



Ps Parent-Teacher Bonding 2022

Programme

4.00PM

Briefing on

1. Transition from Primary 4 to 5
2. PSLE Scoring , Secondary 1 Posting & DSA
3. Key Programmes for 2022

4.45PM

Form Teacher Time

5.30PM

Home Sweet Home

Objectives

1. For teachers and parents to get to know one another better as we go on a 2-year journey with the students.
2. PSLE Scoring & Secondary 1 Posting
3. To share the programmes we have to develop your child holistically
 - Confident Person
 - Caring Leader



Transition from Primary 4 to 5

Transition from Primary 4 to 5

1) Increase in demand on cognitive load

- New content/concepts to learn
- Concepts become more complicated
- Higher-order thinking and application
- More homework
- Increase in difficulty for examinations

Transition from Primary 4 to 5

2) Increase in demand on pupils' self-management

- Homework & Revision
 - prioritising & allocating sufficient time
- CCA/Leadership Roles
 - juggling practices/meetings with studies

Transition from Primary 4 to 5

3) Coping with personal issues

- Friendship
- Self-esteem
- Distractions
 - Computer, Mobile phones & smart devices
 - Social Media (e.g. Instagram), Netflix



Managing Screen Time

Managing Screen Time

- Passive
 - Mindless watching of youtube videos/tik tok
 - Not aware of the passing of time
- Active
 - Active use of technology for pedagogy
 - Engaged in content
 - Mindful use of time and awareness of content consumption

What is your Child Doing Online?



Snapchat

- Advertisements not suitable
- Shows location



Instagram

- Unfiltered content
- Stranger Danger



Twitter

- Unfiltered content
- Stranger Danger



TikTok

- Unfiltered materials
- Decrease attention span



Yik Yak

- Anonymity
- Presence of cyberbullying



Whisper

- Anonymity to share secrets
- Reveals location

What is your Child Doing Online?



WhatsApp

Allows unfiltered chat which most parents don't monitor



Telegram

Anonymity in messages



GroupMe

- For sharing notes
- Some students use to cheat in exams



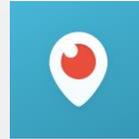
Sarahah

Anonymous in all posts/ broadcasts



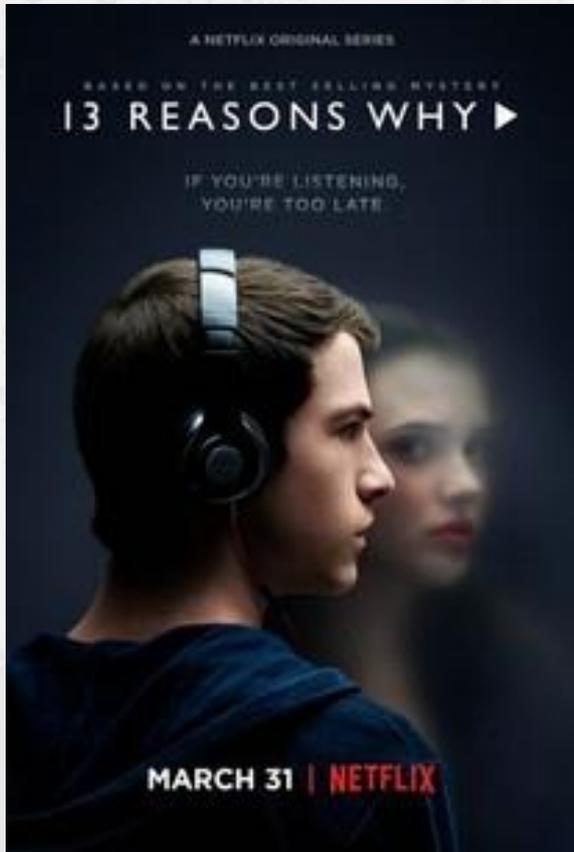
Kik

Presence of adult predators



Periscope

- Easy to find X-rated materials
- Presence of adult predators



What can Parents do?

- Model Healthy Electronic Usage
 - Set aside time for whole family to unplug
 - Create technology free zones
- Monitor & Control
 - Restrict Usage
 - Parental Controls
 - Be in the know
 - Screen time a privilege rather than a right
 - Age Limits
- Alternatives



Growth Mindset & Effective Effort

Growth Mindset

- Focus on process and improvements
 - Each child can get and be better.
- Intelligence is not fixed – it can go up or down.

Effective Effort

- We believe that pupils can grow smarter through hard work and effort
- 6 specific elements:
Time, Focus, Persistence,
Commitment, Use of Feedback and Resourcefulness

Praise and focus on children's effort. Do not just highlight how smart or talented they are.

Kobe Bryant



We're not on this stage just because of talent or ability,

We're up here **because of 4 a.m.** We're up here because of **two-a-days** or **five-a-days.**

Joseph Schooling

“Regardless of domain, empirical studies have shown that **top expert performers are not just natural-born talents.**

Experts’ proficiency levels are arrived at **after many years of dedicated hard work.**”

~ David Chan, Director of the Behavioural Sciences Institute and Professor of Psychology at SMU, Straits Times 19 Oct 2016



Elements of Effective Effort

Time

A willingness to spend the hours needed to finish the job well

Focus

Concentrating only on the work; no TV or other distractions

Persistence

If one strategy isn't working, trying different ones until one works

Resourcefulness

Knowing where to go and whom to ask for help when really stuck

Use of Feedback

Looking carefully at responses to work to know exactly what to fix

Commitment

Being determined to finish and do the very best work





EFFECTIVE EFFORT

Cultivating Good Study Habits At Home

USEFUL STRATEGIES FOR PARENTS

TIME	FOCUS
<ul style="list-style-type: none"> ✓ Guide your child to create a study timetable, and help him/her to monitor and adjust it ✓ Encourage your child to complete his/her homework first every day ✓ Encourage your child to revise or do additional practices daily ✓ Set aside a regular time for reading at home (30 min a day) ✓ Remind your child to spend more time on the subjects he/she is weaker in 	<ul style="list-style-type: none"> ✓ Set up a space at home that will be used for studying ✓ Help ensure that stationery and books are ready at the study table ✓ Help ensure that the place for studying is quiet ✓ Encourage your child to concentrate on his/her work until it is done ✓ Help your child remove or avoid distractions (e.g. remind him/her to put his/her phone away)
PERSISTENCE	COMMITMENT
<ul style="list-style-type: none"> ✓ Encourage your child to remain positive when faced with problems ✓ Help him/her find ways to tell himself/herself to not give up (e.g. this may take some time) ✓ Remind your child to keep trying different strategies until he/she finds one that works ✓ Tell your child that you believe he/she will succeed as long as he/she keeps trying 	<ul style="list-style-type: none"> ✓ Encourage your child to be determined to achieve his/her goals ✓ Role model how you are committed to achieving your goals too ✓ Remind your child to put in his/her best effort in his/her work ✓ Remind your child to finish his/her work without leaving blanks
USE OF FEEDBACK	RESOURCEFULNESS
<ul style="list-style-type: none"> ✓ Remind your child to look carefully at teachers' feedback and reflect on it ✓ Encourage your child to use the feedback to improve on the next piece of work 	<ul style="list-style-type: none"> ✓ Encourage your child to look for help when he/she is stuck ✓ Help your child think of various ways to help himself/ herself (e.g. ask a friend/ parent/ teacher, search in books/ online)

Additional Resources for Parents

The following are some ideas that your child has learnt through the Effective Effort lessons. It would be most helpful if these could also be reinforced at home.

Fixed mindset vs. growth mindset

Based on research by Dr. Carol Dweck, a Stanford University psychologist, fixed and growth mindsets are attitudes and beliefs that people have towards learning and intelligence. People with fixed mindsets believe that intelligence is fixed and talent leads to success, while people with growth mindsets believe that our abilities can be developed through hard work and effort. People with fixed mindsets avoid challenges for fear of failing and being embarrassed, while those with growth mindsets embrace challenges as opportunities to grow, and understand the value of learning from mistakes. Developing a growth mindset in your child can help to motivate him/her to enjoy learning and challenges, which can lead to higher achievement levels and success. Beyond his/her studies, having a growth mindset can help prepare your child to be a resilient and confident lifelong learner.

Growth mindset language – How to persist

Instead of...	Try saying...
I am not good at this	This might take some time and effort
I give up	I'll use a different strategy
This is too difficult	What am I missing out on?
I will never be that clever	I will learn how to do this
I just can't do this	I will train my brain
This is good enough	Is this really my best effort?
I can't make this better	I can always improve. How can I make it better?
I made a mistake	Mistakes are the best ways to learn
Plan A did not work	There is always Plan B
She is clever and it is easy for her	I am going to figure out how she does it so I can learn from her

Being resourceful

The following are some examples of how your child can be resourceful.

What do I need?	Where can I get help?
Meaning / spelling of words	Dictionary
Clarify Science/ Math concepts	Search in Course book, guide books, or the Internet
Help for homework	Refer to earlier questions within the same topic, look for strategies in my notebook, ask a friend, ask an adult, ask a teacher before submitting it
Information on what I missed when I was absent	Call my friend, ask my friend the next day

TIME

- ✓ Guide your child to create a study **timetable**, and help him/her to monitor and adjust it
- ✓ Encourage your child to complete his/her **homework** first every day
- ✓ Encourage your child to **revise** or do additional **practices** daily
- ✓ Set aside a regular time for **reading** at home (30 min a day)
- ✓ Remind your child to spend more time on the subjects he/she is **weaker** in

FOCUS

- ✓ Set up a **space** at home that will be used for studying
- ✓ Help ensure that **stationery** and **books** are ready at the study table
- ✓ Help ensure that the place for studying is **quiet**
- ✓ Encourage your child to **concentrate** on his/her work until it is done
- ✓ Help your child **remove** or **avoid distractions** (e.g. remind him/her to put his/her phone away)

PERSISTENCE

- ✓ Encourage your child to remain positive when faced with a problem
- ✓ Help them find ways to have self positive talks
- ✓ Remind your child to keep trying different strategies until he/she finds one that works
- ✓ Tell your child that he/she will succeed as long as he/she keeps trying
- ✓ Encourage your child to take baby steps.
- ✓ Allow your child to make their own mistakes and learn from them.

What can parents do?

1. Increase in demand on cognitive load

- Ensure your child develops discipline and habit of completing homework and revising
- Co-create a conducive environment for completing homework and revising
- Praise effort, not the results

What can parents do?

2. Increase in demand on pupils' self-management

- Give your child some responsibilities at home
- Responsibility for self and others
- Let them bear the satisfaction/consequences if they have/have not been responsible

What can parents do?

3. Coping with personal issues

- Have daily (regular) conversations with your child
- Consider asking questions like these
 - What went well for you in school today?
 - What questions did you ask your teachers today?
 - You are his/her primary support
 - Be physically, emotionally, psychologically present
 - Listen and try to understand, weigh our words

Solution-focused Conversations

1) When your child has made improvements, ask

What did you do that led to the improvements?

Help him to reflect on the actions he has taken in order to encourage him to continue doing so.

If it works, continue to do more of it

Solution-focused Conversations

2) If your child did not perform to his expectation

- Think about the previous time when you performed well, what did you do to achieve that?
- What are 1-2 small steps you can take to make a step up in improving?
- What difference do you think you'll see?

Focus on your child's strength, look for evidence of resource and achievement, and what they can do in the future



PSLE Scoring & Sec 1 Posting

CHANGES TO THE PSLE SCORING AND S1 POSTING SYSTEMS

**SUPPORTING STUDENTS AND PARENTS IN MAKING
INFORMED SCHOOL CHOICES FOR PSLE**

2022 Briefing Deck to P5 and P6 Parents



OVERVIEW

RECAP

- How the PSLE Scoring System Works
- How the S1 Posting System Works

SUPPORTING STUDENTS AND THEIR PARENTS IN MAKING INFORMED SCHOOL CHOICES

- Understanding the PSLE Score Ranges
- School Choice Journey

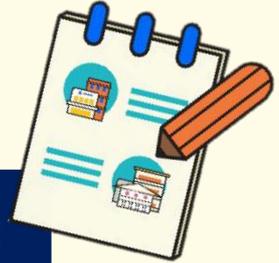


WHAT IS THE INTENT OF THE PSLE?



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 and interests, while moving away from an over-emphasis on academic results. Our PSLE Scoring changes reduce an 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 abilities.

HOW THE PSLE SCORING SYSTEM WORKS



FROM T-SCORE TO SCORING BANDS

a) Reduces fine differentiation of students' examination results at a young age

- Students with similar scores in each subject are grouped into wider scoring bands measured in 8 ALs.

b) Reflects a student's individual level of achievement

- Students' ALs for each subject reflect their level of achievement, rather than how they have performed relative to their peers.

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**.
- Similar to the PSLE T-score system, 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

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

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

ENGLISH LANGUAGE	AL 3
MOTHER TONGUE LANGUAGE	AL 2
MATHEMATICS	AL 1
SCIENCE	AL 2
PSLE SCORE: 8	

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 AL 7 or better in both EL and MA

Express, N(A) and N(T) courses will be phased out by 2024.

ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

ELIGIBILITY CRITERIA FOR HMTL

(i) An overall PSLE Score of 8 or better

or

(ii) An overall PSLE Score of 9 to 14 (inclusive); and attain

- **AL 1 / AL 2 in MTL or**
- **Distinction / Merit in HMTL**

- The eligibility criteria for taking HMTL takes reference from past criteria.
- It ensures students can cope with the higher academic load.
- Secondary schools continue to have the flexibility to offer HMTL to students who do not meet the criteria if they:
 - have high ability and interest in MTL, and
 - are able to cope with the learning load required.

ELIGIBILITY CRITERIA FOR MOTHER TONGUE LANGUAGE (MTL) 'B' IN SECONDARY SCHOOLS

- The MTL 'B' curriculum is designed to help students in the Express and N(A) courses who face exceptional difficulty coping with MTL.

ELIGIBILITY CRITERIA FOR MTL 'B'
(FOR STUDENTS OFFERED THE EXPRESS OR N(A) COURSE)

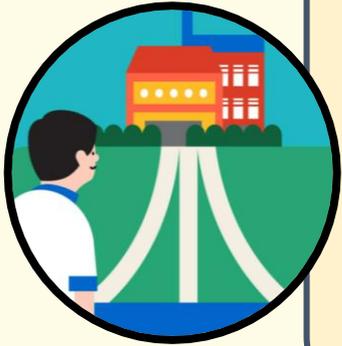
AL 7 or 8 in Standard MTL
or
AL B or C in Foundation MTL

- Schools have discretion to offer MTL 'B' to students who face exceptional difficulty with MTL but do not meet the eligibility criteria at Secondary 1 based on PSLE results.
- As students progress in secondary school, they may also take up MTL 'B' if they are assessed to be suitable by their schools.

FULL SUBJECT-BASED BANDING (FULL SBB)

- MOE is expanding Subject-Based Banding to Full SBB in secondary schools.
- This is in line with the changes to PSLE Scoring to recognise each student's own level of achievement and encourage them to choose secondary schools that fit their strengths and interests.
- Full SBB aims to further nurture the joy of learning and develop multiple pathways to cater to the different student profiles. Through Full SBB, we want students to:

- have greater ownership of their education, and learn each subject at the level that best caters to their overall strengths, interests and learning needs, and
- have more opportunities to interact with friends of different strengths and interests.
- not be held back by negative self-concepts and labelling.
- have increased access to post-sec pathways, while having strong fundamentals in their subjects so that they are able to thrive in the pathway they choose.



FULL SUBJECT-BASED BANDING (FULL SBB)

- The following are changes that students will experience from Full SBB:

- Removal of Express, N(A) and N(T) courses
- Mixed form classes
- Common Curriculum subjects
- Offering subjects at a more demanding level, including Humanities subjects
- Common National Examinations
- Post-secondary Admissions *(More information will be made available at a later date.)*



FULL SUBJECT-BASED BANDING (FULL SBB) TIMELINE

Link to PSLE-FSBB Microsite



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



2020

Full SBB pilot commenced in 28 secondary schools. Feedback from pilot schools has been positive.



2022

Full SBB will continue to be rolled out to more schools in phases.



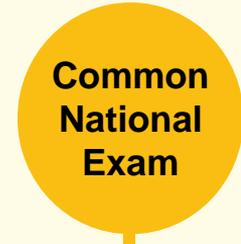
2023



2024

From 2024,

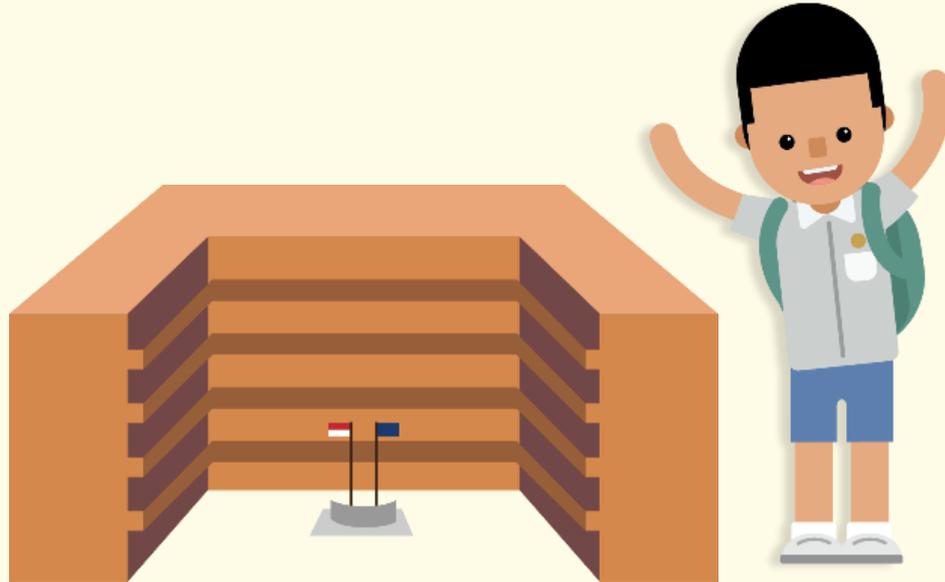
- There will no longer be Express, N(A) and N(T) courses.
- Students will be able to study subjects at different levels that suit their interests, strengths and learning needs.



2027

From 2027, students will sit for the common national examination and receive a new national certification with subjects at different levels.

HOW THE S1 POSTING SYSTEM WORKS



CHOICE ORDER OF SCHOOLS MATTERS MORE

- Students continue to have **six choices** in selecting their secondary schools.
- Similar to past years, students continue to be posted to a secondary school based on **academic merit, i.e., PSLE Score**, and their **school choice order**.
- If there are two or more students with the same PSLE Score vying for the last remaining place(s) in a school, 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**
- The new tie-breaker based on school choice order recognises the different considerations that families have in making school choices.



Tie-breakers

in the new S1 Posting System

Tie-breakers are used only if there are two or more students with the same PSLE Score vying for the last available place(s) in a school.

Here's a simplified example.

5 students are vying for the last places in the schools of their choice.

➤ Students with better scores will be posted first

➤ Tie-breaker #1: Citizenship

➤ Tie-breaker #2: Choice order of schools

➤ Tie-breaker #3: Computerised balloting

Jane

Singapore Citizen
16 pts

SCHOOL CHOICES:

- Sch A
- Sch ...
- Sch ...
- Sch ...



Jane has a better PSLE score. She will be posted first, to **School A**.



Bryan

Singapore Citizen
20 pts

SCHOOL CHOICES:

- Sch B
- Sch ...
- Sch ...
- Sch ...



Bryan, Mary, Alan and Rina have the same score.

As Jane has taken the last available place in School A, Bryan, Mary, Alan and Rina will vie for the last available place in their next choice, **School B**.

Bryan and Mary are Singapore Citizens. They will have priority to enter **School B**.



Because Bryan ranked School B higher than Mary, he will be posted to **School B**.



Since Bryan has taken the last place in School B, Mary will be posted to **School C**.



Alan

Permanent Resident
20 pts

SCHOOL CHOICES:

- Sch A
- Sch B
- Sch D
- Sch ...



Alan and Rina will be tie-broken out as they are Permanent Residents. They will be considered for their next choice, **School D**.

Alan and Rina have both ranked School D as their third choice. They will go through computerised balloting to vie for the last remaining place in **School D**.

Through computerised balloting, Alan is posted to **School D**.



Rina

Permanent Resident
20 pts

SCHOOL CHOICES:

- Sch A
- Sch B
- Sch D
- Sch E



Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.



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	Students with better PSLE Scores will be posted first, even if they did not take HCL
2nd		8	DISTINCTION	
3rd		8	MERIT	Amongst students with the same PSLE Score, those with better HCL grades will be posted first
4th		8	PASS	
5th		8	NO HCL	
6th		9	DISTINCTION	

- 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.

DIRECT SCHOOL ADMISSION (DSA)



DIRECT SCHOOL ADMISSION (DSA)

Areas for DSA Application:

- 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)

DIRECT SCHOOL ADMISSION (DSA)

Timeline (applicable for P6 students)

Jan – May	Explore schools
May	Apply for schools -3 areas in each school - up to 3 schools
July – Sept	Interviews
Oct	Results of DSA Application Selection of School

DIRECT SCHOOL ADMISSION (DSA)

Schools Admission by DSA ONLY

1. SOTA
2. SPORTS SCHOOL

TIPS FOR PARENTS!

Be open and flexible when discussing your child's preferences, needs and choices.

Manage your own expectations and do not project these expectations onto your child.

Have regular conversations with your child to understand more about his/her interests and aspirations.



Affirm your child and offer support when he/she shares his/her plans with you.

FIND OUT MORE ON THE PSLE-FSBB MICROSITE!



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



OTHER RESOURCES

1

SchoolFinder
Tool

SCHOOL
FINDER



<https://go.gov.sg/sec/schoolfinder>

2

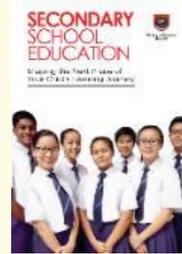
“Welcome to Secondary
School” video



<https://go.gov.sg/welcome-to-secondary-school>

3

Secondary School
Education Booklet



<https://go.gov.sg/psle-sec-sch-brochure>

4

ECG Parent Guide



<https://go.gov.sg/parent-guide>

2022
PLANNED
programmes

Code for Fun

Objectives:

- To develop and computational thinking
- To learn fundamental programming concepts in a fun and easy-to-learn manner

Essential Information:

- Started till Term 2
- Opt in, free of charge

P5 Math Games Challenge



Objectives:

- To develop skills of being a team player; to support and play as a team
- To develop sportsmanship; to react appropriately when winning and losing

Essential Information:

- Term 2 Week 8

P5 Inter-House Games



Objectives:

- To develop sportsmanship & team work

Essential Information:

- Term 2 Week 10

Farrerean Leadership Training

Objectives:

- To help pupils develop effective communication and facilitation skills

Essential Information:

- Training conducted in Term 3
- Pupils to facilitate game stations for Sports Fiesta

National Education Show



Objectives:

- To instil a sense of pride for the nation
- To reinforce the outcomes of loving, knowing and leading Singapore

Essential Information:

- Term 3, Saturday (actual date TBC)
- National Day Parade Full Dress Rehearsal

PS Adventure Camp



Objectives:

- To know that emotions can spur one to take responsible actions for self-improvement
- To know oneself and identify personal skills, attitudes and values to overcome change and challenges
- To build resilience and emotional strength

Essential Information:

- Term 4 Week 8
- 1 – 3 Nov (Mon - Wed)
- Non-residential

Other
Matters

Points to remember...

- Punctuality and regular attendance
- Lessons will still continue after examinations.
- Form teachers are contact points, please update on any absences.
 - Reasons for absences
 - How long the ML will be
 - Update your child's ART results to teachers; if any adult at home is sick at home, please let us know too

Form Teachers' Time

Class	Form Teachers
5 Graciousness 5GR	Ms Loh Siew Yi, Ms Rahimah B Madan & Ms Shermin Low
5 Responsibility 5RP	Ms Vanessa Oh & Ms Vellaisamy Indrani
5 Adaptability 5AD	Mrs Elena Han & Ms Candy Chua

- Please follow your child's Form Teacher to the classroom.

Questions?

Transition from P4 to P5
PSLE Scoring, Sec 1 Posting & DSA
2021 Planned Programmes for P5



Thank You!

Have a restful weekend!

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