



SEMBAWANG PRIMARY SCHOOL
The Best From Me

Briefing For Parents 2023

Primary Four

Agenda



SBPS Strategic
Direction



Q&A



POSB Smart Buddy



Subject-Based
Banding



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

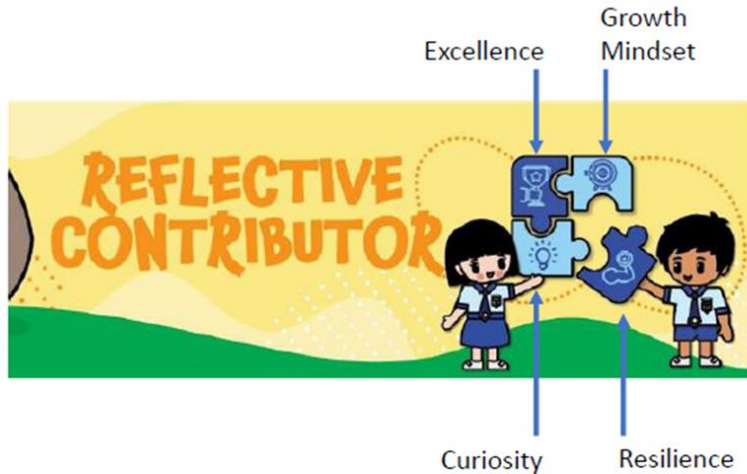
Functional Values: Curiosity, Excellence and Resilience



Student Outcomes

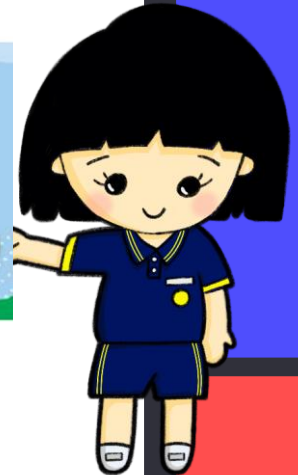
Reflective Contributor

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**.





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.

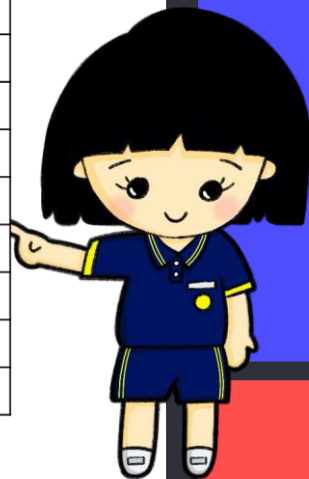
Grading:	Guidelines
Demonstrated very strongly	• Demonstrated <u>both</u> BIs, <u>most of the time</u>
Demonstrated strongly	• Demonstrated <u>one/both</u> of the BIs, <u>most of the time</u>
Demonstrated adequately	• Demonstrated <u>one/both</u> of the BIs, <u>sometimes</u>
Demonstrated to some extent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





Measures of 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.



OVERVIEW OF STRATEGIC PLAN (2020 – 2024)

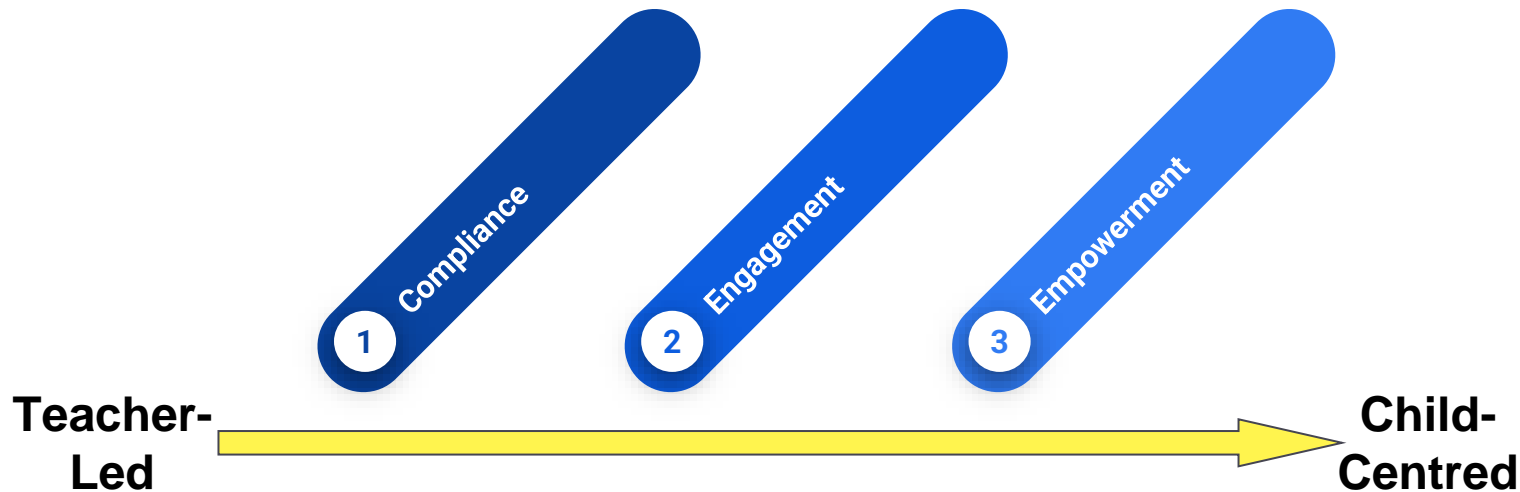
SCHOOL PHILOSOPHY		
We believe in providing a holistic education to help every child discover joy of learning in a safe and caring environment.		
SCHOOL MOTTO		
The Best From Me		
VISION	MISSION	VALUES
Innovative Learners, Rooted in Values	Nurturing Innovators in a Vibrant Community	Care Gratitude Integrity Curiosity Excellence Resilience



Strategic Thrust 1: Student Excellence	Strategic Thrust 2: Growth Mindset	Strategic Thrust 3: Collaborative Culture
<p><u>Strategic Goal 1.1:</u> To develop a holistic child</p> <p><u>Approach:</u></p> <ul style="list-style-type: none"> Designing learning experiences that support active learning Designing learning experiences that empower learners' voice (student advocacy) 	<p><u>Strategic Goal 2.1:</u> To cultivate Growth Mindset in staff and students</p> <p><u>Approach:</u></p> <ul style="list-style-type: none"> Fostering positive thinking Catalysing innovation Enhancing professional development Promoting staff well-being and engagement 	<p><u>Strategic Goal 3.1:</u> To nurture a collaborative culture among staff and students</p> <p><u>Approach:</u></p> <ul style="list-style-type: none"> Building quality relationships and trust Advocating collaboration across departments Providing opportunities to encourage collaboration among students Building strong partnership with stakeholders and community partners



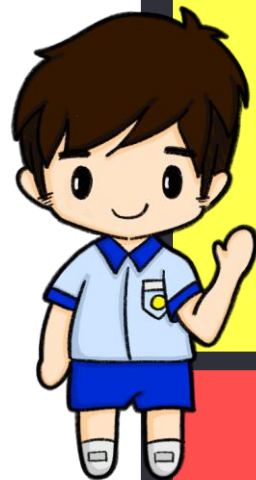
Strategic Focus (2022-2024)





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





POSB Smart Buddy

- ❑ Signing of a Memorandum of Understanding (MOU) between MOE and DBS to implement e-payments in all school canteens and bookstores on 1 April 2022.
- ❑ This alternative mode of payment allows students to try out e-payment safely while enjoying the convenience and benefits of going cashless, such as faster transactions when making purchases.
- ❑ Cash transactions will still be accepted by the canteen stallholders and bookstores.
- ❑ POSB Smart Buddy's School Subsidy System to administer school meal prog for MOE FAS students.



POSB Smart Buddy

- We are scheduled to go onboard in Mar 2023. On boarding process estimated duration is 4 - 6 weeks per school
- The current Smart Buddy NETS payment terminals in schools accept

Smart Buddy Card / Watch ¹



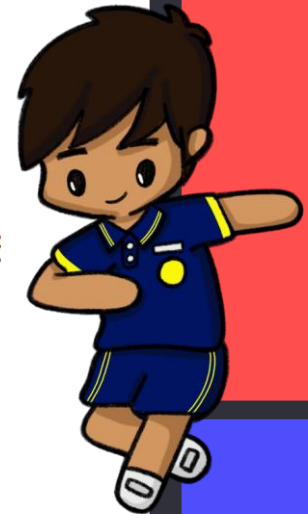
¹ Parent needs to have DBS/POSB bank account

² Only CEPAS 2.0 cards currently

School Smart Card / EZ-Link Card ²

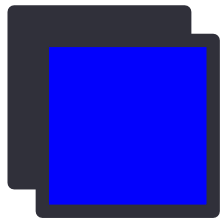


POSB / DBS ATM Cards (with NETS Contactless logo)



Subject-Based Banding (SBB)

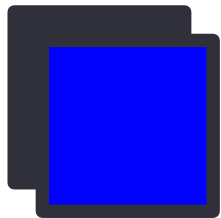




What is Subject-Based Banding?

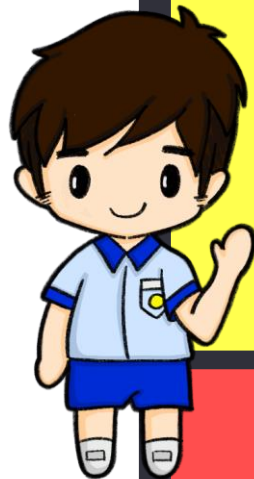
Take a **combination** of subjects at standard and foundation levels based on **strengths** and **readiness**





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 standard Math syllabus is an extension of the concepts learnt in P1-4 standard Math syllabus
 - P5-6 foundation Math syllabus re-visits 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
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.

School's Consideration & Recommendation at P4

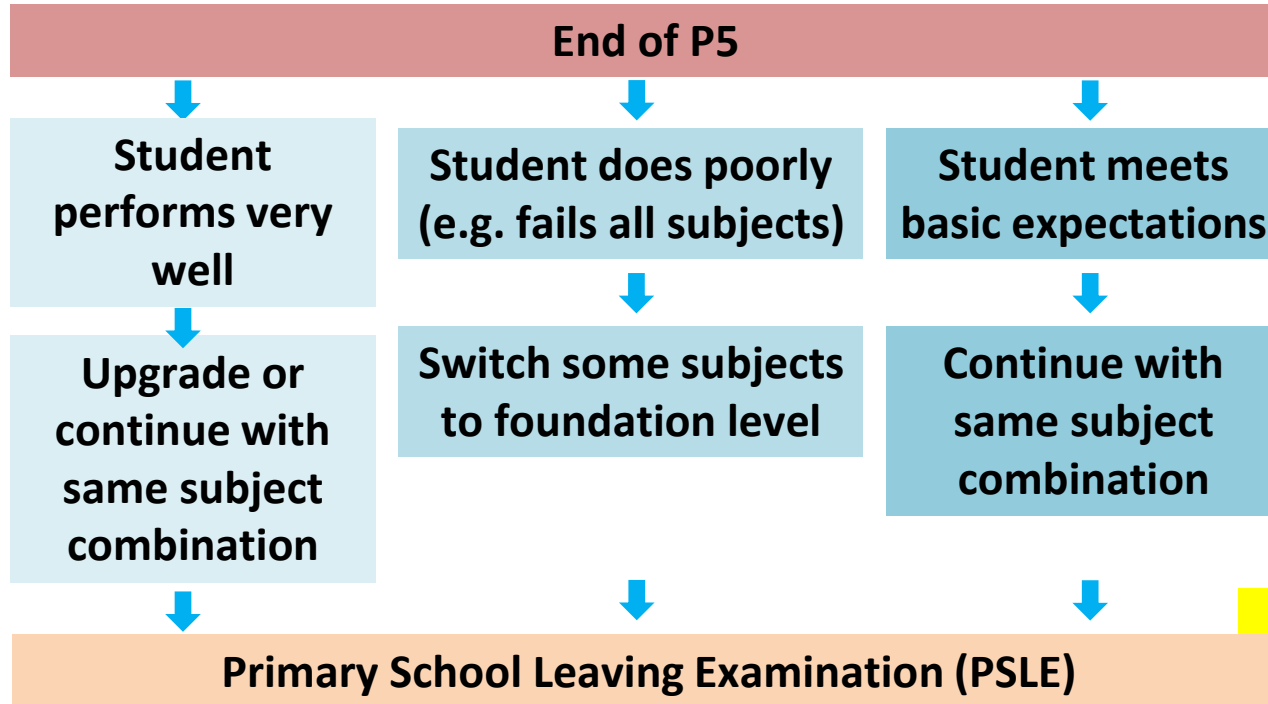
Student's P4 Results	Recommended P5 Subject Combination
Obtains Band 1 in all 4 subjects (EL, MA, SC & MTL)	4 standard subjects + Higher MTL (4S1H) → Standard EL, MA, SC → Higher Mother Tongue Languages (CL/ML/TL)
Passes all 4 subjects	4 standard subjects (4S) → Standard EL, MA, SC & MTL
Passes 3 subjects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

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. 14*

School's Consideration & Recommendation at P5






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 SA2, 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
7 Nov 2023 (Tue)	Students will collect report books and “Subject-Based Banding Parental Option Form” from FTs
8 Nov 2023 (Wed)	Students will return report books and “Subject-Based Banding Parental Option Form” to FTs
10 Nov 2023 (Fri)	Discussion with the school leaders if parental option differs from school’s recommendation
14 Nov 2023 (Tue)	Students will be informed of their classes in Y2024



THANK YOU



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