

Understanding Full Subject-Based Banding (Full SBB)



What is Full SBB?

WHAT IS FULL SBB?

- Full SBB will be implemented in secondary schools from 2024, and aims for students to:



Have greater ownership of their learning according to their strengths, interests, abilities, talents and learning needs.



Develop a growth mindset and an intrinsic motivation to learn for life.

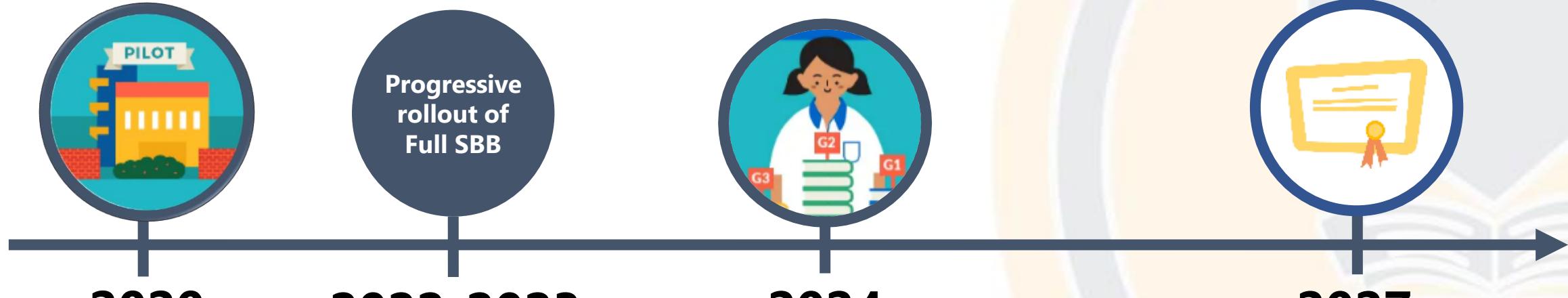


Have more opportunities to interact with friends of different strengths, interests, abilities and talents.



Have more options for post-sec pathways, while ensuring they have strong fundamentals and can thrive in their chosen pathway.

FULL SUBJECT-BASED BANDING (FULL SBB)



- Full SBB pilot commenced in 28 secondary schools.
- The initial feedback from pilot schools has been positive.

- Around 90 schools have implemented aspects of Full SBB by 2023.

- Remaining schools that admit students from 3 streams will be implementing Full SBB.
- Express, N(A) and N(T) streams will be removed for the 2024 S1 cohort onwards.
- Students will be grouped in mixed form classes in lower secondary.

- From 2027, students will sit for the Singapore-Cambridge Secondary Education Certificate (SEC) examinations, instead of the GCE N- and O- Level examinations.
- Students will receive an SEC which reflects the subjects and subject levels that they offered.

FULL SUBJECT-BASED BANDING (FULL SBB)

Secondary school experience under Full SBB

- **Mixed form classes and common curriculum subjects at Lower Secondary.**
- **Subjects to be offered at G1, G2 or G3**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**



FULL SBB: S1 POSTING

Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3**.

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

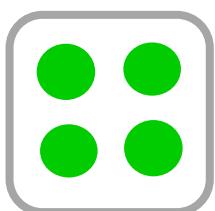
Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

- Posting Groups assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

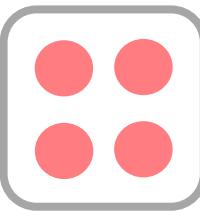
PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	1	G1

FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

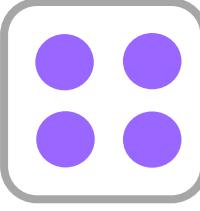
Form classes arranged by academic stream in schools yet to implement Full SBB



Students in Exp stream



Students in N(A) stream



Students in N(T) stream

- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.
 - Provides students with **more opportunities** to interact with other students of different strengths and interests.
 - Enables students to **build meaningful friendships and learn to value different perspectives**.

With Full SBB:
Mixed form classes



Students posted through **PG3**



Students posted through **PG2**



Students posted through **PG1**

FULL SBB: COMMON CURRICULUM

**Common Curriculum Subjects
taken in mixed form classes
(~1/3 curriculum time)**

Examinable Subjects:

- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

Non-examinable Subjects:

- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

- The six common curriculum subjects would each have a single syllabus for all students at Lower Secondary levels.
 - These subjects will be taught and assessed at a common level that is accessible to all students.
 - Teachers will adopt a range of approaches to cater to the different learning needs of their students.
- For other subjects, students attend classes with others taking the subject at the same subject level.

OFFERING SUBJECTS AT A MORE DEMANDING LEVEL AT THE START OF SEC 1

- Students posted to schools through PG1 and PG2 can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level based on their PSLE AL for each subject.

FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2			
SUBJECT	PSLE SUBJECT LEVEL	PSLE AL FOR SPECIFIC SUBJECT	OPTION TO TAKE THE S1 SUBJECT AT :
• English Language • Mother Tongue Language • Mathematics • Science	Standard	AL 5 or better	G3 or G2
		AL 6	G2
	Foundation	AL A	G2

OFFERING SUBJECTS AT A LESS DEMANDING LEVEL AT THE START OF S1

- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a less demanding level (LDL; i.e., G2), in consultation with their secondary schools.
- Students have the option to offer **Mother Tongue Languages (MTL)** at LDL based on their PSLE Achievement Level (AL) for the subject:

POSTING GROUP (PG)	PSLE AL FOR MTL [^]	OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL
PG3	AL 6	G2
	AL 7-8	G1 or G2
PG2	AL 7-8	G1

[^] Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively.

- Students who are eligible to offer MTL at LDL can still choose to offer MTL at-level if they prefer.

SUBJECT LEVEL FLEXIBILITY BEYOND THE START OF S1

- Beyond the start of Sec 1, students may **adjust their subject levels across their secondary school journey.**
 - Students may offer subjects, including English Language, Mother Tongue Languages, Mathematics, Science and Humanities subjects at a **more demanding level** if they meet the criteria and based on the school's holistic considerations.
 - Students who are not coping well may **offer subjects at a less demanding level**, based on their school-based performance and school's holistic considerations, to calibrate their curricular load.
 - In upper secondary, students may offer elective subjects (for example, Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations, to **allow them to pursue their interests without adding unduly to their overall curriculum load.**
- Schools will consider **students' learning progress and developmental needs** when helping them determine their subject choices.

Subject-Based Banding

in

Damai Primary School

Subject-Based Banding at P5

End of Primary 5

Student takes a subject combination determined by the school

Student who meets expectations will continue with the same subject combination

Student who has difficulty coping and does not meet expectations will switch subject combination or do subjects at the foundation level

End of Primary 6

Student will sit for PSLE

Subject-Based Banding at P5

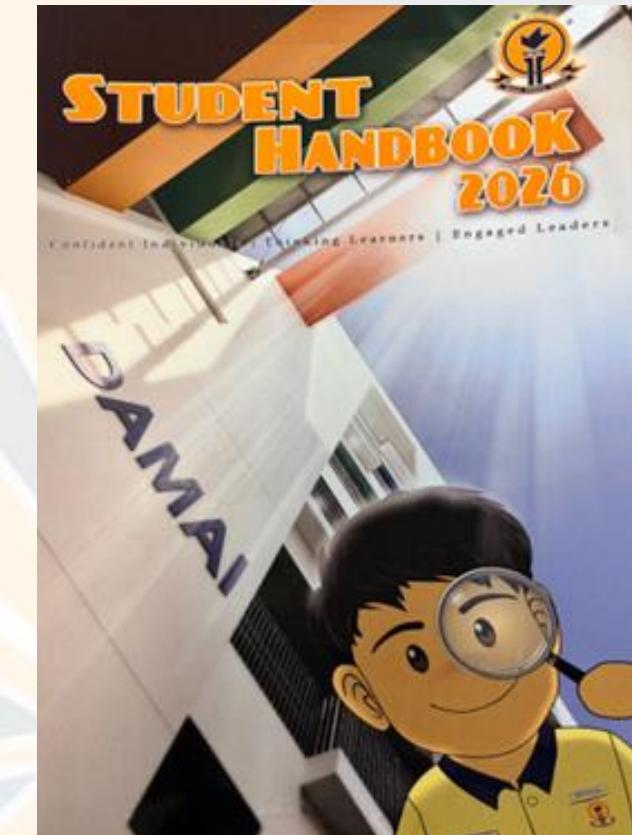
At the End of Primary 5...

- School exercises professional judgement and autonomy to decide on the level of the subjects to be taken by students in P6, which includes emplacing a student in a less demanding subject combination so as to serve the best interest of the student.
- Recommendation will be based on:
 - Student's aptitude, motivation and performance in each subject
 - Student's ability to cope with a particular subject combination

Parent-Teacher Communication

At DPS, we value parent-teacher communication via

- Parents Gateway
- Student Handbook
- Emails
- Phone calls – via school line **6445 6483**
- Meetings
- School Website
- Letters to parents
- Parents' Briefings
- Parents-Teacher Meeting



Parent-Teacher Communication

- First point of contact – Form Teachers / Subject Teachers
- Level-related matters – Year Heads
- School-related matters – Admin and Operation Managers / School Leaders
- School is still the best point of contact
- School will continue to keep you updated of information
- Do look out for any updates from school via **Parents Gateway (PG) and School Website**

Parent-Teacher Communication

- Teachers are not obliged to share their personal mobile numbers with parents
- Discuss with your child's teacher the preferred mode of communication
- Contact teachers within school hours (7.00 am and 5.30 pm) during working days, unless it is an emergency
- Teachers may only be able to respond when they are available or on the next working day. For **urgent matters**, contact the General Office as teachers will not be able to respond to you immediately

School Letters to Parents

- Keep a look out for the school letters including Principal's Letters to parents
- Important information is available for parents to allow you to keep posted of the school matters
 - Through Parent Gateway (PG)
 - Keep your PG notification on
- Latest Ministry of Education (MOE) would like to request for an update of your information and your child's/ward's information via the **Student Details Form (SDF)** for the purpose of providing educational services to your child/ward in MOE schools.



Attendance in School

- Your child's attendance in school is important and compulsory
- Regular attendance is crucial for academic progress and overall development. Consistent presence in the classroom allows students to fully engage with the curriculum and benefit from the learning environment.
- Plans for holidays or personal matters to be made during school holidays only
 - Do not be absent after PSLE is over as there are still post PSLE activities for the students

Attendance in School

- Child is unwell and needs to be absent from school
 - Supported by medical certificate from doctors
 - Covered by parents' letters/email
 - On 2nd day of self-medication and still unwell, see a doctor
- Only when your child is in school will we be able to nurture him/her
- Let's work to support your child to have a smooth preparation for PSLE

Attendance in School

- Cultivate the good habit of responsibility and punctuality
 - Report to the classrooms for attendance-taking and morning assembly by 7.30 am
 - Be in school 5 to 10 min before 7.30 am to give time to reach the classrooms for morning assembly
- Students who are not in school by 7.30 am to participate in flag-raising together with the student population, will be deemed late for school
- Habitual late coming will be noted and included as part of a student's behaviour record which will impact the conduct grade of the student
 - Will not be eligible for awards

Parents' Support

- Child's attendance in school is key
- Child's attention and focus during lesson is important
- Encourage child to ask questions to clarify and understand better
- Ensure child completes homework given
- Daily / Regular revision
 - revisit the lesson/concept taught for the day
 - revisit concepts learnt from P1 to P4
- Encourage child to continue to improve

Parents are important partners in education

- **T**rust is the foundation
- **R**emember the child as our focus
- **U**nderstand our shared responsibilities
- **S**eek common ground
- **T**ogether, we work towards common goals

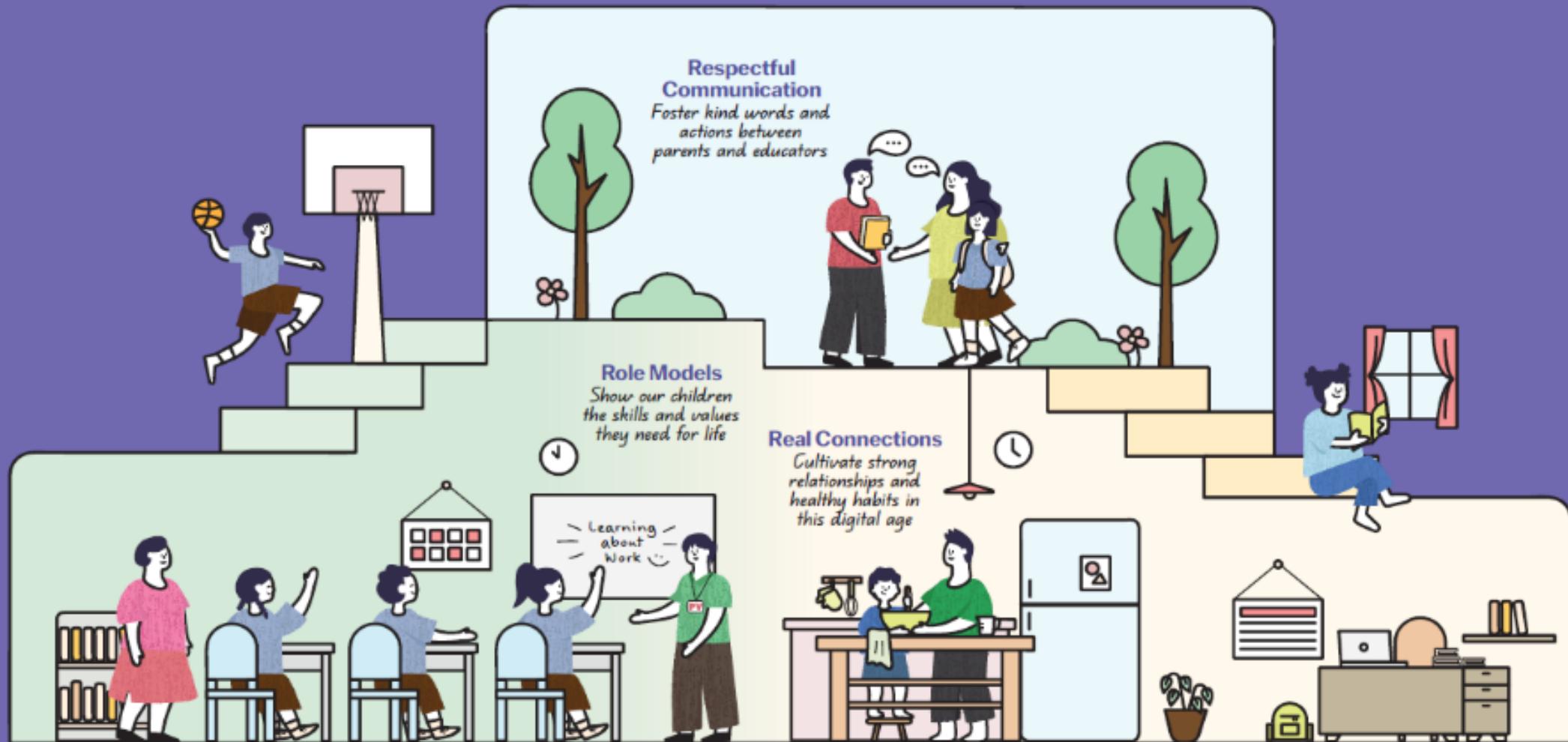


At Damai Primary School

- Provide a safe and conducive learning environment
- Have supportive and caring teachers and staff to journey with your children for their holistic development
- Be our supportive partners for your children
 - Work closely with the teachers
- Be the positive role models for our Damaians

Have a great 2026 ahead!

Raising a Happy, Confident, and Kind Generation Together





Parents Briefing

By Mrs Kris Hay

Year Head (Upper Primary)



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Starting the year right

- Target setting
- Class Bonding activities
- Road Safety Walk
- Termly Check In Survey



Level Programmes

- P5 Camp
- P5 NE Show
- E2K Programme [Math / Science]
- Values In Action Programmes
- Learning Journeys

Academic Matters

**Term 1 and Term 3 –
Communicating
students' progress in
areas like Inventive
Thinking and
Communication skills**

 TERM 1			
	Beginning	Developing	Competent
	Accomplished		
1. Inventive Thinking			
<i>Listens actively to other people's responses and ideas</i>			✓
<i>Asks follow-up questions based on what he/she hears from peers/teachers</i>		✓	
<i>Sets simple goals for his/her learning and works towards achieving them</i>			✓
<i>Generates ideas to respond to an issue or challenge</i>		✓	
<i>Shortlists his/her ideas with good reasoning ability</i>		✓	
<i>Adds values by modifying existing ideas and explores different ways to respond to an issue or challenge</i>		✓	
<i>Self-assesses and improves ideas using his/her own criteria or strategies</i>			✓
2. Communication			
<i>Demonstrates kindness in his/her words and actions</i>		✓	
<i>Shows respect to everyone regardless of race and background</i>		✓	
<i>Displays confidence when sharing his/her ideas, thoughts and feelings</i>		✓	
<i>Responds with respect and understands the feelings of others</i>		✓	
<i>Appreciates different perspectives, while interacting respectfully with others</i>			✓

Academic Matters

- **Topics and Weighting :**

- Refer to “School Assessment Policy” will be issued at a later date
- P5 EYE TOS will be issued at a later date

- **Absences:**

- Any absence must be supported by medical certificate issued by a medical doctor or other supporting document
- There will be no retake for school’s EYE (except for the ORAL exam)

NOTE:-

If your child/ward is unwell, he/she should be resting and recuperating at home.

The well-being of the child is **MOST IMPORTANT.**

Academic Matters – Remedial/HMT

Remedial

- Remedial class will commence in Term 1 Week 8 (for selected students)
- Every Monday and Thursday
- 2.00 – 3.00 pm
- Hardcopy letters will be issued

Higher Mother Tongue (HMT)

- HMT lessons has started in Term 1 Week 2 (13 Jan)
- Every Tuesday
- 2.30 – 3.30 pm

Other Academic Matters

- **MT Spelling** : Every Tuesday
- **EL Spelling** : Every Thursday

Important Note on PSLE

Eraser Pen (e.g Frixon pen) is not allowed for use during examination.

- It is a retractable erasable **pen** that allows you to write, remove and rewrite without the use of a correction tape

Students are advised not to do the following as it may affect the legibility of answers:-

- Do not use correction fluid / tape
- Do not highlight their answers

Students are to do the following:

- Write your answers clearly in black (recommended) or dark blue ballpoint pen and draw diagrams with a sharp 2B pencil.
- You are recommended to use a **0.5mm tip** ballpoint pen. This reduces possible smudging and to ensure that your writing is clear.
- It would be good for students to develop the habit of adopting the above practice in their daily work/ school exams.



Upcoming Parent Engagement Session

Parent-Teacher-Student Conference (PTSC)

- Thursday 28 May 2026

Reminder for updating Student Details via SDF Portal

<https://pg.moe.edu.sg/forms/sdf>

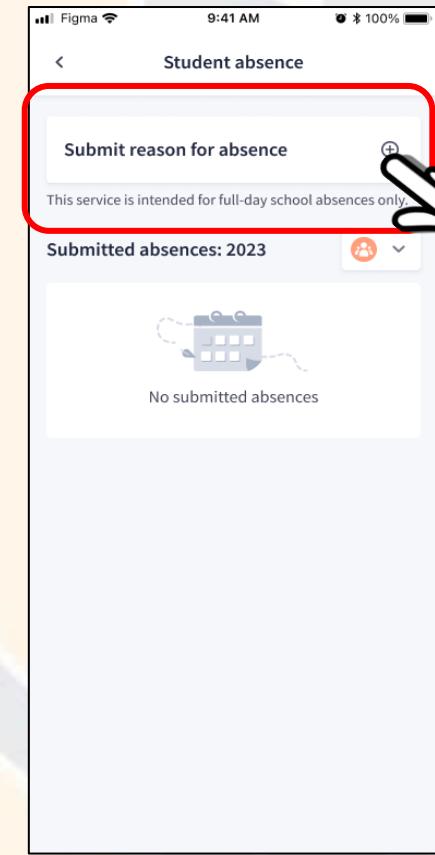
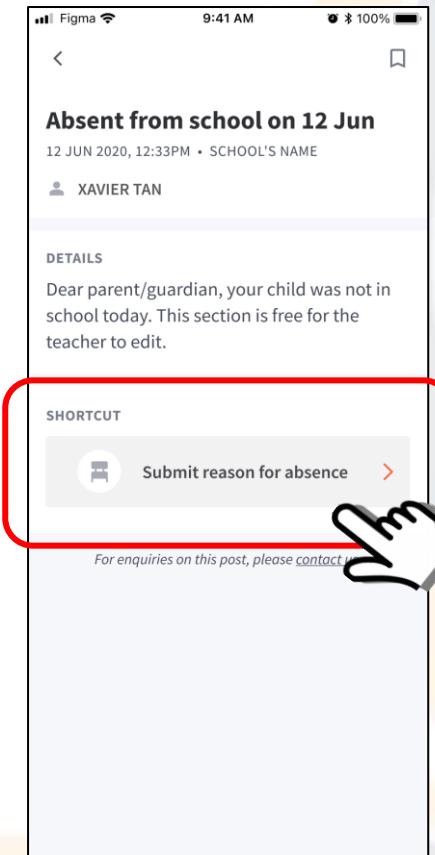
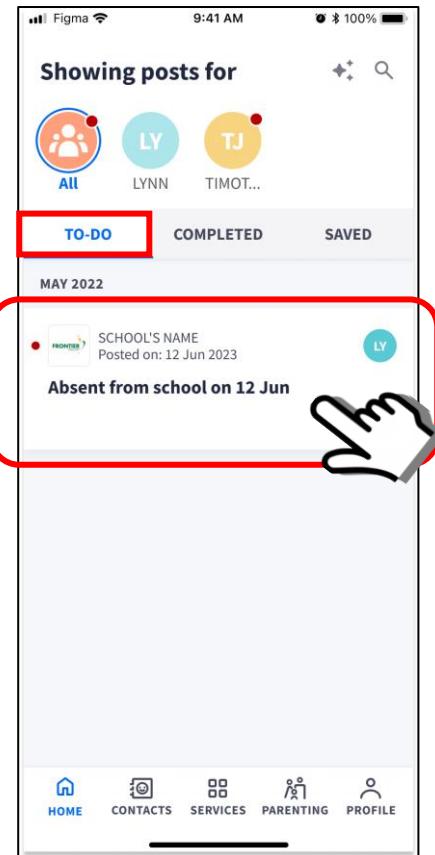


Medical Declaration on SDF Portal

- Parents will be required to write a letter or email to Form Teachers if inhaler is no longer required for asthma declared on SDF

Student Absence feature on Parents Gateway

Submit child's reason for absence after receiving notification (1/3)



1. Parents will receive notification from school. Click on notification to go to PG app
2. Click on the absence notification under “TO-DO” tab
3. Click on “Submit reason for absence” in the details page.
4. Click on the “+” to add submission

Submit child's reason for absence after receiving notification (2/3)



Step 1: Select child

Submitting for

XAVIER TAN

LISA TAN

Next



Step 1: Select child

Submitting for

XAVIER TAN

LISA TAN

Next



Step 2: Submit absence

XAVIER TAN

* Date of absence

From To

Start date

* Reason for absence

E.g. My child has a fever and I have attached a MC from the doctor.

500 characters

Supporting document

Please do not upload any sensitive documents. [i](#)

Upload document
JPEG / PNG / PDF / HEIC / HEIF (Max size: 10MB)

Submit

5. Select the child you are submitting the reason for.

6. Click on “Next” to input absence details.

7. Click on box to activate calendar for selection of date.

Submit child's reason for absence after receiving notification (3/3)

Step 8: Select the date(s) of absence.

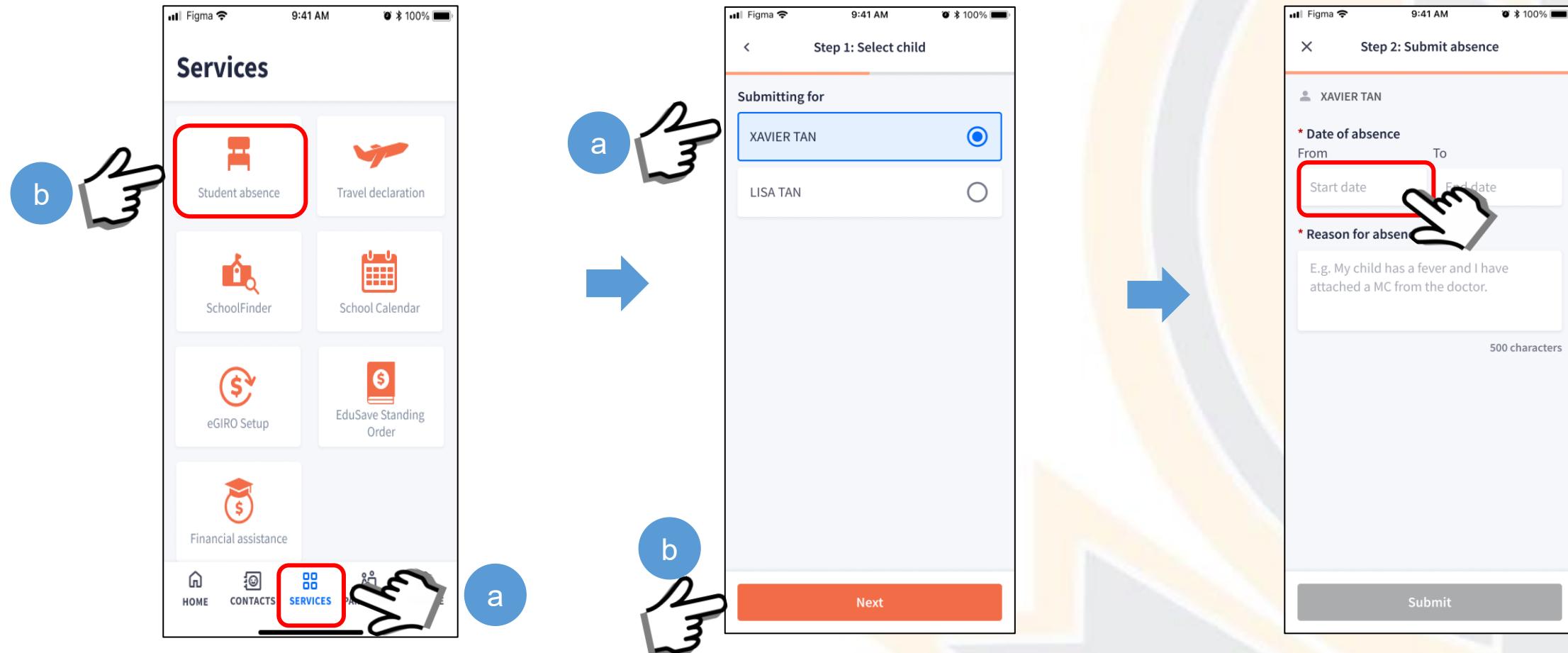
Step 9: Select reason for absence.

Step 10: a) Type in reason for absence.
b) Upload medical certificate/relevant documents¹.
c) Click on "Submit".

Step 11: You will see a  once your submission is successful.

¹ Do not upload documents that are sensitive in nature (detailed medical records, court documents, etc.)

Parent to submit absence without prompt from school (1/2)



1. a) Go to “SERVICES” tab.
b) Click on “Student absence”

2. a) Select your child’s name
b) Click on “Next”

3. Click on box to activate calendar for selection of date.

TIPS FOR PARENTS!



Be open and flexible when discussing your child's preferences, needs and choices.

Have regular conversations with your child to understand more about his/her strengths, interests, abilities, talents and aspirations.

Manage your own expectations and do not project these expectations onto your child.

Affirm your child and offer support when he/she shares his/her plans with you.

Useful resources

Quick tips on shortlisting secondary schools



A Secondary School That's Suitable For Your Child

Help them match the school to their strengths and interests.

ASK:

- What are their strengths, interests, and abilities?
- What kind of courses, programmes and opportunities will develop these?
- What is the pace of learning or suitable for them?

CONSIDER:

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

SUBMIT:

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

REFER TO:

- MOE's SchoolFinder

YOUR RANK OF SCHOOL CHOICES

The higher you rank your choice order, the better you being placed there of the schools.

My SKILLS future

GO.gov.sg

Tools to use to explore secondary schools

SCHOOL
FINDER



How-to-Guides to equip parents on how to use the tools

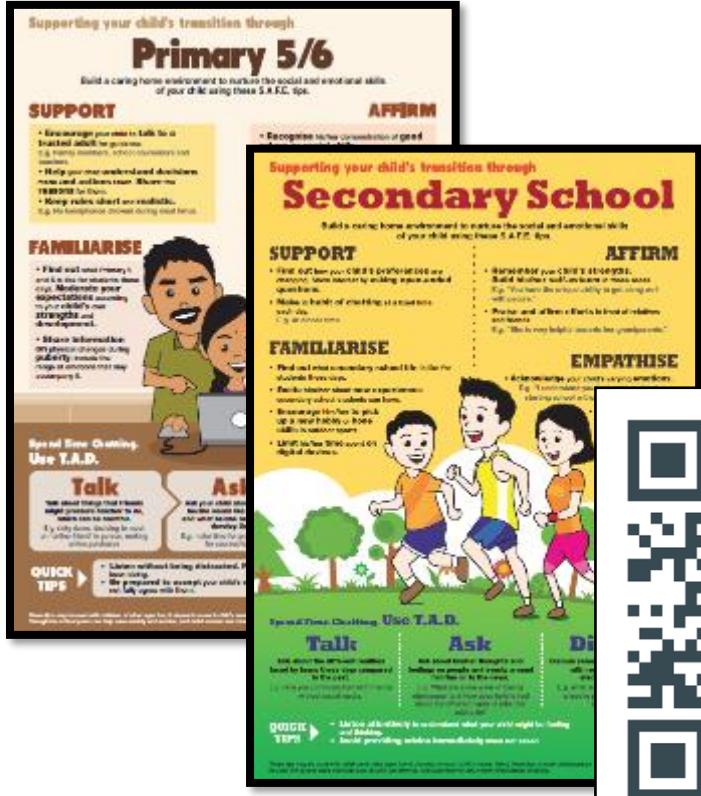
How to Use
SchoolFinder

<https://go.gov.sg/school-finder>



Useful resources

Transition Materials



Resilience Boosters



FIND OUT MORE ON THE PSLE-FSBB MICROSITE



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



EXPLORE YOUR FULL SBB PATH



<https://go.gov.sg/my-fsbb-path>

OTHER RESOURCES

SchoolFinder Tool



[https://go.gov.sg/
secschoolfinder](https://go.gov.sg/secschoolfinder)

“Welcome to Secondary School” video



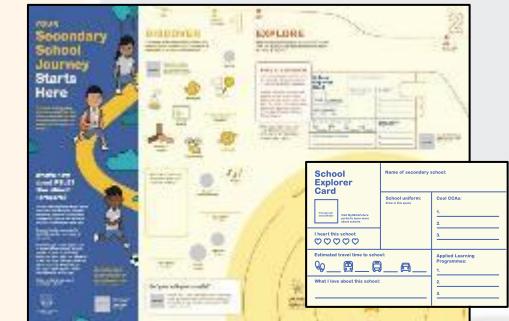
[https://go.gov.sg/we-
lcome-to-
secondary-school](https://go.gov.sg/we-
lcome-to-
secondary-school)

Secondary School Education Booklet



[https://go.gov.sg/
psle-sec-sch-
brochure](https://go.gov.sg/
psle-sec-sch-
brochure)

Student Journey Map and School Explorer Card



[https://go.gov.sg/
psle-student-
journey](https://go.gov.sg/
psle-student-
journey)

OTHER RESOURCES

ECG Tips For Parents



[https://go.gov.sg/
tips-for-parents](https://go.gov.sg/tips-for-parents)

MySkillsFuture Student Portal (Primary)



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

ECG What's Next



[https://go.gov.sg/what
s-next-psle](https://go.gov.sg/what-s-next-psle)