



**ZHENGHUA
PRIMARY SCHOOL**
The Best That We Can Be.

Briefing by Year Head

4 February 2023



Resilience, Innovation, Integrity, Care, Collaboration and Excellence



Mrs Dorcas Yiong Year Head/ Primary 6

ext 576

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Segment 1

Overview

Segment 1: What do I value as a Year Head

Segment 2: Overview of our school programmes



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My Role as a Year Head

(Well-being & Holistic Development)



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Well-being of Your Child

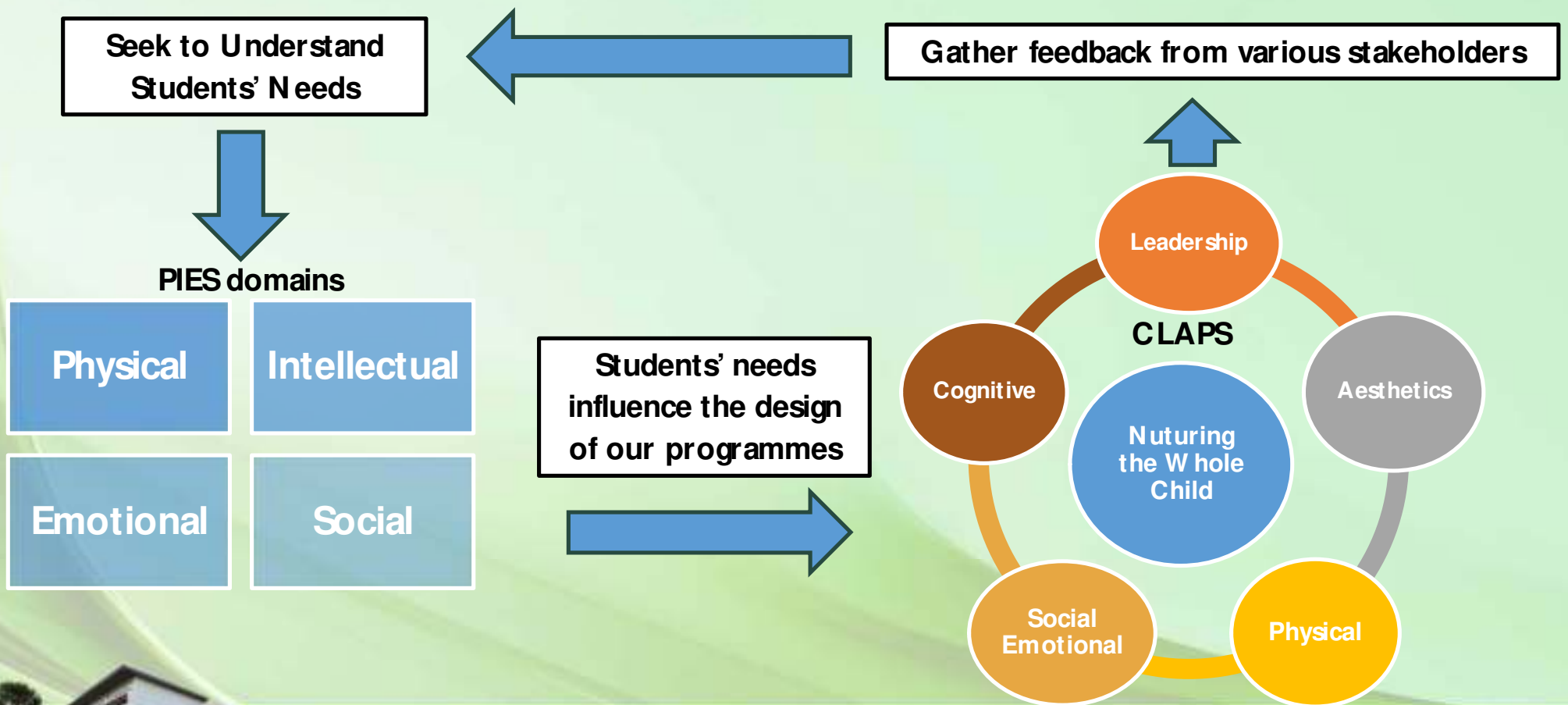


Students
our Focus



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Our 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



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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)**



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



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



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

Understand your child's needs

- Physical
 - Biological changes
 - Conscious of self image
- Emotional
 - Learning to understand themselves and their emotions
 - Desire for greater autonomy
- Social
 - Peer influence & conflict; friendship issues
 - Social media influence
 - Relating to parents
- Academic:
 - Learning to cope with more homework
 - Higher level of difficulty



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

S.A.F.E. Tips

To customise as deemed fit.

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 5 is like for students these days. Moderate your expectations according to your child's strengths and development
- Share information on physical changes during puberty, include the range of emotions that may accompany it

E - Empathise

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



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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




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Contact Us

Joanne Chua

 84286112

 joannechua@fycs.org

Follow Us!



Facebook
FamilyCentralSG



Telegram
FamilyBuzz@FeiYue



Instagram
family_central_sg



Website
family-central.sg/

Enquiry Form



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



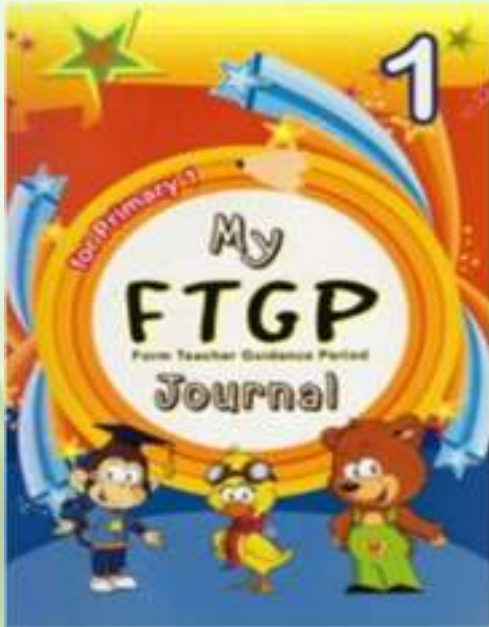
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Holistic Development



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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
Discipline Master

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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

IT TAKES A
VILLAGE
to raise
a child.



The Child, Our Common Goal



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Partnering you to develop your child's sense of responsibility

2 key areas for 2023:

- Homework submission
- Attendance and punctuality to school



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Roles in Homework Submission

Student's Role	Parent's Role
1. Copy homework into Student Handbook and put homework into homework file.	1. Check Student Handbook
2. Check Student Handbook and homework file for homework is brought home	2. Good habit to sign Student Handbook daily to acknowledge that his/her homework is completed
3. Once homework is completed, place the homework into homework file and into the bag	3. Note Teachers' communication with you in the Student's Handbook

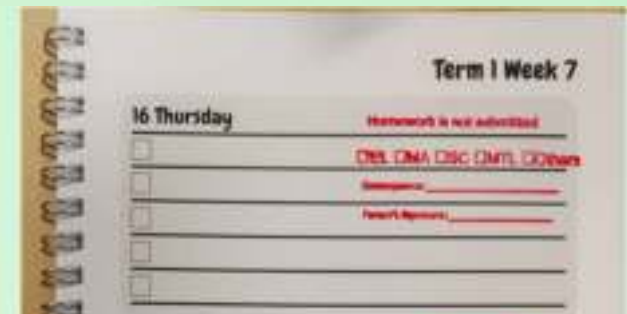


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Homework Submission

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).



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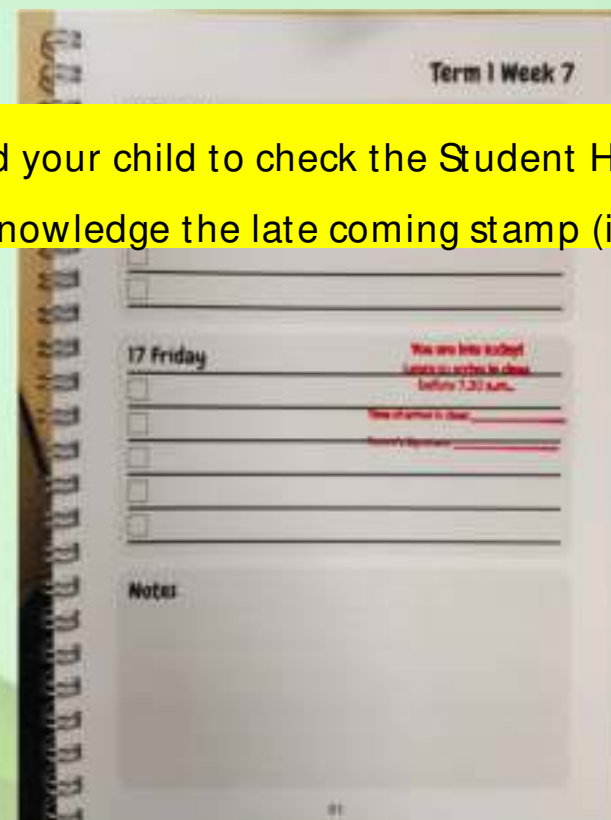
Punctuality to School

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).



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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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Attendance in school is Important for learning

- 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.



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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.



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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



We value your partnership with us.

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**Your child could reach us via
*YH Mailbox @ Staffroom 3 (level 2)***



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P6 students moving on to a secondary



PSLE/S1 Posting Process

- Admission is based on student's **PSLE score**.
- **Most P6 students gain admission to secondary schools via Sec 1 Posting Exercise**



DSA-Sec

- Admission is based on a diverse range of **specific academic subjects or non-academic achievements and talents**
- Application is via **DSA-Sec Exercise**

DSA – Sec Application Portal (based on 2022 info)

1. Centralised online applications

- Applications will be centralised across all participating sec schools
- Application is usually open from May– June

2. Common application form

- Parents can access the Portal using their SingPass login. Only one parent's Singpass login is required.
- **Easy to complete** – parents and students only have to key in contact details and their choices of talent area

Optional: The portal will also allow students to indicate any non-school based achievements and activities related to talent areas they applied for.

- Seek school's assistance if parents are unable to access their Singpass.

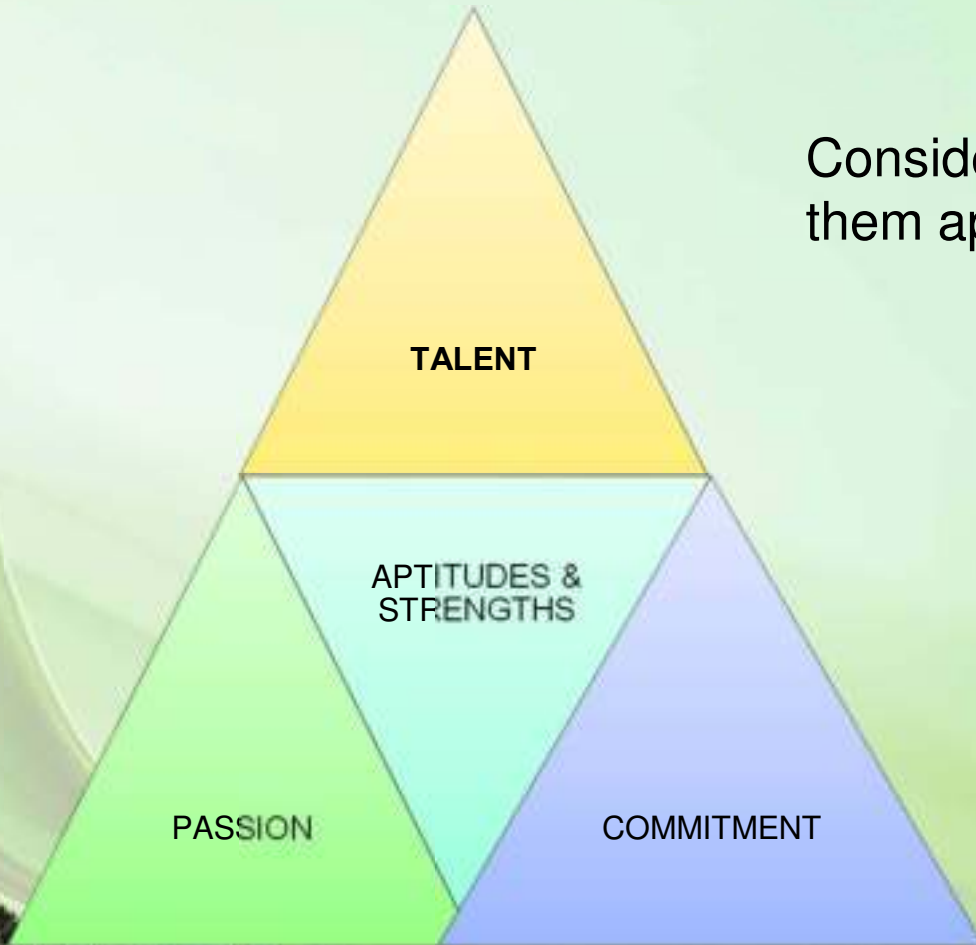
3. No application fees

- No fees charged for DSA-Sec administration or selection
- Ensure that the DSA-Sec is open to all student with strengths and talents

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Is the DSA-Sec right for your child?



Consider the following when helping them applying for DSA

- Talent
- Aptitudes and Strengths
- Passion
- Commitment

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Is DSA Right for your child?

- Admission via the DSA-Sec exercise requires your child to honour his/her commitment to the allocated DSA-Sec school for the entire duration of the programme to develop their talents
 - For example, if they applied through DSA to ABC secondary school based on their talent in basketball, they will be allocated basketball as their CCA in Secondary School. They will be expected to remain in basketball
- They will also not be allowed to transfer to another school after release of the PSLE results if they have accepted the confirmed offer from the secondary school during the DSA-Sec Exercise



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CCA Records

- Students' academic records, CCA records and school-based activities/ achievements/ awards will be made known to all secondary schools. Students need not request for these records from their primary schools
- School will assist with the recording of your achievements (both within and outside school).
- Primary schools **will not need to** provide a “Testimonial” for students. There is no need to request for one from the Form Teachers or CCA Teachers



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Choosing A Secondary School

- Choose a school whose programme matches your child's interests, strengths and talents
- Consider the overall range of programmes offered by the school
- Ensure that they are able to cope with the rigour of the programmes (academic and non-academic) that is offered in the chosen secondary school
- Get the information on DSA via:
 - MOE DSA Website : www.moe.gov.sg/dsa-sec
 - Visiting Secondary school websites
 - Secondary School's virtual Open House via their website



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Overview of Our School Programmes

(CCE, ALP, LLP and PAM)

Segment 2



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Primary 6

Character and Citizenship Education (CCE)



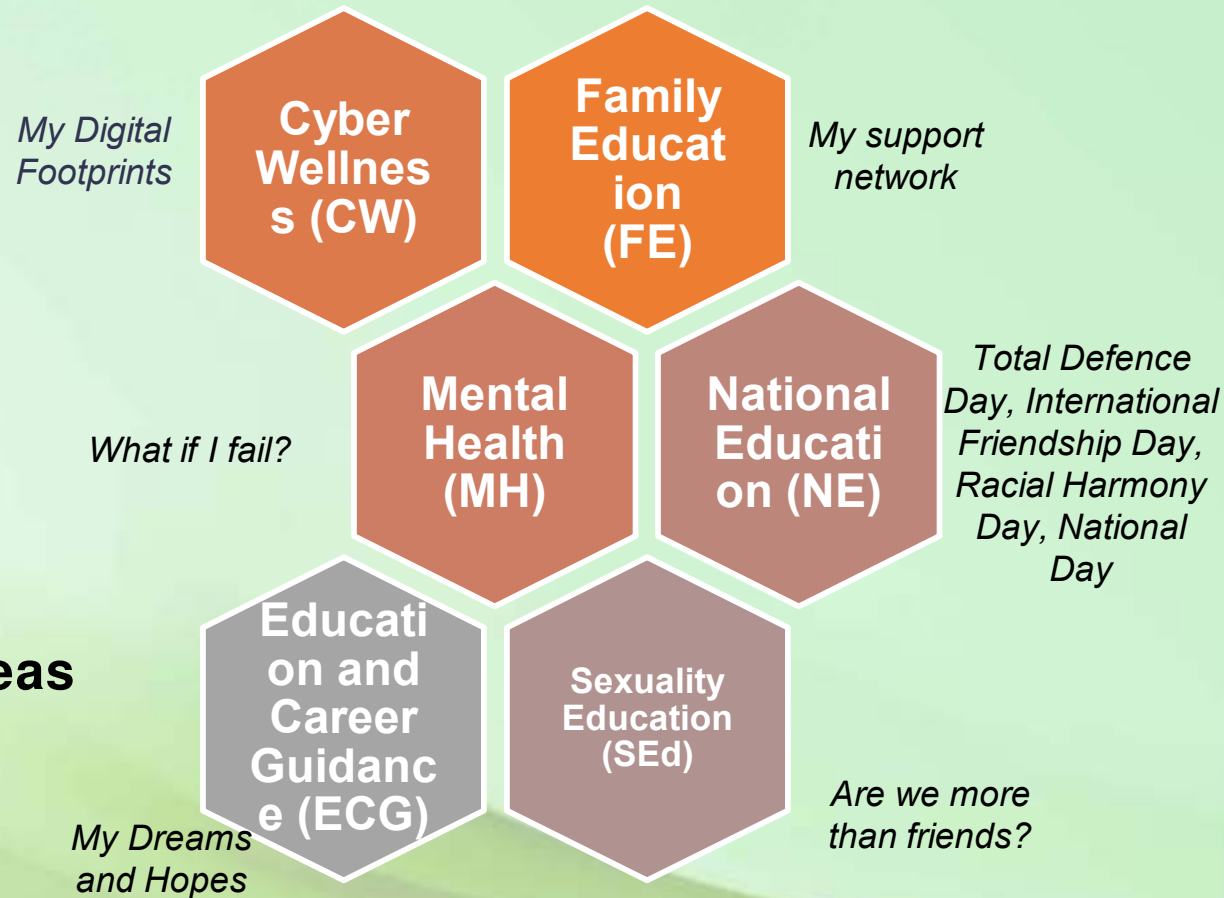
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Goals of Character and Citizenship Education (CCE)

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:



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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.

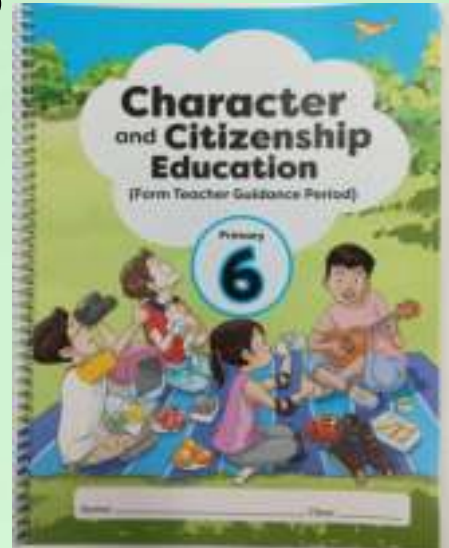


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CCE Curriculum and Enactment @ ZHPS

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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5.2 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 P's PTP 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 my father

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

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Applied Learning Programme (ALP)

Advocates and Innovators for Sustainable Living



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Overview

Students will:

- adopt an inquiry-based learning, design thinking approach in addressing real-life concerns
- investigate the issues and work together to build their collective understanding of the issues



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What students can look forward to in ALP

Students will:

- go on learning journeys, make observations and collect and analyse data
- apply their knowledge and skills to create new value through advocacy and innovation
- be given choices for their advocacy and innovation projects as they move up the levels



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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

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Some of our Partners & Stakeholders

- M OE Kindergarten
- BPCC
- NW CDC
- PSG
- NEA



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presentation



Creative Arts @ZHENGHUA

Learning for Life Programme
(LLP)



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Learning for Life Programme (LLP)

- initiative introduced by the Ministry of Education (MOE)
- exposes students to a wide range of experiences to build their socio-emotional competencies and to acquire sound values.
- instills in them a sense of rootedness and responsibility for their community, and an appreciation of aesthetics, sports and outdoor education.

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Creative Arts

@ZHENGHUA

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.



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Creative Arts

@ZHENGHUA

Learning in the ARTS



Learning through the arts



CONFIDENT CREATIVE EXPRESSIVE
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Creative Arts

@ZHENGHUA

Learning in the ARTS



Learning through the arts

	MUSIC	ART	DANCE	DRAMA
Primary 6	Japanese/ Korean Music	Digital Art	International Dance	English Language & Mother Tongue
				

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ARTS EXPOSURE

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

CURRICULUM BRIEFING
4 FEBRUARY 2023

Music

ASSEMBLY PROGRAMMES

Learning journeyS

school performances

Singapore Youth Festival (SYF)

working with artists/ professionals

CO-CURRICULAR ACTIVITIES (CCA)

Art

Dance

Drama

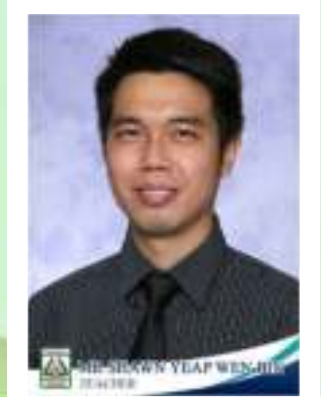
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PE Department



3EE, 3HY, 4IY, 6IN, 6EE 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

Mr Rozali Ibrahim (Teacher)
1IY, 1RT, 2IN, 3IN

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



Zhenghua Primary School
PE Department

Curriculum Overview

Duration

P6 - 5 periods* per week

* (1 period – 30min)

Syllabus

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



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PE Department

Desired Outcomes of a PE student after attending 6 years of PE curriculum & co-curriculum

- Possesses sound fundamental & sports related skills
- Able to comprehend and apply basic game concepts
- Understand the benefits and is competent in leading a healthy life (mentally, emotionally & physically) through eating, drinking, sleeping & moving right.
- Had an enriching and enjoyable experience in physical activities with oneself & others
- Had exercised Civic-mindedness and school values through physical activities
- Has the desire to lead a healthy and active lifestyle after leaving Zhenghua Pri Sch

...A Fit, Healthy, Happy & Righteous PE student



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Zhenghua Primary School
PE Department

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 SLSpportal



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Zhenghua Primary School
PE Department

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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Cooperation and Excellence



Zhenghua Primary School

PE Department

Specific level curriculum

P5 Adventure Outdoor Camp

To earn outdoor adventure skills

To better appreciate Mother Nature & cultivate interest in outdoor adventure activities

Build / strengthen friendship and camaraderie



P4 and 6 NAPFA

Annual Physical Fitness Test to enable students to gain an insight into their personal fitness level and how to improve their fitness



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Zhenghua Primary School PE Department

Assessment Practices



Assessment Modes

Peer Assessments and Coaching
using video recording and
assessment checklists



Assessment Modes

Fitness assessment through
P4 & 6 NAPFA



Assessment Modes

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



Assessment Reports

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



Assessment Modes

Skill and games concept
assessments by teachers



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Art Department



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



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



Ms Khor Ting Yan
Art Coordinator

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



Miss Ainida
Teacher

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

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Art Department

Curriculum Overview (P5-6)

Art lessons (1 hour per week)

Learning Outcomes	P5-6
See Observe – Inquire	LO1: Gather information and make informed links between the use of visual qualities and intentions LO2: Draw from observing visuals and the world around them to record ideas for their art making
Express Create – Innovate	LO3: Experiment with alternative ways to use materials and tools to make art individually and with others LO4: Discuss the intentions of their own artworks and interpret those of others
Appreciate Connect – Respond	LO5: Take pride in their own art making LO6: Respect others' artworks, intentions and perspectives LO7: Discuss and relate Singapore and international artworks and artists to their own experiences

P6 Art Task Example

Create a self-portrait made up of objects, symbols and/or imagery that represent key elements of your identity incorporating elements of Cubism.

Formative and/ or Summative Assessment on:

Art Discussion, Sketches/ Journal Process, Final Artwork

Criteria/ Level	Getting There (1)	Got It (2)	Wow (3)
Ideas Expression of ideas	I am somewhat able to express elements about myself through my choice of colours and images in my journal/ artwork.	I am able to express elements about myself through my choice of colours and images in my journal/ artwork.	I am able to express elements about myself through my choice of colours and images in my journal/ artwork clearly and confidently.
Technical Ability Application of techniques taught in class	My artwork somewhat demonstrates my ability to create a portrait with elements of Cubism.	My artwork demonstrates my ability to create a portrait with elements of Cubism.	My artwork demonstrates my ability to create a portrait with elements of cubism, clearly expressing my individuality.
Motivation Ability to stay on task and receptiveness to feedback	I need constant prompts to stay on task and find it challenging to apply feedback given to improve my artwork.	I am mostly able to stay on task with few prompts and improve my artwork based on feedback given.	I am able to stay on task without any prompts and improve my artwork based on feedback given.
Overall Getting There - ≤ 4 Got It - 5-7 Wow - 8-9			





Zhenghua Primary School

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



P1, P2, P4, P6

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Zhenghua Primary School
Music Department

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			

Primary 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.



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Zhenghua Primary School
Music Department

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.



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P6 curriculum at a glance

Korean/ Japanese Culture



Folk songs

- Songs from Korean and Japanese culture
- 2/3-part singing

Japanese Enka
Korean P'ansori



Music Carousel

- Beat/ pulse, rhythm
- Texture/timbre
- Coordination

Japanese Shamisen
Korean Janggu



Ensemble

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

Gagaku ensemble,
Kabuki, Korean
Talchum



Music and Movement

- Move to the beat
- Coordination

Modern Dance



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**.





THANK YOU

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Form Teachers' Briefing

Class	Zoom Details
6CE	Meeting ID: 853 1307 0126 Passcode: 6Ce2023
6CN	Meeting ID: 882 5892 7236 Passcode: 6CN2023
6EE	Meeting ID: 878 5060 8770 Passcode: 6EE
6HY	Meeting ID: 835 514 5664 Passcode: 6HY2023
6IN	Meeting ID: 452 101 9553 Passcode: 6IN2023
6IY	Meeting ID: 840 3576 5978 Passcode: 6integrity
6RE	Meeting ID: 813 9110 6278 Passcode: 6RE2023



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