

Welcome to Punggol View

It is nice to have you with us today

**Principal's Engagement Session
Primary 4
29 May 2025**

Programme Outline

Time	Programme
4.00pm - 4.15pm 4.15pm - 4.20pm	Registration/Admin Matters <ul style="list-style-type: none">• Welcome
4.20pm -5.00pm	Principal's Address on: <ul style="list-style-type: none">• What's in store at P4• SBB Matter• Revised PSLE scoring system
5.00pm – 5.30pm	<ul style="list-style-type: none">• Q & A

Purpose of this session:

- ☐ update on Subject-Based Banding (SBB) as well changes to the Revised PSLE Scoring system.
- ☐ Provide parents with more info on how SBB works and what it means for your child .





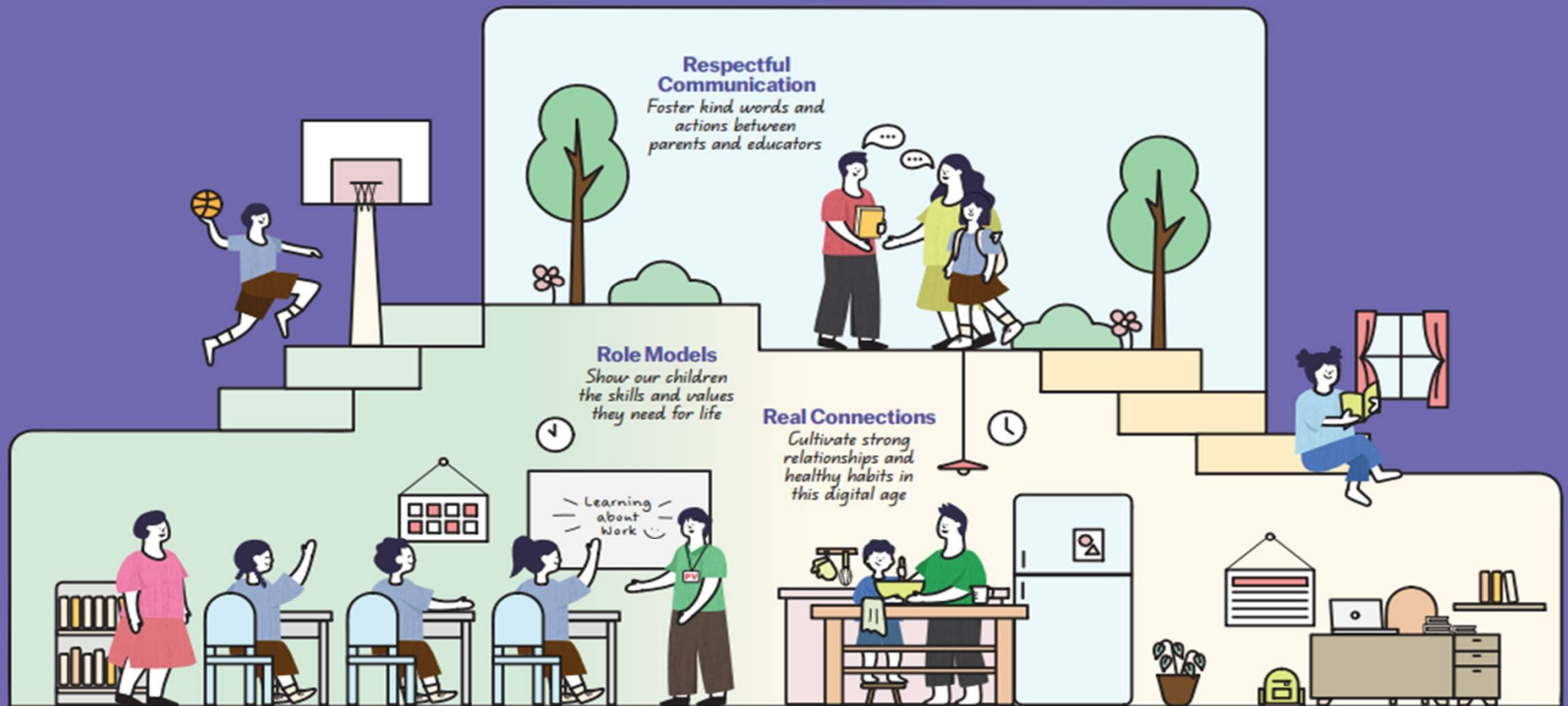
Care & Concern ■ Commitment ■ Communication ■ Courtesy

Parents as co-partners of education

SCHOOL - HOME PARTNERSHIP

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



A joint effort in 2024 by
the Ministry of Education and COMPASS

RESPECTFUL COMMUNICATION

FOSTER KIND WORDS AND ACTIONS BETWEEN PARENTS 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**

- Practise gratitude and find joy in everyday experiences with our children.
- Instil confidence by encouraging responsibility and believing in each child's abilities.
- Model good values in words and actions, at school and at home.



REAL CONNECTIONS

CULTIVATE STRONG RELATIONSHIPS AND HEALTHY HABITS IN THIS DIGITAL AGE

- Build strong bonds through shared experiences and meaningful conversations.
- Establish good habits for our children to stay confident and in control of their technology use.
- Provide a balanced mix of engaging online and offline activities, at school and at home.



Our Vision

**Confident Learners,
Active Citizens**

Our Mission

**Touching Lives,
Inspiring Future**

Values-based, Holistic Development

Punggol View defines 6 MESCAP Student Outcomes

Morally Upright

Knows the R³ICH values, feels the need to act and demonstrates the observable behaviours for each value

Emotionally Adept

Manages one's emotions, relates well with others and makes responsible decisions

Physically Active

Exercises regularly and eats wisely

The PGVP Graduate

Socially Responsible

Contributes to the betterment of others and the environment by participating in Values in Action, and works towards becoming a good citizen

Aesthetically Aware

Is a motivated participant and an appreciative audience of the Arts

Cognitively Robust

Achieves academic success and is curious, confident and collaborative

PGVP MESCAP Outcomes

Confident Learners

- Cognitively Robust
- Aesthetically Aware
- Physically Active



Active Citizens

- Morally Upright
- Emotionally Adept
- Socially Responsible



PGVP MESCAP Outcomes

Confident Learners Active Citizens



- Cognitively Robust
- Aesthetically Aware
- Physically Active

- Morally Upright

How then can
we achieve the
MESCAP
outcomes?

By demonstrating
Positive Learning
Behaviours!

What's in store for your child at P4?

Transition from P3 to P4

- P4 - Last year in the Foundation Stage of Primary Education
- First year of becoming in the “Upper Primary”
- Subject-Based Banding (SBB) to move on to the Orientation Stage (P5)
- Lower Primary years had lots of **teacher-directed** lessons with lots of fun, freedom to explore, and with only your P3 year-end exams as your first exams
- Academic rigour is building up in P4 (e.g. 1 major exams this year) whereby you'd need to take greater **ownership in your learning**



Foundation Stage
(Primary 1-4)

Orientation Stage
(Primary 5-6)

Primary School Leaving
Examination (PSLE)

5 Learning Dispositions



JOY OF LEARNING

Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things.



RESILIENCE

Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.



OPEN-MINDEDNESS

Students who are open-minded are willing to try out ideas or solutions offered by peers, willing to explore possibilities and consider other viewpoints and approach challenges in creative ways.



CURIOSITY

Students with a natural curiosity will show interest in the world they live in. Students who are curious are eager to ask questions to develop deeper understanding and explore and learn about the things around them.



COLLABORATION

Collaborative learners are students who can cooperate well with others in a group learning setting, respect ideas shared by peers and value contribution of others. They work well as a team and learn from one another.

What criteria will PGVP use to identify students with positive learning dispositions?

Joy of Learning ■ **R**esilience ■ **O**pen-mindedness ■ **C**uriosity ■ **C**ollaboration (JROCC)

Learning Dispositions	Primary 1	Primary 2	Primary 3
Joy of Learning Students who show joy of learning are motivated to learn and do their best. They derive satisfaction from learning new skills or discovering new ideas. They are also enthusiastic and show great interest in learning new things	<ul style="list-style-type: none"> • Listens actively in class • Submits work timely and is always neat and presentable • Displays willingness to learn new things 	<ul style="list-style-type: none"> • Listens and participates actively in class • Submits work timely and is always neat and presentable • Shows initiative to look for new information • Shows positive attitude towards solving problems 	<ul style="list-style-type: none"> • Listens and participates actively in class • Submits work timely and is always neat and presentable • Shows initiative to look for new information • Shows positive attitude towards solving problems • Shows initiative to learn beyond the classroom
	Primary 4 <ul style="list-style-type: none"> • Listens and participates actively in class • Manages work well • Shows initiative to look for new information beyond classroom content • Shows positive attitude towards solving problems using multiple sources • Shows initiative to extend learning beyond the classroom to deepen knowledge • Contributes ideas in class 	Primary 5	Primary 6

4 levels Qualitative Descriptors

Level 1	Starting Out	<u>Beginning</u> to demonstrate positive learning dispositions
Level 2	Getting There	Demonstrates positive learning dispositions <u>some</u> of the time
Level 3	Got it	Demonstrates positive learning dispositions <u>most</u> of the time
Level 4	Achieved Mastery	Demonstrates positive learning dispositions <u>all</u> the time

- ❖ Personal Qualities of your child
- ❖ Reflected in the Holistic Development Profile

How can Parents help nurture their child's learning Dispositions?



CURIOSITY

Students with a natural curiosity will show interest in the world they live in. Students who are curious are eager to ask questions to develop deeper understanding and explore and learn about the things around them.



See Think Wonder

- What do you see?
- What do you think about that?
- What does it make you wonder?

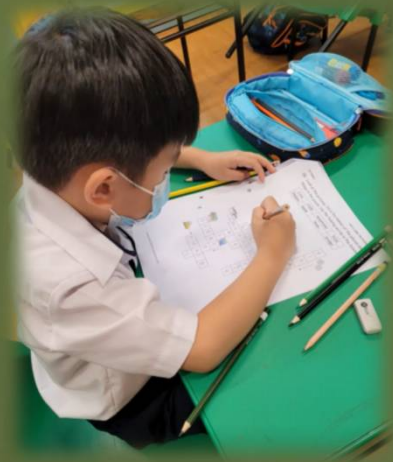
See what captivates your child's interest and suggest,
Let's learn about this together!

Find ways to connect with your child's "inner scientist": plant seeds with your child to discover **where** flowers come from; fill glasses with different amount of water, and wonder with your child **why** they sound different when you tap the glass.



RESILIENCE

Students who are resilient do not give up easily when the problem is difficult and are not easily discouraged. They will even rise to the occasion when faced with setbacks.



Resist the Urge to Fix It and Ask Questions Instead

Try using language such as
I can see that you're having some difficulty with ... would you like to try doing it again?

Think Back - Learn from it - Do it better

- What happened?
- What was the first thing you did?
- What have you learnt from...?
- What could you have done?
- Do you like to...? Why?
- If you are asked to... again, what else would you do?
- What would you do if this happens again?

Blended Learning(BL) / e-learning

- ❖ 2025 - to continue with the BL efforts for P2-P5 [e-learning]. Evolving into Edtech Masterplan 2030. As part of the initiative for Future of Learning.
- ❖ What do we hope to achieve through BL?
- ❖ Blended Learning builds on our continual education reform – “Learn for Life” movement – to:
 - ❖ equip students with stronger abilities, skills and habits for independent and lifelong learning; and
 - ❖ to strengthen our students’ future readiness.

Key focus: to develop your child in the following areas:

Blended Learning(BL) / e-learning

- Through Blended Learning, we hope to:
 - Nurture self-directed and independent learners who are able to -
 - Take ownership over learning
 - Plan, monitor and regulate learning
 - Search, access, acquire information
 - Extract and evaluate information, and continually refine understanding
 - Develop passionate and intrinsically motivated learners – learners who possess the desire and passion to learn for life
 - Curious and eager to new knowledge
 - Open and willing to embrace challenges
 - Pursue and sustain areas of passion

**Self-Directed and
Independent
Learners**

**Passionate and
Intrinsically
Motivated
Learners**

**Key
follow**

Subject-based Banding

NURTURING EVERY CHILD



For P4 students...

Why introduce Subject-Based Banding?

“We recognise different abilities... and help each student to proceed at a pace that he can manage.”

**Mr Tharman Shanmugaratnam
Former Minister for Education 2007**

Why introduce P4 SBB?

- ❁ To provide more flexibility to students with strengths and abilities that vary across subjects
- ❁ To encourage greater interaction among students with different strengths

What does P4 SBB mean for your child?

- ❖ There will be greater flexibility in subject combinations
- ❖ Your child has the choice to take a combination of standard and foundation subjects, depending on his strengths
- ❖ SBB will be conducted in place of streaming at the end of P4
- ❖ Your child will be grouped according to the EOY P4 exam results for all 4 subjects(EL, MT, MA, Sci)

Recommendation Criteria (1)

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Your child will be
recommended to take

Passes all 4 subjects and performs very well in Mother Tongue Language (85%)

EL, Maths and Science (85% and above)

- Offer 4 Standard subjects + Higher Mother Tongue Language

2025: Higher Mother Tongue

4S1H

Recommendation Criteria (2)

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Your child will be
recommended to take

Passes all 4 subjects

Or

Passes 3 subjects

- Offer 4 Standard subjects

[4S]

Or

- Offer 3 Standard subjects and 1 Foundation subject (Mother Tongue Language)

[3S1F]

Recommendation Criteria(3)

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Your child will be
recommended to take

Passes 2 subjects or less

EL (45% and above)
MA (45% and above)

- Offer 3 Foundation subjects +
1 Standard subject (Mother Tongue
Language) **3F1S**
Or
- Offer 4 foundation subjects **4F**

Note : Students who passed 2 subjects at the P4 End-of-Year Examination, can be offered to take 4 Standards subjects based on teachers' recommendation and the child's attitude towards learning

How does SBB Work?

[At P4]

School recommends subject combination,
based on P4 End of Year/SA2 Exam results.
Parents indicate preferred combination.



[At P5]

Student takes subject combination determined by the
school with inputs from the parents.

How does SBB work?

- 3 possibilities...

End of P5

Students take the subject combination determined by the school with inputs from parents



Students who do very well



upgrade or continue with the same subject combination

How does SBB work?

End of P5

Students take the subject combination determined by the school with inputs from parents



Students who do not meet expectations



switch some subjects to foundation level

How does SBB Work?

[End of P5]

Student who takes 1 or more foundation subject(s) and does very well in them	Student who takes standard subjects and has difficulty coping	All other students
School may allow him to upgrade 1 or 2 subjects to standard level if school believes he can cope; or continue the same subject combination in P6	School may allow him to take 1 or more subjects at foundation level in P6	School will allow them to continue the same subject combination in P6

SBB

Based on EOY exam results, the following is subject combination:

- ❖ 4S1HMTL
- ❖ 4S- **majority....**
- ❖ 3S1F (MTL)
- ❖ 1S (MTL) 3F
- ❖ 4F

SBB and your child's EOY exam outcome will guide class allocation for your child.

Classroom Allocation for 2025...

Transition Levels	Criteria
P1 to P2	En-bloc promotion with minimal movement.
P2 to P3	<p>Class allocation is based on Learning Outcomes attainment for English and Math and the assessment of Learning Dispositions.</p> <p>Based on the above, students are then divided into 3 broad groups of similar learner profiles</p> <p>Students are then allocated to their classes <u>within the broad group</u> factoring in gender and ethnic grouping mix.</p>
P3 to P4	En-bloc promotion with minimal movement.
P4 to P5	<p>Class allocation is based on English, Mathematics and Science SA2 results as well as choices made through the Subject-Based Banding (SBB) Exercise. Students are divided into 3 broad groups:</p> <p>Based on the above, students are then divided into 3 broad groups of similar learner profiles</p> <p>Students are then allocated to their classes <u>within the broad group</u> factoring in gender and ethnic grouping mix.</p>
P5 to P6	En-bloc promotion with minimal movement.

How does SBB Work for P6?

[At P6]

Student takes subject combination decided by school



[End of P6]

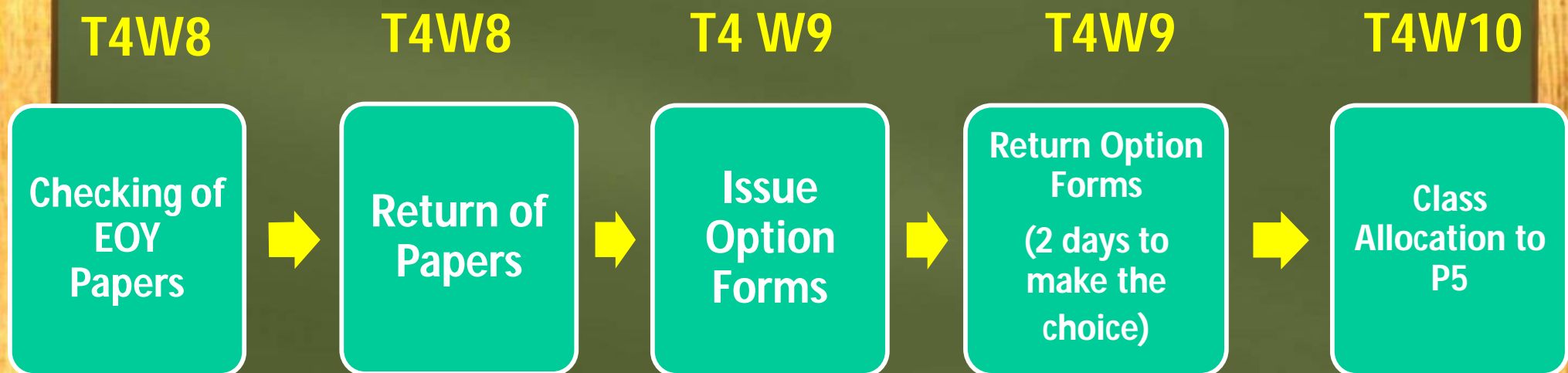
Student sits for Primary School Leaving Examination
(PSLE)

Important Information

After the EOY exams

- The students will check their scripts and teachers will go through their mistakes with them
- The scripts will be returned to the students and parents after checking. Essentially, at the end of the whole subject-banding exercise, students should have their scripts.

Work Flow after EOY exam



SBB and Secondary School admission

• Progression to secondary level depends on PSLE Score.

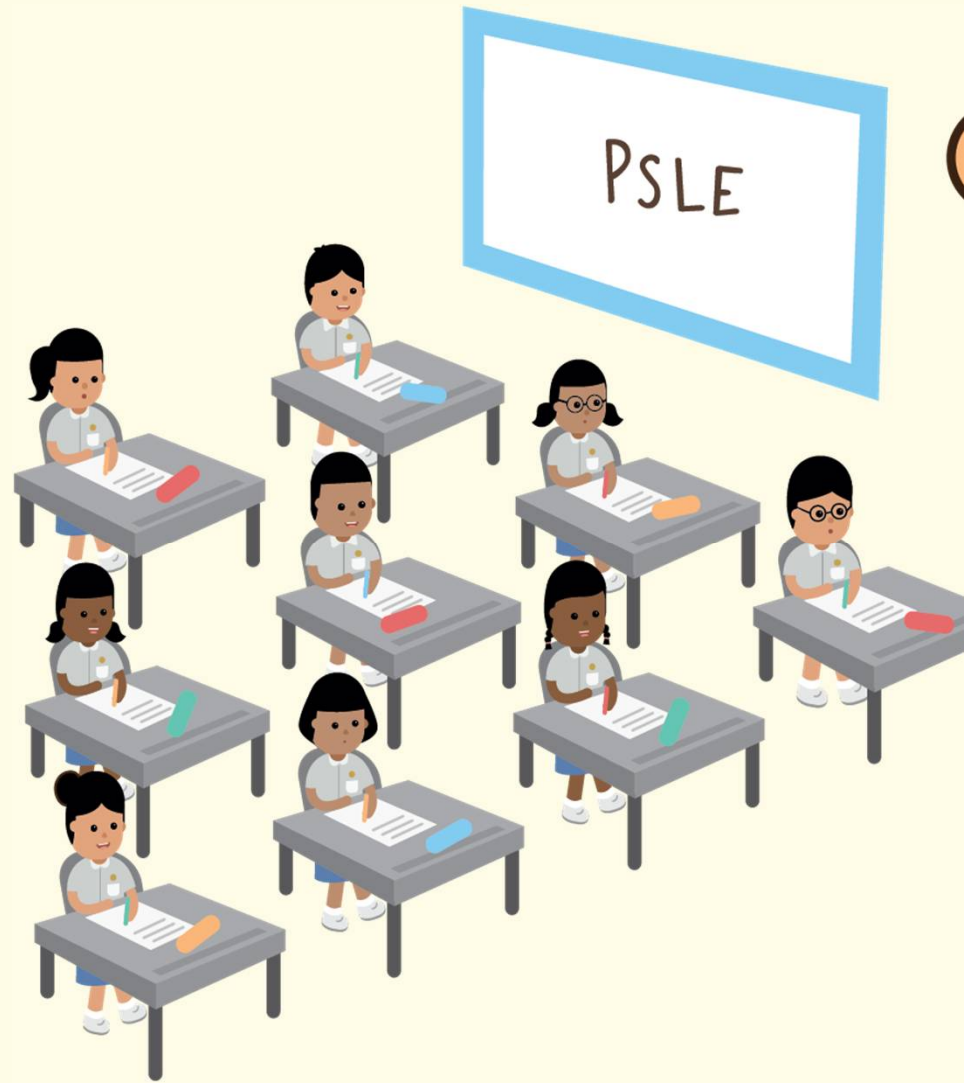
- The scoring system for 2021 batch onwards will be different .
- Based on revised PSLE scoring system. No longer using PSLE Aggregate score. Using Achievement Level (AL) instead.
- Different expectations of standard and foundation subjects will be taken into account when the PSLE score is calculated

• Offering weaker subjects at foundation level is not a disadvantage.

- Your child will be able to focus on building up strong fundamentals in the weaker subjects (E.g. weak in MTL)

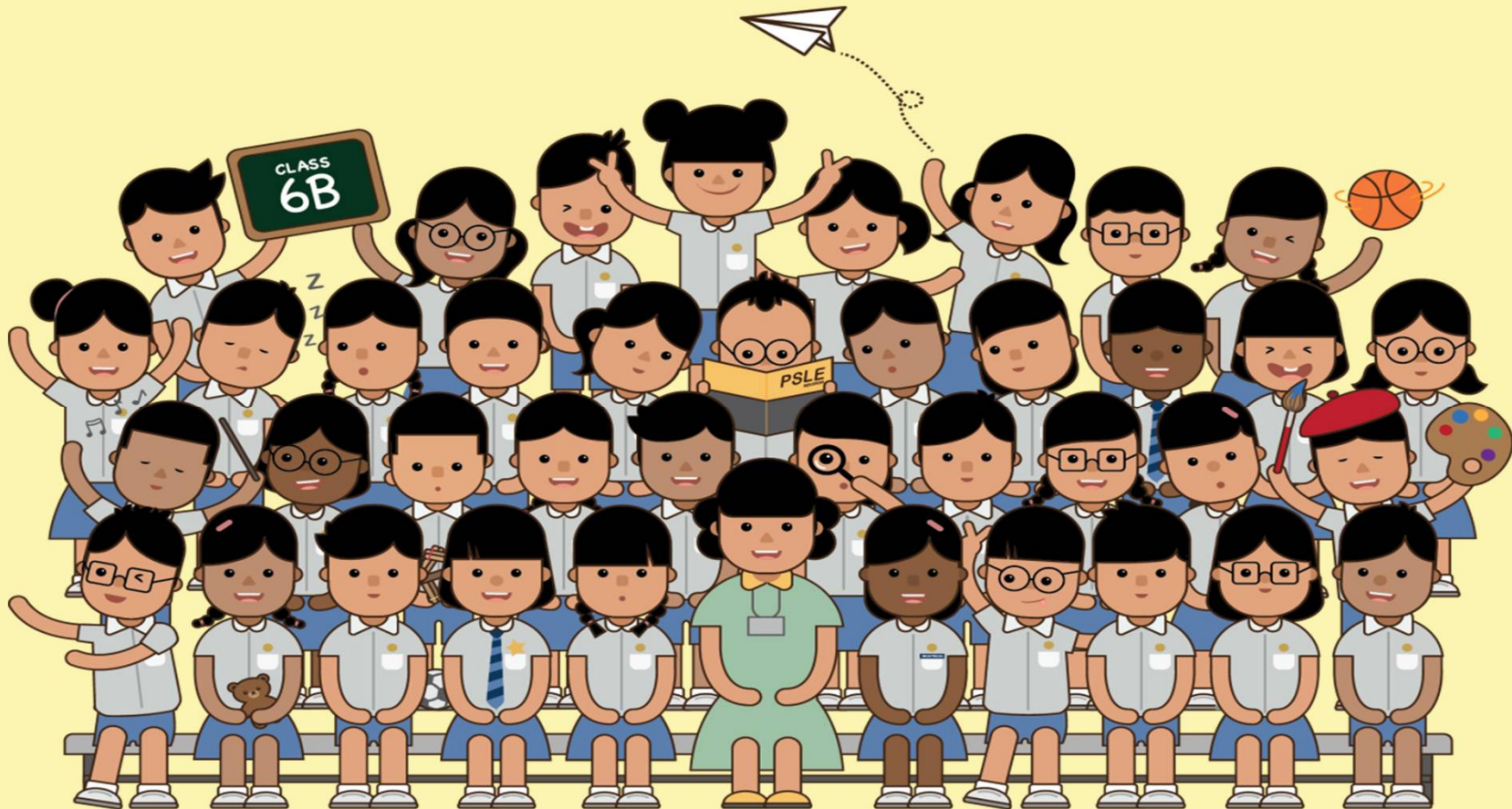
THE PSLE REMAINS A USEFUL CHECKPOINT.....

It gauges the level of students' learning (in the key subjects) at the end of six years of primary school and guides his future choices.



THE NEW PSLE SCORING & S1 POSTING SYSTEM

First Batch of PSLE students - 2021



What is different? Currently....

THE T-SCORE AGGREGATE DETERMINES S1 POSTING

- It shows how well a student has done compared to his cohort.
- The T-score Aggregate largely determines which secondary school a student is posted to.
- A student with 'better' letter grades may have a lower T-score Aggregate than a student with 'poorer' letter grades.

SUBJECT	GRADE
ENGLISH LANGUAGE	A
MOTHER TONGUE	A
MATHEMATICS	A*
SCIENCE	A*
T-SCORE AGGREGATE	244
SECONDARY SCHOOL COURSE ELIGIBLE FOR	EXPRESS

STUDENTS WITH SIMILAR SCORES IN EACH SUBJECT WILL BE GROUPED INTO ACHIEVEMENT LEVELS

- **There will be 8 Achievement Levels (ALs) with AL1 being the best.**
- **A student's AL for each subject will reflect his level of achievement, rather than how he has performed relative to his peers.**

PER SUBJECT
AL 1 (BEST)
AL 2
AL 3
AL 4
AL 5
AL 6
AL 7
AL 8

*PASS GRADE IS
AL7 OR BETTER

THE CHANGES TO THE PSLE SCORING ARE MEANT TO REDUCE AN OVER-EMPHASIS ON ACADEMIC RESULTS



**By reducing fine
differentiation at
a young age**



**By recognizing a student's
level of achievement,
regardless of how his
peers have done**

CHANGES COMPARED TO CURRENT PSLE

BROADER ACHIEVEMENT LEVELS INSTEAD OF T-SCORES

- Reduces fine differentiation of students at a young age based on exam scores.
- Standards-referenced – Recognise a student's level of achievement in each subject, regardless of how his peers have done.

AL	RAW MARK RANGE	FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE
1	≥ 90		
2	85 – 89		
3	80 – 84	A	75 – 100
4	75 – 79	B	30 – 74
5	65 – 74	C	< 30
6	45 – 64		
7	20 – 44		
8	< 20		

The PSLE Score will remain the first criterion for posting

CHOICE ORDER OF
SCHOOLS
TO MATTER MORE
(6 CHOICES OF
SCHOOLS)

- Updates to Eligibility Criteria & Reporting of Grades

FORMAT FOR REPORTING OF PSLE SUBJECT PERFORMANCE FOR 2021 PSLE

For Candidates:

Result Slip

SUBJECT	ACHIEVEMENT LEVEL
ENGLISH LANGUAGE	3
MATHEMATICS	4
SCIENCE	2
CHINESE LANGUAGE	1
HIGHER CHINESE LANGUAGE	MERIT
PSLE SCORE	10
SECONDARY SCHOOL COURSE ELIGIBLE FOR:	EXPRESS

SUBJECT	ACHIEVEMENT LEVEL
ENGLISH LANGUAGE	6
MATHEMATICS	7
FOUNDATION SCIENCE	C
CHINESE LANGUAGE	8
PSLE SCORE	29

P5 students will be getting results slips of similar format for EOY exam

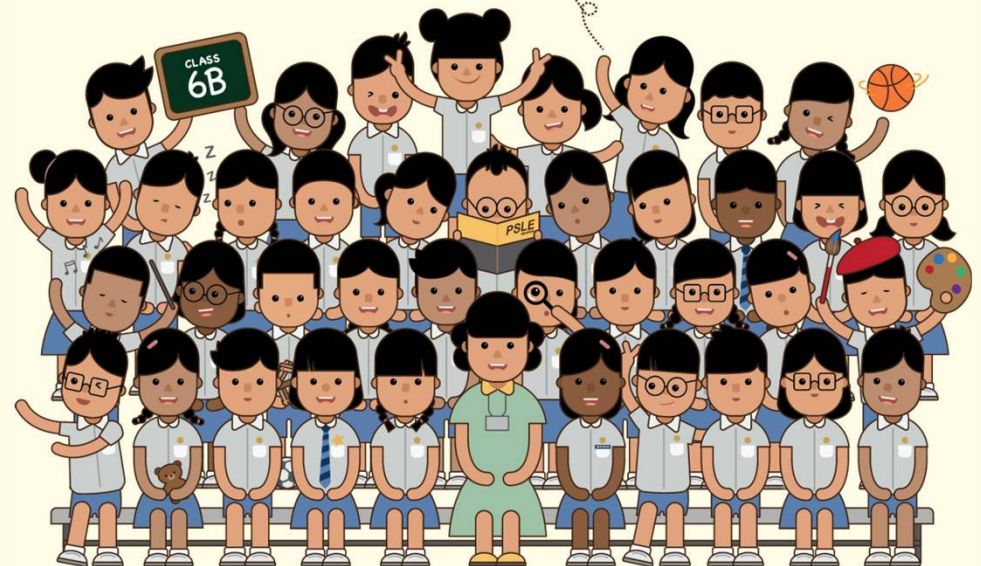
Notes:

- PSLE Score and Secondary School Course Eligible
- The equivalence table for foundational ALs (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, AB, AC, AD, AE, AF, AG, AH, AI, AJ, AK, AL, AM, AN, AO, AP, AQ, AR, AS, AT, AU, AV, AW, AX, AY, AZ, BA, BB, BC, BD, BE, BF, BG, BH, BI, BJ, BK, BL, BM, BN, BO, BP, BQ, BR, BS, BT, BU, BV, BW, BX, BY, BZ, CA, CB, CC, CD, CE, CF, CG, CH, CI, CJ, CK, CL, CM, CN, CO, CP, CQ, CR, CS, CT, CU, CV, CW, CX, CY, CZ, DA, DB, DC, DD, DE, DF, DG, DH, DI, DJ, DK, DL, DM, DN, DO, DP, DQ, DR, DS, DT, DU, DV, DW, DX, DY, DZ, EA, EB, EC, ED, EE, EF, EG, EH, EI, EJ, EK, EL, EM, EN, EO, EP, EQ, ER, ES, ET, EU, EV, EW, EX, EY, EZ, FA, FB, FC, FD, FE, FF, FG, FH, FI, FJ, FK, FL, FM, FN, FO, FP, FQ, FR, FS, FT, FU, FV, FW, FX, FY, FZ, GA, GB, GC, GD, GE, GF, GG, GH, GI, GJ, GK, GL, GM, GN, GO, GP, GQ, GR, GS, GT, GU, GV, GW, GX, GY, GZ, HA, HB, HC, HD, HE, HF, HG, HH, HI, HJ, HK, HL, HM, HN, HO, HP, HQ, HR, HS, HT, HU, HV, HW, HX, HY, HZ, IA, IB, IC, ID, IE, IF, IG, IH, II, IJ, IK, IL, IM, IN, IO, IP, IQ, IR, IS, IT, IU, IV, IW, IX, IY, IZ, JA, JB, JC, JD, JE, JF, JG, JH, JI, JJ, JK, JL, JM, JN, JO, JP, JQ, JR, JS, JT, JU, JV, JW, JX, JY, JZ, KA, KB, KC, KD, KE, KF, KG, KH, KI, KJ, KK, KL, KM, KN, KO, KP, KQ, KR, KS, KT, KU, KV, KW, KX, KY, KZ, LA, LB, LC, LD, LE, LF, LG, LH, LI, LJ, LK, LL, LM, LN, LO, LP, LQ, LR, LS, LT, LU, LV, LW, LX, LY, LZ, MA, MB, MC, MD, ME, MF, MG, MH, MI, MJ, MK, ML, MM, MN, MO, MP, MQ, MR, MS, MT, MU, MV, MW, MX, MY, MZ, NA, NB, NC, ND, NE, NF, NG, NH, NI, NJ, NK, NL, NM, NN, NO, NP, NQ, NR, NS, NT, NU, NV, NW, NX, NY, NZ, OA, OB, OC, OD, OE, OF, OG, OH, OI, OJ, OK, OL, OM, ON, OO, OP, OQ, OR, OS, OT, OU, OV, OW, OX, OY, OZ, PA, PB, PC, PD, PE, PF, PG, PH, PI, PJ, PK, PL, PM, PN, PO, PP, PQ, PR, PS, PT, PU, PV, PW, PX, PY, PZ, QA, QB, QC, QD, QE, QF, QG, QH, QI, QJ, QK, QL, QM, QN, QO, QP, QQ, QR, QS, QT, QU, QV, QW, QX, QY, QZ, RA, RB, RC, RD, RE, RF, RG, RH, RI, RJ, RK, RL, RM, RN, RO, RP, RQ, RR, RS, RT, RU, RV, RW, RX, RY, RZ, SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN, SO, SP, SQ, SR, SS, ST, SU, SV, SW, SX, SY, SZ, TA, TB, TC, TD, TE, TF, TG, TH, TI, TJ, TK, TL, TM, TN, TO, TP, TQ, TR, TS, TT, TU, TV, TW, TX, TY, TZ, UA, UB, UC, UD, UE, UF, UG, UH, UI, UJ, UK, UL, UM, UN, UO, UP, UQ, UR, US, UT, UY, UZ, VA, VB, VC, VD, VE, VF, VG, VH, VI, VJ, VK, VL, VM, VN, VO, VP, VQ, VR, VS, VT, VU, VV, VW, VX, VY, VZ, WA, WB, WC, WD, WE, WF, WG, WH, WI, WJ, WK, WL, WM, WN, WO, WP, WQ, WR, WS, WT, WU, WV, WW, WX, WY, WZ, XA, XB, XC, XD, XE, XF, XG, XH, XI, XJ, XK, XL, XM, XN, XO, XP, XQ, XR, XS, XT, XU, XV, XW, XX, XY, XZ, YA, YB, YC, YD, YE, YF, YG, YH, YI, YJ, YK, YL, YM, YN, YO, YP, YQ, YR, YS, YT, YU, YV, YW, YX, YY, YZ, ZA, ZB, ZC, ZD, ZE, ZF, ZG, ZH, ZI, ZJ, ZK, ZL, ZM, ZN, ZO, ZP, ZQ, ZR, ZS, ZT, ZU, ZV, ZW, ZX, ZY, ZZ

MTL Exemption ...

**UPDATES ON IMPLEMENTATION OF THE PSLE
SCORING & S1 POSTING**

UPDATES ON MOTHER TONGUE LANGUAGE (MTL)-EXEMPTION



CONFIDENTIAL

6. SCORING FOR MTL-EXEMPT AND ASIAN LANGUAGE/ FOREIGN LANGUAGE STUDENTS

- Bilingualism is a cornerstone of our education policy. We require all students to take two languages: English Language and an official MTL.
- Students with extenuating circumstances may be considered for MTL-exemption or take an Asian Language/Foreign Language (AsL/FL) in lieu of our official MTL. Applications are considered on a case-by-case basis.

For example:

- Special Educational Needs (SEN) students with difficulties coping with overall learning
- Returning Singaporeans who have not kept up with MTL/ MTL-in-lieu learning while overseas

6. SCORING FOR MTL-EXEMPT AND ASIAN LANGUAGE/ FOREIGN LANGUAGE STUDENTS

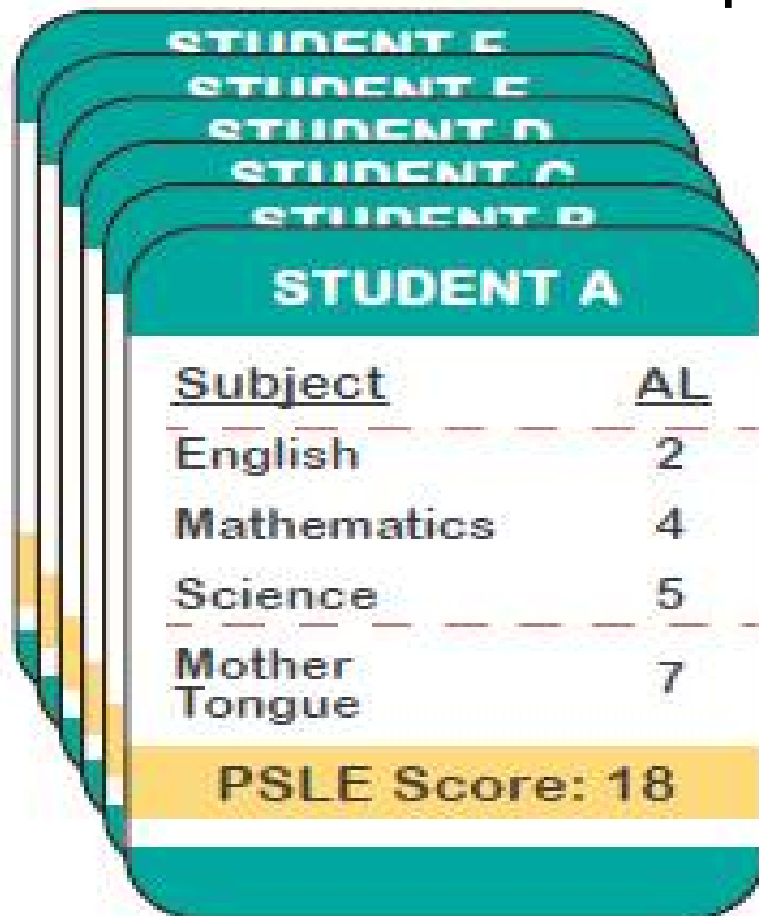
- For students who are exempted from MTL or take an AsL/FL in lieu of an official MTL, their PSLE result slip will only reflect the three subjects they have taken.
- However, for the purposes of Secondary 1 posting, these students will need an assigned MTL score so that they have a PSLE score comprising four subjects.
 - To determine the assigned MTL score, reference is made to MTL scores of other students who have achieved similar scores in English, Mathematics, and Science.
 - This is the same approach taken in today's T-score system.

6. SCORING FOR MTL-EXEMPT AND ASIAN LANGUAGE/ FOREIGN LANGUAGE STUDENTS

- In reviewing the score assignment for these students under the new PSLE scoring system, we needed to strike a balance between:
 - Acknowledging that students have valid reasons for seeking MTL exemption or taking an AsL/FL, and
 - Ensuring some parity between scoring for exemption, Foundation and Standard MTL.
- From 2021, MTL-exempt students will be given an assigned MTL score between AL 6 to 8, as the scores for Foundation level subjects are pegged to AL 6 to 8

MTL Exemption...

For Example ...



STUDENT A	
<u>Subject</u>	<u>AL</u>
English	2
Mathematics	4
Science	5
Mother Tongue	7
PSLE Score: 18	

MTL-EXEMPT STUDENT	
<u>Subject</u>	<u>AL</u>
English	2
Mathematics	4
Science	5
Imputed MTL Score	7
PSLE Score: 18	

Referencing
similar EMS
scores from
peers

**As parents.....
what can you
do to support your child?**

Parents as co-partners in education

Our Philosophy

Values-based, Holistic Education

**Do the Right Thing
And
Give of Your Best**

**This starts with
cultivating the right
habits ...**

Part of the preparation for PSLE
depends on
building the right habits
starting from P3, P4.....

4As to Success.....

Do the Right Thing ; Give of Your Best

Need to have Right Routines

4As: Attendance ; Appearance; Attitude; Assignment

Attendance/ Punctuality

- Shows your readiness to learn
- Be in school everyday
- Be Punctual (7.25)
- Trs want to help you - you must be present for tr to help you

Appearance

- You represent the school; Looking smart is imp
- When you are neat, you will look good, feel good and you will be confident...

Attitude

- Your attitude affect what you do and will determine your success
- Orderliness- PQR
- Right attitude to learn
- Pay attention in class; Take part actively in class discussion
- Don't know - ask
- Caring attitude- care for each other .

Assignment

- Put in your best effort to do your work
- Hand in your work on time
- Don't know – ask
- Mistake - do correction



<https://www.moh.gov.sg/others/resources-and-statistics/guidance-on-screen-use>

No devices for kids at meals and turn off the TV:
Singapore issues stricter screen use guidelines

Guidelines on screen use to be rolled out in Singapore schools

"We've reached a critical point. We have enough evidence that prompts us to want to do something than to wait for more evidence to come up," says the Ministry of Health.



Vanessa Lim

21 Jan 2025 03:00PM

(Updated: 22 Jan 2025 09:18AM)



"We need to understand what is the impact on health, on education, on the way we do work and then tackle it as soon as possible. I think that should be our approach in tackling some of these changes."

New MOH guidelines

Guidance for children 7 to 12 years old

THE STRAITS TIMES

New MOH guidelines on screen use for children under 12



ST

BELOW 18 MONTHS



- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities

18 MONTHS TO 6 YEARS



- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

For primary and secondary schools, MOE has provided more detailed

- ✓ **Limit screen use to less than 2 hours a day, unless related to schoolwork.** Moderate the time spent on passive recreational screen use, if necessary.
- ✓ **Develop a collaborative screen use plan or timetable** for the family to help achieve an appropriate balance between screen use and other age-appropriate activities, such as family bonding, interaction with peers, homework and exercise.
- ✓ **Be familiar with how to safeguard children from possible harmful online influences.**
- ✓ **Have regular conversations with children** to find out what they are doing online. Educate children about potential online risks, including inappropriate content, cyberbullying, and speaking to strangers online. Provide timely advice when necessary.
- ! **Do not give your child mobile devices with unrestricted access to the internet and applications.**
- ✓ **Use parental control settings** to monitor and ensure children access age-appropriate content and applications. This includes materials that are developmentally appropriate for children based on their age, level of maturity, social-emotional / behavioural capacities. Avoid harmful content that contain references to violence, sexual behaviour, suicide, self-harm or cyberbullying. Check content ratings if available.
- ! **Parents should not give your child access to social media services.** Major social media services require users to be at least 13 years old.
- ! **Do not use screens during meals and one hour before bedtime.**
- ✓ **Take appropriate steps** if you have concerns that your child has difficulty regulating his or her screen use. – see page 12 for more information

Message for P4 parents...

How can you Help?

- ✿ **Creating the Ideal Environment**
- ✿ **Support and Encourage**
- ✿ **Monitor your child's homework**
- ✿ **Talk to your child**
- ✿ **Set targets/ goals together with your child**

PG posted on 6 Mar on Healthy Screen Time Habits

Conclusion



Together,

let's prepare our children to be

**Confident Learners, Active
Citizens of the future...**

Thank you!