



Middle Block Parent Engagement Session

21 January 2026



Agenda



- **Introduction of staff**
- **School Leader's Address**
- **Year Heads' Briefing**
- **Interaction with Form Teachers**



Our School Leaders



JURONG WEST PRIMARY SCHOOL



From left to right:

Mr Lim Chin Guan (VP Admin), Mr Ng Wei Ping (VP), Mrs Christina Tan (Principal) and Mdm Patricia Sim (VP)

Our Year Heads



Ms Wai Lai May
Year Head
HOD Student Management



Ms Emily Lim
Assistant Year Head



Our P3 Form Teachers



Innovativeness 1
Ms Syahirah,
Mr Joel How & Ms Emily Lim



Innovativeness 2
Ms Sahira, Mr Chin Joong Fui &
Ms Esther Neo



Innovativeness 3
Mdm Eliza &
Mdm Siti Abesah



Innovativeness 4
Mr Amir &
Mdm Ooi Min Duan



Innovativeness 5
Mrs Seng - Liu HP &
Mdm Lalitha

Our P4 Form Teachers



Kindness 1
Mdm Loo Yie Ying &
Mdm Norazleen



Kindness 2
Mr Jeremy Lim &
Ms Jamie Gu



Kindness 3
Mrs Nai - Ong BC &
Mdm Norliah Latif



Kindness 4
Ms Amanda Tan &
Ms Nurul



Kindness 5
Mdm Siti Nafisah &
Mdm Raji





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

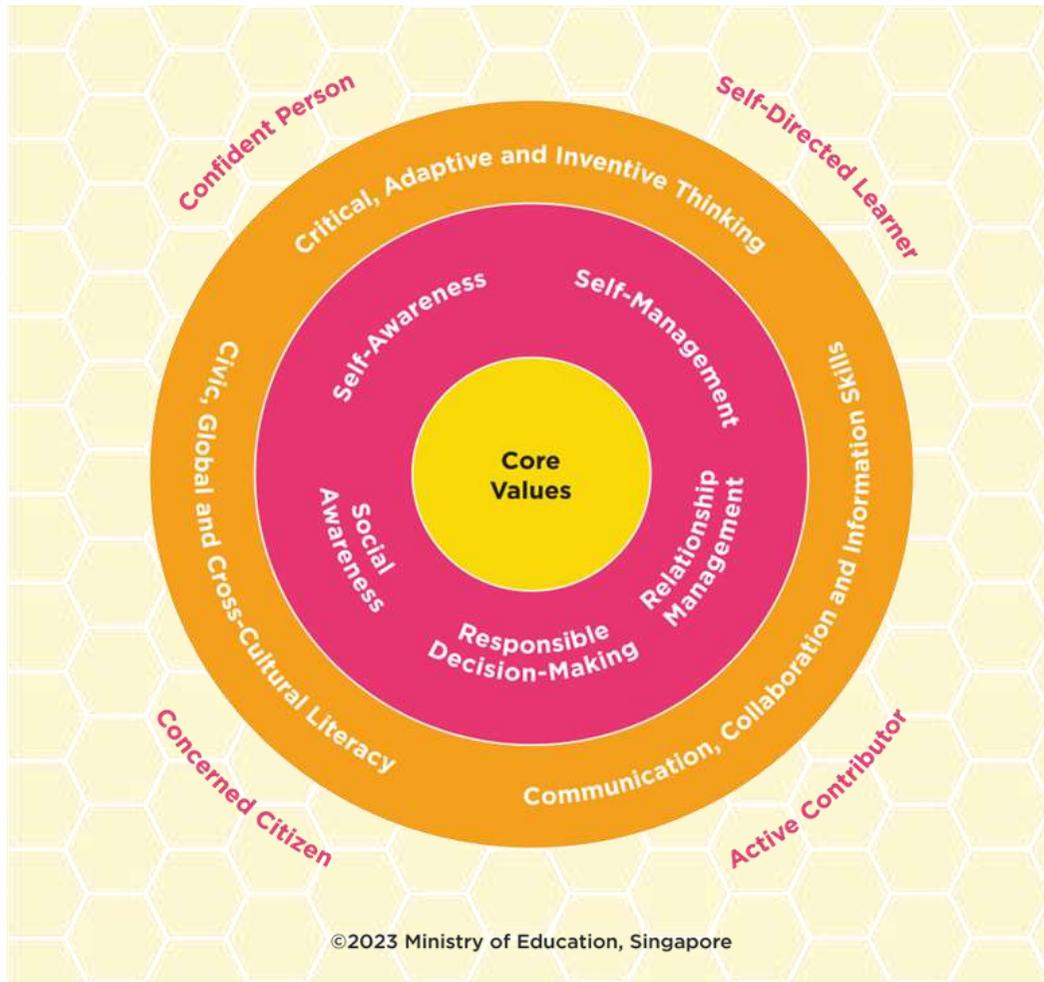


LEADER

Takes Responsibility
Makes Good Choices
Helps Others



Emerging 21st Century Competencies



- 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

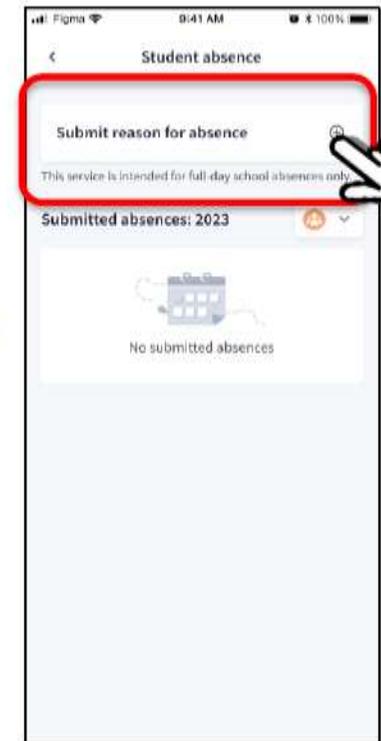
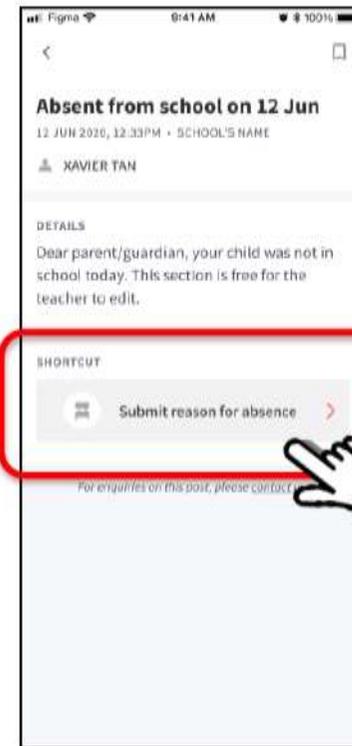
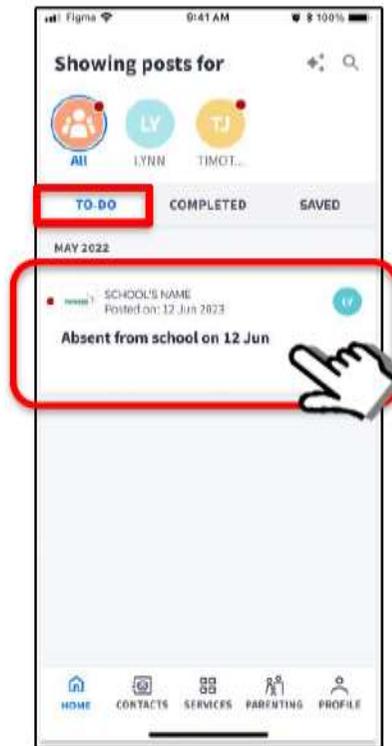
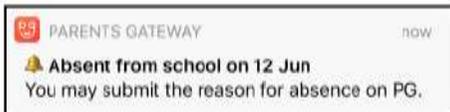
- 4 Our GEMs will thrive when they feel belonged.

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 / smartwatches 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

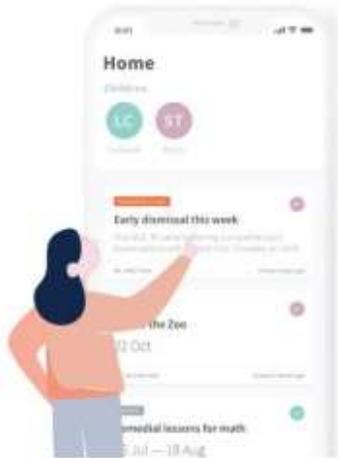


Non-compliance on the use of devices in school will result in the following consequences:

- 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 Parents Gateway



Email

jwps@moe.edu.sg



General Office

[6793 3419](tel:67933419)



Student's Handbook

- **We seek your understanding in allowing some time for our staff to respond.**
- **To support their well-being, we kindly ask parents to contact teachers only during office hours.**

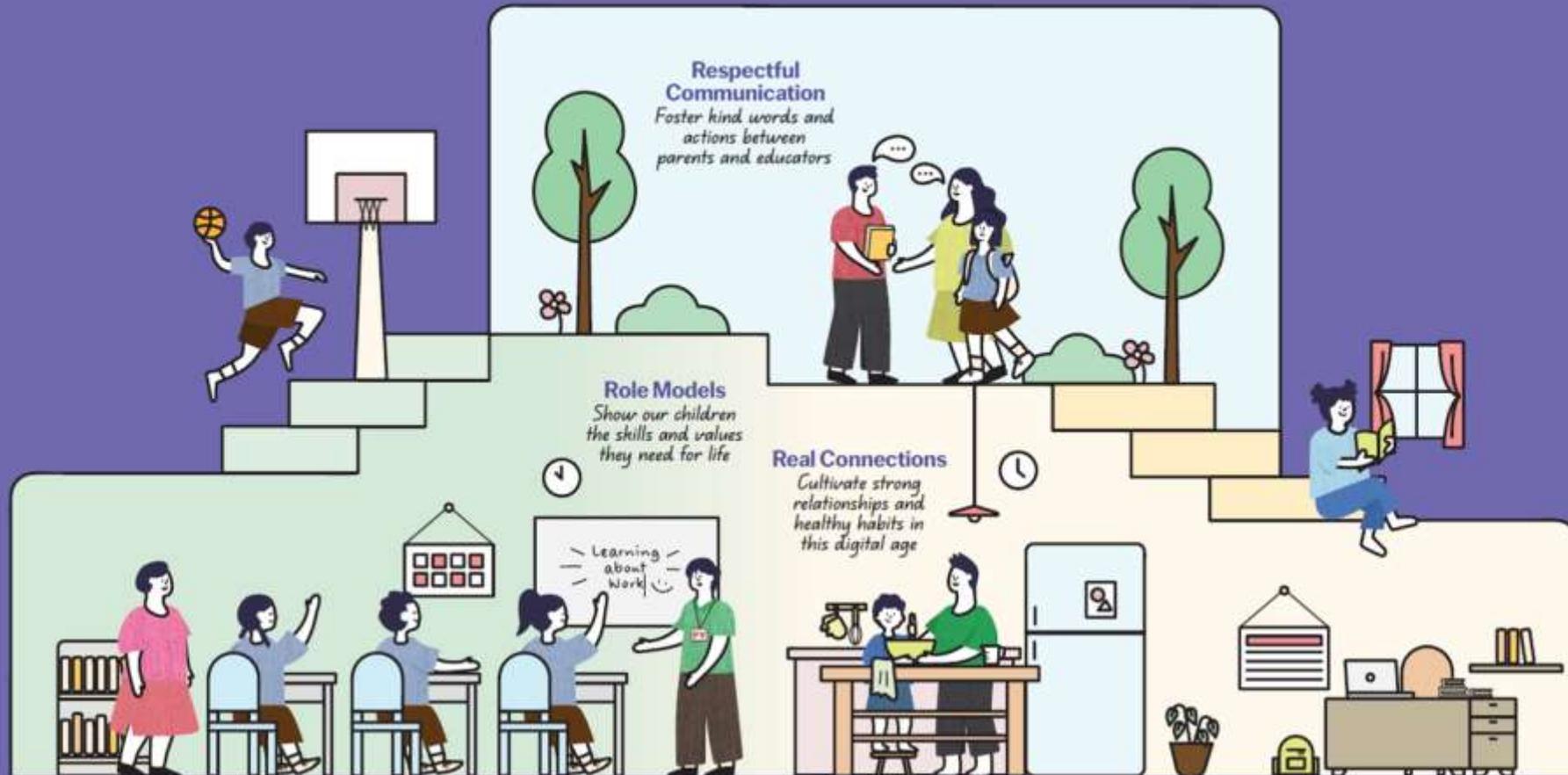


MOE SCHOOL-HOME PARTNERSHIP

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.

SINGAPORE



Give children space to grow and be independent: Chan Chun Sing

 Amelia Teng
Assistant News Editor
The Straits Times

UPDATED: 2 hours ago

“...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.”

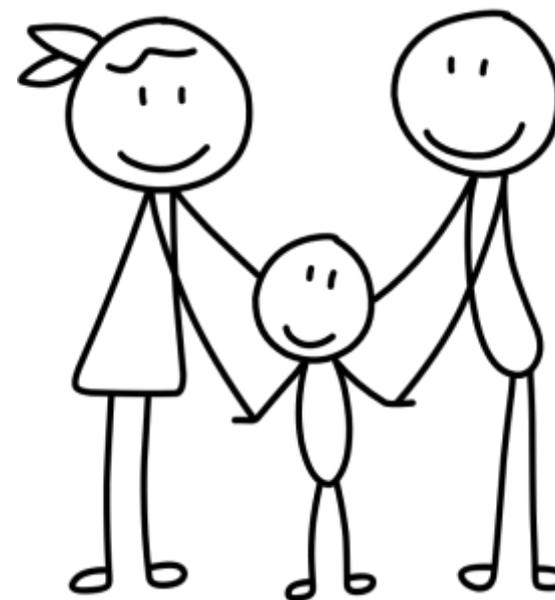




**“The home is the child’s
first school.**

**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





Student Development Experiences



Primary 3 Key Student Development Experiences



SwimSafer 2.0 programme



Co-Curricular Activities (CCAs)



(LJ) Geylang Serai Heritage Centre

Primary 4 Key Student Development Experiences



Co-Curricular Activities (CCAs)



(LJ) Museum-based Learning



(LJ) Kreta Ayer Heritage Centre



(LJ) Gallery Children's Biennale



Key MOE Initiatives



1. (P3) Gifted Education Programme



Current GEP

- Students are selected for the GEP through a 2-stage exercise in P3.
- Those selected are invited to join from P4, continuing their education in one of the 9 primary schools that offer the GEP.

Revamped GEP (starting from P3 in 2026 & P4 in 2027)

- Under the new system, the 1st stage of the standardised GEP selection test, which examines EL and Math capabilities, at P3 will be retained.
- The 2nd stage, which involves EL and Math tests as well as a general ability paper, will be scrapped. Students can also be selected for the high-ability programmes at “multiple junctures” between P4 and P6. Students will be identified based on day-to-day observations, teacher recommendations and their work.
- Existing school-based high ability programmes will be expanded to more students – around 10 per cent of the cohort.

Changes to Gifted Education Programme



What you need to know

- Students will no longer have to transfer to a school offering GEP and can continue in their schools
- Primary schools will be equipped to identify their own high-ability learners
- Every primary school will have its own programmes to stretch these students in their areas of strength and interest

Changes to Gifted Education Programme



What you need to know

- Students who can benefit from being stretched even further in particular subjects can come together for after-school enrichment modules in nearby schools

1. Gifted Education Programme



From 2027, the Gifted Education Programme (GEP) in its current form will be discontinued. More details on the refreshed approach to supporting higher-ability learners (HALs) at primary level will be shared at a later date.

2. (P4) Subject-Based Banding (SBB)



Rationale for SBB

1. Every child is **unique**, and has different **aptitudes**, **capabilities** and **talents**.
2. A balanced education caters to different abilities of each child **to prepare them for life**.
3. SBB was introduced as a refinement to the streaming process to help each child realise their potential, based on their interests and strengths.

2. Subject-Based Banding (SBB)



What is SBB?

1. Provides greater flexibility for your child by offering them the option of a combination of **Standard and Foundation subjects**, depending on their strengths.
2. 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.
3. The PSLE Achievement Levels (ALs) scoring system will not change the considerations for deciding on a student's subject combination.

2. Subject-Based Banding (SBB)



Difference Between Standard and Foundation Subjects

1. Subjects at the Foundation level focus on mastery of core content and skills: Cover less content than standard-level subjects.
2. Less demanding in terms of assessment duration, total marks and format of examination papers.

2. 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.

2. Subject-Based Banding (SBB)



SBB at Primary 4

Student's P4 result for each subject is calculated



School recommends a subject combination



Parents complete an option form indicating preferred combination

School's recommendation is based on:

- Student's aptitude, motivation and performance in each subject
- Student's ability to cope with a particular subject combination

SBB at Primary 5

Student's P5 result for each subject is calculated



School makes adjustments to the subject levels if needed.



Parents acknowledge the change in student's subject combination in P6

Student's ability to cope with the subjects is assessed by school

Students who do very well/ meet expectations

Continue with the same subject combination in P6

Students who do not meet expectations

- Switch some subjects to Foundation level in P6
- Drop Higher Mother Tongue subject in P6

2. Subject-Based Banding (SBB)



SBB after Primary 6

Using their PSLE score, students apply for schools of their choice.

Students report to their secondary school.

01

PSLE

Student takes the subject combination recommended by school and sits for PSLE.

02

S1 Posting

Student's S1 posting is dependent on their PSLE score and choice order of schools.

03

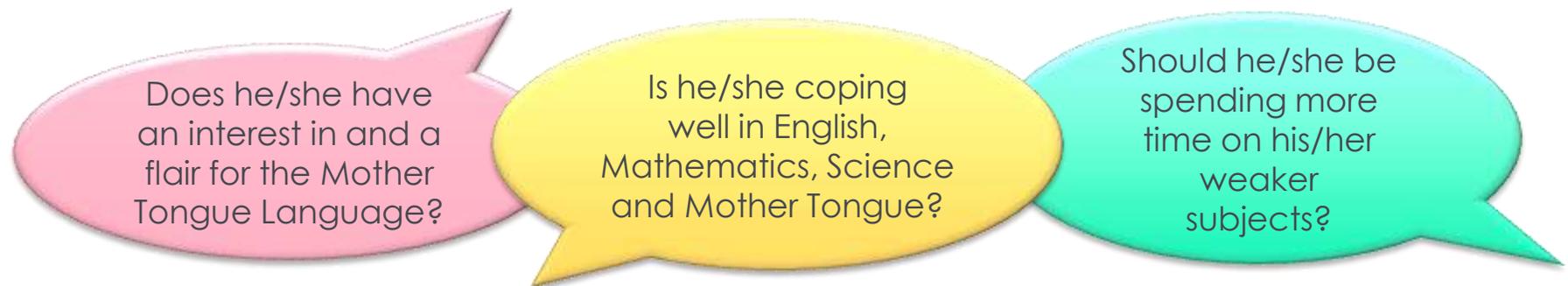
S1 Course Placement

Secondary schools implement Full SBB, with students studying different subjects at different levels.

2. Subject-Based Banding (SBB)



Should My Child Take Higher Mother Tongue?



- An additional hour per week outside curriculum is required to complete the HMT syllabus.
- 2 examinations (for P5 and P6): 1 for Standard MTL and 1 for HMTL
- *If your child opts to do HMT at P5, we strongly encourage them to continue to take HMT for the whole year. This is also to teach your child to honour their decisions.*
- Even if he/she does not take HMT in primary school, he/she may still be offered HMT in secondary school.

2. Subject-Based Banding (SBB)



Eligibility for HMT in Secondary Schools

- The eligibility criteria for taking HMT is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.
 - AL1 / AL2 in MTL or
 - Distinction / Merit in HMT

2. Subject-Based Banding (SBB)



Higher Chinese Language (HCL)

Primary 4	Primary 5
MTL: At least 80 marks and above EL, Math, Science: Minimally a Band 2 (Above 70 marks)	HMTL: Pass MTL: At least 80 marks and above EL, Math, Science: at least 60 marks

- Students do not need to take Higher Chinese Language (HCL) to enter Special Assistance Plan (SAP) schools.
- Students who pass HCL and achieve a PSLE score of 14 or better (PSLE score ≤ 14) receive a posting advantage for admission.
- PSLE score ranges for SAP schools may reflect the HCL grades of the first and last students admitted in the previous year's S1 posting process.

2. Subject-Based Banding (SBB)



Frequently Asked Questions

Q: When would parents exercise their option to indicate their preferred option for their child?

A: Parents would exercise their option after End of Year Exam (EYE), around 2nd week of November.

Q: How does the school decide on the recommendation for a subject combination?

A: A meeting is convened with Form Teachers, Subject Teachers, Year Heads and School Leaders to discuss the child's abilities and aptitude before making a decision.

Q: Is the selection criteria for the various subject combinations standard across all schools?

A: Yes, the selection criteria is similar across all primary schools.

Weighted Assessments and Year-End Examinations

Supporting your child's first steps
into formal assessment



Primary 3 and 4 Assessment



Subject	Reporting	Weighting				
		Term 1	Term 2	Term 3	Term 4	Total
	Learning progress will be communicated via learning feedback or report book	Bite-sized Assessment			EYE	
English Language		0%	15%	15%	70%	100%
Mother Tongue Languages		0%	15%	15%	70%	100%
Mathematics		10%	10%	10%	70%	100%
Science		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.





Your child may experience

- **Some stress and anxiety** from an increase in academic load with a new subject (Science) and experiencing Weighted Assessment (WA), and End-of-Year Examination (EYE) for the first time
- **Concerns** about meeting one's own expectations and those of others (e.g. peers, parents, and teachers)
- **Disappointment** from receiving results that do not match invested efforts and expectations

**What your
child may
experience**



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

Strengthening Resilience and Well-being

- Developing resilience

Strengthening Sense of Self & Purpose

- Developing deeper self-understanding
- Setting meaningful goals

Building Positive Relationship

- Practising gratitude
- Building friendships and supporting peers

**Overcoming Challenges; Managing Changes
and Transitions**

- Embracing new roles and challenges
- Managing physical and emotional changes during development

**Supporting
your child**



Tips on how you can support your child

Supporting your child

- **Show interest** in what your child learns each day, not just their homework or test preparation.
- 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 believe that their abilities can be developed through dedication, effort, and learning from challenges.
- **Manage your own expectations and stress**, as these can place additional pressure on your child. Reassure your child that they are loved regardless of academic performance.

