



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

OPEN HOUSE

2025

DATE

22 Nov 2025 (Saturday)

TIME

9.00 am to 11.30 am

PROGRAMME

Sharing of PLMGS(Sec) Story
CCA & Signature Programmes
Performances by Performing Arts groups
Open Classroom for P6 students



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Programme

Sharing by Mrs Selina Lum, Vice-Principal

Question-and-Answer Session



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Our PLMGS Story



PAYA LEBAR 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





PL turns 110!

Term	Theme	Key Events
Term 1	ONE PL Family Stronger Together	Start Right Programme PL Blessing the Community Level Camps and Cohort Experiences
Term 2	ONE PL Family Growing Together	PL Musical Montage PL 110 Family Day
Term 3	ONE PL Family Shining Together	PL Heartbeat National Day Celebrations
Term 4	ONE PL Family Rejoicing Together	Teachers Day Celebrations PL 110 th Founder's Day – Beacon Award Presentation Wrap Up Programmes



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

PLMGS(Sec) STAFF





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



- 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 Posting Group is reserved for Non-PL(Pri) girls

Cohort Size
Determined by MOE

PG3 / PG2 / PG1 cohort

Other schools (20%) girls posted by MOE based on PSLE AL score and Choice

PLMGS (Pri) girls posted by MOE based on PSLE AL score and Choice



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)

Cut-off Point to PLMGS (Sec)

Priority Admission for PLMGS (Pri) girls

Cut-off Point for 2025 Cohort

Year	Sec 1 2023 (by Achievement Levels or AL)	Sec 1 2024 (by Achievement Levels or AL)	Sec 1 2025 (by Achievement Levels or AL)
Posting Group 3 (4 or 5 classes)	5-20 (Affiliate: 5-20 Non-affiliate: 9-13)	6-20 (Affiliate: 6-20 Non-affiliate: 8-11)	6-20 (Affiliate: 7-20 Non-affiliate: 6-10)
Posting Group 2 (2 classes)	21-25 (Affiliate: 21-25 Non-affiliate: 21-23)	21-25 (Affiliate: 21-25 Non-affiliate: 21-24)	21-25 (Affiliate: 21-25 Non-affiliate: 21-24)
Posting Group 1 (1 class)	26-28 (Affiliate: 26-28 Non-affiliate: 26-28)	25-28 (Affiliate: 26-28 Non-affiliate: 25-28)	25-28 (Affiliate: 26-28 Non-affiliate: 25-28)



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 students 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.



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 3 bonus points from 2028.



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Results for 2024 N-Level Examinations

GCE Normal (Technical) Examinations:

(For your information) Detailed breakdowns and year-on-year comparisons are classified as confidential and must adhere to data protection guidelines.



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Results for 2024 N-Level Examinations

GCE Normal (Academic) Examinations:

(For your information) Detailed breakdowns and year-on-year comparisons are classified as confidential and must adhere to data protection guidelines.



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Results for 2024 O-Level Examinations

(For your information) Detailed breakdowns and year-on-year comparisons are classified as confidential and must adhere to data protection guidelines.



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Successful DSA / EAE Applicants

(For your information) Detailed breakdowns and year-on-year comparisons are classified as confidential and must adhere to data protection guidelines.



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Percentage of Students Eligible for JC & Poly Admission

(For your information) Detailed breakdowns and year-on-year comparisons are classified as confidential and must adhere to data protection guidelines.



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Our Total Curriculum

德 智 体 群 美

Morals, Intellect, Physical body, Team spirit, Aesthetics

A photograph of four young girls in school uniforms standing on a green lawn. They are wearing dark blue dresses with white collars and ties. The girl on the far left has a yellow tie, the second girl has a red tie, the third girl has a red tie, and the girl on the far right has a yellow tie. They are all smiling and looking towards the camera. The background shows a wooden fence and lush green trees under bright sunlight.

Holistic Education

Official (Open) / Non-Sensitive



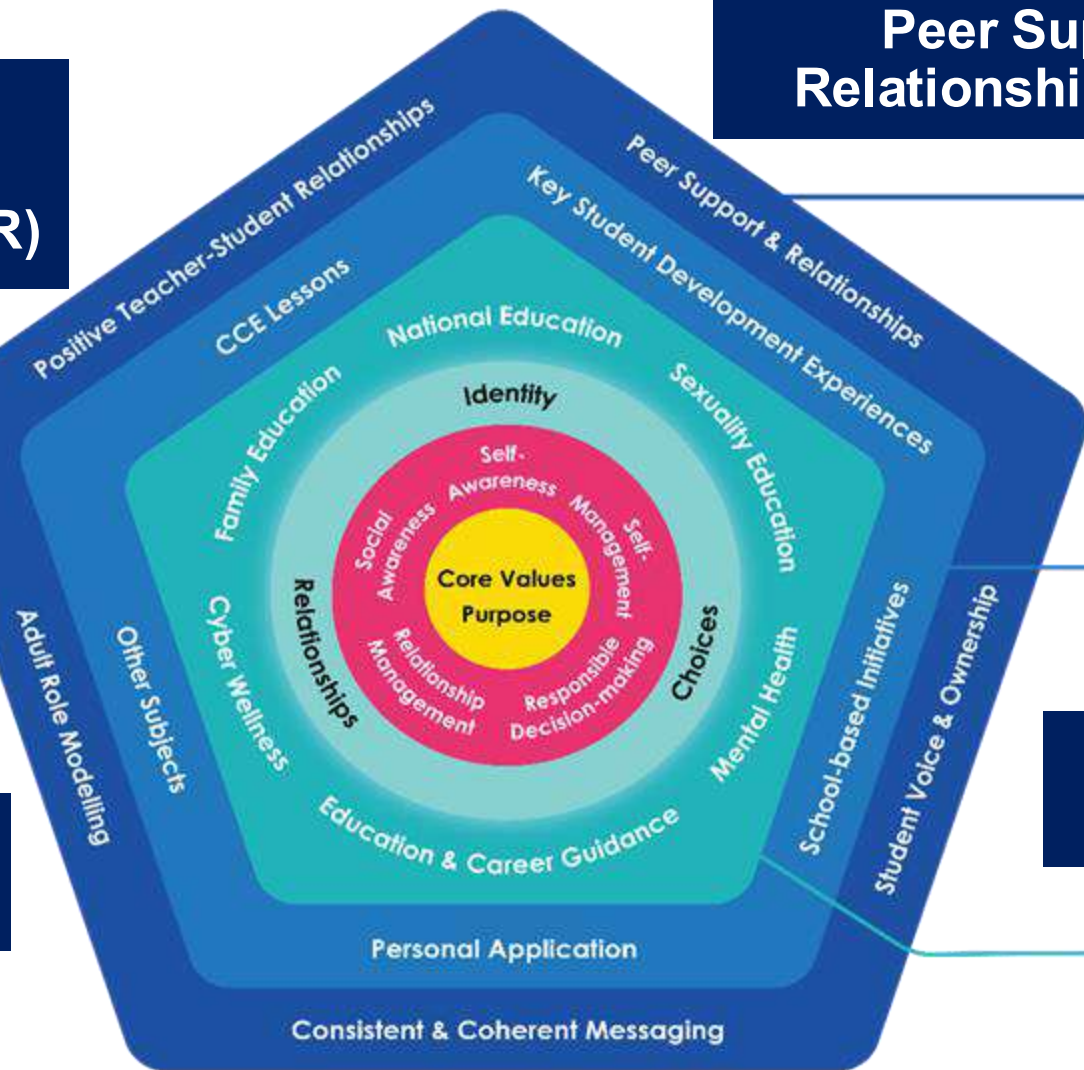
PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

**Positive
Teacher Student
Relationships (TSR)**

**Peer Support
Relationships (PSR)**

**SOCIAL MIXING
(CARING & ENABLING
SCHOOL ENVIRONMENT)**

**Adult Role
Modelling**



Enactment
of CCE

**Student Voice &
Ownership**

CCE
Curriculum Content

**Consistent & Coherent
Messaging**



LEVEL OUTCOMES & PL EXPERIENCE

Sec 1: iDiscover

Discover their identities, personalities, talents, interests through:

- **iDiscover programme**
- **CCA** exploration
- **PL21+FIS** project that serves the school community
- **OALC**
- Subject-based LJs (**Geog+Sci, MT**)

Sec 2 iAspire

Aspire to fulfil their roles and responsibilities to their families, school, community and nation through:

- **PL21+FIS** project that serves families
- Subject-based LJs (**Hist, Geog, Performing Arts**)
- **Cycling / MMA**

Sec 3 iInfluence

Influence the people around them positively through:

- **PL21+FIS** project that serves the community
- **OBS / cohort camp,**
- **ECG** conference and **PSEI fair**
- **EL** debates

Sec 4/5 iInspire

Inspire others by being an informed citizen and active servant leader through:

- **Cohort FIS** project that serves the community
- **Applied learning modules**
- **Baccalaureate Service**
- **Graduation Day**
- **Cambridge Dinner**

PL DOEs:

Confident PL-Lite

Passionate Learner

Active Citizen

Inspiring Leader

School-wide: **CCAs**, **EL+MT** Reading Programme, pi-Day (**Maths**), **FamChamp** events, **Sporting** events (Sports Day and PL Heartbeat), **NE** events (TDD, IFD, RHD, ND), **PuLSE**, **Student Leadership Development**

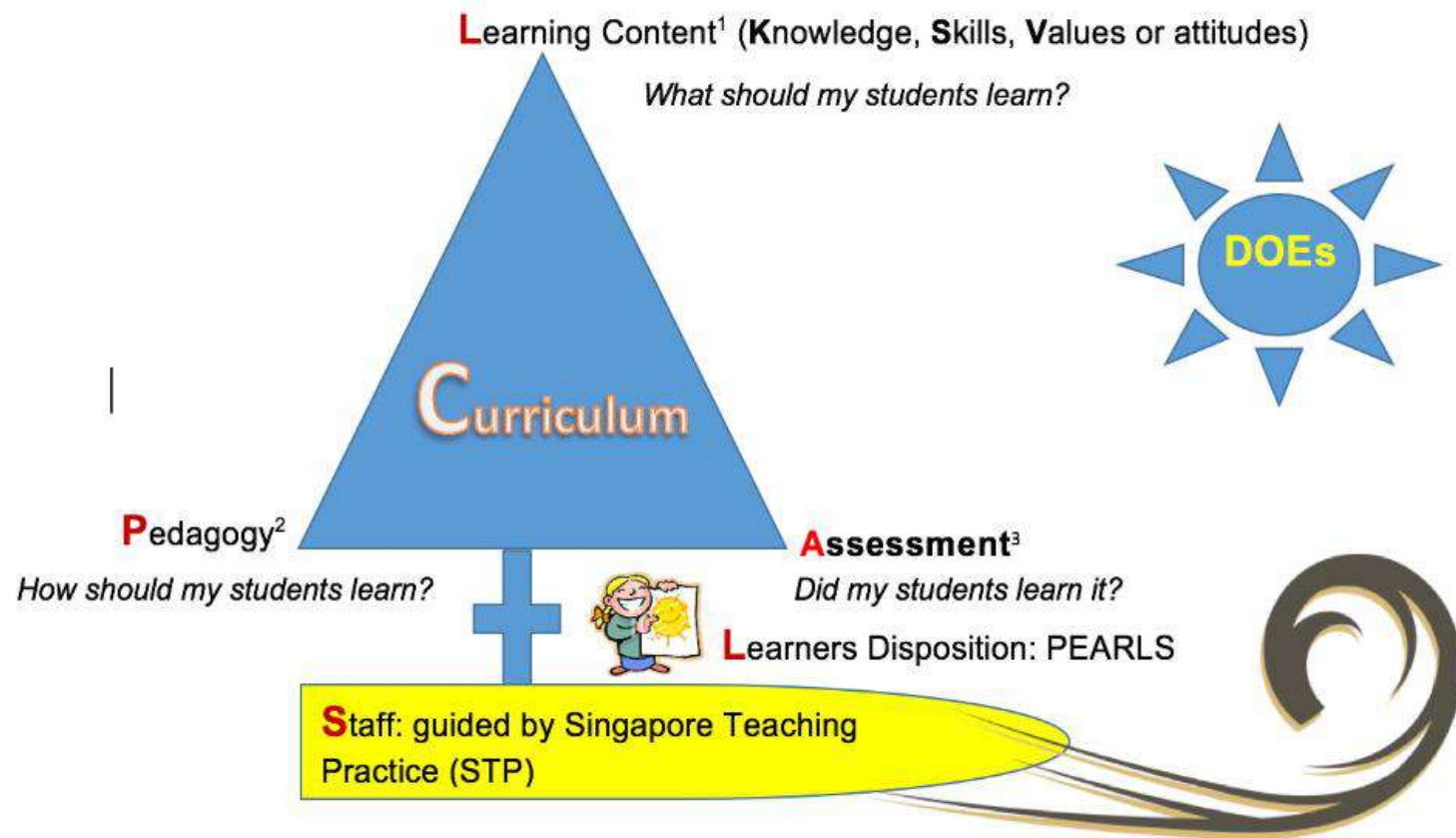


PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

TOTAL CURRICULUM

TOTAL

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



Total Curriculum

Curriculum Programme (CP)	Co-Curriculum Programme (CCP)
English Language	CCA
Mother Tongue Languages	
Mathematics	Citizenship & Character Education
Sciences	
Humanities	
PE /Art / Music	School – Based Programmes
Design Tech /FCE	

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

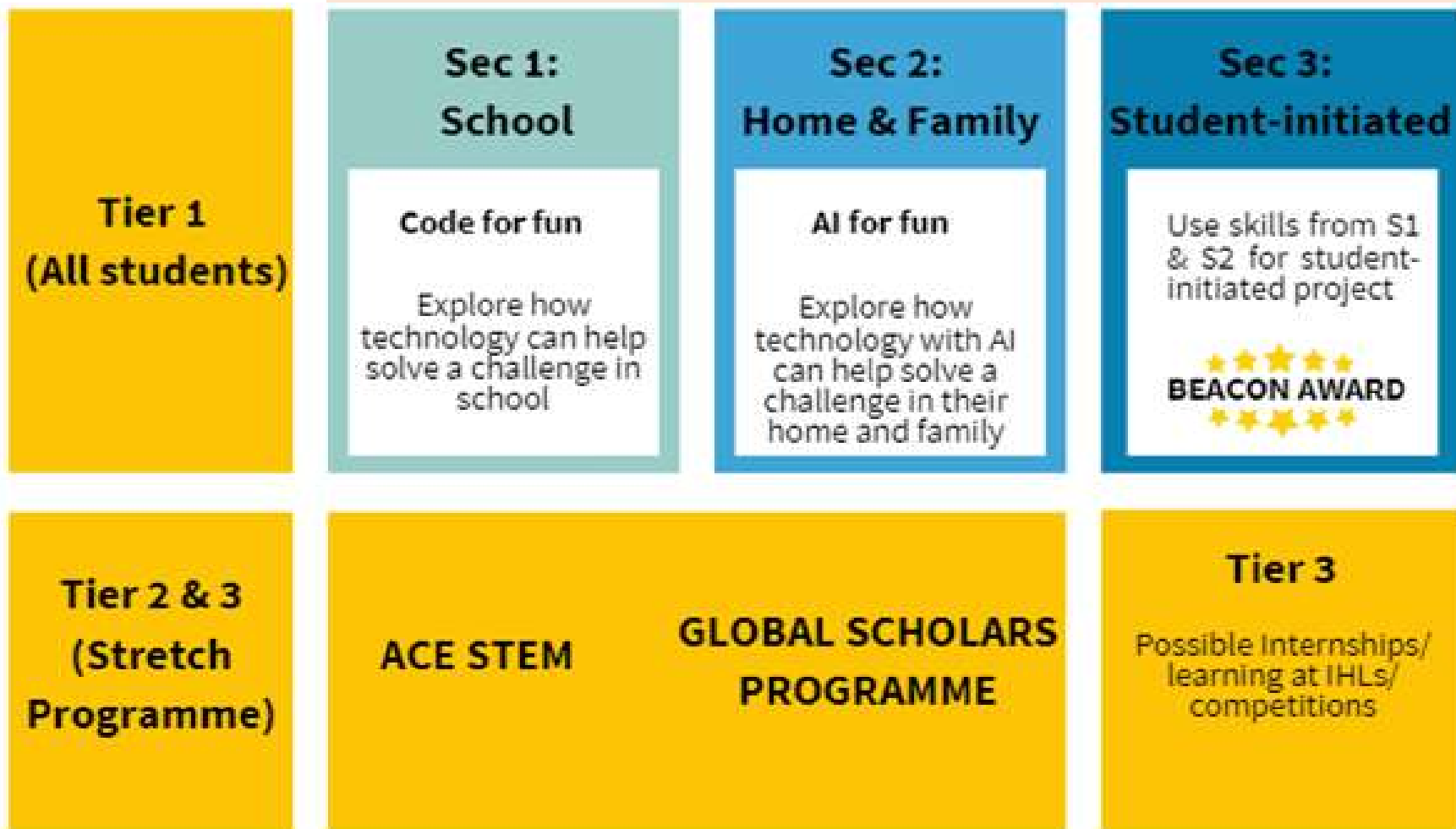
Students to **collaborate** in groups, **interview** VIA target audience to **empathise** with them and **share learning** with peers



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

PL21 2.0 – PL's Signature Programme

PL21 Journey over 3 years





Tier 2
(ACE STEM, GSP)
Extend, Enrich and Empower



Tier 3
Possible internship/learning at IHL or at industries/higher level competitions

ACE (STEM)

Research briefing
with Scientists from
A*Star, Singapore



PL staff with Dr Valerian Hall-Chen



ACE (STEM)

A*Star VJC Science Fair



Learning Excellence



A*Star Science Fair – Silver Award –
Removing Oil Using Hair



A*Star Science Fair – Silver Award – Water Purification

2024 NUS High Singapore
International Mathematical
And Computational
Challenge



1st Place in AI Quiz



Building Good Habits through EFFECTIVE ROUTINES

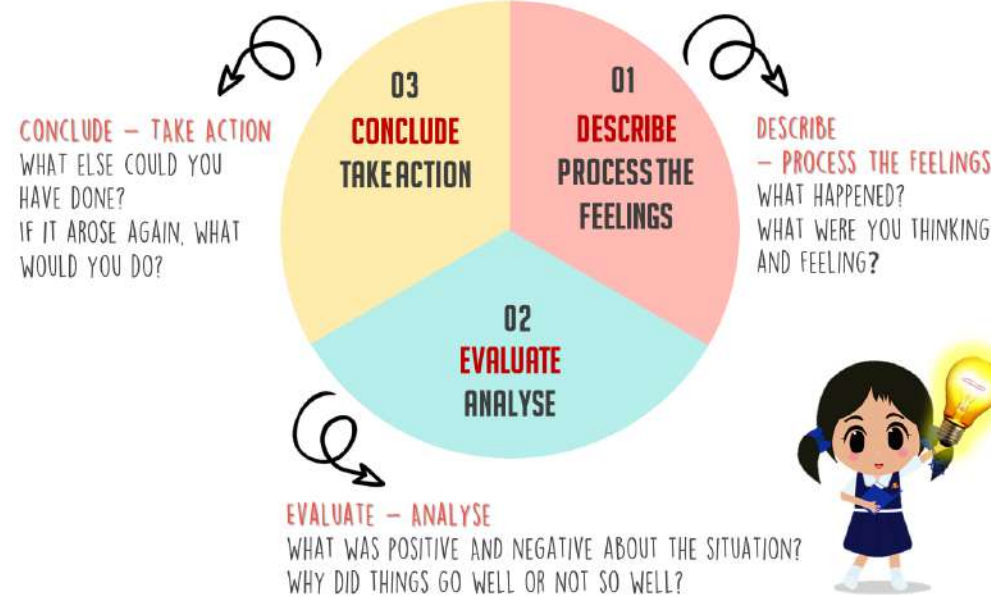
PEARLS (for Pupils)



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

Be Strong Focus Strive



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.

THE POWER OF
YET!



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**.



PAYALABAR 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

Charge PLD Fully

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



H

Highlight issues to Peers, Teachers or ICT Support Team

- Seek help from peers
- Ask teachers if assistance is needed
- Approach ICT Support Team to troubleshoot technical issues



A

Alert in Safeguarding PLD & School Materials

- Do not leave your PLD unattended
- Protect PLD via Device Care Management
- Use a I-bag system to place PLD & all lesson materials



M

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



P

Protect Password

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



S

Screen Down Fully & Listen to Instructions

- Place your screen down fully when teacher is giving instructions



Use of Personal Learning Devices during Lessons



PAYAL LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)



Lunchtime Concerts



Exchange with a High School Band from Taiwan

Learning of the Arts

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 Chuan

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 teachers' event was held this year at Duxton High School and 82 schools took part, compared to just 30 when it first started in 2005.

More than 1,500 students and teachers attended yesterday.

However, cultivating a love 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 1,000 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 nurture interest in it.

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

"The subject may be perceived



More than one 'correct' answer

"It may be a subject that is harder to study for, therefore there's this ambiguity due to a lack of one 'correct' answer."

National Schools Literature Festival founder SUZANNE CHOO, an assistant professor at the National Institute of Education

as difficult, to some, perhaps because it allows space for multiple interpretations and ambiguity," said Dr Choo, an assistant professor at the National Institute of Education (NIE) who has been teaching the subject since 1999.

But Dr Dennis Yeo, a keynote speaker at the event and a teaching fellow at NIE's English language and literature department, held that better teaching methods might be the answer.

"Using materials that are more accessible to students, such as referencing pop culture, is a good way of getting the young ones on board," he said. The professor's



15-minute presentation examined using lyrics from American singer-songwriter Taylor Swift and why her Wars villain Darth Vader is dressed in black instead of white.

The half-day event featured poetry slams, in which poems were performed before being judged on their creativity, and debates on texts which participants were allowed to see only a week in advance.

These were also "book parades" from participants showcasing literature projects that aim to pique secondary school students' interest in the texts on display.

These ranged from local works such as Catherine Lim's Little Secret, an American classic To Kill a Mockingbird and Shakespeare's The Merchant of Venice.

Queensbury Secondary student Ernie Martha, 16, took part in a set text debate. She cited Khalid Hussein's The Kite Runner, about an Afghan boy's search for truth and redemption, as one of her favourites.

She said: "During my research for the debate, it opened my eyes to the many themes and the complexity that can be found in just one text."

education.sph.com.sg

National Schools Literature Festival

Official (Closed) / Sensitive (Normal)



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Symphony of Praise 2025



A biennial celebration of PL-Lites creative talents and growth

Passionate about CCAs, motivated to study

REPORT: LIM YUFAN
limyufan@sph.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 Prefectorial 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 Sorkalam, 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">ChoirConcert BandModern DanceCL Drama (D' Arts)EL DramaGuitar EnsembleGuzheng EnsembleHandbell EnsembleHarp Ensemble	<ul style="list-style-type: none">BadmintonNetballRhythmic GymnasticsSwimmingTable TennisTrack & FieldVolleyball	<ul style="list-style-type: none">Girls' BrigadeNational Police Cadet CorpsSt John Brigade	<ul style="list-style-type: none">Infocomm Technology Club

CCA offered for DSA 2025 are highlighted in bold.



Drama



Choir



Harp



Handbells

Learning through Performing Arts



Dance



Guitar

Official (Closed) / Sensitive (Normal)



Band



Swimming



Badminton



Volleyball

Learning through Sports



Track



Rhythmic Gym

Official (Closed) / Sensitive (Normal)



Table Tennis



GIRLS



The Girls' Brigade



St John Brigade

Learning through Uniformed Groups CCAs



Annual Parade

National Police Cadet Corp



Official (Closed) / Sensitive (Normal)



Learning skills in the Infocomm Technology Club





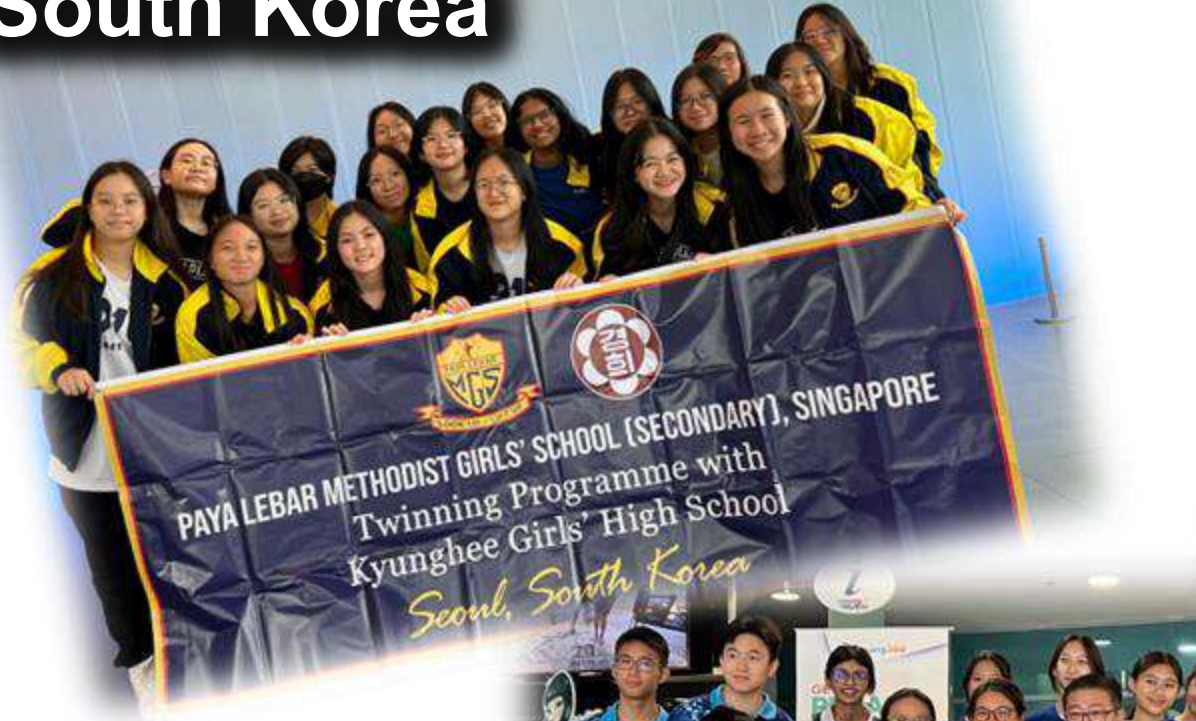
SECONDARY)



Learning through differentiated experiences



Seoul, South Korea



Overseas Learning

Batam, Indonesia



Penang, Malaysia



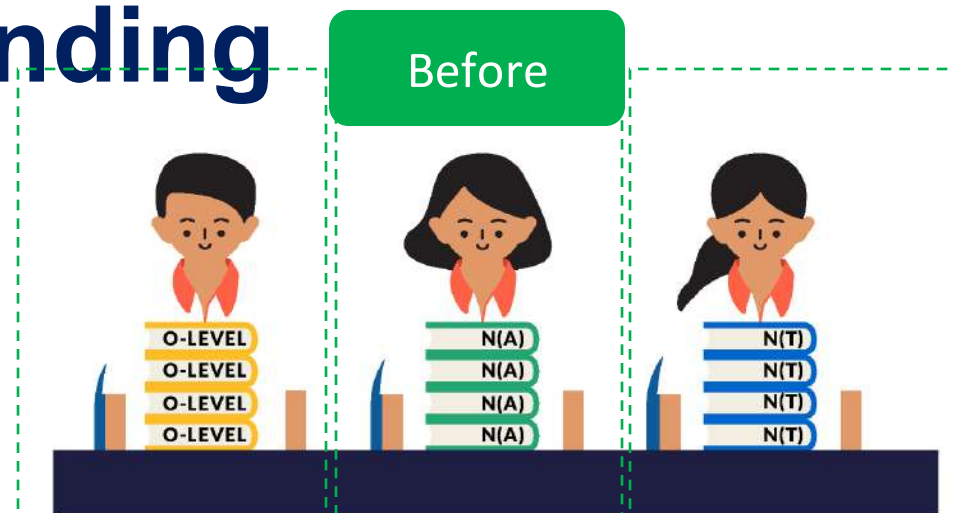
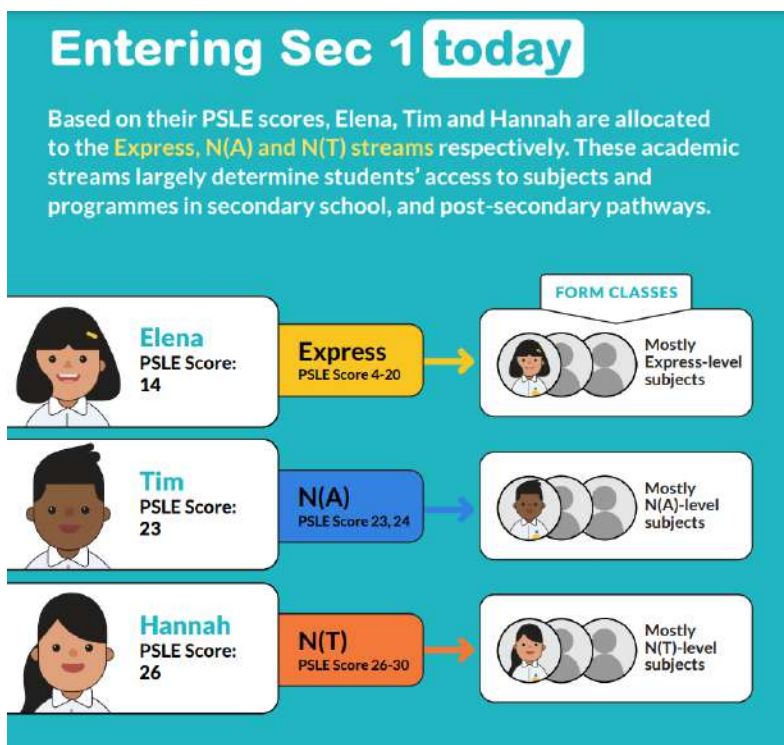
Timetable Structure

	Monday	Tuesday	Wednesday	Thursday	Friday
Lower Sec Curriculum	0730 – 1430	0830 – 1430	0730 – 1410	0830 – 1430	0730 – 1430
Upper Sec Curriculum	0730 – 1510	0830 – 1510	0730 – 1510	0830 – 1430	0730 – 1510
Other curriculum prog.			Academic Enrichment Prog.	G3 Art/Music 1430 – 1730	
CCA	1500 – 1730	1500 – 1730			1500 – 1730

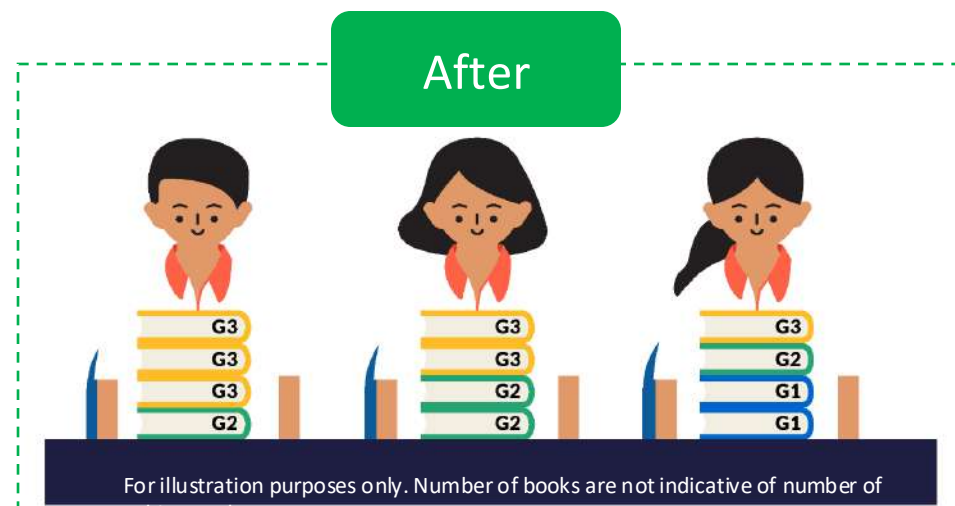
- Monday, Wednesday and Friday – students report to school at 0720 hours
- Tuesday and Thursday – students report to school at 0820 hours (late days for students)

Full Subject-Based Banding

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



Students in different courses would be in different form classes



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)

Post-Secondary Pathways

Students taking at least	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 + 1 G2 subjects	✓	✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	NEW* ✓				

*Students who offer 4 G1 subjects will join Year 1 of 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.



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

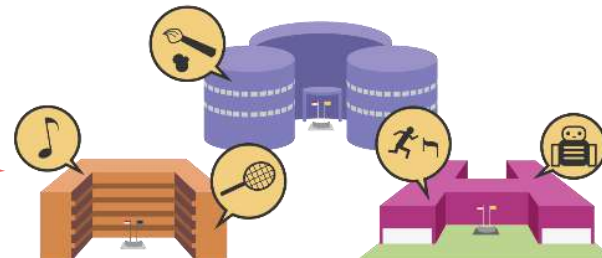
ADVICE TO PARENTS

Choosing a Suitable Secondary School

- Consider the child's strengths, interests and abilities when making school choices in order to find a school that would help him / her 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?"





PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Access information from the MOE website



Shortlisting and Submitting Secondary School Choices

Order of school choices will affect the school posting.	<ul style="list-style-type: none">Use all 6 school options with varied Cut-Off Points (COP).Actual Cut-Off Points can vary from year on year as they depend on each cohort's performance and choice patterns. Fluctuations of ± 1 are typical but ± 2 could be possible.
Chances of being posted to your child's school of choice can be increased.	<ul style="list-style-type: none">Include at least 2 to 3 schools where your child's PSLE score is better than the school's previous year's Cut-off Points.
Tie-breaking may occur.	<ul style="list-style-type: none">Rank your child's preferred schools higher in the choice order of schools.
Save time and ensure a seamless submission process.	<ul style="list-style-type: none">Complete the S1 Option Form before submitting school choices together on the S1 Internet System (S1-IS).

Check out these resources:

- [MOE S1 Posting Website](#)
- [Information on S1 Option Form](#)
- [What's Next \(PSLE\)](#)
- [PSLE Full SBB Microsite](#)
- [Education and Career Guidance \(ECG\) Instagram](#)

Missed our last issue or want to see more? [Click here](#)

Check out our Instagram account for parents [@parentingwithmoe](#)

27 Dec 2023

PARENT KIT

Ready, Sec(ondary), Go!

As our children enter Secondary School life, we may expect them to have longer days in school, new friendships and some changes in the way they wish to communicate with us. **How can we journey alongside them?**

MANAGING LONGER DAYS AT SCHOOL

- Guide them in planning their schedule - this could be in the form of listing and allocating time for tasks they need to complete daily. Involving them in planning allows them to take responsibility for organising their time between school, home and rest.
- Show interest and check in regularly - ask about new subjects, new co-curriculum activities and new friends. This would help us understand how they are managing longer and busier days and their challenges.
- Encourage them to seek help from us, trusted teachers or peers in school if they feel overwhelmed with a busier schedule.

ADJUSTING TO NEW FRIENDSHIPS

- Show interest in their new friendships as they spend more time with their friends in school. Ask about the activities they do together.
- Be understanding if they need more time to adjust socially and forge new friendships. Encourage them to talk to classmates or CCA mates.
- Listen when they share stories about their new friendships and experiences.

As our children enter their teenage years, they experience changes in their physical and emotional growth, be aware that sometimes their friends' opinions may matter more.

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COMMUNICATING THEIR WAY

- Take the lead in starting conversations if we notice our children keeping more to themselves. Try sharing about our day or interests and they may reciprocate.
- Guide them in creating a healthy balance between online and offline activity. Discuss and come to an agreement with them on device usage as they spend more time online.
- Respect their personal space by giving them some "me time".

How can we identify excessive usage of mobile devices?
[Find out more here](#)

How do we create a healthy online/offline activity balance?
[Find out more here](#)

Want to relate better with our children?
[Find out more here](#)

As we journey with our children, remember to...

MAINTAIN A POSITIVE RELATIONSHIP USING T.E.E.N

- Time**
Consciously set aside time to spend with our children. Find regular opportunities, such as at meals or taking walks together.
- Expectations**
Help our children discover their goals and interests. While we may have expectations for them, they have their own set of strengths and interests.
- Empathy**
Encourage our children to share their thoughts and feelings, and listen without judgment. They will be more willing to listen knowing we are seeking to understand them.
- Nurture**
Seek to be a facilitator, rather than a supervisor. Let them try when experiencing challenges and discover solutions themselves to learn.

The Ministry of Social and Family Development runs the Positive Parenting Programme (Triple P) to help parents strengthen bonds and stay connected with their children as they enter adolescence.
[Click here to find out more](#)

Missed our last issue? [Click here](#) for our previous Parent Kits.

For weekly tips on parenting in education, check out our Instagram account for parents, [@parentingwithmoe](#).

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<https://www.moe.gov.sg/parentkit>



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Speak to our Parents from the PSSG!

(Parents-School Support Group)

Paya Lebar
Methodist Girls' School

PSSG

"Working hand in hand"

Who will nurture
Confident PL-Lites
Passionate Learners
Inspiring Leaders
and
Active Citizens?



Are you concerned about
Subject-Based Banding?

You are not alone.

Find out how PLMGS Secondary
supports every girl academically,
emotionally and socially.

Let us share how your daughter
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Come by our **PSSG Booth** today!

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PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

Why PLMGS(Sec)?



Mr Sebastian Teo

PSSG EXCO
Chairperson 2026

Fathers@PL Co-Lead



Official (Open) / Non-Sensitive



PAYA LEBAR METHODIST GIRLS' SCHOOL (SECONDARY)

