

# Welcome to **Greendale Primary**

## **P1 Orientation for 2024 cohort**



**Greendale Primary School**

# Preparing for education @Greendale Primary

Opening address by principal

**MRS NOORISMAWATY SNG-ISMAIL**



# WHAT IS IT LIKE IN PRIMARY SCHOOL?

- Laying a strong foundation
- Nurturing well-rounded individuals and passionate lifelong learners
- Providing learning opportunities that recognise their strengths and develop their full potential
- Preparing our children for the future



# WHAT IS IT LIKE IN PRIMARY SCHOOL?

## Holistic Assessment

- **Focuses on building greater confidence** and nurturing a stronger intrinsic motivation to learn so as to develop your child's potential.
- **No examinations and weighted assessments** at Primary 1 & Primary 2 to ease your child into formal schooling.
- **Use of appropriate assessment modes** to provide useful information to support students' learning and holistic development.

Currently	From 2019	From 2020 or 2021
<b>Adjusting School-based Assessment Structures</b>		
<b>P1</b> • No examination, but weighted assessments are conducted throughout the year.	<b>P1 &amp; P2</b> • Removal of all weighted assessments including 12 year end exams. <b>S1</b> • Removal of Mid-Year Exams (MYE). <b>From P3 to S4/5</b> • Redesign of assessment to make them more continuous and formative, and to be more aligned with the Singapore Curriculum Framework for the 21st Century.	<b>P3, P5, S3</b> • Removal of Mid-Year Exams (MYE).
<b>P2</b> • Weighted assessments throughout the year and year-end exams.		
<b>P3-P6</b> • Mid-Year Exams (MYE) and year-end exams, in addition to weighted assessments throughout the year.		
<b>Secondary level</b> • School-based assessment (SBA) Exam (SBE) and year-end exams, in addition to other weighted assessments throughout the year.		
<b>Refining the Holistic Development Profile (HDP)</b>		
	<b>P1 &amp; P2</b> • Use of academic indicators to report student learning in all subjects and core academic indicators (e.g. literacy, numeracy, science, etc.) to provide a more holistic view of student learning and development.	
	<b>All other levels</b> • Academic indicators adjusted for all other levels will be retained.	
<b>Revising criteria for the Education Merit Award (EMA) for P1 and P2 and Education Good Progress Award (GPA) for P3 and P5</b>		
<b>EMA for P1 &amp; P2</b> • Singapore Citizen • The EMA will be awarded to students who demonstrate exceptional academic and co-curricular achievements. • Good conduct • Minimum threshold income does not exceed \$5,000 per capita income (does not exceed \$7,751). • GPA for P2 & P3 • Singapore Citizen • Top 10% of school's level and course based on performance in academic performance. • Good conduct • Good conduct will continue to be a criterion.	<b>EMA for P1 &amp; P2</b> • Singapore Citizen • EMA will be awarded to students who demonstrate exceptional academic and co-curricular achievements. • Good conduct • Minimum threshold income does not exceed \$5,000 per capita income (does not exceed \$7,751). • GPA for P2 & P3 • Singapore Citizen • EMA will be awarded to students who demonstrate exceptional academic and co-curricular achievements. • Good conduct • Good conduct will continue to be a criterion.	



Richer feedback on your child's development

# FOCUS ON LEARNING DISPOSITIONS

Reinforce positive behaviours and good values through explicit emphasis on school values



# TRANSITION TO PRIMARY 1

**What are the tasks that your child should be able to do independently?**

- Observe personal hygiene eg. going to the toilet, hand washing, tying shoelaces, buttoning their shirt/blouse/uniform
- Looking out for traffic
- Organising school bag
- Counting money and receiving change
- Asking for permission



# HOW CAN I SUPPORT MY CHILD DURING THIS TRANSITION?

- **S**upport your child and encourage them to overcome challenges with you
- **A**ffirm your child by recognising small successes and praising their efforts
- **F**amiliarise your child by easing them into new routines and sharing with them your experiences in primary school
- **E**mpathise and acknowledge your child's feelings



# WHAT DOES MY CHILD NEED AT PRIMARY 1?

Every child develops at a different pace. We will continue nurturing the knowledge, skills and dispositions that your child has developed at preschool:

<b>Values, Social-Emotional Competencies, Citizenship Dispositions</b>	<ul style="list-style-type: none"> <li>• Understand and Care for Oneself</li> <li>• Show Care and Respect for Others</li> <li>• Make Responsible Decisions and Act on Them</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Enjoy Participating in Art</li> <li>• Express Ideas and Feelings through Art</li> <li>• Demonstrate Awareness of Art from Different Cultural Groups</li> </ul>
<b>English Language</b>	<ul style="list-style-type: none"> <li>• Listen and Speak for Enjoyment and Information</li> <li>• Read with Enjoyment and Understanding</li> <li>• Communicate Ideas and Information through Writing or Using Symbols or Letter-Like Shapes</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Basic Understanding of Numbers Up To 10</li> <li>• Recognise Simple Patterns</li> <li>• Compare Quantities Between Two Groups of Objects</li> </ul>
<b>Mother Tongue Languages</b>	<ul style="list-style-type: none"> <li>• Enjoy and Show an Interest in Learning Mother Tongue Language.</li> <li>• Enjoy and Show an Interest in Listening and Speaking in Mother Tongue Language.</li> <li>• Demonstrate Awareness of Local Ethnic Culture</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Enjoy Participating in Music and Movement Activities</li> <li>• Express Ideas and Feelings through Music and Movement Activities</li> <li>• Demonstrate Awareness of Music and Movement from Different Cultural Groups</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Enjoy Physical Activities</li> <li>• Display Coordination in Motor Tasks</li> <li>• Demonstrate Awareness of Healthy Habits and Safety</li> </ul>





# HOW CAN I PREPARE MY CHILD FOR PRIMARY 1?

- Relating to others
- Developing good habits
- Nurturing positive learning attitudes
- Creating a conducive learning environment at home



# DEVELOPING GOOD HABITS

**Routines help your child learn to manage themselves.**

Guide your child to do the following independently:

- Dress themselves
- Buy food at the canteen
- Make healthy food choices
- Pack their bag
- Wash their hands
- Use a mask responsibly
- Take their temperature using a thermometer

*Help your child commit to doing some of these independently when they are ready. Check out pages 59 - 61 of the PCAB.*



*Refer to 'Additional Resources' to watch the Soaper 5 in action to teach your child socially responsible behaviour to keep the virus at bay.*

# NURTURING POSITIVE LEARNING ATTITUDES

Developing the right learning attitude in your child will help them transit smoothly into the learning routines in school.

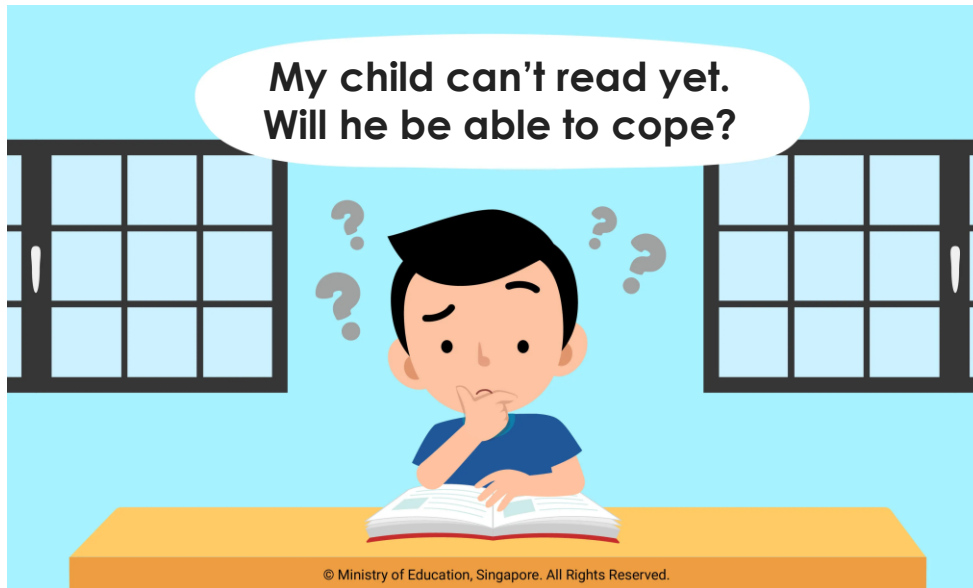
You can encourage your child to:

- Ask questions about their experiences and the world around them.
- Express their thoughts and feelings and discuss what can be done if they have worries.
- Practise life skills independently like buying food and drinks on their own and asking for permission.



*Check out pages 39 - 54 of the PCAB for activities that will help your child develop a positive learning attitude.*

# SOME QUESTIONS YOU MAY HAVE...



Reading is a habit that we can build.

## Interest your child in reading

- It is never too late to start getting your child interested in books
- Take your child to the library, expose them to various picture books and read together for a start
- Students will be introduced to various genres of books, and be taught how to blend letter sounds through games or craft work

**You can encourage your child for any effort in learning to read. Most importantly, reading should be a fun learning process.**

# SOME QUESTIONS YOU MAY HAVE...



Children pick up time management at a different pace and can improve with help.

## Support your child in time management

- Parents can model this with your child at home with small tasks and everyday activities
- If you find your child struggling with completing their tasks or homework within a given time, it could also mean that they are not sure how to go about completing them
- If you notice any learning issues, do reach out to the school early

**Be specific about how much time they should spend on the work, and what time they should complete the work.**

# SOME QUESTIONS YOU MAY HAVE...



Asking for help may not seem obvious to a child.

## Teach your child how to ask for help

- Here are some steps you may teach your child:
  - **Step 1:** Look for someone who can help
  - **Step 2:** Check if that person has the time to help; if not, look for another suitable person
  - **Step 3:** Share what the problem is and how they feel
  - **Step 4:** Listen carefully to the advice given
  - **Step 5:** Thank the person for the help

**Practise with your child how to ask for help. Remember to affirm them for their efforts.**

# SOME QUESTIONS YOU MAY HAVE...



**I'm worried my child won't eat at recess. He'll go hungry!**

Students may enjoy recess so much that they forget to eat. Some students may not be eating because they are shy about ordering food.

## Encourage your child to eat during recess

- Let your child practise ordering food and making payment when out with the family
- If they need more time to build their confidence or observe how it is done by other students, you may pack a lunch box in the meantime, so they will always have something to eat
- If you worry that your child is not eating at all, discuss with your child's teacher

**Remind your child that eating during recess is important as it helps them with the physical energy to continue focusing and learning in class.**

# SCHOOL-HOME PARTNERSHIP

Our children do best when schools and parents work hand in hand to support them.



*Help your child succeed in life*

Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

**Work with the school to know and support your child**

- Have regular conversations with teachers in both academic and non-academic areas – this will help you better guide your child's development.
- Check the teachers' preferred mode of communication – they are not required to share their mobile numbers.
- Understand that teachers may not be able to respond to your queries immediately.

**Help your child relate to others**

- Work with the teachers to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.

**Help your child develop good habits**

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself.
- Encourage your child to live a healthy, balanced life with time for sleep and play.

**Help your child manage himself/herself**

- Guide your child in managing his/her time.
- Encourage your child to help out with household chores.

Our children succeed when parents and schools work hand in hand.

Ministry of Education  
SINGAPORE



# SCHOOL-HOME PARTNERSHIP

## Join the Parent Support Group (PSG)!

- The PSG consists of a group of dedicated parents who partner the school to support fellow parents in nurturing their children.
- It is a platform for parents to **network, share, learn and support** each other in this parenting journey.
- Some of the initiatives of the PSG include:
  - Parenting Workshops
  - Career Talks for P5 and P6 students



# SCHOOL-HOME PARTNERSHIP

## Communicating with your child's teacher

- Have regular conversations with teachers in both academic and non-academic areas – this will help you better guide your child's development.
- Ask the teacher for the best way and time to contact them.



Respect the teacher's time,  
contact the teacher during  
school operating hours only ie.  
**7.30am – 5.00pm, Mon-Fri**



# WE ARE HERE TO SUPPORT YOU!



Parent Kit

Parent Kit

[www.moe.gov.sg/parentkit](http://www.moe.gov.sg/parentkit)

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.



**SCHOOLBAG**  
THE EDUCATION NEWS SITE

Schoolbag.sg

[www.schoolbag.sg](http://www.schoolbag.sg)

Through articles and multimedia content, Schoolbag provide parents and general public with information and insights related to education, tips for parent involvement and features on school programmes.



# WE ARE HERE TO SUPPORT YOU!



[www.instagram.com/moesingapore](https://www.instagram.com/moesingapore)



[www.instagram.com/parentingwith.moesg](https://www.instagram.com/parentingwith.moesg)

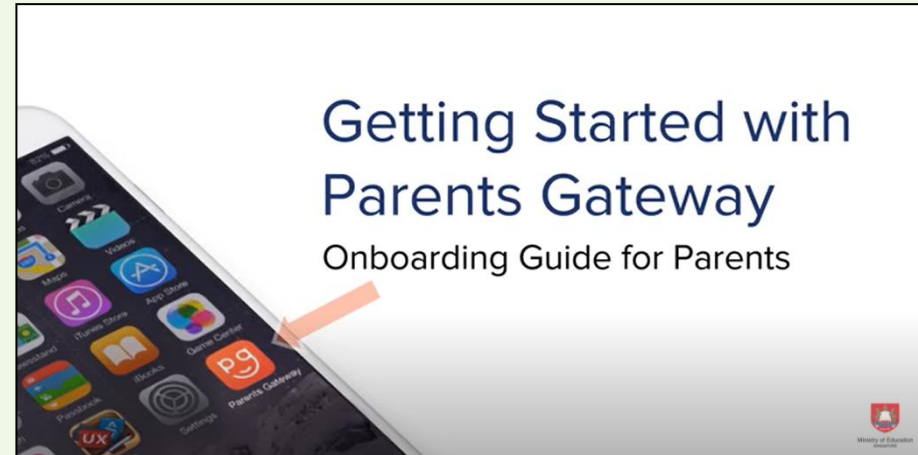


[www.facebook.com/moesingapore](https://www.facebook.com/moesingapore)



[www.youtube.com/moespore](https://www.youtube.com/moespore)

# PARENTS GATEWAY RESOURCES



Schools may access the video via:

<https://youtu.be/PCM5o8jAncc>

Schools may access the video via:

<https://youtu.be/tW9jwyuovOo>



# Preparing for education @Greendale Primary

## Briefing by Year Head Mrs Chan- Low Mun Chin



# Temporary Name Tag

(Please put it on for the month of January)



**Greendale Primary School**

**绿苑小学**

**MARY TAN**

**GROUP: 1 CLASS:**

SCH GATE

1

2

3


SCH STUDENT CARE

SCH BUS

OTHER STUDENT CARE

\_\_\_\_\_

# Temporary Name Tag

	<b>Greendale Primary School</b> <b>绿苑小学</b>				
<b>MARY TAN</b>					
<b>GROUP: <u>1</u> CLASS: <u>    </u></b>					
SCH GATE	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3	SCH STUDENT CARE <input type="checkbox"/>
1	2	3			
SCH BUS	<input type="checkbox"/>	OTHER STUDENT CARE <u>                    </u>			




Please indicate clearly which Gate you will be picking your child from or the Student Care Centre your child is reporting to.



Please Circle **1, 2** or **3** in the box.


**Do not** put a tick in the box.




		Greendale Primary School 绿苑小学				
MARY TAN						
GROUP: <u>1</u>		CLASS: ____				
SCH GATE	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3	SCH STUDENT CARE	<input type="checkbox"/>
1	2	3				
SCH BUS	<input type="checkbox"/>	OTHER STUDENT CARE _____				

If your child is taking the school bus, please put a **TICK** in the box.



		Greendale Primary School 绿苑小学				
MARY TAN						
GROUP: <u>1</u>		CLASS: ____				
SCH GATE	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3	SCH STUDENT CARE	<input type="checkbox"/>
1	2	3				
SCH BUS	<table border="1"><tr><td>✓</td></tr></table>	✓	OTHER STUDENT CARE _____			
✓						

 **Greendale Primary School**  
绿苑小学

MARY TAN

GROUP: 1 CLASS:     


SCH GATE 

1	2	3
---	---	---

 SCH STUDENT CARE ☒

SCH BUS ☐ OTHER STUDENT CARE                     

If your child is attending the school's student care, please put a **TICK** in the box.

 **Greendale Primary School**  
绿苑小学

MARY TAN

GROUP: 1 CLASS:     

SCH GATE 

1	2	3
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 SCH STUDENT CARE ☐

SCH BUS ☐ OTHER STUDENT CARE                     

Please indicate the name of the student care.

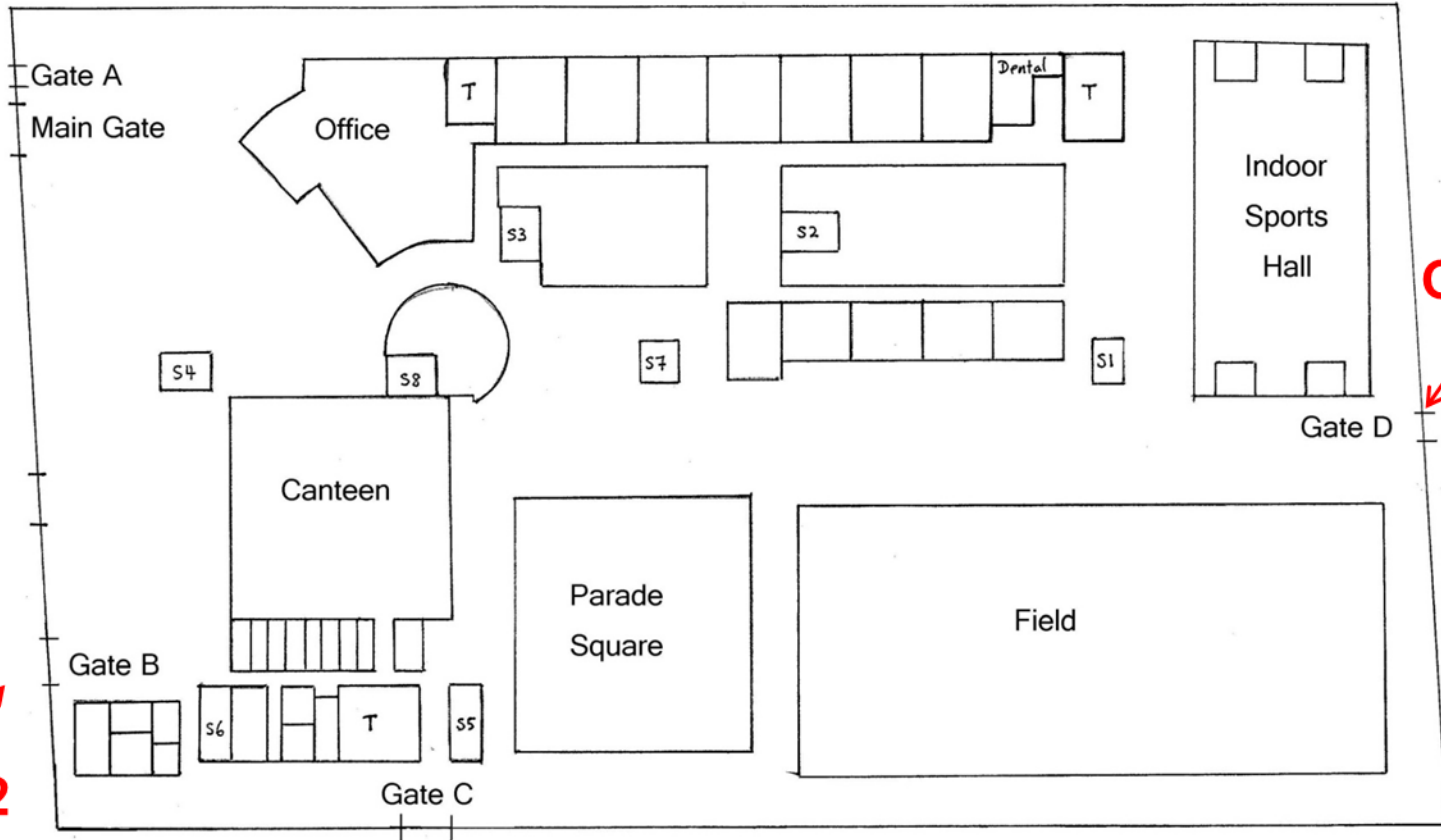
**Do not** put a tick on the line.

# Location of Gates

**Gate 1**

**Gate 3**

**Gate 2**





**Gate 1** (next to the guard post)





**Gate 2** (at the traffic crossing)







## **Gate 3**

(near to the park, basketball court leading to Punggol Plaza)



# First Day – Let's Do It Right

## Before school starts

### If you are driving your child to school:

- Cars are allowed into the school car porch until **7.30am**
- Reduce vehicle speed and stay alert for pedestrians
- Get your child ready to alight before reaching Gate 1
- Drive off immediately after your child has alighted
- Cooperate with our teachers on duty to ensure safety and smooth traffic flow



# First Day – Let's Do It Right

If you are walking your child to school:

- Enter from Gate 1, 2 or 3 **by 7.30 a.m.**
- Leave your child with the Teacher or student leader at the gate. They will bring your child to the canteen.
- Practice social distancing, **DO NOT** crowd outside the gate.





# First Day – Let's Do It Right

**Before school starts** (Refer to Handbook Pg 1)

- Proceed to the **Canteen** (Class P1A to P1C) or **Hall** (P1D to 1G) with your child.
- Hand your child over to the Form Teachers and take a seat at the side.
- Parents to leave the school once your child proceeds to their classes with the Form Teachers.



# First Day – Let's Do It Right

## During Recess (Refer to Handbook Pg 1)

- There will be 2 recesses, please take note of the following timing:

Classes	Recess Timing
1A / 1B / 1C/ 1D	9.30 a.m. to 10.10 a.m.
1E / 1F/ 1G	10.10 a.m. to 10.50 a.m.

- Proceed to the Parent Waiting Area at the canteen .



# First Day – Let's Do It Right

## During Recess - things to note:

- Your child will buy his/her food under the supervision of teachers.
- Please observe your children from the Parent Waiting Area. Do not attempt to go near or help them. Rest assured they are in good hands.



# First Day – Let's Do It Right

## Dismissal:

- Parents who drive can park your cars at the HDB car parks nearby and wait at the various gates to pick up your children.
- Teachers will dismiss the child only when the parent or caregiver is at the gate.
- Students will be dismissed by class. Please DO NOT crowd outside the gate.



## Dismissal:

- Students taking the **school bus** will wait at the **school bus waiting area** near the canteen.
- Students attending the **school-based student care** will be picked up by the centre staff from class.
- If your child is attending **student care outside school**, please **make arrangements with the centre** and **indicate on the name tag** which gate they will be picking up your child from.

## Important school routines

- Report to the hall/classroom **by 7.30 am**
- Recess for P1: **9 a.m. to 9.30 a.m.**
- Dismissal (Gates 1, 2 and 3): **1.20 p.m.**



# Important school routines

**Daily Snack Break - 11.30 a.m. to 11.40 a.m.**

Pack their own **HEALTHY** snacks in a ziploc bag or lunchbox. Examples: Cereals, nuts, banana, biscuits, bread

**Things to take note:**

- No flavoured drinks including milk
- No tidbits, chocolates or sweets
- No cooked food, burgers, curry puffs, sushi or sandwiches
- Lunchbox to be washed at home



# School Uniform & P.E. Attire

- Purchase at least **3 sets of PE attire**
- **1 set of uniform** should suffice
- Students are to wear the prescribed school uniform and modification to the school uniform is **not allowed**
- Plain black socks and shoes (**ALL black**)

School Uniform



Need not  
tuck in Shirt

PE Attire



Tuck in PE  
T-Shirt



# Name tags on school uniform

## Girls



# Name tags on school uniform

## Boys



# Name tags on PE attire



## Work with Us to Support Your Child

- Talk to your child about life in the ‘big school’ in a **positive way** – Walk through what the child can expect on the first day of school
- Encourage them to ask questions
- Cultivate reading habit
- Teach basic money sense
- Train your child to be independent (e.g. toilet habits, wear shoes, tie shoe laces, tuck in PE-shirt).
- Establish a **good relationship** with the teachers.
- Ensure that your child attends school **REGULARLY**

# Work with Us to Support Your Child

## Attendance

- When your child is absent from school, contact the form teacher to inform them about the absence.
- A Medical Certificate is required if your child is unwell and unable to attend school.
- A supporting document is required for all other valid reasons (e.g. external examinations, bereavement).

(Refer to Handbook Pg 10)




# Work with Us to Support Your Child

## Attendance

- We seek your understanding that the school strongly discourages parents from taking their children overseas during school term. We hope that our parents will work with us to reinforce the importance of attending school regularly.
- Overseas leave for holidays or visiting will **NOT** be considered as a valid reason.



# Communication With School

- Form / subject teachers
  - **Pupil's Companion, e-mail or telephone for appointment**
- Year Heads, HOD, VP/P:
  - **Telephone 68861413 for appointment**
- Parents Gateway (PG) 
  - **Important to download** as **ALL** of the school's announcements/ notifications will be published on PG.
- Email (greendale\_ps@moe.edu.sg)
- School website



# Important Information

## Special Education Needs Officer (SENO)

- Provide support to students with special educational needs (SEN), in mainstream schools. Examples of special educational needs are dyslexia, attention deficit hyperactivity disorder (ADHD), mild autism spectrum disorders etc.
- We have 4 SENOs to work with students with special needs. They provide intervention support and work with parents or external agencies to ensure continued support for them.





# Important Information

## Financial Assistance Scheme (FAS)

- Singapore Citizens in financial need can get assistance from MOE on school fees and other expenses.
- Parents can apply through school. Please approach the office staff for application form. Submit the required documents, together with the completed form to the office staff.



Information on FAS.



FAS application form



# Preparing for education @Greendale Primary

## Briefing by Class Teacher



# Proud to be a **GREENDALITE**

*Be Good. Do Good. Look Good. Be Punctual*

## Graciousness

Self

I come to school punctually everyday

Others

I speak politely to everyone

I use kind words

## Responsibility

Self

I always choose to do the right thing

I look neat and tidy all day

Others

I keep my legs and hands to myself

I do not hurt my friends

## Appreciation

Self

I take good care of my things

I keep the school clean and tidy

Others

I say thank you when someone helps me



# Subject Matters

<b>ENGLISH (EL)</b>	<b>MATHEMATICS (MA)</b>
<b>MOTHER – TONGUE (MT)</b>	<b>SOCIAL STUDIES (SS)</b>
<b>ART &amp; CRAFT (AC)</b>	<b>MUSIC (MU)</b>
<b>FORM TEACHER GUIDANCE PERIOD (FTGP)</b>	
<b>PHYSICAL EDUCATION (PE)</b>	<b>Wear PE attire</b>
<b>PROGRAMME FOR ACTIVE LEARNING (PAL)</b>	<b>Wear PE attire</b>



# Subject Matters

## LEARNING OUTCOMES (LO)

The Learning Outcomes state what we want our students to learn and attain.

## QUALITATIVE DESCRIPTORS (QD)

Instead of marks and grades, each student will be given feedback on their learning progress in the form of four levels of Qualitative Descriptors.



# Subject Matters

## QUALITATIVE DESCRIPTORS (QD)

- These Qualitative Descriptors reflect the individual student's MASTERY LEVEL and LEARNING for each of the Learning Outcomes as assessed by the teachers.
- Parents and students should use these descriptors as a form of feedback on the learning areas for each subject.



## Subject Matters

### QUALITATIVE DESCRIPTORS (QD)

Qualitative Descriptors	What it means
Accomplished	<b>Strong understanding and application of concepts and skills.</b> Thorough understanding of all or nearly all key concepts and skills and routinely makes connections/ or demonstrates them.
Competent	<b>Good understanding and application of concepts and skills.</b> Understands most key concepts and skills and often makes connections to them/ or demonstrates them.
Developing	<b>Basic understanding and application of concepts and skills.</b> Understands some key concepts and skills and occasionally makes connections to them/ or displays them in action.
Beginning	<b>Minimal understanding and application of concepts and skills.</b> Displays very little understanding of basic concepts and skills and rarely makes connections to them/ or displays them in action.

# Admin Matters

(Refer to Handbook Pg 4 to 6)

- To avoid overloading the school bag, teachers will be collecting books and files for different subjects on the **FIRST 3 DAYS** of school. These items will be kept in the classroom as they are used daily. They will be returned when there is homework or when parent's signature is required.
- Students are to pack their school bags according to the checklist and check that they have labelled all items with their **FULL NAME** and **CLASS**.





## Things to Bring Daily

- **School bag** (trolley bags are not encouraged)
- **Pupil's Companion** (Given by school)
- **Story books** (English or MTL)
- **Water bottle**
- **Tissue Paper**
- **Purse/ Wallet and money**

- Students are to stay at home when they are unwell or have flu symptoms
- Do inform the Form Teacher
- Submit **Medical Certificate (MC)** immediately to Form Teacher upon returning to school

## Students Who Are Unwell

## Things to Note

- Calendar of Events (Semester) to be sent via Parents Gateway
- Received by Week 1:
  - Class Time Table
  - Mode of communication (Form & Subject teachers)

# Good Practices

## 1) Teach them Responsibility

- Train your child to take care of personal belongings.
- Label **ALL** their belongings
- Develop habit of packing school bag with little assistance from parents
- If your child forgets to bring something to school, please **DO NOT** make a special trip to deliver it to them



## Good Practices

- 2) Ensure that your child has at least 8 hours of sleep and comes to school **PUNCTUALLY** every day.
- 3) Encourage/Supervise completion of homework. **DO NOT** do it for them.



# Questions



<https://go.gov.sg/gdpssurvey>

<https://go.gov.sg/gdpssurvey>

