



# School Leaders and YH Engagement Session 2024

Primary 1 and Primary 2 Level Matters

Sharing by Mdm Nuriah (Year Head Lower Primary)



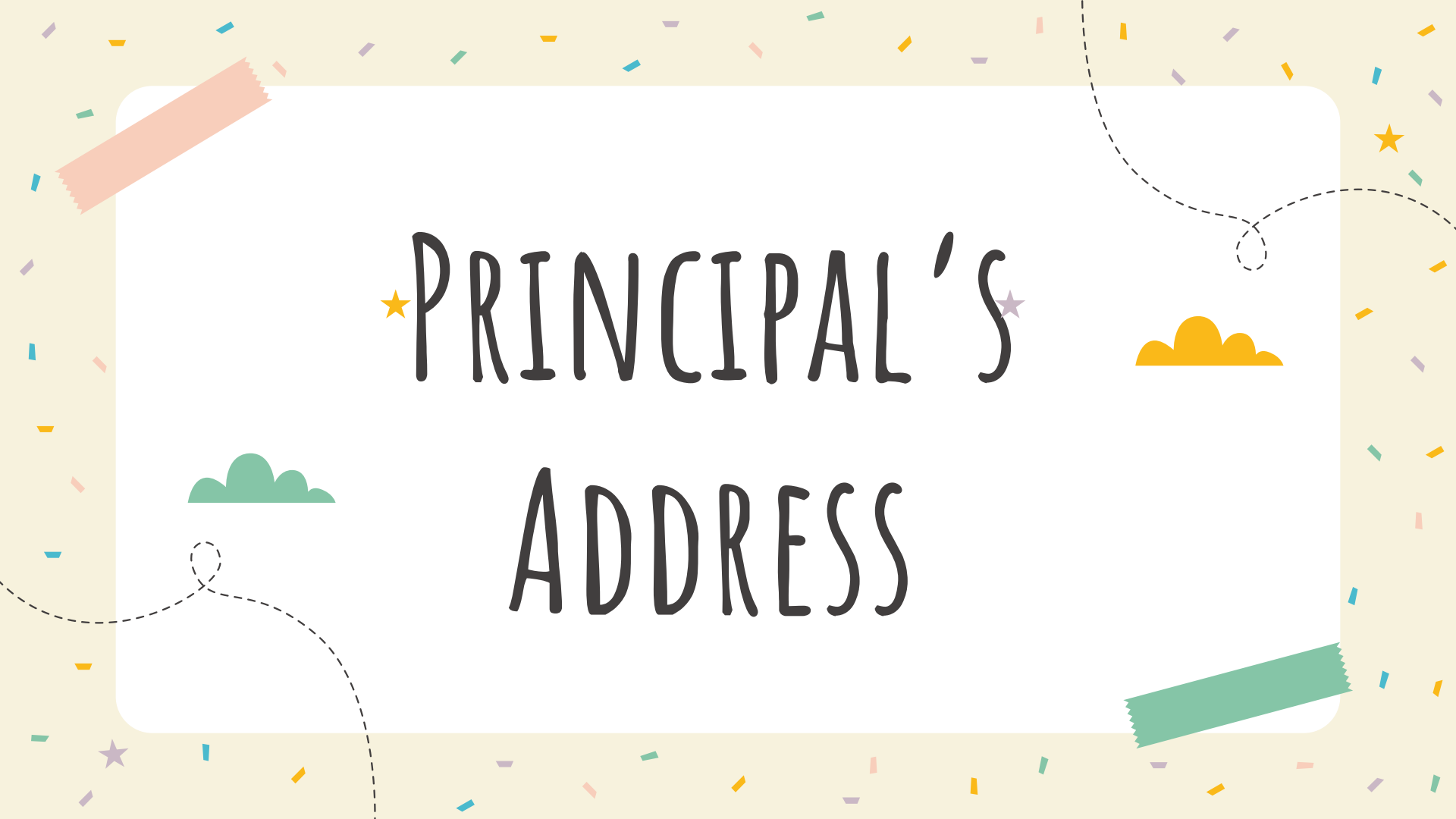
# Housekeeping Matters

1. Kindly ensure that you have signed in using the following conventions:
  - Class + Child's Name (e.g. [Sally Tan 1 Care](#))
2. Ensure that your microphone is muted.
3. If you have questions during the session, kindly click on the link in the chat function to key in your question.





# OUTLINE OF TODAY'S SESSION

**2.00 p.m. to 2.20 p.m.**

1. Principal's Address
2. Level Expectations
3. Level Experience



★ PRINCIPAL'S ★  
ADDRESS





# Principal's Welcome



# Introduction



**Every child has unique strengths and interests waiting for us to discover.**



**Appreciation of whole of Government effort in moulding the future of our nation**



**Primary education sets the foundation for life.**



# Our Shared Beliefs

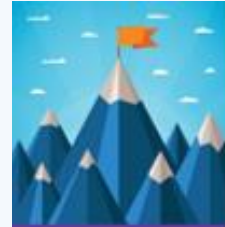
*We value every student.*

- *We love, value and accept our students for who they are.*



*Every student wants to succeed.*

- *We are committed to nurturing the whole child.*



*All can learn.*

- *We celebrate every success.*



# Our School Mission, Vision and Values

- **Vision:** A Learner. A Thinker. A Leader.
- **Mission:** Ignite Passion For Learning, Nurture Strength of Character.
- **Values:** Diligence, Discipline, Integrity, Respect, Responsibility, Care, Harmony, Resilience.
- **Motto:** Diligence Before Success.





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*What makes  
Zhonghua  
Primary  
distinctive?*

*Caring Culture*

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# What makes Zhonghua Primary distinctive?



*Rich and Diverse Learning Experiences*



# What makes Zhonghua Primary distinctive?

## Strong Partnerships





*The next lap...*

*Preparing Learners,  
Thinkers and Leaders  
for the Future*

# Urgency for Future of Learning

Accelerating pace of technological advancement



Politically fractured economies





# Equip our children with 21<sup>st</sup> Century Competencies

*Critical, Adaptive and  
Inventive Thinking*



*Communication,  
Collaboration and  
Information Skills*



*Civic, Global and Cross-  
Cultural Literacy*



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*Thank you and  
wishing you a  
fruitful 2024!*





LEVEL  
EXPECTATIONS

The image features a central white rounded rectangle on a light yellow background. The background is decorated with colorful confetti (blue, orange, purple, green), stars (yellow and purple), and clouds (green and orange). A dashed line with a circular end loops around the white rectangle. Two torn-edge strips, one orange and one green, are positioned at the top-left and bottom-right corners of the white rectangle, respectively.

# FOCUS FOR LOWER PRIMARY

**Learning to be self-directed by deriving enjoyment from the learning process, willingly embracing challenges, and demonstrating a sense of care for both themselves and others.**





# WHAT IS TRANSITION TO SCHOOL?





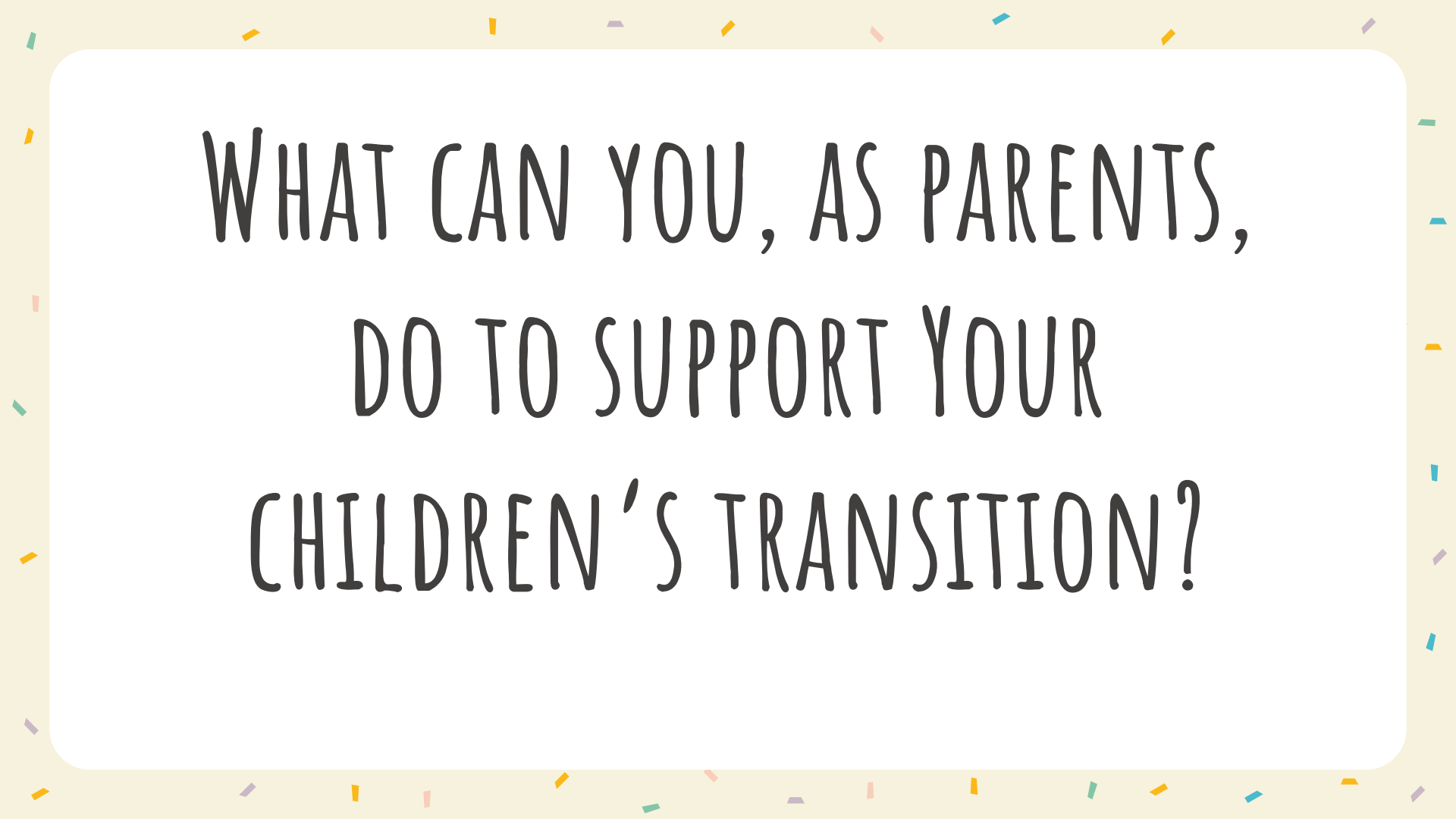
- It is a child's experience of change as she makes the move from her **preschool** setting to the **primary** school setting.
- It involves leaving behind some **familiar** routines, places, people, roles and relationships to start a '**new life**' in a place that is likely to include differences in routines, people, roles and relationships.

HOW DO WE KNOW IF A  
CHILD'S TRANSITION IS  
SUCCESSFUL?

# He/she...

- feels safe and secure at school
- is eager to go to school
- has friends at school
- is willing to ask if he/she needs information
- cooperates with other children
- can follow school routines
- is pleased with their social adjustment

- **There are people who are there for the child.**
- **The child knows who he/she can go to for help.**
- **The child is willing to try out new experiences i.e. new subject, making new friends.**

The image features a white rounded rectangle centered on a yellow background. The background is decorated with small, colorful confetti pieces in shades of orange, teal, purple, and pink. The text inside the rectangle is written in a dark grey, hand-drawn, sans-serif font. The text is arranged in three lines, centered horizontally.

WHAT CAN YOU, AS PARENTS,  
DO TO SUPPORT YOUR  
CHILDREN'S TRANSITION?

# Create a **SAFE, SUPPORTIVE** and **INCLUSIVE** home to foster socio-emotional development.

Such an environment helps children to...

- **MANAGE** their own positive and negative feelings.
- **CREATE** meaningful relationships with their parents at home, and with peers and teachers at school.
- **BE** different and to have different ideas.
- **VALUE** both the similarities and differences they share with others.



**TEACHERS AND PARENTS work with each other to support children's transition experiences.**

**Quality relationships** come about when teachers and parents take the time and initiative to...

- **talk** with children about their feelings
- **address** their concerns when these arise
- **show** their empathy, care and compassion for the children through their words, body language and actions

# Communicate, Engage and Partner with each other

Provide **CONSTRUCTIVE FEEDBACK** to teachers about the school-related activities/events, e.g., sharing why they are unable to attend school, how the activity was meaningful to them, or what can be improved on.

Providing feedback is easier to achieve when there is **TRUST** and **QUALITY RELATIONSHIPS** between teachers and parents; hence the importance of quality relationships.

The image features a white rounded rectangle centered on a yellow background. The rectangle is surrounded by a border of small, colorful confetti pieces in shades of orange, teal, purple, and pink. Inside the rectangle, the text "TRANSITION IS A JOURNEY..." is written in a dark grey, hand-drawn, sans-serif font. The text is arranged in two lines: "TRANSITION IS A" on the top line and "JOURNEY..." on the bottom line.

TRANSITION IS A  
JOURNEY...

It takes place over **A PERIOD OF TIME** and is **NOT A ONE-OFF EVENT**.

- **Begins** before the first day of primary school
- **Ends** when the child feels that she has adapted to life in the primary school

**Successful transition depends on child's experiences and duration may be different for each child.**

# ASSESSMENT RELATED UPDATES

*For Parents' Info*



- **Focusses 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.**

# HOLISTIC ASSESSMENT





# ASSESSMENT REPORTING

Level/Term	Term 1	Term 2	Term 3	Term 4
P1		HDP (QDs)		HDP (QDs)
P2		HDP (QDs)		HDP (QDs)

HDP – Holistic Development Profile (report card)  
QDs – Qualitative Descriptors

## QUALITATIVE DESCRIPTORS

### Holistic Development Profile For Year 2021

Page: 1 of 4  
Date: 24 May 2021

Name  
Age on 1st Jan  
Class  
Form Teacher  
Co-Form Teacher

#### SUBJECT

#### English Language

Listening: Listen attentively and follow simple instructions.

Competent

Speaking: Speak clearly to express their thoughts, feelings and ideas.

Competent

Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).

Accomplished

Reading: Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.

Competent

Writing: Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.

Competent

#### Chinese Language

Listening: Listen attentively to short, simple spoken content related to daily life.

Accomplished

Speaking: Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.

Accomplished

Reading: Recognise characters taught in Primary 1.

Accomplished

Reading: Read aloud Primary 1 texts with accuracy.

Accomplished

### Holistic Development Profile For Year 2021

Page: 2 of 4

Name :

#### SUBJECT

#### Mathematics

Understand numbers up to hundred.

Accomplished

Understand addition and subtraction.

Accomplished

Add and subtract numbers.

Accomplished

Identify, name, describe and sort shapes.

Competent

Read and interpret picture graphs.

Accomplished

#### Social Studies

Recognise that everyone is unique.

Accomplished

Identify the different roles that students play at home, in class and in school.

Competent

Ask questions to learn more about self, people and places.

Competent

#### Art

Identify simple visual qualities in what they see around them.

Accomplished

Ask questions about what they see.

Competent

Draw from their imagination and observation.

Competent

Show interest in looking at a variety of artworks.

Competent

# LEARNING SUPPORT FOR OUR PUPILS

*For Parents' Info*



# ZPS HOMEWORK TIME NORMS

Levels	Approximate Daily Time Norms	Suggested Weekly Time Norms
P1 & P2	0.5 - 1.0 hr	3 – 7 hr

- Homework can come in different modes. Pupils should clarify and understand the expectations of the tasks assigned.
- Pupils are expected to record homework tasks in the Pupil's Diary and refer to them at home as a reminder to complete all their homework.
- Homework must be submitted on time.
- Inform the teacher if they encounter difficulty in completing the homework tasks on time.
- Take pride in their homework and complete homework assignments to the best of their ability.
- Establish a homework routine that is free from distractions.

# LEARNING SUPPORT PROGRAMME

Subject	Frequency	Conducted by
English Language	<ul style="list-style-type: none"><li>• <b>Daily</b></li><li>• <b>1 period</b></li><li>• <b>During EL periods</b></li></ul>	Trained LSP teacher
Mathematics	<ul style="list-style-type: none"><li>• <b>Daily</b></li><li>• <b>During Math periods</b></li></ul>	Trained LSM teacher

# CIRCLE TIME



Circle Time is a time that we have set aside for teachers and pupils to build positive relationships, to listen to one another as well as to solve problems that they are facing as a class.

At Lower Primary, topics of discussion range from friendship and kindness, hobbies and interests, healthy habits, cultural celebrations as well as coping strategies for challenging emotions.



# LEVEL EXPERIENCES





# LEVEL EXPERIENCES FOR LOWER PRIMARY

Project Work	Term 2
MTL Fortnight	Term 3
Outdoor Leadership and Environmental Education (PAL)	Term 1 & 2
Shining Stars (PAL)	Term 4



# PARENTAL SUPPORT



ROLE MODEL... SUPPORT... LOVE...

# PARENTAL SUPPORT



## GROWTH MINDSET

- LOVE learning
- Believe in the Power of Yet



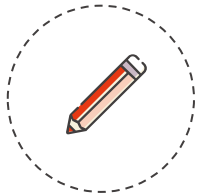
## PROMPT ACTION

- Discuss problems with your child or teachers



## ICT @ HOME

- SLS
- Internet Websites



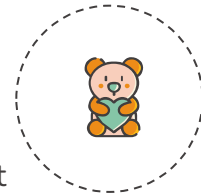
## CHECK

- Make sure your child's work is done daily to the best of his/her ability
- Talk to him/her about his work



## REINFORCE

- Make sure your child practises strategies taught
- Reinforce the good work habits of a self-directed learner



## POSITIVITY

- Have confidence in your child and teachers
- Encourage your child to try



# PARENTS AS MOTIVATOR

## 1. Attitude

Help your child to adopt the right attitude.

## 2. Monitoring

Ensure your child follows the class routine (promptness in preparation, homework, revision).

## 3. Reading

Encourage your child to read (books, magazines, papers), watch and listen to the news daily.

## 4. Speaking

Ensure your child gets as much support in his/her learning as possible (at least one adult: parent/ sibling/ grandparent to speak to the child in his/her MT and help him/her at home).

If you have any questions pertaining to the Engagement Session, please scan the QR code or click on the link



<https://forms.gle/f8VoZYXkps1p8fXx9>





# END OF SHARING!

