

# Primary 5



## Curriculum Briefing

*Monday, 12 Jan 2026*

# Outline of Briefing

1. Subject Based Banding (End of Primary 5)
2. Curriculum in Primary 5
3. PSLE Scoring and Secondary 1 Posting
4. Direct School Admission Matters
5. Student Well-Being Matter



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# Outline of Briefing

6. Home-School Partnership in Managing Discipline – Mr Benjamin Chew
7. P5 Internationalisation Learning Journey – Mr Ang Hiang Soon
8. P5 Outdoor Adventure Camp – Ms Norjanah
9. Form Teacher – Parent Interaction Session



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# Principal Address

**Mrs Teo Whye Choo**



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## MINDFUL START



**B**

Be on time for class

Exercise Mindful Breathing

**T**

Think About What You Are Learning

Think About What You Need for the  
Learning

**S**

Start Listening and Learning

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



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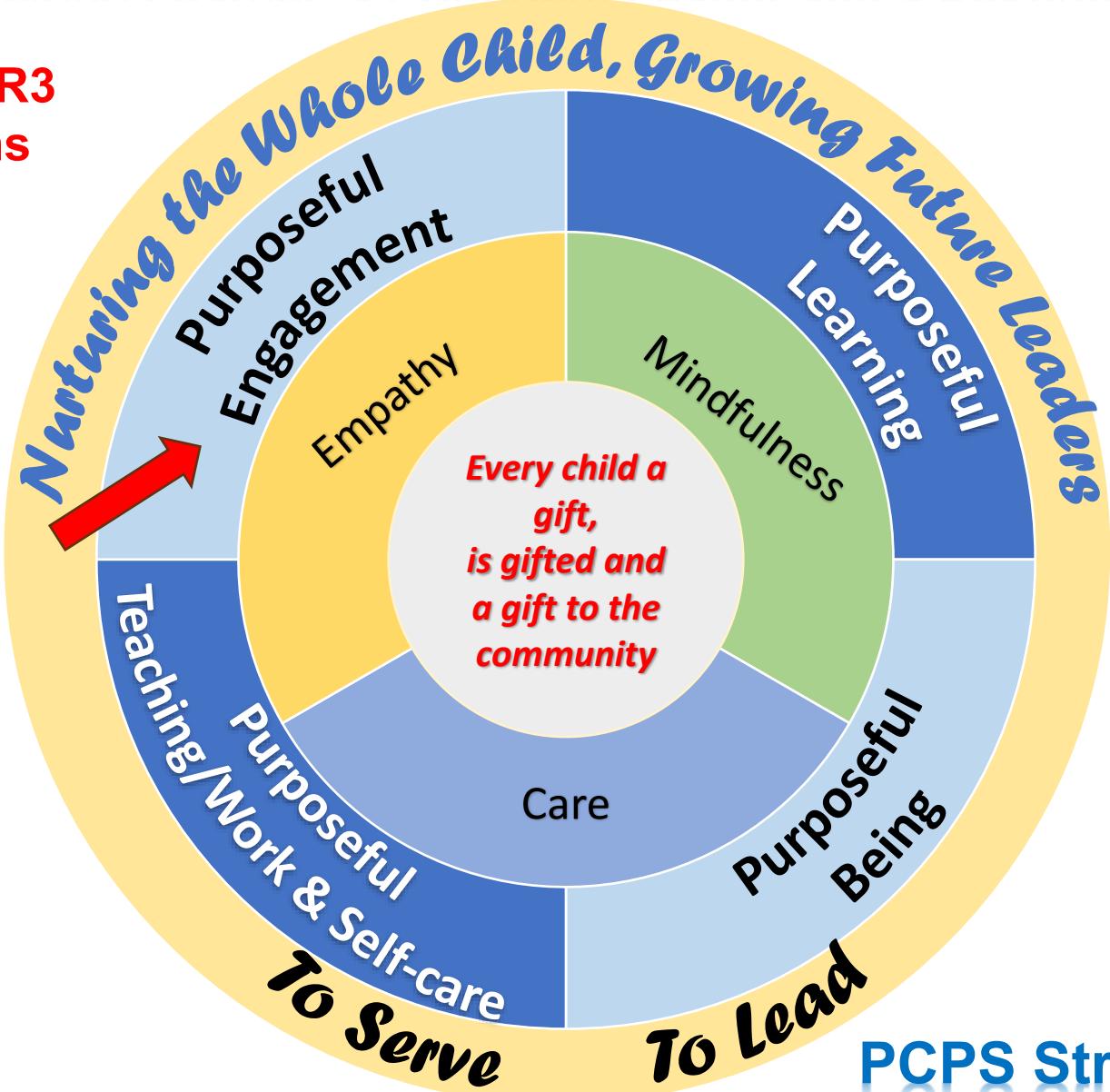
## **OUR Refreshed School VISION – OUR SHARED GOALS**

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

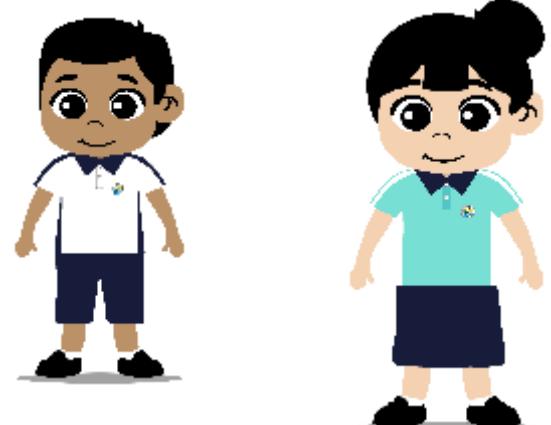
***Our Refreshed Vision : Every PCPS student,  
a Curious Lifelong Learner, a Confident Leader and a Responsible Innovator***

**Our new COR3  
Dispositions**

**Curiosity**  
**Reflectiveness**  
**Resilience**

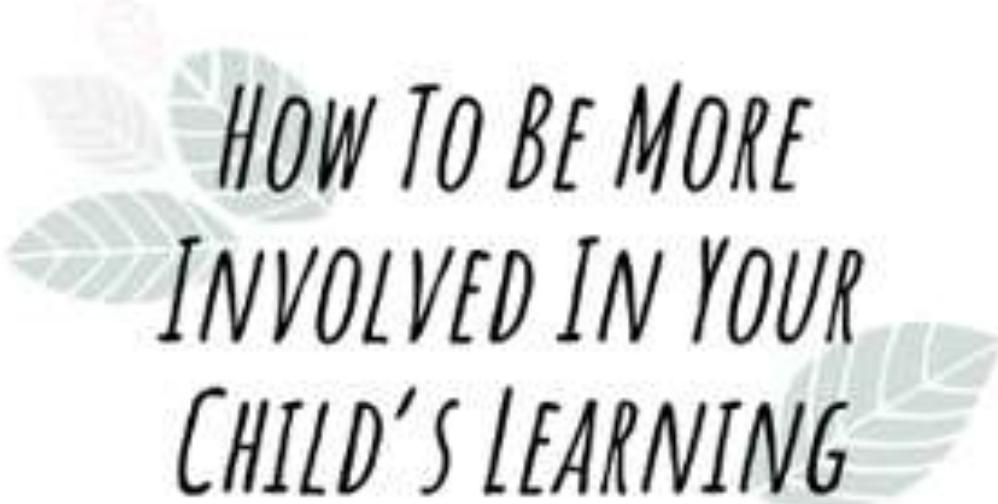


**Open-mindedness**  
**Responsibility**



**PCPS Strategic 4P Framework**

**As your child  
progresses to  
Primary 5  
and 6....**



## *HOW TO BE MORE INVOLVED IN YOUR CHILD'S LEARNING*



# Subject-based Banding

At P4

**Student sits for the school-based End-of-Year Examination. School recommends a subject combination based on student's results.**  
**Parents fill up an option form indicating preferred combination.**



At P5

**Student takes the subject combination chosen by parents**  
**At the end of P5,**  
**School assesses student's ability to cope with the subject combination and makes adjustments to the subjects taken at standard and foundation levels.**

At P6

**Student take a subject combination determined by the school**  
**and sits for the PSLE at the end of P6**



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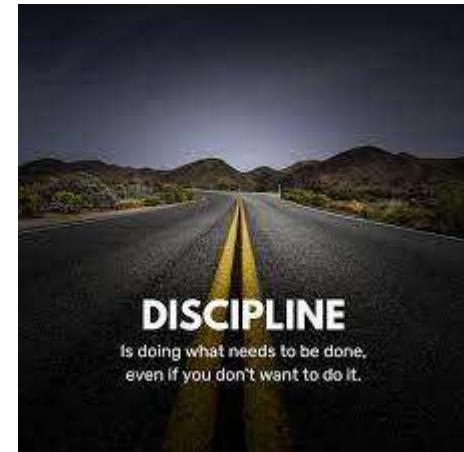
# Your Child in P5-P6 (Upper Block)

**A 2-year journey to build on their foundational learning and strengthen their conceptual understanding in literacy, numeracy and science as well as hone their learning dispositions and self-management skills in preparation for PSLE**

# Expectations at Primary 5 and 6

## Academic Demands

- HIGHER demands for subjects at P5 Standard Level than subjects in P4
  - need for **greater self-discipline, focus and consistency** in learning
- Stretch Programmes : E2K Math and Science, Star Writers' Programme, HMTL programme, subject-based Competitions
- Support Programmes : Remediation and After-School Engagement (ASEP)
- Education and Career Guidance Programme
- Direct School Admission - Secondary
- **Formative assessment – just in time feedback** to monitor students' progress and learning gaps through *homework (hardcopy and online through SLS/Student ICON)*, *non-weighted class tests with timed practice*, *performance tasks, journals, presentations, projects* work to provide feedback and encourage student reflection
- **Summative Assessment (Change of results indicators from Bands to Achievement Levels[AL])**
  - P5 : Weighted Assessments in Terms 2 and 3 and End-of-Year Examination leading to confirmation of Standard and Foundation subject combinations at the end of Term 4
  - P6 : Milestone Revision Exercise, Preliminary Exams, PSLE



# Expectations at Primary 5 and 6

## Co-Curricular Demands

### Student Development and Character Building Programmes

- Student Leadership Opportunities and Development
- CCAs, NSGs, SYFs, Competitions
- **3D2N P5 Cohort Camp**
- **P5 Overseas Learning Journey to Beijing**
- Eco-Adventures, STEM Challenges
- Cohort Learning Journeys
- VIA Projects
- P5 NE Show
- **P6 Study and Outdoor Exploration Camp**
- **Career Festival and Secondary School Talks**



# As Parents, you can:

- Set goals together with your child - help your child manage his/her own as well as your expectations of your child
- Look beyond academic grades as indicators of success. Focus on their strengths and abilities
- Tell them you believe in them. Focus on your child's learning journey, celebrate his/her effort and improvement rather than compare them to others
- Set boundaries on screen and gaming time
- Spend quality time to connect with them through talks and meaningful pursuits
- Validate their emotions and work through conflicts calmly
- Normalise help-seeking



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



# SCHOOL-HOME PARTNERSHIP

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

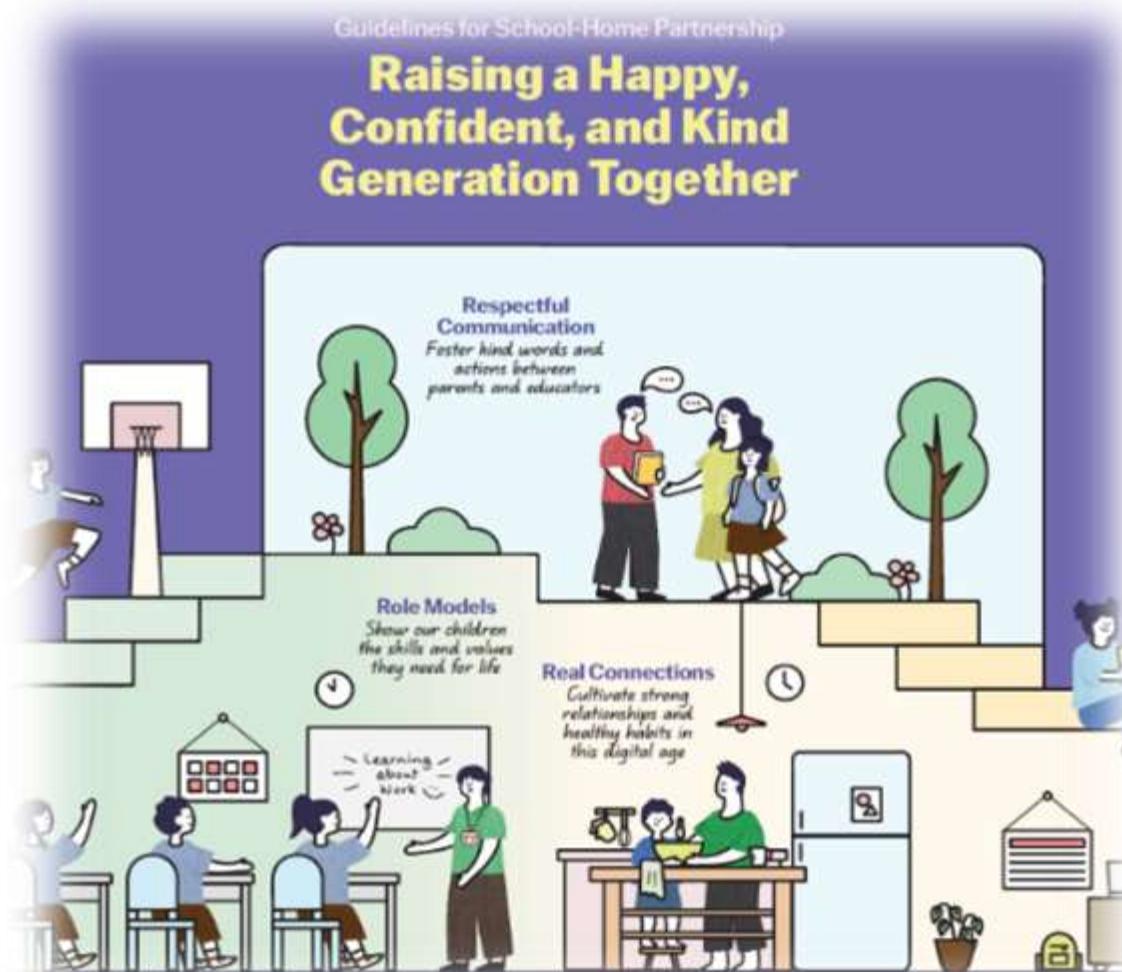
Contact Us at our generic email addresses  
[punggolcove\\_ps@moe.edu.sg](mailto:punggolcove_ps@moe.edu.sg)

(Turnaround time of 2 working days)

Our Teachers are not expected to share their personal handphone number with parents

*Catch our latest happenings through our School Website, Instagram and FB pages*

*SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD'*



To Serve To Lead



***Let us work towards  
strengthening our  
School-Home Partnership!***

***Let us work together to  
bring out the *BEST* in your  
child!***



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# Primary 5 Curriculum



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**English**



# **ENGLISH LANGUAGE**



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# English Language-Transition to Primary 5

Primary 4	Primary 5 (STD)	Primary 5 (FDN)
<ul style="list-style-type: none"><li>• <b>Paper 1</b></li><li>- Write a composition of at least <b>120</b> words (20 m)</li></ul>	<ul style="list-style-type: none"><li>• <b>Paper 1</b></li><li>- Write a composition of at least <b>150</b> words (36 m).</li><li>- Situational Writing (14 m) </li></ul>	<ul style="list-style-type: none"><li>• <b>Paper 1</b></li><li>- Write a composition of at least <b>120</b> words (15 m).</li><li>- Situational Writing (10 m) </li></ul>
<ul style="list-style-type: none"><li>• <b>Paper 2 Language Use &amp; Comprehension</b> (50 m)</li></ul>	<b>Paper 2 Language Use &amp; Comprehension</b> (90 m)	<b>Paper 2 Language Use &amp; Comprehension</b> (40 m)
<ul style="list-style-type: none"><li>• <b>Paper 3 Listening Comprehension</b> (14 m)</li></ul>	<b>Paper 3 Listening Comprehension</b> (20 m)	<b>Paper 3 Listening Comprehension</b> (15 m)
<ul style="list-style-type: none"><li>• <b>Paper 4 Oral</b><ul style="list-style-type: none"><li>- Reading (6 m )</li><li>- Stimulus-Based Conversation (10 m)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• <b>Paper 4 Oral</b><ul style="list-style-type: none"><li>- Reading (10 m )</li><li>- Stimulus-Based Conversation (20 m)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• <b>Paper 4 Oral</b><ul style="list-style-type: none"><li>- Reading (10 m )</li><li>- Stimulus-Based Conversation (20 m)</li></ul></li></ul>
<b>Total : 100 marks</b>	<b>Total : 200 marks</b>	<b>Total : 200 marks</b>



# Punggol Cove Primary School

## Applied Learning Programme

### Confident Communicators and Collaborators



**VISION**  
EVERY PCPS STUDENT, A CURIOUS LIFELONG LEARNER, A CONFIDENT LEADER AND A RESPONSIBLE INNOVATOR

**MISSION**  
NURTURING THE WHOLE CHILD, GROWING FUTURE LEADERS

**VALUES**  
EMPATHY, MINDFULNESS, CARE

**MOTTO**  
TO SERVE TO LEAD

#### Student Outcomes

- Identify problems in the community (Critical Thinking)
- Communicate effectively using speaking and writing skills (Communication)
- Work well with others in a team (Collaboration)
- Contribute to the betterment of the community (Civic Responsibility)

#### Tier 1: Self, Peer, School, Community

##### Lower Primary

##### Middle Primary

##### Upper Primary

- Documenting and Sharing on Animal Conservation
- Giving Advice on Transitioning to Primary School



- Advocating Cyberwellness
- Creating Digital stories



- Advocating for the Elderly
- Creating a mini documentary



Cross  
Department  
Collaboration



Leveraging Technology

#### Tier 2: Talent and Interest Driven Projects

##### Service Learning with Kindergarten



##### PCPS News



##### Competitions



Community  
Partnership

# ALP – Advocating for the Elderly

- Anchored in the Design Thinking process
- Conducted in collaboration with the Caring Companions programme (VIA)
- Research on the lives and needs of the elderly to build empathy
- Design and prototyping of interactive games for elderly engagement
- Visits to elderly homes to test and refine ideas
- Multi-modal documentation of the learning journey
- Culminating mini documentary showcasing learning, reflections and social responsibility



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**Maths**



# MATHEMATICS



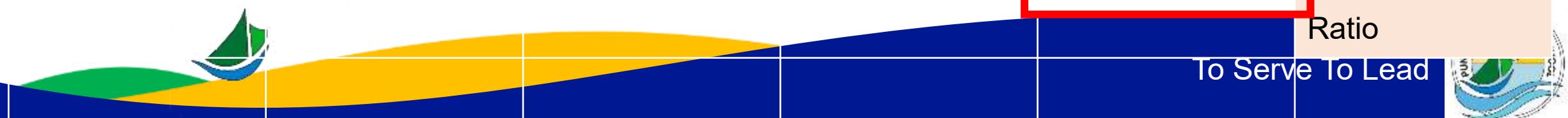
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# Mathematics

## Spiral Approach in the Math Curriculum

Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Whole Numbers					
Measurement	Measurement	Measurement	Measurement	Measurement	Measurement
Geometry	Geometry	Geometry	Geometry	Geometry	Geometry
Data Analysis					
	Fractions	Fractions	Fractions	Fractions	Fractions
			Decimals	Decimals	Decimals
			Nets	Percentage	Percentage
			Pie Chart	Rate	Rate
				Ratio	Ratio



# Mathematics

## Key Programmes / Strategies:

- In-class learning experiences via ***manipulatives*** and ***Math Games***
- ***Math Talk Moves*** as a key pedagogical strategy that supports metacognition, developing mathematical thinking through talk
- ***Math Carnival*** – designed to promote joy of learning
- Heuristic packages – ***POLYA 4-step routine (U.P.D.C)***
- ***E2K Math*** Enrichment Programme (P5 selected students)



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# Supporting Your Child in Mathematics

## Support

- Build positive attitudes towards Mathematics
- Establish short, consistent routines
- Encourage children to explain their thinking

## Help

- Ask guiding questions
- Connect Math to real-life contexts
- Focus on understanding processes

## Stretch

- Ask 'What if...?' questions
- Encourage multiple strategies
- Use games and problem-solving tasks



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# SCIENCE



PUNGGOL COVE  
PRIMARY SCHOOL

## Science Department Vision

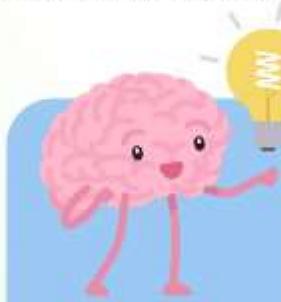
In alignment with the revised Science Curriculum Framework,



and school's mission, vision and values,  
PCPS students and teachers



enjoy learning  
Science and  
are **INspired**  
by how  
Science helps  
solve global  
challenges.



**INquire** like  
Scientists by  
engaging  
confidently in  
the Practices  
of Science.



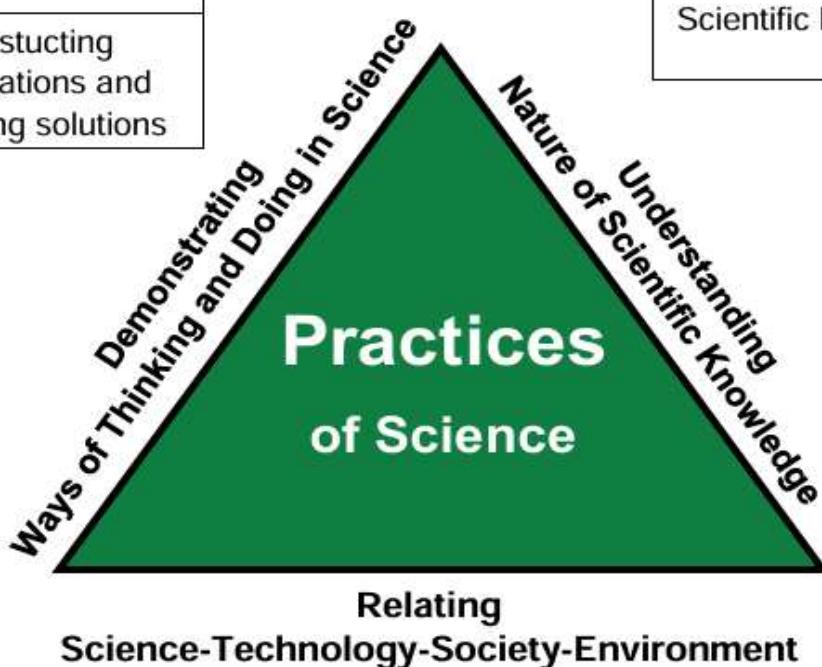
apply Science  
to **INnovate**  
to generate  
creative  
problems to  
solve real-  
world  
problems.

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# Practices of Science @ PCPS

Demonstrating WOTD			Understanding NOS
Investigating	Evaluating and Reasoning	Developing and Evaluating Solutions	<p>Science is an evidence-based, model-building enterprise to understand the real world.</p> <p>Science assumes natural causes, order and consistency in natural systems.</p> <p>Scientific knowledge is generated through established procedures and critical debate.</p> <p>Scientific knowledge is reliable, durable, open to change in light of new evidence.</p>
Posing questions and defining problems	Communicating, evaluating and defending ideas with evidence	Using and developing models	
Designing investigations	Making informed decisions and taking responsible actions	Constructing explanations and designing solutions	
Conducting experiments and testing solutions			
Analysing and interpreting data			



2023 Science Syllabus Pg 8

Relating STSE
There are risks and benefits associated with the applications of Science in society.
Applications of Science often have ethical, social, economic and environmental implications.
Application of new scientific discoveries often drive technological advancement while advances in technology enable scientists to make new or deeper inquiry.

# Alignment of Science Topics

Term	P5 Topics	Aligned P4 Topics To Recap	Aligned P3 Topics To Recap
1	<b>Chapter 1: Reproduction in Animals and Plants</b>	<b>Chapter 2: Human Systems</b>	<b>Chapter 1: Diversity of Living Things</b> <b>Chapter 2: Classification of Living Things</b> <b>Chapter 4: Life Cycles of Plants</b> <b>Chapter 5: Life Cycles of Animals</b>
2	<b>Chapter 2: Cycles in Water</b>	<b>Chapter 3: Matter</b> <b>Chapter 6: Heat</b> <b>Chapter 7: Effects of Heat</b>	
3	<b>Chapter 3: Plant Transport System</b>  <b>Chapter 4: The Human Respiratory and Circulatory Systems</b>	<b>Chapter 1: Plant System</b> <b>Chapter 2: Human Systems</b>	
4	<b>Chapter 5: Electrical Systems</b>  <b>Chapter 6: Simple Series and Parallel Electric Circuits</b>	<b>Chapter 4: Light</b> <b>Chapter 5: Shadows</b>	<b>Chapter 3: Diversity of Materials</b> <b>Chapter 6: Properties of Magnets</b> <b>Chapter 7: Making and Using Magnets (*Electromagnets)</b>

# PCPS RISE & SHINE!

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

## RISE

## &

## SHINE

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

**S**tudy the given information in each question carefully.

**H**ow do I process the information given?

**I**dentity and tag the concept.

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

**E**xplain and write the **REASONING** clearly.



# PCPS Learners for the Future

There are opportunities for students to **collaborate with their peers** to apply **Science, Technology, Engineering and Mathematics** to practice the **5Rs - Refuse, Reduce, Reuse and Repurpose materials** when working on the STEM challenges during:

- Science lessons
- STEM challenges
- Toy – making competition 2026



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# PCPS Eco Adventures Let's GEM with 5Rs!

## PCPS G.E.M. with 5Rs

Refuse	Reduce	Reuse	Repurpose	Recycle
Say "no" to things you don't need, like single-use plastics, promotional items, and excessive packaging.	Cut back on consumption by using less of what you have, such as saving energy and water.	Use items again for their original purpose, like using reusable bags or containers instead of disposables.	Find new ways to use an item that would otherwise be thrown away, such as using old jars for storage.	Convert waste materials into new objects. This is the last step, to be used only for materials that cannot be refused, reduced, or reused.



## GREEN PLAN

### GOAL

To nurture curious lifelong learners, confident leaders and responsible innovators through sustainable 5Rs practices, embodying empathy, mindfulness and care.





# MOTHER TONGUE



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# Mother Tongue – Transition to Primary 5

Primary 4	Primary 5
<p><b>Listening Skills</b></p> <ul style="list-style-type: none"><li>• Picture matching</li><li>• Completion of dialog (Written Interaction)</li><li>• Text-based listening comprehension</li></ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"><li>• Understanding of instructions</li><li>• Text-based listening comprehension</li></ul>
<p><b>Writing and Interaction Skills</b></p> <ul style="list-style-type: none"><li>• <b>Composition- Picture Essay (4 pictures)</b><ul style="list-style-type: none"><li>- CL (at least 80 words)</li><li>- ML (at least 80 words)</li><li>- TL (at least 60 words)</li></ul></li></ul>	<p><b>Writing and Interaction Skills</b></p> <ul style="list-style-type: none"><li>• <b>Composition-</b></li><li>• <b>Topic Essay OR Picture Essay (6 pictures)</b><ul style="list-style-type: none"><li>- CL (at least 100 words)</li><li>- ML (at least 120 words)</li><li>- TL (at least 80 words)</li></ul></li></ul>
<p><b>Oral</b></p> <ul style="list-style-type: none"><li>• Read Aloud</li><li>• Picture Description (on paper)</li><li>• Conversation</li></ul>	<p><b>Oral</b></p> <ul style="list-style-type: none"><li>• Read Aloud</li><li>• Conversation (<i>based on video stimulus</i>)</li></ul>



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# Mother Tongue

## Key Programmes:

- Festive Celebrations
- Mother Tongue Fortnight: Radio DJ Sharing
- Mother Tongue Cultural Day
- Higher Mother Tongue Language for P5
- Cultural immersion programme catered to students\ readiness and mass cultural exposure.
- Sharing of Current Issues during CCE(MTL) lesson.



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# Mother Tongue

## Promoting Love for reading MTL books.

- In class and Library reading festival and events.
- Individual MTL reading record.
- Range of F2F and online activities for students.
- Strongly encourage student to have MT story books with them daily.



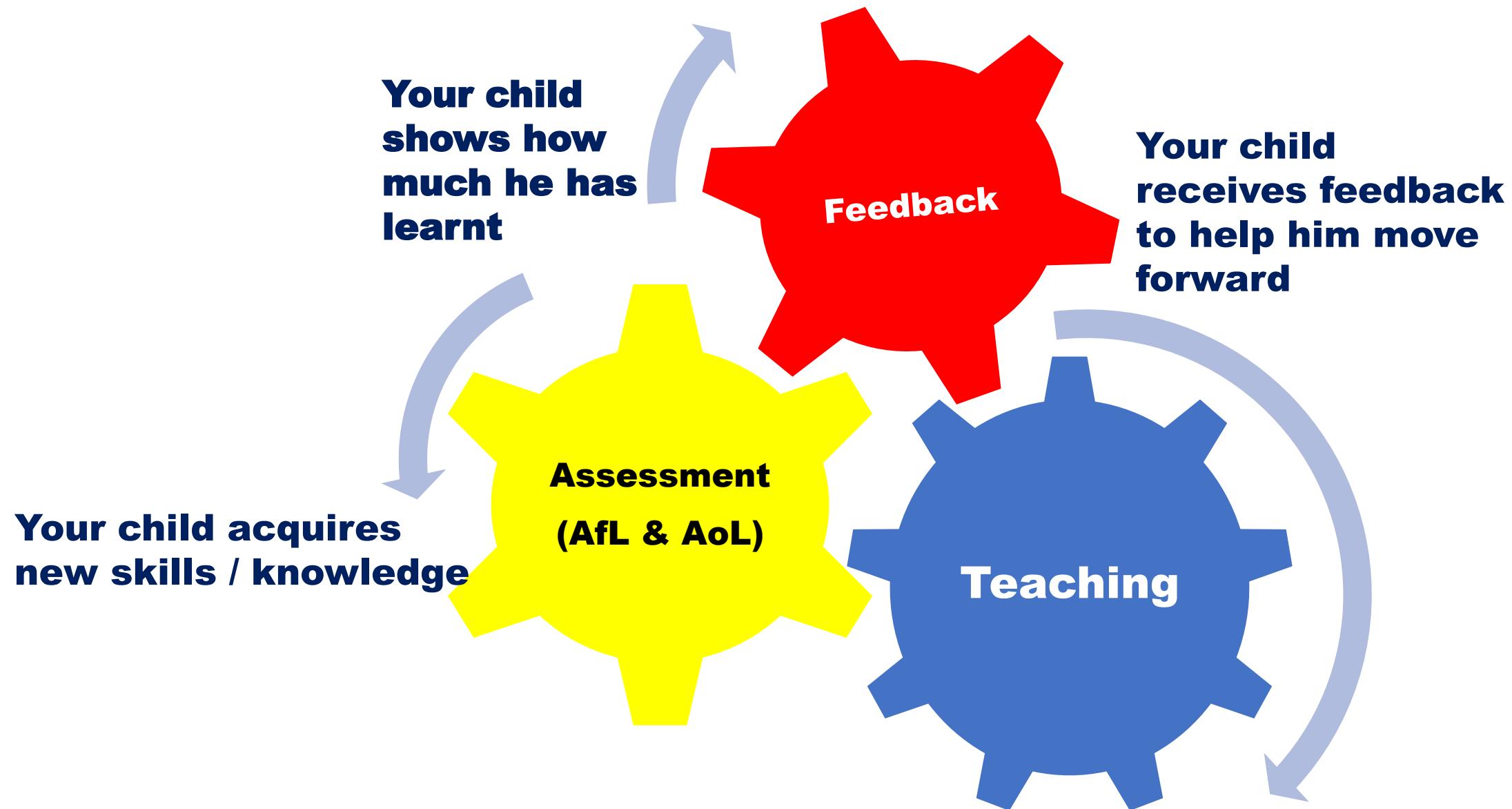
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# Holistic Assessment to Support Learning and Development of the Child



# Assessment is Part of Learning



# PCPS Assessment Plan

LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
PRIMARY 5	-	Weighted Assessment 1 (15%)	Weighted Assessment 2 (15%)	End-of-Year Exams (70%)
PRIMARY 6	MRE (EL and MT)	MRE (Math & Science)	Prelim (100%)  PSLE (Oral & LC)	PSLE (Written examinations)

## Topics and Weighting :

Assessment Letters will be issued at a later date.

# Assessment Matters

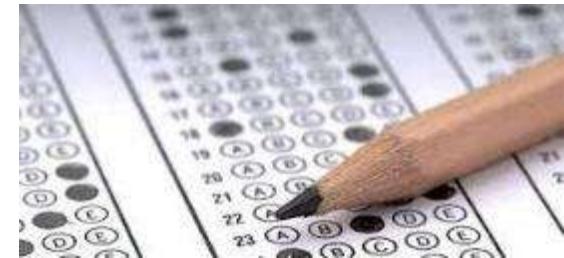
- **Absences:**
  - Absence from assessment/ examination must be covered by a medical certificate from qualified medical professionals who are registered with the Singapore Medical Council. Students are required to submit their medical certificate(s) to their form teachers on the day they return to school.
  - **No marks will be accorded to students who are absent without a valid reason or medical certificate.**

## 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.
- The school will continue to communicate with you on students' progress through Meet-The-Parents Sessions at the end of Term 2 or at anytime where necessary.

# Expectations at Primary 5

- Formative assessments using alternative modes to monitor students' progress such as non-weighted class tests with timed practice, homework, performance tasks, journals, presentations, projects to provide feedback and encourage reflection
- Weighted Assessments in Terms 2 and 3 and End-of-Year Examination leading to confirmation of Standard and Foundation subject combinations at the end of Term 4



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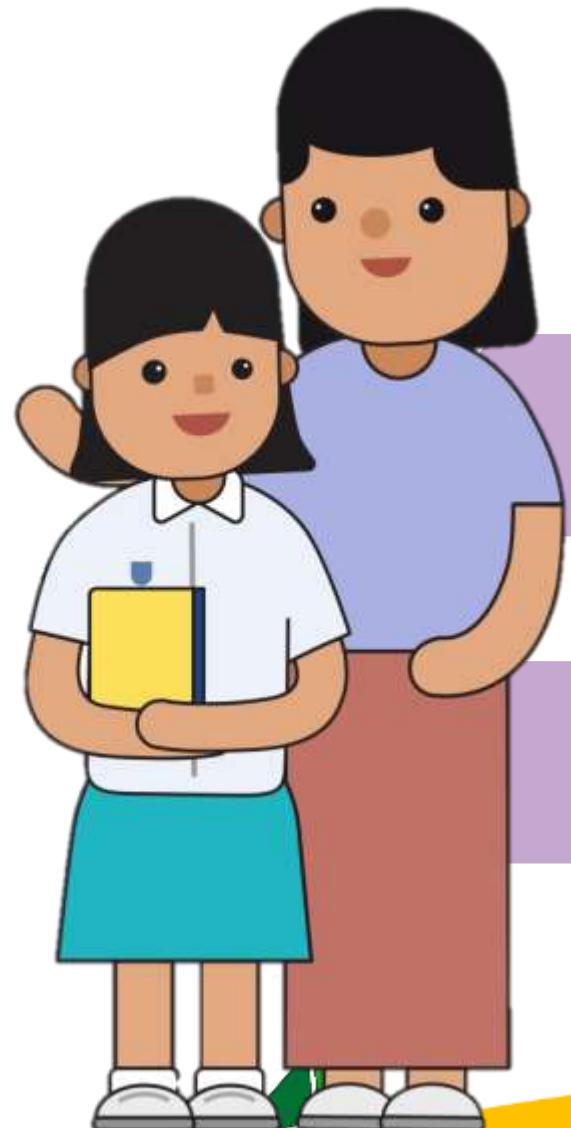


# Achievement Level Scoring System and PSLE



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# Sharing About PSLE Matters

How does the PSLE Scoring &  
S1 Posting work?

How are students posted to  
secondary schools?

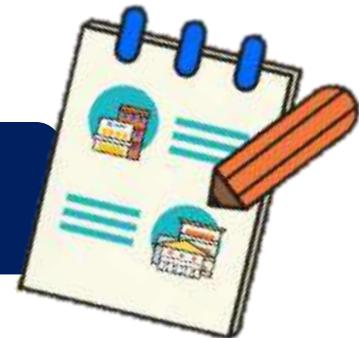
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# WHAT IS THE INTENT OF THE PSLE?



**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

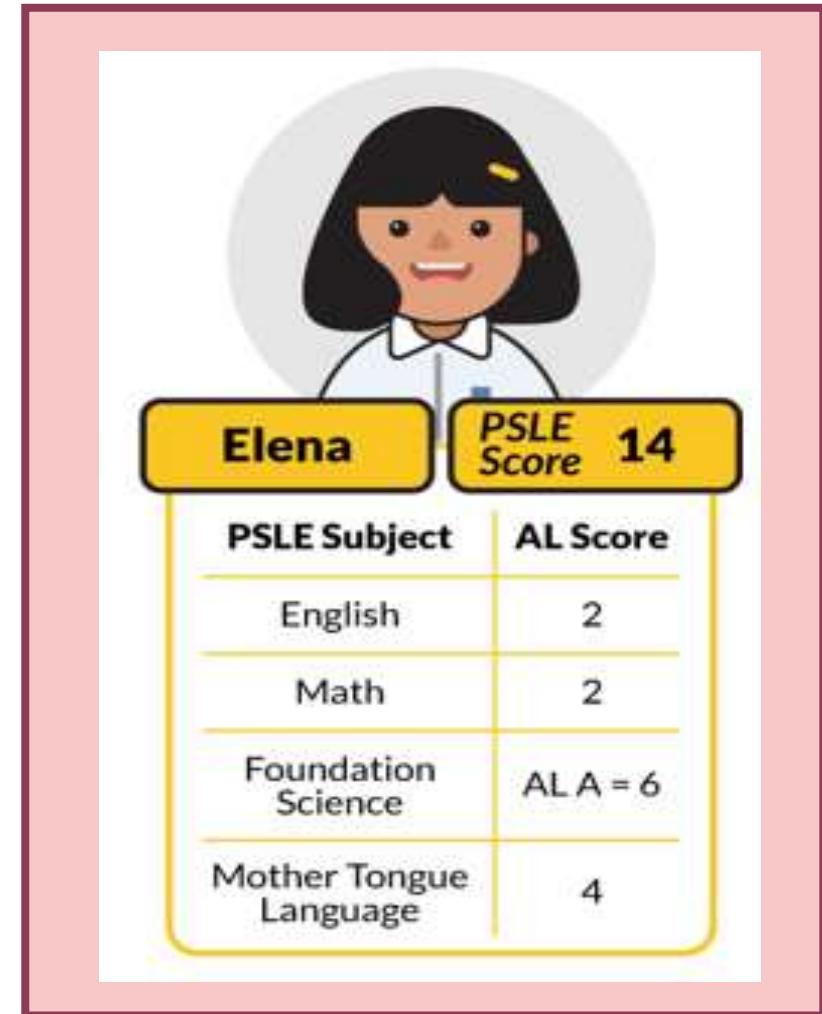
# GRADING OF FOUNDATION SUBJECT GRADES

- 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?

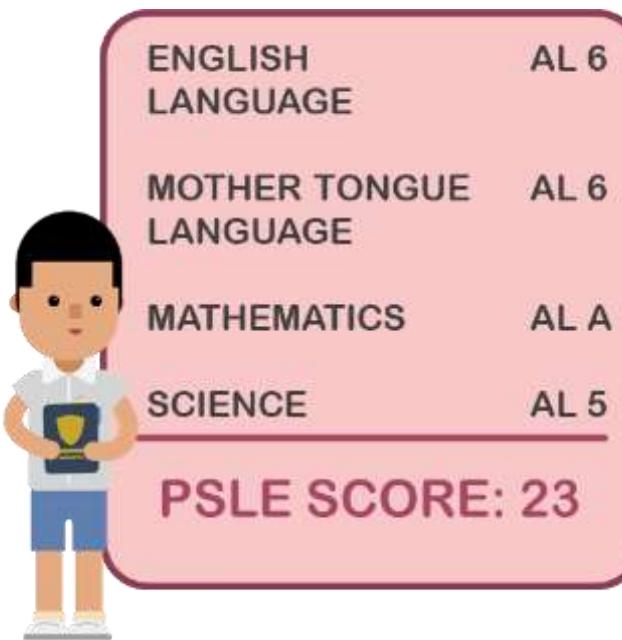
- The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).
- The PSLE Score can range from 4 to 32, with 4 being the best.



# 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?

**Posting Group 2 or 3**

2. If Bryan decides to choose Posting Group 3, he will do most subjects at G3.

3. If Bryan decides to be in Posting Group 2, which subjects can he take at G3?

**Mother Tongue and Mathematics**

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 (with AL 7 or better in EL and MA)	PG1	G1

**Example 2**

ENGLISH	AL6
MOTHER TONGUE	AL4
MATHEMATICS	AL5
SCIENCE	AL6

**PSLE SCORE: 21**



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# PRESENTATION OF RESULTS IN ALs

- Schools will present school-based examination results of P5 and P6 Students in ALs.
- This will help familiarise students and parents with the new AL scoring system.
- The AL reflects the mastery of broader curriculum, rather than for topical or component performance. As such, AL will not be reflected for weighted assessments (WA).

SUBJECT	Weighted Assessment 2 Mark	SEMESTER 2		OVERALL		Update from 'Grade' to 'AL'
		Mark	AL	Mark	AL	
English Language	85	87	2	85	2	
Mathematics	83	93	1	94	1	
Science	90	86	2	86	2	
Chinese Language	78	82	3	83	3	
Higher Chinese Language	57	71	ME	70	ME	
Social Studies		Grade		Grade		Grade
		-		-		A
OVERALL						
Total Achievement Level (AL) Score	: 8	New field to compute 'Total AL Score'				
Percentage	: 87					
Attendance	: 88/93					
Class for Next Year	: P6-6E					
Subject Combination Next Year	: 4S1H	Update from 'Course for Next Year' to 'Subject Combination for Next Year' for P5 going into P6				



# Direct School Admission (DSA-Sec)



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# DIRECT SCHOOL ADMISSION- DSA-SEC

## What is DSA-Sec?

Direct School Admission for secondary schools (DSA-Sec) allows students to apply to some schools before taking the PSLE.

Students apply based on their talent in sports, CCAs and specific academic areas.

If your child is admitted to a secondary school through DSA-Sec, they are not allowed to:

- Submit school choices during the Secondary 1 (S1) posting process.
- Transfer to another school. They must commit to their chosen school for the duration of the programme.

# DIRECT SCHOOL ADMISSION- DSA-SEC

## Who can apply

Primary 6 students can apply for DSA-Sec based on a wide-range of talents, including:

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership (for example, prefects)

# 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

# **Student Well-Being Matters**



To Serve To Lead



# Students' Desirable Attitudes

- Attitudes towards learning / life
  - Punctuality (for school, for lessons and for submission of homework)
  - Accountability (responsible for one's actions and words)
  - Teachability (open to feedback and to learn)
  - Endeavours to give one's best.
  - Resilience (coping and not giving up easily)
  - Growth Mindset (aim high, have strategies/ discipline approach to achieve one's targets/ goals)



To Serve To Lead



# **3 areas we can work together on to foster School-Home Partnership**

**1 Respectful Communication**

**2 Role Models**

**3 Real Connections**



# Respectful Communication

## Foster kind words and actions between schools and educators



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



# Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



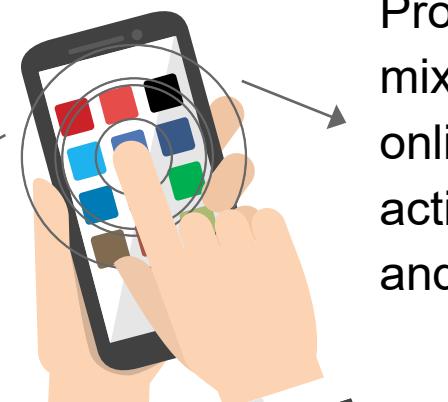
*Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.*

# Real Connections

**Cultivate strong relationships and healthy habits in this digital age**

Establish good habits for our children to stay confident and in control of their technology use

Build strong bonds through shared experiences and meaningful conversations

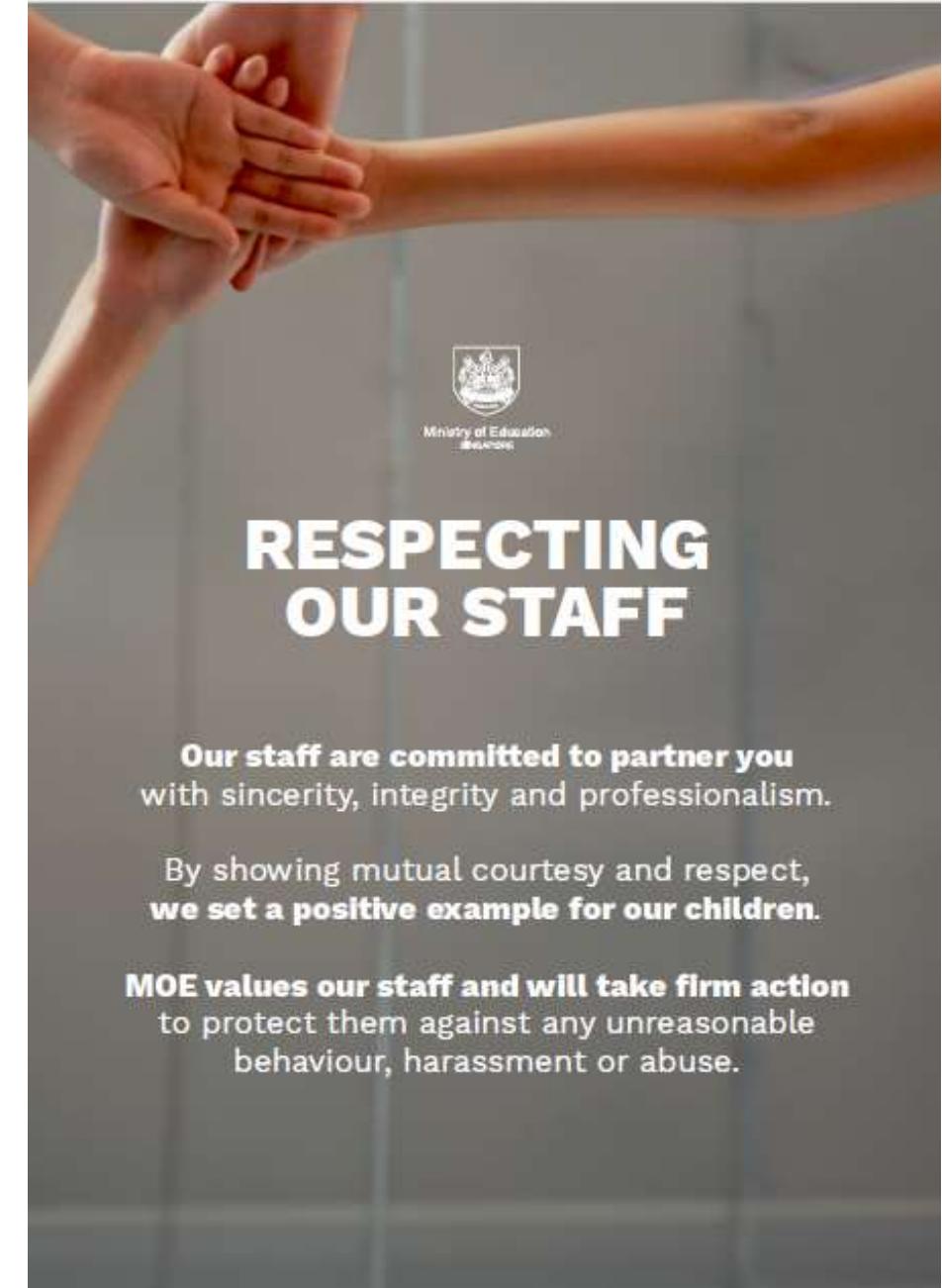


Provide a balanced mix of engaging online and offline activities, at school and at home



# Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



# SCHOOL-HOME PARTNERSHIP

Maintain regular communication through official school channels

- Connect with school through Parent Gateway, MOE Emails and Student Handbook.



- *Share your feedback through School Generic Email*

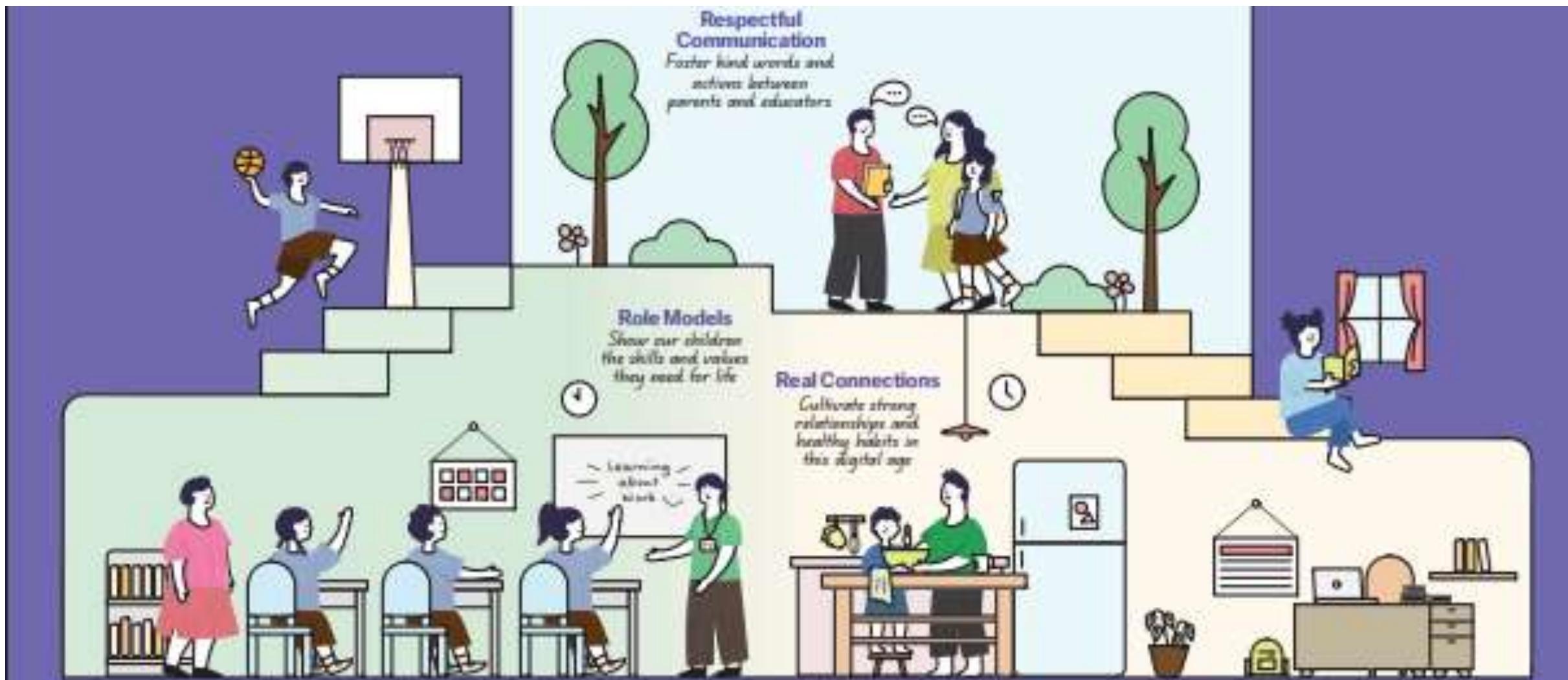


# SCHOOL-HOME PARTNERSHIP

## **Building a Trusting and Respectful Partnership**

- Teachers are not expected to provide their personal phone number to parents.
- Contact our teachers from 7.30 am to 4.30 pm. Parents can contact the school's General Office for assistance if the queries and/or requests made during working hours are urgent
- Teachers may only be able to respond on the next working day if they were not contactable or unable to access their email promptly during the day or if the queries and/or requests were made beyond the stipulated hours
- Teachers are not expected to respond to parents' and students' queries during the weekends except for emergencies

# Parents as Partners: Home-School Partnership in Managing Discipline



## Gen-Alpha (2010-2024) Characteristics

Short attention span

Feel lonely and bored easily - Internet is their 'best friend'

To them anything can 'delete' like texting.

Seek for connection; relationship over hierarchy (Balance)

Do not see online and offline as different world

Psychological safety and Relevance

Purpose & Intent  
Why does this matter to me;  
Why should I care, make me care

The screenagers; Tech Savvy and digital fluent - they do not know the world without it

Some were born during the period of Covid-19

Most cannot read expression well and had weird social understanding.

Seek guidance, consistency and good adult role-modelling

# Our Focus Today.....

School's stance in managing discipline issues in school:

- (a) Definition of serious offence
- (b) Insights on hurtful behaviour and bullying acts
- (c) Responses & intervention processes in managing discipline cases in school
- (d) Possible Consequences with regard to minor and serious cases
- (e) How can you support your child?



# Definition of Serious offence

An offence is considered serious when a student:

- ✓ Causes serious harm and/or disruption to self, whether physical, psychological or social; (*i.e., truancy, vaping, leaving school ground without permission and such*) and/or
- ✓ Causes serious harm and/or disruption to others, whether physical, psychological or social (*i.e., bullying, fighting and such*) and/or
- ✓ Causes serious damage to property or resources and/or
- ✓ Shows defiance against authorities (*i.e., school staff*).



# Consequences (in general)

Minor Offences	Serious offences
<ul style="list-style-type: none"><li>• Parent/ guardian to be informed via phone call</li><li>• To comply the next day</li><li>• Stay back after school to complete</li><li>• After school detention</li><li>• School services</li><li>• Loss of privileges (i.e., loss of recess play time)</li><li>• Confiscate of smartwatch or handphone – To be collected from HOD Discipline in school.</li><li>• Submission of reflection to teachers</li><li>• Reverse of Transactions</li><li>• Repeated offences to be referred to level discipline representative</li></ul>	<ul style="list-style-type: none"><li>• <b>Warning letter (Pink) to be issued</b></li><li>• <b>Conduct grade adjustment: Up to ‘Fair’ conduct for the year.</b></li><li>• <b>School detention (increase in number of days)</b></li><li>• <b>Loss of privileges (i.e., loss of recess play time,</b></li><li>• <b>Removal from leadership appointment) Representing school for CCA competitions / Overseas Trip</b></li><li>• <b>In-house suspension</b></li><li>• School services (increase in number of days)</li><li>• Submission of reflection to teachers</li><li>• Award a zero for the assessment paper</li><li>• Repeated offences to be referred to Year Head and/ or HOD Discipline</li><li>• Refer to vice-principal and/ or Principal</li><li>• Up to 3 strokes of the cane (for upper primary and older boys only, with aggravating factors)</li><li>• Refer to external agencies like the SPF/HSA and such.</li></ul>



# What are hurtful behaviours and bullying?

In Singapore, local studies show that **verbal/social bullying** forms the bulk of the types of bullying experienced in schools and they **often start as ‘harmless teasing’ or leaving someone out** but escalate into bullying.



Hence, **we need to take a serious view of all forms of hurtful behaviours and bullying**, starting from once-off insensitive remarks before they become normalised or escalated.

## Hurtful behaviours

**Unkind and hurtful acts** that include insensitive words/actions, even physical violence.

## Bullying

Happens when a person behaves in a way that **hurts someone repeatedly and on purpose**

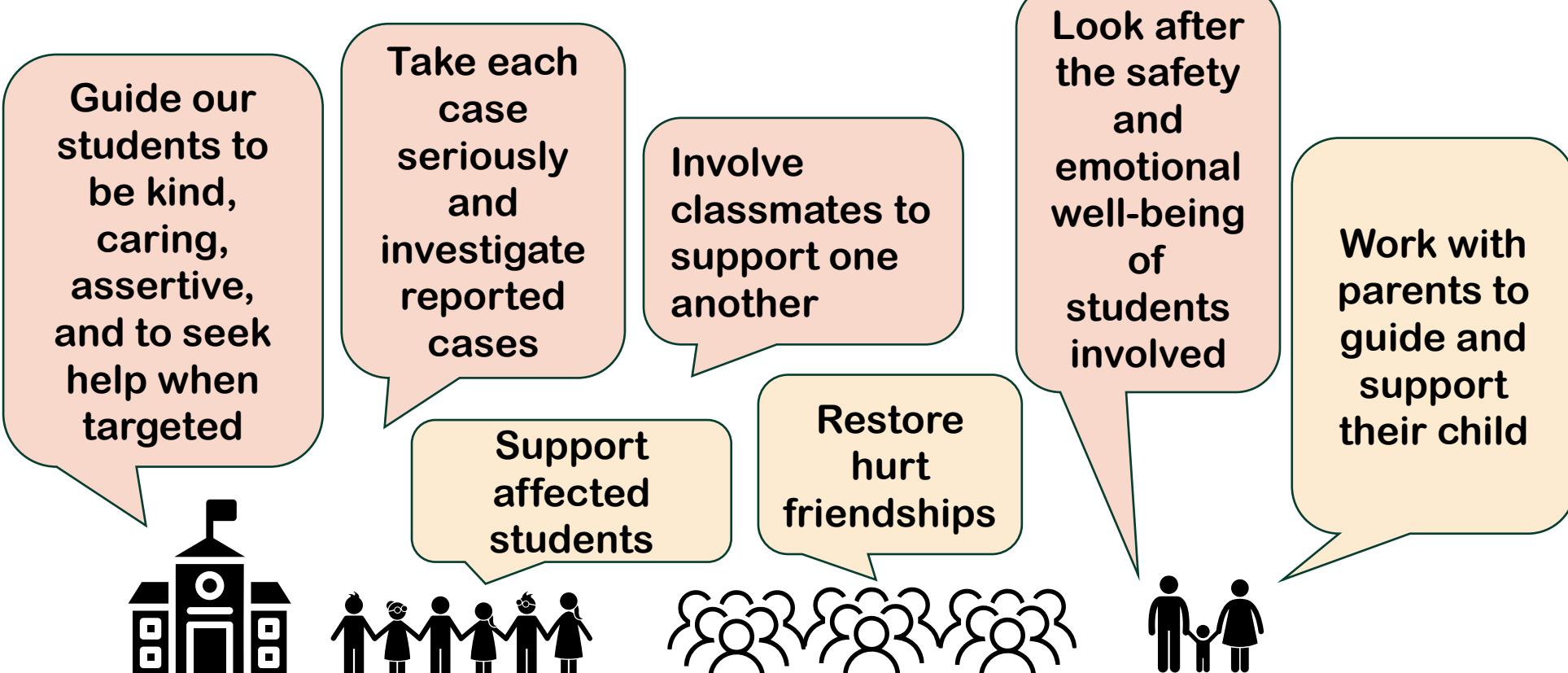
# Warning Signs To Look Out For

## Distress Signals

- Displaying out-of-character behaviour
- Injuries that are unexplained
- Sudden changes in appearance, interest or habits
- Temperament changes (e.g. stressed)
- Rebellious/aggressive behaviour
- Extended absence/deliberate social withdrawal
- Struggling to pay attention/increased lethargy
- Sending moody or morbid messages

# How Does Our School Manage Bullying?

We adopt a positive, proactive discipline approach to develop our students to be mindful, empathetic, caring, and assertive, and to seek help when needed.





## How Does Our School Manage Bullying? Upstream Efforts

- Social-Emotional Learning (SEL) Talk by HOD Discipline
- Cohort Assembly by Year Heads on Value Education
- Kindness & Inclusivity Week
- FTGP Lessons
- Let's Chat

# What Do We Expect of Our Students?

As a school, we have **zero tolerance** towards hurtful behaviours and bullying. We view bullying in all its forms seriously, and **consequences will be meted out** in accordance with the severity of the situation.

We encourage our students to **be upstanders**, not bystanders, to the best of their ability.



Snapshot: One of the Social-Emotional Learning (SEL) Talks

## How the school will manage a reported offence

This framework helps schools manage student discipline through **thorough investigation** and **supportive intervention**, prioritising student **well-being** in the process. Discipline is **treated as education** to develop **pro-social skills, self-management and character while preserving dignity**.

### 1. ADDRESS



- ✓ Fact-find (Clarifying): Gather evidence, interview all parties involved (including the witnesses), understand how and why it happened, document findings.
- ✓ Assess: Evaluate severity, implement safety measures, consider special circumstances, and determine escalation needs.
- ✓ Record: Document serious offences in School Offence Module (SOM) and maintain comprehensive records with evidence.
- ✓ Inform: Brief teachers and engage external agencies when required.
- ✓ Alert: Alert parents of students involved within the same day, work with parents to monitor student's well-being and implement support/ safety plan.

Our priority is keeping all students safe whilst addressing incidents fairly and thoroughly.

Student well-being will be prioritised when managing offences.

This may include (but are not limited to):

- Monitoring possible signs of distress;
- Ensuring student has access to food and drink;
- Ensuring student is in a safe place;
- Informing necessary school personnel; and
- Arranging to hand over to parent/caregiver.

## 2. Correct



- ✓ **Address underlying reasons (Sensitise):** Help students understand how their actions affect others, teach pro-social skills, and monitor progress for sustainable behaviour change.
- ✓ **Timely emotional support:** Provide emotional support and ensure safety for all
- ✓ **Documentation:** Record interventions, set clear expectations, and apply appropriate consequences for inappropriate behaviour.
- ✓ **Close Monitoring:** Keep parents and teachers informed of actions and support strategies.

## 3. Replace



- ✓ **Guide:** Help students reflect on their impact and lessons learned.
- ✓ **Explicit Teaching:** Teach appropriate coping and management skills.
- ✓ **Monitoring:** Monitor behavioural changes and improvements.



## 4. Restore



**Reconciliation:** HOD Discipline/Year Heads/HOD Student Management/Level Discipline Representative will facilitate reconciliation to rebuild trust, resolve conflicts, and repair relationships.

**Support and Guidance:** School staff will continue to guide pro-social behaviours and positive interactions between parties.

**Integration:** Support healthy reintegration into school community



# Our Firm Stance on Hurtful Behaviours and Bullying

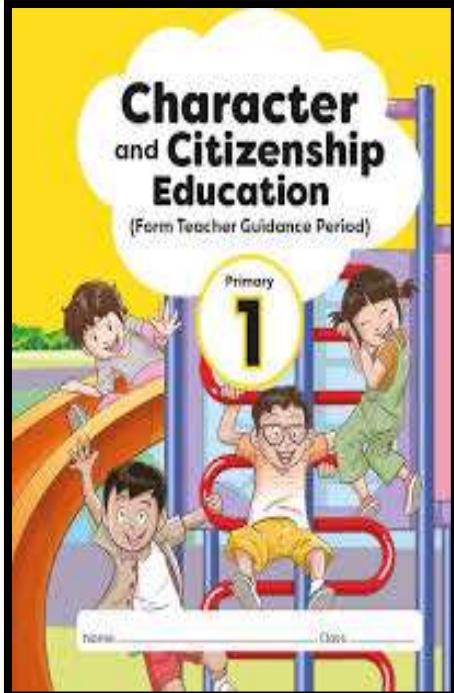
Any form of hurtful behaviour is **wrong** and **unacceptable**.

We will **take action when informed** of such cases.



Focus on developing a **caring and enabling** school environment

Develop **peer support culture** by teaching students **peer bonding, helping, and influencing skills** to **build positive relationships**.



Build **character** and **resilience** through **CCE lessons**, teaching **empathy**, **emotion regulation**, and **friendship skills**.



Foster positive teacher-student relationships through **regular professional learning**, equipping teachers to **create positive class culture** and **effectively manage hurtful behaviours and bullying**.

## What our Gen-Alpha Students (2010-2024) would like their parents to know (From FGDs) – Building a confident and resilient PCPS student and future-ready leader.

"We **see you as our trusted adult** - someone we can turn to for **emotional support and advice**."

"We want you to **partner our teachers**, working together with them to tackle bullying effectively."



"We need **space to handle everyday conflicts ourselves** - it helps us build problem-solving skills."

"We **value your guidance**, but we'd like you to **step in directly only when things get really serious**."

# What can parents do when their child encounters a bullying incident?

**Scenario: If your child is bullied:**

- ✓ Stay calm to assess the situation and support your child emotionally.
- ✓ Use C.H.E.E.R. as a guide to understand their experience.

**C**alm them down. Speak in a **gentle tone**.

**H**ear them out. Lend them a **listening ear**.

**E**mpathise with and **acknowledge** their feelings.

**E**ncourage them to **seek help**.

**R**eassure them that you will always be there to **support them and listen** to their problems.

- ✓ **Guide** your child to **be assertive** when facing bullying by saying "Stop that right now" or "Leave me alone" **instead of staying silent or being aggressive**.



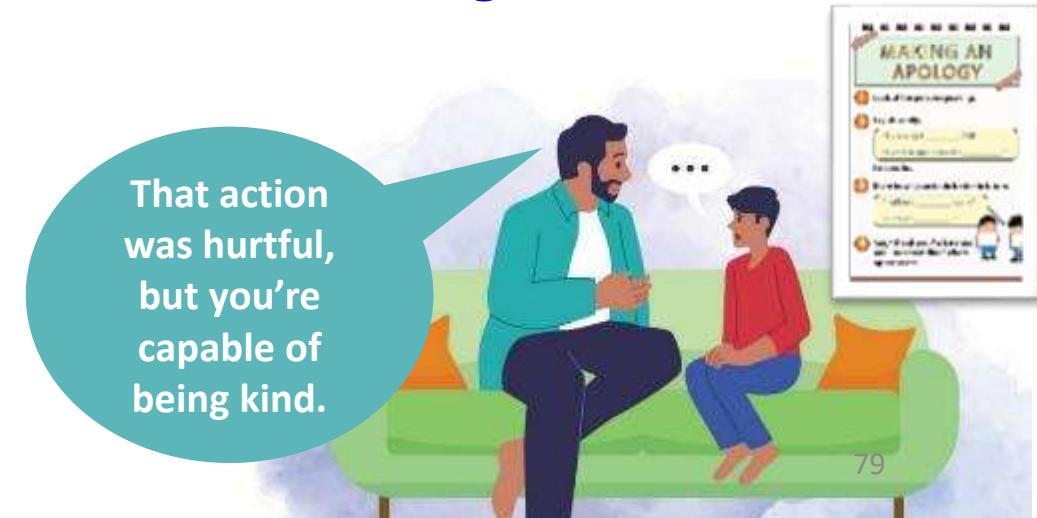
## Scenario: If your child is bullied:

- ✓ Help your child use '**I-messages**' to express their feelings to the bully in a **firm, clear** and **respect** manner.
- ✓ For example, “I feel upset <emotion> when you posted a video of me, accompanied with an inappropriate caption <action>. I would need you to remove the video, please <suggestion>.”



## Scenario: If your child is the bully

- ✓ Stay calm and ask questions to understand what happened.
- ✓ Explain that bullying is unacceptable and encourage a sincere apology to repair relationships.
- ✓ Monitor their online activities if needed.
- ✓ Work with the school for support and provide social and emotional guidance.



## Scenario: If your child is a bystander

- ✓ Help your child **feel safe and supported**.
- ✓ Guide them to be an **upstander** by listening, showing empathy, defending victims, and reporting incidents.
- ✓ Remind them not to like, share, or repost harmful online content.
- ✓ If they **don't feel safe confronting** bullying directly, **brainstorm other ways to support victims**, like reporting with a friend.



# How we can partner together: Reporting an offence

Offences/incidents can be reported by any member of the school community (e.g., student, parent, teacher) through the following means:

- **Verbal** (e.g., report to Form Teacher, Subject Teacher, any teacher in the vicinity of the incident, Discipline Master/Year Head and School Leaders)
- **Written** (e.g., email/write to Teachers, Discipline Master/Year Head and School Leaders)

**The school will treat the information with sensitivity. The identity of the person who reported the case will be kept confidential.**

## Information to include in your report

- Type of offence
- Identity of student(s) involved in the incident
- Description of incident (date/time, location, what happened)
- Witnesses (if any)
- Identity of the reporting person
- Any other relevant information

# Resources for Parents – How Can You Support Your Child?

## MOE Parent Kits

[www.moe.gov.sg/parentkit](http://www.moe.gov.sg/parentkit)



## MOE Parenting Instagram

@parentingwith.moesg



## Parenting Resources

in Parents Gateway



## Schoolbag

[www.schoolbag.edu.sg](http://www.schoolbag.edu.sg)



## SEL Resources for Parents

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





Mrs Tan Chen Kee  
Deputy Director-General of  
Education (Schools) and Director  
of Schools  
Ministry of Education

“While teachers are key agents for developing self-discipline, empathy and respect in our students, effective discipline **is possible only with the support of parents**, who play a critical role in instilling and reinforcing the right values and behaviour in their children”.