



Paya Lebar Methodist Girls' School (Secondary)



DSA Information Session

Date: **11 May 2024 (Saturday)**

Time: **9 am - 11 am**

Venue: **Agape Concert Hall (PLMGSS)
296 Lorong Ah Soo Singapore 536742**

Programme

9 am - 10 am Sharing by Principal

10 am -11 am Guided School Tour

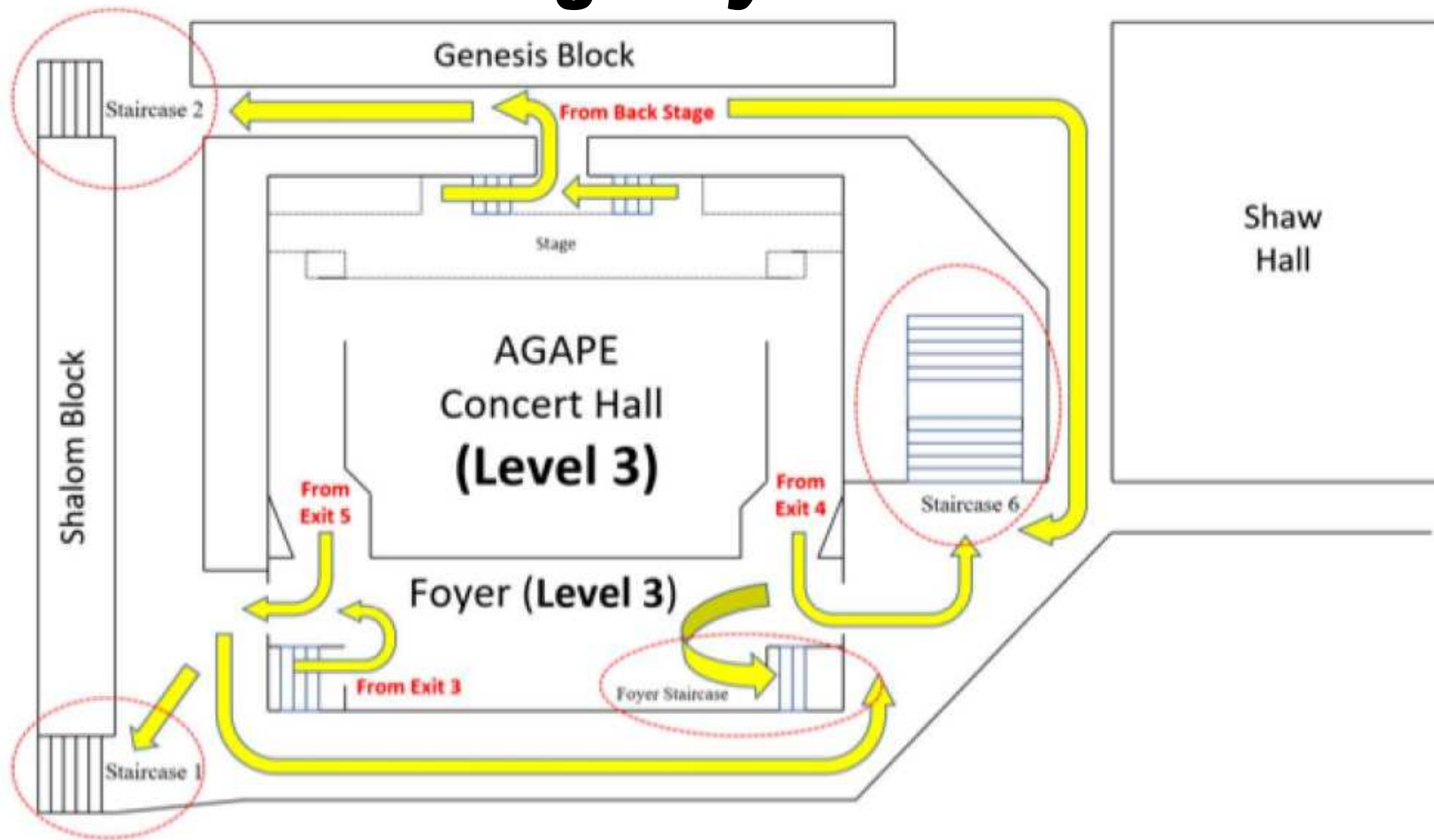
To register, pls scan **QR code**





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Emergency Evacuation





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Programme

School Sharing Session

**Principal
Students**

Question-and-Answer Session

Tour of school facilities



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Our **PLMGS** Story



PAYALBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Vision

An outstanding school of choice producing women of fine character with a passion for life and learning

Mission

To nurture every PL-Lite into a whole person who lives in favour of God and man

H.E.A.R.T. Values

- Honour God
- Excellence (Mindset)
- Adaptability
- Respect
- Thankfulness

DOE 1 Confident PL-Lite	DOE 2 Passionate Learner
DOE 3 Active Citizen	DOE 4 Inspiring Leader



THE PLMGSS CULTURE

CARE

- Value **people** and **relationships**
- **Empower** people
- Practise **self-care**



EXCELLENCE

- Recognise **effort** and **growth** - not perfection
- Facilitate **intentional** and **effective feedback**
- Make **continuous improvement**
- Every experience is a **learning experience**



SCHOOL PRIDE

- **Everyone** can grow and contribute
- **Sense of belonging** to PL and its heritage
- To be a **beacon to the community**





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

PL STAFF





- No photography
- No videography
- No disclosure / circulation



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

P6 Admission into PLMGS (Sec)

New policy from 2020 Sec 1 Admission:

20% in each course is reserved for Non-PL(Pri) girls

Cohort Size
Determined by MOE

Express/NA/NT cohort

Other school (20%) girls posted by MOE based on PSLE T-score

PLMGS(Pri) girls posted by MOE based on PSLE T-score



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Comparison of PSLE Scoring Systems

	Old PSLE Scoring System	New PSLE Scoring System
PSLE Scores Computation	T-Scores	Achievement Levels (ALs)
Performance basis	Comparative performance within cohort	Absolute performance
Level of differentiation	More than 200 possible T-scores	Range from 4 – 32
School Posting	Based on academic merit (PSLE Aggregate Score)	Based on academic merit (Total AL Score) Choice order will now be used as tie breaker.



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

(for info) Removed slides on:

- Cut-off Points to PLMGS(Sec)



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Affiliation Policy

Students of **PL Primary** who want to continue Education in PL Secondary



Must indicate PL Sec as their 1st choice

This gives PL Pri student priority for admission to PL Sec school.

However, this priority for admission to PL Sec does not guarantee admission, as it is subject to the availability of places.



Progression of PL-Lites

(for info) Removed slides on:

- Progression of PL-Lites



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

PLMGS(Sec) is affiliated to ACJC

PL-Lites must put **ACJC** as their :

- 1st choice or
- 1st and 2nd choice,

e.g.

ACJC 1st choice – Science

ACJC 2nd choice – Arts



Limited to a maximum of 4 bonus points



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Our Total Curriculum



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

德 智 体 群 美

Morals, Intellect, Physical body, Team spirit, Aesthetics



Holistic Education



TOTAL CURRICULUM

TOTAL

Curriculum **L**earning content **A**ssessment **P**edagogy **S**taff

Learning Content¹ (Knowledge, Skills, Values or attitudes)

What should my students learn?

Curriculum

How should my students learn?

Pedagogy²

Staff: guided by Singapore Teaching Practice (STP)

Did my students learn it?

Assessment³

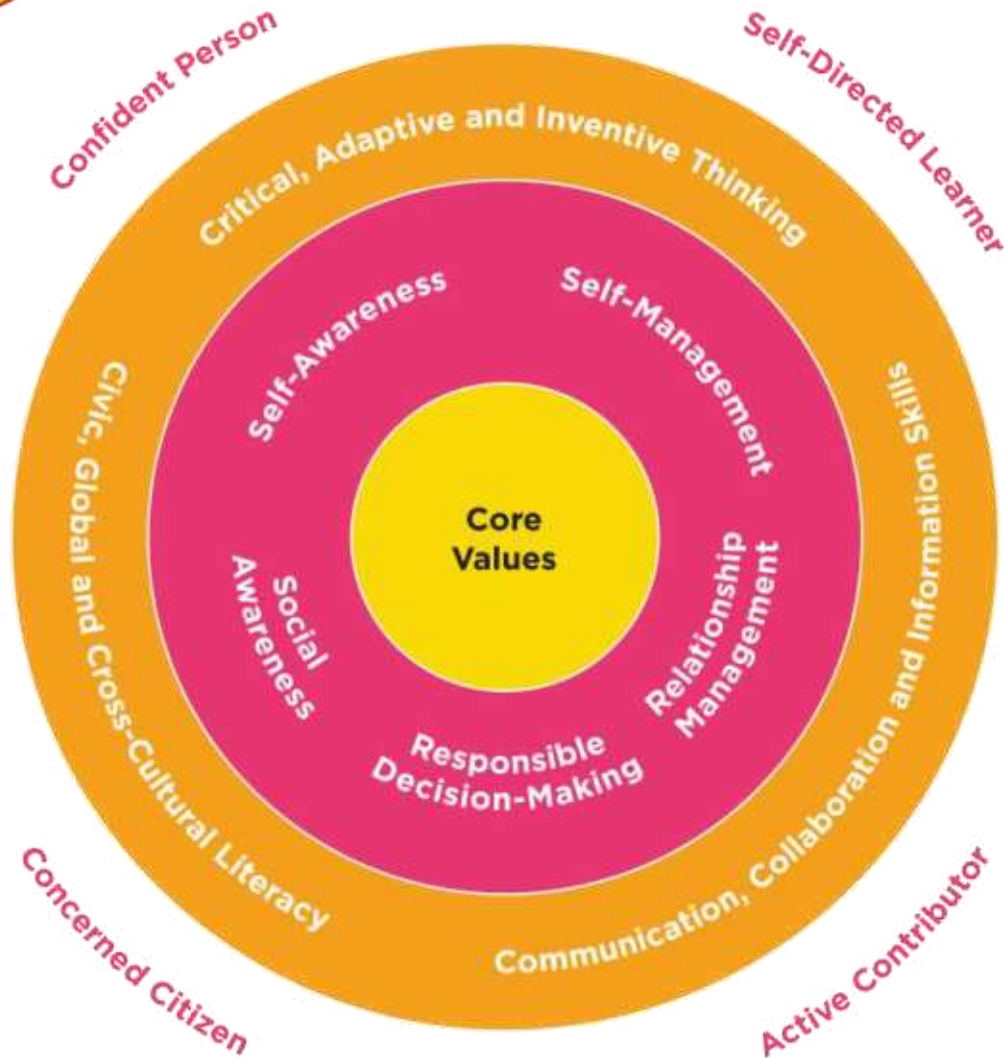
Learners Disposition: PEARLS

DOEs

Total Curriculum						
Curriculum Programme (CP)				Co-curriculum Programme (CCP)		
Languages	Science		Mathematics	CCA	CCE	School-based programmes
Aesthetics	Humanities	PE	Design & Technology			



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



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e21CC ...

Emerging 21st Century Competencies

Needful competencies & dispositions in 4 priority areas...

Adaptive Thinking
Inventive Thinking
Communication
Civic Literacy



Emerging 21st Century Competencies

Announced at WPS 2023

Every Student a Creator, Connector and Contributor

Enhanced 21CC Framework and Priority E21CC

Given the complexities and uncertainties of the future, it is timely to sharpen our students' competencies and dispositions in the four priority Emerging 21CC:

Adaptive Thinking

- Assesses different contexts and situations in order to make connections and draw new insights
- Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy

- Demonstrates understanding of values, ideals and issues of personal, community and national significance
- Plays active and constructive roles to improve the school, community and nation

Inventive Thinking

- Explores possibilities and generates novel and useful ideas
- Evaluates and refines ideas to formulate novel and useful solutions

Communication

- Effectively communicates information and co-constructs meaning
- Engages empathetically with diverse perspectives



More information on the enhanced 21CC Framework can be found on MOE Intranet [here](#).

CONFIDENTIAL / CLOUD-ELIGIBLE / NON-SENSITIVE

Provide opportunities for students to **understand different context** and adjust perspectives through **discussions**

Develop a **PL-Lite** to be a **beacon** through streamlining with **VIA programme** and be **active citizens**
S1: School
S2: Community

Provide opportunities for students to **develop digital literacy and leverage technology to generate solutions** and have **iterations** to refine ideas

Students to **collaborate** in groups, **interview** VIA target audience to **empathise** with them and **share learning** with peers



(for info) Removed slides on:

- PL21 2.0 from 2024

Building Good Habits through EFFECTIVE ROUTINES

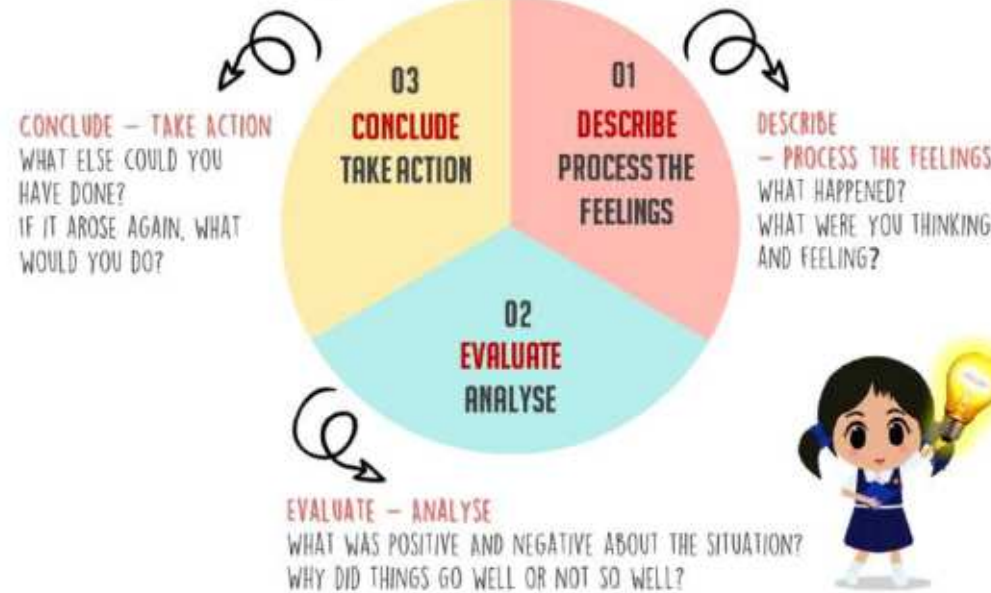
PEARLS (for Pupils)



All teachers will
co-construct expectations
& consequences with
students.

3 Stage Reflection Cycle

Adapted from the Gibbs Reflective Cycle



Reflection Routine:
Making sense of the Lessons, Student
Development
Experiences and other school experiences in
a meaningful way.

Mighty Ruth's POSITIVE SELF TALK

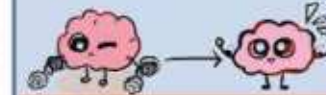


Dr. Sherry Tross, MEd

I CAN 'GROW' MY BRAIN

Our brains are like our muscles.
The **more** we use them, the
better and stronger our brain
gets.

We believe we can all learn and
achieve.



I CAN LEARN FROM MY MISTAKES

Mistakes are
opportunities
for us to learn.

We can identify and
acknowledge our
weaknesses and emotions.

We can listen to feedback
and work on improving.

We can plan for follow up
actions after reflecting
from our experiences.

I CAN'T YET!

If we cannot achieve now, it
does not mean it is permanent.
We can set goals and take steps
to **improve** ourselves.



I CAN RISE UP TO A CHALLENGE

We see new experiences as
CHALLENGES and they are
OPPORTUNITIES to learn
and grow.

We persevere during
challenges and
pursue our own
personal excellence.

I AM NOT ALONE!

We can **ask for help**
and get support from
family and friends.

We can learn **better**
and **achieve more**
when we have help.

Positive Self Talk Routines to
build a **GROWTH MINDSET**.



PAYAL LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



Use of Media Studio in English and Chinese News reporting on school events and current affairs

Learning with Technology

Blended Learning Routines

Regular classroom routines with the use of PLD



C
H
A
M
P
S

Charge PLD Fully

- Charge your PLD fully before coming to school
- Be ready with your PLD at the start of lesson



Highlight issues to Peers, Teachers or ICT Support Team

- Seek help from peers
- Ask teachers if assistance is needed
- Approach ICT Support Team in case of technical issues



Alert in Safeguarding PLD & School Materials

- Do not leave your PLD unattended
- Protect PLD via Device Core Management
- Use a 'hook' system to place PLD at the start of lesson



Manage Wi-Fi, Email & Online Lessons

- Check that your Wi-Fi is turned on and check your email regularly
- Actively learn and be self-directed
- Access online lessons & complete them promptly



Protect Password

- Remember your password and keep it safe
- If you forgot your MIMS Password, reset it on <https://mims.moe.edu.sg>



Screen Down Fully & Listen to Instructions

- Place your screen down fully when teacher is giving instructions



Use of Personal Learning Devices during Lessons



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Learning of the Arts



National Schools Literature Festival

Official (Closed) / Sensitive (Normal)

16 home

the Sunday Times July 14, 2013

Literature festival books record turnout

82 schools involved, up from 30 in 2005; but 'misconceptions about subject linger'

Lim Min Zhang

Many Singapore students may be taking literature as a subject, but there was no shortage of bookworms at the National Schools Literature Festival yesterday as it reported a record turnout.

This annual teacher-run event was held this year at Durban High School and 82 schools took part, compared to just 30 when it first started in 2005.

More than 1,300 students and teachers attended yesterday.

However, estimating a time for literature here is a process that will still take time, said the festival's founder Dr Suzanne Choo, who be-

lieves it is the only subject to have a nationwide festival run entirely by teacher volunteers.

"She set up the exhibition with 10 volunteers, after noticing her students were reluctant to take up literature at upper secondary level."

"The signs are encouraging and we have been getting very good responses from students every year, but still misconceptions about the subject linger," said Dr Choo.

Earlier this year, it was revealed that only about 1,600 students took the subject last year, compared to nearly 17,000 in 1992. The figures have sparked a discussion on the value of literature and how to instill interest in it.

The champion for this year's event, Ms Sakuntala Sorian, who has taught literature for 19 years, said students have the misconception that the subject is too "pre-board".

"The subject may be perceived



Paya Lebar Methodist Girls' School (Secondary)



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Musical Montage



Official (Open) / Non-Sensitive

Passionate about CCAs, motivated to study

REPORT: LIM YUFAN
limyufan@ph.com.sg

YOU can pursue your passion and still get good grades.

Abigail Lim, Alison Han and Karthigha Pon Rajoo, who are student leaders at Paya Lebar Methodist Girls' School (Secondary), are living examples.

The 16-year-olds topped the school in the O-level exams, despite being heavily involved in co-curricular activities (CCAs).

Abigail, who is her school's top scorer with eight A1s, is a prefect and the vice-president of the harp ensemble. She is also the student in charge of Campus ChangeMakers, a student body that organises community service projects for the less privileged.

"I'm very happy to have joined the harp ensemble because through it, I've learnt a new skill," said Abigail. "Music is a form of de-stressing for me."

Ms Annabella Ong, Abigail's English Language teacher, said she had displayed strong leadership qualities, organising meetings among Campus ChangeMakers on her own and delegating work with minimal input from the teachers.

Madam Connie Ng, Abigail's mother, believes that the reason behind her good results is constant revision.

Self-motivated

"I do not push her because she is very self-motivated," said Madam Ng, who is a childcare teacher. "She doesn't study past 11pm and relaxes by playing the piano whenever she feels stressed."

Alison and Karthigha, who have eight and seven A1s respectively, are two of the other top scorers from the school.

Together with Abigail, Alison was awarded the Colours Award by the school, in recognition of their outstanding leadership abilities and contribution to

their CCAs.

Alison, the vice-president of the English Literary, Drama and Debating Society, has acted in many of the school's plays and musicals.

Alison said she always looks forward to going for the society as she loves to act and is happy to be with her friends.

"I feel like it is normal for me to act," said Alison, who is also a member of the Prefectural Board's executive committee. "It is through acting that I express myself better."



HIGH-FLIERS:

(From left) Paya Lebar Methodist Girls' School (Secondary) students Karthigha Pon Rajoo, Abigail Lim and Alison Han.

TNP PICTURE: GARY GON

As for Karthigha, she has shown eloquence by winning Sorkilarn, a national Tamil debate competition, in 2010.

"Through taking part in oratorical competitions, I've gained a lot of confidence in myself," said Karthigha. "It has also helped me in my Tamil, for which I got an A1."

Karthigha, who also has a love of photography, has entered photography competitions as a member of the school's Media and IT Club.

All three girls intend to enrol in junior colleges as they want to keep their options open.

Holistic Education in PLMGS



CCAs in PLMGS (Sec)

Performing Arts	Sports & Games	Uniformed Groups	Clubs & Societies
<ul style="list-style-type: none">• Choir• Concert Band• Modern Dance• CL Drama (D' Arts)• EL Drama• Guitar Ensemble• Guzheng Ensemble• Handbell Ensemble• Harp Ensemble	<ul style="list-style-type: none">• Badminton• Netball• Rhythmic Gymnastics• Swimming• Table Tennis• Track & Field• Volleyball	<ul style="list-style-type: none">• Girls' Brigade• National Police Cadet Corps• St John Brigade	<ul style="list-style-type: none">• Infocomm Technology Club



Choir



Harp

Learning through Performing Arts



Drama



Guitar

Official (Closed) / Sensitive (Normal)



Handbells



Band



Swimming



Badminton



Volleyball

Learning though Sports

Rhythmic Gym



Table Tennis



Track





Learning skills in the Media Comm Club





The Girls' Brigade



St John Brigade

Learning through Uniform Groups CCAs



National Police Cadet Corp





CONDARY)



Learning through differentiated experiences



Overseas Learning

Seoul, South Korea



Australia



Republic of China (Taiwan)



Penang, Malaysia



Overseas Learning



Sec 4 Batam Trip in March 2024





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

The New Singapore Context



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

FULL Subject-based Banding (SBB)

WEDNESDAY, SEPTEMBER 4, 2019 | THE STRAITS TIMES

TOP OF THE NEWS A5

28 secondary schools to pilot full subject-based banding

They will offer humanities at higher level and try out new Sec I form class arrangements

Annelie Yong
Education Correspondent

A group of 28 secondary schools will be the first to show their students to take a greater number of subjects at a higher level next year, ahead of an overhaul to Singapore's education system in two years.

The Ministry of Education (MOE) previously revealed for the first time the 28 schools that will pilot full subject-based banding, where students take subjects at a higher or lower level, based on their strengths.

The schools include Bedok Green Secondary, Paya Lebar Methodist Girls' School (Secondary), Pi Hwa Secondary and St Patrick's School. Their students will be able to choose to study humanities subjects - geography, history and literature in English - at a more demanding level from Secondary 2, if they have the aptitude. Existing options are English, mathematics, science and music/technology.

The 28 pilot schools will also try out new Sec I form class arrangements instead of the traditional setting by Express, Normal (Academic) and Normal (Technical) streams. Students from different streams will

be in the same form class and take a common set of subjects that will amount to about a third of curriculum time.

These include art, character and citizenship education, design and technology, and physical education. MOE said that next year's pilot comes ahead of the roll-out of full subject-based banding in all secondary schools by 2024, in the same year that the Normal and Express streams will be scrapped.

The 28 schools were selected based on their readiness, and all had taken part in earlier phases of subject-based banding and have experience in supporting students of different learning abilities. Teachers have been undergoing training to responsive learning to different needs of students, and redesigning resources like assignments or worksheets.

One pilot school, Queenstown Secondary, hopes to let Sec 1 students next year have a hand in naming their classes, besides recently distributing students from different streams into active classes.

Its principal Rashida Rahim said more students have taken higher-level subjects. On average, about 26 per cent of its Normal (Academic) students take one or more higher-

Bowen Secondary tries out mixed-stream classes for Sec 2 cohort

To prepare for the upcoming changes to form classes, Bowen Secondary School decided to test the waters this year.

It mixed up its Secondary 2 cohort during character and citizenship education (CCE) lessons between March and April as part of a trial to see how students from different streams would take to one another.

Ms Dorothy Lim, senior CCE teacher, said co-curricular activity (CCA) groupings were used as this was already a way for students from all three streams - Express, Normal (Academic) and Normal (Technical) - to mix.

All 280 Sec 2 students took part in five sessions, where they learnt topics such as acceptance and being inclusive. For instance, in learning about empathy with people who have physical disabilities, students refrained from using too much body language.

Each of the eight groups had 30 to 35 students from two to three CCAs. They were of different genders, races and academic streams.

They got to make new friends from other CCAs and streams, Sec 2 Express student Huiyue Aze said. "When you pass the ball during a game, you aren't passing to



Bowen Secondary teacher Aze Chang facilitating a lesson to help students in a mixed-stream class develop empathy for people who are visually disabled. (PHOTO COURTESY OF BOWEN SECONDARY SCHOOL)

an N(A), N(T) or Express student; you are passing it to your friend."

Bowen Secondary is one of the 28 pilot schools implementing full subject-based banding from next year, along with mixed form classes for Sec 1. It usually has seven Sec 1 classes - one Express,

two Normal (Academic) and one Normal (Technical).

Ms Lim hopes students gain a deeper sense of empathy and learn to work with peers who have had different experiences.

Next year, the school will also form "buddy groups" for Sec 1

classes to encourage students to look out for one another. Class banding time - in the form of time for reflection, games or handouts - will be set aside every Friday too.

Annelie Yong

28 pilot schools

- Ang Mo Kio Secondary
- Assumption English School
- Bedok Green Secondary
- Bowen Secondary
- Clementi Town Secondary
- Dun'Nany Secondary
- Edgemoor Secondary
- Evergreen Secondary
- Gan Eng Seng School
- Glenview Secondary
- Jaring Secondary
- Jaring-Bint Secondary
- Mayflower Secondary
- Myriad Secondary
- Paya Lebar Methodist Girls' School (Secondary)
- Pi Hwa Secondary
- Ping Yi Secondary
- Queenstown Secondary
- Riverside Secondary
- St Andrew's Secondary
- St Anthony's Canossian Secondary
- St Patrick's School
- Saint Cecilia's Secondary
- Temasek Secondary
- West Spring Secondary
- Whitely Secondary
- Yuying Secondary
- Zhenghua Secondary

that about 10 per cent of its Normal (Academic) students will be able to take humanities subjects at a higher level, while St Andrew's Secondary said about 15 per cent of its Normal (Academic) students may similarly qualify by the end of this year.

Ms Marion Tan, principal of St Andrew's, said: "Before we started subject-based banding last year, our lower secondary students took subjects only at the level of their streams. And for many, it was as if they were imposing an artificial cap on how far they should challenge themselves for any subject, even if they had the interest and aptitude for it."

"With subject-based banding, we have students who are willing to push themselves further to realise their potential in a given subject with the help of their teachers. And it often encourages them to excel in other subjects or areas of their scholastic life as well."

atstraitstimes.com.sg

STREAMING: THE PAST ...AND THE FUTURE



Subject-based banding gives N(A) student residence boost

Johanne Ang

Being able to choose more advanced or specialist classes, Normal (Academic) students were offered the choice to take mathematics and Chinese at the Express level, under subject-based banding, as they had about 10 to 15 subjects in the Express stream last year.

When the school started subject-based banding last year, our lower secondary students took subjects only at the level of their streams. And for many, it was as if they were imposing an artificial cap on how far they should challenge themselves for any subject, even if they had the interest and aptitude for it."

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PLMGS (Sec) is one of the 28 Pilot Full SBB Schools



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



What is Full SBB?

Full SBB is part of MOE's ongoing efforts to nurture the joy of learning and develop multiple pathways to cater to the different strengths and interests of our students.

The school system will become far more flexible than today, so that we can customise learning to the student, to give them time to blossom at different points in their lives, while anchoring the belief that we can grow and get better.”

- *Minister for Education, Ong Ye Kung, COS 2019*





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Towards a More Inclusive Singapore

Committee of Supply Debate, March 2021



"We strive to make our education system more inclusive, where each and **every child is recognised, appreciated and supported for who they are."**

Minister of State for Education, Ms Sun Xueling

We need to grow our students with special educational needs as well **as typically-developing students in the soft skills that will last them into adult life.**

Parliamentary Secretary for Health, Ms Rahayu Mahzam

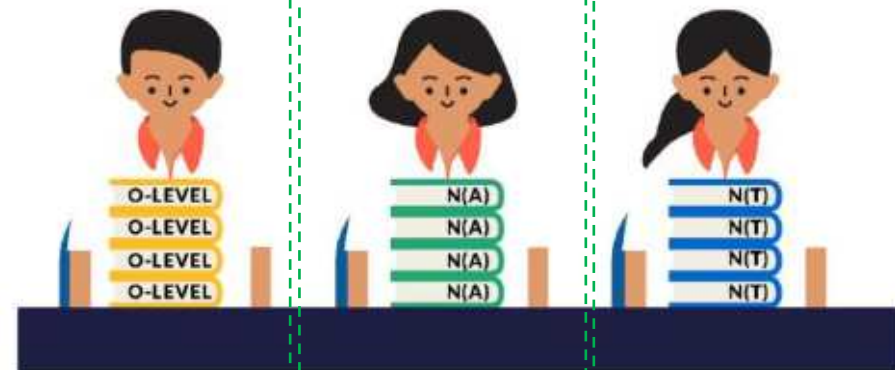


Full Subject-Based Banding

- Social-mixing
- Students can offer subjects at APPROPRIATE subject levels

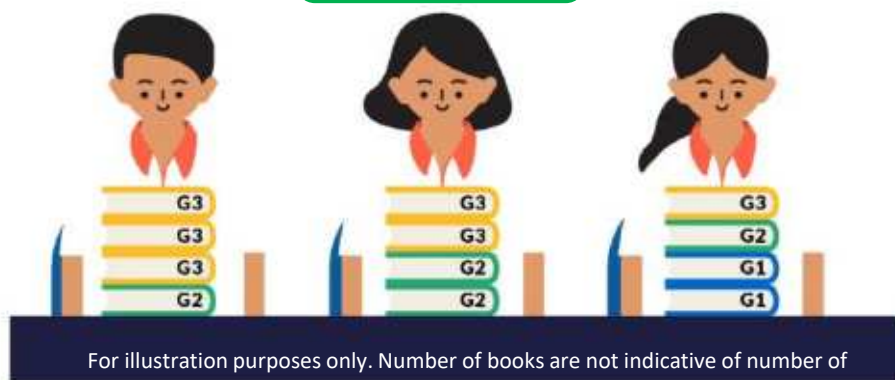


Before



Students in different courses would be in different form classes

After



For illustration purposes only. Number of books are not indicative of number of

Under Full SBB, students in the same form class may take subjects at different subject levels



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Direct School Admission @ PL



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Direct School Admission into PL

Talent Areas



Student Leadership



Performing Arts

- Guzheng
- Handbell
- Harp



Sports

- Badminton
- Rhythmic Gymnastics
- Netball
- Swimming
- Table Tennis
- Volleyball



(for info) Removed slides on:

- DSA (Student Leadership) Development Blueprint



(for info) Removed slides on:

- DSA (Performing Arts) Development Blueprint



(for info) Removed slides on:

- DSA (Sports) Development Blueprint



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

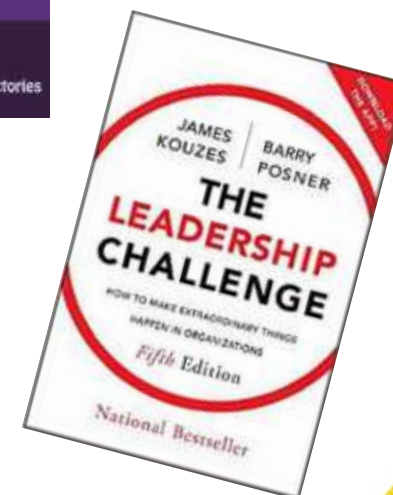
Intentional Leadership Development

Anchored on...

Five Practices of Exemplary Leadership Model



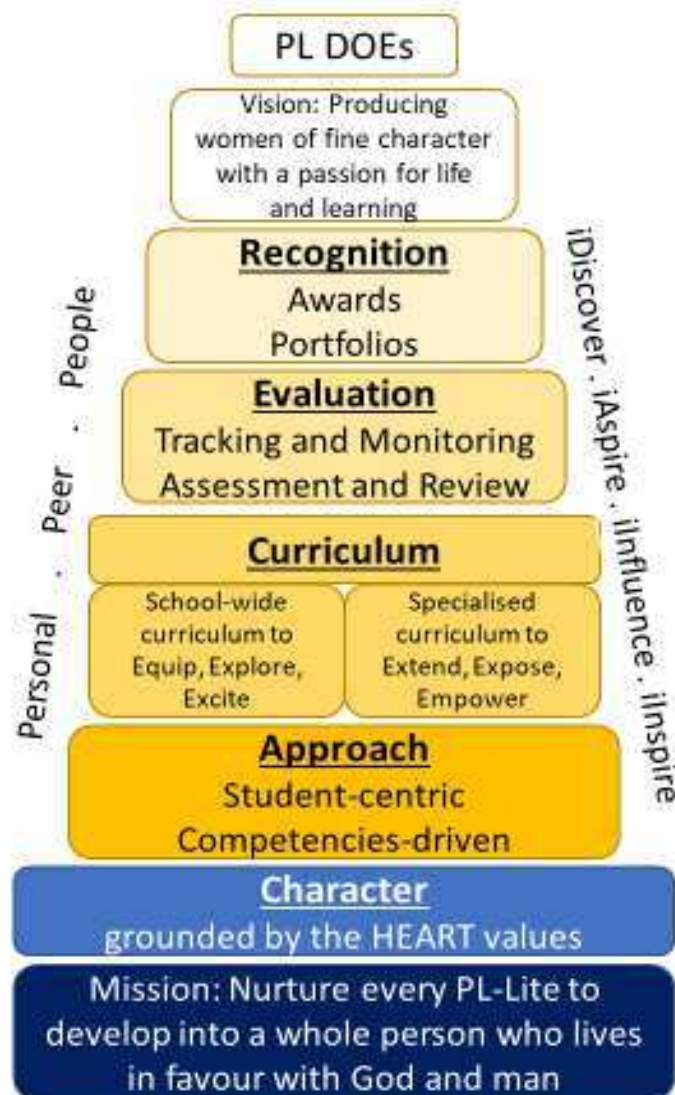
by Kouzes and Posner





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Revised Talent Development Framework



It is our vision that every PL-Lite will grow to become a **Confident PL-Lite, Passionate Learner, Active Citizen and Inspiring Leader** who would be a beacon to the community.

Our students are recognised for their efforts and contributions via the various **awards**, and they also build their **portfolios** and gain valuable experiences.

To evaluate the effectiveness of our programmes, we **track and monitor** our students' progress while we **assess** the outcomes and **review** various processes and programmes in a timely manner.

Through our school-wide curriculum, our students are **equipped** with essential skills, competencies and dispositions, while they **explore** their passions, interests and aptitudes, and are **excited** about learning and contributing to self, peer and people domains.

We believe that each child has her individual strengths and talents. Hence, every student will be provided with opportunities through specialised curriculum to **extend** her learning and gain further **exposure** in the areas that she has specific strengths in, as she is **empowered** to lead and inspire others around them.

Our approach to student development is **student-centric** and **competencies-driven**, where we plan **age-appropriate** programmes based on students' profiles and needs, and focusing on developing essential competencies in our students.

Our work is fueled by our mission to nurture our students so that they will become whole persons grounded by the HEART values, and will live in favour with God and man.



(for info) Removed slides on:

- Exposure to leadership roles to develop oneself and peer leadership



(for info) Removed slides on:

- Junior Leaders' Programme



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

ADVICE TO PARENTS

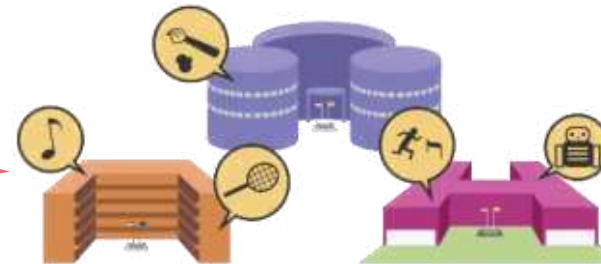


Advising Parents and Students to choose a suitable secondary school

- Consider the student's strengths, interests and abilities when making school choices in order to find a school that would help the students learn and thrive best.
- Parents can discuss the options with their child, with the following considerations:
 - **School culture**: What is the school's culture and ethos?
 - **Programmes, subjects and CCAs offered**: Can the school support and develop their child's interests, strengths and abilities?
 - **Location and transport options**: Is it too far from home? How will their child get to school?
 - **Specialised facilities or resources**, if their child has Special Educational Needs?



"Every child is unique and has different strengths, interests and abilities. Beyond academic results, what are other factors we should consider?"



Advising Parents and Students to choose a suitable secondary school

You may use this to guide parents through the considerations while shortlisting secondary schools.

A SECONDARY SCHOOL THAT'S SUITABLE FOR YOUR CHILD

Help them match to their strengths and interests.

ASK:

What are their strengths, interests, and abilities?

- What kind of courses, programmes and opportunities will develop them?
- Will the school be widening the outlook for them?

CONSIDER:

- School Culture
- Courses
- Programmes, Subjects and GCAs Offered
- Location and Transport
- If your child has Special Educational Needs

Select schools with specialised facilities or resources.

SUBMIT:

- 6 School Options
- Schools with Different Cut-Off Points

Consider at least 5-6 schools where your child's PSLE score is better than the school's Cut-Off Point.

REFER TO:

MDE's SchoolFinder

Check out schools based on subjects offered, co-curricular activities, location and contact information.

YOUR RANKING OF SCHOOL CHOICES MATTERS.

The higher you rank your preferred school in your transition card, the better your child's chance of being posted there if there is a tie-breaker.

Let your child's interests guide you to your school choice. Do not expect to post to a school just because it is a tie-breaker.

A Conversation Guide for Educators

How do I engage the parents of my P6 students who are taking the PSLE?

You may use this quick guide with your students' parents during Meet-the-Parents sessions or at other touchpoints as you partner them in supporting your students!

BEFORE THE PSLE

- Advise parents to have conversations with their child to find out their interests, strengths and abilities and share the [PSLE](#) website.
- Encourage parents to consider factors other than their child's PSLE score to shortlist a few schools together with their child and visit these schools open houses or explore the schools' websites.
- Guide parents to shortlist possible schools using the [PSLE Score Predictor](#) and [PSLE Score Predictor](#) website.
- Discuss with parents to check in on their child's well-being and how they can help their child manage stress with strategies like "What routines should we set up together to ensure that we have regular study breaks for our child to breathe, stretch and refuel?"

Guide parents to shortlist schools early based on their child's learning needs and to support their child's well-being.

Factors to consider: Location, school culture, subjects offered, co-curricular activities, school infrastructure.

DURING THE PSLE

- Discuss with parents how they can guide their child to manage their expectations, stress and time, and share the [PSLE](#) website.
- When engaging parents, use prompts like "Is your child coping well? How can we work together to manage your child's stress level? What do you think about help at home and in school to manage your child's stress level?"
- Reinforce parents on important beliefs and behaviours like getting enough sleep and helping their child cope well (e.g. how to cope if they feel they did not do well enough for one of the papers and how to focus on the next one).

Work with parents to support their child's well-being and manage their stress level.

AFTER THE PSLE

- Encourage parents to discuss with their child on their secondary school options and use all six options in the [PSLE](#) Option Form.
- Advise parents to reference school's PSLE score range as a guide and consider at least 2-3 schools where their child's PSLE score is better than the school's Cut-Off Point. Parents and their child should also rank their preferred school higher in their school choice order to increase the chance of being posted there if there is a tie-breaker.
- Guide parents to support their child during the transition period as they move to secondary school with the [PSLE](#) and head out to the school should they require assistance.

Encourage parents to support their child's aspirations and transition to secondary education.

You may use this as a guide to converse with parents during the various points of interaction with them over the course of the year.



DSA Process at PLMGSS

Process	Dates	Approach
Application via DSA-Sec Portal	7 May – 3 Jun	Apply at www.moe.gov.sg/dsa-sec .
Notification of shortlisted applicants for Selection Activity / Audition / Trial / Interview	18 Jun – 12 Aug	An email will be sent.
Selection Exercise	20 Jun – 16 Aug	Face-to-Face sessions: Selection Activity / Audition / Trial / Interview
Notification of outcome of application	By 9 Sep or earlier	An email will be sent.

Please refer to MOE-DSA website for the latest updates at www.moe.gov.sg/dsa-sec.



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

SHARING BY DSA STUDENTS



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)





Instructions for Tour of School Facilities

- Parents – please remain in your seats
- Peer-Lites and DSA students will be leading and facilitating the school tour
- Parents are given stickers at the Registration Counter
- Parents will be organised in groups according to the sticker given to you for the school tour
- We will call out the grouping so that you won't be in the wrong group



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Thank you



Official (Open) / Non-Sensitive