



# Anglo-Chinese School (Junior)

**Primary 6 Meet-The-Parents Session**  
**22 January 2026**



Anglo-Chinese School (Junior)

A Methodist Institution  
(Founded 1886)

16 Winstedt Road, Singapore 227988 | Tel: (65) 6733 7911 | Fax: (65) 6734 6518 |  
[www.acsj.moe.edu.sg](http://www.acsj.moe.edu.sg)

## **Year Head, Miss Lee May Po**



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# Programme

## Part 1 (MTP @ P6 Classrooms)

- Sharing on Class Expectations and Administrative Matters.

## Part 2 (MTP @ PAH)

- Principal's Address.
- Sharing on School Experiences, Student Matters and Partnership with Parents.
- Key Messages on Discipline.



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# An ACSian Gentleman

## In Speech:

- Is polite to everyone;
- Greets everyone;
- Says, “Please” & “Thank you”;
- Responds graciously;
- Speaks at the right volume.



## In Actions:

- Treats others with respect;
- Is punctual;
- Wears his uniform smartly;
- Waits for his turn;
- Plays safely and fair;
- Listens attentively;
- Raises his hands to ask/answer questions;
- Keeps his desk area organised and tidy;
- Takes care of his belongings.



Anglo-Chinese  
School

A Metho-

(For

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# ACSIan Outcomes

	ASPIRATION		CHARACTER		SERVICE	
	CURIOSITY	EXCELLENCE	LOVE	INTEGRITY	COLLABORATION	LOYALTY
P5-6	<p>I explore new ideas and knowledge independently</p> <p>I take initiative to deepen my learning</p> <p>I share my learning with others</p>	<p>I take pride in my work</p> <p>I persevere in all that I do</p> <p>I know what my goals are and I work towards them</p> <p>I reflect on my work and seek self-improvement</p>	<p>I contribute to a positive school environment by being sensitive to the feelings of others</p> <p>I show empathy to understand the needs of others.</p> <p>I take the initiative to help others</p>	<p>I uphold the truth in thought, word and deed</p> <p>I choose to do what is right regardless of what others do</p> <p>I reflect on my mistakes and will not repeat the same mistakes</p>	<p>I communicate and express my thoughts and feelings appropriately</p> <p>I work with my peers, using our strengths to achieve common desired goals</p> <p>I clarify issues with others and settle differences that arise when working with others</p> <p>I respect the views of others and seek to understand their perspectives</p>	<p>I participate actively in school events</p> <p>I serve the community</p> <p>I seek opportunities to serve the community</p> <p>I celebrate the joys and successes of my schoolmates</p> <p>I support my nation and respect my national identity</p>



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## Learning Experiences

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Here are some experiences we will have this year!

Serving  
Others

Learning  
Journeys

Preparation  
for graduation  
/ Sec 1

School  
Events

PSLE

Career  
Guidance

# 1<sup>st</sup> Week of School

ACS - A BEACON OF TRUTH AND LIGHT



# **[All year round] Leadership Opportunities:**

## Peer Support Leaders, Class Captains, Subject Captains

We strongly believe that every ACSian can and should serve those around them



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# [January / February]

## Museum-Based Learning:

## Asian Civilisations Museum



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# [October / November] Values in Action

**Bless a Preschool**

**Project Unity  
with Farrer Park  
Primary School**



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# P6 English

All Classes

**Language Learning towards building:**

- empathetic and a confident communicators
- discerning readers
- creative inquirers

*equipped with 21st century competencies for the  
globalised world*



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# English

## Reading Programme

### Newsbites

**Once every unit**

- Discussion of current affairs
- Gain multiple perspectives & develop empathy

### Extensive Reading

(What's Up newspaper &  
Inspire magazine)

**30 min every week**

- Read widely
- Variety of genres



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# Chinese Language

Chinese  
华文分班

普通华文  
Standard Chinese  
• Core Classes  
• Enrichment Classes

生活看板 Real life application  
核心课文 Core Passage  
自读课文 Self Read passage  
深广课文 Enrichment passage ( for Enrichment classes only )

基础华文  
Foundation Chinese  
Focus on Oral and Listening Comprehension

生活看板 Real life application  
核心课文 Core Passage

高级华文  
Higher Chinese  
Focus on Composition and Written comprehension

生活看板 Real life application  
核心课文 Core Passage  
自读课文 Self Read passage  
深广课文 Enrichment passage



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# Building Confidence in Learning Chinese Language

ACS Borderless  
Classroom

Hosting  
students from  
China

Mother Tongue  
Fortnight – activities,  
games & quizzes

Chinese New Year  
celebrations



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ezhishi online resources  
E-magazine  
ebooks

Reading  
Programme

Interactive  
activities & videos in  
classroom teaching

Oratorical  
Competitions

Drama performances

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# **Building Confidence in Learning Malay Language**

<b>Reading Programme</b>	<b>Storytelling &amp; Writing Competitions</b>	<b>Engaging lessons</b>
		<b>Conversational Malay</b>
<b>Hari Raya celebrations</b>	<b>Cultural Theatrical Exposure</b>	<b>Mother Tongue Fortnight</b>

# Building Confidence in Learning Tamil Language

“Ponggal” @ Indian Heritage Centre    Tamil Competitions and our winners    MT fortnight/Deepavali activities

TamilFest’@ UPTLC

Drama Festivals @ Grassroots’ Club,  
UPTLC , Goodman Arts Centre and  
SOTA

E-learning websites : 1)Pazhagutamil  
2)SLS

‘Borderless Classroom’ with California, Cupertino TL  
Academy students

# Mathematics

- Problem-solving strategies.
- Real-life application.
- Development of Mathematics Critical, Adaptive and Inventive thinking.



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# Building Interest and Problem-Solving

Games and  
Quizzes

Hands-on  
Activities

Real-life  
application

## Use of ICT



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EdTech

# Science: Exploration and Innovation

Science Week

**Hands-on Activities   Enrichment Activities**

**Intra and Inter Class  
Competitions**

**Eco Garden**



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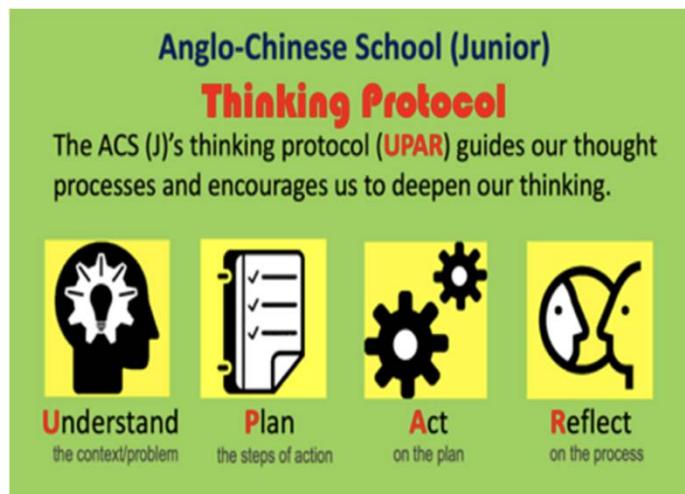
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# [November]

## ALP:

## GOAL-ECG



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# Key Skills to Adopt

Beyond subject-specific knowledge, P6 students are expected to develop the following skills and attitudes:

- **Time Management & Responsibility**
  - Managing a heavy workload, including homework and revision, requiring strong time management skills.
- **Resilience & a Growth Mindset**
  - Embracing setbacks, learn from mistakes, and develop a “can-do” attitude and resilience to handle the pressures of the PSLE.
- **Independent Learning**
  - Taking greater ownership of learning, including asking questions when in doubt and engaging in regular revision.
- **Holistic Development**
  - While academics are a major focus, the school continues to emphasise the importance of character development, social-emotional competences and maintaining a healthy balance between work and recreation.



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# Assessment Details

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# P6 Assessment

Term 1	Term 2	Term 3	Term 4
Non-Weighted Bite-Sized Assessments	Non-Weighted Bite-Sized Assessments	School Preliminary Examinations (100%)	PSLE



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# Assessment Handbook

- Assessment details will be sent via Parents' Gateway **at the end of January.**
- Assessment details will also be made available on the School Website.



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# PSLE Matters

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# Information on PSLE



<https://go.gov.sg/20fwwt>



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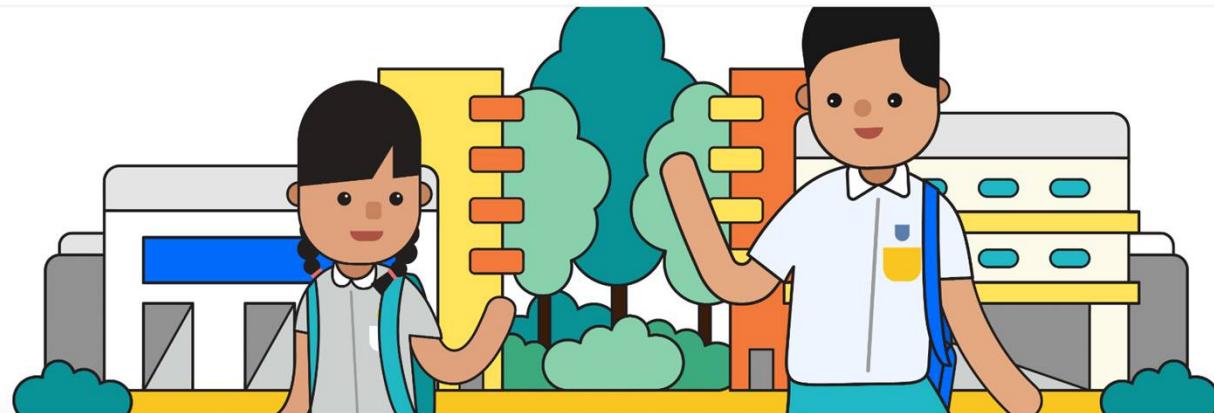
PSLE Scoring System

Score Calculator

Posting to Secondary School

Full Subject-Based Banding

Resources ▾



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

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**Affiliation  
Priority**

# Secondary One Option to an ACS Secondary School

Affiliation benefits are applicable only when  
selecting ACS schools as the **first choice.**



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- For secondary schools that offer both SEC and Integrated Programme, **affiliation priority will only be given for the SEC track**. Students are eligible for affiliation priority for the SEC track if they indicate:
  - SEC track as the first choice, or
  - IP track in the affiliated school as the first choice, and SEC track in the affiliated school as the second choice.
- For the ACS family, where the primary school affiliates have two affiliated secondary schools, affiliation priority will **only** be given for the **ACS(I) SEC Programme** and **ACS (Barker Road)** if you opt in one of the following ways:

Scenario	1 <sup>st</sup> Choice	2 <sup>nd</sup> Choice	3 <sup>rd</sup> Choice
1	ACSI – SEC or ACSBR <b>Affiliation priority</b>		
2	ACSI – SEC or ACSBR <b>Affiliation priority</b>	ACSI – SEC or ACSBR <b>Affiliation priority</b>	
3	ACSI – IP <b>No Affiliation priority</b>	ACSI – SEC or ACSBR <b>Affiliation priority</b>	
4	ACSI – IP <b>No Affiliation priority</b>	ACSI – SEC or ACSBR <b>Affiliation priority</b>	ACSI – SEC or ACSBR <b>Affiliation priority</b>



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# Entering Schools through DSA-Sec

If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.



**Before  
MAY**

Explore schools and their talent areas, and shortlist suitable schools



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**MAY**

Apply for DSA

**JUN to SEP**

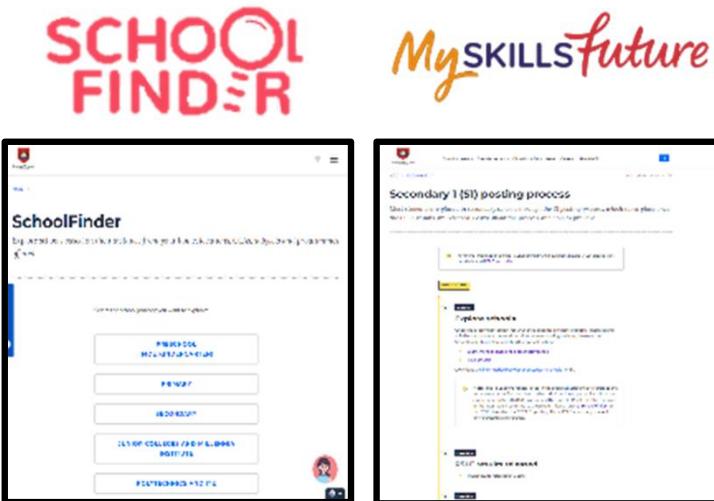
Attend selection trials,  
interviews and  
auditions

**By SEP**

Receive DSA offers  
if successful

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# Timeline for Sec 1 Posting Exercise



- Release of **S1 Posting results** 
- Release of **PSLE results**
- Online Submission of **S1 School Choices and Options** 



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# Resources for Transition to Secondary School

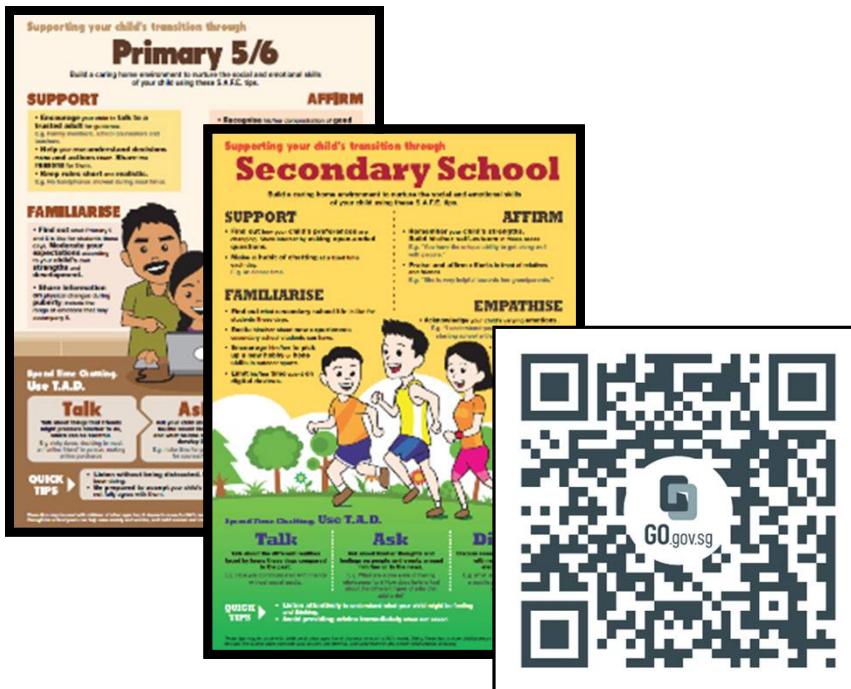


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# Transition Materials



# Resilience Boosters



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## ECG Tips For Parents



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



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## MySkillsFuture Student Portal (Primary)



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

## ECG What's Next



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

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## SchoolFinder Tool



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



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## "Welcome to Secondary School" video



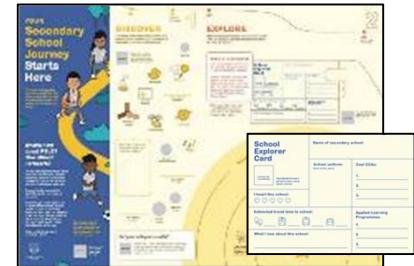
<https://go.gov.sg/welcome-to-secondary-school>

## Secondary School Education



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

## Student Journey Map and School Explorer Card



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

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# School-Home Partnership

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# Supporting Your Son

*“How can I support my son this year?”*

# Understanding P6 as a Graduating Year

- Academic demands in preparation for PSLE.
- Primary 6 is about **consolidation**, reviewing everything learned over the years.
- Students are expected to show greater **discipline, responsibility, and self-management**, and hopefully, be **intrinsically motivated**.
- Teachers will guide students closely, but **ownership of learning** becomes more important.



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Understand \* Plan \* Act \* Reflect

# How are our Boys feeling in School?

## What are they worried about?

- Studies
- Meeting their own & family expectations

## What do they look forward to?

- Friends



Understand \* Plan \* Act \* Reflect

# Understanding our Boys

## Academic Stress & Wellbeing Concerns

### P5s (2025)

Ongoing exam anxiety, sleep challenges, unsure of how to seek help.

Academic stress builds over time, affecting wellbeing, with boys needing better coping mechanisms and support systems.

# Understanding our Boys

## Peer Relationships

**P5s (2025)**

Declining peer trust, reduced support systems.

Boys need support in maintaining healthy peer relationships, resolving disagreements constructively, and building meaningful connections beyond surface-level friendships.

# What do our Boys need to be Engaged & Motivated?

## – Need for Competence

(have control over outcomes)

## – Need for Relatedness

(to feel connected & have relationships with others)

## – Need for Autonomy

(choosing activities aligned with one's interests/preferences)

What are they worried about?

- Studies
- Meeting their own & family expectations

What do they look forward to?

- Friends

Self Determination Theory of Motivation  
(Deci & Ryan)

# Building on Trust, Partnership as One



# School-Home Partnership

## Partnership Through Open and Respectful Communication

We understand that every family's needs are different.

### We encourage parents to:

- Reach out early if there are concerns about learning or well-being;
- Share changes at home that may affect the child.

### This allows teachers to:

- Better understand the child;
- Provide timely and appropriate support.

*Early communication allows us to support the child proactively, rather than reactively.*



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# 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.



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# School-Home Partnership

## Partnership with Parents in Developing Our Boys' Social Emotional Competencies

Our boys are managing many complex feelings: (1) Expectations on self, of teachers and parents; (2) Peer relationships; (3) Anxieties and stress this year.

### The teachers will support in building:

- Confidence;
- Positive peer relationships;
- Resilience.



### Parents are encouraged to:

- Have conversations with your child about his strengths and interests;
- Guide him in dealing with setbacks;
- Discuss feedback, learning and coping strategies with him.



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# School-Home Partnership

## **Partnership with Parents in Supporting Our Boys' Learning**

Building Character and Responsibility: Helping our boys learn to take responsibility.

In Primary 6, our boys must take greater responsibility for their learning and behaviour in preparation for secondary school education.

### **In school, we guide our boys to:**

- Set targets and goals;
- Manage assignments;
- Learn from mistakes rather than fear them.

### **Parents can support by:**

- Allowing your child to try tasks on his own first;
- Asking questions like:
  - "What do you think you should do next?"
  - "How can you check your work?"

*We hope that our boys will learn that responsibility is a shared expectation, not something adults "do for them".*



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# School-Home Partnership

## Partnership with Parents in Supporting Our Boys' Learning

Excellence with Purpose: Focusing on Effort, Not Just Results.

Having a growth mindset and a love for learning will help our boys best prepare for their next phase of education.

### In school, we encourage our boys to:

- Problem-solve first, so they recognise their knowledge gaps;
- Improve through feedback and practice.

### Parents can support by:

- Looking beyond marks; applaud and affirm effort and improvement:
  - “I can see you have worked hard on this.”
  - “You didn’t give up even when it was challenging!”

*We hope that the boys will understand that **growth matters more than perfection**.*



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# School-Home Partnership

## **Partnership with Parents in Supporting Our Boys Through Challenges (Resilience)**

Resilience: the ability to handle life's ups and downs.

In Primary 6, the rigour may result in our boys feeling frustrated or discouraged at times.

### **In school, we tell our boys that:**

- Struggles are part of learning;
- Mistakes help us grow.

### **Parents can support by:**

- Acknowledging your child's feelings:
  - "I can see that you're upset. Let's talk about it."
- Encouraging him to reframe setbacks as learning opportunities:
  - "What can you try or do differently?"

*We hope that when the boys feel supported rather than pressured, they **develop resilience and confidence**.*



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# ZONES OF REGULATION

*Choose your zone. How are you feeling?*

Blue	Green	Yellow	Red
			
Sad Sick Tired Bored Moving slowly	Happy Calm Good to go Focused Ready to learn	Frustrated Worried Silly Anxious I need some help	Mad Angry Yelling / Hitting Out of control

# School-Home Partnership

## Partnership with Parents in Growing Our Boys' Skills in Making Friends

Friendships are important to the boys.

Collectively, the boys will go through common phases of life together. Positive peer support is important.

### In school, we encourage our boys to:

- Work with different classmates;
- Make friends;
- Handle disagreements appropriately;
- Communicate respectfully.

### Parents can support by:

- Listening when your child shares friendship issues;
- Guiding him to consider others' perspectives:
  - "How do you think your friend felt?"
  - "What could you say next time?"

*We hope these conversations reinforce respect and empathy, which are values that we would like to inculcate.*



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# School-Home Partnership

## Partnership with Parents in Developing Good Habits in our Boys

Let us partner each other in developing the following good habits in our boys.

### In school, we encourage our boys to:

- Listen attentively and following instructions independently;
- Organise their materials and workspace;
- Have active engagement (asking questions, teaching others, note-taking & summarising);
- Attempt tasks before seeking help;
- Reflect on mistakes as part of learning;
- Set achievable goals and celebrating small wins.

### Parents can support by:

- Ensuring your child eats well, staying active and getting enough rest;
- Limiting screen time and social media during study periods.



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## Why Is Sleep Important for Kids?

### How Many Hours of Sleep Does My Kid Need?

The younger your child, the more sleep time your kid needs. Here are some [sleep duration recommendations](#).

Newborns (0 to 3 months old) need at least 14 to 17 hours of sleep per day, whereas an infant (4 – 11 months old) need at least 12 to 15 hours of sleep per day. A toddler (1 to 2 years) will require 11 to 14 hours of sleep a day.

A pre-schooler (3 to 5 years) needs about 10 to 13 hours a day. [The amount of sleep a child of school age \(6 to 13 years\) needs is around 9 to 11 hours a day.](#)



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## **7 to 12 years old:**

- ✓ Less than 2 hours of screen use a day, unless related to schoolwork.
  - ✓ Agree on a screen use plan or timetable.
  - ! Do not use screens during meals and one hour before bedtime.
- ✓ When using screens:
  - ✓ Use parental control settings and check content ratings to ensure content is age appropriate.
  - ✓ Talk to your child often on what they are viewing online. Offer advice regularly.
  - ! You should not give your child access to social media services.
  - ! Do not give your child mobile devices with unrestricted access to internet and applications.

# **Guidance on Screen Use in Children**



MINISTRY OF HEALTH  
SINGAPORE

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# At what age should I allow my child to have their own social media account?

- Most social media platforms **require users to be aged 13 years and above.**
- While social media platforms allow people to connect with others, **constant exposure to social media content** can make us feel **anxious or overwhelmed**. It is important for **social media users to be mature enough** to navigate such feelings when using these platforms.
- Maturity can be assessed by observing your child's ability to
  - make responsible decisions to keep themselves safe online.
  - manage the pressures and feelings that come with social media use.
  - control impulses.
- Therefore, **have open conversations** with them on the risks of social media, and why they cannot access social media as they are not of age.
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the **Parenting for Wellness Toolbox for Parents**.

**Social Media:  
Is Your Child  
Ready for It?**

While social media platforms allow people to connect with others, constant exposure to social media content can make us feel anxious or overwhelmed. It is important for social media users to be mature enough to navigate such feelings when using these platforms. Most social media platforms require users to be aged 13 years and above. However, is age the only consideration in determining if your child is ready?

The **maturity** of your child is also an important consideration to determine their readiness for social media.

Maturity can be assessed by observing the following:

- Their ability to make responsible decisions to keep themselves safe online.
- Their ability to manage the pressures and feelings that come with social media use.
- Their ability to control impulses.

Although your child may pick up skills to use social media quickly, they may not fully understand how to use complicated online safety tools and settings. They may also not understand how the platforms' safety features work.

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Part of this resource was adapted from the Parenting Strategy Program (<https://www.parentingstrategypwd.wa.gov.au>) and the Partnership in Parenting (PIP) Program in Australia, in consultation with the Program lead Professor Helen Tzlop from Murdoch University. Use of the materials from the PIP Program is governed by the terms of the Creative Commons Attribution-ShareAlike 4.0 International License, found at <https://creativecommons.org/licenses/by-sa/4.0/>. Your attention is drawn to Section 5 of the terms of the said license.

**Things You Can Do**

- What are some potential dangers of oversharing personal information?
- What does healthy social media use look like?
- How do we keep ourselves safe on social media?
- What are some ground rules we can establish as a family?

**you've got this!**

# School-Home Partnership

## Supporting Students' Well-Being Together

Support them by striking a balance – not overprotecting or overloading, but allowing them to face challenges with guidance, without being pressured or overwhelmed.



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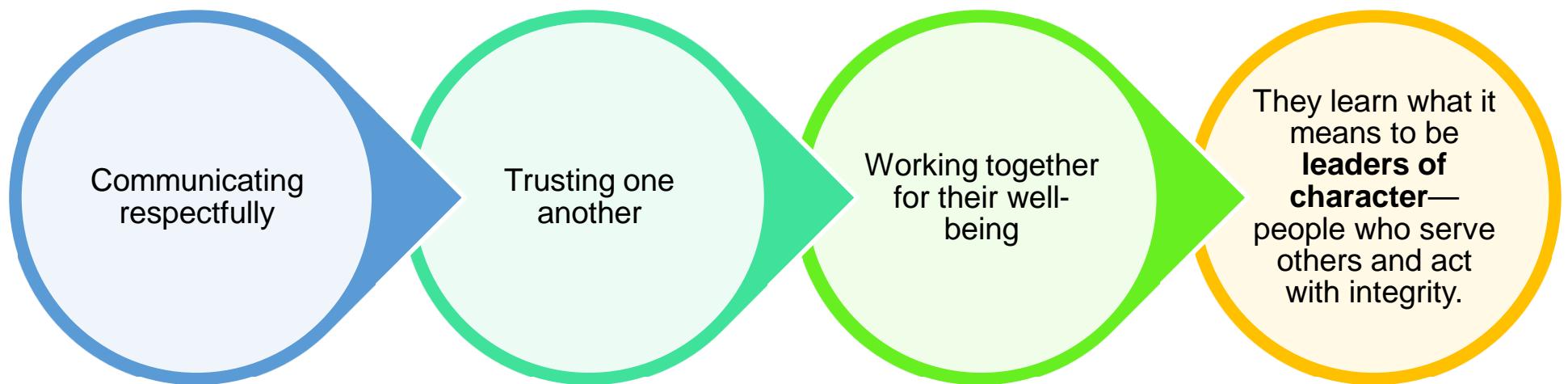
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# School-Home Partnership

## Modelling Service & Leadership Through Collaboration

When children see parents and teachers:



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# School-Home Partnership

## Modelling Service & Leadership Through Collaboration

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



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# Resources to Support your Child



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# We get you ready for your primary school journey

Hear from fellow parents, MOE educators and more on how  
your child can get more out of their primary school experiences.  
Subscribe to [Schoolbag.edu.sg](https://www.schoolbag.edu.sg) today!

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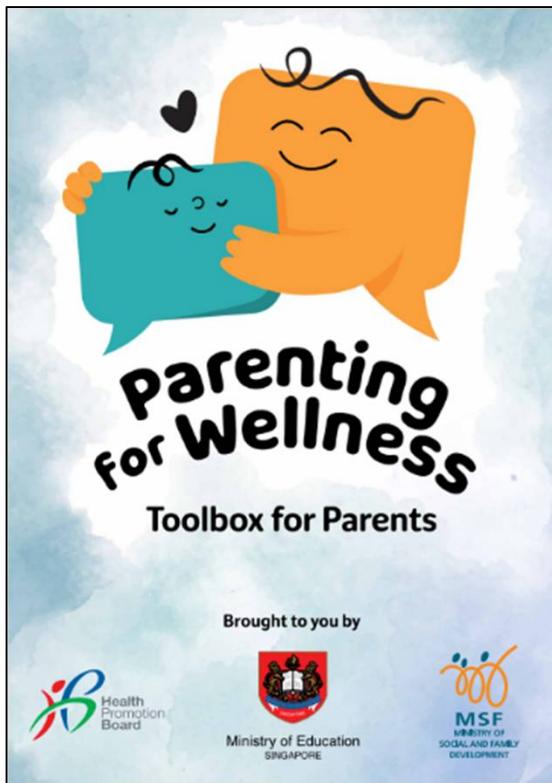
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PARTNERING YOU ON YOUR EDUCATION JOURNEY



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# Latest Resource: Parenting for Wellness Toolbox



An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and st:



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# Check out Parenting Resources on Parents Gateway

## Repository of parenting resources

A repository for parents to browse resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.

The image shows two screenshots of the Parents Gateway website. The left screenshot displays the 'Parenting' section with tabs for 'FOR YOU' and 'EXPLORE'. Under 'Highlights', there is a card for 'Refreshed Guidelines for School-Home Partnership'. Below it, under 'Based on your preferences', there is a card for 'Cyber wellness' featuring an illustration of a person interacting with a smartphone. A blue circle highlights the 'PARENTING' tab in the navigation bar at the bottom. The right screenshot shows a resource titled 'Preparing for Primary 1' under the 'Education Stages' section, specifically for 'Pre-school'. It features a card for 'How to pick & pack SCHOOLBAG' with an image of a schoolbag.



Find out more about Parents Gateway here.



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# Resources in PG for every Educational Stage

## Supporting your child through the Primary 1 journey



Fri, 23 September 2022

[Preparing for P1 - PDF] Supporting Your Child Through the Primary 1 Journey

Click to download or view this issue on preparing your child for P1.

## Teach Your Child Social Emotional Skills

### BE READY FOR LEARNING

What your child  
may learn in school

What you can  
do at home

Mon, 18 October 2021

[PDF] Social skills to prepare your child for Primary 1

Click to download or view this resource to learn how you can help your child learn social skills.



Mon, 23 August 2021

Are you over-preparing your child for P1?

Learn how overpreparing your child may hinder learning.



Wed, 15 December 2021

[NLB] LearnX Reading - Primary

Create fun experiences for your child to discover the joy of reading.

Find out what your child really needs for Primary 1.

Help develop your child's social and emotional skills by referring to this infographic.

Are you over-preparing your child for primary school?

How to cultivate the love for reading? Check out resources from the National Library Board.



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# Check out more Resources from MOE

## Parent Kit



## Parent Kit

[www.moe.gov.sg/parentkit](http://www.moe.gov.sg/parentkit)

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.



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## MOE Social Media Platforms



[www.instagram.com/parentingwith.moesg](https://www.instagram.com/parentingwith.moesg)

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



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

[www.youtube.com/moesingapore](https://www.youtube.com/moesingapore)

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# Let's Work in Partnership to make 2026 ...

## A memorable year for Our Boys!

- Create opportunities for them to build firm ties and friendships.
- Prepare them for academic challenges.
- Create school experiences to prepare them for their secondary school life.

GSE(1)



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## Slide 66

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GSE(1) prepare our boys for their secondary school life.

Goh SHEOW EN (SCHOOLS), 2026-01-15T02:46:25.469