



Student Handbook 2024

S
SCIENCE,
TECHNOLOGY
AND
ENGINEERING



E
ENVIRONMENTAL
EDUCATION



R
RECREATION
AND
AESTHETICS



V
VALUES
IN
ACTION



E
ENTREPRENEURIAL
AND
DESIGN
THINKING





The Singapore Flag is halved horizontally, red over white. It has at the top of the hoist, a crescent moon sided by five stars in a circle, all in white. The colour red is symbolic of universal brotherhood and equality of man and the colour white signifies pervading and everlasting purity and virtue. The crescent represents a young country on the ascent in its ideals of establishing democracy, peace, progress, justice and equality as indicated by the five stars.

OUR NATIONAL ANTHEM

MAJULAH SINGAPURA


Mari kita rakyat Singapura
Sama-sama menuju bahagia
Cita-cita kita yang mulia
Berjaya Singapura
Marilah kita bersatu
Dengan semangat yang baru
Semua kita berseru
Majulah Singapura
Majulah Singapura

ONWARD SINGAPORE

Come, fellow Singaporeans
Let us progress towards happiness
together
May our noble aspiration bring
Singapore success
Come, let us unite
In a new spirit
Together we proclaim
Onward Singapore
Onward Singapore

OUR PLEDGE

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



SINGAPORE

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NATIONAL SHARED VALUES

Nation before community and society above self

- Putting the interests of society ahead of the individual.

Family as the basic unit of society

- The family is identified as the most stable fundamental building block of the nation.

Community support and respect for the individual

- Recognises that the individual has rights, which should be respected and not encroached upon.
- Encourages the community to support and have compassion for disadvantaged individuals who may have been left behind by the free market system.

Consensus, not conflict

- Resolving issues through consensus and not conflict. Stresses the importance of compromise and national unity.

Racial and religious harmony

- Recognises the need for different communities to live harmoniously with one another in order for all to prosper.

NATIONAL EDUCATION MESSAGES

1. Singapore is our homeland; this is where we belong.

We treasure our heritage and take pride in shaping our own unique way of life.

2. We must preserve racial and religious harmony.

We value our diversity and are determined to stay a united people.

3. We must uphold meritocracy and incorruptibility.

We provide opportunities for all according to their ability and effort.

4. No one owes Singapore a living.

We find our own way to survive and prosper turning challenges into opportunity.

5. We must ourselves defend Singapore.

We are proud to defend Singapore ourselves; no one else is responsible for our security and well-being.

6. We have confidence in our future.

United, determined and well-prepared, we have what it takes to build a bright future for ourselves, and to progress together as one nation.

SCHOOL VISION, SCHOOL MISSION, MOTTO AND GRC VALUES

Our Vision

A Choice School providing Holistic Education

Our Mission

Nurturing Broadricians to be future-ready learners with Strength of Character

Our Motto

Ready to Serve

Our School Values

Gratitude

Respect

Compassion

BROADRICK SCHOOL EXPERIENCE

BROADRICK SCHOOL EXPERIENCE (BSE)

Science, Technology & Engineering

Environment Education

Recreation and Aesthetics

Values-in-Action

Entrepreneurial & Design Thinking



Broadrick School Experience (BSE) provides *different touchpoints of experiences* to help Broadricians consolidate their learning and make it more relevant for them to realise the richness and authenticity of their exposure and learning in Broadrick.

All these aim to build a sense of ownership for the students through a self-internalisation process, where they will be able to relate what they have gone through based on the 5 broad areas outlined.

Consolidation and categorisation of all these experiences through the 5 broad areas will be more meaningful for students to prepare them to become future-ready learners. Broadricians can also easily remember and relate these rich learning experiences as relevant examples in their application to higher institutes of learning.

In the long-run, students will become more self-motivated and automatically look forward to enhance and enrich their skills sets intrinsically.

OUR DISTINCTIVE PROGRAMMES

1. Applied Learning Programme (ALP) in Entrepreneurship and STEM

Broadrick Secondary School's ALP aims to equip students with the necessary knowledge and skills to propose solutions for a more sustainable world.

At Tier 1, all lower secondary students are equipped with learning dispositions, such as inquiry-based learning and design thinking, through school-based Science and D&T lessons. School-based ALP lessons are also part of the curriculum to develop students' critical and inventive thinking skills and to enhance their ability to communicate effectively as they solve authentic problems in the form of group tasks.

In Secondary One, students learn more about energy sustainability through hands-on activities involving wind energy, solar energy, and energy audits. In Secondary Two, students develop a deeper appreciation for the importance of food and waste sustainability as they explore composting and various methods of growing edibles. They then use their entrepreneurial skillsets to persuade a target audience to buy into their ideas and initiatives.

At Tier 2, identified Secondary Three students are given specialised training in business planning and ethics, design thinking and change management planning. Avenues such as local competitions, learning journeys and industry visits allow for students to embrace the spirit of innovation and enterprise whilst being motivated to do their part to promote sustainable living.

Broadrick Secondary School's applied learning two-tiered programme and dual-focus areas of Entrepreneurship and STEM allows for partnerships with a variety of organisations, such as the Science Centre Singapore as well as private organisations, to give Broadricians real world and authentic contexts to develop as future-ready learners with strength of character.

We will be embarking on a revamped ALP journey in Semester 2 and more information will be provided at a later date.

OUR DISTINCTIVE PROGRAMMES

2. Learning For Life Programme (LLP)

Broadrick Secondary School's LLP aims to nurture Grateful, Respectful, and Compassionate (GRC) Leaders through community service. It takes reference from our school's GRC Values and is aligned to the school's mission of nurturing Broadricians to be future-ready learners with strength of character.

In Secondary 1, students learn about community needs through information shared by the Municipal Services Office (MSO). They then take action to address these needs. Collaborating with our partner school Dunman High, the Sec 1 students are rostered by class to maintain the cleanliness of our neighbourhood. In the process, they learn to be respectful towards the cleaners and grateful for the clean environment they live in. In the Secondary 2 Values In Action (VIA) experience, our students design, plan, and host students from Kong Hwa School for a day of enriching and fun activities. For the Sec 3 VIA, the school partners SG Cares to inspire them to think of ways they can contribute meaningfully to their community. Facilitated by their teachers, students choose an area of need in the community and put their plan into action. All these level-based VIA experiences avail opportunities for students to develop their identity and character. We want our students to learn to understand the needs of the elderly living in the vicinity and to develop compassion and emotional connection with those whom they serve, which include the younger peers in kindergarten and primary schools. As they develop their social emotional competencies, they also have a greater sense of purpose and commitment and be in control of their own learning.

In Secondary 3, students have the opportunity to volunteer for Hearty Breakfast, serving senior citizens in the neighbouring blocks of flats. Tung Ling Eldercare Centre plays a pivotal role in linking the school with the elderly. This partnership provides an authentic and regular platform for our students to reach out to the residents, and through these experiences, students develop compassion and learn to be respectful in communicating with people of different generations. The students also gain fresh perspectives about issues faced by the elderly and pick up useful skills for their life experiences.

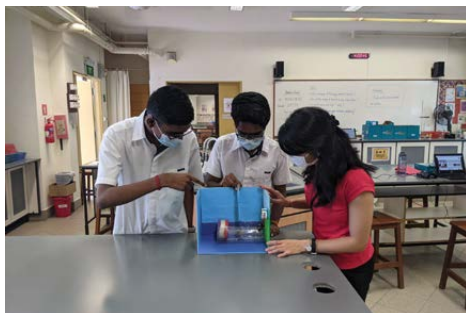
OUR DISTINCTIVE PROGRAMMES

Broadrick Applied Learning Programme (ALP)

Entrepreneurship-in-STEM



Thinking out of the box, students team up to define problems, ideate strategies, prototype solutions and test out what works.



Broadrick Learning for Life Programme (LLP)

Nurturing Grateful, Respectful and Compassionate (GRC) Leaders through Service in the Community



Hosting the students from Kong Hwa School



Engaging the residents from Tung Ling Eldercare Centre

SCHOOL HISTORY



Broadrick Secondary School was first established as an integrated co-educational double session English Chinese medium stream school in 1968. The school compound then was located along Dunman Road and was officially opened on 14th March 1969 by Mr F. J. Conceicao, Member of Parliament for Katong. In 1985, Broadrick became a full English-medium school.

Broadrick Secondary School was named after Lt Col E.G. Broadrick, President of the Singapore Municipality from 1904 to 1910 and British Resident of Selangor from 1911 to 1919.

Broadrick has gone through school mergers in the past. The first was with Maju Secondary in 1996. It then merged with Telok Kurau Secondary in 2011 after shifting to its current location at Dakota Crescent in 2006. In spite of these two mergers, Broadrick has continued to build on the rich heritage of the schools that came together.

Over the years, Broadrick has received several academic value-added awards for both the Express and Normal streams. Broadrick has also been presented with awards such as the People Developer Standards Awards, Partners Award and CHERISH Award.

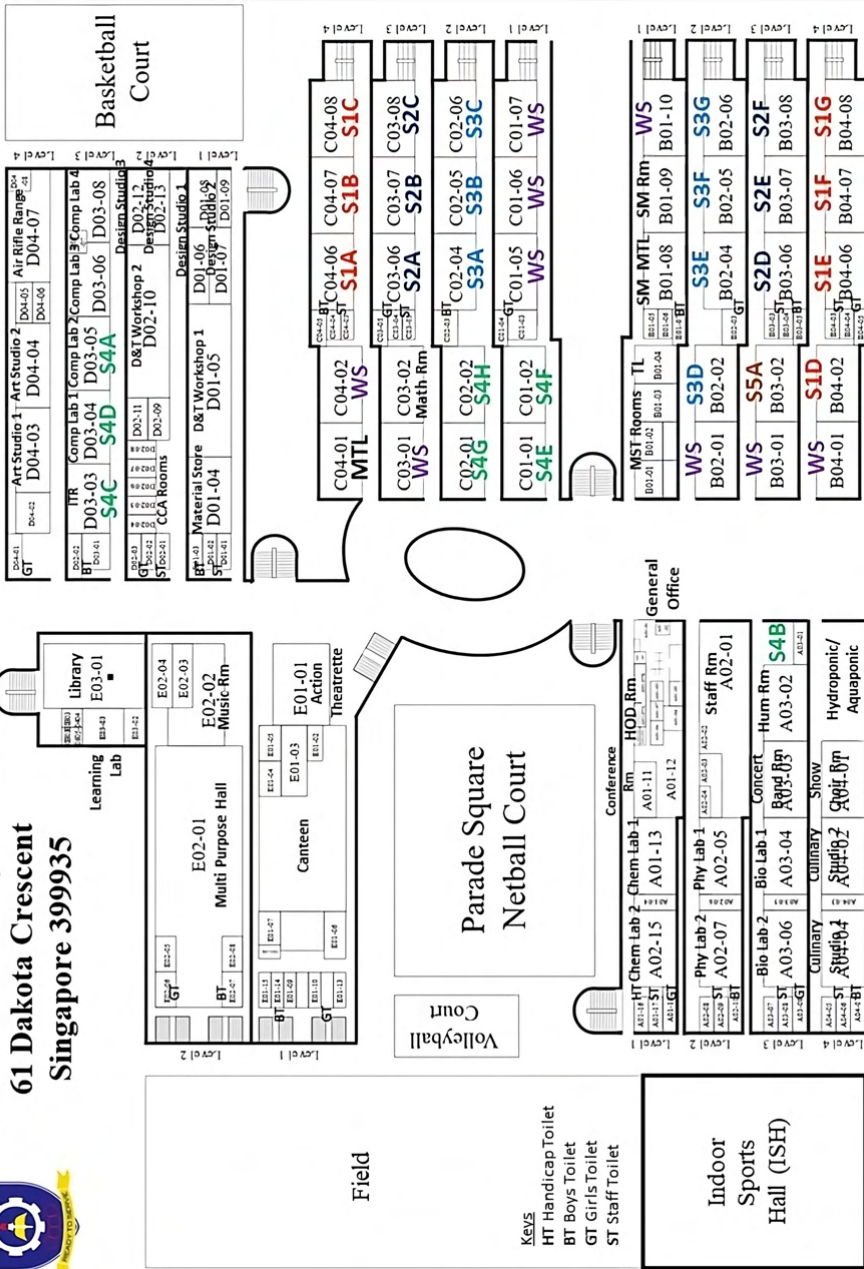
In 2017, Broadrick merged with MacPherson Secondary School. The latter was named in honour of Colonel Ronald MacPherson who was the first Colonial Secretary of the Straits Settlements. MacPherson Secondary had its humble beginnings in 1967 and has come a long way in serving the needs of the children living in the MacPherson housing estate. In Jan 2004, Woodsville Secondary School merged with MacPherson Secondary School.

The merged Broadrick's Applied Learning Programme (ALP), focuses on Entrepreneurship in STEM and seeks to nurture entrepreneurship, critical and inventive thinking in students. Its Learning for Life Programme (LLP) nurtures Confidence and Resilience (CARE) through Aesthetic, Community and Youth Leadership. The GEAR-UP (Guiding & Empowering Students for Affiliation and Resilience to Unlock their Potential) Programme was first implemented in 2019. It builds on the After-School Engagement (ASE) and Time-Out Programme (TOP), both of which have supported high-needs students since 2007. GEAR UP is intended as a school-based integrated support programme to enhance students' learning motivation, strengthen their school connectedness and build their resilience. Equipped with modern facilities, a dedicated staff and sound values, the merged Broadrick is poised to leave a lasting impact on both its students and the wider community.



Broadrick Secondary School 61 Dakota Crescent Singapore 399935

Classroom Allocation for 2024



STANDING ORDER IN CASE OF FIRE OR EMERGENCY

In the event of a fire or any other emergency, an alarm will sound continuously for 30 seconds.

- keep quiet and listen to the announcements.
- do not retrieve your bag, books and other possessions.
- walk quickly, quietly and in an orderly manner to the Assembly Area. Follow instructions from the teachers at all times.

At the Assembly Area,

- assemble according to your class to facilitate a head count.

EMERGENCY EVACUATION

In case of an emergency evacuation,

- adopt a serious attitude and cooperate with school staff.
- listen carefully to all instructions and follow them strictly.
- familiarise yourself with the emergency procedures and ensure you and your schoolmates' safety.
- know all evacuation routes and possible assembly areas.
- move quickly and quietly to the assembly area as directed, and ensure that attendance is taken.
- report any missing student(s) to the staff-in-charge of your class immediately at the assembly area.

LOCK-DOWN

In case of a lock-down,

- adopt a serious attitude and cooperate with the school staff.
- listen carefully to all instructions and follow them strictly.
- carry out the emergency procedures quickly and quietly.
- move quickly and quietly to the assembly area as directed and ensure that your attendance is taken.
- report any missing student(s) to the staff-in-charge of your class immediately at the assembly area.

SCHOOL SAFETY AND SECURITY RULES

School Security

Inform the Operations Manager or school staff in the General Office if you notice

- strangers behaving suspiciously in the school.
- suspicious item(s) in the school compound.
- any cut hole(s) in the school fence.

Follow the instructions of the school authorities (including the Security Officers) at all times.

Road Safety

On your way to and from school,

- cross at the zebra crossings or traffic junctions.
- be considerate, polite and walk briskly at the zebra crossings and not cause any inconvenience to other road-users.
- walk on pedestrian walkways or pavements (never on the road).
- never cycle to school as the traffic can be heavy especially during peak hours.
- ensure that your parents/ guardian do not make an illegal U-turn outside the school gate thus endangering the lives of others.
- alight from and board transportation vehicle at appropriate locations, without breaking traffic rules (e.g. the vehicle should not stop in the area where yellow zigzag lines have been indicated near the zebra crossings at Dakota MRT).
- be alert of incoming traffic and refrain from using your mobile phone or listening to music with your earpiece.

At the bus-stop,

- stand away from the edge of the bus-stop while waiting for the bus.
- avoid playing with your friends while waiting for the bus.

Non-classroom based activities

When attending PE lessons,

- be properly attired.
- consider your safety and your schoolmates and teachers' safety.
- pay attention to your PE teacher and learn the proper way of warming up and cooling down, and playing a sport.
- consult your teacher when in doubt.

SCHOOL SAFETY AND SECURITY RULES

When attending my CCA in school,

- always be with your CCA group mates or else inform the CCA teacher of your intended whereabouts.
- Participate actively in the programmes, events or activities planned by your coach or CCA teacher.

When attending your CCA outside school,

- always be with your assigned group and/or buddy.
- always ask permission from the CCA teacher to go anywhere else.
- always inform the CCA teacher of your whereabouts always.
- follow instructions strictly.
- be aware of your surroundings and look out for any danger.

Safety Rules in the Design Studios

- Ensure your area is tidy and organised** Do not put unnecessary things in the workshop. The area must be kept tidy and organised. Clean the area immediately after the practical lessons. Follow instructions when you discard waste material.
- Put on proper protection** Wear appropriate workshop attire and put on necessary protection. Always wear goggles and covered shoes during all practical lessons.
- Conduct practical lessons with a proper attitude** Lack of seriousness during practical lessons may lead to accident. Perform practical lessons in a serious manner.
- Carry out tests only if you are well** Do not perform practical tests when you are unwell.
- Emergency drill** Confirm the location of the exit, a fire extinguisher, and be familiar with the way to handle the fire extinguisher, in case of an emergency. It is necessary to carry out emergency drills from time to time.
- Workshop Practice** Ensure understanding of right procedure before handling workshop tools and equipment.

Safety Rules in Art Studio

- Wash hands thoroughly after completing an art activity
- Grip and orientate materials, tools, equipment (e.g. scissors, penknife, spray mount etc.) correctly in the manner described in the manual or by the teacher.
- Keep tools and equipment in good condition and return them to their storage space after use.

Safety Rules in the Culinary Studios

- Put on your cotton apron.
- Work methodically and be neat.
- Report any faulty equipment immediately.
- Be careful when using sharp equipment such as knives, scissors, tin openers etc and store them properly when not in use.
- Keep saucepan handles and kettle spouts turned inward when cooking.

SCHOOL SAFETY AND SECURITY RULES

- Be careful when using hot oil.
- Use oven gloves when handling hot utensils.
- Mop immediately when the floor is wet or food is spilled on the floor.
- Strike a match first or have the lighter in hand, then gently turn on the gas when lighting a gas stove.
- Check that gas taps and electrical switches are turned off before leaving the kitchen.
- Report any leakage of gas.
- Unplug all electrical appliances like the blender, mixer and iron (in the needlework room and homemaking room) from the sockets when not in use.
- Switch off all fans and lights and thoroughly check on all switches and taps before leaving the rooms.
- Always ask when in doubt.

Students are not to

- Run or play in the kitchen.
- Attempt to repair or fix any faulty equipment.
- Carry big loads or large stacks of dishes all at once.
- Turn on the gas first before lighting a gas stove. (Excess flow of gas is poisonous and may lead to an explosion)
- Eat in any of the Home Economics Rooms.

Safety Rules in the Science Laboratories

A. Housekeeping

- Enter or work in laboratories only when a teacher is present.
- No entry to laboratory storerooms and preparation rooms.
- Girls, tie your long hair to avoid any interference with lab work.
- Eating and drinking are prohibited.
- Wear covered shoes in the laboratories at all times.
- Articles of clothing must not pose a safety risk in the conducting of lab activities. (e.g., ties are NOT allowed)

B. Personal protective equipment

- Wear safety goggles whenever there is risk of injury to the eyes.
- Wear protective gloves and clothing when handling hazardous materials.

C. Communication

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

SCHOOL SAFETY AND SECURITY RULES

D. Following Procedures

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

E. Using tools and equipment

- Keep electrical wiring away from naked flames and heaters. Keep areas around electrical equipment dry and far from water.
- Inspect equipment used to handle or transfer hazardous materials for leaks, cracks and other forms of damage before use.
- Follow the correct procedures when handling equipment, e.g., positioning of hand when using a pipette.
- Discard sharp waste objects such as needles, razors or pins in a sturdy puncture-proof containers.

F. Visual focusing

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

G. Materials handling

- Never taste chemicals or other materials, unless specifically directed to by the teacher.
- Wash hands thoroughly before leaving the laboratory, regardless of whether or not gloves were worn.
- Do NOT take apparatus or chemicals out of the laboratory without the permission of the teacher.

H. Body positioning and equipment

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

I. Additional Safety Measures

- Wash your hands thoroughly with soap and water before and after practical lessons.
- Clean up your work area at the end of the lesson.

USE OF ICT TO FACILITATE TEACHING AND LEARNING

In Broadrick, we believe that ICT provides opportunities for active learning in the various subjects and development of 21st Century competencies. With ICT, every Broadrician will become a self-directed learner, who is able to confidently curate, create and connect within the digital landscape to contribute in a globally connected society.

The desired outcomes are:

- Students are intrinsically motivated and take ownership of their learning.
- Students monitor their own learning and share information through online networks.
- Students are a positive online influence.

In line with Ministry of Education's (MOE) directions of nurturing Future-ready & Responsible digital learners, Broadrick Secondary School conducts a series of ICT Training sessions which include practical hands-on and mini assignments. Our ICT Associate conducts these sessions for our Secondary One students. The training will take place in Term 2 after students receive their Personal Learning Devices (PLD). Attendance is compulsory.

ICT Infrastructure

1. Useful Sites

- School website @ <http://www.broadricksec.moe.edu.sg>
 - o Online ICT Fault reporting (Scan QR code on the right)
 - o Online Password Reset
- Student Learning Space (SLS) Portal @ <https://learning.moe.edu.sg>
- Parent Gateway @ <https://pg.moe.edu.sg/>



2. Physical Hardware

- Computer Labs. (Block D, Level 3)
- School Library which is equipped with iPads for students to use.
- Personal Learning Device (PLD) of Chrome Books for Secondary 1 to 4
- Recording Studio (IT Resource Room 2)
- All classrooms are equipped with a visualiser connected to the projector.
- Each student is provided with a locker to keep their PLD securely.

3. Technical support for Personal Learning Devices

- Contact ICT Service Desk in school located in the Library
- Email ICT Helpdesk at omar_mikail_himbal@moe.edu.sg
 - o To trouble-shooting of device issues
 - o To solve connectivity issues
 - o To collect devices to be sent for repairs

USE OF ICT TO FACILITATE TEACHING AND LEARNING

Password Reset

For Windows Logon and GOOGLE Apps.

- Go to school website, under Students tab, click Password Reset.
- Enter the required information.
- Your password reset will be submitted and will take about **2 working days**.

System	Default password
Windows Logon	Moe@2024 <ul style="list-style-type: none">• User will be prompted to create a new password• Minimum 8 characters• Must contain letters and numbers• Must contain UPPERCASE and lowercase• User accounts will be LOCKED OUT after 5 consecutive failed login attempts
Student ICON/ Google Apps	Moe@2024
SLS	SLSBSS3202

Computer Lab Rules

1. Food and drinks are not allowed in the computer laboratory.
2. No student is allowed to be in the computer laboratory without the supervision of teachers.
3. Before the start of every lesson:
 - o Students are to be seated according to index number.
 - o Students are to check their PCs and report any damage to their teacher
4. All PCs should be shut down after use.
5. Students should not attempt to repair, open, tamper or interfere with any of the computer, printer, cables, air-conditioning or other equipment in the laboratory.
6. Users are to exhibit appropriate level of care and respect to fellow users and equipment in the laboratory

Computer Lab Safety Rules (I) - Protecting Yourself

1. Do not run in the computer laboratory.
2. Look away from the screen once in a while to give your eyes a rest.
3. Do not touch any exposed wires or sockets.
4. Take note of all the exits and location of fire extinguishers in the room for fire safety.

Computer Lab Safety Rules (II) - Protecting Equipment

1. Do not bring any food or drinks into the computer laboratory.
2. Turn off the machine when you are done.
3. Do not plug in external devices without scanning them for computer viruses.
4. Do not touch any of the circuit boards and power sockets when something is connected to them.

USE OF ICT TO FACILITATE TEACHING AND LEARNING

National Digital Literacy Programme (NDLP) @ Broadrick

1. Users are responsible for their personal devices. The school will not be held responsible for any damage, theft or loss of their devices. In the event of loss or theft of devices, users must make a police report and report the matter to the school.
2. Users are responsible for using personal devices for the sole purpose of learning and only when permission is given by teachers.
3. Use of personal devices is subjected to the Acceptable Use Policy (AUP) Agreement.
4. The school reserves the right to record and retain data on school-owned devices and/or accounts issued by the school for investigation or evidence.
5. Violation of any policy, rule or administrative procedure may result in a temporary suspension or revocation of student's account. The student may also face disciplinary action in accordance to the school's discipline policy.

Class Routine for NDLP - SHARE

Have Self-Discipline

- Fully-charge your PLD before bringing to school, ready for lessons.
- Place your screen down fully when teachers are giving instructions.
- Be on task and not distract yourself with other online activities.

Highlight issues to peers, teachers or ICT department

- Seek help from peers/teachers if assistance is needed.
- Approach ICT staff to troubleshoot technical issues.

Be Alert

- Protect your password and keep it safe.
- Do NOT share personal information on internet sites or social media.
- Do NOT install software from unknown sources.
- Do NOT leave your PLD unattended. When needed, keep your device in the locker.
- Ensure that all participants are known to you when participating in online chats (e.g. Zoom, Google Meet or MS Teams) and switch on your video.

Be Responsible

- Learn actively and be self-directed.
- Do NOT swap or share your PLD.
- Check that the Wi-Fi is turned on and connected to school's network. [Restart your PLD if connectivity is still an issue]
- Save all work in an organised manner with proper names and folders.

Be Efficient in your learning

- Come prepared with your learning materials.
- Login using the Student ICON.
- Turn down the volume of the PLD and use a personal headset when permitted.
- Close all applications not needed for the lessons.

CYBERWELLNESS

Principles

The two principles, “Respect for Self and Others” and “Safe and Responsible Use” when adhered to will anchor your well-being in cyberspace as you will then be able to make careful and well-considered decisions.

Respect for Self and Others

What you need:

- uphold dignity when online (e.g. avoid surfing inappropriate sites and participating in illegal online activities)
- respect others (e.g. avoid using the work of others without permission and publishing undesirable materials that hurt others).

Safe and Responsible Use

What you need:

- have an understanding of the risks of harmful and illegal online behaviours, and learn how to protect yourself as well as avoid dangers you may encounter online.
- be able to evaluate the consequences of your decisions/behaviour while online and make responsible choices to protect the community and yourself. (e.g. not spending excessive amount of time chatting or playing games online, and reporting victims of cyberbullying to a trusted adult/authority).

**adapted from the MOE’s Cyber Wellness Framework*

Tips For Using the Internet

- Take time to understand the online offer.
- Ask for more information when required.
- Do not give your credit card information or other personal information over the Internet without first verifying the reliability of the merchant/recipient.
- Beware of ‘great’ offers that may turn out to be stolen or fraudulently obtained goods.
- Chatting with strangers online through Social Media. Anyone can mask his identity and impersonate another person. He/she might be a criminal in disguise.
- Never respond to messages that make you uncomfortable.
- Do not rely on strangers you meet in a chat-room for important advice. Avoid revealing personal information such as full name, telephone numbers, and home address to individuals over the Internet.
- Avoid online exchange of personal photographs of your family and your home.

**Adapted from The Offline Guide for the Online Generation <http://www.nygr.org.sg/cyberwellness>*

STUDENT SUPPORT SCHEMES

Financial Assistance for Needy Singaporean Students

The Ministry of Education provides financial assistance to needy Singaporean students in Government and Government-aided schools.

To qualify, the student must meet the following income criteria:

- The family's gross household income (GHI) does not exceed \$3000 per month; or
- The family's per capita income (PCI) does not exceed \$750 per month.

Benefits:

Item	Provision for Secondary School
School Fees	Waiver of \$5 per month
Standard Miscellaneous Fees	Full waiver of \$10 per month
Textbooks	Free textbooks
School Uniform + PE Attire	2 Sets of Free school uniform and PE attire
School Shoes	A pair of free school shoes
Transport	\$204 transport subsidy per annum
School Meal Subsidy	\$3.80 per meal for 10 meals per school week

How to apply?

Parents / guardians who wish to apply for MOE Financial Assistance Scheme (FAS) can obtain a copy of the application form from the General Office. Return the completed form together with the required supporting document to the General Office for processing. The school will inform you of the outcome. Please contact the General Office staff for more information.

SCHOOL RULES AND REGULATIONS

Attendance

Punctuality

- All students are expected to report to school by 7:30 a.m. Students are considered late if they are not with their class or group in the assembly area or designated classroom.
- Latecomers must report to the General Office promptly to mark their attendance and receive further instructions.

Absenteeism

- If a student is unwell and unable attend school, his/ her parents are to call the school by 8.00 a.m. @ 63445025 to inform the school of his /her absence. The student has to submit his/her medical certificate to his/her Form Teacher when he/ she returns to school.
- Any absence from lessons (including CCAs) should be supported by a medical certificate if the child is unwell, or a letter of excuse by the student's parent/ guardian for other circumstances, failing which his/her absence will be considered as truancy. A maximum of 2 letters will be accepted per term at the discretion of the school.

Flag-Raising Ceremony

- Students who are Singapore Citizens must sing the National Anthem and take the Pledge. Students will take the Pledge with their right fist over the heart.
- During the ceremony, all international students are required to stand at attention.
- Students are to sit and listen attentively to any announcements that are made after the flag-raising ceremony.
- Students are to proceed back to class, in an orderly and quiet manner according to designated routes, after the flag-raising ceremony.
- When the hall is unavailable, the flag-raising ceremony will be held either at the quadrangle or in the classrooms.

Permission to leave school

- If a student has a valid reason to leave school during school hours, he/ she must produce the appointment letter or official document beforehand to inform his/ her Form Teacher.
- An exit form must be obtained from the office, duly signed by the student's Form Teacher and approved by the Principal, Vice-Principal or HODs on duty.
- For safety reasons, a student can only leave the school premises when his/ her parent/ guardian arrives at school to pick him/ her up.

SCHOOL RULES AND REGULATIONS

School Attire and Grooming



Lower Secondary boy



PE attire



Upper Secondary boy

Approved Hairstyles for Boys

- Hair must be short and neat.
- Fringe should not touch the eyebrows when combed down.
- The sideburn should not be longer than the half ear mark.
- Hair should be above the collar and ear, sloped at the back and sides.
- Male students must be neat in appearance, clean-shaven and no facial hair is allowed.
- Coloured and tinted hair is not allowed.
- Outlandish hairstyles are not allowed (including baldness).



Note:

Necktie, Student Councillor badge and black shoes are for Student Councillors only.

SCHOOL RULES AND REGULATIONS



Approved Hairstyles for Girls

- Fringe should be above the eyebrows or pinned neatly to the sides with black or navy-blue clips/ hair band, showing the ears.
- Long hair that passes the collar should be secured with a black or navy-blue rubber band/ clip.
- Short bobs should not be sloped or coupled with fanciful fringes.
- Coloured and tinted hair is not allowed.
- Outlandish hairstyles are not allowed (including hair extensions and curls).

Attire

School Uniform

Lower/ Upper Secondary girl

- Students are to wear the prescribed school uniform and modification to the uniform is not allowed.
- The half-uniform, comprising the PE/ CCA T-shirt and school pants/shorts/skirts, is only allowed during CCA and approved school activities.
- All girls are to wear skirts at knee length and Upper Secondary boys, pants at ankle length.
- Students who are in inappropriate attire will be denied entry into the school.
- Undershirts worn by students should be either white or of neutral skin-tones.

PE Attire

- On school days when there are PE lessons, students are allowed to attend the flag-raising ceremony in PE T-shirts and school pants/shorts/skirts.
- The prescribed PE attire, comprising PE T-shirt and shorts, is to be worn during PE lessons.
- The PE T-shirt is to be tucked in at all times.

Footwear

- Students are to wear white low-cut school shoes with white shoelaces and white logos only.
- Slippers and sandals are not allowed except on medical grounds. Students are to submit a medical certificate to their Form Teachers for approval.
- Socks must be plain, white in colour and visible above the ankles.

SCHOOL RULES AND REGULATIONS

Uniform Guidelines for Secondary One Students

Commencing in 2024, secondary one students are to observe the following uniform specifications:

Polo Top (White/Blue):

- All students should wear the Polo top in either white or blue.

Bottom for Boys:

- Male students are required to wear long pants as part of the school uniform.



Blue top



White top

Grooming

- Students are to keep fingernails short and clean; no nail polish is to be used.
- Students are not allowed to wear coloured contact lenses or tinted spectacles.
- Students are not allowed to wear make-up (including eye lash extension), wristbands, jewellery or religious ornaments.
- Students are not allowed to have tattoos on any part of their bodies.
- Female students are allowed to put on only a pair of transparent ear sticks or identical simple ear studs of not more than 5 mm in diameter at the lower lobes of the ear.
- Boys are not allowed to put on earrings or ear sticks.

Attention

Classroom Conduct - A, B, C and U

Before the start of every lesson, teachers and students are expected to go through the following protocol to ensure that the entire class is ready for lesson.

1. **Attendance** - Greetings followed by attendance taking.
2. **Books only** - Prepare all stationery needed. Unauthorised devices are to be kept in their bags.
3. **Cleanliness** - Tables straightened, litter picked and floors swept.
4. **Uniform** - Appropriate socks and shoes. Hair is tied up neatly for girls. Girls' and Boys' hair are not messy, outlandish or coloured.

SCHOOL RULES AND REGULATIONS

Maintain a conducive environment for learning

- Keep the classroom clean and tidy at all times.
- Do not eat or drink in the classroom.
- Move as a class, quickly and with minimum noise, when you proceed for lessons in special rooms or other venues.
- Take pride in your classroom by maintaining the notice boards.
- Do not bring any item or device that will distract your attention or focus.
- Seek permission from your teacher if you have a valid reason to leave the classroom and display the exit pass given.
- Return to class promptly after the authorised leave. Disciplinary action will be taken against you if you are caught loitering without an exit pass.
- Students are only allowed to purchase food or drinks during the recess period.

Use of electronic devices in school

- Students are responsible for their electronic devices. There is no secured storage available in class to keep these items. The school will not be held responsible for the loss or damage of any item.
- Mobile phones can only be used during recess and after school hours and only in the school canteen.
- Electronic devices should not be used during CCA or other official school functions.
- Students caught using electronic devices outside the stipulated time and/or designated location may have their items confiscated and kept by the school.

Attitude

Respect your teachers and friends

- Stand up to greet your teacher before the start of each lesson and thank him/her after each lesson.
- Knock on the door to obtain permission to enter the class if you are late and the lesson has already started. Greet the teacher and explain why you are late.
- Be courteous and attentive.
- Hand in assignments punctually.

Demonstrate responsible behaviour

- Perform your assigned classroom duties diligently.
- Do not remain in the classroom outside curriculum time without the permission of the teacher.
- Take care of school property as well as personal belongings.
- Make a conscious effort to save water and electricity and recycle materials whenever possible.
- All 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 be used to cause harm to others.

SCHOOL RULES AND REGULATIONS

Behaviour during recess

- Students are not allowed to remain in the classrooms during recess.
- Students are to queue in an orderly manner as they wait to make their purchases.
- Students are only allowed to consume food and drinks in the school canteen.
- Students are required to return all cutlery and plates to the appropriate collection points after consuming their food. The table must be cleared of tissue paper and leftover food.
- Keep the canteen litter-free at all times.
- Students are to return promptly to their classrooms at the end of the recess.

Conduct during examinations

- Be punctual and properly attired in school uniform.
- Be seated according to your class register index number.
- Leave your books, bags and other materials not needed for the examination in front of or behind the hall/ classroom.
- Make sure that your attendance is recorded.
- Remain quietly seated during the distribution of question papers and collection of answer scripts.
- Do not communicate (verbally or non-verbally) with other students before and during your examination, and before you are released from the examination venue.
- Notify the invigilator if you have been given the wrong question paper.
- Check the number of printed pages and questions for each paper.
- Read the instructions of the question paper carefully.
- Return all unused paper and throw away all used paper after the examination.
- Remain seated and do not leave the examination room until permission is given to do so.
- In the event of being absent for the examinations, you are to produce a medical certificate to validate your absence.

Prohibition of Electronic Devices during examinations

- Mobile phones and other unauthorised electronic, communication, entertainment or gaming devices capable of storing, displaying and/or transmitting visual, audio or verbal information are not allowed during all internal and external examinations.
- Any electronic device or unauthorized materials found in a student's possession during examinations will be deemed that the student has dishonest intentions.

Malpractice during Examinations

- If a student is found to be dishonest in any paper or component of a subject, the student will be disqualified from the subject and a "T" grade, which stands for "Termination of Results", will be awarded to the candidate for that subject.

Behaviour Outside the School

The following types of behaviour are discouraged:

- Loitering in public areas such as void decks of HDB estates and shopping malls before and after school hours.
- Creating a scene and being a nuisance in public.

SCHOOL RULES AND REGULATIONS

Management of Offences and Consequences

- Any student who violates the school rules will face consequences that commensurate with the severity of the offence. Consequences range from warning, corrective work order, detention, suspension, probationary terms to corporal punishment.
- Violation of the school rules may result in students getting a FAIR or POOR conduct grade.

Management of Offences

Offences	Possible Consequences
<i>Attendance-related</i>	
<ul style="list-style-type: none"> • Absent without valid reasons/ truancy • Late-coming/ late for lessons • Skipping lessons/ detention • Leaving school without permission 	<ul style="list-style-type: none"> • Parental involvement • Warning • Home visit • Warning • Caning • Detention/ suspension • Counselling • Expulsion
<i>Misconduct</i>	
<ul style="list-style-type: none"> • Improper attire/ Grooming 	<ul style="list-style-type: none"> • Parental involvement • Warning • Immediate corrective action to be done • Parents/guardians informed to correct unauthorised alterations, purchase appropriate uniform or bring child for a haircut • Student will not be allowed to join class for lessons unless corrective action is done • Detention
<ul style="list-style-type: none"> • Littering 	<ul style="list-style-type: none"> • Immediate corrective action to be done • Corrective Work Order (CWO) • Detention
<ul style="list-style-type: none"> • Dispute among students (no physical aggression involved) • Disruptive behaviour • Misuse of mobile phones and electronic devices in school premises 	<ul style="list-style-type: none"> • Parental involvement • Warning • Counselling • Object confiscation • Detention • Suspension

SCHOOL RULES AND REGULATIONS

Offences	Possible Consequences
<ul style="list-style-type: none"> • Forgery • Fraud • Defiance & rudeness to teacher • Use of vulgarities • Bullying/ cyberbullying • Abuse of technology e.g. uploading objectionable content on social media 	<ul style="list-style-type: none"> • Parental involvement • Warning • Student to make an apology • Counselling • Detention • Caning/ suspension • Expulsion • Police intervention
<i>Theft/ Damage of Property</i>	
<ul style="list-style-type: none"> • Arson • Theft • Vandalism • Misuse of public resources/ PDLP device as stipulated in the Acceptable Usage Policy (AUP) Agreement 	<ul style="list-style-type: none"> • Parental involvement • Warning • Student to make an apology • Pay for damaged/ stolen items • Counselling • Detention • Caning/ suspension • Expulsion • Police intervention
<i>Other Serious Offences</i>	
<ul style="list-style-type: none"> • Cheating in tests/ examinations 	<ul style="list-style-type: none"> • Parental involvement • Warning • No marks awarded • Counselling • Caning/ suspension
<ul style="list-style-type: none"> • Possession of cigarettes, lighter and other tobacco products and/or smoking 	<ul style="list-style-type: none"> • Parental involvement • Warning • Student will be referred to the Smoking Cessation Programme • Case will be referred to Health Sciences Authority (HSA) • Caning/ suspension

SCHOOL RULES AND REGULATIONS

Offences	Possible Consequences
<ul style="list-style-type: none"> • Open defiance/ challenging authority • Assault and fighting • Gambling • Possession of pornographic material • Possession of dangerous weapons • Substance abuse • Molestation/ outrage of modesty • Threatening with bodily harm • Extortion • Possession of tattoos • Physical intimacy 	<ul style="list-style-type: none"> • Parental involvement • Warning • Student to make an apology • Confiscation of object • Counselling • Caning/ suspension • Expulsion • Police intervention
<ul style="list-style-type: none"> • Other offences not listed above 	<ul style="list-style-type: none"> • To be determined by Student Management Committee

Photography and Media Release Consent

Photographs or video images of students or their legal guardians may be taken during school activities and events such as classroom lessons, CCA, school camps, or school concerts. The school may use and publish such photographs or video recordings in school publications, the school's website, social media channels, or other communication channels.

AWARD OF CONDUCT GRADE

Students' conduct grades will be based on the following components:

Basic Component

1. Demonstrating attitude and behaviour expected of Broadricians
2. Demonstrating CCE Learning Intent

Determining Component

1. Co-Curricular Activities (CCA) Attendance
2. School Attendance
3. Serious Discipline Issues: Students who have committed serious offences will automatically be awarded a FAIR/POOR conduct grade

Owner	Component		Excellent	Very Good	Good	Fair	Poor
Form Teachers	Basic Component	Expectations of Broadricians					
CCE Teachers		CCE Learning Intent	≥75%	70 – 74%	60 – 69%	< 60%	
HOD (PE/CCA)	Determining Component	CCA Attendance	≥90%	75 -89%	50 – 74%	< 50%	
Student Development Team		School Attendance*	100%	85 - 99%	80 – 84%	< 80%	
		Serious Discipline Issues	-	-	-	Yes	

* Late-coming will be taken into consideration

Basic Components

1. Expectations of Broadricians

S/n	BRD Vision / Mission	Student attributes and behaviour
1	Future Ready Learner <ul style="list-style-type: none"> • Self-directed learner • Confident and motivated to learn • Have a zest to lead a purposeful life • Embrace spirit of innovation and enterprise 	1.1 Take responsibility and strive for excellence in own learning 1.2 Adopt a growth mindset and value fulfillment 1.3 Have ownership of goals and make effort to achieve them 1.4 Demonstrate initiative, resourcefulness and drive to manage challenges.

AWARD OF CONDUCT GRADE

S/n	BRD Vision / Mission	Student attributes and behaviour
2	Strength of Character <ul style="list-style-type: none"> • Rooted in values • Learn to serve, serve to learn • Have resilience to face future challenges • Sense of responsibility to contribute to family, school, community and nation 	2.1 Exhibit behaviour consistent with gratitude, respect, and compassion in daily life. 2.2 Provide meaningful service to others, applies learning from service 2.3 Show fortitude to persevere and succeed and able to bounce back from adversity 2.4 Have a strong sense of civic responsibility & plays an active part in bettering the lives of others

2. Character and Citizenship Education (CCE) Learning Intent

	Intent	Behaviour Indicators
1	Develop self-awareness and self-management skills to achieve personal effectiveness and well being	<ul style="list-style-type: none"> • Demonstrate positive self-concept and self-worth. • Seek continuous growth towards becoming better. • Demonstrate self-management skills • Have aspiration and a sense of purpose in life. • Develop a positive disposition. • Is future-oriented.
2	Develop social awareness and manage relationships for personal and social well-being.	<ul style="list-style-type: none"> • Demonstrate good interpersonal skills. • Is a positive influence to others. • Demonstrate respect and appreciation for diversity. • Understand situation from wider perspective & show empathy. • Demonstrate a sense of national identity. • Demonstrate civic consciousness.
3	Make responsible decisions and act on them.	<ul style="list-style-type: none"> • Recognise one's motives behind one's decisions & actions. • Have moral courage to make values-based decisions. • Have conviction to stand by decisions made. • Reflect on social & moral issues when stating viewpoints. • Is clear about own perspectives. • Have an open mind and learn from the perspective of others.

Consequences of a Fair Grade

Students who receive a FAIR or POOR conduct grade will not be eligible for:

- MOE Edusave Awards e.g. Scholarship, Bursary and Good Progress
- Edusave Character Award (ECHA)
- External Scholarships/Bursaries

SECONDARY SCHOOL EXPERIENCE UNDER FULL SUBJECT-BASED BANDING (FULL SBB)

Once posted into the Full SBB school, students will be grouped into mixed form classes, with each form class comprising students taking different courses. Mixed form classes present more opportunities for students to interact with other students taking different subject combinations, and with different strengths and interests.

OFFERING SUBJECTS AT A MORE DEMANDING LEVEL – LOWER SECONDARY

Full SBB also provides greater flexibility in subject offering at lower secondary levels and it is also to better cater to the strengths of students in different subjects.

Secondary 1 Normal (Academic) and Normal (Technical) students can opt to take English, Mathematics, Science and Mother Tongue Languages at a higher level if they meet the PSLE eligibility criteria at the start of the year, or school-based criteria after the Secondary 1 Mid-Year Weighted Assessment and End-of-Year Examination.

The PSLE criteria to qualify for SBB at the start of Secondary 1 are:

Course	PSLE Standard Grade	PSLE Foundation Grade	Option to offer subject at
N(A)	AL 5 or better	-	EXP
N(T)	AL 5 or better	-	EXP / N(A)
	AL 6	AL A	N(A)

The criteria to qualify for SBB after the Secondary 1 End-of-Year Examination are:

Course	School-based Results [#]	Option to offer subject at
N(A)	75% or higher in specific subject and 60% or higher in the overall average	EXP level starting from next semester
N(T)	75% or higher in specific subject and 60% or higher in the overall average	N(A) level starting from next semester

[#] The results refer to *Overall* for End-of-Year.

Note:

- SBB students are encouraged to continue with their higher-level subjects until the end of Secondary 2 as they need time to adjust to the greater academic demand.
- At the end of Secondary 2, SBB students must meet the criteria set to allow them to continue taking the higher stream subject at upper secondary level.
- To ensure students doing higher-level subjects are not disadvantaged, MOE has provided schools with guidelines on conversion of marks between the corresponding N(T), N(A) and EXP grades.
- Students who take on higher-level subject(s) after End-of-Year Examination are expected to attend and complete a structured Bridging Programme during the November/December holidays respectively.
- Humanities will be offered to eligible students after the Secondary 1 End-of-Year Examination.

CROSS-STREAM SUBJECTS – UPPER SECONDARY

Offering of cross-stream subjects provide an opportunity for greater flexibility in subject offering at upper secondary levels and better cater to the strengths of students in different subjects.

After the End-of-Year Examination, **Secondary 2 Normal (Academic)** students can opt to take Mathematics, Science and Mother Tongue Languages at a higher level from Secondary 3 if they meet the following school-based criteria:

Course	School-based Results [#]	Option to offer subject at
N(A)	75% or higher in specific subject and clear a qualifying test for the specific subject	EXP level starting from Secondary 3

[#] The results refer to *Overall* for end-of-year.

Note:

1. There is a maximum of 3 higher-level subjects that any student is allowed to offer. This includes any higher-level subject(s) that the student may already be taking under SBB. This is to ensure students can cope well with the overall workload.
2. It is advised that students who wish to take cross-stream subjects should be performing well in the other core subjects, including at least a pass in English Language.
3. To ensure students doing higher-level subjects are not disadvantaged, MOE has provided schools with guidelines on conversion of marks between the corresponding N(A) and EXP grades.
4. There **WILL NOT** be any structured Bridging Programme for students who decide to offer cross-stream subjects. They are expected to bridge any gap in content on their own.

HOLISTIC GOAL SETTING

The main purpose of the Holistic Goal Setting sessions is to help students reach their potential. This process is supported by Education and Career Guidance (ECG) where students are guided to explore their strengths and interests to set meaningful academic and non-academic goals which would help them realise their post-secondary aspirations.

Holistic Goal Setting requires students to have a growth mindset. Teachers will provide guidance, discuss strategies and review the goals with students on a regular basis to help them improve.

Effective Goal Setting

Goal setting should focus on improvement.

- It is a **self-management** process for the student.
- Goals need to be realistic but challenging. Goals that are too difficult and unrealistic discourage rather than motivate while those too easy can lead to complacency.
- Evidence from assessments and daily assignments will indicate what is working well and what needs attention.
- Monitoring of goals should be on a regular basis to check progress.
- Performance based on assessments should be reviewed with goals set.
- Plans and strategies for academic and non-academic goals should be made to allow students work towards their goals.

Procedure for Students

- Understand the rationale for Holistic Goal Setting sessions and how they are aligned to ECG.
- Understand how your expected grades are obtained.
- Use sessions allocated for Goal Setting wisely.
- In your first Holistic Goal Setting session
 - o set academic goals that reflect your expected scores, and/or allow you to eventually enroll in your chosen course and/or institution.
 - o set non-academic goals that are aligned to our school's SHARE values
 - o write down your plans to achieve the goals you have set and share them with your form teachers and parent/guardian
- Be an independent and resilient learner. Follow-through your plans to reach your goals.
- At each subsequent session,
 - o do a self-reflection. If your goals are met, think of what you have done right. If your goals are not met, think of what could be the possible reasons and what you can improve on.
 - o discuss and review your progress with your teachers and parent/guardian to set new goals.
 - o modify your learning strategies accordingly to help you achieve your goals for the next round of assessment and share them with your form teachers and parent/guardian.

*'Destiny is not a matter of chance; but a matter of choice.
It is not a thing to be wasted for, it is a thing to be achieved.'*
~William Jennings Bryant~

SCHOOL ASSESSMENTS

Summative Assessment

Weighted Assessment (WA)

WAs are smaller weighted summative assessments for which scores count towards the subject grade at the end of the year. These may be in the form of common tests, class tests, graded assignments, projects, performance tasks, etc. There is only 1 WA per term.

A progress report will be issued at the end of WAs in Term 1, Term 2 and Term 3.

End-of-Year Examination (EYE)

EYE is a heavier weighted summative assessment for which scores count towards the subject grade at the end of the year. The EYE for Secondary 4 and 5 are also known as the Preliminary Examination.

Generic Assessment Weighting

The overall performance of a student is assessed based on the whole year's assessments administered by the school. The weightings of all WAs, MYE and EYE contribute to the overall percentage of 100% for the year based on the following:

	Term 1	Term 2	Term 3	Term 4	Total
Sec 1, 2 & 3	WA1 (10%)	WA2 (15%)	WA3 (15%)	WA4 (10%) EYE (50%)	100%
Sec 4 & 5	WA1 (100%)	WA2 (100%)	Prelim (100%)	N.A.	N.A.

Note:

1. For graduating classes, each assessment component is independent and does not contribute to an overall score like the other levels. Hence, each assessment is given a weighting of 100%.
2. The weightings apply to all streams within the level.
3. WA4 for Sec 1, Sec 2 and Sec 3 is the Performance Task (PT) component. The PT may be carried out at any time of the year, but the scores will only be entered for computation of the overall grade in Term 4.
4. Coursework subjects weightings vary from the above, students will be informed accordingly.

SCHOOL ASSESSMENTS

Absence from WA, MYE and EYE (including Preliminary Examination)

Students who are absent from the above assessments without a valid reason will be awarded "AB" which is equivalent to **zero** marks.

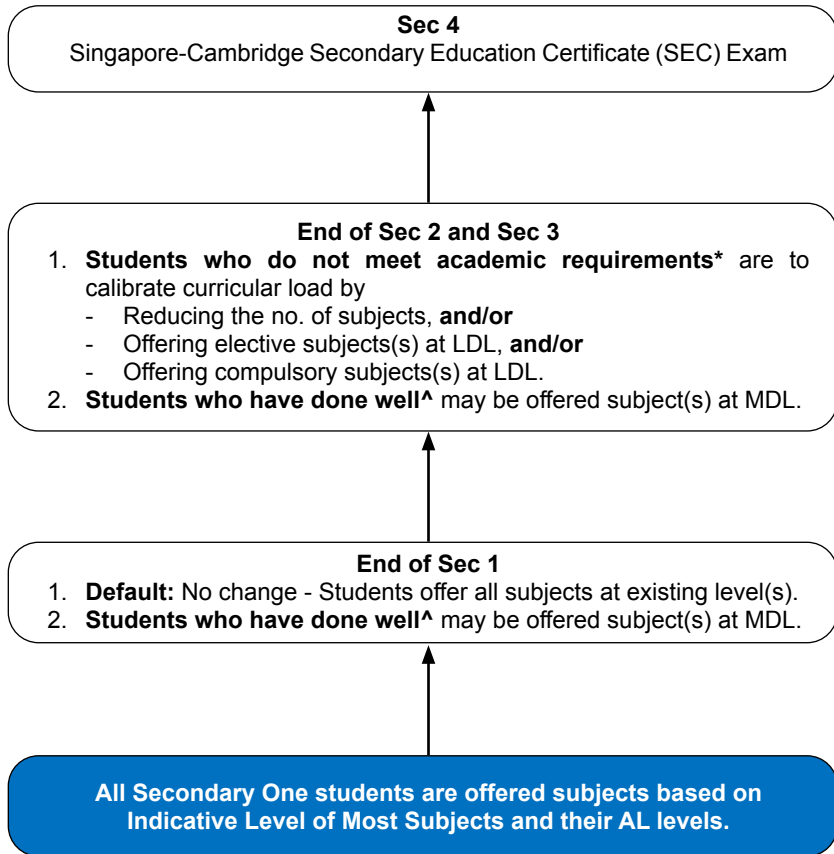
Marks and Grades

Marks	G1 and Normal Technical	G2 and Normal Academic	G3 and Express
75 – 100	A	1	A1
70 – 74	B	2	A2
65 – 69	C	3	B3
60 – 64		4	B4
55 – 59	D	5	C5
50 – 54			C6
45 – 49	U	U	D7
40 – 44			E8
0 – 39			F9

Formative Assessment

These are assessments which are carried out during the instructional process with the aim to provide feedback to the teacher to adjust ongoing teaching and learning strategies in order to improve students' attainment of the intended instructional outcomes. Examples include class quizzes, oral questioning of students during lessons, entrance/exit cards, and essentially any mechanism that will provide information for the teacher to gain insights about the learning gaps of students. These assessments are usually informal and non-weighted.

CRITERIA FOR PROMOTION 2024 (SEC 1)



Note:

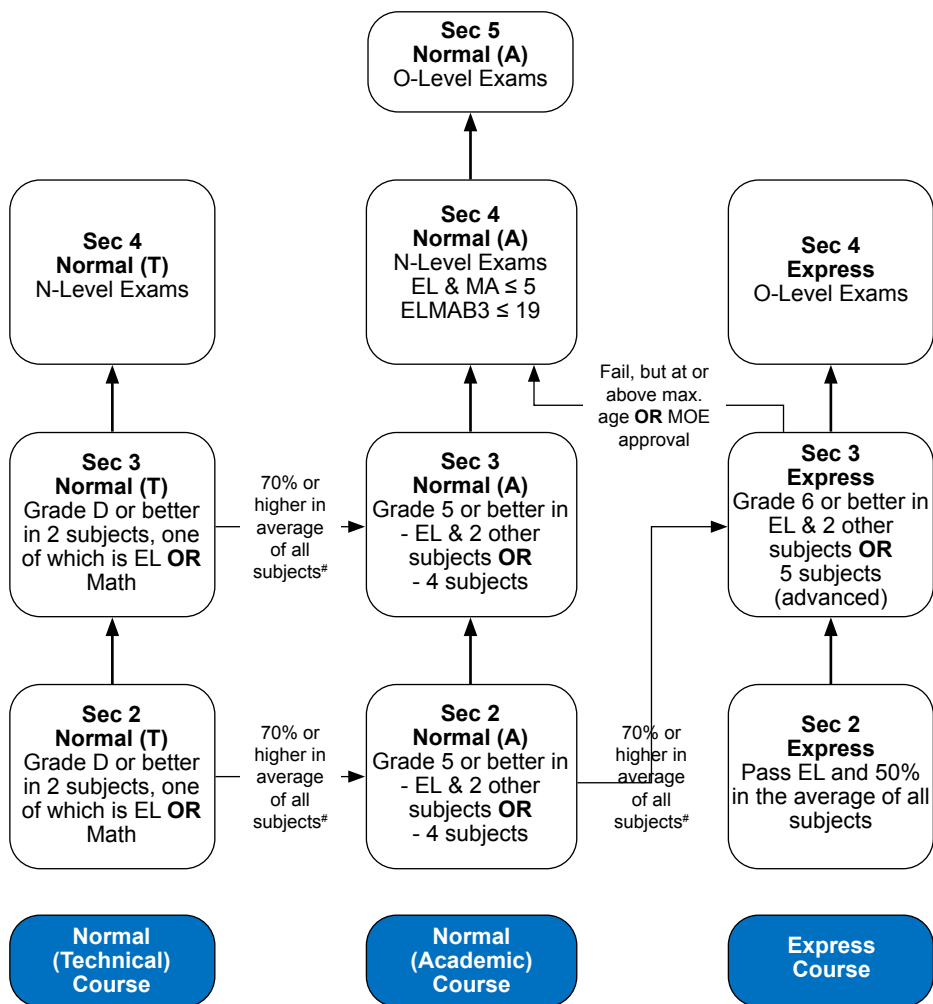
1. In general, all Secondary 1 students will progress to Secondary 2. Teachers will check in with students and parents to discuss the subjects and respective subject levels that best suit the student.

[^]Students may be offered subject(s) at More Demanding Level (MDL) if they score 75% or higher in the subject overall marks.

*Students who do not meet academic requirement at the End of Sec 2 and/or Sec 3 would be provided a letter of recommendation to adjust the curricular load. In the event the student wish to retain the current curricular load, retention can also be an option.

The option of a fifth year in secondary school will continue to be available for eligible students to pace their learning and take subjects at a MDL to access more post-secondary pathways.

CRITERIA FOR PROMOTION 2024 (SEC 2 TO SEC 5)



* Student should be deemed able, by the school, to cope with the rigour of the more demanding course when transferred to N(A) or Express. course.

Note: In general, a student who does not meet the criteria for promotion will be retained at the current level if he/she is below the maximum age, or will be advanced to the next higher level within the same course if he/she is at or above the maximum age.

Exceptions include:

1. Retention at 2E is effected only with approval from MOE.
2. 3E student may be transferred to 4N(A) with approval from MOE.

EDUSAVE AWARDS

Edusave Awards are given by the government annually to Singaporean pupils to enhance educational opportunities and motivate pupils to excel in schools.

The various types of Edusave Awards are

- Edusave Character Award (ECHA)
- Edusave Scholarship
- Edusave Awards for Achievement, Good Leadership and Service (EAGLES)
- Edusave Merit Bursary
- Edusave Good Progress Award

Type of Award	Criteria	Amount	Remarks
ECHA	<ul style="list-style-type: none"> • Demonstrate exemplary values and personal qualities through their behaviour and actions. • At least 'Good' for conduct • 2% of SC 	\$500	Eligible pupils will be nominated by schools. Awardees will be notified by post.
Edusave Scholarship	<ul style="list-style-type: none"> • Top 10% of each level and course academically • At least 'Good' for conduct 	\$500	Awardees will be notified by post .
EAGLES	<ul style="list-style-type: none"> • Demonstrate leadership qualities, offer good service to community and schools, and excel in non-academic activities. • Pass school exams • At least 'Good' for conduct • 10% from each school 	\$350	Eligible pupils will be nominated by schools. Awardees will be notified by post .
Edusave Merit Bursary	<ul style="list-style-type: none"> • Top 25% of each level and course academically • Minimum of 'Good' for conduct • Gross household income below \$6,900 per month (or per capita income of below \$1,725). • Must not be recipients of an Edusave scholarship. 	\$350	<ul style="list-style-type: none"> • Eligible pupils who will receive an application form by post around early December. • Successful applicants will be notified by post.
Edusave Good Progress Award	<ul style="list-style-type: none"> • Top 10% based on academic improvement • At least 'Good' for conduct 	\$200	Pupils who are eligible for the award will be notified by post .

Source: <https://www.moe.gov.sg/financial-matters/awards-scholarships/edusave-awards>

POST SECONDARY ENTRY REQUIREMENTS

Post-Secondary Options for Sec 4 Express and 5 Normal Academic

Joint Admission Exercise (JAE)

The JAE is for students seeking admission to Junior Colleges (JC), Millennia Institute (MI), Polytechnics (Polys) and Institute of Technical Education (ITE) after the release of the GCE 'O' level results sometime in mid-January.

Aggregates Used for Post-Secondary Educational Institutions (PSEIs)

JC	L1R5	L1 – First Language, R5 – Relevant 5 subjects
	L1R4	L1 – First Language, R4 – Relevant 4 subjects
Polys	ELR2B2-A ELR2B2-B ELR2B2-C ELR2B2-D	EL – English Language R2 – Relevant 2 subjects A, B, C or D – Course Type
ITE (Higher Nitec Courses)	ELB4-A ELR1B3-B ELR2B2-C	EL – English Language R1 or R2 – 1 or 2 relevant subject B2, B3 or B4 – Best 2, 3 or 4 remaining subjects A, B or C – Course Type

Bonus Points

Bonus points are given to students and are deducted from their aggregates in the computation of their net aggregate scores.

CCA Grades	JC or MI or Poly or ITE	Excellent, Grade A1 & A2 – 2 bonus points Good, Grade B3 to C6 – 1 bonus point
Higher Mother Tongue (HMT)	JC and MI	Grades A1 to C6 for both HMT and EL - 2 bonus points
Students who applied for Language Elective Programme	JC	2 bonus points

Admission Criteria to Junior College

Students need to obtain

Aggregate	L1R5 ≤ 20, <u>before</u> bonus points
Minimum Subject Grades	English Language – at least C6 Math – at least D7 Mother Tongue – at least D7 for MT or pass in MT Syllabus B

POST SECONDARY ENTRY REQUIREMENTS

Calculation for L1R5

L1	First Language	English or Higher Mother Tongue [^]
R5	Relevant Subject 1	Humanities
	Relevant Subject 2	Mathematics / Science
	Relevant Subject 3	Humanities / Mathematics / Science
	Relevant Subject 4	Any GCE 'O' Level Subjects
	Relevant Subject 5	Any GCE 'O' Level Subjects

[^] Only for those who sit for Higher Mother Tongue and obtained at least grades C6 for both HMT and English Language. The better of the two grades will be used for L1.

To be enrolled in their choice of JC in either the Science or Arts stream, the net L1R5 aggregate score will be used. The net L1R5 is the aggregate score of their L1R5 including the bonus points.

Admission Criteria to Polytechnic Courses

Students need to obtain

Aggregate	Net ELR2B2 \leq 26	The Net ELR2B2 score is the aggregate for English Language (EL), 2 relevant subjects and 2 other subjects <i>including CCA bonus points deduction.</i>
Minimum Subject Grade	A minimum grade of C6 or D7 for Maths and English and C6 for two other subjects	
Cut-Off Point (COP)	Obtain a <u>better net ELR2B2</u> score than the Cut-Off Point (COP) for the year that they enrol in the course	

Alternative Admission Exercise for sec 4 Exp and 5 NA students

In addition to the JAE, secondary 4 Express and 5 Normal Academic students can apply for the following exercise. The exercises will commence around May to July 2024.

Depending on the exercises participated, students may be asked to prepare a short course write-up, a portfolio showcasing their talents and achievements, secondary school results, CCA records, a personal statement and/or a character reference. Schools may also administer interviews, tests, or trials.

POST SECONDARY ENTRY REQUIREMENTS

A) Direct School Admission Exercise to Junior College (DSA-JC)

The DSA-JC allows students to seek admission to a junior college (JC) based on their talents and achievements that may not be demonstrated at the GCE 'O' Level Examination. The DSA-JC application starts in May 2024.

B) Early Admission Exercise – Polytechnic (EAE-Poly)

The EAE-Poly is an aptitude-based admissions exercise that allows students to apply and receive conditional offers for admission to the polytechnics based on their aptitudes and interests, prior to receiving their final grades. Depending on the courses, a minimum of 12.5% and a maximum of 50% of the vacancies are reserved for EAE-Poly applicants. The EAE-Poly application starts in June/July 2024.

Post-Secondary Options for Sec 4 Normal Academic

Promotion to 5NA

Students need to obtain

Aggregate	ELMAB3 \leq 19	(EL + MA + Best 3) \leq 19 points
Minimum Subject Grade	A minimum grade 5 for Maths and English	

In lieu of promotion to sec 5NA and sit for the GCE 'O' Level Examination at the end of the year, students who meet the aggregates requirement can opt for two alternative routes below.

(A) Direct Entry Scheme to Polytechnic Programmes (DPP) via ITE Higher Nitec Courses

The DPP programme is a 2-year Higher Nitec Programmes at the Institute of Technical Education (ITE) that offers more hands-on preparation. Upon graduation, students can use their Grade Point Average (GPA) score and progress to Year 1 or Year 2 polytechnic courses that are related to their course of study.

Students need to obtain

Aggregate	ELMAB3 \leq 19	(EL + MA + Best 3) \leq 19 points
Minimum Subject Grade	A minimum grade 4 for Maths and English	

POST SECONDARY ENTRY REQUIREMENTS

(B) Polytechnic Foundation Programme (PFP)

The PFP is a one-year foundation programme at the polytechnics that offers a practise-oriented curriculum taught by polytechnic lecturers, to better equip polytechnic bound student after sec GCE N-level examination.

There are 2 groups of courses for PFP. The group 2 is the Accountancy and Business courses and the Group 1 is all the other courses

Students need to obtain

Aggregate	ELMAB3 ≤ 12	(EL + MA + Best 3) ≤ 19 points
Minimum Subject Grade	Group 1 (the rest of courses)	Group 2 (Accountancy and Business courses)
Math	Grade 1 – 3	Grade 1 – 3
English Language	Grade 1 to 3	Grade 1 to 2
Relevant Subject (B1)	DT or Science Grade 1 to 3	POA or Humanities Grade 1 to 3
Other 2 subjects (B2 and B3)	Grade 1 to 3	Grade 1 to 3

Notes on PFP

1. Bonus points will be awarded for CCA grades. These bonus points will be used in computing the ELMAB2 net aggregate score for course posting.
2. Eligibility to apply for PFP does not guarantee placement in the course. Students are posted to a course based on merit, the availability of places and the order of choices made.
3. Secondary 4 NA students who sat for GCE 'O' Level subjects are allowed to combine their N- and O-level examination. The better grade will be computed for subjects sat at both the N- and O-level examination.

The following grade conversion will be used.

GCE 'O' Level Grade	Aggregate Point for PFP
A1 – B3	1
B4 – C6	2
D7	3

POST SECONDARY ENTRY REQUIREMENTS

The Enhanced ITE Curricular Structure (New)

Starting from Academic Year 2022, ITE will introduce an enhanced curricular structure that will enable all students who enter ITE to undergo a shorter 3-year programme and aspire towards a Higher Nitec certification.

Students may apply for courses on the enhanced curricular structure during ITE Early Admissions Exercise (ITE-EAE) and the Joint Intake Exercise 'N' (JIE 'N').

Early Admission Exercise to ITE (EAE-ITE)

Secondary 4 NA students can also apply for alternative admission exercises prior to sitting the GCE 'N' level examination. Students can apply for the 2-year Nitec and 3-year Higher Nitec courses in the Early Admission Exercise (EAE-ITE) in Jun/July 2024.

Students may be asked to prepare a short write-up, a portfolio showcasing their talents and achievements, secondary school results, CCA records, a personal statement and/or a character reference. Schools may also administer interviews, tests, or trials. Depending on the courses, a minimum of 12.5% and a maximum of 50% of the vacancies are reserved for EAE-ITE applicants.

Post-Secondary Options for Sec 4 Normal Technical

Students can only apply for Joint Intake Exercise 'N' (JIE-N) after they have collected their GCE 'N' Level results in December 2024.

Posting to a course is based on an aggregate of best 4 GCE 'N' subjects, including pre-requisites and bonus points where applicable and is subjected to availability of vacancies.

Grade Conversion

Normal (Technical) Grade	ITE Aggregate Points	Normal (Academic) Grade	ITE Aggregate Points
A	1	1,2	1
B	2	3	2
C	3	4	3
D	4	5	4
U	5	U	5

POST SECONDARY ENTRY REQUIREMENTS

Bonus Points (deduction from aggregate of best 4 GCE N Grades)

CCA Grades	Excellent, Grade A1 & A2 – 2 bonus points Good, Grade B3 to C6 – 1 bonus point
Applicants with GCE 'N' (Academic) level grades of 1 to 5 for Math, Science and English	2 bonus points for each subject up to a maximum of 4 points.

Early Admission Exercise to ITE (EAE-ITE)

Secondary 4 NT students can also apply for alternative admission exercises prior to sitting the GCE 'N' level examination. Students can apply for the 2-year Nitec and 3-year Higher Nitec courses in the Early Admission Exercise (EAE-ITE) in Jun/July 2024.

Students may be asked to prepare a short write-up, a portfolio showcasing their talents and achievements, secondary school results, CCA records, a personal statement and/or a character reference. Schools may also administer interviews, tests or trials. Depending on the courses, a minimum of 12.5% and a maximum of 50% of the vacancies are reserved for EAE-ITE applicants.

ECG Resource

Students are encouraged to view the ECG Resource with the QR code below for more information on admission exercises and alternative admission exercises (EAE-Poly, EAE-ITE, DSA-JC).



CO-CURRICULAR ACTIVITIES (CCA)

To complement the formal curriculum in the holistic development of our students, CCAs have been introduced as part of our co-curriculum. It plays a key role in the character development of students and helps students grow towards a balanced adulthood.

The objectives of CCA programmes are to build character, team spirit and a sense of responsibility. It is designed to be broad based with opportunities to specialize. It is also a platform where national values and skills are inculcated and social integration is promoted.

Policy Guidelines

- It is compulsory to participate in at least one CCA.
- Participation, based on a 30-week programme, must be continual throughout the academic year.
- Students may participate in more than one CCA and earn points at school representation level or higher.
- Students undergoing training with National Sports Associations (NSA) are eligible for CCA points.
- Transfer of CCA is subject to approval by HOD/CCA on a case by case basis.
- Students are to attend their CCA activities regularly. Points are awarded for attendance at CCA (attendance rate must be at least 75%). Any absence must be supported by a medical certificate or valid reason. Disciplinary actions may be meted out to students who do not attend CCA without a valid reason.
- Students are to report punctually in proper attire and participate actively in the training/practices/activities.
- Students are awarded points for their CCA involvement at the end of each year of active participation.
- For students with an attendance rate of:
 - o 50% - 74%: CCA points for the year will not be computed.
 - o Less than 50%: All points accumulated up to and including that year will be annulled.
- CCA points can be converted to a grade which may be used in their application for admission to junior colleges, centralised institutes, polytechnics or ITEs.

CCA Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
CCA Day	Enrichment Activities	CCA Day	Enrichment Activities	CCA Day

CCA Groupings

Physical Sports :	Air Rifle / Shooting, Basketball, Taekwondo
Uniformed Groups :	Girl Guides, NCC (Land), NPCC, Singapore Red Cross Society
Visual And Performing Arts :	Concert Band, Drama (English), Modern Dance, Show Choir
Clubs And Societies :	Media Club, Robotics

CCA GRADING SCHEME

A HOLISTIC EDUCATION FOR SECONDARY SCHOOL STUDENTS - LEAPS 2.0 (2014 ONWARDS)

A holistic education provides students with a broad and deep foundation for lifelong learning. This includes learning not just in the academic areas. Equally important is the development of values and life skills in each child. This will equip the child to handle the challenges in life later on. A holistic education also supports students to discover their strengths, interests and talents. Students tend to flourish in areas they are interested in. Thus, as far as possible, we should allow them to pursue their areas of interest. Schools offer a range of co-curricular programmes to help students achieve a holistic education. Community service is also invaluable in helping students develop qualities such as care, concern and respect for others in society.

LEAPS 2.0

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

LEAPS 2.0 DOMAINS

Participation

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

Service

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

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

Leadership

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

CCA GRADING SCHEME

Achievement

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

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

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 bonus point(s) which can be used for admission to Junior Colleges/ Polytechnics/ Institutes of Education (JC/Poly/ITE).

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

CONDUCT OF PE LESSONS

Students reporting for PE lessons must abide by the following rules:

A Attire, Appearance and Attendance during PE Lessons

1. The school PE attire must be worn when reporting for and participating in PE lessons.
2. Students must report in their PE attire even if they are feeling unwell, unless they have letters from doctors that exempt them from PE lessons (refer to Section C).
3. PE T-shirts must be neatly tucked in during PE lessons.
4. Consequences in the form of warning, physical exercise, detention class and referral to HOD/PE will be served to students who are repeatedly absent or miss PE lessons for different reasons, as well as students who repeatedly refuse to wear the school PE attire for PE lessons.

B Standard Procedure for Reporting and Dismissal from PE Lessons

5. On days when there is a PE lesson, students are to change to PE attire before the start of the PE lesson. They have to change back to half school uniform during their recess.

C Exemption from PE Lessons

6. Students with long-term medical condition must produce medical letters from doctors that clearly state the period of exemption from physical activity.
7. Medical certificates must be produced for any exemption from physical activity.
8. Students must inform the PE teacher if they are feeling unwell on days when they have PE lessons.
9. When students do not have medical certificates but report that they are feeling unwell, the PE teacher will make an assessment to exempt the students. If their conditions permit, these students may be assigned light workouts or act as observers and facilitators for class activities.
10. Students with asthmatic condition are encouraged to participate in all physical activities. They must carry with them an inhaler prescribed by the doctor at all times.

CONDUCT OF PE LESSONS

D Injury during PE Lessons

11. All injuries sustained must be reported to the PE teacher immediately.
12. Minor and non-life-threatening injuries will be referred to the School General Office and handled by an office staff and/or trained first-aider who will provide on-the-spot basic first-aid care.
13. Where the injury is minor or non-threatening, parents will be informed via telephone on the same day. Parents will be advised to take their children home where necessary, and information on care of injury will be provided.
14. In cases of serious injury, the Operations Manager or HOD/PE will determine the need to activate an ambulance after consulting the Principal.
15. The standard school procedure for reporting of serious injury will be adhered to:
 - Inform key personnel, i.e. Principal, Vice Principal, HOD/PE,
 - Inform Form Teacher and parents/guardian,
 - Submit written report using the Incident Report Form to the Principal on the same day.

E Safekeeping of Belongings during PE Lessons

16. Students are responsible for handing over their personal items of value to the PE teacher at the start of a PE lesson. The PE teacher will assign a place for safekeeping of the items.
17. Therefore, students are strongly advised not to bring expensive and valuable items to school, especially on days when they have PE lessons.

SCHOOL TERMS AND HOLIDAYS FOR 2024

School Terms

Semester 1	
Term 1	Tuesday 2 January to Friday 8 March
Term 2	Monday 18 March to Friday 24 May
Semester 2	
Term 3	Monday 24 June to Friday 30 August
Term 4	Monday 9 September to Friday 15 November

* *The last day of the final school term for schools which will be used as venues for the GCE O-Level written examinations, will be Friday, 25 October 2024.*

School Holidays

The school may utilise part of the holiday periods for various curricular and co-curricular activities.

Public Holidays

Term 1	New Year's Day	Monday 1 January
	Chinese New Year	Saturday 10 February
		Sunday 11 February*
Term 2	Good Friday	Friday 29 March
	Hari Raya Puasa	Wednesday 10 April
	Labour Day	Wednesday 1 May
	Vesak Day	Wednesday 22 May
Term 3	Hari Raya Haji	Monday 17 June
	National Day	Friday 9 August
Term 4	Deepavali	Thursday 31 October
	Christmas Day	Wednesday 25 December
* <i>Mon, 12 Feb will be a public holiday and Tue, 13 Feb will be a school holiday and a designated day off-in-lieu.</i>		

Scheduled School Holidays

Youth Day	Sunday 30 June* (The following Monday 1 July will be a school holiday.)
Teachers' Day	Friday 30 August

HELPLINES

Organisation	Who is it for	Telephone	Time
ComCare Call	For information on which organisation to approach for difficulties	1800-222 0000	24 hrs daily
AIDS Helplines	Public who wish to have information on AIDS/STDs.	1800-252 1324	Mon – Fri 8am - 12pm; 1pm - 7pm Tues, Wed & Thurs 1pm – 5pm
AMP Hotline	Malay / Muslim families in crisis or those who need help.	64163960	Mon - Fri 9am - 5pm
Audible Hearts	Online service for troubled youth who prefer to seek help via email	audiblehearts@gmail.com	
AWWA Centre for Caregivers	For caregivers and caregiving families of the disabled, the elderly and the mentally, chronically and terminally ill	6511 5318	Mon to Fri 9am – 6pm
Care Corner Counselling Centre Hotline	For Mandarin-speaking people who need help	1800-353 5800	Mon - Fri 10am - 10pm
MSF Child Protective Service	For questions regarding Child Abuse and Neglect	1800-777 0000	Mon - Fri 8.30pm – 5.30pm Sat 8.30 - 1pm
Samaritans of Singapore (SOS)	For people in crisis, thinking of suicide or affected by suicide	1800-221 4444	24 hrs daily
Singapore Association for Mental Health (SAMH) Help Line	People who have psychological, psychiatric or social problems & others who need information on services for such person	1800-283 7019	Mon - Fri 9am - 1pm; 2pm - 5pm
SPPA Counselling Centre	To help young people and adults deal with sexuality related problem and concerns	1800-7758582	Mon - Fri 9am - 5pm
Young Women Muslim Association	Phone and face-to-face counselling for girls, single parents and unwed mothers	67455862	Mon - Fri 8am - 5.30pm Sat 8am - 1pm
Teensline	For teens aged 12-20 with problems and need someone to talk to	62214949	Mon - Fri 8am - 5.30pm Sat 8am - 1pm

SCHOOL SONG

Broadrick Secondary School

Score

School song

Telok Kurau Sec Sch students (2010)

Broadrick Sec Sch students (2010)

Miss Feng Yingyi

Mr Eli T.

Alto

As youths with might and cou- rage We will soar with ho- nour and
5 pride No ma- tter what our race or tongue We're rea- dy to serve in stride We'll
10 strive to a- chieve our goals and more With pa- ssion we pre- vail Re -
14 main gra- cious in thought and deed To vic- to- ry we sail U - nite as one Broa-
19 dri - cians! We will aim to do our best Our torch bur- ning bright with the
23 spark we ig- nite For- ging on with our heads held high U - nite as one Broa-
27 dri - cians! We will aim to do our best Our torch bur- ning bright with the
31 spark we ig- nite For- ging on with our heads held high Our
34 torch bur- ning bright with the spark we ig- nite For- ging on with our heads held high!

School Crest



The School Crest reflects the school colours. The cogwheel in the centre symbolises the school's continuous strive for progress and development as it undertakes its mission to educate; the basic aim is represented by the open book. The torch represents our students' commitment to life-long learning. The four rings reflect the multi-racial composition of the school community as it grows, learns and develop together as one united community. The concept of the school as a family is reinforced by the four inter-twinning rings.

School Flag



The school flag comprises two main colours – white and dark blue. The dark blue panels in the background represent our teachers and staff who are always ready to nurture and support our students in their pursuit to achieve academic and non-academic excellence. The white colour in the centre signifies the youth and receptivity of our students. The richness of the colour white points to the numerous possibilities opened to our students as they take their positions as adult citizens and contributing members of the community and beyond.



GratITUDE
Respect
Compassion

Address:

61 Dakota Crescent, Singapore 399935

Tel: 63445025 Fax: 64471427

Website: www.broadricksec.moe.edu.sg

Email: broadrick_ss@moe.edu.sg