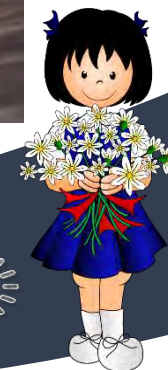




Welcome to the Upper Primary Kopi Chat!

Thank you for being early.

While waiting for the event to begin, do check that you can hear the background music.





Objectives of Kopi Talk

- ✓ To provide an opportunity for an informal chat on the school's holistic curriculum and teaching & learning at IJ OLN.
- ✓ Questions and feedback are welcome. Just type in your comments or questions at any time via the Chat function. We will address it during Q&A

- We will not discuss
 - Matters regarding other levels
 - Unique / Individual situations

For these, please make an appointment to talk to teacher / SLs.

Our email addresses can be found in <https://chijourladyofthenativity.moe.edu.sg/school-information/our-people/teaching-staff>





Speakers





Enjoy our 2023 Semester 1 Photo Montage





The value of a Holistic education

To discover their interests and talents while developing values and competencies that will prepare them for a rapidly changing world.

**IJ
education**

To learn, play and grow together as friends and peers, thus fostering the acquisition of socio-emotional competencies and deepen their sense of belonging, commitment and sense of responsibility to school, community and nation.



Vision: Girls of Today for Tomorrow

Values:
Graciousness
Responsibility
Appreciation
Compassion
Integrity
Adaptability



Simple in virtue

Learning Dispositions:

- **C**ollaborative
- **C**urious
- **R**eflective
- **R**esilient



Steadfast in duty



Holistic Learning Experiences

- Across subjects
- OLN 360
- CCAs
- P1 – P5 LJs
- P1- P3 Games on
- P4 – P6 Track on
- Back to School programme
- P5 Camp
- Code for Fun
- IJOLN Shines
- Musically Yours VIA
- GLOW Morning
- Sch Events

Many more...



Support for Learning

- Cater to Learning Needs
- ASPIRE Programme
- P5 Support Lessons
- P6 Supplementary Lessons
- **‘Stretch’** Programmes

“I know where I’m going,
I have the tools I need for the journey,
I monitor my own progress,
And I know how to improve.”



“I know where I’m going”

Does your daughter understand her current performance and how it relates to learning goals and success criteria?

“I have the tools to learn better”

Does your daughter understand that she has strategies to choose from to help her learn and /or improve?

“I monitor my progress”

Is your daughter active in seeking and responding to feedback from peers and teachers, as she assesses her own performance?

“I recognise when I’m ready for what’s next”

Does your daughter look at her progress in light of learning goals and success criteria to identify when she is ready to move on?

“I know what to do next”

Does your daughter know where to locate information, how to research, organize information in order to improve?

Knowing Where They Are Going ...



Name: _____

Class: Pr 6 _____

Mathematics

A Guide to Understanding Your Teacher's Feedback

Markings:	Possible types of error:	What you may need to do:
Ca (Calculation)	<ul style="list-style-type: none"> Calculation error. 	<ul style="list-style-type: none"> Redo your calculations. Check your calculations with a calculator. Check if your calculations make numerical sense by doing an estimation. E.g. multiplying a non-zero number by 10 should result in an answer bigger than this number.
A (Answer)	<ul style="list-style-type: none"> Answer not in the format required, e.g. fraction is not in simplest form/ no. of decimal places is incorrect. Transferred answer wrongly from solution to answer line. 	<ul style="list-style-type: none"> Check the format required. Either zero or two decimal places for an amount of money given in dollars.
R (Reading)	<ul style="list-style-type: none"> Misread the question. Transferred information wrongly from question to solution. 	<ul style="list-style-type: none"> Read the question again carefully. Highlight or underline key information. Check that the information in the question has been correctly transferred to your solution.
U (Units)	<ul style="list-style-type: none"> Units omitted. Wrong units used. 	<ul style="list-style-type: none"> Check the units required.
ME (Mathematics Equation)	<ul style="list-style-type: none"> Wrong equation used. Error in equation used. Missing Equation 	<ul style="list-style-type: none"> Check the equation used. Compare against the equation in the textbook if necessary. Write all the necessary equations Ensure the solution is complete Check that all information in the question has been made use of..
K (Knowledge)	<ul style="list-style-type: none"> Have not acquired the knowledge needed for the question. Used the wrong strategy to solve the problem. Procedural mistake, e.g. used the wrong operation/ not lining digits up correctly when adding decimals / substituted the wrong numbers in the equation/ incomplete solution. 	<ul style="list-style-type: none"> Re-visit the concepts in the topic and check your understanding by trying out a few examples. List all the concepts required for the question and form a strategy. Check your steps and ask if each next step makes sense (if so, why it makes).

5 $\frac{1}{3}$ of Cheryl's savings was the same as $\frac{3}{4}$ of Hilda's savings. Cheryl saved \$36.

(a) Find the ratio of Cheryl's savings to Hilda's savings.
(b) How much did Hilda save?

(a) $\frac{1}{3} = \frac{3}{9} \quad \frac{3}{4}$
 $9 \quad 4 //$

(b) $9u = 36$
 $u = \frac{36}{9} = 4$
 $4u = 4 \times 4 = 16 //$

(a) Ans: 9:4
 (b) Ans: 16 (with a circled 'u' and a '\$16' in a circle)

6 Karen and Amiya had 120 beads each. After giving Amiya some beads, Karen then had $\frac{3}{7}$ as many beads as Amiya. How many beads did Karen give Amiya?

$k : A \quad 3u + 7u = 10u$
 $5 : 5 \quad 10u = (120) \times 2$
 $3 : 7 \quad 1u = 120 \div 10 = 12$
 $5u - 3u = 2u$
 $2u = 12 \times 2 = 24$

$10u = 120 \times 2 = 240$

$u = 240 \div 10 = 24$
 $5u - 3u = 2u = 24 \times 2 = 48$

ans: 48

8 A ribbon 60 cm long is cut into two pieces. One piece of ribbon is 24 cm longer than the other piece.

(a) What is the length of the shorter ribbon?
 (b) What is the ratio of the length of the shorter ribbon to that of the longer ribbon? Give the answer in the simplest form.

(a) $60 - 24 = 36$
 $36 \div 2 = 18$

(b) $30 + 24 = 54$
 $30 : 54$
 $10 : 18$
 $5 : 9$

10 x the ribbon cut into 2 equal pieces?

Ans: 1:9

5 The ratio of the number of apples to the number of pears is 4:7. The ratio of the number of pears to the number of mangoes is 2:3.

(a) What is the ratio of the total number of apples and pears to the number of mangoes?
 (b) There are 24 fewer apples than pears. How many more mangoes than pears are there?

(a) A:P P:M
 $4:7 \quad 2:3$
 $= 8:14 \quad = 14:21$
 $8+14=22$
 Ans: 22:21

(b) $14 - 8 = 6$
 $6u = 24$
 $21 - 14 = 7$
 $1u = 24 \div 6 = 4$
 $7u = 7 \times 4 = 28$
 Ans: 32

Self Access of Follow-Up Actions

Knowing Where They Are Going...

Name: _____ () Class: _____

LEVELS		Beginner Writer	Intermediate Writer	Proficient Writer	Advanced Writer	
CONTENT	Ideas & Development	Ideas need supporting detail(s). There is a little development of ideas.	Ideas are easily understood but partially-developed. Development of ideas is simple.	Ideas are clear, focused and interesting. Main ideas are developed with supporting details. Development is largely-thorough and relevant.	Ideas are exceptionally clear, focused and captivating. Main ideas have very strong support characterised by rich and unusual detail. Development is original, complex and relevant.	
	Organization	Events are merely/ just listed.	There is some logical sequencing of events.	Ideas are effectively organised in a logical and conventional manner.	Ideas are effectively organised in a logical and creative manner.	
LANGUAGE	Use of Words	Writing has basic vocabulary, with some instances of inappropriate use.	There is appropriate use of words / phrases; showing functional use of vocabulary in a number of areas.	Words /phrases to convey intended message / story scenes appropriately are used. There is also some creative & appropriate word use / word play.	Figurative / Descriptive language is used appropriately that powerfully conveys the intended message / story scenes, and energises the writing.	
	Sentence Structure	Writing has basic sentence structure.	There is some attempt at varying sentence structure, although not all attempts were purposeful.	There is variation in sentence structure that mostly delivers intended purpose and context.	There is variation in sentence structure that enhances purpose and context.	
	Coherency	Ideas are confusing and difficult to understand.	There is some connection of ideas within paragraphs.	There are purposeful connections within and across paragraphs that deliver meaning and contribute to overall flow of writing.	Skillful use of transition within and across paragraphs that shows creativity and flexibility to enhance meaning and deliver the plot effectively.	
				Content	Language	Total Score

WHAT NEXT? :
Minor Edits / Improved Copy / Rewrite (topic not addressed)

PARENT'S SIGNATURE _____

Name: _____ () Class: _____ Date: _____

LEVELS		Novice	Rookie	TED Talk-worthy	Toast Master!
CONTENT	Ideas	You only had one reason and an elaboration attempt (example) to support your stand.	You were able to support your stand with a few reasons and elaborated with examples.	You were able to fully support your stand with reasons and a variety of elaboration types (facts, anecdotes, experiences, examples, feelings)	and structure ideas, reasons and elaboration with a good lead, appropriate cohesive devices (transition words) and a strong finish for maximum impact.
	Coherency	Inaccurate structures made it challenging to understand your message.	Your speech had some inaccurate structures that made some parts difficult to understand.	Understanding your message was easy as you used largely appropriate vocabulary and structures	and links between points were also clearly made. You also spoke with proper pronunciation and diction consistently.
	Volume, Clarity & Expression	Some parts of what you said was difficult to hear and had little or no expression.	You spoke clearly and at a reasonable volume, and there was some experiment with expression.	You spoke clearly throughout using good volume and expression	and highlighted your key messages / ideas with emphasis and appropriate stress
	Eye Contact	You need to make eye contact in order to connect with your listener / viewer.	You made some eye contact.	You regularly made eye contact.	You made eye contact throughout the speech without referring to notes or looking away to think. This sustained listener/viewer attention very well.
DELIVERY	Confidence	You were nervous, and punctuated your speech with hems and haws.	You displayed confidence for most parts; with some hesitations.	You were very confident	and displayed conviction in presenting your POV.

Understanding the Success Criteria and Progress Goals



Course Recommendation (end-P5)

Combination	Remarks
4S+HMT	<ul style="list-style-type: none">• All subjects – at least AL6 and above• MTL – at least AL 2 and above
4S	<ul style="list-style-type: none">• All subjects – at least AL6 and above
To take 1 or more Foundation subjects	<ul style="list-style-type: none">• <i>AL7 or AL8 for that subject</i>





Should my child take Foundation subject(s)?

- Must be guided by child's ability. Come talk to us about it.
- Implications of Foundation subjects on overall AL score, & ability to cope in secondary school.
- Foundation Maths: Importance of Mathematics in the secondary school; for application to polytechnic & ITE
- MTL is offered at less demanding level is offered at secondary level
- AL8 implications for EL and Math:
 - Std subjects: less than 20 marks
 - Foundation subjects: less than 30 marks





How Parents Can Support Child's Learning

- 1) Set Learning Structures at home and complement with time management for learning and leisure
- 2) Support Self-efficacy
 - Ownership of homework
 - Authentic Reflection – “Talk like a Teacher” Strategy on one skill, strategy and idea learnt for the day
- 3) Frame success within the lens of learning and growth
 - Celebrate small wins





Entering a secondary school

1



PSLE/S1 Posting Process

- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**

2



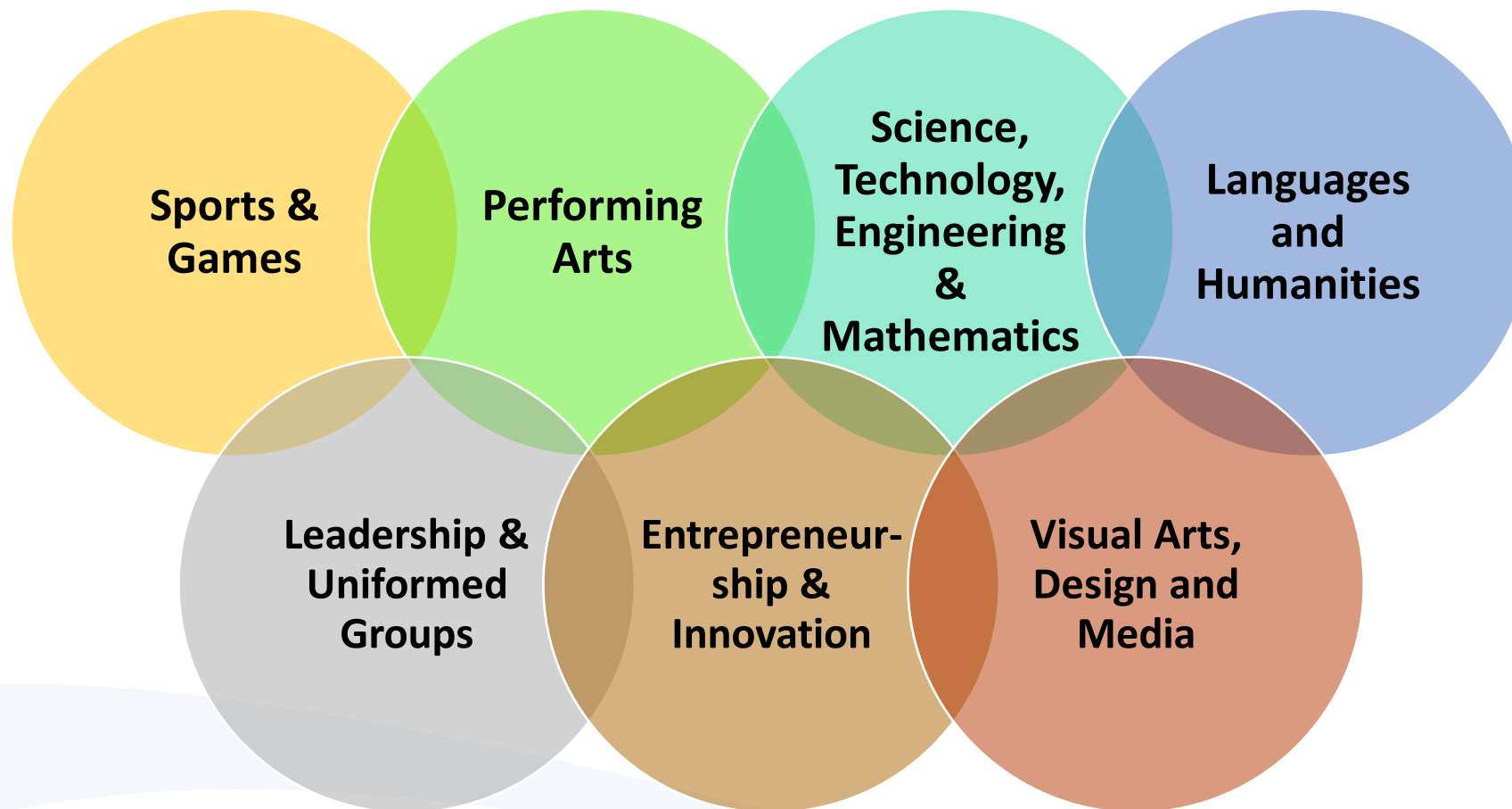
DSA-Sec

- Direct School Admission for secondary schools (DSA-Sec) allows students to apply to some schools before taking the PSLE
- 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**





[DSA-Sec] Pri 6 students can apply for DSA-Sec based on a wide-range of talents:





**Talent, passion,
commitment**

CHIJ Our Lady of the Nativity





How CHIJ OLN Supports Our Girls' Learning [academic, exam skills and emotional]

- Subject syllabus
- Support/Supplementary classes
- IJ OLN's resource packages
 - Done at home and in class
 - For time management, e.g. timed practices in class. Started earlier this year.
- Targeted practice during school hours
- Pacing our girls
- Independent learning

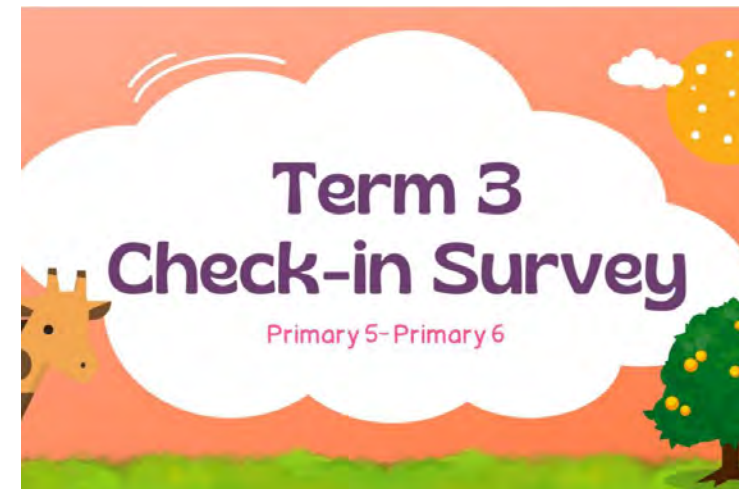




How CHIJ OLN Supports Our Girls' Learning [academic, exam skills and emotional]

Build rapport and express care and concern, e.g. individual **chat** sessions, **class bonding & back to school** programmes

1. I feel ready for school.
2. I had enough rest (e.g. sufficient sleep, able to enjoy my hobbies) during the June holidays.
3. As we start school, I spend time on my online activities (e.g. gaming) instead of sleep.
4. I feel hopeful when I think about my future.
5. Areas that I am not coping well.





BTS Poll results & what we are doing for the UPs

Question:

Which areas are you not coping well in?

Top 3 in order:

- 1) Preparing for examinations
- 2) Uncertain about the future
- 3) Difficulty falling asleep : Average of 11 students per class





Daily schedules of students at each level

- ~ 89% of UP students have homework beyond what school gives.
- On the average, UP students spent 2h – 3h each day to do homework beyond school.





How do we help our girls manage stress?

- School focus on GLOW
- Back-to-School Programme
- Integrated into curriculum, e.g. 360 Pockets Of Joy, FTGP
- GLOW mornings
- Teacher chit chats
- School Counsellor's sessions



GLOW with Positivity' approach

- **G**rowing positive engagement & accomplishment
- **L**iving out positive meaning & purpose
- **O**wning positive health & emotions
- **W**eaving positive relationships

What is the difference between good and bad stress?

1. You feel motivated to continue working on a task.
2. Good stress management can build resilience and encourage a positive growth mindset.
3. Good stress can strengthen your immune system, enhance your memory and learning and improve your decision making skills.

Hmmm... I am motivated when faced with challenges!



1. You become easily frustrated.
2. You have a hard time relaxing.
3. You are always overwhelmed and have a hard time handling daily tasks.



How are you so calm during exam week?





Supporting our girls' social-emotional competencies


Entering Adolescence ② Date: _____


Managing External Influences

Reflection Guide
Let's learn from our experiences!

- Describe what you have observed about the situation.


What did you see, hear and/or know?
- Reflect on your reaction towards the situation.


How do you feel about the situation?
- Reflect on what the situation would mean to others and how they would feel about it.


How do you think others...?
- Decide on what actions to take.


What do you plan to do?

Understand and Care for Myself ③

What if I Fail? ① Date: _____


Reflecting on My Own and Others' Expectations of Me

Write one expectation that you have of yourself and one that others have of you. Think about how these expectations affect you.

An expectation I have of myself: _____

How does this expectation affect me? Tick (✓) your responses below.

- It pushes me to work hard to achieve my goal.
- It makes me feel very stressed and afraid.
- I don't know how I feel about it.
- Others: _____



Do My Best 17

An expectation someone else has of me: _____

How does this expectation affect me? Tick (✓) your responses below.

- It pushes me to work hard to achieve my goal.
- It makes me feel very stressed and afraid.
- I don't know how I feel about it.
- Others: _____

We know you can do it..



Do My Best 18

Equipping skills and nurturing mindsets through FTGP/TLC Curriculum





Supporting our girls' social-emotional competencies

The ZONES of Regulation



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Perspective-taking and building mindsets
– Sharing by peers and seniors from CHIJ SJC





How CHIJ OLN Supports Our Girls' Learning

- Explicit teaching of study skills to strengthen self-regulated learning and case studies

WHAT IS SELF-REGULATED LEARNING?

Time for us to find out more...



What she doesn't realise is...

Not all forms of studying are equal.

For students like Tina, learning to direct time and energy to the most productive ways of studying and learning will result in a more effective and rewarding learning experience, which in turn can boost self-efficacy and motivation.



What she doesn't realise is...

It's not too late...

For students like Cherie, finding the motivation to persevere is the first step. Next, she can learn to seek help, manage her time and environment. Finally start planning, setting goals and lay out strategies to tackle each problem.



How CHIJ OLN Supports Our Girls' Learning

Strategy 1:

I will give myself small goals and try to accomplish them. Once my small goals are achieved, I will motivate myself and get myself a reward.

[View Details](#)

 [TEACHER FEEDBACK](#)

Strategy 1:

If my parents are at home, i can actually put my phone away in a drawer so that i dont get distracted. I actually share the room with my sister since my grandmother is staying with me. So, i can kick her out of

[View Details](#)

 [TEACHER FEEDBACK](#)

Strategy 1:

Find new thinks to learn or do

[View Details](#)

 [TEACHER FEEDBACK](#)

Strategy 1: Put away distractions.

[View Details](#)

 [TEACHER FEEDBACK](#)

Strategy 1:

promote reflective dialogue

Strategy 2:

[View Details](#)

 [TEACHER FEEDBACK](#)

Strategy 1:try to use different study methods and see which one is the most effective.

Strategy 1: Set a goal that is achivable for her and work hard towards it .Never listen to other peoples negative comment and keep on trying my best

[View Details](#)

 [TEACHER FEEDBACK](#)

Strategy 1:

I can think about suces instead of failure

[View Details](#)

 [TEACHER FEEDBACK](#)

Strategy 1:


Instead of being reminded to do my school or tuition work, I will be motivated to do my own work without being reminded to.

[View Details](#)

 [TEACHER FEEDBACK](#)

Strategy 1: Creating a plan

[View Details](#)

 [TEACHER FEEDBACK](#)

Strategy 1:

Practice estimating the the time to finishing the worksheets

[View Details](#)

 [TEACHER FEEDBACK](#)

Strategy 1: Set goals and develop a plan





How CHIJ OLN Supports Our Girls' Learning

- Care Package for FTs/Co-FTs to engage our girls emotionally



In this letter, include the following points to help us identify which area you need most help in:

- Your feelings about your preparation for PSLE
- Possible reasons why you think you are/ are not performing up to your expectations
- What motivates you
- The subjects you are most / least confident in
- Strategies you have tried or are trying
- Include any other challenges you are facing
- How can your teachers/school help you

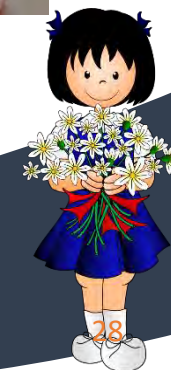




How CHIJ OLN Supports Our Girls' Learning



Experiences from P3 – P6 further support the development of school values, 21CC, social emotional learning competencies and complements the outcomes of the Outdoor Education.

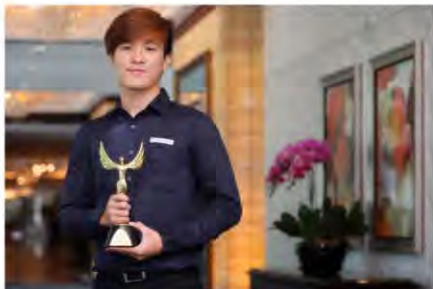




How CHIJ OLN Supports Our Girls' Learning

Closer to home, youths with great sportsmanship

The Straits Times Young Athlete of the Year 2018 nominee: Sean See



" I thought I was doing the right thing, to give the opponents a fair chance. Playing fair is more important than winning. "

Sean See

"Too often, athletes have a win-at-all-costs mentality. Sean has shown that being honourable and honest also makes you a winner. Not just in sport but also in life."

ST sports editor Lee Yulin



There are so many athletes around the world.

We have heard about work ethnics (Lesson 1) and taking action (Lesson 2).

But are there things about their daily routine which we can

learn and apply?

7 Mindsets of Athletes

That Can Help You Outperform In Life

1. Talent is nothing without work ethic
2. Take action, even when you don't feel like it
3. Every day matters so make the most of them
4. Transform your adversity into your strength
5. **Redefine what success means**
6. Why you should never accept the status quo
7. Develop a crazy confidence in yourself





How CHIJ OLN Supports Our Girls' Learning [academic, exam skills and emotional]



With and Warmest Wishes

Dear Pri 6 Ladies,

All of us at CHIJ OLN, would like to wish you all the best for the PSLE. Thus, to remind you to persevere and never give up, here is a little motivation pack!

Always remember ... We wish you well, and will always be here for you! We believe in you and are proud of you: an IJ girl who demonstrates the GRACIA values and school motto in all you say and do - Simple in Virtue and Steadfast in Duty.

With Love,

Your Form and Co-Form Teachers

CHIJ Our Lady of the Nativity
Simple in Virtue, Steadfast in Duty



Candy

the sweetness, love and care your parents, teachers and friends feel for you.



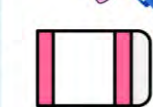
Highlighter

to colour your day and help you see the bright side of things.



Essential Pen and 2B Pencil

to share your thoughts and how much you have learned.



Eraser

to tell you that everyone makes mistakes and how you move on and learn from it is what makes the difference.



Ruler

to keep you on track.



Sharpener

to sharpen your mind.



CARE Pack with Love for P6



Is there PSLE Study Break ?

- School days will be as per normal 3 days (25 – 27 Sept) prior to the written papers.
- Our P6 girls will be dismissed 1:30pm. No supplementary lessons.
- Afternoons will be designated for consultation with subject teachers, initiated by the girls.
- Please take note that this info supersedes the Aug CONNECT info where study break was mentioned.





1. Achievement Levels (ALs)

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

Elena PSLE Score **14**

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





2. 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) An overall PSLE Score of 8 or better

OR

(ii) An overall PSLE Score of 9 to 14 (inclusive); and attain

- **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.





3. Affiliates are eligible for affiliation priority if they:

- Meet the affiliate minimum requirement (AMR) set by the affiliated secondary school; and
- Indicate the affiliated secondary school as their first choice at Secondary 1 Posting
- **There is no change to affiliation policy in the new PSLE Scoring and S1 Posting systems**



HENRY'S SCHOOL CHOICES	
1.	School X
2.	School Y
3.	...
4.	...
5.	...
6.	...

Henry and Joanne are studying in a primary school that is affiliated to School X. The AMR for School X is 12.

Henry will receive priority for admission for School X, as it is his first choice. Joanne will not, as School X is her third choice.

JOANNE'S SCHOOL CHOICES	
1.	School Y
2.	School Z
3.	School X
4.	...
5.	...
6.	...





Affiliate Minimum Requirement (AMR): CHIJ SJC

Posting Group	AL AMR(s)
Group 3	8 - 20
Group 2	21 - 25
Group 1	25 – 28 with AL7 or better in both EL and Maths

- Meet the affiliate minimum requirement (AMR) set by the affiliated secondary school; and
- Indicate the affiliated secondary school as their first choice at Secondary 1 Posting
- Subject to the availability of vacancies in the school
- Requirement for CHIJ SJC to reserve 20% of the places in each course (Express/N(A)/N(T)) for students who do not benefit from affiliation priority





4. Full Subject-based Banding (FSBB)

The programme explains the full SBB through the lens of school leaders, teachers, students and parents.

CNA Presents

A NEW SCHOOL OF THOUGHT:

FULL SUBJECT BASED-BANDING

THROUGH THE LENS OF SCHOOL LEADERS, TEACHERS, STUDENTS & THEIR PARENTS FROM:

- MIXED FORM CLASSES;
- LESSONS SHOWING HOW DIFFERENT SUBJECT LEVELS ARE EXECUTED; COMMON CURRICULUM SUBJECTS AND MIXED FORM CLASSES; AND STUDENTS' AND PARENTS' TAKE ON THEIR FULL SBB EXPERIENCE IN THEIR RESPECTIVE PILOT SCHOOLS

TELECAST OF PROGRAMME

1ST TELECAST :	REPEAT TELECAST :
13 JULY (THU), 7PM	13 JULY (THU), 11PM & 14 JULY (FRI), 1PM

THEREAFTER, MEDIACORP WILL HOST THE PROGRAMME ON ITS **MEWATCH PLATFORM.**

SCAN TO TUNE IN!

[HTTPS://GO.GOV.SG/FULLSBBCNA](https://go.gov.sg/fullsbbcna)





[FSBB] Full Subject-Based Banding (Sec School) - Full implementation in 2024

Three Posting Groups to ensure schools are accessible to diverse learners

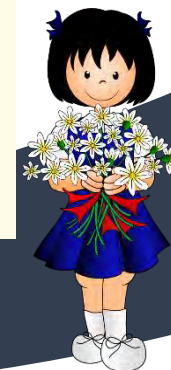
From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**

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

Unlike the academic streams of Express, N(A) and N(T), 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.

- Posting Groups assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	1	G1

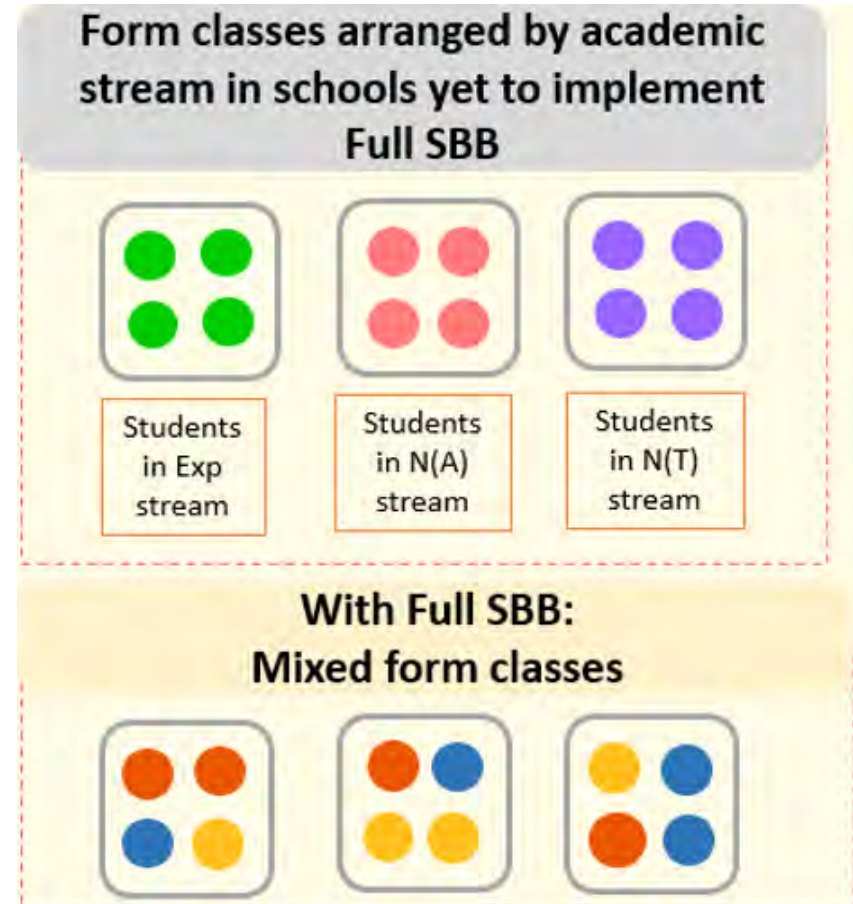
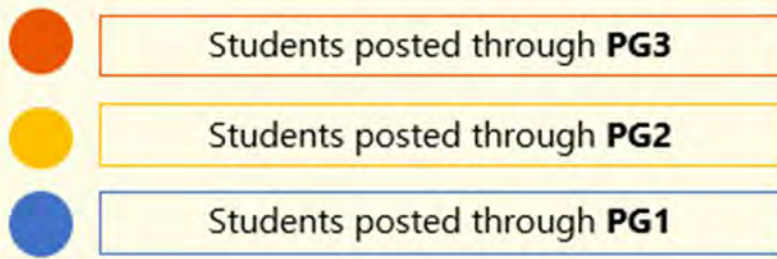




[FSBB] Full Subject-Based Banding (Sec School) - Mixed Form Class in Lower Secondary

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**.





[FSBB] Full Subject-Based Banding (Sec School) - 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.





[FSBB] Full Subject-Based Banding (Sec School) - Offering Subjects at Less Demanding Level

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.





[FSBB] Full Subject-Based Banding (Sec School)

- Subject Flexibility Beyond Sec 1

- 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.





Stress and the child

Please visit this link to watch the video:

<https://www.viddsee.com/video/psle-go/7so4b>



Hard work, focus, consistency: Students who do well without coaching

KOTA, India – Coaching may seem indispensable to crack India's intensely competitive medical and technical college entrance exams,

ing on their own. In 2018, the last year for which such data is available, 59 per cent of the 11,961 students admitted into IITs claimed

him to Kota, and instead let him focus on his school studies and get a good score in his grade 12 final exams. He scored an average of 96.6

online programme in July 2018 that cost less than 100,000 rupees (S\$1,600) for two years and gave him access to recorded lectures, test series as well as a mentor he could reach out to when in doubt.

“Kota can just provide you with a competitive environment, good teachers and proper study material. If you get these things at your

home itself, then I don't feel there is a need to go to Kota,” Mr Sonish said. “All that you need then is hard work, focus and consistency.”

Preparing for medical college and IIT entrance exams without formal coaching is also an unavoidable reality for many students from marginalised caste and poor backgrounds, whose families cannot af-

ford annual coaching fees that can exceed 100,000 rupees.

While they benefit from lower cut-off marks compared with students from privileged backgrounds, they have to overcome many obstacles, ranging from poor schools to having to work to support their families while studying.

Debarshi Dasgupta

Study-linked stress a growing concern



1 of 2 Kayden, nine; Kieran, with his pet turtle and pet frog; and their father Alvin Lee, 52. Said Kieran: “I just want an hour of homework. Otherwise, it piles up and when I look at the stack of work, I feel very stressed out.” ST PHOTOS: KUA CHEE SENG

Saturday, August 27, 2022

THE STRAITS TIMES

‘I GAVE MY BEST AND MY ALL’

Loh says he has no regrets after world title defence ends in defeat by Kunlavut

David Lee

Loh Kuan Yew's badminton World Championship title defence ended yesterday when he lost 21-12, 17-21, 21-8 to Thailand's Kunlavut Vitidsorn at the Tokyo Metropolitan Gymnasium in Japan.

After the quarter-final, the 25-year-old said: “I gave my best. I gave my all, but I couldn't win.”

There are no regrets because I gave everything on the court. He was more ready for the third game to restart the pace and that's something I need to work on.

“Overall, I have been playing the best I can. I think I did okay to overcome some mental barriers and play more freely.”

“I'm satisfied with my performance, but definitely there's still a lot more to improve on.”

World No. 17 Kunlavut, the world youth champion from 2017 to 2019, will face China's 23rd-ranked Zhao Junpeng (today) for a place in the final.

The other semi-final will be between Denmark's Olympic champion Viktor Axelsen and world No. 4 Chen Tien-cheng of Chinese Taipei.

Kunlavut, 21, had beaten eighth-ranked Loh in the SEA Games singles final in May, and yesterday, he again used his world-class defen-



Singapore's Loh Kuan Yew is satisfied with his performance at the world Championships in Tokyo, despite failing to defend his men's singles crown. He reached the quarter-finals of this year's event, losing 21-12, 17-21, 21-8 to Thailand's Kunlavut Vitidsorn. Loh, 25, admitted that there is still a lot more he needs to improve on.

Despite the defeat, it has to be put into perspective that the Singaporean had never gone past the quarter-final stage at the world championships before. Loh did it last year.

In what has been the crowning glory of his badminton career so far, he defeated Axelsen in the first round before going all the way to claim the singles title last December in Huelva, Spain.

While he has not added to his eight international titles since then and he admitted to a continuous struggle for form, Loh has managed to a career high in the world rankings.

He has also made it to the India Open and SEA Games finals, as well as semi-finals at the Indonesia Masters and the Singapore Open.

But He feels that Loh is missing his best against ahead of his next competition, the Aug. 30-Sept. 4 Japan Open in which he faces Zhao in the opening round.

He added: “Overall, I think Kuan Yew has played very well at this tournament.”

“He looks to have found his confidence and flow again. He is clear where he has to adjust during matches and this is a good mental step going forward.”

“I don't think he has any fitness issues. His style is to attack, which can be exhausting, so what we need to work out with him is his shot quality and decision-making to help him become more efficient and complete while maintaining his speed and power.”

sive ability to pressure Loh into committing mistakes and forced errors.

Kunlavut's cat-like reflexes and comprehensive court coverage made him hard to beat, which meant that Loh had to be precise and sharp.

However, in the Singaporean's attempts to play the shuttle out of Kunlavut's reach in the first game,

he saw many shots just ping on the line. Loh understood his full importance of attacking shots and combinations to rest to a 17-8 lead in the second game.

And even then, Kunlavut made life difficult for his opponent by saving five game points before finally conceding.

In the deciding, he spelled Loh's

smashes and wore him out with his long rallies – one of which lasted for 18 shots – for the win.

National sports coach Katrina Ho said: “We analysed and identified Kunlavut's playing style. Because the shuttle tends to move elsewhere, we planned to go with Kuan Yew's speed and consistency to apply pressure.”

“In the first game, we lost out on

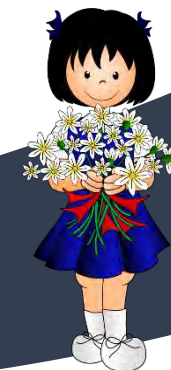
unforced errors on a number of occasions. In the second game, Kuan Yew's combinations were better as he was able to get past the opponent's return.”

“Both players were tired in the deciding, but a close game is more advantageous to Kunlavut's defensive style. On top of not being very tall, he also had good shot quality and was more precise.”



How Can Parents Help

- Quality bonding
- Practise what we preach
- Have Control
- Be Understanding





Team up with the teachers.

Focus on the work ethics and character values that lead to results.

Chat with your child. Talk & listen. Understand her strengths & weaknesses. Negotiate



Ensure a holistic lifestyle, e.g. CCAs, time to play, reflection

Create a conducive learning environment at home

- Develop a routine for school and homework.
- Help her set realistic and achievable goals.
- Encourage her to fulfil her responsibilities as a student





HOME / PARENTS AND STUDENTS / INFORMATION FOR PARENTS / NETWORKING

Networking

- School Calendar
- Service Providers
- Information for Parents ^
- OLN Connect
- Letters to Parents
- Networking

Networking Sessions - Slides

Date	Event
3 Jan 2023	Meeting with Parents - P1 2023
27 Jan 2023	P2 Curriculum & Assessment
27 Jan 2023	P4 Assessment & SBB
27 Jan 2023	P6 FSBB

- PSLE scoring system
- Subject based banding





Information on the PSLE

Useful Links

School Calendar

Service Providers

Information for Parents

Forms

[Useful Links](#)

Useful Links:

1. [Student Learning Space](#)
2. [eZhiShi](#)
3. [Vaandu](#)
4. [Koobits](#)
5. [Typing Club](#)
6. [Ministry of Education \(MOE\)](#)
7. [Schoolbag - The education news site](#)
8. [MOE's Secondary 1 \(S1\) posting process](#)
9. [MOE School Finder](#)
10. [Affiliation - CHIJ St Joseph's Convent](#)

- Resources for secondary education





Upper Primary Kopi Chat

Ask us anything!





Thank you &
we wish you
a wonderful
evening !



CHIJ Our Lady of the Nativity
Simple in Virtue, Steadfast in Duty

PRIMARY 5 AND 6

KOPI CHAT @

CHIJ OLN

