



# **Upper Primary Parents Seminar**

## **6 February 2026**

### **3.30 pm – 4.20 pm**

**Classroom Engagement with Form Teachers**  
**4.30pm – 5.15pm**

# Principal's Address



# Sharing by Mr Huang Year Head (Upper Primary)



# Agenda

- 1. School Structure & Assessments**
- 2. Curriculum Experience**
- 3. Student Awards**
- 4. Subject Based Banding (SBB)**
- 5. PSLE Matters**
- 6. Direct School Admission (DSA)**
- 7. Home School Partnership**
- 8. FAQs**



# Agenda

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# School Structure



# A day in Riverside Primary

## Daily Reporting Time

7.35 am

## One 45min Period Daily

7.45 am to 8.30 am

## First Period

7.45 am to 8.30 am

## Recess

P5: 9.30 am to 10.00 am

P6: 10.00 am to 10.30 am

## Snack Break

10 min in the Classroom

12 pm to 12.15 pm

## Daily Dismissal Time

P5 and P6: 1.30 pm

## Lunch Break

1.30 pm - 2.00 pm

on days of after-school activities  
(e.g. HMT/FEL/FMA/ASL/CCA)

# Reminders and Alerts

- **Punctuality for School**
- A key habit for success, best developed from a young age.
- Reflects a student's attitude towards school and learning.
- All students must be present for attendance-taking by **7:35 AM**.
- Arrival at the foyer **after 7:35 AM** is considered late.
- Parents will be notified by letter after **five instances** of late-coming.

**We want our students to arrive  
hungry for learning, not sauntering in.**



# Reminders and Alerts

## Reminder to turn on Parent's Gateway (PG) notifications

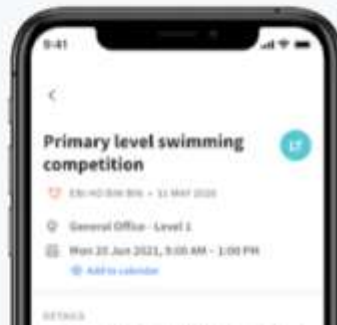


One-stop portal that connects parents and schools on key administrative matters

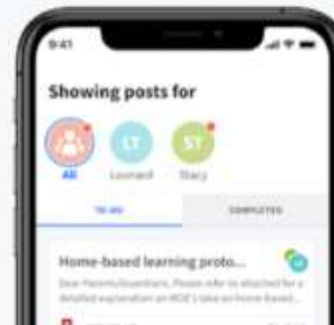
Timely updates for  
school announcements



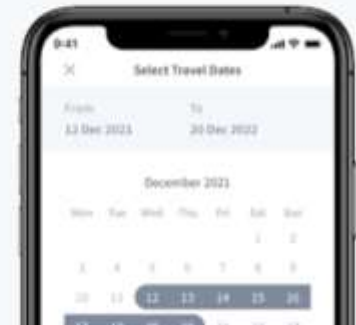
Give consent  
anytime, anywhere



Keep track of  
items that require  
your attention



Declare your travels  
all in one place



# Upper Primary Weekly Schedule

Day	Recess	Programme	Dismissal
Mon	<b>P2/5 Recess:</b> <b>9.30 to 10 am</b> <b>(30 min)</b>		<b>1.30 pm</b> <b>(if students</b> <b>are not</b> <b>required to</b> <b>stay on for</b> <b>Lessons /</b> <b>ASLs /</b> <b>CCAs)</b>
Tues		<b>ASL P5/6 MTL (2-3pm)</b> <b>ASL P5/6 MATH (3-4pm)</b>	
Wed		<b>P5/6 CCA 2 - 4 pm</b>	
Thurs		<b>Lessons</b> <b>P5/6 FMA/FEL/HMT</b>	
Fri		<b>ASL P5/6 EL and SC</b>	
	<b>P3/6 Recess:</b> <b>10 to 10.30 am</b> <b>(30 min)</b>		
	<b>Snack Break:</b> <b>12 to 12.15 pm</b> <b>(10 min)</b>		

# School-Based Assessment



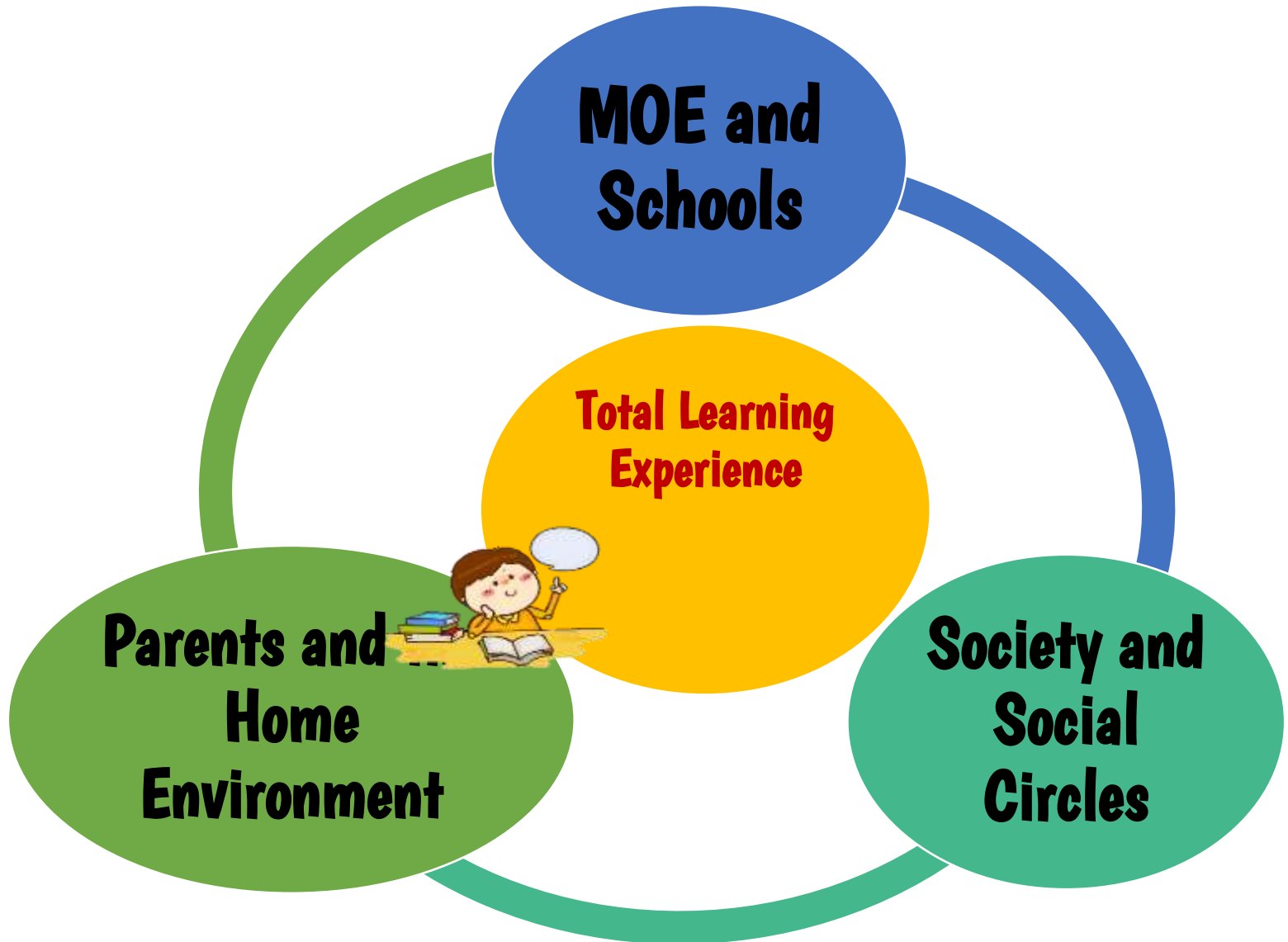
# P5 Assessment Structure

	Semester One		Semester Two	
Subject	Term I	Term II (WA)	Term III (WA)	Term IV (EYE)
English Language	NIL	15%	15%	70%
Mathematics	NIL	15%	15%	70%
Science	NIL	15%	15%	70%
Mother Tongue Languages	NIL	15%	15%	70%

# P6 Assessment Structure

	Semester One		Semester Two	
Subject	Term I	Term II (NWA)	Term III (Prelim)	Term IV
English Language (Std & Fdn)	NIL	Oral practice Practice paper	100%	PSLE
Mathematics (Std & Fdn)	Practice paper	Practice paper	100%	PSLE
Science (Std & Fdn)	Practice paper	Practice paper	100%	PSLE
Mother Tongue Languages (Std & Fdn)	NIL	Oral practice Practice paper	100%	PSLE
Higher Mother Tongue Languages	NIL	Practice paper	100%	PSLE

**It takes a village to raise a child. MOE and schools partner parents to shape our children's learning experience.**



# Our children value our support and may feel a need to rise up to our expectations.

“Assessments are very small. There is not very much to be stressed about but the main reason why people get stressed is because parents have **very high expectations**. If you don't reach the expectations, you will get **scolded** or made to **feel not very good about yourself** even though it is for that one singular exam.”

-

Pri sch student

“I think it is a fact that parents compare. For me, I have older siblings, so my parents say ‘Oh I expect you to do better than them.’ But they have done very well so it just stresses me out... the **comparison stresses me** out.”

- Sec sch student

*\* These quotations are taken from responses to a survey on student well-being conducted in February 2024.*

# Every child is unique and requires different forms of support and motivation.

"I would like my parents to provide me with **moral support**. For example, **encouraging me to do my best.**"  
- Shaun Sanjay

"I wish that my parents would nag less, and give me more alone time so that I can **spend time with my friends** too."  
- Zafran

"I would like my parents to support me by **revising with me** the work that I've done."  
- Shane Sanjiv



\* These quotations are taken from primary school students featured in an Instagram post on [parentingwith.moesg](https://www.instagram.com/parentingwith.moesg)



**We want to motivate our children to learn, not for the sake of examinations and marks, but to seek self-improvement. This prepares them better to be lifelong learners and face the challenges of the future.**

*"We are not interested in getting our students to know how to solve yesterday's problems with yesterday's solutions; what we want is that our students are able to face tomorrow's challenges with tomorrow's solutions."*

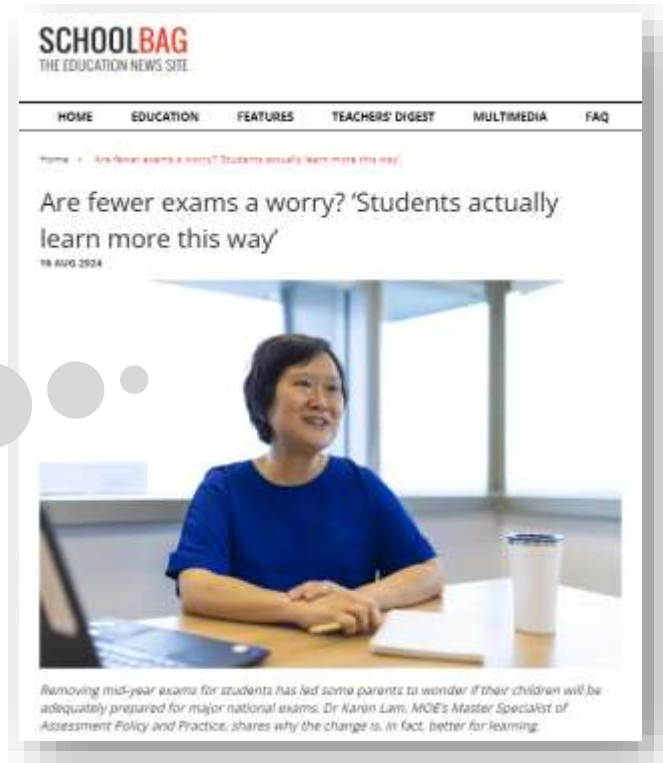


[Preserving joy of learning key to ensure students prepared to face future challenges: Chan Chun Sing - YouTube](#)

**We can encourage our children to reflect on feedback from both School-Based Assessment (SBA\*) and classroom assignments to identify strengths and act on areas for growth.**

*“Teachers have tweaked the way they assess students’ works, with more in-depth comments that encourage students to **reflect and act on their learning process**. The focus is on teaching and learning, and helping students to **develop core competencies**. We want to move away from teaching solely for the test.”*

\* SBA refers to Weighted Assessments, End-of-Year Examination and Preliminary Examination

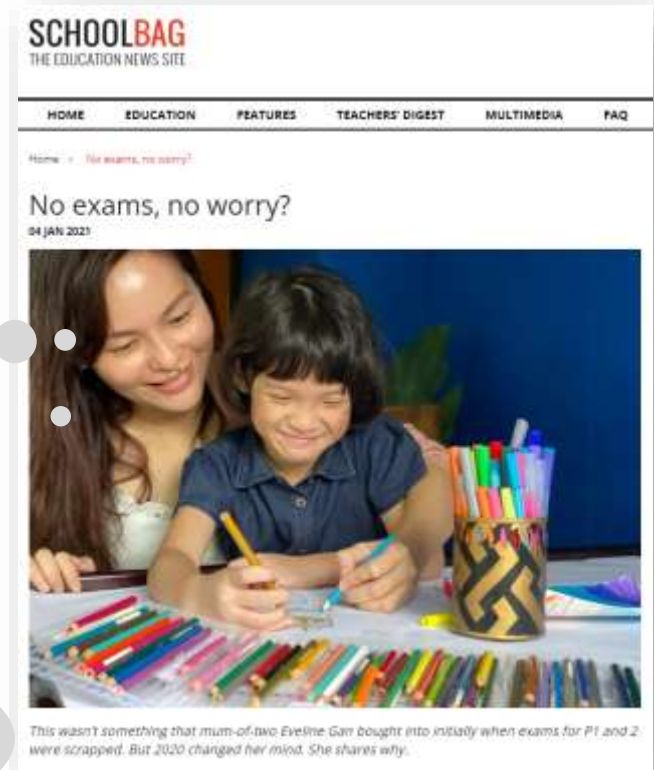


<https://www.schoolbag.edu.sg/story/are-fewer-exams-a-worry-students-actually-learn-more-this-way/>

# We can also reinforce teachers' efforts to help our children take assessments as opportunities for learning and affirm their progress.

*"To her, tests are just 'a bunch of questions that the teacher gives'... Perhaps it is for this reason that she views Math word problems and multiplication as "fun things to do", rather than a source of dread and stress. Now, isn't that the **true spirit of learning**?"*

*"For her Primary 1 parent-teacher session... the teacher **provided updates** on her general **learning attitude** and **progress observed** in class, which allowed me to understand my child in a way that would not be possible if her learning had been condensed to a single grade."*



<https://www.schoolbag.edu.sg/story/no-exams-no-worry/>

# While some children may find assessment stressful, let us help them understand that there is "good stress" that can be harnessed.

*"Good stress **energises** you to perform at your best, and gets you excited to **face challenges** and **motivated** to finish tasks. Good stress gives us the added 'push' or drive to hit our life goals."*

- 1. Use the adrenaline rush from exam stress to build your performance*
- 2. Tame your fear of failing*
- 3. Redefine "failure" and "success"*
- 4. Turn your worries into problem-solving skills*
- 5. Use the stress of challenging circumstances to learn and grow*
- 6. Be inspired and keep a positive outlook"*



Healthier (U)

Health A-Z

Live Healthy

Mental Well-Being

Parent Hub

HOME > LIVING HEALTHY

## Signs of Stress: Could Stress Be Good for You?

Stressful situations, whether at school or at work, can make us experience stress symptoms. When we feel stressed, is it always a bad thing for our mental health? Learn more about the effects of stress.

<https://www.healthhub.sg/live-healthy/stress-can-be-good-for-you>

HOME > LIVE HEALTHY

## 6 Mental Wellness Tips to Make Exam Stress Work for You

We show you how to deal with anxiety and use stress to your advantage!

<https://www.healthhub.sg/live-healthy/6-ways-to-make-exam-stress-work-for-you>

# By encouraging our children to do their best and focusing on their holistic development, we help them develop the skills to succeed in life.



<https://moe.gov.sg/-/media/files/parent-kit/school-home-partnership.pdf>

"Sometimes my parents also **help me and encourage me**. It's just an exam, a step you have to take... something you have to complete. And just because you do badly doesn't mean you won't go to a school. In the end, you will surely go to a secondary school. This makes me feel less stressed so it helps."  
- Pri sch student



"My parents have been **very supportive and encouraging**. During [the exam] period, I was very scared that I was not going to get promoted... they gave me lots of encouragement. Every time I study late outside, they will always prepare food for me. And that has **helped me manage my stress** in JC."  
- JC student

\* These quotations are taken from responses to a survey on student well-being conducted in February 2024.



## Let your child know ...



- Academic grades and scores are not the only indicators of your success. Instead, you should learn to **acquire deep knowledge and skills**.
- You should seek to deepen your learning and **develop your strengths and interests**.

*Multiple pathways to success: The spirit of DSA*

# **Sharing by Mr Joshua Kum Assistant Year Head (Upper Primary)**





# Agenda

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2. **Curriculum Experience**
3. Student Awards
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6. Direct School Admission (DSA)
7. Home School Partnership
8. FAQs



# **P5 Key Curriculum Experience**

- 1. P5 Opening Week (1st Week of school)**
- 2. P5 Outdoor Adventure Camp (3-day-2night)**
- 3. Social Studies (SS) Learning Journey**
- 4. ASLs for Math and/or MTL (Tuesdays)**
- 5. ASLs for English and/or Science (Fridays)**
- 6. Weekly CCA sessions (Wednesdays)**
- 7. Additional Lessons (1<sup>st</sup> and 2<sup>nd</sup> day of PSLE marking)**
- 8. NE Show (one Saturday in July)**

# **P6 Key Curriculum Experience**

- 1. P6 Opening Week (1st Week of school)**
- 2. ASLs for Math and/or MTL (Tuesdays)**
- 3. ASLs sessions for English and/or Science (Fridays)**
- 4. Weekly CCA sessions (Wednesdays)**
- 5. P6 Direct School Admission (DSA) Exercise**
- 6. Prelims & PSLE**
- 7. P6 Post PSLE Programmes**
- 8. PlayWorks (Applied Learning Programme - within curriculum)**

# English Language

## Strengthening English Language

- **Emphasising the use of standard English Language in speaking and writing**
  - **Understanding more complex texts**
  - **Developing inferential and evaluative comprehension skills**
- **Integration of Information and Communication Technology (ICT) in EL education**
- **Focusing on authentic activities to engage students and develop communication skills**

# **Mother Tongue Languages**

## **Enhancing MTL Learning**

- **Strengthening spoken and written interaction skills**
- **Expanding oral vocabulary and sentence structures**
- **Integration of ICT for engaging MTL education**
- **Emphasising authentic activities to enhance communication**
- **Exploring culture and values through MTL learning**

# Mathematics

Engage	Support	Challenge
<ul style="list-style-type: none"><li>● <b>Learning through Activities (LTA) using the Concrete-Pictorial-Abstract (C-P-A) approach (during curriculum)</b></li><li>● <b>Applying POLYA's problem-solving approach to solve Math problems</b></li></ul>	<ul style="list-style-type: none"><li>● <b>Academic Support Lessons (ASLs)</b></li></ul>	<ul style="list-style-type: none"><li>● <b>Developing Heuristics skills for problem solving in Mathematics (during curriculum)</b></li><li>● <b>P4/5/6 E2K Programme</b></li><li>● <b>Mathematics Competitions</b></li></ul>

# Mathematics

The exam format has been revised for Std & Fdn Mathematics

## 2026 PSLE – EXAM FORMAT

### 3a. Revised Examination Format for Standard Mathematics (for 2026)

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Weighting	Duration
1 No Calculator	A	MCQ	10	1	10	50%	1 h 10 min
			8	2	16		
	B	SAQ	12	2	24		
2 Calculator		SAQ	5	2	10	50%	1 h 20 min
		LAQ/ Structured	10	3, 4, 5	40		
Total			45	-	100		2 h 30 min

Std Math

## 2026 PSLE – EXAM FORMAT

### 3b. Revised Examination Format for Foundation Mathematics (for 2026)

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Weighting	Duration
1 No Calculator	A	MCQ	10	1	10	57.5%	1 h
			10	2	20		
	B	SAQ	8	2	16		
2 Calculator		SAQ	10	2	20	42.5%	45 min
		Structured	4	3, 4	14		
Total			42	-	80		1 h 45 min

Fdn Math

# Mathematics

## Use the textbook features to support your child

### Features



#### Chapter Opener

Gets pupils ready to learn the mathematical concepts to be taught by making links to real-world scenarios. Pupils can share their prior knowledge based on their own experiences.

#### STUDENT LEARNING SPACE

Links to SLS activities that reinforce and support the learning of mathematical concepts and skills.

#### Learning Task

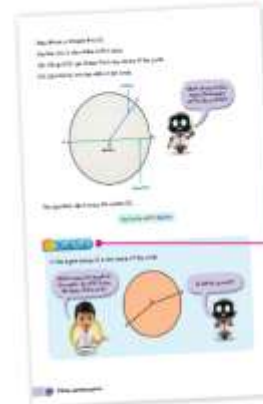
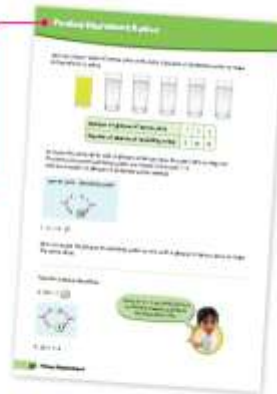
Engages pupils in developing concepts and skills.

#### Let's Try!

Provides practice in applying the concepts and skills learnt.

#### Practice Book Links

Links concepts or skills learnt to activities in the practice book.



#### Math Talk

Encourages pupils to engage more deeply on related mathematical ideas that they have learnt from the topic.

#### Mathematics ARGUING US

Provides opportunities for pupils to see how mathematical concepts come alive in the real world.



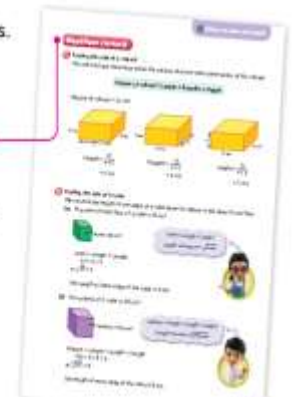
#### Thinking Aloud

Encourages pupils to reason, think creatively and critically, and verbalise their thinking during pair or group discussions.



#### What Have I Learnt?

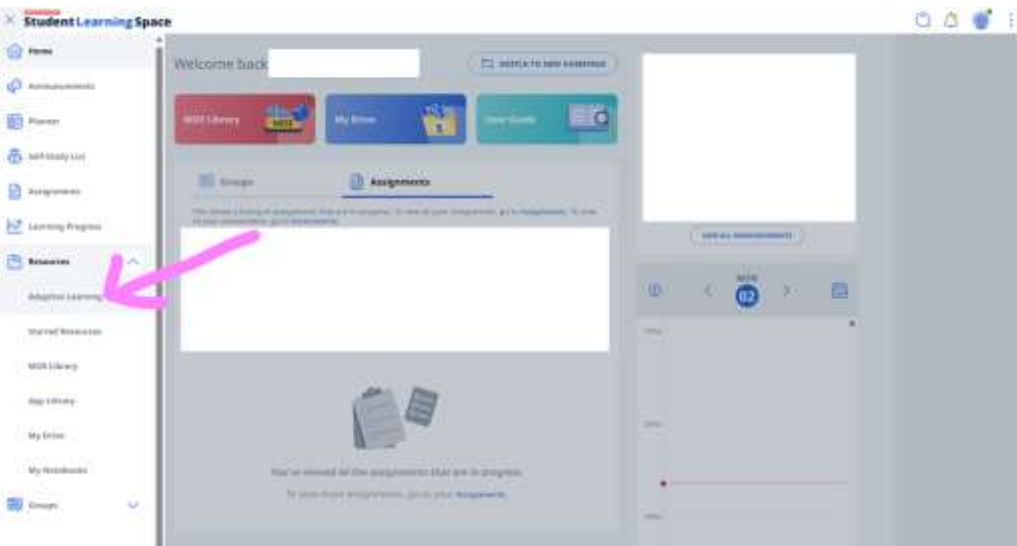
Provides a summary of concepts and skills covered in each chapter.





# Mathematics

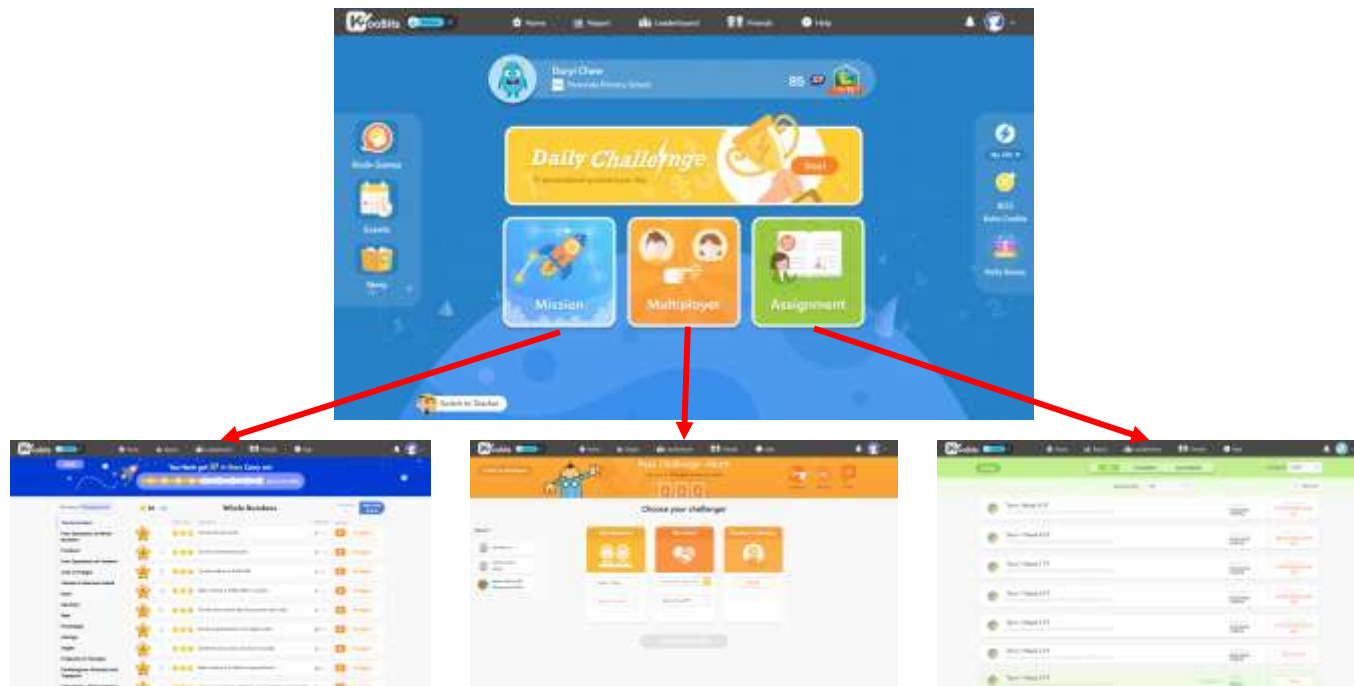
## Encourage them to use online portals like SLS - Adaptive Learning



- Provides a **personalised learning pathway** tailored to each student's readiness
- Recommends **appropriate learning resources and practice questions**
- Gives **immediate feedback** to support learning
- Enables students to learn **independently, at their own pace**, based on their strengths and needs

# Mathematics

**Actively use Koobits for revision and self-directed learning**



# Science

- The Science Curriculum Framework embodies the core objectives of Science education, aiming to equip students with a robust foundation in Science for lifelong learning, citizenship, and professional endeavours.
- The vision of Science Education in Singapore represented by the 3 "IN"s (INspire by Science, INquire like Scientist, INnovate using Science) is achievable by fostering a comprehensive understanding in students of scientific knowledge, practices, and values.



# Science

Engage	Support	Challenge
<ul style="list-style-type: none"><li>● <b>Process Skills with CER and WOTD Science</b></li><li>● <b>Use of SPARKLE Kits Models</b></li><li>● <b>Junior Botanist Module</b></li><li>● <b>P5 Hands on Water Cycle VIA (Terrarium Making)</b></li></ul>	<ul style="list-style-type: none"><li>● <b>Academic Support Lessons (ASLs)</b></li></ul>	<ul style="list-style-type: none"><li>● <b>Young Scientist Badge Scheme</b></li><li>● <b>E2K, Science Competition</b></li></ul>

# Science

## Revised Format of Science Examination (for 2026 PSLE cohort onwards)



# Science

## New Format of Science Examination Papers

Level	Item Types	Number of questions	Weighting (marks)	Duration
P5 and P6 (Standard)	<p>Multiple Choice (Up to 2 sets of 2 MCQ will share a common context.)</p> <p>Structured (Each question carries 2, 3, 4 or 5 marks.)</p>	<p>30*</p> <p>10-11*</p>	<p>60*</p> <p>40*</p> <p>100</p>	1h 45 minutes
P5 and P6 (Foundation)	<p>Multiple Choice</p> <p>Short Response and Structured (Short response items will carry about 10 marks and may be part of a structured question.)</p>	<p>20*</p> <p>9-11*</p>	<p>40*</p> <p>30*</p> <p>70</p>	1h 15 minutes

# Science

## Supporting your child's learning:

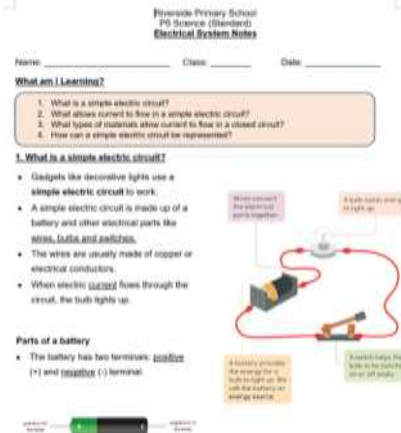
### Textbook



### Activity Book



### Riverside Primary Science Notes



- For revision and consolidation, we encourage students to:
- Use the Textbook (TB) and Activity Book (AB) to revisit key concepts taught in class
- Refer to the school Science notes as structured revision guides



# Science

## Supporting your child's learning:

### SLS



RESTRICTED/NON-SEN



- **Complete SLS assignments, which are closely aligned to TB and AB activities**
- **From Term 2 onwards, students may also explore Young Scientist programmes to extend their interest and curiosity in Science beyond the classroom.**

### Young Scientist Learning Experiences



SITIVE

I am a Young Physicist



# Science

## Working together to support your child in Science

At home, parents can help by:

- Encouraging your child to complete Science SLS activities independently, revise the key concepts using the textbooks or notes
- Talking about Science in everyday life (e.g. weather, food, plants, electricity at home)
- Asking thinking questions instead of giving answers
  - *Why do you think that happened?*
  - *What evidence do you have?*
- Encouraging curiosity and interest in Science (e.g. reading articles, watching short Science videos, visiting science-related places)

# "Riverside in the World"

## Internationalisation Programme - Overseas Immersion Trip

- **Cultivating Global Awareness and Independence**
- **4-day, 3-night Overseas Immersion Trip**
- Fostering **global awareness, cross-cultural sensitivity**, and **affiliation to Singapore**
- Promoting **independence**, the **spirit of adventure**, and meaningful engagement through:
  - **Experiential, collaborative, and reflective learning**

Place of Visit:	Ho Chi Minh, Vietnam
Date:	10 Sept – 13 Sept 2026
Number of Students:	24 x Selected P5 Students
Type of Experiences:	Cultural and Historical Experiences

# "Riverside in the World"

## Internationalisation Programme - Overseas Immersion Trip

- **Cultivating Global Awareness and Independence**
- **3-day, 2-night Overseas Immersion Trip**
- Fostering **global awareness, cross-cultural sensitivity, and affiliation to Singapore**
- Promoting **independence, the spirit of adventure, and meaningful engagement through:**
  - **Experiential, collaborative, and reflective learning**

<b>Place of Visit:</b>	<b>Penang, Malaysia</b>
<b>Date:</b>	<b>10 Sept – 12 Sept 2026</b>
<b>Number of Students:</b>	<b>24 x Selected P5 Students</b>
<b>Type of Experiences:</b>	<b>Cultural and Historical Experiences</b>

# Student Leadership @ RSP

## Our Leadership Approach

Belief : Every Riverian can be a Leader!

Our Motto

*Service with Pride*

*Lead with Confidence*

*Inspire to impact lives*

Class-Based Leaders	School-Based Leaders
<ul style="list-style-type: none"><li>• Class Monitors</li><li>• IT Leaders</li><li>• PAM Leaders</li><li>• Green Ambassadors</li><li>• Peer Support Leaders</li></ul>	<ul style="list-style-type: none"><li>• Junior Prefects (P3&amp;P4)</li><li>• Senior Prefects (P5&amp;P6)</li><li>• CCA Leaders</li><li>• AV Leaders (P5&amp;P6)</li></ul>

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# Student Leadership @ RSP

## Selection Processes

Class-Based Leaders	School-Based Leaders
<ul style="list-style-type: none"><li>Nominated and selected by Form Teachers in consultation with the Subject Teachers based on our school SPARKLES values</li></ul>	<ul style="list-style-type: none"><li>Nominated by Form Teachers or CCA Teachers</li><li>Endorsed by Year Heads and Assistant Year Heads</li></ul>
<ul style="list-style-type: none"><li>Class Leaders rotate on a semester basis.</li></ul>	<ul style="list-style-type: none"><li>AV Leaders [P5-6]</li><li>CCA Leaders [P5-6]</li><li>Junior Prefects [P3-4]</li><li>Senior Prefects [P5-6]</li></ul>

# Leadership Opportunities

<b>Class Leaders</b>	<b>Roles and Responsibilities</b>
<b>Class Monitors</b>	Assist teachers to manage the class discipline Serves as students' voice within the class Be a positive role model
<b>IT Leaders</b>	Help teacher set up IT equipment such as projector and visualisers
<b>AV Leaders</b>	Operates school PA and AVA system
<b>Green Ambassador</b>	Ensure classroom cleanliness Lead class in managing the class recycling corner, Take initiative in promoting water and energy conservation
<b>Art / Music Leaders</b>	Assist teachers with materials/instruments and resource management. Assist in Tinkerspace, Music/Art Jam and PAM Carnival activities. Ensure cleanliness of Art/Music Rooms
<b>PE Leaders</b>	Assist PE Teachers during lessons Organise and lead PE related activities during Recess Assist in activities like HAH ME!
<b>Peer Support Leaders (PSL)</b>	Be caring and attentive friends. Support peers in times of need. Assist teachers in identifying distressed classmates.

# Leadership Expectations

- **Exemplary Role Models:**
  - Lead by example in behavior, attitude, and effort
- **Courtesy and Respect:**
  - Treat teachers, staff, and peers with courtesy and respect
- **Rule Adherence and Promotion:**
  - Follow school rules and encourage peers to do the same
- **Character and Integrity:**
  - Demonstrate strength of character and avoid bystander behaviour
- **Diligence in Duties:**
  - Fulfill assigned roles and responsibilities dutifully and effectively
- **Problem Reporting:**
  - Promptly report any school-related issues to teachers e.g. inappropriate actions, bullying, harassment etc.

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# **2026 Student Awards (Academic)**

# **2026 Student Awards (Non-Academic)**



# Academic Awards



# Academic Awards (School): Star Learner & Gem Learner Award

## Star Learner

**P1/2/3**

Attainment in Perseverance, Adaptability and Enthusiasm (PAE)

**P4/5/6**

Top 3 students based on EL, MA, SC & MTL – Overall

## Gem Learner

**P1/2/3**

Improvement in Perseverance, Adaptability and Enthusiasm (PAE)

**P4/5/6**

Improvement in Perseverance, Adaptability and Enthusiasm (PAE)  
Awarded by subject (EL, Math, Sc, CL, ML, TL)  
Generally 3 per class/ subj

# Academic Awards: P1/2/3/4/5/6 Gem Learner Award

No.	SPARKLE Value	Actions/Behaviours
1.	Perseverance · Resilience and grit	<ul style="list-style-type: none"><li>· The student works independently.</li><li>· The student works towards learning goals in a determined and disciplined manner.</li></ul>
2.	Adaptability · Open-mindedness	<ul style="list-style-type: none"><li>· The student is open to learning in a new situation.</li><li>· The student acts on feedback and uses it to improve performance.</li></ul>
3.	Enthusiasm · Joy of learning · Curiosity	<ul style="list-style-type: none"><li>· The student participates actively in lessons across subjects.</li><li>· The student listens attentively and actively.</li><li>· The student asks questions relevant to the area of learning.</li><li>· The student seeks clarification when in doubt.</li></ul>

# Academic Awards: MOE Edusave Awards

Edusave Scholarship (ES)	Edusave Merit Bursary (EMB)	Edusave Good Progress Award (GPA)
Singapore Citizens	Singapore Citizens	Singapore Citizens
<p><b>P5 &amp; P6</b> Students who are within the top 10% of their school's level and course in terms of academic performance, and have demonstrated good conduct.</p>	<p><b>P1 &amp; P2</b> Students who consistently demonstrated positive learning dispositions in the course of the year, have demonstrated good conduct and whose monthly household income does not exceed \$7,500 (or per capita income does not exceed \$1,875).</p> <p><b>P3 to P6</b> Students who are within the top 25% of their school's level and course in terms of academic performance, have demonstrated good conduct and whose monthly household income does not exceed \$7,500 (or per capita income does not exceed \$1,875). Students must not be recipients of an Edusave Scholarship.</p>	<p><b>P2 &amp; P3</b> Students who do not qualify for Edusave Merit Bursary, but showed the greatest improvement in learning disposition in the course of the year and have demonstrated good conduct.</p> <p><b>P4 to P6</b> Students who are within the top 10% of their school's level and course in terms of improvement in academic performance and have demonstrated good conduct.</p>

# Non-Academic Awards

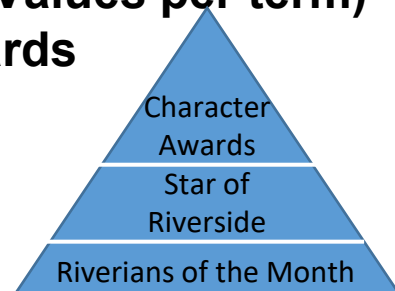


# Non-academic Awards (School)

## Types of Non-academic Awards

### School Based

- **Achievement Awards**
- **Service Awards**
- **Leadership Awards**
- **Character Awards**
  - Riverians of the Month (Monthly, based on monthly SPARKLE Value)
  - Star of Riverside (Termly, based on 2 SPARKLE Values per term)
  - Character Awards



### MOE

- **Edusave Awards for Achievement, Good Leadership and Service (EAGLES)**
- **Edusave Character Awards (ECHA)**

# Non-academic Awards (School)

Leadership Award	Achievement Award	Service Award	Character Award
Primary 4 - 6	Primary 1 - 6	Primary 4 - 6	Primary 1 – 6
Attain Conduct Grade of “Good” and above	Attain Conduct Grade of “Good” and above	Attain Conduct Grade of “Good” and above	Attain Conduct Grade of “ Very Good” and above
<ul style="list-style-type: none"> <li>The student has served for at least two consecutive years in a leadership role within their CCA, school, or the wider community</li> <li>Attain at least level 2 for each leadership trait on the Leadership Assessment Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Achievements in local/ national/ international competitions</li> <li>Talent Identification by National Body</li> </ul>	<ul style="list-style-type: none"> <li>Completed at least 8 hours of Values-in-Action (VIA) activities at the CCA, school, or community level, and has demonstrated leadership qualities, planning skills, and initiative during the VIA planning.</li> <li>Participated in voluntary service outside the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated aspects of the school values, particularly Kindness and Responsibility on a sustained basis</li> <li>The student must be a role model in his/her conduct, behaviour and actions, and attitude to others</li> </ul>



# Non-Academic Awards: MOE Edusave Awards

Edusave Award for Achievement, Good Leadership and Service (EAGLES)	Edusave Character Award (ECHA)
P4 to P6	P1 to P6
Singapore Citizens	Singapore Citizens
Attain Conduct Grade of “ Very Good” and above	Attain Conduct Grade of “ Very Good” and above
<ul style="list-style-type: none"><li>Students who have demonstrated leadership qualities, service to community and schools, excellence in non-academic activities, and good conduct.</li><li>4 areas: Achievement, Leadership, Service, E21CC</li></ul>	<ul style="list-style-type: none"><li>Students who demonstrate exemplary character and outstanding personal qualities through their behaviour and actions.</li><li>The nominee will be selected from the recipients of the Character Awards OR</li><li>Students who demonstrate resilience at an exceptional level and possess a high adversity quotient may be considered for this award.</li></ul>

# **Sharing by Mr Huang Year Head (Upper Primary)**



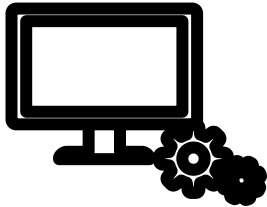
# Agenda

1. School Structure & Assessments
2. Curriculum Experience
3. Student Awards
4. **Subject Based Banding (SBB)**
5. **PSLE Matters**
6. **Direct School Admission (DSA)**
7. **Home School Partnership**
8. **FAQs**



# Changing landscape for our students

**Accelerating pace of technological advancement**



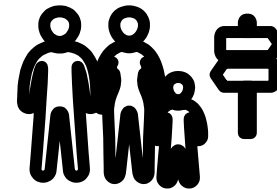
- 
- Sharpen their uniquely human skills
  - Develop digital literacy and technological skills
  - Be equipped to guard against negative impact of technology

**Increasingly Fragmented World**



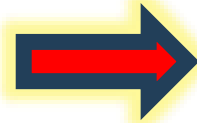
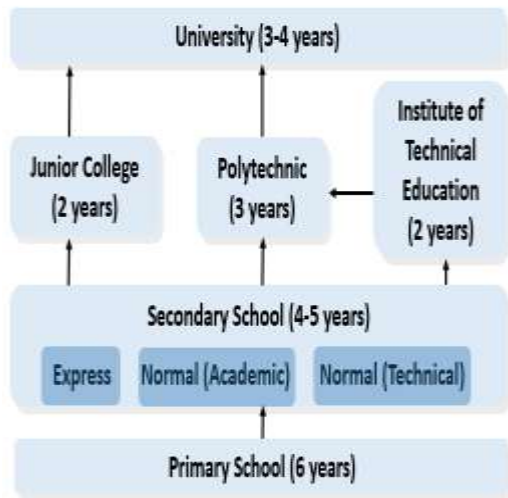
- 
- Contextualise their perspectives
  - Thrive in multi-cultural, cross-disciplinary settings
  - Be resilient, innovative and cognitively adaptable
- 

**Demographic shifts and changing fabric of society**

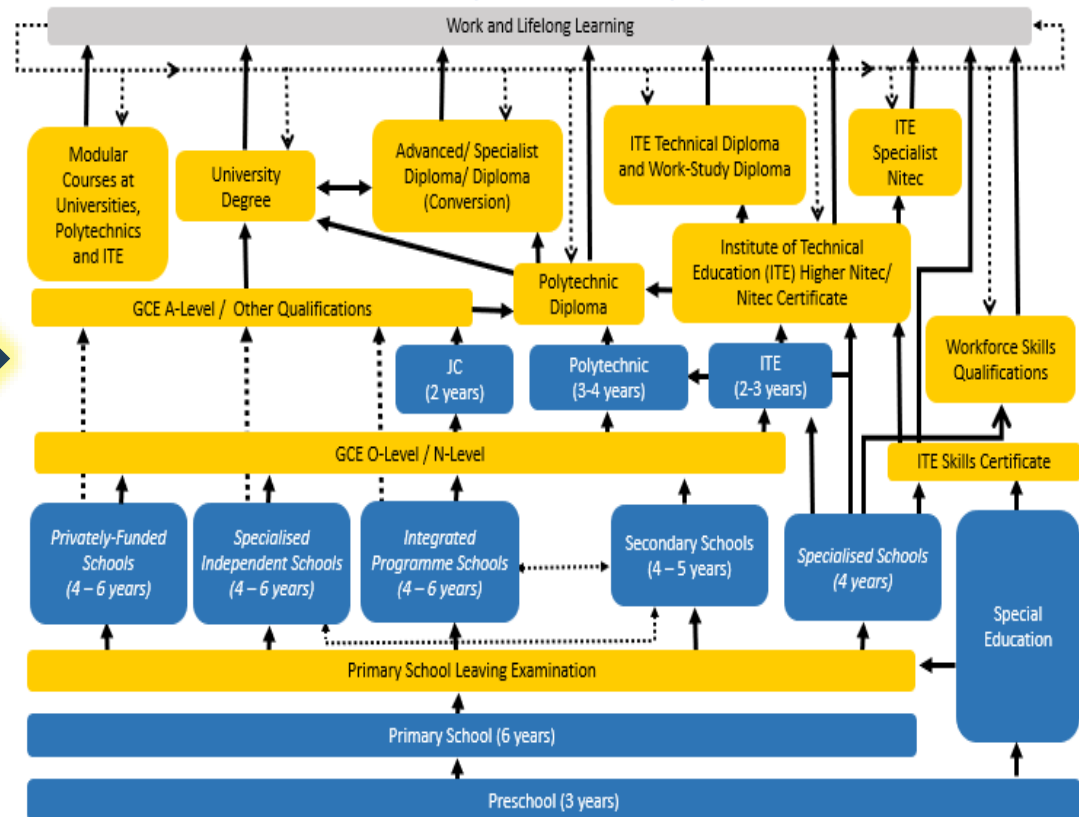


- 
- Develop discerning minds with strong moral and social anchors

## Educational Pathways in the Past

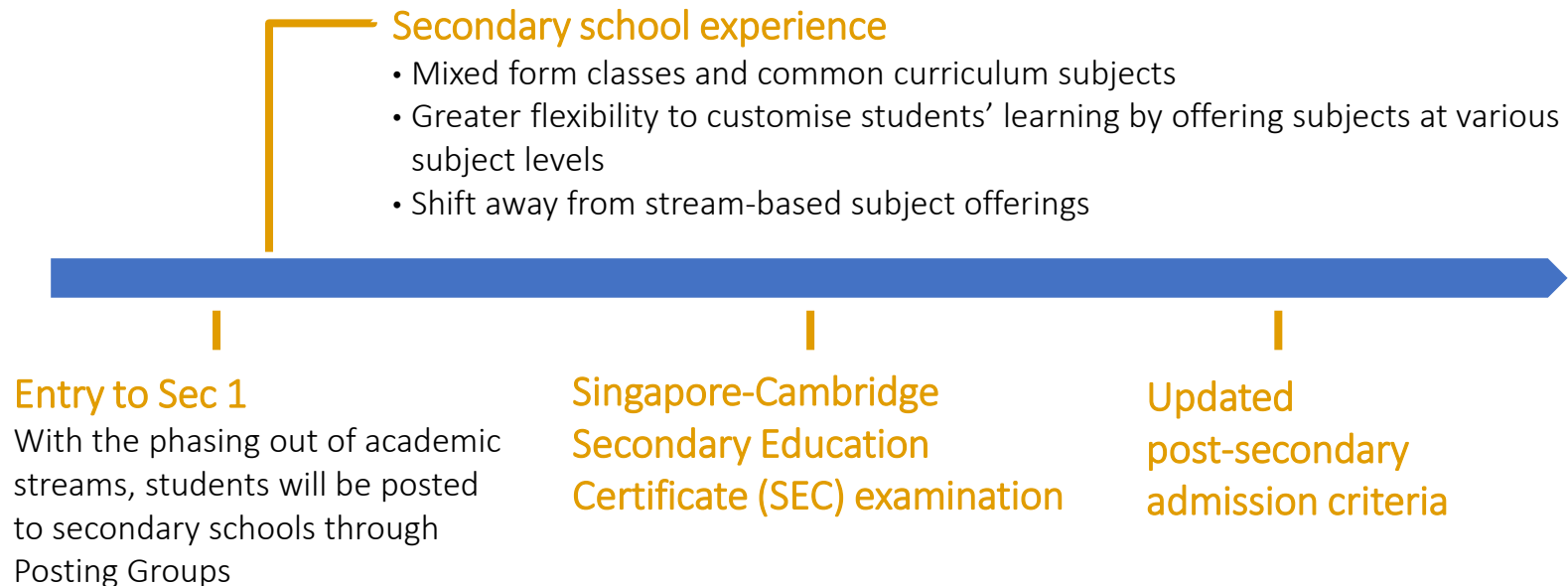


## Educational Pathways Today with More Diverse Pathways and Opportunities



# Greater Customisation and Flexibility under Full Subject-Based Banding (Full SBB)

School experience under Full SBB (from 2024 Sec 1 cohort)



# **Subject Based Banding (SBB)**

- **Provides a more diverse and personalised learning experience.**
- **Allows students to choose a combination of **Standard** and **Foundation** subjects based on their strengths and interests.**

# SBB: PSLE Subjects

<b>Subject/Level</b>	<b>Standard (More demanding)</b>	<b>Foundation (Less demanding)</b>	<b>Higher (Only for MTLs)</b>
<b>English Language (EL)</b>	<b>EL</b>	<b>FEL</b>	<b>---</b>
<b>Mother Tongue Languages (MTLs)</b>	<b>MT (CL/ML/TL)</b>	<b>FMT</b>	<b>HMT</b>
<b>Mathematics (MA)</b>	<b>MA</b>	<b>FMA</b>	<b>---</b>
<b>Science (SC)</b>	<b>SC</b>	<b>FSC</b>	<b>---</b>



# **SBB: Encouraged Subject Combinations**

- **4S1H**
- **4S**
- **3S1F**      – **FMT or FSC**
- **2S2F**      – **FMA/FSC or FMT/FSC**
- **1S3F**      – **1S for MTL**
- **4F**

**Note: Students with MTL exemption due to exceptional reasons will have only 3 examinable subjects.**

# SBB Scoring System (Standard Subjects)

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	$< 20$

# 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.

# SBB Scoring System (Foundation Subjects)

## Subject Grading for Foundation Subjects

FOUNDATION GRADE	RAW MARK RANGE	AL
<b>A</b>	75 – 100	<b>6</b>
<b>B</b>	30 – 74	<b>7</b>
<b>C</b>	< 20	<b>8</b>

# Grading for Foundation Level Subjects

## FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Students taking foundation subjects, will be graded AL A to AL C.
- Like Standard subject ALs, the foundation subject ALs will reflect a student's own level of achievement.
- For the purpose of S1 posting, **Foundation level AL A to AL C will be mapped to a Standard Level subject equivalent of AL 6 to AL 8 respectively**, to derive a student's overall PSLE Score.

# Overall PSLE SCORE

ENGLISH LANGUAGE AL 3

MOTHER TONGUE LANGUAGE AL 2

MATHEMATICS AL 1

SCIENCE AL 2

---

**PSLE SCORE: 8**

- The PSLE Score can range from 4 to 32, with 4 being the best.

# **SBB: Higher Mother Tongue (HMT)**

- **To offer HMT at P5:**
  - show a high level of interest in MTL
  - perform very well in Mother Tongue (**Band 1 at P4 EYE**) and
  - perform well in EL/MA/SC (to be able to cope with HMT )
- **To continue offering HMT at P6:**
  - achieve AL1 or AL2 in P5 Standard MT and
  - pass in HMT at end-P5
- **HMT Lessons:**
  - requires additional time and effort
  - 1.5 hours weekly, typically one afternoon (currently Thursday)
- **P5/P6 HMT Scoring System**
  - Distinction , Merit , Pass or Ungraded

# SBB: The Process

## At the end of P4

### School-Based Examinations & Subject Selection

- School recommends subject combinations for each student.
- Option Form issued with recommended subject combination
- Parents make the final decision on subject combination

## At the end of P5

### P6 Subject Combination Decision

- The school determines the subject combination and levels for each student in P6 with a view to be found ready for Sec 1.

## At P6

### Note:

- PSLE registration takes place in Feb/March.
- Students will sit for PSLE based on the subject combination and levels determined at end-P5.



# **SBB: How the School Decides on Subject Combination**

## **▪ Learning Dispositions and Behaviours:**

- **Attendance**
- **Active Participation**
- **Attitude to Learning**

## **▪ Academic Progress:**

- **Performance in daily work and regular reviews**

## **▪ Academic Performance:**

- **Results from school-based assessments**



# Agenda

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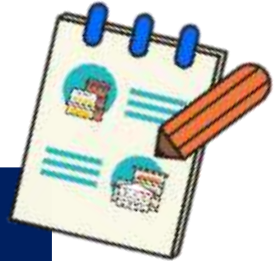


# WHAT IS THE INTENT OF THE PSLE?



**A useful checkpoint at the end of primary school**

**A fair way to determine secondary school posting**



1

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

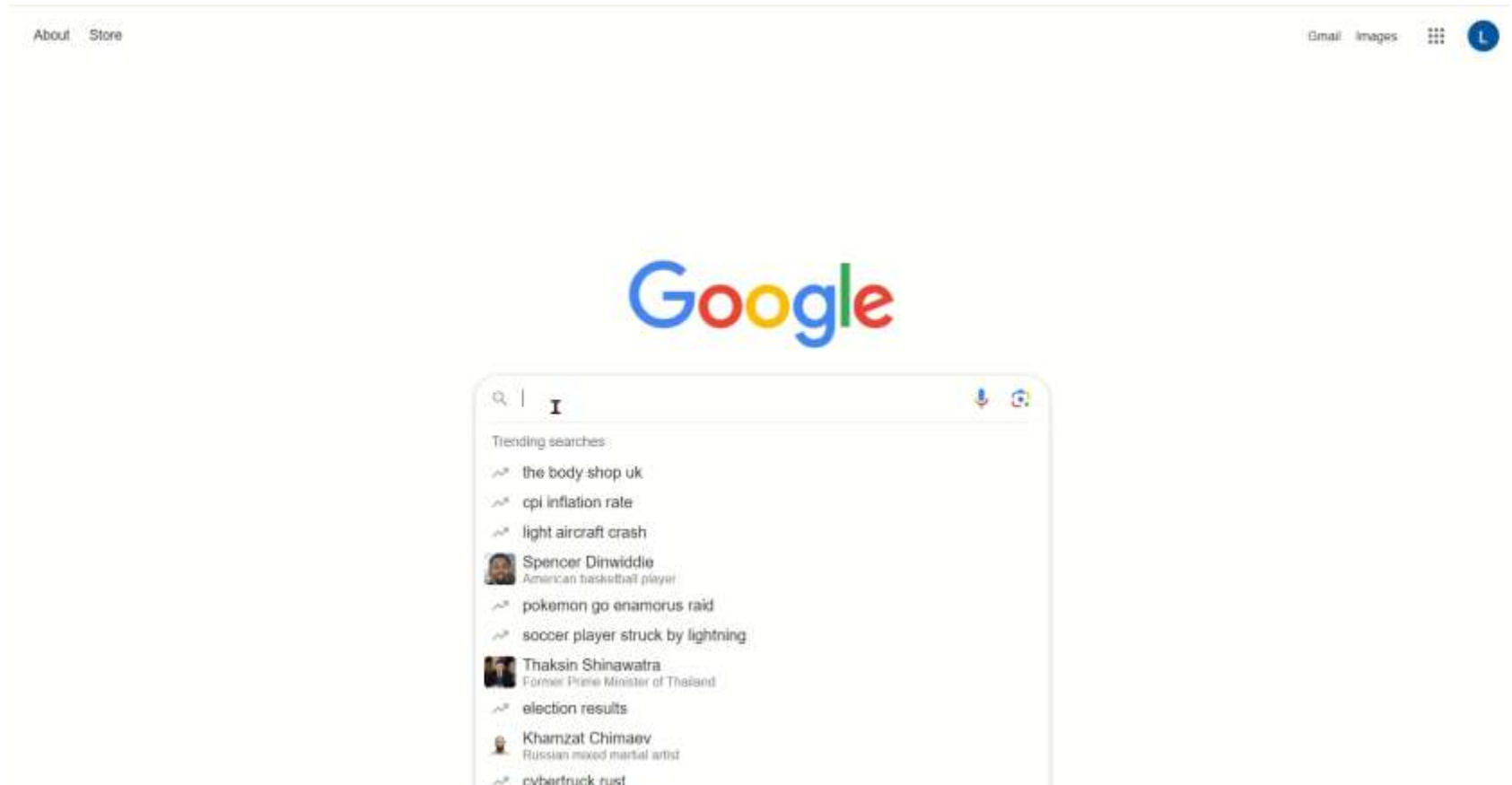
2

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.

# MOE Score Calculator



# SchoolFinder

Explore schools based on their distance from your home, locations, CCAs, subjects and programmes offered.

Secondary

Search for a school or keywords e.g. "Admiralty" or "football"

 **SEARCH**

Criteria

[Clear all](#)

Location

▼

Admission type

▼

Co-curricular activities (CCAs)

▼

Subjects

▼

Electives and programmes

▼

PSLE score range of 2023

▲

PSLE score

[Clear](#)

From

0

To

30

Note: Use our [score calculator](#) to find out which course your child is eligible for, and if they can take subjects at a more demanding level in secondary school.

Support for special educational needs

▼

School type

▼

## Secondary schools

1 of 8

Showing 147 Secondary schools

### Admiralty Secondary School

 Woodlands

31 Woodlands Crescent, 5737916



### Ahmad Ibrahim Secondary School

 Yishun

751 Yishun Avenue 7, 5768928



### Anderson Secondary School

 Ang Mo Kio

10 Ang Mo Kio Street 33, 5369206



### Ang Mo Kio Secondary School

 Ang Mo Kio

6 Ang Mo Kio Street 22, 5369362



### Anglican High School

 Bedok

600 Upper Changi Road, 5487012



More data  
available

# Admiralty Secondary School



📍 Woodlands  
[31 Woodlands Crescent, S737916](#)

📖 School code: 3072



## PSLE score range of 2025



	Affiliated	Non-affiliated
Posting Group 3	-	16 - 22
Posting Group 2	-	21 - 25
Posting Group 1	-	25 - 29

- Cut-off points (COP) reflect the score of the last student posted to the school via S1 posting. COPs can vary up to a few points year-on-year, depending on factors such as cohort performance and choice patterns. Not every student who met the COP was posted to the school as they may have been tie-broken out.

# Secondary School Course Placement

- Students will be placed in secondary school courses based on their overall PSLE score – Posting Group 1 / 2 / 3.
- With Subject-based Banding in secondary schools, students may also take selected subjects at a more demanding level, regardless of their Posting Groups

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

i.e. B grade or better for  
FMA and FEL



# 2025 Live Data: What insights can we glean?

Subj Comb	EL	MT	MA	SC	PSLE AL-Score	Course Eligibility
4S	2	1	1	2	6	PG 3 (EXP)
4S	6	5	6	3	20	PG 3 (EXP)
4S	5	6	5	6	22	PG 3 / 2
3F1S	B	2	B	B	23	PG 2 (NA)
4S	6	3	7	7	23	PG 2 (NA)
3F1S	B	3	B	C	25	PG 2 / 1
4S	6	7	6	6	25	PG 2 / 1
2S2F	7	4	C	B	26	REPEAT
4S	6	8	7	6	27	PG 1 (NT)
2S2F	6	6	B	C	27	PG 1 (NT)
4F	B	B	B	B	28	PG 1 (NT)
2S2F	7	B	B	8	29	PG 1 (NT)



# 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

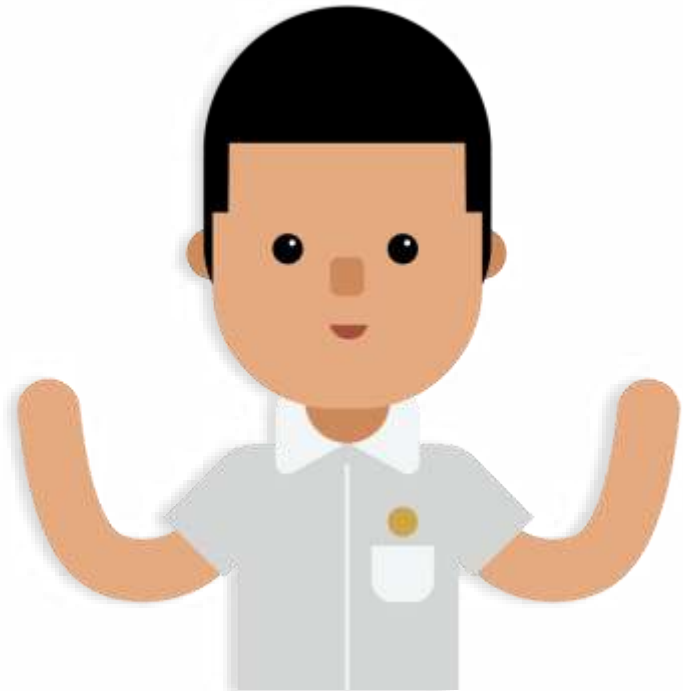
Through computerised balloting, Alan is posted to **School D**.



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









# USE OF HCL FOR ADMISSION INTO SAP SCHOOLS



# THIS HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 posting.

1st		7	NO HCL
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION

# P6 Gearing up for PSLE

- a) **Academic Support Lessons from 27 Jan (Letters via PG)**
- b) **Term I - Practice Papers (Math & Science)**
- c) **Term II - Non-Weighted Assessment**
- d) **P6 June Holidays (additional lessons on 2, 3 and 4 June)**
- e) **P6 Prelim Exam Oral/LC – Jul and Early-Aug**
- f) **PSLE Oral – 12 & 13 Aug**
- g) **P6 Prelim Exam Written – End- Aug**
- h) **P6 September Holidays (additional lessons on 10 & 11 Sep)**
- i) **PSLE Listening Comprehension (LC) – 15 Sep**
- j) **PSLE Written Exam (EL/MA/MT/SC/HMT) – 24 Sep to 30 Sep**
- k) **Children's Day Celebration – 1 Oct 2026**

# **Sharing by Mr Joshua Kum Assistant Year Head (Upper Primary)**



# Agenda

1. School Structure & Assessments
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# Is the DSA-Sec right for my child?



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

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

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

# Features of the DSA-Sec Portal

## 1. Centralised online applications

- Applications will be centralised across all participating secondary schools
- The form will be **easy to fill** – you only have to key in contact details and your school and talent choices

Optional: The portal will also allow you to indicate any non-school-based achievements and activities related to the talent areas you applied for.

- You **do not need to submit testimonials or hardcopy documents** to the secondary school during application.

## 2. Application using SingPass

- Parents can access the Portal via their SingPass login. Only one parent's SingPass login is required.
- Parents who are unable to access their SingPass can approach the primary school for assistance.

## 3. No application fees

- No fees charged for DSA-Sec application and selection.
- We encourage all students who are passionate about and committed to developing particular talents to apply, regardless of family backgrounds.



# Features of the DSA-Sec Portal

## 4. Making Choices in the DSA-Sec Portal

- The portal helps identify **schools offering programmes** for your child's talent area.
- You can indicate **up to three choices**, selecting both a **school** and a **talent area** for each.
- The **order of choices does not affect the application**.
- **Up to two choices** can be for the **same school**, applying for different talent areas.
- Consider choices **carefully** and balance **time and effort** for trials and interviews.

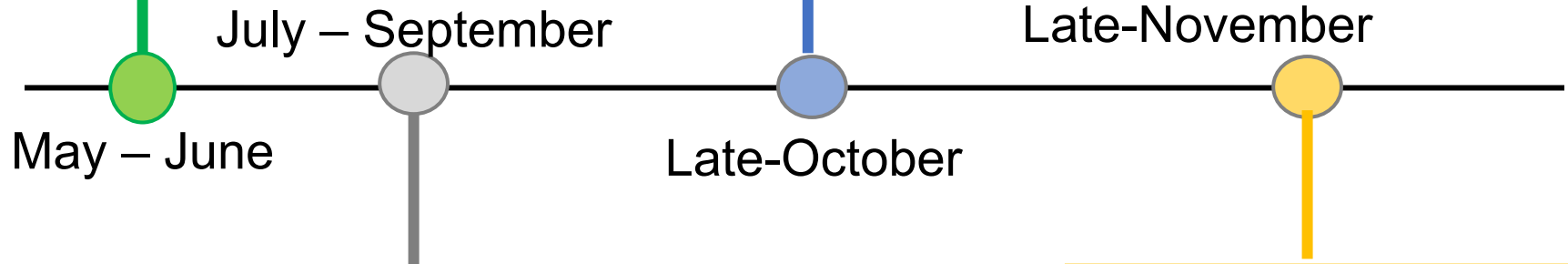
**Note.** Students **can apply** separately to **School of the Arts** and **Singapore Sports School**, in addition to the **DSA-Sec choices** made through the DSA-Sec Portal. Please **check the terms and conditions** before **accepting** any offers.

# What is the timeline for 2026 DSA-Sec?

Apply for DSA-Sec through **DSA-Sec Application Portal**.

School Preference Submission  
Rank your offers, if you receive multiple school offers.

(NOTE: Students interested in SSP offers should NOT submit their school preference at this stage.)



## Shortlisting and selection by secondary schools.

- Each **secondary school** has its **own selection criteria** for different categories and programmes.
- **Short listed students** may be invited for selection assessments, such as trials or interviews.

You will be notified of your **DSA-Sec school allocation** when you receive your **PSLE results**.

## Examples of Possible Choice Combinations

EXAMPLE 1

Talent(s)

School(s)

Choir

School A

Choir

School B

Choir

School C

Your child can apply to up to three different schools, with no restrictions on the talent areas.

EXAMPLE 2

Talent(s)

School(s)

Choir

School A

String Orchestra

School A

Choir

School B

If your child chooses two areas in one school, he/she can apply to **two different schools only**,

EXAMPLE 3  
(Not allowed)

Talent(s)

School(s)

Choir

School A

String Orchestra

School A

~~Mathematics~~~~School A~~

Your child cannot use all three choices on one school. He/she can leave the third choice blank or choose another school.

# What are the possible DSA-Sec outcomes?

- **Confirmed Offer (CO):**

Your child has a place reserved in the school, as long as their PSLE results qualify them for a course offered by the school [i.e. PG 1, PG2 or PG3]

- **Wait List (WL):**

Your child will be offered a place in the school if other students with Confirmed Offers do not accept their offers, and if your child's PSLE results meet the requirements for a course the school offers. Allocation is based on your child's 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 attend the schools they applied for, they can apply through the S1 Posting process using their PSLE results.

**Students who accept these offers are expected to honour their commitment to the DSA-Sec School for the entire duration of the programme**

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

- Your child's PSLE results will still **determine the secondary school course they are eligible for** (i.e., PG 1 / PG 2 / PG 3, with most subjects offered at G1 / G2 / G3 levels, respectively).
- Even if your child has a Confirmed Offer, they **must still meet the qualifications for a course offered** by the school to be admitted to the DSA-Sec school.

### Example:

Leo has a Confirmed Offer from Courage Secondary, which admits students at PG 3 only. However, Leo's PSLE results qualify him for the PG 2. As a result, Leo will not be able to go to Courage Secondary through DSA-Sec. If he is not allocated a place in another DSA-Sec school where he had accepted the CO/WL offer at the School Preference stage, he will participate in the S1 Posting process.

# Catholic High School (Secondary)



**Bishan**  
[9 Bishan Street 22, S579767](#)  
School code for O-Level Programme: **7102**  
School code for Integrated Programme: **9131**



PSLE score range of 2025



	Affiliated	Non-affiliated
Integrated Programme	-	4(D) - 7(M)
Posting Group 3	7 - 12	6(D) - 8(M)
Posting Group 2	-	-
Posting Group 1	-	-

# Admiralty Secondary School



**Woodlands**  
[31 Woodlands Crescent, S737916](#)  
School code: **3072**



PSLE score range of 2025



	Affiliated	Non-affiliated
Posting Group 3	-	16 - 22
Posting Group 2	-	21 - 25
Posting Group 1	-	25 - 29

# Exceptions

- **Students interested in the following schools should consult the respective school websites for their admissions process, which differs slightly:**
  - **NUS High School of Mathematics & Science**
  - **School of Science & Technology, Singapore (SST)**
  - **School of the Arts, Singapore (SOTA)**
  - **Singapore Sports School (SSP)**
  - **Crest Secondary School**
  - **Spectra Secondary School**

# Sharing by Mr Huang Year Head (Upper Primary)





# Agenda

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# Help your child succeed in life, be a **Triple A** parent

## **A**ppreciation leads to happiness

- Grateful for the small things
- Be present and listen intently with discernment

## **A**ffirmation leads to confidence

- Praise willingness to learn (effort) and not inert gift (clever)
- Encourage and motivate and avoid comparison

## **A**ccountability leads to responsibility

- Synergy (helping out at home)
- Monitor sleep time and exposure to Internet, games and TV programmes, social media

# Home-School Partnership

**Maintain regular communication through official school channels.**

- Have regular conversations with teachers on your child's holistic development, this will help you better guide your child's development
- Ask the teacher for the best way and time to contact them
- Teachers are **not** obliged to share their personal mobile numbers with parents.
- Contact teachers during school operating hours only (**7.30 am – 5.30 pm**), unless it is an emergency.
- Alternatively, you may wish to send an email to the teachers. Their email addresses can be found in our school's website/FT letter.
- Mutual respect is key to all partnerships:
  - ✓ Let's provide a safe working environment for our teachers and speak cordially.
  - ✓ Should you need to clarify any serious matter, stay calm and clarify with teachers first. Allow teachers time to follow up on the issues.

# Support your child to better achieve...

## The Riverside Student Outcomes:

- ❖ Joyful and Purposeful Learners
  - ❖ Confident Person
  - ❖ Self-Directed Learner
  - ❖ Critical and Inventive Thinker
  - ❖ Effective Communicator
  - ❖ Collaborative Problem-Solver
- ❖ Connected Citizens of Good Character
  - ❖ Active Contributor
  - ❖ Concerned Citizen
  - ❖ Service Leader



# **Support your child by:**

## **Promoting a Growth Mindset**

### **(The Power of YET)**

- **"I cannot do this.....YET"**
- **Never give up – perseverance is key**

### **(The Obstacle is the Way)**

- **Obstacles and mistakes are valuable learning opportunities.**
- **Learning together is fun - seeking help is an important skill!**
- **Challenge yourself, take risks, and let your brain make new connections to grow!**

# Support your child in his/her ...

## Health & Wellness

### Concerns

- Stress from various sources
- Self-harm
- Unrestrained access to online content
- Addictions  
(Gadget / Substance)

### Warning/ Tell-tale signs

- Sudden interest in strange websites / posts on social media
- Out-of-the-norm questions / habits / injuries
- Uncharacteristic behaviour

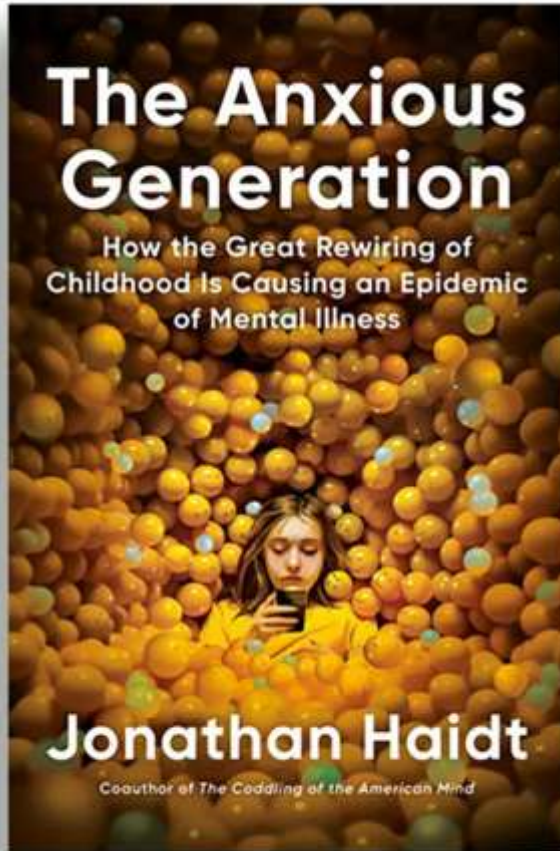
### Recommendations

- Exercise regularly
- Eat well/ have a balanced diet
- Get sufficient quality sleep & rest
- Spend quality time with loved ones
- Develop positive self-esteem
- Build strong and meaningful friendships





# Health & Wellness



## Recommended Reading (New York Times Bestseller)

New York University Professor Haidt posits that smartphones, social media, online games and other online activities ignited a wildfire of anxiety and depression in Gen Z.

He argues there are 4 foundational harms in this degradation of youth:

- 1) **Sleep Deprivation**
- 2) **Social Deprivation**
- 3) **Attention Fragmentation**
- 4) **Addiction**

Previous generations enjoyed a “Discovery” phase in childhood, free to make mistakes in small-group interactions, before learning about the “Defensive” phase in adulthood, to be used as needed.

Gen Z seems to have skipped the “Discovery” phase because it is “expensive” to make mistakes in large-group interactions online. Being in the “Defensive” phase from childhood is stressful and unhealthy.



**The Anxious Generation**  
Also available at the National Library Board

# Health & Wellness Issues

## (For Info) Use of Social Media Platforms

The age restrictions for popular social media platforms area as follows:

Platform	Age restriction set by social media platform for all users:
Tik Tok	13 years old and above
Facebook	
Instagram	
Twitter	
WhatsApp	16 years old and above
YouTube	18 years old and above (13 to 17 years old, with Parent's permission)



# Health & Wellness



...

## New MOH guidelines on screen use for children under 12



**BELOW 18 MONTHS**



- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities



# Health & Wellness

## 18 MONTHS TO 6 YEARS



- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

## 7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

# Excessive Internet Use

## Excessive Internet Use

- Spending increasing amounts of time online to feel satisfied.
- Becoming irritable when unable to access the internet.
- Academic performance and health are being affected.
- Prefers internet use over social events or hobbies, resulting in strained relationships with family and friends.
- Constantly searching for mobile devices or Wi-Fi, feeling distressed when unable to access them.

## Negative Impact

- **Physical**
  - Sleep impairment
  - Hand / Wrist pain
- **Social**
  - Increased loneliness
  - Strained real relationships with others
- **Emotional**
  - Aggressive behaviour
  - Poor impulse control
- **Cognitive**
  - Attention problems
- **Purpose in Life**
  - Loss of interest in real world activities
- **Exposure to other Risks**
  - Cyber Bullying
  - Dangerous online contacts
  - Exposure to inappropriate online content
  - Privacy and security risks

## How to Support Your Child

- Talk to your child daily
- Set clear screen time limits
- Use parental controls when necessary
- Establish tech-free times
- Create tech-free zones at home
- Be a positive role model for healthy tech use
- Have conversations about the authenticity of online information

# **Building Resilience and Character**

**ADVISORY TO PARENTS: Should there be an incident between your child and another student, do not approach or confront the other child or the parent. Bring it to the attention of your child's Form Teacher or Year Head, and the school will look into the matter.**

## **Examples of Issues among Young Children**

**| Unintentional gestures/movements | Rough play or behaviour |  
| Name-calling and teasing | Queue-jumping | Broken or spoilt  
items | Loss of items | Exchange of items in school |  
| Taking things without permission | Accidental marker-marks |  
| Disorderly behaviour on the school bus |**

# Support your child in ...

## Building Resilience and Character

is it  
**BULLYING?**

When someone says or does something  
*unintentionally* hurtful  
and they do it once, that's  
**RUDE.**

When someone says or does something  
*intentionally* hurtful  
and they do it once, that's  
**MEAN.**

When someone says or does something  
*intentionally* hurtful and they *keep doing it*—  
even when you tell them to stop or show  
them that you're upset—that's  
**BULLYING.**

Let's have a  
shared  
understanding.

Source: <https://kyyouth.org/is-it-bullying/>





**Support your child by ...**

## **Parent-Child Communication and Bonding**

- **Know your child.**
  - o **Interests**
  - o **Friends**
  - o **Moods**
  - o **Feelings**
  
- **Chat with your child.**
  - o **Career and future**
  - o **Contemporary issues**
  - o **Different perspectives**
  - o **Balanced views**

# **We are on the Same Team!**

- **We strive for a strong Home-School Partnership built on mutual trust, respect, and collaboration.**
- **Keep communication channels open.**
- **Provide feedback directly to teachers and the school.**
- **Rest assured that we prioritize students' health, safety, and learning.**
- **Trust the school's authority to care for and discipline students appropriately.**
- **Be patient—education is a journey that takes time.**

# Online Resources

**Riverside Primary School ECG Blog**

**(Announcements on Open Houses, useful links, resources):** [tinyurl.com/rspsecg](https://tinyurl.com/rspsecg)

**My Skills Future Portal:** <https://www.myskillsfuture.gov.sg/content/student/en/primary.html>

**Subject Based Banding Microsite:**

<https://www.moe.gov.sg/microsites/psle-fsbb/full-subject-based-banding/main.html>

**Syllabus Documents (able to navigate to all subjects from here):**

<https://www.moe.gov.sg/primary/curriculum/syllabus>

**Student Learning Space (SLS):** <https://vle.learning.moe.edu.sg/>

**Sec 1 Posting Information:** [www.moe.gov.sg/s1-posting](https://www.moe.gov.sg/s1-posting)

**School Finder:** <https://www.moe.gov.sg/schoolfinder?journey=Secondary%20school>



# Agenda

1. School Structure & Assessments
2. Curriculum Experience
3. Student Awards
4. Subject Based Banding (SBB)
5. PSLE Matters
6. Direct School Admission (DSA)
7. Home School Partnership
8. **FAQs**



# Q&A

**Q**

## **(Academic Preparation)**

- Will there be extra class/lessons for students who are lack in their studies? Can parents request teachers for supplementary lessons?
- Who is eligible for school enrichment lessons?

**A**

**Academic Support Lessons (ASLs)** are held on **Tuesdays**:

- **2–3 pm** for MTL
- **3–4 pm** for Math

Students are selected by teachers, based on academic progress, and parents are informed via **Parents Gateway**.

**ASLs** are held on **Fridays** for **EL and Science**:

- In Term 1, students may be selected on a **weekly basis** as needed while parents are informed by individual teachers.
- From Term 2 onwards, students are selected for the entire Term, and parents are informed via **Parents Gateway**.

Enrichment lessons are conducted for selected students, based on academic proficiency and readiness.

# Q&A

Q

## (Academic Preparation)

Q

Q

- Will you share how the school is preparing the P6 students for PSLE?
- When would be the extra classes for the P6s?
- Preparation for P6 students. Summary for us.
- Will be there a continuous access to Koobits for the child, same like last year?

A

- Quality curriculum experience to fully develop students holistically
- Students requiring assistance will be invited to attend **regular Academic Support Lessons** (ASLs) for **Math and MTL** on **Tuesdays** from **2–4 pm**.
- Students requiring assistance will be invited to attend **regular Academic Support Lessons** (ASLs) for **English and Science** on **Fridays** from **2–4 pm**
- **Extra P6 lessons** will also be conducted during the holidays:
  - **June 2 – 4**
  - **September 10 – 11**These sessions will be tailored by teachers based on class needs.
- Students are encouraged to **increase productivity** with use of **technology** such as:
  - **Adaptive Learning System (ALS) on SLS:** Uses AI to customize revision questions based on individual student needs.
  - **Koobits:** Provides daily challenges to support learning.
- Students are also encouraged to **proactively seek clarification and assistance** from their teachers whenever needed.

# Q&A

Q

(PSLE)

- How are the grades calculated for the points to achieve the school criteria that the child aim for?
- Questions on PSLE and skill school for secondary
- About the banding, G1, G2 & G3?
- If result is not good, will the student need to retain for P6?

A

## Understanding the PSLE Score Range

- The **indicative score range** is determined by supply and demand and is unique to each cohort. While the number of vacancies per school remains **fixed**, the entry score varies based on:
  - 1 Cohort Performance** – The overall PSLE results of students in that year.
  - 2 School Demand** – The number of applicants selecting a specific school.
- The PSLE score range reflects the **Achievement Level (AL) scores** of the first and last student admitted to each school in the previous year.
- To assist parents and students in making informed choices, an **indicative score range** for each secondary school is available on the *MySkillsFuture* portal, based on the past year's cohort.

The information related to these questions can be found on the slides shared earlier on Secondary School Course placement

# Q&A

**Q**

**(PSLE)**

- The PSLE's schedule
- PSLE preview what preparation and what we expect.

**A**

Tentative PSLE Schedule can be found on:

<https://file.go.gov.sg/2026-psle-exam-cal.pdf>

More details on the PSLE subjects and syllabuses can be found on:

<https://www.moe.gov.sg/primary/curriculum/syllabus>

# Q&A

## **(Curriculum Experience)**

**Q**

- I would like to ask about the P5 streaming examination, specifically how the exam is conducted and what the format will be like. I would also like to understand how students in the Foundation and Standard levels will be taking their examinations. In addition, I would appreciate some clarification on the grades required when students progress to P6 and subsequently to Secondary 1. I would appreciate it if you could share some details during our meeting.
- How they r segregate into this class?
- P5 syllabus, the stress level on p5
- Preparation for PSLE strategy for P5?

# A

## Developing Strong Time Management and Learning Habits

From P5, teachers emphasize the importance of allocating time wisely based on the marks assigned to each question. To support this, students will receive practice papers before their Prelims and PSLE. Our students are also banded for their lessons based on their readiness levels to maximise learning.

- Our **P5 EYE format closely mirrors the PSLE format (be it Standard or Foundation subjects)** to help students build effective **time management skills** ahead of P6.
- More details on the PSLE format is available at: <https://www.seab.gov.sg/psle/psle-formats-examined-in-2026/>
- P5 Weighted Assessments in Terms II and III also provide timely feedback for students to work on their areas for improvement to do their best in the P5 EYE.
- The **focus remains on learning over marks**, encouraging students to **take ownership of their progress**. By shifting away from last-minute memorization, we aim to nurture deep understanding and independent thinking. The **bite-sized formative assessments make learning enjoyable** and distinguish themselves from high-stakes Prelims and PSLE, reducing unnecessary pressure.
- This structured approach gradually fosters self-directed learning and intrinsic motivation. Ultimately, our goal is to develop students' habits of regular revision and strong time management skills, equipping them for success..

# Q&A

**Q**

**(Curriculum Experience)**

- With AI evolving fast, are we seeing a change in how schools prepares the children for the future?
- Will the children adapt to their new classes? As they move up to the fifth grade, what role do parents need to play in cooperating with the school to enhance the partnership between home and school, thereby helping the children achieve their best in their studies?

**A**

Our teaching and learning environment is evolving. Students are learning to embrace technology, including white-listed AI tools where applicable (from P4 to P6) to increase productivity in learning (e.g. SLS ALS or SALiS).

The intention of the orientation week is to help our students better adapt to their new classes with orientation activities.

Parents are encouraged to maintain close home-school communications and jointly monitor their child's progress.



# Q&A

## Q (DSA)

- DSA application
- How to apply for leadership roles, and do school prepare P5 for DSA interview?

## A

### Steps to Prepare for DSA-Sec:

- Identify your child's talents and interests (e.g., sports, arts, leadership, or other areas).
- Research schools based on their programmes and criteria; visit the MOE website for DSA information: <https://www.moe.gov.sg/secondary/dsa>.
- Explore platforms to showcase your child's talent in the chosen area.
- Build a portfolio early- do not wait until P6.
- Attend open houses and events organised by target schools.
- Be equipped with needful skillsets to be better prepared to seize opportunities that arrive
- DSA interview practices are available on SLS, and optional in – person recess practice sessions with the P5/6 Year Heads
- **For reference:** More information on DSA can be found in the earlier slides

# Q&A

**Q (Others)**

- The PE shorts size 30 and above is limited and frequently been out of stock. When can it be restock and make available more consistently?

**A** We will communicate with the uniform supplier to encourage better inventory procurement forecasts.

# Q&A

**Dear Parents,**

If you have any further queries, please scan the QR code below. We will address your questions and provide the necessary responses at a later juncture.



**\*Notice: At 5.15pm, please exit the school campus via Gate 1**

# **Thank you for your time!**

**Please proceed to the respective classrooms for  
the breakout session with the FTs.  
Our student leaders will guide you.**



# Post – Seminar Q&A

**Q (Student Awards Matters)**  
- How are (awards) categorized?

**A** Generally, there are two main categories: Academic and Non-Academic. Each is further broken down to various sub-categories to enhance recognition of student achievement and progress.

You may wish to refer to slides 49 – 58 of this deck of slides for more details.

# Post – Seminar Q&A

- |   |  |
|---|--|
| <p><b>Q (SBB Matters)</b></p> <ul style="list-style-type: none"><li>- Is the Subject Banding at P5 fixed?</li></ul> |  |
|   | <p><b>A</b> The Subject Based Banding (SBB) done at end of P5 is done with a view of ensuring that all our Riverians will be found ready for Secondary 1 posting. The school will engage parents prior to PSLE registration.</p> <p>You may wish to refer to slide 73 of this deck of slides for more details.</p> |

# Post – Seminar Q&A

## **Q (DSA Matters)**

- What is the timeline for DSA application?
- (Can I have) more information / guidance on DSA

**A** The timeline for DSA each year, alongside other important DSA information, can be found on the official MOE website for DSA-Sec:  
<https://www.moe.gov.sg/secondary/dsa>

You may also wish to refer to slides 88 – 98 of this deck of slides for more details.

# Post – Seminar Q&A

## **Q (DSA Matters)**

- Based on (my child's) portfolio and record in school for basketball CCA and leadership, is it ok for us to consider both basketball and leadership?
- How to know if the current CCA is a good indicator of DSA option?
- Currently, my son is in the Robotics Play Club as his CCA. I noticed that for DSA, other areas such as sports seem to have a higher chance of selection. Does choosing Robotics put him at a disadvantage for DSA?

**A** Yes, students are encouraged identify and develop more than one talent domain in line with the spirit of DSA. Each secondary school has a different allocation of DSA vacancies depending on their niche areas. It is not true that one talent domain makes for a "higher chance" than another. Each secondary school has a different mix of talent development platforms, thus having different offerings for DSA applications. Considering more than one talent domain enables more options at the point of application. However, do take into consideration the time that your child would need to spend on multiple interviews as well.



# Post – Seminar Q&A

## Q (PSLE Matters)

- When is Prelims / PSLE starting?
- (I need) more guidance / information / understanding on PSLE

A P6 Prelims are scheduled at the end of August, whilst the PSLE schedule can be found at <https://file.go.gov.sg/2026-psle-exam-cal.pdf>

More information on the subjects & syllabus can be found at:  
<https://www.moe.gov.sg/primary/curriculum/syllabus>

More information on PSLE score ranges and Sec 1 posting can be found at:  
<https://www.moe.gov.sg/secondary/s1-posting/how-to-choose/understand-psle-score-ranges>

You may also wish to refer to slides 75 – 86 of this deck of slides for more details.

# Post – Seminar Q&A

## **Q (PSLE Matters)**

- What are other routes in case a student missed his PSLE due to illness? Does that mean he will be sent to G1 group or another year to retake?
- How to better prepare (my child) for PSLE? How to help (my child) for achievement / PSLE? What can we do as parents to prepare my child for PSLE? I want to pace my child.

**A** No, there is no direct linkage to the Posting Group allocated nor having to re-sit for PSLE in the following year. There will be contingency plans made, in consultation with the medical staff in hospital (if applicable) and with MOE in such exceptional cases.

We encourage our students to prepare for PSLE by putting in consistent and regular effort into daily learning assignments and frequent revision of topics that have been covered. Parents can help students develop good study habits, deepening their understanding, and encouraging regular revision practices.