

P5

Parents' Engagement Day

2022



XINMIN PRIMARY SCHOOL

Every Xinminite, a Confident Citizen of Character, Ready for the Future

Before we begin...

- Please mute your microphones and turn on your video during the presentation.
- If you have any questions, please use the chat function. We will address during the Q and A session.
- You can also write your question(s) in the feedback form and we will get back to you via email.



Agenda

- **Key Instructional Programmes**
- **Providing a Holistic Education**
- **PSLE Scoring**
- **Direct School Admission**
- **Time management & Cyber Wellness**
- **Q & A**



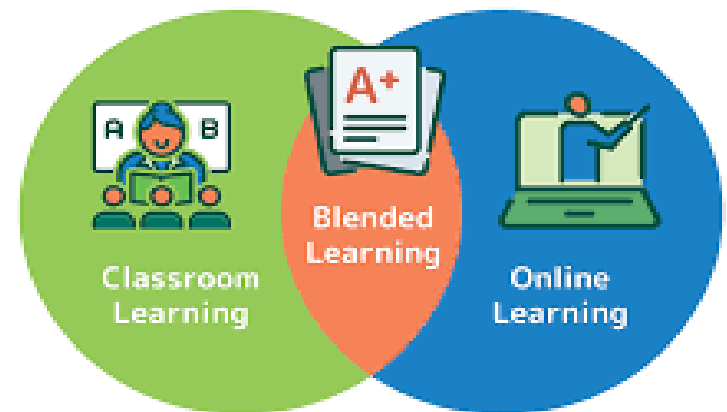
ICT Department

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'.



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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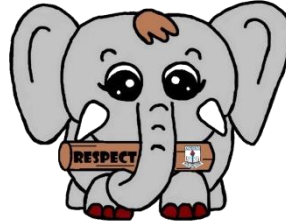
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CCE Department

**Our School
Core Values:**



Care



Respect



Responsibility

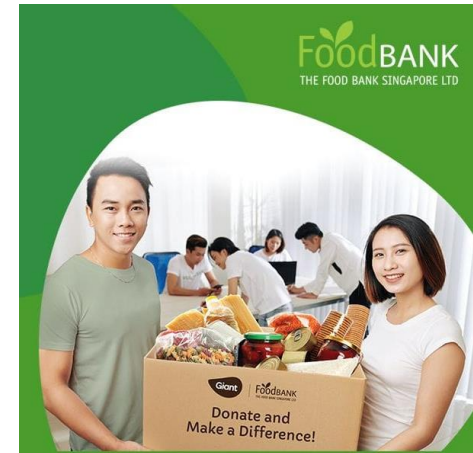


Resilience

**P5 Values In
Action(VIA)**

**Project: Let's
start Feeding!**

- To start a food donation drive in school
- Pack and donate food collected to **FOODBANK SINGAPORE**



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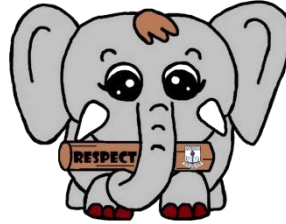
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CCE Department

**Our School
Core Values:**



Care



Respect



Responsibility



Resilience

**P5 Values In
Action(VIA)
Project: Let's
start Feeding!**



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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
P5	Batik Paper Mache	Ukulele
P6	Mosaic Art Wire Sculpture	Garageband/Bandlab

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) P5, P6

- 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.
- 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.
- 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.



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

P5 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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PE & CCA Dept

P5 Camp

To be confirmed according to national posture and MOE.



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PHYSICAL EDUCATION

Learning Outcomes (LOs) for Reporting P5 Students' Learning Progress

Semester 1

Games and Sports (Net Barrier)

To send the object (e.g. a ball or shuttle) back to the opponent so that he/she is not able to return it or is forced to make an error. The play area is separated by a barrier such as a net that is placed at a pre - determined height. Serving is the only time the object is held in hand.

Outdoor Education

Demonstrate safe practices during physical and daily activities with respect to themselves, others and the environment.

- Navigation Skills Chart and undertake a route with checkpoints in the school using pictorial charts.
- Outdoor Living Skills Apply key principles and considerations of packing for a residential camp



Semester 1

Physical Health and Fitness (Good Health Habits & Practices)

- Personal Hygiene
- Eye Infections
- Auditory Care
- Transmissible Diseases



Semester 2

Games and Sports (Invasion Games)

To attack the opponent's defending area and score a goal while protecting own goal at the same time. Scoring is achieved through sending and/or shooting an object (e.g. a ball) to a specific or target area accurately, or moving the object across an open-ended target (e.g. across a line).

Dance

Perform the following structured dances and repeat with modifications to the movement phrases.

- 'CEIMO CEIMO' (single-circle folk dance)
- 'Apat Apat' (double-circle folk dance)



Semester 2

Physical Health and Fitness (Safety First)

- Simple First Aid
- Cardiopulmonary Resuscitation (CPR) & Use of Automated External Defibrillator (AED)
- Sports Safety



PE & CCA Dept

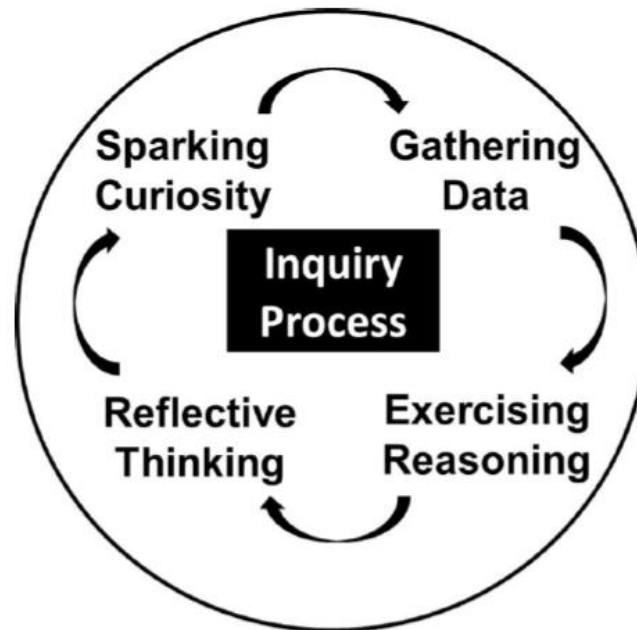
P5 Swimsafer programme

- Continuation of the previous P3 Swimsafer Programme (2020)
- 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.



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
Appreciating Singapore, the Region and the World We Live in	<u>Primary 5</u> Part 1: Understanding Singapore's Development as a Nation Part 2: Understanding Southeast Asia's Diversity and Interconnectedness	How has Singapore developed as a nation since its independence? What makes up Southeast Asia and how are the countries interconnected?
	<u>Primary 6</u> Understanding Features and Legacies of Civilisations	How are the legacies of civilisations seen in our lives today?



Social Studies

Project Work

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

The Research Process



Be a
**Conservation Ambassador
for ASEAN Heritage Parks**

Individual Booklet



Name: _____

Class: P5 _____

P5 Project Work 2022



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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 locate and collect information on one of the ASEAN Heritage Parks

Step 2: Create a Plan

In your group, discuss the tasks that need to be done for the video.



Plan the steps you will take to gather information and create the video.

Names of group members:

- 1) _____ 2) _____
3) _____ 4) _____

What should we do?	Who should do it?
Gather data to identify the identified ASEAN Heritage Park (where it is found and why it is being recognised as an ASEAN Heritage Park)	
Gather data on the important role it plays in conserving the diversity of living things found in Southeast Asia and the different types of living things conserved by the park	
Compare the data gathered by choosing data that is relevant and relevant to the presentation and explaining why	
Complete a list of the resources	
Complete Google Site: First Tab (Introduction): Where ASEAN Heritage Park is found	
Complete Google Site: Second Tab: Why park is recognised as ASEAN Heritage Park	
Complete Google Site: Third Tab: The important role the park plays in conserving the diversity of living things found in Southeast Asia	
Complete Google Site: Fourth Tab: the different types of living things conserved by the park	

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ENGLISH LANGUAGE DEPARTMENT

PRIMARY 5



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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

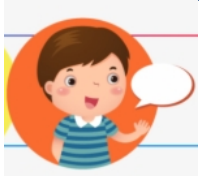
- Silent Reading Period (once a week)
- Class Book Flood
- Little Red Dot Subscription
- *MYON online library subscription (pending)**

❖ 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

❖ Speak Up!

- Building a speech for Public Speaking (Standard English)
- Poetry Recitation (Foundation English)



English Programme



Competent Writer

❖ 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%)	Language Use, Vocabulary & Comprehension: Class Quiz (15%)	Writing & Speaking (10%)	End-of-Year Examination (65%)



Foundation English

Assessment

❖ Weighted Assessments

Term 1	Term 2	Term 3	Term 4
Listening & Reading Aloud (10%)	Language Use, Vocabulary & Comprehension: Class Quiz (15%)	Listening & Reading Comprehension (10%)	End-of-Year Examination (65%)



MOTHER TONGUE DEPARTMENT

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



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MOTHER TONGUE DEPT P5



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MT Primary 5 Assessment

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">• Reading• LC• Writing (NWA)	<ul style="list-style-type: none">• Language Use• Oral: Video Stimulus(NWA)	<ul style="list-style-type: none">• Oral Presentation• Writing assessment• Language Use(NWA)	<p>Oral (50m)</p> <p>LC (20m)</p> <p>Paper 1 (40m)</p> <p>Paper 2 (90m)</p>



Mathematics

Vision :

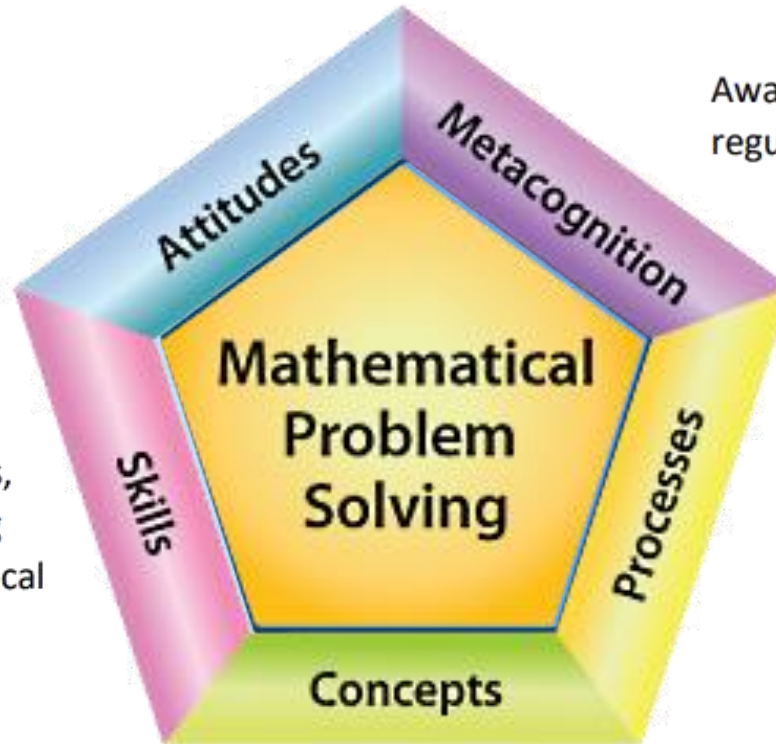
Every Child a Confident Problem-solver

Belief, appreciation,
confidence, motivation,
interest and perseverance

Awareness, monitoring and
regulation of thought processes

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

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



Assessment

	Term 1 (10%)	Term 2 (15%)	Term 3 (10%)	Term 4 (65%)
P5 Standard	WA 1	WA 2	WA 3	End-of-Year Exam P1 : 1 h P2 : 1 h 30 m
Topics*	Chap 1 - 5	Chap 6 – 8	Chap 9 – 12	All topics up to P5
P5 Foundation	WA 1	WA 2	WA 3	End-of-Year Exam P1 : 1 h P2 : 1 h
Topics*	Chap 1 – 3	Chap 4 - 6	Whole numbers and fractions word problems	All topics up to P5

***subject to changes**



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SCIENCE

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 (Electricity)

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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> Energy	WA: <u>Class Quiz</u> Energy Reproduction	WA: <u>Class Quiz</u> Systems (Except Electrical)	EOY P3 – P5 Topics



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BRIEFING BY ASSISTANT YEAR HEAD

- Expectations and Focus
- PSLE Scoring
- DSA



Expectations and Focus

FOR UPPER PRIMARY
STUDENTS



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CORE VALUES

RESPECT

RESILIENCE

RESPONSIBILITY

CARE



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Responsibility

- Punctuality for school
- Readiness for school
- Submission of Assignments

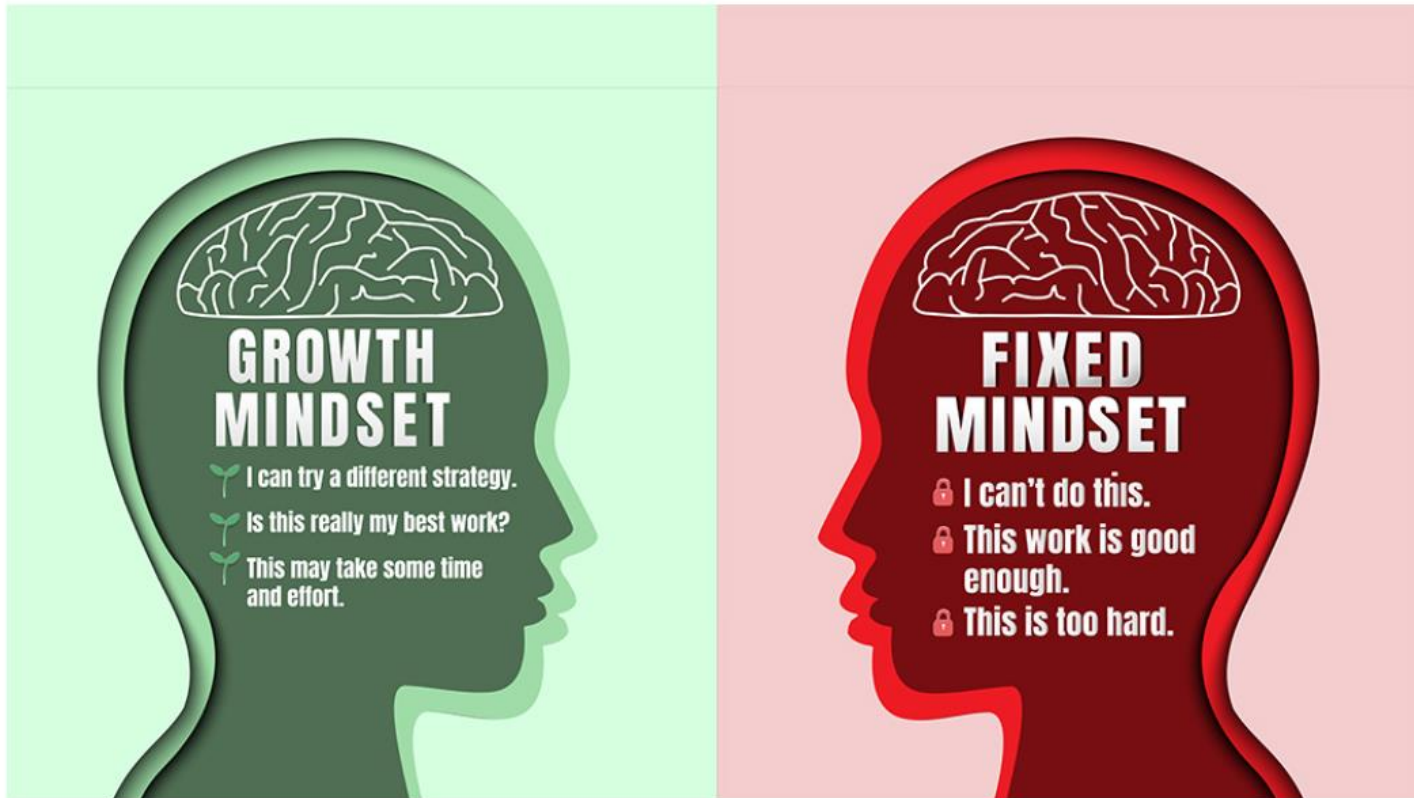


Resilience

a growth mindset

“In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” (Dweck, 2015)





FIXED MINDSET

Intelligence is static

Avoid challenges

It's too hard

Expect reward without effort

Ignore feedback

Threatened by success of others



GROWTH MINDSET

Intelligence can be developed

Embrace challenges

I can train my brain.

Effort is a path to mastery

Learn from feedback

Inspired by success of others



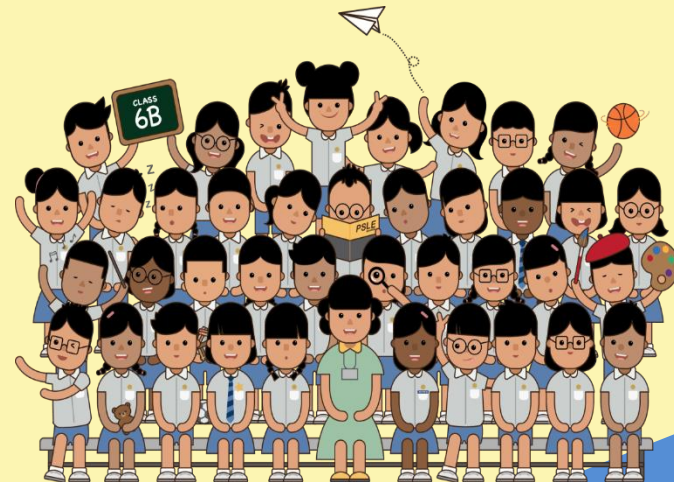
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INSTEAD OF ...	TRY THINKING...
I am not good at this.	I can try and learn from my mistakes.
This is too difficult.	I may need some time to get this.
I can't do this.	I will need to learn.
Plan A didn't work.	I will try Plan B.
My friend can do it.	I will learn from him/her.



PSLE SCORING



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HOW PSLE SCORING WORKS



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PSLE AL SCORING

Reflects a student's individual level of achievement

- the students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20



FOUNDATION LEVEL SUBJECT GRADES

FOR THE PURPOSE OF S1 POSTING, FOUNDATION LEVEL AL A TO AL C WILL BE MAPPED TO AL 6 TO AL 8 OF STANDARD LEVEL SUBJECTS RESPECTIVELY, TO DERIVE A STUDENT'S OVERALL PSLE SCORE.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20



4 SUBJECT ALs WILL BE ADDED TO FORM THE PSLE SCORE

The PSLE Score ranges from 4 to 32, with 4 being the best.

- Students will be placed in secondary school courses based on their PSLE score – Express, Normal (Academic) or Normal (Technical).



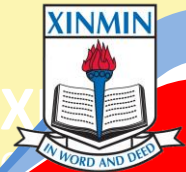
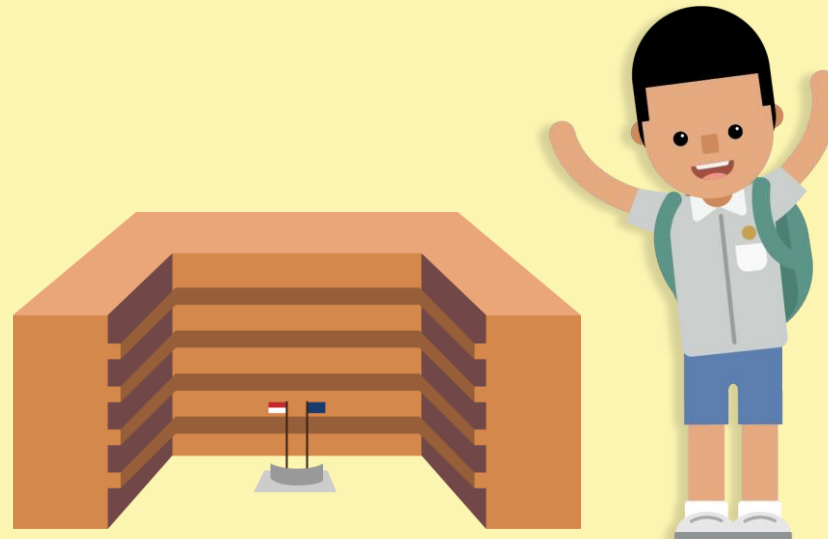
ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

PSLE SCORE: 8

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26-30, with AL7 or better in both EL <u>and</u> MA



HOW S1 POSTING WORKS



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CHOICE ORDER OF SCHOOLS WILL MATTER MORE

- Academic merit, i.e. the PSLE Score, remains the first criterion for secondary school posting.
- If two students with the same PSLE Score vie for a place in a school, the following tie-breakers will be used:

1. CITIZENSHIP
2. CHOICE ORDER OF SCHOOLS
3. COMPUTERISED BALLOTING



CHOOSING SECONDARY SCHOOLS

- Parents and students should consider the student's strengths and interests and make school choices based on the school's unique culture, ethos and programmes
- Parents and students can find out more about secondary schools' distinctive programmes through MOE's SchoolFinder tool, secondary schools' websites and open houses.





Direct School Admission for Secondary Schools (DSA-Sec)

What is DSA-Sec?

DSA-Sec aims to promote holistic education and provides Primary 6 (P6) students an opportunity to seek admission to a secondary school based on a **diverse range of talents and achievements** that may not be demonstrated at the Primary School Leaving Examination (PSLE). Each participating school offers distinctive programmes and sets its own selection process and criteria to admit students with talents that can be further developed by these programmes.



Should my child apply for DSA-Sec?

Your child may consider applying for DSA-Sec if they are able to identify a school that offers a talent development programme in their area of strength.



If not, they may continue to participate in the S1 Posting Exercise in November and be admitted to a secondary school based on their PSLE score.

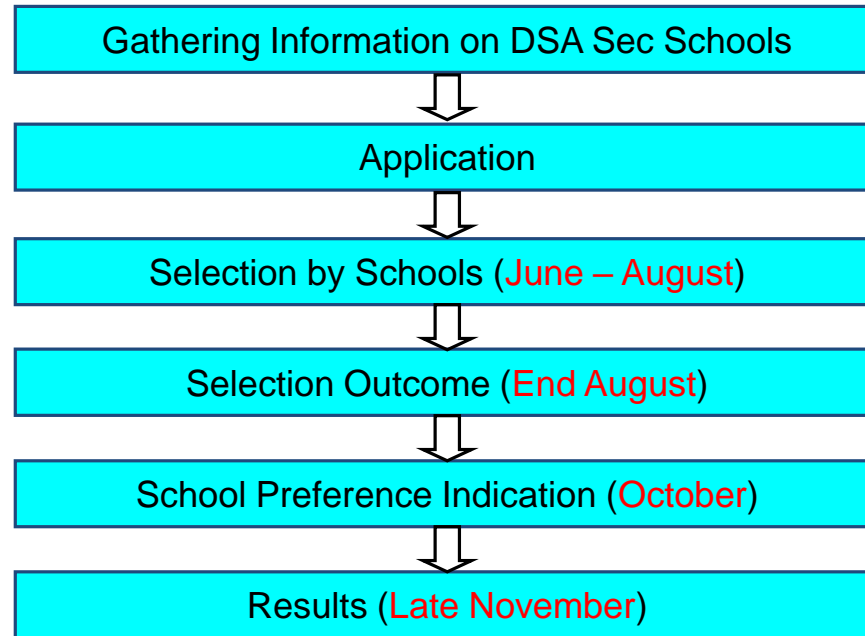


Where can I find out more information on DSA-Sec?

Information on important dates and the SA-Sec can be found on MOE website.



In Summary: Exercise Process (2023)



Preparing a Portfolio

- A portfolio should highlight your achievements and strengths (preferably holistic)
- It could contain a list of achievements especially under:
 - a) Special academic and creativity achievements
 - b) Co-curricular activities
 - c) Leadership and Community Service
 - d) Others



Building a Portfolio

Special Academic / Creativity Achievements / Awards

Level of Participation	Examples
International	Math Olympiad (SMOPS) University of New South Wales (ICAS)
National / Zonal / Cluster etc	Tan Kah Kee, Sony Creative, Edusave Award, Cluster Debate, Creative Writing Competition, School Media Awards, Robotics, Odyssey of the Mind etc
School-based	Best All Rounder, Top in English etc



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Building a Portfolio

Level of Participation	Examples
International	SEA Games , AYG , YOG
National / Zonal / Cluster etc	National / Zonal Sports Council Tournaments, Inter-School Competitions, SYF Competitions
School-based	Performances at Speech Day, CC events etc



Visit MOE(DSA) website for more info

<https://www.moe.gov.sg/secondary/dsa>



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Helping your child manage their time

- **Discuss the weekly schedule**
- **Make your expectations clear**



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Study Timetable

MY DAILY SCHEDULE

DAY	2.00-3.00	3.00-4.00	4.00-5.00	5.00-6.00	6.00-7.00	7.00-8.00	8.00-9.00	9.00-10.00
MON								
TUE								
WED								
THU								
FRI								
SAT								
SUN								

Failing to plan is planning to fail A goal without a plan is just a wish

Prepared By : _____

Checked By: _____



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Cyber Wellness

Signs of online addiction:

1) Spends too much time online



2) Poor sleep patterns.



3) Unable to hold conversations with others



4) Decline in other offline activities

5) Reacting strongly when asked to reduce online activities



6) Depression, anxiety, extreme mood swings



Source: www.betterinternet.sg



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Cyber Wellness

What you can do:

- 1) Time management – Set up a screen time contract within the family.
- 2) Monitor their social network activity - Use of parental control apps.
- 3) Be a role model – Ensure that screen-free times are observed by all family members.
- 4) Spend quality time outdoors with your child without their device.
- 5) Keep your child's device outside the bedroom at bedtime.



Source: www.betterinternet.sg

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CyberWellness

Parental Control Apps

Tracks location of your child

Block usage during study and sleep time

Web content filtering (Block inappropriate sites)

Screen Time Tracking and Control

- www.qustudio.com
- <https://famisafe.wondershare.com/>



Cyber Wellness

Websites you can refer to:

[1\) Media Literacy Council](#)

[2\) Internetmatters.org](#)



We need to work together...



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We need you to...

- **monitor your child's homework**
- **ensure that your child has breakfast before school**
- **ensure that your child has enough sleep**
- **restrict the use of electronic gadgets**
- **keep track of your child's involvement in social media**



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Thank you for attending Parents Engagement 2022.
We would like to get your feedback on this session. Please
complete the form found on this link.

<https://form.gov.sg/61de5b26860fdd0014d8a5b7>

You may also scan this QR code to get the
feedback form.



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