



P5 Open Classroom

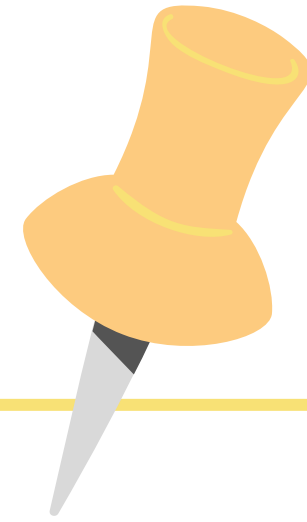
Mrs de Souza's Segment



Agenda



- ▲ What's new for Primary 5 students
- ▲ Our Vision, Mission and Values and how we realise them
- ▲ How we can work together



What's new for Primary 5 students



Assessment for Primary 5

Final term examination with bite-sized assessments in the other terms

What is assessed in P5 will also be part of what is assessed in PSLE

Achievement Levels (ALs) replace Bands in your child's report book

From T-score to wider scoring bands

REFLECTS A STUDENT'S INDIVIDUAL LEVEL OF ACHIEVEMENT

- Unlike the current T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	1	2	3	4	5	6	7	8
Raw Mark Range	≥ 90	85-89	80-84	75-79	65-74	45-64	20-44	< 20

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

Students who are exempted from Mother Tongue will receive an AL score between 6 -8 as their Mother Tongue

The score is decided by MOE, depending on how well the student has done in English, Math and Science

From Primary 5 to 6

Whether a student is allowed to offer a subject at Standard or HMT level is dependent on:

- **His/her overall academic performance**
- **His/her aptitude, attitude to cope with the subject**
- **The decision is made by the school in the student's interest**

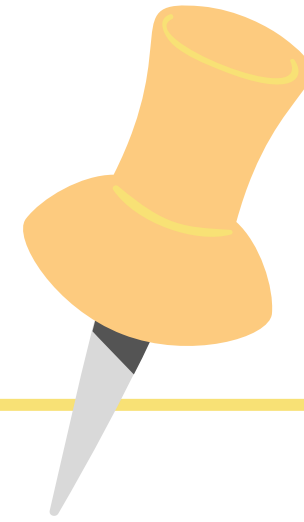
Academic Expectations for Primary 5

Detailed in the subject handbooks provided to you:



**Offering subjects of different levels of difficulty i.e.
Foundation, Standard, HMT**

**A student who masters the fundamentals would find
the work in the next level less challenging**



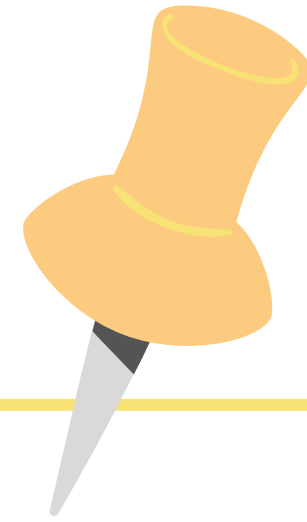
Implications for Secondary 1 Posting: Full Subject-Based Banding (FSBB)

Full Subject-Based Banding (FSBB)

- is part of MOE's ongoing efforts to nurture the joy of learning and develop multiple pathways to cater to the different strengths and interests of our students.
- we are moving towards a secondary school education where students learn each subject at the level that best caters to their overall strengths, interests and learning needs.
- there will no longer be separate Express, N(A), and N(T) courses, and students will be in mixed form classes where they can interact with peers of different strengths and interests.

With Full Subject-Based Banding

- **MOE will expand Subject-Based Banding (SBB) beyond the four PSLE subjects, to allow eligible students to offer Humanities subjects at a more demanding level from Secondary 2.**
- **Other subjects such as Art, Design and Technology, Food and Consumer Education, and Music will be offered as accompanying set of Common Curriculum subjects at lower secondary.**



Changes under Full Subject-Based Banding (FSBB)

Mixed form classes at lower secondary

Once posted into the Full SBB school, students will be grouped into mixed form classes, with each form class comprising students taking different courses. Mixed form classes present more opportunities for students to interact with other students taking different subject combinations, and with different strengths and interests.

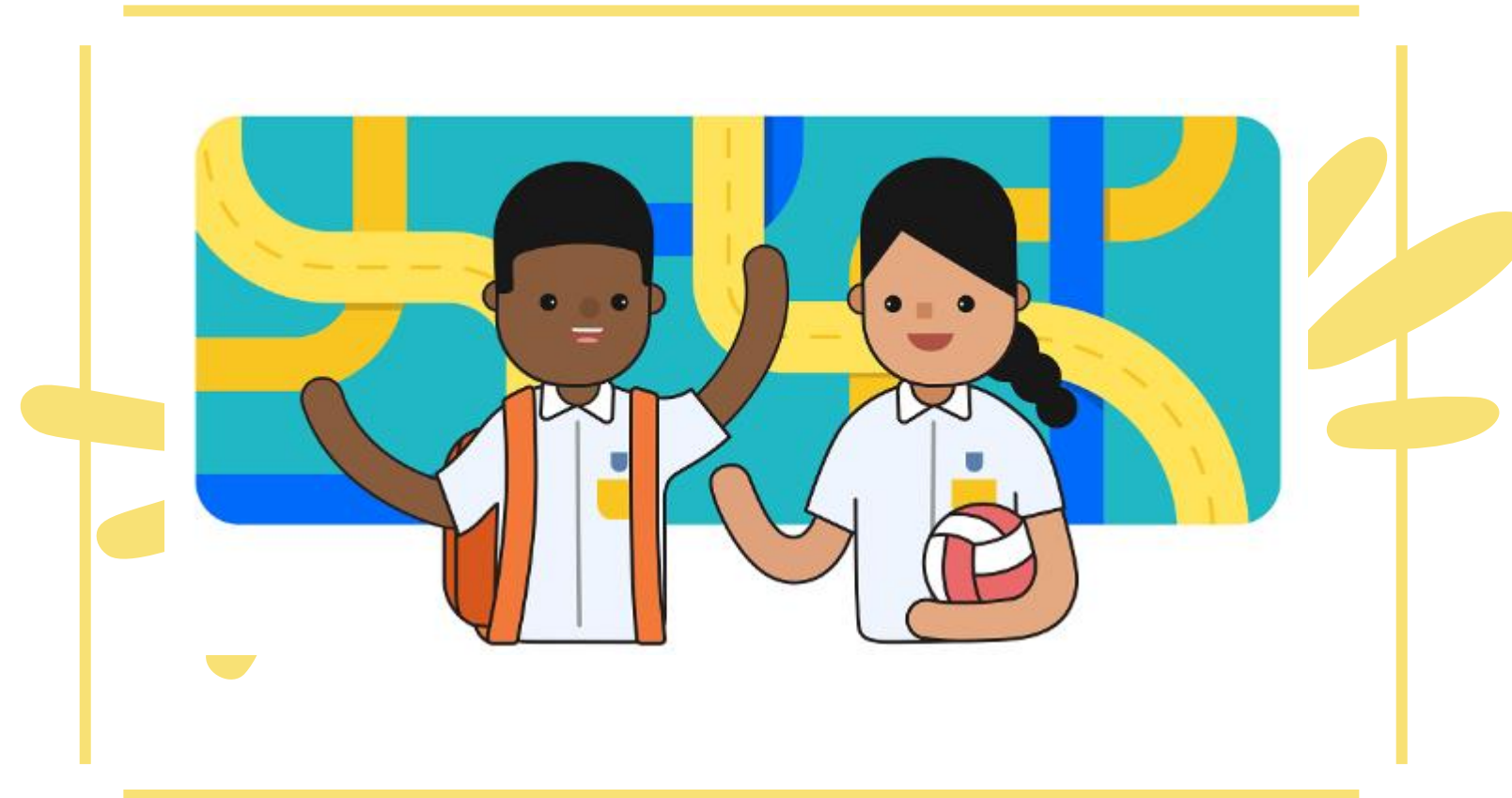
Offering Subjects at a more demanding level

All secondary school students can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level from the start of Secondary One based on students' PSLE Achievement Level (AL) for each subject. This provision will continue under Full SBB.

Offering Subjects at a more demanding level

Subjects offered under SBB(Sec)	Eligibility criteria		
	PSLE subject level	PSLE AL for the specific subject	Option to take the Secondary One subject at:
<ul style="list-style-type: none">English LanguageMother Tongue LanguagesMathematicsScience	Standard	AL 5 or better	Express Level or N(A) Level
		AL 6	N(A) Level
	Foundation	AL A	N(A) Level

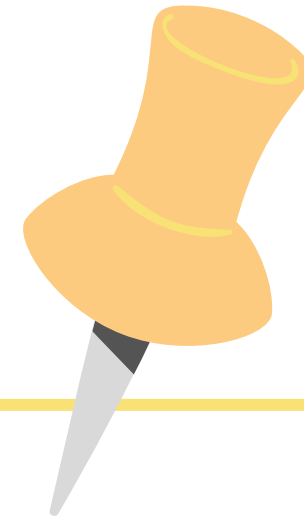
Beyond the start of Secondary One, students may also offer these subjects at a more demanding level based on their performance in secondary school.



More information will be shared with you next year

You can also access the information on :

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



Direct School Admissions (DSA)

22 Shuqunites secured admission to:

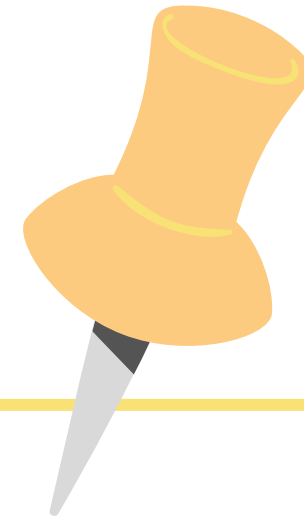


**Assumption English School
Nan Hua High School
Hua Yi Secondary School
Jurong Secondary School
Jurong West Secondary School
Juying Secondary School
NUS High School
Raffles Institute
River Valley High School
School of Science and Technology
St Margaret's Secondary School**



More information will also be shared with you next year

However the creation of your child's portfolio and record of achievements continues this year



Our Vision, Mission and Values and How We Realise them



Our Mission

To nurture a star
in every Shugunite,
who strives to contribute positively

ICARE Values

Integrity

Care

Adaptability

Respect

Excellence

Our Vision

A vibrant learning community,
rooted in values
with a heart to serve

Our Vision

Vibrant
Learning
Community

- ▲ Teaching and Learning Practices
- ▲ The School Environment as the Third Teacher

Our Vision

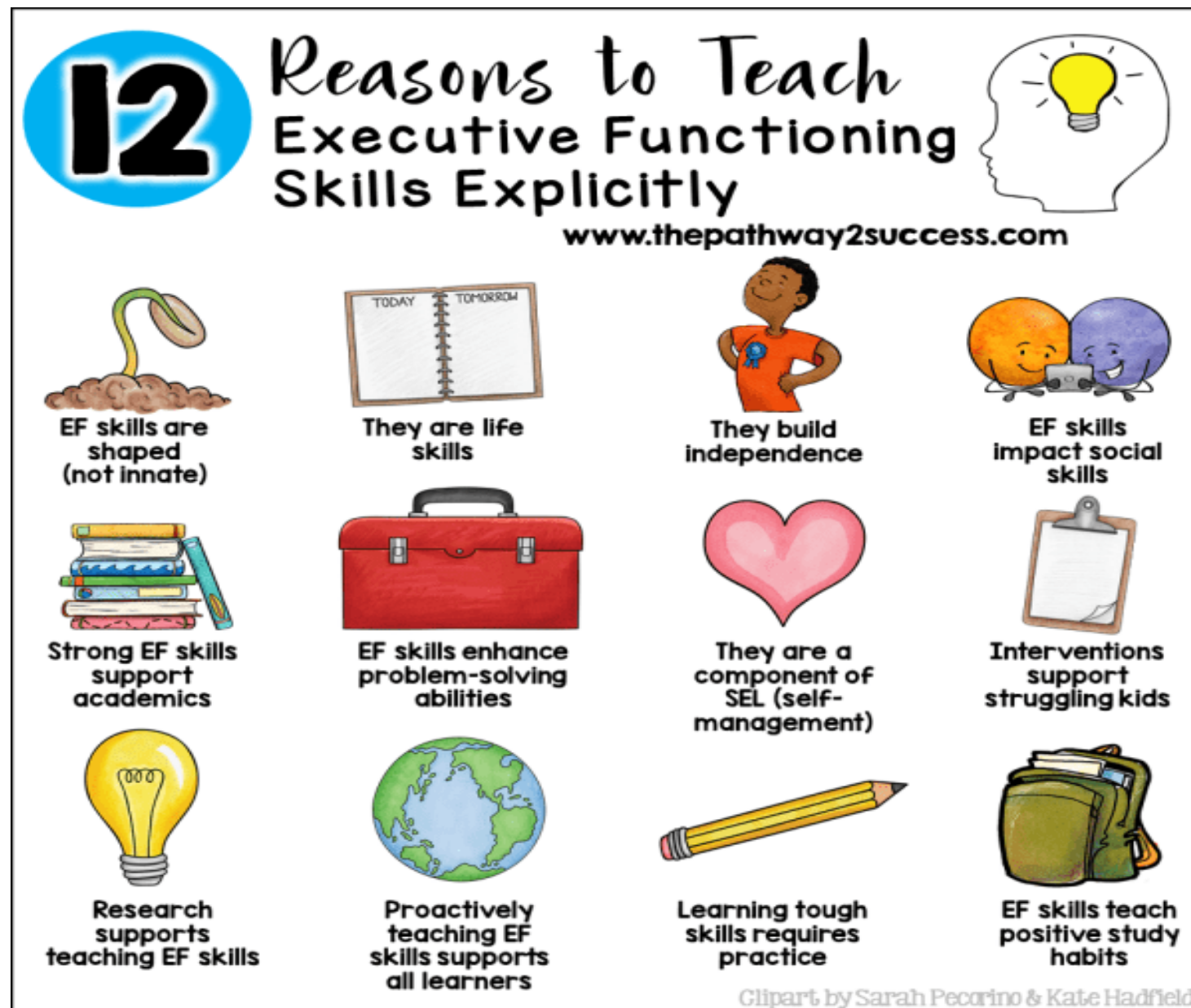
Rooted in
Values













- ▲ **Positive Education**
- ▲ **Executive Functioning Skills**
- ▲ **CCAs**
- ▲ **Outdoor Education**
- ▲ **Environmental Education**
- ▲ **NE Show**

To find out more about EFS:

12 Reasons to Teach Executive Functioning Skills Explicitly

www.thepathway2success.com



 <p>EF skills are shaped (not innate)</p>	 <p>They are life skills</p>	 <p>They build independence</p>	 <p>EF skills impact social skills</p>
 <p>Strong EF skills support academics</p>	 <p>EF skills enhance problem-solving abilities</p>	 <p>They are a component of SEL (self-management)</p>	 <p>Interventions support struggling kids</p>
 <p>Research supports teaching EF skills</p>	 <p>Proactively teaching EF skills supports all learners</p>	 <p>Learning tough skills requires practice</p>	 <p>EF skills teach positive study habits</p>

Clipart by Sarah Pecorino & Kate Hadfield



Our Vision

With a Heart
to Serve

- ▲ **Donation Drives**
- ▲ **Garage Exchange**
- ▲ **BiZKids**
- ▲ **Community Outreach**

Our Mission

Nurturing
the Star in
Every
Shuqunite

- ▲ **Exposure & showcase opportunities**
- ▲ **Competitions – academic and CCA**
- ▲ **Leadership opportunities**

Our Mission

Who Strives
to
Contribute
Positively

- ▲ **ACE – Active Contribution and Efforts Initiative**
- ▲ **Conduct and contributions during class & school activities**



Explicit instruction and application of the values of :

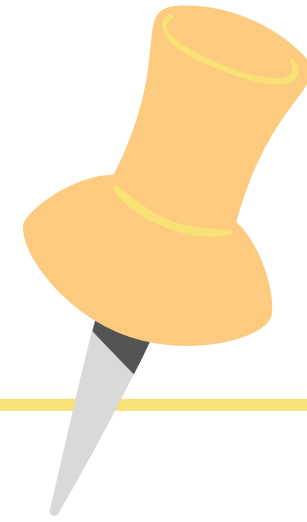
Honesty

Care for self, others and the environment

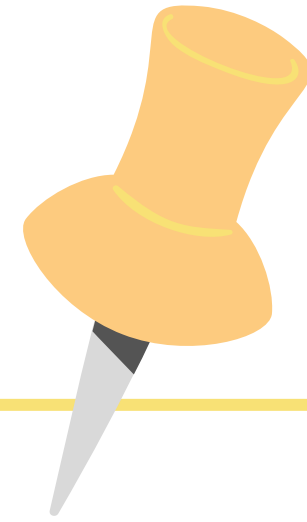
Perseverance, Determination and Resilience

Respect for self, others and the environment

Doing our best in whatever we undertake



How We can Work Together



Be Our
ICARE
Parent!

ICARE : Be

- **Involved** – in your child's life but allow him/her to learn from his/her mistakes
- **Concerned** – about his/her progress and his/her online activity
- **Aware** – that your child is growing and that you need to adapt to his/her development
- a **Role Model** by reading alongside your child
- **Encouraging** and celebrating your child's successes



Parents want well-read kids, but are they themselves reading?

<https://www.straitstimes.com/opinion/parents-want-well-read-kids-but-are-they-themselves-reading>



*“At the end of the
day, the most
overwhelming key to
a child's success is
the positive
involvement of
parents.”
- Jane D. Hull*

**We look forward to partnering you to nurture the stars
within your children!**

You will be meeting your child's FTs.

**Please proceed to your child's Form Class.
Have a good day ahead!**
