

School Leader's Opening Remarks

Singapore

Beyond academics, subject-based banding cultivates respect for diverse abilities: Chan Chun Sing

While academic results remain important, subject-based banding brings intangible benefits such as shifting attitudes and fostering a desire to learn, says the Education Minister.



Education Minister Chan Chun Sing speaks to CNA in a wide-ranging interview on education policies in the

'I am able to mix with friends of other streams': Full subject-based banding ditches pigeonholing

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BEYOND GRADES:

CLASSROOM CHAT WITH CHAN CHUN SING

Ang Hwee Min

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The goal is to move away from a culture of "comparing ourselves with one another", he said.

"The results are not for comparison. The results are more for us to better understand ourselves, so that in the next step of our learning journey, we are sited in a more appropriate environment."

Rationale of Full SBB

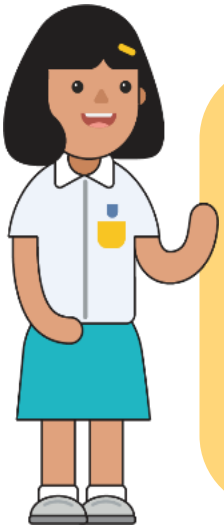
Full SBB aims for students to:



Have **greater ownership of their learning** according to their strengths, interests and learning needs



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



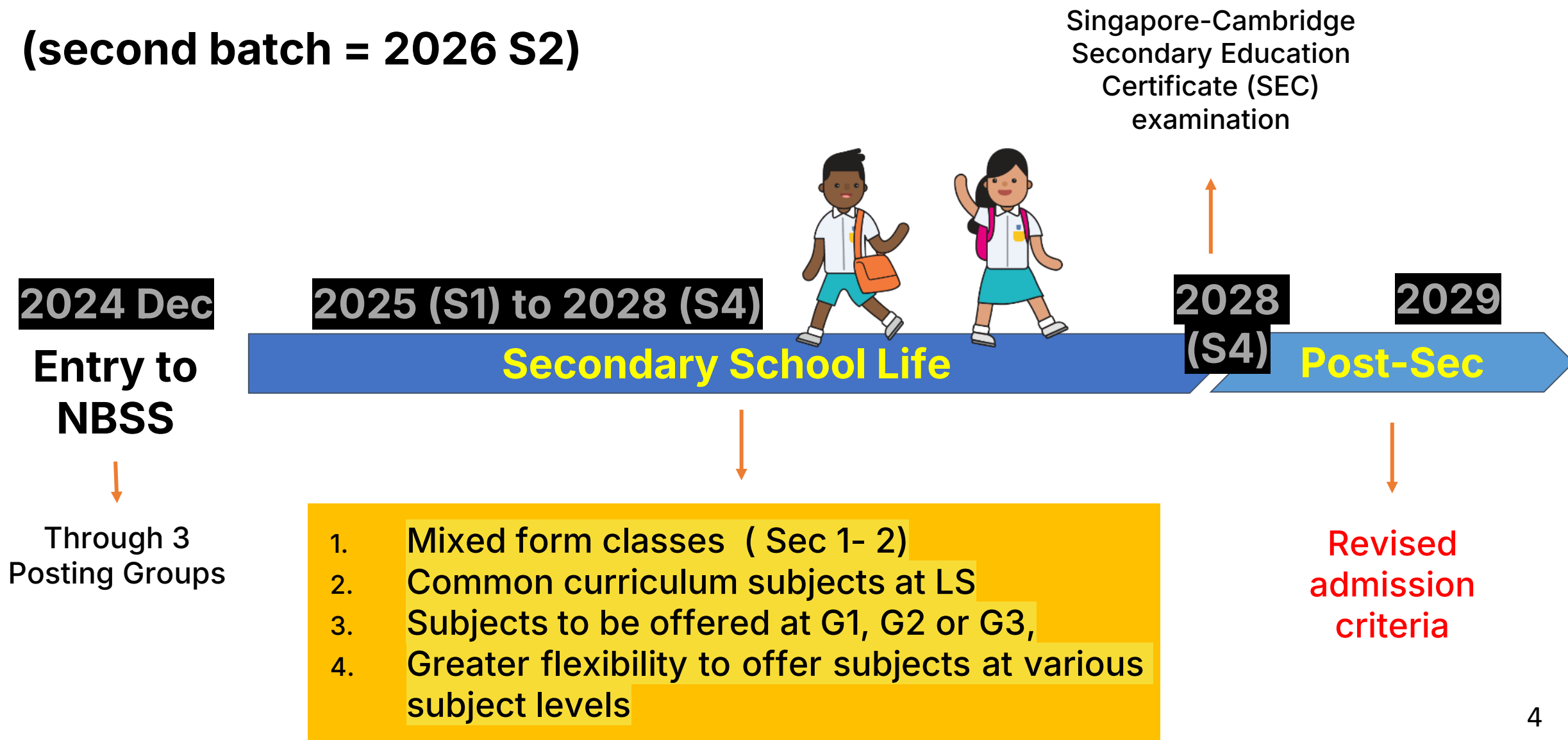
Have **more opportunities to interact** with friends of different backgrounds, strengths, and interests



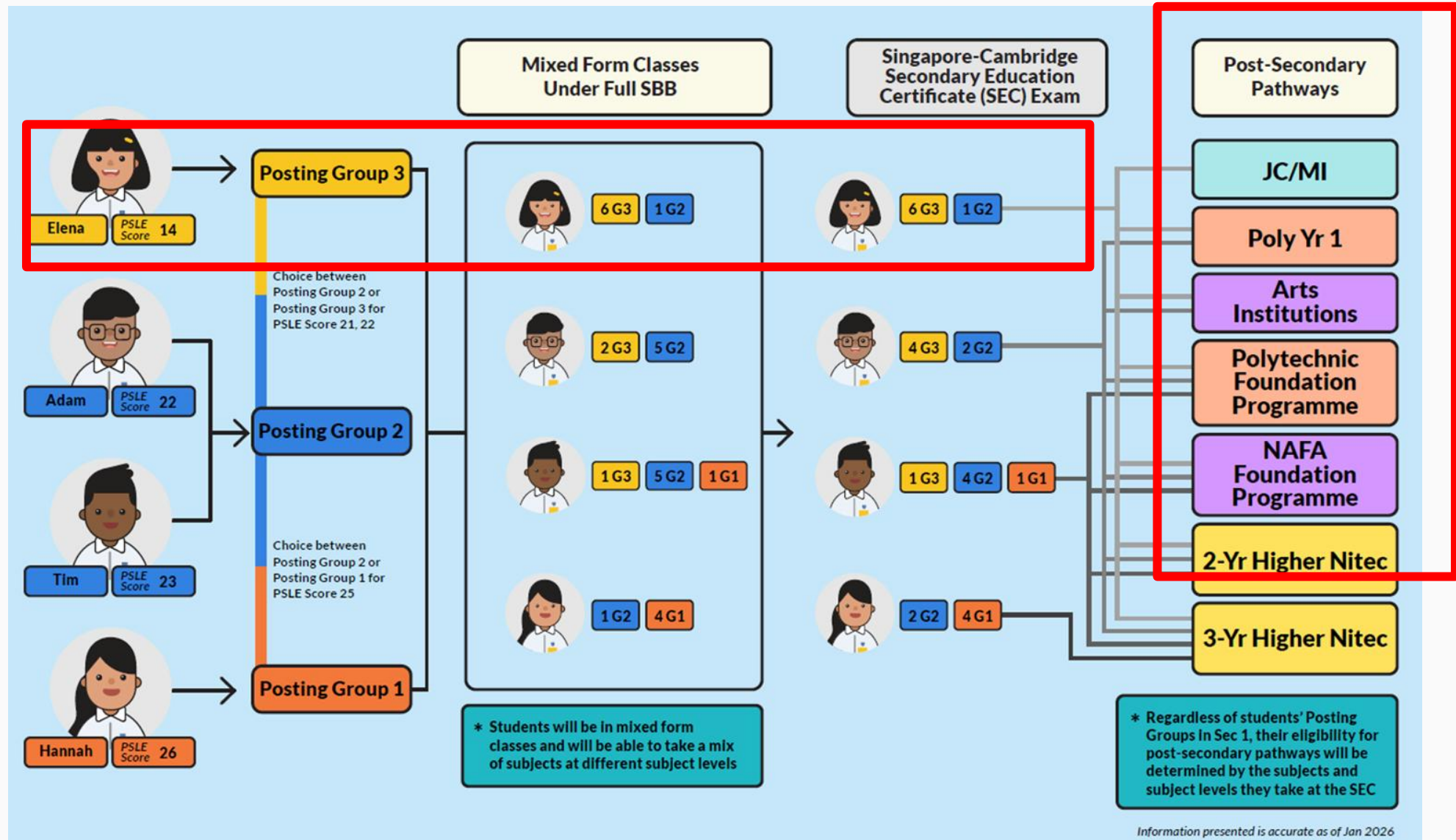
Have **more options for post-secondary pathways**, while ensuring they have strong fundamentals and can thrive in their chosen pathway

Journey of a Navalite through Full SBB

(second batch = 2026 S2)



Illustrative example: Secondary school experience under Full SBB



Completing Secondary School Education - **Singapore-Cambridge Secondary Education Certificate (SEC)**

Currently, students sit for the GCE O- and N-Level examinations.

Under Full SBB, national examinations and certificate will be streamlined into SEC for **all** secondary school students.

01

Exam timetable harmonised - all students take exams in **same period**

02

Written exams for EL and MTL conducted 1 month ahead of other subjects, with only 1 sitting for MTL

03

Cert will reflect the subjects and respective subject levels that students offer

Post-Secondary Pathways - Summary of changes

Pathway	Summary of changes to post-secondary pathway	First impacted cohort
JC Pathway	JC admission criteria shifted from L1R5 to L1R4.	2028 intake
Poly Y1	One 'Best' [B] subject can be fulfilled at G2 or G3 as part of the ELR2B2 aggregate score (instead of five G3 subjects)	AY2028 intake
Poly PFP	Cluster-based admissions (Sciences, Humanities, Art, Media and Business , Design, Engineering and Technology)	AY2026 intake
	Expansion to include access for students offering G3 subjects, or a mix of G2 and G3 subjects	AY2028 intake
ITE (3-year HN)	Admission to Year 1 of 3-year-Higher Nitec courses set at G1	AY2028 intake
	Admission to Year 2 of 3-year-Higher Nitec courses set at G2	AY2028 intake

Post-Secondary Pathways - Summary of changes (from 2028)

From 2028,

**more post-secondary options
will be available.**

Students taking at least	POST-SEC PATHWAYS							
	3-Year Higher Nitec	2-Year Higher Nitec	NAFA Foundation Programme (NFP)	Arts Institutions	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 + 1 G2 subjects subject	✓	✓	NEW ✓	NEW ✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓		✓			
4 G1 subjects	✓	NEW* ✓						

*Students who offer 4 G1 subjects will join Year 1 of 3-Year Higher Nitec, and may be offered the accelerated pathway if they meet academic requirements during their Year 1 Semester 1 examinations. This pathway will allow them to attain a Higher Nitec in a shorter duration of about two years.

1. Admission to JC

G3 subject level, minimum 5G3 subjects

Intent: Allow students to recalibrate curriculum load and strengthen holistic development

		Current	Full SBB (2027 grad cohort)
Difference	Admission Criteria	$L1R5 \leq 20$	$L1R4 \leq 16$
	No. of subjects	6	5
Similarity	Subject Level	All still at G3	
	Subject-specific requirements	Requirements for EL, MA, MTL remain (revised for MTL as MTL 'B' discontinued)	

1. Admission to JC

G3 subject level, minimum 5G3 subjects

Intent: Allow students to recalibrate curriculum load and strengthen holistic development

Component	Subjects	Now L1R5	2028 JAE L1R4
L1	English or Higher Mother Tongue	✓	✓
R1	Any 1 best-scoring subject from Humanities	✓	✓
R2	Any 1 best-scoring subject from Mathematics or Science	✓	✓
R3	Any 1 best-scoring subject from Humanities, Mathematics or Science	✓	✓
R4	Any 1 best-scoring subject	✓	✓
R5	Any 1 best-scoring subject	✓	

1. Admission to JC (Bonus points)

G3 subject level, minimum 5G3 subjects

		Current	Full SBB (2027 grad cohort)
Difference	Cap on bonus points*	4 points	3 points

*Type of bonus points:

- CCA Grade
- EL and HMTL Grade (A1-C6)

2. Admission to Poly Y1

G3 subject level, minimum 4G3 + 1G2

Intent: Recognise more diverse learner profiles and provide greater flexibility in pathways

		Current	Full SBB (2027 grad cohort)
Similarity	Net Aggregate Score Types	Aggregate score types remain: ELR2B2 (Cluster A/B/C/D)	
	Subject Level for EL + R2	EL + R2 remain at G3	
Difference	Subject Level for one 'B'	G3 only	Fulfilled at G2 or G3
	Net cut-off	ELR2B2 $\leq$ 26	ELR2B2 $\leq$ 22

Note: If the 'B' subject is taken at G3, it will be mapped to G2 for aggregate computation.

Polytechnic Y1

- One 'Best' [B] subject can be fulfilled at G2 or G3 as part of the ELR2B2 aggregate score
- Each course may have course-specific minimum entry requirements (MERs)

ELR2B2	
Subjects	Subject Level
English Language (EL)	G3
2 Relevant subjects (R2)	
1st [B] subject	
2nd [B] Subject	G2

Grade Mapping Table from G3 to G2	
G3	G2
A1, A2, B3	1
B4, C5, C6	2
D7	3
E8	4
9	5
-	6

*Students who offer both [B] subjects at G3 will have the [B] subject with a lower grade mapped from G3 to G2 based on a grade mapping table.

3. Admission to PFP

G2 subject level, minimum 5G2

Intent: Expand access to PFP pathway to a wider profile of students

		Current	Full SBB (2027 grad cohort)
Similarity	Aggregate Score	No change: ELMAB3 $\leq$ 12 (at G2)	
Difference	Subject Level for computation	G2 only	G2, or G3, or a mix
	EL requirement	Grade 2 (G2) for some courses	Relaxed to Grade 3 (G2) for all

Note: **G3 grades will be mapped to G2** for admission to PFP

PFP

- For students taking **G3** subjects, or a combination of **G2 and G3** subjects
- **All subjects will be mapped to the G2 level.**
- The minimum required G2 grades are shown in the table below

Subject specific requirements for PFP	
G2 Subjects	New grade requirement
English Language (EL)	3
Mathematics	3
Relevant subject	3
2 “Best” subjects	4

Grade Mapping Table from G3 to G2	
G3	G2
A1, A2, B3	1
B4, C5, C6	2
D7	3
E8	4
9	5
-	6

Grade 9 and 6 will not be eligible for calculation of PFP aggregate

How can I help my
child to make an
informed decision?

1 **Emerging Skills for 21st Century**
Being prepared and relevant

2 **Know Your Child**
Empower them to take ownership of their goals

3 **Know the Post-Secondary Course Requirements**

4 Matching strengths, interests, aspirations and requirements
Making the Choice
Which subject combination should your child choose?

5 **Know the Subject Electives**
Overview of subject electives

6 **Schedule**
Timeline to subject combination exercise

**How can I help
my child to make
an informed decision?**



Emerging 21st Century Competencies

Being prepared and relevant

In a fast-changing world, the top skills of the future are about how we learn, not just what we learnt or our academic grades.

Future of Jobs Report 2025

Top 10 fastest growing skills by 2030



1.  AI and big data
2.  Networks and cybersecurity
3.  Technological literacy
4.  Creative thinking
5.  Resilience, flexibility and agility
6.  Curiosity and lifelong learning
7.  Leadership and social influence
8.  Talent management
9.  Analytical thinking
10.  Environmental stewardship

Focus on
(i) thinking skills,
(ii) values & dispositions, and
(iii) technology, not just
textbook knowledge

 Cognitive skills  Self-efficacy  Working with others  Management skills  Technology skills  Ethics

“It is... not about what you know, but how you tackle problems and approach novel situations. 21CC like adaptability and resilience form the foundation in readying our youth for a different world.”

Mr Desmond Lee
Minister for Education
Workplan Seminar
2025



Through four years in NBSS, we want to ensure our Navalites become **future-ready** with 21st Century Competencies:



Creator

- Learn to **solve tomorrow's problems** with their strengths and knowledge
- **Create new value** for themselves and others



Connector

- **Connect and collaborate** with others from different backgrounds
- **Broaden** personal perspectives



Contributor

- **Everyone can contribute** meaningfully to society, regardless of our station in life and our personal achievements

Emerging 21st Century Competencies

Building the 3Cs across four years in NBSS



<u>Secondary 1</u> Ready for School I am	• I know myself	<u>Secondary 2</u> Ready for the Community I can	• I know myself • I can make informed decisions • I know my community
<u>Secondary 3</u> Ready for the Society I will	• I know myself • I can make informed decisions • I know my role in society	<u>Secondary 4</u> Ready for the Future I will be	• I know myself • I can make informed decisions • I know my role in society • I can make a difference

Emerging 21st Century Competencies



Building the 3Cs in NBSS



Curriculum

National Digital Explorer for Sec 1 cohort &
Sec 3 (selected students)
Sec 2 Leadership Modules
Sec 2 AI curriculum
IPW- Environment
ALP & LLP
Cultivate Learning Dispositions –
reading habits



Emerging 21st Century Competencies



Building the 3Cs in NBSS



Opportunities & Exposure

- Learning Journeys
- Work attachment/ Internship in Sec 3
- Applied Learning Modules (ApLM)
- Assembly talks
- Secondary 3 NRIC Presentation Ceremony

Internationalization

- Sec 3 Navalites will have an opportunity for an overseas learning experience

Emerging 21st Century Competencies

- CCAs
- Level Camps
- Self-initiated VIA
- Student Initiated Learning (SIL)
- Leadership opportunities
- Advocating students' voice

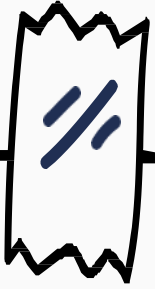




Know Your Child

Empower them to take ownership
of their goals

Know Your Child



1. Strengths

Your child's **strengths** in the subjects - realistic expectations of your child's ability to cope with the demands of various subjects.



2. Interests

Your child's **interests** and hence the intended course of study beyond secondary school.



3. Aspirations

Engage your child in conversations and activities to explore their career **aspirations**.



4. Well-Being

Monitoring your child's **well-being** and resources to maintain good mental health though rest, social activities and other commitments

Know Your Child



What are their ...

- ✓ **Favourite subjects**

e.g. Humanities, Sciences, Mathematics, Language

- ✓ **CCAs**

e.g. growth areas, leadership opportunities

- ✓ **Interest areas**

e.g. IT, reading, arts, sports

- ✓ **Strengths**

e.g. Proactive in problem solving, reading in area of interests

- ✓ **Career interest**

e.g. Computing, Engineering, Science, Public Service, Health Care, Finance, Tourism

Know Your Child: Explore Portal With Your Child

Google

myskillsfuture secondary

<https://www.myskillsfuture.gov.sg/content/student/en/secondary.html>



🏠 / About > MySkillsFuture for Students

About MySkillsFuture

MySkillsFuture for students is a one-stop platform to help you better understand yourself, your interests and strengths. You can use relevant information and tools to explore different education and career pathways! This portal will help you identify career goals and make informed education and career choices.

Discover more about yourself, explore the different education and career pathways and start planning for your future!



Career Interests

Get Started!



Skills Confidence

Get Started!



Work Values

Get Started!

Which tool should I start with?

Every tool here allows you to discover a different aspect of yourself. It will help to bring you a step closer to finding the educational and career pathway most suited for you.

[Find Out More](#)

DISCOVER

Know Your Child: Explore



Portal With Your Child

<https://www.myskillsfuture.gov.sg/content/student/en/secondary.html>

Google

myskillsfuture secondary

Self Profiling

Conventional

- Likes structure
- Enjoys taking
- Interested in
- Prefers clear s

Post-Secondary Courses

- Accounting
- Pharmaceutical Science
- Engineering

To Explore Post-Secondary Courses:
<https://www.myskillsfuture.sg/content/student/en/secondary/education-guide/courses.html>

Investigative

- Logical
- Curious
- Likes to solve

Post-Secondary Courses

- Engineering
- Aeronautical/Marine Engineering
- Environmental Engineering
- Computer Science
- Biomedical Science
- Healthcare-related

To Explore Post-Secondary Courses:
<https://www.myskillsfuture.sg/content/student/en/secondary/education-guide/courses.html>

Realistic

- Can be athletic
- Likes to work with tools
- animals using hands

Post-Secondary Courses

- Engineering
- Creative Media; Fine Arts
- Sports related
- Healthcare related

Relevant Subjects

- Design
- Math
- Art; Design
- Biology
- Biological Sciences

To Explore Post-Secondary Courses:
<https://www.myskillsfuture.sg/content/student/en/secondary/education-guide/courses.html>

Artistic

- Enjoys creating
- Sees trends
- Unstructured

Post-Secondary Courses

- Mass Communication
- Film, Sound & Video
- Game Design & Animation
- Architecture / Interior Design
- Product Design

To Explore Post-Secondary Courses:
<https://www.myskillsfuture.sg/content/student/en/secondary/education-guide/courses.html>

Social

- Enjoys helping others
- Likes working with people
- Enjoys teaching

Post-Secondary Courses

- Healthcare (e.g. Nursing)
- Early Childhood Education
- Psychology
- Social Work
- Social Enterprise

To Explore Post-Secondary Courses:
<https://www.myskillsfuture.sg/content/student/en/secondary/education-guide/courses.html>

Enterprising

- Likes to influence and persuade
- Gives opinions
- Manages and leads people

Post-Secondary Courses

- Business
- Hospitality; Tourism; Retail
- Arts, legal-related

Relevant Subjects

- Math; Language
- Math; Geography; Language
- History; English

To Explore Post-Secondary Courses:
<https://www.myskillsfuture.sg/content/student/en/secondary/education-guide/courses.html>



Know the Post Secondary Course Requirements

Matching strengths, interests, aspirations
and requirements

Know the Post-Secondary Course Requirements



1. Strengths

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2. Interests

Your child's **interests** and hence the intended course of study beyond secondary school.



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Engage your child in conversations and activities to explore their career **aspirations**.



4. Well-Being

Monitoring your child's **well-being** and resources to maintain good mental health through rest, social activities and other commitments



5. Requirements

The **requirements** for the course your child intends to pursue after secondary school.



Know Your Child: A Recap



1. Strengths

Your child's **strengths** in the subjects - realistic expectations of your child's ability to cope with the demands of various subjects.



2. Interests

Your child's **interests** and hence the intended course of study beyond secondary school.



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Engage your child in conversations and activities to explore their career **aspirations**.



4. Well-Being

Monitoring your child's **well-being** and resources to maintain good mental health through rest, social activities and other commitments



5. Requirements

The **requirements** for the course your child intend to pursue after secondary school.

Seek professional advice from our teachers!



Parents & Schools: Partners in Education

Attendance and Conduct

1. Leave from school
 - Concerns about part-time jobs
2. Co-Curricular Activities (CCA)
3. Discipline and Guidance
 - Place emphasis on care and understanding
 - A culture of care, zero tolerance for bullying
 - Zero tolerance for vaping

Communication Channels

1. Student-Teacher-Parent Conferencing (SPTC)
2. Termly Letters to Parents
3. Parent Gateway
4. Facebook & Instagram
5. School website: www.navalbasesec.moe.edu.sg
6. Email: nbss@moe.edu.sg
7. Admin Centre Tel no : 62571996
8. Student Handbook

Home Environment

- Ensure that there is a conducive environment for his/her revision, for e.g. a study table
- Set some house rules (e.g. no hp during mealtimes, sleep by 10 p.m.)
- Build rapport with your child

Affirm effort

Celebrate success

Empathise with challenges



Alone we can do so little; together we can do so much.

Helen Keller



NAVAL
BASE
SECONDARY
SCHOOL

THANK YOU



LEADERS OF CHARACTER | LEARNERS FOR TOMORROW