

Every White Sandian, a success story

**School-Parents
Engagement &
Communication
Session
(SPECS)**

2 February 2024

**A warm welcome to
Parents/Guardians of Primary 4F**





**Our teachers
&
Communication
Platforms**

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Our Year Head and Asst Year Head



Mr Asraf

Mrs Lim

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C4RE Teachers of **4 Faithful**



Mdm Zainab

Mr Chong

Names of your child's subject teachers have been indicated in the **Introductory Letter sent to parents in the first week of Term 1.**

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P4

learning experiences



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Middle Primary Level Outcome

Self-directed learners who **make responsible decisions and are able to collaborate in harmony.**



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A learner-oriented classroom environment

GROW with Me!



We can set goals for anything we hope to achieve!

Start setting S.M.A.R.T Goals today!



Using positive language can help to reduce conflict, improve communication among friends. It will also help you to increase self-confidence and curb negative feelings. Practise it often!



Let us start writing our success stories by practising the Growth Mindset!



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A learner-oriented classroom environment

GROW with Me!



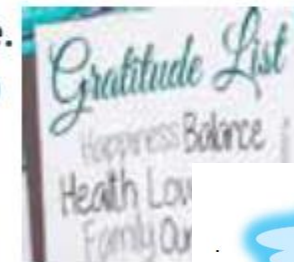
A great way to use the power of yet into all that you do is to identify where you're using the word 'can't'.

All you need to do is to add the word 'yet' on the end and you have just change your mindset!



Gratitude is showing appreciation for what we have. People who express gratitude daily are happier than others.

So start saying "Thank You", appreciate the people around you and pay attention to the good things!



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P4 Learning Journeys

- ✓ Outdoor education learning experience
- ✓ Traffic Games (Road Safety Park)
- ✓ Museum-based Learning Journey
- ✓ “Harmony in Diversity Gallery” Learning Journey

More details will be shared via PG nearer the date of programme



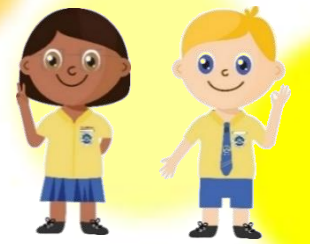
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Assessment matters

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Promoting the Joy of Learning



Since 2023, mid-year examination for all levels have been removed and replaced with weighted assessments.

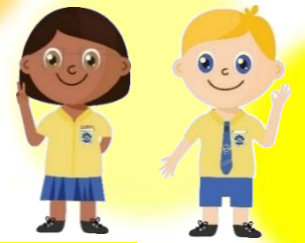
Level	Term 1	Term 2	Term 3	Term 4
P4	Weighted Assessment			Semestral Assessment
	10%	15%	15%	60%



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Promoting the Joy of Learning



Modes of assessment for Weighted Assessment

Subject	Modes of assessment
English	Speaking
Mathematics	Math Journal
Science	MCQ and Performance Task
Mother Tongue Languages	Reading and Speaking



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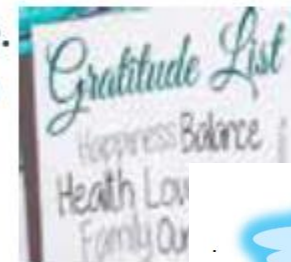
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Encouragement for your child



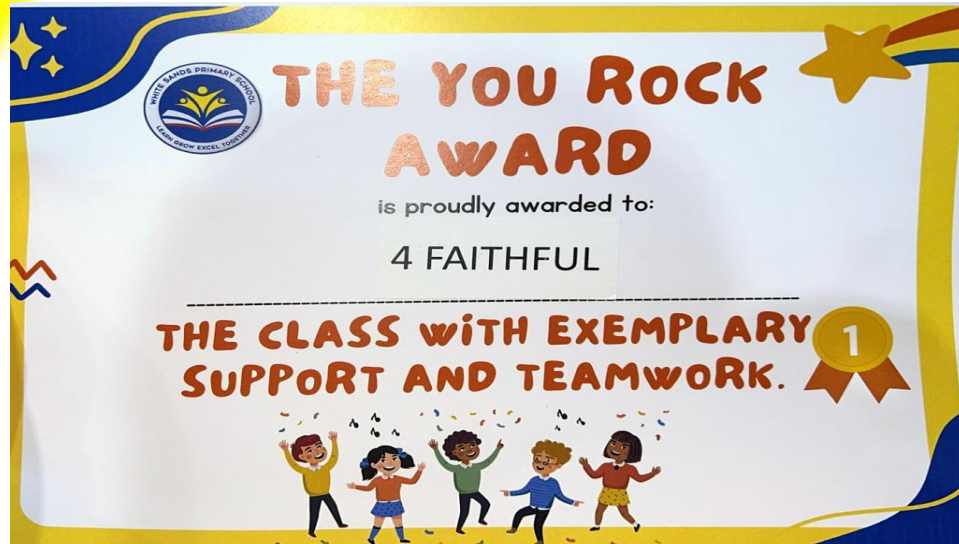
Say This	Not That
"I can see you worked so hard on this!"	"You are so smart!"
"It seems like it's time to try a new strategy."	"It's okay. Maybe you're just not cut out for this!"
"I like watching you do that."	"You're a natural at that!"
"It looks like that was too easy for you. Let's find you something challenging so your brain can grow."	"That's right! You did that so quickly and easily; great job!"
"That's not right. You don't understand this yet. What strategies can you try to understand it better?"	"That's not right. Are you paying attention in class? It seems like you're not even trying."
"That was really hard. Your effort has paid off! Next time you'll be ready for this kind of challenge!"	"That was really hard. I'm so glad it's over and you don't have to do that again."

Some examples!



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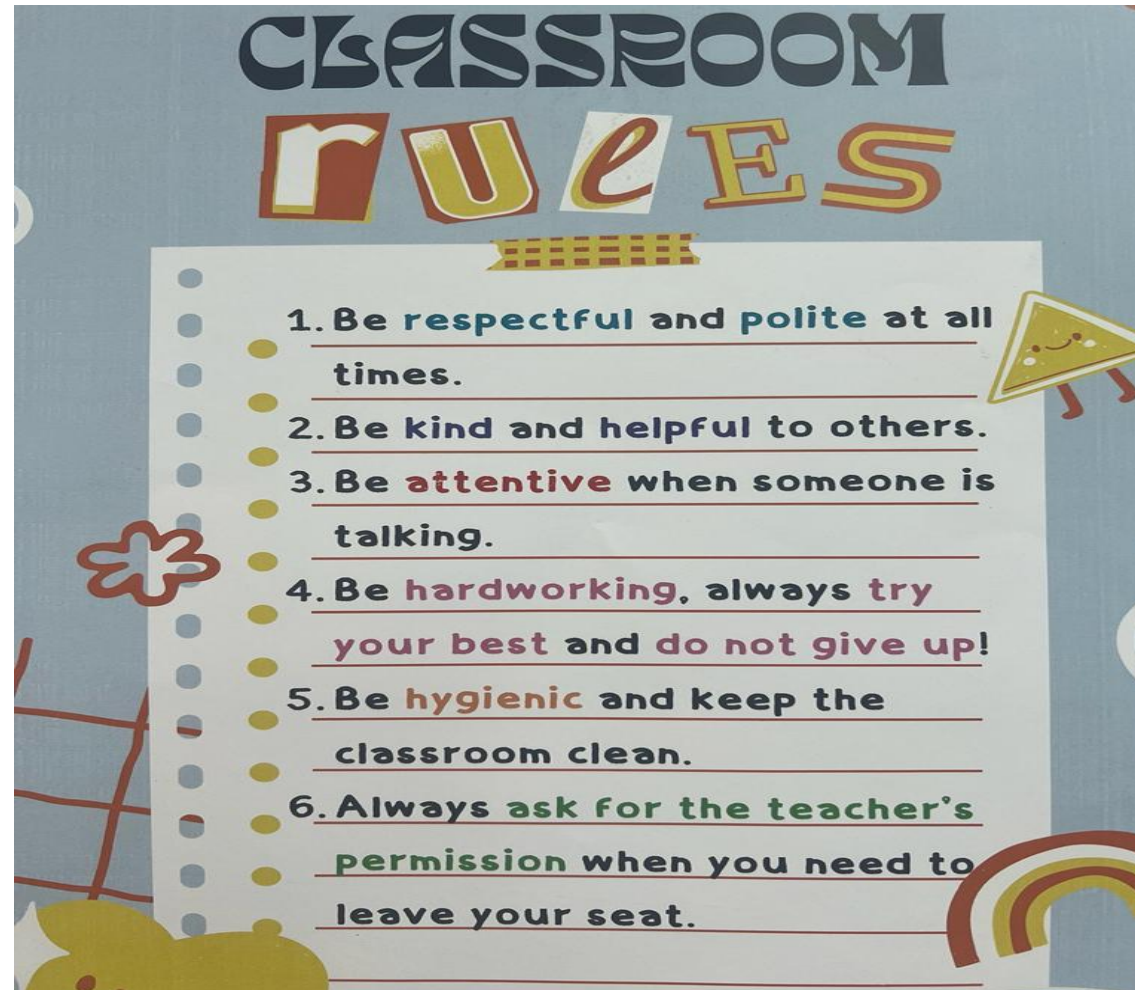
A learner-oriented classroom environment
Class Identity



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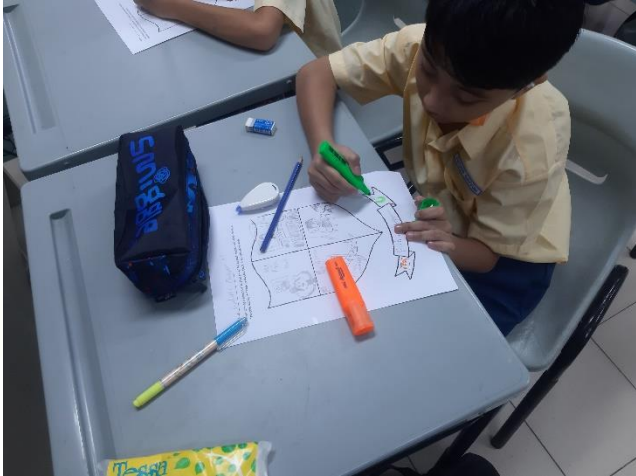
Class Expectations



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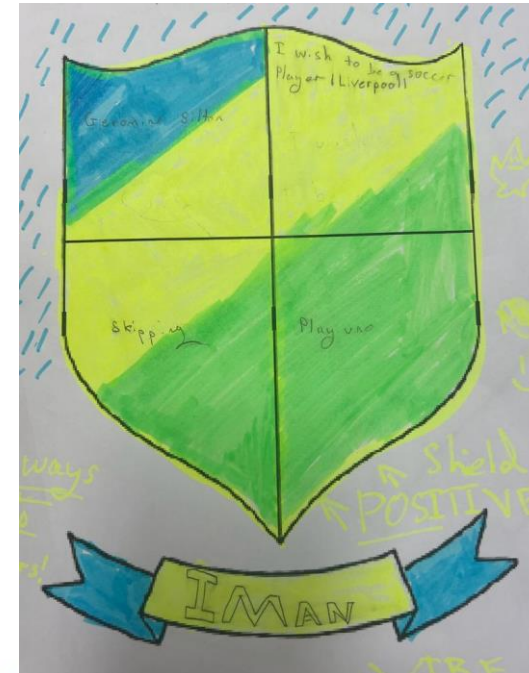
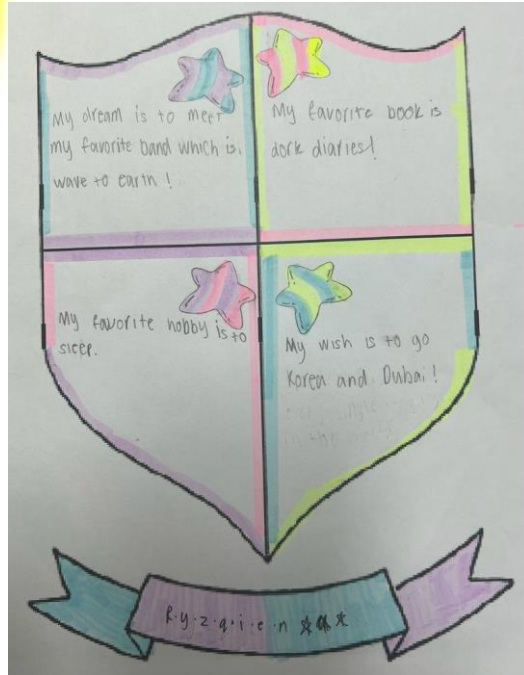
First Days of School/ Term 1 learning experiences



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First Days of School/ Term 1 learning experiences



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Exemplary students' work

ACTIVITY 2


My Creative Recipe

Recall Can you recall the ingredients that you used to design a special menu for Smook – a character from the story *There's a Boy Under the Bed?*

Create and share with your classmates a recipe for an imaginary ice-cream dish, e.g., broccoli ice cream.

Name of the ice cream: Strawberry Ice Cream

An illustration of your imaginary ice cream



Method (Start each instruction with an imperative verb.)

Example: Mix the whipped cream with sliced chicken meat.

- 1 Mix the whipped cream with sugar.
- 2 Cut some strawberries into thin slices.
- 3 Add some salt.
- 4 Shake the ingredients until it becomes ice cream.
- 5 Sprinkle some chocolate flakes.

13

ACTIVITY 2

My Creative Recipe

Recall Can you recall the ingredients that you used to design a special menu for Smook – a character from the story *There's a Boy Under the Bed?*

Create and share with your classmates a recipe for an imaginary ice-cream dish, e.g., broccoli ice cream.

Name of the ice cream: Candies Ice Cream

An illustration of your imaginary ice cream



Method (Start each instruction with an imperative verb.)

Example: Mix the whipped cream with sliced chicken meat.

- 1 Mix the whipped cream with the gummy bear.
- 2 Cut a few slices of strawberries.
- 3 Add colourful candies.
- 4 Shake the ingredients until it becomes ice cream.
- 5 Sprinkle some rainbow rice.

13

ACTIVITY 2


My Creative Recipe

Recall Can you recall the ingredients that you used to design a special menu for Smook – a character from the story *There's a Boy Under the Bed?*

Create and share with your classmates a recipe for an imaginary ice-cream dish, e.g., broccoli ice cream.

Name of the ice cream: Pop Chix Ice Cream

An illustration of your imaginary ice cream



Method (Start each instruction with an imperative verb.)

Example: Mix the whipped cream with sliced chicken meat.

- 1 Mix the whipped cream with chilly flakes.
- 2 Add some Fried popcorn chickens.
- 3 Add a cup of chips.
- 4 Shake the ingredients until it becomes ice cream.
- 5 Sprinkle some rice.

ACTIVITY 2


My Creative Recipe

Recall Can you recall the ingredients that you used to design a special menu for Smook – a character from the story *There's a Boy Under the Bed?*

Create and share with your classmates a recipe for an imaginary ice-cream dish, e.g., broccoli ice cream.

Name of the ice cream: Banana Popcorns Ice Cream with cherries

An illustration of your imaginary ice cream



Method (Start each instruction with an imperative verb.)

Example: Mix the whipped cream with sliced chicken meat.

- 1 Mix the whipped cream with chocolate.
- 2 Cut a banana into slices.
- 3 Add some washed cherries.
- 4 Shake the ingredients until it becomes ice cream.
- 5 Sprinkle some chocolate rice on it.

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ACTIVITY 2

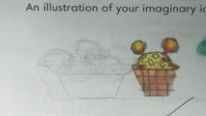
My Creative Recipe

Recall Can you recall the ingredients that you used to design a special menu for Smook – a character from the story *There's a Boy Under the Bed?*

Create and share with your classmates a recipe for an imaginary ice-cream dish, e.g., broccoli ice cream.

Name of the ice cream: Fried Chicken Lotus Biscuits Ice Cream

An illustration of your imaginary ice cream



Method (Start each instruction with an imperative verb.)

Example: Mix the whipped cream with sliced chicken meat.

- 1 Mix sliced fried chicken with whipped cream.
- 2 Add 1/2 of crushed Lotus Biscuits and 1/4 salt.
- 3 Shake all the ingredients and pour it inside a blender.
- 4 Put two fried chicken on the ice cream.
- 5 Sprinkle some edible golden flakes.

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Home-school partnership

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SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

What we have shared
with your child...

STOP AND **THINK**
BEFORE YOU **ACT**



STOP!

- CALM YOUR BODY.
- COUNT TO 10.
- TAKE SLOW AND DEEP BREATHS.
- TAKE A BREAK IF YOU NEED ONE.

THINK!

- WHAT IS THE PROBLEM?
- WHAT ARE THE OPTIONS?
- HOW COULD I HANDLE THIS DIFFERENTLY?

ACT!

- DO WHAT IS BEST FOR YOU AND OTHERS.
- BE SAFE AND RESPONSIBLE.



SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

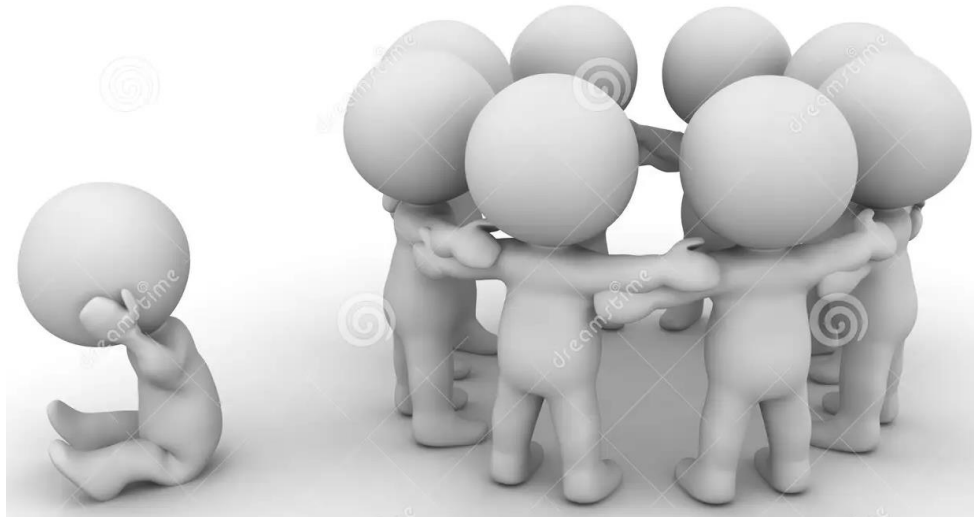
Hurtful behaviour 1:
Hitting or pushing others around



SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

Hurtful behaviour 2:
Leaving someone Out on Purpose:



SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

Hurtful behaviour 3:

Name calling

- You **MUST NOT** call any one names.



SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

Hurtful behaviour 4:
Sending hurtful message



SCHOOL VALUES: RALLYING TOGETHER

01 MAKING CHOICES

Who to go to for help?

Discipline teachers and Mr Peh

P1 to P3

P1 to P6

P4 to P6



Mdm Azimah



Mr Peh



Mrs Bay

SEEK
HELP

What parents can do?

To reinforce what was taught in school

- **Making choices – Traffic Light (Stop, Think, Act/Do)**; Every choice we make will inevitably have some kind of consequence.
- **Be an upstander for self and others** – Tell the person to stop what he/she is doing; Share reason(s) and feelings – I do not like it / I'm hurt
- **Seek help from a trusted adult** – Teacher, YHs, Discipline Teachers, Counsellor and parents

What parents can do?

To manage hurtful behaviours

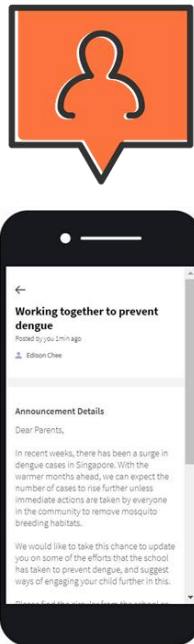
- **Stay calm**; Manage your own feelings first (Very often, we tend to forget)
- **Assure your child** that you will see to their safety
- Gently **elicit the story** from your child
- **Assess the severity** - Can you support your child to act first without your direct involvement?
- If it is too much for your child to manage, **get in touch with the C4RE Teachers, YHs or Discipline Teachers**

What parents can do?

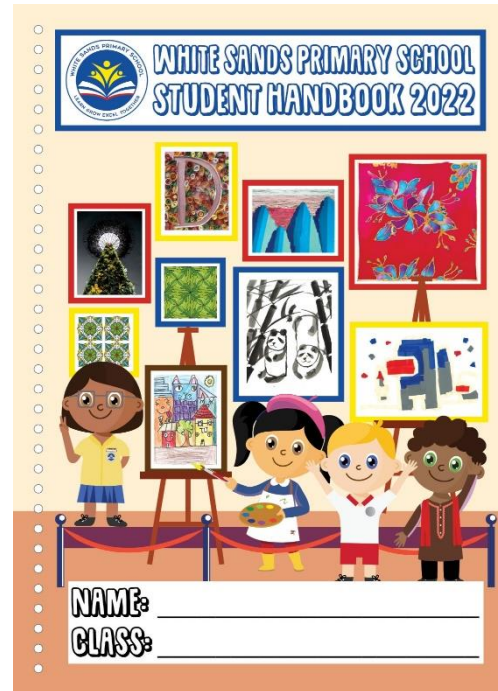
To manage online hurtful behaviours

- Collect data and **take screenshots** of all offending screens
- Help your child **block the offender**
- **Get in touch with** the **C4RE Teachers, YHs or Discipline Teachers**
- If you notice that your child has a **Chatgroup, without the presence of a trusted adult**, do **alert the C4RE Teachers.**

Communication platforms



Parent Gateway



Student Handbook



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Communication platforms

Email of C4RE Teachers

- zainab_abdullah@moe.edu.sg
- chong_thiam_hock@moe.edu.sg

Other modes of communication

- ClassDojo / WhatsApp

School Contact Details

- General Office : 6922 9100
- Staffroom 1 : 6922 9124
- Staffroom 2 : 6922 9125

Do take note that you may not receive a reply immediately.

For urgent matters, please call General Office directly.



Thank you!

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