



SEMBAWANG PRIMARY SCHOOL
The Best From Me

Briefing For Parents 2023

Upper Primary

Agenda



SBPS' Strategic Direction



POSB Smart Buddy



PSLE Scoring, S1 Posting and Full Subject-Based Banding



Direct Schools Admission-Secondary



Support for the Upper Primary Students



Q&A



SBPS' Strategic Direction



SEMBAWANG PRIMARY SCHOOL
The Best From Me

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



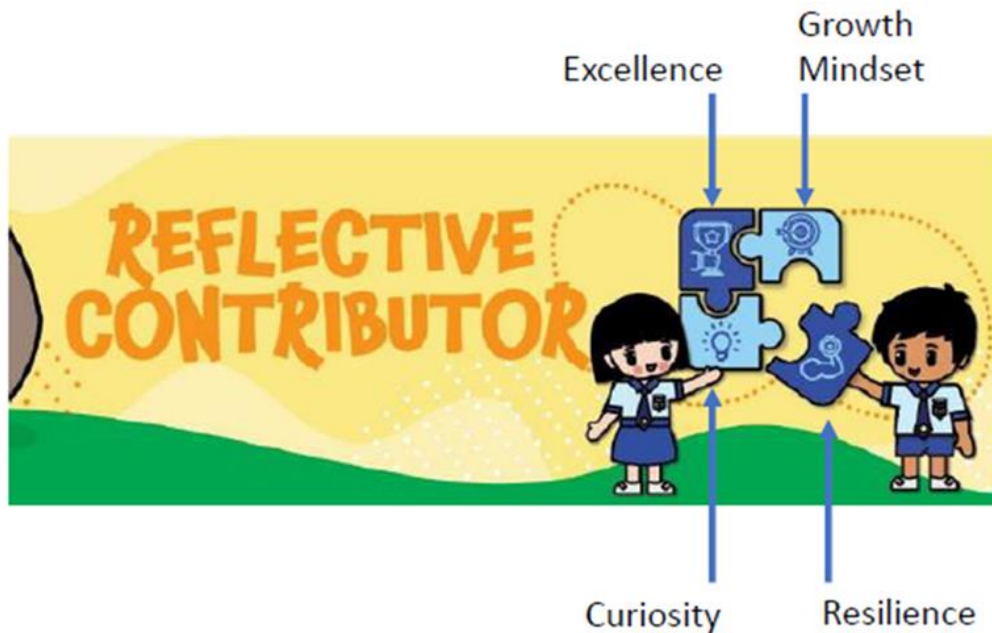
SEMBAWANG PRIMARY SCHOOL

The Best From Me

Student Outcomes

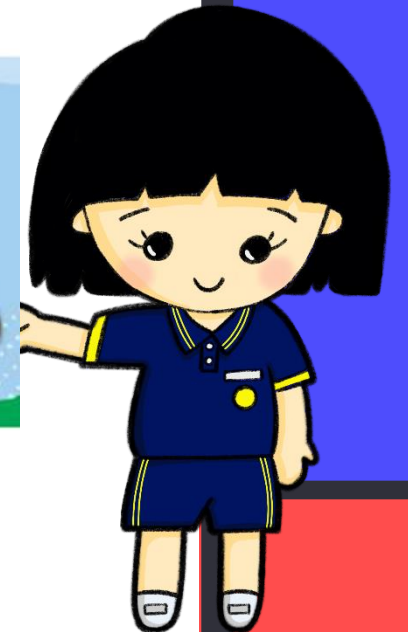
Reflective Contributor

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**.





Measures of Student Outcomes

Student Outcomes	Values	Statements
Compassionate Leader	Care	I show concern to others with my actions.
		I help without expecting any returns.
	Gratitude	I am able to articulate what I am grateful for.
		I can give examples of how others have helped me.
	Integrity	I am impartial when making decisions.
		My decisions are based on my school values.
Reflective Contributor	Curiosity	I listen to different views.
		I apply strategies for problem solving.
	Excellence	I reflect on my learning and actions.
		I seek feedback for improvement.
	Resilience	I use feedback for improvement.
		I set achievable goals for myself.





Measures of Student Outcomes

- Students' progress reported semestrally in Holistic Report Card
- 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 (PQ) in the school cockpit 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



OVERVIEW OF STRATEGIC PLAN (2020 – 2024)

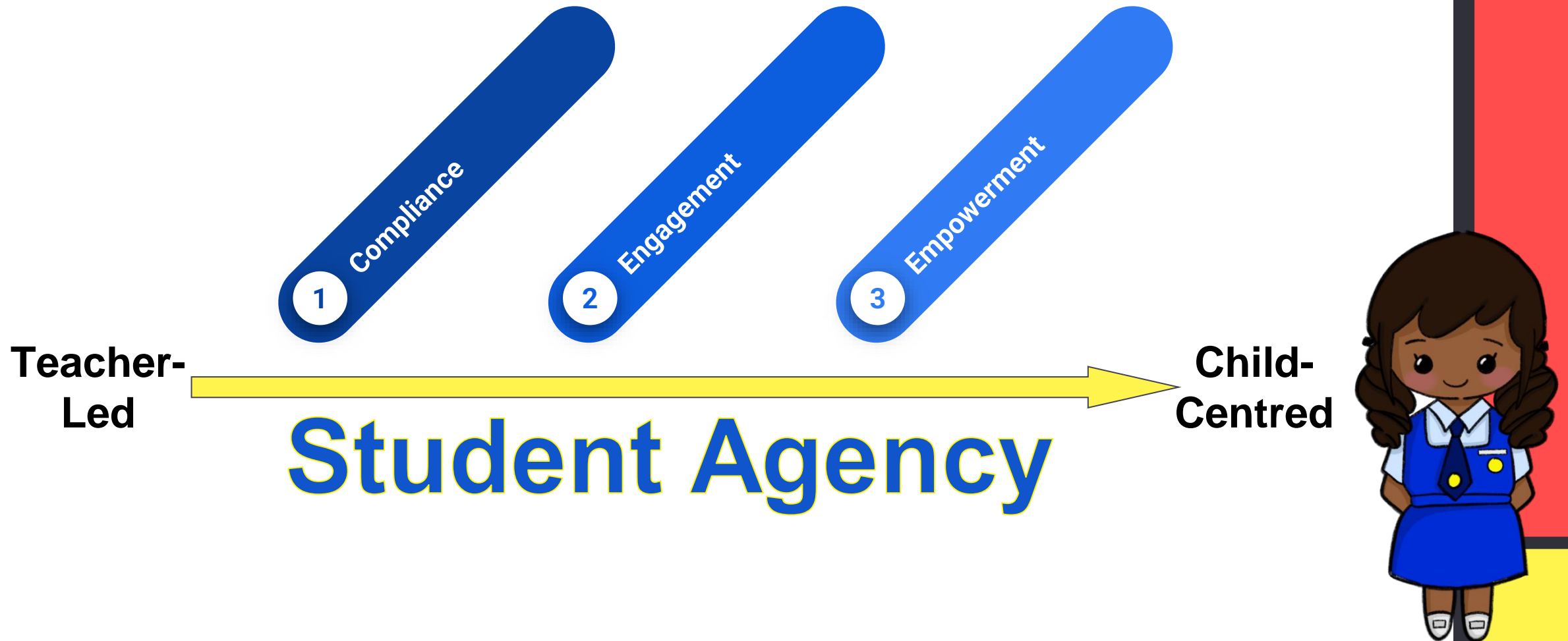
SCHOOL PHILOSOPHY		
We believe in providing a holistic education to help every child discover joy of learning in a safe and caring environment.		
SCHOOL MOTTO		
The Best From Me		
VISION	MISSION	VALUES
Innovative Learners, Rooted in Values	Nurturing Innovators in a Vibrant Community	Care Gratitude Integrity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



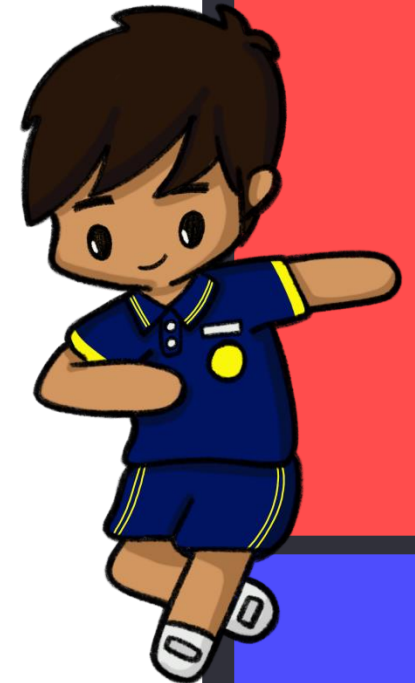
POSB Smart Buddy





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



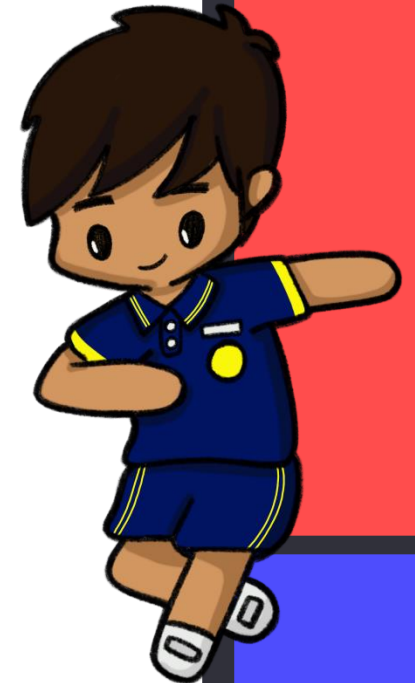
School Smart Card / EZ-Link Card ²



¹ Parent needs to have DBS/POSB bank account

² Only CEPAS 2.0 cards currently

POSB / DBS ATM Cards (with NETS Contactless logo)



PSLE Scoring and S1 Posting





Part of a Bigger Story

PSLE Changes

Our PSLE scoring changes since 2021 aim to:

- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done



2 February 2023



From T-Score to Wider Scoring Bands

- Reduces fine differentiation of students
- Reflects a student's individual level of achievement

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



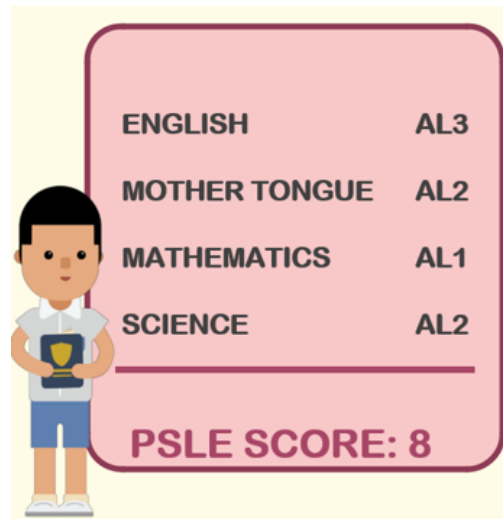


How does the PSLE scoring work?

Overview

4 Subject ALs will be added to form the PSLE Score

- The PSLE Score replaces the T-score aggregate.
- The PSLE Score ranges from 4 to 32, with 4 being the least.





How does the PSLE scoring work?

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





Scoring for Mother Tongue Language exemption and Asian/Foreign Language

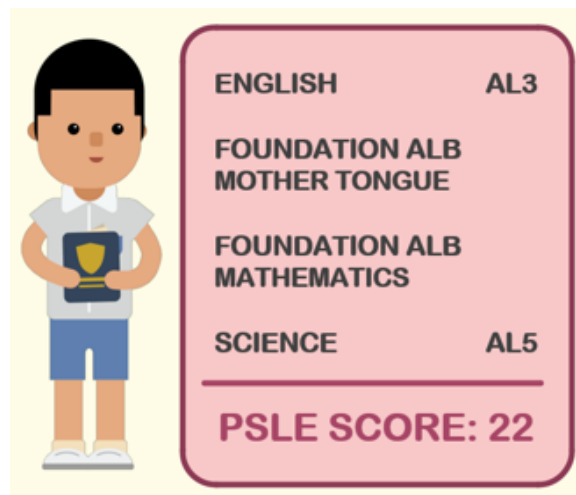
- Students exempted from MTL due to extenuating circumstances will be assigned an MTL score
- Assigned MTL score will:
 - Take reference from peers with similar scores for English Language, Mathematics and Science
 - Maintain parity of treatment with students who take Foundation MTL (who will score between AL 6 and 8)
- Hence, students will receive an assigned MTL score between AL 6 and 8 in PSLE.





Scoring of Foundation Subjects for S1 Posting

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.





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 (NEW)
 3. Computerised balloting





Use of HCL for admission into SAP Schools

- Students will be ranked taking into account their performance in HCL.
- Their HCL performance will be indicated in their PSLE Score.
- This posting advantage applies before the tie-breakers for S1 posting.



Using HCL for Admission into SAP Schools

Students who take HCL will receive a posting advantage when applying to SAP schools

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

1st  7 NO HCL

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

2nd  8 DISTINCTION

3rd  8 MERIT

4th  8 PASS

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

5th  8 NO HCL

6th  9 DISTINCTION





Eligibility for Secondary School HMTL

ELIGIBILITY 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



Full Subject-based Banding in secondary schools





Removal of Express, Normal(Academic) [N(A)] and Normal(Technical) [N(T)] courses

- Posting into secondary schools through three scoring bands. Details will be shared at a later date
- Opportunities to take subjects at three subject levels, (G1, G2, G3), mapped from today's N(T), N(A) and Express standards respectively
- Flexibility to take different subjects at G1, G2 and G3 based on their strengths, interests and learning needs





Mixed form classes at lower secondary

- Grouped into mixed form classes, with each form class comprising students of different learner profiles
- Mixed form classes present more opportunities for interaction with other students taking different subject combinations and with different strengths and interests





Offering subjects at a more demanding level

- Offering of EL, MTL, MA and SC at a more demanding level from the start of Secondary One based on PSLE AL for each subject

Subjects offered under SBB(Sec)	Eligibility criteria		
	PSLE subject level	PSLE AL for the specific subject	Option to take the Secondary One subject at:
<ul style="list-style-type: none">English LanguageMother Tongue LanguagesMathematicsScience	Standard	AL 5 or better	G3 or G2
		AL 6	G2
	Foundation	AL A	G2

- Beyond Secondary One, students may also offer these subjects at a more demanding level based on their performance in secondary school





Offering subjects at a more demanding level

- Offering of Humanities Subjects (Geography, History and Literature in EL) at a more demanding level from Secondary Two

Humanities subjects offered under Full SBB	Eligibility criteria		
	Humanities subject level	School-based assessment	Option to take Humanities at a more demanding level from Secondary Two:
<ul style="list-style-type: none">GeographyHistoryLiterature in English	G2	Aptitude and interest for specific subject	Any of these subject(s) at G3
	G1		One of these subjects at G2

- Based on students' aptitude for and interest in these subjects at Secondary One





Offering subjects at a less demanding level

- Students will generally start with subjects at a subject level based on their PSLE Score
- Students may also start at a more demanding level based on their PSLE performance in individual subjects
- In some instances, students may have the flexibility to offer some subjects at a less demanding level from Secondary One





Mother Tongue Languages (MTL) at a less demanding level

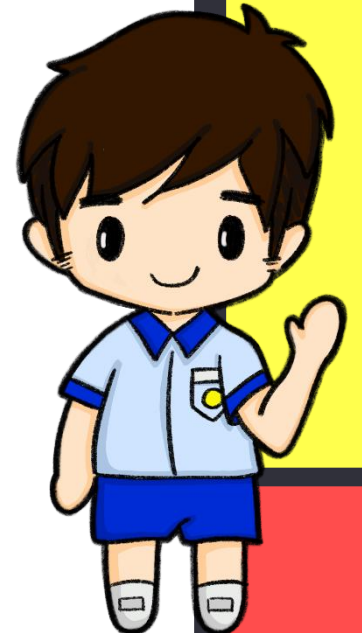
- Students who face exceptional difficulties coping with MTL learning will have the option to offer G1 or G2 MTL
- MTL 'B' will be discontinued in secondary schools





Details on the guidelines for students to take subjects at a less demanding level

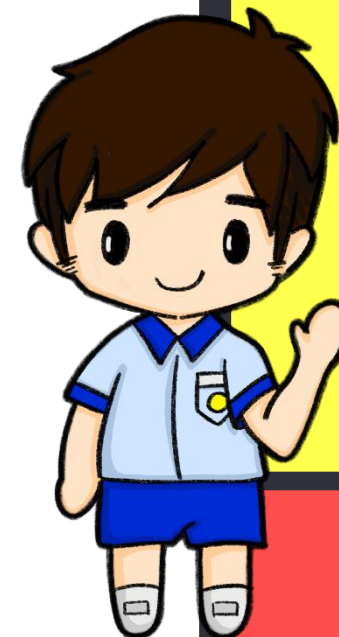
- Will be made available in due course
- Students who offer subjects at a less demanding level may subsequently offer the subject at a more demanding level as they gain greater competence and confidence in the subject.
- The increased flexibility empowers students to take greater ownership of their learning according to their subject-specific strengths and interests.





Subjects at lower secondary

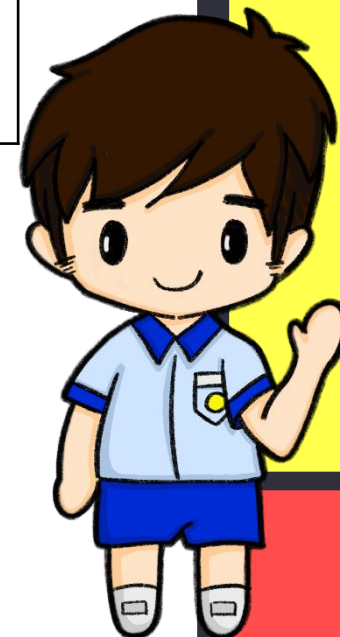
Common Curriculum Subjects (Taken in the same form class)	Subjects offered at G1, G2 and G3 (Grouped in different classes based on their subject level for each subject)
Art	English Language
Character and Citizenship Education	Mother Tongue Languages
Design and Technology	Mathematics
Food and Consumer Education	Science
Music	Humanities subjects (Geography, History and Literature in EL)
Physical Education	





Subjects at upper secondary

Compulsory Subjects (Taken at the same level in lower secondary)	Elective Subjects (Flexibility to take the subjects at subject levels suited to interests and strengths)
English Language	Additional Mathematics
Mother Tongue Languages	Art
Humanities	Design and Technology
Mathematics	





National examinations

- Singapore-Cambridge Secondary Education Certificate (SEC) examination from 2027. The SEC will reflect the subjects and subject levels that students offer.
- Similar to the A-Level examination, in which students take subjects at H1, H2, and H3 levels; and the PSLE, where students take subjects at Standard or Foundation levels.





Post-secondary admissions

- MOE is reviewing the admission pathways to various Post-Secondary Education Institutions.
- Changes to post-secondary admissions will be progressively introduced and fully implemented by the Academic Year 2028 admissions, to better recognise students' different combinations of subjects and subject levels.



Direct Schools Admission-Secondary (DSA-Sec)

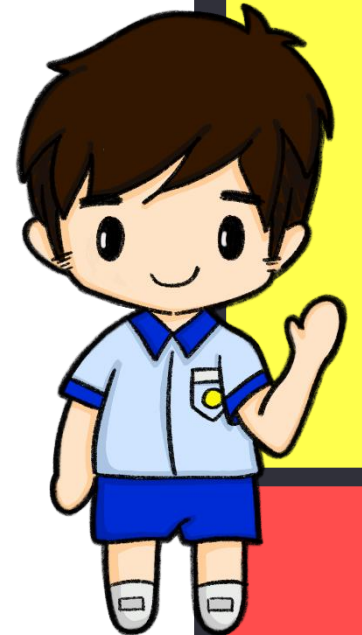




Aim of DSA-Sec

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).





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)





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





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>



Support for Upper Primary Students





Support for the Upper Primary Students

- Target Setting
- Education & Career Guidance (ECG)
- Year Head's Time
- Form Teachers' Guidance Period (FTGP)

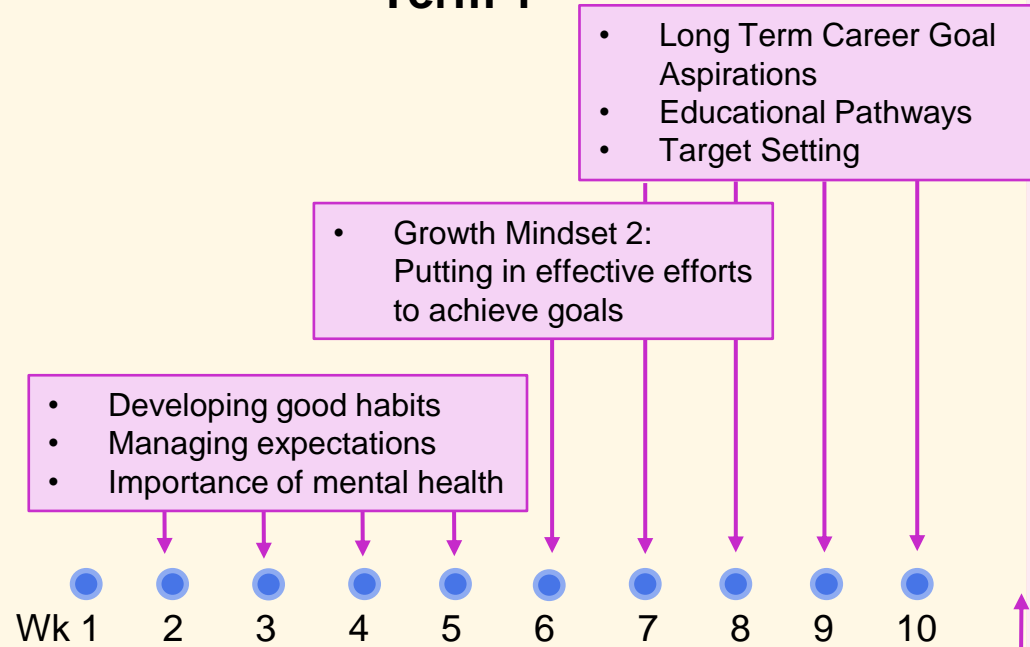


2023 Target Setting Process & ECG for Primary 6

Assembly &
FTGP

Self-Directed
(SLS & ECG Portal)

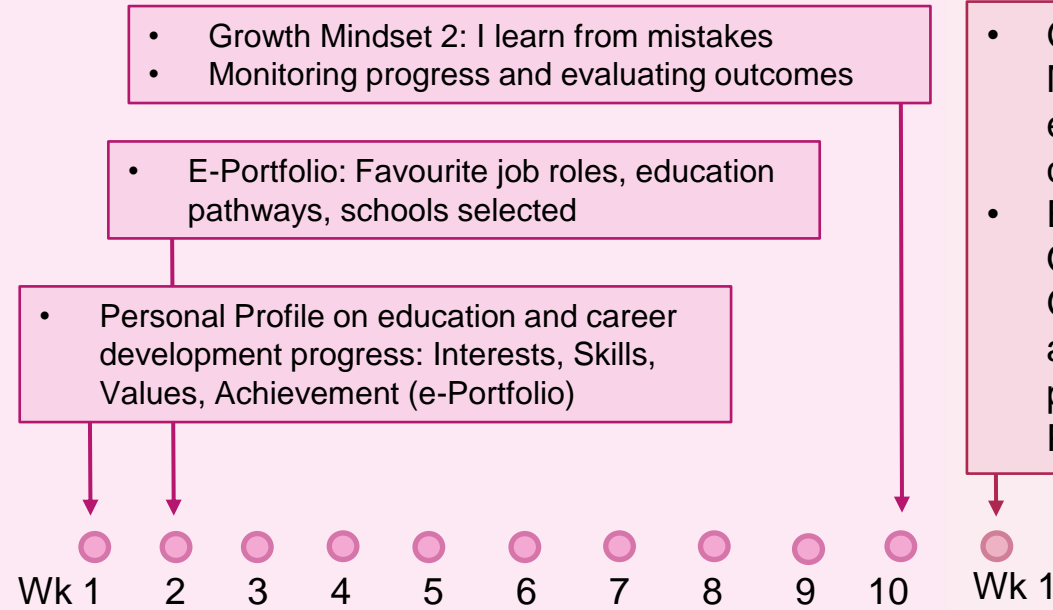
Term 1



March Holidays (SLS)

- Exploring Secondary Schools
- Learning about Job Roles

Term 2



- Building up their e-Portfolio / Documenting in hardcopy
- Finding out more about their own interests, skills, values
- Exploring more secondary schools
- Continue to learn more about job roles

Term 3

- Growth Mindset 2: I embrace challenges**
 - Evaluate Outcomes, Goal Setting and action plans for PSLE**
- Timeline: Wk 1

Form Teachers' Guidance: 1 to 1 Interaction with Form Teachers



Questions?

If you have any queries, please send an email to me at yang_binglin@schools.gov.sg.





THANK YOU



@sembawangprimaryschool



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