

A cartoon bee with a yellow body, black stripes, and white wings is flying in the top left corner. It has a small green flower on its chest and is leaving a dashed line trail behind it.

Upper Block Parent Engagement Session

23 January 2026



JWPS GEMs – Good behaviour, Excel in all areas, Mindful in words and actions

Agenda



- **Address by School Leader**
- **Sharing by Year Head and Assistant Year Head**
- **Interaction with Form Teachers**





School Leader's Address



Our School Vision



LEARNER

Loves Learning
Takes Feedback & Learns from Mistakes
Works Hard & Perseveres



THINKER

Asks Questions
Looks for Solutions
Reflects on Decisions

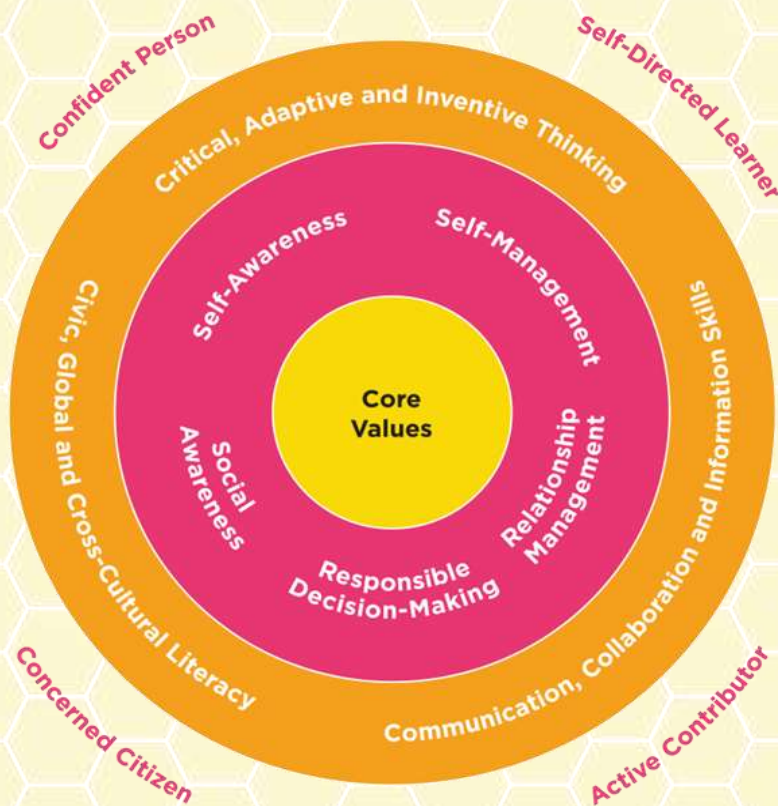


LEADER

Takes Responsibility
Makes Good Choices
Helps Others



Emerging 21st Century Competencies



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- **Critical, Adaptive and Inventive Thinking**
- **Communication, Collaboration and Information Skills**
- **Civic, Global and Cross-Cultural Literacy**

Facelift of the School



Facelift of the School



Beyond a Facelift, Built on Beliefs

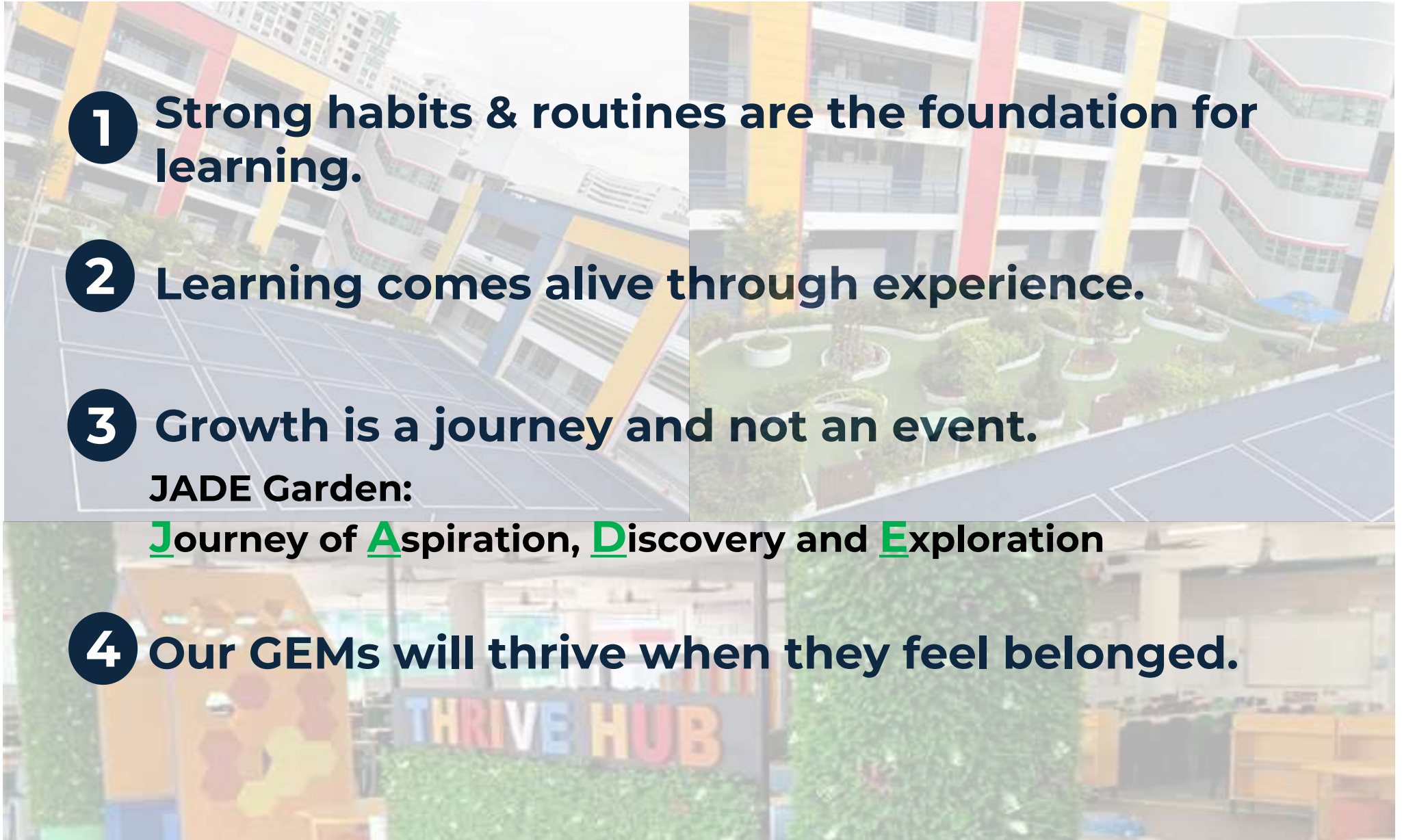


- 1 Strong habits & routines are the foundation for learning.
- 2 Learning comes alive through experience.
- 3 Growth is a journey and not an event.

JADE Garden:

Journey of Aspiration, Discovery and Exploration

- 4 Our GEMs will thrive when they feel belonged.

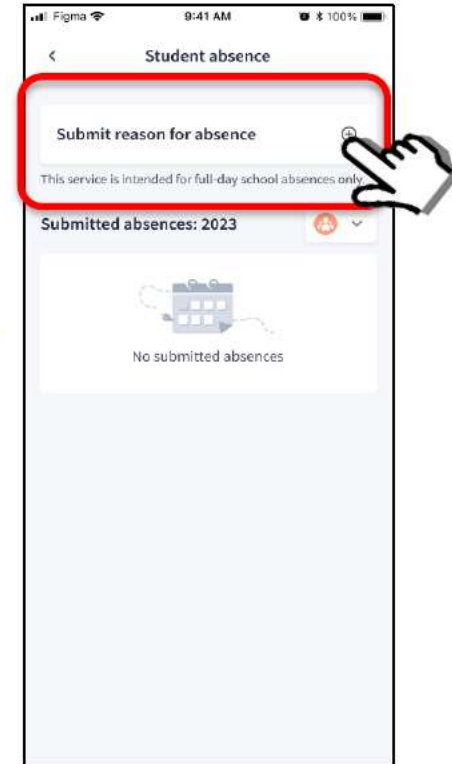
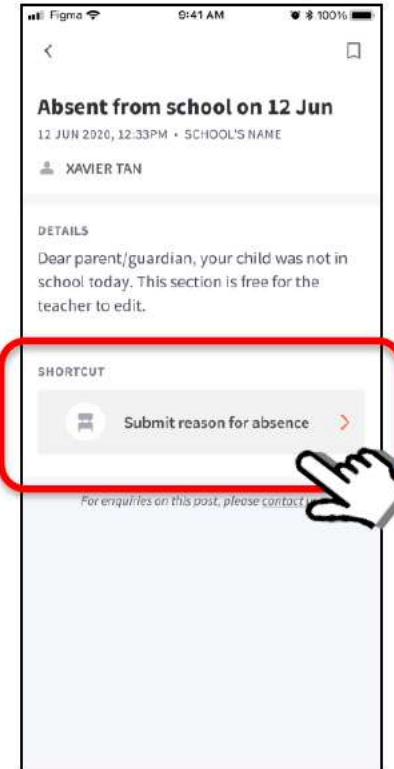
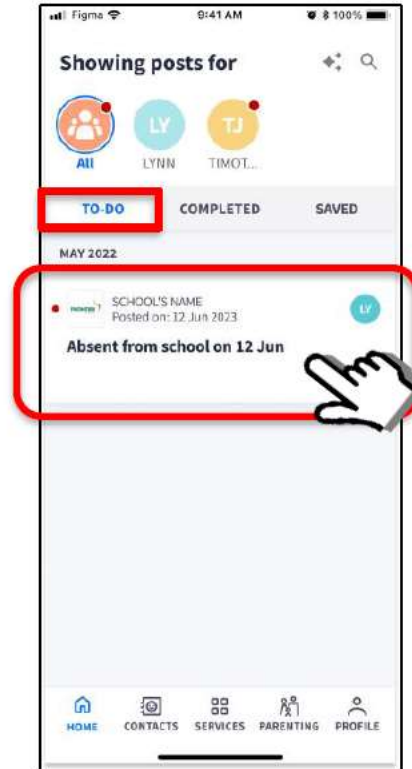
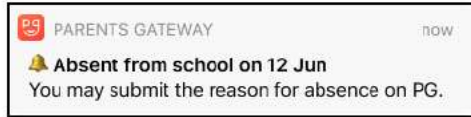


School Attendance

- Attendance is **compulsory** for all students during school term. This includes remedial and supplementary lessons.
- **No student should leave for holidays before the term ends.** Your child's attendance will be marked as **Absent without Valid Reason** in such cases.
- If a student is absent, a **medical certificate** must be submitted to the school. Parents are required to submit reason for absence after receiving absence notification from school.



School Attendance



1. Parents will receive notification from school. Click on notification to go to PG app

2. Click on the absence notification under "TO-DO" tab

3. Click on "Submit reason for absence" in the details page.

4. Click on the "+" to add submission



Punctuality



- School starts at 7.30 a.m. Students are encouraged to be in their classroom/school hall **by 7.25 a.m.** Being punctual shows respect for learning and helps everyone start the day smoothly. **Students will be issued a warning if he/she is repeatedly late.**



School Rules on Communication



Intent: Reduce digital distractions, foster meaningful face-to-face interactions, and help students cultivate healthier screen use habits

For students who bring mobile devices, the following rules apply:

- Devices should **not** be seen, heard, or used during school hours.
- After school, mobile phones may only be used to contact parents or caregivers in the Canteen, at the Foyer, or outside the General Office.
- Students are responsible for the safekeeping of their devices. The school will **not** be liable for any loss or damage, nor will it conduct investigations into such cases.



School Rules on Communication

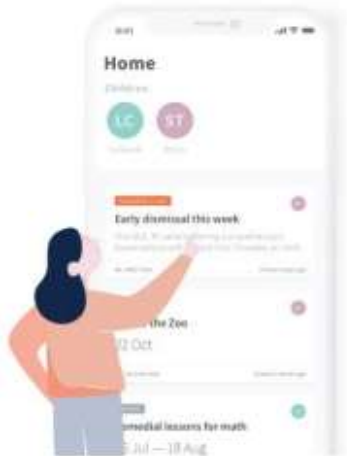


Non-compliance on the use of devices in school will result in the following consequences:

- Devices used inappropriately will be **confiscated and handed to HOD Student Management**. Parents must personally collect the devices from HOD Student Management.
- Repeat offenders may lose the privilege of bringing mobile devices to school.



Official Modes of Communication



PG: MC and Letters via email or hard copies or PG



Email

jwps@moe.edu.sg



General Office

[6793 3419](tel:67933419)



Student's Handbook

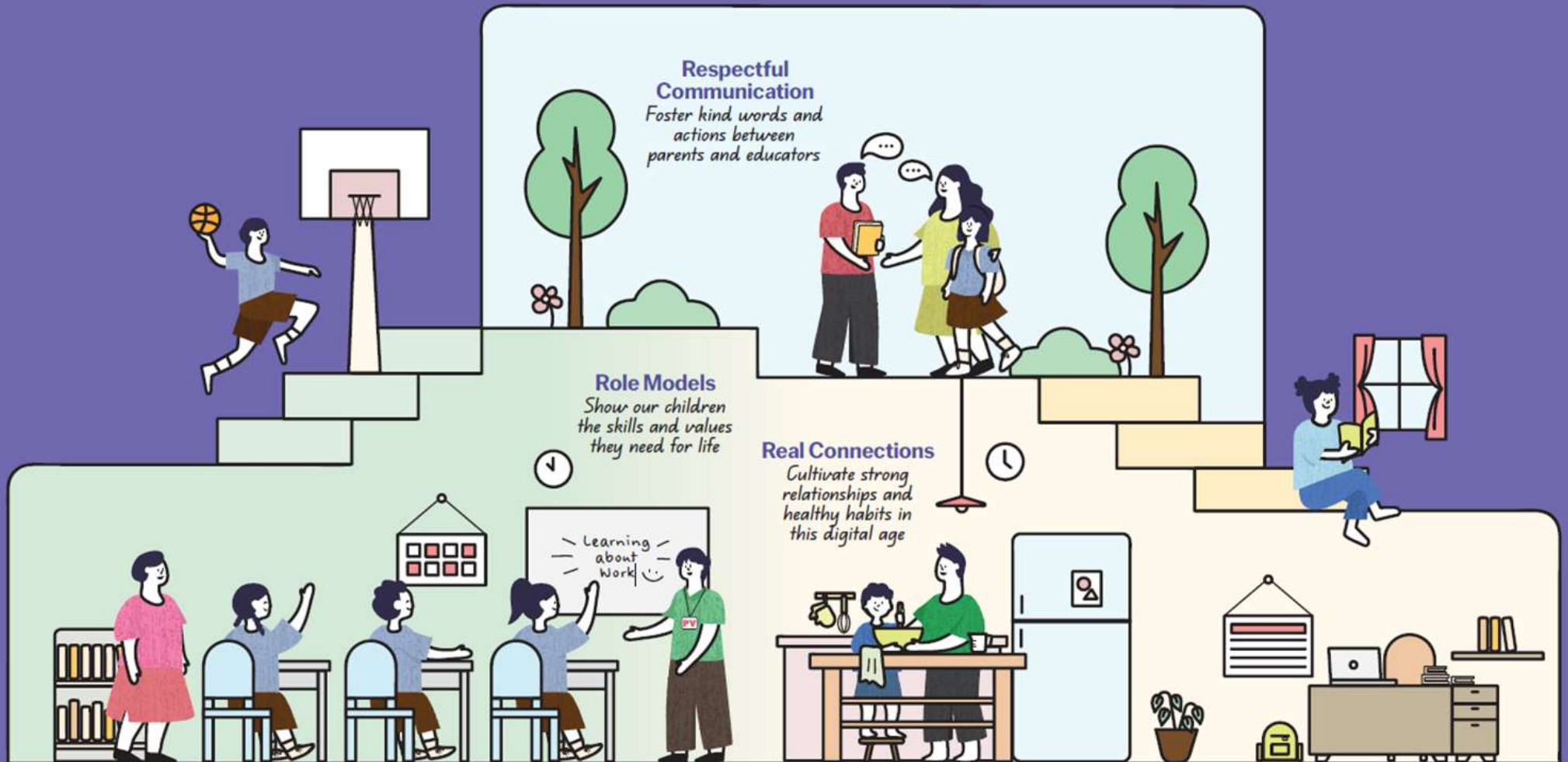


MOE SCHOOL-HOME PARTNERSHIP

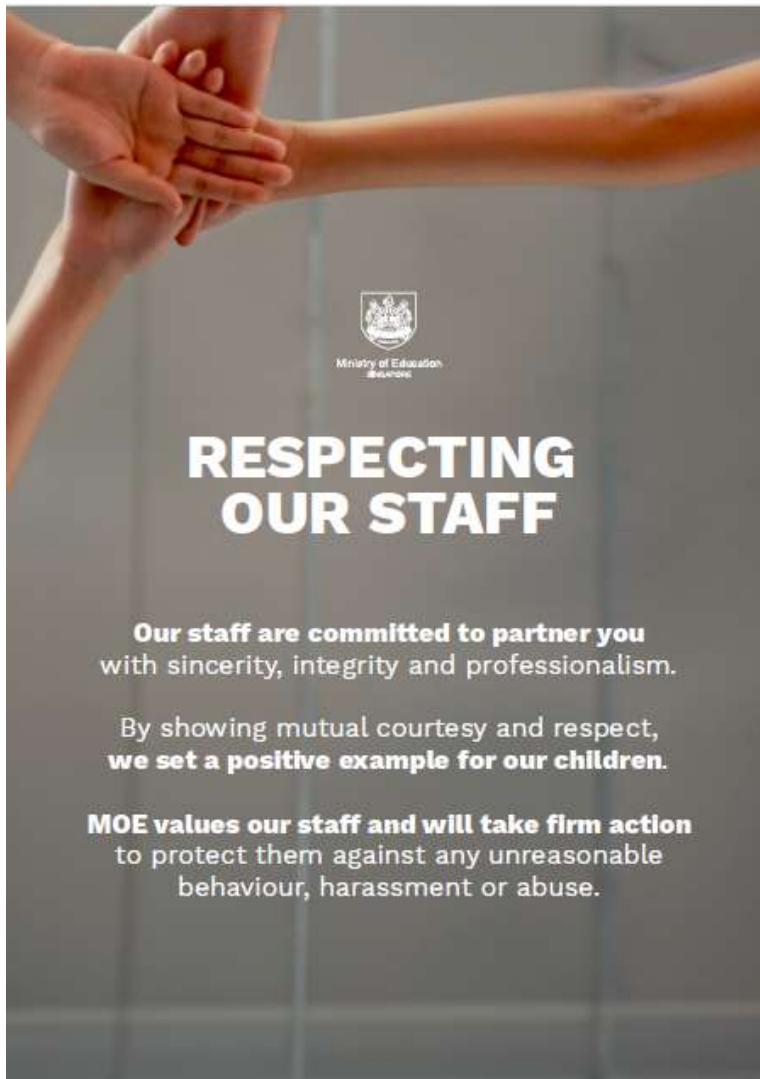
It takes a Village to Raise a Child

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

Raising a Happy, Confident, and Kind Generation Together



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.



“...need to find a delicate balance between being overly controlling and being completely hands-off...”

“...give children the space to grow and the chance to be independent.”

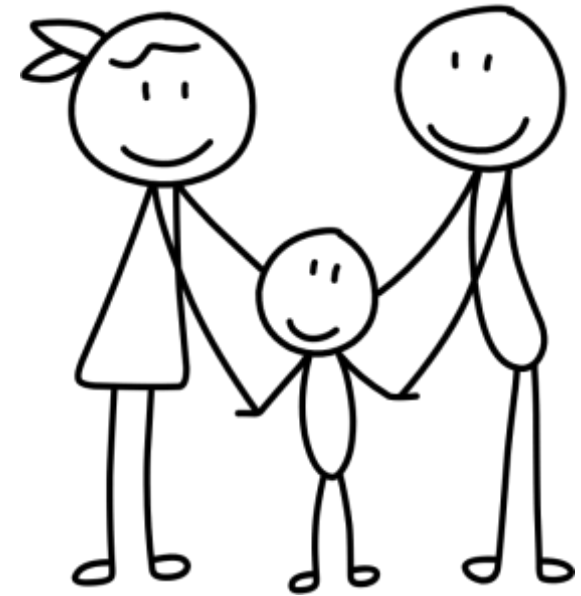




**“The home is the child’s
first school.**

**The parent is the child’s
first teacher.”**

— Babara Bush



Parents are a predominant source
of support for their child.

Cyber Wellness – Support at Home

Parents are **crucial partners** in guiding students to be responsible and discerning users of the digital space

We need to help our children achieve **balanced and purposeful** screen use.

We need to be **involved** in our children's digital lives, and put in **parental controls** to keep them safe and role-model for responsible use.

We need to ensure our children's use of devices and platforms are **age-appropriate**, and have **open conversations** with them about their digital habits.

What Parents Can Do



- Having open communication with your child
- Modelling positive behaviour
- Setting clear boundaries
- Establishing device-free times and good sleep habits
(*at least 9 hours of sleep*)
- Supervising and monitoring
- Staying updated on online safety



<https://go.gov.sg/moesgparenting>

MOE Instagram: Parenting with MOE



<https://go.gov.sg/moesgparenting2>



<https://go.gov.sg/parentingdigitalforlife>

Digital for Life portal



Parent-Teacher-Conference (May) New Format



- (**NEW!**) Meet the Form Teachers face-to-face in school
- Focus on **Holistic Development** (i.e., values, learning Disposition, emotional well-being) of your child to reduce the overemphasis on academic pursuit





Year Heads' Briefing





Key MOE Initiatives



1. Subject-Based Banding (SBB)



What is SBB?

- Provides greater flexibility for your child by offering them the option of a combination of **Standard and Foundation subjects**, depending on their strengths.
- Allows the child to focus on and **stretch their potential** in the subjects that they are strong in while **building up the fundamentals** in the subjects that they need more support in.



1. Subject-Based Banding (SBB)



At P4

- Your child sits for the school examinations.
- School recommends a subject combination based on their examination results at the end of the year.
- You will need to fill up an option form to indicate your child's preferred subject combination.

At P5

- Your child takes their preferred subject combination.
- **School assesses your child's ability to cope with the subjects at the end of the year.**
- Adjustments to the subject levels are made if needed. **Your child offers subject combination decided by the school.**

At P6

- Your child takes the subject combination recommended by the school and sits for the Primary School Leaving Examination (PSLE).
- Your child's progression to secondary level depends on their PSLE results.
- If your child excels in certain subjects, they can pursue higher level options in secondary school.

1. Subject-Based Banding (SBB)



Should my child take Higher Mother Tongue (HMT)?

- An additional hour per week outside of the curriculum is required to complete the HMT syllabus.
- Assessment (For P5 and P6): Students will sit for two separate examination papers (1 for Standard MT **and** 1 for HMT)
- We strongly encourage students who opt for P5 HMT to commit to the program for the full year. This fosters resilience and teaches students to honor their academic commitments.
- Even if he/she does not take HMT in primary school, he/she may still be offered HMT in secondary school.



Does he/she have an interest in and a flair for the Mother Tongue Language?

Is he/she coping well in English, Mathematics, Science and Mother Tongue?

Should he/she be spending more time on his weaker subjects?



2. Primary School Leaving Examination (PSLE) and Secondary 1 (S1) Posting



- **Achievement Level (AL)**

- The AL for each subject will reflect students' level of achievement, rather than how they have performed relative to their peers.

Grading for Subjects at Standard 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 |

Grading for Subjects at Foundational Level

| Foundation Level AL Reflected on Result Slip | Foundation Raw Mark Range | Equivalent Standard Subject AL | Standard Raw Mark Range |
|---|------------------------------|--------------------------------------|----------------------------|
| A | 75 – 100 | 6 | 45-64 |
| B | 30 – 74 | 7 | 20-44 |
| C | < 30 | 8 | <20 |



2. Primary School Leaving Examination (PSLE) and Secondary 1 (S1) Posting



• PSLE Score

- The PSLE Score is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best possible score.
- Students will be placed in posting groups based on their overall PSLE score – G3, G2 or G1

Example 1: Posted to PG3

| | |
|-------------|-----|
| ENGLISH | AL3 |
| FDN CL | A |
| MATHEMATICS | AL1 |
| SCIENCE | AL2 |

PSLE SCORE: 12

Example 2: Posted to PG2

| | |
|-------------|-----|
| ENGLISH | AL6 |
| FDN CL | A |
| MATHEMATICS | AL6 |
| SCIENCE | AL5 |

PSLE SCORE: 23

| 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 |



2. Primary School Leaving Examination (PSLE) and Secondary 1 (S1) Posting



Subject Level Flexibility Beyond S1

- Beyond the start of S1, students may adjust their subject levels across their secondary school journey.
- Students may offer subjects, including EL, MTL, Mathematics, Science and Humanities subjects at a more demanding level if they meet the criteria and based on the school's holistic considerations.
- Students who are not coping well may offer subjects at a less demanding level (LDL), based on their school-based performance and school's holistic considerations, to calibrate their curricular load.
- Schools will consider students' learning progress and developmental needs when helping them determine their subject choices.



2. Primary School Leaving Examination (PSLE) and Secondary 1 (S1) Posting



**PSLE Scoring System
Posting to Secondary
School
Secondary School Full
Subject-Based Banding
(Full SBB)**



<https://www.moe.gov.sg/microsites/psle-fsbb/index.html>

3. Direct School Admission for Secondary Schools (DSA-Sec)



What is DSA-Sec?

- Provides P6 students with the opportunity to gain **direct entry** to a secondary, based on their **talent in sports, CCAs and specific academic areas, etc**, before taking the Primary School Leaving Examination (PSLE).
- Students who do not participate in the DSA-Sec Exercise will continue to seek admission based on their PSLE results through the Secondary 1 (S1) Posting Exercise.

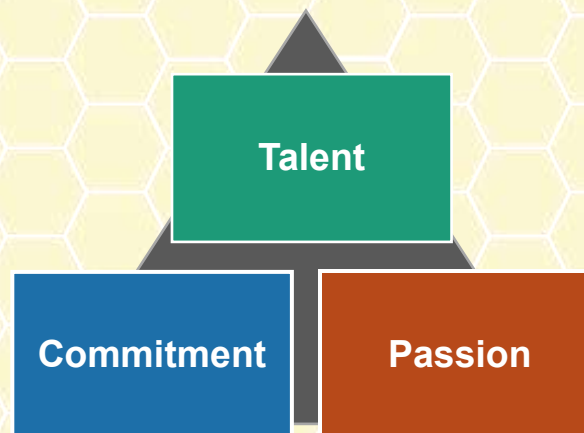


3. Direct School Admission for Secondary Schools (DSA-Sec)



Is DSA right for your child?

- If your child has talent in an area which a school offers DSA in
- If your child is passionate about and committed to developing his/her strengths in that area in that school



3. Direct School Admission for Secondary Schools (DSA-Sec)



Choosing DSA Schools

- Discuss with your child his/her strengths and interest
- Shortlist schools with DSA areas that match your child's strengths and interests
- Typical areas: Creativity, entrepreneurship and innovation; languages and humanities; leadership and uniformed groups; performing arts; STEM; sports and games; visual arts and media
- Apply to individual schools when application opens



3. Direct School Admission for Secondary Schools (DSA-Sec)



Selection of Students

- Selection process differs across schools and for different DSA categories
- Depending on the DSA area applied to, students may be asked to submit a portfolio, showcasing their talents and achievements, primary school results, CCA records, a personal statement and/or a character reference
- Schools may also administer interviews, tests, trials or selection camps



3. Direct School Admission for Secondary Schools (DSA-Sec)



Possible Outcomes

| Confirmed Offer (CO) | Waiting List (WL) | Unsuccessful |
|---|---|---|
| Student <u>has a place reserved</u> in the school as long as he/she qualifies for an academic course (G1, G2, G3) offered by the school based on the PSLE results. | Student will be given a place in the school only if students with COs choose not to take up those offers. | Student <u>has not been given a place</u> in the school in the DSA-Sec Exercise and will join the S1 Posting Exercise. |



3. Direct School Admission for Secondary Schools (DSA-Sec)



Points to Note

- P6 students have a choice of whether or not to participate in the DSA-Sec Exercise.
- Students should consider carefully before opting for the DSA schools.
- Students successfully allocated to their DSA schools
 - Will not be allowed to participate in the annual S1 Posting Exercise to opt for secondary schools
 - Are expected to honour the commitment to the allocated DSA school
 - Will not be allowed to transfer to another school after the release of the PSLE results



3. Direct School Admission for Secondary Schools (DSA-Sec)



Timeline for DSA-Sec Exercise



Jan
to
May

Explore
school
choices

May
to
Jun

Apply

By
Sept

Attend
interviews,
auditions
or trials

Oct

Select
preferred
schools

Nov

Receive
school
allocation
results

Visit the various schools' websites for more information.

Explore and **shortlist** schools

*Note: Schools generally update their DSA information by **late April**.*

Submit **application online through the DSA-Sec Portal** by the school's deadline

Different schools have different selection processes. If shortlisted, your child will have to attend interviews, auditions or trials conducted by DSA-Sec schools.

Receive **DSA-Sec offers** directly from schools (**by early September**)

Choose up to 3 school choices in order of preference using the DSA-Sec Portal by deadline given.

Receive school allocation along with PSLE results.

3. Direct School Admission for Secondary Schools (DSA-Sec)



For Further Information



<https://www.moe.gov.sg/secondary/dsa>



4. Promotion Criteria



At P6, students will be offered with the same subject combination unless they perform exceptionally well or poorly in one or more subjects at P5.

All P6 students are required to achieve AL 7 and below for **both English Language and Mathematics** for them to be promoted to secondary schools.

5. Assessment Plan

(Primary 5)



| Subject | Reporting | Weighting | | | | |
|--------------------------------------|---|-------------------------------------|--------|--------|-------------------|-------|
| | | Term 1 | Term 2 | Term 3 | Term 4 | Total |
| | | <i>Bite-sized Assessment</i> | | | <i>EYE</i> | |
| English Language (EL) / FEL | Learning progress will be communicated via learning feedback or report book | 0% | 15% | 15% | 70% | 100% |
| Mother Tongue Languages (MTL) / FMTL | | 0% | 15% | 15% | 70% | 100% |
| Higher MTL | | 0% | 15% | 15% | 70% | 100% |
| Mathematics (MA) / FMA | | 10% | 10% | 10% | 70% | 100% |
| Science (SC) / FSC | | 10% | 10% | 10% | 70% | 100% |

For the end-of-year examinations (EYE), there are **no make-up sessions for absentees, except for oral communication (oral)**. Only students absent with valid reasons will be scheduled to attempt the oral assessment. For the rest of the papers, students will still be allowed to attempt them when they return to school so that we can assess their learning ability.

5. Assessment Plan

(Primary 6)



| Subject | Reporting | Weighting | | | |
|--------------------------------------|--|-------------------------------------|--------|----------------------|-------|
| | | Term 1 | Term 2 | Term 3 | Total |
| | | <i>Bite-sized Assessment</i> | | <i>Prelim</i> | |
| English Language (EL) / FEL | Learning progress will be communicated via report book | 15% | 15% | 70% | 100% |
| Mother Tongue Languages (MTL) / FMTL | | 15% | 15% | 70% | 100% |
| Higher MTL | | 15% | 15% | 70% | 100% |
| Mathematics (MA) / FMA | | 15% | 15% | 70% | 100% |
| Science (SC) / FSC | | 15% | 15% | 70% | 100% |

For the P6 Preliminary Examination (Prelim), there are **make-up sessions for absentees with valid reasons**, except for listening comprehension. Students will be scheduled to attempt the papers.

6. Academic Support



P6 supplementary lessons

- Supplementary lessons will commence from Term 2 to Term 4 on Tuesdays and Fridays from 2.00 pm to 3.30 pm.
- Information will be sent via PG at a later date.
- There will supplementary lessons during holidays (25 June, 26 June, 10 September and 11 September)

CCA activities stand down

- Primary 6 students will officially stand down from CCAs from Term 2 onwards. This is to allow our students to begin their PSLE preparation.

P5 Remedial lessons

- Students will be identified by subject teachers for support, if needed.



Student Development Experiences



P5 Student Development Experiences



(LJ) Indian Heritage Centre



Life Skills Sessions



P5 Camp



**Trip for Internationalisation
Experience to Taiwan**



National Education (NE) Show

P6 Student Development Experiences



(LJ) Asian Civilisation Museum (ACM)



(LJ) Changi Airport



Life Skills on Educational Pathways



Code for Fun



VIA Home Visit

P6 Student Development Experiences



Graduation Concert



Secondary School Engagement



Interest Groups Dance

What your child may experience

Your child may experience



- **Fatigue** from balancing a more demanding upper primary curriculum with heavier CCA and other commitments
- **Stress and anxiety** from the preparation needed for Weighted Assessments (WA), the End-of-Year Examination (EYE), and the upcoming PSLE
- **Worry** about failing or not meeting expectations set by themselves or by others (e.g. peers, parents, teachers)
- **Disappointment** when results fall short of hopes as well as the time and effort invested

Supporting your child

Tips on how you can support your child



- Remind your child that assessments are important ways to **understand gaps in learning** and to use feedback from these assessments to improve.
- Emphasise that these assessments **do not define a child's worth** or future.
- **Recognise and affirm** your child's effort rather than just the outcomes. Celebrate small improvements.
- Support your child in viewing **setbacks as learning opportunities**, while **acknowledging feelings** of frustration or sadness as part of the process. This will help promote a **growth mindset** – the belief that their abilities can be developed through dedication, effort, and learning from challenges.

Supporting your child

Tips on how you can support your child



- **Manage your own expectations and stress**, including in relation to PSLE performance and secondary school choices, as these can place additional pressure on your child. Reassure your child that they are loved regardless of academic performance.
- Guide your child in drawing up a **balanced schedule** with time for revision, homework, play, exercise, and rest.
- Together with the child, **agree on realistic and specific goals** so that revision is manageable and is something a child feels he has control over.
- Find out exactly what your child is struggling with so you can **get the right help**. This also teaches them that asking for support is normal.

Frequently Asked Questions (FAQ)



- How does my child choose and apply to a suitable secondary school under the PSLE scoring and S1 Posting systems?
- Where can I get the information on PSLE scoring system?
- When applying for DSA, which school result is considered by the secondary school? Do we need to provide proof?



<https://go.gov.sg/upperblockfaq>



Parent Feedback Form



<https://go.gov.sg/upperblockfeedbackform>

Thank you for attending the online briefing!

Please take a moment to fill out the Parent Feedback Form by scanning the QR code.

Your feedback is valuable and helps us improve our sessions.



thank you

