P6
Parents' Briefing

6th Feb 2026

Overview

- Introduction of Year Head, Assistant Year Head & Level Guardian
- Discipline
- Cyber Wellness
- Home-School Partnership
- Level Highlights
- PSLE & DSA-Sec Matters

Introduction of Year Heads & Level Guardian

Mr Lim Tong Lee
Year Head

Ms Diana Chan
Assistant Year Head

Mr Chew Mou Yi
Teacher

Supporting P5 and P6 Student Matters

P5 & P6
Discipline Level Guardian

Springdale Primary School

Together We THRIVE

Creating a Caring and Enabling School Environment for All

Discipline is an Educative Process

Educative Discipline Philosophy

Discipline teaches responsibility, empathy, and self-regulation within a safe, caring environment where students thrive.

Promoting Positive Behavior

Discipline helps students build good habits and social-emotional skills for thoughtful, respectful behavior.

Restorative Consequences

Disciplinary consequences are educative, measured, and restorative to help students learn from mistakes.

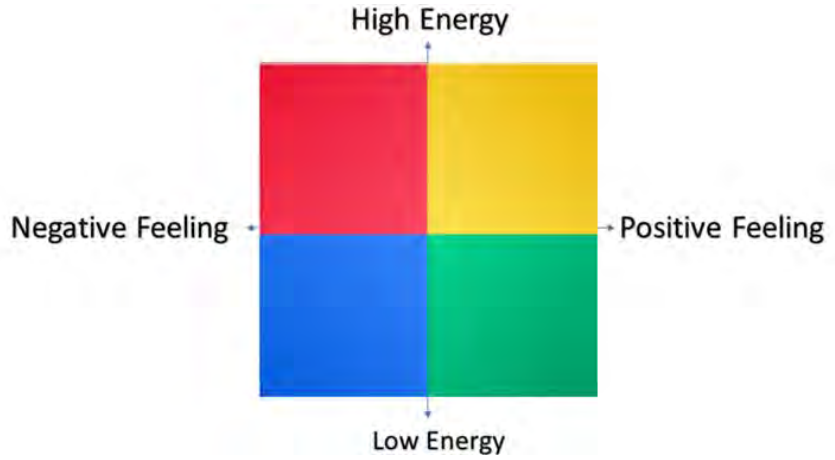
Customised Support for Growth

Enhanced disciplinary consequences are tailored to support individual student development effectively.

Encouraging Positive Behaviour

In the classroom

- Classroom Routines
- Mindful Breathing
- Mood Meter
- Whole Body Listening



Encouraging Positive Behaviour

During school hours

- Empowering our children to experience a lively recess
- Embracing a range of activities (e.g. Recess buddy programme)

Encouraging Positive Behaviour

Peer support leaders leading our students in anti-bullying and campaign and Special Education Needs (SEN) week

List of Offences

Serious Offences
• Truancy • Vandalism • Cheating in assessments • Theft • Bullying • Fighting • Vaping • Sexual Harassment

Minor Offences
• Latecoming • Skipping classes • Improper attire and grooming • Littering • Not doing assignments • Using vulgar language • Insensitive acts/remarks

Full list of disciplinary offences and measures are found on Pg 12 of School Handbook.

Hurtful Behaviours & Bullying

What are hurtful behaviours and bullying?

Physical

Hitting someone or damaging someone's belongings. It can extend from offline to online platforms

Social

Leaving someone out of a group or things on purpose

Verbal

Name-calling, spreading rumours or making threats

Multiple forms of bullying could be experienced by the same student at the same time or sequentially.

Cyber

Hurtful behaviours/ bullying that occurs when online technology is used as a means to hurt or upset someone on purpose and repeatedly.

How can I guide my child to be kind and respectful?

Ask your child if what they are about to say or is… **T**ruthful, **H**elpful, **I**nspiring, **N**ecessary, and **K**ind (**T.H.I.N.K.**)?

Our Firm Stance on Hurtful Behaviours and Bullying

Any form of hurtful behaviour is **wrong** and **unacceptable**.
We will take action when informed of such cases.

- Students, staff and parents can report offences/incidents in these ways:
  - **Verbal**
    - Tell any teacher in the vicinity of the incident
    - Report directly to Discipline Master/Year Head/Form Teacher/Subject Teacher
    - Report directly to School Leaders/General Office
  - **Written/Email**

The school will treat the information with sensitivity. **The identity of the person who reported the case will be kept confidential.**

What happens when an incident is reported?

Address	Correct	Replace	Restore
• **Conduct investigations** • **Inform parents** of both parties in a timely manner • Put in safety measures **for all parties**	• **Disciplinary consequences** and **Demerit Points**, where necessary	• Guide students to self-manage and **promote positive behavior** • Provide **support** for student(s) involved, with external parties if necessary (e.g. Counselling, referral to REACH)	• **Repair** relationships • **Resolution** of conflict between parties

Demerit Point System:
Strengthening Discipline Management in SDPS

Demerit Point System

Why?

- Promote consistency and fairness in the handling of discipline matters
- Provide early monitoring and timely support for students who may need guidance
- Strengthen students' awareness of expectations and consequences
- Support a positive and conducive learning environment for all students

Parents will be **informed via Parents' Gateway** when an offence is recorded.

Demerit Points

General Guidelines of issuing Demerit Points

Minor offences = 1-2 demerit points

Serious offences = 3 or more demerit points

Considerations

- Age of student, intent of action, impact of actions, number of prior offences

Important points to note

- Parents will receive a Parents Gateway announcement if student commit any offence
- Accumulation of demerit points will provide useful information to assign the student's semestral conduct grade.
- Students will start every semester (half year) with zero demerit points
- Appropriate consequences will be meted out in accordance to nature of offence and demerit points issued

Effective Discipline Requires School-Home-Community Partnership

Teachers

- Teach **values** and provide opportunities for students to **exercise and reinforce good behaviour in class/CCA/student development experiences**
- Guide students to **manage their behaviour** and **restore affected relationships**
- Work with parents to **reinforce desired outcomes**

Parents

- Provide a **safe, caring and supportive** home environment
- Work with school to guide their children and **reinforce desired outcomes**
- Role model desired behavior

School Leaders, Student Development Team Key Personnel and Specialised Personnel

- Lead and **put in place structures, processes and programmes** for effective student management
- Address **underlying needs and issues** to strengthen protective factors and mitigate risk factors
- Work with Teachers and Parents to guide students and **reinforce desired outcomes**

Effective Discipline

Peers

- Provide **positive influence and support**
- **Seek help from significant adults** (e.g., school leaders, teachers) if peers need support

Other community stakeholders

- **Work with schools** to help students learn and grow

Cyber Wellness

What is Cyber Wellness?

Cyber Wellness is the ability of our children and youth to navigate the cyberspace safely.

This is done through our **Character and Citizenship Education (CCE) curriculum** which aims to:

- **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes**;
- maintain a **positive presence in cyberspace**; and
- be **safe and responsible users of ICT**.

Through the curriculum, your child learns knowledge and skills to have **balanced screen use, be safe online, and exhibit positive online behaviours.**

Resources

Scan here to find out more about MOE's Cyber Wellness curriculum:

https://go.gov.sg/moe-cw-education

Primary 5 and 6

During CCE(FTGP) lessons, students will be taught:

Be a positive peer influence online and manage digital footprints

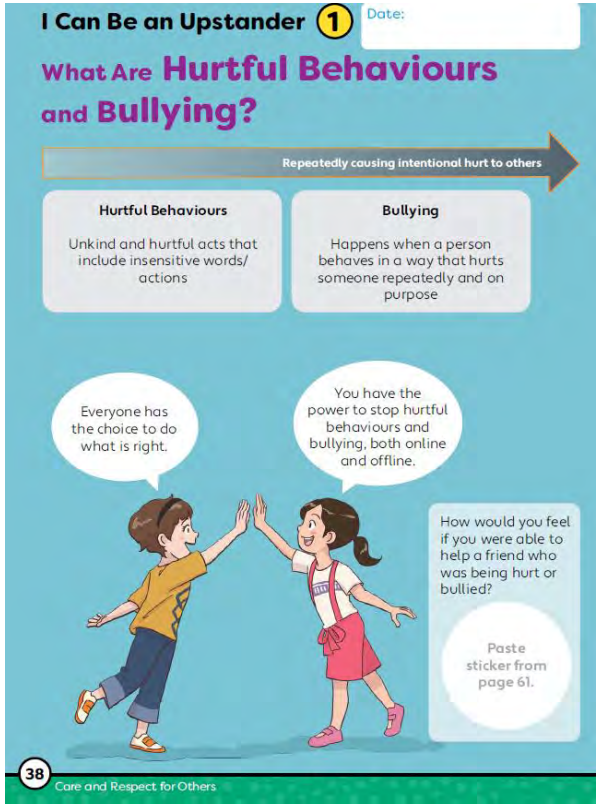
- Speak up and stand for what is right regardless of peer pressure
- Seeking help from trusted adults/sources when needed
- Awareness of permanence of online data and review privacy settings

Importance of cybersecurity

- Protect oneself from phishing, spam, scams and hacking

How to verify online falsehoods

- Use S.U.R.E.* to verify information online



Encourage our children to share their experiences as they navigate friendships.

Staying Safe from Pornography

- Understand the impact of pornography on themselves and others
- Reject pornographic content using the 'Stop-Think-Do' strategy.
- Know that keeping, selling, sharing or forwarding pornographic materials is an offence

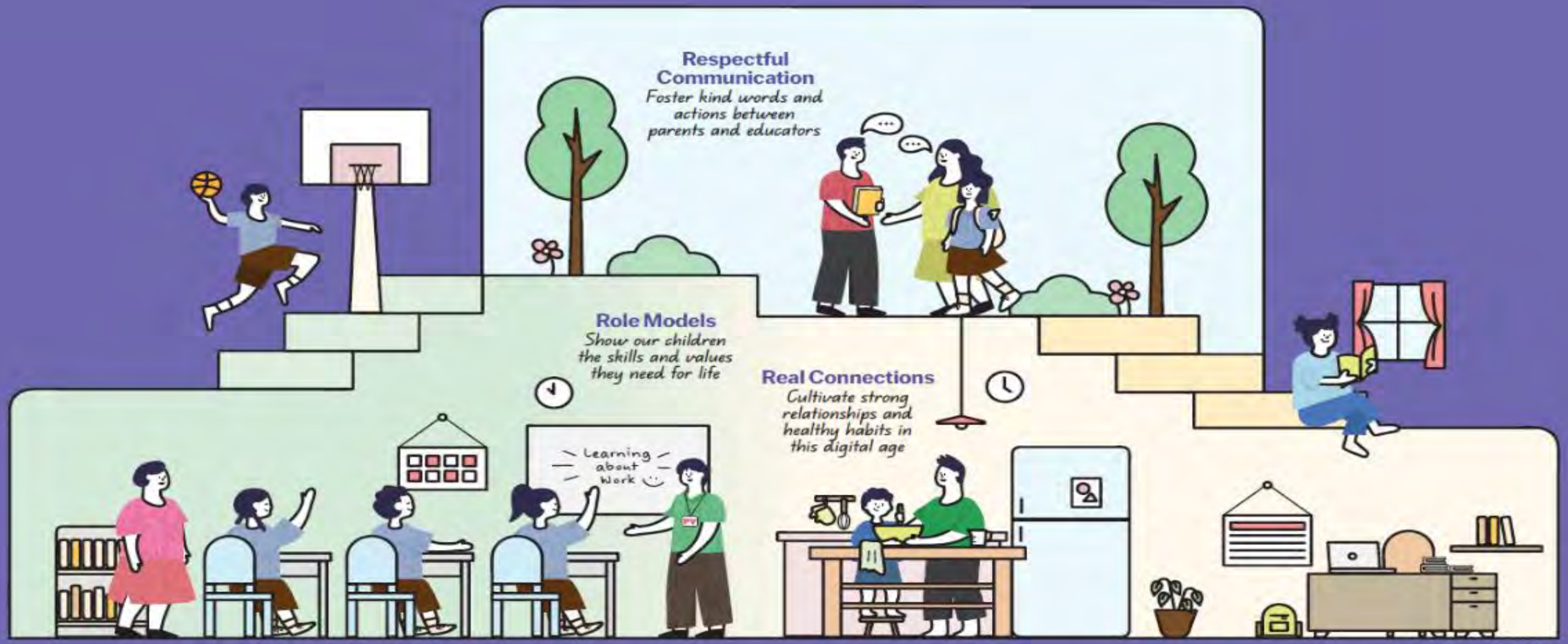
*S.U.R.E. stands for **S**ource, **U**nderstand, **R**esearch, **E**valuate.*
It is part of National Library Board's Information Literacy Programme.

How Can We Partner Up?

Together, we can raise happy, kind and confident children, ready to thrive in the digital world.

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



Respectful Communication

Foster kind words and actions between parents and educators

- Listen to and understand each other's perspectives and concerns regarding each child.
- Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers.
- Respect each other's time by communicating during working hours.

Role Models

Show our children the skills and values they need for life

- Practise gratitude and find joy in everyday experiences with our children.
- Instil confidence by encouraging responsibility and believing in each child's abilities.
- Model good values in words and actions, at school and at home.

Real Connections

Cultivate strong relationships and healthy habits in this digital age

- Build strong bonds through shared experiences and meaningful conversations.
- Establish good habits for our children to stay confident and in control of their technology use.
- Provide a balanced mix of engaging online and offline activities, at school and at home.

Let’s Work Together

Save the Date
2026 Parent Child Teacher Conference
Thu, 28 May 2026 (F2F)

Communication Channels

- **Email, Student Handbook, Parent’s Gateway**
- **Phone Call**: If parents would like to speak to teachers over a phone call, please arrange for a suitable time before calling as teachers might be engaged in class or meetings.

- **Timing**
  - Teachers will not be able to respond outside of working hours (7.30 a.m. – 5 p.m)
  - For urgent matters, parents should call the General Office during school hours

Begin your parenting journey with us

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GO gov.sg

Follow us on Instagram

SPRINGDALITES

instagram.com/springdalites

P6
Level Highlights

Seated Volleyball

(Changemakers Programme – ALP × PE Department)

- Experience designed to nurture inclusivity and empathy
- Introduced students to Seated Volleyball, a sport for persons with physical disabilities
- Students played seated, focusing on hand throws, teamwork, and trust

P6 Learning Journeys

- Cohort learning journeys
- Subject specific learning journeys

P6 Post Exam Activities

- Provides meaningful and engaging learning experiences after the PSLE

- Includes learning journeys, workshops, and team-based activities

- Develops important life skills such as teamwork, communication, and resilience

- Builds students' confidence and readiness for secondary school

- Encourages reflection, positive relationships, and personal growth

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AI for Fun

- Develop computational thinking through coding
- Strengthen problem-solving and logical reasoning
- Build awareness of emerging technologies, including Artificial Intelligence (AI).

P6 Graduation Day

Last week of November

PSLE MATTERS

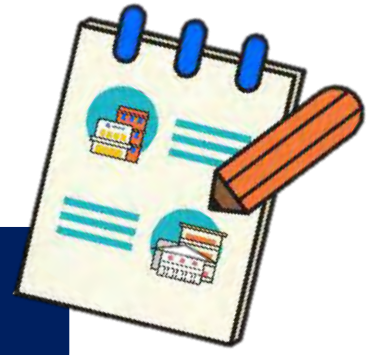
Sharing About PSLE Matters

- Intent of PSLE and how scoring works
- Full Subject-Based Banding in Secondary school

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 and interests, while moving away from an over-emphasis on academic results. Our PSLE Scoring changes reduce an over-emphasis on academic results by:

1. Reducing fine differentiation of students' examination results at a young age.
2. Recognising a student's level of achievement, regardless of how his/her peers have done.
3. Encouraging families to choose secondary schools holistically based on students' strengths, interests and abilities.

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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.

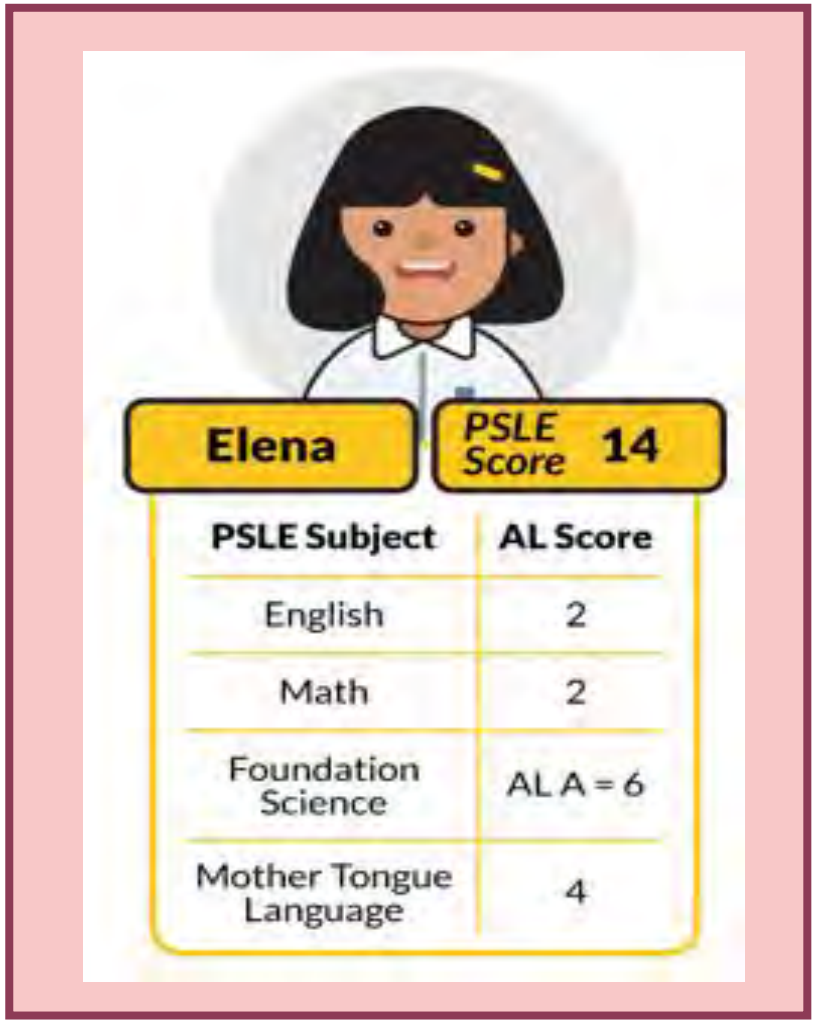
As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

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.**



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)

- **From 2026 S1 onwards, HMTL eligibility will be delinked from PSLE overall score.** This will better recognise and develop students' unique strengths and interests and allow more students to learn their MTL to as high a level as possible.

	Current criteria [either (i) or (ii) must be met]		Revised criteria
PSLE overall score	(i) PSLE overall score of 8 or better	(ii) PSLE overall score between 9 and 14 (inclusive), **and**	(None)
MTL subject requirement	(None)	PSLE MTL score of AL1/AL2, or HMTL score of Distinction/Merit	PSLE MTL score of AL1/AL2, or HMTL score of Distinction/Merit

Secondary schools will continue to have the flexibility to offer HMTL to students who did not meet the eligibility criteria, if they are assessed to have exceptional ability in MTL.

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**.

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**.

Tie-breaker #1: Citizenship

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**.

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**.

Understanding Full Subject-Based Banding (Full SBB)

What is Full SBB?

WHAT IS FULL SBB?

- Full SBB aims for students to:

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

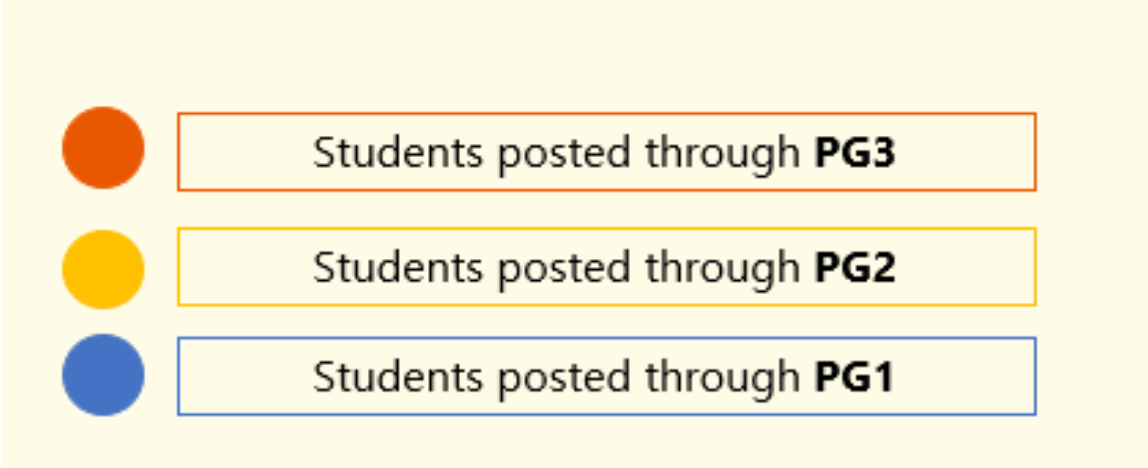
Develop a growth mindset and an intrinsic motivation to learn for life.

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 SBB: MIXED FORM CLASSES IN LOWER SECONDARY

- 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: 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 ***(with AL 7 in EL and MA)***	1	G1

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 :**
• **English Language** • **Mother Tongue Language** • **Mathematics** • **Science**	**Standard**	**AL 5 or better**	**G3 or G2**
		AL 6	**G2**
	Foundation	**AL A**	**G2**

Choosing Suitable Secondary Schools

Factors to Consider

Preparing for S1 Posting Exercise

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

https://www.moe.gov.sg/schoolfinder

MySkillsFuture Student Portal (Primary)

https://go.gov.sg/exploreschools

HOW DO WE INTERPRET THE PSLE SCORE RANGES?

The PSLE Score range refers to the PSLE Score of the <u>first and last student</u> 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.

<u>Example</u>

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 <u>first</u> student posted into the school in the respective PG.

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

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.

TIPS FOR PARENTS!

Be open and flexible when discussing your child's preferences, needs and choices.

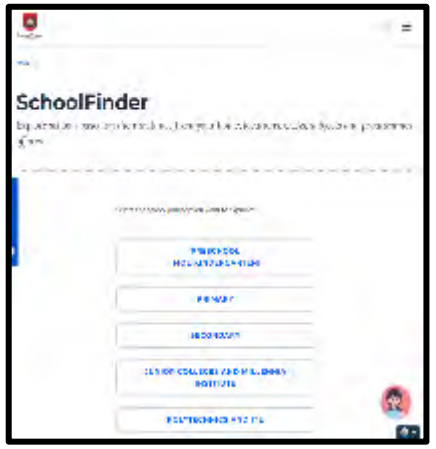
Manage your own expectations and do not project these expectations onto your child.

Have regular conversations with your child to understand more about his/her strengths, interests, abilities, talents and aspirations.

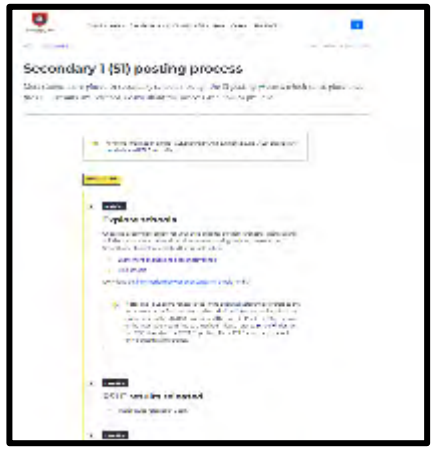
Affirm your child and offer support when he/she shares his/her plans with you.

PREPARING FOR THE S1 POSTING EXERCISE

SCHOOL FINDER



MySKILLSfuture



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

- Release of **S1 Posting results**

OCTOBER | **NOVEMBER** | **DECEMBER**

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ENTERING SCHOOLS THROUGH DSA-SEC

- There is no change to the application and selection process with the shift to Full SBB.

- 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.

Before MAY

Explore schools and their talent areas, and shortlist suitable schools

MAY

Apply for DSA

JUN to SEP

Attend selection trials, interviews and auditions

By SEP

Receive DSA offers if successful

Useful resources

Quick tips on shortlisting secondary schools

Tools to use to explore secondary schools

SCHOOL FINDER

GO gov.sg

MySKILLSfuture

GO gov.sg

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

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Useful resources

Transition Materials

Resilience Boosters

FIND OUT MORE ON THE PSLE-FSBB MICROSITE

https://go.gov.sg/pslefsbb

OTHER RESOURCES

SchoolFinder Tool

https://go.gov.sg/secschoolfinder

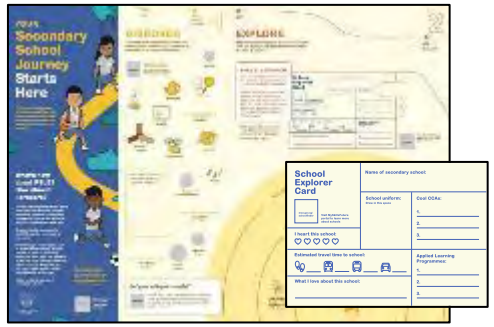
"Welcome to Secondary School" video

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

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Q & A

Go to
pigeonhole.at

Enter passcode

SDPSP6

Springdale
Primary School

Contact Detail

Mr Sean Lim Tong Lee (Year Head / Upper Primary)
Email address: lim_tong_lee@moe.edu.sg

Ms Diana Chan (Assistant Year Head / Upper Primary)
Email address: chan_hui_min_diana@schools.gov.sg

Springdale Primary School

Thank you

Parents, you may now proceed to meet your child’s Form Teachers