



P6 Meet-the-Parents Session

16 Winstedt Road, Singapore 227988 | Tel: (65) 6733 7911 | Fax: (65) 6734 6518 |
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Anglo-Chinese School (Junior)
17 January 2024

School Management Committee

Department	Name	Designation
English Language	Ms Rachel Gayathri Kunnasekaran	Head of Department
	Ms Rubinder Kaur	Level Head (Int)
Mathematics	Mr Goh Chee Wei	Head of Department
	Mr Chee Zhen Yi	Level Head
Science	Miss Hemalatha Perumal	Head of Department
Mother Tongue Languages	Mdm Kuah Hui Hui	Head of Department
	Mdm Lam Yuk Wing	Level Head (Int)
Physical Education, CCA & Aesthetics	Mrs Fan Qiumei	Head of Department
	Mrs Gloria Chia	Subject Head (Aesthetics)
	Mr Alwyn Tan	Subject Head (CCA)
Information & Communications Technology	Mdm Norahmah Haron	Head of Department
Innovation	Mr Andy Tan	Head of Department
	Mr Glenn Chia	Subject Head



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School Management Committee

Department	Name	Designation
School Staff Developer	Mdm Ng Xinyi	School Staff Developer
Special Education Needs	Ms Noelle Selvadurai	Head of Department
Character & Citizenship Education (CCE)	Mrs Michelle Tan	Head of Department
	Mr Chen Jieming	Head of Department
Student Management	Mdm Karen Tham	Subject Head (Student Leadership)
Lower Primary	Mrs Jerine Heratnor	Year Head
	Mr Teow Jing Ho	Assistant Year Head (Int)
Middle Primary	Ms Adela Chua	Year Head
	Ms Tan Su-Ping	Assistant Year Head
Upper Primary	Ms Lee May Po	Year Head
	Mrs Jennifer Chua	Assistant Year Head



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Theme
2024

Crafted for Goodness

“Yet you, Lord, are our Father.
We are the clay, you are the
potter;
we are all the work of your

Our Mission

To nurture our pupils with a quality, **holistic** education, rooted in **Christian values**, that allows each to reach his **fullest potential**, equipped with **life skills** to face the future and **to serve** God and nation.



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In a future filled with external and domestic uncertainties, our students will need to be equipped with a suite of competencies to thrive beyond school



Accelerating pace of technological advancement

- **Sharpen their uniquely human skills** that cannot be replaced by technology
- **Develop digital literacy and technological skills** to fully capitalise on the affordances of technology (especially AI)
- **Be equipped to guard against negative impact of technology** on mental well-being, and against being misled or manipulated by misinformation



Politically fractured and fragile global economies

- **Contextualise their perspectives** and have a balanced understanding and **confidence in Singapore's place in the world**
- **Thrive in multi-cultural, cross-disciplinary settings** and embrace ambiguity
- **Be resilient, innovative and cognitively adaptable** as they navigate disruptions and new frontiers of learning and at work



Demographic shifts and changing fabric of society

- **Develop discerning minds with strong moral and social anchors** in order to engage individuals with diverse backgrounds, values and viewpoints based on mutual respect and with a focus on the common good



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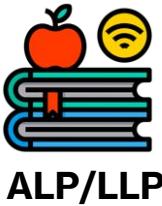
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HOW?



PDLP



ALP/LLP



Values in Action
Programme



Project
Work



CCA



Student
Leadership
Development



Eco Stewardship
Programme



Blended Learning
(HBL Day | SIL)



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STEM
Programme



Outdoor
Adventure
Learning



Teaching &
Learning in the
Classroom

PROGRAMMES

PLATFORMS

PRACTICES

CULTURE

MINDSETS



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2024

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Start Right

What do I need to start right?

[Goal-setting, executive functioning & self regulation skills)



Shape Up

Who and what shape me?

[God, teachers, parents, peers, experiences, values]



Serve others

How can I serve others as a willing vessel?

[Values in Action - Everyday Responsibilities, Peer Support, other opportunities]

ACSIan Outcomes

Aspiration

Curiosity
Excellence

Character

Love
Integrity

Service

Collaboration
Loyalty

Joy

Curiosity
Excellence

The ACSian **Thinker** embraces the future with an aspiring mindset.

The ACSian **Gentleman of Character** demonstrates love and integrity at all times.

The ACSian **Servant Leader** works with others to make a positive difference.

The ACSian is a **Joyful Learner** who takes ownership of his learning



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ASPIRATION		CHARACTER		SERVICE		
The ACSian thinker embraces the future with an aspiring mindset		The ACSian gentleman of Character demonstrates love and integrity at all times		The ACSian servant leader works with others to make a positive impact		
	CURIOSITY	EXCELLENCE	LOVE	INTEGRITY	COLLABORATION	LOYALTY
P1-2	I want to try out new things I want to find out more about the things around me I ask questions when I do not understand	I participate in all activities I am willing to try even if it is difficult	I speak in a respectful manner to others I show care and consideration for others by helping them	I speak the truth I demonstrate understanding of what is right and wrong I admit my mistakes and apologise for them	I listen attentively to what is said I work with others	I participate in class events I serve my classmates by keeping my classroom clean I cheer for my friends
P3-4	I try out new things and gain new knowledge I take responsibility for my own learning I ask questions to learn more	I put in my best in all that I do I keep trying until I succeed I seek to improve my ideas and knowledge	I am considerate of the thoughts and feelings of others I make an effort to include others I take an interest in the well-being of others	I speak the truth and keep my word I do what is right I take responsibility for my mistakes and follow-up on the consequences	I listen attentively to what is said and respond appropriately I recognise the strengths of my friends when we work together I manage disagreements that arise when working with others	I participate in school events I serve my school community I celebrate the joy and successes of my classmates
P5-6	I take pride in my work I take initiative to deepen my learning I share my learning with others	I persevere in all that I do I know what my goals are and I work towards them I reflect on my work and seek self-improvement	I contribute to a positive school environment by being sensitive to the feelings of others I show empathy to understand the needs of others. I take the initiative to help others	I hold the truth in thought, word and deed I choose to do what is right regardless of what others do I reflect on my mistakes and will not repeat the same mistakes	I respect the views of others I clarify issues with others and settle differences that arise when working with others	I participate actively in school events I serve the community I seek opportunities to serve the community I celebrate the joys and successes of my

Our Vision

Every ACSian,
a young **gentleman of character,**
ready for the future
to lead and to serve.



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Our Values

Integrity

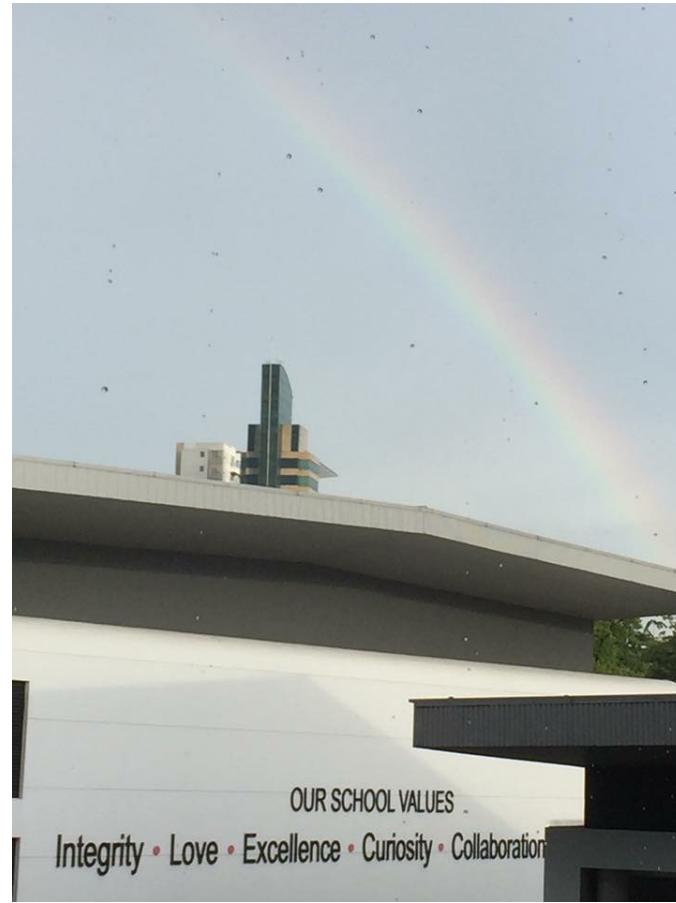
Love

Excellence

Curiosity

Collaboration

Loyalty



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Form Teachers

Nurturing responsibility in our boys

1. Provide pastoral care & ensure well-being of students
2. Facilitate lifeskills lessons & one-to-one interaction time with students
3. Communicate with parents & undertake administrative matters

Lower Primary (P1 & P2)

Year Head: Mrs Jerine Ratnor

Asst YH: Mr Teow Jing Ho



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Middle Primary (P3 & P4)

Year Head: Ms Adela Chua

Asst YH: Ms Tan Su-Ping

Upper Primary (P5 & P6)

Year Head: Ms Lee

May Po

Asst YH: Mrs Jennifer Chua



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To God Be The Glory
The Best Is Yet To Be



Anglo-Chinese School (Junior)

Primary 6 Meet-The-Parents Session

17 January 2024



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Programme

Part 1 (MTP @ PAH)

- Principal's Address
- Sharing on Level Programmes and PSLE Matters by Assistant Year Head

Part 2 (MTP @ P6 Classrooms)

- Sharing on Class Expectations and Administrative Matters



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Crafted for Goodness



Start Right

What do I need to start right?



Shape Up

Who and what shape me?



Serve others

How can I serve others as a willing vessel?

3 Areas of Focus



**Learn
For Life**



**Embrace
All
Learners**



**Enhance
Student
Well-being**



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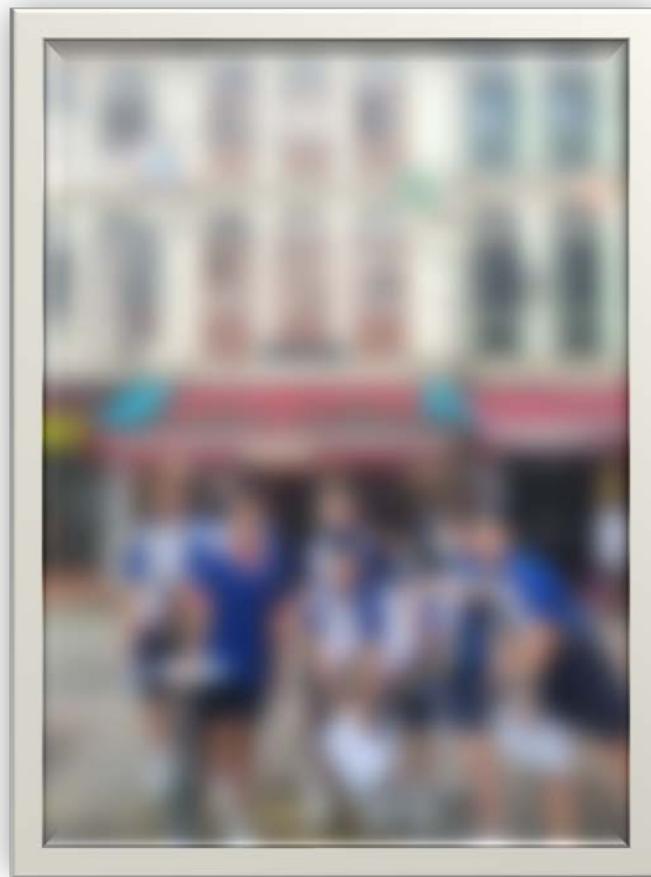


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Level Programmes

Cultural Learning Journeys



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Preparation for Sec 1 Transition: Post-PSLE Activities

1. Education and Career Guidance (ECG)
2. Financial Literacy (learn more about managing their finances for the future through games)
3. Growing up Series: Sexuality Education
4. STEAM Programme
5. Bless a Preschool (Values in Action)
6. Graduation Service and Graduation lunch

Children's
Day !



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Values in Action: Bless a Preschool



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Education and Career Guidance

GOOGLE



SOUP SPOON



LEGO



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Learn For
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Department Programmes

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

STANDARD ENGLISH

ENGLISH

FOUNDATION
ENGLISH

3. Use standard English grammar and vocabulary accurately and appropriately, and understand how speakers / writers put words together and use language to communicate meaning and achieve impact.

2. Speak, write and represent in standard English that is grammatical, fluent, intelligible and appropriate for different purposes, audiences, contexts and cultures.

4. Use English with impact, effect and affect.



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Reading Programme

Newsbites

Once every unit

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

Extensive Reading

30 min every week

- Read widely
- Variety of genres



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Mathematics

Standard

- Problem-solving strategies
- Real-life application
- Development of Mathematics processes and meta-cognition

Pull-out

- Focus on building foundation, basic concepts and skills
- Heuristics for problem-solving
- Real-life application

Foundation

- Focus on basic concepts and skills
- Heuristics for problem-solving



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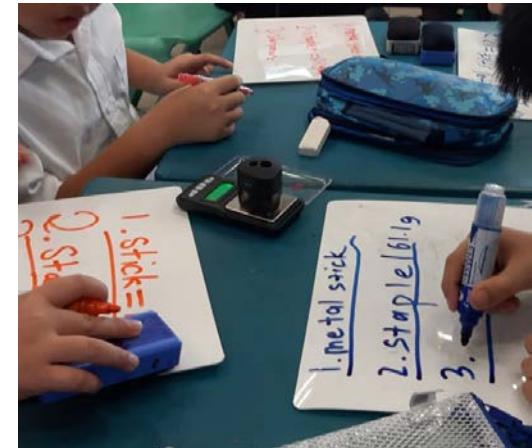
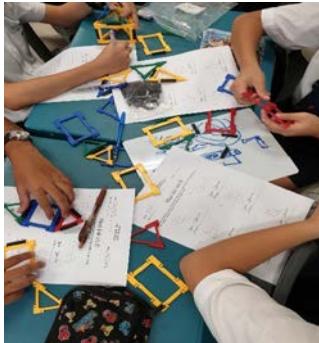
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Building Interest in Mathematics

Games and Quizzes

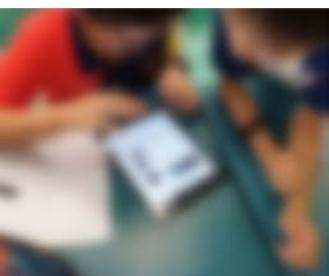


Hands-on Activities



Real-life application

Use of ICT



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Science

Standard

- Mastering scientific facts and concepts through the inquiry-based approach
- Development and mastery of process skills
- Application of knowledge and concepts to real-life situations

Pull-out

- Focus on building their foundation and understanding of basic scientific facts and concepts through the inquiry-based approach
- Development of process skills
- Exposure to real-life applications

Foundation

- Focus on building their foundation and understanding of basic scientific facts and concepts through the inquiry-based approach
- Development of process skills
- Exposure to the application of process skills to real-life applications



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Science: Exploration and Innovation

CSI

(Creative Science Investigation)



Use of ICT



Enrichment Programmes



Hands-on Activities



Eco Garden



Intra and Inter Class Competitions



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CSI (Creative Science Investigation)



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Chinese Language

Chinese
华文分班

普通华文

Standard Chinese

- Pull Out class
- 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

Reading
Programme



ezhishi online resources
Oratorical Competitions E-magazine
 ebooks



Mother Tongue
Fortnight – activities,
games & quizzes



Interactive
activities & videos in
classroom teaching

Xuele in SLS



Chinese New Year,
Hari Raya and
Deepavali celebrations

Drama performances
in School



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Building Confidence in Learning Malay Language

Reading
Programme



Mother Tongue
Fortnight – activities,
games & quizzes



Storytelling &
Writing
Competitions



Interactive
activities in
classroom teaching



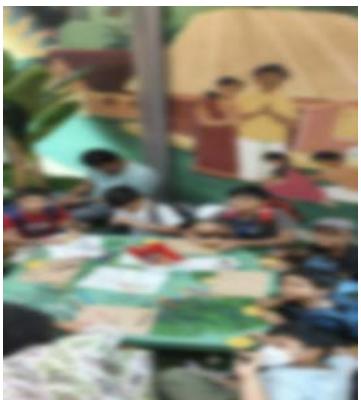
Hari Raya
celebrations



Drama performances
in School

Building Confidence in Learning Tamil Language

“Ponggal” Learning Journey at Indian Heritage Centre



Our boys at Tamil Language Centre ‘TamilFest’ exploring cultural activities



E-learning websites : 1)Pazhagutamil
2)SLS

Family bonding time for our boys through Drama session at Grassroots Club



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Homework

Homework

1. Homework contributes toward building responsibility, self-discipline and lifelong learning habits.
2. It is our intention to **assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.**
3. Homework should provide students with the opportunity to apply information they have learned, develop skills they were taught, complete unfinished class assignments, and develop independence.



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Assessment Details

P6 Assessment

Term 1	Term 2	Term 3	Term 4
Non-Weighted Bite-Sized Assessment	Non-Weighted Bite-Sized Assessment	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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Hinch / Thoburn

After-School P6 Academic Programme

Hinch Programmes

(Starting 22 Jan 2024)

Hinch Programme

Provides tailored support to selected students by addressing their specific learning gaps and strengthening their foundational knowledge.

Day	Subject	Time	Target Group
Monday	Mathematics	2 to 2.50pm	Selected
Monday	Science	2.55 to 3.45pm	Selected
Thursday	Mother Tongue	2 to 2.50pm	Selected
Thursday	English	2.55 to 3.45pm	Selected



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After-School P6 Academic Programme

Thoburn Programmes

(Starting 22 Jan 2024)

Thoburn Programme:

Provides effective provision in the core subjects for the high progress group so as to achieve their individual potential.

Term	Day	Subject	Time	Thoburn – Target Group of students
1	Monday	Science	2 to 3.30 pm	Selected
2	Monday	Mathematics	2 to 3.30 pm	Selected
3	Monday	English	2 to 3.30 pm	Selected
1 to 3	Thursday	Higher Mother Tongue	2 to 3pm	Selected



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Holiday Remedial Classes (for selected students only)

Month	Day 1	Day 2	Time
June	20 June 2024	21 June 2024	8.30am – 1pm
September	5 September 2024	6 September 2024	



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Supporting Your Son

“How can I support my son this year?”

Work with our teachers, AYH and YH to journey with the development of our ACSians

1. Establish – Relationship with your boy; Set routines with him

- ✓ Plan a timetable for consistent practice; rest and play
- ✓ Manage his screen time

2. Expect – Teach Self-discipline;

- ✓ Supervise and monitor homework / schoolwork
- ✓ Proper nutrition, regular exercise, sufficient sleep
- ✓ Do not lose important notes / revision booklets / documents

3. Encourage – Words of Encouragement goes a long way

- ✓ Positive assurance
- ✓ Attend school regularly



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PSLE Matters (2024)

Making choices by Parents

PSLE

The PSLE changes are Part of a bigger story

Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.

Our PSLE scoring changes aim to:

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

(a) Reduces fine differentiation of students

Students with similar scores in each subject will be grouped into wider bands measured in 8 ALs.

(b) Reflects a student's individual level of achievement

Unlike the current T-score, the students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

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



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PSLE

GRADING OF FOUNDATION SUBJECT GRADES

1. Foundation subject grades are graded in scoring bands from **AL A to C**.
2. 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**.
3. 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



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PSLE

4 SUBJECT ALs WILL BE ADDED TO FORM THE PSLE SCORE

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

ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2
<hr/>	
PSLE SCORE: 8	

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



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PSLE

ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

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

(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.



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PSLE and Sec 1 Posting

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 BALLOTTING**



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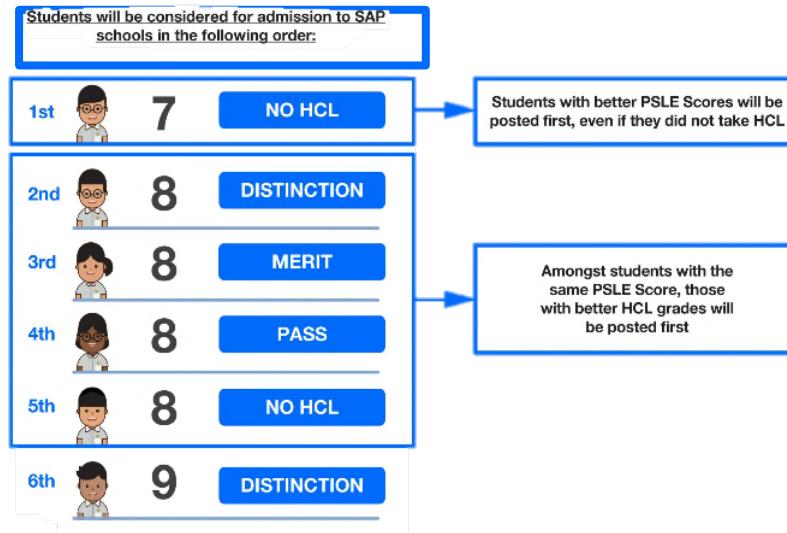
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PSLE and Sec 1 Posting

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' 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.



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A close-up photograph of a blue and white pin or badge. The design features a stylized eagle with its wings spread wide, perched atop a red ribbon. The eagle is primarily white with dark blue outlines and highlights. The red ribbon is thick and curves across the badge. The background of the badge is blue, and it has a thin gold-colored border. The badge is set against a light gray background.

**Affiliation
Priority**

How does Affiliation Priority work?

Affiliated students are eligible for affiliation priority if they:

- Meet the affiliate minimum requirement (AMR) set by the affiliated secondary school; **and**
- Indicate the affiliated secondary school as their first choice at Secondary 1 Posting



HENRY'S SCHOOL CHOICES	
1.	School X
2.	School Y
3.	...
4.	...
5.	...
6.	...

Henry and Joanne are studying in a primary school that is affiliated to School X. The AMR for School X is 12.

Henry will receive priority for admission for School X, as it is his first choice. Joanne will not, as School X is her third choice.

JOANNE'S SCHOOL CHOICES	
1.	School Y
2.	School Z
3.	School X
4.	...
5.	...
6.	...



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How does Affiliation Priority work?

Affiliation priority and meeting the AMRs do not guarantee admission into the affiliated secondary school:

Subject to the availability of vacancies in the school

If the demand from affiliates exceeds the available vacancies for affiliates, they will be posted by merit based on their PSLE scores

Schools will continue to reserve 20% of the places in each Posting Group* (Posting Group 3/2/1) for students who do not benefit from affiliation priority

This is to ensure a minimum level of access for non-affiliates in affiliated secondary schools

Let's look at some examples in the next slides

*Starting from 2024 S1 admission, all students will be posted into secondary schools in three groups i.e. Posting Groups 3/2/1, mapped from existing score ranges for the Express, Normal Academic and Normal Technical. The three posting groups will be used to facilitate S1 Posting.



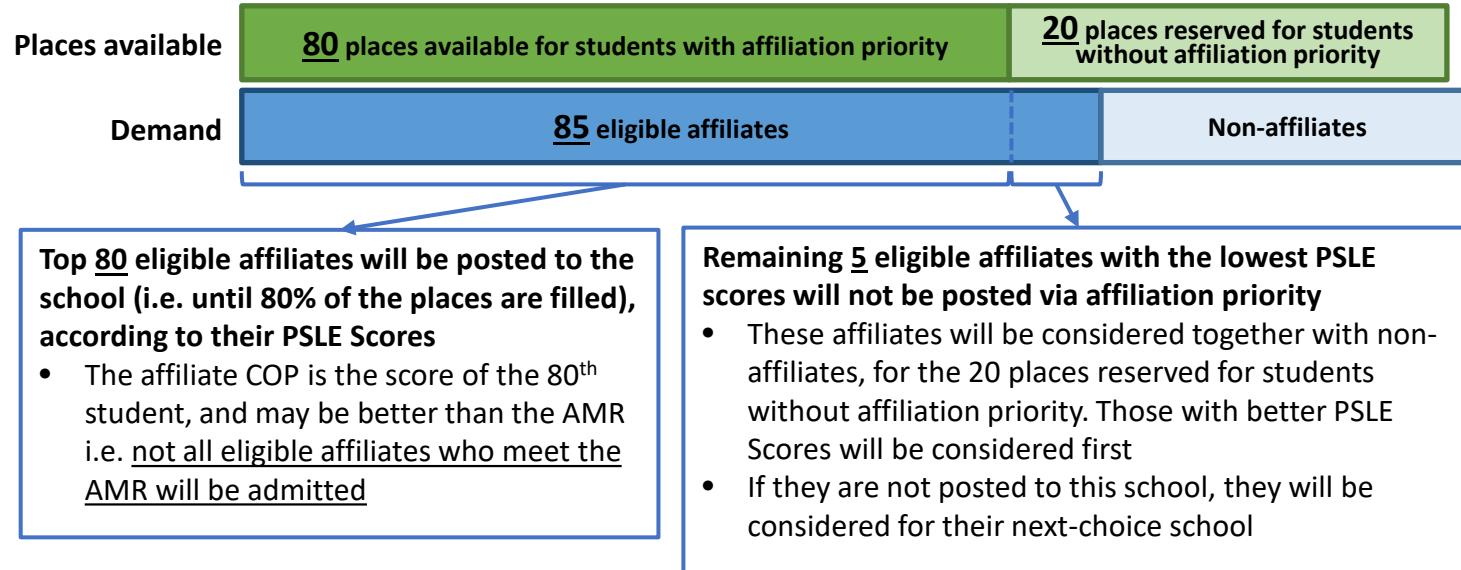
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How does the 20% reservation of places for students without affiliation priority work?

Example 1: Demand from 85 eligible affiliates for a school with 100 places
(i.e. affiliate demand is greater than 80% of available places)



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Does this affect Direct School Admission (DSA)?

- No, affiliation priority does not apply during DSA, and students are admitted via DSA based on their achievements and talents.
- Non-affiliates admitted through DSA will count towards the 20% of places reserved for students without affiliation priority.

Example 3: Impact of DSA on available places for affiliates and non-affiliates during S1 Posting



*The same treatment applies to places for the Posting Groups 1 and 2.



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Secondary One Option to an ACS Secondary School

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



What are the AL Affiliate Minimum Requirements (AMRs) of my affiliated secondary schools?

ACS (I)

Course	Indicative PSLE Score Range (Affiliate)	AL AMR (s)
Integrated Programme (IP)	4-7	-
SEC programme	7-13	13

ACS (BR)

Posting Group	Indicative PSLE Score Range (Affiliate)	AL AMR(s)
Posting Group 3	6-22	22
Posting Group 2	21-25	25
Posting Group 1	25-27	30 with AL7 or better in both English Language & Mathematics



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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 st Choice	2 nd Choice	3 rd Choice
1	ACSI – SEC or ACSBR Affiliation priority		
2	ACSI – SEC or ACSBR Affiliation priority	ACSI – SEC or ACSBR Affiliation priority	
3	ACSI – IP No Affiliation priority	ACSI – SEC or ACSBR Affiliation priority	
4	ACSI – IP No Affiliation priority	ACSI – SEC or ACSBR Affiliation priority	ACSI – SEC or ACSBR Affiliation priority



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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

MAY Apply for DSA

JUN to SEP
Attend selection trials,
interviews and
auditions

By SEP
Receive DSA offers if successful



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Understanding Full Subject-Based Banding (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.



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2020

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

Progressive rollout of Full SBB



2024

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



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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



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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 (with AL 7 in EL and MA)	1	G1



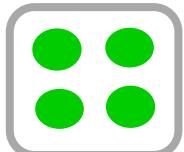
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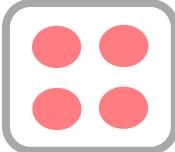
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FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

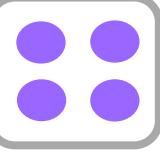
Form classes arranged by academic stream
in schools yet to implement Full SBB



Students
in Exp
stream



Students in
N(A)
stream



Students in
N(T)
stream

- 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**.

With Full SBB:
Mixed form classes



Students posted through **PG3**



Students posted through **PG2**



Students posted through **PG1**



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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.



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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 :
• English Language • Mother Tongue Language • Mathematics • Science	Standard	AL 5 or better	G3 or G2
		AL 6	G2
	Foundation	AL A	G2



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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

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

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



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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.



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PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's distinctive programmes, Co-Curricular Activities (CCA), culture, ethos, and proximity to home when shortlisting school choices that would best fit a student's educational needs.
- The PSLE Score ranges for individual secondary schools will be available for your reference on <https://moe.gov.sg/schoolfinder> and <https://go.gov.sg/exploreschools>. They reflect the PSLE scores of the students posted into these schools at the previous year's S1 Posting Exercise.
- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.



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SchoolFinder Tool



<https://www.moe.gov.sg/schoolfinder>

MySkillsFuture Student Portal (Primary)



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

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HOW DO WE INTERPRET THE PSLE SCORE RANGES?

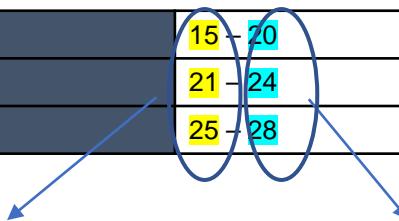
The PSLE Score range refers to the PSLE Score of the first and last student admitted to a particular school in the previous year via the S1 Posting Exercise. This shows the range of student profiles who enter each school.

Example

XX Secondary School

PSLE Score range of 20XX (previous year's S1 Posting Exercise)

Posting Group 3	15 - 20
Posting Group 2	21 - 24
Posting Group 1	25 - 28



PSLE Score of the first student posted into the school in the respective PG.

PSLE Score of the last student posted into the school in the respective PGs [i.e., the school's Cut-Off Point (COP)].

Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.



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EXAMPLE OF A SAP SCHOOL'S PSLE SCORE RANGE

While students need not take HCL to enter SAP schools, students who pass HCL receive a posting advantage for admission. To reflect this, the PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

Example

XX Secondary School

PSLE Score range of 20XX (previous year's S1 Posting Exercise)



PSLE Score and HCL grade of the first student posted into the school through PG3.

PSLE Score and HCL grade of the last student posted into the school through PG3 [i.e. the school's Cut-Off Point (COP)].

Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.

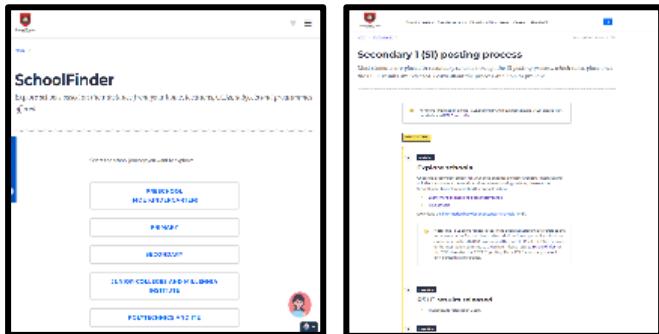


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PREPARING FOR THE S1 POSTING EXERCISE



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



- Release of **S1 Posting results**



OCTOBER

NOVEMBER

DECEMBER



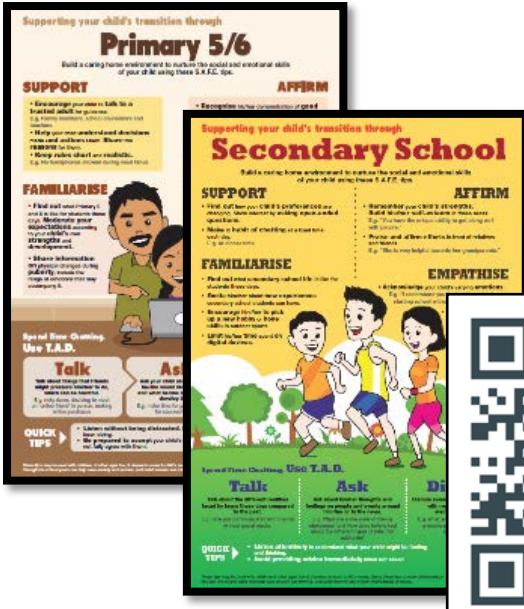
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Useful resources

Transition Materials



Resilience Boosters



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FIND OUT MORE ON THE PSLE AND FSBB MICROSITE



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



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



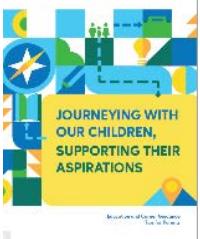
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Other resources

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>

OTHER RESOURCES

SchoolFinder Tool



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



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“Welcome to Secondary School” video



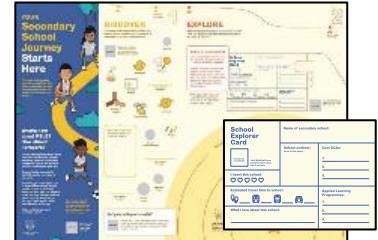
<https://go.gov.sg/welcome-to-secondary-school>

Secondary School Education



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

Student Journey Map and School Explorer Card



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

THE POWER OF MOMENTS

What makes these centres so enduring and irresistible is that they go the extra mile to build camaraderie and belonging among their students.



And if we consider the fact that in a post-COVID world, youths have reported feeling a sense of social disconnection that may be exacerbated by the frenetic pace of modern life, this point of difference could be a dealbreaker.

A recent study conducted by two researchers from James Cook University in Singapore examined the experience of loneliness among youths. They found that social support from parents and friends was effective in guarding against loneliness, and that quality relationships with teachers and same-sex friends also helped to reduce its impact.

In such a context, the moments of reward, excitement and fun injected by this new breed of tuition centres help to create shared experiences among the students, elevating them from the daily humdrum and stresses of student life.

Fun and Ic



June Yong
22 May 20

But how can a mere trip to Universal Studios be so effective, you might ask, since such outings typically happen over the school holidays?



INCORPORATE MOMENTS OF CONNECTION INTO THE MUNDANE

Fun and laughter, moments of connection, regular treats and rewards – If we put ourselves into a young person's shoes, who wouldn't want these?

School, with its endless grind of weighted assessments and tests, can get tiresome for even the most conscientious and motivated child. So, as parents, carers and educators, we need to continually ask ourselves: What helps renew a sense of joy and purpose in our children?

LISTEN - Heart of the Matter: Schools and stress: A tangled web involving parents, academic pressure and so much more



Heart of the Matter

Schools and stress: A tangled web involving parents,
00:00 / 35:39



Here's where we can take a leaf from the Gen-Z tuition centre playbook. Let's top up our children's memory tank by scheduling regular breaks for family fun and bonding time every month or so. And let's not do it only as a form of reward for a test well done.

Every child needs love, fun and a sense of connection before they can be in the right frame of mind to learn. The results will follow if we get the order right.

June Yong is the Lead of Insights at Focus on the Family Singapore.

Source: CNA/f1



To God Be The Glory
The Best Is Yet To Be

Let's work in partnership to make 2024 ...

A memorable year for Our Boys!

- Create opportunities for our boys to build firm ties and friendships.
- Prepare them for academic challenges.
- Create school experiences to prepare our boys for the future.



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