Form Winning Habits

1. Punctuality
2. Bow and Greet
3. Clean-UP!
4. Power of Care

Calibrating Our Volume: Voice Levels

Eyes Looking

Mouth Quiet

Hands and Feet Still

Right Time, Right Place for Everything

We tell our brain what to do!

Make good choices
Keep problem SMALL

Hands and Feet: Help, Not Hurt

Hurtful Actions

Purposeful exclusion ('You can't play")
Rough play
Ignoring classmates

Helpful Actions

Collaboration
Friendly greetings
Including someone new

We choose to create a safe space.

Words Can Build or Break

Build

Using words to foster friendship.

T – True?

H – Helpful?

I – Inspiring?

N – Necessary?

K – Kind?

Break

Avoid name-calling, laughing at mistakes, or spreading rumors.

Respect Starts with ME

Take pride in how you present yourself. Wearing the uniform shows honor to the school and yourself.

Hair (Boys/Girls)

Neatly cropped (boys) or tied up (girls). No fringes covering eyebrows.

Name Tag & Badge

Name tag sewn 2cm above the school badge.

Shirt & Tuck

Shirts tucked in at all times.

Socks

Socks at least 7cm above the ankle.

Shoes

Clean, all-black shoes.

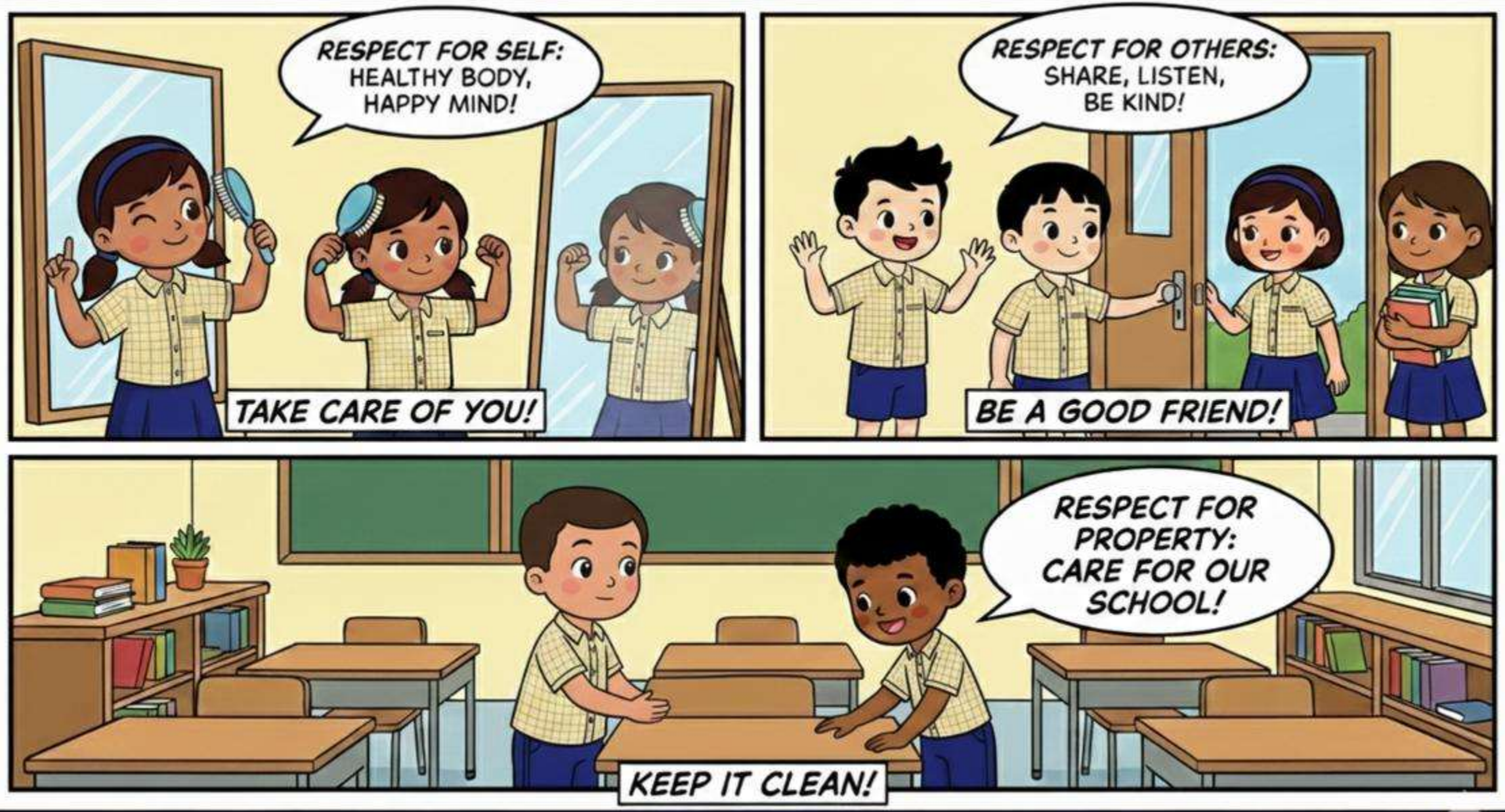
Respecting Our Shared Home

Taking care of the environment is an act of Gratitude for those who care for us.

Return equipment properly.

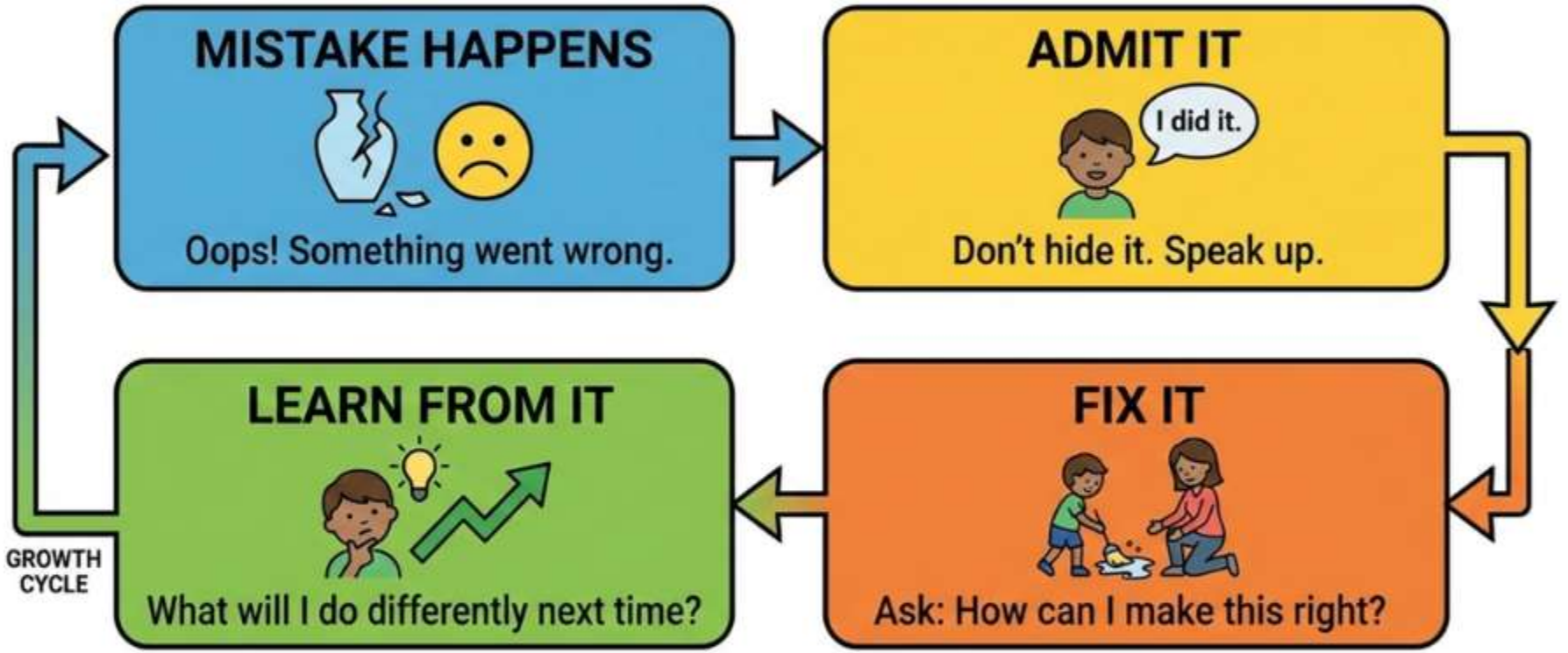
Keep classrooms tidy.

Take care of books and art.



BE A WELLINGTON HERO! RESPECT ALL!

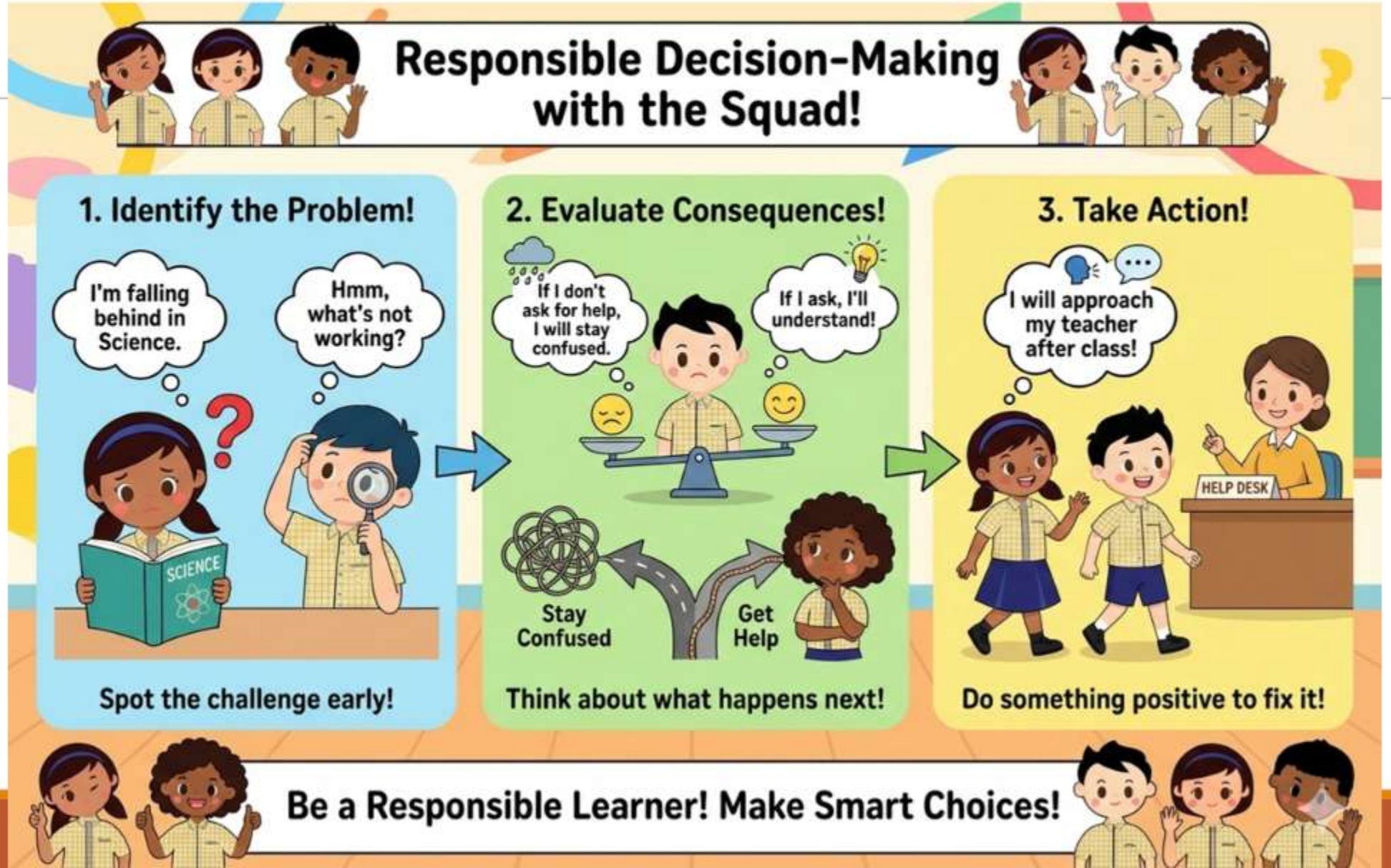
THE RESPONSIBILITY PROCESS: HANDLING MISTAKES LIKE A PRO



Taking ownership leads to learning and growth!

A mistake is only a failure if you blame it on someone else.

The Superpower of Responsibility



Being the boss of your own actions is the coolest power you can have!

Challenge of the Week

Pick Your Mission:

Pack your own backpack tonight.

Make your bed every morning.

Be the boss of your own screen time.

Can you do it without being reminded?

Small Actions Matter

The Wellington Challenge

- ☐ Listen fully to one person today.
- ☐ Include someone new in a game/conversation.
- ☐ Clean up one thing that isn't yours.

I choose

CHERISH

Creating Helpful & Empathetic,Resilient Individuals in our ScHool

Power of Care and students' active contribution as concerned citizens

CHERISH framework

Student's holistic development

Winning habits

TO BE A BETTER PERSON(LEVEL 3)

To develop and implement a programme to inculcate values in the students to develop them to be individuals who are socially responsible citizens

CHERISH will help to inform and enrich student's with knowledge, skills and values and create a platform where they get to show what they have learnt.

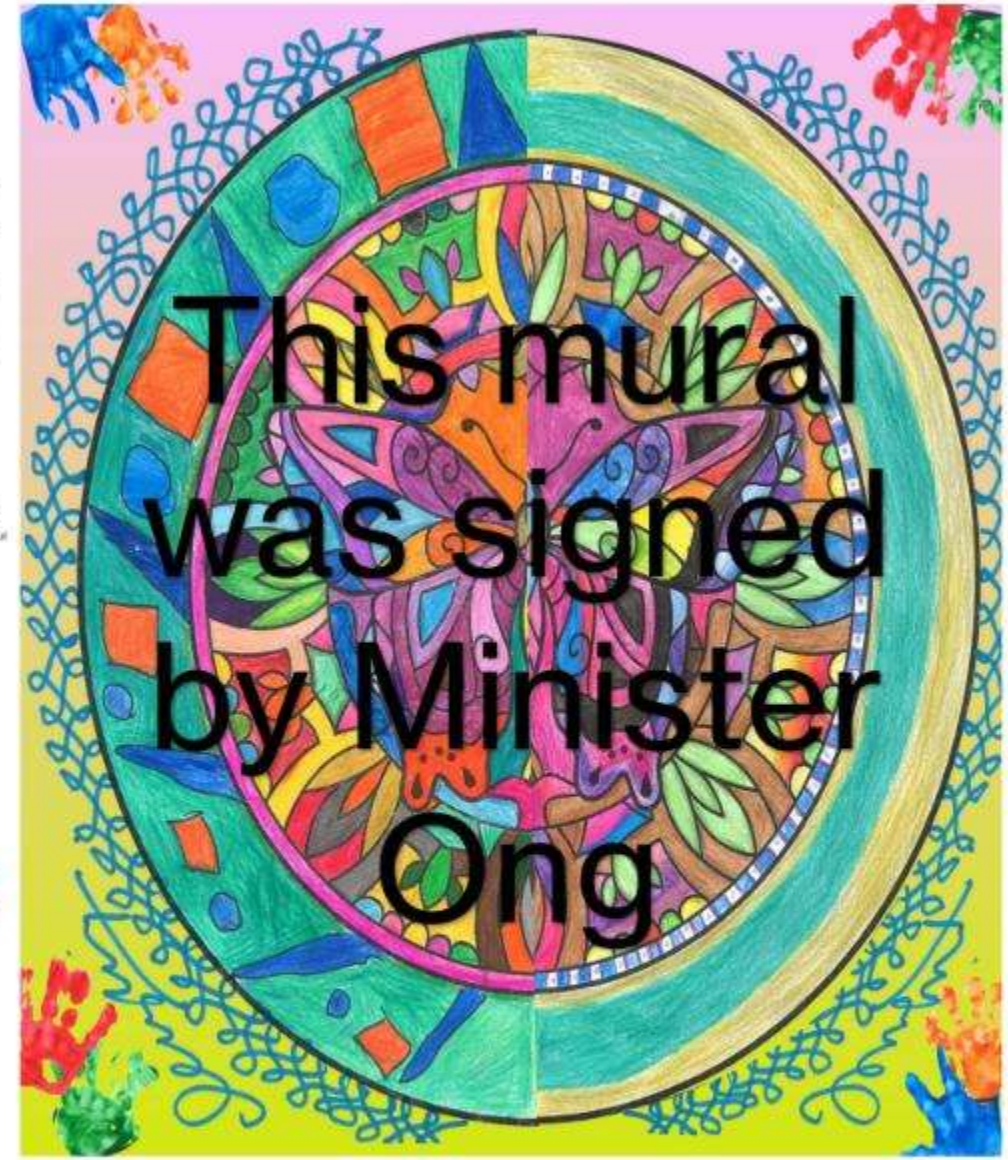
Wellington Primary School

To empower every individual, nurture talents and groom leaders

Development of CHERISH

P1	P2	P3	P4	P5	P6
CLEAN PLATE CAMPAIGN (FOOD FROM THE HEART)	**CARE FOR TOILETS IN SCHOOL** (Restroom Association)	**Lift project** (Beautify) (HDB)	Games with elderly (NDP) (HDB)	Harmony builders (People's Association)	Water saving carnival (PUB) +(SCC) Peer Uplifters! (PEERS)
Growth	Self	Self with Peers	Self and society close to them (Neighbours)	Self and society close to them (Others in Neighbourhood)	Self and Community (Representing the school)	Self and Community (Representing the school)

P3 –(VIA) Partners: HDB M.Y.WORLD People's Association Resident's Network


This mural was signed by Minister Ong

Displayed at Eastlink 1 and Eastlink 2
Canberra

NDP EVENT

Seniors painted the lanterns for the KWSH

2026 Primary 3 Form Teachers

Form Teachers			
3A	Ms Zhou Huiru	Mr Airi	
3B	Mrs Ang Xi Jun	Ms Judy	Mdm Noormarlina
3C	Mr Hakim	Ms Shanu	
3D	Mr Jeremy Chan	Ms Nuruzzulfaa	
3E	Mrs Bernadette Chen	Mr Daniel Lim	Mr Indra
3F	Mr Kareem	Mdm Lee Wai Fong	

Segment 2: Primary 4

- Direct School Admission
- Subject-based banding

Wellington Primary School

Direct School Admission

for Secondary Schools

DSA-Sec

Direct School Admission (DSA)

What is DSA-Sec?

- Giving P6 students the option to apply to some secondary schools before taking the PSLE.

- Students apply based on their interests, aptitude, and potential, beyond their performance at PSLE.

Wellington Primary School
To empower every individual, nurture talents and groom leaders

www.fppt.info

Is it too early?

- Preparation of portfolio
  (e.g. SOTA Visual Arts DSA requires 5 pieces of student's artwork created between P4 to P6)

- Setting a target / goal with your child

What are the domains?

Primary 6 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

Wellington Primary School

To empower every individual, nurture talents and groom leaders

Eligibility

Applicants must be able to demonstrate their talent, potential, passion and character through their school track record and online DSA applications.

For example, your child might have:

- Represented the school in a CCA.
- Held a role in a play or performance.
- Done well in a subject such as mathematics or creative writing.
- Held a leadership role in class or a CCA.

Applicants who do not have prior experience may also apply. The school will assess applicants based on the selection criteria, which may include assessing the potential of the applicants.

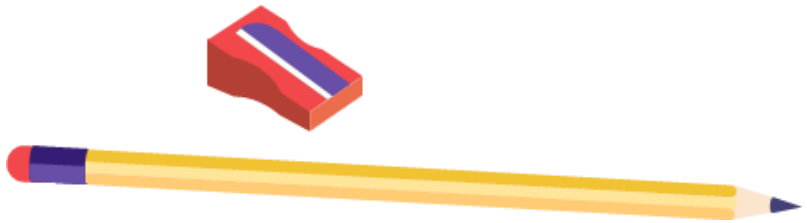
Choosing the Right School

Look for a school with programmes that **match your child's strengths, interests and learning styles**.

Get the latest information about what each school offers by:

- Visiting the school's website
- Attending the school's Open House
- Visiting MOE's DSA-Sec Website

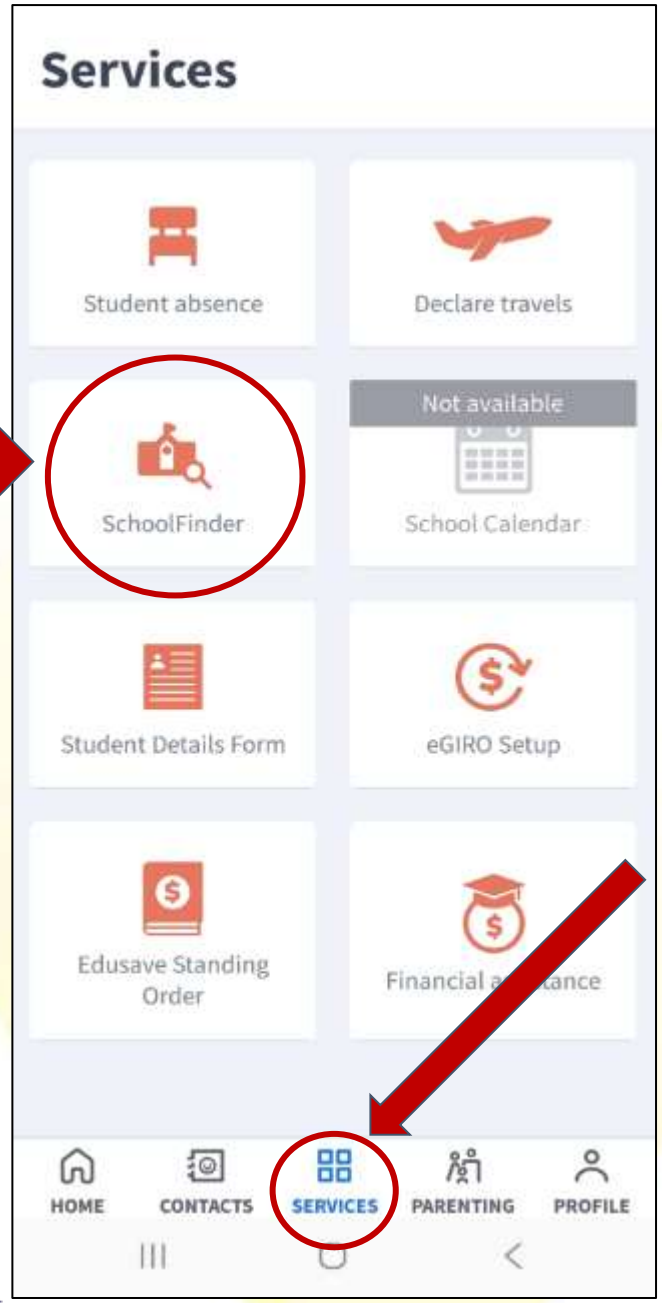
How to Choose

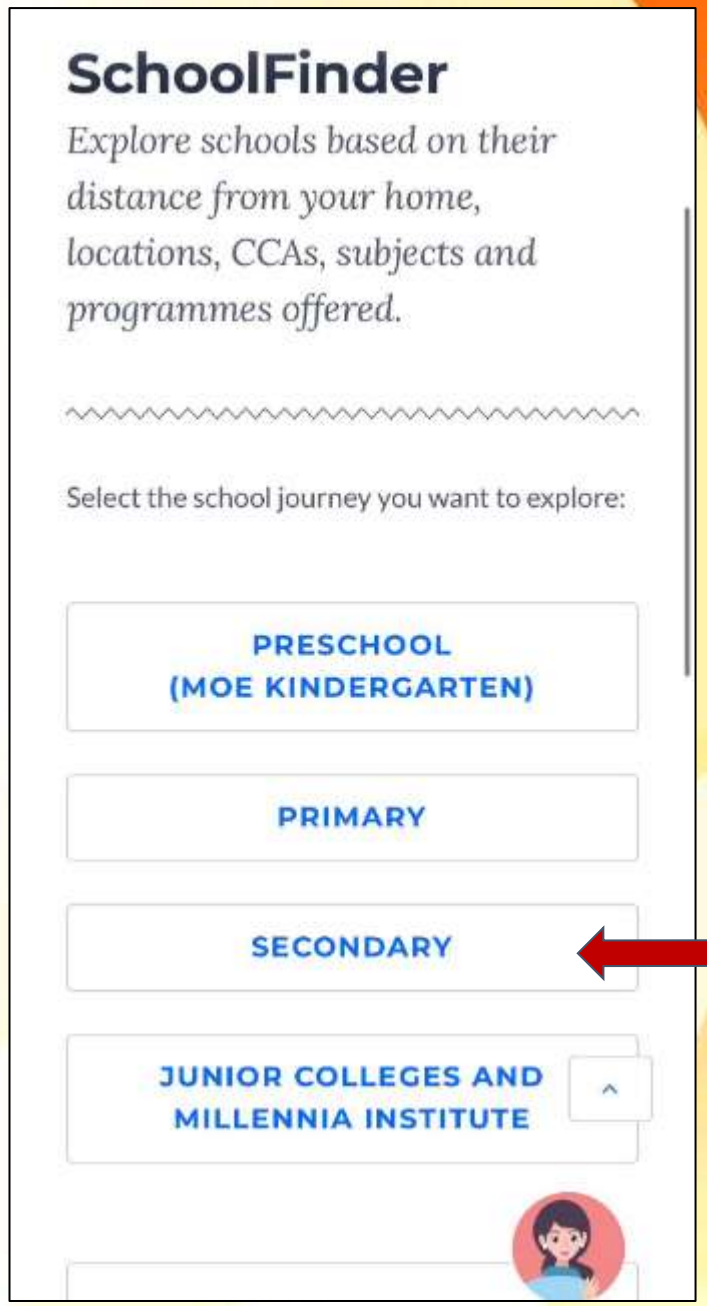


Wellington Primary School

To empower every individual, nurture talents and groom leaders

Parents Gateway





What's next?

Parents may want to:

1. Find out more about your child's interest level and involvement in his/her CCA (*Interest must come first!)

1. Explore the options available by using the School Finder website

1. Discuss with your child's teachers and make informed decisions with your child (Changing of CCA is subject to vacancies)

1. Set a goal/target with your child on his/her choice of school
   (*PSLE results matters)

The Wellington Way

My school is like my second home, where I learn and grow

Subject-based Banding

Background

- Implemented in 2008 for Primary 5 cohort
- To give students the opportunity to take a combination of subjects at standard and foundation levels depending on their aptitudes and ability in these subjects
- Subject-based banding is premised on ability-driven education

Why introduce Subject-based Banding (SBB)?

- To provide more flexibility to students with strengths and abilities that vary across subjects
- To encourage greater interaction among students with different strengths

How does SBB work?

- Students can take a mix of standard and foundation subjects through SBB at P5 and P6. This would allow your child to:

- Stretch their potential in subjects they are strong in.

- Build up their understanding in subjects they need more help with.

How SBB works

Primary 4

- Your child sits for the school exams.

- School recommends a subject combination based on their exam results at the end of the year.

- You will need to fill up an option form to indicate your child's preferred subject combination.

Sample of Option Form

SCHOOL'S RECOMMENDATION ON PUPIL'S SUBJECT COMBINATION AT PRIMARY 5 IN 2025

Name of Pupil: _____

Class: **P4-F** Reg. No.: **1**

Your child/ward has completed four years of primary education. Based on his/her academic records and our assessment of his/her performance, we recommend that he/she takes the following subject combination in Primary 5 next year:

4S

How SBB works

Primary 5

- Your child takes their preferred subject combination.
- School assesses your child's ability to cope with the subjects at the end of the year.
- Adjustments to the subject levels are made if needed.

Primary 6

- Your child takes the subject combination recommended by the school and sits for the Primary School Leaving Examination (PSLE).

- Your child's progression to secondary level depends on their PSLE results.

- If your child excels in certain subjects, they can pursue higher level options in secondary school.

To Recap

- Students are encouraged to do the subjects at the levels that best meet his/her abilities
- Consider your child's overall performance in all subjects
- Take into account your child's aptitude, ability and motivation for each subject

ELIGIBILITY FOR STANDARD SUBJECTS

SELECTION CRITERIA & CONSIDERATIONS

- Examinable results at the end of the P4 year*

- Subject teachers' recommendation based on:
  - ➢ Attendance in school
  - ➢ Quality of daily class work
  - ➢ Attitude towards the subject
  - ➢ Results at other assessments

- Conduct and discipline

EYA/Overall

The *possible* subject combinations are as follows:

NO.	COMBINATION	DESCRIPTION
1	4S1HMT	All Standard Subjects with Higher MT
2	4S	All Standard Subjects
3	3S1F (FMA or FMT)	All Standard Subjects except Math or MT
4	2S2F (FMA & FMT)	2 Standard Subjects 2 Foundation Subjects
5	1S3F	1 Standard Subject 3 Foundation Subjects
6	4FDN	All Foundation Subjects

ELIGIBILITY FOR HIGHER MOTHER TONGUE

- Good overall results for EL, MA, SC & MT
- Form Teacher & Mother Teachers' recommendation on child's ability to cope with the additional subject and demands. Students must also be self-directed.

HIGHER MOTHER TONGUE (HMT)

- Higher Chinese / Higher Malay / Higher Tamil

- Students take up HMT to deepen their interest in the Mother Tongue language and cultural heritage

- Students who do well in HMT (Chinese only) for PSLE will have a better chance of entering the Special Assistance Plan (SAP) schools in their secondary school stage, subject to the cut-off point of the SAP school.

PSLE SCORING SYSTEM

PSLE SCORING SYSTEM AND ELIGIBILITY TO SECONDARY SCHOOL

Changes to Secondary 1 posting

- Starting from the 2024 Sec 1 cohort, Pri 6 students will be admitted to Sec 1 through three posting groups
- Posting groups are assigned based on PSLE scores, mapped from existing PSLE score ranges for Express, N(A) and N(T) streams

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

Infographic: Rafa Estrada *Source:* Ministry of Education, Feb 28, 2023

cna

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

Using HCL for Admission into 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
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION

Students with better PSLE Scores will be posted first, even if they did not take HCL.

Amongst students with the same PSLE Score, those with better HCL grades will be posted first.

Foundation Subjects

- Focus on mastery of core content and foundational skills in literacy & numeracy
- Offered to students who face difficulties in coping with more than one standard subject
- Provide weaker students with a differentiated curriculum that would best maximise their potential

Standard vs Foundation Subjects

- Taking subjects at the foundation level is not a disadvantage for your child. It will help them to build up the fundamentals for the subjects and better prepare them for progression to secondary school.

- Foundation subjects are pitched at a relatively simpler level in terms of content and expectations.

- Standard subjects require greater content knowledge, mastery and application.

Key Considerations

- No student is worse off compared to previously in terms of curriculum choice and match.
- Students' differentiated potential should be optimized.
- All students will be encouraged to offer subjects at the highest level that they can achieve and benefit from.

FEEDBACK

Your valuable feedback greatly appreciated and will be used to improve and enhance future sessions.

Looking forward to our school-home partnership!