Parents Engagement
Primary 5
18 January 2023

Overview

We Learn,
We Grow,
We Achieve

- ❑ **Introduction**
- ❑ **Vision, Mission & Values**
- ❑ **Learn for Life Programme**
- ❑ **Applied Learning Programme**
- ❑ **P5 Matters**
  - **- Assessment Structure**
  - **- OPERA Learning Dispositions**
  - **- CCA structure**
- ❑ **School Matters**
- ❑ **School-Home Partnership**
- ❑ **Subject-Based Banding & PSLE Scoring**

OEPS School Leaders

MR REYES KENNY RAPHAEL
VICE PRINCIPAL

MRS TAN WAI LING
PRINCIPAL
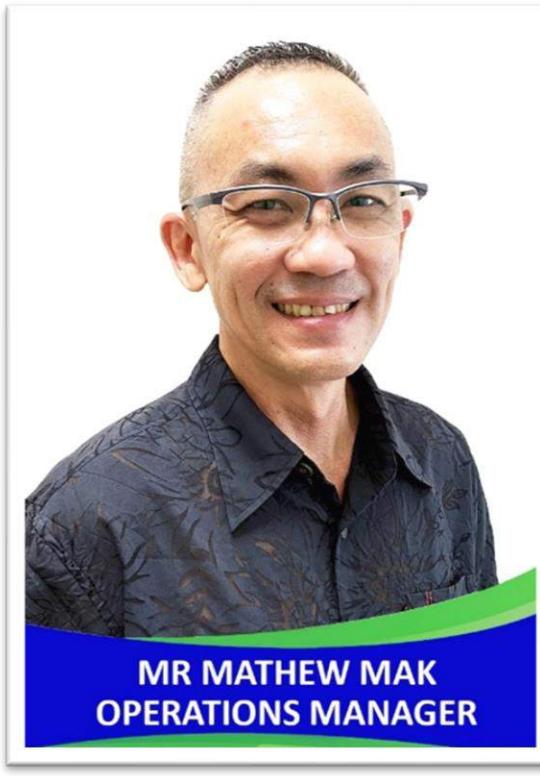
MR RAYMOND TAY KOON MING
VICE PRINCIPAL

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Supporting your child

MS NG JENNIFER
ADMIN MANAGER

MR MATHEW MAK
OPERATIONS MANAGER

MR STEVEN TAN
OPERATIONS MANAGER

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Supporting your child

MRS RAJIMA D/O SEVATHAMARICAR
Teacher

Supporting your child

MS JANICE LOW
SCHOOL COUNSELLOR

MS JOANNE TNG
SCHOOL COUNSELLOR

MDM JUHARIAH
SCHOOL COUNSELLOR

Supporting your child

MISS NIKKI CHAN
SEN OFFICER

MS RAIHANA
SEN OFFICER

MDM YUS AZIZAH
SEN OFFICER
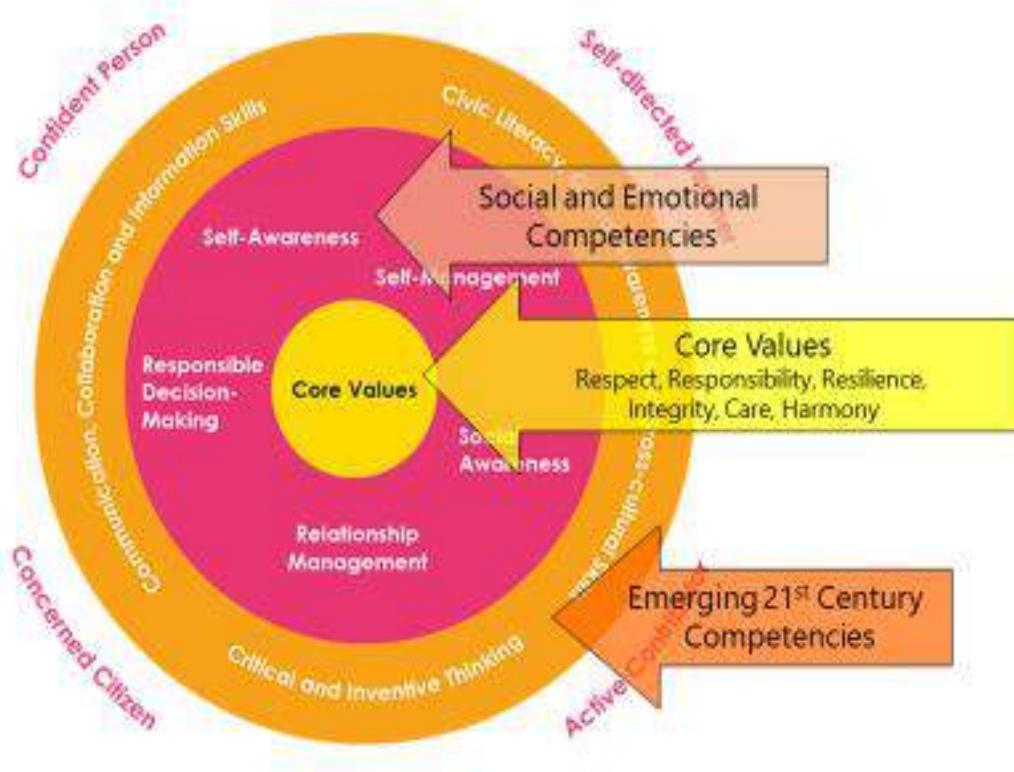
Future Learning: 21st Century Competencies

Confident Person

- Thinks independently
- Communicates effectively
- Has good inter-personal skills

Self Directed Learner

- Takes responsibility for own learning
- Questions, reflects, perseveres
- Uses technology adeptly

Desired Outcomes of Education
(1997, Revised 2009)

Concerned Citizen

- Is informed about world and local affairs
- Empathises with and respects others
- Participates actively

Active Contributor

- Exercises initiative and takes risks
- Is adaptable, innovative, resilient
- Aims for high standards

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The OPERA Vision

We Learn

We Grow

We Achieve

The **OPERA** Mission

Celebrating Our G.E.M.

Grow Leaders   **E**mpower Learners   **M**ould Character

We Learn, We Grow, We Achieve

The OPERA Values

Excellence Through Diligence
- Showing a keen interest to learn
- Completes tasks to be the best of his/her ability to excel in his/her personal goals
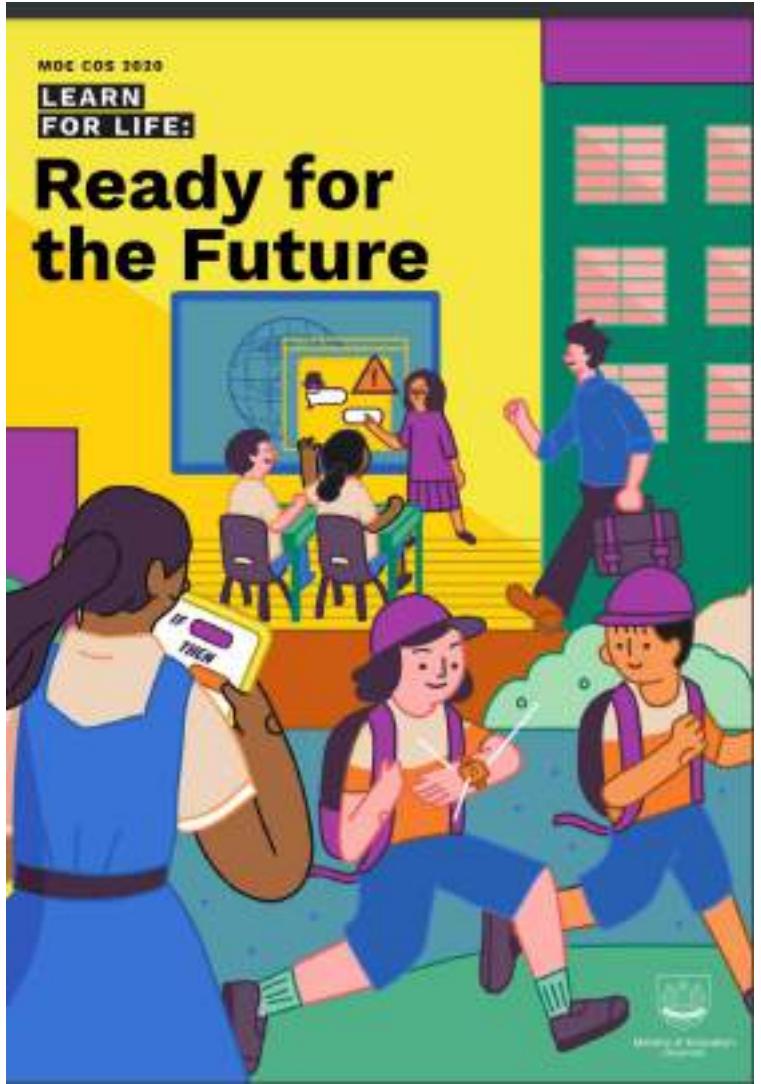
Different Yet One
- Shows respect, care and concern
- Appreciates the diversity

Integrity in Us
- Does the right thing without being told
- Takes responsibility for his/her actions

We Learn, We Grow, We Achieve

"Let us prepare every child for the test of life, and not just a life of tests"

~PM Lee, National Day Message 2012

Reducing over-emphasis on academic results

- PSLE scoring system – subject will be graded in wider scoring bands called Achievement Levels to reduce fine differentiation between students

- The new PSLE scoring and S1 posting system has been implemented from the 2021 PSLE cohort onwards. If you wish to find out more, you may also access the MOE microsite: https://www.moe.gov.sg/psle

- Removal of mid-year examinations – provide more time and space to explore strengths and interests.
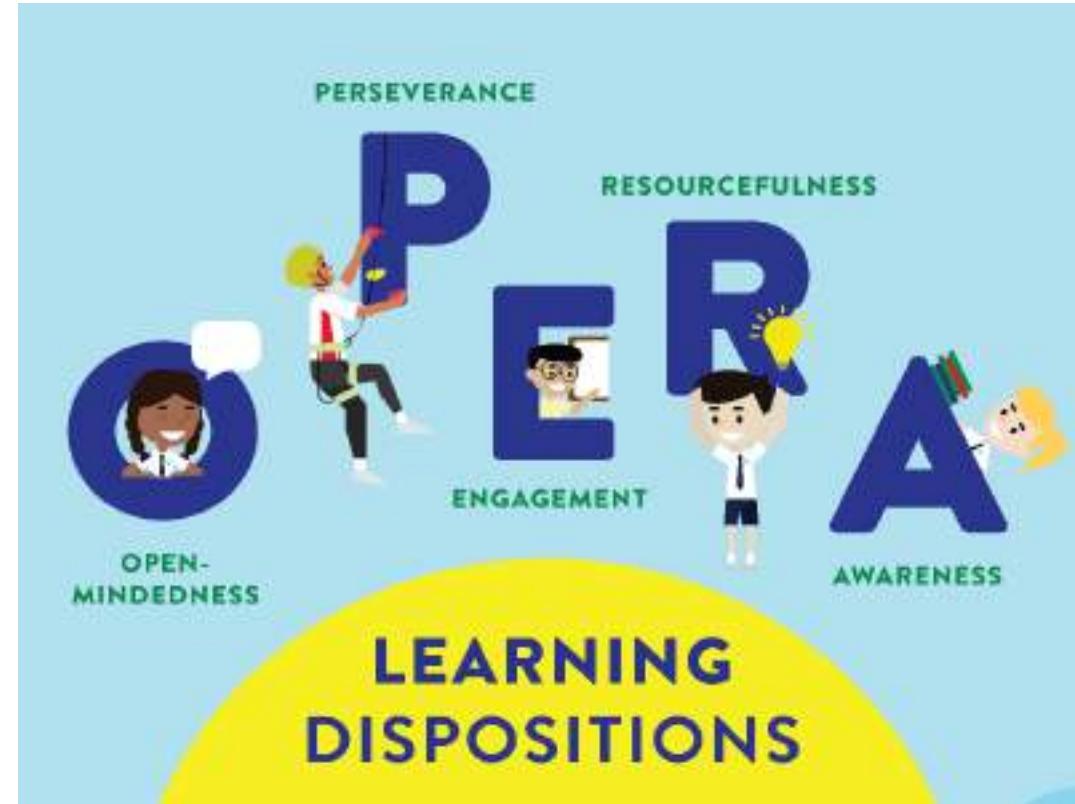
Assessment Structure

Level	Term 1	Term 2	Term 3	Term 4
Primary 5	Weighted Assessment (15%)	Weighted Assessment (15%)	Learning Review	SA (70%)

The OPERA Learning Dispositions

PERSEVERANCE

RESOURCEFULNESS

OPERA

ENGAGEMENT

OPEN-MINDEDNESS

AWARENESS

LEARNING DISPOSITIONS

Learning Dispositions

O

Open-Mindedness

I respect and am willing to explore ideas shared by my peers.

I cooperate well with others in a group learning setting.

P

Perseverance

I show continual effort in completing

I am not discouraged in the face of challenges.

E

Engagement

I am immersed in learning and enjoy it.

I ask relevant questions to deepen learning.

R

Resourcefulness

I make good use of resources, tools and materials.

I can come up with various ideas and solutions to challenges.

A

Awareness

I think through my learning experiences to ensure improvement.

I take responsibility for my own learning.

NAME: CLASS:

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Learning for Life Programme

IGNITE D'ARTS @ OPERA

A programme that aims to:

- Provide opportunities for students to have a deeper appreciation for the Arts and build and strengthen 21CC.
- Promote the joy and love for art and music
- Platforms for values inculcation – being responsible for their own learning, finding strengths in one another's work

Explore Arts

Fun Arts

Collaborative Arts

Explore Arts

- Appreciation of Arts and Music
- Explicitly taught values – understanding and appreciating the works of fellow schoolmates
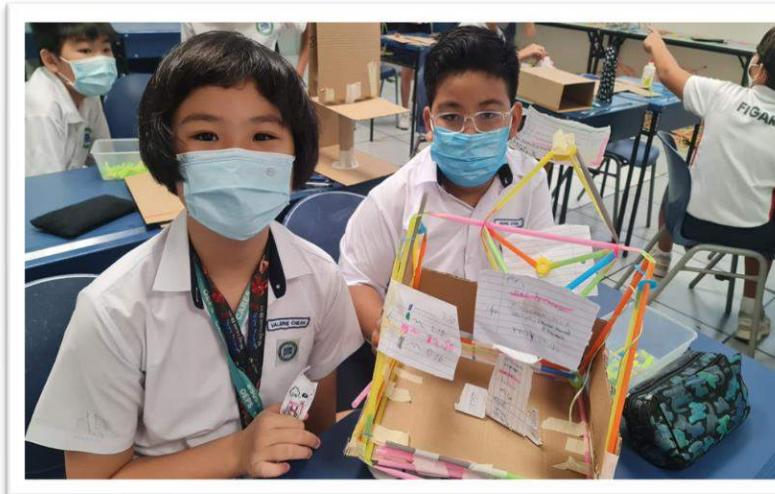
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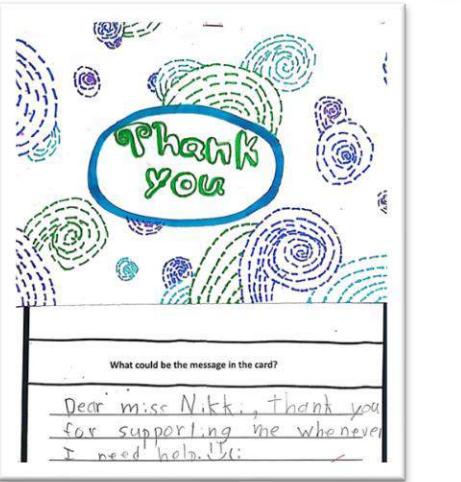
IGNITE D'ARTS @ OPERA

Collaborative Arts

Application of skills in Art and Music through collaboration with other department programmes and with other external organisations

IGNITE D'ARTS @ OPERA

Fun Arts

Celebration of students' work and self-expression through art exhibitions, performances and recess programmes etc.

Applied Learning Programme

"Opera Goes Green"

"OPERA GOES GREEN"

- Create **awareness** of environmental sustainability issues
- Motivate students in taking environmentally-conscious **actions**
- Empower students to **advocate** for environmental causes

"OPERA GOES GREEN"

Awareness & Action

- Acquire knowledge on environment sustainability and challenges
- Develop an attitude of gratitude towards the environment
- Inculcate values towards environmentally-conscious living
- Make informed and responsible environmentally-sustainable decisions
- Take initiative to contribute towards caring for the environment

Advocacy

- Influence and persuade peers and community on environmental sustainability issues
- Lead school-wide environmental sustainability projects
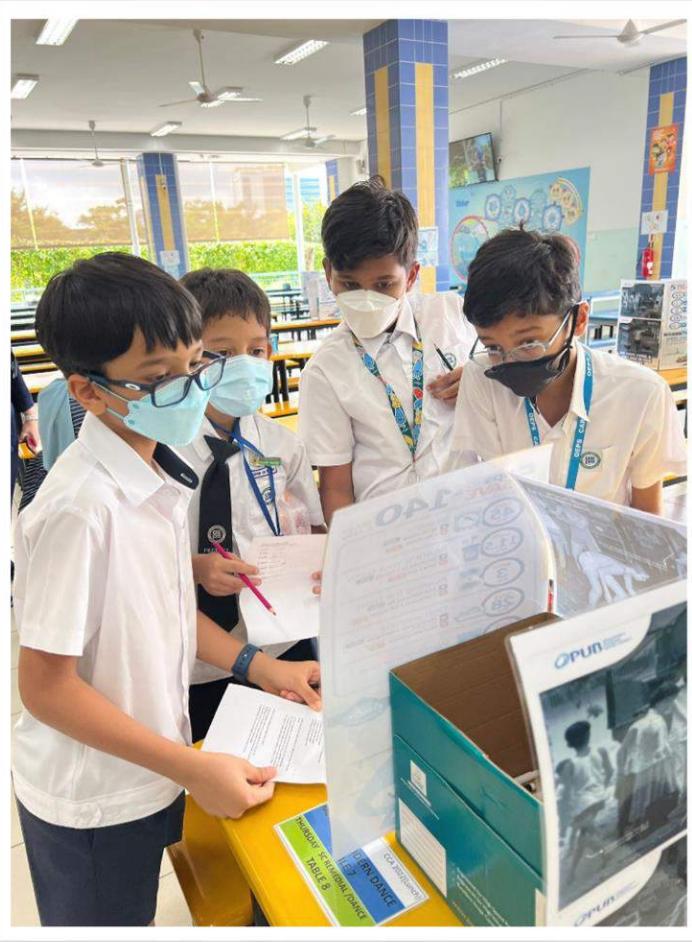
Tier 1: Awareness & Action

- Commemorative days such as Biodiversity Day, World Water Day, Earth Day.
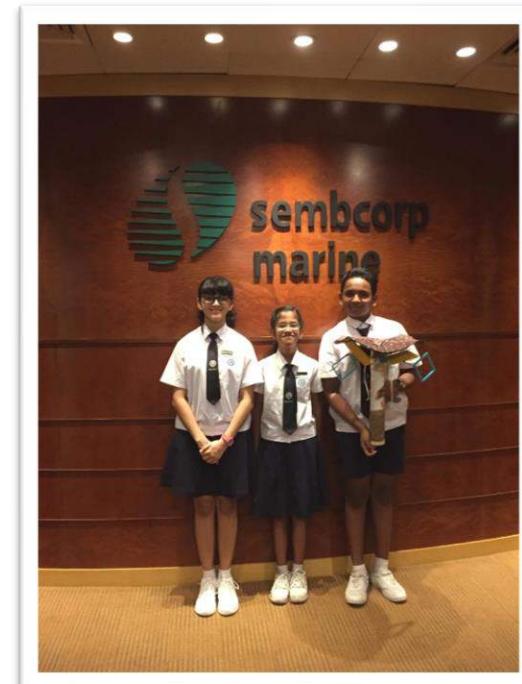
Tier 1: Awareness & Action

- The themes for the levels are aligned to the learning outcomes of the Science curriculum:
  - ➤ **Primary 4: Conservation of Biodiversity**
  - ➤ **Primary 5: Conservation of Resources**

- Students will learn about the **Singapore context** of biodiversity and resources through **lessons and learning journeys**
  - ➤ Sungei Buloh Wetland Reserve
  - ➤ PUB NEWater Visitor Centre

- **Case studies** will be used to facilitate discussion, for example:
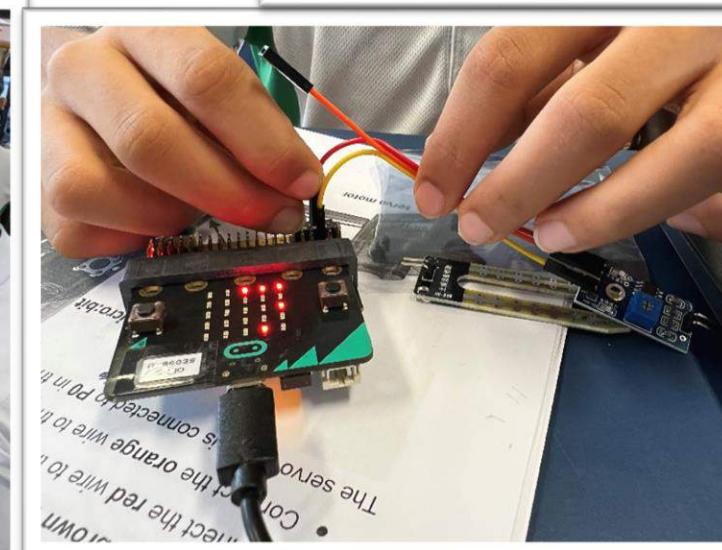
Tier 1: Awareness & Action

- Students will apply what they have learnt by using the **Design Thinking** framework to tackle a **real-world problem about environmental sustainability**. A prototype will be created using a **micro:bit and recycled materials**.

- **Computational thinking and coding skills** will be taught so that students know how to use a micro:bit.

Tier 2: Advocacy

- Opportunities will be provided for the Green Champions to apply what they have learnt in Tier 1 to work on projects related to the theme of sustainability. They may also participate in environmental sustainability competitions.

- Green Club CCA

School Operations Matters

School Uniform

FOR BOYS | FOR GIRLS
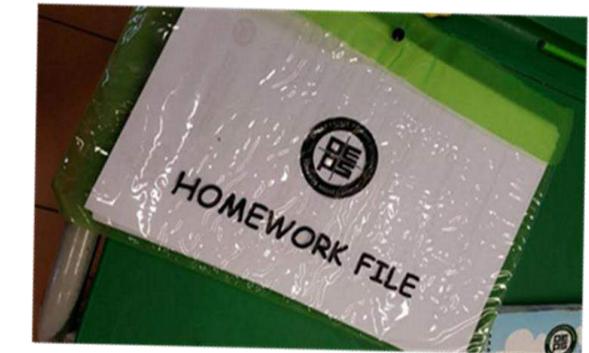
School Uniform | Physical Education Attire | School Uniform | Physical Education Attire

OEPS Pupil Diary & Homework File

- Every student will receive a pupil diary

- Students should bring the pupil diary **daily** to record homework & reminders.

- Pupil diary serves as a form of communication between parents and teachers.

- Familiarise your child with the school rules & disciplinary matters.

- Students should bring the homework file **daily** to keep homework, worksheets and letters issued to parents.

Road Safety Reminders
(Students Walking/Cycling/Scooting to School)

Guide your child to:

- put on safety helmet while cycling /scooting

- cycle/scoot at a safe speed

- mount off the bicycle/scooter when crossing the road at the zebra crossing

- use the traffic light/zebra crossing when crossing

- lock the bicycle/scooter at all times when parking in the school premise

Safety Matters

- **School bus**
  - Authorised bus services provided by Yeap Transport is appointed by school
  - School has no oversight of private buses that parents engaged

- **Public transport**
  - Observe safe practices along the road and at the bus stop
  - Remind them about behaviour on the public buses

Parents as Partners

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PARENTS + R

R→ Relationships

Collaborative

Positive

Trusting

as

PARTNERS-IN-EDUCATION

Every Parent, A Supportive Partner

- **Bringing Out The Best In Our Children, TOGETHER**
    - home is the child's first school
    - first teachers, role-model and most important teacher
    - complement school's efforts in delivering a holistic education

Home-School-Community Links

Building on Trust, Partnering as One

HOME-SCHOOL LINKS

- **Communication**
  - ❑ **Parents Gateway**
    - ▪ **Introduction** – Letter from Form Teachers within the first week of school
    - ▪ Termly letters and monthly updates
  - ❑ **Pupil Diary**
  - ❑ **ClassDojo**
  - ❑ **Email: oeps@moe.edu.sg**
  - ❑ **Phone -** 6241 0417
  - ❑ Website - https://operaestatepri.moe.edu.sg/

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Parent Support Group

- **Opera Parents Club (OPC)**

    - School Events/Programmes
    - Coffee n 'Chat

SUBJECT-BASED BANDING (PRIMARY)

OFFERING DIFFERENT SUBJECT COMBINATIONS
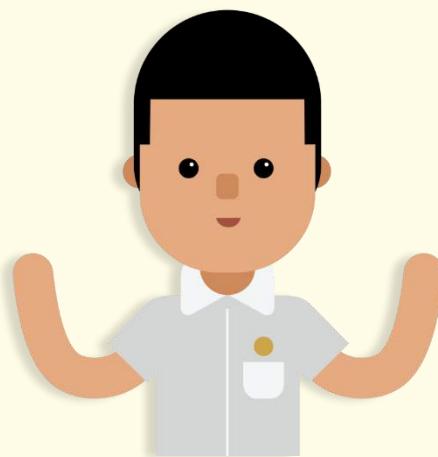
SUBJECT-BASED BANDING (PRIMARY)

- **Offers students the option of Standard and Foundation Subjects, depending on their strengths.**

- **Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.**

- **The new PSLE scoring system <u>will not change</u> the considerations for deciding on a student's subject combination at P4/ P5.**

SUBJECT-BASED BANDING (PRIMARY)

▪ Schools will continue to recommend based on the following:

□ Student's aptitude, motivation and performance in each subject;

□ Student's ability to cope with a particular subject combination; and

□ Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.

▪ Offering subjects at Foundation level is **not a disadvantage to the students**. It enables them to focus on building up strong fundamentals in these subjects and better prepares them for progression to secondary school.

Subject Based Banding (SBB)

- **Provides flexibility in the offering of a combination of standard and foundation subjects**

- **Considers strengths of the child.**

Subject Based Banding (SBB)

Your child may be recommended to take at P6
• 4 standard subjects + Higher Mother Tongue Language
• 4 standard subjects
Examples of other subject combinations 3 standard subjects + 1 other foundation subject or 2 standard subjects + 2 foundation subjects; or 1 standard subject + 3 other foundation subjects; or 4 foundation subjects

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How does SBB Work?

@ PRIMARY 4

Student sits for school-based examinations

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

Parents fill up an option form indicating the preferred combination.

@ PRIMARY 5

Student takes subject combination chosen by parents

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

Higher Mother Tongue Language is also available.

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

@ PRIMARY 6

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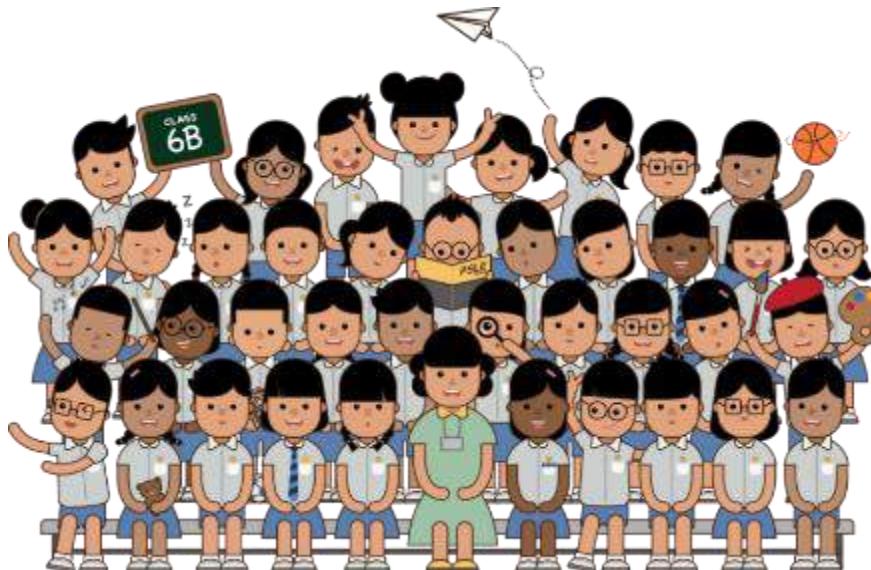
PSLE Scoring

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CHANGES TO THE PSLE SCORING AND S1 POSTING SYSTEMS

SUPPORTING STUDENTS AND PARENTS IN MAKING INFORMED SCHOOL CHOICES FOR PSLE
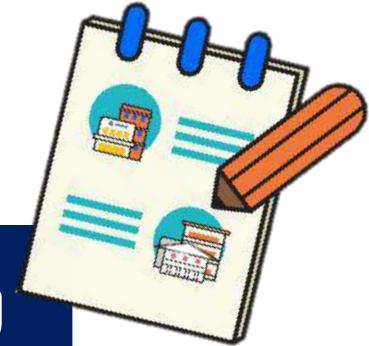
WHAT IS THE INTENT OF THE PSLE?

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 and interests, while moving away from an over-emphasis on academic results. Our PSLE Scoring changes reduce an 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 abilities.**

HOW THE PSLE SCORING SYSTEM WORKS

FROM T-SCORE TO SCORING BANDS

a) Reduces fine differentiation of students' examination results at a young age

- Students with similar scores in each subject are grouped into wider scoring bands measured in 8 ALs.

b) Reflects a student's individual level of achievement

- Students' ALs for each subject reflect their level of achievement, rather than how they have performed relative to their peers.

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

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**.

- Similar to the PSLE T-score system, 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

4 SUBJECT ALs WILL BE ADDED TO FORM THE OVERALL PSLE SCORE

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

- Students are placed in secondary school courses based on their PSLE Score – Express, Normal (Academic) or Normal (Technical).

ENGLISH LANGUAGE	AL 3
MOTHER TONGUE LANGUAGE	AL 2
MATHEMATICS	AL 1
SCIENCE	AL 2

PSLE SCORE: 8

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) OPTION	25
N(T)	26 – 30, with AL 7 or better in both EL <u>and</u> MA

Express, N(A) and N(T) courses will be phased out by 2024.

ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

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**

- The eligibility criteria for taking HMTL takes reference from past criteria.

- It ensures students can cope with the higher academic load.

- Secondary schools continue to have the flexibility to offer HMTL to students who do not meet the criteria if they:

   o have high ability and interest in MTL, and

   o are able to cope with the learning load required.

ELIGIBILITY CRITERIA FOR MOTHER TONGUE LANGUAGE (MTL) 'B' IN SECONDARY SCHOOLS

- The MTL 'B' curriculum is designed to help students in the Express and N(A) courses who face exceptional difficulty coping with MTL.

ELIGIBILITY CRITERIA FOR MTL 'B' (FOR STUDENTS OFFERED THE EXPRESS OR N(A) COURSE)
AL 7 or 8 in Standard MTL <u>or</u> **AL B or C** in Foundation MTL

- Schools have discretion to offer MTL 'B' to students who face exceptional difficulty with MTL but do not meet the eligibility criteria at Secondary 1 based on PSLE results.

- As students progress in secondary school, they may also take up MTL 'B' if they are assessed to be suitable by their schools.

SUBJECT-BASED BANDING (SECONDARY) [SBB (SEC)] ELIGIBILITY CRITERIA

- SBB (Sec) provides students posted to the N(A) and (NT) courses with **greater flexibility** to take various subjects at a more demanding level based on their subject-specific strengths.

- Under the new PSLE Scoring System, the SBB (Sec) eligibility criteria is as follows:

FOR STUDENTS POSTED TO THE N(A) OR N(T) COURSE	
PSLE SUBJECT GRADE	OPTION TO TAKE SUBJECT AT
AL 5 or better in a Standard level subject	Express level
AL 6 or better in a Standard level subject **OR** AL A in a Foundation level subject	N(A) level

- As students progress in secondary school, they continue to have opportunities at various junctures to take subjects at more demanding levels based on their performance in school.

- Students posted to the Express course will take all their subjects at the Express level.

SUBJECT-BASED BANDING (SECONDARY) [SBB (SEC)] ELIGIBILITY CRITERIA

N(A)-Level English

N(A)-Level Mother Tongue

Express-Level Math

N(A)-Level Science

EXAMPLE:

|	
ENGLISH LANGUAGE	AL6
MOTHER TONGUE LANGUAGE	AL6
MATHEMATICS	AL5
SCIENCE	AL6
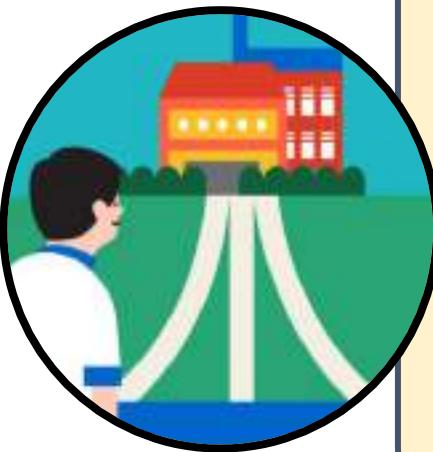
PSLE SCORE: 23
Offered N(A) course

FULL SUBJECT-BASED BANDING (FULL SBB)

- MOE is expanding Subject-Based Banding to Full SBB in secondary schools.

- This is in line with the changes to PSLE Scoring to recognise each student's own level of achievement and encourage them to choose secondary schools that fit their strengths and interests.

- Full SBB aims to further nurture the joy of learning and develop multiple pathways to cater to the different student profiles. Through Full SBB, we want students to:
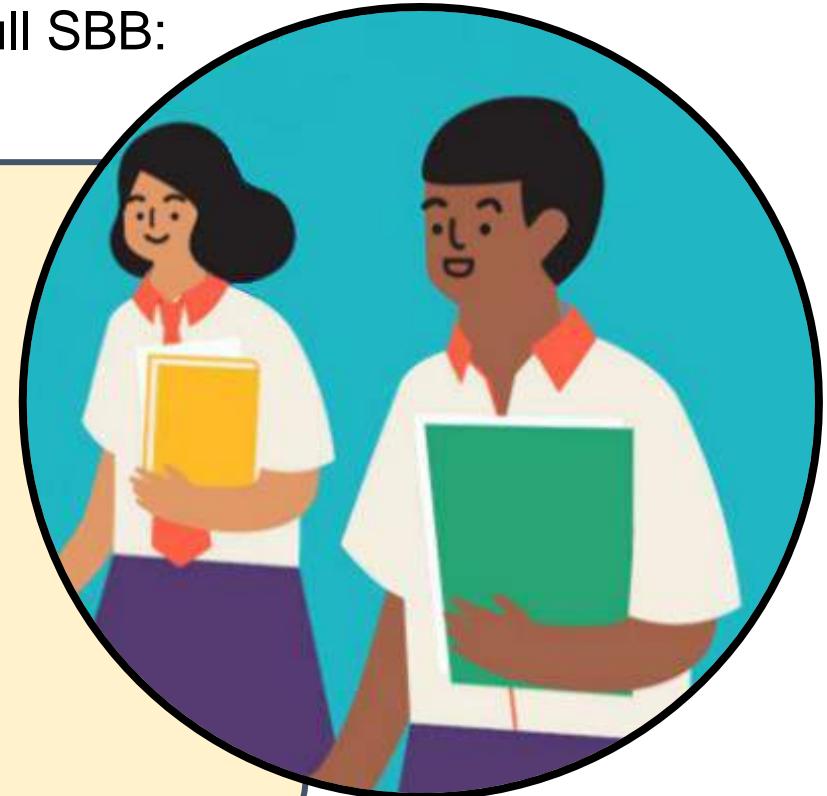
- have greater ownership of their education, and learn each subject at the level that best caters to their overall strengths, interests and learning needs, and

- have more opportunities to interact with friends of different strengths and interests.

- not be held back by negative self-concepts and labelling.

- have increased access to post-sec pathways, while having strong fundamentals in their subjects so that they are able to thrive in the pathway they choose.

FULL SUBJECT-BASED BANDING (FULL SBB)

- The following are changes that students will experience from Full SBB:

  - Removal of Express, N(A) and N(T) courses

  - Mixed form classes

  - Common Curriculum subjects

  - Offering subjects at a more demanding level, including Humanities subjects

  - Common National Examinations

  - Post-secondary Admissions *(More information will be made available at a later date.)*

FULL SUBJECT-BASED BANDING (FULL SBB) TIMELINE

PILOT

31 schools

Next phase of schools

Final phase of schools

Common National Exam

2020

2022

2023

2024

2027

Full SBB pilot commenced in 28 secondary schools. Feedback from pilot schools has been positive.

Full SBB will continue to be rolled out to more schools in phases.
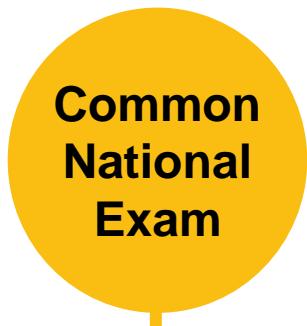
From 2024,
- There will no longer be Express, N(A) and N(T) courses.
- Students will be able to study subjects at different levels that suit their interests, strengths and learning needs.

From 2027, students will sit for the common national examination and receive a new national certification with subjects at different levels.

Direct School Admission for Secondary Schools (DSA-Sec)

Co – Curricular Activities (CCAs) offered in OEPS

SPORTS	PERFORMING ARTS	UNIFORM GROUPS & CLUBS
Netball	Angklung and Kulintang	Brownies Scouts
Floorball	International Dance	Strategy Games Society
Football	English Drama	Art & Craft
		Infocomm Tech

Entering a secondary school
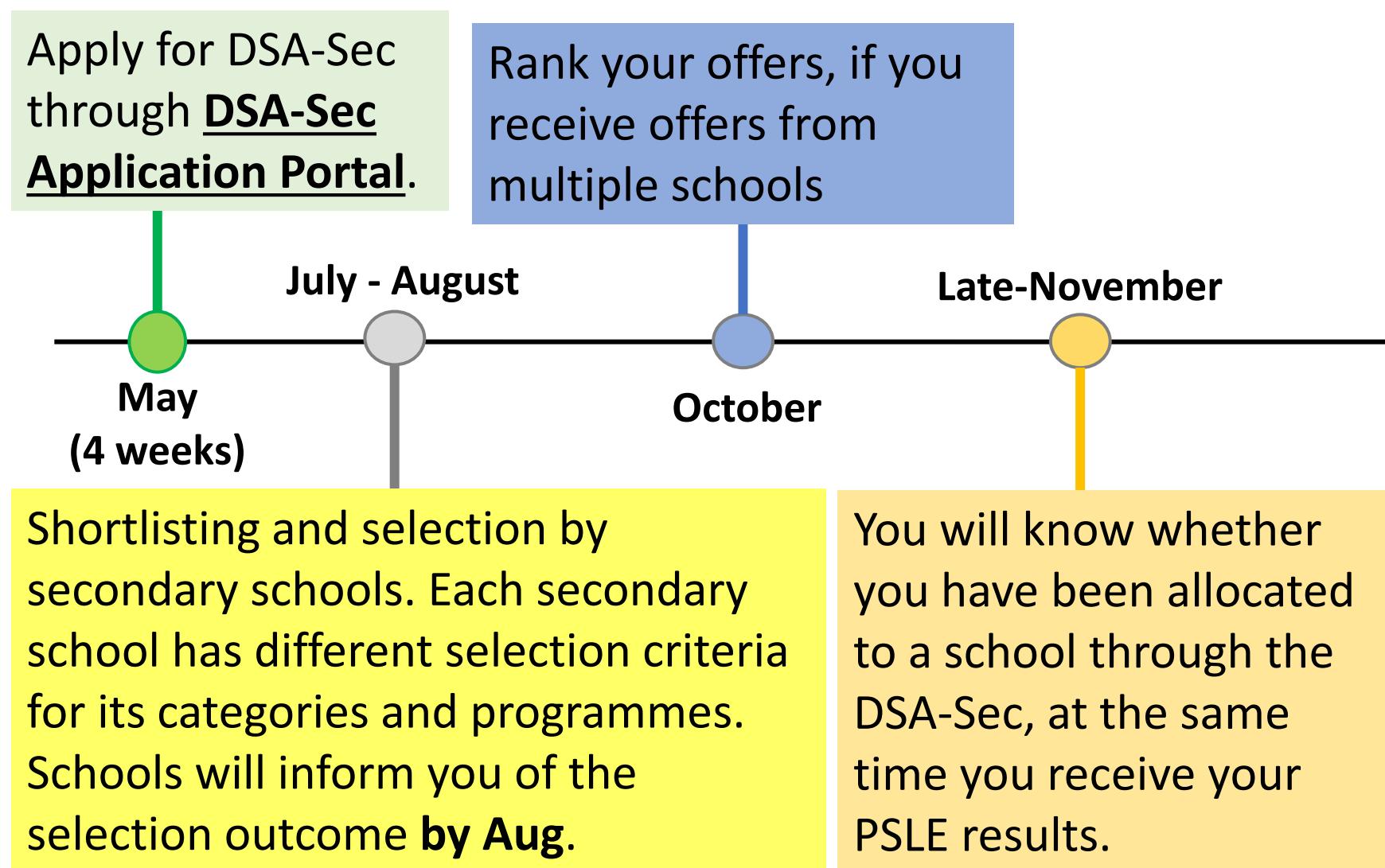
| PSLE/S1 Posting Process	DSA-Sec
• Based on a student's PSLE score • Most students enter secondary schools this way	• Based on a diverse range of talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises • Allows students to access school programmes to develop their talents
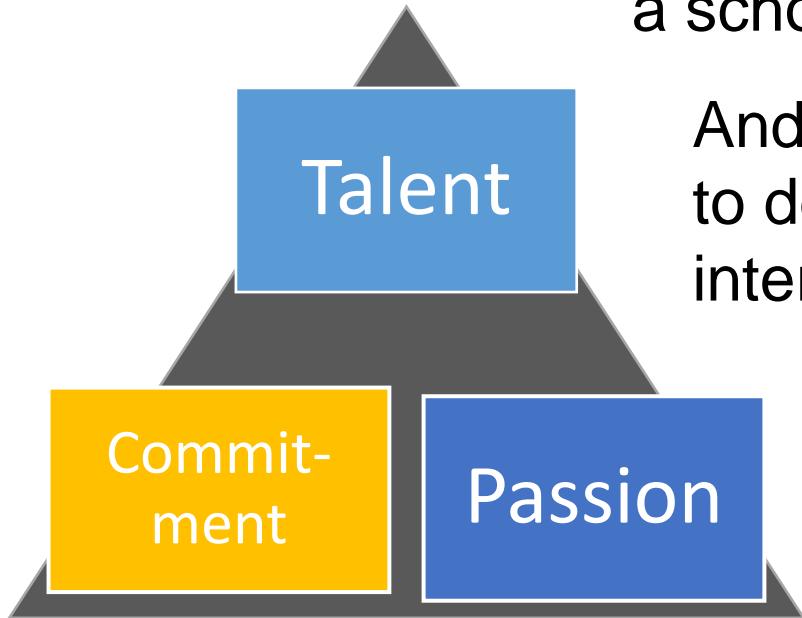
What is the timeline for a typical DSA-Sec Exercise?

Apply for DSA-Sec through **DSA-Sec Application Portal**.

Rank your offers, if you receive offers from multiple schools

July - August

Late-November

May
(4 weeks)

October

Shortlisting and selection by secondary schools. Each secondary school has different selection criteria for its categories and programmes. Schools will inform you of the selection outcome **by Aug**.

You will know whether you have been allocated to a school through the DSA-Sec, at the same time you receive your PSLE results.

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Is the DSA-Sec right for my child?

Talent

Commit-ment

**Passion**

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

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

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

Which school should my child apply to?

- Look for a school with **programmes that match your child's strengths and interests**

- **Get the latest information** about what each school offers by:
  - Visiting schools' websites
  - Attending schools' Open Houses to also experience their environments and cultures
  - Visiting the MOE's School Finder website

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DSA-Sec Application Portal

- To encourage students to tap on the expanded DSA opportunities, the DSA-Sec application process will be simplified

- Students will be able to apply for DSA through a centralised **DSA-Sec Application Portal**, using a common application form.

- The portal will simplify and streamline the DSA application process, making it convenient for all students.

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Features of the DSA-Sec Portal

1. **Centralised online applications**

   - Centralised Application

   - No need to **submit testimonials or hardcopy documents** to the secondary school .

2. **Application using Singpass**

3. **No application fees**

   - No fees charged for DSA-Sec application and selection.

   - We encourage all students who are passionate about and committed to developing particular talents to apply, regardless of family backgrounds.

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Features of the DSA-Sec Portal

4.Making choices in the DSA-Sec portal

- Through the portal, you can easily identify schools that offer programmes for your child's talent area.
- You can indicate up to three choices. For each choice, you will need to choose a secondary school and a talent area from that school.
- The order of the choices does not matter during application.

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

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Examples of Possible Choice Combinations

	Talent(s)	School(s)	
EXAMPLE 1	Choir	School A	Your child can apply to <u>up to three different schools</u>, with no restrictions on the talent areas.
	Choir	School B	
	Choir	School C	

	Talent(s)	School(s)	
EXAMPLE 2	Choir	School A	If your child chooses two areas in one school, he/she can apply to **two different schools only**,
	String Orchestra	School A	
	Choir	School B	

	Talent(s)	School(s)	
EXAMPLE 3 (Not allowed)	Choir	School A	Your child cannot use all three choices on one school. He/she can leave the third choice blank or choose another school.
	String Orchestra	School A	
	~~Mathematics~~	~~School A~~	

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