

Primary 4



Subject-Based Banding Briefing

2026



To Serve To Lead



**We hope your child has had a
good start to the academic year!**



OFFICIAL (CLOSED) \ NON-SENSITIVE

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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



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Our New COR3 Learning Dispositions

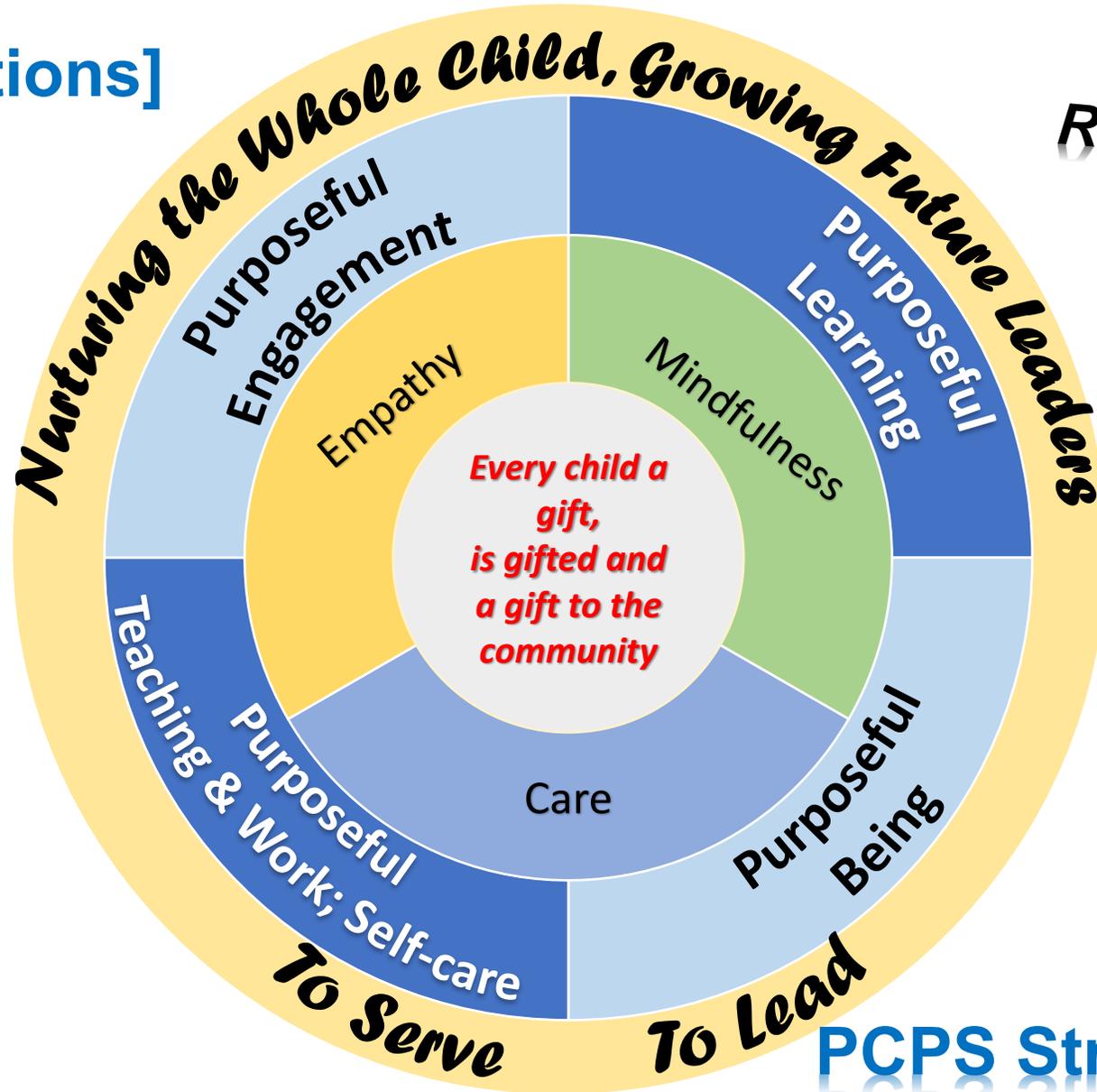
- **Curiosity**
- **Open-Mindedness**
- **Reflectiveness**
- **Resilience**
- **Responsibility**



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

[COR3 Dispositions]

Curiosity
Open-mindedness



Reflectiveness

Resilience

Responsibility



School Mission: Nurturing the Whole Child, Growing Future Leaders

In line with our school mission, we seek to provide opportunities to realise our school vision, where **every PCPS student is a**

- **Curious Lifelong Learner**
- **Confident Leader**
- **Responsible Innovator**



The Curious Lifelong Learner is...

- 
- eager to **learn, discover and question** to deepen understanding
 - **reflective** and **able to improve** thoughts, attitudes, behaviours and actions

- 
- **resilient** in his/her pursuit of goals and **sees failures as opportunities** for growth
 - **discerning** in distilling and **critically assessing** information both online and offline

Learning Dispositions

Curiosity

Reflectiveness

Resilience



The Confident Leader is...



- **anchored on** school and **R3ICH values**
- **open** to perspectives, **respectful** and **clear** when communicating with others

- able to **collaborate**, **leverage others' strengths**, and **rally others** towards shared goals
- **courageous** in unfamiliar situations and **takes risks responsibly**



Learning Disposition

Open-Mindedness



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The Responsible Innovator is...



- **concerned** about local and global issues, while maintaining **a sense of rootedness to Singapore**
- **open-minded, creative and imaginative** to consider different possibilities

able to **create solutions** which **serve the needs** of others, the environment, school and community

Learning Disposition

Responsibility



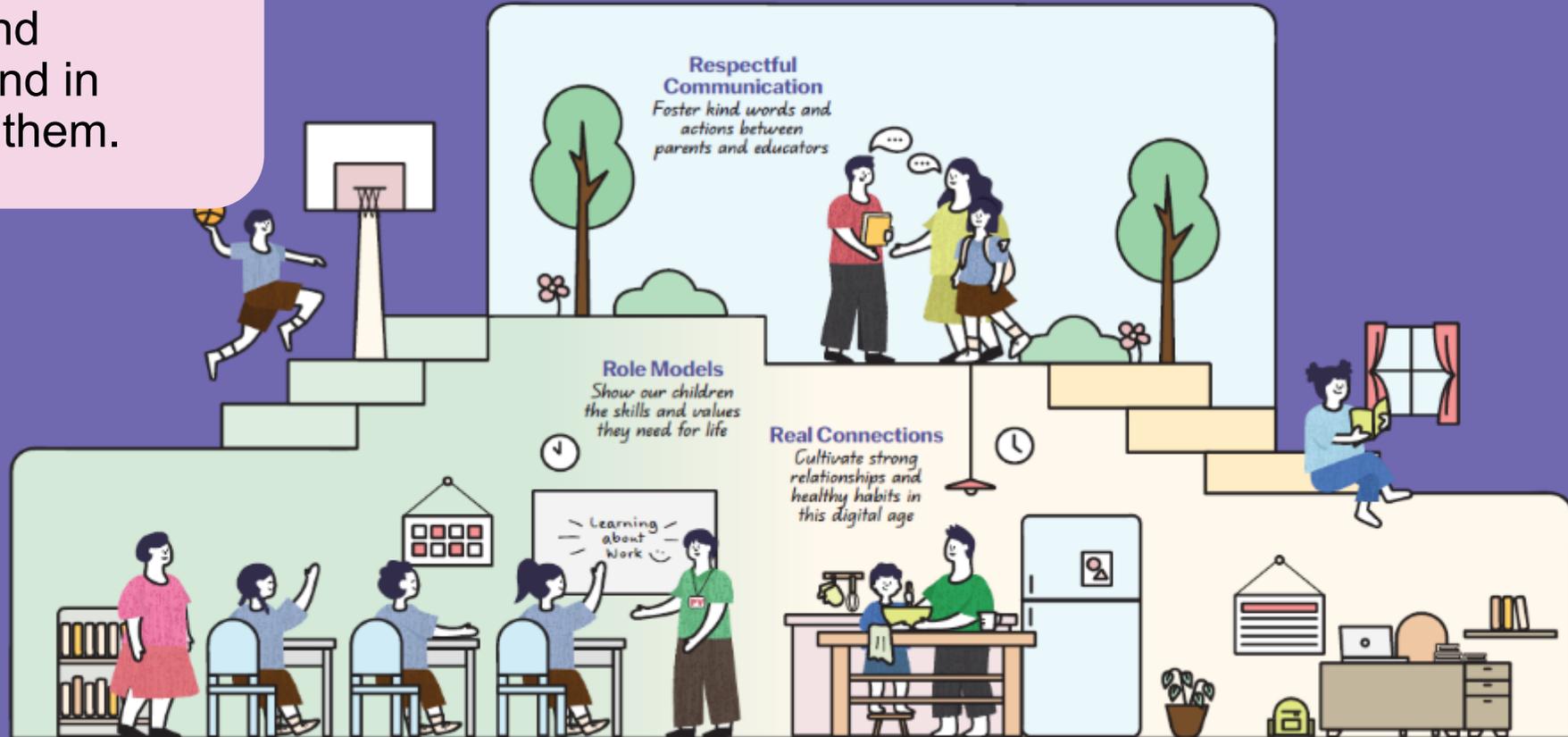
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Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together

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



A joint effort in 2024 by
the Ministry of Education and COMPASS

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3 areas we can work together on to foster School-Home Partnership

1 Respectful Communication

2 Role Models

3 Real Connections



Respectful Communication

**Foster kind words and actions
between schools and educators**



Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



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



Model good values in words and actions



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

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Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use

Build strong bonds through shared experiences and meaningful conversations

Provide a balanced mix of engaging online and offline activities, at school and at home



Respectful school-home partnerships

- 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.

A poster from the Ministry of Education Singapore. The top half shows several hands of different skin tones clasped together in a supportive grip. Below this, the Ministry of Education Singapore logo is centered. The main title 'RESPECTING OUR STAFF' is written in large, bold, white capital letters. Below the title, there are three paragraphs of text in white, with some words in bold. The background is a light grey with a subtle grid pattern.

Ministry of Education
Singapore

RESPECTING OUR STAFF

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

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

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

Stay connected with the Teachers/School

- Collaborate with the Teachers to better support your child.
Make appointments to see our Teachers when needed

Connect with our teachers during office hours (7.30 a.m. to 4.30 p.m. on weekdays)

- Use official communication modes to connect with our Teachers such as Student Handbook, MOE Emails, through **Parents Gateway**

Teachers are not expected to share their personal mobile phone numbers with parents

- We welcome your feedback and suggestions at punggolcove_ps@moe.edu.sg.
Give us 2 working days to respond to you.



InPsychful

*HOW TO BE MORE
INVOLVED IN YOUR
CHILD'S LEARNING*



Supporting Your Child at Primary 4



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WHAT IS SUBJECT-BASED BANDING (PRI)?

Subject-based Banding (Pri) provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths. For example, if he excels in English and Mother Tongue but needs more support in Mathematics and Science, he may choose to take the first two subjects at the standard level and the others at the foundation level.

Such a choice will allow your child to focus on and stretch his potential in the subjects that he is strong in while building up the fundamentals in the subjects that he needs more support in.



SUBJECT-BASED BANDING (PRI) AND SECONDARY SCHOOL ADMISSION: HOW ARE THEY RELATED?

Progression to secondary level depends on your child's PSLE score. The different expectations of standard and foundation subjects will be taken into account when your child's PSLE score is calculated. If he excels in his subjects, he will have the opportunity to pursue higher-level options at secondary school.

Offering subjects at the foundation level is not a disadvantage to your child. It enables him to focus on building up strong fundamentals in these subjects and better prepares him for progression to secondary school.



How does Subject-Based Banding work?

At P4

Student sits for the school-based End-of-Year Examination.
School recommends a subject combination based on student's results.
Parents fill up an option form indicating preferred combination.

At P5

Student takes the subject combination **chosen by parents**
At the end of P5,
School assesses student's ability to cope with the subject combination and make adjustments to the subjects taken at standard and foundation levels.

At P6

Student take a subject combination **determined by the school**
and sits for the PSLE at the end of P6



As Parents, you can:

- Encourage **joy of learning** by not over-emphasising academic performance
- Set goals together with your child.
- Practise **words of affirmation**. Focus on your child's effort, consistency and improvement rather than compare them to others
- Spend **quality time** with your child. Encourage your child to pursue his/her interests and **try new things**
- Manage your child's **screen time** and engage in **physical/outdoor activities (e.g. sports, running, gardening)**



Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.



Don't focus only on results

Encourage them to pursue their strengths, interests and try new things.

Still don't get it? Here's why teaching doesn't always lead to learning

Even the most carefully delivered lesson can fail if students lack the motivation needed for learning to take root.

Liu Woon Chia

There is a Charlie Brown comic strip in which Charlie proudly declares that he has taught his dog Snoopy how to write. When Snoopy fails to do so, Charlie admits that while he taught, he never said Snoopy learnt.

While it may sound absurd at first, the distinction is real.

I was teaching a Secondary 3 class of 40 boys when my principal sat in to observe me for my confirmation as a beginning teacher. I was young and confident, but had no idea how little I understood my students or whether they were ready to learn.

As I taught straight-line graphs, asked questions and saw hands go up, I thought the lesson was going well. It was only after the principal had left that the boys turned to me and said, kindly but bluntly: "Cher, liak bo kiu" (Teacher, catch no ball). They didn't understand much!

That incident was humbling. These students had tested me daily for months, yet they covered me that day. Their grace taught me two truths that continue to shape my work.

First, teaching does not ensure that learning has occurred. Second, learning cannot take place without motivation.

The gap between instruction and understanding is where education either succeeds or fails. Motivation – or the desire to learn – is often the bridge that connects the two. The real risk lies in failing to nurture this in students.

A lifelong love for learning is one of the most valuable gifts teachers and parents can give. It begins with motivation, the force that can transform learning from a chore into a passion, fuelling curiosity, persistence and deeper engagement.

Motivated students take ownership of their learning. They adapt, grow and thrive. Motivated teachers, in turn, go beyond delivery to design experiences and engage with students to drive them with encouragement.

MOTIVATION IN TEACHING AND LEARNING

In the book *Building Autonomous Learners*, John Wang, Richard Ryan and I shared



ST ILLUSTRATION LIM YONG

that education in the 21st century must strive to develop learners so that they are willing to question and find connections, create and push the boundaries, and innovate and seek out solutions. It must engage learners and empower them so that they take responsibility for their own learning and have the drive to create their own future. If "education is the lighting of a fire", motivation is the torch that lights and sustains it.

I know this not only as an educator, but also as a student. In primary and secondary school, I did well academically, driven largely by external motivation, the desire to be a good student and a dutiful daughter. Success came easily.

In junior college, that motivation wavered. I skipped lessons, lost focus and poured my energy into activities that felt more meaningful at the time. Only after the national basketball tournament did I realise how fragile my earlier motivation had been. It was sustained by structure and obligations, not by purpose.

Looking back, I learnt something fundamental: Motivation is not a personality trait. It is a lived experience. It rises when students feel capable, connected and in control of their learning; it falls when they feel trapped, judged or invisible.

I am fortunate to have had two teachers who "rescued" my motivation through theirs. They lit the spark and provided the

conditions for me to grow. My Chemistry teacher, Mrs Khor, saw a failing student and said, in essence, "I still believe in you". My PE teacher, Miss Poo, made everyone feel valued enough to dream beyond our circumstances.

Their belief was not anchored in my results, but in their conviction that I could become more than I was. They showed me that teaching demands more than technique; it requires belief in students and a steady confidence in their capacity to grow.

That belief is not sentimental. It is a source of professional motivation. It allows teachers to engage students meaningfully, set high but realistic expectations, and provide the support needed to meet them.

In a profession defined by complexity and constraint, such motivation also requires grit, the resilience to persist, adapt and improve despite setbacks.

When teachers are motivated, it helps them sustain the intrinsic motivation and belief in their students. As a result, classrooms become places where learners thrive. When it erodes, disengagement follows, undermining not only student learning but teachers' well-being and the wider school community.

According to the article *Influence Of Motivation On Teachers' Job Performance*, Dr Ashley Brandon says teacher motivation as its core enables educators to work with



Good pedagogy is about teachers embracing their roles as designers of learning, not just content deliverers. A great lesson isn't a performance, but an experience crafted to make thinking visible, encourage productive struggle, and help students feel, "I can do this, and it matters". The key shift happens when teachers realise: If they can't see the learning process through their students' eyes, they can't truly teach what they need.

dedication and affection. It ultimately contributes to achieving hierarchical goals and providing a profound sense of purpose to teachers' work. Effective teaching involves

thinking visible, encourage productive struggle, and help students feel, "I can do this, and it matters".

The key shift happens when teachers realise: If they can't see the learning process through their students' eyes, they can't truly teach what they need. Attention is often fragmented by design these days. Learning needs to feel human and connected to reality and community.

When students feel competent and see meaning beyond just grades and difficulty, their motivation grows.

Classrooms should therefore prioritise autonomy, competence and relatedness – not as slogans, but as daily practice. Autonomy means meaningful choice, not chaos. Competence comes from effortful mastery, not shortcuts. Relatedness is about making students feel known, safe to fail, and supported.

For less-advantaged children who cannot choose more tuition or enrichment classes, the teacher they meet in school may be their best chance. School becomes a ladder when teachers build competence without humiliation, autonomy without abandoning structure, and belonging without conditions. Otherwise, it becomes a sieve.

Education must guard integrity, empathy, discernment and responsibility, qualities that go deeper than performance. The end goal is not a student who can answer questions, but a young person who can judge wisely, care deeply and contribute meaningfully.

Those Sec 3 boys who once told me "Cher, liak bo kiu" didn't need a perfect teacher. They needed a teacher who cared enough to notice, to adjust, and to stay. The teachers who saved my motivation in my own rebellious season did the same, and, in doing so, changed the direction of my life.

In every era, the teacher's most powerful tool remains unchanged: a human presence that draws out the will to learn. Parents, too, play a critical role. By fostering confidence, ownership and a genuine love of learning, through encouragement rather than pressure, they reinforce what schools strive to build.

Together, teachers and parents can raise young people who believe in themselves, respect others, and build lives of purpose.

• Professor Liu Woon Chia is the director of the National Institute of Education, Nanyang Technological University, and a co-founder of the NIE's Motivation in Educational Research Laboratory.

• School for Humans is a new Opinion series in January that aims to deepen the conversations around education and highlight the human forces at the heart of teaching and learning.

"A lifelong love for learning is one of the most valuable gifts teachers and parents can give. It begins with motivation, the force that can transform learning from a chore into a passion, fuelling curiosity, persistence and deeper engagement."

– Professor Liu Woon Chia

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



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Primary 4 Subject-Based Banding



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Total Curriculum for a Well-Rounded Learning in PCPS	
Subject-Based Learning	Character and Values Development
English	Character and Citizenship Education
Mathematics	CCE (MTL)
Mother Tongue	Form Teacher Guidance Programme (FTGP)
Science	Co-Curriculum Activities (CCA)
Physical Education	Applied Learning Programme (EL and ICT)
Art and Craft	Lifelong Learning Programme (Music)
Music	
Social Studies	

SUBJECT-BASED BANDING

- Subject-based Banding caters to the different aptitudes, capabilities and talent of each student.
- Subject-based Banding helps each student to realise his/her potential, based on his/her interests and strengths.
- Students will be provided the option of a combination of standard and/or foundation subjects after a year's learning at end of Primary 4.



SUBJECT-BASED BANDING

- School will make recommendations of subject combinations based on the student's academic performance (Term 2 + Term 3 and Term 4).
- Students will be offered Standard subjects they are strong in.
- Students may be recommended to take on foundation subjects which may be more suitable for their learning development.



Primary 3 and 4 Grading Scheme

Achievement Bands	Percentage Range	Descriptors
1	85 – 100	Is very good at the subject
2	70 - 84	Is good at the subject
3	50 - 69	Has adequate grasp of the subject
4	Below 50	Has not met the minimum requirement of the subject



Subject Combinations

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue language	4 standard subjects + Higher Mother Tongue
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	4 standard subjects; or
	3 standard subjects + 1 other foundation subject; or
	2 standard subjects + 2 other foundation subject; or
	1 standard subjects + 3 other foundation subject; or
	4 foundation subjects



Subject Combinations: HMT

- Students taking Higher Mother Tongue Languages will be using HMT materials in P5.
- Students taking HMT will also be exposed to cultural enrichment and external competitions.
- There will be an additional hour of curriculum time weekly, conducted after school.
- Students taking HMT at Primary 5 will also take an additional paper during the End-of-Year examinations.



SUBJECT-BASED BANDING

@ PRIMARY 4

Student sits for school-based examinations

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

@ PRIMARY 5

Student takes subject combination chosen by parents

Higher Mother Tongue Language is also available.

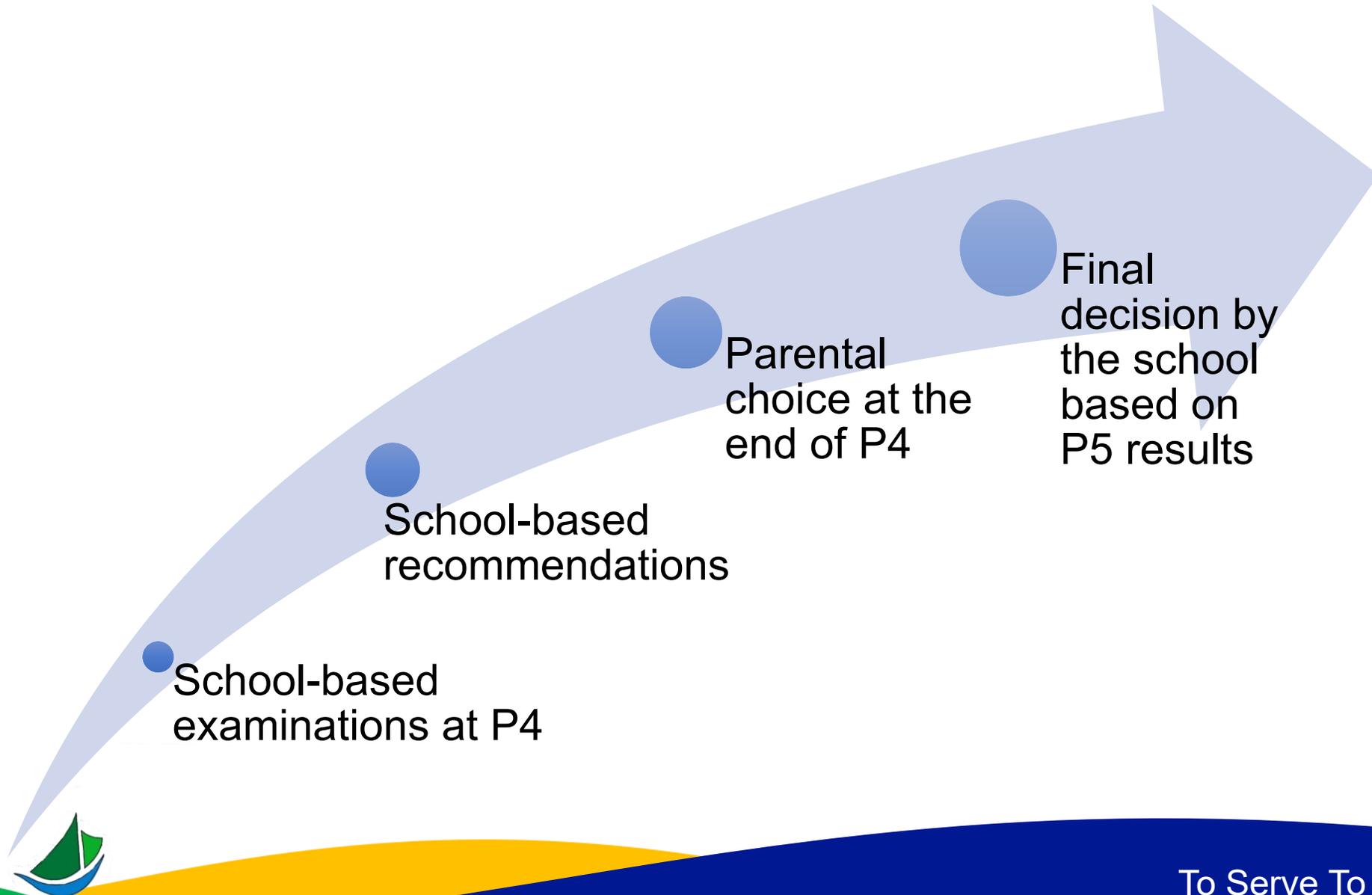
School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

@ PRIMARY 6

Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.



SUBJECT-BASED BANDING



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P5 AND 6 SCORING SYSTEM



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Primary 3 and 4 Grading Scheme

Achievement Bands	Percentage Range	Descriptors
1	85 – 100	Is very good at the subject
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4	Below 50	Has not met the minimum requirement of the subject



**STUDENTS WITH SIMILAR SCORES
IN EACH SUBJECT WILL BE GROUPED
INTO THE SAME ACHIEVEMENT LEVEL**

- **There will be 8 Achievement Levels (ALs), with AL1 being the best.**
- **A student's AL for each subject will reflect his level of achievement, rather than how he has performed relative to his peers.**

**Primary 5 and 6
Scoring System**

PER SUBJECT

**AL 1
(BEST)**

AL 2

AL 3

AL 4

AL 5

AL 6

AL 7

**AL 8
(UNGRADED)**

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

FOUNDATION-LEVEL SUBJECTS WILL ALSO BE SCORED ON ACHIEVEMENT LEVELS

- **Foundation-level subjects are designed to support a small number of students who may not be able to cope with Standard-level subjects.**
- **This enables them to focus on building up strong fundamentals so that they are better prepared for secondary school.**
- **This way, the student will also build confidence to pursue learning at a level suitable for them.**

Grades for Foundation	Foundation Raw Mark Range	Equivalent Standard Level AL
A	75 - 100	6
B	30 - 74	7
C	< 30	8

FROM T-SCORE TO WIDER SCORING BANDS

- The PSLE Score replaces the T-score aggregate.
- It 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 secondary school courses based on their overall PSLE score – PG3, PG2 or PG1.



ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

PSLE SCORE: 8

PLACEMENT OUTCOME	PSLE SCORE
PG3	4 – 20
PG2 / PG3 option	21 – 22
PG2	23 – 24
PG1 / PG2 option	25
PG1	26-30, with AL7 or better in both EL and MA

SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.



ENGLISH	AL3
FOUNDATION MOTHER TONGUE	ALB
FOUNDATION MATHEMATICS	ALB
SCIENCE	AL5
<hr/>	
PSLE SCORE:	22



Elena	PSLE Score 14
PSLE Subject	AL Score
English	2
Math	2
Foundation Science	ALA = 6
Mother Tongue Language	4

FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, 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

USE OF HCL FOR ADMISSION INTO SAP SCHOOLS



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THIS HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

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

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

Increased Opportunities to Offer HMTL

- At the National Day Rally in 2024, it was announced that more students will have the opportunity to offer HMTL in secondary schools.
- From 2026, students who do well in their MTL at PSLE will be able to offer HMTL at Secondary 1, regardless of their overall PSLE Score. Secondary 1 students who obtain AL1 / AL2 in MTL or Distinction / Merit in HMTL at the PSLE will be able to take HMTL as a subject in secondary school.
- This better recognises and develops students' unique strengths and interests and allow more students to learn their MTL to as high a level as possible.



HMTL Eligibility

HMTL Eligibility (Current)	HMTL Eligibility (from 2026)
<p>Students must either obtain:</p> <ul style="list-style-type: none">i) PSLE overall score of 8 or betterii) PSLE overall score between 9 and 14 (inclusive) <p>And:</p>	<p>Regardless of PSLE overall score</p>
<p>PSLE MTL score of AL1 or AL2 or HMTL score of Distinction /Merit</p>	<p>Students should obtain: - PSLE MTL AL1 / AL2 or HMTL Distinction / Merit</p>

Note: Some secondary schools do not offer HMTL classes, hence students who may be taking up HMTL, though in those secondary schools, may attend HMTL lessons at centralised locations.



ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- 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.

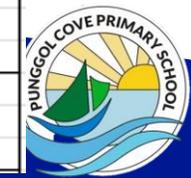
Attire Decorum - Uniform

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 NORZ	CCE I NORZ	CCE I NORZ
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.



School-Home Partnership

- Familiarise yourself with school communication platforms
- Read the Student Handbook, parent memos & School Notifications
- Build good relationships and trust the teachers to want the best for each student



Thank You



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