



**ZHENGHUA
PRIMARY SCHOOL**

The Best That We Can Be.

Primary 3 Briefing By AYH

4 February 2023



Resilience, Innovation, Integrity, Care, Collaboration and Excellence



Year Head
Mrs Dorcas Yiong
(dorcas_hee_shee_
kuan@moe.edu.sg)



Assistant Year Head
Mdm Ong Yan Joo

Ong_yan_joo@moe.edu.sg

Assistant Year Head (Int)
Mdm Ou Yanxia

Ou_yanxia@moe.edu.sg



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Overview

Segment 1: Our role as Assistant Year Head

Segment 2: Overview of our school and level programmes



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Our Role as Assistant Year Head *(Well-being & Holistic Development)*

Segment 1



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Well-being of Your Child

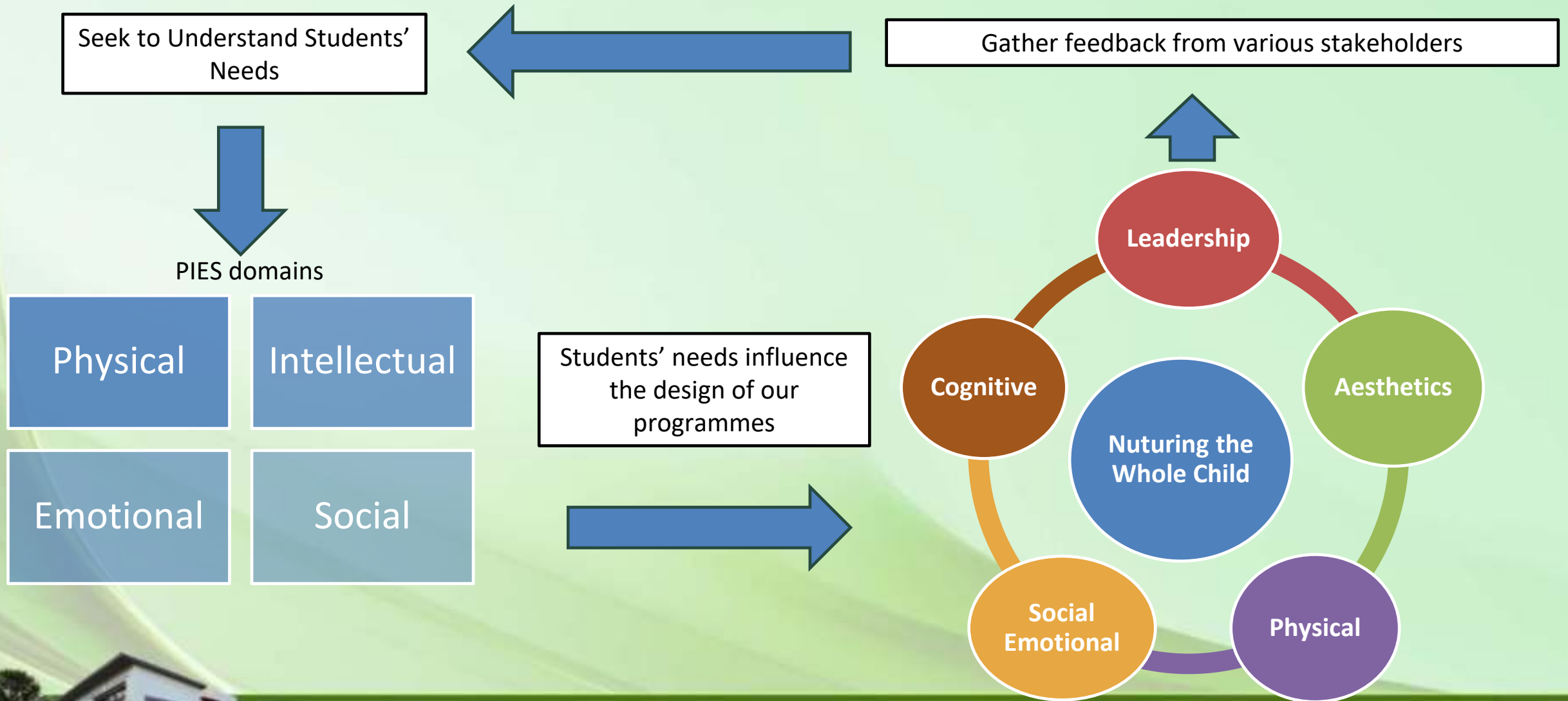


Students
our Focus



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Our Well-being Approach



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Enhanced Support for Selected Students

A dedicated team of Counsellors and SEN Officers looks into the well-being of students

- with Special Educational Needs (SEN), and
- in need of counselling.

After school support programmes have been curated for selected students. The school will be in touch with you if your child has been identified.



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Enhanced Support for Selected Students

Examples:

- Individual Intervention
- School-initiated Group Intervention
- MOE Intervention Programmes (TRANSIT)
- Referral to external agencies for diagnosis and support
- Access arrangement
- Progress monitoring
- Preparation for transition



Our Dedicated Counsellors



**Mdm Annu Ratha D/O
Jayaram
(Senior School
Counsellor)**



**Ms Toh Mui Hua
Catherine
(School Counsellor)**

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Our Dedicated Team of Special Educational Needs Officers



**Mr Mohd Alighouse
S/O Md Sidique
(Senior Special
Educational Needs
Officer)**



**Mdm Shilka
Quraisha
(Special
Educational Needs
Officer)**



**Mdm Rasimah
Mohamed Isa
(Special
Educational Needs
Officer)**



**Ms Siti Radhiana
Agustina
(Special
Educational Needs
Officer)**



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What does transition to P3 mean to your child?

- Progress from foundational years to key growth years
- New classmates and teachers
- New subject and school commitment
- Increase in homework load
- More interactions with peers and students from different levels



How you can help support your child's well-being in their transition years

S.A.F.E. Tips

S - Support

- Encourage your child to talk to a trusted adult for guidance
- Help your child understand decisions made and actions taken
- Keep rules short and realistic

A - Affirm

- Recognise his/her demonstration of good values and behaviours
- Praise your child's efforts regularly

F - Familiarise

- Find out what Primary 3 is like for students these days. Moderate your expectations according to your child's strengths and development

E - Empathise

- Show that you understand your child's concerns
- Teach with less talk and more role-modelling



Leverage Partners in the Community

Fei Yue Families for Life @ Community

Resourcing families to strengthen relationships.

NEW! in 2022:

- Niche Topic Triple P Parenting Seminars (E.g. Supporting Your Child During Exams)
- Triple P Grandparenting Seminars
- Marriage Enrichment Programme

Our Programmes



Parenting Seminars



Grandparenting Seminars



1-to-1 Parent Consultations



Parents Group Work




Family Life Talks/Workshops



Marriage Enrichment

Contact Us

Joanne Chua

 84286112

 joannechua@fyics.org

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Facebook
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Instagram
family_central_sg



Website
family-central.sg/

Enquiry Form



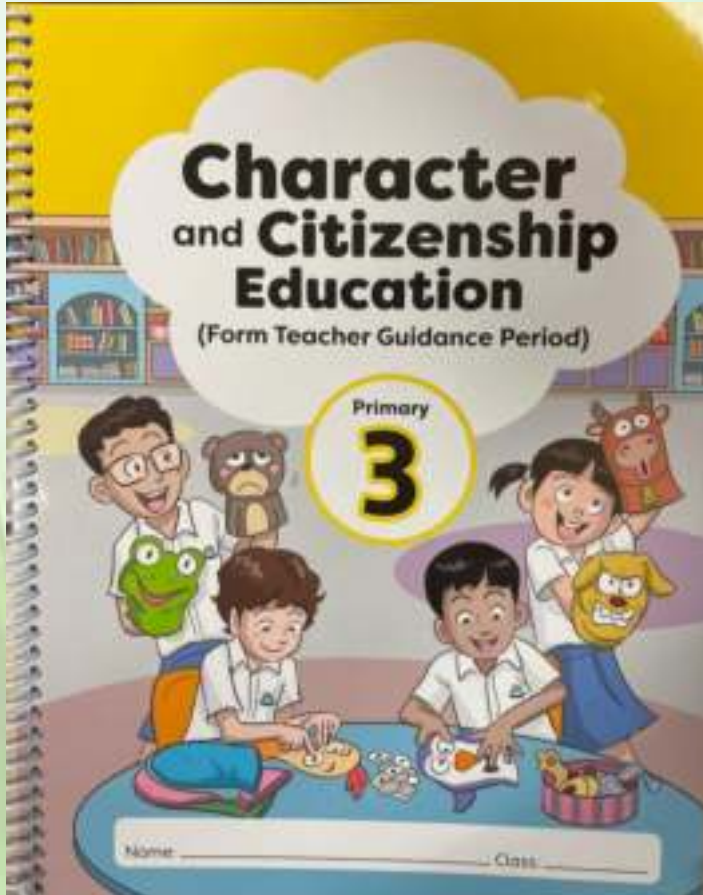
Parents can fill in our form
<https://go.fyics.org/PSS> to
learn more or sign up for
our programmes!

Holistic Development



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CCE2021: Extended FTGP



In 2023, Form Teacher Guidance Period (FTGP) has been **extended** from **30 to 60 mins** every Thursday.

FTGP Journal aims at character growth.



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Moving away from overemphasis on academic grades

- **Removal of Mid-Year Exams** is part of MOE's ongoing efforts to **move away from an overemphasis in academic grades**
- More opportunities to help students to **develop their character and life skills** (e.g., self-directed learning), as well the joy of learning



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Discipline & Character Growth

- **Discipline is essential to character growth**
- **Educative** and not punitive
- **Meaningful** consequences
- Adopt **Restorative Practice (RP)** in managing behavioural issues that undermine character

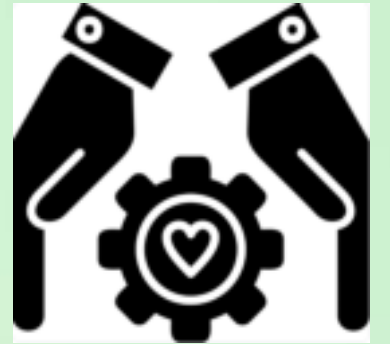


Mr Mohd Faizal Razak
Subject Head / Student Management



Positive and Restorative Discipline

- Cultivate values and teach social-emotional skills
- Guide the child to make right decisions and be responsible for their actions
- Reinforce good behaviour
- Guide students who have made mistakes
- Restore relationships that may have been affected



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We are partners in your child's character growth



The Child, Our Common Goal

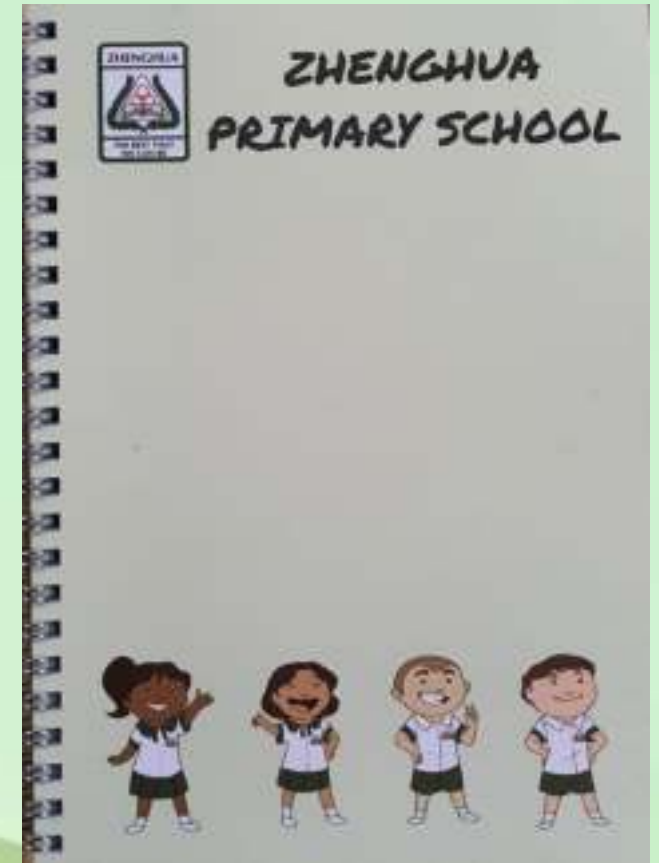


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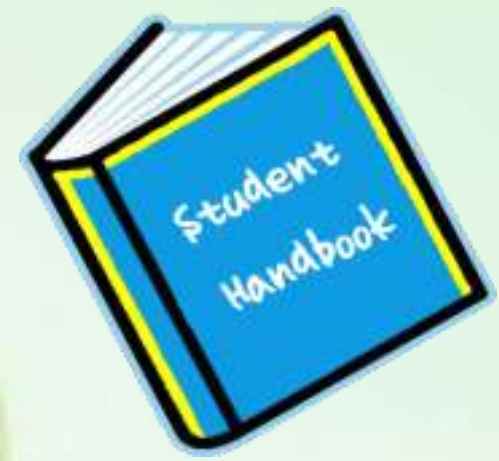
Partnering you to develop your child's sense of responsibility

2 key areas:

- Attendance and punctuality to school
- Homework submission



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Roles in Homework Submission

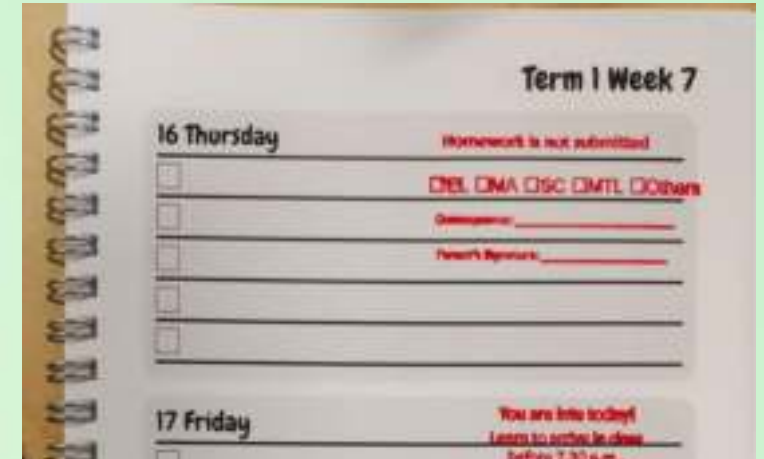
Student's Role	Parent's Role
<ol style="list-style-type: none">1. Copy homework into Student Handbook and put homework into homework file.2. Check Student Handbook and homework file for homework is brought home3. Once homework is completed, place the homework into homework file and into the bag	<ol style="list-style-type: none">1. Check Student Handbook2. Good habit to sign Student Handbook daily to acknowledge that his/her homework is completed3. Note Teachers' communication with you in the Student's Handbook (if any)



Homework Submission

Benefits of Homework

- Develop **independent learning**
- Develop **time management skills**
- Allow students with different abilities and interest to learn at their own pace to **deepen conceptual understanding**
- Improve **retention of knowledge**



Remind your child to check the Student Handbook.
Acknowledge the homework non-submission
stamp (if any).



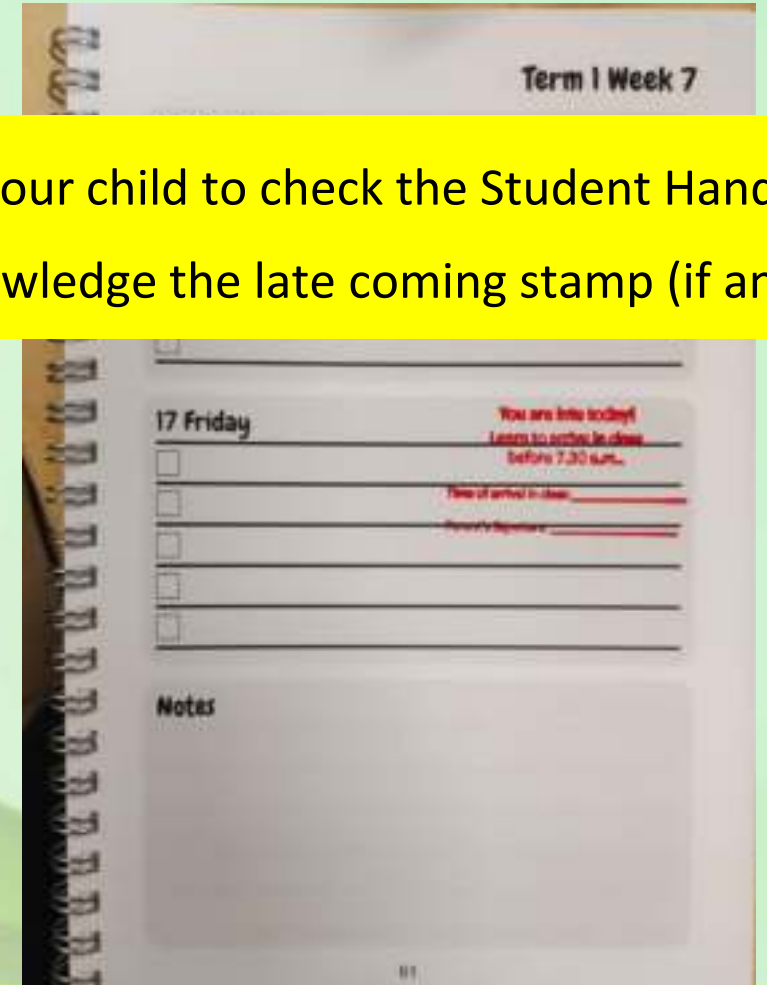
Punctuality to School

Benefits of Punctuality

- Builds a more self-confident child
- Builds discipline from a young age
- Builds mutual respect



Remind your child to check the Student Handbook.
Acknowledge the late coming stamp (if any).



School Policy for Late Coming and Late Homework Submission

	Late Coming (P1-6)	Late Submission of Homework (P2-6)
Stamp notification	Late stamp on student handbook for students who arrive in class/hall after the start of the National Anthem	Homework reminder stamp on student handbook for students who did not submit homework despite being given a reminder

Possible consequences after the 4th offence:

- Recess detention
- After school detention
- Downgrade of conduct grade
- Notification letter to parents
- F2f engagement with parents
- Suspension from CCA/competitions
- Suspension of student leadership role
- Link up with external agencies to provide academic/mentoring support



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School Policy for Leave of Absence during Term Time

Curriculum time is precious.

- Please **do not** take your child/ward out of school for other purposes (e.g. vacation, visiting relatives) during term time. The absence will be marked as **'Absent without Valid Reason'**. Form Teachers must be informed of your child's absence.
- If your child/ward has a valid reason to leave Singapore during term time (**compassionate reasons** or the child is competing at an overseas competition), please **write to one of the school leaders for approval** at zhenghua_ps@moe.edu.sg and cc the Form Teachers.



School Policy for Early Dismissal from School

- For safety reasons, students who need to leave our school during curriculum time **must be picked up from our General Office by a parent, an adult family member or a caregiver.**
- The adult picking up our student will have to complete an **“Early Dismissal” form** which must be signed by one of our General Office staff and presented to the security guard before the student is allowed to leave our school with the accompanying adult.



Drop Off at School Foyer

- If you are driving into the school, we strongly encourage you to do a quick drop off to ease traffic congestion



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P3 Level-Specific Programme



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P3



Programme 2023



WHEN is it?

During CURRICULUM Time...(PE periods)

Term 2 Week 1 to Term 2 Week 9

Classes	Lessons @8 - 9.30am / 9.30 - 11am @Clementi Swimming Complex
3EE, 3IN	WEDNESDAYs : 7.30am – 10am (starts T2 W2 : 29 March...)
3CE, 3CN	WEDNESDAYs : 9am – 11.30am (starts T2 W2 : 29 March...)
3HY, 3IY	FRIDAYs : 7.30am – 10am (starts T2 W1 : 24 March...)

Wednesdays / Fridays – 8 sessions

CCA

Zhenghua
Primary School

Term 1
Week 9:
CCA
Carnival

Selection
Process

Term 2:
Start of
CCA

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List of CCAs

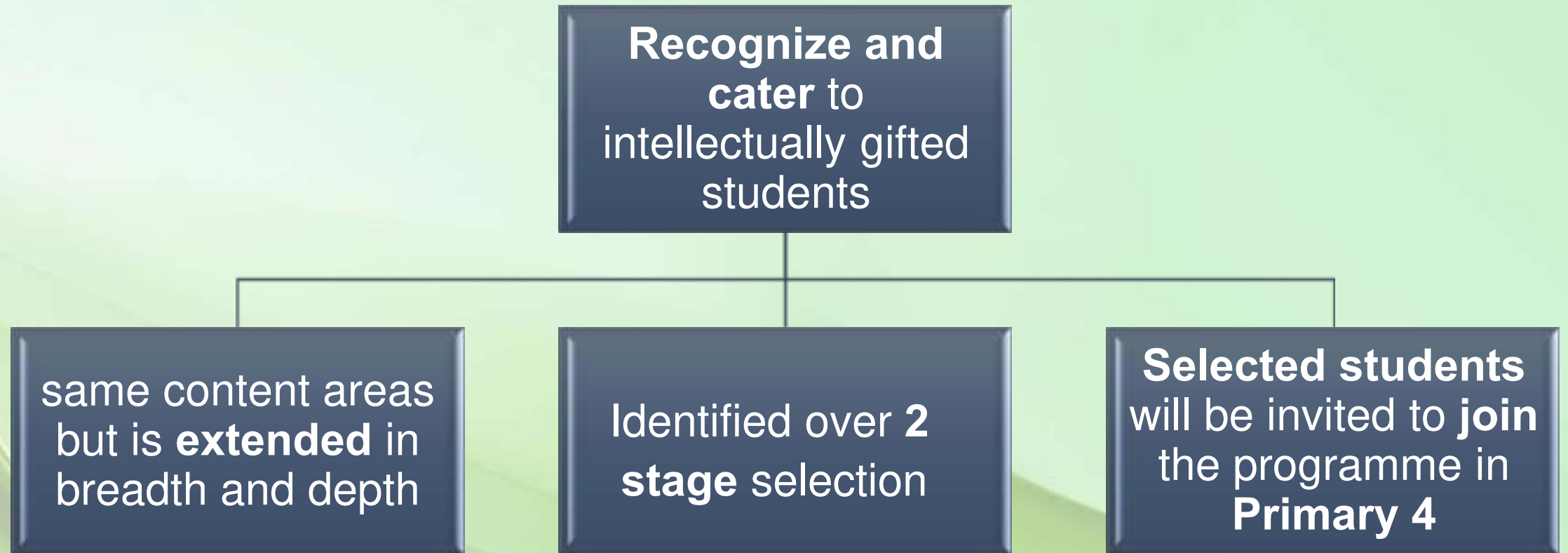


Performing Arts	Sports	Uniform Groups	Clubs
Brass Band	Basketball	Brownies	Greenovation
Chinese Dance	Floorball	Red Cross Youth	Robotics
Choir	Football		
Indian Dance	Rugby		
Malay Dance			



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Gifted Education Programme





Things to note

NO NEED to
send child for
preparatory
class



could inflate the
scores, not
reflecting your
child's actual
potential



Students who are not ready to handle the rigor and demands of the GEP will: **Struggle to cope** with the enriched curriculum.

Experience stress that could impact their self-esteem and cause them to **lose confidence**.

Overview of Our School and Level Programmes

(CCE, ALP, LLP and PAM)

Segment 2



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Goals of Character and Citizenship Education (CCE)

CCE aims to develop in our students:

- **Good Character**
- **Resilience and social-emotional well-being**
- **Future Readiness**
- **Active Citizenship**

Its **CCE curriculum content areas** are as follows:

A Healthy Balance

Being Grateful

Cyber Wellness (CW)

Family Education (FE)

Mental Health (MH)

National Education (NE)

I Am Resilient

Total Defence Day, International Friendship Day, Racial Harmony Day, National Day

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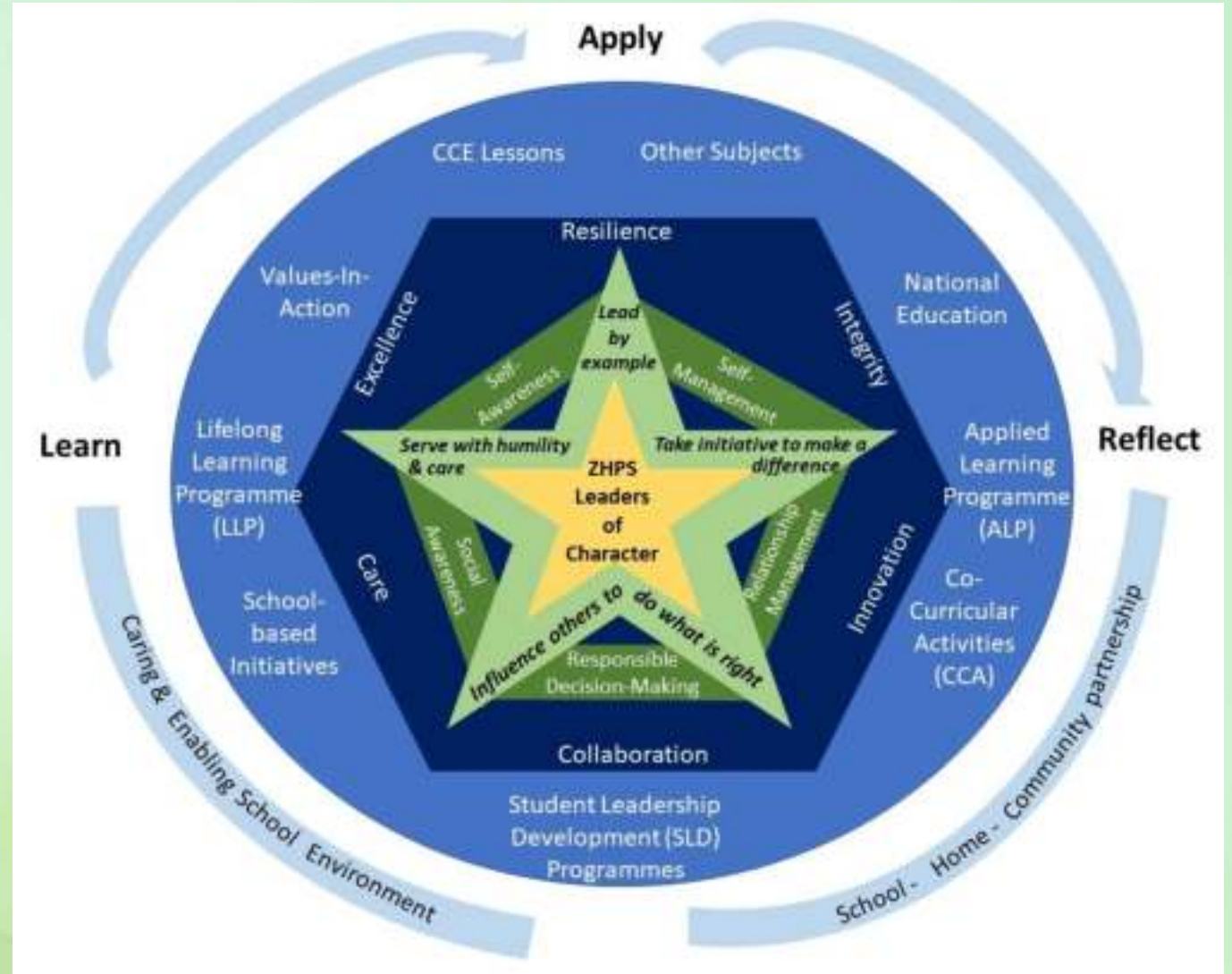


CCE Curriculum and Enactment @ ZHPS

In ZHPS, CCE aims to develop our students to become leaders of character who are anchored in values and active citizens who make a positive difference to the school, community and nation.

As leaders of character, students are expected to:

- lead by example
- serve with humility and care
- take initiative to make a difference
- influence others to do what is right



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CCE Curriculum and Enactment @ ZHPS

Learn

- Explicit teaching and intentional integration of CCE across the curriculum and co-curriculum
- Tiered student leadership development structure



Apply

- Authentic platforms across the curriculum and co-curriculum for students to live out school values, demonstrate social emotional competencies & leadership and serve the school, community & nation



Reflect

- Students engage in regular reflection on what they have learnt and how they have applied their learning. They also learn to assess themselves and give feedback to their peers.

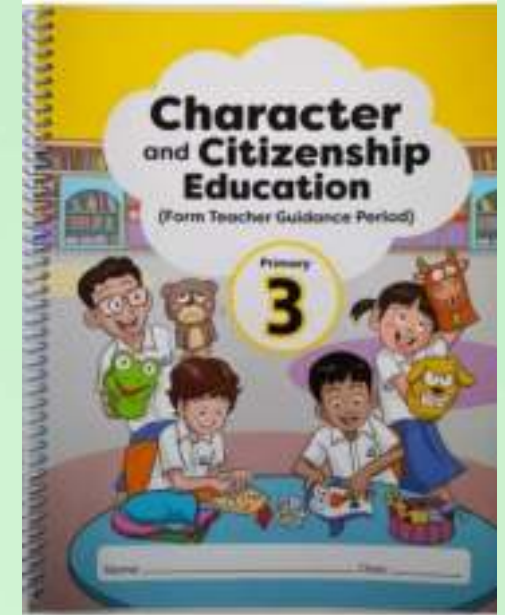


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CCE Curriculum and Enactment @ ZHPS

Learn

- Termly **Start-It-Right** programme,
- Pre- Assembly talks on values, current affairs, etc.
- Assembly sharing
- CCE (Form Teacher Guidance Period)(**FTGP**) / Customised School-based FTGP lesson (**FTGP+**)
- CCE (**Mother Tongue Language (MTL)**)



Apply

Values-In-Action (**VIA**)
Student Leadership Opportunities
National Education (NE) Events
Day-to-day lessons and interactions



Reflect

Values **Self-Assessment**
Reflections



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511 Leaders Of Character And Active Citizens Who Contribute Positively

How can parents partner the school in our CCE efforts?


CCE involves a school-home-community partnership with educators, parents/caregivers, peers, and community partners as role models.

- **Consistent & Coherent Messaging**
– Reiterate the school values, SE competencies, leadership practices, etc. with your child
- **Active Role-Modelling** – Role model positive behaviour, e.g. cyber wellness habits
- **Values-In-Action @ Home** – Encourage values-in-action at home



Keeping the environment clean

Activity 4: My Personal VIA-at-Home Project



(Note: This is based on PIX FTGP Journal, Pg. 36)

1. Set a goal to specially show care to one person in your family.

The person whom I want to show care to in my family is mother

2. Decide on the words and actions that you can say and do for this person.

Examples of words to show care	Examples of actions to show care
• How is your day?	• Help a family member
• Thank you!	• Smile and greet my family member
• I am happy to see you.	• Chat with my grandparents
• May I help you?	• Play with my brother or sister
• Have you eaten?	

Values-in-Action at Home

Applied Learning Programme (ALP)



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Advocates and Innovators for Sustainable Living



School-wide programme

2022 Level	Timeframe / Format	Theme	Main activities at a glance
Primary 1	Term 4	Clean SG – Keeping our School clean	<ul style="list-style-type: none"> • Trigger activity – observation and discussion of clean vs dirty environments • Drama
Primary 2	Term 2	Clean SG – Keeping our Community clean (Clean Plate SG)	<ul style="list-style-type: none"> • Trigger activity – observation and discussion of food wastage phenomenon • Drama
Primary 3	Term 2	Green SG – Water and Us	<ul style="list-style-type: none"> • Trigger activities – Nautilus (marine sea creatures) + Artist talk • Value-creation – choice based sea creatures • Resources to be housed on google microsite
Primary 4	Term 3	Green SG – Greenery and Us	<ul style="list-style-type: none"> • Trigger activities – Edible garden / community gardens • Value-creation – plots and • Resources to be housed on google microsite
Primary 5	Term 2	Future Dream SG – Our wasteful ways	<ul style="list-style-type: none"> • Trigger activities – Talk by • Value-creation – coding/prototyping/ • Resources to be housed on google microsite
Primary 6	Term 4 / Post-PSLE activities	Future Dream SG – Sustainable SG 2030	<ul style="list-style-type: none"> • Trigger activities – Interview individuals / organisations + marina barrage • Resources to be housed on google microsite

Some of our Partners & Stakeholders

- MOE Kindergarten
- BPCCC
- NWCDC
- PSG
- NEA



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Creative Arts **@ZHENGHUA**

Learning for Life Programme
(LLP)



Creative Arts

@ZHENGHUA

Page 3

CONFIDENT

Be sure about yourself and your abilities!

CREATIVE

Use your imagination or original ideas to create something different or new

EXPRESSIVE

Be able to share your thoughts, ideas or show feelings appropriately.

LEARNING IN THE ARTS



LEARNING THROUGH THE ARTS

CONFIDENT

CREATIVE

EXPRESSIVE

LEARNING IN THE ARTS



LEARNING THROUGH THE ARTS

	MUSIC	ART	DANCE	DRAMA
Primary 3	Keyboard Malay Music	Batik Art 	Malay Dance 	English Language & Mother Tongue
Primary 4	Recorders Indian Music	Interdisciplin ary Museum- based Learning	Indian Dance 	

Music

Page 8

ARTS EXPOSURE

School or level-wide
programmes that exposes
students to the arts.
Engagement with artists or
professionals.

ASSEMBLY PROGRAMMES

LEARNING JOURNEYS

SCHOOL PERFORMANCES

SINGAPORE YOUTH FESTIVAL (SYF)

WORKING WITH ARTISTS/PROFESSIONALS

CO-CURRICULAR ACTIVITIES (CCA)

Art

Dance

Dram

PE Department



3EE, 3HY, 4IY, 6IN



1CE, 1EE, 1RE, 2CN, 2IY, 6IY



1IN, 3CN, 3IY, 5EE, 5IN, 6HY



1CN, 1HY, 2CE, 2HY, 4HY, 6CN



2EE, 4CE, 4EE, 4IN



3CE, 4CN, 4RE, 5CN, 5CE, 5RE



1IY, 1RT, 2IN, 3IN



2RE, 2RT, 5HY, 5IY, 6CE, 6EE, 6RE



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Curriculum Overview

Duration

P3 - 5 periods* per week

Syllabus

- Athletics (P3 –P6)
- Dance
- Games & Sports
- Gymnastics
- Outdoor Education
- Physical Health & Fitness
- Swimming (P3 only)



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School-wide/Signature Programmes

P1- P4 Amazhenghua Race & P5 & 6 YOG

P1- P6 Annual Sports Carnival to celebrate the joy of doing sports and to enrich their school experiences. To provide platforms to exercise school values through sports.

Health & Wellness Programme

Fruttie Veggie Healthy snacking month

Eye Care Week

Dental Talk

Assembly Talks on Healthy and Active Living

Semestral Height and Weight Taking Exercise to monitor BMI

Active Kids Bingo Challenge Programme

To promote healthy lifestyle at home through Home Based Assignments (HBL) using the SLS portal



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School-wide/Signature Programmes

P4, 5 & 6 Sports Education Programme

To introduce to the students a wider range of sports not covered in the PE syllabus

Play@Recess Programme

Promoting unstructured outdoor play during recess and cultivating active lifestyle outside PE curriculum

Enhancing TSR through Sports Programme

Promoting good rapport amongst class teachers and students through sports



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Assessment Practices



A screenshot of a PE assessment report for P3 students. The report is titled 'PE Assessment Report' and includes a table with columns for 'Student Name', 'PE Teacher', 'Assessment Date', 'PE Session/Unit', 'Assessment Type', 'Assessment Result', and 'Assessment Comments'. The table lists several students and their corresponding PE teachers and assessment results.

Assessment Reports

Semestral PE grades based on modular performances and students' attitudes during PE (P3 –P6)



Assessment Modes

Peer Assessments and Coaching using video recording and assessment checklists

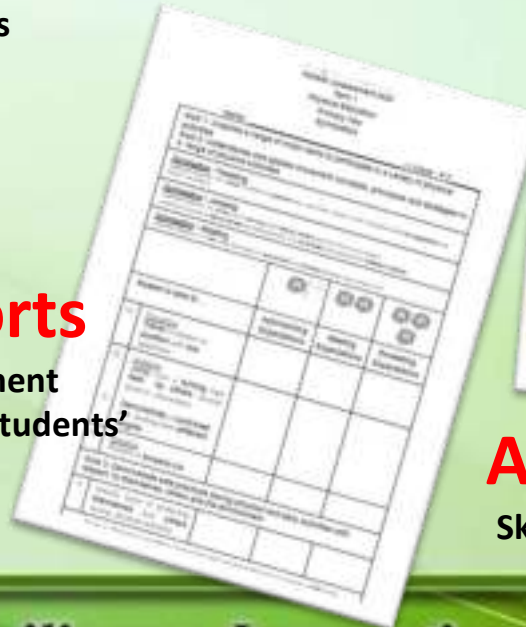


Assessment Modes

Fitness assessment through P4 & 6 NAPFA

Assessment Reports

Termly & Semestral formative assessment based on modular performances and students' attitudes during PE (P1 – P2)

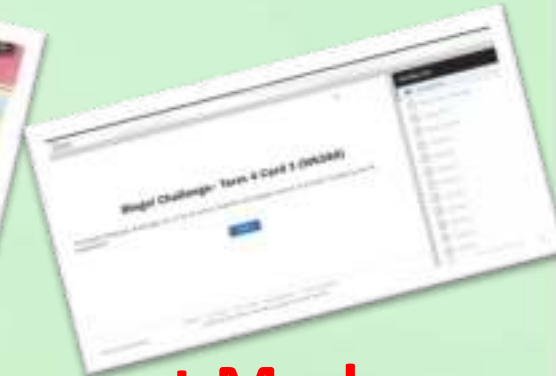


A form for formative assessment of P1 and P2 students. It includes a table for recording scores for various physical fitness tests, with columns for 'Student Name', 'PE Teacher', 'Assessment Date', 'PE Session/Unit', 'Assessment Type', 'Assessment Result', and 'Assessment Comments'.



Assessment Modes

Skill and games concept assessments by teachers



Assessment Modes

Cognitive assessments through written and online assignments such as the Physical Health and Fitness workbooks and customized SLS learning packages



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Art Department



1CN 1EE 1IN
1IY 1RE
2CE 2CN 2EE
2IY
6CE 6CN 6EE 6HY



1CE 1HY
3CN 3HY
4CE
6IN



2HY 2IN 2RE
2RT
4EE 4HY 4RE
5CN 5EE
6IY



3CE 3EE 3IN 3IY
4CN 4IN
5CE 5EE 5HY
5IN 5IY 5RE
6CN 6RE

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Curriculum Overview

Art lessons (1 hour per week)

Learning Outcomes	P3
See Observe – Inquire	LO1: Distinguish the visual qualities in what they see LO2: Ask questions and gather information to make meaning of what they see LO3: Draw from their observation and experience
Express Create – Innovate	LO4: Explore and discover different ways to use materials and tools to make art individually and with others LO5: Present their own ideas and consider others' ideas in artworks and through art making
Appreciate Connect – Respond	LO6: Demonstrate eagerness to find out more about art LO7: Share their artworks, intentions and art making processes with others LO8: Talk about Singapore and international artworks and artists

Signature Art Programmes

Programme 1

Primary 2 Ceramics



Programme 2

Primary 3 Batik & Applied Learning Programme (ALP)



Programme 3

Primary 4 Interdisciplinary Museum Based Learning (IMB)

Programme 4

Primary 5 Ceramics



The table below provides examples of enrichment programmes that develop and further students' skills in Art:

	Primary 2	Primary 3	Primary 4	Primary 5
Learning Journeys	-	NUS Baba House	National Gallery Singapore (NGS)	NUS Museum/ Asian Civilisation Museum (ACM)
Broad-based Thematic Approach	Paper Cutting	Batik Painting	Photography	Ceramics
Talent Identification	Budding Artists	Talent Art		



Assessment Practices

Task (example)

Create a simple design for your batik lesson based on the motifs/ designs learnt.
Try and include Jaffar Latif's style into your artwork.

Rubrics

Learning Outcomes
See:
LO 1: Distinguish the visual qualities in what they see around them
• Identify the lines, shapes and colours used in the artwork
LO 2: Ask questions and gather information to make meaning of what they see
• Learn the meaning of the motifs/ designs that Peranakans used in their art and use it as part of their explanation of their final artwork
Express:
LO5: Present their own ideas and consider others' ideas in artworks and through art making
• Include Peranakan motifs/ designs in their own batik design
Appreciate:
LO6: Demonstrate eagerness to find out more about art
• Conduct simple research on the motifs/ designs Peranakans include in their art

Evaluation

Observation and evaluation
Portfolio assessment & Rubric based assessment
Critique and discussion

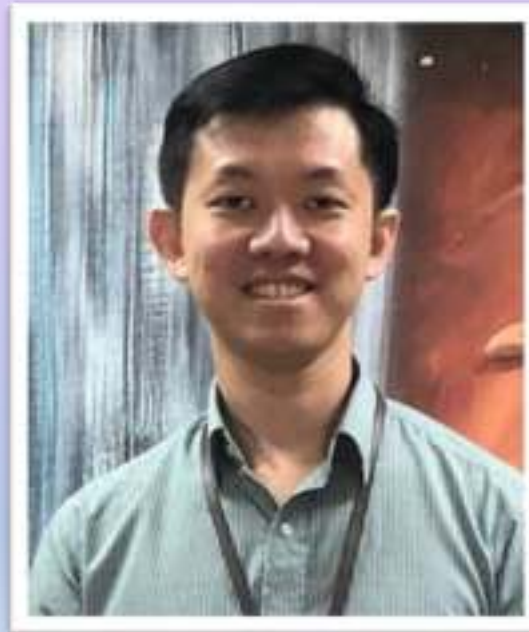
Music Department

Mrs Patsy Long
Teacher



P2, P3, P4, P5

Mr Chua Liang Cun
Music Co-ordinator




P1, P3, P4, P5, P6

Mr Loo Teng Kiat
Lead Teacher (Music)



P1, P2, P4, P6

About the curriculum

	T1	T2	T3	T4
P6		Korean/Japanese Culture		
P5	Polynesia/Oceania Culture			
P4	Indian Culture			
P3	Malay Culture			
P2	Chinese Culture			
P1		 Western tradition		

P3 to 6 (2015 Syllabus)

5 Learning Outcomes

- LO1 Perform** Music in both instrumental and vocal settings, individually and in groups.
- LO2 Create** Music in both instrumental and vocal settings, individually and in groups.
- LO3 Listen and Respond** to Music.
- LO4 Appreciate** Music in local and global cultures.
- LO5 Understand** musical **elements and concepts**.

P3 curriculum at a glance

Malay Culture



Folk/Children's songs

- 2/3-part singing
- Canon and rounds
- Partner songs

Asli Malay song
Dongdang Sayang



Keyboard

- Notes & note names
- Note recognition
- Dexterity

Cek Lempong, Kompong
Rebab, Serunai



Ensemble

- Singing and playing in a (large/small) ensemble

Dikir barat, Wayang kulit, Malay dance



Music and Movement

- Move to the beat
- Coordination

Malay Dance - Joget, Zapin

Signature Programmes

Arts Alive! (Morning Melodies)

Presentation of songs, musical instruments, ensembles and performances, together with the Art department and the Performing Arts groups.

Music Makers (P2)

Discovering and developing young talents from P2, focusing on instrumental skills and singing, providing a platform for students to be enriched by experiencing music making beyond the music curriculum.

Zhenghua Sparklers (P3 to 5)

Performance platform for ensembles and solo acts, fostering teamwork and collaborative efforts to showcase musical talents.



Assessment Practices

Tasks (generic)

Term 1

Sing a song with accurate pitch/rhythm and a steady beat confidently in a large ensemble.

Term 2

Play an instrument with accurate pitch, rhythm and tempo in a large ensemble.

Term 3 & 4

Sing/play instruments with multiple parts with accurate pitch, rhythm and tempo in a small ensemble.

Rubrics

In student-friendly language (promote self-assessment and peer feedback against the success criteria).

Evaluation

At the end of each semester, detailed descriptors are given to reflect students' learning.

Data is based on multiple sources (peer, quizzes, live performances in the classroom).

Taking the best performance (or score) from a series to reflect students' best efforts.

See you at class briefing @10:30am



Thank You!

Class	Zoom Details
3CE	Meeting ID: 852 7760 9705 Passcode: 3ce
3CN	Meeting ID: 912 021 0921 Passcode: 3CN
3EE	Meeting ID: 364 813 2866 Passcode: 3EE
3HY	Meeting ID: 836 6831 4697 Passcode: 3HY2023
3IN	Meeting ID: 768 314 5543 Passcode: 3IN2023
3IY	Meeting ID: 321 310 1478 Passcode: 3IY2023

