

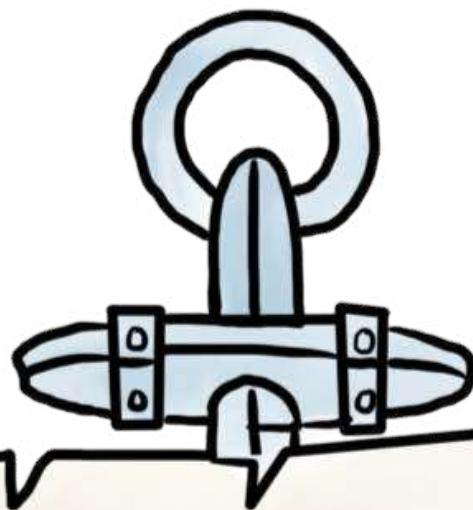
Let Your
Light Shine!



2021 Newsletter
A PUBLICATION OF WATERWAY PRIMARY SCHOOL
<https://waterwaypri.moe.edu.sg/>



WATERWAY'S LIGHTHOUSE



Highlights

- Principal's Message
- Our Learning Milestones
- Character & Citizenship Education
- Orators@Waterway
- Growth & Benefit Mindset
- Computational Thinking Skills (CoTS)
- PE, Art & Music
- Co-Curricular Activities
- Growing in Adversity





WATERWAY'S LIGHTHOUSE

Principal's Message



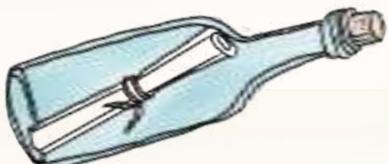
It has been two years since the pandemic hit the nation and we are now faced with the reality that an endemic is here to stay. Over time, we have graciously learnt to adjust to the changes to our lifestyle and experiences. As a school, we have become more resilient when faced with challenges and we have learnt to embrace changes when the need arises. In doing so, it has given all of us - staff and students - more opportunities to "RISE" and "SHINE" in our own ways.

As our school continued to operate in a safe environment, it is heartening to note that teachers adapted and created activities that engaged students online and face-to-face, ensuring that learning experiences remained as authentic as possible. Although celebrations and commemorative events were conducted online, this did not dampen the spirits of the staff and students who remained positive and welcomed these special events with enthusiasm. As for CCAs, students were able to pursue their interests and deepen their passion in their areas of interest through online platforms. Such experiences proved rather challenging at first, but our students rose to the occasion and adjusted to the different mode of engagement in no time.

Apart from the desired learning dispositions, our students have also demonstrated their values as they played the role of peer supporters to one another. Students looked out for their peers who might be facing difficulties and encouraged those who needed motivation. In order to support our first batch of Primary 6 students, the Primary 1 to 5 students wrote notes to encourage their seniors as they tackled the challenges of the Primary School Leaving Examination (PSLE) head on. In turn, the Primary 6 students shared some tips and advice for the younger ones.

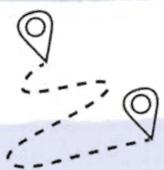


This newsletter is a collection of the memories and stories of our strength, spirit and growth as a school. Although we may not know what challenges lie ahead, we are confident that we will be able to tackle them with a positive mindset. Let's look forward to and welcome a new year ahead with optimism and hope!



Mrs Wee-Kwan Liam





Our Learning Milestones

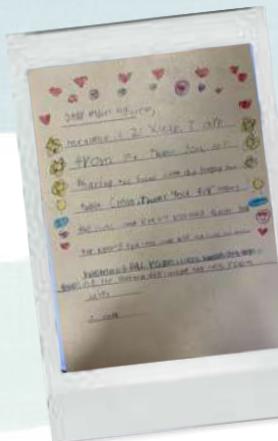
- Amidst the challenges posed during the pandemic, our school continues to provide a variety of learning experiences that help develop a range of skills in our students. In order to expose students to a range of learning experiences, it is always important to design activities that engage students and maximise their learning. For richer learning experiences, students are provided with authentic real-life situations in which they had to put their skills to a test. Here is a glimpse of the range of learning experiences that our students were involved in for various subjects this year:

English Language

Thank You, Aunties and Uncles

Our Primary 1 students began their primary school life different from any other before them due to the ongoing pandemic. In the name of safety, measures were enforced on them, such as social distancing and social responsibility. While children love to share, interact and socialise, these measures seemed to be counterintuitive to their innate behaviour.

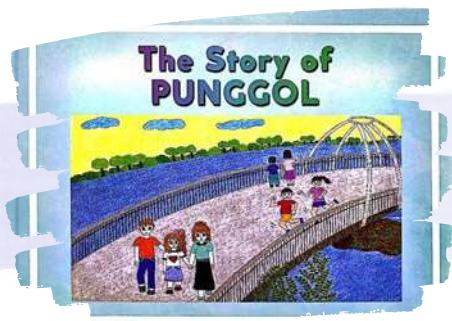
Despite these measures, these beautiful qualities that our children possess never wavered. When provided an opportunity to express their appreciation to the Aunties and Uncles – our unsung heroes who ensure classes are clean, sanitisers are available and soap water and paper towels are replenished regularly – our 1F students seized the opportunity and thanked them with pure, sincere hearts, writing lovely letters to thank them while handing them small meaningful gifts.



WATERWAY'S LIGHTHOUSE

Authors at Work

A group of students came together to work on a story about Punggol. The objective was to educate their fellow schoolmates on the rich history of Punggol, the location of the school. They brainstormed for ideas, conducted research and compiled all the information they found interesting. The collaboration involved writing and illustrating. This story was eventually printed as a book for the student population. It was a fun and interesting experience for these four writers. They hope the readers will enjoy reading the book as much as they have enjoyed writing it!



Funday Friday

A new initiative by the English Department, Funday Friday inculcates the love for reading in our students with a dedicated period set aside for reading and post-reading activities every Friday. Through this, students are exposed to a variety of text types, ranging from newspaper articles on current affairs to short stories and poetry. Students are also given opportunities to respond to texts and share their views - through presentations, role-play and creating their own pieces of writing, just to name a few.

Featured here are students from 4B and 4G expressing their views through presentations, poetry and the creation of comic-strips.



Photography Challenge

JAYDEN CHOO KANG ING
Created on 17 Feb 2021 06:39 PM
Last commented 13 Jun 2021 01:16 PM

HUYNH QUOC THAI
Created on 18 Feb 2021 07:13 PM

I think the camera is a great invention because without the camera, we would not be able to save the memories from the past and show the pictures to our later generation. Cameras can also let photographers explore, experiment, get creative and be able to let others see the world in a different way through their photographs.

DETAILS COMMENT

For the P5 EL STELLAR unit 'Photography', students took part in a class photography challenge. They were asked to submit an original photo which they took, and share why they think the camera is a great invention.



Mathematics

- Since 2019, the term “Home-Based Learning” or “HBL” has become a more frequently used term. However, learning of Mathematics cannot be done through HBL only.
- What did we do at Waterway Primary School to help students cope with their learning to become a more creative and confident problem solver – not just problem sums but real-world problems?

Strengthening Teaching on Online Platforms and during Face-to-Face Interactions

Students do not simply learn by listening to their teachers teach or observing what they do in front of the classroom. When classroom teaching and online teaching complement each other, they enrich students' overall learning. Students become more engaged and they develop greater confidence to attempt tasks that are more challenging.



The learning of Mathematics does not only rely on the use of textbooks, workbooks or assessment books. Learning comes alive when students are involved in hands-on activities. To deepen learning, various classroom manipulatives are utilised in class and during group discussions.

The discussions help to build students' confidence in the subject by providing them opportunities to test and confirm their reasoning.



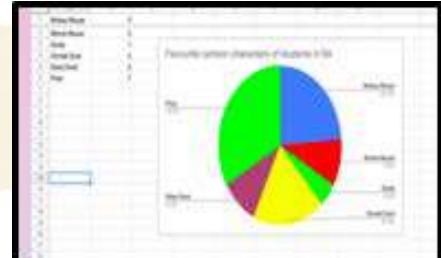
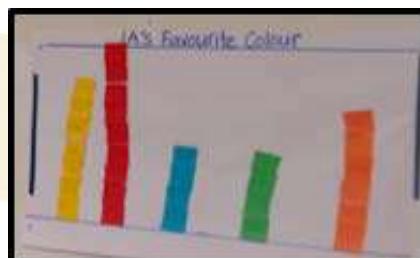
Providing Authentic Learning Experiences

Lessons are carefully curated to create authentic learning experiences for students to access Mathematics concepts. Students make use of their prior knowledge to construct meaning of the concepts through engagement with real-world problems. This makes learning more meaningful as students discover a greater purpose in learning the topics instead of questioning why they are learning them.



Nothing beats a hands-on activity. Experiential learning for the learning of Nets to discover the different layouts of nets of a cube.

A typical Mathematics question in the topic of Angles was brought to life. Students had the opportunity to experience what it was like if they followed what the main characters had done in the question.



Learning through games to cultivate the joy of learning!

Students trying to relate what they had learned in Mathematics and applying it to a real-life context. The task was to present data in the form of a graph. Students had the opportunity to create their own survey and present the information in a data representation.



As we embark on teaching Mathematics in 2022, we look forward to providing more opportunities for students to see the relevance in learning Mathematics. In the long run, we aim to develop our students to be prepared for a future of uncertain times.



Mother Tongue Languages

- Through the challenging times during the COVID-19 pandemic, our school continues to provide students with learning experiences and opportunities to apply Mother Tongue Language (MTL) knowledge and skills in real-life contexts. Despite the restrictions on big group activities and interactions among students, the department found ways to provide opportunities for students to gain exposure to MTL culture activities.

Application of MTL Knowledge and Skills

In our continued efforts to develop a keen sense of lifelong learning for our MTLs among students and to promote their use beyond the classroom, selected WAPS students were nominated to participate in external competitions.

Chinese Language students participated in the 2021 Primary School Chinese Language National Recital Competition and received awards for their recital pieces. This competition was jointly organised by CPCLL, Anderson Primary School and Singapore Chinese Teachers Literary Recital Society.

In a separate event, a group of Tamil Language students participated in the Kolam Ayer CC IAEC Inter-School Virtual Tamil Language Competitions 2021. They won a consolation prize and received certificates of participation for their commendable efforts in the storytelling and role-play categories.

Chinese Language



Silver Award for Individual Recital Category
Darius Ong (3G)



Bronze Award for Individual Recital Category
Chong Zhi Han (4E),
Tessa Ho (4G) and
Eiffel Ng (3C)



Bronze Award for Group Recital Category

Left to Right:

Amelie Yap (3A), Nye Zhi Hui (3A) and Kaley Lam (3A)
Carel Yeo (3F), Athena Soh (3F) and Leong Yan Xi (3F)
Ethan Leong (4E), Leong Yek Yen (4E) and Joel Ong (4E)
Jerald Chew (4A), Chua Yi Nynn (4B) and Jayden Ho (4A)

Tamil Language



Consolation for Story Telling Category
Nandhana Ramamoorthy (1B)



Certificate of Participation for Story Telling Category
Deenadayalan Pranav (2D)



Certificate of Participation for Role Play Category
Mruthika Karthik (3B)



MTL Culture Exposure

In support of MOE's efforts to promote student learning and appreciation of MTLs and cultures, our MTL Department organises Mother Tongue Fortnight annually. The aim of the MTL Fortnight is to create an immersive environment for learning and appreciating MTLs and cultures.

The theme of this year's MTL Fortnight was Cultural Musical Appreciation. Students learnt the various musical instruments such as *Gong*, *Kompang*, *Tabla*, and *Erhu* as well as traditional songs such as 'Di Tanjong Katong' and many more. Due to the uncertainty of the current situation, the MTL Fortnight was conducted via SLS with follow-up activities in class.

For Chinese Language, the Primary 3 students embarked on the CPES programme where they were able to enjoy real-time cultural performances via online platforms. The students were able to watch a real-time cultural performance through a given YouTube link, after which, they shared their favourite characters through drawing and illustrations.



communication and teamwork. They were immersed in fun activities such as role-play, storytelling and full-dressed drama performance. Through the programmes, students could experience the joy of learning MTLs.

MTL Enrichment Programme

To further engage our students beyond the curriculum, we also organised enrichment programmes to deepen their interest in MTLs. Enrichment courses were also conducted for Malay and Chinese Language students from Primary 1 to Primary 4. The Chinese Language students attended courses ranging from storytelling to writing enrichment courses. For the Malay Language students, they participated in the Speech and Drama Programme to learn techniques and skills necessary for effective



Science

P4 E2K Science Experiment



Selected P4 and P5 students were given opportunities to engage in scientific investigations involving advanced science concepts. The E2K sessions enabled students to engage in scientific inquiry that helped them develop the habits, attitudes and dispositions scientists possess as well as to gain 21st century competencies such as critical and inventive thinking and effective communication skills. The different experiments exposed them to various science apparatus. Working in teams allowed students to overcome challenges when they encountered problems in their experiments too.

P5 & P6 Raffles Science Olympiad

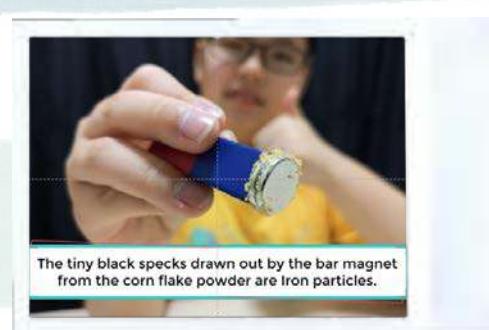


Raffles Science Olympiad (RSO) is an annual national competition organised by Raffles Institution. RSO aims to provide an opportunity for students to demonstrate their knowledge and understanding of Science, engender in students a sense of wonder towards Science and to foster positive values, skills and attitudes in Science, such as creative and critical thinking, integrity and objectivity.



SciPlay @ Waterway

- Students are given the opportunity to initiate science investigations on their own.
- The exploration requires students to explain scientific concepts behind the task.
- Some examples include debunking scientific myths and showing the science behind daily phenomenon.



WATERWAY'S LIGHTHOUSE

Keeping Up-To-Date with the Latest Developments in Science



World's tiniest reptile found in Madagascar



'Unlivable' heat by 2070

New Additions to Our Science Garden



Spider eggs



Yellow fungus

Exploring New Ways of Learning



Students engaged in lessons that integrates technology and digital media with traditional instructor-led classroom activities, giving them more flexibility to customize their learning experiences.

Colour-Changing Celery Experiment

Water travels up tiny tubes in the plant by a process called Capillary Action. Putting a colored dye in the water in the vase allows students to observe capillary action at work.



P4 Shadow Play



Using shadow activities to show students properties of light and how light travels and changes throughout the day.



Character & Citizenship Education

National Education

In spite of the safe-distancing measures, the commemoration of National Education commemorative days continued to be a robust affair with a wide range of activities that sought to raise students' awareness of various key learning points of the Singapore Story.

Total Defence Day

For this year's Total Defence Day commemoration, we paid special attention to Social and Civil Defence – the need for fellow Singaporeans to show support and care for one another in these trying and uncertain times. To encourage our students to practise these pillars of defence, they pledged to put Total Defence into action.



National Day



While we were not able to gather physically as a school, students were engaged in various activities to commemorate National Day. The SG GetActive! Workout was a popular segment on that day, especially for our lower primary students. They were all on their feet, ready to get active!

As part of the Resilience Package in celebration of National Day, lower primary students were given the challenge of building a Lego model with the instructions given. Many of our students rose to the challenge and tried their best to complete the model! You have all shown great perseverance and focus! Well done, children!



In March this year, our Primary 6 students embarked on their learning journey to the Asian Civilisations Museum as part of their museum-based learning experience. The various exhibitions there proved to be an eye-opening experience for them, offering insights into the development and history of the diverse culture groups in Singapore. Many of our P6 students expressed that the opportunity to view the artefacts up-close provided an authentic learning adventure that allowed them to truly appreciate the experience of our ancestors in the past.



Peer Support Leaders (PSLs)

To better equip our Peer Support Leaders (PSLs) to be able to reach out to their peers in need, a training session was conducted for our inaugural batch of PSLs! The training was conducted via a blended learning format, where PSLs were first assigned a lesson via SLS. Upon completion, they then met up during the first day of the March holidays in school for their face-to-face session. All the PSLs turned up for the training! PSL mentors (P4 Form and Co-Form teachers) also joined the PSLs in their training to provide support and encouragement to them.



*SMM was observed during the training. During that period, 5 students were allowed to be in a group.

Through the SLS lesson, PSLs learnt more about the following:

1. Peer Support Relationships @ WAPS
2. Roles and Responsibilities of a PSL
3. Distress Model to identify peers that need help
4. Cheer Model to help identified peers that need help



During the face-to-face lesson, PSLs recapped the skills they had learnt from the SLS lesson and were able to put them into practice as they took part in scenario-based questions, which required them to role-play. The PSLs and the PSL mentors enjoyed themselves especially during the role-playing segment!



Values in Action (VIA)

Values in Action (VIA) is an important student development experience that aims to nurture socially responsible citizens who contribute meaningfully to the community through the learning and application of values, knowledge and skills, and reflections of their experiences.

Our students in the lower primary levels learned how to show care and gratitude through their VIA projects. Our P1 students shared their joy of Children's Day celebration by contributing healthy snacks to the children from Jamiyah Children's Home. Our P2 students learned more about the lives and challenges of the migrant workers and showed their gratitude towards these migrant workers with handwritten 'Thank You' cards to either their domestic helpers or other migrant workers.



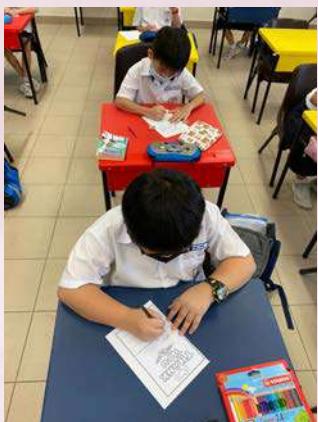
1D students working on their Children's Day card for the children in Jamiyah Children's Home.



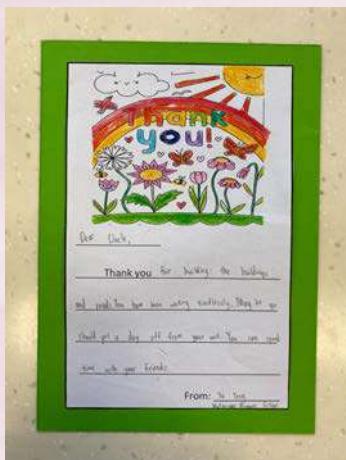
Students in 1C took turns to put the healthy snacks they contributed into bags for packing.



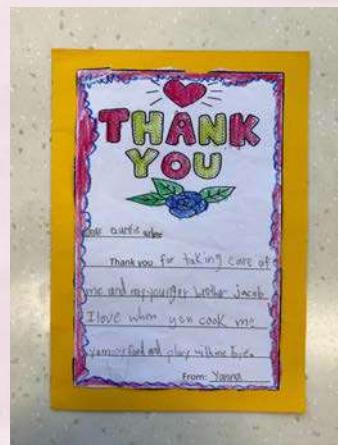
Our P1 students filled up an entire van with their generous contribution of healthy snacks! What a brilliant way to spread the joy of Children's Day with the children in Jamiyah Children's Home.



P2 students working on their 'Thank You' cards to show their gratitude to the migrant workers.



A 'Thank You' card to a migrant worker written by Yu Teng, 2I.



Our student, Yanna from 2I, saying 'thank you' to her domestic helper.



WATERWAY'S LIGHTHOUSE

Students in our middle primary levels showed awareness of peer support, social responsibility and care for the environment through their work in the various projects. Each P3 student made a bookmark which was given to another peer in the same level, and each pledged to be an 'Upstander' to look out and support one another thus reinforcing the culture of care in the school. With the digital art skills they learned during MCCA, our P4 students designed digital posters to remind one another of the importance of proper mask-wearing and maintaining the cleanliness in school.



Poster on proper toilet etiquette.



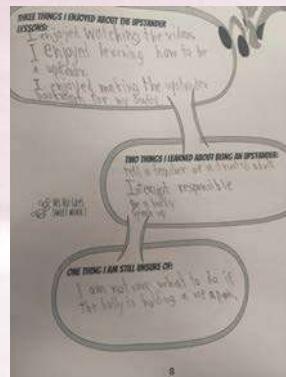
Poster on proper mask-wearing.



3G students with their proud creations.



Representatives of 3D and 3E exchanging their bookmarks.



A 3F student's reflection of the P3 VIA project.

Our upper primary students reflected on their personal experiences in the cyber world and sustainable living. They came up with ideas to encourage others to make a positive impact.



"Stop Cyberbullying" poster by Aadilah, Elaine, Delisya and Natajsha of 5D.



"Do Not Fall For Scams" poster by Isaac and Nityu of 5E.

Our P5 students took ownership in advocating safety and kindness online via designing creative products such as videos, presentation slides and posters. Our P6 students investigated how sustainable their family habits were and influenced their closed ones to take small steps to change their family habits to build a more sustainable future.



Student Leadership

Prefect Investiture 2021



On 4 March 2021, Waterway Primary School held her first virtual Prefect Investiture Ceremony. The ceremony was broadcast live via Zoom to the P4, P5 and P6 students during the Thursday assembly session.



The P4 Prefects, P5 Prefects and P6 Prefects were officially inducted during this ceremonious event. For the very first time, we are proud to announce the appointment of Waterway Primary School's inaugural Head Prefect, Yemima Putri Cheng (6B). The investiture began with an address by our Principal, Mrs Wee. She encouraged the prefects to be committed to their role and be the role model of Growth and Benefit Mindset. After the speech, the prefects proceeded to don the Prefects' badge. Head Prefect, Yemima, then gave a short speech and led the entire prefectorial contingent in reciting the Prefects' Pledge.

It was indeed a proud day for the prefects. Congratulations!



Orators@Waterway



Despite the challenges and restrictions posed by the COVID-19 pandemic this year, Orators@Waterway continues to provide a wide range of learning activities and experiences to engage our students and nurture them to be critical thinkers and effective communicators.

P1

Our P1 students were introduced to public speaking and drama techniques.

Speech and Drama lessons were conducted virtually and students picked up basic drama techniques such as tableau, mime and role-play.



A student presenting a selected animal to her classmates after conducting home-based research during Pick-and-Talk.



Students role-playing a scene of a story during Speech and Drama lessons.

P2

The P2 students underwent lessons on collaborative games and Reader's Theatre.

The students also wrote their own original, fractured fairy tales and presented them to their classmates.



Students watching videos of fairy tales before adapting and writing their own stories.

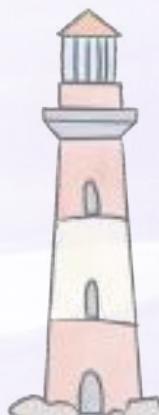


Students reciting a folktale during Reader's Theatre, with the guidance of a teacher.

P3 – P5 Literature

P3 to P5 students had the opportunity to discover the joy of reading, appreciate different perspectives and build empathy through Literature.

Students also learnt about other cultures and beliefs through the different texts.



A student holding her craftwork with the personality traits of the character "Charlotte" from the text "Charlotte's Web".



P4 students doing a freeze frame of a scene in "Charlie and the Chocolate Factory".



P4 students using Lego to build the "Chocolate Room" found in the text, "Charlie and the Chocolate Factory".



P3 Persuasive Communication & P4 Debate

The P3 students picked up media literacy skills through studying everyday marketing materials in the Persuasive Communication module. They also learnt how to analyse different points of view and write their own persuasive text.

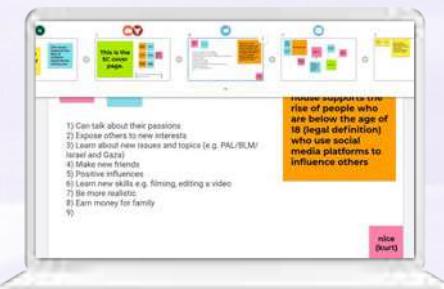


Students examining an actual advertisement.

P4 students were introduced to debate, where they learnt to craft logical arguments for a variety of topics and communicate them confidently. Students also honed their active listening skills, where they had to hear arguments from different perspectives and think critically about the points presented.

Debate Enrichment Programme

P5 and P6 students who show interest in debating were invited to join the Debate Enrichment Programme where they extended their learning beyond the debate lessons conducted during curriculum time. The students learnt to frame their thoughts using clear deductive reasoning, put forth persuasive arguments and rebut their opponents' arguments. In the process, they strengthened their communication, collaboration and information skills, and become more self-directed learners.



Students jot down their points on Jamboard, which allows members to build on one another's points.

P5 Broadcasting

Through the Broadcasting module, the P5 students learnt to develop a script collaboratively with a few teammates, actualise the script by using equipment in the school's broadcasting studio, and edit the footage into a video.

As the students stood in front of the camera to present, they applied the presentation skills and techniques learnt from their earlier years in the school and developed greater confidence in expressing themselves.



Students filming their groupmates.

P6 Orators

The P6 students honed their listening, reading and writing skills during Orators lessons.

For reading, they practised reading to convey the emotions of the characters, with accurate pronunciation. Through peer feedback, they also learnt to evaluate their peers' responses in a polite manner.

For writing, students practised writing to express their thoughts clearly and persuasively. They also practised public speaking, where they presented their arguments and rebutted those of their opponents in a structured debate format.



e-lessons were conducted in place of face-to-face lessons.



Growth and Benefit Mindset



Activity 3 Date: 20 April 2021

Ernest is facing a dip now. Using some of the growth mindset language that you have learnt, write and/or draw something in the space below to encourage Ernest to escape the dip. You can do one of the following:

- Write a short letter to Ernest
- Draw a picture of you encouraging Ernest (include speech bubbles)
- Write a poem or a song (be prepared to perform it next week!)

A growth mindset refers to the belief that a person's abilities and intelligence can be developed through dedication and hard work. A benefit mindset takes the growth mindset one step further. Rather than learning and growing just for the sake of individual gain, a person with a benefit mindset believes that by growing to be his best, he can best apply his strengths to benefit the world around him.

At Waterway Primary, we aim to bring these two mindsets together as learning and growing must have a purpose and that is going beyond the self to help others and the society. When children know that their learning allows them to meaningfully contribute to the larger community, it makes them happy, accomplished and successful. This in turn drives them to further grow themselves so that they can better benefit others.

Activity 3 Date: 20 April 2021

Ernest is facing a dip now. Using some of the growth mindset language that you have learnt, write and/or draw something in the space below to encourage Ernest to escape the dip. You can do one of the following:

- Write a short letter to Ernest
- Draw a picture of you encouraging Ernest (include speech bubbles)
- Write a poem or a song (be prepared to perform it next week!)

This year, the Growth and Benefit Mindset Committee embarked on two new initiatives – the P2 Growth and Benefit Mindset Activity Book and Good News.



Activity 1 Date: 1 April 2021

It is not the mistake that matters, it is how you deal with it, what you learn from it and how you apply that lesson to your life.

Think of a mistake you made previously. Apply the Detect-Act-Reflect steps to learning from your mistakes. You will be amazed by what you can learn from it.

I broke my brother's toy car.

(write a mistake you made in the lines above)

DETECT your mistake

I made the mistake because... (check one of the following reasons)

I did not understand.
 I was not paying attention.
 I was not careful.

ACT on your mistake

I apologize to my brother and promised take more care in future.
(describe how you corrected your mistake)

REFLECT on your mistake

I have learnt to respect and take care of other people's property as if it were my own.
(describe what you learnt from your mistake)



Good News

Good News is a new programme initiated by the Growth and Benefit Mindset Committee this year. The school believes that the benefit mindset takes the strong seeds of learning and self-improvement. The growth mindset sows and helps the students understand a greater purpose for their learning – to be able to make a difference to others with their knowledge. Hence, we shared local stories on the benefit mindset with students to inspire them to grow and contribute to benefit others.



Each term, a local story was shared with the students during the Good Morning School (GMS) session. In one of the stories, students had an opportunity to learn about how two siblings came up with an ingenious idea that made life safer for the senior citizens by inventing a portable mobility aid holder that can attach to most surfaces.

Sample reflections by the students based on siblings' ingenious invention

Lower Primary Reflection Question:

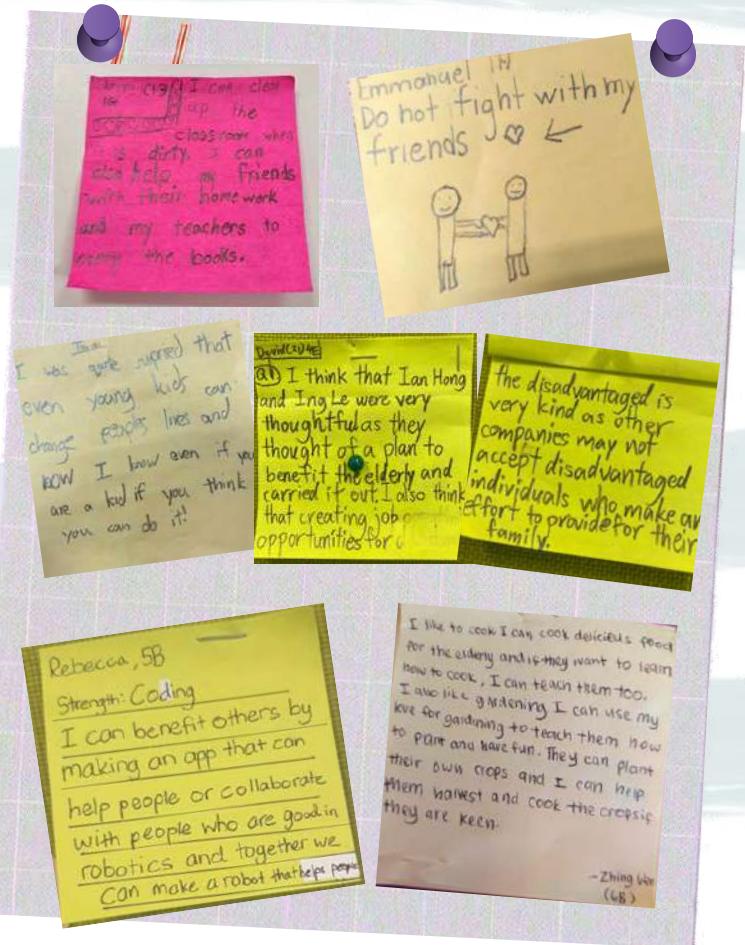
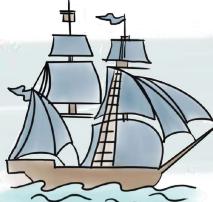
No action is too small. What are some things that you can do in class to bring a smile to your teachers and classmates?

Middle Primary Reflection Question:

What are some of your thoughts after reading what the two siblings have done to (i) benefit the elderly with their invention and (ii) create job opportunities for the disadvantaged individuals?

Upper Primary Reflection Question:

Think of strength that you have. How can you use it to benefit the people around you?

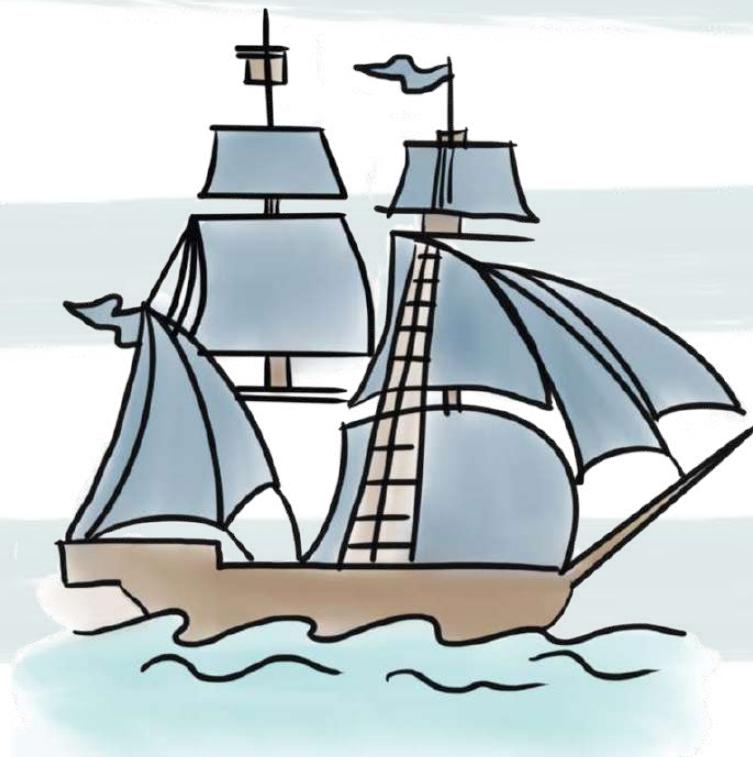


Good News



In another story, the students were introduced to a young teenager who convinced her grandmother to learn and adopt a more sustainable lifestyle. These are just some of the stories that were shared through the Good News initiative. To further help our students appreciate the positive impact of these individuals, the teachers facilitated the sessions with insightful and differentiated questions.

Through the Good News programme, we hope to spark the belief in every child that they can also learn continuously and provide creative solutions to contribute to and move forward with the community.



Computational Thinking Skills (CoTS)



At Waterway Primary School, Computational Thinking Skills (CoTS) is a distinctive six-year programme that aims to prepare students for work and life in the future. The programme develops students' computational thinking skills in a systematic manner through various coding and digital media platforms.

The CoTS programme encompasses seeing patterns, breaking down problems, evaluating possible solutions and working out procedural solutions with the ability to develop algorithms to solve problems at the pinnacle. We believe that computational thinking skills are future-ready skills.

Our Programme

All students are involved in CoTS through ICT-infused lessons and PAL modules for Primary 1 and 2 students, and through the Coding and Programming MCCA for Primary 3 to 6 students. During these lessons, students learn to embrace challenges, persist when facing difficulties and see their efforts as part of mastery of CoTS.

CoTS during COVID-19

During this pandemic, the school has adapted the programme to suit the Safe Management Measures (SMM) of each period to ensure that students continue to enjoy the lessons while keeping them safe. For this year, we are thankful that most lessons continued with minimal disruption.

On the school's part, to ensure added safety for teachers and students, all computing devices and resources used for the programme are coated with an antimicrobial treatment. Expendable resources are replaced after each lesson. The school has also put in more resources per class to reduce the student to resource ratio to allow for better safe distancing practices.

For some programmes, the school has taken the opportunity to revise it to a virtual mode to improve the engagement beyond the school and outside of curriculum time. Examples of such programmes are the virtual P2 Parent-Child Micro:bit engagement and the second run of the WAPS CoTS Challenge 2021. These programmes promote student agency, which is one of the primary aims of the CoTS programme.



Scan this QR Code to watch a video on CoTS.

*Note that the video is a compilation of CoTS programmes conducted at different times.

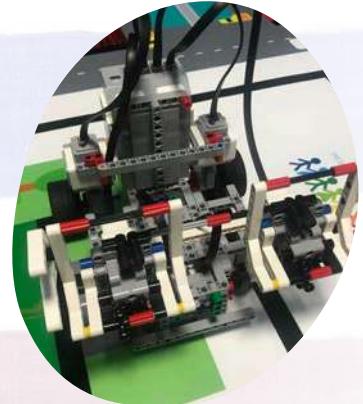


Computational Thinking Skills (CoTS)

Virtual P2 Parent-Child micro:bit Engagement

Introduced in tandem with the P2 CoTS curriculum, the virtual Parent-Child Micro:bit engagement was launched through the Student Learning Space (SLS), held at the end of the Primary 2 micro:bit curriculum, to encourage parents of all Primary 2 students to learn how to code a micro:bit with their child as their “teacher”.

This programme helps us to extend the idea of digital making to the community. It is also an opportunity for our parents to appreciate what our students are learning in Waterway Primary.



WAPS CoTS Challenge 2021

This challenge, which is in its second year, has seen even more submissions from students across different levels. The aim of this challenge is to promote student agency so that students learn the skills to manage their own learning and achievement. When students are the agents of their own learning, they play an active role in their own learning and show greater motivation to learn.

We are heartened to receive submissions from P1 to P6 students. Through this challenge, students exercise their creativity and self-directedness to apply the computational thinking skills and coding skills they have acquired in school. Students who participated were given tokens to acknowledge their efforts!



Scan this QR code to go to our WAPS CoTS Challenge website.

WAPS CoTS Challenge 2021

What you need to get started for the 2021 WAPS CoTS Challenge:



Co-curricular Activities

Modular CCA

P3 Dance

Due to the suspension of the SwimSafer 2.0 Programme, the P3 swimming module was replaced with a dance module. The dance lessons followed the broad themes of places of interest in Singapore, e.g. SEA Aquarium and Botanic Gardens.

One of the objectives of the lesson was to allow students to learn about body and spatial awareness. The lessons also reinforced important socio-emotional values like empathy for others, accepting one's differences and tapping on each other's strengths.

P5 Outdoor Learning & Life Skills

Our Primary 5 students went through the experience of learning life skills such as basic first-aid and knot-tying in this MCCA module. The experience allowed our students to be effective problem solvers when faced with challenges. Our students also enjoyed the opportunity to communicate and collaborate effectively to achieve group goals through this unique experience.



Learning basic first-aid in pairs



Using the knowledge of knot tying, students designed and constructed a catapult in small groups.



Co-curricular Activities

Interest CCA

As we shift to conducting our CCA sessions online, our CCA teachers continue to be creative in designing lessons to keep our CCA members engaged through synchronous & asynchronous learning. Here's our teachers-in-charge of the CCAs sharing their reflections they had in 2021 and what we can look forward to in 2022.

Physical Sports

- Basketball**



The Basketball CCA teachers-in-charge would like to applaud our Basketball CCA members for bracing and adapting well during the COVID-19 pandemic, from being physically active during CCA sessions to participating in online basketball SLS packages. For 2022, our hope for Basketball CCA is to be able to continue physical face-to-face training sessions and for students to be able to participate in competitions or friendly matches with neighbouring schools.

Mr Jan Joel & Mr Justin Tan

- We can have plans for whatever we set out to do but we must be prepared to make adjustments especially if it concerns students' safety. During this period of pandemic where we are not able to hold physical in-person training, we made use of digital platforms such as SLS to allow our soccer players to engage in basic individual training at home. My wish is for all students to be healthy and that we can resume life as normal as possible in an endemic setting. I also hope that everyone continues to practise social responsibility to keep themselves and the others safe.

Football



Mr Lai Wee Yeong

- Table Tennis**



Covid-resilience has been the main takeaway for all CCAs, especially so for a new CCA like Table Tennis. While the mode of delivery via SLS is less than ideal for sports CCA, both teachers and students continue to learn by constantly adapting, adjusting and persevering.

Mr Chua Song Wei



Co-curricular Activities

Visual & Performing Arts

- Art Club**



With the ever-changing situation, COVID-19 pandemic has drastically changed the way we conduct CCAs in school. Despite the initial challenges faced, the Art Club members and teachers quickly adapted to our eCCA sessions. Our school even had the opportunity to collaborate with the SAC and Punggol 21 Community Club on a sustainability project. The Art Club members created posters which will be placed on the notice boards of lift landings of the blocks around our Northshore neighbourhood in November. Being able to contribute to the community despite the current situation has helped us to be more resilient and I am positive that my members and teachers will emerge stronger and better for 2022.

Mdm Hariati

- Moving Band CCA online is challenging in every sense. TeamBrassBand teachers are proud that many bandbees are able to adapt and make individual progress through the Zoom sessions and SLS packages. In 2022, we look forward to putting everyone together and hear only "One Band, One Sound", providing every bandbee a true band experience!

Ms Chang Ting Lee

Brass Band



- Choir**



Choir 2021 has redefined traditional choral singing. All the Choir teachers and the conductor had to rethink our craft in nurturing the passion for singing. We embraced the challenges and embarked on virtual choir projects which engaged the choristers' learning and sustained their love for singing. I hope that Choir continues to stay resilient and develop more singing enthusiasts in Waterway Primary School.

Mrs Gin Chan

- 2021 has been an unprecedented year yet our dancers remained resilient as they kept up with their training online. Despite being away from their friends and instructor, they continued to pursue their interest and passion in dance. As we move into 2022, I hope that our dancers will get a chance to participate in SYF and will be given more opportunities to showcase their talent on the big stage.

Mdm Nursayidah

International Dance



Co-curricular Activities

Clubs & Societies

- Faced with the changing COVID situation, we managed to bring our Chess Club CCA sessions online and make meaningful learning out of the time spent together. For 2022, I hope that our chess club members will continue to challenge themselves in difficult situations with resilience and discipline.

Mrs Jaslyn Tham

Chess Club



CRIM Club



As COVID-19 continues to grip the nation, CCA learning has to be brought online with steep learning curves for teachers and students. Moving forward, I hope that CCA can resume normalcy so that students will be able to maximise their learning in school.

Miss Goh Qian Yi

Uniformed Group

- We have learnt how to inculcate the scouting values and skills to our cubs through online means. For 2022, with the hope that face-to-face sessions will resume, we would like our cubs to experience the adventures, discipline and joy of scouting! Let's Explore, Discover and Scout!

Mr Jason Yew

Cub Scouts



Growing in Adversity



cheering on the captains towards
Victorious Voyages



Our pioneer cohort of Primary 6 students took their Primary School Leaving Examination (PSLE) earlier this year amidst the additional challenges they faced due to Covid-19. In the months leading up to the PSLE, these students embarked on a goal setting and tracking exercise titled "Charting my Course, Steering my Ship". In it, they identified themselves as captains on a voyage, steering their ships through choppy waves on a sea of change towards their respective destinations – the secondary schools they desired to enrol in.

Playing a key role in their voyages were students from the Primary 1 to Primary 5 levels, who participated in a school-wide motivational campaign titled "Cheering on the Captains towards Victorious Voyages". Over a period of two months, these students took turns to write notes of encouragement that were put up on boards at the school canteen for the Primary 6 students.



As the Primary 6 students practised a growth mindset through conquering the various challenges they faced in their PSLE preparation journey, the Primary 1 to Primary 5 students applied our school value of 'Empathy'. They also practised a benefit mindset, cheering the Primary 6 students on from the sidelines. The campaign demonstrated a strong school-wide culture of care and support.



Growing in Adversity

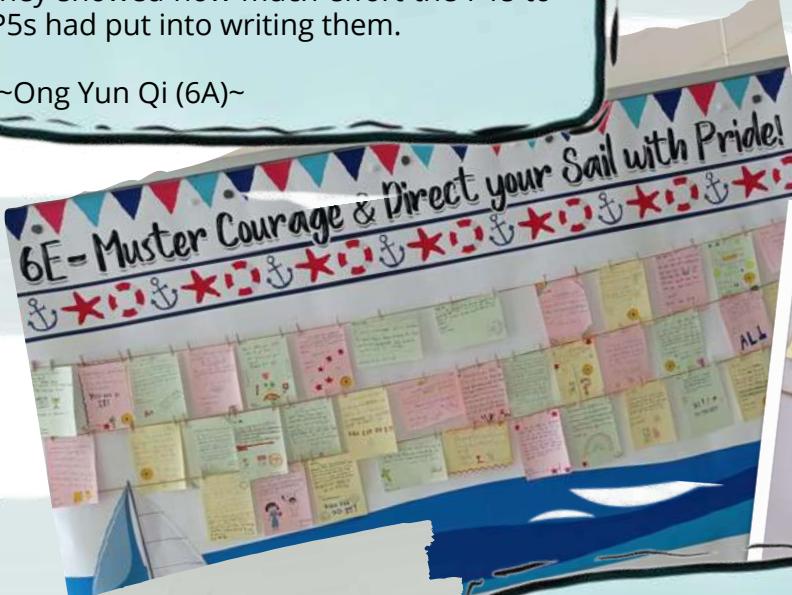


I felt very touched. When reading the notes, I felt that I could do better as there were so many people supporting me. The notes were also very pretty and they showed how much effort the P1s to P5s had put into writing them.

~Ong Yun Qi (6A)~

I felt having the encouragement notes put some positivity into the hard times. It also gave me something to do in the canteen when I had no appetite to eat. I found it cute that the lower primary students didn't spell some words correctly and tried their best to make the notes eye-catching. It was heartwarming that the Primary 1s to 5s spent their time to make some of the work colourful. I wish the current Primary 6s could also do this for the 2022 graduating batch.

~ Loh Ruize, Rachel (6D) ~



The notes definitely spurred me on as I knew that they were encouraging us and I knew that I was not alone. I felt more confident as I read the encouragement notes slowly. Of course, I was touched by all the encouragement notes. Even on the days of the exams, I went to the boards and read all those notes.

~Tan Kai Yao Kyle (6B) ~



Growing in Adversity

Words of Advice from P6 Students

At first, I thought that being in P6 would be very scary. However, I told myself that I should just try my best. I used this time to make more friends and cherish my friendships. P6 is a really fun and interesting year with many interesting things to do. There were also lots of fun and creative ways that the teachers used to help me relieve my stress. My friends also supported me throughout this memorable journey. P6 life has many uphills and downhills. Sometimes, you will have a lack of motivation and feel like giving up. However, you can persevere and push through. Remember that there are always people who are supporting you no matter what you do.

~ Yeong Zhing Wen (6B) ~



Yeong Zhing Wen

Don't expect it to be easy. It does not mean you can't do it though. During your journey, remember to help others up when they fall, ok? All the best!

~ Hepzibah Elavarasi D/O Arjunan Karnan (6E) ~



Hepzibah Elavarasi

Prepare early! Never get demoralised because the moment you get demotivated, you've already lost half the battle. I would recommend that you get help from trusted adults to give you moral support. Lastly, I would like to advise you not to get distracted as this might affect your learning process.

~ Ryan Chia (6D) ~



Ryan Chia



Growing in Adversity

Let's hear how some of our other students felt when embarking on this project!

P1



**Muhammad Ryzqin
Reynaldy Bin Hiryandy (1F)**

I feel that it is important for everyone in school to show care for one another so that Waterway Primary School will be a happy place for all. I am happy that this is a caring school!

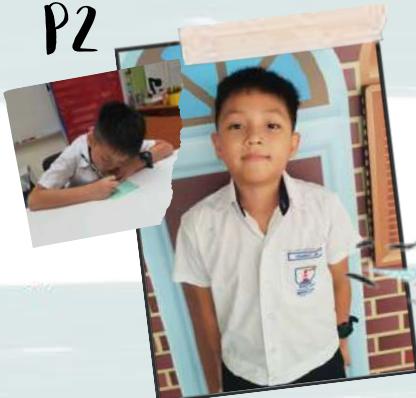


I was elated! My parents told me PSLE is a huge milestone for all the P6 students. I am excited to be part of this important journey. I hope the vibrant colours and my favourite dazzling rhinestone stickers on my note will bring good luck to them.



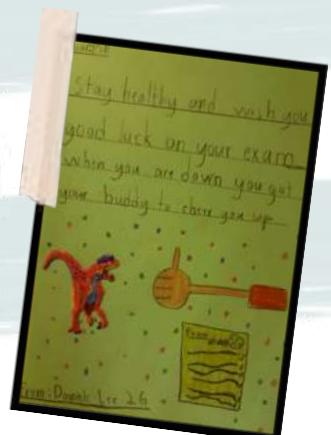
Cheung Yarn Tong Gwen (1F)

P2



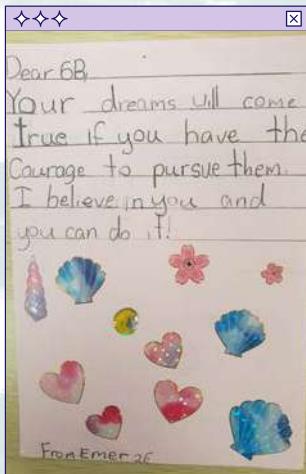
Dominic Lee (2G)

I learnt to be creative in writing the note of encouragement. I believe that the positive note will motivate others who are going through challenging times. When they see the note, they know that someone cares for them. I want to be encouraging and to show that I understand what they are going through.



Growing in Adversity

P2



I learnt new words like 'pursue'. When my teacher gave the class some examples, I saw the word and understood the meaning of the word, so I constructed my own sentence based on the meaning. I feel that by writing the note, someone who reads it will be happy.



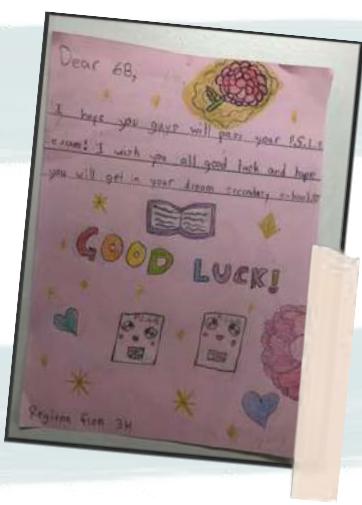
Lee Si En, Emer (2E)

P3



Lim Yu Xuan Calda
(3C)

I was excited as I felt that writing a note to the P6 students is a form of encouragement. I hope they will be inspired to put in extra effort to study hard and persevere as they know that the whole school is cheering them on.



As it will be my turn to sit for PSLE in 3 years' time, I take this as an encouragement for myself. It motivates me to work towards my goal and get into a good secondary school. I also have learnt to spell the word "secondary" while writing the note.

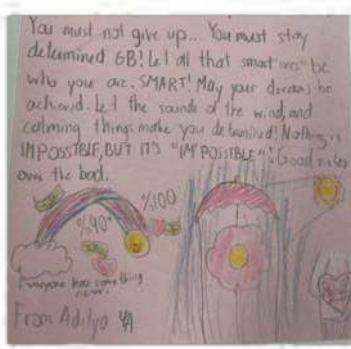
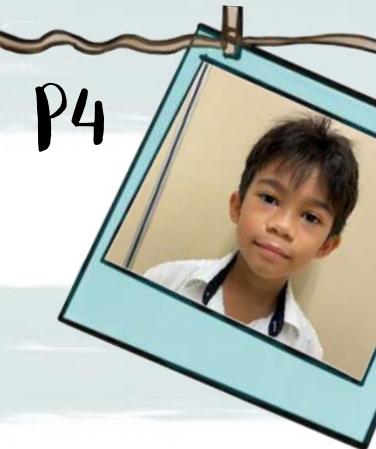


Reginna Chang (3H)



Growing in Adversity

P4



I have learnt some new motivational phrases that include growth and benefit mindset messages in them. I also explored new drawing styles. I was happy that my friends were amazed after reading my encouragement note. I have learnt that a small action, like writing a note, can make a huge positive difference to others.

Tsaqib Aditya Safariman (4A)

P5



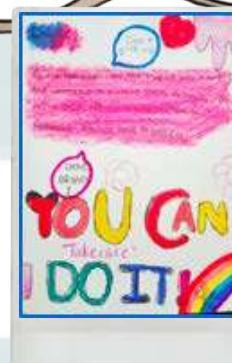
I have learnt that even if it is a small note of encouragement, it can make a difference to a person's life. Some of the P6 students may be feeling stressed or anxious before their PSLE. Hence, when they receive this note, it could give them hope and courage. It will also motivate them to strive for their best for the PSLE.

Ong Yu Xuan, Lynn (5B)



It is important to show care to everyone around us in school. This includes our classmates, teachers, office staff, janitors and even canteen stall vendors. We should show kindness and empathy to everyone around us so that we can build a supportive community in school.

Sales Jan Xander Dilim (4A)

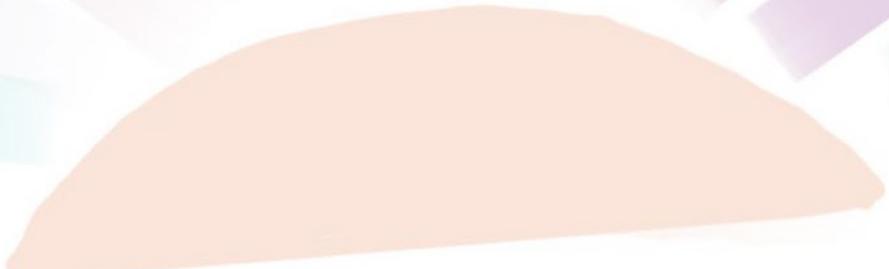


I learnt to put the school value of 'Empathy' to use as I put myself in the shoes of the P6 students to understand the challenges that they are going through.

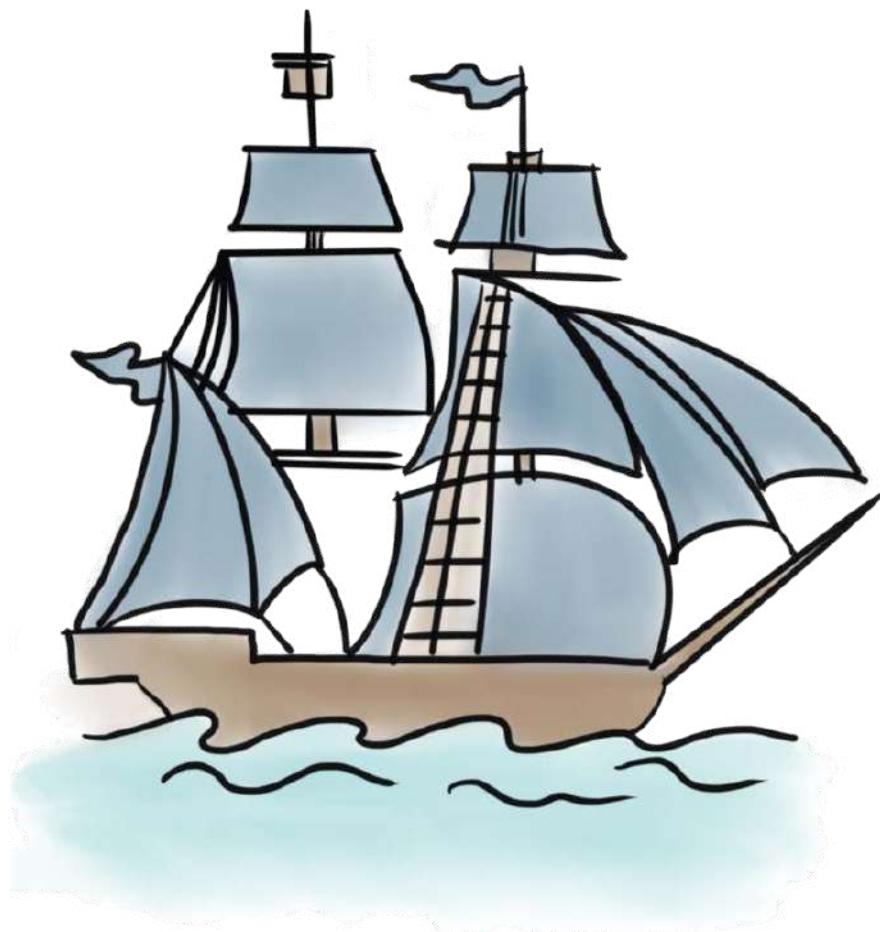
When I joined the school as a new student, the P6 students were the ones who showed me around the school. I am glad to have the opportunity to pay it forward and encourage my seniors through this little way.

Toh Yanzi, Ellie (5C)





Let Your Dreams



Set Sail



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