



P3 Parents' Engagement Session

11 January 2024

Introduction of School Leaders



Ms Geetha Doraisamy
Principal



Mr Lim Kim Thye
Vice- Principal



Mr Chew Chin Ming
Vice- Principal (Admin)

Introduction of P3 Team



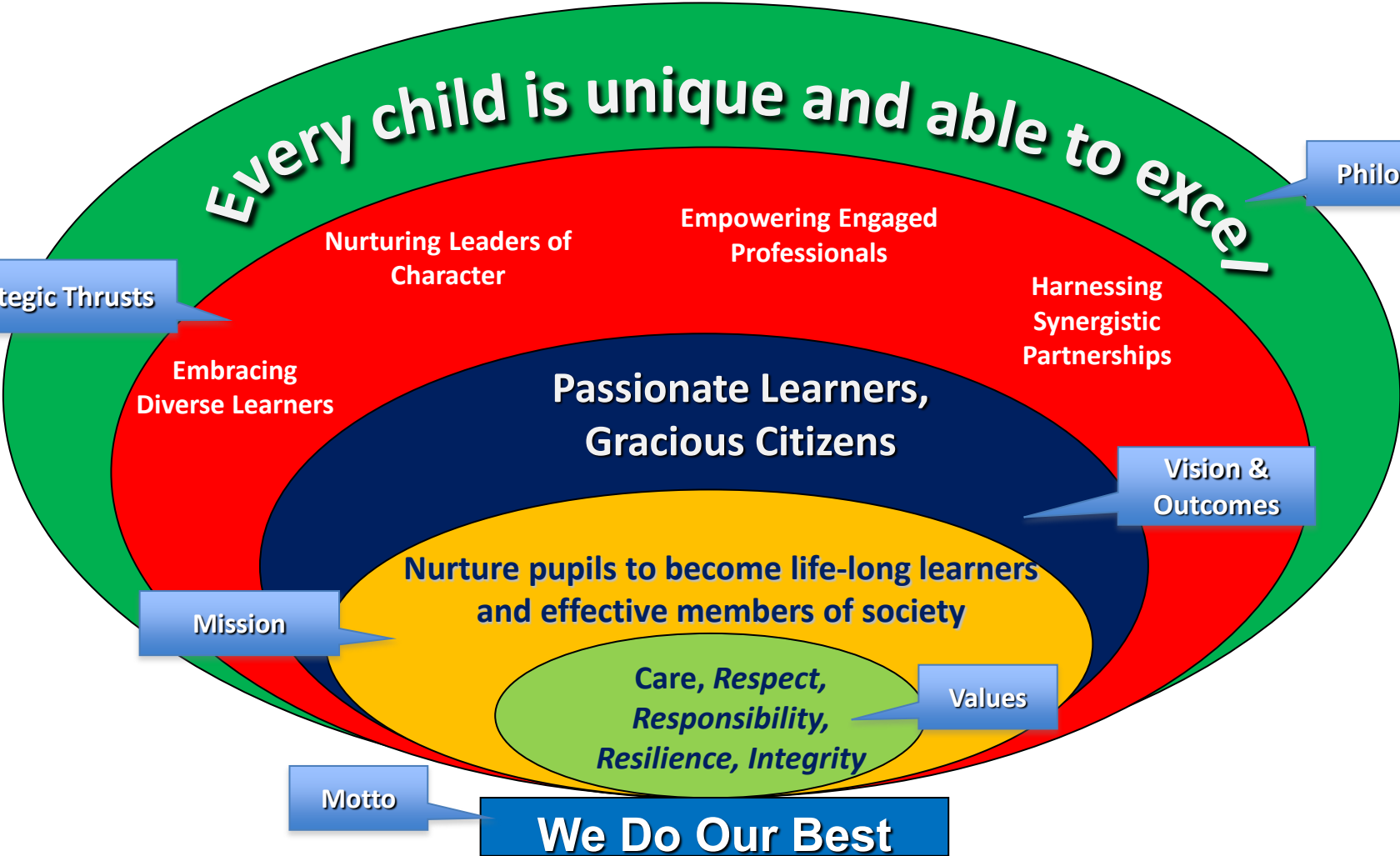
**Primary 3 & 4
Year Head, Middle Primary
Mdm Queenie Huang**



**Primary 3 Level Coordinator
Mr Muhammad**

1. Direction of School

Our Compass



2. Uniquely P3

1. CCA Orientation and Commencement (Semester 2)
2. Additional subject-Science
3. Conversational Chinese/Malay Programme (optional)
4. Higher Mother Tongue (selected)
5. Gifted Education Programme (GEP)

Beyond School Experiences...

1. Values in Action (VIA): STAR (Sustaining Toilets as Restrooms)
2. Social Studies Learning Journey to Singapore Sustained gallery (SSG)

2. Uniquely P3

Health Services:

- a. Visual Acuity (vision screening)
- b. Review of Health Conditions
- c. Follow up by parents if necessary at Health Promotion Board

Aims of CCA

- Teach the pupils knowledge and skills, inculcate in them correct values and desirable social attitudes and provide for healthy and fun recreation.
- Cultivate in them a strong WRP values of **ICARE³** - Integrity, CAre, REspect, REsponsibility and REsilience.
- Equip the pupils well to adapt to the demands of 21st century living.

Types of CCAs Offered

Performing & Visual Arts	Sports	Clubs & Uniformed Group
Choir	Badminton (Girls)	Green Club
Brass Band	Basketball (Boys/Girls)	InforComm Club
Chinese Dance	Football (Boys)	Cub Scouts
Modern Dance	Floorball	Science Club
Indian Dance		
Malay Dance		
Art Club		
Drama & Literary		

CCA Policy

- All pupils from Primary 3 to Primary 6 are encouraged to be involved in one CCA.
- They are strongly advised to remain in the same CCA until the end of Primary 6.
- They will NOT be allowed to leave the CCA without first seeking permission from the HOD, PE/CCA.
- Should they decide to leave his/her CCA in the course of the year, there must be a valid reason to warrant the change.
- This is subject to approval before another CCA is arranged for the student concerned.

Learning for Life (LLP) I Can Soar Leadership Framework

- Every child a values-driven individual
- Every child a compassionate contributor
- Every child an aspiring leader

The Leadership Challenge



The Leadership

Model The Way

When you show your best behaviour consistently, your friends will start to look up to you and show you respect too.

I am a good role model to my peers.

Inspire a Shared Vision

You passionately believe that you can make a difference towards a better future for everyone around you.

I set a goal for myself to be better.

Challenge the Process

You always search for opportunities to become better in whatever you do. You look for innovative ways to improve yourself.

I look for ways to solve a problem.

Enable Others to Act

You foster collaboration and build spirited teams. You strengthen others, making each person feel capable and powerful.

I can work with my peers to complete a given task.

Encourage the Heart

You recognize contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments. They make people feel like heroes.

I am kind to others.

The Leadership

EXCO Team (P5 & P6)

Prefects (P4 - P6)
CCA Leaders (P5 & P6)

STAR Leaders (P2 & P3)
Peer Supporters (P3 - P6)
NE Ambassadors (P4 - P6)
Cyber Wellness Ambassadors (P4 - P6)

Class / Academic Monitors
(All Levels)

3. Homework Guidelines

Rationale of Homework

- 1. Follow-up of the lesson learnt**
- 2. An assessment to test for understanding**
- 3. A reinforcement of concepts and lessons taught and learnt**
- 4. Preparation for a new lesson**

Estimated Duration of Homework

Level	P3
Duration	1 hours to 1.5 hours

Homework: Parents' Support

- a. Set a specific place / time to do homework or do work (Routine)
- b. Check that your child completes the homework and hands it to the teacher on time
- c. Reinforce good study habits and learning attitude

4. Transition from P2 to P3

Transition from P2 to P3

Moving Up to the Middle Block

P1 & 2

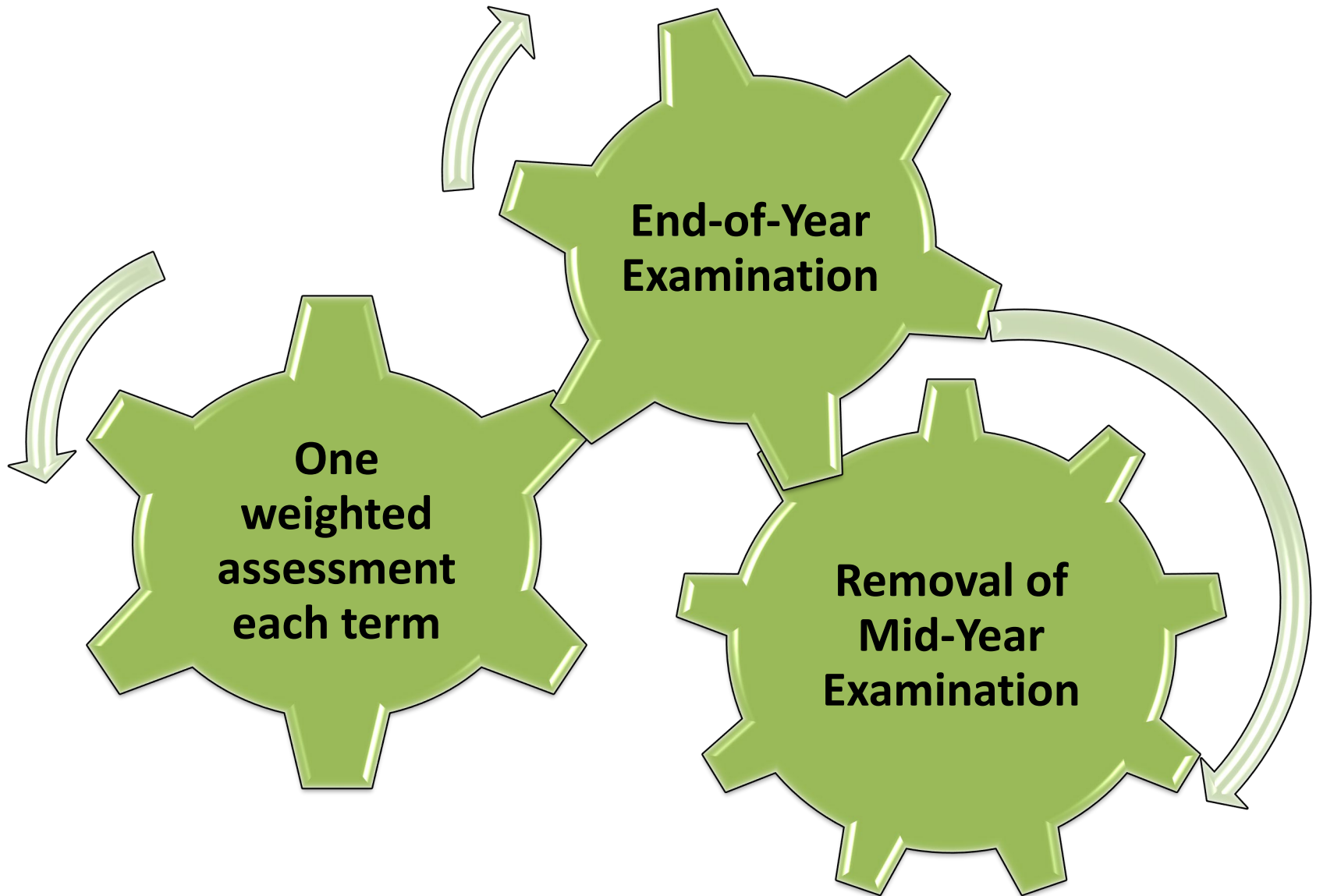


P3 & 4

Coping with Primary 3

- Procedural changes
 - ✓ Longer hours spent in school
 - ✓ CCA
- Academic Changes
 - ✓ New subject
- Social and emotional changes
 - ✓ New friends (P3)

School-Based Assessment Structure



School-Based Assessment Structure

Term 1, 2, 3

School based
weighted
assessment
(Review
Papers)

Term 4

End of Year
Assessment

5. Subject-based Banding (SBB)

Subject-Based Banding

- To recognise the different abilities of Pupils
 - Provide more flexibility in subject combinations for Pupils with strengths and abilities that vary across subjects

What SBB means for your child

- Greater flexibility in subject combinations
- Your child has the choice to take a combination of standard and foundation subjects, depending on his strengths

What are the choices available?

If your child (for P4 Exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in MTL	<ul style="list-style-type: none">• 4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	<ul style="list-style-type: none">• 4 standard subjects
Passes 3 subjects	<ul style="list-style-type: none">• 4 standard subjects
Passes 2 subjects or less	<ul style="list-style-type: none">• 4 standard subjects; or• 3 standard subjects + 1 other foundation subject; or• 2 standard subjects+ 2 other foundation subjects; or• 1 standard subject + 3 other foundation subjects; or• 4 foundation subjects

Every Child is Unique

- Offering weaker subjects at foundation level is not a disadvantage
 - ✓ Focus on building up **strong fundamentals** in the weaker subjects at their comfortable pace

SBB at P5



Student's P5 result for each subject is calculated

Student's ability to cope with the subjects is assessed by school

Students who do very well/ meet expectations

Continue with the same subject combination in P6

Students who do not meet expectations

- Switch some subjects to Foundation level in P6
- Drop Higher Mother Tongue subject in P6



School makes adjustments to the subject levels if needed.

A sample of the school's letter to parents is shown below:

Based on your child's academic records and our assessment of his/her academic performance for 20XX, your child will be taking the following subject combination in Primary 6 from next year:

Subject Combination in P6
2S2F(MA&SC)



Parents acknowledge the change in student's subject combination in P6

A sample of parent's acknowledgement form is shown below :

I have taken note of my child's new subject combination.

Subject Combination in P6
2S2F(MA&SC)

Parent's/Legal Guardian's Name (In block letters)

Parent's/Legal Guardian's Signature

Date

[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

[At P6]

Student takes subject combination decided by school

[End of P6]

Student sits for Primary School Leaving Examination (PSLE)

SBB after P6

01

PSLE

Student takes the subject combination recommended by school and sits for PSLE.

Using his/her PSLE score, student applies for schools of his/her choice.

02

S1 Posting

Student's S1 posting is dependent on his/her PSLE score and choice order of schools.

Student reports to his/her secondary school.

03

S1 Course Placement

Secondary schools will have implemented Full SBB, with students studying different subjects at different levels.

Secondary School Admission

 ***How does SBB affect Secondary School Admission?***

Secondary School Admission

From 2021, the PSLE T-Score has been replaced with wider scoring bands, known as Achievement Levels (ALs).

THE PSLE CHANGES ARE PART OF A BIGGER STORY



Reducing fine differentiation of students' examination results at a young age



Recognising a student's level of achievement, regardless of how his/her peers have done



Offering students and parents a wider range of secondary schools to explore

RATIONALE FOR CHANGES TO THE PSLE SCORING & S1 POSTING FROM 2021

1. NURTURING DIFFERENT ASPECTS OF OUR CHILDREN

Reduce over-emphasis on academic results by:

- reducing fine differentiation at a young age
- recognizing a student's level of achievement, regardless of how his peers have done

2. REDUCING FINE DIFFERENTIATION

Previous T-score system differentiated students performance finely but the new AL scoring system spans a range of marks, with students who perform similarly being grouped in the same AL

3. REFLECT STUDENT'S OWN PERFORMANCE WITHOUT COMPARISON WITH PEERS

Once a student meets the professionally-set standard expected at a certain AL, he will receive the AL regardless of how his peers have performed.

Performance in terms of Achievement Levels (AL)

FROM T-SCORE TO SCORING BANDS

(a) Reduces fine differentiation of students' examination results

- Students with similar scores in each subject will be grouped into wide scoring bands measured in 8 Achievement Levels (ALs).

(b) Reflects a student's individual level of achievement

- Unlike under the T-score system, students' ALs for each subject will 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

Foundation Level AL

FOUNDATION LEVEL SUBJECT GRADES WILL ALSO BE LESS FINELY DIFFERENTIATED

- Foundation subject grades will also be graded in scoring bands from **AL A to C**.
- For the purpose of S1 Posting, AL A to AL C for Foundation level subjects will be **mapped to AL 6 to AL 8 of Standard level subjects respectively**, to derive a student's overall PSLE Score.
- Similar to the PSLE T-score system, this mapping is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8

19

Secondary School Admission

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



ENGLISH LANGUAGE AL 3

MOTHER TONGUE LANGUAGE AL 2

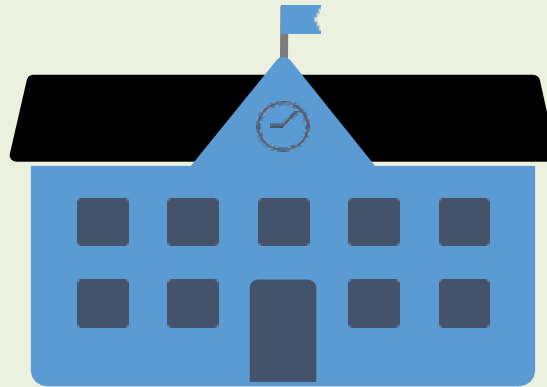
MATHEMATICS AL 1

SCIENCE AL 2

PSLE SCORE: 8

Secondary School Admission

Full SBB in Secondary Schools



- From 2024, the Express, Normal (Academic) or Normal (Technical) courses will be phased out as secondary schools implement Full SBB.
- Students can take a range of subjects at three levels: G1, G2, G3 (G stands for General), based on their abilities.

Supporting the child to set realistic goals

Help Students Understand Full Subject-Based Banding:

Students can take subjects at three subject levels, known as G1, G2 and G3 (G stands for General), mapped from today's N(T), N(A) and Express standards respectively. Students will have the flexibility to adjust their subject levels at appropriate junctures, based on their strengths, interests and learning needs.

PSLE Score	Posting Groups	Indicative level for most subjects at start of Secondary 1
4 - 20	PG3	G3
21 and 22	PG2 or PG3	G2 or G3
23 and 24	PG2	G2
25	PG1 or PG2	G1 or G2
26 - 30 (with AL 7 in EL and MA)	PG1	G1

All Secondary schools will be implementing Full Subject-Based Banding (Full SBB) from 2024

Help students to understand that the flexibility to customise their learning encourages them to develop greater ownership of their learning, a growth mindset and an intrinsic motivation to learn for life.

Transition Support

At Home ...

✓ Schedule :

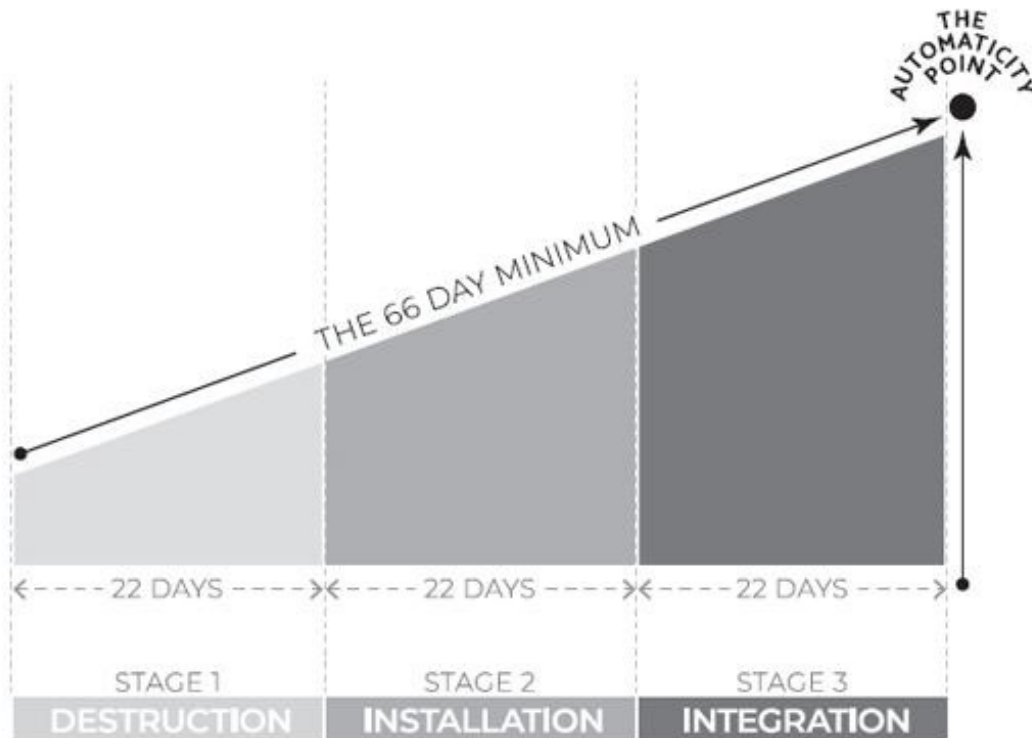
- Ensuring Regular Prompt Attendance !
- After School Time-Table

✓ Support

- Physical - Exercise
- Moral - Bond
- Emotional - Talk

Building Habits and Routines

THE HABIT INSTALLATION PROTOCOL



BY ROBIN SHARMA

Destroy
Negative
Habits,
Build
Positive
one

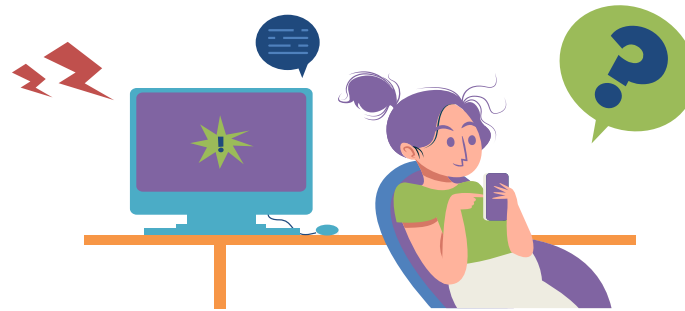
Transition from Primary 2 to Primary 3

Negative Habits

1. **Distractions**
2. Procrastination
3. Lack of organization
4. Cramming
5. Not paying attention

Positive Habits

1. **Focus**
2. Time management
3. Organization
4. Regular Review
5. Seeking Help



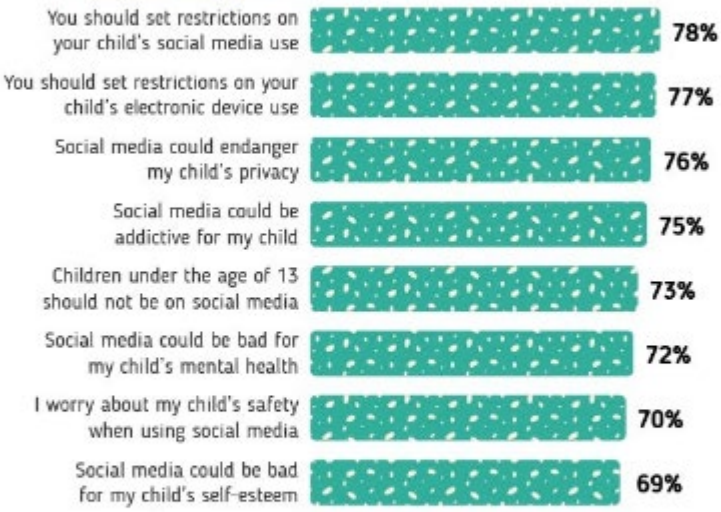


Digital Natives

Supporting their Cyber Wellness



Parents' in Agreement With the following Statements



 **73% of parents** agreed with the current social media age limit of 13 years old and felt children shouldn't use it before then.

► SOURCE: Survey of 1,013 parents 



Building Their Resilience- Belief

A stronger “Me”

I AM

- A person people can like and love
- Glad to do nice things for others and show my concern
- Respectful of myself and others
- Willing to be responsible for what I do
- Sure things will be all right

Building Their Resilience- Skills

A stronger “Me”

I CAN

- Talk to others about things that frighten me or bother me
- Find ways to solve problems that I face
- Control myself when I feel like doing something not right or dangerous
- Figure out when it is a good time to talk to someone or to take action
- Find someone to help me when I need it

Building Their Resilience- Support

A stronger “Me”

I HAVE

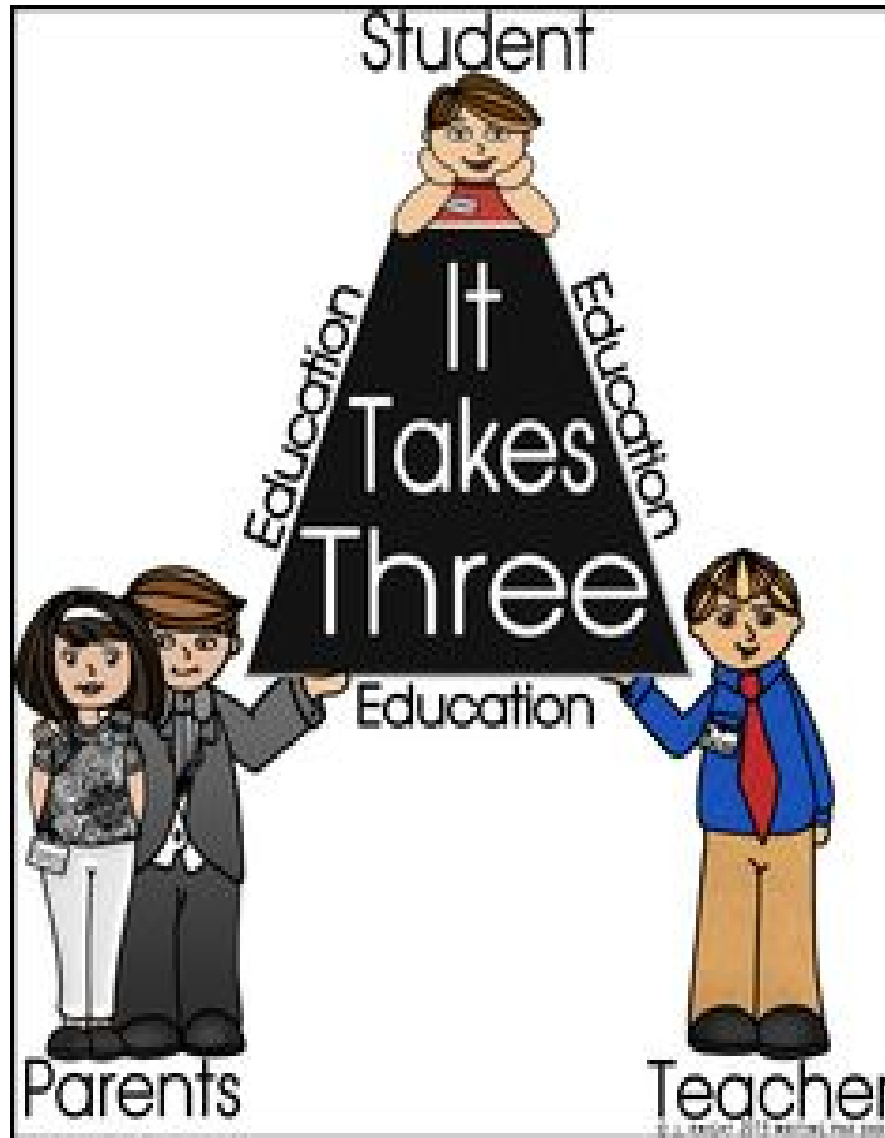
- People around me I trust and who care about me, no matter what
- People who set limits for me so I know when to stop before there is danger or trouble
- People who show me how to do things right by the way they do things
- People who want me to learn to do things on my own
- People who help me when I am sick, in danger or need to learn

Helping them to cope with stress

- Show concern and guide your child to manage anxiety or stress in a positive way
- Encourage your child to talk to a trusted adult for guidance
- Ensure sufficient rest, food and exercise
- Look out for unusual behaviour at home
- Do update us, where possible, on what is happening at home to your child so that we can provide the relevant support

Boost their confidence to do well

- **Praise child for her mental strength**
 - *“Well done, your determination & effort have paid off!”*
- **Help child view challenges & failures as opportunities to improve**
- **Affirm child’s positive qualities**
 - *“You are very enthusiastic about learning.”*
- **Use positive, uplifting messages**
 - *“You have made good progress.”*
- **Encourage child to persist** in completing an activity despite difficulties
 - *“It is important to learn from your mistakes. You did go further today. Keep it up.”*
- **Help child discover new strategies** to improve skills
 - *“Wake up early and continue your learning when you are more refreshed.”*



Thank
you

