

# P4 & P5 Meet-The-Parents

16 February 2024

Leaders of Character, Championing Service and Excellence





# Team of P4 Form Teachers



**4R1**



**4R2**



**4R3**



**4I**



**4C**



**P4 Year Head**

# Team of P5 Form Teachers



Leaders of Character, Championing Service and Excellence



# Programme Flow

- Introduction by Principal, Ms Jamie Lie
- Subject Based Banding (SBB)
- Full Subject Based Banding in Secondary
- Direct School Admission (DSA)
- Level Programmes
- Communications & SOP



# Curriculum Briefings

- Video presentation by the respective HODs/ Subject Representatives
- Slides on curriculum updates will be posted online  
(English, Maths, Science & MT)
- Should you have any queries, please email the respective academic Head of Department or Subject Teacher



# Curriculum Briefing Videos



**PARK VIEW**  
PRIMARY SCHOOL

ABOUT US ▾

CURRICULUM ▾

CO-CURRICULUM ▾

PARK VIEW EXPERIENCE ▾

**OUR STAKEHOLDERS ▾**

OUR STUDENTS ▾

HOME / OUR STAKEHOLDERS / FOR PARENTS / LETTER TO PARENTS

## Letter to Parents

For Parents ^

Letter to Parents

Information for P1  
(Y2024)

**MTP 2024**

Financial Assistance  
Scheme

Insurance Claim

- [Letter to Parents - 01](#)
- [Parents Handbook 2024](#)

# Our Belief at PVPS

## Our School Philosophy

**Every Child Matters**

## Our Mission

**To nurture future-ready students,  
anchored on values**

## Our Values

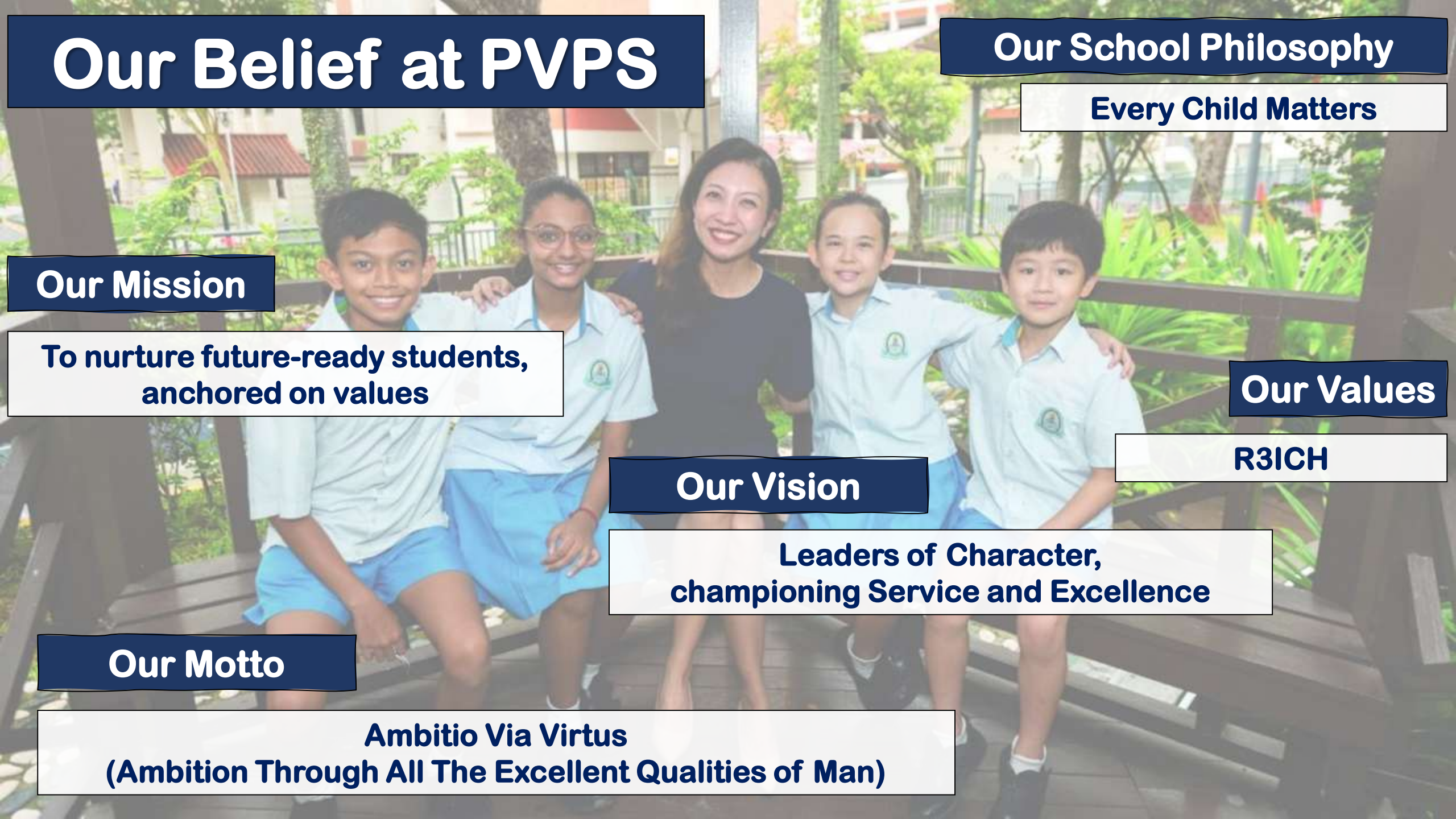
**R3ICH**

## Our Vision

**Leaders of Character,  
championing Service and Excellence**

## Our Motto

**Ambitio Via Virtus  
(Ambition Through All The Excellent Qualities of Man)**



# Preparing the PVPS Student for The Future







**grit**  
**/grɪt/**

: mental toughness and courage  
: firmness of mind or spirit; unyielding  
courage in the face of hardship or danger



# **adaptability**

/ə ,daptə 'bɪlɪti/

: the quality of being able to adjust to new conditions.



# **confidence**

/'kɒnfɪd(ə)ns/

: the feeling or belief that one can have faith in or rely on someone or something



# A Thousand NO's



*written by*  
DJ CORCHIN

*illustrated by*  
DAN DOUGHERTY



# What will you do if you are faced with 'NO's?



## A birth defect made writing a struggle. Then he took the PSLE



Despite initial struggles, Park View Primary School pupil Ean Chan Yi An has seized every opportunity to learn new things. PHOTO: LIANHE ZAOBAO

After receiving his results, Ean said he was happy that he got into posting group 3 and that he managed to score AL 2 – the second-best grade – in his favourite subject, mathematics.

He added that his parents helped him prepare for the PSLE by not making him stressed about how many hours he had to study each day. They also taught him how to deal with people who might stare at him because of the condition of his hands.

“Now, when people stare at me, I will turn to them and smile. Maybe they’re just curious about why my hands are like this,” said Ean.

When asked what he will miss about PVPS, he said that he will miss his friends and teachers. He recounted an incident when his classmate of four years, Jaime Wong, 12, offered to carry his food to a table during recess.

“I have learnt that there are a lot of kind people in this world. I am very thankful to my teachers and friends, as they have journeyed with me for the past six years.”

A firm believer in the concept that every problem has a solution, he looks forward to pursuing a career in technology where he can develop smart solutions for people with disabilities.

Said his mother, Madam Christine Wong, 50, a pre-school educator, of her only child: “Ean has matured a lot these past six years. He can do most things independently, and he can handle stressful situations on his own.”



**“No” is not the end**



@bigpandaandtinydragon

# Don't let 'No's stop you from trying

"This garden is beautiful," said Tiny Dragon.  
Big Panda nodded. "And we only found it because we  
went the wrong way so many times."

[jamesnorbury.com](http://jamesnorbury.com) | [@bigpandaandtinydragon](https://www.instagram.com/bigpandaandtinydragon) | [facebook.com/BigPandaAndTinyDragon](https://www.facebook.com/BigPandaAndTinyDragon)





@bigpandaandtinydragon

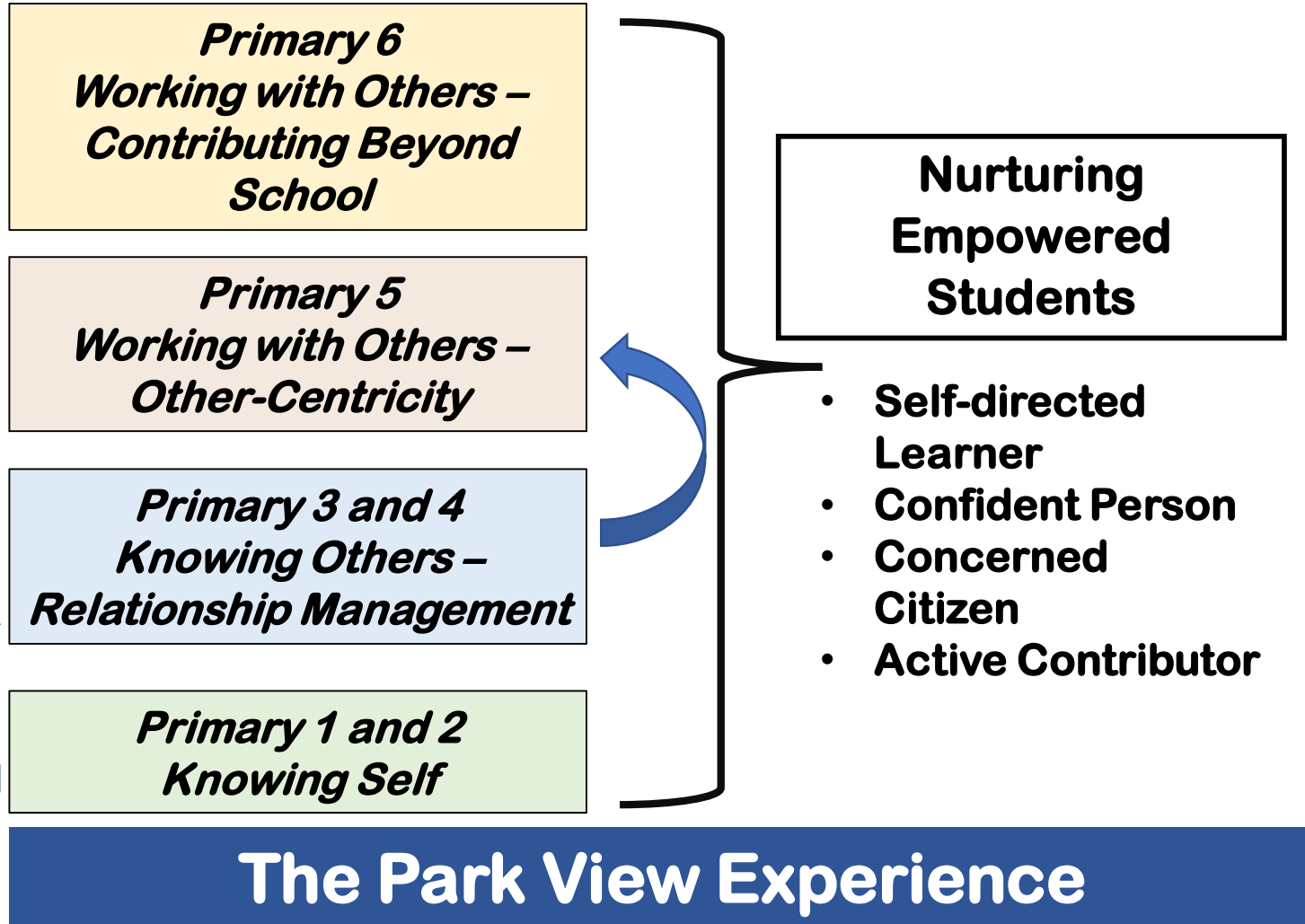
# How do we want to start the year?

"The path ahead looks difficult," said Big Panda.  
"No matter how hard it gets," said Tiny Dragon,  
"we'll face it together."

[jamesnorbury.com](http://jamesnorbury.com) | [@bigpandaandtinydragon](https://www.instagram.com/bigpandaandtinydragon) | [facebook.com/BigPandaAndTinyDragon](https://www.facebook.com/BigPandaAndTinyDragon)

# Vision: Leaders of Character, Championing Service & Excellence

## Mission: To Nurture Future-Ready Students, Anchored on Values



# PVPS Student Outcomes

# Our Values: R<sup>3</sup>ICH



**Respect for All**

**Responsibility in Actions**

**Resilience in Adversity**

**Integrity Our Core**

**Care for Community**

**Harmony in Diversity**

# Holistic Support for Your Child in School



- ❑ UP Motivational Series
- ❑ Lifeskills
- ❑ Peer Support Programme
- ❑ P5 Enrich & Support Programme
- ❑ After school support for selected students





# Parents as Partners in nurturing our children, together

**Care and Commitment. Communication and Collaboration**

**Direct. Truthful. Caring**

- Support and work with the teachers
- Support and persevere with your child

**our focus and common interest:  
the best for our children**

# Working Together to Support your Child

*“Alone we can do so little,  
together we can do so much.”*

- Helen Keller, American Author





# **Subject Based Banding (SBB)**



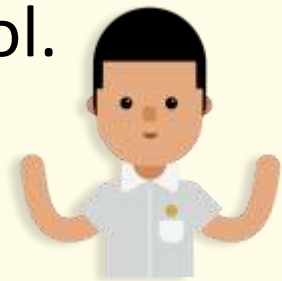
# What is SBB?

- Subject-based Banding (SBB) provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths.
- For example at the end of Primary 4, if your child excels in English and Mother Tongue but needs more support in Mathematics and Science, he may choose to take the first two subjects at the standard level and the others at the foundation level.
- Allow your child to focus on and stretch his potential in the subjects that he is strong in while building up the fundamentals in the subjects that he needs more support in.



# How does SBB work?

- Schools will recommend based on the following:
  - Student's aptitude, motivation and performance in each subject;
  - Student's ability to cope with a particular subject combination; and
  - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.
- Offering subjects at Foundation level is **not a disadvantage to the students.** It enables them to focus on building up strong fundamentals in these subjects and better prepares them for progression to secondary school.





# Subjects (Primary 5 and 6)

## Standard subjects:

- Standard English
- Standard Math
- Standard Science
- Standard Mother Tongue

## Foundation subjects:

- Foundation English
- Foundation Math
- Foundation Science
- Foundation Mother Tongue

- Higher Mother Tongue (HMT)
- For HMT, students will sit for both standard and Higher



# How does SBB work?

## At End of P4

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



## At the Start of P5

Student takes the selected subject combination

Once parents have selected a subject combination, students will have to take it for **at least a year**.

## 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

# How does SBB work?



School assesses student's ability to cope with the current subject combination at the end of the year. Student to take a subject combination **determined by the school at End of P5**

Student who does well and meets expectations

Continue with the subject combination

Student who does not meet expectations

Switch some subjects to foundation level

Student sits for the PSLE at the **end of Primary 6**



# Full Subject Based Banding in Secondary

# 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)

- MOE is expanding Subject-Based Banding to Full SBB in secondary schools.
- This is in line with the changes to PSLE Scoring to recognise each student's own level of achievement and encourage them to choose secondary schools that fit their strengths and interests.
- Full SBB aims to further nurture the joy of learning and develop multiple pathways to cater to the different student profiles. Through Full SBB, we want students to:



- have greater ownership of their education, and learn each subject at the level that best caters to their overall strengths, interests and learning needs, and
- have more opportunities to interact with friends of different strengths and interests.
- not be held back by negative self-concepts and labelling.
- have increased access to post-sec pathways, while having strong fundamentals in their subjects so that they are able to thrive in the pathway they choose.



# FULL SUBJECT-BASED BANDING (FULL SBB)

• The following are changes that students will experience from Full SBB:

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





# PSLE Updates

# FROM T-SCORE TO SCORING BANDS

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

- Students with similar scores in each subject are grouped into wider scoring bands measured in 8 ALs.

b) Reflects a student's individual level of achievement

- Students' ALs for each subject reflect their level of achievement, rather than how they have performed relative to their peers.

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

ENGLISH LANGUAGE	AL 3
MATHEMATICS	AL 2
SCIENCE	AL 1
MOTHER TONGUE LANGUAGE	AL 2
<hr/>	
PSLE SCORE : 8	

# GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.
- Similar to the PSLE T-score system, this mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

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

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

- The PSLE Score can range from 4 to 32, with 4 being the best.
- Students are placed in secondary school courses based on their PSLE Score.
- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.

ENGLISH LANGUAGE	AL 3
MOTHER TONGUE LANGUAGE	AL 2
MATHEMATICS	AL 1
SCIENCE	AL 2

**PSLE SCORE: 8**



# USE OF HIGHER CHINESE LANGUAGE (HCL) FOR ADMISSION INTO SPECIAL ASSISTANCE PLAN (SAP) SCHOOLS





# Higher Chinese Language







- HCL results do not count towards the PSLE Score
- When applying to SAP schools, students with better PSLE scores will be posted first, even if they did not take HCL
- If students with the same PSLE Score are applying for in the same SAP school, those with better HCL grades will be allocated a place ahead of other students.

# HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE



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

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

1st		7	NO HCL	Students with better PSLE Scores will be posted first, even if they did not take HCL
2nd		8	DISTINCTION	
3rd		8	MERIT	Amongst students with the same PSLE Score, those with better HCL grades will be posted first
4th		8	PASS	
5th		8	NO HCL	
6th		9	DISTINCTION	

- Students' HCL results are denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).
- Students who obtain (i) a Distinction / Merit / Pass in HCL and (ii) a PSLE Score of 14 or better are eligible for posting advantage to SAP schools.
- Students are ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 Posting.



# Eligibility for Secondary School Higher Mother Tongue Language (HMTL)



- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

## **ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL**

**(i) PSLE Score of 8 or better**

**OR**

**(ii) PSLE Score of 9 to 14 inclusive; and attain**

- **AL1 / AL2 in MTL or**
- **Distinction / Merit in HMTL**

- For students who do not meet the above criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.



# RESOURCES

## TOP QUESTIONS ON THE NEW PSLE SCORING SYSTEM



### Part 1

<https://go.gov.sg/psle-explainer-1>



### Part 2

<https://go.gov.sg/psle-explainer-2>



# Resources



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

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



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

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

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



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



# Direct School Admission (DSA)

# Objectives



- To give schools greater flexibility in student admission
- To allow a more diverse range of talents and achievements to be recognised
- To allow schools the flexibility to consider students with abilities not reflected in the PSLE range



# Direct School Admission



- Selection exercise based on students' talents in academic and non-academic areas
- Criteria is determined by each individual secondary school
- Students given a confirmed offer are guaranteed a place before the PSLE results
- Amendments or cancellations will not be allowed after the closure of the exercise





# Learning Journeys and Programmes



# Learning Journeys & Level Programmes

## Objectives

- Support Teaching & Learning process
- Provide varied authentic learning experiences
- Relate learning to real-world contexts, and make sense of the learning
- Develop values, 21<sup>st</sup> century skills and social-emotional learning (SEL)





# Learning Journeys

## P4

- Museum-Based Learning to Kreta Ayer Heritage Centre
- Geylang Serai Heritage Centre
- Road Safety Community Park
- Science Centre
- National Gallery of Singapore

## P5

- Museum-Based Learning to India Heritage Centre
- NE Show
- Science Centre
- Kheng Chiu Lodge
- P5 Adventure Camp

# P4 Project Work (PW)



Theme: Problem solving through Design Thinking

## Objectives

- Encourage creative and innovative thinking amongst students
- Provide opportunities for collaborative and self-directed learning
- Enhance students' communication skills
- Active Citizenship by contributing back to community



# P4 Project Work (PW)



Theme: Problem solving through Design Thinking

## What will your child be doing?

- Learning Design Thinking Process (Empathise, Define, Ideate, Prototype & Test) and apply it to real-world context
- Design and implement station games for P1 during recess
- Writing procedural text and an oral presentation based on the games created



# P5 Code for Fun Programme

## Objectives

- To develop the basic computing literacy and skills that would enable students to become informed and responsible users of computing technology.
- To grow a pool of students who have the talent and interest in Computing, so that they will take up the subject and subsequently pursue careers in related fields.

## What will your child be doing?

- Basic coding such as conditionals, loops, variables, debugging, and user-defined functions

# P4 Values-in-Action (VIA): Project Festive



## Objectives:

- To reach out to the community.
- To develop and instill a sense of belonging to the neighbourhood
- Promote social cohesion and harmony



# P4 Values-in-Action (VIA): Project Festive



## Objectives:

- To show gratitude and appreciation to school's operation staff for their service
- To share festive joy within the school community



# P5 Values-in-Action: One Love Many Lives



## Objectives:

Allow students to recognise that they have a responsibility towards the community by touching the lives of people and bringing them closer to them



# P4 Programmes



Cognitive	Physical	Aesthetics	Social & Moral	Leadership
<ul style="list-style-type: none"> <li>Literature Appreciation</li> <li>STAR Problem Solving  </li> <li>Google slides – collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>PVPS Olympics</li> <li>PVPS Family Run &amp; Walk Challenge</li> </ul>	<ul style="list-style-type: none"> <li>Modular Art – Print Making</li> <li>Museum based learning@NGS</li> <li>Ukulele</li> <li>Arts Fusion Day</li> </ul>	<ul style="list-style-type: none"> <li>P4 VIA: Project Festive</li> <li>Cyber Wellness</li> <li>Peer Support Relationship</li> </ul>	<ul style="list-style-type: none"> <li>Class Committee Leaders</li> </ul>





# P5 Programmes



Cognitive	Physical	Aesthetics	Social & Moral	Leadership
<ul style="list-style-type: none"><li>• STAR Problem Solving</li><li>• Code for fun</li></ul>	<ul style="list-style-type: none"><li>• Outdoor Adventure Camp</li><li>• PVPS Olympics</li><li>• PVPS Family Run &amp; Walk Challenge</li><li>• Swimsafer 2.0</li></ul>	<ul style="list-style-type: none"><li>• Modular Art – Coaster Weaving</li><li>• Guitar</li><li>• Arts Fusion Day</li></ul>	<ul style="list-style-type: none"><li>• P5 VIA: One Love, Many Lives</li><li>• Cyber Wellness</li><li>• Peer Support Relationship</li></ul>	<ul style="list-style-type: none"><li>• Class Committee Leaders</li></ul>





# COMMUNICATIONS AND SOPs



# Parents Handbook 2024



**PARK VIEW**  
PRIMARY SCHOOL

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HOME / OUR STAKEHOLDERS / FOR PARENTS / LETTER TO PARENTS

## Letter to Parents

For Parents ^

Letter to Parents

Information for P1

(Y2024)



ITP 2024

- [Letter to Parents - 02](#)
- [Letter to Parents - 01](#)
- [Parents Handbook 2024](#)



# Absenteeism

- Students are to be in school throughout term time.
- If students must be away from school due to
  - i. medical reasons** – Submit a **medical certificate** (MC) to their FT upon their return to school.
    - no make-up lessons or assessment will be conducted
  - ii. compassionate reasons** (e.g. serious illness of family member)
    - no make-up lessons will be conducted;
    - no worksheets will be given in advance.



# Well-being: Looking out for your child

- Monitor usage of gadgets
- Monitor usage of time spent online/on games
- Check-in regularly with your child
- Maintain close relationship with teachers
- Balance time for academics & leisure





**Thank you for your support😊**