

Parent Engagement Session 2023

Primary 4



DAZHONG
PRIMARY SCHOOL
With Pride We Excel

VISION: *Self-Directed Learners, Serving Leaders, Concerned Citizens*

MISSION: *To nurture and empower achievers who Strive, Lead and Serve, anchored on values*

Housekeeping



- Kindly remain in mute mode throughout the presentation.
- Please key in questions that you have using the QR code.

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Our Goals @Dazhong



**Holistic
Development**



**Empowering
and Engaging
Staff**



**Strong
Partnerships**



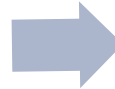
Our Goals @Dazhong



Self directedness



Serving heart of a leader



Strong start to their choice secondary school.



Concern for issues in the community and nation



Our School Values



I

- Integrity

R

- Responsibility

E

- Excellence

A

- Acceptance

P

- Perseverance



Learning For Life Programme (LLP)



Visual Arts

SYF Arts Presentation (JO)
July and August 2022



String Ensemble



Speech & Drama



Dance



Applied Learning Programme (ALP)

GREEN MAKERS @ DAZHONG

AN APPLIED LEARNING PROGRAMME (ALP)

WHAT IS A GREEN MAKER?

Sustainability-themed with the Maker-centred approach (Design Thinking)

OUR 3AS APPROACH

Awareness
Action
Advocacy

OUR GREEN MANTRA

Making our future green - from home, in school and for Singapore!

We want our Green Makers to be **Aware** of the environmental challenges in Singapore, take **Actions** by coming up with green solutions and **Advocating** for others to do likewise.



Green Makers@Dazhong

1 DISCOVER
Investigate the problem by gathering information and conducting research.

2 DEFINE
Understand the problem and come up with a plan.

3 DEVELOP
Derive a solution and come up with a prototype to solve the problem.

4 DARE, DESIGN, DELIVER!
Test out the prototype and improve it further! Be creative and persevere to come up with the best solution!

FINALLY

WE ARE GREEN MAKERS
WE ARE HEADS OF HEARTS
WE ARE HANDS OF HEAVEN

DAZHONG - SOARING BEYOND LIMITS, SERVING BEYOND SELF

spotlight > GREEN SCHOOLS @ SOUTH WEST

My environment, my responsibility

35 SCHOOLS WERE RECOGNISED FOR THEIR ACTIVE PARTICIPATION IN GREEN SCHOOLS @ SOUTH WEST.

EARNING TO BE RESPONSIBLE FOR OUR ENVIRONMENT STARTS FROM YOUNG, AND SOME 35,000 STUDENTS DEVELOP THIS SENSE OF OWNERSHIP THROUGH GREEN SCHOOLS @ SOUTH WEST EVERY YEAR. Organised by the South West Community Development Council (CDC) and supported by the National Environment Agency (NEA), the programme engages students from primary and secondary schools in South West District on environmental issues through a series of talks and activities.

HOW THE PROGRAMME WORKS

Under the Green Schools @ South West 2021 Accreditation Programme, participating schools are encouraged to complete activities such as organising recycling drives. These activities fall into three categories — Public Health, Environment Protection and Junior Environment Ambassador (JEA) — and schools are awarded a star for each accomplished category. To earn a JEA Star, a school must enroll 10 students for the JEA camp. The annual camp groups students to become role models by equipping them with both environmental and leadership skills to guide their peers. Over 230 students from 21 schools were trained through the camp in 2021.

RECOGNISING THE EFFORTS PUT IN BY SCHOOLS

On 18 March 2022, close to 80 teachers and principals of schools who participated in Green Schools @ South West 2021 gathered online for the Green Schools @ South West Award Ceremony 2022 to celebrate their efforts in promoting environmental awareness. 27



Students who are busy with their Green Makers projects at Dazhong Primary School are also busy with their Green Schools projects.



Students from Dazhong Primary School are busy with their Green Makers projects and their participation in the Green Schools programme.

Said Mr Zulkarnain Abdul Rahim, Vice-Chairman of South West Community Development Council (CDC) and Advisor to Chia Chee Kang GRC GRC (Kang Hong), who presented the awards, "We hope to support teachers with activities and resources to educate, enrich and empower the students with not only greater environmental awareness and knowledge but also with leadership skills and the ability to lead and advocate environmental sustainability for their peers and the community."

For the award recipient and winner of the South West CDC's Sustainable South West Awards 2021, Dazhong Primary School, the ceremony was especially

memorable as teacher representative Ma Ong Xuan Wan presented what her students had learnt through the programme. Through the 3 As Approach (Awareness, Action, Advocacy), Dazhong Primary School has built a community of "Green Makers" who take the initiative to come up with green solutions and encourage their peers and families to do the same. For example, during the course of the year, students from the school's GreenTech Club came up with a multiplayer card game — named *Environment*, a hit on Roblox — which educates both students and their families to discover facts and tips on waste issues in Singapore. 22



A group of Dazhong Primary School and Primary One students from Dazhong Primary School participated in a recycling drive, where they collected and sorted waste and recycled paper, glass, metal, and other items.



P4 Level Programmes



Type	Programme	Details
Department	English Fiesta	<ul style="list-style-type: none"> ● Stories Come Alive!
	ALP	<ul style="list-style-type: none"> ● Greenmakers @Dazhong - T3
	Science	<ul style="list-style-type: none"> ● E2K (for selected students)
	Math	<ul style="list-style-type: none"> ● PATHS Package (for selected students) ● E2K (for selected students)
CCE	Learning Journey	<ul style="list-style-type: none"> ● Museum Visit
	Values-in-Action	<ul style="list-style-type: none"> ● VIA Project (P1-P4 Buddy Programme)





CHANGES TO



SCHOOL-BASED

ASSESSMENTS



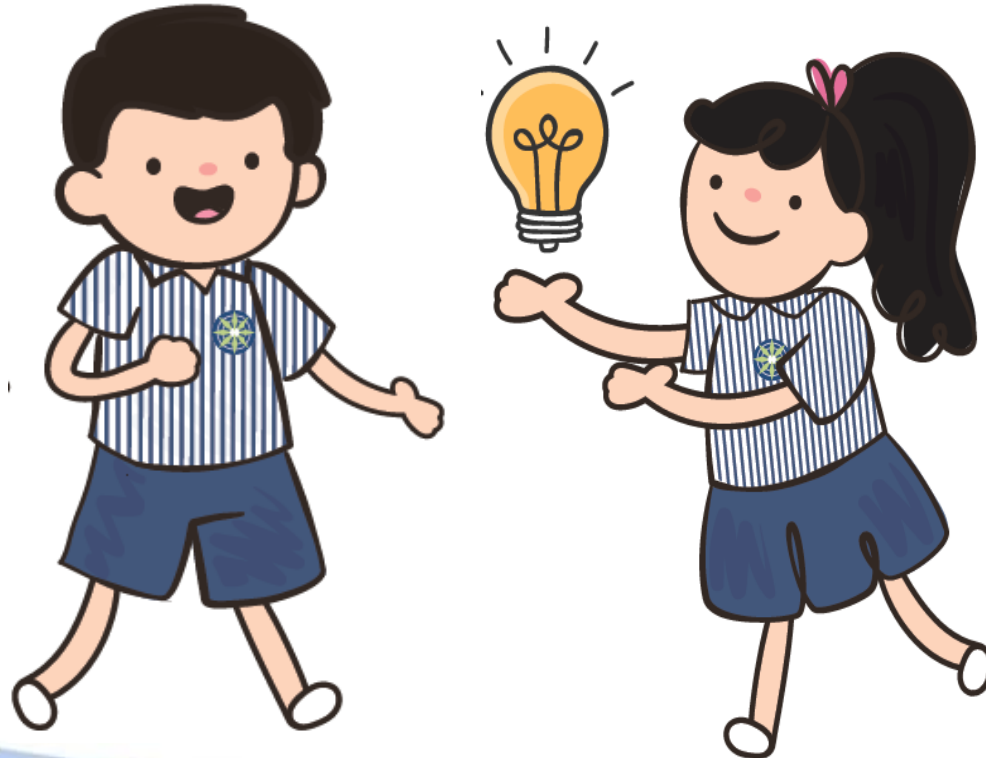
Removal of MYE - Nurturing Confident, Resilient Learners

Building Future-Ready Competencies

- To give more time and space for students to further develop their 21st Century Competencies and engage in more student-initiated learning, mid-year examinations for all primary and secondary levels will be removed by 2023.
- In line with efforts to shift away from an over-emphasis on examinations, and nurture an intrinsic joy of learning.



How can I support my child? ❤️



Growth Mindset

23 Affirmation Posters

I can do **HARD** things!



It's **OKAY** for me to make **MISTAKES!**



My brain can **STRETCH!**



When I struggle, I **GROW!**



Some things might take me longer and **THAT'S OKAY!**



I am **SMART!**



I get smarter when I **PRACTICE!**



I am **NOT** afraid of **TRICKY TASKS!**



Kristen's Kaboodle

KINDERGARTEN - 3RD GRADE

EXAMPLES OF IDENTITY AND SELF-IMPROVEMENT

Fixed Mindset



Growth Mindset



I'm either good at something or I'm not.



I can improve my skills with effort and practice.

When people give me feedback, it feels like criticism.



I appreciate when people give me feedback. It helps me learn and grow.

I'm just not good at math.



Math is challenging for me, but I know I can improve.

I'm too shy to speak in front of the class.



With practice, I can become more confident and improve my public speaking skills.

I'm already a really good writer. I don't need to get any better.



There's always room for improvement.

Giving Our Children S.P.A.C.E. to Build

RESILIENCE



Support

- Be willing to listen
- Provide positive feedback and support



Problem Solve

- Reflect on problems, issues and setbacks together
- Guide them to develop alternate plans



Affirm

- Be specific with praise
- Acknowledge strengths and efforts



Cheer

- Spur them on for renewed efforts
- Celebrate all successes, even small ones
- Share inspirational stories of resilience



Empower

- Provide them with opportunities to take risks and experience challenges
- Allow them to voice their ideas and make decisions
- Let them take responsibility for their plans and actions



Building S.P.A.C.E. into our Conversations



More of this...

Support acknowledge,

"Tell me more..."
"Your thoughts matter."

Problem solve with,

"What have you done before that worked?"
"Let's think of what we can learn from this..."

Affirm specific,

"Good effort!
How did you do it?"
"I see you are good at..."

Cheer inspire hope,

"Thanks for..., it really made a big difference."

Empower build up,

"We can try your suggestion."
"How would you like me to support you?"



Less of this...

not discount

"There is no reason for you to feel this way."

not for

"This is how you should do it."
"I told you before, why didn't you listen to me?"

not general

"Good job!"
"You are so smart!"

not fear

"If you don't ..., you won't get ..."

not take over

"It'll be faster if you do it my way."
"Let me do it for you."





Parenting Tips to Boost your Child's Mental Wellbeing

1. **Spend time together: Be attentive to what they say.**
2. **Focus on their strengths: Be generous with praise.**
3. **Discipline without labelling.**
4. **Have realistic expectations.**
5. **Practise positive thinking.**



Parenting Tips to Boost your Child's Mental Wellbeing



6. **Encourage your child to build meaningful friendships.**
7. **Reduce stress together - encourage physical activity.**
8. **Be a positive role model.**





Catering to Your
Child's Abilities

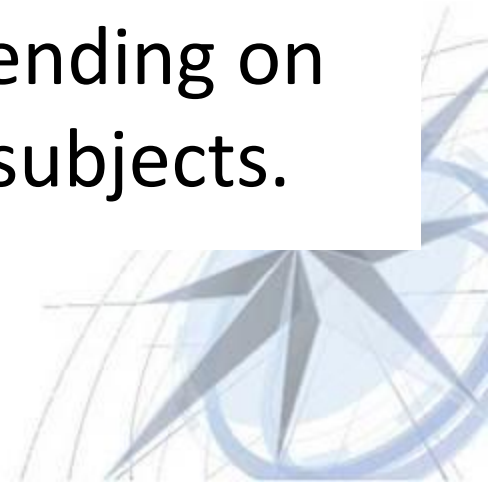
SUBJECT-BASED BANDING



Why introduce Subject-based Banding (SBB)?

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

SBB allows **greater flexibility for students to take subjects at different levels** depending on their aptitudes and abilities in these subjects.



How does SBB work?

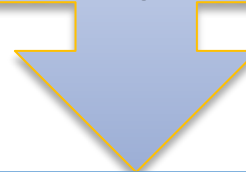
P4

- Child sits for school-based examinations at P4.
- **School recommends a subject combination** based on student's results.
- Parents fill up an option form (given after P4 SA2 examinations) indicating preferred combination.



P5

- At P5, child takes subject combination chosen by parents.
- School assesses student's ability to cope with the current subject combination.
- At the end of P5 year, **school will recommend changes to subject combination based on student performance.**



P6

- Student takes **subject combination decided by his school** and sits for the PSLE at the end of P6.

SBB Recommendation

- Student's **aptitude, motivation** and **performance** in each subject
- Student's **ability to cope** with a particular **subject combination** (at P5 and P6)



What are some choices available?

	English Language	Mathematics	Science	Mother Tongue Language
Higher				
Standard				
Foundation				



Difference between Standard Subject and corresponding Foundation Subject

- Foundation subjects put **focus** on the **mastery of the core content and skills**, from which higher skills are built upon in the secondary school
- Foundation subjects are **pitched at a lower level** compared to the corresponding standard subject



Offering Foundation Subjects

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

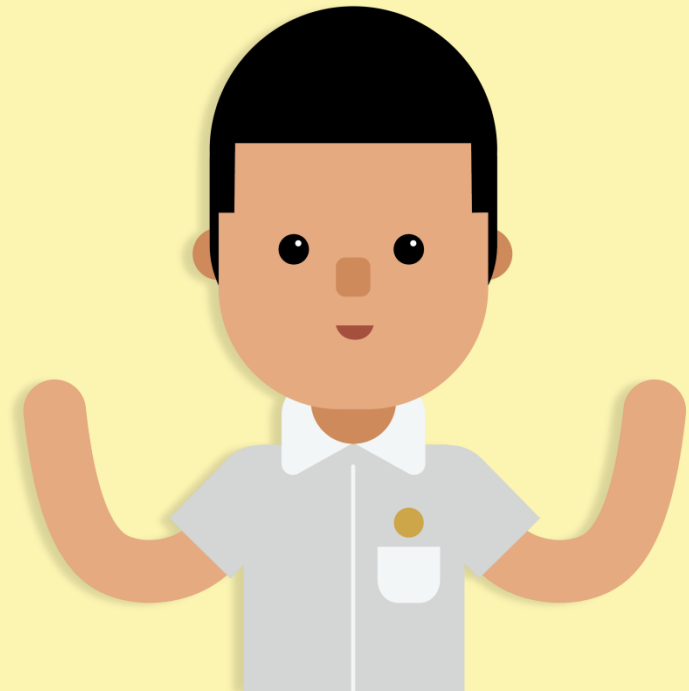


Considerations for Higher MTL

- Is student coping well in the standard subjects, i.e. English, Math, Science and MTL?
- Should student be spending more time in the standard subjects, rather than on an additional subject (HMTL) and perhaps, pursue other interests?
- Does student have an interest and a flair for the MTL?
- Overall student well-being and balanced lifestyle



USE OF HCL FOR ADMISSION INTO SAP SCHOOLS

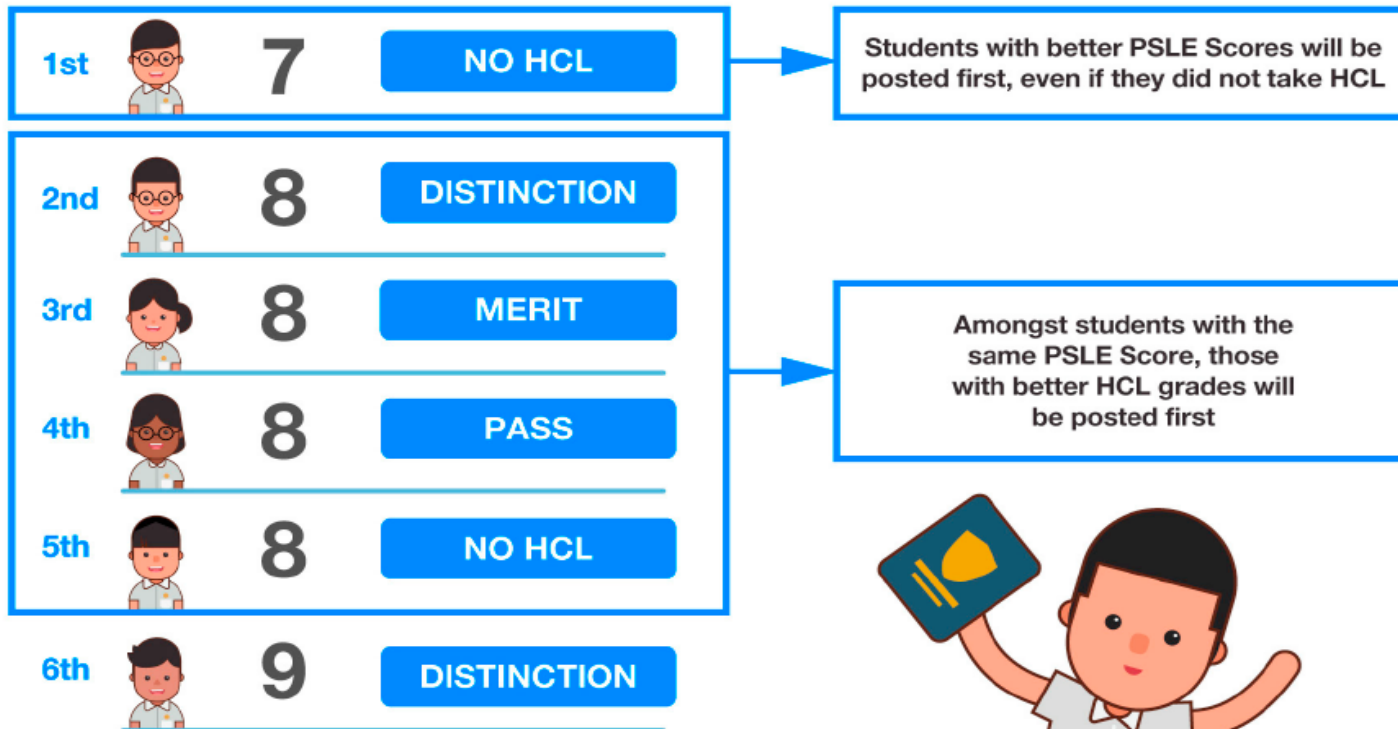


EXAMPLE:

Using HCL for Admission into SAP Schools

Students who take HCL will receive a posting advantage when applying to SAP schools

Students will be considered for admission to SAP schools in the following order:



Subject Combinations DZPS Offers

4S1H

4S

3S1F (FMTL)

2S2F (FMA & FSc)

4F



Example: Student A

Student A's P4 SA2 results

English Language	MTL	Mathematics	Science
64	<u>40</u>	<u>47</u>	56



- Student passed only 2 subjects.
- School's likely recommendation: **4S**
 - Depending on child's learning attitude
 - An additional year to monitor child's progress in the standard subjects

Example: Student B

Student B's P4 SA2 results

English Language	MTL	Mathematics	Science
52	<u>25</u>	<u>32</u>	50



- Student also passed only 2 subjects.
- School's likely recommendation: **2S2F**
 - Depending on child's learning attitude
 - Seem not to be coping as well as Student A
 - Student B may benefit from doing 2 subjects at the foundation level.

Example: Student C

Student C's P4 SA2 results

English Language	MTL	Mathematics	Science
<u>32</u>	<u>28</u>	<u>29</u>	<u>33</u>



- Student did not pass any subject.
- School's likely recommendation: **4F**
 - Student is not able to cope with doing subjects at the standard level.
 - Better able to focus on building up fundamentals when taking subjects at the foundation level

At the end of P5

- School will determine changes to subject combinations, taking into account the following factors:

At the end of P5	School decision
Takes 1 or more foundation subjects and does very well in the subjects	<ul style="list-style-type: none">• School may allow him to upgrade 1 or 2 subjects to standard level if school believes he can cope; or• Continue the same combination in P6
Takes standard subjects and has difficulty coping	<ul style="list-style-type: none">• School may allow him to take 1 or more subjects at foundation level in P6
All other students	<ul style="list-style-type: none">• School will allow them to continue the same subject combination in P6.



Please key in questions that you have using the QR code.

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Channels of Communication



- ❑ **Parents Gateway**
- ❑ Termly newsletter
- ❑ School calendar
- ❑ Student Handbook
- ❑ School website: <http://dazhongpri.moe.edu.sg/>
- ❑ Telephone: 6565 8002
- ❑ School email: dazhong_ps@moe.edu.sg
- ❑ Teacher's email address (found on school website)
- ❑ YH email address: Loh_Jee_Yann@moe.edu.sg
- ❑ AYH email address: Tan_Jue_Ying@moe.edu.sg
- ❑ Parent-Teacher Meetings

