SEMBAWANG PRIMARY SCHOOL
The Best From Me

Briefing For Parents
Primary Four

12 Jan 2024

Agenda

#1 SBPS Strategic Direction

#2 Subject-Based Banding

#3 P4 Learning Experiences

#4 Q&A

SEMBAWANG PRIMARY SCHOOL
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Key Personnel

Name	Position
Mr Ng Aik Boon	Principal
Mr Zafilin A Hamid	Vice-Principal
Mr Shawn Tan	Vice-Principal (Admin)
Ms Vernice Soh	Year Head Middle Primary
Mrs Hazel Boo	Assistant Year Head Middle Primary

Why We Do What We Do

School Philosophy
We believe in providing a holistic education to help every child discover the joy of learning in a safe and caring environment.

School Vision
Innovative Learners, Rooted in Values

School Mission
Nurturing Innovators in a Vibrant Community

School Values
Relational Values: Care, Gratitude & Integrity
Functional Values: Curiosity, Excellence and Resilience

SEMBAWANG PRIMARY SCHOOL
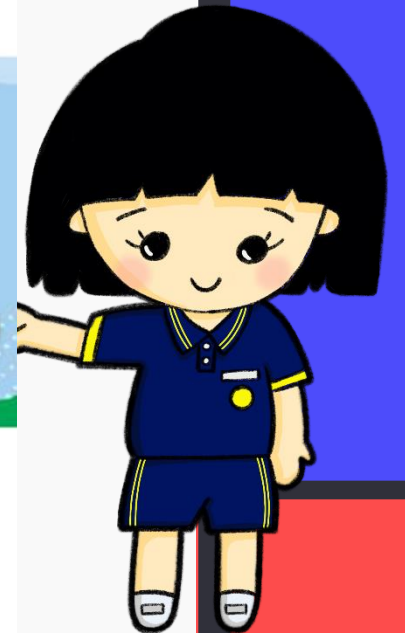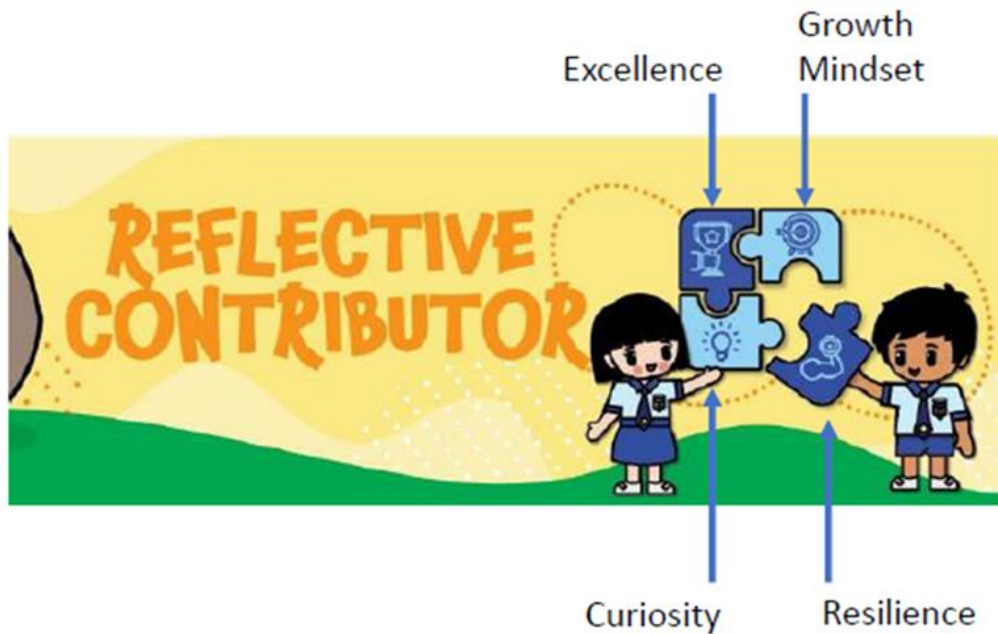*The Best From Me*

Student Outcomes

Reflective Contributor

has a **growth mindset** towards learning and displays the values of **curiosity**, **excellence** and **resilience**.

Compassionate Leader

is able to **lead self and others** by contributing to the community and displaying the values of **care**, **gratitude** and **integrity**.

Student Outcomes

Student Outcomes	Value	No	Statements
Compassionate Leader	Care	1	I extend a helping hand to those in need.
		2	I encourage others.
	Gratitude	3	I am able to express my appreciation to others in different forms.
		4	I know why I have to show appreciation.
	Integrity	5	I can be entrusted to complete a given task.
		6	I practise fair play.
Reflective Learner	Curiosity	7	I ask questions to enhance my learning.
		8	I am able to explain my decisions.
	Excellence	9	I take actions to correct my mistakes.
		10	I work on my areas for growth.
	Resilience	11	I seek help to solve my problems.
		12	I keep trying when faced with challenges.

Measures of Student Outcomes

- The Behavioural Indicators (BI) provides explicit illustrations on how each School Value could be demonstrated by students. The descriptors will serve as a guide for teachers as they indicate students' Personal Qualities in Holistic Report Card at the end of the year.

| Grading:	Guidelines
Demonstrated **very strongly**	• Demonstrated <u>both</u> BIs, <u>most of the time</u>
Demonstrated **strongly**	• Demonstrated <u>one/both</u> of the BIs, <u>most of the time</u>
Demonstrated **adequately**	• Demonstrated <u>one/both</u> of the BIs, <u>sometimes</u>
Demonstrated **to some extent**	• Demonstrated <u>one</u> of the BIs, <u>occasionally</u>
Not Demonstrated	• All BIs were not observed

SCHOOL PHILOSOPHY
We believe in providing a holistic education to help every child discover joy of learning in a safe and caring environment.

SCHOOL MOTTO
The Best From Me

VISION	MISSION	VALUES	
Innovative Learners, Rooted in Values	Nurturing Innovators in a Vibrant Community	Care Gratitude Integrity	Curiosity Excellence Resilience
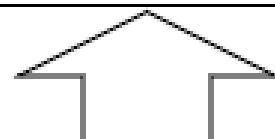
Strategic Thrust 1: Student Excellence	Strategic Thrust 2: Growth Mindset	Strategic Thrust 3: Collaborative Culture
Strategic Goal 1.1: To develop the holistic child. **Approach:** • Designing learning experiences that support active learning. • Designing learning experiences that develop student agency.	**Strategic Goal 2.1:** To cultivate Growth Mindset in students and staff. **Approach:** • Fostering positive thinking. • Catalysing innovation. • Enhancing professional development. • Promoting staff well-being and engagement.	**Strategic Goal 3.1:** To nurture a collaborative culture among students and staff. **Approach:** • Building quality relationships and trust. • Providing opportunities to encourage collaboration among students. • Advocating collaboration across staff segments. • Building strong partnership with stakeholders and community partners.

Growth Mindset

Stanford University psychologist Carol Dweck's concept of the *Growth Mindset* is a simple idea:

- people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point

- this view creates a love of learning and a resilience that is essential for success in life

Growth Mindset
Intelligence can be developed

Leads to a desire to learn
and therefore a tendancy to ...

If you hold a Growth Mindset, you believe that intelligence can be developed, that the brain can be grown and strengthened, like a muscle that can be trained. This leads to your desire to improve.

Growth Mindset

Characteristics:

Believes that intelligence can be developed. This leads to a strong desire to learn and therefore a tendency to:

- embrace challenges
- persist in the face of setbacks
- see effort as a pathway to mastery
- learn from criticism
- find lessons and inspiration in the success of others

Growth Mindset
Intelligence can be developed

**Leads to a desire to learn
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If you hold a Growth Mindset, you believe that intelligence can be developed, that the brain can be grown and strengthened, like a muscle that can be trained. This leads to your desire to improve.

Strategic Focus (2022-2024)

1. Compliance
2. Engagement
3. Empowerment

Teacher-Led → Child-Centred
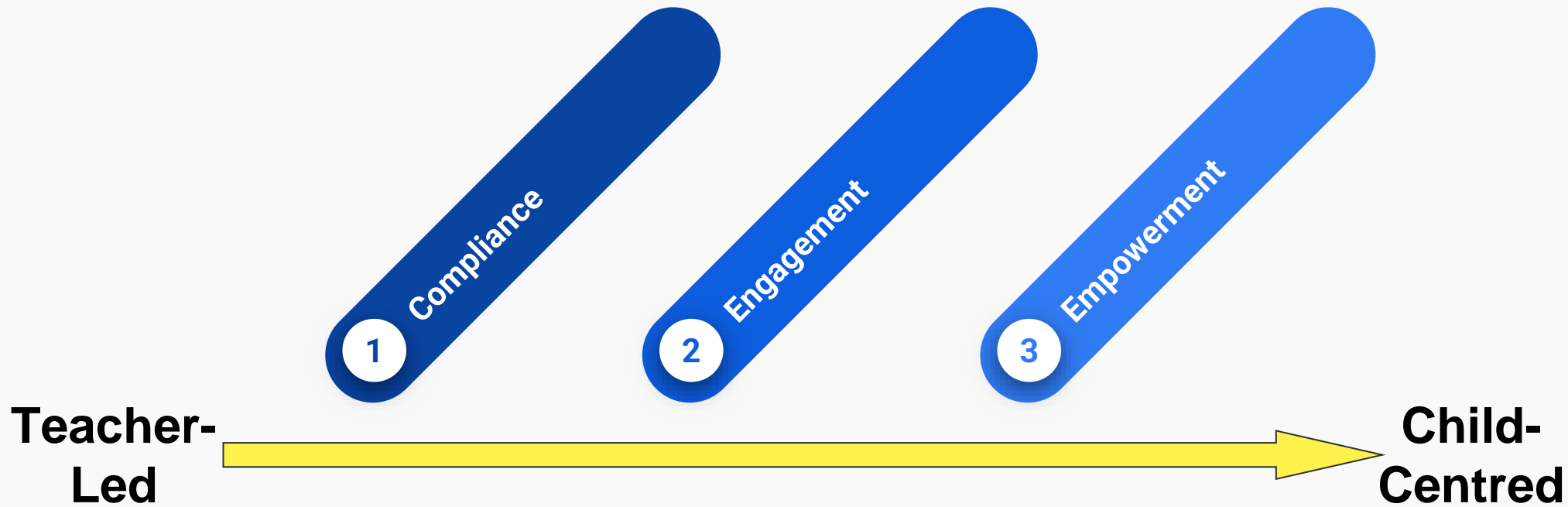
Student Agency

Student agency *is the capacity to set a goal, reflect and act responsibly.*

Strategies to develop Student Agency

- Provide opportunities for Students' *Voice*, *Choice & Advocacy*
  - E.g. Young Journalist Programme, Be the Change, Head Prefect Election, Good Morning, Sembawang Radio Show, Project Work, Celebration of the Arts COTA (12 May)

- Develop *Student Leadership*
  - E.g. Prefects, Class leadership, SBPS PAL, Buddy system

- Focus on *Process of Learning*
  - E.g. Gradual Release of Responsibility, Voice & Choice, Feedback to Feedforward, Blended Learning, ICT-enabled learning

SHAPING THE FUTURE OF LEARNING

SCHOOLS WORK PLAN SEMINAR 2023

MOE prepares students for fast-changing world through tech, updating learning spaces

Initiatives announced in 2023

1 **Every Student a Creator, Connector and Contributor**

- Enhanced 21CC Framework and Priority Emerging 21CC (E21CC)

2 **EdTech as a Capability Multiplier**

- "Transforming Education through Technology" Masterplan 2030
- Strengthening Student Cyber Wellness

Enablers

Schools can decide when to implement and which enablers to tap on.

From the School as our World, to the World as our School

Staff Capacity & Capabilities

- School White Area and Canteen Grant
- Additional funding for flexible furniture
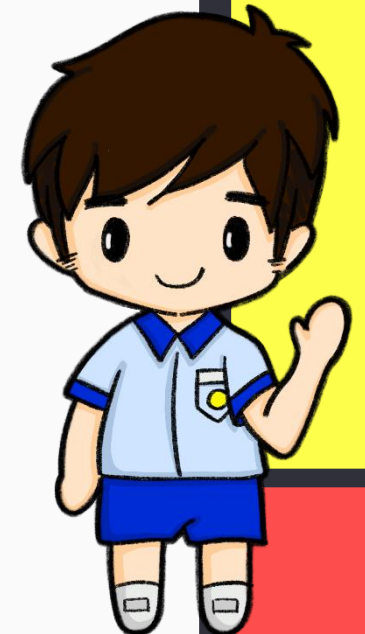- Establishment of Partnerships Engagement Office

- Teacher Growth Model (2024)

Envisioning for the Future

https://go.gov.sg/sbpsenvisioning4
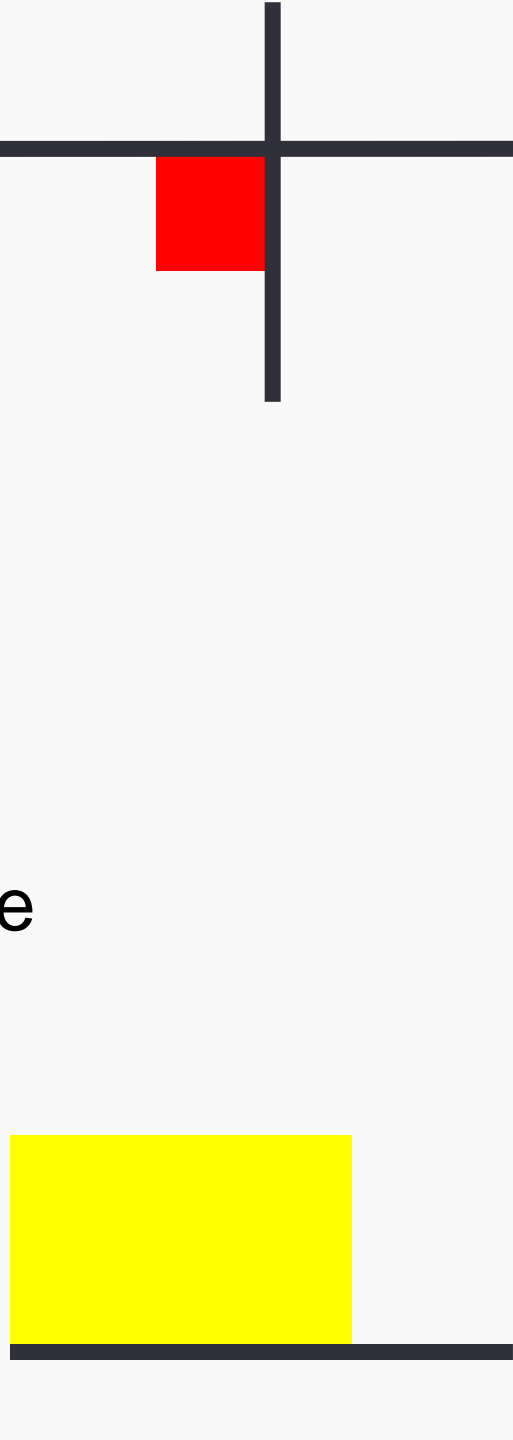
Subject-Based Banding (SBB)

What is Subject-Based Banding?

Take a **combination** of subjects at standard and

foundation levels based on **strengths** and **readiness**

Why Subject-Based Banding?

- Caters to **diverse learning needs** of students with varying abilities

- **Stretch** potential in subjects they are strong in

- **Build up** understanding in subjects they need more help in

- **Levels up** students to achieve better results
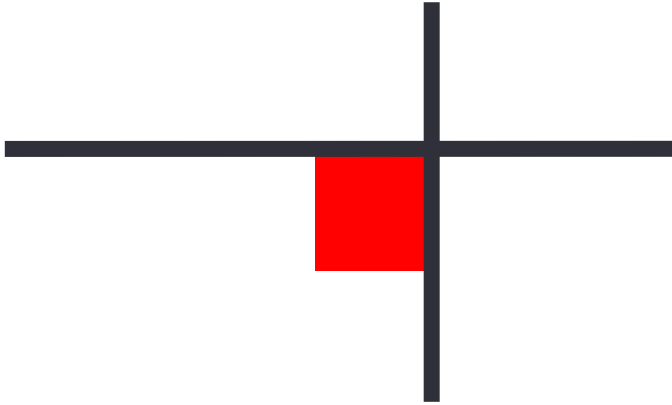
P5 & P6 Curriculum

- **Core subjects**: English, Mathematics, Science and Mother Tongue Language* in either standard or foundation level

- **Common subjects** (not classified by standard or foundation): Social Studies, Character and Citizenship Education (CCE), Art & Craft, Physical Education (PE), Health Education, Form Teacher Guidance Period (FTGP)

Unless exempted or granted permission to take an alternative language by MOE

Comparison of Standard & Foundation Subjects

- Foundation subjects focus on mastery of **core content and skills**

- They are pitched at a **lower level** as compared to the same subjects at standard level

- They may cover fewer topics than standard subjects or the concepts covered are not as in-depth

Comparison of Standard & Foundation Subjects

- Example:
  - P5-6 <u>standard</u> Math syllabus is an <u>extension</u> of the concepts learnt in P1-4 standard Math syllabus
  - P5-6 <u>foundation</u> Math syllabus <u>re-visits</u> the important concepts and skills taught in P1-4 and introduces only a portion of the new concepts taught at standard level

Comparison of Standard & Foundation Subjects

- Students taking 4 standard subjects have the same number of periods as students taking 4 foundation subjects

4 Standard Subjects	Periods / Week
EL (S)	12
Math (S)	10
SC (S)	5
MTL (S)	9
TOTAL	36

4 Foundation Subjects	Periods / Week
EL (F)	14
Math (F)	12
SC (F)	5
MTL (F)	5
TOTAL	36

Same

SBB Process

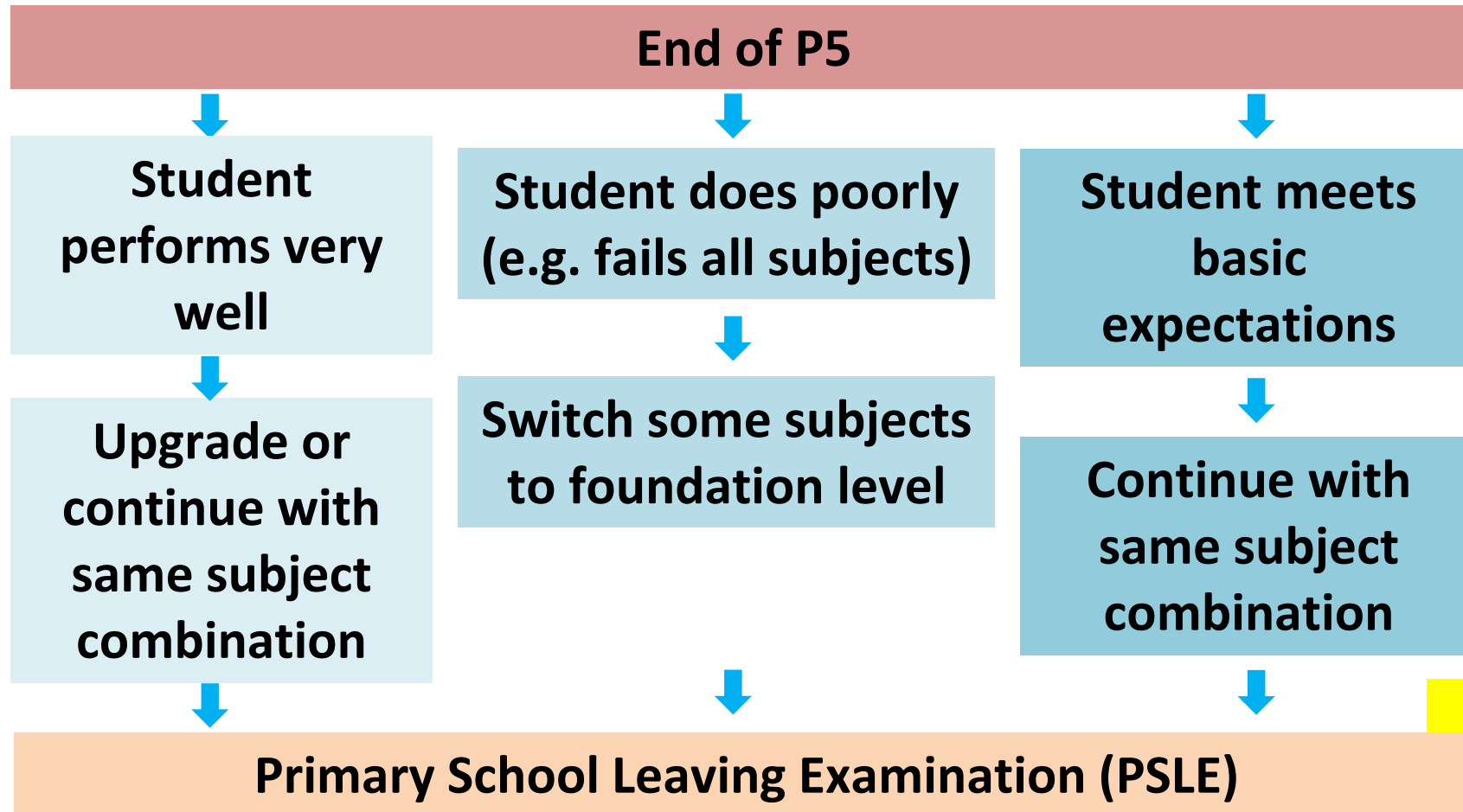| P4	P5	P6
• Student sits for school-based examinations. • School recommends a subject combination based on student's results. • Parental Option Form is given at the end of P4 and parents will make the final decision on their child's subject combination.	• Student takes the subject combination chosen by parents. • Student sits for school-based examinations.	Student takes the subject combination decided by the school.
	End of P5	**End of P6**
	School recommends a subject combination based on student's results.	Student sits for PSLE.

Descriptors for Achievement Bands & Grades (P4)

Achievement Band	Mark Range	Descriptor
Band 1	85 and above	Is very good in the subject
Band 2	70 - 84	Is good in the subject
Band 3	50 - 69	Has adequate grasp of the subject
Band 4	Below 50	Has not met the minimum requirements for the subject

*Student Handbook pg. 16

School's Consideration & Recommendation at P4

Student's P4 Results	Recommended P5 Subject Combination
Obtains Band 1 in all 4 subjects (EL, MA, SC & MTL)	4 standard subjects + Higher MTL **(4S1H)** → Standard EL, MA, SC → Higher Mother Tongue Languages (CL/ML/TL)
Passes all 4 subjects	4 standard subjects **(4S)** → Standard EL, MA, SC & MTL
Passes 3 subjects	4 standard subjects **(4S)** → Standard EL, MA, SC & MTL
Passes 2 subjects or fewer *Depends on the actual performance in each subject*	3 standard subjects + 1 other foundation subject **(3S1F)**; OR* → Standard EL, MA, SC + Foundation MTL 1 standard subject + 3 other foundation subjects **(1S3F)**; OR* → Standard MTL + Foundation EL, MA, SC 4 foundation subjects **(4F)** → Foundation EL, MA, SC & MTL

School's Consideration & Recommendation at P5

End of P5

Student performs very well	Student does poorly (e.g. fails all subjects)	Student meets basic expectations
Upgrade or continue with same subject combination	Switch some subjects to foundation level	Continue with same subject combination

Primary School Leaving Examination (PSLE)

Subject Combination Offered

- School may not be able to offer all possible subject combinations

- Considerations:
  - Number of students selecting that particular subject combination (minimum of 5 students)
  - Availability of teachers and facilities

- Students taking different subject combinations may be placed in the same class

Higher Mother Tongue Languages

- Students who choose to do HMTL will sit for two separate papers, one MTL and the other HMTL paper during school examinations

- HMTL has no bearing on the PSLE score. The MTL marks will be computed in the PSLE Score and the HMTL marks will be graded as 'Distinction', 'Merit' or 'Pass' or 'Ungraded'

- 2 periods (1h) of HMTL lessons will be conducted in the afternoon

Higher Mother Tongue Languages

- A student taking HMTL at PSLE does not automatically qualify for HMTL at Secondary 1. The option to do HMTL at Secondary 1 is given only to students who meet the criteria based on their PSLE results

- Criteria for Secondary 1 HMTL
  - PSLE Score of 8 or better
  - PSLE Score of 9 to 14 inclusive AND attain AL1 / AL2 in MTL or Distinction / Merit in HMTL

- A student who does not do HMTL at PSLE can still do the HMTL at Secondary 1 if he/she meets the criteria for Secondary 1 HMTL

Expectations of HMTL

- Higher requirement of self-discipline and independent learning

- Greater commitment – extra lessons conducted in the afternoon
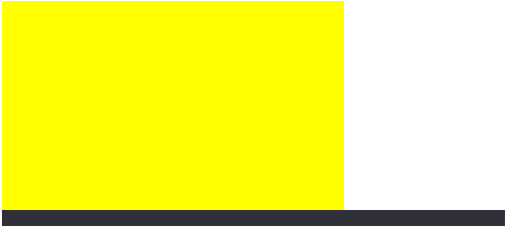
Dropping HMTL

- Dropping of HMTL will only be allowed after P5 EYE, subject to approval. Parents will need to write to the school formally for the option to be considered

- Students who are not coping well with HMTL and/or other 4S subjects will be asked to drop HMTL at the end of P5

Important Considerations

- Can my child cope with HMTL?

- Does your child read books in the mother tongue widely?

- How will HMTL help my child achieve his/her aspirations?

- What are my child's strengths?

- How will the subject combination advantage / disadvantage my child?

SBB Timeline

Date	Activity
6 Nov 2024 (Wed)	Students will collect report books and "Subject-Based Banding Parental Option Form" from FTs
7 Nov 2024 (Thu)	Students will return report books and "Subject-Based Banding Parental Option Form" to FTs
8 Nov 2024 (Fri)	Discussion with the school leaders if parental option differs from school's recommendation
14 Nov 2024 (Thu)	Students will be informed of their classes in Y2025

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P4 Learning Experiences

P4 Learning Experiences

Term 1

SwimSafer
Time: 1230 – 1530
Mon - 4C, 4E and 4G
Tue – 4I and 4RE

Learning Journeys for Museum-based Learning (Art)

Learning Journey to Kreta Ayer (SS)

Road Safety Park - Traffic Games

Experiential Learning Week (Week 10)

P4 Learning Experiences

Term 2

Learning Journey to Geylang Serai (SS)

Remedial Lessons

Term 3

Learning Journey to Omni Theatre (EL & SC)

THANK YOU!