

Primary 6 Parent Engagement Session

Follow us on Instagram!

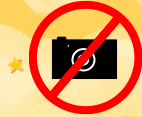
4 February 2025

3.30 p.m. - 5.00 p.m.



We will be starting the session shortly.

We seek your cooperation on the following:



No videography
No photography



All slides will be made available on the
school website at a later time.





P6 Parent Engagement Session

Video Conference Meeting Etiquette

1. Please turn on your video
2. Use earpiece for better audio clarity
3. Mute your microphone to minimize background noise for other participants.
4. Q&A session will be opened to the floor only after the presentation.
5. During the Q&A session, please type your questions using the chat function.





Objectives:

- To communicate school direction and partner parents in the holistic development of Riverlites
- To provide a platform for parents to dialogue and connect with Form Teachers



PROGRAMME

1. Principal's Address

2. Sharing by YH/AYH:

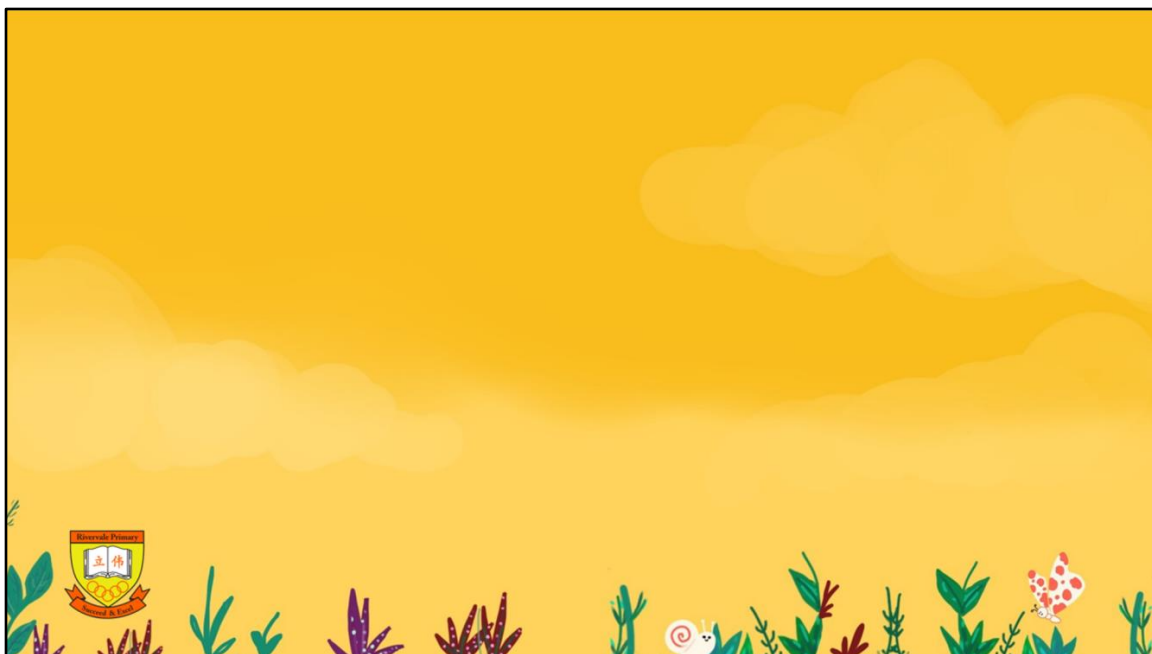
- **Key Dates 2025**
 - Reporting and Supporting Student Learning
- **PSLE and Sec 1 Posting Must-Knows**
 - Achievement Level (AL) Banding & Subject Based Banding in Secondary School
 - Direct School Admission (DSA)
- **Student Well-Being**
 - Managing Stress, Cyberwellness, Growth Mindset
 - For Parents By Parents: Sharing by PSG

3. Interaction with Form Teachers (breakout room)

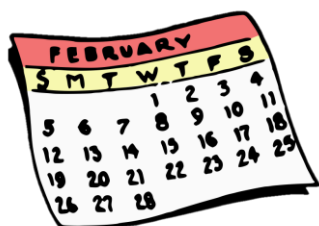


Principal's Address





Key Dates 2025



Key Dates 2025

	Primary 6
Term 1	<ul style="list-style-type: none">• Term 1 Weighted Assessments (20 Feb – 9 Mar)
Term 2	<ul style="list-style-type: none">• DSA Application (Apr-May)• Student-Led Conference (23 Apr)• Term 2 Weighted Assessments (8 May - 23 May)
Term 3	<ul style="list-style-type: none">• CCA stand-down• P6 Prelim Listening Comprehension and Oral Examination (LC: 1 Aug/ Oral: 4 – 5 Aug)• PSLE Oral (13 – 14 Aug)• P6 Prelim Written (25 – 29 Aug)
Term 4	<ul style="list-style-type: none">• PSLE (LC: 16 Sep; Written: 25 – 29 Sep, 1 Oct)• Post PSLE Programme

At a glance, the important dates for parents to note.

Supporting and Reporting Student's Learning

1. P6 Motivational Programme

Motivational Programme

- 24 Mar
- 30 Jun
- 28 Jul
- 15 Sep



Motivational programme consisting of a series of workshops supplemented by talks at various junctures of our Riverlites' journey towards PSLE

- To develop learning/ studying strategies
- To motivate students to strive towards their goals through inculcation of Growth Mindset

Supporting and Reporting Student's Learning

2. Student-Led Conference (23 Apr, 7.30 p.m. – 1.30 p.m.)

- Face-to-Face
- Booking for SLC will be sent via PG nearer to the date.



- Face-to-Face meeting with parents to engage parents in conversations about child's social and academic progress or needs.
- Students take the lead in sharing their learning through discussion of their learning and areas for improvement with parents and teachers.



Supporting and Reporting Student's Learning

3. Self-Directed Learning

English: An application that is supported National Library Board (NLB) for students to borrow digital/ audio books and boost the love of reading and the language.

o <https://libbyapp.com>

Mathematics: The main platform subscribed to by the school to boost skills and confidence in Mathematics. Accessible to all students.

o <https://www.koobits.com/>

Science: A website created by science teachers of Rivervale Primary School that pools together learning resources created both in-house and from external sources.

o <https://rivervalescience.wixsite.com/2020>



Based on the FAQs, parents have asked what are other possible platforms for self-directed learning at home.

Supporting and Reporting Student's Learning

3. Self-Directed Learning

Mother Tongue: Online platforms/applications to boost reading, comprehension, and oral skills in Mother Tongue Languages (Chinese, Malay, Tamil).

- Chinese (subscribed by school):
 - <https://www.zbschools.sg>
 - <https://www.ezhishi.net>
- Malay (applications):
 - Pintar Peribahasa
 - Cerita Rakyat Nusantara
- Tamil (subscribed by school for P6 only):
 - <https://pazhahutamil.com/login/index.php>





Key information for PSLE 205 and also learning points from 2024

CHOICE ORDER Of schools matters more

- Students continue to have six choices in selecting their secondary schools.
- Posting will be based on academic merit, i.e., PSLE Score, and their school choice order.
- The following tie-breakers will be used in the following order:

1. CITIZENSHIP
2. CHOICE ORDER OF SCHOOLS (New tie-breaker from 2021 onwards)
3. COMPUTERISED BALLOTING



Jane
Singapore Citizen
16 pts

SCHOOL CHOICES:
1) Sch A
2) Sch ...
3) Sch ...
4) Sch ...

Bryan
Singapore Citizen
20 pts

SCHOOL CHOICES:
1) Sch B
2) Sch ...
3) Sch ...
4) Sch ...

Mary
Singapore Citizen
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch C
4) Sch ...

Alan
Permanent Resident
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch D
4) Sch ...

Rina
Permanent Resident
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch D
4) Sch E



How S1 Posting works

- Students will continue to be posted to a secondary school based on academic merit and their school choices. This has not changed. Under this system, we have introduced a new tie-breaker of school choice order which recognises the importance that students and parents give to their choice of schools. Tie-breakers will be applied where two or more students with exactly the same PSLE Score are vying for the last remaining place(s) in a school in the following order:

- First, citizenship.
- Second -- and this is where the change is -- choice order of schools matters more now.
 - Between two students with the same PSLE Score, the student who placed a school higher in his choice order will get priority.
 - **Why choice order matters more:**
 - With the broader AL scoring bands, more students will have the same PSLE Score. Schools will also be less differentiated based on Cut-Off Points. Students can choose from a wider range of schools of a similar academic profile and pick those that are a good educational fit for them.
 - Recognise that families have a range of different considerations when choosing secondary schools. This includes the schools' ethos, culture, programmes and CCAs, as well as home-school distance.
- Third, computerised balloting is the last tie-breaker.
 - **Majority of the students would not have to undergo balloting. This is because balloting only kicks in after the PSLE Score, and after earlier tie breakers like citizenship and choice order are exhausted.**
 - This means that balloting only takes place between students at the margins who have the same PSLE Score, same citizenship and same school choice order.

Key Learning from S1 Posting 2024

Data from S1 posting

Choice	2023	2024
1	122	95
2	28	29
3	23	20
4	9	20
5	2	15
6	3	15
PD	16	16

One of the most asked question during S1 Posting is “Should I try to apply for secondary schs whose AL range is below my child’s AL band?”

Decrease in the number of students getting their 1st choice

Significant number of students getting their 4th – 6th choice

Choice of Secondary Schools



Elena		PSLE Score 14
PSLE Subject	AL Score	
English	2	
Math	2	
Foundation Science	AL A = 6	
Mother Tongue Language	4	

Choose 2 – 3 secondary schools where your child's PSLE score is **better than** the school's previous year's COP







USE OF HIGHER CHINESE LANGUAGE (HCL) FOR ADMISSION INTO SPECIAL ASSISTANCE PLAN (SAP) SCHOOLS



HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

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:

1st		7	NO HCL
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION

Students with better PSLE Scores will be posted first, even if they did not take HCL.

Amongst students with the same PSLE Score, those with better HCL grades will be posted first.

- 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.

- Students who obtain a Distinction / Merit / Pass in Higher Chinese Language and a PSLE Score of 14 or better are eligible for posting advantage to Special Assistance Plan or SAP schools.
- Students are ranked taking into account their performance in Higher Chinese Language.
- If multiple students with the same PSLE Score apply for places in the same SAP school, those with better Higher Chinese Language grades [in the order of Distinction (D), Merit (M) and Pass (P)] will be allocated a place ahead of other students. This applies before the tie-breakers for S1 Posting.
 - On this slide, you see six students in descending order of posting priority.
 - The student with a PSLE Score of 7 will be posted first.
 - The student with a PSLE Score of 9 will only be posted after all the students with PSLE Scores of 8 or better.
 - Among students with the same PSLE Score of 8, students with a better

grade in Higher Chinese Language will be given priority for admission to SAP schools via S1 Posting.

**My child is
entering secondary
school soon!**



Ministry of Education
SINGAPORE



Full Subject-Based
Banding (Full SBB)
will be rolled out in
secondary schools
by 2024.

Find out what your
child could look
forward to.

Full Subject- Based Banding (SBB)





Express, N(A) and N(T) streams will be removed for the 2024 S1 cohort onwards. Students will be grouped in mixed form classes in lower secondary based on their ability in the various subjects.

- Full SBB builds on the positive outcomes of SBB(Sec) to create a more customised secondary education experience for all students.
- This is part of MOE's ongoing efforts to nurture the joy of learning and develop multiple pathways to cater to the different strengths, interests, abilities and talents of our students.



Full Subject-Based Banding

- For more information on Full SBB, please visit:

<https://www.moe.gov.sg/microsites/psle-fsbb/full-subject-based-banding/main.html>



Students will continue to be posted into secondary schools through three scoring bands, as students' PSLE Scores remain a good initial gauge of their overall academic ability and their appropriate subject levels at the beginning of Secondary One.

More details will be shared at a later date.

For more information on Full SBB, please visit:

<https://www.moe.gov.sg/microsites/psle-fsbb/full-subject-based-banding/main.html>



Direct School Admission (DSA)



Overview of DSA

- Direct School Admission for secondary schools (DSA-Sec) allows students to **gain direct entry** to certain secondary schools **based on their talent** in sports, CCAs and specific academic areas.



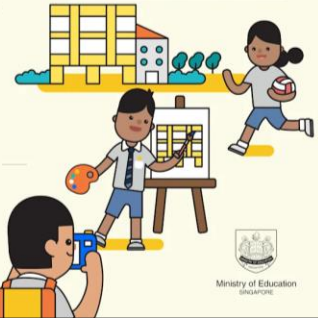
The school's programmes, subjects and CCAs that interest them



Location and transport options



School culture

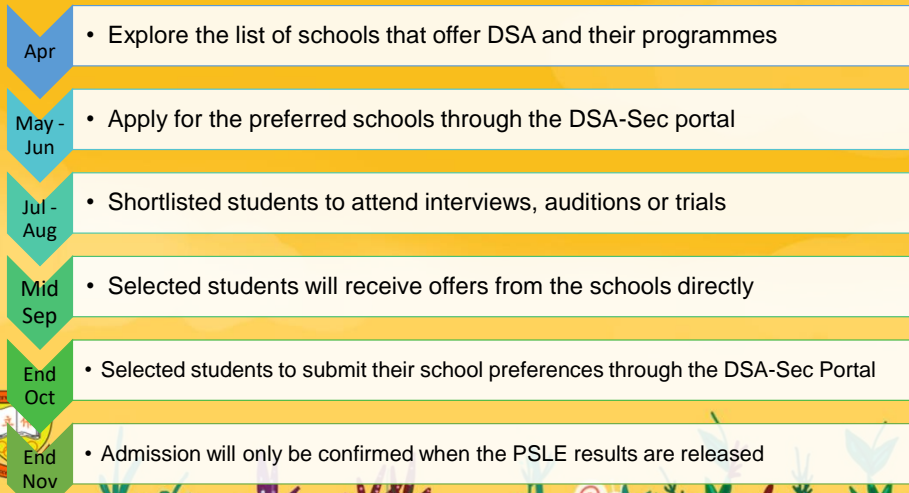


Eligibility

- 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)



DSA Timeline



Student Development



Term 1 MOE Check-In Survey

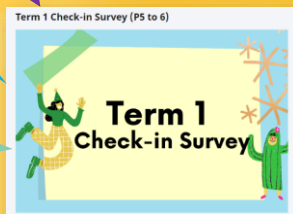
I am scared of PSLE and I am lonely because I don't have many friends.

I am worried that my friends will ignore me and leave me out

My parents' expectations are very high

I can't meet my expectations

I am excited as it's a new school year but scared because of PSLE.



Neutral because school holidays felt the same. I am used to revising my work already.

At the beginning of Term 1, a check-in survey was conducted by MOE. The Survey was administered via SLS and here are some of the responses from our children...

From the survey, students were asked to share what they look forward to and what are they worried about. Here some some verbatims from student responses....

2 Key Concerns

1. Relationship Management
2. Stress Management



2 key concerns gleaned from the survey. They are Relationship Management – dealing with friends and peers not just in school but outside of school as well. Second is Stress Management due to expectations from self (fear or not doing well) and expectations from adults (teachers and parents).

For each of the issues, we will share in-depth what are some approaches and strategies that the school is doing to help students manage them as well as how parents can also support your child at home.

Relationship Management: Peer Relationships



Face-to-face interactions vs Online Interactions

- Higher screen time
 - Early access to personal devices
- ↓
- addiction/ poor time-management
 - Cyber-bullying, online dangers – inappropriate content etc.



Besides face-to-face interactions, students are spending more and more time online and this is also the channel and avenue that our Riverlites spend more time building relationships with their peers. This online interactions and relationships can lead to greater stress especially if students do not know how to navigate online interactions with discernment and responsibility.

School's Approach

RULES

- No mobile devices allowed in school. All mobile devices to be turned off and placed inside the bag during school hours.
- Encourage students not to form any groupchats with friends and peers

EDUCATION

- Consistent and constant education on how to be responsible digital users through FTGP, cyber wellness talks and assembly programmes.
- Availing trusted adults (including teachers, YH/AYH and SSC) to students who requires help



Putting in place structures to address use of mobile device through school rules as well as consistent and constant education.

How can parents help their child develop good digital habits?

- Here are some ways:
 - Role model good digital habits for your child/ward (e.g. parents/guardians not using devices during mealtimes).
 - Have regular conversations with your child to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
 - Discuss and develop a timetable with your child to moderate their time spent on screens.




 Navigating the Digital Age
 Page 50


Helping Your Child Manage Device Use & Stay Safe Online





Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.

Your screen use rules can include:


 Device-free times and places
 
 Time limit for devices

- "What are some suggestions on when and where devices should not be used?"
- "What should we do if we break our agreement?"

- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
- "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
- "What do you think of our screen use rules?"



Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
 - State observation: "I noticed you have been spending a lot of time on your device."
 - Ask open-ended questions: "What do you usually do on your device?"



Parents play a significant role in helping your child/ward establish healthy digital habits, and learn to use technology in a positive and meaningful way

How can parents help their child manage work stress?

Here are some ways:

- Daily conversations with your child about 1-2 things they enjoyed in school.
- Strong home-school partnership – gather feedback from teachers on child's progress and in turn share observed strengths or areas of growth about child.
- Empower your child and encourage them to seek help when in need.



Supporting Your Child's Mental Health
Page 32

When To Be Concerned About Stress and Distress?

How to show concern when your child is distressed?

If you notice your child displaying **D.I.S.T.R.E.S.S.** signs, initiate a conversation to understand what they are going through.

When poor mental health seems persistent and is affecting your child's everyday life, it is important to seek help from a school counsellor or a mental health professional.

1 Assure your child that you are there for them.

• "I know it has been a hard time for you. Whenever you are ready to share, I'm here to listen to you."

2 Find out the cause of their struggles.

• "You don't seem to be your usual self and you look sad. I would like to know what you're struggling with. I'm here to listen. Please share more with me."

3 Brainstorm possible solutions together. Role-play to help them to overcome their struggles.

• "Let's discuss how we can overcome 'issues'. Share with me what you have tried before."

4 If these solutions do not work and your child's distress persists for more than two weeks, speak to them about seeking professional help.

• "It must be so tough on you to still be struggling to cope. What do you think about speaking to your school counsellor?"

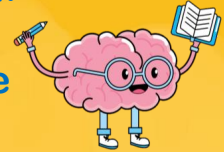
- After school each day, have a conversation with your child about 1-2 things they enjoyed in school. Ask your child about their thoughts and feelings regarding school, and share them with teachers if there are notable things (both positive and less positive).
- Ask your child's teacher about their behaviour in school, what they enjoy doing, how they interact with peers, and overcome challenges. Show them ways to manage their challenges and stressors they may face in school e.g. talking about it, creating a support network by building relationships with teachers and peers. In return, parents could share the observed strengths and areas of growth about the child, and seek to work with teachers on them.
- Allow your child to attempt homework independently, and encourage them to approach the teachers if they need help with homework.

Student Development: **GROWTH** mindset



Everyone Can Learn!

My Brain is a Muscle That Grows



The belief that with practise, perseverance and effort, people have **limitless potential to learn and grow**


Assumes that intelligence and other qualities, abilities and talents can be developed with effort, learning and **dedication over time.**






This leads us to the next importation focus of the school which is the Growth Mindset. The school recognises the importance of developing student's innate motivation so that they enjoy learning and continue to learn beyond the formal curriculum.

Growth Mindset focuses on the importance of embracing challenges, persisting in the face of obstacles and learning from mistakes.

By changing the way students think, we can change the way they learn.



Pri 6:
A Goal
without a
Plan is just a
Wish



For Primary 6, we are starting with the mantra of A Goal without a Plan is just a Wish.



Promote **GROWTH** Mindset at home...

- Have regular conversations with your child to encourage them to share their hopes for what they want to achieve, as well as challenges and worries
- Set goals together with your child using the **S.M.A.R.T** framework and guide them towards their goals while strengthening parent-child relationship



Building Relationships

Setting Goals with Your Child

As you communicate with your child, they are likely to share their hopes for what they want to achieve, as well as their challenges and worries. Setting goals together using the **S.M.A.R.T.** framework can guide them towards their goals, while strengthening your parent-child relationship.

SMART

Tips	Sample Conversations
1 Ask what they hope to achieve before offering suggestions.	<p>① You've been on the track and field team for a while. How are you feeling about the upcoming year?</p> <p>It would be nice if I could win a medal at the National School Games.</p>
2 Guide your child to set specific goals.	<p>② That's an amazing goal! What's a good timing to get a medal for the 1.6 km run event?</p> <p>Maybe under .8 minutes?</p>
3 Make sure progress towards the goal is measurable.	<p>③ Currently, your timing is around 8 minutes 30 seconds. What do you need to do to be on track towards reaching your goal?</p> <p>I think that I need to cut my timing down by 5 seconds every two weeks.</p>
4 Guide your child using specific steps to set achievable goals.	<p>④ So, you will be training every week then?</p> <p>Hmm, I will probably do interval trainings twice a week at my target speed, and maybe endurance and strength training once a week.</p>
5 If your child is imposing high expectations on themselves, guide them to set realistic goals.	<p>Wow! 3 days of training sounds intense. Maybe you should discuss this with your team coach to see if she thinks this plan is feasible? ⑤ You have half a year until the competition. Let's make sure you have a good plan that can help you meet your goal.</p>
6 Make sure the goals are time-bound.	

For students to become active participants in the learning process, a learning experience needs to have a reason; with clearly defined and achievable goals.

Goal setting can:

increase active participation and engagement,
higher-order thinking, and
create positive attitudes and behaviours

GROWTH Mindset: A Goal without a Plan is just a Wish



I want to do well for my exams – is this specific?

I want to achieve AL 2 for my English – measurable

Child is attaining AL 4 for English currently, is it realistic/ attainable to achieve AL 2?

Too difficult or too easy?

Is the goal worth doing it? Is it applicable to your current situation and helps to achieve the greater mission? E.g. Learn spelling weekly – improve my EL overall AL band

By when does he/she wants to achieve that? The next WA? Is that sufficient time for your child to work on it or improve after that if he/she cannot achieve it the first time?

MOE Parenting for Wellness Toolbox

- For more bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code to download a copy of the **Parenting for Wellness Toolbox** for parents.

<https://file.go.gov.sg/pfw-toolbox-for-parents.pdf>



- The Parenting for Wellness website will also be rolled out in 2025 on Parent Hub (hosted by HPB) for personalised accessed to a full suite of parenting resources.



For Parents By Parents:

Sharing by PSG



Supporting my child during Primary 6
(Sharing by PSG Member)



Parent's Support



"No school can work well for children if parents and teachers do not act in partnership on behalf of the children's best interests."

~ Dorothy H Cohen



To end off the session, with a quote

The support and partnership of parents are crucial in realising these changes, and parents play a part in **fostering the Joy of Learning**, to help our students Learn for Life.

Parents could play a supportive role, and the changes are about having more time and space to deepen students' learning so that students better enjoy the process of learning and develop dispositions for lifelong learning.

Q & A

Please type your questions
using the chat function.



Interaction with Form Teachers



Interaction with Form Teachers

- Join the respective breakout rooms according to your child's class.
- Your child's Form Teachers will be in the rooms to interact with you.
- You may leave the meeting at the end your interaction with the Form Teachers



6RESPECT	Mr Razif
	Ms Ang Hui Nee
	Mrs Geraldine Lim
6RESPONSIBILITY	Ms Sakina
	Mdm Tan Kok Teng
6RESILIENCE	Mdm Marlina
	Mrs Chan Pui Yong
6INTEGRITY	Mdm Nurul Huda
	Mdm Liang Wei Hsiang
6CARE	Mr Seah Jin Yang
	Mr Firdaus
6HARMONY	Mrs Candice Poh
	Mdm Shamira

