# FERNVALE GARDENS SCHOOL

# CCA Policy and Guidelines

## Table of Content

1. FGS Guiding Principles
2. CCA Objectives
3. CCA Evaluation Framework
4. Roles and Responsibilities of Stakeholders
5. CCA Timeline & Commencement
6. Safety and Well being
7. Attendance
8. Attire
9. Venue
10. Equipment
11. Transport
12. Administration
13. Lesson Plan
14. CCA process for 11 to 12 years old
15. CCA process for 13 to 18 years old
16. Change of CCA

 18.Probation Period

## FGS Guiding Principles

###

### Vision

School of excellence where every individual matters.

### Mission

To provide a vibrant learning environment that inspires students towards independence and integration into society.

### Values

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

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

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

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

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

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

### Motto

In pursuit of independence

## CCA Objectives

1. CCAs are a key component of students’ holistic education.
2. Through CCAs, students discover their interests and strengths. Students develop their character, social emotional competencies and skills to prepare them for future challenges.
3. CCAs also provide opportunities for students from diverse backgrounds to come together.

## 3. CCA Evaluation Framework

### CCA Evaluation Criteria

The CCA evaluation criteria are developed in alignment with the Special Education Living, Learning, and Working Outcomes. This framework ensures that CCAs are reviewed based on their impact on students' development across various domains.

| **Desired SPED Outcomes** | **CCA Evaluation Criteria** | **CCA Evaluation Criteria Set** |
| --- | --- | --- |
| **Living** | - **Personal Management and Safety**: Manage living needs and ensure well-being. | - Promotes a healthy lifestyle. |
|   | - **Community Engagement**: Access community resources and participate in activities. | - Enables engagement in leisure activities. |
|   | - **Leisure**: Choose and engage in varied leisure activities. | - Encourages self-expression, self-determination, and self-advocacy. |
|   | - **Positive Interactions and Relationships**: Form and maintain positive relationships. |   |
|   | - **Responsible Citizenship**: Take pride in self and national identity. | - Contributes to the community through volunteering. |
| **Learning** | - **Continual Learning**: Seek resources to meet learning needs and goals. | - Encourages lifelong learning. |
| **Working** | - **Productive Contribution**: Engage in productive activities, including employment. | - Facilitates collaboration between CCAs. |

This alignment ensures that CCAs contribute holistically to the development of students in terms of their independence, social relationships, and readiness to integrate into society. The evaluation framework helps monitor and improve the effectiveness of CCAs in achieving these outcomes.

## 4. Roles and Responsibilities of Stakeholders

### CCA HOD

The CCA HOD oversees and manages all aspects of the school’s CCA programmes. Key responsibilities include:

1. Supervising all CCA programmes and refining events, programmes, and processes.
2. Managing the deployment of teachers for CCAs.
3. Overseeing and approving annual work plans and budgets.

### CCA Coordinators

CCA Coordinators assist the HOD in administrative and logistical tasks. Their responsibilities include:

1. Assist the HOD in reviewing CCA work plans and budgets.
2. Assist the HOD in refining and implementing events, programmes and processes.

### CCA Heads and Assistant Heads (CCA Team)

CCA Heads and Assistant Heads play critical roles in nurturing students’ talents and character while ensuring their well-being and safety during CCAs. Responsibilities include:

**Programme Planning**:

1. Plans the overall CCA programme, aligning it with the learning outcomes and the school’s vision and goals.
2. Plans and conducts differentiated activities based on students’ varying skills and readiness.

**Collaboration**:

1. Collaborates with external vendors/instructors to ensure programme delivery aligns with the school’s goals and annual plan.
2. Ensures that contracts with vendors/instructors are renewed yearly, if necessary.
3. Reviews the progress of CCA members with vendors/instructors and suggests changes to training sessions, if necessary.

### CCA Teachers and Teacher Aides (CCA Team)

CCA Teachers are pivotal in ensuring discipline, safety, and holistic student development during CCAs. Their responsibilities include:

**Presence and Oversight**:

1. Be present during all CCA sessions, even when external vendors are conducting activities.
2. Manages discipline and behavior and uses teachable moments to inculcate social-emotional values.
3. Records attendance before the commencement of CCA sessions.
4. Ensures students’ learning through differentiated instructions.

**Vendor Management**:

1. Provides direction to the coach or instructor for programme delivery.
2. Collaborates with external vendors/instructors to maintain professionalism (e.g., punctuality, appropriate language, no physical or verbal abuse).
3. Reviews the progress of CCA members with the vendor/instructor and suggests necessary adjustments for future sessions.

**Contract and Assessment**:

1. Conducts semestral assessments of vendors/instructors based on professionalism, effectiveness, and adherence to school guidelines.

### Vendors

Vendors or instructors play a critical role in delivering CCA programmes and ensuring the well-being, development, and safety of students. Their responsibilities include:

**Professional Conduct**:

1. Conducts themselves in an exemplary manner, serving as a role model of desired behavior at all times. This includes being morally upright and law-abiding.
2. Displays, promotes, and instills respectable and amicable behavior.
3. Displays proper and appropriate behavior as a professional in their field.
4. Is fair to all students at all times.
5. Maintains a professional relationship with students at all times, even when building rapport with them (e.g., must avoid bringing instructor/coach-student relationships to a personal level).
6. Maintains a professional relationship with parents and stakeholders at all times (e.g., must not solicit funds from parents or write to parents to promote any specific cause).
7. Respects confidential information about students, ensuring data collected (e.g., personal particulars) is used only for official purposes and not disclosed in any form or place.
8. Promotes fair and positive interactions, camaraderie amongst students of diverse backgrounds, and esprit-de-corps.
9. Observes a professional dress code and punctuality.

**Student Well-being and Safety**:

1. Takes precautions and measures to ensure that the physical and emotional safety and security of students are not compromised.
2. Adheres to school guidelines and safety standards, as advised by the teacher-in-charge.
3. Ensures proactive safety measures are in place during activities to prevent students from being exposed to potentially dangerous situations, either by neglect or by action.
4. Assists the teacher-in-charge in the conduct of generic safety briefings for students, including safety briefings specific to the CCA/programme they are in charge of.
5. Assists the teacher-in-charge in using the Risk Assessment and Management System (RAMS) to ensure safety measures are in place when organising activities.
6. Advises the school on specific safety measures pertaining to the field of the CCA, over and above the general measures taken by the school.

**Programme Delivery**:

1. Plans a developmental programme in collaboration with the teacher-in-charge, considering learning outcomes, goals, varied student abilities, and readiness.
2. Assists the teacher-in-charge in setting specific targets and the corresponding key performance indicators (KPIs), including frequency and period of review, for the CCA/programme.
3. Delivers activities and training sessions that meet the learning objectives of the CCA/programme.
4. Facilitates reflection and debriefing sessions to connect lessons/activities to the learning outcomes for the CCA/programme.
5. Identifies and capitalises on teachable moments by connecting students’ experiences to values, skills, and competencies learned.
6. Differentiates training programmes to meet the varied needs and abilities of students in the CCA/programme.
7. Monitors students' progress in the CCA/programme and provides advice whenever necessary.

**Restrictions**:

1. Must not collect money from students for any purpose, unless authorised to do so by the school. [**Note**: It is mandatory to keep proper accounts of any such authorised collection.]
2. Must not involve students in activities other than school activities without school approval.
3. Must not speak on behalf of the school.
4. Must not make any commitments for the school on the school’s behalf.
5. Must not use the school’s equipment and facilities for any purpose other than conducting activities for the students.

## 5. CCA Timeline

| **No.** | **Activity** | **Period** | **Action By** |
| --- | --- | --- | --- |
| 1 | Review Work Plan of current year and submit to HOD PE, OE & CCA | T4W9 | CCA Team of current year |
| 2 | Confirmation of CCA deployment for following year | T4W10 | HOD PE, OE & CCA |
| 3 | Inform all staff of deployment for following year | T4W10 | HOD PE, OE & CCA |
| 4 | Meet up to do a draft Work Plan and budget for following year and submit to HOD PE, OE & CCA | T4W10 | CCA Team of following year |
| 5 | Prepare ITQ for vendors/equipment/learning journeys/others if necessary | Nov Holiday Work Week | CCA Team of following year |
| 6 | CCA Orientation Day(Presentation slides for every year)(CCA fair to be held every two years) | T1W3 | CCA Coordinators |
| 7 | Selection/Change of CCA(Enrolment of new members every year)(Students are allowed to change CCA every two years) | T1W3 | CCA Coordinators |
| 8 | Discussion of allocation of CCA members | T1W4 | HOD PE, OE & CCACCA Coordinators and CCA Teams |
| 9 | Confirmation of CCA members | T1W5 | HOD PE, OE & CCA |
| 10 | Post CCA Information letter to parents/caregivers | T1W5 | CCA Coordinators |
| 11 | Individual meetings for all CCAs (Confirmation of Work Plan, Budget) | T1W5 | CCA Teams |
| 12 | Start of CCA sessions (1.5 hr) on Weds (25 sessions; Weds)AM: 10.00 a.m. to 11.30 a.m.PM: 1.00 p.m. to 2.30 p.m. | T1W6(Will start on T1W7 if T1W6 is a holiday) | CCA Teams |

## Safety and Well-Being

1. A safety briefing must be conducted on the first day of the CCA.
2. The overall responsibility for ensuring the safety and well-being of CCA members during sessions lies with the teacher-in-charge.
3. CCA teachers should gather information about any existing medical conditions of their members and maintain a proper record of them.
4. Class teachers must inform the CCA Team if their class student(s) is absent due to:
* Medical leave.
* Any other reasons.
1. Class teachers must also inform the CCA Team if:
* The student(s) are unwell.
* The student(s) have just recovered from an illness.
* The student(s) have recently received a vaccination (e.g., COVID-19 vaccination).
1. For any programmes held within or outside the school premises, the CCA Heads must inform the School Leaders (SLs), HOD PE, CCA & OE, and CCA Coordinators.
2. Physical activities must be introduced at an appropriate and progressive level.
3. A first aid kit must be prepared and brought along for any CCA event held outside the school.
4. For any incident or injury sustained by a CCA member, the following steps must be adhered to:
* Check and ensure the well-being of the affected member.
* Communicate with and update the parent/guardian of the affected member.
* Inform the CCA Coordinator and School Leaders (SLs) on the same day.
* Fill out and submit the Incident Report Form or Injury Report Form by the next day.

## 7. Attendance

Teachers-in-charge are required to record students’ attendance for each session in Sharepoint, under the respective CCA folder.

## 8. Attire

All students, teachers-in-charge, and vendors/instructors must be in appropriate attire and footwear during CCA sessions, excursions and external events.

## 9. Venue

The venue used for any CCA session must be tidied up after the session.

If there are any damages to the equipment or venue before the start of the CCA session, teachers-in-charge must inform the respective owner of the equipment or venue and take responsibility for fixing the damages.

## 10. Equipment

Students must be taught how to use, maintain, and store the equipment properly.

A stock-check of all CCA equipment must be conducted by the last CCA session of the year.

All equipment must be returned to their original locations in good order after each session.

## 11. Trips Outside of School

1. A ratio of 1 teacher to 4 students must be followed. If there are insufficient teachers, CCA Heads should arrange for volunteers.
2. Volunteers must be briefed before the commencement of the trip.
3. Before the day of the trip:
* Consent forms detailing the trip must be distributed to parents/guardians and collected back with their acknowledgment.
* A list of outgoing members’ names, classes, and emergency contact details must be prepared. Copies should be kept in each CCA file and shredded at the end of the year.
1. RAMS must be submitted at least one month before the trip for vetting and emailed to the HOD PE, CCA & OE, with a copy sent to CCA Coordinators and VP1 for approval.
2. Transport bookings must be submitted at least three weeks before the trip.
3. For trips involving overnight stays:
* Female members must be chaperoned by female teachers and assigned separate sleeping quarters from male members/teachers.
1. For trips involving refreshments, the dietary and religious needs of members must be accommodated.
2. Teachers-in-charge must remain contactable via mobile phones during the trip. The name and contact number of the main teacher-in-charge must be provided to the school office.

## 12. Administration

1. Vendors must be sourced at least one term before the commencement of the CCA.
2. CCA Heads/Assistant Heads must submit an AOR for any training materials or programmes to HOD PE, CCA & OE, VP2, and AOM, at least 3 days before the purchase is made. Approval must be obtained before purchases or commencement.
3. If training materials or programmes cost $3000 or more, an ITQ must be submitted at least one term in advance for vetting by HOD PE, CCA & OE and VP1.
4. CCA Heads/Assistant Heads and HOD PE, CCA & OE/CCA Coordinator must meet the vendor before the commencement of the CCA.
5. CCA Heads must ensure the budget is available for trips or purchasing training materials/programmes.
6. CCA Heads and Assistant Heads must update the CCA Budget as required.

##

## 13. Lesson Planning

1. Lesson plans must be uploaded to the respective CCA folder every two weeks on Monday.
2. When planning CCA lessons, incorporate **CCE Values (R3ICH)**.

**Respect**

* Recognizing the intrinsic worth of people and oneself.
* Demonstrating politeness and regard for others in actions and words.

**Responsibility**

* Fulfilling duties to oneself, family, community, and nation with commitment.
* Being accountable for one’s actions and their consequences.

**Resilience**

* Showing courage, emotional strength, and perseverance in overcoming challenges.
* Adapting to changes and difficulties with optimism.

**Integrity**

* Upholding ethical principles and being truthful.
* Having the moral courage to do what is right.

**Care**

* Acting with kindness and compassion.
* Contributing to the well-being of others and the community.

**Harmony**

* Promoting social cohesion and appreciating diversity.
* Building relationships and working collaboratively in a multicultural society.

The **R3ICH** values guide students toward becoming responsible individuals and active citizens. By incorporating these values into lessons and activities, schools aim to develop well-rounded individuals who contribute positively to society.

## 14. CCA Registration Process

| 7 - 12 years old | 13 - 18 years old |
| --- | --- |
| Diamond |
| Ruby |
| Sapphire | Amethyst/ Thrive |

### For Students Aged 7 - 12 years old

1. Diamond Students (7 to 18 years old):
* Attend MCCA (Modular CCA).
1. Ruby and Sapphire Students (7 to 10 years old):
* Participate in the LEP (Learning Enrichment Programme).
1. Ruby Students (11 to 12 years old):
* Attend MCCA as their main CCA programme.
1. Sapphire Students (11 to 12 years old):
* Participate in CCA Exposure Classes to experience up to six different CCAs (excluding MCCA).
* Schedule: The HOD PE, CCA & OE, along with the CCA Coordinators, will create the schedule (to be changed termly) for CCA exposure and share it with class teachers.
* Experience Design: CCA teachers will plan activities for these exposure classes.
1. Ruby and Sapphire Students (11 to 12 years old):
* Under certain circumstances, such as showing readiness and interest, they may join specific CCAs.

### b. For Students aged 13 - 18 years old

1. All Students:
* Attend CCA Orientation Day/CCA fair every 2 years to learn about the CCAs available in school, and they are given the options to change their CCAs.
1. Amethyst Students:
* During CCA Orientation Day, class teachers will show students who do not have CCas, a CCA montage before they select their top 3 choices.
* Some Amethyst students may participate in MCCA sessions alongside their chosen CCAs.
1. Ruby Senior and Diamond Students:
* Most will continue in MCCA, unless class teachers or CCA Heads recommend placement in another CCA.

Criteria for Ruby & Diamond Senior Students to Join Other CCAs:

* Show interest and strength in the CCA.
* Have minimal or no transition issues.
* Are able to follow instructions and work in a group.
* Require minimal support (at least LSN 2).

### c. Note

Available CCAs for Students Aged 13 to 18:

* Sports Club
* Visual Arts
* Performing Arts
* Scouts
* Girl Guides & Brownies
* ICT Club
* MCCA (Modular CCA)

Once students are confirmed in a CCA, a **medical form** must be distributed to parents/guardians.

## 15. Change of CCA

Students are encouraged to remain in their CCAs to ensure continuity and enough time to develop their interests and skills.

If students request a change of CCA, they must stay in their current CCA for at least two years (during the CCA Orientation Day/ CCA fair) before the change can be accommodated.

If a change is requested within two years, it will be considered on a case-by-case basis.

CCA Heads of the current and requested CCAs will meet to decide if the transfer is possible.

## 16. Probation Period

New and existing students recommended for a different CCA will undergo at least five CCA sessions before confirmation.

HOD PE, CCA & OE and CCA Coordinators will decide on the allocation of students who do not pass the probation period.

Factors for re-allocation:

1. Student’s three choices.
2. Consultation with the Heads and Assistant Heads of the relevant CCA.
3. Quota for each CCA allocation.