PRIMARY 6 PARENTS' BRIEFING

2 FEB 2024

7.00 p.m. to 8.00 p.m.

ST3:
Strong Partnership with Stakeholders

Announcement

1. Kindly switch off your video and mute for a better experience. You may post your questions in the chat box if you have any questions.

2. Please note that the presentation slides will be made available at NBPS website by 7 Feb.

www.navalbasepri.moe.edu.sg

Joy Of Learning begins at Naval Base PrimarySchool!

Outline

1	Introduction to SLs, YHs, Class Teachers
2	Holistic Education @ NBPS
3	Assessment
4	PSLE
5	Direct School Admission
6	English, Maths, Science & Mother Tongue Briefing
7	Communication with Parents
8.	Your Feedback Matters

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

Mr Brian Nguyen

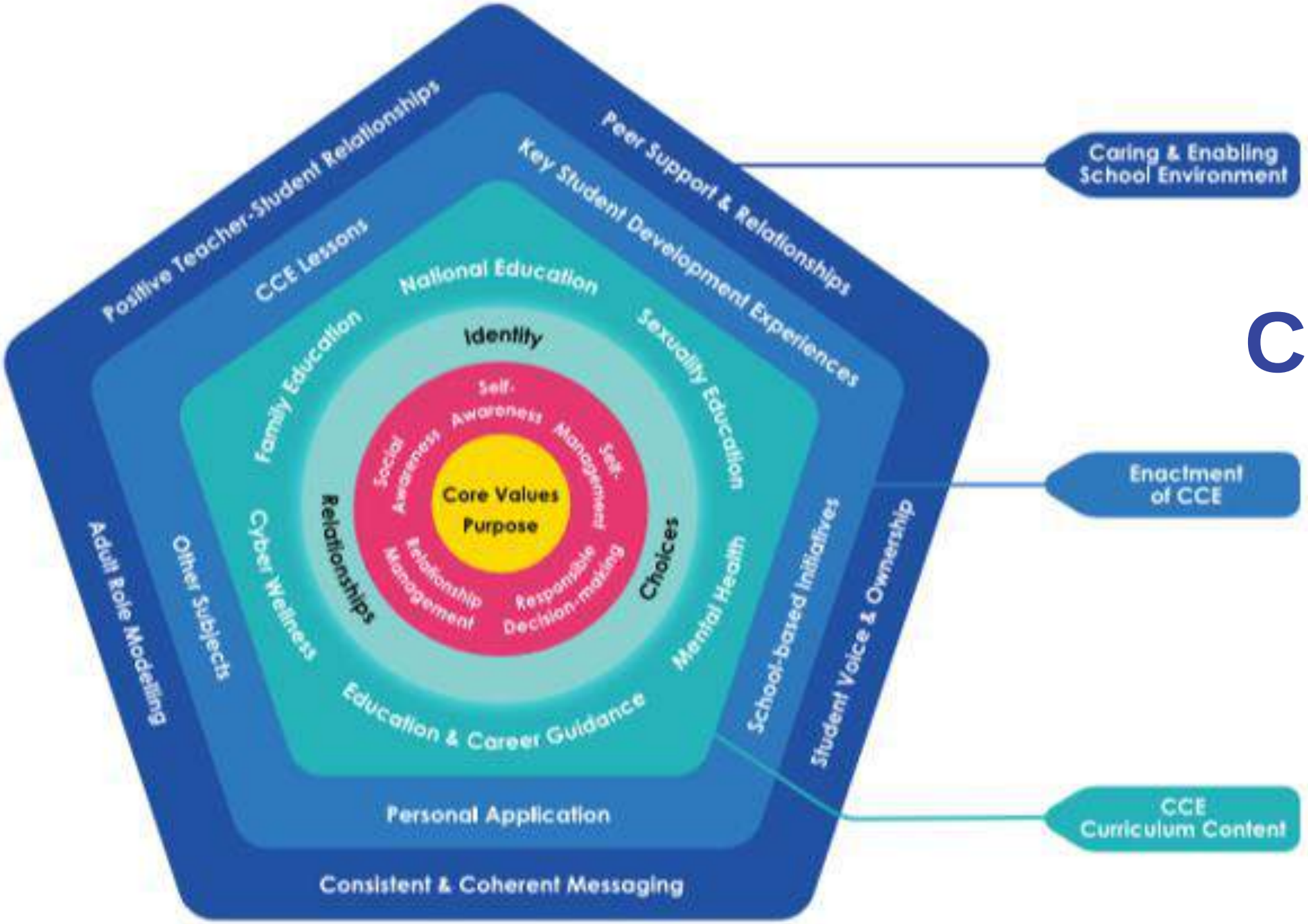
6 RESILIENCETEACHERS

Teacher	Subject <list subjects by teacher>
	English Language
	Mathematics, Science
	Science
	Chinese Language
	Malay Language
	Tamil Language
	Art
	Music
	PE
	Social Studies

FTs to update. Delete this textbox for final version.

P6 KEY HDP

LEVEL	PERIOD	DOMAIN	ACTIVITY/ PROGRAMME
P6	T1 to T4 On-going	C-Cognitive	Supplementary lessons; Interdisciplinary Tinkering
	T1 to T4 On-going	A- Aesthetics	Interdisciplinary Digital Game Creation (ALP)
	T1 to T4 On-going	Physical	Sports & Games; Sports with ActiveSG
	T1 to T4 On-going	MSE	VIA, P6 Career Seminar Day, P6 Post Exam Activity
	T1 to T4 On-going	Leadership	Student Leadership Trainings; Graduation Day


Positive Teacher-Student Relationships
Peer Support & Relationships
CCE Lessons
Key Student Development Experiences
National Education
Identity
Family Education
Sexuality Education
Self-Awareness
Social Awareness
Self-Management
Core Values
Purpose
Relationship Management
Responsible Decision-making
Relationships
Choices
Cyber Wellness
Mental Health
Other Subjects
School-based initiatives
Adult Role Modelling
Student Voice & Ownership
Education & Career Guidance
Personal Application
Consistent & Coherent Messaging
Caring & Enabling School Environment
Enactment of CCE
CCE Curriculum Content

CCE 2021

NBPS CCE Framework

Morally Upright Individual

Engaged Learner

Concerned Citizen

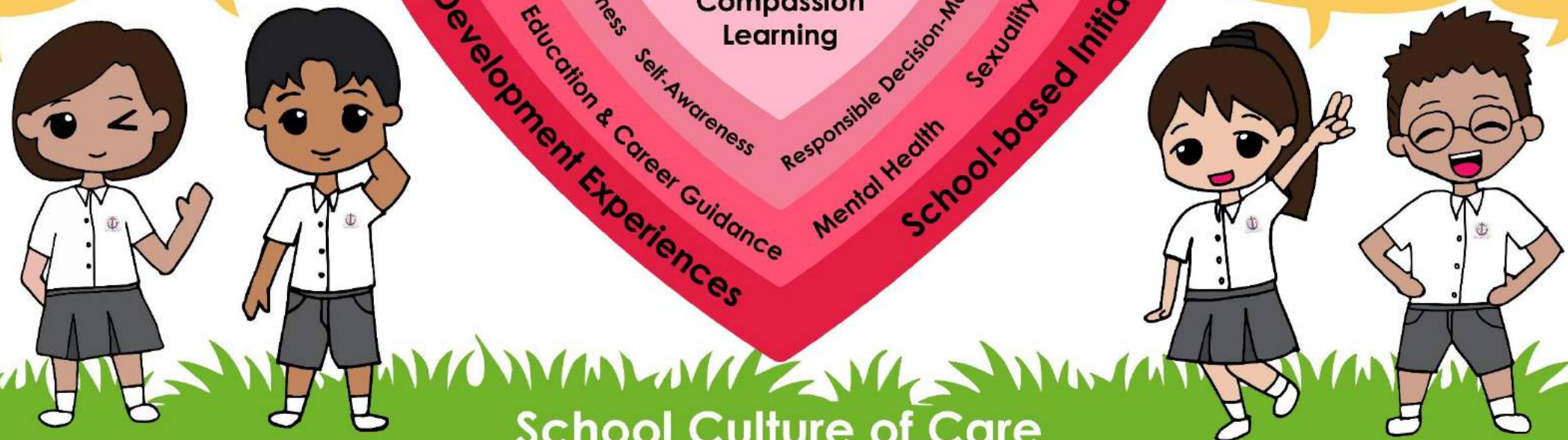
Confident Leader

What are the three big ideas?

Identity

Relationships

Choice



School Culture of Care

Growth Mindset

Discipline Approach in Alignment with CCE 2021

Promote a safe and supportive environment and a culture of care

Prevent challenging behaviours from occurring

Address inappropriate behaviour promptly

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

A Positive & Proactive Approach to Discipline

Replace inappropriate behaviour with prosocial, appropriate ones

Restore relationships with others hurt by their actions

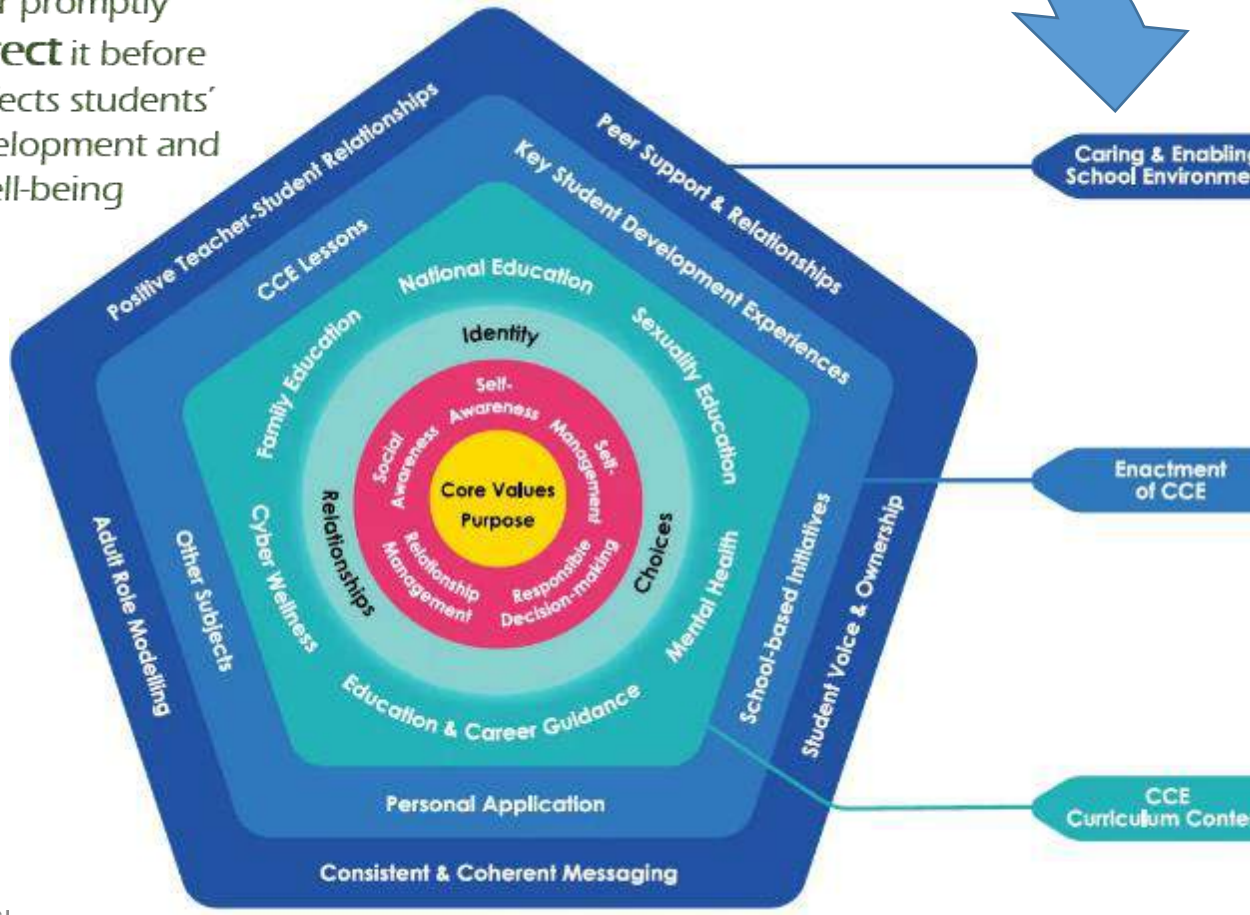


Figure 1: CCE Curriculum Frame

RESTRICTED \ SI

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**

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 (About 15 in 2017)

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 (About 39 in 2017)

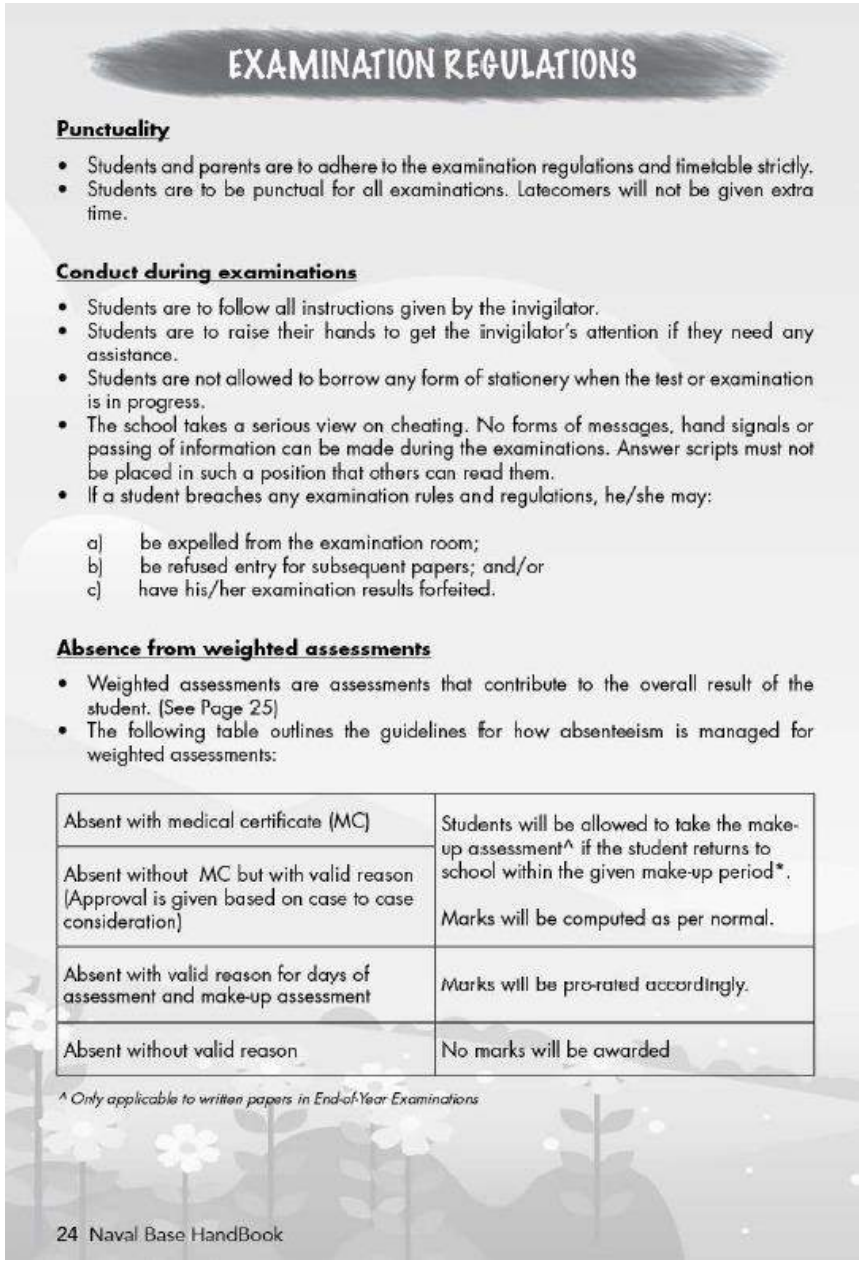
P6:$250

ASSESSMENT

ASSESSMENT PLAN

Primary	Term 1	Term 2	Term 3	Term 4	Remarks
3 to 5	10%	15%	15%	60%	- Terms 1 - 3 Weighted Assessments - Term 4 End-of-Year Examinations
6	-	-	100%	-	- Terms 1 & 2 Class Test - 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 assessment^ 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)	
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

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Page 24 – Navalite Compass

MC / Valid reasons are required for the following:

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

PSLE DATES

2024 PSLE EXAMINATION CALENDAR (TENTATIVE)

Registration	Tuesday, 2 April – Thursday, 18 April
Oral	Tuesday, 13 August – Wednesday, 14 August
Listening Comprehension	Friday, 13 September
Written Examination	Thursday, 26 September – Wednesday, 02 October
Marking Exercise	Monday, 14 October – Wednesday, 16 October

Note: The examination timetable will be made available by 1 March 2024

A MORE HOLISTIC ASSESSMENT

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

- ✓ Daily work in class
- ✓ Homework
- ✓ Class Activities (including group work)
- ✓ Questioning in the classroom
- ✓ Learning through ICT
- ✓ Weighted / Non-weighted Class Topical Tests
- ✓ Weighted Examination

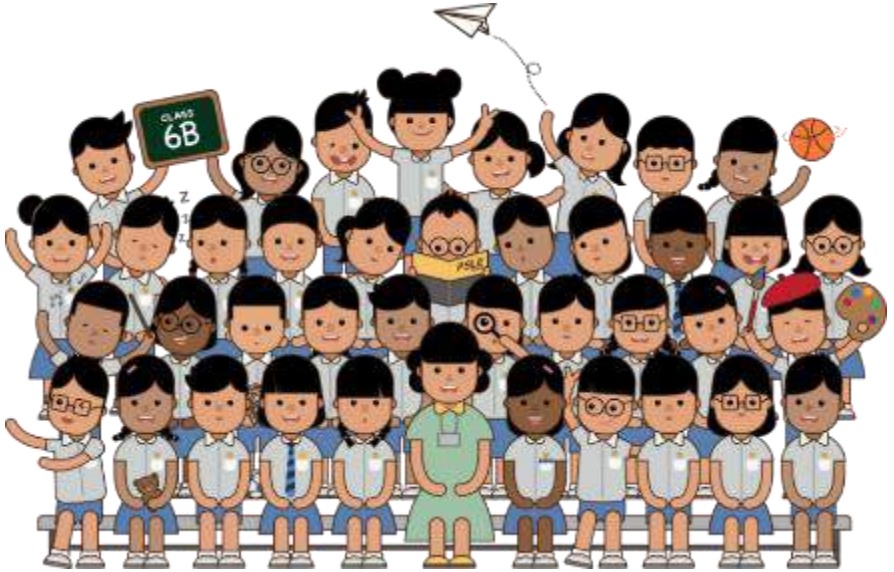
COMMUNICATION WITH PARENTS

- Assessment details (semesterly) will be sent out through *School letters* and *Parents Gateway* over the course of the year.

The PSLE SCORING and S1 POSTING

SUPPORTING STUDENTS AND PARENTS IN MAKING INFORMED SCHOOL CHOICES FOR PSLE

Briefing Deck to P5 and P6 Parents



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

- A better understanding of the support that your child may need in the transition journey from primary to secondary school
- Understanding Full Subject-Based Banding (Full SBB)
- Information on what to expect in secondary school

Sharing About PSLE Matters

How does the PSLE Scoring & S1 Posting work?

How are students posted to secondary schools?

WHAT IS THE INTENT OF THE PSLE?

A useful checkpoint at the end of primary school

A fair way to determine secondary school posting

Over the years, we have been changing the education system to help our students discover and develop their strengths, interests, abilities and talents while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the over-emphasis on academic results by:

1. **Reducing fine differentiation of students' examination results at a young age.**
2. **Recognising a student's level of achievement, regardless of how his/her peers have done.**
3. **Encouraging families to choose secondary schools holistically based on students' strengths, interests and learning needs.**

WHAT ARE ACHIEVEMENT LEVELs (AL)? WHY ARE THE BANDS UNEVEN?

- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.
- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

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

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

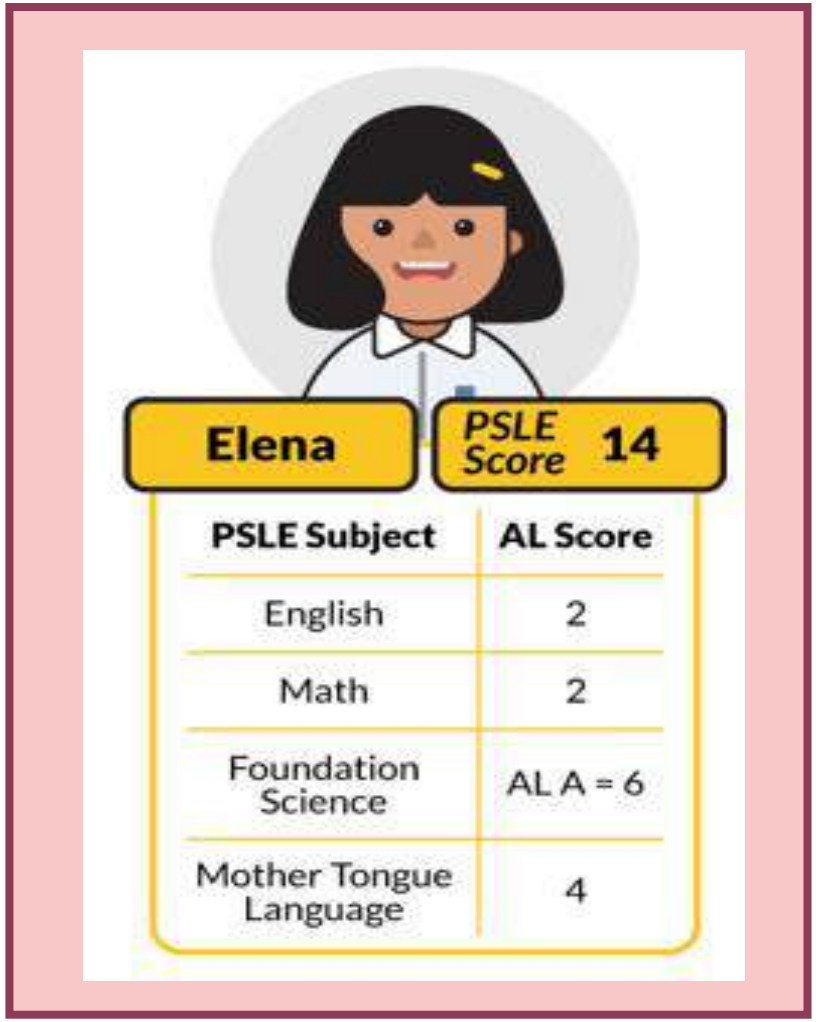
The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.

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

HOW DOES THE PSLE SCORING SYSTEM WORK?

- **The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).**

- **The PSLE Score can range from 4 to 32, with 4 being the best.**



GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.
- This mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8

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 BALLOTING**

- 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

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.

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

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

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

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

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

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

Students with better scores will be posted first

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**.

Tie-breaker #1: Citizenship

Bryan and Mary are Singapore Citizens. They will have priority to enter **School B**.

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

Tie-breaker #2: Choice order of schools

Because Bryan ranked School B higher than Mary, he will be posted to **School B**.

Since Bryan has taken the last place in School B, Mary will be posted to **School C**.

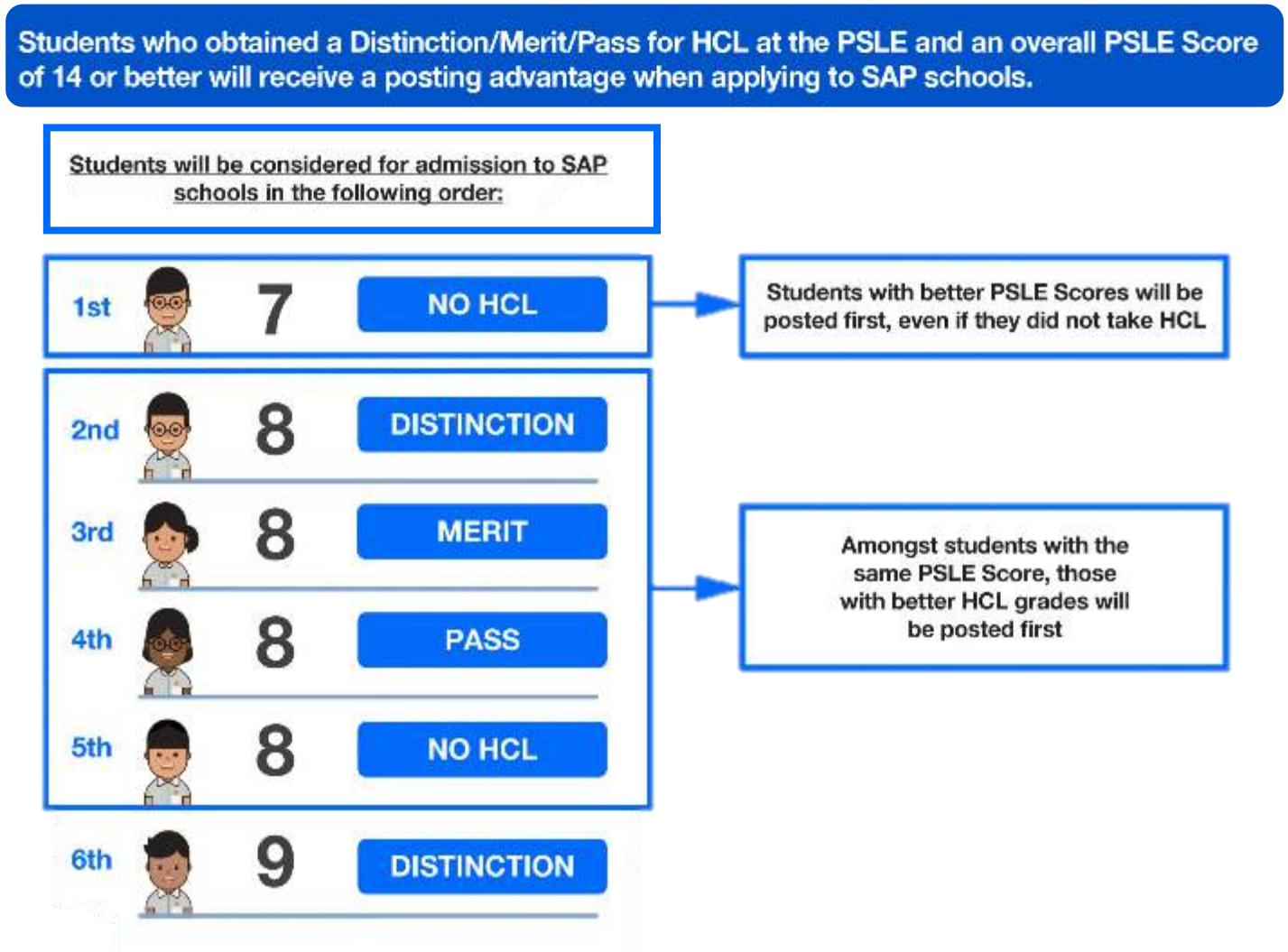
Alan and Rina have both ranked School D as their third choice. They will go through computerised balloting to vie for the last remaining place in **School D**.

Tie-breaker #3: Computerised balloting

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' 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.**

From 2023: Entry to S1 through 1 of 3 Posting Groups

From 2027: Singapore-Cambridge Secondary Education Certificate (SEC) examination

Updated post-secondary admission criteria

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.**

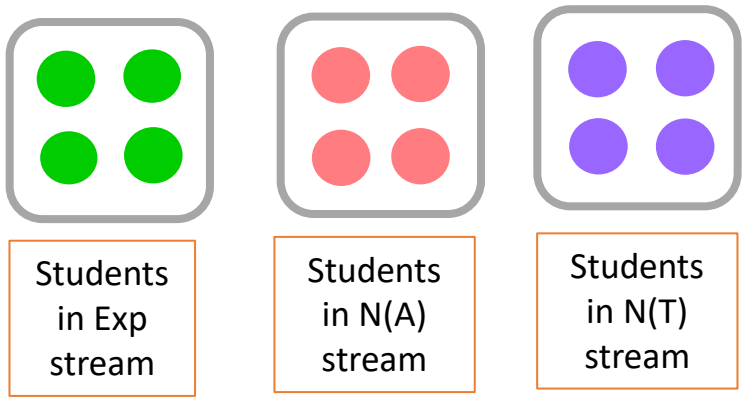
Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

- 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 ***(with AL 7 in EL and MA)***	1	G1

FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

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



With Full SBB:
Mixed form classes

- 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**.

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.

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)

Direct Schools Admission

Application for DSA-Sec is to be submitted through MOE's online DSA-Sec Portal. The application is free-of-charge and will be open from **Thu, 5 May to Wed, 1 Jun 2024 (tentative).**

Application may either be made on their own, or through the school.

Direct Schools Admission

- Only shortlisted applicants will be informed to attend trials / auditions / aptitude tests / interviews via video conferencing from 1 July to 31 August 2024 (tentative).

- Schools will typically send an e-mail to the applicant’s parents. Schools MAY NOT ALWAYS be notified.

Choosing Suitable Secondary Schools

Factors to Consider

Preparing for S1 Posting Exercise

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 <u>first and last student</u> 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.

<u>Example</u>

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 <u>first</u> student posted into the school in the respective PG.

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

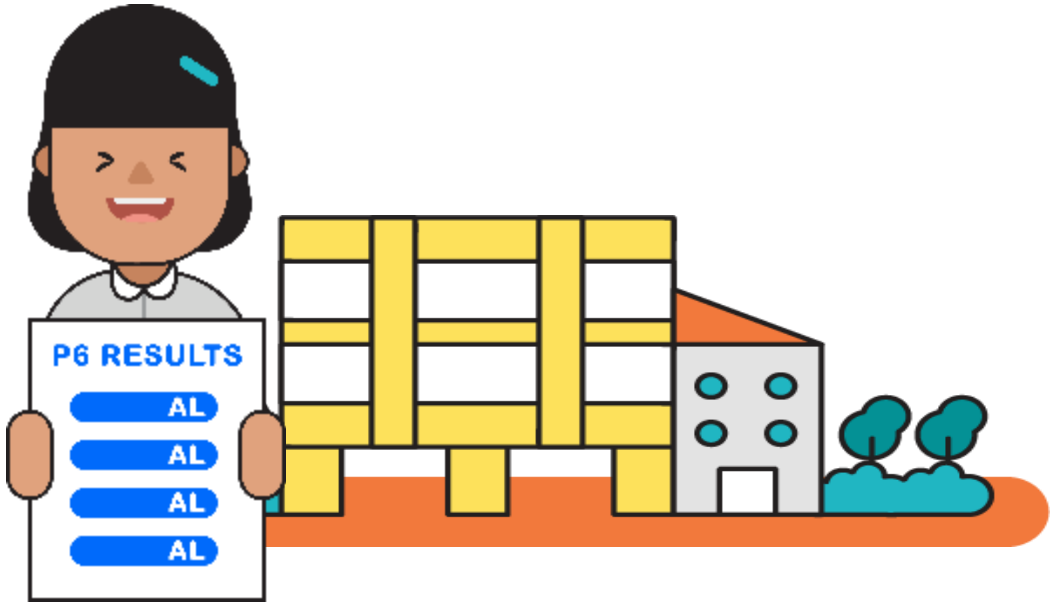
Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.

SCHOOL CHOICE JOURNEY

- The PSLE Score ranges are a **useful starting 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.

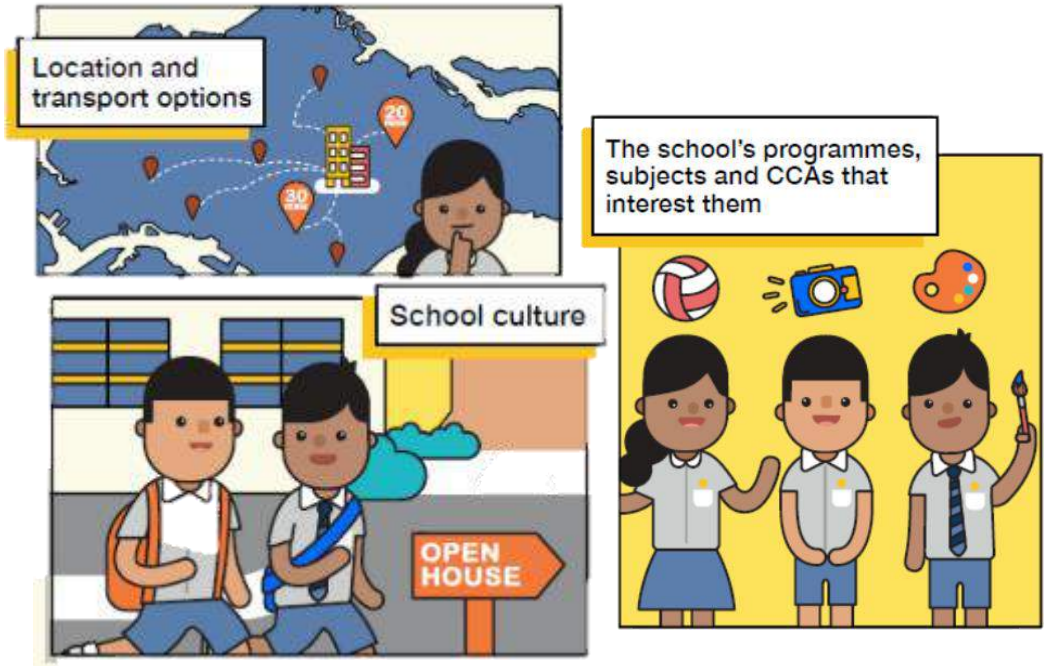
PREPARING FOR THE S1 POSTING EXERCISE



Use all 6 options with a range of Cut-off Points as this will increase your child's chances of being posted to a school of their choice.

Take reference from schools' PSLE Score ranges, which serve as a guide for you and your child to shortlist school choices. Consider at least 2-3 schools where your child's PSLE Score is better than the school's Cut-off Point.

PREPARING FOR THE S1 POSTING EXERCISE



Shortlist schools that offer programmes that cater to your child's <u>strengths, interests, abilities, talents and learning needs</u>, as well as provide suitable learning environments.

<u>Rank your child's preferred school higher</u> in the choice order of schools. This will increase your child's chances of being posted to that school, if they need to undergo tie-breaking.

TIPS FOR PARENTS!

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

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

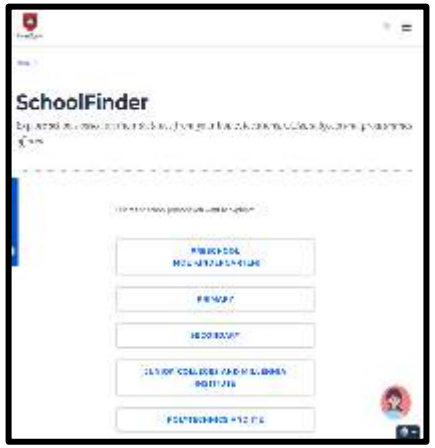
Have regular conversations with your child to understand more about his/her strengths, interests, abilities, talents and aspirations.

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

PREPARING FOR THE S1 POSTING EXERCISE

SCHOOL FINDER

MySKILLSfuture



- Release of **PSLE results**
- Online Submission of **S1 School Choices and Options**

- Release of **S1 Posting results**

OCTOBER | **NOVEMBER** | **DECEMBER**

ENTERING SCHOOLS THROUGH DSA-SEC

- There is <u>no change</u> to the application and selection process with the shift to Full SBB.

- 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.

Before MAY

Explore schools and their talent areas, and shortlist suitable schools

MAY

Apply for DSA

JUN to SEP

Attend selection trials, interviews and auditions

By SEP

Receive DSA offers if successful

Useful resources

Quick tips on shortlisting secondary schools

Tools to use to explore secondary schools

SCHOOL FINDER

GO gov.sg

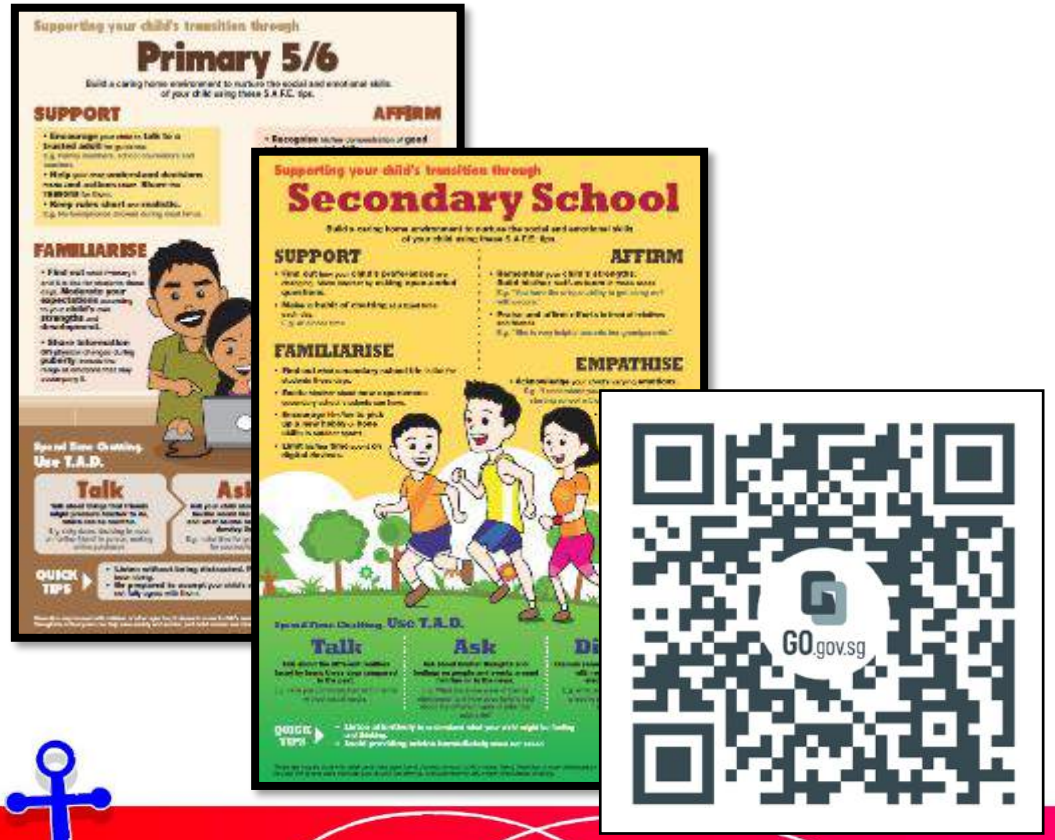
MySKILLSfuture

GO gov.sg

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

Useful resources

Transition Materials



Resilience Boosters

FIND OUT MORE ON THE PSLE-FSBB MICROSITE

https://go.gov.sg/pslefsbb

EXPLORE YOUR FULL SBB PATH

GO.gov.sg

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

OTHER RESOURCES

SchoolFinder Tool

https://go.gov.sg/secschoolfinder

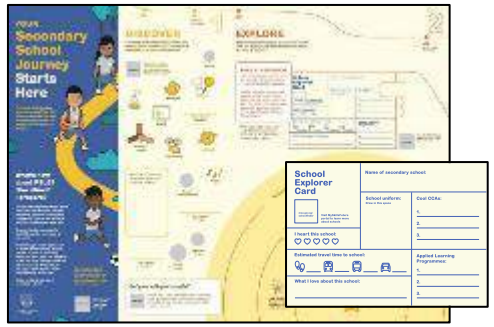
"Welcome to Secondary School" video

https://go.gov.sg/welcome-to-secondary-school

Secondary School Education Booklet

https://go.gov.sg/psle-sec-sch-brochure

Student Journey Map and School Explorer Card



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

Purpose of English Language

- Official international language
- Spoken by around 360 million people around the world
- To communicate effectively with people from all over the world
- The language of other subjects

  (E.g. Science, Mathematics Technology, Business, Tourism, etc.)

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

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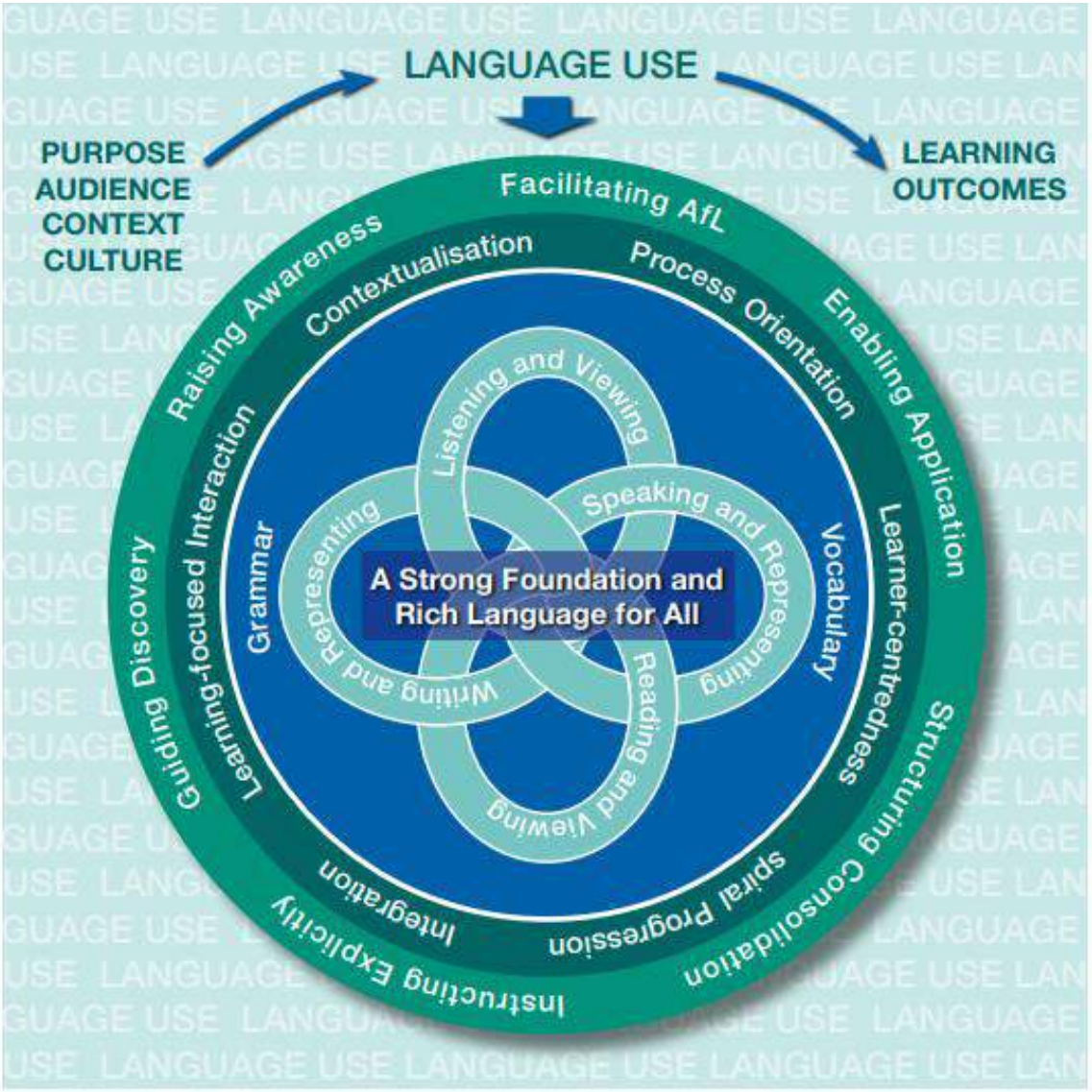
English Language Learning Framework

STELLAR

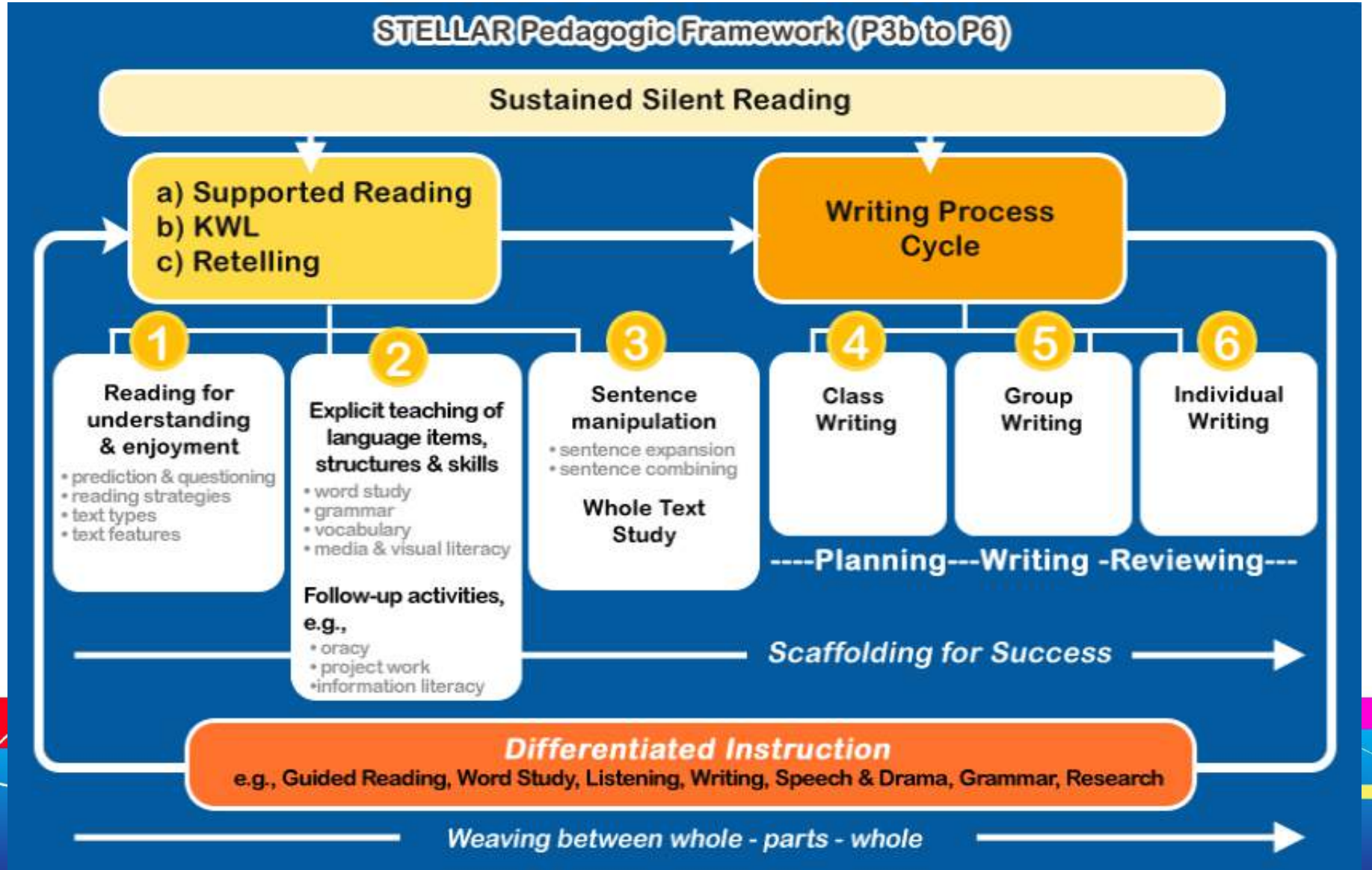
(*STrategies for English Language Learning and Reading*)



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

STELLAR Curriculum



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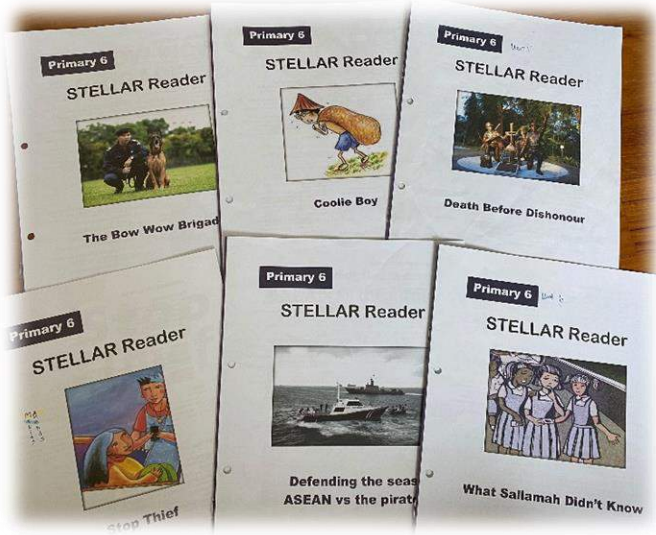
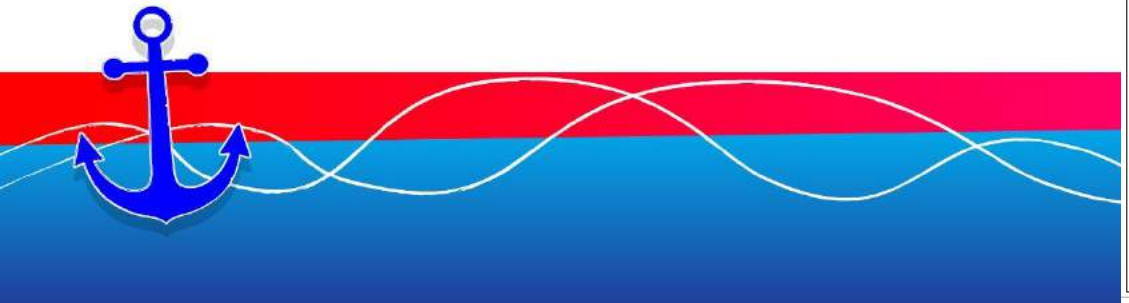
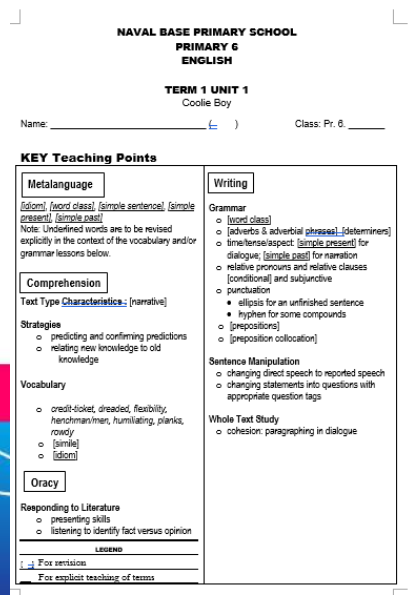
English Language Resources

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







NAVAL BASE PRIMARY SCHOOL
PRIMARY 6
ENGLISH

TERM 1 UNIT 1
Coolie Boy

Name: _____ ( ) Class: Pr. 6. _____

KEY Teaching Points

Metalanguage

[idiom], [word class], [simple sentence], [simple present], [simple past]
Note: Underlined words are to be revised explicitly in the context of the vocabulary and/or grammar lessons below.

Comprehension

Text Type Characteristics: [narrative]

Strategies
- predicting and confirming predictions
- relating new knowledge to old knowledge

Vocabulary
- credit-ticket, dreaded, flexibility, henchman/men, humiliating, planks, rowdy
- [simile]
- [idiom]

Oracy

Responding to Literature
- presenting skills
- listening to identify fact versus opinion

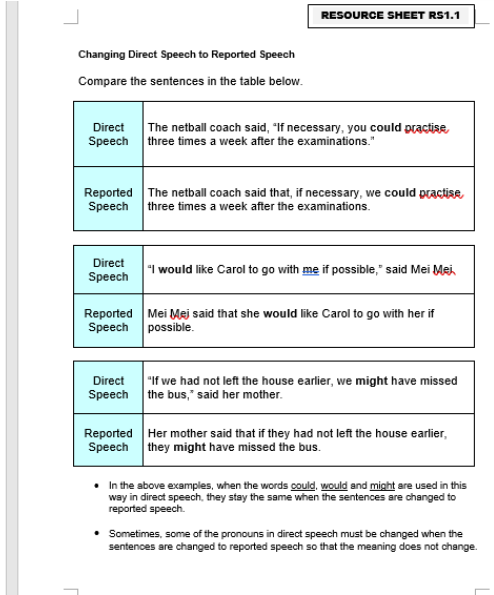
LEGEND
↓ ↓ For revision
For explicit teaching of terms

Writing

Grammar
- [word class]
- [adverbs & adverbial phrases] [determiners]
- time/tense/aspect: [simple present] for dialogue; [simple past] for narration
- relative pronouns and relative clauses [conditional] and subjunctive
- punctuation
  - ellipsis for an unfinished sentence
  - hyphen for some compounds
- [prepositions]
- [preposition collocation]

Sentence Manipulation
- changing direct speech to reported speech
- changing statements into questions with appropriate question tags

Whole Text Study
- cohesion: paragraphing in dialogue



RESOURCE SHEET RS1.1

Changing Direct Speech to Reported Speech

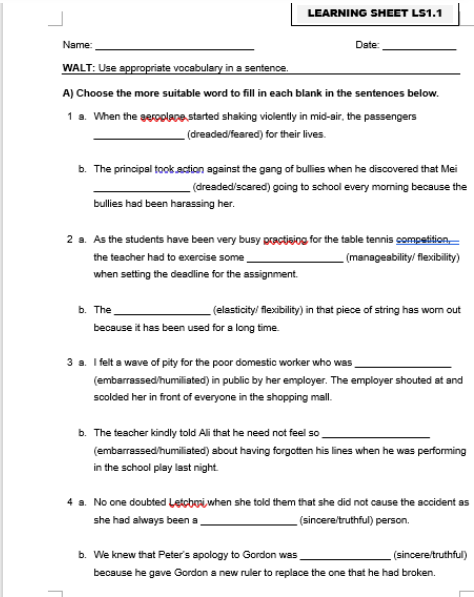
Compare the sentences in the table below.

Direct Speech	The netball coach said, "If necessary, you **could** practise three times a week after the examinations."
Reported Speech	The netball coach said that, if necessary, we **could** practise three times a week after the examinations.

Direct Speech	"I **would** like Carol to go with **me** if possible," said Mei Mei.
Reported Speech	Mei Mei said that she **would** like Carol to go with her if possible.

Direct Speech	"If we had not left the house earlier, we **might** have missed the bus," said her mother.
Reported Speech	Her mother said that if they had not left the house earlier, they **might** have missed the bus.

- In the above examples, when the words could, would and might are used in this way in direct speech, they stay the same when the sentences are changed to reported speech.
- Sometimes, some of the pronouns in direct speech must be changed when the sentences are changed to reported speech so that the meaning does not change.



LEARNING SHEET LS1.1

Name: _____ Date: _____

WALT: Use appropriate vocabulary in a sentence.

A) Choose the more suitable word to fill in each blank in the sentences below.

1 a. When the aeroplane started shaking violently in mid-air, the passengers _____ (dreaded/feared) for their lives.

b. The principal took action against the gang of bullies when he discovered that Mei _____ (dreaded/scared) going to school every morning because the bullies had been harassing her.

2 a. As the students have been very busy practising for the table tennis competition, the teacher had to exercise some _____ (manageability/ flexibility) when setting the deadline for the assignment.

b. The _____ (elasticity/ flexibility) in that piece of string has worn out because it has been used for a long time.

3 a. I felt a wave of pity for the poor domestic worker who was _____ (embarrassed/humiliated) in public by her employer. The employer shouted at and scolded her in front of everyone in the shopping mall.

b. The teacher kindly told Ali that he need not feel so _____ (embarrassed/humiliated) about having forgotten his lines when he was performing in the school play last night.

4 a. No one doubted Letchmi when she told them that she did not cause the accident as she had always been a _____ (sincere/truthful) person.

b. We knew that Peter's apology to Gordon was _____ (sincere/truthful) because he gave Gordon a new ruler to replace the one that he had broken.

English Language Support Programmes

- **Supplementary lessons**
- **English Support**

  (once a week – for selected students who are exempted from Mother Tongue Language)

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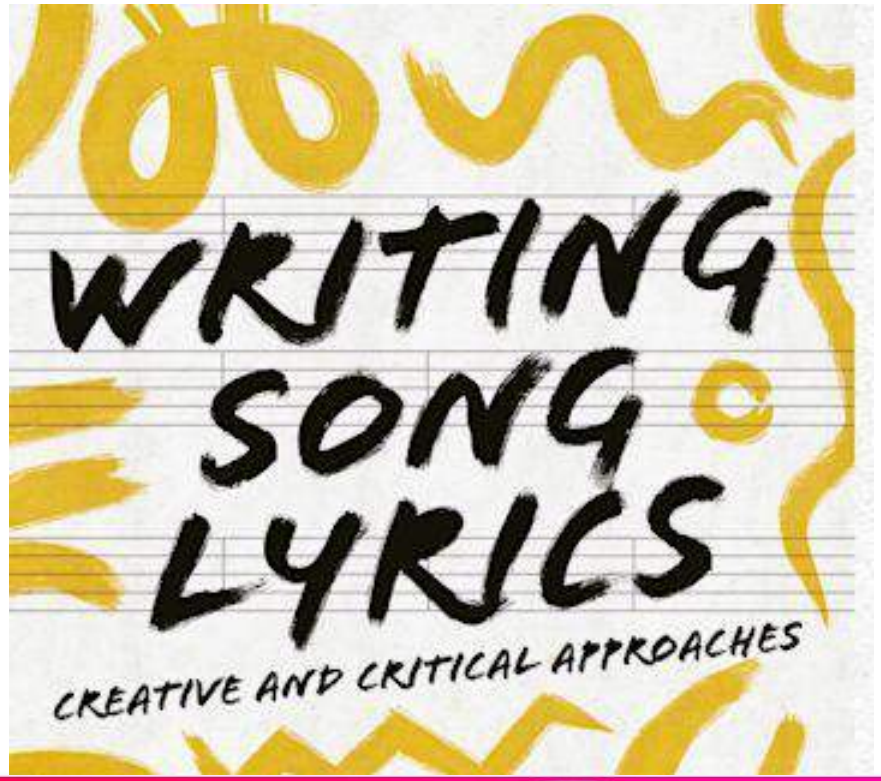
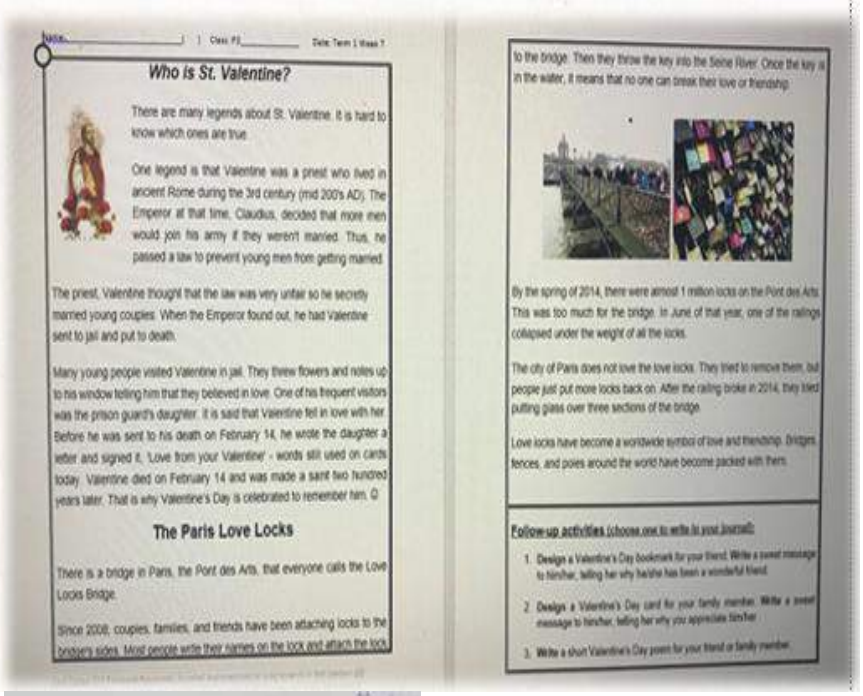
English Language Key Programmes

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 (mid 200's AD). The Emperor at that time, Claudius, decided that more men would join his 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 visited Valentine in jail. They threw flowers and notes up to his window telling him that they believed in love. One of his frequent visitors was the prison guard's daughter. It is said that Valentine fell in love with her. Before he was sent to his death on February 14, he wrote the daughter a letter and signed it, 'Love from your Valentine' - words still used on cards today. Valentine died on February 14 and was made a saint two 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 2008, couples, families, and friends have been attaching locks to the bridge's sides. Most people write their names on the lock and attach the lock to the bridge. Then they throw the key into the Seine River. Once the key is in the water, it means that no one can break their love or friendship.

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 railings collapsed under the weight of all the locks.

The city of Paris does not love the love locks. They tried to remove them, but people just put more locks back on. After the railing broke in 2014, they tried putting glass over three sections of the bridge.

Love locks have become a worldwide symbol of love and friendship. Bridges, fences, and poles around the world have become packed with them.

Follow-up activities (choose one to write in your journal):

1. Design a Valentine's Day bookmark for your friend. Write a sweet message to him/her, telling her why he/she has been a wonderful friend.
2. Design a Valentine's Day card for your family member. Write a sweet message to him/her, telling her why you appreciate him/her.
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

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Assessment

Term 1	Term 2	Term 3 (100%)	Term 4
Written Test • Language Use (MCQ) • Fill-in-the-blanks • Open-ended questions • Comprehension	Oral Performance Task • Reading Aloud • Stimulus-based Conversation	End-of-Year Assessments • Writing • Written Paper • Listening Comprehension • Oral	PSLE • Writing • Written Paper • Listening Comprehension • Oral

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

MATHEMATICS

Purpose of Mathematics

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

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Primary Mathematics Curriculum

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

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Primary Mathematics Curriculum

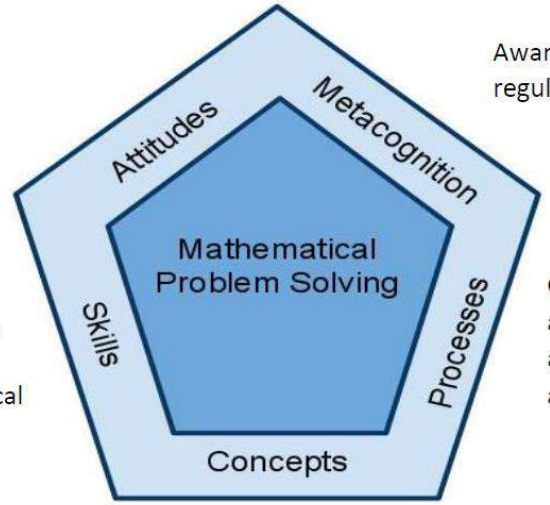
- Acquire mathematical concepts and skills for everyday use and continuous learning in Mathematics
- Develop thinking, reasoning communication, application and metacognitive skills through a mathematical approach to problem solving
- Build confidence and foster interest in Mathematics

MATHEMATICS FRAMEWORK

Mathematics Curriculum Framework

Belief, appreciation, confidence, motivation, interest and perseverance

Awareness, monitoring and regulation of thought processes

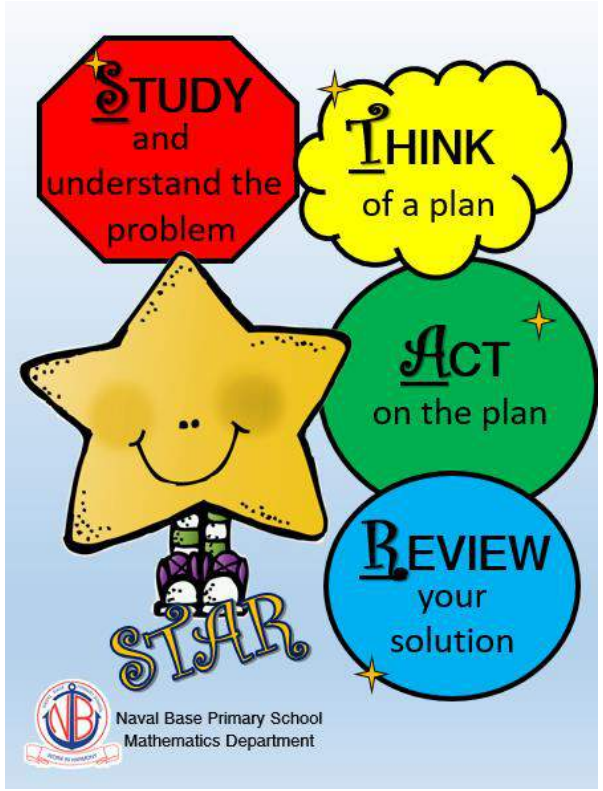


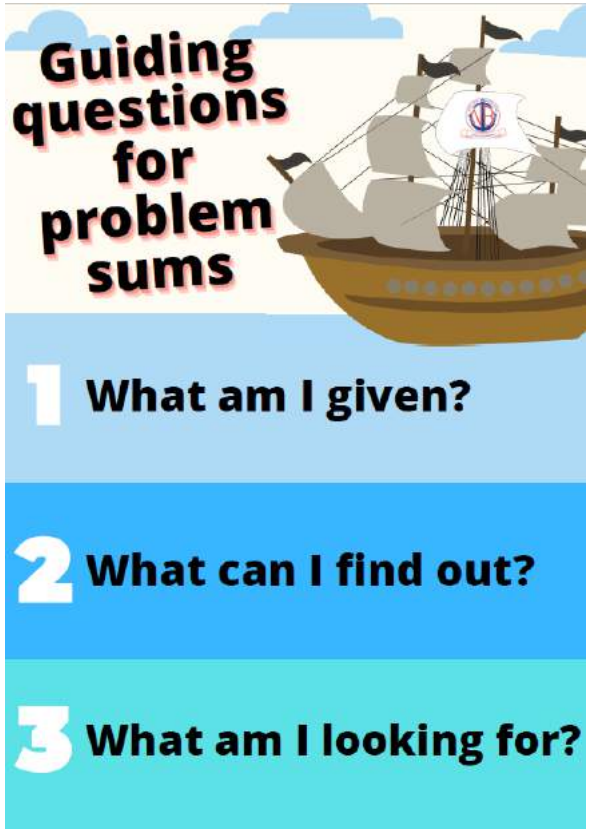
Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools

Competencies in abstracting and reasoning, representing and communicating, applying and modelling

Understanding of the properties and relationships, operations and algorithms

Emphasis on communication skills





Mathematics Resources

- Mathematics Textbook
- Mathematics Practice book
- ID2P (Interleaved distributed differentiated practices)
- Factual Fluency Booklets
- Heuristics Worksheets

P6 Mathematics Programmes

- ICT Enriched Lessons
- Remedial
- Math Olympiad
- ICT enriched lesson

Assessment

Term	Weightage	Mode
1	0%	Pen and Paper
2	0%	
3	100%	
4	-	

What you can do to support your child/ward?

- **Areas of concern**
- Mastery of Times Tables
- Heuristics/Problem-Solving Skills

SCIENCE

Purpose of Science: Application in Daily Life

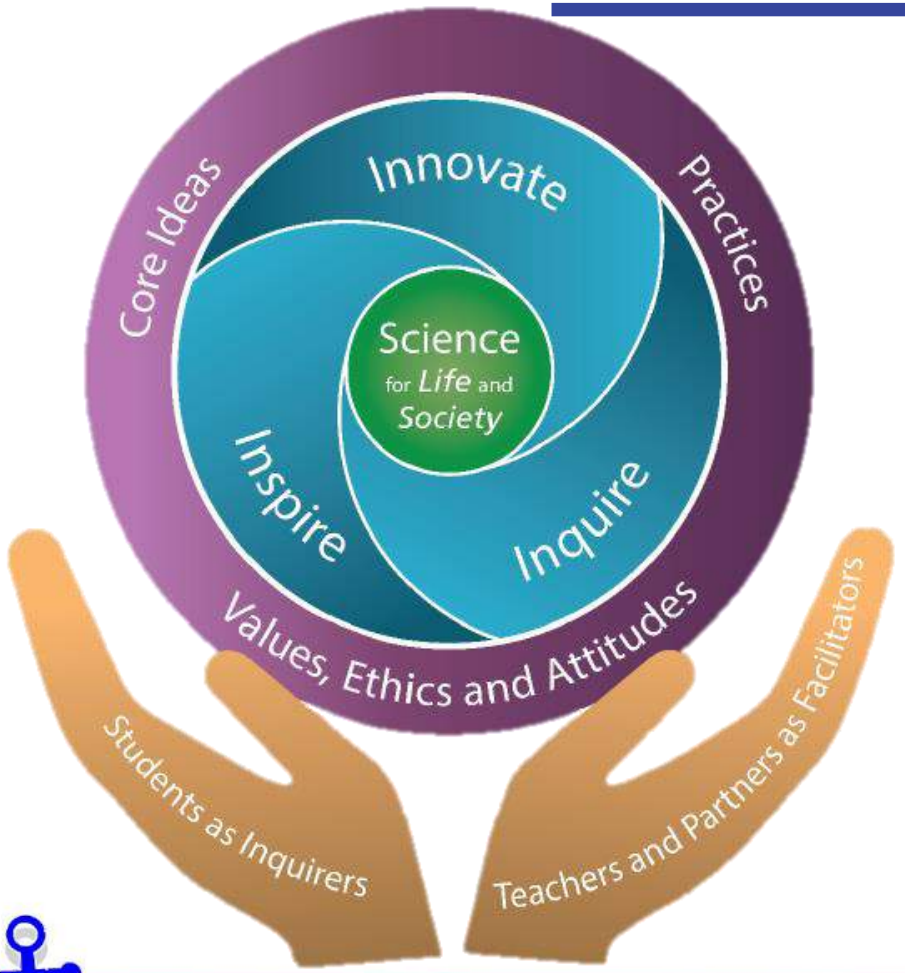
Example:
Energy

Example:
Interactions

Purpose of Science: Application in Daily Life

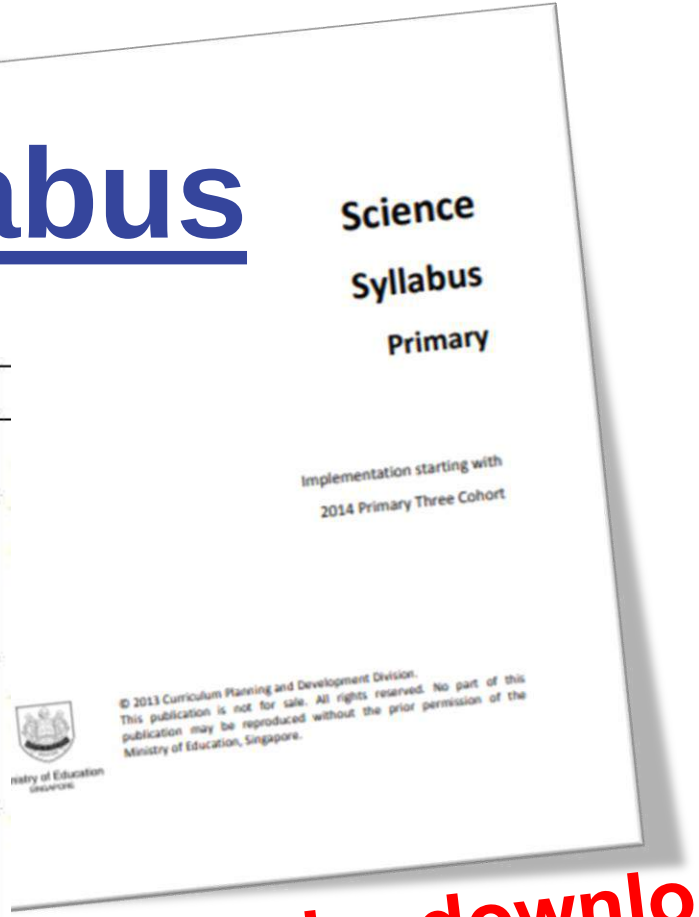
1. Understanding the concepts and acquire the scientific skills through hands-on activities.
2. Applying knowledge learned to answer questions in school and in real-life.
3. Parents can help engage children too!

Science Framework



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

Science Syllabus



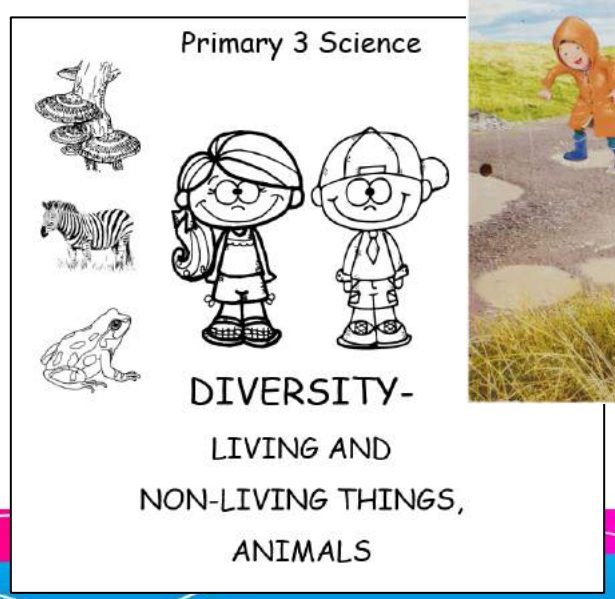
Syllabus Requirement		
Themes	*** Lower Block (Primary 3 and 4)**	****Upper Block (Primary 5 and 6)**
Diversity	• Diversity of living and non-living things (General characteristics and classification) • Diversity of materials	
Cycles	• Cycles in plants and animals (Life cycles) • Cycles in matter and water (Matter)	• Cycles in plants and animals (Reproduction) • Cycles in matter and water (Water)
Systems	• Plant system (Plant parts and functions) • Human system (Digestive system)	• Plant system (Respiratory and circulatory systems) • Human system (Respiratory and circulatory systems) • Cell system • Electrical system
Interactions	• Interaction of forces (Magnets)	• Interaction of forces (Frictional force, gravitational force, force in springs) • Interaction within the environment
Energy	• Energy forms and uses (Light and heat)	• Energy forms and uses (Photosynthesis) • Energy conversion

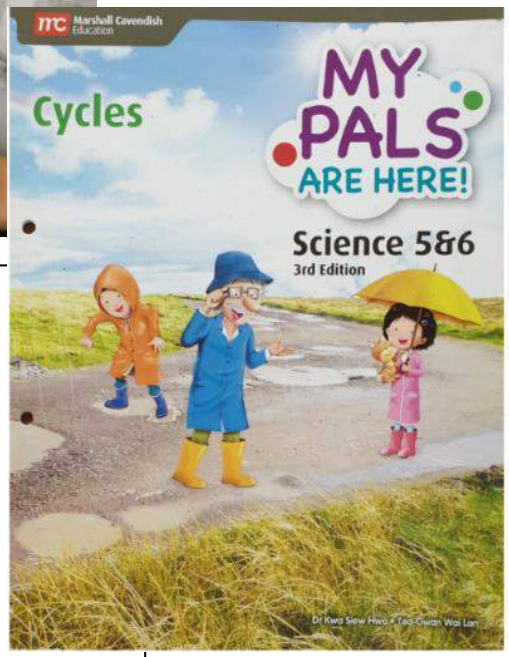
Can be downloaded from:

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
5. Etc…





P6 Science Programmes

- Science Centre Enrichment Programmes
- Inquiry Based and Experiential learning
- Supplementary to bridge learning gaps

Assessment

Term	Weightage	Mode
1	0%	Pen and Paper
2	0%	
3	100%	
4	-	

What you can do to support your child/ward?

1. Regular revision

2. Application of learning
   - How can I link what I observe to 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

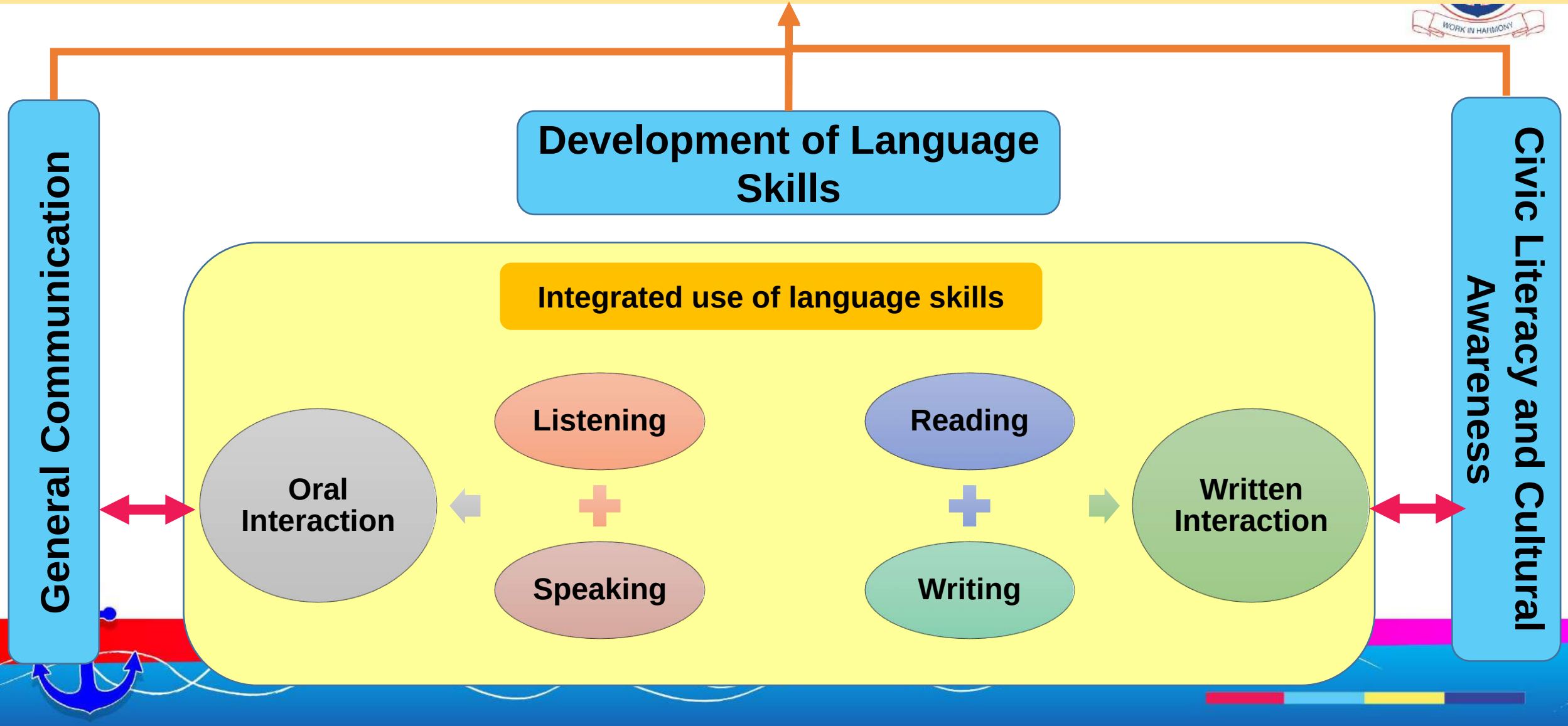
MOTHER TONGUE

Purpose of Mother Tongue

Through the learning of MTL, students can:

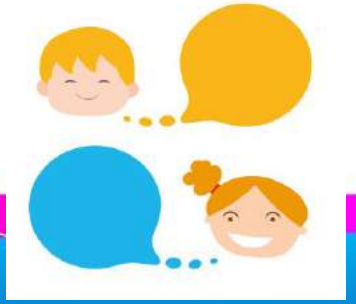
- Communicate more effectively in MTL.
- Appreciate their cultural heritage.
- Connect with wider communities across Asia and the world.

Mother Tongue Curriculum Objectives



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

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Assessment (Standard MTL)

Term 1	Term 2	Term 3 (100%)	Term 4
Written Test • Language Use (MCQ) • Comprehension (MCQ and Open-ended)	Oral Performance Task • Reading Aloud • Picture Description • Conversation	Preliminary Examinations • Composition • Language Use and Comprehension • Listening Comprehension • Oral	PSLE • Composition • Language Use and Comprehension • Listening Comprehension • Oral

Joy Of Learning begins at Naval Base PrimarySchool!

Assessment (Foundation MTL)

Term 1	Term 2	Term 3 (100%)	Term 4
Written Test • Language Use (MCQ) • Comprehension (MCQ and Open-ended)	Oral Performance Task • Reading Aloud • Picture Description • Conversation	Preliminary Examinations • Language Use and Comprehension • Listening Comprehension • Oral	PSLE • Language Use and Comprehension • Listening Comprehension • Oral

Assessment (Higher MTL)

Term 1	Term 2	Term 3 (100%)	Term 4
Written Test • Language Use (MCQ) • Comprehension (MCQ and Open-ended)	Written Test • Language Use (MCQ) • Comprehension (MCQ and Open-ended)	Preliminary Examinations • Composition • Language Use and Comprehension	PSLE • Composition • Language Use and Comprehension

Our Partnership

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

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 his/her child's form teacher via the child when he/she returns to school.

Communication with Teachers

- Parents can communicate with teachers via Navalite Compass/email. 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 5.00 p.m.

Get updates from us online!

School Website
www.navalbasepri.moe.edu.sg

School Email
nbps@moe.edu.sg

https://go.gov.sg/navalbaseprimary

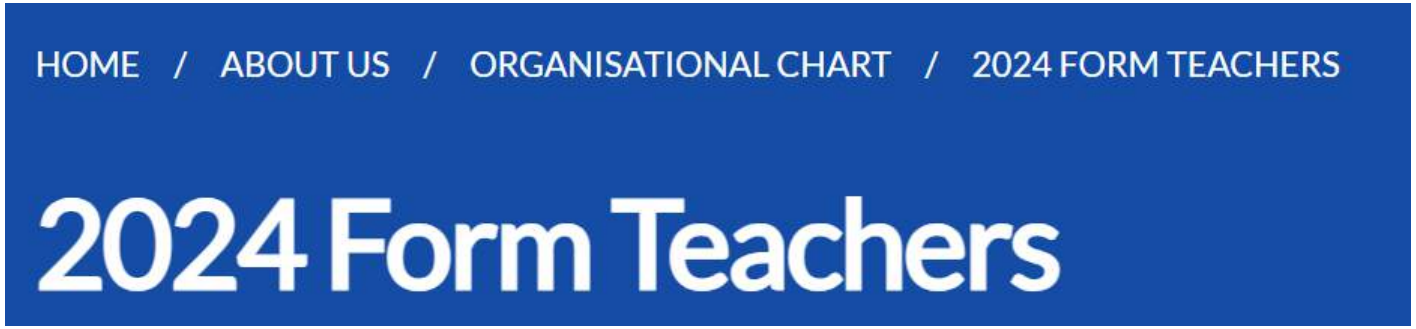
Naval Base Primary School

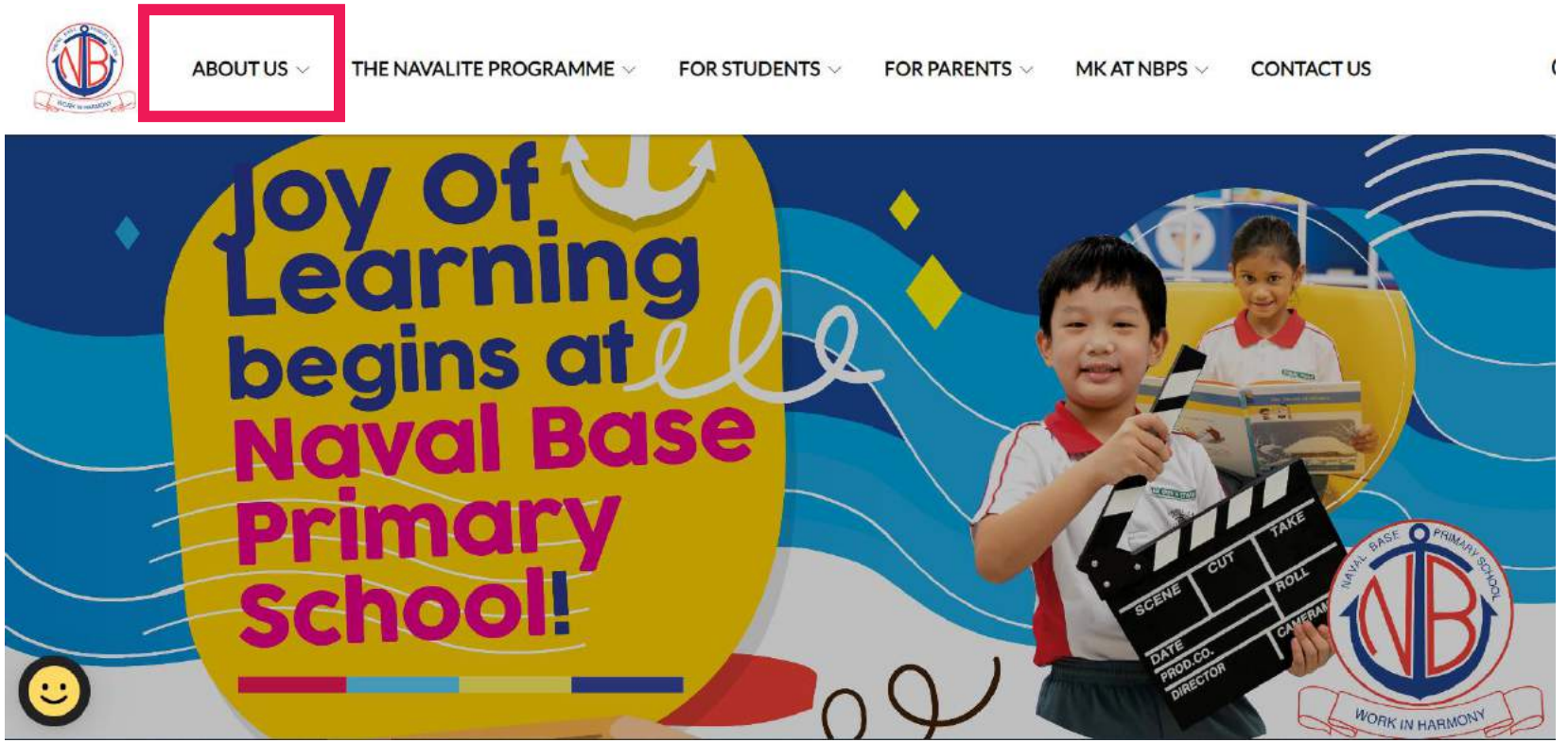
@navalbasepri

Where to get FTs' email

School Website:

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





6 RESILIENCE

FT1 Name	*FT1 email*
FT2 Name	*FT2 email*
FT3 Name	*FT3 email*

Mr Brian Nguyen (AYH)	nguyen_wei_jieh_brian@moe.edu.sg
Mrs Angeline Ang (YH)	zeng_qiufeng_angeline@moe.edu.sg

navalbasepri.moe.edu.sg/ www.facebook.com/NBPS1730/

Let’s work
hand in hand !

- **We appreciate your feedback to help us plan better programmes for our students and parents.**

- **As part of our Green effort, you can provide us with your feedback using your handphone via 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