



E-BRIEFING FOR PARENTS 2022

PRIMARY 5

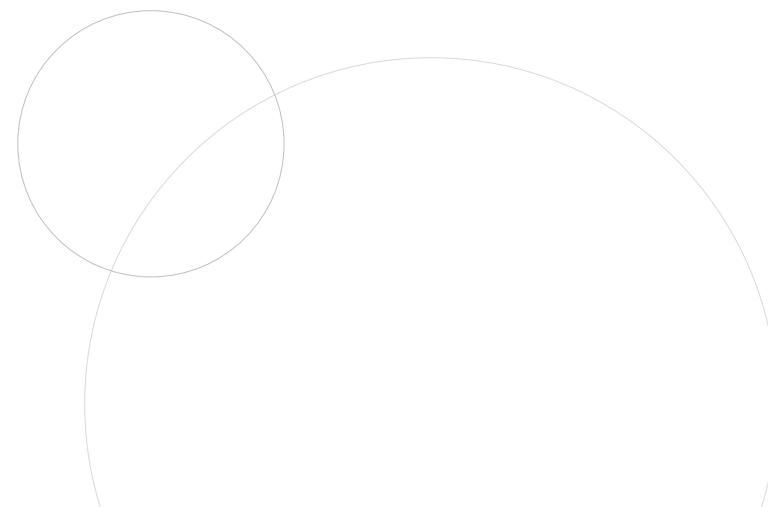
13 JAN 2022





Outline

- Introduction
- Changes to the PSLE Scoring and S1 Posting from 2021
- DSA
- Character and Citizenship Education
- School Rules and Expectations
- Cyberwellness
- Curriculum Matters
- Level Highlights
- School Key Programmes





First Toa Payoh Primary School

School Leaders 2022

Designation	Name of School Leader	Email Address
Principal	Mr Chua Choon Guan	Chua_Choon_Guan@schools.gov.sg
Vice-Principal (Academic)	Mr Remund Koh	Koh_Peng_Yeow@schools.gov.sg
Vice-Principal (Administration)	Ms Tay Yam Eng	Tay_Yam_Eng@schools.gov.sg



Vaccination Exercise for Children Aged 5-11

- The Expert Committee on COVID-19 Vaccination has approved Pfizer-BioNTech/Comirnaty COVID-19 vaccine for children aged 5 to 11. The vaccination regime is to be administered as a two-dose primary series, 21 days apart, but at a lower dosage.
- Registration process for the vaccination exercise has opened for all eligible children broadly by age bands from 22 Dec 21. Vaccination for children aged 5-11 has commenced at designated paediatric vaccination centres from 27 Dec 21.
- Children must have crossed their 5th birthday before they are eligible to book an appointment and receive the vaccination. To facilitate this process, parents/guardians will receive an SMS to expedite the vaccination booking process by level cohorts.
- We strongly encourage all parents/guardians to get their child/ward vaccinated if they are medically eligible, to keep our families and our wider community safe.



Vaccination Ops for Children Aged 5-11

- **For safety reasons**, we seek your cooperation to inform your child's FT about his/her vaccination status and dates of vaccination so that we can excuse them from strenuous activities in school as stipulated by MOE/MOH.
- School will also support and accommodate parents who have booked vaccination appointments.

Scenario	Remarks
If your child has to miss school on day of vaccination appointment	School will consider it as “Absent with Valid Reason”. Please provide school with proof of vaccination date through FT.
If your child is unwell and not seeing a doctor due to side-effects after the vaccination and cannot attend school	School will consider it as “Absent with Valid Reason” for up to 2 days . However, if child is still unwell on 3rd day , we will recommend that you bring your child to consult a doctor and get an MC.

- We will also make arrangements to help these students to catch up with the work they might have missed



Vaccination Ops for Children Aged 5-11

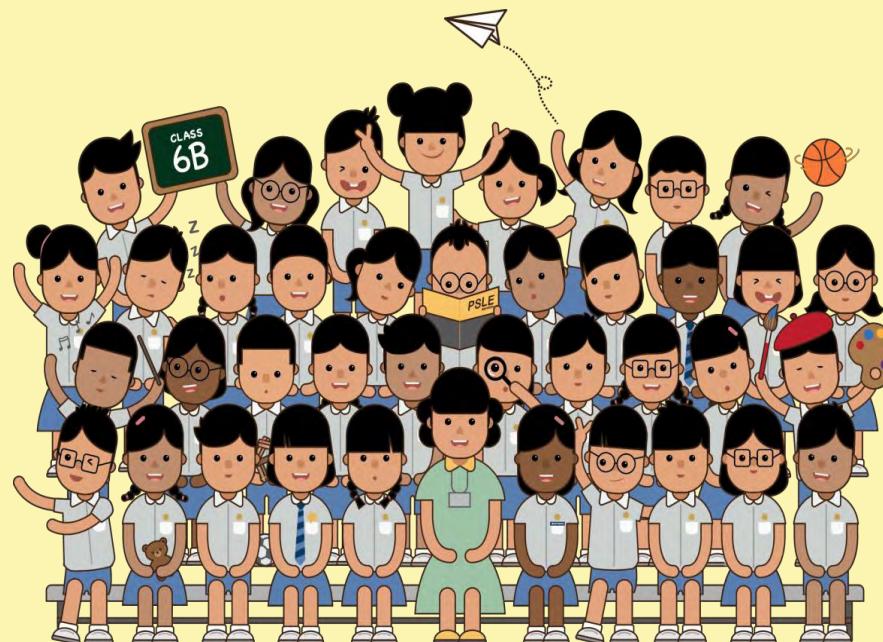
For vaccine safety and additional information, please refer to:

For Queries Relating to	Resources
Vaccine Safety and Efficacy	https://youtube.com/playlist?list=PLgBw4fHUtzK2hnCEMXpKE54AI6nQqYIDV (Recorded Webinar MOE YouTube channel)
	https://www.hsa.gov.sg/announcements/press-release/pfizercomirnaty_children
	https://www.moe.gov.sg/faqs-covid-19-infection
Vaccination and Registration	https://www.moe.gov.sg/faqs-covid-19-infection
	https://www.vaccine.gov.sg/locations-vcs

CHANGES TO THE PSLE SCORING & S1 POSTING FROM 2021

P5 PARENTS ENGAGEMENT SESSION

13 JANUARY 2022



OVERVIEW

All students

1. How PSLE Scoring Works
2. How S1 Posting Works
3. Presentation of results in Achievement Levels
4. Subject-based Banding (Primary Schools)
 - Scoring for Foundation Subjects

Students taking HMTL

- Eligibility for Higher Mother Tongue Language (HMTL) in Secondary School
- Use of Higher Chinese Language (HCL) for Admission to SAP Schools

MTL-exempt, AsL or FL students

- Scoring for Mother Tongue Language (MTL)-exempt students and students studying an Asian Language/ Foreign Language (AsL/FL) in lieu of an MTL

THE PSLE CHANGES .. TOWARDS A BROAD-BASED, WELL-ROUNDED EDUCATION

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

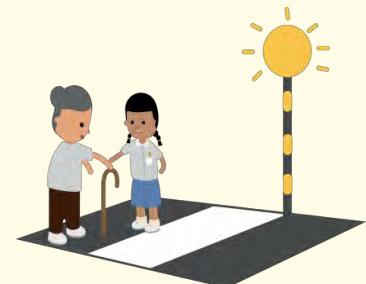
Our PSLE scoring changes aim to:

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



The changes will not affect the curriculum and subjects tested at PSLE

- However, MOE does review the curriculum regularly to ensure that it is relevant and up-to-date. This will continue as per current practice.



HOW PSLE SCORING WORKS

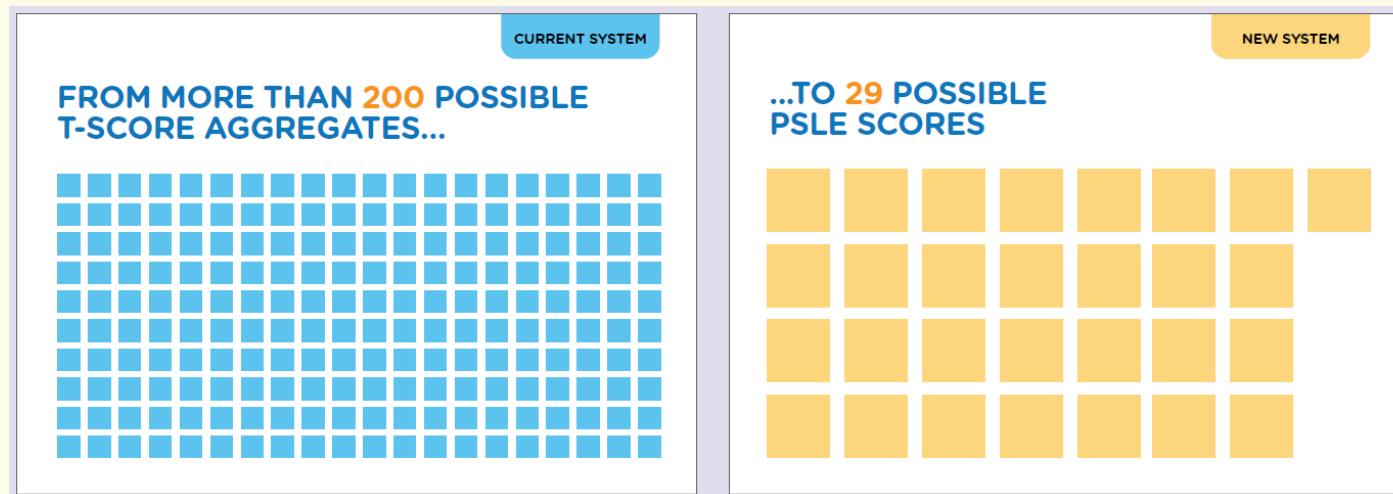


- [Changes to the PSLE scoring and S1 posting](#)
- [What you need to know about the new PSLE scoring system](#)

FROM T-SCORE TO WIDER SCORING BANDS

Reflects a student's individual level of achievement

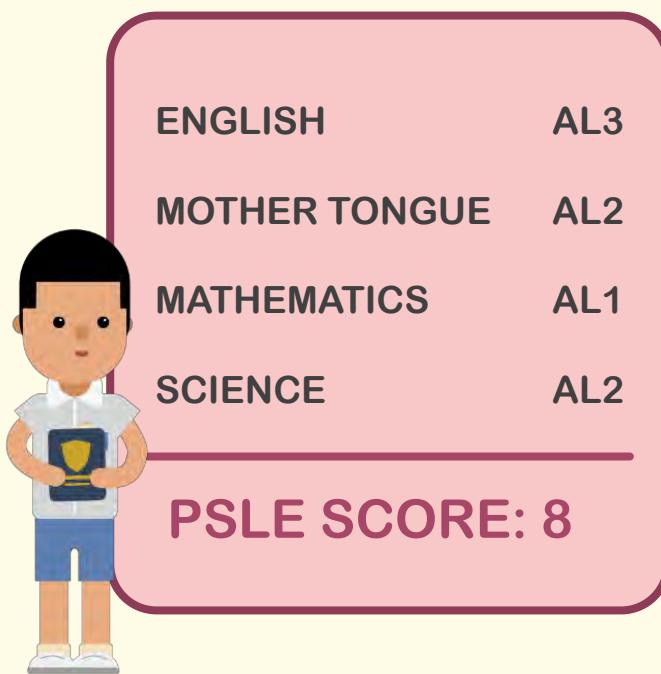
Unlike the previous T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.



AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

FROM T-SCORE TO WIDER SCORING BANDS

- The PSLE Score replaces the T-score aggregate.
- It is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best possible score.
- Students will be placed in secondary school courses based on their overall PSLE score – Express, Normal (Academic) or Normal (Technical).



PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26-30, with AL7 or better in both EL <u>and</u> MA



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.**



IN SUMMARY...

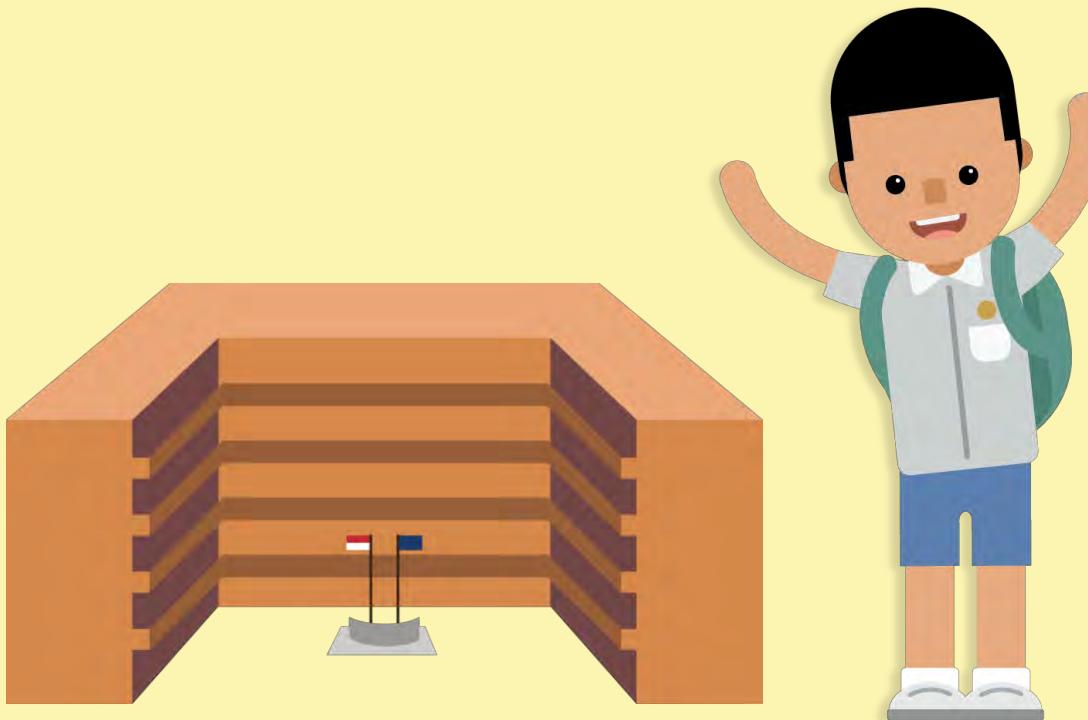
WHAT REMAINS

- Same 4 subjects are tested, and scores are awarded to guide students' choices for the next stage of their education journey
- Curriculum is continually updated. This is not related to the PSLE scoring and S1 posting changes.

WHAT CHANGES

- The T-score Aggregate will be replaced by the PSLE Score, to reduce the fine differentiation of our students at a young age based on exam scores.
- Students will be assessed based on their own achievement, instead of comparing them to their peers.

HOW S1 POSTING WORKS



CHOICE ORDER OF SCHOOLS WILL MATTER MORE

- Students will continue to be posted to a secondary school based on academic merit i.e. overall PSLE score.
- If two or more students with the same PSLE Score vie for the last remaining place in a school, tie-breakers will be used in the following order:
 1. CITIZENSHIP
 2. CHOICE ORDER OF SCHOOLS (*NEW for 2021 PSLE cohort onwards*)
 3. COMPUTERISED BALLOTING



EXAMPLE:

4 students - Jane, Bryan, Mary and John, are vying for the last places in School A and School B.

Jane Singapore Citizen	Bryan Singapore Citizen	Mary Singapore Citizen	John Singapore PR
 <p>16</p> <p>JANE'S SCHOOL CHOICES</p> <ol style="list-style-type: none"> 1. School A 2. ... 3. ... 4. ... 5. ... 6. ... 	 <p>20</p> <p>BRYAN'S SCHOOL CHOICES</p> <ol style="list-style-type: none"> 1. School B 2. School A 3. ... 4. ... 5. ... 6. ... 	 <p>20</p> <p>MARY'S SCHOOL CHOICES</p> <ol style="list-style-type: none"> 1. School A 2. School B 3. School C 4. ... 5. ... 6. ... 	 <p>20</p> <p>JOHN'S SCHOOL CHOICES</p> <ol style="list-style-type: none"> 1. School A 2. School B 3. School D 4. ... 5. ... 6. ...

Students with better scores will be posted first	Jane will be posted first as she has a better PSLE score, and will be posted to School A.	As Jane has taken that last place in School A, Bryan, Mary and John, having the same PSLE score, will vie for the last available place in School B.	
Tie-breaker 1: Citizenship		Bryan and Mary are Singapore Citizens and will have a priority to enter School B.	John will be tie-broken out as he is a Permanent Resident. With no places in School B, <u>John will be considered for School D.</u>
Tie-breaker 2: Choice order of schools		As Bryan ranked School B higher than Mary in his choice order of secondary schools, <u>he will be posted to School B.</u>	Since the last place of School B is taken by Bryan, <u>Mary will be considered for School C.</u>
Tie-breaker 3: Computerised balloting			

PRESENTATION OF RESULTS IN ACHIEVEMENT LEVELS



PRESENTATION OF RESULTS IN ALs

- Schools will present school-based examination results of 2022 P5 and P6 students in ALs.
 - P1 to P4 students will not be affected.
- This will help familiarise students and parents with the new AL scoring system.
- The AL reflects the mastery of a broader curriculum, rather than for topical or component performance. As such, AL will not be reflected for weighted assessments (WA).

Holistic Development Profile						
					Page: 1 of 1	Date: 29 Nov 2020
Name : Joyce	Age on 1st Jan : 10	Class : 5 Challenge	S/N : 5	Identification No: T09XXXXXF	Subject Combination: 3S1F(FSC)	
Form Teacher : Miss Tan	Co-Form teacher : Miss Low					
SUBJECT	TERM 3: WA	END OF YEAR EXAM		OVERALL		
	Mark	Mark	AL	Mark	AL	
ENGLISH LANGUAGE	85	88	2	86	2	
MATHEMATICS	74	76	4	75	4	
FOUNDATION SCIENCE	65	74	8	70	B	
CHINESE LANGUAGE	87	88	2	88	2	
	Grade		Grade		Grade	
SOCIAL STUDIES	-		-		A	
ART	-		-		A	
MUSIC	-		-		B	
PHYSICAL EDUCATION	-		-		B	
OVERALL						
Total Achievement Level (AL) Score	: 15					
Attendance	: 95/95					
Class for Next Year	: P6-CH					
Subject Combination for Next Year	: 3S1F(FSC)					

AL will not
be reflected
for WA

Update from
"Grade" to "AL"

New Field to compute "Total AL Score"

SUBJECT-BASED BANDING (PRIMARY)

OFFERING DIFFERENT SUBJECT COMBINATIONS

- 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 at P4/ P5.
- 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.



SCORING FOR FOUNDATION LEVEL SUBJECTS



FOUNDATION SUBJECTS GRADED IN 5 BANDS TODAY

- Under the previous PSLE grading system, Foundation subjects are graded in 5 scoring bands from Grade 1 to U.

Current System	
Grade	Raw Mark Range
1	85 – 100
2	70 – 84
3	50 – 69
4	30 – 49
U	< 30

FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Under the new AL system, to reduce fine differentiation among students, 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.
- Similar to the previous PSLE scoring system, 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 for the Express Course, 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	

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL and MA

ELIGIBILITY FOR SECONDARY SCHOOL HIGHER MOTHER TONGUE LANGUAGE (HMTL)



ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL

(i) PSLE Score of 8 or better

OR

(ii) PSLE Score of 9 to 14 inclusive; and attain

- AL1 / AL2 in MTL or
- Distinction / Merit in HMTL

- For students who do not meet the above criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.

USE OF HCL FOR ADMISSION INTO SAP SCHOOLS



USE OF HCL FOR ADMISSION INTO SAP SCHOOLS

Prior to 2021

For admission to SAP schools, students are awarded bonus T-score points based on their HCL grade:

- 3 points for Distinction
- 2 points for Merit
- 1 point for Pass



From 2021 Onwards

- Students with better PSLE scores will be posted first, even if they did not take HCL (the 1st child with 7).
- Amongst students with the same PSLE score, those with better HCL grades will be posted first. (the 2nd to 5th child with 8).
- This posting advantage applies before the tie-breakers for S1 posting.

EXAMPLE:

Using HCL for Admission into SAP Schools

Students who take HCL 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
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION

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

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



SCORING FOR MTL-EXEMPT AND STUDENTS STUDYING AN ASIAN LANGUAGE/ FOREIGN LANGUAGE (AsL/FL) IN LIEU OF A 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, including those taking Foundation MTL (who will score between AL 6 to 8).
 - Hence, students will receive an assigned MTL score between AL 6 and 8 in PSLE.
 - This is the same approach taken in the previous T-score system.



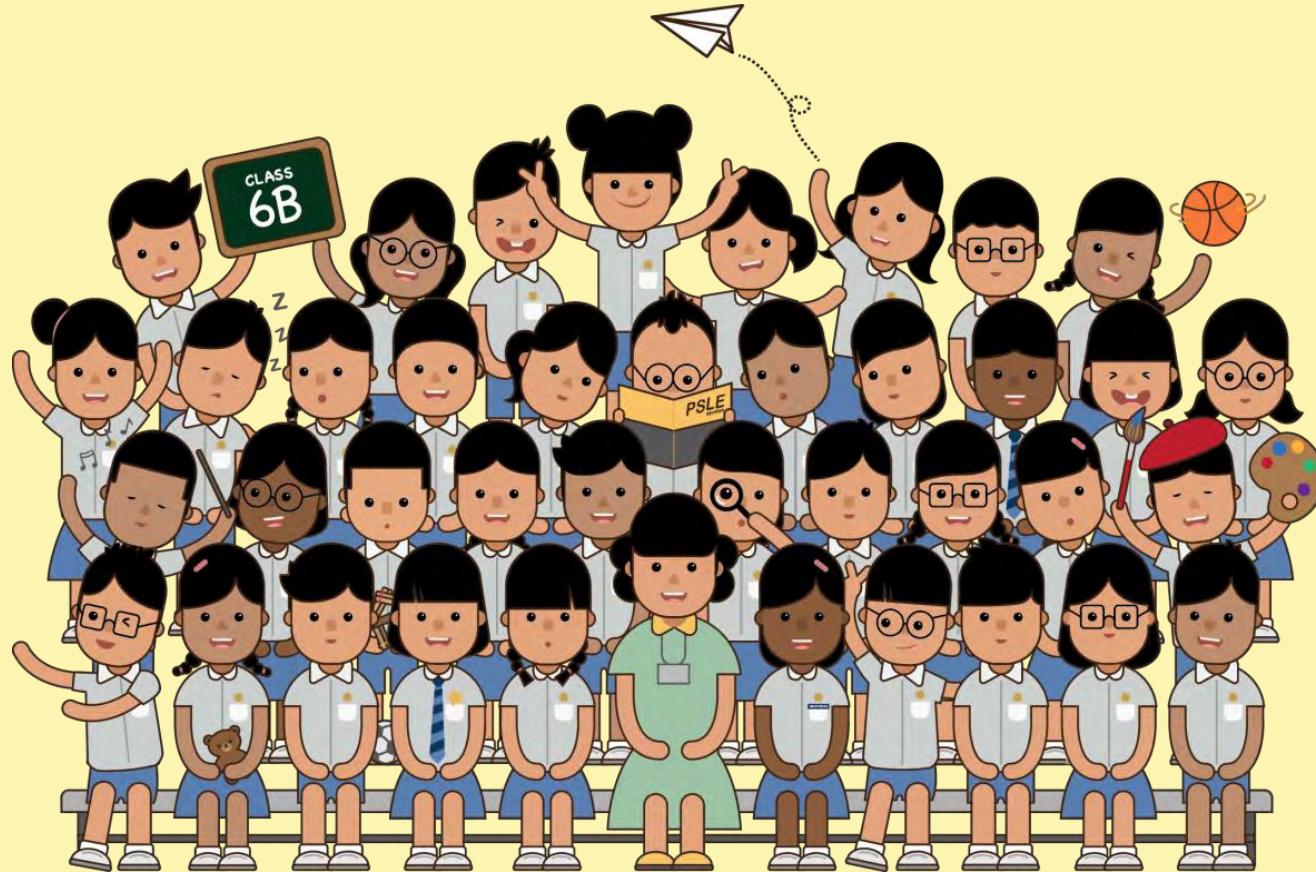
SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- In reviewing the score assignment for these students under the new PSLE scoring system, we need 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.

Comparison of Old and New PSLE Scoring Systems

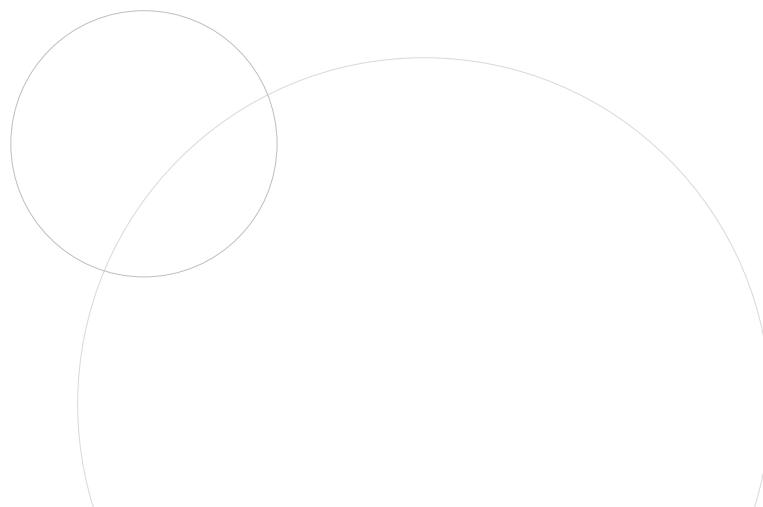
	Old PSLE Scoring System	New PSLE Scoring System [From 2021]
PSLE Scores Computation	T-Scores	Achievement Levels (ALs)
Performance basis	Comparative performance within cohort	Absolute performance
Level of differentiation	More than 200 possible T-scores	Range from 4 – 32
School Posting	Based on academic merit (PSLE Aggregate Score)	Based on academic merit (Total AL Score) Choice order will now be used as tie breaker.

THANK YOU!





DSA



Entering a secondary school



PSLE/S1 Posting Process

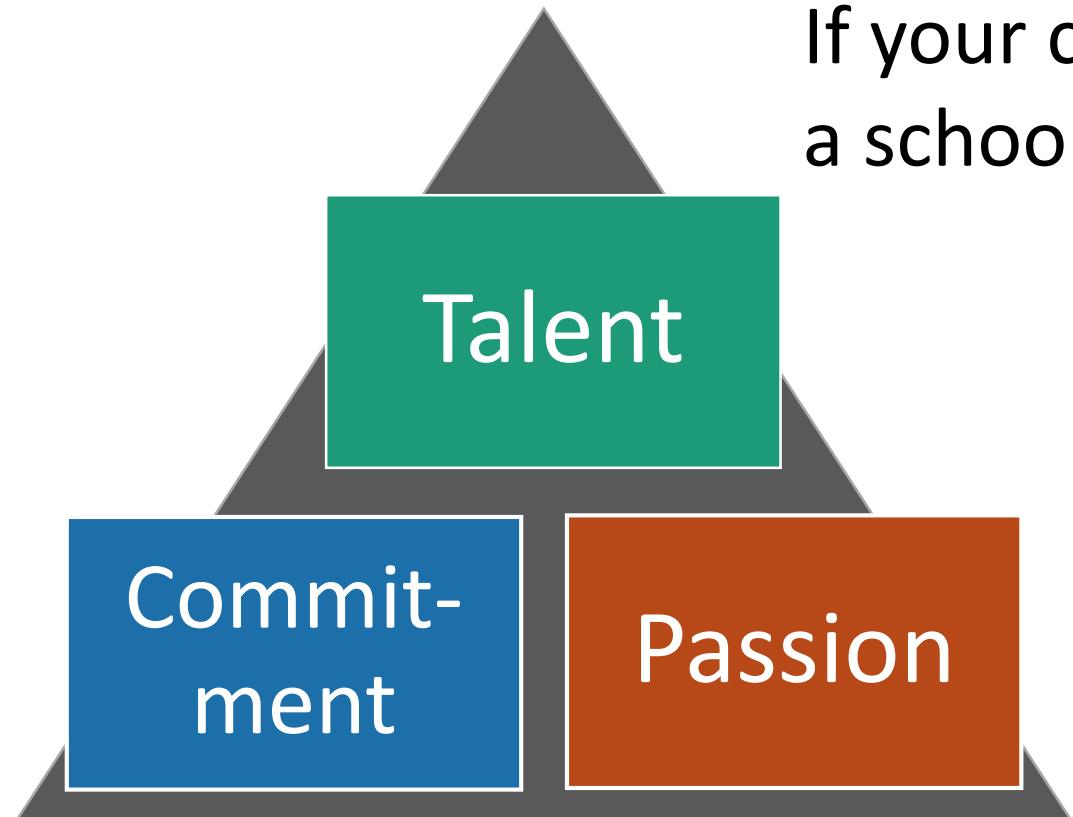
- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**



DSA-Sec

- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to access school programmes to develop their talents

Is the DSA-Sec right for my child?



If your child has specific **talents** which a school offers the DSA-Sec in

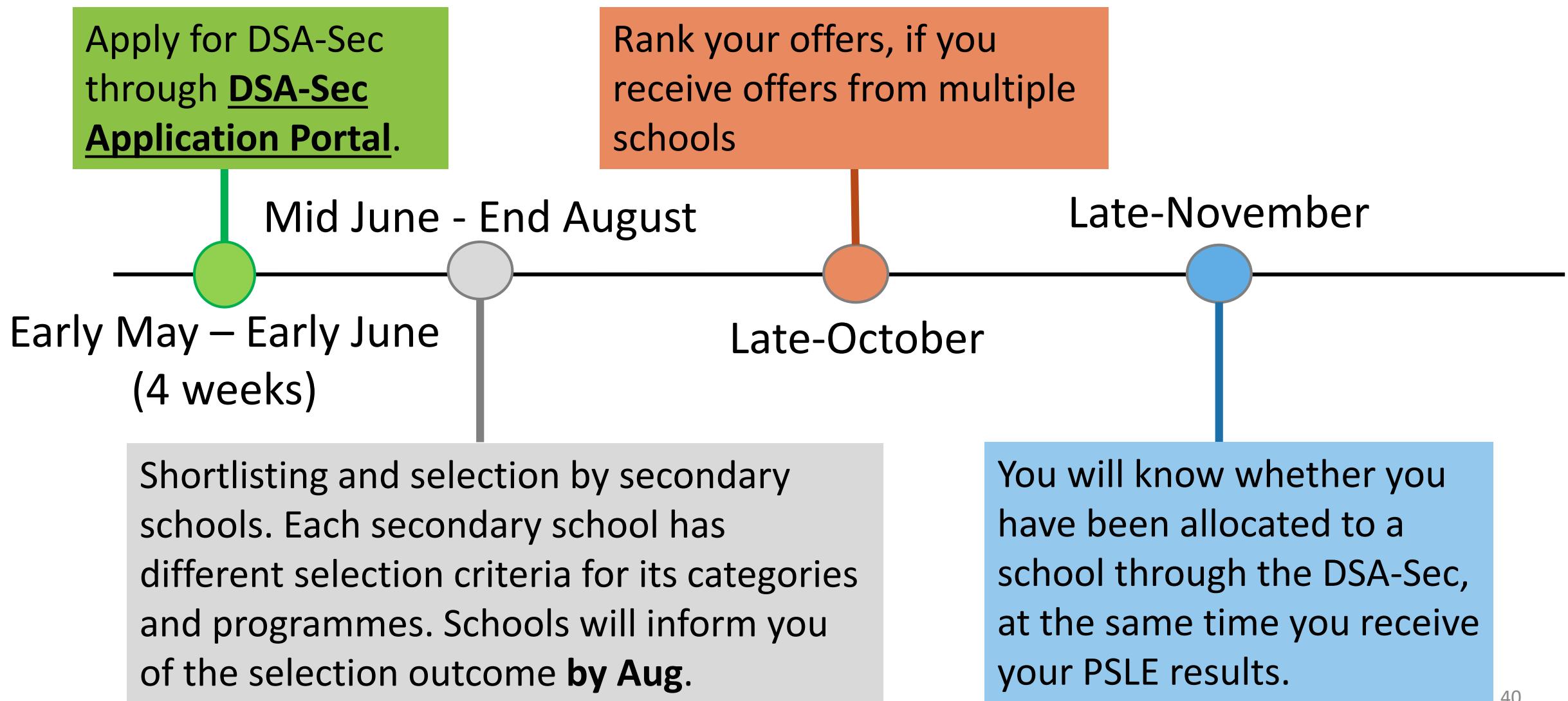
And is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area.

Which school should my child apply to?

- Look for a school with **programmes that match your child's strengths and interests**
 - Schools are looking out for students whose interests and talents they can develop further.
 - Learn more about the secondary school's **pace of learning** and overall range of programmes
- **Get the latest information** about what each school offers by:
 - Visiting schools' websites
 - Attending schools' Open Houses to also experience their environments and cultures
 - Visiting the MOE's DSA-Sec website (will be updated around April)

What is the timeline for DSA-Sec?



Features of the DSA-Sec Portal

1. Centralised online applications

- Applications will be centralised across all participating secondary schools
- The form will be **easy to fill** – you only have to key in contact details and your school and talent choices
Optional: The portal will also allow you to indicate any non-school-based achievements and activities related to the talent areas you applied for.
- You **do not need to submit testimonials or hardcopy documents** to the secondary school during application.

2. Application using Singpass

- Parents can access the Portal via their SingPass login. Only one parent's SingPass login is required.
- Parents who are unable to access their SingPass can approach the primary school for assistance.

3. No application fees

- No fees charged for DSA-Sec application and selection.
- We encourage all students who are passionate about and committed to developing particular talents to apply, regardless of family backgrounds.

Features of the DSA-Sec Portal

4. Making choices in the DSA-Sec portal

- Through the portal, you can easily identify schools that offer programmes for your child's talent area.
- You can indicate up to three choices. For each choice, you will need to choose a secondary school and a talent area from that school.
- The order of the choices does not matter during application.
- Of the three choices, up to two choices may be used to apply to the same school, for two different talent areas of that school. This is to cater to your child's multiple interests, and allow your child to choose different schools which can develop his/her strengths and interests.
- You and your child are encouraged to **consider your choices carefully**, and manage the time and effort participating in multiple trials and interviews.

Note. Students can apply separately to School of the Arts and Singapore Sports School, on top of the DSA-Sec choices made through the DSA-Sec Portal.

Examples of Possible Choice Combinations

	Talent(s)	School(s)	
EXAMPLE 1	Choir	School A	Your child can apply to <u>up to three different schools</u> , with no restrictions on the talent areas.
	Choir	School B	
	Choir	School C	
EXAMPLE 2	Choir	School A	If your child chooses two areas in one school, he/she can apply to two different schools only ,
	String Orchestra	School A	
	Choir	School B	
EXAMPLE 3 (Not allowed)	Choir	School A	Your child cannot use all three choices on one school. He/she can leave the third choice blank or choose another school.
	String Orchestra	School A	
	Mathematics	School A	

What are schools looking for?

- Schools have updated their selection practices, which are based on a common set of student-centric principles, with more emphasis on looking for sound fundamentals and potential in particular talent areas.
- The DSA-Sec selection process remains objective and talent-specific.

What are schools looking for?

- The selection process differs across schools, and across different DSA-Sec categories.
- Generally, schools are looking for candidates with:

Talent, passion, commitment

- Schools may look at **achievements** and **participation** (e.g. in Junior Sports Academy).
- Schools may also conduct tests, trials or selection camps to identify students with **strengths, or sound fundamentals and potential**, in particular areas.

Strong personal qualities

- Schools may look at CCA records and VIA participation.
- Schools may also conduct interviews.

Good academic fit

- Schools may look at primary school results to ensure students can benefit from the school's pace of learning.

*Students, be sincere, be genuine, and be yourself –
if you are a good fit for the school, it will show.*

What are the possible DSA-Sec outcomes?

- **Confirmed Offer (CO)** → Your child has a place reserved in the school, as long as his/her PSLE results qualify him/her for a course the school offers (i.e. Express, Normal (Academic) or Normal (Technical)).
- **Wait List (WL)** → Your child will be given a place in the school if other students with Confirmed Offers do not take up those offers, and if his/her PSLE results qualify him/her for a course the school offers. Allocation will be based on students' rank on the school's Wait List.
- **Unsuccessful** → Your child has not been given a place in the school. If your child still wishes to enter the schools he/she applied for, he/she can apply through the S1 Posting process using his/her PSLE results.

How are DSA-Sec places allocated?

Example: Confirmed Offer vs Wait List

Hani is given Confirmed Offer by Courage Secondary. Hani selected Courage Secondary as her 2nd choice.

Victor is offered a Wait List by Courage Secondary. Victor selected Courage Secondary as his 1st choice.

Who will be considered for a place in Courage Secondary first?

Hani will be considered for a DSA-Sec place in Courage Secondary before Victor, as she has a Confirmed Offer.

If my child has a DSA-Sec Confirmed Offer, does it mean that his/her PSLE results will not matter?

- Your child's PSLE results will still be **used to determine the secondary school course he/she is eligible** for (i.e. Express, Normal (Academic), Normal (Technical))
- Even if he/she has a Confirmed Offer, he/she **must qualify for a course offered by the school** to be admitted to the DSA-Sec school.

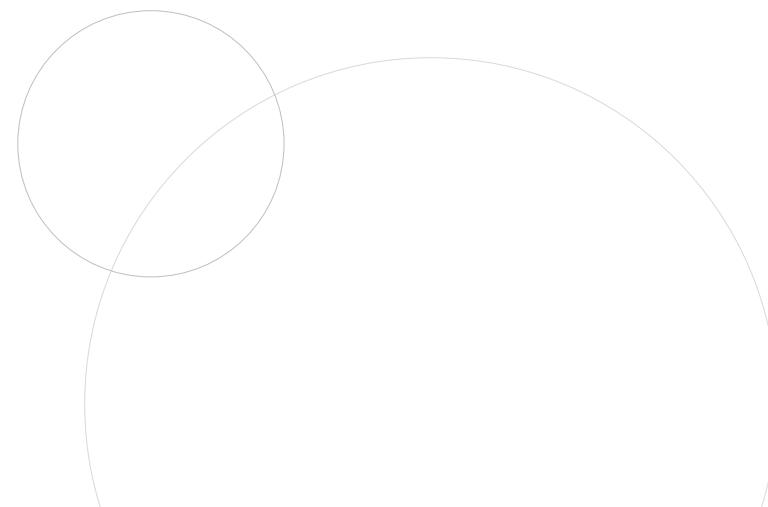
Example: Leo has a Confirmed Offer from Courage Secondary, which offers the Express Course only. However, Leo's PSLE results qualify him for the Normal (Academic) course. Hence, Leo will not be able to go to Courage Secondary through DSA-Sec. If he is not allocated a place in another DSA-Sec school whose CO/WL offer he had accepted at the School Preference stage, he will participate in the S1 Posting.

Where can I find more information on the DSA-Sec?

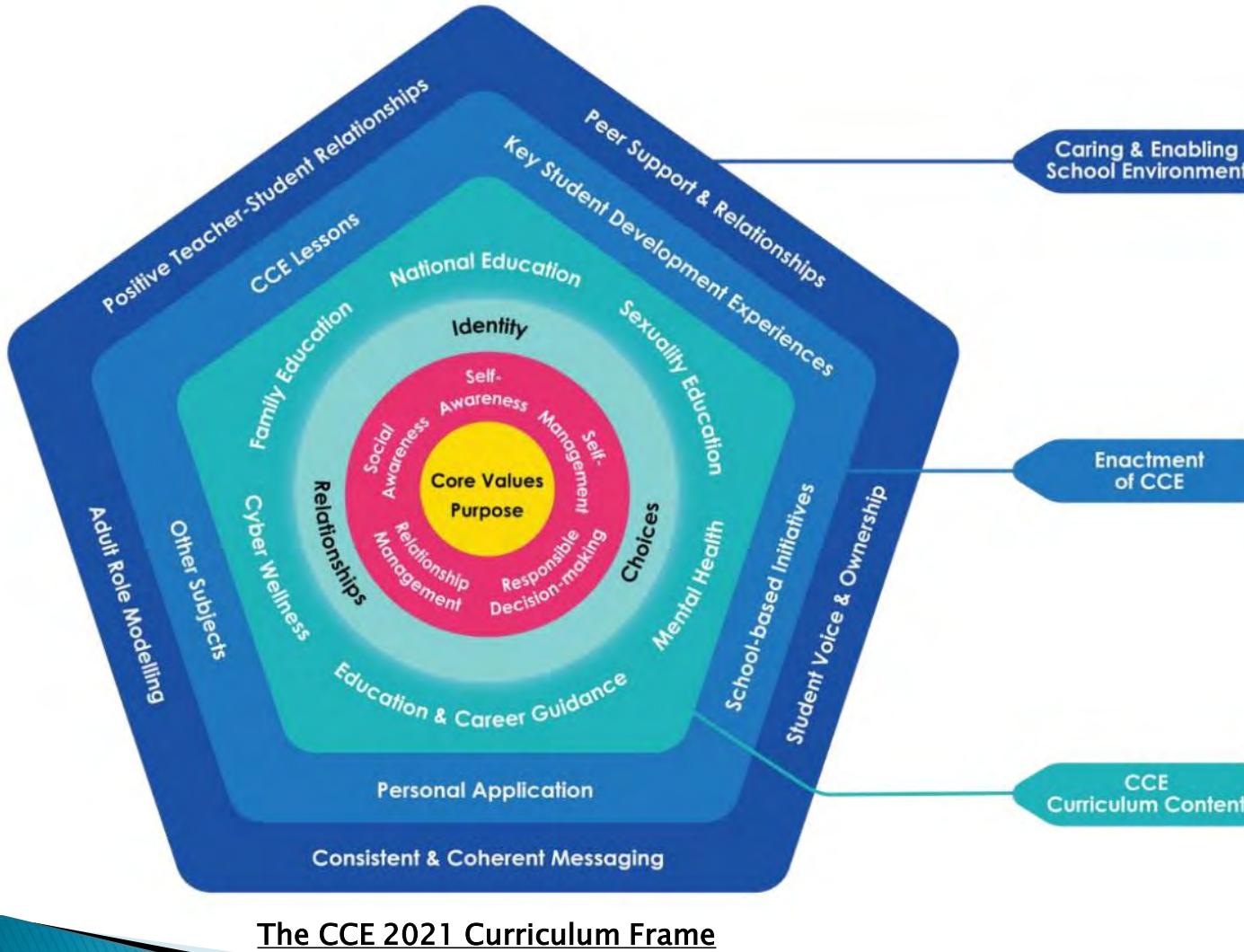
- Check the **MOE DSA-Sec website** for important dates and timelines, and for information on how DSA-Sec will be conducted.
- The MOE DSA-Sec website also contains information on DSA categories and secondary schools offering them.



CHARACTER AND CITIZENSHIP EDUCATION



CCE 2021



CCE 2021 aims to develop in our students:

- Good character
- Resilience and social-emotional well-being
- Future readiness
- Active citizenship

Our School Core Values



RESPECT

I care for the dignity of others in what I say or do.



LOVE

I show compassion, care and concern for others.



RESPONSIBILITY

I can be depended on to carry out my duties well.



PERSEVERANCE

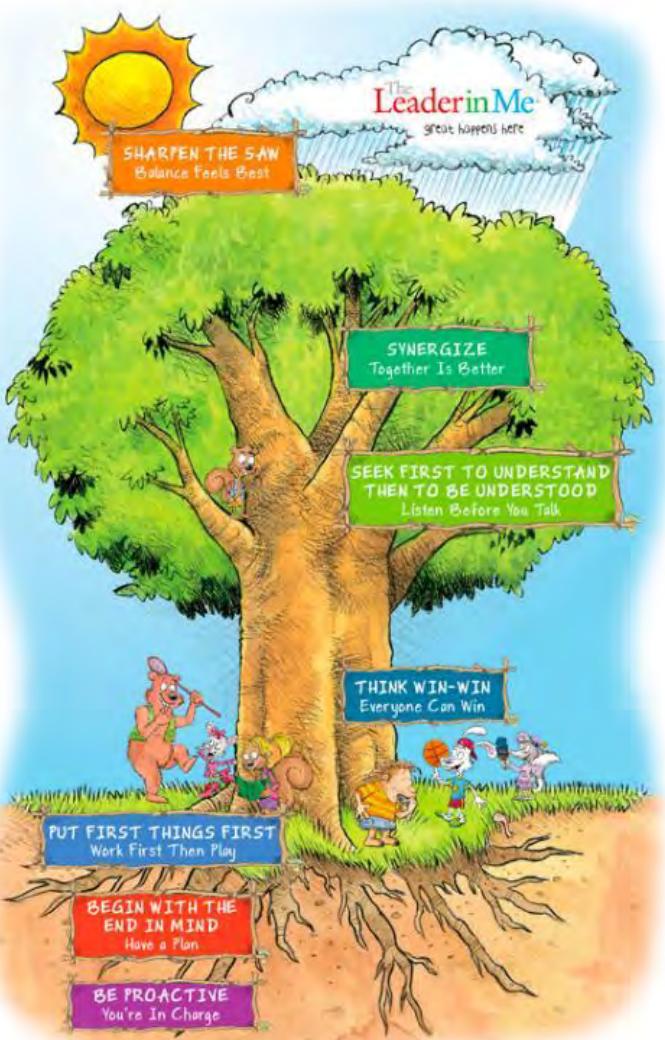
I overcome all obstacles to achieve my goals.



INTEGRITY

I uphold what is good, just and true.

THE LEADER IN ME PROGRAMME



Habit 1: Be Proactive (*you're in charge*)

Habit 2: Begin With The End In Mind (*have a plan*)

Habit 3: Put First Things First (*work first, then play*)

Habit 4: Think Win-Win (*everyone can win*)

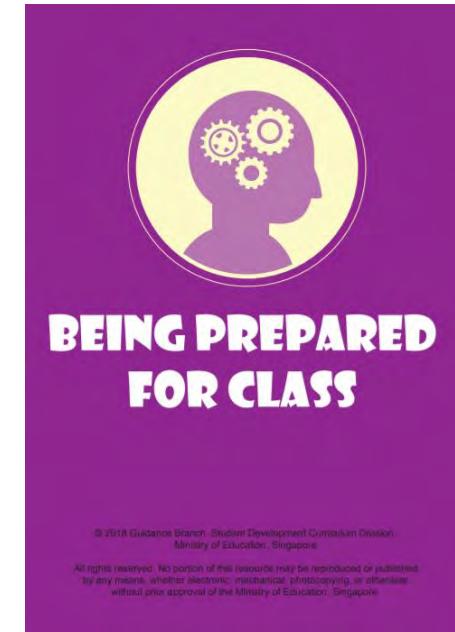
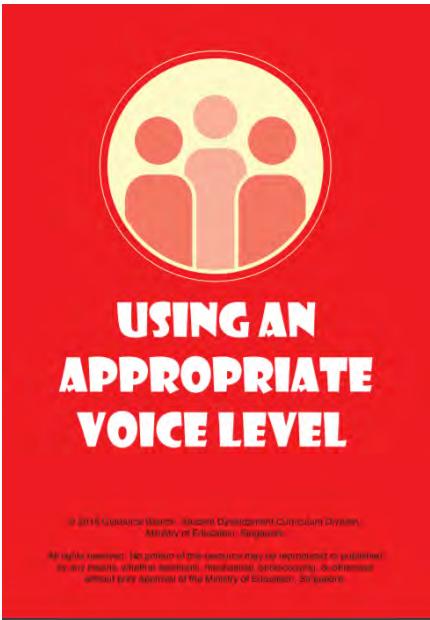
Habit 5: Seek First To Understand, Then Be Understood (*listen before you talk*)

Habit 6: Synergize (*together is better*)

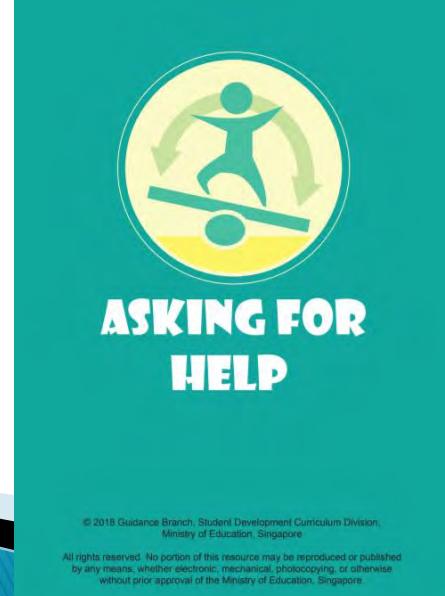
Habit 7: Sharpen The Saw (*balance feels best*)

SOCIAL SKILLS

- Social skills are the ways in which we interact with others.
- A person who has good social skills knows how to behave in different social situations.
- Being aware and having good social skills benefit both self and others.



Key Social Skills





USING AN APPROPRIATE VOICE LEVEL

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USING AN APPROPRIATE VOICE LEVEL

- 1 Look at the situation and the people around me
- 2 Listen to the level of the voices around me
- 3 Speak in the voice level that fits the situation



Voice Levels

First Toa Payoh Primary School

0	Silence
1	Whisper
2	6 - Inch
3	Table Talk
4	Strong Speaker
5	Outside



School Rules & Expectations

ATTENDANCE



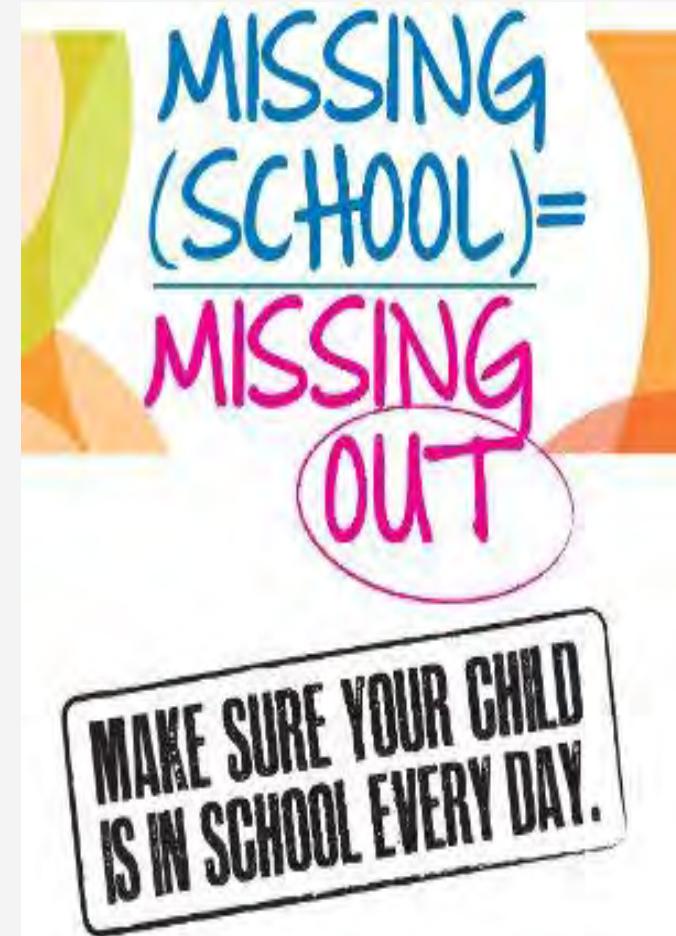
- ✓ Be in school by 7.30 a.m.
- ✓ Remain in school during school hours
- ✓ Permission to leave school earlier must be sought from the General Office before doing so
- ✓ If your child is sick, parents are to come personally to take their child home



ATTENDANCE



- ✓ Students should not be absent from school without a valid reason
- ✓ Present a medical certificate or a parent's letter if your child is unwell and needs to rest at home.
- ✓ A student will be marked LATE if he/she arrives in school after 7.30am.



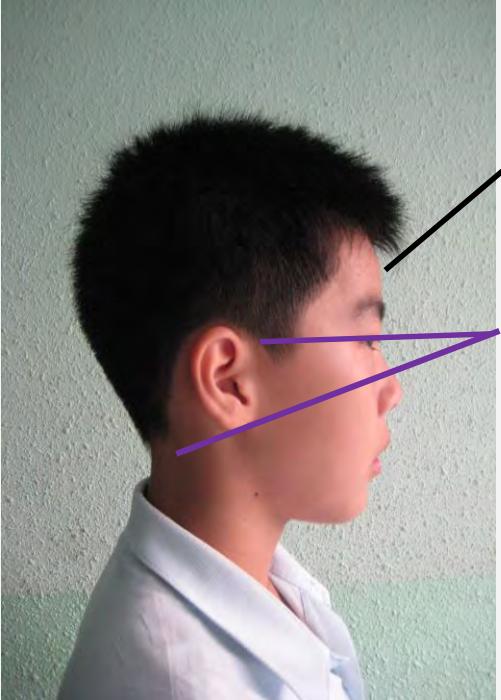
ATTIRE



- ✓ Wear the school uniform smartly
- ✓ Sew the name tag onto the pocket above the school badge
- ✓ Wear black shoes and socks
- ✓ PE attire on days without PE is allowed. PE T-shirt must be tucked in.
- ✓ House T-Shirt on CCA/PAL Fridays.
House T-Shirt must be tucked in.



HAIRSTYLE

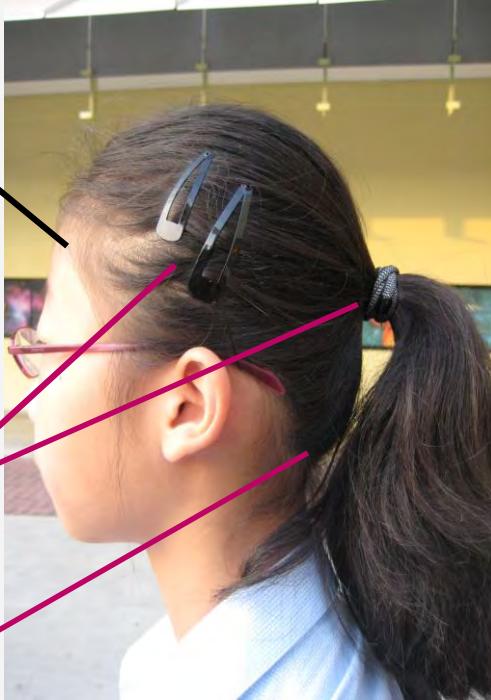


Fringe should not touch the eyebrows

Short and evenly cut hair.
Not touching the collar.

Hair accessories must be black or dark blue

Long hair is tied up.



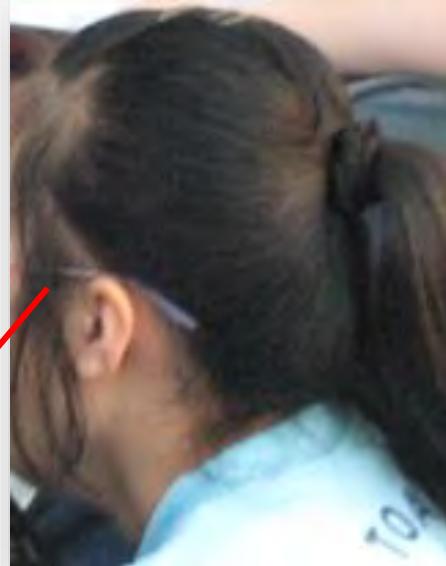
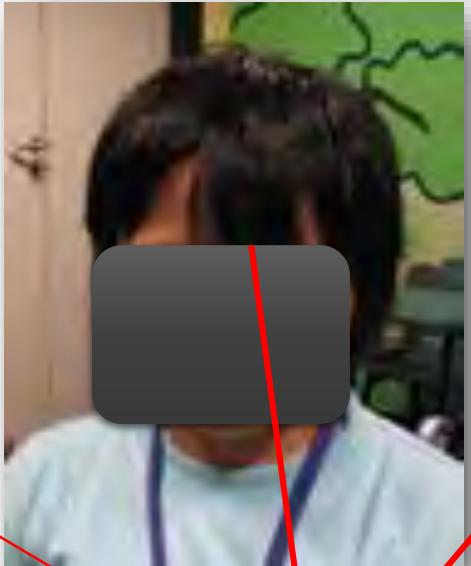
Be proud of yourself!
Carry yourself well.

Leave hair naturally coloured.

HAIRSTYLE



These styles are NOT allowed.

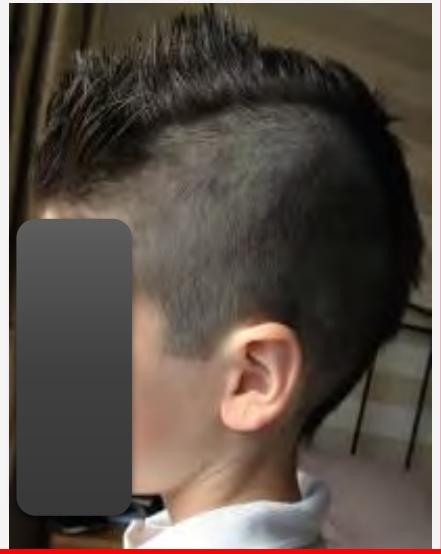
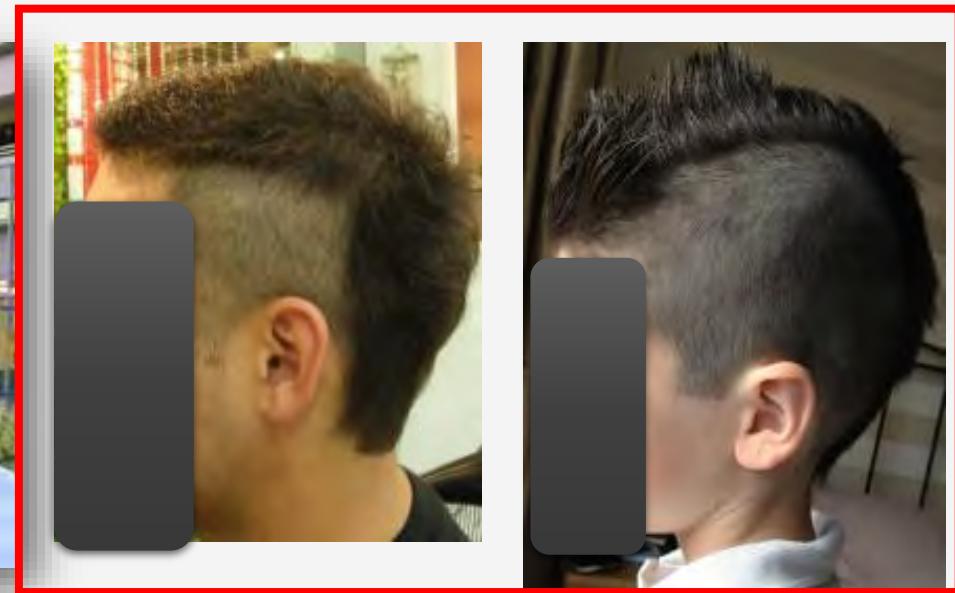


Long fringe should
be pinned up.

HAIRSTYLE



These styles are NOT allowed.



Hair is long, messy and touching
the collar.

NOT appropriate
for school.

EAR ACCESSORIES



Only simple ear
studs are allowed



**No rings, dangling
ear accessories**

NAILS & PERSONAL HYGIENE



- ✓ Keep finger and toe nails clean and short
 - ✓ Keep them free of nail polish
 - ✓ Wash hands often

 <h3>Sleep</h3> <p>Early to bed, early to rise. Plenty of sleep helps you concentrate.</p>	 <h3>Teeth</h3> <p>Brush teeth every morning and night to keep them shining and bright. Visit your dentist regularly.</p>
 <h3>Nails</h3> <p>Trim nails weekly. Keep nails short and clean.</p>	 <h3>Hair</h3> <p>Wash your hair often. Keep it neat by styling and brushing.</p>
 <h3>Exercise</h3> <p>Play outside as much as possible. Don't sit and play on the computer or watch TV too often.</p>	 <h3>Hygiene</h3> <p>Bath or shower and change underwear daily. Wash hands after visiting the toilet and before eating.</p>
 <h3>Homework</h3> <p>Take care with homework and always do it before going out to play.</p>	 <h3>Diet</h3> <p>Eat a healthy balanced diet. Choose healthy snacks such as fruit instead of crisps and sweets. Avoid sweet, fizzy drinks. Drink water, milk or fresh fruit juice.</p>

ACCESSORIES



- ✓ Blue/Black hair accessories for girls
- ✓ Necklaces and pendants of religious nature should not be worn visibly

PERSONAL DIGITAL DEVICES



- ✓ Mobile phones can be switched on only during recess or after school.
- ✓ Mobile phones are only used to contact parents at this time.
- ✓ Video recording is not allowed
- ✓ Media players and personal digital players are not allowed



<u>Offences</u>	<u>Possible Consequences</u>
<ul style="list-style-type: none"> ▪ Late for school ▪ Inappropriate Uniform/Grooming ▪ Not handing in homework ▪ Littering ▪ Not clearing cutlery/crockery after recess/lunch ▪ Use of personal devices during non-stipulated times/misuse of personal devices ▪ Misbehaviour during assembly/Recess/Lunch/LJs ▪ Disruptive behaviour ▪ Use of inappropriate language ▪ Vandalism ▪ Assault/Fighting / Bullying ▪ Truancy/Skipping class ▪ Disrespecting teachers or support staff ▪ IT-related offences ▪ Gambling/Smoking ▪ Cheating in test/exam ▪ Extortion/Threats ▪ Theft/Shoplifting ▪ Arson ▪ Substance Abuse ▪ Possession of Weapons 	<ul style="list-style-type: none"> ▪ Warning ▪ Counselling ▪ Reflection ▪ Restriction of privileges ▪ Written notification to parents ▪ Parent-Teacher Conference ▪ Parent-P/VP Conference ▪ Corrective School Service ▪ Confiscation of items ▪ Apology ▪ Caning ▪ Suspension ▪ Any other appropriate actions deemed necessary by School Leaders

STUDENT HANDBOOK 2022

STUDENT MANAGEMENT MATTERS





**GOLDEN RULE
TEST**

Would I want others to do this to me?

**SCHOOL
TEST** 

**Does this demonstrate the core values
which I have been taught in school?**

**ADULTS
TEST** 

**How would the adults in my life feel if
they found out that I did this?**

**CONSEQUENCES
TEST** 

Will this have negative consequences?

Will I be hurt?

Will others be hurt?

**Will I come to regret doing this now or
in the future?**

Contact

Mr Joel Vinson (Mr J)

HOD Discipline & CCA

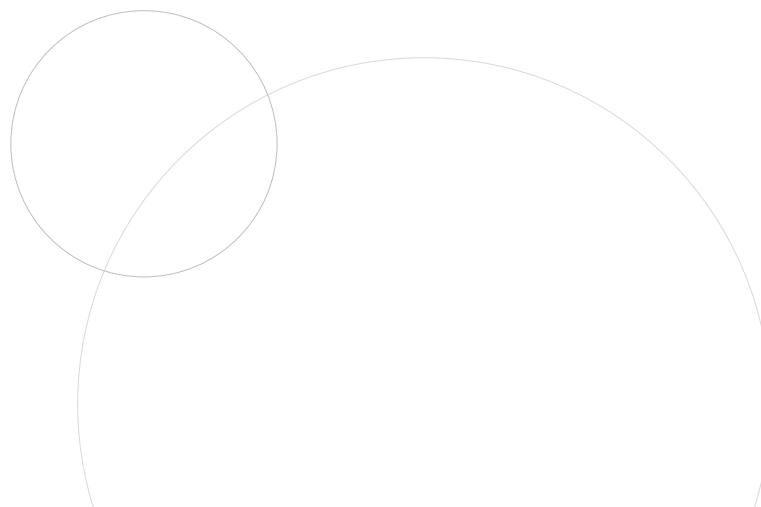
joel_prathiev_vinson@schools.gov.sg

9760 8785





CYBERWELLNESS





Practising Cyber Wellness

Cyber Wellness education focuses on helping your child to be a responsible digital learner. Learn more about the programme and curriculum.

What is Cyber Wellness?

Cyber Wellness (CW) in Character and Citizenship Education (CCE) focuses on the well-being of our students as they navigate cyberspace. Our curriculum aims to equip students with the knowledge and skills to harness the power of ICT for positive purposes, maintain a positive presence in cyberspace and be safe and responsible users of ICT.

3 principles of Cyber Wellness

These 3 main principles will guide your child's decision-making and anchor their well-being:

- Respect for self and others.
- Safe and responsible use.
- Positive peer influence.



CYBER WELLNESS EDUCATION

How it works

CW education is usually conducted during curriculum time and through programmes in schools such as workshops, talks and activities. CW topics are also included in subjects such as English and Mother Tongue Languages.

What to expect

The following time is dedicated to CW education:

- Primary schools: 14 lessons during the Form Teacher Guidance Period.

CW curriculum: at a glance

Topics	What your child will learn about
Cyber use	<ul style="list-style-type: none">Maintaining a healthy balance of online and offline activities
Cyber identity	<ul style="list-style-type: none">Developing a healthy online identityAppropriate online expression
Cyber relationships	<ul style="list-style-type: none">NetiquetteCyber bullyingDeveloping safe, respectful and meaningful online relationships
Cyber Citizenship	<ul style="list-style-type: none">Understanding the cyber worldHandling online content and behaviourHaving a positive presence in the cyber community
Cyber Ethics	<ul style="list-style-type: none">Creating and sharing of online content in a responsible mannerRespecting copyright

Support at home

To help your child stay safe and have positive experiences online, you can:

- Organise more outdoor activities together.
- Activate parental controls on your home devices.
- Model good digital habits for your child.
- Set ground rules for internet use.
- Navigate the internet together to understand their usage.

Resources

Learn more about how to keep your child safe online through these resources:

From MOE

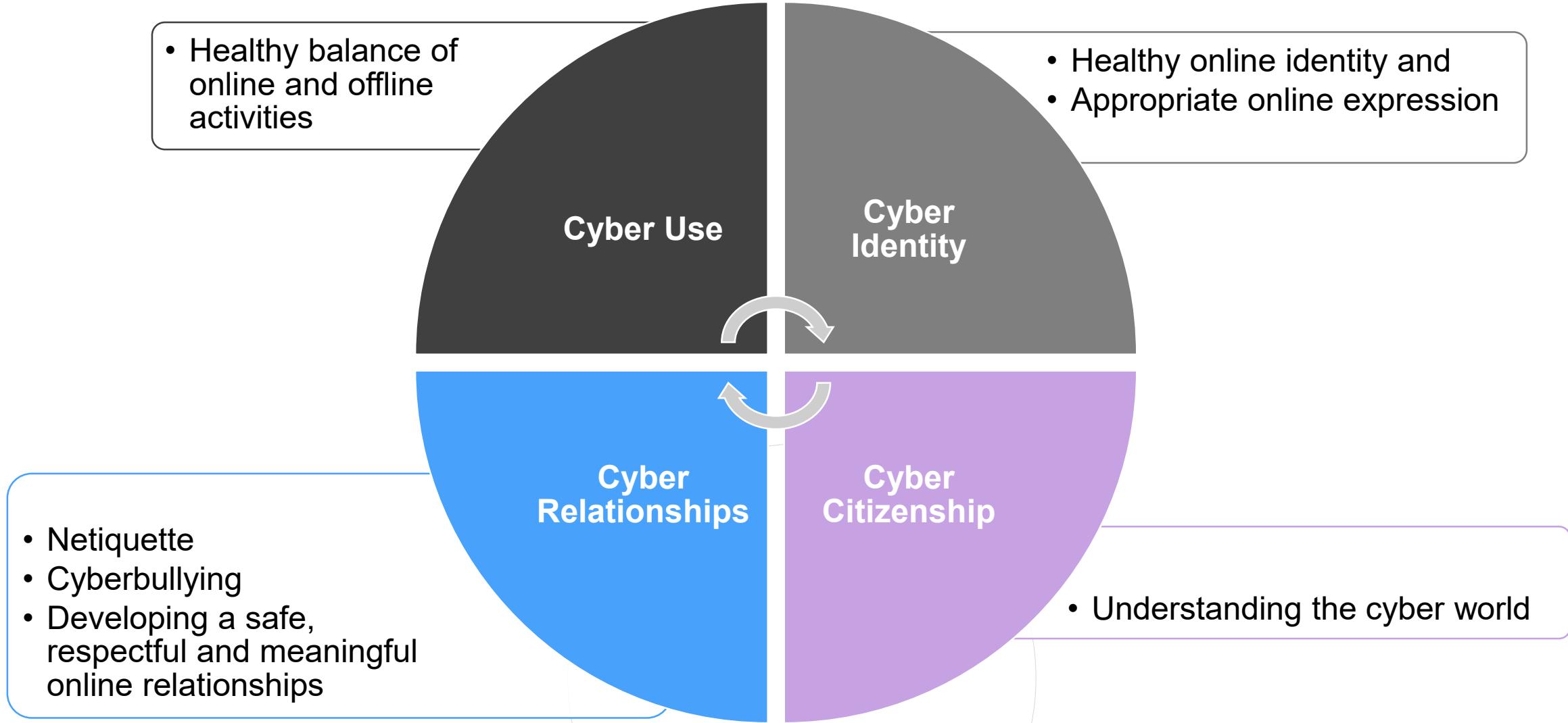
- [Parents, the guardians of internet](#)
- [Guide for parents on setting parental controls](#)
- [Understanding cyber wellness](#)
- [Navigating the cyber world safely](#)
- [ICT in schools: To use or not to use?](#)
- [Play safe – avoid online gaming addiction](#)
- [Safeguarding your child online](#)
- [Exploring online, safely and confidently](#)

From external agencies

- [Media Literacy Council](#)
- [National Crime Prevention Council](#)
- [S.U.R.E. by National Library Board](#)
- [Cyber Security Agency](#)

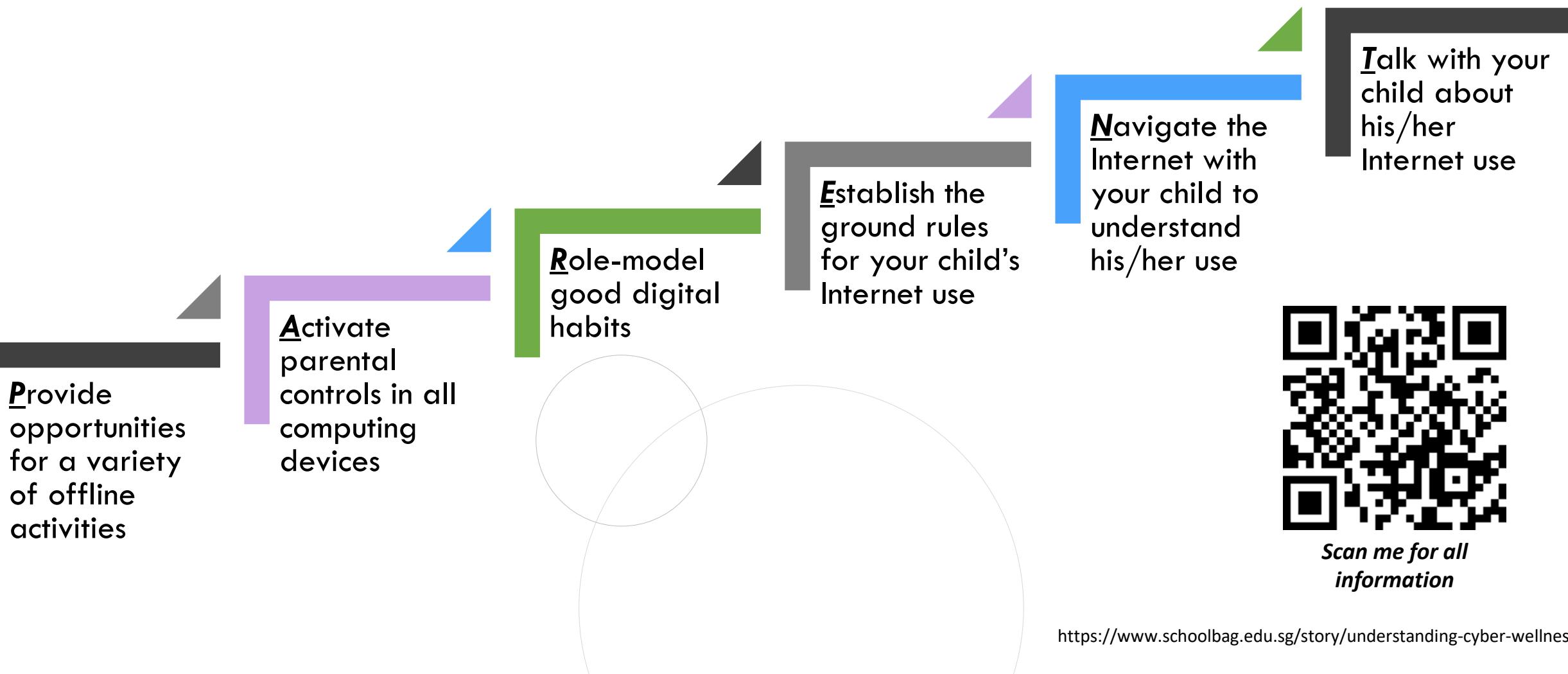
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Student Leaders Training for Prefects and Cyber-Wellness Monitors



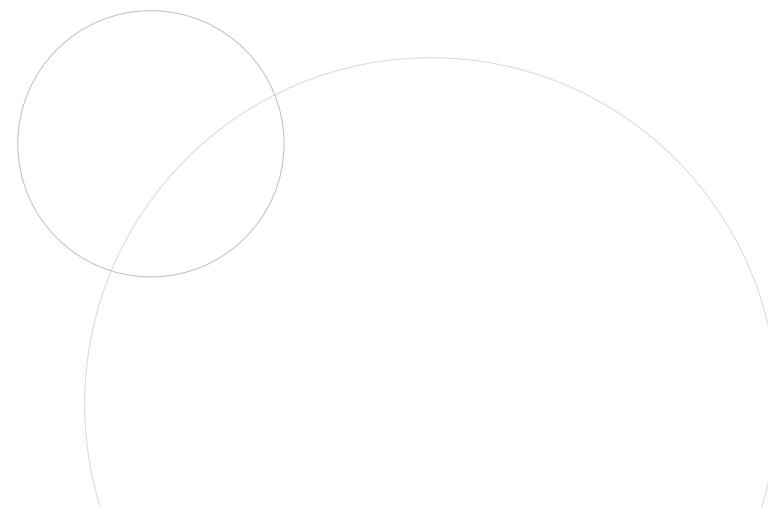


PARENTing in the Digital Age





CURRICULUM MATTERS





ASSESSMENT MATTERS

- Removal of SA1 and is replaced with holistic assessment throughout the year
- To allow more time to deepen understanding and develop 21st century competencies

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Weighting	5%	15%	10%	70%



ENGLISH – COMPONENT WEIGHTING

Component	Weighting (Standard)	Weighting (Foundation)
Paper 1 Writing	55 Marks (27.5%)	40 Marks (26.7%)
Paper 2 Language Use and Comprehension	95 Marks (47.5%)	60 Marks (40%)
Listening Comprehension	20 Marks (10%)	20 Marks (13.3%)
Oral	30 Marks (15%)	30 Marks (20%)
Total	200 Marks (100%)	150 Marks (100%)



ENGLISH – COMPONENT WEIGHTING

Component	Marks (Standard)	Marks (Foundation)
Oral (a)Reading Aloud (b)Stimulus-based Conversation	30 marks 10 marks 20 marks	30 marks 10 marks 20 marks
Listening Comprehension 7 Texts, 20 MCQs	20 marks	20 marks
Graphics Map Comprehension		
Writing (a) Situational Writing (b) Continuous Writing	55 marks 15 marks 40 marks	40 marks 10 marks 30 marks



ENGLISH – COMPONENT WEIGHTING

Component (Standard)	Items	Marks	Booklet	Component (Foundation)	Marks
				A	B
Grammar MCQ	10	10	A	Grammar MCQ	8
Vocabulary MCQ	10	10		Punctuation MCQ	2
Visual Text MCQ	8	8		Vocabulary MCQ	5
Grammar Cloze	10	10		Visual Text Comprehension MCQ	5
Editing for Spelling and Grammar	12	12	B	Form Filling	5
Comprehension Cloze	15	15		Editing for Grammar	6
Synthesis and Transformation	5	10		Editing for Spelling	6
Comprehension OE	Up to 10	20		Comprehension (Completion of Sentence)	5
Total		95		Synthesis	3
				Comprehension Cloze	5
				Comprehension	10
				Total	60



MOTHER TONGUE LANGUAGE – COMPONENT WEIGHTING (Standard MTL) (Foundation MTL)

Component	Weighting
Paper 1 Composition	40 Marks (20%)
Paper 2 Language Use and Comprehension	90 Marks (45%)
Listening Comprehension	20 Marks (10%)
Oral	50 Marks (15%)
Total	200 Marks (100%)

Component	Weighting
Paper 1 Language Use and Comprehension	15 Marks (15%)
Paper 2 Oral	55 Marks (55%)
Listening Comprehension	30 Marks (30%)
Total	100 Marks (100%)



HIGHER MOTHER TONGUE LANGUAGE – COMPONENT WEIGHTING

Component	Weighting
Paper 1 Composition	40 Marks (40%)
Paper 2 Language Use and Comprehension	60 Marks (60%)
Total	100 Marks (100%)



Support from Home (for languages)

- Encourage your child to speak in MT Language as often as possible. Make use of objects in your environment to engage your child in conversations using their MT Language.
- Encourage your child to learn through meaningful language games.
- Bring your child to the library to cultivate a reading habit.
- Make available a variety of reading materials
- Read with and read to your child



MATHEMATICS – FORMAT OF PAPER

(Standard)

Section	Weighting
Paper 1 – Booklet A 15 Multiple Choice Questions	20 Marks (20%)
Paper 1 – Booklet B 15 Short Answer Questions	25 Marks (25%)
Paper 2 17 Problem Sums	55 Marks (55%)
Total	100 Marks (100%)

(Foundation)

Section	Weighting
Paper 1 – Booklet A 20 Multiple Choice Questions	30 Marks (33.3%)
Paper 1 – Booklet B 10 Short Answer Questions	20 Marks (22.2%)
Paper 2 16 Problem Sums	40 Marks (44.4%)
Total	90 Marks (100%)



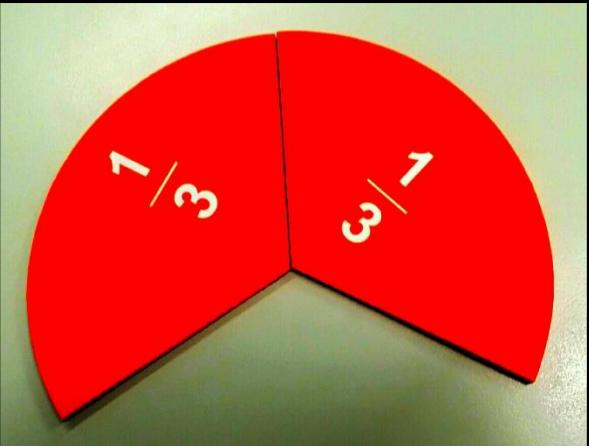
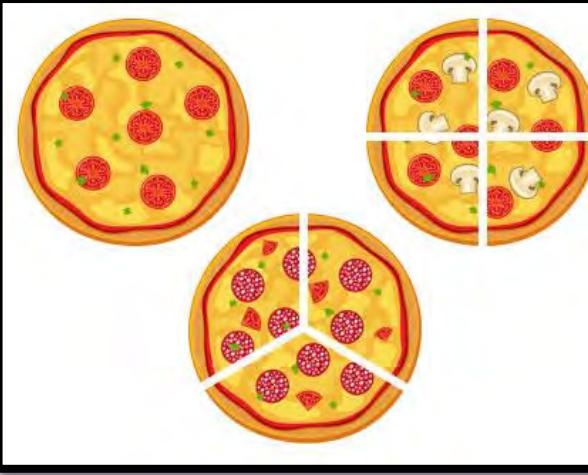
Supporting your child in MATHEMATICS

Master the Basics

- Addition and Subtraction (quick mental sums)
- Multiplication and Division (Multiplication Tables of 2 to 9)
- Measurements
 - km / m / cm
 - litres / millilitres
 - kg / g
 - Dollars and Cents (eg: conversion – eg: 8 twenty-cents coins = \$?)



Teaching and Learning using CPA approach (in school)

<u>Concrete</u>	<u>Pictorial</u>	<u>Abstract</u>
		$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$

Manipulatives
(Fraction Discs)

Drawings
(Familiar Items)

Equations
(Practices)

Concrete and pictorial representations support
students' understanding of abstract concepts



SCIENCE – FORMAT OF PAPER

Standard (1h 45 min)			Foundation (1h 15 min)		
	No. of Questions	Marks		No. of Qns	Marks
Section A – MCQ (4 options)	28	56	Section A – MCQ (3 options)	18	36
Section B - Open-ended	13	44	Section B – Structured – Open-Ended <i>(Vocabulary List provided)</i>	6-7 5-6	14 20
Total Marks		100	Total Marks		70

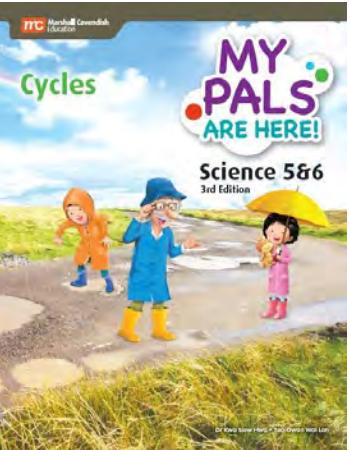
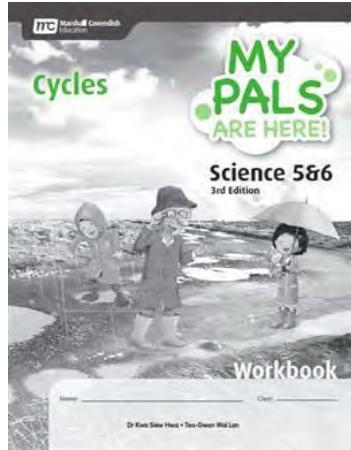
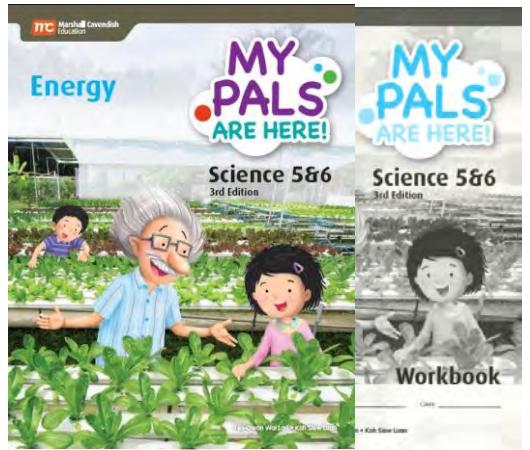
- P3 and P4 topics will still be tested
- Practical Test to assess Science process skills

Practical Process Skills Tested	
1. Observing	5. Using apparatus and equipment
2. Comparing	6. Communicating (Verbal, Pictorial)
3. Classifying	7. Analysing
4. Inferring	8. Investigation



SCIENCE

Please do not throw the books away at the end of the year. Students will need them as they progress to the next level.

Term 1	Term 2	Term 3	Term 4
Water and Changes in State Water Cycle	Plant Reproduction Human Reproduction Cells (Standard Only)	Plant Transport System Photosynthesis Respiratory and Circulatory Systems	Electricity
	Jam Making Workshop at Science Centre		Electric Carnival Workshop at Science Centre
			



How your child learns Science in school

- Experiments and hands-on activities
 - Garden activities
 - Lab activities
 - Learning Journeys
 - Practical Test
- Practice after every topic
 - Recall facts
 - Practice with different types of questions
- Self-directed learners
 - Science magazines in each class for students to read at their free time



How you can support your child

- Include Science in family time
- Reading Science magazines
- Watching Science Documentaries

The screenshot shows the 'Visitor's Information' section of the Science Centre Singapore website. The main content is titled 'Admission Charges' and includes a table for 'Single Venue Rates'. The table shows rates for Science Centre visitors:

Single Venue	Adult	Child	Senior Citizen	
Science Centre	Singaporean / PR Rate Off-Peak	Free	Free	Free
	Singaporean / PR Rate Peak	\$6.00	\$4.00	\$4.00
	Standard Rate	\$12.00	\$8.00	\$12.00

The screenshot shows the 'Activities' page of the 'GARDENS, PARKS & NATURE' website. The navigation bar includes links for GARDENS, PARKS & NATURE, ACTIVITIES, LEARNING, BIODIVERSITY, GARDENING, CONTRIBUTE, PARTNER US, and ABOUT US. The page title is 'Family Time with Nature'.

Tenants' Activities and Promotions

Events and Workshops

Experiencing Nature

Family Time with Nature

- Featured Playgrounds
- Parks Popular with Families
- Recommended Activities

Fitness, Sports and Wellness

Fun & Recreation

Retail

Dining

Book a Venue

Workshops & Guided Walks for Organised Groups

Family Time with Nature

Parks and gardens are ideal spaces for you and your child to spend quality time together. Bring your child to our Featured Playgrounds or visit Parks Popular with Families over the weekend. Take inspiration from our Recommended Activities and enjoy exploring nature with your loved ones.

Featured Playgrounds

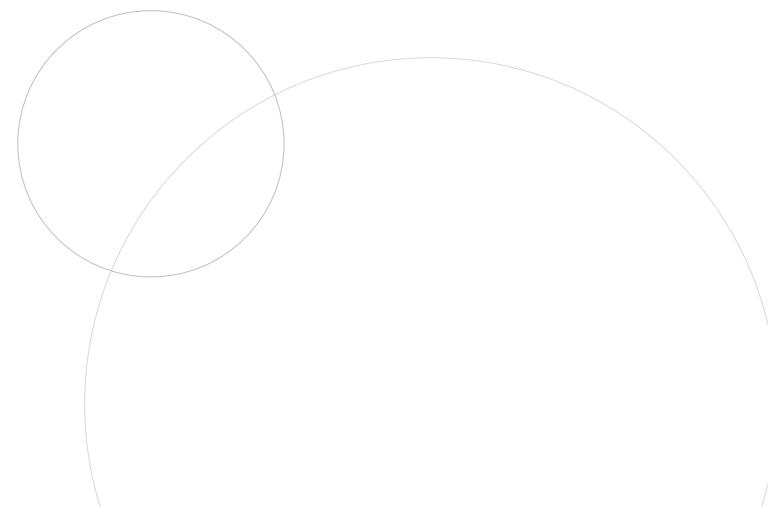
Parks Popular with Families



Recommended Activities



SCHOOL KEY PROGRAMMES





Applied Learning Programme (ALP)

“Literacy Through Photojournalism”

The main objectives of the Literacy Through Photojournalism (LTP) programme are as follows:

- To develop language, visual and global literacies through photography.
- To build the confidence in our students as they experience success in their creative expressions.
- To tap on the photography skills to communicate ideas that students are championing for.



Programme Structure

The LTP programme is divided to 2 levels of training and will take on a developmental approach towards the learning of photography and photography-related skills. The application of these skills picked up at each level enables the student to craft their photojournal.



P5 LTP - PHOTOGRAPHY USING DSLR CAMERA

Learning the anatomy of a DSLR camera and the different functions and modes.

Take a series of images based on given theme to create a story → to create e-portfolio.





“Character Building Through Outdoor Experiential Learning”

- ❖ To facilitate students' experiences of teamwork, resilience, ruggedness, overcoming adversity, experimentation and risk-taking, and of making friends from diverse backgrounds



Progressive cohort camps from P3 to P5

- P3 1-Day Outdoor Adventure
- P4 2D1N School Camp
- P5 3D2N Outdoor Adventure Camp



Tier 2 Outdoor Hikes for students with interest and/or aptitude.

- Sungei Buloh Wetland Reserve
- The Southern Ridges



"Sports Education Programmes" (SEP)

- ❖ Aims to advocate the importance of sports education, encourage sports participation and increase sporting opportunities



P1 Rope Skipping



P2 Mini Trampoline



P3 Inline Skating



P4 Archery



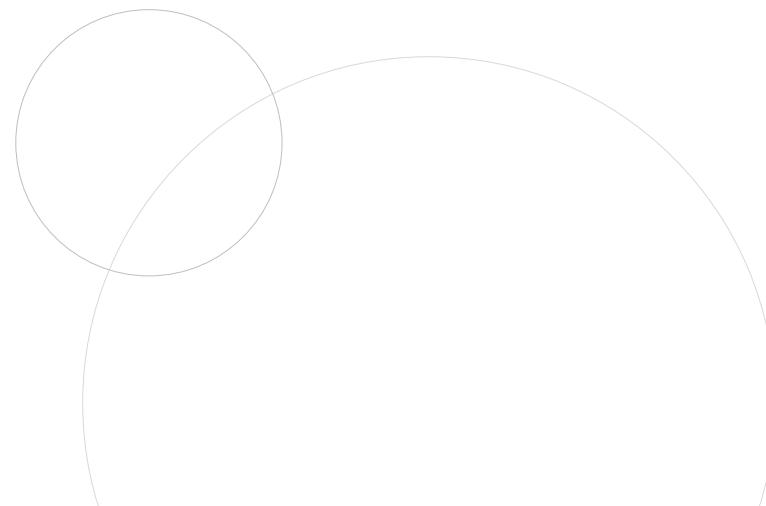
P5 Bowling



P6 Dragon Boating



LEVEL HIGHLIGHTS





LEVEL HIGHLIGHTS

- Code For Fun (Term 1 Week 2 / Week 3)
- * P5 Sports Education Programme – Bowling (T2W8)
- Holiday Support Programme (for selected students)
 - Last week of June holidays
- * NE Show: To be confirmed (early / mid July)
- * P5 Outdoor Adventure Camp – (T3W5, 27 to 29 July, Wed to Fri)

*dependent on National Posture