

1 Feb 2017

Dear Parent / Guardian



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COMMUNICATION 2/2017

1. We are into the second month of school and our students have settled into the routine of school life. We strive to create a nurturing environment for our students to grow in character, knowledge and skills, and have the best holistic education they deserve. We look forward to working together with you in partnership to support our students' learning and development needs.

PSLE Results 2016

2. We are pleased to announce that our 2016 cohort of P6 students have done well in their PSLE and would like to congratulate them for their success at the examination. A record high percentage of 98.1% overall pass was achieved. Special mention goes to Prisha Ramesh Babu and Peh Yu Heng, both from 6H, for their outstanding performances, and to Shantini d/o Subramaniam (6C), Ong Shu Hui (6M) and Jeremy Arul (6O), who through their determination and tenacity, had succeeded in their examination against all odds. We wish our 2016 P6 students all the best in their future endeavours in the secondary schools/ specialised schools or institutes they are now in.

Calendar of Activities for Semester 1 and Main Activities Outside Curriculum Hours

3. The **Calendar of Activities for Semester 1 and Main Activities Outside Curriculum Hours** are at **Annex A** for your information. Please do mark out those activities related to you and your child, and give them the highest priority.

Co-Curricular Activities (CCAs)

4. In bringing about the holistic development of our students, our school provides a wide range of CCAs. All P4 to P6 students should be a member of a CCA and be committed to the same CCA till they graduate. Students in P3 are required to remain in the CCA for at least a year before they can make a request to change their CCA in the following year.

5. The teachers-in-charge of the various CCAs will keep their members informed of the schedules. We seek your continuous support to ensure that your child attend the CCA sessions diligently and punctually.

Character Development

6. We would like to remind you not to deliver your child's personal items, e.g. pocket money, homework, books, stationery and food, through the general office or security post. Students should learn to be responsible for their own things. If they should forget, they would learn through the consequences. Such instances present them with opportunities to learn and manage problems, and build their resilience. We solicit your support in raising our students to be responsible citizens of the future. A good article on this topic was published in Schoolbag.sg of MOE, and we attached a copy here at **Annex B** for your reading pleasure. In this respect, the school staff strictly do not accept items for delivery to students, except for medical items.

Provision of Students' Protection Scheme for 2017

7. In the interest of the welfare for our students, we have insured your child/ward against accidents. The insurance policy providing the coverage has been paid by the school.

8. The insurance company has provided a pamphlet of the protection scheme which we are distributing together with this letter. Please read through the Summary of Claims Procedure and Summary of Policy Coverage & Benefits. The policy provides 24-hour worldwide accident coverage related to all school activities and/or CCAs. Please **make claims directly** through **AB Lim Pte Ltd**.

Thank you for your support in our programmes, and your commitment and affirmation in your child's / ward's learning. We look forward to your continuous support and a fruitful 2017.

May I wish all our Chinese families a Happy Lunar New Year filled with abundant blessings.



Yours sincerely,

A handwritten signature in black ink, appearing to be 'Cheng Huey Teng'.

Cheng Huey Teng (Mrs)
Principal

PPS 2017 CALENDAR OF ACTIVITIES FOR TERM 1

2017	Events
6 Jan (Friday)	Temperature Taking Exercise for all students
27 Jan (Friday)	Chinese New Year Celebration. Dismissal Time is at 10.15 a.m.
28 – 29 Jan (Sat-Sun)	Public Holiday - Chinese New Year
30 – 31 Jan (Mon-Tue)	Public and School Holidays - in lieu of Chinese New Year
06 Feb (Monday)	P6 Dragonboat Exposure Programme (Four P6 Classes)
10 Feb (Friday)	P6 Dragonboat Exposure Programme (Four P6 Classes)
10 Feb (Friday)	Annual Briefing for P4 Parents at 6.00 p.m.
15 Feb (Wednesday)	Commemoration of Total Defence Day during curriculum time
17 Feb (Friday)	Annual Briefing for P3 Parents at 6.00 p.m.
20 Feb (Monday)	Photo-Taking for School Smart Card for P1 and P6 students during curriculum time
27 Feb – 3 Mar	Continual Exams (CA 1) for P6 Students only (A separate letter will be sent)
2 – 3 March	P4 Learning Journey to Malacca (Group 1)
7 – 8 March	P4 Learning Journey to Malacca (Group 2)
9 – 10 March	P4 Learning Journey to Malacca (Group 3)
10 Mar (Friday)	Annual Briefing for P6 Parents at 6.00 p.m.
13 – 15 March	Outdoor Adventure Camp for P5 students
13 -14 Mar	Supplementary Lessons for P6 students

School Term 1: Mon 4 Jan – Fri 10 Mar School Vacation: Sat 11 Mar – Sun 19 Mar

PPS 2017 CALENDAR OF ACTIVITIES FOR TERM 2

2017	Events
20 Mar (Monday)	House Practice in school for P6 in the afternoon
21 Mar (Tuesday)	House Practice in school for P5 in the afternoon
23 Mar (Wednesday)	Student-Parent-Teacher Conference for all levels (No school lessons for all students. A separate letter will be sent)
24 Mar (Friday)	House Practice in school for P4 in the afternoon
28 Mar (Tuesday)	P6 Learning Journey (Heritage Trail) (2-5 pm)
6 Apr (Thursday)	International Friendship Day
7 Apr (Friday)	Upper Primary Sports Day for P4 - P6 students in the morning. There is no school for all P1, P2 & P3 students. (A separate letter will be sent)
14 Apr (Friday)	Public Holiday – Good Friday
17 – 21 Apr	P3 – P6 EL/MT Oral
24 - 25 Apr	P3 – P6 EL/MT P1 Listening Comprehension
1 May (Monday)	Public Holiday – Labour Day
3 – 9 May	Semestral Assessment 1 (SA1) Written Exams for P3 - P6 students
10 May (Wednesday)	Public Holiday - Vesak Day
15 – 19 May	NAPFA Test (1.6km run) for P4 and P6 students
23 May (Tuesday)	P4 NAPFA 5 Station (Afternoon)
25 May (Thursday)	P6 NAPFA 5 Station (Afternoon)
30 May (Tuesday)	P5 Basic Archery Programme (During School Holidays)

School Term 2: Mon 20 Mar to Fri 26 May School Vacation: Sat 27 May – Sun 25 Jun

Main Activities Outside Curriculum Hours

[Note: If your child is involved in any of the activities, you will receive a separate letter on the details.]

Time	Day	Programme
2.15- 3.15 p.m.	Monday	<ul style="list-style-type: none"> • Firefly Programme (2.15 p.m. to 3.45 p.m) • Honeybee Programme • School-based Dyslexia Remediation Programme for P4 (2.15 - 3.00 p.m.) • P3 & P4 Reading Remediation Programme (2.15 - 3.00 p.m.) • P3 - P5 Remedial Programme (2.15 - 3.00 p.m.) • P5 HTL • P6 Supplementary Programme • Club G3 Programme (2.15 - 4.15 p.m.)
3.00 – 3.45 p.m.	Monday	<ul style="list-style-type: none"> • School-based Dyslexia Remediation Programme for P3 (3.00 – 3.45 p.m.) • P3 - P4 Remedial Programme • P5 Remedial Programme (3.15 – 4.00 p.m.) • P6 Supplementary Programme • P3 & P4 Reading Remediation Programme • Student Councillors' Meeting (3.45 - 5.15 p.m.) • P6 HTL (3.00 – 4.00 p.m.)
2.15 - 4.15 p.m.	Tuesday	<ul style="list-style-type: none"> • CCAs
2.15 - 3.15 p.m.	Tuesday	<ul style="list-style-type: none"> • Firefly Programme (2.15 p.m. to 3.45 p.m.) • Honeybee Programme • School-based Dyslexia Remediation Programme for P3 & P4 (2.15 - 3.00 p.m.) • Club G3 Programme (2.15 - 4.15 p.m.)
2.15 - 4.15 p.m.	Wednesday	<ul style="list-style-type: none"> • Club G3 Programme (2.15 - 4.15 p.m.) • Enrichment Programmes
2.15 - 4.15 p.m.	Thursday	<ul style="list-style-type: none"> • CCAs
2.15- 3.15 p.m.	Thursday	<ul style="list-style-type: none"> • P1 iHoneybee Programme • School-based Dyslexia Remediation Programme for P3 & P4 (2.15 - 3.00 p.m.) • Club G3 Programme (2.15 - 4.15 p.m.)
1.15 – 2.00 p.m.	Friday	<ul style="list-style-type: none"> • Firefly Programme (1.15 - 2.45 p.m.) • P1 iHoneybee Programme (1.15 - 2.15 p.m.) • School-based Dyslexia Remediation Programme for P4 • P3 - P5 Remedial Programme • P3 & P4 Reading Remediation Programme • P6 Supplementary
2.00 – 2.45 p.m.	Friday	<ul style="list-style-type: none"> • School-based Dyslexia Remediation Programme for P3 • P4 Reading Remediation Programme • P3 -P5 Remedial Programme • P6 Supplementary Programme (MT) • P5 HCL, P6 HCL & P6 HML (2.00 – 3.00 p.m.)
2.45 - 3.30 p.m.	Friday	<ul style="list-style-type: none"> • P5 Remedial Programme • P6 Supplementary Programme (3.00 - 3.45 p.m.)

Are you a Saviour Mum or Dad?

07 Apr 2015



Some parents attempt to “save” their children from problems and difficulties. But does that benefit the child? Retired Principal, Mrs Jenny Yeo, shares *how parenting can affect a child’s development*.

I vividly recall a day when a tropical thunderstorm was in full force. I was in the school’s General Office when I saw a frazzled lady, with hair plastered to her face and soaked to her skin, standing at the reception counter. Mrs Tan, the mother of Sean, had braved the raging winds and rain to bring her son’s spelling exercise book to school because she was worried that he would be scolded by his teacher.

Mrs Tan’s actions remind me of a “saviour mum” in action, channelling all her energy to protect her child from punishment and defend and fight her child’s “battles” in school, even if he is in the wrong. The typical “saviour parents” often try to “save” their child by doing things for them and going out of their way to clear the obstacles even before the child encounters them. Without a doubt, while their actions stem from love and care, it does have a negative impact on the child. The next time Sean forgets to bring something, he is likely to expect his mother to deliver it. If Mrs Tan continues to “save” her son, Sean will not learn about ownership and responsibility, important values that he will need as he grows up.

Dr Josephine Kim, a lecturer at the Harvard Graduate School of Education, shared about this at a Parent Seminar, *Helping Children Flourish - Growth in Resilience, Empathy and Hope*. Dr Kim had met a child who painted herself without arms and legs. The child said that she did not need them as her mum did everything for her. Dr Kim highlighted that by “saving” our children from doing things, we are essentially removing their arm and legs!

As parents, we often have the impulse to dive in and save our child when we think he might get into trouble. We need to take a step back and ask, “Is my intervention necessary? Would it help him grow? Does it help in building his confidence and self-esteem? Or would my actions incapacitate my child?”

When I first met Tim in Primary One, he was climbing the stairs extremely slowly while his grandmother watched from far and shouted, “Be careful! Be careful!” Tim was surrounded by overprotective caregivers, so he did not believe in his own ability. This affected his school and working life. He could not cope with situations and suffered from depression.

Hence, it is important to recognise that by allowing children to experience life, it presents them with opportunities to learn and manage the bumps and knocks which helps in character development.

I met Benjamin when he was in Primary One. Each time he had to change after Physical Education lessons, he would ask me to help button his shirt and tie his shoelaces. When I asked him to try, he looked at me helplessly and said he did not know how. His classmates called him a baby. He even paid them twenty cents to tie his shoelaces when they came off! I taught him and within a week, Benjamin could do it on his own. He felt really good about it!

I strongly believe that allowing our children to face consequences builds their resilience. When my son was nine, he was made to stand outside the classroom for disrupting the lesson when he burst out laughing at a joke cracked by his friend. He protested and felt that it was unfair because if his friend had not cracked the joke, he would not have laughed. When I asked if he was still angry with his friend or teacher, to my surprise, he said, "It's okay, Mum. I was 'out-standing' today!" The minute he joked about his punishment, I knew he was able to cope with admonishment.

As parents, we help our children if we allow them to fight battles and resolve conflicts. For example, during project or group work, they may encounter disagreements. Imagine if a parent of a student decides to confront the group and tell them what to do. The parent would be depriving the child of the chance to learn about teamwork, negotiation and respect for different viewpoints, which are essential social skills required in society and the workplace.

So, my advice to doting parents is this: Hug and kiss your child to show your love, be mindful not to overprotect but assure them of your support, let them grow and help them become confident about their abilities. We should "save" their self-worth and confidence by helping them become resilient and able to work well with others, which will go a long way.

Yeo, Jenny (2015, April 7). Are you a Saviour Mum or Dad? Retrieved from <https://www.schoolbag.sg/story/are-you-a-saviour-mum-or-dad>.