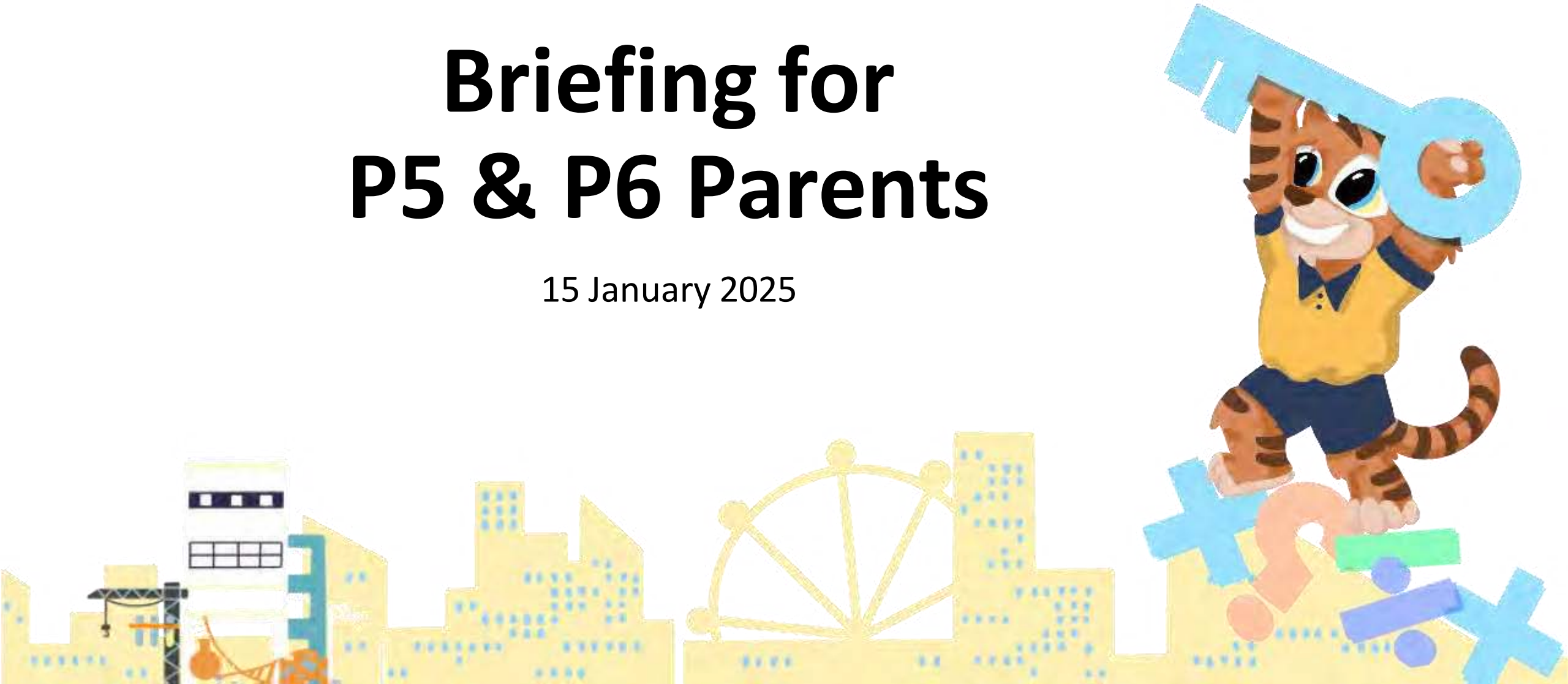


Briefing for P5 & P6 Parents

15 January 2025

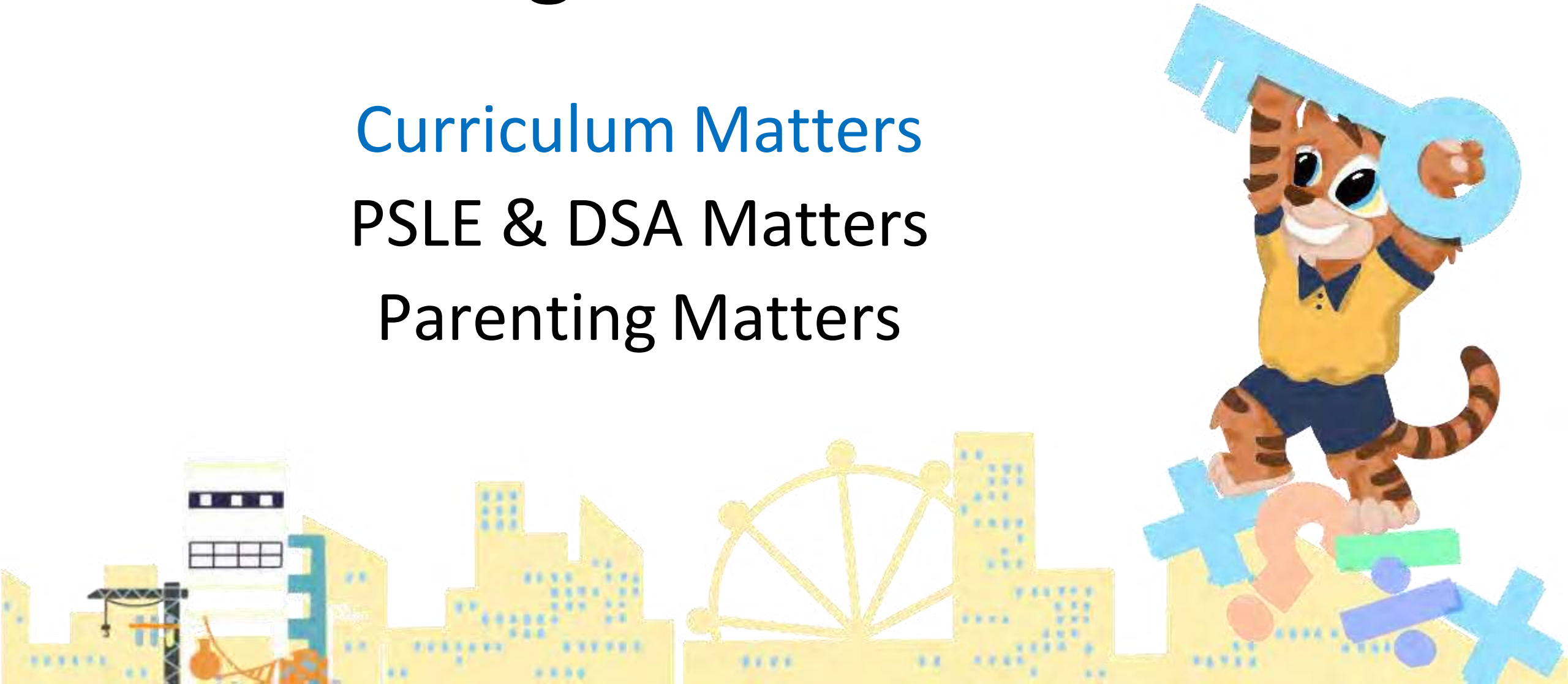


Agenda

Curriculum Matters

PSLE & DSA Matters

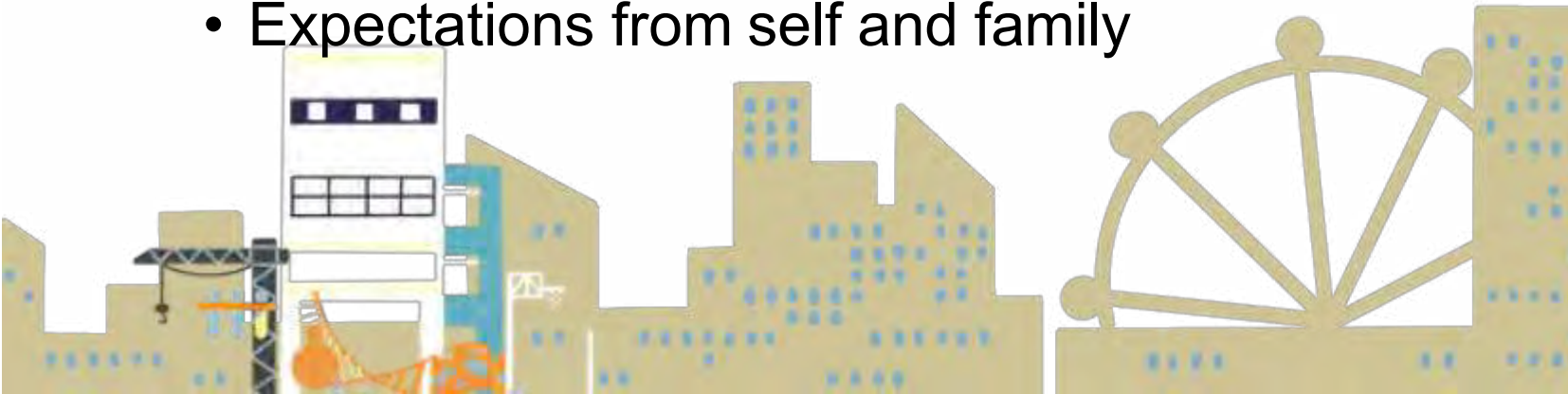
Parenting Matters



Upper Primary Experience

Key features

- Curriculum (Formal and informal)
 - More complex subjects, advanced topics, longer papers, and higher expectations
 - Student Ownership and Agency – development and application of leadership competencies
 - Technology-mediated learning (1:1 Learning Experience)
- Socio-emotional
 - Peer relations
 - Expectations from self and family



Upper Primary Experience

- ❖ **Support** for different profiles of learners:
 - Address students' learning gaps (Remediation through ASP)
 - Stretch more abled students (Talent Development Programme)
 - Revision Programme for P6 (Term 3 and Sep School Holidays)
- ❖ **Cultural & Global Awareness**
 - Da Nang (Vietnam) for selected P5 student leaders
 - KL & Malacca (Malaysia) for P6 cohort
- ❖ **Authentic Learning** Experience through Learning Journeys
- ❖ **Synthesis and application** of knowledge and skills
 - Project Work
 - My Passion Project
- ❖ **Leadership** Opportunities
 - CHAMPS Leadership Programme
 - Values-in-Action Programme



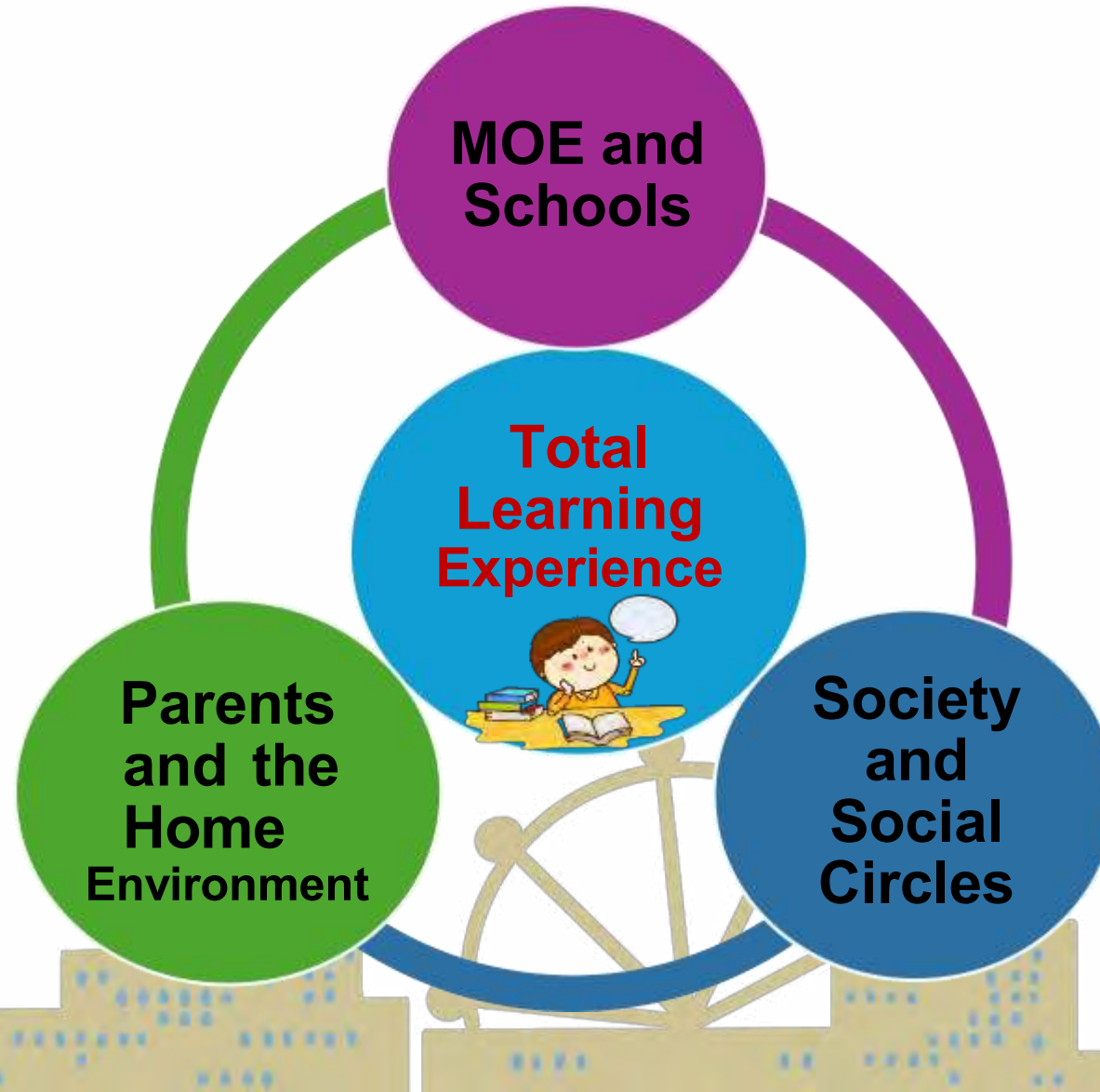
School-Based Assessment:

What is the purpose? How can I support my child?



OFFICIAL (CLOSED) \ NON-SENSITIVE

It takes a **village** to raise a child. MOE and schools partner parents to shape our children's learning experience.



Our children value our support and may feel a need to rise up to our expectations.

“Assessments are very small. There is not very much to be stressed about but the main reason why people get stressed is because parents have **very high expectations**. If you don't reach the expectations, you will get **scolded** or made to **feel not very good about yourself** even though it is for that one singular exam.”

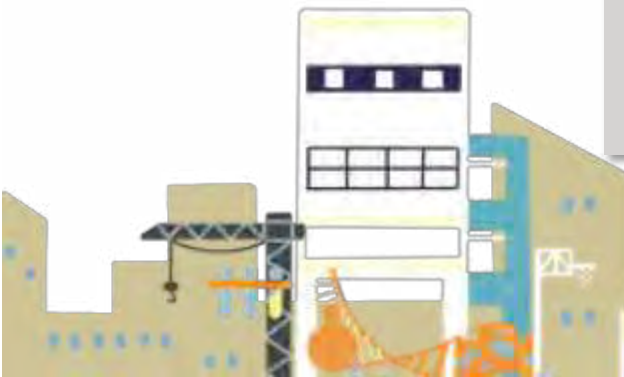
- Pri sch student

“I think it is a fact that parents compare. For me, I have older siblings, so my parents say ‘Oh I expect you to do better than them.’ But they have done very well so it just stresses me out... the **comparison stresses me** out.”

- Sec sch student

** These quotations are taken from responses to a survey on student well-being conducted in February 2024.*

RESTRICTED \ SENSITIVE (NORMAL)



Every child is unique and requires different forms of support and motivation.

“I would like my parents to provide me with **moral support**. For example, **encouraging me to do my best**.”
- Shaun Sanjay

“I wish that my parents would nag less, and give me more alone time so that I can **spend time with my friends** too.”
- Zafran

“I would like my parents to support me by **revising with me** the work that I’ve done.”
- Shane Sanjiv



** These quotations are taken from primary school students featured in an Instagram post on parentingwith.moesg*

RESTRICTED \ SENSITIVE (NORMAL)

We want to motivate our children to learn, not for the sake of examinations and marks, but to seek self-improvement. This prepares them better to be **lifelong learners** and face the challenges of the future.

*“We are not interested in getting our students to know how to solve yesterday’s problems with yesterday’s solutions; what we want is that our students are able to **face tomorrow’s challenges with tomorrow’s solutions.**”*



[Preserving joy of learning key to ensure students prepared to face future challenges: Chan Chun Sing - YouTube](#)

Assessment is more than just marks and grades.
It provides **feedback** that affirms our children's progress and identifies strengths and areas for growth.



The screenshot shows a student's writing task in a learning management system. The top navigation bar includes the SLS logo, 'PSCO ENGLISH', and the title '5CO: A Dream That Came True (Dr... / A. P5 Compo: A Dream That Came True (Dr...'. The user 'Mrs Amanda Tham' is logged in. The main content area displays a writing prompt with three paragraphs of text. The first paragraph describes Kate's boredom and her request for a birthday party. The second paragraph describes the party setup and the food. The third paragraph describes the party ending without the musicians. The right sidebar shows a 'Language' dropdown menu and an 'Annotation' tool.

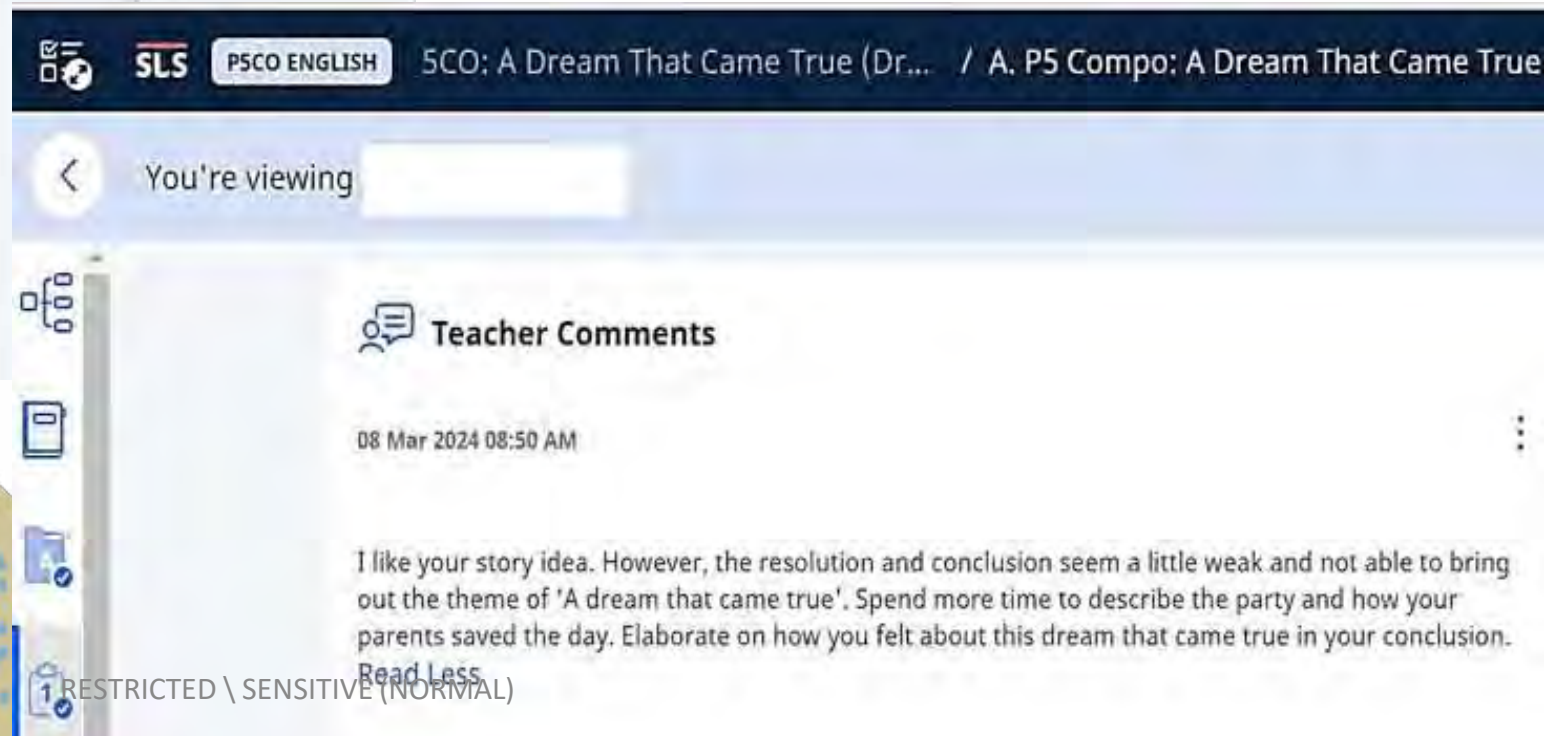
You're viewing [redacted]

[TMQ only] Language...
Annotation - [redacted]

It was a normal day, Kate wanted to do something but she was bored, then she realized that her birthday is coming soon. So she rushed downstairs to her Mom and asked her "Mom can I have a birthday party, my friends?" Kate asked. Her Mom then thought for a while and she said, "okay we can have a birthday party with your friends."

I was on cloud nine I could not contain my excitement. Me and my Mom set up the party streamers, food and the games. When her friends arrived, Kate was playing with them they ate the fried chicken, the jelly and the cake.

After they ate the cake, Kate asked her mother, "when are the musician's coming?" She asked and then her mother said, "I am sure that they will come soon." Kate waited patiently but they never came. It was almost the end of the party we had about thirty minutes before the party ends.



The screenshot shows a teacher's comment on a student's writing task. The top navigation bar is identical to the previous screenshot. The main content area displays a 'Teacher Comments' section with a comment from '08 Mar 2024 08:50 AM'. The comment provides feedback on the student's story idea, noting that the resolution and conclusion are weak and suggesting more detail for the party and conclusion. A 'Read Less' link is visible below the comment. The right sidebar shows a 'Language' dropdown menu and an 'Annotation' tool.

You're viewing [redacted]

Teacher Comments

08 Mar 2024 08:50 AM

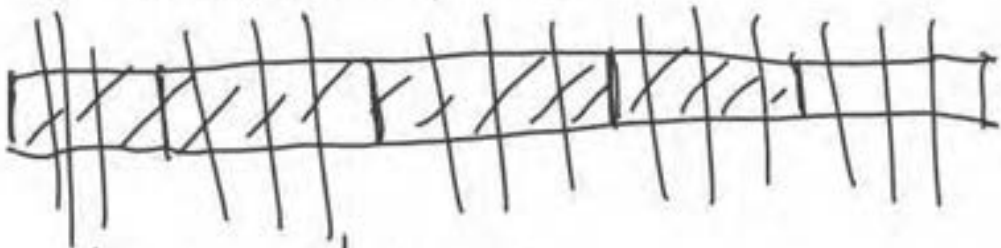
I like your story idea. However, the resolution and conclusion seem a little weak and not able to bring out the theme of 'A dream that came true'. Spend more time to describe the party and how your parents saved the day. Elaborate on how you felt about this dream that came true in your conclusion.

[Read Less](#)

RESTRICTED \ SENSITIVE (NORMAL)

Assessment is more than just marks and grades.
It provides **feedback** that affirms our children's progress and identifies strengths and areas for growth.

Mike had $\frac{4}{5}$ l of soda. He has 4 cups. How much soda does each cup hold?



$$\frac{4}{5} \div 4 = \frac{4}{5} \times \frac{1}{4} = \frac{1}{5}$$

Good effort on solving $\frac{4}{5}$ divide by 4. Your answer of $\frac{1}{5}$ litres for each cup is correct. However, let's look at your model. While it's correct, it is not necessary to split $\frac{4}{5}$ litres into 20 small units.

You could show each cup receiving $\frac{4}{20}$ (or simplify to $\frac{1}{5}$ litres) without dividing into smaller units first. This would make model clearer and more closely related to your solution.

You're definitely on the right track!

Our Experiment Protocol - The Painted Solar Oven



/teacher/

Your task

In your groups, design an experiment to compare which colour is able to absorb heat at a higher rate.

Make use of only the apparatus provided to design your experiment. Then carry out the investigation to confirm your hypothesis.

Our Experiment Protocol

9 months ago

G2

Step 1: Wrap the black and white coloured papers around two plastic bottles and tape it.
Step 2: Fill the plastic bottles with 400ml of water.
Step 3: Stick the plasticine to the top of the bottle.
Step 4: Stick the thermometer on the plasticine.
Step 5: On the lamp and wait for 5 minutes, aiming at the top of the bottles and record the temperature.
Step 6: Record the temperature and wait for another 5 minutes and record it again. Repeat it with another 5 minutes.

0

2



/teacher/

Very clear procedure for your experiment. Good that you remember to keep the steps with details to guide another person to conduct your experiment. You may want to rethink how you can ensure the amount of water added to the bottle is accurate by considering the correct measuring apparatus.



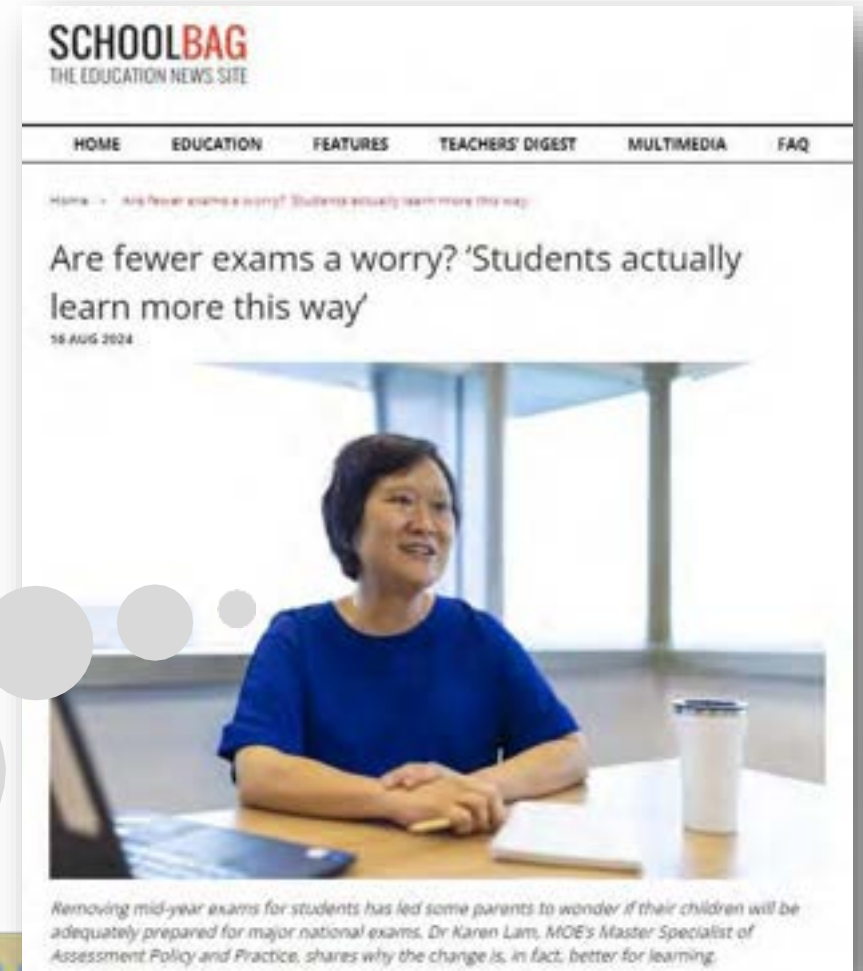
Also, consider how you are going to measure the accurate duration for the experiment to ensure the 5 minutes is consistent.

Add comment

We can encourage our children to **reflect on feedback** from both School-Based Assessment (SBA*) and classroom assignments to identify strengths and act on areas for growth.

*“Teachers have tweaked the way they assess students’ works, with more in-depth comments that encourage students to **reflect and act on their learning process**. The focus is on teaching and learning, and helping students to **develop core competencies**. We want to move away from teaching solely for the test.”*

* SBA refers to Weighted Assessments, End-of-Year Examination and Preliminary Examination

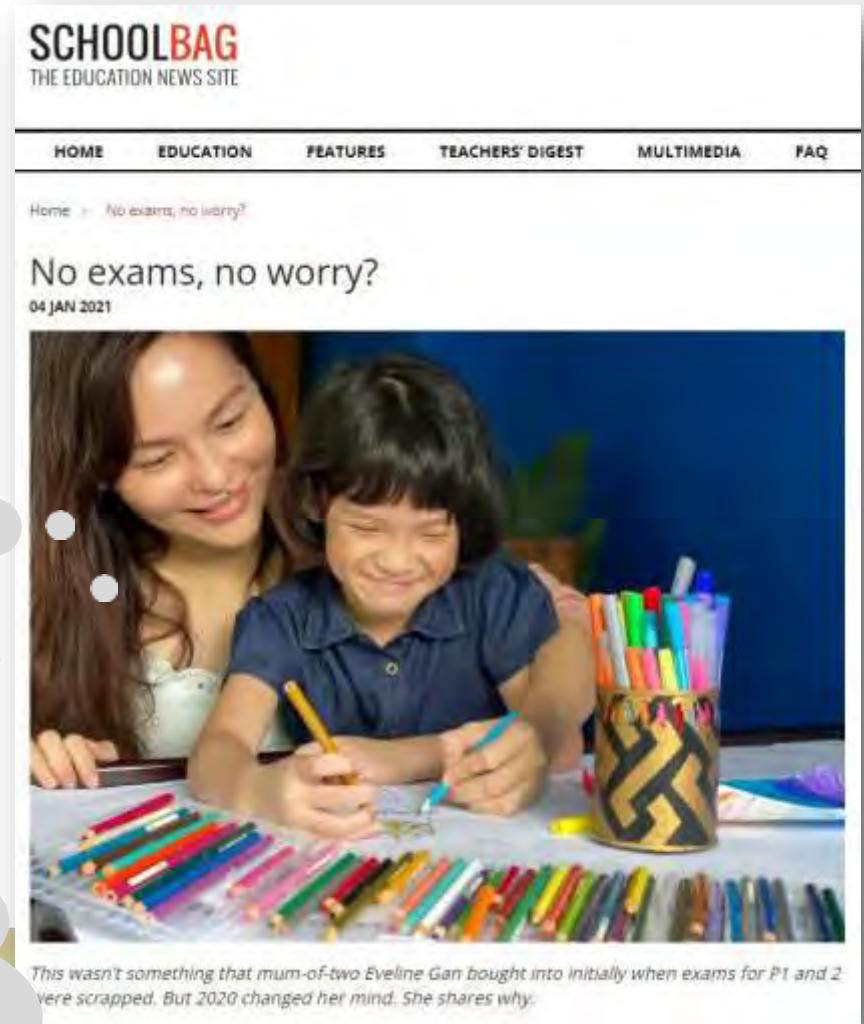


<https://www.schoolbag.edu.sg/story/are-fewer-exams-a-worry-students-actually-learn-more-this-way/>

We can also **reinforce teachers' efforts** to help our children take assessments as opportunities for learning and affirm their progress.

*"To her, tests are just 'a bunch of questions that the teacher gives'... Perhaps it is for this reason that she views Math word problems and multiplication as "fun things to do", rather than a source of dread and stress. Now, isn't that the **true spirit of learning**?"*

*"For her Primary 1 parent-teacher session... the teacher **provided updates** on her general **learning attitude** and **progress observed** in class, which allowed me to understand my child in a way that would not be possible if her learning had been condensed to a single grade."*



<https://www.schoolbag.edu.sg/story/no-exams-no-worry/>

While some children may find assessment stressful, let us help them understand that there is “good stress” that can be harnessed.

*“Good stress **energises** you to perform at your best, and gets you excited to **face challenges** and **motivated** to finish tasks. Good stress gives us the added ‘push’ or drive to hit our life goals.”*

- “1. Use the adrenaline rush from exam stress to build your performance*
- 2. Tame your fear of failing*
- 3. Redefine “failure” and “success”*
- 4. Turn your worries into problem-solving skills*
- 5. Use the stress of challenging circumstances to learn and grow*
- 6. Be inspired and keep a positive outlook”*



Stressful situations, whether at school or at work, can make us experience stress symptoms. When we feel stressed, is it always a bad thing for our mental health? Learn more about the effects of stress.

<https://www.healthhub.sg/live-healthy/stress-can-be-good-for-you>



We show you how to deal with anxiety and use stress to your advantage!

<https://www.healthhub.sg/live-healthy/6-ways-to-make-exam-stress-work-for-you>

Developing **positive responses to stress** can help our children not just in assessments but also in their daily lives.

*“Stress is a **part of life**; just like doubt and uncertainty go hand in hand with trying new and challenging things. Try as we might, stress is something that cannot be avoided. But **the way we react** to stressful situations and challenging circumstances **CAN and SHOULD** be tamed!”*

Ms Yeo Sha-En, Positive Psychologist and mother of 2, on supporting our children during MOE's 'Ask Me Anything About' (AMAA). AMAAs are live interactive sessions on MOE Facebook where panelists weigh in with their thoughts and advice.



<https://www.healthhub.sg/live-healthy/6-ways-to-make-exam-stress-work-for-you>

https://www.instagram.com/p/CGb6DEkHBSv/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFiZA==

By encouraging our children to do their best and **focusing on their holistic development**, we help them develop the skills to succeed in life.



*“As parents, we tend to focus on what we can do to help our child in the “now” (e.g. bringing our children’s homework to school so they don’t get into trouble) instead of what **qualities our child needs to thrive in the long run** (e.g. being responsible for tasks assigned to them).”*

Ms Nicole Liaw, Parent



<https://moe.gov.sg/-/media/files/parent-kit/school-home-partnership.pdf>

“Sometimes my parents also **help me and encourage me**. It’s just an exam, a step you have to take... something you have to complete. And just because you do badly doesn’t mean you won’t go to a school. In the end, you will surely go to a secondary school. This makes me feel less stressed so it helps.”

- Pri sch student

Let us continue to be
our children’s biggest
cheerleader and
help them face
the journey ahead
with a positive spirit!



“My parents have been **very supportive and encouraging**. During [the exam] period, I was very scared that I was not going to get promoted... they gave me lots of encouragement. Every time I study late outside, they will always prepare food for me. And that has **helped me manage my stress** in JC.”

- JC student

** These quotations are taken from responses to a survey on student well-being conducted in February 2024.*

RESTRICTED \ SENSITIVE (NORMAL)

Additional Resources

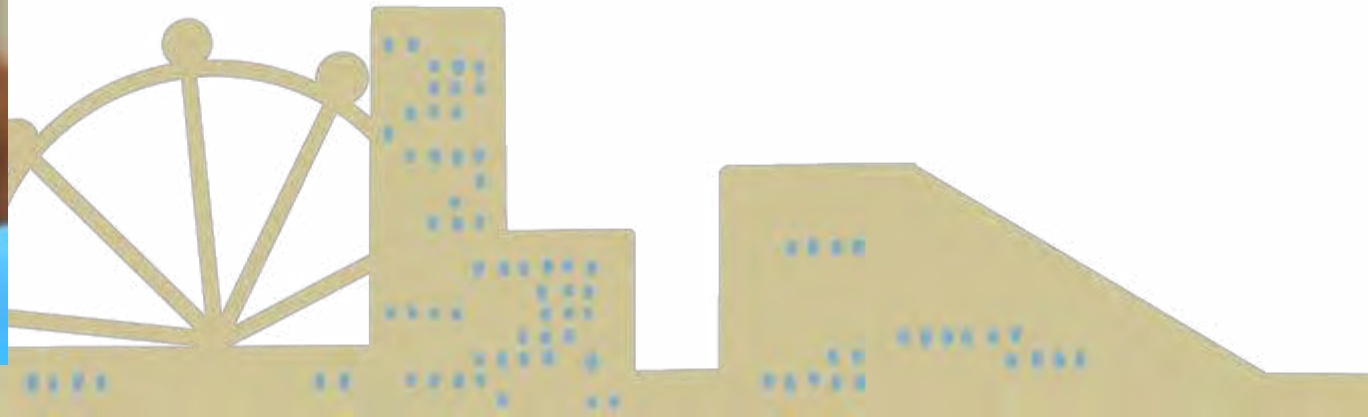
Resource	Accessible at
Schoolbag	http://schoolbag.edu.sg
Parents Kit	https://www.moe.gov.sg/parentkit
Instagram – Parenting with MOE	https://www.instagram.com/parentingwith.moesg/
HealthHub – Parent Hub	https://www.healthhub.sg/programmes/parent-hub
SingTeach <i>Assessment beyond tests and examinations</i>	https://singteach.nie.edu.sg/2019/04/25/issue68-bigidea/
CNA (Channel News Asia) <i>Why I’m easing up on pushing my kids to excel in their studies</i>	https://www.channelnewsasia.com/today/voices/how-hard-push-child-excel-studies-4687176?cid=internal_sharetool_ipad_20102024_cna
The Straits Times <i>Taking leave to help your child study for year-end exams? Support them in these ways instead</i>	https://www.straitstimes.com/singapore/parenting-education/taking-leave-to-help-your-child-study-for-year-end-exams-support-them-in-these-ways-instead
The Straits Times <i>There is more to exams than just the end results</i>	https://www.straitstimes.com/opinion/there-is-more-to-exams-than-just-the-end-result



Student Ownership & Agency @ KPS – Nurturing Assessment-Capable Visible Learners



- I know where I'm going.
- I have the tools for the journey.
- I monitor my progress.
- I recognise when I am ready for what's next.
- I know what to do next.





01

Goal Setting Process



Supporting all students to make sound learning decisions

Where am I going?

Do I understand what I have to do or what is expected of me?
Do I have a plan on how to work on this task or question?



Where am I now?

How am I progressing toward my learning goal?
Are the approaches I use working? Why?
Is my work at the level of quality that I hope to achieve?
How am I feeling about my progress?

How do I get there?

What can I do to improve my work or my learning?
Do I need to ask for help from my friend(s) or teacher?



Adapted from Harris & Brown (2018), *Using self-assessment to improve student learning*. New York, NY: Routledge. (p. 18 and 19)

English Department 2025
Goal Setting Template for Primary 5

Details		How well did I do in 2024?		Where am I going?	
Student name		Score:		Overall (100%)	Score: _____% Band: _____
Class				Oral	
Teacher name				Listening Comprehension	
				Paper 1 - Composition	
				Paper 2	

What do I have to do to achieve my goal? What is my plan to work towards it?

Semester 1 Checkpoint								
Term (1/2)								
Assessment								
Marks (total)								
Marks scored								

How am I progressing towards my learning goal?

x009f Are the strategies I used working? What have I done well?

x009f How am I feeling about my progress?

x009f What can I do to improve?

I _____ (Name)

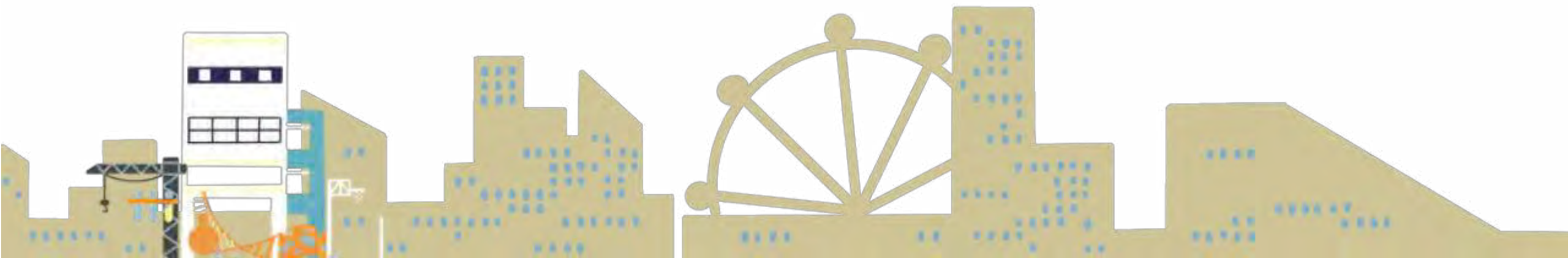
understand my personal goals and will give my best to achieve them in 2024.

Student's signature:

Parent's / Guardian's signature:

Comments by Parent / Guardian

	Semester 1	Semester 2
Comments of Parent / Guardian		





KPS

My Passion Project (MPP)

2025

2025 MPP Goals

Student Initiated, School Facilitated

- Students to **explore their interest and passion**
- Learn within and beyond the curriculum
- Nurture self-directed learners





Introducing ProjectTask for student agency

My MPP Journey_NAME ☆ @ ☁

File Edit View Insert Format Data Tools Extensions Help

100% | \$ % .0 .00 123 | Default... | 16 | B I A | | | | | | | | | | | | |

	A	B	C	D	E	F	G
1	Name / Class:						projectTASK
2	Insert your Google Slides link here:						
3	Time	Tasks	Status	If you indicated "Need help, please", key in the help you need from teacher	Progress Check by Teacher	Deadline <small>(double click on cell to show calendar)</small>	Remarks
4	MPP 1	Explore your passion					
5	6 Jan	Complete the Google Form to indicate your passion					
6		Plan how you intend to pursue your passion					
7		Plan what you would like to achieve at the end of lesson 8					
8							
9	MPP 2	Task 1					
10	14 Mar	Task 2					
11		Task 3					
12		Task 4					

1:1 Learning Experience



EdTech Masterplan 2030

Preparing our students to be:

- Digitally-empowered 21st century learners
- Digitally literate learners
- Empathetic, technologically-adept innovators



Student Learning Space (SLS)

– Learning Management System

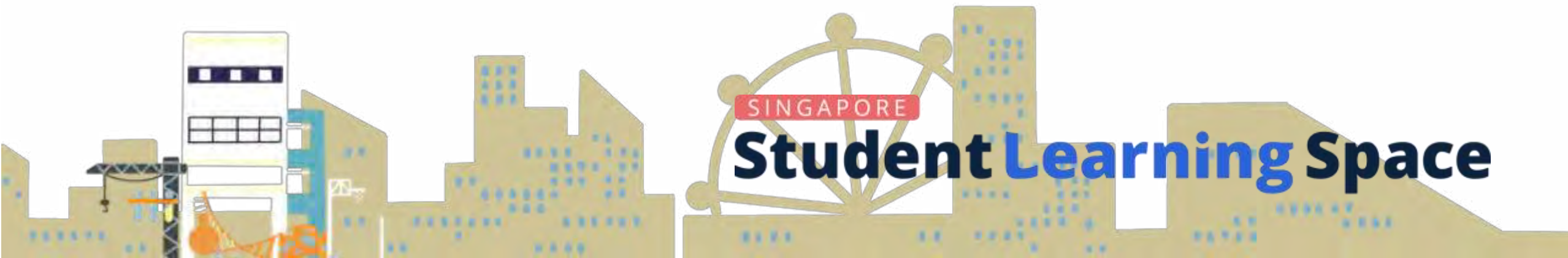
Empowering customisation in student learning by:

- Providing a **common digital space** for schools to enable sharing of **quality curriculum-aligned resources**
- Supporting schools' T&L practices with **AI-enabled features and learning analytics**
- Further enhancing schools' and HQ's abilities to engage in data-informed decision-making to strengthen T&L



SLS is an enabler for Digital Learning

- Provides students with self-paced lessons and resources for self-directed learning
- Provides students with differentiated instructions and lessons to meet their learning needs
- Enables teachers to monitor and provide real-time feedback
- Enables teachers to better track students' learning and to make more informed curriculum-decisions

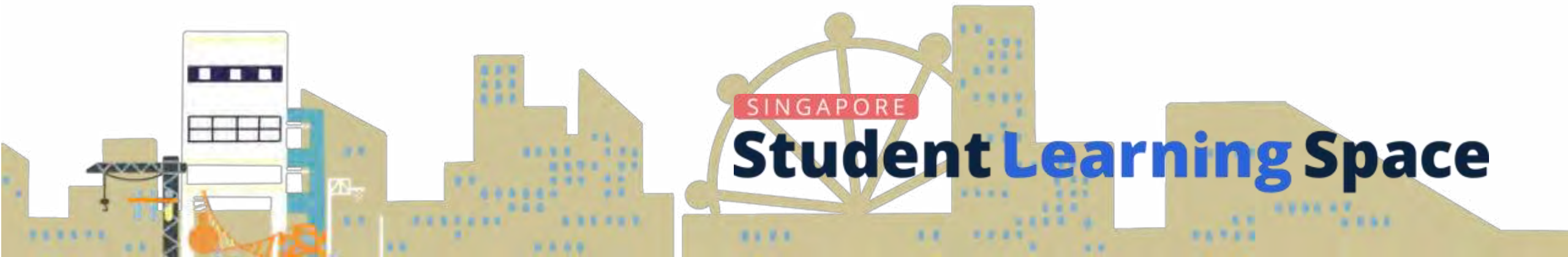


Enhancement of SLS Portal

Deepen teaching and learning through a wider range of digital tools and resources (community gallery)

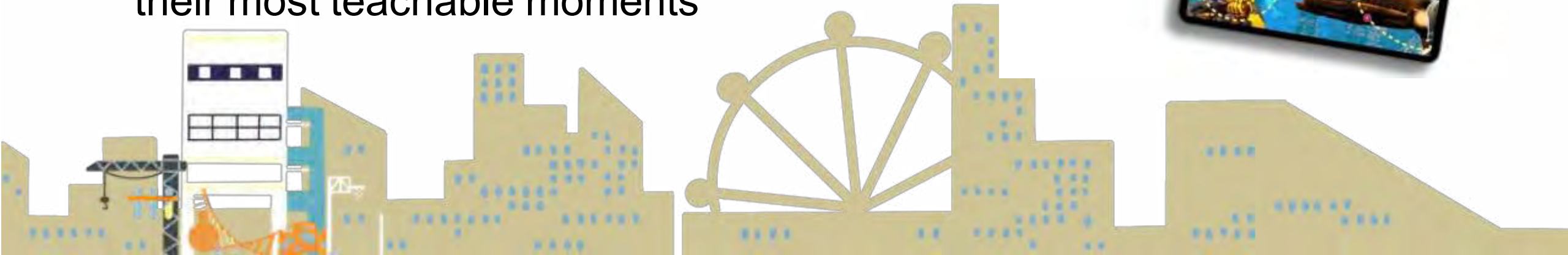
Some examples of enhanced digital tools:

- Adaptive Learning system (P5 & P6 Math)
- Feedback Assistant (Math)
- Language Feedback Assistant
- Data Assistant to monitor students' learning



Writers' Toolbox for P4 to P6

- An educational writing programme powered by patented AI to facilitate EL lessons and help students take ownership of their learning
- Proven writing strategies and techniques, coupled with engaging resources to help students master writing
- Gives real-time, individualised feedback at scale: in every topic, for every student, at their most teachable moments



Writers' Toolbox for P4 to P6

WRITER'S TOOLBOX

- Diagnostic testing with specific interventions to improve writing skills
- Students can track their progress and set goals to challenge their skills.



Writers' Toolbox for P4 to P6

Customised Learning Journey to enhance learning.

Students develop confidence and a positive attitude towards writing.



Our School Philosophy

“Every Kranjian Matters and Deserves the Best!”

We value every student
Every student wants to succeed
All can learn



KRANJI PRIMARY SCHOOL

UNLOCKING POTENTIAL CREATING FUTURES



TALENT DEVELOPMENT PROGRAMME

This programme is customized and differentiated for selected students who show great aptitude, strong interest and cognitive abilities.

We aim to help these high ability learners to actualize their potential and cater to their needs according to their strengths through:

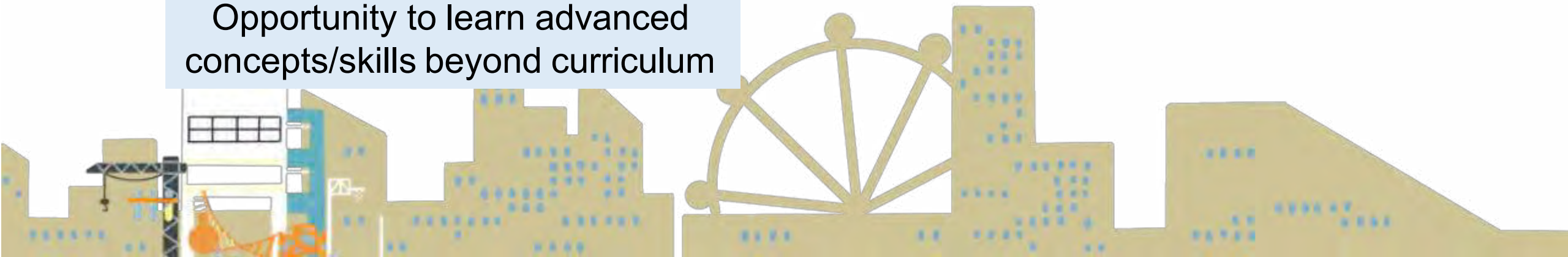
Differentiated Curriculum

Provide a more challenging curriculum for our high ability learners

Opportunity to learn advanced concepts/skills beyond curriculum

Enrichment

Grow capacity to develop students' critical and inventive thinking



TALENT DEVELOPMENT (P5)

Enrichment & Competitions

English



Mini-Literature

- Appreciate literature arts
- Deepen comprehension & Vocabulary Skills
- Perspective Taking

Enrichment

- Introduction to Debate
- Creative Writing Programme (GEP Branch)

Mother Tongue



HMT

- Hone language skills and deepening the knowledge of the language through a wide range of enrichment activities, such as, talk show, book sharing, etc.
- Develop critical and inventive thinking, communication and collaborative skills,

Competitions

- Text Recital

TALENT DEVELOPMENT (P5)

Enrichment & Competitions

Mathematics



P5 Math E2K

- Reasoning skills & deepen conceptual understanding
- Attitude & disposition of mathematicians
- Critical & inventive thinking, communication and collaborative skills

Competitions

- Olympiad competitions such as NMOS, RI Contest, SASMO, Mathlympics
- Math Project Competition

Science



P5 Science E2K

- Scientific inquiry skills & deepen conceptual understanding
- Attitude & disposition of Scientists
- Critical & inventive thinking, communication and collaborative skills

Competitions

- Singapore Amazing Flying Machine competition
- Science Fair



Strong Support Network

- Year Heads
- Form Teachers
- Senior Teacher / Special Educational Needs,
Mdm Mariah Rahmat
- Senior School Counsellor,
Mr Roy Tan
- Special Educational Needs Officer,
Mdm Angeline Foo



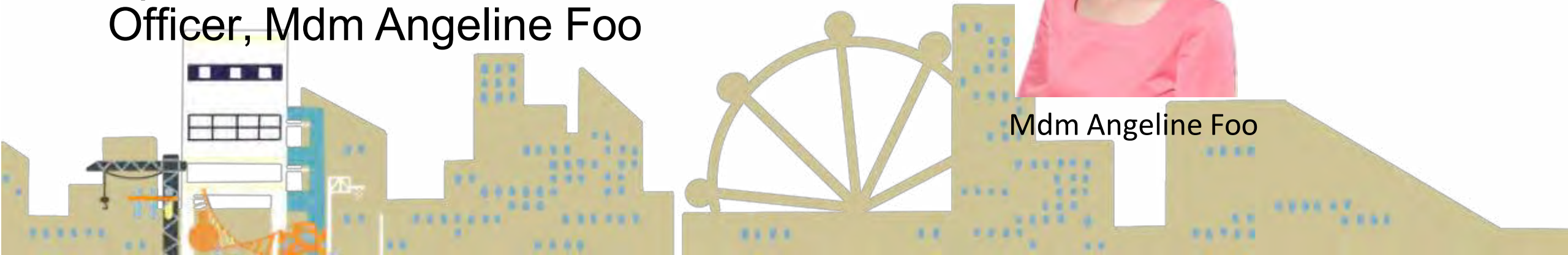
Mdm Mariah Rahmat



Mr Roy Tan



Mdm Angeline Foo



P5 SPORTS AND ADVENTURE CAMP



P5 INTERNATIONALISATION PROGRAMME



P5 KEY EVENTS AND PROGRAMMES

Every Friday	Co-Curricular Activity
End of Term	<ul style="list-style-type: none">• Growing Years Sexuality Education Programme• Experience Day (Terms 1 to 4)<ul style="list-style-type: none">✓ Play Cool Sports✓ Water Conservation Project✓ Little India✓ Outdoor Adventure Camp
April	Overseas Learning Journey to Vietnam – Selected student leaders (8 to 12 April)
May	Parent-Teacher-Meeting (30 May)
July	National Education Show (Saturday)
September	P5 Outdoor Adventure Camp (29 Sep to 1 Oct)
October	End-of-Year Examination
November	Post Examination Activities Parent-Teacher-Child Conference (18 Nov)

P6 MOTIVATION AND BONDING ACTIVITIES



P6 INTERNATIONALISATION PROGRAMME



P6 KEY EVENTS AND PROGRAMMES

Every Friday	Co-Curricular Activity (Term 1- 3)
End of Term	<ul style="list-style-type: none">• Growing Years Sexuality Education• Experience Day (Term 1 to 3)<ul style="list-style-type: none">✓ Lee Kong Chian Natural History Museum✓ Food Security and Scarcity Project✓ Asian Civilisations Museum✓ Energizer Camp (Bowling)
May	<ul style="list-style-type: none">• DSA Talk• Timed Practice (EL, MA, SC, MT/HMT)• Overseas Learning Journey to Malaysia – All students (22 - 24 May)• Parent-Teacher-Meeting (30 May)
August	<ul style="list-style-type: none">• Preliminary Examination• PSLE Oral Examination
September	<ul style="list-style-type: none">• Revision Programme (11 - 12 September)• PSLE Listening Comprehension and Main Papers
October/ November	<ul style="list-style-type: none">• Post-Examination Activities• Graduation Ceremony cum Parent-Teacher-Child Conference (21 Nov)

ASSESSMENT WEIGHTING

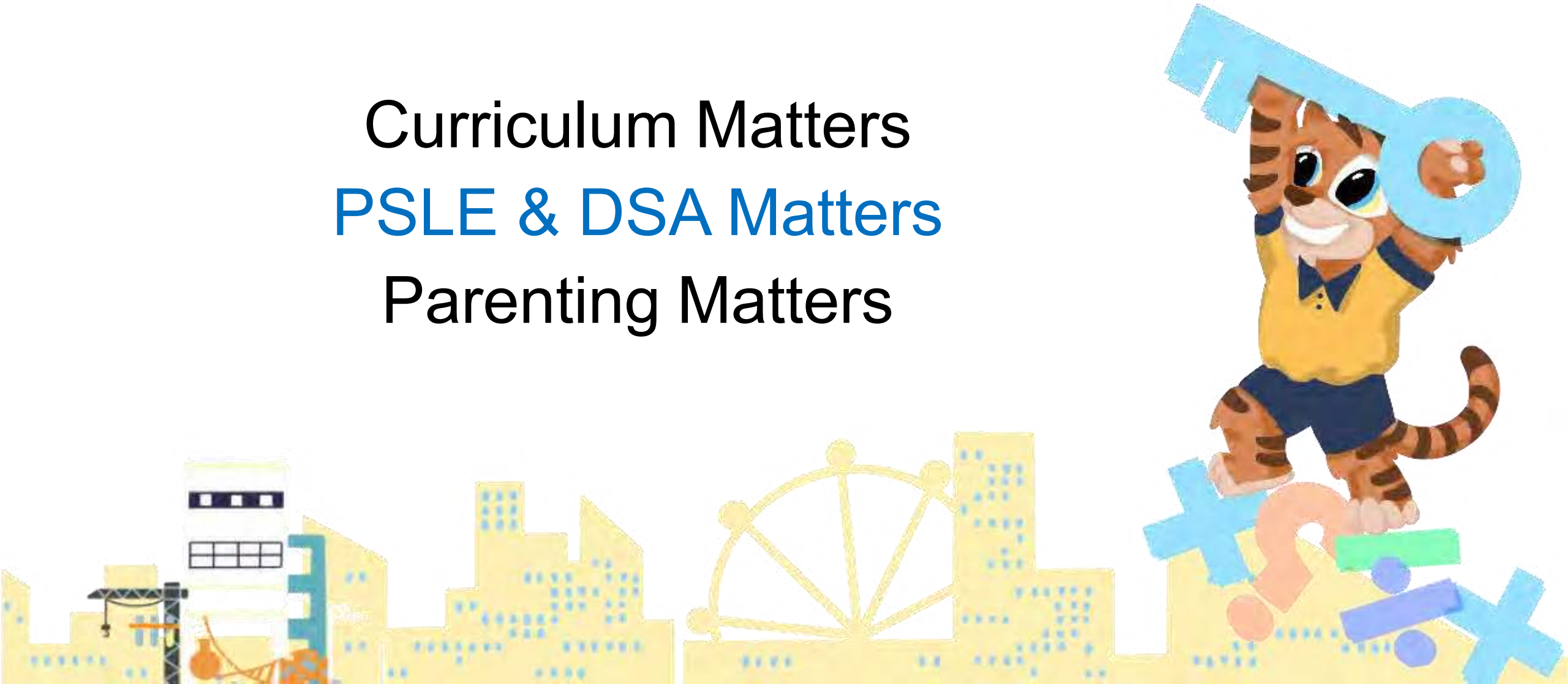
No Mid-Year
Examination

All Subjects	Term 1	Term 2	Term 3	Term 4
P5	Weighted Assessment 15%	Weighted Assessment 15%	Nil	End of Year Exam 70%
P6	Review Exercise 0%	Timed Practice 0%	Preliminary Exam 100%	PSLE

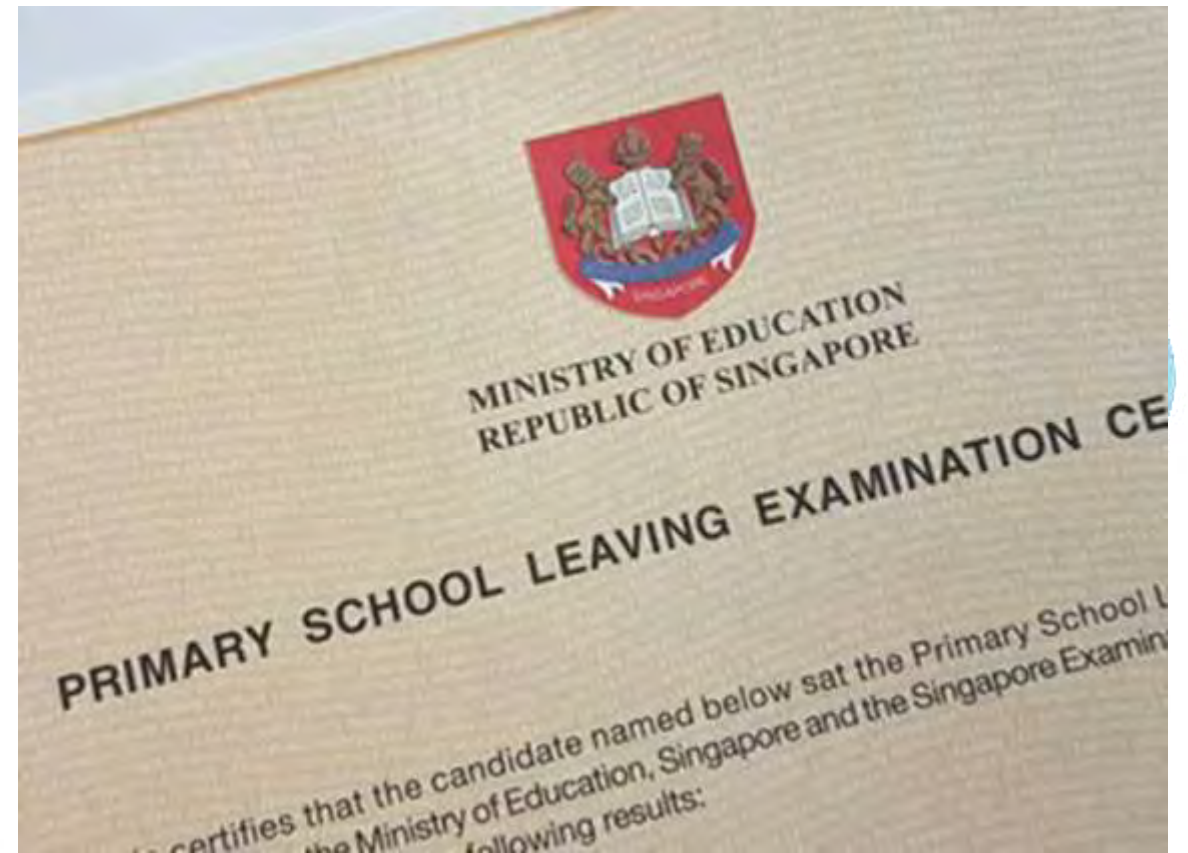
*Details will be issued via Parents Gateway on **21 Jan 2025**.

Agenda

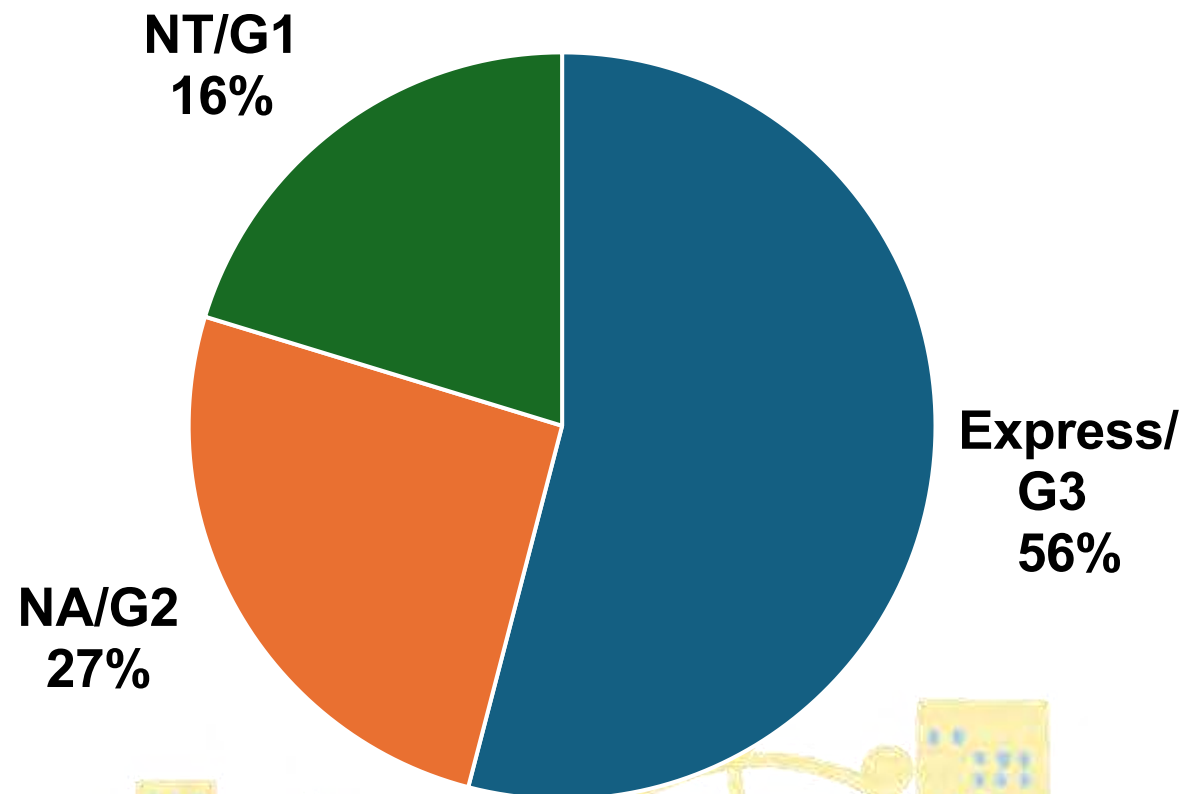
Curriculum Matters
PSLE & DSA Matters
Parenting Matters



Our PSLE Results



PROGRESSION TO SECONDARY SCHOOL (2024)



POPULAR SECONDARY SCHOOLS FOR KRANJIANS



KRANJI SECONDARY SCHOOL

Thinker • Leader • Champion



UNITY SECONDARY SCHOOL



CHUA CHU KANG
SECONDARY SCHOOL



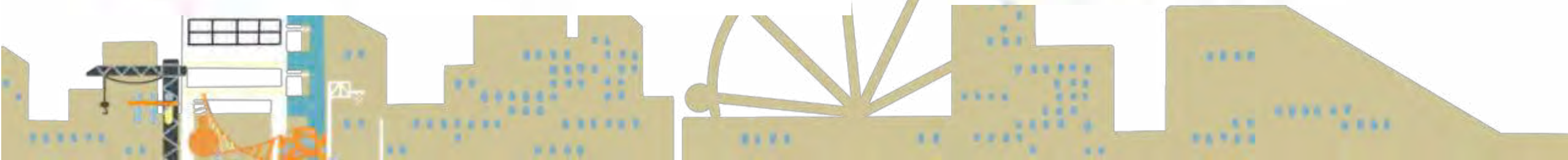
SWISS COTTAGE SECONDARY SCHOOL
HOME OF THOUGHTFUL LEADERS



Bukit Panjang Government High School
武吉班让政府中学



REGENT
Secondary School



PSLE EXAMINATION TIMETABLE 2025 (Tentative)

When	What
13 and 14 August	Oral Examination
16 September	Listening Comprehension
25 September	English Language
26 September	Mathematics
29 September	Mother Tongue
30 September	Science
1 October	Higher Mother Tongue

Note: The examination timetable will be made available by 14 February 2025.



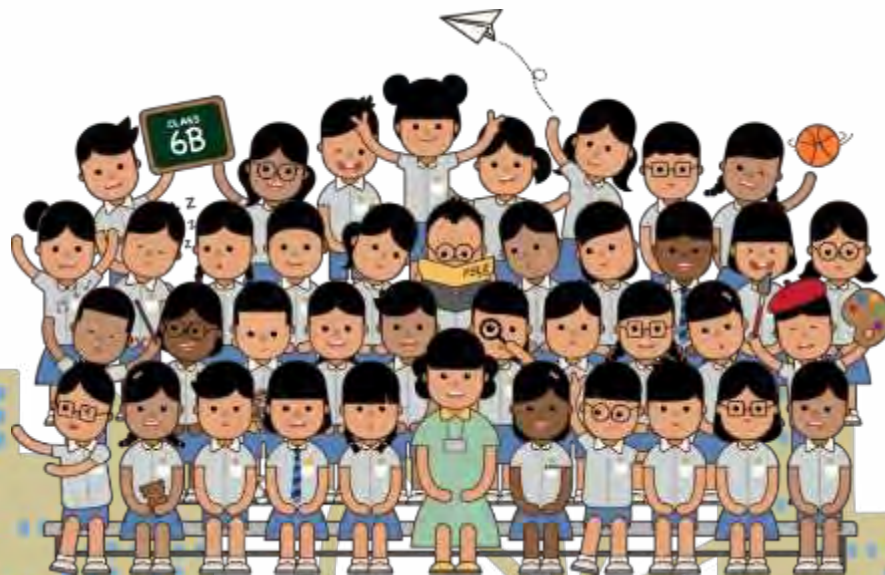
PREPARING YOUR CHILD FOR PSLE

- ❖ After-School Programme (ASP)
 - Every Monday and Thursday
 - All P6 students from Term 1 Week 5 onwards
- ❖ PSLE Preparatory Lessons
 - Revision Programme (11&12 September 2025)



CHANGES TO THE PSLE SCORING AND S1 POSTING SYSTEMS

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



OVERVIEW

SUPPORTING STUDENTS AND THEIR PARENTS IN MAKING INFORMED SCHOOL CHOICES

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

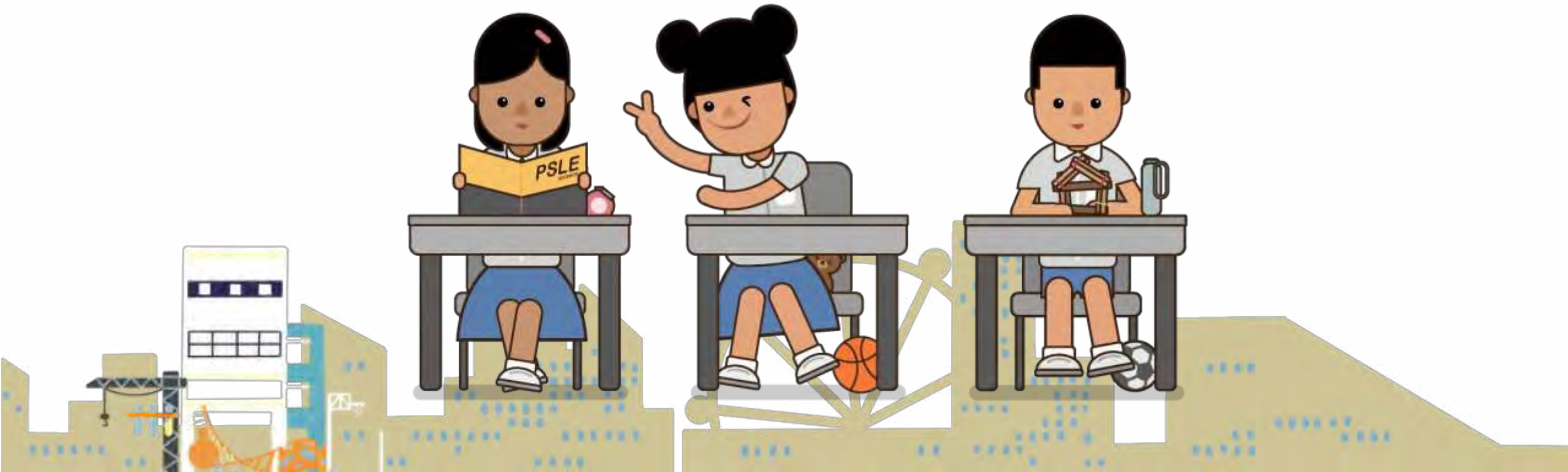
2

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

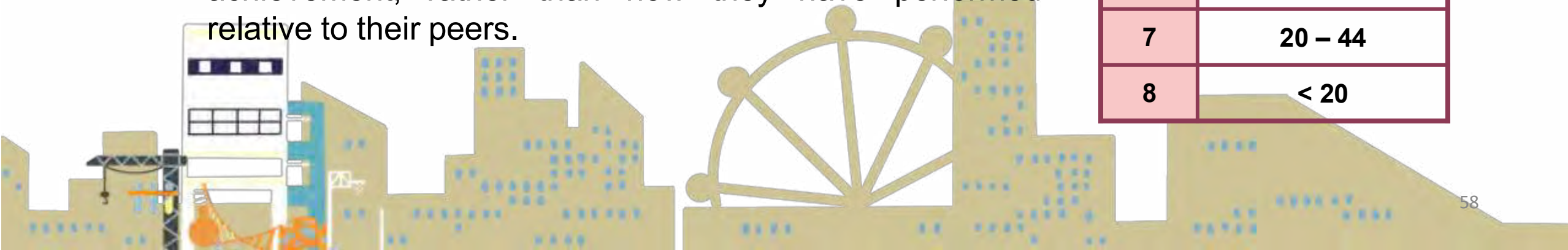
a) Reduces fine differentiation of students' examination results at a young age

- 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.

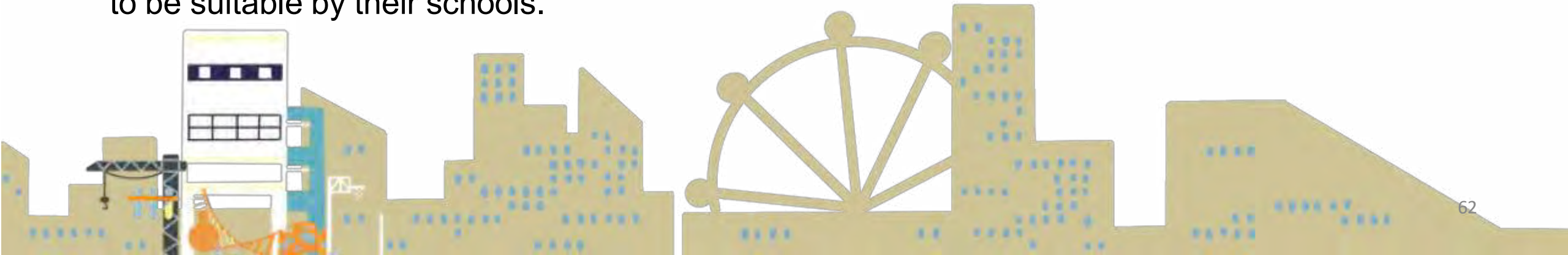
ELIGIBILITY CRITERIA FOR MTL 'B' (FOR STUDENTS OFFERED THE EXPRESS OR N(A) COURSE)

AL 7 or 8 in Standard MTL

or

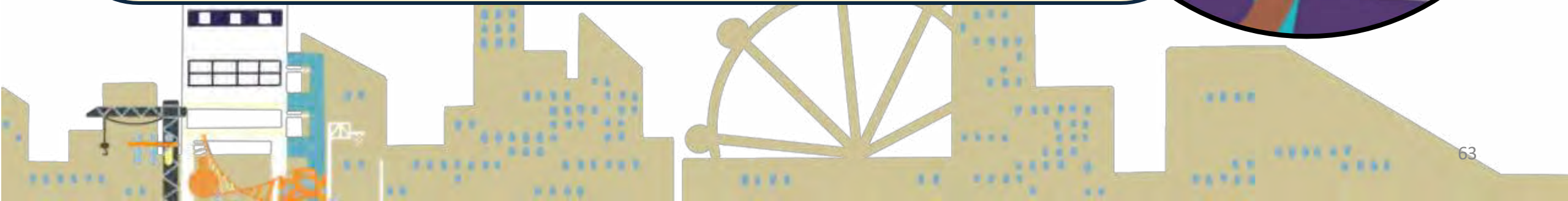
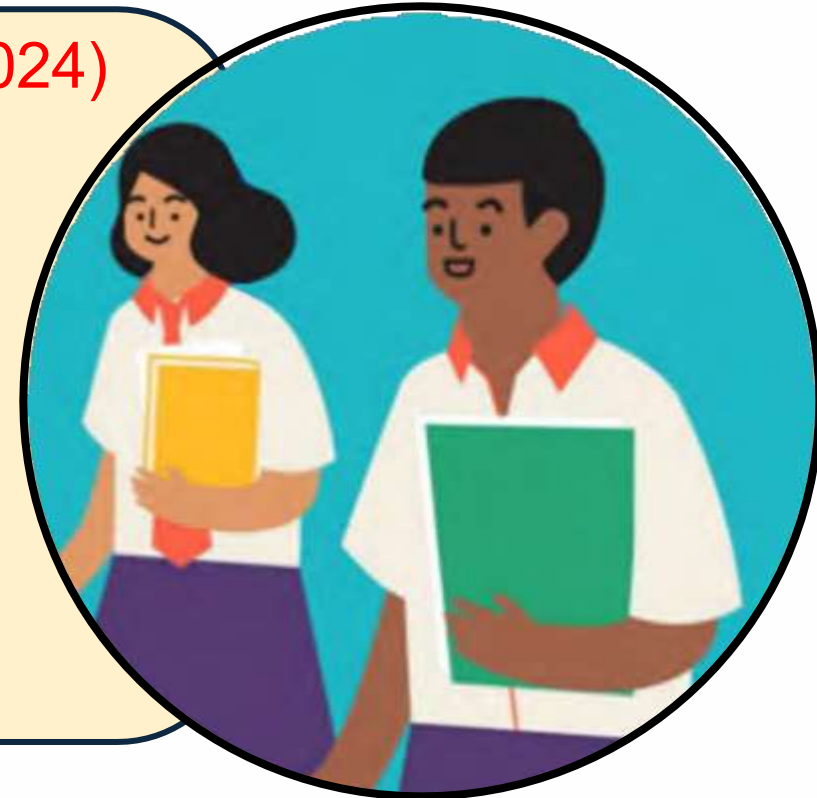
AL B or C in Foundation MTL

- 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.



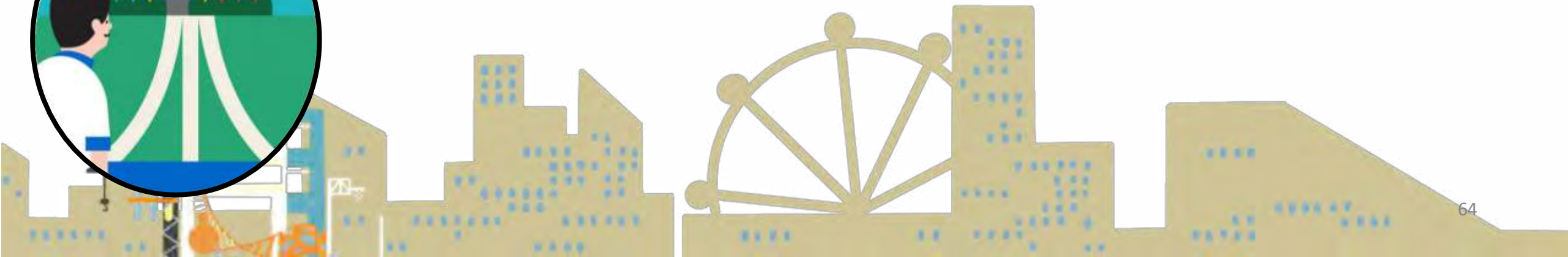
FULL SUBJECT-BASED BANDING (FULL SBB)

- Removal of Express, N(A) and N(T) courses (from 2024)
- Mixed form classes
- Common Curriculum subjects
- Offering subjects at a more demanding level, including Humanities subjects
- Common National Examinations
- Post-secondary Admissions



FULL SUBJECT-BASED BANDING (FULL SBB)

- 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) TIMELINE

Link to PSLE-FSBB Microsite

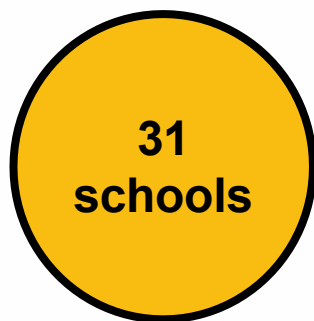


<https://go.gov.sg/pslefsbb>



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.



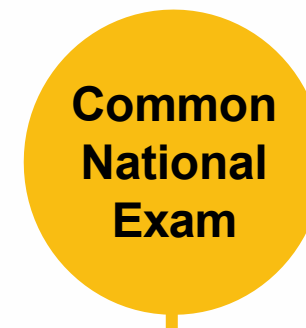
2023



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.



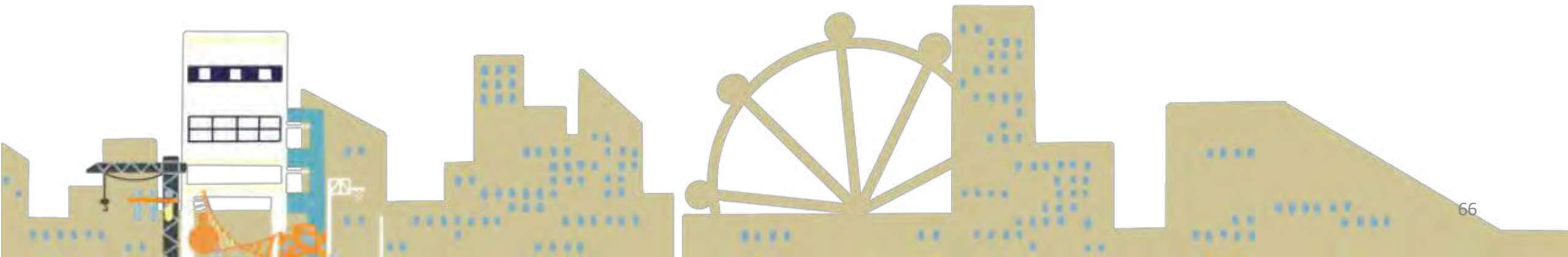
2027

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

SUBJECT-BASED BANDING (SECONDARY)

[SBB (SEC)] ELIGIBILITY CRITERIA

FOR STUDENTS POSTED TO THE N(A) OR N(T) COURSE	
PSLE SUBJECT GRADE	OPTION TO TAKE SUBJECT AT
AL 5 or better in a Standard level subject	Express level
AL 6 or better in a Standard level subject <u>OR</u> AL A in a Foundation level subject	N(A) level



SUBJECT-BASED BANDING (SECONDARY)

[SBB (SEC)] ELIGIBILITY CRITERIA

**N(A)-Level
English**

**N(A)-Level
Mother Tongue**

**Express-
Level
Math**

**N(A)-Level
Science**

EXAMPLE:

ENGLISH LANGUAGE AL6

MOTHER TONGUE
LANGUAGE AL6

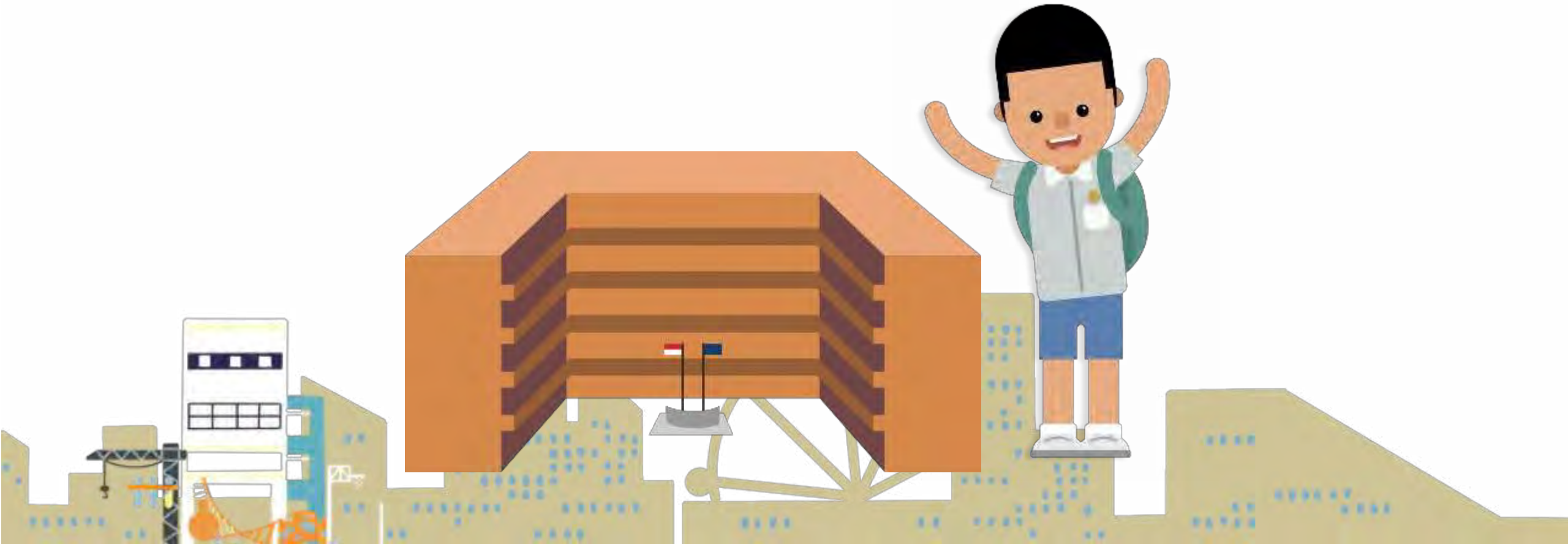
MATHEMATICS AL5

SCIENCE AL6

PSLE SCORE: 23

Offered N(A) course

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.

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



Tie-breaker #1: Citizenship



Tie-breaker #2: Choice order of schools



Tie-breaker #3: Computerised balloting

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**.

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**.

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**.

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**.

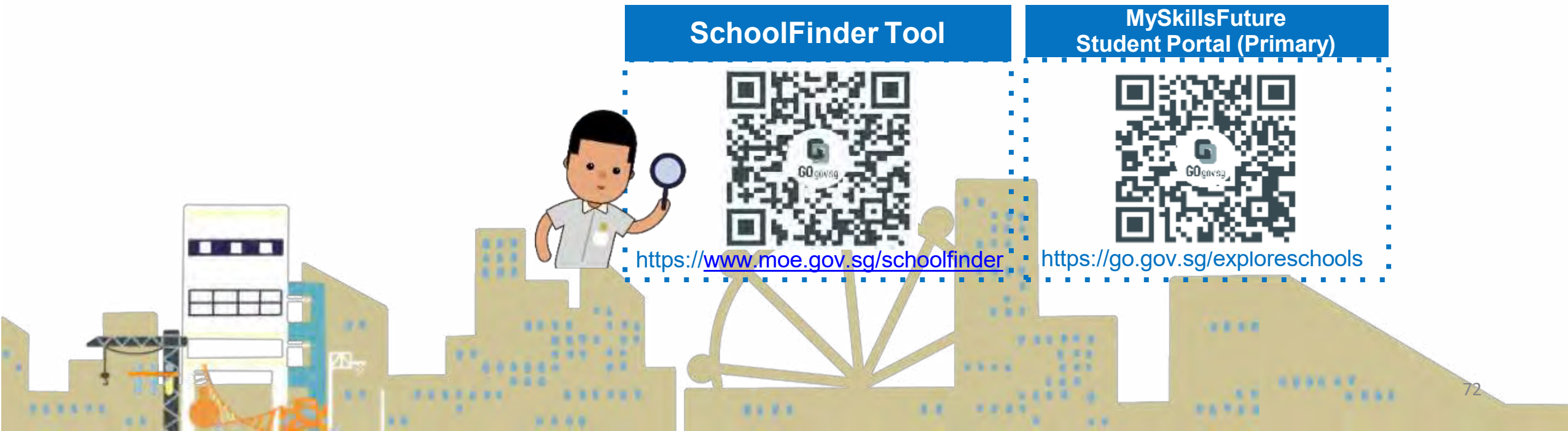


PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS



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



PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS

The PSLE Score range refers to the PSLE Score of the first and last student 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.

Example

XX Secondary School
PSLE Score range of 2024

Express	15	20
Normal (Academic)	21	24
Normal (Technical)	25	28

PSLE Score of the first student
posted into the school in the
respective courses

PSLE Score of the last student posted into the
school in the respective courses [i.e., the school's
Cut-Off Point (COP)]







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.

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 2021

Express	5 (D) – 12 (P)
Normal (Academic)	
Normal (Technical)	

PSLE Score and HCL grade of the first student posted into the school in the Express course

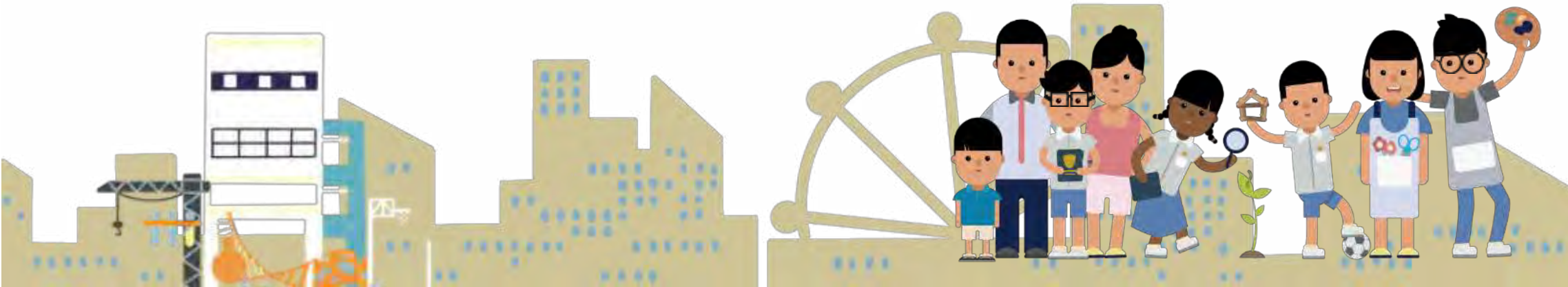
PSLE Score and HCL grade of the last student posted into the school in the Express course [i.e. the school's Cut-Off Point (COP)]

CHOOSING SUITABLE SECONDARY SCHOOLS WITH YOUR CHILD

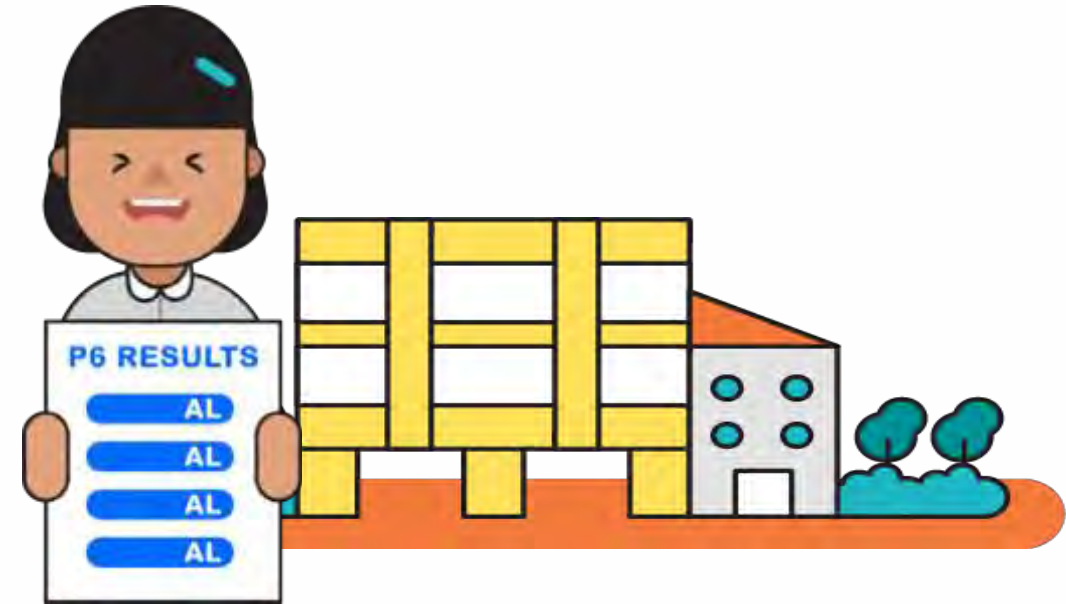


SCHOOL CHOICE JOURNEY

- The PSLE Score ranges are a **useful reference 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.
- 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.



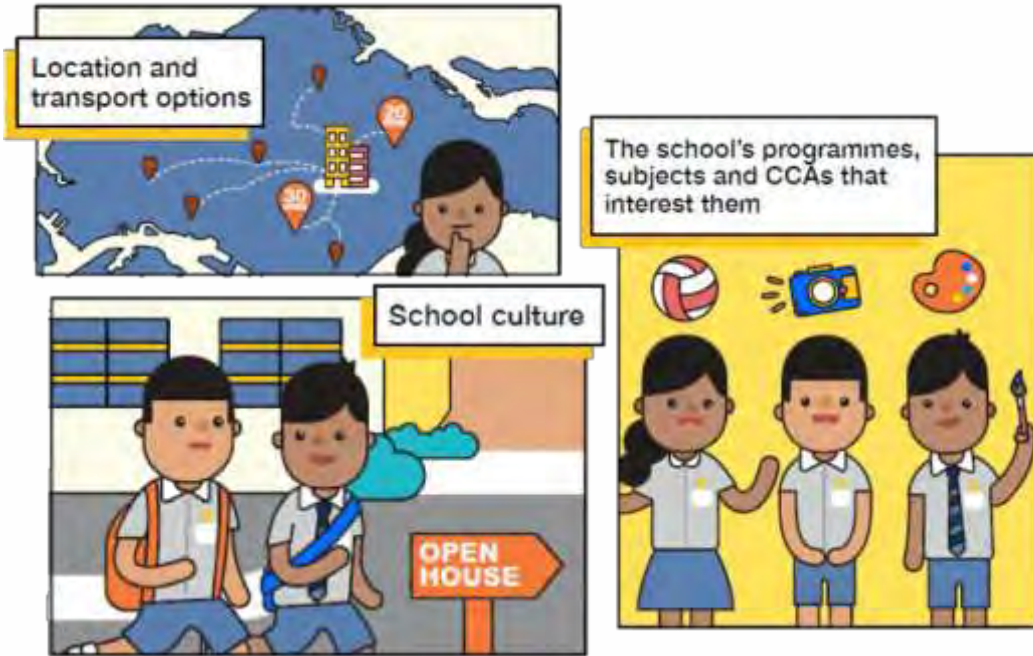
PREPARING FOR THE S1 POSTING EXERCISE



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 serves 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 the your child's strengths and interests, and that provide suitable learning environments.

Rank your child's preferred school higher in the school choice order. This will increase your child's chances of being posted to that school, if tie-breakers are required.

PREPARING FOR THE S1 POSTING EXERCISE



**SCHOOL
FINDER**
*My*SKILLS*future*

- Release of **PSLE** results
- Submission of **Secondary 1 Option Form**



- Release of **S1 Posting** results



OCTOBER

NOVEMBER

DECEMBER

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/secschoolfinder>

2

“Welcome to Secondary School” video



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

3

Secondary School Education Booklet



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

4

ECG Parent Guide



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

Direct School Admission (DSA) 2025



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

Entering a secondary school



PSLE/S1 Posting Exercise

- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**



DSA

- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**

Is the DSA right for me?



Yes, if you have **talent in an area** which a school offers the DSA in

And are **passionate** about and **committed** to developing your strengths **in that area in that school**

What are schools looking for?

Every school has a slightly different set of selection considerations and processes. Some organise **auditions, trials, tests, selection camps etc.** depending on the talent that is being assessed. Some may require **personal statements and/or character references**. Generally, schools are looking for candidates with:

Talent, passion, commitment

- Schools may ask you to submit a **portfolio** showcasing your talents and achievements e.g. participation in the Junior Sports Academy or other programmes/competitions

Strong personal qualities

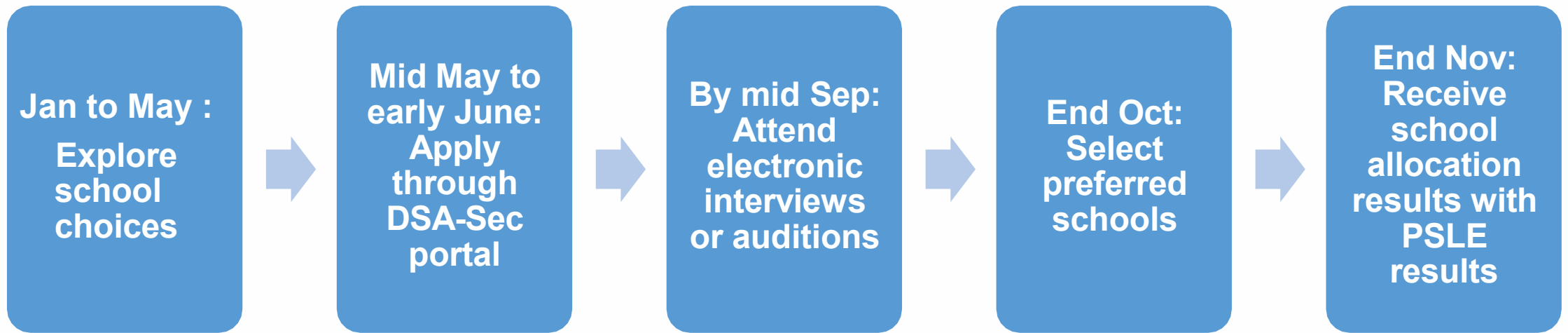
- Schools may look at your CCA record, participation in VIA, personal statements, or character references

Good academic fit

- Schools may look at your Primary school results

*Be sincere, be genuine, and **be yourself** – if you are a good fit for the school, it **will** show.*

DSA Timeline



If your child is admitted through DSA-Sec, they must commit to their chosen school for the duration of the programme. They are **not allowed to transfer** to another secondary school.

**Based on 2024 timeline given by the month. To be confirmed for current year.*

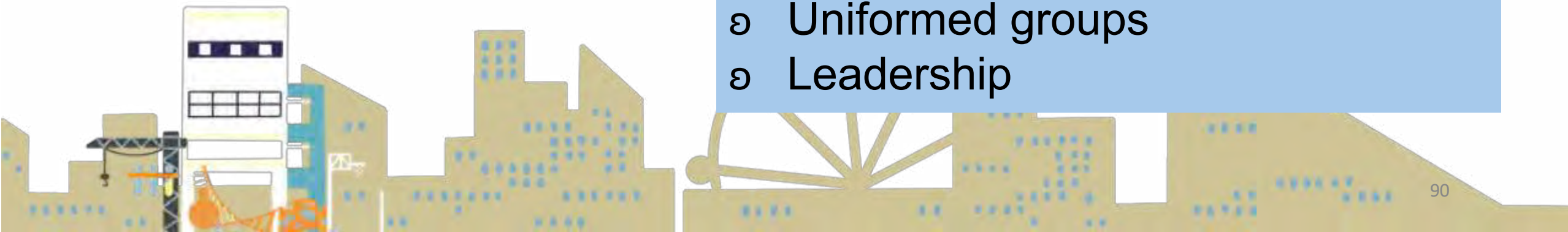
<https://www.moe.gov.sg/secondary/dsa>



**Percentage of
students with
confirmed DSA
(2024) : 18%**

DSA-Sec is based on a wide-range of talents :

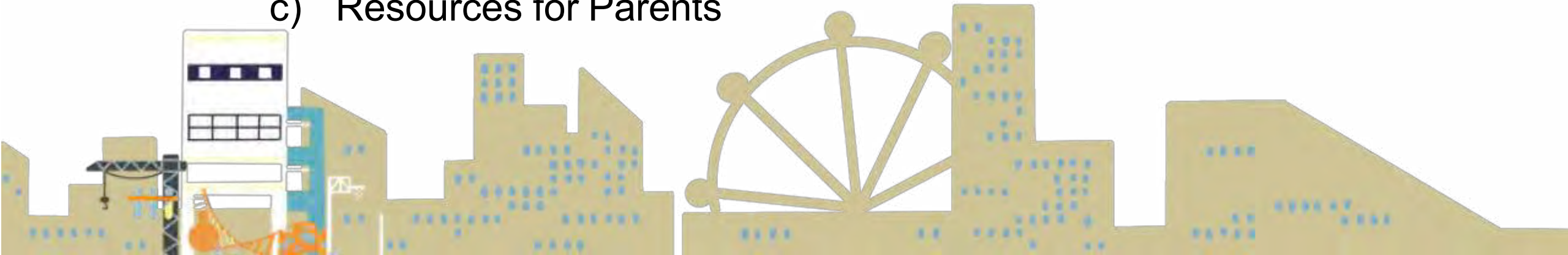
- ⌚ Sports and games
- ⌚ Visual, literary and performing arts
- ⌚ Debate and public speaking
- ⌚ Science, mathematics and engineering
- ⌚ Languages and humanities
- ⌚ Uniformed groups
- ⌚ Leadership



DSA & Sec Sch Talk (Online)

Friday – 25 April 2025 (2.30pm)

1. Sharing by P/Kranji Sec Mr Chua Lek Hong
 - a) Education Landscape and Key Trends
 - b) Context for Secondary Education
 - c) Full Subject Based Banding
 - d) Home Based Learning – Student Initiated Learning
 - e) Personalised Digital Learning Programme
2. Sharing by P/KPS Mdm Goh Meei Yunn
 - a) Direct School Admission
 - b) Choosing Suitable Secondary Schools
 - c) Resources for Parents



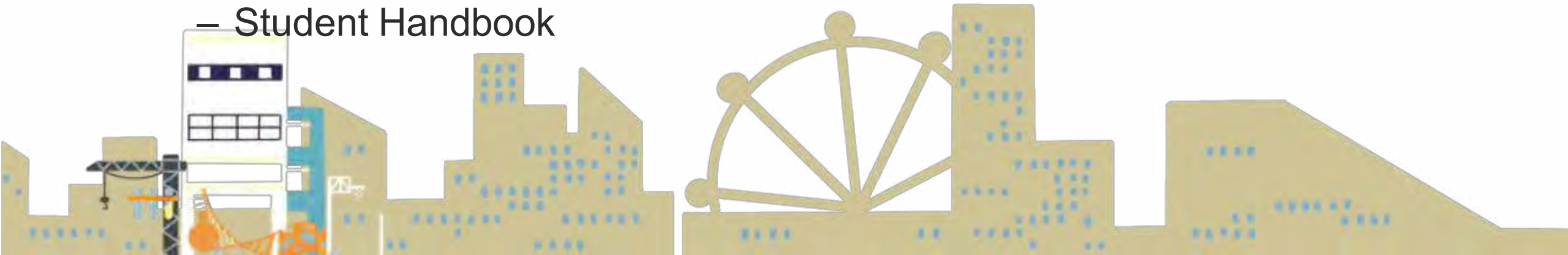
Agenda

Curriculum Matters
PSLE & DSA Matters
Parenting Matters



Keeping in Touch

1. Regular touch-base sessions with parents
 - DSA & Secondary School Landscape (25 Apr)
 - Parent-Teacher Meeting (30 May)
 - Parent-Teacher-Child Conference (P5 - 18 Nov, P6 – 21 Nov)
2. Different modes of communication
 - P's monthly letter to parents
 - Form Teachers' letter to parents (beginning of the year)
 - ClassDojo
 - Email / School Phone
 - Student Handbook

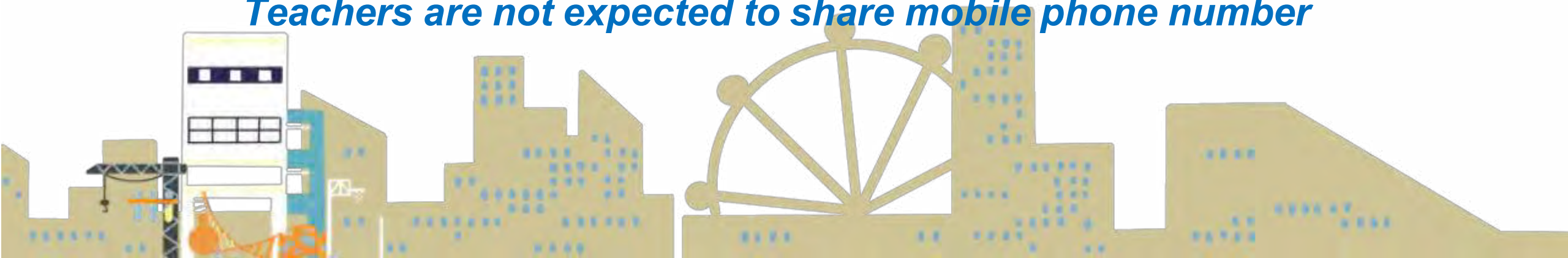


Keeping in Touch

- Teachers can be contacted on weekdays between 7.30 a.m. and 6.00 p.m.
- 1–3–7 policy for teachers to respond to parents' enquiries during school term time
 - 1 working day for acknowledgement of feedback/query
 - 3 working days for reply to feedback/query
 - 7 working days for final reply to parent if needing further investigation

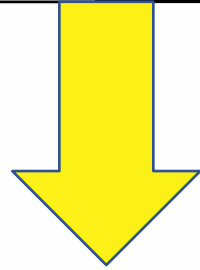
Note: Do respect teachers' personal time after school

Teachers are not expected to share mobile phone number



SCHOOL-HOME PARTNERSHIP

DAY SHIFT & NIGHT SHIFT

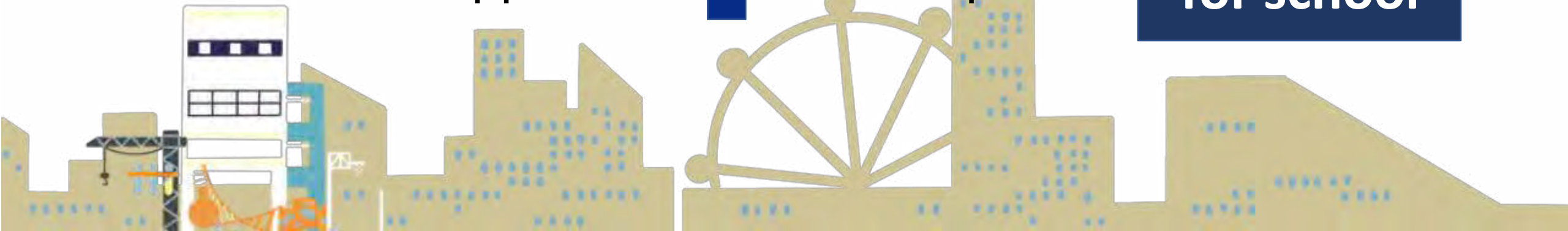


Mutual
Support



Mutual
Respect

Sleep early
&
be punctual
for school



School Absence Policy

- ❑ **Notify School when Your Child is Unwell**

Inform the **Form Teacher** on the day of the absence.

- ❑ **Submit Medical Certificate**

Provide the **medical certificate** to the Form Teacher when the student returns to school.

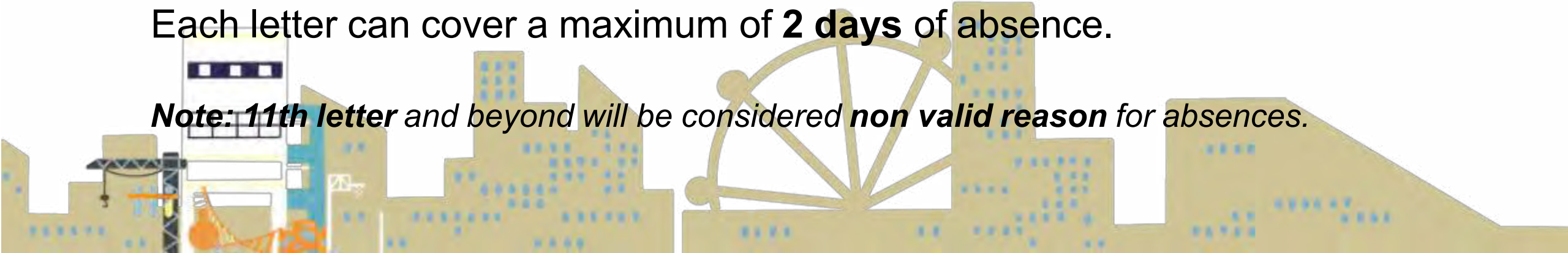
- ❑ **Parent/Guardian Letter**

If no medical certificate is available, submit a letter signed by the parent/guardian explaining the absence. This letter is considered a valid reason for the absence.

- ❑ **Maximum of 10 letters** per year are accepted.

Each letter can cover a maximum of **2 days** of absence.

Note: 11th letter and beyond will be considered non valid reason for absences.



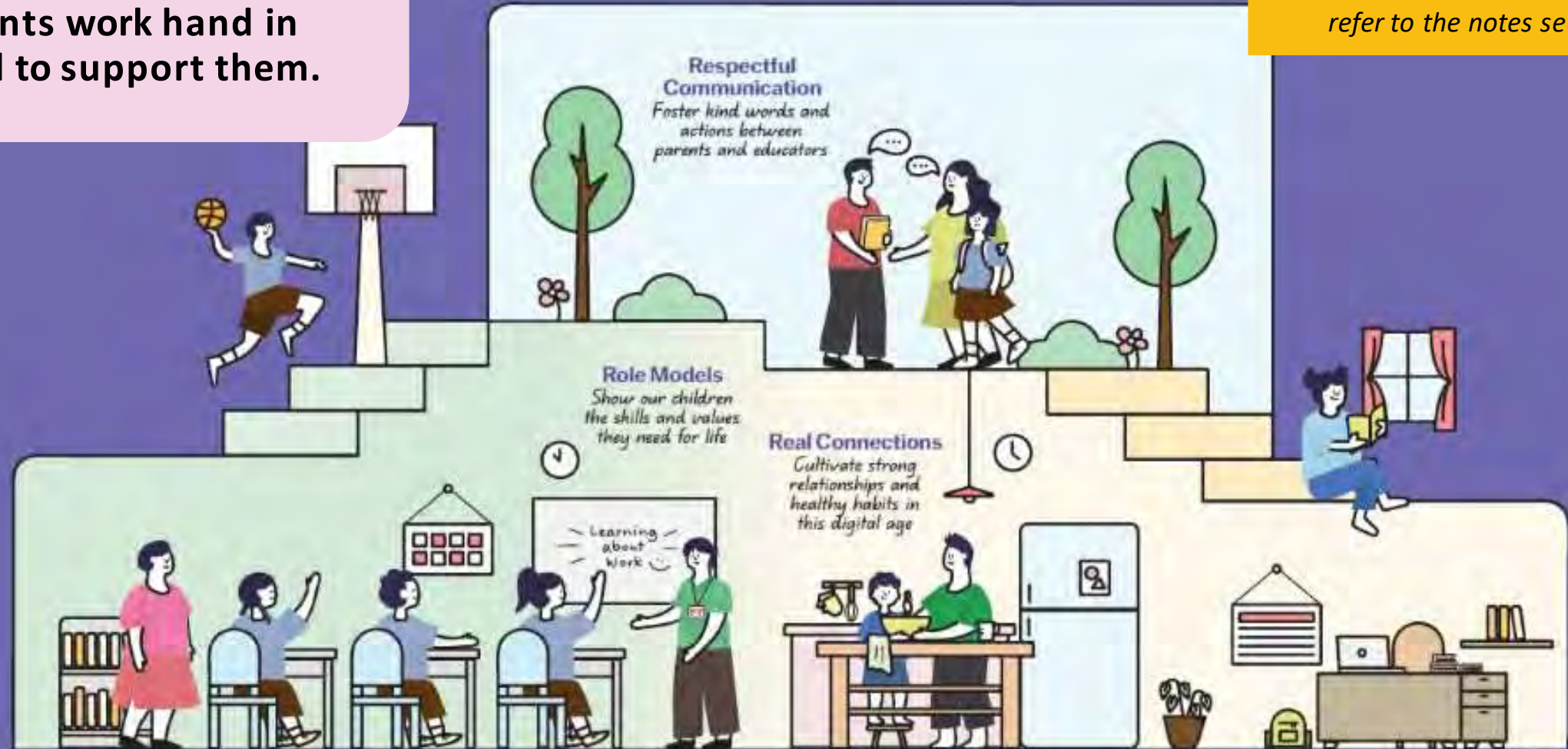
Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together

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

Note for schools:

For more information that can be included in this section, please refer to the notes section.



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



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

Build strong bonds through shared experiences and meaningful conversations



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

Engagement Charter

- 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.

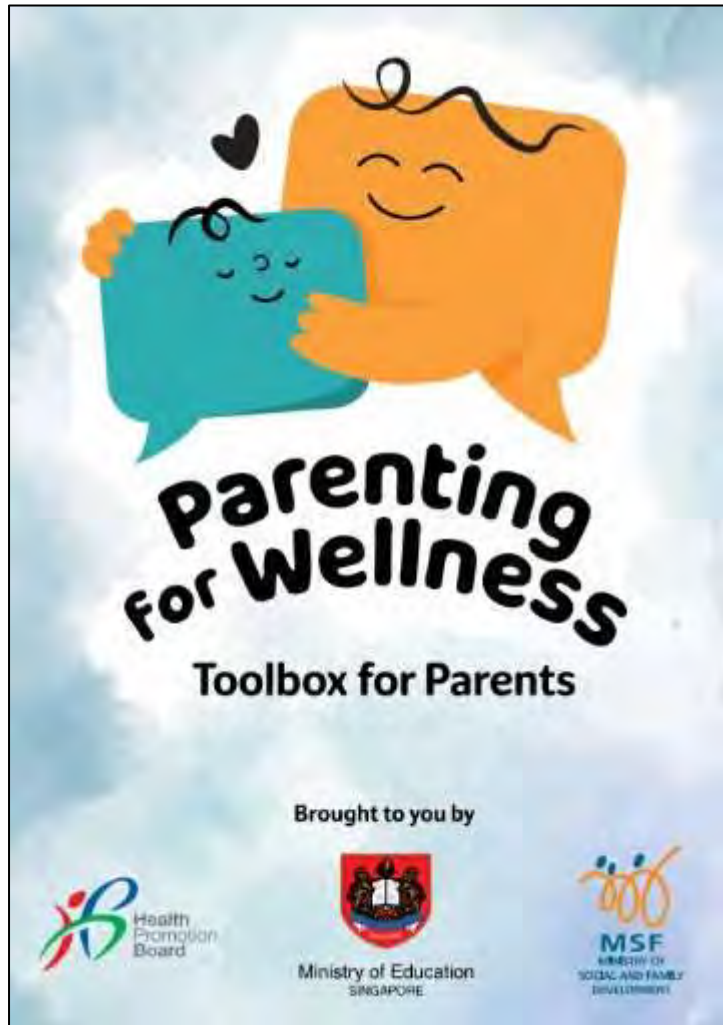


Our staff are committed to partner you with sincerity, integrity and professionalism.

By showing mutual courtesy and respect, **we set a positive example for our children.**

MOE values our staff and will take firm action to protect them against any unreasonable behaviour, harassment or abuse.

Latest Resource: Parenting for Wellness Toolbox



An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.



Join our Level Chats to keep abreast of school matters



KPS PSG - P5 (2025)

WhatsApp group



KPS PSG - P6 (2025)

WhatsApp group





parenting for Wellness

Brought to you by



Ministry of Education
SINGAPORE



Parenting for Wellness Comprises 3 Resources:

Toolbox for Parents
(Hardcopy &
Softcopy)



Conversation Card
Deck
(Hardcopy)



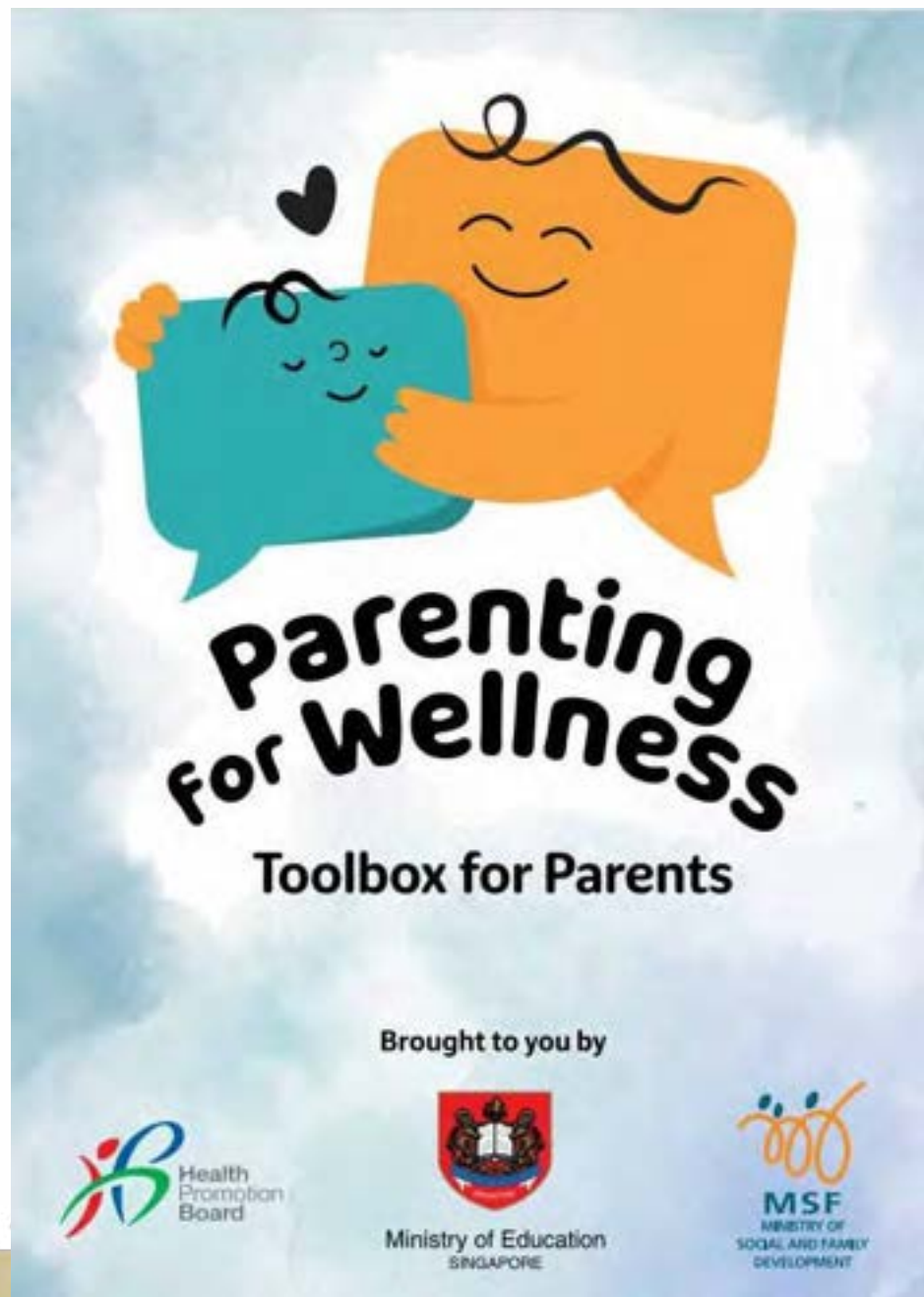
Website
(Available from
Jan 25)



The aim of these resources is to build communication skills between parents and children.



Toolbox for Parents



- A book with bite-sized, shareable and actionable tips, strategies and conversation starters on key parenting domains
- Useful for different scenarios for children between 7 and 19 years old
- Some of the strategies are intended for younger children (e.g. Supporting Your Child in Performing Age-Appropriate Tasks) while others are designed with older children in mind (e.g. Helping Your Child Thrive in the Online Space).
- We encourage parents to adapt the strategies based on their family context and their child's needs.

Toolbox for Parents

- Bite-size tips and strategies that focuses on behaviour anchors to empower parents to foster strong parent-child relationships, support their children's resilience and mental well-being and parent effectively in the digital age.
- QR codes at the top right-hand corner that will bring parents to the full suite of parenting content on the Parenting for Wellness website (available from Jan 2025).

Building Relationships Page 7

Expressing Your Love and Acceptance

You play an important role in helping your child feel accepted and valued. You can do this by showing appreciation and admiration for their unique traits. That said, showing love and acceptance to your child does not mean accepting all of their behaviours. When your child misbehaves, focus on addressing their behaviour without putting them down. You can still show love and acceptance by validating their feelings. This lets them know that you understand how they feel and why they behaved the way they did.

There's no one right way to show affection to your child, as long as they feel loved and cared for. Adjust how you show affection as they grow, and as their preferences change.



Tips

- 1 If you and your child are in a disagreement or if you have to discipline your child, let them know that you still love and accept them for who they are.
- 2 Help them understand that it is okay to make mistakes.
- 3 Offer words of encouragement at every opportunity, even if either you or your child is having a hard time.
- 4 Show affection in a variety of ways, such as smiles, high-fives, acts of service or spending quality time together.
- 5 Celebrate and affirm your child's efforts in overcoming difficulties.

Sample Conversations

1 I understand that you are angry, but we don't slam doors in this house. If you're angry and need space to calm down, let me know so we can find another time to talk about it. You know that I love you no matter what.

I should have done better in this exam. I am so stupid!

2 I understand that you are frustrated. Mistakes are part of life and do not reflect who you are as a person. They are opportunities for us to learn and grow. The next time you make a mistake, try asking "What can I learn from this?"

I just don't think I can do well in this subject.

3 It's natural to feel that way. 4 I am still very proud of you. You have put so much effort in preparing for this exam, even when it was difficult. 5 Even if the results are not what you expected, we can think about what you have learnt from this experience and plan how you can improve in the future.

6 I am here for you and want to help you through this. Would you prefer if I help you with your revision or if we go for a short break together?

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Supporting Your Child's Mental Health Page 33

Supporting Your Child When They Are Feeling Anxious

Some level of stress can be motivating and helps us better prepare for situations. Feeling anxious is a normal reaction to stress. However, it is good to find out if your child is coping well. Try using conversation starters such as, "You seem anxious. Let's talk about it."

If your child expresses that they are having difficulty coping with anxiety, you can try these tips:

- 1 **Encourage your child to take slow, deep breaths.**
Imagine your lungs are two balloons filled with air. Breathe in slowly and deeply to expand your lungs, and breathe out slowly to let all the air out.
- 2 **Acknowledge your child's struggles and encourage them to express their worries** through drawing or writing if they find it difficult to talk about it.
Sometimes, it is hard to talk about our troubles. Let's try drawing or writing down your worries instead.
- 3 **Break down the situation with your child to understand the cause of their fear or anxiety.**
Could you share with me which part of the situation scares you?
- 4 **Discuss possible ways to approach the situation** while reminding them to continue trying other options if their chosen option does not work.
Every attempt is a learning experience. What are the different solutions that we can explore?
- 5 **Guide your child to focus on what they can control** and let go of what they cannot control.
This problem feels large and overwhelming. Which parts of it are under your control and you can do something to solve it? Clear your mind of the worries outside your control by writing them down and crossing them out.
- 6 **Role model and share with your child how you cope with your stress and anxiety.**
When I approach a scary situation, I start with addressing the simplest part of the problem.
- 7 **Take a step-back** and let your child figure things out for themselves while remaining close so they can reach out for help if they need it.
It sounds like you have a workable solution in mind. Let me know if you need any help with it.
- 8 **Encourage your child to try new things**, and assure them that they have your support.
Let's try -new- things- together! I am here to support you.

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A digitised copy of the Toolbox for Parents can be downloaded onto your smart devices.



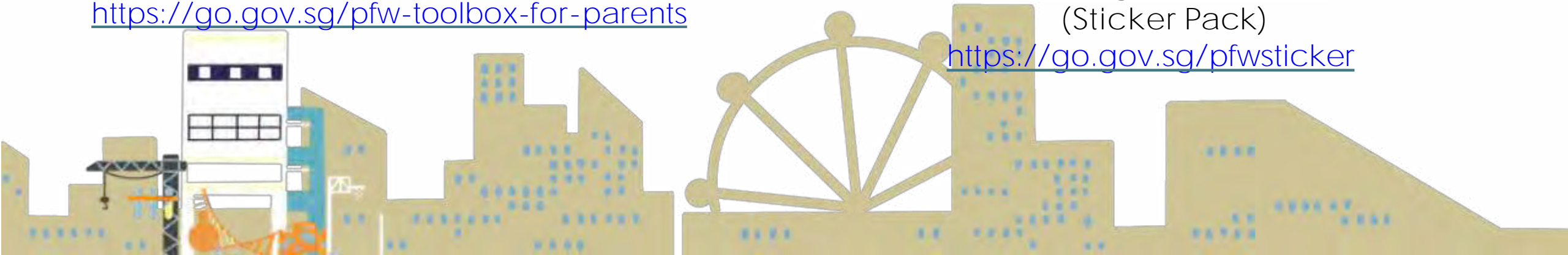
ParentingforWellness



<https://go.gov.sg/pfw-toolbox-for-parents>

Parenting for Wellness
(Sticker Pack)

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



What is in the deck?



x21 Scenario Cards

These cards encourage discussion, problem-solving and decision-making by showing scenarios that can happen at home.

There is also a blank Scenario Card for the parent and child to share and discuss their own scenarios.



x20 I Want You To Know That... Cards



These cards help the parent and child to explore their thoughts and feelings, and make it easier for everyone to express them.

There are also two blank I Want You To Know That... Cards for the parent and child to express other thoughts and feelings.



x30 Strategy Cards

These cards provide the parent or child with suggested strategies when facing different challenges and are guided by two to four conversation starters:

-  means that the question is intended for the child.
-  means that the question is intended for both the parent and child.



x2 Reflection Cards

These cards are for the parent to understand themselves better.

Reflection Cards for Parents

These cards are designed to help parents reflect on their values and consider what they hope to achieve in their parent-child relationships through guiding questions.

My Relationship with My Child

Devoting time and effort to understand your child builds emotional closeness and trust between you and your child.



The illustration shows a parent and a child working together to assemble large, colorful puzzle pieces (purple, teal, orange, green) that form a bridge-like structure against a light blue background with soft clouds.

Think about

- How would you describe your relationship with your child? How would you like your relationship with your child to be?
- How well do you know your child (e.g. their happy/ sad/ stressful moments)?
- What are your biggest hopes/ dreams, and worries for your child?
- How would you like to strengthen the relationship between you and your child?

Understanding Myself as a Parent

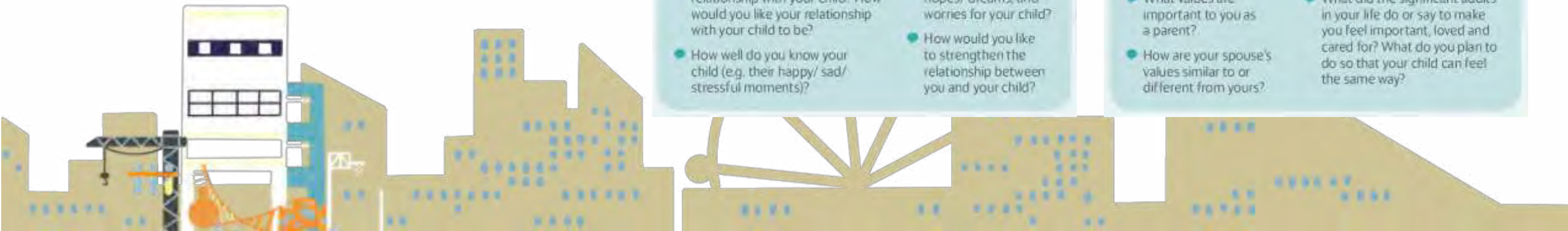
Past experiences with our own parents and significant individuals in our life may shape the values and beliefs that guide our parenting decisions today.



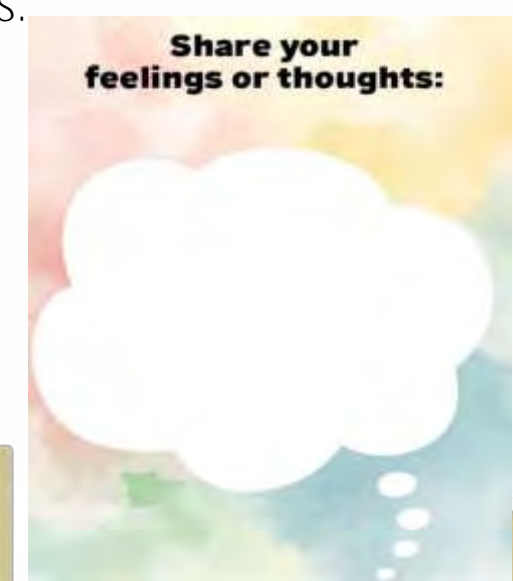
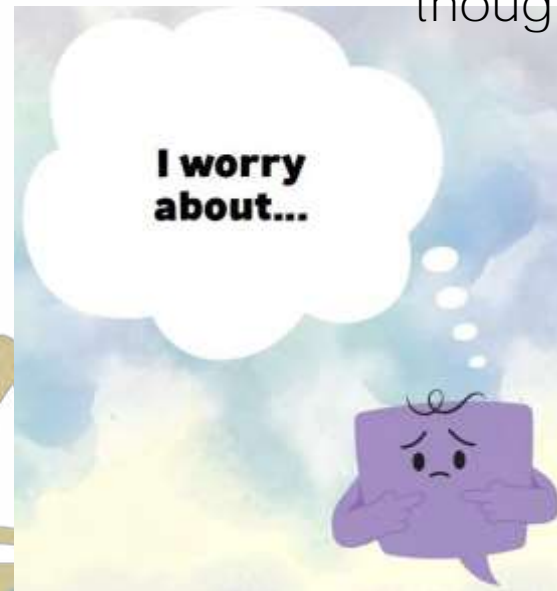
The illustration shows two puzzle pieces. The left piece features a photo of a man and a woman holding hands. The right piece features a photo of a woman and a child. The background is light blue with soft clouds.

Think about

- What values are important to you as a parent?
- How are your spouse's values similar to or different from yours?
- What did the significant adults in your life do or say to make you feel important, loved and cared for? What do you plan to do so that your child can feel the same way?



I Want You To Know **That...** Cards

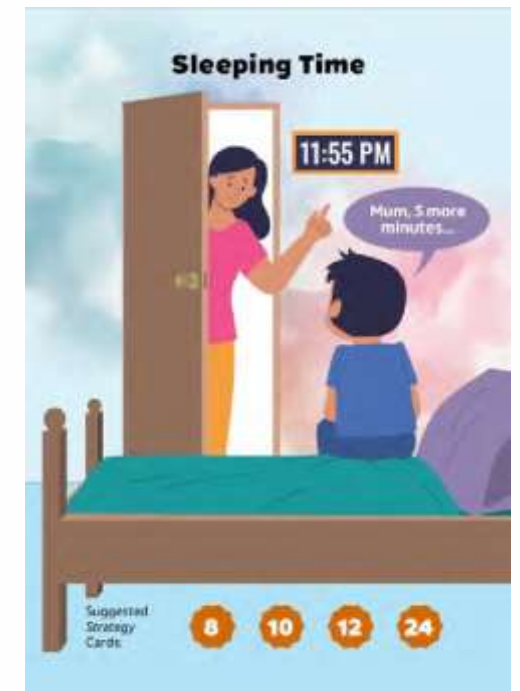


- Each card describes an emotion through a specific phrase, combined with a visual element. This provides both parent and child a way to express their feelings and thoughts that they might find it difficult to say out loud.
- There are 2 blank cards that parent and child can use to write / draw on, to express their feelings and thoughts.

Scenario Cards

These cards depict specific situations that parents might encounter and struggle with at home, such as excessive device use or even conflicts with siblings.

At the bottom of each card, there are suggested strategy cards that parents can refer to for strategies on dealing with the scenario.



Scenario Cards

At the back of each Scenario Card, there is a guiding frame inviting parents and children to Rewind (i.e. how the scenario usually plays out in that said scenario at home), Reveal (i.e. what their thoughts and feelings were throughout that process in the scenario), and Replay the scenario to see what they could have done differently.

There is also an empty card for parents and children to write out their own scenarios that they may wish to discuss.



Scenario

REWIND

- Why was this important to you?
- What would you usually say or do?

REVEAL

- Why did you react the way you did?
- What do you wish your parent / child knew?

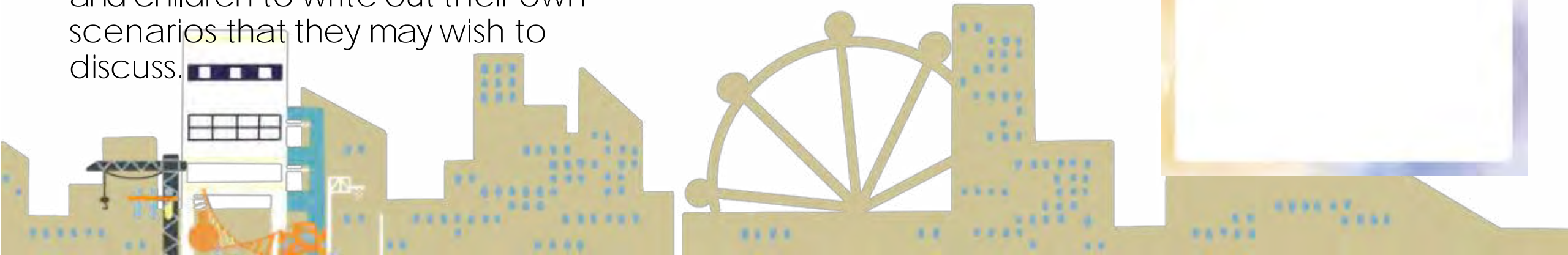
REPLAY

- What strategies can you use to help you handle the scenario better?



What happened?

- This card is for you to share about situations specific to your family that you would like to discuss.
- Write down or draw out the scenario you would like to talk about.



Strategy Cards

- Contains tips and actionable strategies for parents and child to adopt and try out.
- Facilitated using guiding questions for the parent and child to discuss together.

Showing Love and Acceptance

Show affection through words and actions regularly, even without a special reason to do so. There is no right or wrong way to show affection, as long as the receiver feels the love and care.



Let's get started

- How do you hope that we show love and acceptance to you?
- What do we say or do to show that we love and care for each other?
- Suggest a new way of showing love to our family member(s) based on what they prefer.

Coping with Feeling Anxious

Some level of anxiety is useful as it helps us prepare for situations and perform our best. However, when our anxiety is overwhelming, we need to find healthy ways to cope.



Let's get started

- What situations cause you to feel anxious?
- What are some thoughts that you have when you are feeling anxious?
- What are some ways that can help you to feel less anxious?
- How do you prefer to be supported when you are feeling anxious?

Addressing Hurtful Behaviours

Finding out that our loved ones are hurting or bullying others can be a highly emotional experience. In such instances, it is important that we remain calm and find out more about the situation before deciding on our next steps.



Let's get started

- What do you think might have led to someone being mean to others?
- How do you think the victim and their family feel about this? How would you feel if this happened to you?
- What can we do to make this situation better?

Setting Challenging, yet Realistic Goals

We can use the S.M.A.R.T. framework to set goals together. **S.M.A.R.T.** stands for Specific, Measurable, Achievable, Realistic, and Time-bound.



Let's get started

- What are some goals that are important to you?
- How do you feel about the goals that you are setting? Do you feel concerned about any of your goals? What makes you feel this way?
- Let's discuss how we can set those goals in a S.M.A.R.T. way!

Suggested Use

For the Parent

Before the Conversation

Preparing for the conversation

1. You can use *Reflection Cards* to understand yourself better as a parent and help your child achieve their goals.
2. Your reflections can be written in a journal, if it helps.



Parent-child conversations

3. Choose a *Scenario Card* together. You may also write your own scenario on the blank *Scenario Card*.
4. Together, choose appropriate *Strategy Card(s)* that may be useful in resolving the situation, or use the *Strategy Card(s)* indicated at the bottom of the *Scenario Card*.



Let's Understand Each Other Better!

Go through the *Scenario Card* with your child. Use the **REWIND**, **REVEAL**, and **REPLAY** questions on the back of the card to guide the conversation.



REWIND

- Enact the conversation and respond as you normally would.

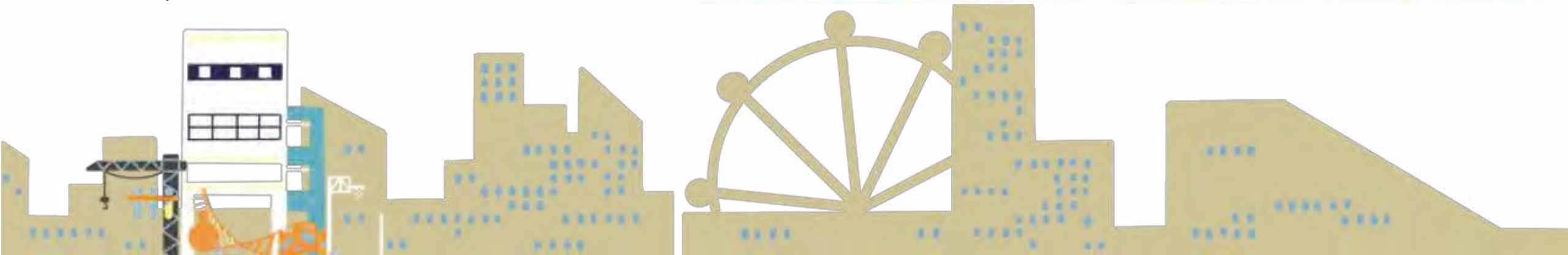
REVEAL

- What were you thinking about or feeling during the scenario?
- Use the *I Want You To Know That...* Cards to express yourselves.

REPLAY

- Together, choose a *Strategy Card* that you both agree on to resolve this situation in a more helpful way. Respond to the questions on the chosen *Strategy Card* to gain a better understanding of each other. Alternatively, you can use the suggested *Strategy Cards* indicated at the bottom of the *Scenario Card*.
- Use the *I Want You To Know That...* Cards to share your feelings and thoughts after using the new strategies.

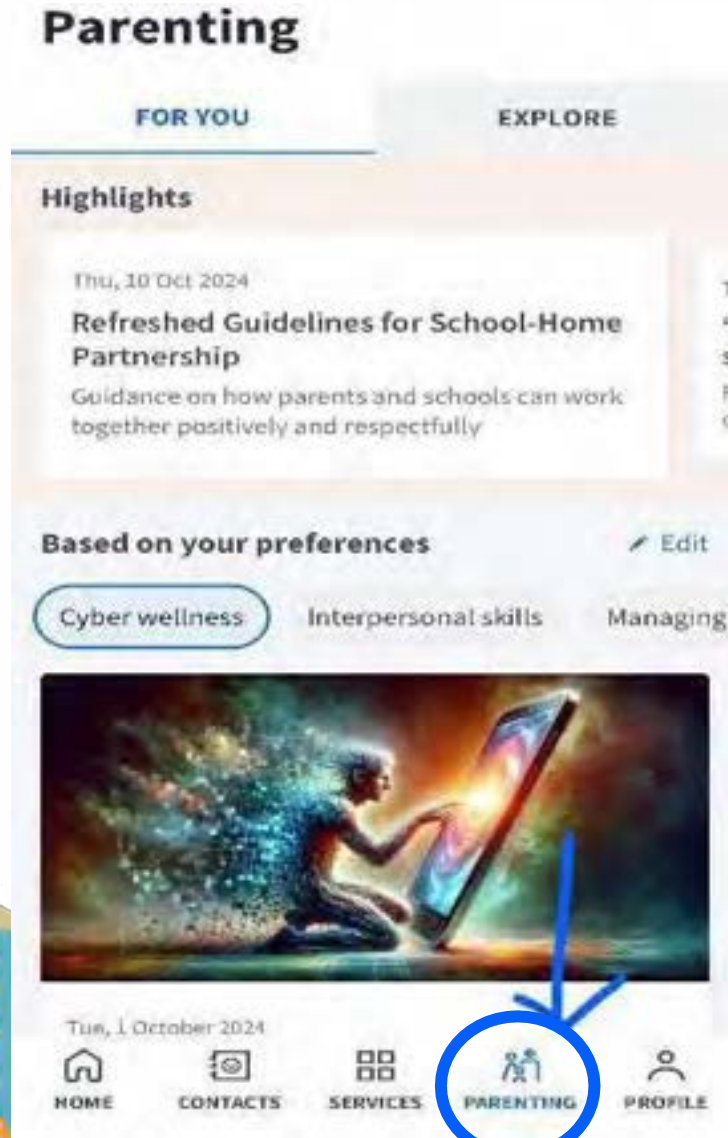
- Website will cover full set of content under Parenting for Wellness across 12 modules
- Hosted on Parent Hub (HPB) and available to members of public.
- Parents are encouraged to create an account for a more personalised experience (e.g. recommended modules based on questionnaire results, tracking of module completion, etc.)



Check out Parenting Resources on Parents Gateway (PG)

Repository of parenting resources

A repository for parents to browse resources on topics such as forging parent-child relationships and education pathways.



Find out more about Parents Gateway here.

Check out more resources from MOE

Parent Kit



Parent Kit

www.moe.gov.sg/parentkit

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

MOE Social Media Platforms



www.instagram.com/parentingwith.moesg



www.facebook.com/moesingapore



www.instagram.com/moesingapore



www.youtube.com/moespore

Parent-Child Bonding Activities

Happening Termly
On Week 9
Saturdays 8.30 a.m.

Look out for more info in
monthly Principal's Letter



Parenting Support

Happening Semesterly

Parenting Talks

**PARENTING TALK: HELPING OUR
CHILDREN COPE WITH STRESS
AND ANXIETY**

SATURDAY, 14 SEPTEMBER 2024

TIME: 9 AM - 11 AM

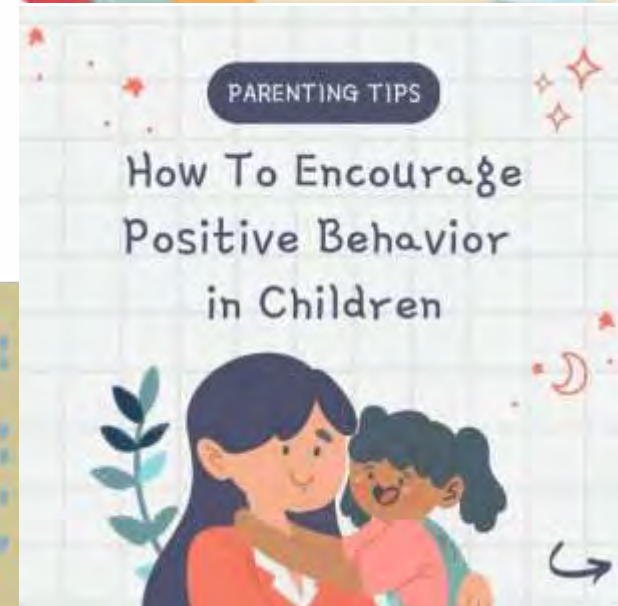
Join Zoom Meeting:

**Check out the announcement
and click the link in Parents
Gateway to register!**

Stress in children has become a major concern among teachers and parents nowadays. Many children can find themselves stressed and overwhelmed by pressures related to academic expectations, family and friendship issues as well as the internet and social media influences. When they do not have the resources to cope, this can result in multiple issues such as anxiety, withdrawal, aggression and physical illness. In this talk, we'll discuss when parents should be concerned about a child's stress and what can be done to help children manage as well as build emotional and mental resilience in them.



Mr Roy Tan
Senior School Counsellor
Kranji Primary School



Be A Member Of Our PSG!



Play an active role in shaping a vibrant KPS community! ✨



Connect with other parents.



Contribute to school events and initiatives.



Create lasting memories for our children.



Register now and make a meaningful difference together!



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2025
year of the snake



Welcome to join us
in the CNY Celebration!

28 January, Tuesday
8.50 a.m. to 10.30 a.m.
School Hall

