

P3 Briefing for Parents

20 January 2017



Agenda

- School's Directions
- CCA Matters, DSA & Talent Management
- Subject Based Banding and Implications
- How the School will work with your child
- Tips for Parents



Our Vision, Mission and Values





Our Vision

Every Cedarian a
lifelong learner, a
person of character



Our Mission

Nurturing
Enthusiastic Learners
and Responsible
Citizens



Our Values

Courtesy

Care

Enthusiasm

Determination

Adaptability

Responsibility



Our Strategic Foci



- **Striving for Academic Excellence for Lifelong Learners**
- **Developing Cedarians of Character**
- **Pursuing Staff Excellence to build capacity and competency in Teaching, Administrative Efficiency and Customer Service**

Developing Cedarians of Character

Nurturing Responsible Citizens and Individuals of Character



**Nurturing
Active
Contributors**



**Nurturing
Upstanding
Leaders**

Talent Management

Quality Teaching & Learning

Responsible Citizens

Nurturing Upstanding Leaders & Active Contributors

Being morally upright

Confident in standing
up for the right
Values



Caring for others

Contributing to
the community,
based on one's
talents

Active Contributor



Community Service (VIA)

- School
- External (THK SAC, SJHEP, Potong Pasir CC, NEA)

Student Voice

- Student Suggestion Scheme

Showcasing of Talents

- Representing schools in competitions (Academic, Aesthetics & Sports)
- Participating in school-based or school-supported events:
 - As Performers, emcees and/or Ambassadors

Upstanding Leaders



Positive Role Modelling (of the School Values)

- Applying the knowledge, skills & values learnt at CCE platforms, into their daily practices
- Leadership (Class/Team/School) Roles (e.g. Care & Responsibility)

Active Contribution

- Leading environmental projects & cyber wellness projects (L2)
- Supporting student-led VIA with established external partners

Creative Thinking

- Leading teams in solving community problems

Effective Communication

- Serving as Masters of Ceremony (emcee) and/or School Ambassadors at school events

Our Leadership Structure

EXCELLENCE

Leading the School Community

Student Councillors, CCA Leaders & House Captains

EXPERIENCE

Leading Teams

Environmental Champions, Cyber Wellness Ambassadors, Junior CCA Leaders, AVA Leaders

EXPOSURE

Leading Self and Peers

Class-based Roles (Monitors & Subject Monitors)

UPSTANDING LEADERS

Special Programmes for P3

P3 Full Day
Enrichment
Programme

Language and
Cultural Camp

Science Toys

Swimsafer

Creative &
Inventive
Thinking

Learning
Journeys

CCA, Talent Management & DSA Matters

CCAs

Strongly encourage your child to opt for one because it allows him/her to:

- **Hone his/her skills in a talent / sport including soft skills** important for communication and teamwork
- **build up a portfolio of achievements**

Part of our **holistic development of each child**



CCA & Direct School Admission

- Children with **recognised portfolios of achievements** have another means of entering a school of choice at the end of P6
- Using their CCA achievements, they may be **provided provisional admission** to a school of choice at a **discounted cut-off PSLE score**
- **Continued good performance** is still a requirement by many secondary schools

CCA & Direct School Admission

- Offering a CCA at P3 provides your child to hone and possibly master his / her CCA
- CCA achievements are **best garnered through commitment to a CCA**
- If the child enters a secondary school at the end of P6 **because of his/her CCA achievements**, he/she will be **expected to continue to contribute to the CCA** in secondary school

Successful DSA Applicants

| Name of pupil | Secondary school | DSA for |
|------------------------------|--|-------------------------|
| Jayde Ashlea Yeung | CHIJ Secondary (Toa Payoh) | Track and Field |
| Kang Daeun | NUS High School of Mathematics and Science | Mathematics and Science |
| Toh Beam Isaac | Raffles Institution | Track and Field |
| Kek Hian Leng | School of Science and Technology | Science |
| Qu Fangyao | Cedar Girls' Secondary School (Integrated Programme) | Mathematics |
| Martin Luther Julianna Jothi | National Junior College | Track and Field |
| Charlieze Tan Ka Mun | Dunman High School | General Ability |

Striving for Academic Excellence

Nurturing Enthusiastic Lifelong Learners



**Nurturing
Effective
Communicators**



**Nurturing
Creative
Thinkers**

Talent Management

Quality Teaching & Learning

Student Outcome:
Developing
EFFECTIVE
COMMUNICATORS



In-house curriculum to
develop students
who are able to **think
independently and
critically** and who
**communicate
effectively**



Think independently and critically

- Expository writing (perspective taking on current affairs)
- Literature appreciation
- Persuasive writing
- Debating: Research & evidence-based arguments



Communicate effectively

- Understanding purpose, audience, context, culture
- Clarity & concision
- Nonverbal skills
- Confidence
- Use of props/equipment
- Active listening



Student Outcome:
Developing
CREATIVE THINKERS



In-house curriculum to
develop **lifelong
learners** who are able
to **think creatively**
while **striving for
academic
excellence**



Creative Thinkers Tier 1 & 2

- Customised CIT curriculum
- Customised PAL Lego Programme
- External Competitions
- Pay It Forward
- Learning Carnival
- Creativity Fest



Creative Thinkers

- Moving forward
- Integrated HP Programme
 - Integrated Curriculum
 - Student Ideas Bank (SIB)



Special Programmes for Cognitive Development

- a. P3 Creative and Inventive Thinking (CIT) Programme
- b. Public speaking programmes
- c. Customised instruction to match the learning progress of the students → banding of our students



Cedar Primary School

Striving for Academic Excellence
for Lifelong Learners



Academic Developments

- **Composition Writing** for Mother Tongue
- **Science** as a new subject – it will be an examinable subject from P3 to PSLE. N.B. do not throw away the P3 Science Textbook
- **ICAS** English, Writing, Maths, Science & Computer Skills

GEP

- **Gifted Screening Test** in English and Math in **August**
- **Opt in system** and there will not be classes conducted for the duration of the papers
- Short-listed candidates will be invited to sit for another Screening Test in Oct during the PSLE Marking Exercise

GEP

- All candidates who sat for the Oct Screening Test will be **notified in November**
- Successful candidates will be offered places in one of the Gifted Education schools in Primary 4 – the **choice is yours** whether you would like to transfer your child out of our school if he / she is offered a place



Subject Based Banding (SBB) & Implications

After P4

At the end of P4:

- Based on your child's results, he / she will be recommended to offer English, Math, Science and Mother Tongue at **Standard** or **Foundation** levels and **Higher** for Mother Tongue only
- **Parents' decision** at the **end of P4**
- **School's decision** at the **end of P5**

After P4

What is the difference?

- **Standard** level is what most children offer
- **Foundation** level is what some children offer because they have difficulties coping with the subject
- **Higher** Mother Tongue is offered to children who are proficient in the language and can manage a fifth subject – no bearing on the actual PSLE T-score but may have relevance for Junior College admission

After P4

- We strive to have **all our children offer subjects at Standard level and Higher Mother Tongue (HMT)**, if they can manage HMT – they have more secondary school options in terms of streams and choice of schools
- Most schools **offering DSA** would be looking for scores achieved through offering **all subjects at Standard level**

After P4

- The **more Foundation subjects** your child offers, the **more limited** his / her options in terms of choice of schools and streams – for some they can only opt for Normal (Technical)
- Relevance of this information at P4 – your child must **continue to build on his / her foundation** in P4 to have more options later on



How the school will work with your child

How We will Work with Your Children

- What **School Leaders** intend to do :
 - Lesson Observations
 - Pep talks for the children (whole cohort, class, individual)
 - Sharing of assessment results with the children
 - PTM with P or VPs for parents whose children are in danger of failing their SAs

How We will Work with Your Children

- Your children **move to different classes according** to their P2 SA performance → we do so to **match their learning pace better** but your child also needs to **keep up and aim to improve** his / her performance
- He / she is able to **interact with and appreciate pupils of different abilities** in his / her own **form class** → helps to broaden the circle of friends for our Cedarians

2017 Classes

- **Form classes**
 - P3-Courtesy
 - P3-Adaptability
 - P3-Enthusiasm

- **Subject banded classes**
 - P3-1
 - P3-2
 - P3-3
 - P3-4

School Working with your Children

- Delivery of lessons in as **interesting a way** as possible but the **children must work with the teachers**
- **Remedial lessons** during term time
- **Review of concerns** raised from SA1 results and SA2 Results
- Monitoring and expecting every child **to participate actively in lessons** and to ensure that they attend all lessons

Communications

- We will be keeping you informed if your child is misbehaving and we **need your support**
- Please refer to your child's **Pupils' Handbook** daily for daily homework updates / important announcements / PSLE Matters
- Should you need to meet with a teacher, please **make an appointment ahead of schedule** and **refrain from contacting him / her after 6pm and on weekends.**

Assessment Matters

- **Taking homework seriously** and completing it on time
- Having your child **attend all extra sessions** recommended by the school
- **Taking assessments seriously** - A poor performance can mean the offering of a Standard Subject at Foundation level in P5 or P6

Supporting your child

- **Pacing** your child and **monitoring** his / her work and recreational activities
- **Ensuring that he / she attends school regularly** and is **punctual**
- **Providing balance**
- **Role modelling** wherever possible

Understanding your child

- In terms of :
 - His / her **physical development**
 - His / her **interests and aspirations**
 - His / her **interpersonal relationships**
 - What is happening at **home**

Conclusion

- We intend to **work with and build up your child's capacity** over the years
- We **appreciate their active participation** during and **regular attendance** of lessons
- We **continue to strive to partner you in realising your child's potential**