



*Making Lives, Waking Hearts
To serve the coming days*

**Welcome to
St Andrew's Junior School
2023 P1 Orientation**



Principal

Mrs Elsie Poey

Vice Principals

Mrs Karen Iviz

Mdm Caroline Hew

Mr Boey Weng Yue

**PREPARING
YOUR CHILD FOR
PRIMARY 1**

OVERVIEW

1 Aims of Primary Education

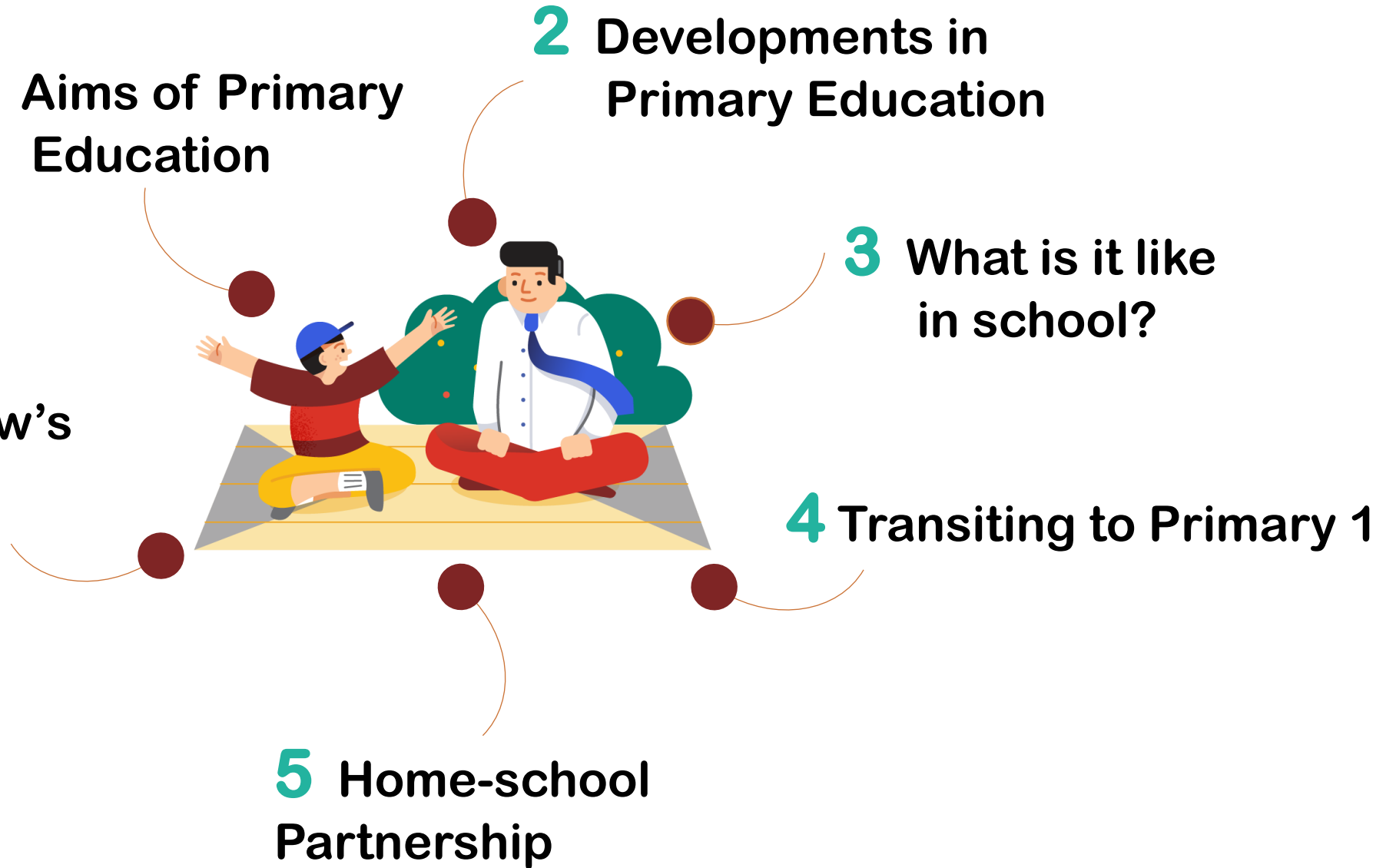
2 Developments in Primary Education

3 What is it like in school?

4 Transiting to Primary 1

5 Home-school Partnership

6 St. Andrew's Village



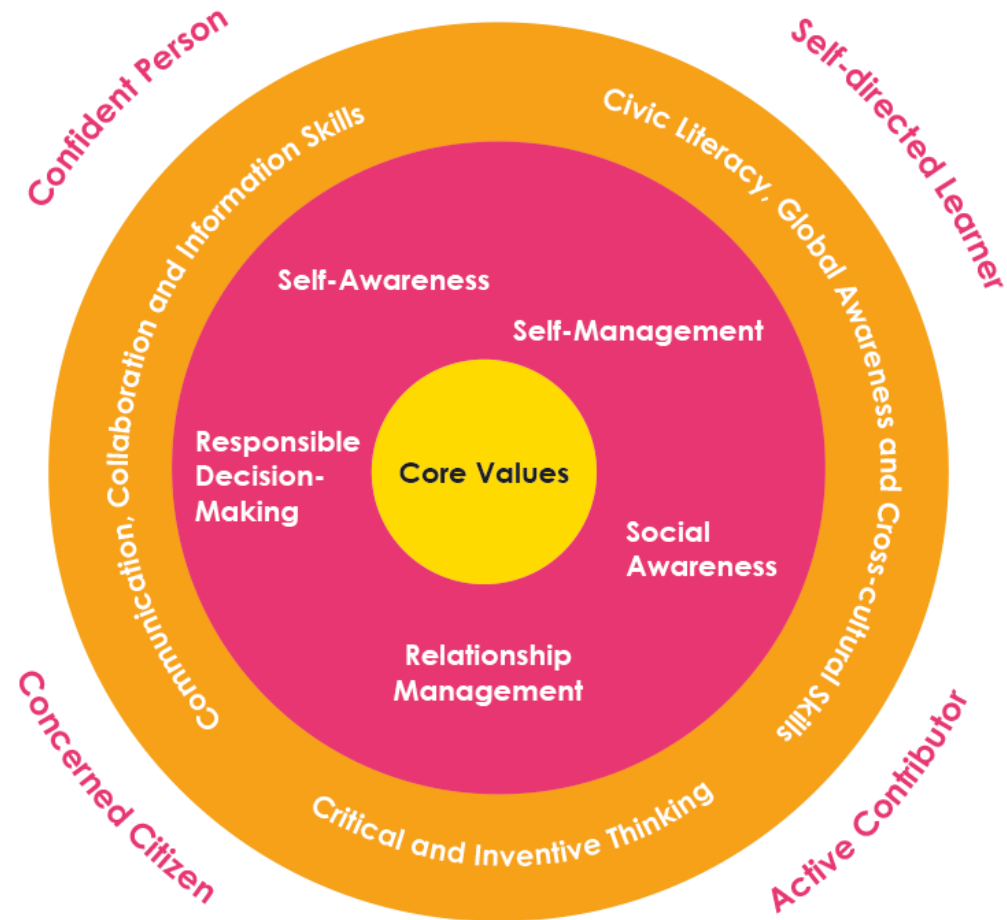
1. AIMS OF PRIMARY EDUCATION

- Lay a **strong foundation**
- Nurture **well-rounded individuals** and **passionate lifelong learners**
- Prepare the child for the **future**

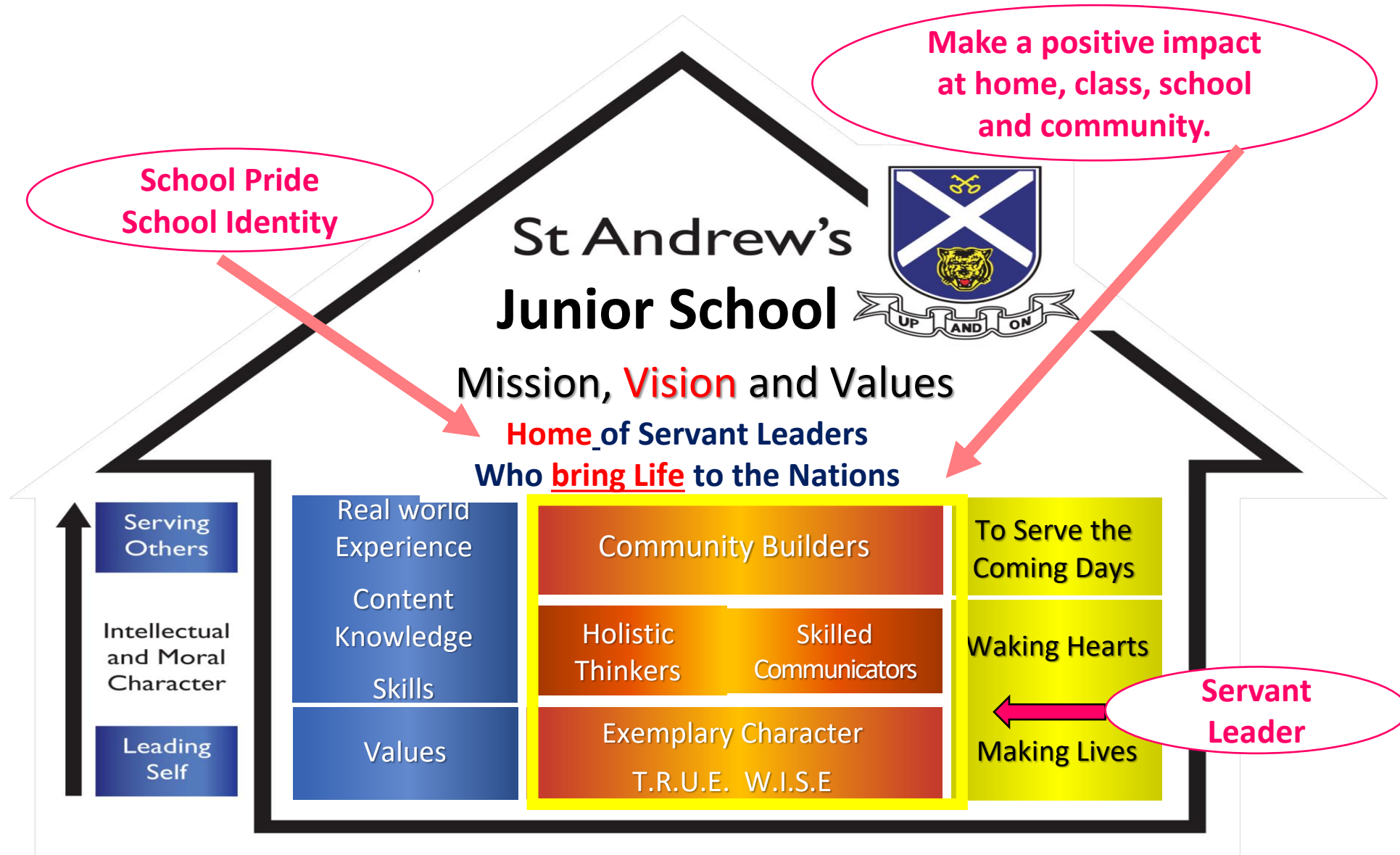


WE WANT OUR CHILDREN TO BE

- **Confident**
- **Self-directed learners**
- **Active contributors**
- **Concerned citizens**



St Andrew's Junior School Education Model



2. DEVELOPMENTS IN PRIMARY EDUCATION

1. Move away from over-emphasis on academic grades:

- Review of PSLE scoring
- Reduction of school-based assessments
- Full Subject-Based Banding (Full SBB)

2. Nurturing a well-rounded individual

- Outdoor Education
- Applied Learning Programmes
- Character and Citizenship Education
- Everyday Responsibilities

3. Opportunities for students with Special Educational Needs (SEN)

- Compulsory Education
- School-based Dyslexia Remediation Programme



Declaration of Special Educational Needs (supported by Psychological Assessment)

Psychological assessment

Psychological assessment is a process of testing that uses a combination of techniques to help arrive at some hypotheses about a person and their behavior, personality and capabilities.

Psychological testing is nearly always performed by a licensed psychologist.

Benefits of declaration

- Allow teachers to understand your child's strengths and weaknesses better.
- Teachers and Allied Educators can adopt possible strategies recommended and facilitate a smoother transition to P1 for your child

Please submit your child's psychological reports / OT reports / therapy reports to the General Office.

3. WHAT IS IT LIKE IN SCHOOL?



Strengthening efforts to nurture well-rounded individuals



Moving away from over-emphasis on grades

3. WHAT IS IT LIKE IN SCHOOL?

Holistic Assessment

- building greater confidence and nurturing a stronger intrinsic motivation to learn so as to develop your child's potential
- Use of appropriate assessment modes to provide useful information to support students' learning and holistic development
- No examinations and weighted assessments at P1 & P2 to ease your child into formal schooling. The criteria for the Edusave Merit Bursary and Good Progress Award has also been changed, to focus on learning dispositions, instead of academic results.
- support your child's learning progress by affirming their efforts and be proud of their learning progress and achievements.

EXEMPLARY CHARACTER

- Saints Protocol
- Morning Devotion & Assembly Prog
- Character Devt Prog
- VIA for P1 & 2 – Home Helpers



S	Stand and Greet	Self-discipline
A	Attentive and Ready	
I	Involvement in Learning <i>(Show interest and initiative)</i>	Wonder
N	Neat and Organised	Resilience
T	Think and Take notes	Wonder
S	Sum up Learning <i>(Share and learn with others)</i>	Excellence

EXEMPLARY CHARACTER

Conduct
Grade

Rubrics
TRUE WISE

Value	Behaviour
Thanksgiving	A Saint expresses gratitude through words when prompted.
Resilience	With encouragement, a Saint does not give up when working on a challenging task.
Unity	With guidance, a Saint interacts well with peers by using language of respect
Empathy	A Saint is able to state the feelings of others
Wonder	A Saint participates actively in learning activities/tasks.
Integrity	A Saint is honest and speaks the truth. He does not lie.
Self Discipline	With guidance, a Saint knows the school rules and follows them.
Excellence	A Saint is open to feedback for improvement.

COMMUNITY BUILDER

- Collaborate in teams
- Keeps others focussed. Examples:-
 - Project C
 - Student Leadership - Class Committee
 - P1 Immersion Programme
 - Everyday Responsibilities



Learning Dispositions

Learning Dispositions	Observable Actions
Wonder	<ul style="list-style-type: none">a. Participates actively in group and/or class learning activitiesb. Asks relevant questions to learn
Resilience	<ul style="list-style-type: none">a. Stays on task and manages distractionsb. Does not give up even when the task is difficult
Unity	<ul style="list-style-type: none">a. Uses positive languageb. Works well with othersc. Disagrees respectfully
Excellence	<ul style="list-style-type: none">a. Is prepared for lessonsb. Is receptive to feedbackc. Uses feedback to improve his learning
Self Discipline	<ul style="list-style-type: none">a. Follows instructions and rulesb. Listens and take turns to speakc. Completes and submits homework on time

4. TRANSITING TO PRIMARY 1

- A smooth transition is made when your child:
 - feels safe and comfortable in their new environment.
 - is able to manage the daily challenges of school life.
- To prepare our Saints for P1
 - Teach them to relate to others
 - Help them develop good habits
 - Nurture them to have positive learning attitudes
 - Create a conducive learning environment at home

TRANSITING TO PRIMARY 1

In school, your child will be equipped with skills to

- Adjust to a larger learning environment
- Interact with more peers and teachers
- Adapt to longer school hours
- Become more independent and responsible

TRANSITING TO PRIMARY 1

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

- 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



Supporting your child's transition through Primary 1

Build a caring home environment to nurture the social and emotional skills of your child using these S.A.F.E. tips.

SUPPORT

- Commit some time every weekend to **play games** and **have fun** together.
- **Visit places** or take part in events that **both of you enjoy**.
- **Encourage** your child to make **new friends**.
- Try out **FTGP*** Family Time activities.

AFFIRM

- **Encourage** your child when he makes **observations**.
E.g. Say "That's interesting!" and ask why he/she said that.
- **Recognise small successes**. E.g. Say "You've made another new friend in class - well done!"

FAMILIARISE

- **Find out** what primary schools have in store for students these days.
- Do practical things to **ease** your child into **new routines**.
E.g. Plan daily routines together, teach your child new habits like packing his/her bag.

EMPATHISE

- **Teach** your child words that **describe feelings**.
- **Acknowledge** your child's **emotions**.
E.g. "It's okay to feel anxious about starting school."
- **Understand** your child's **needs**. E.g. Start bedtime early. Children need a lot of sleep.

**Form Teacher Guidance Period*

Spend Time Chatting. Use T.A.D.

Talk	Ask	Discuss
Talk about fond memories of your own school days. E.g. What you did in Primary One; kind teachers and cheeky classmates you had.	Ask about his/her thoughts and feelings about the school. E.g. FTGP* activities; when he/she felt happiest.	Discuss together what can be done if he/she has worries at school. E.g. Explore how people deal with conflicts.

QUICK TIPS

- Listen without interrupting.
- Nod your head and **ask questions** to show interest and affirmation.

These tips may be used with children of other ages too, it depends on each child's needs. Using these tips as your child journeys through the school years can help ease anxiety and worries, and build warmer and closer relationships at home.

Ministry of Education Singapore

RELATING TO OTHERS

Build your child's interpersonal skills by:

- Modelling the use of friendly and polite phrases
 - “Hello! My name is... what is your name?”
 - “May I please...”
- Providing opportunities for your child to share and take turns during playtime with other children.
- Teaching them coping mechanisms (e.g. deep breaths, quiet corner, stop-think-do) to enable them to manage their emotions.

DEVELOPING GOOD HABITS

Routines help children learn to manage themselves.

Guide your child to do the following independently:

- Keep to a regular bedtime
- Pack their bag
- Make healthy food choices
- Dress themselves
- Buying food at the canteen



WE ARE HERE TO SUPPORT YOU!



Parent Kit

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.

Parent Kit



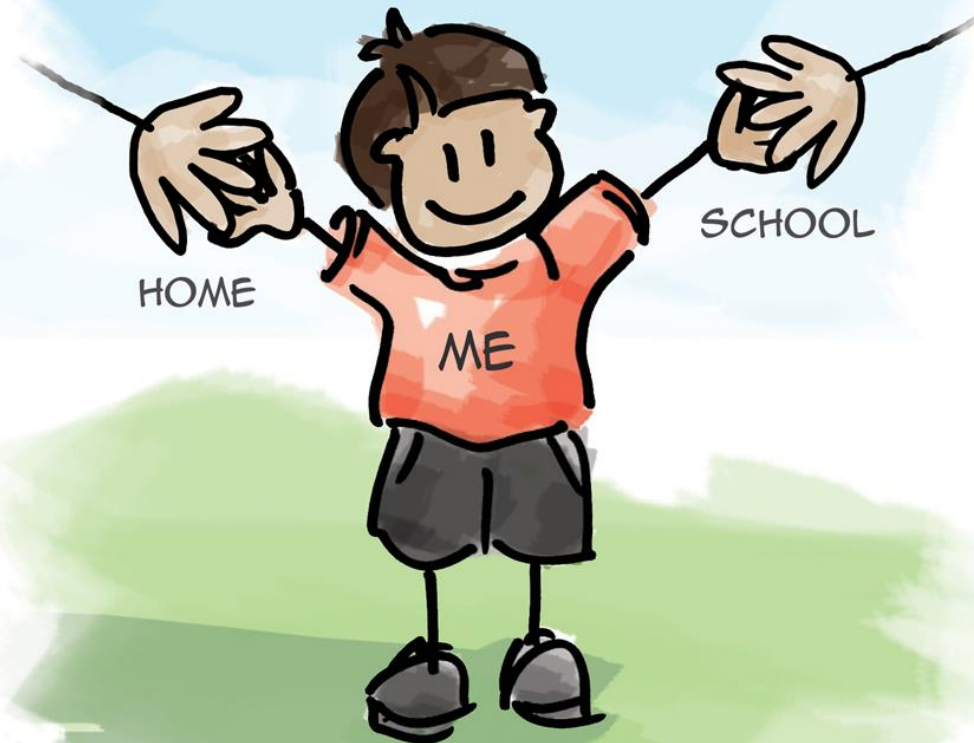
Schoolbag.sg

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.

SCHOOLBAG
THE EDUCATION NEWS SITE

BETTER TOGETHER



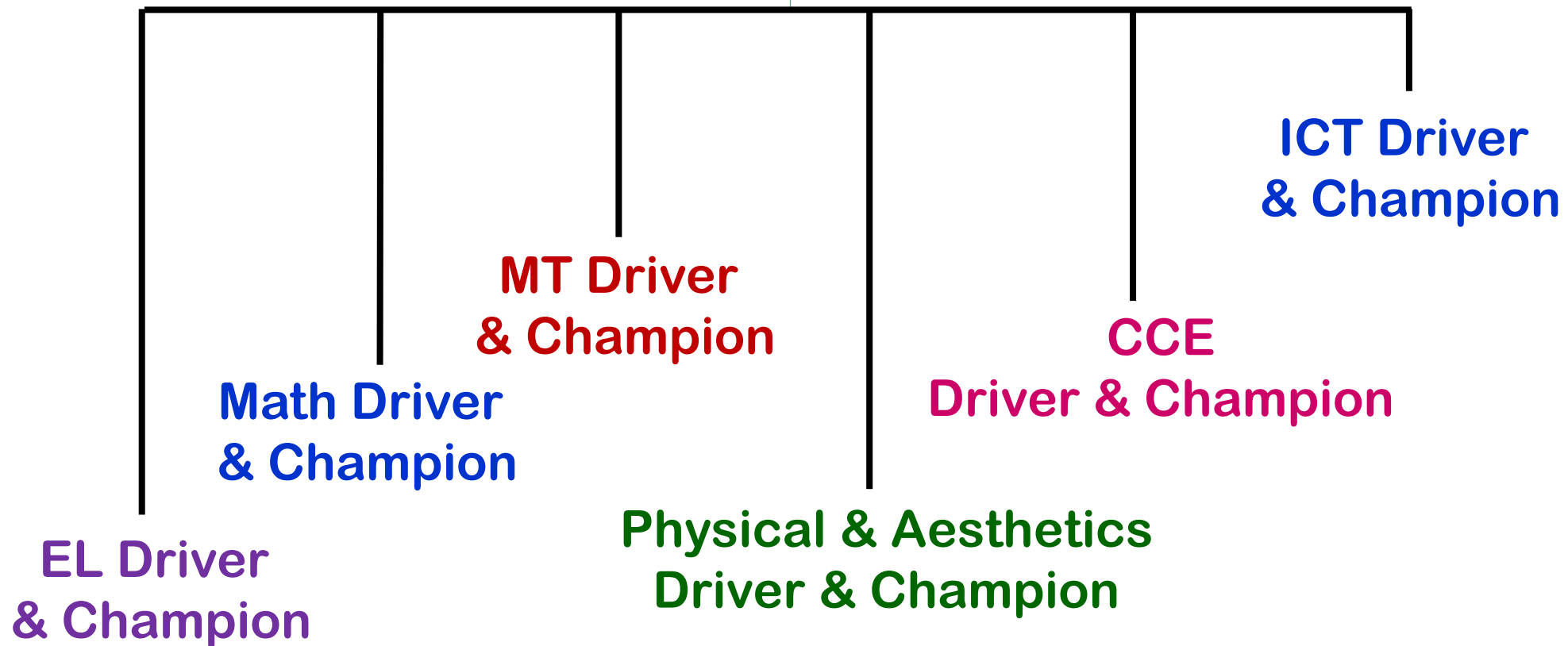
HOME-SCHOOL PARTNERSHIP

5. HOME-SCHOOL PARTNERSHIP

- Providing a structured and supportive environment

P1 & P2 Year Head - Mrs Irene Lim

Assistant Year Head – Mdm Sandy Low



HOME-SCHOOL PARTNERSHIP



HOME-SCHOOL PARTNERSHIP



The mindful usage of these platforms encourages all parties to work together for our Saints

PARENTS GATEWAY



Parents Gateway & Sch Website as main platforms of communication.

Contact teachers during sch's operating hours (7.30am – 5pm).

Allow 3-7-21 days response time.

Teachers are not obliged to share their mobile numbers.

WHAT YOU CAN DO

1. Role modelling

- Have a realistic perspective of what a school will be like
- Be positive and demonstrate thanksgiving in all circumstances

2. Respect the school as the authority. Trust teachers' professionalism. Together, we work towards common goals of nurturing every child.

3. Seek common ground. Respect all school staff and understand our shared responsibilities.

WHAT YOU CAN DO

4. Give our Saints the opportunity to be independent and even show leadership
 - Do not bring things for our Saints if they have forgotten to bring them. Let them learn to bear the consequences of their actions.
 - Teach them to listen to instructions and take down notes instead of having teachers to repeat the instructions to you.

5. Help our Saints to be problem solvers so that they can be community builders.

MORE INFORMATION CAN BE FOUND IN THE PERSONAL ORGANIZER



ST ANDREW'S JUNIOR SCHOOL
Personal Organiser 2022

Once a Saint, always a Saint



Name : _____

Class : _____

ST ANDREW'S HOUSE STUDENT CARE CENTRE [SAHSCC]



- Located in St Andrew's Village
- Governed by St Andrew's Board of Governors
- Community-based Student Care Centre
- Subsidy from MSF

Places are being snapped up fast!

Centre Assistant Manager: Mdm Joyce Sum
Email: joyce.sum@sah.org.sg

