

**Primary 5 (2025)**

# **Meet-the-Parents Session**

**16 January 2025**



# COMPARISON OF PSLE SCORING

WHAT YOU NEED TO KNOW  
ABOUT THE NEW PSLE  
SCORING SYSTEM



# 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:

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

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

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

# HOW THE PSLE SCORING SYSTEM WORKS



# FROM T-SCORE TO SCORING BANDS



**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.

**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  | $< 20$         |

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



# SUBJECT-BASED BANDING (SECONDARY)

## [SBB (SEC)] ELIGIBILITY CRITERIA

- SBB (Sec) provides with **greater flexibility** to take various subjects at a more demanding level based on their subject-specific strengths.
- Under the new PSLE Scoring System, the SBB (Sec) eligibility criteria is as follows:

| PSLE SUBJECT GRADE  | OPTION TO TAKE SUBJECT AT |
|---|---------------------------|
| AL 5 or better in a Standard level subject  | G3                        |
| AL 6 or better in a Standard level subject<br><u>OR</u><br>AL A in a Foundation level subject | G2                        |



- As students progress in secondary school, they continue to have opportunities at various junctures to take subjects at more demanding levels based on their performance in school.



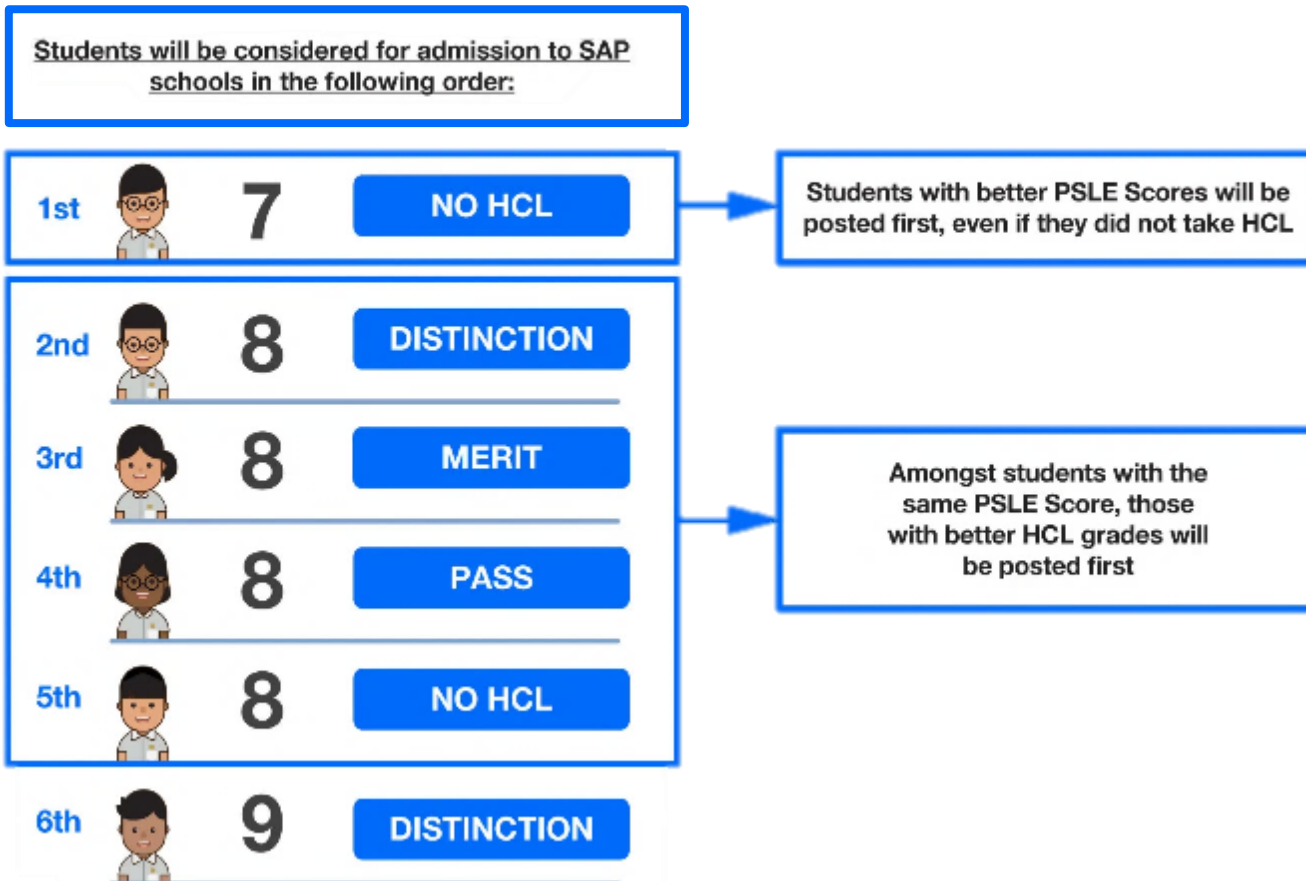
**USE OF HIGHER CHINESE LANGUAGE (HCL)  
FOR ADMISSION INTO  
SPECIAL ASSISTANCE PLAN (SAP) SCHOOLS**





# 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' 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.

# CHOOSING SUITABLE SECONDARY SCHOOLS WITH YOUR CHILD



# SCHOOL CHOICE JOURNEY

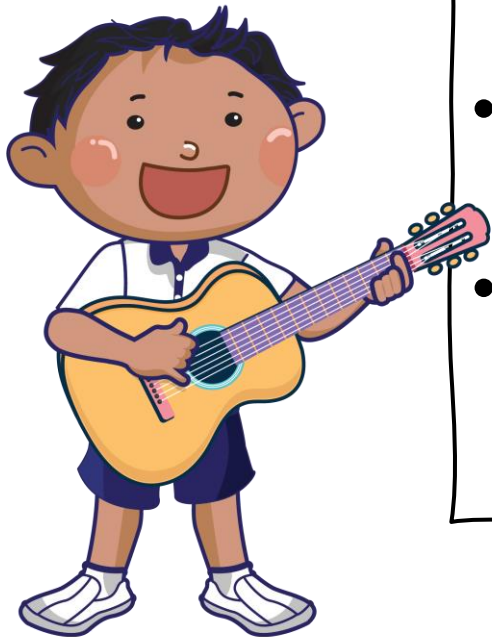


- The PSLE Score ranges are a **useful reference point** for parents and students to consider secondary schools.
- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.
- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.

# Direct School Admission (DSA)



- DSA-Sec Exercise introduced in 2004 as part of MOE's move towards creating more flexibility and options.
- To encourage schools to recognise talents.
- Participating schools will decide on their own admission criteria.



# Tips for Parents!

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

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

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

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



# INFORMATION ON PSLE SCORING AND FSBB IN SECONDARY SCHOOLS

- PSLE Scoring System (moe.gov.sg)



- Direct School Admission for secondary schools (DSA-Sec) | MOE



# 2024 BTPS PSLE OUTCOMES

|  |             |
|--|-------------|
| % Eligible for Secondary School                      | 100%        |
| % Successful DSA                                     | 19.5%       |
| % Posting Group 3                                    | 77.0%       |
| Number of PSLE Outstanding Achievers (AL8 and below) | 21 students |

## Areas of Concern

- DSA
- Excessive pressure and expectations from parents and self
- Mental and physical well-being



# Supporting our Primary 5s...

Develop  
positive learning  
habits



Practise time  
management

Practise self-  
management

Managing  
expectations  
(self and others)

Forming  
a support  
system



Take responsibility  
for own learning

**Learning is an  
ongoing journey  
of growth.**







# VISION . MISSION . VALUES

## Vision

An Adaptive Learner, Empathetic Leader and Future-Ready Citizen

## Mission

To create a vibrant learning environment that values diversity and build community through shared values, collaboration and innovation.

## Values (AEI3R)

Adaptability

Empathy

Integrity

Resilience

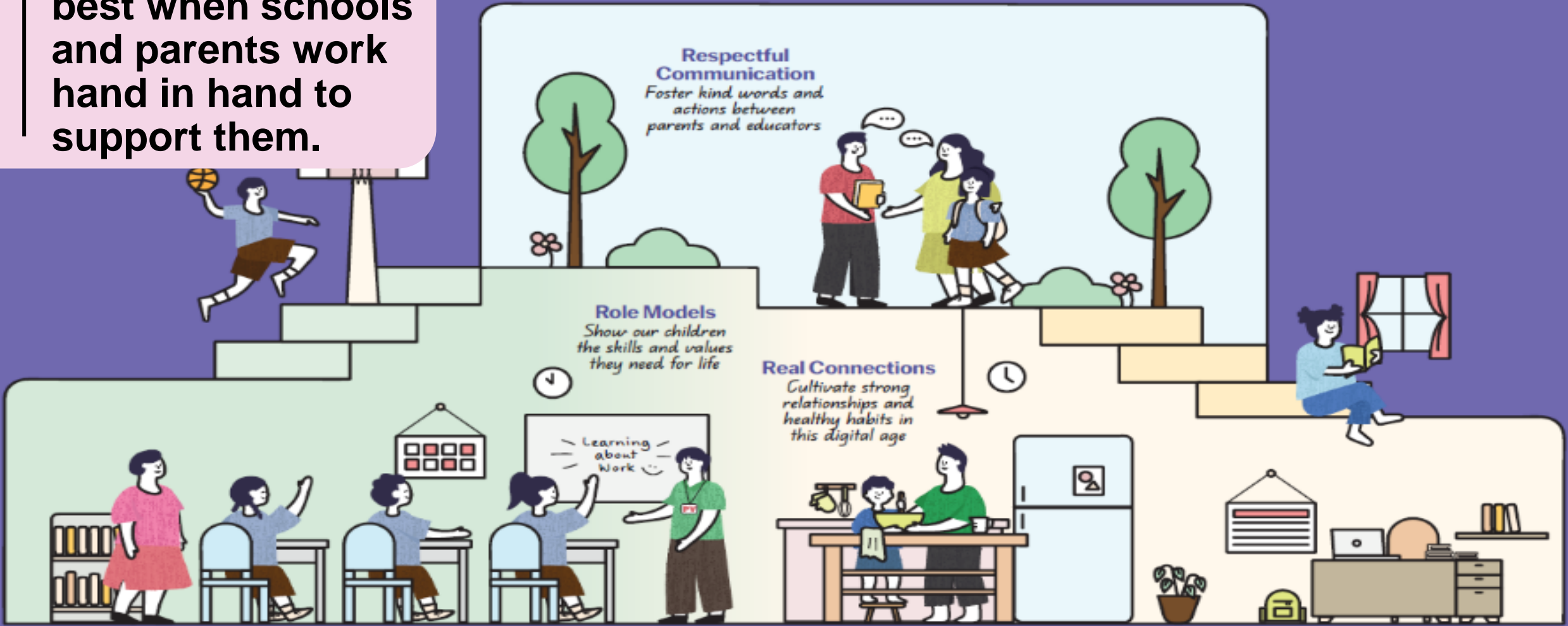
Respect

Responsibility



# Raising a Happy, Confident, and Kind Generation Together

Our children do best when schools and parents work hand in hand to support them.



# 3 AREAS WE CAN WORK TOGETHER ON TO FOSTER SCHOOL-HOME PARTNERSHIP

**1** Respectful Communication



**2** Role Models

**3** Real Connections

# RESPECTFUL COMMUNICATION

*Foster kind words and actions between schools 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.

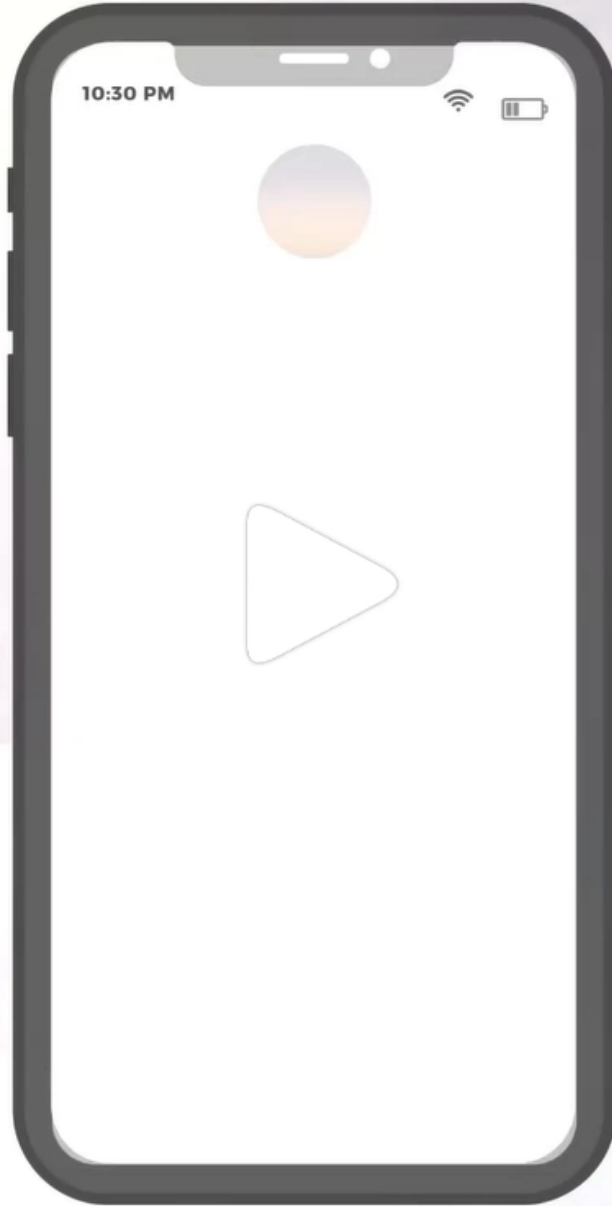



# CONNECTING WITH THE SCHOOL

- Email addresses of all teachers and Key Personnel, including School Leaders, are on the school website.
- Teachers will not be sharing their personal numbers with parents.
- Best person to approach regarding day-to-day matters would be your child's Form Teacher.
- You can choose to email or call the school general office who will pass the message for the teacher to return call.
- Please give our teachers time to return your call.
- Do keep communication to between 7a.m. to 5p.m. on weekdays.
- We will use Parents Gateway (PG) and email as the main mode of communication, supplemented by phone calls.




# CONNECTING WITH THE SCHOOL




chanchuning.sg  • [Follow](#)

Original audio





chanchuning.sg  2w

Let's treat our educators with respect and consideration. At the heart of education lies a strong partnership between parents and teachers 



joyful.carol 2w

Will share this reminder to parenting networks. Pls also let our children have protected time after school hours and avoid messaging them after school hours 

Any instruction or reminder can be given during school hours and let the children learn to deal with consequences 



Indeed it take a village to raise a child. Have a great 2025 year



825 likes

December 26, 2024



Comments on this post have been limited.

# ROLE MODELS

*Show our children the skills and values they need for life*



Find joy in everyday experiences with our children.



Instill confidence by encouraging responsibility and believing in our children's abilities.



Model good values in words and actions.



*Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.*

# REAL CONNECTIONS

*Cultivate strong relationships and healthy habits in this digital age*

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

Build strong bonds through shared experiences and meaningful conversations

**Building Relationships** Page 20

**Helping Your Child Build Healthy Relationships**

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

**Things You Can Do**

- Expose your child to a range of social situations.**
  - For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
  - For older children, encourage them to make friends with peers who have similar interests.
- Encourage your child to strengthen existing relationships.**
  - Foster healthy relationships with supportive extended family members.
  - Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

**Things You Can Say**

- Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.

If you ever feel pressured to do something or be someone you are not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.
- Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.

How has this affected you or your friend?  
What are your expectations of a good friend?  
How can you make things better?

you've got this

**Navigating the Digital Age** Page 54

**Helping Your Child Thrive in the Online Space**

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

**Things You Can Do**

- Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives.

Why do you think they said that?  
If you were in their shoes, would you agree with their opinion?
- When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.

Is your message respectful and empathetic?  
Consider the issue from another perspective by practising **T.H.I.N.K.** (Truthful, Helpful, Inspiring, Necessary, and Kind).
- Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.

How do these comments make you feel?  
It's okay to feel upset. It's also okay not to respond to these comments. Shall we turn off the comments and notifications, and do something else for now?

\* S.U.R.E. is part of the National Library Board's Information Literacy programme.

you've got this





*Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.*



# ENGAGEMENT CHARTER

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



  
Ministry of Education  
Singapore

## RESPECTING OUR STAFF

**Our staff are committed to partner you** with sincerity, integrity and professionalism.

By showing mutual courtesy and respect, **we set a positive example for our children.**

**MOE values our staff and will take firm action** to protect them against any unreasonable behaviour, harassment or abuse.

# Meet-the-Parents Session

## Thank You

