

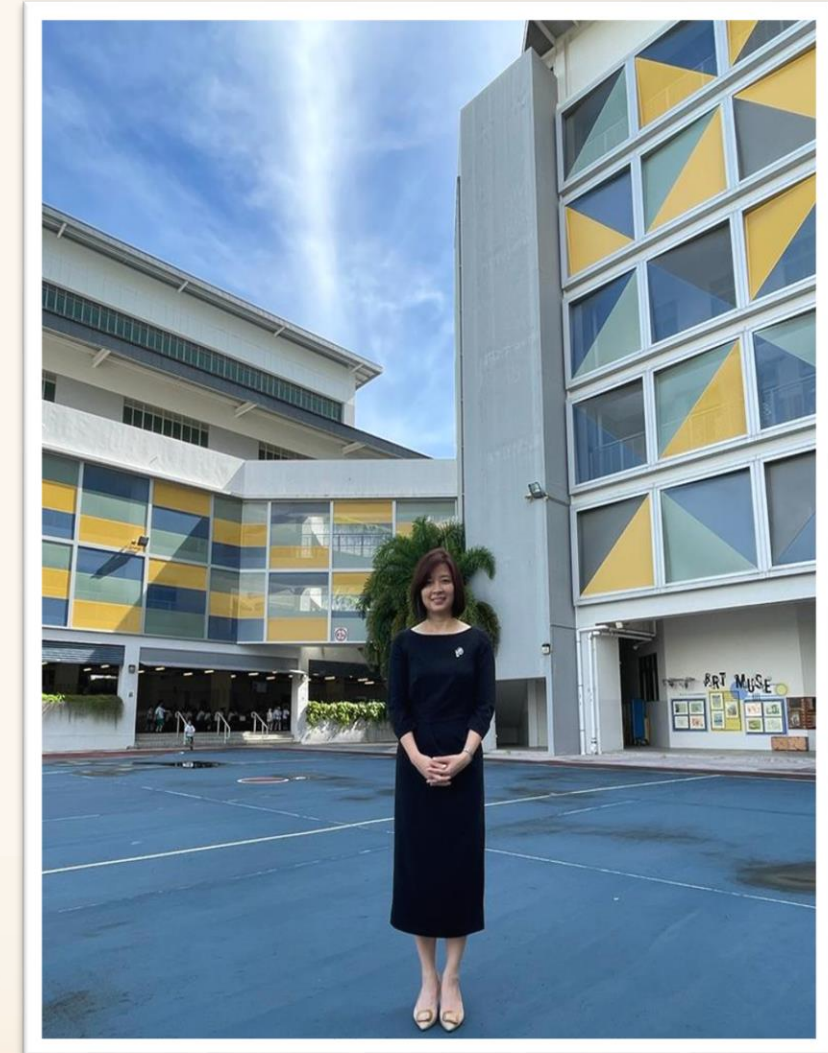


when I grow
then they
la

Principal's Address (3 Jan 2023)

Self-Introduction

- 2.5 years: Margaret Drive Special School
- 10 years: Poi Ching School (Primary School)
- 3 years: Guidance Branch, HQ
- 4.5 years: Wellington Primary School
(with MOE Kindergarten)





Fern Green

Our School Leaders



Mr See Kok Kiong
Vice-Principal (Academic)



Mdm Kylicia Soo
Vice-Principal (Academic)



Mrs Andrea Tan
Vice-Principal (Admin)

Reflective Inquirers, Aspiring Advocates, Steadfast Leaders

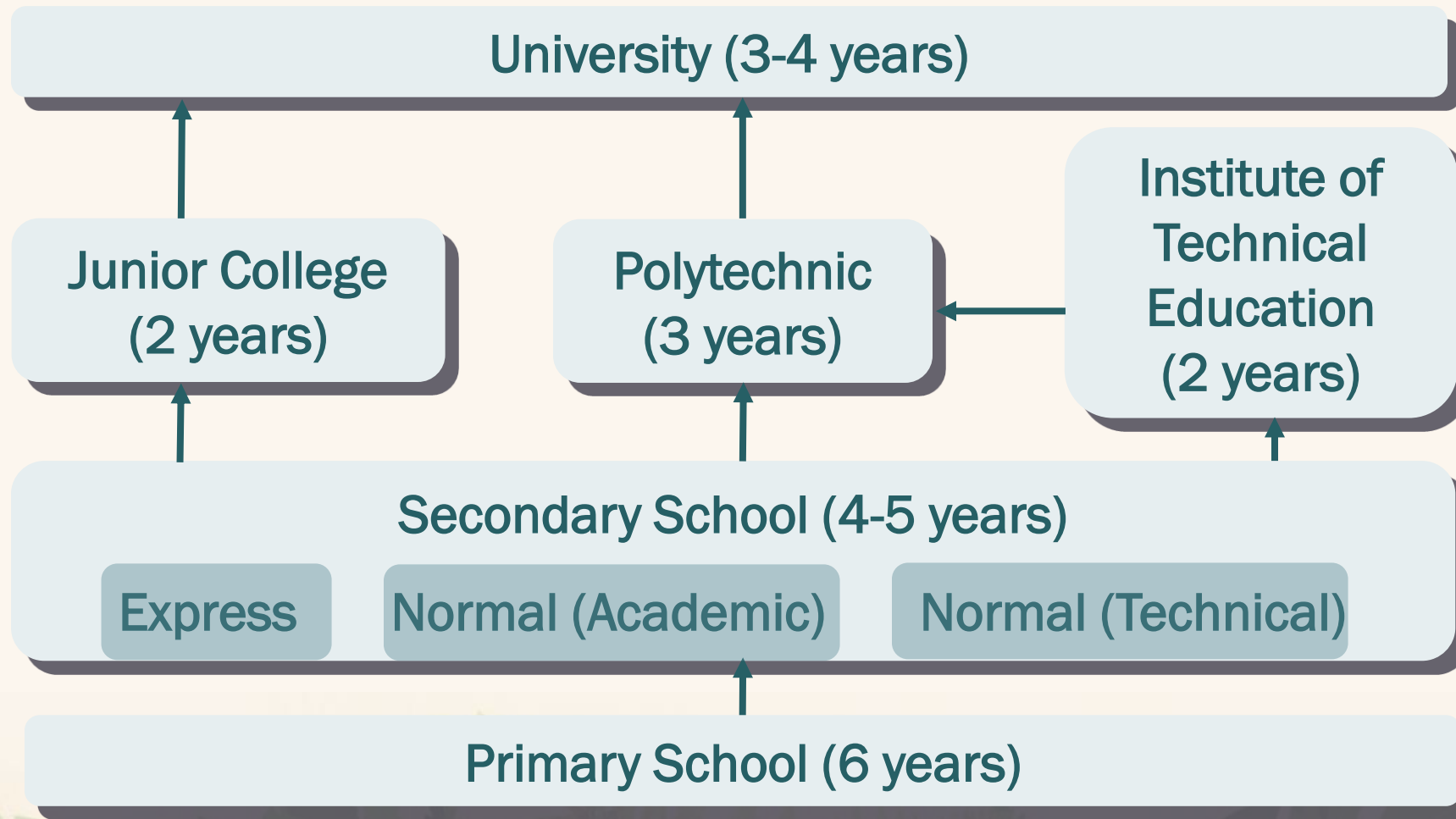


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What was your primary school experience like?
<https://www.youtube.com/watch?v=9paLbNR2zWg&t=112s>

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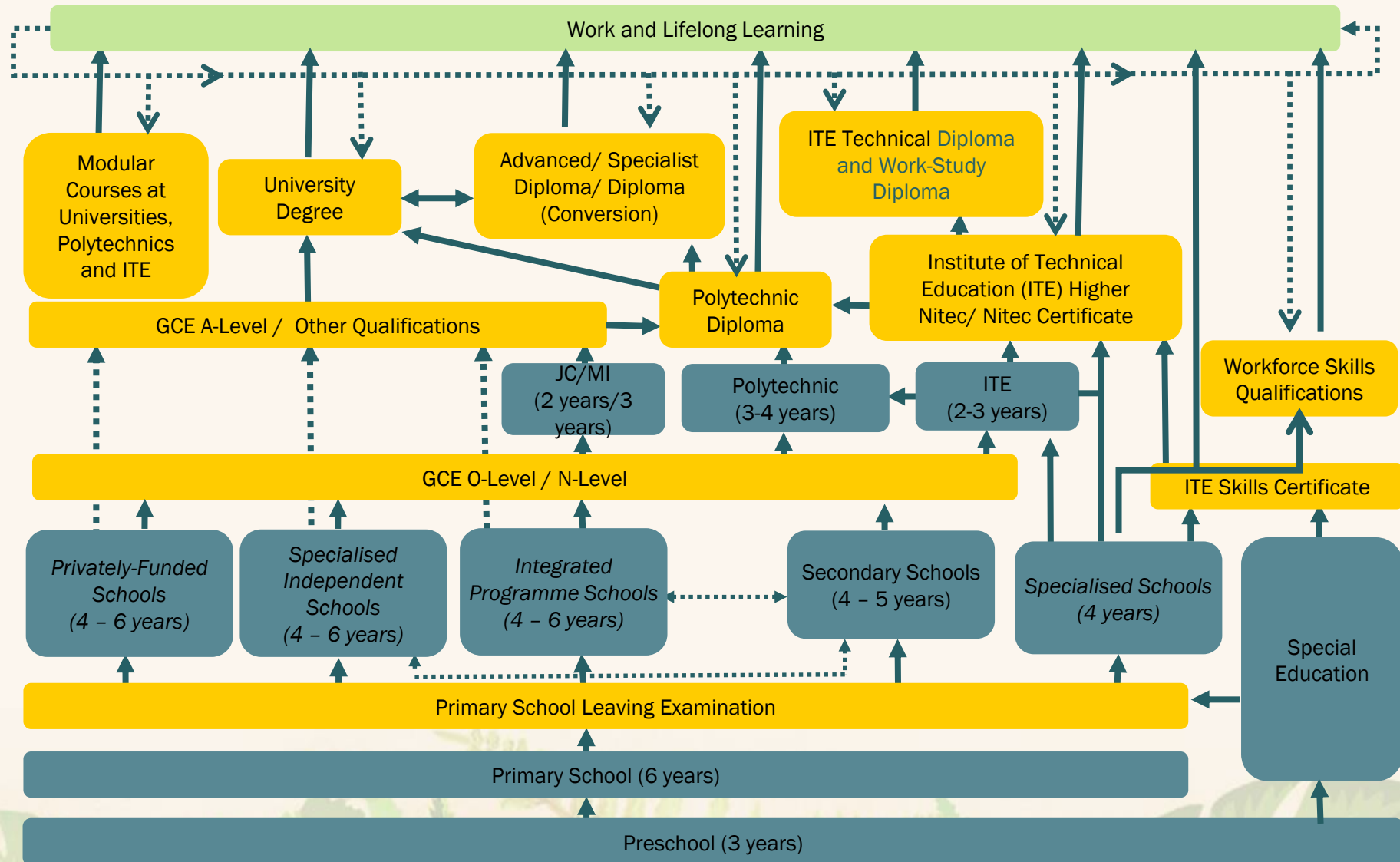
Educational Pathways in the Past




OFFICIAL (OPEN) \ NON-SENSITIVE

Educational Pathways Today

with More Diverse Pathways and Opportunities



Learn for Life: Changes in School-based Assessments

Before 2019	From 2019	From 2020 or 2021
Adjusting School-based Assessment Structures		
<p>P1</p> <ul style="list-style-type: none">> No examination, but weighted assessments are conducted throughout the year <p>P2</p> <ul style="list-style-type: none">> Weighted assessments throughout the year and year-end exam <p>P3-P6</p> <ul style="list-style-type: none">> Mid-Year Exam (MYE) and year-end exam, in addition to weighted assessments throughout the year <p>Secondary level</p> <ul style="list-style-type: none">> Most schools conduct Mid-Year Exam (MYE) and year-end exam, in addition to other weighted assessments throughout the year	<p>P1 & P2</p> <ul style="list-style-type: none">> Removal of all weighted assessments (including P2 year-end exam) <p>S1</p> <ul style="list-style-type: none">> Removal of Mid-Year Exam (MYE) <p>From P3 to S4/5</p> <ul style="list-style-type: none">> Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to Mid-Year Exam (MYE) and year-end exam at levels where this is applicable	<p>P3, P5, S3</p> <ul style="list-style-type: none">> Removal of Mid-Year Exam (MYE) 

From 2023

Removal
of MYE
for all
levels in
primary
schools

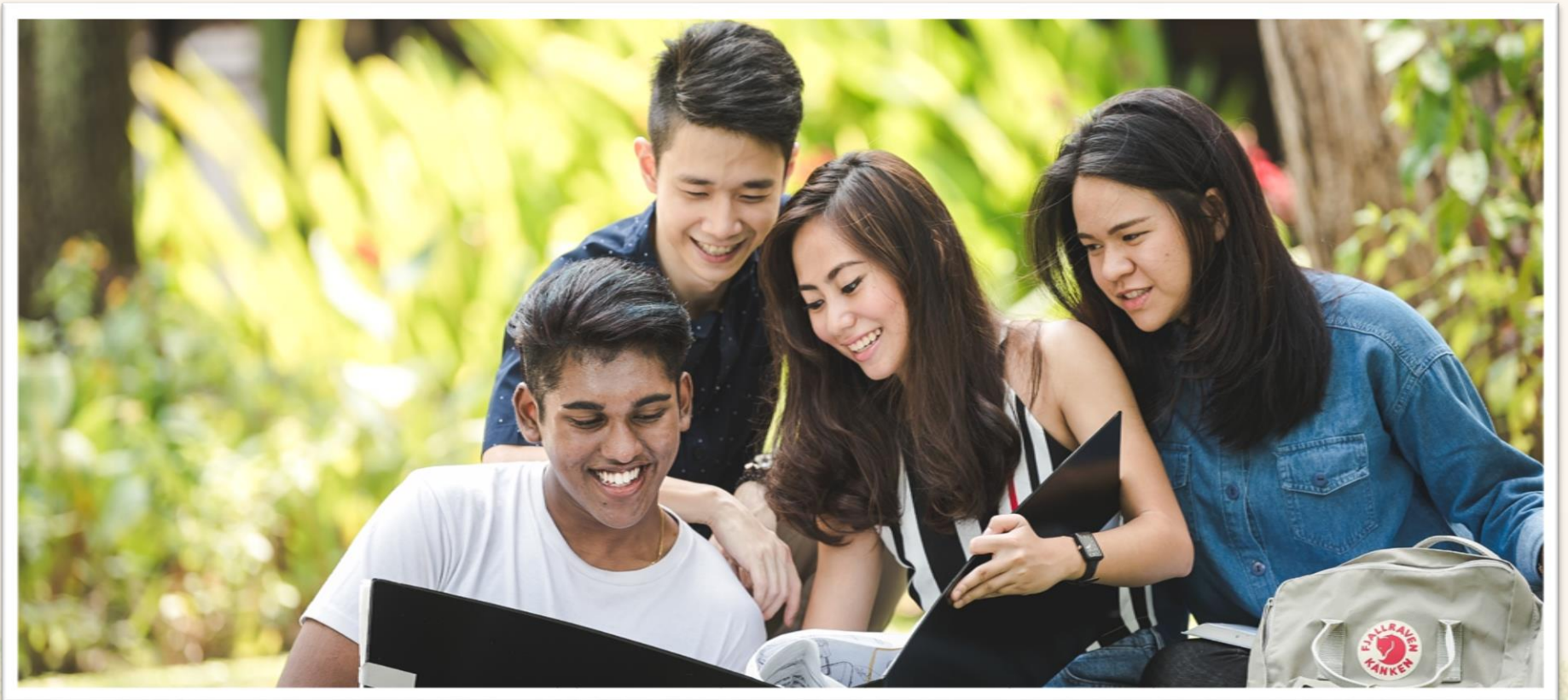
Learn for Life



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“Let us prepare every child for the test of life,
and not just a life of tests.”

PM Lee, National Day Rally 2012



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How will I know about my child's progress?

- Even with the removal of mid-year examinations, teachers continue to assess their students. E.g. provide developmental feedback via class work and checkpoints.
- Use of qualitative descriptors instead of marks and grades to report students' learning progress in the report book (Holistic Development Profile).
- Parents will be kept informed of the child's progress via various channels of communication e.g. Parent-Child-Teacher Conference (PCTC)

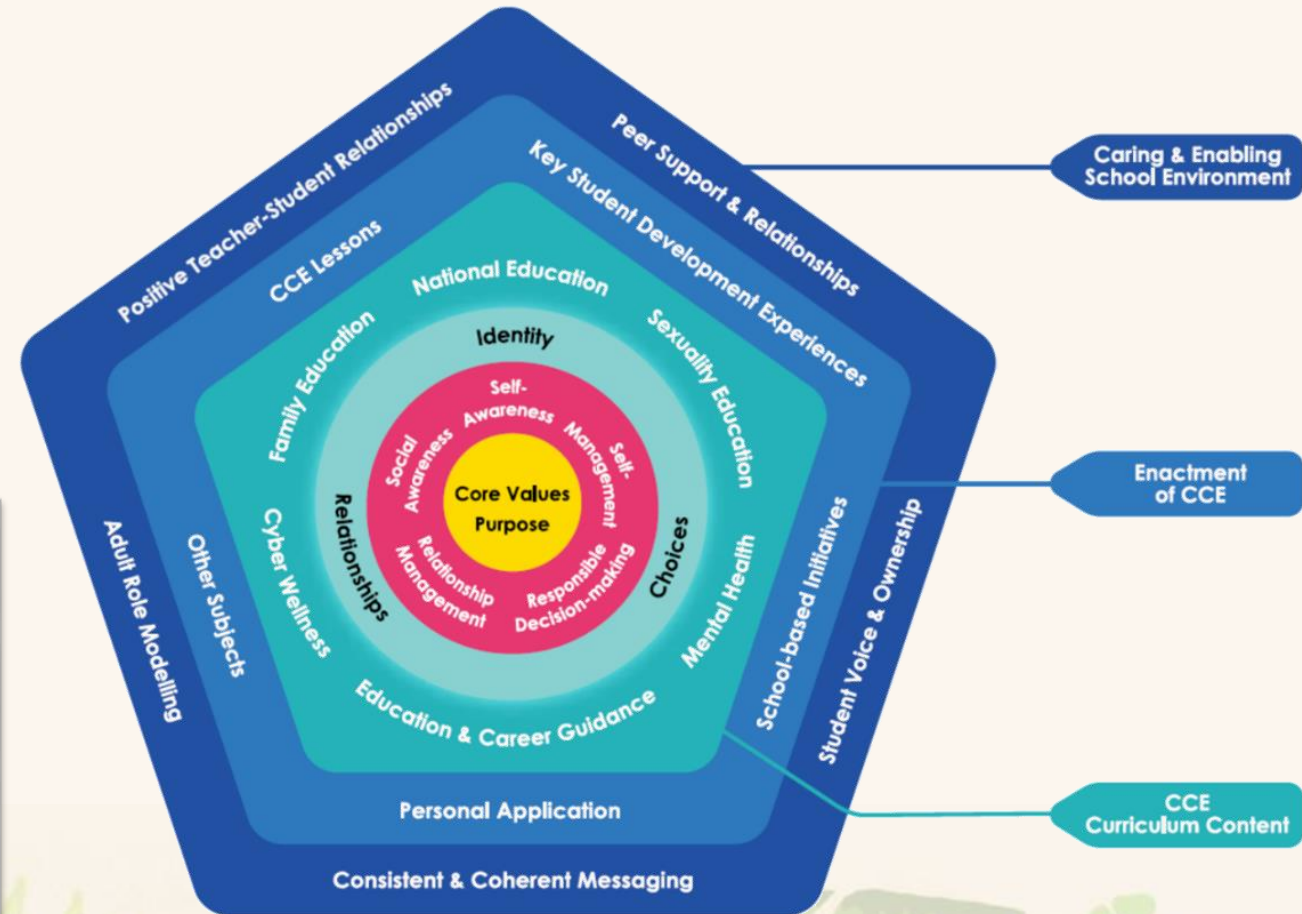


Preparing our students for life:

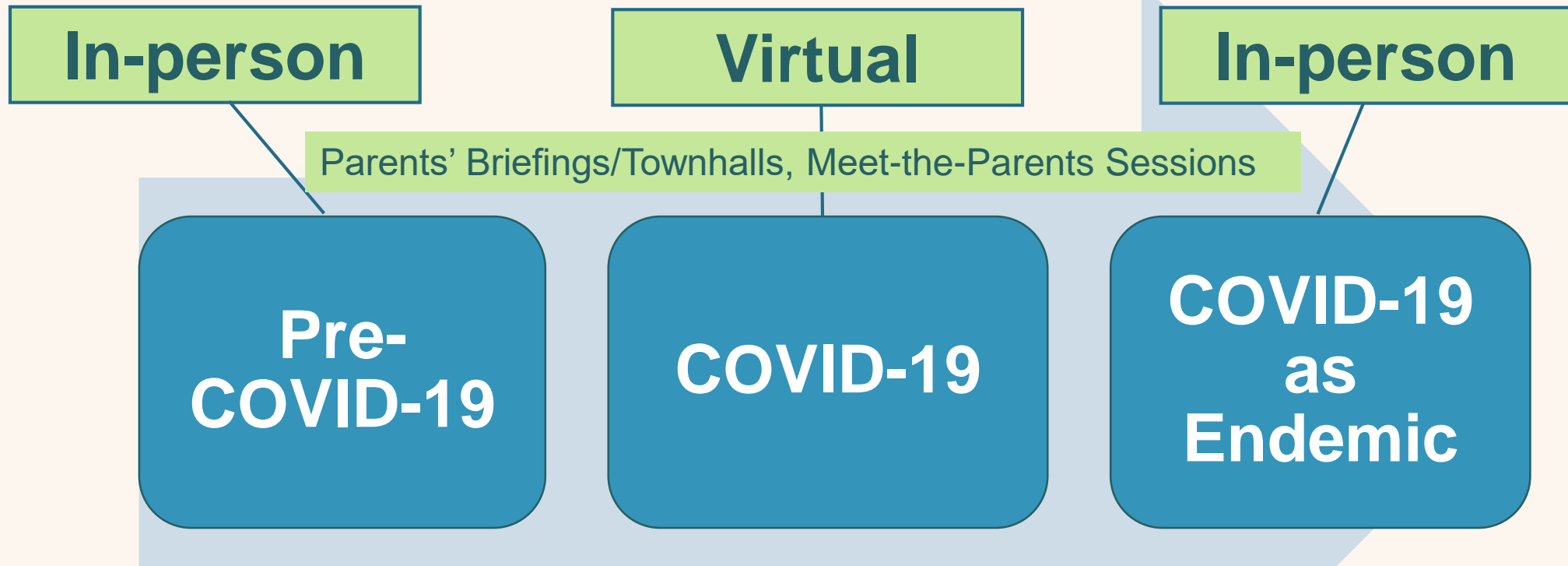
- **Learn for Life** as an important value, attitude and skill.
- For example: During Programme for Active Learning (PAL), students are given opportunity to learn social skills such as turn-taking and teamwork.



Character and Citizenship Education 2021



Reflective Inquirers, Aspiring Advocates, Steadfast Leaders



Learning from COVID-19 SMM

- Mass Assembly in the MPH/ISH
- Parent-Child-Teacher Conference (PCTC) - via zoom/in-person
- Parents on board Parent Gateway (PG) - a key communication platform

Resume in-person experiences for FG students

P1	P2	P3	P4	P5	P6
2023	2022	2021	2020	2019	2018

(Entry Year to Fern Green Primary School)



2023

- Learning Journeys (P1-P6)
- Swimsafer programme
- P5 Outdoor Adventure Camp (3D2N)

But

- No overseas trip yet



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Fern Green

School Vision

Reflective Inquirers, Aspiring Advocates, Steadfast Leaders

School Mission

To nurture talents, passion for learning, sense of empathy
and spirit of adventure

School Values

Respect, Responsibility, Resilience

Integrity, **C**are, **H**armony

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3 Levels of Behaviour



Level 1

- Have to be told what to do.
- Be good to avoid negative consequences.

Level 2

- Know what to do without being told what to do.
- Do the right thing when no one is watching.

Level 3

- **Aspiring Advocates and Steadfast Leaders**
- Stand up for causes and take actions for better outcomes.
- Seek the best in others.



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RHB Chinese New Year 2022: A Spark For Change

<https://www.youtube.com/watch?v=SLEWqzreGpE&t=19s>

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R³ICH

3 Levels of Behaviour



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About Education

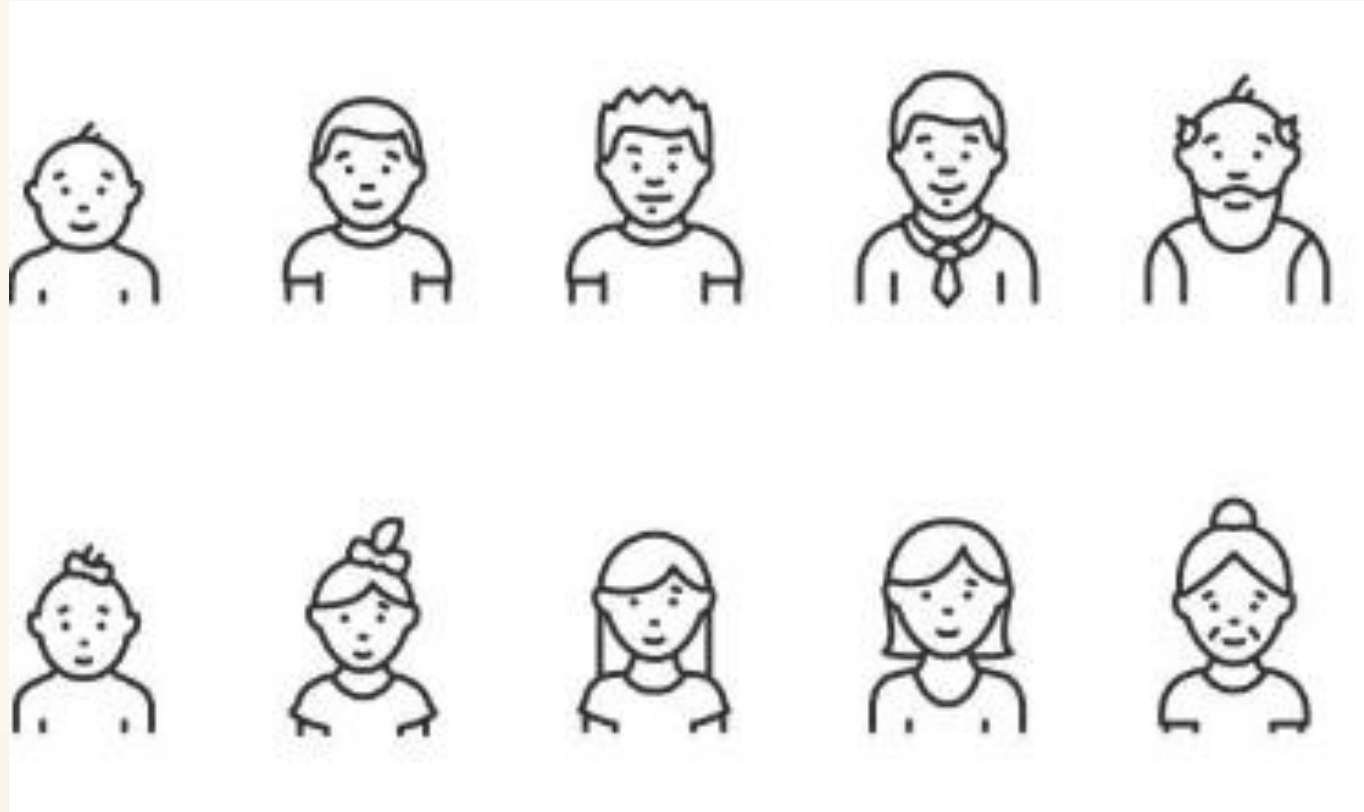
Whatever we remember about our schooling days is getting to be less important, because we went to school to prepare for TODAY, which is much different from TOMORROW's world.

We may have a wrong idea of what is important in education today if our only frame of reference was our own schooling.



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What do you hope for your child to be?
What kind of adult do you hope for your child to become?



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THINK!! DUAL CAREER

a HAPPY successful student & a PRODUCTIVE successful adult

8 SMALL PROGRESS STOPS 8 8 LARGER 1 LARGEST STOP



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We don't know what we don't know

Before you laugh at the sceptics that didn't quite see the paradigm shifts in job roles, it's important to realise that we one day might be in their shoes. In the same way they couldn't predict the jobs of today in the 2010s... we can't help but wonder what will be the hot jobs of the 2030s – given how technology continues to develop at an exponential rate.

The best thing we can do? Keep our skills updated, stay abreast of the latest developments, and do a career check-up often.

5 jobs that did not exist 10 years ago

- Drone pilot
- Development, Security and Operations engineer
- Full stack developer
- UX/UI Designer
- Cloud Infrastructure Engineer

What are the predictors for rain?

- Dark clouds
- Low clouds
- Thunder
- Lightning
- Atmospheric pressure



What are the predictors for happy and successful primary school experience?

- **Children need structures and boundaries.**
 - Routines and rules make life predictable, and children feel safe and secure.
 - Setting boundaries and limits such family rules, teach responsibility, respect and independence.
 - E.g., structured home schedule (study/learn/play/rest/eat/read/sleep time) for weekday and weekend, wake-up routine
 - E.g., structured and regulated screen time
- It takes time and effort. Positive attitudes and winning habits must be formed now. It increases our chance of achieving success for our children.

What are the predictors for happy and successful primary school experience?

- Children need structures and boundaries.
- **Children need organisational skills.**
 - In 2008 study, the root of students' problems such as late and sloppy work, unpreparedness for classes, lax attitudes, is the lack of organisational skills. These students have disorganised bags, pencil cases, lockers, tables etc.
 - Strategies: teach them to monitor and write down homework, clean out clutter in school bags, break down big project or homework into small chunks, checklists etc.

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- **Kind of classmate he/she is.**



What are the predictors for happy and successful primary school experience?

- Children need structures and boundaries.
- Children need organisational skills.
- Kind of classmate he/she is.
- **Motivation and confidence before subject mastery.**
 - How can we help our children be motivated and confident?
 - ✓ Set high (and realistic) expectations.
 - ✓ Be concerned about grades but not obsessed with grades.
 - ✓ Know your child's personality well.
 - ✓ Analyse grades and give helpful suggestions to child on how to learn better but not at the expense of motivation and confidence.

What are the predictors for happy and successful primary school experience?

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-
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Partnering the School

1 Knowing your child

2 Developing your child

3 Keeping in touch with the school



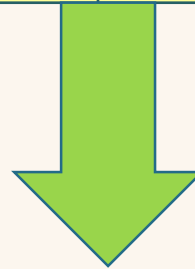
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School-Home Partnership

DAY SHIFT & NIGHT SHIFT



Mutual
Support



Mutual
Respect

**Sleep &
being
punctual
for school**

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School-Home Partnership

Our children do best when schools and parents
work hand in hand to support them.
It takes a village to raise a child.



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