

# **Primary 6 Meet-the-Parents Session**

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**Anglo-Chinese School (Junior)**  
**22 January 2025**



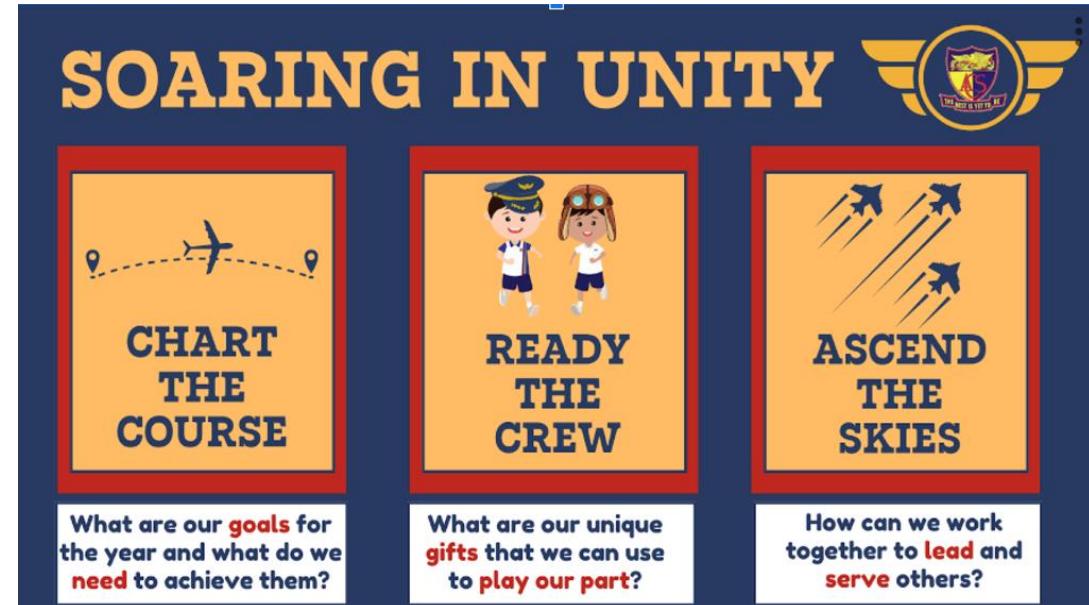
# Programme

## 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

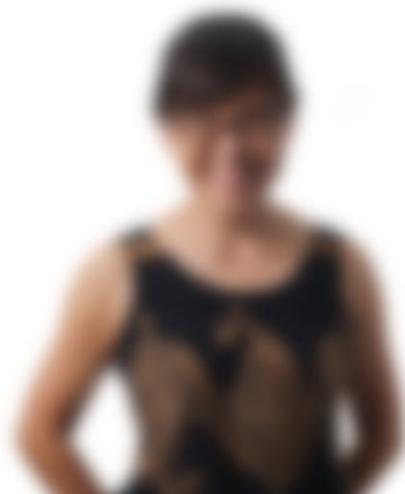


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## **Year Head, Miss Lee May Po**



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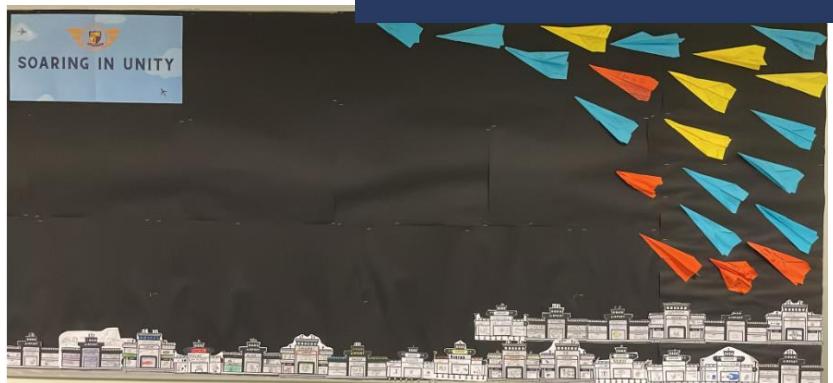
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# Building on Trust, Partnership as One



HOME SCHOOL COMMUNITY

# 1st Week of School



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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)

# ACSIan Outcomes

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

# The ACS(J) CCE Journey

Knowing myself  
and others

Caring for our  
environment

Appreciating our  
diversity

P1

P3

P5



P2

P4

P6

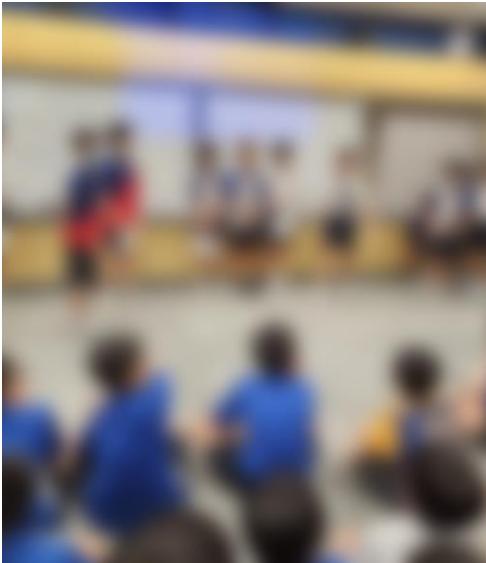
Being kind to my  
family and friends

Loving our  
Community

Serving together

# [All year round] Leadership Opportunities:

Recess Managers, Peer Support Leaders, Class Captains, Subject Captains



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



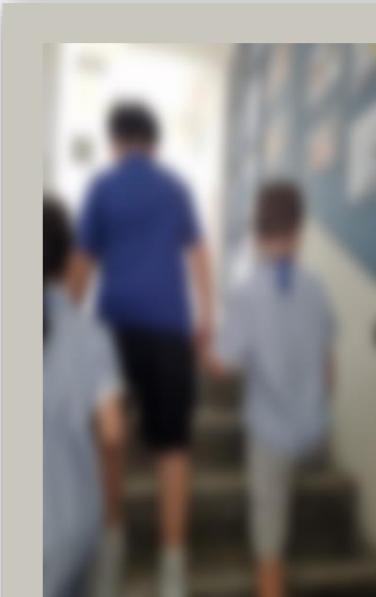
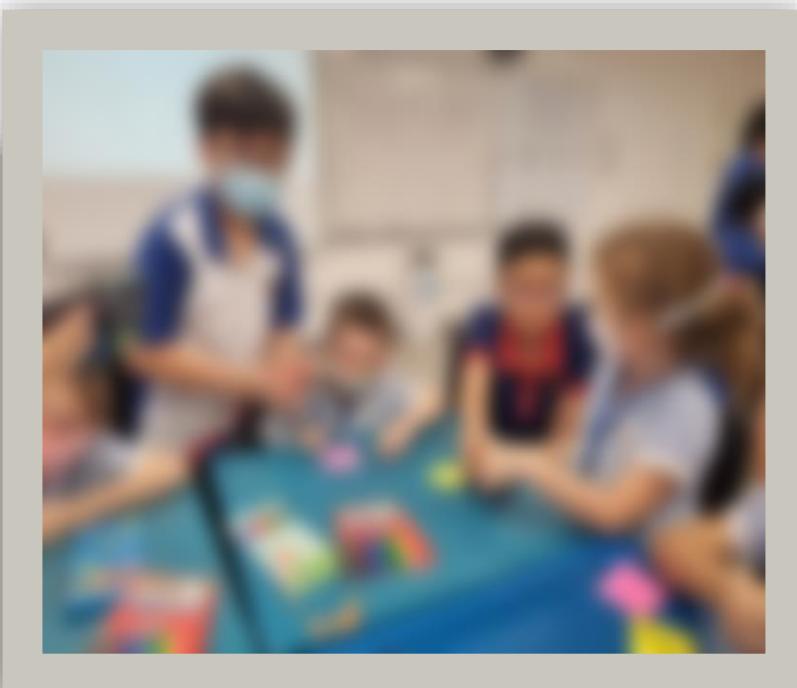
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# [October]

## Values-in-Action (VIA): Bless a Preschool / Active Ageing Centre



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# Here are some experiences we will have this year!

Serving  
Others

Learning  
Journeys

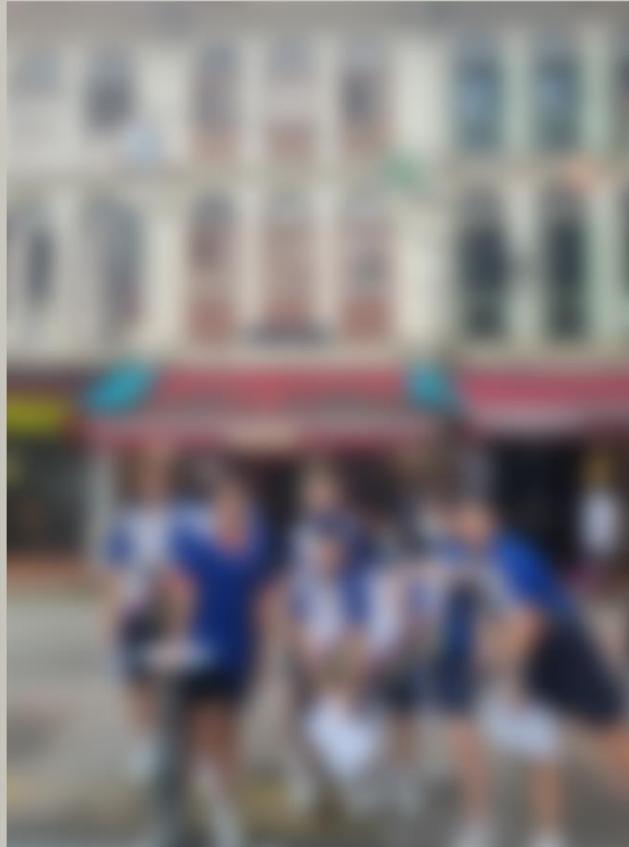
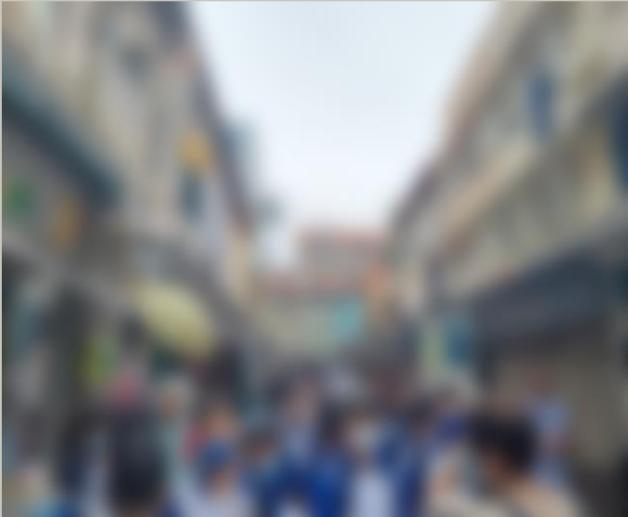
Preparation  
for graduation  
/ Sec 1

School  
Events

PSLE

Career  
Guidance

# [January & October] Cultural Learning Journeys



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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

## 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

- 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



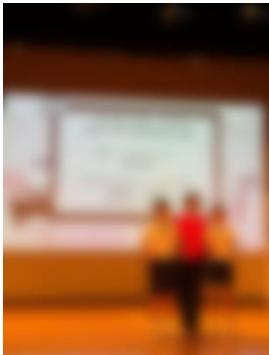
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# Building Confidence in Learning Chinese Language...

Reading  
Programme



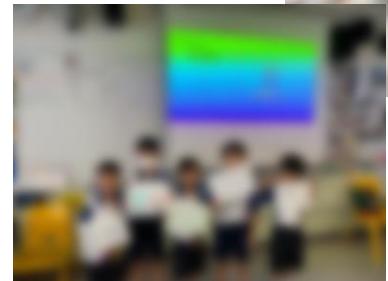
Oratorical  
Competitions

ezhishi online resources  
E-magazine  
ebooks

ACS Borderless  
Classroom



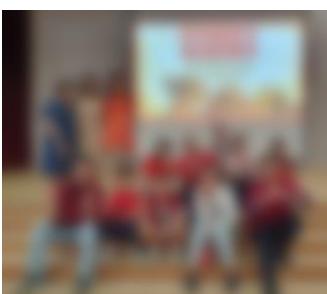
Hosting  
students from  
China



Interactive  
activities & videos in  
classroom teaching



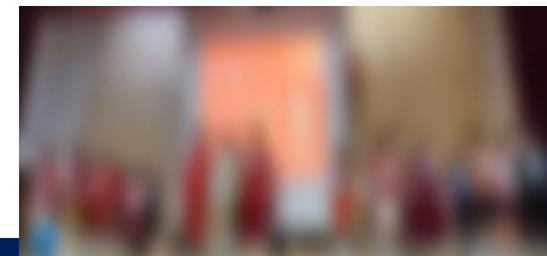
Mother Tongue  
Fortnight – activities,  
games & quizzes



Chinese New Year  
celebrations



Drama performances



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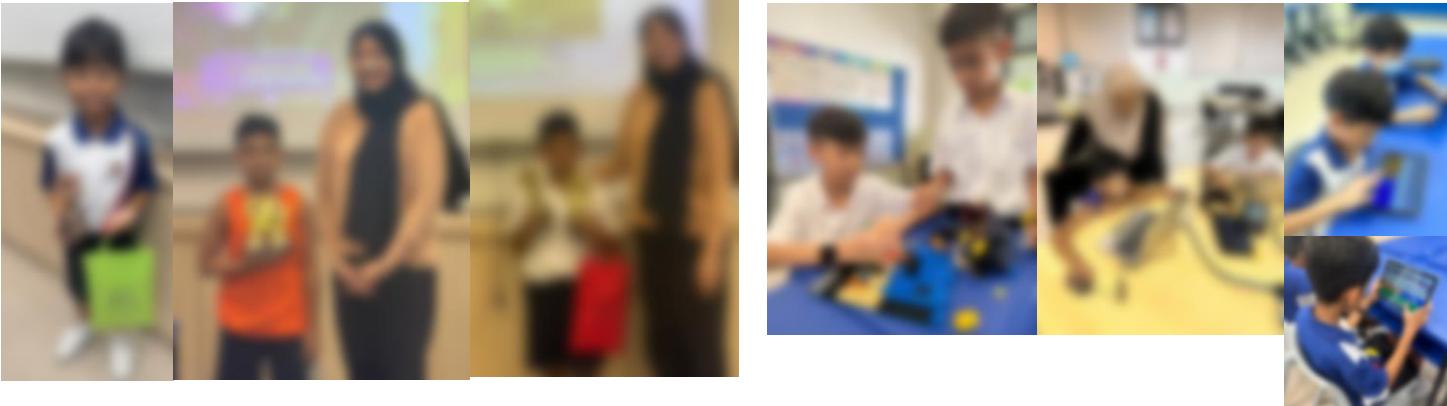
# Building Confidence in Learning Malay Language

## Reading Programme



Mother Tongue  
Fortnight – activities,  
games & quizzes

## Storytelling & Writing Competitions



## Interactive activities in classroom teaching



## Hari Raya celebrations

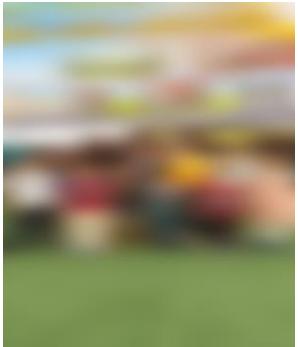


## Silat cultural performances in School



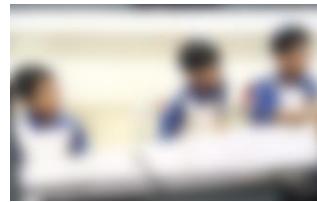
# Building Confidence in Learning Tamil Language

"Ponggal" Learning Journey

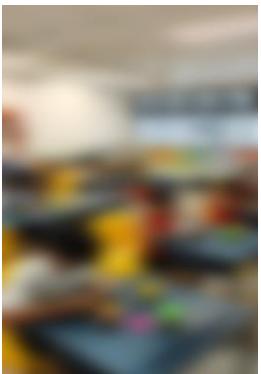
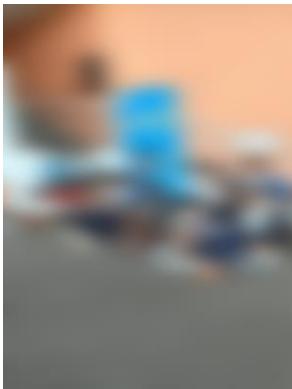


Kabadi  
@TamilFest

'TamilFest'@  
UPTLC



Spelling Bee  
competition by  
mediacorp



Poetry Recital Competition  
and our winners

Drama @  
Republic Polytechnic      MT fortnight activities

E-learning websites : 1)Pazhagutamil  
2)SLS

# Mathematics

## Standard

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

## Foundation

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



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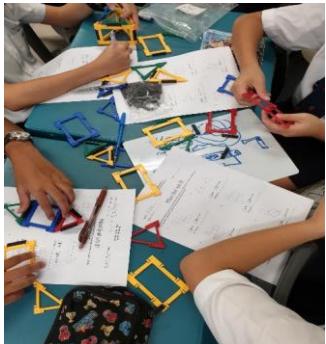
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# Building Interest in Mathematics

## Games and Quizzes



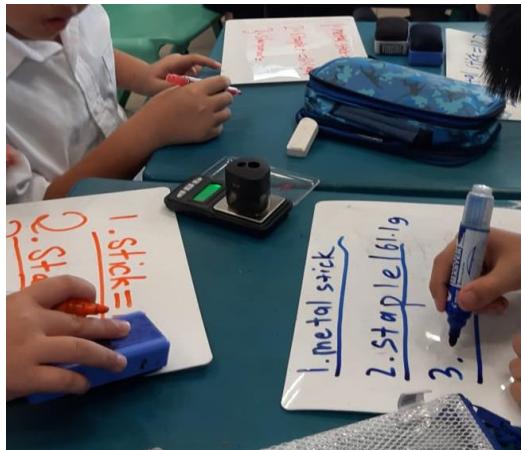
## Hands-on Activities



## Use of ICT



## Real-life application



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# Science

## Standard

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

## Foundation

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



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# Science: Exploration and Innovation

CSI

(Creative Science Investigation)



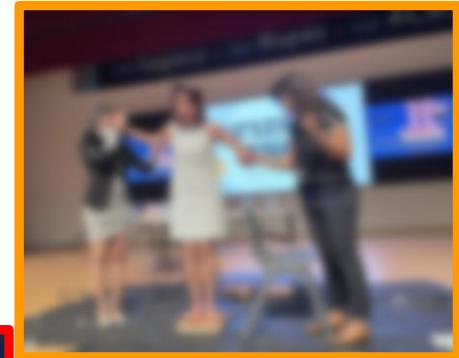
Use of ICT



Enrichment Programmes



Hands-on Activities



Eco Garden



Intra and Inter Class Competitions



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# CSI (Creative Science Investigation)



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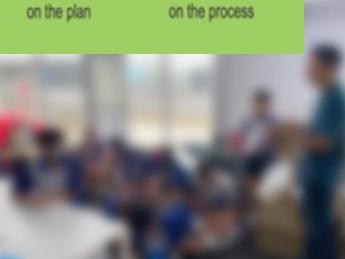
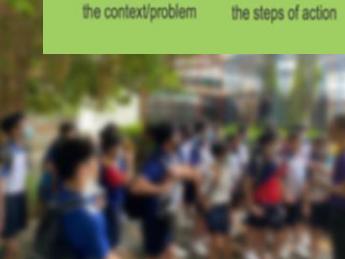
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# [November]

## ALP: GOAL-ECG

GOOGLE



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### Thinking Protocol

The ACS (J)'s thinking protocol (**UPAR**) guides our thought processes and encourages us to deepen our thinking.



**Understand**  
the context/problem



**Plan**  
the steps of action



**Act**  
on the plan



**Reflect**  
on the process

SOUP SPOON

LEGO



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# Assessment Details

# P6 Assessment

| Term 1                                   | Term 2                                   | Term 3  | Term 4 |
|--|--|---|--------|
| Non-Weighted<br>Bite-Sized<br>Assessment | Non-Weighted<br>Bite-Sized<br>Assessment | School<br>Preliminary<br>Examinations<br>(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

### 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**

### **Thoburn Programme:**

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

| <b>Term</b> | <b>Day</b> | <b>Subject</b>          | <b>Time</b>  | <b>Thoburn – Target Group of students</b> |
|-------------|------------|-------------------------|--------------|---|
| 1           | Monday     | English                 | 2 to 3.30 pm | Selected                                  |
| 2           | Monday     | Science and Mathematics | 2 to 3.30 pm | Selected                                  |
| 3           | Monday     | Mathematics             | 2 to 3.30 pm | Selected                                  |
| 1 to 3      | Thursday   | Higher Mother Tongue    | 2 to 3pm     | Selected                                  |



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# Student Well-Being



**Weekly  
FTGP  
Lessons**



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# Student Well-Being

[Healthier SG](#)[Health A-Z](#)[Live Healthy](#)[Mental Well-Being](#)[Parent Hub](#)[HOME](#) ➔ [LIVE HEALTHY](#)

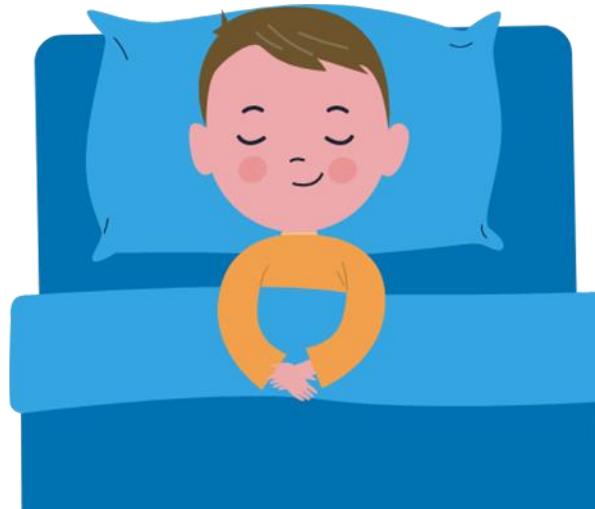
## Why Is Sleep Important for Kids?

### 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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# Student Well-Being

## 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.



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## Guidance on Screen Use in Children



MINISTRY OF HEALTH  
SINGAPORE

January 2025

*First Published in March 2023*

# 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.



### Things You Can Do

Before allowing your child access to social media, have open conversations with them on the risks of social media and establish clear ground rules on how to keep themselves safe when using it. Here are some suggested topics:

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?





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# Homework

# Homework

- Homework contributes toward building responsibility, self-discipline and lifelong learning habits.
- It is our intention to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.
- 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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# ZONES OF REGULATION

*Choose your zone. How are you feeling?*

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



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# PSLE Matters

# Information on PSLE (2025)



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

The image shows the top navigation bar of the Ministry of Education website. It includes the Ministry of Education logo, links for PSLE Scoring System, Score Calculator, Posting to Secondary School, Full Subject-Based Banding, and Resources. Below the navigation is a cartoon illustration of two students, a boy and a girl, standing in front of a stack of colorful books and clouds.

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



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# 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 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 BALLOTING**



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# Full Subject Based Banding (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<br><i>(with AL 7 in EL and MA)</i> | 1             | G1                              |



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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 shield. The shield contains a large, prominent red letter 'G'. The entire emblem is set against a dark blue background with white borders.

**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<br>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<br>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.



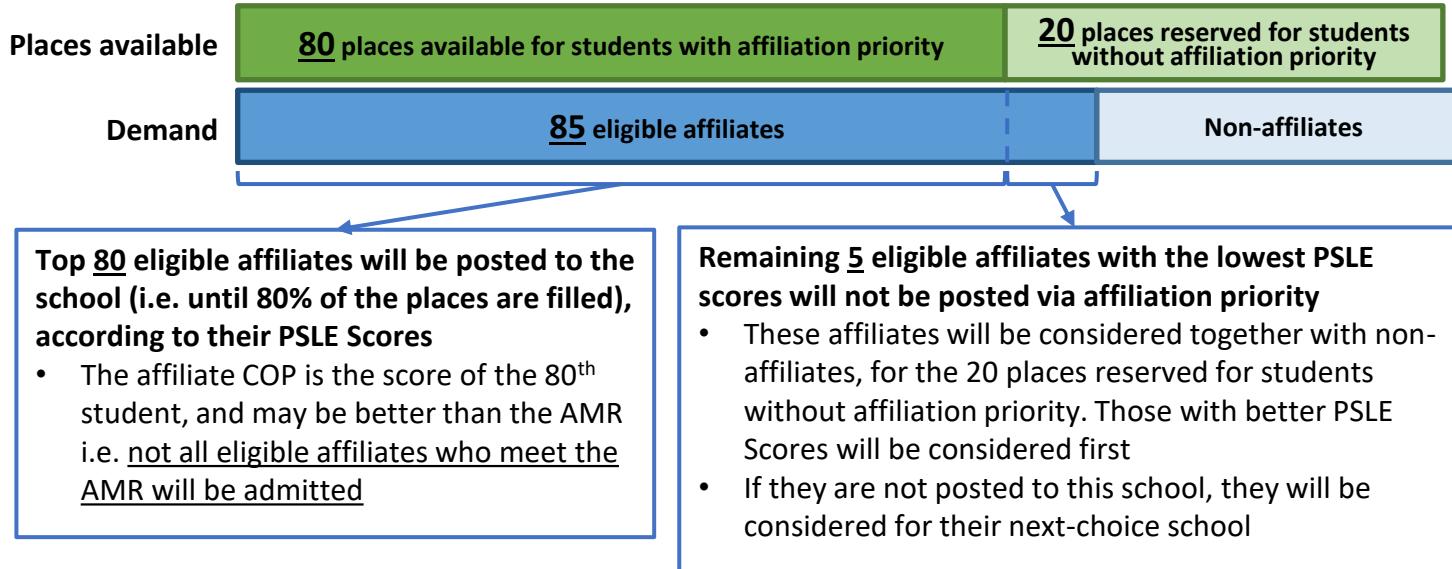
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# How does the 20% reservation of places for students without affiliation priority work?

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.**



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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            | ACSI – SEC or ACSBR         |                             |
|          | <b>Affiliation priority</b>    | <b>Affiliation priority</b> |                             |
| 3        | ACSI – IP                      | ACSI – SEC or ACSBR         |                             |
|          | <b>No Affiliation priority</b> | <b>Affiliation priority</b> |                             |
| 4        | ACSI – IP                      | ACSI – SEC or ACSBR         | ACSI – SEC or ACSBR         |
|          | <b>No Affiliation priority</b> | <b>Affiliation priority</b> | <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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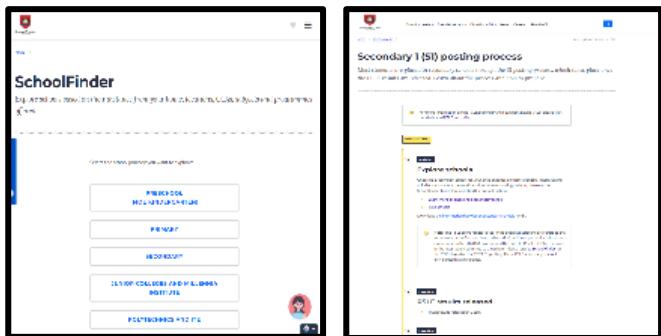
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**MAY**  
Apply for DSA

**JUN to SEP**  
Attend selection trials,  
interviews and  
auditions

**By SEP**  
Receive DSA offers  
if successful

# Timeline for Sec 1 Posting Exercise



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



- Release of **S1 Posting results**



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# RESOURCES



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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>

## SchoolFinder Tool



[https://go.gov.sg/  
secschoolfinder](https://go.gov.sg/secschoolfinder)



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## “Welcome to Secondary School” video



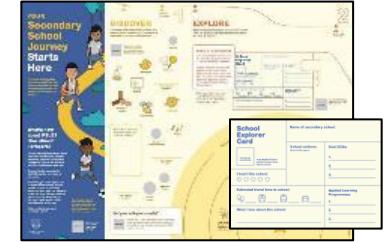
[https://go.gov.sg/  
welcome-to-  
secondary-school](https://go.gov.sg/welcome-to-secondary-school)

## Secondary School Education



[https://go.gov.sg/  
psele-sec-sch-  
brochure](https://go.gov.sg/psele-sec-sch-brochure)

## Student Journey Map and School Explorer Card



[https://go.gov.sg/  
psle-student-journey](https://go.gov.sg/psle-student-journey)



# Home School Partnership

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# Supporting Your Son

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

# Let's work together closely

**1** Respectful  
Communication



**2** Role Models

**3** Real Connections



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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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# 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



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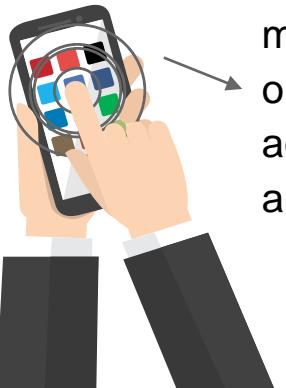
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# Real Connections

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



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# RESOURCES



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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://Schoolbag.edu.sg) today!

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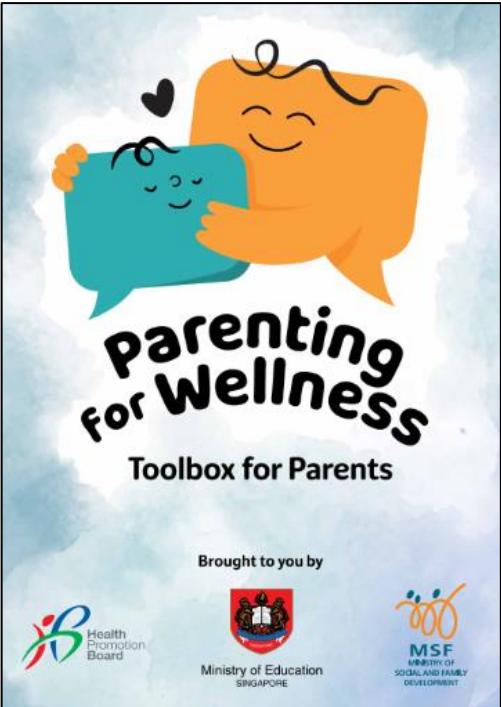
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# Latest Resource: Parenting for Wellness Toolbox



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' dated Thu, 10 Oct 2024. Below it, under 'Based on your preferences', there is a card for 'Cyber wellness' featuring an illustration of a person interacting with a laptop. A blue circle highlights the 'PARENTING' tab at the bottom of the screen. The right screenshot shows the 'Education Stages' page for 'Preparing for Primary 1', with cards for 'How to pick & pack schoolbag' and 'P1 cheat sheet: How to pick and pack your schoolbag'. It also features a 'PARENT KIT' card for 'Starting Your Primary 1 Journey'.



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/moespore](https://www.youtube.com/moespore)

# Let's work in partnership to make 2025 ...

## 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.





**To God Be  
The Glory  
The Best Is Yet  
To Be**