

**joy of
Learning** begins at Naval Base Primary School!



PRIMARY 5 PARENTS' BRIEFING 2 FEB 2024

Form Teachers' Time
(6.40 p.m. to 7.00 p.m.)

Main Briefing by School
(7.10 p.m. to 8.10 p.m.)

ST3:
Strong Partnership with Stakeholders



Announcement

- 1. Kindly mute for a better experience. You may post your questions in the chat box if you have any questions.*

- 2. Please note that key information from the presentation slides will be made available at NBPS website by 7 Feb.*

www.navalbasepri.moe.edu.sg





P5 OUTLINE (Part 1:By FT)

6.40 p.m. to 7.00 p.m.

1	Introduction to SL, YH and Class Teachers
2	Student Management Matters
3	Other Updates





Introduction to SLs, YHs, Class Teachers

Our School Leaders

Mrs Sita Singh (Principal)

**Mrs Koh Ming Hwee
(Vice Principal)**

**Mdm Lim Wai Choo
(Vice Principal)**

**Mdm Agnes Tham
(Vice Principal - Admin)**

Our P5/6 Year Heads

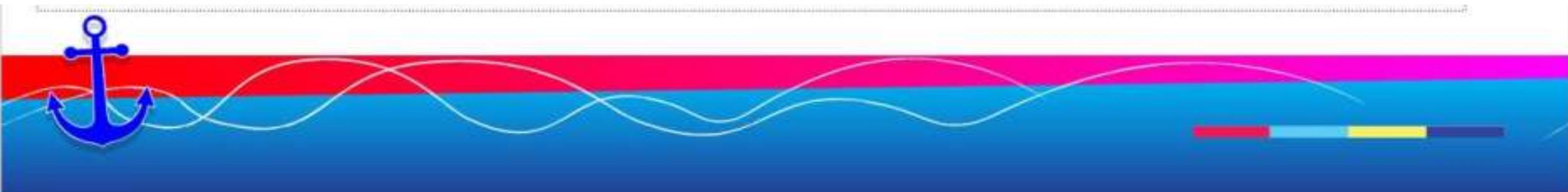
**Mrs Angeline Ang
YH P5/P6**

**Mr Brian Nguyen
AYH P5/P6**



Our P5 Form Teachers

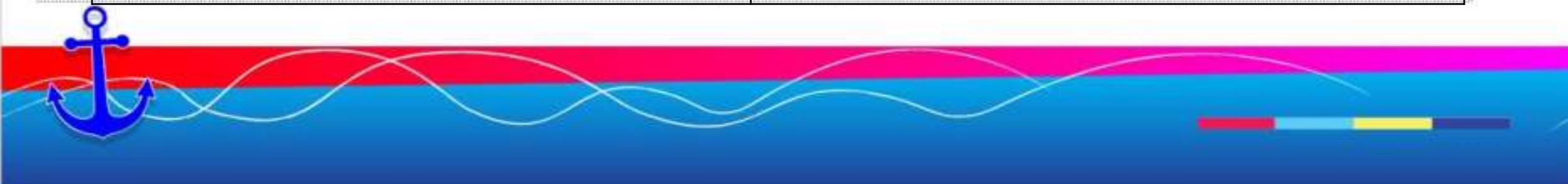
Class	Form Teacher
5CO	Ms Yap Xue Ling, Mdm Makhfadzah, Ms Genevieve Wong
5EN	Mdm Nashita, Mdm Zhang Lijuan
5EX	Mr Hasyim, Ms Pearly Leong
5IN	Ms Ferisha, Mrs Carmen Edwin
5PE	Mdm Kayathri, Ms Jean Goh, Mr Jason Law
5RE	Mrs Teo Hung Ling, Miss Lim Pei Yiing
5SF	Mr Alex Lee, Mr Glenn Onn





P5 Mother Tongue Teachers

Subject	Teacher
Chinese Language	Mdm Zhang Lijuan Mdm Lu Qiuling Ms Jean Goh Mei Juan Mdm Wang Manli
Malay Language	Cikgu Fadhillah Cikgu Hanif Cikgu Makhfadzah Cikgu Saripah
Tamil Language	Ms Harini





**Student
Management
Matters**

Key Information from Letter from the Principal & FTs



School Reporting and Dismissal Time

Mon: 7.35am – 4pm (CCA)

Tue-Fri: 7.35am - 1.30pm

Recess Time

10.30am - 11.00am

Snack Break

10 mins between
9.00am - 9.30am

- Check Parents Gateway (PG) for information and updates on school activities.
- Refer to Navalite Compass to check on homework and other school matters

The School Uniform





The School Uniform



The student's name tag must be **sewn on securely on the pocket above the school crest** on both the **school uniform and PE T-Shirt**.



The PE Attire

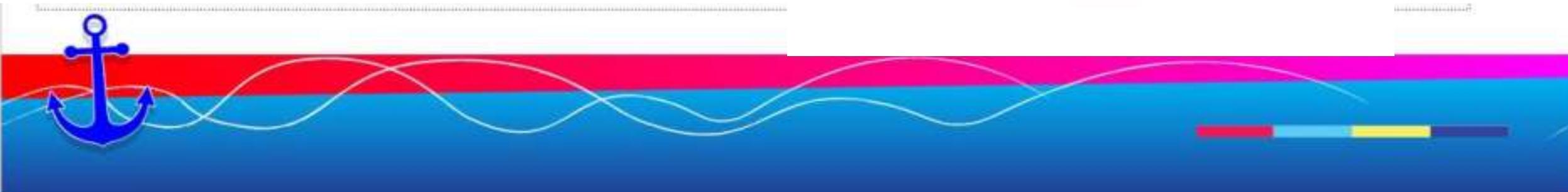


Name Tag

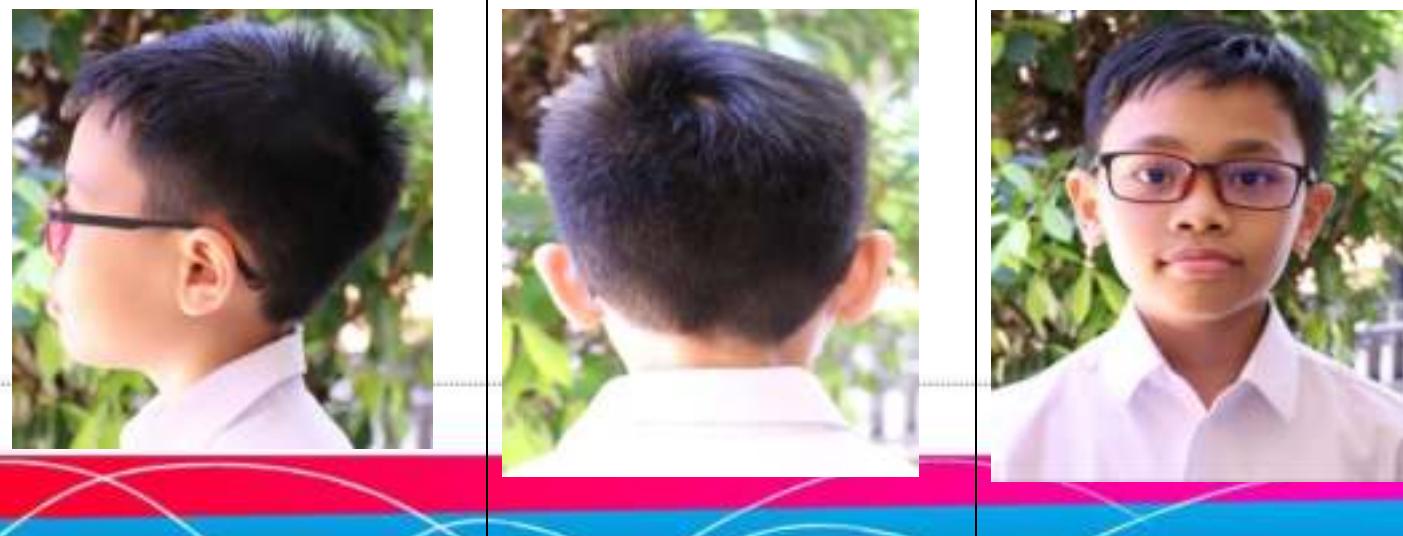
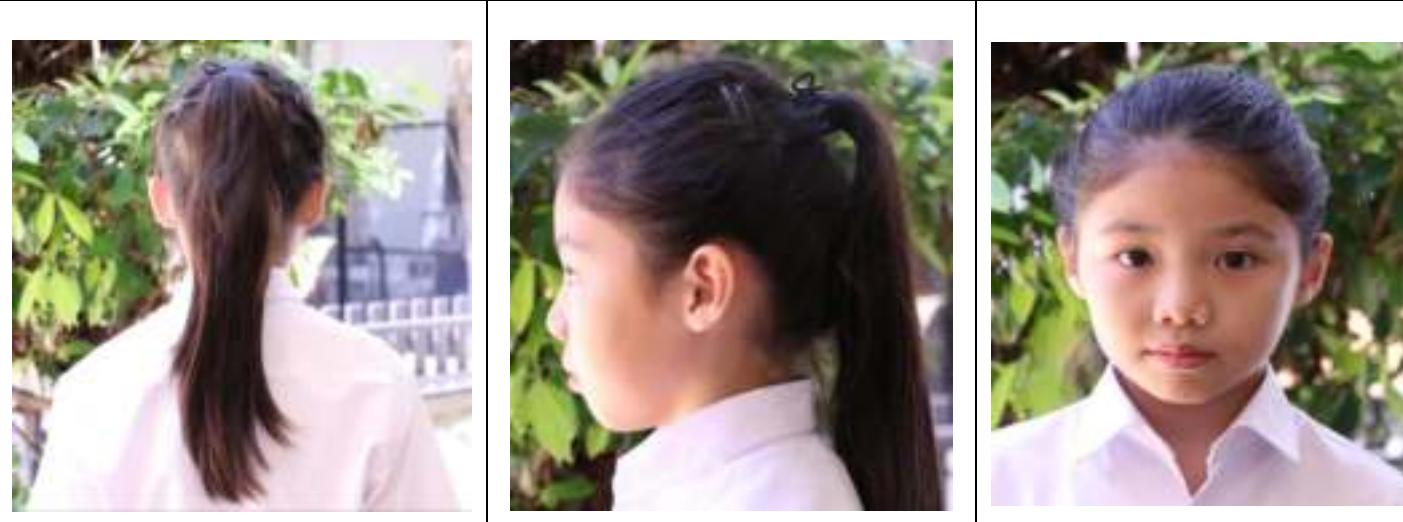


Footwear

- Only pure white canvas shoes are to be worn.
- Only socks with NBPS logo are to be worn.



Hairstyles





Hairstyles

Boys' Hairstyles/Facial Hair

- Hair must not be tinted or dyed.
- No form of hair styling products is allowed.
- Fringe must be short and not touch the eyebrows.
- Hair must not touch the ears.
- Hair must not touch the collar and must have a **sloped or tapered cut**.
- Hair must **not have any patterns/designs**.
- **Sideburns, moustaches and beards are not allowed.**







Hairstyles

Girls' Hairstyles

- Girls with long hair are expected to tie them up neatly to prevent loose hair from hanging down the side of the face.
- The fringe must not touch the eyebrows and should be **clipped/pinned up** neatly.
- If hair grows beyond the 2nd collar line, it has to be neatly tied, pinned or clipped.
- All hair accessories like hairpin or hair clip are to be in **black/dark blue colour**.
- Streaking, tinting or colouring of hair is not acceptable.







Communication Through The Navalite Compass





The Navalite Compass

MONDAY 04	TERM 1 WEEK 1		REMARKS	PARENT'S SIGNATURE
	HOMEWORK SET	DUUE DATE		
TUESDAY 05			Orientation Day 1	
WEDNESDAY 06			Orientation Day 2	
THURSDAY 07			Temperature Taking Exercise	
FRIDAY 08				
SATURDAY 09				
SUNDAY 10			My Reflection	



Feeling Unwell

- The best remedy is for the child to stay at home and rest.
- If student is unwell in school, parents will be informed.
- Parents are advised to obtain a medical certificate and submit to the child's form teacher via the child when he/she returns to school.



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PRIMARY 5 PARENTS' BRIEFING

2 FEB 2024

**7.10 p.m. to 8.10 p.m.
(Main Briefing by School)**

**ST3:
Strong Partnership with Stakeholders**



Outline

1	Introduction
2	Holistic Education @ NBPS
3	Assessment
4	Examination Dates
5	Direct School Admission
6	English, Maths, Science & Mother Tongue Briefing
7	Partnership and Communication with Parents
8	Your Feedback Matters

**joy of
Learning begins at Naval Base Primary School**



HOLISTIC EDUCATION @NBPS

KEY HOLISTIC DEVELOPMENT PLAN (HDP) P1 to P6

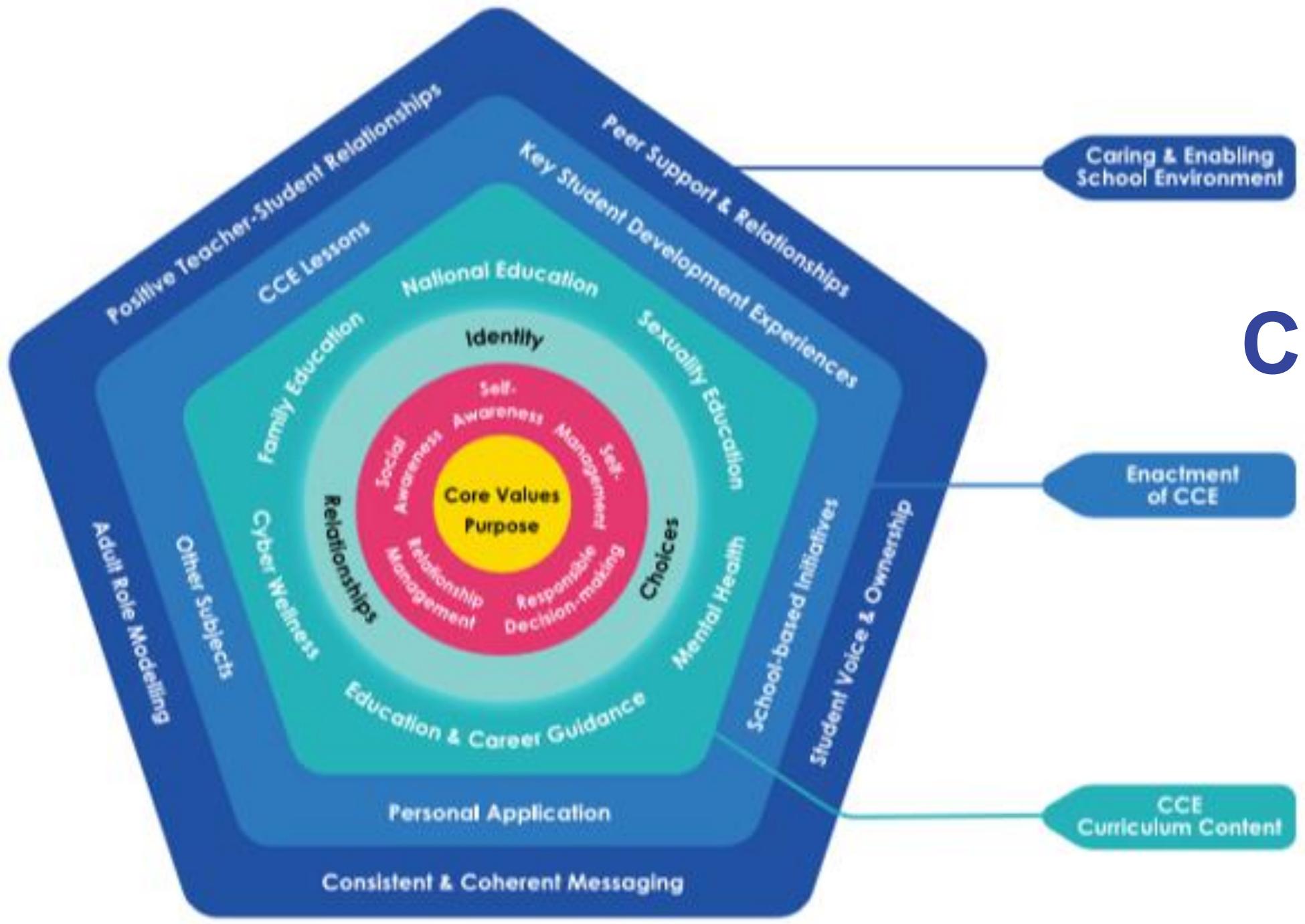
Term 1	<ol style="list-style-type: none">1. <i>Remedial/Supplementary</i>2. <i>CNY, Total Defence Day</i>3. <i>Inter-House Athletics Festival</i>
Term 2	<ol style="list-style-type: none">1. <i>EL La Fiesta, Remedial/Supplementary</i>2. <i>Hari Raya, International Friendship Day,</i>3. <i>Arts Beats Carnival (ABC)</i>
Term 3	<ol style="list-style-type: none">1. <i>MTL Fiesta, Remedial/Supplementary</i>2. <i>Racial Harmony Day, National Day, Teachers' Day</i>3. <i>Navalites Got Talent (NGT)</i>
Term 4	<ol style="list-style-type: none">1. <i>Remedial/Supplementary</i>2. <i>Childrens' Day, Deepavali, Character Recognition Day, NBPS, Speech and Prize Giving Day.</i>

KEY HOLISTIC DEVELOPMENT PLAN (HDP) P5

Term 1	<ol style="list-style-type: none"><i>1. Buddy Programme with P1s</i><i>2. P5 HOPES Camp</i><i>3. Code for Fun</i><i>4. Learning Journey to Singapore Science Centre</i>
Term 2	<ol style="list-style-type: none"><i>1. Local-based Internationalisation Programme 1</i><i>2. P5 Overseas Trip (selected students)</i>
Term 3	<ol style="list-style-type: none"><i>1. NE Show</i><i>2. Local-based Internationalisation Programme 2</i>
Term 4	<ol style="list-style-type: none"><i>1. Learning Journey to Indian Heritage Centre</i>



CCE 2021



NBPS CCE Framework



Discipline Approach in Alignment with CCE 2021

Promote a safe and supportive environment and a culture of care

Prevent challenging behaviours from occurring

Replace inappropriate behaviour with prosocial, appropriate ones

Restore relationships with others hurt by their actions



A Positive & Proactive Approach to Discipline



Address inappropriate behaviour promptly

Correct it before it affects students' development and well-being





NBPS Discipline Policy

- An effective discipline approach teaches students to **be self-disciplined**.
- It is a **learning process** which develops students' thinking in order for them to be able **to take responsibility for their own actions**.
- The school adopts a **2-step process** to inculcate students on the importance of the school value of self-discipline.
 - **Education & Development**
 - **Intervention**



Primary 5



Values Education and Cross-Cultural skills:

- Character and Citizenship Education (FTGP & MT) Lessons
- Values in Action Programme
- Cyber Wellness Programme
- Festivals: CNY, Hari Raya, Deepavali
- NESS Learning Journey to Asian Civilisation Museum
- NESS Core Events: Total Defence Day, International Friendship Day, Racial Harmony Day, National Day (including P5 NE Show)
- P5 Internationalisation Programme (i.e., local, overseas)





Shanghai/Hangzhou Trip 2024

- ❖ 40 selected Primary 5 students
- ❖ Dates (tentative):
26 May – 31 May 2024, Sunday to Friday (6D5N)
- ❖ Tour fare: approximately \$1800
- ❖ Payment
 - For Singapore citizens
(School subsidy, Edusave funds, cash/cheque)
 - For Singapore PR and non-Singapore citizens
(No subsidy, to pay the full amount i.e. 100%)





Growth Mindset @ NBPS

In NBPS, we would like our students to

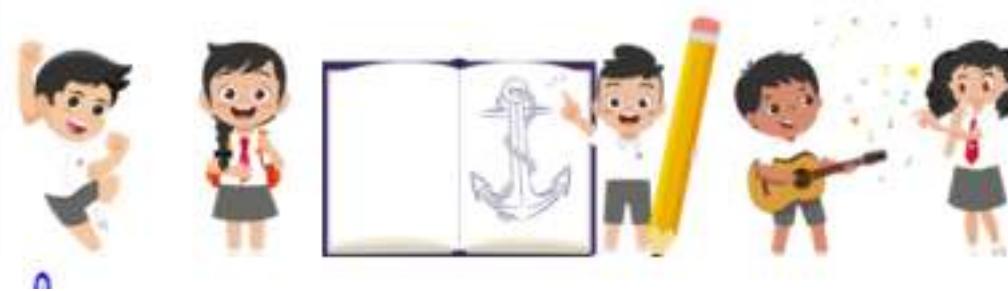
- Be enthusiastic, hardworking and resilient learners
- Take charge of their own success
- Have greater motivation to attend school
- Perform better in their holistic development
- Learn from mistakes
- Celebrate the success of others





Growth Mindset Statements

- | | |
|----|-------------------------|
| P1 | I Can Do This! |
| P2 | I Can Learn! |
| P3 | I Can and I Will! |
| P4 | Be the Agent of Change! |
| P5 | I'm Possible! |
| P6 | The Power of Yet! |





Growth Mindset Key Messages

- I can grow my brain and be smarter.
- I can achieve anything with effort.
- I learn from making mistakes.



Edusave Award for Top 25% and Good Progress

1. Must be a Singaporean
2. Good Conduct



Edusave Scholarship

- Overall > 50%
- Top 10%

P5-6:\$350



Edusave Merit Bursary

- Overall > 50%
- Top 25%
- Income Criteria

P4-6:\$250



Edusave Good Progress Award

- Top 10% based on Academic Improvement
- Income Criteria

P4-6:\$150

Non-Academic (MOE Edusave Award)

1. Must be a Singaporean
2. Good Conduct

Edusave Good Character Award (ECHA)

- Students who demonstrate exemplary values and personal qualities
- Top 2 % of whole school

P4-6:\$350

P1-3:\$200

Edusave Award for Achievement, Good Leadership and Service (EAGLES)

- Pass school exams.
- Students who demonstrate leadership qualities, offer good community service and service to school and excel in non-academic activities.
- Top 10% of whole school

P6:\$250



ASSESSMENT



ASSESSMENT PLAN

Primary	Term 1	Term 2	Term 3	Term 4	Remarks
5	10%	15%	15%	60%	<ul style="list-style-type: none">- Terms 1, 2 & 3 Weighted Assessments- Term 4 End-of-Year Examinations
6	-	-	100%	-	<ul style="list-style-type: none">- Terms 1 & 2 Class Tests- Term 3 Preliminary Examinations- Term 4 PSLE

EXAMINATION REGULATIONS

EXAMINATION REGULATIONS

Punctuality

- Students and parents are to adhere to the examination regulations and timetable strictly.
- Students are to be punctual for all examinations. Latecomers will not be given extra time.

Conduct during examinations

- Students are to follow all instructions given by the invigilator.
- Students are to raise their hands to get the invigilator's attention if they need any assistance.
- Students are not allowed to borrow any form of stationery when the test or examination is in progress.
- The school takes a serious view on cheating. No forms of messages, hand signals or passing of information can be made during the examinations. Answer scripts must not be placed in such a position that others can read them.
- If a student breaches any examination rules and regulations, he/she may:
 - a) be expelled from the examination room;
 - b) be refused entry for subsequent papers; and/or
 - c) have his/her examination results forfeited.

Absence from weighted assessments

- Weighted assessments are assessments that contribute to the overall result of the student. (See Page 25)
- The following table outlines the guidelines for how absenteeism is managed for weighted assessments:

Absent with medical certificate (MC)	Students will be allowed to take the make-up assessments [*] if the student returns to school within the given make-up period*. Marks will be computed as per normal.
Absent without MC but with valid reason (Approval is given based on case to case consideration)	Marks will be computed as per normal.
Absent with valid reason for days of assessment and make-up assessment	Marks will be pro-rated accordingly.
Absent without valid reason	No marks will be awarded

* Only applicable to written papers in End-of-Year Examinations

Page 24 – Navalite Compass

MC / Valid reasons are required for the following:

- Make-up assessments (within the make-up period)
- Pro-rating of results

A MORE HOLISTIC ASSESSMENT

The various ways teachers can assess your child's learning progress and provide the support for their learning.



- Weighted / Non-weighted Class Topical Tests
- Weighted Examination



- Learning through ICT
- Homework
- Daily work in class



- Class activities
(including group work)
- Class participation

SUBJECT-BASED BANDING (SBB)

- Every child will be encouraged to do the subjects at the levels that best meet his/her abilities.
- SBB provides opportunity for students to take a combination of subjects at standard and/or foundation levels based on their strengths.

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	4 standard subjects; or 3 standard subjects + 1 other foundation subject; or 2 standard subjects + 2 other foundation subjects; or 1 standard subject + 3 other foundation subjects; or 4 foundation subjects

SBB @ P5

- SBB brochure from MOE will be available on the school's website and sent via Parents' Gateway.

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.

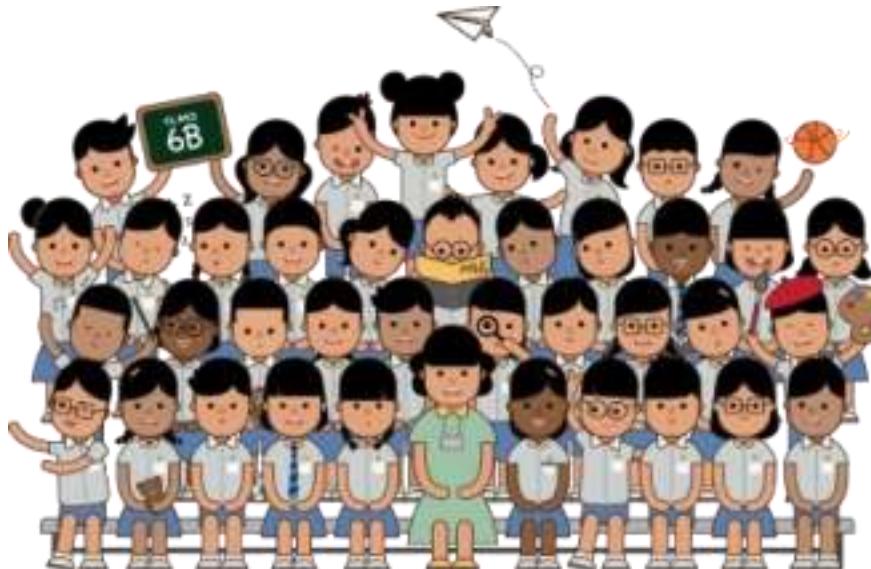
@ PRIMARY 6

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

The PSLE SCORING and S1 POSTING

**SUPPORTING STUDENTS AND PARENTS IN MAKING
INFORMED SCHOOL CHOICES FOR PSLE**

Briefing Deck to P5 and P6 Parents



OVERVIEW

RECAP

- How the PSLE Scoring System Works
- How the S1 Posting System Works

SUPPORTING STUDENTS AND THEIR PARENTS IN MAKING INFORMED SCHOOL CHOICES

- Understanding the PSLE Score Ranges
- School Choice Journey



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.

HOW THE PSLE SCORING SYSTEM WORKS



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.

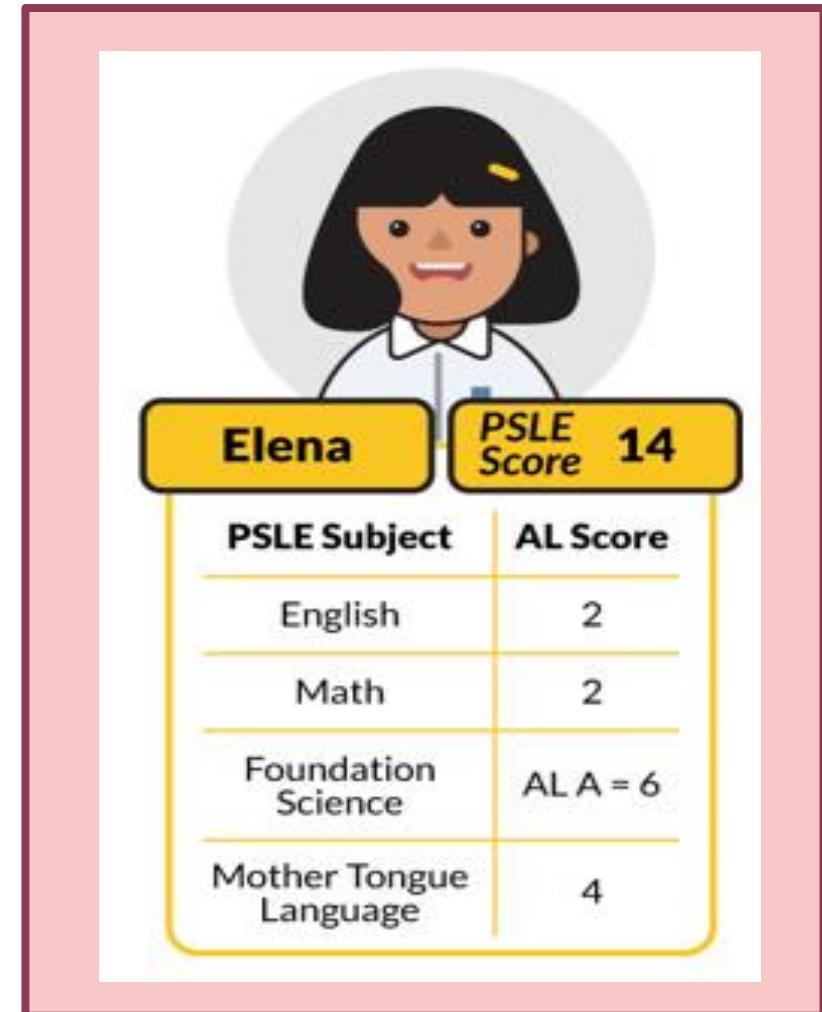
As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

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

ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

ELIGIBILITY CRITERIA FOR HMTL

- (i) An overall PSLE Score of 8 or better
 - or
- (ii) An overall PSLE Score of 9 to 14 (inclusive); and attain
 - AL 1 / AL 2 in MTL or
 - Distinction / Merit in HMTL

- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL, and are able to cope with the learning load required.

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

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

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

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

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

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**.

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

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**.

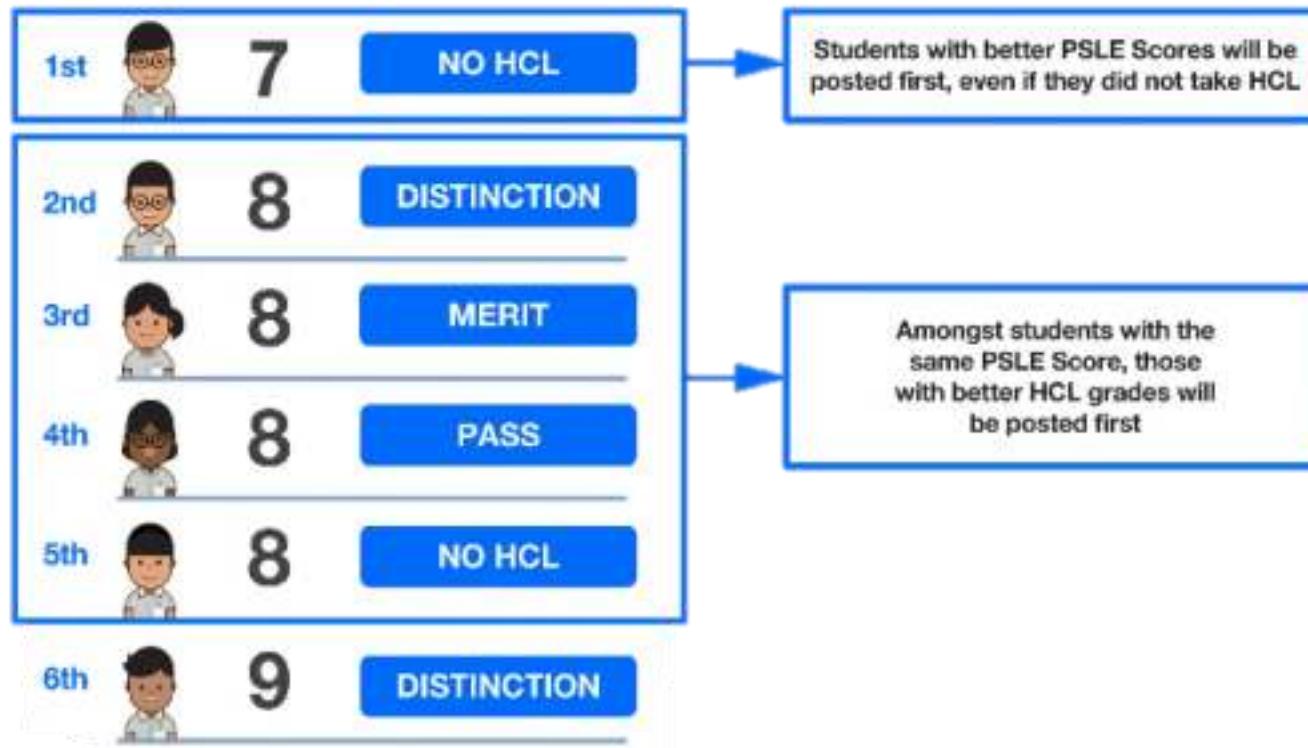
Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.



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.

Understanding Full Subject-Based Banding (Full SBB)



What is Full SBB?

WHAT IS FULL SBB?

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



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



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



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



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

FULL SUBJECT-BASED BANDING (FULL SBB)



2020

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

2022-2023

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

2024

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

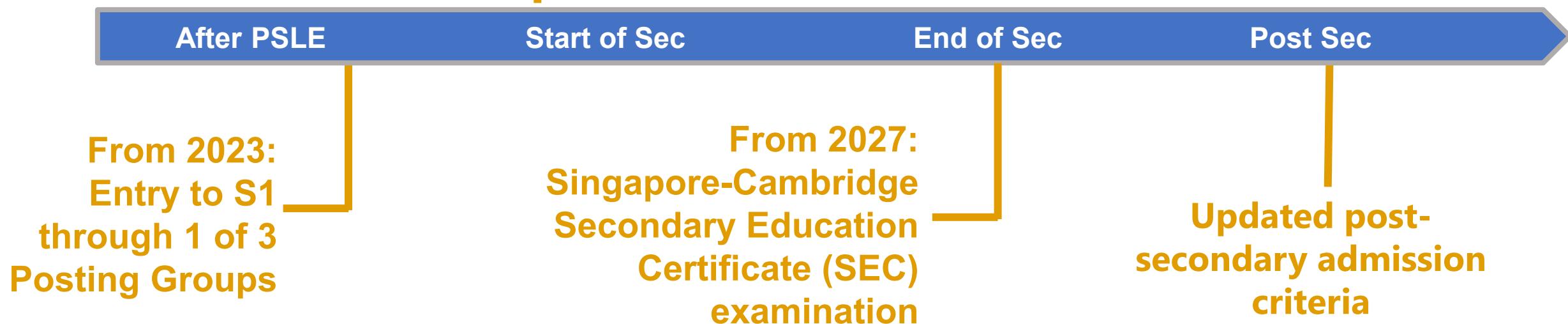
2027

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

FULL SUBJECT-BASED BANDING (FULL SBB)

Secondary school experience under Full SBB

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



FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**

Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools.**

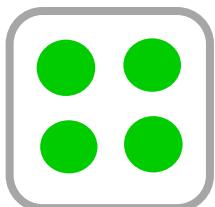
Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

- Posting Groups assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

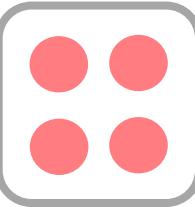
PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 <i>(with AL 7 in EL and MA)</i>	1	G1

FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

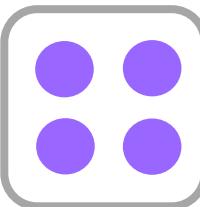
Form classes arranged by academic stream in schools yet to implement Full SBB



Students in Exp stream



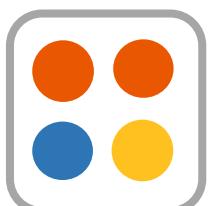
Students in N(A) stream



Students in N(T) stream

- 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.

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

- Students posted to schools through PG1 and PG2 can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level based on their PSLE AL for each subject.

FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2			
SUBJECT	PSLE SUBJECT LEVEL	PSLE AL FOR SPECIFIC SUBJECT	OPTION TO TAKE THE S1 SUBJECT AT :
• English Language • Mother Tongue Language • Mathematics • Science	Standard	AL 5 or better	G3 or G2
		AL 6	G2
	Foundation	AL A	G2

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

- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a less demanding level (LDL; i.e., G2), in consultation with their secondary schools.
- Students have the option to offer **Mother Tongue Languages (MTL)** at LDL based on their PSLE Achievement Level (AL) for the subject:

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

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

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

SUBJECT LEVEL FLEXIBILITY BEYOND THE START OF S1

- Beyond the start of Sec 1, students may **adjust their subject levels across their secondary school journey**.
 - Students may offer subjects, including English Language, Mother Tongue Languages, Mathematics, Science and Humanities subjects at a **more demanding level** if they meet the criteria and based on the school's holistic considerations.
 - Students who are not coping well may **offer subjects at a less demanding level**, based on their school-based performance and school's holistic considerations, to calibrate their curricular load.
 - In upper secondary, students may offer elective subjects (for example, Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations, to **allow them to pursue their interests without adding unduly to their overall curriculum load**.
- Schools will consider **students' learning progress and developmental needs** when helping them determine their subject choices.

PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS



PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's distinctive programmes, Co-Curricular Activities (CCA), culture, ethos, and proximity to home when shortlisting school choices that would best fit a student's educational needs.
- The PSLE Score ranges for individual secondary schools will be available for your reference on <https://moe.gov.sg/schoolfinder> and <https://go.gov.sg/exploreschools>. They reflect the PSLE scores of the students posted into these schools at the previous year's S1 Posting Exercise.
- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.

SchoolFinder Tool



<https://www.moe.gov.sg/schoolfinder>

MySkillsFuture Student Portal (Primary)



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

HOW DO WE INTERPRET THE PSLE SCORE RANGES?

The PSLE Score range refers to the PSLE Score of the first and last student admitted to a particular school in the previous year via the S1 Posting Exercise. This shows the range of student profiles who enter each school.

Example

XX Secondary School

PSLE Score range of 20XX (previous year's S1 Posting Exercise)

Posting Group 3	15 – 20
Posting Group 2	21 – 24
Posting Group 1	25 – 28

PSLE Score of the first student posted into the school in the respective PG.

PSLE Score of the last student posted into the school in the respective PGs [i.e., the school's Cut-Off Point (COP)].

Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.

EXAMPLE OF AN SAP SCHOOL'S PSLE SCORE RANGE

While students need not take HCL to enter SAP schools, students who pass HCL receive a posting advantage for admission. To reflect this, the PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

Example

XX Secondary School

PSLE Score range of 20XX (previous year's S1 Posting Exercise)

Posting Group 3	5 (D)	–	12 (P)
Posting Group 2			
Posting Group 1			

PSLE Score and HCL grade of the first student posted into the school through PG3.

PSLE Score and HCL grade of the last student posted into the school through PG3 [i.e. the school's Cut-Off Point (COP)].

SCHOOL CHOICE JOURNEY

- The PSLE Score ranges are a **useful reference point** for parents and students to consider secondary schools.
- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.
- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.



Direct Schools Admission

- Direct School Admission allows students to apply to schools before PSLE.
- Students apply based on their talent in sports, CCAs and specific academic areas.
- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership (for example, prefects)

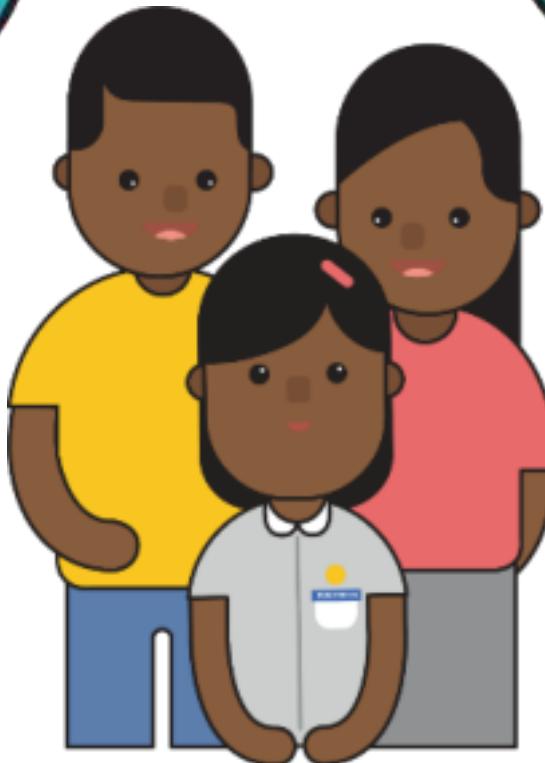


TIPS FOR PARENTS!

Be open and flexible when discussing your child's preferences, needs and choices.

Have regular conversations with your child to understand more about his/her interests and aspirations.

Manage your own expectations and do not project these expectations onto your child.



Affirm your child and offer support when he/she shares his/her plans with you.

Useful resources

Quick tips on shortlisting secondary schools



Tools to use to explore secondary schools

SCHOOL
FINDER



How-to-Guides to equip parents on how to use the tools



Useful resources

Transition Materials



Resilience Boosters



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FIND OUT MORE ON THE PSLE-FSBB MICROSITE



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



Joy of Learning begins at Naval Base Primary School!



EXPLORE YOUR FULL SBB PATH



<https://go.gov.sg/my-fsbb-path>

OTHER RESOURCES

SchoolFinder Tool



[https://go.gov.sg/
secschoolfinder](https://go.gov.sg/secschoolfinder)

“Welcome to Secondary School” video



[https://go.gov.sg/we-
lcome-to-
secondary-school](https://go.gov.sg/we-
lcome-to-
secondary-school)

Secondary School Education Booklet



[https://go.gov.sg/
psle-sec-sch-
brochure](https://go.gov.sg/
psle-sec-sch-
brochure)

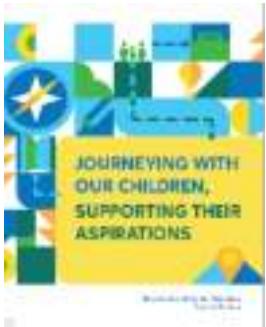
Student Journey Map and School Explorer Card



[https://go.gov.sg/
psle-student-
journey](https://go.gov.sg/
psle-student-
journey)

OTHER RESOURCES

ECG Tips For Parents



<https://go.gov.sg/tips-for-parents>

MySkillsFuture Student Portal (Primary)



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

ECG What's Next



<https://go.gov.sg/whats-next-psle>

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English Language, Mathematics, Science & Mother Tongue Language Briefing



ENGLISH LANGUAGE



Our Goals



- To empower every Navalite to be a **creative inquirer** who is **confident, empathetic, and effective in their communication** and use of the English Language
- To equip all Navalites with **discerning skills** to distinguish facts from falsehoods



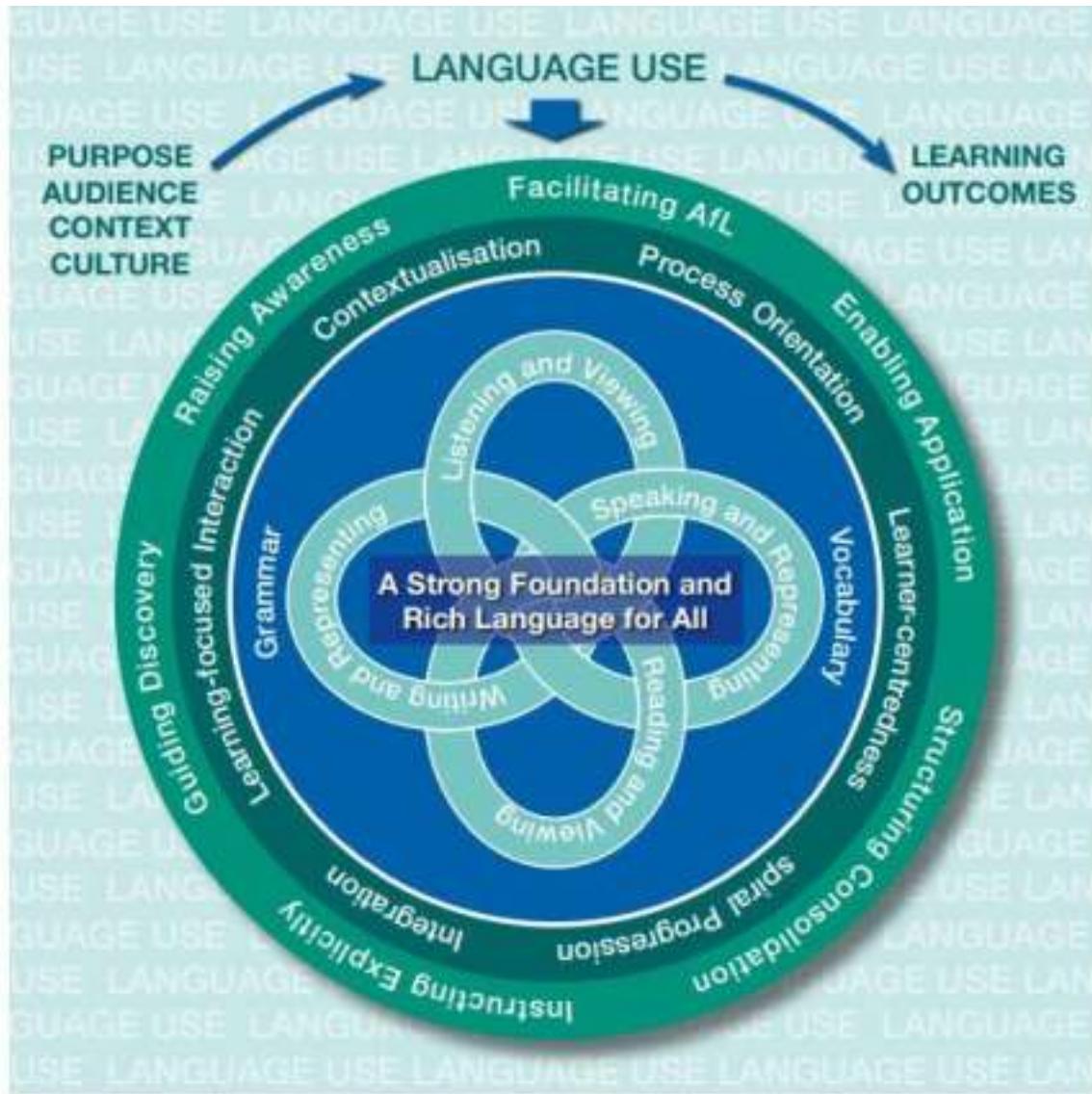
English Language Learning Framework



STELLAR

(*S*trategies for *E*nglish *L*anguage *L*earning and *R*eading)



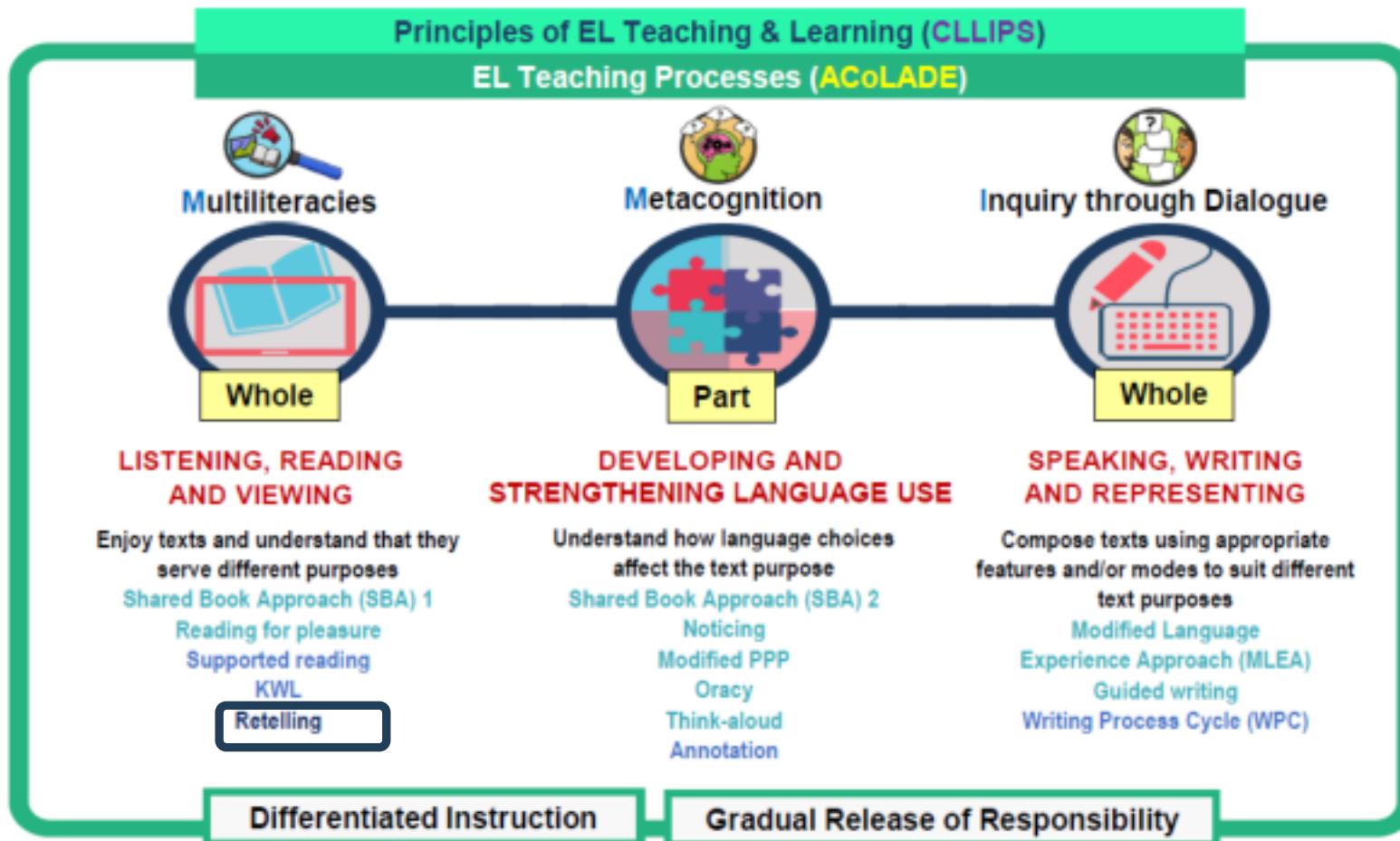


Pupils' language use is reflected in the following **areas of language learning**:

- Listening and Viewing
- Reading and Viewing
- Speaking and Representing
- Writing and Representing
- Grammar
- Vocabulary



Framework for Language Learning in STELLAR 2.0



Guided by
ELS 2020:

Principles of EL
Teaching &
Learning (CLLIPS)

EL Teaching
Processes
(ACoLADE)

Pedagogical
Emphases (MMI)

Strategies first
introduced at these
levels:

- Lower Primary
- Middle Primary
- Upper Primary



English Language Resources & Remediation

- STELLAR Readers
- STELLAR worksheets
- Listening Comprehension Booklet
- Oral Booklet



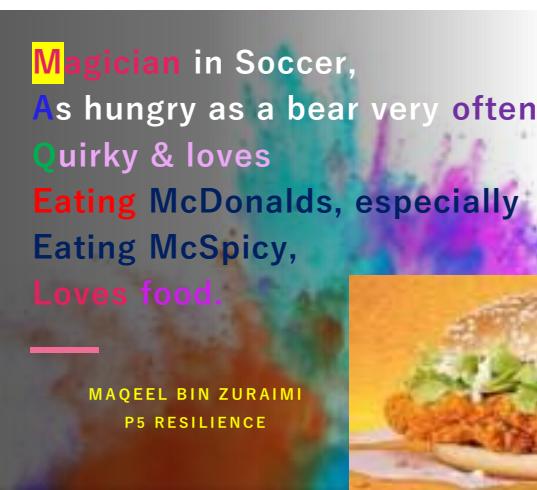
NAVAL BASE PRIMARY SCHOOL PRIMARY 2 ENGLISH	
TERM 1 UNIT 1 Narrative Text Type Chart	
Name: _____ Date: _____	
KEY TEACHING POINTS	
Metacognition	Writing
(S2C) Identify additional aspects about text (metacognition) that are not taught explicitly in the context of the situation within grammar lessons alone.	<ul style="list-style-type: none"> - writers own writing process - planning and continuing production - punctuation and spelling conventions - comprehension (comprehension, power point) - handwriting - sentence structure - punctuation - capital letters - numbers in basic sentences - writer's own narrative - writer's own narrative - objects for an unstructured sentence
Comprehension	Reading
Text Type Characteristics (narrative)	<ul style="list-style-type: none"> - writer's own narrative
Strategies	<ul style="list-style-type: none"> - reading and continuing production
Vocabulary	<ul style="list-style-type: none"> - writer's own narrative - writer's own narrative - writer's own narrative
Text type	<ul style="list-style-type: none"> - writer's own narrative - writer's own narrative - writer's own narrative
Literacy Language	<ul style="list-style-type: none"> - writer's own narrative - writer's own narrative - writer's own narrative
Skills	<ul style="list-style-type: none"> - writer's own narrative - writer's own narrative - writer's own narrative
LESSONS	
Responding to Literature	<ul style="list-style-type: none"> - responding with - listening to others communication effectively
Speaking	<ul style="list-style-type: none"> - U.S. for sentence - U.S. for sentence reading in pairs

NAVAL BASE PRIMARY SCHOOL PRIMARY 2 ENGLISH	
TERM 1 UNIT 1 Narrative Text Type Chart	
RESOURCE SHEET BS1.1	
Text Organisation	Language Features
Telling	<ul style="list-style-type: none"> - sequenced to describe what has been done
Describing	<ul style="list-style-type: none"> - writer named and that third person - descriptive conversation to convey feelings and thoughts - vivid description from narrator - traits to allow action and attributes to describe physical appearance
Showing	<ul style="list-style-type: none"> - continuous scene - writer of all kinds action, linking, sequencing, linking and thinking - sequences for showing sequence of events - incidents of time, manner, place, location, frequency and objectives to describe the direct and indirect speech to add interest
Procedural/Explanatory	
Showing	
RESOURCE SHEET BS1.2	
<ul style="list-style-type: none"> - Can I follow the text type chart? - Are there any ideas I want to communicate? - Can I improve my writing by changing some parts? - Can I improve my writing by re-emerging parts? - Can I combine my sentences? - Can I extend my sentences and patterns to expand overall sentences? - Is the grammar correct? - Did I use words correctly, e.g. to, too, less, your, you're, have, have got, etc.? - Did I extend my word bank? - Did I begin my writing in an interesting way? - Is the ending to my writing interesting? - Did I write in complete sentences? - Did I extend my spelling? - Did I insert the beginning of each paragraph? - Did I start all my sentences with a capital letter? - Did I use capital letters for proper nouns? - Did I end each sentence with the correct punctuation? - Did I write conversations, did I use quotation marks? 	



English Language Key Programme

La Fiesta



Instilling fun
& joy in their
learning of
the English
Language



Who is St. Valentine?

There are many legends about St. Valentine. It is hard to know which ones are true.

One legend is that Valentine was a priest who lived in ancient Rome during the 3rd century (AD 260s). The Emperor at that time, Claudius, believed that more men would join the army if they weren't married. Thus, he passed a law to prevent young men from getting married.

The priest, Valentine, thought that the law was very unfair so he secretly married young couples. When the Emperor found out, he had Valentine sent to jail and put to death.

Many young people respect Valentine in jail. They throw flowers and leave love notes for him to show their love and respect. One of his frequent visitors was the prison guard's daughter. It is said that Valentine fell in love with her because he was sent to his death on February 14. As while the daughter's father and agreed it. Love born from your Valentine - world still used in cards today. Valentine died on February 14 and says maybe a saint has hundred years later. That is why Valentine's Day is celebrated to remember him.

The Paris Love Locks

There is a bridge in Paris, the Pont des Arts, that everyone calls the Love Locks Bridge.

Since 2006, couples, families, and friends have been attaching locks to the bridge's arms. Most people write their signatures on the lock and attach the lock to the bridge. Then they throw the key into the Seine River. Only the key is in the water. It means that its love can break free of trapping.

By the spring of 2014, there were almost 1 million locks on the Pont des Arts. This was too much for the bridge. In June of that year, one of the bridge's supports broke under the weight of all the locks.

The city of Paris does not like the love locks. They tried to remove them. Just please put more locks back on. After the safety issue in 2014, they now setting places over three sections of the bridge.

Love locks have become a worldwide symbol of love and friendship. Bridges, houses, and parks around the world have become popular with them.

Follow-up activities: Listen and do with a pen journal!

1. Design a Valentine's Day invitation for your friend. Write a nice message to him/her, telling her why he loves her friend a lot.
2. Design a Valentine's Day card for your family member. Write a nice message to him/her, telling her why you appreciate her/him.
3. Write a short Valentine's Day poem for your friend or family member.



Reading Programmes

- Morning Silent Reading
- Let's Read articles
- NLB Books



Assessment



Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p>Written Paper</p> <ul style="list-style-type: none">• Language Use (MCQ)• Fill-in-the-blanks• Open-ended questions• Comprehension	<ul style="list-style-type: none">• Continuous Writing• Situational Writing	<p>Oral Performance Task</p> <ul style="list-style-type: none">• Reading Aloud• Stimulus-based Conversation	<p>End-of-Year Assessments</p> <ul style="list-style-type: none">• Writing• Written Paper• Listening Comprehension• Oral

The revised PSLE format has been communicated during the parent briefing.

Please contact the class EL teacher if you need more information.





What you can do to support your child/ward?

- Affirm and recognise your child's/ward's efforts
- Be there to support him or her
- Encourage him or her to read voraciously
- Have a conducive environment for them to learn at home
- Watch documentaries with them
- Take them on educational trips
- Talk to them



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MATHEMATICS





Purpose of Mathematics

- Contributes to the development and understanding in many disciplines
- Foundation of innovations and solutions
- Underpins many aspects of everyday activities



Primary Mathematics Curriculum



- Acquire important basic numeracy
- Develop logical reasoning and problem-solving skills
- Lay the foundation for the learning of Mathematics





Primary Mathematics Curriculum

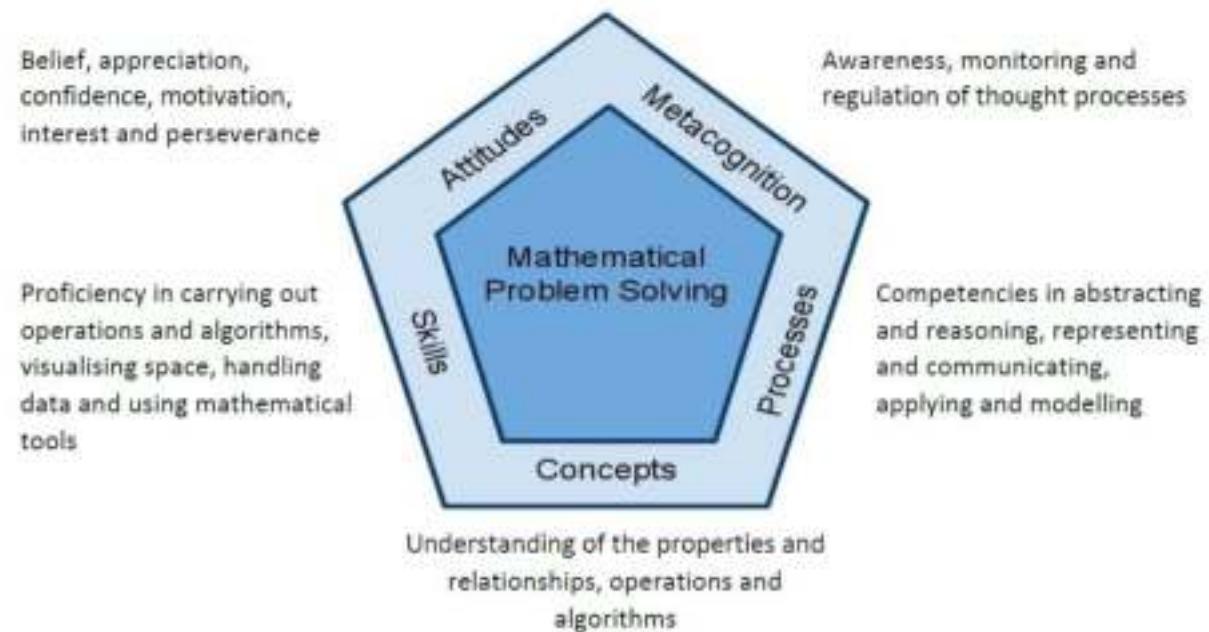
- Acquire mathematical concepts and skills for everyday use and continuous learning in Mathematics
- Develop thinking, reasoning communication, application and metacognitive skills through a mathematical approach to problem solving
- Build confidence and foster interest in Mathematics





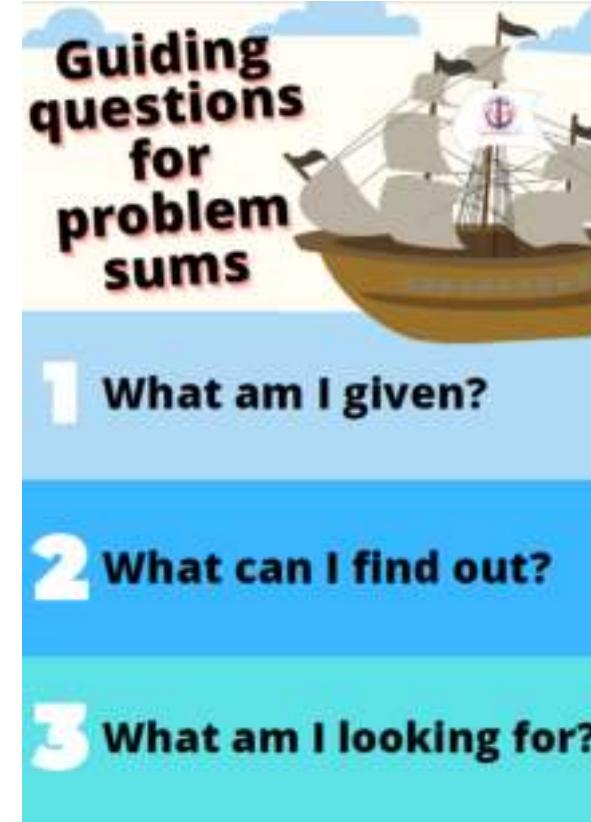
MATHEMATICS FRAMEWORK

Mathematics Curriculum Framework





Emphasis on communication skills





Mathematics Resources

- Mathematics Textbook
- Mathematics Practice book
- ID2P (Interleaved Distributed Differentiated Practices)
- Factual Fluency Booklets
- Heuristics Worksheets
- Model Drawing Package





P5 Mathematics Programmes

- Remedial
- ICT Enriched lessons
- Math Olympiad
- E2K Mathematics



Assessment



Term	Weightage	Mode
1	10%	Pen and Paper
2	15%	
3	15%	
4	60%	



What you can do to support your child/ward?



Areas of concerns

- Recalling Basic Math Facts
- Mastery of Times Tables
- Heuristics/Problem-Solving Skills



SCIENCE



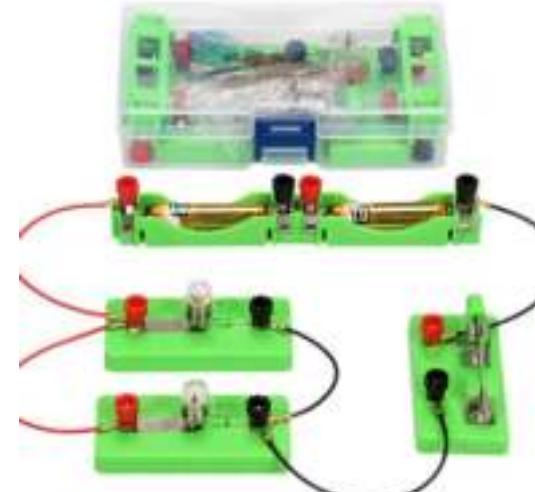


Purpose of Science: Application in Daily Life

Example:
Reproduction in Plants



Example:
Electrical Systems





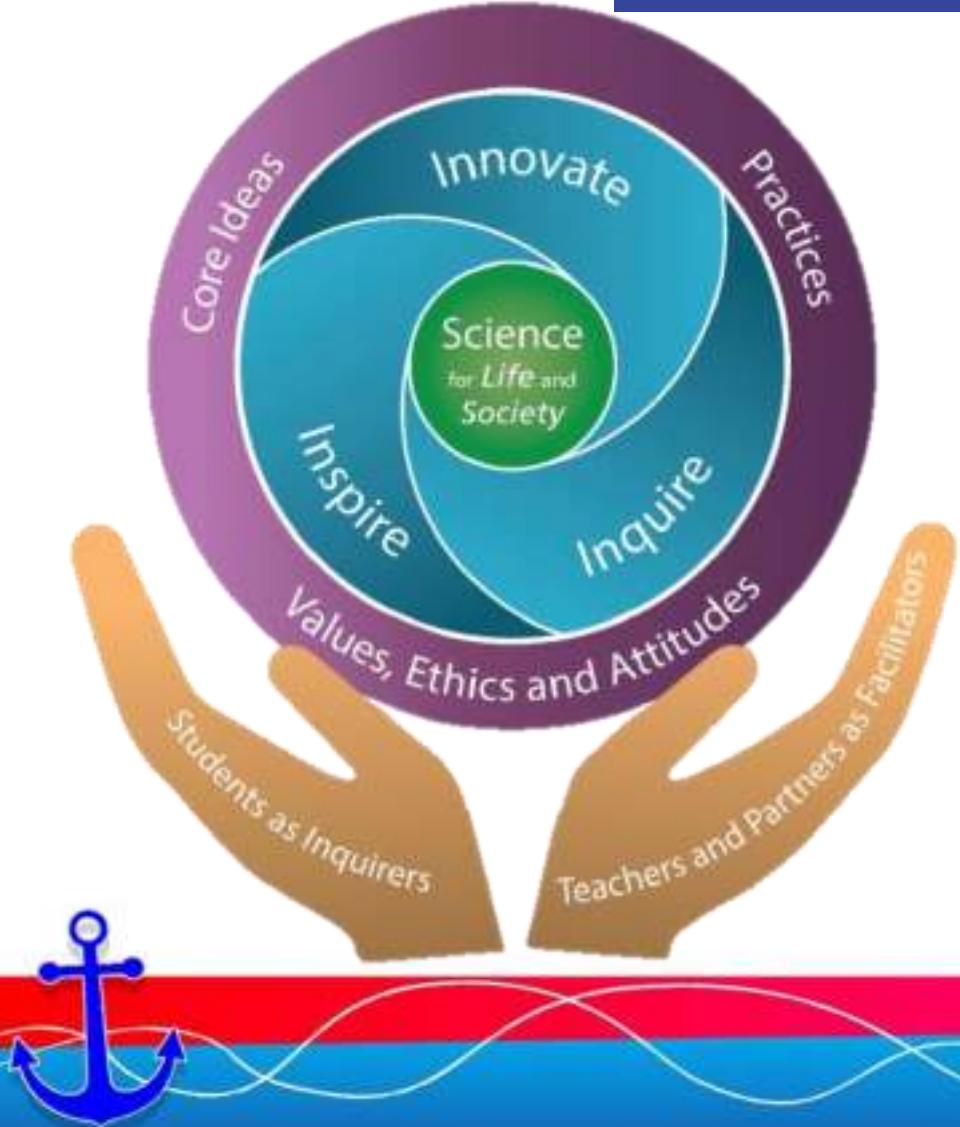
Purpose of Science: Application in Daily Life

1. Understanding the concepts and acquire the scientific skills through hands-on activities.
2. Applying knowledge learned to answer questions in school and in real-life.
3. Parents can help engage children too!





Science Framework

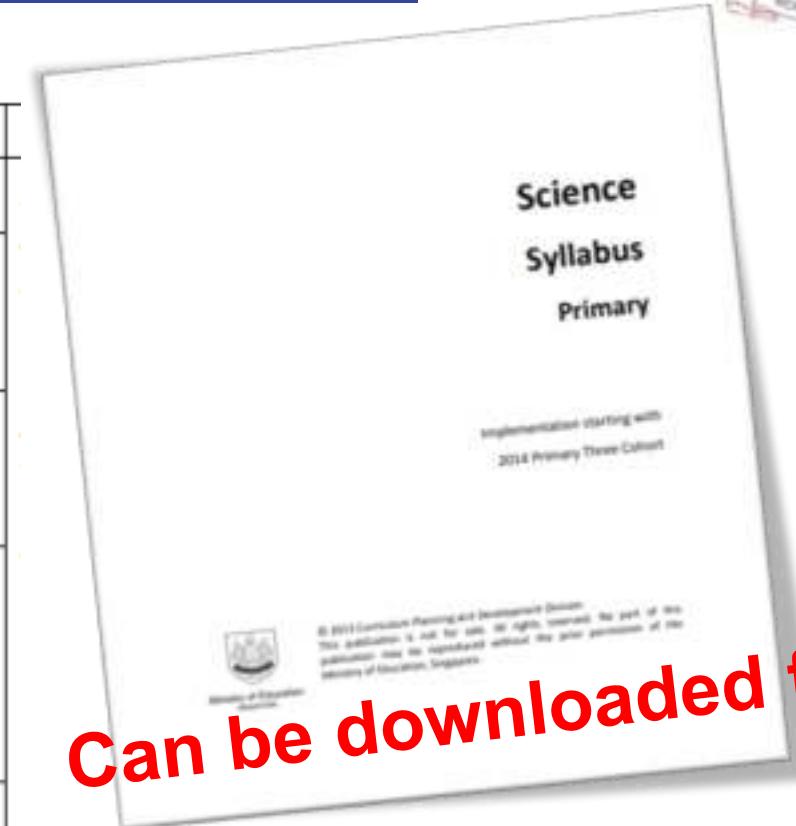


**'To spark curiosity
and build interest
in Science through
daily life'**

2014 Science Syllabus



Syllabus Requirement		
Themes	* Lower Block (Primary 3 and 4)	**Upper Block (Primary 5 and 6)
Diversity	<ul style="list-style-type: none"> Diversity of living and non-living things (General characteristics and classification) Diversity of materials 	
Cycles	<ul style="list-style-type: none"> Cycles in plants and animals (Life cycles) Cycles in matter and water (Matter) 	<ul style="list-style-type: none"> Cycles in plants and animals (Reproduction) Cycles in matter and water (Water)
Systems	<ul style="list-style-type: none"> Plant system (Plant parts and functions) Human system (Digestive system) 	<ul style="list-style-type: none"> Plant system (Respiratory and circulatory systems) Human system (Respiratory and circulatory systems) <u>Cell system</u> Electrical system
Interactions	<ul style="list-style-type: none"> Interaction of forces (Magnets) 	<ul style="list-style-type: none"> Interaction of forces (Frictional force, gravitational force, <u>force in springs</u>) Interaction within the environment
Energy	<ul style="list-style-type: none"> Energy forms and uses (Light and heat) 	<ul style="list-style-type: none"> Energy forms and uses (Photosynthesis) <u>Energy conversion</u>

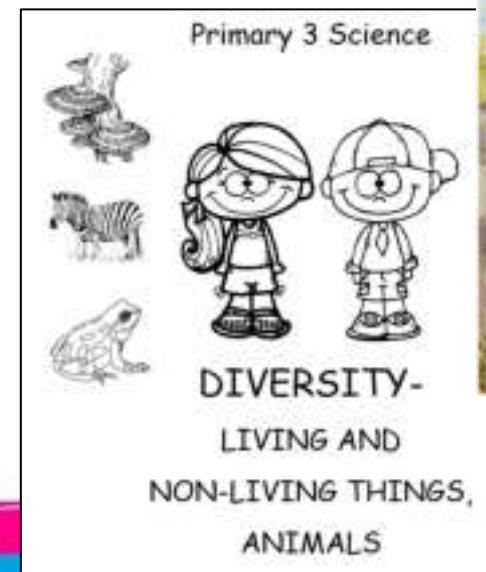


Can be downloaded from:

www.moe.gov.sg

Science Resources

1. Textbooks / Workbooks
2. Intensive Practice Worksheets
3. Hands-on Activities
(Experiential and Inquiry Based Learning)
4. Additional Science Programmes





P5 Science Programmes

- Science Centre Enrichment Programmes
- P5 Math and Science Trail
- Inquiry-Based and Experiential learning
- Remediation to bridge learning gaps



Assessment



Term	Weightage	Mode
1	10%	Performance Assessment
2	15%	Pen and Paper
3	15%	Pen and Paper
4	60%	





What you can do to support your child/ward?

1. Regular revision

2. Application of learning
 - How can I link what I observe to the Science concepts?
 - Use strategies taught **HICAP and CER**

3. Encourage your child to see Science in everyday life

HICAP : Highlight, Identify, Circle, Avoid Pronoun

CER : Claim-Evidence-Reason



MOTHER TONGUE





Purpose of Mother Tongue

Through the learning of MTL, students can:

- **Communicate** more effectively in MTL
- Appreciate their **cultural heritage**
- **Connect** with wider communities across Asia and the world



Mother Tongue Curriculum Objectives



Development of Language Skills

General Communication

Civic Literacy and Cultural Awareness

Integrated use of language skills

Listening

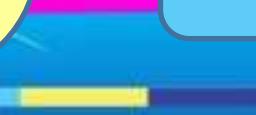
Reading

Oral
Interaction

Speaking

Writing

Written
Interaction



ORAL



- Objective: To enhance competencies in oral conversation (particularly **video-stimuli conversation**)
 - Use of 5-finger technique to guide students in oral conversation
 - Refined scaffolding to guide students to help students to be more specific in elaborating their ideas
 - List of vocabulary and phrases related to a specific theme/value



COMPREHENSION



- Objective: To enhance comprehension skills (particularly open-ended)
 - Exam answering techniques:
 - Highlighting of key words in questions and passage
 - Rewrite the answers in grammatically correct sentences.
 - Contextual clues/implicit meaning:
 - Reading in depth
 - Serves as a linkage from oral to writing





COMPREHENSION

- Introduce Visible Thinking strategies for higher order thinking questions, e.g.
 - Annotation (Surface & Deep Annotation)
 - Highlighting key words and phrases, summarizing each paragraph, identify main ideas of the passage
- Exposed to different genre
 - e.g. stories, short passages in magazines and newspapers





COMPOSITION WRITING

- Objective: To enhance students' writing in organization of ideas, elaboration on details and use of extensive vocabulary
 - Mind Maps to guide in planning
 - Strategy to guide in elaboration of details
 - Checklist for editing and self-checking
 - Rubrics to give feedback
 - Good phrases / model compositions



READING



- Objective: To cultivate the love for reading through Extensive Reading Programme
 - Class & library reading sessions (by MT teachers and external agencies)
 - Even Week: Morning silent reading in form class
 - Reading corners in MTL rooms
 - Availability of MTL books in the form classes
 - Follow-up activities which include book reviews, presentation, etc.





Mother Tongue Resources

- Textbooks
- Activity books
- Worksheets
- Magazines/Newspapers
- NBPS MTL Showcase Website
 - <https://go.gov.sg/nbps-mt>





Mother Tongue Language Fiesta

- ❖ Exposure to the MTL through cultural & language-based activities or workshops:
 - Mini performance/competition, singing, story-telling, etc.
 - Hands-on workshops
 - Literature and reading





Assessment (Standard MTL)

Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p>Written Test</p> <ul style="list-style-type: none">• Language Use (MCQ)• Comprehension (MCQ and Open-ended)	<p>Oral Performance Task</p> <ul style="list-style-type: none">• Reading Aloud• Picture Description• Conversation	<p>Composition Writing</p> <ul style="list-style-type: none">• 2 pieces of composition writing	<p>End-of-Year Examinations</p> <ul style="list-style-type: none">• Composition• Language Use and Comprehension• Listening Comprehension• Oral



Assessment (Foundation MTL)

Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p>Written Test</p> <ul style="list-style-type: none">• Language Use (MCQ)• Comprehension (MCQ and Open-ended)	<p>Oral Performance Task</p> <ul style="list-style-type: none">• Reading Aloud• Picture Description• Conversation	<p>Listening Comprehension</p> <ul style="list-style-type: none">• Listening Comprehension (MCQ)	<p>End-of-Year Examinations</p> <ul style="list-style-type: none">• Language Use and Comprehension• Listening Comprehension• Oral



Assessment (Higher MTL)

Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p>Topical Test (Written)</p> <ul style="list-style-type: none">• Language Use (MCQ)• Comprehension (MCQ and Open-ended)	<p>Topical Test (Written)</p> <ul style="list-style-type: none">• Language Use (MCQ)• Comprehension (MCQ and Open-ended)	<p>Composition Writing</p> <ul style="list-style-type: none">• 2 pieces of composition writing	<p>End-of-Year Examinations</p> <ul style="list-style-type: none">• Composition• Language Use and Comprehension





What you can do to support your child/ward?

Supportive learning environment is the key:

- Provide home environment for your child to express ideas and feelings (culture, festive celebrations, stories, current affairs, etc)
- Encouragement and affirmation of effort
- Reading, writing, learning with your child



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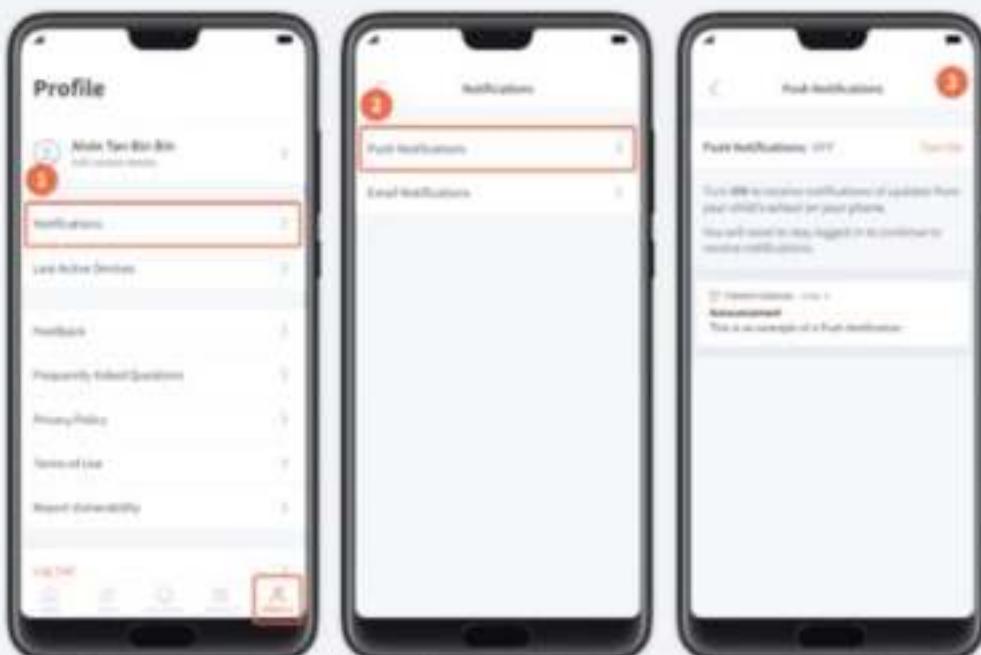
EdTech



PG- Enable Push Notifications

The push notification feature on the phone needs to be enabled.

1. Go to 'Profile' > 'Notifications'
2. Tap on 'Push Notifications'
3. If 'Push Notifications' is 'OFF', tap 'Turn On' to enable it



For other FAQs,

Please access

<https://pg.moe.edu.sg/faq>



Student iCON Account

- Aim to enhance collaboration, teaching and learning using digital platforms
- From Primary School to Junior College
- Tools include
 - Student iCON
 - *Google Tools*
 - Student Zoom account
 - Microsoft Office ProPlus
 - Word/ Excel/ Powerpoint



IS MADE AVAILABLE TO EVERYONE!





Use of iCON email to access Google Tools

Students are able to login to access Google tools like **Google Docs**, **Slides**, **Sheets etc to create their own notes or writing** with their MOE-provisioned email address ending with the domain

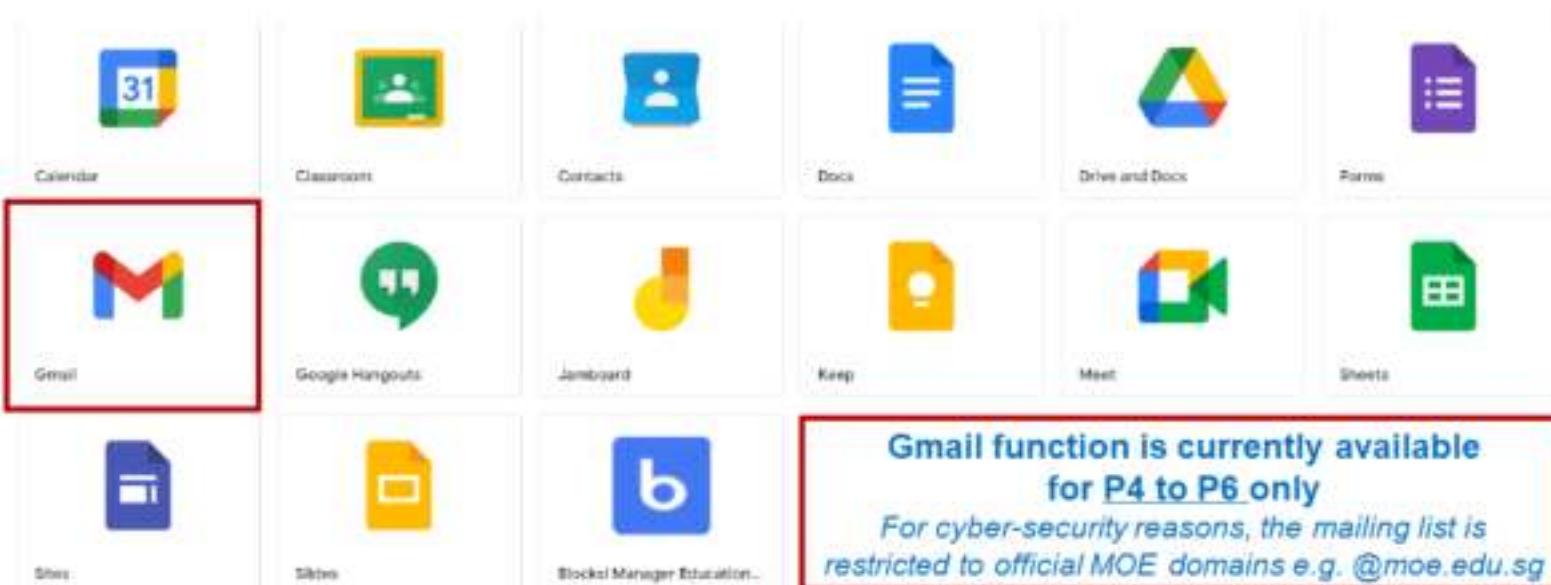
@students.edu.sg





Student iCON: Google Tools

Student iCON – Google Tools



Student iCON Login ID

Email: <Full Name>@students.edu.sg

- Any space in full name will be replaced with underscore
- Omit words like “Bte” and “s/o”
- Duplicate ID will have a running number added to the login ID

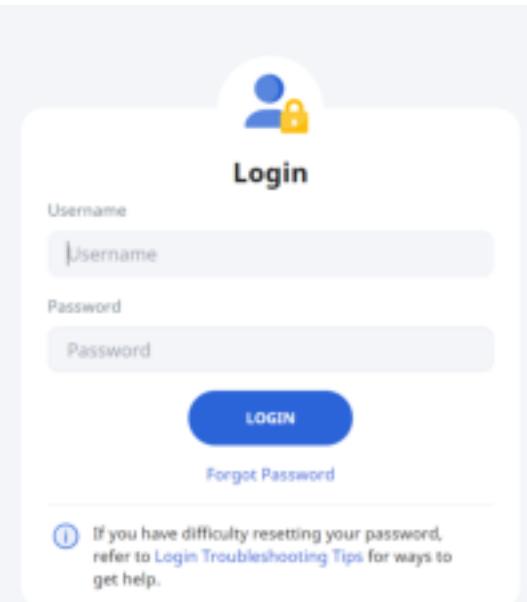
avoid repeated login attempts of more than 6 times to prevent account from being locked

Password would have been given to your child via his or her FTs.

Full Name	Display Name	Login ID
Tan Hui Min	Tan Hui Min	Tan_Hui_Min@students.edu.sg
Siti Fatimah Bte Mohamed	Siti Fatimah Bte Mohamed	Siti_fatimah_mohamed@students.edu.sg
Kumara Rajan s/o Kanagasabai	Kumara Rajan s/o Kanagasabai	kumara_rajan_kanagasabai@students.edu.sg



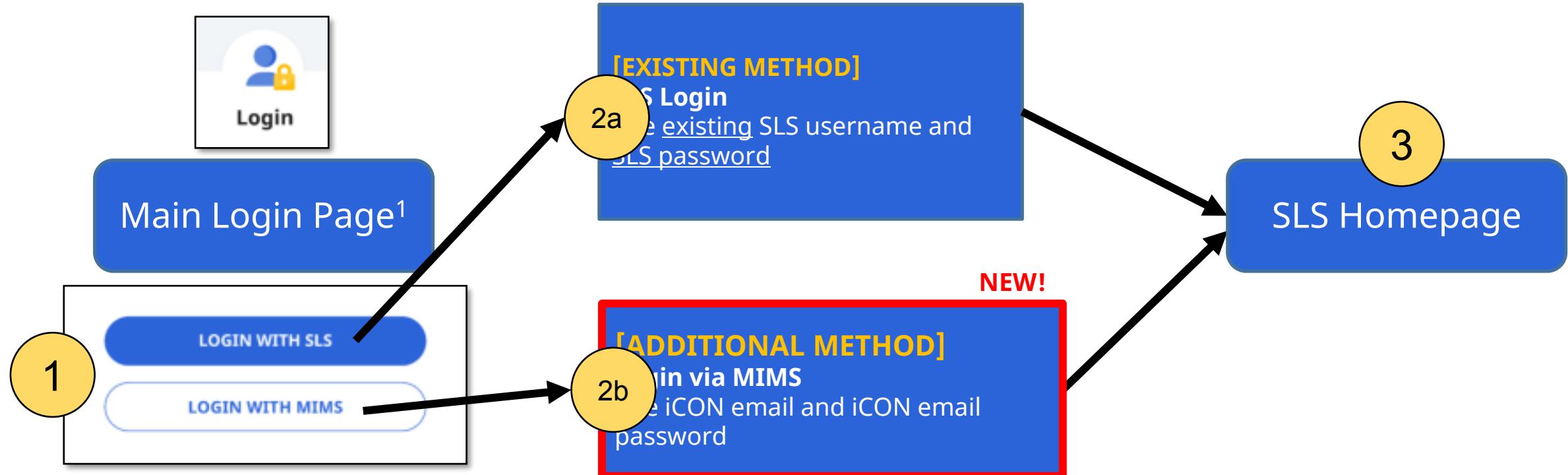
Student Learning Space (SLS)



- To nurture future-ready learners
- Curriculum-aligned resources and learning tools
- Encourage greater ownership of learning

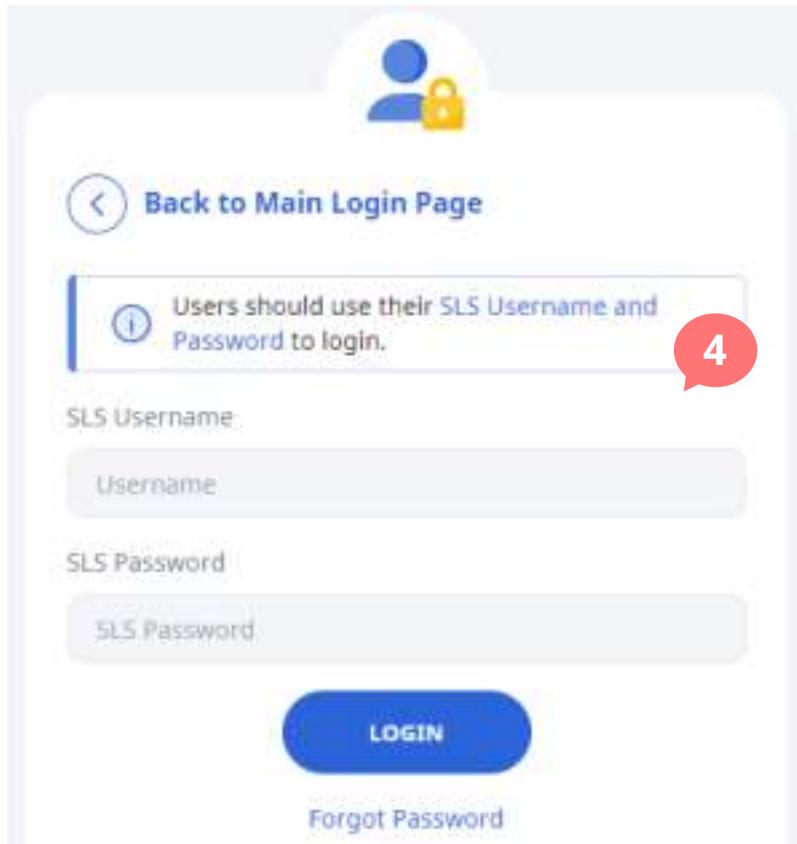


How to log in to SLS?



SLS password can be reset by SLS School Admins or teachers in SLS

SLS Login [User ID Method]



- **SLS Login**

When using this login option, enter the **existing SLS username and password**, then click “Login”.

Your child’s FTs would have given him/her the SLS user ID.

SLS user ID naming convention:
John Tan + 12345A = **JOH12345A**

SLS - MOE Library Resources

X SINGAPORE Student Learning Space

Resources

Starred Resources

Community Gallery

MOE Library

App Library

External Resources

My Drive

Courses

The screenshot shows the Singapore Student Learning Space interface. On the left, there's a sidebar with links like 'Resources', 'Starred Resources', 'Community Gallery', 'MOE Library' (which is highlighted with a blue border), 'App Library', 'External Resources', and 'My Drive'. The main area is titled 'Courses' and displays several learning modules from the MOE Library:

- Decimals as Fractions**: A module by MOE LIBRARY. It shows three crayons (pink, green, blue) and says 'Rounding Decimals'. It's for Primary 5 students and covers rounding decimals to the nearest whole number, 1 decimal place or 2 decimal places. It includes 'LESSON DETAILS' and 'ATTEMPT' buttons.
- Fractions as Decimals**: Another module by MOE LIBRARY. It shows three crayons (pink, green, blue) and says 'Fractions as Decimals'. It's for Primary 5 students and covers converting fractions to decimals. It includes 'LESSON DETAILS' and 'ATTEMPT' buttons.
- Comparing Decimals**: A module by MOE LIBRARY. It shows a grocery store shelf with items labeled with prices like \$1.50, \$2.00, etc., and says 'Comparing Decimals'. It's for Foundation Mathematics and covers comparing and ordering decimals. It includes 'LESSON DETAILS' and 'ATTEMPT' buttons.
- Adding and Subtracting Decimals**: A module by MOE LIBRARY. It shows a chalkboard with the title 'Adding and Subtracting Decimals'. It's for Foundation Mathematics and covers adding and subtracting decimals. It includes 'LESSON DETAILS' and 'ATTEMPT' buttons.
- Multiplying Decimals by a Whole Number**: A module by MOE LIBRARY. It shows a cartoon character and says 'Multiplying Decimals by a Whole Number'. It's for Foundation Mathematics and covers multiplying decimals by whole numbers. It includes 'LESSON DETAILS' and 'ATTEMPT' buttons.

Reminders

- **avoid repeated login attempts of more than 6 times**

SLS PASSWORD RESET AND UNLOCKING OF ACCOUNTS

School-based Helpline:
6753 7114

Email: **nbps@moe.edu.sg**
Mondays - Fridays:
8.00 a.m. to 4.00 p.m.

or contact your child's FT

DURING NON-SCHOOL OPERATING HOURS

SLS Helpdesk: 6702 6513
Mondays - Fridays: 4.00 p.m. to 9.00 p.m.
Saturdays: 9.00 a.m. to 9.00 p.m.
Closed on Sundays & Public Holidays

Alternatively, students can email the SLS Helpdesk at
helpdesk@sls.ufinity.com.



Website:

<https://navalbasepri.moe.edu.sg>



Naval Base Primary School

2.2K likes • 2.4K followers



46 Create ad 36 Manage
Edit

Facebook:

<https://www.facebook.com/NBPS1730>

Instagram:
@navalbasepri



DigitalAccess@Home

DigitalAccess@Home provides subsidised broadband and laptops/tablets to lower-income households to support their lifestyle needs, including work and social activities.

Additional support for beneficiaries by DfL partners

Households with 3 or more primary school children may submit a request for a refurbished laptop after DigitalAccess@Home approval. Refurbished laptops will be provided by DfL partners, Engineering Good and SGBono.

Who can apply?

Low-income households living in HDB flats with at least one Singapore Citizen are eligible to apply for DigitalAccess@Home.

You can check your eligibility at this website www.go.gov.sg/digitalaccesschecker.

FIND OUT MORE

- Calling the IMDA hotline at [6377 3800](tel:63773800)
- Emailing digitalaccess@imda.gov.sg
- Visiting our SG Digital community hubs at selected Community Clubs (CC) and public libraries listed on <https://go.gov.sg/sgdcommhub>

How can I apply?

Online submission (by e-form)	Hardcopy submission (by mail)
 https://go.gov.sg/digitalaccess-login	 https://go.gov.sg/digitalaccess-application-form
<p>Step 1: Log in to digitalaccess.gov.sg via Singpass.</p> <p>Step 2: The form will be prefilled with your information from our records. Complete the form and submit.</p> <p>Step 3: Household members have to give their consent for data collection via Singpass upon receipt of letter/SMS/email</p>	<p>Step 1: Click on the Download Form icon under 'Hardcopy Submission' here or obtain a copy from one of our SG Digital community hubs listed on https://go.gov.sg/sgdcommhub</p> <p>Step 2: Complete the form. Household members have to give their consent for data collection</p> <p>Step 3: Post completed form to: Infocomm Media Development Authority PSA Building Post Office P.O. Box 316 Singapore 911141</p>

MOVING FORWARD...





YH Talk 1: A – Z Upper Primary Survival Kit



I in you!



*Control your emotions,
control your mind.
Control your mind,
control your actions.
Control your actions,
control your life.*

*

ANTHONY POMPLIANO



Parents' Role in Supporting Homework

ROLE OF PARENTS

Parents play an important part in the children's education. Parents can consider doing the following to support their children in their learning.

- Check the child's Navalite Compass daily to view the homework assignments for the day.
- Spend time to go through your child's schoolwork.
- Remind your child that homework is their responsibility and supervise your child in doing the homework assignments.
- Provide a conducive environment for your child to complete the homework assignments.
- Provide appropriate digital device for homework assigned via e-learning platforms such as Student Learning Space (SLS) and Student ICON.

Parents' Role in Supporting Homework

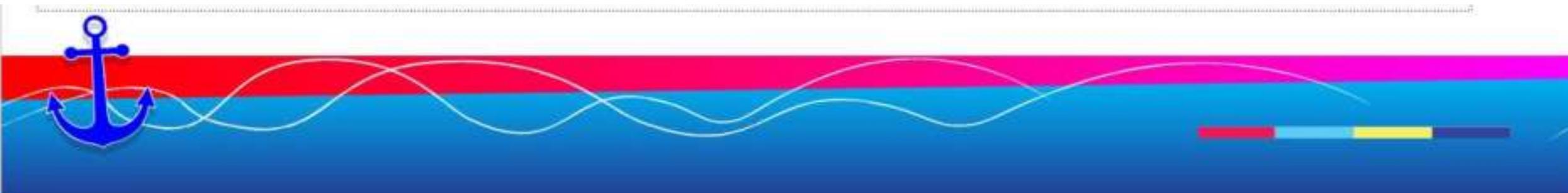
ROLE OF PARENTS (Continued)

- Remind your child to complete the school assignments before doing the tuition work.
- Parents are advised not to complete the homework assignments for your child as doing so will hinder their development of self-discipline and independence in learning.
- Encourage your child to ask his/her teacher(s) clarifying questions concerning the homework assignments.
- Guide your child to set aside a regular study time and establish good study habits.
- Consult teachers on your child's learning progress.



Communication with Teachers

- Parents can communicate with teachers via Navalite Compass / email / other communication platforms (E.g. Class Dojo). For non-urgent cases, a reply will be provided within 3 working days.
- For urgent cases, parents may call the office at 67537114 for teachers to return call during office operational hours from 7.45 a.m. to 5 p.m.



Where to get FTs' email

School Website:

<https://www.navalbasepri.moe.edu.sg/about-us/organisational-chart/2024-form-teachers/>

HOME / ABOUT US / ORGANISATIONAL CHART / 2024 FORM TEACHERS

2024 Form Teachers



Let's work
hand in hand!





- We will need your feedback to help us plan better programmes for our students and parents.
- As part of our Green effort, you can submit online using your handphone through the link or QR Code.



- **URL Link**

<https://go.gov.sg/2024-nbps-parents-briefing>

- **QR Code**



<https://go.gov.sg/2024-nbps-parents-briefing>