

# Parents Engagement Day

## Primary 4

### 15 January 2022



**XINMIN PRIMARY SCHOOL**

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# Agenda

- **Focus**
- **Key Programmes**
- **Subject-Based Banding**
- **School Practices**
- **Student Leadership**
- **Parent-School Communication**
- **Cyber Wellness**
- **Parent-teacher Partnership**
- **Q & A**



# FOCUS

Engage and partner you in supporting the holistic development of your child:

- disseminate key information of school programmes
- help parents gain a better understanding of the school experience and learning journey of a Primary 4 student
- address common concerns of parents



# KEY PROGRAMMES



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# English Department

## VISION

Every Xinminite, an active reader, a confident speaker and a competent writer with a love for the English Language.



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# English Programme



## Active Reader

### ❖ Reading for Pleasure

- Silent Reading Period (once a week)
- Class Book Flood
- Little Red Dot Subscription
- *MYON online library subscription (pending)\**

### ❖ Reading with Meaning

- Explicit teaching of reading comprehension skills and strategies



# English Programme



## Confident Speaker

### ❖ 6 Traits of Speaking

- 1) Poise
- 2) Voice
- 3) Life
- 4) Eye Contact
- 5) Gestures
- 6) Speed



### ❖ Storytelling



# English Programme



## Competent Writer

❖ Guided Writing

❖ Use of Mentor Texts



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# English Language

## Assessment

### ❖ Weighted Assessments

Term 1	Term 2	Term 3	Term 4
Listening & Reading Aloud (10%)	Mid-Year Examination (30%)	Reading Comprehension & Writing (10%)	End-of-Year Examination (50%)



# MOTHER TONGUE DEPT

## Vision:

**An effective communicator who appreciates the MT language and culture.**

### MOE Primary School MTL curriculum

- Greater emphasis on **spoken & written interaction skills**;
- Greater focus on **authentic activities** to better engage students and develop their **communication skills**; and
- Continue to expose students to their own **culture & values** through MTL learning



# MOTHER TONGUE DEPT

## Key programmes/activities

- Performance Tasks
- Integrated ICT lessons
- Festive Celebrations
- Reading Programme
- Competitions
- Enrichment Activities





# MT Primary 4 Assessment

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"><li>• Performance Task (Speaking)</li><li>• Listening</li></ul>	<p>Oral (30m) LC (10m) Paper 1 (15 m) Paper 2 (45m)</p>	<ul style="list-style-type: none"><li>• Oral assignment</li><li>• Writing assessment</li></ul>	<p>Oral (30m) LC (10m) Paper 1 (15m) Paper 2 (45 m)</p>



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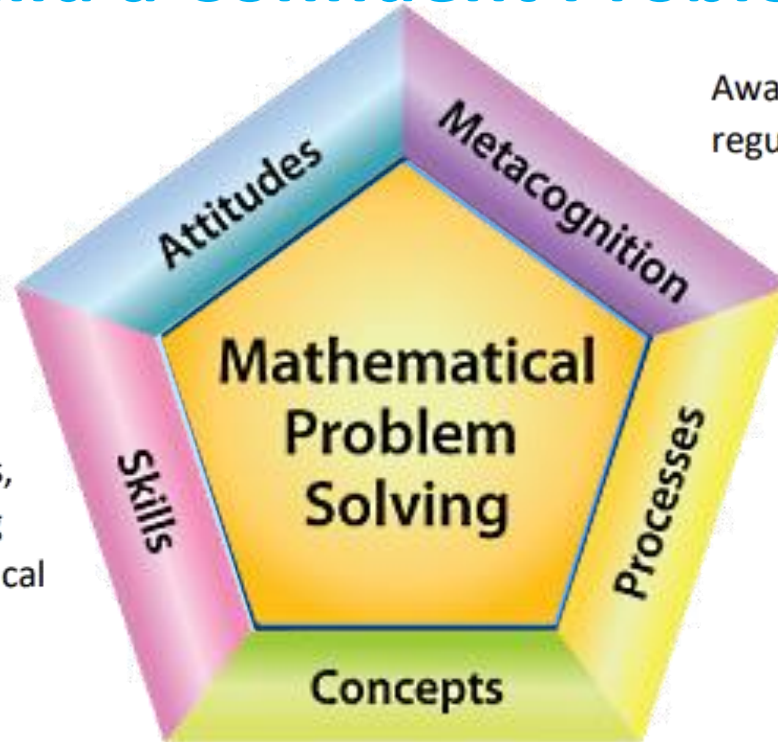
# MATHEMATICS

## Vision :

### Every Child a Confident Problem-solver

Belief, appreciation,  
confidence, motivation,  
interest and perseverance

Proficiency in carrying out  
operations and algorithms,  
visualising space, handling  
data and using mathematical  
tools



Awareness, monitoring and  
regulation of thought processes

Competencies in abstracting  
and reasoning, representing  
and communicating,  
applying and modelling

Understanding of the properties and  
relationships, operations and  
algorithms



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# Key programmes/activities

- Learning Experiences
- Remediation
- Koobits to foster self-directed learning
- Reasoning & communication



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# Assessment – P4 Math

	Term 1 (10%)	Term 2 (15%)	Term 3 (10%)	Term 4 (65%)
P4	WA 1 35 min	MYE 1 h 45 m	WA 3	End-of-Year Exam 1 h 45 m
Topics*	Chap 1 – 4 - Numbers to 100 000 - Factors & multiples - Multiplication/ division of WN - Word Problems(WN)	Chap 1 – 7 In addition : - Angles - Squares, Rectangles, - Symmetry	Chap 8 – 11, 15 - Fractions - +/- fractions - Decimals - 4 operations of decimals - Time	All topics up to P4 In addition : - Decimals word problems - Area & perimeter - Tables & Line graphs

**\*subject to changes**



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# Science Department

## Vision:

**Nurturing Scientists of the future**

## Mission:

**Inculcating in students a lively spirit of inquiry and sense of curiosity**



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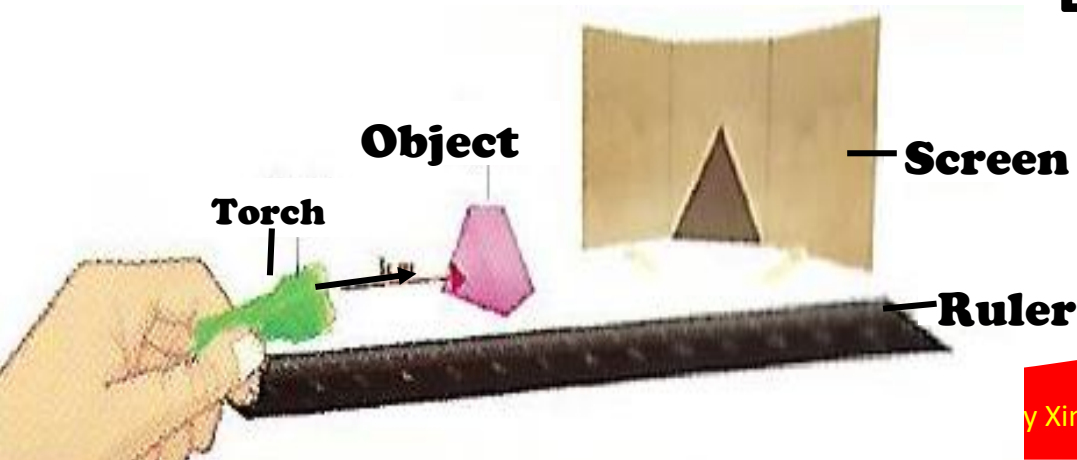
# Highlights

## Week-of-Wonder! (WOW!)

### Cognitive Programmes

- Strengthen (High Progress)
- Support (Middle Progress)
- Scaffold (Low Progress)

### Experimental Kits (Heat & Light)



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# Parental Support



Non-fiction  
Reading Materials

DIY Fun Experiments

Science Videos



# Assessment

Term 1	Term 2	Term 3	Term 4
WA: <u>Topical Review</u> Matter	MYE P4 Sem 1 + P3 Topics	WA: <u>Topical Review</u> Heat	EOY P3 + P4 Topics

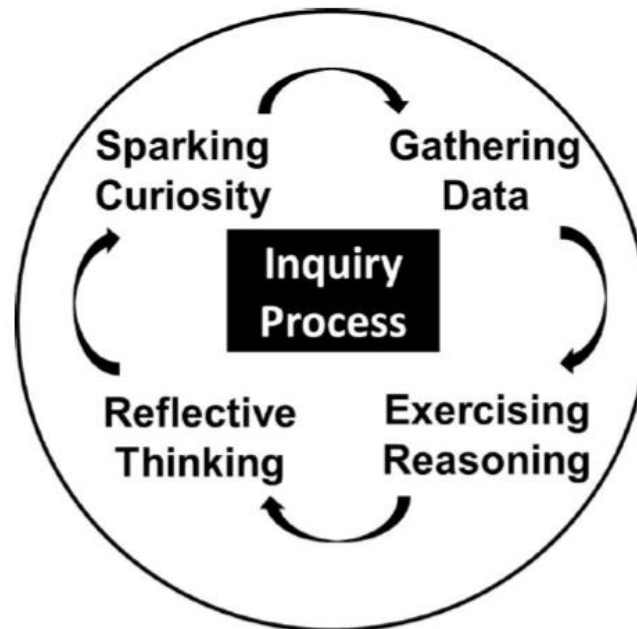


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# Social Studies

**Vision: Every Xinminite, a reflective and discerning individual, rooted in sound values with a global mindset.**



**The Inquiry Process**



# Social Studies

	Levels of Study	Inquiry Focus
Understanding Singapore in the Past and Present	<u>Primary 3</u> Understanding Singapore's Environment and Challenges	What is Singapore's environment like and how do we overcome the challenges we face?
	<u>Primary 4</u> Understanding our Past	How is life in Singapore today shaped by what happened in the past?

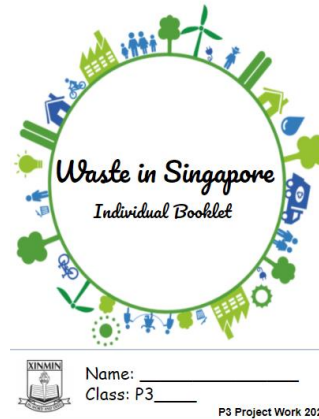


# Social Studies

## Project Work

Reflect students' ability to translate and transfer key knowledge, skills and values to real-world context.

### The Research Process



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# Social Studies

Assessment is important to help monitor students' progress in their learning of Social Studies. For instance, from their project work, learning outcomes (knowledge, skills and values) are used to report students' learning progress in the Holistic Development Profile (HDP).

## Example: Skill Outcome

Students will be able to:

- create a plan to present their work with teacher guidance;



### Step 4: Create a Plan



Our Plan (to reduce \_\_\_\_\_ waste)

Write down the steps your group needs to take to carry out the solution.

#### Step 1: State solution

Our group has decided on solution \_\_\_\_\_ which is \_\_\_\_\_.

#### Step 2: Show how solution can be carried out

a. Where our plan will be carried out?

\_\_\_\_\_

b. When our plan will be carried out?

\_\_\_\_\_

c. How do we intend to carry out our plan?

\_\_\_\_\_

\_\_\_\_\_

Step 3: Describe how the plan can help reduce the chosen type of waste in Singapore.

# Holistic Health @ Xinmin

- **PHYSICAL EDUCATION (PE) @ Xinmin Primary**
- **Our Philosophy**
  - “Balanced Lifestyle for All”
- **Our Vision**
  - “Continual Pursuit of Healthy Lifestyle & Application of Sporting values into daily life”
- **Our Mission**
  - “Every Xinminite to be able to play and engage in 4 sports / games competently
- **Our Values**
  - STEER (Infused into our School Values of Care, Responsibility, Respect & Resilience)
    - Sportsmanship (Friendship, Care & Respect)
    - Teamwork
    - Excellence
    - rEponsibility
    - Resilience



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# PE & CCA Dept

## CCA @ Xinmin (P4 to P6)

Uniform Gp	Sports	Performing Arts	Clubs
Brownies	Basketball	Guzheng Ensemble	Infocomm Technology (Infocomm)
Red Cross	Soccer	Choir	Environmental Science (Eco Green)
Scouts	Volleyball	Chinese Dance	Art & Craft
	Modular Sports	Modern Dance (Int'l Dance)	



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# PE & CCA Dept

## P4 Sports Carnival

- Embracing holistic education and character development through Sports in a celebratory Carnival.
- Students are exposed to various stations (Carnival themed) to play, learn new sports and have 'fun'.



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# **PHYSICAL EDUCATION**

## **Learning Outcomes (LOs) for Reporting P4 Students' Learning Progress**

<b>Semester 1</b>	<b>Semester 2</b>
<b>Games and Sports</b> Receive a pass with hands and send to a stationary and moving teammate, while either the receiver or sender is being defended.	<b>Games and Sports</b> Receive a pass with hands and send to a stationary and moving teammate, while either the receiver or sender is being defended.
<b>Outdoor Education</b> Apply key principles and considerations of healthy eating and hygiene when preparing a meal for a day trip, e.g., a trip to the neighbourhood park	<b>Games and Sports</b> Receive a pass and dribble using the hands, keeping away from a defender and either pass to a stationary and moving partner or shoot on goal, with and without a defender.
<b>Physical Health and Fitness</b> Understand the importance of sleep for healthy growth and demonstrate good sleep habits.	<b>Gymnastics</b> Create a sequence which includes 2 balances, 2 locomotor movements and 2 gymnastic actions

# PE & CCA Dept

## P4 Swimsafer programme

- Aims to teach swimming proficiency and water survival skills to children to minimize drowning incidences in a fun manner.
- To be confirmed according to national posture and MOE.
- One full programme is 1.5 hours long, spanning 8 sessions.



# AESTHETICS DEPARTMENT



## VISION



**Every Xinminite, an artist and a musician.**

## MISSION

**Nurturing the Passion for the Arts (Visual Arts & Performing Arts)  
in Every Xinminite.**



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# AESTHETICS DEPARTMENT

LEVELS	ART	MUSIC
P3	Ceramics Indian craft: Henna Art	Movements in music
P4	Scenery Painting Singapore Cityscape	Keyboard

Above are some of the key programmes we have for the students for the specific levels, it is to develop our Xinminites with:

- Visual inquiry skill (Art) and Musical skills (Listening, creating and performing)
- Awareness, appreciation and respect for the cultures of various art forms (Visual art and Music)
- Enjoyment in art making and music making



# AESTHETICS DEPARTMENT

The art and music learning outcomes are addressed and learned in an integrative manner, where elements and concepts are learned through art and music experiences, draw on students' learning and understanding of the art and musical elements and concepts.

## Music Learning Outcomes (LOs)

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 from local and global cultures.

LO5: Understand musical elements and concepts





# AESTHETICS DEPARTMENT

## Art Learning Outcomes (LOs) P3, P4

LO1: Distinguish the visual qualities.

LO2: Ask questions and gather information to make meaning of what they see.

LO3: Draw from their observation and experience.

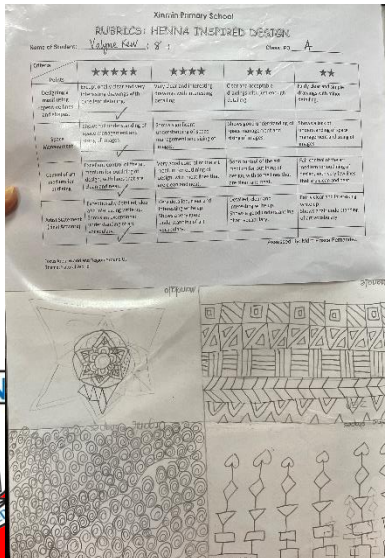
LO4: Explore and discover different ways to use materials and tools to make art.

LO5: Present their own ideas and consider others' ideas in artworks and through art making.

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.



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# CCE Department

## Learning for Life Programme(LLP): Our CCE curriculum

### CLOVE Cultivating a Life Of Values and Excellence



- “Cultivating a Life of Values and Excellence” or CLOVE is our CCE curriculum as well as our school’s LLP.
- The school adopts a **holistic approach** to Character and Citizenship Education.

### Objectives of CLOVE:

We want our students to...

- become **assets to our society** by acquiring the following core beliefs and **character** traits: Care, Respect, Responsibility and Resilience.
- become **contributing citizens** in your school, family and community.



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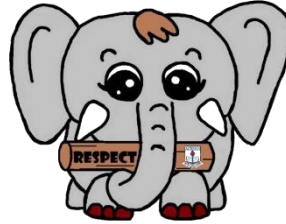
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# CCE Department

**Our School  
Core Values:**



**Care**



**Respect**



**Responsibility**



**Resilience**

**P4 Values In  
Action(VIA)  
Project:  
We love our  
environment**

- Conduct a recycling drive in school
- Encourage their peers to bring in recyclable materials ( old newspaper, PET bottles etc.) to school and deposit them in the blue recycle bin in the canteen.



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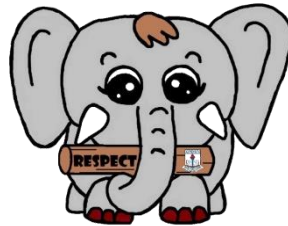
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# CCE Department

## Our School Core Values:



Care



Respect



Responsibility



Resilience



## P4 Values In Action(VIA)

### Project:

We love our environment



# CCE Department

School Core Values	P3-P4
<b>Care</b> 	<ul style="list-style-type: none"> <li>• I render help to others when the need arises.</li> <li>• I contribute actively to environmental sustainability in school.</li> </ul>
<b>Respect</b> 	<ul style="list-style-type: none"> <li>• I know my strengths and weaknesses.</li> <li>• I respect my friends' opinions which may be different from mine (in all settings).</li> <li>• I respect and support my friends when working in teams.</li> </ul>
<b>Responsibility</b> 	<ul style="list-style-type: none"> <li>• I put in effort to achieve my goals.</li> <li>• I choose actions and make decisions that are responsible towards myself and others.</li> <li>• I actively contribute to improve my school.</li> </ul>
<b>Resilience</b> 	<ul style="list-style-type: none"> <li>• I do not give up easily when faced with challenges.</li> <li>• I learn from my mistakes and strive for improvement.</li> <li>• I can adapt to changes.</li> </ul>



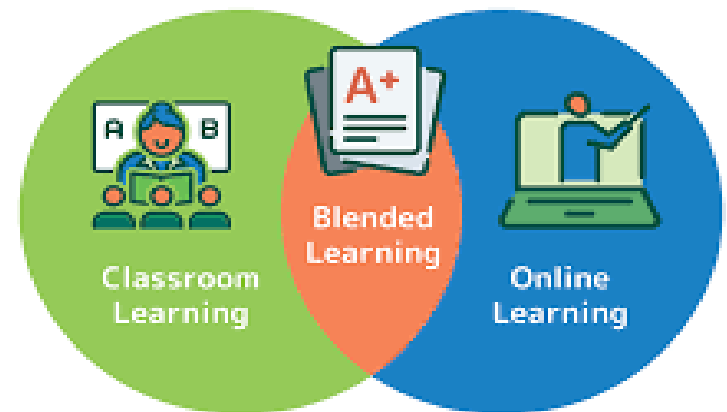
# ICT Department

## Blended Learning

Teachers provide a combination of online resources and interactions, with traditional classroom methods, to deliver lesson objectives.

To be fully prepared for upcoming lessons, students must complete their online tasks punctually.

## Blended Learning



# ICT Department

## **SLS Administrative Matters**

Please include an email address in your child's account settings so that self-reset password function can be activated. Refer to PG message for step-by-step guide.

## **Curriculum Matters**

We seek your help to ensure that your child completes his/her online tasks. All tasks can be found on the 'Assignments Page' and are labelled as 'Upcoming', 'Complete' or 'Incomplete'.



# SUBJECT-BASED BANDING (SBB)



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# Intent of Subject-Based Banding (Primary)

- Offers students the option of Standard and Foundation Subjects, depending on their strengths.
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.
- The grading of subjects under SBB (Pri) will continue to provide a good indication of your child's level of mastery in the subject.





# Subject-Based Banding

- Schools will continue to recommend based on the following:
  - Student's aptitude, motivation and performance in each subject;
  - Student's ability to cope with a particular subject combination; and
  - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.
- Offering subjects at Foundation level is not a disadvantage to the students. It enables them to focus on building up strong fundamentals in these subjects and better prepares them for progression to secondary school.



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# How does Subject-Based Banding work?

Pupils take subject combination selected by their parents.

P4

P5

School recommends a subject combination based on pupils' Primary 4 results. Parents select preferred combination.



# How does Subject-Based Banding work?

RESULTS AT P4	RECOMMENDATION
Passes all 4 Subjects and performs very well for MTL	<b>4S1H</b> (4 Standard Subjects + Higher Mother Tongue)
Passes all 4 Subjects	<b>4S</b> (4 Standard Subjects)
Passes 3 Subjects	<b>4S</b> (4 Standard Subjects)
Passes 2 Subjects or less	<b>2S2F</b> (2 Standard Subjects + 2 Foundation Subjects) <b>1S3F</b> (1 Standard Subject + 3 Foundation Subjects) <b>4F</b> (4 Foundation Subjects)



# How does Subject-Based Banding work?

Pupils who do **very well** can upgrade or continue with their Subject Combination.

P5

P6

Pupils take a Subject Combination determined by the school.



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# How does Subject-Based Banding work?

Pupils who ***do not meet expectation*** will switch some subjects to foundation level.

P5

P6

Pupils take a subject combination determined by the school.



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# How does Subject-Based Banding work?

All other pupils will continue with their Subject Combinations.

P5

P6

Pupils take a subject combination determined by the school.



# XINMIN PRIMARY's SBB POLICIES

RESULTS AT P4	RECOMMENDATION
Passes 3 or more subjects	<b>4S or 4S1H</b>
Passes 2 or less subjects	Offer foundation level for the subjects that failed
<i>* Recommendation is based on the pupil's performance through the years.</i>	



# Guidelines for offering HMTL

- Students must score 85 marks and above for **Mother Tongue**
  - English, Maths and Science should be 80 marks and above
- \* Special considerations will be given to students who perform exceptionally well for their MT





# Possible Subject Combinations offered

Option	Subjects Offered		Remarks
	Standard	Foundation	
A	ENG, MA, SC, MT		4S
B	ENG, MA, SC, MT, HMT		4S1H
C		ENG, MA, SC, MT	4F
D	MT	ENG, MA, SC	1S3F
E	ENG / SC	MA / MT	2S2F



# When will SBB take place?

- P4 SBB will take place after the End-of-Year Examinations in early November



# SCHOOL PRACTICES



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# Punctuality

1. Students are to be in their classroom by **7.40 am** for singing of National Anthem and Pledge-taking.
2. Consequences
  - ☐ 3 times - detained for 30 minutes after school
  - ☐ More than 5 times - 'GOOD/FAIR/POOR' for conduct in the report book depending their attitude and behaviour.



# Platforms of Communication



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1. Parents Engagement Day
2. Parent-Teacher Meeting
3. Email
4. Phone call
5. Student Handbook
6. Parents Gateway

- A platform to communicate any events or information with parents
- Please turn on notification for PG app and read our notifications or give consent for your child's activities.
- Do inform your child after reading any announcement or consenting/not consenting any activity to keep them updated.



# Feedback on Performance

1. Mid-Year Examinations
2. End-of-Year Examinations
3. Holistic Development Report  
(Term 1 & Term 3)



# Supporting Your Child At Home

1. Learning of spelling
2. Completing of homework
3. Checking of school bag, pencil box, school handbook, school letters
4. Checking worksheets before acknowledging (parent's signature)
5. Submission of medical certificate / letter of absence





# Supporting Your Child At Home

6. Work out a study/revision time-table for your child.
7. Encourage your child to read.
8. Emphasise the need to write legibly.



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# *Thank You*



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