

***“When parents and
schools work together,
children do better”***

P5 & P6 Briefing for Parents

Saturday, 27 January 2024



Year Heads

Queenstown Primary School

Flourishing Individuals, Future-Ready Citizens



Mdm K Thanalachimi

- Work closely with form teachers, subject teachers, HODs and other Year Heads and Assistant Year Heads
- Look into providing better social and emotional support and integration of learning within the level and the progress of learning across the 6 years of primary education



Ms Kang Li Ping



Welcome Address

Ms Pearly Ng
Principal



A background image showing a group of people in a circle, clapping and raising their hands. The image is partially obscured by a large, light blue circular graphic on the right side. The text is overlaid on this graphic.

With gratitude

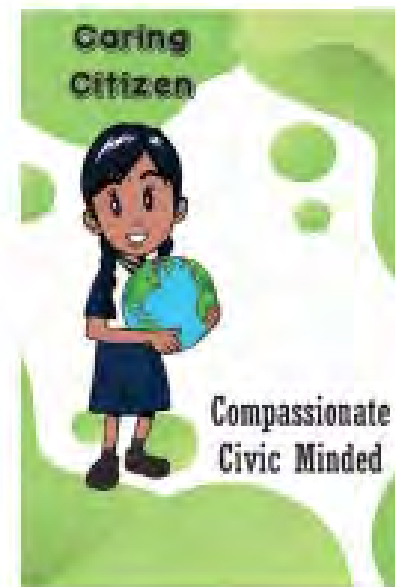
Building Positive Relationships

Our Mission

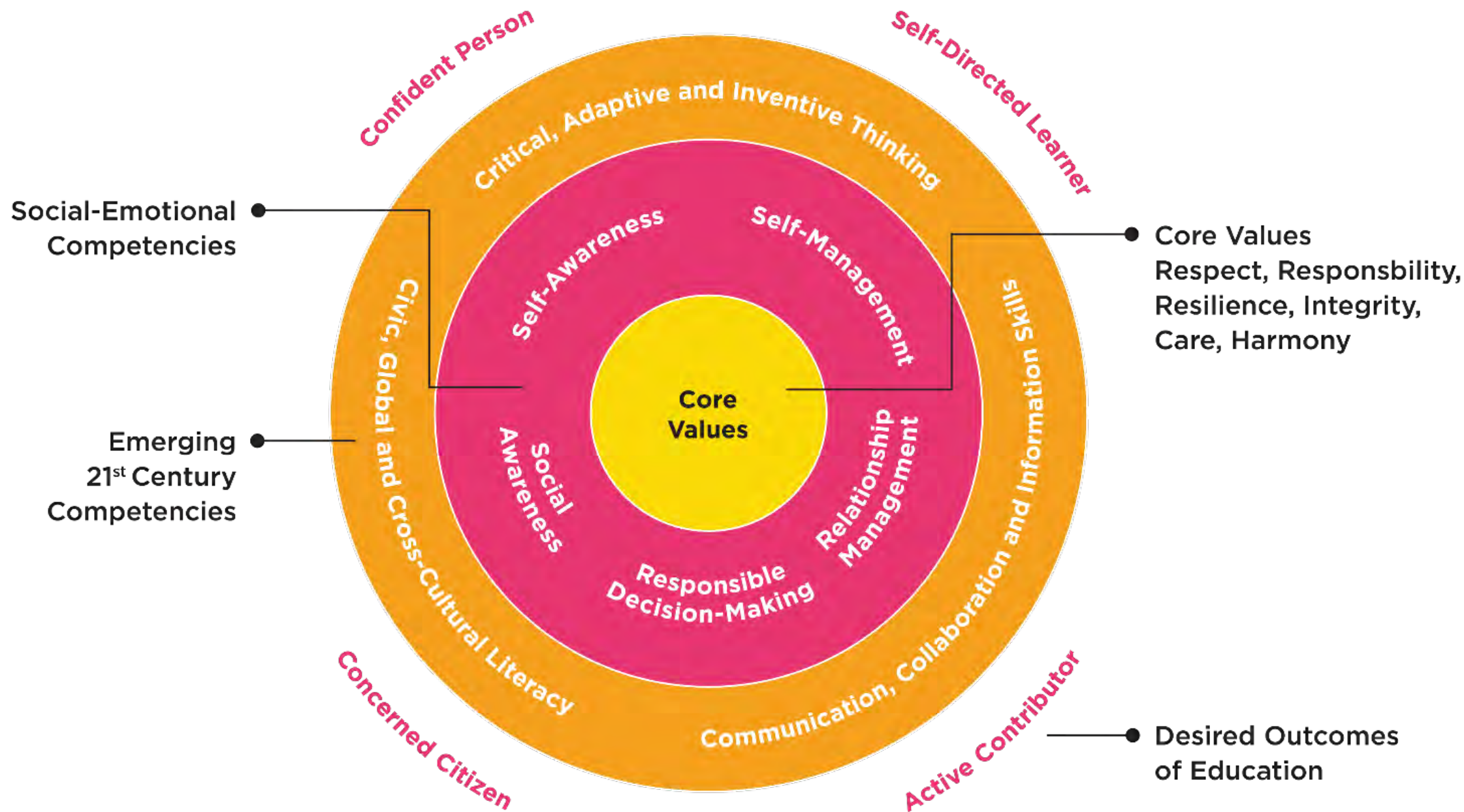
School of the 21st Century, Committed to providing a Holistic Education to all students

Vision

Flourishing Individuals, Future-Ready Citizens



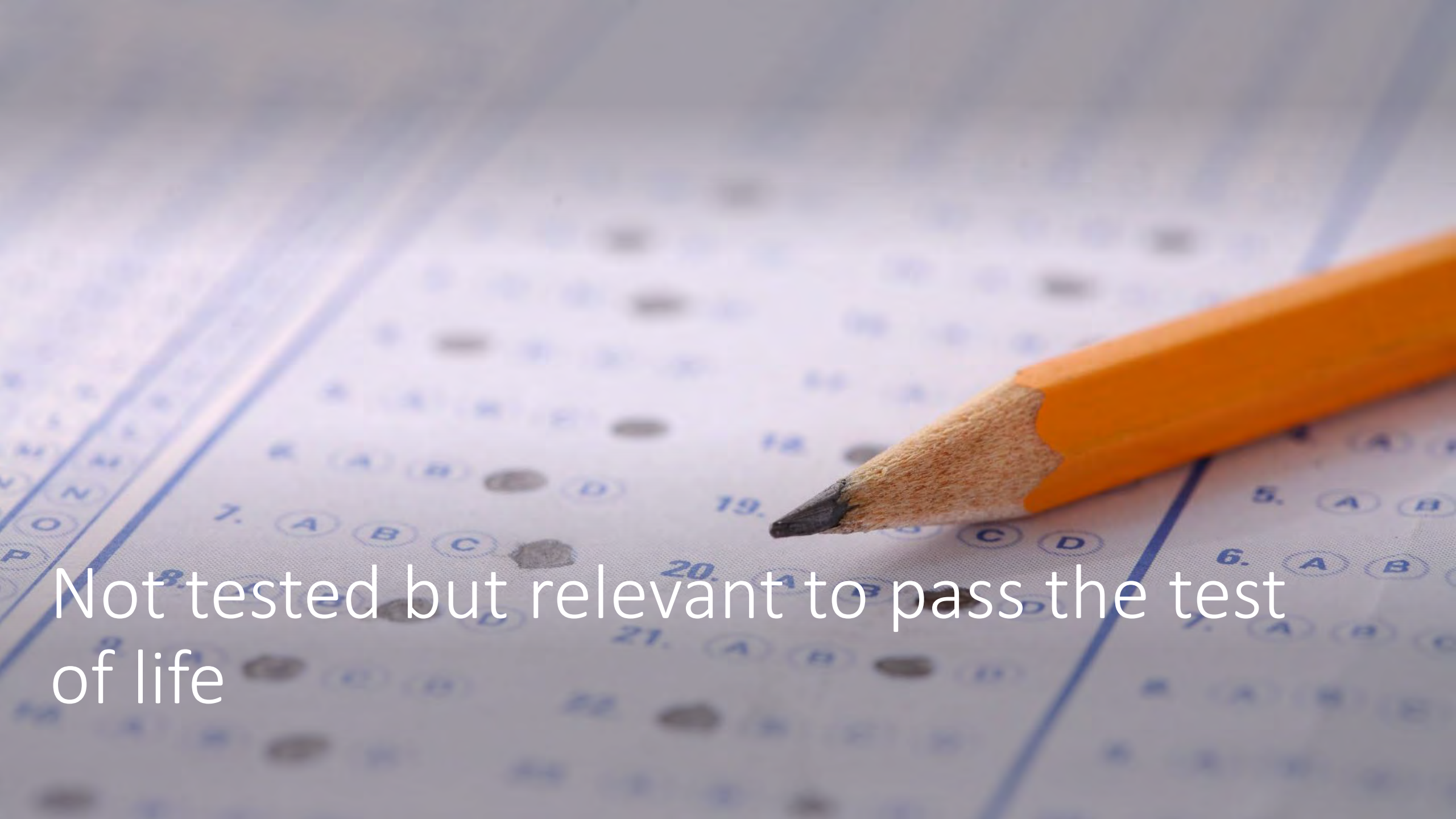
Respect Integrity Resilience Gratitude



Key Message

- Brain development in 11-12 year olds - marks significant changes in cognitive, physical and emotional domains.
- Common challenges and concerns facing our pre-teens – peer pressure, social media influence, body image issues, academic pursuits and expectations.





Not tested but relevant to pass the test
of life



Curriculum Time is precious



PSLE Scoring

Mr Haw Shuen Siang
HOD Mathematics



Sharing

- PSLE Scoring (wef 2021)
- PSLE Results 2023



PSLE Scoring from 2021

Standard

Score	AL
90 & above	1
85-89	2
80-84	3
75-79	4
65-74	5
45-64	6
20-44	7
<20	8

Foundation

Score	AL
75 & above	A (6)
30-74	B (7)
<30	C (8)



Taking Subjects at Foundation Level

- Builds **fundamentals** in conceptual understanding for the subjects to better **prepare students** for secondary education
- Takes care of **well-being** of our students
- Gives them **time** to work on other subjects they are stronger in





When is Banding Done?

- From P4 to P5
- From P5 to P6

FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, 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.**

Unlike the-academic streams of Express, N(A) and N(T), 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.

- Posting Groups assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	1	G1

Posting Groups (wef 2023)

PSLE Score	Posting Group	Subject level for most subjects
4-20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 - 30 (with AL 7 in EL and MA)	1	G1





Direct School Admission for Secondary Schools (DSA-Sec)

Ms Chew May
Vice Principal

Entering A Secondary School



PSLE-S1 Posting Process

- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**



DSA-Sec

- Based on a student's **talent** in sports, CCAs and specific academic areas, **beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**

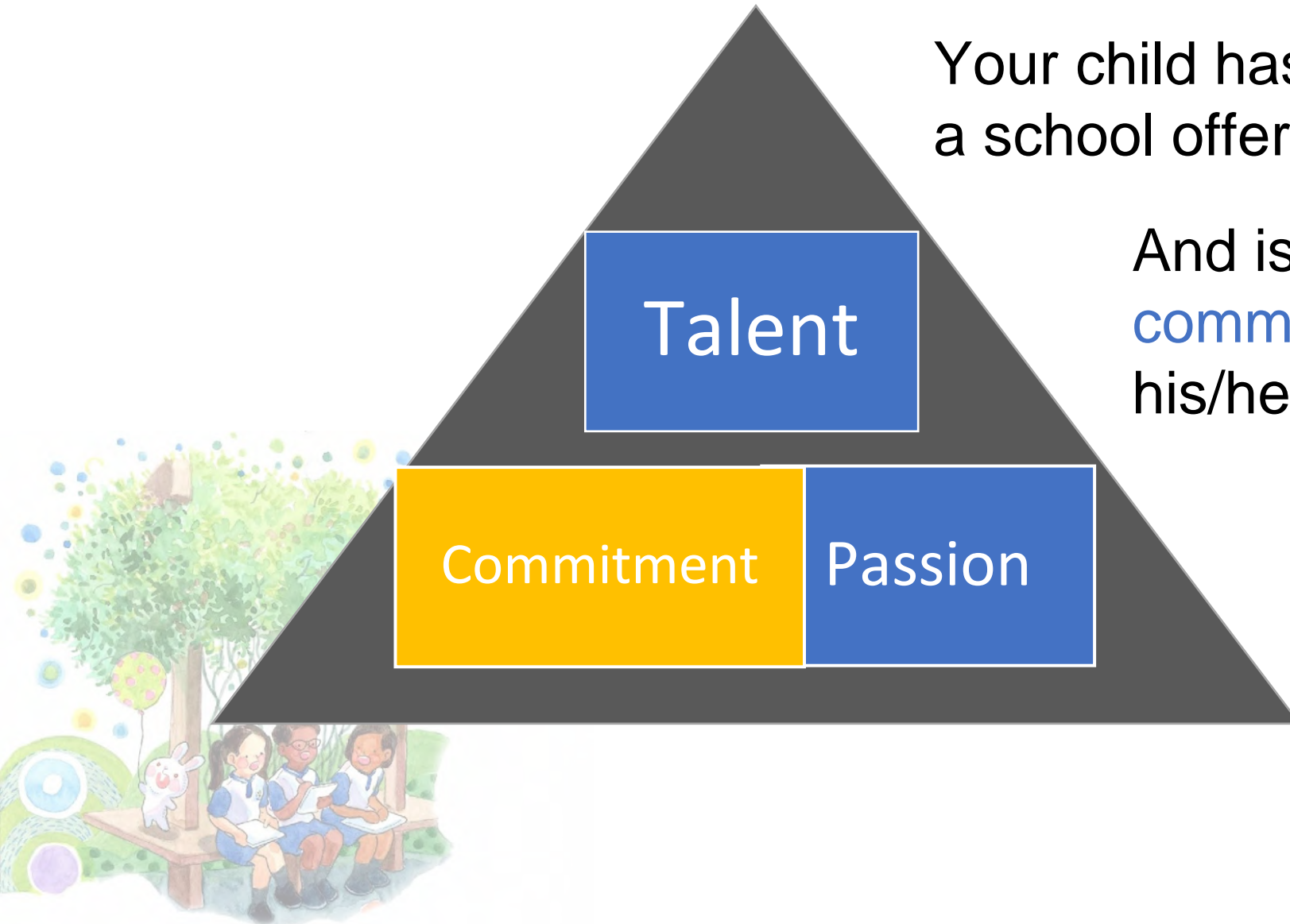


Is the DSA-Sec right for my child?

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

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

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



Categories to choose from



Sports and Games



Visual, literary and performing arts



Languages and humanities



Debate and public speaking



Uniformed groups



Leadership(for example, prefects)



Science, mathematics and engineering

What is the approximate timeline for DSA-Sec?

May to Jun	Apply online through DSA-Sec Portal
Late Jun and mid Sep	Shortlisted applicants attend interviews, timed assignments, auditions or trials
Mid Sept	Selected student will receive offers from school directly
Oct	Select up to 3 choices in order of preference using DSA-Sec Portal and do the submission
End Nov	Receive school allocation together with PSLE results

A DSA-Sec Application Portal

Since 2019 DSA-Sec, students apply for DSA through a centralised DSA-Sec Application Portal, using a common application form.

1. Centralised online applications

- Applications are centralised across all participating secondary schools
 - **Do not need to submit testimonials or hardcopy documents** to the secondary school during application. Submit via DSA-Sec Portal

2. Application using Singpass

- Both parents are required to login using SingPass with 2-factor Authentication (2FA) to submit their preferences.
 - One parent to login first and submit, followed by the other parent to login in a separate session to verify and confirm. Do save the PDF file of your completed submission.

Features of the DSA-Sec Portal

Making choices in the DSA-Sec portal

- Through the portal, you can easily identify schools that offer programmes for your child's talent area.
- You can indicate **up to three choices**. For each choice, you will need to choose **a secondary school** and **a talent area** from that school.
- The **order of the choices does not matter** during application.
- Of the three choices, **up to two choices** may be used to apply **to the same school, for two different talent areas** of that school. This is to cater to your child's multiple interests, and allow your child to choose different schools which can develop his/her strengths and interests.
- You and your child are encouraged to **consider your choices carefully**, and manage the time and effort participating in multiple trials and interviews.



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

Examples of Possible Choice Combinations

EXAMPLE 1	Talent(s)	School(s)
	Choir	School A
	Choir	School B
	Choir	School C

Your child can apply to up to three different schools, with no restrictions on the talent areas.

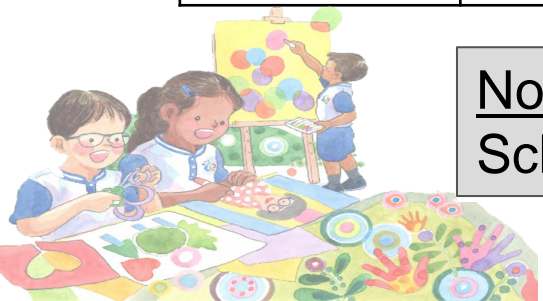
EXAMPLE 2	Talent(s)	School(s)
	Choir	School A
	String Orchestra	School A
	Choir	School B

If your child chooses two areas in one school, he/she can apply to two different schools only.

EXAMPLE 3 (Not allowed)	Talent(s)	School(s)
	Choir	School A
	String Orchestra	School A
	Mathematics	School A

Your child cannot use all three choices on one school. He/she can leave the third choice blank or choose another school.

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



What are the possible DSA-Sec selection outcomes?

- **Confirmed Offer (CO)**

Your child has a place reserved in the school, as long as his/her PSLE results qualify him/her for a course the school offers (i.e. Posting Group 1,2 and 3).

- **Wait List (WL)**

Your child will be given a place in the school if other students with Confirmed Offers do not take up those offers, and if his/her PSLE results qualify him/her for a course the school offers. Allocation will be based on students' rank on the school's Wait List.

- **Unsuccessful**

Your child has not been given a place in the school.

If your child still wishes to enter the schools he/she applied for, he/she can apply through the S1 Posting process using his/her PSLE results.



What are the possible DSA-Sec selection outcomes?

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.





Please Note:

- Parents are NOT to submit **DSA Sec school preference** if your child wishes to accept the Singapore Sports School (SSP) offer.
- For students who have accepted offers from both SSP and DSA Sec schools, their SSP offer will be voided.
- Students who are not given a place through DSA Sec, must take part in S1 Posting process, if eligible.

DSA-Sec Results Release



Students who have submitted The School Preference Submission (SPS) will receive the **DSA allocation results** together with **PSLE results**.

Successful DSA Sec students are **not** allowed to:

- Opt for schools in S1 Posting but may indicate **Posting Group option** and/or **Third Language**, if eligible.
- Transfer to another school after the release of PSLE results as they are expected to honour the commitment to the allocated DSA school for the entire duration of the programme.



Unsuccessful DSA Sec students will participate in S1 Posting to opt for schools.

2023 Successful DSA-Sec students

11 students who are admitted to their school of choice through DSA

CEDAR GIRLS' SECONDARY SCHOOL - INTEGRATED

FAIRFIELD METHODIST SCHOOL (SECONDARY)

HWA CHONG INSTITUTION

KUO CHUAN PRESBYTERIAN SECONDARY SCHOOL

QUEENSWAY SECONDARY SCHOOL

SCHOOL OF SCIENCE AND TECHNOLOGY, SINGAPORE

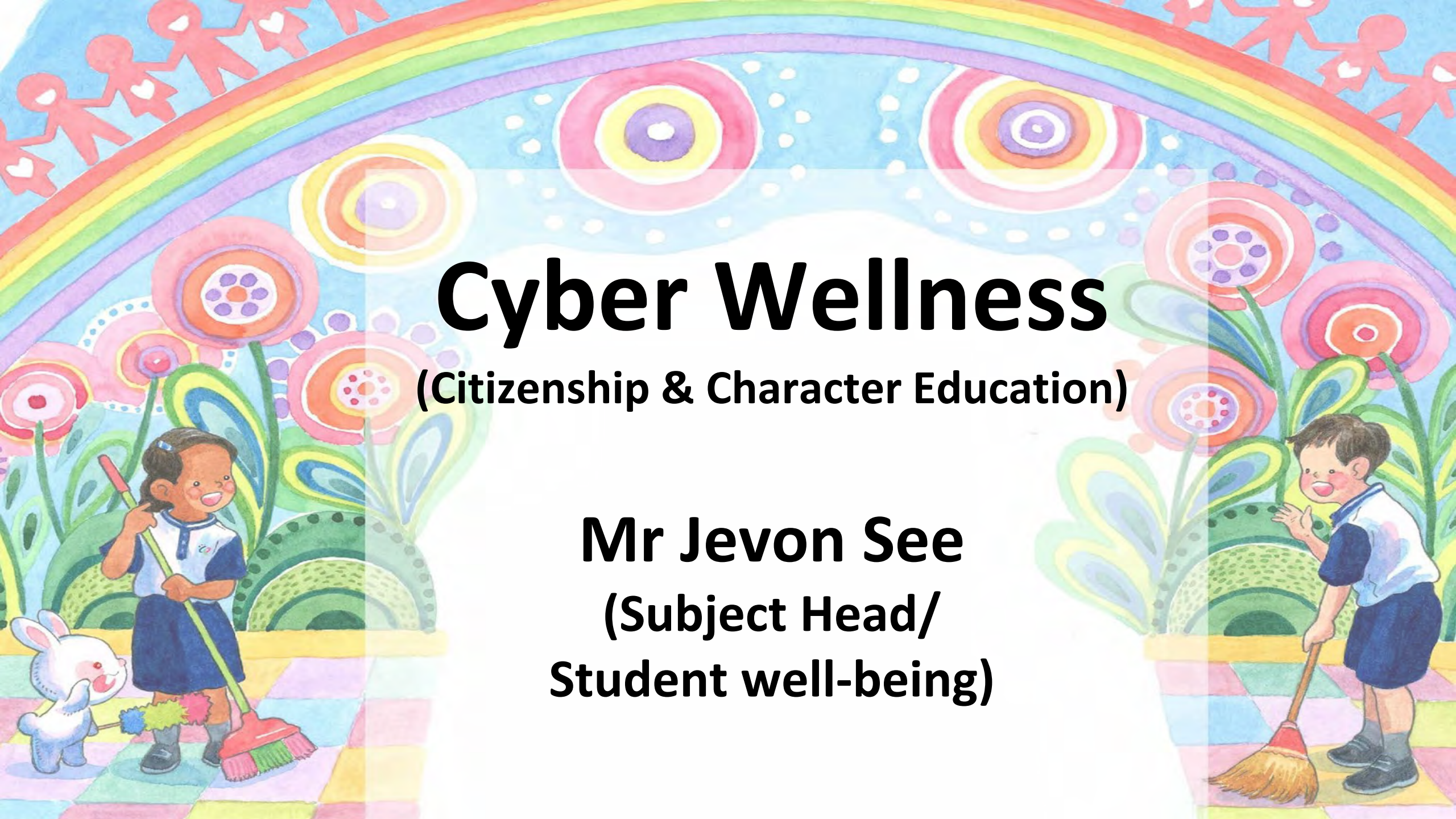
ST. GABRIEL'S SECONDARY SCHOOL



Where can I find more information on the DSA-Sec?

- Check the [MOE DSA-Sec website](#) for important dates and timelines, and for information on how DSA-Sec will be conducted.
- The [MOE DSA-Sec website](#) also contains information on DSA categories and secondary schools offering them.





Cyber Wellness

(Citizenship & Character Education)

Mr Jevon See
**(Subject Head/
Student well-being)**

What is Cyber Wellness

Source: Ministry of Education (MOE)

<https://www.moe.gov.sg/education-in-sg/our-programmes/cyber-wellness>

- Cyber Wellness in Character and Citizenship Education (CCE) focuses on the well-being of our students as they navigate cyberspace.
- Equip students with the knowledge and skills to harness the power of ICT for positive purposes, maintain a positive presence in cyberspace and be safe and responsible users of ICT.



Our Hopes

Visualise well-being for our
children both online and offline
—a happy balance

Apps

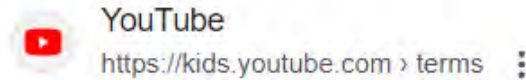


Age Restriction

- Almost all social media apps
-> at least 13 years old
- Including Youtube and Whatsapp



You must be at least 13 years old to use the Service; however, children of all ages may use the Service and YouTube Kids (where available) if enabled by a parent or legal guardian. If you are under 18, you represent that you have your parent or guardian's permission to use the Service.



Terms of Service - YouTube

About minimum age to use WhatsApp

Copy link

If you live in a country in the European Economic Area (which includes the European Union), and any other included country or territory (collectively referred to as the European Region), you must be at least 16 years old (or such greater age required in your country) to register for and use WhatsApp.

If you live in any other country except those in the European Region, you must be at least 13 years old (or such greater age required in your country) to register for and use WhatsApp.

Please refer to our Terms of Service for more information.

Note:

- Creating an account with false information is a violation of our Terms.
- Registering an account on behalf of someone who is underage is also a violation of our Terms.

Commentary

Commentary: Is 13 too young to have a TikTok or Instagram account?

At what age should parents allow children to have their own social media account? Protecting kids from the risks isn't as straightforward as simply raising the minimum user age or banning social media outright, says this academic.



For many parents, schools and cybersafety experts, this minimum age has become something of a benchmark. Many assume it comes with the implicit assurance social media platforms are appropriate and safe for children once they turn 13. Conversely, they also assume they are unsafe for children under 13.

But this is not necessarily the case.

Source:
Channel
News Asia
<https://www.channelnewsasia.com/commentary/tiktok-instagram-age-too-young-social-media-risk-3269166>



WHAT EVIDENCE SAYS ABOUT RISKS OF SOCIAL MEDIA

Social media platforms do present some risks for young people. These include online bullying and harassment, exposure to misinformation and inappropriate content, grooming, privacy breaches and excessive use.

Stories documenting the potentially harmful effects of social media are rarely out of the news. Studies claim links between social media and poor mental health and low self-esteem.

These findings are concerning, and there is no doubt social media may negatively affect some young people's wellbeing. However, it is not a straightforward question.

While these studies might find a correlation or link between excessive social media use and poor self-esteem, for example, they rarely point to direct causation. Young people already experiencing low self-esteem and depression may use social media significantly more than others.

Youtube Shorts, Tik Tok, Facebook/Instagram Reels

Source: Times of India

<https://timesofindia.indiatimes.com/city/vadodara/gen-z-watches-450-reels-in-three-hrs-daily/articleshow/100459311.cms?from=mdr>

REEL DANGERS

Representative pic



- On average, students watch around 360-480 reels in 1.5-2 hours daily

- Short videos consume 40-60% of students' daily screen time

- Lack of concentration, poor sleep & memory affecting academics

- 65% of students suffer from guilt, sadness

- Majority cannot recall what they saw last

- 75% of students spend less time with friends, family

- 65% have given up physical activity

The study revealed this generation spends nearly three hours every day just watching short videos on social media platforms including free video-sharing apps.

Our Fears

Visualise what we wouldn't want
our children to become – hooked
into bad habits

Current Trends

On the rise:

- Time spent online for non-learning purposes (e.g. watching videos, playing games with many of them more than 2 hours a day)
- More than half felt upset when they must, or others tried to cut down their online leisure activities





Cases that schools are seeing



Joining public/community/group chats and sharing personal information



Inappropriate words, pictures, stickers and content

Chats (Can result in cyber bullying)

Posting on stories



Taking pictures of others (both people they know and strangers) and posting them without consent

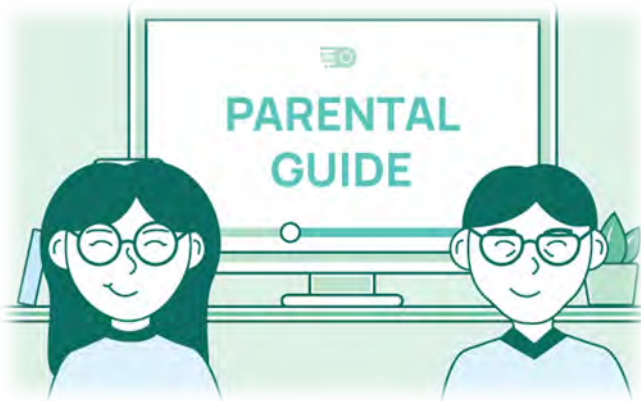


Confession pages (both sharing and viewing)

What should be the approach?

Everything also
say 'No'

Everything also
say 'Yes'



***Guide and equip** our children with the capacity to navigate cyber space

WHY CAN'T PARENTS JUST SAY NO?

Source: Channel News Asia
<https://www.channelnewsasia.com/commentary/tiktok-instagram-age-too-young-social-media-risk-3269166>



It is often suggested – by cyber safety experts – that parents just say no. This message has been reinforced by celebrity commentators such as British actress Kate Winslet, who recently told the BBC: “My children don’t have social media and haven’t had social media”.

While these approaches may work with younger kids, older children are unlikely to simply comply. Blanket bans and restrictions not only lead to family conflict, but are also more likely to lead to children using social media without parental consent or knowledge.

This is a problem because parents play an important role in helping children navigate online spaces, including the sometimes fraught nature of peer relationships on social media.

If a child has a social media account without parental permission, they are much less likely to seek out their parents for help if they have a problem online, for fear of getting into trouble or having their device taken away.

Conclusion



The influence of peers increases teenagers' Internet addiction, while the influence of parents reduces it. Parents would also need to actively mediate their children's online activities.

This document is downloaded from DR-NTU (<https://dr.ntu.edu.sg>)
Nanyang Technological University, Singapore.

Parents vs peers' influence on teenagers'
Internet addiction and risky online activities

Soh, Patrick Chin-Hooi; Chew, Kok Wai; Koay, Kian Yeik; Ang, Peng Hwa

2017

Soh, P. C.-H., Chew, K. W., Koay, K. Y., & Ang, P. H. (2018). Parents vs peers' influence on teenagers' Internet addiction and risky online activities. *Telematics and Informatics*, 35(1), 225-236. doi: 10.1016/j.tele.2017.11.003

<https://hdl.handle.net/10356/84844>

<https://doi.org/10.1016/j.tele.2017.11.003>

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Downloaded on 18 Dec 2021 20:33:05 SGT

Suggestions



- **Limit** device usage (less than 2 hours a day)
- **Supervise** and **monitor** usage (parental guidance on content)
 - Parental monitoring apps or programme
 - Use of device in an open environment i.e living room
 - Be open and inviting to child's queries so that they are not afraid to consult or let you know of any problems
- **Role-model** positive behaviour and habits
- Engage your children (**spend quality time**) and **cultivate** other hobbies such as reading, hands-on activities e.g. PE (exercising), Art, Music



START TALKING EARLY

Source: Channel
News Asia

<https://www.channelnewsasia.com/commentary/tiktok-instagram-age-too-young-social-media-risk-3269166>



The best thing that parents can do is initiate conversations about social media and the internet early and often.

Many issues that play out on social media are extensions of young people's existing peer relationships. Parents can talk to their children about their friends and peers, show an interest in their child's online activities, and openly discuss their child's rights and responsibilities online.

Some parents may wish to set reasonable expectations and rules about appropriate use of social media. Documenting these expectations through a "family technology agreement" that is negotiated democratically as a family, rather than through top-down rules, is more likely to succeed.

Engaging parents for a home-school collaboration



Family Activities

Together with your family, conduct an online search on yourself to see what your digital footprints are! Share how your family can avoid leaving negative digital footprints using **T.H.I.N.K.**

We did this together!

Parent's / Guardian's signature



Parents Gateway
Announcement
Termly Chat with
your Child after our
in-house curriculum
lessons

**Chat with your P5 child:
Cyber Wellness In-house
Lesson - Term 2 Session 3**

25 MAY 2022, 6:05PM • SEE CHONG YUAN
JEVON

Resource and Support

Ministry of Education

- <https://www.moe.gov.sg/education-in-sg/our-programmes/cyber-wellness>

*More links are found at the bottom of this MOE webpage

Media Literacy Council

- <https://www.betterinternet.sg/Resources/Resources-Listing?topic=everything&persona=parents>

From MOE

- [Parents, the guardians of internet](#)
- [Guide for parents on setting parental controls](#)
- [Understanding cyber wellness](#)
- [Navigating the cyber world safely](#)
- [ICT in schools: To use or not to use?](#)
- [Play safe – avoid online gaming addiction](#)
- [Safeguarding your child online](#)
- [Exploring online, safely and confidently](#)
- [Keeping our teens safe online](#)
- [Parent kit - Supporting your child during full home-based learning](#)
- [Parent kit - Cyber wellness for your child](#)

From external agencies

- [Media Literacy Council](#)
- [National Crime Prevention Council](#)
- [S.U.R.E. by National Library Board](#)
- [Cyber Security Agency](#)

Our Hopes

Visualise well-being for our
children both online and offline
—a happy balance

Let us work together to inculcate good
Cyber Wellness habits in our students!

If you have any suggestions or
feedback, please let us know😊





Discipline Matters

Mr Wong Yew Kuan
HOD Student Management

Discipline Philosophy @ QtPS

Discipline is an **educative process**.

To develop students:

- into individuals with self-discipline
- to take responsibility for their actions
- to demonstrate care for others out of their own choice.



Punctuality

- Students are expected to be seated in the school hall/ classroom by **7.30 a.m.**
- Students will be booked for late-coming after that.

In a month

• 3 rd time late	• <u>White letter of advice</u>
• 6 th time late	<ul style="list-style-type: none">• <u>Yellow letter of advice</u>• Student will serve <u>one recess detention to write a reflection.</u>

In a semester

• 3 Yellow letters or late more than 18 times, whichever comes first	• “Fair” Conduct Grade for the semester
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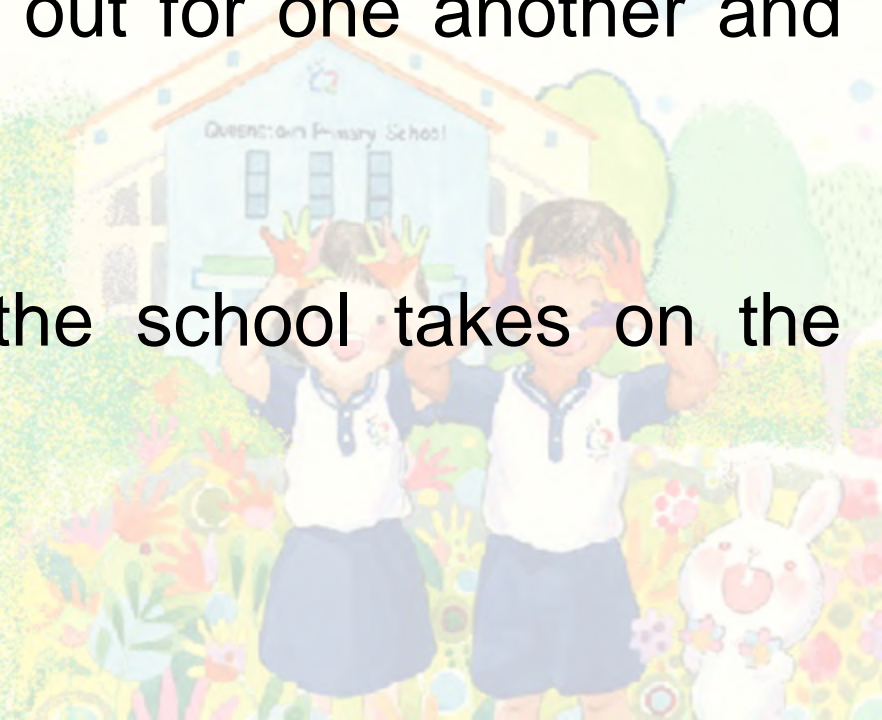
Punctuality

- Discipline and Responsibility – Helps students understand the importance of being on time, meeting deadlines and developing good habits.
- Educational Impact – Being late can disrupt the learning environment for both the tardy student and their classmates.
- Preparation for the Real World – Punctuality is a valuable life skill. Prepare students for the expectations in the workforce.
- Alert the teachers should there be any underlying issues that your child may be facing, such as health concerns, transportation challenges, family issues, etc.

Inappropriate behaviour

- Important to discuss openly for the well-being and safety of students.
- Number of cases remain low.
- **Highest rate among students** - Inappropriate sexual remarks and gestures, and inappropriate physical contact without consent.
- Inappropriate sexual remarks and gestures may include via sending sexual-related text messages, stickers, emojis, photos and videos.

- MOE Sexuality Education curriculum, students are taught about personal safety, sexual harassment and abuse and laws that protect them in Singapore.
- During level talks, students learn to look out for one another and seek help from trusted adults.
- They also learn the serious view that the school takes on the matter.



Correctional Measures and Family Engagement

- Depending on the nature and frequency of each case, correctional measures will be taken for student offenders.
- These may include in-house suspension, suspension from school or even reporting to police.
- Engage the family and provide counselling to the student to prevent the student offender from re-offending.
- Parents should engage your child on the matter and also monitor their phone chats and online activities.

The Way Forward

We are in the same team!

- Keep the communication channels open.
- Give feedback directly to the teachers and the school.
- Be assured that we will never compromise health, safety and learning.
- Trust the school to care and discipline.
- Be patient, as education is often a slow and long process.



**Revised PSLE EL and FEL
Examination Syllabuses
(for first examination in 2025)**

Ms Geraldine Lim
HOD EL



Why the change?

- Assessment of skills that are relevant to 21st century competencies
- Emphasis on oracy and communication skills
- Alignment with ELS 2020 Syllabus Aims and Learning Outcomes



P6 Standard EL



New Weighting (EL)

PAPER	COMPONENT	ITEM TYPE	MARKS	WEIGHTING	DURATION
1	Situational Writing	OE	50	25%	1 h 10 min
	Continuous Writing	OE	55	27.5%	
2	Language Use and Comprehension	OE / MCQ	90	45%	1 h 50 min
			95	47.5%	
3	Listening Comprehension	MCQ	20	10%	About 35 min
4	Oral Communication	OE	40	20%	About 10 min (5 min preparation time; about 5 min examination time)
			30	15%	
Total			200	100%	

Legend: Revised marks / weighting to be used from 2025 PSLE

 Marks / weighting used from 2015 to 2024 PSLE

P6 Standard EL Exam Components

PAPER	COMPONENT	MARKS	WEIGHTING
1 (Writing)	Situational Writing	14	25%
	Continuous Writing	36	
2 (Language Use and Comprehension)	Booklet A: Grammar	10	45%
	Vocabulary	5	
	Vocabulary Cloze	5	
	Visual Text Comprehension	5	
	Booklet B: Grammar Cloze	10	
	Editing for Spelling and Grammar	10	
	Comprehension Cloze	15	
	Synthesis / Transformation	10	
	Comprehension OE	20	
3 (Listening Comprehension)	Listening Comprehension	20	10%
4 (Oral Communication)	Reading Aloud	15	20%
	Stimulus-based Conversation	25	
		200	100%

P6 Foundation EL



New Weighting (FEL)

PAPER	COMPONENT	ITEM TYPE	MARKS	WEIGHTING	DURATION
1	Situational Writing	OE	25	25%	1 h 10 min
	Continuous Writing	OE	40		
2	Language Use and Comprehension	OE / MCQ	40	40%	1 h
			60		
3	Listening Comprehension	MCQ	15	15%	About 35 min
			20		
4	Oral Communication	OE	20	20%	About 10 min (5 min preparation time; about 5 min examination time)
			30		
Total			100	100%	

Legend: Revised marks / weighting to be used from 2025 PSLE

 Marks / weighting used from 2015 to 2024 PSLE

P6 Foundation EL Exam Components

PAPER	COMPONENT	MARKS	WEIGHTING
1 (Writing)	Situational Writing	9	25%
	Continuous Writing	16	
2 (Language Use and Comprehension)	Booklet A:		40%
	Grammar	5	
	Punctuation	2	
	Vocabulary	3	
	Visual Text Comprehension	5	
	Booklet B:		
	Form Filling	3	
	Editing for Grammar	3	
	Editing for Spelling	3	
	Synthesis	3	
	Comprehension Cloze	3	
	Comprehension OE	10	
3 (Listening Comprehension)	Listening Comprehension	15	15%
4 (Oral Communication)	Reading Aloud	8	20%
	Stimulus-based Conversation	12	
		100	100%



Thank you