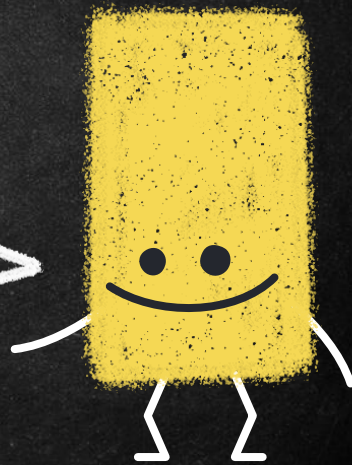
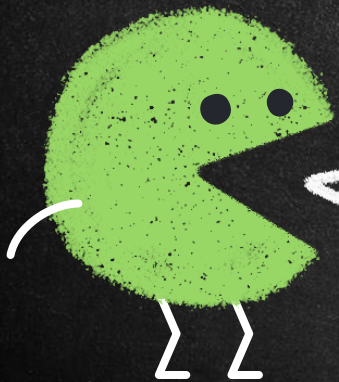
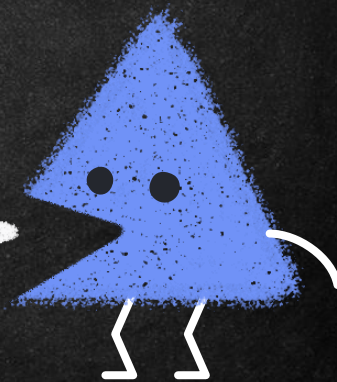


P5 OPEN
CLASSROOM—
MRS DE SOUZA'S
SEGMENT



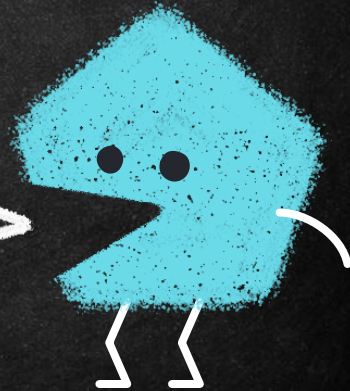
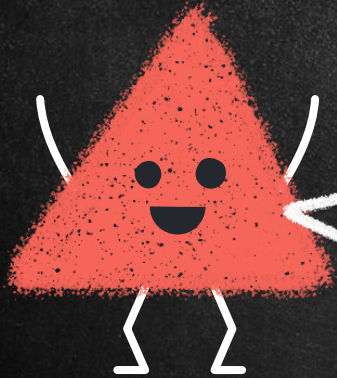
AGENDA

- What's new in our Vision and Mission
- Academic Expectations
- Assessments and how they articulate to the next level
- School's holistic approach
- How to work with / understand your child
- How to work with school



1.

WHAT'S NEW IN OUR MISSION & VISION



WHAT'S NEW IN OUR

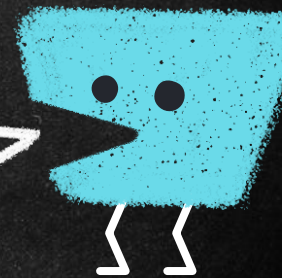
4

Vision

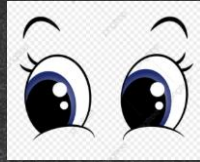
Vibrant
Learning
Community,
Rooted in
Values,
with a Heart to
Serve

Mission

Nurture a star in
every Shuqunite,
who strives to
contribute
positively



When you have a heart to serve, you demonstrate the following:



You **notice** when someone is troubled or in need of help

You do your best to **understand** what they must be going through



You **think** of ways to help

You contribute positively by:

Participating
productively in class



Taking part actively
in school events



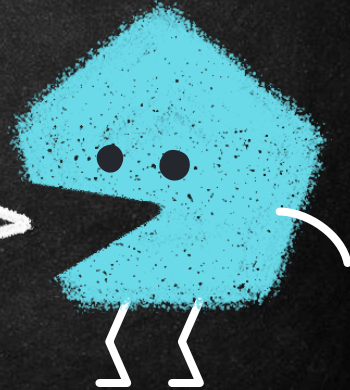
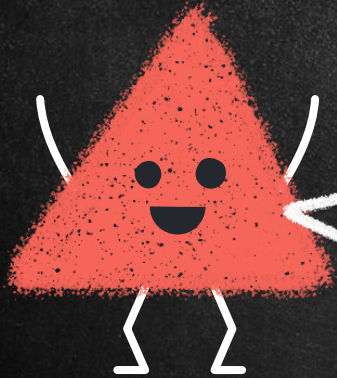
Helping out in
the community



Strives to
contribute positively

2.

ACADEMIC EXPECTATIONS

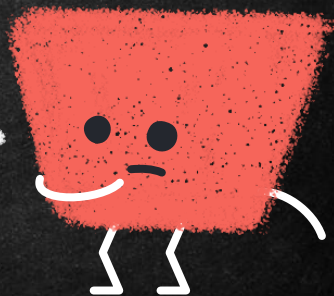


ACADEMIC EXPECTATIONS FOR P5

→ Detailed in the subject handbooks provided to you

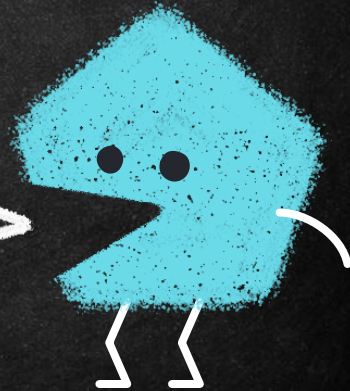
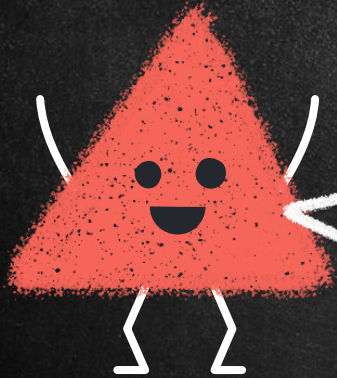


- Offering a subjects of different levels of difficulty i.e. Foundation, Standard, HMT
- A student who masters the fundamentals would find the work in the next level less challenging



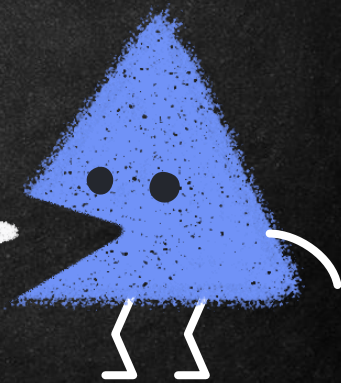
3.

ASSESSMENTS



ASSESSMENTS FOR P5

- Final term examination with bite-sized assessments in the other terms
- What is assessed in P5 will also be part of what is assessed in PSLE
- Achievement Levels (ALs) replace Bands in your child's report book



From T-score to wider scoring bands

REFLECTS A STUDENT'S INDIVIDUAL LEVEL OF ACHIEVEMENT

- Unlike the current T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

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

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

Students who are exempted from Mother Tongue will receive an AL score between 6 -8 as their Mother Tongue

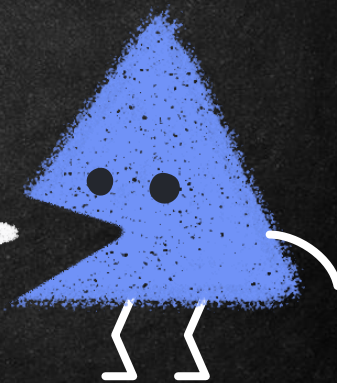
The score is decided by MOE, depending on how well the student has done in English, Math and Science

ASSESSMENTS FOR P5

Whether a student is allowed to offer a subject at Standard or HMT level is dependent on:

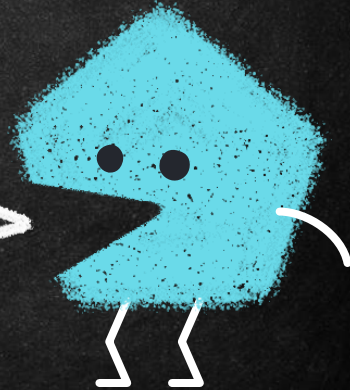
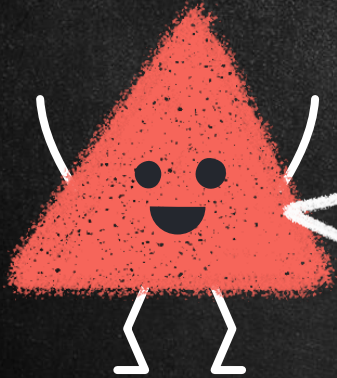
- His/her overall academic performance
- His/her aptitude, attitude to cope with the subject

The decision is made by the school in the student's interest



4.

SCHOOL'S HOLISTIC APPROACH



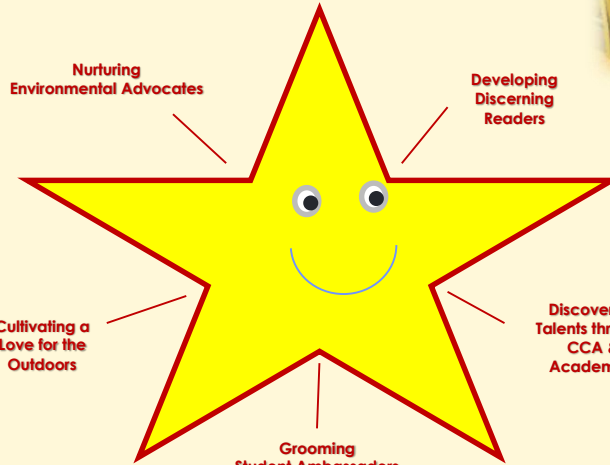
Nurturing a Star in Every Shuqunite



Vibrant Learning Environment



Holistic Development of our Students



Cultivating a Love for the Outdoors



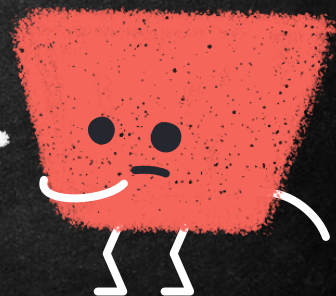
Talent Development



Strong Partnerships

DSA ADMISSIONS IN

Programme	Number of students	Remarks
Academics	9	
VPA	6	Art, band
Sports	5	Softball, basketball, football
Leadership	3	



DSA ADMISSIONS TO:

River Valley High School

Fuhua Secondary School

Raffles Institution

School of Science and Technology

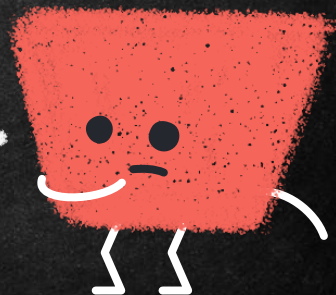
NUS High School of Math and Science

Hua Yi Secondary School

Jurong West Secondary

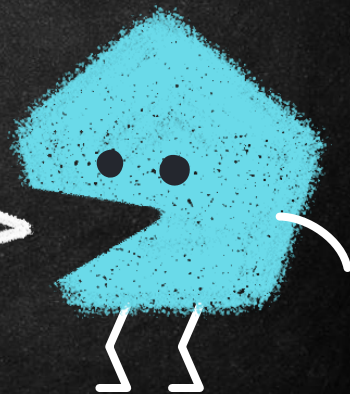
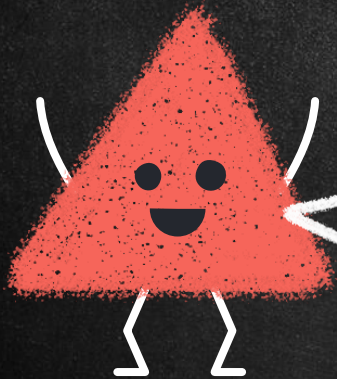
Clementi Town Secondary School

Queensway Secondary School



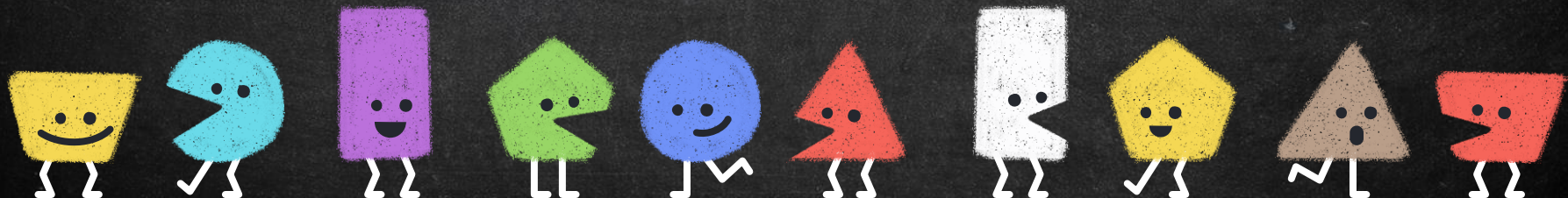
5.

HOW TO WORK WITH /
UNDERSTAND YOUR
CHILD













EXECUTIVE FUNCTIONING SKILLS



WHAT ARE THEY?

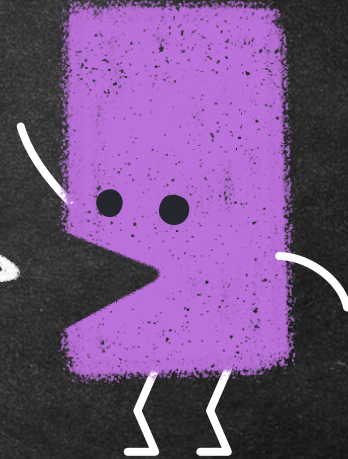
Planning 	Organization 	Self-Control 
Task Initiation 	Executive Functioning Skills <small>www.thepathway2success.com</small>	
Time Management 	Metacognition 	Working Memory 
Attention 	Flexibility 	Perseverance 

SHUQUNITES WILL BE TAUGHT

- **Working memory** — The ability to hold information in mind and use it.
- **Self control** — The ability to master thoughts and impulses so as to resist temptations, distractions, and habits, and to pause and think before acting.
- **Mental flexibility** — The capacity to switch gears and adjust to changing demands, priorities, or perspectives.

Children aren't born with these skills—they are born with the potential to develop them

“
Executive function is the
brain's air traffic
controller, intercepting
a tangle of thoughts and
impulses and steering
them toward safe,
productive outcomes.”



WHY TEACH EXECUTIVE FUNCTIONING SKILLS?

12

Reasons to Teach Executive Functioning Skills Explicitly

www.thepathway2success.com



EF skills are shaped (not innate)



They are life skills



They build independence



EF skills impact social skills



Strong EF skills support academics



EF skills enhance problem-solving abilities



They are a component of SEL (self-management)



Interventions support struggling kids



Research supports teaching EF skills



Proactively teaching EF skills supports all learners



Learning tough skills requires practice



EF skills teach positive study habits

WHAT CAN YOU DO AT HOME WITH YOUR CHILD?

Relationships

- ✓ Provide a consistent, reliable presence that young children can trust
- ✓ Guide them from complete dependence on adults to gradual independence
- ✓ Protect them from chaos, violence, and chronic adversity, because toxic stress caused by these environments disrupts the brain circuits required for executive functioning and triggers impulsive, “act-now-think-later” behaviour

WHAT CAN YOU DO AT HOME WITH YOUR CHILD?

Activities

Communities and caregivers to provide and support experiences that promote emotional, social, cognitive, and physical development broadly that will:

- ✓ Reduce stress in children's lives, both by addressing its source and helping them learn how to cope with it in the company of competent, calming adult
- ✓ Foster social connection and open-ended creative play, supported by adults

WHAT CAN YOU DO AT HOME WITH YOUR CHILD?

Activities

- ✓ **Incorporate vigorous physical exercise** into daily activities, which has been shown to positively affect stress levels, social skills, and brain development
- ✓ **Increase the complexity** of skills step-by-step by finding each child's "zone" of being challenged but not frustrated
- ✓ **Include repeated practice** of skills over time by setting up opportunities for children to learn in the presence of supportive mentors and peers

WHAT CAN YOU DO AT HOME WITH YOUR CHILD?

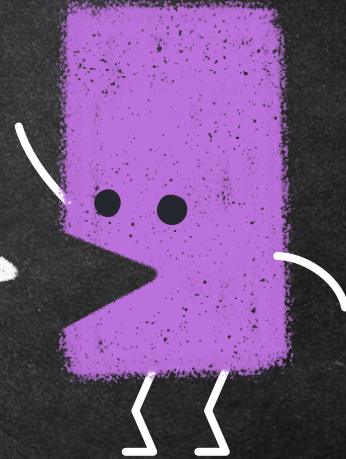
Places

The home and other environments where children spend most of their time must:

- ✓ Feel (and be) safe;
- ✓ Provide space for creativity, exploration, and exercise;
- ✓ Be economically and socially stable in order to reduce the anxiety and stress that come with uncertainty or fear

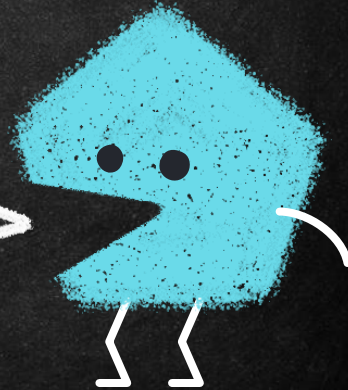
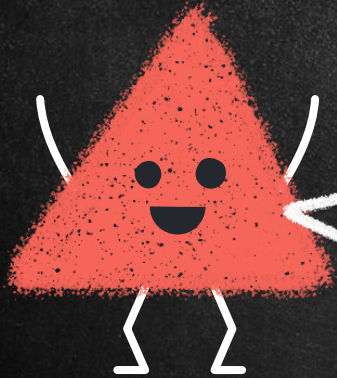
“

To find out more about
EFS, please scan the QR
code below



6.

HOW TO WORK WITH SCHOOL



WORKING WITH THE SCHOOL

- Study Matters
- Interpersonal Matters
- Being part of the school



STUDY MATTERS

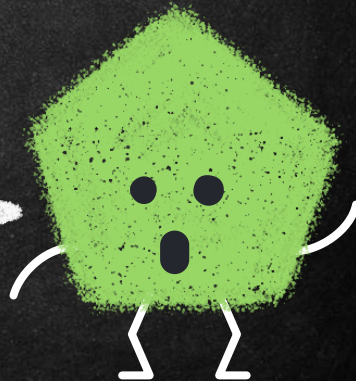
Every child wants to succeed but in order to do so, he /she must come to school every day if well, complete assignments given to best of his/her ability and pay attention and participate in class.



STUDY MATTERS

Please provide support and reinforcement through ensuring that your child :

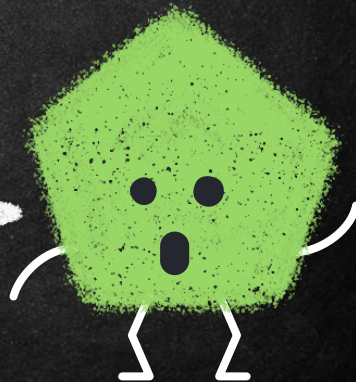
- Is present and punctual
- Completes all school work properly on his/her own
- Is taught to be accountable for his/her actions



INTERPERSONAL MATTERS

You are updated on school / class matters through:

- The Shuqunite Diary
- Parents Gateway
- School Newsletters



INTERPERSONAL MATTERS

- Get to know your child's Form and Subject teachers
- Clarify issues with a desire to understand and even give the benefit of the doubt
- Do not confront another person's child should there be a misunderstanding



INTERPERSONAL MATTERS

- Contact your child's teachers during school hours (7 a.m. – 5 p.m.) but please understand that they may be in class
- Email / message left which they can reply the next working day is preferred



INTERPERSONAL MATTERS

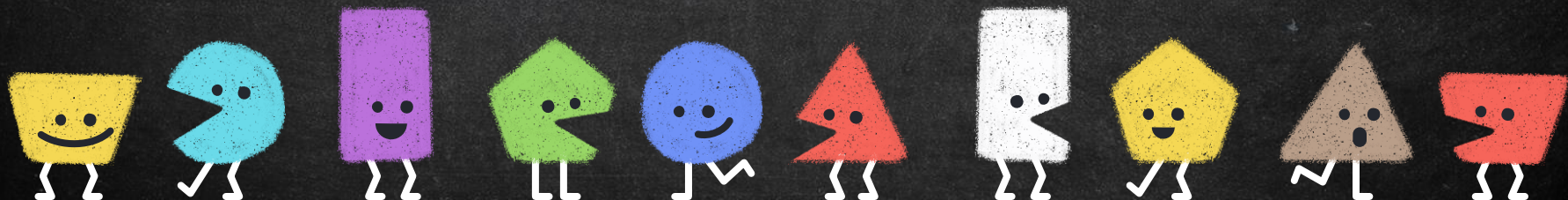
- Do keep us informed if your child has gone for vaccination or is ill
- Contacting teachers after school hours would be for matters that are urgent e.g. health alerts



BEING PART OF THE SCHOOL COMMUNITY

- Celebrations
- Affirmation
- Values in Action efforts
- PTC
- Parent Outreach







Join Breakout Room



All participants have been invited to join Breakout Rooms.

You will be meeting your child's FTs

Please join the Breakout Room by clicking on your child's class (e.g. 5A1)

