

Primary 3 Parents' Briefing Principal's Address

27 January 2022



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Welcome To All Parents

- **Hope 2022 started well and safe**
- **Looking forward to a strong partnership for 2022**



Agenda

Principal's Briefing	Year Head's Briefing
1. Introduction of School Personnel	1. General Matters
2. School Vision, Mission and Values	2. Gifted Education Programme (GEP 2022)
3. Parents - Partners in Education	3. Assessment Matters
4. Key Feature of PSLE Scoring from 2021	4. Holistic Reporting
5. Subject-Base Banding (SBB) at P4	5. P3 Level Programmes for the Year
6. Other Important Matters	6. CCA & Your Child
	7. Upcoming Parents' Engagement
	8. Parents Kit – Starting School Right
	9. Interaction & Briefings – Form Teachers in the Form Class

Year Head / P3 Form Teachers

Class	Ms Laurice Ong	Year Head Middle Primary
3A	Mrs Wong-Goh Kah Lean	Form Teacher
3A	Mdm Lau Peh Peh	Form Teacher
3A	Mr Leon Lee	Form Teacher
3B	Mr Tan Wee Kok	Form Teacher
3B	Ms Ang Heng Jo	Form Teacher
3C	Mdm Hafizah	Form Teacher
3C	Ms Laurice Ong	Form Teacher
3D	Mr Ismail	Form Teacher
3D	Mdm Marinah	Form Teacher
3D	Mdm Jacinda Tan	Form Teacher

Our Vision

**Confident Individuals
Thinking Learners
Engaged Leaders**



Our Vision

Confident Individuals	who demonstrate SPARK values, communicate effectively and want to make a difference
Thinking Learners	who think critically and innovatively, and learns collaboratively
Engaged Leaders	who care and have the courage to want to contribute



Our Mission

*To Nurture and Empower
every Damaian
to Learn, Grow, and Lead*



Our **SPARK** Values

Sincerity to self and others

Passion for learning

Aspiration to succeed

Resilience in life

Kindness to all



Our SPARK Values

“Every Damaian has self-discipline to uphold our SPARK values.”

Sincerity to self and others	Honesty / Care / Respect
Passion for learning	Responsibility / Self-directed / Curiosity
Aspiration to succeed	Commitment / Seek to improve
Resilience in life	Perseverance / Adaptability
Kindness to all	Helpful / Empathy

Good Discipline

- The school believes that good discipline is an important factor to help create positive school with a conducive environment for our students
- We try our best to teach and instil self-discipline in all Damaians
- All Damaians need to know our school rules



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



Parent-Teacher Communication

- At DPS, we value parent-teacher communication via
 - Student Handbook
 - Emails – available on school website/Welcome Letter
 - Phone calls – via school line **64456483**
 - Meetings
 - **Parents Gateway (PG)**
 - School Website
 - Letters to Parents
 - Parents' Conferences
 - Parents-Teacher Meeting



Parent-Teacher Communication

- First point of contact – Form Teachers / Subject Teachers
- Level-related matters – Year Heads
- School-related matters – Admin Manager / School Leaders
- School is still the best point of contact

Parent-Teacher Communication

- Seek parents' understanding for the following:
 - Teachers can be contacted during school days between 7.30 am and 5.30 pm
 - Teachers may only be able to respond on the next working day if they are not contactable or unable to access their email promptly during the day or if the queries and / or requests are made beyond the school hours
 - Teachers will try their best to respond to all queries and feedback within 3 working days. For complicated matters / issues, we seek your understanding that more time may be required to resolve them before we get back to you.

Parent-Teacher Communication

- Seek parents' understanding for the following:
 - Teachers are not expected to respond to parents' and students' queries during the weekends except for emergencies.
 - If the queries and / or requests made during school hours are urgent, please contact the school's General Office for assistance.
 - Teachers are not expected to provide their personal phone number to parents.

Principal's Monthly Letter to Parents

- Keep a look out for the Principal's Letter to Parents
- Important information is available for parents to allow you to keep posted of the school matters

Attendance in School

- Your child's attendance in school is important and compulsory
- 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 good start to P3 in 2022



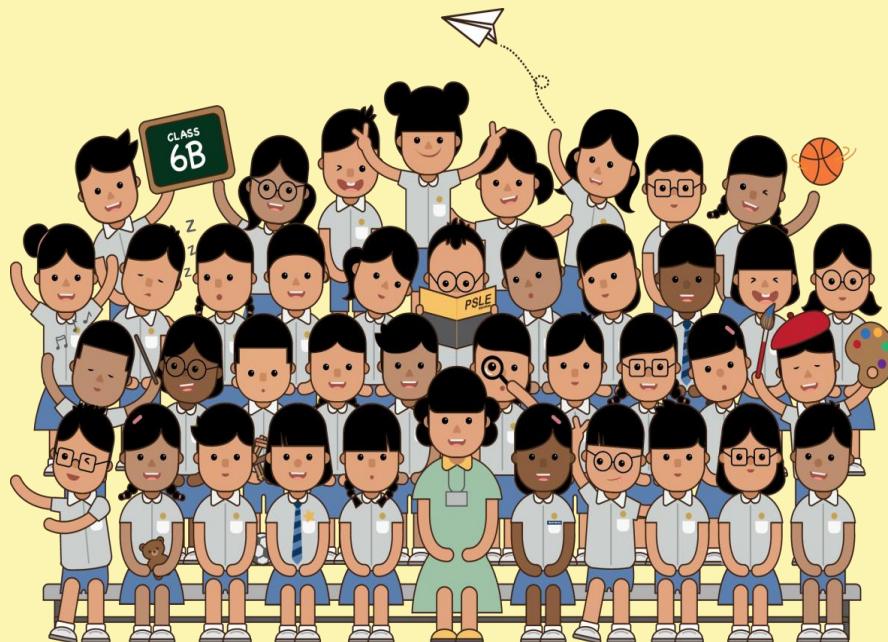
Attendance in School

- Help our children to cultivate the good habit of responsibility and punctuality in primary school
- Students are to report to the classrooms for attendance-taking and morning assembly by 7.30 am
- Ensure your child be in school 5 to 10 min before 7.30 am to give them 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 in student's behaviour record which will impact the conduct grade of the students

CHANGES TO THE PSLE SCORING & S1 POSTING FROM 2021

IT'S PART OF
A BIGGER STORY

PARENTS ENGAGEMENT SESSION



OVERVIEW

All students

- 1. How PSLE Scoring Works**
- 2. How S1 Posting Works**
- 3. Presentation of results in Achievement Levels**
- 4. Subject-based Banding (Primary Schools)**
 - Scoring for Foundation Subjects**
- 5. Indicative Achievement Level (AL) Cut-Off Point Ranges for Different School Types**
- 6. Subject-Based Banding (Secondary) under the AL Scoring System**

Students taking HMTL

- Eligibility for Higher Mother Tongue Language (HMTL) in Secondary School
- Use of Higher Chinese Language (HCL) for Admission to SAP Schools

MTL-exempt, AsL or FL students

- Scoring for Mother Tongue Language (MTL)-exempt students and students studying an Asian Language/ Foreign Language (AsL/FL) in lieu of an MTL

THE PSLE CHANGES ARE PART OF A BIGGER STORY

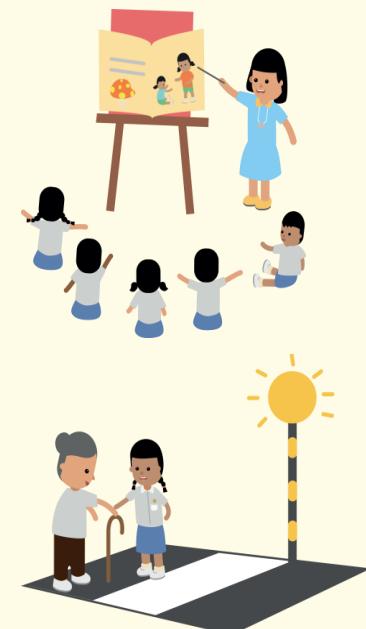
Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.

Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done

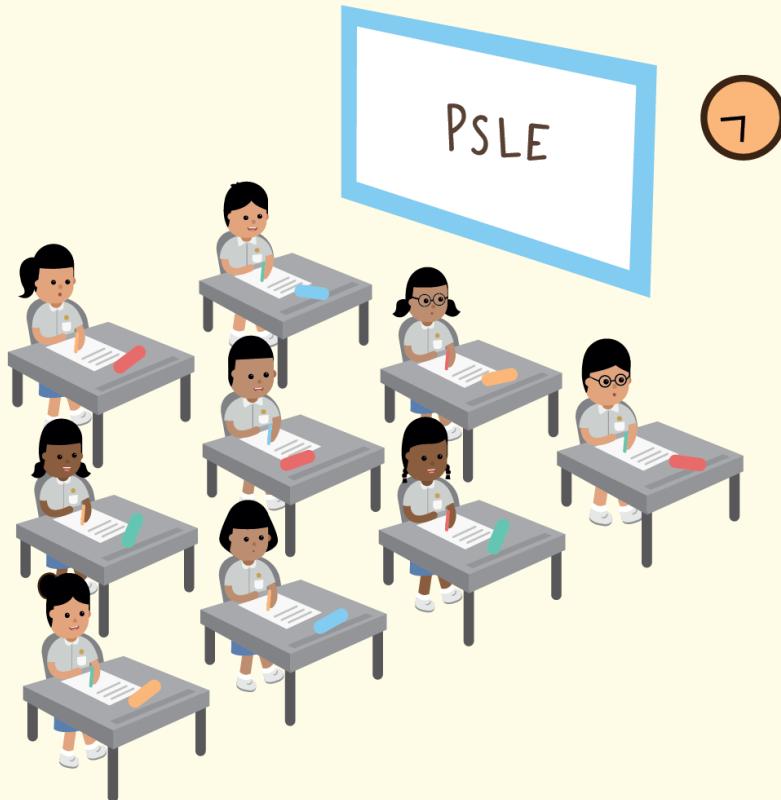
The changes will not affect the curriculum and subjects tested at PSLE

- However, MOE does review the curriculum regularly to ensure that it is relevant and up-to-date. This will continue as per current practice.



THE PSLE REMAINS A USEFUL CHECKPOINT

- To understand where our children are at in their learning after six years of primary school
- Gauge their learning needs so that they can progress to a secondary school and take subjects at a suitable level



**SUBJECT-BASED BANDING
(PRIMARY)**

**OFFERING DIFFERENT SUBJECT
COMBINATIONS**



GRADING SYSTEM AT P3-P4

- The grading system for P3 and P4 Semestral Examination is in 4 Bands

ACHIEVEMENT BAND	MARK RANGE	BRIEF DESCRIPTION
1	85 – 100	Is very good at the subject
2	70 – 84	Is good at the subject
3	50 – 69	Has adequate grasp of the subject
4	Below 50	Has not met the minimum requirements for the subject

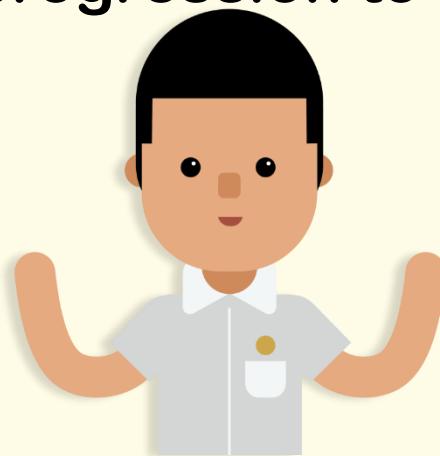
SUBJECT-BASED BANDING (PRIMARY)

- Offers students the option of Standard and Foundation Subjects, depending on their strengths.
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.
- The new PSLE scoring system will not change the considerations for deciding on a student's subject combination.



SUBJECT-BASED BANDING (PRIMARY)

- Schools will continue to recommend based on the following:
 - Student's aptitude, motivation and performance in each subject;
 - Student's ability to cope with a particular subject combination; and
 - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.
- Offering subjects at Foundation level is not a disadvantage to the students. It enables them to focus on building up strong fundamentals in these subjects and better prepares them for progression to secondary school.



HOW DOES SUBJECT-BASED BANDING (PRI) WORK?

@ PRIMARY 4

Student sits for school-based examinations

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

@ PRIMARY 5

Student takes subject combination chosen by parents

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.

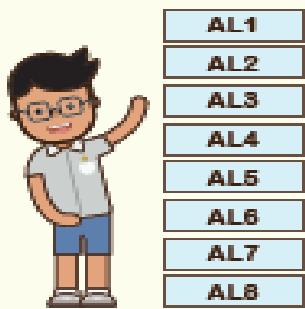
@ PRIMARY 6

Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.

CHANGES TO PSLE IN 2021

Announced in 2016

From T-score to Wider Scoring Bands



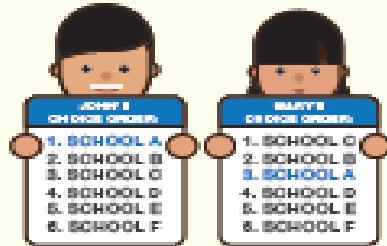
- Students are less finely differentiated on the basis of every mark. Each subject will be scored using 8 Achievement Levels (ALs), with AL1 being the best.
- Students who demonstrate similar achievement for a subject will receive the same AL, regardless of how they compare to their peers.
- These standards will remain the same from year to year.

Visit our PSLE website to find out more!



<http://bit.ly/2xrywiv>

Choice Order of Schools Matters More in Posting



- While academic merit remains the first criterion for Secondary School posting, choice order as a new tie-breaker is designed to recognise the different considerations families have when choosing a suitable secondary school.
- If 2 students with the same PSLE Score vie for a place in a school, the following tie-breakers will be used:
 - Citizenship
 - Choice Order of Schools
 - Computerised Ballotting



(New) Supporting Students and Parents in Making Subject Choices

Presentation of Results in Achievement Levels (ALs)



- Starting from the 2020 Primary Five (P5) cohort, school-based examination results of P5 and P6 students will be presented in ALs to help familiarise them with the new scoring system.

Holistic Development Profile (HDP)		
Subject	Mark	AL
English	86	2
Mathematics	76	4
Science	66	6
Mother Tongue	66	8
Total AL Score: 17		

Information on Secondary Schools' Indicative Cut-Off Points (COPs) will be provided in AL terms in the first half of 2021. These AL COPs will be derived from the PSLE scores and choice patterns of the 2020 Secondary 1 (S1) posting exercise.

Scoring for Foundation Level Subjects



- Foundation level subjects support students who require additional help to build up strong fundamentals, giving them confidence to learn at a pace and level suited to them.
- Foundation level subjects will be graded AL A to AL C under the new scoring system.

Grades for Foundation Subjects	Foundation Raw Mark Range	Equivalent Standard Level AL
A	75-100	6
B	30-74	7
C	<30	8

- Students' PSLE Score will be the sum of the four AL scores of all Standard and Foundation subjects they take.
- For S1 posting, Foundation level subject scores will be converted to the equivalent standard level subject scores before the total score is calculated.

Eligibility for Sec Sch Higher Mother Tongue Language (HMTL)



- Students who are eligible for HMTL in Secondary Schools will be based off the criteria below.

Criteria Under The New Scoring System

PSLE Score of 8 or better
OR
PSLE Score of 9 to 14 Inclusive; and AL1/AL2 In MTL or Distinction/Merit In HMTL

- Secondary schools have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL, and are able to take HMTL without affecting their performance in other subjects.



Damaians to

- Attend school regularly
- Take learning during lessons seriously
- Develop good study habits
- Complete homework and learning activities given
- Exercise self-discipline and diligence to revise daily
- Seek clarification and help from teachers, classmates or friends when they face difficulty
- Demonstrate Passion for Learning, Aspiration to Succeed and Resilience in Life

Other Reminders

- Proper school uniforms – include name tag
- School driveway – drop and go
- Safety – utmost importance

Eg Follow rules, no parking on the red zone outside main gate; Be punctual in picking up your child; Help to keep to SMMs while waiting during dismissal

- Ensure your child brings a working TraceTogether Token daily
- Update school on your child's vaccination status via this link [January Letter Pg 3] <https://go.gov.sg/dpsvaccination>



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 2022 ahead!

RESILIENCE-FOSTERING INTERACTIONS

Give our Children S.P.A.C.E to grow

S **UPPORT**

- Provide positive feedback
- Be willing to listen

P **ROBLEM SOLVE**

- Reflect on setbacks together
- Guide your child to develop alternate plans

A **FFIRM**

- Affirm strengths and efforts
- Use of effective praise

C **HEER**

- Cheer your child on for every effort
- Celebrate all successes, even small ones

E **MPOWER**

- Let your child make decisions
- Encourage your child to voice his/her ideas, and carry out the plans made

PROVIDE ADEQUATE CHALLENGE

- Stimulating Environment
 - Provide opportunities for challenges
 - Nurture your child's talents
- Structure
 - Set consistent and realistic expectations
 - Maintain daily routines with clear boundaries
 - Assign responsibilities (e.g. household chores)
- Supervision
 - Monitor your child's progress
 - Look out for signs of distress



PROVIDE HIGH SUPPORT

- Responsive Environment
 - Know your child's needs
 - Be present
- Role Modelling
 - Role model social skills
 - Be consistent in teaching and setting examples
- Reassurance
 - Encourage your child regularly and intentionally
 - Tell your child "I believe in you"



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Ministry of Education
SINGAPORE

P3 Parents' Briefing

27 January 2022



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Ms Laurice Ong
Year Head (Middle Primary)

Gifted Education Programme (GEP) 2022

2-Stage Exercise (Tentative Dates)

Stage	Date	Participants	Papers
GEP Screening Exercise	17 August 2022 (Wednesday)	Primary 3 students enrolled in government and government-aided schools	English Language Mathematics
GEP Selection Exercise	18 & 19 October 2022 (Tuesday & Wednesday)	Primary 3 students shortlisted after the GEP Screening Exercise	English Language Mathematics General Ability

Assessment Matters

- No Mid-Year Examination (MYE) for Primary 3
- There will be End-Year Examination (EYE)
- Only 1 weighted assessment per subject per term
- Rationale :
 - to give more time and space to boost holistic development, self-discovery and engaged learning
 - time saved can be spent on lessons that explore, expand and bring home the wonders of the subjects

Assessment Matters

Topics and Weightage :

Refer to “School Assessment Policy and P3 Holistic Assessment Plan for Semester 1” letter

Assessment Matters - 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.

Holistic Reporting @ Damai

- In the black file, you will find your child's
 - Termly Reflections
 - Semester Progress Cards
 - Assessments – Weighted and Non-weighted
 - Certificates of achievement

Holistic Reporting @ Damai

- Promote reflective thinking
- Develop a growth mindset
- Emphasise on how to improve
- Provide regular feedback on varied modes of assessment

General Matters - Attendance

**Students are to attend school daily unless they are unwell.
They are also to be punctual for all school activities.**

Parents are advised to:

- Inform the school on their child's absences in the morning
- Submit the following documents to school upon your child's return to school:
 - Medical Certificate from a doctor (for unwell cases)
 - Parent Letter

Our Level Programmes

- Road Safety Walk
- Conversational Chinese and Malay Language (CCM)
- Values In Action Programmes
- Learning Journeys
- Connections and Applications Across Math and Science (CAAMS)
- Higher Mother Tongue (HMT)
- Learning for Life Programmes (LLP)
 - SPARKs@Play
- Applied Learning Programmes (ALP)
 - Digital and Media Literacy @ Damai
- Support Programmes
 - Reading Remediation Programme (RRP)
 - School Based Dyslexia Remediation (SDR) Programme
 - Mother Tongue Support Programme (MTSP)
 - Learning Support for Mathematics

Higher Mother Tongue Languages (HMTL)

- Our school is offering HMTL across the 3 official MTLs for P3 students starting from 2022.
- Students who displayed the following qualities were offered HMTL at the end of P2 last year:
 - High level of proficiency in oracy skills
 - Strong foundation for literary skills
- HMTL at P3 and P4 will be reflected as a non-weighted assessment.
- Students who have taken up the option to offer HMTL this year are strongly encouraged to offer the subject for two years in P3 and P4 to truly benefit from the HMTL curriculum.

CCA & Your Child

- Objectives of CCA:
 - Holistic Development
 - Character Education through CCA
 - Collaboration/Playing in teams
 - Perseverance and Determination
 - Sportsmanship

CCA & Your Child

- 100% participation
 - Timetabled during Curriculum time
 - Friday morning
- Encourage your child to participate in CCA and develop your child's interests and potential.
- Talent development for Direct School Admission (DSA) possibilities

Upcoming Parents' Engagement Session

- Parent Teacher Student Conference
 - 26 May 2022 (Thursday)

School-Parent Partnership



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Partnering the School

1 Knowing
your child



2 Developing
your child

3 Keeping in
touch with the
school

Starting School Right



Parent Kit

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



Ministry of Education
SINGAPORE

Welcome to the new school year!

To ensure our children transit smoothly back to school and complement the efforts of the school, we can equip our children with skills to enjoy their school life.

Read on to find out what you can do at home to help our children develop resilience, set good goals, and teach them how to relate to others.



1. Complement the school's efforts by knowing and supporting your child

Encourage your child to reflect on their experiences in school by having regular conversations with them. By simply recalling and sharing what they have learnt and experienced, they reinforce their learning in school and reflect on their experiences.

These conversations also help us better understand their experiences and allow us to journey with them. Here are some conversation starters:



For Primary Students

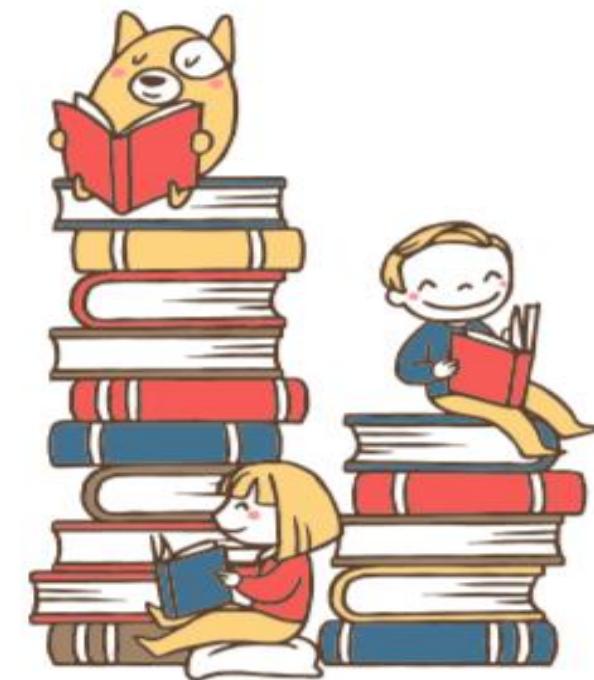
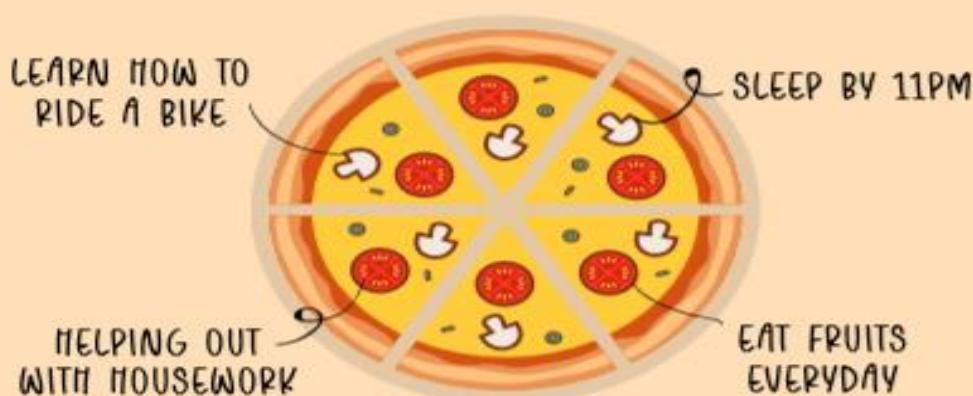
- What was your happiest moment in school today?
- Was there anything that didn't go well for you in school today?
- What are you looking forward to in school tomorrow?

2. Help your child think about what they want to achieve this year

These goals could be diverse and simple, like keeping notes for a certain subject, reading more, learning something new in a CCA, or even just wanting to be a kinder person this year.



For younger children, the first step is to slice their goals up into manageable portions. Instead of a chat, turn it into a fun, crafty activity! Check out our Instagram account for more details.



DEVELOPING GOOD HABITS

- How parents can help:

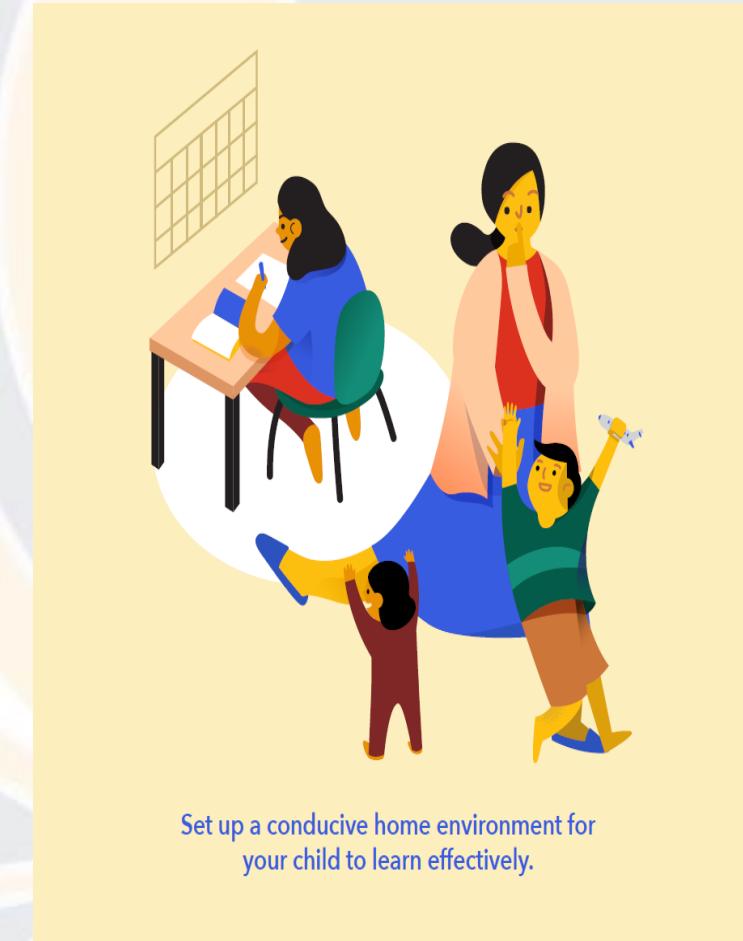
Routines at Home

- Setting up a conducive home environment.

e.g. At home, set up a well-lit desk and a study area

e.g. Parent could read with their children, set them housework etc.

- Encourage your child to pack his/her own schoolbag and bring required items to school



Set up a conducive home environment for your child to learn effectively.

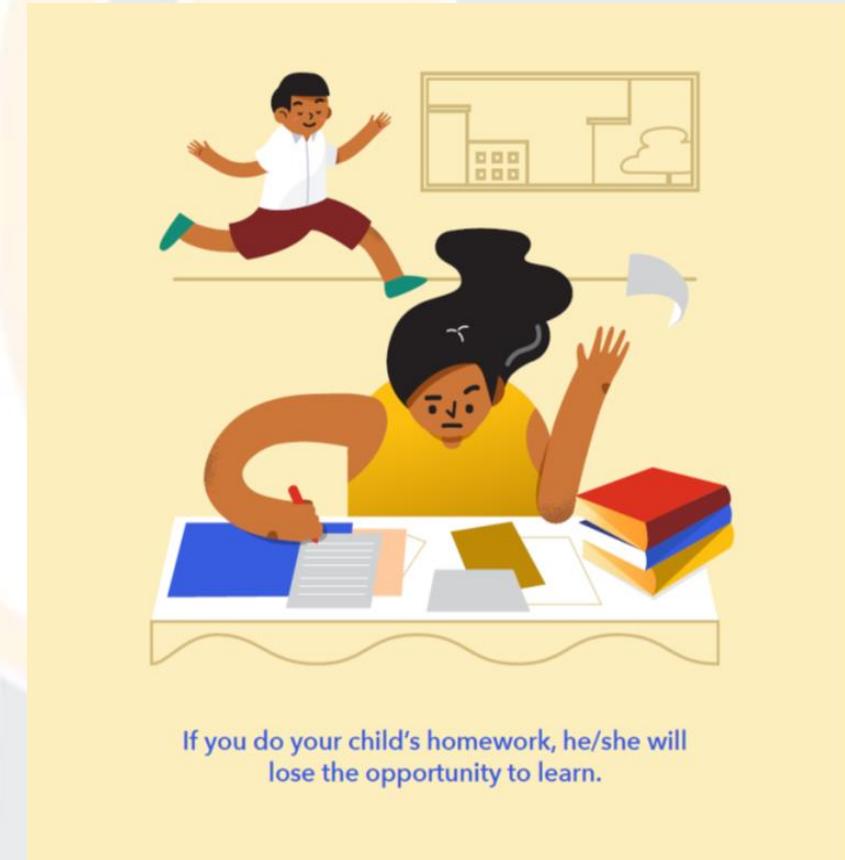
DEVELOPING GOOD HABITS

- How parents can help:

Self-directed Learner

Homework and Learning Support

- Allow your child to attempt the homework on his/her own
- Encourage your child to approach the teacher if he/she needs help with homework
- Parents should ask their child about what they have jotted down in their Student Handbook as opposed to contacting the teacher.

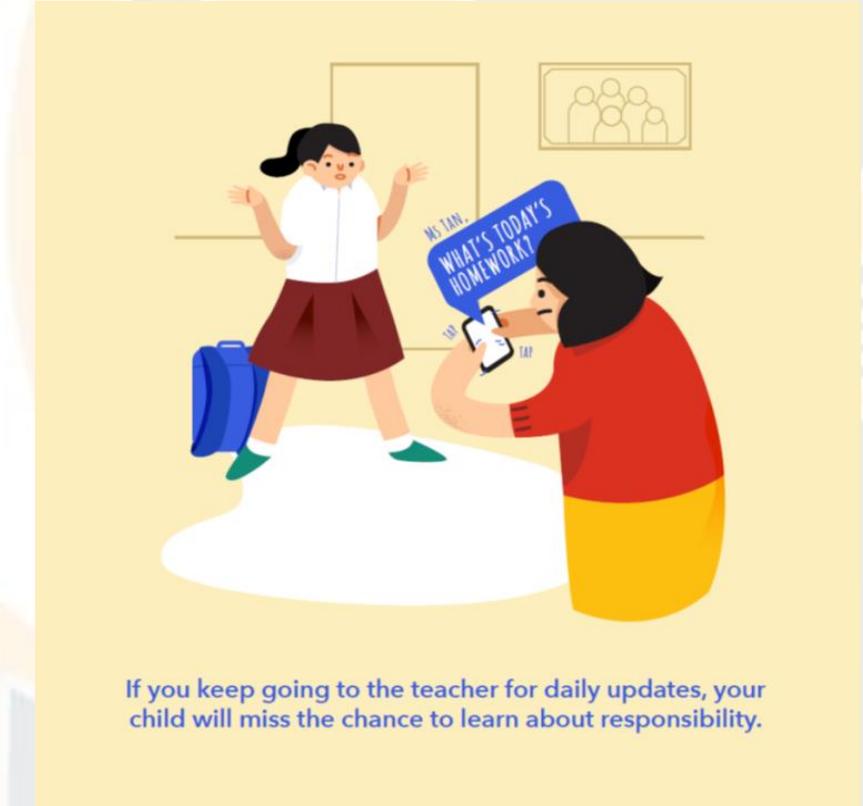


MANAGING SELF

- How parents can help:

Self-directed Learner

- Work with your child's teachers to understand his/her strengths, interests and development in academic and non-academic areas.
- Recognise your child's small successes beyond academic results
- Praise your child for his/her efforts, without focusing only on the outcome



3. 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!



**Being kind is one way
to make lots of friends!
Check out our [Instagram
post](#) for some tips.**



3. Help your child relate to others

For Primary Students

If your child is in a new class, encourage them to speak to one new person during recess. They could also try speaking to the classmate sitting nearest to them in class. Need tips? Here are some recommendations from some primary school children:

You talk to the person next to you by telling him your name. Then, you wait for him to tell you his. Then, you become friends!

– Brennan, 8 years old

First, breathe in and breathe out. After that, build up your courage so say, “Hi!” But, if the person is still uncomfortable to be your friend, give her some time. You can’t force other people to be your friend.

– Mabel, 8 years old

I would say, “Hi! Do you want to be friends?” I’ll say what my hobbies are.

- Danish, 10 years old



For more activities on making friends, check out the links below to Kindsville Times!

• [Kindsville Times Junior \(P1-2\)](#)

• [A-OK! \(P5-6\)](#)

• [Kindsville Times Adventures \(P3-4\)](#)

4. Help your child build resilience

Learning from challenges and difficult experiences makes us stronger. It is important to help your child adopt positive mindsets so that they develop the resilience and perseverance to overcome future difficulties.



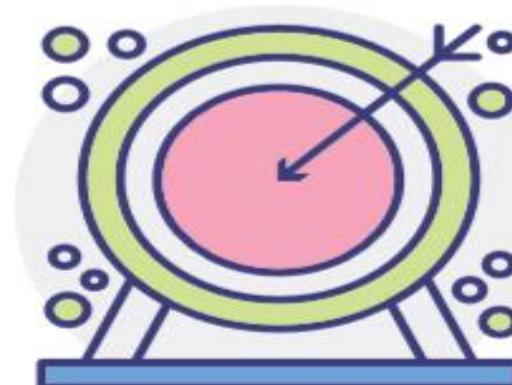
What is a resilient child? It is a child who adapts positively despite setbacks and perseveres in the face of challenges.

Resilience can be nurtured! Here are some ways:

a) When faced with a challenge, guide them to set and move towards their goals.

This encourages them to have a focus and move forward in the face of challenges.

Check out page 5 for how you can set goals with your child.



4. Help your child build resilience

b) Facilitate and practice the problem-solving process with them.

Remember S.O.D.A.S:

- Identify the Situation
- Explore 2 to 3 Options within their control
- Think of Disadvantages of each option
- Think of the Advantages of each option
- Select the overall best Solution



This will help them find alternative solutions to their problems and build their confidence in overcoming challenges.

4. Help your child build resilience

c) If they are unable to think of a solution to their challenges and are feeling anxious, reframe their thinking by asking them these questions:

1

How do you feel about this situation? What's going through your mind?



2

**Why are you feeling this way?
What caused you to have these thoughts?**

3

**It might seem this way...
but is there another point of view we can take?**

4

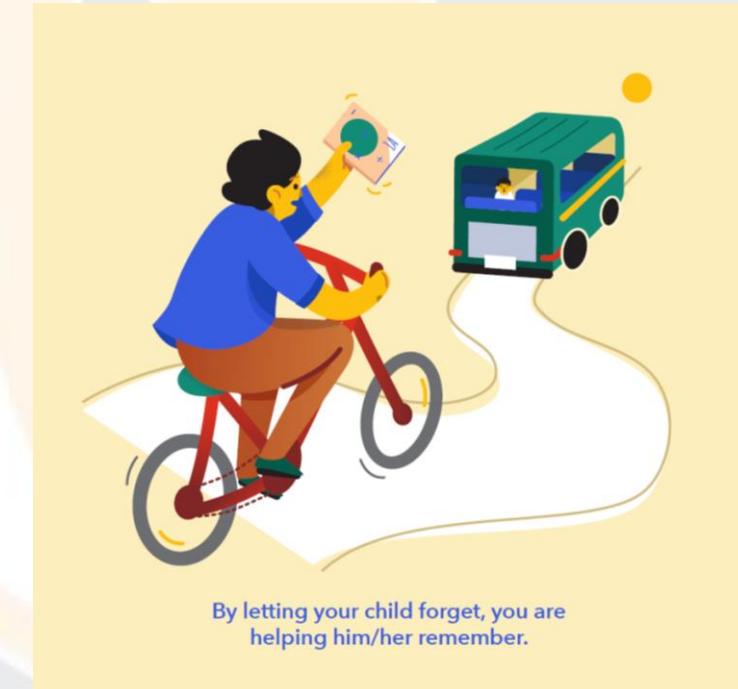
**Thinking about it again,
how do you feel about the situation now?**

MANAGING SELF

- How parents can help:

Self Management on Building Resilience

- To try and not to give up if facing challenges
- To manage friendship issue
- To instil self-discipline



By letting your child forget, you are helping him/her remember.

4. Help your child build resilience



Try Gratitude Journaling!

Positive thinking can also be made into a daily practice. You can start a gratitude journal together with your child to remind them that despite the circumstances, there is always something to be grateful for. It's as simple as recording three things they are grateful for every day. These things could be as small as weekends with the family or an extra serving of their favourite dish during dinner.

When they are feeling down, reviewing their journal will help them recognise that there are always small moments of joy if we look for them.



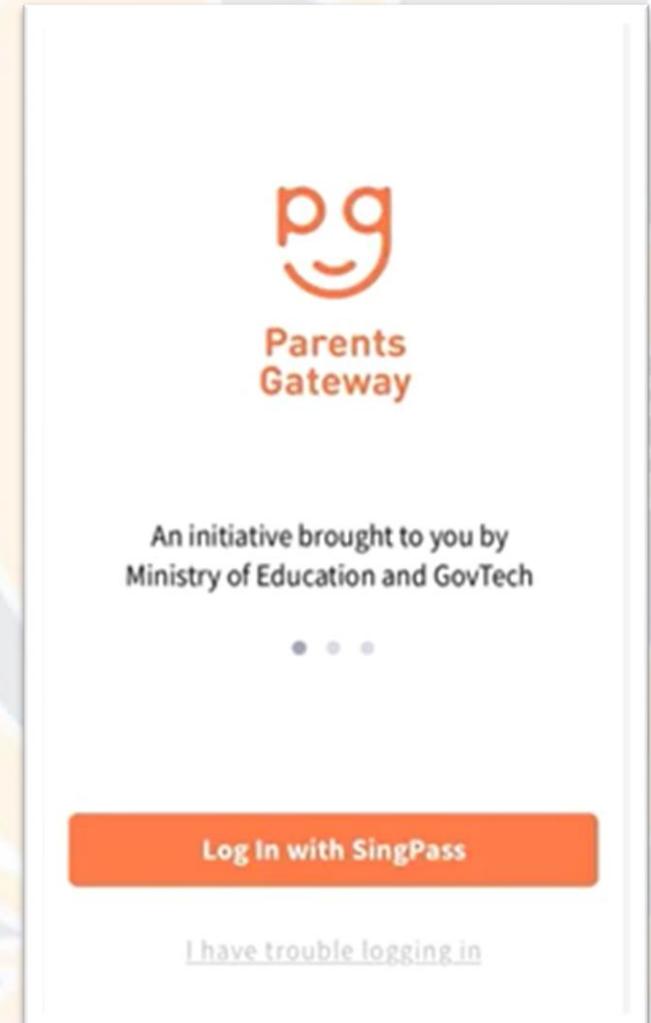
For more tips on building resilience,
check out our tips [here](#).



School-Home Partnership

Parents Gateway

- a mobile app available on iOS and Android
- schools' programmes and parental consent at your mobile devices
- digitalisation of administrative paperwork (eg issuing, collating of forms) to help alleviate the administrative load of teachers and allow them to devote more time to nurture their students.



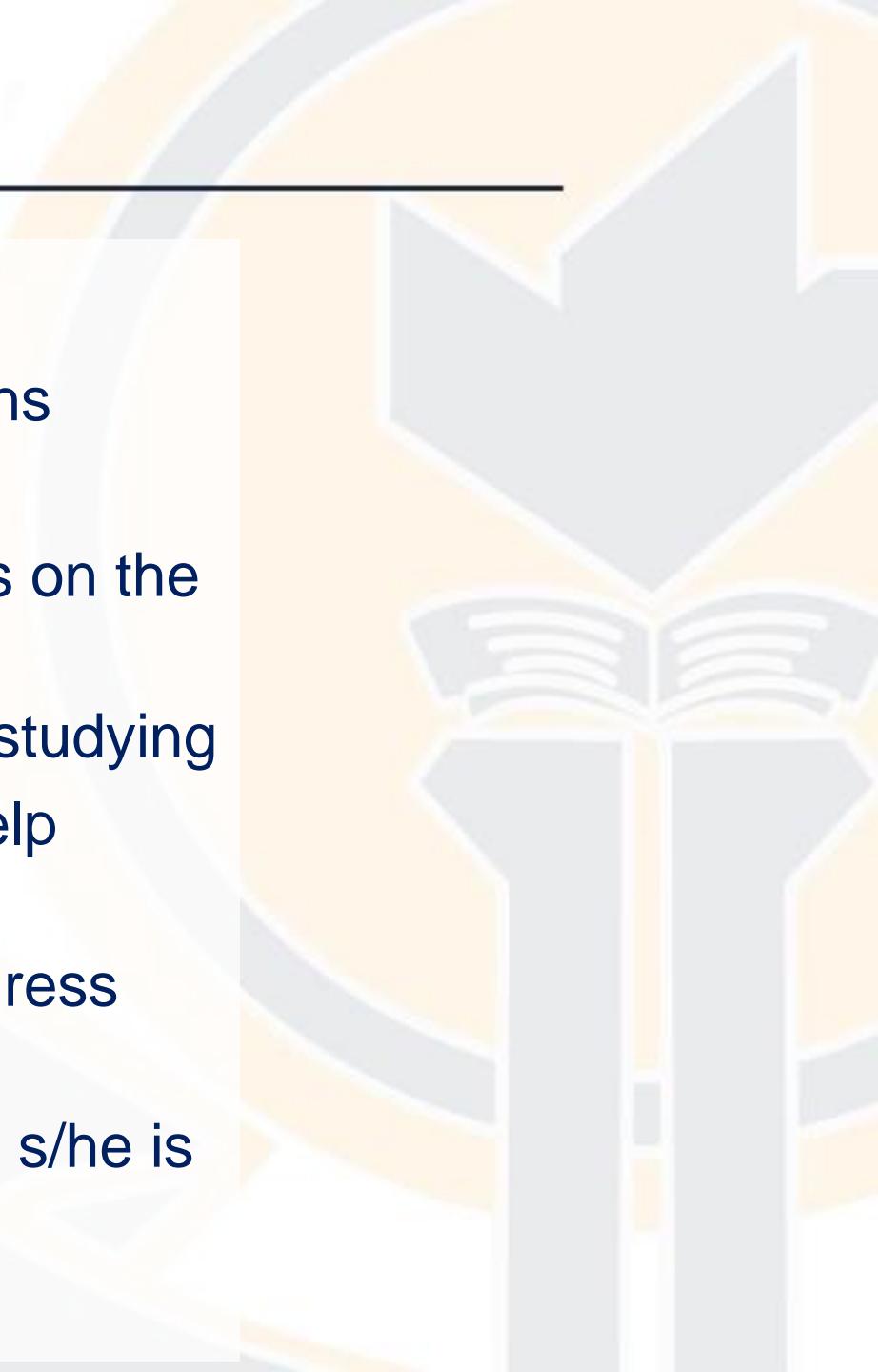
PARENTS MUST NOT

- Allow the child to stay at home during school days when they are well
- Bring them overseas during school days
- Do homework or assignments for them
- Make delivery for forgotten items
- Rescue them from the consequences of their actions
- Hide or give reasons to justify mistakes or wrongdoing

SUPPORT YOUR CHILD

BE THERE:

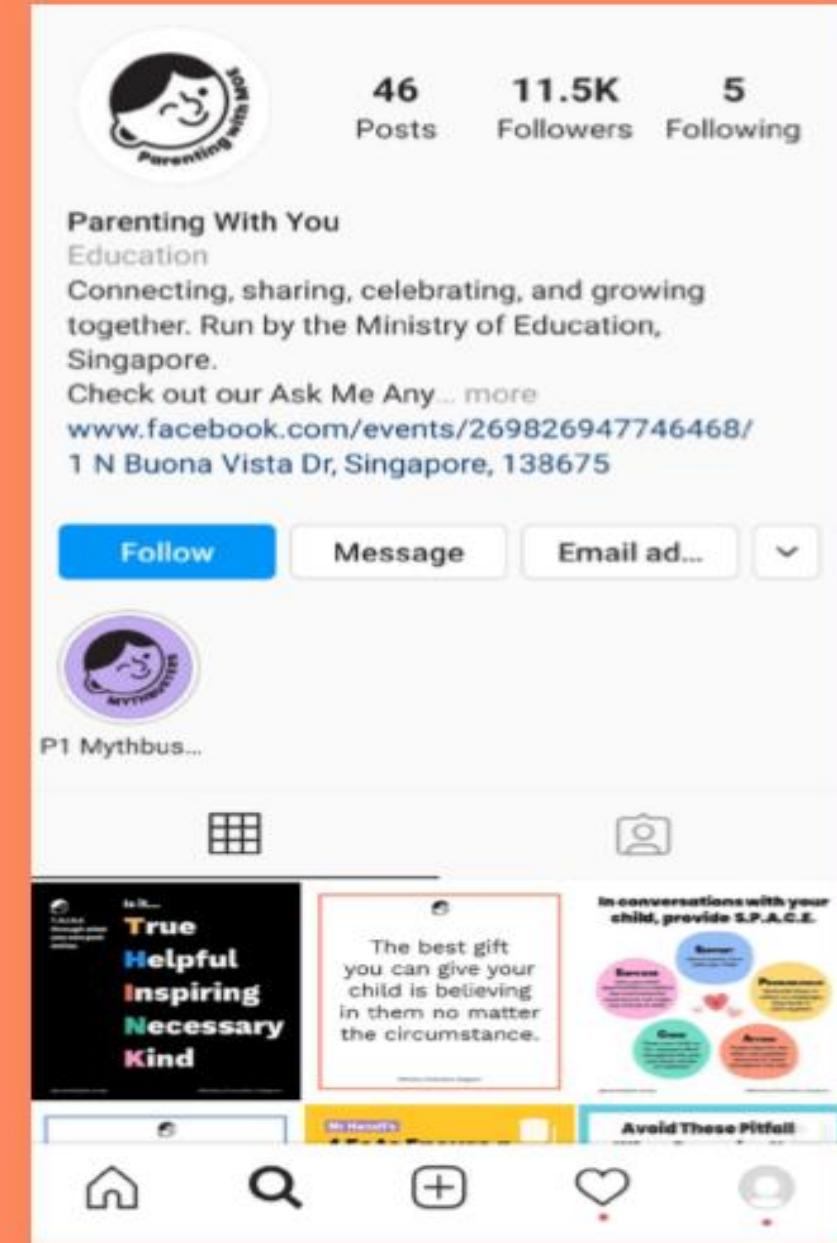
- Believe in your child; emphasize on his/her strengths
- Encourage your child to give his/her best
- Treasure the process of learning, and not just focus on the results
- Help your child develop a structure and routine for studying
- Expect realistically what your child is capable of; help him/her experience success
- Recognise the symptoms of stress/anxiety and address them
- Empathise with your child regarding the challenges s/he is facing



We want to share more than parenting tips with you.

Check out our Instagram page for parents to connect and celebrate the ups and downs of parenting, share tips and stories on the parenting experience, and grow together.

Follow us @parentingwith.moesg



Support Your Child

Explore “SCHOOLBAG” portal for parenting tips

The screenshot shows the homepage of the Schoolbag website. At the top, there's a navigation bar with links for HOME, EDUCATION, FEATURES, MULTIMEDIA, and FAQ. To the right of the navigation is a search bar and social media sharing icons. The main content area features a large image of a man holding a young child. Overlaid on this image are several text elements: "Sandbox for students: Time to take risks", "Nurturing future leaders at Xinghua Primary School", and "Turning Troublemakers into Strivers". There's also a "READ MORE" button. To the right of the image is a red box titled "Share Your Story" with the sub-instruction "If you know a teacher who has made an impact in your life, tell us." Below this is a teal-colored newsletter sign-up form with fields for title, first name, last name, and email address, along with a CAPTCHA field containing "HVYRP" and a "SIGN UP" button. At the bottom of the page, there are sections for "Videos" and "Popular Picks".

<https://www.schoolbag.sg/>

Working Together to Support your Child

*“Alone we can do so little,
together we can do so much.”*

- Helen Keller, American Author



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**Thank you for your Support,
Trust & Partnership**