



# **Welcome to Tao Nan School**

**欢迎莅临道南学校**

Briefing to P3 & P4 Parents



# 校训

以

以

誠

毅

待

處

人

事

道南  
學校

SINCERITY

PERSEVERANCE<sup>3</sup>

仁爱

Love

正直

Integrity

毅力

Perseverance

尽责

Responsibility

尊重

Respect

诚恳

Sincerity





# 使命

To nurture innovative  
students of exemplary  
character  
with a love for learning

培养品格高尚，好学不倦，  
并富有创意的学生



LOVE  
TO  
LEARN

爱学习

愿景

&

学会爱

LEARN

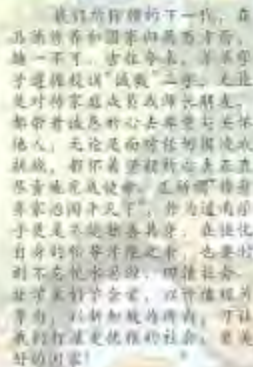
TO

LOVE



爱学习，爱实践——培育终身学习且品德高尚的国家栋梁

这所学校在当初“建立”时，必定会“以培养”能力于培育学生成为将来学习品学兼优而为国家栋梁。在人工智慧发展日新月异、国际竞争瞬息万变的时代，未来看似复杂且不确定，但究而思考其发展机遇处甚至丰富多样。我们未来何人、何事所需的能力从小心智教育基础，最重要的莫若掌握21世纪的技能——批判及独立思考、资讯与科技运用、沟通与文化交流能力、以及团队合作。让学生们学习时，能够熟练运用批判性思维，拥有勇于面对困难挑战的勇气与决心，能够主动学习并实践。



然而有求必应重诚信。威海市所有教育机构、育人主体以及教化氛围都践行理念，勤以治校，予以学生悦纳的教育。相应在教育界一以贯之的，就是党和党委会的鼎力支持、家长们的通力配合，还有全体师生倾力付出。威海学校为潍坊建设先行，惠泽品牌！

托馬斯的孩子在這所學校  
有一些固定愉快的學習經驗。

陳詩聖 博士

**Love to Learn and Learn to Love—Lifelong Learners who are Rooted in Values and to Singapore**

The name of the school "Tao Nan" originated from Confucian Classics which loosely translated means "spreading the philosophy southwards". This goes to show the expectations the school founders had and their strong emphasis on spreading the Chinese culture. The school hall which has been named after Mr Tan Kah Kee affirms the contributions of the school pioneers, not only in terms of the fund raising for school construction, but more significantly the forward looking educational decisions made. From the inclusion of western subjects into the curriculum, to the enrolment of students who are female or from other dialect groups, as well as the use of Chinese language to replace Hokkien as the medium of instruction, can all be considered as milestones in modern education. After 114 years of school history, Tao Nan School continues to be a distinctive school with rich heritage and pioneering spirit.

Tao Nan School, in moving towards the Vision of Love to Learn and Learn to Love, focuses on nurturing students into Lifelong Learners Rooted in Values and to Singapore. In this age of exponential advancement in Artificial

Intelligence and rapid development in global situation, the future may seem complex and uncertain, however, it also unveils numerous possibilities and exciting opportunities. Our students who will become future leaders, not only need a strong educational foundation from young, possessing 21st century competencies such as critical and creative thinking, information and technological skills, communication through languages and cultures, as well as collaborative spirit, is also highly essential. To allow students to Love to Learn, be equipped to do Lifelong Learning and being willing to embrace growth mindsets for breakthrough, will help them navigate in the new era and fulfil their dreams!

The next generation which we pin our hopes on, will need to have both a strong stature of moral character and a strong sense of belonging to the nation. The school motto of "Sincerity" and "Perseverance" serves as guiding principles for Tao Nan students both past and present. Having a sincere heart to respect

and care for others, regardless of family members, teachers or peers, and having a resilient mind to complete missions with integrity and responsibility, despite failures or challenges. A

Chinese saying goes "cultivate oneself and contribute to the family, nation and world", as Top Nian students grow in their leadership ability, they will also learn to express gratitude and give back to society. To allow students to Learn to Love, to be Rooted in Values and to Singapore, will enable us to build a more gracious society and a better country!

Education is a long-term endeavor which entails huge responsibilities. With the educational philosophy of valuing every child, focusing on values, innovation and embracing the value of education for the betterment of the society, I strongly believe in and will strive towards providing quality education for all students. With full support from Ministry of Education, Singapore Hokkien Huay Kuan, Alumni Association and Parent Support Group, strong partnership with parents, and high commitment of staff and students, we can work hand in hand to bring about steady progress of Tao Nan School so as to achieve greater heights!

Wishing your child a fruitful  
and joyful educational journey  
in Tan Nan School!

Mdm Peh Qinyu

# LIFELONG LEARNERS, FUTURE LEADERS

## 博学笃行 厚德载物





## Our STRATEGIC THRUSTS (STs)



1

**Transforming Learning**  
完善教学



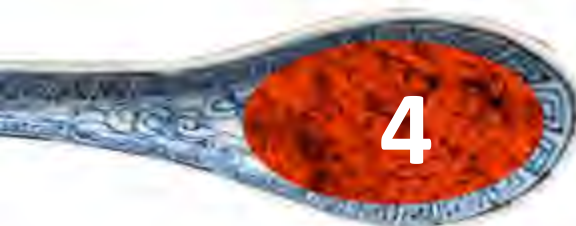
2

**Inspiring Lives**  
启迪人生



3

**Embracing SAP Ethos**  
传承特选



4

**Future Proofing Educators**  
优化师资



5

**Excelling Organisation**  
精益求精



# Transforming Learning

完善教学

## 2021 PRINCIPAL'S MESSAGE



疫情的无情，打乱了人们的生活作息，冲击了全球的经济命脉，影响了国际局势，前路似乎迷茫，未来感觉飘渺。好在春暖花开又一村，疫情加速了数码转型的进程，创造了前所未有的契机。我们的孩子要乘风破浪、闹得开，赢得良好的教育基础上，掌握世纪技能。学校将强化现有的应用学习项目，让学生有机会参与不插电计算机科学编程、编码与设计游戏程序，以及初步认识人工智能系统，进而强化批判及创意思维，提高密训与科技水平。

疫情的持续，不会延缓教育政策的推行与落实。2021年小六会考以积分等级制取代总分制，旨在减少无谓的竞争和压力，让学生将精力投注在全面发掘各自的才能，取诸己和小五的年中考试。是为了腾出时间进行体验性及探究式学习，让学生更投入学习并深化理解。除了遵循教育部的方针，学校也秉承着因材施教的原则，力求根据学生的进度设计课堂教学和课后深入巩固，在开发他们潜力的同时，让他们享受学习乐趣。

子曰：“学而时习之，不亦说乎？”相信只要学校与家庭的教育理念和策略一致，您的孩子对学习与实践也会有多积极的体验。

The school's Vision of Love to Learn and Learn to Love, where we focus on nurturing students to be Lifelong Learners Rooted with Values and to Singapore, has proven to be even more relevant amidst the waves of changes caused by COVID-19.

The pandemic has caused great disruption to our life. People felt alienated with reduction in physical and social contact; the economy was badly hit with significant impact on the aviation, accommodation, and the arts, entertainment and recreation sectors, while international relations were strained. But the future is not all bleak; with some silver linings that come along with the pandemic. In the *World Economic Forum report on Digital Transformation-Powering the Great Reset*, we see an accelerated growth in areas like telemedicine, online retail and edutechnology. To harness these new opportunities, our children will need to acquire 21<sup>st</sup> century competencies, in addition to laying a strong educational foundation. The school's Applied Learning Programme will hence evolve to have a greater STEM focus, with students undergoing Computer Science Unplugged activities, coding for game design and introduction to Artificial Intelligence systems, so as to strengthen their critical and creative thinking and level up their information and technological skills.

When the pandemic became uncontrollable, nations went into lockdowns and schools were forced into closures. But every crisis presents new opportunities. The pandemic has allowed us to learn much from the full home-based learning experience and dream about possibilities of a new education model. Thus, the school is exploring ways to maximise the use of the five days where students need not report to school, namely the

Parent Teacher Meeting, Frisim Oral, PSLE Oral and Result Processing Day, to develop students' self-directed learning abilities. First, to deploy flipped learning strategies where students learn the curricular content at home and be participative in class work, discussions and questioning. Second, to leverage the existing interdisciplinary project AdventureWorld! where students will conduct research and work collaboratively using online tools to formulate solutions to tackle real world problems. Third, students initiate learning based on their passions and interests, develop and carry out a learning plan, before they share the learning outcomes with their schoolmates. With this progressive development, we hope to cultivate in students a higher level of motivation and capability for independent learning.

While the pandemic is still ongoing, education policies in the pipeline will be implemented as planned. The change in PSLE scoring from T-score to Achievement Level aims to reduce excessive competition and stress among students and provide them with the space for holistic development. The removal of Primary 3 and Primary 5 mid-year examinations seeks to give students more time for experiential and inquiry-based learning to raise engagement and deepen learning. The school is also striving towards the use of differentiated instruction, where lessons, enrichment and support are designed based on student readiness, allowing growth in potential, and at the same time, enacting the joy of learning.

"The joy of learning is as indispensable in study as breathing is in running." We are confident that with aligned beliefs and concerted efforts at both school and home front, your child will have a similar revelation about learning as the French philosopher, Simone Weil.

Mehmet Polat Ölmec



# REDUCE OVEREMPHASIS OF ACADEMIC RESULTS, EXCESSIVE COMPETITION AND STRESS

## KEY CHANGES TO PSLE AL SYSTEM



Reducing fine  
differentiation of students'  
examination results at a  
young age



Recognising a student's  
level of achievement,  
regardless of how his/her  
peers have done



Offering students and  
parents a wider range of  
secondary schools to  
explore

# REDUCE OVEREMPHASIS OF ACADEMIC RESULTS, EXCESSIVE COMPETITION AND STRESS

**KEY CHANGES ANNOUNCED AT SCHOOLS WORK PLAN SEMINAR 2018**

**Enhancing the joy of Learning in Primary & Secondary Schools**

**P1 & P2**

- No weighted assessment from 2019 (including year-end exam for P2)
- Use qualitative descriptors to report students' learning progress

**P3 & P5**

- Mid-year exam to be removed from 2020 or 2021

**S1**

- Mid-year exam to be removed from 2019

**S3**

- Mid-year exam to be removed from 2020 or 2021

**All Levels**

- (Except P1 & P2) From 2019, schools to conduct no more than 1 weighted assessment per subject, per school term, on top of any mid-year or year-end exam
- To consider non-academic factors in class allocation

The changes to school-based assessment aim to reduce over-inflation of effort and build intrinsic motivation in our children to learn

To support these changes, the following will be adjusted in 2019:

**Holistic Development Profile**

**All Levels (Pri, Sec, JC)**

- Some academic indicators will be removed from the Holistic Development Profile (HDP), e.g.
  - class and level positions
  - mean, min. and max. mark
  - underline for failed marks
- Marks will also be displayed in whole numbers

**Edusave Academic Awards**

**P1 - P3**

- Edusave Merit (versary for P1 and P2) and Good Progress Award (for P2 and P3) to be awarded based on good learning orientation
- E.g. diligence, curiosity, collaboration and enthusiasm in class

Changes to the HDP aim to reduce the over-emphasis on academic results and peer comparisons, to focus on holistic development of the child

Changes to Edusave Academic Awards signal that cultivating a good learning orientation among young students is more important than preparing them for exams

- Students will be allocated to P3 classes randomly, ensuring gender mix and spread of students with learning and behavioural needs. Class size will increase from 30 in P2 to around 35 in P3.
- Most students move up to P4 classes intact, some adjustments may be made to ensure gender mix and spread of students with learning and behavioural needs for support.





Every child is unique, and has different aptitudes, capabilities and talents. Our schools believe in providing a balanced education that caters to the different abilities of each child so that we can prepare him for life.

Subject-based Banding (Pri) was introduced as a refinement to the streaming process to help each child realise his potential, based on his strengths and needs.

## WHAT IS SUBJECT-BASED BANDING (PRI)?

Subject-based Banding (Pri) provides greater flexibility for your child by offering him the option of a combination of standard and foundation subjects, depending on his strengths. For example, if he excels in English and Mother Tongue but needs more support in Mathematics and Science, he may choose to take the first two subjects at the standard level and the others at the foundation level.

Such a choice will allow your child to focus on and stretch his potential in the subjects that he is strong in while building up the fundamentals in the subjects that he needs more support in.

## SUBJECT-BASED BANDING (PRI) AND SECONDARY SCHOOL ADMISSION: HOW ARE THEY RELATED?

Progression to secondary level depends on your child's PSLE score. The different expectations of standard and foundation subjects will be taken into account when your child's PSLE score is calculated. If he excels in his subjects, he will have the opportunity to pursue higher-level options at secondary school.

Offering subjects at the foundation level is not a disadvantage to your child. It enables him to focus on building up strong fundamentals in these subjects and better prepares him for progression to secondary school.



WHAT ARE SOME CHOICES AVAILABLE?

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	4 standard subjects; or
	3 standard subjects + 1 other foundation subject; or
	2 standard subjects + 2 other foundation subjects; or
	1 standard subject + 3 other foundation subjects; or
	4 foundation subjects



## 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.



- After Result Processing Day, school shares the Subject-Based Banding (SBB) recommendation based on P4 results.
- Students and parents exercise the SBB options for Chinese or Higher Chinese Language. For Higher Chinese Language (HCL), all students may opt to study the subject at P5. Students who have not opted to study HCL at P5 will not be able to do so at P6.
- Students will be allocated to P5 classes based on the exercised SBB options and to ensure gender mix and spread of students with learning and behavioural needs for support.





- Aligned with MOE's efforts to **enhance holistic development** of our students and **strengthen their intrinsic motivation to learn for life**, school will remove MYE for P4 and P6 from 2023 onwards.
- Reduce excessive focus on testing and academic results to **make time & space to:**
  - (1)**cultivate positive learning dispositions**, develop greater curiosity to learn & explore;
  - (2)further **develop 21<sup>st</sup> century competencies**; and
  - (3)plan for **bite-sized assessments** in more authentic settings that provide opportunities for **formative feedback** of child's learning progress.



- A mix of daily in-class work / activities, homework, performance tasks, bite-sized weighted assessments (WA), timed-practice, and end-of-year assessments

Level	Term 1	Term 2	Term 3	Term 4
Primary 1	Formative Assessments – Non-weighted			
Primary 2	Formative Assessments – Non-weighted			
Primary 3	N.A.	WA 15%	WA 15%	End-of-Year Examinations 70%
Primary 4	N.A.	WA 15%	WA 15%	End-of-Year Examinations 70%
Primary 5	N.A.	WA 15%	WA 15%	End-of-Year Examinations 70%
Primary 6	Non-weighted Timed-Practice 0%		Preliminary Examination 100%	PSLE





- **Intent of Weighted Assessments:**

- Bite-sized, targeted at selected unit(s) and/or skills
- Range of modes, e.g., pen-and-paper, performance tasks
- An opportunity for students to review and consolidate their learning
- For teachers and students to affirm learning strengths
- Helps students be equipped with understanding the next steps for improvement
- Strengthen their confidence and in doing so, find greater joy in learning
- Consolidated P3-6 WA communication at start of the year
  - Any subsequent adjustments will be communicated through your child
  - P1-2 formative assessments will be communicated via subject teachers

- **Intent of Timed-Practice:**

- Provide the environment for students to practice their time management skills



# Alternative Assessments

Alternatives to pen-and-paper standardised tests

**Contextualised** for recognising **different learning outcomes** in diverse **authentic** contexts

Applied to **real world contexts** and **takes place over a longer period of time**

Capacity for students to be involved in the process (**formative, assessment enhances learning**)

- **Why?** To enhance, nurture and facilitate holistic development of students, including 21CC, through assessment
- **How?**
  - Students demonstrate the 21CC that are good-fits with the intended learning outcomes;
  - Teachers provide feedback on knowledge, skills and dispositions and 21CC to move learning forward
- **What?** Eg Performance Tasks; Research with oral presentations, Oracy recording; Problem posing to authentic scenarios.

*Homework is an important learning activity, complementary to daily in-class learning, that helps students consolidate their knowledge and skills, and cultivate lifelong habits of independent and self-directed learning.*

Homework Policy Guidelines	
Definition	Any learning activity that require students to complete outside of curriculum time; includes assignments and projects but not revision of schoolwork / studying for tests / exams
Objectives	Effective and Judicious use of homework to: <ul style="list-style-type: none"><li>(i) Reinforce students’ learning, close learning gaps, provide feedback on their progress;</li><li>(ii) Cultivate healthy disposition towards continual learning;</li><li>(iii) Encourage greater ownership and responsibility for independent learning.</li></ul>





Homework Policy Guidelines			
Term Time	Levels	Estimated Weekly Time Norms (Max)	Estimated Daily Time Norms (Max)
	P1 & P2	3 – 7 hr	0.5 – 1 hr
	P3 & P4	6 – 10 hr	1 – 1.5 hr
	P5 & P6	9 – 13 hr	1.5 – 2 hr
<ul style="list-style-type: none"><li>Students need to have a <b>balanced life</b> with adequate time for family bonding, social activities, personal interests and rest;</li><li>The amount of homework given <b>should take into account students' overall workload and the competing demands on their time</b> (e.g. CCA, competitions, enrichment classes, tests, examinations)</li></ul>			
School Holidays	<ul style="list-style-type: none"><li>School holidays are meant for students to take a break from formal learning, family bonding and time for children to pursue other areas of interests and passions, the following is our guideline for the holidays.</li></ul>		
	Levels	Estimated Weekly Time Norms (Max)	
	P1 & P2	Max 1h per fortnight per subject, if any	
	P3 & P4	Max 1h 15mins per fortnight per subject, if any	
	P5 & P6	Max 1h 30mins per fortnight per subject, if any	



# Adequate sleep is important for optimal well-being and learning

**2 How many hours of sleep are you getting?**

You need at least 9 hours of sleep.

Let's count!



What time do I wake up?

What time do I need to sleep?

**To help you sleep well, you should**

*One hour before you sleep,*

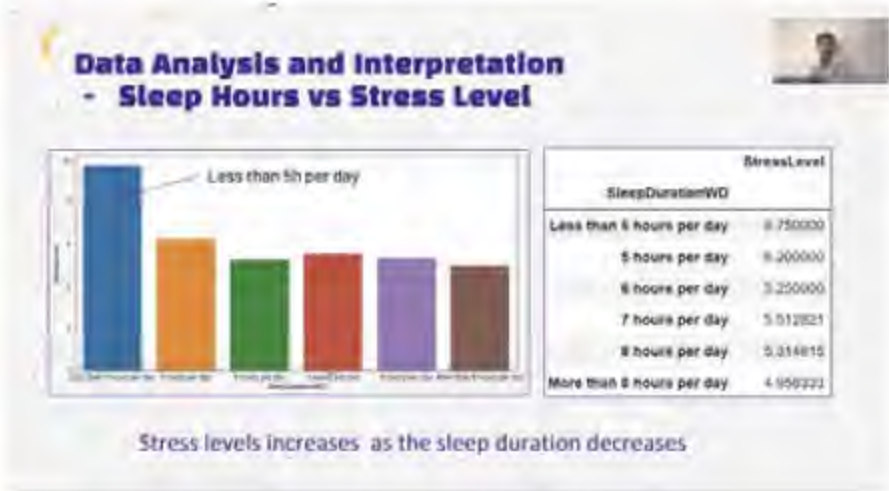
**Do Less of:**

- Watching TV or shows
- Playing games
- Using handphones

**Do More of:**

- Quiet and relaxing activities before bed (like reading a book, drawing, listening to calming music)
- Exercise regularly
- Stick to the same bedtime and wake time every day, even on weekends.





*A research study by our 2022 P5 student, Ethan Chen Chuxuan, 5L, 5-4*

*Sample from 2022 Term 3 Check-in Lesson Activity for Primary 1-4 students*

# Adequate sleep is important for optimal well-being and learning



**Sleep inadequacy increases risks of:**

*Feeling low and sad, hopeless or anxious<sup>1</sup>,  
and experiencing mental health problems<sup>2</sup>*

*Impairing learning (e.g. working memory<sup>3</sup>)  
and cognitive functions (e.g. increases impulsivity<sup>4,5,6</sup>)*

**References:**

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# BALANCING JOY AND RIGOUR OF LEARNING

## Learning Dispositions



Curiosity  
Enthusiasm  
Resilience and grit  
Open-mindedness  
Team Spirit



# STRENGTHEN 21<sup>ST</sup> CENTURY COMPETENCIES FOR VALUE CREATION

Adventure World! and Values in Action

Critical and Inventive Thinking, Bilingual Communication & Civic Literacy



Application



- P1- Care for Pets & Household
- P2- School Safety & Transition
- P3- Family Bonding
- P4- Ageing Population
- P5- Sustainability



Experiential Learning



Giving Back to Society



# STRENGTHEN 21<sup>ST</sup> CENTURY COMPETENCIES FOR VALUE CREATION

## Applied Learning Programme on Computational, Critical and Creative Thinking



**P1-P3 Computer Science  
Unplugged**



**P4-P5 Scratch Game Design  
and STEM Coding**



**P6 Machine Learning and  
other technology to solve  
real world problems with  
AI Singapore Certificate**



# STRENGTHEN 21<sup>ST</sup> CENTURY COMPETENCIES FOR VALUE CREATION

## Opportunities for Bilingual Communication



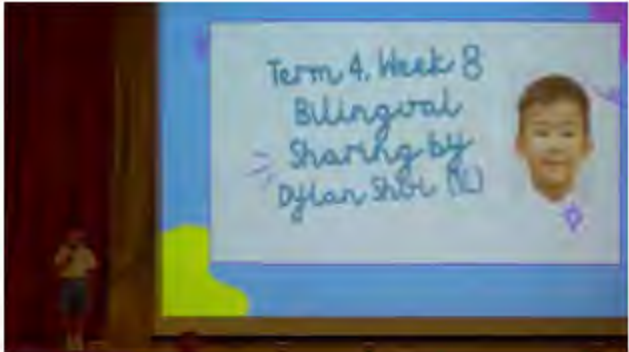
“我们是小网红” 2023年全国小学生短视频制作比赛低年级组冠军



Our Opinions

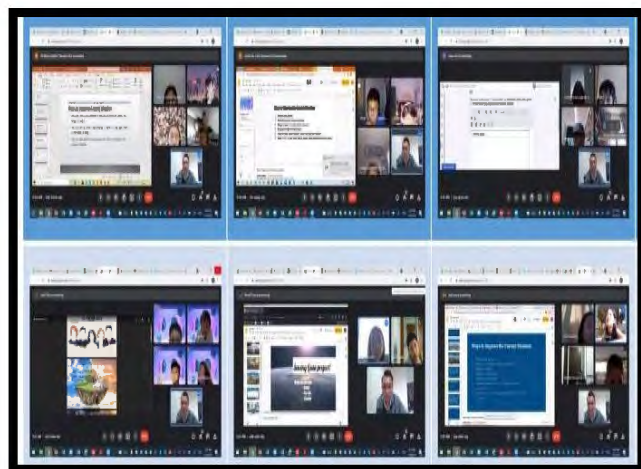


道南小记者



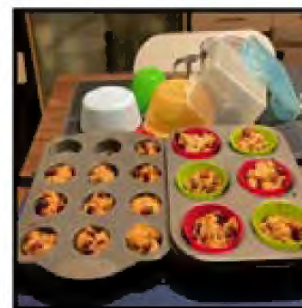
# STRENGTHEN 21<sup>ST</sup> CENTURY COMPETENCIES FOR VALUE CREATION

Self-Directed Learning Days @ TNS for Edutech AI Literacy  
on PTM Prelim and PSLE Oral, Result Processing Day



P1 to P6 Curriculum Aligned Learning,  
ICT Skills & Cyberwellness

P4 to P6 Self-Initiated Learning



P4 and P5 Interdisciplinary Learning through  
online and face-to-face sessions during AWeek!





**Maths & Chinese Learning Support Programme**

**Reading and Remediation Programme**

**School Dyslexic Remediation**

**Pull-out Classes or Curriculum Support for respective subjects**



**Mainstream students are selected based on aptitude and attitude for Higher Ability Enrichment:**

**1) P4-P6 Bi-cultural Chinese Elective Programme (BiCEP)**

**双文化华文优选课程**

**2) P4-P6 English Special Programme**

**3) P4-P6 Maths Special Programme**

**4) P4-P6 Science E2K**

**Gifted Education Students are selected through GE Screening and Selection in P3 by HQ.**

**From 2021 cohort, all GE students will undergo school-based P4-P6 Holistic Enrichment Programme.**

- Bilingualism and Biculturalism
- Social Responsibility
- World of Technology







# INSPIRING LIVES

## 启迪人生

## 2022年校长献词

### 强化品格与身心发展

我校在贯彻“爱学习，学会爱”的愿景时，致力于培育学生成为终身学习且品德高尚的国家栋梁。除了营造激发学生学习的体验，强化品格与身心发展始终是教育的基础。在新兴科技蓬勃发展、疫情影响反复无常的情势下，掌握二十一世纪技能是未来成功的关键，道德南针、社交与情绪管理以及心理素质更是人生幸福的秘诀。

学生将继续在关爱满满的环境中，培养自身的韧性并茁壮成长。我们鼓励学生采纳成长型思维模式，重视学习的过程与努力，并在犯错后积极接纳反馈并不断改进。人生的际遇千变万化，学生也会明白适度的压力是正常的，只要不断强化或增加正面应对问题的方式，如凭借信念、抒发情绪、寻求援助、发挥想象、逻辑思考、放松身心等，便可从困境自我调节并面对挑战。与此同时，家长会安排一系列的工作坊，辅助家长更好地在孩童不同的成长阶段给予他们支持。

学生会继续通过身体力行的方式，内化并外化学校的六大核心价值观，即仁爱、尊重、正直、诚信、毅力及尽责。校内混合班组和外校课外活动交流两个项目会

扩大范围，让更多学生有机会结交拥有不同文化背景或成长经历的朋友。在搬迁到马林百列区四十周年之际，学校也会同居民委员会及慈善团体加强合作，让学生体会社会上弱势群体的困境，自主自发地服务社会。

2021年学校首次推出了育人育德奖，获奖者是黄奇玲、林美芳、王维华以及傅思微四名老师。令人欣喜的是，家长及学生们反应踊跃，提名了众多老师，感谢他们风雨不改地给予孩子无微不至的关爱鼓励以及言传身教的品德塑造。家长们几句温馨的肯定，是辛勤付出的老师们无私奉献的推动力。任重道远的老师们强有力的后盾。感谢您一如既往地与学校通力配合，在家的扮演孩子的启蒙老师和学习楷模。

子曰：“智者不惑，仁者不忧，勇者不惧”。相信只要众志成城，您的孩子也能成为儒家经典中君子的典范！

傅勤予女士



## 2022 PRINCIPAL'S MESSAGE

### Enhancing Character and Well-Being

The school continues to be steadfast in working towards our Vision of Love to Learn and Learn to Love, where we aim to nurture lifelong learners rooted in values and to Singapore. Other than creating experiences that empower learners, enhancing character and well-being remains as our fundamental belief in education. With the technological advances and COVID-19 disruptions, apart from the acquisition of 21st Century Competencies being the key to future success, having the moral compass, social emotional management and psychological quality is the secret ingredient for fulfilling lives.

Students will continue to build resilience and flourish in a caring and enabling environment. By embracing a Growth Mindset by Carol Dweck, students will be encouraged to focus on the process of learning from feedback and putting in effort to make improvements, instead of just relying on innate talent or personality to achieve results. They will also learn that having stresses in life is normal and strengthening or expanding the various styles in the BASIC PH Approach of Beliefs, Affect, Social, Imagination, Cognition and Physiological by Mooli Lahad, can help them better self-regulate and cope with challenges. In addition, Parent Support Group will be arranging a series of parenting workshops, which families will find useful in supporting their children through the developmental stages in their primary school journey.

Students will continue to undergo experiences to facilitate their internalisation and demonstration of the school core values of love, respect, integrity, sincerity, perseverance and responsibility. The school's Mixed Form Classes and inter-school collaborations, that provide opportunities for CCA interaction, will extend to more students to enable them to make friends from different cultures and backgrounds. In conjunction with the school being part of the Marine Parade neighbourhood for 40 years, we will work in greater collaboration with the Residents' Committee and charitable organisations to allow students to develop a

sense of reality and empathy for the circumstances that disadvantaged groups are facing, and ignite the will to act and volunteer their service to the society.

The inaugural "You Made A Difference Award" for staff saw Mrs Crayon Tan, Miss Lam May Fong, Mdm Ong Wee Wah and Mrs Ngoh Sze Wei as its 2021 winners. We are most heartened to receive the overwhelming responses from students and parents, where many nominations of various teachers shared commonalities of how the staff have consistently showered the children with care and positivity, as well as developed the children's character through their role modelling and teaching of CCE. The words of appreciation from parents serve as both a source of motivation and a testimony to the strong support for staff to persevere in their efforts in fulfilling the important mission of nurturing the future generation. Our sincere gratitude goes to all parents again for your continued partnership by being the best role models and teachers at home.

American psychologist and professor, Dr Thomas Lickona, once said, "Children are 25% of the population but 100% of the future. If we wish for a better society, we must raise a generation of children who have strong moral character." We are confident that it is definitely possible with the contribution from all stakeholders!

Mdm Poh Qinyu



# NURTURING CHARACTER AND WELL-BEING

## Character and Citizenship Education (CCE2021)

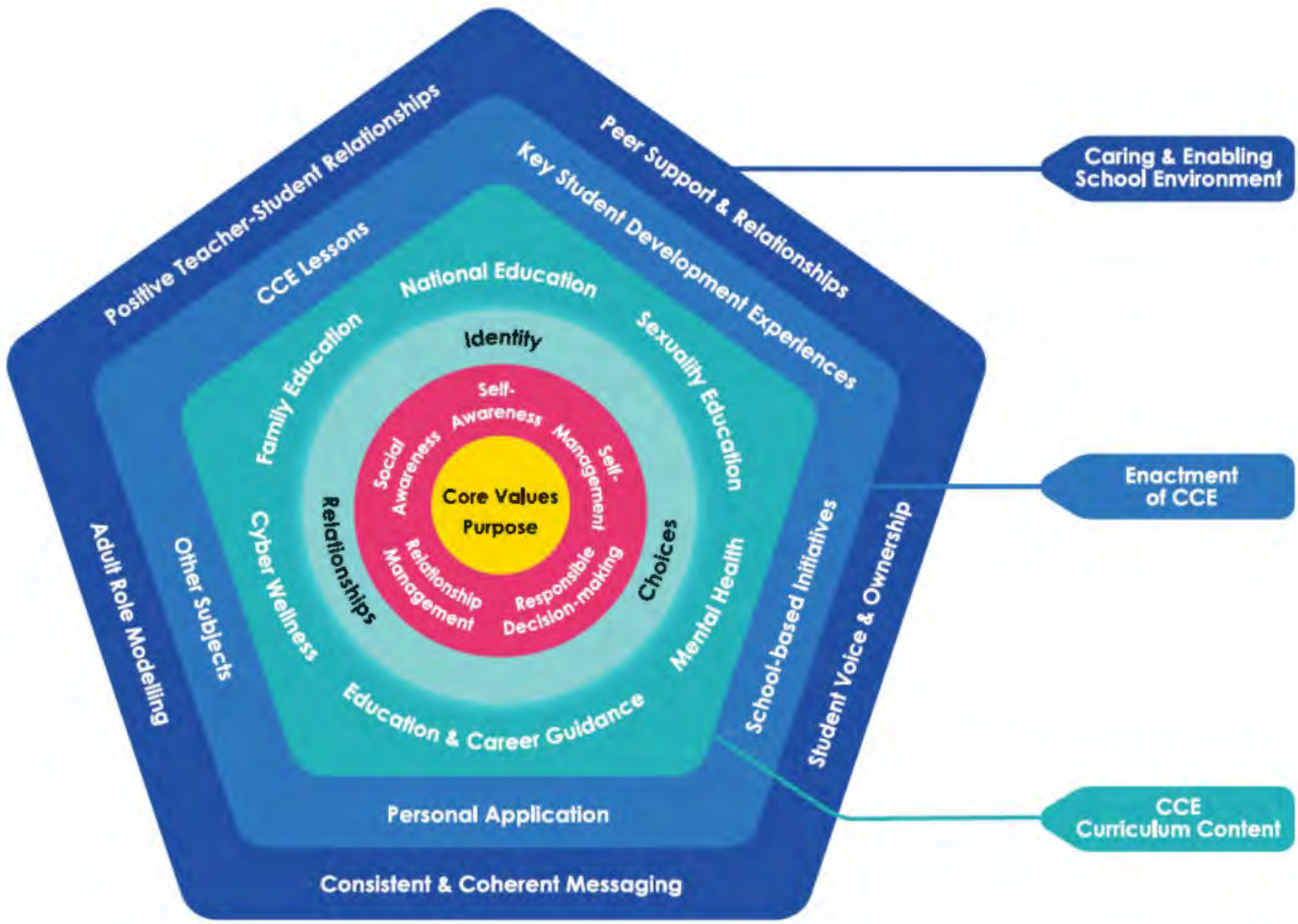


Figure 1: CCE Curriculum Frame



# NURTURING CHARACTER AND WELL-BEING

## SEL Competencies



**Peer Supporter Training**

Self-awareness  
Self-management  
Responsible Decision Making  
Social Awareness  
Relationship Skills



**White Space &  
Unstructured Play**



**PAM Lessons  
LLP ENRICH@TNS**

# NURTURING CHARACTER AND WELL-BEING

Learn for Life Programme: ENRICH@TNS



# NURTURING CHARACTER AND WELL-BEING

## Values Education

Sincerity  
Perseverance  
Responsibility  
Respect  
Integrity  
Love



School, Class & CCA Routines



Non-Teaching Staff  
Appreciation Day



CCE Human Stories



# NURTURING CHARACTER AND WELL-BEING

## Student Leadership



**Prefects' Support for the Student Population**



**Peer Supporters**



**Green Activists**



**Media Leaders**



**National Education (NE) Ambassadors**



**Cyber Wellness Ambassadors**



**Art Docents**

# NURTURING CHARACTER AND WELL-BEING

## Co-Curricular Activities



**Physical Sports**



**Visual and Performing Arts**



**CCA Collaboration  
(Inter-School)**



**Clubs and Societies**



**Uniformed Groups**



# NURTURING CHARACTER AND WELL-BEING

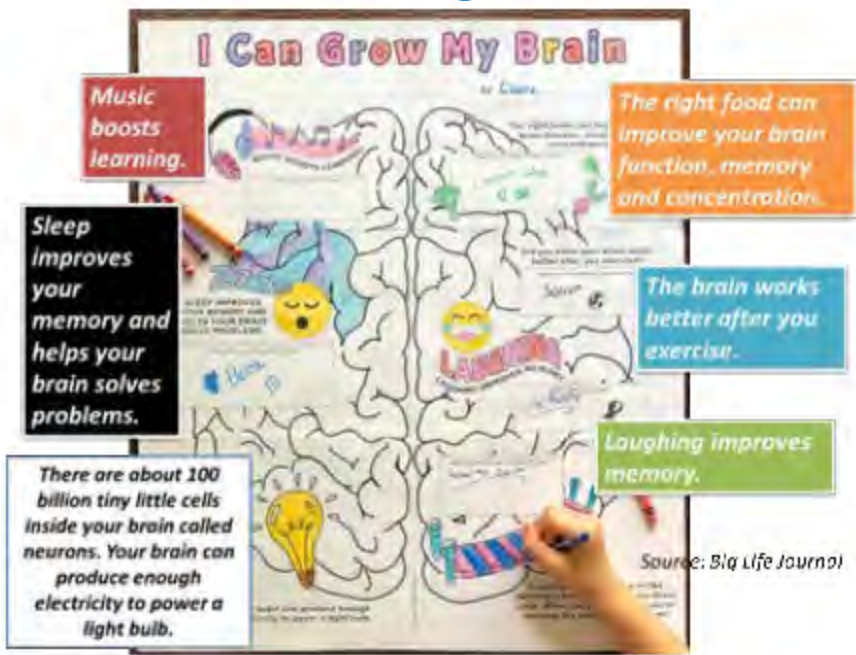
## Positive Coping and Resilience Building



School Counsellor Support



BASIC PH by Mooli Lahad



Growth Mindset by Carol Dweck



Calm Corners



# NURTURING CHARACTER AND WELL-BEING

Caring and Enabling Environment & Role Modeling  
Both in School & at Home



Daily reinforcement by staff to  
make a difference in students' life



Love, care,  
understanding  
and support  
from family  
members



Parents of School Aged Children:  
**GROW YOUR  
PARENTING SKILLS**  
Free Classes



Parents  
Upskilling via  
Parenting  
Workshops  
Organised by  
PSG



# Embracing SAP Ethos

传承特选

## 2023 年校长献词

### 传承特选精神与文化

道南学校在世界“爱学习，学爱学”新高计划，致力培养优秀学生成为终身学习者，并以此作为我们的国家栋梁。这也是一所拥有百年历史的老牌小学，也是新加坡建设国家的基石。师生们肩负着传承特选精神与文化的使命。

近年来，面对讲英语家庭的学生愈来愈多，道南的华文教师持续提供华文老师进行教学研讨的平台，使用更有创意的教学方法让学生乐意学习华文。每年的华语双周主题展览出版，以画说、画诗、漫画引起学生学习的兴趣。今年，学校利用新设的媒体制作室制作道南小记者计划，并计划出版双周刊，为华语双周刊的出版。除了华文课，部分体育、音乐或美术课的老师会以华语教授。学校也要求学生在星期二和星期四的晨读时间阅读中文书籍，并鼓励机会让学生在课后以双语文本阅读心得或时评，以达到多听、多说、多读、多写的目的。

学校的特选精神很好“读读中华文化，读读海阔天空”这让学生在接触和学习中华文化时，能保持对自身的文化，而化开传统美德。学生在语言和文化知识以及价值观（包括品德）通过中华民间艺术、书画或书法学习传承；在动手操作观赏戏剧，或

舞台相声，提高对历史文化的认识。对英文及中华文化感兴趣的学主，可参加双文化华文选修课程、合唱团、古筝队、武术队、演艺班等深入或课程辅助活动。

在认识自身中华文化的同时，学生们也要了解本土文化的多样性，并积极参与多元文化之间的交流。与表性保持建设性沟通，因教育上所作的努力，例如华语字列、印和欧系等族裔的文化展进行学习之、庆祝传统和节日、开展节日庆祝活动，以及与不同文化背景的课程辅助活动学生进行交流，促进交流。学生们在了解不同族裔特选文化的基础上，能培养国家认同感，并建立和谐的机会。

家长们所扮演的角色至关重要。学校希望家长们能与学校携手共进，在家中多用华语与孩子沟通，与孩子一起欣赏中文广播、阅读中文书籍、浏览中文社交媒体、鼓励孩子多阅读中文书籍，并以中文书写日记，让华文成为生活中的一部分，同时促进亲子关系。

同时，“书山有路勤为径，学海无涯苦作舟”，相信在学校与家长的通力配合下，学生在习得华文语言和中华文化的过程中不断钻研，定能成为勤学好问的接班人！

傅新女士



## 2023 PRINCIPAL'S MESSAGE

### School Strategic Thrust 3: Embracing SAP Ethos

With our school's Vision of Love to Learn and Learn to Love, we will continuously strive to nurture lifelong learners rooted in values and to Singapore. Tao Nan School, having a long history and heritage, as one of the Singapore Hokkien Huay Kuan affiliated schools and a Special Assistant Plan (SAP) school, will remain committed to embracing the SAP ethos.

In recent years, the percentage of students using English Language as the home speaking language is on an upward trend. Thus, our Chinese Language teachers, who shoulder the responsibility of guiding our students to be Active Learners and Proficient Users, continue to remain steadfast in doing research on innovative teaching strategies in the school's Chinese Pedagogical Centre. Our annual Mother Tongue Fortnight event leverages new themes every year, ranging from Kinyao, children's poetry and comic, to engaging our students in the joyful learning of the language. Similarly, our school's Media Production Studio – a newly added facility – can heighten our students' excitement and enthusiasm with the Little Newscaster Initiative. In addition to this, translation work to create an immersive physical environment will be further enhanced. On top of the Chinese Language subject's lessons, some teachers also conduct Physical Education (PE), Art and Music lessons in Chinese, while students read Chinese books and do sharing in Chinese during morning assembly every Tuesday and Thursday. These platforms serve to provide more opportunities for our students to listen, read, speak and write in Chinese language.

Our school's SAP flagship programme, Chinese Culture Learning and Immersion for Excellence (C2-LIFE), allows students to deepen their learning and love for the Chinese culture progressively and to cultivate their values. Students have the chance to acquire foundation in Wushu and Chinese Orchestra during PE and Art lessons, create folk craft, Chinese painting and calligraphy in line with Tang poetry in Lower Primary, and appreciate drama, opera

and cross-talk in Upper Primary. Those who wish to further pursue their interest, can enjoy extended experiences through enrichment or co-curricular activities, such as Binational Chinese Elective Programme (BICEP), Chinese Orchestra, Guohang Ensemble, Wushu Team and Chinese Speech and Drama Club.

Our students will also need to appreciate the diversity of our local culture and be involved in cross-cultural interaction. The Malay media has reported our school's efforts in National Education Learning Journeys to Heritage centres of different ethnic groups be it Malay, Indian, or Eurasian, celebration of Hari Raya Puasa and Deepavali festivals on top of Racial Harmony Day, and interaction with friends of different backgrounds through the CCA collaboration with other schools. With the understanding of the uniqueness of different cultures, our students can then foster a stronger sense of belonging to Singapore and help build a harmonious society.

Parents are encouraged to play a part in supporting their children's learning of the Chinese language and culture at home, as well as to complement the school's efforts. Activities such as conversing in Mandarin, listening or watching Chinese programmes, or social media, reading Chinese books, as well as journaling in Chinese can also serve as great bonding opportunities!

Research has shown that bilingual develops one's executive control, leading to greater focus to solve problems, better mental flexibility, and multi-tasking skills. With a strong home-school partnership and perseverance at all fronts, we are confident that our students will grow to be a part of the bilingual talent pool!





# 植根中华文化

## 特选旗舰课程



# APPRECIATION OF DIVERSITY

## Citizenship Education and CCA Collaboration



**Overseas Immersion- Knowing ASEAN**



**CCA Exchange with  
Opera Estate and Damai Primary**



**Multicultural Experiences**



**Racial Harmony Day and  
other NE Commemoration**





# **Student Safety – Traffic Management**



**Keep to Lane 3 to drive into the school. Please do not cut in from other lanes.**

**No stopping for drop-off.**

**Lane 3**







**No parking and waiting**

**Strictly no parking and waiting along Marine Crescent.  
Park at Block 35A Multi-storey carpark, walk & fetch.**





**No drop-off before  
gantry**



**No parking and waiting**



# Bus Bay

## Vehicle Drop off/Pick up Area

- Take instructions from the parent volunteers/staff on duty.
- Drive into the lots and do not cut in.
- Move the vehicle forward to free up lots for vehicles in the queue.
- Prepare your child/ward to get off the vehicle quickly.



**Safety is Priority**





# Home School Partnership

学校与家庭共建良好的伙伴关系

# Work with school to support your child

- Contact teacher, school or PSG.
- Staff working hours weekdays 7.15am-6pm
- Preferred mode of communication via Parent Gateway, student handbook, assignment, email, third party application, school phone, face-to-face



**Set meaningful targets together with child and taking into account teacher's input—**  
including those on values,  
learning dispositions and  
21<sup>st</sup> century competencies







MOE's Guidelines for School-Home Partnership



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

MOE's Guidelines for School-Home Partnership



By having good home routines, you are setting your child up for life.

# Be the Empowered Parents!

We strongly encourage you to attend the milestones workshops organised or coordinated by TNS Parent Support Group to support the holistic development of your children and to be key pillar of support for their emotional and mental well-being.  
Stay tune via Parent Gateway!





# Raising Our Children Together



- Interests of your child at heart
  - Every child has their own gifts
  - Every child achieves their developmental milestones at different times
  - Every child deserves a happy childhood

# Raising Our Children Together



- Interest, both short and long term
  - Beyond results
  - 21<sup>st</sup> century competencies
  - Exciting future ahead

# Raising Our Children Together



- Interest of all children
  - Mine, yours, everyone's
  - Behaviour, affirmation, consequences and restoration
  - Safe and conducive learning environment



# Raising Our Children Together



- Interest in school and at home
  - Help your child manage himself/herself
  - Help your child develop good habits
  - Help your child relate to others

# 十年树木, 百年树人

*Ten Years to Grow a Tree;  
A Hundred Years to Cultivate the Person*



