

Part 1a: Briefing by Principal	Part 2: Level Briefing by Year Head/Assistant Year Head	Part 3: Form Class Briefing
<p>P2 to P6 9.30 – 10.00 am School Parent-Partnership & Priorities for 2024</p> <p>P6 only 10.00 – 10.15 am Support for Primary 6 Students</p>	<p>P2/3/4/5 10.00 – 10.30 am</p> <p>P6 10.45 – 11.30 am</p>	<p>P2/3/4/5 10.30 – 11.00 am Q & A (11.00 - 11.15 am)</p> <p>P6 11.30 am – 12.00 pm Q & A (12.00 - 12.15 pm)</p>
<p>Part 1b: Talk by Guest Speaker</p>		
<p>P6 only 10.15 – 10.45 am Take the S(tress) out of PSLE Mr Chua Sze Siong Chief Therapist MindfulBear</p>		



**ZHENGHUA
PRIMARY SCHOOL**

The Best That We Can Be.

Briefing by Year Head

27 January 2024

Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Year Heads / Asst Year Heads

Mrs Lee Boon Kwang	Year Head (P1/2)
Mrs Siti Aisyah Sasikumar	Year Head (P3/4, covering)
Mdm Hafiza Ahssan	Year Head (P5/6)
Mdm Ong Yan Joo	Assistant Year Head (P1)
Mdm Ou Yanxia	Assistant Year Head (P4)
Mdm Nor Hazwani Bte Harun Rushid	Assistant Year Head (P5)

Overview

Segment 1: My Role as a Year Head

Segment 2: Overview of Our School Programmes

Segment 3: Choosing Secondary Schools & Full Subject-based Banding



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

My Role as a Year Head

(Well-being & Holistic Development)

Segment 1



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

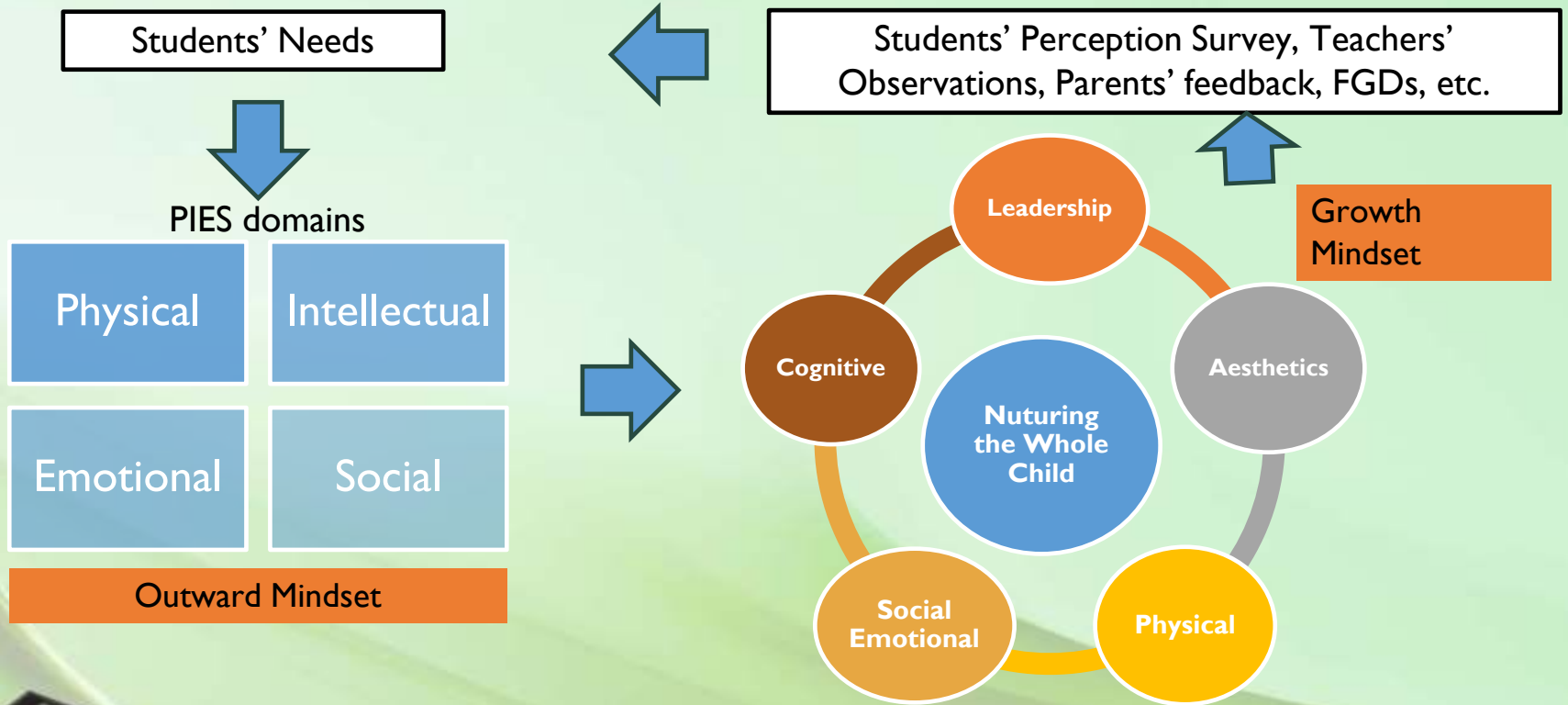
Well-being of Your Child



Students our Focus

Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Our Student Well-being Approach



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Daily and Termly Check-In

Fast kit



Heart-to-Heart Talk with
Form Teachers



Termly Check-In Survey via All
Ears Form

*Term 1: Understand students'
thoughts and emotions about
starting the school year*

Only for **SELECTED** students. Consent form will be issued via Parents' Gateway.

Programme	Level (Selected Students)	Focus Area	Frequency
SPARK CENTRAL	P5 & P6	Holistic Support	3 times a week
SPARK HAVEN (used to be called SAKURA)	P5 & P6	Behavioural and Social- Emotional Coaching	Fridays after school, about twice a month
CYBER SPARK (used to be called LEVEL UP)	P5 & P6	Cyber Wellness	Fridays after school, about twice a month
SPARK BLISS	P3-P6	Bridging Lessons <u>In</u> Social Skills	Fridays after school, every fortnightly



**Mdm Esther Lim
(School Counsellor)**

**Ms Toh Mui Hua
Catherine
(School Counsellor)**

Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Our Dedicated Team of Special Educational Needs Officers

**Mr Mohd Alighthouse
S/O Md Sidique
(Senior Special
Educational Needs
Officer)**

**Mdm Shilka
Quraisha
(Special
Educational Needs
Officer)**

**Ms Siti Radhiana
Agustina
(Special
Educational Needs
Officer)**

**Mdm Rasimah
Mohamed Isa
(Special
Educational Needs
Officer)**

Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Leveraging Partners in the Community

Fei Yue Families for Life @ Community



TRIPLE P
Positive Parenting Program

Our Programmes



Parenting Seminars



Grandparenting Seminars



1-to-1 Parent Consultations



Parents Group Work



Family Life Talks/Workshops



Marriage Enrichment



Scan the QR code to
sign up or find out
more about Triple
P/Signposts:



Small changes,
big differences.



Indicate your interest by filling in the form
(scan the QR code or access <https://go.fycs.org/PSS>)

For further queries, email to parenting@fycs.org.

OVERVIEW OF PROGRAMMES FOR PRIMARY & SECONDARY LEVELS

PERFORM IN SCHOOL DEPARTMENT			
	LOWER PRIMARY (Pri 1 – 3)	UPPER PRIMARY (Pri 4 – 6)	SECONDARY (Sec 1 – 5)
Academic Support Intervention	MENDAKI Tuition Scheme (MTS)		
	Math Coaching		#amPowered@MTS
	Math Booster for Young Learners		
	MENDAKI Homework Café (MHC)		
Education Partnership	MENDAKI Cyber Homework Ace (MCHA)		
	Project ACE & Numeracy Enrichment Programme @ Big Hearts Student Care Centres		
		"Success in PSLE" Series	
Empowerment Programmes	Primary 1 Orientation	Exam Ready Campaign	
	Brunch with MENDAKI (for parents)		
	"Parents' Guide To..." Series (for parents)		
Financial Assistance	School Assistance Scheme (SAS)		
	Merchant Bursary		
	Subsidised Academic Programmes		

Access Our Services Anytime Anywhere

<https://my.mendaki.org.sg/Home/ContactUs>



CONTACT US @ MENDAKI

To get the info that you need immediately, please use the search box above. If you're unable to find what you need, please use the form below and we will get back to you within 5 working days.

Do sign up for an account with us so that you can easily keep track of all your activities with us and save time on having to enter your particulars again!



EDUCATION

Maximising educational opportunities for all students



CHILDREN

Engaging parents to play an active role in their children's lives



YOUTH

Inspiring youths towards greater achievements



PARENTS

Engaging parents to play an active role in their children's lives



ASSISTANCE

Supporting the community's needs and aspirations



SINDA

Call us : 1800 295 3333

Find out more @ : www.sinda.org.sg

Follow us on :    

Resilience, Innovation

支持家庭 SUPPORTING FAMILIES



- 家庭资源计划
Family Resource Programme
- 家长教育
Parent Education Programme
- “准备上学啦！”活动
CDAC “Ready for School” Project

经济与援助 FINANCIAL ASSISTANCE



- 家庭援助计划
Family Assistance Programme
- 华助会 - 泉多总会贫困援助金计划
CDAC/SFCCA Hardship Assistance Fund Scheme

联系乐龄 CONNECTING SENIORS



- “陪你知天下”及乐龄加油站
News Sharing & Senior Learning Kiosk
- 康乐活动
Senior Health and Wellness
- 资讯科技课程
Information Technology Courses
- 讲解会
Information Sharing Session
- 跨代学习与互动
Intergenerational Learning and Interaction
- 传统节日庆祝活动
Festival Celebration

Hotline
6841 4889

Email
enquiry@cdac.org.sg

华社自助理事会

CHINESE DEVELOPMENT
& ASSISTANCE COUNCIL



华社自助理事会
CDAC



cdac.org.sg



[/CDACsg](https://www.facebook.com/CDACsg)



[/cdac_sg](https://www.instagram.com/cdac_sg)

Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Holistic Development



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Moving away from overemphasis on academic grades

- **Removal of Mid-Year Exams** is part of MOE's ongoing efforts to **move away from an overemphasis in academic grades**
- More opportunities to help students to **develop their character and life skills** (e.g., self-directed learning), as well the joy of learning



Discipline & Character Growth

- **Discipline is essential to character growth**
- **Educative** and not punitive
- **Meaningful** consequences
- Adopt **Restorative Practice (RP)** in managing behavioural issues that undermine character

Mr Elliot Ang

Subject Head / Student
Management (Int)

Discipline Master

Positive and Restorative Discipline

- Cultivate values and teach social-emotional skills
- Guide the child to make right decisions and be responsible for their actions
- Reinforce good behaviour
- Guide students who have made mistakes
- Restore relationships that may have been affected



We are partners in your child's character growth

IT TAKES A
VILLAGE
to raise
a child.



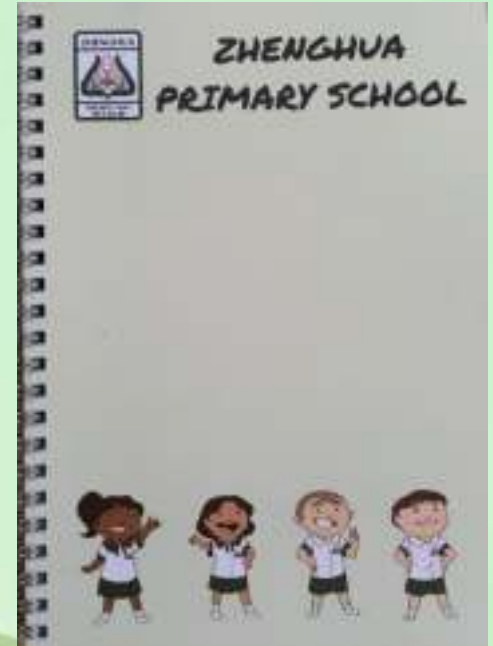
The Child, Our Common Goal

Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Partnering you to develop your child's sense of responsibility

2 key areas:

- Homework submission
- Attendance and punctuality to school





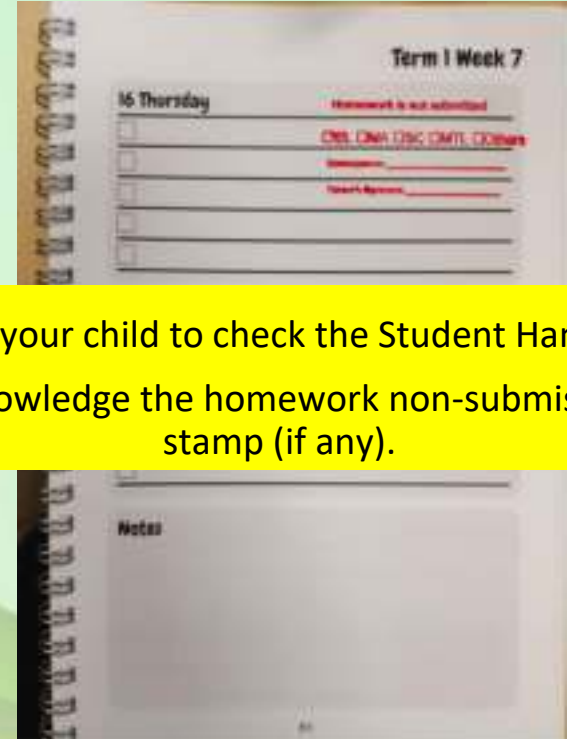
Roles in Homework Submission

Student's Role	Parent's Role
<ol style="list-style-type: none">1. Copy homework into Student Handbook and put homework into homework file	<ol style="list-style-type: none">1. Check Student Handbook
<ol style="list-style-type: none">1. Check Student Handbook and homework file for homework is brought home	<ol style="list-style-type: none">1. Good habit to sign Student Handbook daily to acknowledge that his/her homework is completed
<ol style="list-style-type: none">1. Once homework is completed, place the homework into homework file and into the bag	<ol style="list-style-type: none">1. Note Teachers' communication with you in the Student's Handbook (if any)

Homework Submission

Benefits of Homework

- Develop **independent learning**
- Develop **time management skills**
- Allow students with different abilities and interest to learn at their own pace to **deepen conceptual understanding**
- Improve **retention of knowledge**



Remind your child to check the Student Handbook.

Acknowledge the homework non-submission stamp (if any).

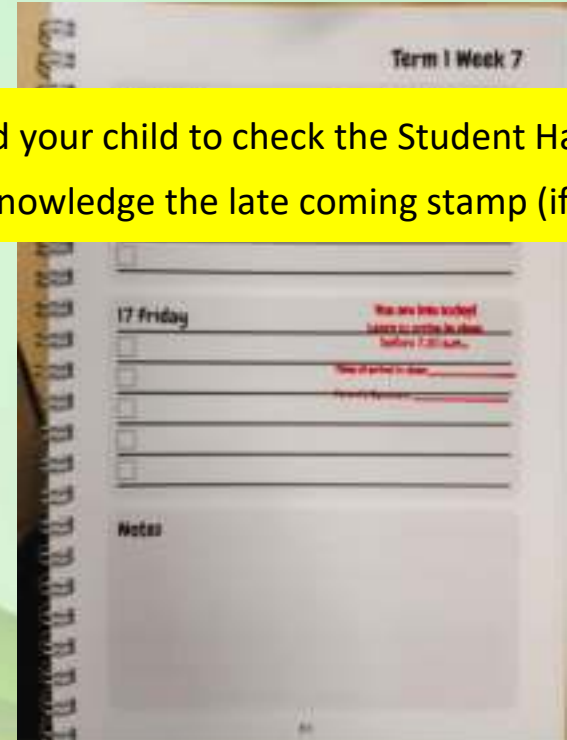
Punctuality to School

Benefits of Punctuality

- Builds a more self-confident child
- Builds discipline from a young age
- Builds mutual respect



Remind your child to check the Student Handbook.
Acknowledge the late coming stamp (if any).



School Policy for Late Coming and Late Homework Submission

	Late Coming (P1-6)	Late Submission of Homework (P2-6)
Stamp notification	Late stamp on student handbook for students who arrive in class/hall after the start of the National Anthem	Homework reminder stamp on student handbook for students who did not submit homework despite being given a reminder

Consequences

- Recess detention
- After school detention
- Downgrade of conduct grade
- Notification letter to parents
- F2f engagement with parents
- Suspension from CCA/competitions
- Suspension of student leadership role
- Link up with external agencies to provide academic/mentoring support

Attendance in School is Important for learning

- Please **do not** take your child/ward out of school for other purposes (e.g., vacation, visiting relatives) during term time. The absence will be marked as '**Absent without Valid Reason**'. Form Teachers must be informed of your child's absence.
- If your child/ward has a valid reason to leave Singapore during term time (**compassionate reasons** or the child is competing at an overseas competition), please **write to one of the school leaders for approval** at zhenghua_ps@moe.edu.sg and cc the Form Teachers.
- For all other reasons for overseas travel during term time, please email the Form Teachers the dates of travel for their information. Form Teachers will mark the absence as 'Absent without Valid Reason'.

School Policy for Early Dismissal from School

- For safety reasons, students who need to leave our school during curriculum time **must be picked up from our General Office by a parent, an adult family member or a caregiver.**
- The adult picking up our student will have to complete an **“Early Dismissal” form** which must be signed by one of our General Office staff and presented to the security guard before the student is allowed to leave our school with the accompanying adult.



Drop Off at School Foyer

- If you are driving into the school, we strongly encourage you to do a quick drop off to ease traffic congestion



Overview of Our School Programmes

(CCE, ALP, LLP and PAM)

Segment 2



Resilience, Innovation, Integrity, Care, Collaboration and Excellence



**ZHENGHUA
PRIMARY SCHOOL**

The Best That We Can Be.

Character and Citizenship Education (CCE)

Mdm Lin Xiaojun
HOD CCE

Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Goals of Character and Citizenship Education (CCE)

CCE aims to develop in our students:



**Good
Character**



**Resilience and
social-emotional
well-being**



**Future
Readiness**



**Active
Citizenship**

Students become **leaders of character** who are able to lead themselves and others and are **active citizens** who contribute positively to the family, school, community and nation.

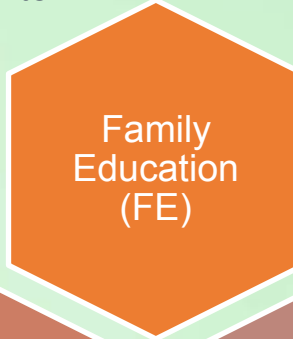
Resilience, Innovation, Integrity, Care, Collaboration and Excellence

6 Key CCE Curriculum Content Areas

The CCE curriculum content is premised on the three big ideas of **Identity, Relationships and Choices**, and anchored on the teaching of **core values and social-emotional competencies**.

They are taught and applied in the **6 key curriculum content areas**.

My Digital Footprints

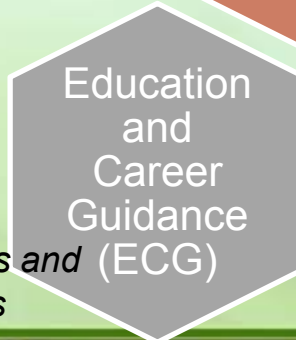


My Support Network



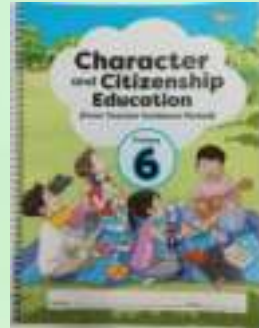
- Total Defence Day
- International Friendship Day
- Racial Harmony Day
- National Day

What If I Fail



My Dreams and Hopes

Are we more than friends?



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Our Approach to CCE

Learn

- Explicit teaching and intentional integration of CCE across the curriculum and co-curriculum

Platforms include:

- CCE (Form Teacher Guidance Period)(**FTGP**)
- CCE (**Mother Tongue Language (MTL)**)
- **Start-It-Right** programme
- **Pre- Assembly and Assembly talks** on values, current affairs, etc

Apply

- Authentic platforms for students to live out school values, demonstrate social emotional competencies & leadership and serve the school, community &

Platforms

- Values-In-Action (**VIA**)
- **Student Leadership Opportunities**
- **Day-to-day lessons and interactions**

Reflect

- Students' reflection on what they have learnt and how they have applied their learning

Platforms

- **Self-Assessment** of values & student leadership practices
- **Reflections**

Caring & Enabling School Environment



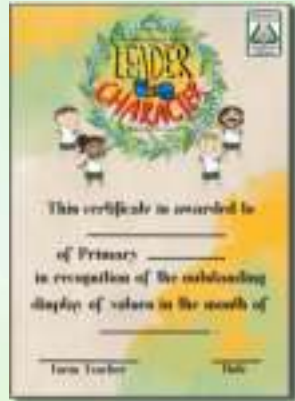
School-Home-Community partnerships

Resilience, Innovation, Integrity, Care, Collaboration and Excellence

A Caring & Enabling School Environment

• Affirmation

Monthly Leader of Character Award - to recognize students for their outstanding display of values



Adhoc COOL tickets



Termly "Caught dOing gOod in school" kids affirmation



Termly Gratitude cards



• Leadership Development

Developing students to become leaders of character who can:

- lead by example
- serve with humility and care
- take initiative to make a difference
- influence others to do what is right

All Zhenghua students are leaders of character.



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Partnering parents in our CCE efforts

- **Consistent & Coherent Messaging**

e.g. Discuss with your child about what he / she has learnt from the CCE experiences/ lessons (e.g. school values) and reiterate the key messages

- **Help your child grow**

e.g. Supporting our children with good digital habits

- Use **parental control settings** to monitor and ensure children access to age-appropriate content;
- Develop a **timetable or screen use agreement** to balance screen time and family bonding and;
- **Avoid screen use** during mealtimes and one hour before bedtime.
- **Co-viewing with your child** - Knowing what our children are viewing will create more opportunities for conversations

Family Time in CCE (FTGP)



School's PG updates on CCE

2022 Term 1 Updates - Character and Citizenship Education (CCE) in ZHPS

In ZHPS, values and social-emotional competencies are explicitly taught and learnt during assembly talks and CCE (From Teacher (Lecturer Period) lessons. These lessons, which include the use of stories and case studies discussion, also provide time for teachers to build positive relationships with your child/ward. In addition, school leaders, staff and students share values based stories and/or current affairs during pre-assemblies. Every Friday, classes and CG groups are invited to conduct their [L@SG@](#) or [@Share](#) (Education.O.V.E) talks.

As Term 1 draws to a close, we would like to provide an update on the CCE efforts in ZHPS to Term 1.

(a) Project Hang Bao 2022

Our school has raised a total of \$4,140.00 towards Tan Teck Hong Hospital (TTHH) Community Fund, the charity arm of TTHH, via Project [HangBao 2022](#). We thank parents/guardians for your support and generosity towards our school's Values-in-Action (VIA) initiative. The money raised will help the needy patients with their out-of-pocket medical expenses, and to support healthcare research and training to improve patient care.



Partnering parents in our CCE efforts

- **Active Role Modelling**

- Role model positive behaviour, e.g. punctuality, cleanliness, digital habits



Parenting Instagram post on supporting our children to be responsible users of the cyber space.



Heads Up:

As part of Safer Internet Day (SID) 2024, we will be encouraging your child to commit to a screen-free weekend on 3 and 4 Feb by:

- (a) not playing video games.
- (b) replacing the time spent online with something that he/she wants to do offline, e.g. spending time with family, playing sports

More details will be shared through PG.

- **Encourage Values-in-Action (VIA) @ Home**



VIA during June holidays – helping Mum to wash dishes

Keeping the environment clean

“It takes a village to raise a child.”



We thank you in partnering the school for your child's journey of CCE development.

For further queries, please contact HOD/CCE at: lin_xiaojun@moe.edu.sg



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Zhenghua Primary School Applied Learning Programme (ALP)

Advocates and Innovators for Sustainable Living



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Overview

Students will:

- adopt an inquiry-based learning, design thinking approach in addressing real-life concerns
- investigate the issues and work together to build their collective understanding of the issues



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

What students can look forward to in ALP

Students will:

- make observations about a selected environmental issue, collect and analyse data
- apply their knowledge and skills to create new value through advocacy and innovation
- be given choices for their advocacy and innovation projects as they move up the levels

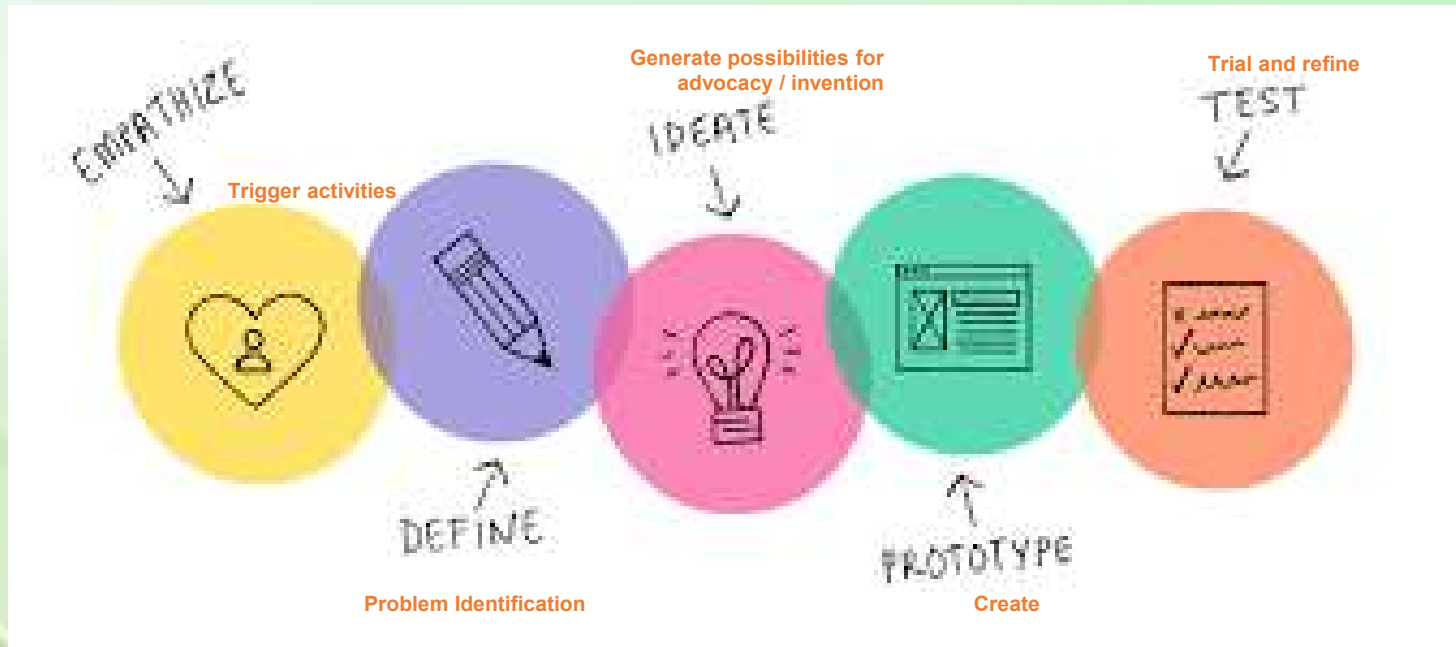


Resilience, Innovation, Integrity, Care, Collaboration and Excellence

School-wide programme

2024 Level	Timeframe / Format	Theme	Main activities at a glance
Primary 1	Term 4	Clean SG – Keeping our School clean	<ul style="list-style-type: none"> • Drama • In line with EL reader
Primary 2	Term 1	Clean SG – Keeping our Community clean	<ul style="list-style-type: none"> • Trigger activity – observation of clean plate SG phenomenon • Drama
Primary 3	Term 2 to Term 3	Green SG – Water and Us	<ul style="list-style-type: none"> • Trigger activities – Nautilus (marine sea creatures) + Artist talk • Value-creation – choice-based 3D marine creatures
Primary 4	Term 3	Green SG – Greenery and Us	<ul style="list-style-type: none"> • Trigger activities – Talk by Alumni and Community Garden Champions • Class planting in the gardens • Resources housed on google microsite
Primary 5	Term 2	Future Dream SG – Our wasteful ways	<ul style="list-style-type: none"> • Trigger activities – Sharing by start-up Founder • ‘Expert Groups’ – 3D pen or microbit • Resources housed on google microsite
Primary 6	Term 4 / Post-PSLE activities	Future Dream SG – Sustainable SG 2030	<ul style="list-style-type: none"> • Trigger activities – Interview individuals / organisations • Games for MK & Outreach with NWCDC • Resources housed on google microsite

Design Thinking Frame



Advocates & Innovators for sustainable living



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Some of our Partners & Stakeholders

- MOE Kindergarten
- Stick 'Em
- BPCC
- NWCDC
- NEA



Resilience, Innovation, Integrity, Care, Collaboration and Excellence



Creative Arts @ZHENGHUA

Learning for Life Programme
(LLP)



Learning for Life Programme (LLP)

- initiative introduced by the Ministry of Education (MOE)
- exposes students to a wide range of experiences to **build their socio-emotional competencies** and to **acquire sound values**.
- instills in them a **sense of rootedness and responsibility for their community**, and an **appreciation of aesthetics, sports and outdoor education**.



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Students learn about the art forms and develop an **appreciation of the arts and culture**.

Experiences in the arts enable them to develop **character and values**.



Desired Outcomes:

The logo for Creative Arts @ZHENGHUA features the words "Creative Arts" in a red, cursive script font. Below this, the text "@ZHENGHUA" is written in a smaller, black, sans-serif font. The entire logo is set against a light orange rectangular background.

Develop an appreciation of the arts

Express your feelings, thoughts or ideas through the arts

Demonstrate **confidence**, **creativity** and **empathy**



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

21ST CENTURY COMPETENCIES

Areas of Focus:

Adaptive & Inventive Thinking

- understanding the variety of contexts, situations and environments one exposed to
- managing complexity and ambiguity more confidently

Communication, Collaboration Skills

- effectively communicates information and co-constructs meaning
- engages empathetically with diverse perspectives

Cross-Cultural Literacy

- the awareness and understanding of social contexts
- displays socio-cultural and religious sensitivity and awareness



Creative Arts

@ZHENGHUA



	MUSIC	ART	DANCE
Primary 6	Keyboard / Recorders / Ukulele / Pitched Percussion Ethnic and global music	Photography Digital Portfolio	International Dance



PHYSICAL EDUCATION (PE)

ZHENGHUA PRIMARY



Desired Outcomes of PE

Develop

Physically Competent students who
enjoy a lifetime of active and healthy
living, safely and responsibly



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Curriculum Learning Areas

**Outdoor
Education**



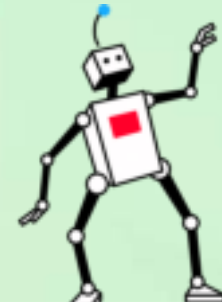
Gymnastics



Sports & Games



Dance



**Physical
Health &
Safety**



**Swimming
Primary 3**



**Primary 4
onwards: Athletics**



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Curriculum Overview

DURATION

PRIMARY 3 TO 6: 5 PERIODS* PER WEEK

*** (1 PERIOD – 30MIN)**



Resilience, Innovation, Integrity, Care, Collaboration and Excellence



Assessment Practices



Summative Assessment

Semestral PE grades based on modular performances and student's learning attitude during PE (P3 –P6)



Peer Assessment

Peer Assessments and Coaching e.g via video recording and assessment checklists



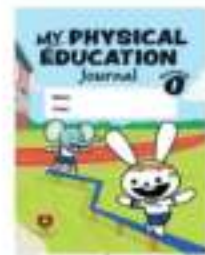
Fitness Assessment

Through P4 & 6 NAPFA



Teacher's Assessment

Assessment of student's learning by teachers



Cognitive Assessment

Through written and online assignments such as the PE Journals and customized SLS learning packages

SCHOOL-WIDE PROGRAMMES

HEALTH & WELLNESS PROGRAMMES

- Fruttie Veggie Bites/Healthy snacking
- Eye Care Week
- Dental Talks
- Assembly Talks on Healthy & Active Living

SCHOOL-WIDE PROGRAMMES

SPORTS PROGRAMMES

- PLAY @ RECESS

- Unstructured outdoor play during recess
- Cultivate an active lifestyle outside PE curriculum



SCHOOL-WIDE & SIGNATURE PROGRAMMES

SPORTS PROGRAMMES

- AMAZHENGHUA RACE
- P1- P6 Annual Sports Carnival
 - Enjoy a day of play through physical activities
 - Opportunities to exercise school values through sports



SCHOOL-WIDE & SIGNATURE **PROGRAMMES**

SPORTS PROGRAMMES

- ENHANCING TSR THROUGH SPORTS
Promoting good rapport among class teachers and students through sports

LEVEL PROGRAMMES

SPORTS PROGRAMMES

- SPORTS EDUCATION PROGRAMME (SEP)
 - PRIMARY 4, 5 & 6
 - Experience a wider range of sports not covered in the PE syllabus

LEVEL PROGRAMMES

P4 & P6 NAPFA TEST

- Annual Physical Fitness Test
- Enable students to gain an insight into their personal fitness level and how to improve their fitness

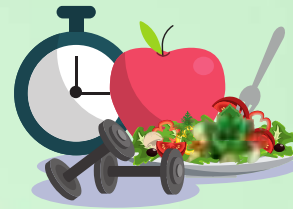


Reminder!



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Healthy Lifestyle Tips



HANDBOOK

1 Stay Active

Exercise for **at least 1 hour everyday!** Exercise helps keep your body and your mind healthy.



2 Eat Healthy

Eat according to **My Healthy Plate**. My Healthy Plate helps ensure you eat a nutritious, balanced and healthy diet. Refer to healthhub.sg for more information.



3 Drink water

Drink at least 8 glasses/4 bottles of 500ml, of plain water everyday (2 litres).



4 Reduce Junk Food/Snacks

Eat lesser junk food such as deep fried, oily, salty and sweet food and drinks. Eating too much can cause obesity and health problems. It is fine to eat them once in a while (e.g. once in a month), but not everyday!



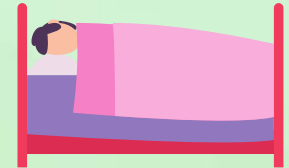
5 Eye Care

Have no more than 2 hours of screen time a day. After **20 minutes** of near work, take a **20 second** eye break and look afar for **20 feet** away (20-20-20).



6 Sleep Well

Have at least 9 to 12 hours of sleep everyday! Sleep helps keep your brain and body healthy.



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Healthy Living

1 hour of
Exercise
Daily (or in
parts)



Eat a
Healthy Diet
according to
My Healthy
Plate

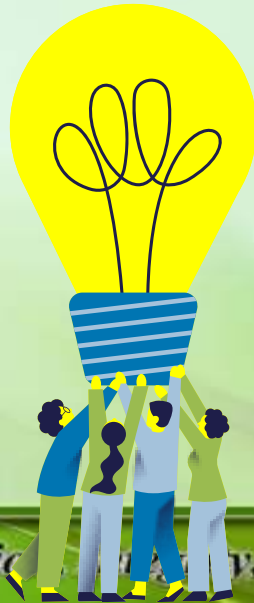


Reduce junk
food, sweet
food/drinks,
salt, oil intake



Partnership

Your support is key to
your child's growth



CREATE
Healthy
HABITS!

Resilience, Innovation, Quality, Care, Collaboration and Excellence

Choosing
Secondary
Schools & Full
Subject-based
Banding



Choosing Secondary Schools



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

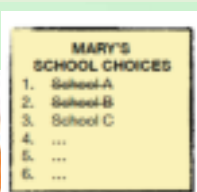
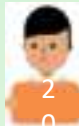
CHOICE ORDER OF SCHOOLS IS IMPORTANT

- Students will be posted to a secondary school based on academic merit i.e. overall PSLE score.
- If two or more students with the same PSLE Score vie for the last remaining place in a school, tie-breakers will be used in the following order:
 1. CITIZENSHIP
 2. CHOICE ORDER OF SCHOOLS (NEW for 2021 PSLE cohort onwards)
 3. COMPUTERISED BALLOTING



EXAMPLE:

4 students - Jane, Bryan, Mary and John, are vying for the last places in School A and School B.



Jane
Singapore
Citizen

Bryan
Singapore
Citizen

Mary
Singapore
Citizen

John
Singapore PR

Students with better scores will be posted first

Jane will be posted first as she has a better PSLE score, and will be posted to School A.

As Jane has taken that last place in School A, Bryan, Mary and John, having the same PSLE score, will vie for the last available place in School B.

Tie-breaker 1:
Citizenship

Bryan and Mary are Singapore Citizens and will have a priority to enter School B.

John will be tie-broken out as he is a Permanent Resident. With no places in School B, John will be considered for School D.

Tie-breaker 2:
Choice order of schools

As Bryan ranked School B higher than Mary in his choice order of secondary schools, he will be posted to School B.

Since the last place of School B is taken by Bryan, Mary will be considered for School C.

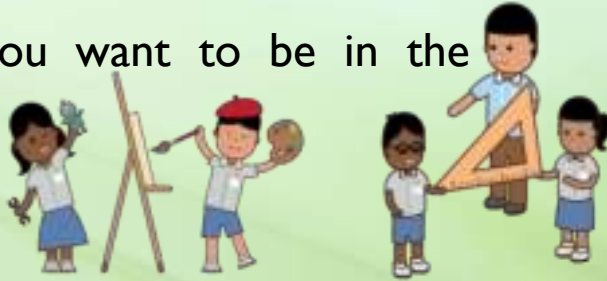
Tie-breaker 3:
Computerised balloting

What we tell our students:

Everyone is unique.

The more we know about ourselves, the better our choices will be.

- What are your dreams and goals?
- What do you enjoy doing?
- What do you think you are good at?
- Who do you want to be in the future and why?



Everyone's education journey is different.

There are many options for you to explore:

- What are the subjects, CCA or school programmes that can **nurture your interests and strengths?**
- **Which schools** and what are the **types of schools** that have such offerings?
- Which secondary school(s) would be **most suited for your interests, strengths and learning pace?**

No matter how you fare,
there will always be choices and opportunities for you
that can meet your learning needs and develop your interests and strengths.

Discuss With Your Child

- Consider your child's learning style, strengths and interests when making school choices in order to find a school that would help the child learn and thrive best.
- Discuss the options with the child, with the following considerations:
 - **Values:** What is the school's culture and ethos?
 - **Learning environment:** Is the school's learning environment right for the child?
 - **Distinctive programmes and CCAs:** Can the school support and develop the child's strengths & interests?
 - **Location:** Is it too far from home? How will the child get to school?



What matters to me as a parent of a P6 child

- Open Communication
- Balancing Academics and Well-being
- Encourage Independence
- Set Realistic Goals



Each child is unique, and there's **no one-size-fits-all** approach. Your involvement, encouragement, and understanding will go a long way in making this P6 year a fulfilling and successful one.



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Resources to Help Students Choose Secondary Schools

Helpful information on our school website

- Secondary school posting process
- Direct School Admission for secondary schools (DSA-Sec)
- WEstories Flipbook
- ECG Parent Guide



Direct School Admission (DSA)

- P6 students can seek admission to certain secondary schools based on their talent in sports, arts, CCAs and specific academic areas
- Start to explore and plan early (e.g. building portfolio)
- Applications will take place in the middle of the P6 year, through MOE's DSA-Sec Portal



Useful Information for Our Students (Level 4)




Educational and Career Guidance Efforts

- DSA sharing
- DSA guidance handout
- Secondary school fair
- Post secondary school fair reflection (Use of Decktoys on SLS to go through resources)



Full Subject-Based Banding (FSBB)

Resilience, Innovation, Integrity, Care, Collaboration and Excellence

A photograph of three students in a library. On the left, a young woman with dark hair is smiling. In the center, a young boy is looking down at a book. On the right, a young woman with glasses is also smiling. They are all wearing school uniforms. A semi-transparent teal box with white text is overlaid on the bottom half of the image.

One single primary school education
with students taking subjects at
different levels.

Full Subject-
based
Banding:
Students learn
each subject at
the level that
best caters to
their overall
strengths,
interests and
learning needs.

A small image of a modern school building with a glass facade and a green roof, located in the bottom left corner of the slide.

Resilience, Innovation, Integrity, Care, Collaboration and Excellence

FSBB in Secondary Schools from 2024 onwards

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

- Students will **continue to be posted into secondary schools through three scoring bands**
- Throughout their secondary school education, students can **take subjects at three subject levels, known as G1, G2, G3 (G stands for General), mapped from N(T), N(A) and Express standards respectively.**



FSBB in Secondary Schools from 2024 onwards

2. Mixed form classes at lower secondary

- Once posted into the school, students will be grouped into mixed form classes, with each form class comprising students of different learner profiles.
- Mixed form classes offer more opportunities for students to interact with other students
 - taking different subject combinations
 - with different strengths and interests.

FSBB in Secondary Schools from 2024 onwards

3. Offering subjects at a more or less demanding level

- From the start of Secondary One, all secondary school students can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level based on students' PSLE Achievement Level (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:
• English Language • Mother Tongue Languages • Mathematics • Science	Standard	AL 5 or better	G3 or G2
		AL 6	G2
	Foundation	ALA	G2

FSBB in Secondary Schools from 2024 onwards

3. Offering subjects at a more demanding level

- From Secondary Two, students will also be able to offer **Humanities subjects** at a more demanding level. The criteria for taking Humanities at a more demanding level will be based on students' aptitude for and interest in these subjects at Secondary One.

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:
• Geography • History • Literature in English	G2	Aptitude and interest for specific subject	Any of these subject(s) at G3
	G1		One of these subjects at G2

FSBB in Secondary Schools from 2024 onwards

3. Offering subjects 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.
- 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.



PSLE Grading System

- Please refer to Student Handbook pages 33 & 34
- Students will be posted through three Posting Groups – Posting Groups 1, 2 and 3 – based on their PSLE Score Ranges
- Posting groups will only be used for the purpose of admitting students into secondary school and to guide the initial subject levels students can offer at the start of Secondary One



Scan the QR code to access more information regarding FSBB, PSLE Scoring System, Score Calculator and Secondary School Posting



Communicate your concerns with us

Mdm Hafiza (Year Head)

Email: hafiza_ahssan@moe.edu.sg

Phone number: 67697478 (extn: 571)



Resilience, Innovation, Integrity, Care, Collaboration and Excellence

Your child could reach us via *YH Mailbox @ Staffroom 3 (level 2)*



Thank you

Resilience, Innovation, Integrity, Care, Collaboration and Excellence