

A photograph of four female students in school uniforms standing outdoors. They are wearing white shirts, dark blue vests, and red ties. The student on the far left has a name tag that reads "PEK CHER EN GABRIELLE". The student second from the left has a name tag that reads "WILSON LEI YUN". The student second from the right has a name tag that reads "JANICE CHEN YU HUI". The student on the far right has a name tag that reads "ANG YUN JI". They are standing in front of a building with large windows and a green lawn.

2026 Meet-the-Parents

Secondary 1

7 Jan 2026 (Wednesday)
5.00 p.m.



Meet-the-Parents Programme Outline

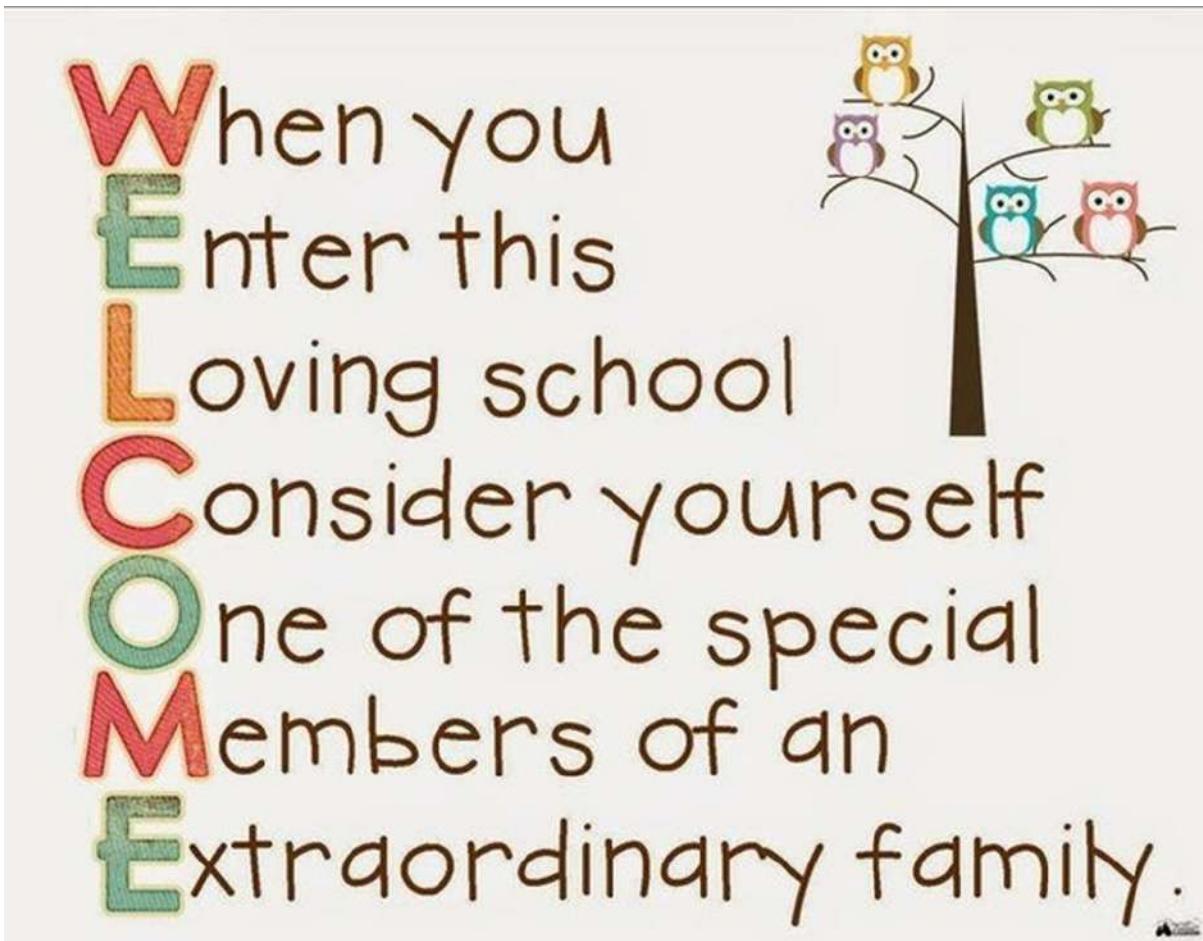
(for info)

- Removed photo slides on School Leaders and KP photos
- Removed the list of form teachers (available on the website)



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Secondary 1 PL-Lites & Parents



Official (Open) / Non-Sensitive





CONTENT

1. Our PLMGS Story

- Our 2026 Focus

2. Our Total Curriculum

3. The New Singapore Context – Full SBB

4. Our Parents



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



Our PLMGS Story



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

**Founded
1916**

**110 years
old in 2026**

B12 | THE STRAITS TIMES | MONDAY, APRIL 25, 2016 | UNIVERSITY SEARCH AIM FOR COURSE THAT BEST SUITS YOU B9

EDUCATION

Carrying forward a compelling legacy



All along, PLMGS has upheld the importance of values such as honesty and selflessness in building a student's character, says its longest-serving principal, Mrs Winnie Tan (centre), who was at the helm from 1972 to 1997. Keen to carry on this tradition are (from right) Ms Sharon Lin, who teaches at PLMGS (Primary); Mrs Quek Li Gek, the principal of PLMGS (Secondary); alumni association president Quah-Lim Su-Lynn and her daughter Natalie, now in Sec 1 at the school. ST PHOTO: ONG WEE JIN

Amelia Teng

Paya Lebar Methodist Girls' School (PLMGS) is known for the dark-blue pinapores with white belts worn by its students. But probably few know that it started as a school for boys.

It had 24 primary school boys and three teachers in 1917 when it first opened on a 93,000 sq ft piece of land in Boundary Road.

A year later, the school, known then as Paya Lebar English School and a branch of the Anglo-Chinese

School, began admitting girls. In 1961, it became a fully girls' school and took its current name. In 1986, it moved to its present-day site in Lorong Ah Soo, near Hougang.

Today, PLMGS has about 3,000 students and 250 teachers across primary and secondary levels. Prominent alumni include top civil servant Lim Siang Guan, Nominated MP Chia Yong Yong and former law minister E. W. Barker.

The school's longest-serving principal, Mrs Winnie Tan, was at the

ALL IN THE FAMILY continued on B11



The school at its Boundary Road campus back in the 1930s. It became a fully girls' school in 1961, and moved to its current location in Lorong Ah Soo in 1986. PHOTO: PAYA LEBAR METHODIST GIRLS' SCHOOL.



School History & Background

1916	Founding of Paya Lebar Methodist School at Boundary Road – School for Boys only, supported by the Methodist mission
1949	Became a Government-Aided School with 2 sessions – Girls in the morning & Boys in the afternoon
1961	Became a fully Girls' School (Full School)
1986	Relocation of school to present site – Lorong Ah Soo (Sec School)
2002	Attained Autonomous School status and SQC Award
2004(Dec)	Relocation to Serangoon North Ave 1
2006 90 th Anniversary	• Autonomous Status Reaffirmed (with 2 Best Practice Awards – T&L, Staff Well Being) and SQC Award
2007	• Relocation back to Lor Ah Soo • Official re-opening on 12 Oct 2007 • School Distinction Award
2009	Character Development Award
2012	• School Excellence Award & Reaffirmation of all Awards & SARD
2016 100 th Anniversary	• PLMGS celebrates 100 th anniversary
2026 110 th Anniversary	• PLMGS will be celebrating 110 th anniversary

28 Autonomous Schools in Singapore.
Other examples:
• Anderson Sec
• Anglican High
• CHIJ (Toa Payoh)
• Nan Hua High
• Victoria Sch etc.



Criteria for Autonomous Schools

- School has a **good system in place to achieve the Desired Outcomes of Education**
- School has achieved consistently **good academic and other results**
- School is **well-established and receives parental support and public recognition**



Our School

- A distinctively Christian School with a rich Christian heritage and tradition
- All girls' school with more than 100 years of history
- Strong emphasis on character development and academic excellence
- Arts / Music as our Niche
- Strong partnership with Primary School and Church
- An autonomous school



THE PLMGSS CULTURE

CARE

- Value people and relationships
- Empower people
- Practise self-care



EXCELLENCE

- Recognise effort and growth - not perfection
- Facilitate intentional and effective feedback
- Make continuous improvement
- Every experience is a learning experience



SCHOOL PRIDE

- Everyone can grow and contribute
- Sense of belonging to PL and its heritage
- To be a beacon to the community





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



Vision

An outstanding school of choice producing women of fine character with a passion for life and learning

Mission

To nurture every PL-Lite into a whole person who lives in favour of God and man



H.E.A.R.T. Values

- Honour God
- Excellence (Mindset)
- Adaptability
- Respect
- Thankfulness





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



(for info) Removed slides on School Strategy Map



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



2026 Theme & Directions



No of Yrs	Yr	Yr Theme	Inspiration	Theme Verse	Theme Song
110 th year	2026	ONE Perfect 10 in Christ	<i>In an increasingly diverse society and world, we call for "more we" and "less me". To achieve this, we look to Jesus Christ as the unifying force and strength.</i>	Theme Verse 1 Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ. 1 Corinthians 12:12	We are One https://www.youtube.com/watch?v=82t0rQDzgsk



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



2026

Theme: **ONE Perfect 10 in Christ**

Theme Verse:

Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.

1 Cor 12:12



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

2026 School Theme Song

Verse 4 of our Theme song "We Are One" aptly captures what we hope to achieve as a school.



[Verse 4]

Shaped by the hands of the potter

No two pieces alike

When we build a shelter together

We will shine, we will shine

[Chorus]

Let us draw near to each other

We are one, we are one

We are all sisters and brothers

Telling stories of our Father's love



2026 Theme: ONE Perfect 10 in Christ
"Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ." 1 Cor 12:12

Term 1 Theme: ONE PL Family Stronger Together

"The body is not made up of one part but of many... the eye cannot say to the hand, 'I don't need you.'" 1 Cor 12:14,21

Every family member matters and can play a part in our PL family. Hence, we can look at how we can contribute, serve, and show appreciation for one another.

January: Stronger as a Class
February: Stronger as a Cohort
March: Stronger as ONE PL

Term 2 Theme: ONE PL Family Growing Together

"If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it." 1 Cor 12:26

We may struggle with others within a community at times, and our choices during these difficult situations will determine how we can overcome challenges and grow together. When one person suffers, the whole family can be affected. Hence, we can learn to seek peace and pray for each other.

April: Growing in Favour with God
May/June: Growing in Favour with man

Term 3 Theme: ONE PL Family Shining Together

"Now to each one the manifestation of the Spirit is given for the common good." 1 Cor 12:7

God has given each of us talents and strengths, so that we can use them to bless our communities and do good. Hence, we can be proactive to serve, lead and influence.

July: Shining as a school
August: Shining as a nation

Term 4 Theme: ONE PL Family Rejoicing Together

"You are the body of Christ, and each one of you is a part of it." 1 Cor 12:27

While each of us in the family may not be perfect, we can grow stronger and shine brighter together. Hence, we choose to give thanks for the PL family by sharing our stories and thanksgiving.

September: Rejoicing Always
October: Rejoicing for and with PL

Mission: To nurture every PL-Lite into a whole person who lives in favour with God and man

Vision: An outstanding school of choice producing women of fine character with a passion for life and learning

The logo of Paya Lebar Methodist Girls' School (Secondary) is located in the bottom right corner of the slide. It consists of a shield with a cross at the top, the letters 'MGS' in the center, and the school's name 'PAYA LEBAR' above it. A yellow ribbon banner below the shield contains the school motto 'LOOK UP - LIFT UP'. To the right of the shield is a circular icon with a stylized 'E' or 'Globe' symbol.



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

11C ONE PERFECT 10 IN CHRIST
1 CORINTHIANS 12:12

2026 Welcome Gift



Official (Open) / Non-Sensitive



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



Our Total Curriculum



Purpose of Schooling

Research shows:

- Profession
- Performance
- Progression
- Person
- People
- Passion

About Ministry of Education, Singapore

The Education Service's Mission is to
mould the future of the nation.



MOE's vision:
"Thinking Schools, Learning Nation"





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

11C ONE PERFECT 10 IN CHRIST
1 CORINTHIANS 12:12

德 智 体 群 美

Morals, Intellect, Physical body, Team spirit, Aesthetics

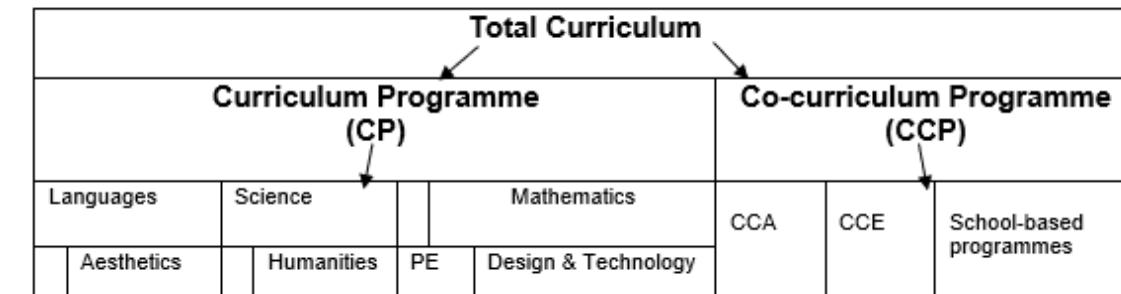
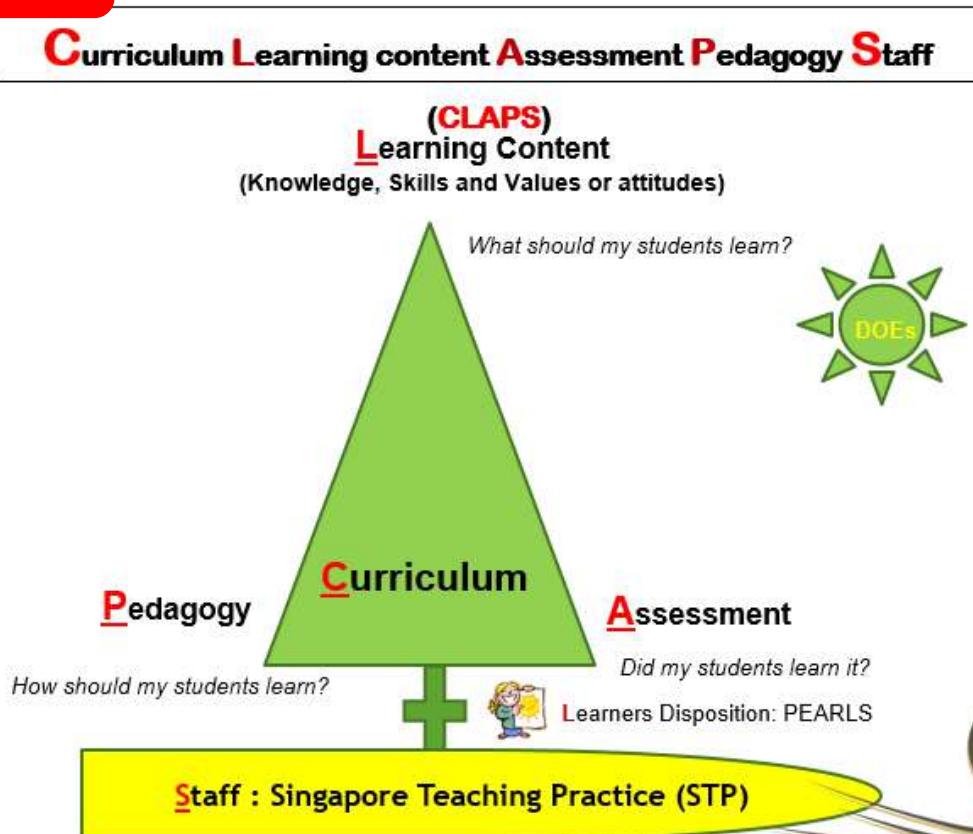


Official (Open) / Non-Sensitive



TOTAL CURRICULUM

TOTAL





Character & Citizenship Education

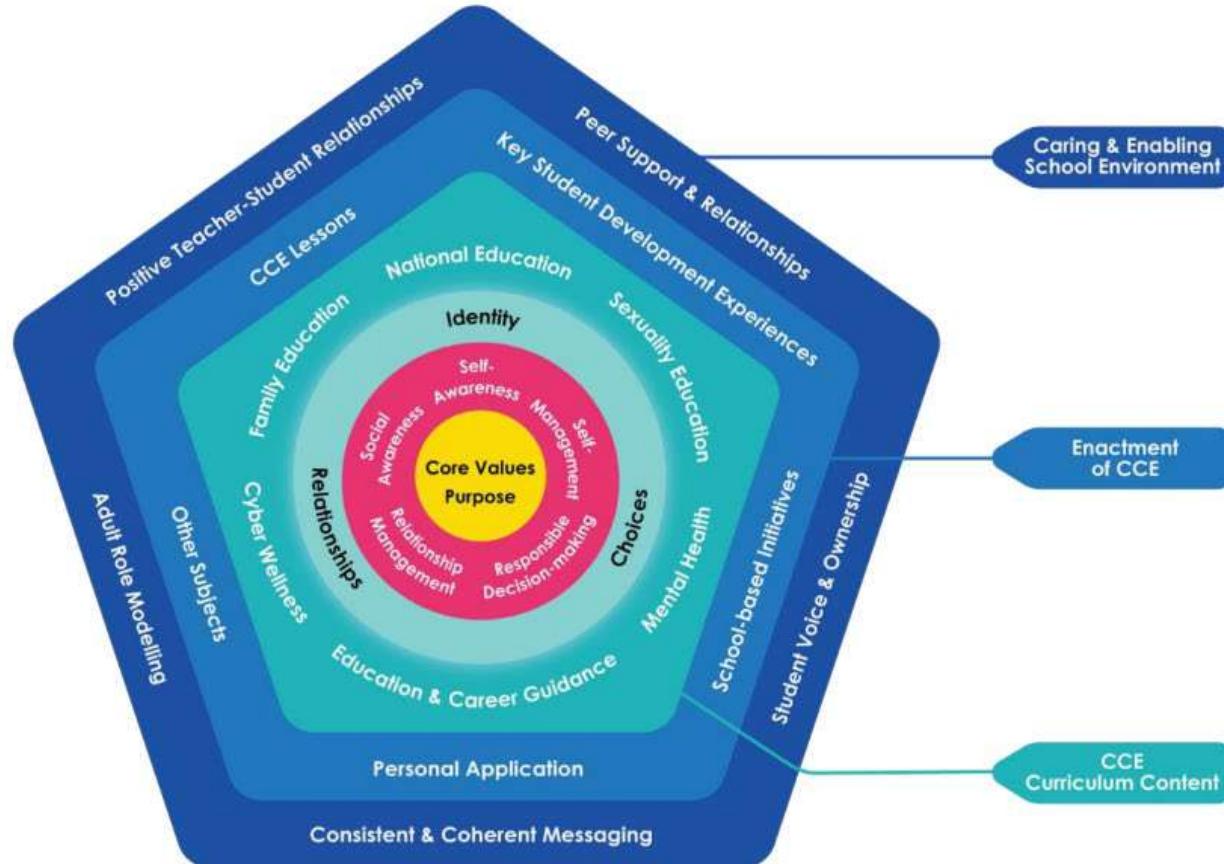


Figure 2: The CCE 2021 Curriculum Frame



Assessment Plan 2026

Modes of Assessment

- Both formative and summative assessments in the form of class assignments, tests and examinations are planned to enable each student to evaluate and chart progress of her learning in consultation with her teachers.

	Term 1	Term 2	Term 3	Term 4
Sec 1-3	10% – 1 WA through Alternative Assessment or test	15% – 1 WA through Alternative Assessment or test	15% – 1 WA through Alternative Assessment or test	60% – EOY Exam
Sec 4/5	1 WA through Alternative Assessment or test	1 WA through Alternative Assessment or test	Prelim Exam	GCE N/O Level Examinations



2026 Assessment - FAQs

When will students & parents receive the assessment feedback?

- Students will receive their assessment feedback once the grading is completed. Students will discuss and review the feedback and learning in class with their teachers. Students are encouraged to share their learning and performance with their parents/guardians. Parents/Guardians will receive your daughter/ward's Term 1 Result Slip at the start of Term 2.

What if I am unwell and absent for my assessments?

- For WAs – Should a student be absent on the day of WA, she will need to provide a **valid Medical Certificate***. She will receive the assessment papers for self timed-practice and 'MC' status will be indicated for the paper. (*Noted that: An MC that is issued by a Chinese Physician and letter of excuse from parent are **INVALID**).
- For Exam – Should a student be absent on the day of exam paper, she will need to provide a **valid Medical Certificate**, a 'MC' status will be indicated for the paper. A student who is absent from an examination without a MC will get an '**AB**' status (equivalent to zero mark attainment).



Passionate about CCAs, motivated to study

REPORT: LIM YUFAN
limyfan@spph.com.sg

YOU can pursue your passion and still get good grades.

Abigail Lim, Alison Han and Karthigha Pon Rajoo, who are student leaders at Paya Lebar Methodist Girls' School (Secondary), are living examples.

The 16-year-olds topped the school in the O-level exams, despite being heavily involved in co-curricular activities (CCAs).

Abigail, who is her school's top scorer with eight A1s, is a prefect and the vice-president of the harp ensemble. She is also the student in charge of Campus ChangeMakers, a student body that organises community service projects for the less privileged.

"I'm very happy to have joined the harp ensemble because through it, I've learnt a new skill," said Abigail. "Music is a form of expression for me."

Ms Annabella Ong, Abigail's English Language teacher, said she had displayed strong leadership qualities, organising meetings among Campus ChangeMakers on her own and delegating work with minimal input from the teachers.

Madam Connie Ng, Abigail's mother, believes that the reason behind her good results is constant revision.

Self-motivated

"I do not push her because she is very self-motivated," said Madam Ng, who is a childcare teacher. "She doesn't study past 11pm and relaxes by playing the piano whenever she feels stressed."

Alison and Karthigha, who have eight and seven A1s respectively, are two of the other top scorers from the school.

Together with Abigail, Alison was awarded the Colours Award by the school, in recognition of their outstanding leadership abilities.



HIGH-FLIERS:

(From left) Paya Lebar Methodist Girls' School (Secondary) students Karthigha Pon Rajoo, Abigail Lim and Alison Han.

TNP PICTURE: GARY GOM

their CCAs.

Alison, the vice-president of the English Literary, Drama and Debating Society, has acted in many of the school's plays and musicals.

Alison said she always looks forward to going for the society as she loves to act and is happy to be with her friends.

"I feel like it is normal for me to act," said Alison, who is also a member of the Prefectorial Board's executive committee. "It is through acting that I express myself better."

As for Karthigha, she has shown eloquence by winning Sorkalam, a national Tamil debate competition, in 2010.

"Through taking part in oratorical competitions, I've gained a lot of confidence in myself," said Karthigha. "It has also helped me in my Tamil, for which I got an A1."

Karthigha, who also has a love of photography, has entered photography competitions as a member of the school's Media and IT Club.

All three girls intend to enrol in junior colleges as they want to keep their options open.

Holistic Education in PLMGS



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



LEAPS 2.0



LEAPS 2.0 points

LEAPS 2.0 is a framework to recognise secondary school students' holistic development. Students will be recognised with levels of attainment in four domains:

- **Leadership,**
- **Achievement,**
- **Participation and**
- **Service**



Demonstrating an Excellent Mindset in the Co-curriculum

Leadership

(Level 3) At least a...

- Class Monitor
- Peer Support Leader
- Peer Lite
- Prefect
- LS CCA chairperson / Vice-chairperson
- LS CCA Exco
- US CCA Comm
- LS House Captain/ Vice-Captain
- US House Comm
- UG Sergeant
- Chairperson / Vice chairperson for GLYW project
- Committee member for school-wide events
- NYAA (Silver)



Service

(Level 5) Completed at least 24 hours of service through...

- **Sec 1 & 2 Local FIS**
- **Sec 3 GLYW** (student-initiated VIA project)
- **Sec 4/5 CNY FIS** that impact the community beyond the school

Achievement

(Level 3) Represented school for ...

- **2 years** in local or external events

Participation

(Level 4) Participated in CCA

- **for 4 years with at least 75% attendance for each year**
- Demonstrate exemplary conduct and active contribution (*Demonstrate 'Very Strongly' in most behaviour traits across the 5 HEART values. (*Refer to "Translating Values to Behaviours" in Annex)*)



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



Conduct Grade 2026



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



Conduct Grade 2026

- Conduct grade rubrics is included in the School Diary to clearly communicate the school's expectations and outline the criteria for achieving an excellent/very good conduct grade.
- This inclusion aims to promote accountability, encouraging students to take ownership of their behaviour and actions.
- As partners in your child's education, we invite parents to actively engage in your child's development and emphasize the importance of positive behaviour in school.

Rubrics for Conduct Grade

Criteria	Excellent	Very Good	Good	Fair	Poor
Demonstration of the behavioural traits in HEART values	Very strong demonstration	Strong demonstration	Adequate demonstration	Demonstrate to some extent	-
School attendance (with valid reasons for absence)	100%	100%	90% to 99%	Less than 90%	-
Late-coming	0 count of late-coming	1 - 2 counts of late-	3 - 6 counts of late-coming	>6 counts of late coming	-

This criteria aims to foster responsibility and accountability, emphasizing the importance of regular attendance for school and providing the necessary documentation for any absence.

Decorum	0 count of decorum issue	1 - 2 counts of decorum issue	3 - 6 counts of decorum issue	>6 counts of decorum issue	-
Handphone/PLD usage	0 count of handphone/PLD usage misuse	1 - 2 counts of handphone/PLD usage misuse	3 - 6 counts of handphone/PLD usage misuse	>6 counts of handphone/PLD usage misuse	-
Note	Has not committed any minor or serious offence			If any of above criteria is met OR a minor or serious offence is committed	If a few minor or serious offence is committed

(Please note that in certain cases, adjustments to student's conduct grade may be considered by the school on a case-by-case basis.)

Rubrics for Conduct Grade

Criteria	Excellent	Very Good	Good	Fair	Poor
Demonstration of the behavioural traits in HEART values	Very strong demonstration	Strong demonstration	Adequate demonstration	Demonstrate to some extent	-
School attendance (with valid reasons for absence)	100%	100%	90% to 99%	Less than 90%	-
Late-coming	0 count of late-coming	1 - 2 counts of late-coming	3 - 6 counts of late-coming	>6 counts of late coming	-
CCA attendance (with valid reasons for absence)	At least 75%	At least 75%	At least 75%	Less than 75%	-
Decorum	0 count of decorum issue	1 - 2 counts of decorum	3 - 6 counts of decorum	>6 counts of decorum issue	-

This is to reinforce the significance of active participation in CCA as an integral part of holistic education and character development. Hence, students with less than 75% CCA attendance will attain a FAIR conduct grade.

Note	Has not committed any minor or serious offence	If any of above criteria is met OR a minor or serious offence is committed	If a few minor or serious offence is committed	

(Please note that in certain cases, adjustments to student's conduct grade may be considered by the school on a case-by-case basis.)

Rubrics for Conduct Grade

Criteria	Excellent	Very Good	Good	Fair	Poor
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School attendance (with valid reasons for absence)	100%	100%	90% to 99%	Less than 90%	-
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CCA attendance (with valid reasons for absence)	At least 75%	At least 75%	At least 75%	Less than 75%	-
Decorum	0 count of decorum issue	1 - 2 counts of decorum issue	3 - 6 counts of decorum issue	>6 counts of decorum issue	-
Handphone/PLD usage	0 count of handphone/PLD usage misuse	1 - 2 counts of handphone/PLD usage misuse	3 - 6 counts of handphone/PLD usage misuse	>6 counts of handphone/PLD usage misuse	-

Maintaining punctuality, proper decorum, and responsible phone usage is crucial for fostering an environment that values respect, responsibility, and focused learning.

(Please note that in certain cases, adjustments to student's conduct grade may be considered by the school on a case-by-case basis.)

LEVEL OUTCOMES & PL EXPERIENCE

Sec 1: iDiscover

Discover their identities, personalities, talents, interests through:

- **iDiscover programme**
- CCA exploration
- PL21+FIS project that serves the school community
- OALC
- Subject-based LJs (Geog+Sci, MT)

Sec 2 iAspire

Aspire to fulfil their roles and responsibilities

- to their families, school, community and nation through:
- PL21+FIS project that serves families
 - Subject-based LJs (Hist, Geog, Performing Arts)
 - Cycling / MMA

Sec 3 iInfluence

Influence the people around them positively through:

- PL21+FIS project that serves the community
- OBS / cohort camp,
- ECG conference and PSEI fair
- EL debates

Sec 4/5 iInspire

Inspire others by being an informed citizen and active servant leader

- through:
- Cohort FIS project that serves the community
 - Applied learning modules
 - Baccalaureate Service
 - Graduation Day
 - Cambridge Dinner

PL DOE:

Confident PL-Lite

Passionate Learner

Active Citizen

Inspiring Leader

School-wide: **CCAs**, **EL+MT** Reading Programme, pi-Day (**Maths**), **FamChamp** events, **Sporting** events (Sports Day and PL Heartbeat), **NE** events (TDD, IFD, RHD, ND), **PuLSE**, **Student Leadership** Development



Programme Highlights - Semester 1, 2026

January	February	March	April	May
Start-Right Programme	CNY Celebrations	Sec 1 OALC	PL110 Musical Montage	Pit Stop Programme
iDiscover Orientation	Class Committee Appointment Ceremony			PL110 Family Day & Carnival
CCA Exploration				
Meet-The-Parents Sessions	Issue of PLDs to Sec 1s Tea with Year Heads			

- Engaging Teaching and Learning
- National School Games



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



PL Routines



**CULTURE IS A PROCESS.
A STRONG CULTURE IS BUILT UPON
GOOD HABITS & ROUTINES.**



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



Building Good Habits through **EFFECTIVE ROUTINES**

Building Good Habits through EFFECTIVE ROUTINES

PEARLS (for Pupils)



All teachers (FTs & Subject teachers) will co-construct expectations & consequences with students.

Blended Learning Routines

Regular classroom routines with the use of PLD



C

Charge PLD Fully

- Charge your PLD fully before coming to school
- Be ready with your PLD at the start of lesson



H

Highlight issues to Peers, Teachers or ICT Support Team

- Seek help from peers
- Ask teachers if assistance is needed
- Approach ICT Support Team to troubleshoot technical issues



A

Alert in Safeguarding PLD & School Materials

- Do not leave your PLD unattended
- Protect PLD via Device Care Management
- Use a t-bag system to place PLD & all lesson materials



M

Manage Wi-Fi, Email & Online Lessons

- Check that your Wi-Fi is turned on and check your email regularly
- Actively learn and be self-directed
- Access online lessons & complete them promptly



P

Protect Password

- Remember your password and keep it safe
- If you forgot your MIMS Password, reset it on <https://mims.moe.edu.sg>



S

Screen Down Fully & Listen to Instructions

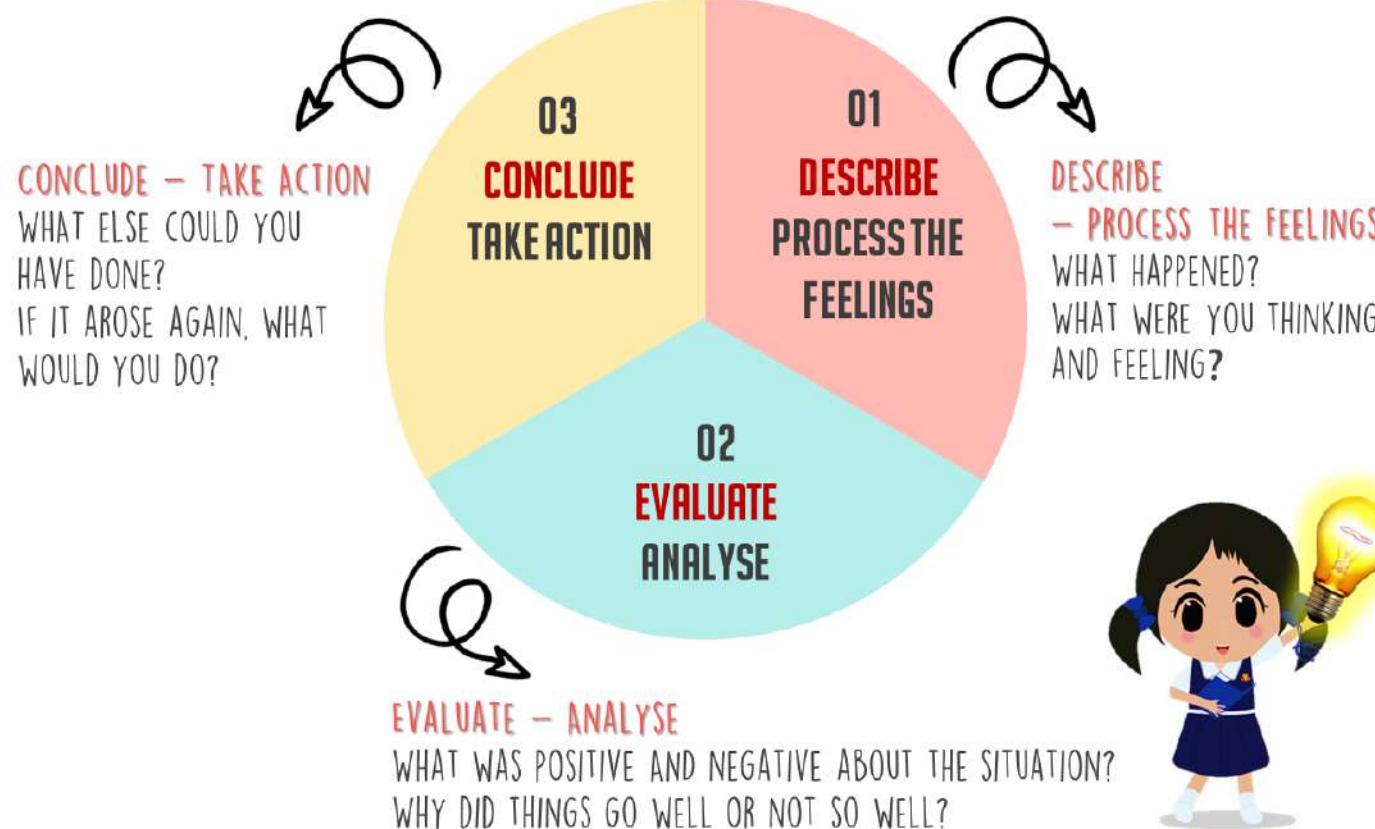
- Place your screen down fully when teacher is giving instructions



Building Good Habits through EFFECTIVE ROUTINES

3 Stage Reflection Cycle

Adapted from the Gibbs Reflective Cycle



Reflection Routine:
Making sense of the
lessons, SDEs and other
school experiences in a
meaningful way.

Building Good Habits through EFFECTIVE ROUTINES

**A Common Identity/Vision for the Class
to work towards.**

Illuminators

**POSITIVE VIBES, EMBRACE DIVERSITY,
ADAPTABILITY**

2024 - 2026

CREDITS: CANVA.COM

**1 WORD which encapsulates your
CLASS VISION + VALUES**



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



Home Based Learning (HBL) Days



RATIONALE OF HAVING REGULAR HBL DAYS

Regular HBL Days will provide students with more opportunities to **learn at your own pace** and to be empowered to **take charge of your learning**.



SELF-DIRECTED



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



PLMGS(Sec)'s Personal Learning Device

The school will be using the **Lenovo 500e Chromebook Gen 4S** for teaching and learning.

Total Cost with GST: \$676.80 (TBC)

Lenovo 500e Chromebook Gen 4S



Specifications:

- Intel Processor N150
- 8GB Ram
- 64GB storage
- 11.6" Touchscreen with stylus

Enhanced Bundle with [4 years warranty](#) and [insurance coverage](#)



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



PLMGS(Sec)'s Personal Learning Device

The school chose the device because of:

- **T&L Affordances**
- **Lightweight**
- **Battery Life**
- **Durability**
- **Accessibility to external storage for backing up files easily**
- **Touchscreen function for inking function**

Lenovo 500e Chromebook Gen 4S



Specifications:

- Intel Processor N150
- 8GB Ram
- 64GB storage
- 11.6" Touchscreen with stylus

Enhanced Bundle with 4 years warranty and insurance coverage



PLMGS(Sec)'s Personal Learning Device

The package includes **4-year warranty, and 4-year insurance** which includes:

Insurance Coverage	Claimable
<ul style="list-style-type: none">• Fire• Lightning• Power Surges• Accidental e.g water spillage, drop etc• Theft due to forcible entry• Robbery <p>* Accidental loss will not be covered by insurance.</p>	*2 repairs or 1 replacement (4-year insurance)

More details (Parents' Handbook, DMA-Lightspeed, Edusave) will be provided through PG.



Home-based Learning (HBL) Sec 1 – 5 Sem 1

Term 1 2026: 3 HBL Days

- T1W8 – 26 Feb 2026 (Even Thurs)
(Sec 1 collect PLD (tent))
- T1W9 – 2 Mar 2026 (Odd Mon)
- T1W10 – 11 Mar 2026 (Even Wed)

Term 2 2026: 3 HBL Days

- T2W3 – 9 Apr 2026 (Odd Thurs)
- T2W5 – 20 Apr 2026 (Odd Mon)
- T2W8 – 14 May 2026 (Even Thurs)

** Sec 4E/5N – MT Intensive Day 1 &
Sec 4N/NT – Normal Lessons



2026

General Blue

January							February							March							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
0					1	2	3	5	1	2	3	4	5	6	7	9	1	3	4	5	
1	4	5	6	7	8	9	10	6	8	9	10	11	12	13	14	10	8	9	10	12	13
2	11	12	13	14	15	16	17	7	15	16	17	18	19	20	21	Hol	15	16	17	18	20
3	18	19	20	21	22	23	24	8	22	23	24	25	27	28		1	22	23	24	25	27
4	25	26	27	28	29	30	31	9								2	29	30	31		

April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
2					1	2	3	4	6					3						
3	5	6	7	8	9	10	11	7	3	4	5	6	7	8	9	Hol 2	7	8	9	10
4	12	13	14	15	16	17	18	8	10	11	12	13	14	15	16	Hol 3	14	15	16	17
5	19	20	21	22	23	24	25	9	17	1	20	21	22	23	24	Hol 4	21	22	23	25
6	26	27	28	29	30			25	26	27	28	29	30	1	28	29	30	1	2	3

HBL



Home-based Learning (HBL) Sec 1 – 5 Sem 1 2026

Term 3 2026: 5 HBL Days

- T3W3 – 14-16 Jul 2026
(Odd Tues-Thurs*)
- T3W4 – 23 Jul 2026 (Even Thurs)
- T3W8 – 19 Aug 2026 (Even Wed)

*Conduct of GCE Oral examinations



July							August							September									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
1			1	2	3	4			1	2	3	4	5	1	10		1	2	3	4	5		
2	5	6	7	8	9	10	11	6	2	3	4	5	6	7	8	Holi	6	7	8	9	10	11	12
3	12	13	14	15	16	17	18	7	9	10	11	12	13	14	15	1	13	14	15	16	17	18	19
4	19	20	21	22	23	24	25	8	16	17	18	19	20	21	22	2	20	21	22	23	24	25	26
5	26	27	28	29	30	31		9	23	24	25	26	27	28	29	3	27	28	29	30			
								10	30	31													
October							November							December									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
3			1	2	3		8	1	2	3	4	5	6	7	Hol 2		1	2	3	4	5		
4	4	5	6	7	8	9	10	9	8	9	10	11	12	13	14	Hol 3	6	7	8	9	10	11	12
5	11	12	13	14	15	16	17	10	15	16	17	18	19	20	21	Hol 4	13	14	15	16	17	18	19
6	18	19	20	21	22	23	24	Hol 1	22	23	24	25	26	27	28		20	21	22	23	24	25	26
7	25	26	27	28	29	30	31	Hol 2	29	30							27	28	29	30	31		

HBL



HBL Day Schedule

Time	Programme
<u>Before 7.30 a.m. (Mon, Wed)</u> / <u>Before 8.30 a.m. (Thur)</u>	Have your breakfast Go through the Google Classroom for the task assigned
7.45 a.m. (Mon, Wed) / 8.30 a.m. (Thur)	Plan your time for the day
7.45 a.m. (Mon, Wed) / 8.45 a.m. – 12.00 p.m. (Thur)	Complete assigned HBL Tasks based on Subjects in Timetable Take proper breaks and meals
12.00 – 1.00 p.m. (Mon / Wed/Thur)	Complete Student Initiated Learning (SIL) also known as PuLSE in PL
After 1.00 p.m. (Mon/Wed/Thur)	Complete your assignments Online consultation with subject teacher

Note: No Chapel session on Wednesday HBL days

Official (Open) / Non-Sensitive



PULSE



*Pursuing Life Skills in
every Experience*

PLMGSS STUDENT INITIATED LEARNING

What is PuLSE? Objectives

- PL's Student Initiated Learning Programme
 - Pursuit of Life Skills in every Experience
 - Time given **every HBL** to pursue SIL.
- **Explore and discover what your heart beats for; your purpose and passion**
- **To learn life skills in every experience**
- **To be independent, passionate and lifelong learners!**

PuLSE Showcase

WOOL FELTING



ART AND DRAWING



PHOTOGRAPHY



MUSIC COMPOSITION



DIGITAL ILLUSTRATION



JUNK JOURNALING





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



PL 21 2.0 Programme

Every Student a Creator, Connector and Contributor

Enhanced 21CC Framework and Priority E21CC

Given the complexities and uncertainties of the future, it is timely to sharpen our students' competencies and dispositions in the four priority Emerging 21CC:

Adaptive Thinking
i. Assesses different contexts and situations in order to make connections and draw new insights
ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy
i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
ii. Plays active and constructive roles to improve the school, community and nation



Inventive Thinking
i. Explores possibilities and generates novel and useful ideas
ii. Evaluates and refines ideas to formulate novel and useful solutions

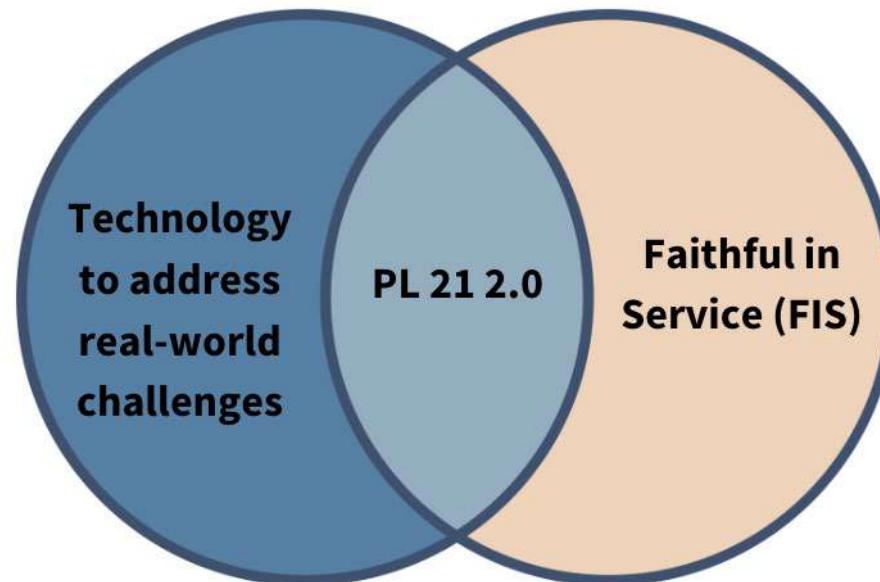
Communication
i. Effectively communicates information and co-constructs meaning
ii. Engages empathetically with diverse perspectives

More information on the enhanced 21CC Framework can be found on MOE Intranet [here](#).



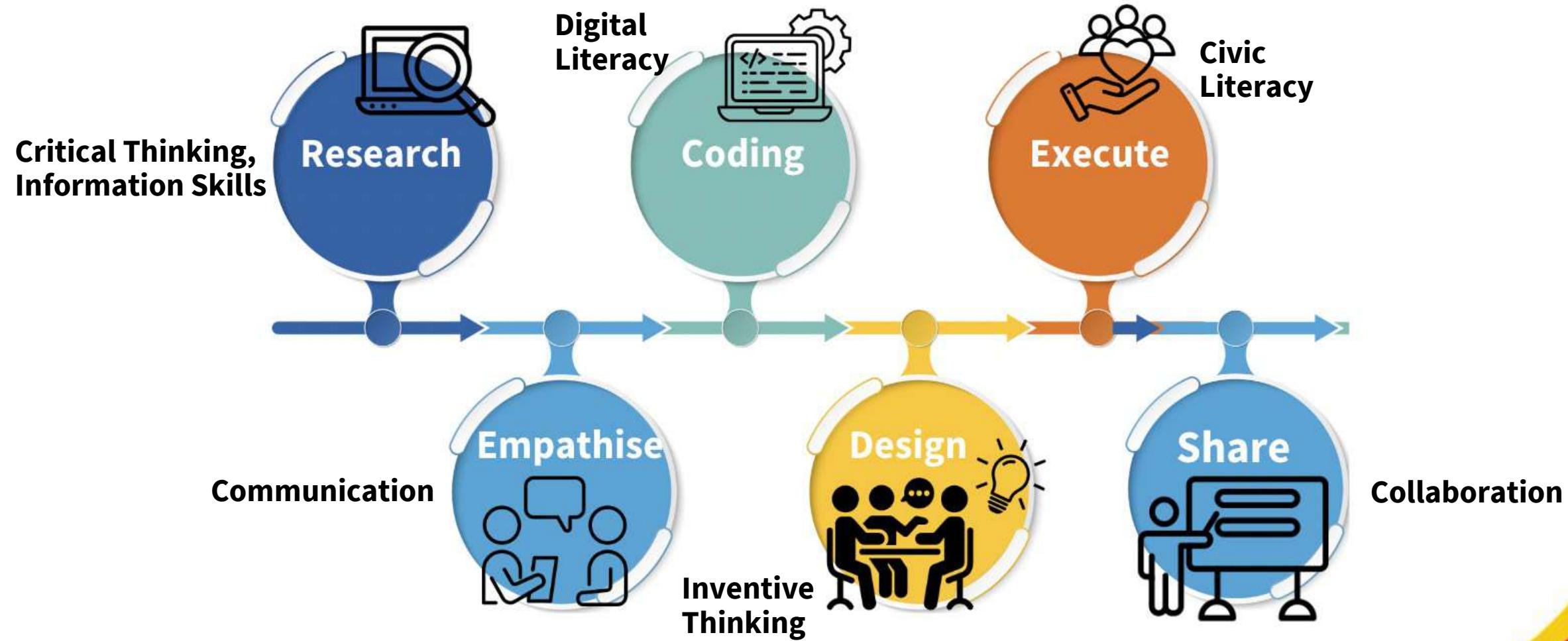
What is PL21 2.0?

PL21 2.0 is a refreshed cohort-wide programme designed for all Secondary 1 students. It focuses on broadening and deepening students' 21CC through the use of technology to address real-world challenges.





How will PL 21 2.0 help students develop 21CC?





Objectives of PL 21 2.0 – Faithful-In-Service (~VIA)

1. **Equip** PL- Lites with 21CC leveraging on **technology**
2. Excite PL- Lites and nurture interest through **Exploring** authentic issues in faithful-in-service (FIS/VIA)
3. **Excite** students to **develop solutions** and provide opportunities to see their solutions applied in an authentic context
4. Develop PL-Lite to be a **beacon** in the community serving others
5. Develop PL-Lites of different profile with tiered programme
 - Tier 1 - **All students** - leveraging on technology to deepen 21CC
 - Tier 2 programmes available - ACE (STEM) and GSP



PL21 2.0 Journey over 3 years

**Tier 1
(All students)**

**Sec 1:
School**

Code for fun

Explore how technology can help solve a challenge in school

**Sec 2:
Home & Family**

AI for fun

Tie up with Nanyang Poly for LJ - judges to mentor and give feedback

**Sec 3:
Student-initiated**

Use skills from S1 & S2 for student-initiated project



**Tier 2 & 3
(Stretch
Programme)**

ACE STEM

**GLOBAL SCHOLARS
PROGRAMME**

Tier 3

Possible Internships/
learning at IHLs/
competitions



When are the PL21 sessions in Semester 1?

Week	Mon (1.50 - 2.50pm)	Tues (1.30 - 2.30pm)	Wed (2.30 - 4pm)
T1W5			1.1 - 1.8 Session 1
T1W6	1.1 - 1.4 Session 2	1.5 - 1.8 Session 2	
T1W7	LNY Celebrations	LNY Holiday	LNY Holiday
T1W8	1.1 - 1.4 Session 3 (CFF1)	1.5 - 1.8 Session 3 (CFF1)	
T1W9	HBL	No session	Sec 1 OALC
T1W10	1.1 - 1.4 Session 4 (CFF2)	1.5 - 1.8 Session 4 (CFF2)	HBL
T2W1	Hari Raya Puasa (Mon)		1.1 - 1.8 Session 5
T2W2	1.1 - 1.4 Session 6 (CFF3)	1.5 - 1.8 Session 6 (CFF3)	
T2W3	1.1 - 1.4 Session 7 (CFF4)	1.5 - 1.8 Session 7 (CFF4)	
T2W4	1.1 - 1.4 Session 8 (CFF5)	1.5 - 1.8 Session 8 (CFF5)	
T2W5	HBL	1.5 - 1.8 Session 9 (CFF6)	1.1 - 1.4 Session 9 (CFF6) (1h)
T2W6	1.1 - 1.4 Session 10 (CFF7)	1.5 - 1.8 Session 10 (CFF7)	
T2W7	1.1 - 1.4 Session 11 (CFF8)	1.5 - 1.8 Session 11 (CFF8)	Higher Ability Selection Test (timing tbc)
T2W8	1.1 - 1.4 Session 12 (CFF9)	1.5 - 1.8 Session 12 (CFF9)	
T2W9	1.1 - 1.4 Session 13 (CFF10) -	1.5 - 1.8 Session 13 (CFF10)	1.1 - 1.8 Session 14

More info will
be sent via PG



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



ACE (STEM) and Global Scholar Programme



ACE (STEM) and Global Scholars Programme (GSP)

1.5 year programme for Identified students for Tier 2 Programm

Day: Wednesday

Time: 2.45–5pm

Duration: Semester 2 Sec 1 to end of Sec 2

ACE (STEM)

Explore and be exposed in areas of STEM to nurture their passion and interest.

Students will be exposed to learning new skills e.g. 3D printing, research, competitions and solving different real-world issues.

Global Scholars Programme

Develop global competencies through solutioning of global issues or intercultural situations with students of different countries.

e.g. conferencing with overseas schools and working on research projects on global problems

Students will be selected for either ACE (STEM) or GSP based on

- (a) AL score for English, Mathematics and Science
- (b) Students' work and teachers' assessment during PL 21 2.0 programme
- (c) Higher Ability Selection Test (HAST) ([for selected students based on (a) and (b) above]



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



The New Singapore Context



What is Full SBB?

Full SBB is part of MOE's ongoing efforts to nurture the joy of learning and develop multiple pathways to cater to the different strengths and interests of our students.

The school system will become far more flexible than today, so that we can customise learning to the student, to give them time to blossom at different points in their lives, while anchoring the belief that we can grow and get better.”

- *Minister for Education, Ong Ye Kung, COS 2019*





FULL Subject-based Banding (SBB)

| WEDNESDAY, SEPTEMBER 4, 2019 | THE STRAITS TIMES |

TOP OF THE NEWS | A5

28 secondary schools to pilot full subject-based banding

They will offer humanities at higher level and try out new Sec 1 form class arrangements

Amelia Teng
Education Correspondent

A group of 28 secondary schools will be the first to allow their students to take a greater number of subjects at a higher level next year, ahead of an overhaul to Singapore's education system in a few years.

The Ministry of Education (MOE) yesterday revealed for the first time the 28 schools chosen to pilot full subject-based banding, where students take subjects, at a higher or lower level, based on their strengths.

The schools include Bedok Green Secondary, Paya Lebar Methodist Girls' School (Secondary), Pei Hwa Secondary and St Patrick's School.

Their students will be able to choose to study humanities subjects – geography, history and literature in English – at a more demanding level from Secondary 2, if they have the aptitude. Existing options are English, mathematics, science and mother tongue.

The 28 pilot schools will also try out new Sec 1 form class arrangements instead of the traditional sorting by Express, Normal (Academic) and Normal (Technical) streams. Students from different streams will

be in the same form class and take a common set of subjects that will amount to about a third of curriculum time.

These include art, character and citizenship education, design and technology, and physical education.

MOE said that next year's pilot comes ahead of the roll-out of full subject-based banding to all secondary schools by 2024, in the same year that the Normal and Express streams will be scrapped.

The 28 schools were selected based on their readiness, and all had taken part in earlier phases of subject-based banding and have experience in supporting students of different learning abilities. Teachers have been undergoing training to customise learning to different needs of students, and redesigning resources like assignments or worksheets.

One pilot school, Queenstown Secondary, hopes to let Sec 1 students next year have a hand in naming their classes, besides evenly distributing students from different streams across classes.

Its principal Rasidah Rahim said more students have taken higher-level subjects. On average, about 25 per cent of its Normal (Academic) and Normal (Technical) streams

Bowen Secondary tries out mixed-stream classes for Sec 2 cohort

To prepare for the upcoming changes to form classes, Bowen Secondary School decided to test the waters this year.

It mixed up its Secondary 2 cohort during character and citizenship education (CCE) lessons between March and April as part of a trial to see how students from different streams would take to one another.

Ms Dorothy Lim, senior CCE teacher, said co-curricular activity (CCA) groupings were used as this was already a way for students from all three streams – Express, Normal (Academic) and Normal (Technical) – to mix.

All 280 Sec 2 students took part in five sessions, where they learnt topics such as acceptance and being inclusive. For instance, in learning about empathy with people with visual disabilities, students refrained from using one limb to play a ball game.

Each of the eight groups had 30 to 35 students from two to three CCAs. They were of different genders, races and academic streams.

They got to make new friends from other CCAs and streams. Sec 2 Express student Huzeifa Aziz said: "When you pass the ball during a game, you aren't passing to

an N(A), N(T) or Express student; you are passing it to your friend."

Bowen Secondary is one of the 28 pilot schools implementing full subject-based banding from next year, along with mixed form classes for Sec 1. It usually has seven Sec 1 classes – four Express,

two Normal (Academic) and one Normal (Technical).

Ms Lim hopes students gain a deeper sense of empathy and learn to work with peers who have had different experiences.

Next year, the school will also form "buddy groups" for Sec 1

classes to encourage students to look out for one another. Class bonding time – in the form of time for reflection, games or break fast – will be set aside every Friday too.

Amelia Teng



Bowen Secondary teacher Alvin Chua facilitating a lesson to help students in a mixed-stream class develop empathy for people who are visually disabled.
PHOTO COURTESY OF BOWEN SECONDARY SCHOOL

level subjects, and 62 per cent of Normal (Technical) students do the same – up from 8 per cent and 12 per cent respectively, in 2014, when it started subject-based banding.

Miss Andree Ramraj, principal of another pilot school, said students have given positive feedback about subject-based banding. Last year, about 40 per cent of its Normal (Academic) students and 78 per cent of Normal (Technical) students in Sec 1 took subjects at a higher level.

Sec 2 student Andre Ramraj Manali Khurana, 14, has taken English, science and mathematics at Express level since last year, and did well enough to move from the Normal (Academic) stream to Express class this year. He was pushed to learn at a faster pace, he said, while making friends with peers from other classes.

The schools are also glad that students will have the chance to challenge themselves in humanities. Queenstown Secondary estimates

more students have taken higher-level subjects. On average, about 25 per cent of its Normal (Academic) and Normal (Technical) streams

28 pilot schools

- Ang Mo Kio Secondary
- Assumption English School
- Bedok Green Secondary
- Bowen Secondary
- Clementi Town Secondary
- Deyi Secondary
- Edgefield Secondary
- Evergreen Secondary
- Gan Eng Seng School
- Greendale Secondary
- Jurong Secondary
- Jurong West Secondary
- Mayflower Secondary
- Montfort Secondary
- Paya Lebar Methodist Girls' School (Secondary)

that about 10 per cent of its Normal (Academic) students will be able to take humanities subjects at a higher level, while St Andrew's Secondary said about 14 to 15 Normal (Academic) students may similarly qualify by the end of this year.

Mrs Marion Tan, principal of St Andrew's, said: "Before we started subject-based banding last year, our lower secondary students took subjects only at the level of their stream. And for many, it was as if they were imposing an artificial cap on how far they should challenge themselves for any subject, even if they had the interest and aptitude for it."

"With subject-based banding, we have students who are willing to push themselves further to realise their potential in a given subject with the help of their teachers. And it often encourages them to excel in other subjects or areas of their school life as well."

ateng@sph.com.sg

PL (Sec) Full SBB Implementation (Pilot School)

- **2020 Sec 2 NA/NT – SBB for Humanities in addition to E,M,S,MT**
- **2021 Sec 1 all – Full mix for all S1 classes, common curricular subjects**
- **2022 Sec 1 & Sec 2 all – Mixed form classes, common curricular subjects**
- **2023 Sec 1-3 – Mixed form classes, common curricular subjects**
- **2024 & 2025 Sec 3 – form classes remain as in lower sec**



Towards a More Inclusive Singapore



Committee of Supply Debate, March 2021

“We strive to make our education system more inclusive, where each and **every child** is recognised, appreciated and supported for who they are.”

Minister of State for Education, Ms Sun Xueling

We need to grow our students with special educational needs as well as **typically-developing students** in the soft skills that will last them into adult life.

Parliamentary Secretary for Health, Ms Rahayu Mahzam





PL is 1 of the 28 Pilot Schools... from 2020

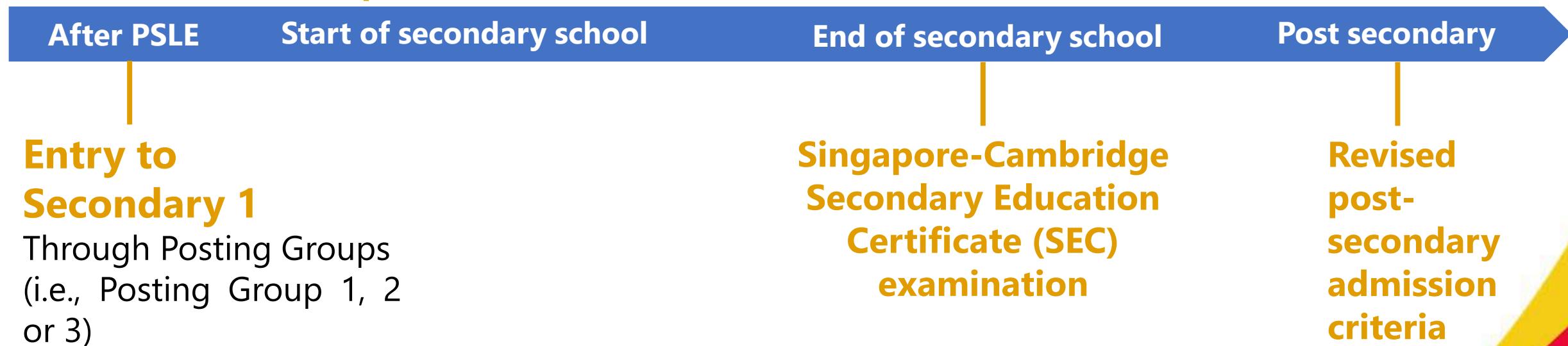


**Full SBB versus
Streaming –
What's the difference?**



Secondary school experience

1. Mixed form classes upon entering secondary school
2. Common curriculum subjects at lower secondary
3. Subjects to be offered at G1, G2 or G3, mapped from the standards of the N(T), N(A) and Express respectively
4. Greater flexibility to offer subjects at various subject levels
5. Shift away from stream-based subject offerings



Secondary school experience under Full SBB



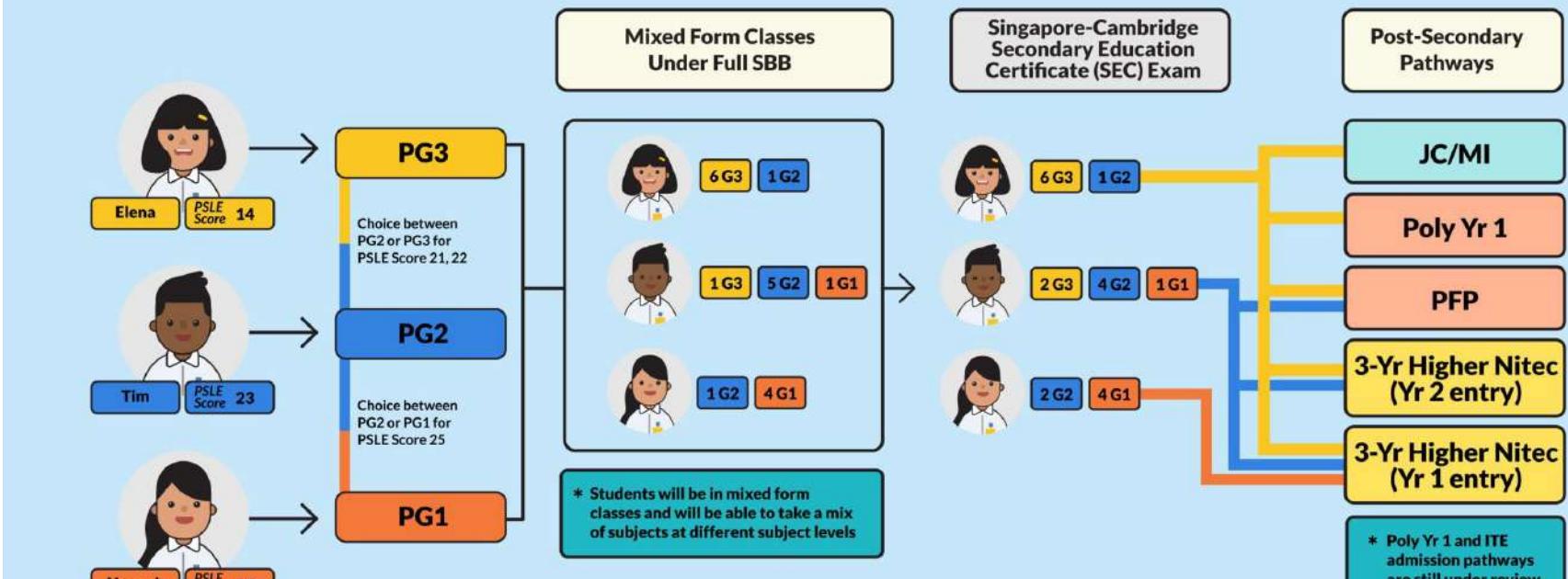
G3 ~
Express level

G2 ~
N(A) level

G1 ~
N(T) level

Secondary School Experience and Post-Secondary Pathways Under Full SBB

From 2024 Sec 1 cohort onwards, Posting Groups will be used to facilitate the admission of students to secondary schools. Once students are posted to Sec 1, they will have a school experience that better caters to their different strengths, interests, and learning needs, no longer distinguished by academic streams. There will be greater flexibility for students to customise their learning. Students will have more options for their post-secondary pathways, while ensuring they have strong fundamentals, and can thrive in their chosen pathway.



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PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



Our Parents



WHY ARE OUR PARENTS HERE TODAY?

School

- What does the school stand for?
- What is in store for my child?



Staff (People)

- Who are the people I will be working with?



Support

- How can I, my family and my child be better equipped for this new journey?



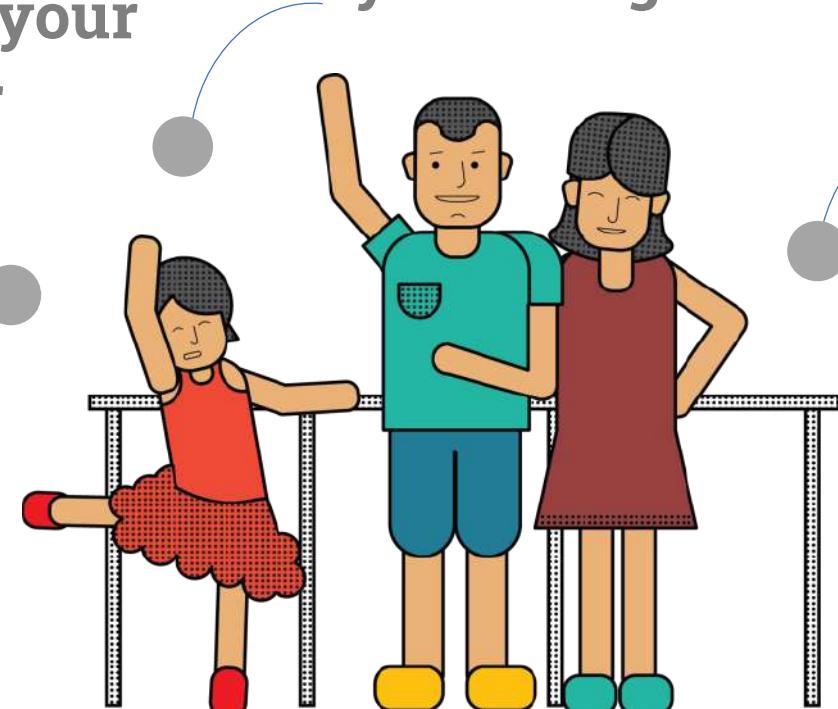


Helping Your Daughter Grow Up Well

1 Know your daughter

2 Develop your daughter

3 Keep in touch with the school





1. Know your daughter: The Age of Opportunity

Stages of Psychosocial Development



Adolescence (12-18 years)

**The Phase of
Identity vs Role Confusion**



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



1. Know your daughter

**Keep in close touch with your daughter
PL's Breakfast with Parents Initiative:
Late Tues & Thurs Mornings**

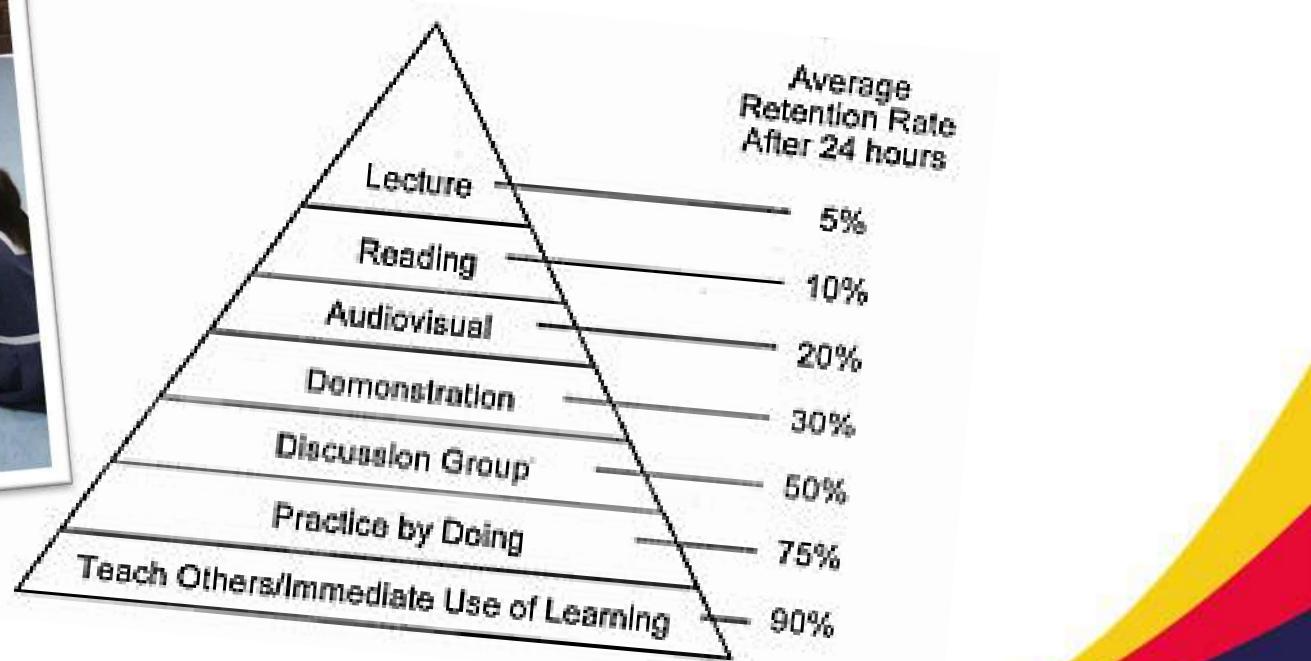


Reporting Time for school:
• 7.20am for Mon, Wed, Fri
• 8.20am for Tue, Thur (Late Start)



1. Know your daughter

Understand that learning is a social process





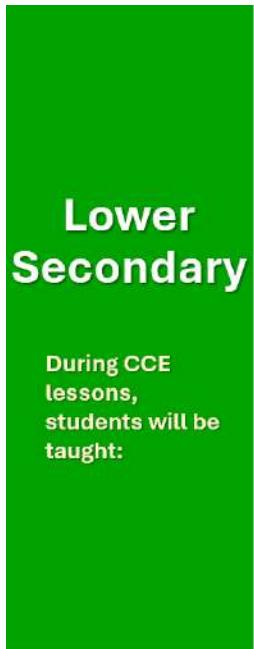
2. Develop your daughter



What is Mental Health?

Good mental health is more than just the absence of mental illness.

It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.



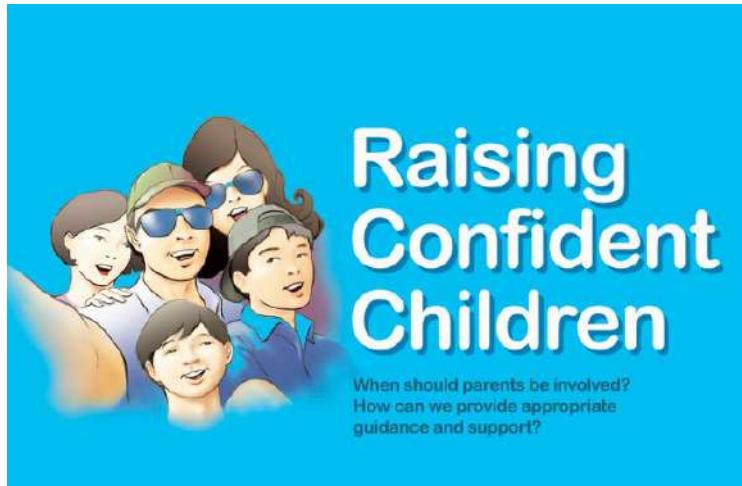
- **Managing Thoughts, Feelings & Behaviour**
 - Managing negative thought patterns and stress
 - Practising self-control and emotional awareness
- **Strengthening Resilience and Well-being**
 - Building personal resilience using individual strengths
 - Reframing failure
- **Building Positive Relationship**
 - Connecting with people from diverse backgrounds
 - Challenging stereotypes and prejudices



Generation Grit: Bullied as a child, now he helps others
The Straits Times



An example of a lesson in managing emotions. Resource Material from Sec 1 Lesson titled "Bouncing Back Stronger". Parents can discuss with their child ways of overcoming challenges.



Raising Confident Children

When should parents be involved?
How can we provide appropriate guidance and support?

- Build competence
- Develop a sense of belonging
- Promote growth mindset
- Build positive relationships
- Manage challenging situations effectively
- Decision-making...

<http://www.moe.gov.sg/-/media/files/programmes/raising-confident-children.pdf>
/ Non-Sensitive





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

11C ONE PERFECT 10 IN CHRIST
1 CORINTHIANS 12:12

2. Develop your daughter

Join



PSSG
"Working hand in hand"



Official (Open) / Non-Sensitive



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

11C ONE PERFECT 10 IN CHRIST
1 CORINTHIANS 12:12

2. Develop your daughter

Share parenting struggles & skills

Praying Parents@PL

Meets every Monday morning, 7.30 am at SFE room (starts 12 Jan 2026)





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



2. Develop your daughter

Share parenting struggles & skills



Official (Open) / Non-Sensitive



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

11C ONE PERFECT 10 IN CHRIST
1 CORINTHIANS 12:12

2. Develop your daughter

Share parenting struggles & skills

Family Matters @Paya Lebar MGS (Sec)

Positive Parenting
Program (Triple P)



Official (Open) / Non-Ser

Presented by:



Supported by:





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Positive Parenting Programme (Triple P)

-FULLY SUBSIDISED BY MSF-

Seminar Details

Saturday (Via Zoom)

Seminar 1 & 2

17 January 2026, 2.00pm - 4.30pm



Seminar 3

24 January 2026, 2.00pm - 4.00pm

Click on the link below or scan the
QR code to book your spot!



<https://go.gov.sg/mws-2026tnl>



Seminar 1:

01

Raising Responsible Teenagers

- Taking part in family decision-making
- Being respectful and considerate
- Getting involved in family activities
- Developing a healthy lifestyle
- Being reliable and assertive



Seminar 2:

02

Raising Competent Teenagers

- Developing self-discipline
- Establishing good routines
- Getting involved in school activities
- Being a good problem solver
- Following school rules
- Having supportive friends



Seminar 3:

03

Getting Teenagers Connected

- Being confident and socially skilled
- Planning ahead
- Meeting commitments
- Keeping in contact
- Taking care of others



METHODIST
WELFARE
SERVICES

FAMILIES
LIFE
Triple P
Positive Parenting Programme



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



Helping Your Daughter Grow Up Well

**Role-model values
and good behaviour
for your teen**

*Your kids watch you
for a living. It's their
job; it's what they
do. That's why it's so
important to try
your best to be a
good role model.
—James Lehman*

EmpoweringParents.com



3. Keep in touch with the school

Parents' Communications with School

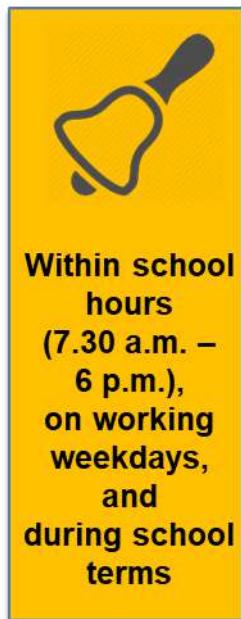
- a) Parents Gateway
- b) Termly Principal's Letter
- c) PL Facebook
- d) School Website announcements
- e) Letters/Consent Forms via Parents Gateway
- f) Email Comms with Staff



3. Keep in touch with the school

Parents' Communications with School

<https://www.plmgss.moe.edu.sg/articles/guidelines-on-parents-communication-with-the-school>



Within school hours
(7.30 a.m. – 6 p.m.),
on working weekdays,
and during school terms



Teachers are not expected to provide their personal mobile numbers



Urgent messages to teachers may be directed to the school's General Office



Appointments for face-to-face meetings made at least 3 days in advance



Response Time
3-7-21



Road Safety – Alighting Points

- Every morning more than 350 cars come into the School
- To ease traffic congestion, please use alighting points at:
 - Opposite Carpark @ HDB Bk 138 (beside Maplewood Park)
 - Carpark @ HDB Bk 134/135 (beside the School) (Upper Sec)
 - School Covered Carpark (Lower Sec)



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



Bus driving strategy (6.45am - 7.30am)



Official (Open) / Non-Sensitive



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



Q & A

Official (Open) / Non-Sensitive

