



P5 Meet-the-Parents Session

Anglo-Chinese School (Junior)

15 January 2024

School Management Committee

Department	Name	Designation
English Language	Ms Rachel Gayathri Kunnasekaran	Head of Department
	Ms Rubinder Kaur	Level Head (Int)
Mathematics	Mr Goh Chee Wei	Head of Department
	Mr Chee Zhen Yi	Level Head
Science	Miss Hemalatha Perumal	Head of Department
Mother Tongue Languages	Mdm Kuah Hui Hui	Head of Department
	Mdm Lam Yuk Wing	Level Head (Int)
Physical Education, CCA & Aesthetics	Mrs Fan Qiumei	Head of Department
	Mrs Gloria Chia	Subject Head (Aesthetics)
	Mr Alwyn Tan	Subject Head (CCA)
Information & Communications Technology	Mdm Norahmah Haron	Head of Department
	Mr Andy Tan	Head of Department
Innovation	Mr Glenn Chia	Subject Head



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School Management Committee

Department	Name	Designation
School Staff Developer	Mdm Ng Xinyi	School Staff Developer
Special Education Needs	Ms Noelle Selvadurai	Head of Department
Character & Citizenship Education (CCE)	Mrs Michelle Tan	Head of Department
Student Management	Mr Chen Jieming	Head of Department
	Mdm Karen Tham	Subject Head (Student Leadership)
Lower Primary	Mrs Jerine Heratnor	Year Head
	Mr Teow Jing Ho	Assistant Year Head (Int)
Middle Primary	Ms Adela Chua	Year Head
	Ms Tan Su-Ping	Assistant Year Head
Upper Primary	Ms Lee May Po	Year Head
	Mrs Jennifer Chua	Assistant Year Head



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Theme
2024

Crafted for Goodness

**“Yet you, Lord, are our Father.
We are the clay, you are the
potter;
we are all the work of your**

Our Mission

To nurture our pupils with a quality, **holistic** education, rooted in **Christian values**, that allows each to reach his **fullest potential**, equipped with **life skills** to face the **future** and **to serve** God and nation.



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In a future filled with external and domestic uncertainties, our students will need to be equipped with a suite of competencies to thrive beyond school



Accelerating pace of technological advancement

- **Sharpen their uniquely human skills** that cannot be replaced by technology
- **Develop digital literacy and technological skills** to fully capitalise on the affordances of technology (especially AI)
- **Be equipped to guard against negative impact of technology** on mental well-being, and against being misled or manipulated by misinformation



Politically fractured and fragile global economies

- **Contextualise their perspectives** and have a balanced understanding and **confidence in Singapore's place in the world**
- **Thrive in multi-cultural, cross-disciplinary settings** and embrace ambiguity
- **Be resilient, innovative and cognitively adaptable** as they navigate disruptions and new frontiers of learning and at work



Demographic shifts and changing fabric of society

- **Develop discerning minds with strong moral and social anchors** in order to engage individuals with diverse backgrounds, values and viewpoints based on mutual respect and with a focus on the common good

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HOW?



PDLP



ALP/LLP



Student
Leadership
Development



CCA



Blended Learning
(HBL Day | SIL)



Values in Action
Programme



Eco Stewardship
Programme



STEM
Programme



Project
Work



Outdoor
Adventure
Learning



Teaching &
Learning in the
Classroom

PROGRAMMES

PLATFORMS

PRACTICES

CULTURE

MINDSETS



Theme
2024

Crafted for Goodness

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We are the clay, you are the
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Crafted for Goodness



Start Right

What do I need to start right?

[Goal-setting, executive functioning & self regulation skills]



Shape Up

Who and what shape me?

[God, teachers, parents, peers, experiences, values]



Serve others

How can I serve others as a willing vessel?

[Values in Action - Everyday Responsibilities, Peer Support, other opportunities]

ACSian Outcomes

Aspiration

Curiosity
Excellence

Character

Love
Integrity

Service

Collaboration
Loyalty

Joy

Curiosity
Excellence

The ACSian
Thinker
embraces the
future with an
aspiring mindset.

The ACSian
**Gentleman of
Character**
demonstrates
love and
integrity at all
times.

The ACSian
**Servant
Leader** works
with others to
make a positive
difference.

The ACSian is
a **Joyful
Learner** who
takes
ownership of
his learning



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	ASPIRATION The ACSian thinker embraces the future with an aspiring mindset		CHARACTER The ACSian gentleman of Character demonstrates love and integrity at all times		SERVICE The ACSian servant leader works with others to make a positive impact	
	CURIOSITY	EXCELLENCE	LOVE	INTEGRITY	COLLABORATION	LOYALTY
P1-2	I want to try out new things I want to find out more about the things around me I ask questions when I do not understand	I participate in all activities I am willing to try even if it is difficult	I speak in a respectful manner to others I show care and consideration for others by helping them	I speak the truth I demonstrate understanding of what is right and wrong I admit my mistakes and apologise for them	I listen attentively to what is said I work with others	I participate in class events I serve my classmates by keeping my classroom clean I cheer for my friends
P3-4	I try out new things and gain new knowledge I take responsibility for my own learning I ask questions to learn more	I put in my best in all that I do I keep trying until I succeed I seek to improve my ideas and knowledge	I am considerate of the thoughts and feelings of others I make an effort to include others I take an interest in the well-being of others	I speak the truth and keep my word I do what is right I take responsibility for my mistakes and follow-up on the consequences	I listen attentively to what is said and respond appropriately I recognise the strengths of my friends when we work together I manage disagreements that arise when working with others I respect the views of others	I participate in school events I serve my school community I celebrate the joy and successes of my classmates
P5-6	I explore new ideas and knowledge independently I take initiative to deepen my learning I share my learning with others	I take pride in my work I persevere in all that I do I know what my goals are and I work towards them I reflect on my work and seek self-improvement	I contribute to a positive school environment by being sensitive to the feelings of others I show empathy to understand the needs of others. I take the initiative to help others	I uphold the truth in thought, word and deed I choose to do what is right regardless of what others do I reflect on my mistakes and will not repeat the same mistakes	I communicate and express my thoughts and feelings appropriately I work with my peers, using our strengths to achieve common desired goals I clarify issues with others and settle differences that arise when working with others I respect the views of others and seek to understand their perspectives	I participate actively in school events I serve the community I seek opportunities to serve the community I celebrate the joys and successes of my schoolmates I support my nation and respect my national identity

Our Vision

Every ACSian,
a young **gentleman of character**,
ready for the future
to lead and to serve.



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Our Values

Integrity

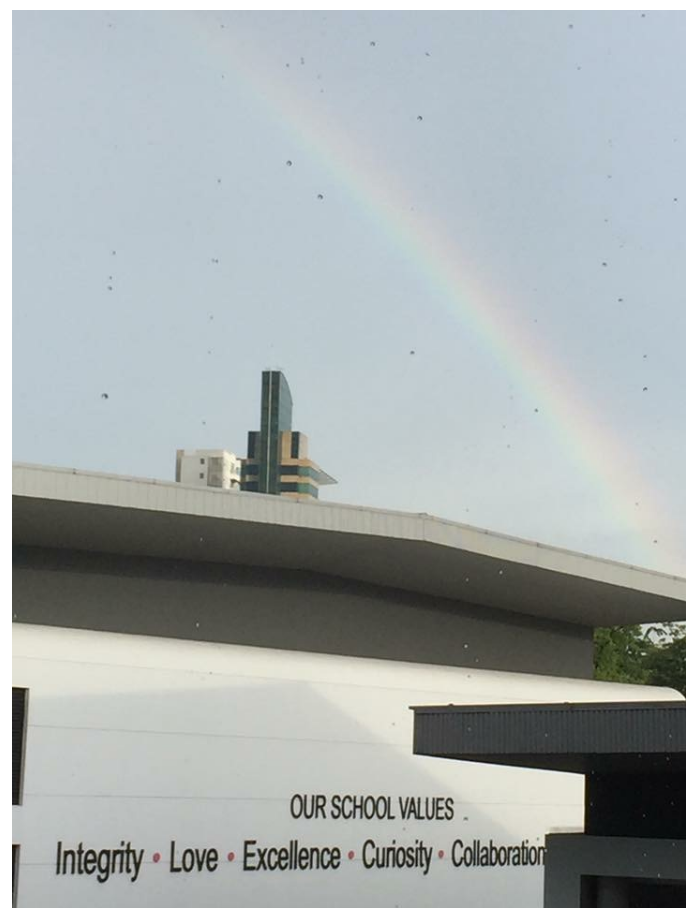
Love

Excellence

Curiosity

Collaboration

Loyalty



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Form Teachers

1. Provide pastoral care & ensure well-being of students
2. Facilitate lifeskills lessons & one-to-one interaction time with students
3. Communicate with parents & undertake administrative matters

Lower Primary (P1 & P2)
Year Head: Mrs Jerine Ratnor
Asst YH: Mr Teow Jing Ho

Middle Primary (P3 & P4)
Year Head: Ms Adela Chua
Asst YH: Ms Tan Su-Ping

Upper Primary (P5 & P6)
Year Head: Ms Lee May Po
Asst YH: Mrs Jennifer Chua

Nurturing responsibility in our boys



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To God Be The Glory
The Best Is Yet To Be

Programme

1. Principal's Address
2. Sharing on Level Programmes by Year Head



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3 Areas of Focus



**Learn For
Life**



**Embrace
All
Learners**



**Enhance
Student
Well-being**



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P5 CCE FOCUS: Appreciating Diversity

Learning Journey to Indian Heritage Centre



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P5 CCE FOCUS: Appreciating Diversity

Values in Action: Migrant Workers & Us



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P5 Camp (1 to 3 April)



P5 NE Show (July)



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Junior Superstars (21 May)



Inter-Class Games (during PE lessons)



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P5 Applied Learning Programme

Utilising critical and innovative thinking skills, as well as skills such as collaboration, the boys will have to work together to solve demanding puzzles and find the key to escape the room.



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Leadership Opportunities

Prefects, Sports Leaders, Recess Managers, Peer Support Leaders, Class Captains, Subject Captains etc.



We strongly believe that every ACSian can and should serve those around them



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3 Areas of Focus



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**Enhance
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Department Programmes

P5 English

All Classes

Language Learning towards building:

- empathetic and a confident communicators
- discerning readers
- creative inquirers

equipped with 21st century competencies for the globalised world

Pull-Out Class

- Emphasis on word study
- Differentiated Instruction to grow reading and writing literacy skills



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P5 English

ENGLISH

STANDARD ENGLISH

FOUNDATION
ENGLISH

3. Use standard English grammar and vocabulary accurately and appropriately, and understand how speakers / writers put words together and use language to communicate meaning and achieve impact.

4. Use English with impact, effect and affect.

1. Listen to, read and view critically and with accuracy, understanding and appreciation a wide variety of texts in standard English (print & non-print)

2. Speak, write and represent in standard English that is grammatical, fluent, intelligible and appropriate for different purposes, audiences, contexts and cultures.



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English

Reading Programme

Newsbites

Once every unit

- Discussion of current affairs
- Gain multiple perspectives & develop empathy

Extensive Reading

30 min every week

- Read widely
- Variety of genres

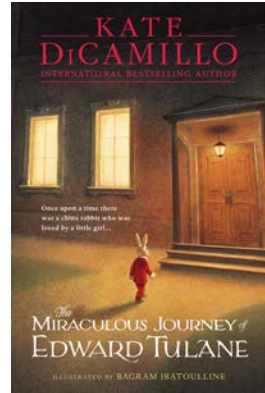
Literature

Main theme:

Homelessness & Change

Presentation:

Photo-journalism Exhibition



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P5 Mathematics

Standard

- Problem-solving strategies
- Real-life application
- Development of Mathematics processes and meta-cognition

Pull-out

- Focus on building foundation, basic concepts and skills
- Heuristics for problem-solving
- Real-life application

Foundation

- Focus on basic concepts and skills
- Heuristics for problem-solving



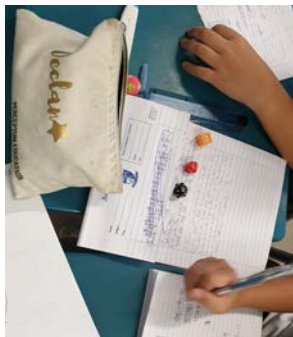
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Building Interest in Mathematics

Games & Quizzes



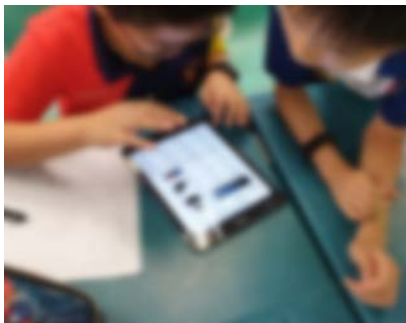
Hands-on Activities



Real-life Application



Use of ICT



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P5 Chinese Curriculum (Banding)

Chinese 华文分班

普通华文
Standard Chinese

- Pull Out class
- Core Classes
- Enrichment Classes

生活看板 Real life application
核心课文 Core Passage
自读课文 Self Read passage
深广课文 Enrichment passage (for
Enrichment classes only)

基础华文
Foundation Chinese
Focus on Oral and Listening
Comprehension

生活看板 Real life application
核心课文 Core Passage

高级华文
Higher Chinese
Focus on Composition and
Written comprehension

生活看板 Real life application
核心课文 Core Passage
自读课文 Self Read passage
深广课文 Enrichment passage



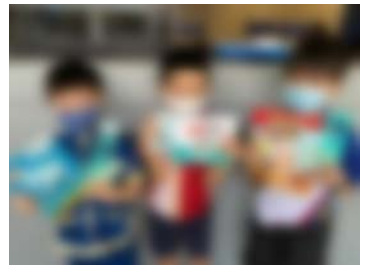
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Building Confidence in Learning Chinese Language..

Reading Programme



Oratorical Competitions

ezhishi online resources
E-magazine ebooks

ACS Borderless Classroom
Host China students



Interactive activities & videos in classroom teaching

Mother Tongue Fortnight – activities, games & quizzes



Xuele in SLS



Chinese New Year, Hari Raya and Deepavali celebrations

Drama performances in School



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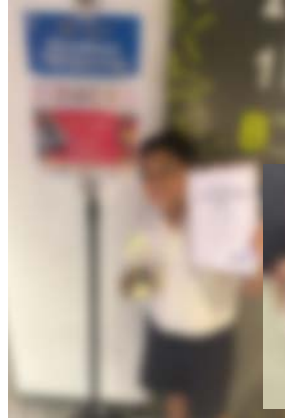
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Building Confidence in Learning the Malay Language

Reading
Programme



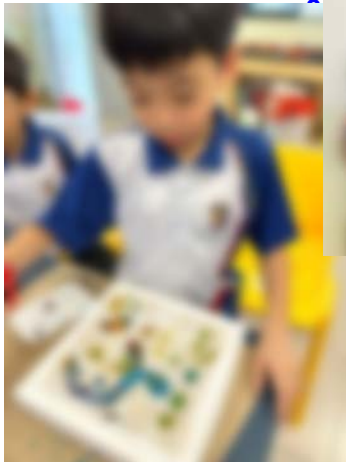
Mother Tongue
Fortnight – activities,



Storytelling &
Writing
Competitions



Interactive
activities in
classroom teaching



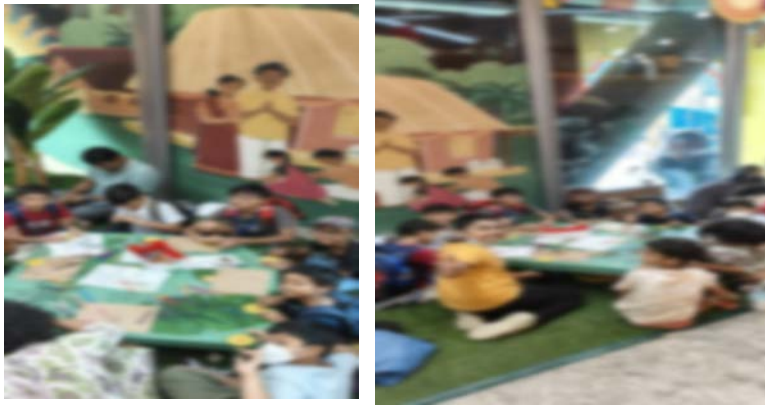
Hari Raya
celebrations



Drama performances
in School

Building Confidence in Learning the Tamil Language

“Ponggal” Learning Journey at Indian Heritage Centre



Our boys at Tamil Language Centre 'TamilFest' exploring cultural activities



E-learning websites : 1)Pazhagutamil
2)SLS

Family bonding time for our boys through Drama session at Grassroots Club

P5 Science

Standard

- Mastering scientific facts and concepts through the inquiry-based approach
- Development and mastery of process skills
- Application of knowledge and concepts to real-life situations

Pull-out

- Focus on building their foundation and understanding of basic scientific facts and concepts through the inquiry-based approach
- Development of process skills
- Exposure to real-life applications

Foundation

- Focus on building their foundation and understanding of basic scientific facts and concepts through the inquiry-based approach
- Development of process skills
- Exposure to the application of process skills to real-life applications



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Science: Exploration and Innovation



Use of ICT



Enrichment Programmes



Hands-on Activities

CSI
(Creative Science Investigation)



Eco Garden



Intra and Inter Class Competitions



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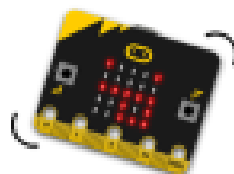
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ICT

Emerging Technology Programme

[Introduction to Artificial Intelligence (AI)
& Cyber Security]

STEAM Programme



[Intermediate level learning of computational thinking and coding concepts through hands-on experiences, robotic kits and/or microcontrollers]



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Assessment

Assessment

Term 1	Term 2	Term 3	Term 4	Overall
Weighted Bite-Sized Assessments	Weighted Bite-Sized Assessments	Weighted Bite-Sized Assessments	End-of-Year Examination	
10%	15%	15%	60%	100%



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Bite-sized Assessment

Purpose

- An integral part of the learning process and helps students become self-directed learners.
- To gather quantitative and qualitative information about our students' progress and development.

To be conducted on the same day during the respective subject periods, e.g. English assessment will be conducted during EL periods.



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Assessment Handbook

- Assessment details will be sent via Parents' Gateway at the end of January.
- Assessment details will also be made available on the School Website.



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Hinch / Thoburn

P5 Academic Support (Hinch)

After-School Programme

Mondays and Thursdays, starting on Monday 22 January

Day	Subject	Time	Hinch Target Group of students
Monday	Mathematics	2 to 2.50pm	Selected
Monday	Science	2.55 to 3.45pm	Selected
Thursday	Mother Tongue	2 to 2.50pm	Selected
Thursday	English	2.55 to 3.45pm	Selected

Hinch Programme: Provides tailored support to selected students by addressing their specific learning gaps and strengthening their foundational knowledge.



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P5 Thoburn Programme

After-School Programme

Mondays and Thursdays, starting on Monday, 22 January

Term	Day	Subject	Time	Thoburn – Target Group of students
1	Monday	Science	2 to 3.30 pm	Selected
2	Monday	Mathematics	2 to 3.30 pm	Selected
3	Monday	English	2 to 3.30 pm	Selected
1 to 3	Thursday	HMT	2 to 3pm	Selected

Thoburn Programme: Provides effective provision in the core subjects for the high progress group so as to achieve their individual potential.



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P5 Thoburn Programme is offered to...

For

- EL
- MA

- Existing P4 Thoburn students
- New arising vacancies (due to withdrawal) will be offered to P4 students who have performed well based on overall school results in the respective subjects.

For

- SC

- Students who have performed well based on overall school results in Science at P4

For

- MT

- Students taking Higher Mother Tongue



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Movement after P5

- At the end of P5, the promotion criteria must be satisfied. Parental option will not be allowed. The school has the autonomy to decide on the level of the subjects to be taken by students in P6 (e.g. a student taking HMT may be asked to withdraw).
- A student who takes 4 standard subjects and has difficulty coping may switch to take 1 or more Foundation subjects at P6.



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3 Areas of Focus



**Learn For
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**Embrace
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Learners**



**Enhance
Student
Well-being**



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Supporting Your Son

“How can I support my son this year?”

Work with our teachers, AYH and YH to journey with the development of our ACSians

1. Establish – Relationship with your boy; Set routines with him

- ✓ Plan a timetable for consistent practice; rest and play
- ✓ Manage his screen time

2. Expect – Teach Self-discipline;

- ✓ Supervise and monitor homework / schoolwork
- ✓ Proper nutrition, regular exercise, sufficient sleep
- ✓ Do not to lose important notes / revision booklets / documents

3. Encourage – Words of Encouragement goes a long way

- ✓ Positive assurance
- ✓ Attend school regularly



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Homework

Homework

1. Homework contributes toward building responsibility, self-discipline and lifelong learning habits.
2. It is our intention to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.
3. Homework should provide students with the opportunity to apply information they have learned, develop skills they were taught, complete unfinished class assignments, and develop independence.



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PSLE Matters (2025)

Making choices by Parents

PSLE

The PSLE changes are Part of a bigger story

Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.

Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done

(a) Reduces fine differentiation of students

Students with similar scores in each subject will be grouped into wider bands measured in 8 ALs.

(b) Reflects a student's individual level of achievement

Unlike the current T-score, the students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

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



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PSLE

4 SUBJECT ALs WILL BE ADDED TO FORM THE PSLE SCORE

- The PSLE Score replaces the T-score aggregate.
- The PSLE Score ranges from 4 to 32, with 4 being the best.

ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

PSLE SCORE: 8

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 <i>(with AL 7 in EL and MA)</i>	1	G1



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PSLE

GRADING OF FOUNDATION SUBJECT GRADES

1. Foundation subject grades are graded in scoring bands from **AL A to C**.
2. 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**.
3. 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



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PSLE

ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

(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.



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PSLE and Sec 1 Posting

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**



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PSLE and Sec 1 Posting

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.



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**Affiliation
Priority**

How does Affiliation Priority work?

Affiliated students 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



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.	...



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How does Affiliation Priority work?

Affiliation priority and meeting the AMRs do not guarantee admission into the affiliated secondary school:

Subject to the availability of vacancies in the school

If the demand from affiliates exceeds the available vacancies for affiliates, they will be posted by merit based on their PSLE scores

Schools will continue to reserve 20% of the places in each Posting Group* (Posting Group 3/2/1) for students who do not benefit from affiliation priority

This is to ensure a minimum level of access for non-affiliates in affiliated secondary schools

Let's look at some examples in the next slides

*Starting from 2024 S1 admission, all students will be posted into secondary schools in three groups i.e. Posting Groups 3/2/1, mapped from existing score ranges for the Express, Normal Academic and Normal Technical. The three posting groups will be used to facilitate S1 Posting.



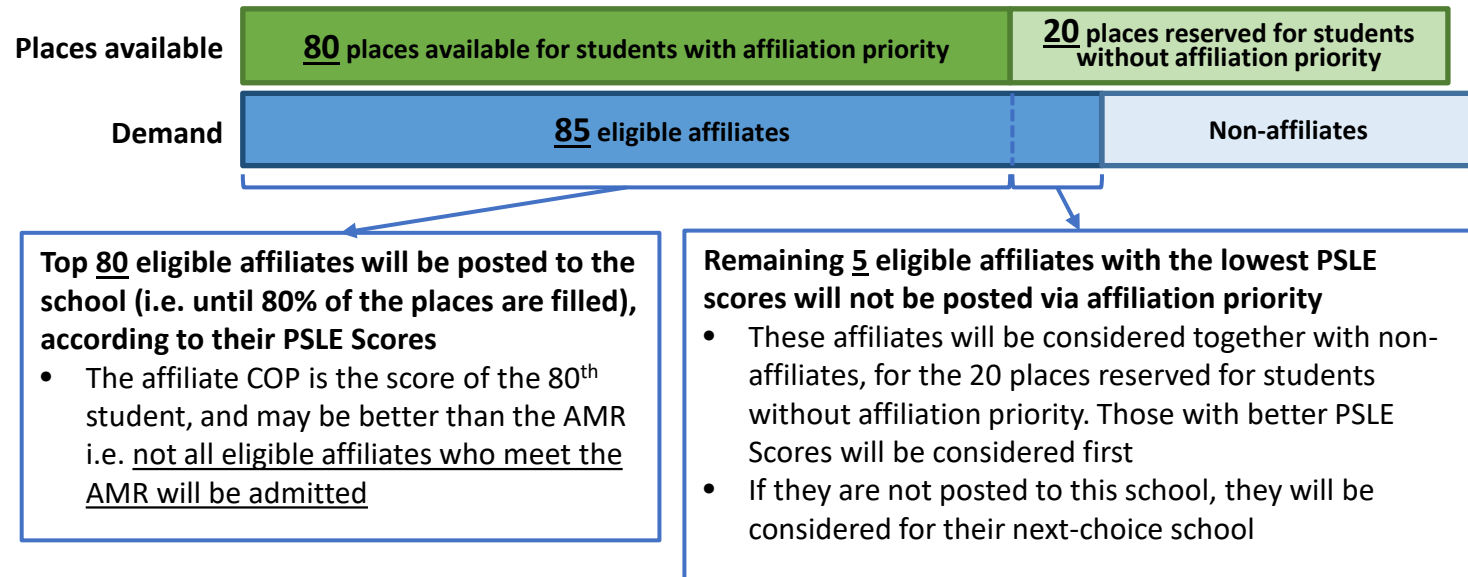
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How does the 20% reservation of places for students without affiliation priority work?

Example 1: Demand from 85 eligible affiliates for a school with 100 places (i.e. affiliate demand is greater than 80% of available places)



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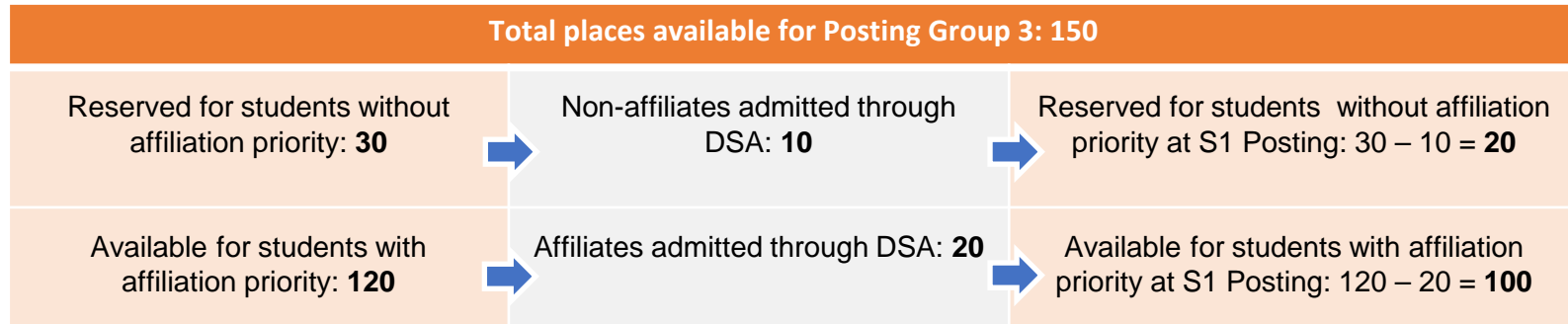
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Does this affect Direct School Admission (DSA)?

- No, affiliation priority does not apply during DSA, and students are admitted via DSA based on their achievements and talents.
- Non-affiliates admitted through DSA will count towards the 20% of places reserved for students without affiliation priority.

Example 3: Impact of DSA on available places for affiliates and non-affiliates during S1 Posting



**The same treatment applies to places for the Posting Groups 1 and 2.*



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Secondary One Option to an ACS Secondary School

Affiliation benefits are applicable only
when selecting ACS schools as **first
choice.**



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What are the AL Affiliate Minimum Requirements (AMRs) of my affiliated secondary schools?

ACS (I)

Course	Indicative PSLE Score Range (Affiliate)	AL AMR (s)
Integrated Programme (IP)	4-7	-
SEC programme	7-13	13

ACS (BR)

Posting Group	Indicative PSLE Score Range (Affiliate)	AL AMR(s)
Posting Group 3	6-22	22
Posting Group 2	21-25	25
Posting Group 1	25-27	30 with AL7 or better in both English Language & Mathematics



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- For secondary schools that offer both SEC and Integrated Programme, **affiliation priority will only be given for the SEC track.** Students are eligible for affiliation priority for the SEC track if they indicate:
 - SEC track as the first choice, or
 - IP track in the affiliated school as the first choice, and SEC track in the affiliated school as the second choice.
- For the ACS family, where the primary school affiliates have two affiliated secondary schools, affiliation priority will **only** be given for the **ACS(I) SEC Programme** and **ACS (Barker Road)** if you opt in one of the following ways:

Scenario	1 st Choice	2 nd Choice	3 rd Choice
1	ACSI – SEC or ACSBR		
	Affiliation priority		
2	ACSI – SEC or ACSBR	ACSI – SEC or ACSBR	
	Affiliation priority	Affiliation priority	
3	ACSI – IP	ACSI – SEC or ACSBR	
	No Affiliation priority	Affiliation priority	
4	ACSI – IP	ACSI – SEC or ACSBR	ACSI – SEC or ACSBR
	No Affiliation priority	Affiliation priority	Affiliation priority



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Entering Schools Through DSA-SEC

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.



**Before
MAY**

Explore schools and their talent areas, and shortlist suitable schools

MAY

Apply for DSA

JUN to SEP

Attend selection trials, interviews and auditions

By SEP

Receive DSA offers if successful



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Useful Resources

Transition Materials

Supporting your child's transition through **Primary 5/6**
Build a caring home environment to nurture the social and emotional skills of your child using these 5 A.C.C. Sps.

SUPPORT

- Have a range of your child's skills to a level that will be positive.
- Help your child understand and describe their own and others' feelings.
- Make a list of things you can do to help your child feel more confident.
- Share information on your child's progress during the transition.

FAMILIARISE

- Read and read together.
- Visit the new school.
- Meet the staff and other children.
- Share information on your child's progress during the transition.

QUICK TIPS

- Children without learning difficulties may be nervous about starting school.
- Children with learning difficulties may be nervous about starting school.

Special Time Challenge: Use T.A.D.

Talk Ask your child to describe their feelings about starting school.

Ask Ask your child to describe their feelings about starting school.

DISCUSS Discuss your child's feelings about starting school.

Supporting your child's transition through **Secondary School**
Build a caring home environment to nurture the social and emotional skills of your child using these 5 A.C.C. Sps.

SUPPORT

- Read and read together.
- Visit the new school.
- Meet the staff and other children.
- Share information on your child's progress during the transition.

FAMILIARISE

- Read and read together.
- Visit the new school.
- Meet the staff and other children.
- Share information on your child's progress during the transition.

EMPATHISE

- Read and read together.
- Visit the new school.
- Meet the staff and other children.
- Share information on your child's progress during the transition.

QUICK TIPS


- Children without learning difficulties may be nervous about starting school.
- Children with learning difficulties may be nervous about starting school.

Special Time Challenge: Use T.A.D.

Talk Ask your child to describe their feelings about starting school.

Ask Ask your child to describe their feelings about starting school.

DISCUSS Discuss your child's feelings about starting school.



Resilience Boosters

Tip for developing **POSITIVE THINKING**

Look for the good and the good in you. Do it **POSITIVELY**.

RECORD Record your positive thoughts.

REPLACE Replace your negative thoughts with positive ones.

STRESS SYMPTOMS

Struggles to pay attention in studies or activities

Troubles

Rebellious

Excuses

Sleeping

Setting **GOALS**

Set a goal for your day.

Set a goal for your week.

Set a goal for your month.

Set a goal for your year.

PROBLEM SOLVING

Tip to make your child's life easier.

S.O.D.A.S. Use S.O.D.A.S. to make your child's life easier.

SITUATION What is the problem?

OPTIONS What are the possible solutions?

DISADVANTAGES What are the disadvantages of each solution?

ADVANTAGES What are the advantages of each solution?

DECISION Which solution is the best?

Tips for Parents:

- Help your child to identify the problem.
- Encourage your child to think of solutions.
- Help your child to evaluate the advantages and disadvantages of each solution.
- Encourage your child to choose the best solution.



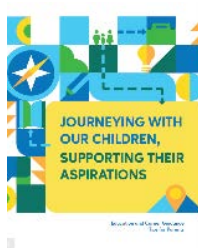
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Other Resources

ECG Tips For Parents



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

MySkillsFuture Student Portal (Primary)



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

ECG What's Next



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



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Applications for Access Arrangements for PSLE 2025 / P5 EOY Examinations

- Candidates with learning or permanent physical disabilities may apply for Access Arrangements (AAs) during the examination, based on their individual needs.
- Look out for further information in the PG which will be sent in Term 2.
- Closing date for applications: Monday 26 August 2024.
- For enquires, please email Miss Noelle Selvadurai (HOD SEN)

Let's work in partnership to make 2024 ...

A memorable year for Our Boys!

- Create opportunities for our boys to build firm ties and friendships.
- Prepare them for academic challenges.
- Create school experiences to prepare our boys for the future.

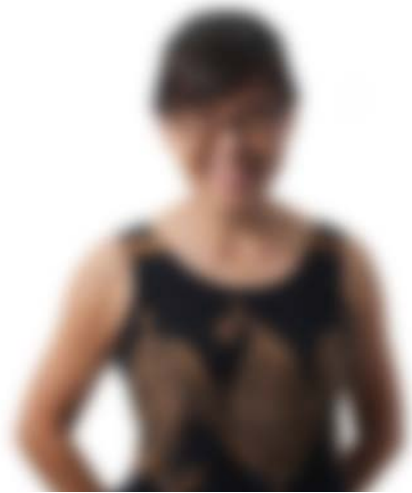


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To God Be The Glory
The Best Is Yet To Be