

Joy Of Learning begins at Naval Base Primary School!



## PRIMARY 5 PARENTS' BRIEFING 2 FEB 2024

Form Teachers' Time  
(6.40 p.m. to 7.00 p.m.)

Main Briefing by School  
(7.10 p.m. to 8.10 p.m.)

**ST3:**  
**Strong Partnership with Stakeholders**





# Announcement

- 1. Kindly mute for a better experience. You may post your questions in the chat box if you have any questions.*
- 2. Please note that key information from the presentation slides will be made available at NBPS website by 7 Feb.*

**[www.navalbasepri.moe.edu.sg](http://www.navalbasepri.moe.edu.sg)**





# P5 OUTLINE (Part 1:By FT)

6.40 p.m. to 7.00 p.m.

<b>1</b>	<b>Introduction to SL, YH and Class Teachers</b>
<b>2</b>	<b>Student Management Matters</b>
<b>3</b>	<b>Other Updates</b>





# Introduction to SLs, YHs, Class Teachers



# **Our School Leaders**

**Mrs Sita Singh (Principal)**

**Mrs Koh Ming Hwee  
(Vice Principal )**

**Mdm Lim Wai Choo  
(Vice Principal )**

**Mdm Agnes Tham  
(Vice Principal - Admin)**

# Our P5/6 Year Heads

**Mrs Angeline Ang**  
**YH P5/P6**

**Mr Brian Nguyen**  
**AYH P5/P6**



# Our P5 Form Teachers

<b>Class</b>	<b>Form Teacher</b>
5CO	Ms Yap Xue Ling, Mdm Makhfadzah, Ms Genevieve Wong
5EN	Mdm Nashita, Mdm Zhang Lijuan
5EX	Mr Hasyim, Ms Pearly Leong
5IN	Ms Ferisha, Mrs Carmen Edwin
5PE	Mdm Kayathri, Ms Jean Goh, Mr Jason Law
5RE	Mrs Teo Hung Ling, Miss Lim Pei Yiing
5SF	Mr Alex Lee, Mr Glenn Onn





# P5 Mother Tongue Teachers

Subject	Teacher
Chinese Language	Mdm Zhang Lijuan Mdm Lu Qiuling Ms Jean Goh Mei Juan Mdm Wang Manli
Malay Language	Cikgu Fadhillah Cikgu Hanif Cikgu Makhfadzah Cikgu Saripah
Tamil Language	Ms Harini







# Student Management Matters



# Key Information from Letter from the Principal & FTs



## School Reporting and Dismissal Time

Mon: 7.35am – 4pm (CCA)  
Tue-Fri: 7.35am - 1.30pm



## Recess Time

10.30am - 11.00am



## Snack Break

10 mins between  
9.00am - 9.30am

- Check Parents Gateway (PG) for information and updates on school activities.
- Refer to Navalite Compass to check on homework and other school matters

# The School Uniform



Name Tag



Shirt Tucked In

NBPS socks

*Socks with NBPS logo and white canvas shoes are to be worn.*



# The School Uniform



The student's name tag must be **sewn on securely on the pocket above the school crest** on both the **school uniform** and **PE T-Shirt**.



# The PE Attire



Name Tag



# Footwear

- Only pure white canvas shoes are to be worn.
- Only socks with NBPS logo are to be worn.



# Hairstyles



# Hairstyles

## Boys' Hairstyles/Facial Hair

- Hair must not be tinted or dyed.
- No form of hair styling products is allowed.
- Fringe must be short and not touch the eyebrows.
- Hair must not touch the ears.
- Hair must not touch the collar and must have a **sloped or tapered cut**.
- Hair must **not have any patterns/designs**.
- **Sideburns, moustaches and beards are not allowed.**









# Hairstyles

## Girls' Hairstyles

- Girls with long hair are expected to tie them up neatly to prevent loose hair from hanging down the side of the face.
- The fringe must not touch the eyebrows and should be **clipped/pinned up** neatly.
- If hair grows beyond the 2<sup>nd</sup> collar line, it has to be neatly tied, pinned or clipped.
- All hair accessories like hairpin or hair clip are to be in **black/dark blue colour**.
- Streaking, tinting or colouring of hair is not acceptable.












# Communication Through The Navalite Compass



# The Navalite Compass

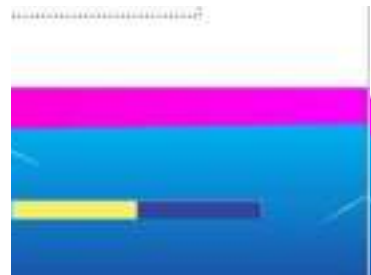


TERM 1 WEEK 1

	HOMEWORK SET	DUE DATE
MONDAY 04  		
TUESDAY 05  		
WEDNESDAY 06  		
THURSDAY 07  		
FRIDAY 08  		
SATURDAY 09		
SUNDAY 10		

REMARKS	PARENT'S SIGNATURE
Orientation Day 1	
Orientation Day 2	
Temperature Taking Exercise	
My Reflection	

Excellence... is not an act, but a habit. - Aristotle



## Feeling Unwell

- The best remedy is for the child to stay at home and rest.
- If student is unwell in school, parents will be informed.
- Parents are advised to obtain a medical certificate and submit to the child's form teacher via the child when he/she returns to school.





Joy Of Learning begins at Naval Base Primary School!



# PRIMARY 5 PARENTS' BRIEFING

2 FEB 2024

7.10 p.m. to 8.10 p.m.  
(Main Briefing by School)

**ST3:**  
**Strong Partnership with Stakeholders**



# Outline

1	Introduction
2	Holistic Education @ NBPS
3	Assessment
4	Examination Dates
5	Direct School Admission
6	English, Maths, Science & Mother Tongue Briefing
7	Partnership and Communication with Parents
8	Your Feedback Matters



# HOLISTIC EDUCATION @NBPS

# KEY HOLISTIC DEVELOPMENT PLAN (HDP) P1 to P6

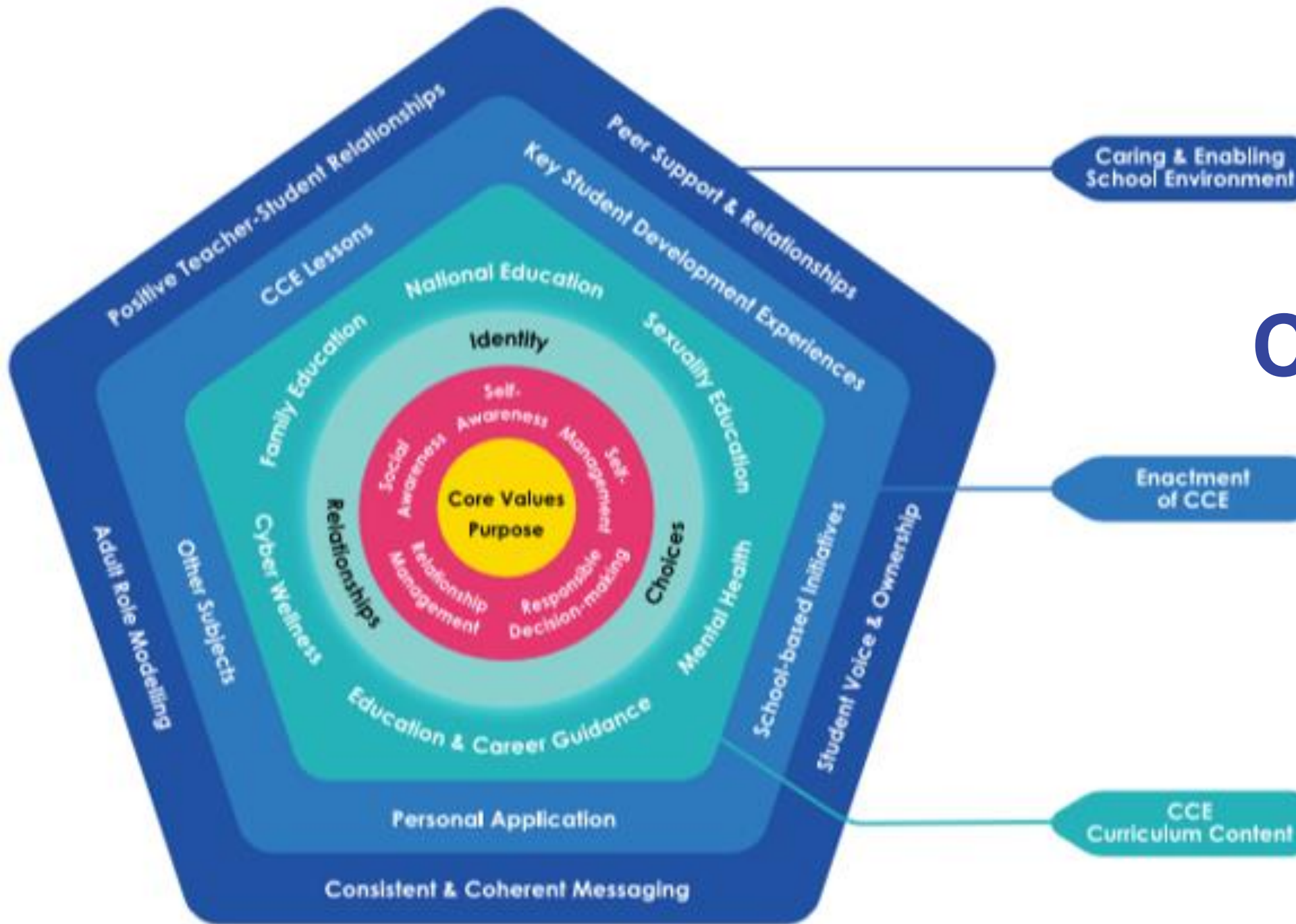
Term 1	<ol style="list-style-type: none"><li>1. Remedial/Supplementary</li><li>2. CNY, Total Defence Day</li><li>3. Inter-House Athletics Festival</li></ol>
Term 2	<ol style="list-style-type: none"><li>1. EL La Fiesta, Remedial/Supplementary</li><li>2. Hari Raya, International Friendship Day,</li><li>3. Arts Beats Carnival (ABC)</li></ol>
Term 3	<ol style="list-style-type: none"><li>1. MTL Fiesta, Remedial/Supplementary</li><li>2. Racial Harmony Day, National Day, Teachers' Day</li><li>3. Navalites Got Talent (NGT)</li></ol>
Term 4	<ol style="list-style-type: none"><li>1. Remedial/Supplementary</li><li>2. Childrens' Day, Deepavali, Character Recognition Day, NBPS, Speech and Prize Giving Day.</li></ol>

# KEY HOLISTIC DEVELOPMENT PLAN (HDP) P5

Term 1	<ol style="list-style-type: none"><li>1. <i>Buddy Programme with P1s</i></li><li>2. <i>P5 HOPES Camp</i></li><li>3. <i>Code for Fun</i></li><li>4. <i>Learning Journey to Singapore Science Centre</i></li></ol>
Term 2	<ol style="list-style-type: none"><li>1. <i>Local-based Internationalisation Programme 1</i></li><li>2. <i>P5 Overseas Trip (selected students)</i></li></ol>
Term 3	<ol style="list-style-type: none"><li>1. <i>NE Show</i></li><li>2. <i>Local-based Internationalisation Programme 2</i></li></ol>
Term 4	<ol style="list-style-type: none"><li>1. <i>Learning Journey to Indian Heritage Centre</i></li></ol>



# CCE 2021



# NBPS CCE Framework



Engaged Learner

Morally Upright Individual

Concerned Citizen

Confident Leader

CCE Lessons

Other Subjects

Family Education

National Education

Self-Management

Relationship Management

SEL

Self-Discipline  
Integrity  
Respect  
Compassion  
Learning

Key Student Development Experiences

School-based Initiatives

Cyber Wellness

Social Awareness

Self-Awareness

Responsible Decision-Making

Sexuality Education

Education & Career Guidance

Mental Health

What are the three big ideas?

Identity

Relationships

Choice

School Culture of Care

Growth Mindset

# Discipline Approach in Alignment with CCE 2021

**Promote** a safe and supportive environment and a culture of care  
**Prevent** challenging behaviours from occurring



**A Positive & Proactive Approach to Discipline**



**Address** inappropriate behaviour promptly  
**Correct** it before it affects students' development and well-being

**Replace** inappropriate behaviour with prosocial, appropriate ones  
**Restore** relationships with others hurt by their actions







# NBPS Discipline Policy

- An effective discipline approach teaches students to **be self-disciplined**.
- It is a **learning process** which develops students' thinking in order for them to be able to **take responsibility for their own actions**.
- The school adopts a **2-step process** to inculcate students on the importance of the school value of self-discipline.
  - **Education & Development**
  - **Intervention**



# Primary 5



## **Values Education and Cross-Cultural skills:**

- Character and Citizenship Education (FTGP & MT) Lessons
- Values in Action Programme
- Cyber Wellness Programme
- Festivals: CNY, Hari Raya, Deepavali
- NESS Learning Journey to Asian Civilisation Museum
- NESS Core Events: Total Defence Day, International Friendship Day, Racial Harmony Day, National Day (including P5 NE Show)
- P5 Internationalisation Programme (i.e., local, overseas)





# Shanghai/Hangzhou Trip 2024

- ❖ 40 selected Primary 5 students
- ❖ Dates (tentative):  
**26 May – 31 May 2024, Sunday to Friday (6D5N)**
- ❖ Tour fare: approximately \$1800
- ❖ Payment
  - For Singapore citizens  
(School subsidy, Edusave funds, cash/cheque)
  - For Singapore PR and non-Singapore citizens  
(No subsidy, to pay the full amount i.e. 100%)





## Growth Mindset @ NBPS

**In NBPS, we would like our students to**

- Be enthusiastic, hardworking and resilient learners
- Take charge of their own success
- Have greater motivation to attend school
- Perform better in their holistic development
- Learn from mistakes
- Celebrate the success of others



## Growth Mindset Statements

P1	I Can Do This!
P2	I Can Learn!
P3	I Can and I Will!
P4	Be the Agent of Change!
P5	I'm Possible!
P6	The Power of Yet!





## Growth Mindset Key Messages

- I can grow my brain and be smarter.
- I can achieve anything with effort.
- I learn from making mistakes.



# Edusave Award for Top 25% and Good Progress

1. Must be a Singaporean
2. Good Conduct



**Edusave Scholarship**

- Overall > 50%
- Top 10%

**P5-6:\$350**



**Edusave Merit Bursary**

- Overall > 50%
- Top 25%
- Income Criteria

**P4-6:\$250**



**Edusave Good Progress Award**

- Top 10% based on Academic Improvement
- Income Criteria

**P4-6:\$150**

# Non-Academic (MOE Edusave Award)

1. **Must be a Singaporean**
2. **Good Conduct**

## Edusave Good Character Award (ECHA)

- Students who demonstrate exemplary values and personal qualities
- Top 2 % of whole school

**P4-6:\$350**

**P1-3:\$200**

## Edusave Award for Achievement, Good Leadership and Service (EAGLES)

- Pass school exams.
- Students who demonstrate leadership qualities, offer good community service and service to school and excel in non-academic activities.
- Top 10% of whole school

**P6:\$250**





# ASSESSMENT



# ASSESSMENT PLAN

Primary	Term 1	Term 2	Term 3	Term 4	Remarks
5	10%	15%	15%	60%	<ul style="list-style-type: none"><li>- Terms 1, 2 &amp; 3 Weighted Assessments</li><li>- Term 4 End-of-Year Examinations</li></ul>
6	-	-	100%	-	<ul style="list-style-type: none"><li>- Terms 1 &amp; 2 Class Tests</li><li>- Term 3 Preliminary Examinations</li><li>- Term 4 PSLE</li></ul>

# EXAMINATION REGULATIONS

## Page 24 – Navalite Compass

MC / Valid reasons are required for the following:

- Make-up assessments (within the make-up period)
- Pro-rating of results

**EXAMINATION REGULATIONS**

**Punctuality**

- Students and parents are to adhere to the examination regulations and timetable strictly.
- Students are to be punctual for all examinations. Latecomers will not be given extra time.

**Conduct during examinations**

- Students are to follow all instructions given by the invigilator.
- Students are to raise their hands to get the invigilator's attention if they need any assistance.
- Students are not allowed to borrow any form of stationery when the test or examination is in progress.
- The school takes a serious view on cheating. No forms of messages, hand signals or passing of information can be made during the examinations. Answer scripts must not be placed in such a position that others can read them.
- If a student breaches any examination rules and regulations, he/she may:
  - a) be expelled from the examination room;
  - b) be refused entry for subsequent papers; and/or
  - c) have his/her examination results forfeited.

**Absence from weighted assessments**

- Weighted assessments are assessments that contribute to the overall result of the student. (See Page 25)
- The following table outlines the guidelines for how absenteeism is managed for weighted assessments:

Absent with medical certificate (MC)	Students will be allowed to take the make-up assessment <sup>†</sup> if the student returns to school within the given make-up period*.
Absent without MC but with valid reason (Approval is given based on case to case consideration)	Marks will be computed as per normal.
Absent with valid reason for days of assessment and make-up assessment	Marks will be pro-rated accordingly.
Absent without valid reason	No marks will be awarded

<sup>†</sup> Only applicable to written papers in End-of-Year Examinations

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# A MORE HOLISTIC ASSESSMENT

The various ways teachers can assess your child's learning progress and provide the support for their learning.



- Weighted / Non-weighted Class Topical Tests
- Weighted Examination



- Learning through ICT
- Homework
- Daily work in class



- Class activities  
(including group work)
- Class participation

# SUBJECT-BASED BANDING (SBB)

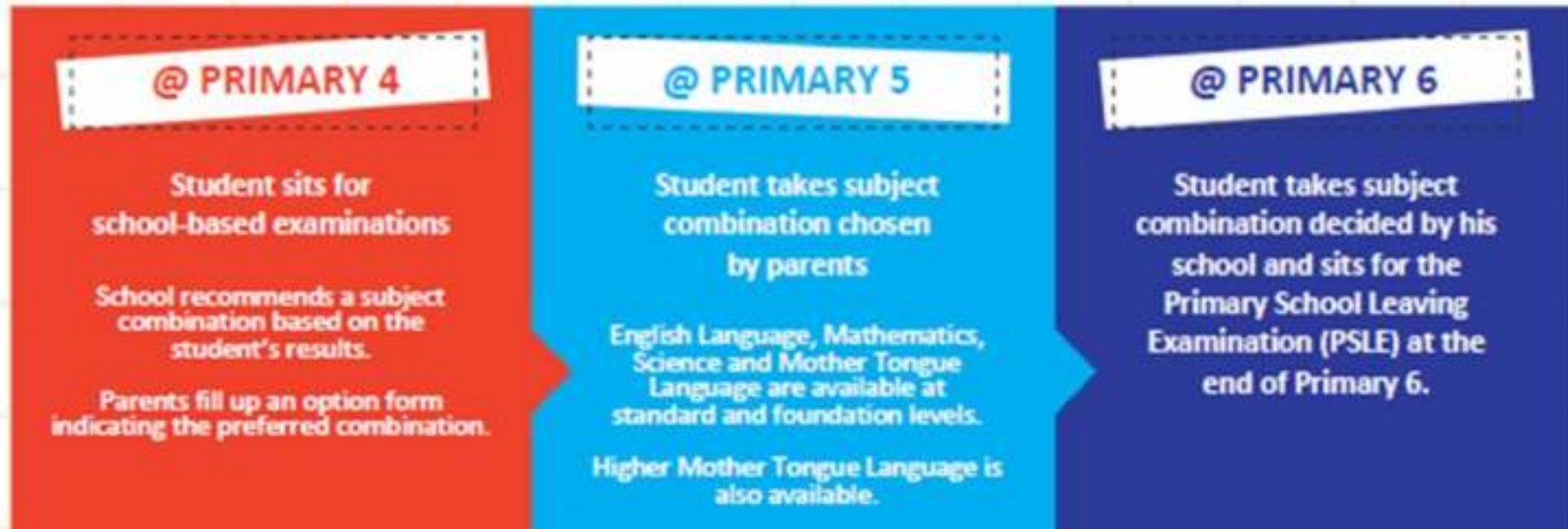
- Every child will be encouraged to do the subjects at the levels that best meet his/her abilities.
- SBB provides opportunity for students to take a combination of subjects at standard and/or foundation levels based on their strengths.

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	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

# SBB @ P5

- SBB brochure from MOE will be available on the school's website and sent via Parents' Gateway.

## HOW DOES SUBJECT-BASED BANDING (PRI) WORK?



# The PSLE SCORING and S1 POSTING

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

*Briefing Deck to P5 and P6 Parents*



# OVERVIEW

## RECAP

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

## SUPPORTING STUDENTS AND THEIR PARENTS IN MAKING INFORMED SCHOOL CHOICES

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

1

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

2

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

3

**Encouraging families to choose secondary schools holistically based on students' strengths, interests and learning needs.**

# HOW THE PSLE SCORING SYSTEM WORKS



# WHAT ARE ACHIEVEMENT LEVELS (AL)?

## WHY ARE THE BANDS UNEVEN?

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

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


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

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

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

# HOW DOES THE PSLE SCORING SYSTEM WORK?

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



**Elena** PSLE Score **14**

PSLE Subject	AL Score
English	2
Math	2
Foundation Science	AL A = 6
Mother Tongue Language	4

# 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**
- (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.

# HOW DOES THE S1 POSTING WORK?

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



# Tie-breakers

## in the new S1 Posting System


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

Here's a simplified example.

5 students are vying for the last places in the schools of their choice.

**Jane**  
Singapore Citizen  
16 pts

SCHOOL CHOICES:  
1) Sch A  
2) Sch ...  
3) Sch ...  
4) Sch ...




**Bryan**  
Singapore Citizen  
20 pts

SCHOOL CHOICES:  
1) Sch B  
2) Sch ...  
3) Sch ...  
4) Sch ...



**Mary**  
Singapore Citizen  
20 pts

SCHOOL CHOICES:  
1) Sch A  
2) Sch B  
3) Sch C  
4) Sch ...




**Alan**  
Permanent Resident  
20 pts

SCHOOL CHOICES:  
1) Sch A  
2) Sch B  
3) Sch D  
4) Sch ...




**Rina**  
Permanent Resident  
20 pts

SCHOOL CHOICES:  
1) Sch A  
2) Sch B  
3) Sch D  
4) Sch E



- Students with better scores will be posted first
- 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**.

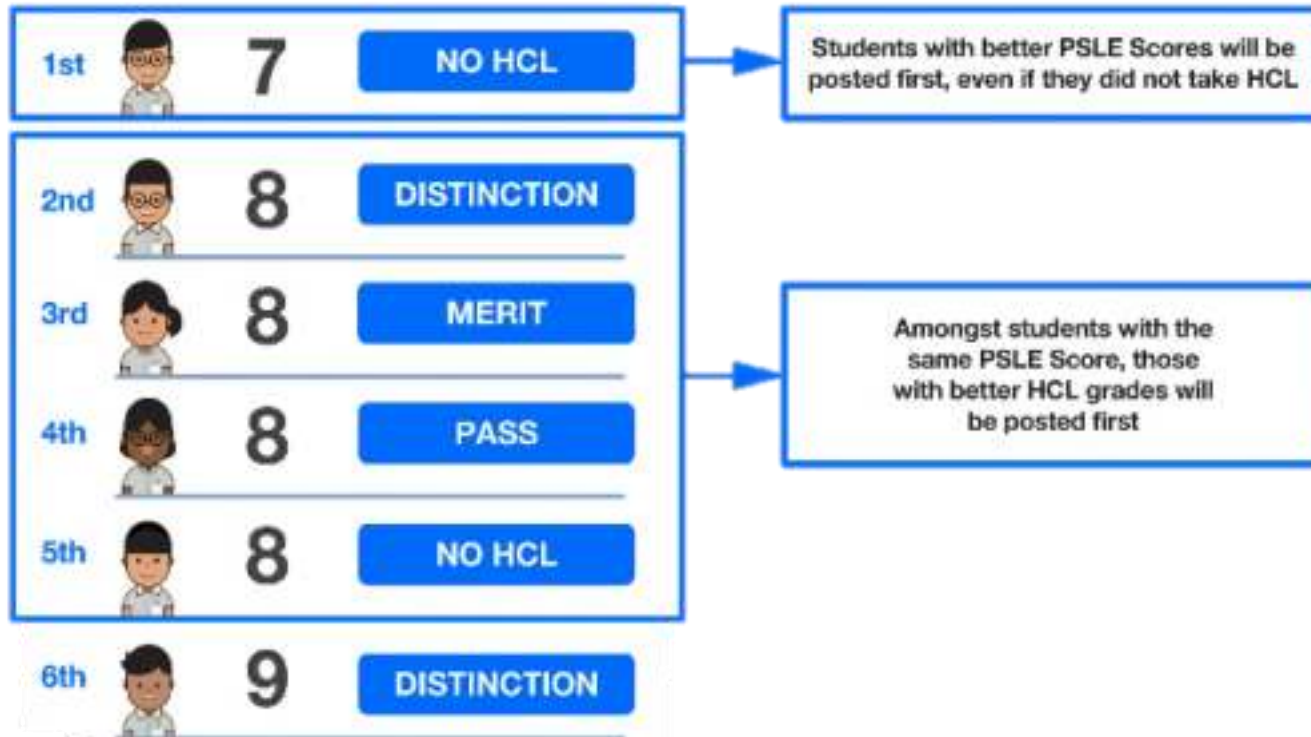




# HCL POSTING ADVANTAGE TO SAP SCHOOLS

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 will be considered for admission to SAP schools in the following order:



- 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.

# Understanding Full Subject-Based Banding (Full SBB)



**What is Full SBB?**

# WHAT IS FULL SBB?

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



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



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



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



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

# FULL SUBJECT-BASED BANDING (FULL SBB)



**2020**

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

Progressive rollout of Full SBB

**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.**

After PSLE

Start of Sec

End of Sec

Post Sec

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

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

Updated post-  
secondary admission  
criteria

# FULL SBB: S1 POSTING

## Three Posting Groups to ensure schools are accessible to diverse learners

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

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

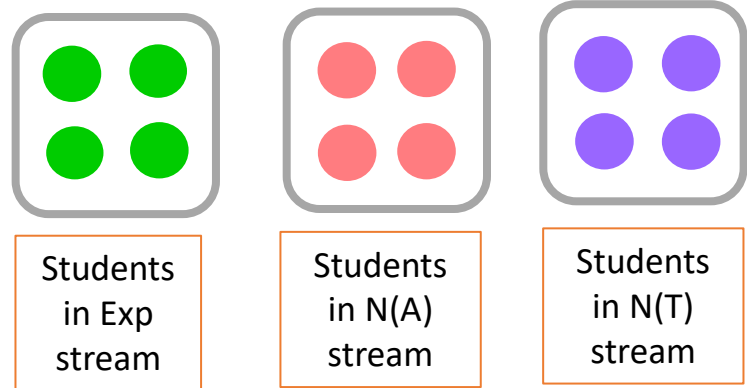
**Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.**

- Posting Groups assigned based on PSLE Scores, mapped from existing 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.

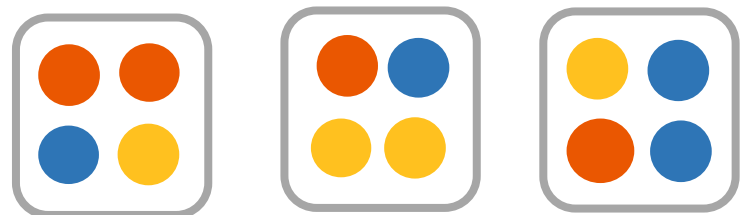
PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 <i>(with AL 7 in EL and MA)</i>	1	G1

# FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

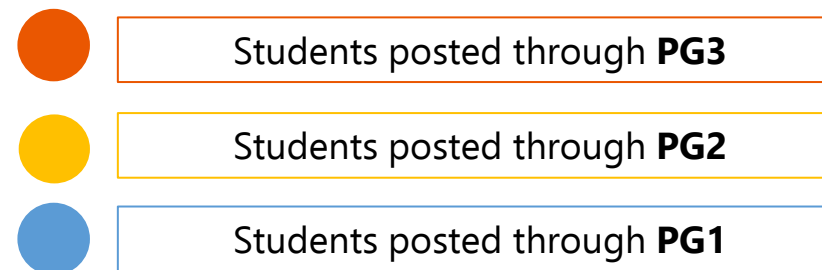
Form classes arranged by academic stream in schools yet to implement Full SBB



With Full SBB:  
Mixed form classes



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



# FULL SBB: COMMON CURRICULUM

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

### Examinable Subjects:

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

### Non-examinable Subjects:

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

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



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

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

FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2			
SUBJECT	PSLE SUBJECT LEVEL	PSLE AL FOR SPECIFIC SUBJECT	OPTION TO TAKE THE S1 SUBJECT AT :
<ul style="list-style-type: none"> <li>• English Language</li> <li>• Mother Tongue Language</li> <li>• Mathematics</li> <li>• Science</li> </ul>	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 <sup>^</sup>	OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL
PG3	AL 6	G2
	AL 7-8	G1 or G2
PG2	AL 7-8	G1

<sup>^</sup> 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

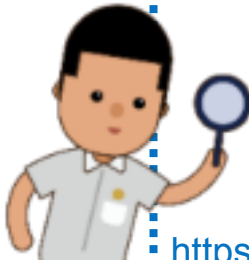
- Beyond the start of Sec 1, students may **adjust their subject levels across their secondary school journey**.
  - Students may offer subjects, including English Language, Mother Tongue Languages, Mathematics, Science and Humanities subjects at a **more demanding level** if they meet the criteria and 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.



# 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.
- The PSLE Score ranges for individual secondary schools will be available for your reference on <https://moe.gov.sg/schoolfinder> and <https://go.gov.sg/exploreschools>. They reflect the PSLE scores of the students posted into these schools at the previous year's S1 Posting Exercise.
- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.



SchoolFinder Tool	MySkillsFuture Student Portal (Primary)
 <a href="https://www.moe.gov.sg/schoolfinder">https://www.moe.gov.sg/schoolfinder</a>	 <a href="https://go.gov.sg/exploreschools">https://go.gov.sg/exploreschools</a>

# HOW DO WE INTERPRET THE PSLE SCORE RANGES?

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 20XX (previous year's S1 Posting Exercise)

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

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

PSLE Score of the last student posted into the school in the respective PGs [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.*

# EXAMPLE OF AN SAP SCHOOL'S PSLE SCORE RANGE

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

## Example

XX Secondary School

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

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

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

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

# 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.





# Direct Schools Admission

- Direct School Admission allows students to apply to schools before PSLE.
- Students apply based on their talent in sports, CCAs and specific academic areas.
- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership (for example, prefects)



# 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.

# Useful resources

## Quick tips on shortlisting secondary schools

**A SECONDARY SCHOOL THAT'S SUITABLE FOR YOUR CHILD**

Help them search for schools in their catchment and beyond.

**ASK:**  
What are their strengths, interests, and abilities?  
- Are their interests, aptitudes and aptitudes well-served?  
- Are there any special facilities or activities?

**CONSIDER:**  
- School Culture  
- Courses  
- Programs, Subjects and OCAe Offered  
- Location and Transport  
- If your child has Special Educational Needs

**SUBMIT:**  
- School Options  
- Schools with Different Cut-Off Points  
- Schools with Specialized Programs

**REFER TO:**  
MOE's SchoolFinder

**YOUR RANGE OF SCHOOL CHOICES**

MOE's SchoolFinder

## Tools to use to explore secondary schools

**SCHOOL FINDER**



*My*SKILLS*future*



## How-to-Guides to equip parents on how to use the tools

**How to Use SchoolFinder**

Ministry of Education Singapore

<https://go.gov.sg/school-finder>

QR code linking to the guide



# Useful resources



## Transition Materials

## Resilience Boosters



# FIND OUT MORE ON THE PSLE-FSBB MICROSITE



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





# EXPLORE YOUR FULL SBB PATH



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



# OTHER RESOURCES

SchoolFinder Tool

# SCHOOL FINDER



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

“Welcome to Secondary School” video



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

Secondary School Education Booklet



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

Student Journey Map and School Explorer Card



<https://go.gov.sg/psle-student-journey>

# OTHER RESOURCES

## ECG Tips For Parents



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

## MySkillsFuture Student Portal (Primary)



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

## ECG What's Next



<https://go.gov.sg/whats-next-psle>





# English Language, Mathematics, Science & Mother Tongue Language Briefing



# ENGLISH LANGUAGE



# Our Goals



- To empower every Navalite to be a **creative inquirer** who is **confident, empathetic, and effective in their communication** and use of the English Language
- To equip all Navalites with **discerning skills** to distinguish facts from falsehoods



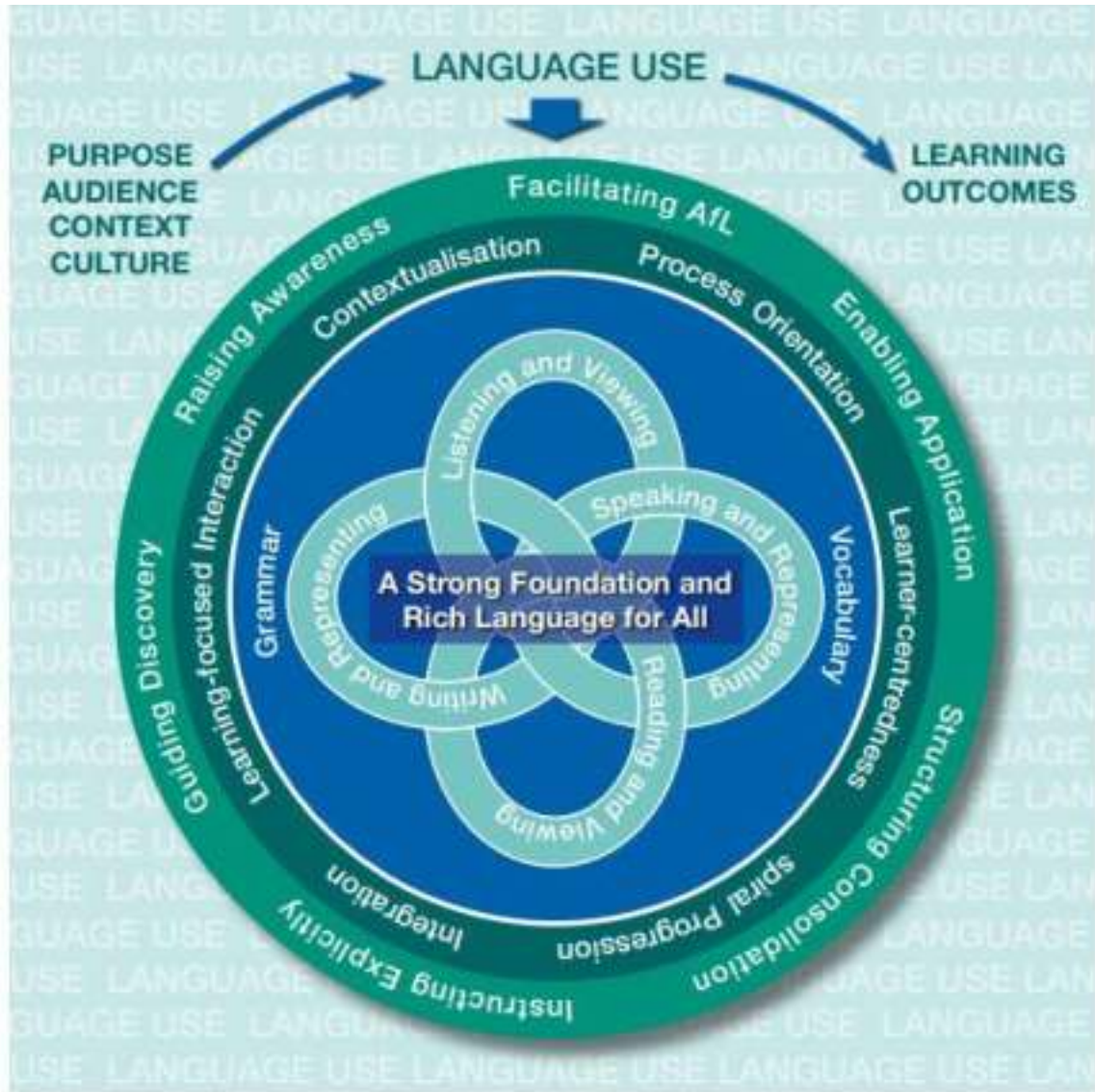
# English Language Learning Framework



## STELLAR

*(S*Trategies for *E*nglish *L*anguage *L*earning and *R*eading)



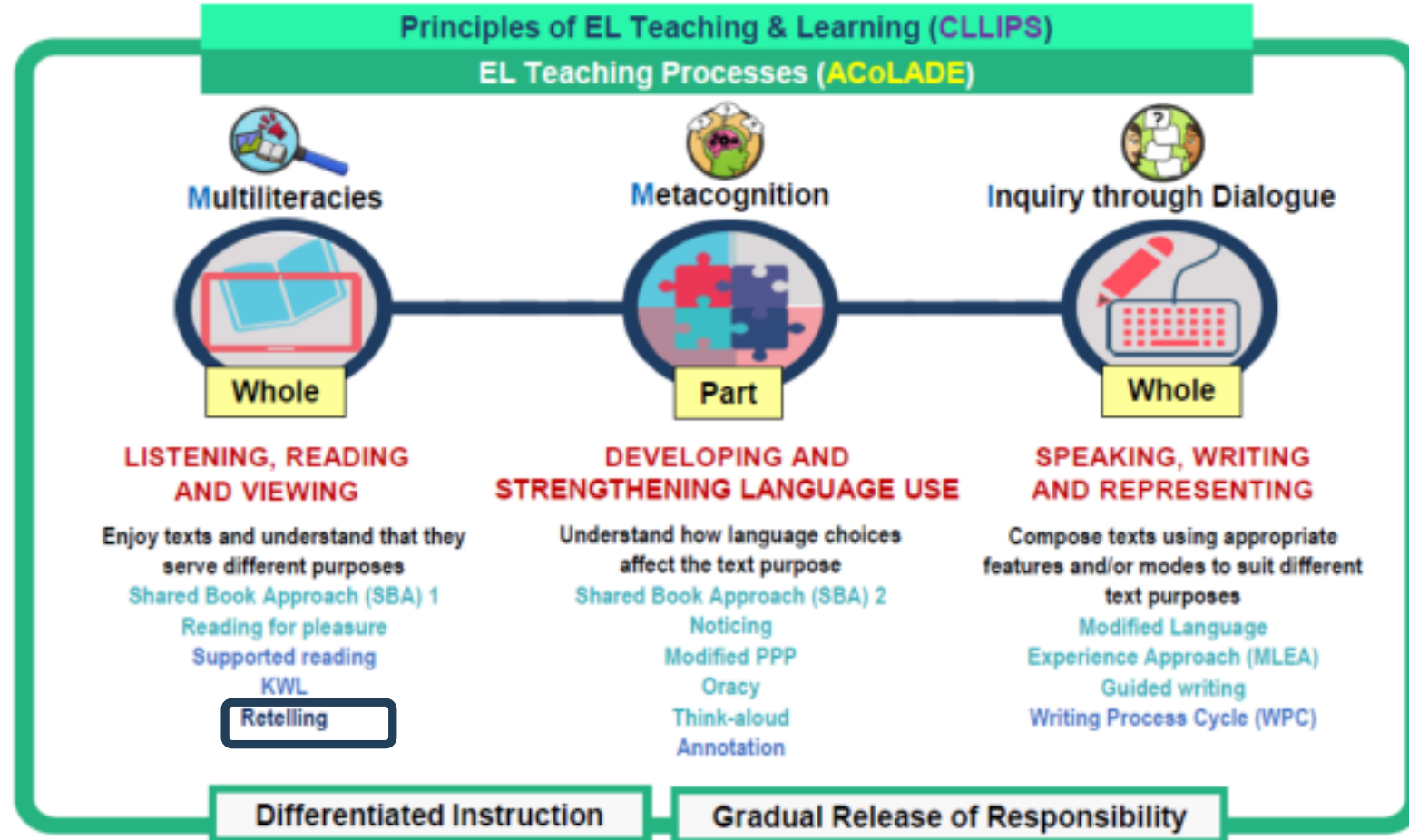


Pupils' language use is reflected in the following **areas of language learning**:

- Listening and Viewing
- Reading and Viewing
- Speaking and Representing
- Writing and Representing
- Grammar
- Vocabulary



# Framework for Language Learning in STELLAR 2.0



Guided by  
ELS 2020:

Principles of EL Teaching & Learning (CLLIPS)

EL Teaching Processes (ACoLADE)

Pedagogical Emphases (MMI)

Strategies first introduced at these levels:

- Lower Primary
- Middle Primary
- Upper Primary





# English Language Resources & Remediation

- STELLAR Readers
- STELLAR worksheets
- Listening Comprehension Booklet
- Oral Booklet



NAVAL BASE PRIMARY SCHOOL  
PRIMARY 2  
ENGLISH

TERM 1 UNIT 1  
Headwords in Dip Chart

Name: \_\_\_\_\_ Class: P2 \_\_\_\_\_

**KEY TEACHING POINTS**

<p><b>Understanding</b></p> <p>Identify explicit and implicit details about text. (Inferred details are to be sought explicitly in the context of the available and given facts.)</p> <p><b>Comprehension</b></p> <p>Text Type Characteristics (writing)</p> <p>Strategies</p> <ul style="list-style-type: none"> <li>• identifying and solving problems</li> </ul> <p>Vocabulary</p> <p>Text set</p> <ul style="list-style-type: none"> <li>• all: because, why, light, shaded, light, because, when, when, when</li> </ul> <p>Other Language</p> <ul style="list-style-type: none"> <li>• cause-effect</li> <li>• contrast</li> <li>• compare</li> </ul> <p>Other</p> <p>Responding to literature</p> <ul style="list-style-type: none"> <li>• identifying with</li> <li>• relating to family experiences</li> </ul>	<p><b>Writing</b></p> <p>Content</p> <ul style="list-style-type: none"> <li>• details and main ideas</li> <li>• comparison (explicit and implicit)</li> <li>• inclusion of facts, details and explanation</li> </ul> <p>Organisation</p> <ul style="list-style-type: none"> <li>• introduction (topic sentence, general point)</li> <li>• body</li> <li>• conclusion</li> </ul> <ul style="list-style-type: none"> <li>• topic or topic sentence</li> <li>• lead in to main content</li> <li>• sign to an additional sentence</li> </ul> <p>Reference Markings</p> <ul style="list-style-type: none"> <li>• direct speech or quoted speech</li> <li>• connecting reference with pronouns, number and words</li> </ul> <p>Other Text Mark</p> <ul style="list-style-type: none"> <li>• correct capital letters</li> <li>• punctuation</li> </ul> <p>Other</p> <p>Use to write</p> <ul style="list-style-type: none"> <li>• an event</li> <li>• an event</li> </ul>
--	---

NAVAL BASE PRIMARY SCHOOL  
PRIMARY 2  
ENGLISH

TERM 1 UNIT 1  
Headwords in Dip Chart

Name: \_\_\_\_\_ Class: P2 \_\_\_\_\_

**RESOURCE SHEET RS1.1**

Headwords Text Type Chart

Text Organisation	Language Features
Setting	<ul style="list-style-type: none"> <li>• appropriate to "setting" where the story takes place</li> </ul>
Characters	<ul style="list-style-type: none"> <li>• Proper names and first and last names</li> <li>• Dialogue/Conversation to convey feelings and thoughts</li> <li>• vivid description from narrator</li> <li>• verbs to show action and epithets to describe physical appearance</li> </ul>
Events	<ul style="list-style-type: none"> <li>• continuous verbs</li> <li>• variety of all tenses: action, linking, passive, feeling and thinking</li> <li>• Connectives for showing sequence of events</li> <li>• Adverbs of time, manner, place, direction, frequency and adjectives to describe</li> <li>• Direct and indirect speech to add interest</li> </ul>
Plot/Storyline	
Setting	

NAVAL BASE PRIMARY SCHOOL  
PRIMARY 2  
ENGLISH

TERM 1 UNIT 1  
Headwords in Dip Chart

Name: \_\_\_\_\_ Class: P2 \_\_\_\_\_

**RESOURCE SHEET RS1.2**

No Editing Checklist

Did I follow the text type chart?	Yes	No
Did I use any ideas I used to describe?		
Can I improve my writing by changing some parts?		
Can I improve my writing by reordering parts?		
Can I combine my sentences?		
Can I add any adjectives and epithets to expand some sentences?		
Is my grammar correct?		
Did I use some connectives, e.g. for, but, yet, so, then, however, first, last, etc.?		
Did I avoid repetition of some words?		
Did I begin my writing in an interesting way?		
Is the ending to my writing interesting?		
Did I write in complete sentences?		
Did I check my spelling?		
Did I under the beginning of each paragraph?		
Did I start all my sentences with a capital letter?		
Did I use capital letters to signal 'important'?		
Did I use each sentence with the correct punctuation?		
Did I write connectives, so I can combine marks?		



# English Language Key Programme

## La Fiesta



**F**resh and ripe  
**A**pples tumbling down, with  
**L**ots of orange and red  
**L**eaves falling to the ground

Lorraine Tong, 51N



Instilling fun & joy in their learning of the English Language

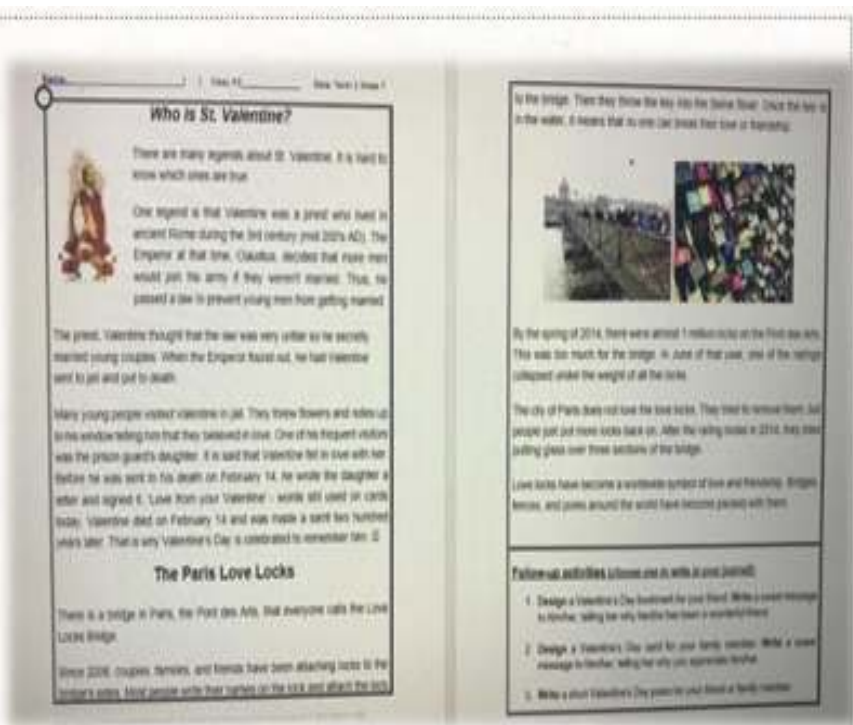


**M**agician in Soccer,  
**A**s hungry as a bear very often,  
**Q**uirky & loves  
**E**ating McDonalds, especially  
**E**ating McSpicy,  
**L**oves food.

MAQEEL BIN ZURAIMI  
P5 RESILIENCE







# Reading Programmes

- Morning Silent Reading
- Let's Read articles
- NLB Books



# Assessment



Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p>Written Paper</p> <ul style="list-style-type: none"><li>• Language Use (MCQ)</li><li>• Fill-in-the-blanks</li><li>• Open-ended questions</li><li>• Comprehension</li></ul>	<ul style="list-style-type: none"><li>• Continuous Writing</li><li>• Situational Writing</li></ul>	<p>Oral Performance Task</p> <ul style="list-style-type: none"><li>• Reading Aloud</li><li>• Stimulus-based Conversation</li></ul>	<p>End-of-Year Assessments</p> <ul style="list-style-type: none"><li>• Writing</li><li>• Written Paper</li><li>• Listening Comprehension</li><li>• Oral</li></ul>

*The revised PSLE format has been communicated during the parent briefing.  
Please contact the class EL teacher if you need more information.*





## What you can do to support your child/ward?

- Affirm and recognise your child's/ward's efforts
- Be there to support him or her
- Encourage him or her to read voraciously
- Have a conducive environment for them to learn at home
- Watch documentaries with them
- Take them on educational trips
- Talk to them



# MATHEMATICS





# Purpose of Mathematics

- Contributes to the development and understanding in many disciplines
- Foundation of innovations and solutions
- Underpins many aspects of everyday activities



# Primary Mathematics Curriculum



- Acquire important basic numeracy
- Develop logical reasoning and problem-solving skills
- Lay the foundation for the learning of Mathematics



# Primary Mathematics Curriculum



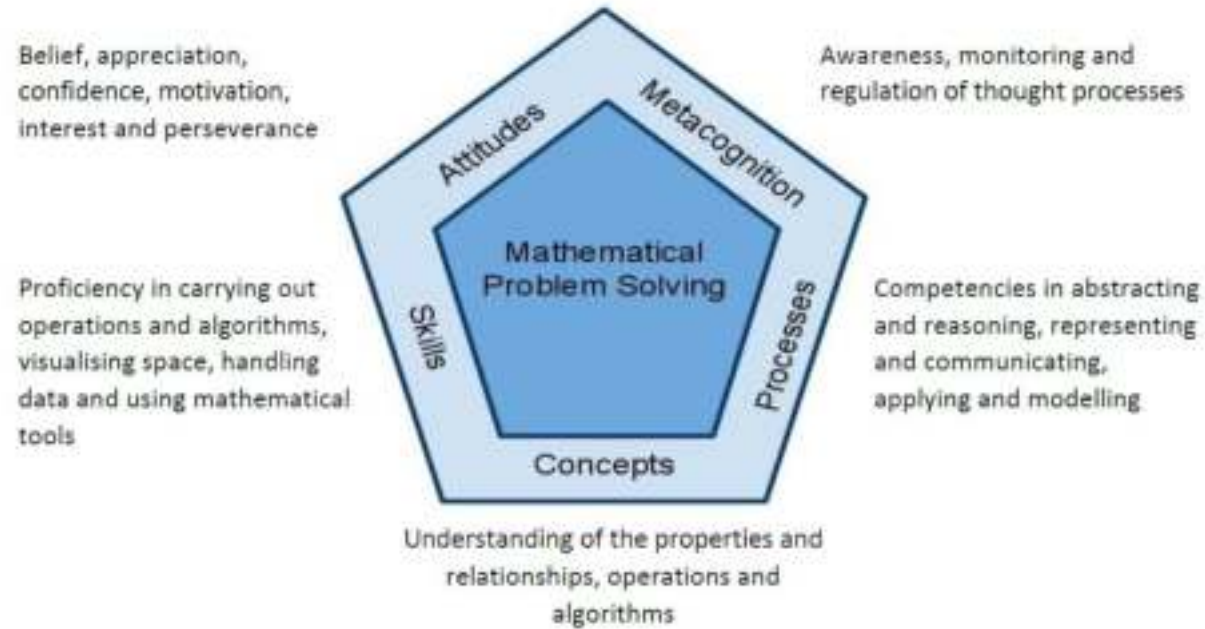
- Acquire mathematical concepts and skills for everyday use and continuous learning in Mathematics
- Develop thinking, reasoning communication, application and metacognitive skills through a mathematical approach to problem solving
- Build confidence and foster interest in Mathematics





# MATHEMATICS FRAMEWORK

## Mathematics Curriculum Framework





# Emphasis on communication skills

- REVOICING**  
"So you're saying that \_\_\_\_\_. Do I have that right?"
- REPEATING**  
"Can you restate or rephrase what \_\_\_\_\_ just said?"
- REASONING**  
"Do you agree or disagree, and why?"
- ADDING ON**  
"Would someone like to add on?"
- WAITING**  
"Take your time... we'll wait..."

**STUDY** and understand the problem

**THINK** of a plan

**ACT** on the plan

**REVIEW** your solution

Naval Base Primary School  
Mathematics Department

**Guiding questions for problem sums**

- 1 What am I given?
- 2 What can I find out?
- 3 What am I looking for?





# Mathematics Resources

- Mathematics Textbook
- Mathematics Practice book
- ID2P (Interleaved Distributed Differentiated Practices)
- Factual Fluency Booklets
- Heuristics Worksheets
- Model Drawing Package





# P5 Mathematics Programmes

- Remedial
- ICT Enriched lessons
- Math Olympiad
- E2K Mathematics



# Assessment



Term	Weightage	Mode
1	10%	Pen and Paper
2	15%	
3	15%	
4	60%	





# What you can do to support your child/ward?

## Areas of concerns

- Recalling Basic Math Facts
- Mastery of Times Tables
- Heuristics/Problem-Solving Skills



# SCIENCE



# Purpose of Science: Application in Daily Life

Example:

Reproduction in Plants



Example:

Electrical Systems





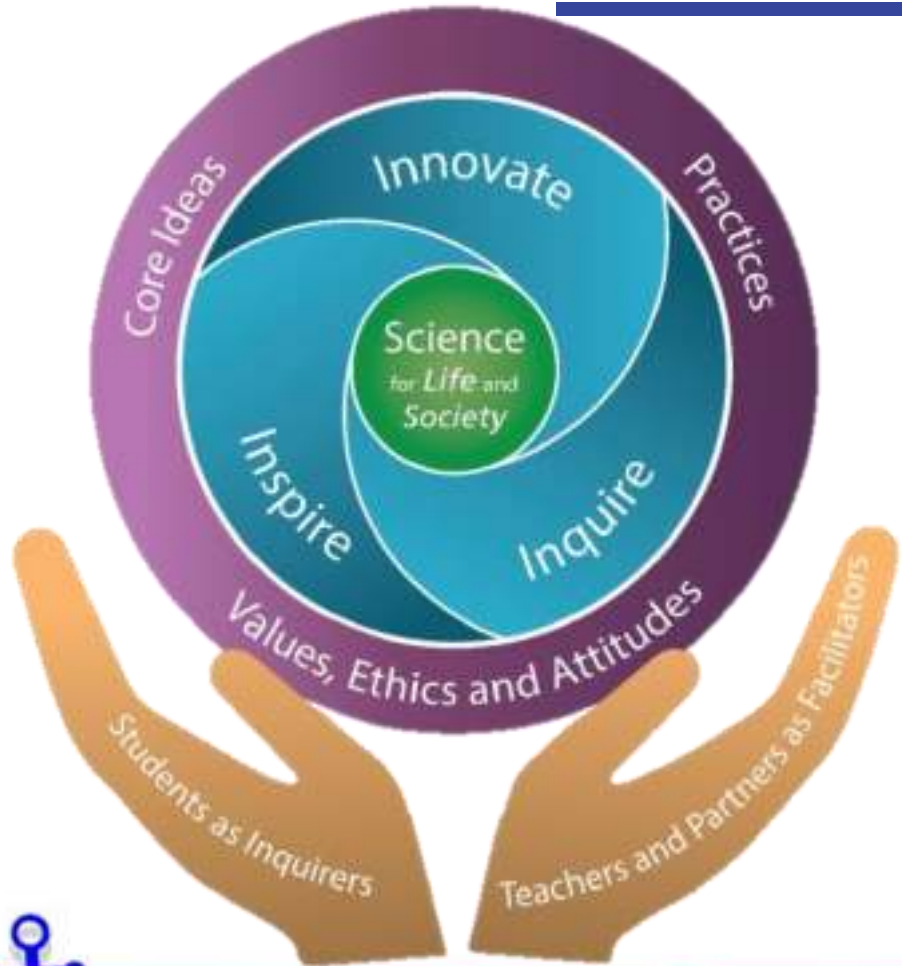
# Purpose of Science: Application in Daily Life

1. Understanding the concepts and acquire the scientific skills through hands-on activities.
2. Applying knowledge learned to answer questions in school and in real-life.
3. Parents can help engage children too!





# Science Framework



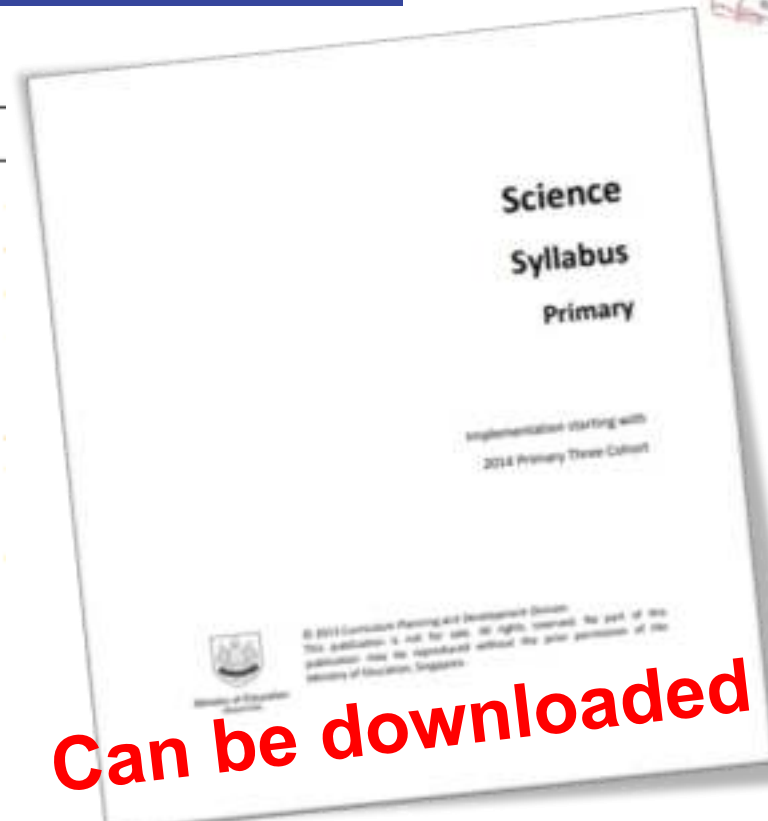
***'To spark curiosity and build interest in Science through daily life'***



# 2014 Science Syllabus



Syllabus Requirement		
Themes	* Lower Block (Primary 3 and 4)	**Upper Block (Primary 5 and 6)
Diversity	<ul style="list-style-type: none"> <li>Diversity of living and non-living things (General characteristics and classification)</li> <li>Diversity of materials</li> </ul>	
Cycles	<ul style="list-style-type: none"> <li>Cycles in plants and animals (Life cycles)</li> <li>Cycles in matter and water (Matter)</li> </ul>	<ul style="list-style-type: none"> <li>Cycles in plants and animals (Reproduction)</li> <li>Cycles in matter and water (Water)</li> </ul>
Systems	<ul style="list-style-type: none"> <li>Plant system (Plant parts and functions)</li> <li>Human system (Digestive system)</li> </ul>	<ul style="list-style-type: none"> <li>Plant system (Respiratory and circulatory systems)</li> <li>Human system (Respiratory and circulatory systems)</li> <li><u>Cell system</u></li> <li>Electrical system</li> </ul>
Interactions	<ul style="list-style-type: none"> <li>Interaction of forces (Magnets)</li> </ul>	<ul style="list-style-type: none"> <li>Interaction of forces (Frictional force, gravitational force, <u>force in springs</u>)</li> <li>Interaction within the environment</li> </ul>
Energy	<ul style="list-style-type: none"> <li>Energy forms and uses (Light and heat)</li> </ul>	<ul style="list-style-type: none"> <li>Energy forms and uses (Photosynthesis)</li> <li><u>Energy conversion</u></li> </ul>



Can be downloaded from:

[www.moe.gov.sg](http://www.moe.gov.sg)



# Science Resources

1. Textbooks / Workbooks
2. Intensive Practice Worksheets
3. Hands-on Activities  
(Experiential and Inquiry Based Learning)
4. Additional Science Programmes





# P5 Science Programmes

- Science Centre Enrichment Programmes
- P5 Math and Science Trail
- Inquiry-Based and Experiential learning
- Remediation to bridge learning gaps



# Assessment



Term	Weightage	Mode
1	10%	Performance Assessment
2	15%	Pen and Paper
3	15%	Pen and Paper
4	60%	





# What you can do to support your child/ward?

1. Regular revision
2. Application of learning
  - How can I link what I observe to the Science concepts?
  - Use strategies taught **HICAP and CER**
3. Encourage your child to see Science in everyday life

*HICAP : Highlight, Identify, Circle, Avoid Pronoun*

*CER : Claim-Evidence-Reason*



# MOTHER TONGUE





# Purpose of Mother Tongue

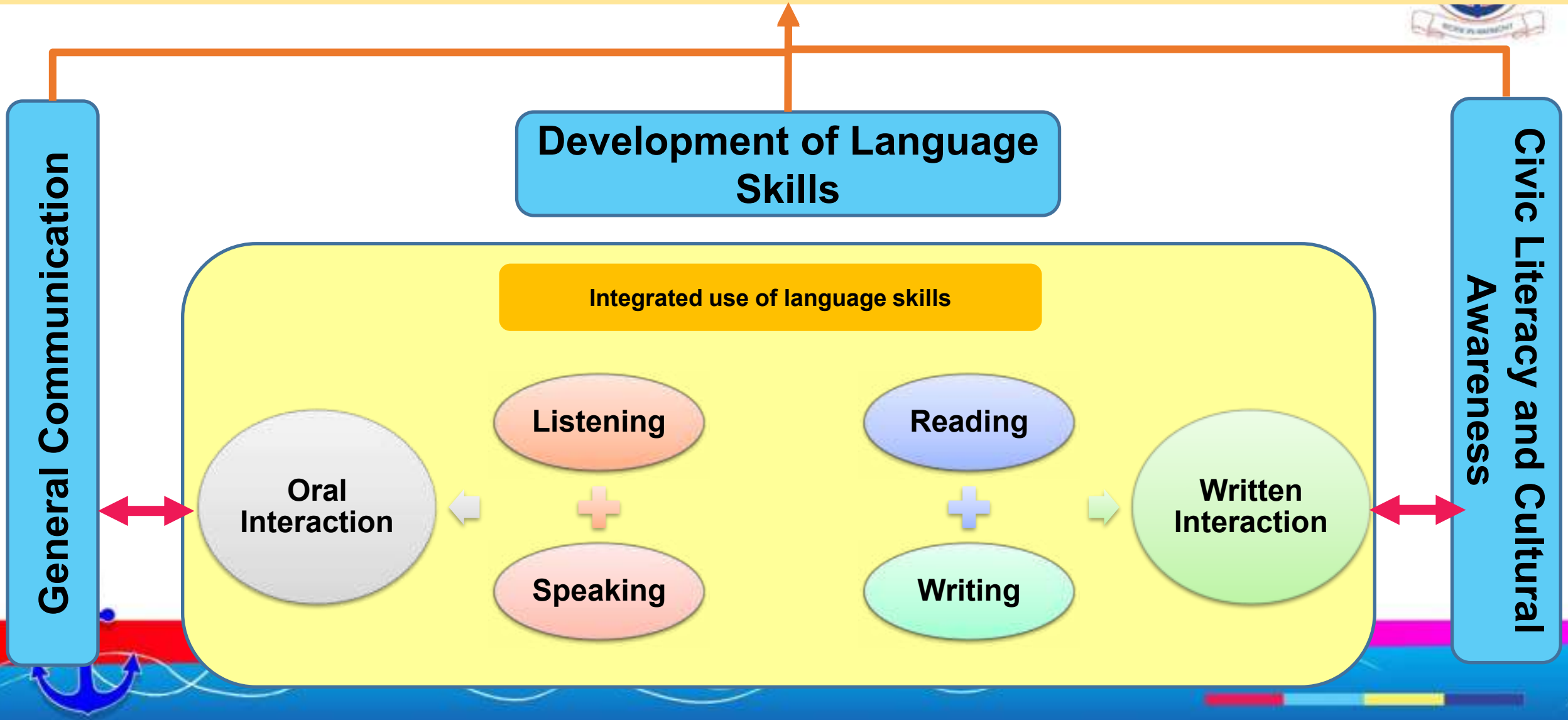
Through the learning of MTL, students can:

- **Communicate** more effectively in MTL
- Appreciate their **cultural heritage**
- **Connect** with wider communities across Asia and the world





# Mother Tongue Curriculum Objectives



# ORAL



- Objective: To enhance competencies in oral conversation (particularly **video-stimuli conversation**)
  - Use of 5-finger technique to guide students in oral conversation
  - Refined scaffolding to guide students to help students to be more specific in elaborating their ideas
  - List of vocabulary and phrases related to a specific theme/value



# COMPREHENSION



- Objective: To enhance comprehension skills (particularly open-ended)
  - ❑ Exam answering techniques:
    - ❑ Highlighting of key words in questions and passage
    - ❑ Rewrite the answers in grammatically correct sentences.
  - ❑ Contextual clues/implicit meaning:
    - ❑ Reading in depth
    - ❑ Serves as a linkage from oral to writing



# COMPREHENSION



- Introduce Visible Thinking strategies for higher order thinking questions, e.g.
  - Annotation (Surface & Deep Annotation)
    - Highlighting key words and phrases, summarizing each paragraph, identify main ideas of the passage
- Exposed to different genre
  - e.g. stories, short passages in magazines and newspapers



# COMPOSITION WRITING



- Objective: To enhance students' writing in organization of ideas, elaboration on details and use of extensive vocabulary
  - ❑ Mind Maps to guide in planning
  - ❑ Strategy to guide in elaboration of details
  - ❑ Checklist for editing and self-checking
  - ❑ Rubrics to give feedback
  - ❑ Good phrases / model compositions



# READING



- Objective: To cultivate the love for reading through Extensive Reading Programme
  - Class & library reading sessions (by MT teachers and external agencies)
  - Even Week: Morning silent reading in form class
  - Reading corners in MTL rooms
  - Availability of MTL books in the form classes
  - Follow-up activities which include book reviews, presentation, etc.





# Mother Tongue Resources

- Textbooks
- Activity books
- Worksheets
- Magazines/Newspapers
- NBPS MTL Showcase Website
  - <https://go.gov.sg/nbps-mt>



# Mother Tongue Language Fiesta

- ❖ Exposure to the MTL through cultural & language-based activities or workshops:
  - Mini performance/competition, singing, story-telling, etc.
  - Hands-on workshops
  - Literature and reading







# Assessment (Standard MTL)

Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p data-bbox="165 511 573 578">Written Test</p> <ul data-bbox="81 692 624 1049" style="list-style-type: none"><li data-bbox="81 692 624 821">• Language Use (MCQ)</li><li data-bbox="81 842 624 1049">• Comprehension (MCQ and Open-ended)</li></ul>	<p data-bbox="764 428 1184 664">Oral Performance Task</p> <ul data-bbox="687 778 1210 1063" style="list-style-type: none"><li data-bbox="687 778 1210 842">• Reading Aloud</li><li data-bbox="687 856 1210 992">• Picture Description</li><li data-bbox="687 1006 1210 1063">• Conversation</li></ul>	<p data-bbox="1375 514 1796 671">Composition Writing</p> <ul data-bbox="1299 778 1745 992" style="list-style-type: none"><li data-bbox="1299 778 1745 992">• 2 pieces of composition writing</li></ul>	<p data-bbox="1974 514 2420 664">End-of-Year Examinations</p> <ul data-bbox="1911 778 2458 1292" style="list-style-type: none"><li data-bbox="1911 778 2458 842">• Composition</li><li data-bbox="1911 856 2458 1063">• Language Use and Comprehension</li><li data-bbox="1911 1078 2458 1142">• Listening</li><li data-bbox="1911 1156 2458 1220">• Comprehension</li><li data-bbox="1911 1235 2458 1292">• Oral</li></ul>



# Assessment (Foundation MTL)

Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p data-bbox="163 522 570 582">Written Test</p> <ul data-bbox="78 701 621 1062" style="list-style-type: none"><li data-bbox="78 701 621 833">• Language Use (MCQ)</li><li data-bbox="78 853 621 1062">• Comprehension (MCQ and Open-ended)</li></ul>	<p data-bbox="766 436 1192 672">Oral Performance Task</p> <ul data-bbox="690 786 1205 1062" style="list-style-type: none"><li data-bbox="690 786 1205 846">• Reading Aloud</li><li data-bbox="690 866 1205 998">• Picture Description</li><li data-bbox="690 1018 1205 1062">• Conversation</li></ul>	<p data-bbox="1327 522 1849 672">Listening Comprehension</p> <ul data-bbox="1302 786 1849 1001" style="list-style-type: none"><li data-bbox="1302 786 1849 1001">• Listening Comprehension (MCQ)</li></ul>	<p data-bbox="1977 522 2423 672">End-of-Year Examinations</p> <ul data-bbox="1913 786 2461 1219" style="list-style-type: none"><li data-bbox="1913 786 2461 998">• Language Use and Comprehension</li><li data-bbox="1913 1018 2461 1149">• Listening Comprehension</li><li data-bbox="1913 1169 2461 1219">• Oral</li></ul>



# Assessment (Higher MTL)

Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p>Topical Test (Written)</p> <ul style="list-style-type: none"><li>• Language Use (MCQ)</li><li>• Comprehension (MCQ and Open-ended)</li></ul>	<p>Topical Test (Written)</p> <ul style="list-style-type: none"><li>• Language Use (MCQ)</li><li>• Comprehension (MCQ and Open-ended)</li></ul>	<p>Composition Writing</p> <ul style="list-style-type: none"><li>• 2 pieces of composition writing</li></ul>	<p>End-of-Year Examinations</p> <ul style="list-style-type: none"><li>• Composition</li><li>• Language Use and Comprehension</li></ul>





# What you can do to support your child/ward?

**Supportive** learning environment is the key:

- Provide home environment for your child to express ideas and feelings (culture, festive celebrations, stories, current affairs, etc)
- Encouragement and affirmation of effort
- Reading, writing, learning with your child



Joy Of Learning begins at Naval Base Primary School!



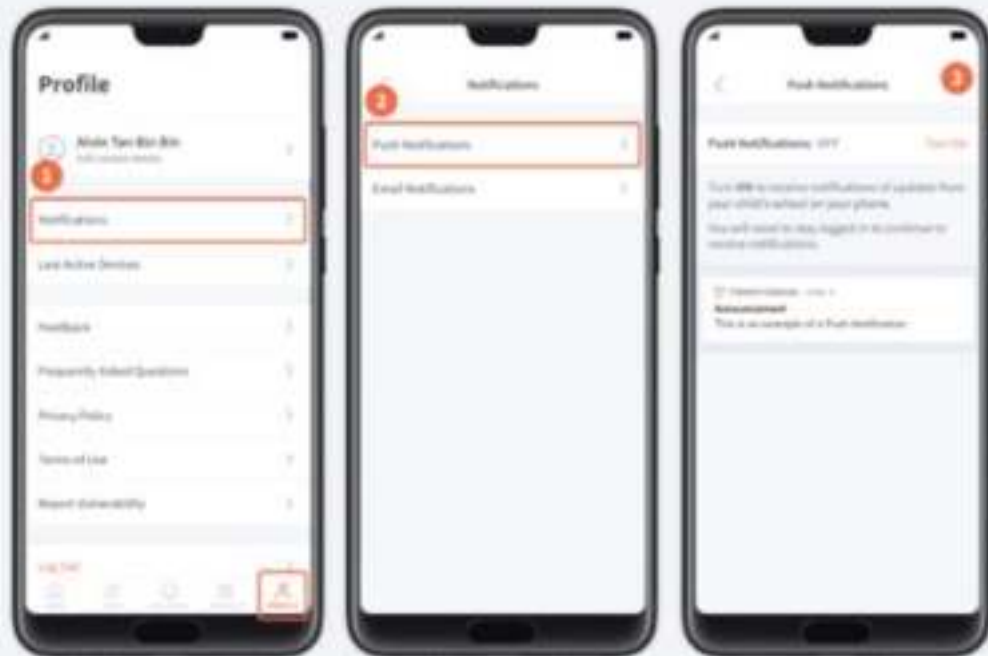
EdTech



# PG- Enable Push Notifications

The push notification feature on the phone needs to be enabled.

1. Go to 'Profile' > 'Notifications'
2. Tap on 'Push Notifications'
3. If 'Push Notifications' is 'OFF', tap 'Turn On' to enable it



**For other FAQs,**

Please access

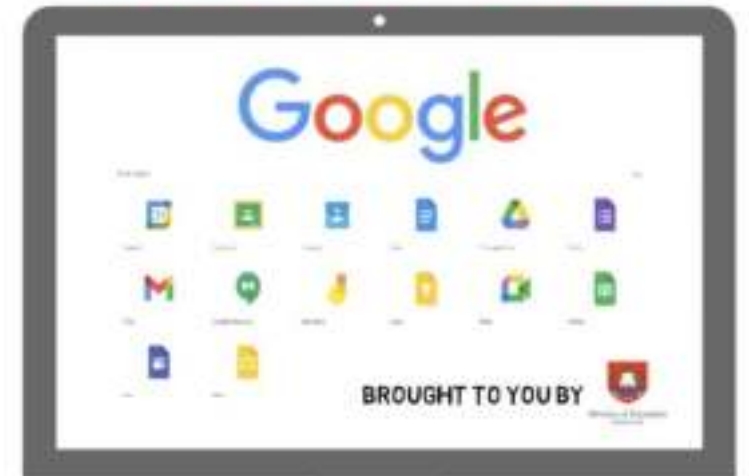
<https://pg.moe.edu.sg/faq>



# Student iCON Account

- Aim to enhance collaboration, teaching and learning using digital platforms
- From Primary School to Junior College
- Tools include
  - Student iCON
    - *Google Tools*
  - Student Zoom account
  - Microsoft Office ProPlus
    - Word/ Excel/ Powerpoint

## STUDENT ICON



**IS MADE AVAILABLE TO EVERYONE!**





# Use of iCON email to access Google Tools

Students are able to login to access Google tools like **Google Docs, Slides, Sheets etc to create their own notes or writing** with their MOE-provisioned email address ending with the domain

**@students.edu.sg**






















# Student iCON: Google Tools

## Student iCON – Google Tools

 Calendar	 Classroom	 Contacts	 Docs	 Drive and Docs	 Forms
 Gmail	 Google Hangouts	 Jamboard	 Keep	 Meet	 Sheets
 Sites	 Slides	 Block Manager Education...	<p><b>Gmail function is currently available for P4 to P6 only</b> <i>For cyber-security reasons, the mailing list is restricted to official MOE domains e.g. @moe.edu.sg</i></p>		



# Student iCON Login ID

Email: <Full Name>@students.edu.sg

- Any space in full name will be replaced with underscore
- Omit words like “Bte” and “s/o”
- Duplicate ID will have a running number added to the login ID

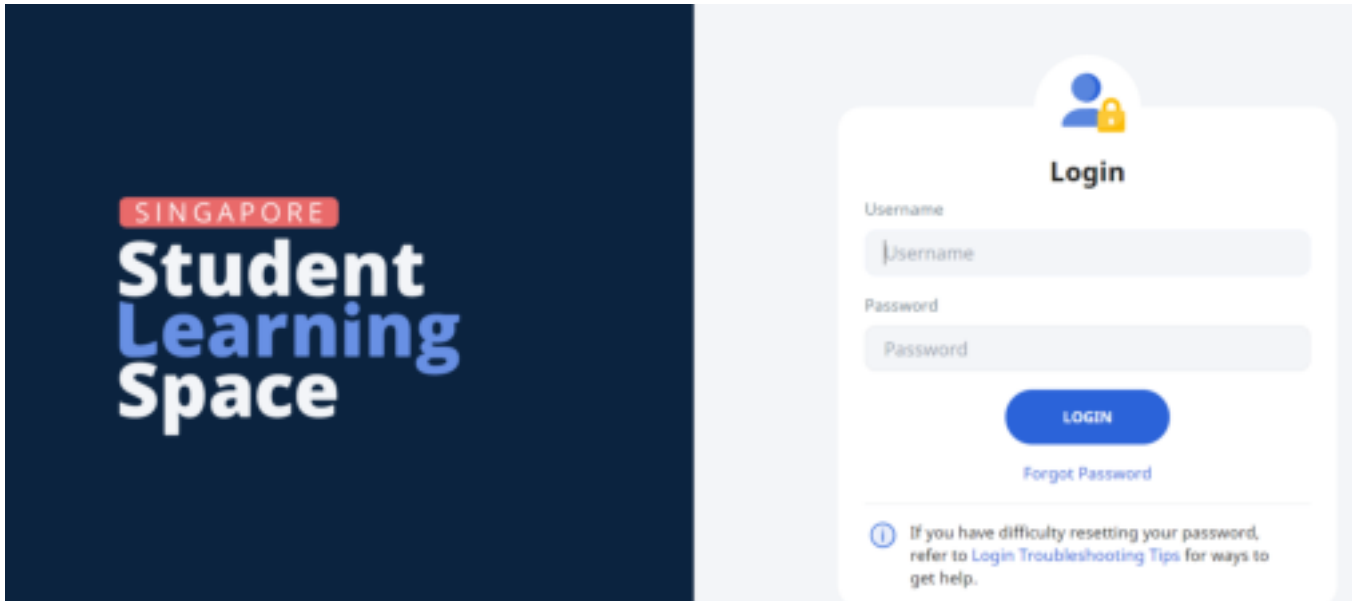
**avoid repeated login attempts of more than 6 times to prevent account from being locked**

***Password would have been given to your child via his or her FTs.***

Full Name	Display Name	Login ID
Tan Hui Min	Tan Hui Min	<b>Tan_Hui_Min@students.edu.sg</b>
Siti Fatimah Bte Mohamed	Siti Fatimah Bte Mohamed	<b>Siti_fatimah_mohamed@students.edu.sg</b>
Kumara Rajan s/o Kanagasabai	Kumara Rajan s/o Kanagasabai	<b>kumara_rajana_kanagasabai@students.edu.sg</b>



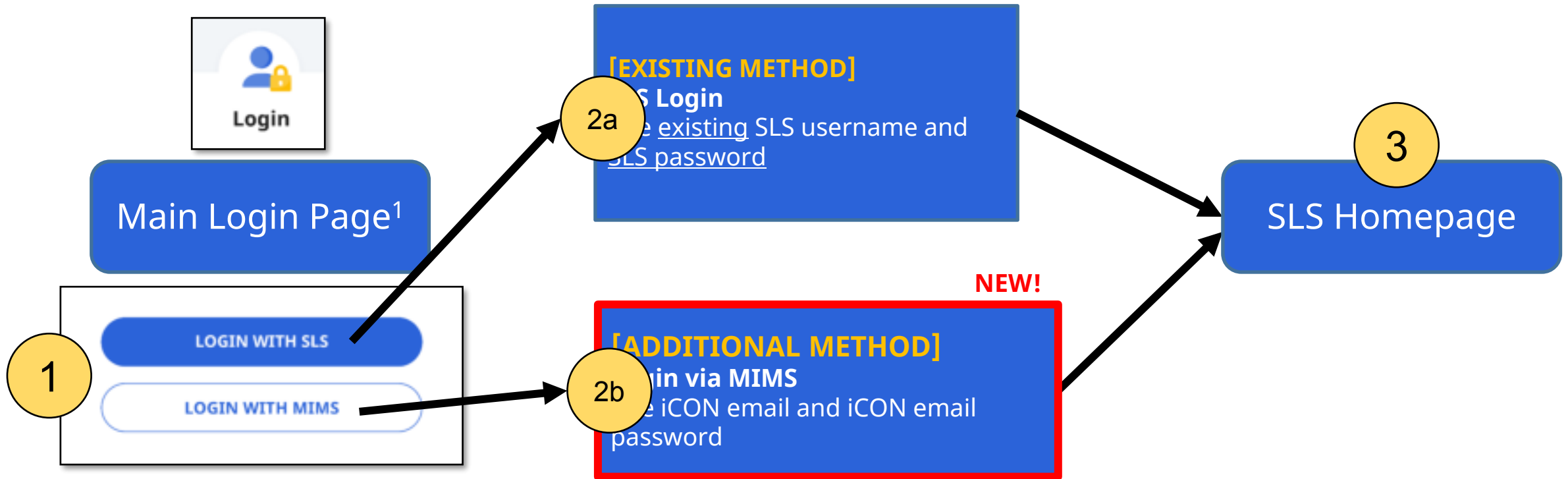
# Student Learning Space (SLS)



- To nurture future-ready learners
- Curriculum–aligned resources and learning tools
- Encourage greater ownership of learning



# How to log in to SLS?



SLS password can be reset by SLS School Admins or teachers in SLS

# SLS Login [User ID Method]

The screenshot shows a login interface with the following elements:

- A header with a user icon and a lock icon.
- A back button labeled "Back to Main Login Page".
- A notification box with a downward arrow icon and the text "Users should use their SLS Username and Password to login." A red speech bubble with the number "4" is next to it.
- An input field labeled "SLS Username" with the placeholder text "Username".
- An input field labeled "SLS Password" with the placeholder text "SLS Password".
- A blue "LOGIN" button.
- A "Forgot Password" link below the button.

- **SLS Login**  
When using this login option, enter the **existing SLS username and password**, then click "Login".

Your child's FTs would have given him/her the SLS user ID.

SLS user ID naming convention:  
John Tan + 12345A = **JOH12345A**

# SLS - MOE Library Resources

**SINGAPORE**  
Student Learning Space

Resources

Starred Resources

Community Gallery

**MOE Library**

App Library

External Resources

My Drive

**Decimals as Fractions**  
Mathematics  
In this lesson, you will learn how to convert decimals to fractions.

**Rounding Decimals**  
Foundation Mathematics  
Primary 5  
Round decimals to the nearest whole number, 1 decimal place or 2 decimal places.

**Fractions as Decimals**  
Foundation Mathematics  
Primary 5  
In this lesson, you will learn how to convert fractions to decimals.

**Comparing and Ordering Decimals**  
Foundation Mathematics

**Adding and Subtracting Decimals**  
Foundation Mathematics

**Multiplying Decimals by a Whole Number**  
Foundation Mathematics

# Reminders

- **avoid repeated login attempts of more than 6 times**

## **SLS PASSWORD RESET AND UNLOCKING OF ACCOUNTS**

School-based Helpline:

**6753 7114**

Email: **[nbps@moe.edu.sg](mailto:nbps@moe.edu.sg)**

Mondays - Fridays:

8.00 a.m. to 4.00 p.m.

**or contact your child's FT**

## **DURING NON-SCHOOL OPERATING HOURS**

SLS Helpdesk: 6702 6513

Mondays - Fridays: 4.00 p.m. to 9.00 p.m.

Saturdays: 9.00 a.m. to 9.00 p.m.

Closed on Sundays & Public Holidays

Alternatively, students can email the SLS Helpdesk at **[helpdesk@sls.unity.com](mailto:helpdesk@sls.unity.com)**.

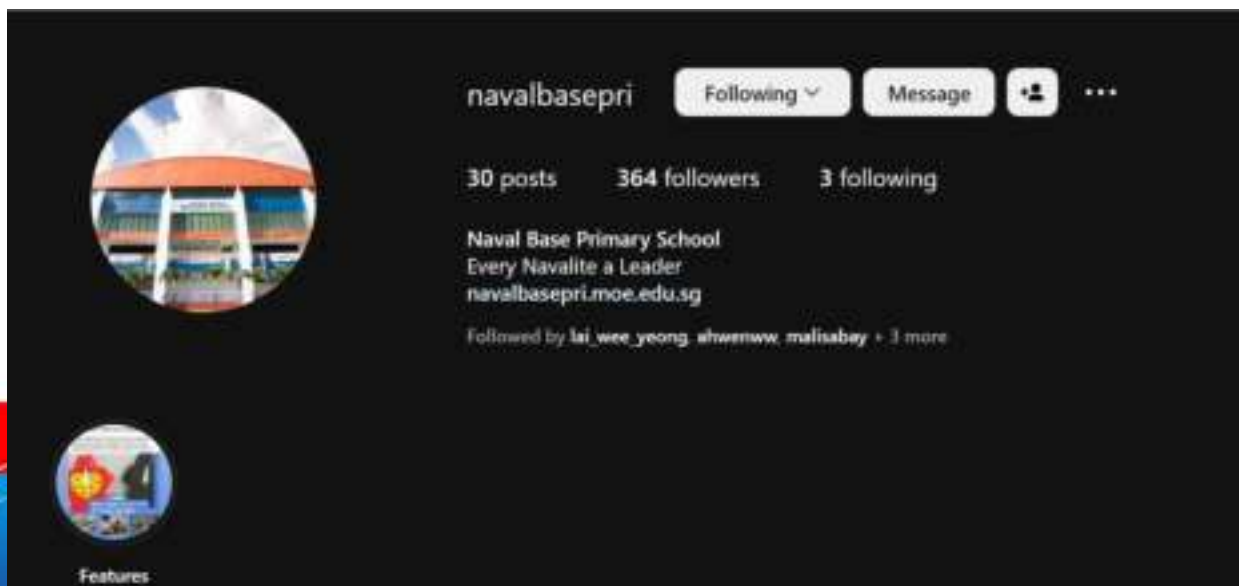


## Website:

<https://navalbasepri.moe.edu.sg>

## Facebook:

<https://www.facebook.com/NBPS1730>



## Instagram:

@navalbasepri





# DigitalAccess@Home

**DigitalAccess@Home** provides subsidised broadband and laptops/tablets to lower-income households to support their lifestyle needs, including work and social activities.

## **Additional support for beneficiaries by DfL partners**

Households with 3 or more primary school children may submit a request for a refurbished laptop after DigitalAccess@Home approval. Refurbished laptops will be provided by DfL partners, Engineering Good and SGBono.

## **Who can apply?**



Low-income households living in HDB flats with at least one Singapore Citizen are eligible to apply for DigitalAccess@Home.

You can check your eligibility at this website [www.go.gov.sg/digitalaccesschecker](http://www.go.gov.sg/digitalaccesschecker).

## **FIND OUT MORE**

- **Calling the IMDA hotline at [6377 3800](tel:63773800)**
- **Emailing [digitalaccess@imda.gov.sg](mailto:digitalaccess@imda.gov.sg)**
- **Visiting our SG Digital community hubs at selected Community Clubs (CC) and public libraries listed on <https://go.gov.sg/sgdcommhub>**

# How can I apply?

Online submission (by e-form)	Hardcopy submission (by mail)
 <p data-bbox="624 763 917 813"><a href="https://go.gov.sg/digitalaccess-log-in">https://go.gov.sg/digitalaccess-log-in</a></p>	 <p data-bbox="1630 763 1923 813"><a href="https://go.gov.sg/digitalaccess-application-form">https://go.gov.sg/digitalaccess-application-form</a></p>
<p data-bbox="280 1021 1095 1063">Step 1: Log in to <a href="https://digitalaccess.gov.sg">digitalaccess.gov.sg</a> via <a href="#">Singpass</a> ↗.</p> <p data-bbox="280 1099 1223 1178">Step 2: The form will be prefilled with your information from our records. <b>Complete the form and submit.</b></p> <p data-bbox="280 1220 1248 1299">Step 3: Household members have to give their consent for data collection via Singpass upon receipt of <b>letter/SMS/email</b></p>	<p data-bbox="1286 928 2204 1106">Step 1: Click on the Download Form icon under '<a href="#">Hardcopy Submission</a>' <a href="#">here</a> ↗ or obtain a copy from one of our SG Digital community hubs listed on <a href="https://go.gov.sg/sgdcommhub">https://go.gov.sg/sgdcommhub</a> ↗</p> <p data-bbox="1286 1142 2254 1220">Step 2: <b>Complete the form.</b> Household members have to give their consent for data collection</p> <p data-bbox="1286 1263 2254 1392">Step 3: <b>Post completed form to:</b> Infocomm Media Development Authority PSA Building Post Office P.O. Box 316 Singapore 91141</p>

# MOVING FORWARD...





# YH Talk 1: A – Z Upper Primary Survival Kit

**attitude**  
is everything

*Control* your emotions,  
*control* your mind.  
*Control* your mind,  
*control* your actions.  
*Control* your actions,  
*control* your life.

✳

ANTHONY POMPLIANO



# Parents' Role in Supporting Homework

## ROLE OF PARENTS

Parents play an important part in the children's education. Parents can consider doing the following to support their children in their learning.

- [Check the child's Navalite Compass](#) daily to view the homework assignments for the day.
- [Spend time to go through your child's schoolwork.](#)
- [Remind your child that homework is their responsibility and supervise](#) your child in doing the homework assignments.
- [Provide a conducive environment](#) for your child to complete the homework assignments.
- [Provide appropriate digital device for homework](#) assigned via e-learning platforms such as Student Learning Space (SLS) and Student ICON.

# Parents' Role in Supporting Homework

## ROLE OF PARENTS (Continued)

- Remind your child to complete the school assignments before doing the tuition work.
- Parents are advised not to complete the homework assignments for your child as doing so will hinder their development of self-discipline and independence in learning.
- Encourage your child to ask his/her teacher(s) clarifying questions concerning the homework assignments.
- Guide your child to set aside a regular study time and establish good study habits.
- Consult teachers on your child's learning progress.

# Communication with Teachers

- Parents can communicate with teachers via Navalite Compass / email / other communication platforms (E.g. Class Dojo). For non-urgent cases, a reply will be provided within 3 working days.
- For urgent cases, parents may call the office at 67537114 for teachers to return call during office operational hours from 7.45 a.m. to 5 p.m.



# Where to get FTs' email

## School Website:

<https://www.navalbasepri.moe.edu.sg/about-us/organisational-chart/2024-form-teachers/>





Let's work  
hand in hand!





- We will need your feedback to help us plan better programmes for our students and parents.
- **As part of our Green effort,** you can submit online using your handphone through the link or QR Code.



- **URL Link**

<https://go.gov.sg/2024-nbps-parents-briefing>

- **QR Code**



<https://go.gov.sg/2024-nbps-parents-briefing>