

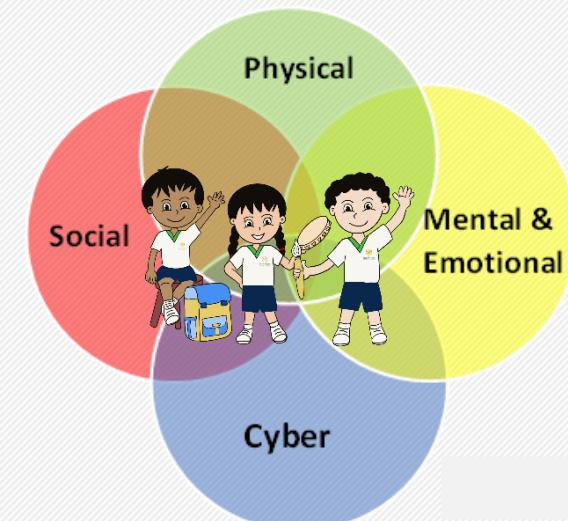
Becoming a Future-Ready Learner – Promoting Holistic Health



SENGKANG **GREEN**
Primary School

Sengkang Green Primary School

Primary 4
Parent Engagement Session 2024
31 January 2024





Scope of Sharing

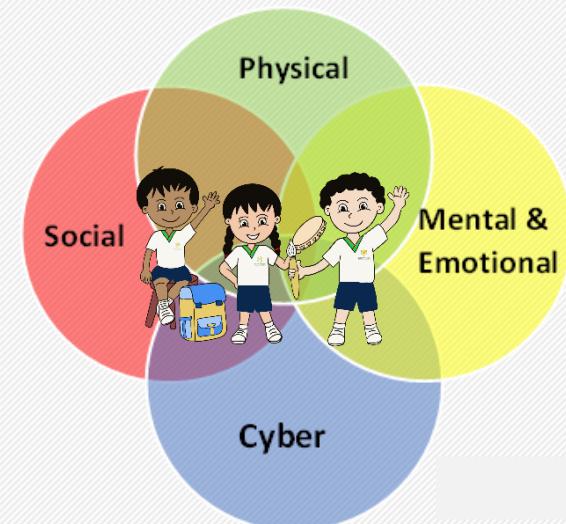
- School Leader's Address
- Key Programme for the year
- Subject Based Banding and Achievement levels
- Direct School Admission
- Curriculum Matters

Becoming a Future-Ready Learner – Promoting Holistic Health



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Primary School

School Leader's Time





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Primary School

Welcome





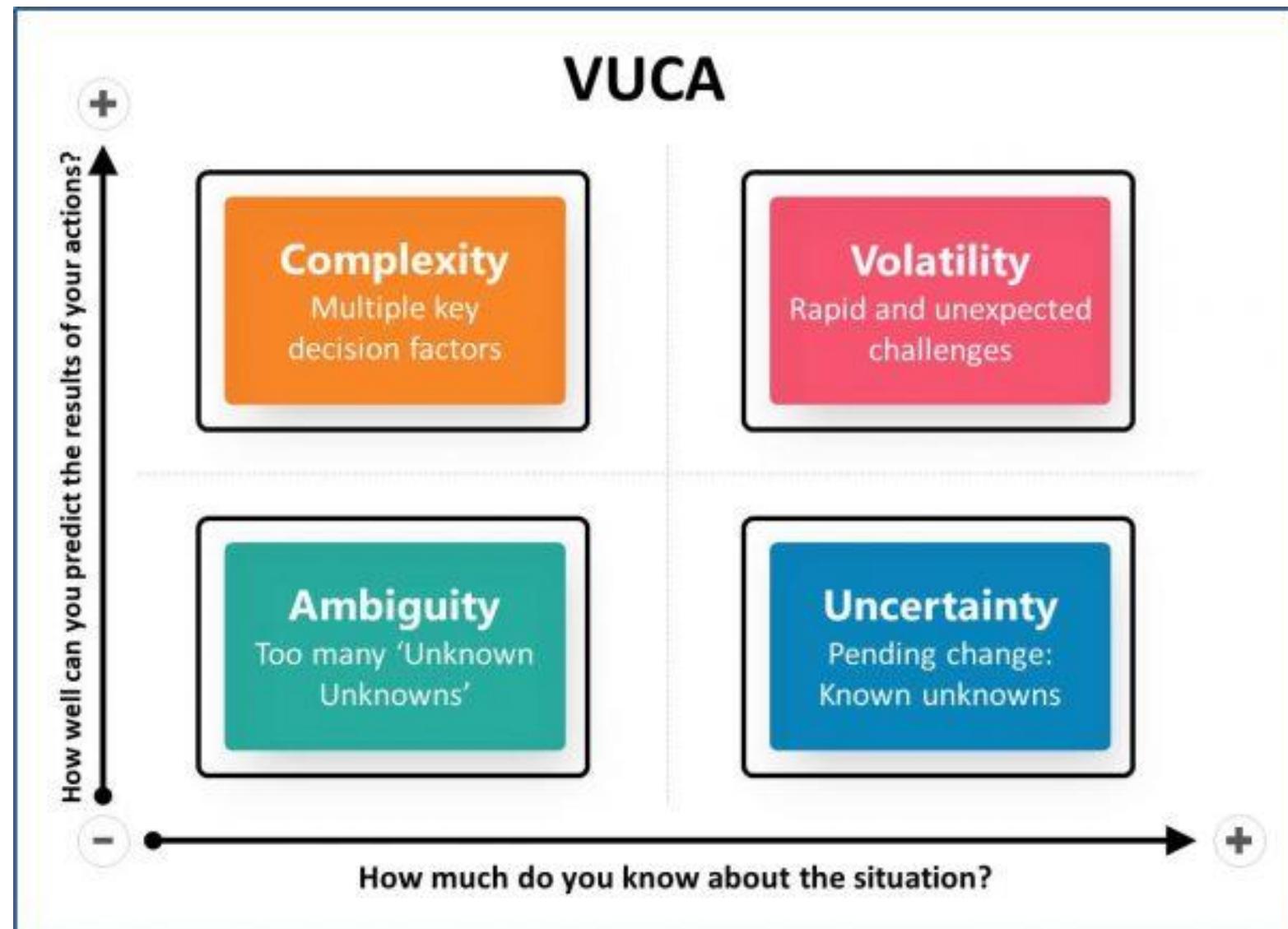
Desired Outcomes of Education

Students who are

- Confident
- Self-directed
- Active contributors
- Concerned citizens

- A good sense of self-awareness.
- Necessary skills and knowledge to take on challenges of the future.
- A sound moral compass.







21 Century Competencies

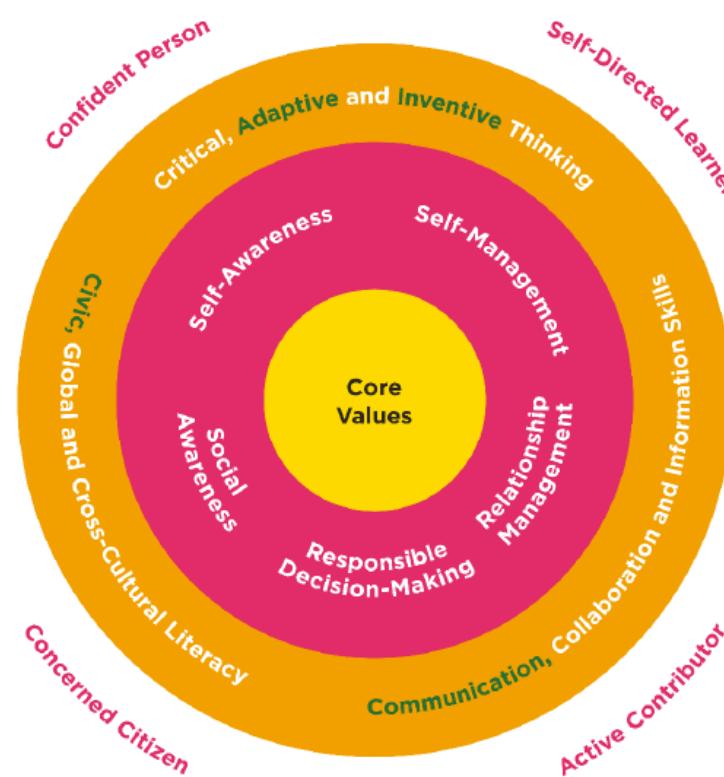
Laying the strong foundations for them to thrive & achieve success in a VUCA world

Adaptive Thinking

- i. Assesses different contexts and situations in order to make connections and draw new insights
- ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy

- i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
- ii. Plays active and constructive roles to improve the school, community and nation



Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives



Our school themes have been carefully selected to develop the character of each SKGian, guided by the school's vision, mission and values

Harmonising
Towards
Excellence

2018

Develop
Yourselves
Holistically

Learning –
A Lifelong
Passion

2019

Develop Mindsets
and Attitudes,
Learn Habits and
Skills that help you
to learn for life

Be The
Best
that I
Can Be

2020

Know yourself,
Manage yourself,
Exercise Personal
Leadership,
Develop Self
Agency

Be The
Best
that We
Can Be

2021

Learn how to
make friends,
accept that others
can be different
from us, learn with
others

We Are
Ready to
Serve

2022

Learn and practise
empathy, be kind
and encouraging in
thoughts, words and
acts, help others in
need, and put
others before .

2023 and
beyond



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2023 and
beyond



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School theme 2024

Becoming a Future- Ready Learner - Promoting Holistic Health



A vibrant school with a culture of care and the spirit of excellence



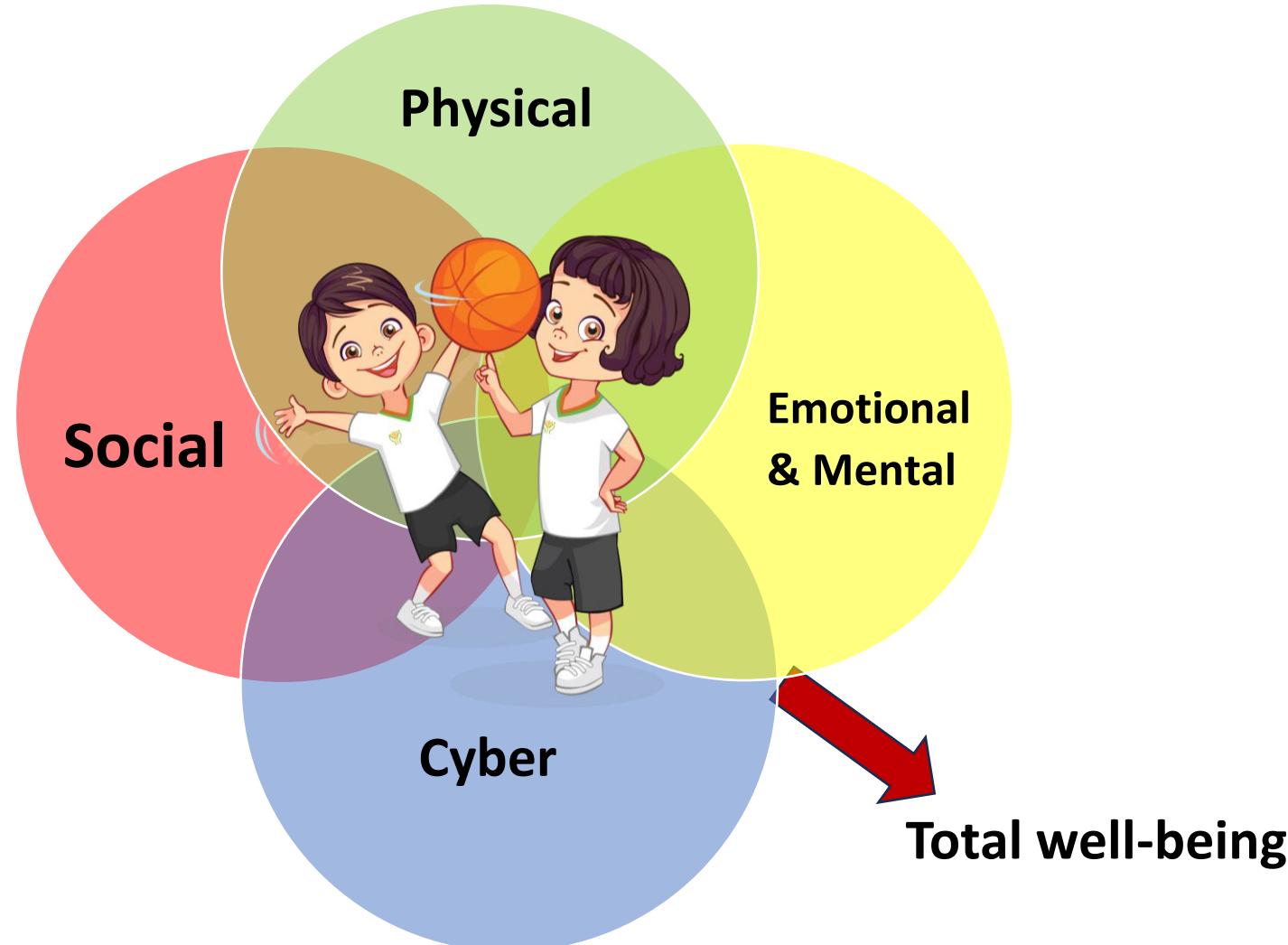
School Mission

To nurture
healthy and happy
individuals with
strength of character,
ready to serve,
ready for the future





What is holistic health?





Physical Health

This includes

- food and nutrition
- physical exercise
- rest
- good hygiene practices



A balanced diet

- Manage a healthy weight
- Support a strong immune system
- Increases energy levels
- Improve Mental Health and Well-being
- Enhance Mental Focus

Have conversations about what they eat in school.

For more ideas, check out the Health Promotion Board's [My Healthy Plate](#) factsheet, a visual guide for creating balanced and healthy meals, so that you can plan your child's portions accordingly – together with your child.



<https://for.edu.sg/healthyplate>



Be Active and Exercise Regularly



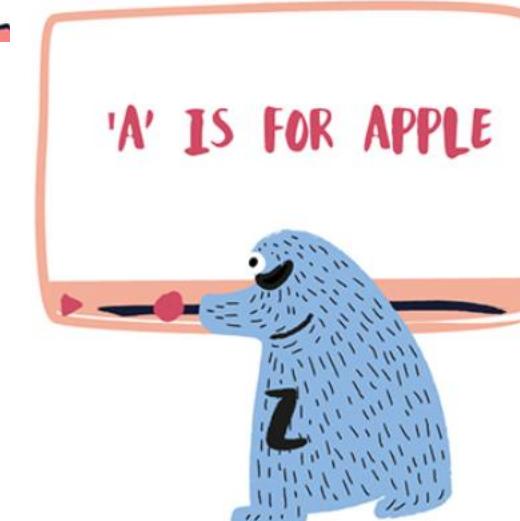
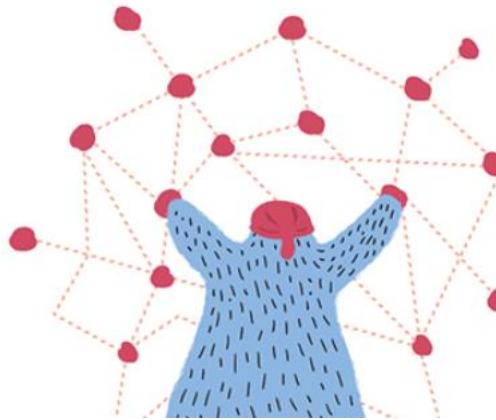
The Importance of sleep for children.

EMBRAZ A THE Z MONSTER

7 in 10 students say they don't get good quality sleep during the school week.
Are you one of those who's been avoiding the Z Monster? Researchers at the Duke-NUS Medical School think you should welcome it instead, and here's why:

CONNECT THE DOTS

Good ol' Z rearranges information while you sleep, helping you to make new insights. Ever wonder why sometimes you can solve a problem by "sleeping on it"? Thanks, Z!



THANKS FOR THE MEMORIES

The Z Monster also recaps the things you learned and experienced during the day, transferring them into long-term storage. That's how you remember stuff!

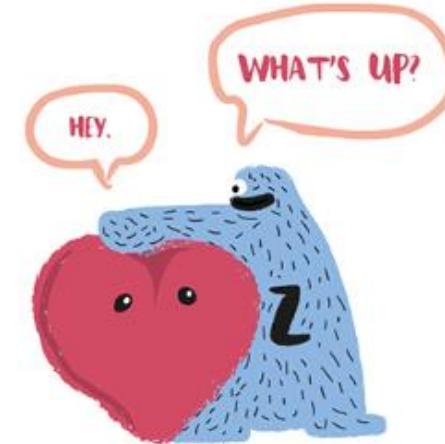


STRONGER BODIES

During deep sleep, the Z Monster releases growth hormone which allows you to grow tall and maintain your muscles.



2°
YOUR BODY TEMPERATURE DROPS UP TO THIS MUCH WHILE YOU SLEEP. THIS ALLOWS YOU TO CONSERVE ENERGY AND BUILD IT UP AGAIN, LIKE RECHARGING A BATTERY

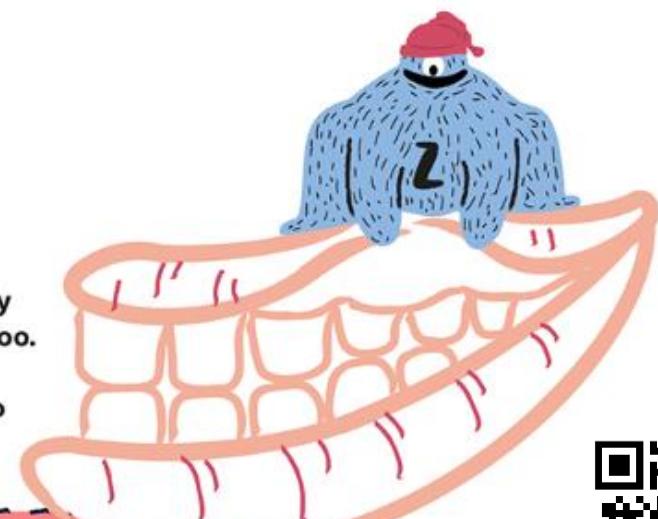


HEALTHY HEART

When you sleep, your blood pressure drops. Spend enough time with the Z Monster every night, and you'll have a lower chance of developing heart disease later in life.

PUT ON A SMILE

Keep good sleeping habits, and you're likely to keep a good mood too. Even when faced with stress, you'll be able to react more positively.



10PM

THE IDEAL TIME TO SLEEP, TO BE AT YOUR MENTAL AND EMOTIONAL BEST IN SCHOOL

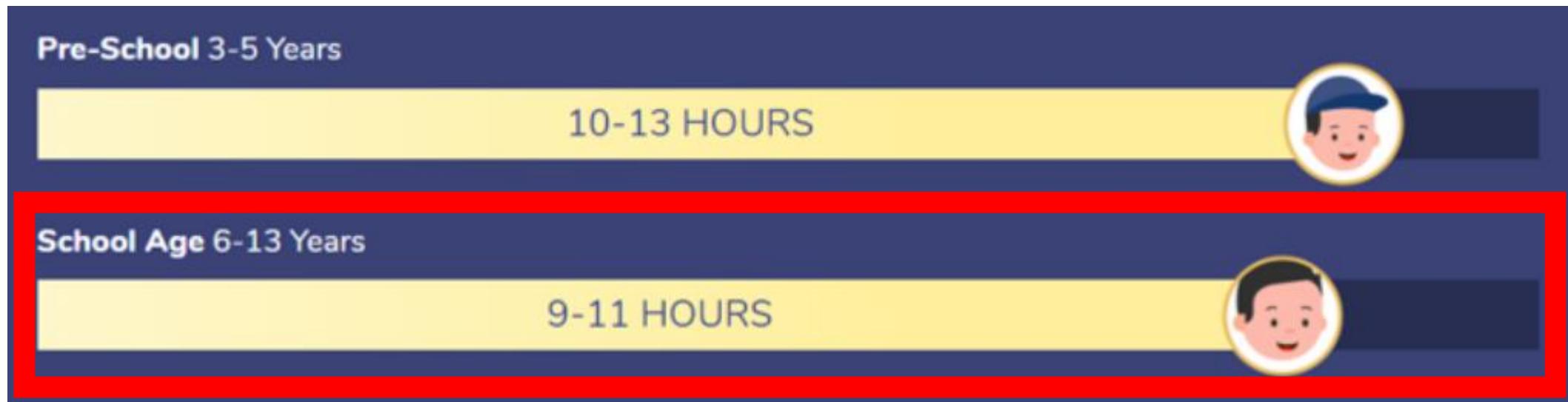


<https://for.edu.sg/goodsleep>

Getting adequate sleep

Recommended

At least 9 hours of sleep for children aged 6-13 years old





Emotional and Mental Health

The Happy SKGians

- SKGians find a clear purpose in their role as students, foster a sense of fulfillment and well-being
- Understanding how our minds process information (learn), handle emotions, and develop a positive and resilient mindset, becoming confident.
- How do SKGians develop emotional and mental health?
 - ✓ **positive self-talk**,
 - ✓ continuous learning,
 - ✓ adopting a **growth mindset**, and
 - ✓ Having **empathy** and **showing gratitude**

Self-Awareness
Self-Management



Look out for ANTs

Are these ANTs bugging you?

SHOO THAT ANT AWAY!

What are these ANTs doing?

ANTs stand for Automatic Negative Thoughts, which can crowd our minds and affect our mental health!

Such negative thoughts can influence the way we view ourselves, others and our situations. Learn more about them and how you can chase them away!



Lower Secondary students learn about ANTs as part of their Mental Health lessons which are taught during Character and Citizenship Education (CCE) classes. Feel free to start a conversation about them with your friends.

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Are these ANTs bugging you?

ANT #1 FORTUNE-TELLING ANT

This ANT predicts the future and reads minds. It jumps to conclusions and makes negative predictions without evidence.



*ANTs are Automatic Negative Thoughts. Don't let them crowd your mind!

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Look out for ANTs

Are these ANTs bugging you?

ANT #5

LABELLING ANT

This ANT applies unhelpful labels on you. Instead of saying, "I made a mistake," you tell yourself, "I'm useless".



I'm such a loser.
She'll never talk to
me again.

*ANTS are Automatic Negative Thoughts. Don't let them crowd your mind!

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Are these ANTs bugging you?

ANT #9

ALL-OR-NOTHING ANT

This ANT sees events or people in black and white terms, ignores grey areas and possibilities, leading to extreme views.



I won't do well for this
test so I may as well
not revise for it.

*ANTS are Automatic Negative Thoughts. Don't let them crowd your mind!

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Look out for ANTs

Are these ANTs bugging you?

RECALL

Identify the ANT by recalling the thought that triggered uncomfortable emotions. Make notes so that you can observe any patterns or recurring ANTs.



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Are these ANTs bugging you?

RATIONALISE

Break the influence that ANTs can have on you by examining the ANTs critically.

- 1 What is the evidence that this is true?
- 2 Is there another possible explanation for this?
- 3 Am I jumping to conclusions?
- 4 Am I assuming the worst?
- 5 Am I too harsh on myself?
- 6 What would I say to a friend in a similar situation?



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Are these ANTs bugging you?

REPLACE

Replace ANTs with helpful thoughts that are constructive, balanced and hopeful.

Examples:

- 1 "I'm disappointed I couldn't do as well as I hoped but now I know what I need to improve on."
- 2 "It is not certain I will fail at this test as I could answer the other questions well."

Take a balanced and compassionate view of your situation. And allow yourself room for mistakes and for growth.

Shoo away those ANTs! Yes, you can!



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https://for.edu.sg/ants



- Building good relationships with others.
- Good communication
- Being part of a community and understanding our responsibility to others.

Social Awareness Relationship Management

Ask questions to trigger thinking:

How do you think he/she is feeling?

Why do you think he/she is feeling/reacting this way?

How do you think you should respond?

Avoid commands:

Share with your sibling

Use “I”-messages instead of “You”-Messages



Cyber Wellness

- Teaching our SKGians to use technology purposefully for learning
- Balancing offline and online activities
- Being responsible digital citizens.



Students: Digitally-empowered, future-ready learners and innovators

Digitally-empowered 21st century learners who are:

- Self-directed in setting goals and managing their learning using a range of digital tools and resources.
- Collaborative and connected in using digital tools to co-construct and share knowledge with others.

Digitally literate learners who:

- Apply digital literacy and technological skills to “distil and discern” through the effective use of technology.
- Exercise cyber wellness to use technology in a safe and discerning manner.

Empathetic, technologically-adept innovators who:

- Use human-centred methodologies to “discover” needs and “develop” solutions to real-world problems.
- Skilfully leverage a range of digital tools to create solutions.



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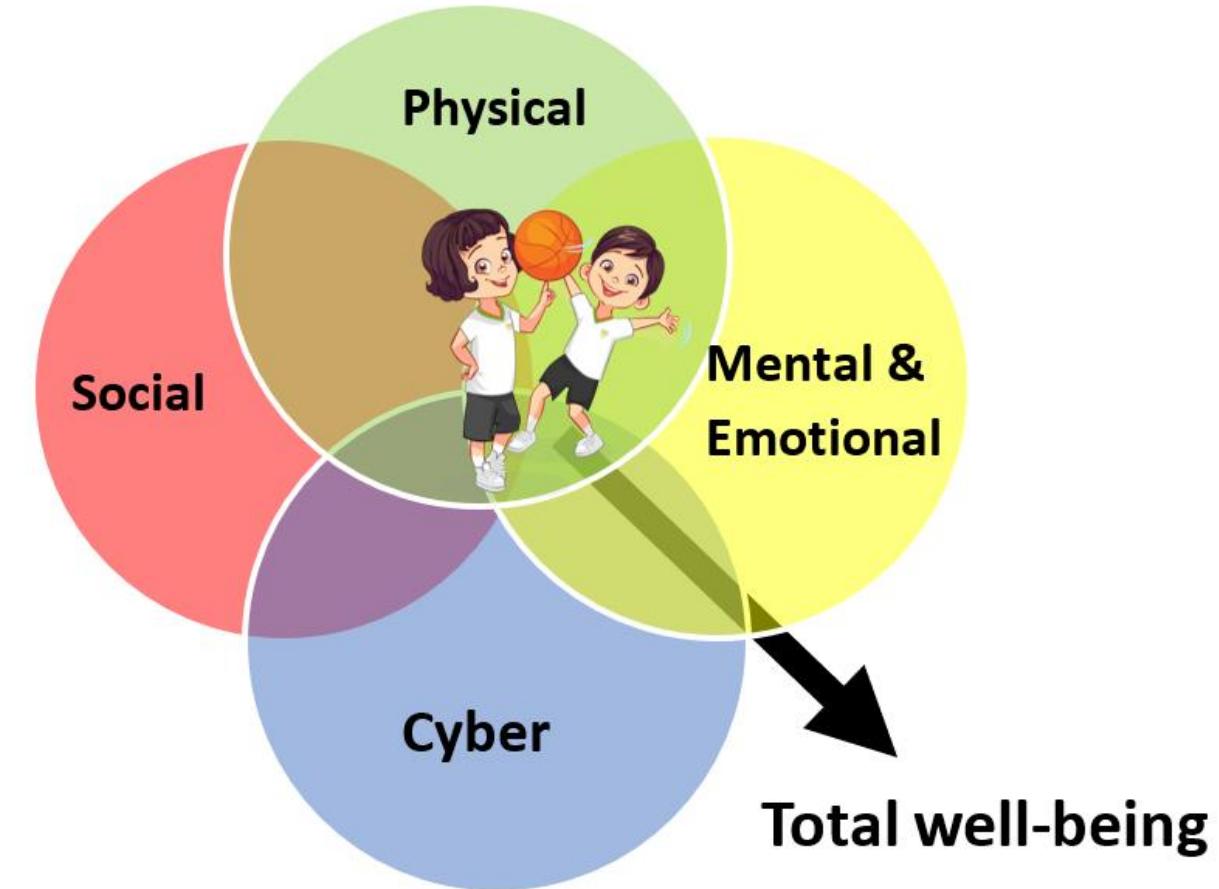




Why Holistic Health?



Holistic Health



There is a meaningful link
between holistic health
and preparing our SKGians
for the future

We believe that SKGians are capable of

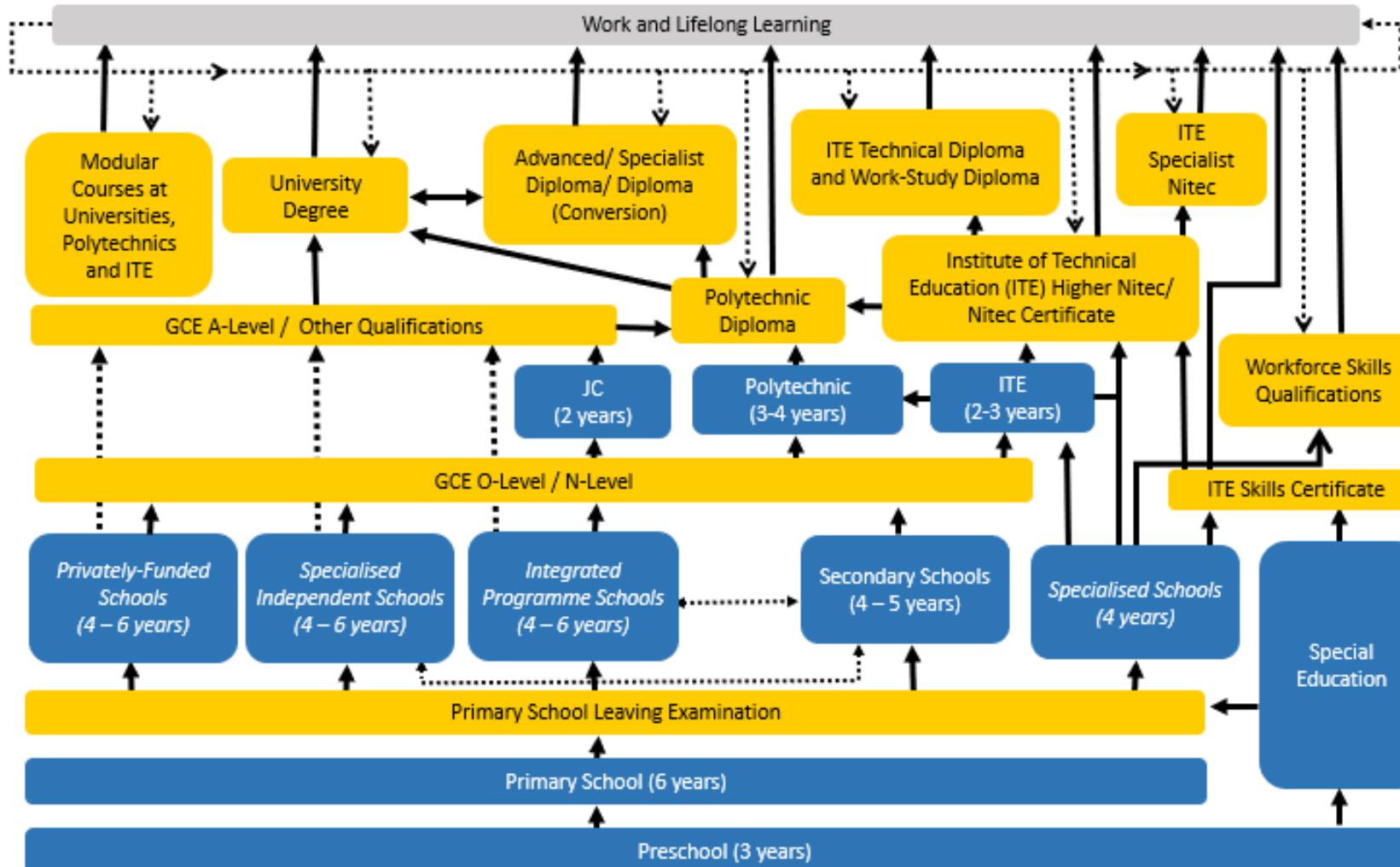
- Taking responsibility for their own health and well-being.
- Developing the knowledge, skills and attitudes to live healthily.
- Building motivation to sustain a healthy lifestyle in school and in life.
- Becoming future ready to take on the challenges of life.

We Can Be



Educational Pathways Today that Starts with Pre-School Education

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Primary School



And there are multiple pathways to success



Learn for Life

- Develop diverse strengths and interests of our students,
- Nurture an intrinsic motivation to learn
- Ensure every child has a good start in life, and can access opportunities at every stage of their lives

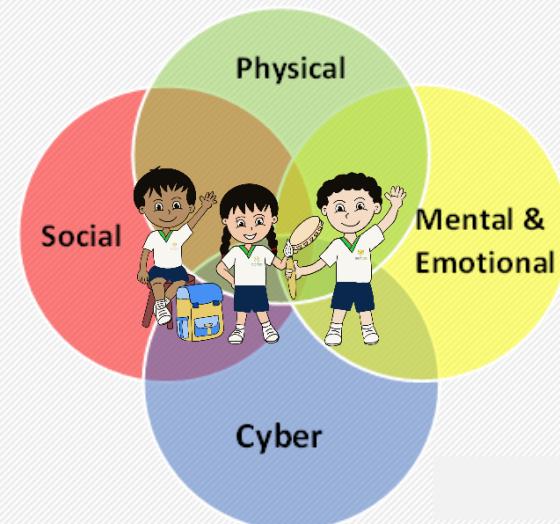


Becoming a Future-Ready Learner – Promoting Holistic Health

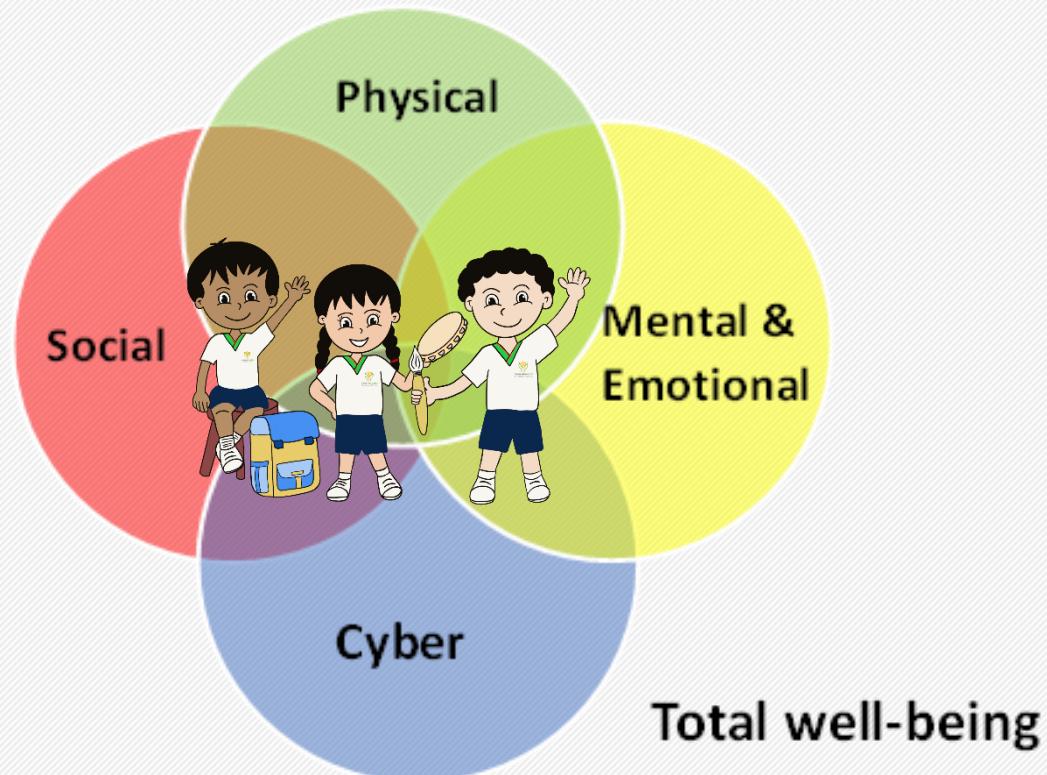


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Year Head's Sharing



Becoming a Future Ready Learner - Promoting Holistic Health





Supporting Our Students' Learning at Primary 4

image from: <https://www.skullbasedisease.org/support>



Transition to Primary 4

- Higher academic demands
- Relationship with peers
- Personal Physiological changes



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How we support our students



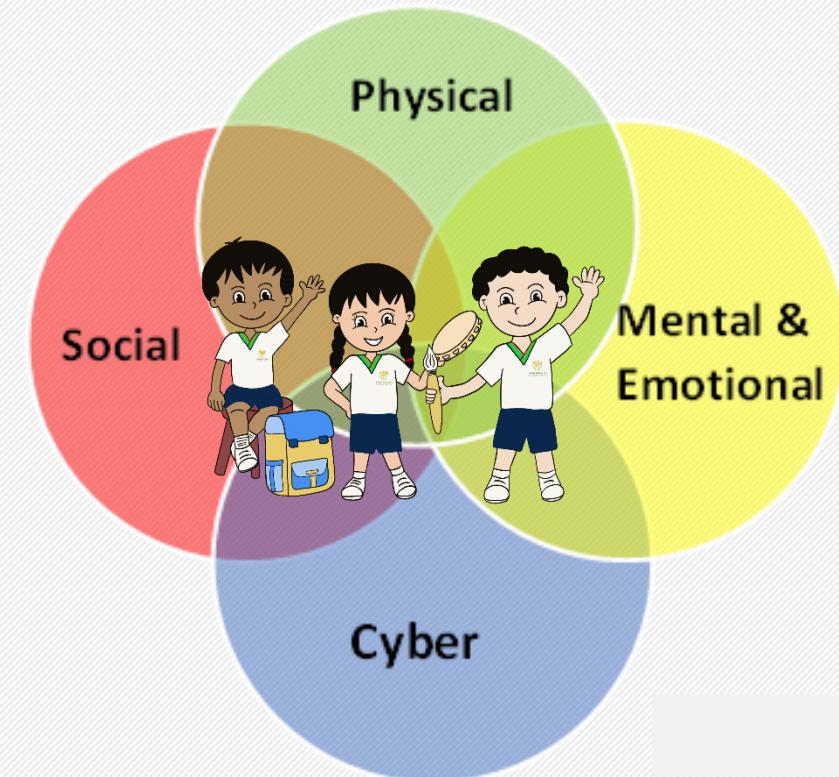
SCHOOL-WIDE



CLASS



HOME





SENGKANG **GREEN**
Primary School

How we support our students



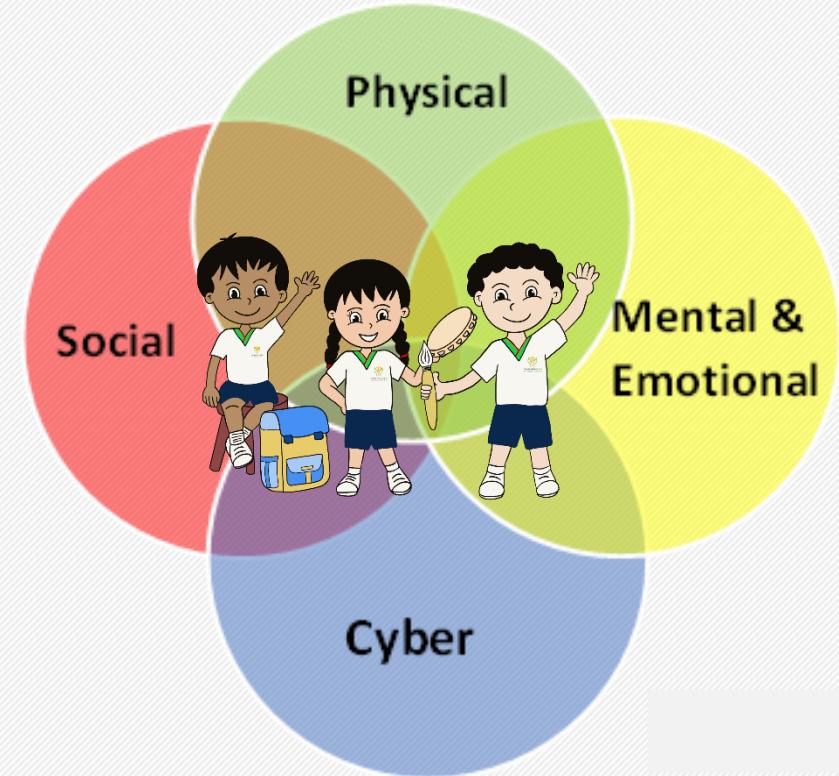
SCHOOL-WIDE

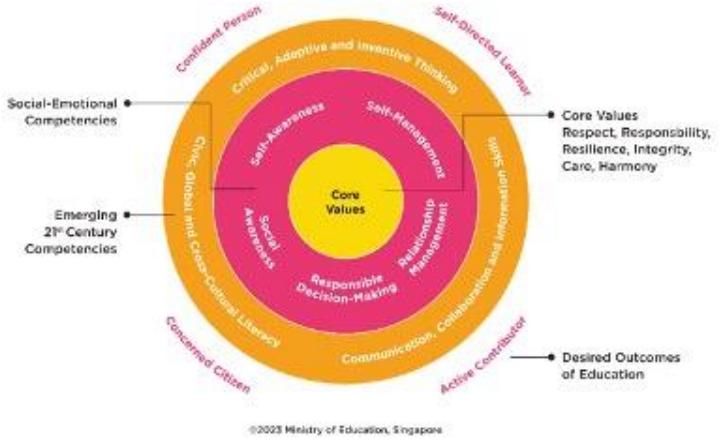


CLASS



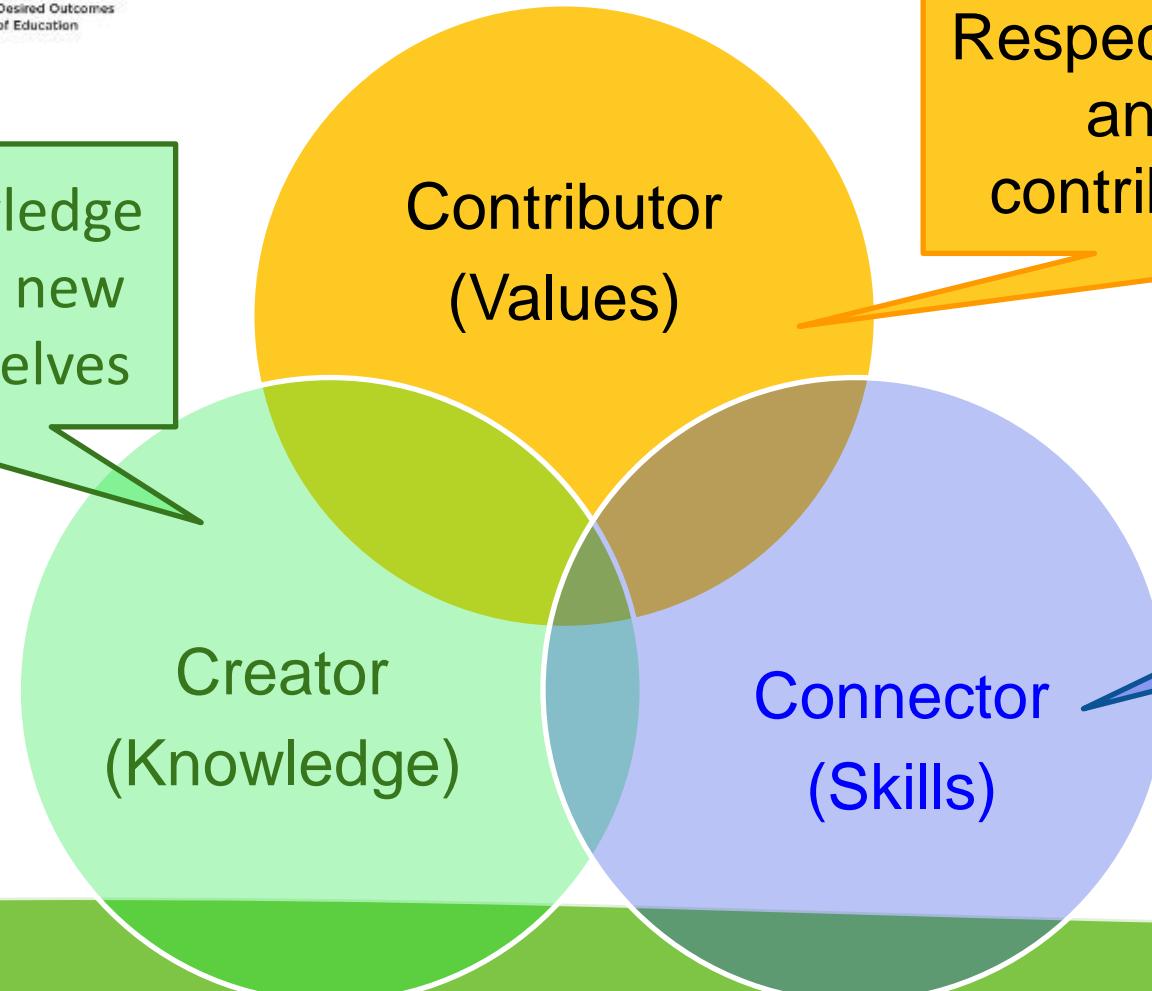
HOME





Becoming a Future Ready Learner – Promoting Holistic Health

Using acquired knowledge
to create something new
to distinguish themselves



Respect the diversity of Singapore
and be ready to serve by
contributing back to community.

Collaboration with others
through sharpening 21st
CC skills



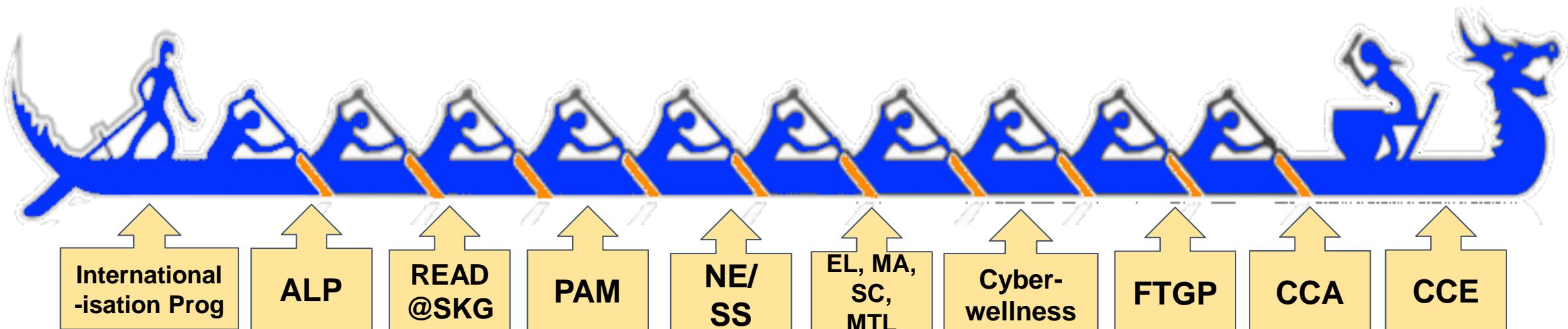
School-Wide Support

**Together
Every SKGian
Achieves
More holistically**

Lifelong
Learners

Ready to
serve

Ready for
the future





P4 Key Programmes

Applied Learning Programme (ALP) - Experiential Project Work (EPW)

- Helps students to appreciate the **relevance and value** of what they are learning in the academic curriculum to the real world
- **application of future ready skills and integrating knowledge** across different subjects
- stretching the imagination and **applying these in real-world settings** in society

- Learning Journey to the Civic District
- Project Work



P4 Key Programmes

Internationalisation Programme to Ban Mai School, Hanoi Vietnam

- Deepen students' **21st CC global awareness and cross cultural skills and sensitivities**
- strengthen students' **commitment and rootedness to Singapore**
- Provide students with opportunities to **practice school values**
- Self introduction through padlet
- Posting of CNY Postcards
- Zoom meeting with students from Ban Mai School
- Immersion programme to Bai Mai School, Hanoi Vietnam (3rd to 8th March 2024)



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Well-being and Emotional Support

Care Team

- Form Teachers
- Subject Teachers
- School-based Counsellors
- Student Development Team (inclusive of YH & SLs)

Peer Support Structure

- Every student a peer supporter





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How we support our students



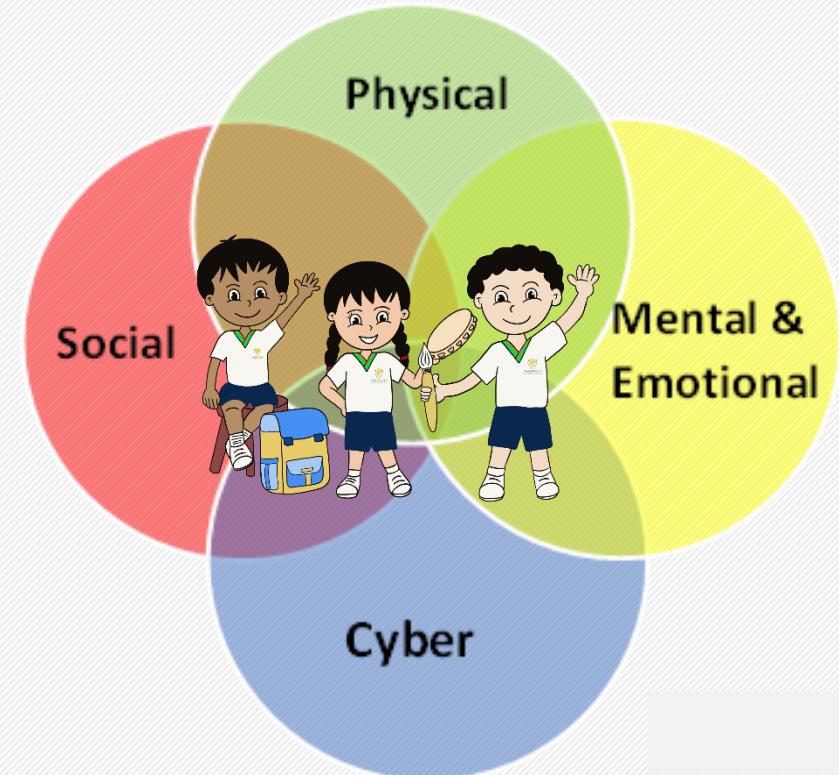
SCHOOL-WIDE



CLASS



HOME





Support by FTs & Subject Teachers

Focus: Develop a supportive and empowering experience for our students

- Create a learning environment that increases **self-motivation**
- Support students' efforts in learning **increase self-ownership and improve self-regulation**
- Provide opportunity for students to **practice active self-management** and **student agency**
- Work closely in **partnership with parents** to bring out the best in our students

Development of Personal Leadership



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ACTIVE SELF-MANAGEMENT

STUDENT AGENCY

Personal Effectiveness

- Self-regulation
- Beginning with the End in Mind
- Putting First Things First
- Active learning

Leading Self

- Developing strengths
- Growth Mindset
- Contributing actively
- Continuous improvement



Refreshed Morning Assembly

- To allow students to have a more conducive learning experience in the classrooms for reading and focused class-based conversations
- To strengthen Teacher-students relationship and Peer Support Relationship

Turn In Tuesday

**Gratitude
Wednesday**

**Terrific
Thursday**

Development of two critical sets of skills

Social Emotional Competencies

- Self-Awareness
- Self-Management
- Responsible Decision-Making
- Social Awareness
- Relationship Management

21st Century Competencies

- Civic Literacy, Global Awareness and Cross-Cultural Skills
- Critical and Inventive Thinking
- Communication, Collaboration and
- Information Skills

Becoming a Future Ready Learner – Promoting Holistic Health

Students need to:

- Stay **confident** in the face of challenges
- Be disciplined and **stay focused** over a longer time span
- Develop **social emotional competencies** to deal with the challenges
- Develop a **Growth Mindset**
- Being a responsible digital citizen (**cyber wellness**)



How we support our students



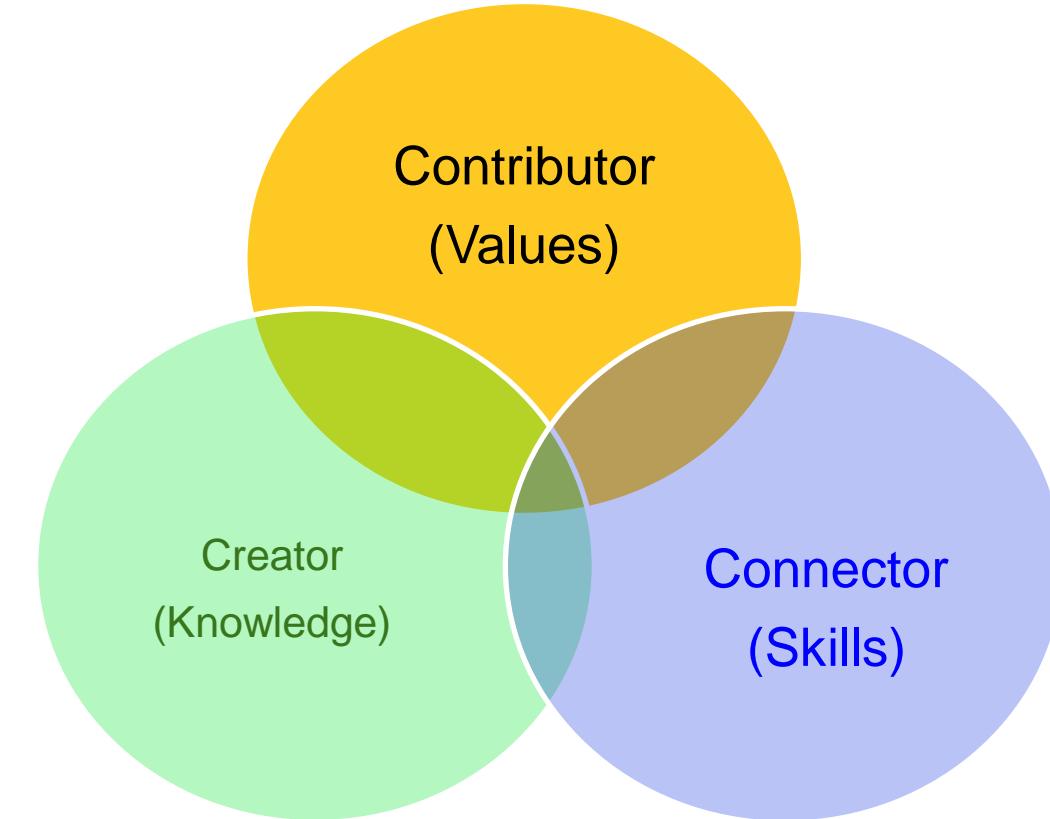
SCHOOL-WIDE



CLASS



HOME



Home Support



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The whole child



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- **Commitment** to work together to develop your child with positive habits and routines.
- **Collaboration** between teachers and parents to support your child in learning.
- Regular **communication** between parents and teachers to ensure consistency in nurturing your child.



Development of Personal Leadership

ACTIVE SELF-MANAGEMENT

STUDENT AGENCY

We need
your
partnership

Personal Effectiveness

- Self-regulation
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- Active learning

Leading Self

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- Contributing actively
- Continuous improvement



Building Daily Routines and Habits

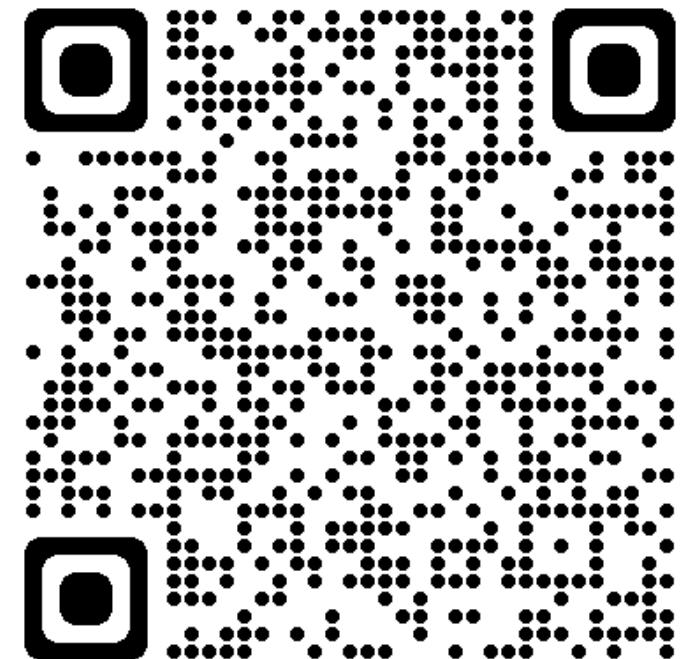
1. Regular school attendance
2. Punctuality
3. Submission of work punctually
4. Do their best
- 5. Monitor their online activities**

1 in 2 parents reported that their children has viewed inappropriate content online

Protect your children from inappropriate content.
Talk to them about it.



May have adverse effects on a young person's health and wellbeing, leading to feeling upset and confused



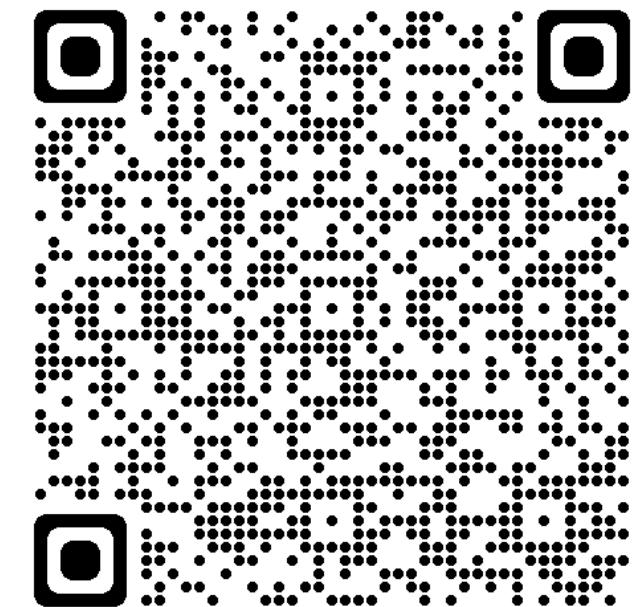
Gaming addiction on the rise among children in S'pore amid pandemic

Counsellors seen **an increase** in the number of cases of reports by parents about their children being hooked on online gaming by **60%** since the pandemic

Affects brain development that focus on rational thinking, pausing and self-reflection

THE STRAITS TIME, PUBLISHED
FEB 6, 2022, 5:00 AM SGT

A vibrant school with a culture of care and the spirit of excellence



[Gaming addiction on the rise among children in S'pore amid pandemic: Counsellors](#)
[| The Straits Times](#)

Managing children's online and gaming activities

- **Be mindful** of underlying issues that may lead children to online activities as a coping mechanism.
- **Regular communication** in bringing topic on age limit on social medial platform and online games
- Have family time and children developing other hobbies to promote better **social interactions**
- Structure time that **set positive habits and routines** for schoolwork, play and other online activities

Source: <https://www.straitstimes.com/singapore/community/gaming-addiction-on-the-rise-among-children-amid-pandemic-counsellors>



Scan the QR code to find out more information on supporting your child in their well-being



[Parent Hub: 7-12 Years \(healthhub.sg\)](https://www.healthhub.sg/parent-hub/7-12-years)

HOME > PROGRAMMES

Parent Hub: 7-12 Years

From pregnancy to raising a teenager, learn the ins and outs of raising a healthy child in this one-stop pregnancy and parenting platform for health information.

you've go t this!



Handy Guide to Screen Use

Your handy guide to cultivating healthy screen use in children

Partnering Parents through Regular Communication



Sessions	Date
P4 Parent Engagement Session (PES)	Wed, 31 Jan 2024
Parent-Child-Teacher Conference (PCTC) for selected students	Mon, 4 Mar to Wed, 6 Mar 2024
Parent-Teacher-Child Conference (PTCC) for all students	Tue, 21 May 2024 Thu, 23 May 2024 Fri, 24 May 2024
Parent-Teacher-Child Conference (PTCC) for all students	Thu, 14 Nov 2024 Fri, 15 Nov 2024

Parents are also encouraged to communicate regularly with your child's teachers through emails or phone calls to address any concerns.



Our common interest: **The Best for the Child**

Mutual Respect - Build Trust
Seek Clarify
Build good relationship with teachers

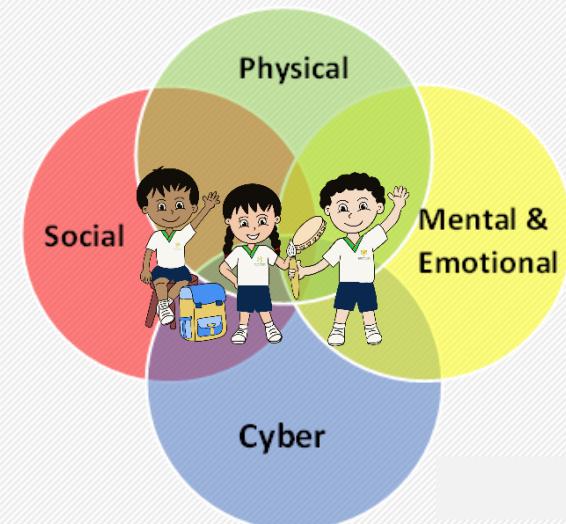


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P4 Subject-Based Banding



What is Subject-Based Banding (PRI)?

- Through Subject-based banding (SBB), students could take a **combination of subjects at the standard or foundation levels** depending on their strengths
- SBB is offered at P5 and P6.

Note: Enabling Lifelong Learning



Rationale for SBB

- Allows students to:
 - **focus** on and **stretch** their potential in the subjects that they are strong in
 - build up the fundamentals in the subjects that they needs more support in. (*The intent for SBB is not for offering softer options*)

The intent for SBB is not for offering softer options but to enable lifelong learning in students.

How does SBB work at P4?



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Primary 4

Students sits for the school exams.

School recommends a subject combination based on their exam results at the end of the year.

Parents fill up an option form to indicate their child's preferred subject combination.

Primary 5

Students take their preferred subject combination

School assesses your child's ability to cope with the subjects at the end of the year.

Adjustments to the subject levels are made if needed.

Final Decision for your child's SBB will be made by the school.

Primary 6

Students take the subject combination **decided by the school** and sits for the Primary School Leaving Examination (PSLE).



Subject Combinations offered

Subject Combination	Abbreviation
4 Standard subjects	4S
4 Standard Subjects and 1 Higher Mother Tongue Language	4S1H
3 Standard Subjects and 1 Foundation Mathematics	3S1F(MA)
4 foundation Subjects	4F

More information regarding Higher Mother Tongue Language will be posted onto the school website.



School Considerations and Criteria

- Performance at P4
- Past performance at P1-P3
- Recommendations by form and subject teachers

Taking subjects at the foundation level is not a disadvantage for your child. It will help them to build up the fundamentals for the subjects and better prepare them for progression to secondary school

How are students allocated to P5 classes at the end of the year?

General Guidelines

- *Classes will be organised into broad ability bands:



Diagram is only for illustration purpose, may not reflect actual situation

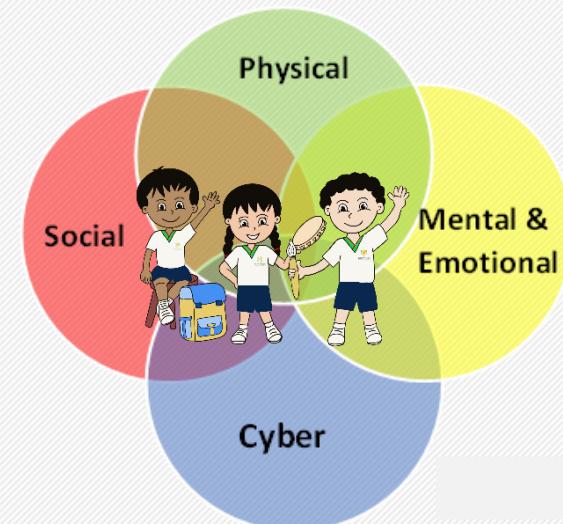
- Classes in each colour band will have students with similar/close abilities
- Overall performance in English medium subjects will be considered first
- Mother Tongue Language will be grouped differently
- Movement from P5 to P6 will be based on the student's performance in accordance to SBB Guidelines

Becoming a Future-Ready Learner – Promoting Holistic Health



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Achievement Levels at P5 and P6





Assessment and Scoring System in Primary Schools

(P1 to P2)

Based on learning outcomes

P3 to P4

4 broad Bands
(Band 1 to Band 4)

P5 to P6

Achievement Levels (AL)
(AL1 to AL8)



Assessing students using AL at P5

MOE uses Achievement Levels (AL) to assess students at PSLE.

Students will be assessed based on their own **achievement**, instead of comparing with their peers.



Visit our PSLE website to find out more!



<https://go.gov.sg/psle-scoring>

<https://go.gov.sg/psle-scoring>



PSLE Scoring System

The examination results of P5 and P6 will show the Achievement Levels (AL) to familiarise with the PSLE scoring system.

Each subject will be scored using 8 ALs with AL1 being the best.

Total score at P5 & 6 will be the sum of the ALs of four subjects.



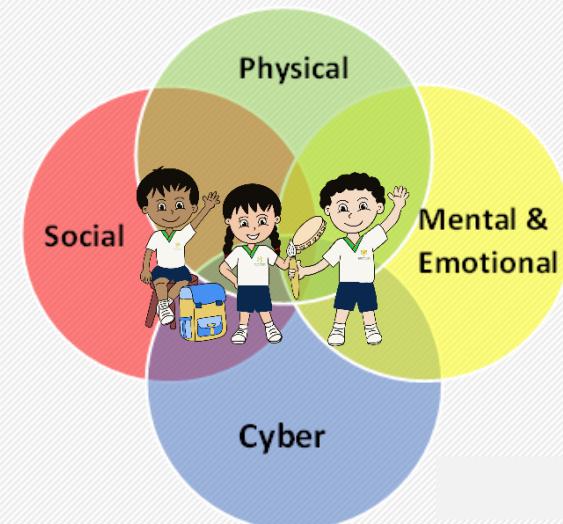
AL	Raw Mark Range
1	90 & above
2	85 - 89
3	80 - 84
4	75 - 79
5	65 - 74
6	45 - 64
7	20 - 44
8	Below 20

Becoming a Future-Ready Learner – Promoting Holistic Health



SENGKANG **GREEN**
Primary School

Direct School Admission (DSA)





Direct School Admission (DSA-SEC)

Promotes Holistic Education

Allows students to gain **direct** entry to certain secondary schools based on their **talent** in sports, CCAs and specific academic areas



Allow participating secondary schools to **select** some P6 students for admission to Secondary 1 based on :

- talents
- potential
- achievement



Categories

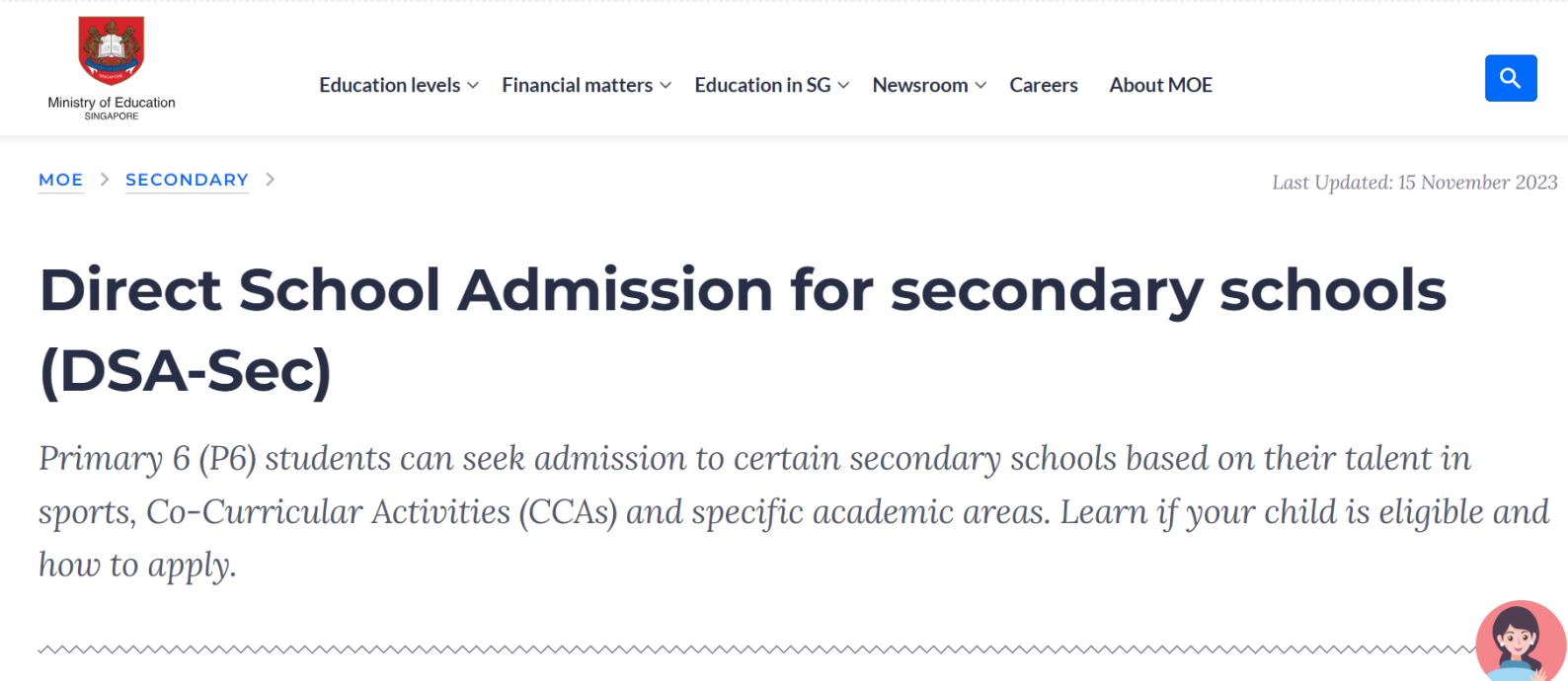
- Entrepreneurship and Innovation
- Language and Humanities
- Leadership and Uniformed Groups
- Performing Arts
- Science, Technology, Engineering and Mathematics
- Sports and Games
- Visual Arts, Design and Media



Co-Curricular Activities (CCAs)

- CCAs are a **key component** of students' holistic education. Through CCAs, students **discover their interests and talents**.
- CCAs also provide platforms for students to **develop their character**, learn **values**, **social emotional competencies** and other relevant skills to prepare them for future challenges.
- CCAs bring students from diverse backgrounds together. By learning and interacting with one another, students **develop friendships and deepen their sense of belonging to the school and community**.

Scan the QR code to find out more information on DSA



The screenshot shows the official website of the Ministry of Education (MOE) in Singapore. At the top left is the MOE logo and the text "Ministry of Education SINGAPORE". The top navigation bar includes links for "Education levels", "Financial matters", "Education in SG", "Newsroom", "Careers", and "About MOE". A search icon is also present. Below the navigation, the breadcrumb navigation shows "MOE > SECONDARY >". The main title "Direct School Admission for secondary schools (DSA-Sec)" is displayed prominently. A subtext explains that Primary 6 (P6) students can seek admission to certain secondary schools based on their talent in sports, Co-Curricular Activities (CCAs) and specific academic areas. A small circular icon of a person is at the bottom right.



<https://go.gov.sg/dsa-secondary>

<https://go.gov.sg/dsa-secondary>



THANK
YOU