

P5

Parents' Briefing

23 Jan 2025



Overview

- Our Educational Approach
- Introduction of Level Teachers and Form Teachers
- Communication with School
- Level Highlights
- Subject-Based Banding at P5
- Home-School Partnership



Introduction to Level Teachers



Role	Name
Year Head (Primary 5)	Mr Sean Lim Tong Lee
P5 Level Manager	Ms Diana Chan
P5 Level Guardian	Ms Sunita Mohandas



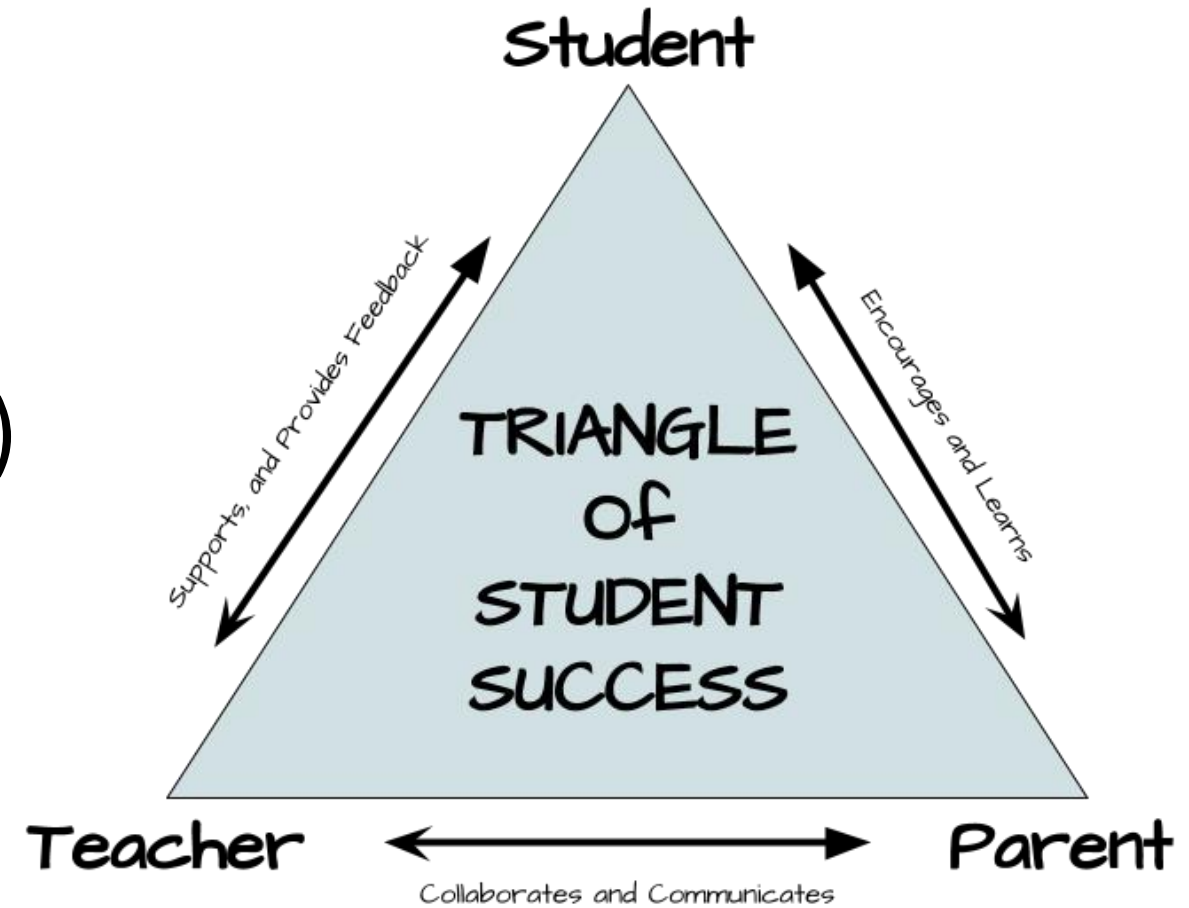
P5 Form Teachers



Class	Form Teachers	
5S	Mdm Baljeet Kaur	Ms Diana Chan
5P	Mr Sean Lim Meng Wee	Mr Muhammad Firzan
5R	Mdm Chew Hwee Shan	Ms Tan Wei Ying
5IN	Mr Peh Sheng Kang	Mr Mason Goh
5G	Ms Sunita	Ms Liu Yisi
5D	Mdm Rohana	Ms Chan Shu Hui
5A	Mr Zulkarnain	

Communication platforms

- Parents' Gateway
- Student handbook
- Parents Outreach (newsletter)
- Email
- Phone call
- Parent Teacher Conference



P5 Level Highlights

- P5 Camp
- P5 National Education (NE) show
- P5 Learning Journeys



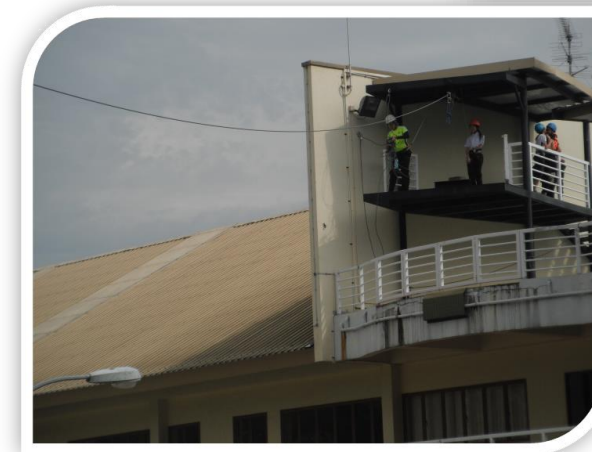
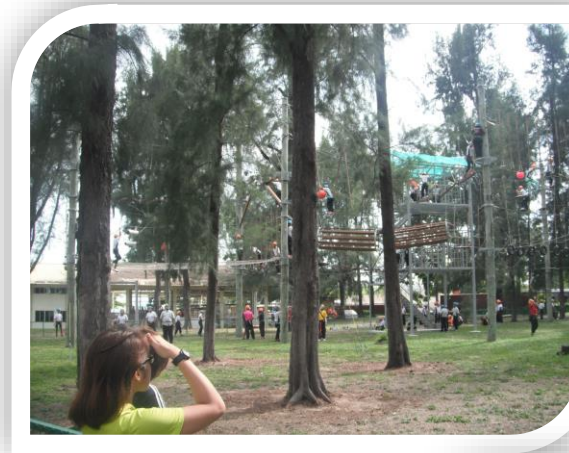
P5 Camp

Date: 28 – 30 Aug 2025

Venue: **Changi Coast
Outdoor Adventure Centre**

- A Residential Camp (3D2N)
- Team-building Games
- Confidence elements

*A briefing will be conducted nearer the date, with more specific details given to parents and students.



Subject-Based Banding (SBB) at Primary 5



Subject-Based Banding (SBB)

SBB is premised on ability-driven education:

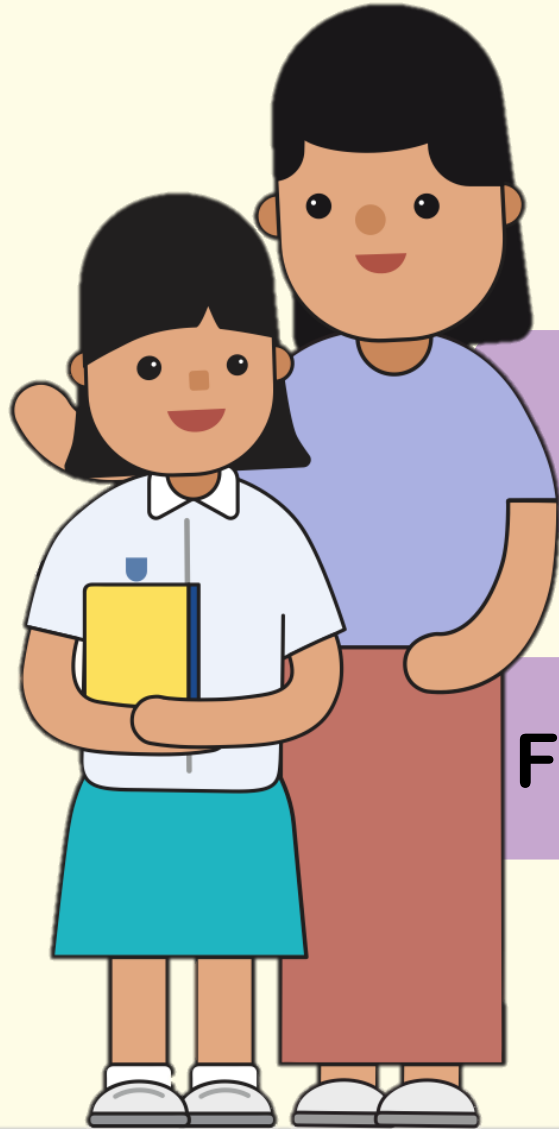
- Student's **aptitude, motivation and performance** in each subject;
- Student's **ability to cope** with a particular subject combination; and
- Whether the subject combination focuses sufficiently on **literacy and numeracy** and facilitates the student's **articulation to secondary school and beyond**.

Subject-Based Banding (SBB)

Subject Combination (P5  P6)

- **Standard & Foundation Subjects**
- **School's decision at the end of P5**

Sharing About PSLE Matters



Intent of PSLE and how scoring works

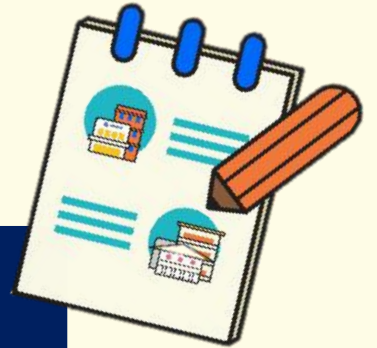
Full Subject-Based Banding in Secondary school

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.

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.

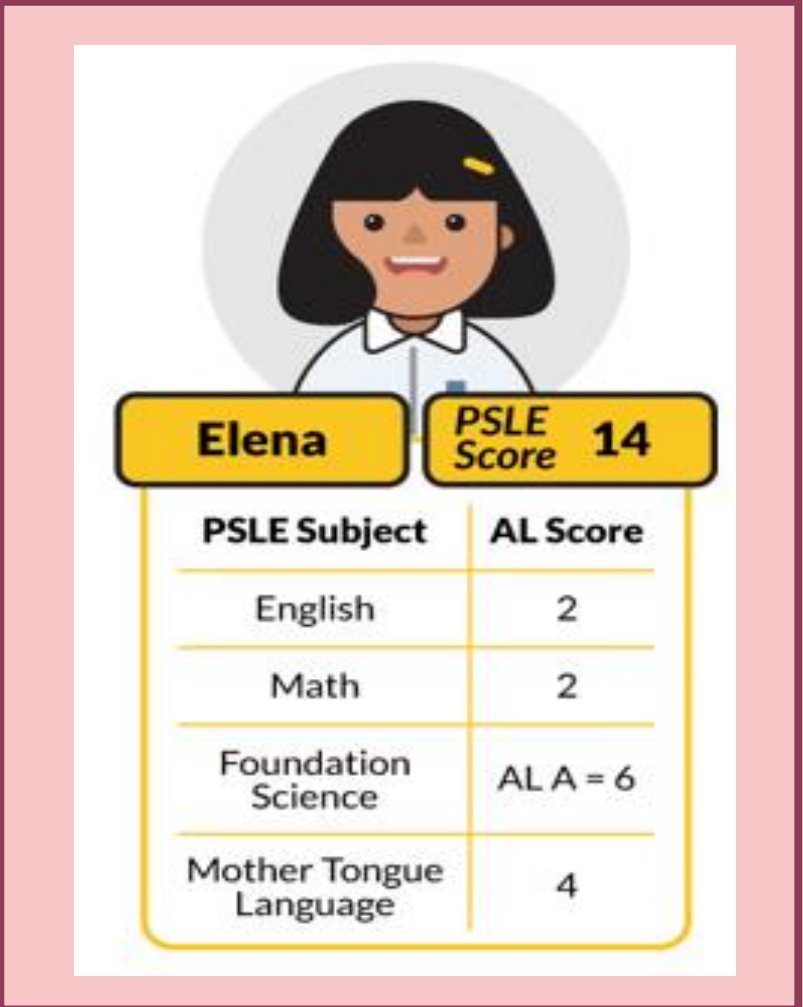
As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

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

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.

Home-School Partnership



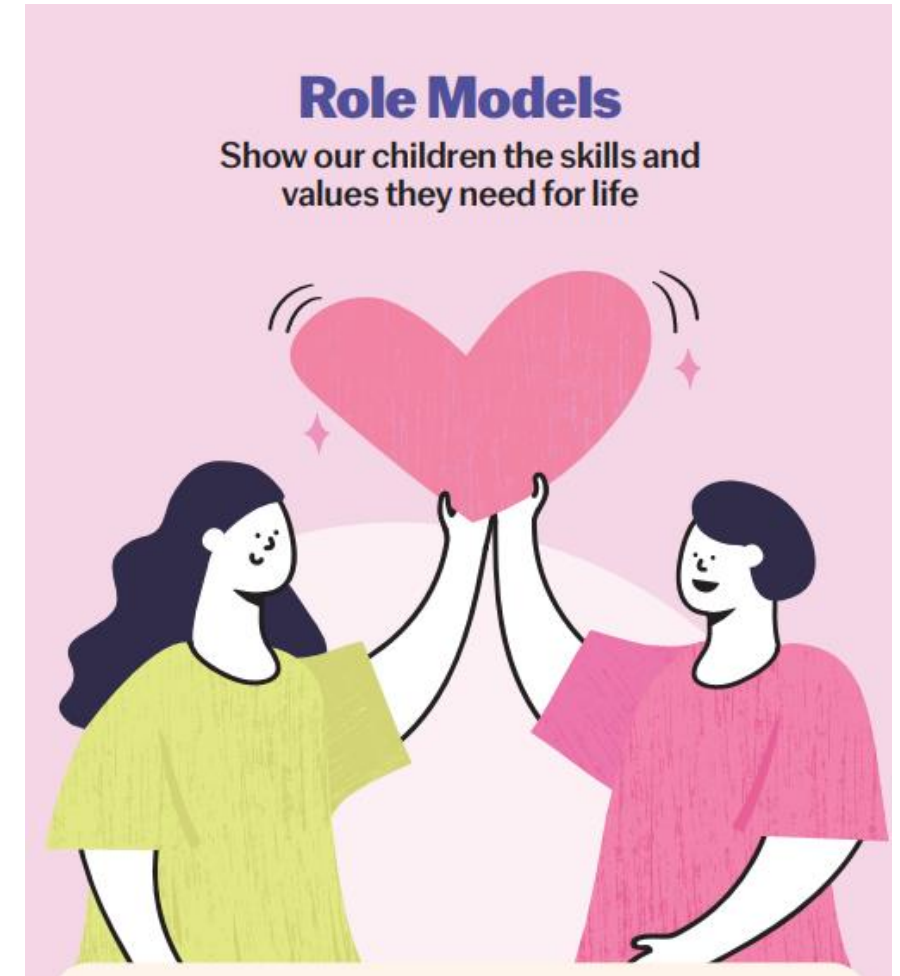
1. Collaborate with the school

- Engage in discussions with teachers covering both academic and non-academic aspects
- Ensure your child consistently attends school and is punctual
- Encourage positive learning behaviour



2. Model connecting with others

- Role-model positive relationships
- Practice effective communication
- Teach empathy
- Promote inclusivity




3. Help your Child Develop Good Habits

- Collaborate on realistic goals
- Offer guidance on stress management
- Establish consistent routines for rest, play, and study
- Set limits for digital device and social media usage



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Primary 5
Parent's Briefing on
Cyber Wellness



Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media



DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Source: The Straits Times, 7 Feb 2021

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Parents may not be aware of the online risks

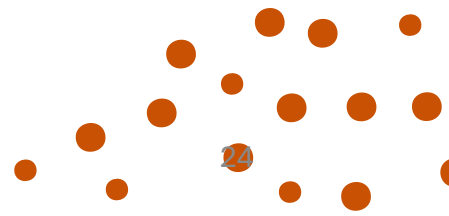
Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023



What is Cyber Wellness?

- Being able to navigate the cyber space safely.
- This is done through our 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.**

What will Pri 5 students learn about Cyber Wellness during CCE (FTGP) lessons?

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

● Importance of cybersecurity

- Identify inappropriate online content or people with malicious intent
- Protect oneself from phishing, spam, scams and hacking

● How to verify online falsehoods

- What is online falsehoods?
- Use S.U.R.E. to verify information online

What will Pri 5 students learn about Cyber Wellness during CCE (FTGP) lessons?

- **Be a positive peer influence online**

- Speak up and stand for what is right regardless of peer pressure
- Seeking help from trusted adults/sources when needed



- Parents are strongly encouraged to participate in the “**Family Time**” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home.



How can parents help their child develop good digital habits?

- **Role model good digital habits** for your child/ward.
- **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
- **Discuss and develop a timetable with your child** to moderate their time spent on screens.



Helping Your Child Manage Device Use & Stay Safe Online



Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.

Your screen use rules can include:



Device-free times and places



Time limit for devices

- "What are some suggestions on when and where devices should not be used?"
- "What should we do if we break our agreement?"
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
 - "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
 - "What do you think of our screen use rules?"



Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
 - State observation: "I noticed you have been spending a lot of time on your device."
 - Ask open-ended questions: "What do you usually do on your device?"



How can parents better support their child's digital habits?

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day.
- **Spending an excessive amount of time using devices is unhealthy**
- **Discuss and develop a timetable**
- **Consistent screen time limits.**

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.



Using parental controls to manage device use and stay safe online

- **Supervise and monitor your child's online activities and protect them**
- **monitor and limit screen time**



Family Link



Family Safety

At what age should I allow my child to have their own social media account?

- Most social media platforms require users to be aged 13 years and above.
- constant exposure to social media content can make us feel **anxious or overwhelmed**. It is important for **social media users to be mature enough** to navigate such feelings when using these platforms.
- **have open conversations**

 Navigating the Digital Age

**Social Media:
Is Your Child Ready for It?**



While social media platforms allow people to connect with others, constant exposure to social media content can make us feel anxious or overwhelmed. It is important for social media users to be mature enough to navigate such feelings when using these platforms. Most social media platforms require users to be aged 13 years and above. **However, is age the only consideration in determining if your child is ready?**



The maturity of your child is also an important consideration to determine their readiness for social media.

Maturity can be assessed by observing the following:

- Their ability to make responsible decisions to keep themselves safe online.
- Their ability to manage the pressures and feelings that come with social media use.
- Their ability to control impulses.

Although your child may pick up skills to use social media quickly, they may not fully understand how to use complicated online safety tools and settings. They may also not understand how the platforms' safety features work.

Things You Can Do

Before allowing your child access to social media, have open conversations with them on the risks of social media and establish clear ground rules on how to keep themselves safe when using it. Here are some suggested topics:

- What are some potential dangers of oversharing personal information?
- What does healthy social media use look like?
- How do we keep ourselves safe on social media?
- What are some ground rules we can establish as a family?

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Part of these resources were adapted from the Parenting Strategies Program (<https://www.parentingstrategies.net>) and the Partners in Parenting (PIP) Program in Australia, in consultation with the Program Lead, Professor Hester, from Monash University. Use of the materials from the PIP Program is governed by the terms of the Creative Commons Attribution-ShareAlike 4.0 International License, found at <https://creativecommons.org/licenses/by-sa/4.0/>. Your attention is drawn to Section 5 of the said license.



Common signs of addiction

normal activities like school and home responsibilities are neglected

Unwillingness to share the device, or to return it to parents when asked

Telling lies about what he or she has been doing on the device, or telling lies to get more screen time

Having poor sleep quality and quantity

Displaying anti-social responses or behaviours to get more screen time

Having poor emotional regulation such as anger and depressive symptoms

Throwing extreme tantrums when the device is taken away

School policies for the usage of phone in school

Where:

Canteen
Foyer

When:

strictly restricted to after school and before after-school programmes

For:

communicate to parents/caregivers and not for other purpose.

Manage screen time

More Face-to-Face Interaction

Additional Resources:




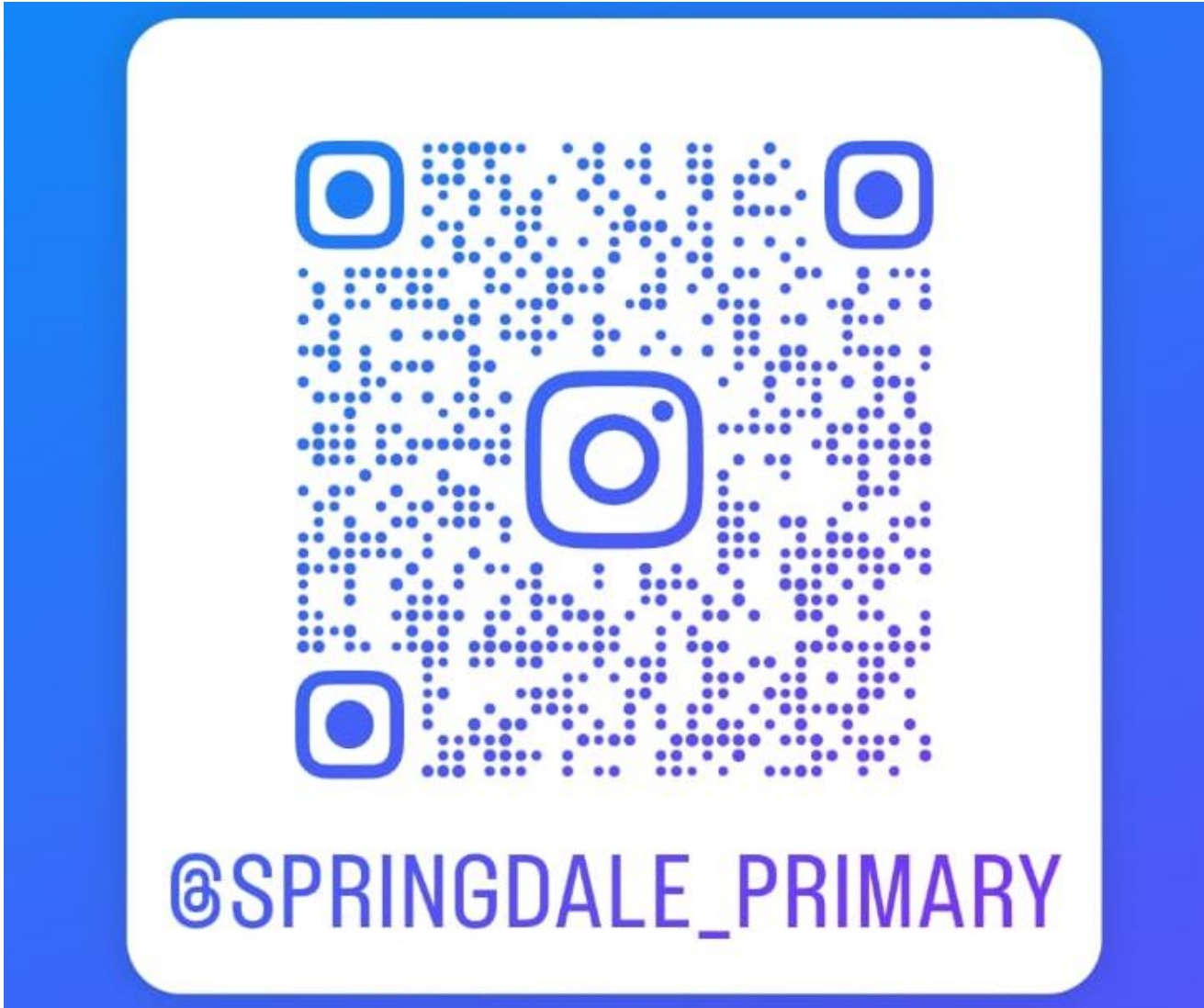
Parenting for Wellness



For more bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for Wellness Toolbox for Parents**.

Keep a lookout for the **Parenting for Wellness website** that will be rolled out in 2025 on Parent Hub (hosted by HPB) for personalised access to the full suite of parenting resources!





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Message



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Form/Subject Teachers' emails:

<https://www.springdalepri.moe.edu.sg/about-us/our-family/teaching-staff-2025/>

