

Primary 6



Briefing on PSLE and Sec 1 Posting

Friday, 6 Feb 2026



To Serve To Lead



Principal's Address

Mrs Teo Whye Choo



To Serve To Lead



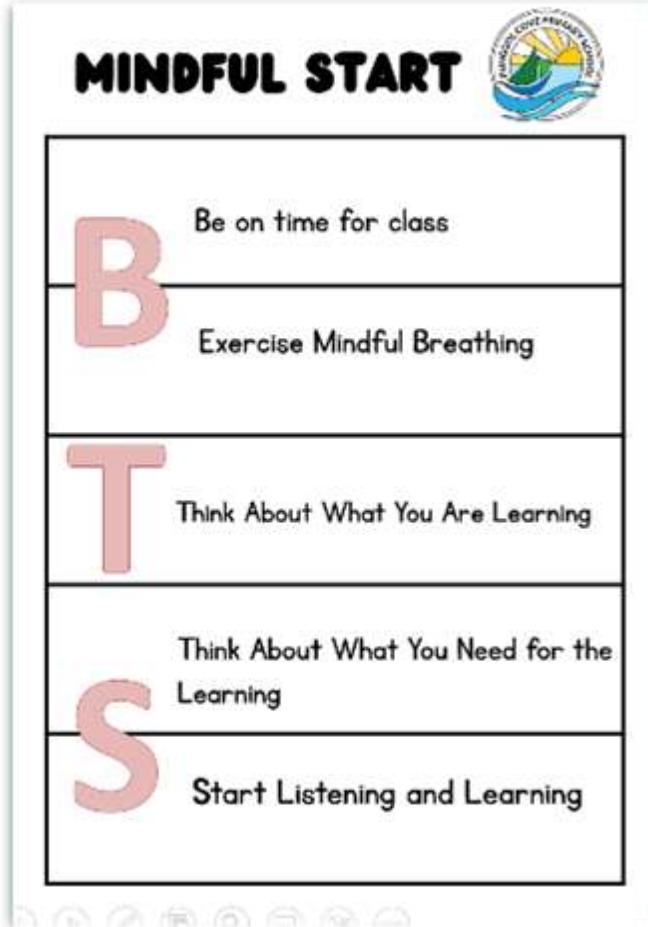
Happy New Year and Welcome P6 Parents!

Friday, 6 February 2026



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**Hope your child
had a good start
to the new
academic year
in
2026!**

To Serve To Lead





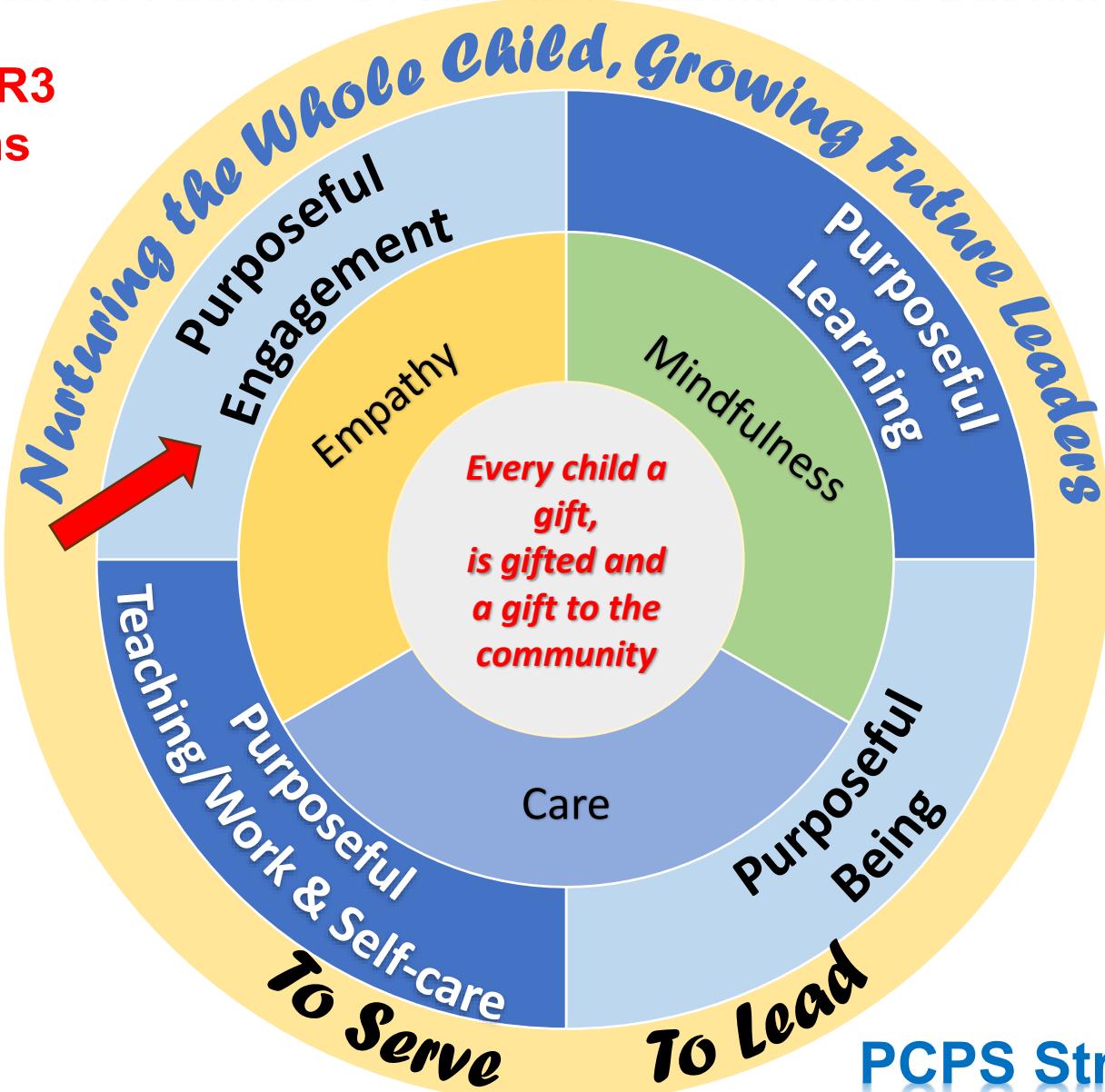
OUR Refreshed School VISION – OUR SHARED GOALS

**Every PCPS student, a Curious Lifelong Learner,
a Confident Leader and a Responsible Innovator**

***Our Refreshed Vision : Every PCPS student,
a Curious Lifelong Learner, a Confident Leader and a Responsible Innovator***

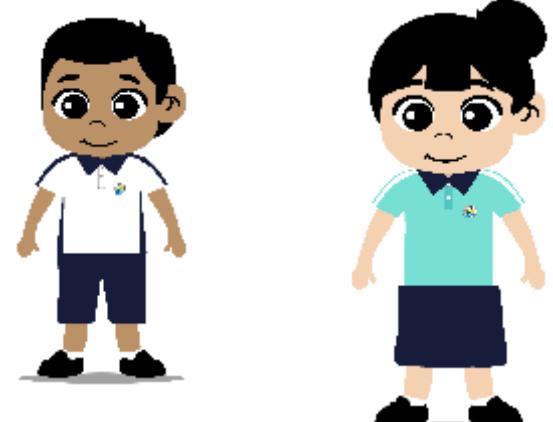
**Our new COR3
Dispositions**

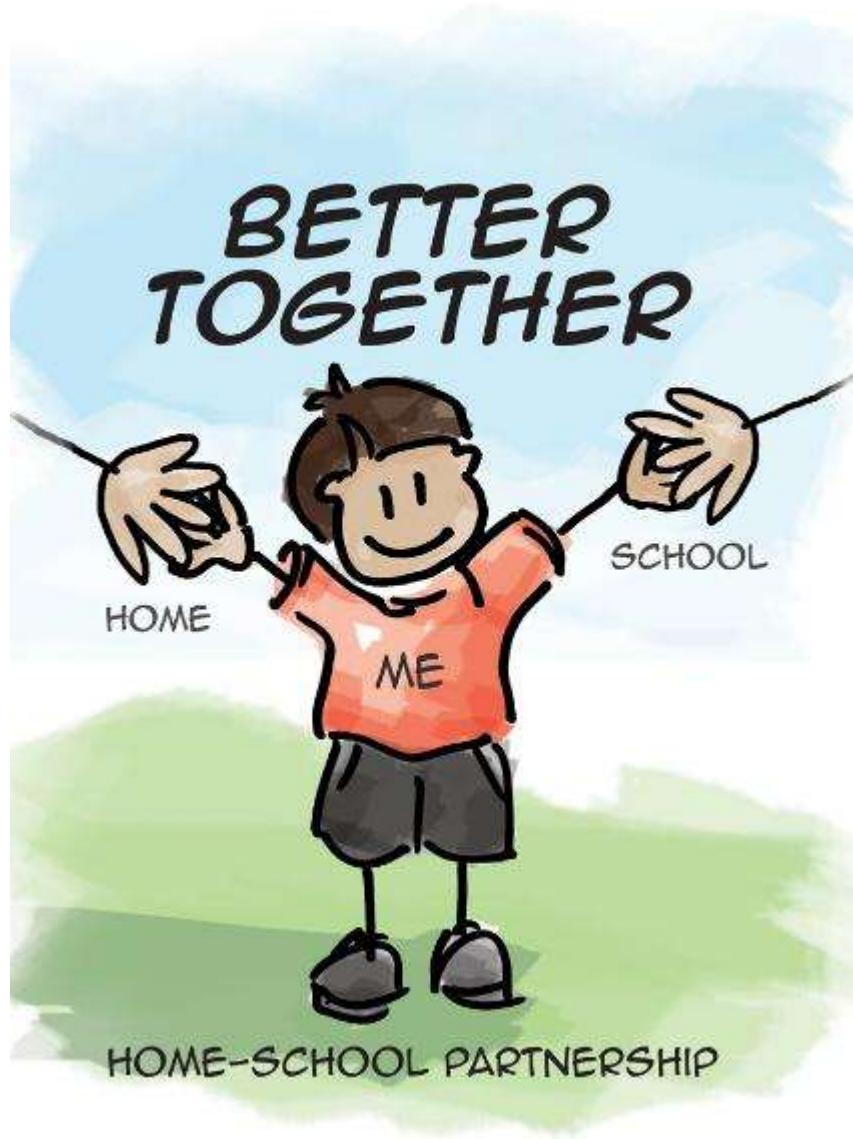
Curiosity
Reflectiveness
Resilience



PCPS Strategic 4P Framework

Open-mindedness
Responsibility





Supporting your P6 child to transit from primary to secondary school

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Aims

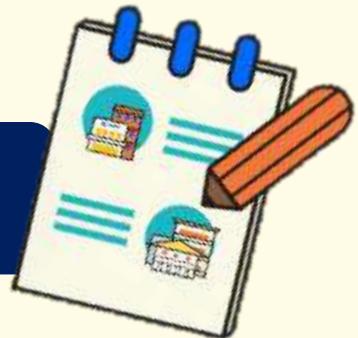
- Curriculum Updates at P6
- Understanding PSLE and Sec 1 Posting
- Full Subject-Based Banding in Secondary Schools (Full SBB)
- Subject Level Flexibility Beyond Sec One
- A better understanding of the support that your child may need in the transition journey from primary to secondary school



WHAT IS THE INTENT OF THE PSLE?



A useful checkpoint at the end of primary school



A fair way to determine secondary school posting

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

1

Reducing fine differentiation of students' examination results at a young age.

2

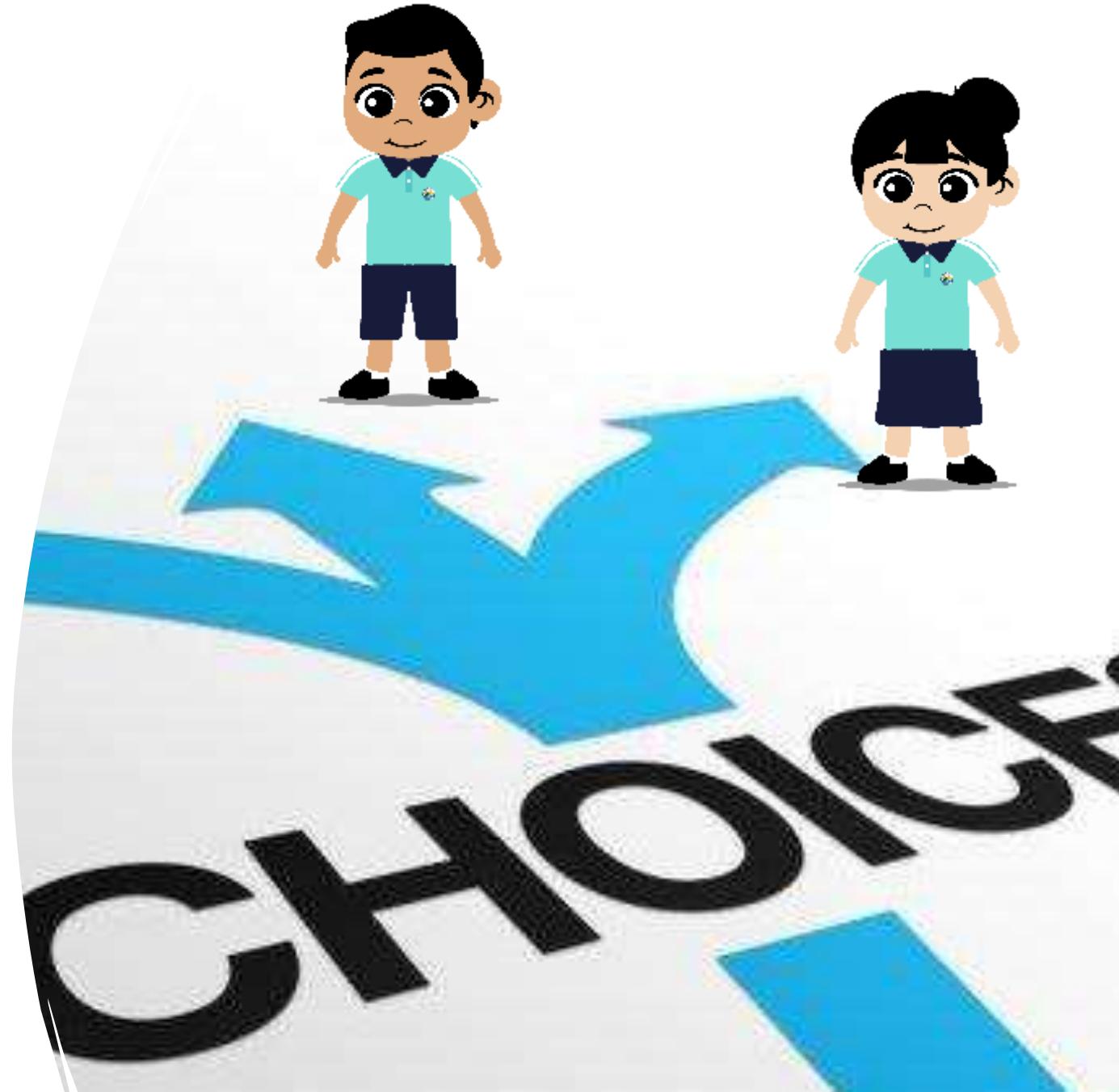
Recognising a student's level of achievement, regardless of how his/her peers have done.

3

Encouraging families to choose secondary schools holistically based on students' strengths, interests and learning needs.

Your Child at P6

- Where am I now?
- Where do I want to be?
- How will I get there?



SUPPORTING YOUR CHILD DURING THIS PRE-PSLE PERIOD ...

Managing **own**
and parents'
expectations

What are your
child's aspirations
and goals?

PSLE Score
Target AL scores
in EL, Ma, Sc and
MTL

Posting Groups
PG1, PG2 and PG3
Taking subjects at
MDL or LDL

Exercising
Choices

Secondary School
Choices :
Choice Matters!



HOW S1 POSTING WORKS: CHOICE ORDER OF SCHOOLS MATTERS MORE

- Students have **six choices** in selecting their secondary schools
- Students are posted to a secondary school based on academic merit, i.e., PSLE Score, and their choice order of schools.
- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:
 1. CITIZENSHIP
 2. CHOICE ORDER OF SCHOOLS
 3. COMPUTERISED BALLOTTING
- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.



DIRECT SCHOOL ADMISSION EXERCISE (from Apr - Jul)



Direct School Admission - Sec

- 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



Admission is 100% by DSA



Admission through school-based
admission processes

1. Centralised DSA-Sec Portal for online applications
2. While secondary schools will consider you based on their selection criteria, **you need to attain a PSLE score that will qualify you for a Posting Group offered by the school**
3. If you are successfully allocated to a DSA-Sec school, you will NOT be allowed to participate in S1 Posting exercise
4. **You are expected to honour the commitment to the allocated DSA-Sec School for the entire duration of the programme. You will NOT be allowed to transfer to another school after the release of PSLE results**

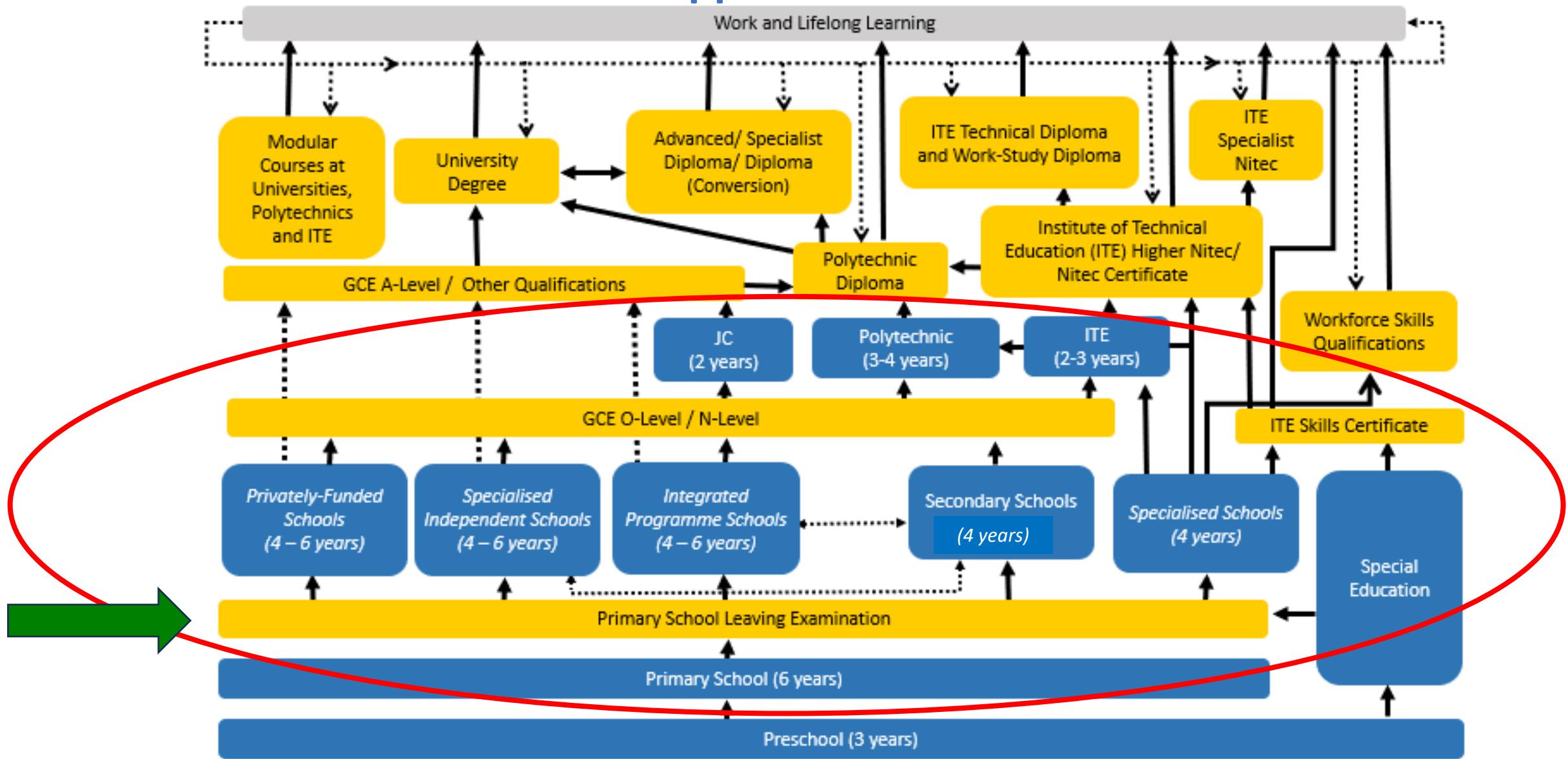


Post Primary Education: understanding the Diverse and Flexible Pathways and Opportunities

We want to inspire our students to define success not just by academic and material achievements, but by one's contributions"

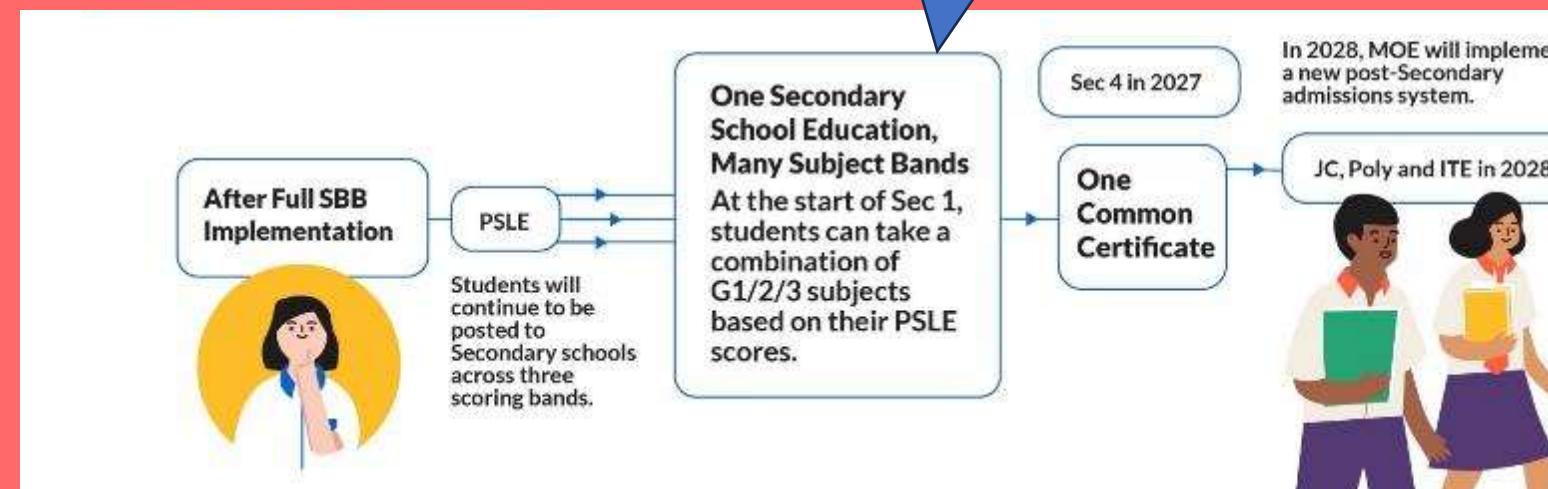
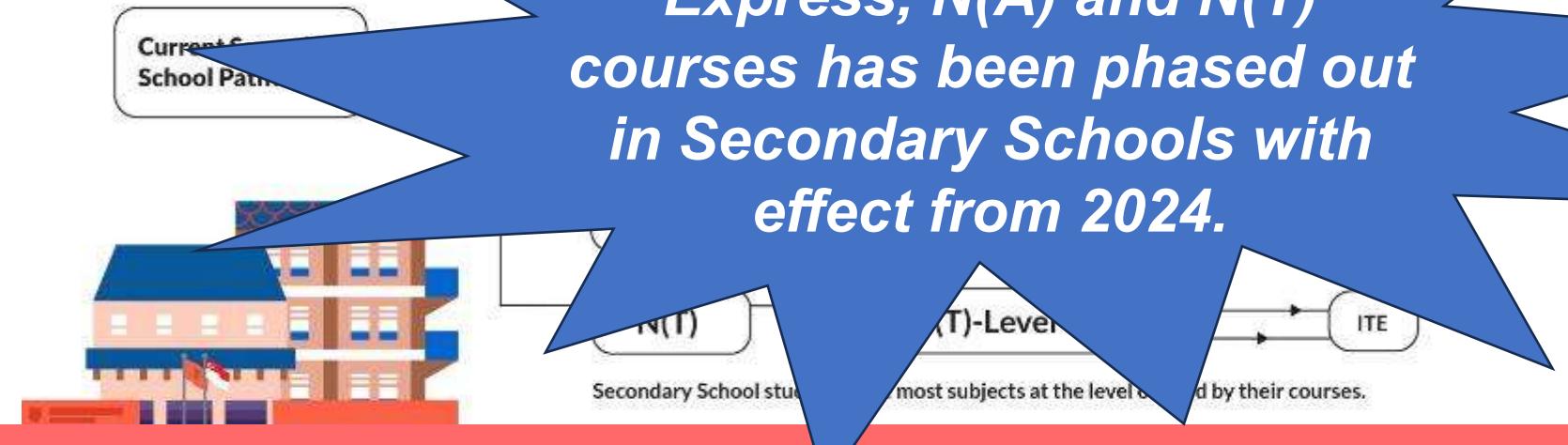
Former Education Minister Chan Chun Sing, WPS

Educational Pathways Today with More Diverse Pathways and Opportunities



Remaking Secondary School Pathways

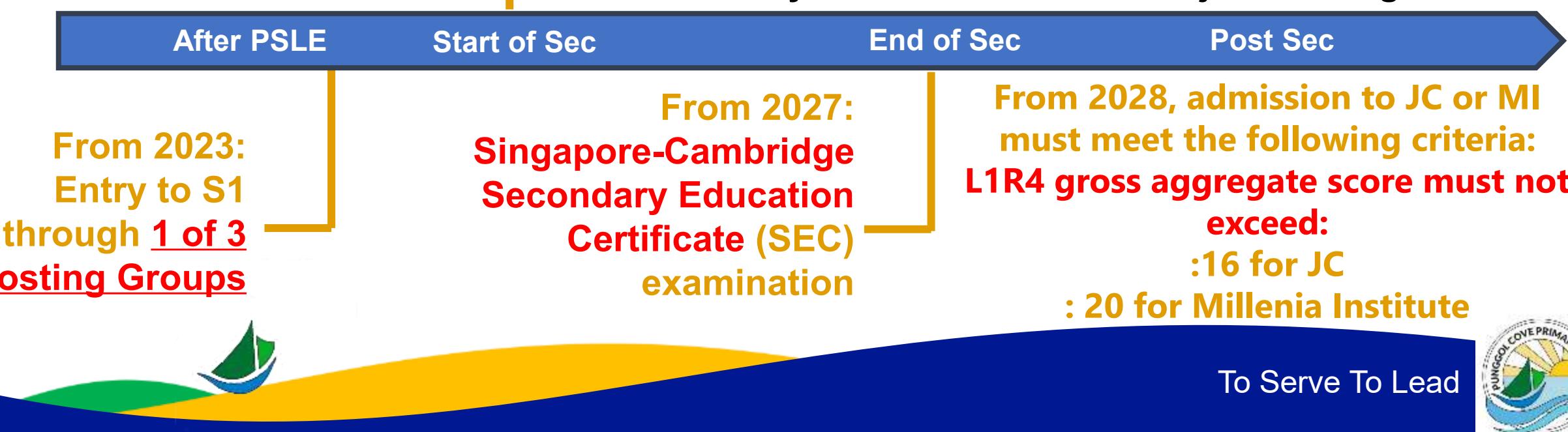
***Express, N(A) and N(T)
courses has been phased out
in Secondary Schools with
effect from 2024.***



FULL SUBJECT-BASED BANDING (FULL SBB)

Secondary school experience under Full SBB

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



FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

From 2024, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups:

Posting Group 1, 2 and 3.

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

Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.



Academic Stream (2023 and before)	PSLE Score	Posting Group	Subject level for most subjects
EXPRESS	4 – 20	PG3	G3
EXPRESS / N(A) OPTION	21 and 22	PG2 or PG3	G2 or G3
N(A)	23 and 24	PG2	G2
N(A) / N(T) option	25	PG1 or PG2	G1 or G2
N(T)	26 – 30 <i>(with AL 7 or better in EL and MA)</i>	PG1	G1

Understanding Full Subject-Based Banding (Full SBB) [from 2024]



What is Full SBB?

WHAT IS FULL SBB?

- Full SBB has been implemented in secondary schools since 2024, and aims for students to:



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



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



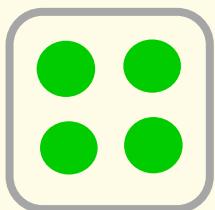
Have more opportunities to interact with friends of different strengths, interests, abilities and talents.



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

FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

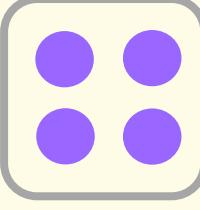
Form classes arranged by academic stream in schools yet to implement Full SBB



Students in Exp stream



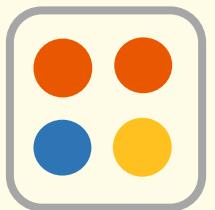
Students in N(A) stream



Students in N(T) stream

- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.
 - Provides students with **more opportunities** to interact with other students of different strengths and interests.
 - Enables students to **build meaningful friendships and learn to value different perspectives**.

With Full SBB:
Mixed form classes



Students posted through **PG3**



Students posted through **PG2**



Students posted through **PG1**

FULL SBB: COMMON CURRICULUM

**Common Curriculum Subjects
taken in mixed form classes
(~1/3 curriculum time)**

Examinable Subjects:

- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

Non-examinable Subjects:

- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

- The six common curriculum subjects would each have a single syllabus for all students at Lower Secondary levels.
 - These subjects will be taught and assessed at a common level that is accessible to all students.
 - Teachers will adopt a range of approaches to cater to the different learning needs of their students.
- For other subjects, students attend classes with others taking the subject at the same subject level.

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

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

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

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

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

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

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

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

SUBJECT LEVEL FLEXIBILITY BEYOND THE START OF S1

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

Important Milestones for your child in P6

PSLE Listening Comprehension (15 Sep)

We are here

Term 1 Week 5
6 February



Milestone Revision Exercise (T1 Week 8 – T2 Week 2)

PSLE Written Exam (24- 30 Sep 2026) (TBC)

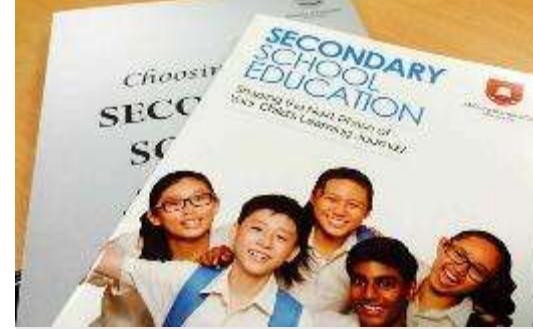


Direct School Admissions Exercise - Sec (T2/3 Apr-Jul)

PSLE Orals (12-13 Aug)



Preliminary Exams (July-August)



Sec 1 Posting Exercise (Nov)



Supporting
your child on
this journey...



YOUR SUPPORT IN THE NEXT 8 MONTHS IS IMPORTANT.....

Ensure time for relaxation,
exercise, quality sleep,
adequate water intake and
healthy diet

Encourage and Affirm
your child by
celebrating small
successes

Focus on your child's strengths,
look beyond the marks [Guide
*your child to reflect and work on
the areas for improvement*]

Prioritise and Self-Manage:
**Limit screen time for gaming
or social media apps**

Normalise help-seeking

Validate their emotions and
work through conflicts calmly

Spend **Quality Time** with your
child. Be there for him/her
Connect with teachers/school



**CARING FOR YOUR CHILD'S
MENTAL AND EMOTIONAL
WELL-BEING**

Sense of Responsibility:
Co-develop a plan/time-table
for revision

Set realistic goals and targets with
your child [Desired Secondary
School – **Choice Order Matters**]:
Manage your child's and your own
expectations

Ensure your child's presence in
school everyday

PSLE: Should parents take leave to help their child prepare for the exams?

[Sign up now](#): Get tips on how to help your child succeed



Dr Jade Kua encourages her sons Mark Xavier Teo (right) and Marcel Ian Teo to exercise during exam seasons.

ST PHOTO: LIM YAOHUI

 Elisa Chia 

Summary 

- Experts advise considering the benefits of taking leave for PSLE prep, focusing on emotional support than monitoring child's revision.
- Prioritise sleep, exercise and nutrition to manage PSLE stress effectively.
- If parents find it difficult to remain calm or control their anxiety, taking PSLE leave may actually be unhelpful.



Pertinent Questions to ask ourselves:

- What can you offer your child?
- Are you planning to tutor your child?
- Will your child appreciate your constant presence?
- How are you managing your anxiety?
- What message does taking leave convey?
- How else can you support your child?

Stay connected with the Teachers

- Collaborate with our Teachers to better support your child.
Connect with our teachers during office hours (7.30 a.m. to 4.30 p.m. on weekdays)
- 3 Touchpoints with our P6 Teachers
 - 6 Feb – PSLE, Sec 1 Posting and Full SBB/Curricular Updates
 - 10 Mar, Tue/11 Mar, Wed – Meet The Parents (Teams Meeting)
 - 29 May, Fri - Mid-Year Meet the Parents (F2F)
 - 19 Nov, Thu – P6 Graduation Ceremony
- Use official communication modes to connect with our Teachers such as Student Handbook, MOE Emails, through Parent Gateway
Teachers are not expected to share their personal mobile phone numbers with parents
Teachers are not expected to respond to parents' and students' queries during the weekends except for emergencies



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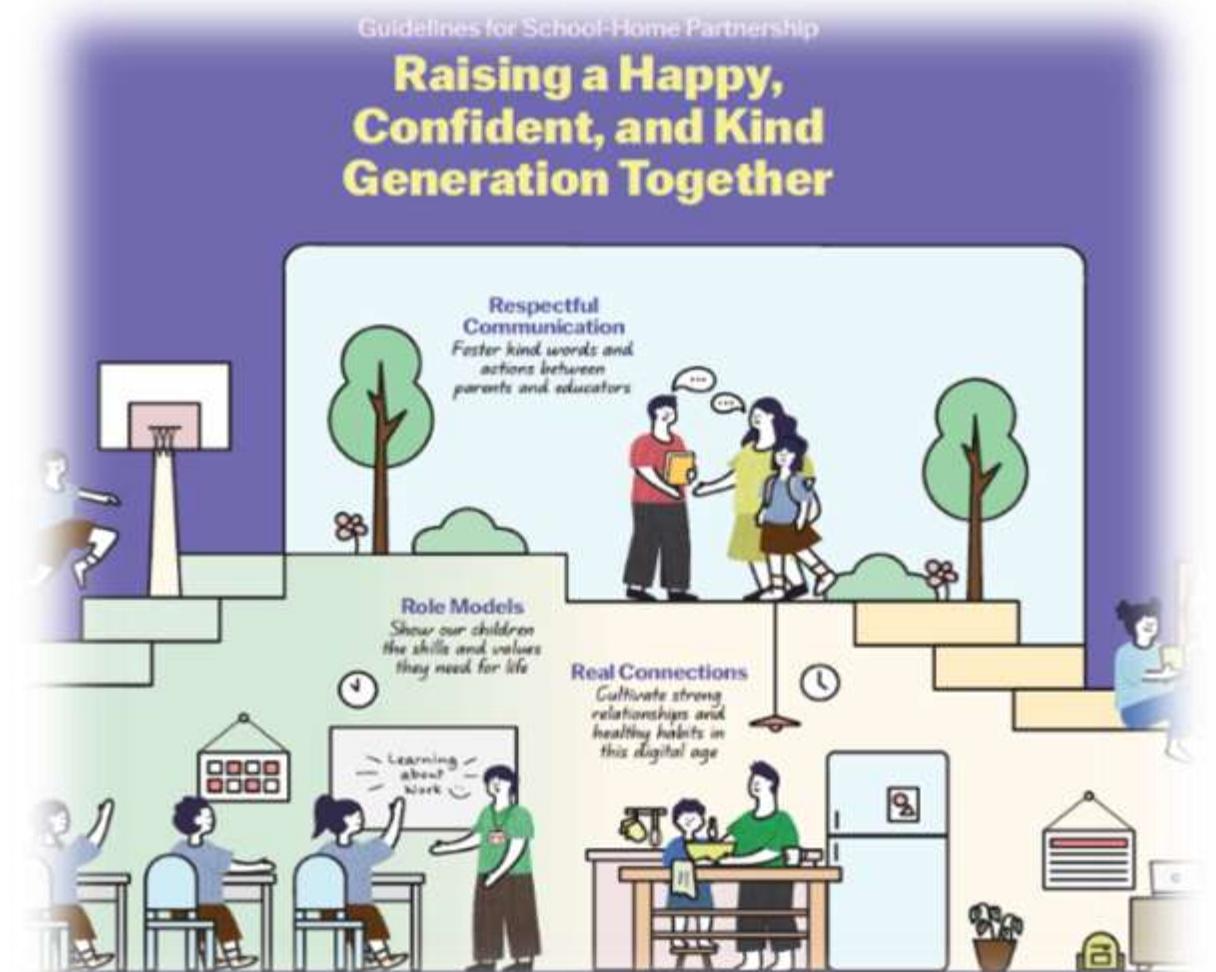
SCHOOL-HOME PARTNERSHIP

We welcome your feedback and suggestions. Share with us your concerns.

Contact Us at our generic email addresses punggolcove_ps@moe.edu.sg
(Turnaround time of 2 working days)

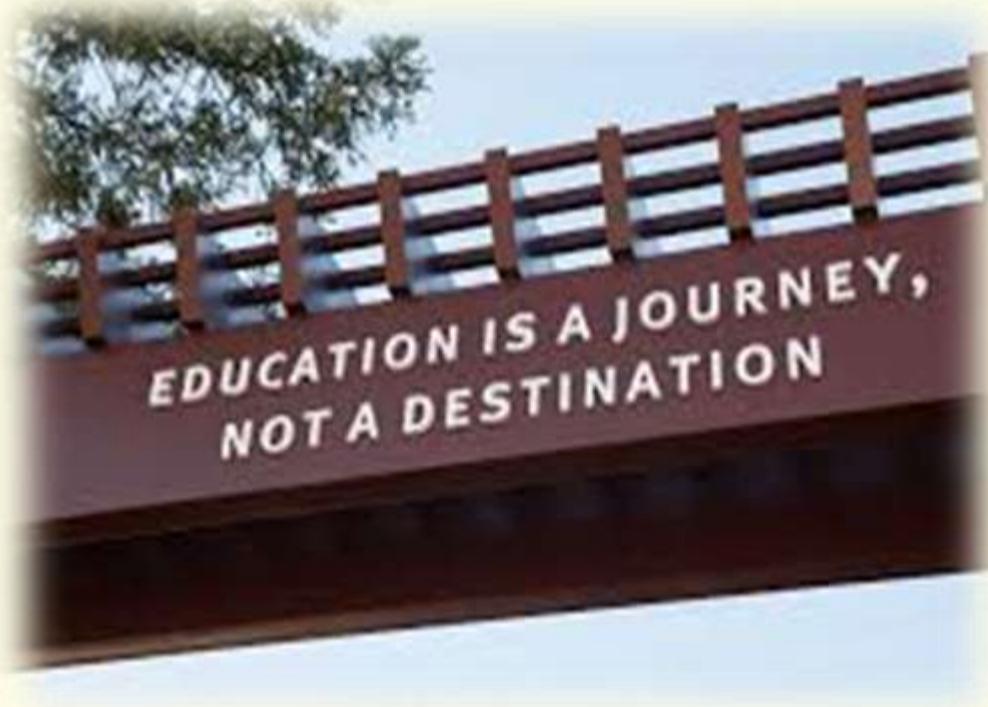
Catch our latest happenings through our School Website, [Instagram](#) and [Facebook](#)

SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD'



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The best gift
you can give your
child is believing
in them no matter
the circumstance.

©Ministry of Education, Singapore

**THE PSLE IS NOT THE DESTINATION AND DOES NOT
DEFINE OUR CHILDREN
IT IS PART OF OUR CHILDREN'S EDUCATION JOURNEY**



***Let's work together to
bring out the best in
our children and help
them realise their
dreams!***

"Praise the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement."

*Carol Dweck, psychologist and a professor at
Stanford University*

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Academic Matters



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PCPS Assessment Plan

LEVEL	TERM 1	TERM 2	TERM 3 (July – August)	TERM 4
PRIMARY 6	Milestone Revision Exercise (EL, FEL, MT, FMT, HMT)	Milestone Revision Exercise (Ma, FMA, Sc, FSc)	100% Prelim	-



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Assessment Matters

- As there is no MYE for all levels, the school will continue to communicate with you on students' progress through Meet-The-Parents Sessions at the end of Term 1 and Term 2.
- There will also be non-weighted timed practices such as Milestone Revision Exercise and topical reviews put in place for P6 students to help them get accustomed to the PSLE format as well as to check on their learning progress thus far.



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Preliminary Exams

- **Topics and Weighting :**
 - Assessment Letter will be issued at a later date.
- **Absences:**
 - Any absence must be supported by medical certificate issued by a medical doctor. **Letters of excuses are not acceptable.**

NOTE:-

- If your child/ward is unwell, he/she should be resting and recuperating at home.
- The well-being of the child is **MOST IMPORTANT.**



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Academic Matters – Support from School

- P6 Remediation for selected students has commenced in Term 1 Week 3
- Every Monday and Friday 2.00 p.m. – 4.00 p.m.



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Some good examination habits to cultivate

- Use dark blue or black **ball point pens** (0.5mm)
- **Don't use correction tapes.**
Draw lines to cancel ~~errors~~.
- Minimise time wastage using highlighters, underline key words.



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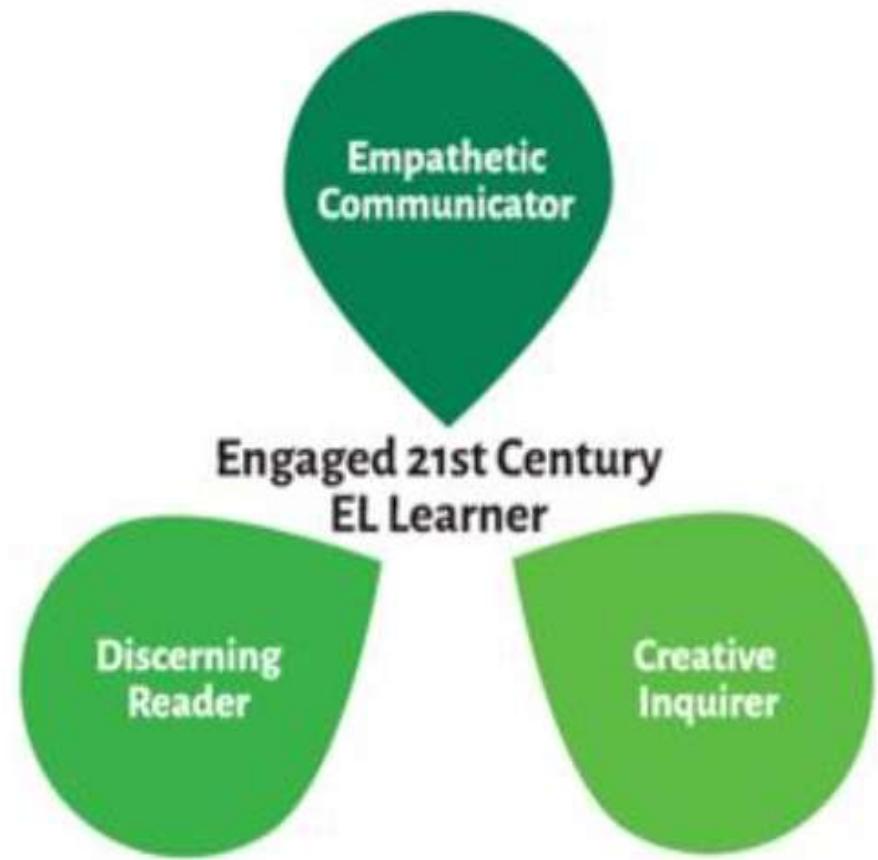
PSLE Examinable Subjects



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English

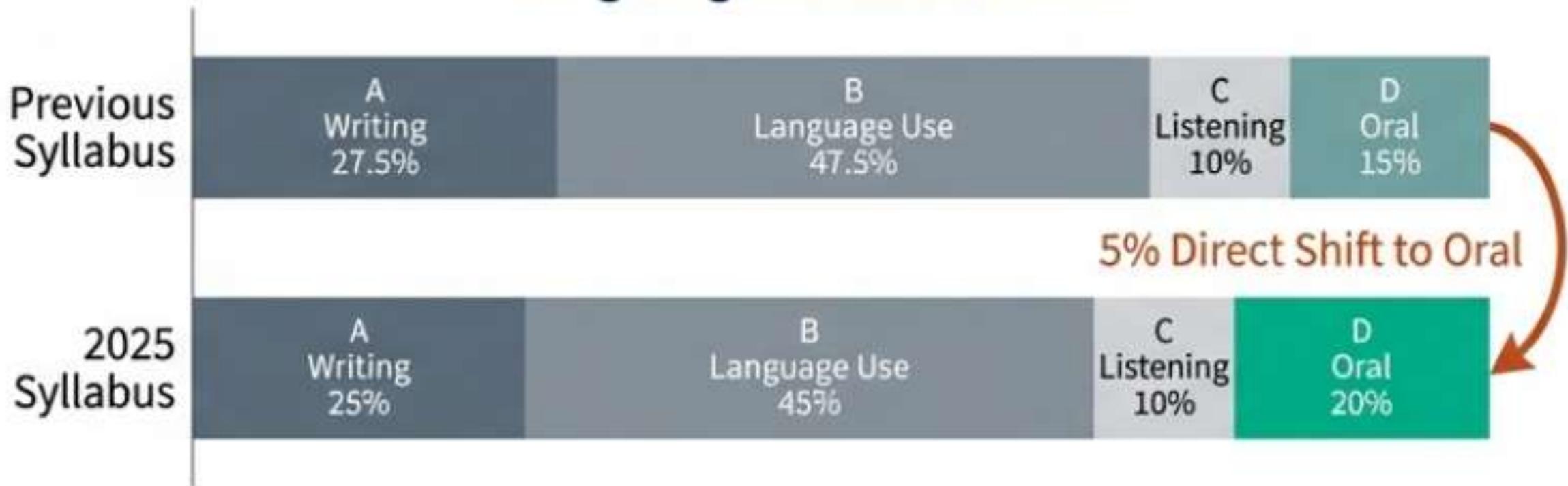


The three desired learner outcomes of the ELS 2020 Syllabus are:

- (i) An Empathetic Communicator
- (ii) A Discerning Reader
- (iii) A Creative Inquirer

English

Weightage Redistribution



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MT & FMT

Mother Tongue Oral •Reading Aloud (20m) •Conversation based on video stimulus (30m)	50
Foundation Mother Tongue Oral •Reading Aloud (15m) •Conversation based on video stimulus (40m)	55



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Language Use: Chinese Language

Booklet A	Booklet B
<ul style="list-style-type: none">• Language Application• Cloze Passage• Reading Comprehension 1	<ul style="list-style-type: none">• Complete the dialogue• Reading Comprehension 2 (2 passages)



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Language Use: Malay Language

Booklet A	Booklet B
<ul style="list-style-type: none">• Prefix & Suffix• Proverb• Word Class (Cloze Passage)• Comprehension 1 (MCQ)	<ul style="list-style-type: none">• Phrases• Comprehension 2 (2 texts - 1 text on Graphic Stimulus, 1 narrative text)



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Language Use: Tamil Language

Booklet A	Booklet B
<ul style="list-style-type: none">• Case Marker (Vetrumai)• Poetry, Proverbs• Adjectives, Adverbs• Cloze comprehension• Reading comprehension(MCQ)	<ul style="list-style-type: none">• Sound differentiation• Graphic stimulus• Comprehension passage



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Mathematics

Key focus areas of revised syllabus

- Continue to develop critical mathematical processes that support the development of 21st century competencies;
- Develop a greater awareness of the big ideas in mathematics that will deepen students' understanding and appreciation of mathematics; and
- Give greater emphasis to the development of metacognition to promote self-directed learning and reflection.



Content Changes To P6 (Standard Math)

2013	2021	
Fractions	Fractions	Include Ratio content for P5 and P6 (2013 Syllabus)
Percentage	Percentage	
Ratio	Ratio	
Algebra	Algebra	
Area and Circumference of Circle	Area and Circumference of Circle	
Volume of Cube and Cuboid	Volume of Cube and Cuboid	
Special Quadrilaterals	Special Quadrilaterals	
Nets	Nets (moved to P4)	REMOVED
Pie Charts	Pie Charts (moved to P4)	“Changing Ratio”
Speed	Speed (Removed)	
	Average (moved from P5 to P6)	



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Examples of ‘Changing Ratio’ Question

The number of boys and girls in a hall were in the ratio $2 : 5$.

After 11 boys entered the hall and half the number of girls left the hall, the ratio of the number of boys to girls became $1 : 1$.

How many children were there in the hall at first?

At first, the ratio of Shanti’s savings to Roy’s savings was $5 : 4$.

After each of them donated \$60 to charity, the ratio of Shanti’s savings to Roy’s savings became $13 : 10$.
What was Shanti’s savings at first?

Alan and Barry shared a box of stickers in the ratio $3 : 2$.

Alan gave 20% of his stickers to Clara who had none at first.

Find the ratio of Alan’s to Barry’s to Clara’s stickers after Alan had given Clara the stickers.



2026 PSLE Exam Format (Standard)

Revised Examination Format for Standard Mathematics (for 2026)

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Weighting	Duration
1 No Calculator	A	MCQ	10	1	10	50%	1 h 10 min
			8	2	16		
		SAQ	12	2	24		
		SAQ	5	2	10	50%	1 h 20 min
		LAQ/ Structured	10	3, 4, 5	40		
Total			45	-	100		2 h 30 min



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2026 PSLE Exam Format (Foundation)

Revised Examination Format for Foundation Mathematics (for 2026)

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Weighting	Duration
1 No Calculator	A	MCQ	10	1	10	57.5%	1 h
			10	2	20		
	B	SAQ	8	2	16		
	2 Calculator	SAQ	10	2	20	42.5%	45 min
		Structured	4	3, 4	14		
Total			42	-	80		1 h 45 min



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2023 Primary Science Syllabus

Levels	P3	P4	P5	P6
Topics	<ul style="list-style-type: none">• Diversity of living and non-living things (General characteristics and classification)• Diversity of materials• Cycles in plants and animals (Life cycles)• Interaction of forces (Magnets)	<ul style="list-style-type: none">• Plant system (Plant parts and functions)• Human system (Digestive system)• Cycles in matter and water (Matter)• Energy forms and uses (Light)• Energy forms and uses (Heat)	<ul style="list-style-type: none">• Cycles in plants and animals (Reproduction)• Cycles in matter and water (Water)• Plant system (Respiratory and circulatory systems)• Human system (Respiratory and circulatory systems)• Electrical system	<ul style="list-style-type: none">• Energy forms and uses (Photosynthesis)• <u>Energy conversion</u>• Interaction of forces (Frictional force, gravitational force, <u>elastic spring force</u>)• Interactions within the environment

Note: Underlined topics are not required in the Foundation Science Syllabus



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To take note in 2023 Primary Science Syllabus

P4	P5	P6
<p>Topic: Energy forms and uses (Light)</p> <ul style="list-style-type: none">The property of '<i>Light travels in straight lines</i>' is included.	<p>Topic: Cycles in plants and animals (Reproduction)</p> <ul style="list-style-type: none">The topic 'Cell system' is removed.The concept of 'cell as basic unit of life' is introduced in the topic Cycles in plants and animals (Reproduction).	<p>Topic: Energy forms and uses (Photosynthesis)</p> <ul style="list-style-type: none">The concept of respiration focusing on the release of energy from food is included under the topic Energy forms and uses (Photosynthesis).
<p>Topic: Energy forms and uses (Heat)</p> <ul style="list-style-type: none">The concept '<i>Heat is a form of energy</i>' is included.		



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PCPS RISE & SHINE!

Our signature inquiry strategy for students to develop critical and adaptive thinking routine.

RISE

&

SHINE

**Annotations
are critical for
transforming
reading into an
active, engaging
process that
boosts
comprehension,
retention, and
critical thinking.**



R	READ the given information or context provided carefully.
I	IDENTIFY the key concept. Underline or circle the keywords / cues. Tag the key concept.
S	SHOW your scientific thinking by writing down your reasonings.
E	For Multiple-Choice Questions: ELIMINATE (X) the wrong options and tick (✓) the correct option. Shade the OAS ovals clearly and accurately. For Open-Ended / Structured Questions: <u>Explain</u> using Claim-Evidence-Reasoning (CER). <i>*Explore PCPS 'SHINE' to learn how to explain using CER.</i>

Study the given information in each question carefully.

How do I process the information given?

Identity and tag the concept.

***N**eed to make a **CLAIM**. Use the given diagram, table or graph to help you to find the **EVIDENCE**.

Explain and write the **REASONING** clearly.



Subject information from SEAB



EXAMINATIONS ▾ SERVICES ▾ NEWS ▾ ABOUT US ▾ QUICKLINKS ▾ FAQS ▾

HOME / PSLE / PSLE FORMATS EXAMINED IN 2026

PSLE Formats Examined in 2026

Here are the 2026 PSLE examination formats.

Please note that from 2017, the oral examination for both Standard and Foundation Mother Tongue Languages will be conducted in the e-Examination format. Check out this [online tutorial](#) to understand the revised examination format.



seab.gov.sg/psle/psle-formats-examined-in-2026/

Subject Title	Language Medium	Subject Code
English Language	English	0001
Chinese Language	Chinese	0005
Malay Language	Malay	0006
Tamil Language	Tamil	0007
Mathematics [Revised]	English	0008
Science [Revised]	English	0009
Panjabi	Punjabi	0010
Hindi	Hindi	0011
Gujarati	Gujarati	0012

<https://www.seab.gov.sg/psle/psle-formats-examined-in-2026/>

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The PSLE Scoring System

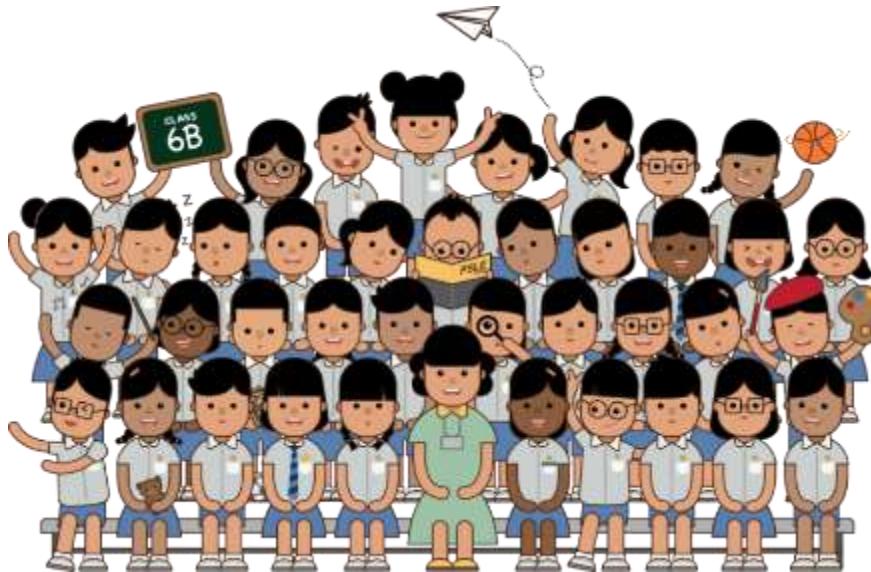


To Serve To Lead

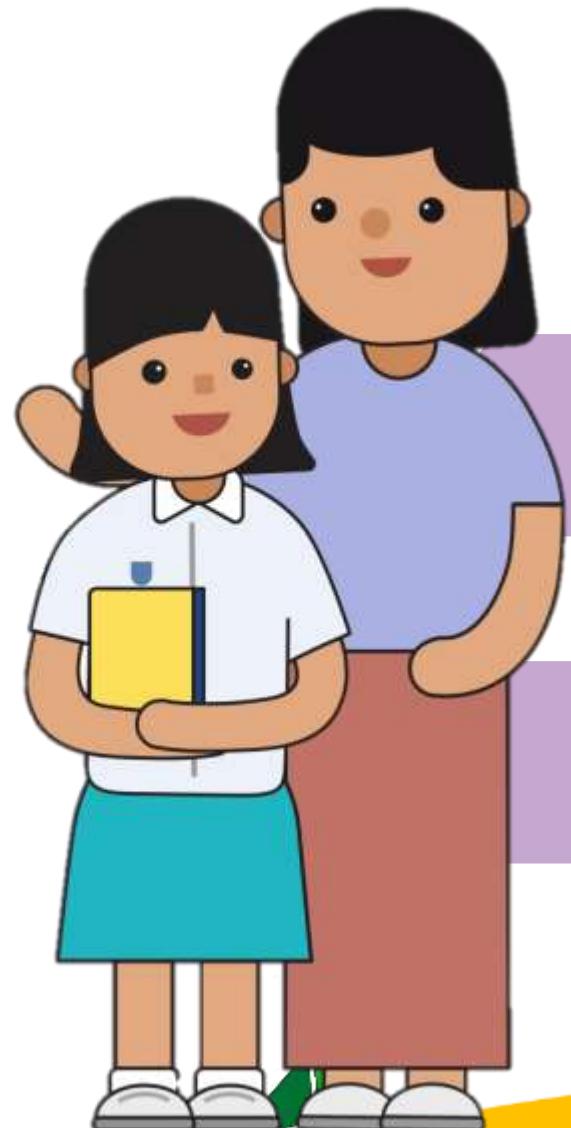


The PSLE SCORING and S1 POSTING

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



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Sharing About PSLE Matters

**How does the PSLE Scoring &
S1 Posting work?**

**How are students posted to
secondary schools?**

WHAT IS THE INTENT OF THE PSLE?



A useful checkpoint at the end of primary school



A fair way to determine secondary school posting

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

1

Reducing fine differentiation of students' examination results at a young age.

2

Recognising a student's level of achievement, regardless of how his/her peers have done.

3

Encouraging families to choose secondary schools holistically based on students' strengths, interests and learning needs.



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WHAT ARE ACHIEVEMENT LEVELS (AL)?

WHY ARE THE BANDS UNEVEN?

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

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

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

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

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

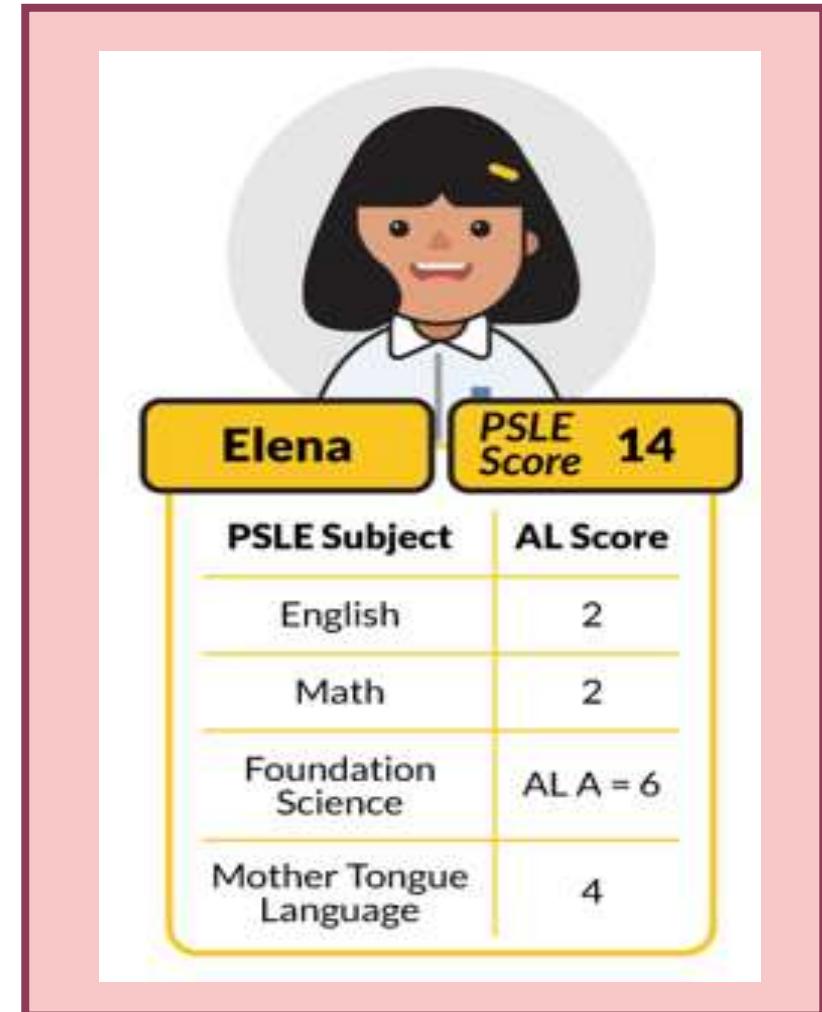
GRADING OF FOUNDATION SUBJECT GRADES

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

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

HOW DOES THE PSLE SCORING SYSTEM WORK?

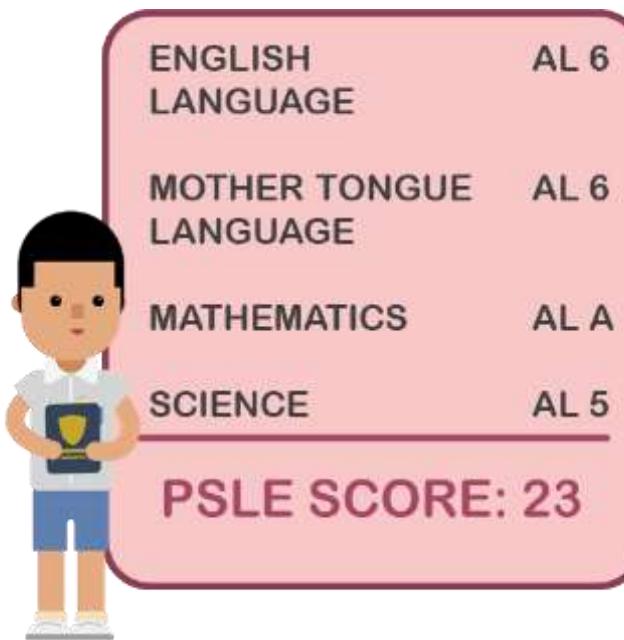
- The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).
- The PSLE Score can range from 4 to 32, with 4 being the best.



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

- A student scores an overall Score of 23 and AL 5 for

Example 1



= AL6

Academic Stream (2023 and before)	PSLE Score	Posting Group	Subject level for most subjects
EXPRESS	4 – 20	PG3	G3
EXPRESS / N(A) OPTION	21 and 22	PG2 or PG3	G2 or G3
N(A)	23 and 24	PG2	G2
N(A) / N(T) option	25	PG1 or PG2	G1 or G2
N(T)	26 – 30 <i>(with AL 7 or better in EL and MA)</i>	PG1	G1

subjects at more demanding levels based on their in-school performance, to further pursue their interests and develop to their fullest potential.

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

1. Which course does Bryan qualify for?

Academic Stream (2023 and before)	PSLE Score	Posting Group	Subject level for most subjects
EXPRESS	4 – 20	PG3	G3
EXPRESS / N(A) OPTION	21 and 22	PG2 or PG3	G2 or G3
N(A)	23 and 24	PG2	G2
N(A) / N(T) option	25	PG1 or PG2	G1 or G2
N(T)	26 – 30 <i>(with AL 7 or better in EL and MA)</i>	PG1	G1

Example 2

ENGLISH	AL6
MOTHER TONGUE	AL4
MATHEMATICS	AL5
SCIENCE	AL6

PSLE SCORE: 21



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

Example 3

ENGLISH	AL6
MOTHER TONGUE	AL5
MATHEMATICS	AL8
SCIENCE	AL6
<hr/>	
PSLE SCORE: 25	



Offered PG 1 or 2

Choice PG 2 : MT (G3)

Choice PG1 :

EL and SC at G2

MT at G3

Example 4

ENGLISH	AL6
MOTHER TONGUE	AL5
MATHEMATICS	AL8
FDN SCIENCE	ALB
<hr/>	

PSLE SCORE: 26

Repeat*

*Students with PSLE score of
26-30 must score AL7 or
better in BOTH EL and MA



ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- From 2026, pupils who do well in the subject in the Primary School Leaving Examination (PSLE) can take higher mother tongue languages (HMTLs) in Secondary 1, regardless of their overall PSLE score.
- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

ELIGIBILITY CRITERIA FOR HMTL

(i) Students who score:

- AL 1 / AL 2 in MTL or
- Distinction / Merit in HMTL

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

HOW DOES THE S1 POSTING WORK?

- Your child has **six choices** in selecting their secondary schools.
- Your child will be posted to a secondary school based on academic merit, i.e., PSLE Score, and their choice order of schools.
- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:
 1. CITIZENSHIP
 2. CHOICE ORDER OF SCHOOLS
 3. COMPUTERISED BALLOTTING
- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.



Tie-breakers in the new S1 Posting System

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

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

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

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

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

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

Tie-breakers are used only if there are two or more students with the same PSLE Score vying for the last available place(s) in a school.

Here's a simplified example.

Students with better scores will be posted first

Tie-breaker #1:
Citizenship

Tie-breaker #2:
Choice order of schools

Tie-breaker #3:
Computerised balloting

Jane has a better PSLE score. She will be posted first, to **School A**.

Bryan, Mary, Alan and Rina have the same score.

As Jane has taken the last available place in School A, Bryan, Mary, Alan and Rina will vie for the last available place in their next choice, **School B**.

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

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

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

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

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

Through computerised balloting, Alan is posted to **School D**.

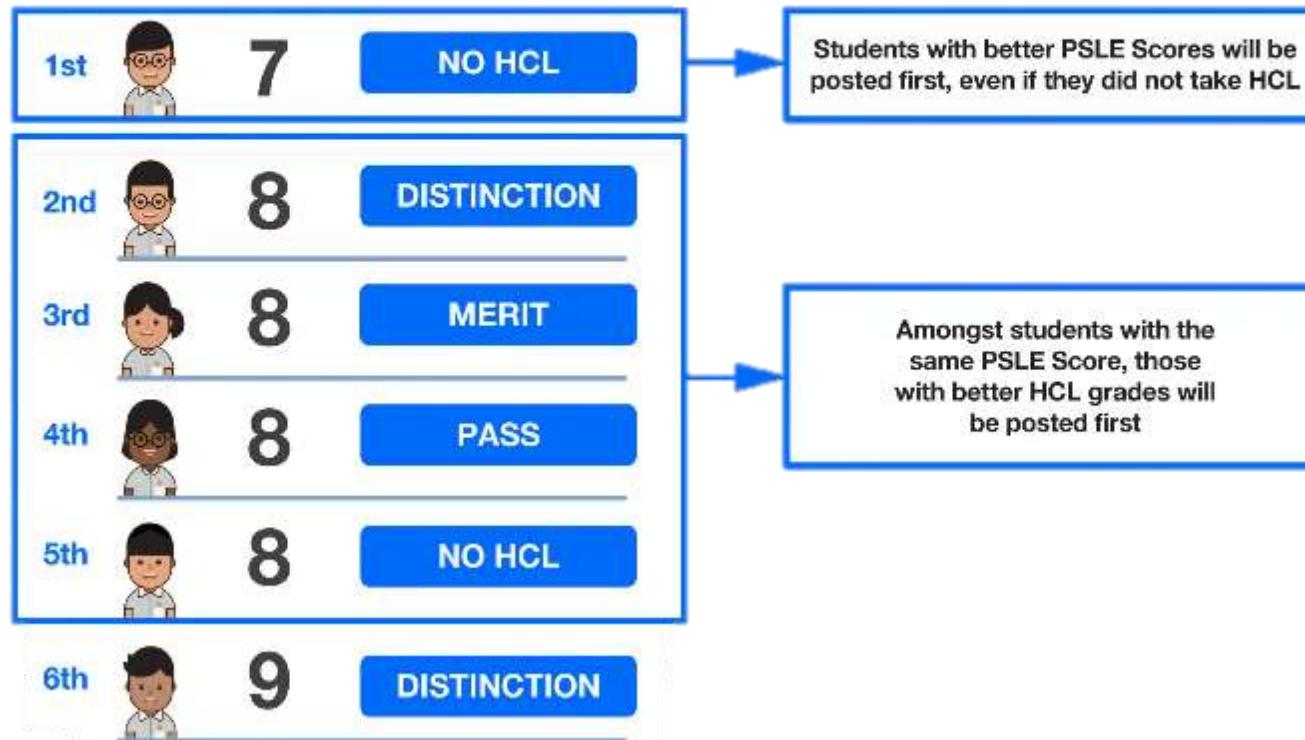
Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.



HCL POSTING ADVANTAGE TO SAP SCHOOLS

Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.

Students will be considered for admission to SAP schools in the following order:



- Students' HCL results are denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).
- Students who obtain (i) a Distinction / Merit / Pass in HCL and (ii) a PSLE Score of 14 or better are eligible for posting advantage to SAP schools.
- Students are ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 Posting.

Choosing Suitable Secondary Schools



Factors to Consider

Preparing for S1 Posting Exercise

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PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

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

SchoolFinder Tool



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

MySkillsFuture Student Portal (Primary)



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

HOW DO WE INTERPRET THE PSLE SCORE RANGES?

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

Example

XX Secondary School

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

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

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

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

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

EXAMPLE OF AN SAP SCHOOL'S PSLE SCORE RANGE

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

Example

XX Secondary School

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

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

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

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

SCHOOL CHOICE JOURNEY

- The PSLE Score ranges are a **useful starting point** for parents and students to consider secondary schools.
- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.



EXAMPLE: BRYAN'S JOURNEY

Bryan is in P6. Bryan had previously shortlisted 10 secondary schools based on his strengths and interests during the start of the year. Now that he has received his PSLE results, he has to decide on his 6 school options. **How should he go about it?**

BRYAN

Strengths and interests

- **Sports**, especially in **basketball** and **football**
- **Outdoor adventure**
- **Science**



PSLE Score: 16

ENGLISH	AL 3
MOTHER TONGUE	AL 4
MATHEMATICS	AL 5
SCIENCE	AL 4
PSLE SCORE: 16	

EXAMPLE: BRYAN'S JOURNEY

Bryan reviews his shortlisted choices based on his PSLE Score and their PSLE Score ranges. He considers the distance from his home to the schools and makes a note on the schools that are nearer his home that have programmes that he is interested in (related to sports and science, with basketball or football CCAs).

After exploring several options, Bryan is interested in the following schools because they have Cut-Off Points (COPs) around his PSLE Score, offer sports programmes, basketball and football as CCAs, and science-related ALPs.

Secondary School A

ALP: Game Design and Robotics

LLP: Sports and Outdoor Education

CCAs: Offers basketball, football

Indicative PSLE Score range: 14 - 17

Secondary School H

ALP: Robotics and Automation

LLP: Community and Youth Leadership

CCAs: Offers basketball, football

Indicative PSLE Score range: 11 - 16

Secondary School M

ALP: Enhanced Music Programme

LLP: Digital Media

CCAs: Offers basketball, football

Indicative PSLE Score range: 15 - 18



EXAMPLE: BRYAN'S JOURNEY

Keeping in mind that he has **6** school options, Bryan also considers other possible choices near his home:

Secondary School E

ALP: Environmental Science and Sustainable Living

LLP: Music and Performing Arts

CCAs: Offers basketball, football

Indicative PSLE Score range: 13 - 17

Secondary School T

ALP: Digital Media

LLP: Sports and Outdoor Education

CCAs: Offers basketball, football

Indicative PSLE Score range: 15 - 19

Secondary School P

ALP: Aerospace Engineering

LLP: Community and Youth Leadership

CCAs: Offers football

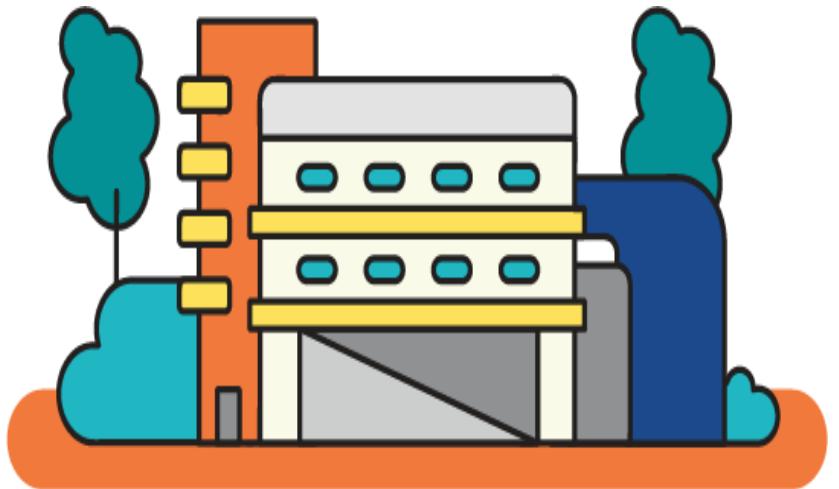
Indicative PSLE Score range: 17 - 20

Bryan visits these schools' virtual open houses with his parents to find out more about their programmes and the school culture. Through the virtual session, he hears from their students their experiences.

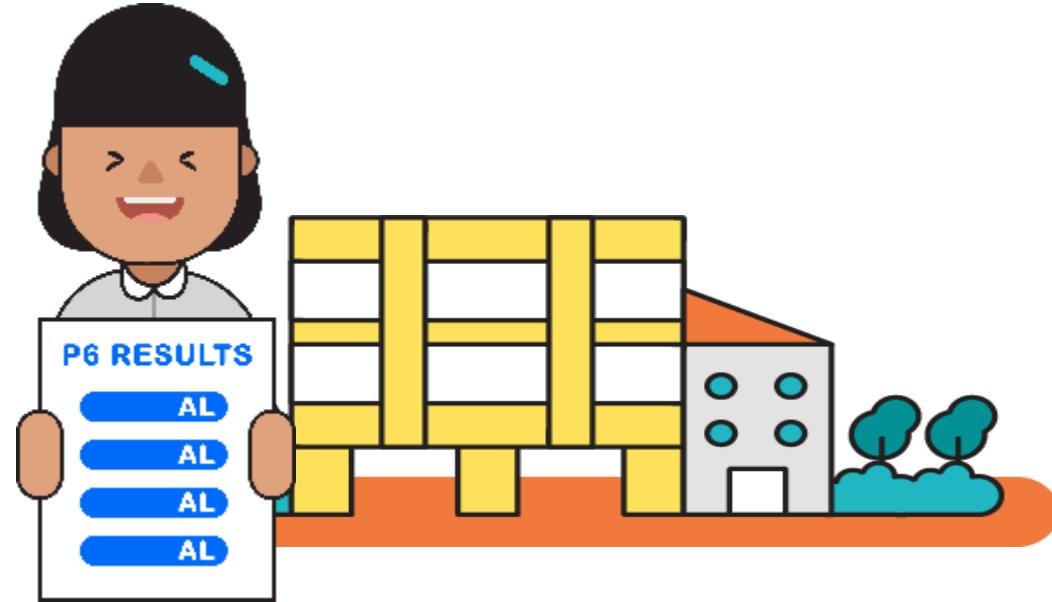
Bryan is ready to consider how to rank and submit all his six school options for the S1 Posting Exercise. He also includes a few schools where his PSLE Score is better than the school's Cut-Off Point (COP) as the indicative PSLE Score ranges may vary from year to year.

Note: Depending on your child's PSLE Score, he/she may be offered a course option. If your child is eligible for 2 courses, he/she must choose 1 course before submitting his/her school choices. The selected course will apply to all the school choices.

PREPARING FOR THE S1 POSTING EXERCISE

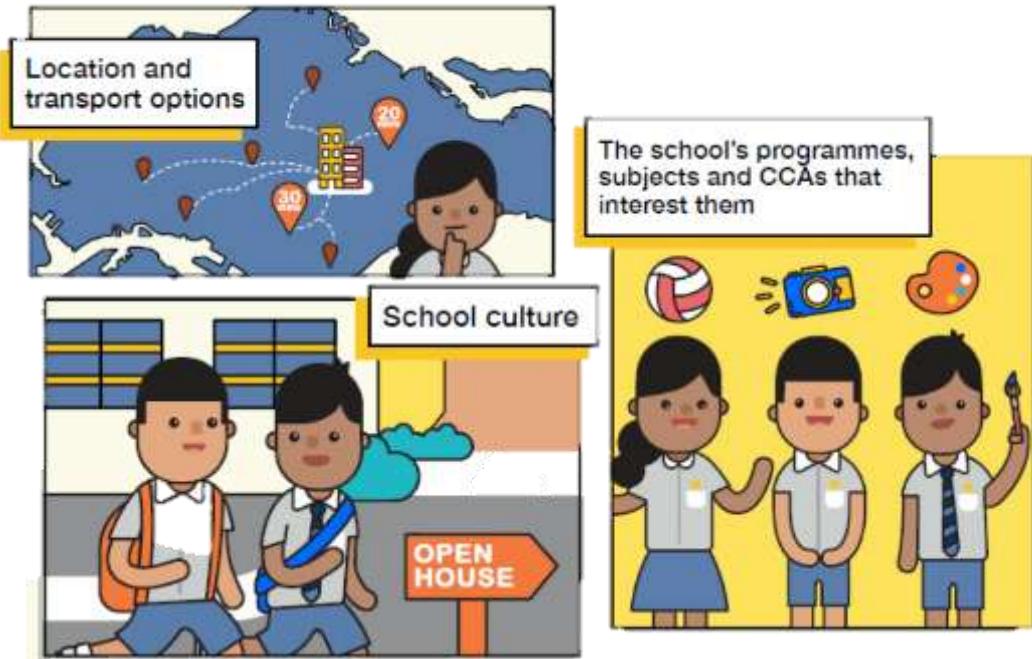


Use all 6 options with a range of Cut-off Points as this will increase your child's chances of being posted to a school of their choice.



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

PREPARING FOR THE S1 POSTING EXERCISE



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



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

Choosing the Right Secondary School

- **SchoolFinder** (<https://go.gov.sg/secschoolfinder>)
- **Open houses** held by secondary schools
(<https://www.schoolbag.edu.sg/story/open-house-for-secondary-schools/>)
- **PSLE-FSBB Microsite**
(<https://www.moe.gov.sg/microsites/psle-fsbb/index.html>)
- **Secondary school websites**



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Choosing the Right Secondary School

- Include at least **2 to 3 schools** where your child's PSLE score is better than the school's previous year's Cut-Off Points (COPs) to increase their chances of securing a preferred school.
- Broadening the search **beyond the immediate neighbourhood** (i.e. Punggol and Seng Kang areas) significantly increases the likelihood of securing a place in a preferred school.
- Consider schools with **established programmes** located beyond the Punggol and Seng Kang areas, such as those in the **Hougang and Serangoon areas**.
- Many children adapt quickly to commuting to school and often develop a better sense of independence.



Choosing the Right Secondary School

Crest Secondary School and Spectra Secondary School

- An alternative educational pathway for students eligible for **Posting Group 1 only or the Posting Group 1/2 Option Band**, and who are more inclined towards practice-oriented, hands-on learning.
- Eligible students interested to study in CSS or SSS can apply directly by submitting their school application to CSS and SSS. Students who have applied directly should continue to submit the S1 Option Form to facilitate posting to another school of their choice if they are not admitted to CSS or SSS.
- More information on CSS and SSS can be found on their school websites (www.crestsec.edu.sg and www.spectra.edu.sg). The schools also organise open houses, where students can find out more about the schools' distinctive programmes



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TIPS FOR PARENTS!

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

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

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

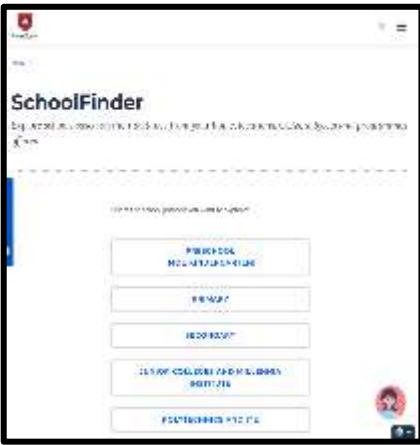
Affirm your child and offer support when he/she shares his/her plans with you.



PREPARING FOR THE S1 POSTING EXERCISE

SCHOOL
FINDER

My SKILLS Future



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



- Release of S1 Posting results



OCTOBER

NOVEMBER

DECEMBER



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ENTERING SCHOOLS THROUGH DSA-SEC

- There is no change to the application and selection process with the shift to Full SBB.
- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.



**Before
MAY**

Explore schools and their talent areas, and shortlist suitable schools

MAY

Apply for DSA

**JUN to
SEP**

Attend selection trials, interviews and auditions

By SEP

Receive DSA offers if successful

Useful resources

Quick tips on shortlisting secondary schools

A SECONDARY SCHOOL THAT'S SUITABLE FOR YOUR CHILD

Help them match the school to their strengths and interests.

ASK:

- What are their strengths, interests, and abilities?
- What kind of extra-curricular programmes and opportunities will benefit them?
- Is it a place of learning for them?

CONSIDER:

- School Culture
- Courses
- Programmes, Subjects and CCAs Offered
- Location and Transport
- If your child has Special Educational Needs

SUBMIT:

- 6 School Options
- So that your child is more likely to get into a school of choice.
- Schools with Different Cut-Off Points
- Check in with 2-3 schools where your child has a better chance of admission in Cut-Off Points.

REFER TO:

- MOE's SchoolFinder

YOUR RANK OF SCHOOL CHOICES

GO.gov.sg

Tools to use to explore secondary schools

**SCHOOL
FINDER**



My SKILLS future



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

**How to Use
SchoolFinder**

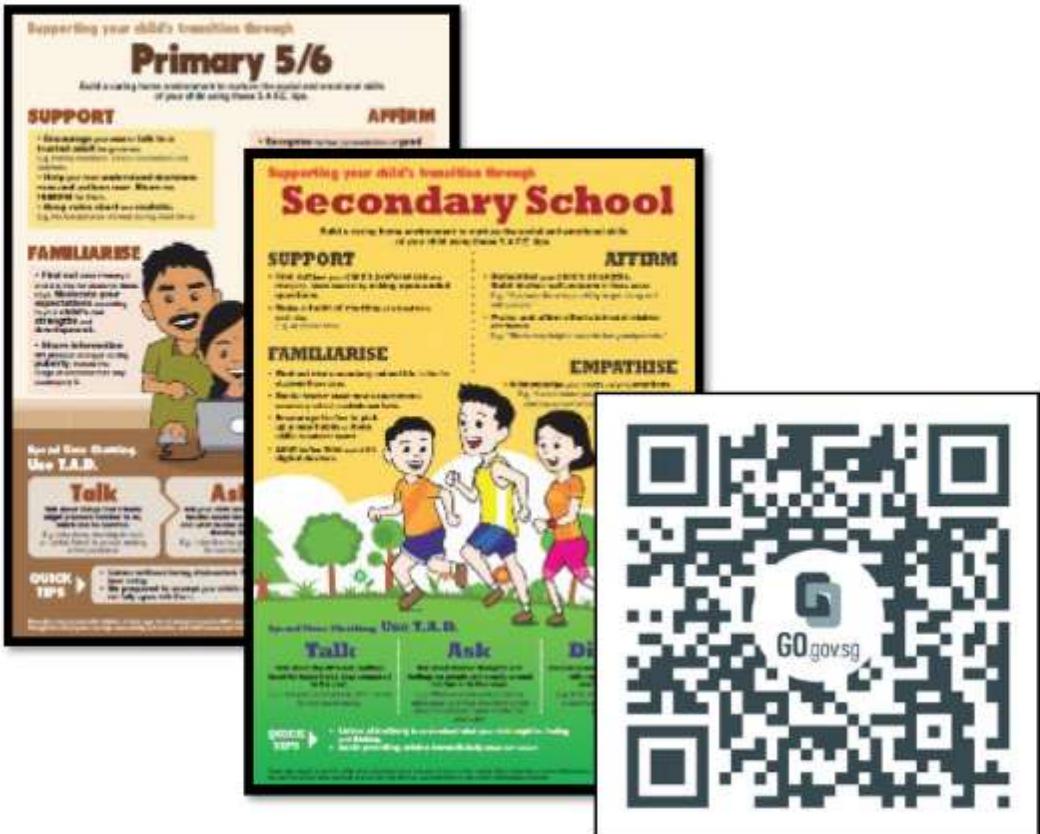


<https://go.gov.sg/school-finder>



Useful resources

Transition Materials



Resilience Boosters



FIND OUT MORE ON THE PSLE-FSBB MICROSITE



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



EXPLORE YOUR FULL SBB PATH



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

OTHER RESOURCES

SchoolFinder Tool



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

“Welcome to Secondary School” video



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

Student Journey Map and School Explorer Card



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

OTHER RESOURCES

ECG Tips For Parents



[https://go.gov.sg/
tips-for-parents](https://go.gov.sg/tips-for-parents)

MySkillsFuture Student Portal (Primary)



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

ECG What's Next



[https://go.gov.sg/what
s-next-psle](https://go.gov.sg/what-s-next-psle)

Well-Being Matters

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Attendance

- Encourage our students to be early and punctual for school.
- Students who are not in class by 7.30 a.m. will be considered late.
- For persistent latecomers, students will be referred to the HOD Discipline and Student Management for further actions.



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Absence from School

- **Medical Certificate or a letter** from parent/guardian is needed to explain child's absence. (Limit of 5 letters per semester)
- Call the General Office and leave a message for your child/ward Form Teacher.
- Remind your child/ward to **hand** the MC or letter to their Form Teacher when he/she is back in school.



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Attire Decorum - Uniform

Rationale:

Uniform Decorum teaches:

- Time management and executive function
- Accountability and respect for shared spaces
- Preparation for secondary school and beyond

Expectations:

- 1. Students should wear uniform when there is no PE or PAL Lessons.**
- 2. P1 and P2 students should come to school in their PE attire on days when there is PE or PAL. They can remain in their PE attire on those days.**
- 3. P3 to P6 students who have PE lessons before recess, should come to school in their PE attire from home. They are required to change into their uniform during recess.**
- 4. P3 to P6 students who have PE lessons after recess, should come to school in their uniform from home. They can change into their PE attire during recess.**

Attire Decorum - Uniform

What Our Students Can Learn Through This:

By practicing appropriate attire changes, students learn:

- Appropriate attire for different activities
- Planning ahead (knowing when to change and prepare accordingly)
- Responsibility for own belongings
- Respect for shared learning spaces
- And develop habits expected in secondary school.



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Attire Decorum - Uniform

PERIOD/TIME	Mon	Tue	Wed	Thu	Fri
2 0730 - 0800	ASSEMBLY,CCE (FTGP) FELICIA,JIAHAO	EL FELICIA	ART KELVIN	PE JOSHUA MPH 1	SCI NORIHSANI
3 0800 - 0830	ASSEMBLY,CCE (FTGP) FELICIA,JIAHAO	EL FELICIA	ART KELVIN	PE JOSHUA MPH 1	SCI NORIHSANI
4 0830 - 0900	ASSEMBLY,CCE (FTGP) FELICIA,JIAHAO	EL FELICIA	EL FELICIA	NORIHSANI	ALP NORIHSANI COMP RM 2
5 0900 - 0930	MATH JIAHAO	PE JOSHUA COVE 2	EL		
6 0930 - 1000					
7 1000 - 1030	MT NORWATI	MT NORWATI	MT NORWATI		
8 1030 - 1100	MT NORWATI	MT NORWATI	CCE I NORZAYDA		
9 1100 - 1130	SS FATIMAH	MT NORWATI	SCI NORIHSANI	CCE (MTL) NORZAIDA	EL FELICIA
10 1130 - 1200	PE JOSHUA ISH 2	SS FATIMAH	SS FATIMAH		EL FELICIA
11 1200 - 1230	PE JOSHUA ISH 2	SS FATIMAH	SS FATIMAH		EL FELICIA
12 1230 - 1300	EL FELICIA	MAT JIAHAO	MAT JIAHAO		MATH JIAHAO
13 1300 - 1330	EL FELICIA	MAT JIAHAO	MAT JIAHAO		MATH JIAHAO

Recess

Students who have PE lessons **before recess**, should come to school in their PE attire from home. They are required to change into their uniform during recess.

Students who have PE lessons **after recess**, should come to school in their uniform from home. They can change into their PE attire during recess.



Attire Decorum - Uniform

Scenario 1	Scenario 2	Scenario 3	Scenario 4
✓ PE lessons before recess ✓ No CCA	✓ PE lessons after recess ✓ No CCA	✓ PE lessons before recess ✓ Sports CCA (after school)	✓ PE lessons after recess ✓ Sports CCA (after school)
➤ Wear PE attire to school ➤ Bring uniform to change during recess	➤ Wear uniform attire to school ➤ Bring PE attire to change during recess	➤ Wear PE attire to school	➤ Wear uniform attire to school ➤ Bring PE attire to change during recess



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Attire Decorum - Uniform

Implementation:

- School teachers have been educating the students on their self and time management, as well as responsibilities in practicing their attire decorum.

We invite parents to partner us by:

- Reinforcing routines at home
- Encouraging personal responsibility
- Trusting the process of developing gradual independence.



To Serve To Lead



Attire Decorum - Uniform

Parents' Support:

- School seeks parents' support in
 - ensuring that their child / ward comes to school in the correct attire and
 - guiding them to be responsible in managing their attire decorum.



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**It is not just about how neat
our children look
– it's about who they are
becoming...**



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**We value your
feedback and
suggestions.**

**We welcome
your questions
too!**

<https://go.gov.sg/2026pcpsp6pslebriefing>



<https://go.gov.sg/2026pcpsp6pslebriefing>

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