

PERFECT TEN



Touching Hearts | Engaging Minds | Nurturing Talents

June 2021



ARISE AND ASPIRE

HIGHLIGHTS:

- Principal's Foreword
- Every Space, A Learning Space. Every Possibility, An Opportunity.
- Blended Learning is Budding in Mayflower.
- Eureka!
- MBL @ The Travelling Museum-Shadow Play Theatre
- Student Development @ MFPS
- World Water Day
- Awards & Achievements
- Staff News

PRINCIPAL'S FOREWORD

Mrs Lim-Chua Siow Ling, Principal

When the pandemic stalled the progress of our campus upgrading project at Avenue 5, I was sorely disappointed and I knew I was not alone on this. The entire school community had looked forward to returning to our home where much missed space and brand new facilities would await us. If only we were back in Avenue 5 this year, we would have more indoor and outdoor areas for PE lessons. If only we were back in Avenue 5 this year, we would have been able to conduct our InnoMakerz lessons in the new tinkering room with specially designed furniture and learning tools and have our Science lessons in our Outdoor Experiential Learning classroom with the flora and fauna.

If only...

Hey, wait! Hold those thoughts and take a reality check. I had to remind myself not to go down that slippery slope of negativity and learn to play in the puddles when we face rainy days. I am thankful for an ingenious and incredible Team Mayflower (now expanded to include the kindergarten) who always makes the best out of every situation. Instead of focusing on what we are not in control of, the team looks ahead and thinks of solutions to overcome the barriers in our path. This is also a key trait we want to teach our students – An Empowered Learner is resilient and focuses on solutioning. We take this golden opportunity to role-model for our students how we deal with day to day challenges actively (as opposed to complaining or worrying passively).

When we cannot enlarge classrooms, what do we do? Do up the classrooms and make them inviting for all. Focus on the relationships in class that have positive correlation to student learning.



We bond as we learn and play together.



We take pride in decorating our classrooms.



Our Care Ambassadors assisting PIs during the first two weeks of school.



Buddies demonstrating patience and care to their juniors.

Who says learning must be confined to classrooms and academic content? The Student Development Team creates opportunities for our students to learn to be empathetic and hone their social interaction skills as they reach out to care for their fellow schoolmates.

We themed this issue of Perfect TEN as “Arise and Aspire” to focus on possibilities that allow us to engage our students with quality holistic learning experiences amidst the constraints.

The addition of MK@Mayflower meant we had to carve out rooms and space for the little ones. The sharing of space came with its benefits as we transformed the ground floor into a vibrant learning space for all.

The Home-Based Learning (HBL) fever last year

got us hooked on Blended Learning. Our teachers are tapping on the affordances of technology to deepen their pedagogical practices. HBL or not, the classroom is a digitally-enabled one and no additional space is needed for this.

When our students are unable to go on learning journeys to the museum, the Visual Arts department brings the museum to the school. The prohibition of intermingling among schoolmates did not stop our students from educating their friends on World Water Day messages. They just had to lend their voices through other ways.

With the staff and students’ Growth Mindset, we continue to unleash our imagination and turn limitations into limitless possibilities!

EVERY SPACE A LEARNING SPACE. EVERY POSSIBILITY, AN OPPORTUNITY.

Mrs Melina Chen, Centre Head
MOE Kindergarten@Mayflower



To my outdoor team and me, children's learning always goes beyond the four walls of the classrooms. Hence, the outdoor learning environment should be rich, multi-sensory and also meaningful, captivating and motivating for all the young learners in our MK. Based on our belief that children are curious, active and competent learners, our outdoor learning environments must be purposefully constructed and thoughtfully refreshed so as to provide engaging, stimulating and challenging experiences to support children's learning and play.

We were fortunate to be involved before the start of our new MK in Mayflower Primary School in 2020. Even though we faced many space constraints at this holding site, we managed to quickly identify usable spaces and turn these into opportunities for children's learning.

Now allow me to share a few of these identified spaces and the learning development of children that follows:



** Small chalks were selected intentionally to encourage Pincer Grip.

The Chalky Way: Vertical Black Board @ behind MK Staff Room

Benefits:

- Bigger arm movement encourages strength and flexibility throughout the joints and muscles of the upper extremities.
- Encouragement of midline crossing and establishment of a strong hand dominance.
- An extended position of wrist encourages hand stabilisation for better pencil grasp and control of writing utensils.
- Improvement of visual attention to activities and encouragement of hand-eye coordination
- Bilateral Coordination which requires proprioception (sensing the position, location, orientation and movement of the body).
- An upright surface gives children a good dose of core strengthening. The vertical surface engages core and back muscles to maintain upright posture.
- Understanding of the directional terms (up, down, left, right) is made easier when child relates to his/her body.
- Beneficial for fidgety kids who work better in a standing position than sitting at table.



$$1+2=3$$

Our Kinder "GARDEN": The small patch of land behind the sinks at covered walkway

Benefits:

- Develop community spirit.
- Explore Science knowledge.
- Cultivate sense of stewardship towards their environment.
- Enhance proprioceptive and sensory skills.
- Build more confidence, care and respect for living things.
- Trigger children's sense of wonder and curiosity.



The Shared Pathway: This narrow walkway is shared between MK & Primary School

Benefits:

- Develop good problem solving skills.
- Enhance whole body coordination skills.
- Nurture children's empathy as they start to look out and cheer for their peers.
- Equip language and literacy skills as children discuss the task.
- Reinforce critical thinking.
- Improve perseverance in children.
- Motivate and boost children's self-esteem.



Reflections of MK teachers:

At The Chalky Way, children bring their learning from the class to this blackboard. This area also provides children the opportunity to unleash their creativity and imagination when they draw.

-Teacher Noorul (EL Teacher)

幼儿们很喜欢蔬菜园!通过种植和照顾蔬菜的过程中, 幼儿们知道植物需要水分、阳光、空气、土壤, 还要精心照顾它们。幼儿的话: 1) 要每天浇水的, 它才会长大。2) 种子上面也要放一点泥土。

-王老师

Labirin mission impossible menajamkan daya fikiran kanak-kanak dan ketabahan untuk membuat analisis untuk mencari jalan yang terbaik untuk menyberang dengan selamat tanpa membunyikan loceng yang digantung.

- Cikgu Norlia

Early years environments play a significant role in children's sense of belonging, wellbeing, and learning (Zsuzsa Millie & Jannelle Gallagher, 2011). Hence, moving forward, we are committed to create more outdoor learning spaces based on the guiding principles of:

- 1) Every Space a Learning Space;
- 2) Every Space Provides opportunities for Purposeful Play and Quality Interactions;
- 3) Flexible use of Space, Resources and Furniture.

BLENDED LEARNING IS BUDDING IN MAYFLOWER

Mrs Ching-Yip Jee Cheng Jessie
Lead Teacher (Mathematics)

Teachers from Primary Two to Six will surely remember how all of them were suddenly propelled into learning on and off line in Term 2 last year as part of the Covid-19 measures during the Circuit Breaker. The experience was an enriching one that has highlighted the benefits and pitfalls of learning on and off line and necessitated the need for teachers to sharpen their skills in leveraging Blended Learning (BL) using ICT (Information and Communication Technology) to enhance teaching and learning.

In November last year, the school's key personnel (KP) and teacher leaders (TL) underwent training on BL in a two-day workshop helmed by facilitators from the National Institute of Education (NIE). Through online and face-to-face (F2F) learning, we learnt the principles of designing BL, the affordances of ICT tools and the considerations of their use in tandem with F2F learning to enhance teaching and learning. By mid-January, all teachers were trained by the KPs and TLs using the BL approach. Through the Train-the-Trainers (TTT) model, KPs and TLs continue to sharpen their skills in critiquing BL lesson designs throughout Term One under the tutelage of the NIE facilitators. In Terms One and Two, all teachers continued to develop BL lessons and share at weekly Professional Learning Team meetings for colleagues to critique as part of on-going learning.

In this initial experimentation, teachers found Flipped Learning useful for introducing some new ideas or concepts for students to gain some prior knowledge before class discussion. The Station Rotation and Individual Rotation Models allowed differentiated instruction to cater to the needs of different learners.

Here's how our teachers "Arise and Aspire" to become more reflective practitioners:

"In the TTT model, we are able to experience the BL design process a step ahead of the other teachers. Through co-facilitation and consultation, NIE facilitators have modelled how TLs can give constructive feedback to teachers with regard to their BL design process."

– Teacher Leaders

"Using Station Rotation, I could focus on having deeper discussion during students' group work. The SLS activity allowed them to be self-directed in learning. They revisited the factual knowledge, monitored their learning with the simple quiz and applied their ideas in an interactive learning task."

– Mr Fong Kheng Leong,
Mathematics & Science teacher

"Through Blended Learning, we can better understand and cater to students' needs. In our next lesson, we will work on more clarity in our instructions and explanation so that the students are more independent in following the processes needed in their station task. This will help free up time for us to support students with higher needs."

– Mdm Xiao Junjie & Ms Kok Nyok Lan,
Mother Tongue Language teachers



Exploring a lesson idea with the Science team and Mr Poh Meng Leng from NIE.

Station Rotation Model

Facilitate Demonstration of Learning

Station 1:

Write a paragraph on picture 6

Technology Tool: Google Form

Station 2 & 3:

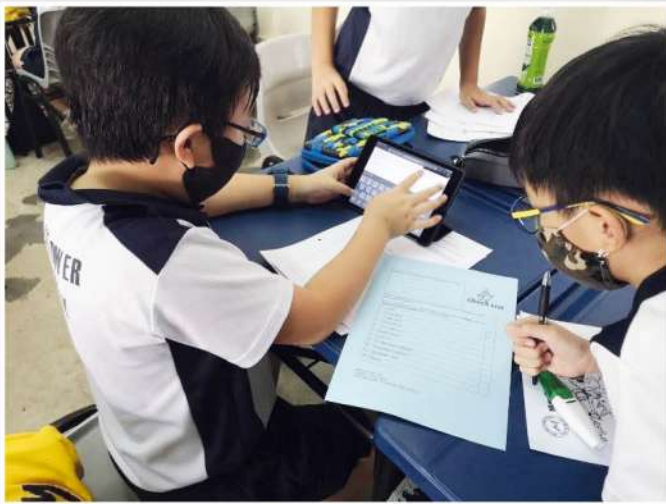
Imagine you are the girl who is lost in picture 6, write a letter of apology to the teacher.

Station 4:

Write 2 dialogues from 2-3 pictures



This is how a Blended Learning classroom may look like.



Let us work together!



I can also work at my own pace.

Here's how our students "Arise and Aspire" to become more self-directed learners:

"We like doing our work online as it allows us to re-draft before submitting. If we do something wrong, the computer program will prompt us to try again but in a paper exercise, we will have to do corrections. The online assignments also allow us to complete them over a longer period of time."

- Ko Yu Hui, K. Supriya, Kaisan Sidek-Smith, Liu Haorui, Primary 3

"I like letting my classmates read my posts as I do put my whole heart and soul into my work before I put it up. I give answers that I learn from the lessons, teachers and friends. I also suggest ways for my friends to improve but first, I must ensure I am correct."

- Joe Phua, Primary 5

"The online assignments allow us to plan our own time to complete them. We like that. In an online discussion, we like typing our responses to be posted for our friends to read. But sometimes, face-to-face discussions are more enjoyable as we can joke and there are no technical glitches."

- Dong Zhihan, Stella, Primary 5

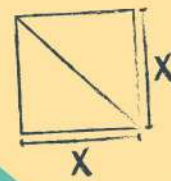
EUREKA!

Mdm Carol Lee (HOD/Science) &
Mdm Jaselin Ang (HOD/Mathematics)

'Eureka' is a Greek word and an interjection that scientists and mathematicians use for a new discovery and invention. Imagine the excitement when one makes new discoveries. This is what our new programme, the E2K Programme (Science and Mathematics), aims to achieve for students to discover laws of nature that are new to them.

The E2K Programme Singapore is tailored for upper primary students who demonstrate interest and ability in Mathematics and Science. Adapted from Israel's E2K Programme which was developed by the Israel Centre for Excellence through Education (ICEE), schools implement the Programme by using a set of curriculum units developed by IEE for inquiry-based learning. At Mayflower Primary School, we embarked on this programme this year with our first intake of two different groups of Primary 4 students, each specialising in either Mathematics or Science. The overall objectives of the E2K programme complement MOE's desired outcome for students, which are empowering our students in their learning, building their confidence and abilities in the subject area while developing their love for learning. Let us take a look at how this programme develops lifelong learning in our students.

In Science E2K, a key feature of learning is through students' involvement in **open discovery experiments** in which a phenomenon is observed and students design and perform experiments in order to characterise and offer explanation. Uncertainty and ambiguity are key elements embedded in each situation that students are tasked to solve. Students work and think like scientists as they formulate research questions, plan the experiment protocol, select the best equipment to use, perform the experiment, present their results and draw conclusions. In all of these stages, students' choice and voice are amplified which empower not only their learning processes but also their sense of confidence and self-efficacy. As they navigate through uncertainties, and through repeated tries, their level of thinking improve and they become more confident problem-solvers. **Working in teams** help students realise that with strength in numbers,



"What should we do?"
Planning the investigation

they are better problem-solvers and difficult tasks become lighter and less burdensome.

Varied scientific topic and a **student-centric pedagogical approach** underlie this programme which aims to make each unit of study attractive and fascinating to students. For example, the framework for each unit will be anchored by a background story or riddle that captures students' interests which would then prompt them to perform appropriate scientific experiments. Games and competition provide practical ways that allow students to practice scientific principles and experiments to discover the natural phenomenon that they are investigating. At the end of each unit, students **reflect** on both the cognitive and emotional processes that they have experienced. As students make sense of their learning through dialogue and discussions, they develop self-awareness, self-management, social awareness, relationship management and responsible decision-making.



"Is this the right way?"
Navigating through ambiguities

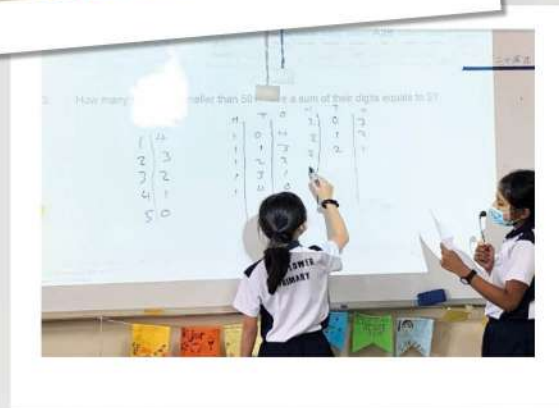
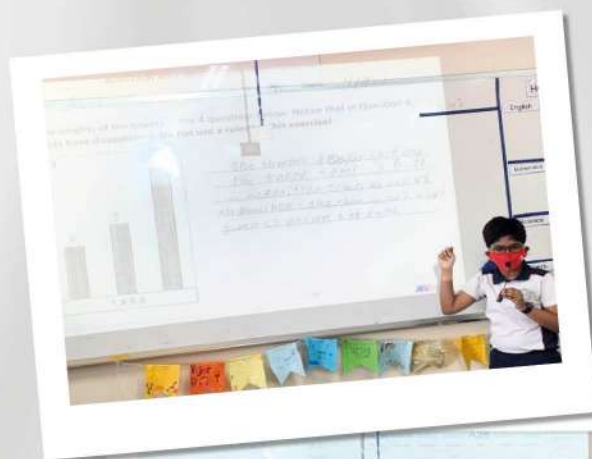
In Mathematics E2K, the approach underlying the development of mathematical thinking relies on the constructivist concepts, in which the student creates links between prior knowledge and new knowledge. In each lesson, the students will develop ways of thinking, mathematical insights and a perception of the different aspects of the basic disciplinary principles. The topics dealt with are tangential to the regular school syllabus and aim to strengthen the essential understanding of the mathematical concepts, while going beyond the technical handling of solution methods and memorising formulas. There are also some topics which are dedicated to enrichment and do not directly relate to the core curriculum subjects. All of these aim to create a challenging and enjoyable learning experience for students.

The Math E2K unit uses a range of didactic tools that may include a background story, game, competition, recording solution methods, presentation of solutions, discussion, challenges and extension activities. Teachers prepare scaffolding materials to supplement the E2K resources and customise to students' needs. Sometimes, role play is also required to engage students in authentic scenarios. For example, in the first chapter of "Victory without Use of Memory", students were asked to help Nathan the Wise confront the sly king in a sophisticated Math game. Students took on the role of Nathan and the king and played the game several times using memory based methods, to finally discover that there were many strategies for winning, none of which required the use of memory.

Students often had to reason and communicate their mathematical thinking. There were instances of new learning and discovery and the curiosity and willingness to clarify in the classroom helped

enrich and deepen students' learning. Being learning resources themselves, the learners often provided constructive feedback to one another in a respectful manner to refine the solutions.

In conclusion, teachers reflected that the E2K journey was a new and refreshing experience that gave them the opportunity to learn together with students. They were encouraged by the learning disposition they had succeeded in inculcating in students. For the students, it was a weekly experience that leaves them excited and looking forward to the next lesson, maybe even aspiring to be the next Mathematician!



Reasoning and communication being part and parcel of an E2K Math lesson.



The students played the role of Nathan the Wise and the sly King.



Mrs Leeloy played the role of the sly king in "Victory without Memory".

MBL@THE TRAVELLING MUSEUM : SHADOW PLAY THEATRE

Mr Sebastian Lau (HOD/PAM & CCA)

“ *Shadow Play Theatre is a magical experience. One can be transported back in time and also into the future through music, dance, and artistic interpretations of folklore and dreams. It is a unique encounter of the past, present, and future intricately fabricated into a fleeting moment... history is brought back to life in the now, enticing you to anticipate the next in the near future.*

– Interview excerpt with Ms. Dorcas S.K. Tan, Senior Manager, Sales and Education & Public Programmes, The Travelling Museum. ”

Visiting museums, attending performances and going on learning journeys is quite a challenge during this pandemic. Instead of bringing our students out to learn, Mayflower Primary School (MFPS) art teachers thought out of the box and brought the learning to the students. Despite the many hurdles in organising The Shadow Play Theatre Themed Museum-based learning (MBL) programme at MFPS, the learning experience our students had was nothing short of “magical”. It was extraordinary because our students came up

close and personal with artefacts of art, science, history, and culture, curated to reveal the rich heritage of past and present civilisations. MBL @ The Travelling Museum ignited a sense of curiosity and disposition of inquisitiveness in our students, which helped them to develop self-awareness, greater understanding of others and a greater worldview beyond themselves. This inaugural collaboration between Mayflower Primary School and The Travelling Museum is the first-of-its-kind art exhibition of Shadow Play Theatre in schools.

The Shadow Play Artefacts – A Pageantry Unfolding of Culture and Heritage

During the MBL experience at the school library, the familiar space was transformed into a mini theatre cum museum space with authentic leather puppets, workshop materials, realistic puppet replicas, and high-end theatre equipment. Everyone was awe-struck by the setup and fascinated by the stories behind each display! The artefacts (actual theatre puppets and raw materials used in making the puppets) of this ancient art form were a visual feast to both

students and teachers. The artefacts on display included a set of Chinese shadow puppets which survived the Chinese Cultural Revolution. Besides those, a selected series of Javanese shadow puppets dating back to the 1800s were also showcased.



Exhibition setup in the library.



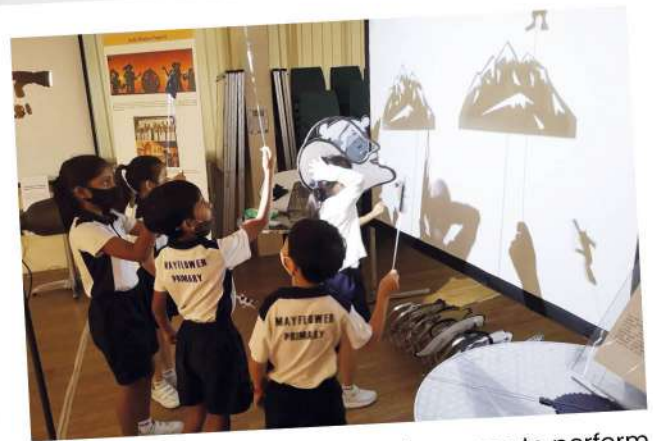
Authentic Javanese Wayang Kulit shadow puppets.

Puppets, Lights, and Shadows – The Art and Science of Shadow Puppetry

In the exhibition setup, students were introduced to the rich traditions of the craft and art form. Genuine puppets used by puppeteers in performance troupes were displayed. These artefacts bring to light the preparation work and craftsmanship



Understanding the use of light and shadow in theatre.



Use of contemporary shadow play props to perform a skit.

involved before a shadow play performance took place. The music, storytelling, and showmanship of the puppeteers were also explained alongside the various versions of shadow play theatre in different cultures. Students also had the opportunity to put up a mini performance using the high-end equipment and innovative props of a contemporary shadow play theatre. In this activity, students enjoy the performance both as a puppeteer, as well as, being an audience. In addition, basic science concepts of light source and shadows were explored in a fun and engaging manner.

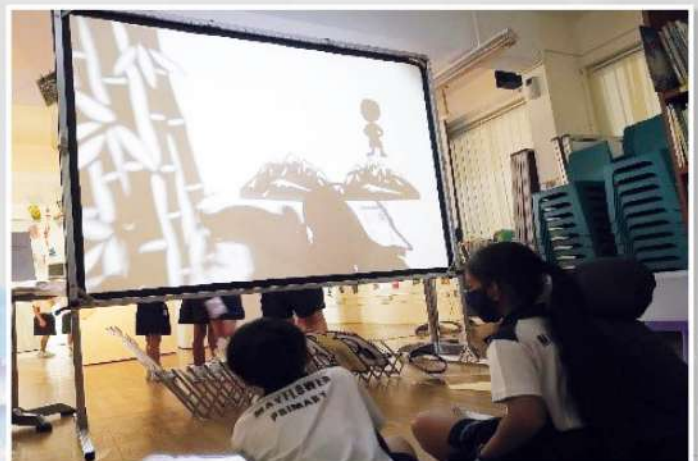
MFPS MBL Programme – Knowledge Acquisition and Self-expression

The MBL @ The Travelling Museum is the first instalment of the MBL programme in Mayflower Primary School (MFPS) for our current Primary 2 cohort of students. The MBL programme will span over 5 years with 1 unique museum visit annually including traditional arts, contemporary art, and functional art. The programme takes on an interdisciplinary approach emphasising 2 important aspects in learning, understanding and applying knowledge learnt to express one's views of the world. Firstly, students learn about the

world and themselves through active inquiry while engaged in art appreciation. Secondly, students will apply their knowledge of using visuals with an intention to develop their personal voice in expressing their idea(s) through art-making and exhibition. The MFPS MBL Programme strives to bring the arts closer to our students. In doing so, we hope to nurture them into empowered learners who are passionate in their learning and empathetic leaders who are kind and considerate through developing an interconnected worldview.



Our MFPS puppeteers.



Enjoying the shadow performance by peers.

STUDENT DEVELOPMENT @MFPS

Mrs Amy Seah (SH/Student Management)



Student Development @ MFPS



RECESS DURING COVID TIMES

Prior to the current Phase 2 (Heightened Alert), MFPS strove to maintain normalcy for our students during post-circuit breaker while adhering to measures such as donning a mask and maintaining safe distancing. This included tweaking the recess timing so that students could continue to have recess with their classmates, whilst keeping to their allocated seating arrangements.

After having their break, students proceeded to their designated Rest and Relax Area where they were allowed to have unstructured play as a class as long as they abided by the following guidelines:

- Stay 1 metre apart
- No physical contact
- Mask on at all times
- Light activities – no running

Our students were appreciative of this arrangement which allowed them time to play outdoors and even come up with their own innovative games!

However, as the nation moved into Phase 2 (Heightened Alert) from 16 May, the school tightened its Safe Management Measures (SMM) to align to the national posture. Instead of unstructured play at the Rest and Relax area, students were encouraged to read and wait until recess was over. Spot markers were also placed on the ground to ensure safe distancing.



BEING AN EMPATHETIC LEADER

'Service Before Self'

Our prefects certainly live up to our school motto!

Since the start of the school year, prefects are assigned to the Primary 1 & 2 classes to help our Lower Primary students settle down and start the day well.

While the prefects ensure that Safe Management Measures (SMM) like temperature-taking are done well, they have also gone the extra mile to initiate class bonding activities like celebrating birthdays and writing notes of encouragement!



CAUGHT BEING GOOD AFFIRMATION PROGRAMME

Motivation is the key to learning and good behaviour. In MFPS, we intentionally catch students demonstrating good behaviour and acknowledge their effort, especially during these trying COVID-19 times.

The 'Caught Being Good' Affirmation programme rewards good behaviour with stickers. At the end of the term, the school awards badges to students with the highest number of stickers.

Any student can receive a sticker from any teacher who catches him/her displaying the school values, traits of an Empowered Learner or Empathetic Leader, or good learning dispositions.

We believe that this visual affirmation reinforces good behaviour and more importantly, increases the students' self-esteem.

With SMM kicking in, the school also seeks to recognise students who take pride in keeping themselves and others safe by reminding their peers to mask up.

Check out pages 56, 80, 104, and 128 of your child's handbook to see how many 'Caught Being Good' stickers he/she has! Discuss the good behaviour that your child demonstrated, and praise him/her for the effort put in to be good.



WORLD WATER DAY 2021

Mdm Szetoh Wei Wei (I/C of Eco Rangers Club) & Mr Mohammad Shaifudin (I/C of Scouts)

In our goal to arise and aspire in making the world a better place, our Eco Ranger Club members embarked on a mission to find out more about the objectives behind celebrating World Water Day (WWD). In Singapore, the day serves as a reminder about the importance of conserving water.

With Safe Management Measures (SMM) in place, the Rangers were challenged to think of an alternative to bring the critical message of water conservation across to their peers. They prepared Powerpoint slides on World Water Day, which were shared with the PI-P6 Form Teachers. The Form Teachers then shared the slides with their students as a pre-assembly programme. Students learnt the importance of clean water and good habits to conserve and utilise water wisely. This also tied in with the P5 Project Work where students learnt about Water and its Changes of State and Water Cycle in Science. As part of the Project Work, students created a prototype that provided a clean and sustainable source of water to solve the problem of water shortage using the Design Thinking protocol.

The Eco Ranger Club believes that the timely reminder on World Water Day enables Mayflower students to exemplify themselves as Empathetic Leaders - in taking the initiative to be green ambassadors and to share the message of water conservation beyond Mayflower Primary School, to family and friends.



The Eco-rangers worked in their groups to research on World Water Day.



Group presentation on water conservation.



Important information on clean water and good habits to conserve and utilise water wisely.



Creation of posters to generate awareness of the importance of fresh drinkable water.

As part of our Scouts Youth Programme and in conjunction with Singapore World Water Day, a series of activities were carried out during Scouts CCA periods in the month of March to also commemorate World Water Day.

MFPS Cub Scouts designed posters on water conservation on 5 March, and put them up on classroom doors, the canteen and washrooms the following week. On 22 March, to raise awareness about water conservation, a short clip of the Scouts with their message about Water Conservation was played for every class.

The cub scouts researched and came up with quiz questions on 26 March. During recess, they asked their friends questions related to water conservation. Small tokens, created by the cub scouts were given to those who answered the questions correctly. Through the quizzes, it was hoped that the Cub Scouts could educate their friends and advocate the importance of valuing water.



Putting up posters on the importance of freshwater, hoping to impact one student at a time.

AWARDS AND ACHIEVEMENTS (STUDENTS)



CCA/ Department	Name of event	Achievement			
		Awardees	Class	Achievement	
Physical Education Department	2021 Haw Par Junior and Youth Athletics Meet organised by Para Athletics Singapore (PAS)			Run, Step, Jump	50m Dash
		Lim Hui Ting	3RS	2nd	2nd
		Raja Nur Qiyarah Binte Raja Mohammad Basrah	4RT	2nd	2nd
		Nurfasha Elaisyah Binte Muhammad Khairul	4RT	3rd	1st
		Ong Yee Hong Brendon	4RT	1st	2nd
		Janelle Jurng Jeong-A	4RT	3rd	1st
		Alya Marsya Binte Abdullah	4RT	1st	1st



CCA/ Department	Name of event	Achievement	
		Awardees	Class
Girls' Brigade CCA	2021 Junior Brigader Brooch Award	Low Zhi Ting Abril	6RT
		Chen Ruohan	6IN
		Lim Ru Yu	6EC
		Wong Yuen Mun, F	6EC





CCA/ Department	Name of event	Achievement		
Mother Tongue Department	'Rakan Bahasa' 2021 by Malay Language Council	Awardees	Class	Achievement
		Irdina Nur Laila Binte Mohammad Irwan Shah	5RS	National Malay Language Ambassadors
		Raiyan Aniq Bin Johan	5RS	

CCA/ Department	Name of event	Achievement		
Mother Tongue Department	2021 Tamil Literary Competition: Chinnanaj Chittukkal organised by Teck Ghee Indian Activity Executive Committee	Awardees	Class	Achievement
		Nagappan Thenammai	1IN	4th in Singing Competition
		Boopathi Yazhini	2CT	1st in Singing Competition
		Boopathi Yazhini	2CT	2nd in Language Quiz (Live)
		Gashvithaa Saai Meera Elayaraja	3SV	3rd in Storytelling Competition
		Vasudevan Rao Achutha	4IN	2nd in Storytelling Competition
		Shanmugaraja Devak	5IN	3rd in Creative Story Competition Consolation in Language Quiz (Live)



CCA/ Department	Name of event	Achievement		
Art Department	2020 ViaRT Award organized by VIANT Commodities and Y Art Project	Awardees	Class	Achievement
		Toh Jia Ming	6SV	1st in "You Made A Difference" category
		Wong Xuan Lin Emberlynn and Phua Jia Xuan Jaymee	6RT 6RT	Finalist for "Best Story" category
		Tan Guan Yu Gerald	6RT	Finalist for "Most Artistic" category



ViART Award master pieces.

AWARDS AND ACHIEVEMENTS (STAFF)

The 2020 Outstanding Contribution Award (OCA) is given by the Ministry of Education in recognition of significant value-added contributions by staff who made an impact to the school.

Team	Members	
Fiesta & (T4) MFPS Support the Fight – VIA Core Team	Mr Phua Jianping Matthew Mr Fan Wen Qi	Ms Esther Chia Kah Min
40th Anniversary	Mr Imran Mahmud Hussin Mdm Sitihajjar Mohamed Rashid Mrs Jessie Ching Mr Mohamad Shaifudin	Ms Nurhuda Housman Ms Charmaine Wong Mr Lee Qin Yi Mdm Szetoh Wei Wei
IP HODs (T&L Leadership during FHBL)	Mdm Carol Lee Huay Meng Ms Ng Yein Leng	Mdm Jaseline Ang Chieh Sin Mrs Michelle Chan Chee Kong
YH / AYH (Student Well-being during FHBL)	Mdm Au Yard Wah Mr Leong Wai Phang	Mdm Kelly Chua Sok Huang Mr Sebastian Lau Kian Yong
Operations Support Team	Mr Patrick Mariadass Mdm Tan Beng Eng Mdm Ang Siew Thim	Mdm Tai Yok Moy Mdm Toh Kak Hoi Mr Sivakumar s/o Pakirisamy
Allied Educators	Mdm Angeline Chow Lai Fong Ms Deana Natasha Bte Azhar Mr Alimran Bin Shaaban'	Mrs Cheryl Cheong Ai Lee Mdm Jiang Chow Juan Mdm Georgina You Sin Chiat
Individual		
Mrs Valerie Wong Lai Yin Mr Adrian Tan Buck Khoon Ms Jayaletchime	Ms Charmaine Wong Mr Leong Wai Phang	



Staff News: A Warm Welcome to:



Mrs Chow - Kong Yuit Chan, Noelle
Vice- Principal



Mdm Chua Yulin Eileen
HOD/Character & Citizenship Education



Mdm Lim Wen Chye Joey
Year Head (P1&2)



Mrs Alagathal Ramathas
Senior Teacher (Tamil)



Mdm Choong Mei Chyi Maggie
Administration Manager



Mr Dennis Tan Lian Seng
Specialised Teacher (HL)



Mdm Chen Wenni
Teacher



Ms Lee Xin Run
Teacher



Miss Genevieve Chong Yan Ling
Teacher



Miss Sezhiyan Nandhini
Teacher



Congratulations to our staff:

Mdm Nurliyana Bte Ismail on the birth of her son, Nur Imran Bin Isa Nurafian.



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