

Primary 5 Parents' Briefing Principal's Address



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

24 January 2025

Welcome To All Parents

- **Hope 2025 started well and safe**
- **Looking forward to a strong school-home partnership**



Agenda

Principal's Briefing

1. Introduction of School Personnel
2. School Vision, Mission and Values
3. Parents - Partners in Education
4. PSLE Matters
5. Subject-Base Banding (SBB) at P5
6. Other Important Matters

Year Head's Briefing

1. Start It Right
2. Level Programmes
3. Academic and Assessment Matters
4. School-Parent Partnership

Key Members

School Counsellor

- Mr Mohamed Jamil Bin Yusak

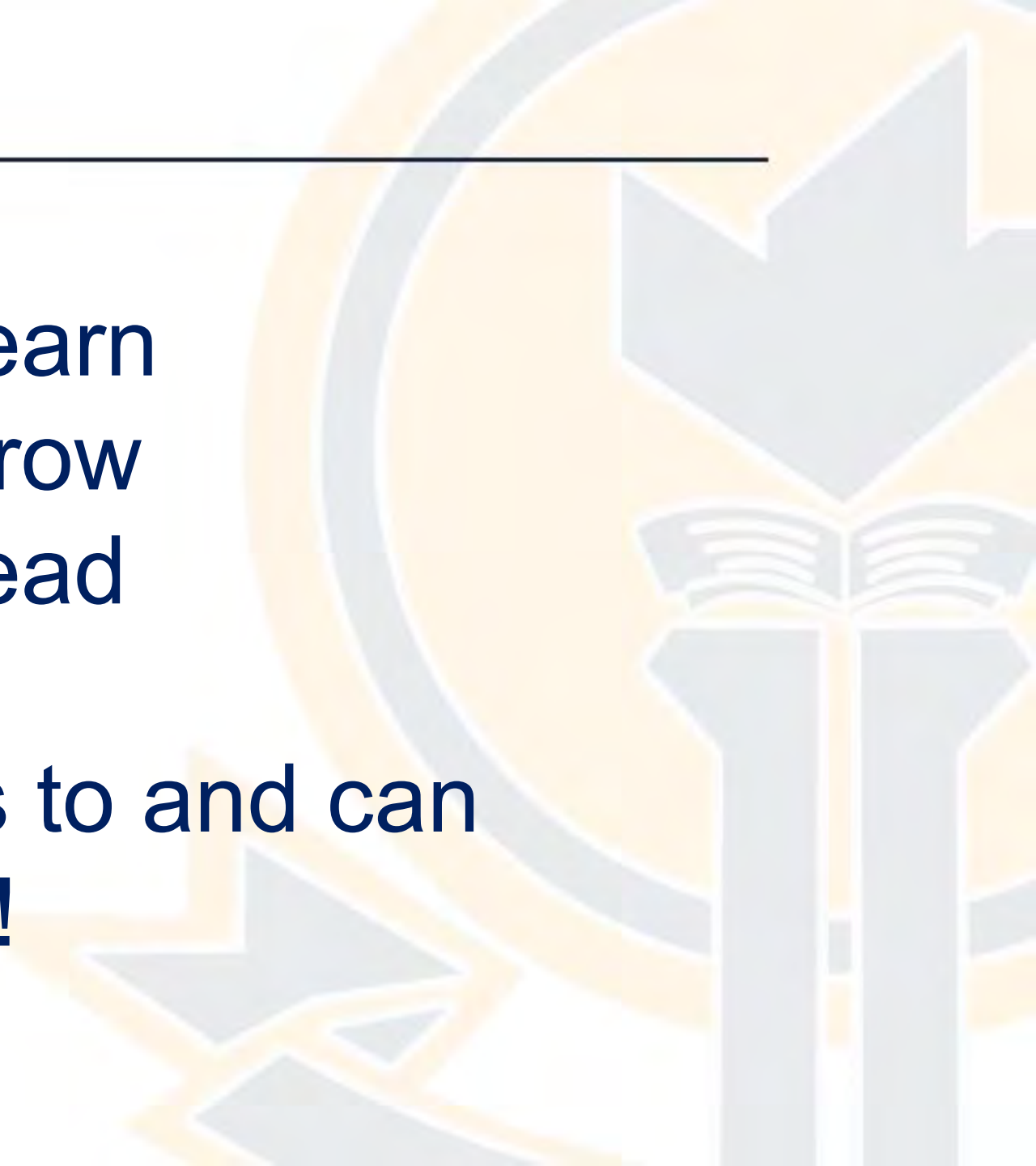
Special Educational Needs (SEN) Officers

- Mr Muhammad Nurhakim Bin Mohd Yusop
- Ms Mumtaz Bte Noor Mohamed

OUR CORE BELIEF

Every Student Can Learn
Every Student Can Grow
Every Student Can Lead

Every Student wants to and can
Succeed!



OUR VISION

Confident Individuals
Thinking Learners
Engaged Leaders



OUR VISION

Confident Individuals

who demonstrate SPARK values, communicate effectively and want to make a difference

Thinking Learners

who think critically and innovatively, and learns collaboratively

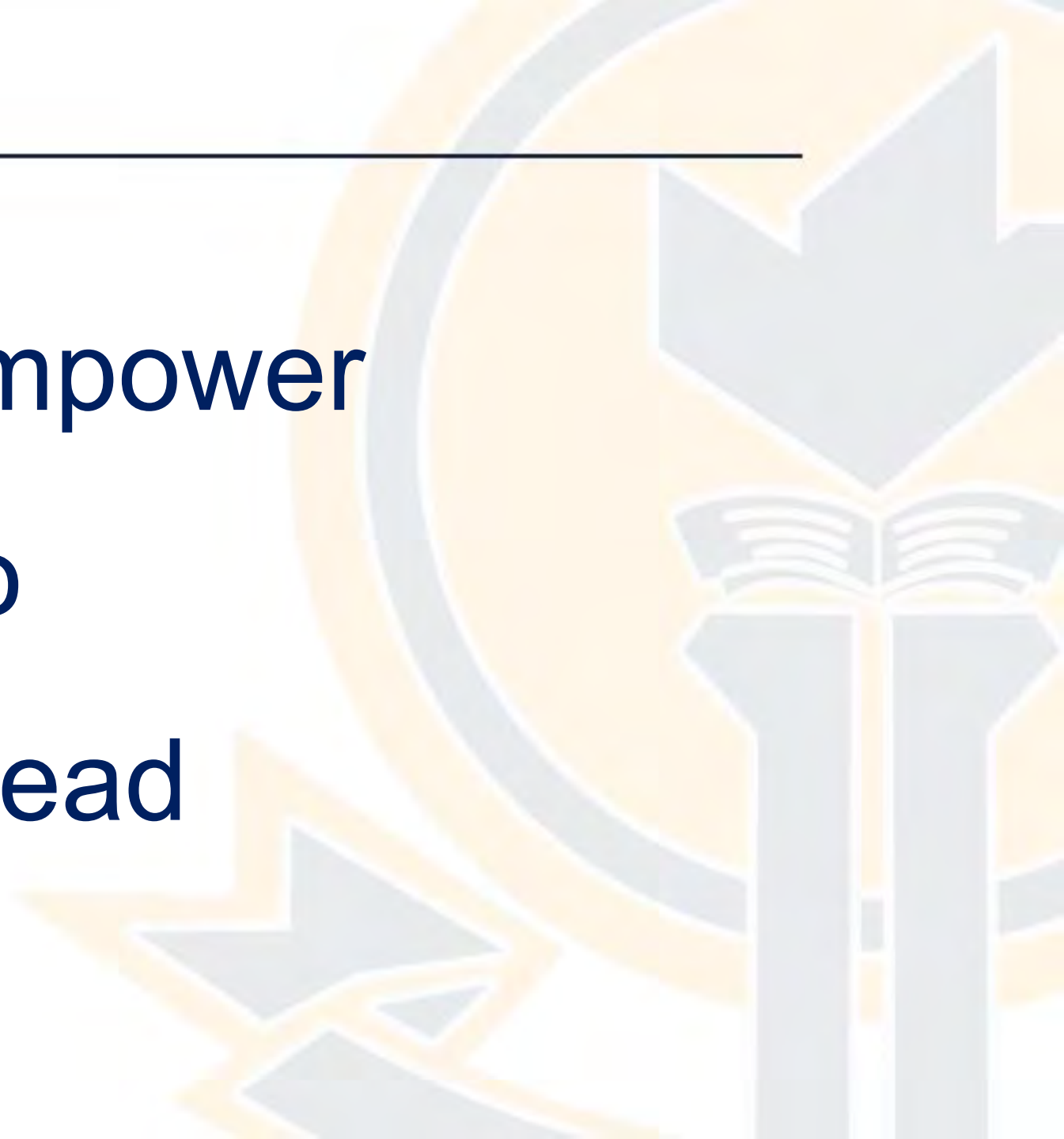
Engaged Leaders

who care and have the courage to want to contribute



OUR MISSION

To nurture and empower
every Damaian to
learn, grow, and lead



Our **SPARK** Values

Sincerity to self and others

Passion for learning

Aspiration to succeed

Resilience in life

Kindness to all



Our **SPARK** Values

Every Damaian has *self-discipline* to uphold our **SPARK** values

Sincerity to self and others

Honesty
Care
Respect

Passion for learning

Responsibility
Self-directedness
Curiosity

Aspiration to succeed

Commitment
Seek to Improve

Resilience in life

Perseverance
Adaptability

Kindness to all

Helpful
Empathy



The Desired Outcomes of Education (DOEs) will continue to drive our 21CC development efforts.

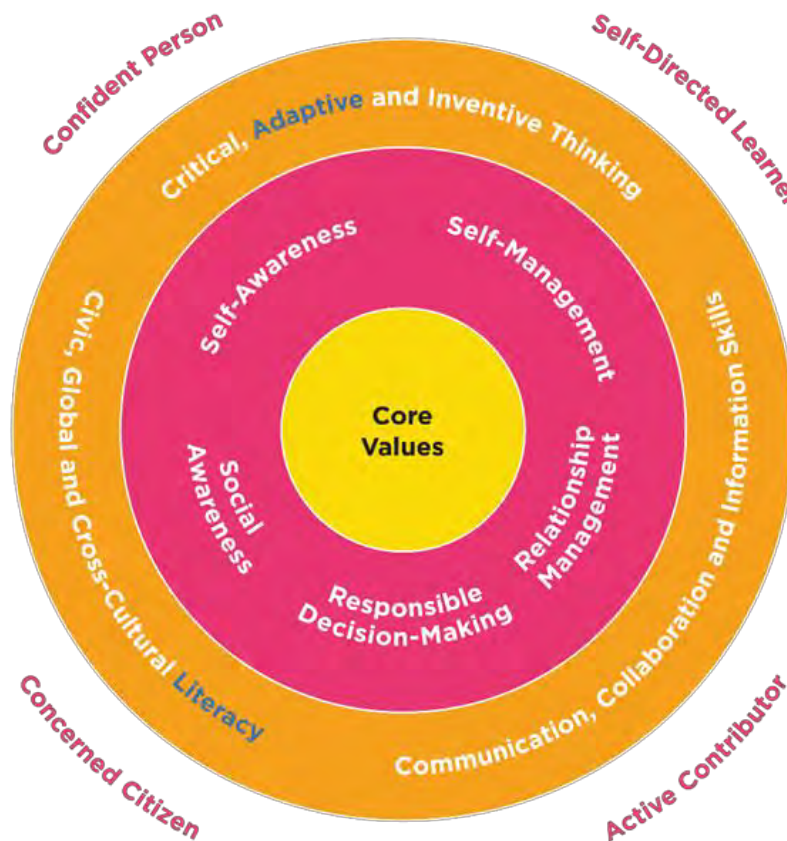
The DOEs are attributes that would enable our students to create, connect and contribute.

Confident person

Has a zest for life, has a strong sense of right and wrong, is adaptable and resilient, knows himself/herself, is discerning in judgement, thinks independently and critically, and communicates effectively

Concerned Citizen

Rooted to Singapore, has a strong civic consciousness, is responsible to his/her family, community and nation, and takes active roles in improving the lives of others



Self-Directed Learner

Takes responsibility for his/her own learning, is curious, reflective and persevering in the lifelong pursuit of learning, driven by passion and purpose

Active Contributor

Empathetic and open-minded to collaborate effectively in teams, exercises initiative, has courage to take risks responsibly, is innovative, and strives for excellence

Nationally, these 4 E21CC will be prioritised.

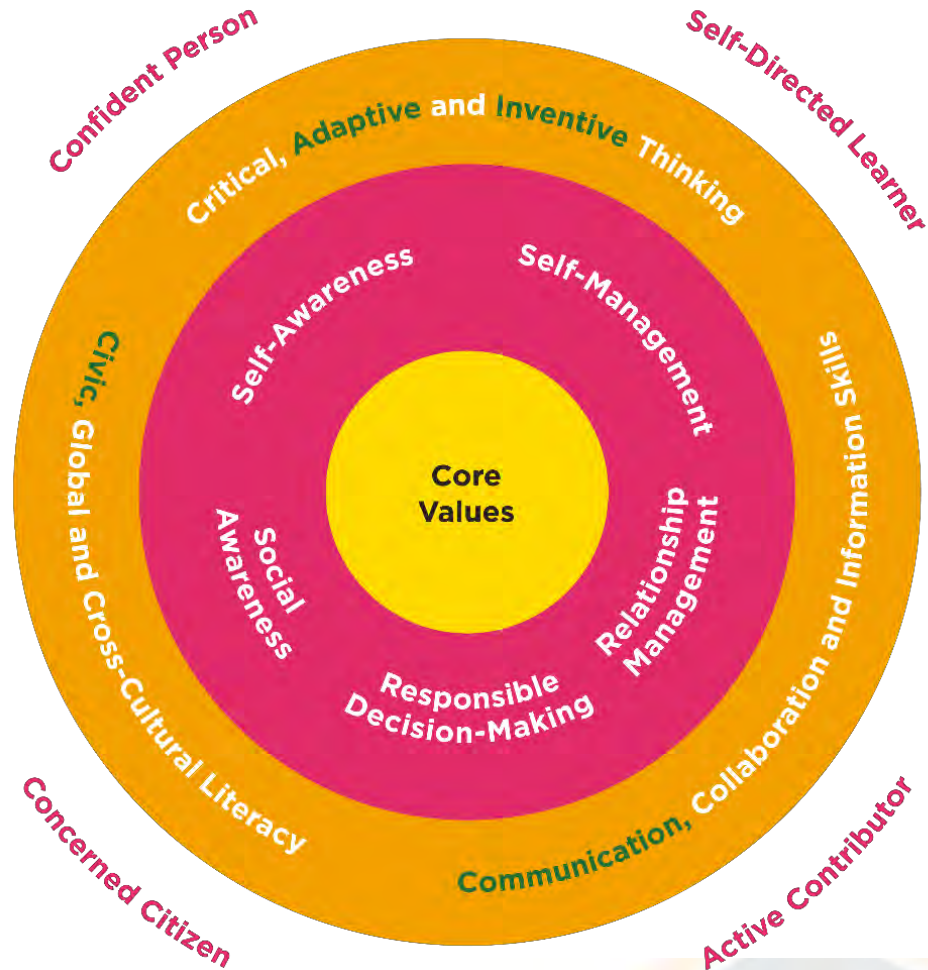
As a school, E21CC will be developed through our programmes and curriculum.

Adaptive Thinking

- i. Assesses different contexts and situations in order to make connections and draw new insights
- ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy

- i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
- ii. Plays active and constructive roles to improve the school, community and nation



Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives

Good Discipline

- The school believes that good discipline is an important factor to help create positive school with a conducive environment for our students
- All Damaians need to know our school rules and adhere to them as expected
- Our teachers will teach and reinforce the school rules
- Reminders – prohibited items chewing gums, vapes, weapon-like items are not allowed



Good Discipline

- Parents are our partners in this journey
- Help us to educate Damaians
 - must be mindful of own actions/words
 - treat others the way you would like to be treated
 - respect personal space
 - interact / play safely and respectfully
 - have the morale courage to be an upstander



Good Discipline

- When something happened
 - Tell the person to stop what he/she is doing
 - Express you do not like what is being done
 - Inform your teacher soonest possible
- DO NOT take things into your own hands



Good Discipline

- School is a safe place – **Zero Tolerance** for Unacceptable behaviour that
 - is hurtful and undermines others to feel safe and secure
 - hinders effective learning and healthy development
- School will continue to educate Damaians on good behaviour, in partnership with parents



Good Discipline – Beyond School

- **Damaians are our school ambassadors**
- **Safety on school buses**
 - Buckle up and be seated until time to alight
 - No playing and avoid talking loudly on school buses
 - Follow the instructions by driver and bus attendance
- **Safety in Cyber Space**
 - Be respectful
 - Be responsible
 - Be a positive influence

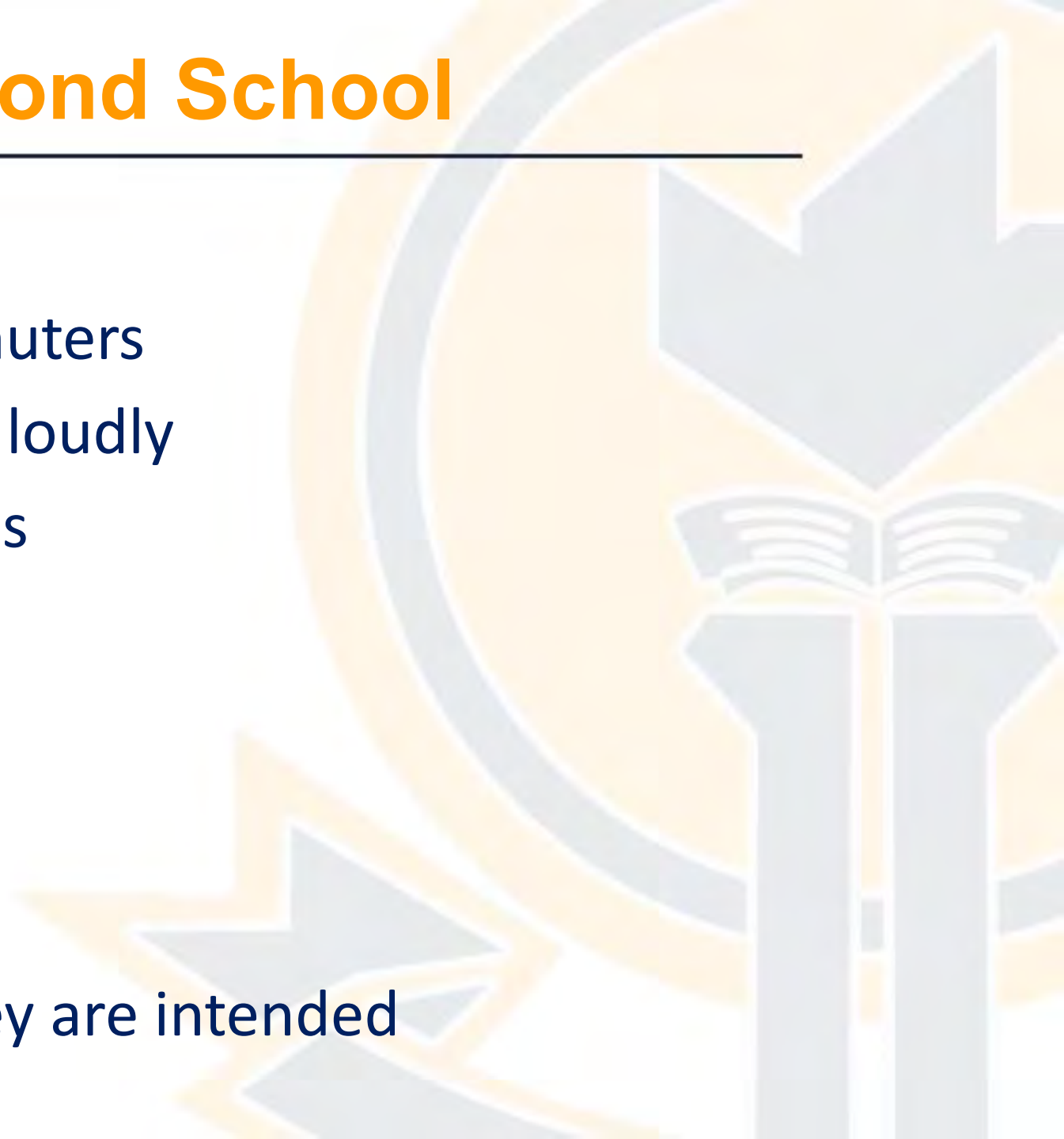
Good Discipline – Beyond School

- **Safety on public transport**

- Be respectful to other commuters
- No playing and avoid talking loudly
- Follow rules and social norms

- **Using of public facilities**

- Be respectful
- Be responsible
- Use all public facilities as they are intended



Reminder for Damaians

In all that you do, always think before you act

1) Is it right or wrong?

2) Is it kind or helpful?

3) Will my parents/teachers be proud of me?



Parents are important partners in education

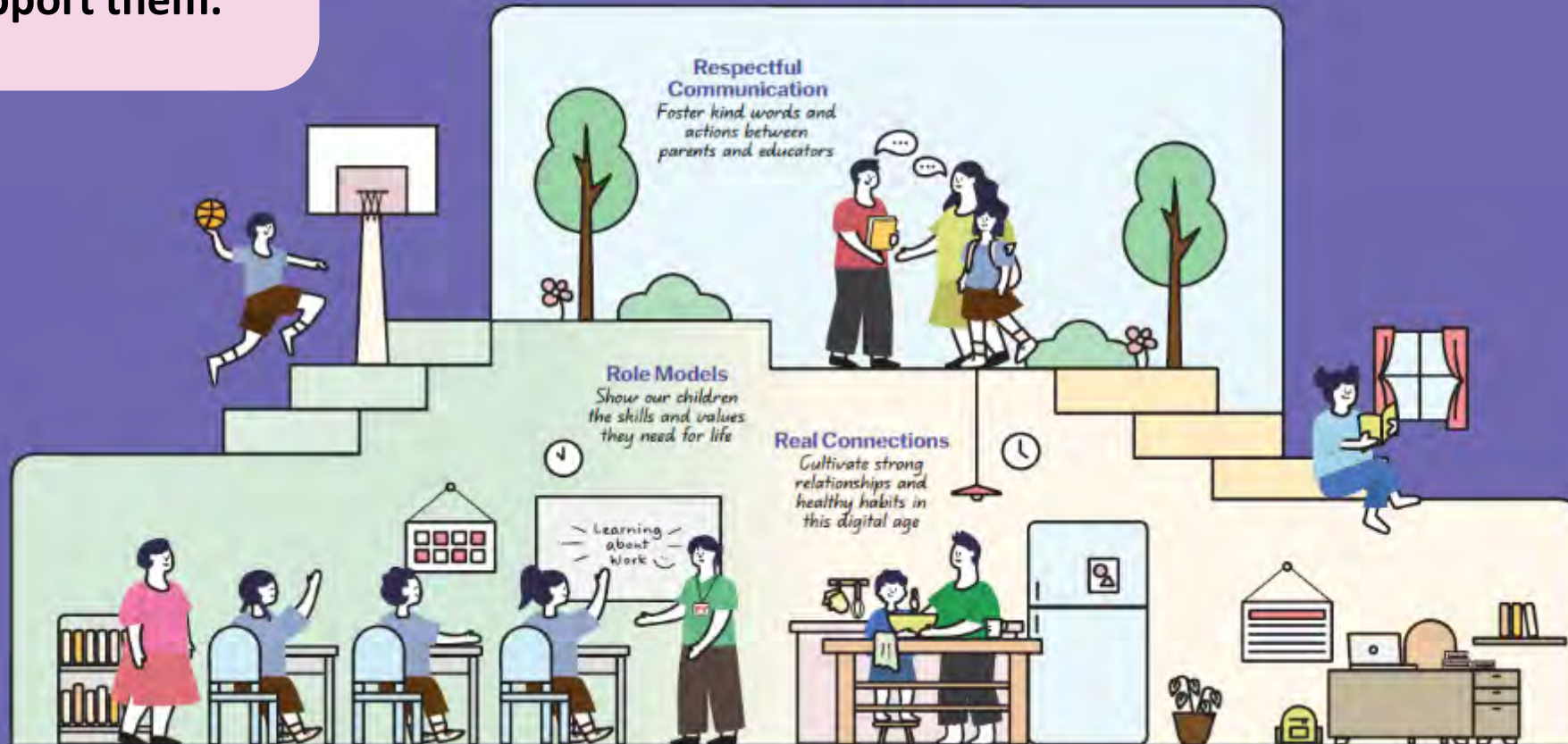
- **T**rust is the foundation
- **R**emember the child as our focus
- **U**nderstand our shared responsibilities
- **S**eek common ground
- **T**ogether, we work towards common goals



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

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



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



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.

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

Building Relationships Page 20

Helping Your Child Build Healthy Relationships

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

Things You Can Do

- Expose your child to a range of social situations.**
 - For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
 - For older children, encourage them to make friends with peers who have similar interests.
- Encourage your child to strengthen existing relationships.**
 - Foster healthy relationships with supportive, extended family members.
 - Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

Things You Can Say

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?

Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.

If you ever feel pressured to do something or be someone you are not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.

Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.

How has this affected you or your friend?

What are your expectations of a good friend?

How can you make things better?

You've Got This!

Navigating the Digital Age Page 54

Helping Your Child Thrive in the Online Space

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

Things You Can Do

Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives.

When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.

Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.

How do these comments make you feel?

It's okay not to respond to these comments. Shall we turn off the comments and notifications and do something else for now?

Why do you think they said that?

If you were in their shoes, would you agree with their opinion?

Is your message respectful and empathetic?

Consider the issue from another perspective by practicing **T.H.I.N.K.** (Thoughtful, Helpful, Inspiring, Necessary, and Kind).

Consider the issue from another perspective by practicing **S.U.R.E.** (Source, Understand, Research, and Evaluate).

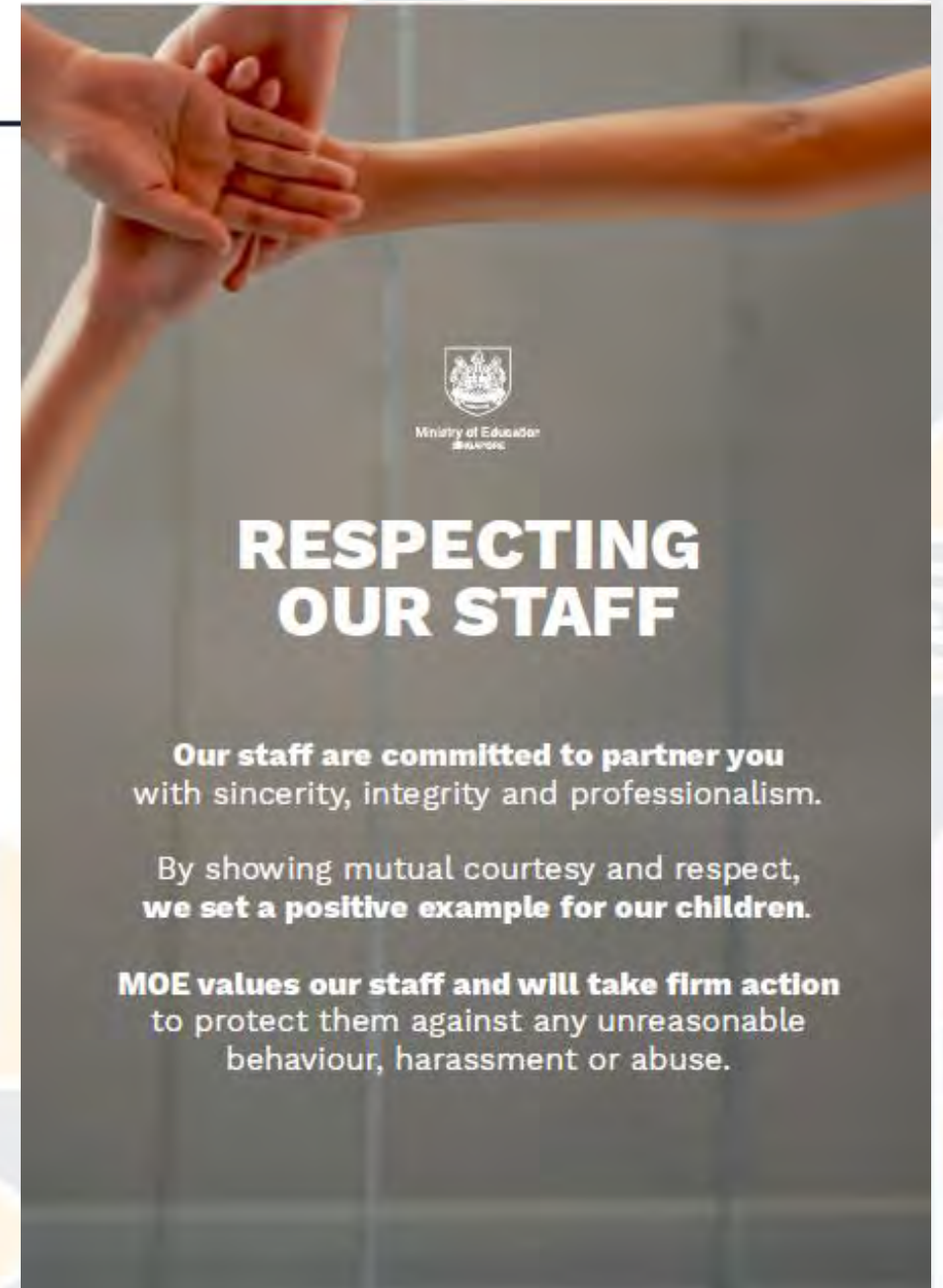
You've Got This!



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

Engagement Charter

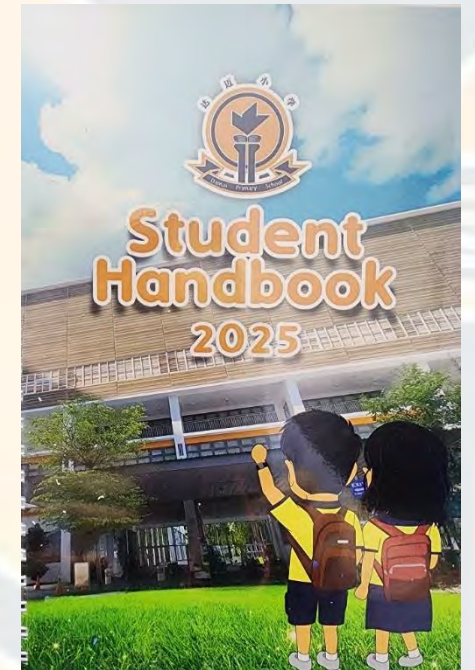
- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



Parent-Teacher Communication

At DPS, we value parent-teacher communication via

- Parents Gateway
- Student Handbook
- Emails
- Phone calls – via school line **6445 6483**
- Meetings
- School Website
- Letters to parents
- Parents' Briefings
- Parents-Teacher Meeting



Parent-Teacher Communication

- First point of contact – Form Teachers / Subject Teachers
- Level-related matters – Year Heads
- School-related matters – Admin and Operation Managers / School Leaders
- School is still the best point of contact
- School will continue to keep you updated of information
- Do look out for any updates from school via **Parents Gateway (PG) and School Website**

Parent-Teacher Communication

- Teachers are not obliged to share their personal mobile numbers with parents
- Discuss with your child's teacher the preferred mode of communication
- Contact teachers within school hours (7.00 am and 5.30 pm) during working days, unless it is an emergency
- Teachers may only be able to respond when they are available or on the next working day. For **urgent matters**, contact the General Office as teachers will not be able to respond to you immediately

School Letters to Parents

- Keep a look out for the school letters including Principal's Letters to parents
- Important information is available for parents to allow you to keep posted of the school matters
 - Through Parent Gateway (PG)
 - Keep your PG notification on
- Latest Ministry of Education (MOE) would like to request for an update of your information and your child's/ward's information via the **Student Details Form (SDF)** for the purpose of providing educational services to your child/ward in MOE schools.



Attendance in School

- Your child's attendance in school is important and compulsory
- Regular attendance is crucial for academic progress and overall development. Consistent presence in the classroom allows students to fully engage with the curriculum and benefit from the learning environment.
- Plans for holidays or personal matters to be made during school holidays only
 - Do not be absent after PSLE is over as there are still post PSLE activities for the students

Attendance in School

- Child is unwell and needs to be absent from school
 - Supported by medical certificate from doctors
 - Covered by parents' letters/email
 - On 2nd day of self-medication and still unwell, see a doctor
- Only when your child is in school will we be able to nurture him/her
- Let's work to support your child to have a smooth preparation for PSLE

Attendance in School

- Cultivate the good habit of responsibility and punctuality
 - Report to the classrooms for attendance-taking and morning assembly by 7.30 am
 - Be in school 5 to 10 min before 7.30 am to give time to reach the classrooms for morning assembly
- Students who are not in school by 7.30 am to participate in flag-raising together with the student population, will be deemed late for school
- Habitual late-coming will be noted and included in student's behaviour record which will impact the conduct grade of the students

Digital Devices

- Students are not allowed to bring handphones / smartwatches to school without obtaining written permission from the school. Parents must fill in a prescribed form to request for permission.. The request for permission is to be applied yearly by parents.
- Permission granted by school comes with conditions for parents and students to adhere.
- The school will not be responsible for the loss of any handphone / smartwatch

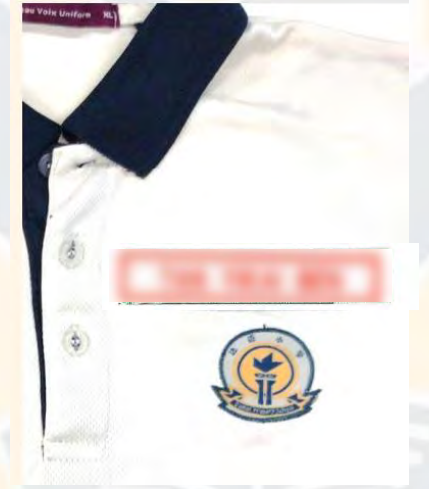
Digital Devices

- Students are not to use personal digital devices, including smartphones/smartwatches, during school hours including recess, CCA and all after-school programmes (e.g. supplementary/ enrichment/remedial lessons). Students are only allowed to use personal digital devices after school hours when they are outside school grounds.
- Students who bring such devices are to **put them in their school bags once they enter the school premise before school start time**. They can retrieve the devices after school ends, outside school grounds. Students should bear responsibility for safekeeping of devices.

School-Home Partnership

- Proper school uniforms/PE attire – **include name tag**

| | | |
|-----------|--------|---------------|
| Primary 5 | Orange | TAN YIKAI BEN |
|-----------|--------|---------------|



- School driveway – **drop and go**
- Routines – fix the pick up point for dismissal, avoid requesting for a change at last minute
- Safety – utmost importance
Eg Follow safety rules,
Be punctual in picking up your child



Safety Reminders

School Zone and Enhanced School Zone



Lower speed limits in School Zones help create a safer road environment for school-going children.



Prominent “Slow” and “School” markings painted on the road



Red finishing for parts of road surfaces near school gates

Safety Reminders

Road Markings



Continuous white line.
Vehicles should keep to the left of this line. No parking on either side of the road at all times. Violation of this rule attracts a fine.



Single white stop line.
Stop to check the traffic situation ahead before moving off.



Unbroken double yellow lines.
No parking on this side of the road at all times, except for immediate pick-up and drop-off only. Violation of this rule attracts a fine



**No U-turn –
Without U-turn sign available**



**No parking
along this stretch of road**

Parents Must Not:-

- Do homework or assignments for them
- Make Home Delivery for forgotten items
- Rescue them from the consequences of their actions
- Hide or give reasons to justify mistakes or wrongdoing

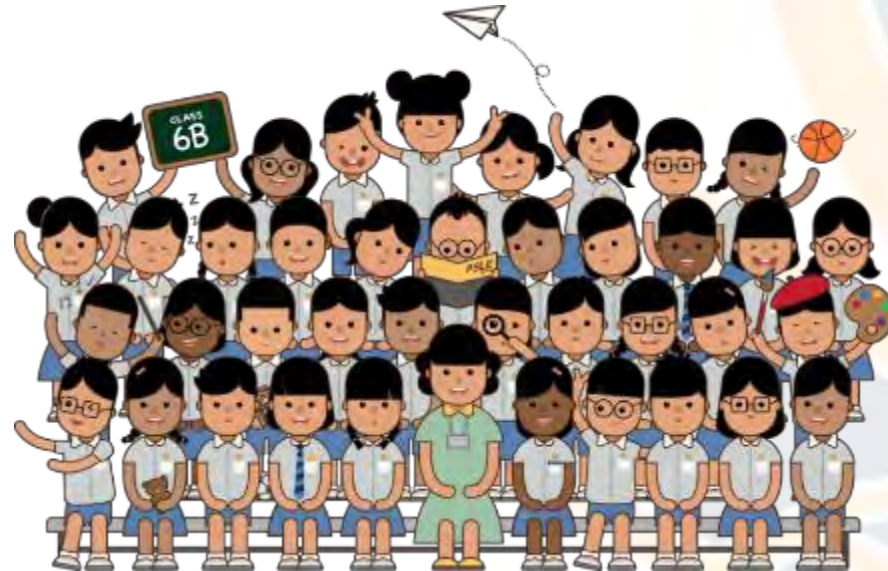
Our Focus

Damaians

- enjoy their learning
- have a strong foundation for their learning
- have good character and values
- demonstrate resilience and social-emotional well-being
- exercise self-discipline at all times
- have the dispositions to be future ready
- be the **Best Me** everyday

The PSLE SCORING and S1 POSTING

SUPPORTING STUDENTS AND PARENTS ABOUT PSLE



From today's session, you will walk away with...

- A better understanding of the support that your child may need in the transition journey from primary to secondary school
- Understanding Full Subject-Based Banding (Full SBB)
- Information on what to expect in secondary school



Sharing About PSLE Matters



How does the PSLE Scoring & S1 Posting work?

How are students posted to secondary schools?

WHAT IS THE INTENT OF THE PSLE?



A useful checkpoint at the end of primary school

A fair way to determine secondary school posting



Over the years, we have been changing the education system to help our students discover and develop their strengths, interests, abilities and talents while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the over-emphasis on academic results by:

1

Reducing fine differentiation of students' examination results at a young age.

2

Recognising a student's level of achievement, regardless of how his/her peers have done.

3

Encouraging families to choose secondary schools holistically based on students' strengths, interests and learning needs.

WHAT ARE ACHIEVEMENT LEVELS (AL)?

WHY ARE THE BANDS UNEVEN?

- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.
- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

When we learn something new, after some initial practice, we often find ourselves improving significantly.


As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.

| AL | 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 SYSTEM WORK?

- The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).
- The PSLE Score can range from 4 to 32, with 4 being the best.



Elena PSLE Score **14**

| PSLE Subject | AL Score |
|------------------------|----------|
| English | 2 |
| Math | 2 |
| Foundation Science | ALA = 6 |
| Mother Tongue Language | 4 |

GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.
- This mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

| FOUNDATION LEVEL AL | FOUNDATION RAW MARK RANGE | EQUIVALENT STANDARD LEVEL AL |
|------------------------|------------------------------|------------------------------------|
| A | 75 – 100 | 6 |
| B | 30 – 74 | 7 |
| C | < 30 | 8 |

ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

ELIGIBILITY CRITERIA FOR HMTL

(i) An overall PSLE Score of 8 or better

or

(ii) An overall PSLE Score of 9 to 14 (inclusive); and attain

- **AL 1 / AL 2 in MTL or**
- **Distinction / Merit in HMTL**

- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL, and are able to cope with the learning load required.

HOW DOES THE S1 posting work?

- Your child has six choices in selecting their secondary schools.
- Your child will be posted to a secondary school based on academic merit, i.e., PSLE Score, and their choice order of schools.
- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:
 1. CITIZENSHIP
 2. CHOICE ORDER OF SCHOOLS
 3. COMPUTERISED BALLOTING
- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.



Tie-breakers

in the new S1 Posting System


Tie-breakers are used only if there are two or more students with the same PSLE Score vying for the last available place(s) in a school.

Here's a simplified example.

5 students are vying for the last places in the schools of their choice.


Jane
Singapore Citizen
16 pts

SCHOOL CHOICES:
1) Sch A
2) Sch ...
3) Sch ...
4) Sch ...




Bryan
Singapore Citizen
20 pts

SCHOOL CHOICES:
1) Sch B
2) Sch ...
3) Sch ...
4) Sch ...




Mary
Singapore Citizen
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch C
4) Sch ...




Alan
Permanent Resident
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch D
4) Sch ...



Rina
Permanent Resident
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch D
4) Sch E



➤ Students with better scores will be posted first

Jane has a better PSLE score. She will be posted first, to **School A**.



➤ Tie-breaker #1: Citizenship

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



Bryan, Mary, Alan and Rina have the same score.

As Jane has taken the last available place in School A, Bryan, Mary, Alan and Rina will vie for the last available place in their next choice, **School B**.

Alan and Rina will be tie-broken out as they are Permanent Residents. They will be considered for their next choice, **School D**.

➤ Tie-breaker #2: Choice order of schools

Because Bryan ranked School B higher than Mary, he will be posted to **School B**.



Since Bryan has taken the last place in School B, Mary will be posted to **School C**.



Alan and Rina have both ranked School D as their third choice. They will go through computerised balloting to vie for the last remaining place in **School D**.

➤ Tie-breaker #3: Computerised balloting

Through computerised balloting, Alan is posted to **School D**.









Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.



HCL posting advantage to SAP schools

Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better 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 | Amongst students with the same PSLE Score, those with better HCL grades will be posted first |
| 4th |  | 8 | PASS | |
| 5th |  | 8 | NO HCL | |
| 6th |  | 9 | DISTINCTION | |

- Students' HCL results are denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).
- Students who obtain (i) a Distinction / Merit / Pass in HCL and (ii) a PSLE Score of 14 or better are eligible for posting advantage to SAP schools.
- Students are ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 Posting.

Understanding Full Subject-Based Banding (Full SBB)



What is Full SBB?

WHAT IS FULL SBB?

- Full SBB will be implemented in secondary schools from 2024, and aims for students to:



Have greater ownership of their learning according to their strengths, interests, abilities, talents and learning needs.



Develop a growth mindset and an intrinsic motivation to learn for life.



Have more opportunities to interact with friends of different strengths, interests, abilities and talents.



Have more options for post-sec pathways, while ensuring they have strong fundamentals and can thrive in their chosen pathway.

FULL SUBJECT-BASED BANDING (FULL SBB)



2020

- Full SBB pilot commenced in 28 secondary schools.
- The initial feedback from pilot schools has been positive.



2022-2023

- Around 90 schools have implemented aspects of Full SBB by 2023.



2024

- Remaining schools that admit students from 3 streams will be implementing Full SBB.
- Express, N(A) and N(T) streams will be removed for the 2024 S1 cohort onwards.
- Students will be grouped in mixed form classes in lower secondary.



2027

- From 2027, students will sit for the Singapore-Cambridge Secondary Education Certificate (SEC) examinations, instead of the GCE N- and O- Level examinations.
- Students will receive an SEC which reflects the subjects and subject levels that they offered.

FULL SUBJECT-BASED BANDING (FULL SBB)

Secondary school experience under Full SBB

- **Mixed form classes** and **common curriculum subjects** at **Lower Secondary**.
- **Subjects to be offered at G1, G2 or G3**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**

After PSLE

Start of Sec

End of Sec

Post Sec

From 2023:
Entry to S1
through 1 of 3
Posting Groups

From 2027:
Singapore-Cambridge
Secondary Education
Certificate (SEC)
examination

Updated post-
secondary admission
criteria

FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**

Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools.**

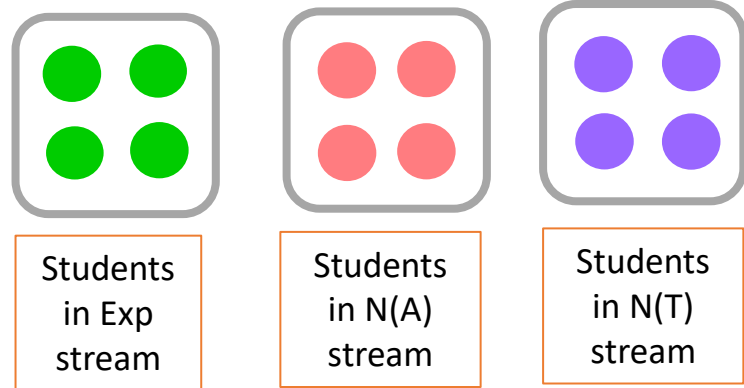
Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

- Posting Groups assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

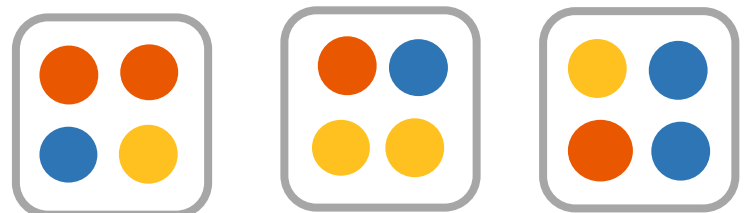
| PSLE Score | Posting Group | Subject level for most subjects |
|--|---------------|---------------------------------|
| 4 – 20 | 3 | G3 |
| 21 and 22 | 2 or 3 | G2 or G3 |
| 23 and 24 | 2 | G2 |
| 25 | 1 or 2 | G1 or G2 |
| 26 – 30 <i>(with AL 7 in EL and MA)</i> | 1 | G1 |

FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

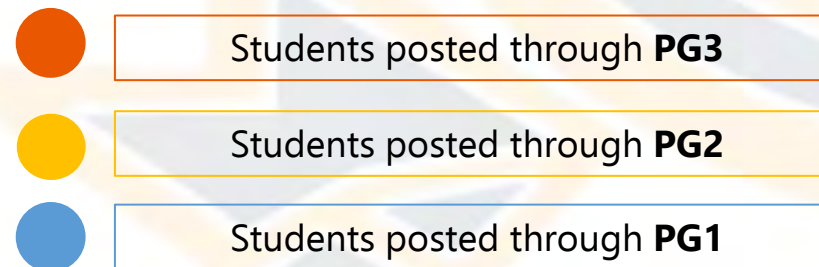
Form classes arranged by academic stream in schools yet to implement Full SBB



With Full SBB:
Mixed form classes



- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.
 - Provides students with **more opportunities** to interact with other students of different strengths and interests.
 - Enables students to **build meaningful friendships and learn to value different perspectives**.



FULL SBB: COMMON CURRICULUM

Common Curriculum Subjects taken in mixed form classes (~1/3 curriculum time)

Examinable Subjects:

- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

Non-examinable Subjects:

- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

- The six common curriculum subjects would each have a single syllabus for all students at Lower Secondary levels.
 - These subjects will be taught and assessed at a common level that is accessible to all students.
 - Teachers will adopt a range of approaches to cater to the different learning needs of their students.
- For other subjects, students attend classes with others taking the subject at the same subject level.

OFFERING SUBJECTS AT A MORE DEMANDING LEVEL AT THE START OF SEC 1

- Students posted to schools through PG1 and PG2 can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level based on their PSLE AL for each subject.

| FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2 | | | |
|--|--------------------|------------------------------|------------------------------------|
| SUBJECT | PSLE SUBJECT LEVEL | PSLE AL FOR SPECIFIC SUBJECT | OPTION TO TAKE THE S1 SUBJECT AT : |
| <ul style="list-style-type: none"> • English Language • Mother Tongue Language • Mathematics • Science | Standard | AL 5 or better | G3 or G2 |
| | | AL 6 | G2 |
| | Foundation | AL A | G2 |

OFFERING SUBJECTS AT A LESS DEMANDING LEVEL AT THE START OF S1

- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a less demanding level (LDL; i.e., G2), in consultation with their secondary schools.
- Students have the option to offer **Mother Tongue Languages (MTL)** at LDL based on their PSLE Achievement Level (AL) for the subject:

| POSTING GROUP (PG) | PSLE AL FOR MTL [^] | OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL |
|--------------------|------------------------------|---|
| PG3 | AL 6 | G2 |
| | AL 7-8 | G1 or G2 |
| PG2 | AL 7-8 | G1 |

[^] Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively.

- Students who are eligible to offer MTL at LDL can still choose to offer MTL at-level if they prefer.

SUBJECT LEVEL FLEXIBILITY BEYOND THE START OF S1

- Beyond the start of Sec 1, students may **adjust their subject levels across their secondary school journey**.
 - Students may offer subjects, including English Language, Mother Tongue Languages, Mathematics, Science and Humanities subjects at a **more demanding level** if they meet the criteria and based on the school's holistic considerations.
 - Students who are not coping well may **offer subjects at a less demanding level**, based on their school-based performance and school's holistic considerations, to calibrate their curricular load.
 - In upper secondary, students may offer elective subjects (for example, Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations, to **allow them to pursue their interests without adding unduly to their overall curriculum load**.
- Schools will consider **students' learning progress and developmental needs** when helping them determine their subject choices.



Subject-Based Banding
in
Damai Primary School

Subject-Based Banding at P5

End of Primary 5

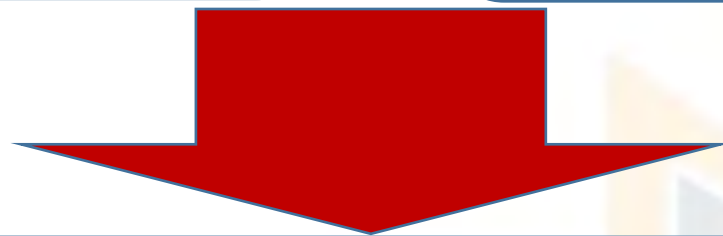
Student takes a subject combination determined by the school



Student who meets expectations will continue with the same subject combination



Student who has difficulty coping and does not meet expectations will switch subject combination or do subjects at the foundation level



End of Primary 6

Student will sit for PSLE

Subject-Based Banding at P5

At the End of Primary 5...

- School exercises professional judgement and autonomy to decide on the level of the subjects to be taken by students in P6, which includes emplacing a student in a less demanding subject combination so as to serve the best interest of the student.
- Recommendation will be based on:
 - Student's aptitude, motivation and performance in each subject
 - Student's ability to cope with a particular subject combination

Parents' Support

- Child's attendance in school is key
- Child's attention and focus during lesson is important
- Encourage child to ask questions to clarify and understand better
- Ensure child completes homework given
- Daily / Regular revision
 - revisit the lesson/concept taught for the day
 - revisit concepts learnt from P1 to P5
- Encourage child to continue to improve

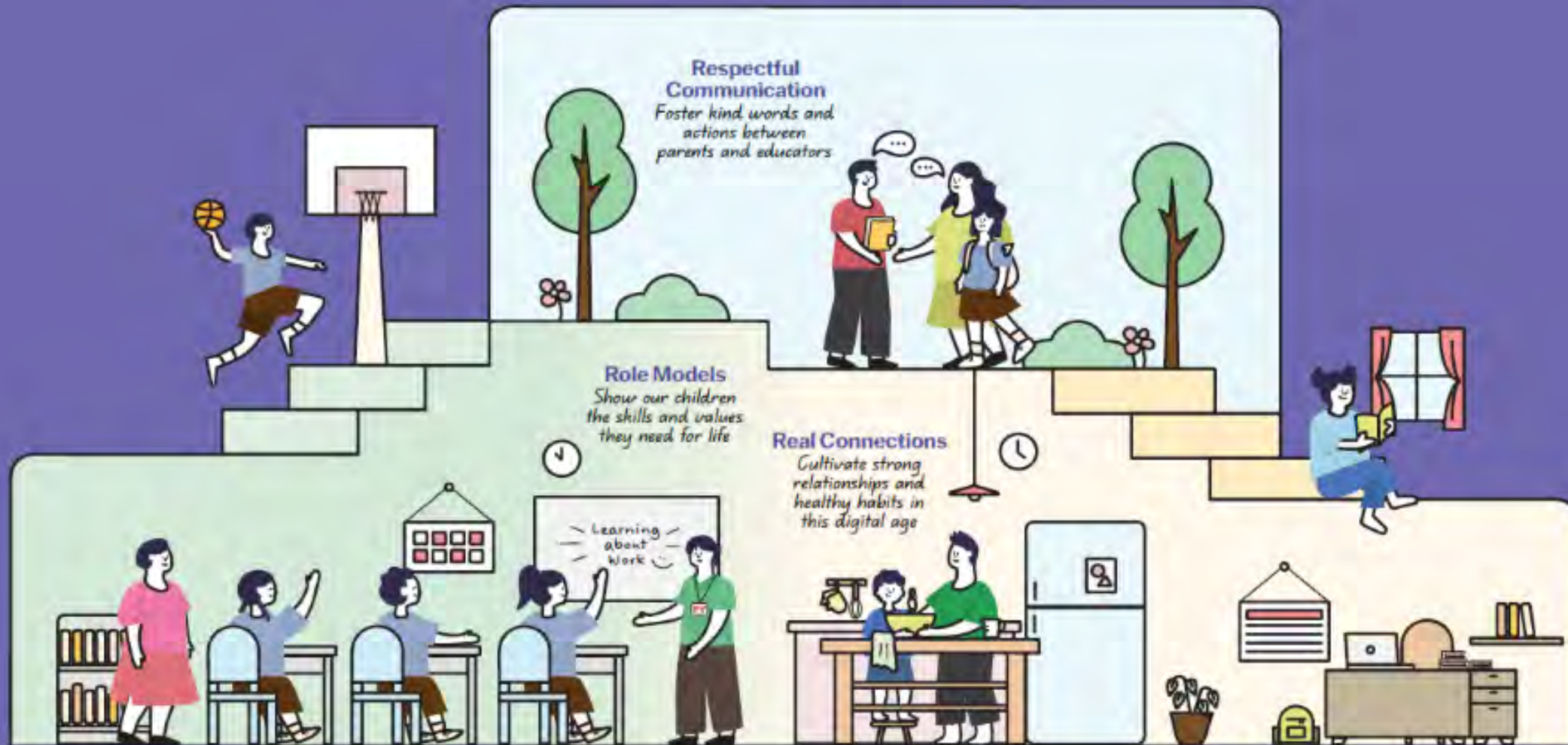
At Damai Primary School

- Provide a safe and conducive learning environment
- Have supportive and caring teachers and staff to journey with your children for their holistic development
- Be our supportive partners for your children
 - Work closely with the teachers
- Be the positive role models for our Damaians

Soaring to New Horizon

Have a great 2025 ahead!

Raising a Happy, Confident, and Kind Generation Together





Parents Briefing

By Mrs Kris Hay

Year Head (Upper Primary)

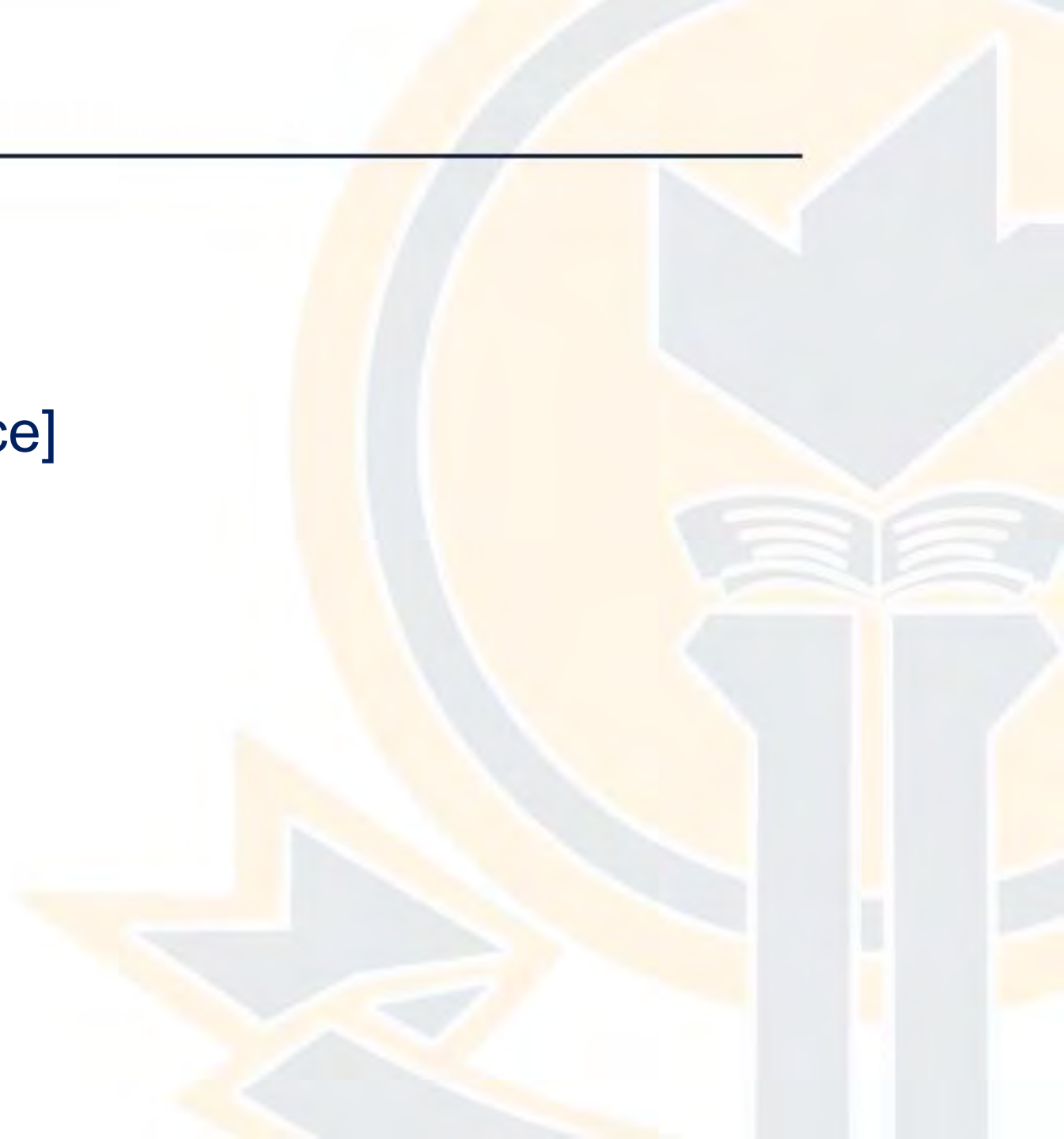


Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders


Level Programmes

- P5 Camp
- P5 NE Show
- E2K Programme [Math / Science]
- Values In Action Programmes
- Learning Journeys



Academic Matters

Term 1 and Term 3 – Communicating students’ progress in areas like Motivation, Communication and Teamwork

|  TERM 3 | Developing | Competent | Exceeding |
|---|------------|-----------|-----------|
| 1. Motivation | | | |
| • Shows confidence to explore new ways to learn | | | ✓ |
| • Completes tasks / assignments on time | | ✓ | |
| • Shows passion and enthusiasm towards learning | | ✓ | |
| 2. Communication | | | |
| • Is able to carry out instructions | | ✓ | |
| • Speaks clearly and loudly with confidence | | | ✓ |
| • Expresses ideas, thoughts and feelings clearly | | ✓ | |
| • Interacts positively with group members | | ✓ | |
| 3. Teamwork | | | |
| • Practises turn-taking in conversations | | ✓ | |

Academic Matters

- **Topics and Weighting :**

- Refer to “School Assessment Policy” will be issued at a later date
- P5 EYE TOS will be issued at a later date

- **Absences:**

- Any absence must be supported by medical certificate issued by a medical doctor or other supporting document
- There will be no retake for school’s EYE (except for the ORAL exam)

NOTE:-

If your child/ward is unwell, he/she should be resting and recuperating at home.

The well-being of the child is MOST IMPORTANT.

Academic Matters – Remedial/HMT

Remedial

- Remedial class will commence in Term 1 Week 5 (for selected students)
- Every Monday and Thursday
- 2.00 – 3.00 pm
- Letter has been issued to your child on 24 January 2025.

Higher Mother Tongue (HMT)

- HMT lessons has started in Term 1 Week 2 (14 Jan)
- Every Tuesday
- 2.30 – 3.30 pm

Other Academic Matters

- **EL Spelling** : Every Tuesday
- **MT Spelling** : Every Thursday



Important Note on PSLE

Eraser Pen (e.g Frixion pen) is not allowed for use during examination.

- It is a retractable erasable **pen** that allows you to write, remove and rewrite without the use of a correction tape

Students are advised not to do the following as it may affect the legibility of answers:-

- Do not use correction fluid / tape
- Do not highlight their answers

Students are to do the following:

- **Write your answers clearly in black (recommended) or dark blue ballpoint pen and draw diagrams with a sharp 2B pencil.**
- You are recommended to use a **0.5mm tip** ballpoint pen. This reduces possible smudging and to ensure that your writing is clear.
- It would be good for students to develop the habit of adopting the above practice in their daily work/ school exams.



How Do I Get Involved?

CHOOSE RIGHT

Offer your child snacks that are lower in fat, sugar and salt

Encourage your child to choose healthier options when eating out at hawker centres and fast food restaurants.

LIMIT high-calorie snacks and dishes like:

| | | | | | |
|--|--|--|--|---------------------------------------|--|
| Chocolate muffin 3 TEASPOONS OF SUGAR | Large chocolate cookie 3.5 TEASPOONS OF SUGAR | Ice-cream cone 3 TEASPOONS OF SUGAR | Chicken cutlet with fries & coleslaw 8 TEASPOONS OF FAT | Fried kway teow 7 TEASPOONS OF FAT | Nasi lemak with fried chicken wing, egg, ikan bilis & peanuts 10 TEASPOONS OF FAT |
|--|--|--|--|---------------------------------------|--|

Limit high-calorie snacks to 1 to 2 times a week

Limit fried food to 1 to 2 times a week and fast food to once a month

GO for healthier choices like:

| | | | |
|--|---|--|---|
| <ul style="list-style-type: none"> - Fruit - Carrot/cucumber sticks - Corn on-the-cob | <ul style="list-style-type: none"> - Wholemeal biscuit - Roasted nuts - Low-fat, plain milk or yoghurt | <ul style="list-style-type: none"> - Brown rice with stir-fried meat & vegetables - Grilled skinless chicken chop with baked potato and vegetables | <ul style="list-style-type: none"> - Sliced fish - bee hoon soup - Burger with grilled patty, cup corn/salad and mashed potato |
|--|---|--|---|

ENCOURAGE YOUR CHILD TO CHOOSE WATER

Teach your child to say 'No' to sweetened drinks

Praise your child for choosing water over sweetened drinks

Drink 3 to 5 cups of water every day

NO

Bring a water bottle to school or when eating out

Add sliced apples, pears, grapes or even cucumber or mint leaves to make water more fun and flavourful



TOO MUCH SUGAR IS UNHEALTHY

Limit your child's sweetened drinks to 1 to 2 cups a week and encourage them to choose drinks with a Healthier Choice Symbol (HCS).

| | | | |
|---------------------------------|------------------------|----------------------------------|-------------------------|
| 1 CANNED DRINK WITH HCS (300ML) | 1 CANNED DRINK (300ML) | 1 BOTTLED DRINK WITH HCS (500ML) | 1 BOTTLED DRINK (500ML) |
| 4 TEASPOONS OF SUGAR | 6 TEASPOONS OF SUGAR | 7 TEASPOONS OF SUGAR | 11 TEASPOONS OF SUGAR |

How Do I Get Involved?



The Singapore Integrated 24-Hour Activity Guidelines for Children & Adolescents (7 to 18 years)

For physical, mental and social health, children and adolescents should acquire a lifestyle that integrates regular physical activity, limited sedentary behaviour, adequate sleep and good eating habits within each 24-hour period.

| PHYSICAL ACTIVITY | | | |
|---|---|---|--|
| Accumulate at least an average of 60 minutes of moderate-to-vigorous physical activity each day in a week | Engage in muscle and bone strengthening exercises at least three times a week. This could be part of the daily 60 minutes of exercise | Undertake a variety of light physical activities throughout the day | Take the necessary precautions before, during and after exercise and see a doctor if you feel unwell |
| | | | |
| SEDENTARY BEHAVIOUR | | SLEEP | DIET |
| Build in regular breaks to move around during times of prolonged sitting or inactivity | Limit recreational screen time as much as possible | Have regular sleep of at least 9 hours for 7 to 13-year-olds, 8 hours for 14 to 17-year-olds and 7 hours for 18-year-olds | Have regular meals consisting of nutritionally balanced food and drink |
| | | | |

Aim to achieve most or all recommendations on physical activity, sedentary behaviour, sleep and diet for the best results.

SLEEP DURATION RECOMMENDATIONS

| | | |
|-----------------------|-------------|--|
| Newborn 0-3 Months | 14-17 HOURS | |
| Infant 4-11 Months | 12-15 HOURS | |
| Toddler 1-2 Years | 11-14 HOURS | |
| Pre-School 3-5 Years | 10-13 HOURS | |
| School Age 6-13 Years | 9-11 HOURS | |
| Teen 14-17 years | 8-10 HOURS | |
| Adult 18-64 Years | 7-9 HOURS | |
| Older Adult 65+ Years | 7-8 HOURS | |

Source: National Sleep Foundation

Reminder for updating Student Details via SDF Portal

<https://pg.moe.edu.sg/forms/sdf>



TIPS FOR PARENTS!

Be open and flexible when discussing your child's preferences, needs and choices.

Manage your own expectations and do not project these expectations onto your child.



Have regular conversations with your child to understand more about his/her strengths, interests, abilities, talents and aspirations.

Affirm your child and offer support when he/she shares his/her plans with you.

Useful resources

Quick tips on shortlisting secondary schools

A SECONDARY SCHOOL THAT'S SUITABLE FOR YOUR CHILD
Help them match the school to their strengths and interests.

ASK:
What are their strengths, interests, and abilities?
- What kind of academic programmes and extracurriculars will develop theirs?
- Will the pace of learning be suitable for theirs?

CONSIDER:
- School Culture
- Courses
- Programmes, Subjects and CCA's Offered
- Location and Transport
- If your child has Special Educational Needs
Select schools with specialised facilities or resources.

SUBMIT:
- 6 School Options
So that your child is more likely to get into a school of choice.
- Schools with Different Cut-Off Points
Compare all local 5-8 schools where your child will be. Go to the nearest school's Cut-Off Point.

REFER TO:
MOE's SchoolFinder
Check out schools based on school's offered Co-Curricular Activities, location and contact information.

YOUR RANGE OF SCHOOL CHOICES
This figure shows the range of schools available to your child based on their location and interests.
Schools that include the 6 Score Range carry a 3000 score to go to. Check that you will meet the entry requirements and other criteria.

Tools to use to explore secondary schools

SCHOOL FINDER



*My*SKILLS*future*



How-to-Guides to equip parents on how to use the tools

How to Use SchoolFinder
Ministry of Education SINGAPORE

<https://go.gov.sg/school-finder>

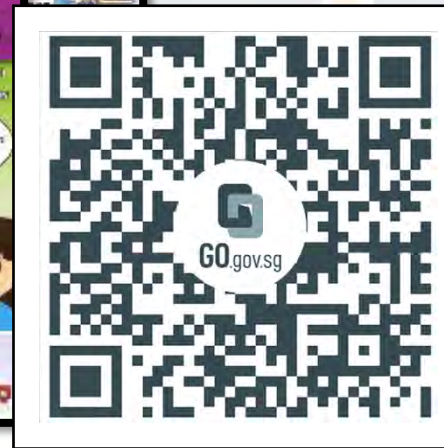


Useful resources

Transition Materials



Resilience Boosters



FIND OUT MORE ON THE PSLE-FSBB MICROSITE



<https://go.gov.sg/pslefsbb>



EXPLORE YOUR FULL SBB PATH



<https://go.gov.sg/my-fsbb-path>

OTHER RESOURCES

SchoolFinder Tool

SCHOOL FINDER



<https://go.gov.sg/secschoolfinder>

“Welcome to Secondary School” video



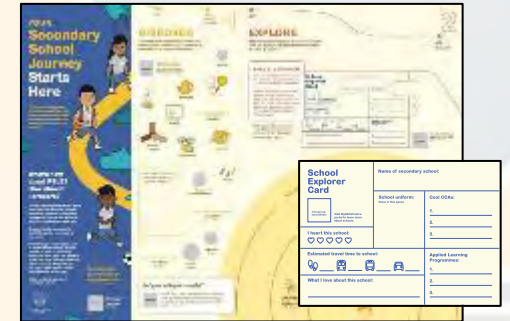
<https://go.gov.sg/welcome-to-secondary-school>

Secondary School Education Booklet



<https://go.gov.sg/psle-sec-sch-brochure>

Student Journey Map and School Explorer Card



<https://go.gov.sg/psle-student-journey>

OTHER RESOURCES

ECG Tips For Parents



<https://go.gov.sg/tips-for-parents>

MySkillsFuture Student Portal (Primary)



<https://go.gov.sg/mysfpri>

ECG What's Next



<https://go.gov.sg/what-s-next-psle>