



# PRIMARY 5 AND 6 PARENTS' BRIEFING 2025



A COMMUNITY OF COMPASSIONATE LEADERS AND INNOVATORS

# Agenda

- Principal's Address
- Assessment
- PSLE Scoring & S1 Posting
- Direct-School Admission (DSA)
- P5 and P6 Key Activities/ Programmes
- School-Home Partnership



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# Principal's Address

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# WELCOME PARENTS TO *Kheng Cheng School*



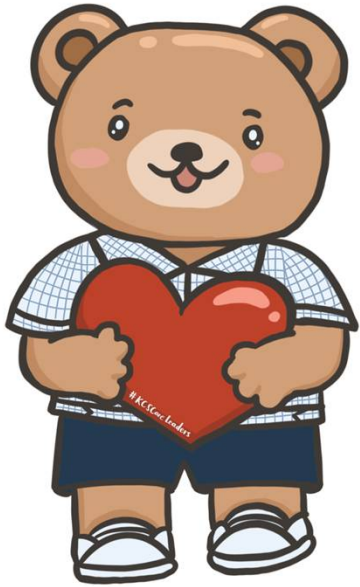
*A Community of Compassionate Leaders and Innovators*

**Vision:**

**A Community of  
Compassionate Leaders and Innovators**



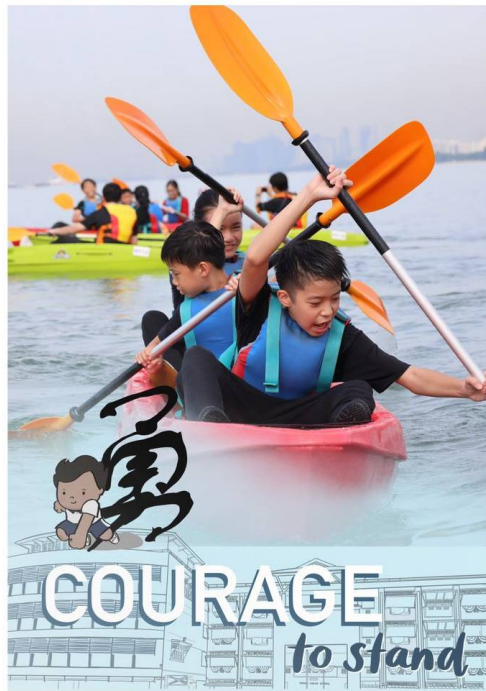
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**OUR MOTTO**



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# OUR VALUES

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# Our Desired Student Outcomes

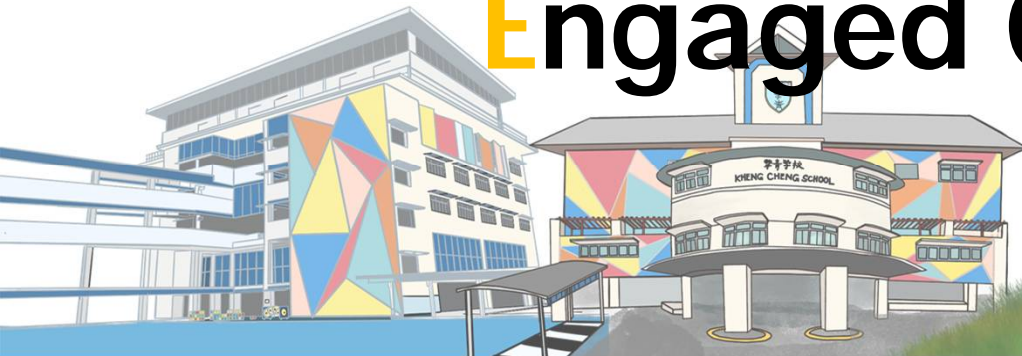
After 6 years in KCS, we hope each of our student will become a:

**C**onfident Person

**A**daptable Learner

**R**espectful Contributor

**E**ngaged Citizen



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# Confident Person

*One who is able to:*

1. Distinguish right from wrong
2. Think for and express themselves confidently
3. Make responsible decisions and take ownership of their actions
4. Maintain a positive outlook and approach setbacks with resilience



# Adaptable Learner

*One who is able to:*

1. Know their strengths and areas for growth
2. Have a lively curiosity about their surroundings
3. Take pride in their work
4. Pursue personal growth driven by a passion for learning



# Respectful Contributor

*One who is able to:*

1. Cooperate, share and care for others
2. Communicate empathetically and collaborate effectively to achieve shared goals
3. Think creatively and critically to create constructive solutions
4. Be proactive and strive for excellence



# Engaged Citizen

*One who is able to:*

1. Have healthy habits and an awareness of the arts
2. Know and love Singapore
3. Embrace diversity and promote inclusivity
4. Be civic-minded and care for the environment



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**C**onfident Person  
**A**daptable Learner  
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**E**ngaged Citizen

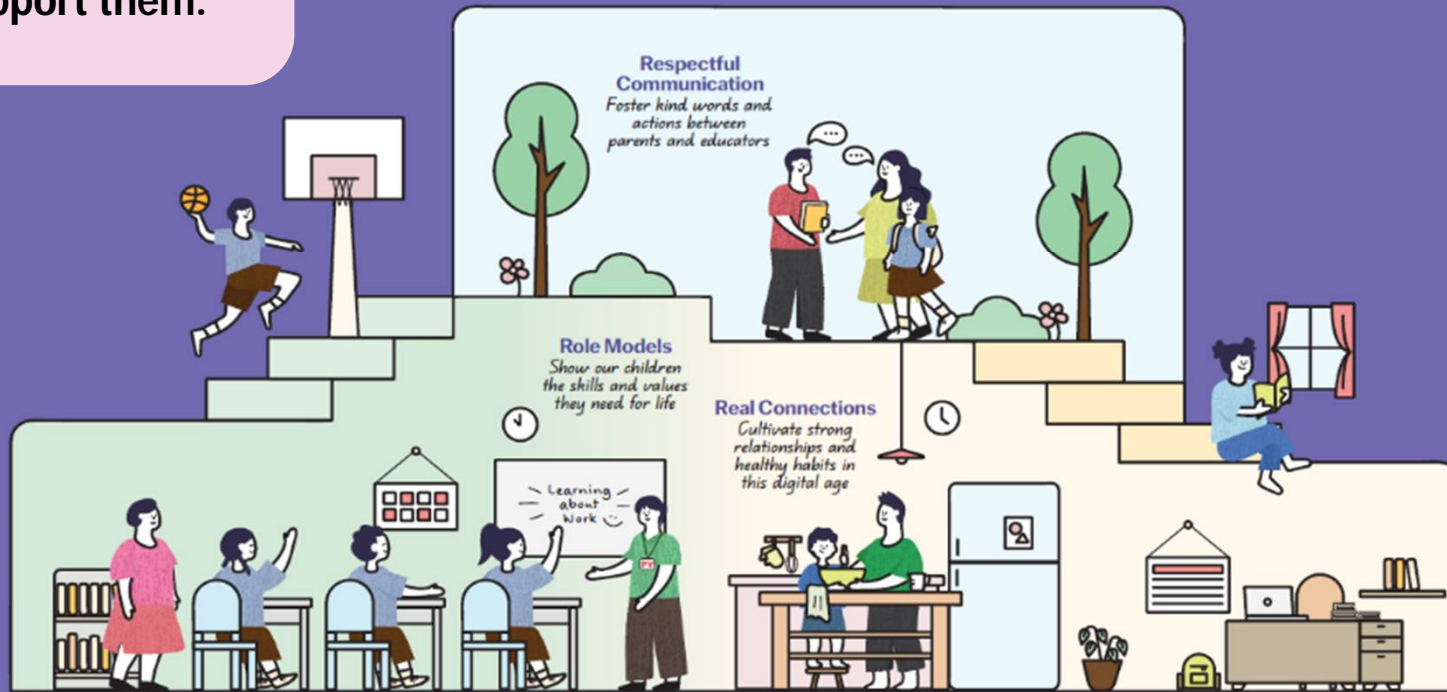


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Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

# Raising a Happy, Confident, and Kind Generation Together



**Respectful Communication**  
Foster kind words and actions between parents and educators

**Role Models**  
Show our children the skills and values they need for life

**Real Connections**  
Cultivate strong relationships and healthy habits in this digital age

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

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

**1** Respectful Communication

**2** Role Models

**3** Real Connections



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# Respectful Communication

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



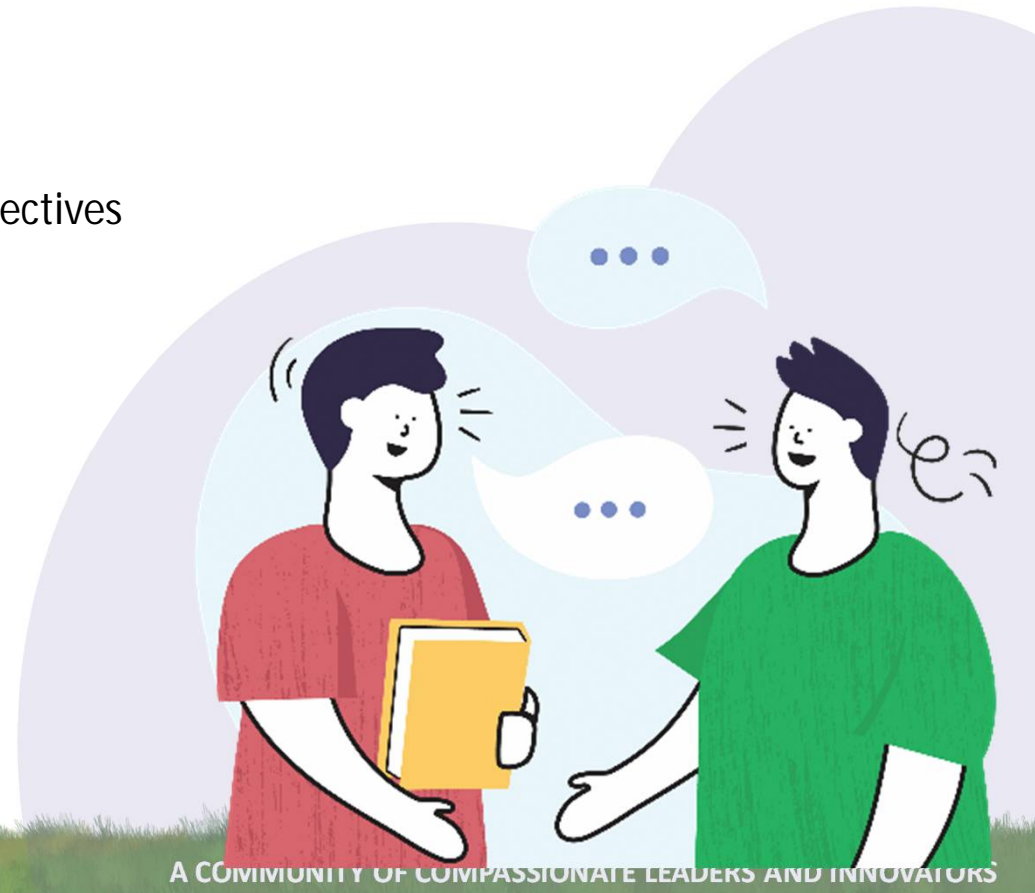
Listen to and understand each other's perspectives and concerns regarding each child



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



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# 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.*

# Real Connections

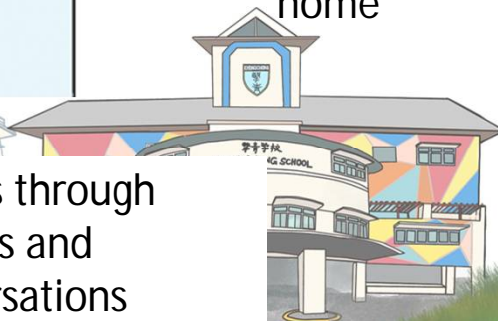
Cultivate strong relationships and healthy habits in this digital age

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



**Building Relationships** Page 20

**Helping Your Child Build Healthy Relationships**

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

**Things You Can Do**

- Expose your child to a range of social situations:
  - For younger children, create opportunities for them to interact with other children of similar ages (e.g. attend school camps).
  - For older children, encourage them to make friends with peers who have similar interests.
- Encourage your child to strengthen existing relationships:
  - Foster healthy relationships with supportive extended family members.
  - Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

**Things You Can Say**

- Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.

If you ever feel pressured to do something or be someone you aren't in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.
- Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.

How has this affected you or your friend?

What are your expectations of a good friend?

How can you make things better?

you've got this

**Navigating the Digital Age** Page 54

**Helping Your Child Thrive in the Online Space**

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

**Things You Can Do**

- Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives.

Why do you think they said that?

If you were in their shoes, would you agree with their opinion?

Consider the issue from another perspective by practising **S.U.M.S.** (Source, Understand, Research, and Evaluate).
- When your child is responding to another person online, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.

Is your message respectful and empathetic?

Consider the issue from another perspective by practising **S.U.M.S.** (Source, Understand, Research, and Evaluate).
- Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.

How do these comments make you feel?

It's okay to feel upset. It's also okay not to respond to these comments. Don't we turn off the comments and notifications and do something else for now?

you've got this



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

# Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



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# Let's Be Vigilant



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# MOH's new screen time guidelines for kids under 12



## Below 18 months



- **No screen time** (except for video calls)
- Do not leave screens on in the background

## 18 months to 6 years old



- Screen time: **Under 1 hour daily** outside school
- Watch media with kids when possible
- Do not use screens to occupy or distract children
- Choose age-appropriate educational content
- Do not leave screens on in the background
- **No screens during meals and before bedtime**

## 7 to 12 years old



- Screen time: **Under 2 hours daily**, except for schoolwork
- Avoid giving children mobile devices with unrestricted internet and app access
- Avoid giving children access to social media



# Year Head's Address

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# ASSESSMENT

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# Assessment Weightings P5 (Standard)

Subjects	Term 1 (%)	Term 2 (%)	Term 3 (%)	Term 4 (%)
EL	5	10	15	70
MT	5	10	15	70
MA	0	15	15	70
SC	0	15	15	70
HMT	0	15	15	70

Refer to "P5 Holistic Weighted Assessment Schedule 2025" sent via PG on 21 Jan for details on the modes of assessment



# Assessment Weightings P5 (Foundation)

Subjects	Term 1 (%)	Term 2 (%)	Term 3 (%)	Term 4 (%)
FEL	5	10	15	70
FMT	5	10	15	70
FMA	0	15	15	70
FSC	0	15	15	70

Refer to "P5 Holistic Weighted Assessment Schedule 2025" sent via PG on 21 Jan for details on the modes of assessment

# Assessment Plan

## P6 [Standard and Foundation]

TERM	ASSESSMENT
1	Timed Assessment 1
2	Timed Assessment 2
3	PRELIMS/ PSLE Oral
4	PSLE LC/Written papers

Refer to "P6 Holistic Weighted Assessment Schedule 2025" sent via PG on 21 Jan for details.



# PSLE SCORING



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# ACHIEVEMENT LEVELS (AL) [Standard]

- All P5 and P6 students will receive their results in ALs.
- PSLE Score will be the sum of the ALs of their 4 subjects.
- PSLE Scores can range from 4 to 32, with 4 being the best possible total score.

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

# ACHIEVEMENT LEVELS (AL) [Foundation]

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively.**

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

# Illustration of overall PSLE Score

ENGLISH LANGUAGE AL 3

MOTHER TONGUE LANGUAGE AL 2

MATHEMATICS AL 1

SCIENCE AL 2

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**PSLE SCORE: 8**



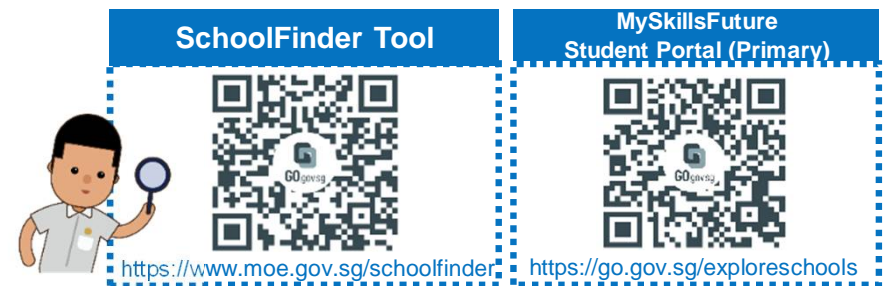
## SBB: S1 POSTING

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

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

## PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- The PSLE Score ranges for individual secondary schools will be available for your reference on <https://moe.gov.sg/schoolfinder> and <https://go.gov.sg/exploreschools>. They reflect the PSLE scores of the students posted into these schools at the previous year's S1 Posting Exercise.
- A school's PSLE Score range (including Cut-Off-Point) can vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.





## HOW DO WE INTERPRET THE PSLE SCORE RANGES?

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

### Example

XX Secondary School

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

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

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

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

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

## EXAMPLE OF AN SAP SCHOOL'S PSLE SCORE RANGE

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

### Example

XX Secondary School

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

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

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

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

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



# DIRECT SCHOOL ADMISSION (DSA)



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# What is DSA?

Primary 6 (P6) students can seek admission to certain secondary schools based on their talent in sports, Co-Curricular Activities (CCAs) and specific academic areas.

P6 students can apply for DSA-Sec based on a wide-range of talents, including:

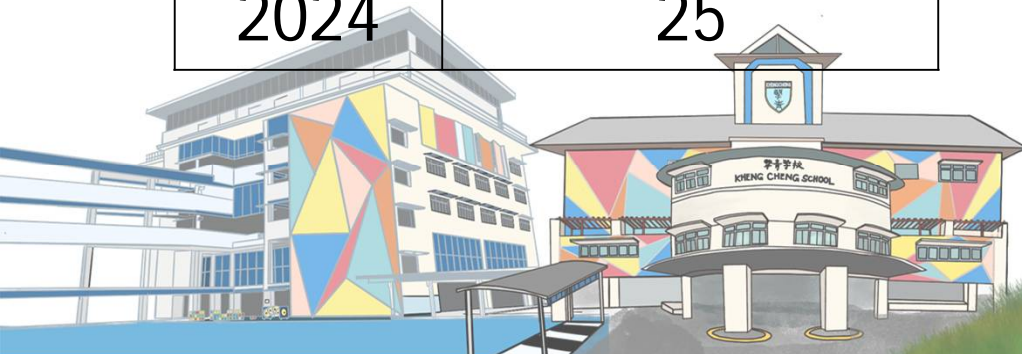
- **Sports and games**
- **Visual, literary and performing arts**
- **Debate and public speaking**
- **Science, mathematics and engineering**
- **Languages and humanities**
- **Uniformed groups**
- **Leadership**



# Our numbers...

Year	Number of Successful Applicants
2022	26
2023	19
2024	25

- Students can apply through the DSA-Sec Portal. (Parent to use Singpass to log in)
- No application fees.
- Indicate up to 3 choices and 3 talent areas.
- May indicate up to 2 talent areas for the same school.
- If you want to apply for 2 talent areas at the same school, you must indicate both as separate choices.



# DSA-SEC Exercise Timeline



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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# KEY LEVEL ACTIVITIES/ PROGRAMMES



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# P5 and P6 Academic Support Programmes

Level	Schedule	Target Group
P5	<p><b><u>Remedial</u></b>  Mondays 2p.m. – 3.30p.m.  Thursdays 2p.m. – 3.30p.m.</p>	<ul style="list-style-type: none"> <li>Identified students</li> <li>Consent forms will be sent via PG</li> </ul>
P6	<p><b><u>Supplementary</u></b>  Mondays 2p.m. – 3.30p.m.  Thursdays 2p.m. – 3.30p.m.</p>	<ul style="list-style-type: none"> <li>All P6 students</li> </ul>
	<p><b><u>June Holidays Supplementary</u></b>  26 and 27 June  8a.m. to 12.30p.m.</p>	



# P5 Programmes

**P5 Camp  
1 – 3 April**



**National Education  
Show  
July (Saturday evening)**



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# P5 Programmes

**TIE Trip**  
**Overseas Learning Journey**  
**End of May 2025**  
**[Selected students only]**



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# 2025 PSLE DATES (Tentative)

Mode of Assessment	Date
Oral	Wednesday - Thursday (13 - 14 August)
Listening Comprehension	Tuesday (16 September)
Written Examination	Thursday - Friday (25 - 26 September)
	Monday - Wednesday (29 September – 1 October)



# P6 Post- PSLE Programme

Programme (non-exhaustive)
P6 Growing Years Talk
VIA Project
Secondary Schools Publicity Talk
Code for Fun (Programming)
P6 Battle of the Bands
P6 Graduation



Subject-based enrichment activities

Building fond memories

Managing change and transition

Community Service

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# SCHOOL-HOME PARTNERSHIP



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# Support your child

9 – 11 hours of sleep

A Centre for Holistic Initiatives for Learning and Development (CHILD)  
Evidence Insight recommends that children need sufficient and good quality sleep for optimal development. Here's why:

Good sleep habits at a young age are linked to:

Optimal brain function, especially in memory

Better mood and self-regulating of behaviours

Better metabolic health and growth

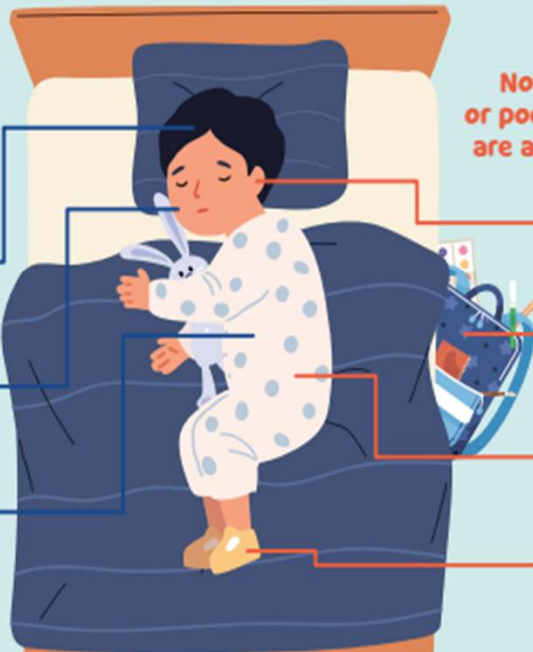
Not enough sleep, or poor quality sleep are associated with:

Difficulty with attention

Poorer school readiness

Increased risk of childhood obesity

Hyperactivity



THE IMPORTANCE OF  
PUNCTUALITY FOR YOUR  
CHILD AT SCHOOL

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# Support your child

Customizing Screen Time



Homework  
Time



REST  
TIME

Revise!

Family  
Time

# Help your child succeed in life

Check out some of our guidelines for  
better school-home partnership.



Ministry of Education  
SINGAPORE



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# SCHOOL-HOME PARTNERSHIP

- If you have any queries, feedback or require any assistance, please contact:
- Your child's Form Teachers
- Mdm Brenda Peh (Assistant Year Head/P6)
- Mrs Tan Hwee Min (Year Head/Upper Block)
- We will respond to you within 3 working days.

# THANK YOU

- See you at the Parent-Teacher Meeting in May
- Meet subject teachers to discuss the individual progress of your child



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