

A photograph of four female students in school uniforms standing outdoors on a grassy field. They are wearing white shirts, dark blue vests, and red ties. The student on the far left has a name tag that reads "PEH YEH EN GABRIELLE".

2024 Meet-the-Parents

Secondary 1

**5 Jan 2024 (Friday)
6.00 p.m.**

Official (Open) / Non-Sensitive



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

(for info) Removed slides on

- School Leaders and KP photos – parents can refer to our school website for the information (<https://www.plmgss.moe.edu.sg/about-us/our-staff/staffemails>)



Sec 1 Form Teachers

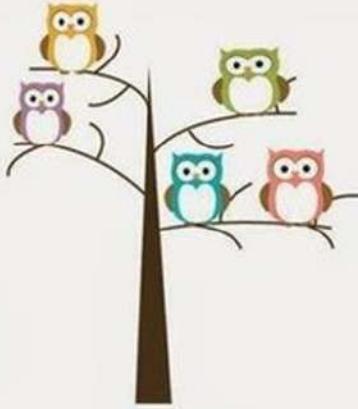
Class	Form Teacher 1	Form Teacher 2
1.1	Mdm Ee Julia	Mr Liew Koi Chin
1.2	Ms Tengku Nurhudah	Mr Ong Jin Yi
1.3	Mrs Tan Puay Teng	Mrs Ong Adeline
1.4	Ms Yu Lingling	Mdm Hu Min
1.5	Mdm Lim Pei Yng	Mdm Zalena
1.6	Mdm Yap Ming Yi	Mdm Zhuang Ying Meng
1.7	Mdm Nurzakiah	Ms Ch'ng Lee Yoong
1.8	Mr Chai Wee Jie	Mdm Goh Eng Lam Sophia



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Secondary 1 PL-Lites & Parents

When you
Enter this
Loving school
Consider yourself
One of the special
Members of an
Extraordinary family.



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CONTENT

1. Our PLMGS Story

- Our 2024 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)

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





Level Outcomes

Parents
Sec 1 Orientation
cum **iDiscover** Camp

SEC 1
iDiscover
Discover PL and
Build Relationships
with Teachers and
Peers.

SEC 2
iAspire
Aspire to be the Best
Version of Myself

SEC 3
iInfluence
Seek to be a Positive
Influence in Class
and Take
Responsibility for
Own Learning

SEC 4
iInspire
Inspire a Sense of
Hope Through Service
to Others



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

(for info) Removed slides on

- School Strategy Map

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)

2024 Theme & Directions



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



- 2024 Year Theme -

Be True, Pure, Strong and Brave

"

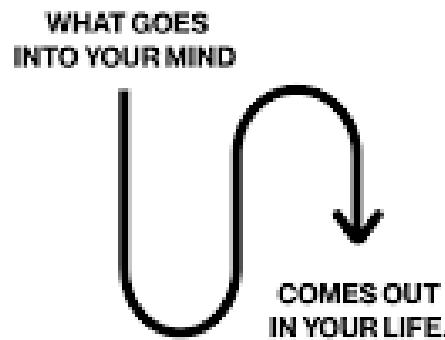
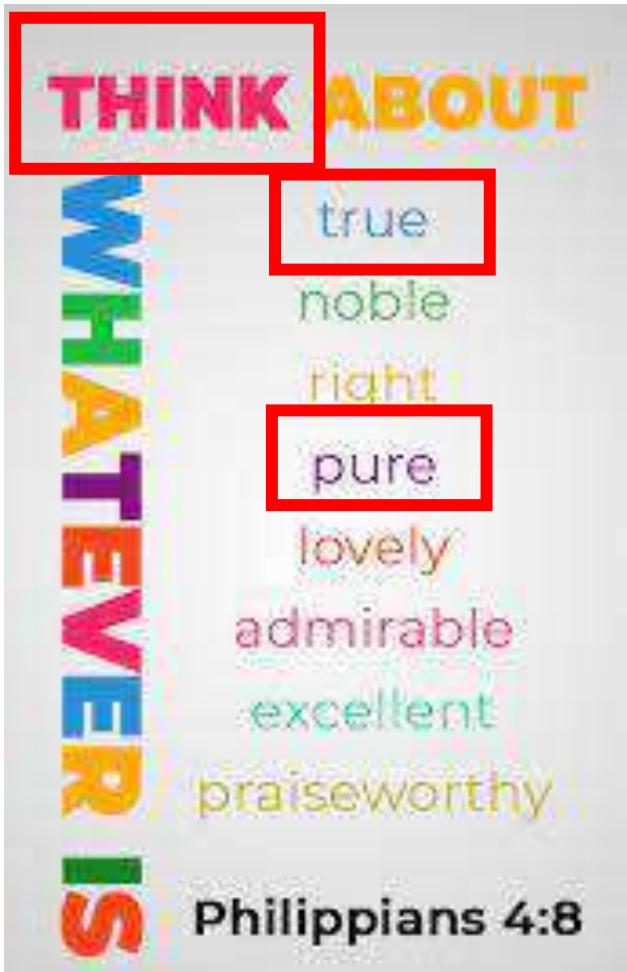
Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable — if anything is excellent or praiseworthy — think about such things.

Philippians 4:8



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

2024 Theme: Be True, Pure, Strong and Brave



1. Be a bold risk-taker
2. Make failures matter
3. Reach beyond your bubble
4. Let urgency conquer fear



PL's	Year	Theme	Theme Verse	Theme Song	Inspiration
108 th Year	2024	Be True, Pure, Strong and Brave	"Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things." Philippians 4:8 [NIV]	Little by Little: https://www.youtube.com/watch?v=40nUuRVbDmo Lyrics: Little by little everyday Little by little in every way Jesus is changing me, He's changing me. Since I made that turn about face I've been growing in His grace Jesus is changing me. He's changing me, my precious Saviour I'm not the same person that I used to be Well, it's been slow going But still there's knowing That someday perfect I will be.	Inspired by Our School Creed Stanza 1 I would be true for there are those who trust me I would be pure for there are those who care I would be strong for there is much to suffer I would be brave for there is much to dare.



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

2024 Theme Song: Little by Little

Little by little day by day
Little by little in every way
Jesus is changing me.

Since I've made a turn about face
I've been growing in His grace
Jesus is changing me.

He's changing me
My blessed Savior

I'm not the same person that I used to be
Though it's been slow going but there's a knowing
That someday perfect I will be.

2024 Welcome Gift – Pocket Mirror

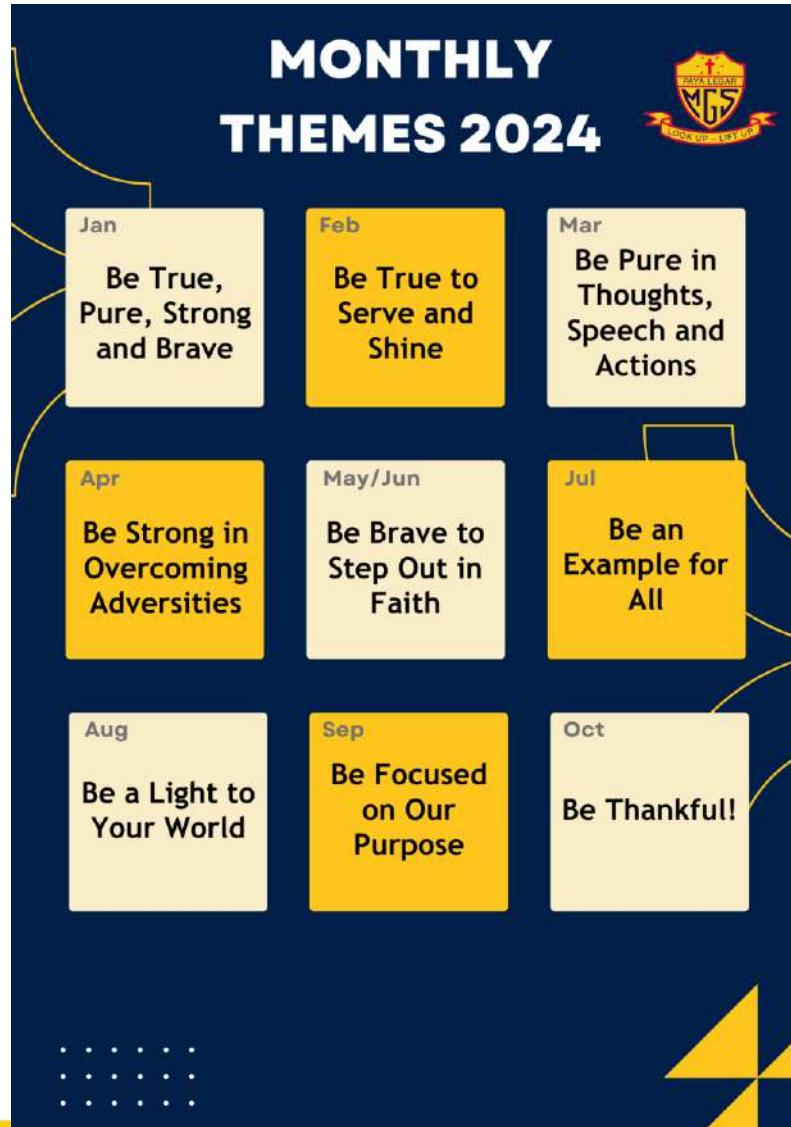


- 1. Being a reflection of God – To represent God through our thoughts, our words, and our actions**
- 2. Importance of Self-Reflection – To grow in truth, purity, strength and courage.**



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

2024 School Monthly Themes





Purpose of Schooling



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"

Research shows:

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





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Our Total Curriculum



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

德 智 体 群 美

Morals, Intellect, Physical body, Team spirit, Aesthetics

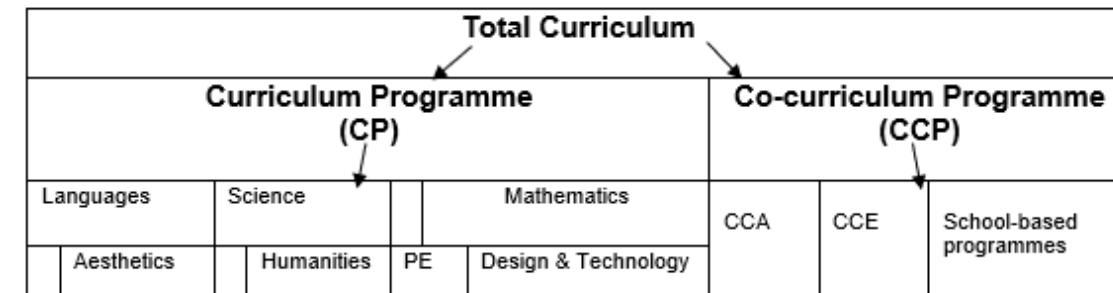
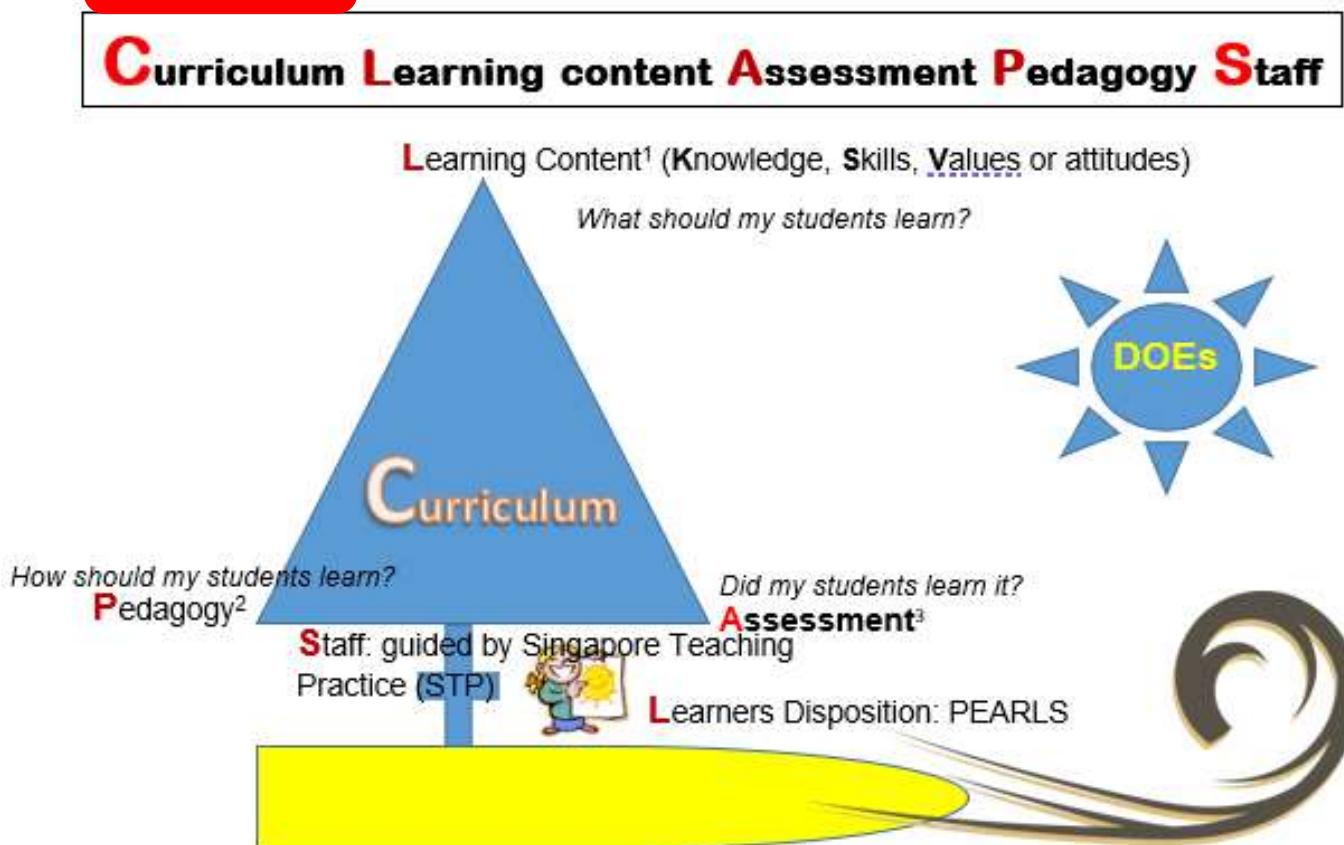


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TOTAL CURRICULUM

TOTAL





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

Building Good Habits through EFFECTIVE ROUTINES





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

PL-Lites in the Classrooms

WEDNESDAY, APRIL 19, 2017 | THE STRAITS TIMES |

Eager students = eager teachers

Study finds that teachers are motivated to teach when children show interest in learning

Calvin Yang

A Teacher's Day card is nice, but what really motivates a teacher is students who are keen to learn.

And such a teacher is likely to be more driven to teach, a National Institute of Education (NIE) study found after 1,549 secondary school students and 223 teachers were surveyed last year.

It starts with the teacher creating a conducive environment for students to feel motivated to learn in, said Professor John Wang, who leads NIE's Motivation in Educational Research Lab, a centre that translates research findings on motivation into practical guides for teachers and practitioners in Singapore.

"The source of motivation for the teachers comes from the students. When we go into classrooms, if we feel that the students are eager to learn, that gives us the energy to do more for them," he said.

To create the right environment, teachers have to understand their students' needs, explain the rationale behind certain tasks and provide avenues for students to seek help, he said.

While most studies have focused on what motivates students, teachers' motivations have been largely ignored. The findings showed teachers are also motivated when they have more autonomy in their teaching and methods instead of being restricted, and this leads to better understanding of their charges.

On the flip side, stress on the job can negatively influence the level of support a teacher gives his students. The usual stress factors came up in the study - students' performance, time constraints in covering the syllabus and pressure from the school authorities.

The study proposed that teachers be evaluated on their teaching and not on their students' performance.

"We do have to empathise with the role of a teacher a little bit more," said Prof Wang, "if we keep on piling on all the administrative work and all the other things, it is different for them to do these core jobs."

The study, which began in January last year and was completed last month, looked at factors influencing the teachers' motivational levels, which can affect the learning climate they create in the classrooms.

The students were asked a series of questions, including how much they enjoyed a particular class and the pressure they feel in that class. The teachers answered questions on their personalities, perceived job pressures faced and perceptions towards students, among other things.

"Teachers draw energy from their students when they are teaching," said Prof Wang, "so if we can do more to create a conducive learning environment, both teachers and students will experience the joy of teaching and learning."

Mr Bernard Lim, 59, a former teacher with about 20 years of experience, said students' persistent desire for more of any subject area could definitely drive the teacher harder.

He said teachers need to be inspired with more autonomy. "Carriculum also has to include relevant and purposeful activities which enhance pupils' life skills," he added.

Jalan Besar GRC MP Denise Phua, who heads the Government Parliamentary Committee for Education, said the role of a teacher is no longer primarily a dispenser of knowledge. "Their role must transform to that of a curator of learning content, life coach in values and character building, and designer of effective learning experiences."

calyang@niph.sch.edu.sg

In order to create the right learning environment, teachers have to understand their students' needs, explain the rationale behind certain tasks, and provide avenues for students to seek help, says NIE's Prof John Wang. ST PHOTO: JONATHAN CHOO

POSITIVE VIBES

The source of motivation for the teachers comes from the students. When we go into a classroom, if we feel that the students are eager to learn, that gives us the energy to do more for them.

“

PROFESSOR JOHN WANG, who leads NIE's Motivation in Educational Research Lab, sees that translating research findings into practical guides for teachers and practitioners in Singapore.

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 l-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

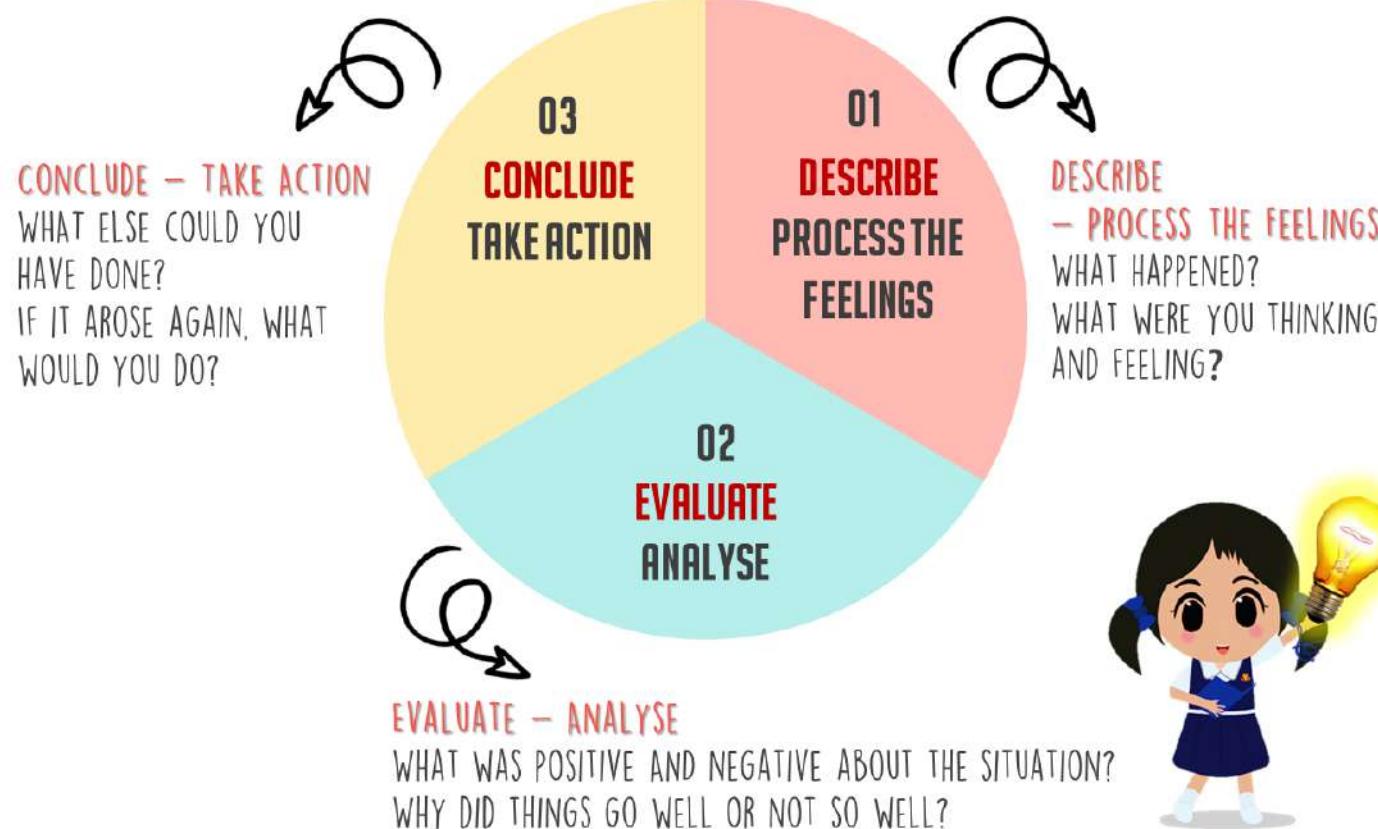
- Place your screen down fully when teacher is giving instructions



Building Good Habits through EFFECTIVE ROUTINES

3 Stage Reflection Cycle

Adapted from the Gibbs Reflective Cycle



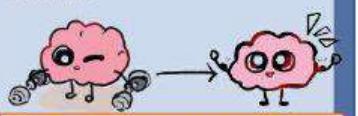
Reflection Routine:
Making sense of the
lessons, SDEs and other
school experiences in a
meaningful way.

Building Good Habits through EFFECTIVE ROUTINES

**Mighty Ruth's
POSITIVE SELF TALK**
Be Strong Focus Shine



I CAN 'GROW' MY BRAIN
Our brains are like our muscles. The more we use them, the better and stronger our brain gets.
We believe we can all learn and achieve.



I CAN'T YET!
If we cannot achieve now, it does not mean it is permanent. We can set goals and take steps to improve ourselves.



I CAN RISE UP TO A CHALLENGE
We see new experiences as CHALLENGES and they are OPPORTUNITIES to learn and grow.
We persevere during challenges and pursue our own personal excellence.



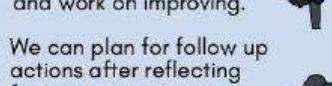
I CAN LEARN FROM MY MISTAKES
Mistakes are opportunities for us to learn.



We can identify and acknowledge our weaknesses and emotions.



We can listen to feedback and work on improving.



We can plan for follow up actions after reflecting from our experiences.



I AM NOT ALONE!
We can ask for help and get support from family and friends.
We can learn better and achieve more when we have help.



Positive Self Talk Routines to build a GROWTH MINDSET.

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**

PL JOURNEY



START



JANUARY

START OF YEAR
START RIGHT

STrategise
Adapt
Relationships
Teamwork



PIT STOP



MAY

MID YEAR
PIT STOP

Refuel
Reflect
Refocus



OCTOBER

END OF YEAR
WRAP UP
CELEBRATION

We
Recharge
Reflect
Affirm & Play



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 lot," 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.

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 studies going.



HIGH-FLIERS:

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

TNP PICTURE
GARY GOM

Holistic Education in PLMGS



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**



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

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)*)

Conduct Grade 2024



Conduct Grade 2024

- **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.



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%	More than 90%	Less than 90%	-
Late-coming	0 count	One to two counts per term	Three to six counts per term	More than six counts per term	-
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	≤ 2 counts of decorum issue	≤ 6 counts of decorum issue	>6 counts of decorum issue	-
Handphone usage	0 count of handphone usage misuse	≤ 2 counts of handphone usage misuse	≤ 6 counts of handphone usage misuse	>6 counts of handphone 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.)



PL 21 2.0 Programme

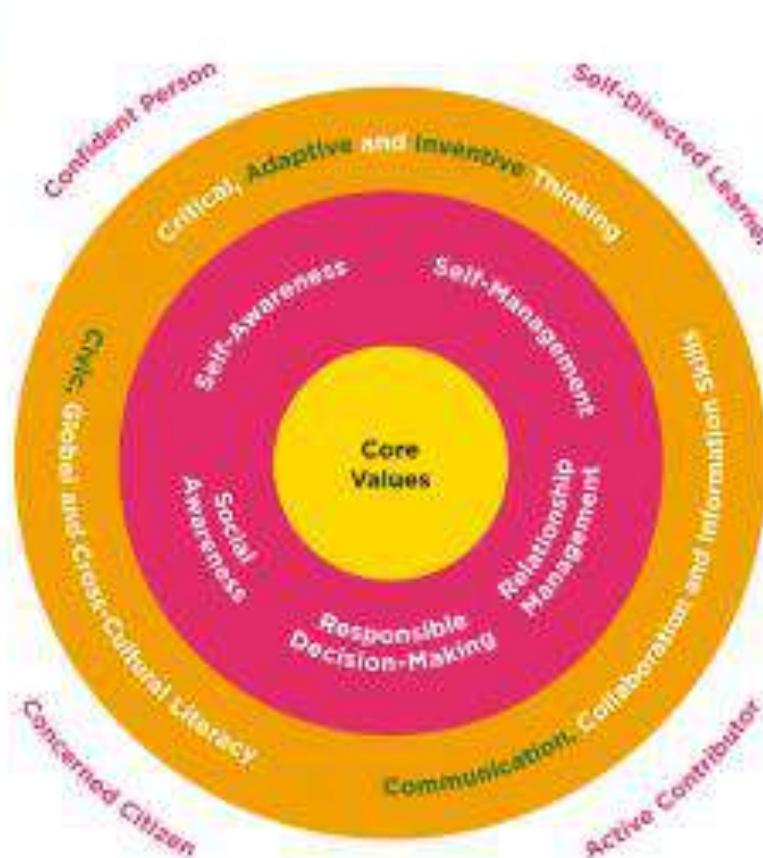
From 2024

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



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

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

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?

What is PL21 2.0?

It is a refreshed cohort-wide programme for all Secondary 1 students focussed on broadening and deepening students' 21CC with the use of technology for problem solving in a real-world context.

Highlights

- Tiered programme that is customised to PL-Lites of different profiles to equip students with desired competencies and attitudes
- Incorporate skills learnt into their Faithful in Service (Values in Action) class project

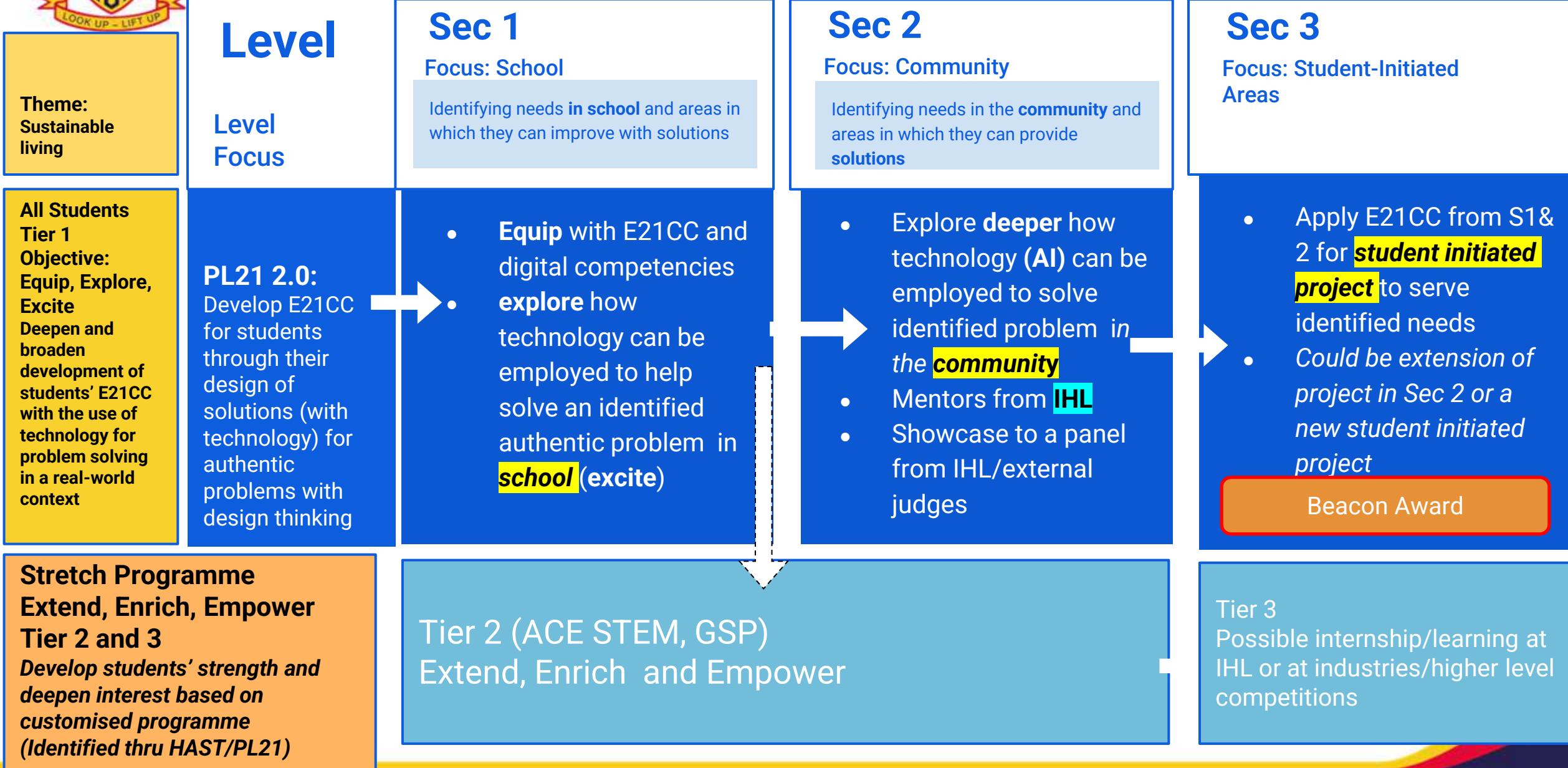


Objectives of PL 21 2.0 – Faithful-In-Service (~VIA)

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** with or without technology and provided with opportunities to see their solutions applied in an authentic context
4. Develop PL-Lite to be a **beacon** in the community serving their needs
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



Area of Talent Development: PL21 and Curricular areas



When are the PL21 sessions in 2024?

Selected Wednesday Afternoons in Semester 1: 2.45 pm to 4.45 pm

Selected Pastoral and LiVE lessons

More info will be sent via PG

1.1 - 1.4 (Wednesday afternoons)

PL 21/FIS Session	Schedule
PL 21 Session 1	T1W3
PL 21 Session 2	T1W4
PL 21 Session 3	T1W5
PL 21 Session 4	T1W9
PL 21 Session 5	T1W10
PL 21 Session 6	T2W1
PL 21 Session 7	T2W5
PL 21 Session 8	T2W8
PL 21 Session 9	T2W9

1.5-1.8 (Wednesday afternoons)

PL 21/FIS Session	Schedule
PL 21 Session 1	T1W3
PL 21 Session 2	T1W4
PL 21 Session 3	T1W7
PL 21 Session 4	T1W9
PL 21 Session 5	T1W10
PL 21 Session 6	T2W2
PL 21 Session 7	T2W6
PL 21 Session 8	T2W8
PL 21 Session 9	T2W9



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: 2.30-5pm

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



FULL Subject-based Banding (SBB)

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

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 in Singapore's education system in a few years.

The Ministry of Education (MOE) yesterday revealed for the first time the 28 schools that will pilot full subject-based banding, where students take subjects, at 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 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 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 had taken part in earlier phases of subject-based banding and have experience in supporting students of different learning abilities. Teachers will be undergoing training to oversee leadership, reward systems 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 Rashedah Rahim said more students have taken higher-level subjects. On average, about 25 per cent of its Normal (Academic) students take one or more higher-

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 who have physical 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 streams.

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



Bowen Secondary teacher Alvin Chong 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.

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).

Mr Lim hopes students gain a deeper sense of empathy and learn to work with others who have 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 breakfast – will be set aside every Friday too.

Amelia Teng

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 30 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 Sec 1 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 implying that they did not know 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 & Sec 2 all – Mixed form classes, common curricular subjects; 2023 Sec 3 – mixed form classes based on subjects offered (8, 7 and 6 subjects)**



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



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*





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

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





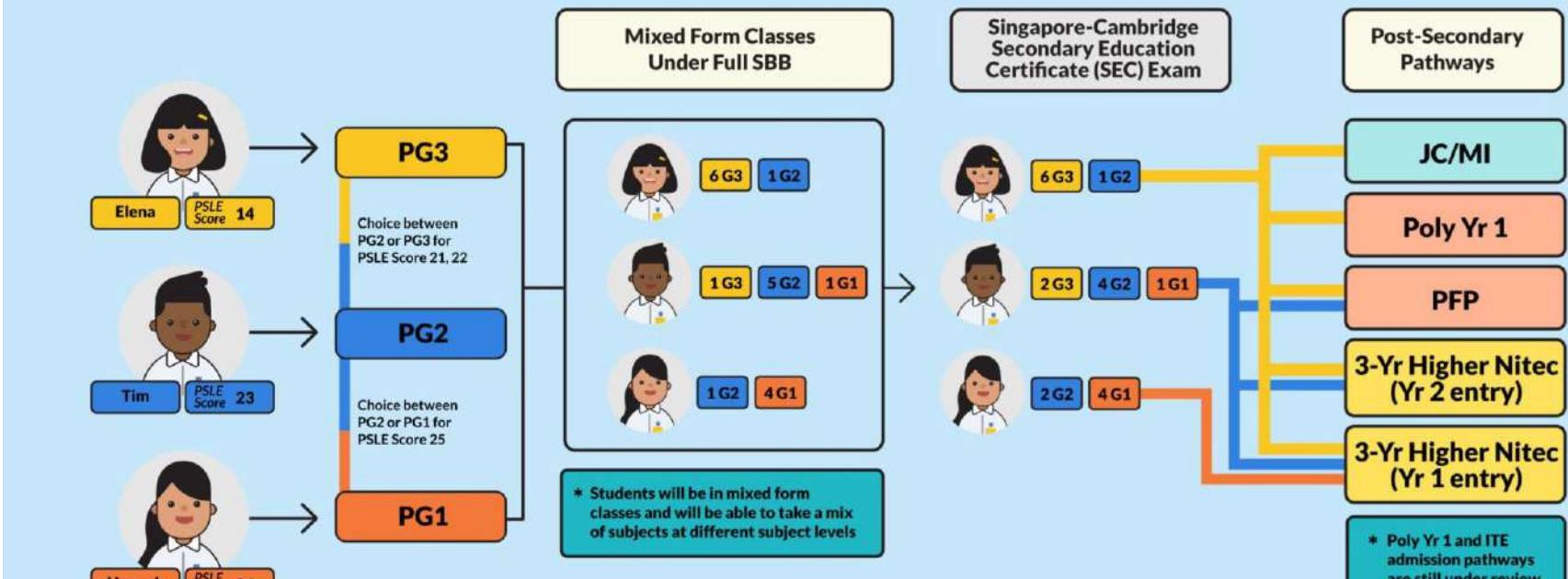
G3 ~
Express level

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?



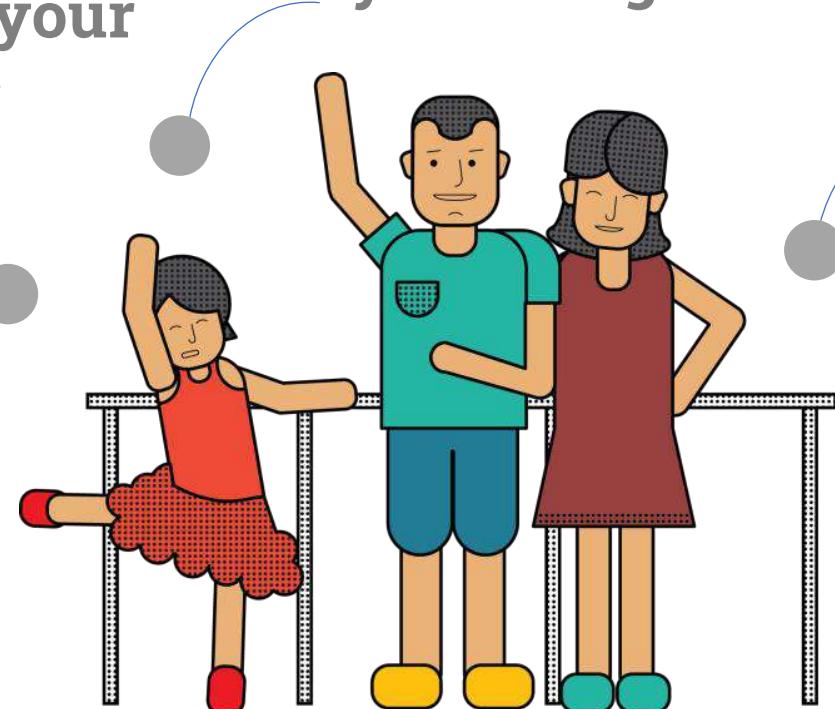


Helping Your Daughter Grow Up Well

1 Know your daughter

2 Develop your daughter

3 Keep in touch with the school





1. Know your daughter: The Age of Opportunity



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:

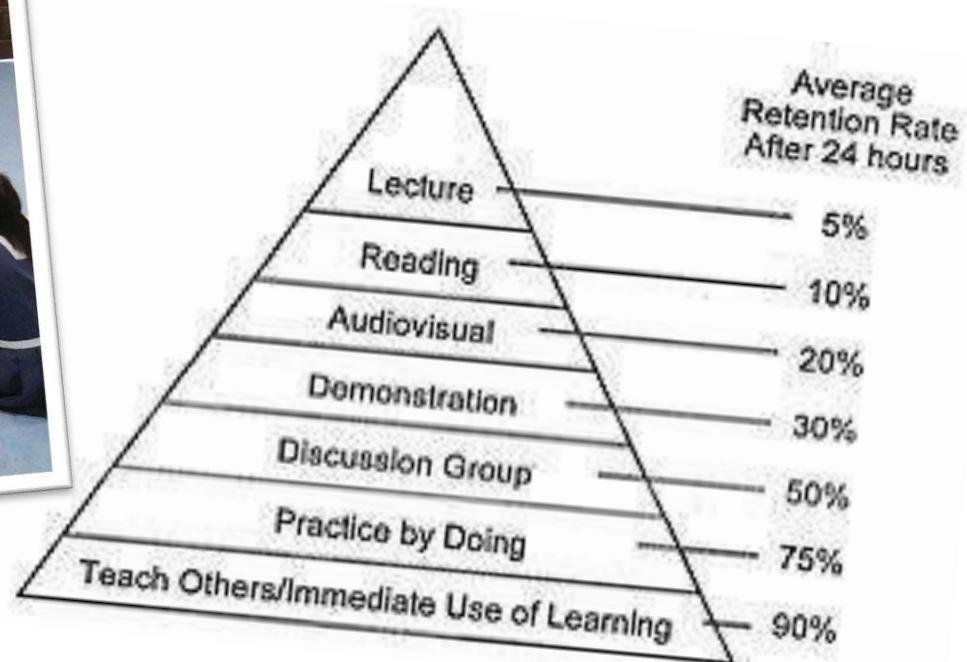
- 7.20am for Mon, Wed, Fri
- 8.20am for Tue, Thur (Late Start)



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

1. Know your daughter

Understand that learning is a social process





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

2. Develop your daughter

Join



PSSG
"Working hand in hand"



PSSG membership form
<https://go.gov.sg/pssgmbrship2024>



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

2. Develop your daughter

Share parenting struggles & skills

Praying Parents@PL
meets every Monday,
Via Zoom or Face-To-Face.





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

2. Develop your daughter

Share parenting struggles & skills

Fathers@School



Official (Open) / Non-Sensitive



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

2. Develop your daughter

Share parenting struggles & skills

Family Matters @Paya Lebar MGS (Sec)

Positive Parenting
Program (Triple P)



Official (Open) / Non-Sensitive





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



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Bus driving strategy (6.45 am-7.30 am)



Official (Open) / Non-Sensitive



Event Highlights - Semester 1, 2024

January	February	March	April	May
Start-Right Programme iDiscover Orientation Meet-The-Parents Sessions	Sec 1 OALC CNY Celebrations Student Leaders' Badging Ceremony Tea with Year Heads	Sec 4/5 (Class of 2023) Homecoming	Issue of PLDs to Sec 1s Musical Montage	Pit Stop Programme

- Engaging Teaching and Learning
- National School Games

Welcome Home!



A screenshot of a YouTube video player. The video is titled 'PLMGS: Our Home From Home (Music Video)'. The video frame shows a colorful mural on a wall with the text 'Our Home From Home' written in blue. The video has 643 views and was premiered 13 hours ago. The YouTube interface includes standard controls like play, volume, and a progress bar showing 3:17 / 3:34.





Q & A

