

# P1 Parents' Briefing 2022

25 February 2022  
Zoom Webinar  
5.00 – 6.30 p.m.

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# Chongfu Strategic Map

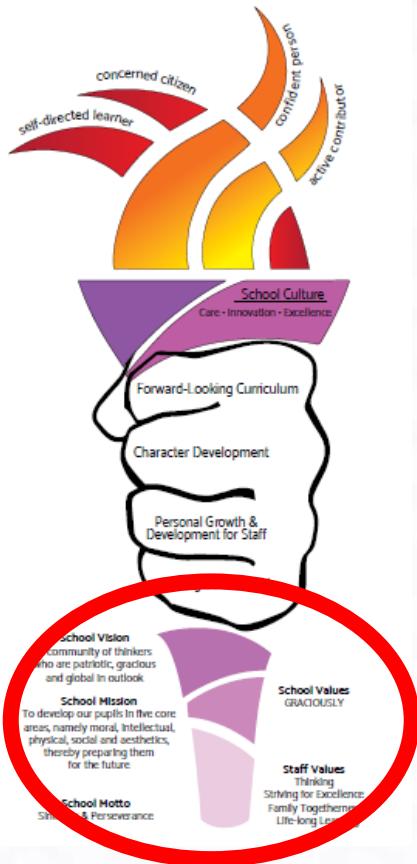


*Mr Soon Woo Sin  
Vice Principal*



# Our Chongfu Torch

## - A visual representation of our strategic map



**School Vision**  
A community of thinkers who are patriotic, gracious and global in outlook

**School Mission**  
To develop our pupils in five core areas, namely moral, intellectual, physical, social and aesthetics, thereby preparing them for the future

**School Motto**  
Sincerity & Perseverance



**School Values**  
GRACIOUSLY

**Staff Values**  
Thinking  
Striving for Excellence  
Family Togetherness  
Life-long Learning

**Presenter**

**Mr Soon Woo Sin**



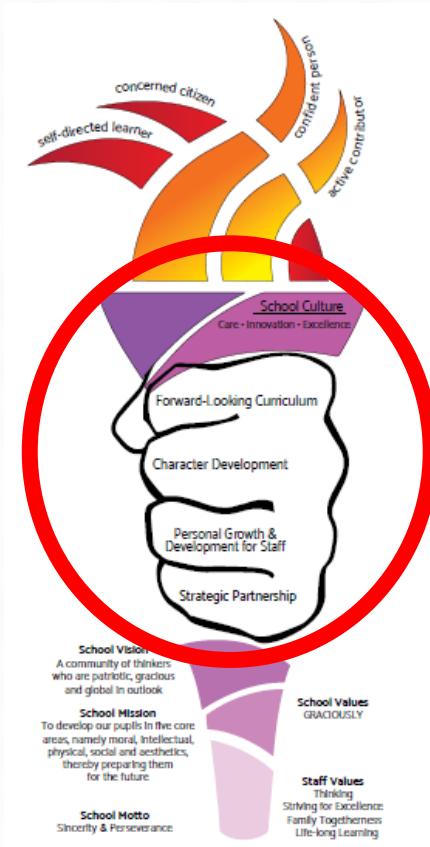
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# Our Chongfu Torch

## - A visual representation of our strategic map



**Presenter**

**Mr Soon Woo Sin**



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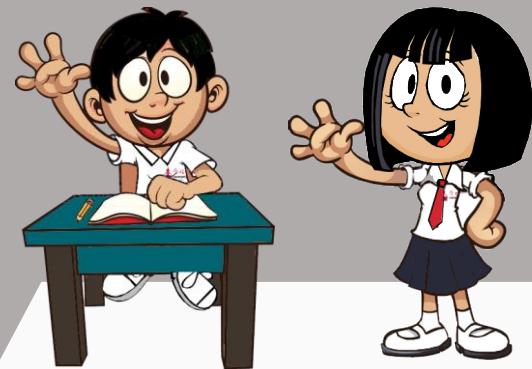


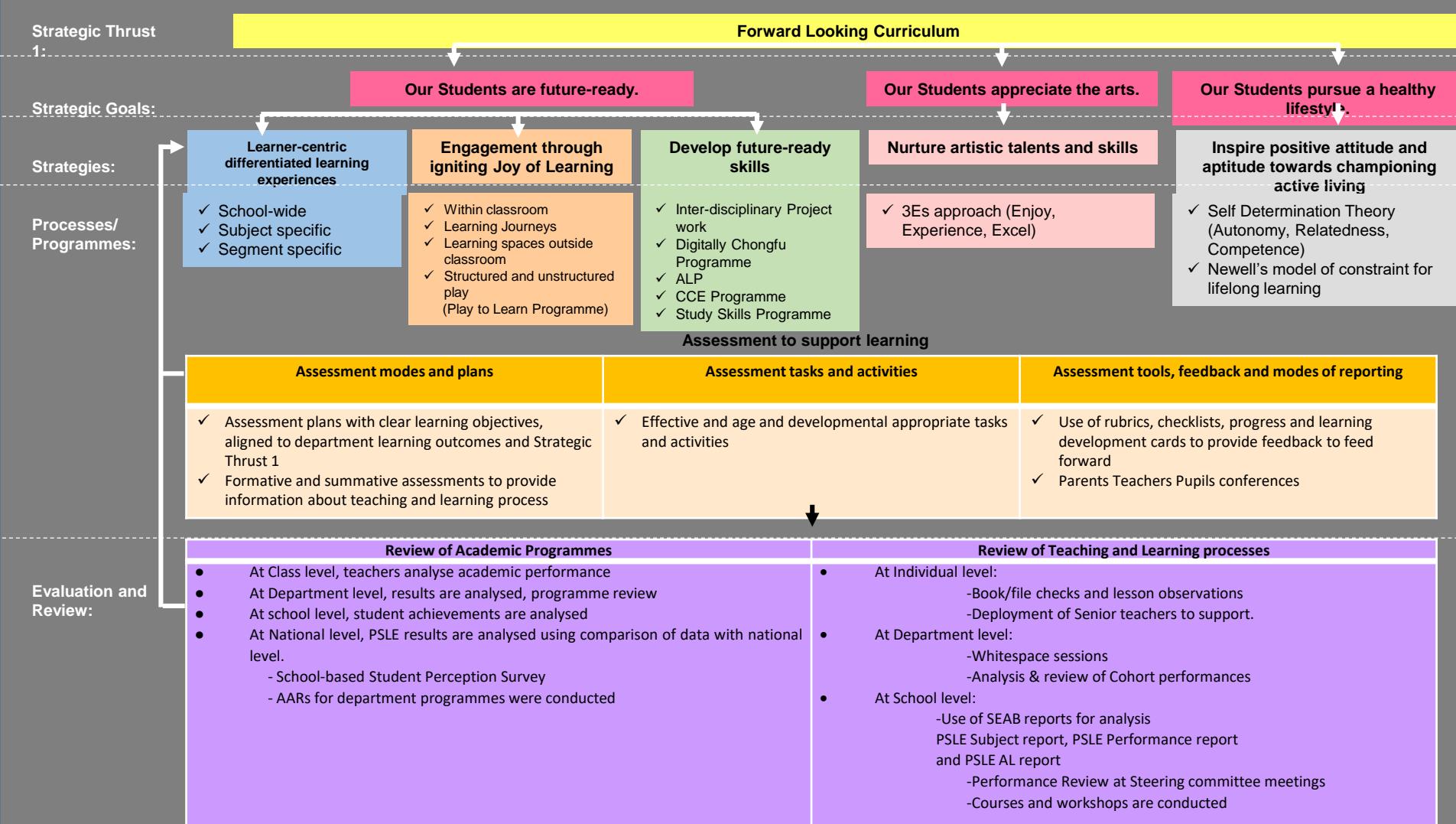
**Presenter**

**Mr Soon Woo Sin**

## STRATEGIC THRUST 1

Forward-Looking Curriculum





**Presenter**

**Mr Soon Woo Sin**



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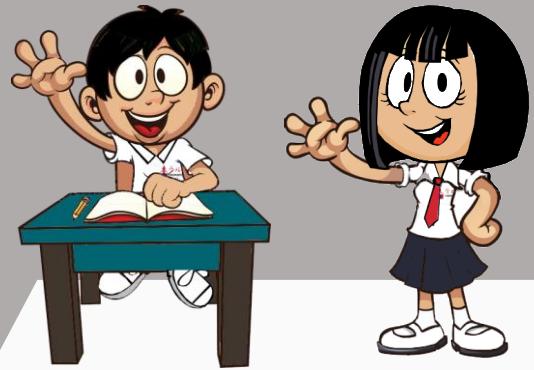


**Presenter**

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## STRATEGIC THRUST 2

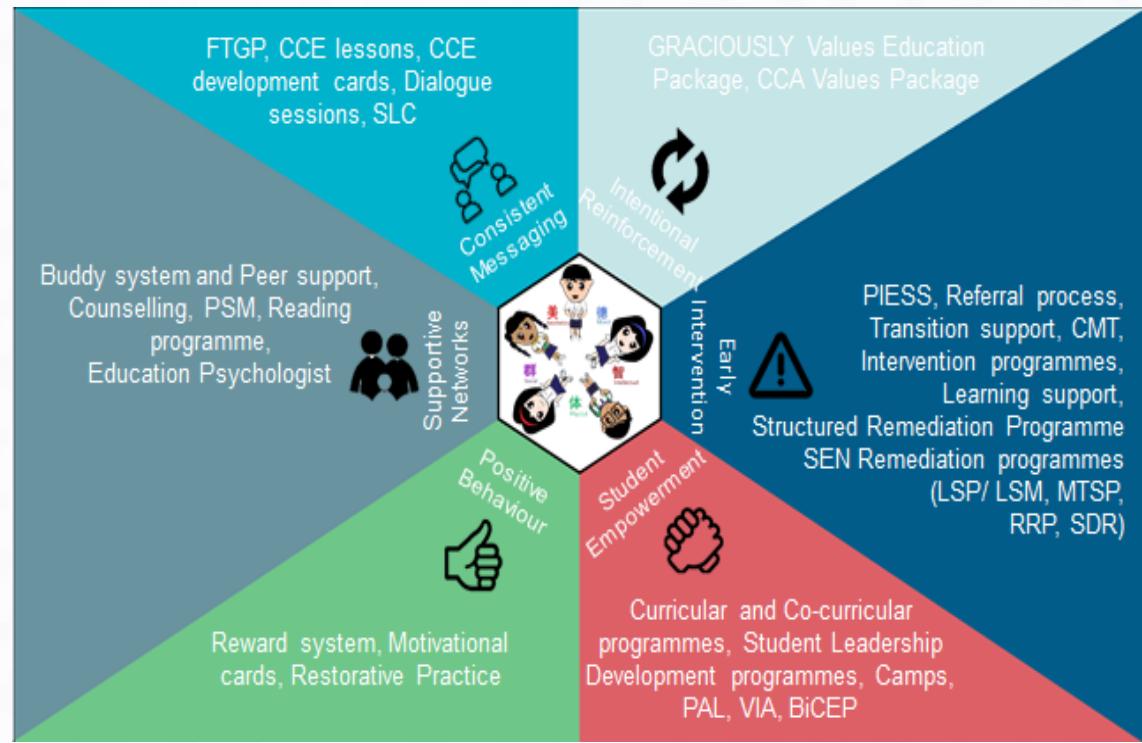
Character Development



# Student Well-being Framework

Leverage on 6 enablers to establish shared responsibility among all stakeholders to foster and strengthen students' well-being

<b>Enabler 1</b>	 <b>Consistent Messaging</b>
<b>Enabler 2</b>	 <b>Intentional Reinforcement</b>
<b>Enabler 3</b>	 <b>Support Networks</b>
<b>Enabler 4</b>	 <b>Positive Behaviour</b>
<b>Enabler 5</b>	 <b>Student Empowerment</b>
<b>Enabler 6</b>	 <b>Early Intervention</b>



**Presenter**

**Mr Soon Woo Sin**



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# MY GRACIOUSLY CHONGFU VALUES EDUCATION JOURNEY



CCA Values Education

LLP- Camp Inspire

Peer Support

Recognition and Rewards

Class Committee

CCE Development Card

Cyber Wellness

Student Leadership



Presenter

Mr Soon Woo Sin



# SCHOOL VALUES

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# GRACIOUSLY



Presenter

Mr Soon Woo Sin



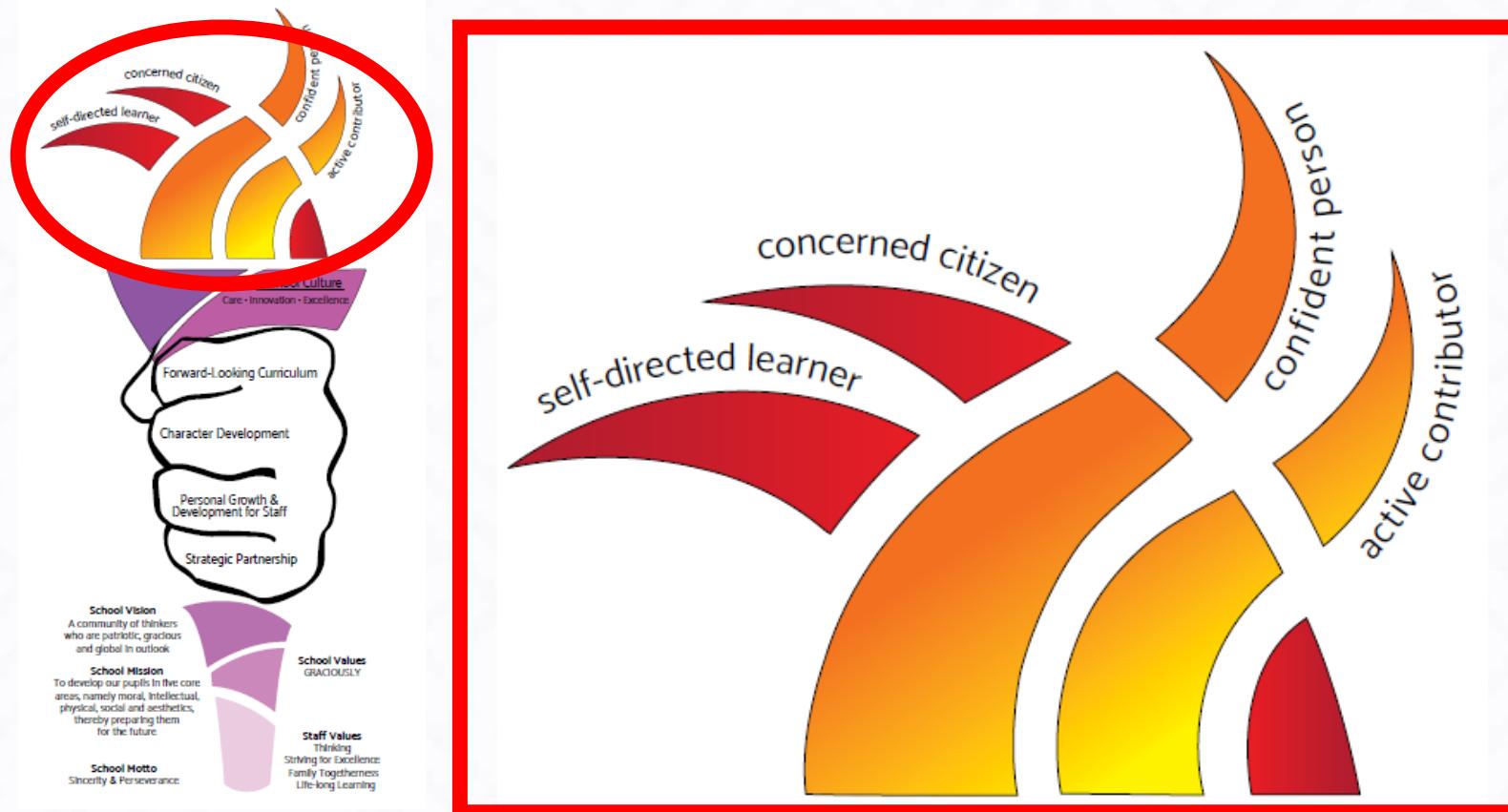
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# Our Chongfu Torch

## - A visual representation of our strategic map



**Presenter**

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## THE KEY STAGE OUTCOMES OF EDUCATION

**At the end of Primary school, students should:**

- be able to distinguish right from wrong
- know their strengths and areas for growth
- be able to cooperate, share and care for others
- have a lively curiosity about things
- be able to think for and express themselves confidently
- take pride in their work
- have healthy habits and an awareness of the arts
- know and love Singapore



**Presenter**

**Mr Soon Woo Sin**





At the end of 6 years of our students' uniquely Chongfu experience, we hope all our students continue to exemplify their development in the five core areas, namely moral, intellectual, physical, social and aesthetics, thereby preparing them for the future.



Presenter

Mr Soon Woo Sin

# Want to be a better parent? Try doing nothing

We have all gone out of our way to shield our kids from failure or frustration. But prioritising their comfort and happiness over life skills and values does more harm than good.

In the wake of the recent college admissions scandal in the United States, our job approval rating has plunged to a new low.

Parents, who once relished the audacity of those rich and privileged parents who bribed to get their children into top universities has also sparked much soul-searching and hand-wringing by parents who feel the void of values from their children's paths.

Indeed, parents are under pressure for life, they are protected from life.

Hyper-parenting is accused of spawning a generation of entitled and needy generation that is unable or unwilling to step out of their parents' shadow.

A recent poll by The New York Times and market research company YouGov Global seems to bear this out.

Among other things, "56 per cent of US parents, or parents of young people aged 18 to 26 – have removed their child from school if deadlines were not met, including for schoolwork, while 11 per cent said they quit their child's employer if he or she had an issue at work."

"What I'm seeing is heading a fashion and retail newscast at The Straits Times, I once took a call from the mother of a student who was on a college term break."

The girl – sorry, young woman – had failed her exams and wanted to have barely two weeks into her stint and no one knew why. Calls and text messages to her parents were unanswered. Over the phone, her mother hinted that she had decided to terminate the internship.

She also asked that we pack up her belongings and bring them to forget her slippers under the desk," and said she would send someone to pick up her things.

The intern panicked when she realised the job was a bad fit. Perhaps lacking the guts to inform her parents, she got her mother to bail her out.

Another mother quite rightly bailed her because she found the work culture "shocking". Due to miscommunication, she had started working for a company with a senior editor during her induction and claimed she was ticked off by his personal attitude.

"I've never been scolded so badly

in my life," the woman in her early 20s huffed.

I ran into the mild-mannered personal secretary later that day. "I just wanted to say 'thank you,'" she said, stunned by the account I related.

As a mother of two preschoolers I joined my colleagues in tut-tutting over how "young people these days" seem to think they couldnt't take an iota of hardship.

But as my kids turn 12 and nine,

I constantly wonder if I might be doing them a disservice.

It's hard to cheer up other people. And I've rolled my eyes at friends who are always pushing their children to even classes in school so they could be around family faces.

My son turned two years ago, when my daughter had a rocky start at Primary 1 because the girl behind him was a bully and caused a bit of a ruckus and disrupting her work.

All well-meaning parents have been there, from pushing their children to the road and solving problems for our children in a bid to shield them from failure.

Motivated by misguided love, we tend to prioritise their comfort and convenience over their life skills and values.

When I discovered recently that my son had left his mobile phone and wallet at home, my first instinct was to go to him.

But I stopped to consider how he would make his way home with neither his phone nor his wallet and his money for his bus fare. I couldn't arrange to pick him up either since he did not have anyone to leave the bus with.

I tried out delivering the items to him, but toyed with the idea of passing him a message via his form teacher.

In the end, I settled for waiting for my son to return home. My pre-teen made it home by frantically borrowing money for his bus fare and getting a ride home from the consequences of his forgetfulness.

Lauren Nichols, an assistant professor of clinical psychology at the University of Professional Psychology in Chicago, argues that in learning how to handle challenges, children build positive self-esteem from negative experiences.

Typically, parents uneasiness will intervene, the young adult begins to think, "I can't handle this."

Parents who are too involved will feel confident in their decisions and their approaches, especially as they grow older and become more independent.

We can be their guide, but not their life-line.

It is my job to inform them that they must earn their place in my school for a good reason.

Just because we can doesn't mean we should.

Julie Lythcott-Haims, who wrote How To Raise An Adult after years of dealing with over-involved parents as the former dean of freshmen at Stanford University, has this simple advice: "The point is to prepare the kid for the road, instead of preparing the road for the kid."



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# Want to be a parent? Try doing nothing

**We have all gone out of our way to shield our kids from failure or frustration. But prioritising their comfort and happiness over life skills and values does more harm than good**

Mums and dads today have a stinking reputation and it all boils down to one main reason: We are doing too darn much.

Much scorn has been heaped on parents who are not just over-scheduling their children, but are also overbearing, overzealous and overprotective.

Cue the slew of derisive labels slapped on parenting styles: tiger, helicopter, lawnmower, bulldozer.

We push, hover, meddle and whack away all stumbling blocks, laser-focused on grooming them for narrowly-defined success –

in my life," the 20s huffed.

I ran into the personal secretary just asked what she said, stunned related.

As a mother then, I joined in tut-tutting over these days' "they couldn't relate.

Now, as mom I constantly become part of the easv t

**Julie Lythcott-Haims, who wrote How To Raise An Adult after years of dealing with over-involved parents as the former dean of freshmen at Stanford University, has this simple advice: "The point is to prepare the kid for the road, instead of preparing the road for the kid."**

**The good news is, children are often more resilient and**



Tee Hun Ching

**Presenter**

**Mr Soon Woo Sin**



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# Help your child relate to others

A large part of what makes school memorable for our children is the friendships forged, but sometimes working up the courage to make new friends can be daunting.

Encourage your child to be kind to others by taking the initiative to talk to their schoolmates. Have your child ask them about their day. A simple "How are you?" and a word of encouragement can make someone's day!

**Do not assume that children know how to make friends naturally. Help them practise their social skills through playtime opportunities with other children, teaching them to share and take turns.**



**Presenter**

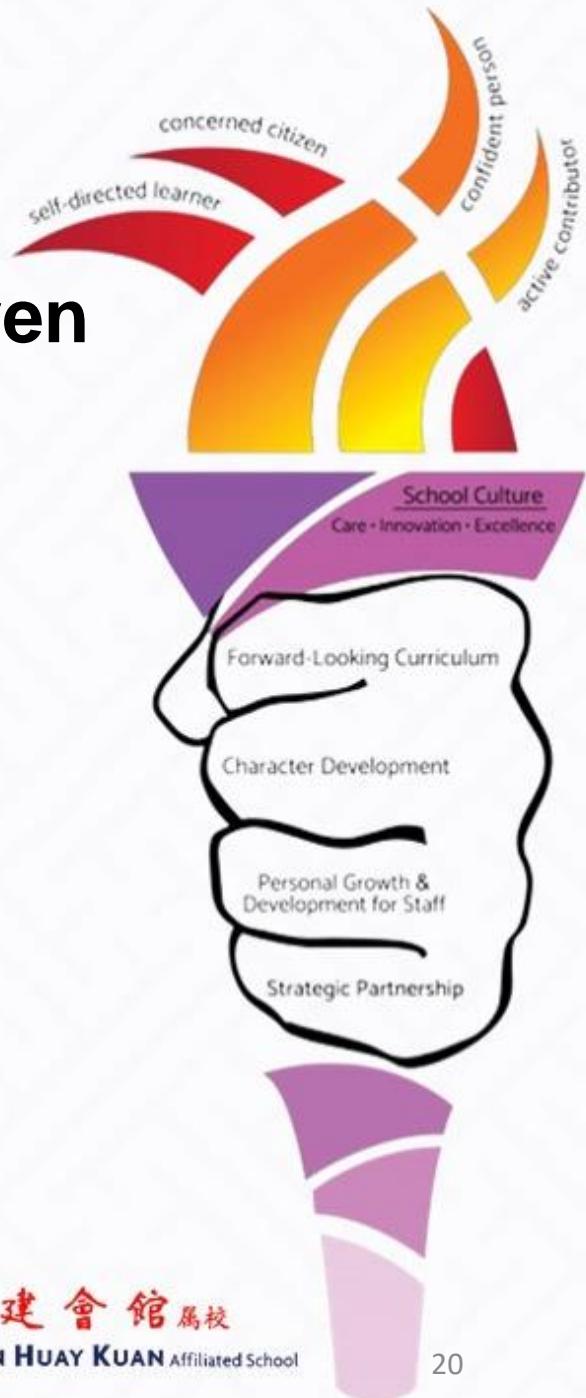
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# Bringing Out the Best in Our Children

Build your children's confidence by helping them learn to be :

- ❖ Compassionate
- ❖ Construct High Value Skills
- ❖ Believe in Constantly Learning

**Presenter**

**Mr Soon Woo Sin**



# Modes of Communication



*Mdm Nur Lailie Jamal  
Assistant Year Head (Primary 1)*

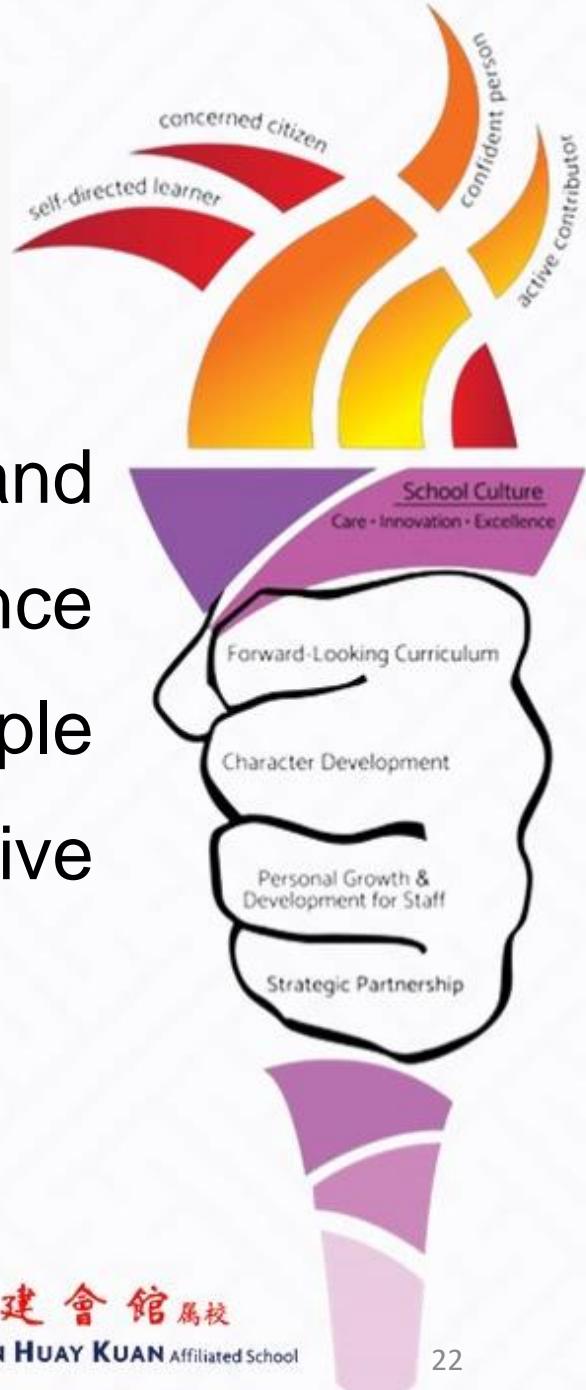


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# Parents Gateway



A mobile phone app (by MOE and GovTech) to bring greater convenience to parents to perform simple administrative functions and receive relevant information from schools.

**Presenter**

**Mdm Nur Lailie Jamal**



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# Parents Gateway will be the platform which you will:

- ✓ Receive important announcements  
(e.g. Start of Term letter, Calendar of Events)



Presenter

Mdm Nur Lailie Jamal



# Parents Gateway will be the platform which you will:

- ✓ Receive **Consent Forms**  
(e.g. Learning Journeys)



Presenter

Mdm Nur Lailie Jamal



# Modes of Communication



*How to enhance the communication between teachers and parents?*

- Parent Gateway

Please enable notifications to receive timely updates.



Presenter

Mdm Nur Lailie Jamal



# Modes of Communication



*How to enhance the communication  
between teachers and parents?*

-  Student's Handbook
-  Telephone
-  Teacher's Email [@moe.edu.sg](mailto:@moe.edu.sg)
-  <http://www.chongfu.moe.edu.sg>

Presenter

Mdm Nur Lailie Jamal



Ask the teacher for the best way  
to contact him/her.

**Presenter**

**Mdm Nur Lailie Jamal**



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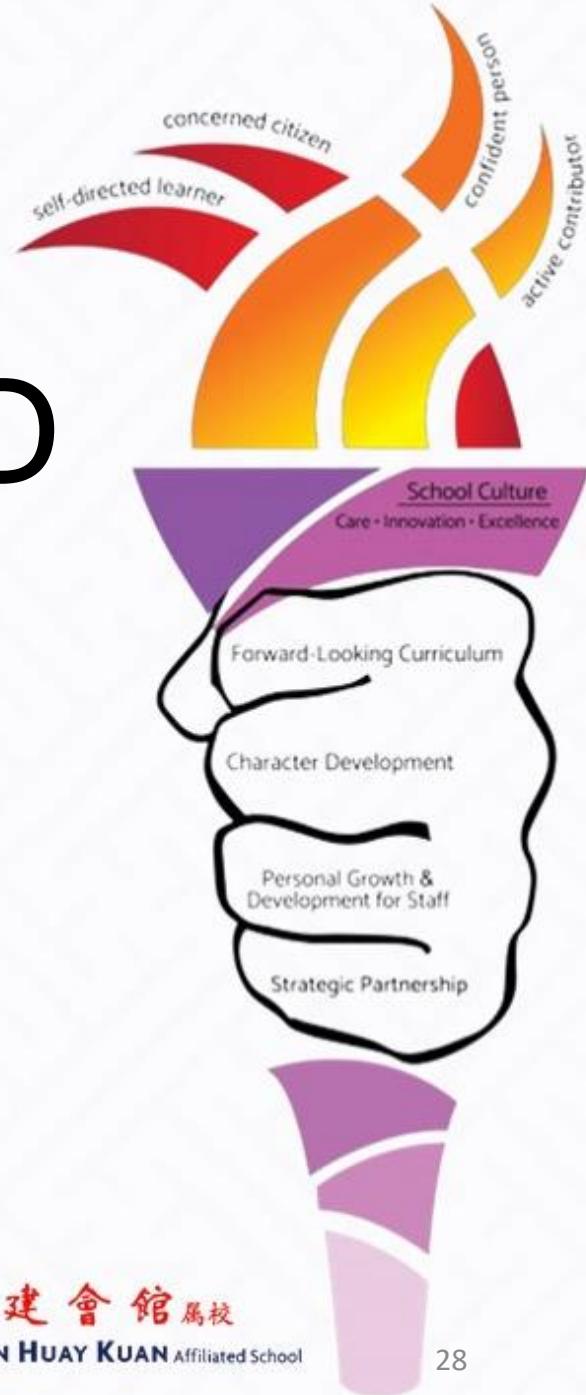


# SUBJECT BASED MATTERS

Ms Elaine Zheng – HOD, EL Department

Ms Shalini – Level Head, Math Department

Ms Low Hwee Pin – HOD, MTL Department



Presenter

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# English Language



*Ms Zheng Yijun Elaine  
HOD, English Language*



# Language Learning in the Lower Primary STELLAR® Classroom 2.0

Presenter

Ms Zheng Yijun Elaine

Raising Awareness

Structuring Consolidation

Facilitating Afl

Contextualisation

Learner-centredness

Learning-focused Interaction



Multiliteracies



Metacognition



Inquiry through Dialogue



**READING AND  
VIEWING**

Shared Book Approach 1  
Understand and enjoy texts



**STRENGTHENING  
LANGUAGE USE**

Shared Book Approach 2  
Develop knowledge about language in context by integrating various language skills



**WRITING AND  
REPRESENTING**

MLEA Guided Writing  
Compose texts for various purposes by applying knowledge about language

Integration

Process Orientation

Spiral Progression

Enabling Application

Guiding Discovery

Instructing Explicitly

# EL Non-weighted Assessments (NWA)

A variety of intrinsically challenging tasks that:

- cater to their language learning needs
- relate to authentic, real-life contexts

## Examples of Tasks:

### Oracy

*(proficiency in oral expression and comprehension)*

- Listening Comprehension
- Show & Tell
- Oral Presentation

### Grammar

- Sentence Construction

### Reading

- Poetry Recitation
- Narration of Texts

### Writing

- Picture description

Presenter

Ms Zheng Yijun Elaine

# Overview of Key EL Programmes

Level	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Broad-based			STELLAR	✓		
			READ @ CFS	✓		
			Broadcast Journalism	✓		
			'Play to Learn' @ OUAT	✓		
	Speak Right! ✓		Lit @ CFS			
	Theatrical ✓ Exposure and Experience		Theatrical Exposure and Experience		Theatrical Exposure and Experience	
Targetted	LSP and Buddy Reading		RRP			
			SDR			
				Structured Remedial		
					Debate	

Presenter

Ms Zheng Yijun Elaine



# Mathematics



*Ms Shalini d/o Sandra Mohan  
Level Head, Mathematics*



# CHONGFU MATH CURRICULUM

Teaching and learning is in alignment to the following principles:



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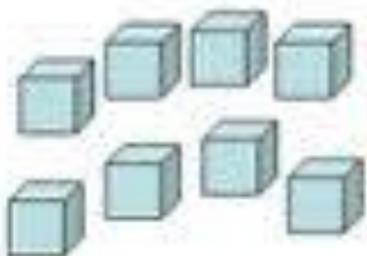
Ms Shalini Sandra Mohan

# Making Math Simple

## - Our Approach



**Concrete  
Manipulatives**



**Pictorial  
Representation**



**Abstract  
Symbols**

$$4 + 4 = 8$$
$$2 \times 4 = 8$$

**Presenter**

**Ms Shalini Sandra Mohan**



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# Making Math Simple

# CHONGFU STAR APPROACH TO MATH PROBLEM-SOLVING

A self-check tool to help students approach challenging word problems by asking questions about the problem.

When students understand the problem, it should be translated into a model, a table, or a diagram.

## STUDY THE PROBLEM

- ◆ What do I know about the problem?
- ◆ What am I asked to find?
- ◆ How can I make sense of the information?
- ◆ Is there a Math concept I can identify with?

## REFLECT

- ◆ Have I solved the problem?
- ◆ Is my answer reasonable?
- ◆ How do I know that my answer is correct?
- ◆ Is there a better solution to the problem?

## THINK OF A PLAN

- ◆ Have I solved similar problems before?
- ◆ Have I considered all the conditions given in the problem?

## ACT ON THE PLAN

- ◆ I will write out ALL the steps.
- ◆ I will do my calculations accurately.
- ◆ I will check that each step is correct.

Presenter

Ms Shalini Sandra Mohan

# MAKING MATH FUN

## PROGRAMMES & ACTIVITIES

### MATHEMATICS (Lower Primary)

- Games (Tangrams, Sudoku, Puzzles)
- Performance Tasks (Manipulatives)

Engaged Teaching & Learning:

- Hands-on activities (Manipulatives)



Presenter

Ms Shalini Sandra Mohan



# **MAKING MATH MEANINGFUL**

## **Non-weighted Assessments**

- Performance Tasks
- Review Exercises
- Structured Math Journal
- Learning Experience Package



**Presenter**

**Ms Shalini Sandra Mohan**



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# Mother Tongue Languages



***Ms Low Hwee Pin***  
***HOD, Mother Tongue Languages***



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# MTL Non-weighted Assessments (NWA)

	<b>Primary One</b>
<b>Listening</b>	<b>Listening Comprehension</b>
<b>Speaking</b>	<b>Speaking using the correct sentence structure and vocabulary</b>
<b>Reading</b>	<b>Reading of text</b>
<b>Writing</b>	<b>Writing of words, phrases and simple sentences</b>



**Presenter**

**Ms Low Hwee Pin**



MTL

- Reading Programme
- MTL Fortnight Classroom Activities

# Curriculum Resources

- Big readers, small readers
- Flash Cards
- Picture Cards
- Game Cards
- Online Games



Presenter

Ms Low Hwee Pin

# How can parents support their children at home in their learning of MTL?



Engage your child in daily conversation on topics that are of interest to him/her.

Create an environment conducive for learning by incorporating Mother Tongue languages into our daily lives.

Make good use of existing resources, e.g. Radio / TV programmes, NLB resources, newspaper & magazines.



**Presenter**

**Ms Low Hwee Pin**

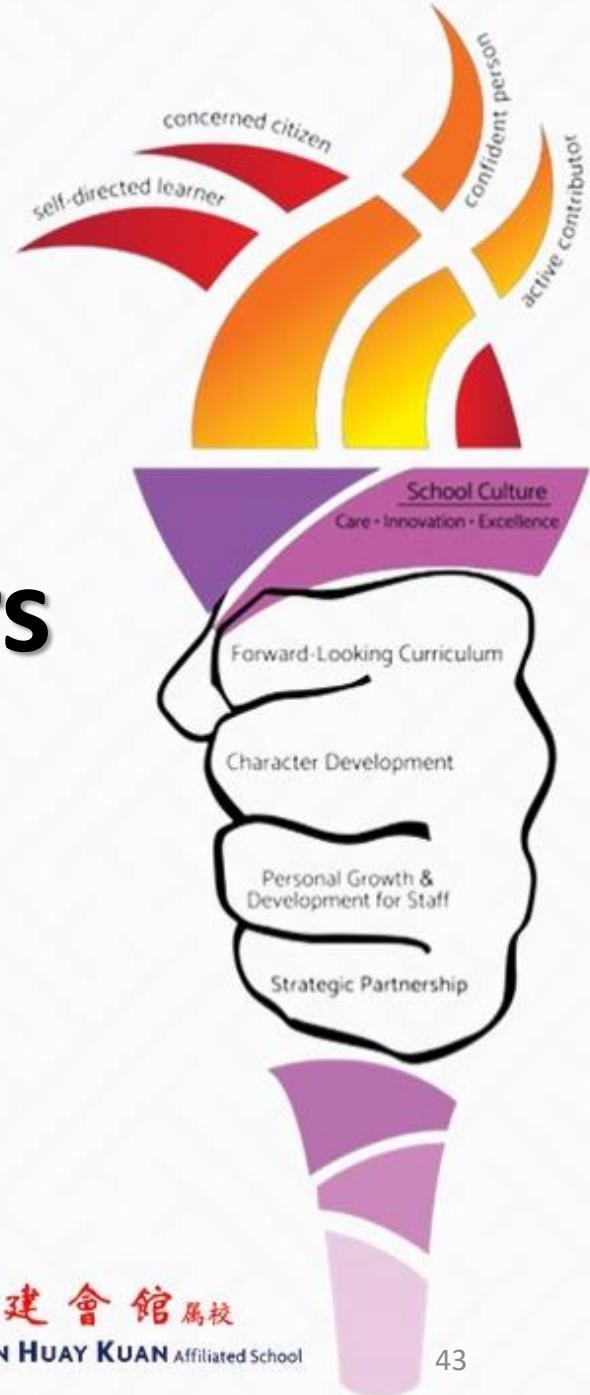


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# School-Based Assessment Matters



Presenter

Mdm Nur Lailie Jamal



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# What is assessment?

The process of:

- Gathering and analysing evidence about students' learning so as to enhance teaching and learning
- Various tasks are being conducted to check for understanding and to use the information to support students in achieving the intended learning outcomes.



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**Mdm Nur Lailie Jamal**



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# What are the changes to SBA at Primary 1?

## Reduction of SBA Load

- Remove all weighted assessments  
(No exams)

## Reduction of SBA Stakes

- Use qualitative descriptors only to report students' learning progress

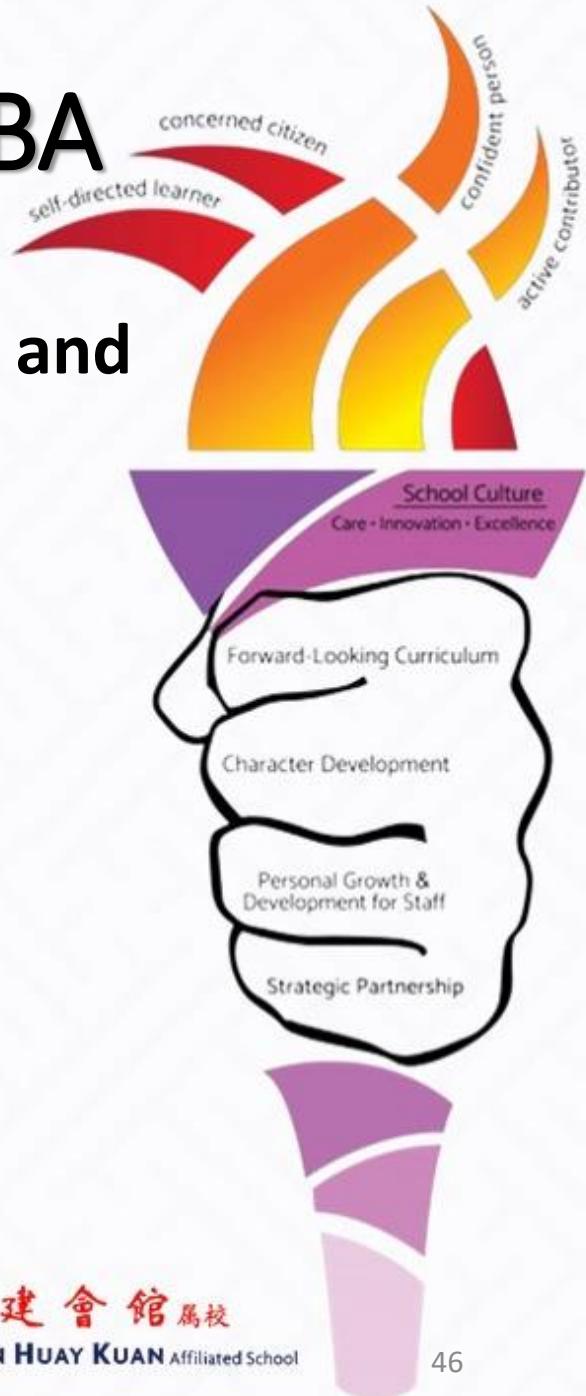


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Mdm Nur Lailie Jamal



# Rationale for changes to SBA



- Reduce over-emphasis on assessment and academic performance
  - ✓ bring about the joy of learning
- Reduce stress for students
  - ✓ for greater classroom engagement
- Return curriculum time to teachers
  - ✓ for better in-depth teaching and learning

Presenter

Mdm Nur Lailie Jamal



# How do I know my child's progress?

## Subject-specific Learning Outcomes (LOs): Context

- The LOs are meant for reporting your child's learning in the various subjects.

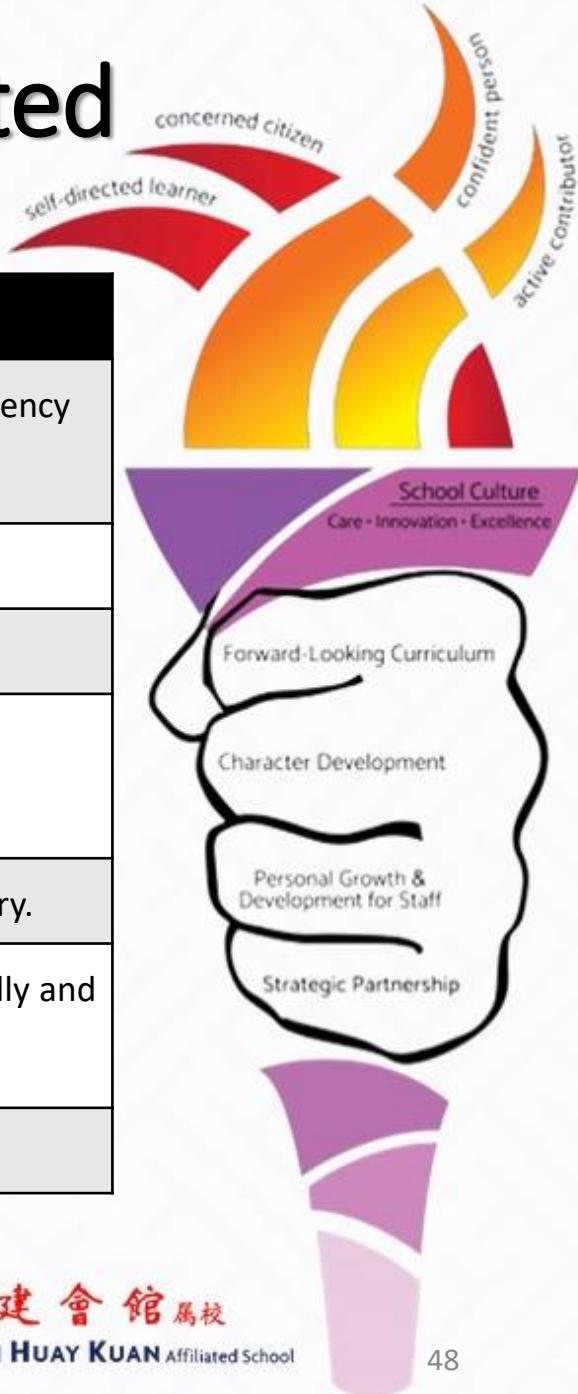


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Mdm Nur Lailie Jamal



# Examples of LOs to be Reported

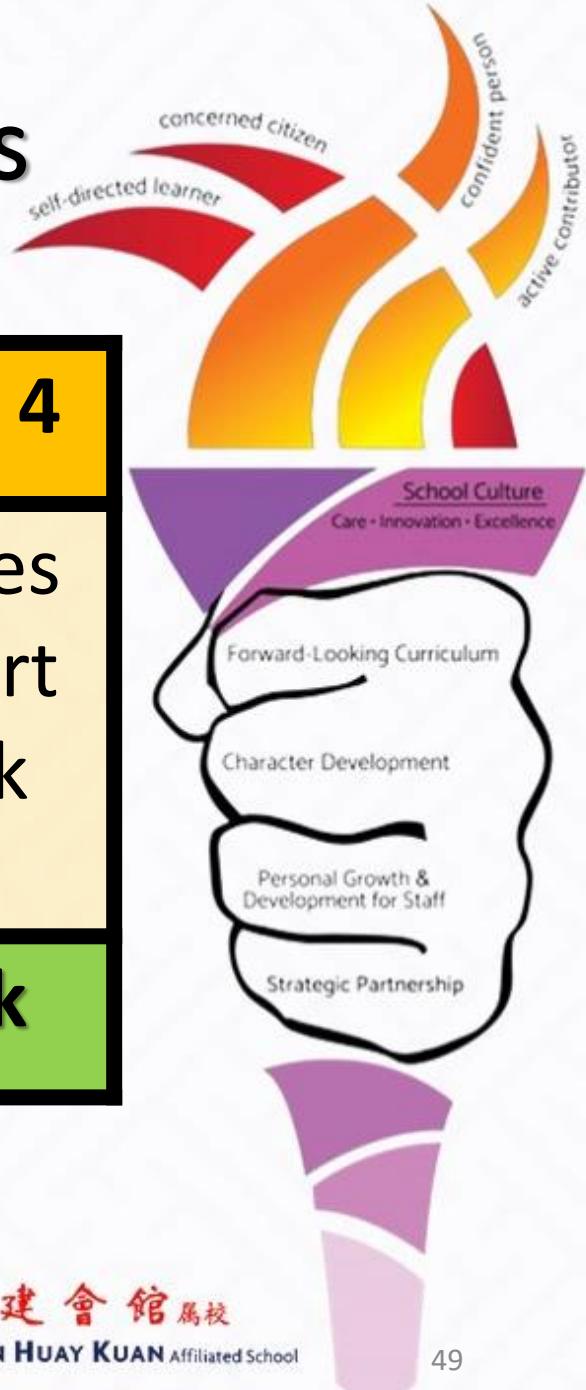


Subject	Learning Objective (Primary 1)
English	Read Primary 1 texts (e.g. STELLAR texts) aloud with accuracy, fluency and expression.
Mathematics	Tell time to the hour/half hour accurately.
MTL	Ask and/or respond to simple questions related to daily life.
PE	Perform a gymnastic sequence of two different movements with smooth transition.
Art	Talk about what they see, feel and experience using art vocabulary.
Music	Perform Music in both instrumental and vocal settings, individually and in groups.
SS	Work in group settings.

**Presenter**

**Mdm Nur Lailie Jamal**

# Updates on Students' Progress

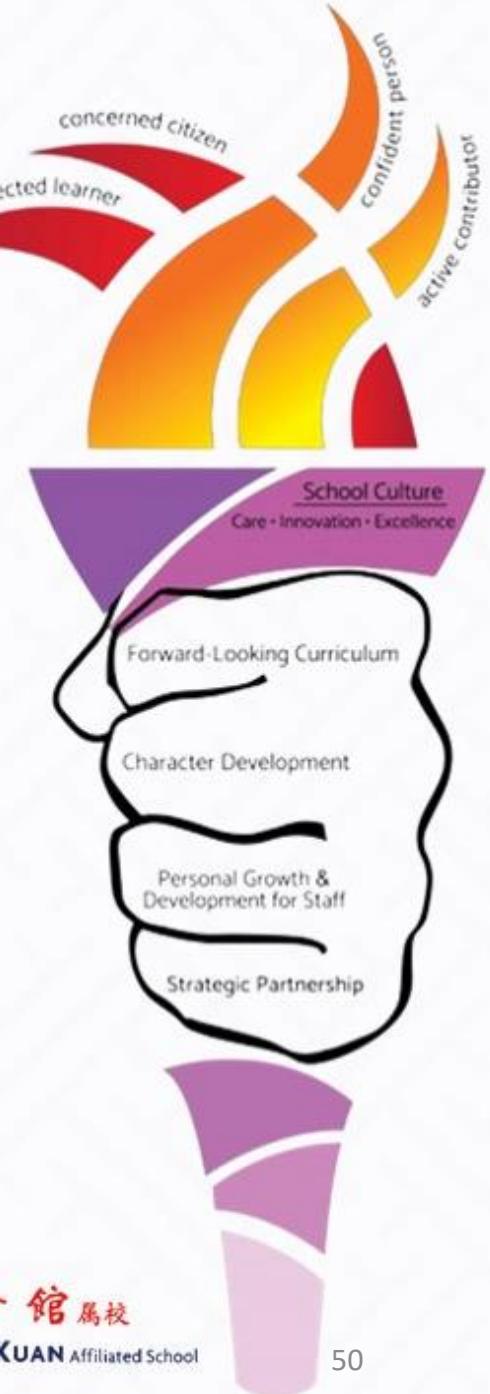


Term 1	Term 2	Term 3	Term 4
IP Files	IP Files Report Book	IP Files	IP Files Report Book
<b>Daily work and teachers' feedback</b>			

Presenter

Mdm Nur Lailie Jamal

# GRACIOUSLY Values Education



Presenter

Mdm Nur Lailie Jamal



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# GRACIOUSLY Values Education

## Objectives:

- Develops our students holistically
- Focuses on school values GRACIOUSLY
- Helps our students chart their development of character and citizenship



Presenter

Mdm Nur Lailie Jamal



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# Culmination of values-based experiences



- Get to know each student as a whole child
  - help them level up their social-emotional (SE) competencies
- Various platforms
  - Programme for Active Learning (PAL)
  - Values in Action programmes
  - CCE Development Card
  - Camp iNspire

Presenter

Mdm Nur Lailie Jamal



# CCE DEVELOPMENT CARD

*"Good character is the key to self-respect, to earning the respect of others, to positive relationships, to a sense of fulfilment, to achievements you can be proud of, to success in every area of life."*

## Rating Scale

Lickona, 2004

- |                |                                   |
|----------------|-----------------------------------|
| 1 Beginning    | I am just starting.               |
| 2 Developing   | I am doing this sometimes.        |
| 3 Accomplished | I am doing this most of the time. |
| 4 Exemplary    | I am doing this all the time.     |

School Values	Term 2 Self-Assessment	Term 4 Teacher Assessment
<p><b>GRACIOUS</b></p> <p><i>I am polite, kind, pleasant and generous. I take personal responsibility for all my actions. I am reflective and self-aware.</i></p> <p><input type="checkbox"/> I choose to do the right thing. <input type="checkbox"/> I can take care of myself. <input type="checkbox"/> I apologise if I am wrong. <input type="checkbox"/> I own up to my mistakes.</p>		

Presenter

Mdm Nur Lailie Jamal

# Process

## Personal Reflection

Use the table below to help you plan the steps to practise the school values that you have identified.

**Term 2**

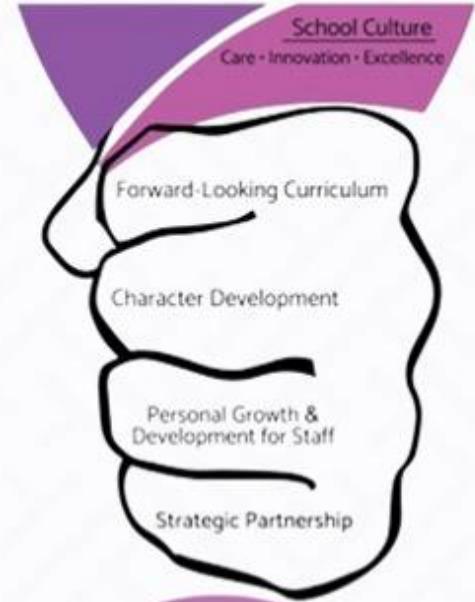
School Value	My plan...	Term 2	Term 4
Gracious 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I choose to do the right thing.</li> <li><input type="checkbox"/> I keep my work area clean.</li> <li><input type="checkbox"/> I apologise if I am wrong.</li> <li><input type="checkbox"/> I own up to my mistakes.</li> </ul>		
Respectful 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I greet my teachers and friends.</li> <li><input type="checkbox"/> I follow the school rules.</li> <li><input type="checkbox"/> I use kind words.</li> </ul>		

**Presenter**

**Mdm Nur Lailie Jamal**



# The Principal's Address



*Mdm Foo Mui Chuw*  
*Principal*

