



perfect TEN

Touching Hearts, Engaging Minds, Nurturing Talents



- Prefect Investiture
- Overseas Immersion Programme
- Learning Journeys
- Outreach to the Community
- Aesthetics Milestone – heARTS Carnival
- Pupil Exchange Programme



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IN CONVERSATION WITH OUR PRINCIPAL



Since the review of primary education in 2009, there have been various initiatives implemented in primary schools to enhance the quality of learning and provide a more holistic education. Could you please update us on what has been done at MFPS?

MFPS has progressively put in place several initiatives that have helped our school to realise quality holistic primary education that better prepares our pupils for the future. These include Holistic Assessments (HA), Programme for Active Learning (PAL), Strategies to Ensure More Attention to Individual Pupil Development throughout School Life (SEAIP), strengthening PE, Art and Music (PAM) education and enhancing Character and Citizenship Education (CCE). All these initiatives improve the quality of learning and teaching in our school across the domains of cognitive, physical, aesthetics, social and moral, thereby enhancing the quality of school experience for all our pupils.

STRATEGIES TO ENSURE MORE ATTENTION TO INDIVIDUAL PUPIL DEVELOPMENT THROUGHOUT SCHOOL LIFE (SEAIP)

The intent of SEAIP is to offer more attention to the development of individual pupils throughout their primary school education. SEAIP enhances pastoral care by creating stability and continuity in teacher-pupil relationships. The stronger relationship enhances the teacher's knowledge of each pupil and facilitates better feedback and support to meet his/her developmental needs. Pupils have opportunities to interact with teachers through platforms such as One-to-One Interaction and Have A Break With Me. Teachers and pupils also write affirmation and encouragement notes to each other through the Say It From Your Heart programme. A whole-school approach towards building quality teacher-pupil relationship is taken where Year Heads, Form Teachers and Co-Form Teachers work as a team to build rapport with pupils and strengthen the culture of care. Year Heads are appointed for every level to oversee their level pupils' welfare and pastoral needs. They work in partnership with class teachers in providing consistency of support and ensuring that relationships and partnership are well established between the pupil, the home and the school. One of the key SEAIP strategies is the Form Teacher Guidance Period (FTGP). Weekly FTGP lessons provide fun and engaging activities that promote the building of quality relationships between teachers and pupils, equip pupils with Social and Emotional (SE) competencies and inculcate values in our pupils. In 2013, as part of our school's continuous improvement to further enhance the caring culture in our school, we have piloted Restorative Practice (RP) in the Primary 4 level. RP focuses on building positive interactions that develop pupils' SE competencies. RP also gives every pupil a voice and works on the belief of the power of collective thinking in the class that focuses on finding solutions to problems. Our pupils have benefited from RP as it helps to build empathy, compassion and inclusiveness through teacher-facilitated conferences where pupils are heard and understood.

PROGRAMME FOR ACTIVE LEARNING (PAL)

PAL provides lower primary pupils with broad exposure and experiences through fun and varied activities. PAL facilitates the well-rounded development of pupils in the physical, cognitive, social, aesthetics and moral domains. These varied avenues give pupils numerous authentic ways to develop Social Emotional (SE) competencies of self-awareness, social awareness, self-management, relationship management and responsible decision making. PAL also builds pupils' confidence, curiosity and cooperation skills. The PAL modules in our school include Fun with Gymnastics, Batik and Creative Dance in P1 and Outdoor Education, Creative Music and Clay Works in Primary 2. In all these modules, pupils work in teams and are given opportunities to exercise their creativity and imagination. Reflection time is also planned into the sessions enabling pupils to internalise lessons they have gained through the learning experiences.

CHARACTER AND CITIZENSHIP EDUCATION (CCE)

Our school places high importance on Character and Citizenship Education, believing that in a complex globalised world, pupils need to develop a sound inner compass that will empower them to make responsible decisions for self, family, community and nation. CCE in MFPS aims to develop our pupils into Exemplary Citizens who are of sound character and imbued with right values, and who love our country and are willing to lead and serve the community. Guided by our ExCITE approach (Expose, Celebrate, Internalise, Transform, Exemplify), and the guiding principle that Every Teacher, a CCE Teacher, the school's curricular and co-curricular learning experiences provide age-appropriate opportunities for values to be both taught and caught. The learning and teaching of CCE takes place within diverse learning experiences such as FTGP, Civics, and Moral Education, National Education, Social Studies, Pupil Leadership, Values in Action and PAL. The school's academic programme allows for planned meaningful integration of CCE with topics within each discipline. These include environmental conservation within the Science curriculum, and cross-cultural literacy within the Language curriculum. Co-curricular activities such as participation in uniformed groups, sporting teams or arts groups are also effective learning platforms for pupils to learn and apply knowledge, skills, values, habits and attitudes. In our daily interactions with pupils, our staff continually seize teachable moments for our pupils' character development. Our school seeks to engage parents actively in CCE, recognising the importance of their roles in the character development of their children. In providing support, reinforcement and care at home, the opportunities for the development of pupils into active citizens of sound character will be fully harnessed as the home and school environments will be consistent in our beliefs and expectations.

CONCLUSION

The areas highlighted are some important components of a student-centric, values-driven education in these most formative years of our pupils' education. Our pupils will be equipped with relevant knowledge and skills and imbued with good habits and values that will enable them to develop into Confident Persons, Self-Directed Learners, Active Contributors and Concerned Citizens.



This is how you do it.



Making a leaf print.



Let's see how well our plant is growing.

PROGRAMME FOR ACTIVE LEARNING (PAL)

The Programme for Active Learning (PAL) kicked off this year with the first two modules in Term 1 which were Sports and Games (Gymnastics) for the Primary 1 pupils and Outdoor Education for the Primary 2 pupils. This is the second year the school is running the PAL programme which has a threefold objective: to provide pupils with broad exposure and experiences through fun and varied activities, to facilitate the all-round development of pupils in the Social, Moral, Cognitive, Physical and Aesthetics domain, and to provide varied avenues for pupils to develop social and emotional competencies. Other modules that our pupils will get to experience this year are Music and Batik for the Primary 1 pupils while the Primary 2 pupils will get to do Clay and Creative Dance.



We love swimming!

PRIMARY 2 SWIMSAFER PROGRAMME

The Primary 2 pupils participated in the SwimSafer programme, which was introduced by the National Water Safety Council and funded by the Ministry of Culture, Community and Youth (MCCY). Pupils underwent 12 swimming lessons which introduced water skills to help them to become more confident and independent in water.



Follow the leader!



Time to get into the water!



Smile!



PRIMARY 5 OVERSEAS IMMERSION PROGRAMME

This year, the Primary 5 pupils embarked on a trip to Malacca from 12 April to 13 April to learn about and immerse themselves in a new culture. The pupils spent their first day at Kampung Parit Penghulu and had hands-on activities such as traditional basket-weaving and ondeh-ondeh making. They also went to a padi field and a rubber plantation to learn about traditional agriculture. On the following day, they visited a local school, SK Convent Infant Jesus 2, and interacted with the pupils through a game of hand-ball. The trip ended with a visit to the Peranakan museum, where pupils learnt a lot about the rich culture of the Peranakans.



Pupils visiting a padi field.



Let's work together.



Pupils having a game of Gasing.



This is how to weave a basket.

PLACE-BASED LEARNING AT THE SINGAPORE ART MUSEUM

The Primary 4 level embarked on a place-based learning at the Singapore Art Museum (SAM) last semester. This is in line with the school's strategic thrust for academic and aesthetics excellence in addition to developing pupils' 21st century competencies. The place-based learning that the pupils experienced was an adaptation of Haig Girls' School's *TIMEOUT – Think! Contemporary programme*.

The pupils learnt about Singapore's culture and heritage during Social Studies lessons. They then applied the concepts of culture and heritage to Art lessons as well as to read and discuss narrative texts based on those concepts during English lessons. The interdisciplinary learning has broadened and deepened the pupils' understanding of culture and heritage. The project will culminate in a joint exhibition on 3 October 2013 at the Singapore Art Museum.



Is this a new idiom?



Wow! So many ideas to jot down.



Why do you think the grasscutters stand in this manner?



Let's share your thoughts...

PARENT-CHILD-TEACHER CONFERENCE (PCTC) 2013

MFPS has been involving the pupils in PCTC since 2012. Pupils play an active role in the conference by sharing his/her learning and progress with both parents and teachers. Pupils were encouraged to reflect and review the targets they had set for Term 1. Although academic results are important, other areas such as behavioural and social skills were also discussed. Parents can use this platform to clarify pertinent issues and find out how they can better support their child in his/her educational journey. Through PCTC, parents, teachers and child can build a tripartite partnership to help to develop the child holistically. PCTC also empowers pupils to take ownership of their learning.



An interested parent who wants to know more.



Parent-Child-Teacher collaboration.



Parents and pupils waiting patiently for their turn.

PARENT SUPPORT GROUP (PSG)

The PSG organised a series of interesting activities throughout 2013 which promoted bonding, interaction and life-long learning. Through the activities, the participants displayed a wholehearted desire to play a greater role as key partners of MFPS and fellow parents in their children's education.

The Adopt-a-Book programme, held once every term, promotes reading where all pupils were given an opportunity to select books donated by other pupils for themselves.

The Extensive Reading Programme (ERP) for selected Primary 1 pupils is held twice a week on Mondays and Thursdays. The parent volunteers provide reading support and guidance to this group of pupils to help build their fluency in oral reading and word recognition as well as promoting a positive attitude towards reading.

Pupils' safety is also of utmost importance to the parent volunteers. Parents stationed themselves at strategic locations within the school premises to ensure smooth traffic during dismissal times. Parents' involvement greatly showed their strong commitment and concern for the pupils.

The School Family Education Workshops serve as a platform to promote effective ways of communicating and creating better relationships with children. The workshops conducted include *Smart Talk – How to Talk So Your Child Will Listen*, *Communication and Conflict Resolution*, *Seeing Eye To Eye* and *How To Be A Hero To Your Kids – 6A's of Parenting*.



How can I help you?



Our parent volunteer engaging others in a friendly game.



Listening attentively!



Busy as a bee!



Which book shall I choose?



Parent volunteers attending to a parent's queries.