2025 Parents Briefing (Primary 5)

FUTURE-READY LEARNERS, ROOTED IN VALUES

Agenda

1. Introduction and SBPS Strategic Direction
2. PSLE, DSA and Secondary 1 Posting matters
3. Remaking Secondary School Pathway
4. Student Development Experiences in P5
5. Support for the Upper Primary Students
6. Cyber Wellness Matters
7. School-Home Partnership

School Leaders and Key Personnel

Name	Designation
Mr Ng Aik Boon	Principal
Mr See Kok Kiong	Vice-Principal
Ms Tiffany Chong Lay Ting	Vice-Principal
Mr Shawn Tan Thiam Siong	Vice-Principal (Admin)
Mr Yang Binglin	Year Head/Upper Primary
Mdm Norlin Mansor	Assistant Year Head/Upper Primary
Mdm Noraida Wagimin	HOD/English Language
Mrs Rena Phang-Yong Geok Ping	HOD/Mathematics
Mr Ng Wei Da	HOD/Science
Mr Xie MengHui	HOD/Mother Tongue Languages
Ms Ganda Sari Chokri	HOD/Character and Citizenship Education
Mr Calvin Chia Chin Ooi	HOD/Student Management
Dr Lye Sze Yee	HOD/Information and Communications Technology
Mr Tan Zuo Hou	School Staff Developer
Mr Mohd Iskandar Ishak	SH/Physical Education and Co-Curricular Activities
Mdm Agnes Lim Siew Hwa	Administration Manager
Mr Mohd Yusry Ahmad	Operations Manager

P5 Form Teachers

Name	Class
Mr Lim Jeen Perng	5 Care
Mdm Dahalia Abbas	5 Care
Ms Ruhaida Hashim	5 Curiosity
Mdm Wang Xinlin	5 Curiosity
Ms Lee WeiQin	5 Excellence
Dr Lye Sze Yee	5 Excellence
Ms Tracy Leong Wei Yee	5 Gratitude
Mdm Norlin Mansor	5 Gratitude
Ms Long Shi Hui	5 Integrity
Mdm Shadidah Mokhtar	5 Integrity
Ms Joey Tan Siew Bing	5 Integrity
Mdm Sharmila Singh	5 Resilience
Mr Ng Wei Da	5 Resilience
Ms Chitra Pillay Chua	5 Resilience

School's Strategic Direction

MOE's Key Directions

Future of Learning

A movement to transform *what and how our students learn* so that they are able to *thrive and harness opportunities* in our *rapidly changing world*

Strengthen 21CC

Reimagine learning spaces and partnerships to provide rich learning contexts

Educational Technology as capability multiplier

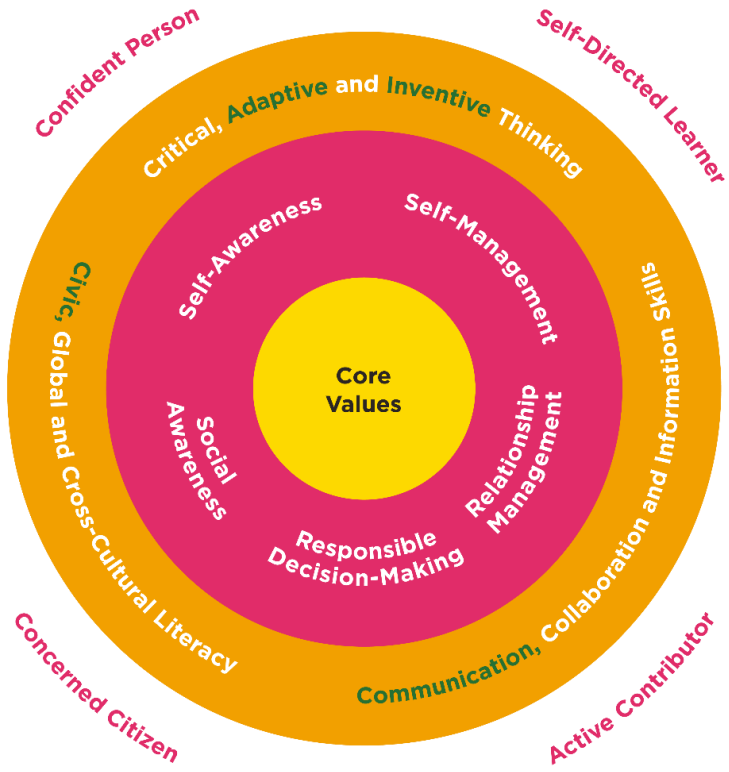
Enhanced Framework for 21CC

Adaptive Thinking

- **Confident** in navigating situations without established answers
- **Resilient** in the face of failure
- **Nimble** in responding to changing contexts

Civic Literacy

- **Discerning** to critically assess online information and evaluate societal issues holistically
- **Willing to act** with shared commitment and ideals when engaging with social and global issues, while remaining rooted in the Singapore context



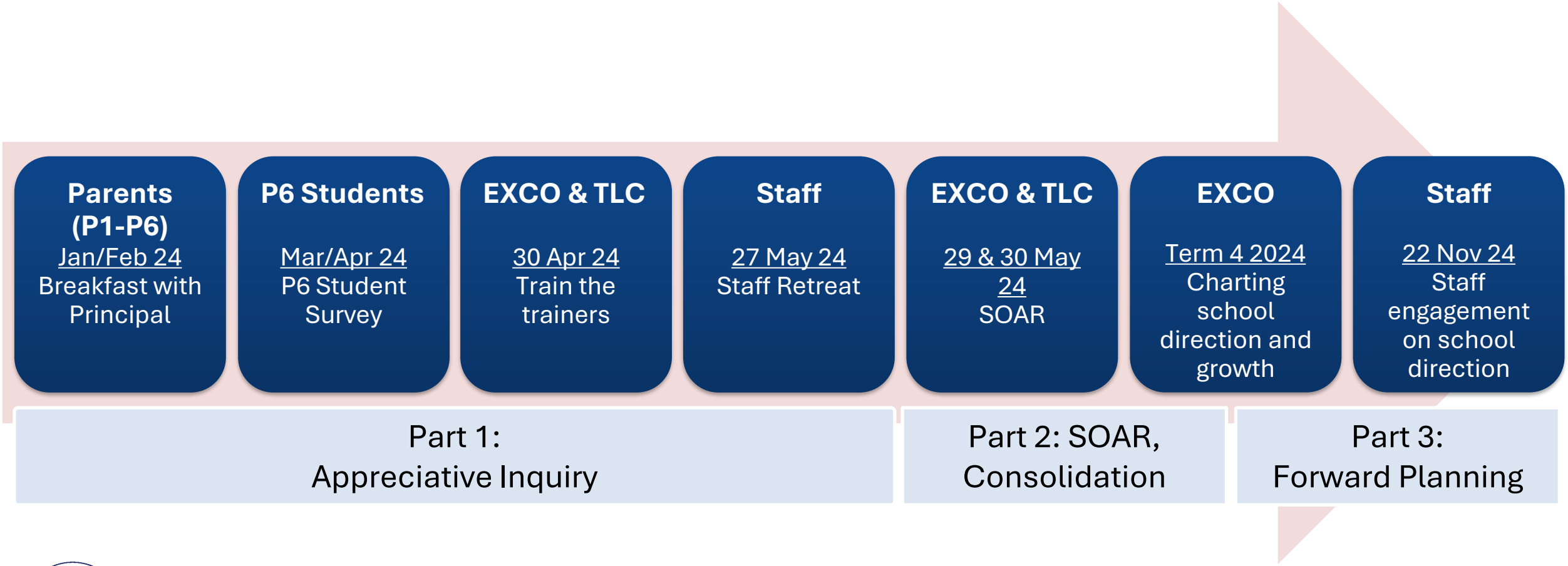
Inventive Thinking

- **Curious** and **reflective** about what they learn, while being driven by a sense of purpose
- **Cognitively flexible** in approaching problem-solving

Communication

- **Courageous** and **spontaneous** in communicating ideas to persuade others
- **Open-minded** and **empathetic** when collaborating across cultures

Collectively Redefining Our Strategic Direction



Our School Vision

Future-Ready Learners, Rooted in Values

Future-ready learners are *reflective contributors* and *compassionate leaders*. They are *confident* and *self-directed* individuals who are able to thrive in a rapidly changing and highly interconnected world.

Learners who are **rooted in values** *embrace* and *live out* the school values in their daily lives. School desires to see all our learners being *steadfast* and *unwavering* in demonstrating these values.

Our School Mission

Nurturing Future-Ready Learners in a Vibrant Community

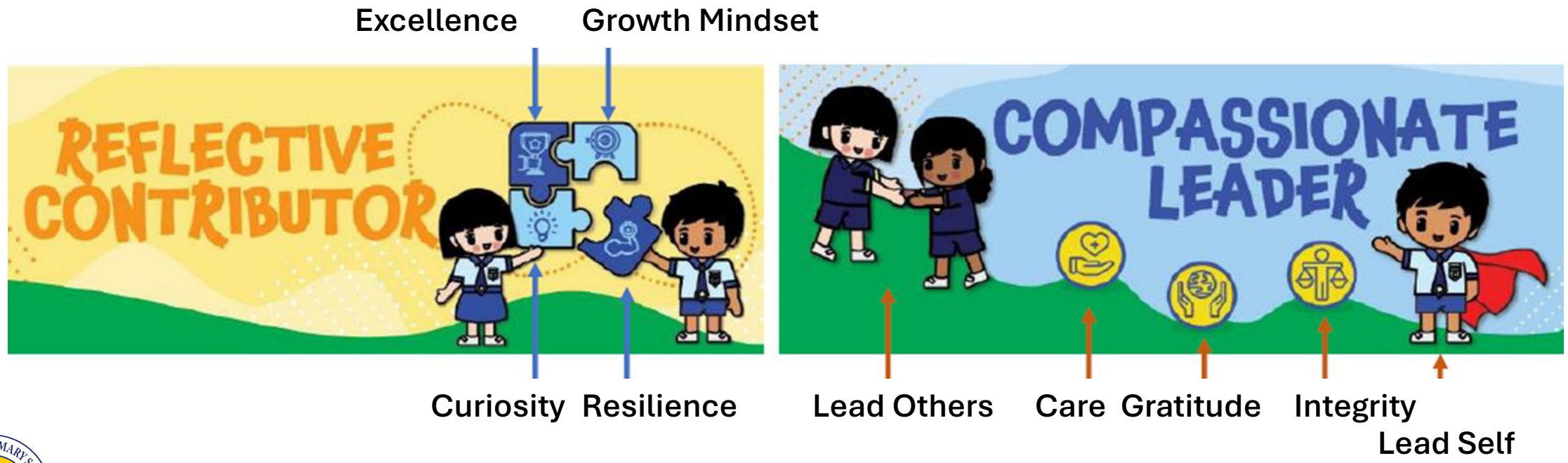
We **nurture future-ready learners** by providing *holistic education* with innovative, effective pedagogies and cultivating a *Growth Mindset* in our students.

A **vibrant community** makes *learning an adventure* and promotes *student agency*. We achieve this through designing, creating and building (1) a caring and enabling environment, (2) engaging learning experiences and spaces, and (3) meaningful collaboration with key stakeholders and partners.

Student Outcomes

A *Reflective Contributor* has a **Growth Mindset** towards learning and displays the values of **curiosity**, **excellence** and **resilience**.

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



Our School Values

PSLE Scoring and S1 Posting

PSLE

- To understand where our children are at in their learning after six years of primary school
- Gauge their learning needs so that they can progress to a secondary school and take subjects at a suitable level

Changes to the PSLE

The PSLE changes are Part of a bigger story

Over the years, we have been fine-tuning the education system *to help our students discover and develop their strengths and interests*, while *moving away from an over-emphasis on academic results*.

Changes to the PSLE

Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age

- Recognise students' level of achievement, regardless of how their peers have done

PLSE STANDARD SUBJECT SCORING BANDS

Unlike the current T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	Reference 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

Foundation Level Subject Grades

Scoring for Foundation Level Subjects

Foundation subject grades will be graded in 3 scoring bands from AL A to C.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30

Foundation Level Subject Grades

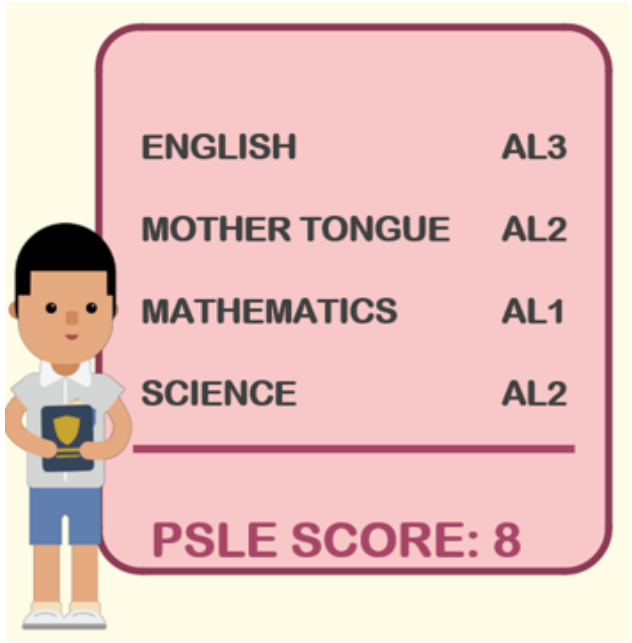
- For the purpose of S1 posting, Foundation Level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively to derive a student's overall PSLE Score.
- The mapping is based on the learning and assessment load of the subjects.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

How does the PSLE scoring work?

4 Subject ALs will be added to form the PSLE Score

- The PSLE Score ranges from 4 to 32, with 4 being the least.
- Students will be admitted to secondary schools through 3 Posting Groups.



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

S1 Posting

- PSLE Score remains the first criterion for secondary school posting.

- If two students with the same PSLE Score vie for a place in a school, the following tie-breakers will be used:
  1. Citizenship
  2. Choice order of schools
  3. Computerised balloting

ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

ELIGIBLITY CRITERIA FOR SECONDARY SCHOOL HMTL
(i) PSLE Score of 8 or better OR (ii) PSLE Score of 9 to 14 inclusive; and attain ▪ AL1 / AL2 in MTL or ▪ Distinction / Merit in HMTL

- For students who do not meet the above criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.

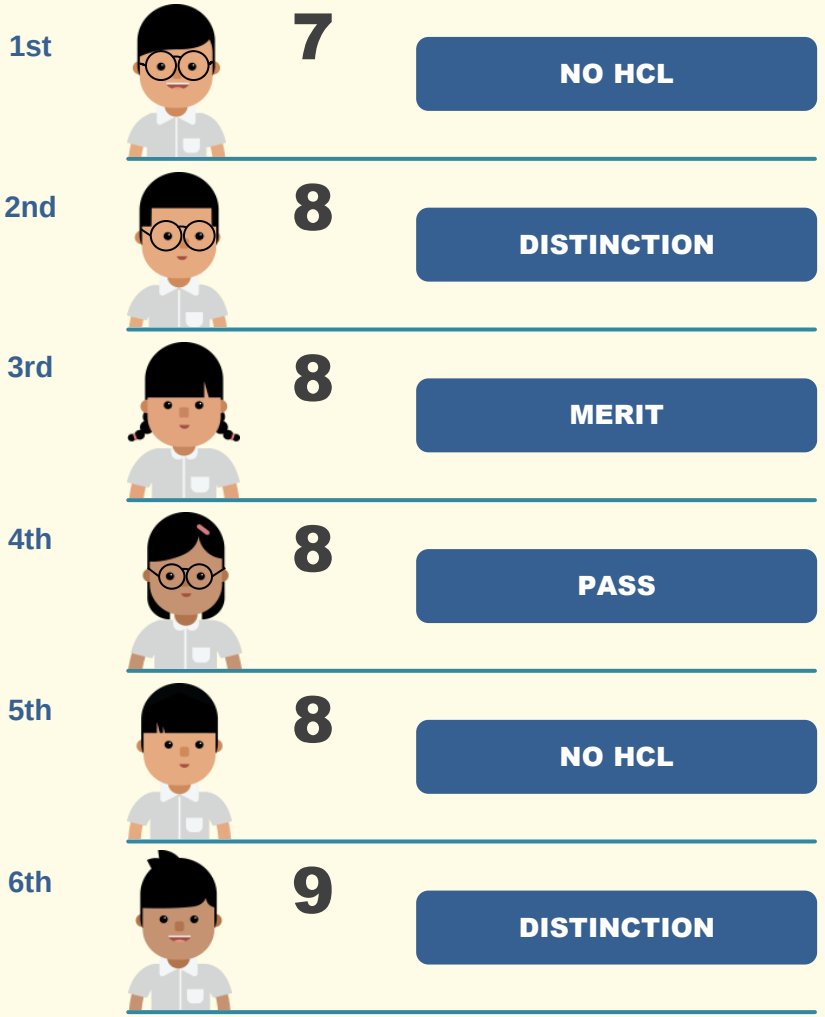
USE OF HCL FOR ADMISSION INTO SAP SCHOOLS

USE OF HCL FOR ADMISSION INTO SAP SCHOOLS

New System

The HCL posting advantage for entry to SAP schools <u>will continue</u>

- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies <u>before</u> the tie-breakers for S1 posting.



Direct Schools Admission-Secondary (DSA-Sec)

Entering a Secondary School

PSLE/S1 Posting Process

- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**

DSA-Sec

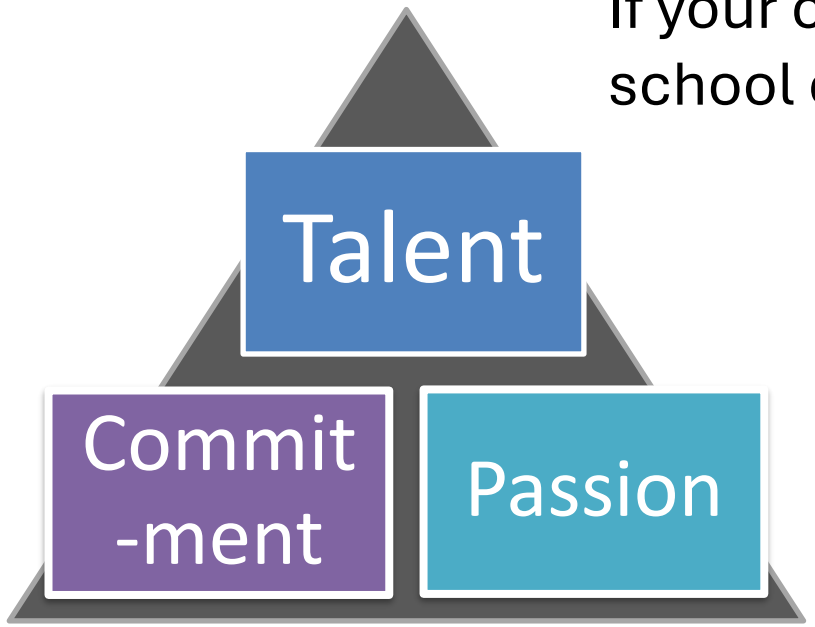
- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**

Aim of DSA-Sec

DSA-Sec aims to:

promote a holistic education by allowing students to seek admission to a secondary school on the basis of talents and achievements that may not be demonstrated at the Primary School Leaving Examination (PSLE).

Is the DSA-Sec right for my child?



If your child has specific **talents** which a school offers in DSA-Sec

And is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area.

Talent Areas

- Sports and games
- Visual, literacy and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership (for example, prefects)

Which school should my child apply to?

Look for a school with **programmes that match your child's strengths and interests**

- Schools are looking out for students whose interests and talents they can develop further.
- Learn more about the secondary school's **pace of learning** and overall range of programmes

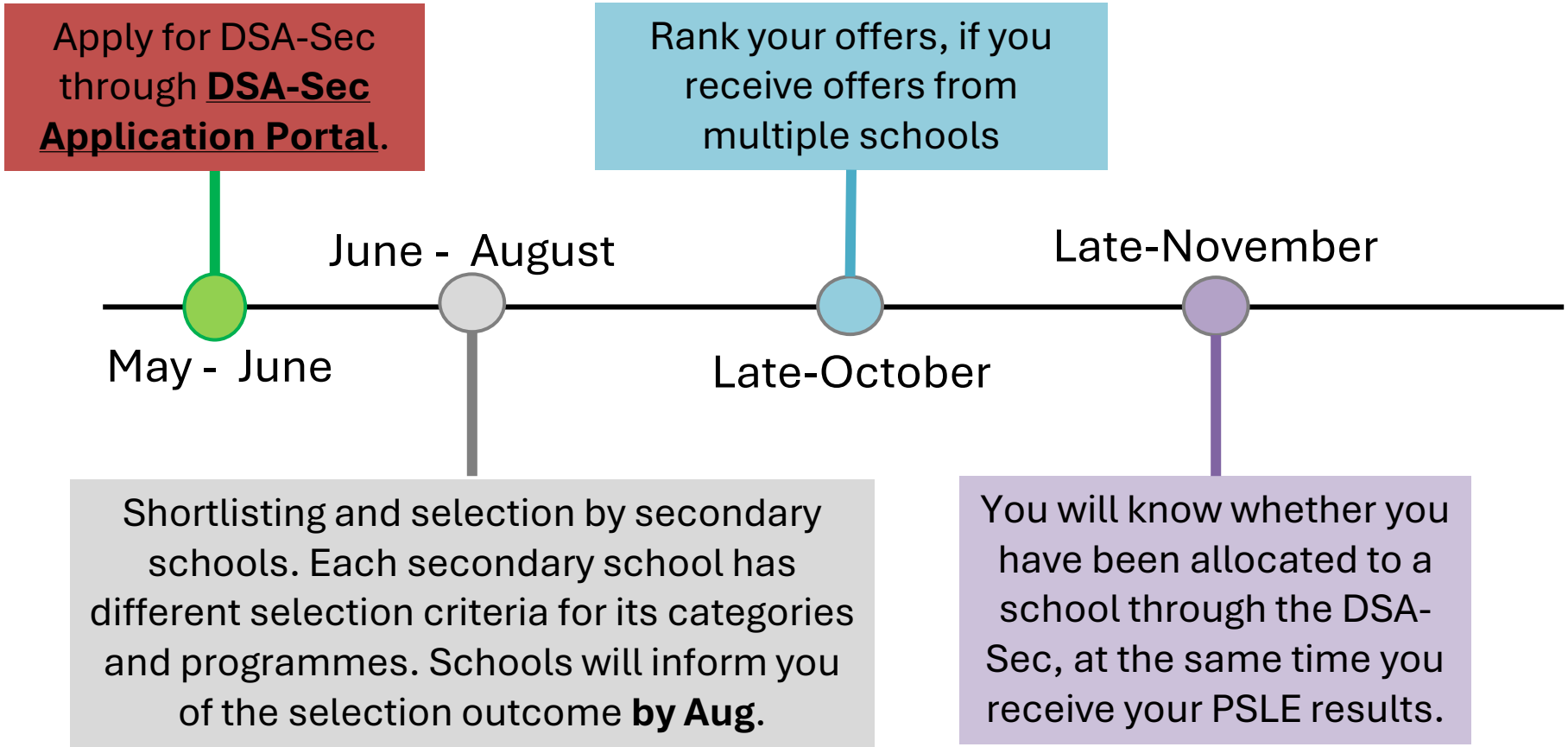
Get the latest information about what each school offers by:

- Visiting schools' websites
- Attending schools' Open Houses to also experience their environments and cultures
- Visiting the MOE's DSA-Sec website

Information on DSA-Sec

- Usually conducted between May and November
- Participating schools have different areas of focus (academics or non-academics), selection criteria and selection processes
- Participating secondary schools may select P6 students for admission to Secondary 1 prior to the release of PSLE results
- Students who have opted for a school under DSA-Sec must still achieve the PSLE result that will enable them to be eligible for admission to a course offered by the selected DSA-Sec school

What is the Timeline for DSA-Sec?

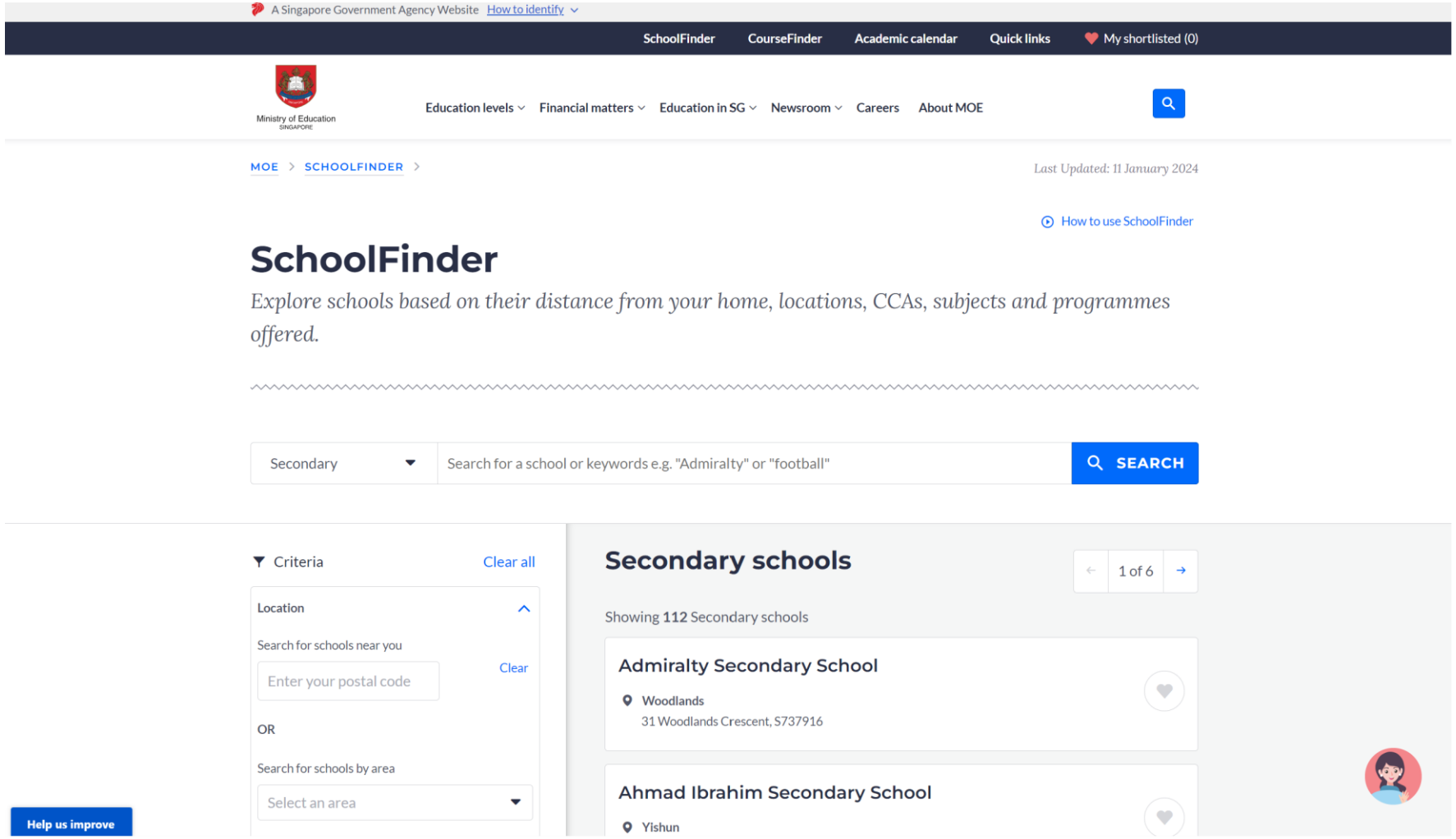


Important Notes on DSA-Sec

- Students who are not involved, or not successful, in the DSA selection exercise will participate in the Secondary 1 Posting Exercise after the release of PSLE results
- Students admitted to a secondary school through DSA-Sec will not be allowed to
  - Participate in the S1 Posting Exercise (as places have been reserved for them in the DSA-Sec school)
  - Transfer to another school after the release of the PSLE results (as they are expected to honour their commitment to the DSA-Sec school)
- More details on DSA is available on MOE website: https://www.moe.gov.sg/secondary/dsa

School Finder

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



Remaking Secondary School Pathway

COS 2019

Remaking Secondary School Pathways

Ministry of Education
SINGAPORE

Current Secondary School Pathways

PSLE

Express course

N(A) course

N(T) course

Sec 4/Sec 5

O-Level Certificate

N(A)-Level Certificate

N(T)-Level Certificate

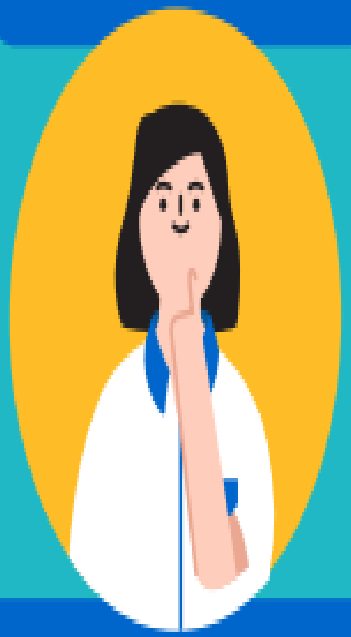
JC

Poly

ITE

Secondary School students take most subjects at the level offered by their courses.

After Full SBB Implementation



PSLE

Students will continue to be posted to Secondary schools across three scoring bands.

One Secondary School Education, Many Subject Bands

From 2024, at the start of Sec 1, students can take a combination of G1/2/3 (G is for General) subjects based on their PSLE scores, suited to their pace of learning. Thereafter, their subject levels will be based on their strengths and interests.

Sec 4 in 2027

One Common Certificate

Students will sit for the common national examination and receive a new national certification that reflects their G1/G2/G3 subjects.

JC, Poly and ITE in 2028

In 2028, MOE will implement a new post-Secondary admissions system.

One Secondary Education, Many Subject Bands

With Full SBB, students can take subjects at G1/G2/G3 academic levels, which are mapped from today's N(T)-, N(A)-, and O-Level subjects respectively.

Start of Sec 1
Subject levels are assigned based on PSLE results

Beyond Start of Sec 1
Subject levels depend on students' abilities

For illustration purposes only. Number of books are not indicative of number of subjects taken.

COS 2019

Remaking Secondary School Pathways

Ministry of Education
SINGAPORE

Current Secondary School Pathways

PSLE

- Express course → O-Level Certificate
- N(A) course → N(A)-Level Certificate
- N(T) course → N(T)-Level Certificate

Sec 4/Sec 5

JC, Poly, ITE

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JC, Poly and ITE in 2028

Level Programmes, Important Dates and Key Events

Important Dates

Important Dates

School Year 2025

	Period
Term 1	(Thurs) 2 January – (Fri) 14 March
Term 2	(Mon) 24 March – (Fri) 30 May
Term 3	(Mon) 30 June – (Fri) 5 September
Term 4	(Mon) 15 September – (Fri) 21 November

Note:

Dates of public holidays and school holidays are shown in the Student Handbook, page 36.

Important Dates

Major School Events

30 May (Fri)	e-Parent-Teacher Conference & HBL
Term 4	Parent-Teacher Conference (on a needs basis)
21 Nov (Fri)	Annual Prize-Giving Day and P6 Graduation Ceremony

Important Dates

2025 PSLE Dates (Tentative)

Oral Examination	Wed, 13 August & Thurs, 14 August
Listening Comprehension	Tues, 16 September
Written Examination	Thur, 25 September – Wed, 1 October
PSLE Marking	Mon, 13 October – Wed, 15 October

Student Development Experiences in P5

Student Development Experiences in P5

- Cohort Camp (22 to 24 Jan)
- Interdisciplinary Learning Journeys (e.g. Indian Heritage Centre)
- Experiential Learning Week (19 to 27 May)
- Growing Years Series
- National Education Show
- Games Day
- Overseas Learning Journeys to Kuala Lumpur and Bangkok

Overseas Learning Journeys

- 19 May (Mon) to 23 May (Fri)
- 2 destinations:
  - Kuala Lumpur
  - Bangkok
- Selection Criteria
  - ✓Excellent Conduct
  - ✓Shortlisting of students
  - ✓Interviews

Support for Primary 5 Students

Support for the P5 students

- Termly Check-ins
- Lessons on Growth Mindset
- Target Setting
- Education & Career Guidance (ECG)
- Year Head's Time
- Form Teachers' Guidance Period (FTGP)
- Banded Lessons for Math and Mother Tongue Languages
- Remedial Lessons

Cyber Wellness

School-based Cyber Wellness Programmes

1. Cyber Wellness Assembly Talks
   Focus Area: Cyber Security, Cyberbullying, Screen Time, Media Multitasking & Devices

2. Workshops on Responsible Video Gaming and Countering Cyberbullying

3. P5 Diagnostic Survey for Cyber Habits

4. Intervention Programme for identified at-risk students

Supporting your child's digital habits

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day.
- **Spending an excessive amount of time using devices is unhealthy.** 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**.

Supporting your 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.

Supporting your child's digital habits

Providing a safe space for conversations	• 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	• 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	• **Have regular conversations** to better understand what your child does online.
	  • Is it school work or are they engaging in recreational activities?
	  • 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?"
	• **Communicate your actions and rationale**. Let your child know you care for them and want them to be safe online.

Social Media: Is your child ready for it?

- 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.

Social Media: Is your child ready for it?

- 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.

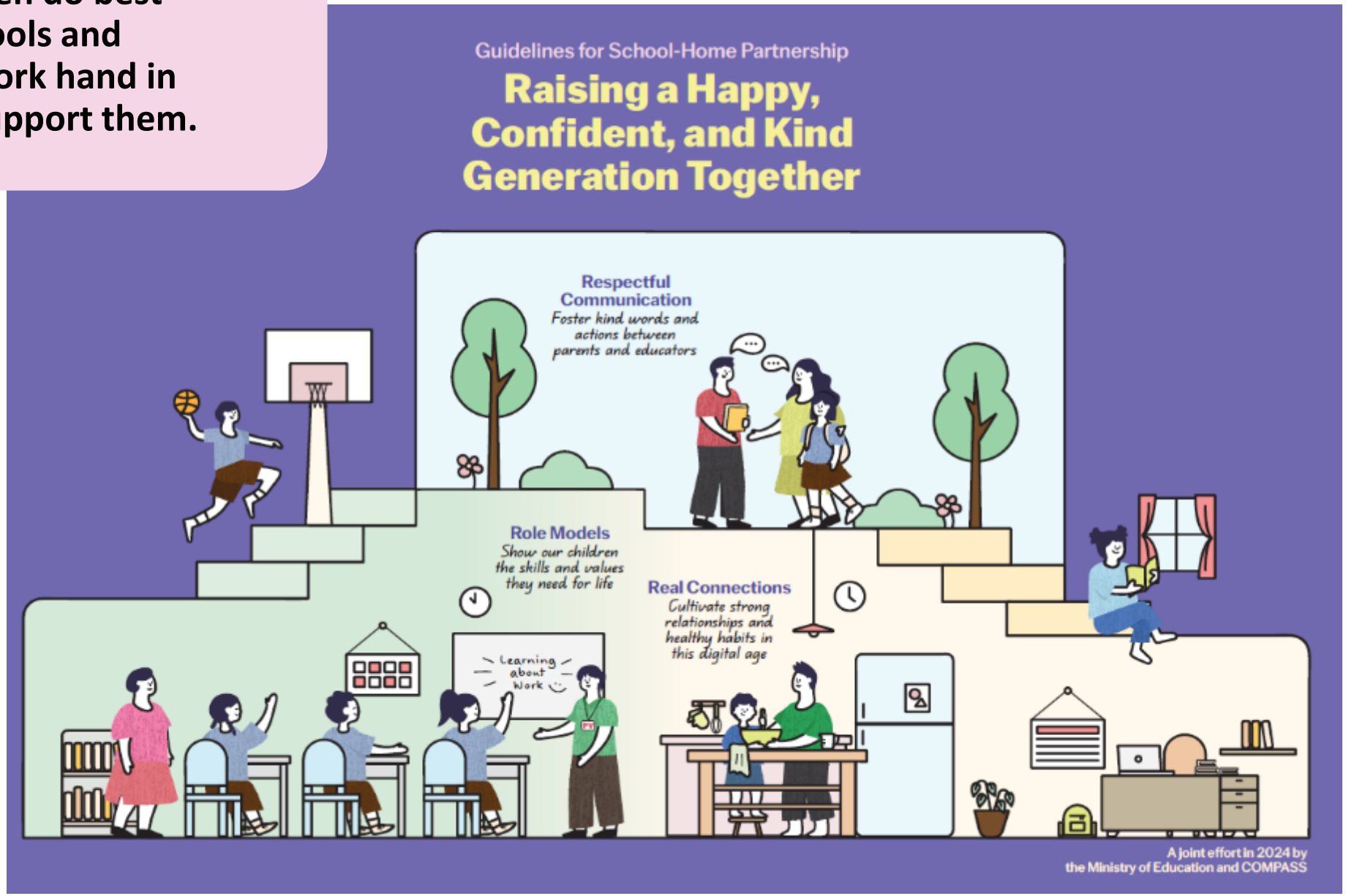
- **Have open conversations** with them on the risks of social media, and why they cannot access social media as they are not of age.

Look out for these signs ...

- Your child is **spending increasing periods** gaming or on the Internet before he/she is satisfied
- He/she **becomes irritable or even violent** if gaming or Internet usage is disallowed
- The excessive amounts of time on gaming or the Internet is **affecting his/her academic performance and health**
- He/she **forgoes social events or replaces hobbies** with cyber gaming or online activities
- Even if your child wants to curb his/her gaming or online activities, he/she is **unable to do so for a sustained period of time**.

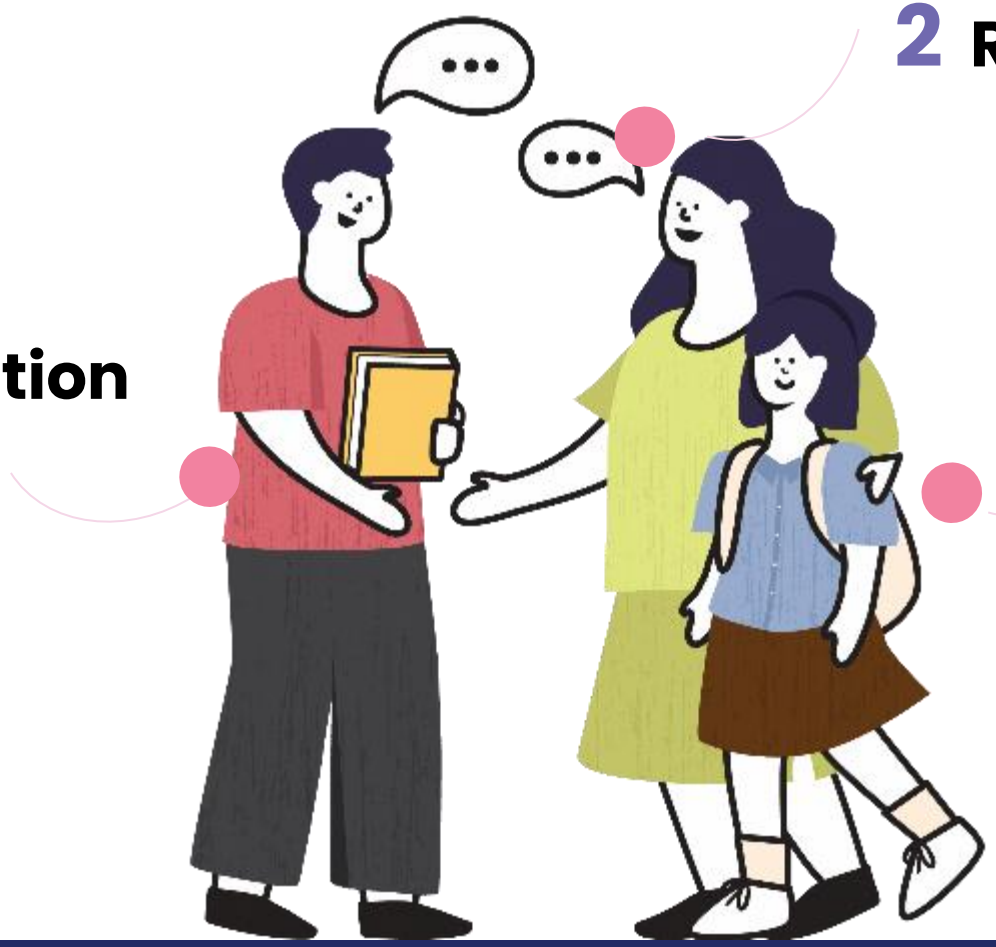
School-Home Partnership

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



3 areas we can work together on to foster School-Home Partnership

1 Respectful Communication



2 Role Models

3 Real Connections

Respectful Communication

Foster kind words and actions between schools and educators

- Listen to and understand each other's perspectives and concerns regarding each child
- Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers
- Respect each other's time by communicating during working hours

Engagement Charter

- The partnership between schools and parents is an essential one.

- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.

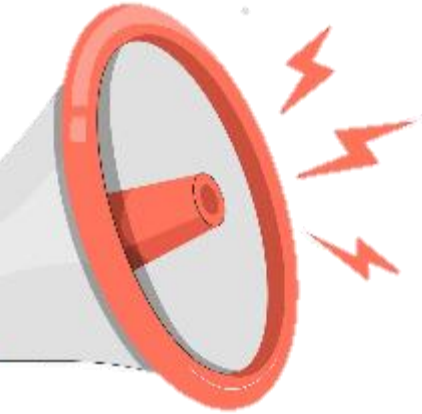
Role Models

Show our children the skills and values they need for life

- Find joy in everyday experiences with our children
- Instill confidence by encouraging responsibility and believing in our children's abilities
- Model good values in words and actions

Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

Support our **Parent Support Group (PSG)**



A team of dedicated parents supporting each other in nurturing their children. Network, share and learn with fellow parents by involving yourself in initiatives such as Parenting Workshops and Career Talks for P5 and P6 students.

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https://go.gov.sg/2025psgregistration

FUTURE-READY LEARNERS, ROOTED IN VALUES

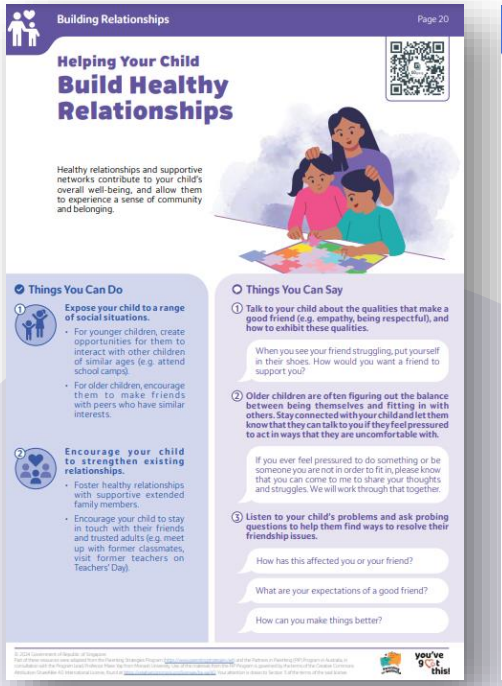
Real Connections

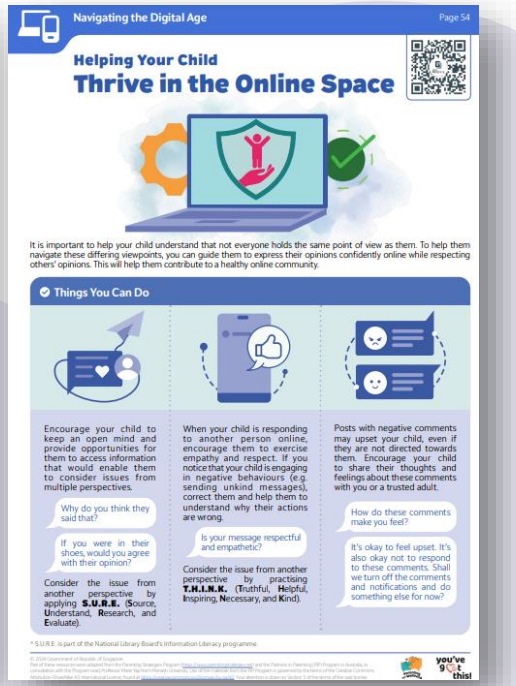
Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use

Provide a balanced mix of engaging online and offline activities, at school and at home

Build strong bonds through shared experiences and meaningful conversations





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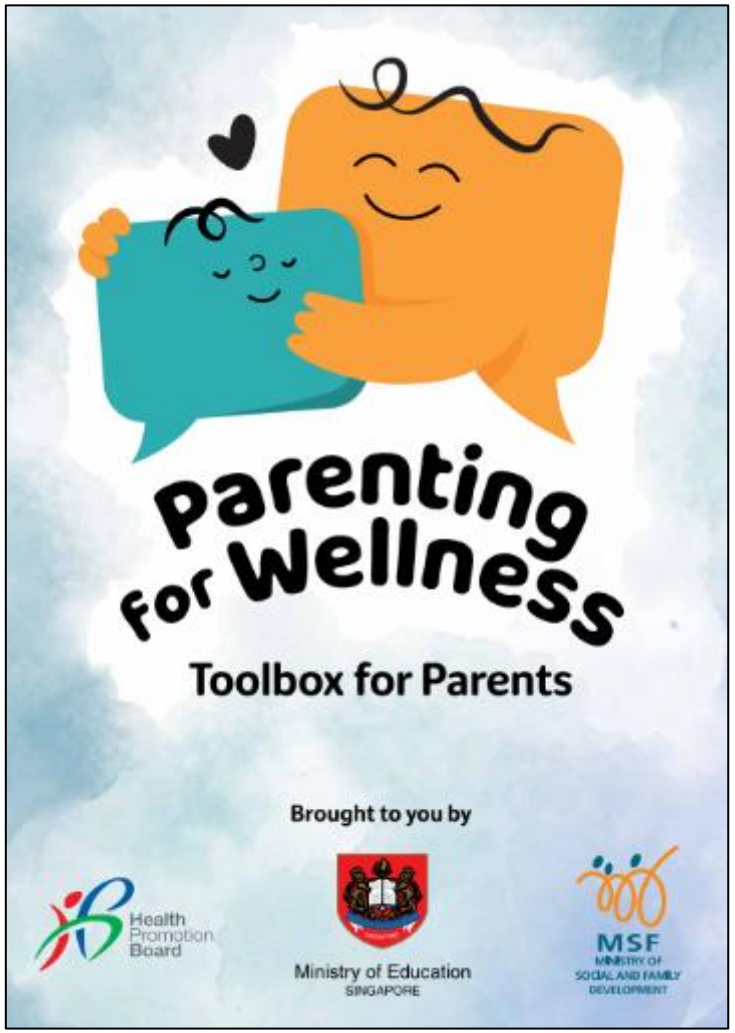
Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

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.

GO.gov.sg

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.
  - **Discuss and develop a timetable with your child** to moderate their time spent on screens.
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the ***Parenting for Wellness*** Toolbox for Parents.

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.
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Using parental controls to manage device use and stay safe online

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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	• 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	• 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	• **Have regular conversations** to better understand what your child does online.
	  • Is it school work or are they engaging in recreational activities?
	  • 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?”
	• **Communicate your actions and rationale**. Let your child know you care for them and want them to be safe online.

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!

Check out more resources from MOE

Parent Kit

Parent Kit

www.moe.gov.sg/parentkit

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

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Thank You • Terima Kasih • 谢谢 • நன்றி