certificate from a government doctor or Western practitioner should be given to the Form Teacher upon returning from any absence. Letters of explanation from parents/guardians may not be accepted.

1.3 For pre-arranged absences, parents/guardians will need to seek permission from the Principal.

1.4 If a student needs to leave school during curriculum time, the student must:

- Obtain a permission slip from General Office
- Obtain the Form Teacher's or Subject Teacher's signature
- Obtain endorsement from a HOD, the Operations Manager, Vice-principal or Principal
- Remain in school until the parent/guardian has been contacted
- Present the slip to the security guard upon leaving the school
- Report to the Form Teacher with a medical certificate on the day of return
- Submit all work to teachers upon returning to school

SCHOOL RULES AND REGULATIONS

- 1.5 Remain in school at all times till the end of the day's lessons, programmes or CCA sessions. Students who leave school without official permission will be considered as having committed a serious offence ('leaving school grounds without permission').
- 1.6 Punctuality is to be observed at all times. Students are considered late when entering the assembly area or classroom after the first bell at 7.30am.
- 1.7 All latecomers are to report to the General Office before reporting to their classroom. Mobile phones will be confiscated and returned at the end of the school day. Repeated latecomers will face appropriate disciplinary actions (detention, suspension, or caning).
- 1.8 Failure to meet expectations regarding attendance and punctuality may result in disciplinary action being taken. Disciplinary action may include detention after each school day. Students with high absenteeism or late-coming incidences may be retained at the current academic level.

SCHOOL RULES AND REGULATIONS

2. ATTIRE (IN AND OUT OF SCHOOL)

First impressions count, and it is every Outramian's responsibility to project a wholesome, respectable image when wearing the school uniform.

2.1 Students are to wear the prescribed school uniform and modification to the uniform is not allowed.

2.2 Students must wear the school attire with pride at all times. Shirts or blouses must be buttoned and tucked in neatly. Uniforms with the elastic band must be folded neatly at the waist level.

2.3 SCHOOL UNIFORM FOR BOYS

- White short-sleeved shirt with the school badge sewn on the top left hand corner of the breast pocket.
- Only the Outram PE T-shirt is allowed to be worn beneath the school white shirt.
- Secondary 1–2: White shorts not more than 13 cm above the kneecaps.
- Secondary 3–5: White pants that are straight-cut and not modified in any way.
- Only plain black belts are to be worn. Belt buckles should not be too large and must be in silver, black or gold only.



SCHOOL RULES AND REGULATIONS

2.4 SCHOOL UNIFORM FOR GIRLS

- White short-sleeved blouse with the school badge sewn on the top left hand corner of the breast pocket.
- Only the Outram PE T-shirt is allowed to be worn beneath the white blouse.
- Navy blue-pleated skirt: not shorter than 5 cm above the kneecaps.
- Undergarments should be worn discreetly. Sports undergarments must be skin-toned or white.



2.5 The school tie is to be worn smartly during school assembly every Monday morning.

2.6 Shoes must be at least 70% white with overall matte/non-glossy finishing. Elaborate patterns or luminous colours are not allowed. Shoelaces must be white.

2.7 Plain white socks are to be worn at all times and are to cover up to the ankle. Students will need to buy and wear the appropriate type of socks which are available for sale at the bookshop.

SCHOOL RULES AND REGULATIONS

- 2.8 Slippers and sandals are not allowed in school. Permission to wear slippers or sandals may be granted by a school authority or based on a doctor's recommendation.
- 2.9 Spectacle frames must be simple in design. Tinted spectacle lenses and coloured contact lenses are not allowed.
- 2.10 Jewellery such as chains, ornamental earrings, rings and other forms of accessories e.g. friendship bands, bangles etc., are not allowed.
- Girls may wear one pair of gold/silver ear studs on the lower end of the ear lobes. A pair of transparent ear sticks may replace this. Excessive or outlandish jewellery may be confiscated and would only be returned to the parent/guardian.
 - Boys are not allowed to wear any ear studs or ear sticks.
- 2.11 Fingernails should be kept short and clean. Painted nails are prohibited.
- 2.12 Make-up of any form is not allowed.
- 2.13 Tattoos or any form of temporary body art drawn on body is not allowed. Failure to remove them may result in appropriate disciplinary action taken against the student.
- 2.14 The Outram PE/CCA T-shirt may replace the white shirt/blouse after official lessons, on CCA days, Dress Down days, or on special school days allowed by the school. The T-shirt must not be defaced.
- 2.15 The Outram PE T-shirt and shorts must be worn for all PE lessons. This attire should not be worn in the classroom or during assembly, unless allowed by the school.

SCHOOL RULES AND REGULATIONS

3. HAIR

3.1 Coloured/highlighted hair and hairstyles that are layered, permed, close-cut, patterned, skinheads and hairstyles styled excessively (upwards or backwards) using hair styling products are not allowed. Failure to comply may result in appropriate disciplinary action.

3.2 FOR BOYS

Hair styles must be short, neat and tidy

- Fringe: not touching the eyebrows when combed down
- Side: not touching the ears
- Sideburns: not exceeding $\frac{1}{2}$ length of the ears from the top of the ear
- Back: not touching the shirt collar

Students must be clean-shaven and no facial hair is allowed.



SCHOOL RULES AND REGULATIONS

3.3 FOR GIRLS

Hair styles must be neat and tidy

- Fringe: not touching eyebrows
- Side: not covering the side of the face or touching the eyebrows
- Back: not longer than the base of the collar for short hair
- Long hair (touching the shoulders): tied up neatly using white, black or navy blue ribbons or clips
- Plain black hair clips or a hair band may be used to secure hair in place



SCHOOL RULES AND REGULATIONS

4. CLASSROOM BEHAVIOUR

Students are expected to meet all submission deadlines for assignments. Students are to give undivided attention during class lessons and be team-players when working with peers on group projects.

- 4.1 Classrooms should be clean and tidy at all times. Consumption of food and/or sugared drinks is strictly prohibited. Students are encouraged to consume plain drinking water or mineral water. Students are to ensure the cleanliness of the classroom at all times.
- 4.2 Books, files and notes should be kept organised in the lockers.
- 4.3 Students who remain in class during recess and after curriculum time must seek the permission of their Form Teacher. Students are to keep their noise levels low during these times.
- 4.4 All students are to move as a complete class between different learning classroom locations. Movement of the class must be done promptly, orderly and quietly.
- 4.5 Students who wish to leave the classroom during lessons can only do so if given the “Permission Pass” by the teacher. Failure to comply may lead to disciplinary action (detention, suspension, or caning) taken against them for skipping lessons or loitering.
- 4.6 Students are to be seated according to the seating arrangement assigned by the class teacher. Students are to remain in class during the change of periods.
- 4.7 All other rules set by teachers and the class committee must be adhered to.

SCHOOL RULES AND REGULATIONS

5. RECESS BEHAVIOUR

Building civic consciousness starts right in school. Outramians are expected to exercise responsible behaviour when relating to others in any social situation.

- 5.1 Students are to queue for their food in an orderly manner at all times. Students are not allowed to buy food on behalf of their peers.
- 5.2 Return all used or unused crockery, cutlery and bottles to the respective utensil containers.
- 5.3 Students are to keep the canteen clean by clearing all spilled food and litter.
- 5.4 Students may remain in the canteen until the bell rings 5 minutes before the end of recess. This is to ensure that students return to their classes before the start of the next lesson.
- 5.5 Do not litter or spit. Students will face disciplinary action taken against them (corrective work order/detention) for these offences.
- 5.6 Buying of food/drinks is allowed only during recess, lunch and after school. Students must stay out of the canteen during curriculum time.
- 5.7 Students are highly encouraged to consume their food/sugared drinks in the canteen. Students who consume food/sugared drinks outside of the canteen are to ensure that they clean up after themselves by disposing their rubbish at the nearest rubbish bin and wiping down the area after consumption.

SCHOOL RULES AND REGULATIONS

6. SPORTS/GAMES BEHAVIOUR

Outramians are expected to possess good sportsmanship, displaying integrity and teamwork during sports and games.

- 6.1 All competitors/players in sports and games should play fair and clean games. Cheating, name-calling and other forms of provocation are strictly not allowed.
- 6.2 Supporters for any competitions must be dressed in the proper attire (full school uniform or part school uniform). They are to refrain from booing or jeering at opposing competitors.

7. GENERAL

- 7.1 Silence must be observed during school assembly and during school announcements. All students, regardless of citizenship, must stand at attention during the flag-raising ceremony and the broadcast of the National Anthem and School Song as a form of respect.
- 7.2 Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students will take the Pledge with the right fist over the heart.
- 7.3 Students are expected to be polite, respectful and considerate to school staff, peers, visitors and members of the public at all times. Defiance, abusive language and/or physical abuse to any of the above-mentioned persons is unacceptable and may result in appropriate disciplinary consequences.
- 7.4 Cheating during tests or examinations will lead to zero marks for the test or examination and severe disciplinary action will be taken. Cases of plagiarism or copying of work will be classified as cheating.

SCHOOL RULES AND REGULATIONS

- 7.5.1. Inappropriate use of electronic equipment like mobile phones, audio and video equipment, digital cameras and computer games will result in the items being confiscated and may be held by the school for up to 2 weeks for each offence or until the parent/guardian claims it from the school.
- 7.5.2. All kinds of card games are not to be brought to school at any time. Loss of these items will be the sole responsibility of the owner. The school will not be held responsible for the loss of these items.
- 7.6 Mobile phones must be switched off during school curriculum time and given to Form Teachers at the beginning of the day.
- 7.7 Students are not allowed to enter the school in their personal vehicles or taxi on school days. They are to alight at the designated drop-off points.
- 7.8 Students are to use the lifts only at designated times after school hours and keep away from restricted areas. Priority must be given to the handicapped, staff and visitors.
- 7.9 Photograph(s) or video image(s) of you and your parents may be captured during school activities and events such as classroom lessons, CCA, school camps, school concerts. The school may use and publish such photographs and/or video recordings in school publications, website, social media channels, and other communication channels.

OFFENCES AND CONSEQUENCES

The School will inform parents/guardians of the offences committed by their child/ward. All consequences meted out will be accompanied with corrective counselling and restorative practices, e.g. restitution, reconciliation. Serious or major [offence/s] committed will affect students' overall conduct assessment, which may adversely impact the awarding of the MOE Edusave Award.

Minor Offences

TYPE & DESCRIPTION OF OFFENCE	POSSIBLE CONSEQUENCES
<p>(Attendance Related)</p> <p>Late-coming Late arrival at school without a valid reason</p> <p>Skipping CCA Absence from CCA without a valid reason</p> <p>Skipping Classes Absence from lesson/s without a valid reason despite being present for/in school</p> <p>(Conduct Related)</p> <p>Improper Attire and/or Grooming Not adhering to school rules regarding attire, hairdo, jewellery, and grooming etc</p> <p>Not Doing / Late Submission of Assignments Not turning in class work, homework, project work, etc. without a valid reason</p>	<ul style="list-style-type: none"> ▪ Counselling ▪ Warning ▪ Detention ▪ Internal Suspension ▪ Mark Penalty ▪ Caning

OFFENCES AND CONSEQUENCES

Minor Offences

TYPE & DESCRIPTION OF OFFENCE	POSSIBLE CONSEQUENCES
<p>Inappropriate Use of Mobile Devices/PLDs Use of mobile phones or PLDs for non-learning purposes during lessons and/or CCAs without first seeking teachers' permission</p> <p>Littering Dropping or leaving of rubbish in school premises or public places</p>	<ul style="list-style-type: none">▪ Counselling▪ Warning▪ Detention▪ Internal Suspension▪ Mark Penalty▪ Caning

OFFENCES AND CONSEQUENCES

Major Offences

TYPE & DESCRIPTION OF OFFENCE	POSSIBLE CONSEQUENCES
<p>(Attendance Related) Truancy / Willful Absenteeism Complete absence from school on a school day without a valid reason, or repeat of such offence</p> <p>Persistent Late-coming Repeated late arrival at school, exceeding 5 times in a school term, without a valid reason</p> <p>Leaving School Grounds without Permission Leaving school grounds after reporting but before the end of the school session without approval, or repeat of such offence</p> <p>(Conduct Related) Open Defiance and Rudeness Display of rudeness and disrespect to others, or repeat of such offence</p> <p>Disruptive Behaviour Act or conduct which interferes with the smooth running of class or school events, or repeat of such offence</p>	<ul style="list-style-type: none"> ▪ Counselling ▪ Warning ▪ Detention ▪ Internal Suspension ▪ Mark Penalty ▪ Caning

OFFENCES AND CONSEQUENCES

Major Offences

TYPE & DESCRIPTION OF OFFENCE	POSSIBLE CONSEQUENCES
<p>Mischief Act or conduct that causes trouble or disturbance in school premises or public spaces, or repeat of such offence</p> <p>Abuse of Technology/ Non-compliance with PDLP Acceptable Use Policy Offensive comments on social media; improper or inappropriate use of information communication and technology tools, e.g. computer, personal learning device, mobile phone, etc.</p> <p>Cheating in Tests / Examinations Disregard for examination rules, possession of unauthorised notes or devices, copying from others, allowing others to copy or tampering with marks, or repeat of such offence</p> <p>Forgery Forging of signatures, medical certificates, consent forms etc. with the intention to deceive, or repeat of such offence</p>	<ul style="list-style-type: none"> ▪ Counselling ▪ Warning ▪ Detention ▪ Internal Suspension ▪ Mark Penalty ▪ Caning

OFFENCES AND CONSEQUENCES

Major Offences

TYPE & DESCRIPTION OF OFFENCE	POSSIBLE CONSEQUENCES
<p>Abetment of a Major Offence Failing to report, or provide truthful information on the commission of a major offence to the school authorities; accomplice to the major offence</p> <p>Harassment / Bullying Hurting, frightening or intimidation of others, or repeat of such offence</p>	<ul style="list-style-type: none">▪ Counselling▪ Warning▪ Detention▪ Internal Suspension▪ Mark Penalty▪ Caning

OFFENCES AND CONSEQUENCES

SERIOUS OFFENCES

TYPE & DESCRIPTION OF OFFENCE	POSSIBLE CONSEQUENCES
<p>Theft Stealing of school property or property belonging to others</p> <p>Arson / Mischief with Fire Planting of explosives or setting of property on fire, whether attempted or actual</p> <p>Vandalism Wilful and malicious destruction of school or personal property, writing of graffiti</p> <p>Gambling Use of money in games, betting, etc</p> <p>Abuse of Technology / Non-compliance with PDL P Acceptable Use Policy Offensive and unlawful comments on social media; unlawful use of information communication and technology tools, e.g. computer, personal learning device, mobile phone, etc</p>	<ul style="list-style-type: none">• Detention• Suspension• Caning• Police action

OFFENCES AND CONSEQUENCES

SERIOUS OFFENCES

TYPE & DESCRIPTION OF OFFENCE	POSSIBLE CONSEQUENCES
<p>Assault Violent attack against person(s), regardless of injury</p> <p>Fighting Confrontation between individuals or opposing groups in which each attempt to harm or gain power over the other, as with bodily force or weapons</p> <p>Gangsterism Gang assault threat/harassment/extortion, whether actual or attempted</p> <p>Pornography Consumption/possession/distribution/sale of pornographic materials</p> <p>Substance Abuse (inclusive of Vaping & Smoking) Use/possession/distribution/sale of alcohol, drugs, inhalants</p>	<ul style="list-style-type: none">• Detention• Suspension• Caning• Police action

OFFENCES AND CONSEQUENCES

SERIOUS OFFENCES

TYPE & DESCRIPTION OF OFFENCE	POSSIBLE CONSEQUENCES
<p>Possession of Weapons Possession of weapons that may be used in a crime. Students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which is used or intended to cause harm to others.</p> <p>Abetment of a Serious Offence Failing to report, or provide truthful information on the commission of a serious offence to the school authorities; accomplice to the serious offence</p> <p>Other Serious Offences The nature of these offences would be so serious that they may cause physical harm to person(s) or smear the reputation of person(s) or institution(s) etc.</p>	<ul style="list-style-type: none">• Detention• Suspension• Caning• Police action

OFFENCES AND CONSEQUENCES

SMOKING/VAPING

Smoking/ Vaping	Possible Consequences for 1st Offence	Possible Consequences for 2nd Offence	Possible Consequences for 3rd Offence or more
Use/possession/ distribution/sale of cigarettes or other tobacco- related products	<ul style="list-style-type: none"> • Vape confiscated • Offence of Vaping officially recorded • Health Sciences Authority (HSA) letter of warning will be issued to parents • 1-day internal suspension 	<ul style="list-style-type: none"> • Vape confiscated • Offence of Vaping officially recorded • Reported to HSA as a 2nd time offender, with a possible fine imposed by HSA • 2-day internal suspension • Attend compulsory smoking cessation workshop 	<ul style="list-style-type: none"> • Vape confiscated • Offence of Vaping officially recorded • Reported to HSA as a repeated offender - Notice of Composition Fine will be mailed to residential address • Internal suspension (increased number of days) and/ or Caning • Attend compulsory smoking cessation workshop

BULLYING: WHAT IS IT?

PHYSICAL

Hitting, pinching, biting, pushing and shoving; taking things away from others; damaging others' belongings.

VERBAL

'Teasing', insulting, name-calling, making threats and intimidation, spreading rumours, sending offensive messages (in written, text messaging, or spoken form).

CYBER

'Teasing', insulting, name-calling, making threats and intimidation, spreading rumours, sending offensive messages, uploading of offensive pictures/comments through the use of social media e.g. Facebook, Twitter, Instagram etc.

EMOTIONAL

Unreasonable exclusion from social groups, unfriendliness, tormenting, hiding or taking away others' belongings to cause panic or worry. Racial or sexual harassment is also a form of bullying.

BULLYING: WHAT IS IT?

STUDENTS CAN GET HELP BY:

- Reporting the bully to the teacher or school counsellor immediately.
- Informing the parent/guardian of the bully

STUDENTS ARE EXPECTED TO:

- Treat one another with courtesy and respect
- Report cases of bullying to teachers immediately
- Support victims of bullies and offer them help and protection

PARENTS/GUARDIANS CAN HELP BY:

- Listening calmly to a bullied victim and try to establish facts
- Contacting the school promptly concerning any case of bullying that is discovered
- Supporting the school's intervention in managing the bullying case
- Supporting the victim of the bully, even if it is not your own child/ward
- Working for a positive outcome for both the victim and the bully together with the school

MOBILE PHONE POLICY

To support a focused and distraction-free learning environment, all students are required to store their mobile phones in assigned lockers upon arrival at school. Phones may only be accessed after the last lesson of the day.

Failure to comply with this policy may result in phone confiscation. Students are responsible for ensuring their phones are securely stored and for adhering to the policy.

This policy aims to enhance the educational environment and ensure that all students can focus fully on their studies and school activities without the distraction of mobile phones.

WEIGHTED ASSESSMENTS/EXAMINATIONS

BEFORE THE WEIGHTED ASSESSMENTS/ EXAMINATIONS BEGINS:

1. Students are expected to be punctual and attend the flag-raising ceremony unless other instructions are given.
2. Students must be properly attired in proper school uniform for WA/Exam. The alternative approved attire is the school PE t-shirt with school skirts or long pants for ladies and gentlemen respectively.
3. No extra time will be given to students who are late for WA/Exam, without valid reason.

DURING THE WEIGHTED ASSESSMENTS/ EXAMINATIONS

1. Students must exhibit proper conduct and behaviour during the WA/Exam. Any student who fails to obey instructions and/or exhibit improper conduct may be barred from the examinations, and your results may be terminated. Improper conduct includes disturbing other candidates, disobeying instructions from exam personnel, etc.
2. No communication is allowed at all times. Students are to raise their hand for any assistance. For students who fail to obey instructions, it will be deemed as a dishonest act and disciplinary actions will be taken. Cheating is a serious offence. Any form of communication and possession of unauthorised materials will be deemed as a dishonest act. Any student found guilty of cheating will be severely dealt with.
3. Students are NOT allowed to bring into the weighted assessment/examination venue any unauthorized materials, mobile phones and any other electronic devices capable of storing and displaying visual and verbal information. Should any of these be found in one's possession, it will be deemed as a dishonest act and will result in disciplinary action.
4. NO borrowing of stationery is allowed.

WEIGHTED ASSESSMENTS/EXAMINATIONS

5. When the use of the dictionary is permitted for WA/Exam, students must ensure that only approved dictionaries are used. NO bilingual dictionaries are allowed and dictionaries must be free from notes and annotations. The use of the ear-piece or headphones is not allowed when using the E-Dictionary.
6. All students must place their Identification Card (EZ-link) at the top right corner of their tables at EVERY EXAM. This is to ensure accurate attendance taking by invigilators.
7. The duration stated on the question paper will be strictly followed. No extra time for reading the questions will be given. Candidates are to check that they have received the question paper of the correct subject code and paper number.
8. Students should not turn the pages of the question papers and should not start writing until instructions are given to do so.
9. Students are NOT allowed to leave the WA/Exam venue till the end of the exam.
10. At the end of the WA/Exam, students must stop writing when instructions are given.
11. Students are to take responsibility and ensure that they have submitted all their answer scripts before the invigilator leaves the WA/Exam venue.
12. Students are not allowed to remove any exam materials and stationery without permission.

WEIGHTED ASSESSMENTS/EXAMINATIONS

ABSENTEEISM

1. Students are expected to sit for all examinations in the subjects they are offering.
2. Students who are unable to sit for any examination must submit an official medical certificate. “VR” will be awarded and no make-up is required.

For WA:

2.1 Students directly involved in national competitions* will be given a choice to re-sit their WA within the next 5 schooldays, if their competition schedule allows.

(* apply to team members of the same sports CCA who are granted permission to support these national competitions.)

2.2 If students choose not to re-sit, “VR” will be awarded.

2.3 If students choose to re-sit, the assessment mark will be recorded and goes into the computation of the overall score for the subject.

SCIENCE LABORATORY SAFETY REGULATIONS

GENERAL EXPECTATIONS

1. Students must not enter or work in laboratories unless a teacher is present.
2. Students should not take apparatus or chemicals out of the laboratories without the teacher's permission.
3. Eating and drinking are prohibited in laboratories.
4. Laboratory storerooms and preparation rooms are out of bounds to all students.
5. All laboratories must have the laboratory precautions displayed on their notice boards.
6. All electrical switches and main gas valves must be turned off and all doors should be locked before leaving the laboratories unattended for a period of time.

EXPECTATIONS DURING THE CONDUCT OF EXPERIMENTS

7. Students should always work thoughtfully and purposefully. Jokes or other acts of carelessness are strictly prohibited.
8. Long hair should be tied back to avoid any interference with laboratory work.
9. Safety goggles must be worn whenever there is any risk of injury to the eyes.
10. Pipetting should always be carried out using a pipette filter and never by mouth.
11. Unlabelled containers or chemicals should not be used and should be reported to the teacher.
12. Equipment used to handle or transfer hazardous materials must be inspected for leaks, cracks, and other forms of damage before use.

SCIENCE LABORATORY SAFETY REGULATIONS

13. Damaged equipment, breakages, accidents and spillage should be immediately reported to the teacher.
14. 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.
15. Unauthorised experiments are prohibited.
16. Chemicals, once removed from the bottles, must not be put back into the bottles unless instructed to do so by the teacher.
17. Never use flammable liquids near a naked flame.
18. Electrical wirings must be kept away from naked flames and heaters.
19. Areas around electrical equipment should be kept dry. Avoid placement of water near electrical equipment, where possible.
20. Never taste chemicals or other materials unless specifically directed by the teacher.
21. Sharp objects (e.g. needles, razors or pins) should not be discarded in waste-bins or trash bags. A sturdy container should be used for the disposal of sharp objects.
22. Waste and surplus materials must be disposed of in accordance with instructions.

EXPECTATIONS AT THE END OF EXPERIMENTS

23. Hands must always be thoroughly washed before leaving the laboratories, regardless of whether gloves were worn.
24. Return all apparatus to the respective storage places as instructed by the teacher.

COMPUTER LABORATORY RULES

1. Students are not allowed to enter the computer labs without a teacher's presence.
2. Students are to line up outside the lab before and after the lesson.
3. Students are to keep their belongings, such as their bags, only at the places designated by the teacher.
4. Students are to check the computer allotted to them before and after every lesson. Should a student find anything wrong with the computer, it should be brought to the attention of the teacher immediately.
5. Students are only to use the computers assigned to them.
6. Should a student bring any portable storage device, it has to be scanned for viruses before use.
7. Students are not to delete any files from the computer system.
8. Students are not to change any desktop settings.
9. Students are not to install any programmes in the system.
10. Students are not to save any files in the hard disk. Files should be saved in an external storage device or on the intranet.
11. Students should always maintain silence in the computer labs.
12. Eating, drinking, littering, playing computer games and surfing the net without permission are strictly prohibited.
13. Students are to shut down the computers after the lesson.
14. Students are to keep their chairs in proper order at the end of the lesson. Students are to wait for the teacher to check the computer system before leaving the lab.

Infringement of any of the rules mentioned above will be viewed very seriously.

DESIGN & TECHNOLOGY WORKSHOP

RULES AND REGULATIONS

GOLDEN RULES

1. Dress right
 - a. Apron
 - b. Covered shoes
 - c. Tied hair
 - d. Goggles and gloves when necessary
2. Know the environment
 - a. First Aid Box
 - b. Emergency Stop
 - c. Fire extinguisher
 - d. Exits
 - e. Evacuation Route
 - f. Demarcated Work Zones
 - g. Restricted Areas
3. Follow instructions
4. Behave right
5. Be considerate

SAFE WORKING HABITS

1. Use the right tools and machines in the right way
 - a. Check with the teacher when you are not sure.
 - b. Exercise care and caution when using sharp or pointed tools.
 - c. Students should only use machines which they have been taught to use safely.
2. Check that all tools and machines are safe to use
 - a. Report all damaged tools and machines.
 - b. Do not use any machine that is out of order.
3. Be organised
4. Stay focused

DESIGN & TECHNOLOGY WORKSHOP

RULES AND REGULATIONS

5. Be responsible—clean up and wipe down
 - a. Return items to their original places
 - b. Clean up any messes
6. Students are only allowed to enter or work in the workshop when a teacher or workshop instructor is present and has given permission.
7. Students must report punctually for lessons and maintain focused attitude at all times in the workshop.
8. All accidents and injuries must be reported at once to the teacher.
No drinking or eating is allowed in the workshop.

RULES IN FOOD AND CONSUMER ROOMS

GENERAL EXPECTATIONS

1. Always obtain permission before entering the FCE Rooms.
2. Students working in the FCE rooms must be supervised by a teacher.
3. Read all directions and listen for specific instructions given.
4. Always clean up work areas and return all utensils and equipment to their proper place, or as instructed by the teacher.
5. Work carefully and avoid actions that could lead to accidents or injury.
6. Work at assigned location as much as possible.
7. Immediately report all spills, fires, cuts and any other accidents to the teacher.

SAFETY RULES

1. Handle electrical equipment with dry hands only.
2. Keep work areas dry, including floors and countertops.
3. Turn off and unplug unattended electrical equipment.
4. Immediately report equipment with frayed cords and faulty equipment. Do not use such equipment.
5. Keep cords and electrical equipment a safe distance from heat sources and sinks.
6. Turn off gas taps when not in use.
7. Handle sharp knives and equipment with care.
8. Wipe up floor spills.
9. Put on oven mittens when handling or carrying hot utensils.

RULES IN FOOD AND CONSUMER ROOMS

HYGIENE RULES

1. Wear a clean apron during practical cooking sessions.
2. Have clean hands, short nails and neat hair.
3. Do not cough or sneeze over food.
4. Do not double dip when tasting food to prevent contamination of food with your saliva
5. Use clean tea towels and dish cloths. Wash them after use.
6. Wash and wipe dry all crockery, cutlery and utensils after use.
7. Dispose food wastes appropriately. Wash and dry waste bins.
8. Keep the work area and designated standing cooker clean.
9. Dispose all waste materials in the rubbish bin provided. Do not throw them into the sink.

MEDIA RESOURCE LIBRARY

The Media Resource Library is open to all members of the school staff and students during its opening hours.

RULES AND REGULATIONS

1. Student Cards
 - a. Each student must use his or her EZ-link card to borrow library books or non-print materials.
 - b. EZ-link cards are not transferable.
2. Each student can borrow a maximum of 3 library books and/or a maximum of 2 non-print materials at any one time.
3. The loan period for a library book is two weeks. A book can only be renewed once.
4. A book should not be taken out of the library unless it has been endorsed at the library counter.
5. A book that is returned to the library must again be endorsed at the library counter.
6. All books must be returned before or on the due date.
7. Non-print materials and reference books cannot be taken out of the library.
8. Students' bags and files are not to be brought into the library. They must be kept in the lockers outside the library.
9. A student or member of the staff has to pay for any borrowed resource* which is badly damaged, mutilated or lost while in his or her possession.
10. A class visiting the library during school hours must be accompanied by a teacher-in-charge.
11. Students making use of the library must be attired in proper school uniform.
12. Library rules and etiquette must be observed.
13. Students should not bring or consume any food or drinks in the library.

MEDIA RESOURCE LIBRARY

14. Students who persistently break library rules will be banned from the library.

OPENING HOURS

School Term and School Holidays:

Monday–Friday: 8.00am–4.30pm

**a borrowed resource refers to both print and non-print material such as books, DVDs, reference books and/or magazines.*

ACADEMIC MATTERS

SUBJECT COMBINATIONS

SECONDARY 1

G3 / G2

English Language
Chinese/Malay/Tamil Language
Higher Chinese Language (EXP only)
Elementary Mathematics
Lower Secondary Science
Literature
Geography
History
Art
Design and Technology
Food and Consumer Education
Character & Citizenship Education*
Physical Education*
Music*

G1

English Language
Chinese/Malay/Tamil Language
Mathematics
Lower Secondary Science
Art
Computer Application
Design and Technology
Food and Consumer Education
Social Studies*
Character & Citizenship Education*
Physical Education*
Music*

*Non-examination subject

ACADEMIC MATTERS

SUBJECT COMBINATIONS

SECONDARY 2

G2/G3

English Language
Chinese/Malay/Tamil Language
Higher Chinese Language (EXP only)
Chinese B
Elementary Mathematics
Lower Secondary Science
Literature
Geography
History
Art
Design and Technology
Food and Consumer Education
Character & Citizenship Education*
Physical Education*
Music*

G1

English Language
Basic Chinese/Malay/Tamil Language
Mathematics
Lower Secondary Science
Art
Computer Application
Design and Technology
Food and Consumer Education
Social Studies*
Character & Citizenship Education*
Physical Education*
Music*

*Non-examination subject

ACADEMIC MATTERS

SUBJECT COMBINATIONS

UPPER SECONDARY

Express/Normal (A)

English Language
Chinese/Malay/Tamil Language
Higher Chinese Language (EXP only)
Chinese B
Elementary Mathematics
Physics
Chemistry
Combined Science
- Sci (Phy/Chem)
- Sci (Chem/Bio)
Humanities
- Social Studies with Geography,
History, or Literature
Electives
- A Mathematics
- Principles of Accounts
- Business Studies
- Design & Technology
- Art & Design
- Biology (EXP only)
Character & Citizenship Education*
Physical Education*

Normal (Technical)

English Language
Basic Chinese/Malay/Tamil Language
Mathematics (Syllabus T)
Computer Applications
Retail Operations
Design and Technology
Science (Syllabus T)
Social Studies*
Character & Citizenship Education*
Physical Education*
**Elective Modules (NT)

*Non-examination subject

Express students read a total of 6 to 7 subjects.

Normal (Academic) and Normal (Technical) students read a total of 5 or 6 subjects.

ACADEMIC MATTERS

PROGRESSING THROUGH SECONDARY SCHOOL YEARS WITH FULL SUBJECT-BASED BANDING (FSBB)

With Full SBB, all secondary school students will generally progress to the next year of learning. They have the flexibility to adjust their subject levels at appropriate junctures based on their overall strengths, interests and learning needs, and the school's holistic considerations.

This infographic shows how students can adjust their curricular load across the secondary years. By giving students greater ownership of their learning, we hope that they will develop a growth mindset and an intrinsic motivation to learn for life.

Start of S1

All students offer the following subjects in lower secondary:

English Language (EL)	Students' Posting Groups will guide the initial subject levels students offer at the start of S1.
Mother Tongue Language (MTL)	
Mathematics (MA)	
Science (SCI)	
Humanities (HUM)	
Art	Common Curriculum Subjects
Design & Technology (D&T)	
Food & Consumer Education (FCE)	
Music	
Physical Education (PE)	
Character & Citizenship Education (CCE)	

Offering Subjects at More Demanding Level (MDL)

Eligible students can offer EL, MTL, MA and SCI at MDL based on their PSLE Achievement Level (AL) for each of these subjects.

Indicative Level of Most Subjects at Start of S1	PSLE Standard Grade	PSLE Foundation Grade	Option to offer subject at
G1	AL 5 or better	-	G3 / G2
	AL 6	AL A	G2
G2	AL 5 or better	-	G3

End of S1

ACADEMIC MATTERS

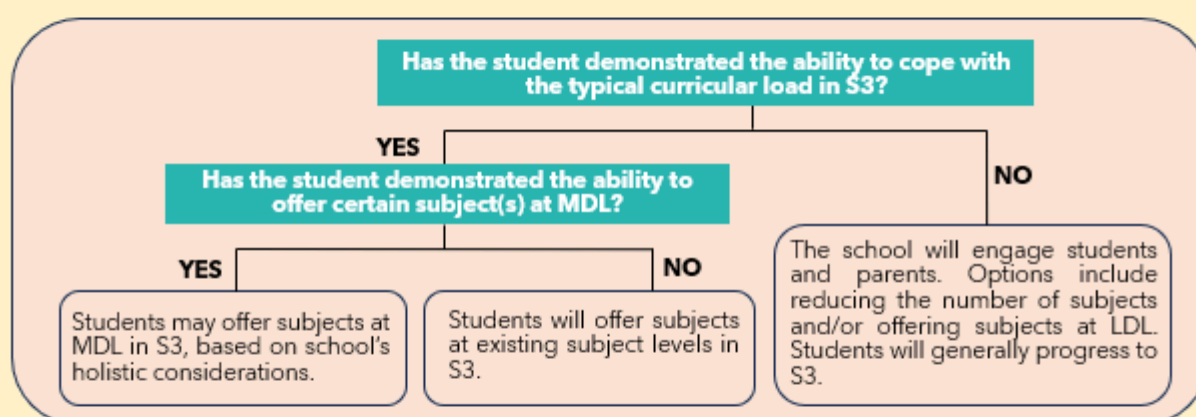
End of S1

Students will progress to S2 and offer subjects at existing subject levels.

Students who have done well may offer subjects at MDL in S2, based on school's holistic considerations.

End of S2

Students can adjust their curricular load the following year, based on school's holistic considerations which include students' subject-specific performance and their ability to cope with all subjects.



End of S3

Students will continue to offer their same subject combination in S4 if they are able to cope.

If students cannot cope



The school will engage students and parents. Options include reducing the number of elective subjects and/or offering subjects at LDL. Students will generally progress to S4.

End of S4

The 5th year will continue to be available under Full SBB, to allow eligible students to pace their learning and offer subjects at a more demanding level to access more post-secondary pathways.

ACADEMIC MATTERS

MARKS AND GRADES

EXPRESS/ G3									
GRADE	A1	A2	B3	B4	C5	C6	D7	E8	9
MARK	75-100	70-74	65-69	60-64	55-59	50-54	45-49	40-44	0-39

NORMAL (ACADEMIC)/ G2						
GRADE	1	2	3	4	5	U
MARK	75-100	70-74	65-69	60-64	50-59	0-49

NORMAL (TECHNICAL)/ G1					
GRADE	A	B	C	D	U
MARK	75-100	70-74	60-69	50-59	0-49

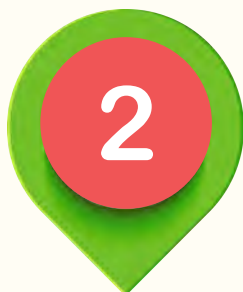
STUDENT DEVELOPMENT @ OUTRAM

Cohort Level Themes



Connect with self and School

Foster a sense of belonging and confidence within the school community.



Connect with Outramians and others

Expand connections beyond the school, developing interpersonal and social skills.



Connect with the community and beyond

Strengthen relationships and understanding of diverse perspectives.

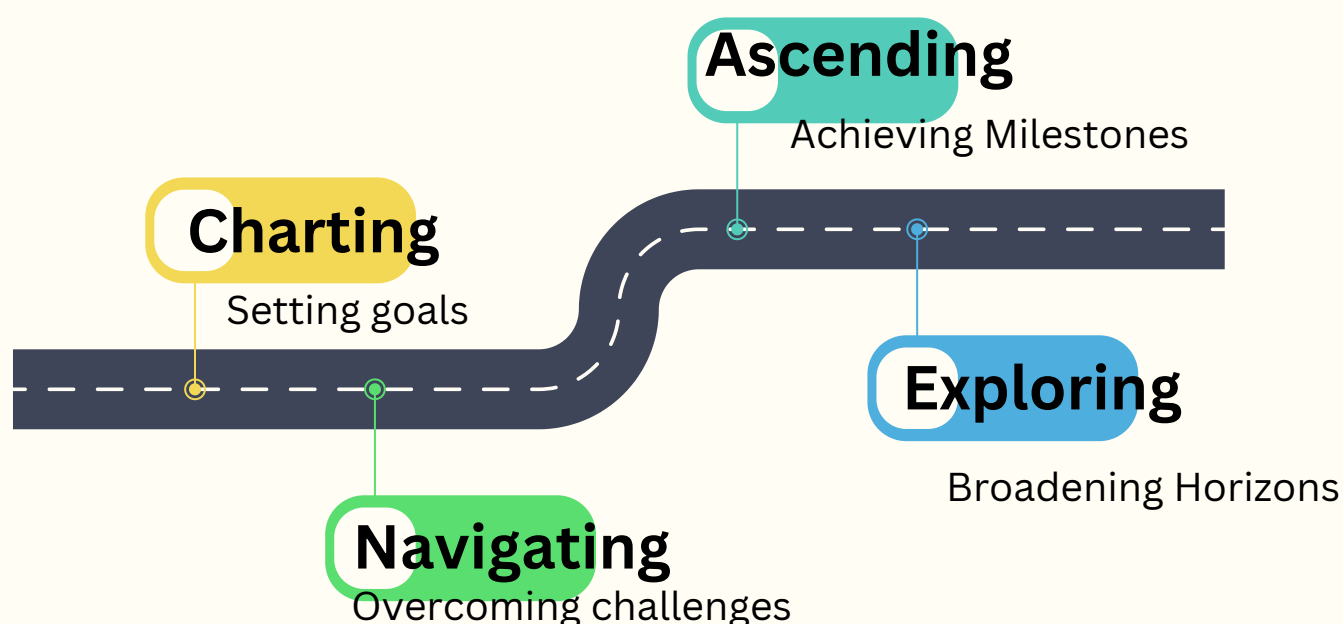


Connect with the future

Prepare students for future roles in society with a focus on career and life skills.

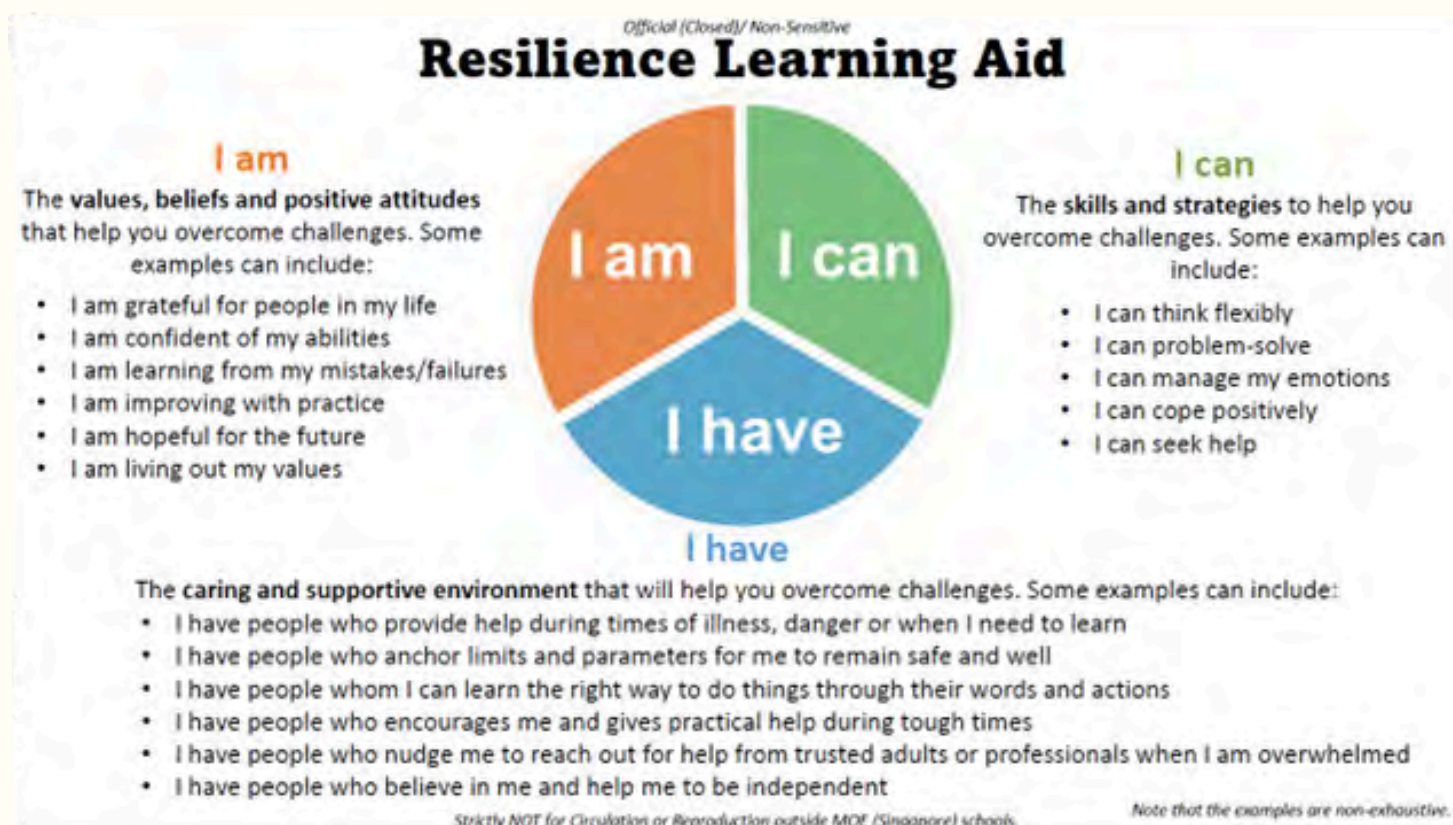
Level - Specific Progressive Roadmap

The roadmap serves as a developmental guide that shows how students grow in each area throughout the year.



STUDENT DEVELOPMENT @ OUTRAM

The resilience learning aid, I Am, I Can, I Have, will be a cornerstone in our reflection exercises, Character and Citizenship Education (CCE), and student development programmes. Through guided reflections, students will identify their personal strengths (I Am), explore their abilities to take action (I Can), and recognize the support systems around them (I Have). These principles will also be embedded into CCE lessons and activities, fostering self-awareness, confidence, and resilience. By incorporating this framework across various programmes, we aim to equip students with the mindset and skills to overcome challenges and thrive in their personal and educational journeys.



STUDENT DEVELOPMENT @ OUTRAM

Cohort Level Themes

Secondary 1
Connect with Self
and School

Objective: Foster a sense of
belonging and confidence
within the school
community.

"I am getting to know my new school
and feeling like I belong here."
"I am learning to get along with my peers
and discover my strengths, interests,
skills, and purpose."

Secondary 2
Connect with
Outramians and
others

Objective: Expand
connections beyond the
school, developing
interpersonal and social
skills.

"I am building on what I've learned about
school and myself to tackle new
challenges."
"I am using my knowledge and skills to
start making choices about my studies
and who I want to be."

Secondary 3
Connect with the
Community and
beyond

Objective: Strengthen
relationships and
understanding of diverse
perspectives.

"I am strengthening my relationships and
appreciating how others see the world
differently."
"I am deepening my skills and taking on
more responsibilities to prepare for what's
next."

Secondary 4 / 5
Connect with the
future

Objective: Prepare students
for future roles in society
with a focus on career and
life skills.

"I am preparing for life after school by
exploring different paths for my future, like
college or vocational training."
"I am working on the skills I'll need for my
career and life in general so I can be ready
for whatever comes after graduation."

STUDENT DEVELOPMENT @ OUTRAM

Term 1 Learners for Life



Confident Persons with Zest for Life:

"I am committed to learning and growing personally with enthusiasm and confidence throughout my life."

Self-directed Learning:

"I take charge of my learning, driven by curiosity and the determination to persevere through challenges."

Driven by Passion and Purpose:

"My passion and purpose inspire my educational journey, and I actively seek to align what I love with what I learn."

Term 2 Leaders of Integrity



Strong Sense of Right and Wrong:

"I know right from wrong and make fair and just choices."

Adaptable and Resilient:

"I can adjust to new situations and stay strong when things get tough."

Discerning Judgement, Independent, and Critical Thinking:

"I think for myself, make wise choices, and question things to get it right."

Effective Communication:

"I'm good at explaining my thoughts and plans to others."

Initiative, Responsible Risk-taking, Innovation, Striving for Excellence:

"I take smart chances, develop new ideas, and aim to do my best."

Term 3 Contributors with Compassion



Empathetic and Open-minded:

"I try to understand and respect people who are different from me."

Effective Collaboration in Teams:

"I work well with others and believe in helping my community together."

Responsibility to Family, Community, and Nation:

"I must do good for my family, community, and country."

Active Roles in Improving the Lives of Others:

"I am actively involved in making other people's lives better."

Term 4 Labour Omnia Vincit



Confident Persons:

"I embrace hard work because it makes life more rewarding and helps me face challenges with excitement." "My hard work helps me tell right from wrong and live with good morals."

"Sticking with tough tasks makes me more flexible and stronger."

Self-directed Learners:

"I know that taking charge of my learning leads to success."

"I'm always curious and determined to learn, which keeps me growing."

Active Contributors:

"Working together teaches me to understand and accept others."

"Being proactive and willing to take smart risks can lead to new and better ways of doing things."

Initiative and Responsible Risk-taking:

"I take the lead and make careful choices that can lead to new ideas and great achievements."

Concerned Citizens:

"I believe hard work can make my community and country better places." "I know that my efforts can help improve others' lives."

STUDENT DEVELOPMENT @ OUTRAM

Cohort Theme with Term Focus

I am, I can, I have

	Term 1 Learners for Life	Term 2 Leaders of Integrity	Term 3 Contributors with Compassion	Term 4 Labor Omnia Vincit
Secondary 1 Connect with Self and School	<p>I am: Enthusiastic and dedicated to my studies and co-curricular activities.</p> <p>I can: Pursue my interests and hobbies with determination.</p> <p>I have: The encouragement and support of my teachers and peers to follow my passions.</p>	<p>I am: Honest and uphold strong moral principles.</p> <p>I can: Take responsibility for my mistakes and learn from them.</p> <p>I have: A caring environment that values honesty, ethical decisions, words and deeds.</p>	<p>I am: Considerate and focused on understanding and meeting the needs of others.</p> <p>I can: See things from others' perspectives, build strong relationships, and contribute positively to my community.</p> <p>I have: A caring environment that values empathy, cooperation, and mutual respect.</p>	<p>I am: Determined to overcome challenges and creative in solving problems.</p> <p>I can: Bounce back from setbacks, keep trying until I succeed, and experiment with different approaches.</p> <p>I have: The support of my family, friends, and teachers to stay motivated and resilient, and an encouraging environment that nurtures my curiosity and creativity.</p>
	Term 1 Learners for Life	Term 2 Leaders of Integrity	Term 3 Contributors with Compassion	Term 4 Labor Omnia Vincit
Secondary 2 Connect with Outramians and others	<p>I am: Open to learning and believe my abilities can improve with effort.</p> <p>I can: Embrace challenges, learn from criticism, and persist despite setbacks.</p> <p>I have: A supportive environment that encourages continuous learning and growth.</p>	<p>I am: Honest and uphold strong moral principles.</p> <p>I can: Take responsibility for my mistakes and learn from them.</p> <p>I have: A caring environment that values honesty, ethical decisions, words and deeds.</p>	<p>I am: Considerate and focused on understanding and meeting the needs of others.</p> <p>I can: See things from others' perspectives, build strong relationships, and contribute positively to my community.</p> <p>I have: A caring environment that values empathy, cooperation, and mutual respect.</p>	<p>I am: Determined to overcome challenges and creative in solving problems.</p> <p>I can: Bounce back from setbacks, keep trying until I succeed, and experiment with different approaches.</p> <p>I have: The support of my family, friends, and teachers to stay motivated and resilient, and an encouraging environment that nurtures my curiosity and creativity.</p>

STUDENT DEVELOPMENT @ OUTRAM

Cohort Theme with Term Focus

I am, I can, I have

	Term 1 Learners for Life	Term 2 Leaders of Integrity	Term 3 Contributors with Compassion	Term 4 Labor Omnia Vincit
Secondary 3 Connect with the community and beyond	<p>I am: Open to learning and believe my abilities can improve with effort.</p> <p>I can: Embrace challenges, learn from criticism, and persist despite setbacks.</p> <p>I have: A supportive environment that encourages continuous learning and growth.</p>	<p>I am: Responsible for and committed to sustaining the well-being of my schoolmates, and guiding others.</p> <p>I can: Effectively manage resources, lead by example, and mentor my peers in caring for our community.</p> <p>I have: The support and trust of my school community to take on leadership responsibilities and discharge them with honour and pride.</p>	<p>I am: Considerate and focused on understanding and meeting the needs of others.</p> <p>I can: See things from others' perspectives, build strong relationships, and contribute positively to my community.</p> <p>I have: A caring environment that values empathy, cooperation, and mutual respect.</p>	<p>I am: Determined to overcome challenges and creative in solving problems.</p> <p>I can: Bounce back from setbacks, keep trying until I succeed, and experiment with different approaches.</p> <p>I have: The support of my family, friends, and teachers to stay motivated and resilient, and an encouraging environment that nurtures my curiosity and creativity.</p>
	Term 1 Learners for Life	Term 2 Leaders of Integrity	Term 3 Contributors with Compassion	Term 4 Labor Omnia Vincit
Secondary 4 / 5 Connect with the future	<p>I am: Open to learning and believe my abilities can improve with effort.</p> <p>I can: Embrace challenges, learn from criticism, and persist despite setbacks.</p> <p>I have: A supportive environment that encourages continuous learning and growth.</p>	<p>I am: Responsible for and committed to sustaining the well-being of my schoolmates, and guiding others.</p> <p>I can: Effectively manage resources, lead by example, and mentor my peers in caring for our community.</p> <p>I have: The support and trust of my school community to take on leadership responsibilities and discharge them with honour and pride.</p>	<p>I am: Considerate and focused on understanding and meeting the needs of others.</p> <p>I can: See things from others' perspectives, build strong relationships, and contribute positively to my community.</p> <p>I have: A caring environment that values empathy, cooperation, and mutual respect.</p>	<p>I am: Determined to overcome challenges and creative in solving problems.</p> <p>I can: Bounce back from setbacks, keep trying until I succeed, and experiment with different approaches.</p> <p>I have: The support of my family, friends, and teachers to stay motivated and resilient, and an encouraging environment that nurtures my curiosity and creativity.</p>

STUDENT DEVELOPMENT @ OUTRAM

Growth Mindset

I am open to learning and believe my abilities can improve with effort.

I can embrace challenges, learn from criticism, and persist despite setbacks.

I have a supportive environment that encourages continuous learning and growth.

Abundance Mindset

I am optimistic and believe there are sufficient resources and opportunities for everyone.

I can share generously, celebrate others' successes, and seek collaborative solutions.

I have a nurturing environment that fosters a sense of plenty and mutual support.

Outward Mindset

I am considerate and focused on understanding and meeting the needs of others.

I can see things from others' perspectives, build strong relationships, and contribute positively to my community.

I have a caring environment that values empathy, cooperation, and mutual respect.

CCA GRADING SCHEME — LEAPS 2.0

OBJECTIVES

CCA is an integral part of a holistic education. The objectives of CCA are to:

- build Character, Team Spirit and Responsibility
- learn and hone new skills and develop talents
- inculcate National Values and Skills
- promote Social Integration

Participation in CCA is **COMPULSORY** for all students. Every student is required to participate in at least one CCA.

LEAPS 2.0 recognises students' experiential learning and attainment in the 4 domains of the co-curricular syllabus through their secondary school years. There are 4 components in LEAPS 2.0 which must all be fulfilled:

Participation	Recognition of active contribution, exemplary conduct
Achievement	Recognition of achievements beyond CCA, beyond school
Leadership	Recognition beyond leadership position to include leadership quality with respect to self and others
Service	Recognition beyond hours to include VIA - planning, service, reflection

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 Technical Education (JC/Poly/ITE).

CCA GRADING SCHEME — LEAPS 2.0

PARTICIPATION: Recognition of active contribution, exemplary conduct
Stronger student centricity

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Any CCA for 2 years with > 75% attendance	Any CCA for 3 years with > 75% attendance	Any CCA for 4 years with > 75% attendance	Any CCA for 5 years with > 75% attendance	
		Any CCA for 3 years with > 75% attendance + exemplary conduct & active contribution	Any CCA for 4 years with > 75% attendance + exemplary conduct & active contribution	<u>Same</u> CCA for 4 years with > 75% attendance + exemplary conduct & active contribution
			<u>Same</u> CCA for 4 years with > 75%	<u>Same</u> CCA for 5 years with > 75%

CCA GRADING SCHEME — LEAPS 2.0

LEADERSHIP: Recognition beyond leadership position to include leadership quality with respect to self and others (e.g. NYAA, leadership impact)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
SCHOOL-BASED LEADERSHIP OPPORTUNITIES	Completed 2 leadership modules of at least 3 hours each	Class Committee Committee for student-initiated or student-led projects, approved by school	Class Chairperson Prefect Peer Support Leader Committee for school-wide events Chairperson/ Vice-Chairperson for student-initiated /led projects	Senior Prefect Chairperson/Vice-Chairperson for school-wide events	Executive Committee of Student Council / Prefectorial Board
		Lower Sec CCA Committee	Lower Sec CCA Executive Committee Upper Sec CCA Committee	Upper Sec CCA Executive Committee	CCA Captain / Chairperson
NYAA AWARD		NYAA Bronze	NYAA Silver and above		
UNIFORMED GROUPS (RANK)	Lance Corporal	Corporal Patrol Second Assistant Patrol Leader	Sergeant Patrol Leader	Staff Sergeant Assistant Company Leader Senior Patrol Leader	Warrant Officer Master Sergeant Station Inspector Troop/ Company Leader

CCA GRADING SCHEME — LEAPS 2.0

ACHIEVEMENT: Recognition of achievements beyond CCA, beyond school

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
REPRESENTATION	Represented class, house, CCA at intra-school event	Represented school, external organisation at local / international event for 1 year	Represented school / external organisation at local / international event for 2 years	Represented school / external organisation at local / international event for 3 years or more Represented UG HQ at international event	Represented S'pore at local / international competition Represented S'pore at international event endorsed by national bodies Represented National Project of Excellence at local / international concert Represented MOE at local / international event Represented UG HQ at international competition
UNIFORMED GROUPS ACHIEVEMENT BADGES	Bronze Badge	Silver Badge	Gold Badge	Best Unit Cadet / Outstanding Cadet Award by UG HQ	Top Award for each UG (e.g. Camp Pinnacle Badge, Chief Commissioner's Award)

CCA GRADING SCHEME — LEAPS 2.0

ACHIEVEMENT: Recognition of achievements beyond CCA, beyond school

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ACCOMPLISHMENT	NA	NA	<p>Represented school /external organisation at local / international event & achieved the following for 1 year:</p> <ul style="list-style-type: none"> • Top 4 team placing • Top 8 individual placing • Gold/Silver/ Bronze/ Merit award/ certification • SYF Arts Presentation Certificate of Distinction / Accomplishment • SYF Art Exhibition Certificate of Recognition (Special Mention)/ Recognition 	<p>Represented school /external organisation at local / international event & achieved the following for 2 years or more:</p> <ul style="list-style-type: none"> • Top 4 team placing • Top 8 individual placing • Gold/Silver/ Bronze/ Merit award/ certification • SYF Arts Presentation Certificate of Distinction/ Accomplishment • SYF Art Exhibition Certificate of Recognition (Special Mention)/ Recognition 	<p>Represented S'pore Schools/ National Project of Excellence/MOE at local / international competition</p> <p>OR</p> <p>Represented Singapore at international event, endorsed by national bodies</p> <p>AND achieved the following:</p> <ul style="list-style-type: none"> • Top 4 team placing • Top 8 individual placing • Gold/Silver/ Bronze award / certification

CCA GRADING SCHEME — LEAPS 2.0

SERVICE: Recognition beyond hours to include quality (VIA—planning, service, reflection)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
24-29 hours	30-35 hours	More than 36 hours	Completed at least 24 hours of service and at least two VIA projects that impact the school or community	Completed at least 24 hours of service & at least 2 VIA projects, where at least 1 is a student-initiated project that impacts community
	Completed 1 VIA project that has impact on school or community	Completed 2 VIA projects that has impact on school or community		
		Completed at least 24 hrs of service & completed at least 1 VIA project		

CCA GRADING (LEAPS 2.0)

GRADE	BONUS POINT	MIN. REQUIREMENT	ADDITIONAL REQUIREMENT		
EXCELLENT	2	Minimum level 3 in all 4 domains	At least level 4 in 1 domain		
GOOD	1	Minimum level 1 in all 4 domains	At least level 2 in 3 domains	At least level 2 in 1 domain & level 3 in another	At least level 4 in 1 domain
FAIR	0				

CHARACTER & CITIZENSHIP EDUCATION (CCE)

WHAT IS CHARACTER & CITIZENSHIP EDUCATION (CCE?)

The curriculum content of CCE is based on the three big ideas of Identity, Relationships and Choices. It involves the teaching and learning of core values and social-emotional competencies with a focus on developing a sense of purpose in our students. These fundamentals are taught and applied in the six curriculum content areas of CCE.

A holistic approach to CCE involves explicit teaching, and reinforcement and application of learning. Multiple learning platforms are tapped on to help students internalise values, social-emotional competencies, and citizenship dispositions. These platforms include CCE Lessons, key Student Development Experiences, and school-based initiatives.

VALUES-IN-ACTION (VIA)

BACKGROUND

At the Community of Supply (COS) Debate on 8 March 2012, Minister Heng Swee Keat announced the reframing of the Community Involvement Programme (CIP) as “Values-in-Action” (VIA), to place a greater focus on students acquiring values. VIA builds on the strengths of CIP, and encourages students to identify and understand community issues, initiate action among their peers to make a difference and improve the lives of others. When there is greater student ownership of the VIA learning experiences, they will find VIA more meaningful, and will be more motivated to continue making a difference to the community and nation after leaving school.

WHAT IS VIA?

Values-in-Action (VIA) is a key Student Development Experience (SDE) that aims to nurture socially responsible citizens who contribute meaningfully to the community, through the learning and application of values, knowledge and skills. VIA is designed to engender student ownership and initiative. Through VIA, students reflect on their experience, the values they have put into practice, and how they can continue to contribute meaningfully.

CHARACTER & CITIZENSHIP EDUCATION (CCE)

OBJECTIVES OF VIA

VIA, an important component of CCE, aims to help students internalise values learnt through real life experiential activities. The **core values** are:

Respect, Responsibility, Resilience, Integrity, Care and Harmony

KEY FEATURES OF VIA

1. VIA means taking ownership of their own learning.
2. Curriculum time will be set aside for students to reflect on what they have learnt and how they can continue to make a difference to others beyond the project.
3. Students will continue to apply what they have learnt, and be active contributors and concerned citizens.
4. In VIA, the teacher's role is to facilitate students' discussions of community issues and ideas for making a difference, and facilitate reflections at various stages of the projects.
5. Schools will develop 4-year VIA plans, at secondary levels respectively, to develop knowledge, skills and values progressively.

VIA LEARNING OUTCOMES

VIA aims to nurture pupils to be socially responsible and to help them understand that every Singaporean has a role in enhancing the well-being of the community and the nation. It helps nurture responsible citizenship, promote social cohesion and build a gracious society. Pupils' participation in VIA is motivated by a strong sense of moral obligation towards contributing to the well-being of society.

CCE AND VIA LEVEL OUTCOMES

CCE LEVEL OUTCOMES

At the end of 4 to 5 years, Outramians should be :

1. A socially responsible citizen (active contributor and concerned citizen)
2. An innovative and enterprising leader (self directed, confident person)
3. A self directed learner with a passion for learning (self directed, confident person)



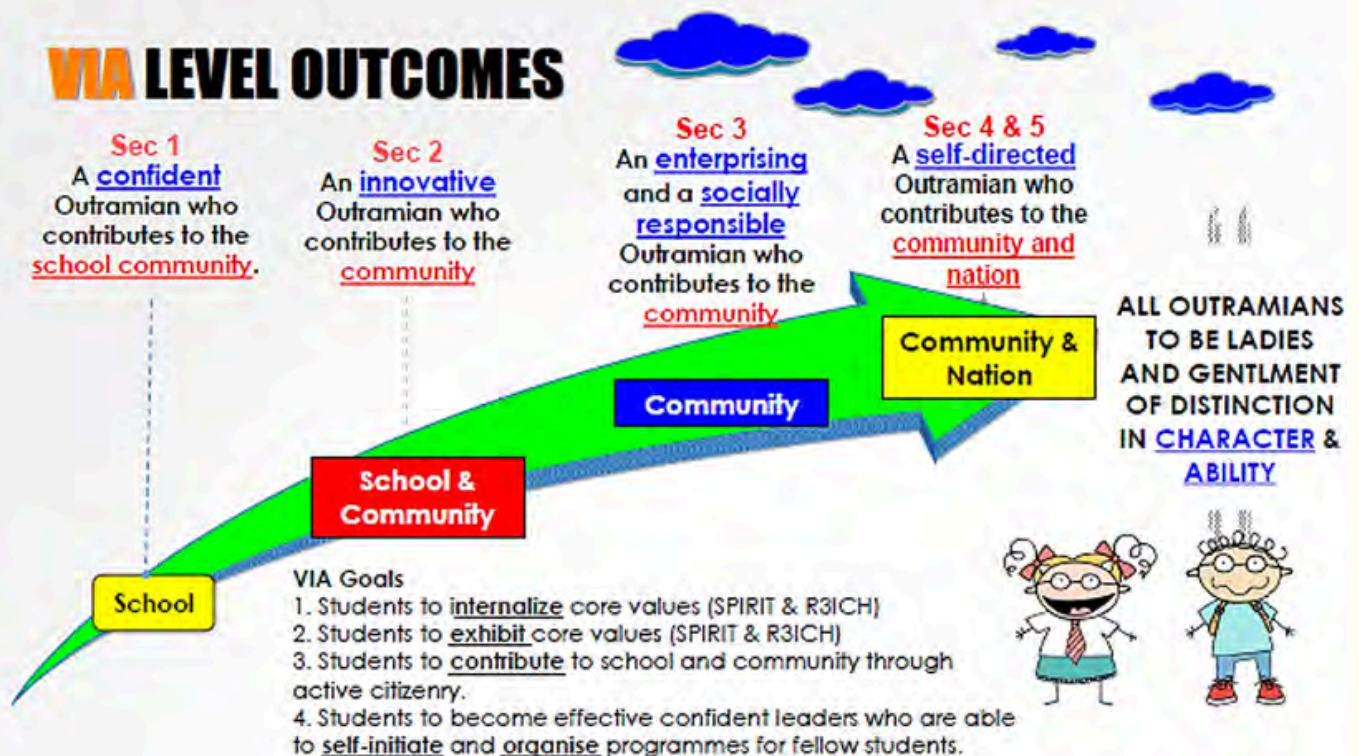
VIA LEVEL OUTCOMES

Sec 1
A confident Outramian who contributes to the school community.

Sec 2
An innovative Outramian who contributes to the community

Sec 3
An enterprising and a socially responsible Outramian who contributes to the community

Sec 4 & 5
A self-directed Outramian who contributes to the community and nation



CCE DEVELOPMENTAL SELF-ASSESSMENT

CCE LEVEL OUTCOMES:

Sec 1: A confident Outramian with a sense of belonging to the school community

Sec 2: An innovative Outramian who makes responsible decisions

Sec 3: An enterprising and a socially responsible Outramian

Sec 4 & 5: A self-directed Outramian with a passion for learning

ATTRIBUTES Core Values/School Values/SEL Competencies	Behavioural Indicators	Semester 1				Semester 2			
		Emerging	Proficient	Accomplished	Leading	Emerging	Proficient	Accomplished	Leading
Attitude (Self-awareness, Self & Relationship Management & Social Awareness for personal effectiveness) <ul style="list-style-type: none"> Confident Person Self-directed Learner Takes responsibility for own learning <i>School Values: P I R T</i> <i>Core Values: Respect, Responsibility, Resilience, Care/ Harmony</i>	I strive to do my best in my academic work.								
	I strive to do my best in my CCA.								
	I am polite and courteous towards my family.								
	I am polite and courteous towards my teachers.								
	I am polite and courteous towards my peers.								
	I am considerate towards others.								
	I think of consequences before I act.								
	I practice self-control when I am upset or angry.								
	I treat everyone in the way I would like to be treated—with dignity, empathy, care and concern.								

CCE DEVELOPMENTAL SELF-ASSESSMENT

ATTRIBUTES Core Values/School Values/SEL Competencies	Behavioural Indicators	Semester 1				Semester 2			
		Emerging	Proficient	Accomplished	Leading	Emerging	Proficient	Accomplished	Leading
Attitude (Self-awareness, Self & Relationship Management & Social Awareness for personal effectiveness) <ul style="list-style-type: none"> Confident Person Self-directed Learner Takes responsibility for own learning <i>School Values: P I R T</i> <i>Core Values: Respect, Responsibility, Resilience, Care, Harmony</i>	I contribute my time and resources to the community.								
	I press on in the face of difficulties or challenges.								
	I am able to see the positive side of difficult situations and view challenges as opportunities to learn.								
	I encourage and help my family members when needed.								
	I am able to see from others' perspectives and feel what they are going through.								
	I give support to my friends, especially in times of difficulty.								
	I think of others and help those in need.								
	I am able to foster positive friendships.								
	I take the initiative to guide/teach my peers.								
	I take the initiative to provide support and guidance to peers who are struggling, left behind or left out.								
	I make time (e.g. come to school earlier) to help others.								
	I take the initiative to say encouraging words to others.								
	I take the initiative to interact with peers outside my group of friends								
	I take care of the environment around me and reuse, reduce and recycle whenever I can.								
	I take the initiative to greet all staff members in the school.								
	I take the initiative to greet my fellow peers.								
	I use respectful and polite language even when no teacher is around me.								
	I build harmonious relationships with the people around me.								
	I understand and appreciate the diverse cultures of difference races and religions.								
	I find ways to maintain and strengthen ties with people around me by being neighbourly and having a community spirit.								

CCE DEVELOPMENTAL SELF-ASSESSMENT

ATTRIBUTES Core Values/School Values/SEL Competencies	Behavioural Indicators	Semester 1				Semester 2			
		Emerging	Proficient	Accomplished	Leading	Emerging	Proficient	Accomplished	Leading
Assignments (Self-awareness, Self-Management & Social Awareness) <ul style="list-style-type: none"> ▪ Self-directed learner ▪ Takes responsibility for own learning ▪ Communicates effectively ▪ Thinks independent & critically ▪ Discerning in judgement School Values: <i>P I R I T</i> Core Values: <i>Responsibility</i>	I complete my assignments neatly.								
	I submit my assignments on time.								
	I try my best in all of my assignments.								
	I complete my corrections on time.								
	I pay attention in all my classes.								
	I bring all the necessary materials to my lessons.								
	I am cooperative during group work.								
	I will explore knowledge beyond the classroom.								
	I take the initiative to propose possible solutions to problems in CCA/SC/PSL/VIA/OPEL.								
Attendance (Self-Management to achieve personal well-being & effectiveness) <ul style="list-style-type: none"> ▪ Takes responsibility for own learning ▪ Demonstrate resilience in the face of individual challenges School Values: <i>S R</i> Core Values: <i>Responsibility</i>	I am punctual for class.								
	I am always present for school.								
Attire (Self-Management for personal effectiveness) <ul style="list-style-type: none"> ▪ Shows respect to school and each other School Values: <i>S R</i> Core Values: <i>Responsibility</i>	I am properly attired for my lessons.								
Discipline (Self-Management & Social Awareness, Responsible Decision Making) <ul style="list-style-type: none"> ▪ Integrity to stand by moral principles ▪ Ability to display responsibility in decision making with consequences School Values: <i>S P I R I T</i> Core Values: <i>Responsibility, Integrity</i>	I abide by the school rules and regulations.								
	I consider the consequences of my actions and make well-considered choices.								
	I stand up for what is right and accept the consequences of my actions.								
	I am honest to myself and others in word and deed.								
	I believe and do what is right.								

STUDENT FINANCIAL ASSISTANCE SCHEMES (FAS)

AWARD	APPLICATION PERIOD	INCOME CRITERIA
MOE – FAS Scheme	Yearly; (Oct to Dec – to receive the grant with effect Jan of the following year)	<p>Either Gross Household Income (GHI) ≤ \$3,000 Or Per Capita Income (PCI) ≤ \$750</p> <p>Per Capita Income = Total Household Income divided by the Number of Household Members.</p>
SCHOOL-based FAS Scheme	Yearly; (Oct to Dec – to receive the grant with effect Jan of the following year)	<p>Either Gross Household Income (GHI) between \$3,001 to \$4,400 Or Per Capita Income (PCI) between \$751 to \$1,100</p> <p>Per Capita Income = Total Household Income divided by the Number of Household Members.</p>

To apply for the above, you may:

- inform your teacher of your need
- obtain the application form from the General Office or school website
- return the completed form (together with all the necessary supporting documents) to your Form Teacher or submit them directly to the General Office.

EDUSAVE CHARACTER AWARD

The MOE Edusave Character Award (ECHA) is awarded to students in schools **to recognise their exemplary character and outstanding personal qualities through their behaviour and actions.**

This is part of the larger goal to foster an inclusive and stronger Singapore as we broaden the qualities and achievements to be encouraged and applauded. The award also supports schools' continuing efforts in nurturing students of good values and character, who are active contributors and concerned citizens.

ELIGIBILITY CRITERIA

The ECHA is meant to recognise and affirm students who demonstrated exemplary character and outstanding personal qualities through their behaviour and actions. Students must satisfy the following eligibility criteria before they can be given the ECHA:

1. Students must be Singaporeans studying in government/government-aided primary or secondary schools, independent schools, specialised independent schools, specialised schools or junior colleges/centralised institute (JC/CI); and
2. Students must, on a consistent basis, **demonstrate good character and values.** In particular, students may be identified for demonstrating the following types of qualities:
 - School values and/or character traits that the school wishes to recognise or encourage, e.g. respect, integrity, care, harmony; and/or
 - A high level of civic responsibility. These would be students who are concerned about issues in the community or issues faced by others, initiating action to address these issues to improve the lives of others, and being committed to make a positive difference; and/or overcoming the odds and performing commendably well in academic and non-academic domains.
 - Qualities associated with resilience. These would be students who have persevered despite facing difficult circumstances (e.g. financial problems, family issues, health issues etc), and have managed to overcome the odds.

The Edusave Character Award is open to pupils from all levels.

ECHA Awardees will receive a certificate and a monetary voucher of \$500.

This award will be presented at a platform determined by MOE.

MENTAL WELL-BEING & STUDY TIPS

(A) KEEPING STRESS LEVELS HEALTHY

Pick from the useful techniques below to keep your stress levels healthy!

Do relaxation exercises

- Take deep breaths: Count to 10 to breathe in and count another 10 to breathe out.
- Relax your mind: Think of calming images or a soothing song.
- Practice these regularly and whenever you feel stressed 😊

Do physical exercises

- Engage in outdoor exercises such as jogging or playing sports. This releases endorphins that trigger positive feelings!

Sleep well

- Sleep 8-10 hours to stay alert, perform better in memory and motor tasks, and develop well mentally and physically.

Make plans for enjoyable activities

- In your personal Google Calendar, schedule meaningful and enjoyable activities and stick to them.

Maintain a sense of humour

- Keep laughing! It relieves stress, increases pain tolerance and strengthens the immune system.

Get support

- Talk with someone who knows or cares about you. This might include:
 - Family members
 - Friends
 - Teachers and Counsellors

MENTAL WELL-BEING & STUDY TIPS

(B) STUDY AND EXAM STRATEGIES

STUDY STRATEGIES: PREPARE, PROCESS AND PLAYBACK

Before a Lesson: PREPARE

1. Read the chapters ahead of the lesson to get an idea of the important concepts and listen out for them during class.
2. Identify and highlight terms and concepts that you are uncertain of. Clarify these during class.

During a Lesson: PROCESS

1. Listen attentively: Pay attention to keywords and write them down.
2. Take notes: Date and title your notes on a new page for each lesson. You may take digital notes on your PLDs.

**For different types of graphics organisers and digital mind-mapping tools for note-taking, please refer to the Blended Learning Guide (BLG) SLS unit on Chapter 4 Information Processing Skills.*

After a Lesson: PLAYBACK

1. Review your notes: Identify ideas and concepts you are still unsure of and clarify with the teacher if needed.
2. Summarise: Highlight keywords and important points.
3. Store: Keep notes in an organised manner (either physically or digitally) so you may retrieve them easily.

MENTAL WELL-BEING & STUDY TIPS

EXAM STRATEGIES: PLAN. PLAN. PLAN

To tackle the examination well, you need to make several important plans at different stages:

- One month ahead: Revision timetable
- During exam period: Intensive revision schedule
- During each paper: Time limit for each section and question

One Month Ahead: PLAN REVISION TIMETABLE

1. Use your personal Google Calendar to plan at least 2 study periods each day and at least 4 study periods on weekends.
2. Plan study periods of 45 minutes each.
3. You may choose to study the same subject for 2 periods or switch subjects after each period.
4. Take a 15-minute break before starting on another 45 minutes of study.

STUDY PERIOD	SUBJECTS		
45 minutes	Math	15 minutes	Break
45 minutes	English	15 minutes	Break

Suggested revision timetable

MENTAL WELL-BEING & STUDY TIPS

During the Exam Period: PLAN INTENSIVE REVISION SCHEDULE

1. After each paper, take an hour's break after you reach home. Eat and rest before you start revising for the next paper.
2. If you have 2 papers the next day, split your time according to:
 - How important the paper is (e.g. if it is the only paper or a paper out of several)
 - How confident and prepared you are for the subject (start with the paper you are less confident in to set your mind at ease and to be in a fresher state of mind)

During Each Paper: PLAN TIME LIMIT FOR EACH SECTION/QUESTION

1. Bring your watch to the exam venue and set it on the table where you can see it easily.
2. Watch the time you have for each section or question. Ask your subject teachers beforehand if you are not sure how to plan your time.
3. If the time is up, move on to the next section or question. Come back to where you have left off after you have finished the other sections. Remember, it is more important to finish the paper to obtain maximum possible marks than struggling to finish one question, which alone is not likely to help you pass.
4. For detailed exam strategies for the different subjects, complete the SLS unit on Exam Strategies.

EDUCATIONAL & CAREER GUIDANCE [ECG]



Sec 4/5

- Aptitude- and merit-based admissions to post-secondary education institutions
- Deepen exploration of tertiary education, industry and careers

Sec 3

- Adjust to Upper Secondary subjects
- Take on leadership roles
- Explore the World of Work

Sec 2

- Explore Values, Interests, Personality, Skills (VIPS) and RIASEC
- Informed decision making for Upper Secondary Subject Combination

Sec 1

- Transition to new school environment
- Explore new subjects and CCAs
- Discover and understand self

An Outramian's ECG Journey

Level	ECG Goals	Milestones/ Programme	Key Targets	Outcome(s)
One	Discovering purpose Who am I?	Plan And Prepare <ul style="list-style-type: none"> • CCA • Sec 1 camp • VIA 	<ul style="list-style-type: none"> • Starting my ECG journey • Discovering and exploring interests and strengths 	What are my interests, strengths, passion?
Two	Exploring Opportunities Where do I want to go?	Set up base camp <ul style="list-style-type: none"> • Subject Combination • Entrepreneurship programme • Career Exploration 	<ul style="list-style-type: none"> • Understanding myself, my values and learning styles • Considering subject choices and combination 	<ul style="list-style-type: none"> • What careers/industries do I like? • Which subjects are needed?
Three	Staying Relevant How Do I Get There?	Practise climbs <ul style="list-style-type: none"> • Leadership camps • ApLMs • Career Exploration • Work Exploration Programme 	<ul style="list-style-type: none"> • Take ownership of my life • Preparing to be a leader • Building my portfolio 	<ul style="list-style-type: none"> • What careers/industries do I like? • How do I start preparing? • How can I contribute to the society?
Four/Five		Conquer Peaks <ul style="list-style-type: none"> • Career Guidance Day • Visit to IHLs • Work Exploration Programme • Workshop for aptitude and merit-based workshop 	<ul style="list-style-type: none"> • Consolidating all my learning experiences • Considering post-secondary education options • Exploring careers and the changing World of Work 	<ul style="list-style-type: none"> • What are my post-sec ambitions? • How can I stay relevant? • How can I contribute to the society?

EDUCATIONAL & CAREER GUIDANCE [ECG]

An overview of ECG activities



- Exploring careers and the World of Work
- Learning Journeys and work attachment programmes outside of school
- Industry experts - our Human Libraries who visit Outram to share with us

**Career exploration beyond the classroom:
to bring Outramians to the world and the world into Outram.**



APPLIED LEARNING PROGRAMME

LEARNING EXPERIENCES

ALP aims to develop Outramians holistically and equip them with life skills and capabilities to prepare them for the future in view of the global changes. The learning experiences are designed to provide meaningful and purposeful opportunities for real-life application of learning and develop our students to become Learners for Life, Leaders of Integrity and Contributors with Compassion, who will embrace the spirit of innovation and enterprise. This is achieved through our two-tiered programme.

Financial Literacy

Work Experience Programme

Lower Secondary Business Lessons

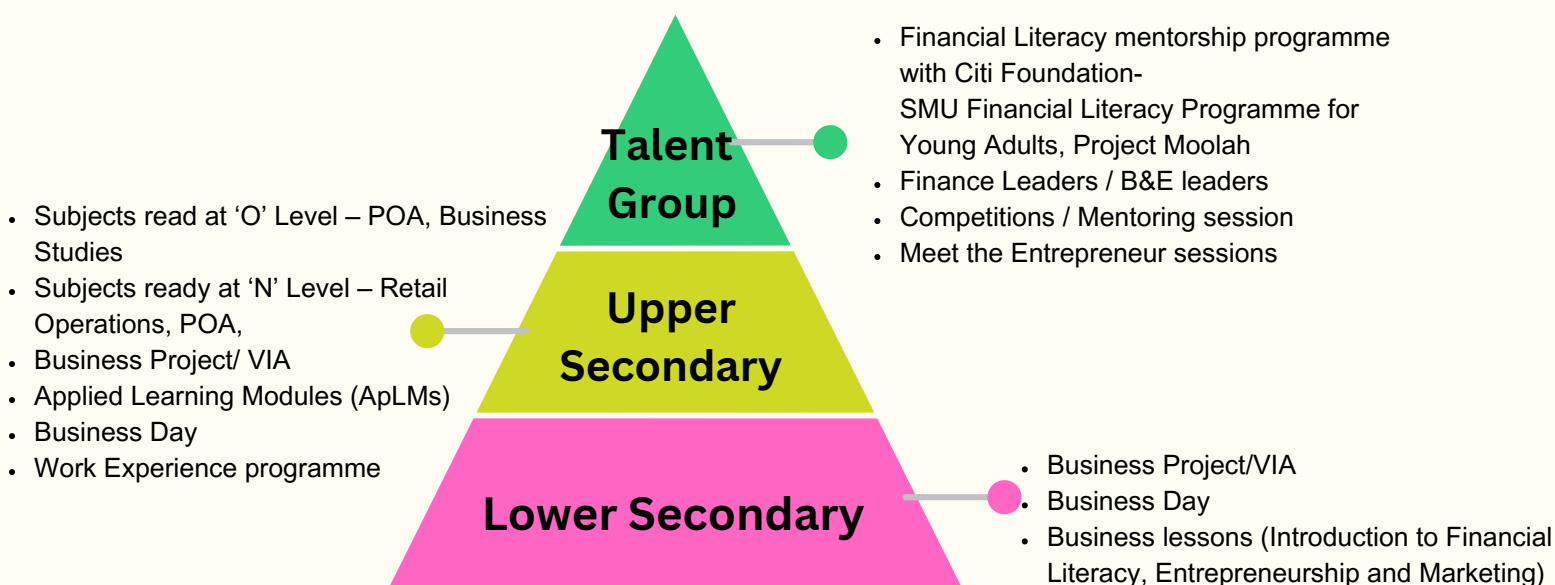


Entrepreneurship

Overseas Learning Experiences

Business project/ VIA using Design Thinking

Tier 1 programmes cater for all students while Tier 2 programmes cater to students with the aptitude and interest for B&E.



APPLIED LEARNING PROGRAMME



Sec 1

- Financial Literacy [Savings, Budgeting, CPF]
- Introduction to Climate Change and Upcycling
- Local Entrepreneur



Sec 2

- Financial Literacy [Savings, Budgeting, CPF, Insurance]
- Branding and Marketing
- Smart Nation
- Local Technopreneur



Sec 3, 4 and 5

- Financial Literacy [Financial Accounts, CPF, Insurance, Investment]
- Social Innovation
- Social Entrepreneur



- Business Project/VIA on Smart Nation & Mental Wellness
- Finance Leaders Programme
- Sec 2 Entrepreneurship Programme
- Business Lesson (Entrepreneurship and Marketing)
- Business day

POA/BizStudies/RO/ApLM
In-house Bazaar
Competitions

S1 → **S2** → **S3** → **S4 & 5**

- Business Project / VIA on Climate Change
- Finance Leaders Programme
- Business Lesson (Introduction to Financial Literacy)
- Business day

- POA/Biz Studies/RO/ApLMs
- Business Project / VIA on Social Innovation
- Finance Leader Programme
- Sec 3 Work Experience Programme
- Sec 3 Entrepreneurship programme
- Competitions

APPLIED LEARNING PROGRAMME



BUSINESS STUDIES

Currently unique to Outram Secondary School, GCE 'O' Level Business Studies offers students the opportunity to do the following:

- **Apply their knowledge and critical understanding to current issues and problems within business contexts.**
- **Develop knowledge and understanding of the major groups and organisations within and outside business.**
- **Develop knowledge and understanding of how the main types of business and financial organisations are organised, financed and operated and how their relations with other organisations, consumers, employers, owners and society are regulated.**
- **Develop an awareness of the nature and significance of innovation and change within the context of business activities.**

STUDENT LEADERSHIP

LEADERSHIP PHILOSOPHY



Leadership starts
with you



Leadership is not
about you



Leadership is
an action

STUDENT LEADERSHIP

DIMENSIONS OF LEADERSHIP

SELF-LEADERSHIP

To lead others effectively, one must first be able to lead self.

To develop in students the desire, confidence, and capacity to take ownership of one's own growth and learning based on keen knowledge of self.

How one directs his or her life for effective and purposeful living.



Student Outcomes
Confident person
Resilient Leader

Dispositions

Able to be accountable for one's attitude, words and actions

Able to persevere in the face of challenges and manifest courage, optimism, adaptability

TEAM LEADERSHIP

Leadership is inherently a group process.

To develop students' social skills of influence such that they can lead others with competence and care.

Honing students' ability to manage relationships effectively for purposeful living.



Student Outcomes
Active Contributor
Effective Communicator

Dispositions

Able to manage team dynamics, build trust, and develop and groom members

Able to convey information verbally and non-verbally in an effective and efficient way

THOUGHT LEADERSHIP

Honing students' capacities to influence and create value through quality insight and innovation.

Students can apply fresh perspectives to authentic tasks that are crucial to achieving positive outcomes.

Able to exercise critical and inventive thinking to set the strategic direction and break new ground in one's field in order to engender positive changes



Student Outcomes
Uplifted Leader
Innovative Thinker

Dispositions

Able to challenge personal assumptions, seek other perspectives and ponder possibilities in the spirit of continual learning and improvement

Able to take calculated risks to initiate well-intentioned change to the status quo

STUDENT LEADERSHIP

FORMAL LEADERSHIP OPPORTUNITIES

1

STUDENT COUNCIL

Led by President and Vice-Presidents
Includes Student Councillors and Peer Support Leaders

2

HOUSE COUNCIL

Led by House Captains and Vice-Captains

3

CCA COUNCIL

Led by CCA Leaders

4

CLASS COUNCIL

Led by Class Chairpersons and Vice-Chairpersons
Includes Green Champions and ICT Champions

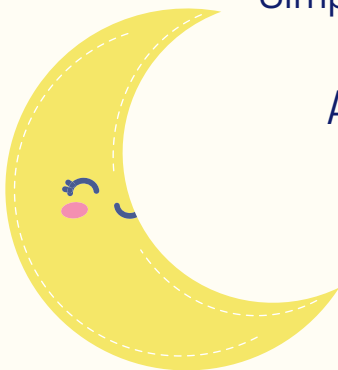
WORDS TO REMEMBER BY

You Can Be Whatever You Want To Be!

by Donna Levine



There is inside you
All of the potential
To be whatever you want to be;
All of the energy
To do whatever you want to do.
Imagine yourself as you would like to be,
Doing what you want to do,
And each day, take one step
Towards your dream.
And though at times it may seem too
difficult to continue,
Hold on to your dream.
One morning you will awake to find
That you are the person you dreamed of,
Doing what you wanted to do,
Simply because you had the courage
To believe in your potential
And to hold on to your dream.



CONTACTS AVAILABLE

AGENCY	SERVICE	CONTACT DETAILS	OPERATING HOURS
School Counsellors	<ul style="list-style-type: none"> • Individual counselling • Group sessions • Mediation 	Ms Isabella Lee • 6733 4077 (ext 139) • 9150 0447	Monday to Friday, 7.30am – 3.30pm
TOUCHline	For youths between 12 and 19 years old.	1800 377 2552	Monday to Friday, 9.00am – 6.00pm
Care Corner 800 Hotline	For Mandarin-speakers seeking help for family problems	1800 353 5800	Every day, 10.00am – 10.00 pm (except Public Holidays)
Samaritans of Singapore (SOS)	For anyone facing a crisis	1767	24 hours

Students may also approach any teacher in the school (e.g. Form Teacher, Subject Teacher, CCA Teacher, etc.) to talk to.