Primary 6

Briefing on PSLE and Sec 1 Posting

Friday, 7 Feb 2025

To Serve To Lead

Principal Address



Mrs Teo Whye Choo

PCPS



of School Founding in 2025

PCPS Moving Forward…..

What are our desired outcomes of future-ready PCPS students?

About PCPS…



Our Beliefs
Our Values
Our Mission
Our Vision
Our Learning Dispositions





Our School Vision

Every student an Educated Child and Contributing Citizen, ready to Serve and Lead

PCPS Re-envisioning Journey 2023-4

What is our shared vision of the distinctive future-ready PCPS student?

What do PCPS students need to be future-ready?



Future of Learning

A movement to transform what and how our students learn so that they are able to thrive and harness opportunities in our rapidly changing world.

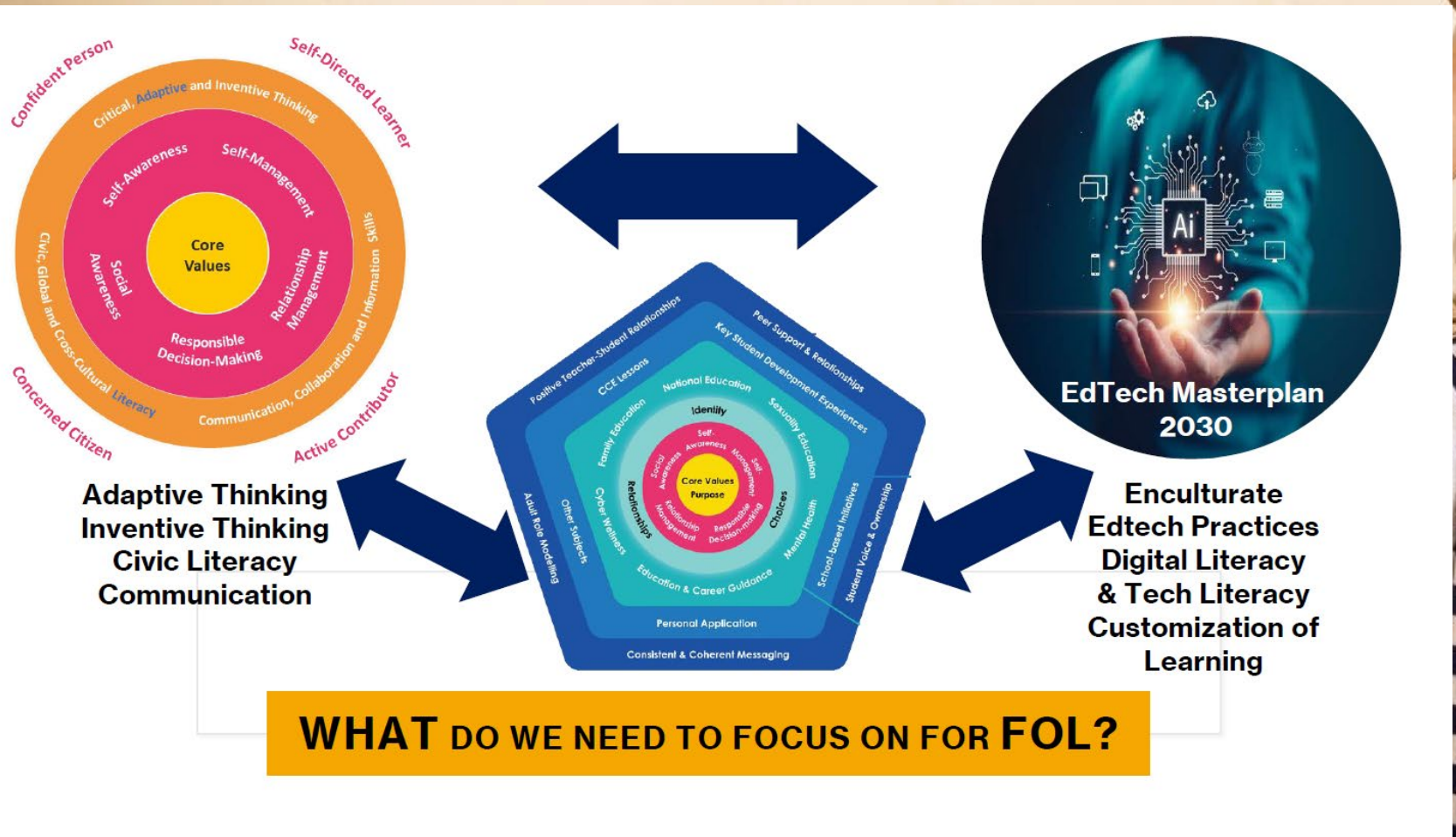
Strengthen 21st Century Competencies



Educational Technology as capability multiplier

Reimagine learning spaces and partnerships to provide rich learning contexts

Preparing our students to be future-ready



Our Refreshed School Vision

Every PCPS student,
a Curious Lifelong Learner,
a Confident Leader and
a Responsible Innovator



The Curious Lifelong Learner is…



- eager to **learn, discover and question** to deepen understanding
- **reflective** and **able to improve** thoughts, attitudes, behaviours and actions

- **resilient** in his/her pursuit of goals and **sees failures as opportunities** for growth
- **discerning** in distilling and **critically assessing** information both online and offline



Learning Dispositions

Curiosity **Reflectiveness** **Resilience**

The Confident Leader is…



- anchored on school and R3ICH values
- open to perspectives, respectful and clear when communicating with others

- able to collaborate, leverage others' strengths, and rally others towards shared goals
- courageous in unfamiliar situations and take risks responsibly



Learning Disposition

Open-Mindedness

The Responsible Innovator is…



- **concerned** about local and global issues, while maintaining **a sense of rootedness to Singapore**
- **open-minded, creative and imaginative** to consider different possibilities

able to **create solutions** which **serve the needs** of others, the environment, school and community



Learning Disposition

Responsibility

Our New COR3 Learning Dispositions

- Curiosity
- Open-Mindedness
- Reflectiveness
- Resilience
- Responsibility



Every PCPS student,
a Curious Lifelong Learner, a Confident Leader and a Responsible Innovator

[COR3 Dispositions]

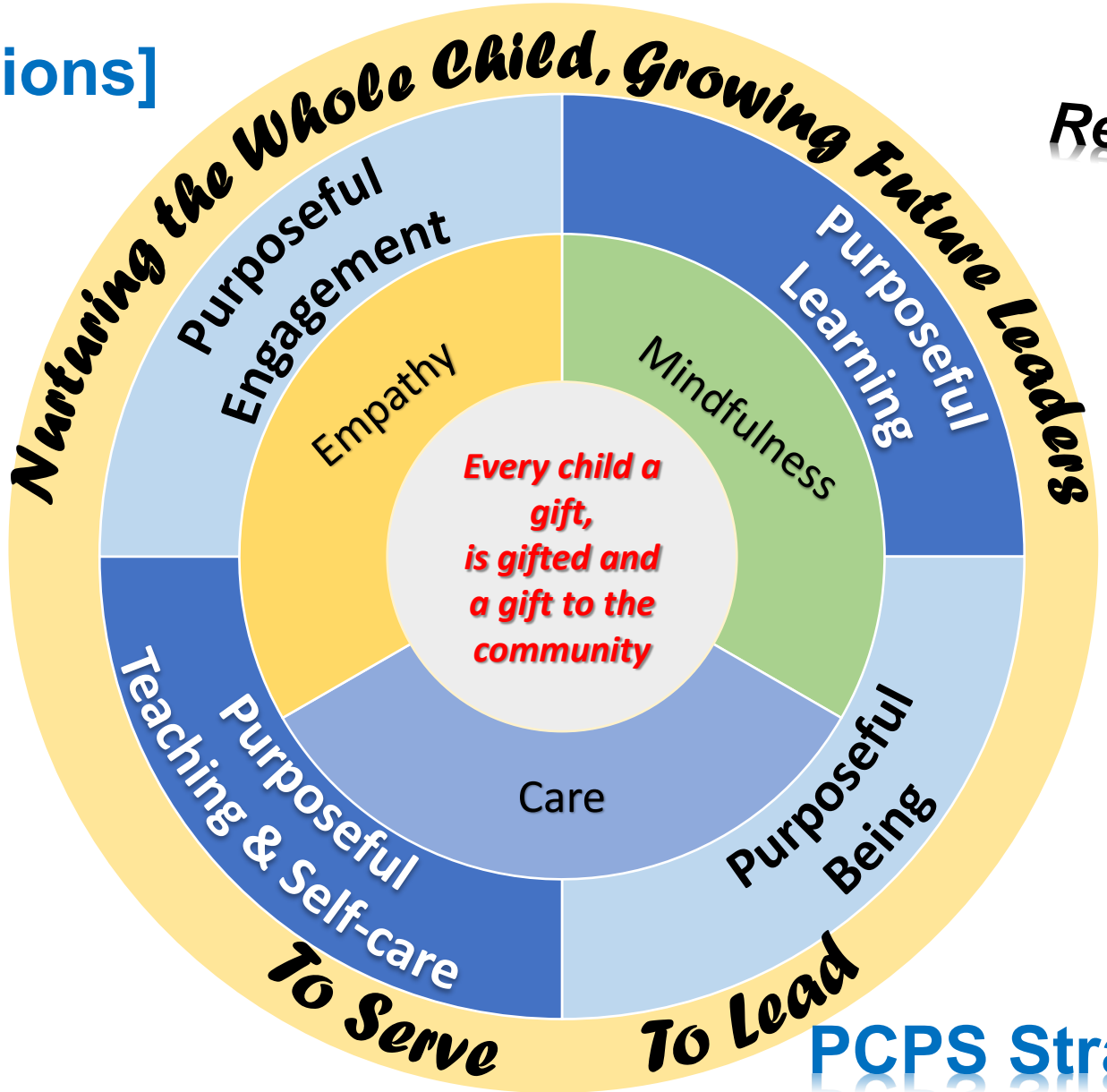
Curiosity

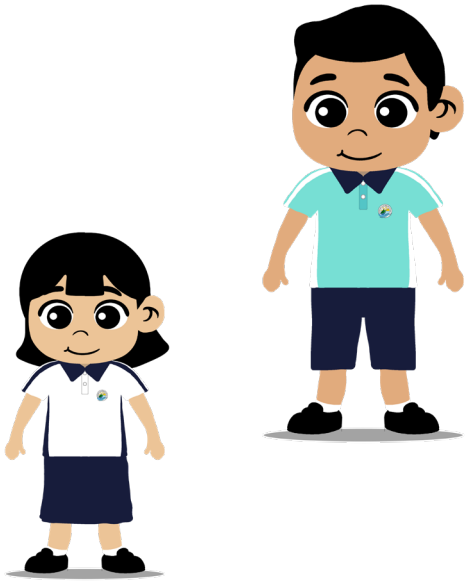
Open-mindedness

Reflectiveness

Resilience

Responsibility









PCPS Strategic Framework

PCPS Strategic Directions

ST1: Nurturing the whole child who is Curious, Confident and Responsible

Purposeful Learning : Develop COR3 dispositions in students to impact academic outcomes, nurture healthy lifestyle and appreciate the arts.

Purposeful Being : Empowers students to lead self confidently, and serve the needs of the community with empathy and responsibility.

ST2: Developing a collaborative and competent staff who cares and serves with empathy

Purposeful Teaching and Work: Strengthen MM's leadership competencies, deepen teachers' content mastery and hone their pedagogical skills and build AED/EAS capacity to provide quality and service-oriented support.

Purposeful Self-Care: Strengthen our EMC values-driven work culture that will contribute to a positive, caring and enabling work environment.

Our Shared Purpose

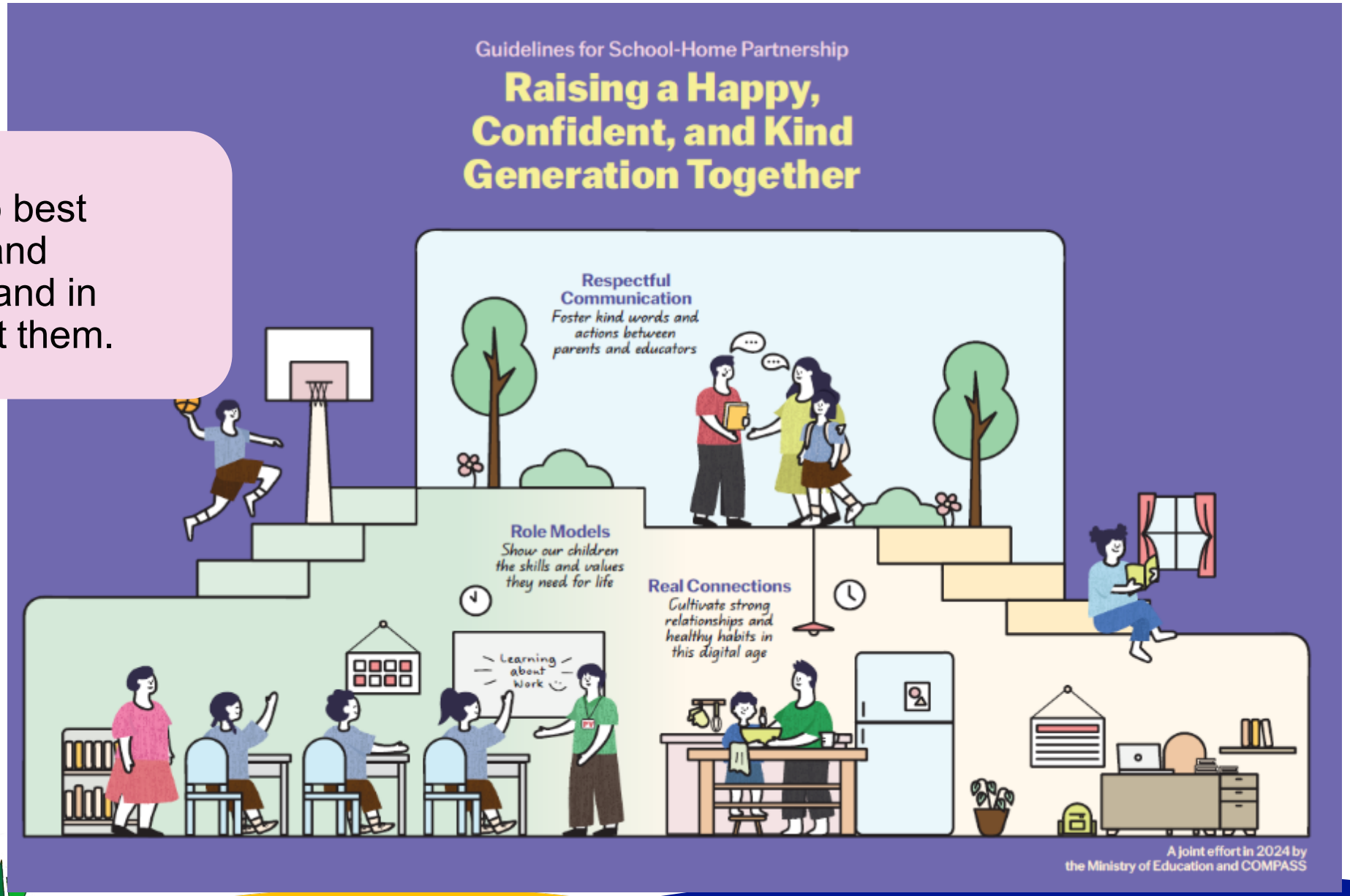
To Serve and To Lead with Empathy, Mindfulness and Care

Every PCPS student, a Curious Lifelong Learner, a Confident Leader and a Responsible Innovator

ST3: Fostering quality partnerships to enhance student learning experiences

Purposeful Engagement: To engage parents and strategic partners (community, MOE/IHLs and industries) and work collaboratively with them to positively impact student learning outcomes.

Our children do best when schools and parents work hand in hand to support them.



3 areas we can work together on to foster School-Home Partnership

1 Respectful Communication

2 Role Models

3 Real Connections



Respectful Communication

Foster kind words and actions between schools and educators

- Listen to and understand each other's perspectives and concerns regarding each child
- Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers
- Respect each other's time by communicating during working hours



Role Models

Show our children the skills and values they need for life

Find joy in everyday experiences with our children

Instill confidence by encouraging responsibility and believing in our children's abilities

Model good values in words and actions



Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.

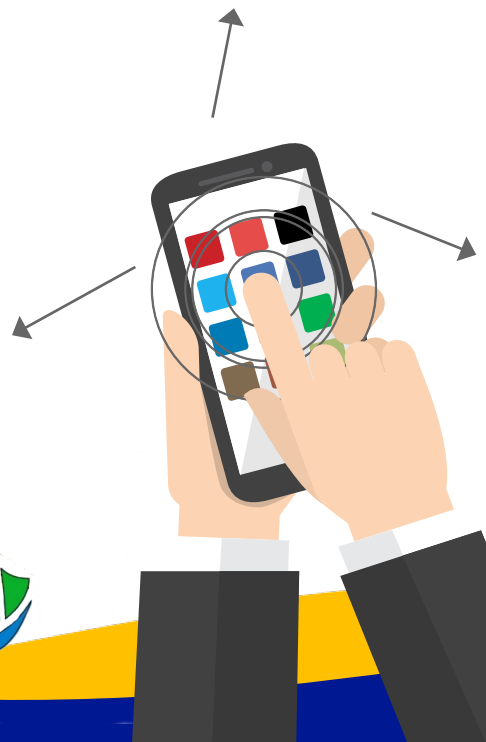
Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use

Build strong bonds through shared experiences and meaningful conversations

Provide a balanced mix of engaging online and offline activities, at school and at home





Respectful school-home partnerships

- The partnership between schools and parents is an essential one.

- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.





Supporting your P6 child to transit from primary to secondary school

Today's session aims to provide you with…

- A better understanding of the support that your child may need in the transition journey from primary to secondary school
- Understanding Full Subject-Based Banding (Full SBB)
- Information on what to expect in secondary school



Your Child at P6



SUPPORTING YOUR CHILD DURING THIS PRE-PSLE PERIOD …

Managing your child's and your own expectations

What are your child's aspirations and goals?

PSLE Score
Target AL scores in EL, Ma, Sc and MTL

Posting Groups
PG1, PG2 and PG3
Taking subjects at MDL or LDL



Secondary School Choices :
Choice Matters!

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, interests, abilities and talents while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the over-emphasis on academic results by:

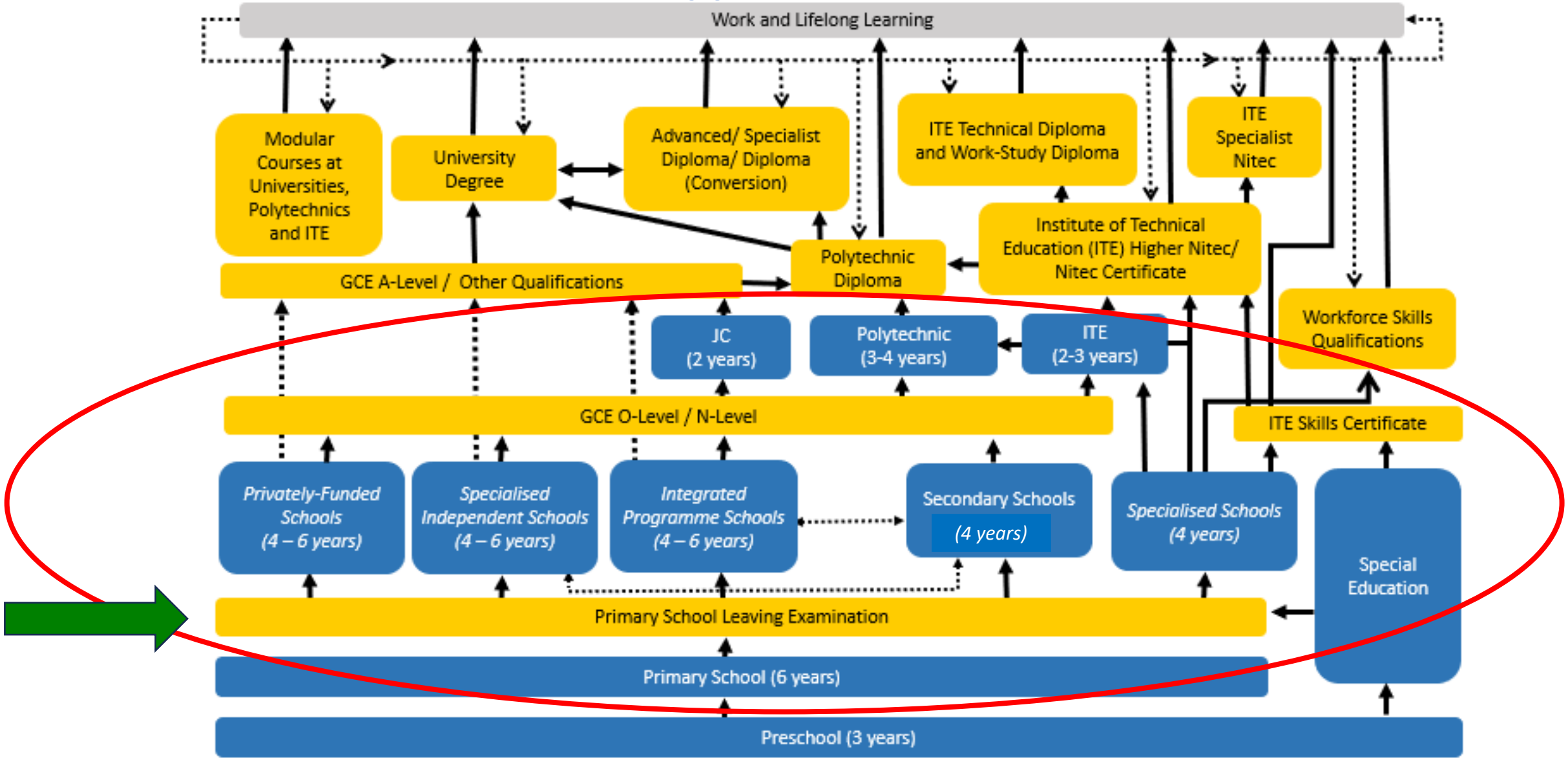
1. **Reducing fine differentiation of students' examination results at a young age.**
2. **Recognising a student's level of achievement, regardless of how his/her peers have done.**
3. **Encouraging families to choose secondary schools holistically based on students' strengths, interests and learning needs.**

More Diverse and Flexible Pathways and Opportunities

"We want to inspire our students to define success not just by academic and material achievements, but by one's contributions"

Education Minister Chan Chun Sing, WPS 2022

Educational Pathways Today with More Diverse Pathways and Opportunities



Remaking Secondary School Pathways

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



Cur… School Path…

N(T)

N(T)-Lev…

ITE

Secondary Schoo… …nts take most subjects at the level offered by their courses.

After Full SBB Implementation



PSLE

Students will continue to be posted to Secondary schools across three scoring bands.

One Secondary School Education, Many Subject Bands

At the start of Sec 1, students can take a combination of G1/2/3 subjects based on their PSLE scores.

Sec 4 in 2027

One Common Certificate

In 2028, MOE will implement a new post-Secondary admissions system.

JC, Poly and ITE in 2028



FULL SUBJECT-BASED BANDING (FULL SBB)

Secondary school experience under Full SBB

- **Mixed form classes** and **common curriculum subjects at Lower Secondary.**
- **Subjects to be offered at G1, G2 or G3**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**



From 2023: Entry to S1 through 1 of 3 Posting Groups

From 2027: Singapore-Cambridge Secondary Education Certificate (SEC) examination

Updated post-secondary admission criteria

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.**

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.

PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

Academic Stream (2023 and before)	PSLE Score	Posting Group	Subject level for most subjects
EXPRESS	4 – 20	PG3	G3
EXPRESS / N(A) OPTION	21 and 22	PG2 or PG3	G2 or G3
N(A)	23 and 24	PG2	G2
N(A) / N(T) option	25	PG1 or PG2	G1 or G2
N(T)	26 – 30 *(with AL 7 or better in EL and MA)*	PG1	G1

Understanding Full Subject-Based Banding (Full SBB) [from 2024]



What is Full SBB?

WHAT IS FULL SBB?

- Full SBB will be implemented in secondary schools from 2024, and aims for students to:



Have greater ownership of their learning according to their strengths, interests, abilities, talents and learning needs.



Develop a growth mindset and an intrinsic motivation to learn for life.



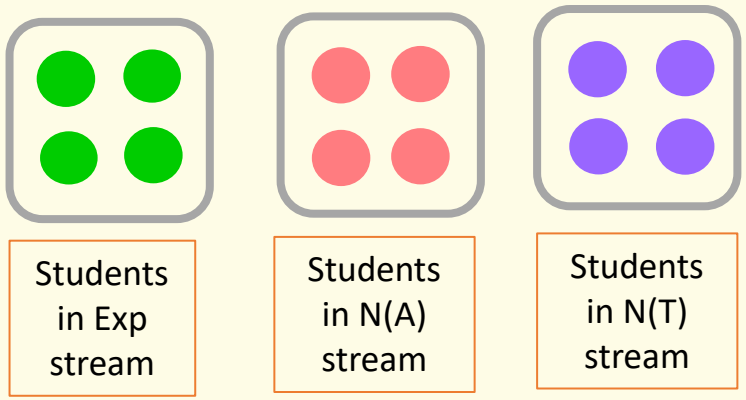
Have more opportunities to interact with friends of different strengths, interests, abilities and talents.



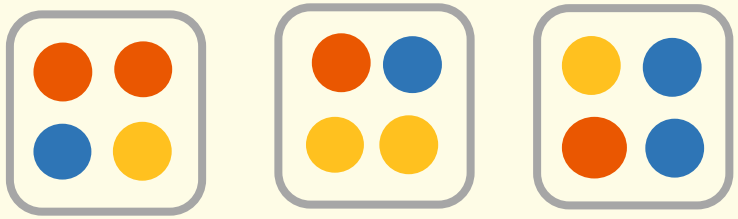
Have more options for post-sec pathways, while ensuring they have strong fundamentals and can thrive in their chosen pathway.

FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

Form classes arranged by academic stream in schools yet to implement Full SBB



With Full SBB: Mixed form classes



- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.
  - Provides students with **more opportunities** to interact with other students of different strengths and interests.
  - Enables students to **build meaningful friendships and learn to value different perspectives**.

Students posted through **PG3**

Students posted through **PG2**

Students posted through **PG1**

FULL SBB: COMMON CURRICULUM

Common Curriculum Subjects taken in mixed form classes (~1/3 curriculum time)

Examinable Subjects:
- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

Non-examinable Subjects:
- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

- The six common curriculum subjects would each have a single syllabus for all students at Lower Secondary levels.
  - These subjects will be taught and assessed at a common level that is accessible to all students.
  - Teachers will adopt a range of approaches to cater to the different learning needs of their students.
- For other subjects, students attend classes with others taking the subject at the same subject level.

OFFERING SUBJECTS AT A MORE DEMANDING LEVEL AT THE START OF SEC 1

- Students posted to schools through PG1 and PG2 can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level based on their PSLE AL for each subject.

FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2			
SUBJECT	**PSLE SUBJECT LEVEL**	**PSLE AL FOR SPECIFIC SUBJECT**	**OPTION TO TAKE THE S1 SUBJECT AT :**
• English Language • Mother Tongue Language • Mathematics • Science	Standard	AL 5 or better	G3 or G2
		AL 6	G2
	Foundation	AL A	G2

OFFERING SUBJECTS AT A LESS DEMANDING LEVEL AT THE START OF S1

- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a **less demanding level** (LDL; i.e., G2), in consultation with their secondary schools.

- Students have the option to offer **Mother Tongue Languages (MTL)** at **LDL** based on their PSLE Achievement Level (AL) for the subject:

POSTING GROUP (PG)	PSLE AL FOR MTL^	OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL
PG3	AL 6	G2
	AL 7-8	G1 or G2
PG2	AL 7-8	G1

^ *Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively.*

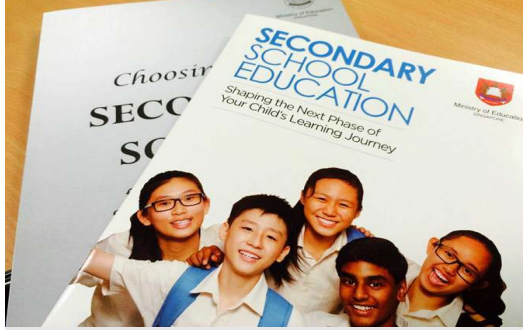
- Students who are eligible to offer MTL at LDL can still choose to offer MTL at-level if they prefer.

SUBJECT LEVEL FLEXIBILITY BEYOND THE START OF S1

- Beyond the start of Sec 1, students may **adjust their subject levels across their secondary school journey**.
    - Students may offer subjects, including English Language, Mother Tongue Languages, Mathematics, Science and Humanities subjects at a **more demanding level** if they meet the criteria and based on the school's holistic considerations.
    - Students who are not coping well may **offer subjects at a less demanding level**, based on their school-based performance and school's holistic considerations, to calibrate their curricular load.
    - In upper secondary, students may offer elective subjects (for example, Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations, to **allow them to pursue their interests without adding unduly to their overall curriculum load**.
- Schools will consider **students' learning progress and developmental needs** when helping them determine their subject choices.

IMPORTANT MILESTONES FOR YOUR CHILD IN P6

PSLE Written Exam (25 Sep 2025) (TBC)



Sec 1 Posting Exercise (Nov)

PSLE Listening Comprehension (16 Sep)



PSLE Orals (13-14 Aug)



Direct School Admissions Exercise - Sec (T2/3 Apr-Jul)

WE ARE HERE

Term 1 Week 5

7 February

Preliminary Exams (July-August)

Milestone Revision Exercise (T1 Week 6-8)

YOUR SUPPORT IN THE NEXT 8 MONTHS IS IMPORTANT…..

Encourage your child by celebrating small successes

Focus on your child's strengths, look beyond the marks
[Guide your child to reflect and work on the areas for improvement]

Ensure time for relaxation, exercise, quality sleep, adequate water intake and healthy diet



Sense of Responsibility:
Co-develop a plan/time- table for revision

Prioritise and Self-Manage:
Limit screen time for gaming on devices or social media apps

Set realistic goals and targets with your child [My SkillsFuture Portal]: manage your child's and your own expectations

Connect with your child
Be there for him/her
Connect with teachers/school

Ensure your child's presence in school everyday

CARING FOR YOUR CHILD'S MENTAL AND EMOTIONAL WELL-BEING

STAY CONNECTED WITH THE TEACHERS

- **Collaborate with our Teachers to better support your child.**

  Connect with our teachers during office hours (7.30 a.m. to 4.30 p.m. on weekdays)

- **3 Touchpoints with our P6 Teachers**
  - **7 Feb – Curriculum Briefing/PSLE and Sec 1 Posting**
  - **11/12 Mar – Meet The Parents (Teams Meeting)**
  - **30 May - Mid-Year Meet the Parents (F2F)**

- **Use official communication modes to connect with our Teachers such as Student Handbook, MOE Emails, through Parent Gateway**

  Teachers are not expected to share their personal mobile phone numbers with parents

  Teachers are not expected to respond to parents' and students' queries during the weekends except for emergencies

SCHOOL-HOME PARTNERSHIP

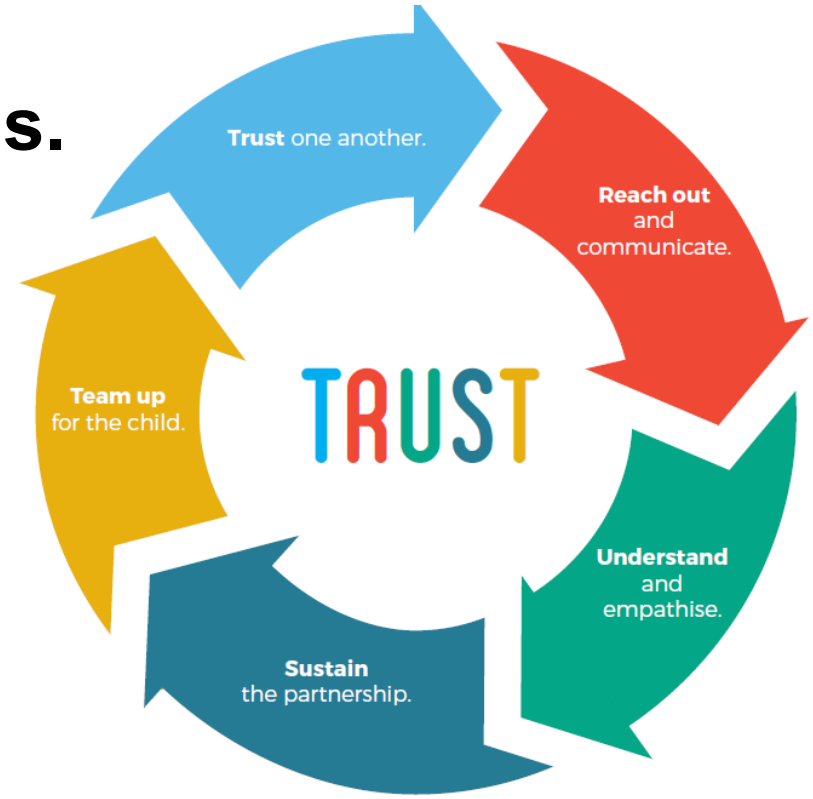
We welcome your feedback and suggestions.

Contact Us

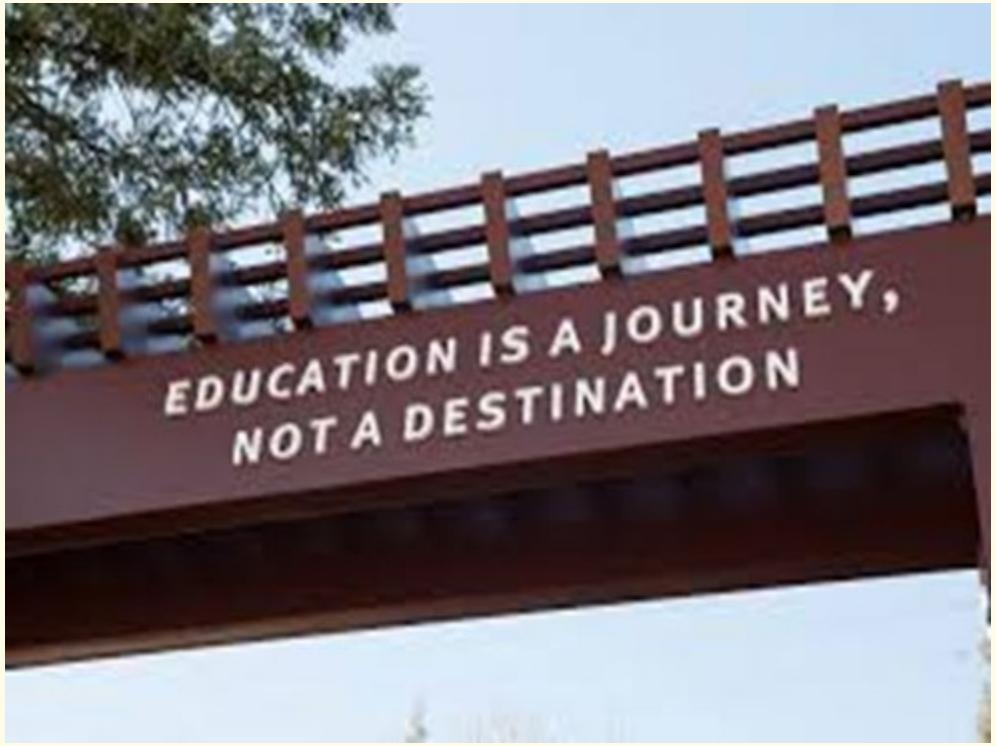
at

punggolcove_ps@moe.edu.sg

(Turnaround time of 2 working days)



SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD'





THE PSLE IS NOT THE DESTINATION AND DOES NOT DEFINE OUR CHILDREN

IT IS ONLY A PART OF OUR CHILDREN'S EDUCATION JOURNEY



Let's work together to bring out the best in our children and help them realise their dreams!

"Praise the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement."

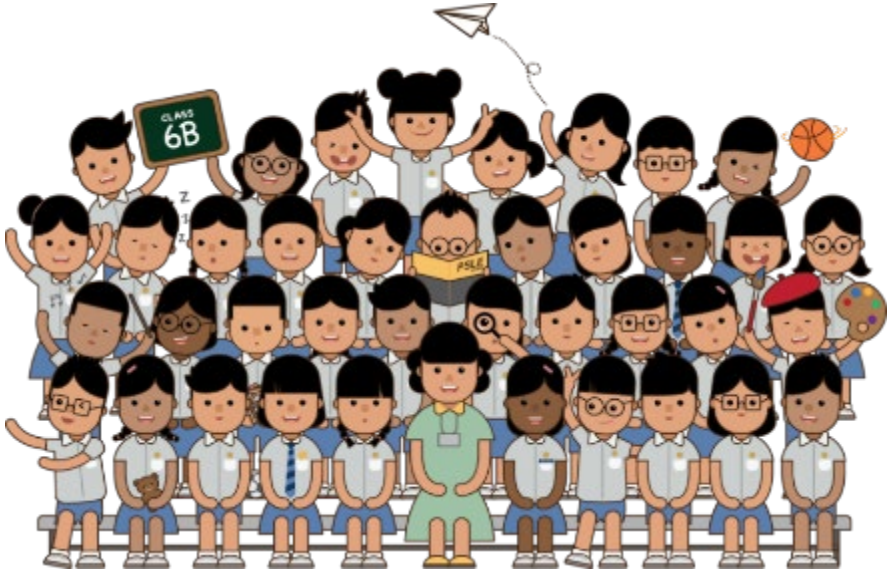
Carol Dweck, psychologist and a professor at Stanford University

The PSLE Scoring System

The PSLE SCORING and S1 POSTING

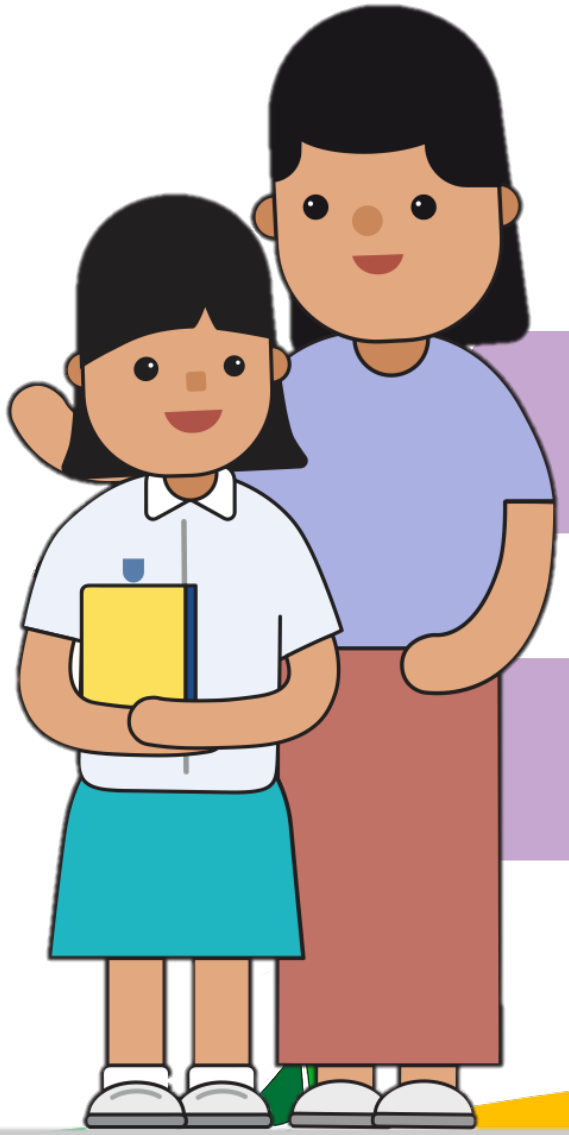
SUPPORTING STUDENTS AND PARENTS IN MAKING INFORMED SCHOOL CHOICES FOR PSLE

Briefing Deck to P5 and P6 Parents



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Sharing About PSLE Matters



How does the PSLE Scoring & S1 Posting work?

How are students posted to secondary schools?

To Serve To Lead

PUNGGOL COVE PRIMARY SCHOOL

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, interests, abilities and talents while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the 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 learning needs.**

WHAT ARE ACHIEVEMENT LEVELs (AL)? WHY ARE THE BANDS UNEVEN?

- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.
- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

When we learn something new, after some initial practice, we often find ourselves improving significantly.

As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.

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

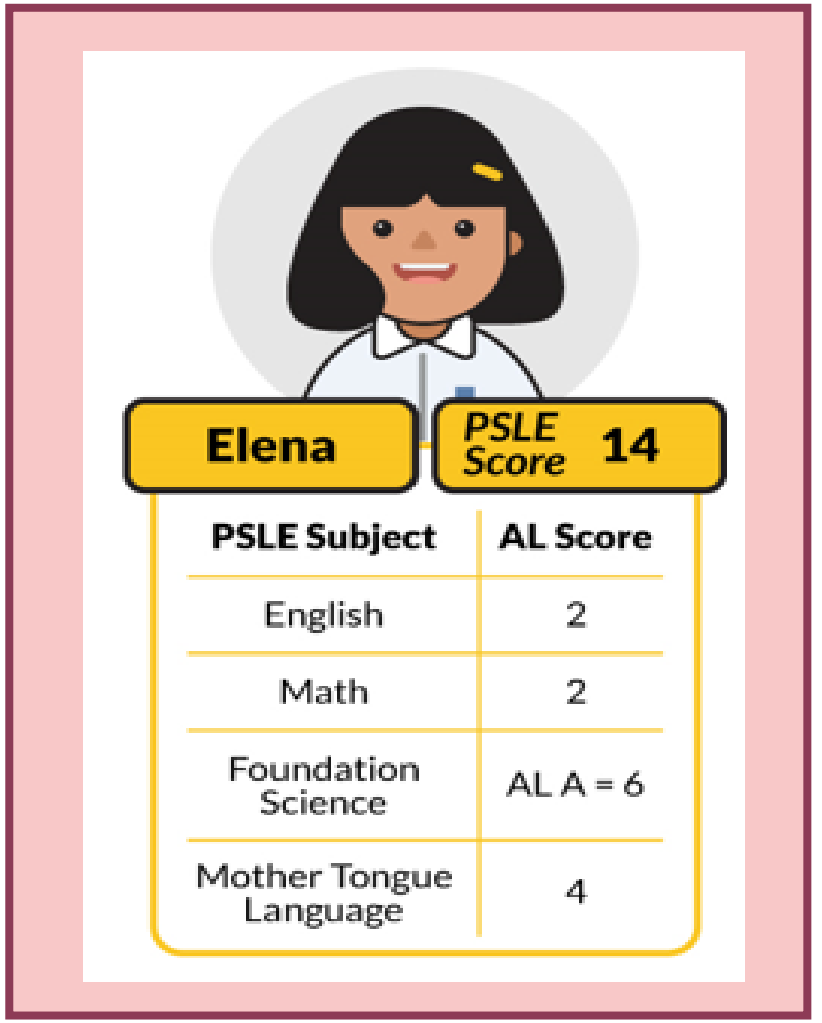
GRADING OF FOUNDATION SUBJECT GRADES

- 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**.
- 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

HOW DOES THE PSLE SCORING SYSTEM WORK?

- **The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).**
- **The PSLE Score can range from 4 to 32, with 4 being the best.**

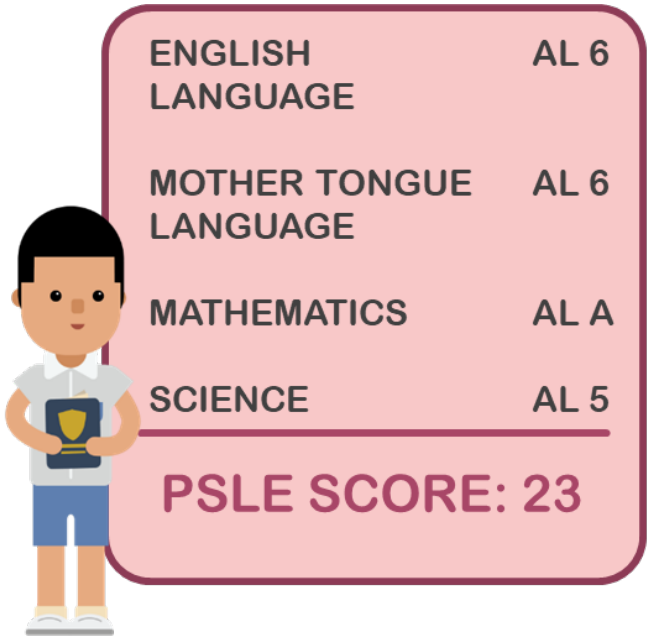


SUBJECT-BASED BANDING (SECONDARY)
SBB (SEC) ELIGIBILITY CRITERIA

- A student scores an overall Score of 23 and AL 5 for

Academic Stream (2023 and before)	PSLE Score	Posting Group	Subject level for most subjects
EXPRESS	4 – 20	PG3	G3
EXPRESS / N(A) OPTION	21 and 22	PG2 or PG3	G2 or G3
N(A)	23 and 24	PG2	G2
N(A) / N(T) option	25	PG1 or PG2	G1 or G2
N(T)	26 – 30 *(with AL 7 or better in EL and MA)*	PG1	G1

Example 1



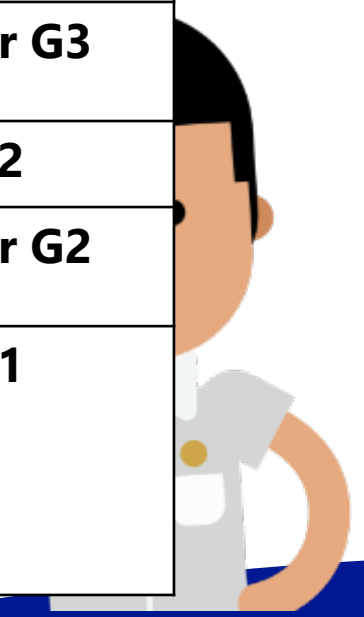
= AL6

subjects at more demanding levels based on their in-school performance, to further pursue their interests and develop to their fullest potential.

SUBJECT-BASED BANDING (SECONDARY)
[SBB (SEC)] ELIGIBILITY CRITERIA

1. Which course does Bryan qualify for?

Academic Stream (2023 and before)	PSLE Score	Posting Group	Subject level for most subjects
EXPRESS	4 – 20	PG3	G3
EXPRESS / N(A) OPTION	21 and 22	PG2 or PG3	G2 or G3
N(A)	23 and 24	PG2	G2
N(A) / N(T) option	25	PG1 or PG2	G1 or G2
N(T)	26 – 30 *(with AL 7 or better in EL and MA)*	PG1	G1



Example 2

ENGLISH	AL6
MOTHER TONGUE	AL4
MATHEMATICS	AL5
SCIENCE	AL6

PSLE SCORE: 21

SUBJECT-BASED BANDING (SECONDARY)
[SBB (SEC)] ELIGIBILITY CRITERIA

Example 3

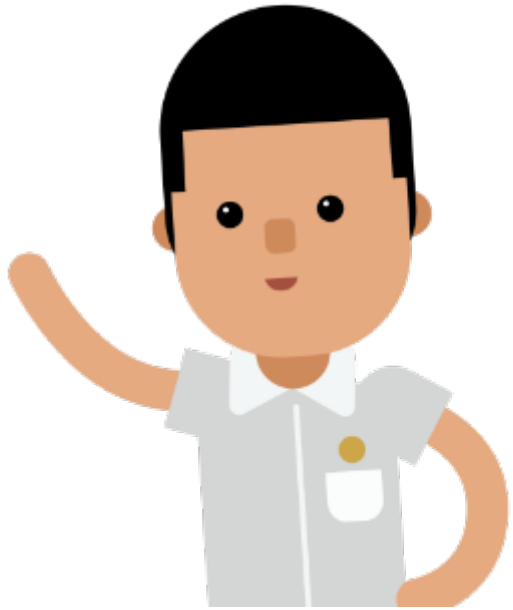
ENGLISH	AL6
MOTHER TONGUE	AL5
MATHEMATICS	AL8
SCIENCE	AL6

PSLE SCORE: 25

Offered PG 1 or 2

Choice PG 2 : MT (G3)

Choice PG1 :
EL and SC at G2
MT at G3



Example 4

ENGLISH	AL6	
MOTHER TONGUE	AL5	
MATHEMATICS	AL8	
FDN SCIENCE	ALB	= AL7

PSLE SCORE: 26

Repeat*

***Students with PSLE score of 26-30 must score AL7 or better in BOTH EL and MA**

ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- From 2026, pupils who do well in the subject in the Primary School Leaving Examination (PSLE) can take higher mother tongue languages (HMTLs) in Secondary 1, regardless of their overall PSLE score.
- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

ELIGIBILITY CRITERIA FOR HMTL
(i) Students who score r • **AL 1 / AL 2 in MTL** or • **Distinction / Merit in HMTL**

- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL,and are able to cope with the learning load required.

Important Notes

- Students who did not meet the PSLE overall score criteria, but were offering HMTL based on the secondary school's discretion, **had HMTL results that were comparable to those with stronger PSLE overall scores.**
- **Their performance in non-HMTL subjects was also comparable to peers who did not offer HMTL.**

For 2025 P6 students who are keen to offer HMTL:

- During the Sec 1 posting exercise, choose secondary schools that offer HMTL.
- If your secondary school does not offer in-house HMTL programme, you may opt to register for HMTL at any HMTL centres. Please check with your chosen school for more information.

HOW DOES THE S1 POSTING WORK?

- Your child has **six choices** in selecting their secondary schools.
- Your child will be posted to a secondary school based on **academic merit, i.e., PSLE Score**, and their **choice order of schools**.
- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:

    1. **CITIZENSHIP**
    2. **CHOICE ORDER OF SCHOOLS**
    3. **COMPUTERISED BALLOTING**

- The 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.

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

Students with better scores will be posted first

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

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**.

Tie-breaker #1: Citizenship

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

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

Tie-breaker #2: Choice order of schools

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 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**.

Tie-breaker #3: Computerised balloting

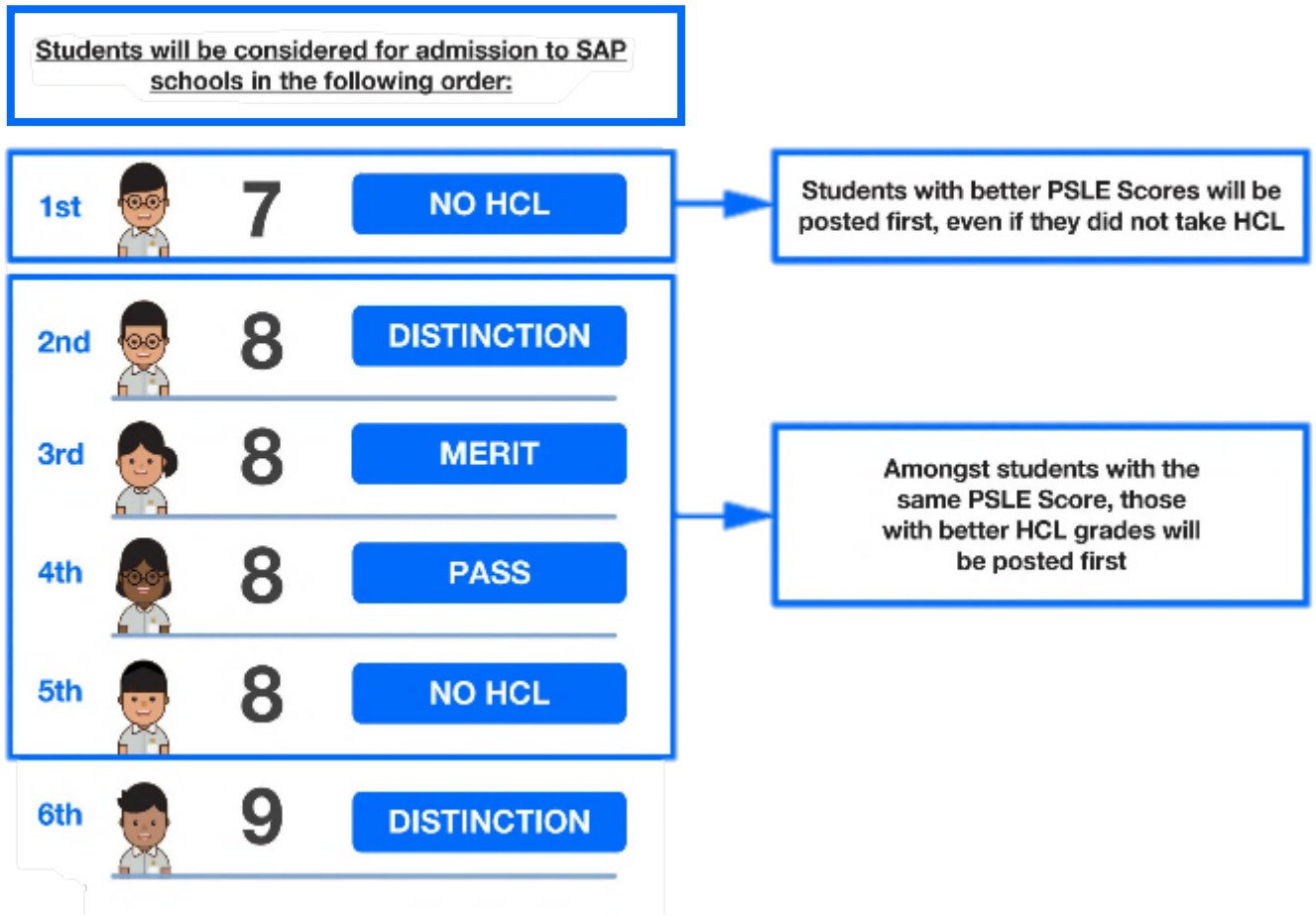
Through computerised balloting, Alan is posted to **School D**.

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

HCL POSTING ADVANTAGE TO SAP SCHOOLS

NEW SYSTEM

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' 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.

Choosing Suitable Secondary Schools



Factors to Consider

Preparing for S1 Posting Exercise

To Serve To Lead

PUNGGOL COVE PRIMARY SCHOOL

PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's distinctive programmes, Co-Curricular Activities (CCA), culture, ethos, and proximity to home when shortlisting school choices that would best fit a student's educational needs.

- The PSLE Score ranges for individual secondary schools will be available for your reference on https://moe.gov.sg/schoolfinder and https://go.gov.sg/exploreschools. They reflect the PSLE scores of the students posted into these schools at the previous year's S1 Posting Exercise.

- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.



SchoolFinder Tool

https://www.moe.gov.sg/schoolfinder

MySkillsFuture Student Portal (Primary)

https://go.gov.sg/exploreschools

HOW DO WE INTERPRET THE PSLE SCORE RANGES?

The PSLE Score range refers to the PSLE Score of the <u>first and last student</u> admitted to a particular school in the previous year via the S1 Posting Exercise. This shows the range of student profiles who enter each school.

<u>Example</u>

XX Secondary School
PSLE Score range of 20XX (previous year's S1 Posting Exercise)

Posting Group 3	15 – 20
Posting Group 2	21 – 24
Posting Group 1	25 – 28

PSLE Score of the <u>first</u> student posted into the school in the respective PG.

PSLE Score of the <u>last</u> student posted into the school in the respective PGs [i.e., the school's **<u>Cut-Off Point</u> (COP)**].

Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.

EXAMPLE OF AN SAP SCHOOL's PSLE SCORE RANGE

While students need not take HCL to enter SAP schools, students who pass HCL receive a posting advantage for admission. To reflect this, the PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

Example

XX Secondary School
PSLE Score range of 20XX (previous year's S1 Posting Exercise)

Posting Group 3	5 (D) – 12 (P)
Posting Group 2	
Posting Group 1	

PSLE Score and HCL grade of the first student posted into the school through PG3.

PSLE Score and HCL grade of the last student posted into the school through PG3 [i.e. the school's Cut-Off Point (COP)].

Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.

SCHOOL CHOICE JOURNEY

- The PSLE Score ranges are a **useful starting point** for parents and students to consider secondary schools.

- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.



New

EXAMPLE: BRYAN'S JOURNEY

Bryan is in P6. Bryan had previously shortlisted 10 secondary schools based on his strengths and interests during the start of the year. Now that he has received his PSLE results, he has to decide on his 6 school options. **How should he go about it?**

BRYAN



Strengths and interests

- **Sports**, especially in **basketball** and **football**
- **Outdoor adventure**
- **Science**







PSLE Score: 16

ENGLISH	AL 3
MOTHER TONGUE	AL 4
MATHEMATICS	AL 5
SCIENCE	AL 4
PSLE SCORE: 16	

New

EXAMPLE: BRYAN'S JOURNEY

Bryan reviews his shortlisted choices based on his PSLE Score and their PSLE Score ranges. He considers the distance from his home to the schools and makes a note on the schools that are nearer his home that have programmes that he is interested in (related to sports and science, with basketball or football CCAs).

After exploring several options, Bryan is interested in the following schools because they have Cut-Off Points (COPs) around his PSLE Score, offer sports programmes, basketball and football as CCAs, and science-related ALPs.

Secondary School A
ALP: Game Design and Robotics

LLP: Sports and Outdoor Education

CCAs: Offers basketball, football

Indicative PSLE Score range: 14 - 17

Secondary School H
ALP: Robotics and Automation

LLP: Community and Youth Leadership

CCAs: Offers basketball, football

Indicative PSLE Score range: 11 - 16

Secondary School M
ALP: Enhanced Music Programme

LLP: Digital Media

CCAs: Offers basketball, football

Indicative PSLE Score range: 15 - 18

New

EXAMPLE: BRYAN'S JOURNEY

Keeping in mind that he has **6** school options, Bryan also considers **other possible choices** near his home:

Secondary School E
ALP: Environmental Science and Sustainable Living

LLP: Music and Performing Arts

CCAs: Offers basketball, football

Indicative PSLE Score range: 13 - 17

Secondary School T
ALP: Digital Media

LLP: Sports and Outdoor Education

CCAs: Offers basketball, football

Indicative PSLE Score range: 15 - 19

Secondary School P
ALP: Aerospace Engineering

LLP: Community and Youth Leadership

CCAs: Offers football

Indicative PSLE Score range: 17 - 20

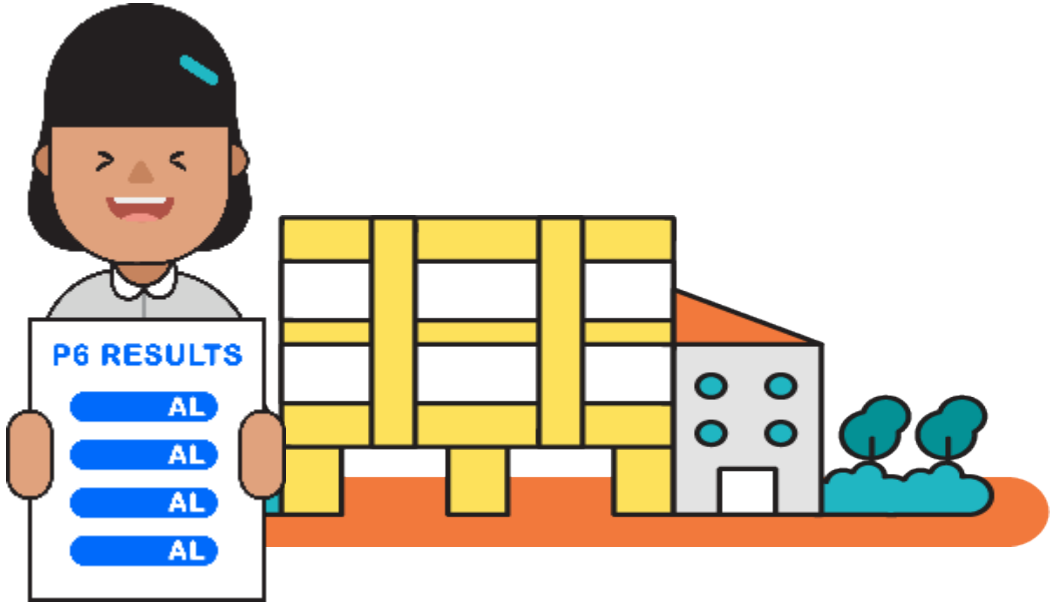
Bryan **visits these schools' virtual open houses** with his parents to find out more about their **programmes** and the **school culture**. Through the virtual session, he hears from their students their experiences.

Bryan is ready to consider how to rank and submit all his six school options for the S1 Posting Exercise. He also includes a few schools where his PSLE Score is better than the school's Cut-Off Point (COP) as the indicative PSLE Score ranges may vary from year to year.

Note: Depending on your child's PSLE Score, he/she may be offered a course option. If your child is eligible for 2 courses, he/she must choose 1 course before submitting his/her school choices. The selected course will apply to all the school choices.

PREPARING FOR THE S1 POSTING EXERCISE

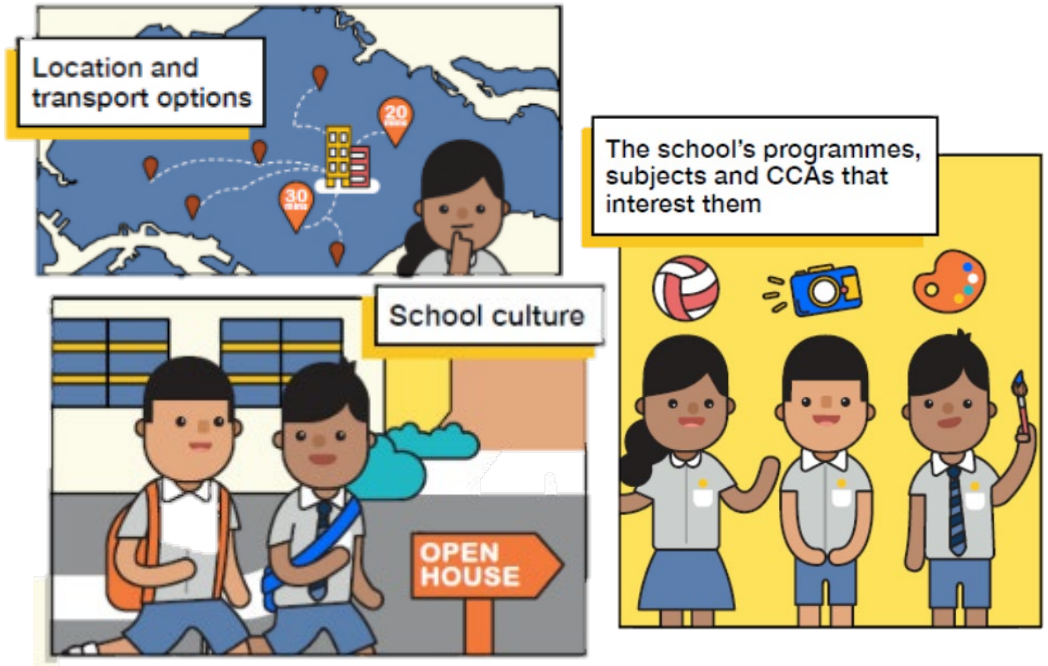




Use all 6 options with a range of Cut-off Points as this will increase your child's chances of being posted to a school of their choice.

Take reference from schools' PSLE Score ranges, which serve as a guide for you and your child to shortlist school choices. Consider at least 2-3 schools where your child's PSLE Score is better than the school's Cut-off Point.

PREPARING FOR THE S1 POSTING EXERCISE





Shortlist schools that offer programmes that cater to your child's <u>strengths, interests, abilities, talents and learning needs</u>, as well as provide suitable learning environments.

<u>Rank your child's preferred school higher</u> in the choice order of schools. This will increase your child's chances of being posted to that school, if they need to undergo tie-breaking.

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.



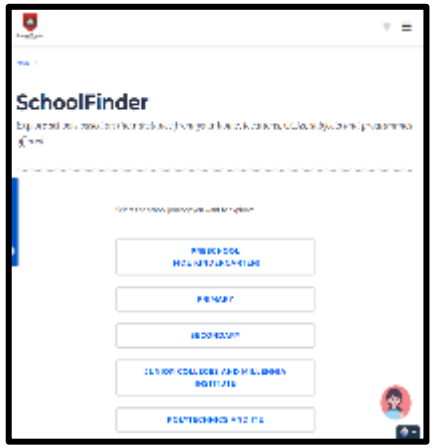
Have regular conversations with your child to understand more about his/her strengths, interests, abilities, talents and aspirations.

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

PREPARING FOR THE S1 POSTING EXERCISE

SCHOOL FINDER

MySKILLSfuture





- Release of **PSLE results**
- Online Submission of **S1 School Choices and Options**



- Release of **S1 Posting results**



OCTOBER **NOVEMBER** **DECEMBER**

ENTERING SCHOOLS THROUGH DSA-SEC

- There is no change to the application and selection process with the shift to Full SBB.

- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.









Before MAY

Explore schools and their talent areas, and shortlist suitable schools

MAY

Apply for DSA

JUN to SEP

Attend selection trials, interviews and auditions

By SEP

Receive DSA offers if successful

Academic Matters

PCPS Assessment Plan

LEVEL	TERM 1	TERM 2 (Apr)	TERM 3 (July – August)	TERM 4
PRIMARY 6	Milestone Revision Exercise	-	100% Prelim	-

Assessment Matters

- As there is no MYE for all levels, the school will continue to communicate with you on students' progress through Meet-The-Parents Sessions at the end of Term 1 and Term 2.

- There will also be non-weighted timed practices such as Milestone Revision Exercise and topical reviews put in place for P6 students to help them get accustomed to the PSLE format as well as to check on their learning progress thus far.

Preliminary Exams

- **Topics and Weighting** :
  - Assessment Letter will be issued at a later date.

- **Absences**:
  - Any absence must be supported by medical certificate issued by a medical doctor. **Letters of excuses are not acceptable**.

NOTE:-

- If your child/ward is unwell, he/she should be resting and recuperating at home.
- The well-being of the child is MOST IMPORTANT.

Academic Matters – Support from School

- P6 Remediation has commenced in Term 1 Week 3
- Every Monday and Friday 2.00 p.m. – 4.00 p.m.

Well-being Matters

Attendance

- Encourage our students to be early and punctual for school.
- Students who are not in class by 7.30a.m. will be considered late.
- For persistent latecomers, students will be referred to the HOD Discipline and Student Management for further actions.

Absence from School

- **Medical Certificate or a letter** from parent/guardian is needed to explain child's absence. (Limit of 5 letters per semester)
- Call the General Office and leave a message for your child/ward Form Teacher.
- For matters pertaining to Covid-19, please reach out to the form teachers or school for clarifications.
- Remind your child/ward to **hand** the MC or letter to their Form Teacher when he/she is back in school.

Attire Decorum - Uniform

Rationale:

- Uniform teaches decorum, inculcate values and help to establish in our children - clear expectations of how they should relate to teachers and peers within the school community.

Expectations:

1. **Students should wear uniform when there is no PE or PAL Lessons.**
2. **P1 and P2** students should come to school in their PE attire on days when there is PE or PAL. They can remain in their PE attire on those days.
3. **P3 to P6** students who have PE lessons before recess, should come to school in their PE attire from home. They are required to change into their uniform during recess.
4. **P3 to P6** students who have PE lessons after recess, should come to school in their uniform from home. They can change into their PE attire during recess.

Implementation:

- Students will exercise and work towards meeting the attire decorum expectations from **Term 2 onwards**.
- School personnel will be educating the students on their self and time management, as well as responsibilities in practicing their attire decorum.

Attire Decorum - Uniform

Parents' Support:

- School seeks parents' support in
  - ensuring that their child / ward comes to school in the correct attire and
  - guiding them to be responsible in managing their attire decorum.





Attire Decorum - Uniform

PERIOD/TIME	Mon	Tue	Wed	Thu	Fri
2 0730 - 0800	ASSEMBLY,CCE (FTGP) FELICIA,JIAHAO	EL FELICIA	ART KELVIN	PE JOSHUA MPH 1	SCI NORIHSANI
3 0800 - 0830	ASSEMBLY,CCE (FTGP) FELICIA,JIAHAO	EL FELICIA	ART KELVIN	PE JOSHUA MPH 1	SCI NORIHSANI
4 0830 - 0900	ASSEMBLY,CCE (FTGP) FELICIA,JIAHAO	EL FELICIA	EL FELICIA	SC NORIHSANI	ALP NORIHSANI COMP RM 2
5 0900 - 0930	MATH JIAHAO	PE JOSHUA COVE 2	E		
6 0930 - 1000					
7 1000 - 1030	MT NORWATI	MT NORWATI	M NOR		
8 1030 - 1100	MT NORWATI	MT NORWATI	CCE NOR		
9 1100 - 1130	SS FATIMAH	MT NORWATI	SCI NORIHSANI	CCE (MTL) NORZAIDA	EL FELICIA
10 1130 - 1200	PE JOSHUA ISH 2	SS FATIM			EL FELICIA
11 1200 - 1230	PE JOSHUA ISH 2	SS FATIM			EL FELICIA
12 1230 - 1300	EL FELICIA	MAT JIAH			MATH JIAHAO
13 1300 - 1330	EL FELICIA	MAT JIAH			MATH JIAHAO

Recess

Students who have PE lessons **before recess**, should come to school in their PE attire from home. They are required to change into their uniform during recess.

Students who have PE lessons **after recess**, should come to school in their uniform from home. They can change into their PE attire during recess.

School-Home Partnership

- Familiarise yourself with school communication platforms
- Read the Student Handbook, parent memos & School Notifications
- Build good relationships and trust the teachers to want the best for each student

Thank You