



***Caring Community
Innovative Leaders***



P6 Parent Conference

26 January 2024



Principal's Message



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愿景: 博爱, 创新, 引领



Your Journey Together As A Family

MOMMY

DADDY

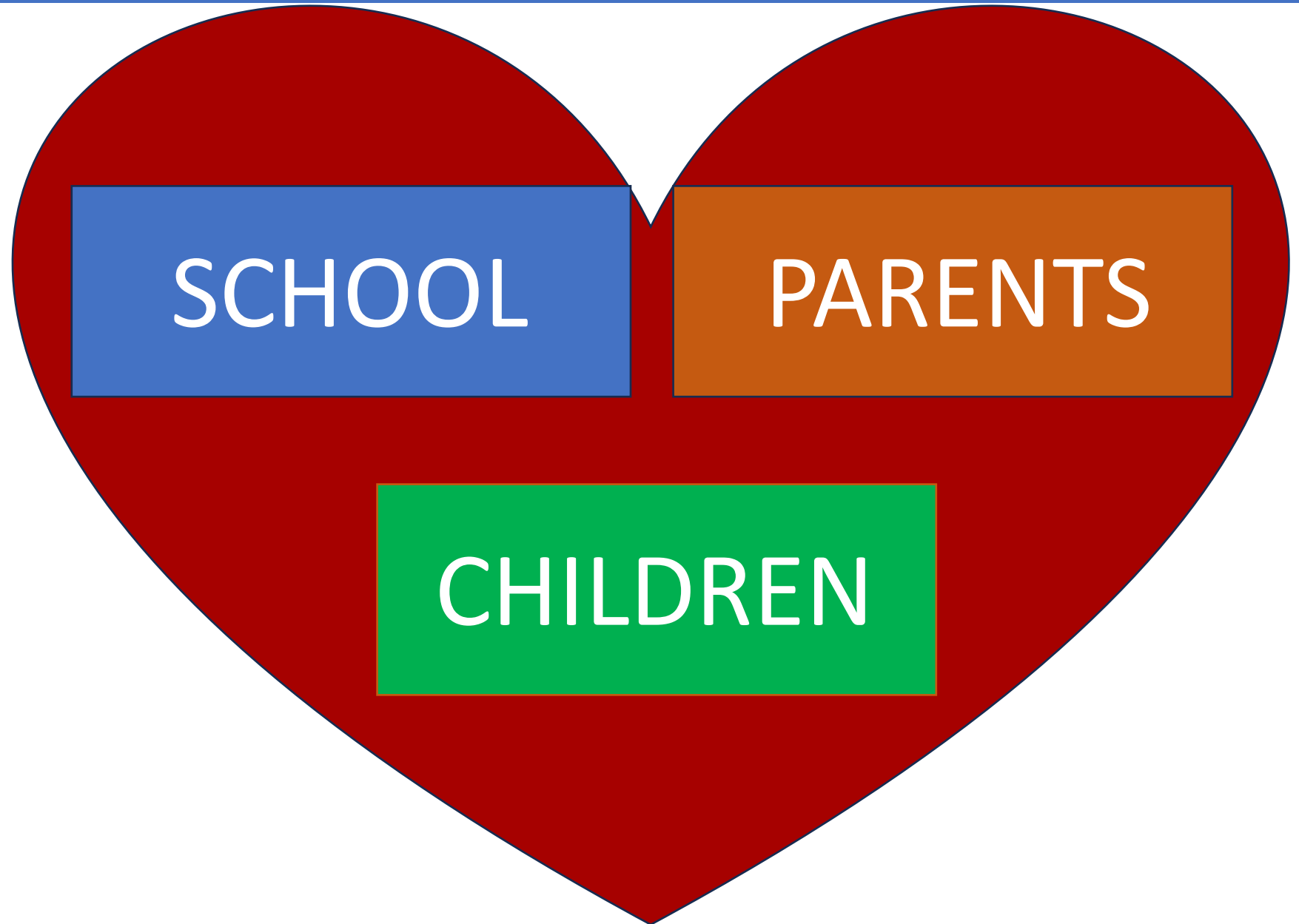
CHILDREN



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Our Journey Together As Partners In Education

ROLE
MODELLING



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Additional Support For All P6 Students For Mathematics

- Supplementary Online Resources For all Students
- Alignment with MOE Syllabus, accessible anywhere
- Free account provided by the school
- Not meant to overload the child, but rather to discover more about the child's way of understanding and support them better in their learning.



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Well-Being For Our Children (& Parents) As A Community

- Adopt a long-term perspective on learning, don't define your child or yourself (parenting) based on examinations.
- Continue to develop other interests and passion in them.
- Always have conversations that's non-judgmental on their performance, maintain that close connection.
- Don't compare them with others. Many students that I have spoken to are fearful of not being able to meet the expectations of their parents.



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Our Partnership with Parents As A School Community

Communication

- Accessibility / Supporting The Child (Needs Based)
- Platforms –
 - Structured ones – Parent-Teacher Conference
 - On-going, based on needs – emails, phone calls, zoom
 - PSG parent chatgroup
 - Class Dojo (standardising in 2025)

Parents need not wait for the structured session for interaction to take place – You are encouraged to partner teachers closely throughout the year.



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Year Head's Sharing



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Vision:
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恭 **Graciousness**
Respect
Harmony

宽 **Magnanimity**
Generosity
Care

信 **Trustworthiness**
Integrity
Responsibility

敏 **Diligence**
Alertness
Resilience

Mission:
To nurture joyful learners with exemplary character
through a caring culture



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OUR RSS BELIEFS

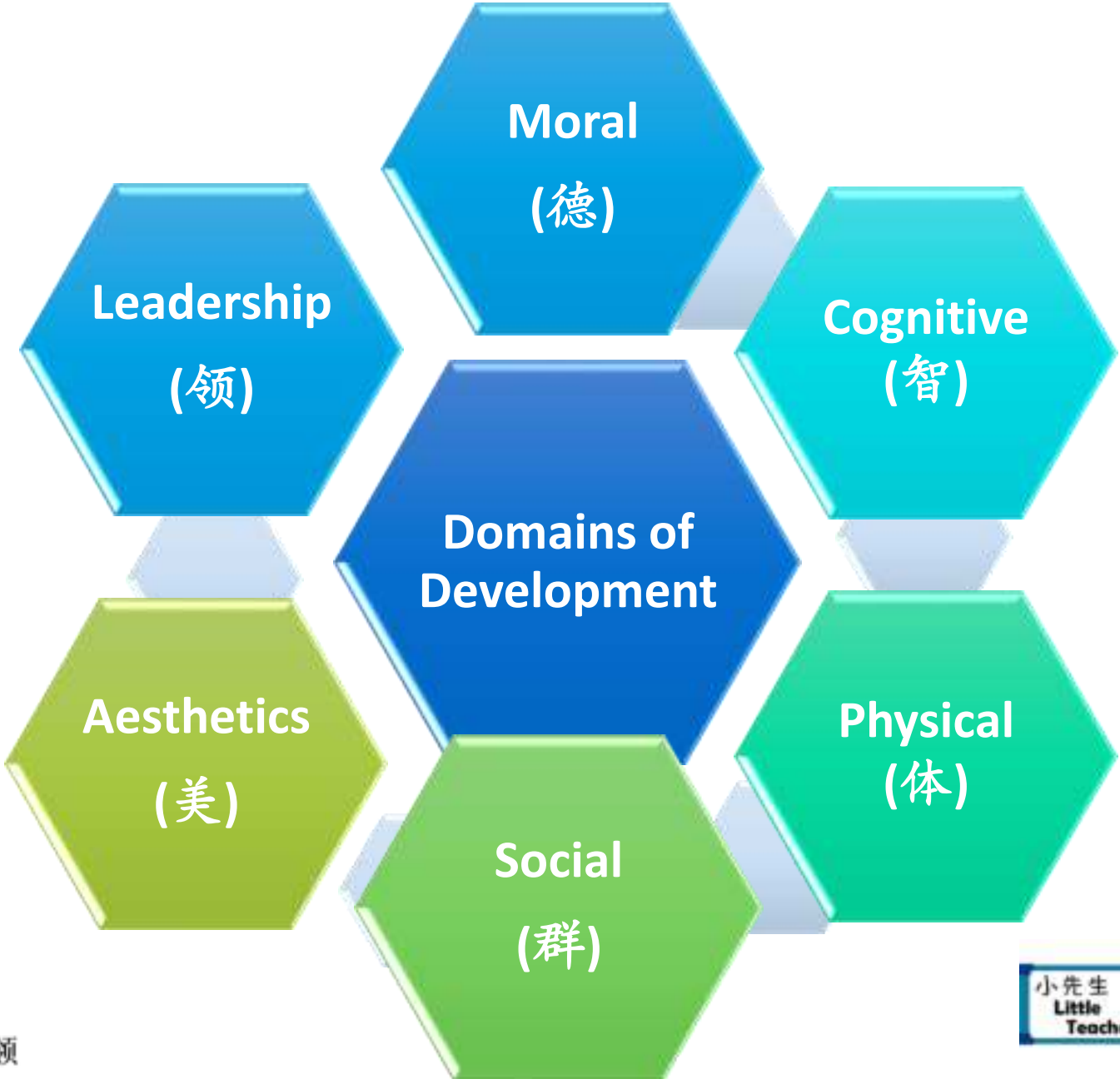
- Every RSS student is important to us, and we keep our students at the centre of everything we do
- Every RSS student can learn, and we are committed to helping our students discover the joy of learning at every opportunity
- Every RSS student can be a leader, and we must anchor our students strongly in values and positive character traits



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Holistic Education @ RSS



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Our Signature Programmes

- Every RSS Student A Leader

Learning for Life Programme (LLP)



- Tinker to Thinker

Applied Learning Programme (ALP)



- 文化育苗，
花开卍慈

Special Assistance Plan (SAP) Programme



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Learning for Life Programme (LLP)

Every RSS Student A Leader



LLP: Every RSS Student A Leader

Character, Innovation, Service (CIS) Framework

Learning for Life Programme (LLP)

Every RSS Student A Leader

LLP Lessons during School-based Enrichment



All students are developed as Innovative Leaders through CIS lessons during LLP SBE lessons.

CCA (Pinnacle) Leadership Training



CCA Leaders go through leadership training to lead their CCAs.

Tier 1 + Tier 2 Leadership Training



Tier 1 & Tier 2 Leaders are provided with relevant training to perform their leadership roles.

Prefects Leadership Training



All prefects are developed as leaders through leadership training and Service opportunities.

Learning for Life Programme (LLP) Commitment to Community Service & Eco-Stewardship

Eco-Stewardship

Community Service



Eco-Stewardship Public Advocacy Project



Love and Joy Service Project



Gardens by the Bay Race to Sustainability



RSS Gives – RSS Donation Drive

Our Applied Learning Programme - Tinkers to Thinkers (T2T)

A child who tinkers is constantly involved in the thinking process. By allowing our students the opportunity to tinker with block-based coding supported with relevant technological trends, we aim to develop in students:

- computational thinking & 21 CC skills;
- raise awareness on how coding and technology can be used in real world situations; and
- even to challenge them to think of solutions to solve real world problems.

Tier 1 –All students

Stage 1 Imagine through PLAY

Students are given the space to explore, be curious and tinker through coding carnival and screen-less hands-on set in P1 & P2



Stage 2 Ignite the PASSION

P3 & P4 students learn the basics of coding and develop awareness of how coding & technology can be applied in real world situations.



Stage 3 Innovate with PURPOSE

Building on the awareness and knowledge gained earlier, P5 & P6 students apply & extend their learning to generate solutions to solve real life problems.



Our Applied Learning Programme - Tinkers to Thinkers (T2T)

A snapshot of P6 students in action...



Students putting together what they have learnt in P3 – P5, coding and AI, to programme a driverless car.



Working in teams to test and refine codes to ensure they got it right!



Special Assistance Plan (SAP) Programme @ RSS 特选辅助计划

花开卍慈
文化育苗



中华文化课程 Chinese Cultural Lessons



驻校中华文化大使 (CLARs)

Chinese Language Ambassadors-in-Residence



国际与文化交流 Overseas Learning Journey

农历新年 + 母语双周活动

CNY + Mother Tongue Fortnight



特选周会 SAP Assembly Programme

户外学习体验 Outdoor Education Experience



特选校本活动 SAP School Based Enrichment

跨学科特选活动 Integration of SAP in other subjects



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P1 TO P6 SCHOOL-BASED ENRICHMENT – CHINESE CULTURE PROGRAMME

卍慈学校中华文化课程 《文化育苗，花开卍慈》



一年级：
三小故事



二年级：
传统节日故事



三年级：
故事王国

四年级：
西游记



五年级：
生活



六年级：
三国演义





Curriculum Sharing: Supporting and Caring for our Students



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How do we better support our P6 children?

The 4 Parenting Styles

Permissive <ul style="list-style-type: none">• Child-driven• Rarely gives or enforces rules• Overindulges child to avoid conflict	Authoritative <ul style="list-style-type: none">• Solves problems together with child• Sets clear rules and expectations• Open communication and natural consequences
Neglectful <ul style="list-style-type: none">• Uninvolved or absent• Provides little nurturance or guidance• Indifferent to child's social-emotional and behavioral needs	Authoritarian <ul style="list-style-type: none">• Parent-driven• Sets strict rules and punishment• One-way communication, with little consideration of child's social-emotional and behavioral needs

RESPONSIVENESS ↑

↓ DEMANDINGNESS → *to make it*

Encouraging

Empowering

Equipping

Child – Adolescent – Adult

Source: <https://parentandteen.com/understanding-how-teens-think/>

CHILDREN = CONCRETE THINKERS

They see things as they seem. They don't imagine themselves very far into the future or foresee how their actions lead to future circumstances. They tend to think about how things affect them now and don't tend to see the complexity in situations or underlying motives of people. This way of thinking is known as concrete thinking because things are exactly as they seem.

ADULTS = ABSTRACT THINKERS

We see complexity. We can see into the future and understand how things that offer immediate pleasure might have long term consequences. We are less easily manipulated and can consider the short as well as the long-term effects of our choices.

OUR P6 PRE-TEENS

In between. Early adolescents are closer to concrete, and later adolescents may have fully reached abstract thought.



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Child – Adolescent – Adult

Source: <https://parentandteen.com/understanding-how-teens-think/>

What we need to know about **HIGHLY STRESSED THINKING**

Every one of us goes back to Concrete Thought when we are highly stressed. Therefore when we stress our kids out, even those who have achieved abstract thought, they suddenly can only see what is in front of them. They lose the ability to plan ahead, to consider consequences, and to grasp the complexity of human behavior.

Why? Think of stress as being faced with a tiger. We don't negotiate with a tiger nor think about what the tiger may be feeling. We run from a tiger! Therefore, sometimes, it takes only a disappointed glance or some harsh words from us to immobilize our children's thinking!



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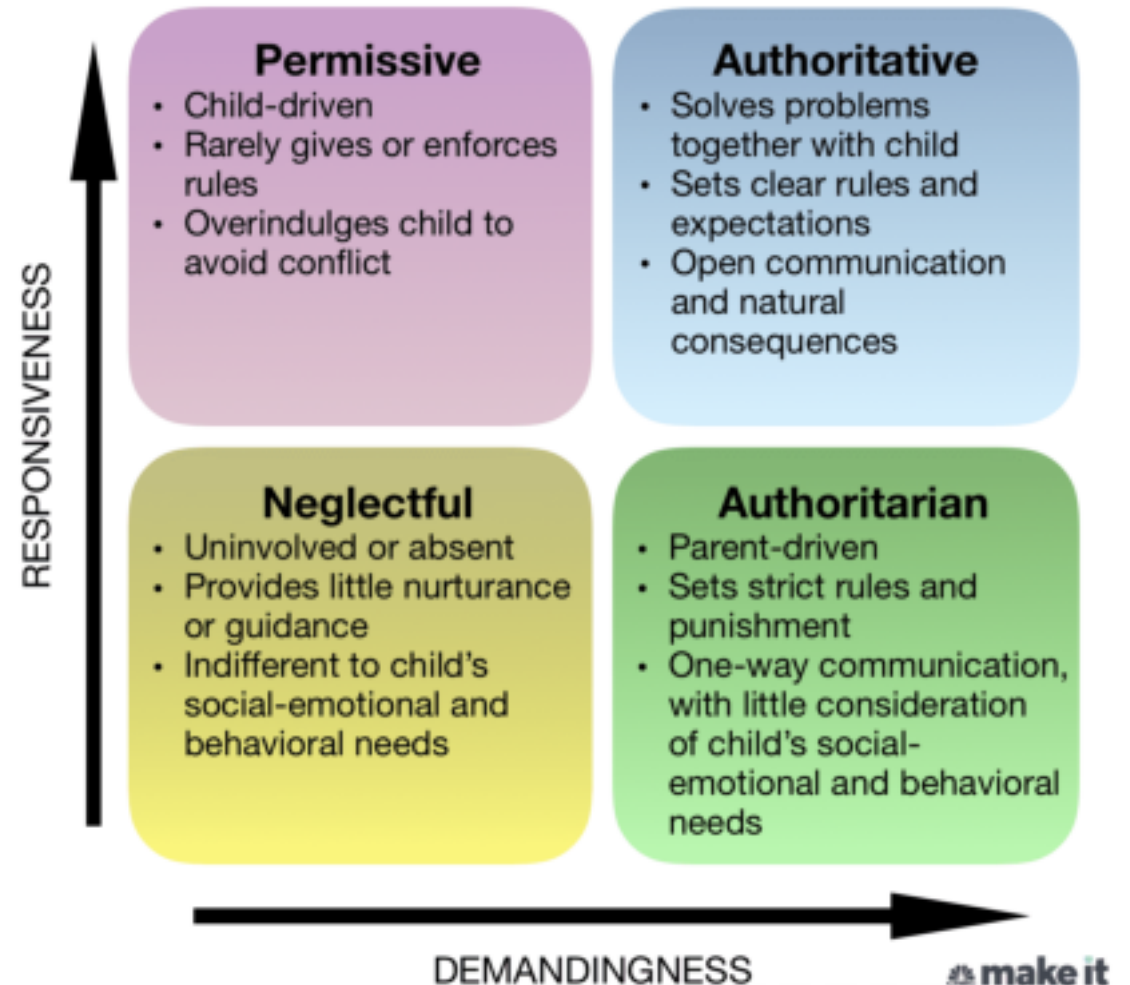
How then do we better support our P6 Children?

1) Understand Ourselves as Parents

– Are you Authoritative (Democratic), Authoritarian (Disciplinarian), Permissive (Indulgent) or Neglectful (Uninvolved)?

based on the work of developmental psychologist, Diana Baumrind, University of California, further developed by Maccoby, E. E., & Martin, J. A. (1983)

The 4 Parenting Styles



How then do we better support our P6 Children?

2a) Teach & Guide Them but Allow Them to Arrive at Their Own Solutions

When teens arrive at their own solutions, they feel in control. They have no need or desire to rebel. When we talk down to them, they reject our ideas. First, nobody likes to be controlled. Second, they may not even understand a word we are trying to get across. Lectures therefore often backfire badly.

What do we teach?



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How then do we better support our P6 Children?

2b) An Example: Effective Study Habits

- **Adopt the right study mindset**
 - Have a Growth Mindset, not a Fixed Mindset.
- **Know the expectations ***
 - Understand what is 'Good' (e.g. oral reading, compo writing, math solution, science open-ended response etc.)
- **Choose an effective study location**
 - Free from distractions
 - Different strokes for different folks - E.g. Some of us listen to music to concentrate better – some experts however believe that listening to just melody (i.e. no singing) while studying is the best for most learners.

How then do we better support our P6 Children?

2b) An Example: Effective Study Habits

- **Have the right study materials**
 - Good collations of subject notes, supplementary materials to complement learning in school (e.g. a good vocabulary phrase book for writing) etc.
- **Use helpful study strategies**
- **Collaborate with peers** – observe others, discuss strategies, study together etc.
- **Set a well-designed schedule** – disciplined and reasonable.
- **Practice self-care** – sufficient sleep, regular exercise and breaks etc.



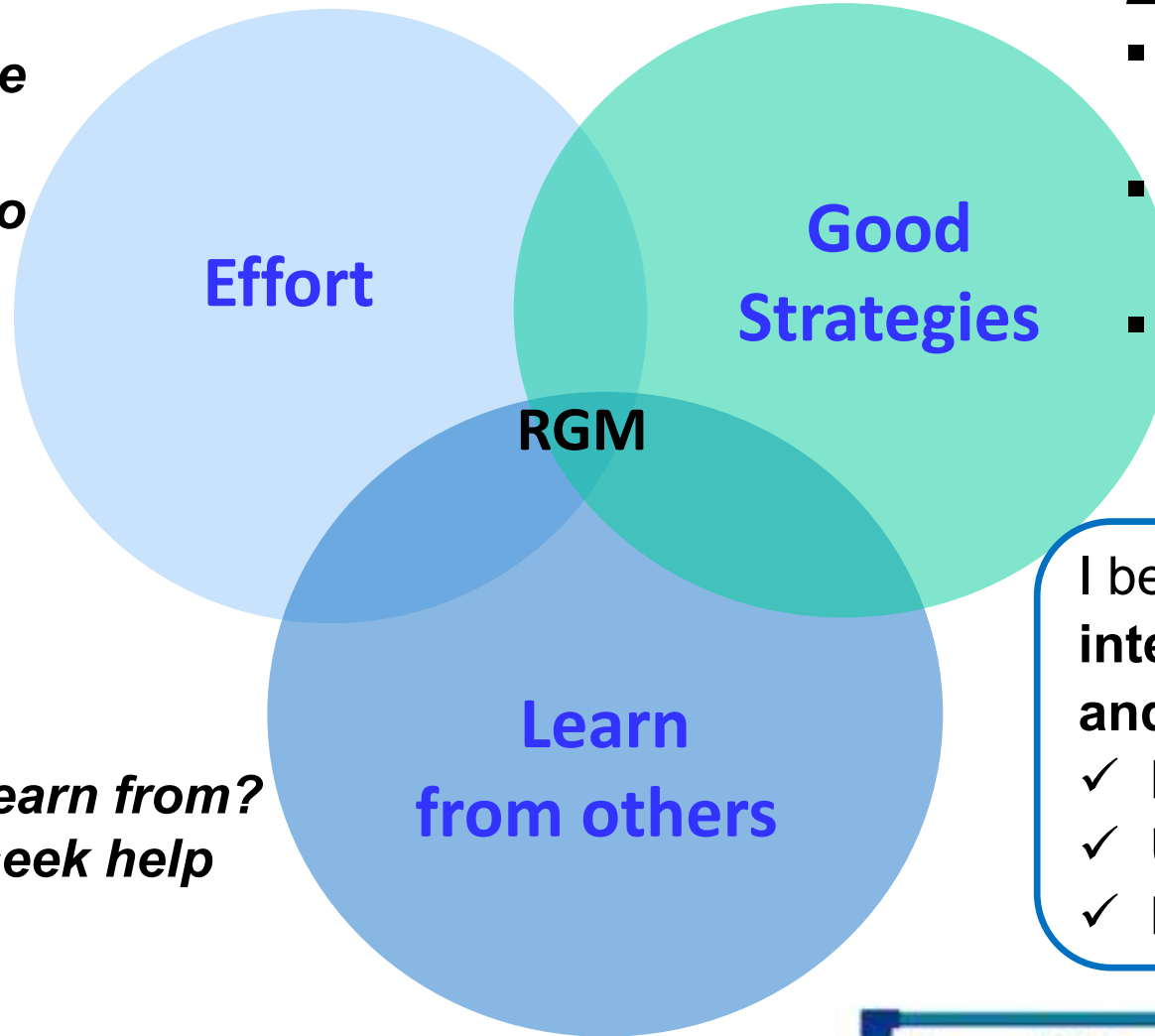
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HAVING A POSITIVE MINDSET - RSS GROWTH MINDSET (RGM)

E.g.,

- *Have I put in the effort?*
- *What can I do to make my effort more productive?*



E.g.,

- *What can I learn from this experience/mistake?*
- *How will I do it differently the next time?*
- *What other strategies/methods can I try?*

E.g.,

- *Who can I learn from?*
- *Who can I seek help from?*

I believe that my **ability and intelligence can be developed and grow over time** if I

- ✓ Put in **Effort**
- ✓ Use **good Strategies/Methods**
- ✓ **Learn from Others**



In promoting the **culture of care**, we:

Care for our students;

Affirm the good work of our students and celebrate their successes; build positive
Relationships with our students; and

Educate our students to demonstrate the right values

Student Development Team

Year Heads/
Level
Managers

HOD Student
Mgt &
SH Student
Well-being

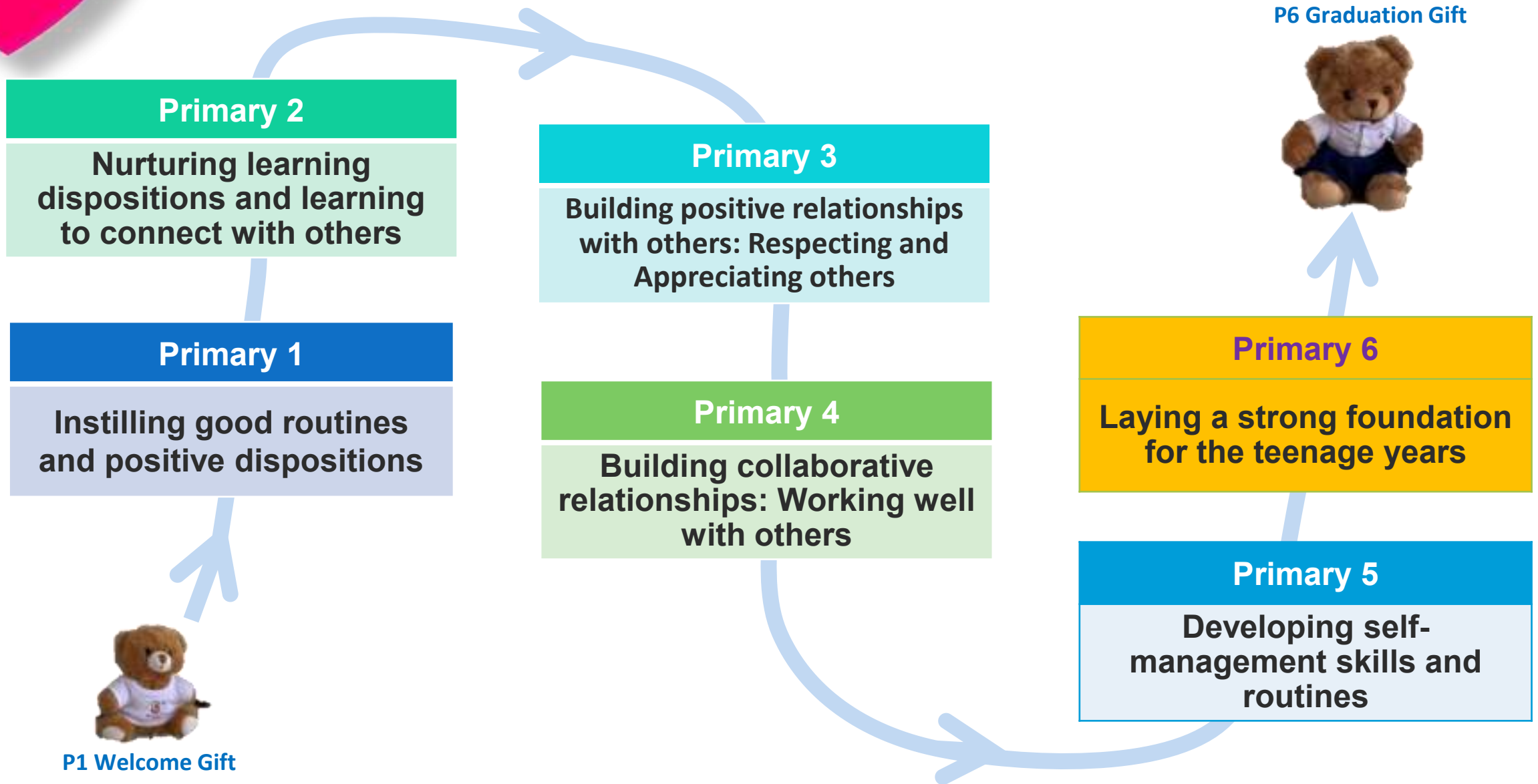
HOD CCA &
PE

HOD CCE &
SH CCE

SH Student
Leadership

CULTURE
OF CARE

Level Focus for P1 to P6



Primary 2

Nurturing learning dispositions and learning to connect with others

Primary 1

Instilling good routines and positive dispositions

Primary 3

Building positive relationships with others: Respecting and Appreciating others

Primary 4

Building collaborative relationships: Working well with others

Primary 6

Laying a strong foundation for the teenage years

Primary 5

Developing self-management skills and routines

P6 Graduation Gift



P1 Welcome Gift

Building Positive Student-Student Relationship (SSR)

Tier 2

Student Peer Supporters



Develop Student Peer Supporters in each class to play a proactive role in looking out and providing support for peers in need

Tier 1

Every RSS student, A Little Friend



Develop a supportive mindset in every student through peer bonding, peer helping and peer influencing

Our Positive Discipline Approach

Reflecting on Self as a Three Little

B. Which school values have I not upheld? (self-awareness)

Little Friend	Little Master	Little Teacher
<input type="checkbox"/> Respect	<input type="checkbox"/> Integrity	<input type="checkbox"/> Harmony
<input type="checkbox"/> Harmony	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Generosity
<input type="checkbox"/> Generosity	<input type="checkbox"/> Alertness	<input type="checkbox"/> Responsibility
<input type="checkbox"/> Care	<input type="checkbox"/> Resilience	<input type="checkbox"/> Resilience

Reflection

*Have I been a Little Friend,
Little Master or
Little Teacher?
How could I have done
better?*



Consequences for Actions – 3Rs anchored on reflection

Restitution –
Making
amends/Fixing
the problem

Reconciliation –
Restore
relationships hurt
by one's actions

Reflection

Resolution – Prevent
the problem from
happening again

CULTURE
OF CARE

Three Littles Mailbox - 'Catch' them Right during Class Appreciates!

Values	Caught [/]
Respect	
Harmony	
Generosity	
Care	

Please fill the relevant subject

from Primary _____
was caught for exemplifying the
values of a **Little Friend!**

He/ She _____

Positive act caught by: (Your Name) _____



Values	Caught [/]
Integrity	
Responsibility	
Alertness	
Resilience	

Please fill the relevant subject

from Primary _____
was caught for exemplifying the
values of a **Little Master!**

He/ She _____

Positive act caught by: (Your Name) _____




Values	Caught [/]
Integrity	
Responsibility	
Alertness	
Resilience	

Please fill the relevant subject

from Primary _____
was caught for exemplifying the
values of a **Little Master!**

He/ She _____

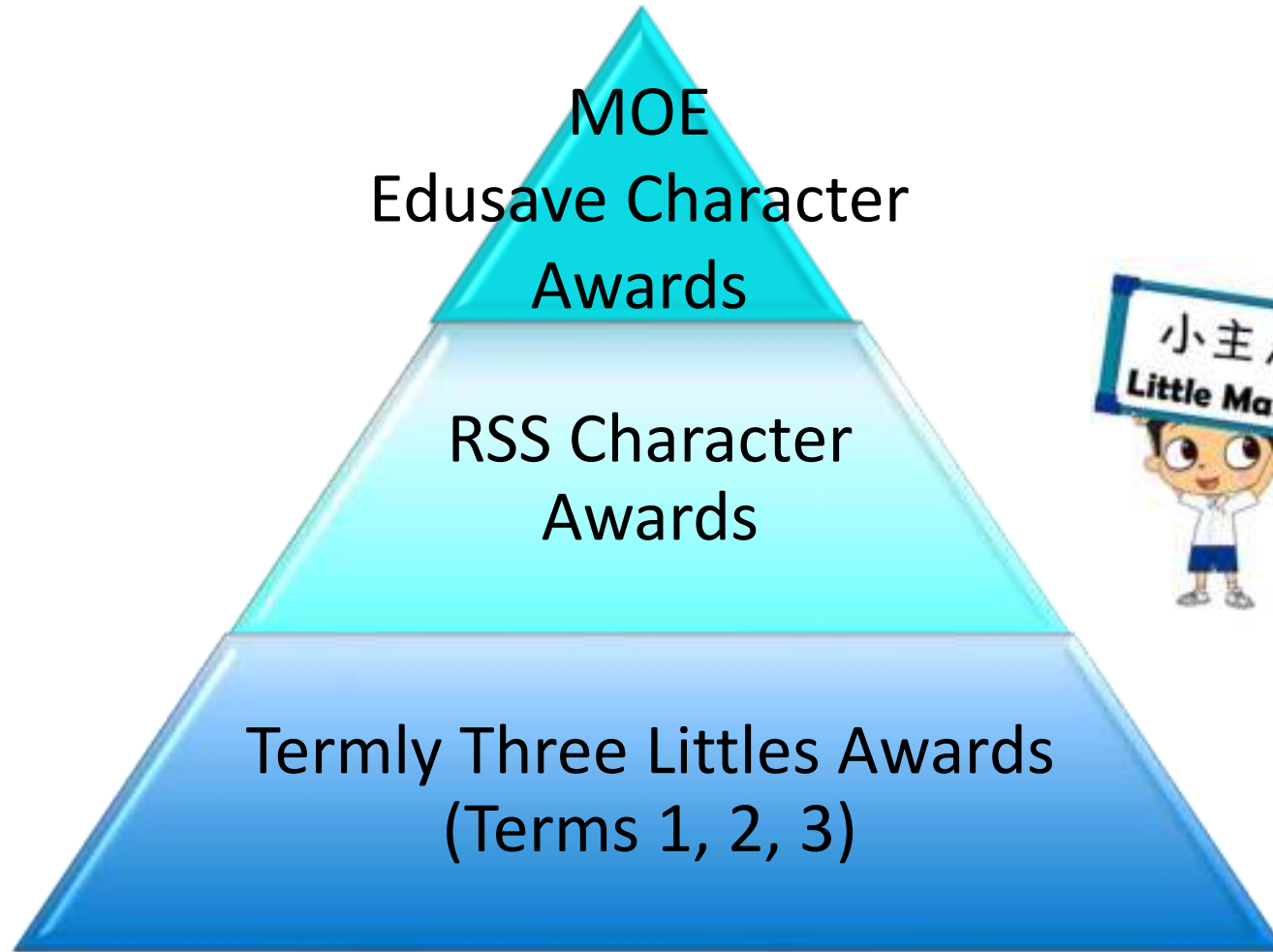
Positive act caught by: (Your Name) _____



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Character Awards @ RSS



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HOW THE PSLE SCORING WORKS



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WHAT IS THE INTENT OF THE PSLE?



A useful checkpoint at the end of primary school



A fair way to determine secondary school posting

The current PSLE Scoring system enables us to move away from 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.

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 scoring bands measured in 8 Achievement Levels (ALs).
- The PSLE Score can range from 4 to 32, with 4 being the best, instead of over 200 possible T-scores.

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**.
- 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

ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

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**

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

FULL SUBJECT-BASED BANDING (FULL SBB)



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FULL SUBJECT-BASED BANDING (FULL SBB)

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



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



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



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



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

FULL SUBJECT-BASED BANDING (FULL SBB)



2020

- Full SBB pilot commenced in 28 secondary schools.
- The initial feedback from pilot schools has been positive.



2022-2023

- Around 90 schools have implemented aspects of Full SBB by 2023.



2024

- Remaining schools that admit students from 3 streams will be implementing Full SBB.
- Express, N(A) and N(T) streams will be removed for the 2024 S1 cohort onwards.
- Students will be grouped in mixed form classes in lower secondary.



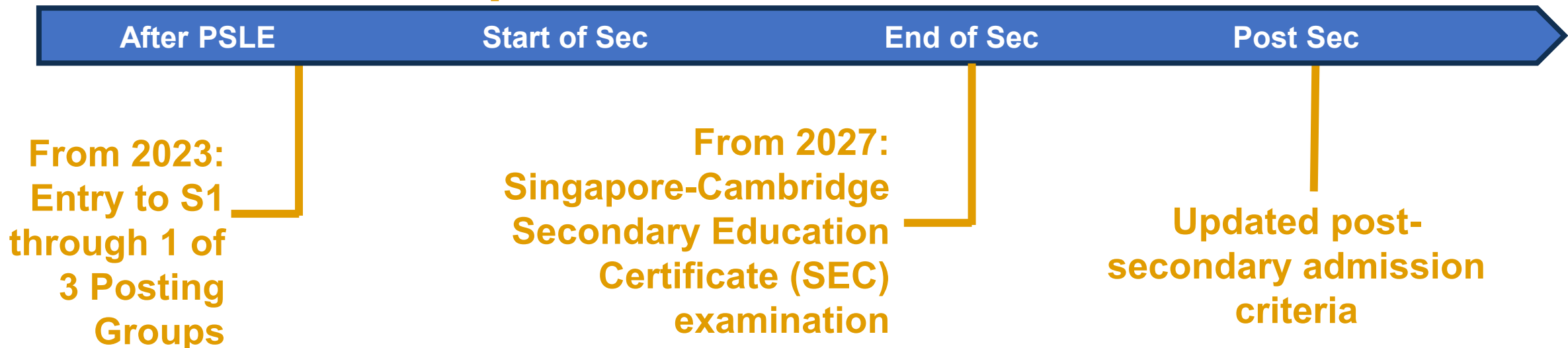
2027

- From 2027, students will sit for the Singapore-Cambridge Secondary Education Certificate (SEC) examinations, instead of the GCE N- and O- Level examinations.
- Students will receive an SEC which reflects the subjects and subject levels that they offered.

FULL SUBJECT-BASED BANDING (FULL SBB)

Secondary school experience under Full SBB

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



S1 POSTING UNDER FULL SBB

Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**

Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools.**

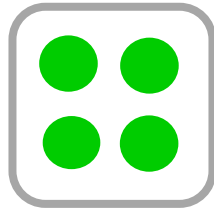
Unlike the academic streams of Express, N(A) and N(T), Posting Groups are only used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

- Posting Groups assigned based on PSLE Scores, mapped from PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

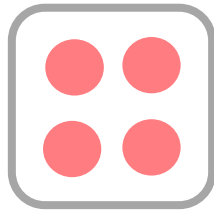
PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	1	G1

FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

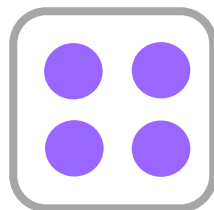
Form classes arranged by academic stream in schools yet to implement Full SBB



Students in Exp stream



Students in N(A) stream



Students in N(T) stream

With Full SBB:
Mixed form classes



Students posted through **PG3**



Students posted through **PG2**



Students posted through **PG1**

- Under Full SBB, students will be placed in mixed form classes in Lower Secondary.
- This provides students with more opportunities to interact with other students **of different strengths and interests**.
- Schools have the autonomy to decide how to structure their form classes, based on schools' unique offerings, programmes, as well as their students' profile and needs.
- This enables students to build meaningful friendships and learn to value different perspectives.

FULL SBB: COMMON CURRICULUM

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

Examinable Subjects:

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

Non-examinable Subjects:

- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

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

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

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

FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2			
SUBJECT	PSLE SUBJECT LEVEL	PSLE AL FOR SPECIFIC SUBJECT	OPTION TO TAKE THE S1 SUBJECT AT :
<ul style="list-style-type: none"> •English Language •Mother Tongue Language •Mathematics •Science 	Standard	AL 5 or better	G3 or G2
		AL 6	G2
	Foundation	AL A	G2

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

- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a less demanding level (LDL; i.e., G2), in consultation with their secondary schools.
- Students have the option to offer **Mother Tongue Languages (MTL)** at LDL based on their PSLE Achievement Level (AL) for the subject:

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

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

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

SUBJECT LEVEL FLEXIBILITY BEYOND THE START OF S1

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

OTHER RESOURCES ON FULL SBB

A New School of Thought: Full SBB | What does it mean for me?



<https://go.gov.sg/ansot-fullsbbsummary>

<https://go.gov.sg/ansot-fullsbbsummary>

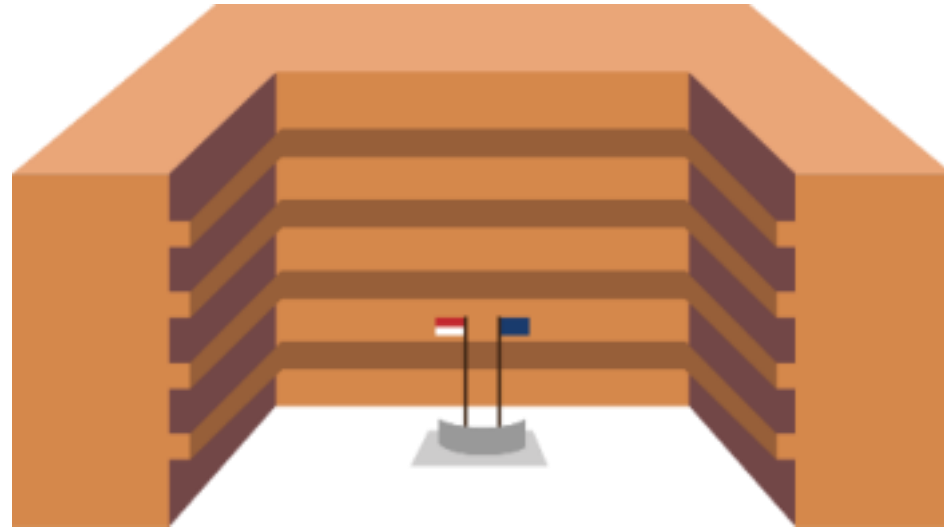
A New School of Thought: Full SBB | Mixed form classes and common curriculum lessons



<https://go.gov.sg/ansot-mixedformclasses>

<https://go.gov.sg/ansot-mixedformclasses>

HOW THE S1 POSTING WORKS



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CHOICE ORDER OF SCHOOLS MATTERS MORE

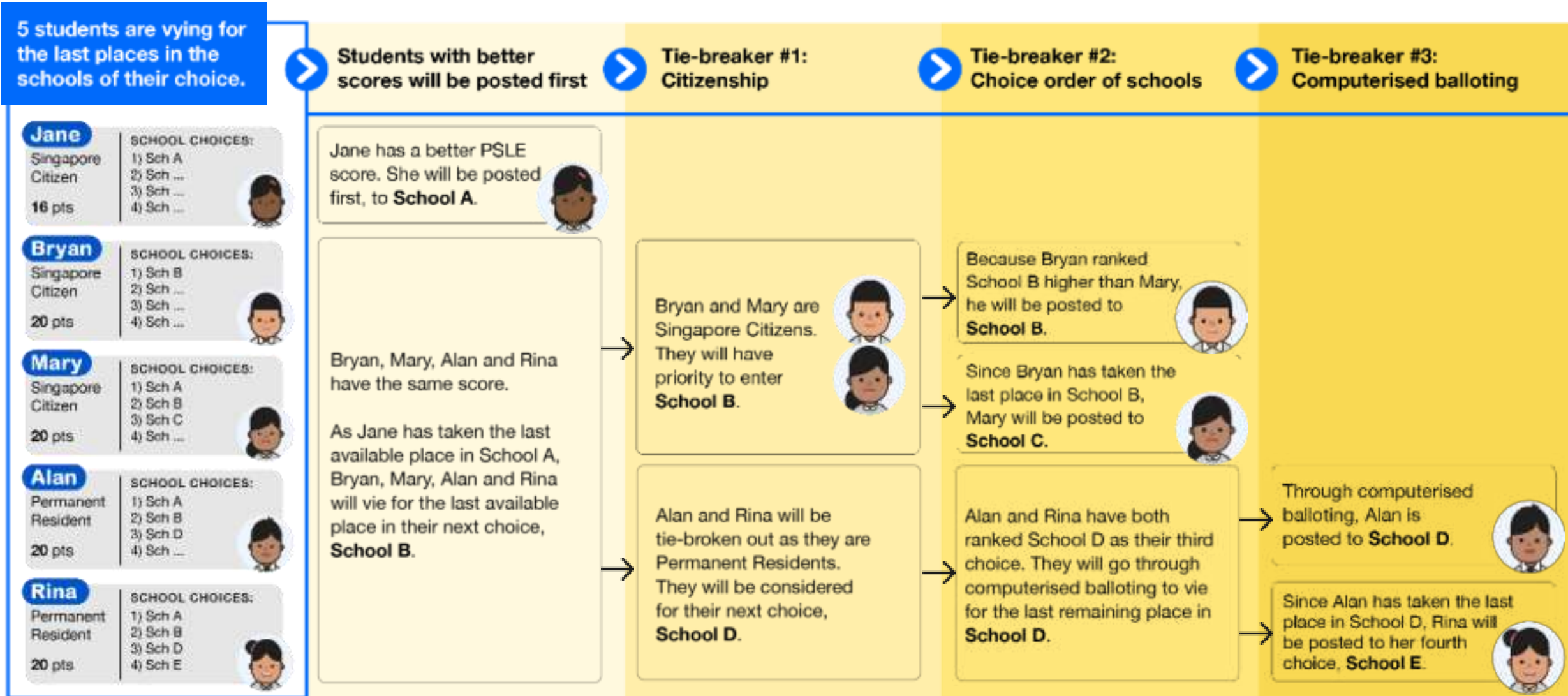
- Students have **six choices** in selecting their secondary schools
- Students are posted to a secondary school based on academic merit, i.e., PSLE Score, and their choice order of schools.
- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:
 1. **CITIZENSHIP**
 2. **CHOICE ORDER OF SCHOOLS**
 3. **COMPUTERISED BALLOTING**
- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.



Tie-breakers

in the new S1 Posting System

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



PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS






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PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's distinctive programmes, Co-Curricular Activities (CCA), culture, ethos, and proximity to home when shortlisting school choices that would best fit a student's educational needs.
- The latest PSLE Score ranges for individual secondary schools will be available on <https://moe.gov.sg/schoolfinder> and <https://go.gov.sg/exploreschools>. They reflect the PSLE scores of the student posted into these schools at the previous year's S1 Posting Exercise.
- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.



SchoolFinder Tool	MySkillsFuture Student Portal (Primary)
 https://www.moe.gov.sg/schoolfinder	 https://go.gov.sg/exploreschools

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 previous year's S1 Posting Exercise

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

PSLE Score of the first student posted into the school in the respective PG.

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

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

PRESENTATION OF PSLE SCORE RANGES FOR SCHOOLS WITH REMAINING PG1 VACANCIES

Schools with (i) last posted student with PSLE Score better than 30 and (ii) remaining Posting Group 1 (PG1) vacancies will have their COP for PG1 reflected as 30* to assure parents that there are schools available for S1-eligible students with a PSLE Score of 30.

Asterisk differentiates between this group of schools and schools which the last posted student actually had a PSLE Score of 30.

	Non Affiliated
Posting Group 3	8 - 22
Posting Group 2	21 - 25
Posting Group 1	25 - 30*

PSLE Score of the first student posted into the school through PG1

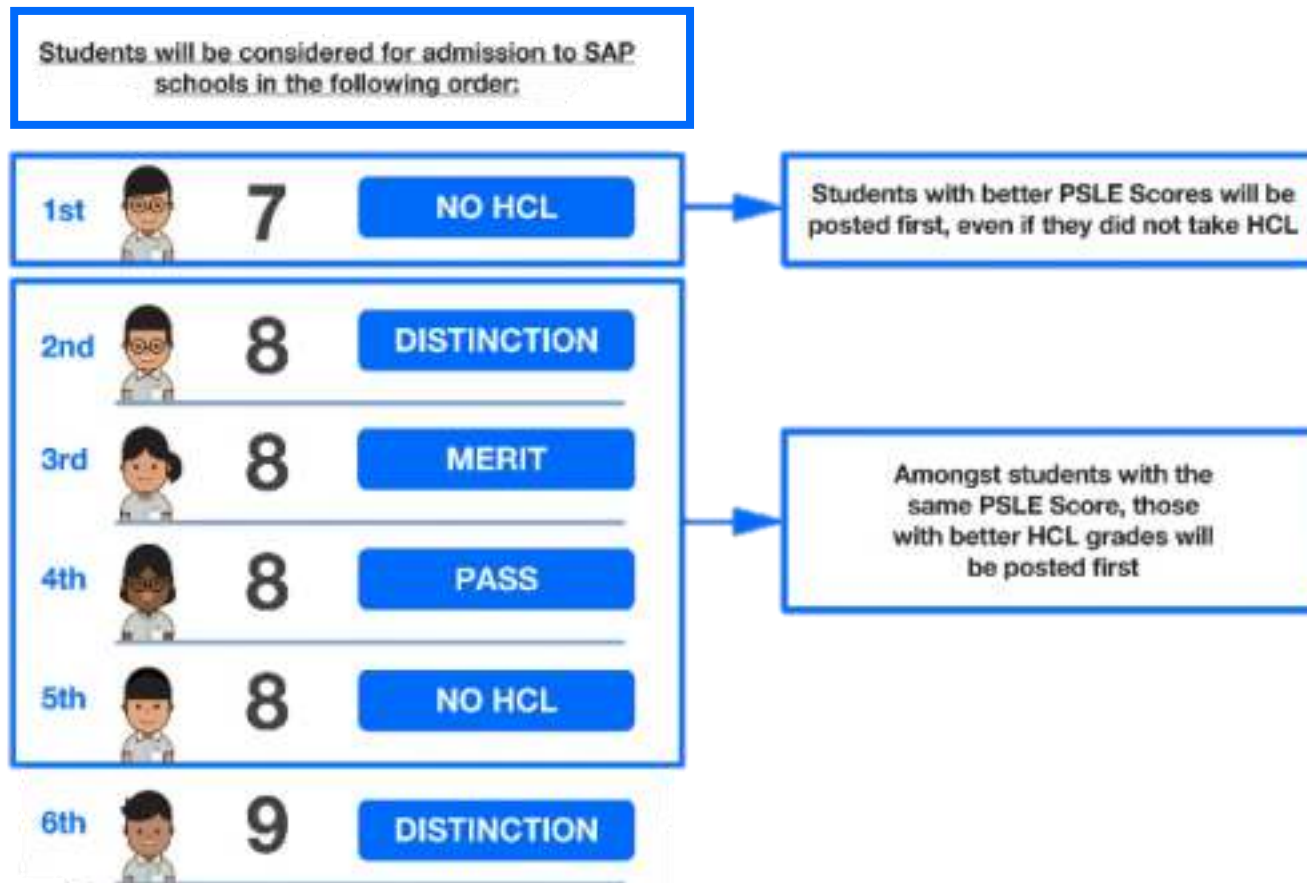
PSLE Score of the last student posted into the school for PG1 shown as 30*, as the school still had vacancies in PG1 after the S1 Posting Exercise

**The last posted student had a PSLE Score better than 30. The school's lower range is shown here as 30, because the school still had vacancies for PG1 after the S1 Posting Exercise. Thus, if a student with PSLE Score of 30 and who had met the eligibility for progression to S1 had chosen the school during the Exercise, the student would have been able to obtain a place in the school.*

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

HCL POSTING ADVANTAGE TO SAP SCHOOLS

Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.



- Students' HCL results are denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).
- Students who obtain a Distinction / Merit / Pass in HCL and 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 previous year's S1 Posting Exercise

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

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

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

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

CHOOSING A SUITABLE SECONDARY SCHOOL



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SCHOOL CHOICE JOURNEY

- The PSLE Score ranges are a **useful start** 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 students have specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), they can 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. Application starts in May. There is no change to the application or selection process with the shift to Full SBB.



ADVISING STUDENTS AND THEIR PARENTS TO CHOOSE SUITABLE SECONDARY SCHOOLS

When making school choices in order to find a school that would help the student learn and thrive best, advise parents to consider:

“Every child is unique and has different strengths, interests, abilities, talents and learning needs. Beyond academic results, what are other factors we should consider?”



The student's needs



What the schools can offer

ADVISING STUDENTS AND THEIR PARENTS TO CHOOSE SUITABLE SECONDARY SCHOOLS

THE STUDENT'S NEEDS

Consider the student's strengths, interests, abilities, talents and learning needs

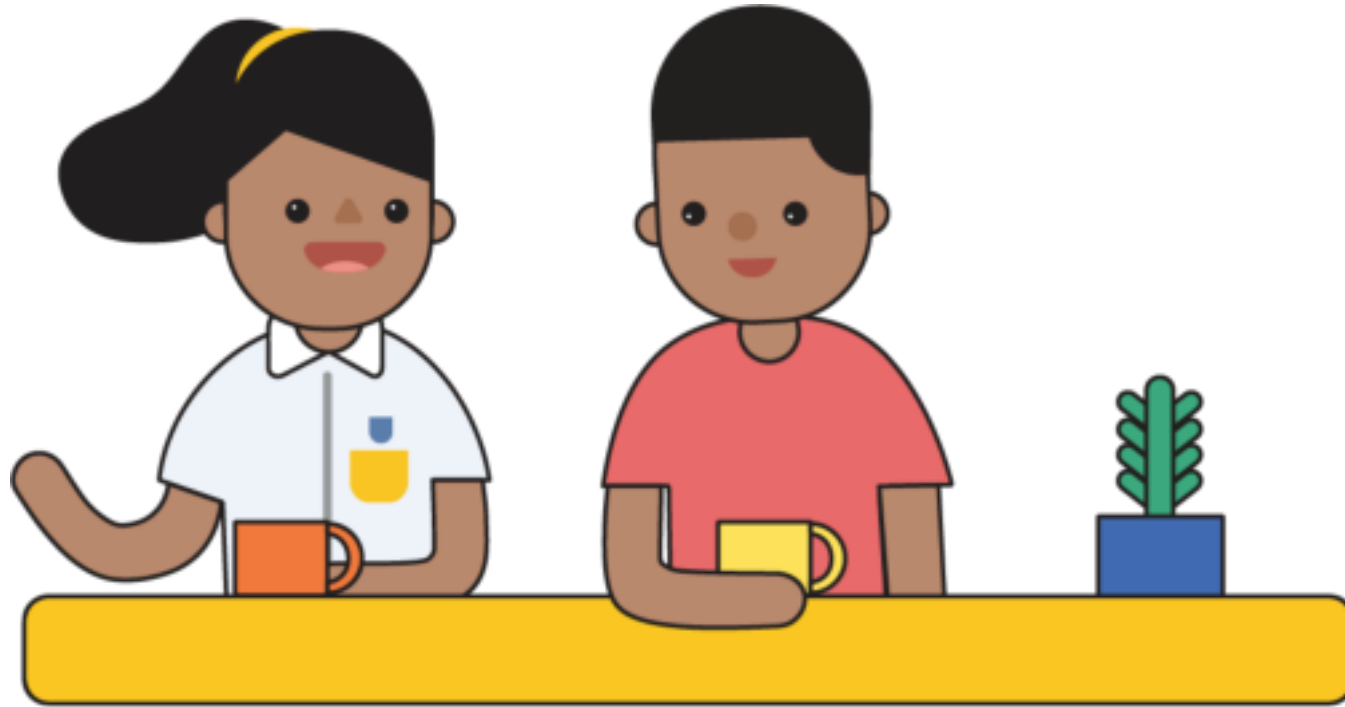


- Encourage parents to discuss the options with their child, with the following considerations:
 - Programmes, subjects and CCAs offered: Can the school support and develop their child's strengths, interest, abilities and talents?
 - School culture: What is the school's culture and ethos?
 - Location and transport options: Is it too far from home? How will their child get to school?
 - Support for Special Educational Needs: Does the school have specialised facilities or resources to support their child, if required?

ADVISING STUDENTS AND THEIR PARENTS: PREPARING FOR THE S1 POSTING EXERCISE

- **Use all 6 options with a range of Cut-off Points**
 - This increases the student's chances of being posted to a school of their choice.
- **Take reference from schools' PSLE Score ranges**
 - This serves as a guide for students and parents to shortlist school choices.
 - Consider at least 2-3 schools where the student's PSLE Score is better than the school's Cut-off Point.
- **Shortlist schools that offer programmes that cater to the student's strengths, interests, abilities, talents and learning needs, as well as provide suitable learning environments**
 - Refer to SchoolFinder in MOE's website and MySkillsFuture Student Portal (Primary) to find out more about what schools offer.
 - Parents may also refer to the secondary schools' websites and visit their open houses.
- **Rank the student's preferred school higher in his/her choice order of schools**
 - This increases the student's chances of being posted to that school, if they need to undergo tie-breaking.

SUPPORTING STUDENTS & THEIR PARENTS



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FIND OUT MORE ON THE PSLE-FSBB MICROSITE



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



OTHER RESOURCES

SchoolFinder Tool

The logo for the SchoolFinder tool, featuring the words "SCHOOL" and "FINDER" in a bold, red, sans-serif font. The letter "O" in "SCHOOL" is stylized with a circular arrow around it.

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

Secondary School Education Booklet



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

Open House Dates



<https://go.gov.sg/open-house-for-secondary-schools>
(Ready from May each year)

OTHER RESOURCES

“Love Beyond Grades” video



<https://go.gov.sg/love-beyondgrades>

“Welcome to Secondary School” video



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

Full SBB Interactive Site



<https://go.gov.sg/my-fsbb-path>

DIRECT SCHOOL ADMISSION (DSA)



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Entering a Secondary School



PSLE/S1 Posting Process

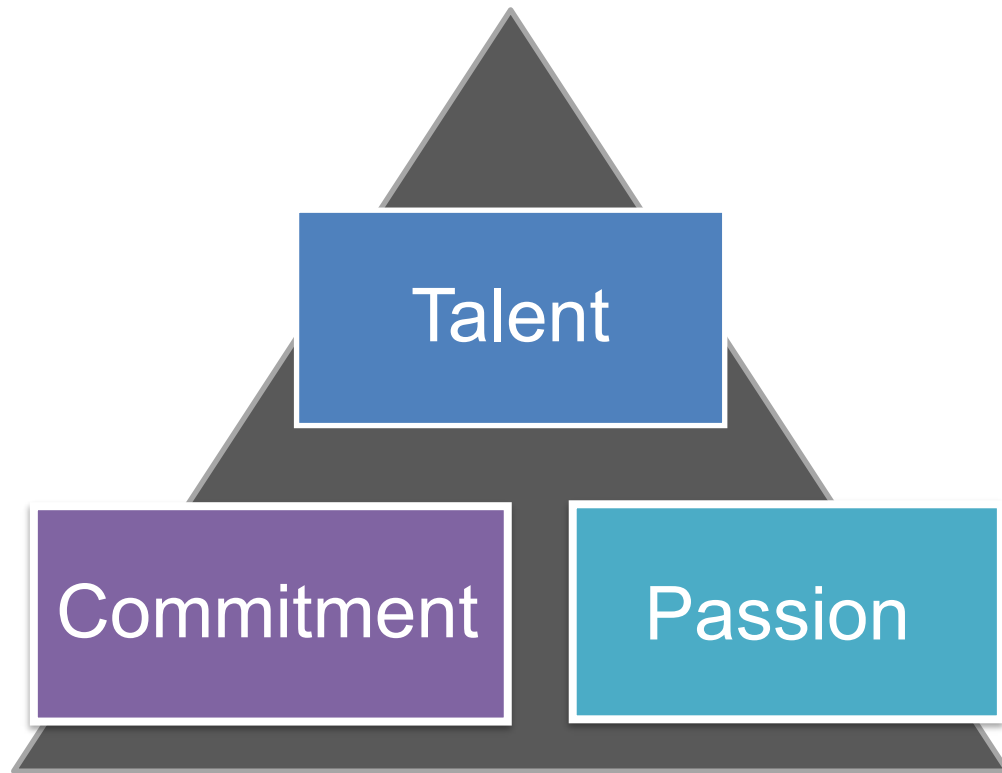
- Based on a student's **PSLE AL score**
- **Most students enter secondary schools this way**



DSA-Sec

- 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-Sec suitable for my child?



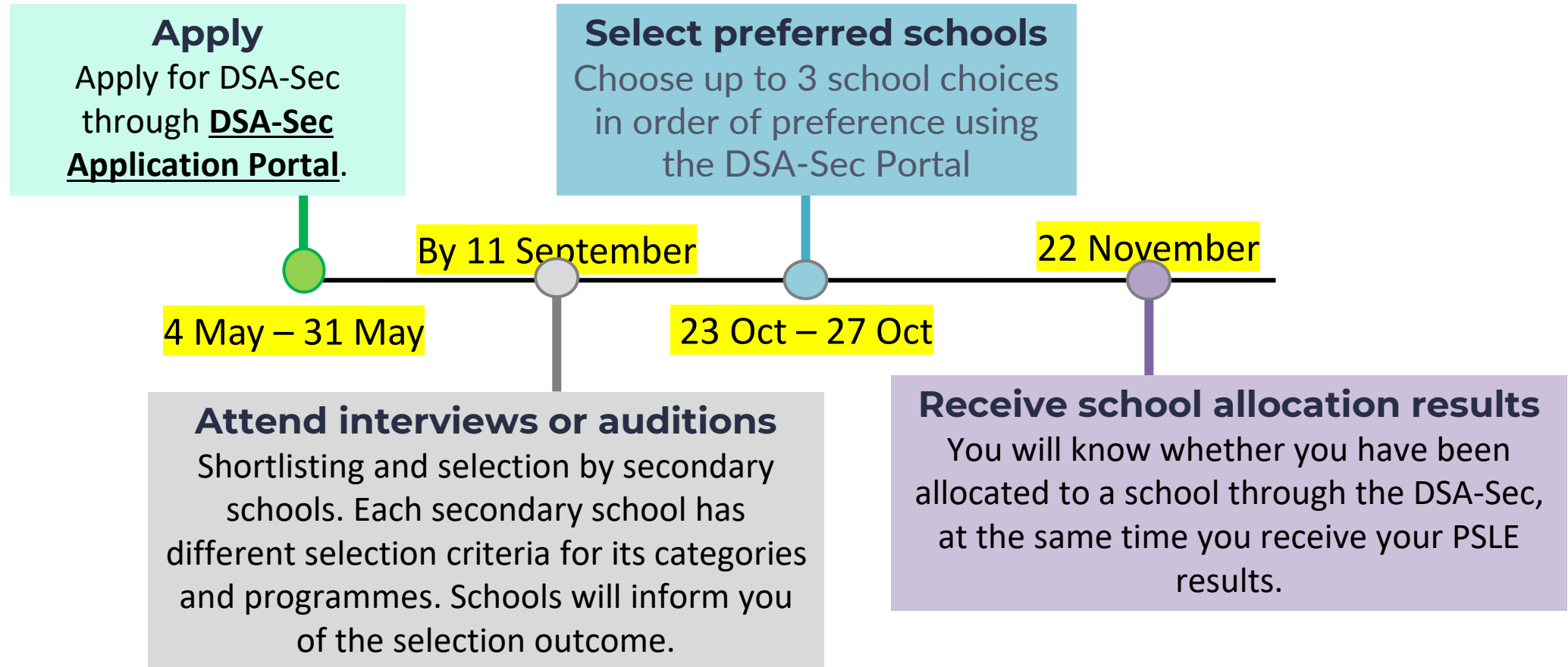
If your child:

- has specific **talents** which a school offers the DSA-Sec in
- is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area

Timeline for DSA-Sec Application

(Based on 2023 Dates) – Refer to DSA website for 2024 dates



DSA-Sec Application Portal

- All students* apply for DSA through a centralised **DSA-Sec Application Portal**, using a common application form.

*except applications for School of the Arts (SOTA) & Singapore Sports School (SSP)

- The simplified and streamlined process also means that students do not need to submit achievement records separately to the secondary school.
- The submission of testimonials has been discontinued.

DSA-Sec Application Portal

Making choices in the DSA-Sec portal*

- Through the portal, you can easily identify schools that offer programmes for your child's talent area.
- You can indicate up to 3 choices. For each choice, you will need to choose a secondary school and a talent area from that school.
- The order of the choices does not matter during application.
- Of the 3 choices, up to 2 choices may be used to apply to the same school, for 2 different talent areas of that school. This is to cater to your child's multiple interests, and allow your child to choose different schools.
- **Please consider your choices carefully** and manage the time and effort required for multiple trials and interviews.

*Students need to apply separately to School of the Arts and Singapore Sports School,

Examples of Possible Choice Combinations

EXAMPLE 1	Talent(s)	School(s)	Your child can apply to <u>up to three different schools</u> , with no restrictions on the talent areas.
	Choir	School A	
	Choir	School B	
	Choir	School C	
EXAMPLE 2	Talent(s)	School(s)	If your child chooses two areas in one school, he/she can apply to two different schools only ,
	Choir	School A	
	String Orchestra	School A	
	Choir	School B	
EXAMPLE 3 (Not allowed)	Talent(s)	School(s)	Your child cannot use all three choices on one school. He/she can leave the third choice blank or choose another school.
	Choir	School A	
	String Orchestra	School A	
	Mathematics	School A	

What are schools looking for?

- The selection process differs across schools, and across different DSA-Sec categories.
- Generally, schools are looking for candidates with:

Talent, passion, commitment

- Schools may look at **achievements** and **participation** (e.g. in Junior Sports Academy).
- Schools may also conduct tests, trials or selection camps to identify students with **strengths, or sound fundamentals and potential**, in particular areas.

Strong personal qualities

- Schools may look at CCA records and VIA participation.
- Schools may also conduct interviews.

Good academic fit

- Schools may look at primary school results to ensure students can benefit from the school's pace of learning.

*We encourage students to be sincere and **be themselves** – this is the best way for each to be matched with a school that suits.*

What are the possible DSA-Sec outcomes?

- **Confirmed Offer (CO)** → Your child has a place reserved in the school, as long as his/her PSLE results qualify him/her for a course the school offers (i.e. Express, Normal (Academic) or Normal (Technical)).

- **Those who accept DSA placements will not be eligible for S1 application/posting.**

- **Wait List (WL)** → Your child will be given a place in the school if other students with Confirmed Offers do not take up those offers, and if his/her PSLE results qualify him/her for a course the school offers. Allocation will be based on students' rank on the school's Wait List.

Unsuccessful → Your child has not been given a place in the school. If your child still wishes to enter the schools he/she applied for, he/she can apply through the S1 Posting process using his/her PSLE results.

If my child have a DSA-Sec Confirmed Offer, does it mean that his/her PSLE results will not matter?

- Your child's PSLE score still matters.
- Your child's PSLE results will still be **used to determine the Posting Group he/she is eligible for the secondary school.**
- Even if he/she has a Confirmed Offer, he/she **must qualify for the Posting Group offered by the school** to be admitted to the DSA-Sec school.

Where can I find more information on the 2024 DSA-Sec?

- Check the **MOE DSA-Sec website** for important dates and timelines, and for information on how DSA-Sec will be conducted.
- The updated 2024 DSA-Sec information will be published around April 2024.
- The MOE DSA-Sec website also contains information on DSA categories and secondary schools offering them.

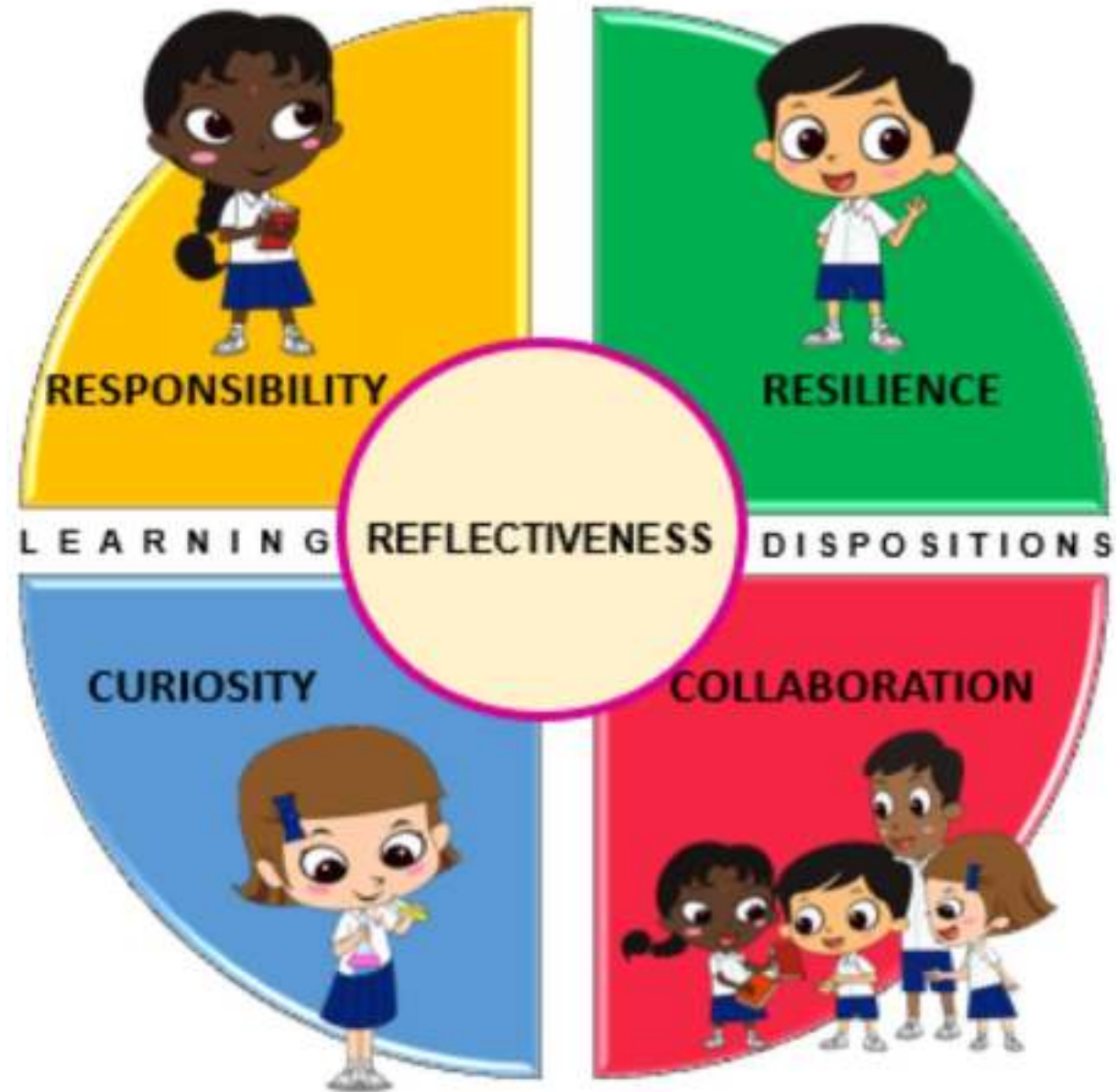
OTHER USEFUL INFORMATION



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RSS Learning Dispositions



RSS Learning Dispositions

Learning Disposition	Learning Actions
Responsibility	<ul style="list-style-type: none">• Put in my best to learn, without the need to be reminded• Participate enthusiastically in learning• Put in my best to learn because I enjoy learning and want to become better
Resilience	<ul style="list-style-type: none">• Make the effort to think of and try out solutions even when the work is challenging• Do my best to complete the activities in every assignment• Receptive to feedback given• Want to know what has gone wrong and how to improve in my learning
Curiosity	<ul style="list-style-type: none">• Show excitement and a keen interest in learning• Ask useful questions that are related to the topic to seek clarification• Readily find out more about a topic I am learning• Readily share what I have learnt with others
Collaboration	<ul style="list-style-type: none">• Encourage my peers to work together and learn from one another• Support my peers in their learning by sharing what I know and by guiding them• Encourage my peers to use what they are good at to help others

RSS Assessment Plan for 2024

Level	Term 1	Term 2	Term 3	Term 4
Primary 6	Weighted Assessment	Weighted Assessment	Prelim	PSLE

Parents and students will be informed of the dates of WA at the beginning of each Term, and the Preliminary Examinations (P6 only) and End-of-Year Examinations (P3 – P5) nearer the dates of the examinations.

P6 After-school Support

TERM 1	TERM 2	TERM 3	TERM 4
* Mon, Fri after school	* Mon, Fri after school * 19 – 21 June (AM) (June holidays)	* Tue, Thur after school	* Tue, Thur after school before PSLE

* Only for selected students for EL, Ma, Sc

* List of selected students will be reviewed termly to better support the learning needs of our students.

Healthy Eating Initiative

Concerns:

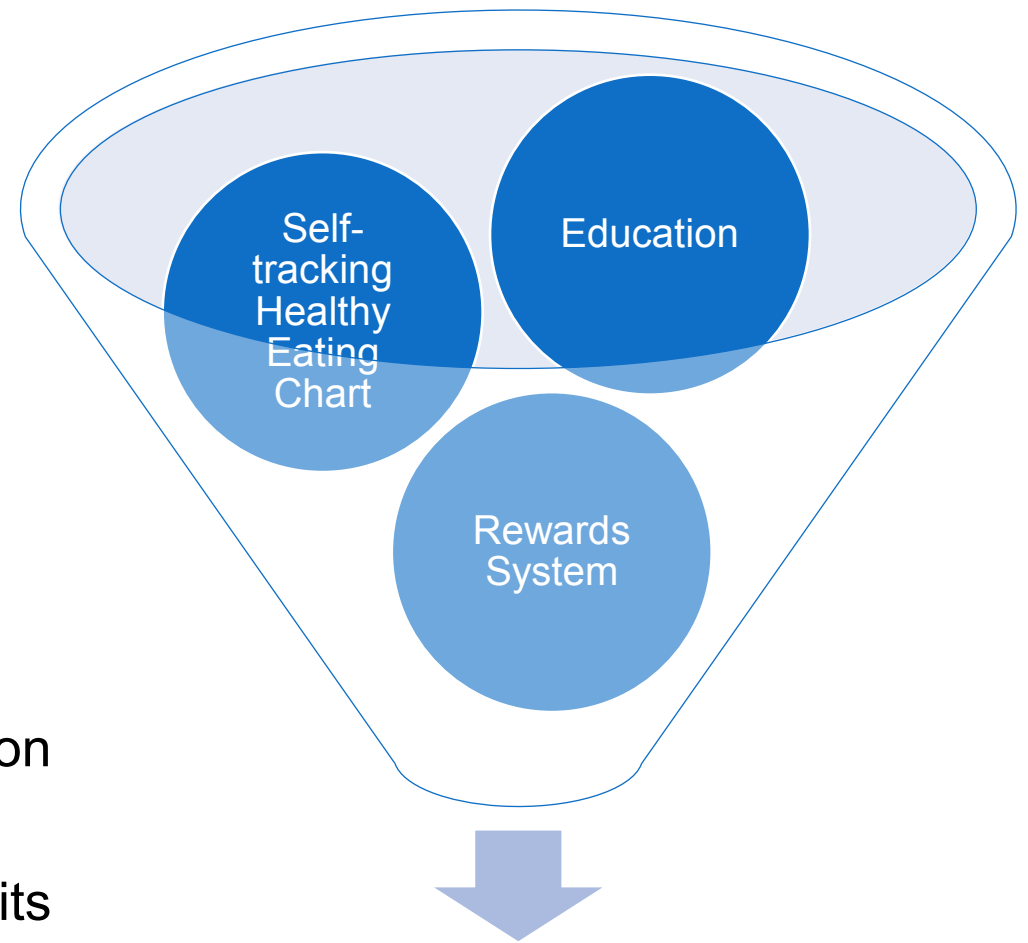
1. Students are observed to be consuming excessive sweet drinks.
2. Students are observed to not consume fruits during recesses.

Students are encouraged to:

- Choose water as beverage of choice. Cut down on consumption of sweet drinks.
- Eat 2 servings of fruits each day. Make eating fruits part of their good habits.



Encourage your child towards healthier eating habits at home!



Healthy Eating Habits





Support for P6 Students

Monitoring of Well-Being
School Leaders' Talks
Counsellor's Class Talk
Stress Management
P6 Motivation Day
Motivation Care Pack
Encouragement
Well Wishes from P5-P6
Teachers' Well Wishes
Graduation Bear
Gifts of Love by PSG



Post PSLE Programme

Transition to Secondary 1 Talk
Secondary Schools Talk
Games Day & Learning Journeys
P6 Graduation Concert
Social Etiquette Workshop
First Aid Lessons
LLP Day + Values-in-Action
DISC Personality Profiling
Financial Literacy Workshop
Music Programme
SAP and FTGP Lessons



Road Safety – Use Only Gates 1A, 4 and 5

DO NOT let your child alight outside Gates 1 and 3 (vehicular gates)

Also, please **do not** alight your child along Bedok North Ave 3



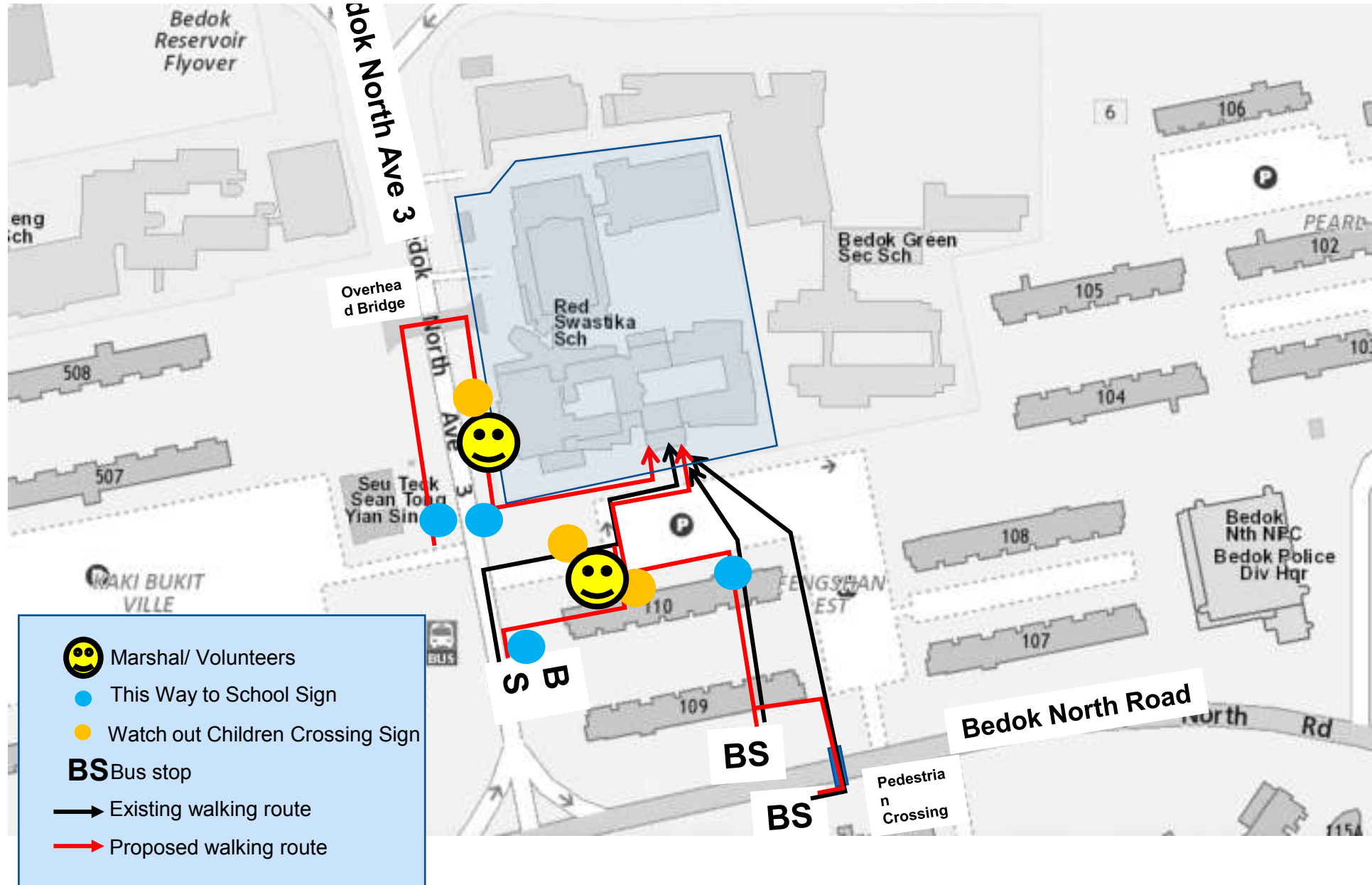
Students who come from Bedok Reservoir area /MRT station should enter the school via **Gate 1A**



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Safe Walking Route to School and going Home from School



Road Safety

Please take note of the safety of parents and students

- crossing the carpark, especially near the gantry and
- boarding/alighting from vehicles.



Please:

- Drive patiently and carefully – pay attention and give way to children and others
- **Do not** weave in and out of traffic as it may result in accidents.
- **Do not** obstruct traffic while waiting for your child to board/alight from the vehicle.
- When using the yellow box, please take care not to block cars that are going straight



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Thank You!



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