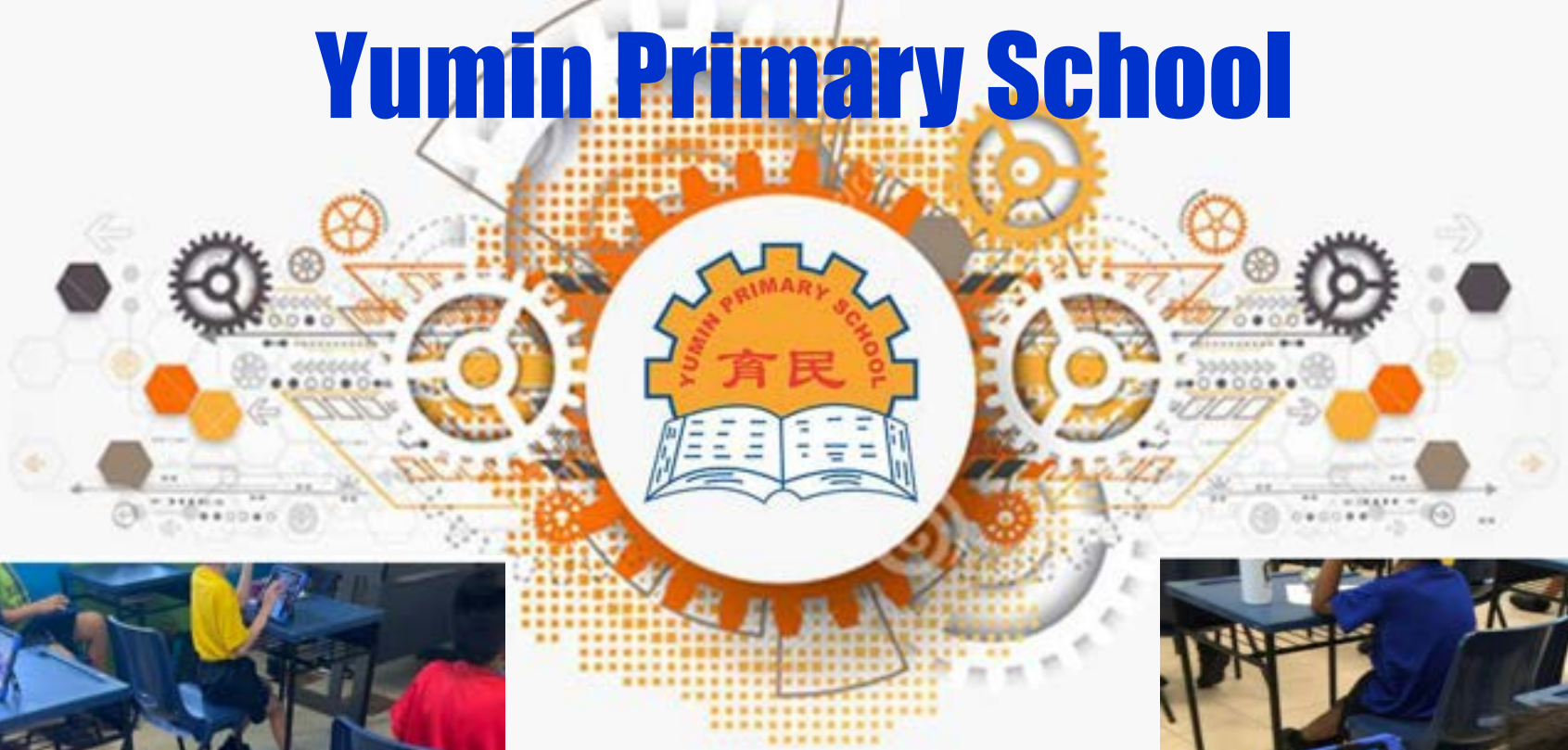


Yumin Primary School



Meet the Parents 2023

*Primary 4
Principal's Address*



A Champion In Every Child

Agenda

- **School's Directions**
 - *Vision / Mission*
 - *Broad Directions*
- **Yumin's Distinctive Programmes**
 - *Positive Education*
 - *Curriculum Design @ Yumin (3Es)*
 - *Learning for Life Programme (LLP)*
 - *Applied Learning Programme (ALP)*
- **Curriculum and Assessment Matters**
 - *School-based Assessments and Weighting*
 - *Higher Mother Tongue*
 - *Subject Based Banding (SBB)*
 - *PSLE Scoring Changes*
- **Home- School Partnerships**
- **Meeting with Form Teachers**





Our Vision & Desired Outcomes



What we want for our students:




Mission *To Build Character, To Challenge Minds, To Enrich Lives*

Vision *A Champion in Every Child*

What we Aspire for our

Champions:

**Desired
Outcomes**

A CONFIDENT AND EFFECTIVE COMMUNICATOR	A CREATIVE AND CRITICAL THINKER	A CARING AND GRACIOUS CITIZEN
<p>I express myself clearly and fluently.</p> <p>I interact with others in a respectful and responsible manner.</p>	<p>I generate ideas and explore new possibilities.</p> <p>I reflect and persevere when faced with challenges.</p>	<p>I have a strong sense of belonging to my class, school and country.</p> <p>I serve the community with care and commitment.</p>
		

School Motto

Aspire Strive Achieve Serve



Our Beliefs@Yumin



- Every child is different, special and talented in his/her own way.
 - ❖ *they have their own strengths and learn at their own pace.*
- Every child wants to learn and can learn.
 - ❖ *With appropriate support*
- Every child matters.





Our Commitment



- Provide a quality holistic learning experience for every child.
- Provide equal learning opportunities for every child to realise their potential (*based on their strengths and pace of learning*)
- Provide a safe environment to make Yumin a second home for every child.





Our Heartbeat



- We want our children to
- Be **HAPPY** in School
 - Find **JOY** in learning
 - Be **Future-Ready**
 - Be of **Strong Moral Fibre**
 - Enjoy **QUALITY RELATIONSHIPS**
 - Be the **BEST THEY CAN BE**
 - Feel that **SCHOOL IS THEIR SECOND HOME**



... and
**Yumin Primary
School to be their
2nd Home!**





Broad Directions



Prepare Our
Students to Connect
Collaborate
and Create

One Secondary
Education, Many
Subject Bands



Nurture future-
ready students

Ignite Joy of
Learning

CCE2021 Overarching Goals

Good
character

Resilience and
social-
emotional
well-being

Future
readiness

Active
citizenship





How do we do it?



Adopting the 3E approach –
Exuberance, Exploration
and Expression



Implementation of
anchor/signature
programmes



Infusion through
everyday learning
where appropriate



Provision of holistic learning
experiences – cognitive, leadership,
aesthetics, leadership, social and moral



Focusing on inculcation
of values, development
of dispositions,
equipping of knowledge
and skills, and anchored
on Positive Education



Student-All- Round Development



We believe that students can be **empowered** when they grow in **knowledge, skill, experience and attitudes**



01



P1 and P2
LITTLE
CHAMPS

02



P3 and P4
BUDDING
CHAMPS

03



P5 and P6
FLOURISHING
CHAMPS

Nurturing Each Yumin Student from “I can be a Champion” to “I am a Champion”

A CHAMPION IN EVERY CHILD



*A Champion
in Every Child*

Flourishing Champs





**Cherishes
relationships**

**Adopts a
growth mindset**



A Flourishing Champion @ Yumin



**Practises
mindfulness**

**Harnesses
strengths**





Positive Education



“Feeling Good and Doing Good”



Why

Wellbeing is at the heart of everything we do at Yumin Primary School where every student is supported to flourish and thrive.

FLOURISHING LEARNERS



Theme 2023



Focus for 2023



***Growth
Mindset***



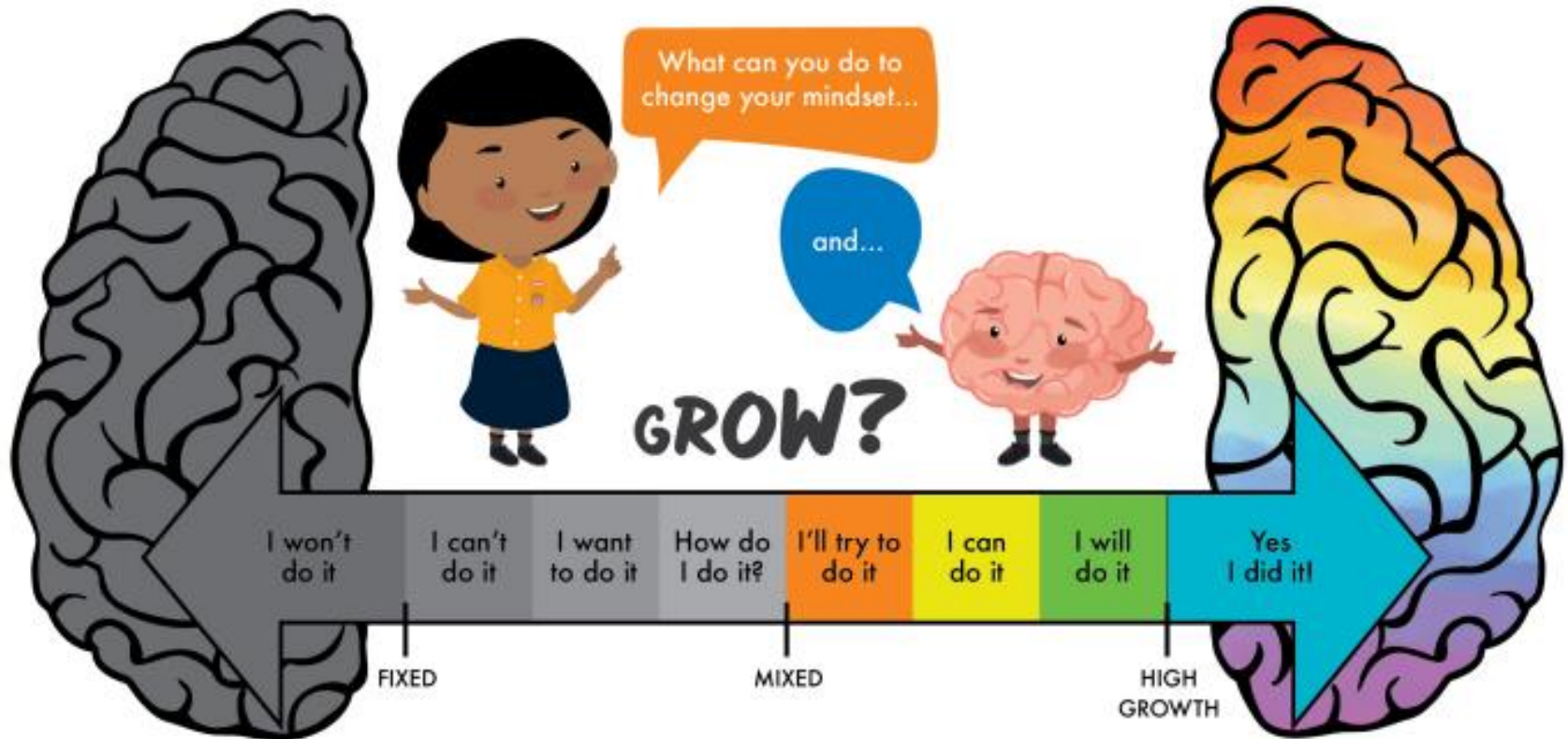
***Virtuous
Practice***



***Learning
Dispositions***



THE GROWTH MINDSET CONTINUUM



CHANGE YOUR WORDS CHANGE YOUR MINDSET



I'm either good at it,
or I'm not...

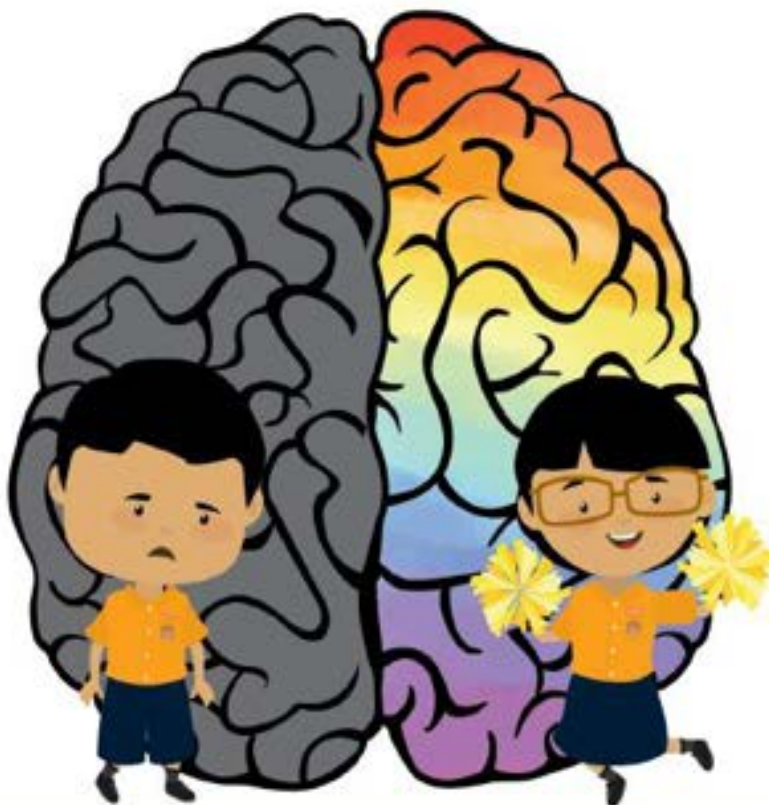
If I fail,
I'm not good...

I don't like to be
challenged!

I feel like feedback
is personal!

If you succeed,
I feel threatened!

I give up if I find
something difficult!



I can learn anything
I want to!

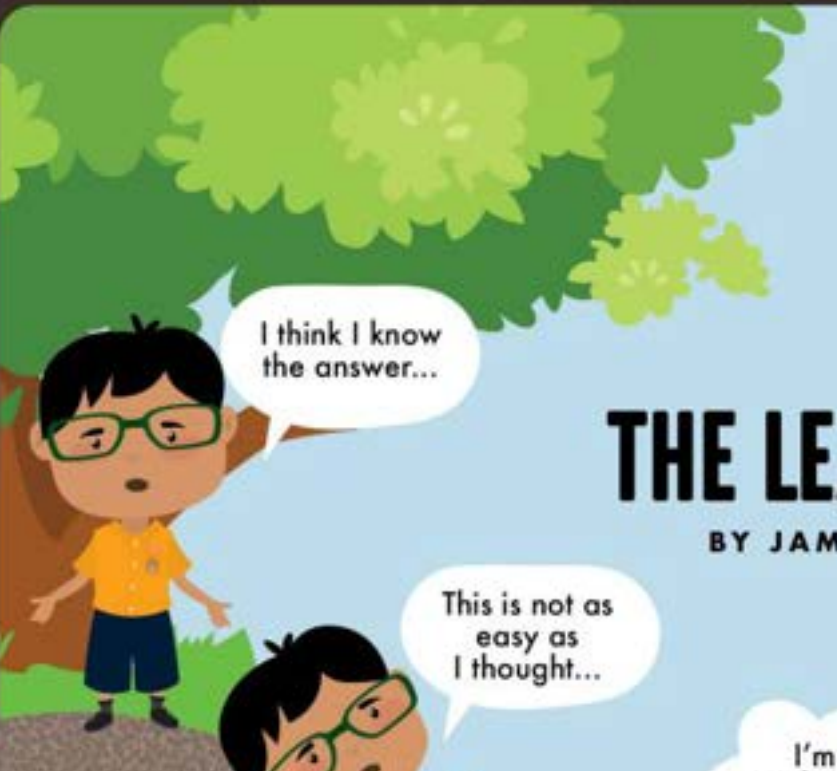
I learn from
my failures...

I want to challenge
myself!

I feel like feedback
is constructive!

I am inspired by
the success of others!

I always persevere, even
when I'm frustrated!




I think I know the answer...




EUREKA!
I understand it now!

THE LEARNING PIT


BY JAMES NOTTINGHAM




This is not as easy as I thought...



I think I'm getting it!



I'm confused!



I need to work hard at this!

THE PIT

Motivated:

- *What does it mean to be a motivated learner?*

Resilience:

- *What can you do to show resilience?*

Focused & Independent learner:

- *What does It mean to be a focused and independent learner?*

Curiosity:

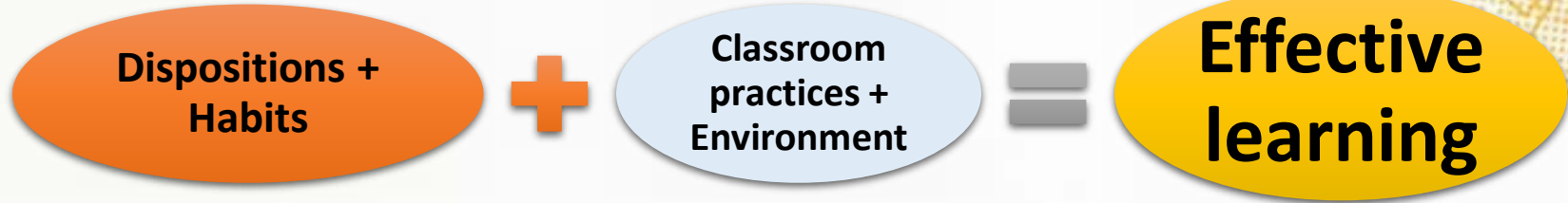
- *What does it mean for a Yumin student to exhibit curiosity?*



4 Learning Dispositions @ Yumin



Learning Dispositions @Yumin



Motivated Learner

I have a positive attitude towards learning.
I am ready with my learning resources.
I take pride in my work.

resilient learner

I work hard and do not give up when I face challenges.
I am determined to put in effort to complete my work.
I keep striving with a Growth Mindset.

Focused & Independent Learner

I pay attention to the lesson.
I take responsibility for my learning and complete all assignments on time.
I monitor my progress and modify my strategies to achieve my goals.

I am CURIOUS

I like to explore and learn new things and ideas.
I ask relevant questions to deepen learning.
I participate actively in discussions.



Learning Dispositions @Yumin



Dispositions + Habits



Classroom practices + Environment



Effective learning

Motivated Learner



Learning Dispositions @Yumin	Demonstrated Behaviours	SUBJECTS			
		English	MT (CL/ML)	Math	Science
Motivated: <i>What does it mean to be a motivated learner?</i>	Your child has a positive attitude towards learning.	Beginning	Competent	Beginning	Accomplished
	Your child is ready with his/ her learning resources.	Beginning	Competent	Competent	Accomplished
	Your child takes pride in his/her work (e.g with neat work)	Beginning	Beginning	Beginning	Accomplished



Morning Routine @YUMIN



Flourishing Learners

Positive Emotions
Reflects self and others

KEY FOCUS
Mindful
Gratitude

Strong Engagement
Be in the 'You' when learning and doing

KEY FOCUS
Lower Self
Curiosity
Motivation

CHAMPS
Character
Positive Emotions
Mindful Learning
Strong Engagement

MINDFUL BREATHING

Drop EVERYTHING AND READ

Let's CHAT!

HAPPY MOMENTS MONDAY (HMM)
Let's share your happy moment!

WHAT WENT WELL

I am a Mediator Learner
I am a Confident Learner
I am a Resilient Learner



GROWTH MINDSET PLEDGE

Every day I will do my BEST.
When the going gets tough,
My effort will be no less.
With practice and perseverance,
I will achieve success.
My determination and resilience
Will double my confidence.
With a growth mindset
Yumin Champions will learn and grow!



Daily Mood Tracker



How are you feeling?





1 to 1 Interaction Time with your teachers!

This class is having DEAR Time!

Take out a book and read silently.



Cherishing relationship 

Let's Chat

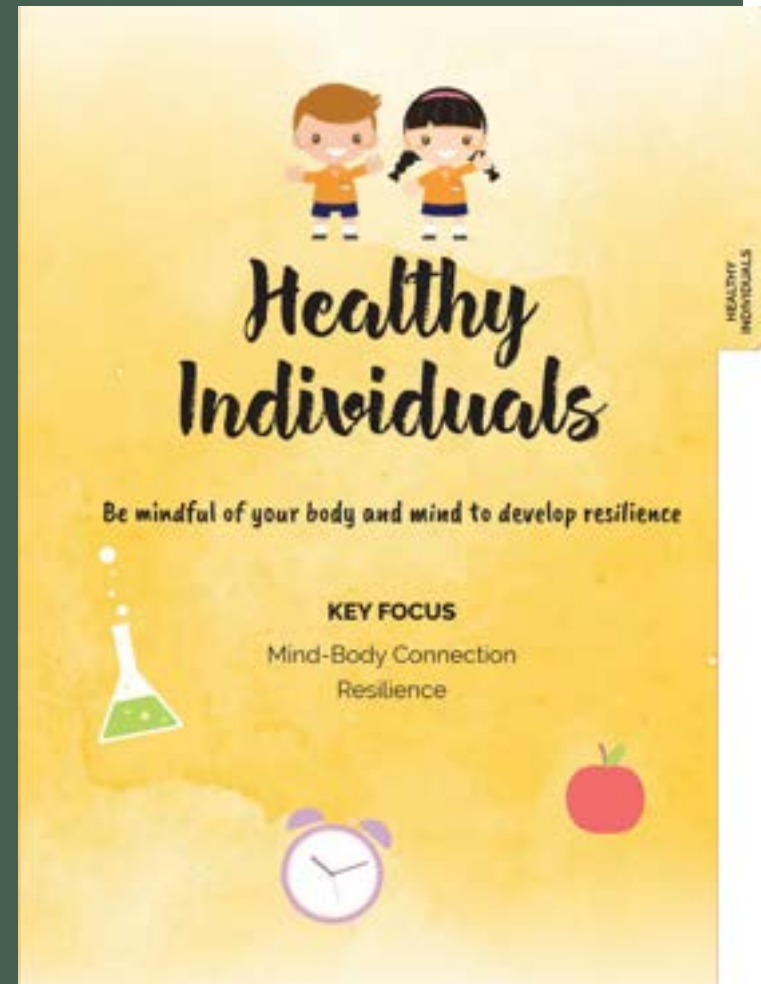


Flourish Lessons

MINDFUL BREATHING

Sit up straight and
close your eyes.

FOCUS on your
BREATHING.



H

Healthy Individuals



Be mindful of your body and mind to develop resilience



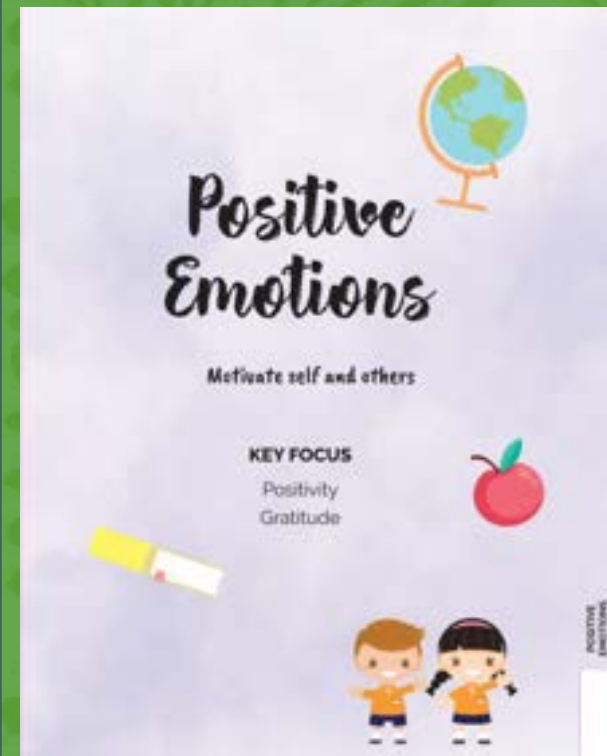
RESILIENCE

**WHAT
WENT
WELL**



P


**Positive
Emotions**





Exuberance, Exploration, Expression @ Yumin

3E Cohort Programmes design



**Weaving Joy
@Yumin**



A theater stage with red curtains and a glowing sign that reads "One Minute Of Fame". The sign is rectangular with rounded corners, a white background, and a blue border, surrounded by a ring of warm, glowing lights. The stage floor is covered in rows of red seats.

One Minute Of Fame



Applied Learning Programme (ALP) and Learning for Life Programme (LLP)



- Provide meaningful and purposeful age-appropriate opportunities for real-life application of learning.
- They allow for experimentation, self-discovery and joy of learning.



Applied Learning Programme (ALP)

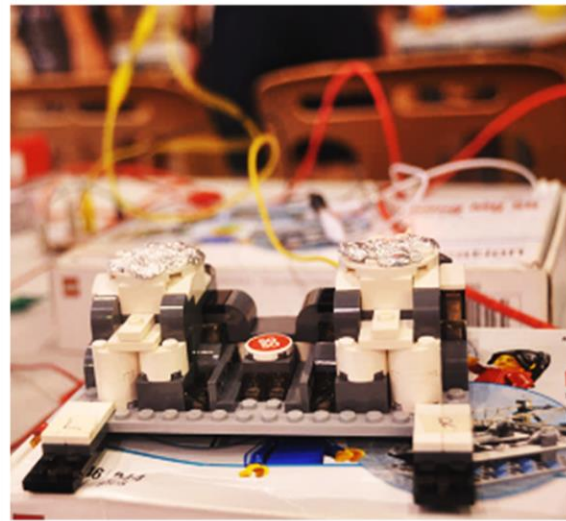


I³QUEST

IMAGINE

INNOVATE

INSPIRE





ALP – STEM (Future Readiness)



P3

Quest to Construct

Learn simple programming

Students make use of microbits to do basic programming of lights and movement to create table top games

Microbits
Scoreboard

P4

Code for Fun

Use programming to create routines

Students learn to control sphero through loops and sequencing.

Code for Fun

P5

Quest to Create

Infusing game mechanism with programming

Students make use of rules and variables to create educational games.

Scratch Game

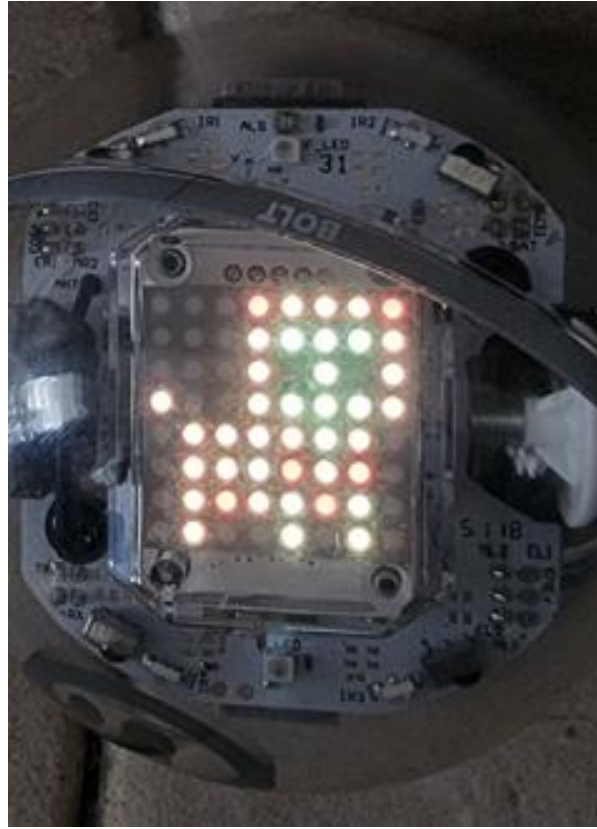
P6

Quest to Design

Developing a designer mindset with programming

Students take on the designer mindset to reason systematically to create games with end-user in mind.

Scratch and Makey
Carnival Games



Applied Learning Programme (ALP)



Uniquely Yumin Experiences



Action: How Might We

P3



Project Love

How might we reduce excess waste by creatively transforming unwanted items into new products?

P4



Project GrARTitude

How might we show appreciation to the non-teaching staff in Yumin?

P5



Project Hope

How might we practice 3Rs in school?

P6



Project Care

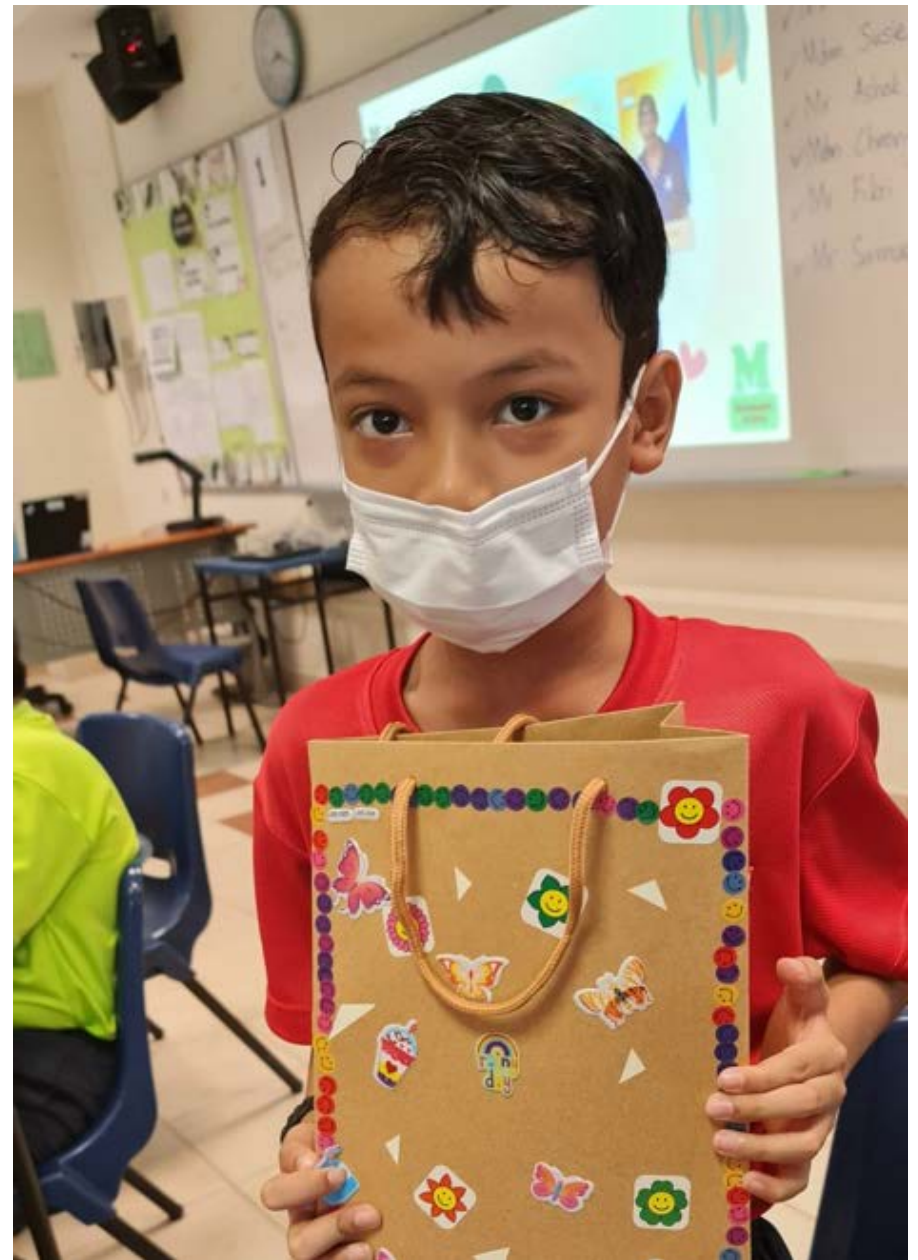
How might we take care of ourselves to stay healthy and accomplish our goals?

STEP 1 FEEL
THINK FROM YOUR HEART
The first step towards making change happen is to try to understand how people feel.

STEP 2 IMAGINE
VISUALIZE CHANGE
The clearer we can IMAGINE it, the better we can DO it!

STEP 3 DO
MAKE CHANGE HAPPEN
Be the CHANGE

STEP 4 SHARE
"I CAN! NOW YOU CAN TOO!"






Are CCAs Compulsory?



CCAs serve as a key platform to **develop character, SEL competencies & 21CC skills.**

Cross –cultural skills along with communication and collaboration are key 21 CC students will acquire through the CCA programme.

CCA is student-centric focusing on **developing student’s talent and interest and promote social bonding and integration**



**Weaving Joy
@Yumin**



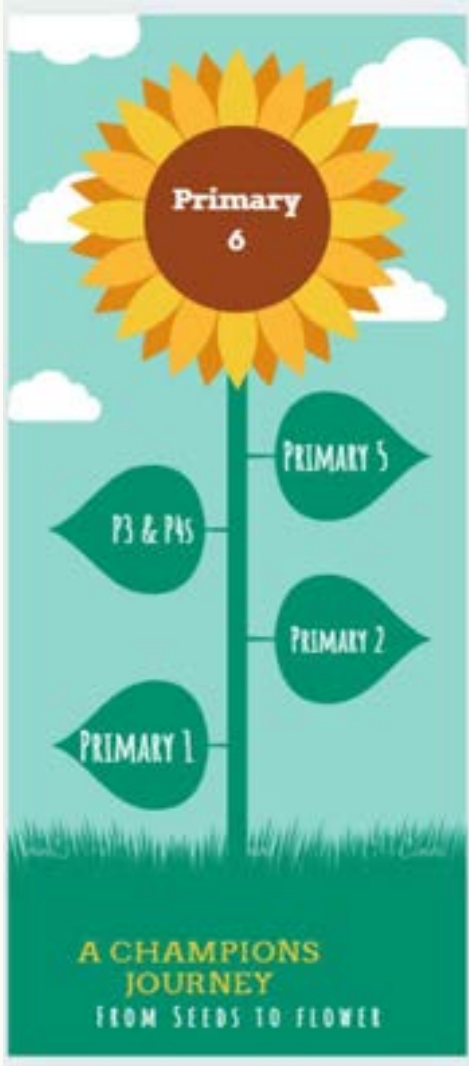


Exuberance, Exploration, Expression @ Yumin

3E Cohort Programmes design



Our Vision *A Champion in Every Child*



*Little
Champs*



*Budding
Champs*



*Flourishing
Champs*

Yumin Champions *empowered with Learning Dispositions & Values* through our *positive & vibrant school experiences* develop into flourishing champions who are **Confident & Effective communicators, Critical & Creative thinkers and Caring & Gracious Citizens!**



2023 P4 Form Teachers



P4 Respect	P4 Compassion	P4 Integrity
Mr Shyam Raj Panday Ms Leom Li Yan	Mrs Cecilia Ng Mr Sulaiman	Mr Aidil Effendy Mdm Jean Wang

P4 Perseverance	P4 Perseverance
Mrs Serpojan Singh Mdm Wang Rongbing	Ms Yuen Chi Ping Mr Low Hiang Meng

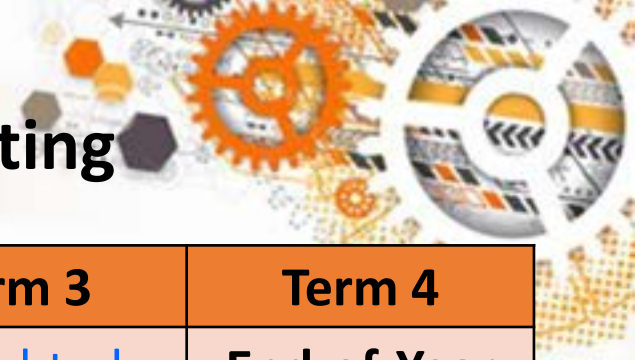


P4 Curriculum / Assessment Matters

A Champion In Every Child



Overview of P4 Assessment Weighting



Description	Term 1	Term 2	Term 3	Term 4
Type of Assessment	Weighted Assessments (WA)	Weighted Assessments (WA)	Weighted Assessments (WA)	End-of-Year Examination (EYE)
Weighting	10%	15%	15%	60%

While not all parents may be selected for the Mid-Year / End-of-Year Parent-Teacher-Child Conference (PTCC), please note that teachers will still be communicating students' learning and progress in their daily work through:

- Formative Assessments (FAs);
- Checklists and rubrics; and/or
- Qualitative remarks.

Parents can also get in touch with their child's/ward's Form/Subject Teacher during the course of the year if they need any clarification of their child's/ward's progress.



Starfish / Sparks Programme



Starfish Programme

- Levelling-up programmes to support various segments of students include:
 - School-based Dyslexia Remediation Prog (SDR)
 - ICAN
 - Reading Recovery Programme (RRP)
 - Starfish Programme (for all subjects)

Sparks Programme

- The school also offers various Sparks programmes to selected groups of students to enrich their learning. These include:
 - Math Olympiad Competitions
 - E2K Math / Science)



P4 Higher Mother Tongue Language



- Criteria for Selection:
 - Evidence of students' learning through checkpoints such as formative assessments
 - Students' learning progress and inclination for the language
 - Proficient in oracy skills and demonstrates strong foundation for literary skills

- Levels Offered:
 - P3 & P4 HML (2023)
 - P3 & P4 HCL (2023)



Key Features of P3 and P4 HMTL Curriculum



- Aims of P3 and P4 HMTL Curriculum
 - Build on existing MTL curriculum
 - Sustain students' interest and deepen their knowledge in their MTL
 - Enhance reading and writing skills
 - Expose students to age-appropriate literary texts

- Key Features of HMTL Curriculum
 - Literary-based text
 - Exposure to higher-order thinking exercises
 - Creative and fun-filled activities and games to teach language and cultural knowledge

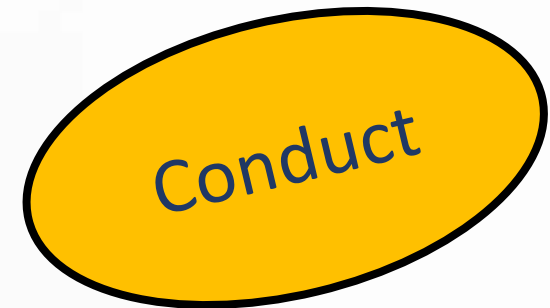


Recognition of Students' Achievements



Academic Awards

- [MOE] Edusave Merit Bursary Award
- [MOE] Edusave Good Progress Award
- [School] Excellence in Academics
- [School] Excellence in Subjects
- [School] Best Progress Award



Holistic Awards

- [MOE] Edusave Character Awards
- [School] Values Champions Awards

*Please refer to the Champion's Handbook or MOE's website for more details on MOE awards and scholarships

(<https://www.moe.gov.sg/financial-matters/awards-scholarships/edusave-awards>)



Subject-based Banding

NURTURING EVERY CHILD

Every child is unique,
and has different
aptitudes, capabilities and
talents.

We believe in providing
a balanced education
that caters to the different
abilities

of each child so that
we can prepare him for life.





Rationale for Subject-Based Banding



- To recognise the **different abilities of students** and give them **greater flexibility** to concentrate on the subjects they are good at.
- To encourage **more interaction among students with different strengths.**
- To enable students to **focus on and stretch their potential** in the subjects that they are strong in while **building up the fundamentals** in the subjects that they require more support in.



Basis for SBB Recommendation



- Student's aptitude, motivation and performance in each subject
- Student's ability to cope with a particular subject combination
- Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.

Note: Offering subjects at the foundation level is **not a disadvantage to your child** → it enables them to **focus on building up strong fundamentals** in these subjects and prepares him/her for progression to secondary school.



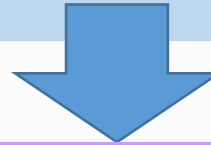
Subject-Based Banding (SBB)

At the End of P4



P4
2022

- **School recommends** a subject combination based on P4 results. **Parents select** preferred combination



In P5
2023

- Student takes the subject combination chosen by **school and/ or parents**

- Every child will be encouraged to **do the subjects at the levels that best meet his/her abilities**
- To provide **more flexibility** to students with strengths and abilities that vary across subjects



Possible SBB Recommendations



S/N	If your child (for P4 exam)	Possible Recommendations
1	Passes all 4 subjects and performs very well in MT	<ul style="list-style-type: none">4 Standard subjects + HMT
2	Passes all 4 subjects	<ul style="list-style-type: none">4 Standard subjects
3	Passes 3 subjects	<ul style="list-style-type: none">4 Standard subjects;3 Standard + 1 Foundation subject, depending on the proficiency
4	Passes 2 subjects or less	<ul style="list-style-type: none">4 Standard subjects;3 Standard subjects + 1 other Foundation subject;2 Standard subjects + 2 other Foundation subject;1 Standard subjects + 3 other Foundation subject; or4 Foundation subjects



Considerations for SBB



Guiding Principle

- To enable each student to take each subject at the highest level possible according to his/her pace and ability

Considerations

- Student's ability in each subject
- Motivation in his/her studies
- Impact on emotional well-being



Parental Options for P4 SBB



- At the end of Primary 4, school will recommend the course of study but parents can exercise their option.
- However, parents should be realistic about their child's ability (in the choice of HMT).
- Neither should parents go for soft option – impacts access to the Secondary Course later on.



Recommended Subject Combinations



YUMIN PRIMARY SCHOOL SUBJECT COMBINATION FOR P5 (2023) PARENTAL OPTION FORM

Name of Student : _____

Class : Primary 4 **XX**

Student ID No : _____

Register No. : _____

PART ONE: PRINCIPAL'S RECOMMENDATION

Dear Parent / Guardian,

Your child / ward has completed four years of primary education. Based on his / her academic records and our assessment of his / her performance, your child / ward will progress to Primary 5 next year and the recommended subject combination is indicated by a tick (✓) in the boxes below:

English

- | |
|--|
| <input type="checkbox"/> Standard EL |
| <input type="checkbox"/> Foundation EL |

MT (*CL/ML/TL)

- | |
|---|
| <input type="checkbox"/> Standard MT |
| <input type="checkbox"/> Foundation MT |
| <input type="checkbox"/> Higher MT |
| <input type="checkbox"/> *NTIL / Exempt |

Mathematics

- | |
|--|
| <input type="checkbox"/> Standard Math |
| <input type="checkbox"/> Foundation Math |

Science

- | |
|---|
| <input type="checkbox"/> Standard Sci |
| <input type="checkbox"/> Foundation Sci |



Summary – How does SBB work?



At P4

- Your child sits for school-based examinations
- School recommends a subject combination based on the students' results.
- Parents fill out an option form indicating preferred combination.



At P5

Your child takes subject combination chosen by parents

- EL, MA, SC and MT are available at standard and foundation levels.
- MT is also available at the higher level.



End of P5

Takes standard subjects and has difficulty coping

- School may allow student to take 1 or more subjects at foundation level in P6.

All other students

- School will allow students to continue the same subject combination in P6.



At P6

Your child takes subject combination decided by the school



End of P6

Your child sits for the Primary School Leaving Examination (PSLE)



SBB Pri and Sec Sch Admission: How are they related?



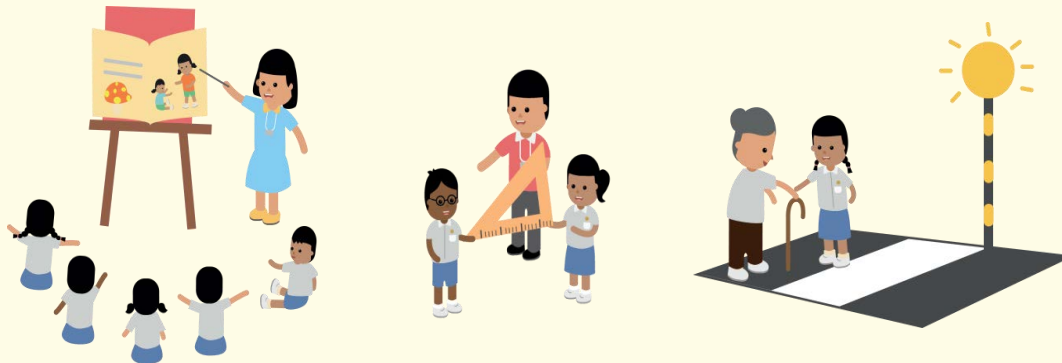
- Progression to secondary level depends on your child's PSLE score.
- The different expectations of standard and foundation subjects will be taken into account when your child's PSLE score is calculated. If he/she excels in his subjects, he/she will have the opportunity to pursue higher-level options at secondary school.
- Offering subjects at the foundation level is not a disadvantage to your child. It enables him/her to focus on building up strong fundamentals in these subjects and better prepares him for progression to secondary school.

THE PSLE CHANGES ARE PART OF A BIGGER STORY

Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.

Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done



PSLE Microsite





SCORING CHANGES

The subsequent slides cover the changes in the PSLE scoring.



AL1

AL2

AL3

AL4

AL5

AL6

AL7

AL8

FROM T-SCORE TO WIDER SCORING BANDS

Reflects a student's individual level of achievement

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

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

FROM T-SCORE TO WIDER SCORING BANDS

- The PSLE Score replaces the T-score aggregate.
- It is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best.
- Students will be placed in secondary school courses based on their PSLE score – Express, Normal (Academic) or Normal (Technical).



ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

PSLE SCORE: 8

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26-30, with AL7 or better in both EL <u>and</u> MA



Scoring for Foundation Level Subjects

A Champion In Every Child

FOUNDATION SUBJECTS GRADED IN 5 BANDS PREVIOUSLY

- Under the previous PSLE grading system, Foundation subjects are graded in 5 scoring bands from Grade 1 to U.

Current System	
Grade	Raw Mark Range
1	85 – 100
2	70 – 84
3	50 – 69
4	30 – 49
U	< 30

FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Under the new AL system, to reduce fine differentiation among students, Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30

FOUNDATION LEVEL SUBJECT GRADES

- For the purpose of S1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score.
- Similar to the current PSLE scoring system, this mapping is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

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

SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.



ENGLISH	AL3
FOUNDATION MOTHER TONGUE	ALB
FOUNDATION MATHEMATICS	ALB
SCIENCE	AL5
PSLE SCORE: 22	

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL <u>and</u> MA



Eligibility for Secondary School Higher Mother Tongue Language (HMTL)

ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL

(i) PSLE Score of 8 or better

OR

(ii) PSLE Score of 9 to 14 inclusive; and attain

- AL1 / AL2 in MTL or
- Distinction / Merit in HMTL

- For students who do not meet the above criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.



Use of HCL for Admission into SAP Schools

STUDENTS' HCL GRADES GIVE POSTING ADVANTAGE FOR SAP SCHOOLS







Previously, for admission to SAP schools, students are awarded bonus T-score points based on their HCL grade:

- 3 points for Distinction
- 2 points for Merit
- 1 point for Pass



THIS HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

- Students will be ranked taking into account their performance in HCL.
 - Their HCL performance will be indicated in their PSLE Score.
- This posting advantage applies before the tie-breakers for S1 posting.

				<u>PSLE Score</u>
1st		7	NO HCL	7
2nd		8	DISTINCTION	8D
3rd		8	MERIT	8M
4th		8	PASS	8P
5th		8	NO HCL	8
6th		9	DISTINCTION	9D



**BETTER
TOGETHER**



HOME-SCHOOL PARTNERSHIP

**“FAMILY IS THE FIRST SCHOOL
FOR YOUNG CHILDREN,
AND PARENTS ARE
POWERFUL MODELS.”**

~ ALICE STERLING HONG

MY LEARNING BLOCK

Journeying with your Child

- Encourage attendance and punctuality
- Co-plan a routine with child to instill a sense of ownership for learning
- Guide child to be systematic in acquiring knowledge and skills and not just focus on exam papers
- Provide authentic learning experiences to enable the child to see meaning in learning
- Encourage exploration



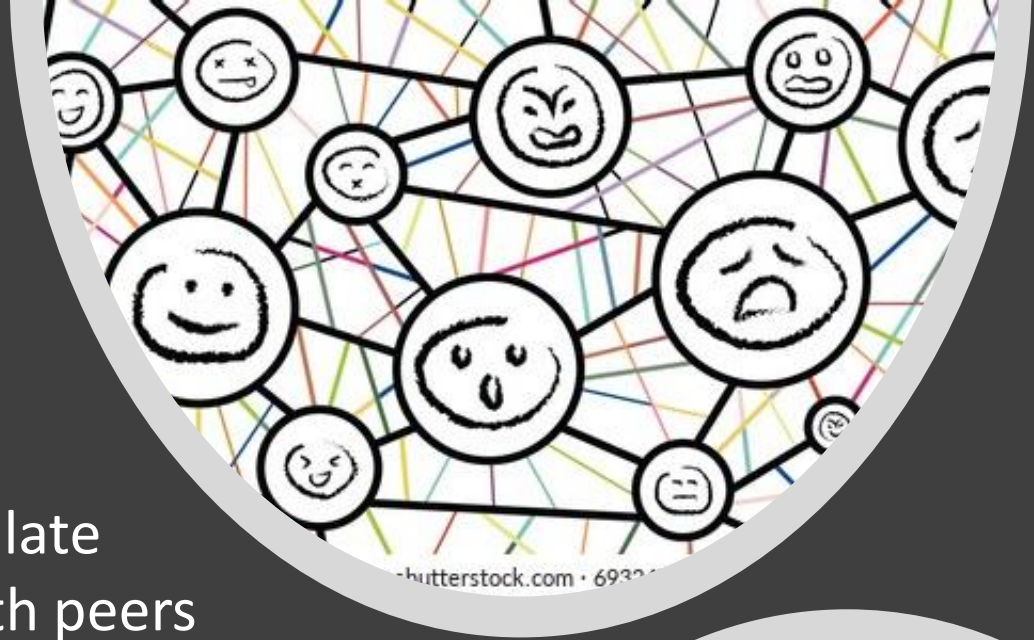
Parental Controls

Because of INTERNET dangers, parents must take initiative to protect their children.



Journeying with your Child

- Equip your child to regulate emotions and relate with peers
- Encourage your child:
 - Not to hurt physically and by words
 - Be a friend to others
 - View issues from different perspectives
 - To be a team player





Channels of Communication



- We value home-school partnership and look forward to working closely with all of you in the course of the year.
- Teachers will be communicating with you (and vice versa) through the various channels:
 - Champions' handbook
 - Email / phone call / F2F meeting
 - Parents Gateway (PG)
- Just as we take care of our students holistically, we also need to take care of our staff holistically so that they can take care of our students well too.

We appreciate parents' understanding to honour the teachers' personal space after 5.30 p.m. and during the weekends.



Safety Matters



Student Wellbeing

- Students who are unwell should not report to school

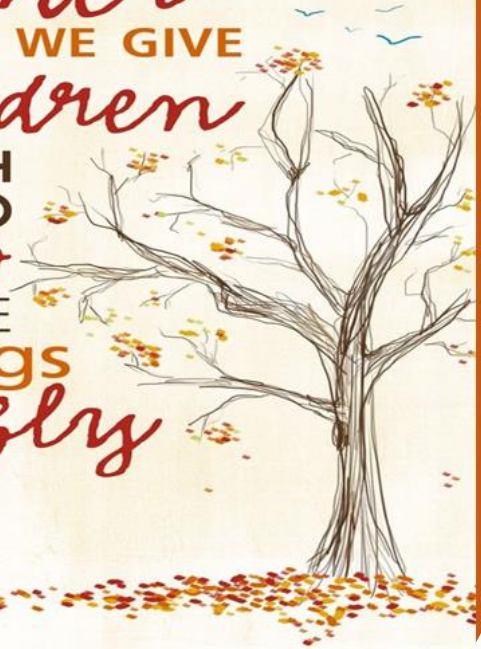


Traffic Matters

- Avoid parking outside the school – Instead, use the carparks located near the back gate or opposite the front gate of the school
- For those who cycle to school, please dismount from bicycles and walk into the school compound
- Prepare child to alight from the car promptly upon arrival at the car porch
- Role model the use of pedestrian crossing outside the school



Together
MAY WE GIVE
our *children*
the *roots*
grow
AND THE
wings
to *fly*



**Enabling our
children to be**

**A Champion
in their own
right**