

P6 Meet-The-Parents

2 February 2024

‘Why Stress? Do Your Best!’

Leaders of Character, Championing Service and Excellence



Team of Sixers





Programme Flow

- Introduction by Vice-Principal, Mdm Florence Ho
- PSLE Matters
- Full SBB
- S1 Posting Exercise
- 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](#)



Parent-Teacher Conference for P6s

- Based on feedback, meeting with Form Teachers will be held tentatively in T2W1 – 21 & 22 March 2024
- More details will be shared closer to the date

Our Belief at PVPS

Our School Philosophy

Every Child Matters

Our Mission

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

Our Values

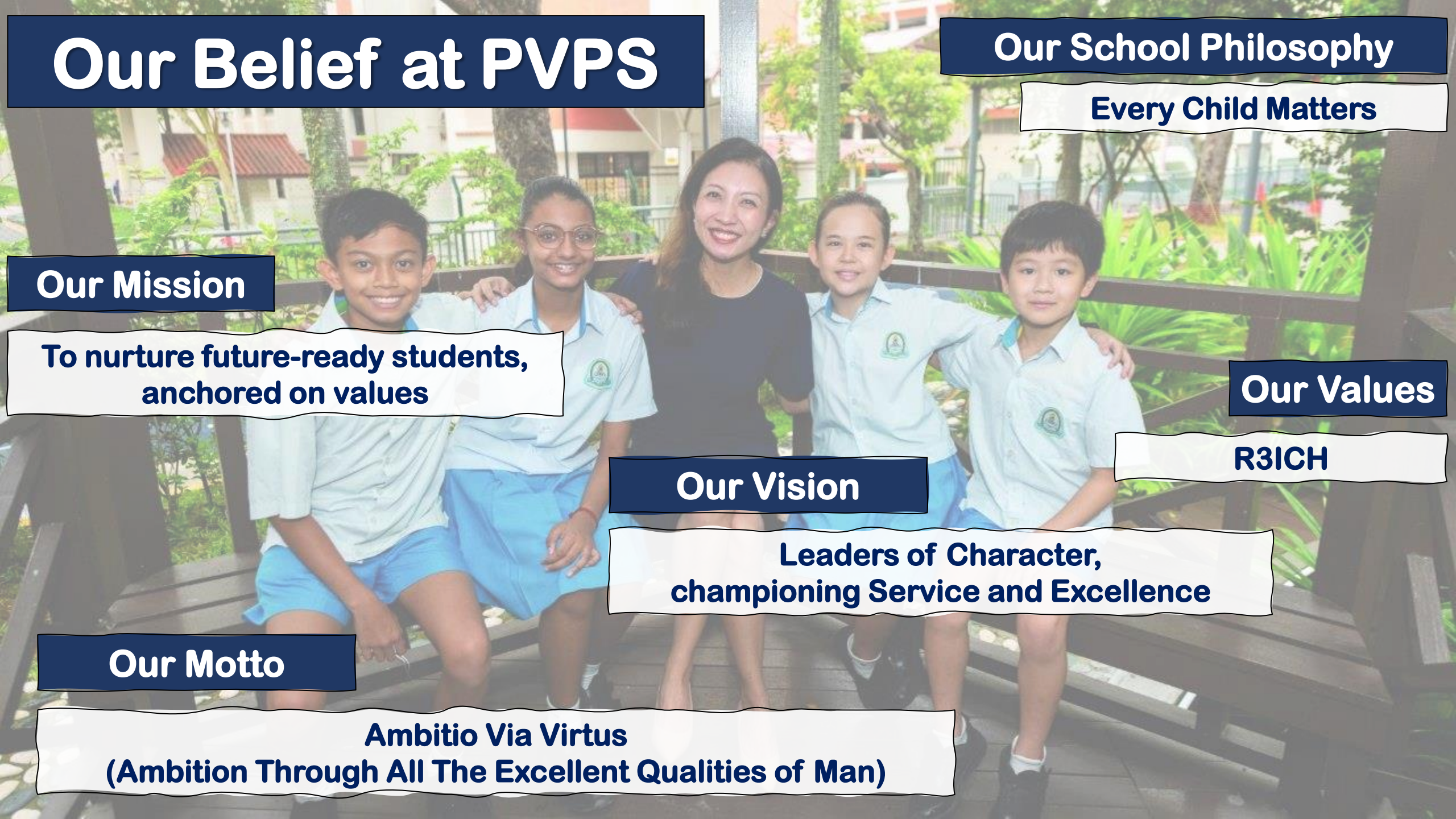
R3ICH

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
/grit/

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



adaptability

/əˌdaptəˈbɪlɪti/

: 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 | @bigpandaandtinydragon | facebook.com/BigPandaAndTinyDragon



@bigpandaandtinydragon

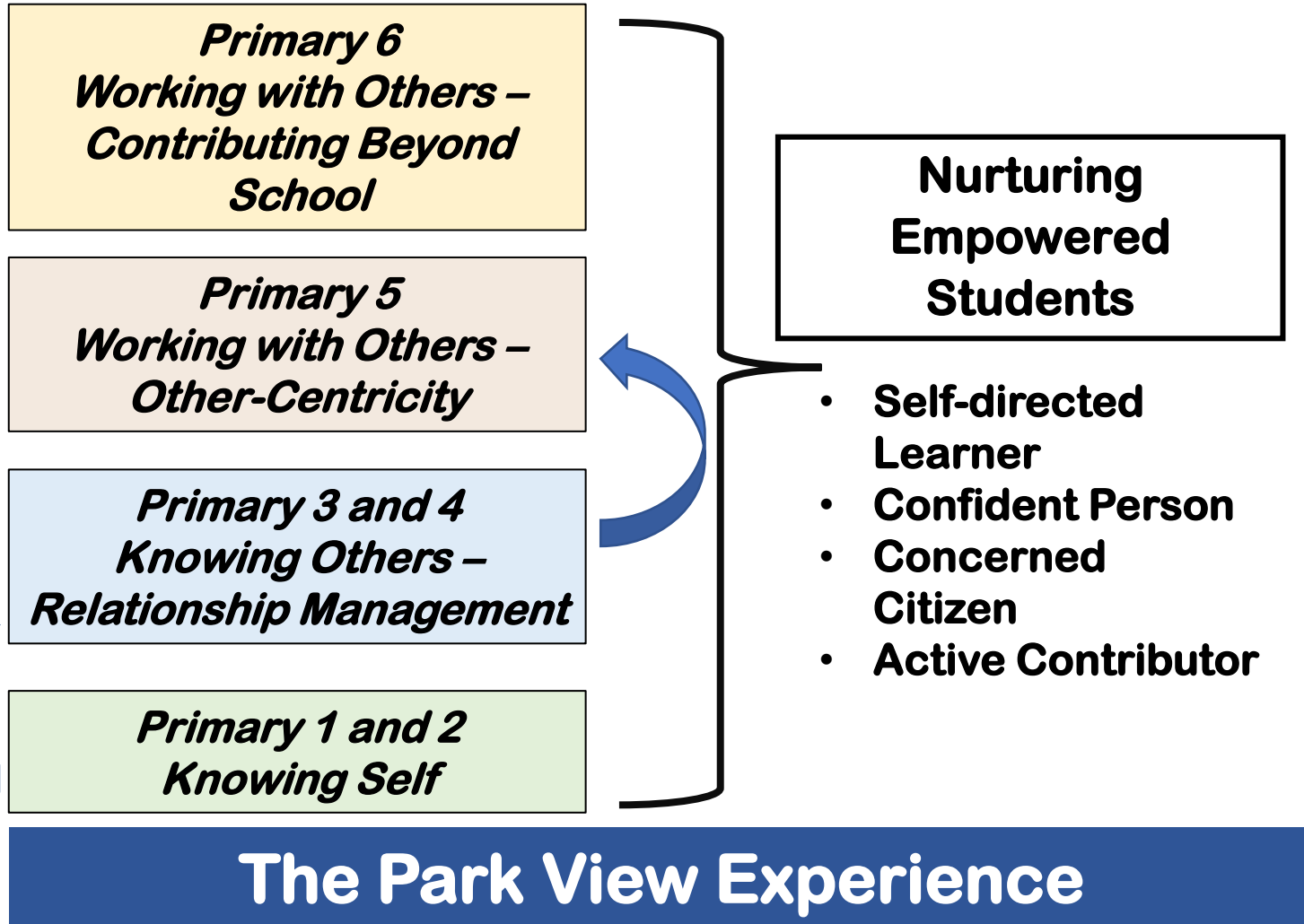
How do we want to start the year?

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

jamesnorbury.com | [@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: R³ICH



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 – Stress Management
- ❑ P6 Enrich Programme
- ❑ After school support for selected students
- ❑ Post PSLE Programme





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





PSLE Matters

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.



Shared during P5 MTP

FROM T-SCORE TO SCORING BANDS

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

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

b) Reflects a student's individual level of achievement

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

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

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

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.



Shared during P5 MTP

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



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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
2nd	8	DISTINCTION
3rd	8	MERIT
4th	8	PASS
5th	8	NO HCL
6th	9	DISTINCTION

Students with better PSLE Scores will be posted first, even if they did not take HCL.

Amongst students with the same PSLE Score, those with better HCL grades will be posted first.

- 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.

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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.

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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 *(More information will be made available at a later date.)*



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Shared during P5 MTP

WHAT REMAINS

- Same 4 subjects are tested, and scores are awarded to guide students' choices for the next stage of their education journey
- Curriculum is continually updated. This is not related to the PSLE scoring and S1 posting changes.

WHAT CHANGES

- The T-score Aggregate will be replaced by the PSLE Score, to reduce the fine differentiation of our students at a young age based on exam scores.
- Students will be assessed based on their own achievement, instead of comparing them to their peers.

**The changes will not affect the curriculum and subjects tested at PSLE*



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>





Full Subject Based Banding

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.



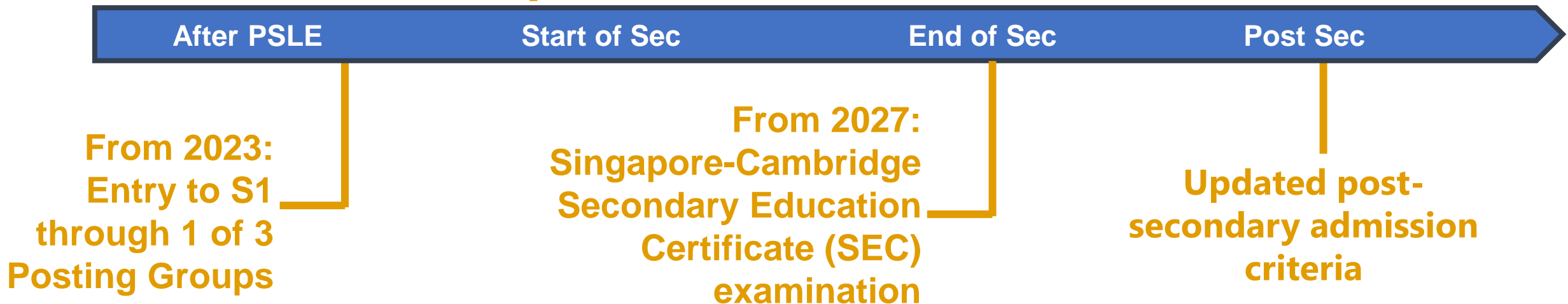
Have more options for post-sec pathways, while ensuring they have strong fundamentals and can thrive in their chosen pathway.

FULL SUBJECT-BASED BANDING (FULL SBB)



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.**



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.

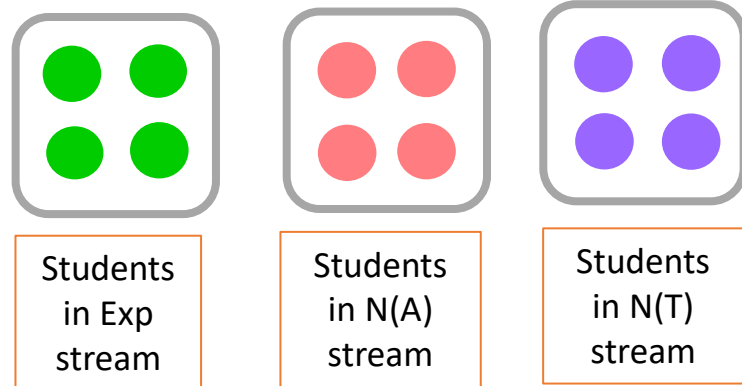
- Posting Groups assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

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

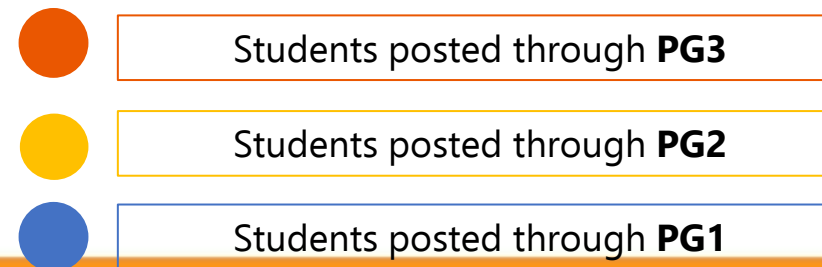


FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

Class Allocation prior to 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"> • 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.

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-mixedformclasses>

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





S1 Posting



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

Jane has a better PSLE score. She will be posted first, to **School A**.



➤ Tie-breaker #1: Citizenship

Bryan and Mary are Singapore Citizens. They will have priority to enter **School B**.



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**.

Alan and Rina will be tie-broken out as they are Permanent Residents. They will be considered for their next choice, **School D**.

➤ Tie-breaker #2: Choice order of schools

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**.

➤ Tie-breaker #3: Computerised balloting

Through computerised balloting, Alan is posted to **School D**.



Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.






PSLE SCORE RANGES FOR ALL 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)
 https://www.moe.gov.sg/schoolfinder	 https://go.gov.sg/exploreschools

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 starting 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.





2024 PSLE Schedule (Tentative)

Dates	Examination Papers
13 & 14 August	PSLE Oral
13 September	PSLE Listening Comprehension
26 September	English Language Paper 1 & 2 Foundation English Language Paper 1 & 2
27 September	Mathematics Paper 1 & 2 Foundation Mathematics Paper 1 & 2
30 September	Mother Tongue 1 & 2 Foundation Mother Tongue & NTIL Paper 1 & 2
1 October	Science & Foundation Science
2 October	Higher Mother Tongue Paper 1 & 2



Entering a Secondary School

Entering a Secondary School



PSLE/S1 Posting Process

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



DSA-Sec

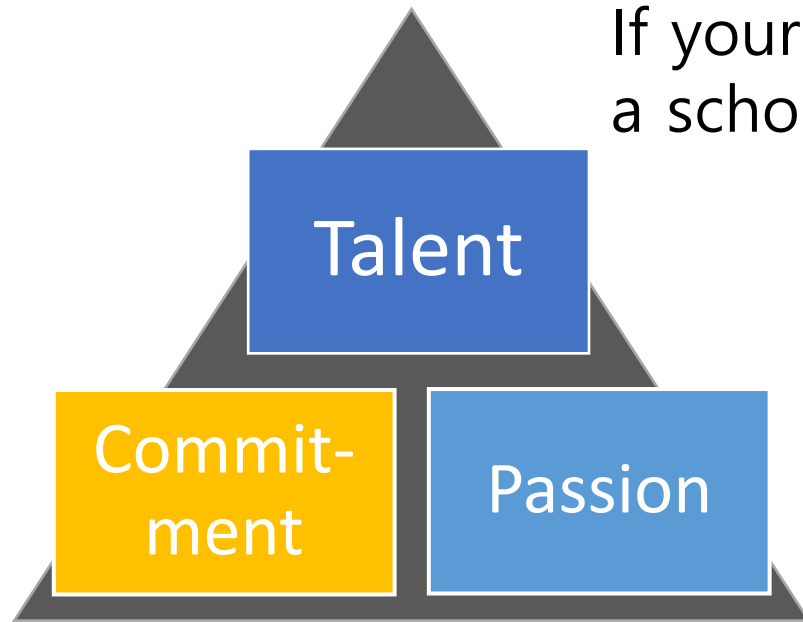
- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**



Direct School Admission (DSA)



Is the DSA-Sec right for my child?



If your child has specific **talents** which a school offers the DSA-Sec

And is **passionate** about and **committed** to developing his/her strengths and interests

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

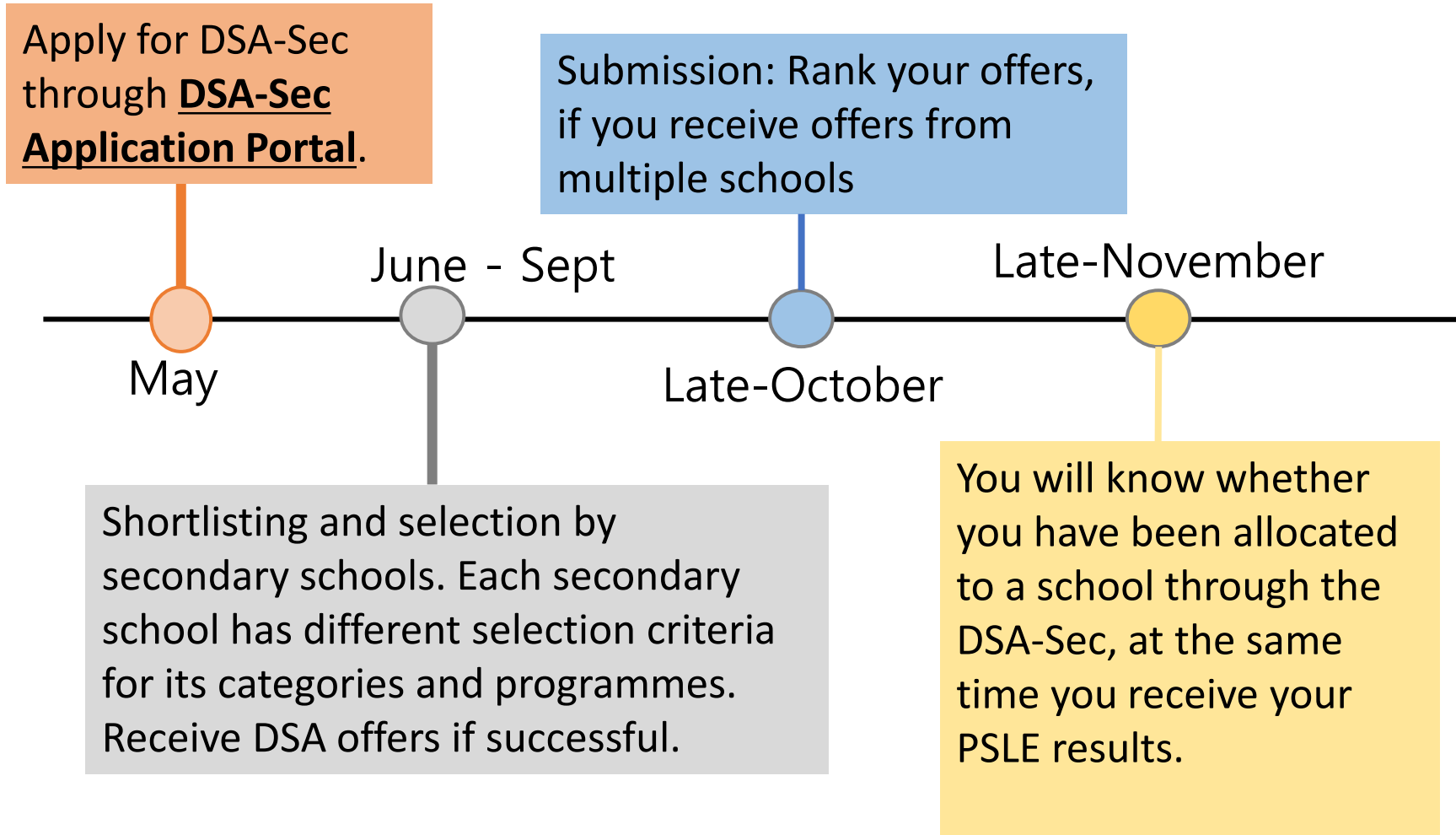


Which school should my child apply to?

- Look for a school with **programmes that match your child's strengths and interests**
 - Schools are looking out for students whose interests and talents they can develop further.
 - Learn more about the secondary school's **pace of learning** and overall range of programmes

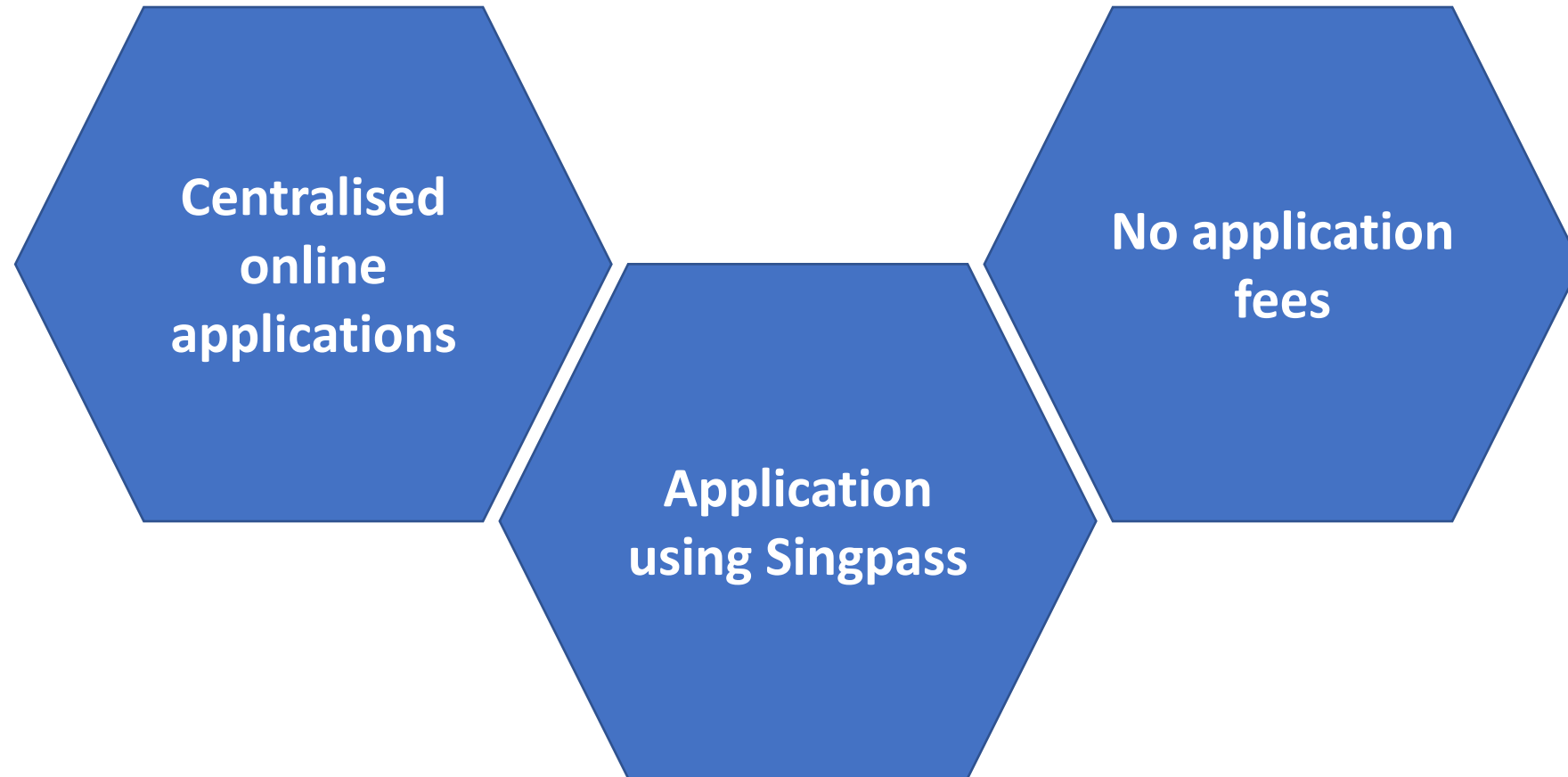


Timeline for 2024 DSA-Sec (Tentative)





Features of the DSA-Sec Portal





Making choices in the DSA-Sec portal

Indicate up to three choices. For each choice, you will need to choose a secondary school and a talent area from that school.

Order of the choices does not matter during application

Of the three choices, up to two choices may be used to apply to the same school, for two different talent areas of that school.

Note. Students can apply separately to School of the Arts and Singapore Sports School, on top of the DSA-Sec choices made through the DSA-Sec Portal.



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 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.

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.



How are DSA-Sec places allocated?

Example: Confirmed Offer vs Wait List

Hani is given Confirmed Offer by Courage Secondary. Hani selected Courage Secondary as her 2nd choice.

Victor is offered a Wait List by Courage Secondary. Victor selected Courage Secondary as his 1st choice.

Who will be considered for a place in Courage Secondary first?

Hani will be considered for a DSA-Sec place in Courage Secondary before Victor, as she has a Confirmed Offer.

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



Your child's PSLE score still matters. Students offered placement in a DSA-Sec school still need a PSLE score that qualifies them for the course offered by the 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/May 2024.
- The MOE DSA-Sec website also contains information on DSA categories and secondary schools offering them.



S1 Posting Exercise

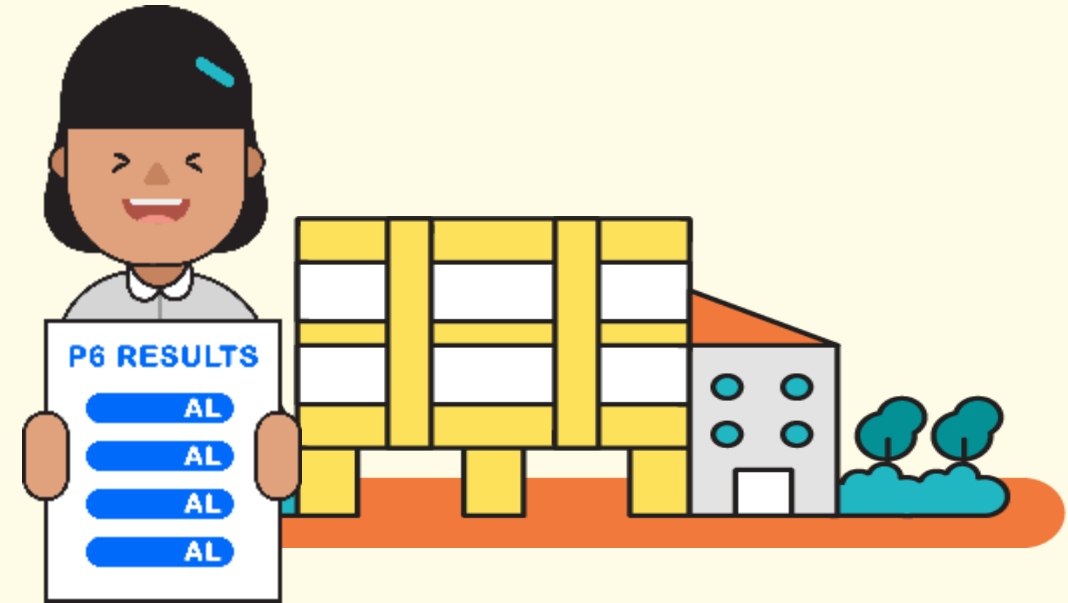


S1 Posting Exercise

All PSLE students who are promoted to S1, are required to participate in S1 Posting, except for DSA successful students. Please see the table below on the types of PSLE students and their eligibilities.

Type	Students	Take part in S1 Posting?	Allowed to opt for Third Languages
1	Did not participate in DSA-Sec	✓	✓ (If eligible)
2	Unsuccessful in DSA-Sec		
3	Successful in DSA-Sec <u>with</u> eligibility	✗	✓
4	Successful in DSA-Sec <u>without</u> eligibility		✗

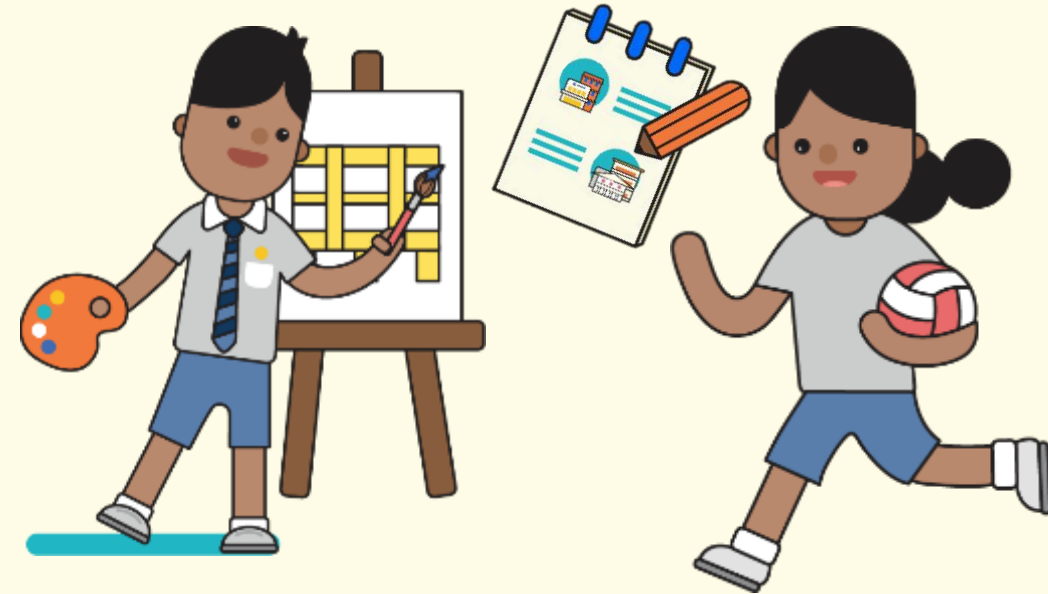
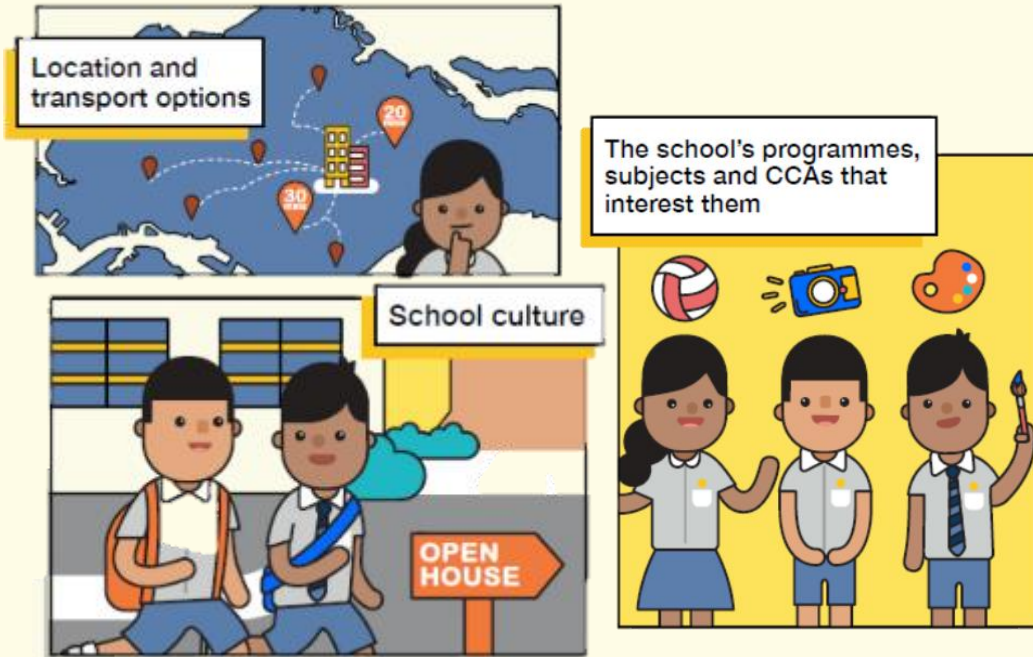
PREPARING FOR THE S1 POSTING EXERCISE



Use all 6 options with a range of Cut-off Points as this will increase your child's chances of being posted to a school of their choice.

Take reference from schools' PSLE Score ranges, which serve as a guide for you and your child to shortlist school choices. Consider at least 2-3 schools where your child's PSLE Score is better than the school's Cut-off Point.

PREPARING FOR THE S1 POSTING EXERCISE



Shortlist schools that offer programmes that cater to your child's strengths, interests, abilities, talents and learning needs, as well as provide suitable learning environments.

Rank your child's preferred school higher in the choice order of schools. This will increase your child's chances of being posted to that school, if they need to undergo tie-breaking.

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 strengths, interests, abilities, talents and aspirations.

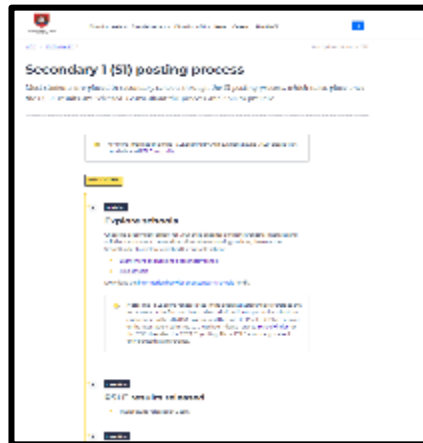
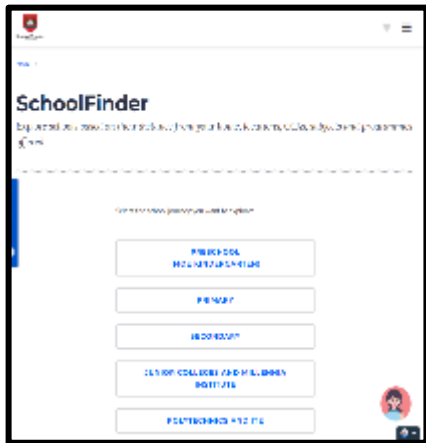
Affirm your child and offer support when he/she shares his/her plans with you.

PREPARING FOR THE S1 POSTING EXERCISE



SCHOOL
FINDER

MySKILLSfuture



- Release of **S1 Posting** results 

- Release of **PSLE** results
- Online Submission of **S1 School Choices and Options** 

OCTOBER

NOVEMBER

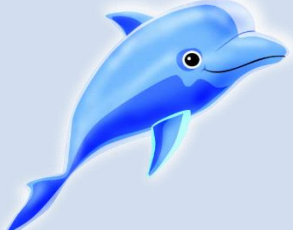




DECEMBER



P6 Level Programmes

P6 Level Programmes (Tentative)



Cognitive	Physical	Aesthetics	Social & Moral	Leadership
<p>Design Thinking</p> <p>Growth Mindset language in classroom</p> <p>Ecology Trip to Pasir Ris Beach</p>	<p>P6 Interclass Games</p> <p>Games Concept Approach</p>	<p>Art Modular</p> <p>POP Music Band</p> <p>Hip Hop Dance</p> <p>Dragon Kiln LJ</p>	<p>CyberWellness</p> <p>Motivational Series</p> <p>LJ to Chinatown</p> <p>IHT to Civic District</p> <p>LJ to ACM</p>	<p>Class Committee Leaders</p> <p>Children's Market</p>
				



COMMUNICATIONS AND SOPs





Parents Handbook 2024



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)



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.



Additional Support

- 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





Home-School Partnership in CCE

- Values in Practice (VIP)
- Values in Action (VIA)
- Character & Citizenship Education (CCE-FTGP) – Family Time
- Character & Citizenship Education (CCE-MT) – Family Time
- Cyber Wellness



VALUES IN PRACTICE (SCHOOL)

Respect for All

- Listen attentively to others
- Respect different opinions
- Pay attention in class
- Communicate respectfully



Responsibility in Actions

- Complete homework and hand in on time
- Demonstrate responsibility with tasks assigned during group work
- Do my part to keep the school environment clean and tidy
- Keep a neat and tidy appearance



Resilience in Adversity

- Continue trying despite failure
- Solve problems independently
- Adapt positively to changes
- Act upon feedback for self-improvement



Integrity our Core

- Do the right thing even when it is difficult
- Be honest, speak the truth
- Show integrity when taking part in activities and games
- Stand up for what is right



Care for Community

- Listen attentively to others
- Respect different opinions
- Pay attention in class
- Communicate respectfully





Harmony in Diversity

- Change my thinking and working style to help the group
- Forge meaningful friendships with people of all races
- Be sensitive when interacting with others
- Avoid spreading rumours, gossip or false information



VIP Achievement:

- Level 1 | 0 – 6 points
- Level 2 | 7 – 12 points
- Level 3 | 13 – 18 points
- Level 4 | 19 – 24 points



VALUES IN PRACTICE (HOME)

Respect for All

- Listen to parents' advice
- Be polite to family members

Integrity our Core

- Tell the truth
- Admit, apologise and make up for my mistakes

Responsibility in Actions

- Keep my personal space neat and clean
- Help with household chores

Care for Community

- Show concern and kindness to my family members
- Be polite and friendly to my neighbours

Resilience in Adversity

- Talk to my parents regularly about difficulties faced
- Seek help from parents when faced with challenges

Harmony in Diversity

- Get along well with siblings and family members
- Considerate to my neighbours

Thank you for your support😊



Leaders of Character, Championing Service and Excellence