



Meet & Greet P4

16 January 2026



BUKIT PANJANG PRIMARY SCHOOL • FUTURE LEADERS, CONCERNED CITIZENS

Gentle Reminders

1. Keep microphones **muted** unless speaking
2. Please be mindful that we have a **large number** of participants
3. Please take note of the **end time**:
M&G Part 1 ➔ around 3.45pm
M&G Part 2 ➔ by 4.30 pm



Sessions Overview

Part 1 (3.00 p.m. – 3.40 p.m.)

A briefing by Year Head and the Principal, Mdm Len.



Part 2 (3.45 p.m. – 4.30 p.m.)

Breakout sessions with Class Mentors
(Please log in using the Google Meet link provided by the Class Mentors in your PG)



Q & A guidelines

1. Generic questions will be addressed during the sharing
2. Class-specific questions to be discussed with Class Mentors
3. Should parents have questions relating to individual matters, please feel free to reach out to the Class Mentors.



Agenda:

1. Welcome
2. Address by Principal
3. Sharing by Year Head



Our School Leaders. . .



Mdm Teresa Kelly Len
Principal



Mrs Tan-Kay Hwee Geak
Vice Principal
(Academic)



Mr Mark Chan
Vice Principal
(Academic)

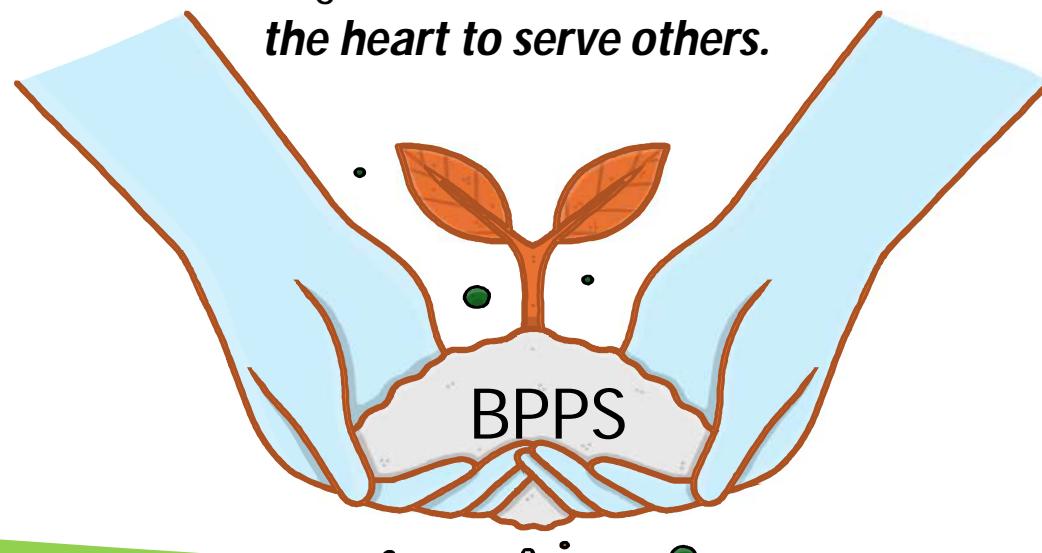


Our Key Personnel . . .



BUKIT PANJANG PRIMARY SCHOOL • FUTURE LEADERS, CONCERNED CITIZENS

Vision: Future Leaders, Concerned Citizens
Every learner an adaptable and **empathetic**
leader who is grounded in school values and **has**
the heart to serve others.



MISSION: DEVELOPING OUR STUDENTS *HOLISTICALLY* IN A *VIBRANT AND CARING ENVIRONMENT*

*To provide students with rich and positive learning experiences to nurture and develop **respectful** and **responsible** students who show **compassion** and **gratitude** towards others, while upholding **integrity** and staying **resilient**.*

Respect, Responsibility, Compassion, Integrity, Resilience, Gratitude

School Values

Respect, Responsibility, Resilience, Integrity, Compassion, Gratitude

| Levels | Primary 1 | Primary 2 | Primary 3 | Primary 4 | Primary 5 | Primary 6 |
|-----------------------|--|---|--|---|---|--|
| Values | RESPECT | RESPONSIBILITY | COMPASSION | INTEGRITY | RESILIENCE | GRATITUDE |
| Our Definition | <i>Care towards someone or something</i> | <i>Ability to make good decisions on your own</i> | <i>Feeling of sympathy and sadness for the suffering of others and a wish to help them</i> | <i>Quality of being honest and having strong moral principles</i> | <i>Ability to be happy and successful again after something difficult or bad.</i> | <i>Strong feeling of appreciation to someone or something for what the person has done to help you</i> |
| Tagline | Give respect to Get respect! | Take ownership of your actions! | See it with your heart! | Do good, even when no one is watching! | Each failure is a step towards success! | Show gratitude. Let thank you be your attitude! |



Subject-based Banding (SBB)



Subject-Based Banding (SBB)

- Every student will be given the choice to take a mix of standard or foundation subjects, depending on his/her strengths.
- SBB encourages every child to stretch his/her potential in the areas he/she naturally excels in.





WHY INTRODUCE SUBJECT-BASED BANDING (SBB)?

- To recognise the different abilities of students and give them greater flexibility to concentrate on the subjects they are good at.
- To encourage more interaction among students with different strengths.



SBB & SECONDARY SCHOOL ADMISSION: HOW ARE THEY RELATED?

- Progression to secondary level depends on your child's PSLE score.
- The different expectations of standard and foundation subjects will be taken into account when your child's PSLE score is calculated.



SBB & SECONDARY SCHOOL ADMISSION: HOW ARE THEY RELATED?

- Previously, students from the Foundation stream would mostly enter the Normal (Technical) course at secondary level.
- With SBB, students with clear strengths in some areas are able to offer at least one subject at the standard level. If they **excel in these subjects**, they will then have the **opportunity to pursue higher-level options at secondary school**, G1, G2 or G3.



SBB & SECONDARY SCHOOL ADMISSION: HOW ARE THEY RELATED?

- Offering subjects at the foundation level is **NOT** a **disadvantage** to your child.
- It enables him/her to **focus on building up strong fundamentals** in these subjects and better prepare him/her for progression to secondary school.



HOW DOES SUBJECT-BASED BANDING WORK?

At P4

School recommends a subject combination based on P4 examination results. Parents select preferred combination.

At P5

Pupil takes subject combination chosen by parents



HOW DOES SUBJECT-BASED BANDING WORK?

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Your child will be
recommended to take

Passes all 4 subjects
and performs very well
in Mother Tongue
Language

- 4 standard subjects +
Higher Mother Tongue
Language



HOW DOES SUBJECT-BASED BANDING WORK?

School recommends a subject combination
based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Your child will be
recommended to take

Passes all 4 subjects

• 4 standard subjects



HOW DOES SUBJECT-BASED BANDING WORK?

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Your child will be
recommended to take

Passes 3 subjects

- 4 standard subjects



HOW DOES SUBJECT-BASED BANDING WORK?

School recommends a subject combination
based on P4 examination results.
Parents select preferred combination.

At P4

If your child
(at the end of P4)

Passes 2 subjects or less

Your child will be
recommended to take

- 4 standard subjects
- 3 standard subjects +
1 other foundation subject; or
- 2 standard subjects +
2 other foundation subjects; or
- 1 standard subject +
3 other foundation subjects; or
- 4 foundation subjects



HOW DOES SUBJECT-BASED BANDING WORK?

| End of P5 | | |
|--|---|--|
| Takes 1 or more foundation subject(s) and does very well in the subject(s) ↓ School may allow him to upgrade 1 or 2 subjects to standard level if the school believes he can cope or continue the same subject combination in P6 | Takes standard subjects and has difficulties coping ↓ School may allow him to take 1 or more subjects at foundation level in P6 | All other children ↓ School will allow them to continue the same subject combination in P6 |
| At P6 | | |
| Your child takes the subject combination decided by the school | | |
| End of P6 | | |
| Your child sits for the Primary School Leaving Examination (PSLE) | | |



CRITERIA FOR HMT (P4 TO P5)

- At the end of P4, students would be recommended to take HMT in P5 if he/she
 - is in the top 30% based on MT overall results



CRITERIA FOR HMT (P5 TO P6)

- The student would continue with HMT in P6 if he/she
 - passes all 4 subjects; and
 - achieves a Pass for HMT at P5

Subject combination will be determined by the school.



POINTS TO NOTE:

- Students from different classes taking HCL will be placed in the same class for HCL lessons.
- HMT at PSLE is **NOT** a pre-requisite for offering HMT at Secondary School.



EXAMINATION AND SCORES

- HMT students will sit for both MT and HMT papers during examinations
- Scores for HMT will be reflected on the result slip.
- However, scores for HMT will **not** be included in the calculation of the total score for the examination.



HMT (Chinese) at PSLE

The result of the HCL will only be considered if the student is applying for admission to a SAP School.

If students with the same PSLE score are vying for limited places in the same SAP school, those with better HCL grades [in the order of Distinction (D), Merit (M) and Pass (P)] will be allocated a place ahead of other students.



HMT (Chinese) at PSLE

| Higher Chinese Grade | Marks |
|-----------------------------|--------------|
| Distinction | (80 -100) |
| Merit | (65 -79) |
| Pass | (50 - 64) |



SPECIAL ASSISTANCE PLAN (SAP) SCHOOLS

1. Anglican High School 圣公会中学
2. Catholic High School 公教中学
3. CHIJ Saint Nicholas Girls' School 圣尼各拉女校
4. Chung Cheng High School (Main) 中正中学(总校)
5. Dunman High School 德明政府中学
6. Hwa Chong Institution 华侨中学
7. Maris Stella High School 海星中学
8. Nan Chiau High School 南侨中学
9. Nan Hua High School 南华中学
10. Nanyang Girls' High School 南洋女子中学校
11. River Valley High School 立化中学



OPTING OUT

- Students who are offered HMT in P5 are **NOT** encouraged to drop the subject at P5.
- They can decide to do so after completing the entire P5 HMT syllabus.



HMT – Use of Textbook (As stipulated by MOE)

| Higher Chinese | Higher Malay | Higher Tamil |
|-----------------------|--|--|
| 1 textbook | 2 textbooks <ul style="list-style-type: none">• 1 for MT• 1 for HMT | 2 textbooks <ul style="list-style-type: none">• 1 for MT• 1 for HMT |



FAQ 1:

How is the AL score of the PSLE Foundation Subject calculated?

| Foundation Subject (AL) | Raw Marks Range | Equivalent Standard Achievement Level (AL) |
|-------------------------|-----------------|--|
| A | 75 - 100 | 6 |
| B | 30 - 74 | 7 |
| C | < 30 | 8 |

Example:

EL – AL 4, MA – AL 3, SC – AL 3, **FMT – B (equivalent to AL 7)**

PSLE Score → 4 + 3 + 3 + 7 = **AL 17**



FAQ 2:

Will the student's Mother Tongue Language result improve if the student takes Higher Mother Tongue Language?

- Result is determined by the student's effort in learning the language.
- If the student cannot cope with the demands and pressure, the student may even lose interest and confidence in learning the MTL.



FAQ 3:

Will the student have an advantage during the admission to Secondary School because the student take the HMT in PSLE?

- The result of the HCL will only be considered if the student is applying for admission to a SAP School.
- The result of the HMT does not affect the PSLE score (AL score).



FAQ 4: **Why should the student take HMT?**

- The school offers HMT to student to stretch the student's potential in the areas that he/she naturally excels in.
- Student should take HMT if he/she is able to cope with the other 4 standard subjects and has the aptitude in learning the language.
- The student is considering to apply to a SAP school after PSLE.



Reminder:

The **SBB option form** and **report book** will be given to the P4 students.

All students are to submit the **completed SBB option form** and **signed report book** back to their Class Mentors.



ENTERING SCHOOLS THROUGH DSA-SEC

- There is no change to the application and selection process with the shift to Full SBB.
- 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



BPPS Communication Policy (Parents)

The school believes in fostering close partnership with parents to guide our students in their holistic development. We trust that parents will support the school in looking into the well-being of BPPS staff. The school has put in place the following communication guidelines.

Bukit Panjang Primary's official modes of communication with parents comprising the following:

| | |
|-------------------------------------|--|
| School phone | 6769 1912 |
| School email | bpps@moe.edu.sg |
| School mailing address | 109 Cashew Road Singapore 679676 |
| School website | https://www.bukitpanjangpri.moe.edu.sg |
| School Facebook | https://www.facebook.com/profile.php?id=100063784636440 |
| Staff official school email address | refer to school website https://www.bukitpanjangpri.moe.edu.sg/about-us/our-staff |
| Parents Gateway | https://pg.moe.edu.sg/ |
| School Publications | Student's Diary In Touch E-newsletter (Every Term) Endeavour Yearbook (Yearly) |



BPPS Communication Policy (Parents)

- Communication and engagement with teachers to be kept within the school hours (7.30 am to 5.00 pm) on working weekdays and during school term.
- Teachers are not expected to respond to parents' and/or students' queries after school operating hours, during weekends and on school and public holidays.
- For urgent matters, parents may contact the General Office if teachers are uncontactable during school hours.
- Teachers are not expected to provide their personal mobile numbers to parents and/or students.



BPPS Communication Policy (Parents)



- Appointments for face-to-face meetings with staff should be made **at least 3 days in advance** (either through email with staff or leave a message with the admin staff at the General Office) to avoid disappointments and to minimize disruption to the staff's working schedule.
- Parents will receive a response to their email queries within 3 working days for general query, 7 working days for queries which require some investigation and 21 working days for queries with complexities, to ensure queries are duly addressed.
- The school reserves the right not to engage with any parent who is disrespectful, rude and abusive to our staff.
- **All Civil Servants are protected by Protection from Harassment Act (PoHA).**



School Discipline

- Serious Offences



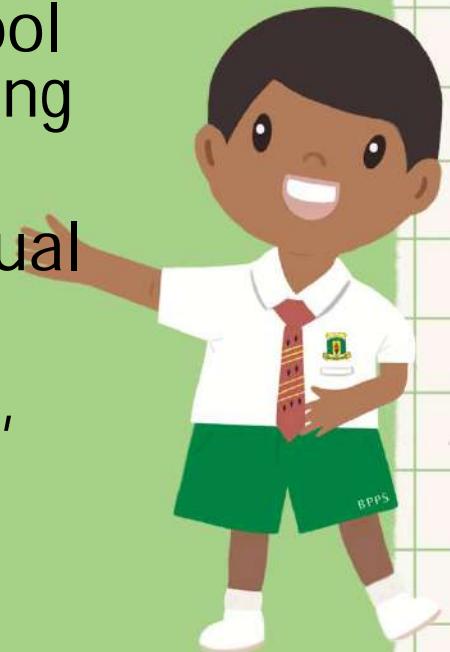
Serious offence

- An offence is considered serious when a student:
 - causes **serious harm and/or disruption to self**
 - causes **serious harm and/or disruption to others**,
 - causes **serious damage to property or resources**
 - shows **defiance against authorities**



Examples of Serious offence

1. Smoking, Vaping, Pornography, Leaving school grounds without permission, Truancy, Cheating in assessment, Gambling
2. Assault, Bullying, Fighting, Gangsterism, Sexual Misconduct, Theft, Disruptive Behaviour
3. Arson, Cybersecurity Violations, Trespassing, Vandalism, Possession of weapon,
4. Open Defiance to School Personnel



| | Vaping | Vaping with Etomidate |
|------------------------------|--|--|
| First-time offenders | <ul style="list-style-type: none"> • 1 to 3 days of detention and/or suspension; and/or • 1 stroke of the cane (for boys only) • AND conduct grade adjustment | <ul style="list-style-type: none"> • 3 to 5 days of detention and/or suspension; and/or • Up to 2 strokes of the cane (for boys only) • AND conduct grade adjustment (no better than 'Fair') |
| Second-time offenders | <ul style="list-style-type: none"> • 3 to 5 days of detention and/or suspension; and/or • Up to 2 strokes of the cane (for boys only) • AND conduct grade adjustment (no better than 'Fair') | <ul style="list-style-type: none"> • 5 to 14 days of detention and/or suspension; and/or • Up to 3 strokes of the cane (for boys only) • AND conduct grade adjustment ('Poor') |
| Subsequent offenders | <ul style="list-style-type: none"> • 5 to 14 days of detention and/or suspension; and/or • Up to 3 strokes of the cane (for boys only) • AND conduct grade adjustment ('Poor') | <ul style="list-style-type: none"> • 5 to 14 days of detention and/or suspension; and/or • Up to 3 strokes of the cane (for boys only) • AND conduct grade adjustment ('Poor') |



Consequences for Serious Offences

1. Detention / Suspension from school
2. Caning for upper primary boys
3. Adjustment of Conduct Grade



Parental Control: Guiding Children in the Modern World



BUKIT PANJANG PRIMARY SCHOOL • FUTURE LEADERS, CONCERNED CITIZENS



Introduction



Why Talk About Parental Control?

- Children face new challenges today
- Technology is growing rapidly
- Parenting methods must adapt

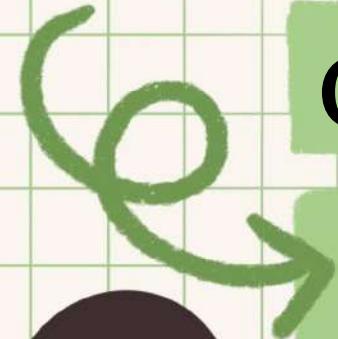


What Is Parental Control?

Understanding the Concept

- Guidance, not domination
- Setting rules with love
- Helping children make safe choices





Challenges Children Face Today



Modern-
Day Risks



Excessive
screen
time



Social
media
pressure



Cyberbullying



Exposure to
inappropriate
content



Digital Parental Control



Managing
Technology
Use

Know the
apps
children
use

Set screen-
time limits

Use
parental
control
settings



Screen Time Guidelines



Ages 7 to 12

Less than 2 hours daily (excluding schoolwork)

No screens during meals and one hour before bedtime for all ages

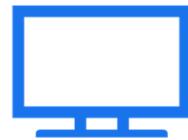
Parental Control on Devices



Smartphones



Tablet



Smart TVs



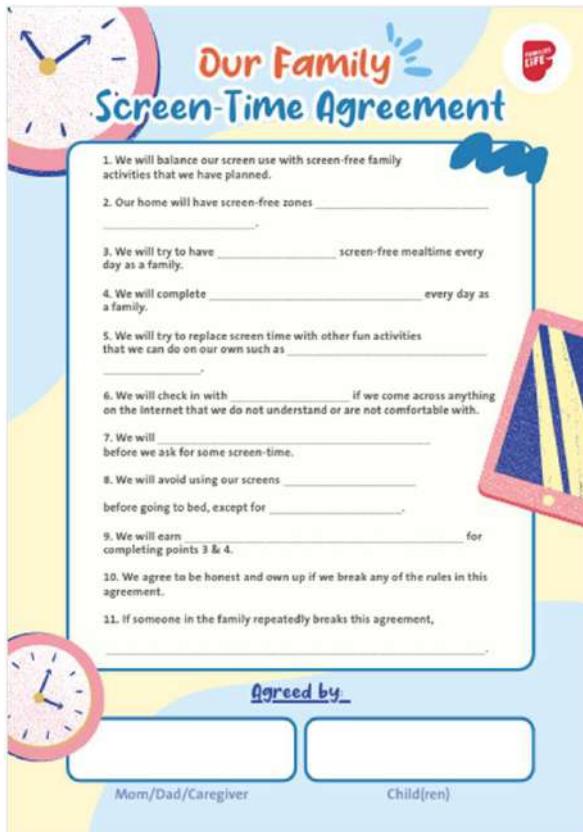
Setting Healthy Boundaries

Rules That Help, Not Hurt

- Fixed study and sleep times
- Limited gadget use
- Clear expectations



Family Agreement



Discipline teaches responsibility.

Calm correction is more effective.



Leading by Example



Practice What We Teach



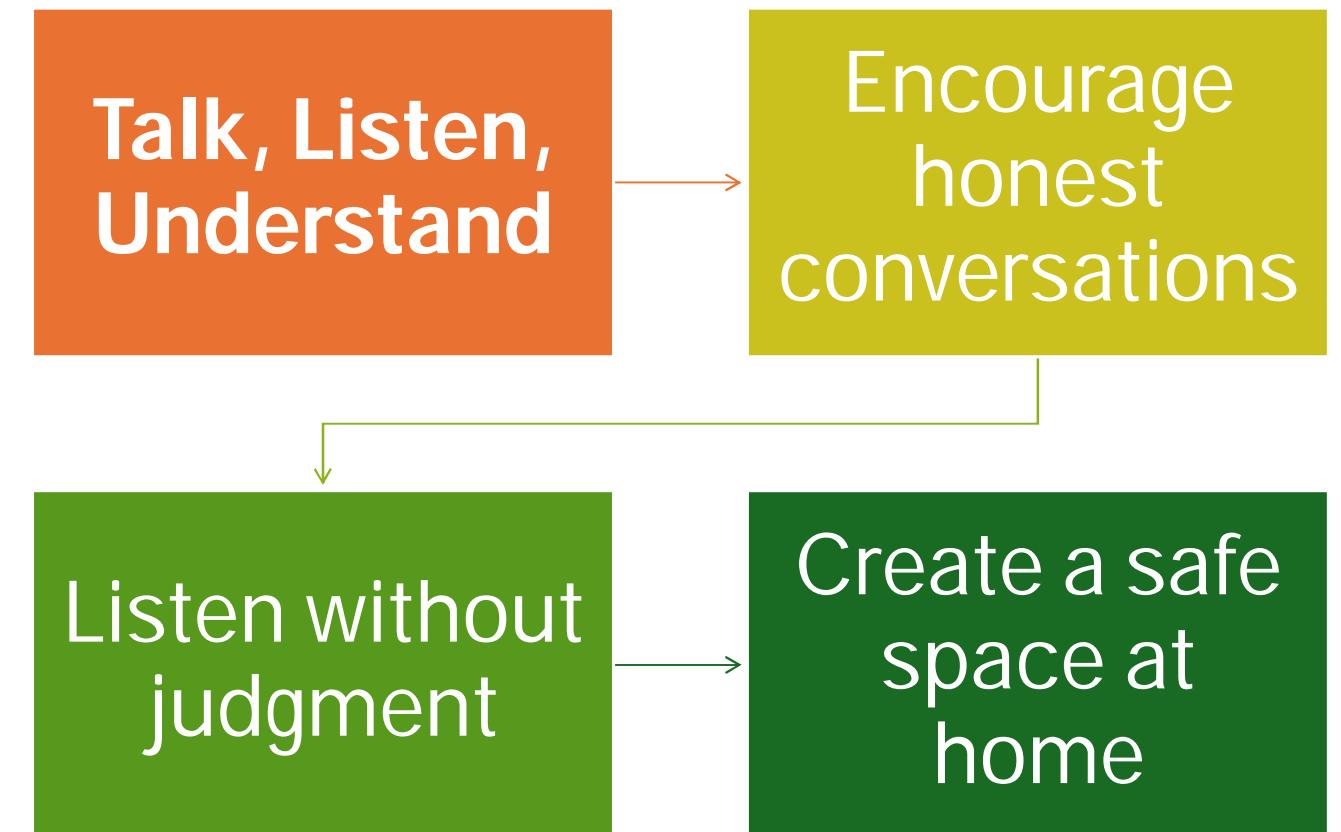
Respect others



Control our own screen time



Show patience and honesty



Thus . . .

01

**Balanced
Parenting Is
the Key**

02

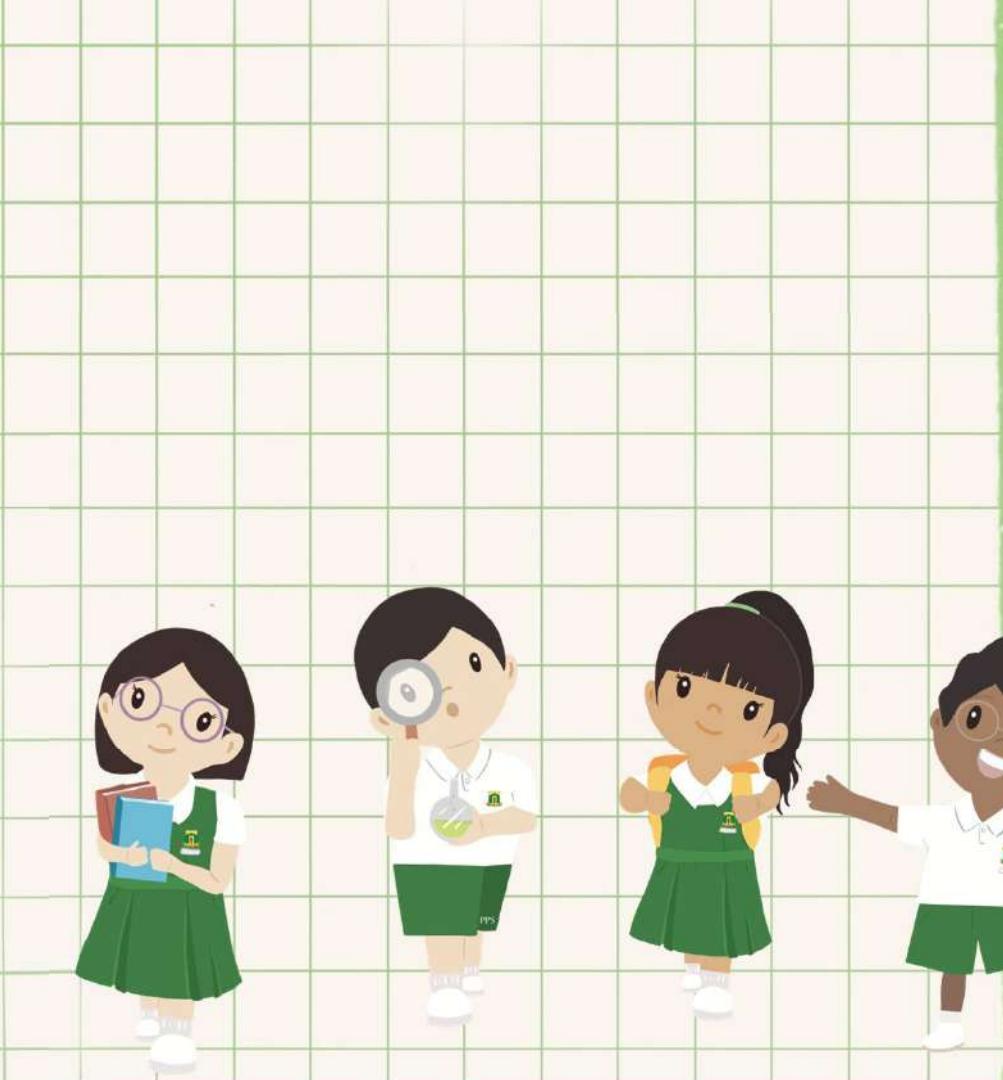
Control with
care

03

Freedom with
responsibility

04

Love with
guidance



Parent-Child- Teacher Conference (PCTC)

29 May 2026 (Fri)



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Meeting with Class Mentors . . .

- General Sharing by the class mentors
 - Expectations
 - Rules of the class
 - Ways parents can support their children
 - Individual questions will be addressed separately via email.



YEAR HEAD TEAM



Mrs Ang Wei Ling Rebekah
Year Head (Primary 4 and 5)



Mdm Jessie Tan
Assistant Year Head (P4)

P4 Class Mentors

| Integrity 1 | Integrity 2 | | | |
|--|--|---|--|--|
|  |  |  |  |  |
| Ms Gladys Zhang | Mdm Shariffa | Mrs Serene Yeo | Mdm Jessie Tan | Ms Chang May Ling |



P4 Class Mentors

| Integrity 3 | Integrity 4 |
|--|--|
|  |  |
| Mr Tan Zhuan Liang | Mdm Li Wen |
|  |  |
| Mdm Ramlah | Mrs Janice Tan |



P4 Class Mentors

| Integrity 5 | | | Integrity 6 | |
|--|--|---|--|--|
|  |  |  |  |  |
| Mr Darius Kwan | Mr Koh Chung Heng | Ms Charmane Loh | Mr Tan Yee Ming | Ms Jody Chan |



Vision: Future Leaders, Concerned Citizens
Every learner an adaptable and **empathetic**
leader who is grounded in school values and **has**
the heart to serve others.



BPPS Learning Experiences

Respect, Responsibility, Compassion, Integrity, Resilience, Gratitude

ChangeMakers @ BPPS (ALP)

- seeks to empower students to **innovate for the benefit of others and take the initiative to make positive impact on their community**
- adopts the Design for Change (DFC) approach to create and implement interdisciplinary learning experiences
- embraces the **four-stage process – Feel, Imagine, Do, and Share**
- empowers students to identify real-world problems, foster empathy, develop actionable solutions, and grow as concerned citizens and active contributor



NYAA Junior Programme

The Butterfly Award



AN INITIATIVE BY: NATIONAL YOUTH ACHIEVEMENT AWARD COUNCIL



BUKIT PANJANG PRIMARY SCHOOL • FUTURE LEADERS, CONCERNED CITIZENS

OUR PRIMARY 4 EXPERIENCES...

NYAA Junior Programme (9 – 12 years old)

- ✓ Self-directed
- ✓ Non-competitive
- ✓ Holistic

Key Objectives:

- Selflessness in serving
- Cultivate sense of adventure
- Deeper understanding and appreciation of their surroundings
- Appreciation for their family
- Gain new skills

OUR PRIMARY 4 EXPERIENCES...

Four mandatory components

All components to be completed before assessment and certification by teacher-in-charge

1. Service Learning

Instill strong sense of responsibility & empathy to lend their helping hand to the community

2. Outdoor Appreciation

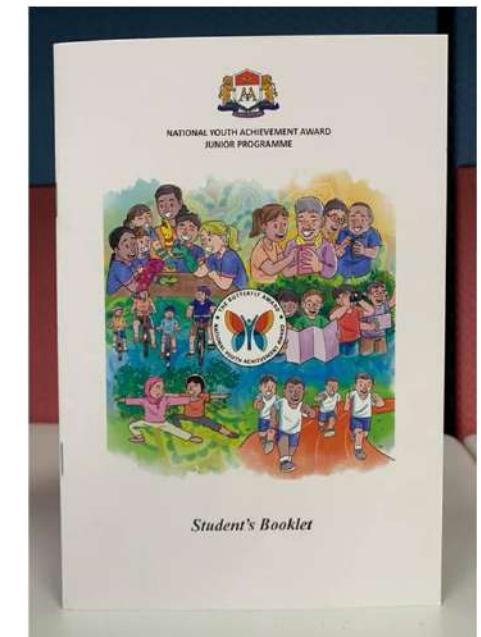
Learn to appreciate our environment & do their part in earth conservation efforts

3. Healthy Living

Teaches students to live a well-balanced life, with nutritious diets and healthy habits

4. Family Bonding

Foster tight-knit bonds with family members and develops sense of belonging & confidence



OUR PRIMARY 4 EXPERIENCES...

Service Learning [activity examples]

Supporting school events as student helpers

Participating in programmes with school-community partners

Helping an elderly neighbour in need

Being a buddy to a younger student



Service Learning Activities

Criteria:

- ✓ 8 hours over a span of at least 4 months
- ✓ Each activity contributes a maximum of 2 hours
- ✓ Short reflection or report to be done

OUR PRIMARY 4 EXPERIENCES...

Outdoor Appreciation [activity examples]

Outdoor team-building activities

Environmental protection and nature conservation activities

Participating in a school or uniformed group camp

Outdoor activities with family or friends



Criteria:

- ✓ 8 hours over a span of at least 4 months
- ✓ Each activity contributes a maximum of 2 hours
- ✓ Short reflection or report to be done

OUR PRIMARY 4 EXPERIENCES...

Healthy Living [activity examples]

Life skills or
motivation
camps/workshops

Healthy diet and
eating programmes

Sports activities
organised by the
school

Exercise activities
conducted by the
school/
community club



Healthy Living Activities

Criteria:

- ✓ 8 hours over a span of at least 4 months
- ✓ Each activity contributes a maximum of 2 hours
- ✓ Short reflection or report to be done

OUR PRIMARY 4 EXPERIENCES...

Family Bonding [activity examples]

Going out for family outings

Embarking on a walking/hiking trail together

Wellness activities with family members

Planning and implementing community projects with family members

Family Bonding

Criteria:

- ✓ 8 hours over a span of at least 4 months
- ✓ Each activity contributes a maximum of 2 hours
- ✓ At least 4 activities
- ✓ Short reflection or report to be done

Padlet Kristin Ling + 1 + 1d NYAA Junior Programme -The Butterfly Award @ BPPS

About NYAA NYAA Briefing & FAQs NYAA Booklets - Hardcopy & E-Booklet (1) Service Learning (2) Outdoc Appreciat

Kristin Ling /teacher/ 2 years ago Kristin Ling /teacher/ 2 years ago

Butterfly Award Brochure
NYAA Junior Program Brochure 2023 LR

9 Nov 2023 Zoom Briefing Slides
NYAA Junior Programme The Butterfly Award

[Misplaced Booklet] What if my child/student loses his or her booklet?
If a child/student loses his or her booklet, he or she will have to:
1) Rewrite all the activities, duration, and reflections (i.e. students can follow the table format in the booklet) neatly on foolscap papers.
2) Complete and attach the

01 Service Learning
Learning to serve instils students with a **stronger sense of responsibility** to the community and makes them better citizens. At the same time, it allows them to learn how to give useful service to others in the community and to understand the meaning behind voluntary service.
Criteria for award:

- Participate in school or family/community activities that involve service to others
- 8 hours of activities spread over 4 months

02 Outdoor Appreciation
Exploring the great outdoors through unstructured classrooms. It would expose students to better care for the environment.
Criteria for award:

- Participate in outdoor activities in school/ with the family
- 8 hours of activities spread over 4 months

<https://tinyurl.com/BPPSNYAA>

OUR PRIMARY 4 EXPERIENCES...



Cohort Learning Journeys

OUR PRIMARY 4 EXPERIENCES...

Overview

What are cohort learning journeys?

Provide students with opportunities to explore their Singaporean identity through heritage, culture and the arts

Complement CCE, Social Studies (Primary) & History curricula

Achieve the syllabus objectives of the Art curriculum



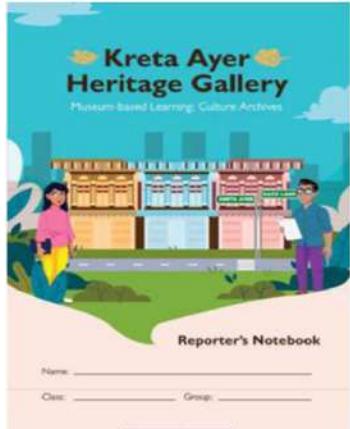
OUR PRIMARY 4 EXPERIENCES...

Art Museum-based Learning @ National Gallery Singapore



- To learn about local art to strengthen understanding of Singapore's heritage in an authentic context of the museum.
- To look at and discuss artworks through group discussions using learning tools and engage in activities such as role-playing and story-telling.

OUR PRIMARY 4 EXPERIENCES...



Culture Archives

As junior reporters, they will help to research more about the contributions of the Chinese community, cultural arts such as Chinese Opera, Chinese Puppetry, Chinese Calligraphy, Chinese Tea and Nanyin music. They will also learn about the shophouses of the area and the history of a famous street, Sago Lane.

ART Museum-based Learning Journey

**9 March 2026
10 March 2026
12 March 2026**

Learning Journey to Kreta Ayer Heritage Gallery

**13 March 2026
24 March 2026
26 May 2026**

Cohort Learning Journeys are compulsory.

THANK YOU



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