Primary 6 Parents' Briefing Principal's Address

Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

19 January 2026

Welcome To All Parents

- **Hope 2026 started well and safe**
- **Looking forward to a strong school-home partnership**

Agenda

Principal's Briefing	Year Head's Briefing
1. Introduction of School Personnel	1. Start It Right
2. School Vision, Mission and Values	2. Level Programmes
3. Parents - Partners in Education Student Well-Being	3. Academic and Assessment Matters
4. PSLE Matters	4. School-Parent Partnership
5. Other Important Matters	

OUR CORE BELIEF

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

Every Student wants to and can
Succeed!

Our Vision

Confident Individuals
Thinking Learners
Engaged Leaders

Our Vision

Confident Individuals	**who demonstrate SPARK values, communicate effectively and want to make a difference**
Thinking Learners	**who think critically and innovatively, and learns collaboratively**
Engaged Leaders	**who care and have the courage to want to contribute**

Our Mission

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

Our **SPARK** Values

Sincerity to self and others

Passion for learning

Aspiration to succeed

Resilience in life

Kindness to all

Our SPARK Values

Every Damaian has *self-discipline* to uphold our SPARK values		
Sincerity to self and others	Honesty Care Respect	
Passion for learning	Responsibility Self-directedness Curiosity	
Aspiration to succeed	Commitment Seek to Improve	
Resilience in life	Perseverance Adaptability	
Kindness to all	Helpful Empathy	

The **Desired Outcomes of Education (DOEs)** will continue to drive our 21CC development efforts.
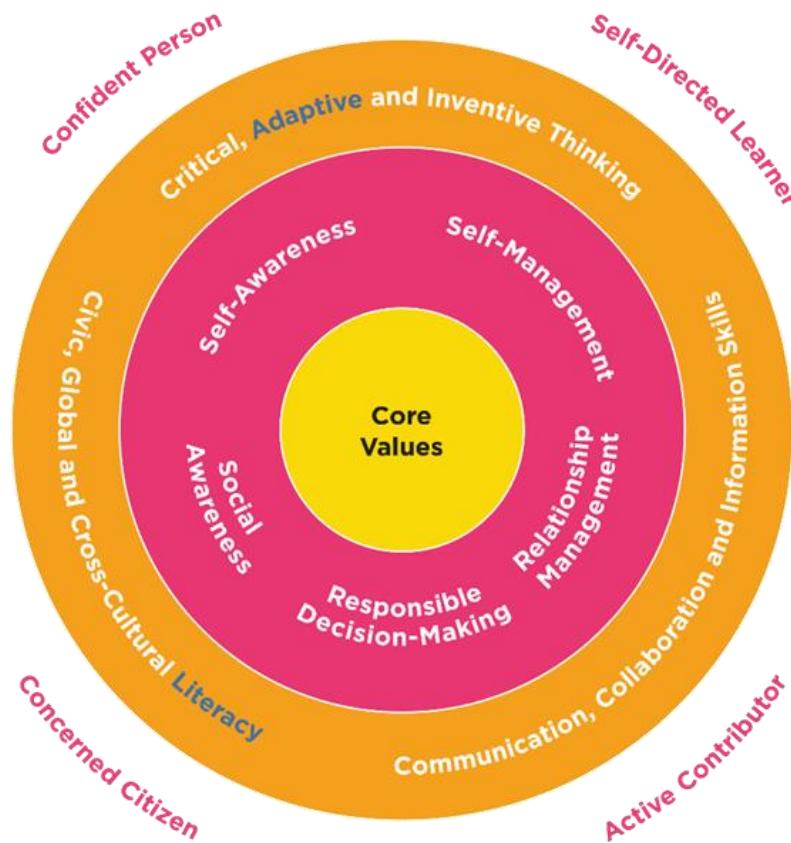
The DOEs are attributes that would enable our students to create, connect and contribute.

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

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

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

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

Confident Person
Self-Directed Learner
Civic, Global and Cross-Cultural Literacy
Critical, Adaptive and Inventive Thinking
Communication, Collaboration and Information Skills
Concerned Citizen
Active Contributor

Self-Awareness
Self-Management
Social Awareness
Relationship Management
Responsible Decision-Making

Core Values

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Nationally, these 4 E21CC will be prioritised.
As a school, E21CC will be developed through our programmes and curriculum.
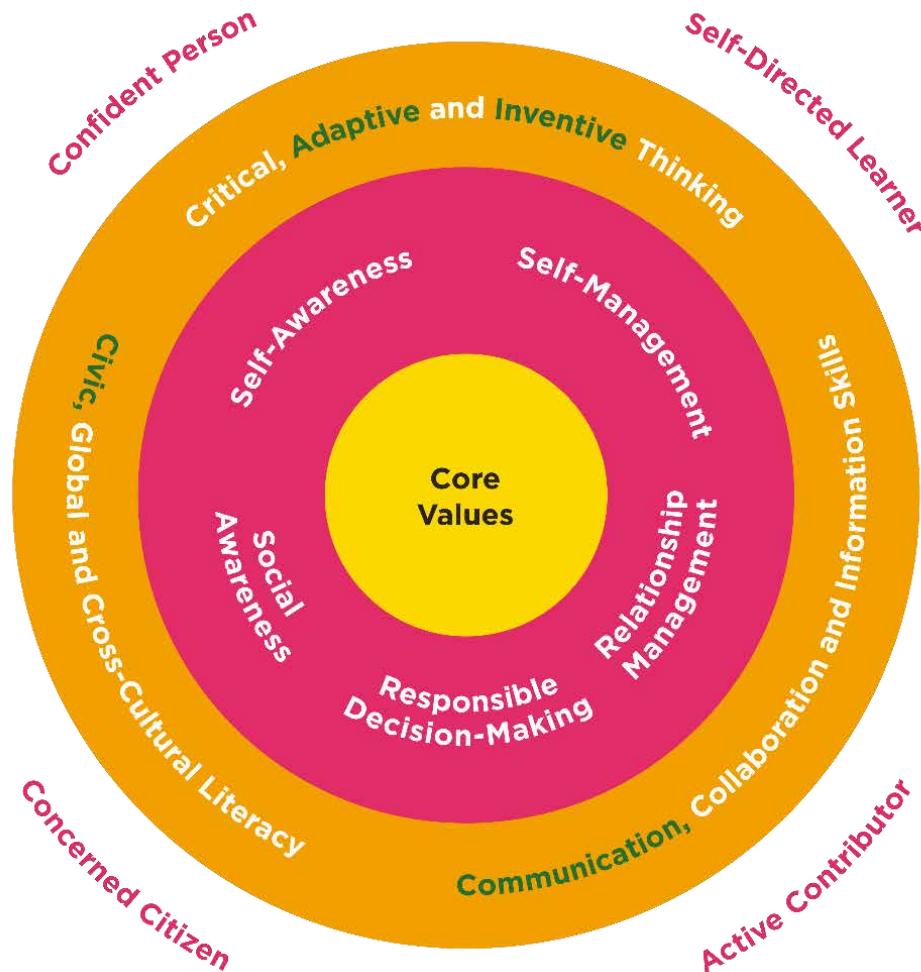
Adaptive Thinking

i. Assesses different contexts and situations in order to make connections and draw new insights

ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy

i. Demonstrates understanding of values, ideals and issues of personal, community and national significance

ii. Plays active and constructive roles to improve the school, community and nation

Inventive Thinking

i. Explores possibilities and generates novel and useful ideas

ii. Evaluates and refines ideas to formulate novel and useful solutions

Communication

i. Effectively communicates information and co-constructs meaning

ii. Engages empathetically with diverse perspectives

Confident Person
Self-Directed Learner
Concerned Citizen
Active Contributor

Critical, Adaptive and Inventive Thinking
Civic, Global and Cross-Cultural Literacy
Communication, Collaboration and Information Skills

Self-Awareness
Self-Management
Social Awareness
Relationship Management
Responsible Decision-Making

Core Values

Good Discipline

- The school believes that good discipline is an important factor to help create positive school with a conducive environment for our students

- All Damaians are to demonstrate positive student behaviour, have self-discipline and good character and be responsible and respectful individuals

Good Discipline

School is a safe place – **Zero Tolerance** for <u>Unacceptable</u> behaviour

Hurtful behaviours

Unkind and hurtful acts that include insensitive words/actions, even physical violence.

Bullying

Happens when a person behaves in a way that hurts someone **repeatedly <u>and</u> on purpose**

- **Examples of Hurtful Behaviours**

Physical
- Hitting, tripping, kicking or pushing someone
- Taking or damaging someone's belongings

Verbal
- Using unkind or disrespectful words
- Name-calling, spreading rumours or making fun or threats

Any form of hurtful behaviour is **wrong** and **unacceptable**.
School will take action when informed of such cases.

Social
Leaving someone out of a group or things on purpose

Cyber
Occurs when online technology (e.g. mobile phones, computers or social media) is used as a means to hurt or upset someone on purpose and repeatedly (through sharing and/or resurfacing a post)

Good Discipline

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

Good Discipline

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

Reminder for Damaians

In all that you do, always think before you act

1) Is it right or wrong?

2) Is it kind or helpful?

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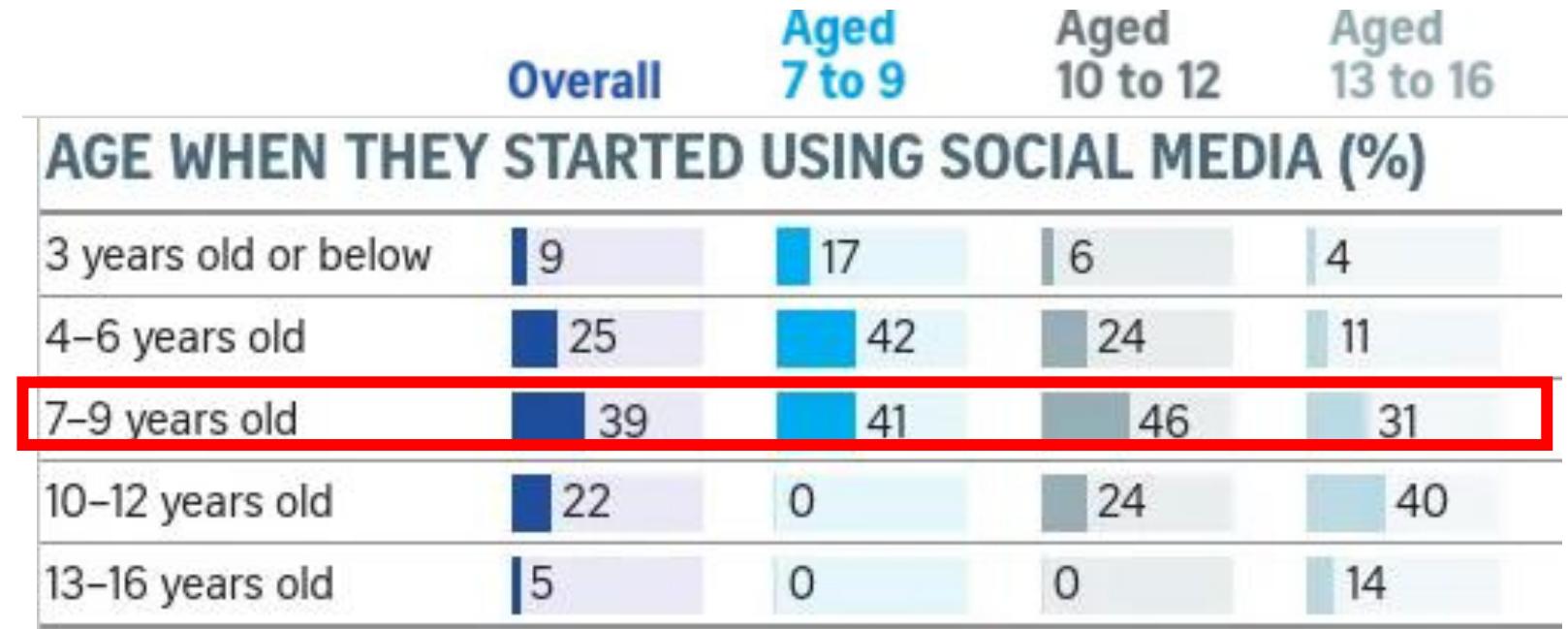
# Cyber Wellness

It's more than saying no to devices.
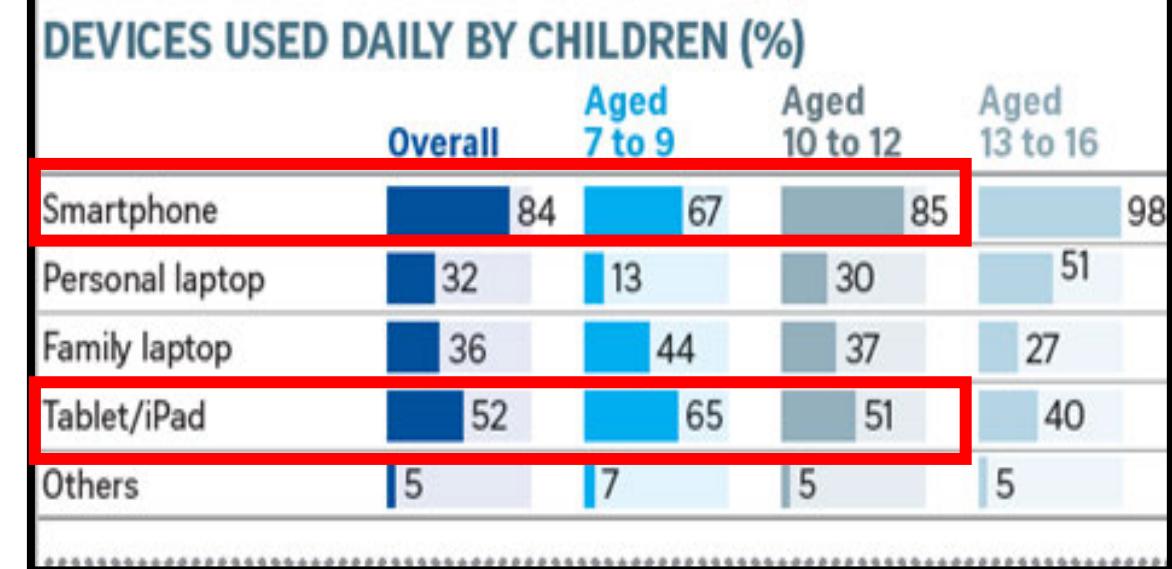
Why Should We Be Concerned about Cyber Wellness?

The data may surprise you.

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)				
3 years old or below	9	17	6	4
4–6 years old	25	42	24	11
7–9 years old	39	41	46	31
10–12 years old	22	0	24	40
13–16 years old	5	0	0	14

Children are going online from a younger age

Two-thirds of these children use a smartphone and/or a tablet/iPad daily.

DEVICES USED DAILY BY CHILDREN (%)				
	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

Did you know?

Our children are **going online from a younger age**.

67% of children aged 7 to 9, and **85%** for those aged 10 to 12 in Singapore use **smartphones** every day, and are active on **social media**.

However, research has shown that both **screen time** and **type of screen use** (educational vs recreational) can impact our **children's well-being**.
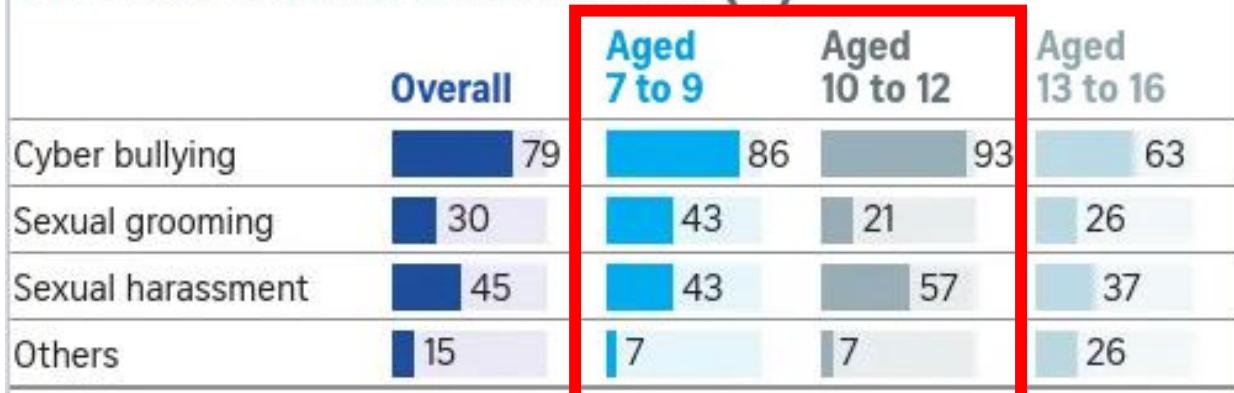
What does this mean?

We need to help our children achieve **balanced and purposeful** screen use.

#1 **Resources** on underlined balanced and purposeful screen use are available at the end of the presentation.

TYPES OF ONLINE HARASSMENT (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Cyber bullying	79	86	93	63
Sexual grooming	30	43	21	26
Sexual harassment	45	43	57	37
Others	15	7	7	26

NOTE: This question was posed only to parents who reported that their children had faced online harassment. The poll is subject to a margin of error that is comparable with other research surveys.

Source: MILIEU INSIG
STRAITS TIMES GRAPHICS

Types and frequency of harmful content our children are exposed to

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

Parents might not be aware, but…

1 in 3 children has chatted with strangers online	**1 in 3** children has been exposed to pornographic materials	**1 in 4** children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings (30 Nov 2023)

48% of parents surveyed were able to give an accurate estimate of the amount of time their child spent on gaming

31% of parents were fully aware of who their child gamed with

25% of parents were not at all aware of who their child gamed with

Source: MDDI Survey (Feb 2024)

22

Did you know?
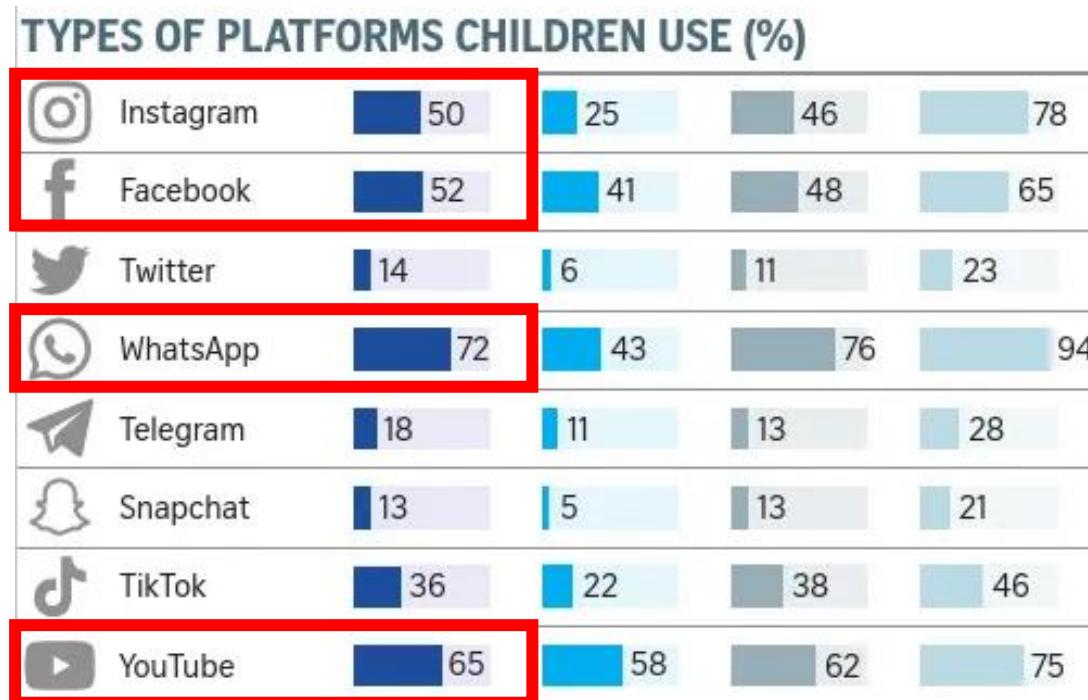
A survey of 600 parents in Singapore revealed the types and frequency of **harmful content** our children are exposed to, including cyberbullying, sexual grooming, and sexual harassment.

However, **not all parents are aware** of the **online risks**.

What does this mean?

We need to be **involved** in our children's digital lives, and put in **parental controls** to keep them safe and role-model for responsible use.

#2 **Resources** on parental controls are available at the end of the presentation.

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16

AGE WHEN THEY STARTED USING SOCIAL MEDIA (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
3 years old or below	9	17	6	4
4–6 years old	25	42	24	11
7–9 years old	39	41	46	31
10–12 years old	22	0	24	40
13–16 years old	5	0	0	14

TYPES OF PLATFORMS CHILDREN USE (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Instagram	50	25	46	78
Facebook	52	41	48	65
Twitter	14	6	11	23
WhatsApp	72	43	76	94
Telegram	18	11	13	28
Snapchat	13	5	13	21
TikTok	36	22	38	46
YouTube	65	58	62	75

CURRENT REALITY

About a third of parents with children aged seven to 12 said they had Instagram accounts

Source: Milieu Insights, reported by the Straits Times (Feb 2021)

Did you know?

Most social media platforms and popular games have **App Store age-ratings:**
- **12+** : WhatsApp, Instagram, Roblox
- **17+** : Telegram and Discord

But the **majority of our children** have access to social media **before the recommended ages**.

Research shows that **screen use (smartphone and social media access) in young children** is associated with: insufficient good quality sleep, sedentary behaviours, obesity, and mental health and well-being .

What does this mean?

We need to ensure our children's use of devices and platforms are **age-appropriate**, and have **open conversations** with them about their digital habits.

#3 **Resources** from Grow Well SG are available at the end of the presentation.

Playing Online Games

Navigating the world of digital entertainment, together.

What do I need to know about online games?

What can I do if I am concerned about the gaming habits of my child?

Cyberbullying

Building Resilience and Character
while creating safe spaces for our children

How can I guide my child to be kind and respectful online?

Ask your child if what they are about to post or share online is... **T**ruthful, **H**elpful, **I**nspiring, **N**ecessary, and **K**ind (**T.H.I.N.K.**)?

T IS IT TRUE?
Is this a fact or just an opinion or feeling?

H IS IT HELPFUL?
Does it help you, them, or the situation?

I IS IT INSPIRING?
Would it encourage, motivate, and make someone feel better?

N IS IT NECESSARY?
Does it really have to be said, or you just want to or feel like saying it?

K IS IT KIND?
Are you saying this with the intention to hurt someone's feelings?

If the answer to any of the above questions is "No", they should not post or share the content online, even if it is intended for their private social media account or private group chat.

By guiding your child to make it a habit to T.H.I.N.K. before posting or sharing anything online, your child learns to be kind and avoids hurting others with their online behaviour.

Before you post anything online, ask yourself: would you say this in front of me or your teacher?

28

How can I help if my child is a victim?

Strategy to Deal with **Cyber Bullying**

Be **S.A.F.E.** against Cyber Bullying

S — **Stop** all interactions with the bully. Block them if necessary.

A — **Assess** the situation. Think of the possible choices that you have and what will be the consequences of each choice on yourself and others.

F — **Find** and save evidence of the incident (e.g. photos, online chats). Note down what happened.

E — **Engage** a trusted adult and/or peer. Report the incident to the school and/or through the in-app reporting function.

Unsure of how to use the in-app reporting function?
Scan the QR code to learn how to report hurtful and/or inappropriate content.

Feeling Down?
Speak with your parents, other trusted adults in school (e.g. form teacher, school counsellor), or contact these available helplines.

Helpline	Contact Details	
Samaritans of Singapore (SOS)	1767	9151 1767
Mindline	1771	6669 1771
Help123 (for cyber issues)		1800 6123 123
Tinkle Friend		1800 2744 788

#14 **Resources** on how to report incidents through online platforms are available at the end of the presentation.

What is Cyber Wellness?

Cyber Wellness is the ability of our children and youth to navigate the cyberspace safely.

This is done through our **Character and Citizenship Education (CCE) curriculum** which aims to:

- **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes;**
- maintain a **positive presence in cyberspace**; and
- be **safe and responsible users of ICT**.

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours.**

Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:

https://go.gov.sg/moe-cw-education

What Will Your Child Learn in School?
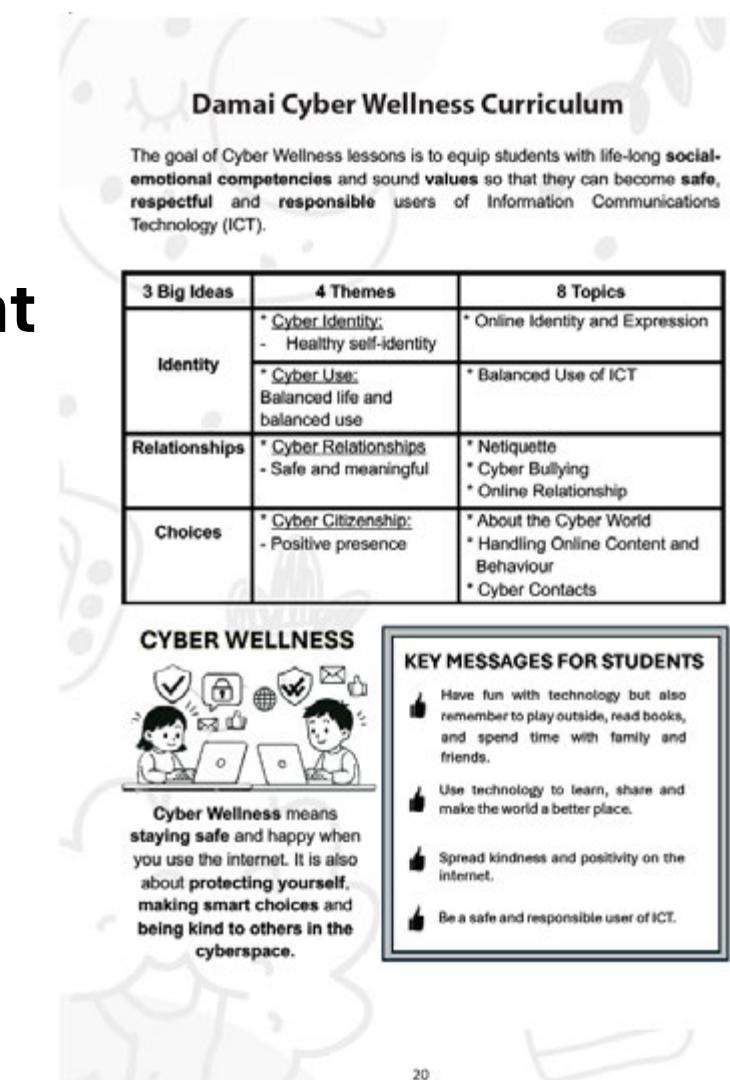
Find out what your child will learn about **Cyber Wellness** during **CCE (FTGP)*** lessons and other programmes.

*Character and Citizenship Education (Form Teacher Guidance Period)

Damai Cyber Wellness Curriculum

Student Handbook 2026 (Pg 20 – 21)

- **Overview of lessons**
- **Goal of lessons**
- **Student Pledge**
- **Parent's Acknowledgement**

Damai Cyber Wellness Curriculum

The goal of Cyber Wellness lessons is to equip students with life-long **social-emotional competencies** and sound **values** so that they can become **safe**, **respectful** and **responsible** users of Information Communications Technology (ICT).

3 Big Ideas	4 Themes	8 Topics
Identity	* Cyber Identity: - Healthy self-identity	* Online Identity and Expression
	* Cyber Use: Balanced life and balanced use	* Balanced Use of ICT
Relationships	* Cyber Relationships - Safe and meaningful	* Netiquette * Cyber Bullying * Online Relationship
Choices	* Cyber Citizenship: - Positive presence	* About the Cyber World * Handling Online Content and Behaviour * Cyber Contacts

CYBER WELLNESS

Cyber Wellness means **staying safe** and happy when you use the internet. It is also about **protecting yourself**, **making smart choices** and **being kind to others** in the cyberspace.

KEY MESSAGES FOR STUDENTS

- 👍 Have fun with technology but also remember to play outside, read books, and spend time with family and friends.
- 👍 Use technology to learn, share and make the world a better place.
- 👍 Spread kindness and positivity on the internet.
- 👍 Be a safe and responsible user of ICT.

Damai Primary School Cyber Wellness Pledge

Safe and Responsible Use
- I will keep my personal information (e.g. name, age, address, phone number, photographs) private.
- I will take steps to avoid dangers I may encounter online.
- I will practice healthy online habits (e.g. limit my time online, take regular breaks from online activities).

Respect self & others online
- I will only share appropriate content online.
- I will participate in only legal online activities.
- I will seek permission when using other people's work and give credit(s) where necessary.
- I will not share hurtful materials online.

Positive Peer influence
- I will only share healthy and positive content online.
- I will report to a trusted adult (parent or teacher) if I see anything that makes me or my friends feel angry, sad or uncomfortable.

STUDENT	PARENT/ GUARDIAN
I, _____, of class _____, pledge to be a responsible digital learner. My signature: _____ Date: _____	I noted my child/ward's pledge to be a responsible digital learner. Parent/ Guardian's signature: _____ Date: _____

CYBER WELLNESS

Primary 5 and 6

During CCE(FTGP) lessons, students will be taught:

Be a positive peer influence online and manage digital footprints
- Speak up and stand for what is right regardless of peer pressure
- Seeking help from trusted adults/sources when needed
- Awareness of permanence of online data and review privacy settings

Importance of cybersecurity
- Protect oneself from phishing, spam, scams and hacking

How to verify online falsehoods
- Use S.U.R.E.* to verify information online

Staying Safe from Pornography
- Understand the impact of pornography on themselves and others
- Reject pornographic content using the 'Stop-Think-Do' strategy.
- Know that keeping, selling, sharing or forwarding pornographic materials is an offence

Encourage our children to share their experiences as they navigate friendships.

*S.U.R.E. stands for **S**ource, **U**nderstand, **R**esearch, **E**valuate.*
It is part of National Library Board's Information Literacy Programme.

33

Primary 5 and 6

During CCE (FTGP) lessons, students will be taught:

Managing Thoughts, Feelings & Behaviour
- Understanding mental health as part of overall health
- Developing healthy coping strategies for stress
- Embracing new learning opportunities
- Managing expectations

Strengthening Sense of Self & Purpose
- Building strong sense of identity during developmental changes

Building Healthy Habits to Maintain Well-being and Safety
- Learning how good habits contribute to personal growth and well-being

Look at the 'I Am, I Can, I Have' statements below and put a tick for those statements that apply to you.

It is okay if you don't have many ticks. With time, you can work on them and build your resilience muscle!

I Am
- I am willing to learn from my mistakes.
- I am confident of my strengths and skills.
- I am respectful of others.
- I am grateful for the people in my life.
- I am open-minded to different options and outcomes.
- I am curious about things around me.
- I am responsible for my actions.
- I am _____

I Can
- I can choose to think of challenges as new learning opportunities.
- I can find different ways to solve my problems.
- I can find helpful ways to cope with my emotions.
- I can control my actions.
- I can use 'Stop-Think-Do'.
- I can use calming down strategies when I need to.
- I can ask for help when I need it.
- I can call/message Tinkle Friend if I need someone to talk to.
- I can _____

I Have
- I have people who encourage me.
- I have people I trust.
- I have people who accept me for who I am.
- I have people who care and help me when I need it.
- I have someone whom I can talk to about my worries.
- I have someone to show and guide me to do things.

Understand and Care for Myself   3

Taken from P5 CCE Journal P.3

Parents can build their child's resilience by regularly reminding the child of his or her identity, strengths, and support network.

34

School Programmes and Initiatives

- Cyber Wellness Engagement for students
  - Termly pre-assembly Talks
  - Termly recess activities
  - Special programmes such as Anti-scam talk in Jan, Safer Internet Talk in Feb
  - Cyber Wellness microsite for students (School Website – coming in Term 2)

- Cyber Wellness Engagement for parents
  - Quarterly Cyber Wellness tips for parents via Principal's letter
  - Cyber Wellness microsite for parents (School Website – coming in Term 2)

School Rules on Digital Device Use

- Students are not allowed to bring handphones / smartwatches to school without obtaining written permission from the school. Parents must fill in a prescribed form to request for permission. The request for permission is to be applied yearly by parents.

- Permission granted by school comes with conditions for parents and students to adhere.

- The school will not be responsible for the loss of any handphone / smartwatch

School Rules on Digital Device Use

- Students are not to use personal digital devices, including smartphones/smartwatches, during school hours including recess, CCA and all after-school programmes (e.g. supplementary/ enrichment/remedial lessons). Students are only allowed to use personal digital devices after school hours when they are outside school grounds.

- Students who bring such devices are to **turn off and put the devices in their school bags once they enter the school premise**. They can retrieve the devices after school ends, outside school grounds. Students should bear responsibility for safekeeping of devices.

How Can We Partner Up?

Together, we can raise happy, kind and confident children, ready to thrive in the digital world.

3 areas we can work together on to foster School-Home Partnership

2 **Role Models**

1 **Respectful Communication**

3 **Real Connections**

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

Respectful Communication

Listen, understand, and foster kind words and actions between you and your child.

Have regular and genuine conversations with your child
- to better understand what they do online,
- how to stay safe,
- how to use technology in a responsible manner.
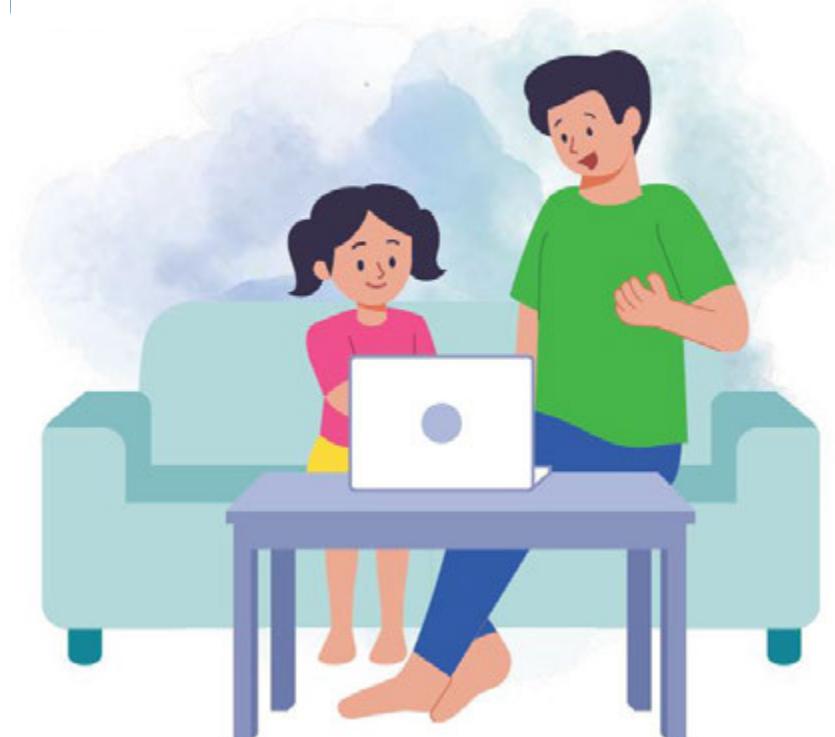
Communicate your actions and rationale.
- Let your child know **you care for them** and **want them to be safe online**.

Discuss with your child as you set parental controls to manage device use and stay safe online.

#4 **Resources** on <u>having open conversations about digital habits</u> are available at the end of the presentation.

Role Models

You play a key role helping your child establish healthy digital habits and learn to use technology in a positive and meaningful way.

Role model healthy use of devices and social media, and good online behaviour for your child/ward.
- E.g. parents/guardians not using devices during mealtimes, respectful online communication

Role modelling respectful conversations.
- You are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand first**, instead of jumping straight into giving advice and solutions.

#5 **Resources** on <u>role modelling respectful communication</u> are available at the end of the presentation.

41

Real Connections

Cultivate strong relationships and healthy habits in this digital age.

Provide a safe space for conversations

- Children may hesitate to share their true thoughts and feelings with their parents, as they fear being judged or misunderstood.
- Let your child know that it is **normal to feel or think the way they do.** Help them **feel safe** expressing themselves with you.

Provide a balanced mix of engaging online and offline activities

- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits** (less than 2 hours daily, excluding school work).
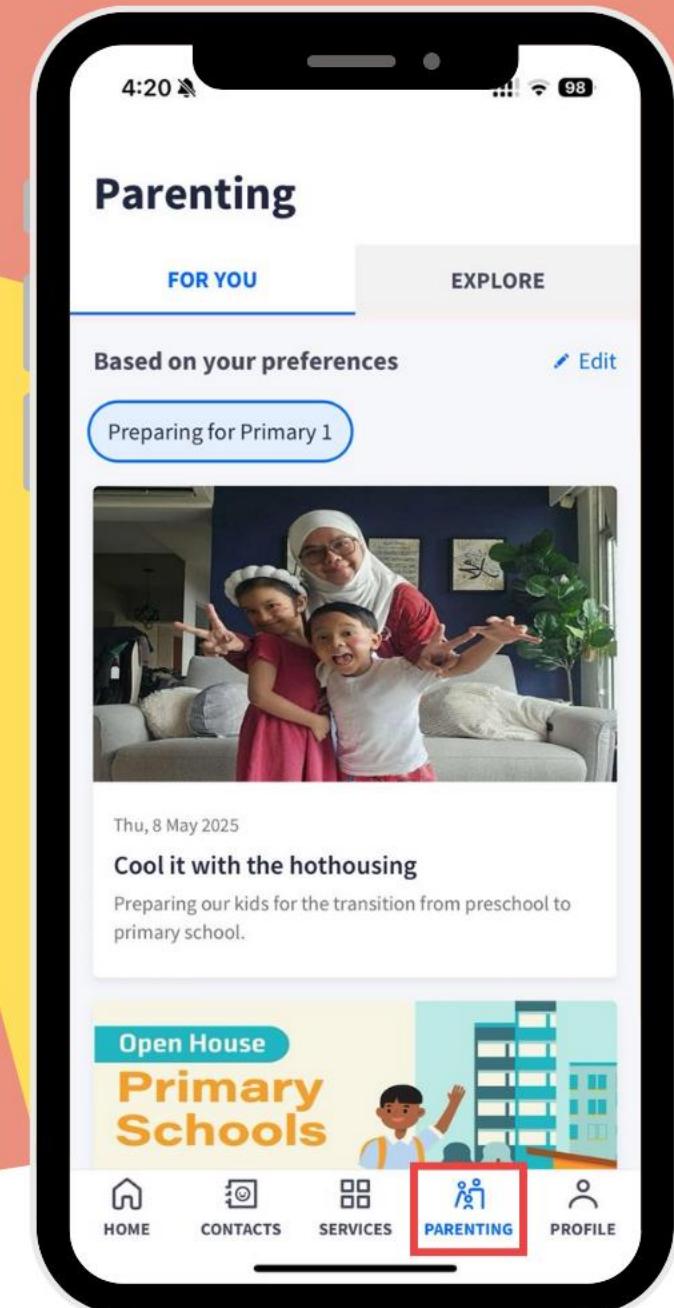
#6 **Resources** on providing a safe space for conversation are available at the end of the presentation.

Begin your parenting journey with us

@parentingwith.moesg

Follow us on Instagram for bite-sized and actionable parenting tips to tackle the everyday demands of parenting.

Good Discipline – Beyond School

- **Damaians are our school ambassadors**

- **Safety on school buses**
  - Buckle up and be seated until time to alight
  - No playing and avoid talking loudly on school buses
  - Follow the instructions by driver and bus attendance

- **Safety in Cyber Space**
  - Be respectful
  - Be responsible
  - Be a positive influence

Good Discipline – Beyond School

- **Safety on public transport**
  - Be respectful to other commuters
  - No playing and avoid talking loudly
  - Follow rules and social norms

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

School-Home Partnership

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

Primary 6	Green	TAY XIN QIN VALERIE

- School driveway – **drop and go**

- Routines – fix the pick up point for dismissal, avoid requesting for a change at last minute

- Safety – utmost importance
  Eg Follow safety rules,
      Be punctual in picking up your child

Safety Reminders

School Zone and Enhanced School Zone

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

Prominent "Slow" and "School" markings painted on the road

Red finishing for parts of road surfaces near school gates

Our Focus
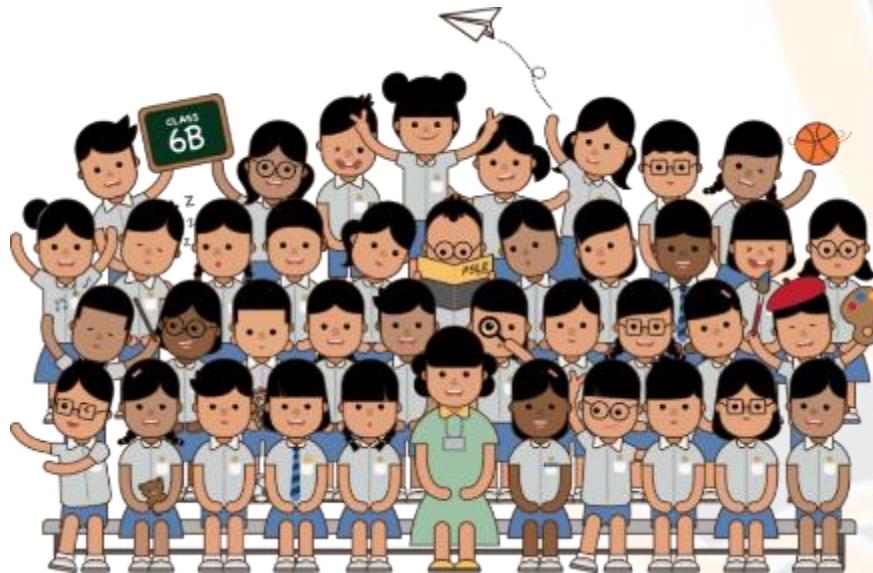
Damaians

- enjoy their learning

- have a strong foundation for their learning

- have good character and values

- demonstrate resilience and social-emotional well-being

- exercise self-discipline at all times

- have the dispositions to be future ready

- be My Best Self everyday

The PSLE SCORING and S1 POSTING

## SUPPORTING STUDENTS AND PARENTS IN MAKING INFORMED SCHOOL CHOICES FOR PSLE
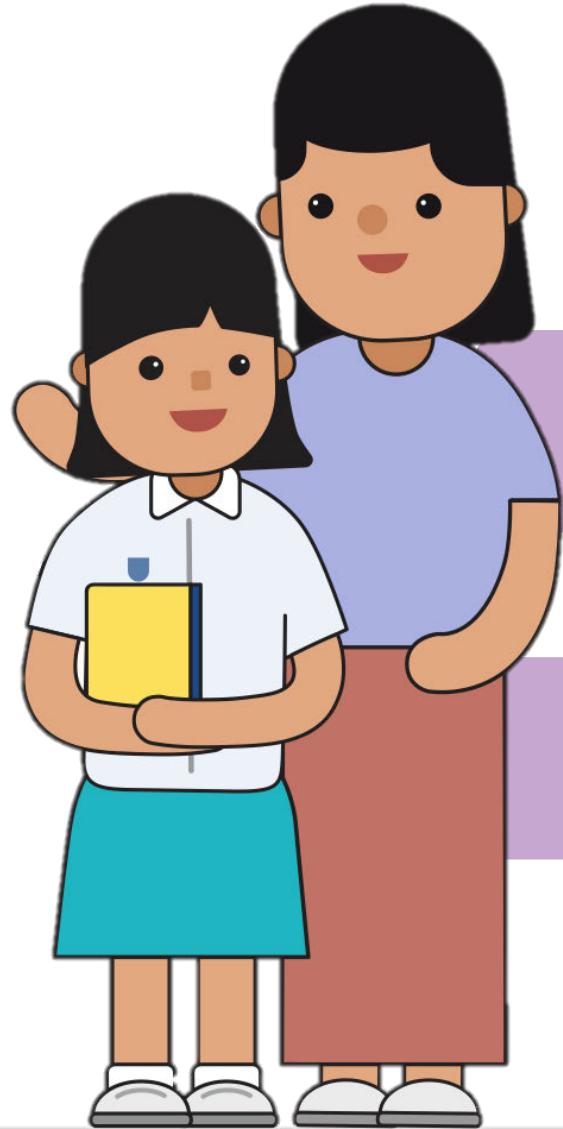
From today's session, you will walk away with…

- A better understanding of the support that your child may need in the transition journey from primary to secondary school

- Understanding Full Subject-Based Banding (Full SBB)

- Information on what to expect in secondary school

Sharing About PSLE Matters

How does the PSLE Scoring & S1 Posting work?

How are students posted to secondary schools?

WHAT IS THE INTENT OF THE PSLE?

A useful checkpoint at the end of primary school

A fair way to determine secondary school posting

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

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

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

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

WHAT ARE ACHIEVEMENT LEVELs (AL)?
WHY ARE THE BANDS UNEVEN?

- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.

- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

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

When we learn something new, after some initial practice, we often find ourselves improving significantly.
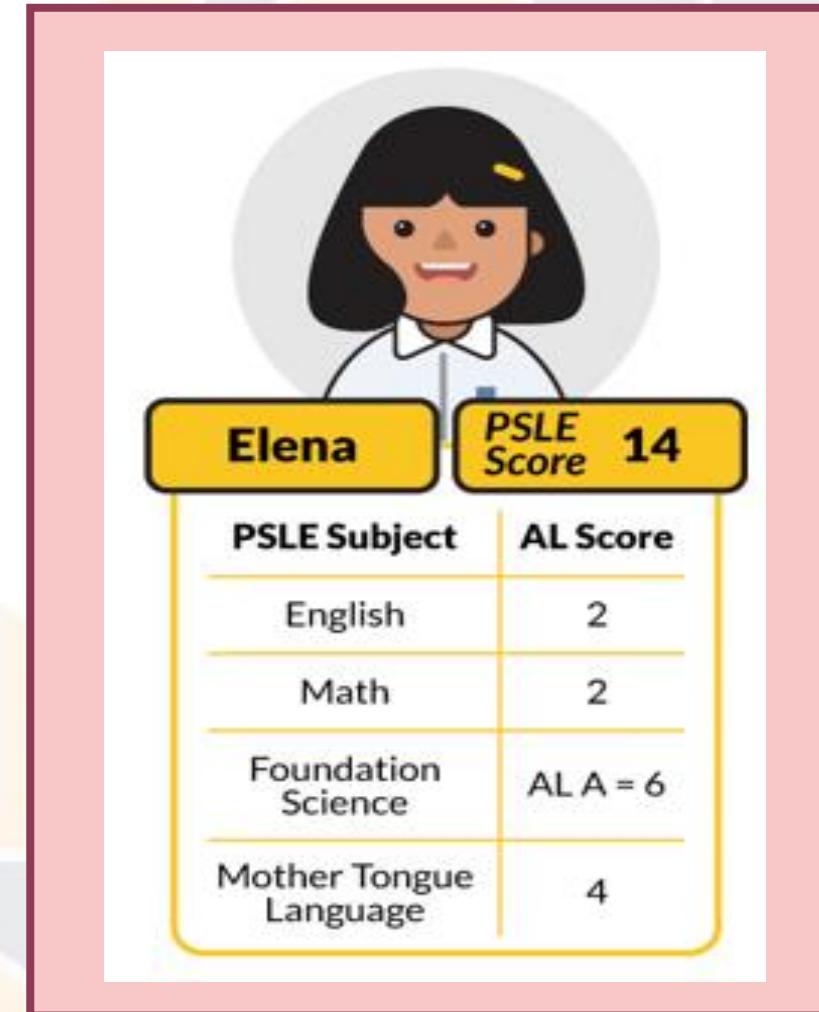
As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

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

HOW DOES THE
PSLE SCORING SYSTEM WORK?

- **The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).**

- **The PSLE Score can range from 4 to 32, with 4 being the best.**

Elena	PSLE Score 14
PSLE Subject	**AL Score**
English	2
Math	2
Foundation Science	AL A = 6
Mother Tongue Language	4

GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **<u>AL A to C</u>**.

- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.

- This mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

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

ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- To take HMTL in secondary schools, students should meet the following criteria:

ELIGIBLITY CRITERIA FOR HMTL
PSLE MTL score of AL1/AL2
or
HMTL score of Distinction/Merit

- Schools also have the flexibility to allow students who do not meet the above criteria to take HMTL, if they are assessed to have exceptional ability in MTL and are able to take HMTL without affecting their performance in other subjects.

HOW DOES THE S1 posting work?

- Your child has six choices in selecting their secondary schools.

- Your child will be posted to a secondary school based on <u>academic merit, i.e., PSLE Score</u>, and their <u>choice order of schools</u>.

- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:

  1. CITIZENSHIP
  2. CHOICE ORDER OF SCHOOLS
  3. COMPUTERISED BALLOTING

- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.

Tie-breakers
in the new S1 Posting System

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

Here's a simplified example.

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

> **Students with better scores will be posted first**

> **Tie-breaker #1: Citizenship**

> **Tie-breaker #2: Choice order of schools**

> **Tie-breaker #3: Computerised balloting**

Jane
Singapore Citizen
16 pts

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

Bryan
Singapore Citizen
20 pts

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

Mary
Singapore Citizen
20 pts

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

Alan
Permanent Resident
20 pts

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

Rina
Permanent Resident
20 pts

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

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

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

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

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

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

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

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

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

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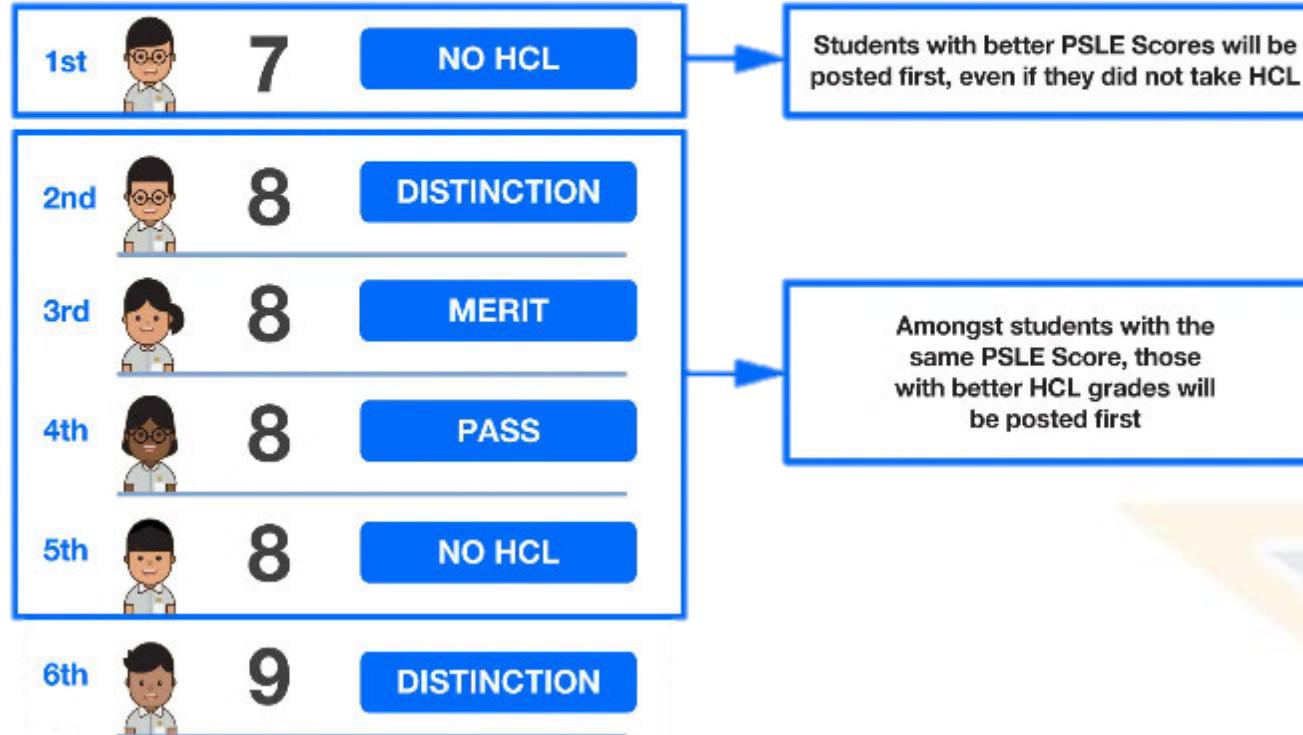
Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.

HCL posting advantage to SAP schools

Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.

Students will be considered for admission to SAP schools in the following order:

1st	7	NO HCL

Students with better PSLE Scores will be posted first, even if they did not take HCL

2nd	8	DISTINCTION
3rd	8	MERIT
4th	8	PASS
5th	8	NO HCL

Amongst students with the same PSLE Score, those with better HCL grades will be posted first

6th	9	DISTINCTION

- Students' HCL results are denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).

- Students who obtain (i) a Distinction / Merit / Pass in HCL and (ii) a PSLE Score of 14 or better are eligible for posting advantage to SAP schools.

- Students are ranked taking into account their performance in HCL.

- This posting advantage applies before the tie-breakers for S1 Posting.

Understanding Full Subject-Based Banding (Full SBB)

What is Full SBB?

WHAT IS FULL SBB?

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

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

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

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

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

FULL SUBJECT-BASED BANDING (FULL SBB)

PILOT

Progressive rollout of Full SBB

2020
- Full SBB pilot commenced in 28 secondary schools.
- The initial feedback from pilot schools has been positive.

2022-2023
- Around 90 schools have implemented aspects of Full SBB by 2023.

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

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

FULL SUBJECT-BASED BANDING (FULL SBB)

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

| After PSLE | Start of Sec | End of Sec | Post Sec |

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

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

Updated post-secondary admission criteria

64

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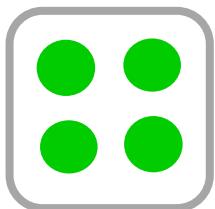
Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

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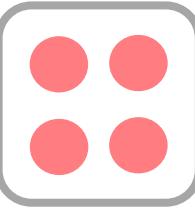
PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 *(with AL 7 in EL and MA)*	1	G1

FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY
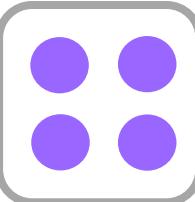
Form classes arranged by academic stream in schools yet to implement Full SBB

| Students in Exp stream | Students in N(A) stream | Students in N(T) stream |

With Full SBB:
Mixed form classes

- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.

  - Provides students with **more opportunities** to interact with other students of different strengths and interests.

  - Enables students to **build meaningful friendships and learn to value different perspectives**.

Students posted through **PG3**

Students posted through **PG2**

Students posted through **PG1**

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.

  o These subjects will be taught and assessed at a common level that is accessible to all students.

  o Teachers will adopt a range of approaches to cater to the different learning needs of their students.

- For other subjects, students attend classes with others taking the subject at the same subject level.

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

- Students posted to schools through PG1 and PG2 can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a <u>more demanding level</u> 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**

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

- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a less demanding level (LDL; i.e., G2), in consultation with their secondary schools.

- Students have the option to offer **Mother Tongue Languages (MTL)** at LDL based on their PSLE Achievement Level (AL) for the subject:

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

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

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

SUBJECT LEVEL FLEXIBILITY BEYOND THE START OF S1

- Beyond the start of Sec 1, students may **adjust their subject levels across their secondary school journey**.

  - Students may offer subjects, including English Language, Mother Tongue Languages, Mathematics, Science and Humanities subjects at a **more demanding level** if they meet the criteria and based on the school's holistic considerations.

  - Students who are not coping well may **offer subjects at a less demanding level**, based on their school-based performance and school's holistic considerations, to calibrate their curricular load.

  - In upper secondary, students may offer elective subjects (for example, Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations, to **allow them to pursue their interests without adding unduly to their overall curriculum load**.

- Schools will consider **students' learning progress and developmental needs** when helping them determine their subject choices.