



Yumin Primary School

*Meet the Parents 2023
Primary 5*

A Champion In Every Child

Agenda of MTP Session

- Introduction
- Vision, Mission, Values
- Broad Directions
- Positive Education
- Curriculum Design @ Yumin (3Es)
- Subject-Based Banding
- S1 Posting
- Meeting with Form Teachers

Thank you for joining us today so that we can get to know you!





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





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***

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:

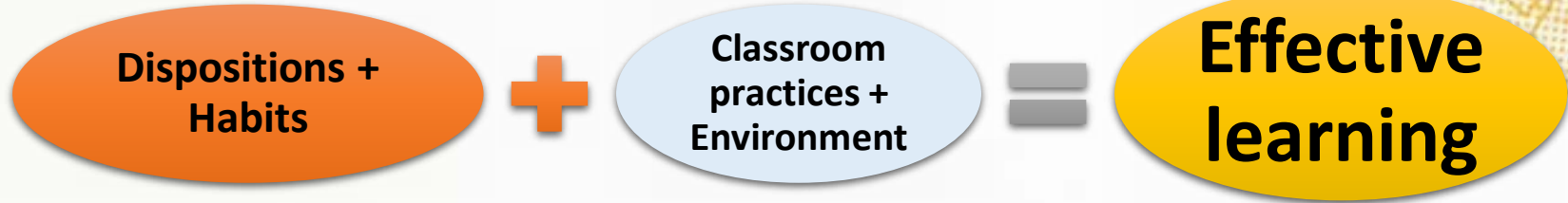
- *What does it mean for a Yumin student to exhibit curiosity?*



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

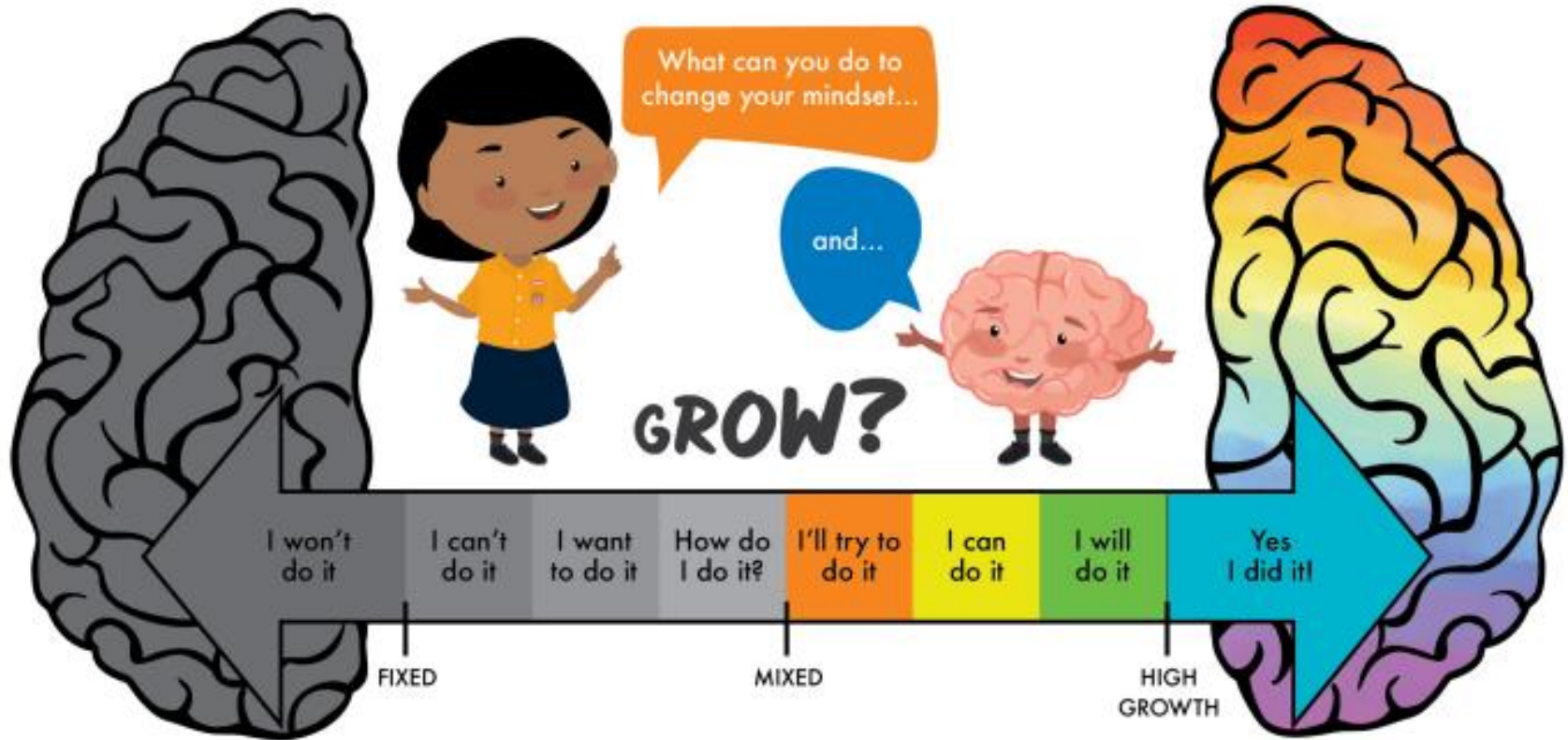


GROWTH MINDSET PLEDGE

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!



THE GROWTH MINDSET CONTINUUM



CHANGE YOUR WORDS CHANGE YOUR MINDSET



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

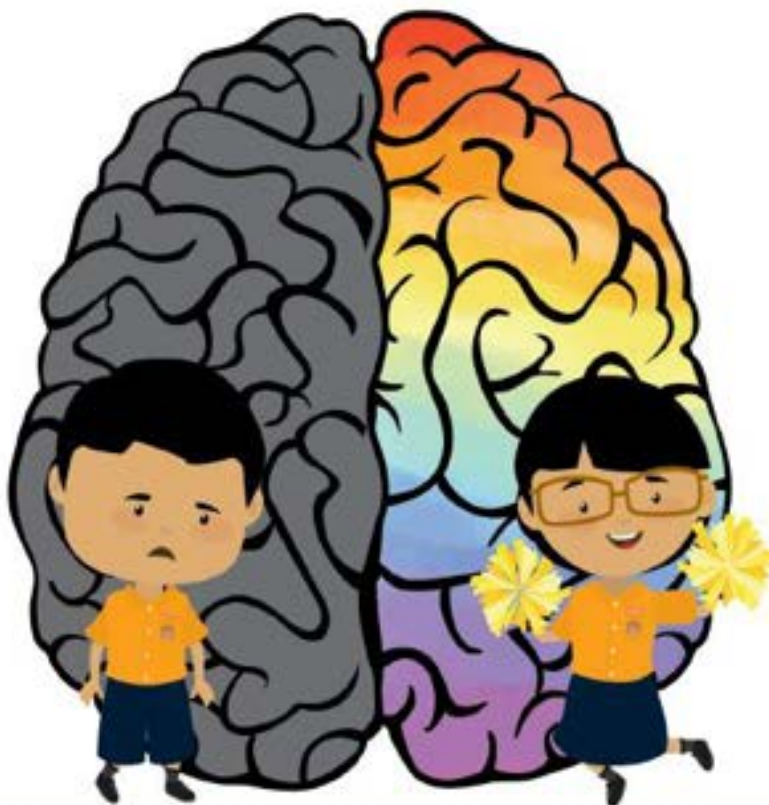
If I fail,
I'm not good...

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

MINDFUL BREATHING

Sit up straight and
close your eyes.

FOCUS on your
BREATHING.





HAPPY MOMENTS MONDAY (HMM)



**Cherishing
Relationship**

Let's share your happy moments☺

**WHAT
WENT
WELL**



P

**Positive
Emotions**



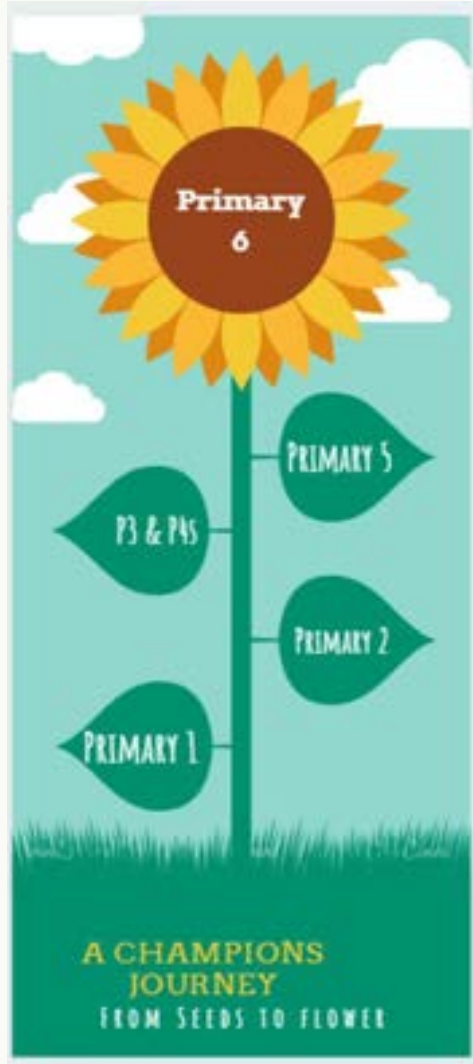


Exuberance, Exploration, Expression @ Yumin

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!**



P5 Level Programmes



NE
SHOW



SWIMSAFER



P5 CAMP



P5 Inter-Class Games





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)

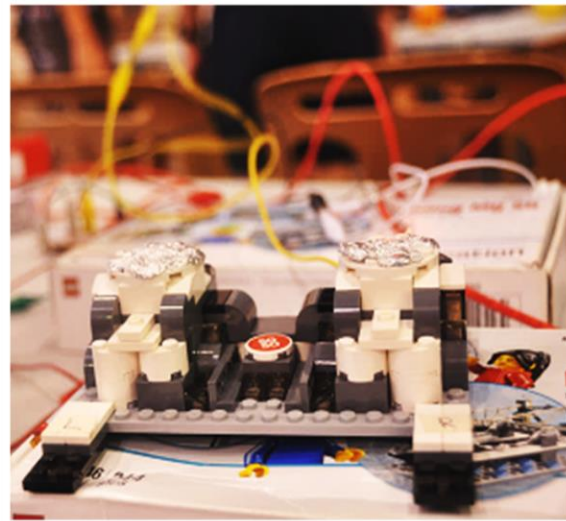


I³QUEST

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



Uniquely Yumin Experiences



Action: How Might We

P3



Project Love

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

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!

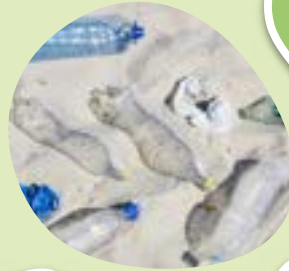
STEP 3 DO
MAKE CHANGE HAPPEN
Be the CHANGE

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

Project Hope: Advocating the importance of caring for and improving our environment



5 Integrity
Plastic Waste



5 Respect
E-Waste



5 Perseverance
Paper Waste



5 Compassion
Food Waste



How might we reduce waste in these areas by practicing 3Rs?



Learning for Learning Programme (LLP)



Empowering Yumin Champions

Critical Thinking!

Inventive!

Creative!

Problem solvers



I CAN Global Summit

I CAN Children's Global Summit - ICCGS - Four-day event filled with celebration, creativity and sharing that culminated in a special private audience with Pope Francis inside Vatican City's Aula Paolo VI Hall on November 30th 2019. Our Yumin Champion, Pichay Napoleon was selected and represented Singapore to be part of the students' organising committee.

Inspiring innovative senior-friendly urban ideas, dialogue between generations

Fraser's Property's Inclusive Spaces prompts primary, secondary school students to consider new ways to integrate the old and young.

MON, SEP 20, 2021 - 5:50 AM

UPDATED MON, SEP 20, 2021 - 5:23 PM

VIVIEN ANG viviang@sph.com.sg



Left to right: Yumin Primary School students - including Janelle Tan, Arla Gobindram, Aalam Syarik, and Fadih Nabilah - receive a trophy for their winning proposal from Fraser's Property's group chief strategy and planning officer, Zheng Wanshi. (PHOTO: FRASERS PROPERTY)

Singapore



Involvement in CCAs



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**



2023 P5 Form Teachers



P5 Compassion	P5 Integrity
Mdm Hirwati Haris Ms Gina Luo	Ms Ada Tan Ms Seah Wan Peen

P5 Perseverance	P5 Respect
Mrs Diana Lim Ms Kang Pei Yun	Mdm Azriena Asari Ms Julee Noordin



Overview of P5 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%

Please note that teachers will also be communicating students' learning and progress in their daily work through:

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

All students and parents will be informed of the nature and type of WA at the beginning of each term.

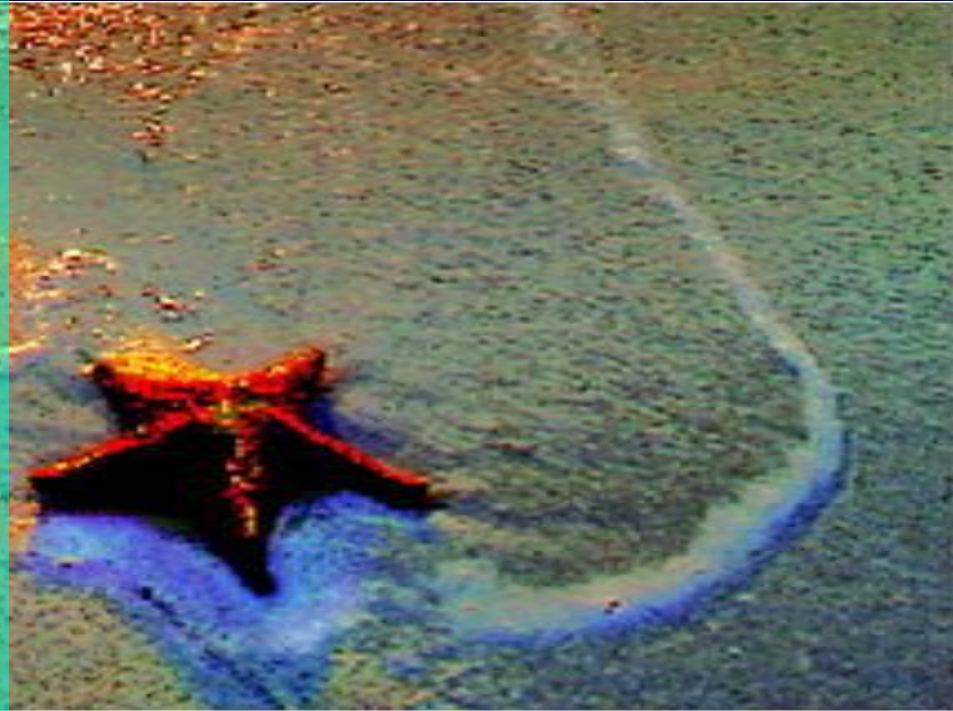
P5-6 Subject-based Banding

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.





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 abilities**
- To provide **more flexibility** to pupils with strengths and abilities that vary across subjects



The 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 |



SBB at the end of P 5



Students who
do well

Students who **do not**
meet the standards

All other students



Continue with
the same subject
combination

Switch some subjects to
foundation level subjects

Continue with same
subject combination

SUBJECT-BASED BANDING (PRIMARY)

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

- Offering subjects at Foundation level is not a disadvantage to the students. It enables them to **focus on building up strong fundamentals** in these subjects and better prepares them for progression to secondary school.



Subject-Based Banding (SBB) at the end of P 5



Student takes the subject combination
recommended
by the school



Criteria for Continuation with HMTL at P6



- AL 1 to 4 for all English, Mathematics, Science and Mother Tongue subjects
- At least a 'Pass' for Higher Mother Tongue at the P5 EOY examination
- Shows continued interest and motivation in taking HMTL





Your Questions...

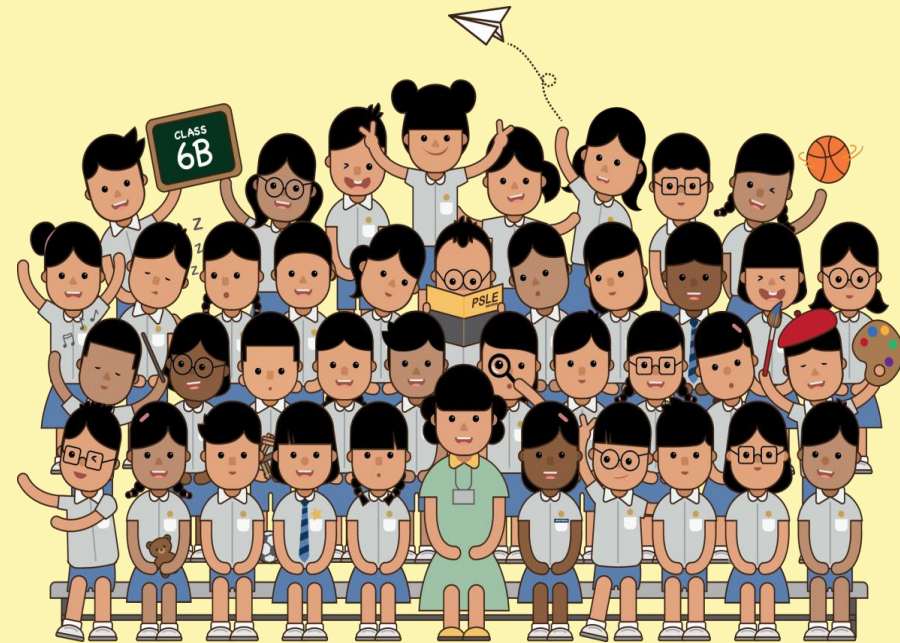


- How are students allocated to their classes at P5?
 - ✓ Assignment to classes that help students progress at a pace that is comfortable for them
 - ✓ Consideration of their progress levels, dynamics as well inclusivity
- How will the school / how can I support students in their preparation for PSLE?
 - ✓ Use qualitative feedback provided by the teachers (e.g. checklists, rubrics, comments) to understand their strengths and areas for improvement
 - ✓ Develop good study habits
 - ✓ Encourage CHAMPS to develop students holistically (e.g. CCA, physical activities etc)

UPDATES ON PSLE SCORING & S1 POSTING FROM 2021

IT'S PART OF
A BIGGER STORY

Overview changes

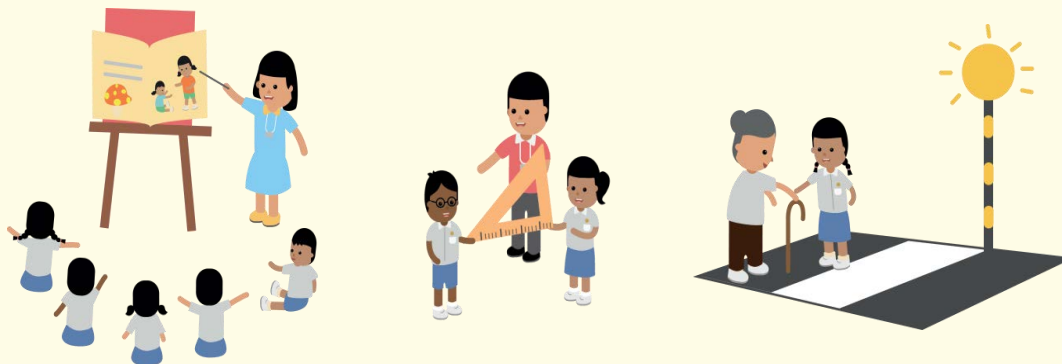


THE PSLE CHANGES ARE PART OF A BIGGER STORY

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

AL	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

PRESENTATION OF RESULTS IN ACHIEVEMENT LEVELS



Holistic Development Profile

Page: 1 of 1
Date: 29 Nov 2020

Name : Joyce
Age on 1st Jan : 10
Class : 5 Challenge S/N : 5
Form Teacher : Miss Tan
Co-Form teacher : Miss Low

Identification No: T09XXXXXF
Subject Combination: 3S1F(FSC)

SUBJECT	TERM 3: WA		END OF YEAR EXAM		OVERALL	
	Mark	AL	Mark	AL	Mark	AL
ENGLISH LANGUAGE	85		88	2	86	2
MATHEMATICS	74		76	4	75	4
FOUNDATION SCIENCE	65		74	8	70	8
CHINESE LANGUAGE	87		88	2	88	2
		Grade		Grade		Grade
SOCIAL STUDIES	-	-	-	-	-	A
ART	-	-	-	-	-	A
MUSIC	-	-	-	-	-	B
PHYSICAL EDUCATION	-	-	-	-	-	B

OVERALL

Total Achievement Level (AL) Score : 15
Attendance : 95/95
Class for Next Year : P6-CH
Subject Combination for Next Year : 3S1F(FSC)

AL will not be reflected for WA

Update from "Grade" to "AL"

New Field to compute "Total AL Score"

SCORING FOR FOUNDATION LEVEL SUBJECTS



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

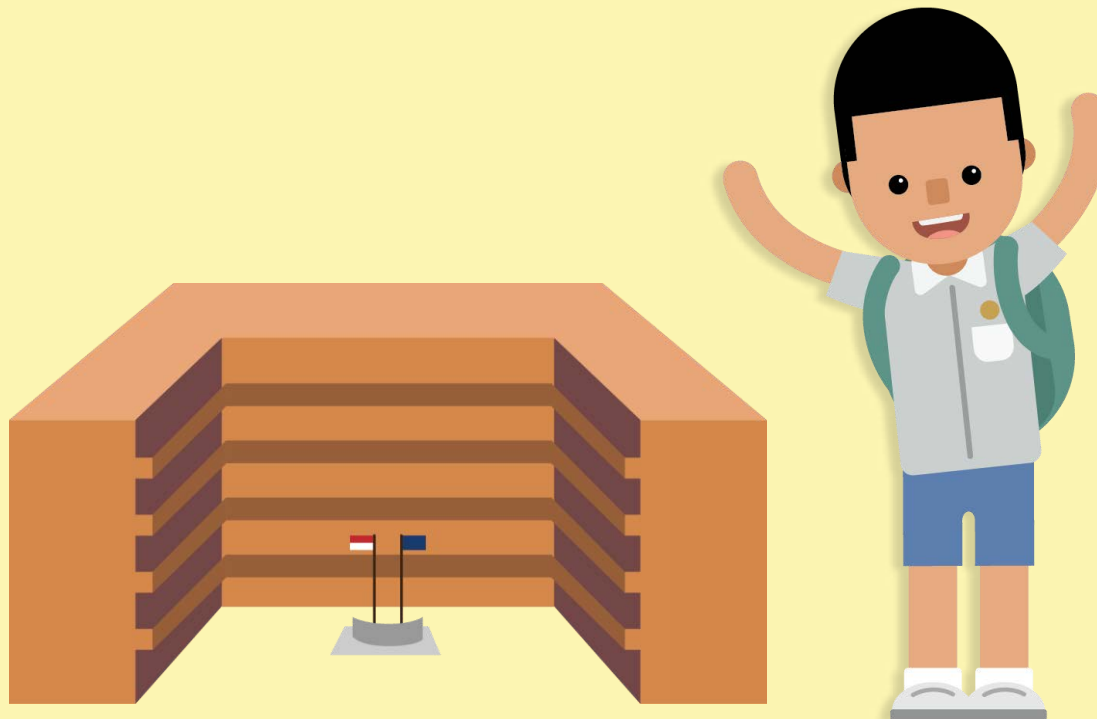
- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may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

HOW S1 POSTING WORKS



CHOICE ORDER OF SCHOOLS WILL MATTER MORE

- Academic merit, i.e. the PSLE Score, remains the first criterion for secondary school posting.
- If two students with the same PSLE Score vie for a place in a school, the following tie-breakers will be used:

1. CITIZENSHIP
2. CHOICE ORDER OF SCHOOLS **(NEW)**
3. COMPUTERISED BALLOTING



Choosing a Secondary School

- MOE School Finder Tool

Scan here to
access
SchoolFinder



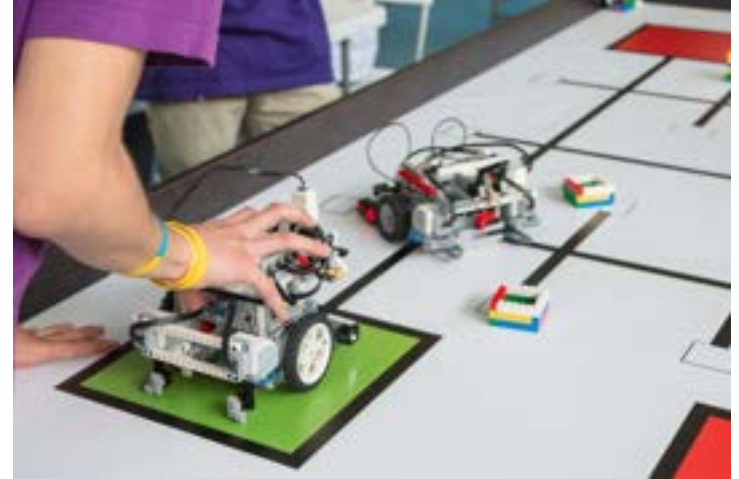
How do parents make school choices when indicative AL COPs for many schools are the same?

- **More schools will likely have the same AL COP - with wider AL bands**
- **Choose schools based on child's interests**
- **Keep in mind the choice order of schools – this is a tie breaker from 2021**
- **Choose schools with a range of COPs that best meet the learning needs of the child.**

Preparing for S1 posting exercise

- **Shortlist** a few schools with programmes that interest the child
- **Visit** the school's open houses or websites to find out more
- Include a few schools with cut-off points **more** than the child's PSLE score.
 - **Student A: COP = 16**

Sec School	COP	Student Choices
A	15	
B	16	
C	17	
D	18	



Direct School Admission for Secondary Schools (DSA-Sec)

<https://www.moe.gov.sg/secondary/dsa>



Entering a secondary school



PSLE/S1 Posting Process

- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**



DSA-Sec

- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**

What are schools looking for?

DSA-SEC SELECTION

- The selection process differs across schools, and across different DSA-Sec categories.
- Generally, schools are looking for candidates with:

Talent, passion, commitment

- Schools may look at **achievements** and **participation** (e.g. in Junior Sports Academy).
- Schools may also conduct tests, trials or selection camps to identify students with **strengths, or sound fundamentals and potential**, in particular areas.

Strong personal qualities

- Schools may look at CCA records and VIA participation.
- Schools may also conduct interviews.

Good academic fit

- Schools may look at primary school results to ensure students can benefit from the school's pace of learning.



Home-School Partnership



How can parents support your child?



Journeying with your Child



- Ensure attendance and punctuality
- Provide a conducive environment for study.
- Guide your child to set targets holistically(not only academic), organise and plan
- Focus on process and effort when guiding your child
- Pace appropriately – peak appropriately to prevent burnt out
- Revise systematically – not about quantity but focus on understanding, skills and appreciating the subject





Journeying with your Child



- Oral – encourage child to articulate thoughts and opinions (refrain from being too quick to correct child)
- Encourage development of passion for reading
- Constantly monitor your child's work towards enhancing sense of responsibility and independence & acknowledge (*when requested by teacher*)
- Monitor use of computer and mobile devices

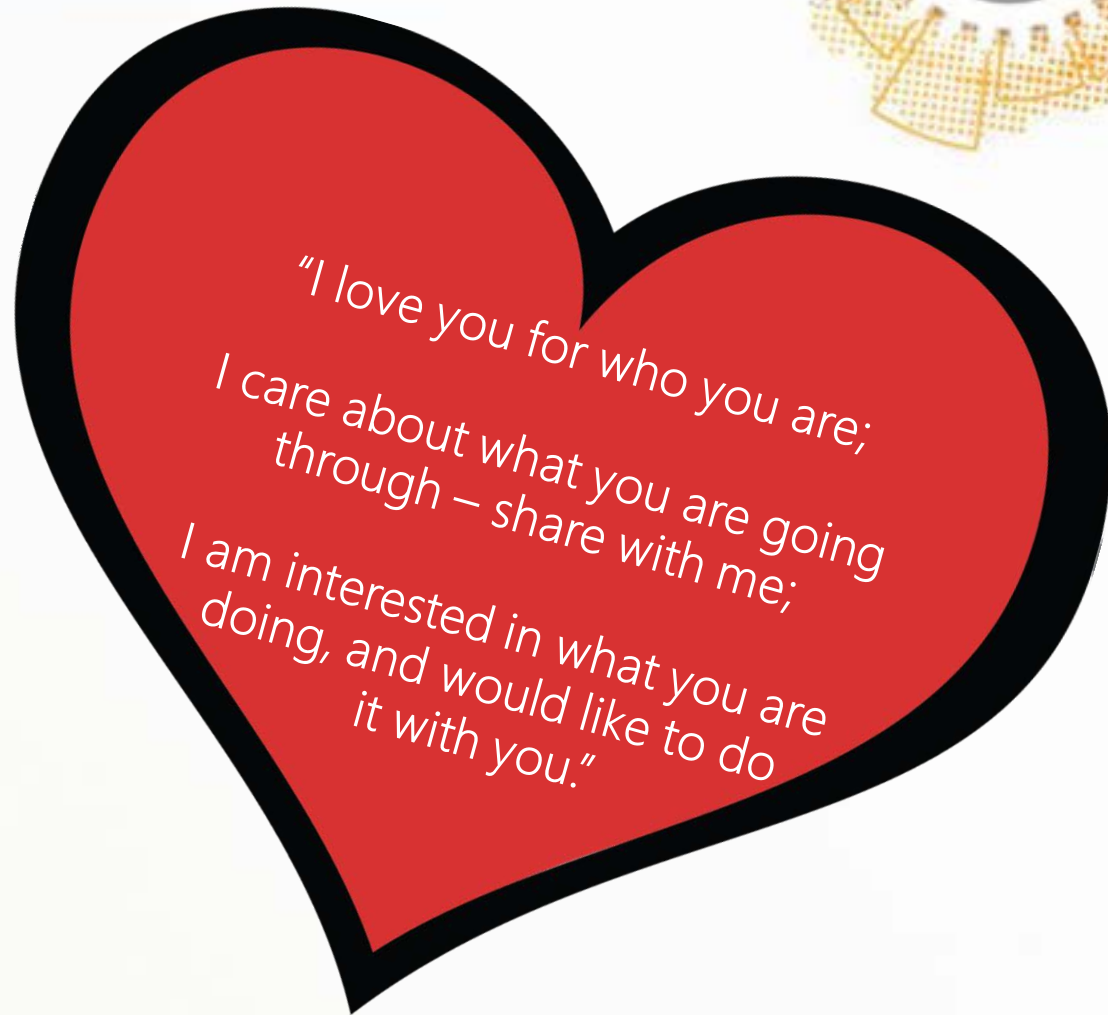




Parents As Key Partners



- Child's emotional wellbeing is key
- Balance between tender loving care and discipline, communicate interest in them as an individual, not their grades
- Equip them with life skills
- Build resilience
- Build strong positive relationship, which is key to supporting them and keeping them safe





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

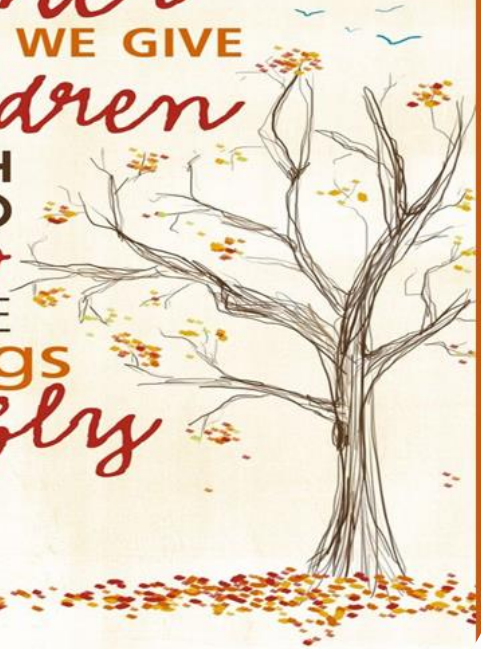


Traffic Matters

- Avoid parking outside the school – Instead, use the car parks 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**