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</table>
DISCIPLINE PHILOSOPHY

EVERY TANGLINIAN CAN BE A RESPONSIBLE DECISION MAKER

The school believes that to be a successful Tanglinian, a student must be disciplined. A disciplined student is one who is able to make responsible decisions. The school believes that every Tanglinian can be empowered to make responsible decisions. This would result in Tanglinians exhibiting exemplary conduct and strong school values.

DISCIPLINE APPROACH

The school believes in providing a quality school experience to our students. The mission of the Discipline Committee is to empower all teachers to develop each student into a self-disciplined individual through responsible decision-making. The school uses the 3Ps approach to develop our students to be responsible decision makers.

3Ps Approach:

- **Proactive Actions:**
  - The teacher proactively looks out for the needs of the students.
  - The teacher takes ownership in disciplining the students, with the aim of creating a conducive learning environment for teaching and learning.

- **Pastoral Care:**
  - The teacher looks into the social-emotional needs of the student.
  - The teacher seeks to understand the background of the student to establish the cause of the student’s misbehaviour.
  - The teacher and the student co-create solutions to address the discipline problem.

- **Parental Involvement:**
  - The teacher works closely with parents/guardians to achieve self-discipline in their child/ward.
  - The teacher works with parents/guardians to correct the child/ward’s misbehaviour.

The school’s Rules and Regulations can be found in the Student Handbook.
Standard Operating Procedures

Flag-Raising Ceremony (FRC)

- Punctuality for FRC is important as it shows respect to the school, students and teaching staff.
- All students are expected to bring along their Student Handbook and a book/reading material to read.
- Attendance will be taken by the Form Teachers.
- All students are expected to pay full attention to all announcements, award/prize presentations and talks given by the Principal and/or school personnel.
- After FRC, students are to proceed to their respective classrooms in a quiet and orderly manner.

Student Movement

- All students must display the Student Movement Pass (SMP) clearly when they are outside the classroom.
- The SMP must be returned to the subject teacher when the student returns to the classroom.
- During the changeover of lessons, all students are to stay in their classroom to wait for the arrival of the next teacher. The Class Chairperson will ensure the discipline of the class.
- The Class Chairperson will send a subject representative to inform the General Office if the next teacher does not arrive within 10 minutes after the bell has rung.

Leaving School Early

- Students are not allowed to leave the school early, except for the following reasons:
  - feeling ill or unwell
  - sustained an injury
  - displaying symptoms of a contagious disease, for example HFMD, Chicken Pox, sore eyes, head lice or have Acute Respiratory Infection (ARI) symptoms
  - emergencies at home or requested by parents (case-by-case basis).

- If any student needs to leave the school early, he/she will have to report to the General Office to seek permission. After permission has been given, the school will then inform his/her parent/guardian about the matter.
- Any student who is ill or has sustained any injury will not be allowed to go home on his/her own. He/she must be picked up by a parent/guardian.
- A letter (with documentary proof) must be submitted at least 3 days in advance to the Form Teacher to facilitate any early dismissal from school. The acceptance of the letter (without documentary proof) as a valid excuse for absence is on a case-by-case basis.
- Parent(s)/Guardian(s) who arrive at school with the intention to take their child/ward home earlier than the dismissal time are to proceed to the General Office for assistance. For the safety of the student, parent(s)/guardian(s) are to
complete the ‘Permission to Leave School Premise Early’ form before taking their child/ward home.

Leaving for Overseas Holidays during Curriculum Time

- Parents/Guardians are strongly discouraged from bringing their children overseas during term time as such trips can be disruptive to the child’s learning.
- Parents/Guardians who need to take their child/ward for overseas trips must write to the school at least one week in advance, and make an appointment to meet the School Leaders regarding the matter.
- The attendance of the student will be marked as ‘Absent without Valid Reason’.

Precautions for Preventing the Spread of Contagious Diseases

- Parents/Guardians should keep their child/ward at home if he/she is suffering from a contagious disease such as sore eyes, HFMD, head lice, Chicken Pox or have ARI symptoms.
- Parents/Guardians should bring their child/ward to see a doctor and keep the school updated on his/her condition and the number of days he/she is excused from school. The student has to be certified fit to return to school by the doctor before he/she returns to school.
# SCHOOL HOURS (SECONDARY ONE)*

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Flag Raising Ceremony</td>
<td>Morning Reading Programme / Morning Chat</td>
<td>7.30am – 8:00am</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Curriculum Time</strong> 8:00am – 10:00am</td>
<td><strong>Curriculum Time</strong> 8:00am – 10:00am</td>
<td><strong>Curriculum Time</strong> 8:00am – 10:00am</td>
<td><strong>Curriculum Time</strong> 8:00am – 9:00am</td>
</tr>
<tr>
<td></td>
<td>Recess 10:00am – 10:30am</td>
<td>Recess 10:00am – 10:30am</td>
<td>Recess 10:00am – 10:30am</td>
<td><strong>Curriculum Time</strong> 9:30am – 10:30am</td>
</tr>
<tr>
<td></td>
<td><strong>Curriculum Time</strong> 10:30am – 2:30pm</td>
<td><strong>Curriculum Time</strong> 10:30am – 2:30pm</td>
<td><strong>Curriculum Time</strong> 10:30am – 2:30pm</td>
<td><strong>CCA</strong> 10:30am – 12:30pm</td>
</tr>
</tbody>
</table>

* The school hours are tentative and subject to change. Even week timetable for Friday will follow normal curriculum.
SCHOOL UNIFORM

School Appearance and Attire

Hair of all students must be neat and tidy. No dyed hair is allowed.

**Boys**
- Gentle slopes on the sides and back.
- No overlap is allowed.
- Fringe must not cover the eyebrows.

**Girls**
- Hair longer than shoulder length must be tied up.
- Fringe must not cover the eyes.
- Skirt must not be shorter than one inch above the knees.

All students must wear completely black shoes with white socks.

White socks must be visible.

* The school uniform must not be modified.
CURRICULUM INFORMATION

1 Subjects Offered at Lower Secondary

Sec 1 Normal (Technical) Course

<table>
<thead>
<tr>
<th>Graded</th>
<th>Non-graded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English Language</td>
<td>1. Applied Learning Programme: Tanglin PLUS – Perspectives and Literacies to Understand Society</td>
</tr>
<tr>
<td>2. Basic Mother Tongue Language</td>
<td>2. Character &amp; Citizenship Education (CCE)</td>
</tr>
<tr>
<td>4. Science</td>
<td>4. iCAN@TSS¹</td>
</tr>
<tr>
<td>5. Computer Applications</td>
<td>5. Physical Education</td>
</tr>
<tr>
<td>6. Design &amp; Technology</td>
<td></td>
</tr>
<tr>
<td>7. Food and Consumer Education (FCE)</td>
<td></td>
</tr>
<tr>
<td>8. Art</td>
<td></td>
</tr>
<tr>
<td>9. Music</td>
<td></td>
</tr>
<tr>
<td>10. Social Studies</td>
<td></td>
</tr>
</tbody>
</table>

¹ iCAN@TSS is an experiential-based programme designed to equip our students with values, life-skills and social-emotional competencies which are mapped across 4 years.
II Modular System

To facilitate a smooth transition to Secondary school life, the school has reduced the number of subjects that Lower Secondary students need to take by adopting the modular system for two coursework subjects – Design and Technology (D&T) and Food and Consumer Education (FCE). With the modular system, the total number of subjects can be reduced because D&T is offered only in Semester 1 while FCE is offered only in Semester 2.

Subjects offered in modular system:

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and Technology</td>
<td></td>
<td>Food and Consumer Education (FCE)</td>
</tr>
</tbody>
</table>

III Academic Support Programme (ASP)

The Academic Support Programme (ASP) is a school-based afternoon programme that provides targeted help to selected students in English Language (EL), Mathematics, Science and Mother Tongue Languages. ASP begins in Term 1 Week 3 and occurs on Tuesday and Thursday afternoons. Each session is conducted with a small class size of between 10 to 15 students, and spans between 45 to 60 minutes per subject.

In Secondary One, ASP focuses on helping selected students acquire the necessary skills to manage the demands of specific subjects at Secondary level. The details of the English Language, Mathematics and Mother Tongue Languages ASP sessions are as follows:

**English Language**: The EL Bridging Programme aims to strengthen students’ communication skills in the English Language through a focus on reading and writing. Students will learn how to generate ideas for their writing based on what they read and produce well-constructed sentences and paragraphs to convey meaning.

**Mathematics**: The Maths Bridging Programme is conducted in Semester One to help selected students bridge their learning gaps between Secondary and Primary Mathematics. Students’ numeracy skills will be strengthened so that they become competent in the learning of Secondary One topics. The topics covered in the Bridging Programme are whole numbers, fractions, decimals, percentage, ratio, speed, area and algebra.

**Mother Tongue Languages**: The MTL Bridging Programme is a 10-session programme to help students develop their comprehension and communication skills in Mother Tongue Language. Students will learn how to use the dictionary effectively.
## ACADEMIC PROGRAMME (SECONDARY ONE)

<table>
<thead>
<tr>
<th>Department</th>
<th>Subjects Offering</th>
<th>Other Programmes</th>
</tr>
</thead>
</table>
| English            | English Language, English Literature | • Print-Screen-Stage Programme (Sec 1)  
• Morning Reading Programme  
• Simply Speaking Programme  
• Tanglin Development Programmes:  
  - Tanglin Orators  
  - Tanglin Writers |
| Mathematics        | Mathematics                        | • Sec 1 Math Bridging Programme  
• Mathematics Projects for Sec 1 - 3  
• ICAS Math  
• Participation in Singapore Secondary Mathematics Competitions for Normal stream students  
• Math Activity Day for Sec 1 students  
• Talent Development Programme *  
  • Training Programme & participation in Singapore Math Olympiad  
  • Participation in Singapore and Asian Schools Math Olympiad (*selected students) |
| Science            | General Science                    | • Selected partners of science programmes and activities such as STAR Lecture |
| Mother Tongue      | Chinese Language, Malay Language, Tamil Language, Higher Chinese Language (*subject to MOE eligibility criteria) | • MTL Newspaper Reading Programme  
• MTL Cultural Camp for Sec 1  
• MTL Fortnight (Learning Journeys, Language related workshops, talks, competitions and cultural performances)  
• Conversational Chinese and Malay Programme  
• Sec 1 MTL Bridging Programme  
• Chinese Performance Exposure Scheme  
• MTL iTrail |
| Humanities         | Geography, History, Social Studies (NT) | • Applied Learning Programme (ALP) (*please refer to separate write-up titled ‘Applied Learning Programme’ for more information)  
• Geographical Investigation (GI)  
• Historical Investigation (HI)  
• Social Studies ALP activity for Normal (Technical) students |
<table>
<thead>
<tr>
<th>Craft &amp; Technology Subjects</th>
<th>Design and Technology</th>
<th>Food and Consumer Education</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>· ICT-infused Learning Experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Joy of Food Programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Ceramics program with LJ to Dragon Kiln</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· In-school subject competitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Competitions by polytechnics / partner agencies (for selected students)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Physical, Health and Fitness Education</th>
<th>Outdoor Education</th>
<th>Games Skills and Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>· Annual Track and Field Championship</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Sports Education Programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Road Run</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Inter-House Games</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROMOTION CRITERIA  
(Based on MOE Guidelines)

<table>
<thead>
<tr>
<th>Sec 1 Express</th>
<th>Pass in EL and a pass in overall percentage of all subjects combined</th>
<th>Promote to Sec 2 Exp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass in EL but fail in the average for all subjects OR Pass in the average for all subjects but fail in EL</td>
<td>Transfer to Sec 2 N(A)</td>
</tr>
<tr>
<td>Sec 1 Normal(A)</td>
<td>Minimum of 70% in the overall percentage of all subjects combined and deemed able to cope with Express course</td>
<td>Transfer to Sec 2 Exp</td>
</tr>
<tr>
<td></td>
<td>Grade 5 or better in EL and 2 other subjects OR Grade 5 or better in 4 subjects</td>
<td>Promote to Sec 2 N(A)</td>
</tr>
<tr>
<td></td>
<td>Has not met minimum attainment level and below maximum age</td>
<td>Retain in Sec 1 N(A)</td>
</tr>
<tr>
<td>Sec 1 Normal(T)</td>
<td>Minimum of 70% in the overall percentage of all subjects combined and deemed able to cope with Normal(A) course</td>
<td>Transfer to Sec 2 N(A)</td>
</tr>
<tr>
<td></td>
<td>Grade D or better in 2 subjects, one of which should be EL or Maths</td>
<td>Promote to Sec 2 N(T)</td>
</tr>
<tr>
<td></td>
<td>Has not met minimum attainment level and below maximum age</td>
<td>Retain in Sec 1 N(T)</td>
</tr>
</tbody>
</table>
APPLIED LEARNING PROGRAMME: Tanglin PLUS

I Introduction

The purpose of ALP is to provide students with opportunities to broaden and deepen their knowledge and skills from selected academic subjects, and to apply them in real-world situations so that learning becomes more relevant and exciting.

II Overview of Tanglin PLUS

Tanglin PLUS is an acronym for Tanglin Secondary School’s unique ALP. ‘PLUS’ stands for Perspectives and Literacies to Understand Society.

a. Programme Aims

Tanglin PLUS aims to provide a variety of opportunities for all students:

● to acquire a broad knowledge base and skills to investigate societal issues,
● to be equipped with effective communication and critical thinking skills,
● to develop as innovative and civic-minded individuals.

b. Programme Structure

Secondary One students will undergo a year-long study of different Humanities subjects based on the requirements of the national curriculum. These include workshops and field trips on selected afternoons. The table below provides a summary:

<table>
<thead>
<tr>
<th>Learning Experiences within each module</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Topical lessons provide students with disciplinary knowledge from the Humanities subjects, and a range of skills (such as information literacy, writing, speaking and presentation) to answer the inquiry focus around which the unit is designed.</td>
</tr>
<tr>
<td>(ii) Field-based learning journey enable students to experience/appreciate the real-world connection with the Humanities subjects. There are possibilities to also integrate their learning from other subjects such as Science.</td>
</tr>
<tr>
<td>(iii) Workshop(s) may be held to introduce students to new ideas and interesting skills, which are presented by an expert.</td>
</tr>
<tr>
<td>(iv) Performance Tasks: a series of incremental assignments (which are both individual and group-based) in which students demonstrate their understanding of the inquiry focus using different presentation formats.</td>
</tr>
</tbody>
</table>
Through the students’ secondary school years, they can expect to go through the ALP anchored on the following subjects/focus.

<table>
<thead>
<tr>
<th>Level</th>
<th>Express &amp; Normal (Academic)</th>
<th>Normal (Technical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary 1</td>
<td>Geography and History</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Secondary 2</td>
<td>Geography and History</td>
<td></td>
</tr>
<tr>
<td>Secondary 3*</td>
<td>Social Studies &amp; Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies &amp; History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies &amp; History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principles of Accounts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*dependent on subject combination</td>
<td></td>
</tr>
<tr>
<td>Secondary 4/5</td>
<td>Career guidance and post-secondary options related to the Humanities subjects.</td>
<td></td>
</tr>
</tbody>
</table>
Learning for Life Programme (LLP)

Introduction

The purpose of LLP is to provide students with real-life experiential learning to develop their character and values, cultivate positive attitudes, self-expression and strengthen their people skills.

Overview of TSS Arts Programme

TSS Arts Programme is a three-tier programme that introduces to students the three domains of arts education: Music, Visual Art and Dance. Students will develop sensitivity and appreciation of the arts, sharpen their skills through multiple opportunities for artistic expression, and provide service by actively contributing to the community.

The programme aims to equip the students to be individuals who

- are able to appreciate the arts and communicate their interpretation of it,
- are able to express themselves in at least one of the art forms, and
- have stronger motivation and purpose to acquire arts knowledge and skills to contribute to society.

The key modules for the students in this programme are:

(a) Dance
(b) Guitar
(c) Pop Vocal
(d) Visual Art

In Tier 1, students enjoy broad-based exposure to various musical, dance and visual art forms.

In Tier 2, students exercise choice on which talent development electives to take, to deepen their skills and interest in an art form.

After the first two Tiers, selected talented students enter the interest driven Tier 2+ to broaden their horizon in their chosen art genre. For example, students who are talented in dance can continue to deepen their skills through a Dance Education twinning project with NAFA or LASALLE where they are taught by diploma students and thereafter put up a public performance at their theatre.
Integrated Curriculum for Aspiring Normal Stream Students at Tanglin Secondary School (iCAN@TSS)

Academic Excellence and Character Development are two of the school’s strategic thrusts in providing a holistic education for our students. In TSS, we have designed a four-year iCAN@TSS programme to develop life skills, values and social-emotional competencies in our Normal Stream students.

Targeted Normal stream students go through different level themes through the four-year iCAN@TSS programme. The life skills acquired and opportunities for showcase also enhance the self-esteem of the students and enable them to become confident individuals. TSS teachers work closely with specialised external vendors to co-create learning experiences that cater to our students’ profiles and needs, so as to achieve the desired outcomes. The costing and programme outline will be shared with our students and parents at a later date.
Tanglin Secondary School adopts a whole-school approach in its Character and Citizenship Education. The explicit teaching of CCE is done through the Formal Curriculum (BASIC lessons) as well as other platforms as reflected in the enactment of CCE frame.

**BASIC Programme**

The BASIC programme, as reflected in the curriculum content, which stands for **B**elief, **A**ffective values, **S**ocial skills, **I**magination, and **C**ompetencies, is a customised formal instructional curriculum of the school’s Character and Citizenship Education programme. Reflected in the curriculum content, it covers content areas like Education and Career Guidance, Cyber wellness, National Education, Mental health, Family education and Sexuality education. It is also an explicit teaching of the school values and social emotional learning (SEL). The BASIC programme focuses on the Three Big Ideas: Identity, Relationships and Choices. Values education is also infused in the various subjects to reflect the teaching of school values and SEL.

**Citizenship**

Students are provided with opportunities to contribute to the well-being of the community and nation through the school’s Values in Action programme. Focusing on service-learning, students plan and execute projects based on the IPARD/C process: investigate community needs, and use their strengths and talents to meet these needs.

The 4 National Education (NE) events are platforms that allow students to practise active and concerned citizenship.
Gratitude Practices

As part of the school’s efforts in developing a positive school culture and well-being, TSS has embarked on Gratitude Practices to imbue positive emotions in its students. Every last Friday of the month is Gratitude Friday and time is allocated during the Morning Programme to allow staff and students to share their gratitude stories with the school population. As a school, students also spend some time to reflect and pen down three things or people they are grateful for during the month.

STUDENT WELL-BEING

The school promotes strong teacher-student relationship to meet the social-emotional needs of the students.

Teacher-Pupil Interaction (TPI)

The Form Teachers do their best to know the students personally in order for the latter to approach them with confidence for advice and assistance in academic and personal problems. The TPI sessions are scheduled regularly so that the Form Teachers may establish a nurturing relationship with the students.

Counselling

The school provides a counselling referral system that supports student learning and experience in the school. The referral system identifies needy students who require counselling services in the social and emotional aspects. The form and subject teachers would identify and counsel students who have behavioural and/or emotional problems. Students can also approach the trained teacher-counsellors for professional advice. The school engages the expertise of School Counsellors and external agencies for professional counselling when necessary.

Care for Students with Special Needs

The school supports student learning and experience for students with special needs. A committee is set up to identify and monitor the progress of these students. The committee is headed by the AED (LBS) and members include teachers trained in special needs.

Care for International Students and Permanent Residents (ISPRs)

The school supports and integrates international students and Permanent Residents into the school community through the ISPR Committee. Induction and Integration programmes are organised by the committee to help ISPRs enjoy a smooth transition and integration into the country/school culture, and at the same time; allow them to form genuine and long-lasting friendships with local students.
<table>
<thead>
<tr>
<th>Department</th>
<th>Programme</th>
</tr>
</thead>
</table>
| **Character & Citizenship Education & Pupil Well-being** | **School-Wide Programmes**  
  - Character & Citizenship Education (CCE) Programme  
    - In-house customised CCE (BASIC) programme (including Education and Career Guidance, Sexuality Education, National Education, Mental Health, Cyber wellness and Family Education)  
  - Social Skills Lessons  
  - CCE Experiences: Values in Action through IPARD/C Service-Learning Model, ECG programmes, NE Days, etc. |
|                                   | **Target-based Programmes**  
  - Counselling  
  - Intervention Programmes (Time-Out Programme)  
  - Care for students with special needs  
  - Financial Assistance Scheme  
  - International Students Permanent Residents (ISPR) Integration Programme |
|                                   | **School-based Programmes**  
  - School-based Cohort Camps (Sec 3 – MOE OBS Challenge Programme)  
  - Integrated Curriculum for Aspiring Normal Stream Students@TSS (iCAN@TSS) |
AESTHETICS PROGRAMME (LOWER SECONDARY)

Introduction

The Aesthetics Programme aims to promote values-based holistic education and sound character development through the pursuit of excellence through the performing arts and visual arts.

Framework

Lower Secondary and selected Secondary Three students will undergo a 3-Tier developmental programme in four art forms, Visual Art, Dance, Guitar and Pop Vocal Modules.

<table>
<thead>
<tr>
<th>Development Plan</th>
<th>Module</th>
<th>Per Module</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier One</td>
<td>Sec 1 AP Taster Module</td>
<td>2 Taster weeks (per module)</td>
<td>8 hours</td>
</tr>
<tr>
<td>Broad-based Exposure</td>
<td></td>
<td>4 art forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sec 1 AP Elective Module</td>
<td>8 Training Weeks + 2 Talent Show hours</td>
<td>10 hours</td>
</tr>
<tr>
<td>Tier Two</td>
<td>Sec 2 AP Module</td>
<td>18 Training Weeks + 2 Talent Show hours</td>
<td>20 hours</td>
</tr>
<tr>
<td>Deepening of Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Tier Two+
Partnering with Professionals and engaging in student-initiated arts projects for a selected group of students.

Through the introductory modules in in Secondary One, each student will identify and continue to study an art form that is representative of his or her own passion, drive and commitment in the programme in Secondary Two.

*The students can continue to Tier Two Plus if they have the interest and passion to pursue their chosen art form further.

Course Fees

The course fees for the Aesthetics Programme is fully paid by the school.

Dance Attire

PE attire (school t-shirt and preferably stretchable long track pants for the ease of movement).
The school believes that **every student can be developed as a caring leader of the community with a passion for lifelong learning**. The Student Leadership Development Committee nurtures our students’ leadership attributes and competencies from Secondary One, starting from Self Leadership and Team Leadership. We aim to equip and empower students to be able to lead and make a positive difference in his/her own right within his/her sphere of influence by harnessing their unique strengths and potential. Students’ self-leadership attributes and competencies are developed and assessed in two main areas: personal qualities and social-emotional competencies.

### Self-Leadership

<table>
<thead>
<tr>
<th>Level</th>
<th>Focus/Objective</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec One</td>
<td>Discovering Self, Understanding Others:</td>
<td>● Transition to Secondary School Life workshop</td>
</tr>
<tr>
<td></td>
<td>● Self-awareness</td>
<td>● Orientation and Cohort Camp</td>
</tr>
<tr>
<td></td>
<td>● Self-management</td>
<td>● Self-Leadership Workshop</td>
</tr>
<tr>
<td></td>
<td>● Responsible decision making</td>
<td>● National Youth Achievement Award (NYAA) Programme</td>
</tr>
</tbody>
</table>

### NYAA Programme

The NYAA Programme aims to develop youths (13 years and above) in personal qualities of self-reliance, perseverance and a sense of responsibility to themselves, society and to the nation.

All Secondary One students will be registered for the NYAA Bronze Award, after which they will be given the choice to participate in the Silver Award upon attainment of NYAA Bronze. Within each level, students are required to complete the requirements in the 3 different sections of the programme: Service Learning, Outdoor Appreciation and Healthy Living (Physical & Mental Wellness).
<table>
<thead>
<tr>
<th>Requirement</th>
<th>NYAA Bronze</th>
<th>School activities contributing to NYAA requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Students</td>
<td>All Sec 1 students</td>
<td></td>
</tr>
<tr>
<td>Service Learning</td>
<td>At least 20 hours of VIA</td>
<td>CCA VIA, School VIA, Community VIA</td>
</tr>
<tr>
<td>Outdoor Appreciation</td>
<td>15 hours of outdoor activities with a specific learning goal</td>
<td>Camps with outdoor programmes, Ubin Hike, MTL I trail @ Singapore Botanic Gardens</td>
</tr>
<tr>
<td>Healthy Living (Physical &amp; Mental Wellness)</td>
<td>24 hours over 6 months</td>
<td>Tier 1 Aesthetics Programme, Conversational Chinese and Malay Programme, Sports Education Programme</td>
</tr>
</tbody>
</table>

**Team Leadership**

**Class Committee**

Every student will be given a role to serve in the class committee. These roles include Class Chairperson and Vice-Chairperson, Secretary/Treasurer, Well-Being Ambassador, Environment Ambassador, House Leaders, ICT Ambassador, Citizen & Character Education Ambassador and Subject Representatives.

Students work together to build a positive classroom environment by fostering class responsibility and bonding through class projects. Their roles also include assisting their Form Teacher and subject teachers in maintaining orderliness and discipline of the class.
Prefectorial Board

The Prefects assist the Discipline Committee in the management of school discipline and also serve in major school events such as Achievers' Day. They support the Student Council in school projects like the Teachers’ Day Celebrations and in the mentoring of primary school prefects.

House Leaders

House Leaders are nominated by the House Masters and Mistresses. They lead their house in songs and cheers and in the process build house and school spirit.

Potential Secondary One student leaders who meet the criteria of academic results, conduct grade and CCA requirements at the end of year, are nominated by Form Teachers, Subject and CCA Teachers as well as House Masters or Mistresses.

They will go through a selection process and attend the annual Student Leadership Training Camp before they are officially appointed to be a student leader.
Co-Curricular Activities (CCA)

The CCA Programme provides students with a platform to discover their interests and talents. Well-organised and implemented, they can fuel in the individual a life-long love for a particular activity, be it a sport, a uniformed group or a musical pursuit. This helps the individual to lead a balanced life in adulthood. In TSS, we offer a range of CCAs to provide students with these opportunities.

<table>
<thead>
<tr>
<th>Sports</th>
<th>Uniformed Groups</th>
<th>Visual Performing Arts</th>
<th>Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton (Girls)</td>
<td>Boys' Brigade</td>
<td>Concert Band</td>
<td>Infocomm Club</td>
</tr>
<tr>
<td>Basketball</td>
<td>National Cadet Corps (Land)</td>
<td>Contemporary Dance</td>
<td></td>
</tr>
<tr>
<td>Fencing</td>
<td>National Police Cadet Corps</td>
<td>Chinese Dance Ensemble</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>Scouts</td>
<td>Guzheng</td>
<td></td>
</tr>
<tr>
<td>Netball</td>
<td>St John Brigade</td>
<td>Percussion Ensemble</td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TSS CCA Policy**

a. It is compulsory for every student to participate in one CCA.

b. Students who wish to participate in a second CCA will have to seek prior approval from the HOD / PE & CCA.

c. Every student must

i. attend CCA regularly and be fully participative throughout the CCA trainings as CCA attendance and participation forms part of the students’ conduct grading and

ii. inform the teacher-in-charge if they need to be excused from a CCA training due to medical or other valid reasons.
FAQs for Secondary One students

Registration Matters

1. Where can I buy the school uniform and PE attire?

In view of the COVID-19 situation, purchase of school uniform and PE attire is online at

Link: [https://actlink.com.sg/shop/] (PE attire)
Link: [https://gimkeong.com] (uniform)

Parents may opt for:
- Self-collection at the school’s Bookstore
- Home-delivery Service (fee applicable) (Delivery from 4 Jan 2021)

The supplier will get in touch with you to confirm the delivery date or self-collection date.

Note for Self-collection
As part of safe management measures,
1. Only 1 parent/guardian is allowed to accompany student at the School’s bookstore.
2. Self-collection to be done on the following timeslots only:
   a. 28th Dec
      • 9 am – 11 am: Sec 1-4
      • 11am – 1 pm: Sec 1-5
   b. 29th Dec
      • 9 am – 11 am: Sec 1-3
      • 11 am – 1 pm: Sec 1-2
      • 1 pm – 3 pm: Sec 1-1
   c. 30th Dec
      • For parents who are unable to do self-collection on the above date and time.

If you require further assistance, please contact the General Office at 64248200.

2. Where can I purchase books and stationery?

Purchase of books and stationery is online at
Link: [https://actlink.com.sg/shop/]
Parents may opt for:
- Self-collection at the School’s Bookstore
- Home-delivery Service (fee applicable) (Delivery from 4 Jan 2021)

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If you require further assistance, please contact the General Office at 64248200.

Otherwise, you may also purchase the books and stationery during normal school days in 2021, from 9 am to 3 pm.

**3. When can I collect the books and uniform for FAS students?**

The school will contact you regarding the collection of books and uniform starting 22nd Dec 2020.
1st Day of School

1. How do I get to school?
   Closest MRT station: Clementi
   Buses: 285, 78 (from Clementi Bus Interchange), 143, 30, 51
   Cars: Drop-off point is at the school foyer (please do not alight by the roadside as it may cause traffic congestion and accident)

![Map of Tanglin Secondary School area](image)

2. What do I wear to school on the first day?
   The Tanglin Secondary School Polo Tee with shorts/skirt. You may wear your primary school uniform for one week only if you have not been able to purchase the Tanglin uniform before school opens.

3. What time do I have to be in school?
   Report to school by **7.25 am** on **Monday, 4th Jan 2021**.

4. What do I bring for the first week of school?
   The first week will be orientation week and you do not have to bring your textbooks. You are advised to carry a small backpack with a water bottle, small amount of cash, writing materials including colour pencil, story books, personal medication including an extra mask in a ziplock bag (if required) and snacks (optional). You will only need your textbooks from **11th January**.
School Matters

1. What are the academic opportunities for my child/ward?

It is likely that your child/ward would be offered choice subjects in Secondary 3 such as Additional Mathematics and Pure Sciences (Physics, Chemistry and Biology) if he/she maintains good academic results.

There will be many opportunities to stretch your child/ward, such as being selected for competitions to represent the school, being appointed as student leader and being offered special curriculum subjects such as Applied Subjects in Fundamentals of Electronics (in collaboration with Ngee Ann Polytechnic) in Design & Technology (D&T) or Nutrition and Food Science (NFS). There are also enrichment modules such as AEMs (Advanced Elective Modules) with the various polytechnics in engineering, fine arts and sports and mass communications.

The school also offers Tanglin P.L.U.S. (Perspectives and Literacies to Understand Society) - Tanglin Secondary School’s unique Applied Learning Programme. In this programme, students will acquire deeper and broader knowledge and skills in the Humanities and English Language, beyond the national curriculum.

2. What MTL subjects does the school offer?

We offer Higher Chinese (subject to MOE eligibility criteria), Chinese Language, Malay Language and Tamil Language. Students who wish to find out more information on taking HMTL or exemption from Mother Tongue may contact the HOD/MTL at sim_ik_fong@schools.gov.sg

3. How is the level of discipline in the school?

Good. Besides action consequence, the discipline approach includes helping students to understand different perspectives. This will help student be more aware and learn to make responsible decisions.

4. Can the School Smart Card still be used in 2021?

Students can still use the Primary level School Smart Card (SSC) for concessionary travel till end April 2021.

While waiting for their Secondary level SSCs to be ready, the students can still purchase the Bus Concession Pass (BCP) using their Primary level SSCs to enjoy the concessionary travel. However, they would need to purchase the BCP for Secondary School students.

They will be issued with a new Secondary level SSC next year. The schools will inform you of the delivery dates in due course.

5. If my child/ward has lost his EZ Link card, where can he get a replacement?

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Your child/ward can get a replacement at any TransitLink office. The nearest office is at Jurong East Interchange.

6. Will the primary school report book be collected?
The school will not be collecting the primary school report book.

7. What is the attire on PE days?
Students will need to be in PE Attire i.e. the House t-shirt with Tanglin PE Shorts.

8. Does the school have after school care?
Our school does not provide after school care. However, the school has several after-school activities to engage the students. This includes academic bridging and remediation programmes, as well as co-curricular activities (which is compulsory in Secondary School). We also have engagement activities like Makerspace as well as a School Club House.

9. Are students expected to take more than one CCA?
They are encouraged to focus on one CCA so as to have a more enriching experience.

10. When will the Parents’ Engagement Session be?
Due to COVID-19 situation, the Parents’ Engagement Session will be carried out through Zoom on Friday, 8 Jan 2021, 6 to 8 pm.

11. What is so good about the school?
We are an innovative school with an engaging student centric curriculum.

12. How can I apply for Giro and Edusave application?
You may complete and submit the GIRO and Edusave Standing order to the School General Office. The form is available at the General Office.

School Contact Information
School Address : 301, West Coast Road, Singapore 127391
Tel : 64248200
Fax : 67734457
Website : https://www.tanglinsec.moe.edu.sg
Email : tanglin_ss@moe.edu.sg