



SENGKANG GREEN
Primary School

PARENT ENGAGEMENT SESSION PRIMARY SIX 2024

Becoming A Future-ready Learner –
Promoting Holistic Health

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



Purpose of today's session

- Understand the educational landscape our children are in now
- Develop the right perspectives for our children's learning
- How we can partner each other in supporting our children's education



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Principal's Time

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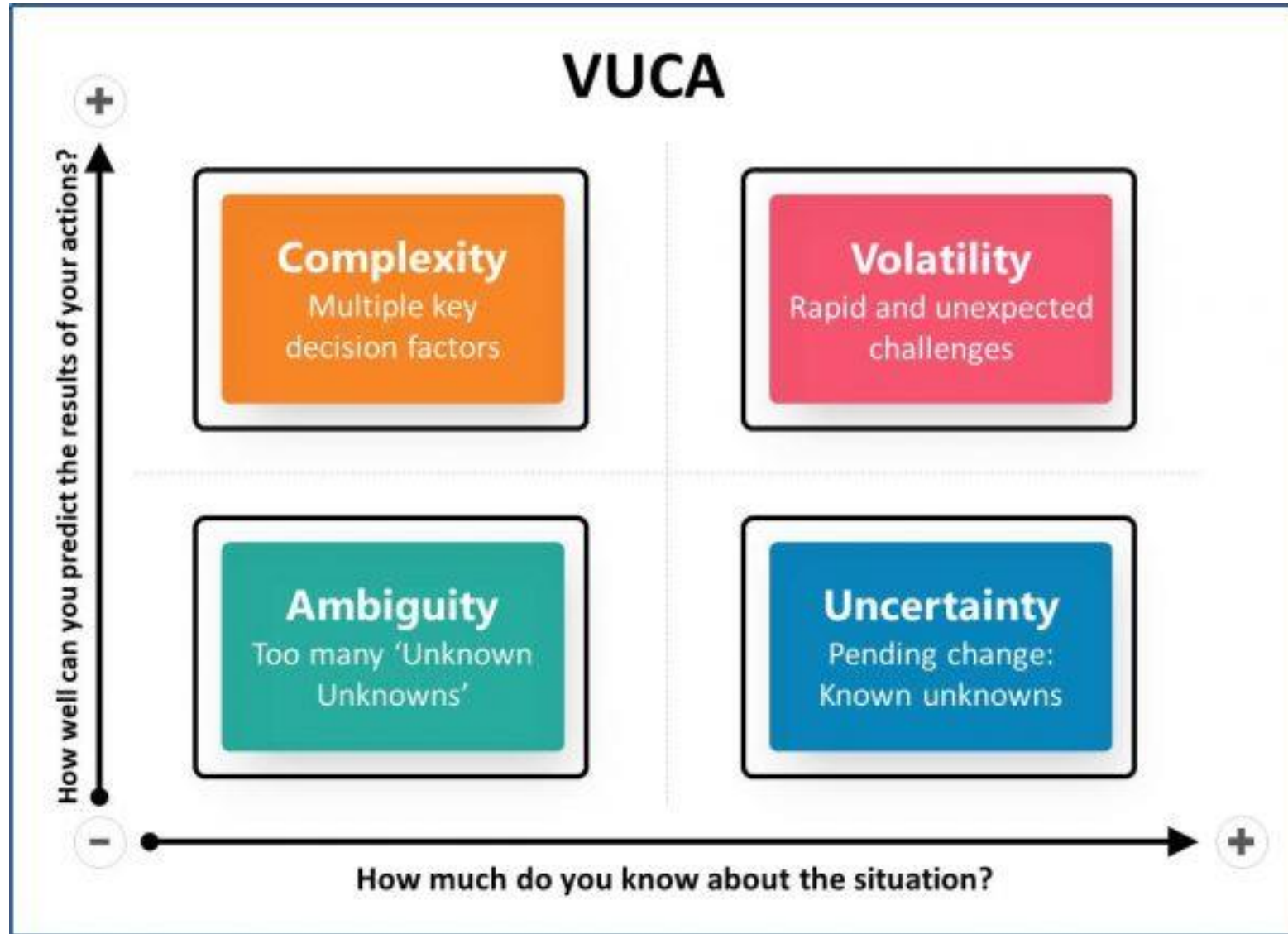
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Desired Outcomes of Education

Students who are

- Confident
- Self-directed
- Active contributors
- Concerned citizens

- 
- A good sense of self-awareness.
 - A sound moral compass.
 - Necessary skills and knowledge to take on challenges of the future.



21 Century Competencies

Laying the strong foundations for them to thrive & achieve success in a VUCA world

Adaptive Thinking

- i. Assesses different contexts and situations in order to make connections and draw new insights
- ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy

- i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
- ii. Plays active and constructive roles to improve the school, community and nation



Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives

Our school themes have been carefully selected to develop the character of each SKGian, guided by the school's vision, mission and values

Harmonising
Towards
Excellence

2018

Develop
Yourselves
Holistically

Learning –
A Lifelong
Passion

2019

Develop Mindsets
and Attitudes,
Learn Habits and
Skills that help you
to learn for life

Be The
Best
that I
Can Be

2020

Know yourself,
Manage yourself,
Exercise Personal
Leadership,
Develop Self
Agency

Be The
Best
that We
Can Be

2021

Learn how to
make friends,
accept that others
can be different
from us, learn with
others

We Are
Ready to
Serve

2022

Learn and practise
empathy, be kind
and encouraging in
thoughts, words and
acts, help others in
need, and put
others before

Becoming
a Future-
Ready
learner

2023 and
beyond



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School theme 2024

Becoming a Future- Ready Learner - Promoting Holistic Health



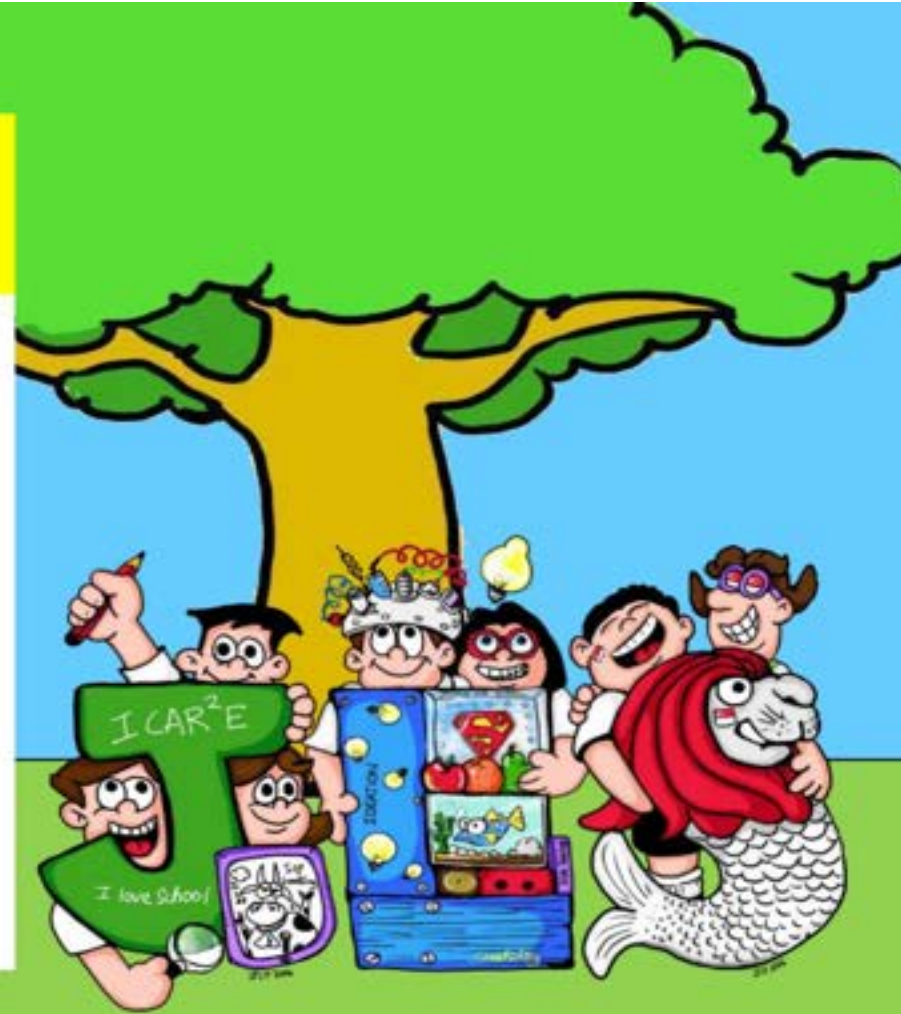
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School Mission

To nurture
healthy and happy
individuals with
strength of **character**,
ready to **serve**,
ready for the future

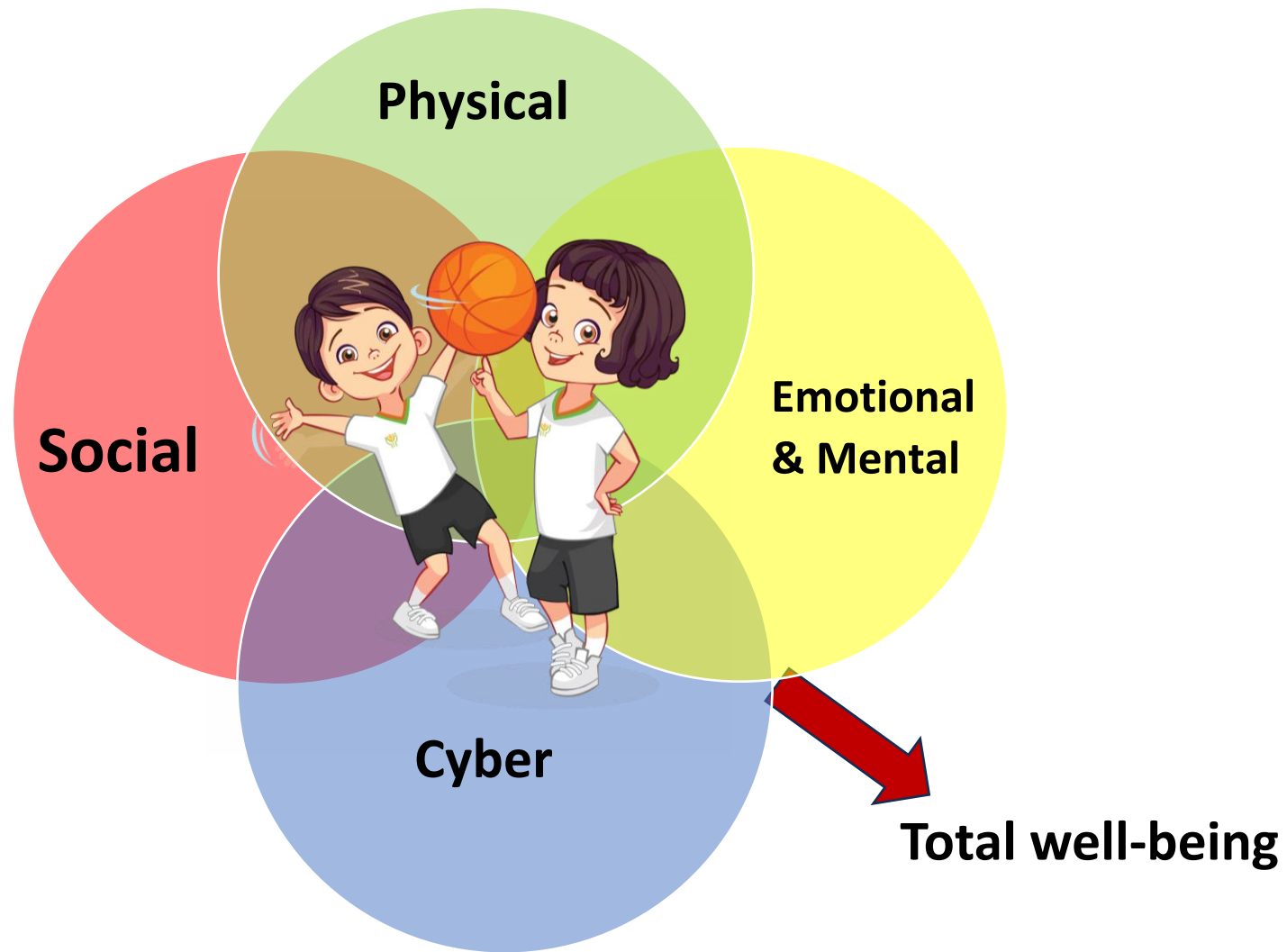


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What is holistic health?



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Physical Health

This includes

- food and nutrition
- physical exercise
- rest
- good hygiene practices.

A balanced diet

- Manage a healthy weight
- Support a strong immune system
- Increases energy levels
- Improve Mental Health and Well-being
- Enhance Mental Focus





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Be Active and Exercise Regularly

The Importance of sleep for children.



Children who regularly get an adequate amount of sleep have improved attention, behavior, learning, memory, and overall mental and physical health.

Getting adequate sleep

Recommended

At least 9 hours of sleep for children aged 6-13 years old

Pre-School 3-5 Years

10-13 HOURS



School Age 6-13 Years

9-11 HOURS



Emotional and Mental Health

The Happy SKGians

- SKGians find a clear purpose in their role as students, foster a sense of fulfillment and well-being
- Understanding how our minds process information (learn), handle emotions, and develop a positive and resilient mindset, becoming confident.
- How do SKGians develop emotional and mental health?
 - ✓ positive self-talk,
 - ✓ continuous learning,
 - ✓ adopting a growth mindset, and
 - ✓ Having empathy and showing gratitude

Self-Awareness
Self-Management



Social Awareness Relationship Management

- Building good relationships with others.
- Good communication
- Being part of a community and understanding our responsibility to others.

Cyber Wellness

- Teaching our SKGians to use technology purposefully for learning
- Balancing offline and online activities
- Being responsible digital citizens.



Students: Digitally-empowered, future-ready learners and innovators

Digitally-empowered 21st century learners who are:

- Self-directed in setting goals and managing their learning using a range of digital tools and resources.
- Collaborative and connected in using digital tools to co-construct and share knowledge with others.

Digitally literate learners who:

- Apply digital literacy and technological skills to "distil and discern" through the effective use of technology.
- Exercise cyber wellness to use technology in a safe and discerning manner.

Empathetic, technologically-adept innovators who:

- Use human-centred methodologies to "discover" needs and "develop" solutions to real-world problems.
- Skilfully leverage a range of digital tools to create solutions.



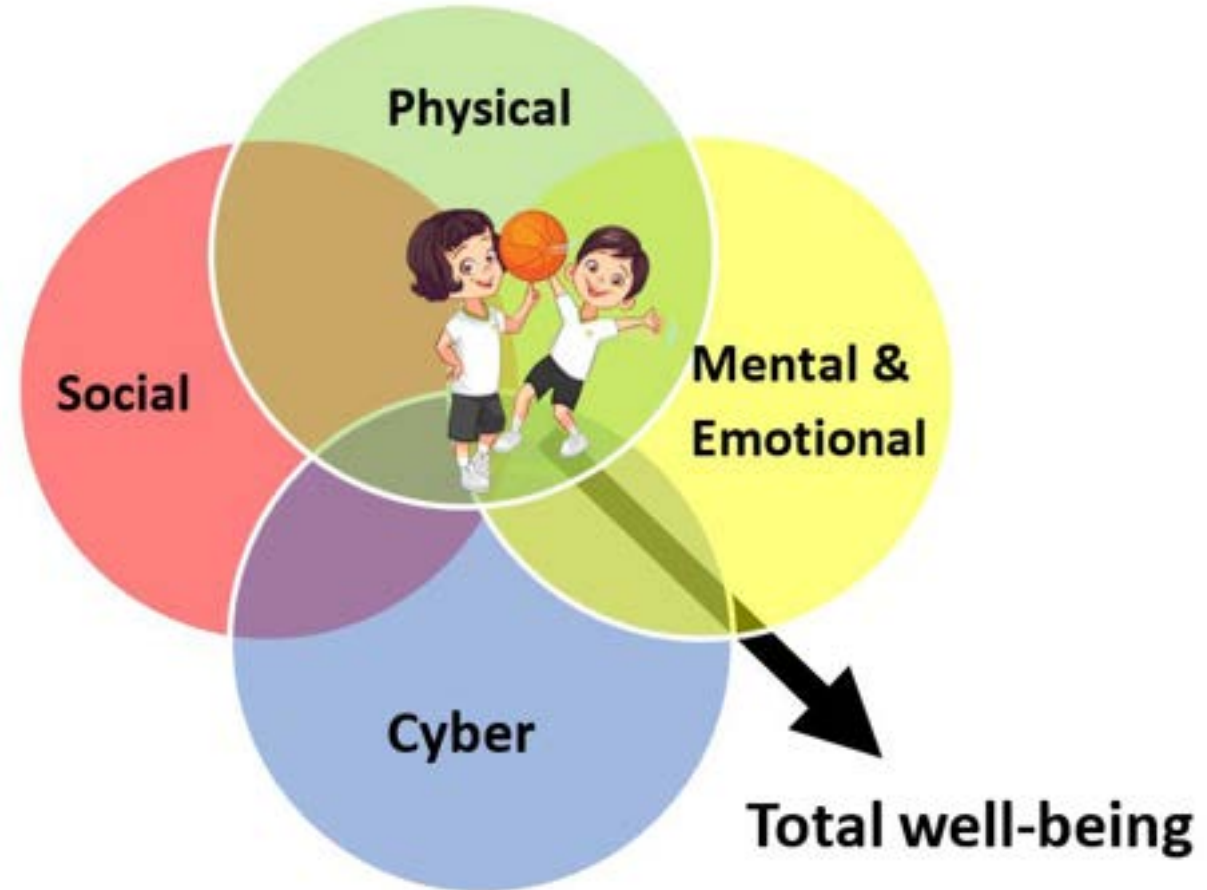
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Why Holistic Health?

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Holistic Health

There is a meaningful link
between holistic health and
preparing our SKGians
for the future



We believe that SKGians are capable of

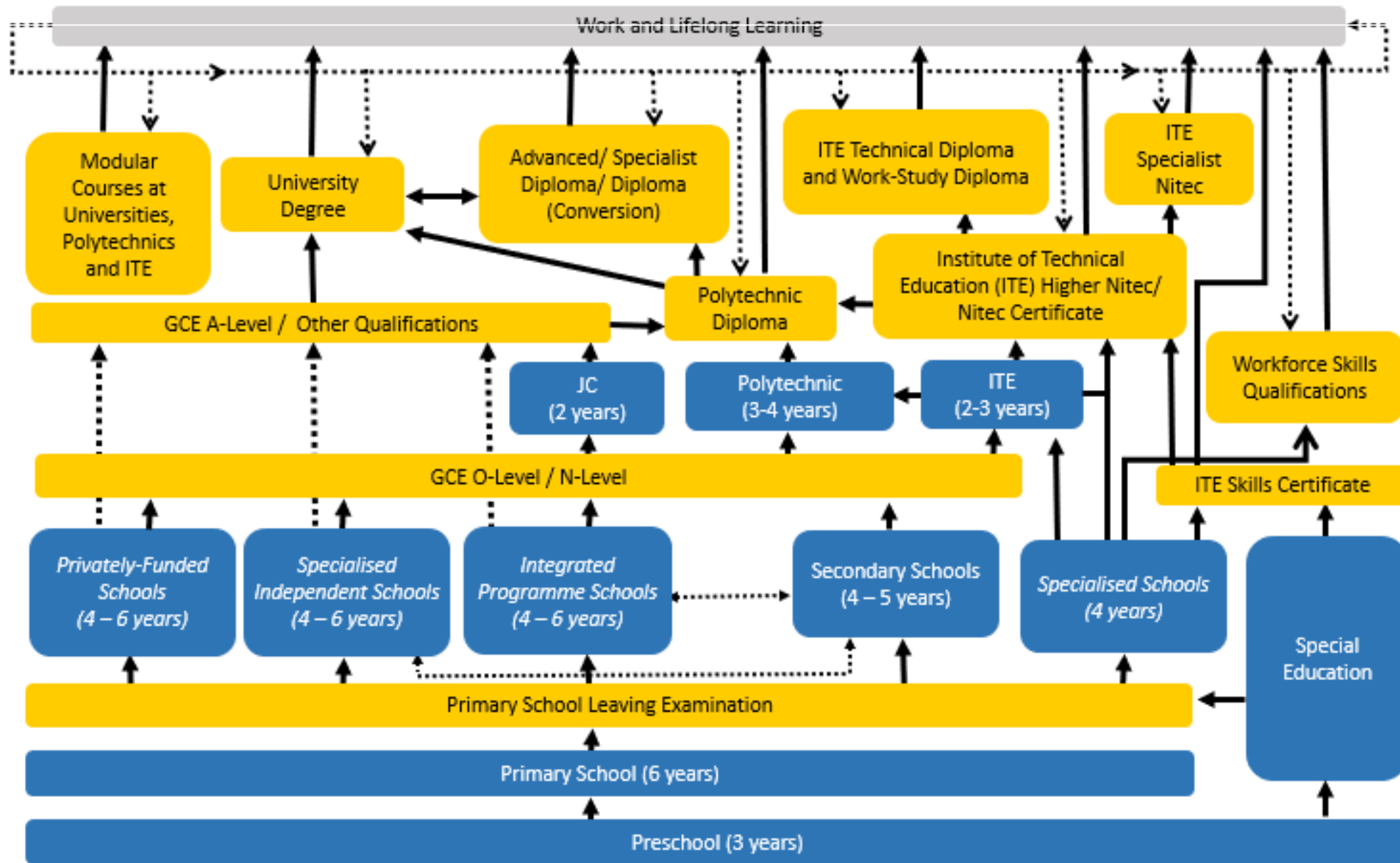
- Taking responsibility for their own health and well-being.
- Developing the knowledge, skills and attitudes to live healthily.
- Building motivation to sustain a healthy lifestyle in school and in life.
- Becoming future ready to take on the challenges of life.

We Can Be

Educational Pathways Today that Starts with Pre-School Education



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And there are multiple pathways to success



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Learn for Life

- Develop diverse strengths and interests of our students,
- Nurture an intrinsic motivation to learn
- Ensure every child has a good start in life, and can access opportunities at every stage of their lives





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Year Head's Time

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Supporting Our Students' Learning in the Final Year of Primary Education





Transition to Primary Six

- **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 – in character, knowledge and critical competencies
- Understand their needs, interests and strengths
- Support our students in their academic learning
- Create a positive school experience for our students, making them confident and lifelong learners
- Work closely in partnership with parents and the community to bring out the best in our students



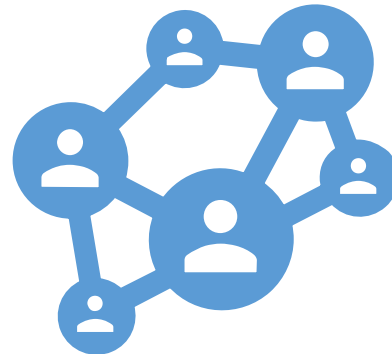
3 Key Areas

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



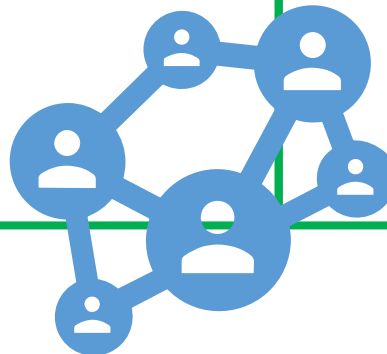
Having a Growth Mindset

- 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• Putting First Things First• Active learning	<ul style="list-style-type: none">• Developing strengths• Growth Mindset• Contributing actively• Continuous improvement





Personal Effectiveness

Self-Regulation

- Managing own emotions
- Taking initiatives
- Being responsible for own emotions

Beginning with the End in Mind

- Planning Ahead
- Goal Setting

Putting First Things First

- Prioritization
- Discipline
- Adaptability

Active learning

- Habits and routines for learning

ACTIVE SELF-MANAGEMENT

Leading Self

Developing strengths

- Cultivating interests

Have a Growth Mindset

- The power of yet
- Mistakes as opportunity for learning

Contributing actively

- Taking actions
- Creating positive change

Continuous improvement

- Curiosity
- Perseverance
- Learning for life

STUDENT AGENCY



Development of two critical sets of skills

Social Emotional Competencies

- Self-Awareness
- Self-Management
- Responsible Decision-Making
- Social Awareness
- Relationship Management

21st Century Competencies

- Civic Literacy, Global Awareness and Cross-Cultural Skills
- Critical and Inventive Thinking
- Communication, Collaboration and
- Information Skills

WELL-BEING & MOTIVATIONAL SUPPORT



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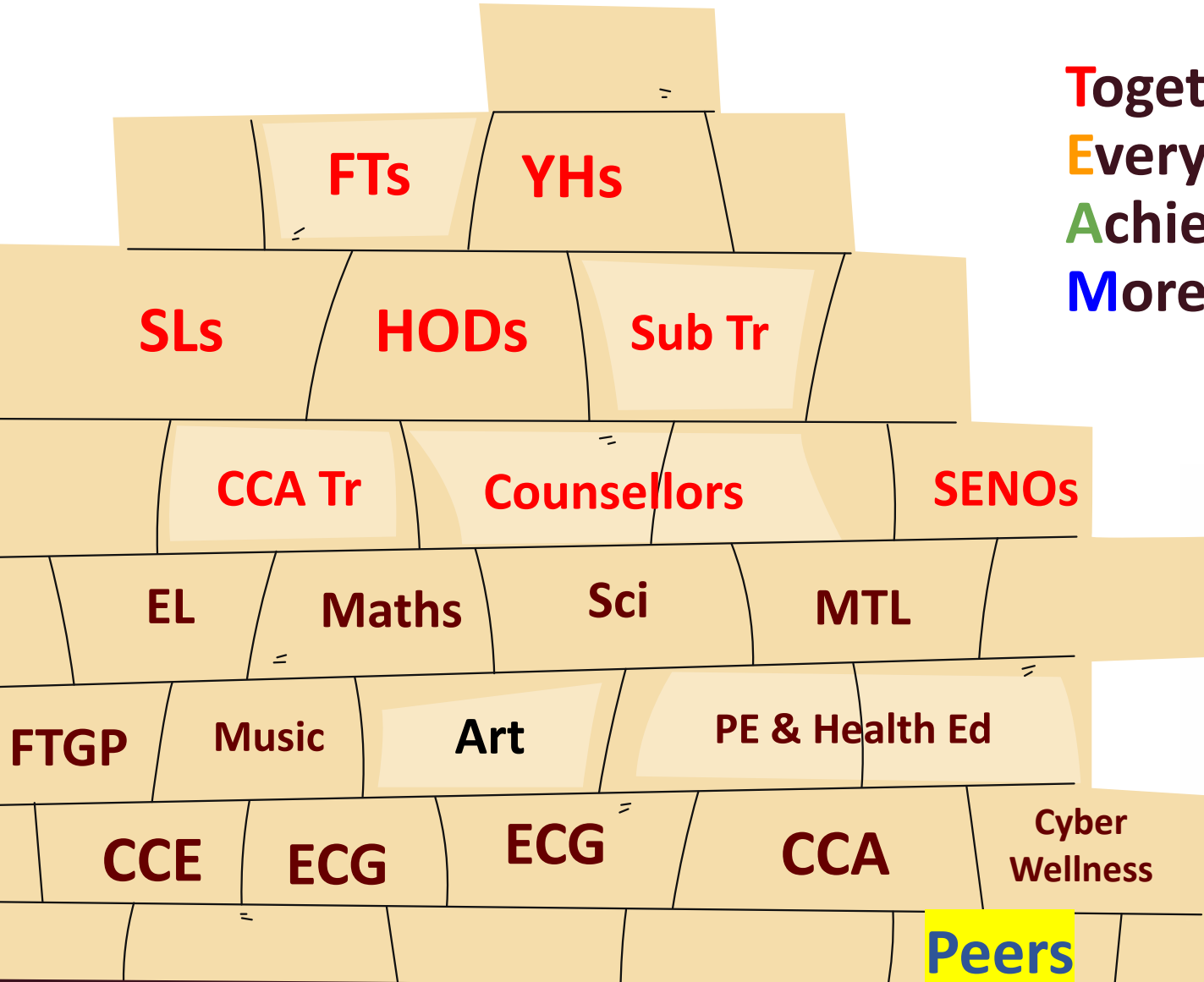
Together
Every SKGian
Achieves
More holistically



Strength of
Character

Ready to
serve

Ready for
the future





Co-Curricular Activities (CCAs)

- CCAs are a key component of students' holistic education. Through CCAs, students discover their interests and talents.
- CCAs also provide platforms for students to develop their character, learn values, social emotional competencies and other relevant skills to prepare them for future challenges.
- CCAs bring students from diverse backgrounds together. By learning and interacting with one another, students develop friendships and deepen their sense of belonging to the school and community.
- CCAs for Primary 6 is scheduled during Semester 1.



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
- Career Awareness Fest*
- Secondary School Talks*

Held during the P6 Study Week
(18 – 21 June 2024)

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>





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ECG RESOURCES

MySkillsFuture Student Portal (Primary)



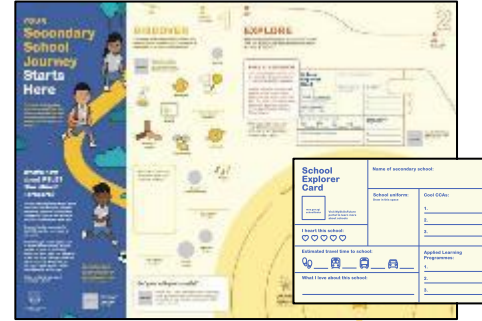
<https://go.gov.sg/mysfpri>

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>

SchoolFinder Tool



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



How we support our students



SCHOOL-WIDE



CLASS



PARTNERSHIP WITH
PARENTS



Support by FTs & Subject Teachers

Focus: Develop a supportive and empowering experience for our P6 students

- Create a learning environment that increases self-motivation
- Support students' efforts in learning increase self-ownership and improve self regulation
- Provide opportunity for students to practice active self-management and agency
- Work closely in partnership with parents to bring out the best in our students

1. Regular school attendance
2. Punctuality
3. Submission of work punctually
4. Do their best

Morning Assembly with Form Teachers



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GROWTH MINDSET
Term 1 Week 2

There may be things I don't know right now, but

I CAN

learn

A poster with a grid background, colorful balloons, and a pencil. It features the text 'GROWTH MINDSET' and 'Term 1 Week 2'. Below that, it says 'There may be things I don't know right now, but I CAN learn' with an illustration of a fox.

Mindfulness in Gratitude 2

I AM GRATEFUL TO HAVE YOU AS MY FRIEND

Who are the friends that you are grateful to have.
Why are you grateful to have them as friends?

Make a class friendship tree!

A poster with a blue sky, green hills, and a tree made of colorful hands. It includes the text 'Mindfulness in Gratitude 2', 'I AM GRATEFUL TO HAVE YOU AS MY FRIEND', and a question about friends.

GRATITUDE WEDNESDAY!

Start each day with a grateful heart

A poster with a blue sky, green hills, and a yellow sign that says 'GRATITUDE WEDNESDAY!' and 'Start each day with a grateful heart'.

Today's Health Quote

AN APPLE A DAY KEEPS THE DOCTOR AWAY

A photograph of a single red apple with a green leaf.



ACADEMIC SUPPORT

Programme	Timeline
Remediation Programme (Selected students)	Semester 1
Revision Programme (All students)	Semester 2



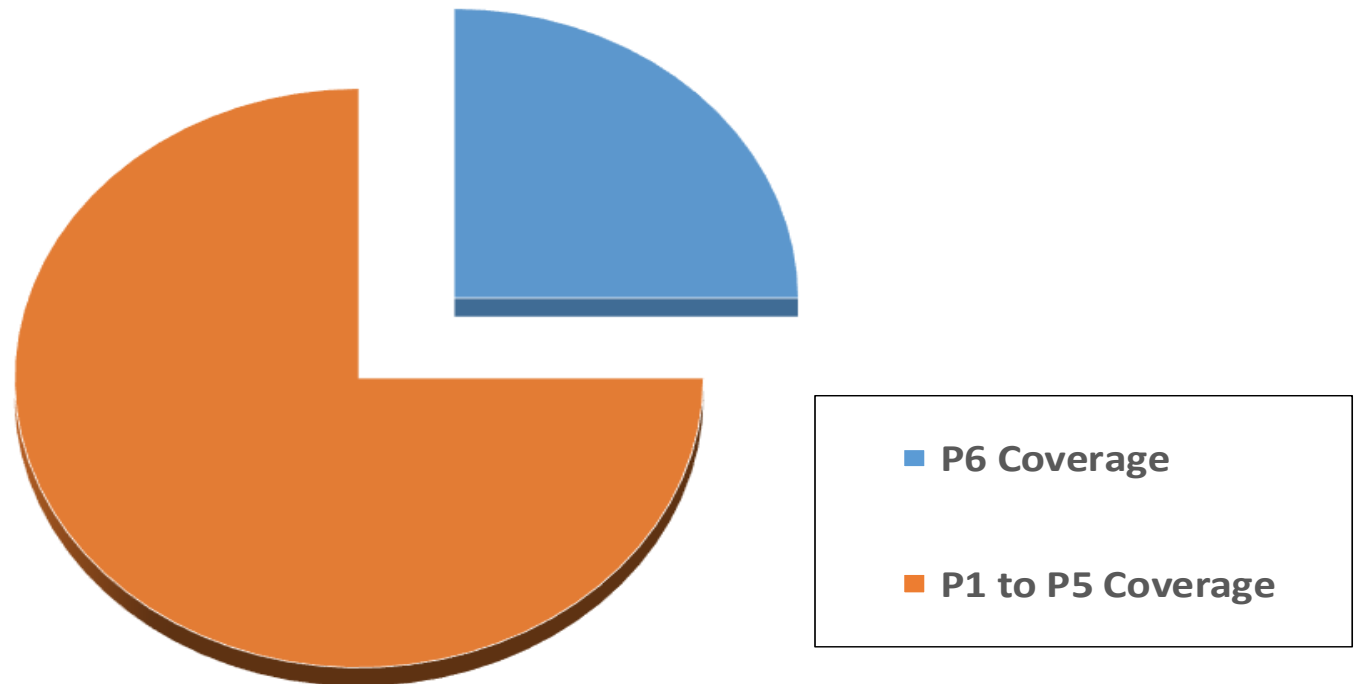
ACADEMIC SUPPORT

Programme	Timeline
P6 Study Week (All students)	June Holiday (18 June – 21 June 2024)
P6 Revision Programme (All students)	September Holiday (4 Sep to 6 Sep 2024)



ACADEMIC SUPPORT

P6 topic coverage is a small fraction of the total marks allocated in the PSLE.





How we support our students



SCHOOL-WIDE



CLASS



**PARTNERSHIP WITH
PARENTS**



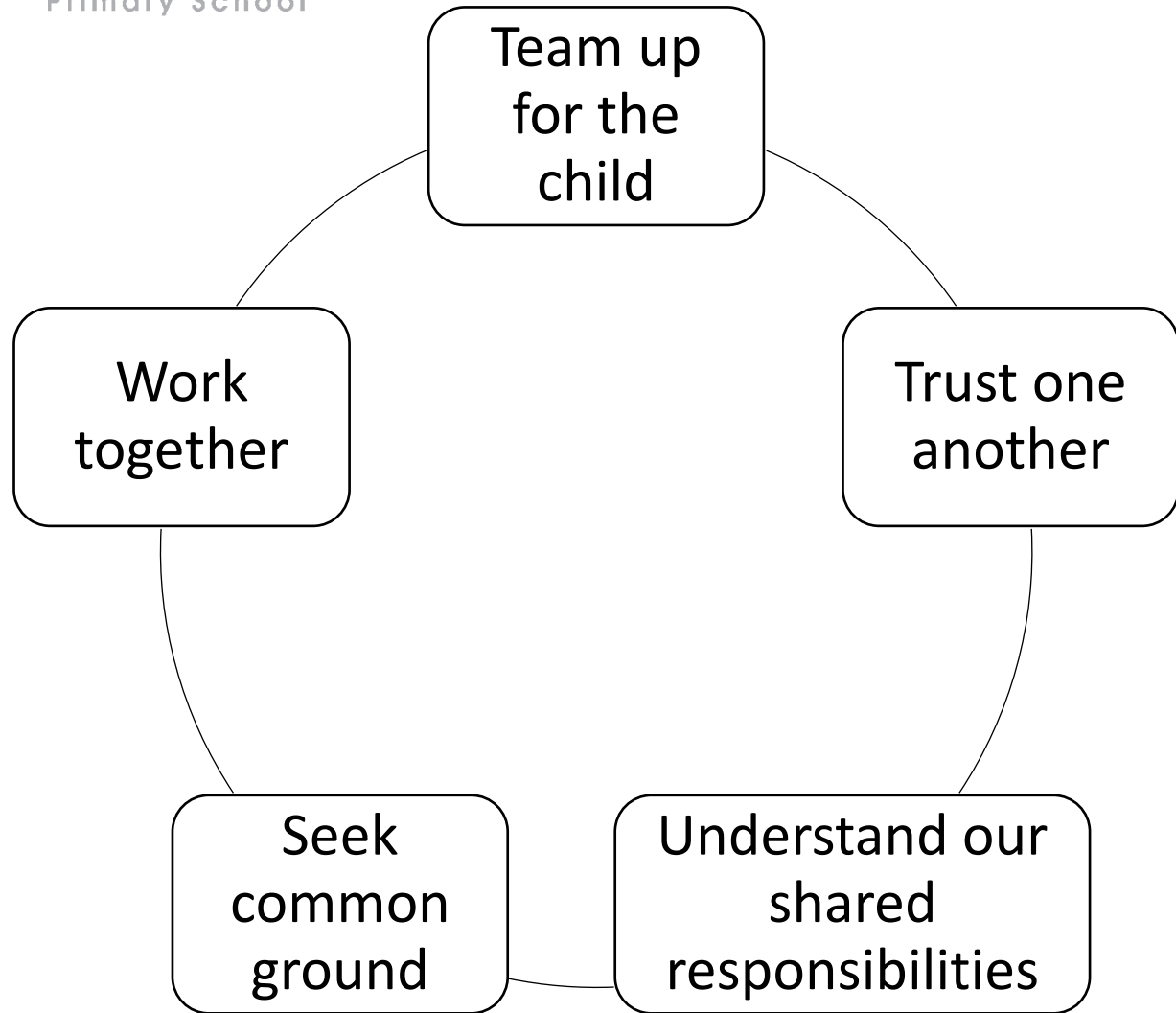
PARTNERING PARENTS

in holistic development of our students

Regular Communication with parents

Student Handbook, School Calendar, Parent Gateway, Letters of notification & School Website

Sessions	DATE/PERIOD
P6 Parent Engagement Session	19 January 2024
Parent-Child-Teacher Conference (For selected students)	4 to 6 Mar 2024
Parent-Child-Teacher Conference (For all students)	21, 23 & 24 May 2024

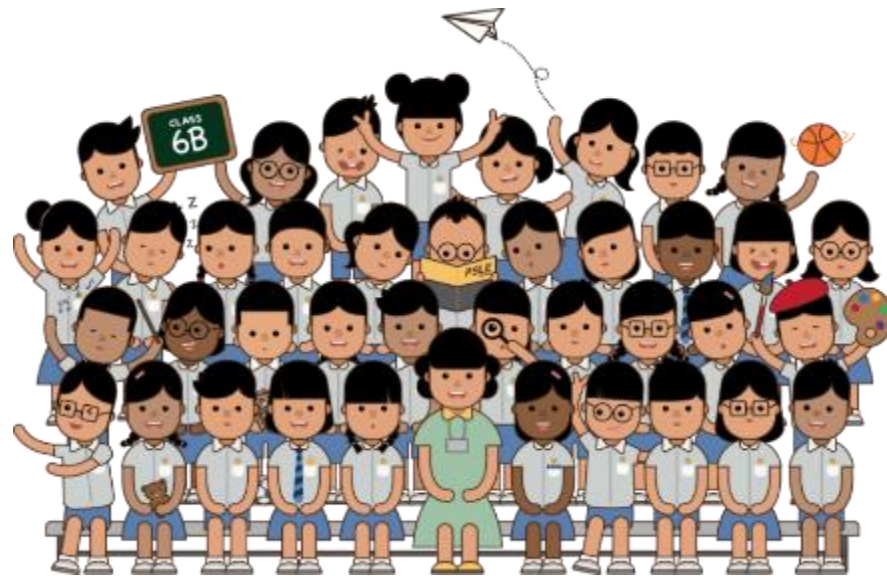


Our Common interest : Your child, Our student

Let's support one another jointly
as we **support and encourage** our
students in their final year of primary
school education.

The PSLE SCORING and S1 POSTING

**SUPPORTING STUDENTS AND PARENTS IN MAKING
INFORMED SCHOOL CHOICES FOR PSLE**



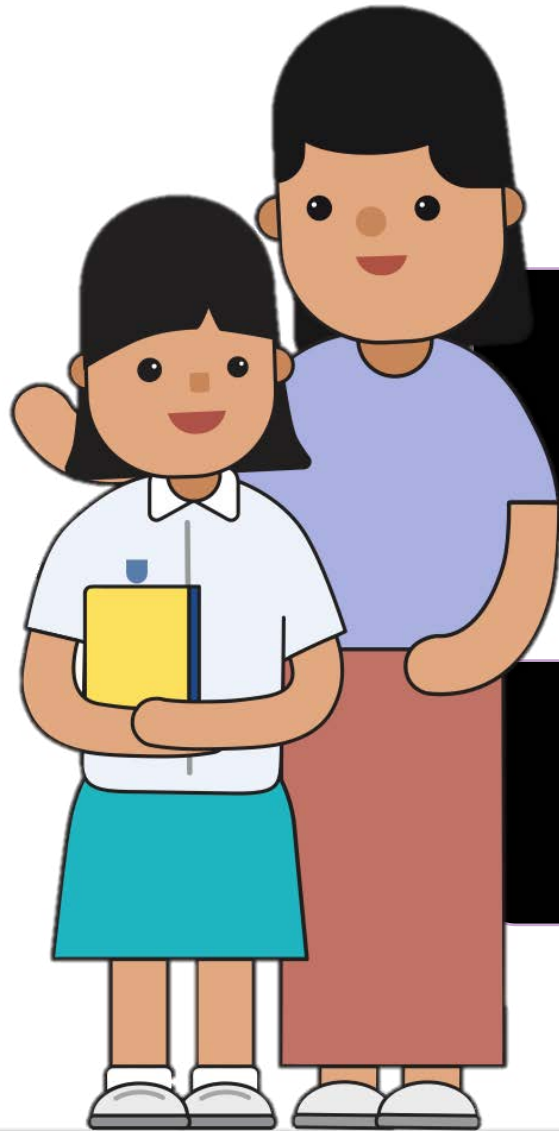
From today's session, you will walk away with...

- A better understanding of the support that your child may need in the transition journey from primary to secondary school
- Understanding Full Subject-Based Banding (Full SBB)
- Information on what to expect in secondary school





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**How does the PSLE Scoring &
S1 Posting work?**

**How are students posted to
secondary schools?**

WHAT IS THE INTENT OF THE PSLE?



A useful checkpoint at the end of primary school

A fair way to determine secondary school posting



WHAT IS THE INTENT OF THE PSLE?



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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?



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- 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	ALA = 6	
Mother Tongue Language	4	

GRADING OF FOUNDATION SUBJECTS



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- 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



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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.



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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)

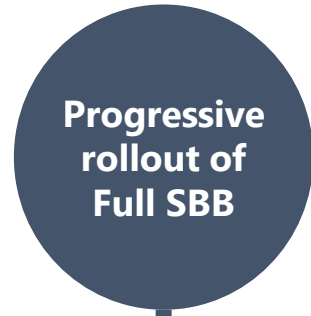


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2020

- Full SBB pilot commenced in 28 secondary schools.
- The initial feedback from pilot schools has been positive.



2022-2023

- Around 90 schools have implemented aspects of Full SBB by 2023.



2024

- Remaining schools that admit students from 3 streams will be implementing Full SBB.
- Express, N(A) and N(T) streams will be removed for the 2024 S1 cohort onwards.
- Students will be grouped in mixed form classes in lower secondary.



2027

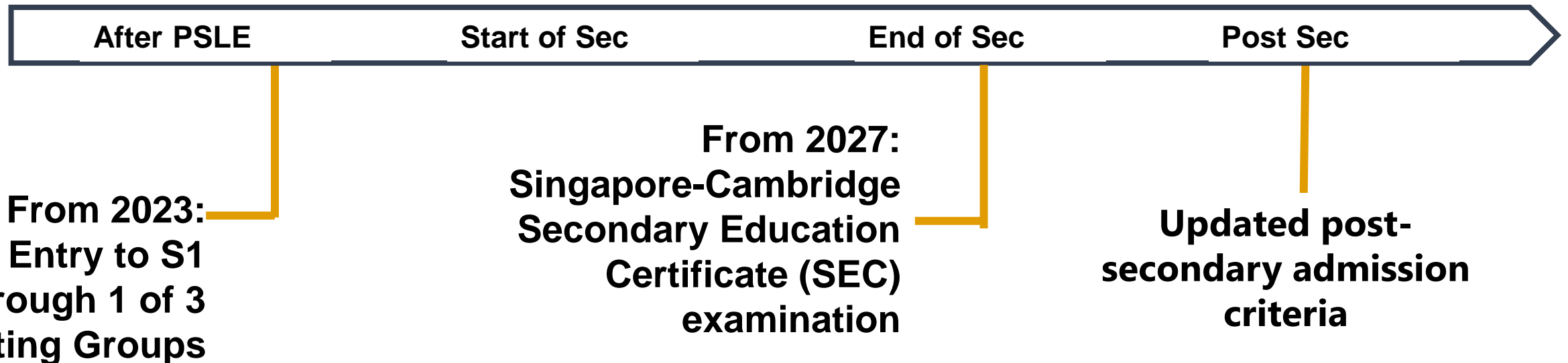
- From 2027, students will sit for the Singapore-Cambridge Secondary Education Certificate (SEC) examinations, instead of the GCE N- and O- Level examinations.
- Students will receive an SEC which reflects the subjects and subject levels that they offered.

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.**

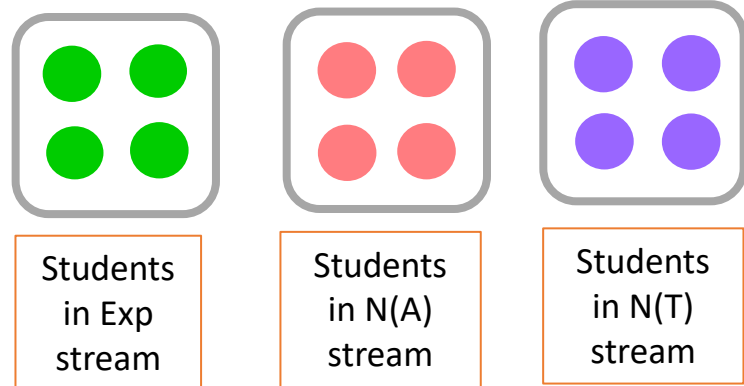
Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

- 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 (with AL 7 in EL and MA)	1	G1

FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

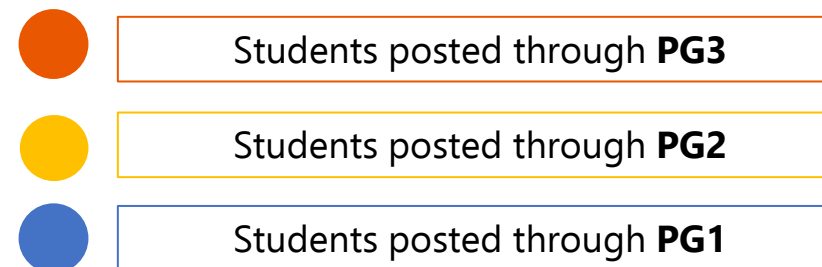
Form classes arranged by academic stream in schools yet to implement Full SBB



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**.



FULL SBB: COMMON CURRICULUM



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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	Standard	AL 5 or better	G3 or G2
		AL 6	G2
•Mother Tongue Language •Mathematics •Science	Foundation	AL A	G2

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



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- 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



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- 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.

Choosing Suitable Secondary Schools

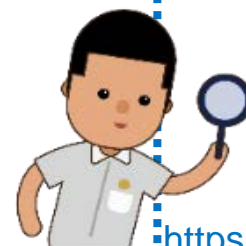
Factors to Consider

Preparing for S1 Posting Exercise



PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's distinctive programmes, Co-Curricular Activities (CCA), culture, ethos, and proximity to home when shortlisting school choices that would best fit a student's educational needs.
- The PSLE Score ranges for individual secondary schools will be available for your reference on <https://moe.gov.sg/schoolfinder> and <https://go.gov.sg/exploreschools>. They reflect the PSLE scores of the students posted into these schools at the previous year's S1 Posting Exercise.
- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.



SchoolFinder Tool



<https://www.moe.gov.sg/schoolfinder>

MySkillsFuture Student Portal (Primary)



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

HOW DO WE INTERPRET THE PSLE SCORE RANGES?



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The PSLE Score range refers to the PSLE Score of the first and last student admitted to a particular school in the previous year via the S1 Posting Exercise. This shows the range of student profiles who enter each school.

Example

XX Secondary School

PSLE Score range of 20XX (previous year's S1 Posting Exercise)

Posting Group 3	15 – 20
Posting Group 2	21 – 24
Posting Group 1	25 – 28

PSLE Score of the first student posted into the school in the respective PG.

PSLE Score of the last student posted into the school in the respective PGs [i.e., the school's **Cut-Off Point (COP)**].

Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.

EXAMPLE OF AN SAP SCHOOL'S PSLE SCORE RANGE

While students need not take HCL to enter SAP schools, students who pass HCL receive a posting advantage for admission. To reflect this, the PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

Example

XX Secondary School

PSLE Score range of 20XX (previous year's S1 Posting Exercise)

Posting Group 3	5 (D) – 12 (P)
Posting Group 2	
Posting Group 1	

PSLE Score and HCL grade of the first student posted into the school through PG3.

PSLE Score and HCL grade of the last student posted into the school through PG3 [i.e. the school's Cut-Off Point (COP)].

SCHOOL CHOICE JOURNEY

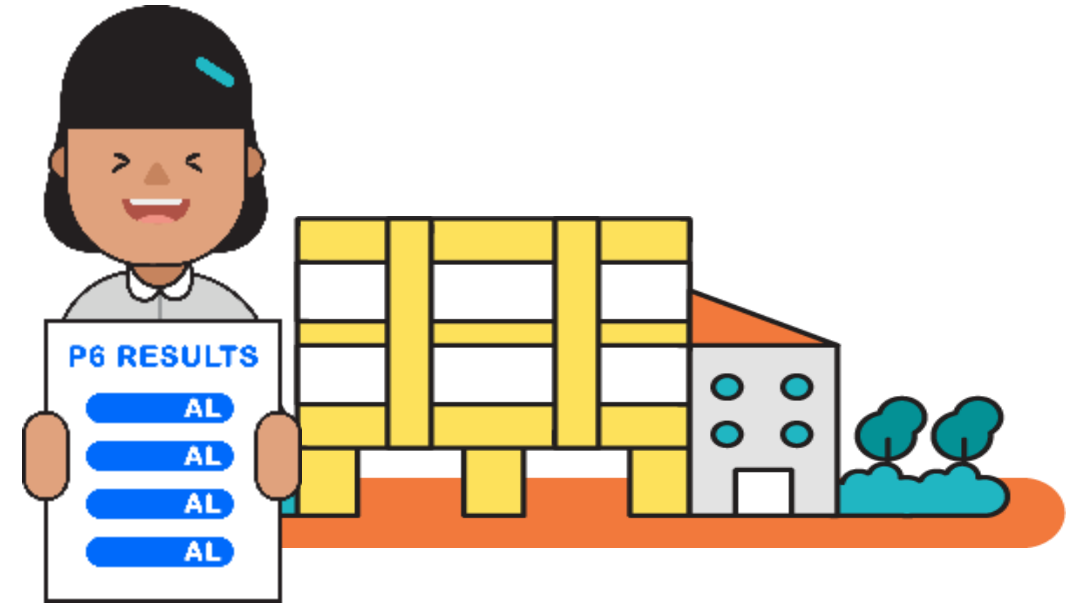
- The PSLE Score ranges are a **useful starting point** for parents and students to consider secondary schools.
- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.



PREPARING FOR THE S1 POSTING EXERCISE



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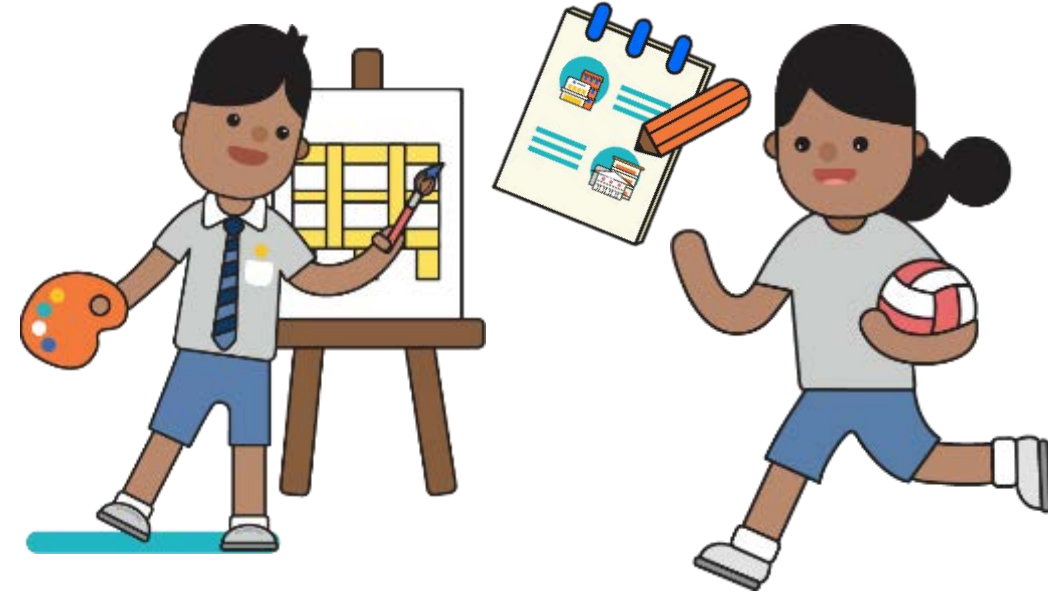
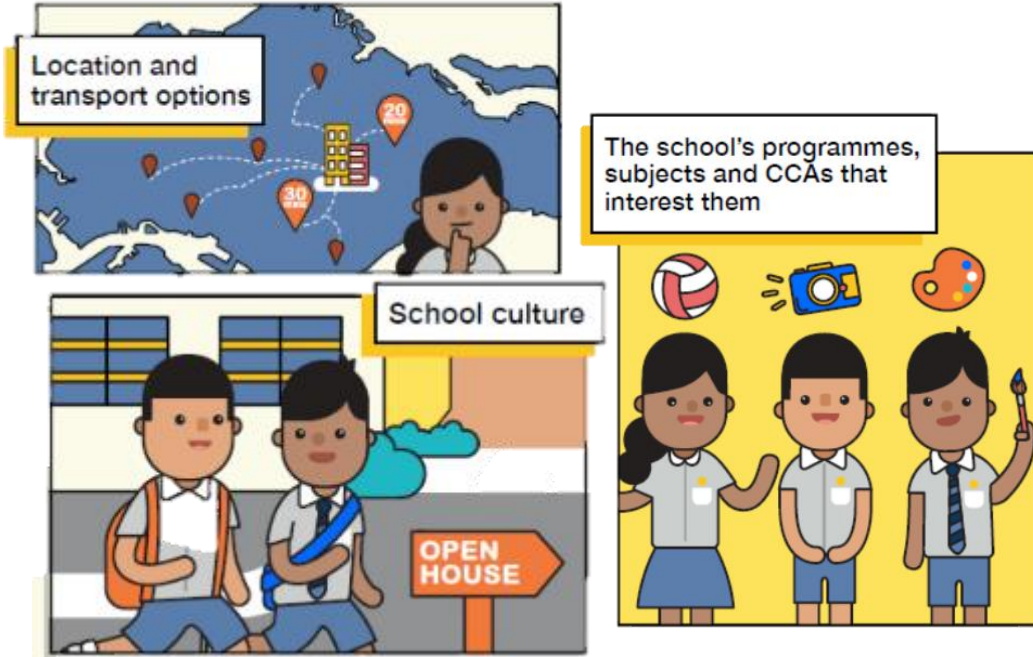
Use all 6 options with a range of Cut-off Points as this will increase your child's chances of being posted to a school of their choice.

Take reference from schools' PSLE Score ranges, which serve as a guide for you and your child to shortlist school choices. Consider at least 2-3 schools where your child's PSLE Score is better than the school's Cut-off Point.

PREPARING FOR THE S1 POSTING EXERCISE



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Shortlist schools that offer programmes that cater to your child's strengths, interests, abilities, talents and learning needs, as well as provide suitable learning environments.

Rank your child's preferred school higher in the choice order of schools. This will increase your child's chances of being posted to that school, if they need to undergo tie-breaking.

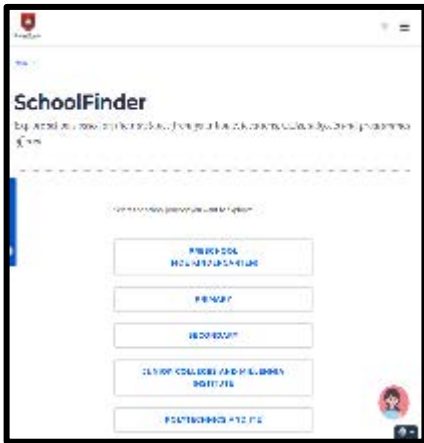


PREPARING FOR THE S1 POSTING EXERCISE

SCHOOL
FINDER

MySKILLSfuture

- Release of **S1 Posting** results



- Release of **PSLE** results
- Online Submission of **S1 School Choices and Options**



OCTOBER

NOVEMBER

DECEMBER



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

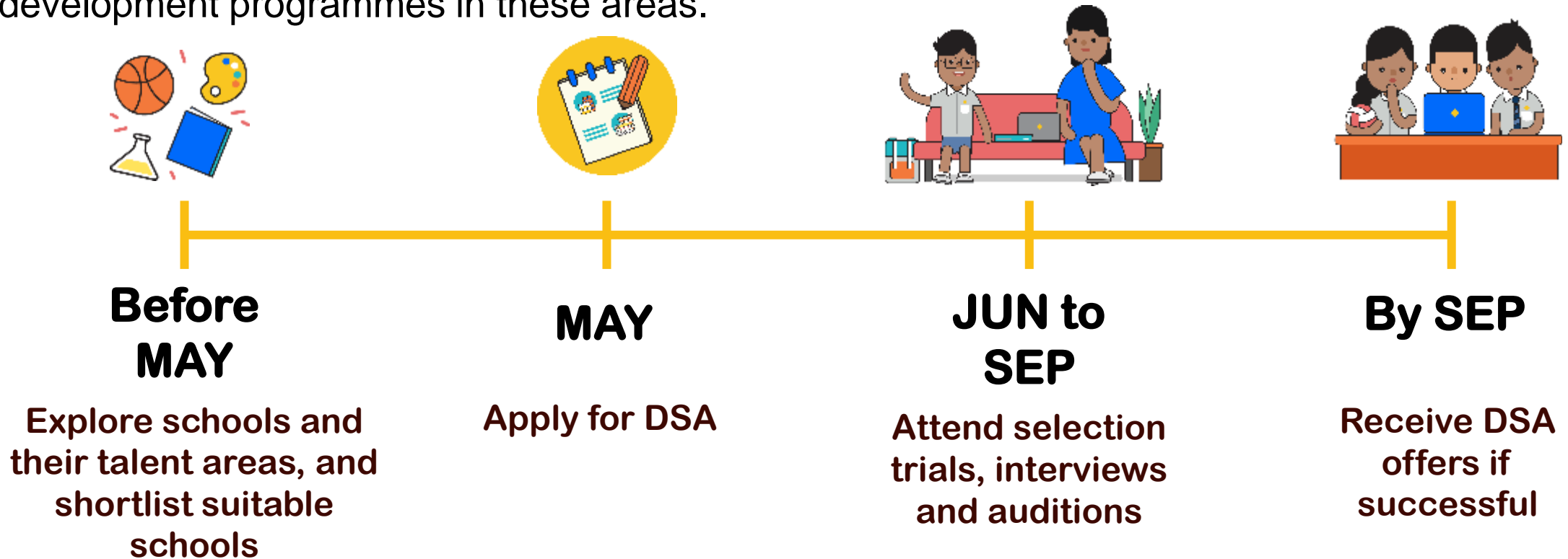
- Entrepreneurship and Innovation
- Language and Humanities
- Leadership and Uniformed Groups
- Performing Arts
- Science, Technology, Engineering and Mathematics
- Sports and Games
- Visual Arts, Design and Media

ENTERING SCHOOLS THROUGH DSA-SEC



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- 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.





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

Direct School Admission (DSA-SEC)

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%

Criteria for selection

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>

Support provided by SKGPS

- 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.



TIPS FOR PARENTS!

Be open and flexible when discussing your child's preferences, needs and choices.

Manage your own expectations and do not project these expectations onto your child.



Have regular conversations with your child to understand more about his/her strengths, interests, abilities, talents and aspirations.

Affirm your child and offer support when he/she shares his/her plans with you.

FIND OUT MORE ON THE PSLE-FSBB MICROSITE



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



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



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EXPLORE YOUR FULL SBB PATH



<https://go.gov.sg/my-fsbb-path>

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How I can support my child - by EL, Math & Sci HODs -



We Are Learning To (WALT):

- Support my child to develop competencies and dispositions to be future-ready

What I'm Looking For (WILF):

- I know the competencies and dispositions that my child needs to develop to be future-ready
- I can support my child to develop the emerging 21st century competencies
- I can role-model the desired competencies and dispositions



WALT and WILF

WALT: join sentences using 'if'.

- C It ~~may~~ rain this morning.
R Our soccer training will be cancelled.

condition (C) → 'if' conditional

result (R)

If it rains this morning, our soccer training will be cancelled.

Our soccer training will be cancelled if it rains this morning.

WILF: I can

- identify the **condition** and **result**.
- add 'if' in front of the condition.
- use a comma when the connector is used at the start of the sentence.
- change the **tense** in the condition, if needed.
- remove the modal in the condition, if any.



We Are Learning To (WALT):

- Support my child to develop competencies and dispositions to be future-ready

What I'm Looking For (WILF):

- I know the competencies and dispositions that my child needs to develop to be future-ready
- I can support my child to develop the emerging 21st century competencies
- I can role-model the desired competencies and dispositions



What skills do our students need
in order to succeed in the world
20-30 years from now?



Speech by Education Minister Chan Chun Sing on the **Future of Learning**

In today's world, there is no credit or bonus or premium for us to teach our students to only know how to answer yesterday's problem with yesterday's answers...

Our students can only distinguish themselves in 20 to 30 years if they are able to **create something new**, if they can **create new value for themselves, for our country and for the global system.**



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Every Student a Creator



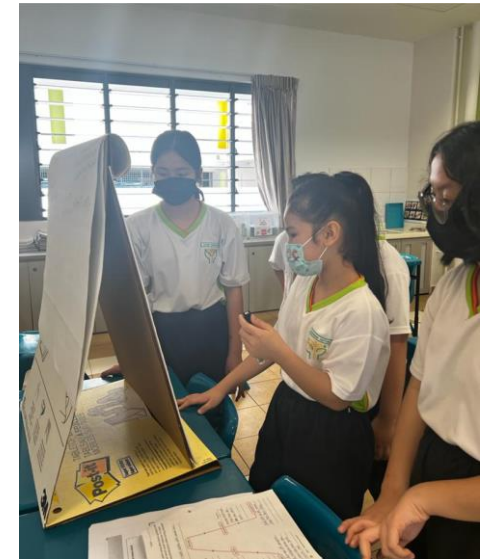
A vibrant school with a culture of care and the spirit of excellence



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Every Student a Connector



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



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Every Student a Contributor



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

FOCUS at Primary 6

BUILDING MASTERY

developing competence and confidence in one's abilities



Developing Emerging 21 CC

Future-Ready SKGians

Adaptive Thinking

- i. Assesses different contexts and situations in order to make connections and draw new insights
- ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy

- i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
- ii. Plays active and constructive roles to improve the school, community and nation



Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives

Forum: My PSLE results will be out soon, but I know they don't define me

PUBLISHED NOV 20, 2023, 5:00 AM SGT



The PSLE is just the first of many important national examinations, such as the O

Many scholarships of note such as the President's Scholarship look beyond academic achievements. They look at the students' social interactions, how eloquently they express their opinions and ideas, how deep their understanding of a subject is, which may not be just limited to the textbook, and their critical thinking.

subject is, which may not be just limited to the textbook, and their critical thinking.

Marks are not a ticket to success. Attitude, diligence, resilience and understanding are equally important.

which to place yourselves.

Joshua Cheong
Primary 6

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?

Instead of '*I will study more*', have your child set **S.M.A.R.T** goals. (Refer to an example on next slide)



How you can support your child's learning

An example of setting S.M.A.R.T Goals

Specific	I will revise for Math by practising at least 5 questions each afternoon from Monday to Friday (except Thursday) from now till end of Term 1.
Measurable	I will keep a diary to record my revision and reflection.
Attainable	I will set aside an hour free each afternoon to do the revision.
Relevant	The revision will help me improve in my Math.
Time-Based	The goal will be completed within 8 weeks.

Reference taken from

<https://helpfulprofessor.com/smart-goals-examples-for-students/>



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](#).

How you can support your child's learning

Dos	Don'ts
<ul style="list-style-type: none">● Believe that your child can learn and wants to learn● Encourage your child to learn especially learning from mistakes. Ask, 'why this method does not work?'● Praise your child for his/her good effort and progress● Set incremental and achievable goals with your child● Communicate with the school teacher regularly on your child's progress at home	<ul style="list-style-type: none">● Place excessive attention on marks● Make comparison between your child and other children's achievement● Focus on answers only.● Unknowingly affirm speed over accuracy. Don't allow your child to have play time for finishing assignments hastily – it breeds carelessness..

Taking Examinations in the Right Spirit

15 JUL 2022, by *Liew Wei Li, Director-General of Education*

As parents, we **wish to multiply our children's joys, whilst protecting them from adversities and hurt. Yet we cannot shield them from all the difficulties and setbacks that they may face in life. ...**

Tests and examinations, just like sports or arts competitions, are some **early opportunities for us to teach our children about courage, and having the resilience and determination, to work towards our goals. ...**

[Taking Examinations in the Right Spirit \(schoolbag.edu.sg\)](https://schoolbag.edu.sg)

Taking Examinations in the Right Spirit

15 JUL 2022, by *Liew Wei Li, Director-General of Education*

Ultimately, when schools, teachers, and parents, **role model the right perspectives and attitudes towards such milestones, our children will learn to build the resilience they need to face challenges in the future. Every setback is a learning opportunity; every mistake a second chance we give to ourselves. Our children's long-term growth matters more than the short-term results.** Let us spur them on to be better versions of themselves—versions that you and I can be proud of.

[Taking Examinations in the Right Spirit \(schoolbag.edu.sg\)](https://schoolbag.edu.sg)

THANK YOU

