

*Every White Sandian, a success story*

**A warm welcome to  
Parents/Guardians of  
Primary 4 Compassionate**

**School-Parents  
Engagement &  
Communication  
Session  
(SPECS)**

**2 February 2024**





**Our teachers  
&  
Communication  
Platforms**

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# Our Year Head and Asst Year Head



**Mr Asraf**

**Mrs Lim**

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# C4RE Teachers of 4 Compassionate



Miss Leong

Mdm Nor

Names of your child's subject teachers have been indicated in the **Introductory Letter** sent to parents in the first week of Term 1.



**P4**  
**learning experiences**



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# Middle Primary Level Outcome

**Self-directed learners who **make** responsible decisions and are able to collaborate in harmony.**



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# A learner-oriented classroom environment

## GROW with Me!



We can set goals for anything we hope to achieve!

Start setting S.M.A.R.T Goals today!



Using positive language can help to reduce conflict, improve communication among friends. It will also help you to increase self-confidence and curb negative feelings. Practise it often!



Let us start writing our success stories by practising the Growth Mindset!



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# A learner-oriented classroom environment

## GROW with Me!



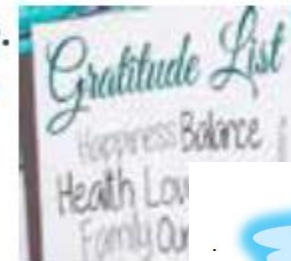
A great way to use the power of yet into all that you do is to identify where you're using the word 'can't'.

All you need to do is to add the word 'yet' on the end and you have just change your mindset!



Gratitude is showing appreciation for what we have. People who express gratitude daily are happier than others.

So start saying "Thank You", appreciate the people around you and pay attention to the good things!



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# P4 Learning Journeys

- ✓ Outdoor education learning experience
- ✓ Traffic Games (Road Safety Park)
- ✓ Museum-based Learning Journey
- ✓ “Harmony in Diversity Gallery” Learning Journey

**More details will be shared via PG nearer the date of programme**



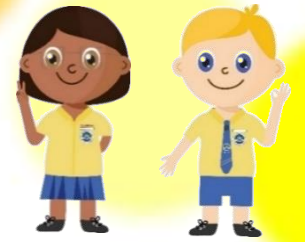
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# Assessment matters

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# Promoting the Joy of Learning



Since 2023, mid-year examination for all levels have been removed and replaced with weighted assessments.

Level	Term 1	Term 2	Term 3	Term 4
P4	Weighted Assessment			Semestral Assessment
	10%	15%	15%	60%

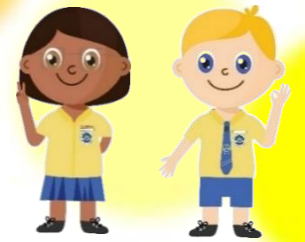


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# Promoting the Joy of Learning



## Modes of assessment for Weighted Assessment

Subject	Modes of assessment
English	Speaking
Mathematics	Math Journal
Science	MCQ and Performance Task
Mother Tongue Languages	Reading and Speaking



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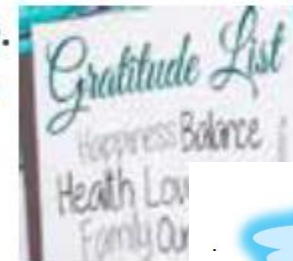
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# Encouragement for your child



Research shows that parents can have a powerful impact on their children's mindsets. The language you use and the actions you take show your children about what you expect. Giving process praise, talking about the brain, accepting mistakes as learning opportunities, and understanding the role of emotions in learning are all practices you can begin today.



Scan the QR Code to write encouragement notes for our P4 White Sandians to be inspired to do their best in 2024!



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# Encouragement for your child



Say This	Not That
"I can see you worked so hard on this!"	"You are so smart!"
"It seems like it's time to try a new strategy."	"It's okay. Maybe you're just not cut out for this!"
"I like watching you do that."	"You're a natural at that!"
"It looks like that was too easy for you. Let's find you something challenging so your brain can grow."	"That's right! You did that so quickly and easily; great job!"
"That's not right. You don't understand this yet. What strategies can you try to understand it better?"	"That's not right. Are you paying attention in class? It seems like you're not even trying."
"That was really hard. Your effort has paid off! Next time you'll be ready for this kind of challenge!"	"That was really hard. I'm so glad it's over and you don't have to do that again."

**Some examples!**



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# A learner-oriented classroom environment



**GROW with Me!@WSPS**

**PRIMARY 4**

**Compassionate  
CLASS IDENTITY**

*It's 4C time!*

*We're to go!*

*Put the big Brain*



*on!*



*We're ready to*

*learn!*



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# A learner-oriented classroom environment

## Class Identity



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# A learner-oriented classroom environment

## Class Expectations

### Be Positive



Keep your hands and feet to Yourself

### Be Respectful



Listen to the Teacher

### Be Responsible



Time to Clean Up

### Be Kind



Be kind and respectful of others

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# A learner-oriented classroom environment

**Be proactive and know the consequences...**

- No recess play for a week
- 15 minutes of reflection during recess
- Group points will be deducted
- Parents are notified



**Class Expectations**

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# A learner-oriented classroom environment

## First Days of School



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## First Days of School – Class Committee



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# A learner-oriented classroom environment

## Term 1 learning experiences – Traffic Games



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# A learner-oriented classroom environment

## Term 1 learning experiences – Traffic Games

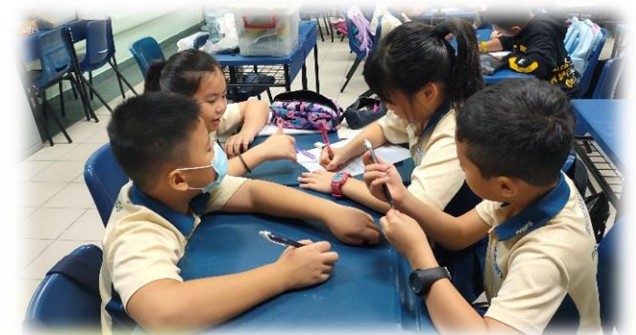


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# A learner-oriented classroom environment

## Term 1 learning experiences – Making a Plant Guide



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# A learner-oriented classroom environment

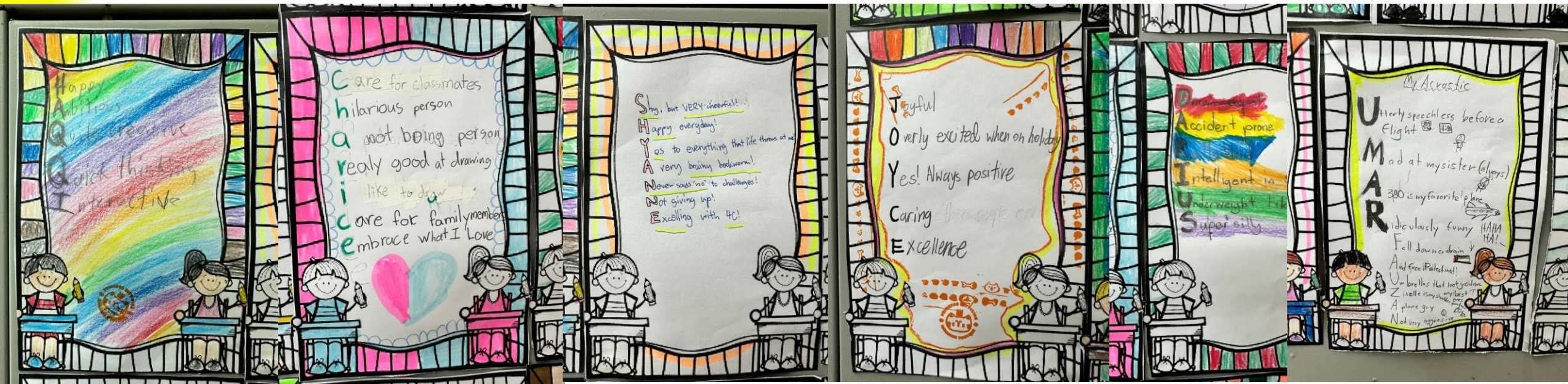
## Term 1 learning experiences – Making Ice Cream





# A learner-oriented classroom environment

## Exemplary students' work – Acrostic Poem



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# A learner-oriented classroom environment

## Exemplary students' work – Plant Guide

**ALOE VERA PLANT**

**LEAVES** • Make food for the plant  
• Exchange gases with the surroundings  
• Turn yellow or damaged leaves to encourage healthy growth

**STEM** • Hold the plant upright to absorb sunlight  
• Transport water, nutrients, and food  
• Use thorns to support tall or leaning plants preventing damage to the plant

**ROOTS** • Anchor the plant firmly to the soil  
• Absorb water and nutrients in the soil  
• Ensure the plant is in well-drained soil to prevent root rot

**ROSE**

**LEAVES** • Make food for the plant  
• Exchange gases with the surroundings  
• Turn yellow or damaged leaves to encourage healthy growth

**STEM** • Hold the plant upright to absorb sunlight  
• Transport water, nutrients, and food  
• Use thorns to support tall or leaning plants preventing damage to the plant

**ROOTS** • Anchor the plant firmly to the soil  
• Absorb water and nutrients in the soil  
• Ensure the plant is in well-drained soil to prevent root rot

**Aloe Vera Plant Guide**

Learn about the parts and functions about aloe vera, and fun fact-filled gardening tips to care for it!

**Name of plant:** Aloe Vera

**Plant parts and functions:**

- LEAVES:**
  - Make food for the plant
  - Exchange gases with the surroundings
  - Turn yellow or damaged leaves to encourage healthy growth
- STEM:**
  - Hold the plant upright to absorb sunlight
  - Transport water, nutrients, and food
  - Use thorns to support tall or leaning plants preventing damage to the plant
- ROOTS:**
  - Anchor the plant firmly to the soil
  - Absorb water and nutrients in the soil
  - Ensure the plant is in well-drained soil to prevent root rot

**Gardening Tip:**

Water Aloe Vera plant  
Fertilize Aloe Vera plant  
Prune Aloe Vera plant  
Protect Aloe Vera plant from frost  
Protect Aloe Vera plant from heat

**Rose Plant (A)**

The Rose's leaves combine energy from sunlight, carbon dioxide, and water and nutrients absorbed by the roots to make glucose (sugar). Oxygen is produced during photosynthesis and is used by most living things (including people). The stems transport water and nutrients up from the roots all the way to the leaves, and transport sugars from the leaves to the rest of the plant.

The stems support leaves, flowers, and fruits. They transport water from the roots to the leaves, the roots absorb water and minerals and transport them to the stems. They also anchor and support a plant, and store food. Roots require at least a half inch of a well-drained potting mix. Roots will not grow in water. Water should only be applied directly to the soil, not to the leaf surface. A regular soil light and water applied to the roots only will help decrease the spread of fungal diseases. When pruning roses, prune with the sterilized shears, the center of the plant or stem will allow water to flow

**Flower**

**Stem**

**Leaves**

**Roots**

Rose Plant (A)

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# Home-school partnership

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# SCHOOL VALUES: RALLYING TOGETHER

## 01 MAKING CHOICES

What we have shared  
with your child...

**STOP** AND **THINK**  
BEFORE YOU **ACT**



### STOP!

- CALM YOUR BODY.
- COUNT TO 10.
- TAKE SLOW AND DEEP BREATHS.
- TAKE A BREAK IF YOU NEED ONE.

### THINK!

- WHAT IS THE PROBLEM?
- WHAT ARE THE OPTIONS?
- HOW COULD I HANDLE THIS DIFFERENTLY?

### ACT!

- DO WHAT IS BEST FOR YOU AND OTHERS.
- BE SAFE AND RESPONSIBLE.



# SCHOOL VALUES: RALLYING TOGETHER

## 01 MAKING CHOICES

**Hurtful behaviour 1:**  
Hitting or pushing others around

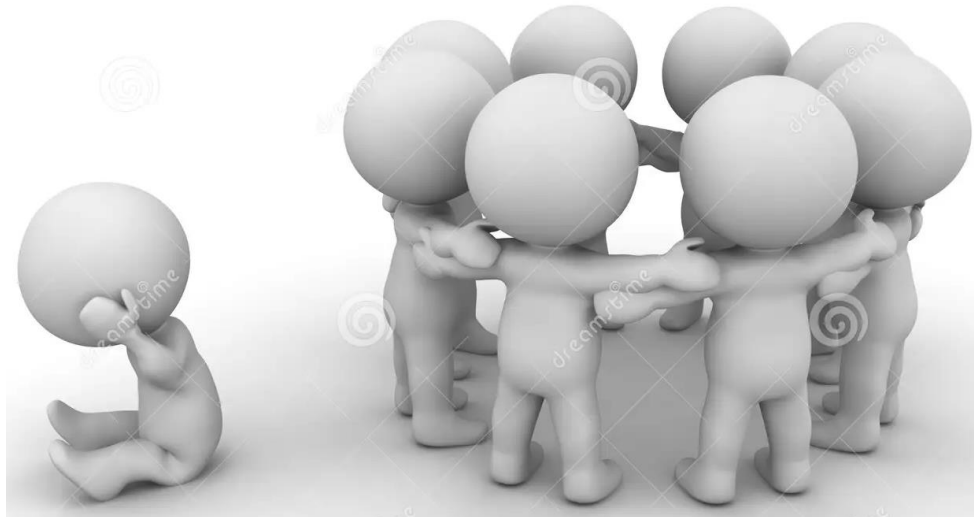




# SCHOOL VALUES: RALLYING TOGETHER

## 01 MAKING CHOICES

**Hurtful behaviour 2:**  
Leaving someone Out on Purpose:



# SCHOOL VALUES: RALLYING TOGETHER

## 01 MAKING CHOICES

### Hurtful behaviour 3:

#### Name calling

- You **MUST NOT** call any one names.



# SCHOOL VALUES: RALLYING TOGETHER

## 01 MAKING CHOICES

**Hurtful behaviour 4:**  
Sending hurtful message





# SCHOOL VALUES: RALLYING TOGETHER

## 01 MAKING CHOICES

Who to go to for help?

Discipline teachers and Mr Peh

P1 to P3

P1 to P6

P4 to P6



Mdm Azimah



Mr Peh



Mrs Bay

SEEK  
HELP

# What parents can do?

*To reinforce what was taught in school*

- **Making choices – Traffic Light (Stop, Think, Act/Do)**; Every choice we make will inevitably have some kind of consequence.
- **Be an upstander for self and others** – Tell the person to stop what he/she is doing; Share reason(s) and feelings – I do not like it / I'm hurt
- **Seek help from a trusted adult** – Teacher, YHs, Discipline Teachers, Counsellor and parents

# What parents can do?

## To manage hurtful behaviours

- **Stay calm**; Manage your own feelings first (Very often, we tend to forget)
- **Assure your child** that you will see to their safety
- Gently **elicit the story** from your child
- **Assess the severity** - Can you support your child to act first without your direct involvement?
- If it is too much for your child to manage, **get in touch with the C4RE Teachers, YHs or Discipline Teachers**

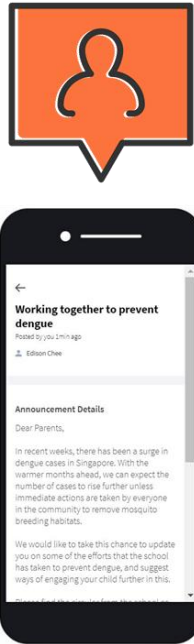


# What parents can do?

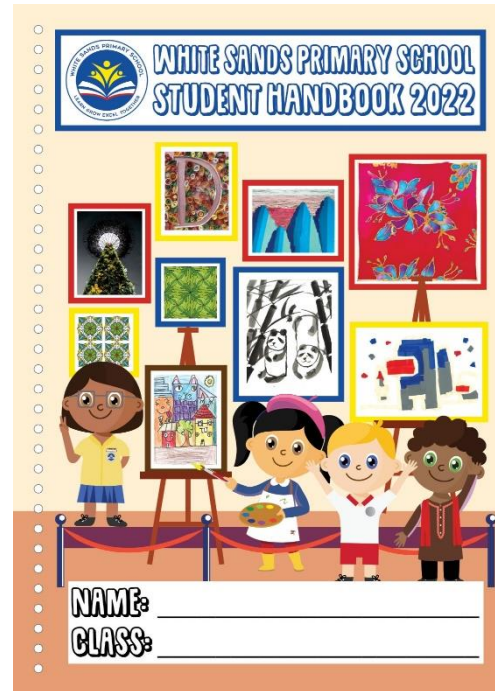
*To manage online hurtful behaviours*

- Collect data and **take screenshots** of all offending screens
- Help your child **block the offender**
- **Get in touch with** the **C4RE Teachers, YHs or Discipline Teachers**
- If you notice that your child has a **Chatgroup, without the presence of a trusted adult**, do **alert the C4RE Teachers.**

# Communication platforms



**Parent Gateway**



**Student Handbook**



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# Communication platforms

<b>Email of C4RE Teachers</b> <ul style="list-style-type: none"><li>• norhayati_maksom@moe.edu.sg</li><li>• leong_yin_leng@moe.edu.sg</li></ul>	<b>School Contact Details</b> <ul style="list-style-type: none"><li>• General Office : 6922 9100</li><li>• Staffroom 1 : 6922 9124</li><li>• Staffroom 2 : 6922 9125</li></ul>
<b>Other modes of communication</b> <ul style="list-style-type: none"><li>• ClassDojo</li></ul>	Do take note that you may not receive a reply immediately. <b>For urgent matters, please call General Office directly.</b>





**Thank you!**

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