



FENGSHAN
PRIMARY
SCHOOL

26 January 2024

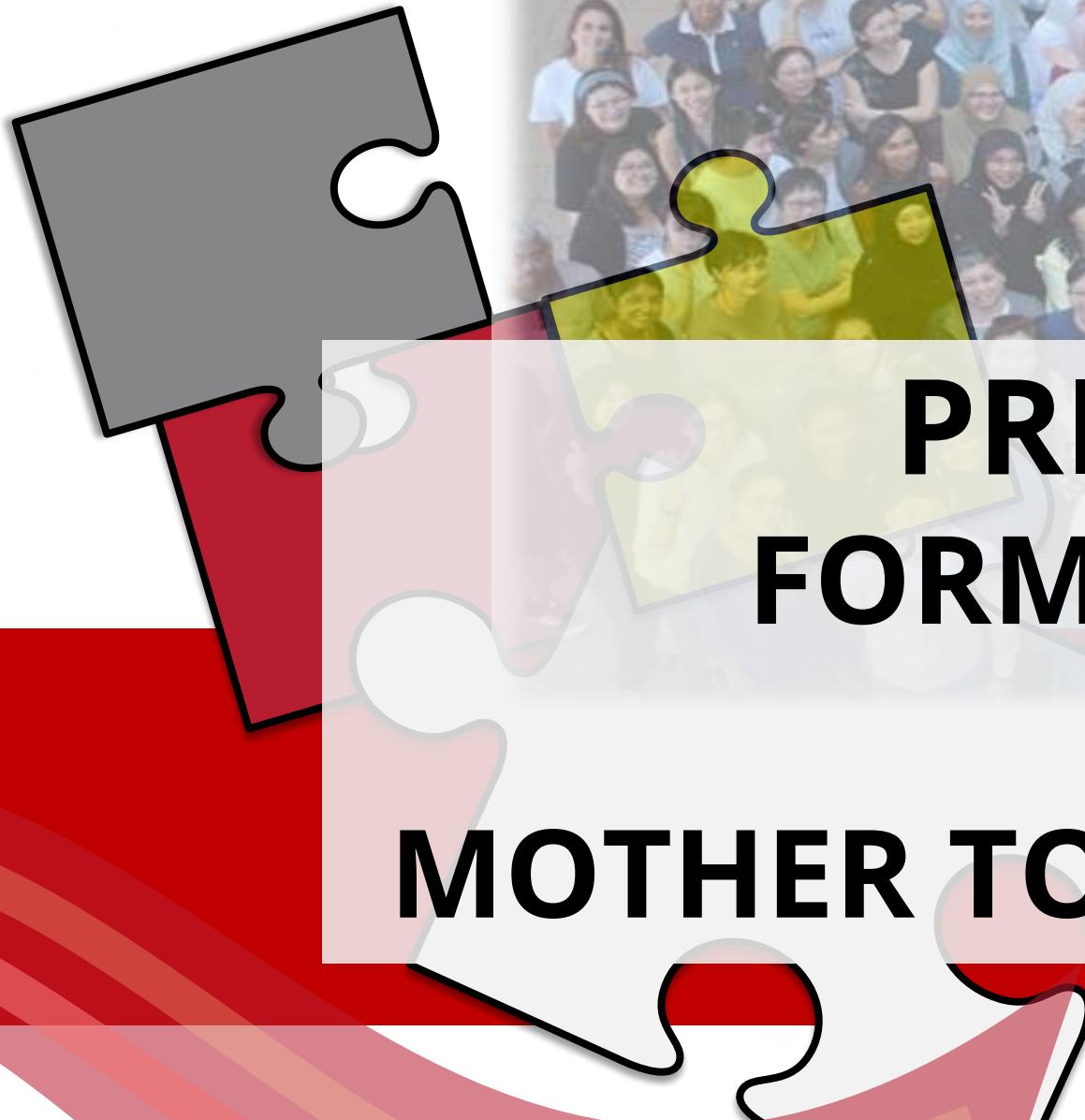
P3 & P4 Meet-the-Parents 2024

Anchored Hearts, Driven Minds, Leaders Of Tomorrow



Programme Outline

5.00pm – 5:45pm	Address by Principal i. School key focus areas for 2024 ii. P3 & P4 Programmes iii. Parents' Support
5.45 pm – 6.45pm	Meeting with Form Teachers i. Introduction to class teachers for 2024 ii. Updates on Class and Subject matters iii. Q & A



A large, semi-transparent photograph of a diverse group of people, including children and adults, posing together in what appears to be a school or community setting. The group is diverse in age and ethnicity, with many wearing casual clothing and some wearing traditional headscarves.

PRIMARY 3 FORM TEACHERS AND MOTHER TONGUE TEACHERS



P3 – FORM TEACHERS

3A



Mdm Xu Fangling



Mdm Zarinah Bte
Mohd Hussain

3B



Mdm Tay Rui Shan
Isabel



Miss Ruhaidah Bte
Rahmat



P3 – FORM TEACHERS

3C



Mr James Wong
Tze Hong



Miss Huang Chiung-
Yao

3D



Mdm Farhana Begum
d/o Abd Jabbar



Mdm Goh Qin Ying



P3 – FORM TEACHERS

3E



Mdm Winnie Teng
Sin Yi



Mdm Nuradilah Bte
Abdul Wahid



P3 – CHINESE LANGUAGE TEACHERS



Miss Huang Chiung-Yao



Ms Serene Teo



Mdm Goh Qin Ying



Mdm Cheng
Wenjing



P3 – MALAY LANGUAGE TEACHERS



Mdm Hazlina Mahat



Mdm Nuradilah Bte
Abdul Wahid



Miss Ruhaidah Bte
Rahmat



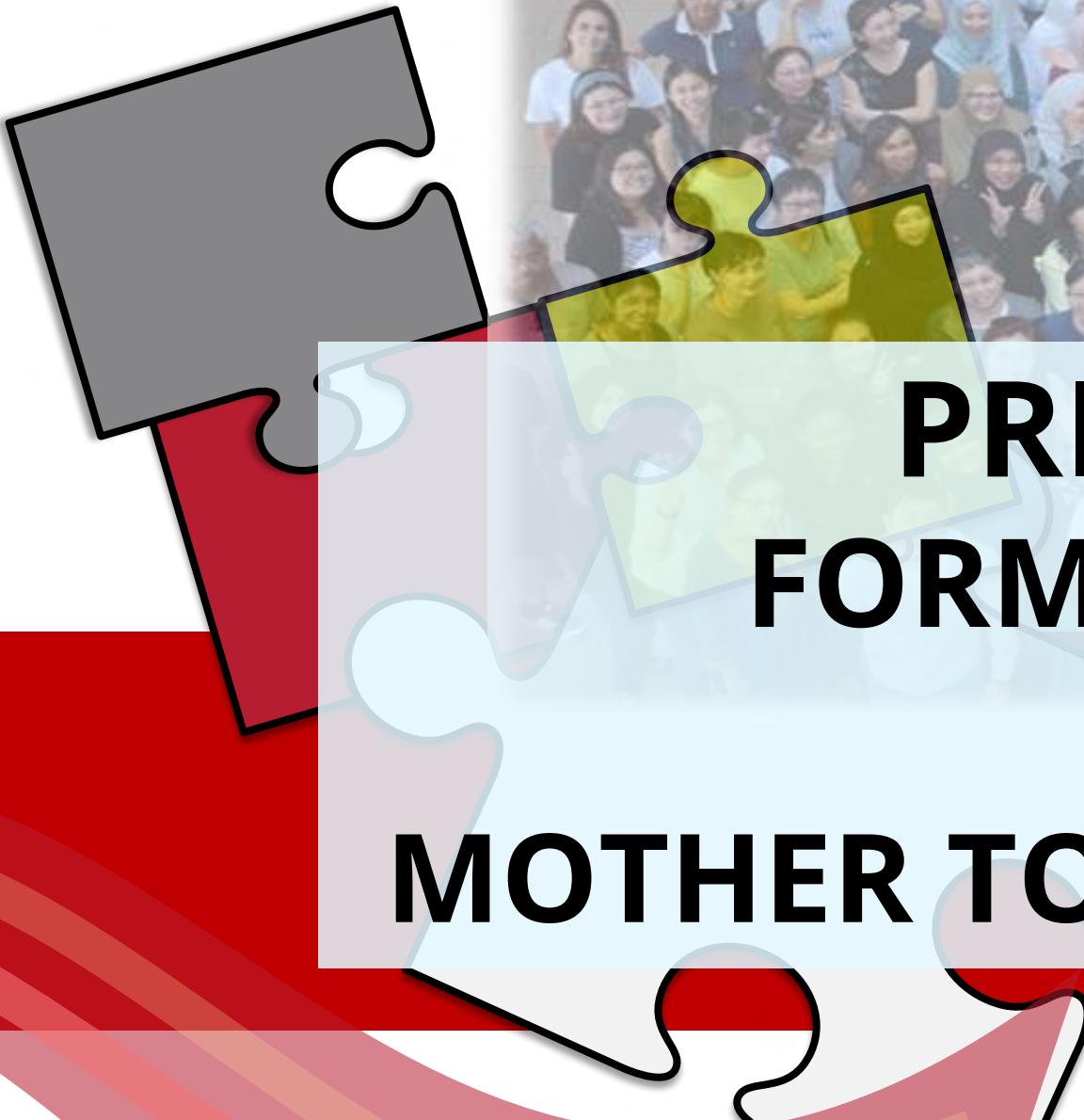
P3 – TAMIL LANGUAGE TEACHERS



Mdm Ramzathumunnisha
d/o Nazurudeen



Mr S Subramaniam



PRIMARY 4 FORM TEACHERS AND MOTHER TONGUE TEACHERS



P4 – FORM TEACHERS

4A



Miss Wong Kah Wai

4B



Mdm Rosela Bte
Hashim



Mdm Fatihah Bte
Johari



Miss Geraldine Ma
Wanting



P4 – FORM TEACHERS

4C



Mdm Neresa Wong
Lin Fung

4D



Mdm Cheryl Lim



Mdm Nur Zahirah
Surattee B Gulam MKS



Mr Shen Baiyue



P4 – FORM TEACHERS

4E



Mdm Suzana Bte
Abu Samah



Mr Welzl Valentin
Xin Wei



P4 – CHINESE LANGUAGE TEACHERS



Mdm Aw Shuhui



Mr Shen Baiyue



Mdm Tan Wee Su



Mr Zhang Lian



P4 – MALAY LANGUAGE TEACHERS



Mdm Fatihah Bte
Johari



Mdm Rosela Bte
Hashim



Mdm Nuradilah Bte
Abdul Wahid



P4 – TAMIL LANGUAGE TEACHERS



Mdm Theivanai d/o
Palanisamy



Mr S Subramaniam



Fengshan's DNA

School Vision

Anchored Hearts, Driven Minds, Leaders of Tomorrow



School Mission

Loyal Individuals

Strength of Character

School Values

Care

Respect

Responsibility

Resilience

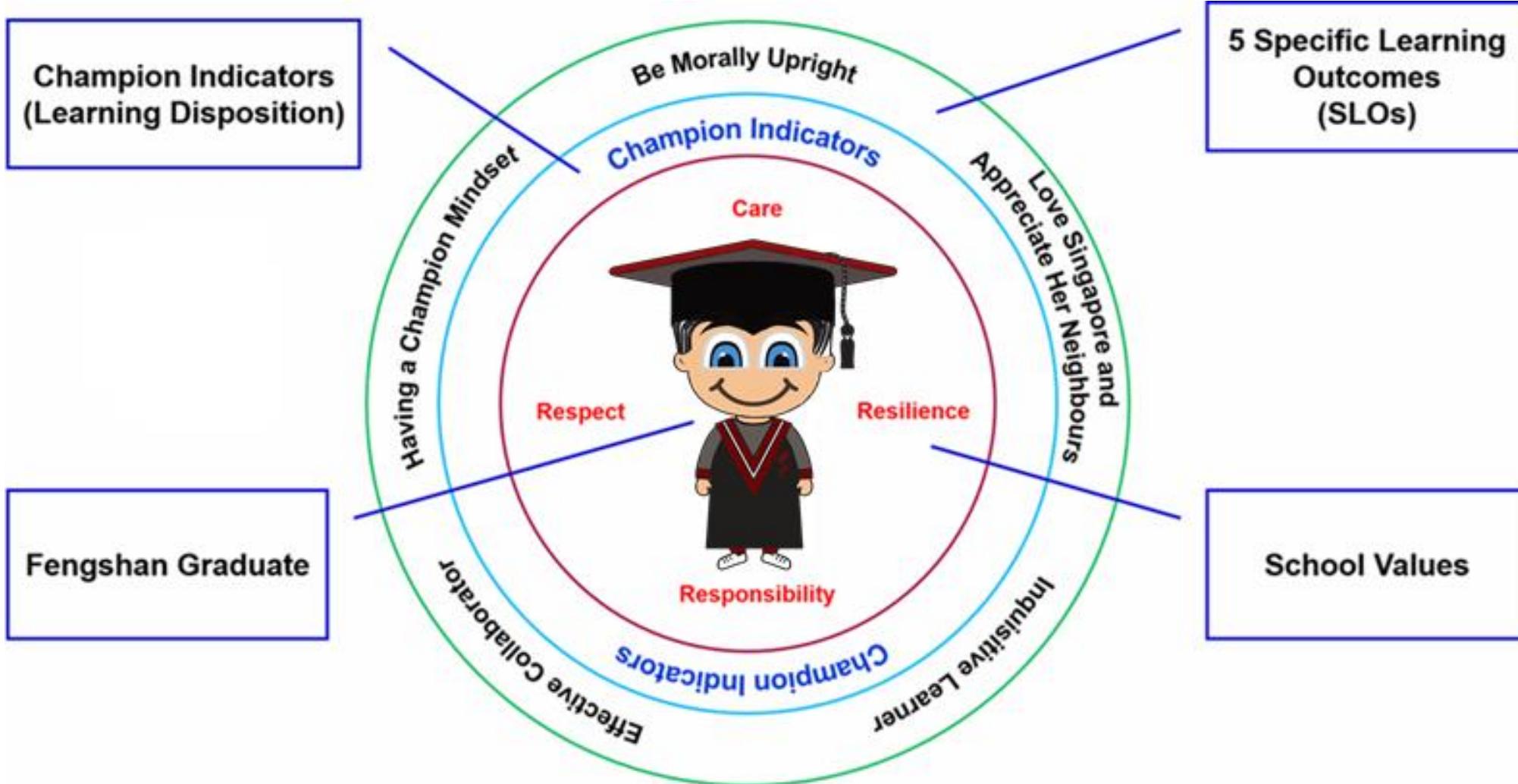


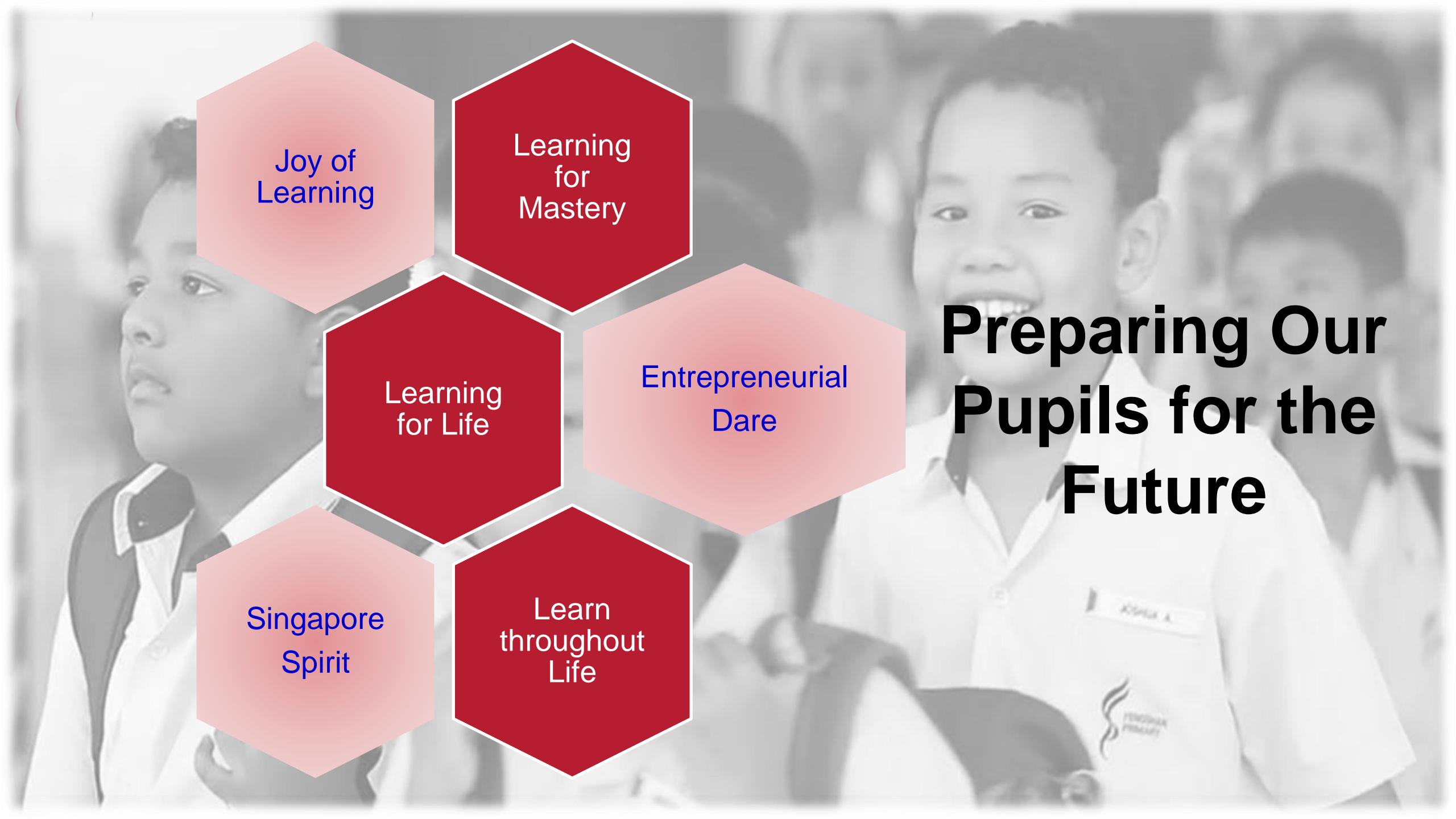


School Values

FENGHAN
CARESPECT
PONSIILITY
ILIENCE

The Fengshan Champion





Preparing Our Pupils for the Future

Joy of
Learning

Learning
for
Mastery

Learning
for Life

Entrepreneurial
Dare

Singapore
Spirit

Learn
throughout
Life



Our Belief

Every child has talent and can achieve

In Fengshan,

- We believe that our pupils can ‘Grow and Glow’.
- We work towards helping them to discover and develop their talents.
- The school provides our pupils with a variety of learning experiences to prepare them for the future.





Building The Champion Mindset

- Building the ‘Can Do Spirit’ – **The Fengshan Spirit**
- Having our pupils respond to challenges around them
- Strengthening pupils mental and emotional resilience

Our Focus

All Round Pupil Development...

Cognitive

- Strengthen subject mastery
- Equip them with 21st CC skills
- Learning experiences similar to the real world

Physical and Aesthetics

- Platforms for creativity and exploration
- Opportunity for talent development
- Appreciation of the Arts

Social and Moral

- Character and Citizenship Education (CCE)
- Focus on student well-being
- Engagement and building relationships

Morale

- Quality school experiences (Happy to come to school)
- Support and thrive
- Motivation leading to self-directedness

Creativity and Innovation

- Learn beyond the classroom
- Platforms to think do things differently (e.g. coding, Genius Hour etc)

Student Leadership

- Lead self and others
- Opportunities to exercise leadership skills

THE IMPACT OF COVID-19

LEARNING IS NOT A PLACE, BUT AN ACTIVITY



HOW TECH CAN HELP

- 1 MOBILE APP TO DEVELOP LITERACY SKILLS
 - 2 GOOGLE CLASSROOM
 - 3 CHROMEBOOKS MADE BY GOOGLE!
 - 4 COMPUTATIONAL THINKING LEARNING MATERIALS
- INCLUSIVITY & ACCESSIBILITY FOR THE UNDERPRIVILEGED
- 1 DEVELOP STEM CURRICULUM
 - 2 EDUCATE THEM ABOUT THE INTERNET
 - 3 EQUITABLE ACCESS TO DEVICES
- SUPPORT TEACHERS, PARENTS & STUDENTS
- 1 ANYWHERE SCHOOL
 - 2 EDUCATOR SHARING GROUPS ACROSS ASIA
 - 3 ID: BE INTERNET AWESOME PROGRAM
 - 4 MENTAL HEALTH SUPPORT

THE FUTURE OF EDUCATION



Google

APAC BEYOND 2020



ILLUSTRATED BY IDEA INK ILLUSTRATIONS

SHAPE? THE FUTURE OF SCHOOLS

#The Future of Schools



Gisella Langé



Mario Barosevic



Nik Peachey



Jason Tan

Schools are important

OVER COVID
we had a
learning
loss



teachers
need support
to upskill
↳ they are
the **ENGINES**
of schools!

technology not always
the answer - need focus
on pedagogy



wifi
→ access

we need collective
leadership...

... and critical
thinking



What is the relationship
like with on-line teachers?

TIK TOK Teacher

15 seconds...
... is it LONG
ENOUGH?

Teacher or
INFLUENCER?



a **CELEBRITY**
teacher!

Education for ALL

Partnership
and
Collaboration
are
KEY!

Learn
from the
**END
USERS!**

Education
happens
where ideas
are
shared

How will tools **technology** and pedagogy be shaping schools in 2040?



We are at the
tip of the
ED-TECH
iceberg

people are excited
to see what the
children come
up with!



we ask the
learners

IDEAS

COLLABORATION

It enables ...

VR



... and connects

learning
HOW to
learn!

Students of
ALL ages!



online
dangers

→ a disconnect



am I a horrible
solution?



learning
happens
everywhere



I'm the protagonist
of NEW WAYS
of learning!

Be open-minded
to what is
coming

What needs
to change?



Shifts in the Education Landscape

“For us to succeed, every student needs to be a **creator**, a **connector** and a **contributor** going forward. Let me explain why I have chosen these three words to focus our attention on this year. In today's world, there is no credit or bonus for us to teach our students **to only know how to answer yesterday's problem with yesterday's answers.**”

Speech by Minister Chan Chun Sing, Minister for Education, at WPS 2023, at EXPO Convention Hall 20 September 2023.





Shifts in the Education Landscape

“Knowing the answers to today's problems or yesterday's problems is necessary, but no longer sufficient. Our students can only distinguish themselves in 20 to 30 years' time if they are able to create something new, and if they can create new value for *themselves*, for our *country* and for the *global system* (World).”

Speech by Minister Chan Chun Sing, Minister for Education at WPS 2023, at EXPO Convention Hall 20 September 2023.





Preparing Our Pupils for the Future

Our students have done well in learning despite COVID19

- Singapore had the highest proportions – Reading, Mathematics and Science – of top performers achieving proficiency level 5 or 6, across all participating education systems for the PISA 2022.
- Our students have shown that they are good in mathematical reasoning, can distinguish between relevant and irrelevant information, and use computational thinking as they solve complex problems in a variety of modern contexts.

<https://www.moe.gov.sg/news/press-releases/20231205-singapore-strong-showing-in-pisa-2022-affirms-resilience-of-education-system-through-covid-19-pandemic>



Preparing Our Pupils for the Future

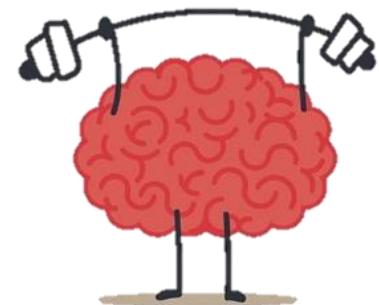
What can schools do?

- Schools cannot just have a narrow definition of success. We need to appreciate the diversity of strengths required for our society to be much more resilient. We need to respect one another for their diverse talents.
- Why every child a **creator**? It is not enough just to answer yesterday's questions with yesterday's solutions.
- Why everyone a **connector**? A reason to bring people together to value-add to society and the world.
- Why everyone a **contributor**? Everyone must have a sense that they are able to do so according to their own gifts.



Focus For P3 & P4 Pupil Development

- Building mental and emotional resilience in pupils
(Building self-esteem and confidence)
- Strengthening Teacher-Student Relationship (TSR) and Student-Student Relationship
(Relationships, working in teams and collaboration)
- Cultivating the right habits and mindset
(Self-discipline and self-directed)





Our P3 & P4 Programmes

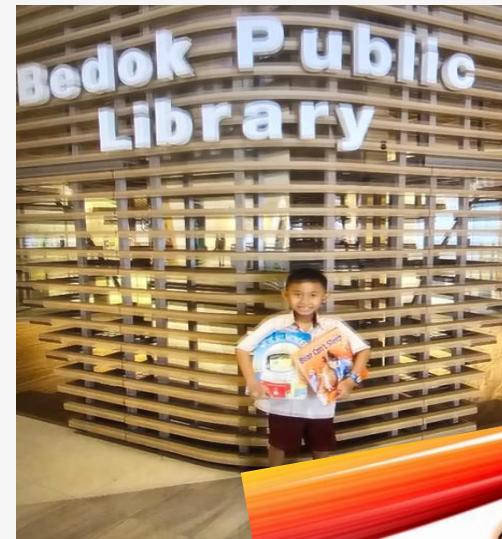




P3 and 4 Level Programmes

Schoolwide Reading Programme

- Extensive Reading periods (ER)
- Class Library
- I Love Literature for P1 to P4
- Fortnightly School Library Visits (Fengshan Cove)
- I am a Reading Champion activity booklet





P3 and 4 Level Programmes

Math E-Trail



The Math E-Trail provides pupils with an authentic and fun environment beyond the classroom to apply Mathematical thinking skills and bring abstract concepts to life.

Pupils display teamwork and use various ICT tools and apps on the iPad to complete their tasks.





Applied Learning Programme (ALP)



- HEAD possess ability to think critically and make responsible decisions
- HEART possess feelings to show empathy and willingness to act
- HAND possess can-do attitude to further a cause through actionable deeds

**Theme: Sustainability
Nurturing Environment
Champions for a
Sustainable Future**

Aim: To develop our Fengshan Champions to be worthy environment warriors who embody the domains of the 'head', 'heart' and 'hand' to play active roles in safeguarding our environment



Applied Learning Programme (ALP)

	P3 Co-existence	P4 Food Security	P5 Conservation of Water
Learning Objectives	Pupils will appreciate the diversity of living things and the need for a sustainable way of living to ensure the continuity of all lives.	Pupils will understand the importance of food security in Singapore and discover different ways to overcome these constraints to ensure a sustainable food supply locally.	Pupils will learn where water comes from and why it is important to conserve these resources.
Learning Experiences	<ul style="list-style-type: none">• Every Child A Seed• Mushroom Growing• Caterpillar Kit• Build A Farm Kit• Learning Journey To Animal Farms	<ul style="list-style-type: none">• Vegetables Planting (Hydroponics)• Enrichment on food waste and the composting process	<ul style="list-style-type: none">• Design-thinking Process to address problems related to water



Applied Learning Programme (ALP)

Nurturing Environment Champions for a Sustainable Future
Engaging the Head, Heart and Hands





P3 Level Programmes

Values-in-Action “It Takes a Village to Raise Us” (Labour Day Appreciation)

- **CARE** - Express thanks to the people around oneself.
- **RESPECT & CARE** (Empathy - Uniqueness of everybody) - Recognises that every person is important regardless of their attributes or abilities.





P3 Level Programmes

P3 Learning Journey

As part of the school's Applied Learning Programme (ALP) and NESS, pupils will visit a local farm to learn about:

- How farming has evolved through time and become more sustainable with modern technology.
- The different groups of living things and get a chance to interact with animals found in the farm.





P4 Level Programmes

Swimsafer Programme at Heartbeat@Bedok

This programme aims to:

- teach pupils basic survival and swimming skills for students to safely take part in leisure water activities.
- builds confidence and appreciate the value of learning how to swim well.
- provide students who already have their swimming certification to build and upgrade their current competence level. This programme is fully funded by MOE-MCYS and pupils are strongly encouraged to attend.



P4 Level Programmes

Swimsafer Programme at Heartbeat@Bedok





P4 Level Programmes

Learning Journey to the Singapore Science Centre (Heat & Temperature)

In this learning journey, pupils will:

- **engage** in a series of hands-on activities to **enhance** their learning on heat gain or loss by an object
- **work** in groups to **tackle** the design challenge using different materials and ways to reduce heat gain (i.e. keep something cool longer)





Assessment Structure 2024

Level	Term 1	Term 2	Term 3	Term 4
P3				
P4	Weighted Assessments <i>(Weighting – 15%)</i>	Weighted Assessments <i>(Weighting – 15%)</i>	Weighted Assessments <i>(Weighting – 15%)</i>	End of Year Assessments <i>(Weighting – 55%)</i>



Holistic Reporting 2024

Level	Term 1	Term 2	Term 3	Term 4
P3		Feedback on Weighted Assessments		
P4	Feedback on Weighted Assessments	Mid-Year Report Book Parent-Teacher-Child conference	Feedback on Weighted Assessments	Year-End Report Book



SUBJECT-BASED BANDING (SBB)

OFFERING DIFFERENT SUBJECT COMBINATIONS





SUBJECT-BASED BANDING (PRIMARY)

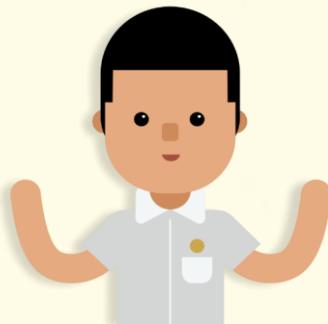
- Offers students the option of Standard and Foundation Subjects, depending on their **strengths**.
- Allow students to focus on and stretch their **potential** in the subjects they are strong in while building up the **fundamentals** in the subject they need more support in.
- The new PSLE scoring system **will not change** the considerations for deciding on a student's subject combination at P4/ P5.





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**.





SBB Process

At Primary 4

- School recommends a subject combination based on P4 examination results
- Parents to select preferred combination



At Primary 5

Pupil takes subject combination chosen by parents



End Primary 5 Going to Primary 6

Final decision on subject combination by school





Primary 4 SBB

- Conducted at the end of P4
- Pupils are offered subject combination based on the P4 End-of-Year examination results for all 4 subjects (EL / MA / SC / MT).





Example 1 - P4 Subject Recommendation

- School recommends a subject combination based on P4 examination results
- Parents select preferred combination

At P4

If your child
(At the end of P4)

*Your child will be recommended to take

*Does well for **all** 4 subjects with Band 2 for Mather Tongue

Standard English
Standard Mathematics
Standard Science
Standard Mother Tongue

***The school will also take into consideration pupils' aptitude, attitude and ability to cope based on teachers' observations throughout the year.**





Example 2 - P4 Subject Recommendation

- School recommends a subject combination based on P4 examination results
- Parents select preferred combination

At P4

If your child
(At the end of P4)

*Your child may be recommended to take

Scores	
• English	– Band 3
• Mother Tongue	– <u>Band 4</u>
• Science	– Band 3
• Maths	– Band 3

Standard English
Standard Mathematics
Standard Science
Foundation Mother Tongue

*The school will also take into consideration pupils' aptitude, attitude and ability to cope based on teachers' observations throughout the year.





Example 3 - P4 Subject Recommendation

- School recommends a subject combination based on P4 examination results
- Parents select preferred combination

At P4

If your child
(At the end of P4)

*Your child will be recommended to take

Scores

- English – Band 4
- Mother Tongue – Band 4
- Science – Band 4
- Maths – Band 4

Foundation English
Foundation Mathematics
Foundation Science
Foundation Mother Tongue

***The school will also take into consideration pupils' aptitude, attitude and ability to cope based on teachers' observations throughout the year.**





End of Primary 5

End of P5

Pupil takes a subject combination determined by the school



Pupils who meet expectations
Continue with the same subject combination at P6

- Pupils who do not meet expectations**
- The school makes the final decision on the subject combination to be taken by the child in P6 based on P5 SA2 results.
 - The school may switch some or all standard subjects for the pupil to foundation subjects.
 - The child may have to drop HMT if he/she is not coping well.



Important Information

After End of Year examinations

- The pupils will check their scripts and teachers will go through their mistakes with them. The scripts will be returned to the pupils.
- At the end of the year, parents will exercise their decision on the subject combination for the following year.

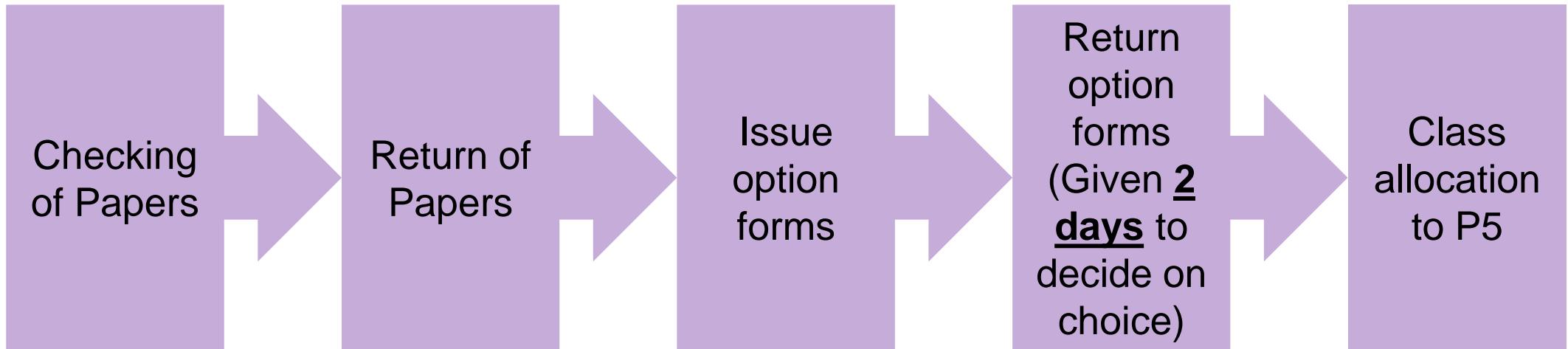
Criteria for Subject-Based Banding

- The criteria for the SBB may vary from year to year depending on the performance of the pupils.





Workflow After EOY Exams





Class Allocation Process

Level	Process
P3	At the end of P3, some pupils may be transferred to another class in P4
P4	Most pupils will stay in the same class. At the end of P4, SBB exercise will happen (Parental choice)
P5	At the end of P5, SBB will happen (School decision)





Parental Support



Support of Parents

- **BE THERE.** Spend time with your child.
- Be their **Pillar of Strength and Support.**
- Reinforce what your child learn in school
 - Values emphasize in school **CARES**
pect
ponsibility
ilience
 - Champion Mindset
 - Bucket Filler mentality





Support of Parents

- Create the ideal environment for studying at home
- Motivate and encourage your child
- Monitor your child and his / her homework
- Set targets / goals in what he / she wants to achieve





*Thank
You*