

Primary 6



Briefing on PSLE and Sec 1 Posting

Friday, 6 Feb 2026



To Serve To Lead



Principal's Address

Mrs Teo Whye Choo



To Serve To Lead



Happy New Year and Welcome P6 Parents!

Friday, 6 February 2026



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MINDFUL START



B

Be on time for class

T

Think About What You Are Learning

S

Think About What You Need for the Learning

Start Listening and Learning



**Hope your child
had a good start
to the new
academic year
in
2026!**



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OUR Refreshed School VISION – OUR SHARED GOALS

**Every PCPS student, a Curious Lifelong Learner,
a Confident Leader and a Responsible Innovator**

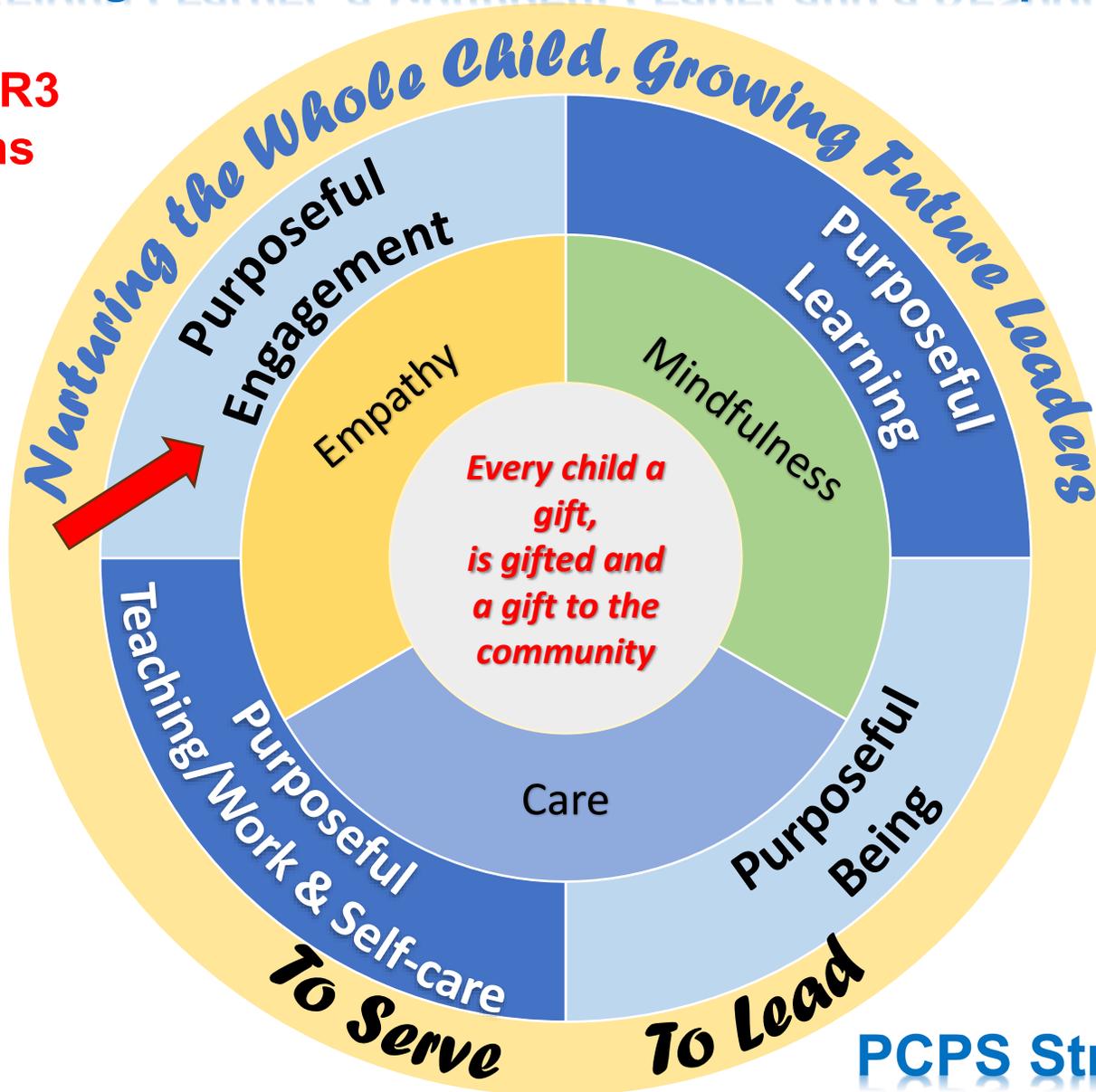
Our Refreshed Vision : Every PCPS student, a Curious Lifelong Learner, a Confident Leader and a Responsible Innovator

→ Our new COR3 Dispositions

Curiosity

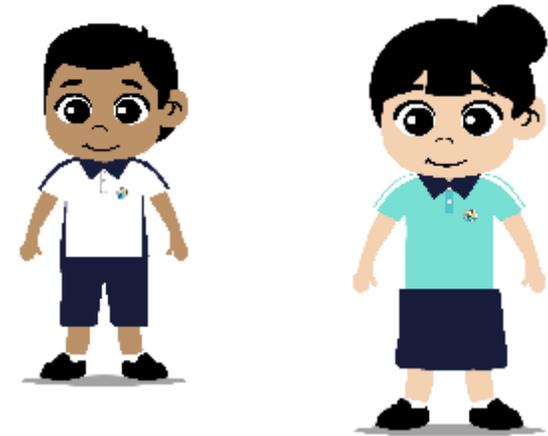
Reflectiveness

Resilience



Open-mindedness

Responsibility





Supporting your P6 child to transit from primary to secondary school



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Aims

- Curriculum Updates at P6
- Understanding PSLE and Sec 1 Posting
- Full Subject-Based Banding in Secondary Schools (Full SBB)
- Subject Level Flexibility Beyond Sec One
- A better understanding of the support that your child may need in the transition journey from primary to secondary school

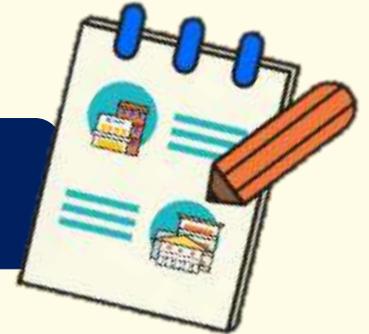


WHAT IS THE INTENT OF THE PSLE?



A useful checkpoint at the end of primary school

A fair way to determine secondary school posting



Over the years, we have been changing the education system to help our students discover and develop their strengths, interests, abilities and talents while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the over-emphasis on academic results by:

1

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

2

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

3

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

Your Child at P6

- Where am I now?
- Where do I want to be?
- How will I get there?



SUPPORTING YOUR CHILD DURING THIS PRE-PSLE PERIOD ...

Managing **own**
and parents'
expectations

What are your
child's aspirations
and goals?

PSLE Score
Target AL scores
in EL, Ma, Sc and
MTL

Posting Groups
PG1, PG2 and PG3
Taking subjects at
MDL or LDL



Secondary School
Choices :
Choice Matters!

HOW S1 POSTING WORKS: CHOICE ORDER OF SCHOOLS MATTERS MORE

- Students have **six choices** in selecting their secondary schools
- Students are posted to a secondary school based on academic merit, i.e., PSLE Score, and their choice order of schools.
- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:
 1. CITIZENSHIP
 2. **CHOICE ORDER OF SCHOOLS**
 3. COMPUTERISED BALLOTING
- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.



DIRECT SCHOOL ADMISSION EXERCISE

(from Apr – Jul)



Direct School Admission - Sec

- Based on a diverse range of talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises
- Allows students to access school programmes to develop their talents



Admission is 100% by DSA



Admission through school-based admission processes

Direct School Admission (DSA)

1. Centralised DSA-Sec Portal for online applications
2. While secondary schools will consider you based on their selection criteria, **you need to attain a PSLE score that will qualify you for a Posting Group offered by the school**
3. If you are successfully allocated to a DSA-Sec school, you will **NOT** be allowed to participate in S1 Posting exercise
4. **You are expected to honour the commitment to the allocated DSA-Sec School for the entire duration of the programme. You will NOT be allowed to transfer to another school after the release of PSLE results**

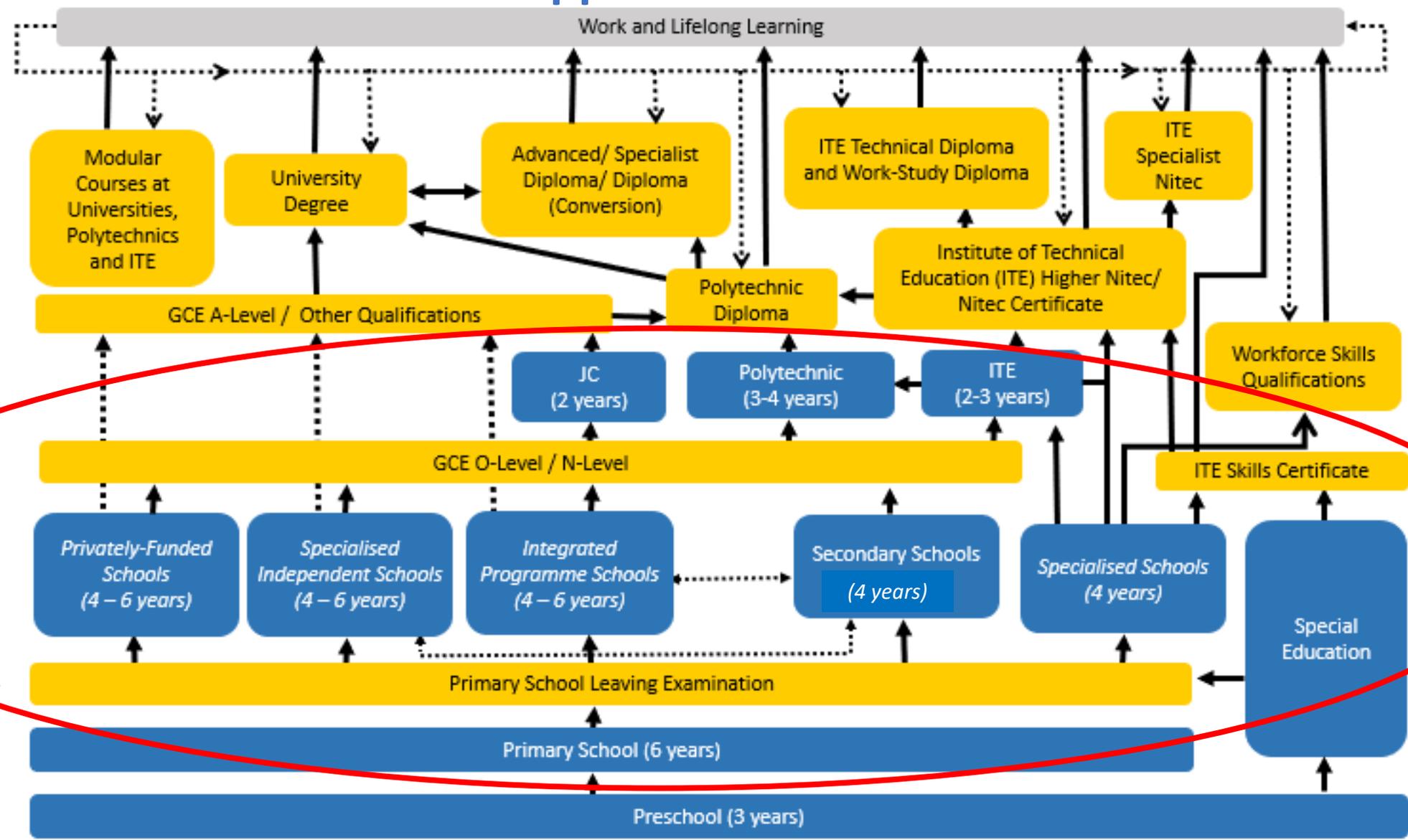


Post Primary Education: understanding the Diverse and Flexible Pathways and Opportunities

We want to inspire our students to define success not just by academic and material achievements, but by one's contributions"

Former Education Minister Chan Chun Sing, WPS

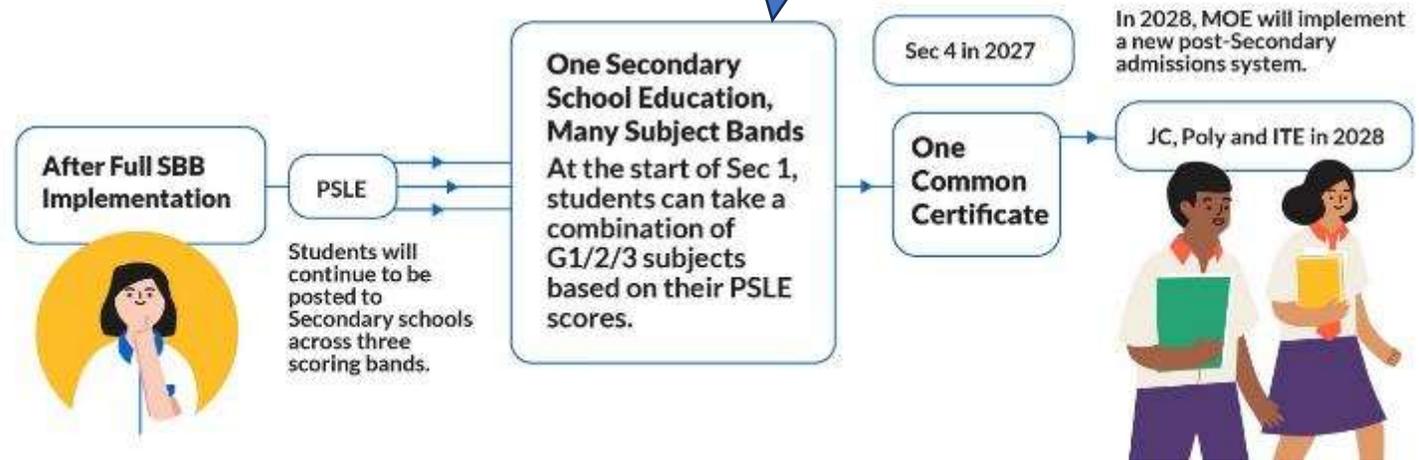
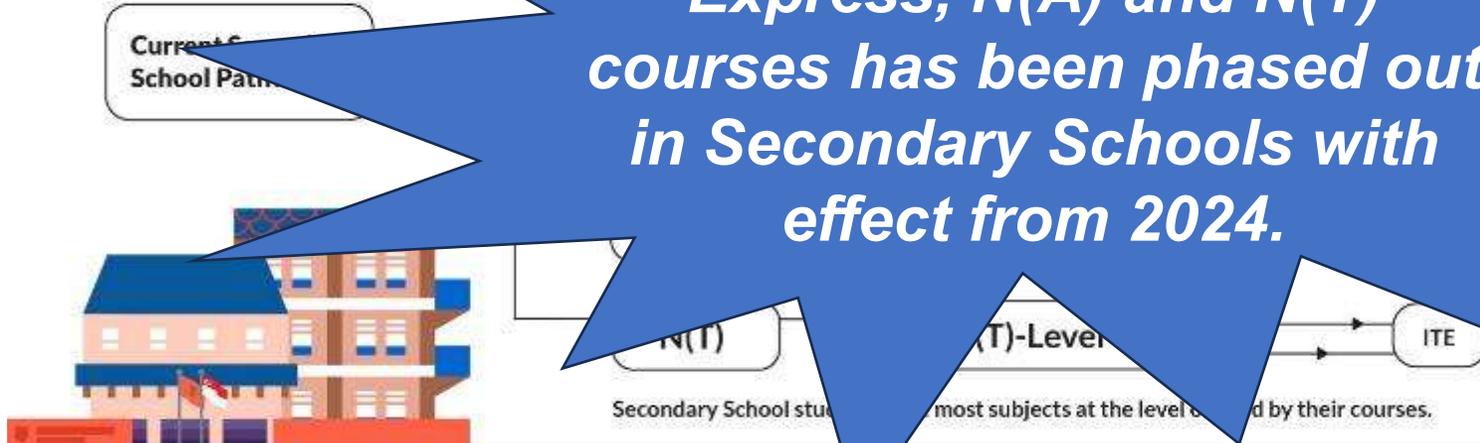
Educational Pathways Today with More Diverse Pathways and Opportunities



OFFICIAL (CLOSED) \ NON-SENSITIVE

Remaking Secondary School Pathway

Express, N(A) and N(T) courses has been phased out in Secondary Schools with effect from 2024.



FULL SUBJECT-BASED BANDING (FULL SBB)

Secondary school experience under Full SBB

- Mixed form classes and common curriculum subjects at Lower Secondary.
- **Subjects to be offered at G1, G2 or G3 (G stands for General)**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**

After PSLE

Start of Sec

End of Sec

Post Sec

From 2023:
Entry to S1
through 1 of 3
Posting Groups

From 2027:
**Singapore-Cambridge
Secondary Education
Certificate (SEC)**
examination

From 2028, admission to JC or MI
must meet the following criteria:
**L1R4 gross aggregate score must not
exceed:**
:16 for JC
: 20 for Millenia Institute



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FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

From 2024, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups:

Posting Group 1, 2 and 3.

Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools**.

Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.



| Academic Stream (2023 and before) | PSLE Score | Posting Group | Subject level for most subjects |
|-----------------------------------|---|---------------|---------------------------------|
| EXPRESS | 4 – 20 | PG3 | G3 |
| EXPRESS / N(A) OPTION | 21 and 22 | PG2 or PG3 | G2 or G3 |
| N(A) | 23 and 24 | PG2 | G2 |
| N(A) / N(T) option | 25 | PG1 or PG2 | G1 or G2 |
| N(T) | 26 – 30 (with AL 7 or better in EL and MA) | PG1 | G1 |

Understanding Full Subject-Based Banding (Full SBB) [from 2024]



What is Full SBB?

WHAT IS FULL SBB?

- Full SBB has been implemented in secondary schools since 2024, and aims for students to:



Have greater ownership of their learning according to their strengths, interests, abilities, talents and learning needs.



Develop a growth mindset and an intrinsic motivation to learn for life.



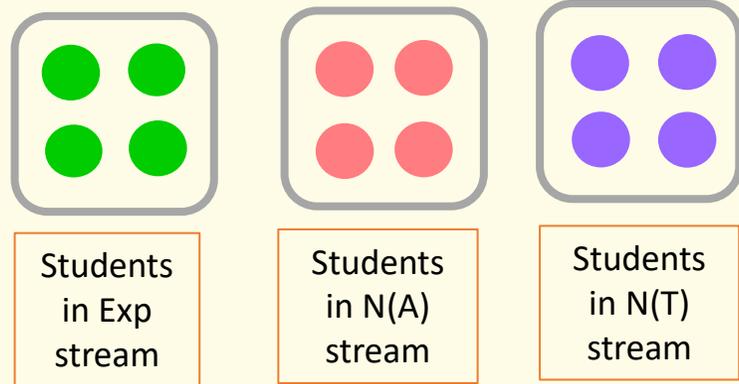
Have more opportunities to interact with friends of different strengths, interests, abilities and talents.



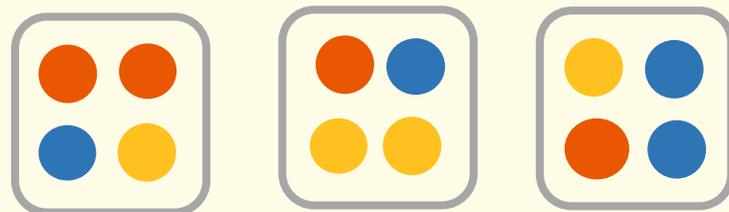
Have more options for post-sec pathways, while ensuring they have strong fundamentals and can thrive in their chosen pathway.

FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

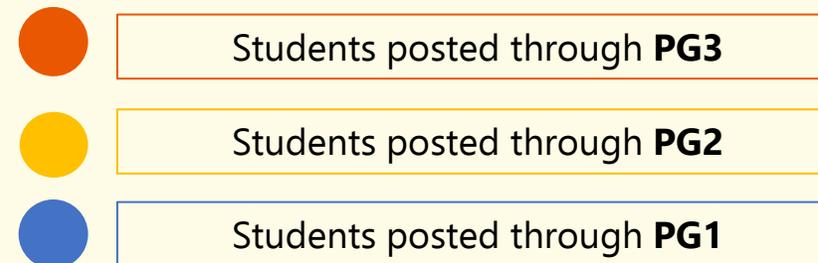
Form classes arranged by academic stream in schools yet to implement Full SBB



With Full SBB:
Mixed form classes



- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.
 - Provides students with **more opportunities** to interact with other students of different strengths and interests.
 - Enables students to **build meaningful friendships and learn to value different perspectives**.



FULL SBB: COMMON CURRICULUM

Common Curriculum Subjects taken in mixed form classes (~1/3 curriculum time)

Examinable Subjects:

- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

Non-examinable Subjects:

- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

- The six common curriculum subjects would each have a single syllabus for all students at Lower Secondary levels.
 - These subjects will be taught and assessed at a common level that is accessible to all students.
 - Teachers will adopt a range of approaches to cater to the different learning needs of their students.
- For other subjects, students attend classes with others taking the subject at the same subject level.

OFFERING SUBJECTS AT A MORE DEMANDING LEVEL AT THE START OF SEC 1

- Students posted to schools through PG1 and PG2 can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level based on their PSLE AL for each subject.

| FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2 | | | |
|--|--------------------|------------------------------|------------------------------------|
| SUBJECT | PSLE SUBJECT LEVEL | PSLE AL FOR SPECIFIC SUBJECT | OPTION TO TAKE THE S1 SUBJECT AT : |
| <ul style="list-style-type: none"> • English Language • Mother Tongue Language • Mathematics • Science | Standard | AL 5 or better | G3 or G2 |
| | | AL 6 | G2 |
| | Foundation | AL A | G2 |

OFFERING SUBJECTS AT A LESS DEMANDING LEVEL AT THE START OF S1

- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a **less demanding level** (LDL; i.e., G2), in consultation with their secondary schools.
- Students have the option to offer **Mother Tongue Languages (MTL)** at **LDL** based on their PSLE Achievement Level (AL) for the subject:

| POSTING GROUP (PG) | PSLE AL FOR MTL [^] | OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL |
|--------------------|------------------------------|---|
| PG3 | AL 6 | G2 |
| | AL 7-8 | G1 or G2 |
| PG2 | AL 7-8 | G1 |

[^] Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively.

- Students who are eligible to offer MTL at LDL can still choose to offer MTL at-level if they prefer.

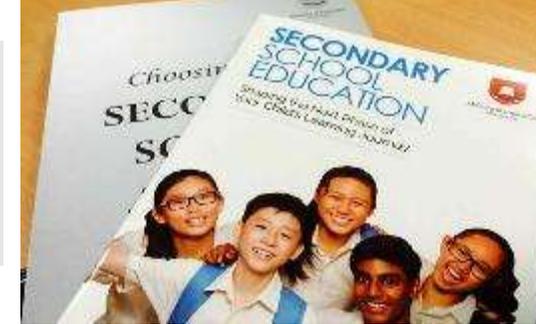
SUBJECT LEVEL FLEXIBILITY BEYOND THE START OF S1

- Beyond the start of Sec 1, students may **adjust their subject levels across their secondary school journey**.
 - Students may offer subjects, including English Language, Mother Tongue Languages, 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**, based on their school-based performance and school's holistic considerations, to calibrate their curricular load.
 - In upper secondary, students may offer elective subjects (for example, Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations, to **allow them to pursue their interests without adding unduly to their overall curriculum load**.
- Schools will consider **students' learning progress and developmental needs** when helping them determine their subject choices.

Important Milestones for your child in P6

PSLE Listening Comprehension (15 Sep)

PSLE Written Exam (24- 30 Sep 2026) (TBC)



Sec 1 Posting Exercise (Nov)

We are here
Term 1 Week 5
6 February



Direct School Admissions Exercise - Sec (T2/3 Apr-Jul)

PSLE Orals (12-13 Aug)

Preliminary Exams (July-August)

Milestone Revision Exercise (T1 Week 8 – T2 Week 2)



Supporting
your child on
this journey....



YOUR SUPPORT IN THE NEXT 8 MONTHS IS IMPORTANT.....

Ensure time for relaxation, exercise, quality sleep, adequate water intake and healthy diet

Encourage and Affirm your child by celebrating small successes

Focus on your child's strengths, look beyond the marks [*Guide your child to reflect and work on the areas for improvement*]

Prioritise and Self-Manage:
Limit screen time for gaming or social media apps

Normalise help-seeking

Validate their emotions and work through conflicts calmly

Spend **Quality Time** with your child. Be there for him/her
Connect with teachers/school



CARING FOR YOUR CHILD'S MENTAL AND EMOTIONAL WELL-BEING

Sense of Responsibility:
Co-develop a plan/time-table for revision

Set realistic goals and targets with your child [Desired Secondary School – **Choice Order Matters**]:
Manage your child's and your own expectations

Ensure your child's presence in school everyday

PSLE: Should parents take leave to help their child prepare for the exams?

Sign up now: Get tips on how to help your child succeed



Dr Jade Kua encourages her sons Mark Xavier Teo (right) and Marcel Ian Teo to exercise during exam seasons.
ST PHOTO: LIM YAOHUI



Elisa Chia +



Summary ⓘ

- Experts advise considering the benefits of taking leave for PSLE prep, focusing on emotional support than monitoring child's revision.
- Prioritise sleep, exercise and nutrition to manage PSLE stress effectively.
- If parents find it difficult to remain calm or control their anxiety, taking PSLE leave may actually be unhelpful.

Pertinent Questions to ask ourselves:

- What can you offer your child?
- Are you planning to tutor your child?
- Will your child appreciate your constant presence?
- How are you managing your anxiety?
- What message does taking leave convey?
- How else can you support your child?

Stay connected with the Teachers

- Collaborate with our Teachers to better support your child.
Connect with our teachers during office hours (7.30 a.m. to 4.30 p.m. on weekdays)
- **3 Touchpoints with our P6 Teachers**
 - **6 Feb** – PSLE, Sec 1 Posting and Full SBB/Curricular Updates
 - **10 Mar, Tue/11 Mar, Wed** – Meet The Parents (Teams Meeting)
 - **29 May, Fri** - Mid-Year Meet the Parents (F2F)
 - **19 Nov, Thu** – P6 Graduation Ceremony
- Use official communication modes to connect with our Teachers such as Student Handbook, MOE Emails, through **Parent Gateway**
Teachers are not expected to share their personal mobile phone numbers with parents
Teachers are not expected to respond to parents' and students' queries during the weekends except for emergencies



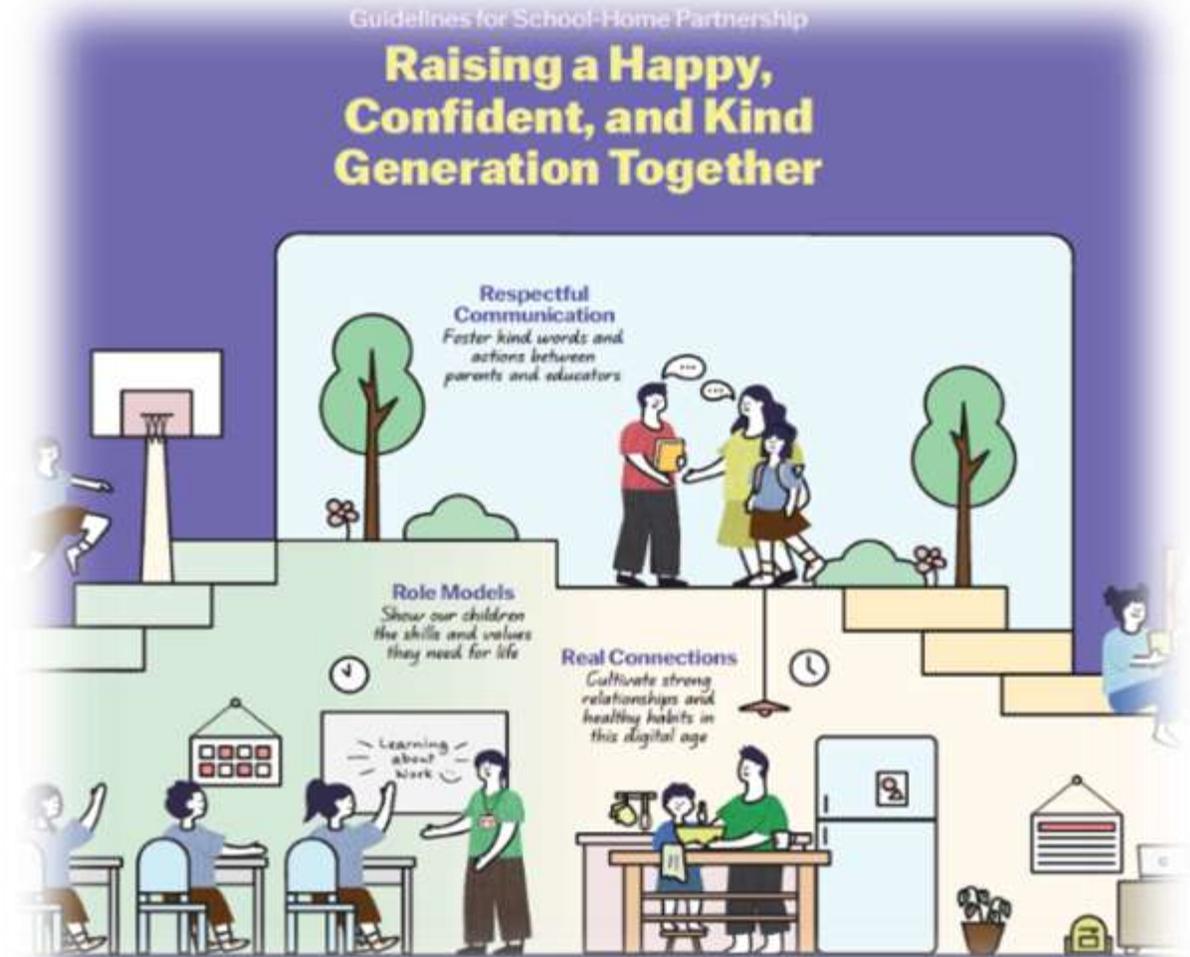
SCHOOL-HOME PARTNERSHIP

We welcome your feedback and suggestions. Share with us your concerns.

Contact Us at our generic email addresses punggolcove_ps@moe.edu.sg
(Turnaround time of 2 working days)

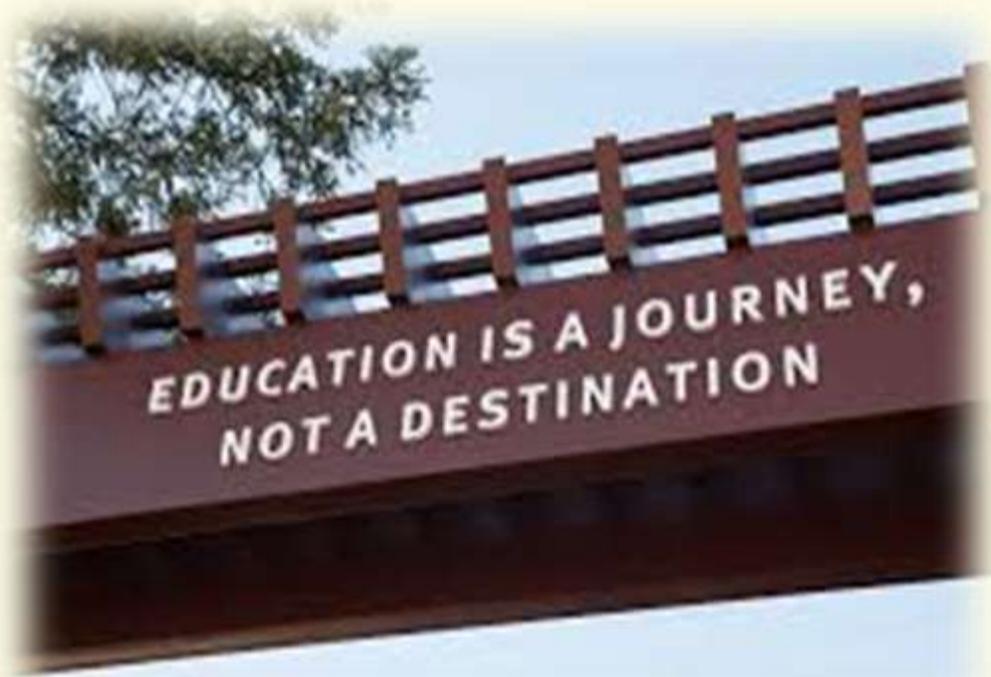
Catch our latest happenings through our School Website, [Instagram](#) and [Facebook](#)

SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD'



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**THE PSLE IS NOT THE DESTINATION AND DOES NOT
DEFINE OUR CHILDREN
IT IS PART OF OUR CHILDREN'S EDUCATION JOURNEY**



***Let's work together to
bring out the best in
our children and help
them realise their
dreams!***

“Praise the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement.”

*Carol Dweck, psychologist and a professor at
Stanford University*



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Academic Matters



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PCPS Assessment Plan

| LEVEL | TERM 1 | TERM 2 | TERM 3 (July – August) | TERM 4 |
|-----------|---|--|---------------------------|--------|
| PRIMARY 6 | Milestone Revision Exercise (EL, FEL, MT, FMT, HMT) | Milestone Revision Exercise (Ma, FMA, Sc, FSc) | 100% Prelim | - |



Assessment Matters

- As there is no MYE for all levels, the school will continue to communicate with you on students' progress through Meet-The-Parents Sessions at the end of Term 1 and Term 2.
- There will also be non-weighted timed practices such as Milestone Revision Exercise and topical reviews put in place for P6 students to help them get accustomed to the PSLE format as well as to check on their learning progress thus far.



Preliminary Exams

- **Topics and Weighting :**

- Assessment Letter will be issued at a later date.

- **Absences:**

- Any absence must be supported by medical certificate issued by a medical doctor. **Letters of excuses are not acceptable.**

NOTE:-

- If your child/ward is unwell, he/she should be resting and recuperating at home.
- The well-being of the child is **MOST IMPORTANT.**



Academic Matters – Support from School

- P6 Remediation for selected students has commenced in Term 1 Week 3
- Every Monday and Friday 2.00 p.m. – 4.00 p.m.



Some good examination habits to cultivate

- Use dark blue or black **ball point pens** (0.5mm)
- **Don't use correction tapes.**
Draw lines to cancel ~~errors~~.
- Minimise time wastage using highlighters, **underline** key words.



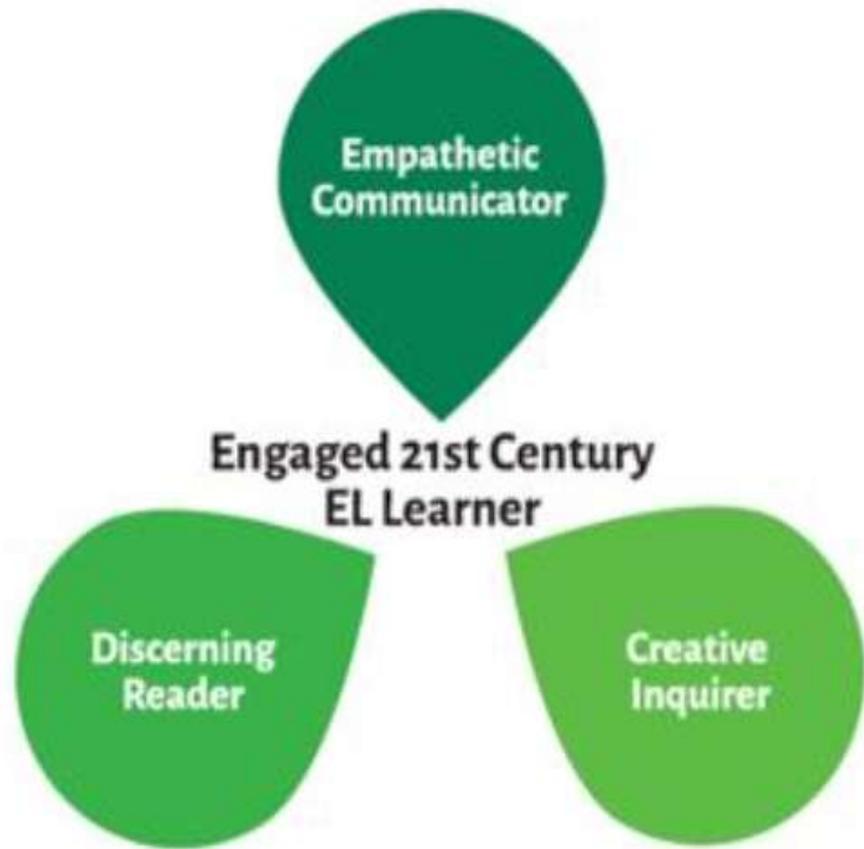
PSLE Examinable Subjects



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English

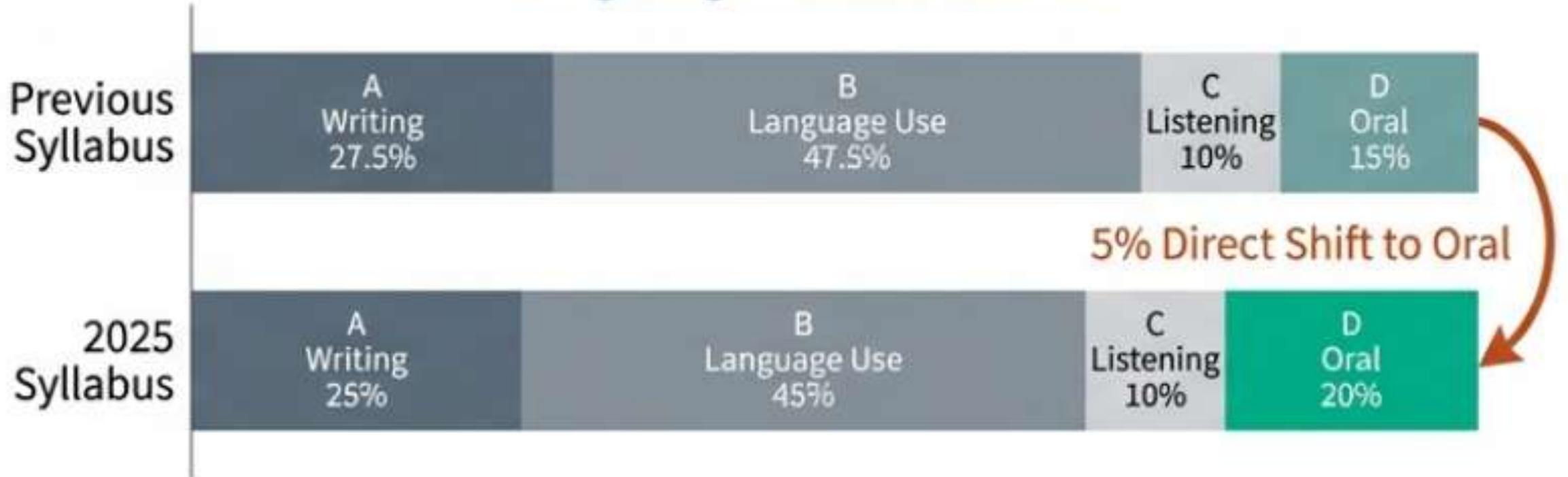


The three desired learner outcomes of the ELS 2020 Syllabus are:

- (i) An Empathetic Communicator
- (ii) A Discerning Reader
- (iii) A Creative Inquirer

English

Weightage Redistribution



MT & FMT

| | |
|---|----|
| Mother Tongue Oral <ul style="list-style-type: none">•Reading Aloud (20m)•Conversation based on video stimulus (30m) | 50 |
| Foundation Mother Tongue Oral <ul style="list-style-type: none">•Reading Aloud (15m)•Conversation based on video stimulus (40m) | 55 |



Language Use: Chinese Language

| Booklet A | Booklet B |
|--|--|
| <ul style="list-style-type: none">• Language Application• Cloze Passage• Reading Comprehension 1 | <ul style="list-style-type: none">• Complete the dialogue• Reading Comprehension 2 (2 passages) |



Language Use: Malay Language

| Booklet A | Booklet B |
|--|--|
| <ul style="list-style-type: none">• Prefix & Suffix• Proverb• Word Class (Cloze Passage)• Comprehension 1 (MCQ) | <ul style="list-style-type: none">• Phrases• Comprehension 2 (2 texts - 1 text on Graphic Stimulus, 1 narrative text) |



Language Use: Tamil Language

| Booklet A | Booklet B |
|---|--|
| <ul style="list-style-type: none">• Case Marker (Vetrumai)• Poetry, Proverbs• Adjectives, Adverbs• Cloze comprehension• Reading comprehension(MCQ) | <ul style="list-style-type: none">• Sound differentiation• Graphic stimulus• Comprehension passage |



Mathematics

Key focus areas of revised syllabus

- **Continue** to develop critical mathematical processes that support the development of 21st century competencies;
- **Develop a greater awareness** of the big ideas in mathematics that will deepen students' understanding and appreciation of mathematics; and
- **Give greater emphasis** to the development of metacognition to promote self-directed learning and reflection.



Content Changes To P6 (Standard Math)

2013

| |
|----------------------------------|
| Fractions |
| Percentage |
| Ratio |
| Algebra |
| Area and Circumference of Circle |
| Volume of Cube and Cuboid |
| Special Quadrilaterals |
| Nets |
| Pie Charts |
| Speed |

2021

| |
|--------------------------------------|
| Fractions |
| Percentage |
| Ratio |
| Algebra |
| Area and Circumference of Circle |
| Volume of Cube and Cuboid |
| Special Quadrilaterals |
| Nets (moved to P4) |
| Pie Charts (moved to P4) |
| Speed (Removed) |
| Average (moved from P5 to P6) |

Include Ratio content for P5 and P6 (2013 Syllabus)

REMOVED

“Changing Ratio”



Examples of 'Changing Ratio' Question

The number of boys and girls in a hall were in the ratio 2 : 5 .

After 11 boys entered the hall and half the number of girls left the hall, the ratio of the number of boys to girls became 1 : 1.

How many children were there in the hall at first?

At first, the ratio of Shanti's savings to Roy's savings was 5 : 4 .

After each of them donated \$60 to charity, the ratio of Shanti's savings to Roy's savings became 13 : 10.

What was Shanti's savings at first?

Alan and Barry shared a box of stickers in the ratio 3 : 2 .

Alan gave 20% of his stickers to Clara who had none at first.

Find the ratio of Alan's to Barry's to Clara's stickers after Alan had given Clara the stickers.



2026 PSLE Exam Format (Standard)

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 |



2026 PSLE Exam Format (Foundation)

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 |



2023 Primary Science Syllabus

| Levels | P3 | P4 | P5 | P6 |
|---------------|---|---|--|---|
| Topics | <ul style="list-style-type: none"> Diversity of living and non-living things (General characteristics and classification) Diversity of materials Cycles in plants and animals (Life cycles) Interaction of forces (Magnets) | <ul style="list-style-type: none"> Plant system (Plant parts and functions) Human system (Digestive system) Cycles in matter and water (Matter) Energy forms and uses (Light) Energy forms and uses (Heat) | <ul style="list-style-type: none"> Cycles in plants and animals (Reproduction) Cycles in matter and water (Water) Plant system (Respiratory and circulatory systems) Human system (Respiratory and circulatory systems) Electrical system | <ul style="list-style-type: none"> Energy forms and uses (Photosynthesis) <u>Energy conversion</u> Interaction of forces (Frictional force, gravitational force, <u>elastic spring force</u>) Interactions within the environment |

Note: Underlined topics are not required in the Foundation Science Syllabus



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To take note in 2023 Primary Science Syllabus

| P4 | P5 | P6 |
|---|---|--|
| <p>Topic: Energy forms and uses (Light)</p> <ul style="list-style-type: none"> The property of '<i>Light travels in straight lines</i>' is included. | <p>Topic: Cycles in plants and animals (Reproduction)</p> <ul style="list-style-type: none"> The topic '<i>Cell system</i>' is removed. The concept of '<i>cell as basic unit of life</i>' is introduced in the topic Cycles in plants and animals (Reproduction). | <p>Topic: Energy forms and uses (Photosynthesis)</p> <ul style="list-style-type: none"> The concept of <i>respiration focusing on the release of energy from food</i> is included under the topic Energy forms and uses (Photosynthesis). |
| <p>Topic: Energy forms and uses (Heat)</p> <ul style="list-style-type: none"> The concept '<i>Heat is a form of energy</i>' is included. | | |



PCPS RISE & SHINE!

Our signature inquiry strategy for students to develop critical and adaptive thinking routine.

RISE

&

SHINE

Annotations are critical for transforming reading into an active, engaging process that boosts comprehension, retention, and critical thinking.



| | |
|----------|---|
| R | READ the given information or context provided carefully. |
| I | IDENTIFY the key concept. Underline or circle the keywords / cues. Tag the key concept. |
| S | SHOW your scientific thinking by writing down your reasonings. |
| E | For Multiple-Choice Questions: ELIMINATE (X) the wrong options and tick (✓) the correct option. Shade the OAS ovals clearly and accurately. For Open-Ended / Structured Questions: Explain using Claim-Evidence-Reasoning (CER). *Explore PCPS 'SHINE' to learn how to explain using CER. |

Study the given information in each question carefully.

How do I process the information given?

Identify and tag the concept.

***Need** to make a **CLAIM**. Use the given diagram, table or graph to help you to find the **EVIDENCE**.

Explain and write the **REASONING** clearly.



Subject information from SEAB



EXAMINATIONS ▾ SERVICES ▾ NEWS ▾ ABOUT US ▾ QUICKLINKS ▾ FAQs ▾

HOME / PSLE / PSLE FORMATS EXAMINED IN 2026

PSLE Formats Examined in 2026

Here are the 2026 PSLE examination formats.

Please note that from 2017, the oral examination for both Standard and Foundation Mother Tongue Languages will be conducted in the e-Examination format. Check out this [online tutorial](#) to understand the revised examination format.



seab.gov.sg/psle/psle-formats-examined-in-2026/

| Subject Title | Language Medium | Subject Code |
|--|-----------------|--------------|
| English Language | English | 0001 |
| Chinese Language | Chinese | 0005 |
| Malay Language | Malay | 0006 |
| Tamil Language | Tamil | 0007 |
| Mathematics [Revised] | English | 0008 |
| Science [Revised] | English | 0009 |
| Panjabi | Panjabi | 0010 |
| Hindi | Hindi | 0011 |
| Gujarati | Gujarati | 0012 |

<https://www.seab.gov.sg/psle/psle-formats-examined-in-2026/>

To Serve To Lead



The PSLE Scoring System

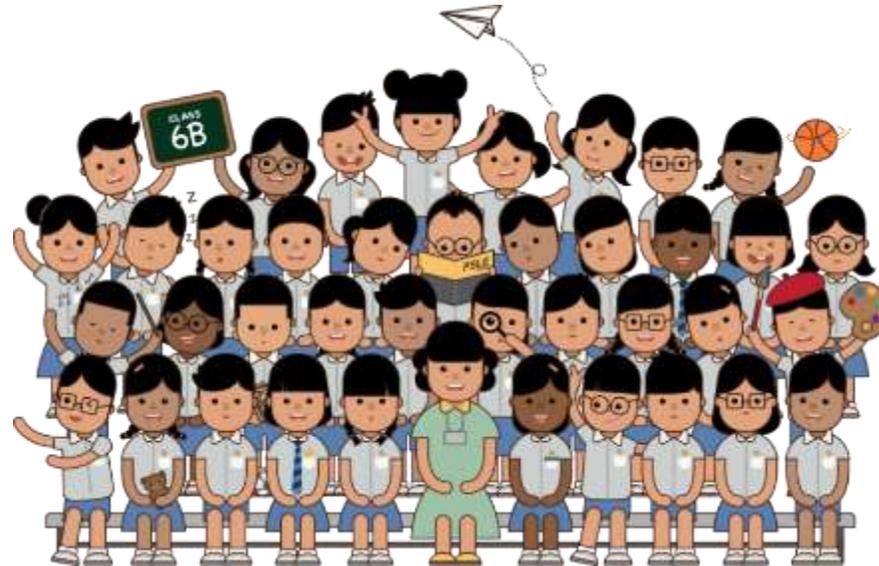


To Serve To Lead

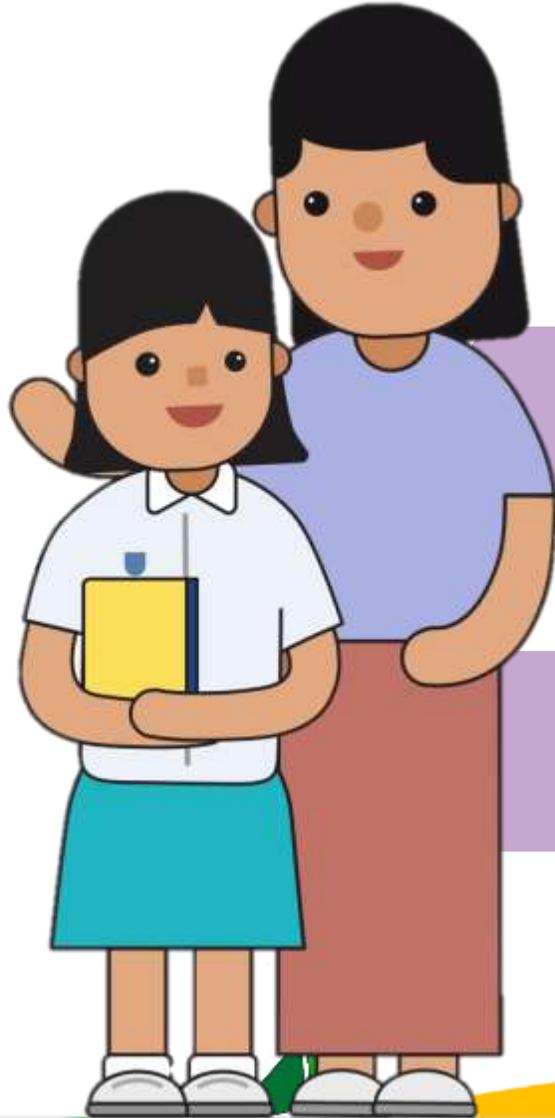


The PSLE SCORING and S1 POSTING

**SUPPORTING STUDENTS AND PARENTS IN MAKING
INFORMED SCHOOL CHOICES FOR PSLE**



Sharing About PSLE Matters



**How does the PSLE Scoring &
S1 Posting work?**

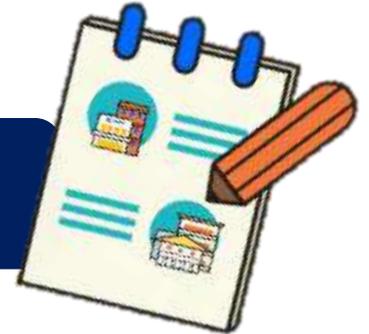
**How are students posted to
secondary schools?**

WHAT IS THE INTENT OF THE PSLE?



A useful checkpoint at the end of primary school

A fair way to determine secondary school posting



Over the years, we have been changing the education system to help our students discover and develop their strengths, interests, abilities and talents while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the over-emphasis on academic results by:

1

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

2

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

3

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



To Serve To Lead



WHAT ARE ACHIEVEMENT LEVELS (AL)?

WHY ARE THE BANDS UNEVEN?

- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.
- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

When we learn something new, after some initial practice, we often find ourselves improving significantly.

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

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.

| AL | RAW MARK RANGE |
|-----------|-----------------------|
| 1 | ≥ 90 |
| 2 | 85 – 89 |
| 3 | 80 – 84 |
| 4 | 75 – 79 |
| 5 | 65 – 74 |
| 6 | 45 – 64 |
| 7 | 20 – 44 |
| 8 | < 20 |

GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.
- This mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

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

HOW DOES THE PSLE SCORING SYSTEM WORK?

- The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).
- The PSLE Score can range from 4 to 32, with 4 being the best.



Elena PSLE Score **14**

| PSLE Subject | AL Score |
|------------------------|----------|
| English | 2 |
| Math | 2 |
| Foundation Science | AL A = 6 |
| Mother Tongue Language | 4 |

SUBJECT-BASED BANDING (SECONDARY)

SBB (SEC) ELIGIBILITY CRITERIA

- A student scores an overall Score of 23 and AL 5 for

Example 1



| | |
|------------------------|------|
| ENGLISH LANGUAGE | AL 6 |
| MOTHER TONGUE LANGUAGE | AL 6 |
| MATHEMATICS | AL A |
| SCIENCE | AL 5 |

PSLE SCORE: 23

= AL6

| Academic Stream (2023 and before) | PSLE Score | Posting Group | Subject level for most subjects |
|-----------------------------------|---|---------------|---------------------------------|
| EXPRESS | 4 – 20 | PG3 | G3 |
| EXPRESS / N(A) OPTION | 21 and 22 | PG2 or PG3 | G2 or G3 |
| N(A) | 23 and 24 | PG2 | G2 |
| N(A) / N(T) option | 25 | PG1 or PG2 | G1 or G2 |
| N(T) | 26 – 30 (with AL 7 or better in EL and MA) | PG1 | G1 |

subjects at more demanding levels based on their in-school performance, to further pursue their interests and develop to their fullest potential.

SUBJECT-BASED BANDING (SECONDARY) [SBB (SEC)] ELIGIBILITY CRITERIA

1. Which course does Bryan qualify for?

| Academic Stream (2023 and before) | PSLE Score | Posting Group | Subject level for most subjects |
|---|--|------------------|---------------------------------------|
| EXPRESS | 4 – 20 | PG3 | G3 |
| EXPRESS / N(A) OPTION | 21 and 22 | PG2 or PG3 | G2 or G3 |
| N(A) | 23 and 24 | PG2 | G2 |
| N(A) / N(T) option | 25 | PG1 or PG2 | G1 or G2 |
| N(T) | 26 – 30 <i>(with AL 7 or better in EL and MA)</i> | PG1 | G1 |

Example 2

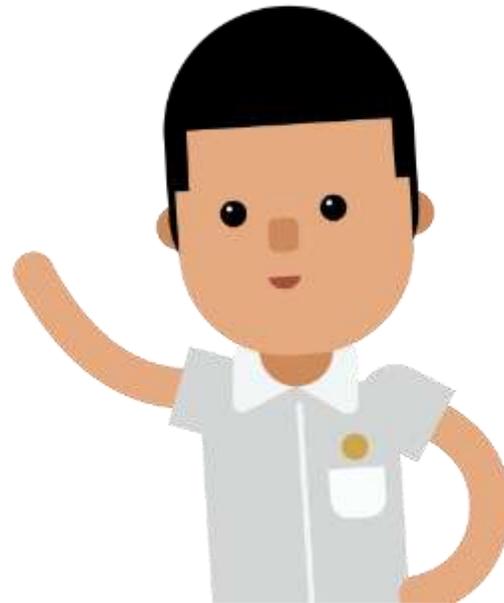
| | |
|---------------|-----|
| ENGLISH | AL6 |
| MOTHER TONGUE | AL4 |
| MATHEMATICS | AL5 |
| SCIENCE | AL6 |

PSLE SCORE: 21

SUBJECT-BASED BANDING (SECONDARY) [SBB (SEC)] ELIGIBILITY CRITERIA

Example 3

| | |
|-----------------------|------------|
| ENGLISH | AL6 |
| MOTHER TONGUE | AL5 |
| MATHEMATICS | AL8 |
| SCIENCE | AL6 |
| <hr/> | |
| PSLE SCORE: 25 | |



Offered PG 1 or 2

Choice PG 2 : MT (G3)

**Choice PG1 :
EL and SC at G2
MT at G3**

Example 4

| | |
|-----------------------|------------|
| ENGLISH | AL6 |
| MOTHER TONGUE | AL5 |
| MATHEMATICS | AL8 |
| FDN SCIENCE | ALB |
| <hr/> | |
| PSLE SCORE: 26 | |

= AL7

Repeat*

***Students with PSLE score of
26-30 must score **AL7** or
better in **BOTH EL and MA****



ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- From 2026, pupils who do well in the subject in the Primary School Leaving Examination (PSLE) can take higher mother tongue languages (HMTLs) in Secondary 1, regardless of their overall PSLE score.
- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

ELIGIBILITY CRITERIA FOR HMTL

- **(i) Students who score**
 - **AL 1 / AL 2 in MTL or**
 - **Distinction / Merit in HMTL**

- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL, and are able to cope with the learning load required.

HOW DOES THE S1 POSTING WORK?

- Your child has **six choices** in selecting their secondary schools.
- Your child will be posted to a secondary school based on **academic merit, i.e., PSLE Score**, and their **choice order of schools**.
- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:
 1. **CITIZENSHIP**
 2. **CHOICE ORDER OF SCHOOLS**
 3. **COMPUTERISED BALLOTING**
- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.



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**.



HCL POSTING ADVANTAGE TO SAP SCHOOLS

Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.

Students will be considered for admission to SAP schools in the following order:

| | | | | |
|-----|---|---|-------------|--|
| 1st |  | 7 | NO HCL | Students with better PSLE Scores will be posted first, even if they did not take HCL |
| 2nd |  | 8 | DISTINCTION | |
| 3rd |  | 8 | MERIT | Amongst students with the same PSLE Score, those with better HCL grades will be posted first |
| 4th |  | 8 | PASS | |
| 5th |  | 8 | NO HCL | |
| 6th |  | 9 | DISTINCTION | |

- Students' HCL results are denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).
- Students who obtain (i) a Distinction / Merit / Pass in HCL and (ii) a PSLE Score of 14 or better are eligible for posting advantage to SAP schools.
- Students are ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 Posting.

Choosing Suitable Secondary Schools

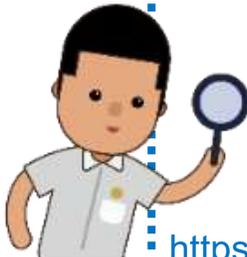
Factors to Consider

Preparing for S1 Posting Exercise



PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's distinctive programmes, Co-Curricular Activities (CCA), culture, ethos, and proximity to home when shortlisting school choices that would best fit a student's educational needs.
- The PSLE Score ranges for individual secondary schools will be available for your reference on <https://moe.gov.sg/schoolfinder> and <https://go.gov.sg/exploreschools>. They reflect the PSLE scores of the students posted into these schools at the previous year's S1 Posting Exercise.
- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.

| SchoolFinder Tool | MySkillsFuture Student Portal (Primary) |
|---|--|
|   https://www.moe.gov.sg/schoolfinder |  https://go.gov.sg/exploreschools |

HOW DO WE INTERPRET THE PSLE SCORE RANGES?

The PSLE Score range refers to the PSLE Score of the first and last student admitted to a particular school in the previous year via the S1 Posting Exercise. This shows the range of student profiles who enter each school.

Example

XX Secondary School

PSLE Score range of 20XX (previous year's S1 Posting Exercise)

| | |
|-----------------|---------|
| Posting Group 3 | 15 – 20 |
| Posting Group 2 | 21 – 24 |
| Posting Group 1 | 25 – 28 |

PSLE Score of the first student posted into the school in the respective PG.

PSLE Score of the last student posted into the school in the respective PGs [i.e., the school's **Cut-Off Point (COP)**].

Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.

EXAMPLE OF AN SAP SCHOOL'S PSLE SCORE RANGE

While students need not take HCL to enter SAP schools, students who pass HCL receive a posting advantage for admission. To reflect this, the PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

Example

XX Secondary School

PSLE Score range of 20XX (previous year's S1 Posting Exercise)

| | |
|-----------------|----------------|
| Posting Group 3 | 5 (D) – 12 (P) |
| Posting Group 2 | |
| Posting Group 1 | |

PSLE Score and HCL grade of the first student posted into the school through PG3.

PSLE Score and HCL grade of the last student posted into the school through PG3 [i.e. the school's Cut-Off Point (COP)].

SCHOOL CHOICE JOURNEY

- The PSLE Score ranges are a **useful starting point** for parents and students to consider secondary schools.
- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.



EXAMPLE: BRYAN'S JOURNEY

Bryan is in P6. Bryan had previously shortlisted 10 secondary schools based on his strengths and interests during the start of the year. Now that he has received his PSLE results, he has to decide on his 6 school options. **How should he go about it?**

BRYAN

Strengths and interests

- **Sports**, especially in **basketball** and **football**
- **Outdoor adventure**
- **Science**



PSLE Score: 16



| | |
|---------------|------|
| ENGLISH | AL 3 |
| MOTHER TONGUE | AL 4 |
| MATHEMATICS | AL 5 |
| SCIENCE | AL 4 |

PSLE SCORE: 16

EXAMPLE: BRYAN'S JOURNEY

Bryan reviews his shortlisted choices based on his PSLE Score and their PSLE Score ranges. He considers the distance from his home to the schools and makes a note on the schools that are nearer his home that have programmes that he is interested in (related to sports and science, with basketball or football CCAs).

After exploring several options, Bryan is interested in the following schools because they have Cut-Off Points (COPs) around his PSLE Score, offer sports programmes, basketball and football as CCAs, and science-related ALPs.

Secondary School A

ALP: Game Design and Robotics

LLP: Sports and Outdoor Education

CCAs: Offers basketball, football

Indicative PSLE Score range: 14 - 17

Secondary School H

ALP: Robotics and Automation

LLP: Community and Youth Leadership

CCAs: Offers basketball, football

Indicative PSLE Score range: 11 - 16

Secondary School M

ALP: Enhanced Music Programme

LLP: Digital Media

CCAs: Offers basketball, football

Indicative PSLE Score range: 15 - 18

EXAMPLE: BRYAN'S JOURNEY

Keeping in mind that he has **6** school options, Bryan also considers **other possible choices** near his home:

Secondary School E

ALP: Environmental Science and Sustainable Living

LLP: Music and Performing Arts

CCAs: Offers basketball, football

Indicative PSLE Score range: 13 - 17

Secondary School T

ALP: Digital Media

LLP: Sports and Outdoor Education

CCAs: Offers basketball, football

Indicative PSLE Score range: 15 - 19

Secondary School P

ALP: Aerospace Engineering

LLP: Community and Youth Leadership

CCAs: Offers football

Indicative PSLE Score range: 17 - 20

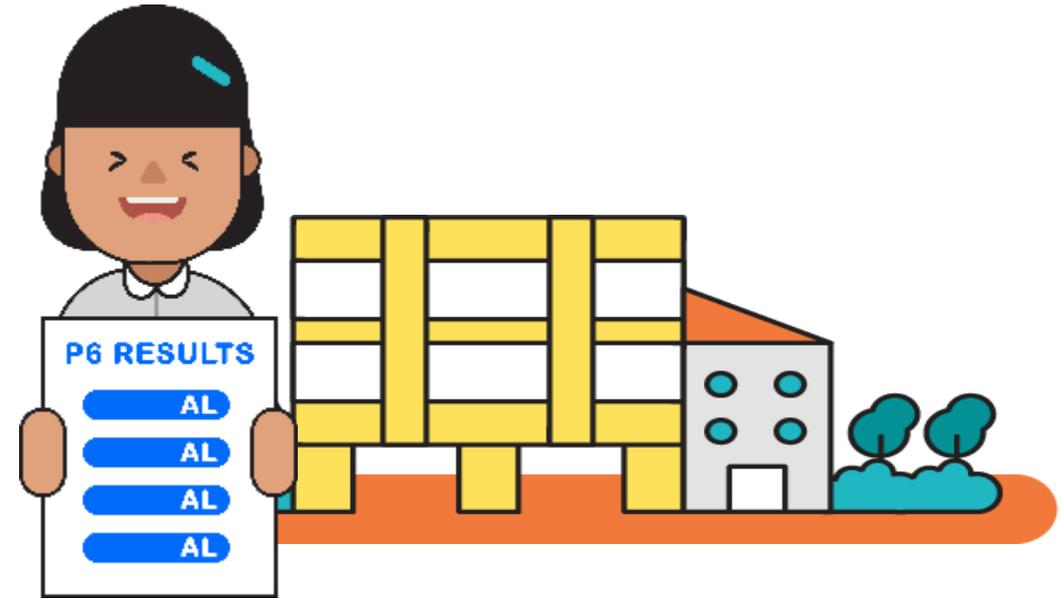
Bryan **visits these schools' virtual open houses** with his parents to find out more about their **programmes** and the **school culture**. Through the virtual session, he hears from their students their experiences.

Bryan is ready to consider how to rank and submit all his six school options for the S1 Posting Exercise. He also includes a few schools where his PSLE Score is better than the school's Cut-Off Point (COP) as the indicative PSLE Score ranges may vary from year to year.

Note: Depending on your child's PSLE Score, he/she may be offered a course option. If your child is eligible for 2 courses, he/she must choose 1 course before submitting his/her school choices. The selected course will apply to all the school choices.



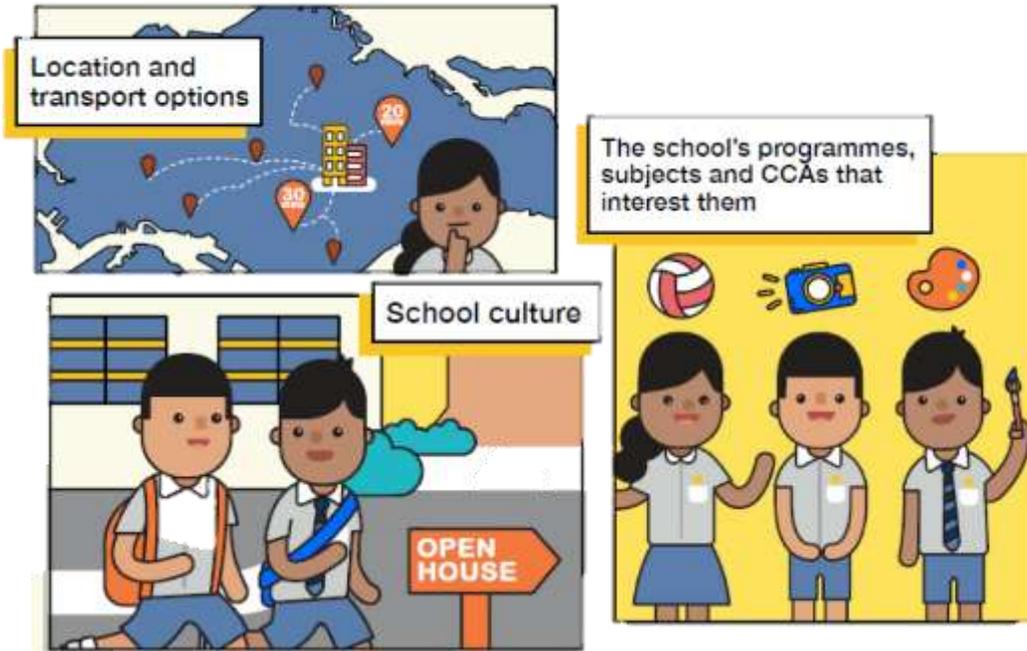
PREPARING FOR THE S1 POSTING EXERCISE



Use all 6 options with a range of Cut-off Points as this will increase your child's chances of being posted to a school of their choice.

Take reference from schools' PSLE Score ranges, which serve as a guide for you and your child to shortlist school choices. Consider at least 2-3 schools where your child's PSLE Score is better than the school's Cut-off Point.

PREPARING FOR THE S1 POSTING EXERCISE



Shortlist schools that offer programmes that cater to your child's strengths, interests, abilities, talents and learning needs, as well as provide suitable learning environments.

Rank your child's preferred school higher in the choice order of schools. This will increase your child's chances of being posted to that school, if they need to undergo tie-breaking.

Choosing the Right Secondary School

- **SchoolFinder** (<https://go.gov.sg/secschoolfinder>)
- **Open houses** held by secondary schools
(<https://www.schoolbag.edu.sg/story/open-house-for-secondary-schools/>)
- **PSLE-FSBB Microsite**
(<https://www.moe.gov.sg/microsites/psle-fsbb/index.html>)
- **Secondary school websites**



Choosing the Right Secondary School

- Include at least **2 to 3 schools** where **your child's PSLE score is better than the school's previous year's Cut-Off Points (COPs)** to increase their chances of securing a preferred school.
- Broadening the search **beyond the immediate neighbourhood** (i.e. Punggol and Seng Kang areas) significantly increases the likelihood of securing a place in a preferred school.
- Consider schools with **established programmes** located beyond the Punggol and Seng Kang areas, such as those in the **Hougang and Serangoon areas**.
- Many children adapt quickly to commuting to school and often develop a better sense of independence.



Choosing the Right Secondary School

Crest Secondary School and Spectra Secondary School

- An **alternative educational pathway** for students eligible for **Posting Group 1 only or the Posting Group 1/2 Option Band**, and who are more inclined towards **practice-oriented, hands-on learning**.
- **Eligible students interested to study in CSS or SSS can apply directly by submitting their school application to CSS and SSS. Students who have applied directly should continue to submit the S1 Option Form to facilitate posting to another school of their choice if they are not admitted to CSS or SSS.**
- More information on CSS and SSS can be found on their school websites (www.crestsec.edu.sg and www.spectra.edu.sg). The schools also organise open houses, where students can find out more about the schools' distinctive programmes



TIPS FOR PARENTS!

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

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



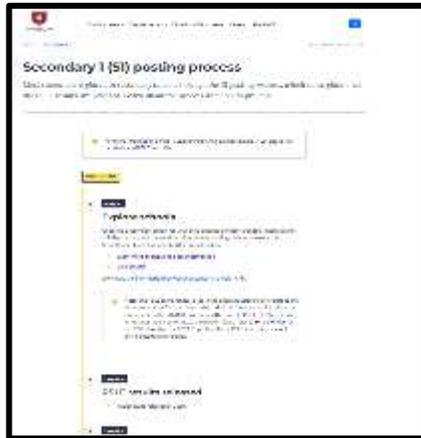
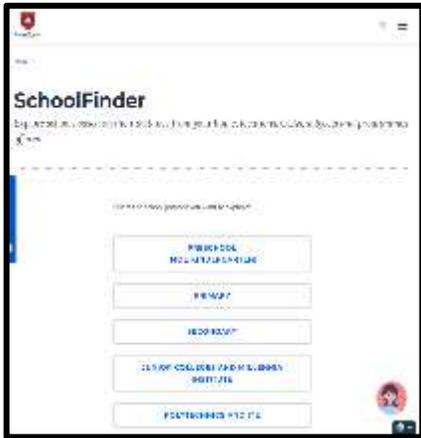
Have regular conversations with your child to understand more about his/her strengths, interests, abilities, talents and aspirations.

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

PREPARING FOR THE S1 POSTING EXERCISE

**SCHOOL
FINDER**

*My*SKILLS*future*



- Release of **S1 Posting** results 

- Release of **PSLE** results
- Online Submission of **S1 School Choices and Options** 

OCTOBER

NOVEMBER

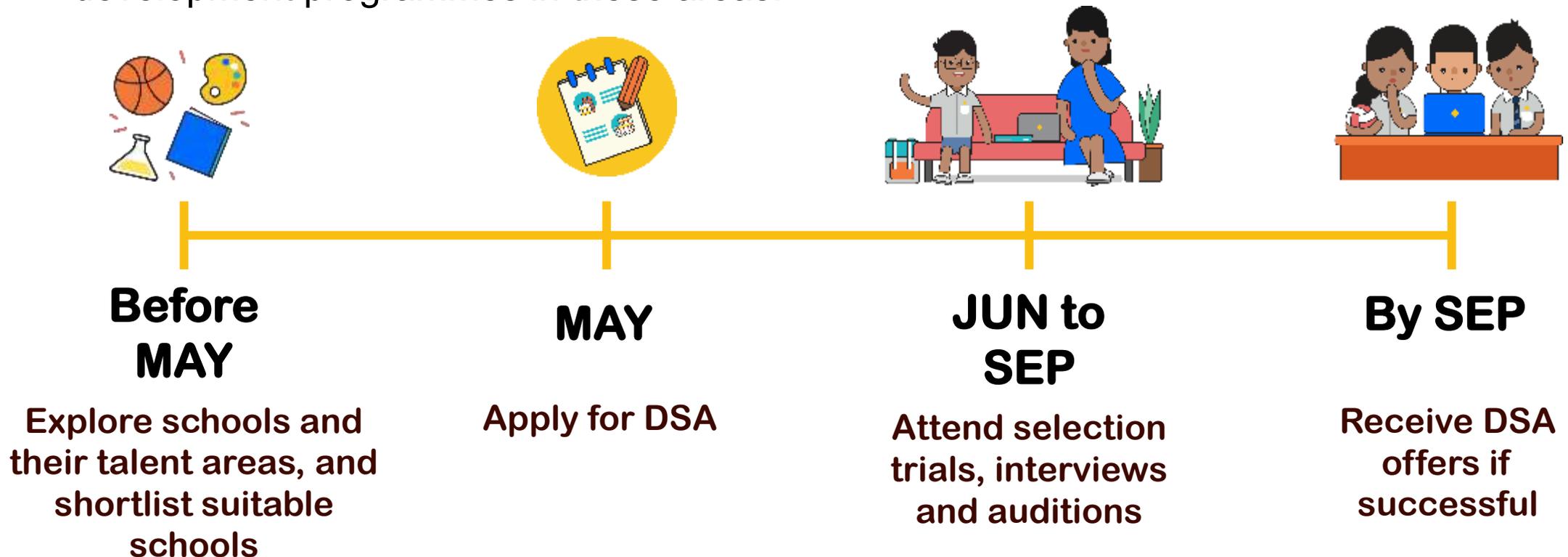
DECEMBER

To Serve To Lead



ENTERING SCHOOLS THROUGH DSA-SEC

- There is no change to the application and selection process with the shift to Full SBB.
- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.



Useful resources

Quick tips on shortlisting secondary schools

A SECONDARY SCHOOL THAT'S SUITABLE FOR YOUR CHILD

Help them match the school to their strengths and interests.

ASK:
What are their strengths, interests, and abilities?
- What school courses, programmes and opportunities will they be offered?
- Will the school be welcoming to a child like your child?

CONSIDER:
- School Culture
- Courses
- Programmes, Subjects and OCAs Offered
- Location and Transport
- If your child has Special Educational Needs
Select schools with appropriate facilities and resources.

SUBMIT:
- 6 School Options
Do not put your child in more than 6 schools.
- Schools with Different Out-Of-School Points
Check the school's Out-Of-School Points and compare it with the school's Out-Of-School Points.
REFER TO:
MOE's SchoolFinder
Check out schools based on interests, abilities, Out-Of-School Points, and the school's Out-Of-School Points.

YOUR RANGE OF SCHOOL CHOICES MATTERS
The higher the number of schools you list, the more likely you are to find a school that is a good fit for your child.
Do not list more than 6 schools. Each school should be a good fit for your child's interests and abilities.

GO.gov.sg

Tools to use to explore secondary schools

SCHOOL FINDER



My SKILLS future



How-to-Guides to equip parents on how to use the tools

How to Use SchoolFinder

Ministry of Education

<https://go.gov.sg/school-finder>

GO.gov.sg

Useful resources

Transition Materials

Supporting your child's transition through **Primary 5/6**
Build a strong home environment to nurture the social and emotional skills of your child using these T.A.B. tips.

SUPPORT

- Encourage your child to talk to a trusted adult for guidance.
- Help your child understand classroom rules and school routines. Review the **REPORT** to them.
- Bring your child school supplies, e.g. school bag, school bag strap, etc.

FAMILIARISE

- Visit and experience the school for a few days before the start of school. Meet the staff and other students.
- Share information on school routines and daily life with your child.

Talk **Ask**

QUICK TIPS

- Practice self-care during transition.
- Be prepared to support your child.

Supporting your child's transition through **Secondary School**
Build a strong home environment to nurture the social and emotional skills of your child using these T.A.B. tips.

SUPPORT

- Visit and experience the school for a few days before the start of school. Meet the staff and other students.
- Share information on school routines and daily life with your child.

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- Share information on school routines and daily life with your child.

Talk **Ask**

QUICK TIPS

- Practice self-care during transition.
- Be prepared to support your child.



Resilience Boosters

POSITIVE THINKING

Let's see how you can be **POSITIVE**!

STRESS SYMPTOMS

Struggles to pay attention in studies or activities

SETTING GOALS

PROBLEM SOLVING

S.O.D.A.S. Strategy for problem-solving

Tips for Parents:

- Encourage your child to talk to a trusted adult for guidance.
- Help your child understand classroom rules and school routines.



FIND OUT MORE ON THE PSLE-FSBB MICROSITE



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



EXPLORE YOUR FULL SBB PATH



<https://go.gov.sg/my-fsbb-path>

OTHER RESOURCES

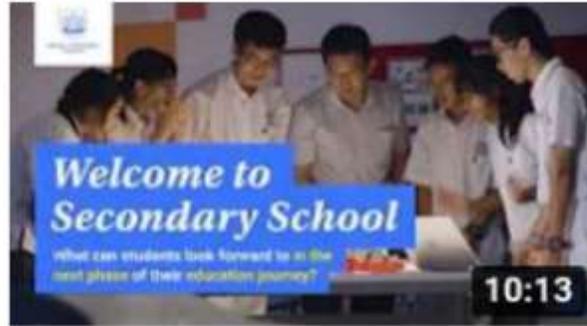
SchoolFinder Tool

SCHOOL FINDER



[https://go.gov.sg/
secschoolfinder](https://go.gov.sg/secschoolfinder)

“Welcome to Secondary
School” video



[https://go.gov.sg/
welcome-to-
secondary-school](https://go.gov.sg/welcome-to-secondary-school)

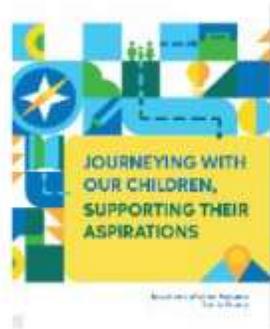
Student Journey Map and
School Explorer Card



[https://go.gov.sg/
psle-student-
journey](https://go.gov.sg/psle-student-journey)

OTHER RESOURCES

ECG Tips For Parents



<https://go.gov.sg/tips-for-parents>

MySkillsFuture Student Portal (Primary)



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

ECG What's Next



<https://go.gov.sg/whats-next-psle>

Well-Being Matters



To Serve To Lead



Attendance

- Encourage our students to be early and punctual for school.
- Students who are not in class by 7.30 a.m. will be considered late.
- For persistent latecomers, students will be referred to the HOD Discipline and Student Management for further actions.



Absence from School

- Medical Certificate or a letter from parent/guardian is needed to explain child's absence. (Limit of 5 letters per semester)
- Call the General Office and leave a message for your child/ward Form Teacher.
- Remind your child/ward to **hand** the MC or letter to their Form Teacher when he/she is back in school.



Attire Decorum - Uniform

Rationale:

Uniform Decorum teaches:

- Time management and executive function
- Accountability and respect for shared spaces
- Preparation for secondary school and beyond

Expectations:

- 1. Students should wear uniform when there is no PE or PAL Lessons.**
- 2. P1 and P2** students should come to school in their PE attire on days when there is PE or PAL. They can remain in their PE attire on those days.
- 3. P3 to P6** students who have PE lessons before recess, should come to school in their PE attire from home. They are required to change into their uniform during recess.
- 4. P3 to P6** students who have PE lessons after recess, should come to school in their uniform from home. They can change into their PE attire during recess.

Attire Decorum - Uniform

What Our Students Can Learn Through This:

By practicing appropriate attire changes, students learn:

- Appropriate attire for different activities
- Planning ahead (knowing when to change and prepare accordingly)
- Responsibility for own belongings
- Respect for shared learning spaces
- And develop habits expected in secondary school.



Attire Decorum - Uniform

| PERIOD/TIME | Mon | Tue | Wed | Thu | Fri |
|-------------------|---------------------------------------|------------------------|-------------------|-----------------------|--------------------------------|
| 2 0730 - 0800 | ASSEMBLY,CCE (FTGP) FELICIA,JIAHAO | EL FELICIA | ART KELVIN | PE JOSHUA MPH 1 | SCI NORIHSAANI |
| 3 0800 - 0830 | ASSEMBLY,CCE (FTGP) FELICIA,JIAHAO | EL FELICIA | ART KELVIN | PE JOSHUA MPH 1 | SCI NORIHSAANI |
| 4 0830 - 0900 | ASSEMBLY,CCE (FTGP) FELICIA,JIAHAO | EL FELICIA | EL FELICIA | PE NORIHSAANI | ALP NORIHSAANI COMP RM 2 |
| 5 0900 - 0930 | MATH JIAHAO | PE JOSHUA COVE 2 | EL FELICIA | PE NORIHSAANI | PE NORIHSAANI |
| 6 0930 - 1000 | | | | | |
| 7 1000 - 1030 | MT NORWATI | MT NORWATI | MT NORWATI | MT NORWATI | MT NORWATI |
| 8 1030 - 1100 | MT NORWATI | MT NORWATI | CCE I NORWATI | CCE I NORWATI | CCE I NORWATI |
| 9 1100 - 1130 | SS FATIMAH | MT NORWATI | SCI NORIHSAANI | CCE (MTL) NORZAIDA | EL FELICIA |
| 10 1130 - 1200 | PE JOSHUA ISH 2 | SS FATIMAH | SS FATIMAH | SS FATIMAH | EL FELICIA |
| 11 1200 - 1230 | PE JOSHUA ISH 2 | SS FATIMAH | SS FATIMAH | SS FATIMAH | EL FELICIA |
| 12 1230 - 1300 | EL FELICIA | MAT JIAHAO | MAT JIAHAO | MAT JIAHAO | MATH JIAHAO |
| 13 1300 - 1330 | EL FELICIA | MAT JIAHAO | MAT JIAHAO | MAT JIAHAO | MATH JIAHAO |

Recess

Students who have PE lessons before recess, should come to school in their PE attire from home. They are required to change into their uniform during recess.

Students who have PE lessons after recess, should come to school in their uniform from home. They can change into their PE attire during recess.



Attire Decorum - Uniform

| Scenario 1 | Scenario 2 | Scenario 3 | Scenario 4 |
|---|--|---|--|
| <ul style="list-style-type: none"> ✓ PE lessons before recess ✓ No CCA | <ul style="list-style-type: none"> ✓ PE lessons after recess ✓ No CCA | <ul style="list-style-type: none"> ✓ PE lessons before recess ✓ Sports CCA (after school) | <ul style="list-style-type: none"> ✓ PE lessons after recess ✓ Sports CCA (after school) |
| <ul style="list-style-type: none"> ➤ Wear PE attire to school ➤ Bring uniform to change during recess | <ul style="list-style-type: none"> ➤ Wear uniform attire to school ➤ Bring PE attire to change during recess | <ul style="list-style-type: none"> ➤ Wear PE attire to school | <ul style="list-style-type: none"> ➤ Wear uniform attire to school ➤ Bring PE attire to change during recess |



Attire Decorum - Uniform

Implementation:

- School teachers have been educating the students on their self and time management, as well as responsibilities in practicing their attire decorum.

We invite parents to partner us by:

- Reinforcing routines at home
- Encouraging personal responsibility
- Trusting the process of developing gradual independence.



Attire Decorum - Uniform

Parents' Support:

- School seeks parents' support in
 - ensuring that their child / ward comes to school in the correct attire and
 - guiding them to be responsible in managing their attire decorum.



**It is not just about how neat
our children look
– it's about who they are
becoming...**



**We value your
feedback and
suggestions.**

**We welcome
your questions
too!**

<https://go.gov.sg/2026pcpsp6pslebriefing>



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To Serve To Lead

