

Primary 5 Parents' Briefing Principal's Address



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

26 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.

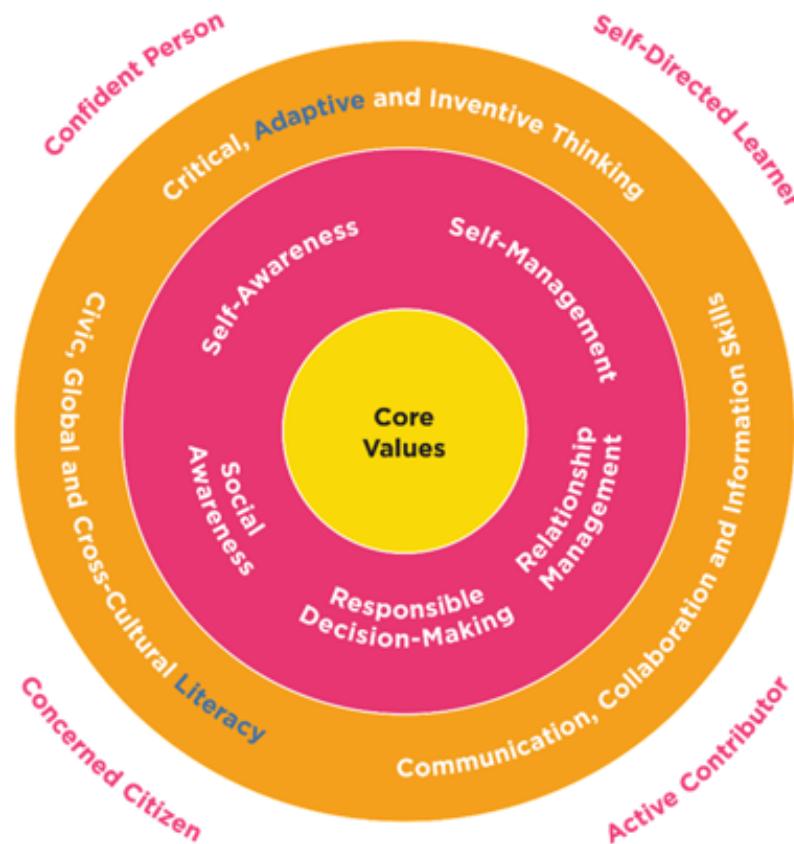
The DOEs are attributes that would enable our students to create, connect and contribute.

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



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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

Nationally, these 4 E21CC will be prioritised.

As a school, E21CC will be developed through our programmes and curriculum.

Adaptive Thinking

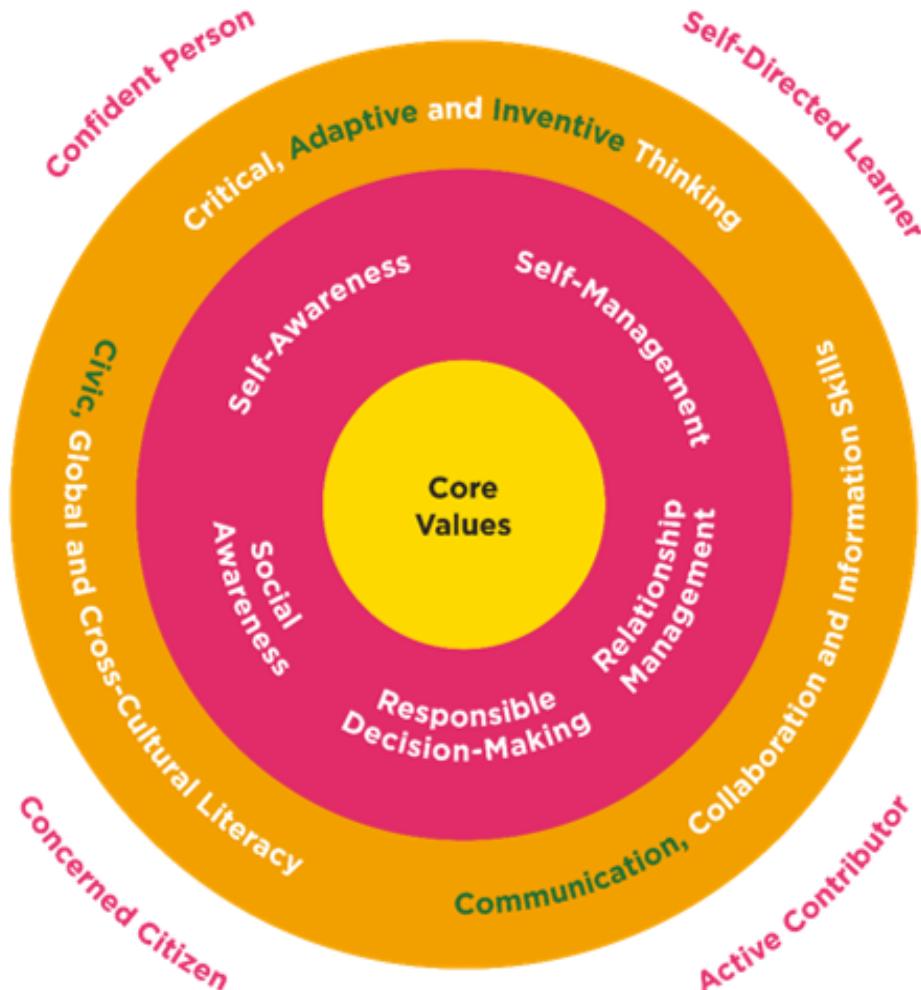
- i. Assesses different contexts and situations in order to make connections and draw new insights
- ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

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



Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives

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 Unacceptable 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 and 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
- **DO NOT** 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?

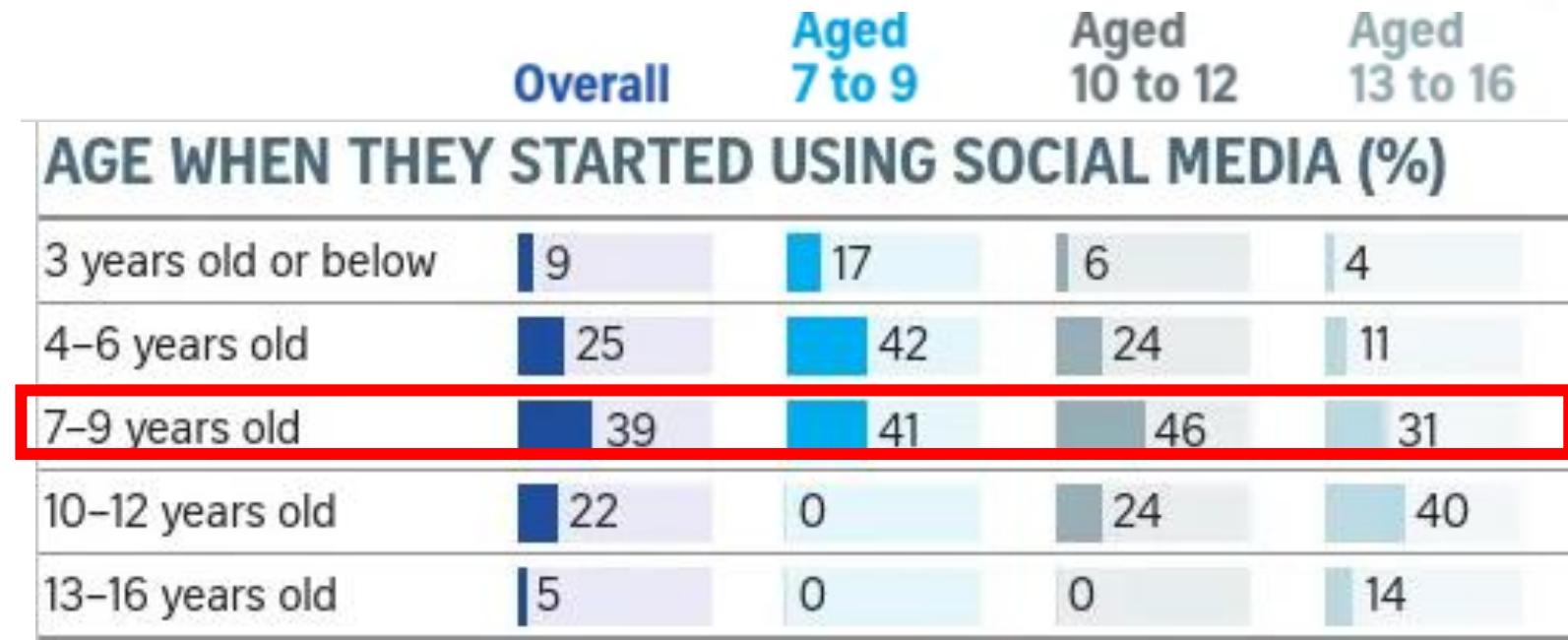


Cyber Wellness

It's more than saying no to devices.

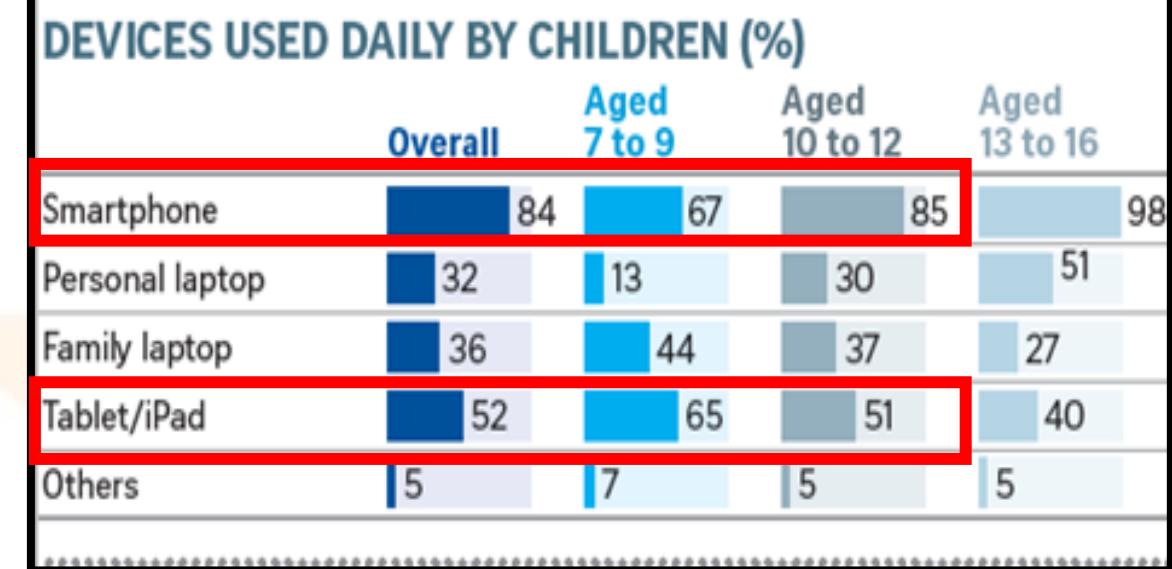
Why Should We Be Concerned about Cyber Wellness?

The data may surprise you.



CURRENT REALITY
Children are going online from a younger age

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



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**.

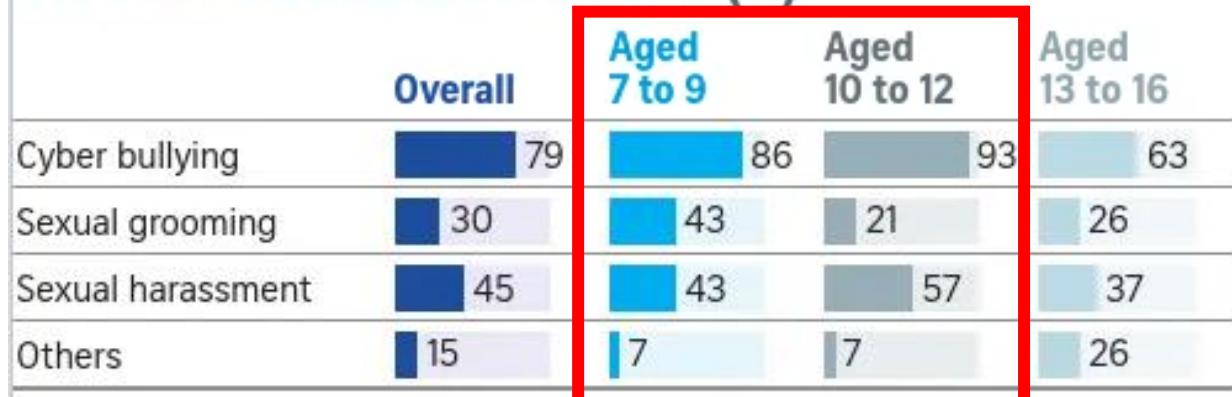
Source: Milieu Insights, [reported by the Straits Times](#) (Feb 2021)

What does this mean?

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

#1 **Resources** on balanced and purposeful screen use are available at the end of the presentation. 21

TYPES OF ONLINE HARASSMENT (%)



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

CURRENT REALITY

Types and frequency of harmful content our children are exposed to

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

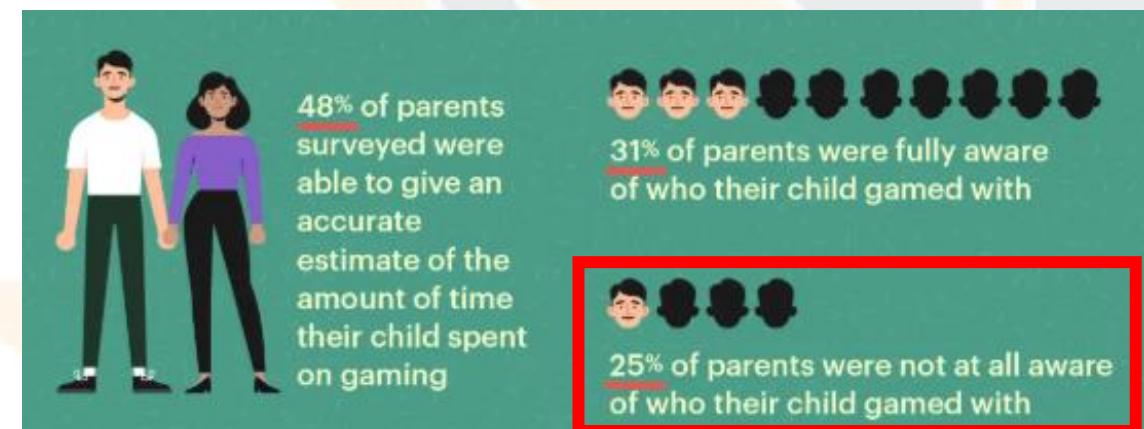
Parents might not be aware, but...

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)



Source: [MDDI Survey](#) (Feb 2024)

Did you know?

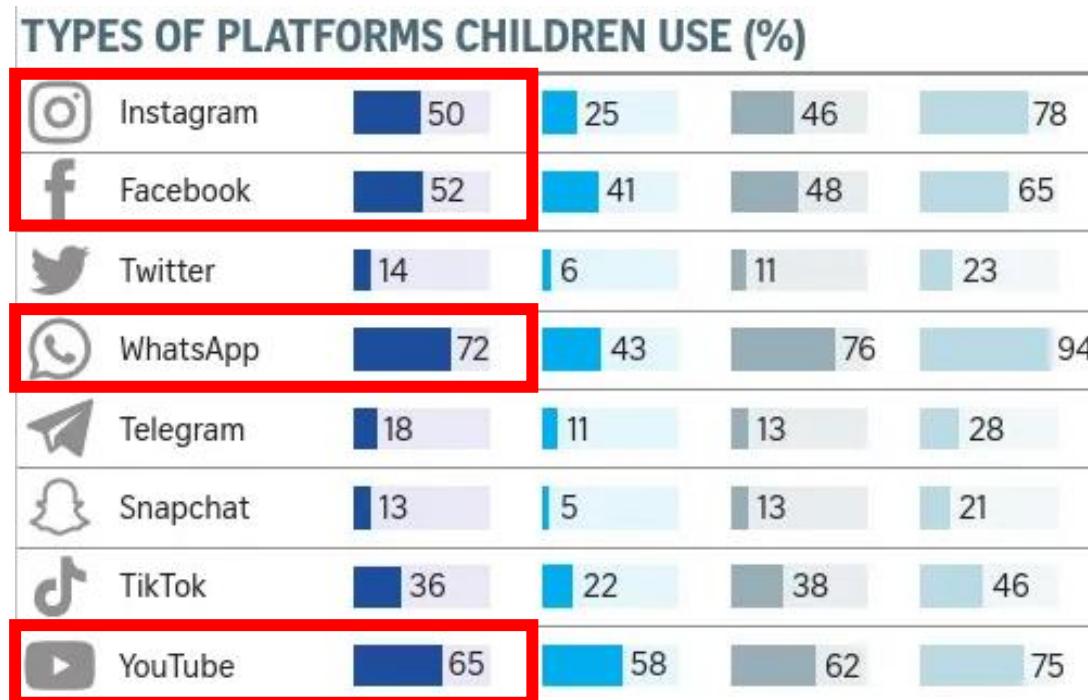
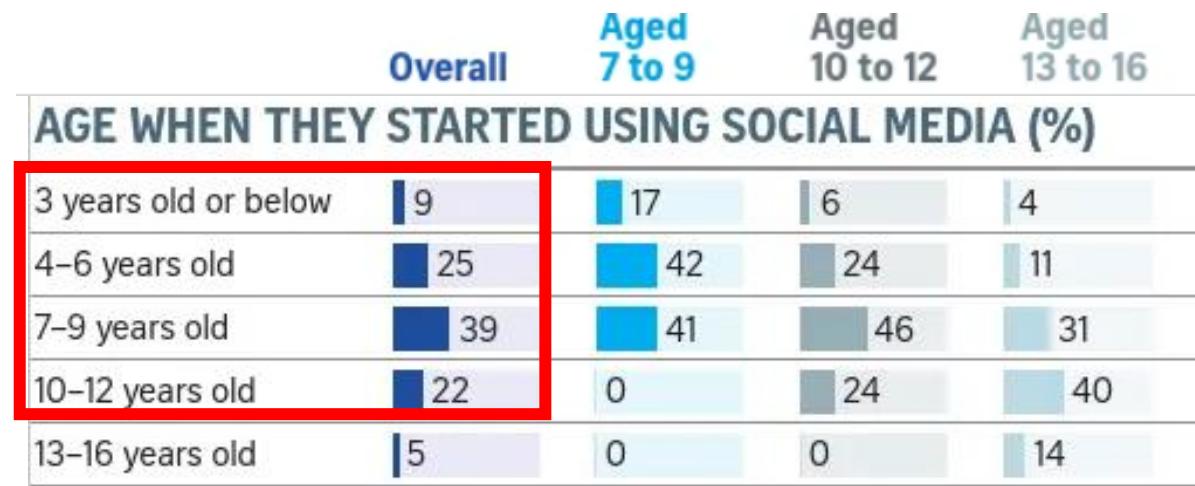
A survey of 600 parents in Singapore revealed the types and frequency of **harmful content** our children are exposed to, including cyberbullying, sexual grooming, and sexual harassment.

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.



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.



Unlocking their First Smartphone or Watch

How can we prepare ourselves and our children?

At what age should I give my child their first smartphone or watch?

How do I **prepare my child for their first smartphone or watch?**

How do I **monitor my child's online activities and keep them safe?**

How do I **prepare my child for their first smartphone or watch?**



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... **Truthful, Helpful, Inspiring, Necessary, and Kind (T.H.I.N.K.)?**



IS IT TRUE?

Is this a fact or just an opinion or feeling?



IS IT HELPFUL?

Does it help you, them, or the situation?



IS IT INSPIRING?

Would it encourage, motivate, and make someone feel better?



IS IT NECESSARY?

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



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?

How can I help if my child is a victim?



#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 * 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
I, _____, of class _____
pledge to be a responsible digital learner.
My signature: _____
Date: _____

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



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

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.



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

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 Can	I Have
<input type="checkbox"/> I am willing to learn from my mistakes.	<input type="checkbox"/> I can choose to think of challenges as new learning opportunities.	<input type="checkbox"/> I have people who encourage me.
<input type="checkbox"/> I am confident of my strengths and skills.	<input type="checkbox"/> I can find different ways to solve my problems.	<input type="checkbox"/> I have people I trust.
<input type="checkbox"/> I am respectful of others.	<input type="checkbox"/> I can find helpful ways to cope with my emotions.	<input type="checkbox"/> I have people who accept me for who I am.
<input type="checkbox"/> I am grateful for the people in my life.	<input type="checkbox"/> I can control my actions.	<input type="checkbox"/> I have people who care and help me when I need it.
<input type="checkbox"/> I am open-minded to different options and outcomes.	<input type="checkbox"/> I can use 'Stop-Think-Do'.	<input type="checkbox"/> I have someone whom I can talk to about my worries.
<input type="checkbox"/> I am curious about things around me.	<input type="checkbox"/> I can use calming down strategies when I need to.	<input type="checkbox"/> I have someone to show and guide me to do things.
<input type="checkbox"/> I am responsible for my actions.	<input type="checkbox"/> I can ask for help when I need it.	
<input type="checkbox"/> I am _____ _____ _____	<input type="checkbox"/> I can call/message Tinkle Friend if I need someone to talk to.	
<input type="checkbox"/> I can _____ _____ _____	<input type="checkbox"/> I can _____ _____ _____	

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.

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

1 Respectful Communication

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

2 Role Models

3 Real Connections



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 having open conversations about digital habits 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 role modelling respectful communication are available at the end of the presentation.

Real Connections

Cultivate strong relationships and healthy habits in this digital age.



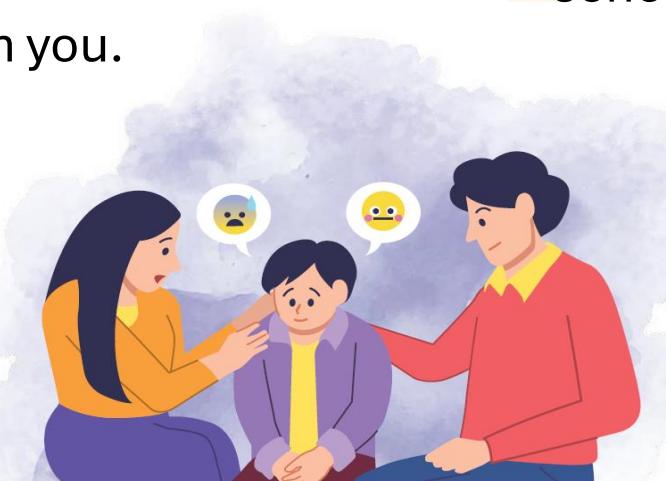
Provide a safe space for conversations

- 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).



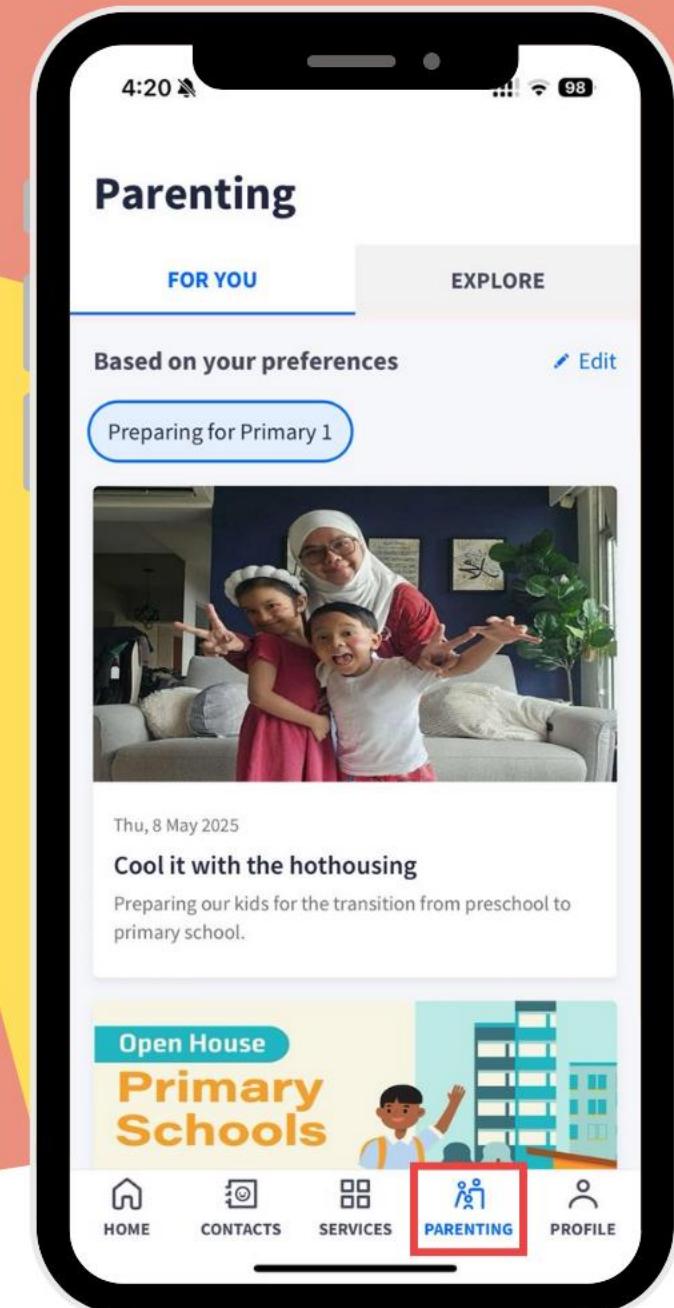
#6 Resources on providing a safe space for conversation are available at the end of the presentation.



Parenting Resources on Parents Gateway (PG)



Discover rich and customisable parenting resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.





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**



- 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

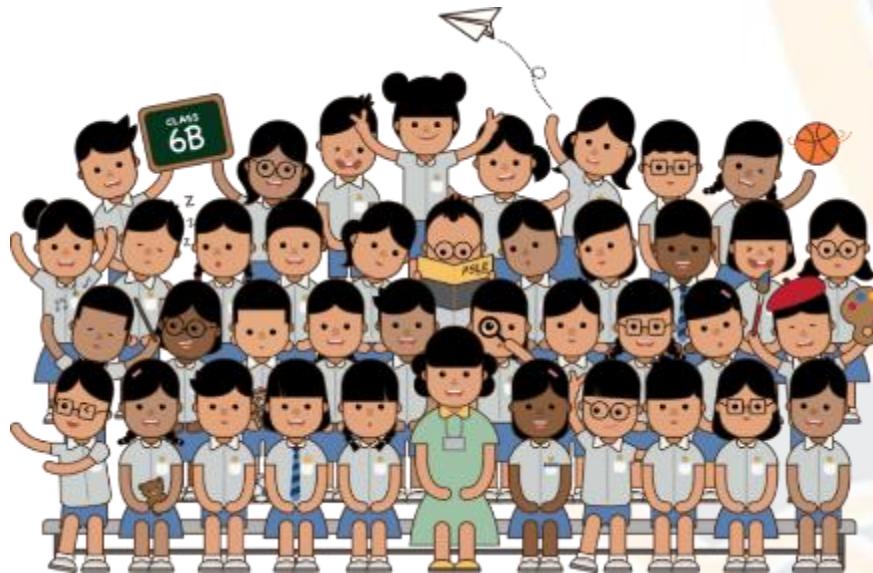
Our Focus

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 ABOUT PSLE



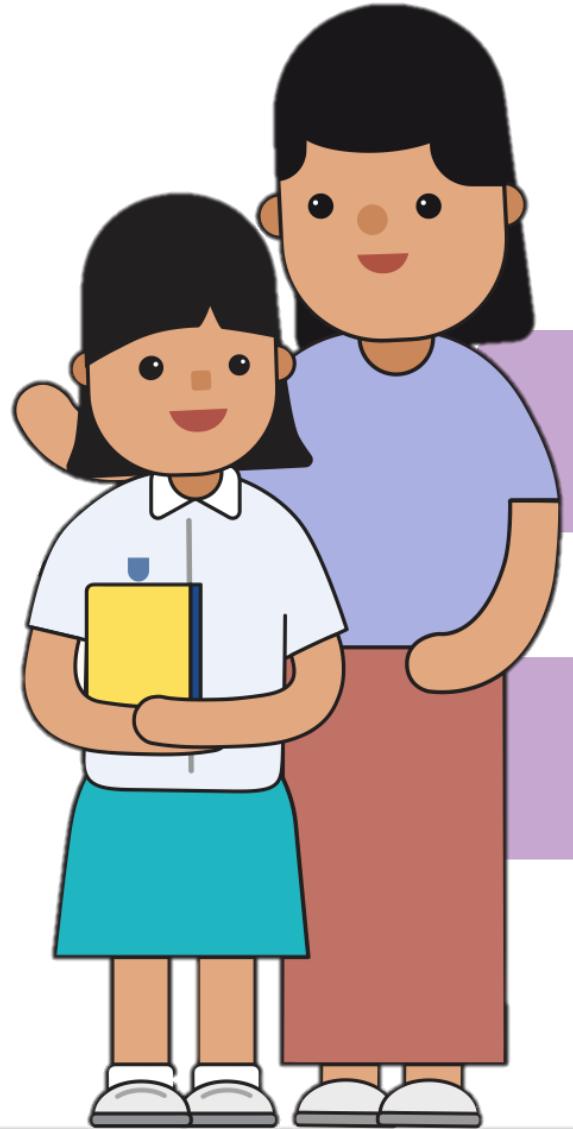
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From today's session, you will walk away with...

- 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.

When we learn something new, after some initial practice, we often find ourselves improving significantly.

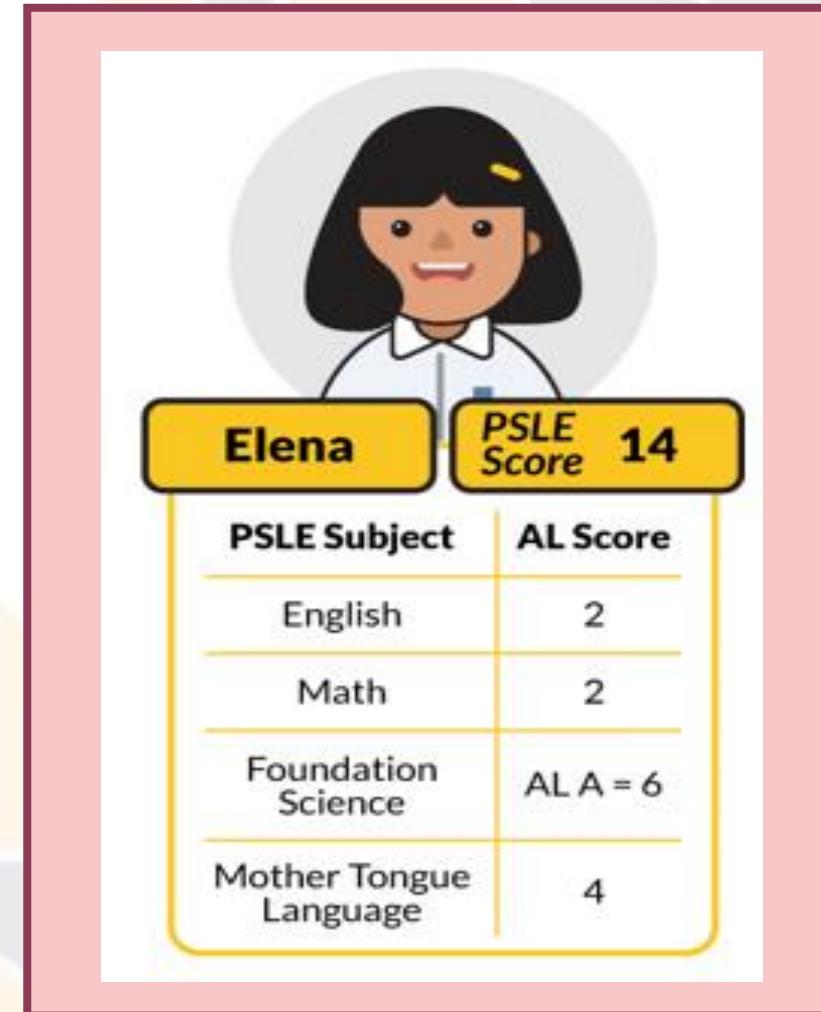
As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

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.

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

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.



GRADING OF FOUNDATION SUBJECT GRADES

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

NEW

ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

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

ELIGIBILITY 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 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
- 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

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

Jane	SCHOOL CHOICES:
Singapore Citizen 16 pts	1) Sch A 2) Sch ... 3) Sch ... 4) Sch ...

Bryan	SCHOOL CHOICES:
Singapore Citizen 20 pts	1) Sch B 2) Sch ... 3) Sch ... 4) Sch ...

Mary	SCHOOL CHOICES:
Singapore Citizen 20 pts	1) Sch A 2) Sch B 3) Sch C 4) Sch ...

Alan	SCHOOL CHOICES:
Permanent Resident 20 pts	1) Sch A 2) Sch B 3) Sch D 4) Sch ...

Rina	SCHOOL CHOICES:
Permanent Resident 20 pts	1) Sch A 2) Sch B 3) Sch D 4) Sch E

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.

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 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**.

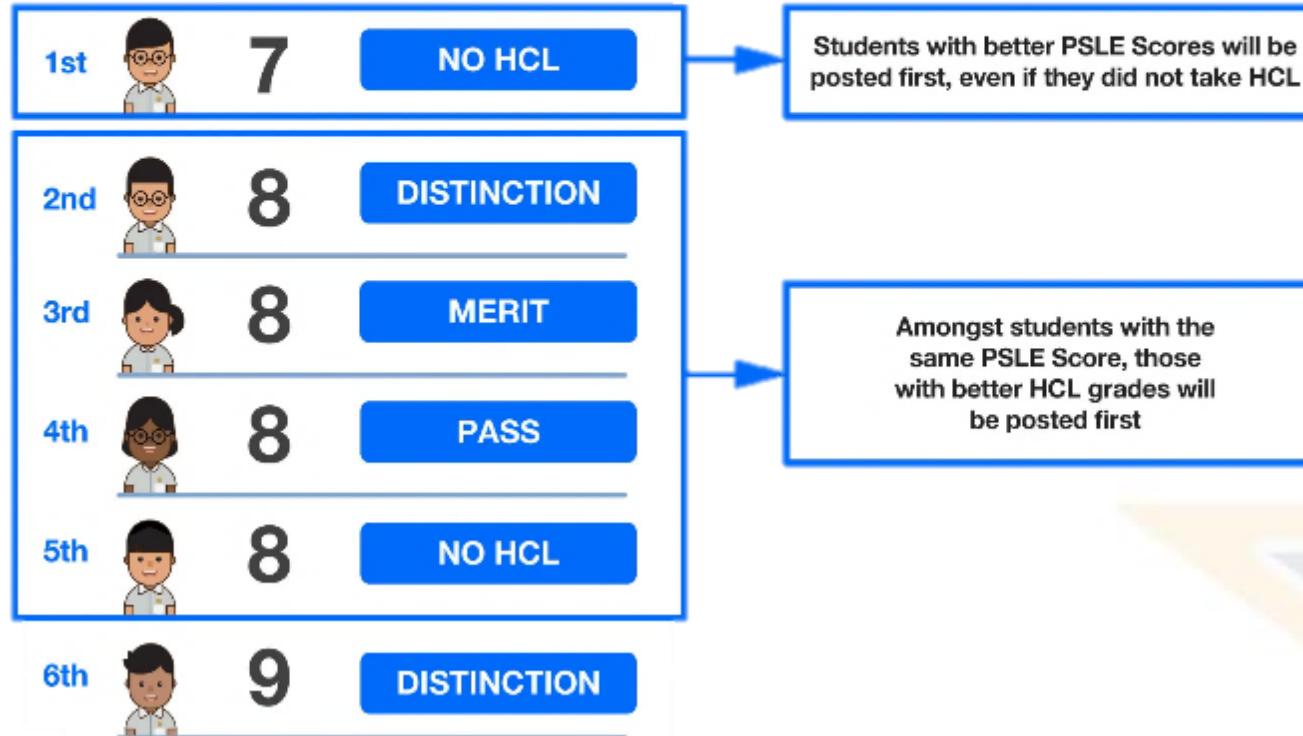
Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.



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:



- 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.