

Part 1a: Briefing by Principal	Part 2: Level Briefing by Year Head/Assistant Year Head	Part 3: Form Class Briefing
P2 to P6 9.30 – 10.00 am School Parent-Partnership & Priorities for 2024	P2/3/4/5  10.00 – 10.30 am	P2/3/4/5  10.30 – 11.00 am Q & A (11.00 - 11.15 am)
P6 only 10.00 – 10.15 am Support for Primary 6 Students	P6  10.45 – 11.30 am	P6  11.30 am – 12.00 pm Q & A (12.00 - 12.15 pm)
Part 1b: Talk by Guest Speaker		A cartoon-style wooden signpost with two vertical posts and a horizontal beam. The beam has a yellow sign with the black text "TODAY'S SCHEDULE!" written in a bold, sans-serif font.
P6 only 10.15 – 10.45 am Take the S(tress) out of PSLE Mr Chua Sze Siong Chief Therapist MindfulBear		



**ZHENGHUA  
PRIMARY SCHOOL**

The Best That We Can Be.

# Briefing by Year Head

27 January 2024



*Resilience, Innovation, Integrity, Care, Collaboration and Excellence*

# **Year Heads / Asst Year Heads**

Mrs Lee Boon Kwang	Year Head (P1/2)
Mrs Siti Aisyah Sasikumar	Year Head (P3/4, covering)
Mdm Hafiza Ahssan	Year Head (P5/6)
Mdm Ong Yan Joo	Assistant Year Head (P1)
Mdm Ou Yanxia	Assistant Year Head (P4)
<b>Mdm Nor Hazwani Bte Harun Rushid</b>	<b>Assistant Year Head (P5)</b>



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# Overview

Segment 1:  
My role as an  
Assistant Year Head

Segment 2:  
Overview of our  
School Programmes



# **My Role as a Year Head**

## **(Well-being & Holistic Development)**

Segment 1



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# Well-being of Your Child

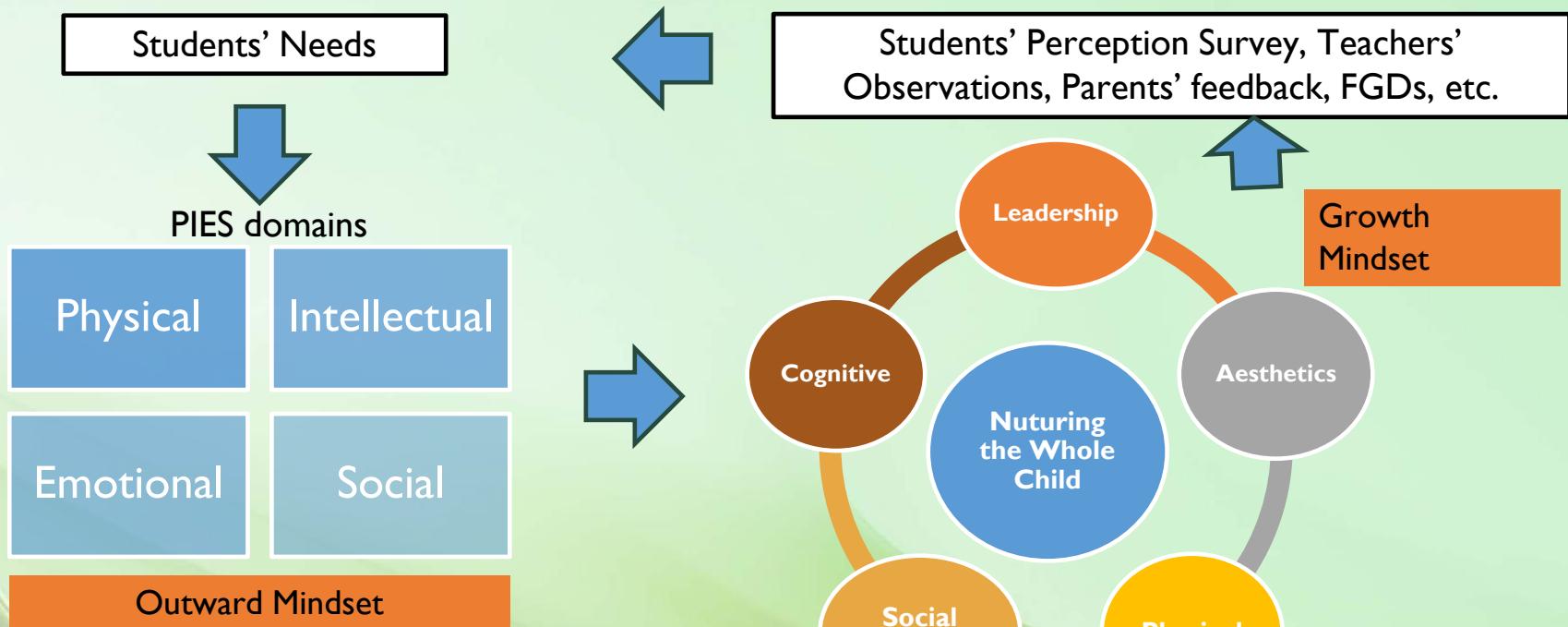


*Students ;  
our Focus*



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# Our Student Well-being Approach



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# Daily and Termly Check-In

## Fast kit



## Heart-to-Heart Talk with Form Teachers



## Termly Check-In Survey via All Ears Form

*Term 1: Understand students' thoughts and emotions about starting the school year*



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Only for **SELECTED** students. Consent form will be issued via Parents' Gateway.

Programme	Level (Selected Students)	Focus Area	Frequency
<b>SPARK CENTRAL</b>	P5 & P6	Holistic Support	3 times a week
<b>SPARK HAVEN</b> (used to be called SAKURA)	P5 & P6	Behavioural and Social-Emotional Coaching	Fridays after school, about twice a month
<b>CYBER SPARK</b> (used to be called LEVEL UP)	P5 & P6	Cyber Wellness	Fridays after school, about twice a month
<b>SPARK BLISS</b>	P3-P6	Bridging Lessons <u>In</u> Social Skills	Fridays after school, every fortnightly



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# Leveraging Partners in the Community

## Fei Yue Families for Life @ Community



## Our Programmes



Parenting  
Seminars



Grandparenting  
Seminars



1-to-1 Parent  
Consultations



Parents  
Group Work



Family Life  
Talks/Workshops



Marriage  
Enrichment



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Scan the QR code to sign up or find out more about Triple P/Signposts:



Small changes,  
big differences.



Indicate your interest by filling in the form  
(scan the QR code or access <https://go.fycs.org/PSS>)

For further queries, email to [parenting@fycs.org](mailto:parenting@fycs.org).



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# OVERVIEW OF PROGRAMMES FOR PRIMARY & SECONDARY LEVELS

PERFORM IN SCHOOL DEPARTMENT			
	LOWER PRIMARY (Pri 1 – 3)	UPPER PRIMARY (Pri 4 – 6)	SECONDARY (Sec 1 – 5)
MENDAKI Tuition Scheme (MTS)			
Academic Support Intervention	Math Coaching		#amPowered@MTS
	Math Booster for Young Learners		
MENDAKI Homework Café (MHC)			
Education Partnership	MENDAKI Cyber Homework Ace (McHA)		
	Project ACE & Numeracy Enrichment Programme @ Big Hearts Student Care Centres		
Empowerment Programmes	"Success in PSLE" Series		
	Primary 1 Orientation		Exam Ready Campaign
	Brunch with MENDAKI (for parents)		
Financial Assistance	"Parents' Guide To..." Series (for parents)		
	School Assistance Scheme (SAS)		
	Merchant Bursary		
Subsidised Academic Programmes			



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# Access Our Services Anytime Anywhere

<https://my.mendaki.org.sg/Home/ContactUs>



## CONTACT US @ MENDAKI

To get the info that you need immediately, please use the search box above. If you're unable to find what you need, please use the form below and we will get back to you within 5 working days.

Do sign up for an account with us so that you can easily keep track of all your activities with us and save time on having to enter your particulars again!





## EDUCATION

Maximising educational opportunities for all students



## CHILDREN

Engaging parents to play an active role in their children's lives



## YOUTH

Inspiring youths towards greater achievements



## PARENTS

Engaging parents to play an active role in their children's lives



## ASSISTANCE

Supporting the community's needs and aspirations



Call us : 1800 295 3333

Find out more @ : [www.sinda.org.sg](http://www.sinda.org.sg)

Follow us on



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# 支持家庭 SUPPORTING FAMILIES



- 家庭资源计划  
Family Resource Programme
- 家长教育  
Parent Education Programme
- “准备上学咯！”活动  
CDAC ‘Ready for School’ Project

# 经济与援助 FINANCIAL ASSISTANCE



- 家庭援助计划  
Family Assistance Programme
- 华助会 – 宗乡总会贫困援助金计划  
CDAC-SFCCA Hardship Assistance Fund Scheme

# 联系乐龄 CONNECTING SENIORS



- “陪你知天下”及乐龄加油站  
News Sharing & Senior Learning Kiosk
- 康乐活动  
Senior Health and Wellness
- 资讯科技课程  
Information Technology Courses
- 讲解会  
Information Sharing Session
- 跨代学习与互动  
Intergenerational Learning and Interaction
- 传统节日庆祝活动  
Festival Celebration

华社自助理理事会

CHINESE DEVELOPMENT  
& ASSISTANCE COUNCIL



华社自助理理事会  
CDAC

Hotline

6841 4889

Email

enquiry@cdac.org.sg



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# Holistic Development



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# **Moving away from overemphasis on academic grades**

- **Removal of Mid-Year Exams** is part of MOE's ongoing efforts to **move away from an overemphasis in academic grades**
- More opportunities to help students to **develop their character and life skills** (e.g., self-directed learning), as well the joy of learning



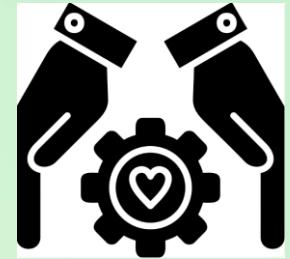
# **Discipline & Character Growth**

- Discipline is essential to character growth
- Educative and not punitive
- Meaningful consequences
- Adopt **Restorative Practice (RP)** in managing behavioural issues that undermine character



# Positive and Restorative Discipline

- Cultivate values and teach social-emotional skills
- Guide the child to make right decisions and be responsible for their actions
- Reinforce good behaviour
- Guide students who have made mistakes
- Restore relationships that may have been affected



# We are partners in your child's character growth

IT TAKES A  
VILLAGE  
**to raise  
a child.**



## The Child, Our Common Goal

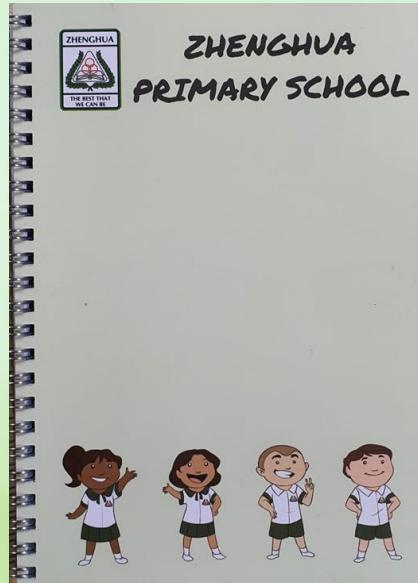


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# Partnering you to develop your child's sense of responsibility

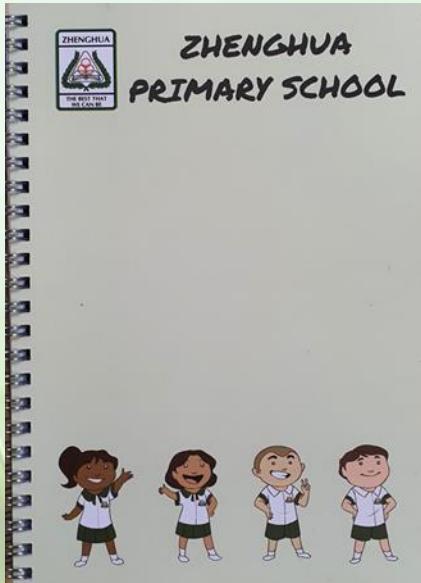
## 2 key areas:

- Homework submission
- Attendance and punctuality to school



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# Roles in Homework Submission



Student's Role	Parent's Role
<ol style="list-style-type: none"><li>1. Copy homework into Student Handbook and put homework into homework file.</li><li>2. Check Student Handbook and homework file for homework is brought home.</li><li>3. Once homework is completed, place the homework into homework file and into the bag.</li></ol>	<ol style="list-style-type: none"><li>1. Check Student Handbook.</li><li>2. Good habit to sign Student Handbook daily to acknowledge that his/her homework is completed.</li><li>3. Note Teachers' communication with you in the Student's Handbook (if any).</li></ol>

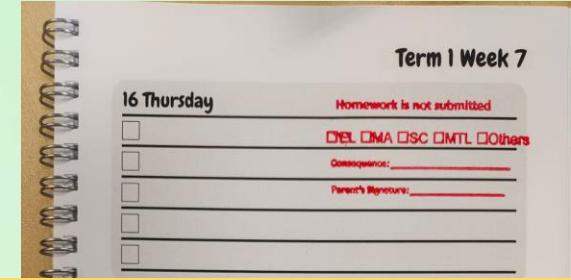


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# Homework Submission

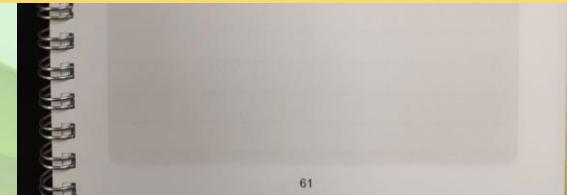
## Benefits of Homework

- Develop independent learning
- Develop time management skills
- Allow students with different abilities and interest to learn at their own pace to deepen conceptual understanding
- Improve retention of knowledge



Remind your child to check the Student Handbook.

Acknowledge the homework non-submission stamp (if any).



# Punctuality to School

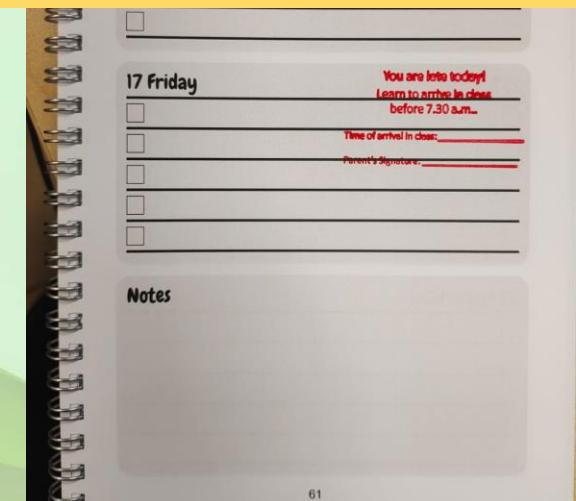
## Benefits of Punctuality

- Builds a more self-confident child
- Builds discipline from a young age
- Builds mutual respect



Term 1 Week 7

Remind your child to check the Student Handbook.  
Acknowledge the late coming stamp (if any).



# School Policy for Late Coming and Late Homework Submission

	Late Coming (P1-6)	Late Submission of Homework (P2-6)
Stamp notification	<b>Late stamp</b> on student handbook for students who <b>arrive in class/hall after the start of the National Anthem</b>	<b>Homework reminder stamp</b> on student handbook for students who <b>did not submit homework despite being given a reminder</b>

## Consequences:

- Recess detention
- After school detention
- Downgrade of conduct grade
- Notification letter to parents
- F2f engagement with parents
- Suspension from CCA/competitions
- Suspension of student leadership role
- Link up with external agencies to provide academic/mentoring support



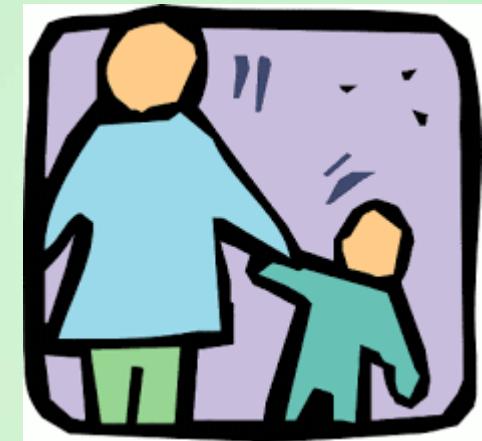
# Attendance in School is Important for learning

- Please do not take your child/ward out of school for other purposes (e.g. vacation, visiting relatives) during term time. Such absence from school will be marked as '**Absent without Valid Reason**' in the attendance records. We strongly discourage students from going overseas without valid reasons.
- If your child/ward has a valid reason to leave Singapore during term time (compassionate reasons or the child is competing at an overseas competition), **please write to one of the school leaders for approval** at [zhenghua\\_ps@moe.edu.sg](mailto:zhenghua_ps@moe.edu.sg) and cc the Form Teachers.
- For **all other reasons** for overseas travel during term time, please **email the Form Teachers** the dates of travel for their information. Form Teachers will mark the absence as 'Absent without Valid Reason'.



# School Policy for Early Dismissal from School

- For safety reasons, students who need to leave our school during curriculum time **must be picked up from our General Office by a parent, an adult family member or a caregiver.**
- The adult picking up our student will have to complete an **“Early Dismissal” form** which must be signed by one of our General Office staff and presented to the security guard before the student is allowed to leave our school with the accompanying adult.



# Drop Off at School Foyer

- If you are driving into the school, we strongly encourage you to do a quick drop off to ease traffic congestion



# Communicate your concerns with us

Mdm Hazwani (Assistant Year Head)

Email: [nor hazwani harun rushid@moe.edu.sg](mailto:nor_hazwani_harun_rushid@moe.edu.sg)

Phone number: 67697478 (extn: 578)



# Your child could reach us via YH Mailbox @ Staffroom 3 (level 2)



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# **Overview of Our School Programmes**

## **(CCE, ALP, LLP and PAM)**

Segment 2



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The Best That We Can Be.

# Character and Citizenship Education (CCE)

Mdm Lin Xiaojun  
HOD CCE



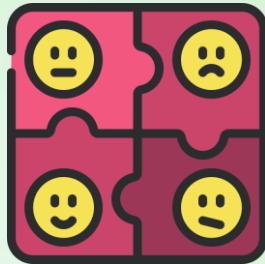
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# Goals of Character and Citizenship Education (CCE)

CCE aims to develop in our students:



Good  
Character



Resilience and  
social-emotional  
well-being



Future  
Readiness



Active  
Citizenship

Students become **leaders of character** who are able to lead themselves and others and are **active citizens** who contribute positively to the family, school, community and nation.



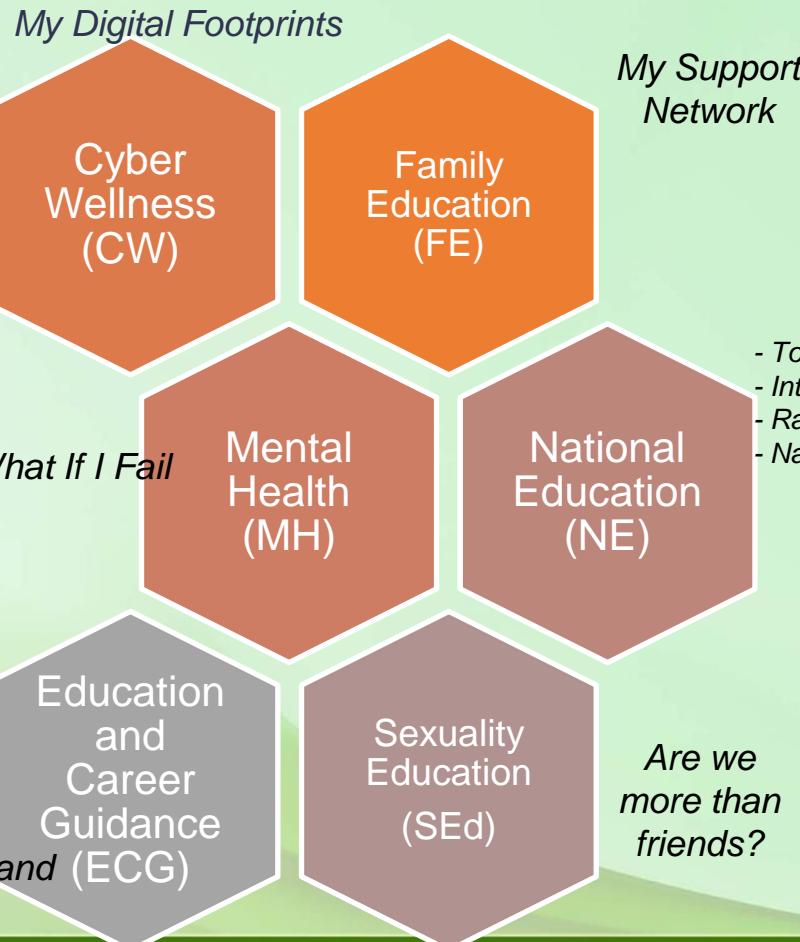
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# 6 Key CCE Curriculum Content Areas

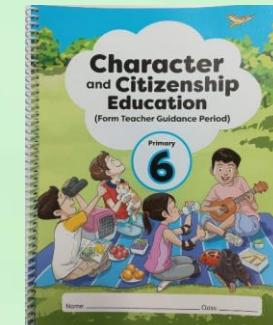
The CCE curriculum content is premised on the three big ideas of **Identity, Relationships and Choices**, and anchored on the teaching of **core values and social-emotional competencies**.

They are taught and applied in the **6 key curriculum content areas**.

*My Dreams and Hopes*



*Are we more than friends?*



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# Our Approach to CCE

## Learn

- Explicit teaching and intentional integration of CCE across the curriculum and co-curriculum

## Apply

- Authentic platforms for students to live out school values, demonstrate social emotional competencies & leadership and serve the school, community & nation

## Reflect

- Students' reflection on what they have learnt and how they have applied their learning

Platforms include:

- CCE (Form Teacher Guidance Period)(FTGP)
- CCE (**Mother Tongue Language (MTL)**)
- **Start-It-Right** programme
- **Pre- Assembly and Assembly talks** on values, current affairs, etc

Platforms

- **Values-In-Action (VIA)**
- **Student Leadership Opportunities**
- **Day-to-day lessons and interactions**

Platforms

- **Self-Assessment** of values & student leadership practices
- **Reflections**

Making care packs for migrant workers

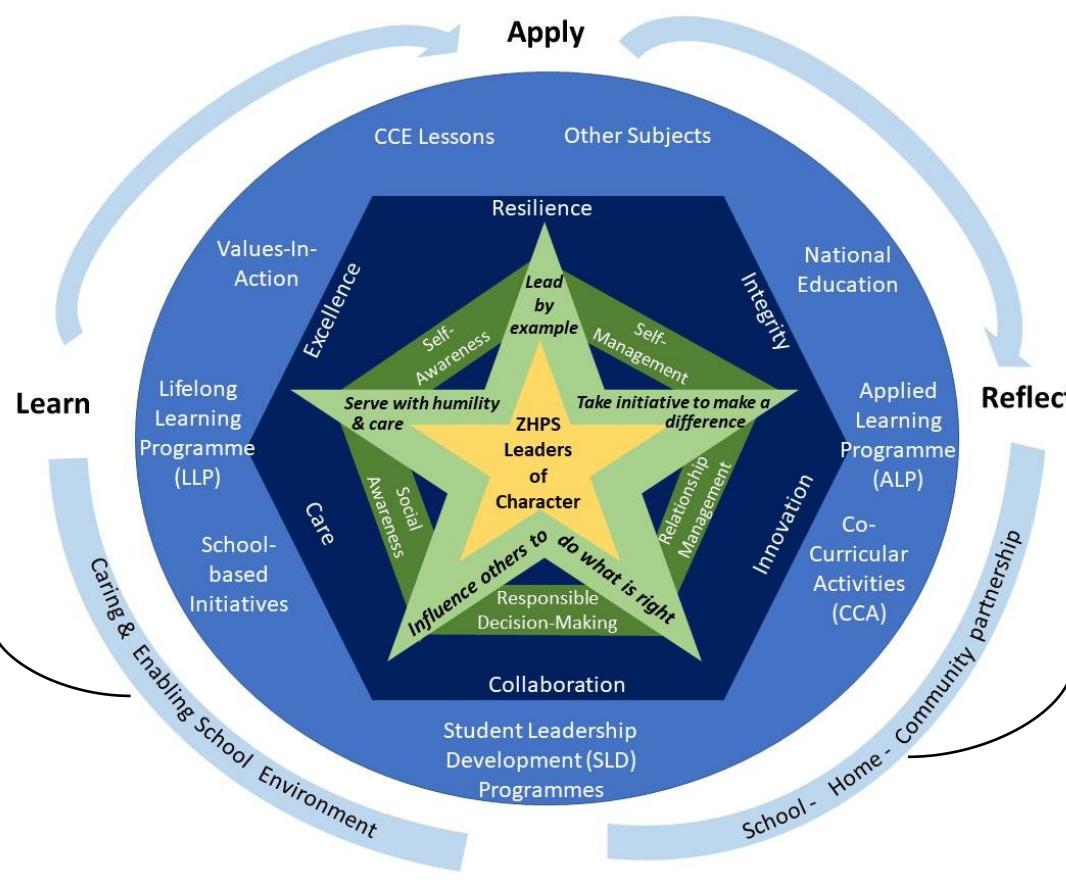
Making appreciation cards for healthcare workers

Everyday responsibilities – Cleaning tables after use



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# Caring & Enabling School Environment



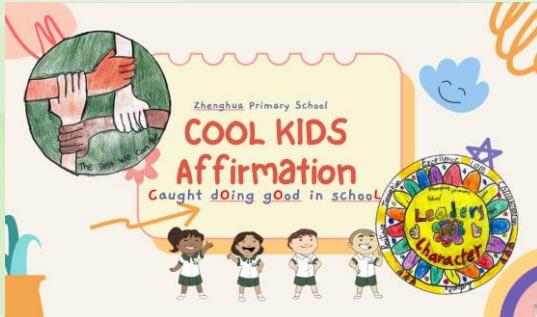
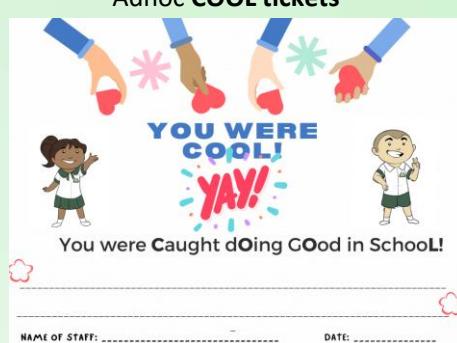
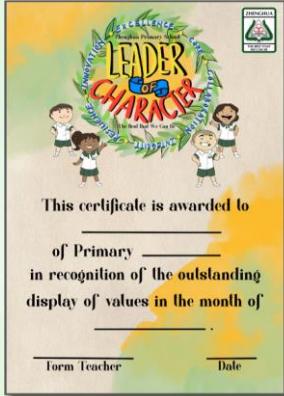
# School-Home-Community partnerships

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# A Caring & Enabling School Environment

## • Affirmation

**Monthly Leader of Character Award** - to recognize students for their outstanding display of values



Termly Gratitude cards



## • Leadership Development

Developing students to become leaders of character who can:

- lead by example
- serve with humility and care
- take initiative to make a difference
- influence others to do what is right

All Zhonghua  
students are  
leaders of  
character.



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# Partnering parents in our CCE efforts

- **Consistent & Coherent Messaging**

e.g. Discuss with your child about what he / she has learnt from the CCE experiences/ lessons (e.g. school values) and reiterate the key messages

## School's PG updates on CCE

### 2022 Term 1 Updates - Character and Citizenship Education (CCE) in ZHPS

In ZHPS, values and social-emotional competencies are explicitly taught and learnt during assembly talks and CCE (Form Teacher Guidance Period) lessons. These lessons, which include the use of stories and case studies discussion, also provide time for teachers to build positive relationships with your child/ ward. In addition, school leaders, staff and students share values-based stories and/ or current affairs during pre-assemblies. Every Friday, classes and CCA groups are rostered to conduct these LessOn in Values Education (LOVE) talks.

As Term 1 draws to an end, we would like to provide an update on the CCE efforts in ZHPS for Term 1.

#### (a) Project Hong Bao 2022

Our school had raised a total of \$4,140.20 towards Tan Tock Seng Hospital (TTSH) Community Fund, the charity arm of TTSH, via Project Hongbao 2022. We thank parents/ guardians for your support and generosity towards our school's Values-in-Action (VIA) initiative. The money raised will help the needy patients with their out-of-pocket medical expenses, and to support healthcare research and training to improve patient care.

- **Help your child grow**

e.g. Supporting our children with good digital habits

- Use ***parental control settings*** to monitor and ensure children access to age-appropriate content;
- Develop a **timetable or screen use agreement** to balance screen time and family bonding and;
- **Avoid screen use** during mealtimes and one hour before bedtime.
- **Co-viewing with your child** - Knowing what our children are viewing will create more opportunities for conversations

## Family Time in CCE (FTGP)

### Staying Safe in the Cyberworld ②



#### Family Chat Time!

Share 'My Online Safety Code' with your parents/guardians, siblings and other family members.

I can...

- **share** with my family members how I can be safe in the cyberworld.
- **remind** my family members to follow the safety rules together.

We did this together!  

---

Parent's/ Guardian's signature



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# Partnering parents in our CCE efforts

- **Active Role Modelling**

- Role model positive behaviour, e.g. punctuality, cleanliness, digital habits



*Keeping the environment  
clean*



*Parenting Instagram  
post on supporting our  
children to be  
responsible users of  
the cyber space.*



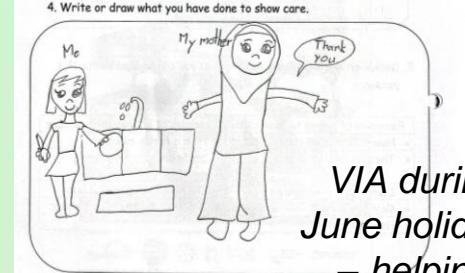
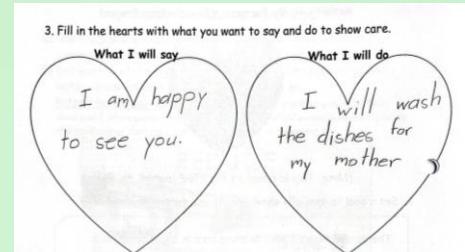
## Heads Up:

As part of Safer Internet Day (SID) 2024, we will be encouraging your child to commit to a screen-free weekend on 3 and 4 Feb by:

- (a) not playing video games.
- (b) replacing the time spent online with something that he/she wants to do offline, e.g. spending time with family, playing sports

More details will be shared through PG.

- **Encourage Values-in-Action (VIA) @ Home**



*VIA during  
June holidays  
– helping  
Mum to wash  
dishes*



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*“It takes a village to raise a child.”*



We thank you in partnering the school for your child's journey of CCE development.

For further queries, please contact me (HOD/CCE) at: [lin\\_xiaojun@moe.edu.sg](mailto:lin_xiaojun@moe.edu.sg)



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# Zhenghua Primary School Applied Learning Programme (ALP)

*Advocates and Innovators for Sustainable Living*



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# Overview

Students will:

- adopt an inquiry-based learning, design thinking approach in addressing real-life concerns
- investigate the issues and work together to build their collective understanding of the issues



# **What students can look forward to in ALP**

Students will:

- make observations about a selected environmental issue, collect and analyse data
- apply their knowledge and skills to create new value through advocacy and innovation
- be given choices for their advocacy and innovation projects as they move up the levels



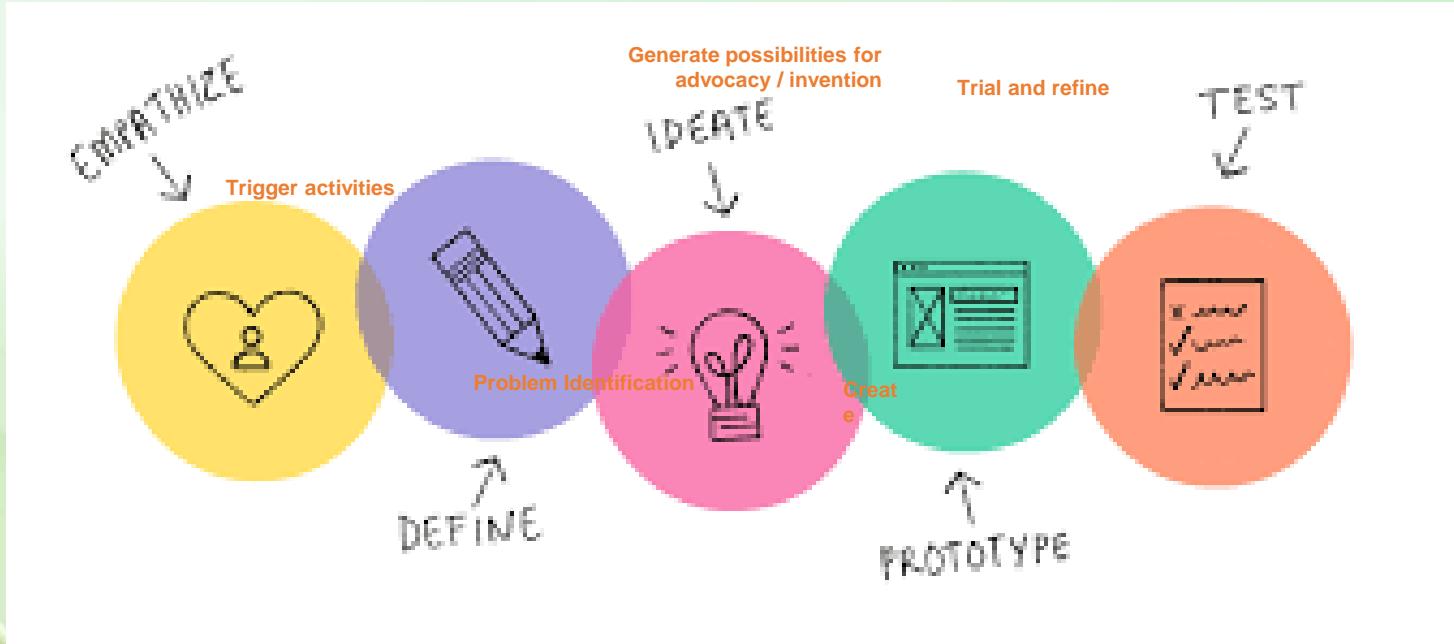
2024 Level	Timeframe / Format	Theme	Main activities at a glance
Primary 1	Term 4	Clean SG – Keeping our School clean	<ul style="list-style-type: none"> <li>Drama</li> <li>In line with EL reader</li> </ul>
Primary 2	Term 1	Clean SG – Keeping our Community clean	<ul style="list-style-type: none"> <li>Trigger activity – observation of clean plate SG phenomenon</li> <li>Drama</li> </ul>
Primary 3	Term 2 to Term 3	Green SG – Water and Us	<ul style="list-style-type: none"> <li>Trigger activities – Nautilus (marine sea creatures) + Artist talk</li> <li>Value-creation – choice-based 3D marine creatures</li> </ul>
Primary 4	Term 3	Green SG – Greenery and Us	<ul style="list-style-type: none"> <li>Trigger activities – Talk by Alumni and Community Garden Champions</li> <li>Class planting in the gardens</li> <li>Resources housed on google microsite</li> </ul>
Primary 5	Term 2	Future Dream SG – Our wasteful ways	<ul style="list-style-type: none"> <li>Trigger activities – Sharing by start-up Founder</li> <li>'Expert Groups' – 3D pen or microbit</li> <li>Resources housed on google microsite</li> </ul>
Primary 6	Term 4 / Post-PSLE activities	Future Dream SG – Sustainable SG 2030	<ul style="list-style-type: none"> <li>Trigger activities – Interview individuals / organisations</li> <li>Games for MK &amp; Outreach with NWCDC</li> <li>Resources housed on google microsite</li> </ul>

## School-wide programme



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# Design Thinking Frame



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# Advocates & Innovators for sustainable living



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# Some of our Partners & Stakeholders

- MOE Kindergarten
  - Stick 'Em
  - BPCC
  - NWCDC
  - NEA



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# Creative Arts

@ZHENGHUA

Learning for Life Programme  
(LLP)

PRIMARY 2-6 CURRICULUM BRIEFING FOR PARENTS  
27 JAN 2024



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# Learning for Life Programme (LLP)

- initiative introduced by the Ministry of Education (MOE)
- exposes students to a wide range of experiences to **build their socio-emotional competencies** and to acquire sound values.
- instills in them a **sense of rootedness and responsibility for their community**, and an **appreciation of aesthetics, sports and outdoor education**.



# Creative Arts

@ZHENGHUA

Students learn about the art forms and develop an appreciation of the arts and culture.

Experiences in the arts enable them to develop character and values.



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## Desired Outcomes:

Develop an appreciation of the arts

Express your feelings, thoughts or ideas through the arts

Demonstrate confidence, creativity and empathy



# **21<sup>ST</sup>** **CENTURY** **COMPETENCIES**

## Areas of Focus:

### **Adaptive & Inventive Thinking**

- understanding the variety of contexts, situations and environments one exposed to
- managing complexity and ambiguity more confidently

### **Communication, Collaboration Skills**

- effectively communicates information and co-constructs meaning
- engages empathetically with diverse perspectives

### **Cross-Cultural Literacy**

- the awareness and understanding of social contexts
- displays socio-cultural and religious sensitivity and awareness



# In Zhenghua, our school arts experiences are unique!

Learning in the  
ARTS



ARTS APPRECIATION

MAKE CONNECTIONS



learning through  
the arts



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# Creative Arts @ZHENGHUA

Learning in the ARTS



Primary 5



MUSIC

Keyboard /  
Recorders /  
Ukulele / Pitched  
Percussion  
Ethnic and global  
music

ART

Ceramics  
Interdisciplinary  
Museum-based  
Learning  
Digital Portfolio

DANCE

Polynesia /  
Oceania Dance



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# Primary 5 STEAM Project Cuboid Towns

Learning through the arts help students make sense and see connections across disciplines and make connections to the real world.

*Art  
Mathematics  
Science*



# PHYSICAL EDUCATION (PE)

ZHENGHUA PRIMARY SCHOOL



# Desired Outcomes of PE

Develop

Physically Competent students who  
enjoy a lifetime of active and healthy



living,  
safely and responsibly



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# Curriculum Learning Areas

Outdoor  
Education



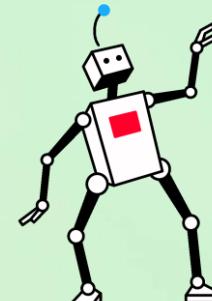
Gymnastics



Sports & Games



Dance



Physical  
Health  
& Safety



Swimming  
Primary 3



Primary 4  
onwards:

Athletics



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# **Curriculum Overview**

## **DURATION**

**PRIMARY 3 TO 6: 5 PERIODS\* PER WEEK**

**\*( 1 PERIOD – 30MIN)**





# Zhenghua Primary School PE Department

App No:	P3-INNOVATION	S/N :	28	Course:	P3 Subject Control
Class:	3A	Term:	1	Assessment Period:	1
Form Teacher:	MISS TAY JIA LIN	Co-Form Teacher:	MISS MADM YEW CHOY LENG ANGELA	Mark Grade:	Overall
SUBJECT	2nd Combined	Mark Grade:	Overall	Mark Grade:	Overall
English Language	76	2	78	2	90
Mathematics	89	1	90	1	92
Science	79	2	80	2	82
Chinese Language	-	-	A	-	-
Social Studies	-	-	A	-	-
Art	-	-	B	-	-
Music	-	-	B	-	-
Physical Education	-	-	B	-	-
Overall Attendance	181/186			Class for next Year:	4IN

## Summative Assessment

Semestral PE grades based on modular performances and student's learning attitude during PE (P3 – P6)

# Assessment Practices



## Peer Assessment

Peer Assessments and Coaching  
e.g via video recording and assessment checklists



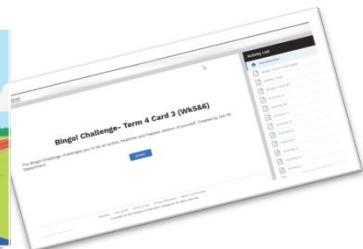
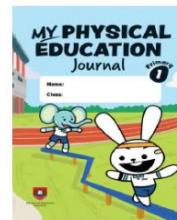
## Teacher's Assessment

Assessment of student's learning by teachers

STUDENT'S DETAILS		ASSESSMENT PERIOD		MARKS		CLASS	
Name:		Term:	1	Mark:	Grade:	Term:	1
Date of Birth:		Assessment Period:	1	Mark:	Grade:	Term:	1
Gender:		2	2	Mark:	Grade:	Term:	1
Height:		3	3	Mark:	Grade:	Term:	1
Weight:		4	4	Mark:	Grade:	Term:	1
Hand Span:		5	5	Mark:	Grade:	Term:	1
Arm Span:		6	6	Mark:	Grade:	Term:	1
Body Mass Index:		7	7	Mark:	Grade:	Term:	1
Waist Circumference:		8	8	Mark:	Grade:	Term:	1
Waist-Hip Ratio:		9	9	Mark:	Grade:	Term:	1
Body Fat Percentage:		10	10	Mark:	Grade:	Term:	1
Total Marks:		11	11	Mark:	Grade:	Term:	1
Average Marks:		12	12	Mark:	Grade:	Term:	1
Overall Grade:		13	13	Mark:	Grade:	Term:	1
Overall Grade:		14	14	Mark:	Grade:	Term:	1
Overall Grade:		15	15	Mark:	Grade:	Term:	1
Overall Grade:		16	16	Mark:	Grade:	Term:	1
Overall Grade:		17	17	Mark:	Grade:	Term:	1
Overall Grade:		18	18	Mark:	Grade:	Term:	1
Overall Grade:		19	19	Mark:	Grade:	Term:	1
Overall Grade:		20	20	Mark:	Grade:	Term:	1
Overall Grade:		21	21	Mark:	Grade:	Term:	1
Overall Grade:		22	22	Mark:	Grade:	Term:	1
Overall Grade:		23	23	Mark:	Grade:	Term:	1
Overall Grade:		24	24	Mark:	Grade:	Term:	1
Overall Grade:		25	25	Mark:	Grade:	Term:	1
Overall Grade:		26	26	Mark:	Grade:	Term:	1
Overall Grade:		27	27	Mark:	Grade:	Term:	1
Overall Grade:		28	28	Mark:	Grade:	Term:	1
Overall Grade:		29	29	Mark:	Grade:	Term:	1
Overall Grade:		30	30	Mark:	Grade:	Term:	1
Overall Grade:		31	31	Mark:	Grade:	Term:	1
Overall Grade:		32	32	Mark:	Grade:	Term:	1
Overall Grade:		33	33	Mark:	Grade:	Term:	1
Overall Grade:		34	34	Mark:	Grade:	Term:	1
Overall Grade:		35	35	Mark:	Grade:	Term:	1
Overall Grade:		36	36	Mark:	Grade:	Term:	1
Overall Grade:		37	37	Mark:	Grade:	Term:	1
Overall Grade:		38	38	Mark:	Grade:	Term:	1
Overall Grade:		39	39	Mark:	Grade:	Term:	1
Overall Grade:		40	40	Mark:	Grade:	Term:	1

## Fitness Assessment

Through P4 & 6 NAPFA



## Formative Assessments

Termly & Semestral formative assessment based on modular performances and students' attitudes during PE (P1 – P2)

## Cognitive Assessment

Through written and online assignments such as the PE Journals and customized SLS learning packages



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# SCHOOL-WIDE PROGRAMMES

## HEALTH & WELLNESS PROGRAMMES

- Fruttie Veggie Bites/Healthy snacking
- Eye Care Week
- Dental Talks
- Assembly Talks on Healthy & Active Living



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# SCHOOL-WIDE & SIGNATURE PROGRAMMES

## HEALTH & WELLNESS PROGRAMMES

- **HEALTHY KIDS BINGO CHALLENGE**

To inculcate healthy habits and an active lifestyle outside of curriculum time in a self-directed manner (via SLS) through a fun Bingo Game



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# **SCHOOL-WIDE PROGRAMMES**

## **SPORTS PROGRAMMES**

### **PLAY @ RECESS**

- Unstructured outdoor play during recess
- Cultivate an active lifestyle outside PE curriculum



# SCHOOL-WIDE & SIGNATURE PROGRAMMES

## SPORTS PROGRAMMES

### AMAZHENGHUA RACE

- P1- P6 Annual Sports Carnival
- Enjoy a day of play through physical activities
- Opportunities to exercise school values through sports



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# SCHOOL-WIDE & SIGNATURE PROGRAMMES

## SPORTS PROGRAMMES

- ENHANCING TSR THROUGH SPORTS

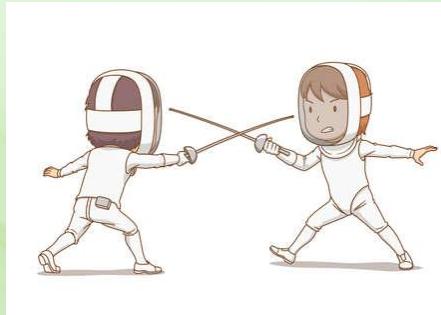
Promoting good rapport among class teachers and students through sports



# LEVEL PROGRAMMES

## SPORTS PROGRAMMES

- SPORTS EDUCATION PROGRAMME(SEP)
  - PRIMARY 4, 5 & 6
  - Experience a wider range of sports not covered in the PE syllabus



# Reminder:-



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# Healthy Lifestyle Tips

## 1 Stay Active

Exercise for at least 1 hour everyday!

Exercise helps keep your body and your mind healthy.



## 4 Reduce Junk Food/Snacks

Eat lesser junk food such as deep fried, oily, salty and sweet food and drinks. Eating too much can cause obesity and health problems. It is fine to eat them once in a while (e.g. once in a month), but not everyday!

## 2 Eat Healthy

Eat according to My Healthy Plate.

My Healthy Plate helps ensure you eat a nutritious, balanced and healthy diet. Refer to [healthhub.sg](http://healthhub.sg) for more information.



## 3 Drink water

Drink at least 8 glasses/4bottles of 500ml, of plain water everyday (2 litres).



## HANDBOOK

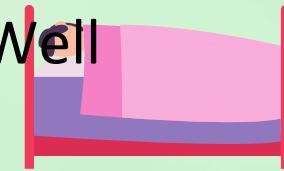


## 5 Eye Care

Have no more than 2 hours of screen time a day. After 20 minutes of near work, take a 20 second eye break and look afar for 20 feet away (20-20-20).

## 6

## Sleep Well



Have at least 9 to 12 hours of sleep everyday! Sleep helps keep your brain and body healthy.



# Healthy Living

1 hour of  
Exercise Daily  
(or in parts)



Eat a  
Healthy Diet  
according to  
My Healthy Plate



Reduce junk  
food, sweet  
food/drinks,  
salt, oil intake



# Partnership

*Your support is key to your child's growth!*



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# Resources to Help Students Choose Secondary Schools

**Helpful information on our school website**

- Secondary school posting process
- Direct School Admission for secondary schools (DSA-Sec)
- WEStories Flipbook
- ECG Parent Guide



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*thank you*



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