

Primary 4 Parents' Briefing Principal's Address

19 January 2023



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Welcome To All Parents

- **Wishing you and your family a safe and happy year ahead**
- **Looking forward to a strong partnership for 2023**



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	3. Academic and Assessment Matters
4. PSLE Matters	4. Subject-Base Banding (SBB) at P4
5. Subject-Base Banding (SBB)	5. School-Parent Partnership
6. Other Important Matters	

Primary 4 Form Teachers

Class		
4A	Mrs Wong-Goh Kah Lean	Form Teacher
4A	Mr Fazli	Form Teacher
4B	Mr Tan Wee Kok	Form Teacher
4B	Mr Ahmad Syalabi	Form Teacher
4B	Ms Chen Xin Lei	Form Teacher
4C	Mdm Nurhafizah	Form Teacher
4C	Ms Laurice Ong	Form Teacher / Year Head / Level Manager
4D	Mr Ismail	Form Teacher
4D	Mdm Jacinda Tan	Form Teacher

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.”

S incerity to self and others	Honesty / Care / Respect
P assion for learning	Responsibility / Self-directed / Curiosity
A spiration to succeed	Commitment / Seek to improve
R esilience in life	Perseverance / Adaptability
K indness to all	Helpful / Empathy

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 need to know our school rules and adhere to them as expected
- Parents are our partners in this journey



Good Discipline

- 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
 - have the morale courage to be an upstander



Good Discipline

- When something happened
 - Tell the person to stop what he/she is doing
 - Share that you do not like it
 - Inform your teacher soonest possible
- DO NOT take things into your own hands



Good Discipline

- School is a safe place – **Zero Tolerance** for Unacceptable behaviour that
 - is hurtful and undermines others to feel safe and secure
 - hinders effective learning and healthy development



Good Discipline – Beyond School

- 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

Remember

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?



Parents are important partners in education

- **T**rust is the foundation
- **R**emember the child as our focus
- **U**nderstand our shared responsibilities
- **S**eek common ground
- **T**ogether, we work towards common goals



Parent-Teacher Communication

At DPS, we value parent-teacher communication via

- Parents Gateway
- Student Handbook
- Emails
- Phone calls – via school line **6445 6483**
- Meetings
- School Website
- Letters to parents
- Parents' Briefings
- Parents-Teacher Meeting



Building on Trust, Partnering as One



Parent-Teacher Communication

- First point of contact – Form Teachers / Subject Teachers
- Level-related matters – Year Heads
- School-related matters – Admin Manager / School Leaders
- School is still the best point of contact

Parent-Teacher Communication

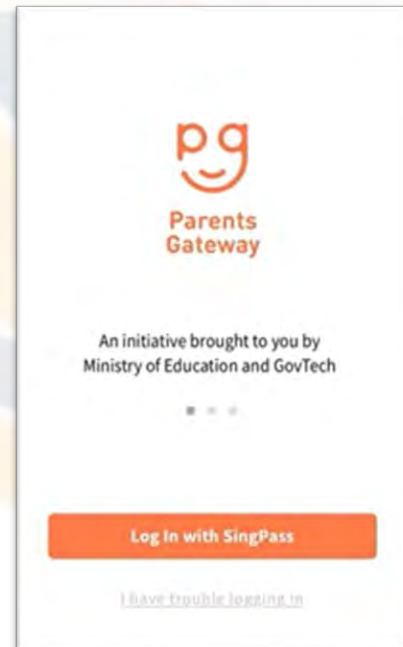
- Seek parents' understanding for the following:
 - Teachers can be contacted during **school days between 7.30 am and 5.30 pm**
 - Teachers may only be able to respond on the **next working day** if they are not contactable or unable to access their email promptly during the day or if the queries and / or requests are made beyond the school hours
 - Teachers will try their best to respond to all queries and feedback **within 3 working days**. For complicated matters / issues, we seek your understanding that more time may be required to resolve them before we get back to you.

Parent-Teacher Communication

- Seek parents' understanding for the following:
 - Teachers are not expected to respond to parents' and students' queries during the weekends except for emergencies.
 - If the queries and / or requests made during school hours are urgent, please contact the school's General Office for assistance.
 - Teachers are not expected to provide their personal phone number to parents.

Principal's Monthly Letter to Parents

- Keep a look out for the Principal's Letter to Parents
- Important information is available for parents to allow you to keep posted of the school matters
 - Through Parent Gateway (PG)
 - Keep your PG notification on



Attendance in School

- Your child's attendance in school is important and compulsory
- Only when your child is in school will we be able to nurture him/her
- Let's work to support your child to have a good start to 2023



Attendance in School

- Help our children to cultivate the good habit of responsibility and punctuality in primary school
- Students are to report to the classrooms for attendance-taking and morning assembly by 7.30 am
- Ensure your child be in school 5 to 10 min before 7.30 am to give them time to reach the classrooms for morning assembly
- Students who are not in school by 7.30 am to participate in flag-raising together with the student population will be deemed late for school
- Habitual late coming will be noted and included as part of a student's behaviour record which will impact the conduct grade of the students

School-Home Partnership

- Familiarise yourself with school communication platforms
- Read the Student Handbook, parent memos & notifications
- Build good relationships & trust the teachers to want the best for each student

School-Home Partnership

- Proper school uniforms/PE attire – **include name tag**
- School driveway – **drop and go**
- Safety – utmost importance

Eg Follow safety rules,

No parking on the red zone outside main gate,

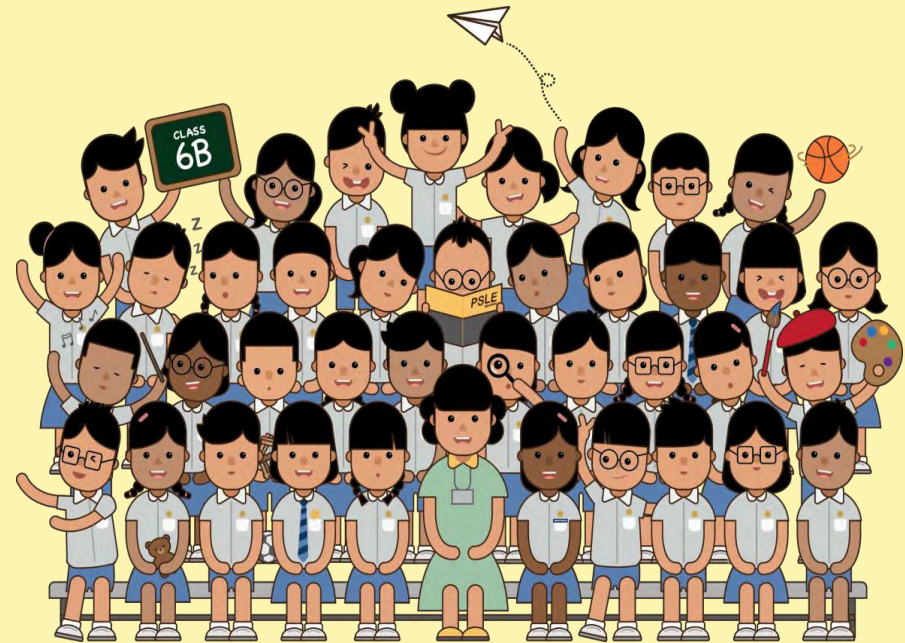
Be punctual in picking up your child



Parents Must Not:-

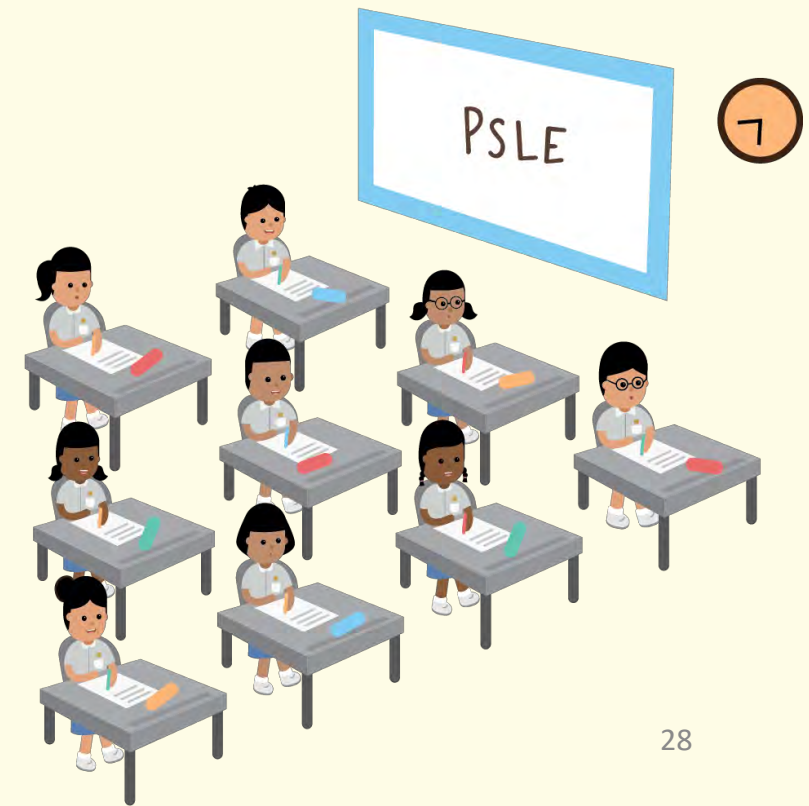
- Allow the child to stay at home during school days when they are well
- Bring them overseas during school days
- Do homework or assignments for them
- Make **Home Delivery** for forgotten items
- Rescue them from the consequences of their actions
- Hide or give reasons to justify mistakes or wrongdoing

PSLE MATTERS



THE PSLE REMAINS A USEFUL CHECKPOINT

- To understand where our children are at in their learning after six years of primary school
- Gauge their learning needs so that they can progress to a secondary school and take subjects at a suitable level



GRADING SYSTEM AT P3-P4

- The grading system for P3 and P4 Semestral Examination is in 4 Bands

ACHIEVEMENT BAND	MARK RANGE	BRIEF DESCRIPTION
1	85 – 100	Is very good at the subject
2	70 – 84	Is good at the subject
3	50 – 69	Has adequate grasp of the subject
4	Below 50	Has not met the minimum requirements for the subject

SCORING BANDS

- 8 Achievement Levels (AL) with different raw mark range
- The use of AL will be from P5 onwards
- Students' AL for each subject will reflect their individual level of achievement

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



WHY ARE THE AL BANDS NOT EVEN?

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.
- But 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



PSLE SCORE

- PSLE Score is obtained by adding the ALs of four subjects
- The PSLE Score ranges from 4 to 32, with 4 being the best



ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

PSLE SCORE: 8

FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30

FOUNDATION LEVEL SUBJECT GRADES

- For the purpose of S1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score.
- This mapping is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible secondary schools as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.



ENGLISH AL3

FOUNDATION MOTHER TONGUE ALB

FOUNDATION MATHEMATICS ALB

SCIENCE AL5

PSLE SCORE: 22

SUBJECT-BASED BANDING (PRIMARY)

OFFERING DIFFERENT SUBJECT COMBINATIONS



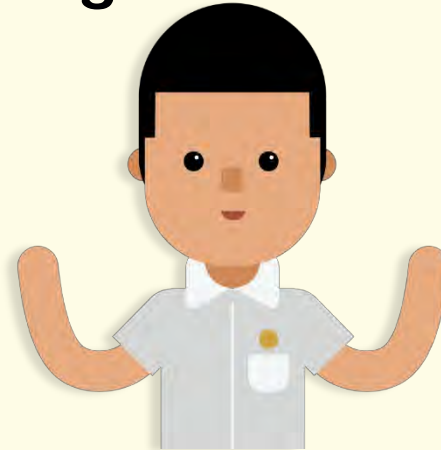
SUBJECT-BASED BANDING (PRIMARY)

- Offers students the option of Standard and Foundation Subjects, depending on their strengths.
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.
- The new PSLE scoring system will not change the considerations for deciding on a student's subject combination.



SUBJECT-BASED BANDING (PRIMARY)

- Schools will continue to recommend based on the following:
 - Student's aptitude, motivation and performance in each subject;
 - Student's ability to cope with a particular subject combination; and
 - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.
- Offering subjects at Foundation level is not a disadvantage to the students. It enables them to focus on building up strong fundamentals in these subjects and better prepares them for progression to secondary school.



HOW DOES SUBJECT-BASED BANDING (PRI) WORK?

@ PRIMARY 4

Student sits for school-based examinations

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

@ PRIMARY 5

Student takes subject combination chosen by parents

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

@ PRIMARY 6

Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.

SCORING FOR MTL-EXEMPT AND STUDENTS STUDYING AN ASIAN LANGUAGE/ FOREIGN LANGUAGE (AsL/FL) IN LIEU OF AN MTL



SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- For students who are exempted from MTL or take an AsL/FL in lieu of an official MTL, their PSLE result slip will only reflect the three subjects they have taken.
- However, for the purposes of Secondary 1 posting, these students will need an assigned MTL score so that they have a PSLE score comprising four subjects
 - To determine the assigned MTL score, reference is made to MTL scores of other students who have achieved similar scores in English, Mathematics, and Science.



SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

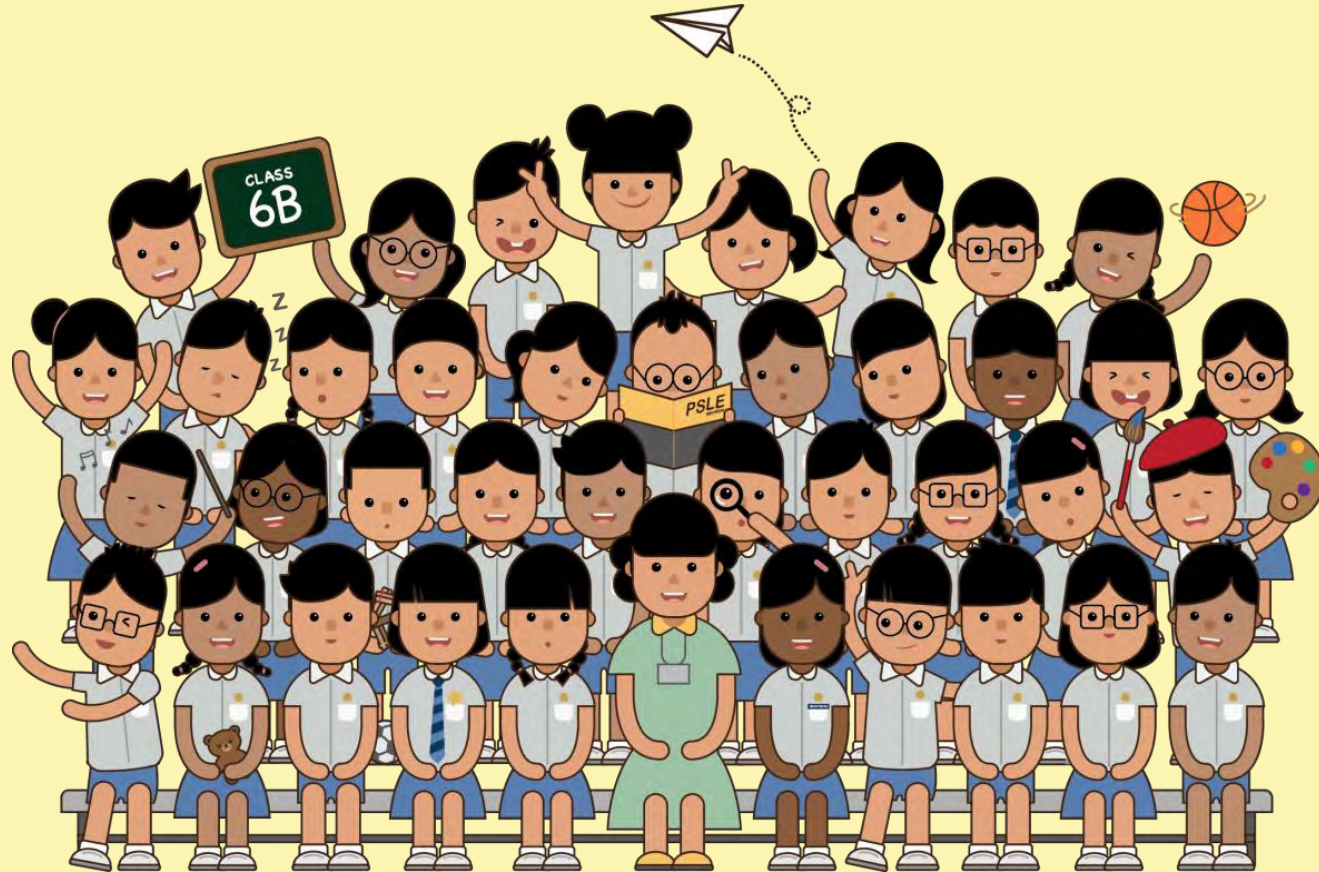
- In reviewing the score assignment for these students under the PSLE scoring system, we needed to strike a balance between:
 - Acknowledging that students have valid reasons for seeking MTL exemption or taking an AsL/FL, and
 - Ensuring some parity between scoring for exemption, Foundation and Standard MTL.
- Under the new scoring system, the assigned MTL score will :
 - Take reference from peers with similar scores for English, Mathematics and Science;
 - While maintaining parity of treatment with students who take Foundation MTL (who will score between AL 6 to 8).
- Hence, students will receive an assigned MTL score between AL 6 to 8 in PSLE.



2024 S1 Cohort

- Full Subject Based Banding (SBB) will be fully rolled out in secondary schools starting from the 2024 S1 cohort.
- There will be changes with regard to the SBB
- More information will be made available at a later date

THANK YOU!



Damaians to

- Attend school regularly
- Take learning during lessons seriously
- Develop good study habits
- Complete homework and learning activities given
- Exercise self-discipline and diligence to revise daily
- Seek clarification and help from teachers, classmates or friends when they face difficulty
- Demonstrate Passion for Learning, Aspiration to Succeed and Resilience in Life

Parents' Support

- Child's attendance in school is key
- Child's attention and focus during lesson is important
- Encourage child to ask questions to clarify and understand better
- Ensure child completes homework given
- Daily / Regular revision
 - revisit the lesson/concept taught for the day
 - revisit concepts learnt from P1 to P4
- Encourage child to continue to improve

RESILIENCE-FOSTERING INTERACTIONS

Give our Children **S.P.A.C.E** to grow

SUPPORT

- Provide positive feedback
- Be willing to listen

PROBLEM SOLVE

- Reflect on setbacks together
- Guide your child to develop alternate plans

AFFIRM

- Affirm strengths and efforts
- Use of effective praise

CHEER

- Cheer your child on for every effort
- Celebrate all successes, even small ones

EMPower

- Let your child make decisions
- Encourage your child to voice his/her ideas, and carry out the plans made

PROVIDE ADEQUATE CHALLENGE

• Stimulating Environment

- Provide opportunities for challenges
- Nurture your child's talents

• Structure

- Set consistent and realistic expectations
- Maintain daily routines with clear boundaries
- Assign responsibilities (e.g. household chores)

• Supervision

- Monitor your child's progress
- Look out for signs of distress



PROVIDE HIGH SUPPORT

• Responsive Environment

- Know your child's needs
- Be present

• Role Modelling

- Role model social skills
- Be consistent in teaching and setting examples

• Reassurance

- Encourage your child regularly and intentionally
- Tell your child "I believe in you"



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Ministry of Education
Singapore

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At Damai Primary School

- Provide a safe and conducive learning environment
- Have supportive and caring teachers and staff to journey with your children for their holistic development
- Be our supportive partners for your children
 - Work closely with the teachers
- Be the positive role models for our Damaians

Believe, Make It Happen!

Have a great 2023 ahead!