



*Making Lives, Waking Hearts
To serve the coming days*

Welcome to St Andrew's Junior School P1 & 2 Meet The Parent



Home of Servant Leaders
who bring life to the nations

Agenda

1. Introduction of Key Personnel

2. Working with the End in Mind

3. Frequently Asked Questions

4. School Home Partnership



P1 & 2 Meet The Parent

INTRODUCTION OF KEY PERSONNEL

Key Personnels

Vice-Principal	Mrs Karen Ivicz karen_lim@schools.gov.sg	Vice-Principal (Administration)	Mr Boey Weng Yue boey_weng_yue@schools.gov.sg
Year Head P1 / P2	Mrs Irene Lim - Koh Hui Ling koh_hui_ling_a@moe.edu.sg	Assistant Year Head P1 / P2	Mdm Sandy Low sandy_low_gait_hong@moe.edu.sg
HOD English	Mrs Tan Siew Mei tan_siew_mei@moe.edu.sg	HOD Mother Tongue	Ms Lin Jingya lin_jingya@moe.edu.sg
HOD Mathematics	Mrs Pauline Poon quek_pauline@moe.edu.sg	HOD Science & Environment	Mr Kevin Ng ng_min_keong_kevin@moe.edu.sg
HOD Aesthetics, PE & CCA	Mr Khairil Anuar khairil_anuar@moe.edu.sg	HOD Character & Citizenship Education	Mrs Angela Lim angela_lim@moe.edu.sg
HOD Student Management	Mrs Andreatte Loh lucy_andreatte_yip@moe.edu.sg	HOD Educational Technology	Mr Lee Lin Shen lee_lin_shen@moe.edu.sg
Senior School Counsellor	Mr Dennis Tan Lai Hoe dennis_tan_lai_hoe@moe.edu.sg	School Counsellor	Mrs Vivienne John vivienne_voon_siew_ken@moe.edu.sg
Subject Head (Special Educational Needs)	Mrs Joanne Yak joanne_yak@moe.edu.sg	Lead Special Educational Needs Officer	Ms Nur Afni nur_afni_mohamed_amin@moe.edu.sg
Special Educational Needs Officer	Mdm Tan Soh Kwan tan_soh_kwan@moe.edu.sg	Special Educational Needs Officer	Ms Gayathri Naidu gayathri_naidu_r_ganasan@moe.edu.sg

P1 & 2 Meet The Parent

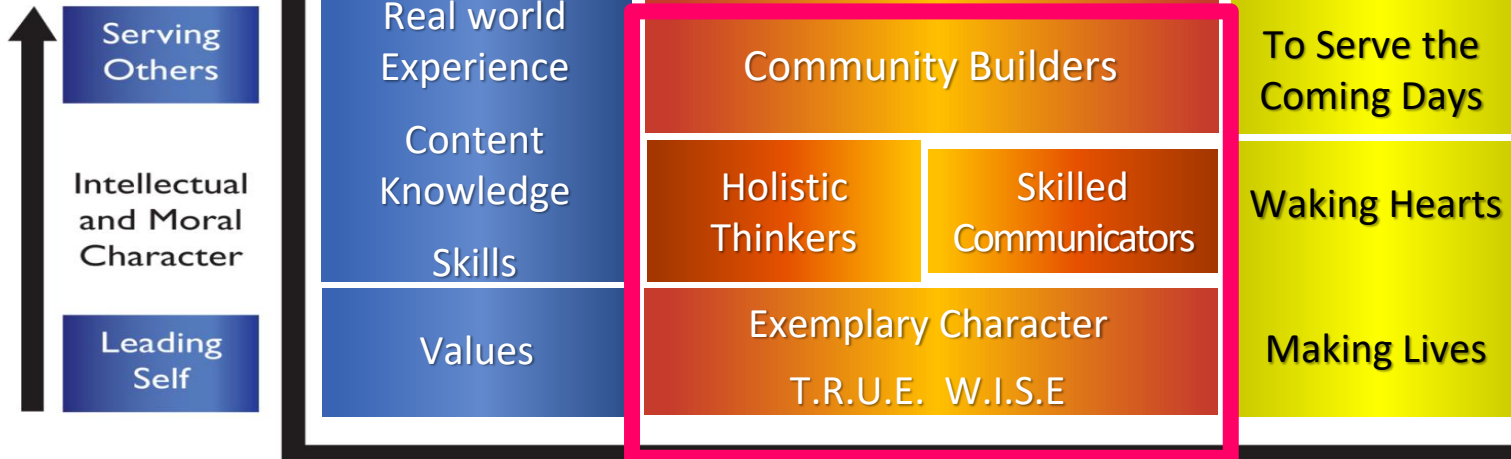
WORKING WITH THE END IN MIND

St Andrew's Junior School Education Model

St Andrew's
Junior School



Mission, Vision and Values
Home of Servant Leaders
Who bring Life to the Nations



Learn For Life

- No examinations at P1 and P2
- Focus on acquiring learning dispositions and subject learning outcomes
- Use qualitative descriptors to report students' learning in all subjects. Non-academic indicators will be retained.
- Focus on the process of learning and develop dispositions for lifelong learning.

"Let us prepare every child for the test of life, and not just a life of tests"
PM Lee, National Day Rally 2012

Learning Dispositions

Learning Dispositions	Examples of Observable Actions
Wonder	<ul style="list-style-type: none">a) Participates actively in group and/ or class learning activitiesb) Asks relevant questions to learn
Resilience	<ul style="list-style-type: none">a) Stays on task and manages distractionsb) Does not give up even when the task is difficult
Unity	<ul style="list-style-type: none">a) Uses positive languageb) Works well with othersc) Disagrees respectfully
Excellence	<ul style="list-style-type: none">a) Is prepared for lessonsb) Is receptive to feedbackc) Uses feedback to improve his learning
Self-Discipline	<ul style="list-style-type: none">a) Follows instructions and rulesb) Listens and take turns to speakc) Completes and submits homework on time

Subject Learning Outcomes (English & MTL)

Listening

Reading

Speaking

Writing

Subject Learning Outcomes

Please refer to our
Form Teachers' slides.

Preparing our students for life

ACE Principles in Teaching and Learning

Authentic

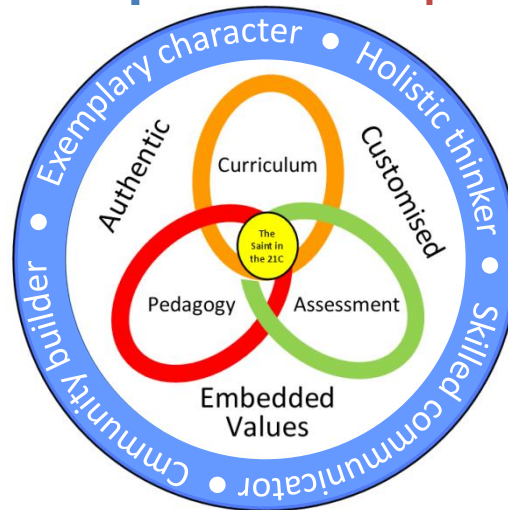
- using thinking routines to develop thinking
- making connections to real-world situations / experiences
- using meaningful and relevant content

Embedded Values

- using cooperative learning strategies (Community Builder) to inculcate the following values and moral character (Exemplary Character):
 - TRUE & WISE - school values
 - SEL competencies, work ethics, NE values
 - subject-specific learning dispositions

Customised

- using boy-friendly strategies to enhance learning
- customised content, process, product, & learning environment



P1 & 2 Meet The Parent

FREQUENTLY ASKED QUESTIONS

Q1: How will my child's academic progress be measured if there are completely no examinations and weighted assessments at P1 and P2?

- Current practices to gather information about students' learning through checkpoints and daily observations (e.g. class discussions, in-class work, and homework) will continue.
- The change is that these checkpoints will no longer count towards an overall result.
- Qualitative descriptors of Subject Learning Outcomes based on daily observation and the checkpoints instead of marks will be used to report students' learning progress in the report book (Holistic Development Profile).

Q2: What are the criteria for Edusave Merit Bursary and Good Progress Award?

- Edusave Merit Bursary (EMB) Criteria
 - Singapore Citizen
 - Consistently demonstrates good learning dispositions
 - Good conduct
 - Monthly household income not exceeding \$7,500 (or per capita income not exceeding \$1,875)
- Good Progress Award (GPA) (Pr 2)
 - Singapore Citizen
 - Students who do not qualify for EMB but have shown improvement in learning dispositions within the year
 - Good conduct

Q3: What will the report book look like?

Holistic Development Profile For Year 2020

Page: 1 of 5
Date: 15 Jul 2020

Name : [REDACTED]
Age on 1st Jan : [REDACTED]
Class : [REDACTED] S/N : 1
Form Teacher : [REDACTED]
Co-Form Teacher : [REDACTED]

Identification No. : [REDACTED]
Course : 201

SUBJECT	SEMESTER 1
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ENGLISH LANGUAGE

Listening: Listen attentively and identify relevant information.	Accomplished
Reading: Read multi-syllabic words accurately.	Accomplished
Reading: Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Accomplished
Reading: Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.	Accomplished

CHINESE LANGUAGE

Listening: Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.	Accomplished
Speaking: Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts.	Accomplished
Reading: Recognise characters taught in Primary 2.	Accomplished
Writing: Write short sentence(s) about daily life with some guidance.	Competent

Q4: Will my child be ready for national examinations?

Subject-Specific Department Signature Pedagogy

ASSESSMENT– How much have students learnt?

CONTENT – What to teach?

PEDAGOGY – How to teach?

BOL Framing the Learning	Subject-Specific Teaching Strategies <ul style="list-style-type: none">- 5E Approach- POLYA's Approach- EL & MTL approaches	Intellectual Character <ul style="list-style-type: none">- Clarity,- Creating Mental Engagement- Getting into Students' head	Moral Character <ul style="list-style-type: none">- Classroom Management & Environment- Subject-specific learning disposition	EOL Consolidate & Anchor the learning
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Lesson Development

Use of ICT

Q6: How will classes be allocated?

- From P1 to P2, there **will not be any change of class** based on the Primary Education Review Implementation (PERI) recommendation. **Class size will remain as 30.**
- From P2 to P3, they will be **randomly assigned their class. Class size to change from 30 to 40 per class.**

P1 & 2 Meet The Parent

HOME SCHOOL PARTNERSHIP

MOE's Partnership Framework Principles

- *** Trust is the foundation ***
- **Remember the child**
- **Understand our shared responsibilities**
- **Seek common ground**
- **Together, we work towards common goals**

Guiding Principles for School-Home Partnership

1. Students succeed when schools and parents work hand in hand to support students in learning self-management skills, taking responsibility and building resilience.
2. Mutual respect and trust forms the strong foundation for positive engagement between schools and parents.

Managing self

We want to enable our Saints to manage their emotions and actions independently and respond to changes as well as challenges anchored on sound values so that they can thrive in the VUCA future.

Relating to others

We want to teach our Saints to be respectful and have integrity and empathy when interacting with others.

Developing good habits

We want to nurture our Saints to be self-directed learners with good habits and take responsibility for their own learning.

Working with the school to know and support our Saint

We want to develop and strengthen mutual understanding, respect and trust between the school and yourself for the benefit of our Saints.



Help your child succeed in life

Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

Work with the school to know and support your child

- Have regular conversations with teachers in both academic and non-academic areas – this will help you better guide your child's development.
- Check the teachers' preferred mode of communication – they are not required to share their mobile numbers.
- Understand that teachers may not be able to respond to your queries immediately.

Help your child relate to others

- Work with the teachers to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.



Help your child develop good habits

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself.
- Encourage your child to live a healthy, balanced life with time for sleep and play.

Help your child manage himself/herself

- Guide your child in managing his/her time.
- Encourage your child to help out with household chores.

*Train up a child in the way he should go,
And when he is old he will not depart from it.*

Proverbs 22:6



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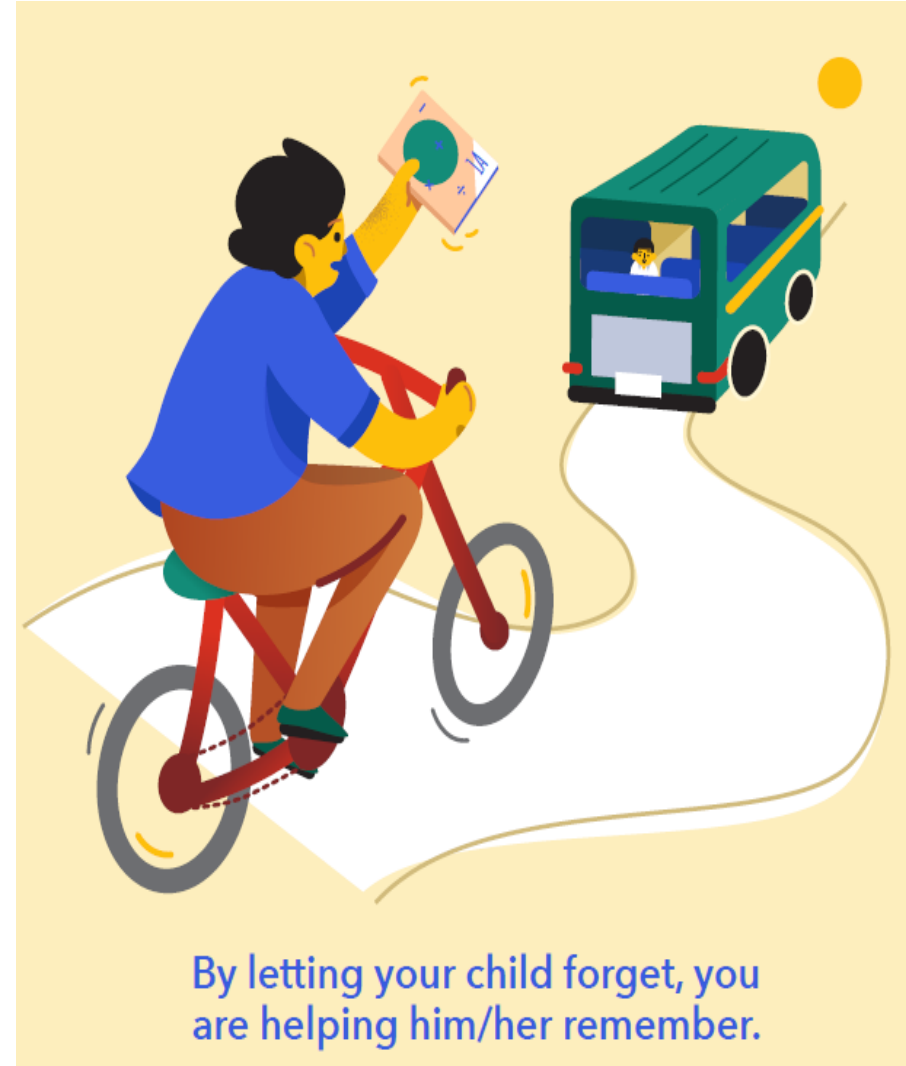
Managing Self: Develop Saints' Ownership & Independence in learning.

Do not rely on teachers to update you on homework and admin matters.



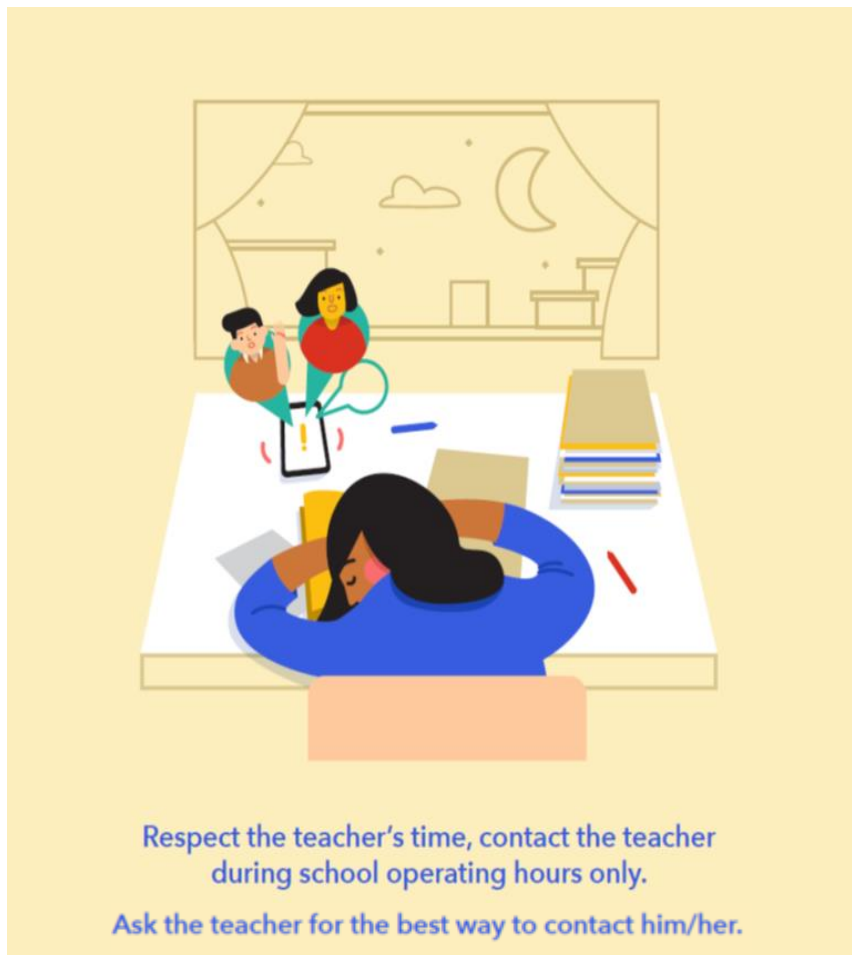
Managing Self: Develop Saints' Responsibility of taking care of their things

Do not bring items to school on child's behalf.



Working with the school to know and support your child

We want to develop and strengthen **mutual understanding, respect and trust** between the school and parents for the benefit of your child.



ST ANDREW'S JUNIOR SCHOOL
Personal Organiser 2022
1862
Once a Saint, always a Saint

Name : _____
Class : _____

13.6 GUIDELINES ON PHOTOGRAPHY/ VIDEOGRAPHY
Photograph(s) or video image(s) of Saints and their parents/guardians may be captured during school activities and events such as classroom lessons, CCA, school camps, school concerts. The school reserves the right to use and publish such photographs and/ or video recordings in school publications, website, social media channels, and other communication channels.

Encourage Joy of Learning!

Encourage Joy of Learning by

- not over-emphasising academic performance
- focus on your child's learning journey, rather than compare them to others



I want to go for soccer tryouts.


6/10!!!

6/10!!!

Don't focus only on results

Encourage them to pursue their strengths, interests and try new things.

The illustration shows a boy with a soccer ball and a girl with a speech bubble containing a grade. A speech bubble with a book icon is also present.



Let's do this!

Goals
✓90/100, A*
✓Get into XX school

Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.

The illustration shows a parent pointing to a whiteboard with goals and a child looking at it.



Why can't you be like your brother?

He's top in the class!

Don't compare

celebrate their successes instead of comparing with others.

The illustration shows a parent talking to two children, one of whom is celebrating.

“**EDUCATING** the mind
without **EDUCATING**
the heart is no education
at all.”

Aristotle

Sunday - Sep 9, 2012(12:57 pm)

**The most important thing is
CHARACTER...**

Each tree is recognized by its own fruit.

**A good man brings good things out of the
good stored up in his heart. For the mouth
speaks what the heart is full of.**

Luke 6:44-45

Thank you for your support!

