



Primary 6 2025 Parent's Briefing

Useful Links for Parents:

PSLE-FSBB microsite:

<https://www.moe.gov.sg/microsites/psle-fsbb/psle/main.html>

School Finder:

<https://www.moe.gov.sg/schoolfinder?journey=Secondary%20school>

MySkillsFutureStudentPortal (Primary)

<https://www.myskillsfuture.gov.sg/content/student/en/primary/education-guide/explore-school.html>

Our Vision

A School Where All Work Hard, Play Hard & Make A Mark



Our Vision



Work Hard

- Holistic Development (Academic & Non Academic)
- To always push themselves for Excellence with G.R.I.T (Growth Mindset, Resilience, Independence, Teamwork)
- Self-Directed Learners



Play Hard

- Structured play and Unstructured Play
- Build healthy, positive relationships
- Find and develop passion, interest and talents

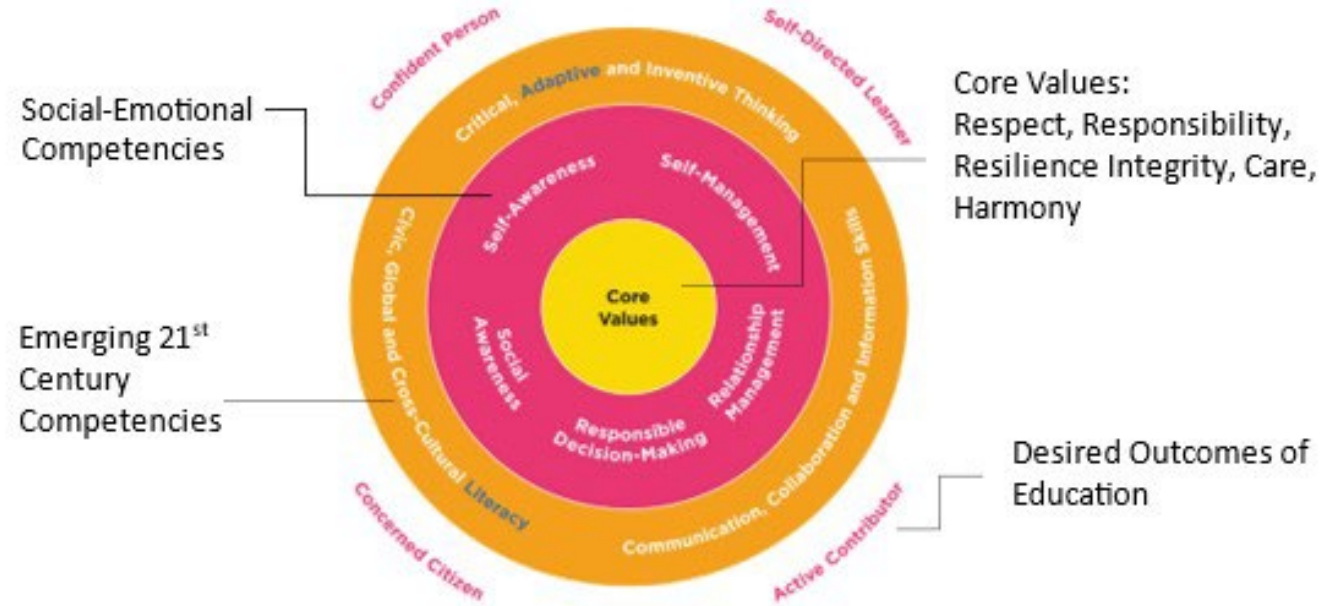


Make A Mark

- Living the school values and contribute positively
- Agency and Advocacy
- Life-long Learning

Enhanced Framework for 21CC and Student Outcomes

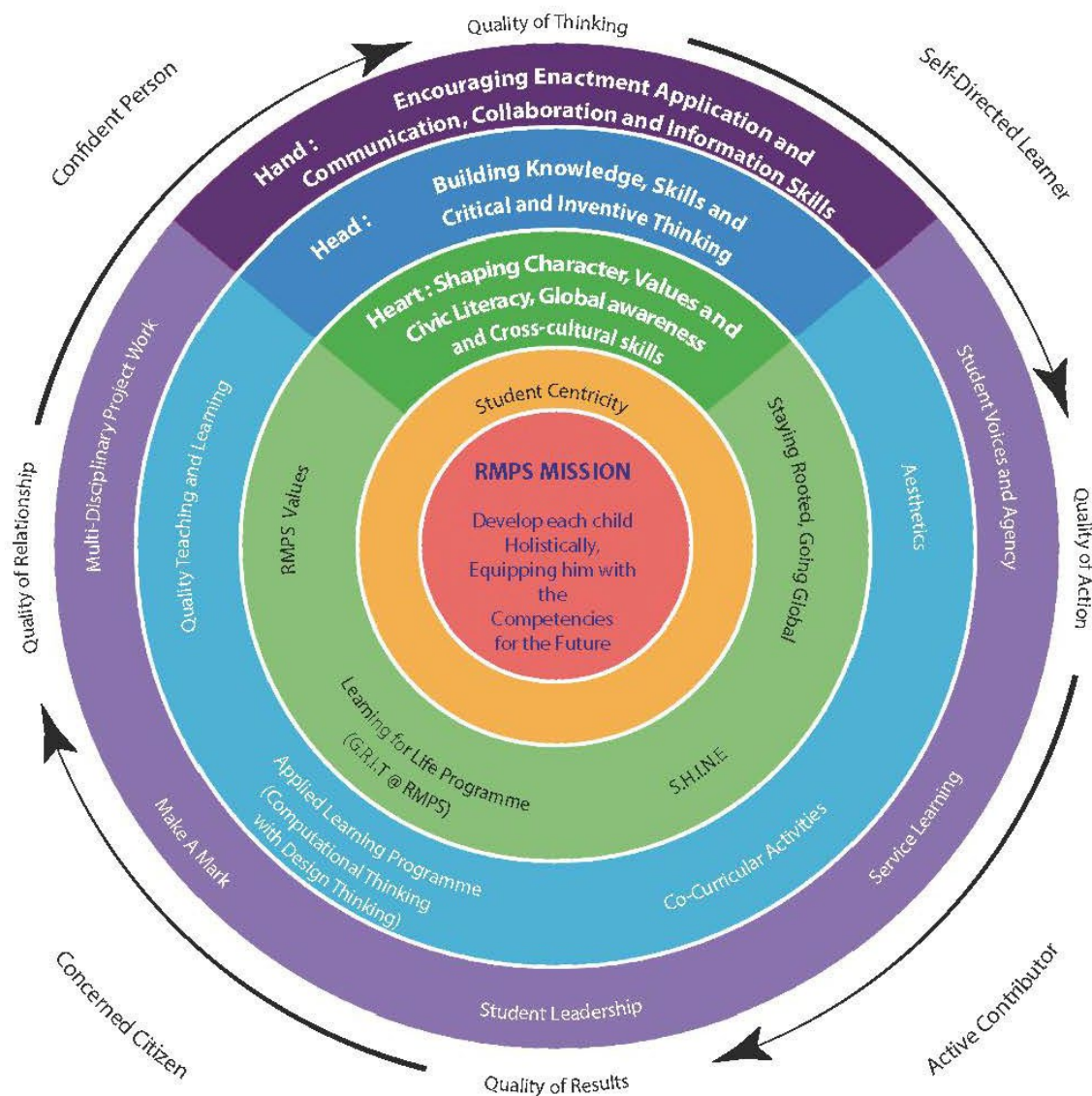
renews our understanding of how students can thrive in school and in the uncertain and complex world beyond by developing core values, social-emotional competencies and emerging 21CC



Our Mission

**TO DEVELOP EACH CHILD HOLISTICALLY,
EQUIPPING HIM WITH THE
COMPETENCIES FOR THE FUTURE**

Total Curriculum Framework - RMPS Experiences

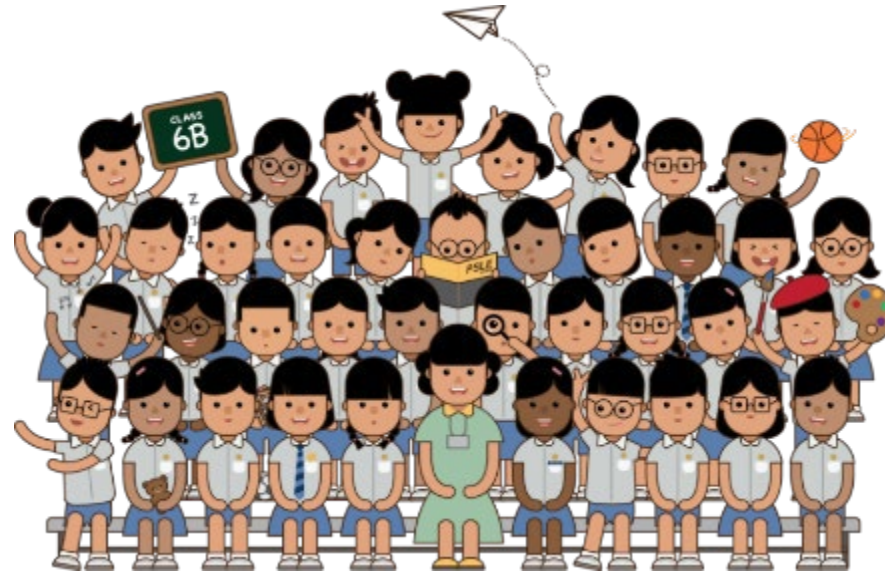


Total Curriculum Framework

1. Unpacking of school's mission: "Develop each child **holistically**, Equipping him with the **Competencies For the Future**"
2. Competencies for the future seen in these three areas:
 - **Heart:** Shaping character and values and Civic Literacy, global awareness and cross cultural skills.
 - **Head:** Building knowledge and skills and critical and inventive thinking
 - **Hand:** Encouraging application, enactment and communication, collaboration and information skills.

The PSLE SCORING and S1 POSTING

**SUPPORTING STUDENTS AND PARENTS IN MAKING
INFORMED SCHOOL CHOICES FOR PSLE**



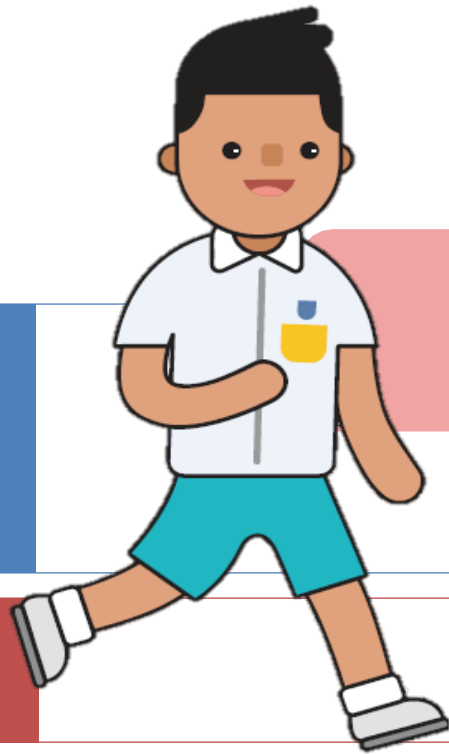
ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

From 2026, students who do well in their MTL at PSLE will be able to offer HMTL at Secondary 1, **regardless of their overall PSLE Score.**

Secondary 1 students who obtain AL1/AL2 in MTL or Distinction/Merit in HMTL at the PSLE will be able to take HMTL as a subject in secondary school. This will better recognise and develop students' unique strengths and interests, and allow more students to learn their MTL to as high a level as possible.

Students in secondary schools that do not offer HMT classes may attend lessons at centralized locations

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 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

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.

Choosing Suitable Secondary Schools

Factors to Consider

Preparing for S1 Posting Exercise



IMPORTANT FACTORS TO CONSIDER WHEN CHOOSING SECONDARY SCHOOLS

01 SCHOOL CULTURE



What is the school's culture and ethos?

02 LEARNING ENVIRONMENT



How do I feel about the school based on what I saw at the Open House?

03 PROGRAMMES



Does the school have programmes I would enjoy?

04 CCAs



Are there CCAs that interest me and can nurture my strengths, abilities and talents?

05 SUBJECTS

What subjects are offered in the school?



06 LOCATION



How long will it take for me to travel to school and back home?

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.

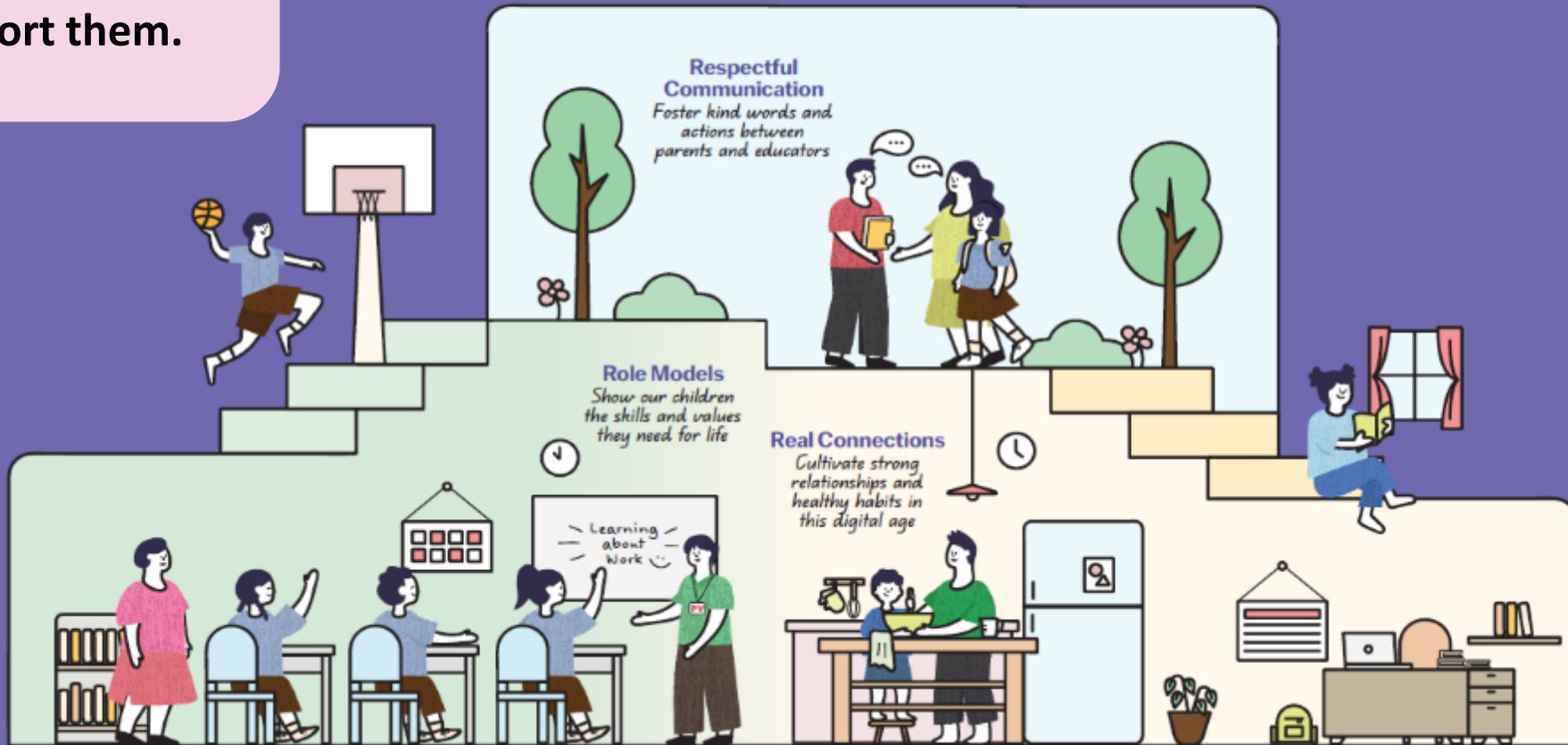


Affirm your child and offer support when he/she shares his/her plans with you.

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together

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



A joint effort in 2024 by
the Ministry of Education and COMPASS

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.

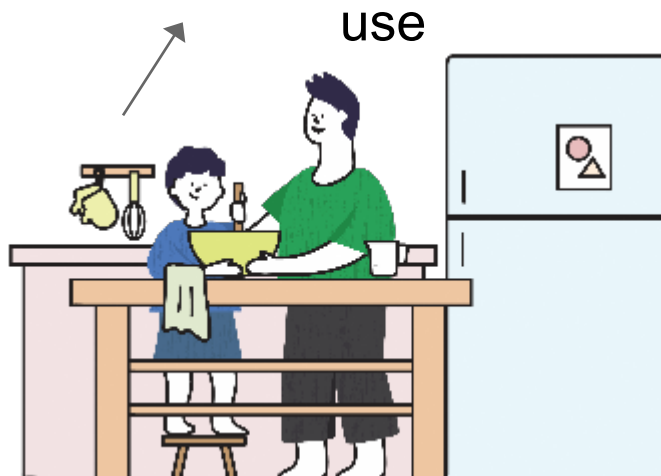
Role Model – Values and Good Habits

- Setting routines with your child (revision TT)
- Focus and revise on the lessons taught in school
- Completion of homework and corrections
- Ensure sufficient rest time daily
- Instilling independence and responsibility for personal belongings – January notification
- Self Discipline in managing screentime
- Supporting your child in his/ her understanding of cyberwellness (safety and etiquette)

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

- Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.**

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?

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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.**

Why do you think they said that?
If you were in their shoes, would you agree with their opinion?
Consider the issue from another perspective by applying **S.U.R.E.** (Source, Understand, Research, and Evaluate).
- 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.**

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

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You've Got This!



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

Real Connections

- **Listen, Encourage and Reassure your child**
- **Look out for signs of stress, alert FTs if need arises**



Thank You!

We look forward to our continued partnership for this year.