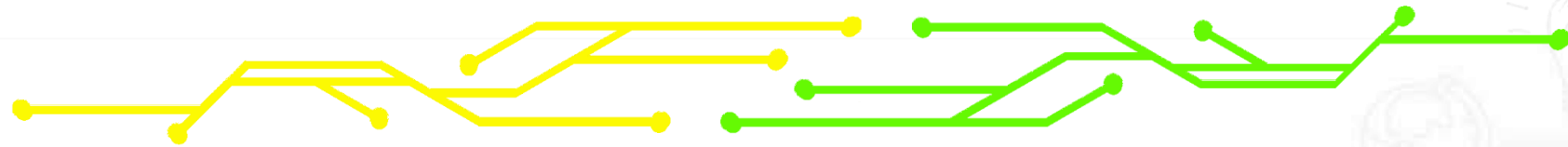


Becoming a future-ready learner

LEARNING WITH TECHNOLOGY



A vibrant school with a culture of care and the spirit of excellence

P5 Parent Engagement Session



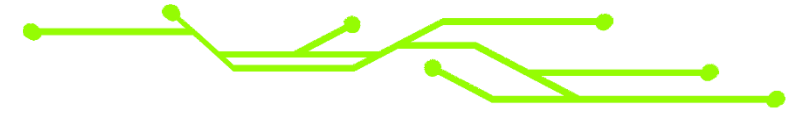
Year of the Snake 2025



School Theme 2025

Becoming a Future-Ready Learner – Learning With Technology





2024 Theme:

“Becoming a Future-Ready Learner – Promoting Holistic Health”

2025 Theme:

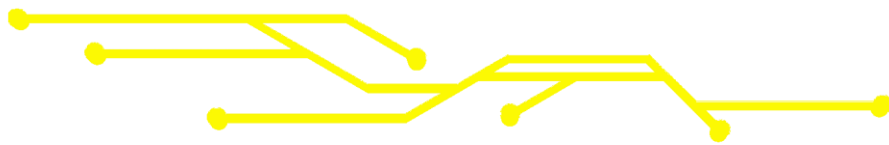
“Becoming a Future-Ready Learner – Learning With Technology”

2026 Theme:

“Becoming a Future-Ready Learner – Enhancing Reading Literacy”

2027 Theme:

“Becoming a Future-Ready Learner – Developing Eco-Stewardship”



Becoming a Future-Ready Learner - Learning with Technology

About the School Theme:

We recognise that technology brings both benefits and challenges.

While it can make learning exciting and give every student a voice, it is also important to be aware of its potential downsides. That is why we guide our students to **use technology responsibly and teach them**

how to stay safe and balanced in the digital world





MOE, schools looking to improve primary school pupils' digital literacy



Personal learning devices have been issued to every secondary school student since 2021. PHOTO: LIANHE ZAOBAO FILE

MOE said its guidelines for primary schools on the use of digital devices for instruction is that lower primary pupils learn best through concrete, hands-on experiences and quality interactions with teachers and friends. As such, they do not require extensive use of devices.

The frequency that such devices are used for learning increases as pupils progress to upper primary levels, and their use should be under teachers' supervision, the ministry added. A spokesperson said: "As part of a well-balanced school experience, the meaningful use of technology can bring about positive educational outcomes, including deepened subject mastery, increased student engagement and greater self-directed learning."

More information on Cyber Wellness is available in our handbook.





The Straits Times, 2 Jan 2025

Don't shield students from screens, but teach them to use devices purposefully:
Chan Chun Sing



Despite potential dangers, students should not be prevented from using devices, but be taught how to use them purposefully. ST PHOTO: JASON SEAH

“It’s a bit like discovering fire... Fire can be both good and bad. If you don’t know how to use it, you burn down everything. Use it properly, and you can use it to cook and generate electricity”

Education Minister Chan Chun Sing

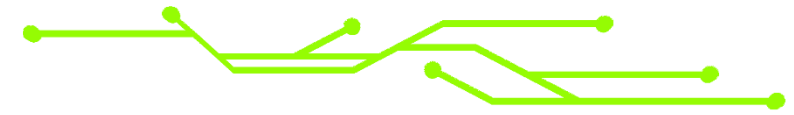
A local research effort in child development, called Growing Up In Singapore Towards Healthy Outcomes, showed detrimental cognitive impacts when children are exposed to screen time before the age of two.

In an interview with The Straits Times, Mr Chan said the study showed that unsupervised consumption of videos for more than two hours could result in a drop in IQ by the time a child turns seven years old.



Transition from P4 to P5

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY



Future-ready

- Self-directedness
- Ownership
- Accountability

Why not help your children fly on their own instead?

Let them...



Do their own homework.

Help them think through and arrive at the solutions, without feeding them the answers.



Stand up for themselves.

Forgot homework? They should face the consequences (and the teacher) themselves to build character.



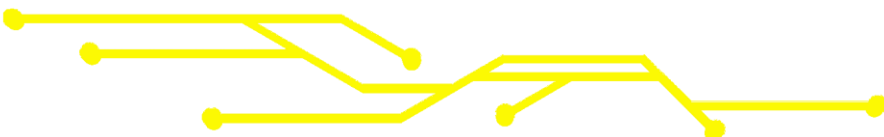
Develop their own goals.

Avoid telling them how many marks you expect. Instead, guide them to set achievable goals and improve!



Know it's ok to fail.

Every mistake is a learning opportunity. Share how you've learnt to do so from your own stumbles.



SENGKANG GREEN
Primary School

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Academics cannot be ignored. Don't lose sight of what's more important



- I**ntegrity
- C**are
- A**ctive Teamwork
- R**espect & Responsibility
- E**xcellence



Values
ICAR²E

- Everyday Responsibilities (School cleanliness)
- P5 Camp
- Learning Journeys
- CCAs

***SKGians** are very welcomed by secondary schools, as they have done well as individuals that are adaptable, display strong character and service to the community*



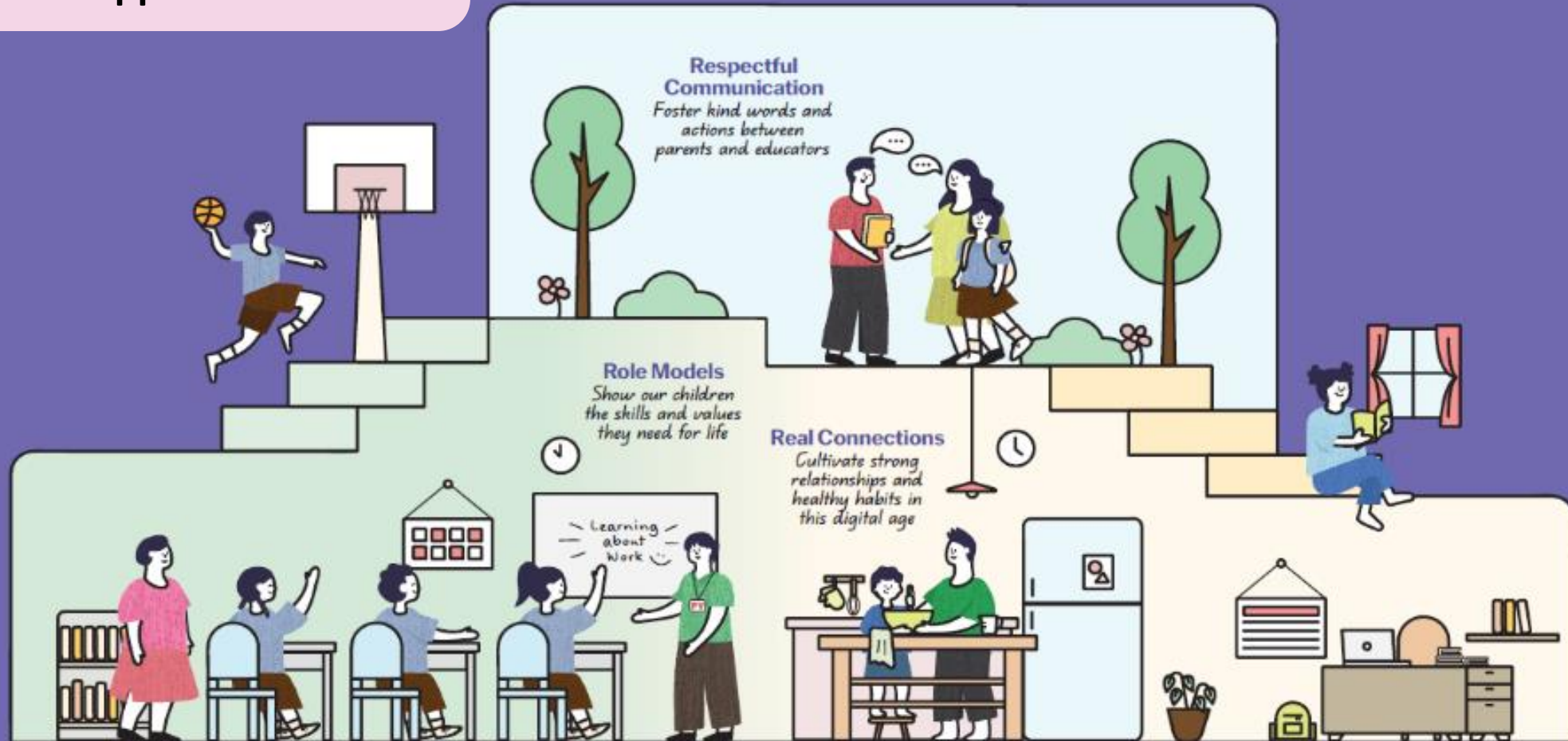
SENGKANG GREEN
Primary School

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School-Home Partnership

Our children do best when schools and parents work hand in hand to support them.

**Raising a Happy,
Confident, and Kind
Generation Together**

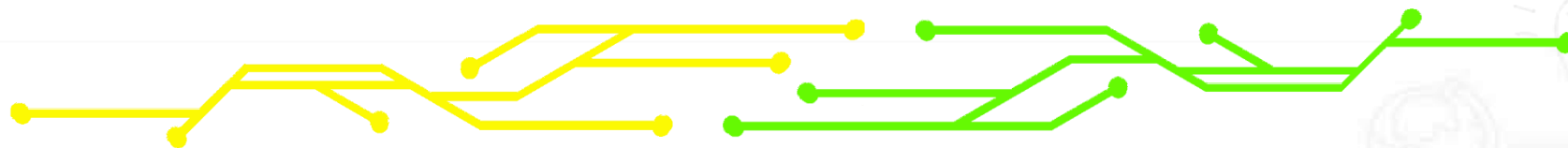




SENGKANG GREEN
Primary School

Becoming a future-ready learner

LEARNING WITH TECHNOLOGY



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Year Head's Time

Supporting Our Students' Learning in the Upper Primary



SENGKANG GREEN
Primary School

A vibrant school

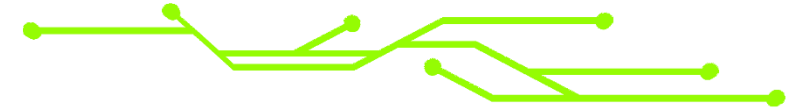
Transition to Primary Five

- **Higher academic demands**
- Personal **physiological changes**
- **Relationship with peers**

Students need to:

- Stay **confident** in the face of challenges
- Be disciplined and stay focused over a longer time span
- **Develop social emotional competencies to deal with the challenges**





How we support our students



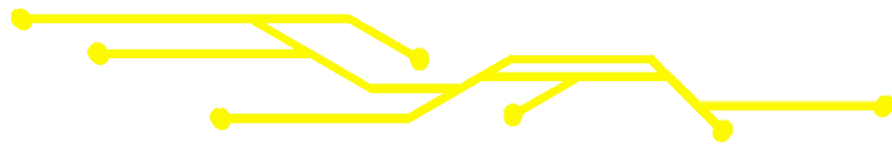
SCHOOL-WIDE



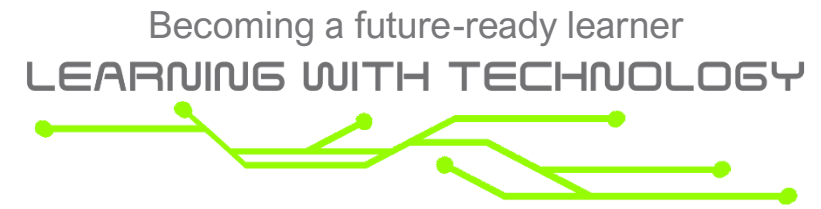
CLASS



PARTNERSHIP WITH
PARENTS



SCHOOL-WIDE SUPPORT



- Develop our students holistically – strong foundation, E21CC and values
- Understand their needs, interests and strengths
- Provide a positive school experience

Confident Lifelong Learners



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3 Key Areas

Our relationship with others

- How we contribute to make a positive difference in the lives of those around us
- Being a good peer supporter

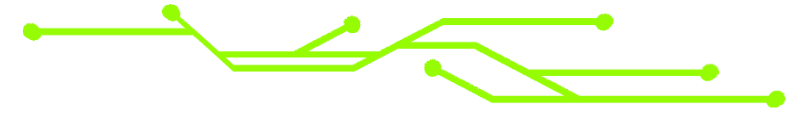
Our Choices

- The decisions we make should be anchored on school values and sound moral compass

Having a Growth Mindset

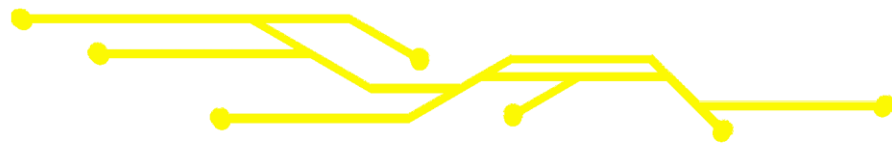
- Effort is more important than results
- Failure is part of learning
- Take action to overcome our challenges and make progress





DEVELOPMENT OF PERSONAL LEADERSHIP

Personal Effectiveness	Leading Self
<ul style="list-style-type: none">• Self-regulation• Beginning with the End in Mind<ul style="list-style-type: none">• Putting First Things First• Active learning	<ul style="list-style-type: none">• Developing strengths<ul style="list-style-type: none">• Growth Mindset• Contributing actively• Continuous improvement



OUTDOOR ADVENTURE CAMP

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY



Build resilience,
confidence and
good peer
supporter

Develop social
emotional
competencies

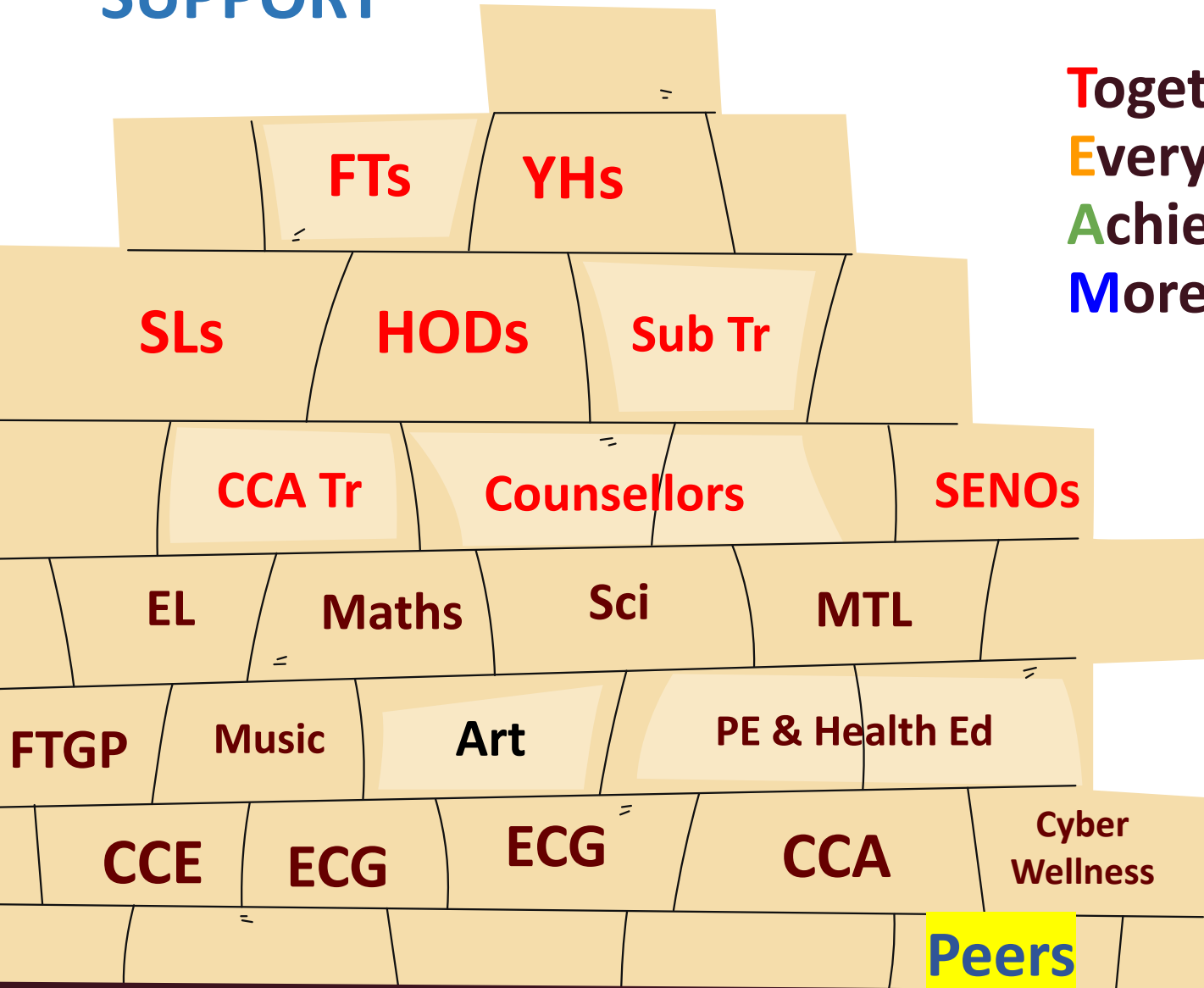
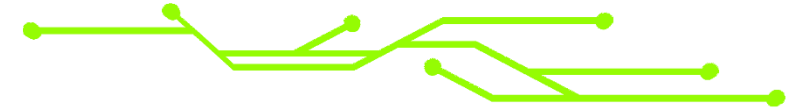


9th to 11th Jan 2025



WELL-BEING & MOTIVATIONAL SUPPORT

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY



Together
Every SKGian
Achieves
More holistically



Strength of Character

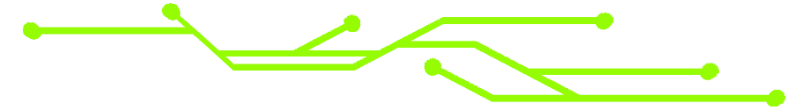
Ready to serve

Ready for the future



Cohort Talk

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY



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Co-Curricular Activities (CCAs)

- CCAs are a key component of students' holistic education.
- Through CCAs, students:
 - discover their interests and talents.
 - develop their character, learn values, social emotional competencies and other relevant skills to prepare them for future challenges
 - learn and interact with one another,
 - develop friendships and deepen their sense of belonging to the school and community.



What our P6 parents say about CCAs

“Engaging in a CCA can help children develop a sense of responsibility, time management skills, teamwork and leadership qualities...”

“While preparing for the PSLE is undoubtedly important, CCA offers a break from academic studies, allowing students to engage in activities they enjoy and develop their talents...”

“Help the child understand the importance of self-care and maintaining a healthy balance between their commitments. Encourage them to take breaks, engage in hobbies, CCAs, etc...”



EDUCATION CAREER GUIDANCE (ECG)

Equipping students with the necessary **knowledge**, **skills** and **values** to make informed decisions at each key education stage for **successful transition** from school to work, and hence to manage their career pathways and **lifelong learning** throughout their lives.

- FTGP Lessons

From P6 onwards:

- Career Awareness Fest*
- Secondary School Talks*

Parents are encouraged to explore the MySkillsFuture portal with your child at the following link: <https://www.myskillsfuture.gov.sg/content/student/en/primary.html>



SCAN ME



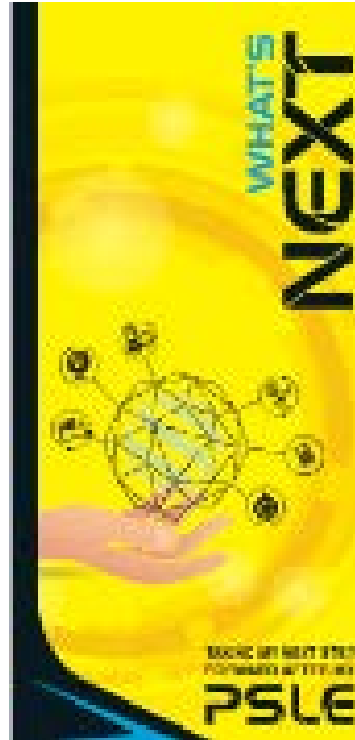
ECG RESOURCES

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY

ECG What's Next



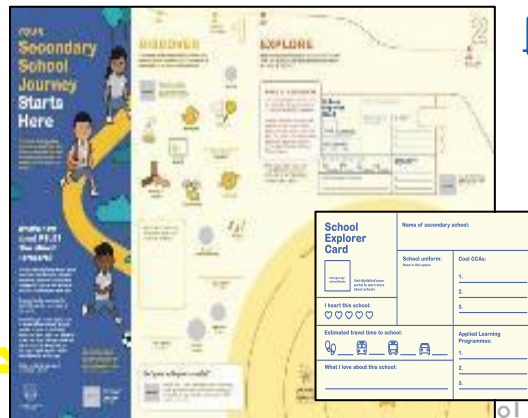
<https://go.gov.sg/whats-next-psle>



Student Journey Map and School Explorer Card



<https://go.gov.sg/psle-student-journey>



SCHOOL
FINDER

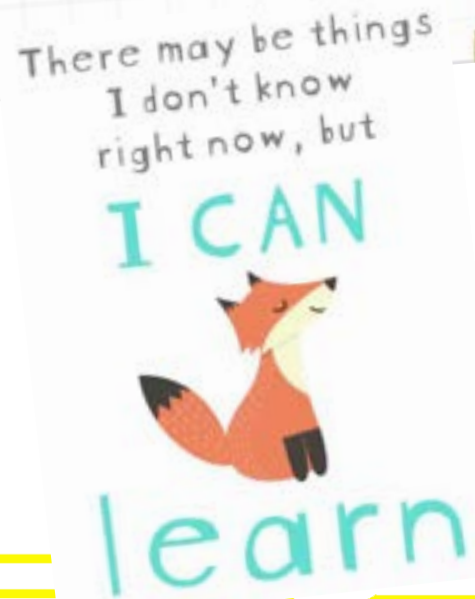
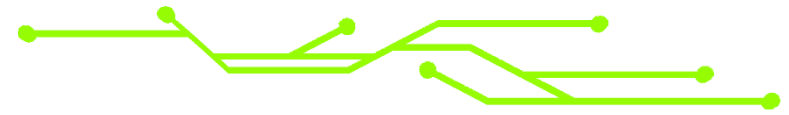


<https://go.gov.sg/secschoolfinder>

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Morning Assembly with Form Teachers

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY



Today's Health Quote



PARTNERING PARENTS

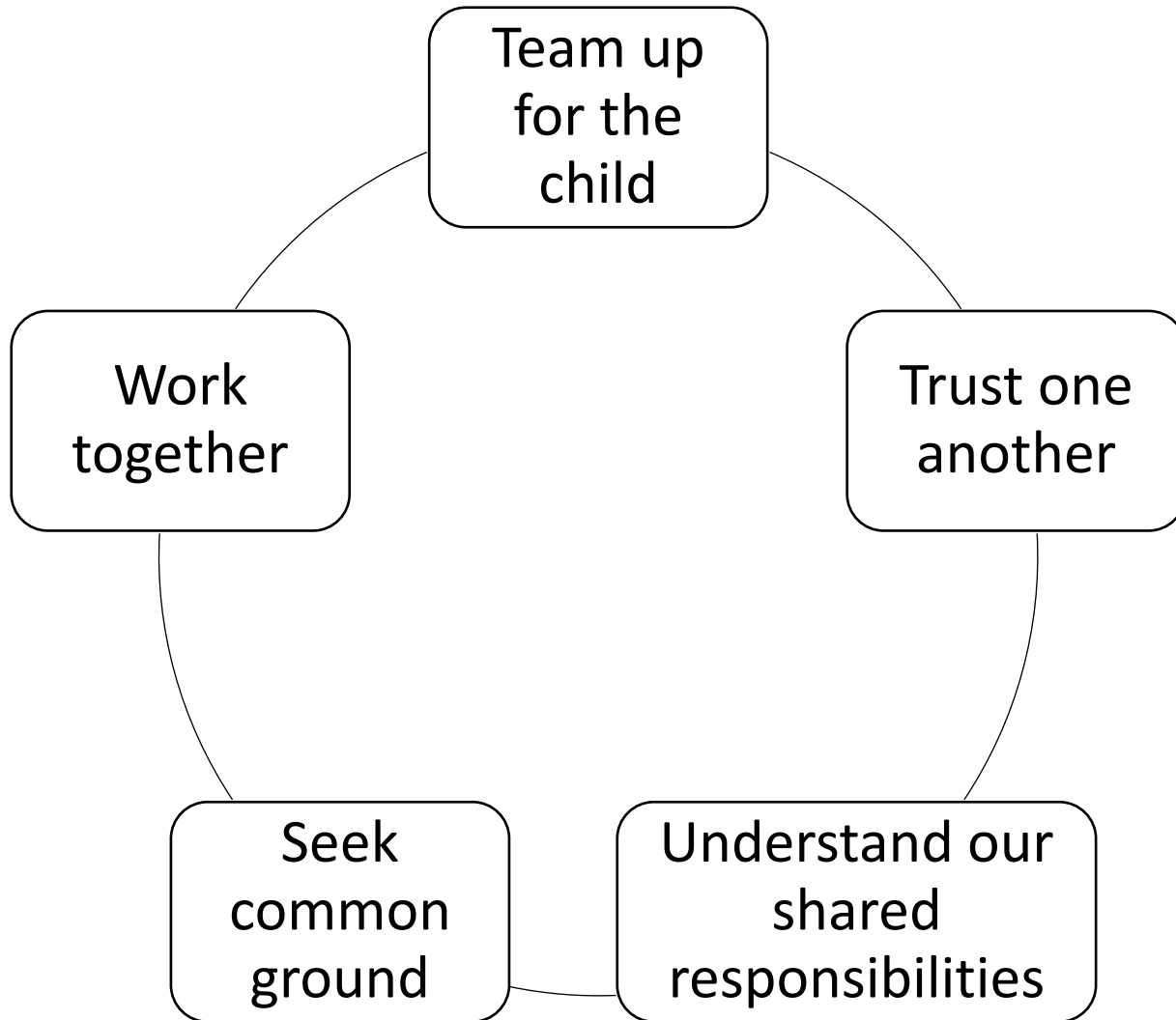
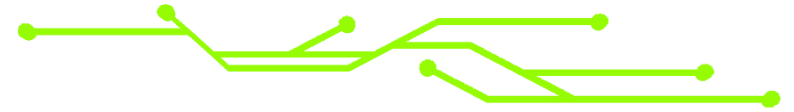
in holistic development of our students

Regular Communication with parents

Student Handbook, Email, Telephone Calls, Parent Gateway, Letters of notification, School Calendar (school website)

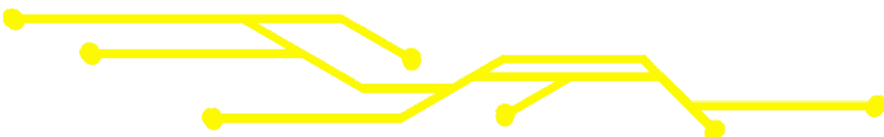
Sessions	DATE/PERIOD
P5 Parent Engagement Session	24 January 2025
Parent-Child-Teacher Conference (For selected students)	13 - 14 March 2025
Parent-Child-Teacher Conference (For all students)	26 – 27 May 2025
Parent-Child-Teacher Conference (For all students)	21 – 22 Nov 2025



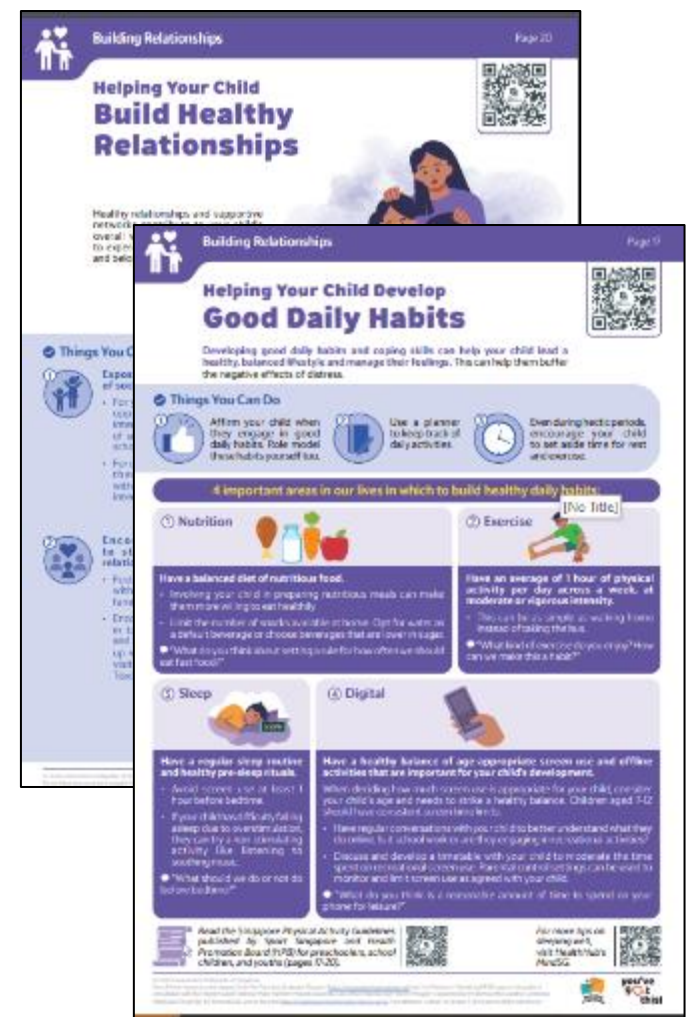
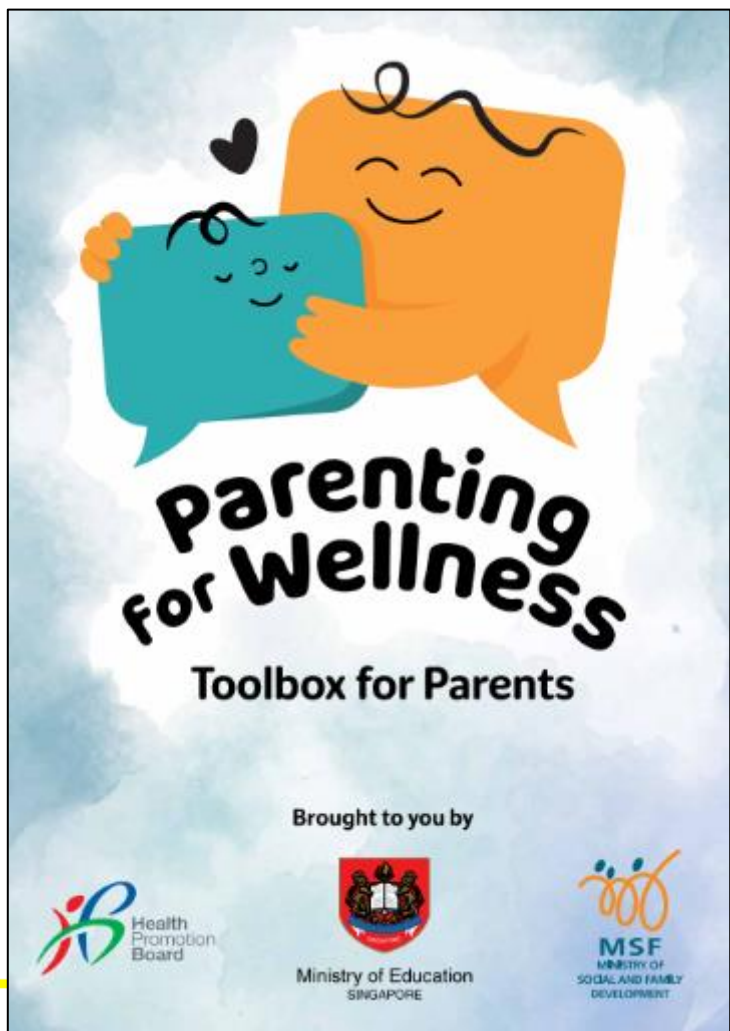


Our Common interest : Your child, Our student

Let's support one another jointly
as we **support and encourage** our
children in primary school education.



Latest Resource: Parenting for Wellness Toolbox



An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.

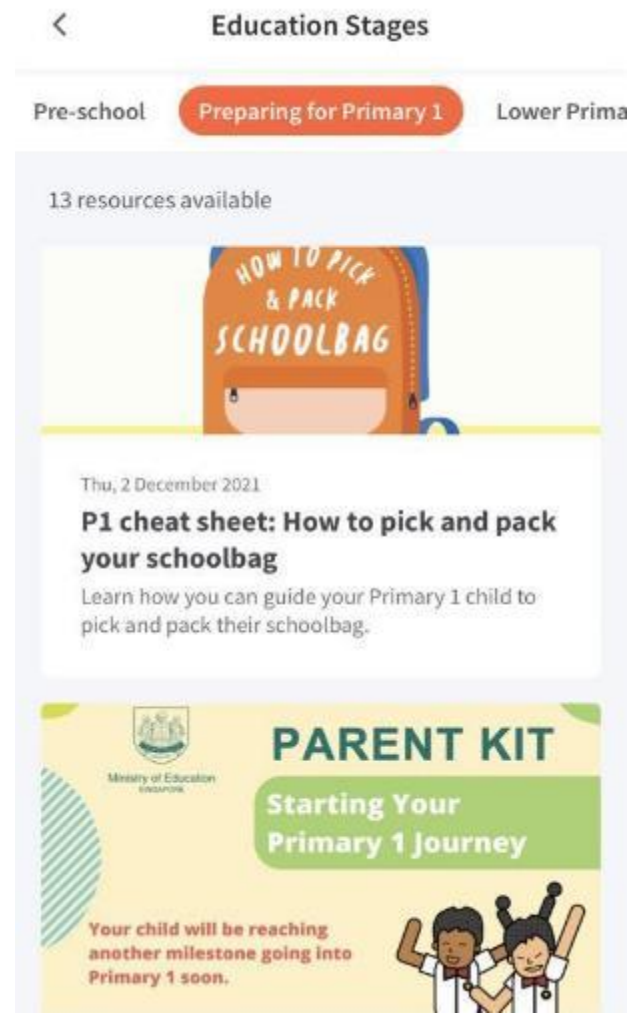
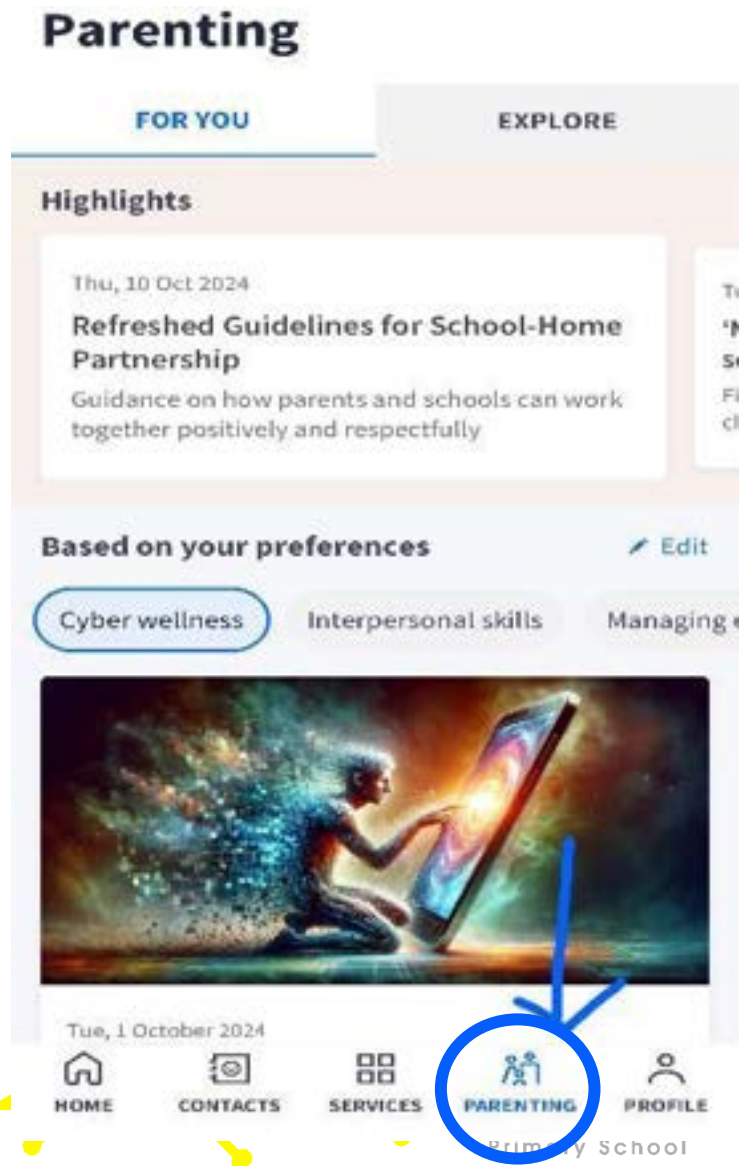
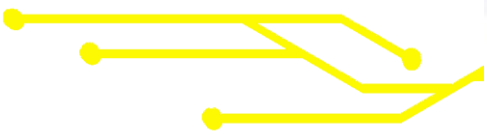




Check out Parenting Resources on Parents Gateway (PG)

Repository of parenting resources

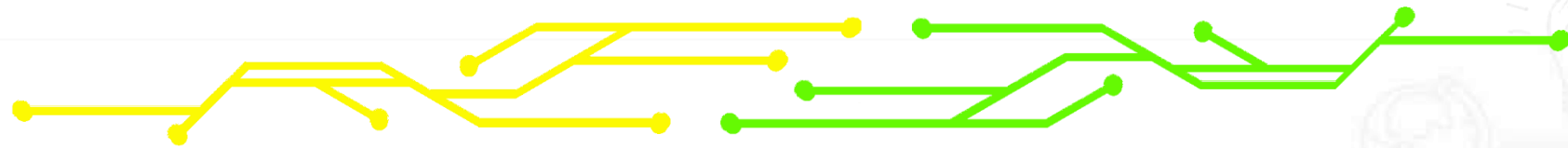
A repository for parents to browse resources on topics such as forging parent-child relationships and education pathways.



Find out more about Parents Gateway here.

Becoming a future-ready learner

LEARNING WITH TECHNOLOGY



A vibrant school with a culture of care and the spirit of excellence

Subject-Based Banding (Primary)

What is Subject-Based Banding (PRI)?

- Through Subject-based banding (SBB), students could take a **combination of subjects at the standard or foundation levels** depending on the their strengths
- SBB is offered at P5 and P6.

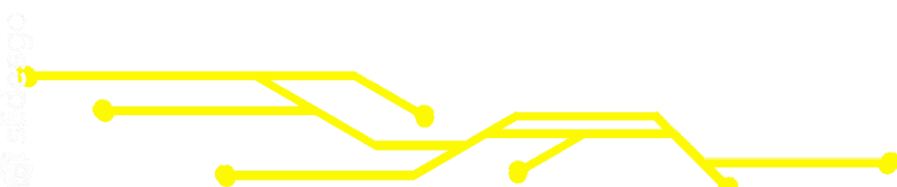
Note: Enabling Lifelong Learning

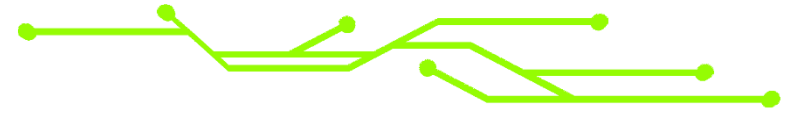


Rationale for SBB

- Allows students to:
 - **focus** on and **stretch** their potential in the subjects that they are strong in
 - build up the fundamentals in the subjects that they needs more support in.

The intent for SBB is not for offering softer options but to enable lifelong learning in students.





Primary 4

Students sit for the school exams.

School recommends a subject combination based on their exam results at the end of the year.

Parents fill up an option form to indicate their child's preferred subject combination.

Primary 5

Students take their preferred subject combination

School assesses your child's ability to cope with the subjects at the end of the year.

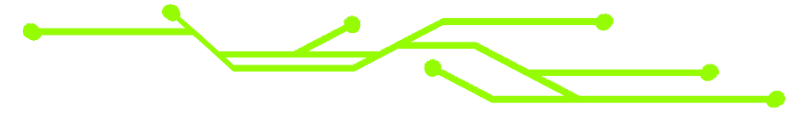
Adjustments to the subject levels are made if needed.

Final Decision for your child's SBB will be made by the school.

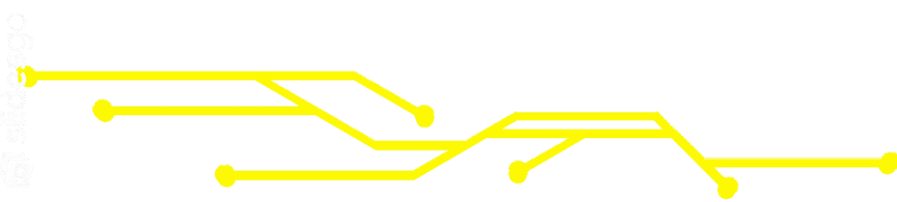
Primary 6

Students take the subject combination **decided by the school** and sit for the **Primary School Leaving Examination (PSLE).**





Subject Combination	Abbreviation
4 Standard subjects	4S
4 Standard Subjects and 1 Higher Mother Tongue Language	4S1H
3 Standard Subjects and 1 Foundation Mathematics	3S1F(MA)
4 Foundation Subjects	4F
3 Foundation Subjects and 1 Standard Mother Tongue Language	3F1S(MT)

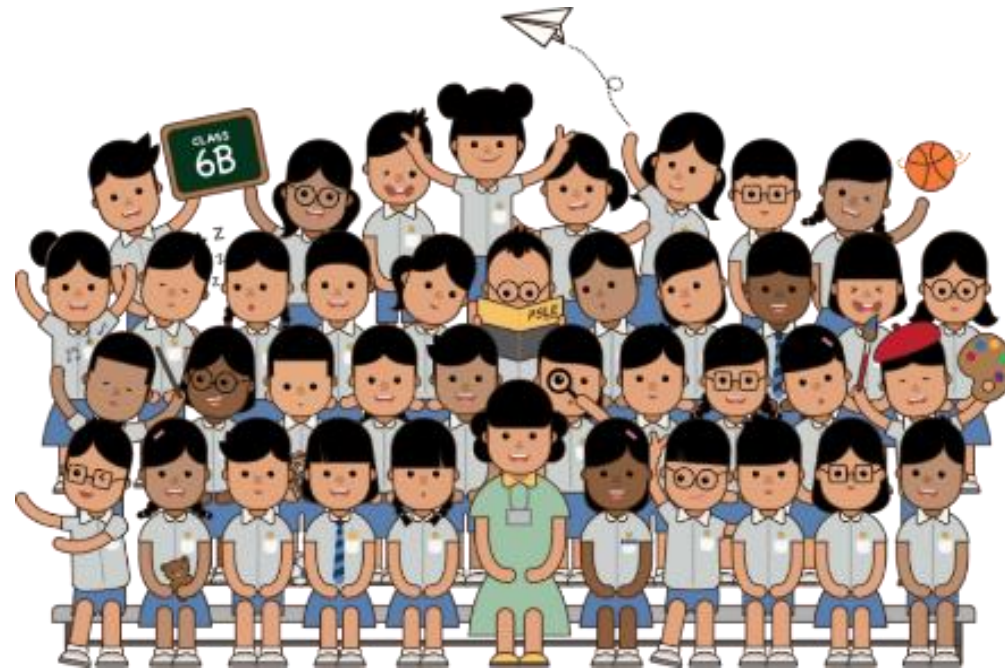


School Considerations and Criteria

- Performance at P5
- Past performance at P1-P4
- Recommendations by form and subject teachers

Taking subjects at the foundation level is not a disadvantage for your child. It will help them to build up the fundamentals for the subjects and better prepare them for progression to secondary school

The PSLE SCORING and S1 POSTING



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Primary School

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WHAT IS THE INTENT OF THE PSLE?

Over the years, we have been changing the education system to help our students discover and develop their strengths, interests, abilities and talents while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the over-emphasis on academic results by:

1

Reducing fine differentiation of students' examination results at a young age.

2

Recognising a student's level of achievement, regardless of how his/her peers have done.

3

Encouraging families to choose secondary schools holistically based on students' strengths, interests and learning needs.



WHAT ARE ACHIEVEMENT LEVELs (AL)?

WHY ARE THE BANDS UNEVEN?

- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.
- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

When we learn something new, after some initial practice, we often find ourselves improving significantly.

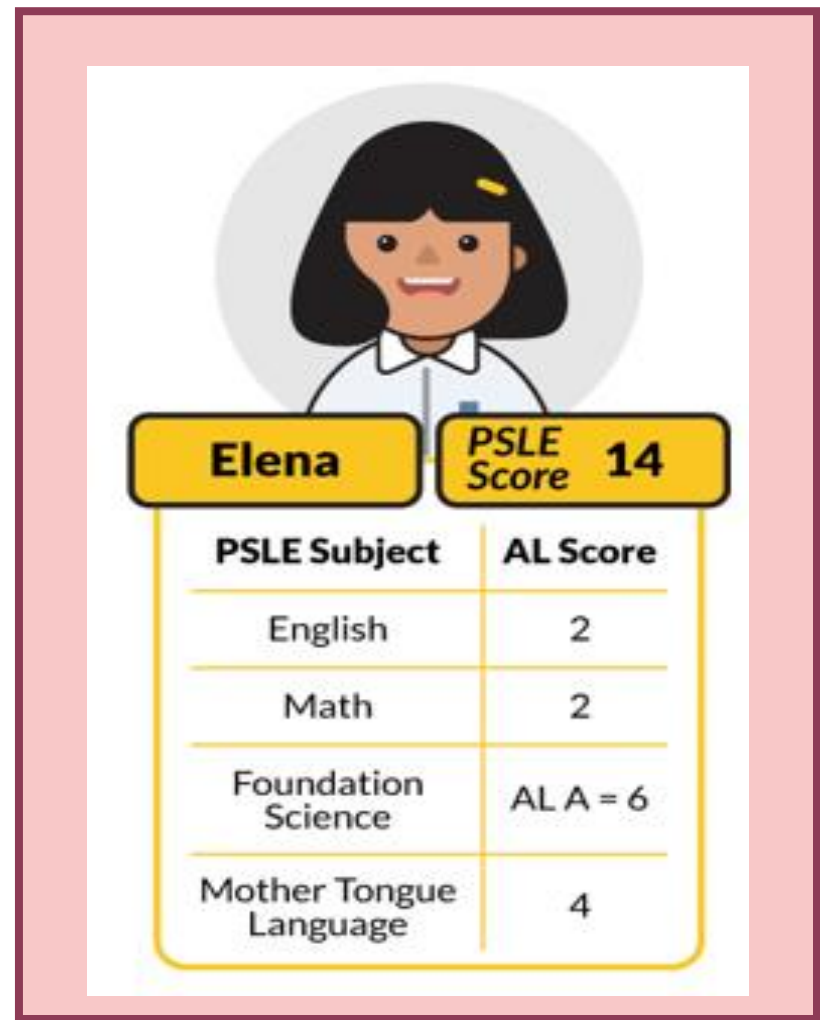
As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

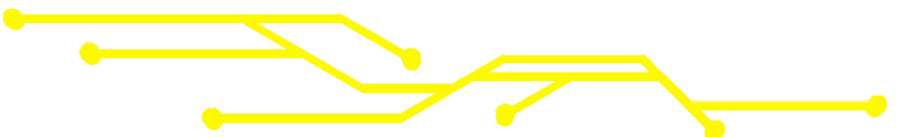
HOW DOES THE PSLE SCORING SYSTEM WORK?

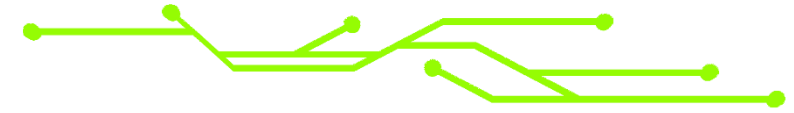
- The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).
- The PSLE Score can range from 4 to 32, with 4 being the best.



Elena PSLE Score **14**

PSLE Subject	AL Score
English	2
Math	2
Foundation Science	AL A = 6
Mother Tongue Language	4





GRADING OF FOUNDATION SUBJECTS

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.
- This mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8



ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

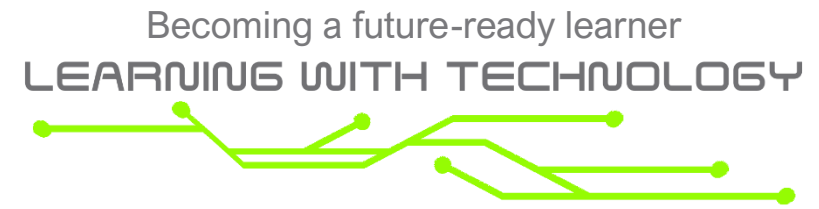
ELIGIBILITY CRITERIA FOR HMTL

- (i) An overall PSLE Score of 8 or better**
- or**
- (ii) An overall PSLE Score of 9 to 14 (inclusive); and attain**
 - **AL 1 / AL 2 in MTL or**
 - **Distinction / Merit in HMTL**

- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL, and are able to cope with the learning load required.



HOW DOES THE S1 POSTING WORK?



- Your child has **six choices** in selecting their secondary schools.
- Your child will be posted to a secondary school based on **academic merit, i.e., PSLE Score**, and their **choice order of schools**.
- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:

1. CITIZENSHIP

2. CHOICE ORDER OF SCHOOLS

3. COMPUTERISED BALLOTING







- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.





HCL POSTING ADVANTAGE TO SAP SCHOOLS

Students will be considered for admission to SAP schools in the following order:

1st		7	NO HCL
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION

- Students who obtain (i) a Distinction / Merit / Pass in HCL and (ii) a PSLE Score of 14 or better are eligible for posting advantage to SAP schools.

Students with better PSLE Scores will be posted first, even if they did not take HCL

Amongst students with the same PSLE Score, those with better HCL grades will be posted first

- Students are ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 Posting.



Understanding Full Subject-Based Banding (Full SBB)



What is Full SBB?

WHAT IS FULL SBB?

- Full SBB will be implemented in secondary schools from 2024, and aims for students to:



Have greater ownership of their learning according to their strengths, interests, abilities, talents and learning needs.



Develop a growth mindset and an intrinsic motivation to learn for life.



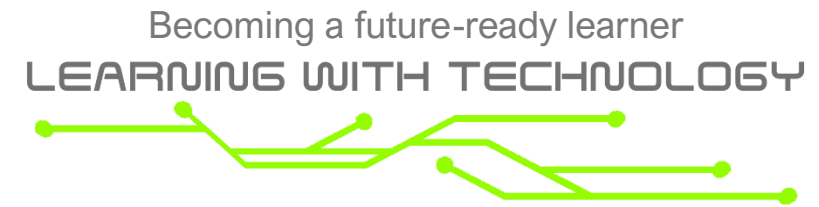
Have more opportunities to interact with friends of different strengths, interests, abilities and talents.



Have more options for post-sec pathways, while ensuring they have strong fundamentals and can thrive in their chosen pathway.

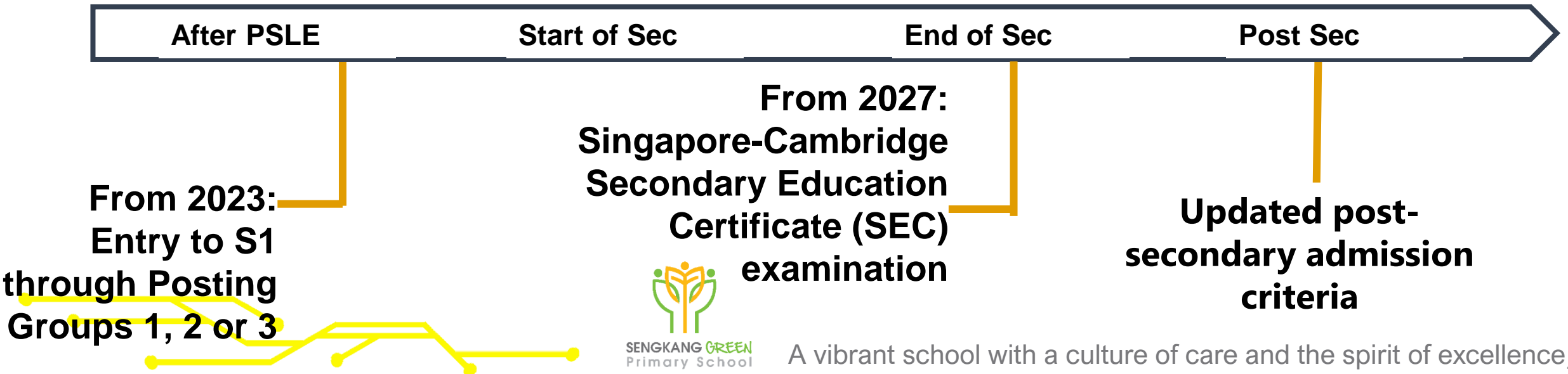


FULL SUBJECT-BASED BANDING (FULL SBB)

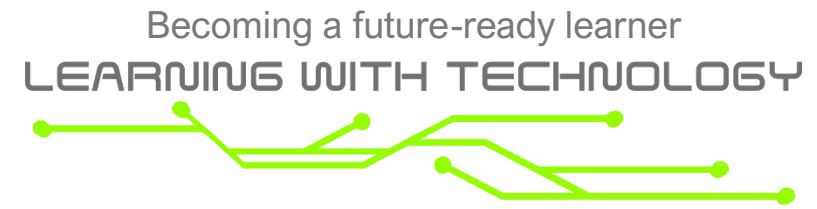


Secondary school experience under Full SBB

- **Mixed form classes** and **common curriculum subjects** at **Lower Secondary**.
- **Subjects to be offered at G1, G2 or G3**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**



FULL SBB: S1 POSTING



Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**
Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools.**

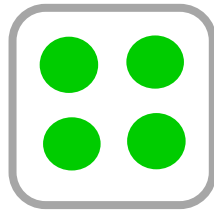
Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

- Posting Groups assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

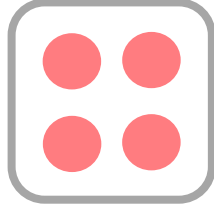
PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 <i>(with AL 7 in EL and MA)</i>	1	G1

FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

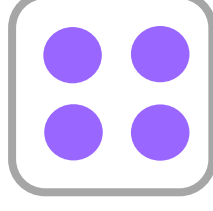
Form classes arranged by academic stream in schools yet to implement Full SBB



Students in Exp stream



Students in N(A) stream



Students in N(T) stream

With Full SBB:
Mixed form classes



- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.
 - Provides students with **more opportunities** to interact with other students of different strengths and interests.
 - Enables students to **build meaningful friendships and learn to value different perspectives**.



Students posted through **PG3**



Students posted through **PG2**



Students posted through **PG1**



FULL SBB: COMMON CURRICULUM

Common Curriculum Subjects taken in mixed form classes (~1/3 curriculum time)

Examinable Subjects:

- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

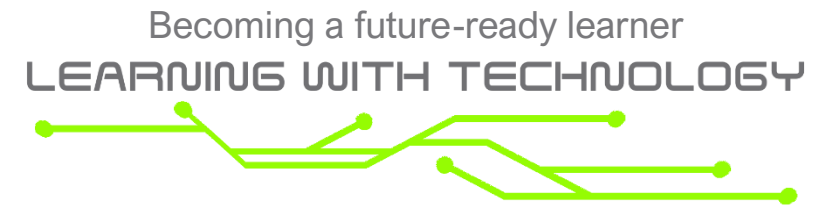
Non-examinable Subjects:

- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

- The six common curriculum subjects would each have a single syllabus for all students at Lower Secondary levels.
 - These subjects will be taught and assessed at a common level that is accessible to all students.
 - Teachers will adopt a range of approaches to cater to the different learning needs of their students.
- For other subjects, students attend classes with others taking the subject at the same subject level.



OFFERING SUBJECTS AT A MORE DEMANDING LEVEL AT THE START OF SEC 1



Students posted to schools through PG1 and PG2 can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level based on their PSLE AL for each subject.

FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2			
SUBJECT	PSLE SUBJECT LEVEL	PSLE AL FOR SPECIFIC SUBJECT	OPTION TO TAKE THE S1 SUBJECT AT :
•English Language •Mother Tongue Language •Mathematics •Science	Standard	AL 5 or better	G3 or G2
		AL 6	G2
	Foundation	AL A	G2

OFFERING SUBJECTS AT A LESS DEMANDING LEVEL AT THE START OF S1

- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a less demanding level (LDL; i.e., G2), in consultation with their secondary schools.
- Students have the option to offer **Mother Tongue Languages (MTL)** at LDL based on their PSLE Achievement Level (AL) for the subject:

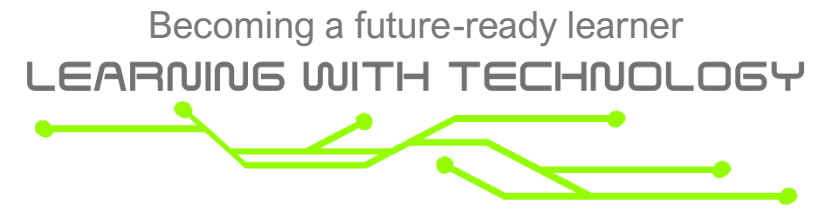
POSTING GROUP (PG)	PSLE AL FOR MTL [^]	OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL
PG3	AL 6	G2
	AL 7-8	G1 or G2
PG2	AL 7-8	G1

[^] Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively.

- Students who are eligible to offer MTL at LDL can still choose to offer MTL at-level if they prefer.



SUBJECT LEVEL FLEXIBILITY BEYOND S1



- Beyond the start of Sec 1, students may **adjust their subject levels across their secondary school journey**.
 - Students may offer subjects, including English Language, Mother Tongue Languages, Mathematics, Science and Humanities subjects at a **more demanding level** if they meet the criteria and based on the school's holistic considerations.
 - Students who are not coping well may **offer subjects at a less demanding level**, based on their school-based performance and school's holistic considerations, to calibrate their curricular load.
 - In upper secondary, students may offer elective subjects (for example, Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations, to **allow them to pursue their interests without adding unduly to their overall curriculum load**.
- Schools will consider **students' learning progress and developmental needs** when helping them determine their subject choices.

FIND OUT MORE ON THE PSLE-FSBB MICROSITE

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<https://go.gov.sg/pslefsbb>



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Progression Post-PSLE

Choices

**Sec 1 Posting
Exercise**

<https://www.moe.gov.sg/secondary/s1-posting>

**Direct Schools
Admission –
Secondary Exercise**

Did not meet criteria for secondary school

retain in P6

**Specialised
schools**
Northlight School
Assumption
Pathway School

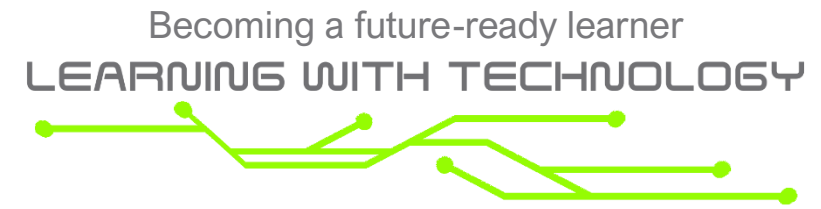


DIRECT SCHOOL ADMISSION (DSA-SEC)

- Introduced by the Ministry of Education in 2004
- Seeks to promote holistic education and provide students an opportunity to demonstrate a more diverse range of achievements and talents in seeking admission to a secondary school
- An admission exercise to allow participating secondary schools to select some Primary Six (P6) students for admission to Secondary One.
- The selection will be based on their achievements and talents before the PSLE results are released.
- Takes place from May to Nov (tentative) each year

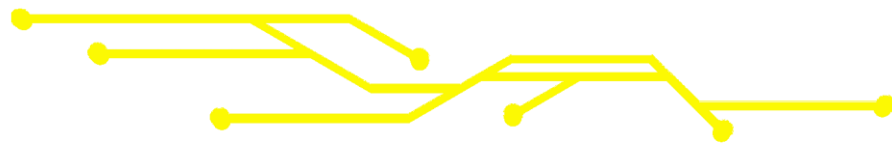


Direct School Admission (DSA-SEC)



Categories

- Entrepreneurship and Innovation
- Language and Humanities
- Leadership and Uniformed Groups
- Performing Arts
- Science, Technology, Engineering and Mathematics
- Sports and Games
- Visual Arts, Design and Media



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ENTERING SCHOOLS THROUGH DSA-SEC

- There is no change to the application and selection process with the shift to Full SBB.
- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.



**Before
MAY**

Explore schools and their talent areas, and shortlist suitable schools



MAY

Apply for DSA



**JUN to
SEP**

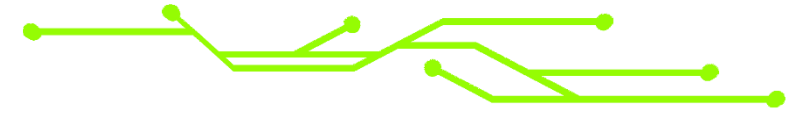
Attend selection trials, interviews and auditions



By SEP

Receive DSA offers if successful

Centralised DSA-SEC Application Portal



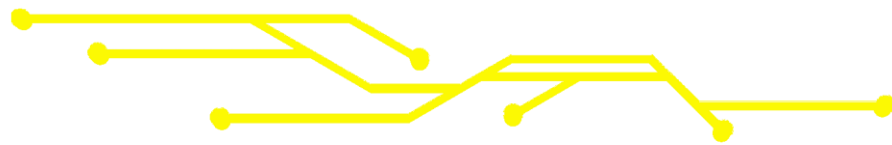
- Applications via a common online portal using one of the parents' Singpass login.
- Applicants only need to **fill in one online form** to apply to multiple schools.
- Students interested to apply to Singapore School of the Arts (SOTA) or Singapore Sports School (SSP) will continue to apply directly to the schools because of their unique admission requirements.
- Details such as student's Primary 5 and Primary 6 academic results, Co-curricular Activities (CCA), school-based achievements/awards will be **automatically shared** with the schools that the student applies to.

The school does not issue testimonials for DSA applications / admissions to secondary schools/appeals for secondary school transfer





Type of Secondary School	% of Places offered
Specialised schools such as Singapore School of the Arts (SOTA) and Singapore Sports School (SSP)	100%
All other Secondary Schools (for non-Integrated Programmes)	20%

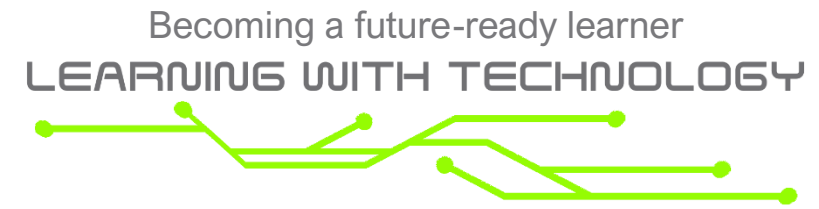


Schools have different selection processes but, in general, applicants must be able to demonstrate their talent, potential, passion and character through their school track record and online DSA applications. For example:

- Represented the school in a CCA.
- Held a role in a play or performance.
- Done well in a subject such as mathematics or creative writing.
- Held a leadership role in class or a CCA.



Direct School Admission (DSA)

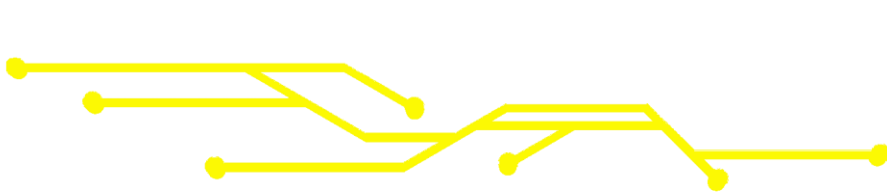


Important Things to Note

- Student's PSLE score still matters. Students offered placement in a DSA-Sec school still need a PSLE score that qualifies them for the course offered by the school.
- Successful DSA candidates will **not** be allowed to make any **school option** in the centralised S1 Posting Exercise.
- Unsuccessful DSA candidates will have to participate the S1-Sec Posting Exercise after receiving their PSLE results.

You may find more about the DSA-SEC at the following link:

<https://www.moe.gov.sg/secondary/dsa>





- Dissemination of information on DSA, Talent Academy, Open House, etc.
- Development mainly through the CCAs and other programmes such as Art Mentorship.
- Students under FAS may seek financial assistance from school for application fees or administration fees required for DSA selection test, trials or camps.



Supporting your child's transition through

Primary 5/6

Build a caring home environment to nurture the social and emotional skills of your child using these S.A.F.E. tips.

SUPPORT

- **Encourage** your child to **talk to a trusted adult** for guidance.

E.g. Family members, school counsellors and teachers.

- **Help** your child **understand decisions made and actions** taken. **Share the reasons** for them.

- **Keep rules short and realistic.**

E.g. No handphones allowed during meal times.

FAMILIARISE

- **Find out** what Primary 5 and 6 is like for students these days. **Moderate your expectations** according to your **child's own strengths and development.**

- **Share information on physical changes during puberty;** include the range of emotions that may accompany it.



AFFIRM

- **Recognise** his/her demonstration of **good values or social skills.**

E.g. Respect or good time-management.

- **Praise** your child's **efforts regularly.** Only scolding him/her without providing any justified praise at other times can be demoralizing.

EMPATHISE

- **Show** that you **understand your child's concerns.**

Be flexible in guiding your child when necessary.

E.g. Vary your voice tone when you talk to him/her at different times and circumstances.

- **Teach with less talk and more role-modelling.** Children learn a lot by simply watching.

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Tips for Parents

Good Cyber Habits Begins at Home



Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media



Parents may not be aware of the online risks

DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Age when they started using social media

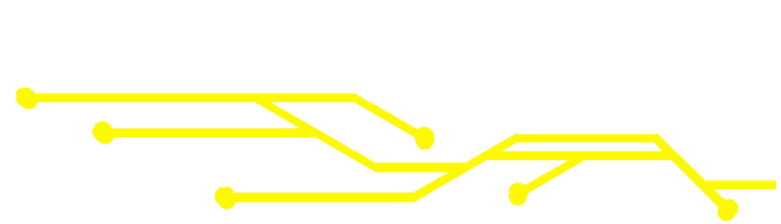
Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	100%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Source: The Straits Times, 7 Feb 2021

Parents might not be aware, but...

- 1 in 3 children has chatted with strangers online
- 1 in 3 children has been exposed to pornographic materials
- 1 in 4 children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023



Use of Social Media

- 1) While social media has strong benefits in building social connections, providing access to information and a space for self-expression, we should also note the potential exposure, and excessive and problematic use. These include harms from content, harms of social media among children and adolescents.
- 2) **Students should not use social media** and must follow age restrictions of social media platforms.
- 3) Parents should note minimum age requirements for using social media and provide close supervision.



Navigating the Digital Age

Social Media: Is Your Child Ready for It?

While social media platforms allow people to connect with others, constant exposure to social media content can make us feel anxious or overwhelmed. It is important for social media users to be mature enough to navigate such feelings when using these platforms. Most social media platforms require users to be aged 13 years and above. However, is age the only consideration in determining if your child is ready?

Things You Can Do

Before allowing your child access to social media, have open conversations with them on the risks of social media and establish clear ground rules on how to keep themselves safe when using it. Here are some suggested topics:

- What are some potential dangers of oversharing personal information?
- What does healthy social media use look like?
- How do we keep ourselves safe on social media?
- What are some ground rules we can establish as a family?

The maturity of your child is also an important consideration to determine their readiness for social media.

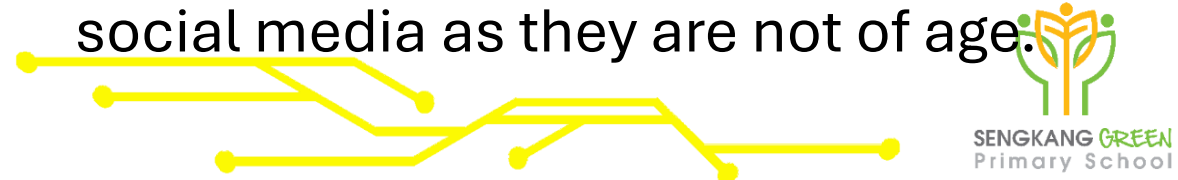
Maturity can be assessed by observing the following:

- Their ability to make responsible decisions to keep themselves safe online.
- Their ability to manage the pressures and feelings that come with social media use.
- Their ability to control impulses.

Although your child may pick up skills to use social media quickly, they may not fully understand how to use complicated online safety tools and settings. They may also not understand how the platforms' safety features work.

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- Most social media platforms **require users to be aged 13 years and above.**
- While social media platforms allow people to connect with others, **constant exposure to social media content** can make us feel **anxious or overwhelmed.** It is important for **social media users to be mature enough** to navigate such feelings when using these platforms.
- Maturity can be assessed by observing your child's ability to
 - make responsible decisions to keep themselves safe online.
 - manage the pressures and feelings that come with social media use.
 - control impulses.
- Therefore, **have open conversations** with them on the risks of social media, and why they cannot access social media as they are not of age.



How can parents help their child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
 - **Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
 - **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.

Page 1 of 2

Navigating the Digital Age

Helping Your Child Manage Device Use & Stay Safe Online



Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.
Your screen use rules can include:
 - Device-free times and places
 - Time limit for devices
- "What are some suggestions on when and where devices should not be used?"
- "What should we do if we break our agreement?"
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
 - "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
 - "What do you think of our screen use rules?"

Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
 - State observation: "I noticed you have been spending a lot of time on your device."
 - Ask open-ended questions: "What do you usually do on your device?"



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Part of this resource may have content from the Parenting Strategy Project (https://www.parenting.gov.sg/parenting) and the Parenting Strategy (PS) Program, working in collaboration with The Parenting Hub (PH) and the Singapore Council for Educational Research (SCER). For more information about the content of this resource, please contact the SCER at scer@scer.gov.sg or visit the SCER website at https://www.scer.gov.sg.

you've got this

How can parents better support their child's digital habits?

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits**.

How can parents better support their child's digital habits?

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online.**
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.



How can parents better communicate with their child on digital habits and matters?

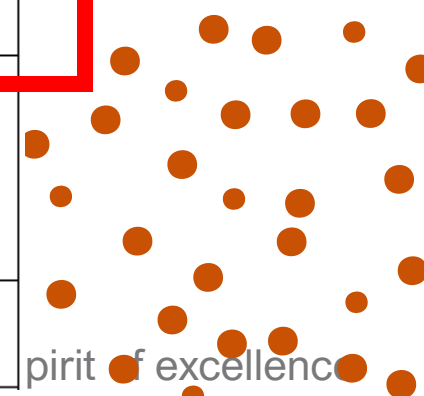
Providing a safe space for conversations	<ul style="list-style-type: none">• It can be challenging to grapple with uncomfortable feelings and negative thoughts.• Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.• You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you.
Role modelling respectful conversations	<ul style="list-style-type: none">• When your child learns to engage in respectful conversations, they become a better communicator and friend.• Parents are in the best position to role model these skills through daily interactions with your child.• Listen to understand, instead of listening in order to give advice and offer solutions.
Have regular and open conversations	<ul style="list-style-type: none">• Have regular conversations to better understand what your child does online.<ul style="list-style-type: none">• Is it school work or are they engaging in recreational activities?• For example:<ul style="list-style-type: none">• State observation: “I noticed you have been spending a lot of time on your device.”• Ask open-ended questions: “What do you usually do on your device?”• Communicate your actions and rationale. Let your child know you care for them and want them to be safe online.

School's Cyber Wellness programmes

- Spiral approach with age-appropriate content

School Focus	P1	P2	P3	P4	P5	P6	Tips for Parents
Cyber Use	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • Talk to your child about what they feel is an appropriate amount of time to spend on their digital devices per day. • Encourage your child to participate in outdoor activities instead of imposing a ban on device usage. Help them achieve it by scheduling these activities and doing it together with them.
Cyber Identity	✓	✓	✓	✓	✓	✓	<p>Here are some ways your child can be kind in their online interactions:</p> <ul style="list-style-type: none"> • Focus on the positive, not the negative • THINK before sharing • Respect other users' privacy • Practice empathy
Cyber Relationships	✓	✓	✓	✓	✓	✓	<p>You may not always know if your child is being bullied online, but you can give them some pointers to help them deal with cyber bullying:</p> <ul style="list-style-type: none"> • Stop what you are doing if you feel uncomfortable • Block all lines of communications with the cyber bully • Save all offensive and hateful messages • Tell a trusted adult • Report the case
							Use "SAFE" to teach your child not to believe everything they read online:
Cyber Citizenship			✓	✓	✓	✓	<ul style="list-style-type: none"> • Source: Look at its origin. Is it trustworthy? • Understand: Know what you're reading by searching for clarity. • Research: Dig deeper and go beyond the initial source. • Evaluate: Find the balance and exercise fair judgement.
Cyber Ethics					✓	✓	Encourage your child to leave positive reviews, compliments, and share uplifting content – remind your child that the internet is not just for ranting

Handbook
page 27-30



CCE (FTGP) lessons

During CCE(FTGP)* lessons, students will be taught:

● Importance of cybersecurity

- Identify inappropriate online content or people with malicious intent
- Protect oneself from phishing, spam, scams and hacking

● How to verify online falsehoods

- What is online falsehoods?
- Use S.U.R.E. to verify information online

● Be a positive peer influence online

- Speak up and stand for what is right regardless of peer pressure
- Seeking help from trusted adults/sources when needed



CCE (FTGP) lessons

● Digital Footprints

- What are digital footprints
 - Manage one's digital footprints
 - Maintain a positive online presence
 - Review privacy setting
- Parents are strongly encouraged to participate in the “**Family Time**” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home.



What other Cyber Wellness programmes do we have for our students?

Becoming a future-ready learner
LEARNING WITH TECHNOLOGY

- Screen-free weekend activities
- Sharing by Cyber Wellness Ambassadors
- Recess activities to promote Cyber Wellness
- Cyber Wellness workshop (selected students)



Additional Resources:



Parenting for Wellness



For more bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for Wellness Toolbox for Parents**.

Keep a lookout for the **Parenting for Wellness website** that will be rolled out in 2025 on Parent Hub (hosted by HPB) for personalised access to the full suite of parenting resources!



Updates on Student Digital Accounts Details

- By managing their own passwords, students learn to take ownership of their online accounts. This fosters a sense of responsibility, which is essential for their growth and independence.
- As students grow, they will need to manage various accounts for school and personal use. Introducing them to password management now provides a safe environment to practice this skill while they are still guided by teachers and parents.



School and Parent partnership

- As such, we need your support to update latest email address with the Parents Gateway (Service → Student Details Form) platform to facilitate resetting of passwords. Verification codes will only be sent to parent/guardian's registered email.
- If your child/ward's account is lock, you can fill up the unlock request online.
- <https://sites.google.com/moe.edu.sg/skgpsictknowlledgehub/student-account-unlock-request>

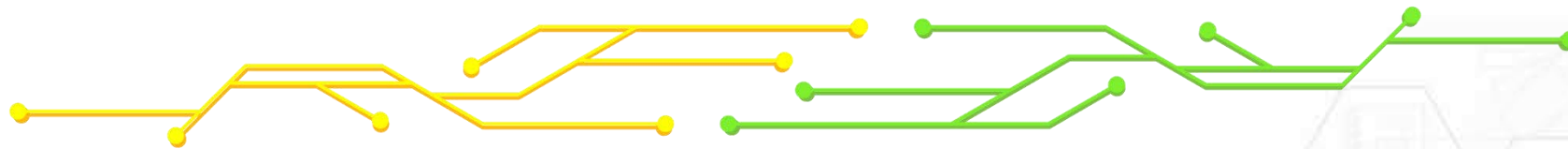


<https://go.gov.sg/skgpsunlock>



Becoming a future-ready learner

LEARNING WITH TECHNOLOGY



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P5 Parent Engagement Session

Becoming a future-ready learner

LEARNING WITH TECHNOLOGY



Recall PES 2024

“Every student needs to be a **creator**, a **connector** and a **contributor**
going forward”

~ Minister Chan Chun Sing, Minister of Education

Creator

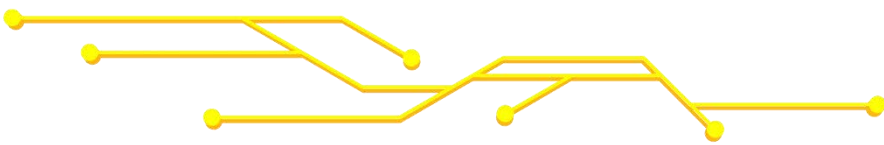
“Create new value for
themselves, for our country
and for the global system”

Connector

“Collaborate with other people,
not just domestically, but with
our overseas partners”

Contributor

“Appreciate the diversity of
strengths... everyone can
contribute something”



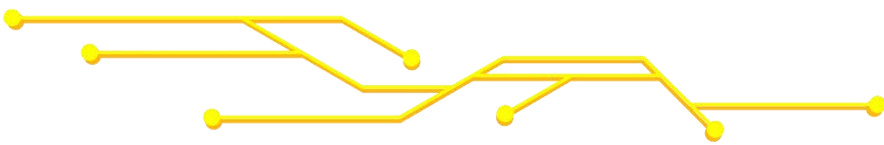
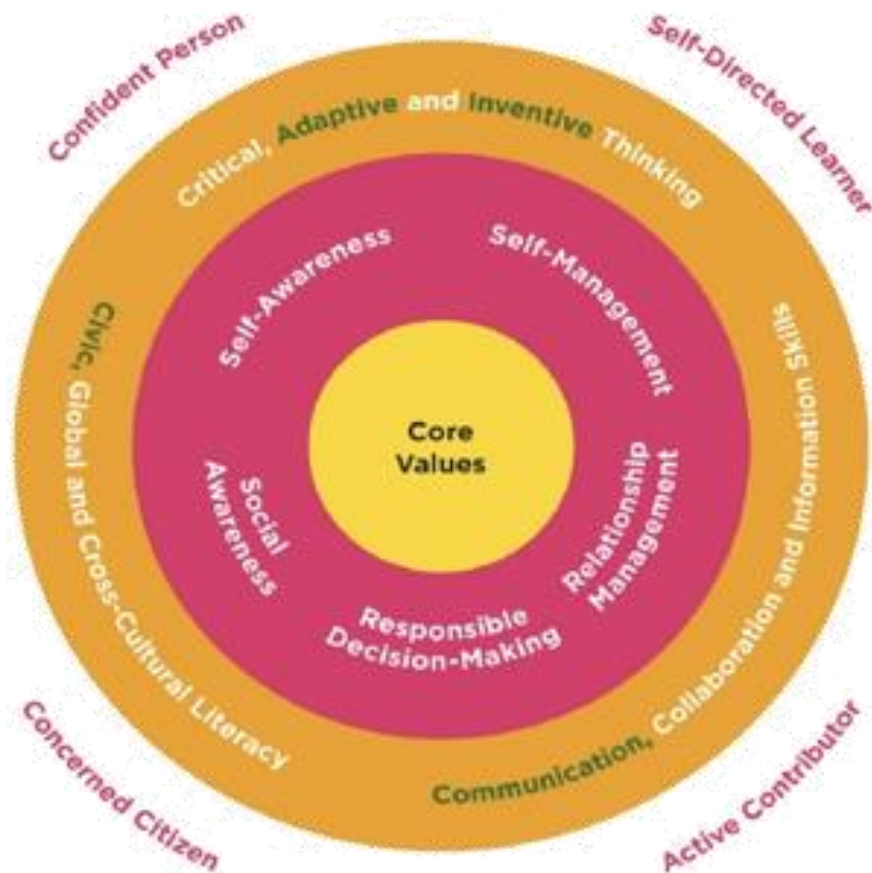
A vibrant school with a culture of care and the spirit of excellence



Every student a **Creator**, **Connector**, **Contributor**

Our Aim

- Students will **create** new value for an uncertain tomorrow
- **Connect** diverse people, bridge differences and seize opportunities
- **Contribute** to society, no matter their background





Within the E21CC priority areas, our students need to develop...

Adaptive Thinking

- i. **confident** in situations in which they do not have **resilient** in
- ii. able to r **nimbly**

Inventive Thinking

- i. **curious** and **reflective** about what they sense of
- ii. **approaching**

To better enable students to be creators

Civic Literacy

- i. **willing to act with shared commitment**
- ii. **So they can appreciate our history and contribute to society**

Communication

- i. **So they can build bridges between those from different walks of life**
- ii. **So they can build bridges between those from different walks of life**

More 'non-creative' job roles require creative skills: SkillsFuture report

The Straits Times 24 January 2025



The fourth edition of SSG's Skills Demand for the Future Economy Report was launched on Jan 22 by Minister of State for Education and Manpower Gan Siow Huang.

The latest report includes a feature on creative skills, which refers to those that require innovative thinking and the ability to generate original ideas or concepts.

Forty creative skills – from design creation and development to brand management – have become more transferable since 2019. This indicates that more job roles are increasingly asking for such skills, the report stated.



SENGKANG GREEN
Primary School

Integrating E21CC into the Curriculum

Adaptive and Inventive Thinking



SKGians figured out ways to make slime by applying the concepts of Ratio and Proportion.



SENGKANG GREEN
Primary School

Integrating E21CC into the Curriculum

Adaptive and Inventive Thinking



SKGians explore possibilities, solving challenges and ignite their curiosity through hands-on discovery

A vibrant school with a culture of care and the spirit of excellence

Integrating E21CC into the Curriculum

Communication, Collaboration and Information Skills



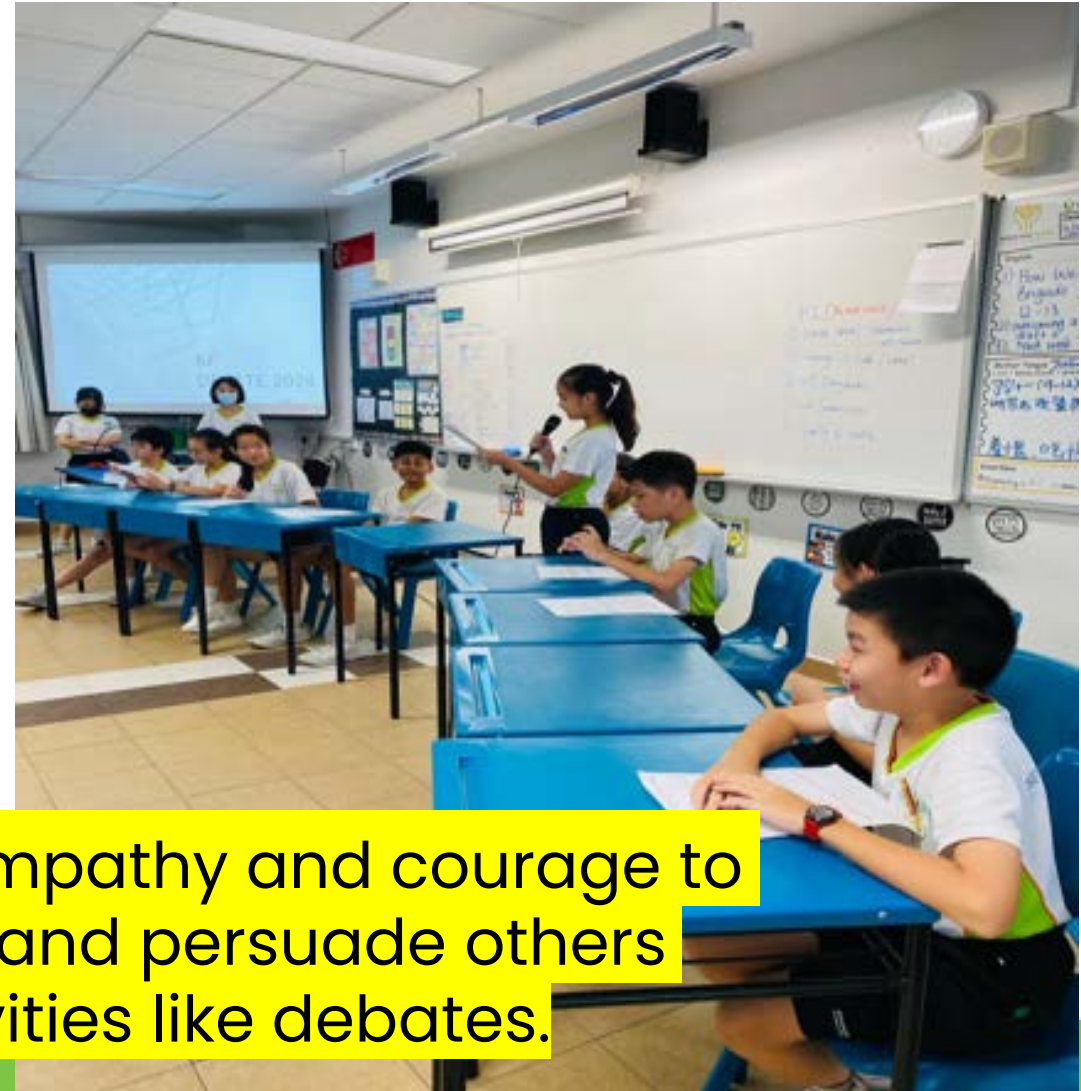
SKGians worked with their peers to explore measurement concepts such as circles and area of triangles.



SENGKANG GREEN
Primary School

Integrating E21CC into the Curriculum

Communication and Collaboration Skills



SKGians develop empathy and courage to voice new ideas and persuade others through activities like debates.



SENGKANG GREEN
Primary School

Integrating E21CC into the Curriculum

Communication, Collaboration and Information Skills



SKGians learn to communicate ideas through comic strips, combining visuals and text to tell a story or express ideas.

A vibrant school with a culture of care and the spirit of excellence



SENGKANG GREEN
Primary School

Integrating E21CC into the Curriculum

Civic, Global & Cross-Cultural Skills



SKGians access information from reliable sources and talk about social and global issues.



SENGKANG GREEN
Primary School

Integrating E21CC into the curriculum

Civic, Global & Cross-Cultural Skills



Learning Journey to Indian Heritage Centre

A vibrant school with a culture of care and the spirit of excellence



SENGKANG GREEN
Primary School

Integrating E21CC into the Curriculum

Civic, Global & Cross-Cultural Skills



SKGians engaging in cross cultural activities to know about other cultures.



SENGKANG GR
Primary Sch

Assessment : Moving Beyond Traditional Testing

“We should use *assessment* mindfully to *help our students discover their strengths and interests*, and to identify the most appropriate setting for their next lap of education.”

**Welcome Address by Minister for Education Mr Chan Chun Sing at the
International Summit on the Teaching Profession (ISTP)**

22 Apr 2024

Assessment : Moving Beyond Traditional Testing

Hybrid Mode of Assessment:

Language Subjects

1st part of assessment conducted via SLS

2nd part conducted face to face

Online Formative Assessment:

Adaptive Learning System (ALS)

Lang FA – EL (SLS)

SLS Assignment

Daily Classroom Assessment:

Teachers – Student Interactions

Teachers' Questioning & Observations

Classroom participation & responses



How parents can support 21CC development at home

How to foster Adaptive Thinking?

Examples:

Promote flexibility: Encourage your child to try different approaches to tasks.

Share experiences: Discuss times when you had to adapt and what you learned.

How to foster Inventive Thinking?

Examples:

Support creativity: Provide materials for arts and crafts or building projects.

Celebrate failures: Teach your child that mistakes are part of the learning process.



How parents can support 21CC development at home

How to foster Communication Skills?

Examples:

Encourage discussions: Have regular family discussions about various topics.

Role-play scenarios: Practice conversations in different contexts.

How to foster Civic Literacy?

Examples:

Get involved in community service: Participate together in local projects.

Discuss civic responsibilities: Build awareness of their surroundings, understand about various cultures and practices of different races and nationalities and identities and responsibilities as citizens.



How you can support your child's learning

- ✓ Start Early
- ✓ Regular revision
- ✓ Discuss with your child and draw up with a study plan
- ✓ Set goals with your child
- ✓ Identify and support your child's need
- ✓ Listen to build the relationship

How you can support your child's learning



Notice Thinking

(even when the answer is incorrect.)

E.g., I like how you have used what you already know about a trapezium to solve the first part of the question.

Focus on the Learning Over the Work

Learning is the goal of an assignment.

Take a moment to ask your child the purpose of the homework or revision exercise.

E.g., What do you think is *the purpose* of this writing assignment? Do you know what you need to improve on? How do you intend to do so?



How you can support your child's learning



What makes you say that?

E.g., What makes you say that the water will evaporate?

What did you notice that makes you say that?

Challenge but Don't Rescue

Teach your child to persevere and embrace struggle and learn to handle unfamiliarity.

Ask questions that will help him/her to develop agency such as:

Can you read the question once more?

What model can you draw?

Can you check the examples in the textbook?



More resources from [Project Zero](#).

THANK YOU

