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# Lianhua Primary School



## Primary 3 & 4 Parents' Briefing

28 Jan 2026

4.00 pm – 5.30 pm



# Contents

1. Refreshed Learning for Life Programme (LLP)
2. Strengthening Support for High Ability Learners (HAL)
3. Subject-Based Banding (SBB)

Learning for Life Programme (LLP)

***Superhero Leaders***

***(Lead with Heart, Serve with Purpose)***

**COMMUNITY SERVICE &**  
**STUDENT LEADERSHIP**



To develop Lianhuareans into Exemplary Leaders who  
**Lead Self & Lead Others** with heart and  
Serve the Community around us (VIA) with purpose.

# Desired Student Outcomes

Through the LLP, Lianhuareans become Superhero Leaders who:

- Are **self-disciplined**, have **good character**, and lead **active and healthy lifestyles**.
- Can **communicate effectively**, **collaborate** with others, be **adaptive** and **inventive** in thinking.
- **Serve others**, understand the needs of others and are active in improving school, environment and the community.
- Exercise **social responsibility**, **contribute meaningfully** to the community.



# How will my child be involved?

For everyone

- Class Leaders
- Passion Project
- Grow Well SG

- School Events/Projects
- Environmental Projects
- Community Projects

For selected students

- Student Leaders' Training (Prefects, CCA, Peer Support Leaders)
- Student Leaders Camp

## How can I support my child?

- Be supportive in their leadership role/VIA projects
- Encourage them to think how to contribute back to society
- Grow Well SG: Learn Well, Sleep Well, Eat Well, Bond Well
- Be a good role model





# **Strengthening Support for High Ability Learners (HAL)**

In 2024, MOE has announced initiatives to strengthen support for higher-ability learners. The Gifted Education Programme (GEP) will be discontinued from 2026 P3 cohort. In its place, the following changes are implemented:

- School-based programmes for HAL will be extended to more students in all primary schools from 2027 P4.
- Students will remain in their own schools at upper primary and no longer need to transfer at P4 into schools that run GEP.



# **Strengthening Support for High Ability Learners (HAL)**

- Those who benefit from further development can choose to attend after-school modules at designated nearby schools.
- The first stage of standardized HAL selection tests (EL & Math) will continue in Aug each year. These tests, together with other supplementary sources of information will help schools identify HALs for school-based programmes.



# Rationale for Subject-Based Banding (SBB)

Students can take a mix of standard and foundation subjects through SBB at P5 and P6.

This would allow your child to:

- Stretch their potential in subjects they are strong in.
- Build up their understanding in subjects they need more help with.



# Implementation of SBB at P4

## End of P4

- ~ School recommends a subject combination based on P4 examination results
- ~ Parents select preferred combination

## At P5

- ~ Student takes subject combination chosen by parents



# Implementation of SBB at P4

At the end of P4,  
If your child...

(i) Passes\* all 4 subjects and performs very well in Mother Tongue Language

\*at least 80 marks for Mother Tongue

School's Recommendation

- 4 Standard Subjects + Higher Mother Tongue Language

# Higher Mother Tongue

- It does not replace the Mother Tongue Language.
- An additional hour per week outside curriculum time is required to complete the HMT syllabus.
- For students who demonstrate an interest, passion and aptitude in learning the subject.





# Higher Mother Tongue

- Students will not gain additional points in the PSLE Achievement Level (AL) Score.
- PSLE HMT results will be reflected as Pass, Merit or Distinction.
- If your child takes HCL in primary school, there will be an advantage only when applying to Special Assistance Plan (SAP) schools.



# Higher Mother Tongue

- If multiple students with the same PSLE Score apply for places in the same SAP school, those with better HCL grades will be allocated a place ahead of other students. This applies before the tie-breakers for S1 posting.
- **This is only applicable for SAP schools that offer HCL.**



# HMT Eligibility Criteria from Sec 1

From 2026 Sec 1 onwards, HMT eligibility will be delinked from PSLE overall score.

Students with a **PSLE MT score of AL1 / AL2 or HMT score of Distinction / Merit** may choose to offer HMT at Sec 1.

# Implementation of SBB at P4

At the end of P4, If your child...	School's Recommendations
(ii) Passes* 3 or 4 subjects	<ul style="list-style-type: none"><li>■ 4 Standard Subjects</li></ul>
(iii) Passes* 2 subjects or less <b>*Scores 80% of basic items – 24 out of 30 marks</b>	<ul style="list-style-type: none"><li>■ 3 Standard + 1 Foundation Subject (usually MT)</li><li>■ 2 Standard + 2 Foundation Subjects</li><li>■ 4 Foundation Subjects</li></ul>

## End of P4

- School recommends a subject combination based on P4 examination results
- Parents select preferred subject combination



# Implementation of SBB at P5

End of P5

**Students take subject combination  
determined by the school**

- |  |  |
|--|--|
| (i) All students who perform within expectations | Continue with same subject combination |
| (ii) Score at least 70% for MT and passes HMT    | Continue to take HMT                   |
| (iii) Score below 30% for standard subjects      | Take foundation subjects in P6         |

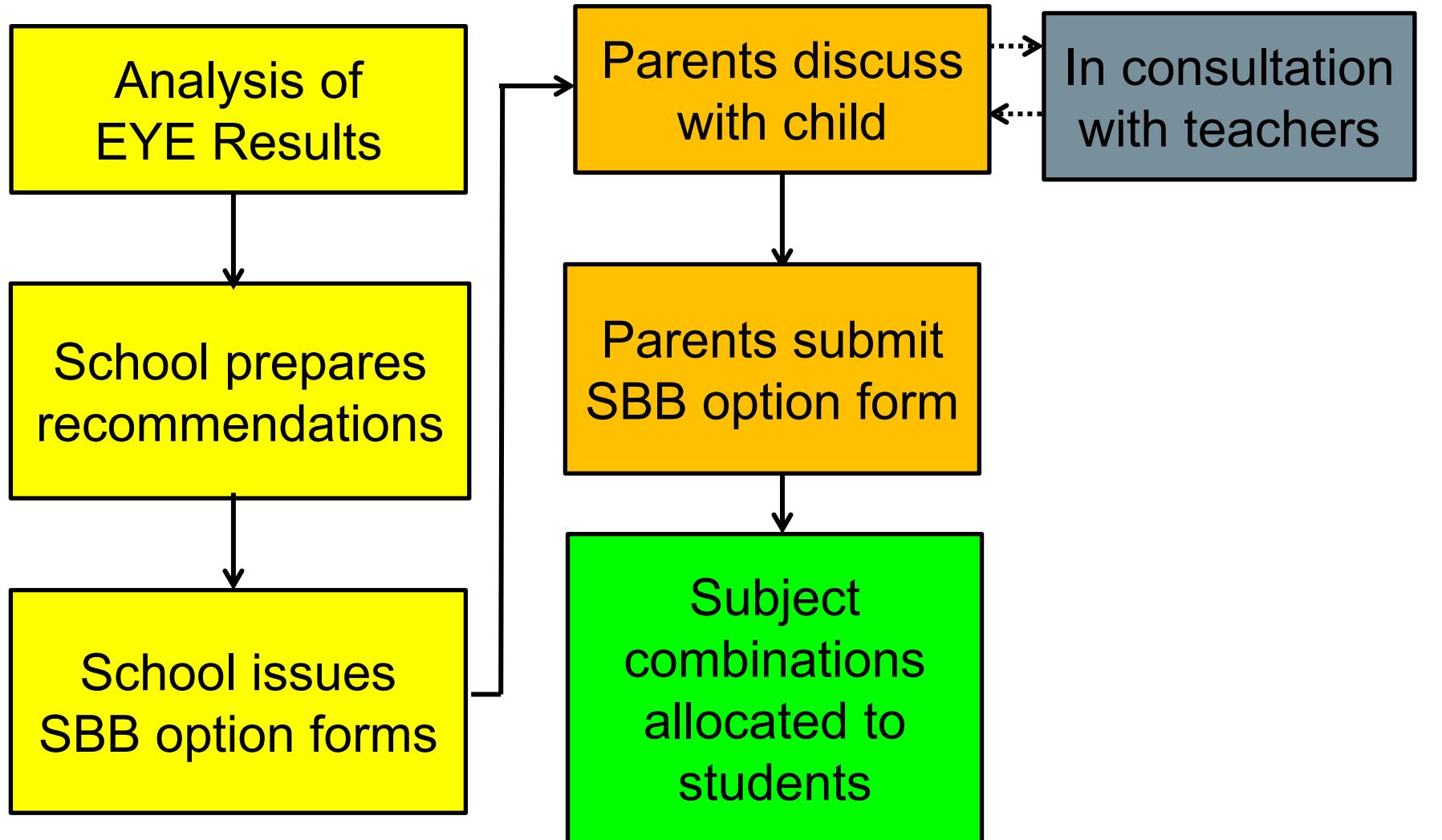


# Implementation of SBB at P5

- Subject combination will be **determined by the school at the end of P5.**
- This will be the subject combination taken by the student at PSLE.



# SBB Admin Schedule



# Achievement Levels (AL) Score

- Each PSLE subject will be scored using 8 ALs.
- Students who perform similarly will be placed into wider scoring bands measured in the 8 ALs.
- Students' ALs for each subject reflect their level of achievement rather than how they have performed relative to their peers.

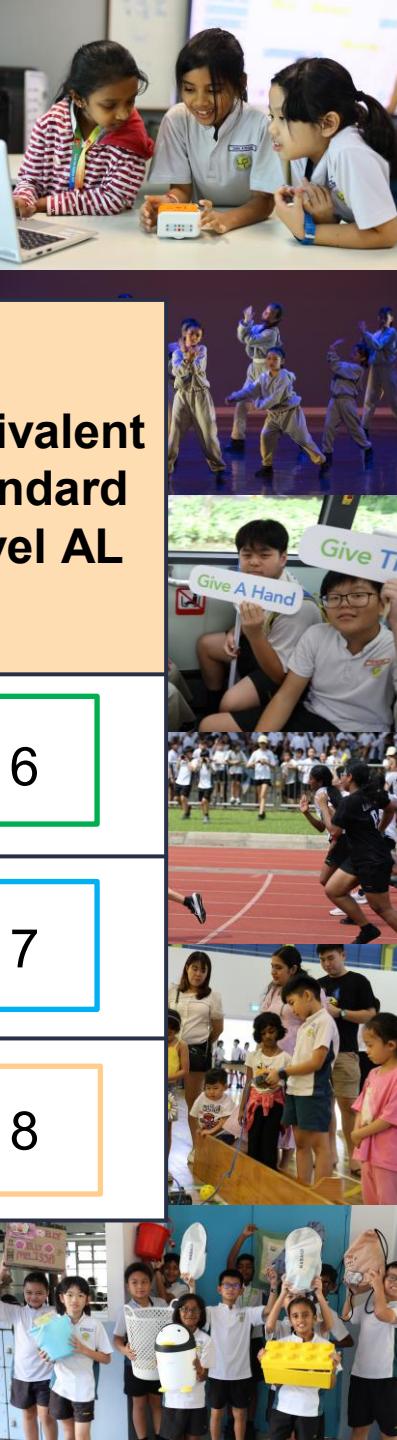
AL	Raw Mark Range
1	$\geq 90$
2	85 - 89
3	80 - 84
4	75 - 79
5	65 - 74
6	45 - 64
7	20 - 44
8	< 20



# Scoring for Foundation Subjects

- Under the new AL system, if your child is taking foundation subjects, your child will be graded **AL A to AL 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.
- For the purpose of S1 posting, **Foundation Level AL A to AL C will be mapped to a Standard Level subject's equivalent of AL 6 to AL 8 respectively**, to derive a student's overall PSLE score.

Grades for Foundation	Foundation Raw Mark Range	Equivalent Standard Level AL
A	75 - 100	6
B	30 - 74	7
C	< 30	8



# Secondary School Placement

Your child will be placed in secondary school courses

- **Posting gp 3** (Exp)
- **Posting gp 2** (NA)
- **Posting gp 1** (NT)

based on their PSLE scores.

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



# FULL SUBJECT-BASED BANDING (FULL SBB) IN SECONDARY SCHOOLS



- MOE has implemented Full Subject-Based Banding in all secondary schools.
- This is in line with the changes to PSLE Scoring to **recognise each student's own level of achievement** and encourage them to choose secondary schools that fit their strengths and interests.
- Full SBB aims to further nurture the joy of learning and develop multiple pathways to cater to the different student profiles. Through Full SBB, we want students to:

- have greater ownership of their education, and learn each subject **at the level that best caters to their overall strengths**, interests and learning needs, and
- have more opportunities to interact with friends of different strengths and interests.
- not be held back by negative self-concepts and labelling.
- have **increased access to post-sec pathways**, while having strong fundamentals in their subjects so that they are able to thrive in the pathway they choose.

# FULL SUBJECT-BASED BANDING (FULL SBB) IN SECONDARY SCHOOLS

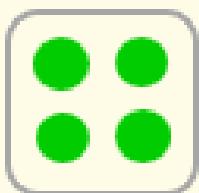
- The following are changes with the implementation of Full SBB:



- Removal of Express, N(A) and N(T) courses
- Mixed form classes
- Common Curriculum subjects
- Offering subjects at a more demanding level, including Humanities subjects
- Common National Examinations
- Post-secondary Admissions

# FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

**Form classes arranged by academic stream in schools yet to implement Full SBB**



Students in Exp stream



Students in N(A) stream



Students in N(T) stream

- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.
  - Provides students with **more opportunities** to interact with other students of different strengths and interests.
  - Enables students to **build meaningful friendships and learn to value different perspectives**.

**With Full SBB:  
Mixed form classes**



Students posted through PG3



Students posted through PG2



Students posted through PG1

# FULL SBB: COMMON CURRICULUM

**Common Curriculum Subjects  
taken in mixed form classes  
(~1/3 curriculum time)**

**Examinable Subjects:**

- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

**Non-examinable Subjects:**

- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

- The six common curriculum subjects would each have a single syllabus for all students at Lower Secondary levels.
  - These subjects will be taught and assessed at a common level that is accessible to all students.
  - Teachers will adopt a range of approaches to cater to the different learning needs of their students.
- For other subjects, students attend classes with others taking the subject at the same subject level.

# 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**

# Useful Links



<https://go.gov.sg/newpslescoringsys>

<https://go.gov.sg/subjectbasedbanding>



<https://www.seab.gov.sg/secondary-education-certificate-sec>



# Respectful Communication

## Foster kind words and actions between schools and educators



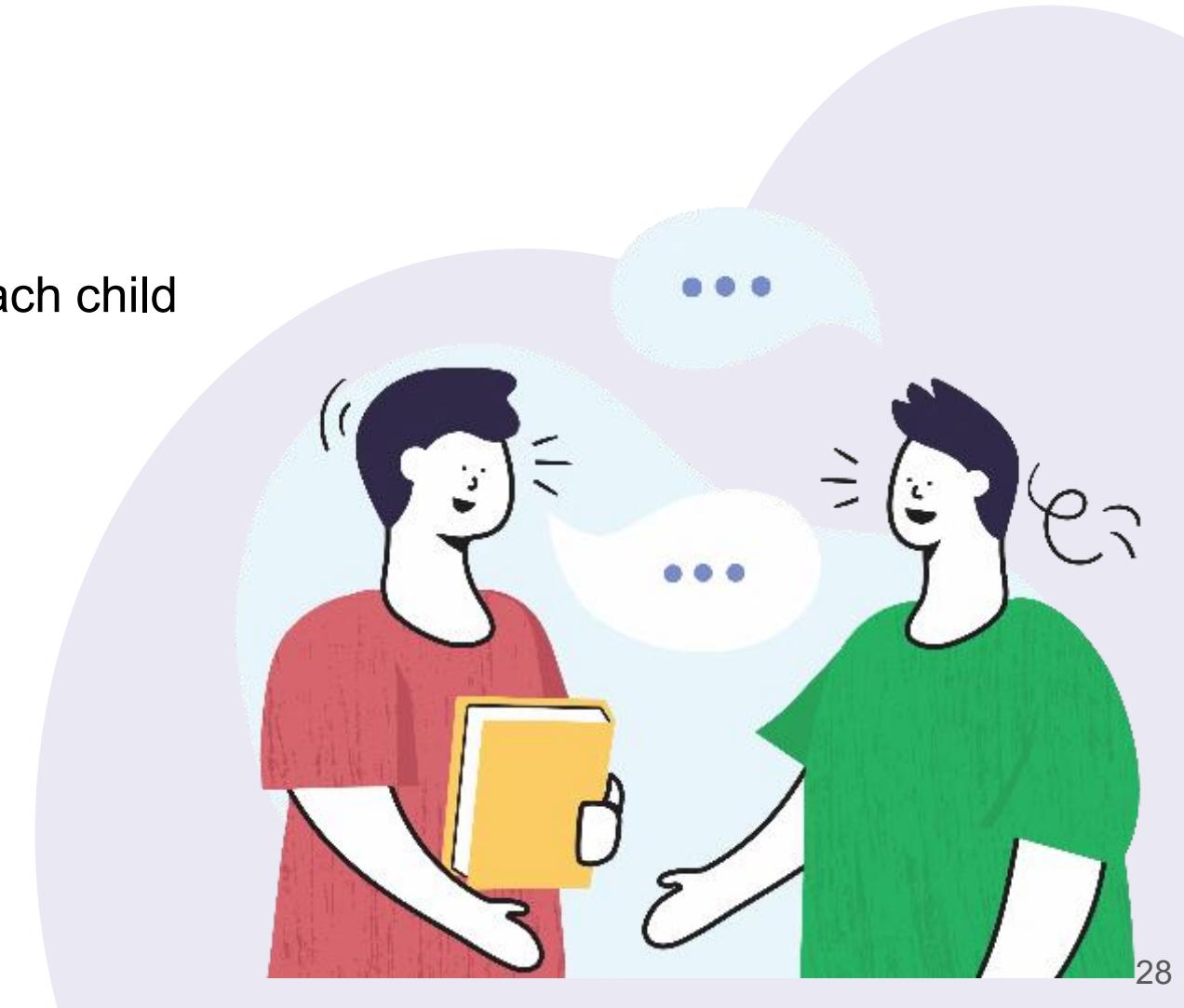
Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers. Check and use the teacher's preferred way of communication.



Respect each other's time by communicating during working hours





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# Lianhua Primary School

## Primary 3 and 4 Parents' Briefing



## Responses to Questions

# Attendance Matters

- The School Cockpit (SC) Mobile is a system used by teachers in Singapore's Ministry of Education (MOE) schools to record student attendance.
- It will send an SMS notification to parents/guardians if a student is absent or late by around 8.15am. If you do not receive an SMS, it means your child's attendance has been marked.



# Attendance Matters

- The SMS reminder is an automated message and replies will not reach the school. Parents are still required to update Form Teachers about absences by uploading the medical certificates on Parents Gateway (PG).
- If your child is slightly unwell and will not be seeing a doctor, a parent's letter is required. The school can accept up to 5 occasions of parent's letters as valid reasons, in line with MOE guidelines.



# Homework and Student Responsibility

- As we work towards helping our students learn to lead themselves, we encourage and remind students to take responsibility for recording their homework daily in their handbook. Parents are encouraged to support this process by checking the handbook regularly and reinforcing consistent routines at home. Together, these shared efforts help students develop responsible and independent study habits.



# PE and CCA Matters

- During PE lessons, all students participate in age-appropriate and inclusive physical activities. Lessons focus on developing basic movement skills, fitness, teamwork, and confidence through fun and non-competitive activities. Activities may include modified games and basic sports skills such as throwing, catching, running, and striking.
- PE lessons are designed so that every child can participate safely and enjoy being active, regardless of their CCA choices.



# PE and CCA Matters

- CCA Offerings

The school regularly reviews CCA offerings, taking into consideration student interest, school population, staffing, and available resources. At present, the current range of CCAs meets the needs of the student population, and there is no strong impetus to expand offerings. The school will continue to monitor interest and review options where appropriate.



# PE and CCA Matters

- Volleyball CCA

Volleyball CCA for P3 students is conducted once a week and serves as an introductory programme.

Training focuses on building fundamentals, coordination, and enjoyment of the sport at an age-appropriate pace. Students who show readiness and are selected for the school team will attend more intensive training sessions.



# PE and CCA Matters

- Change of CCA

To ensure adequate time for self-discovery and meaningful engagement, students may request a change of CCA only after completing at least one year in their current activity. Requests are subject to availability of places and the school's CCA guidelines.

- Football CCA

Football CCA is currently oversubscribed. Parents are encouraged to discuss and explore other CCA options with their child. For further queries, please email our HOD PE at [lim\\_siew\\_chin\\_A@moe.edu.sg](mailto:lim_siew_chin_A@moe.edu.sg).



# Student Behaviour and Discipline

- The school takes a serious view of hurtful behaviours. When a case is reported, we will conduct thorough investigations to understand the facts before determining the appropriate course of action, which will include disciplinary, restorative, and rehabilitative measures. Parents of the students involved will be kept informed.



# Student Behaviour and Discipline

- The school's focus is on helping students learn from their mistakes and ensuring they understand the impact of their actions. Restorative Practice (RP) is used to help mend relationships and support positive behaviour. As mending relationships and improving behaviour takes time, parents are encouraged to work closely with schools to provide consistent guidance and support.



# Student Behaviour and Discipline

- Navigating friendships and social missteps builds empathy and emotional intelligence. With thoughtful guidance from parents and teachers, our children develop social skills and respect for others. They also learn the importance of taking responsibility for their actions and mending relationships.



# Communication with Teachers

- The official channels of communication with teachers are their emails and school office number. Parents may also contact the school general office, who can assist in relaying urgent messages where necessary.
- While immediate responses may not always be possible due to teaching duties, the school will continue to review communication processes to better support parents when urgent matters arise.



# Student Digital Well-Being

- The use of communication devices, including smartwatches, must comply with the school's Mobile Devices Policy, which can be found on page 26 of the Student Handbook. The pay phone in the school canteen is in working condition, and students may use it to contact their parents when there is a need. For urgent situations, students may also approach the school office or their teachers for assistance.



# Student Digital Well-Being

- The school recognises that students may experience social pressure related to online games such as Roblox and Minecraft. Digital well-being is addressed through student guidance, values education and age-appropriate discussions on the responsible use of technology. Parents are encouraged to remain firm and not give in to undue pressure for mobile device access. Where there is an absolute need for device use, this should be closely guided and supervised by parents. We seek parents' partnership in helping children develop healthy screen habits, exercise discernment, and maintain balanced lifestyles.





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# Thank you