



# PARENTS ENGAGEMENT DAY

## P6



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# Agenda

- Key Instructional Programmes
- Providing a Holistic Education
- Expectations of the Upper Primary
- PSLE Scoring and Sec 1 Posting
- Direct School Admission



# **ENGLISH LANGUAGE DEPARTMENT**

## **PRIMARY 6**



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# English Department

## VISION

Every Xinminite, an active reader, a confident speaker and a competent writer with a love for the English Language.



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# English Programme



## Active Reader

- ❖ **Reading for Pleasure** (through extensive reading)
  - Silent Reading Period (once a week)
  - Class Book Flood
  - Little Red Dot Subscription
  - *MYON online library subscription (pending)\**

## ❖ **Reading with Meaning**

- Explicit teaching of reading comprehension skills and strategies



# English Programme



## Confident Speaker

### ❖ 6 Traits of Speaking

- 1) Poise
- 2) Voice
- 3) Life
- 4) Eye Contact
- 5) Gestures
- 6) Speed



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# English Programme



## Competent Writer

### ❖ Use of Mentor Texts



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# English Language

## Assessment

Term 1	Term 2	Term 3	Term 4
Class Quiz (Language Use & Comprehension)	Mid-Year Examination	Preliminary Examination	<b>PSLE</b>



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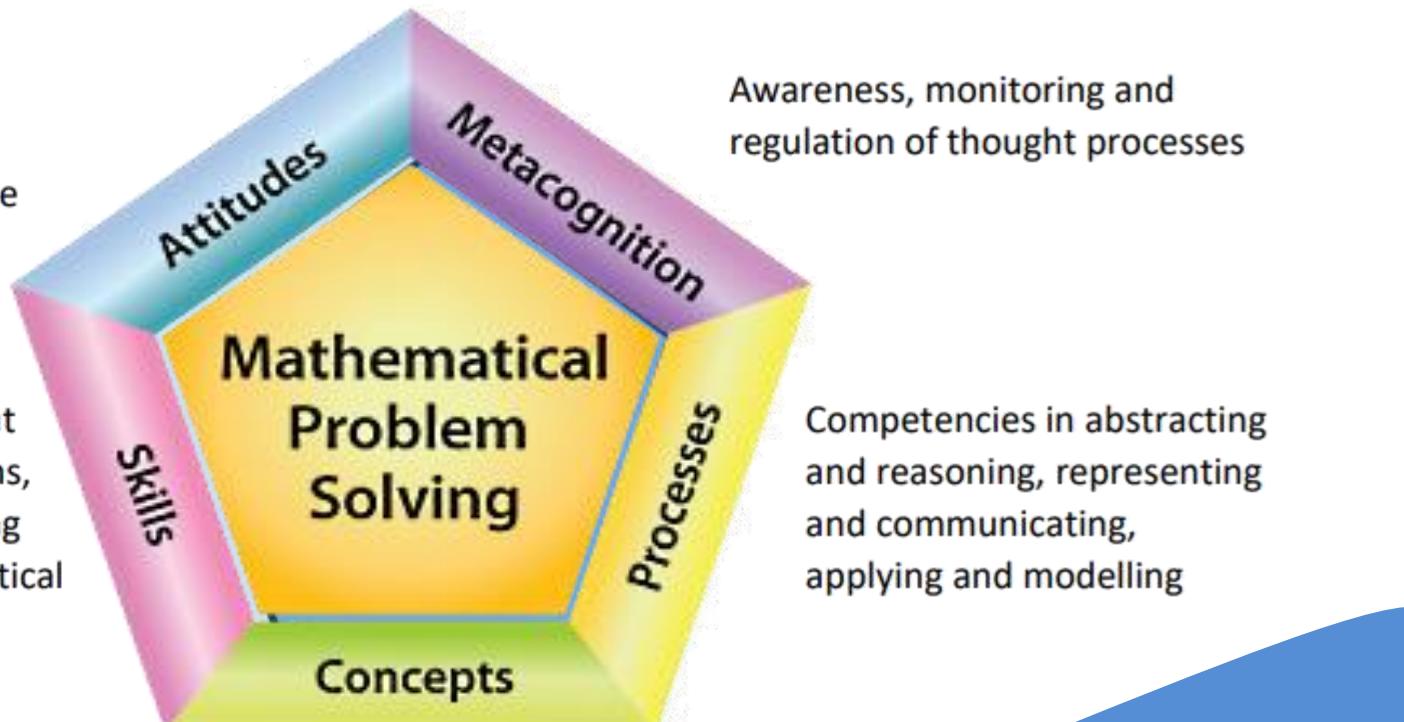
# Mathematics

## Vision :

**Every Child a Confident Problem-solver**

Belief, appreciation,  
confidence, motivation,  
interest and perseverance

Proficiency in carrying out  
operations and algorithms,  
visualising space, handling  
data and using mathematical  
tools



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# Key programmes/activities

- Learning Experiences
- Remediation
- Koobits to foster self-directed learning
- Reasoning & communication



# Assessment

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
P6 Standard	WA 1	MYE (100 marks) P1 : 1 h P2 : 1 h 30 m	PRELIM(100 marks) P1 : 1 h P2 : 1 h 30 m	PSLE P1 : 1 h P2 : 1 h 30 m
Topics*	Chap 2 – 4 Fractions Ratio Percentage	Chap 2 - 7	All topics up to P6	All topics up to P6
P6 Foundation	WA 1	MYE (100 marks) P1 : 1 h P2 : 1 h	PRELIM(100 marks) P1 : 1 h P2 : 1 h	PSLE P1 : 1 h P2 : 1 h
Topics*	P6 Chap 1 P5 Whole Numbers and, Fractions.	6A : Chap 1 – 5 6B : Chap 1	All topics up to P6	

\*subject to changes



# **SCIENCE**

**Vision:**  
**Nurturing Scientists of the future**

**Mission:**  
**Inculcating in students a lively spirit of inquiry and sense of curiosity**



# Highlights

## Week-of-Wonder! (WOW!)

### Cognitive Programmes

- **Strengthen (High Progress)**
- **Support (Middle Progress)**
- **Scaffold (Low Progress)**



**Experimental Kit  
(Conversion of Energy)**

# Parental Support



Non-fiction  
Reading Materials

## Science Videos



DIY Fun Experiments

# ASSESSMENT

Term 1	Term 2	Term 3	Term 4
Topical Review: Forces	MYE P3-P6 Topics	Prelim P3-P6 Topics	PSLE P3-P6 Topics



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# MOTHER TONGUE DEPARTMENT

## Vision:

An effective communicator who appreciates the MT language and culture.

### MOE Primary School MTL curriculum

- Greater emphasis on **spoken & written interaction skills**;
- Greater focus on **authentic activities** to better engage students and develop their **communication skills**; and
- Continue to expose students to their own **culture & values** through MTL learning



# **MOTHER TONGUE DEPT P6**

- **Integrated ICT Lessons**
- **Festive Celebrations**
- **Reading Programme**
- **Competitions**
- **P6 Post –Exam Activities (VIA)**



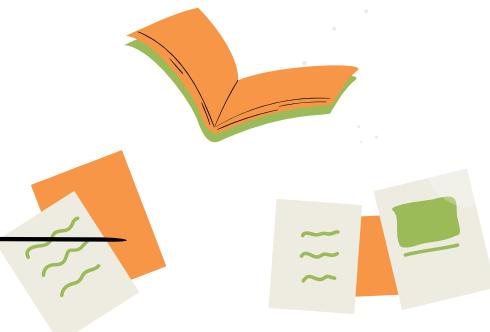
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# MT Primary 6 Assessment

Term 1	Term 2	Term 3	Term 4
Language Use	<b>Mid Year Exam:</b> Oral (50m) LC (20m) <b>Paper 1 (40m)</b> <b>Paper 2 (90m)</b>	<b>Prelim:</b> Oral (50m) LC (20m) <b>Paper 1 (40m)</b> <b>Paper 2 (90m)</b>	<b>PSLE:</b> Oral (50m) LC (20m) <b>Paper 1 (40m)</b> <b>Paper 2 (90m)</b>



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# AESTHETICS DEPARTMENT



## VISION



**Every Xinminite, an artist and a musician.**

## MISSION

**Nurturing the Passion for the Arts (Visual Arts & Performing Arts)  
in Every Xinminite.**



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# AESTHETICS DEPARTMENT

LEVELS	ART	MUSIC
P5	Batik Paper Mache	Ukulele
P6	Mosaic Art Wire Sculpture	Garageband/Bandlab

Above are some of the key programmes we have for the students for the specific levels,

it is to develop our Xinminites with:

- Visual inquiry skill (Art) and Musical skills (Listening, creating and performing)
- Awareness, appreciation and respect for the cultures of various art forms (Visual art and Music)
- Enjoyment in art making and music making



# AESTHETICS DEPARTMENT

The art and music learning outcomes are addressed and learned in an integrative manner, where elements and concepts are learned through art and music experiences, draw on students' learning and understanding of the art and musical elements and concepts.

## Music Learning Outcomes (LOs)

LO1: Perform music in both instrumental and vocal settings, individually and in groups.

LO2: Create music in both instrumental and vocal settings, individually and in groups.

LO3: Listen and respond to music.

LO4: Appreciate music from local and global cultures.

LO5: Understand musical elements and concepts



# AESTHETICS DEPARTMENT

## Art Learning Outcomes (LOs) P5, P6

- LO1: Gather information and make informed links between the use of visual qualities and intentions.
- LO2: Draw from observing visuals and the world around them to record ideas for their art making.
- LO3: Experiment with alternative ways to use materials and tools to make art individually and with others.
- LO4: Discuss the intentions of their own artworks and interpret those of others.
- LO5: Take pride in their own art making.
- LO6: Respect others' artworks, intentions and perspectives.
- LO7: Discuss and relate Singapore and international artworks and artists to their own experiences.



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# Holistic Health @ Xinmin

## PHYSICAL EDUCATION (PE) @ Xinmin Primary

- **Our Philosophy**
  - “Balanced Lifestyle for All”
- **Our Vision**
  - “Continual Pursuit of Healthy Lifestyle & Application of Sporting values into daily life”
- **Our Mission**
  - “Every Xinminite to be able to play and engage in 4 sports / games competently
- **Our Values**
  - STEER (Infused into our School Values of Care, Responsibility, Respect & Resilience)
    - Sportsmanship (Friendship, Care & Respect)
    - Teamwork
    - Excellence
    - Responsibility
    - Resilience



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# **PE & CCA Dept**

## **P6 Sports Carnival**

- Embracing holistic education and character development through Sports in a celebratory Carnival.
- Students are exposed to various stations (Carnival themed) to play, learn new sports and have ‘fun’.



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# **PHYSICAL EDUCATION**

## **Learning Outcomes (LOs) for Reporting P6 Students' Learning Progress**

### **Semester 1**

#### **Games and Sports (Striking & Fielding)**

**To place the ball away from the fielder and score runs by advancing bases safely.**

#### **Gymnastics**

**Acquire a range of motor skills to participate in a variety of physical activities.**

- Balance
- Mounting, Dismounting and Vaulting
- Sequencing

#### **Physical Health and Fitness (Good Health Habits & Practices)**

- Oral Health
- Substances Harmful to Health



# CCE Department

## Learning for Life Programme(LLP): Our CCE curriculum



- “**Cultivating a Life of Values and Excellence**” or **CLOVE** is our CCE curriculum as well as our school’s LLP.
- The school adopts a **holistic approach** to Character and Citizenship Education.

### Objectives of CLOVE:

We want our students to...

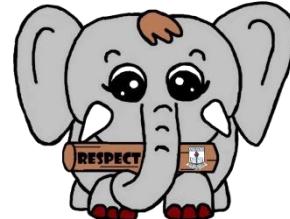
- become **assets to our society** by acquiring the following core beliefs and **character** traits: Care, Respect, Responsibility and Resilience.
- become **contributing citizens** in your school, family and community.

# CCE Department

## Our School Core Values:



Care



Respect



Responsibility



Resilience

## P6 Values In Action(VIA) Project: Fund-raising project

- Upcycling projects
- Items made will be sold to other levels via a ZOOM auction and funds will be donated to FOODBANK SINGAPORE



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# CCE Department

School Core Values	P5-P6
<b>Care</b> 	<ul style="list-style-type: none"><li>• I look out and render help to others.</li><li>• I contribute actively to environmental sustainability in the community.</li></ul>
<b>Respect</b> 	<ul style="list-style-type: none"><li>• I know what my strengths are and how they build my identity.</li><li>• I consider my friends' opinions and feelings when I make decisions (in all settings).</li><li>• I negotiate and seek solutions to meet common goals when working in teams.</li></ul>
<b>Responsibility</b> 	<ul style="list-style-type: none"><li>• I am able to prioritise my tasks to achieve my goals.</li><li>• I make decisions that will have a positive impact on self and others.</li><li>• I actively contribute to improve my community.</li></ul>
<b>Resilience</b> 	<ul style="list-style-type: none"><li>• I persevere through success when facing new challenges.</li><li>• I reflect on my experiences and make continuous improvement.</li><li>• I have the can-do attitude.</li></ul>

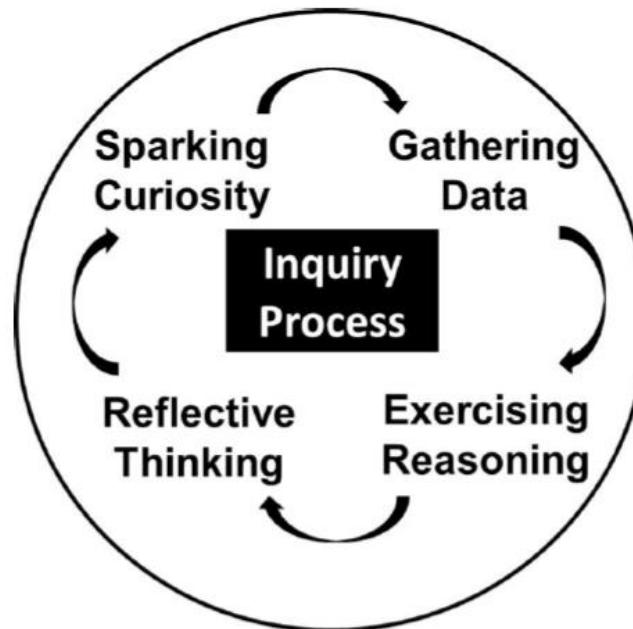


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# Social Studies

**Vision:** Every Xinminite, a reflective and discerning individual, rooted in sound values with a global mindset.



**The Inquiry Process**



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# Social Studies

	<b>Levels of Study</b>	<b>Inquiry Focus</b>
Appreciating Singapore, the Region and the World We Live in	<u>Primary 5</u> Part 1: Understanding Singapore's Development as a Nation Part 2: Understanding Southeast Asia's Diversity and Interconnectedness	How has Singapore developed as a nation since its independence?  What makes up Southeast Asia and how are the countries interconnected?
	<u>Primary 6</u> Understanding Features and Legacies of Civilisations	How are the legacies of civilisations seen in our lives today?

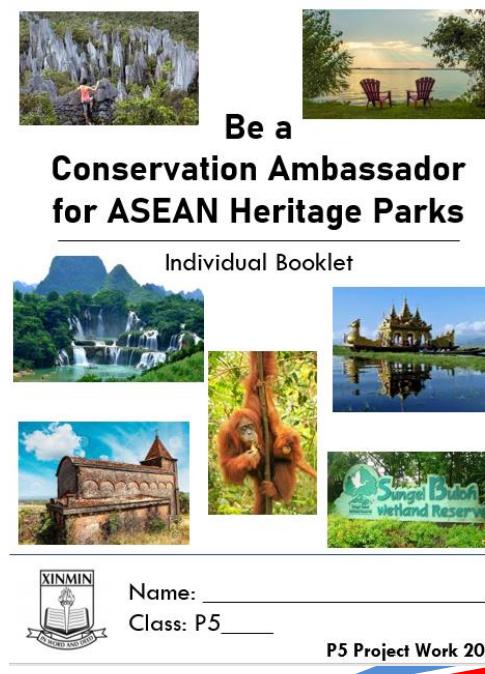


# Social Studies

## Project Work

Reflect students' ability to translate and transfer key knowledge, skills and values to real-world context.

### The Research Process



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# Social Studies

Assessment is important to help monitor students' progress in their learning of Social Studies. For instance, from their project work, learning outcomes (knowledge, skills and values) are used to report students' learning progress in the Holistic Development Profile (HDP).

## Example: Skill Outcome

Students will be able to:

- Create a plan to locate and collect information on one of the ASEAN Heritage Parks



### Step 2: Create a Plan

In your group, discuss the tasks that need to be done for the video.



Plan the steps you will take to gather information and create the video.

Names of group members:

1) \_\_\_\_\_ 2) \_\_\_\_\_  
3) \_\_\_\_\_ 4) \_\_\_\_\_

What should we do?	Who should do it?
Gather data to _____ the identified ASEAN Heritage Park (where it is found and why it is being recognised as ASEAN Heritage Park)	
Gather data on the important role it plays in conserving the diversity of living things found in Southeast Asia and the different types of living things conserved by the park	
Compare the data gathered by choosing data that is relevant and relevant to the presentation and explaining why	
Complete a list of the resources	
Complete Google Site: First Tab (Introduction): Where ASEAN Heritage Park is found	
Complete Google Site: Second Tab: Why park is recognised as ASEAN Heritage Park	
Complete Google Site: Third Tab: The important role the park plays in conserving the diversity of living things found in Southeast Asia	
Complete Google Site: Fourth Tab: the different types of living things conserved by the park	

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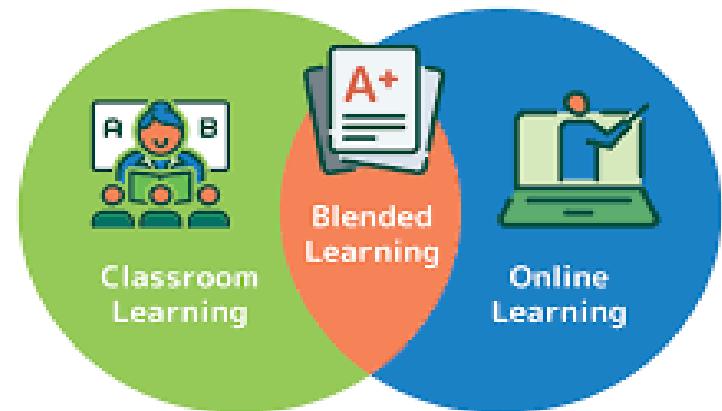
# ICT Department

## Blended Learning

Teachers provide a combination of online resources and interactions, with traditional classroom methods, to deliver lesson objectives.

To be fully prepared for upcoming lessons, students must complete their online tasks punctually.

## Blended Learning



# ICT Department

## SLS Administrative Matters

Please include an email address in your child's account settings so that self-reset password function can be activated. Refer to PG message for step-by-step guide.

## Curriculum Matters

We seek your help to ensure that your child completes his/her online tasks. All tasks can be found on the 'Assignments Page' and are labelled as 'Upcoming', 'Complete' or 'Incomplete'.



# **Expectations of Upper Primary Students**



# Responsibility

- Punctuality for school
- Readiness for school
- Submission of assignments



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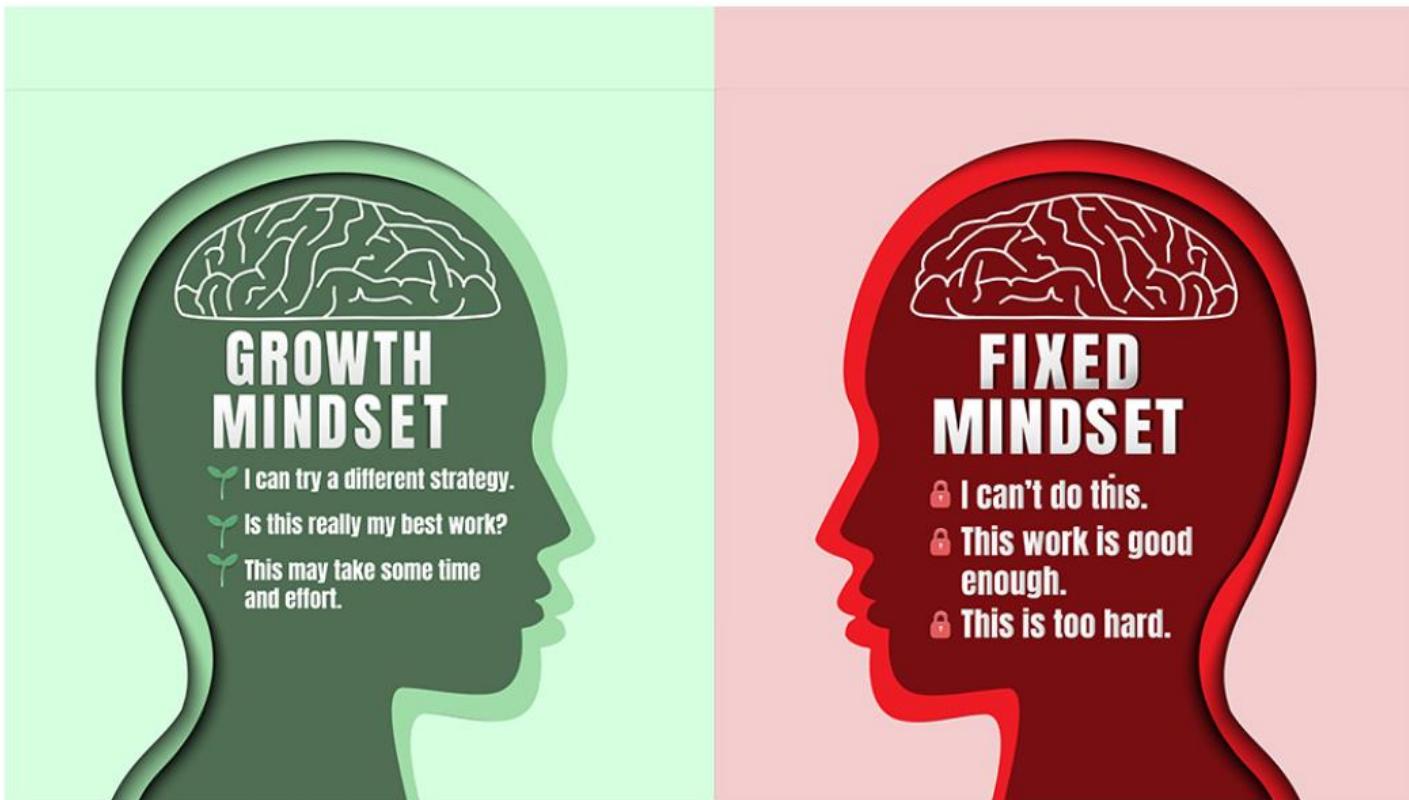
# Resilience

## Growth Mindset

“In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” ( Dweck, 2015)



# A GROWTH MINDSET



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# FIXED MINDSET

Intelligence is static

Avoid challenges

It's too hard

Expect reward without effort

Ignore feedback

Threatened by success of others



# GROWTH MINDSET

Intelligence can be developed

Embrace challenges

I can train my brain.

Effort is a path to mastery

Learn from feedback

Inspired by success of others



# GROWTH MINDSET LANGUAGE

INSTEAD OF ...	TRY THINKING...
<b>I am not good at this.</b>	<b>I can try and learn from my mistakes.</b>
<b>Plan A didn't work.</b>	<b>I will try Plan B.</b>
<b>My friend can do it.</b>	<b>I will learn from him/her.</b>



# HOW PSLE SCORING WORKS



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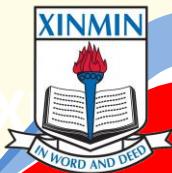
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# FROM T-SCORE TO WIDER SCORING BANDS

With effect from 2021,

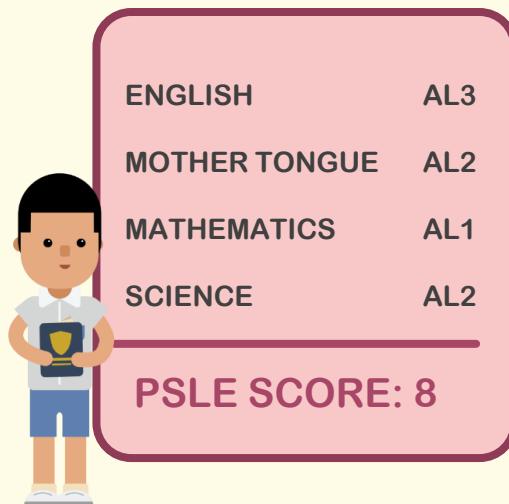
- Students with similar scores in each subject will be grouped into wider bands measured in 8 ALs.
- Unlike the T-score, the students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

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



## 4 SUBJECT ALs WILL BE ADDED TO FORM THE PSLE SCORE

- The PSLE Score ranges from 4 to 32, with 4 being the best.
- Students will be placed in secondary school courses based on their PSLE score – Express, Normal (Academic) or Normal (Technical).



PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26-30, with AL7 or better in both EL and MA



# SCORING FOR FOUNDATION LEVEL SUBJECTS



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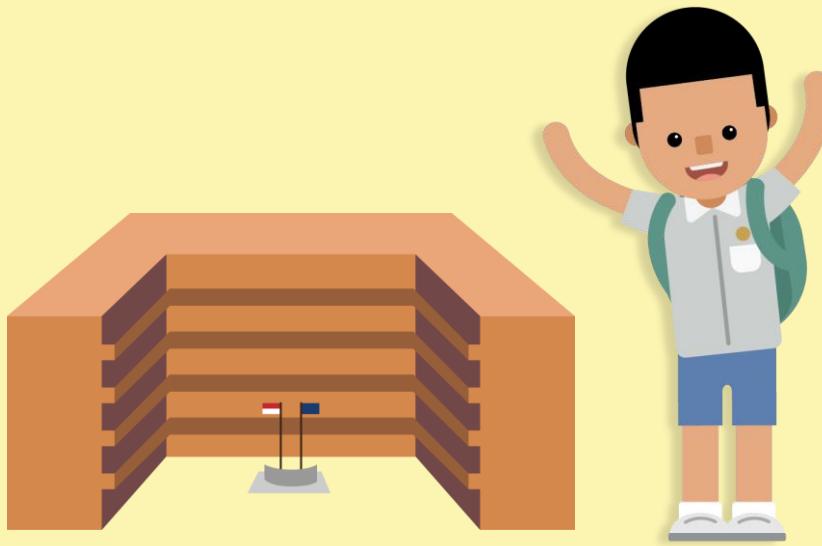
# **FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED**

- FOUNDATION SUBJECT GRADES WILL BE GRADED IN 3 SCORING BANDS FROM AL A TO C.**
- FOR THE PURPOSE OF S1 POSTING, FOUNDATION LEVEL AL A TO AL C WILL BE MAPPED TO AL 6 TO AL 8 OF STANDARD LEVEL SUBJECTS RESPECTIVELY, TO DERIVE A STUDENT'S OVERALL PSLE SCORE.**

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



# HOW S1 POSTING WORKS



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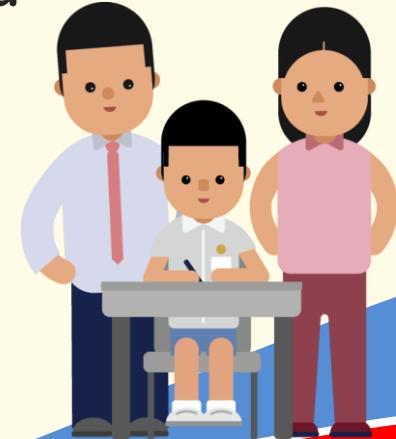
# CHOICE ORDER OF SCHOOLS WILL MATTER

- The PSLE Score, remains the first criterion for secondary school posting.
- If two students with the same PSLE Score vie for a place in a school, the following tie-breakers will be used:
  1. CITIZENSHIP
  2. CHOICE ORDER OF SCHOOLS
  3. COMPUTERISED BALLOTING



## CHOOSING SECONDARY SCHOOLS

- Parents and students should consider the student's strengths and interests and make school choices based on the school's unique culture, ethos and programmes
- Parents and students can find out more about secondary schools' distinctive programmes through MOE's SchoolFinder tool, secondary schools' websites and open houses.



# MOE SCHOOL FINDER

A Singapore Government Agency Website

SchoolFinder CourseFinder Academic calendar Self-help tools My shortlisted (0)

Ministry of Education SINGAPORE

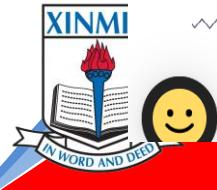
Education Levels Financial matters Education in SG News Careers About MOE

Last Updated: 18 October 2021

How to use SchoolFinder

## SchoolFinder

Explore schools based on their distance from your home, locations, CCAs, subjects and programmes offered.



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# Subject based banding in secondary schools

- Full SBB was implemented in 28 secondary schools from 2020. It is being progressively rolled out to more secondary schools each year from 2022 to 2024.
- With Full SBB in secondary schools, students will have greater flexibility to study more subjects at different levels that suit their interests, aptitude 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.
- <https://www.moe.gov.sg/microsites/psle-fsbb/psle/main.html>





New PSLE Scoring System

Score Calculator

Posting to Secondary School

Full Subject-Based Banding

Resources ▾

## New PSLE Scoring System

The revised PSLE scoring system in 2021 will help your child focus on their learning  
instead of how they compare to others.



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[New PSLE Scoring System](#)[Score Calculator](#)[\*\*Posting to Secondary School\*\*](#)[Full Subject-Based Banding](#)[Resources ▾](#)

# Posting to Secondary School

Find out how to choose and apply to a suitable secondary school under the new PSLE scoring and S1 posting systems.

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[New PSLE Scoring System](#)[Score Calculator](#)[Posting to Secondary School](#)[Full Subject-Based Banding](#)[Resources](#) ▾

### What is Full SBB?

Full SBB 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.



### Secondary school experience under Full SBB

Find out more about Secondary 1 postings, form classes, subject offerings, Common Curriculum and other changes under Full SBB.

### Timeline

**2020**

Start of Full SBB pilot in 28 secondary schools

**2021**

First cohort of Primary 6 students undergo new PSLE scoring and Secondary 1 (S1) posting system





## Direct School Admission for Secondary Schools (DSA-Sec)

### What is DSA-Sec?

DSA-Sec provides Primary 6 students an opportunity to seek admission to a secondary school based on a diverse range of talents and achievements that may not be demonstrated at the Primary School Leaving Examination (PSLE).



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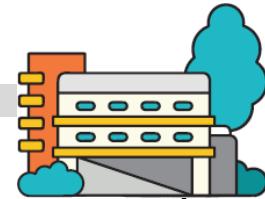
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## Should my child apply for DSA-Sec?

Your child may consider applying for DSA-Sec if they are able to identify a school that offers a talent development programme in their area of strength. If not, they may continue to participate in the S1 Posting Exercise in November and be admitted to a secondary school based on their PSLE score.



## How can my child apply for DSA-Sec?



Apply online via the DSA-Sec Portal (usually in May). Either parent may log in using Singpass to submit an application.<sup>1</sup>

You can indicate up to three choices during the application. For each choice, you will need to choose a secondary school and a talent area from that school. Of the three choices, a maximum of two choices can be used to apply to the same school (i.e. under two different talent areas). This is to cater for your child's multiple interests, and allow for a choice of different schools which can develop your child's strengths and interests.

<sup>1</sup> If your child is in Singapore Sports School (SSP), you should apply directly to the school based on the school's application timeline. You may visit their school's website for more information.



## **Do I need to submit any hardcopy documents during application?**

There is no need to submit additional hardcopy testimonials and documents via the DSA-Sec Portal. Your child's primary school information will be shared with the secondary schools that you have applied to. This includes your child's P5 and P6 academic results, Co-curricular Activities (CCA), Values in Action (VIA) involvement, School-based achievements/awards such as Edusave awards, NAPFA results, Junior Sports Academy and National School Games participation.



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# Categories of DSA-SEC Schools

(subject to changes in 2022)

- Creativity, Entrepreneurship & Innovation
- Languages & Humanities
- Leadership & Uniformed Groups
- Performing Arts
- Science, Technology, Engineering & Mathematics
- Sports & Games
- Visual Arts & Media



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# **Selection by Schools**

## **Confirmed Offer**

Students given a Confirmed Offer are guaranteed a place in the school provided the school offers an academic, normal academic or normal technical course which the student is eligible for.

## **Waiting List**

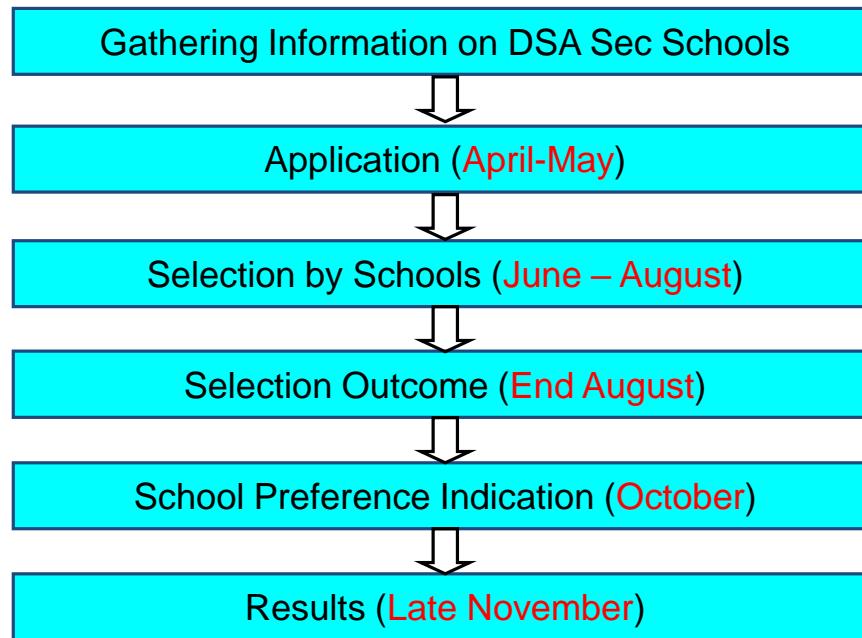
Students on the Waiting List will be considered for admission, subject to available vacancies.

## **Rejected List**

Students on the Rejected List are deemed rejected by the school. However, they may still opt for the school during the S1 Posting Exercise.



# In Summary: Exercise Process



**Visit MOE(DSA) website for  
more info**

<https://www.moe.gov.sg/secondary/dsa>



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# TARGET SETTING

(set with teachers on 14 Jan)

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

ENGLISH	MATHEMATICS	SCIENCE	MOTHER TONGUE
Marks: AL:	Marks: AL:	Marks: AL:	Marks: AL:

My Targets

	WA1		MYE		PRELIM	
	T	A	T	A	T	A
English						
Math						
Science						
MT						

Reflection (I may not be there YET. What can I do?)

WA1	
MYE	
Prelim	

## PSLE TARGET

English	Math	Science	MT	HMT	Total AL

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

FOUNDATION LEVEL AL REFLECTED ON RESULT SLIP	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75-100	6
B	30-74	7
C	<30	8

PLACEMENT OUTCOME	PSLE SCORE
Express	4 – 20
Express / Normal (Academic) Option	21 – 22
Normal (Academic)	23 – 24

Top 3 Secondary School Choices:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_



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# TARGET SETTING WITH YOUR CHILD

## JUST 3 SIMPLE PARTS!

### 1. Start-of-year Check-in

REFLECT TOGETHER, MAKE AN ACTION PLAN  
(WISH, OUTCOME, OBSTACLE, PLAN),  
STICK YOUR PLAN UP SOMEWHERE VISIBLE!



### 2. Mid-Year Check-in

REFLECT TOGETHER,  
PLAN FOR THE JUNE HOLIDAYS USING  
A FUN BINGO GAME!



### 3. End-of-Year Check-in

REFLECT TOGETHER,  
WRITE A NOTE OF GRATITUDE,  
FIND OUT HOW MUCH SLEEP ANIMALS GET &  
TALK ABOUT THE KIND OF CONVERSATIONS YOU HAVE!



Refer to Parent Kit sent via PG



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# Thank You!



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